

PROCEEDINGS OF

THE 1st National and International Sripatum University Khon Kaen Conference 2023

การประชุมสัมนาวิชาการ ระดับชาติและนานาชาติ ครั้งที่ 1

มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ร่วมกับ

สมาคมพัฒนาวิชาชีพการบริหารการศึกษาแห่งประเทศไทยและมหาวิทยาลัยในเครือฯ

ภายใต้หัวข้อ

"อนาคตภาพวิชาชีพครู / ผู้บริหาร : ต่อความหวัง ความท้าทาย และการคงอยู่"

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Theme "the Future of the Profession of Teachers and Administrators: Expectations, Challenges and Persistence"

รายงานสืบเนื่อง งานประชุมสัมมนาวิชาการระดับชาติและนานาชาติ
มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ร่วมกับ สมาคมพัฒนาวิชาชีพการบริหารการศึกษา
แห่งประเทศไทย และมหาวิทยาลัยในเครือฯ ครั้งที่ 1
ภายใต้หัวข้อ "อนาคตภาพวิชาชีพครู / ผู้บริหาร : ต่อความหวัง ความท้าทาย และการคงอยู่"
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สารจากผู้บริหาร

มหาวิทยาลัยศรีปทุม เป็นสถาบันอุดมศึกษาเอกชนชั้นนำ ในการสร้างมืออาชีพและมีความรับผิดชอบต่อสังคม โดยมีเป้าหมายในการผลิตบัณฑิตให้เป็นเป็นผู้ที่สามารถปฏิบัติงานได้อย่างมืออาชีพ มีคุณธรรมและมีความรับผิดชอบจนเป็นที่ยอมรับของสังคม ภายใต้ปรัชญาที่ว่า “การศึกษาสร้างคน คนสร้างชาติ” สำหรับพันธกิจด้านการวิจัย มหาวิทยาลัยศรีปทุม ส่งเสริมและสนับสนุนให้คณาจารย์ผลิตผลงานวิจัย ผลงานสร้างสรรค์และนวัตกรรมที่มีคุณภาพ พิจารณาจัดสรรทุนวิจัยให้กับคณาจารย์ในหัวข้อที่สอดคล้องกับนโยบายของมหาวิทยาลัยและยุทธศาสตร์ชาติ ตลอดจนพันธกิจการสร้างเครือข่ายการวิจัย การบริหารจัดการความรู้จากงานวิจัย การส่งเสริมและสนับสนุนการเผยแพร่ผลงานวิจัยในระดับชาติและนานาชาติ และการนำผลงานวิจัยไปใช้ให้เกิดประโยชน์อย่างกว้างขวาง ภายใต้ปณิธานของมหาวิทยาลัย **“ปัญญา เชี่ยวชาญ เบิกบาน คุณธรรม”** และสอดคล้องกับเอกลักษณ์ของมหาวิทยาลัยที่ก้าวทันการเปลี่ยนแปลงและเปี่ยมด้วยพลัง (Dynamic University)

การจัดการประชุมสัมมนาวิชาการระดับชาติและนานาชาติ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ร่วมกับสมาคมพัฒนาวิชาชีพการบริหารการศึกษาแห่งประเทศไทย และมหาวิทยาลัยในเครือฯ ครั้งที่ 1 **ภายใต้หัวข้อ “อนาคตภาพวิชาชีพครู / ผู้บริหาร : ต่อความหวัง ความท้าทาย และการคงอยู่”** เป็นกิจกรรมทางวิชาการเพื่อให้คณาจารย์ นิสิต นักศึกษา ได้มีโอกาสนำเสนอผลงานที่สร้างสรรค์ และนวัตกรรมต่างๆ เผยแพร่ผลงานที่หลากหลายทั้งในระดับชาติ และนานาชาติ ทำให้ตระหนักถึงความสำคัญของการทำงานวิจัยมากขึ้น ซึ่งนับว่าเป็นวิธีหนึ่งที่ทำให้เกิดบรรยากาศทางวิชาการ ตลอดจนการสร้างเครือข่ายนักวิจัยและความร่วมมือทางวิชาการกับหน่วยงานหรือภาคส่วนอื่นๆ ที่จะนำไปสู่การนำผลงานวิจัยไปใช้ประโยชน์อย่างกว้างขวางและยั่งยืนต่อไป



ดร.รัชนีพร พุคยาภรณ์ พุกกะมาน
อธิ การบดี มหาวิทยาลัยศรีปทุม
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สารจากคณะผู้จัดการประชุม

ยินดีต้อนรับผู้เข้าร่วมการจัดการประชุมสัมมนาวิชาการระดับชาติและนานาชาติ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ครั้งที่ 1 ภายใต้หัวข้อ **“อนาคตภาพวิชาชีพครู / ผู้บริหาร : ต่อความหวัง ความท้าทาย และการคงอยู่”** ในวันเสาร์ที่ 4 กุมภาพันธ์ พ.ศ. 2566 โดยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เจ้าภาพหลัก ร่วมกับสมาคมพัฒนาวิชาชีพการบริหารการศึกษาแห่งประเทศไทย และมหาวิทยาลัยในเครือข่ายทางวิชาการ

มหาวิทยาลัยศรีปทุม บางเขน
คณะศึกษาศาสตร์ มหาวิทยาลัยขอนแก่น
คณะศึกษาศาสตร์ มหาวิทยาลัยมหาสารคาม
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏสกลนคร
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏนครราชสีมา
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏอุดรธานี
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏอุบลราชธานี
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม
มหาวิทยาลัยมหามกุฏราชวิทยาลัย วิทยาเขตศรีล้านช้าง
มหาวิทยาลัยมหามกุฏราชวิทยาลัย วิทยาเขตร้อยเอ็ด
มหาวิทยาลัยศรีปทุม วิทยาเขตชลบุรี
คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา
คณะครุศาสตร์ มหาวิทยาลัยนครพนม
มหาวิทยาลัยราชภัฏรำไพพรรณี
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏบุรีรัมย์
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏสุรินทร์
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏศรีสะเกษ
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏเลย
คณะครุศาสตร์ มหาวิทยาลัยราชภัฏชัยภูมิ
มหาวิทยาลัยมหามกุฏราชวิทยาลัย วิทยาเขตอีสาน
มหาวิทยาลัยมหามกุฏราชวิทยาลัย วิทยาเขตล้านนา
คณะศึกษาศาสตร์และนวัตกรรมการศึกษามหาวิทยาลัยกาฬสินธุ์
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตขอนแก่น
คณะศึกษาศาสตร์ มหาวิทยาลัยภาคตะวันออกเฉียงเหนือ
คณะศึกษาศาสตร์และศิลปศาสตร์ วิทยาลัยบัณฑิตเอเชีย

ในนามของคณะผู้จัดการประชุม ขอกราบขอบพระคุณ รองศาสตราจารย์ ดร.ประวิต เอราวรรณ์ เลขาธิการสำนักงานคณะกรรมการข้าราชการครูและบุคลากรทางการศึกษา และ ศาสตราจารย์ เกียรติคุณ ดร ธีระ รุญเจริญ ที่ได้ให้เกียรติปาฐกถาพิเศษ เรื่อง **“อนาคตภาพวิชาชีพครู / ผู้บริหาร : ต่อความหวัง ความท้าทาย และการคงอยู่”** และขอขอบคุณประธาน คณะกรรมการในห้องนำเสนอผลงาน ผู้ทรงคุณวุฒิพิจารณาบทความ (Peer Reviewers) ทุกท่าน ตลอดจนผู้เข้าร่วมการประชุมวิชาการฯ และคณะกรรมการจัดการประชุมวิชาการฯ ที่ทำให้การจัดการประชุมวิชาการฯ ในครั้งนี้ เป็นไปด้วยความเรียบร้อยและบรรลุเป้าหมายที่กำหนดไว้ทุกประการ



รองศาสตราจารย์ ดร.วิชิต อู่อ้น
คณบดีวิทยาลัยบัณฑิตศึกษาด้านการจัดการ
Assoc. Prof. Dr. Vichit U-on
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รองศาสตราจารย์ ดร.สุธรรม ธรรมทัศนานนท์
รองคณบดีวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
Assoc. Prof. Dr. Sutum Thammatasananon,
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รองศาสตราจารย์ ดร.ไชยา ภาวะบุตร
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President of the Network of Educational Administration Programs University
in the Northeast.

Keynote Speaker



รองศาสตราจารย์ ดร.ประวิต เอราวรรณ์
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และบุคลากรทางการศึกษา



ศาสตราจารย์ เกียรติคุณ ดร ธีระ รุญเจริญ
ประธานที่ปรึกษาหลักสูตรปรัชญาดุษฎีบัณฑิต
และหลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวิชา
การบริหารการศึกษา มหาวิทยาลัยศรีปทุม

เมื่อกล่าวถึงการประกอบวิชาชีพครู / ผู้บริหารการศึกษา ในยุคของการเปลี่ยนแปลงและการแข่งขันของโลกที่นับวันจะสูงขึ้นอย่างต่อเนื่อง ถือได้ว่าผู้ที่อยู่ในวิชาชีพนี้จะต้องเผชิญกับโจทย์และความท้าทายที่หลากหลายเหนือสิ่งอื่นใดเมื่อวิทยาศาสตร์ และเทคโนโลยีเข้ามาเกี่ยวข้องและเป็นปัจจัยที่สำคัญสำหรับการดำเนินชีวิตของคนในสังคมด้วยแล้ว ครู / ผู้บริหารการศึกษา ยิ่งต้องพัฒนาและยกระดับตนเองให้ก้าวทันนวัตกรรมและเทคโนโลยีผสมผสานกับองค์ความรู้ด้านเศรษฐกิจสังคมและอื่นๆ ที่เกี่ยวข้อง

คุณภาพของการศึกษาและคุณภาพของผู้เรียนขึ้นอยู่กับคุณภาพของครู / ผู้บริหารการศึกษา เป็นสำคัญเพราะครูเป็นผู้มีบทบาทสำคัญอย่างยิ่งในการพัฒนาการศึกษาให้บรรลุจุดหมายปลายทางได้ การปฏิรูปการศึกษาจะสำเร็จได้หรือไม่ขึ้นอยู่กับครู ด้วยเหตุนี้ ครูจึงต้องเป็นผู้นำ รู้เท่าทันความเปลี่ยนแปลงต่าง ๆ ที่เกิดขึ้นในสังคม มีการปรับเปลี่ยนบทบาทตนเองให้เป็นผู้นำการเปลี่ยนแปลงเพื่อสร้างเยาวชนรุ่นใหม่ให้มีคุณภาพได้เหมาะสมกับยุคสมัย นอกจากความเปลี่ยนแปลงทางสังคมแล้วยังมีการเปลี่ยนแปลงปัจจัยภายในวิชาชีพครู เช่น นโยบายการปฏิรูปครู นโยบายของการผลิตและพัฒนาครู แผนการศึกษาแห่งชาติ พระราชบัญญัติการศึกษาแห่งชาติ มาตรฐานวิชาชีพครู มาตรฐานการศึกษา และปัจจัยภายนอกวิชาชีพครู เช่น การเปลี่ยนแปลงทางด้านเศรษฐกิจการเมือง สังคม วัฒนธรรม สิ่งแวดล้อม วิทยาศาสตร์และเทคโนโลยี เป็นต้น ซึ่งปัจจัยเหล่านี้ล้วนส่งผลกระทบต่อการศึกษาไทยและส่งผลต่อการปฏิบัติงานของครู / ผู้บริหารการศึกษา ทำให้ต้องมีการปรับเปลี่ยนบทบาทของครูให้มีลักษณะเป็นผู้นำในการเปลี่ยนแปลง

การพัฒนาการศึกษาและวิชาชีพครู / ผู้บริหารการศึกษา เติมเต็มการสูญเสียโอกาสทางการเรียนรู้ของผู้เรียน (Learning Loss) และการฟื้นคืนการเรียนรู้ (Learning Gain) พลิกวิกฤตหลังสถานการณ์โควิดให้เป็นโอกาสก้าวผ่านความท้าทายสู่อนาคตของวิชาชีพทางการศึกษา ด้วยการพัฒนาสมรรถนะการเรียนรู้ต่างๆ ผ่านเทคโนโลยีและนวัตกรรมทางการศึกษา ถือว่ามีความสำคัญยิ่ง และเพื่อการเปลี่ยนแปลงสู่คุณภาพทั้งทักษะชีวิต สุขภาวะทางอารมณ์ สังคม และปัญญา

รายนามผู้ทรงคุณวุฒิพิจารณาบทความ

มหาวิทยาลัยศรีปทุม

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BUS-047 แนวทางการเพิ่มรายได้ค่าธรรมเนียมและบริการของธนาคารออมสินสาขาศรีสัชนาลัย 968
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BUS-049 การศึกษาสาเหตุและแนวทางแก้ไขปัญหาสินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ไม่ผ่านการพิจารณาอนุมัติของธนาคารออมสิน กรณีสินเชื่อธุรกิจวงเงินเกิน 20 - 100 ล้านบาท ในพื้นที่รับผิดชอบหน่วยงานในสังกัดสายงานกิจการสาขา 1 – 6 982
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BUS-050 การศึกษาสาเหตุ และแนวทางการแก้ไขปัญหาการเพิ่มขึ้นของหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs)สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) กรณีศึกษา ธนาคารออมสิน สำนักงานใหญ่ฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1 989
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BUS-052 อิทธิพลของเนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจ ต่อการตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้าต่อธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย 1,004
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BUS-053 การศึกษาสาเหตุและปัจจัยที่ส่งผลต่อการตัดสินใจของผู้ปกครองในการส่งบุตรหลานศึกษาต่อระดับชั้นมัธยมศึกษาตอนปลาย: กรณีศึกษา โรงเรียนต้นกล้าวิทยา 1,015
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BUS-054 ผลกระทบการประยุกต์ใช้ TFRS 15 ต่อคุณภาพกำไรของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย 1,022
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BUS-055 ความสัมพันธ์ระหว่างข้อมูลทางการบัญชีและราคาหุ้นของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย 1,028
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BUS-057 ความสัมพันธ์ของคุณภาพการสอบบัญชีและคุณภาพรายงานทางการเงิน 1,042
รัตน์ฤทัย แนมชัยภูมิ, พนิดา จันทร์ตรี, ธิดารัตน์ อ่ำเคลือบ, อรยา ควบพิมาย, ปิยธิดา พิทยานานนท์, สลิลทิพย์ ผายพิมาย, *อนิสรา เสงี่ยมโคกกรวด และ จันทร์เพ็ญ ธงไชย*

BUS-058 อิทธิพลของการวางแผนภาษีต่อผลการดำเนินงาน: กรณีศึกษาบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย 1,050
เจษฎา เพ็ชรวิจิตร, อภิญญา แก้วกลม, พรพิชชา เชยโพธิ์, รัตนาภรณ์ ต้นพุดซา, มิลตรา ใจสบาย, สุวิมล จงเจริญสมบัติ, กษมยศพล หุ่นจะบก และ สมศักดิ์ จินตวัฒนกุล

BUS-059 ความสัมพันธ์ระหว่างการกำกับดูแลกิจการกับผลการดำเนินงานของบริษัทที่จดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย 1,058
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BUS-060 การจัดการโซ่อุปทานและโลจิสติกส์โรงแรม หลังสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 กรณีศึกษาโรงแรมแห่งหนึ่งในจังหวัดลำปาง 1,065
ปัญจพร จันทะวงษ์ และ อัณณ์ณิชา ธัญญะชัยรัตน์

BUS-061 แนวทางการพัฒนาระบบการซื้อขายสินค้าและบริการสำหรับตลาดชุมชนออนไลน์ 1,074
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BUS-062 การปรับตัวและทัศนคติที่ส่งผลต่อความคาดหวังในชีวิตของกลุ่มแรงงานต่างด้าวจังหวัดสมุทรปราการ 1,082
ศรุดา สิงสาด, ธนินท์รัฐ รัตนพงศ์ภิญโญ และ ฐิดาทิพ ปานโรจน์

BUS-063 อิทธิพลของการสื่อสารการตลาดดิจิทัลและการรับรู้ต่อโฆษณาผ่านสื่อโซเชียลที่มีต่อกระบวนการตัดสินใจซื้อเบเกอรี่ช่องทางออนไลน์ในภาวะโควิด-19 1,091
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BUS-064 ความพึงพอใจในการทำงานของพนักงาน: กรณีศึกษาสถานประกอบการผลิตผลิตภัณฑ์จากสำลี 1,099
จีระนันท์ มาลาศรี, อานนท์ พนารักษ์, และ ฤดี นิยมรัตน์

BUS-065 การศึกษาปัจจัยที่ส่งผลต่อการผิดนัดชำระหนี้ของลูกหนี้ธนาคารออมสิน: กรณีศึกษาของสาขาในอำเภอสามพราน จังหวัดนครปฐม 1,108
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BUS-066 อิทธิพลของส่วนประสมทางการตลาดและการสื่อสารการตลาดออนไลน์ที่มีผลต่อการตัดสินใจใช้บริการรับส่งอาหารของผู้บริโภคในจังหวัดสุราษฎร์ธานี 1,116
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BUS-067 แนวทางการเพิ่มจำนวนลูกหนี้ให้สมัครเข้ามาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-Npls) ของธนาคารออมสิน เขตเชียงราย 1,128
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BUS-068 การลดเวลาการค้นหาสินค้าไม่ตรงโลเคชั่น โดยใช้หลักการจัดวางตำแหน่งตายตัวบริษัทกรณีศึกษา: บริษัทอัพ อีคอมเมิร์ซ จำกัด 1,136
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BUS-069 รูปแบบและพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐสังกัดสำนักงานเขตบางขุนเทียน กรุงเทพมหานคร 1,143
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BUS-070 การจัดการความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุของข้าราชการครู ในพื้นที่เขตภาษีเจริญ กรุงเทพมหานคร 1,152
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BUS-071 ปัจจัยส่วนบุคคลและปัจจัยสมรรถนะทางการเงินที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ใน จังหวัดนนทบุรี 1,160
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BUS-072 แนวทางการแก้ปัญหากระบวนการขนส่งสินค้าล่าช้าโดยใช้หลักการ ECRS กรณีศึกษา: บริษัท สิทธิ โลจิสติกส์ (ประเทศไทย) จำกัด 1,168
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BUS-074 ปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อความพึงพอใจในการใช้บริการผ่านแอพพลิเคชั่น Ghb All ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น 1,175
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BUS-078 การจัดการแบบลีนเพื่อเพิ่มประสิทธิภาพกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ 1,199
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BUS-081 ปัจจัยด้านประชากรศาสตร์และพฤติกรรมการออมที่ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขต อำเภอเมือง จังหวัดลพบุรี 1,228
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BUS-082 แนวทางการกำกับดูแลกิจการของกลุ่มธุรกิจพลังงานสะอาดในประเทศไทย ภายใต้แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 1,237
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BUS-083 การบริหารความเสี่ยงในการเปลี่ยนแปลงเทคโนโลยีทางการเงินในยุคดิจิทัล 1,247
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BUS-084 กลยุทธ์การแข่งขันในธุรกิจนวดไทยในประเทศออสเตรเลียในช่วงวิถีชีวิตใหม่ 1,256
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BUS-085 ส่วนประสมทางการตลาดมีอิทธิพลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อก ของผู้ประกอบการรับเหมาก่อสร้างอำเภอภูเวียง จังหวัดขอนแก่น 1,263
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BUS-086 ลักษณะทางประชากรศาสตร์และบริบททางสังคมที่ส่งผลต่อทักษะทางการเงินของบุคลากรสาธารณสุขในจังหวัดเพชรบุรี 1,272
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ED-001 การใช้สื่อดิจิทัลของนักท่องเที่ยวไทยในการสื่อสารข้ามวัฒนธรรมเพื่อการท่องเที่ยวสาธารณรัฐประชาธิปไตยประชาชนลาว 1,483
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ED-003 การศึกษาความสัมพันธ์ระหว่างภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษากับแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา 1,494
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ED-027 บทบาทของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) (พ.ศ.2367 - พ.ศ.2421) 1,675
การะเกด ยีมะเหร็บ และ ลลิดา ภคเมธาวี
ED-028 “หมูย่างเมืองตรัง” วัฒนธรรมภูมิปัญญาท้องถิ่น 1,684
ศิริประภา แคล้วภัย และ พรรณวดี ขำจริง
ED-029 การศึกษาพฤติกรรมการป้องกันตนเองจากโรคฝีดาษลิงของนักท่องเที่ยวในจังหวัดภูเก็ต 1,693
สิรรัตน์ บุญฤทธิ์ และ พรรณวดี ขำจริง
ED-030 การศึกษาประติมากรรมพระประธานในอุโบสถ: กรณีศึกษาวัดในเขตพื้นที่จังหวัดภูเก็ตที่สร้างตั้งแต่พ.ศ. 2500 จนถึงปัจจุบัน 1,701
ธวัชชัย ไชยกิจ และ พรรณวดี ขำจริง
ED-033 การส่งเสริมแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนโดยการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขัน สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านแพงหนองเหนือ 1,706
จุฑารัตน์ เปลี่ยนภู่, สนิท ตีเมืองซ้าย และ อุบลวรรณ จันทรเสนา
ED-034 ผลการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม 1,716
อนงค์ คะเซ็นแก้ว
ED-037 แนวทางการพัฒนาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 1,722
เสาวลักษณ์ วิลัยลักษณ์ และ สรรฤดี ดีปู่
ED-038 การพัฒนาความสามารถของผู้ปกครองในการใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการ 1,729
อินอานันท์ตา ธำรงพุทธิวงษ์
ED-040 การฝึกทักษะการคิดอย่างมีวิจารณญาณในการสอนคอมพิวเตอร์: ระดับศักยภาพการเรียนรู้ 1,735
เกียรติชร โสภณาภรณ์, กิตติ เชี่ยวชาญ, อังคาร ปริญญาชัยศักดิ์, นิธิวดี พะเทพ, เด่นชัย พันธุ์เกตุ, ดุษฎี เทิดบารมี และ วรุตม์ พลอยสวยงาม
ED-041 การศึกษาองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ 1,748
ธงชัย เพียงใจ, พรรณี สุวัตถี, ชูชีพ พุทธประเสริฐ และ ถนัด บุญชัย

ED-042 ศึกษาสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาหลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพครู พ.ศ. 2562 ของสำนักงานเลขาธิการคุรุสภา 1,759
ประสาร ศรีพงษ์เพลิด

ED-043 การใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึม 1,768
แพรวพราว เมืองแสน และ ปิยะวรรณ ศรีสุรักษ์

ED-044 ความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด 1,777
กลวิชร เคนโยธา, วิรัลพัชร วงศ์วัฒน์เกษม และ สุวัฒนพงษ์ ร่มศรี

ED-045 ผลการจัดกิจกรรมการเรียนรู้ เรื่อง การเพาะปลูกสมุนไพรของนิสิตเภสัชศาสตร์ คณะเภสัชศาสตร์ มหาวิทยาลัยนเรศวร 1,786
ศิรินทร พิศุทธานันท์, อัษฎางค์ พลนอก และ กุลธิดา ไชยจินดา

ED-046 การบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาความรู้ ความเข้าใจและทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐาน ร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน 1,795
รัชกร ประสีระเตสัง และ ภูมิไพรัตน์ อนุพันธ์

ED-048 ผลการใช้ชุดกิจกรรมนันทนาการในการพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม 1,805
ณัฏฐณิชา คำเมฆ และ ปิยะวรรณ ศรีสุรักษ์

ED-049 การศึกษาผลสัมฤทธิ์ทางการเรียนและความพึงพอใจ โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรมเรื่องลักษณะโครงสร้างผังงานของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช. 1) 1,815
ลัดดาวรรณ หินสำโรง และ อรณิชา ทศตา

ED-050 การทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานกับแนวทางการพัฒนาคุณภาพการศึกษาในพื้นที่ภาคตะวันตก 1,823
กุณฑิกา โกมุก, มีชัย ออสุวรรณ และ วรรณวิศา สืบนุสรณ์ คล้ายจำแลง

ED-051 การพัฒนาแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 1,831
ขวัญฤทัย ยกยศ และ สุธรรม ธรรมทัศนานนท์

ED-053 ความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อวิถีชีวิตและความเชื่อของชาวชุมชนกาญจนบุรีเก่า บ้านเท่าเสา ตำบลลาดหญ้า อำเภอเมือง จังหวัดกาญจนบุรี 1,839
จตุรงค์ ภิรมยา

ED-054 ความสัมพันธ์ของการยอมรับนวัตกรรมกับความพึงพอใจที่มีต่อนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช 1,847
พิชามญชุ์ ไวศยศิริกุล และ วิลาสินี จินตลิขิตดี

ED-059 ความสัมพันธ์ระหว่างการตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษากับความไว้วางใจของครู 1,856
ทัชดาว นิสสัยมั่น, มีชัย ออสุวรรณ และ วรรณวิศา สืบนุสรณ์ คล้ายจำแลง

ED-060 การพัฒนากิจกรรมการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง เพื่อส่งเสริมคุณลักษณะการเรียน ด้วยการนำตนเองของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู 1,864
รัชกร ประสีระเตสัง, ภูมิไพรัตน์ อนุพันธ์ และ ดิศกุล เกษมสวัสดิ์

ED-063 การพัฒนาผลการเรียนรู้ด้วยการสอนแบบโมเดลซิปปานักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนบ้านหนองแต้ 1,874
ก่อเกียรติ ทรัพย์คำจันทร์ และ พินโย พรมเมือง

ED-065 ผลการใช้กิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวกเพื่อพัฒนาทักษะการคิดเชิงบริหารด้านการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม 1,878
จาตุรงค์ ถูสินแก่น, อรอนงค์ ฤทธิ์ฤชัย และ กรวรรณ โหม่งพุฒิ

ED-066 ปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ในภาคตะวันออกเฉียงเหนือ 1,888
วธัญญู พิชญภูสิทธิ และ เพียงแข ภูผายาง
ED-067 Graph User Interface: ชุดฝึกปฏิบัติ Command Button และ Image เพื่อเพิ่มทักษะการเขียนโปรแกรมของ นักเรียนระดับ ปวช. 1 แผนกเทคโนโลยีสารสนเทศ ภาคเรียน ที่ 2 ปีการศึกษา 2564 วิทยาลัยเทคนิคขอนแก่น 1,899
มัธยม อ่อนจันทร์
ED-068 ผลการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิด ร่วมกับรูปแบบ SSCS ที่มีต่อผลสัมฤทธิ์ทางการเรียนและความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 1,910
นิลาวัลย์ เพิ่มผล, นฤมล ศักดิ์ปกรณ์กานต์ และ นิยม อานไมล์
ED-069 การพัฒนาสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน 1,918
นิพนธ์ คำแตง และ เพ็ญพรรณ แจ่มน้อย
ED-071 การวิเคราะห์ความสัมพันธ์ระหว่างการศึกษาของรุ่นพ่อแม่และการศึกษาของรุ่นลูก: ความเหลื่อมล้ำข้ามรุ่นทางการศึกษา 1,925
จุไรรัตน์ คลองโคน, มีชัย ออสุวรรณ และ วรรณวิศา สืบนุสรณ์ คล้ายจำแลง
ED-072 รูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 1,935
อรวรรณ โคตรภูธร และ เชิดศักดิ์ ศรีสง่าชัย
ED-073 ความหวัง ความท้าทายและการออกนอกระบบการศึกษา: กรณีศึกษาผู้เรียนที่ออกนอกระบบหลังจบการศึกษาภาคบังคับ 1,944
วัลลภ อ่วมสิกร, มีชัย ออสุวรรณ และ วรรณวิศา สืบนุสรณ์ คล้ายจำแลง
ED-075 สภาพและความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 1,952
ดำรงค์ วงค์กระโซ่ และ สุมาลี ศรีพุทธรินทร์
ED-076 สภาพ และความคาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 1,961
พงษ์ศักดิ์ จันทร์บุญ และ สุมาลี ศรีพุทธรินทร์
ED-077 สภาพและความต้องการจำเป็นในการพัฒนาโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานจังหวัดนครพนม 1,970
ปภัชญา บัวสาย และ ชาญวิทย์ หาญรินทร์
ED-078 สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 1,979
จักรพันธ์ หลีแก้วเครือ และ นาวี อุดร
ED-079 สภาพ ปัญหาและแนวทางการระดมทรัพยากรทางการศึกษาของสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร 1,992
มณีรัตน์ พรมแสง และ ชาญวิทย์ หาญรินทร์
ED-080 สภาพ และความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 2,005
กัญญาภัทร หมื่นรัตน์ และ ชาญวิทย์ หาญรินทร์
ED-081 สภาพ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัลสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 2,013
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ED-083 สภาพ และความต้องการจำเป็นในการพัฒนาสมรรถนะผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 2,030
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ED-172 ความสัมพันธ์ระหว่างภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษากับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 2,722
รัฐพล ปรีกไธสง และ ธนาศักดิ์ ศิริปุณยนันท์

ED-173 ความสัมพันธ์ระหว่างสมรรถนะของผู้บริหารสถานศึกษากับผลการปฏิบัติงานของครูกลุ่มโรงเรียนพุทไธสง 1สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 2,730
ยุทธนา พลเรือง และ กฤษฎาพันธ์ พงษ์บริบูรณ์

ED-174 การพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ เทศบาลเมืองเมืองพล 2,738
วุฒิพงษ์ ธุระทำ และ อำนาจ ชนะวงศ์

ED-175 แนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูงสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 2,746
อุลิษา บุญเริ่ม และ ธนาศักดิ์ ศิริปุณยนันท์

ED-176 ความสัมพันธ์ระหว่างภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิผลของสถานศึกษาในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 2 2,755
รัตนาภรณ์ ศรีใส และ ธนาศักดิ์ ศิริปุณยนันท์

ED-177 ความสัมพันธ์ระหว่างการบริหารแบบมีส่วนร่วมกับประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาศีรีสังกัดสำนักงานเขตพื้นที่มัธยมศึกษาขอนแก่น 2,762
จรรยาวัฒน์ ศรีใส และ ธนาศักดิ์ ศิริปุณยนันท์

ED-178 แนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในเขตอำเภอแวงน้อยและอำเภอแวงใหญ่ จังหวัดขอนแก่น 2,768
วัชระ ปราบ ณ ศักดิ์ และ อำนาจ ชนะวงศ์

ED-179 แนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 2,774
สุธิดา ปราบ ณ ศักดิ์ และ อำนาจ ชนะวงศ์

ED-180 แนวทางการพัฒนาการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น 2,782
วารุณี ประเถตัง และ พิสิฐ เทพไกรวัล

ED-181 ความต้องการจำเป็นของคุณลักษณะผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 2,790
ธนเดช ภานุสิทธิ์กุล และ อาทิตย์ ฉัตรชัยพลรัตน์

ED-182 การพัฒนาแนวทางการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ 2,798
กุมาริกา เครือวรรณ์, สุพัฒน์ เหล่าชัย และ ศิริบุญเอื้อ เหล่าชัย

ED-183 การพัฒนาแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น 2,806
นฤมล เผ่ามงคุณ และ อำนาจ ชนะวงศ์

ED-184 ความสัมพันธ์ระหว่างภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวายสังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น 2,816
ศศิวิภา มะลิมาศ และ สุพัฒน์ เหล่าชัย

ED-185 แนวทางการพัฒนาการบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 2,826
ปฐมพงศ์ สีอุ่น และ อาทิตย์ ฉัตรชัยพลรัตน์

ED-186 การศึกษาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม 2,835
ลมโชย หารศรีภูมิ และ สุธรรม ธรรมทัศนานนท์

ED-188 การพัฒนาแนวทางการนิเทศภายใน โดยใช้เทคนิคการชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น 2,842
วรัญญาภรณ์ สงวนทรัพย์ และ วิรัช เจริญเชื้อ

บทความระดับนานาชาติ
กลุ่มสาขาวิทยาศาสตร์และเทคโนโลยี



SCI-013

Application of fractional derivative for the study of chemical reaction

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Abstract

The purpose of this research is to develop an application of fractional calculus for the study of chemical reactions. The rate of a chemical reaction is calculated from the rate of change of the substance per time change. The rate of chemical reaction at any time is calculated using the first derivative of the permutation function. The rate of chemical reactions from fractional order calculus was compared with integer order calculus. Calculating chemical reaction rates with fractional derivatives yielded significantly higher rates than the integer order calculus.

Keywords: Fractional derivative, Conformable fractional derivative , Fractional calculus, Chemical reactions

Introduction

Data accuracy is an essential calculation in physics, engineering, hydrology, finance and economics. In the past two decades, many researchers have used fractional calculus for computational purposes and have achieved better results than integer order. [9] Chemical reactions are the calculation of the concentrations of reactant changes in chemical reactions while the concentration of the reactant decreases, resulting in a more concentrated product. Therefore, applying fractional calculus to the laws of chemical reactions will improve the accuracy of substrate concentration and yield. In addition, it will make the study of chemical reactions more convenient by developing applications.

Research Objective

1. Build knowledge using fractional calculus to study the rate of chemical reactions.
2. Develop applications for using fractional calculus to study chemical reactions.

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Research Methodology

Scope of research

1. Fractional calculus applied to chemical reactions is a conformable fractional derivative of order.
2. Regression line of the chemical reaction was calculated by a second-degree polynomial.
3. The application is developed with the Android Studio program.
4. The application supports the Android operating system.

Research methods

1. Study of related research theories (fractional calculus, chemical reaction rate law and regression analysis)

The first concept of fractional calculus was conceived in 1965 when L'Hospital wrote to Gottfried Wilhelm Leibniz asking about the fractional order derivative. Which is not an integer; what will be the result? Leibniz described it would produce power valuable results in the future.[5]

Euler was a famous mathematician and defined fractional mathematics in 1730, Laplace defined it in 1812, and Lacroix was the first mathematician to refer to the term “fractional derivative”. The first application of fractional derivatives was made in 1823 by a mathematician named Abel to find solutions to integral equations in tautochronous problems. Many mathematicians define and assign symbols to fractional calculus. But there are some important and popular definitions in fractional calculus: the Riemann-Liouville definition, the Caputo definition and the R. Khalil definition.[11]

An important definition of fractional derivatives that many scientists have used in their research is the fractional derivative of Riemann-Leuville and Caputo's definition. However, both definitions do not correspond to the product rule, quotient rule and chain rule.[10]

Definition fractional derivatives of R. Khalil as follows

Let f be a function such that $f:[0,\infty)\to R$. The newly defined fractional derivative is called Conformable fractional derivative order α.[8]

$$T_\alpha(f)(t)=\lim_{\varepsilon\to 0}\frac{f\left(t+\varepsilon t^{1-\alpha}\right)-f(t)}{\varepsilon},t>0,\alpha\in(0,1]$$

The Conformable fractional conforms to the rules of conventional calculus. The theory of conformable fractional derivatives of order α where $\alpha\in(0,1]$.

The change in the reactants measures the speed of the reaction. The reaction between the initial substances A and B yields C and D while the responseaction is progressing. The starting substance is reduced while the production will occur.[6]

$$aA+bB\to cC+dD$$

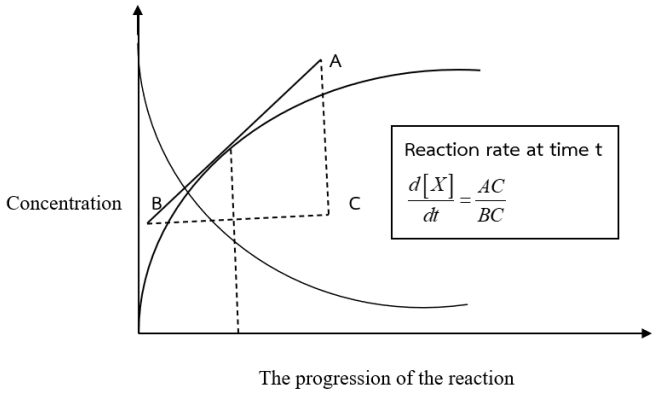


Figure 1 The relationship between Reactant concentration and product versus time

The speed of a reaction depends on the concentration of the reactants. The equation expressing the relationship between the speed and concentration of the reactants is called the rate law or rate equation.

The kinetics of chemical reactions determine the concentration of reactants or products at different times by various methods. One important method is the differential method by Vant Hoff, which measures the concentration of a substance at other times and uses the data to graph. The reaction rate at different times was calculated from the graph's slope at the desired time. [4]

The reaction rate can be written in differential form, known as the rate differential equation. (Differential rate equation) or differential rate law (Differential rate law).[7]

$$v = \frac{d[A]}{dt}$$ where v be reaction rate.

Determining the relationship between mass concentrations and changing times gives the regression line equation in the research. Spline regression was used to construct the regression line equation. [2] The regression line equation is the equation

$$\hat{y} = b_0 + b_1 x + b_2 x^2 + ... + b_m x^m .$$

The sum squares error values are as follows:

$$SSE = \sum_{i=1}^{n} \left(y_i - \left(b_0 + b_1 x_i + b_2 x_i^{\ 2} + ... + b_m x_i^{\ m} \right) \right)^2 .$$

The partial derivative of SSE concerning $b_0, b_1, ..., b_m$ set the value to zero.

$$\frac{\partial SSE}{\partial b_j} = 0, \quad j = 0,1,2,...,m$$

The partial derivative results of SSE compared with $b_0, b_1, ..., b_m$

$$\sum_{i=1}^{n} \left(y_i - \left(b_0 + b_1 x_i + b_2 x_i^{\ 2} + ... + b_m x_i^{\ m} \right) \right) = 0$$

$$\sum_{i=1}^{n} \left(y_i x_i - \left(b_0 + b_1 x_i + b_2 x_i^{\ 2} + ... + b_m x_i^{\ m} \right) \right) = 0$$

$$\vdots \qquad\qquad \vdots$$

$$\sum_{i=1}^{n} \left(y_i x_i^{\ m} - \left(b_0 + b_1 x_i + b_2 x_i^{\ 2} + ... + b_m x_i^{\ m} \right) \right) = 0 .$$

Arranging equations and writing them in matrix form yields the following results.

$$\sum_{i=1}^{n} b_0 + \sum_{i=1}^{n} b_1 x_i + ... + \sum_{i=1}^{n} b_m x_i^{\ m} = \sum_{i=1}^{n} y_i$$

$$\sum_{i=1}^{n} b_0 x_i + \sum_{i=1}^{n} b_1 x_i^{\,2} + \ldots + \sum_{i=1}^{n} b_m x_i^{\,m} x_i = \sum_{i=1}^{n} x_i y_i$$

$$\vdots \qquad\qquad\qquad \vdots$$

$$\sum_{i=1}^{n} b_0 x_i^{\,m} + \sum_{i=1}^{n} b_1 x_i^{\,m+1} + \ldots + \sum_{i=1}^{n} b_m \left(x_i^{\,m}\right)^2 = \sum_{i=1}^{n} x_i^{\,m} y_i$$

$$\begin{bmatrix} n & \sum x_i & \ldots & \sum x_i^{\,m} \\ \sum x_i & \sum x_i^{\,2} & \ldots & \sum x_i^{\,m+1} \\ \vdots & \vdots & \vdots & \vdots \\ \sum x_i^{\,m} & \sum x_i^{\,m+1} & \ldots & \sum x_i^{\,2m} \end{bmatrix} \begin{bmatrix} b_0 \\ b_1 \\ \vdots \\ b_m \end{bmatrix} = \begin{bmatrix} \sum y_i \\ \sum x_i y_i \\ \vdots \\ \sum x_i^{\,m} y_i \end{bmatrix}$$

Where $b_0, b_1, \ldots, b_m$ be the regression coefficient.

2. System and data analysis, design programs for communicating with users in Graphic User Interface (GUI).

Chemical reaction values are calculated by considering the rate of change of reactant concentrations or products over time. The development of applications using fractional derivatives to study chemical reactions begins with the study of fractional calculus to be used in the computational process. Next, analyze and design the system user interface. Finally, we select the software used to develop the application, create an application and test the application.

2.1 system analysis and design

2.1.1) Define Data Flow Diagram

- Create the algorithm for calculating chemical reaction values.
- Create a Fit Curve algorithm

2.1.2) The procedure for calculating the chemical reaction

- Determine the concentration of reactant or product in each period.
- Create a graph showing the relationship between the concentration of reactants and time.
- Calculate the reaction rate with an integer order derivative.
- Take the concentration of the reactant (solvent) at each time to fit the curve with a quadratic equation.
- Take the quadratic equation that has been calculated for the reaction rate. Fractional Derivatives By using the definition of conformable fractional derivatives of order, consider comparing the calculation results between reaction rates from integer derivatives and fractional order derivatives at various levels.

2.1.3) User interface design

- The user interface for calculating chemical reactions

The start menu application is shown in figure 2. Users can study the data of the average reaction rate. Reaction rate at any time before the application calculates the speed of a chemical reaction with an integer derivative or fractional order derivatives by inserting the experimental results at different time points.

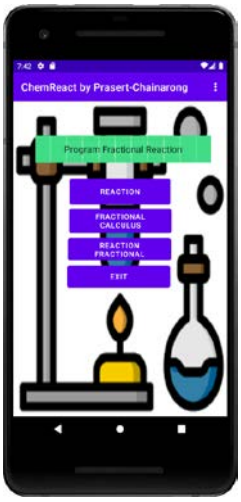


Figure 2 User Interface of the start menu application

The user can select the menu to study the reaction rate calculation; the user enters the screen explaining how to calculate the reaction rate, which is described on various pages (Figure 3).



Figure 3 User Interface for explaining the reaction rate

The user can select the menu to study fractional calculus; the user enters the screen explaining the meaning of fractional calculus. (Figure 4).



Figure 4 User Interface for explaining the fractional calculus

The user can select the chemical reaction rate calculation. The user enters the menu to choose the type of chemical reaction rate calculation (Figure 5), divided into two types: the rate of chemical reaction of the reactants and the rate of the chemical reaction of the products. In the case of calculating the reaction rate of the reactants, the information provided to the application is conditional that the amount of reactants decreases with increasing time. The calculation of the chemical reaction rate of the product is under the condition that the amount of the product increases with increasing time.

When the user selects the chemical reaction rate type, the user enters the screen to determine the reactant's concentration or product at various times. The least squares regression method was used. The reaction rate comparison results were obtained from the reaction rate calculation with integer order calculus and fractional order calculus at different ranks. The application defines fractional order derivatives as 0.1, 0.2, 0.3, ..., 0.9, respectively.



Figure 5 User Interface for type of chemical reaction rate

Separating chemical reaction rate calculations is two types to prevent incorrect information from being provided to applications. The application protects incorrect data entry due to precursor concentration requirements, and the concentration of the product that changes over time is the opposite. The application generates a warning message box if the user provides incorrect information.

2.2 application development

2.2.1) Determine the operating system that supports the application. The applications can work under the Android version 6.0 (Marshmallow) operating system.[1]

2.2.2) Determine the software used for application development. The application is developed from Android Studio software version 3.1.4.

2.2.3) graph display module

The graph display uses library graphview to obtain time and precursor concentration information or the concentration of the product over time. The user provides data to the system in 5 time periods. Receiving data through an object textview stored in a 2 Dimension array variable is the nature of ordered pairs (time, reactant concentration or product) by the application.[3] The point of data the user enters every time interval shows via the scatterplot object.

2.2.4) Regression Equation Calculation Module

A spline regression equation was constructed from second-order polynomials. The data of time and concentration of reactant or product concentration that the user determines by using the data to calculate $b_0, b_1, ..., b_m$ the regression coefficient from solving the system of equations.

$$\begin{bmatrix} n & \sum x_i & \dots & \sum x_i^{m} \\ \sum x_i & \sum x_i^{2} & \dots & \sum x_i^{m+1} \\ \vdots & \vdots & \vdots & \vdots \\ \sum x_i^{m} & \sum x_i^{m+1} & \dots & \sum x_i^{2m} \end{bmatrix} \begin{bmatrix} b_0 \\ b_1 \\ \vdots \\ b_m \end{bmatrix} = \begin{bmatrix} \sum y_i \\ \sum x_i y_i \\ \vdots \\ \sum x_i^{m} y_i \end{bmatrix}$$

and plot the regression line through an object graph.

2.2.5) Reaction Rate Calculation Module

Calculation of the chemical reaction rate at any time by transmission regression coefficient was calculated for the first derivative and the fractional derivative. User selects a choice (0.10, 0.20, 0.30, 0.40, 0.50, 0.60, 0.70, 0.80, ..., 0.90) and displays a calculation of the rate of a chemical reaction at a user-specified time. The application will calculate the rate of a chemical reaction between first order derivatives and user-selected fractional order derivatives.

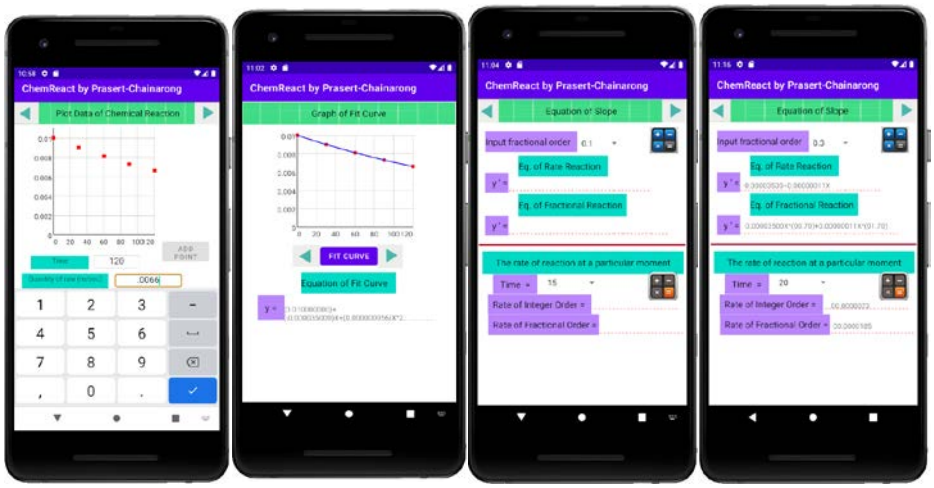


Figure 6 Diagram showing time entry and concentration of reactants and plot graphs

Chemical Reaction Rate Applications with fractional derivatives consist of the first part explaining the meaning of chemical reaction rate. The second part is the definition of fractional calculus. And the last part is calculating the reaction rate with fractional derivatives. In the first part, the user can choose to calculate the chemical

reaction rate of the reactants or the rate of chemical reaction of the product by providing information on the time and amount of substances at different times to the application. The application will perform the fitting curve to obtain the regression line equation and use the regression equation to calculate the rate of a chemical reaction.

Calculating the chemical reaction rate of reactants or products will be determined by the user of the application and input dosage information at any time to the application. The application will generate the regression line equation. And the rate of chemical reaction was calculated using integer order calculus using the first order derivative formula. Part of calculating the rate of a chemical reaction with fractional derivatives. The application uses a formula for calculating fractional derivatives called the conformable fractional derivative. Users can choose to calculate the reaction rate of reactants or the product's chemical reaction rate with derivatives of 0.10, 0.20, 0.30, 0.40, 0.50, 0.60, 0.70, 0.80 or 0.90.

3. Experimental results

3.1 Data of reactants

Table 1. Data on time and concentration of reactants

Time (second)	Concentration (mol)
0	0.01
30	0.009
60	0.0081
90	0.0073
120	0.0066

The relationship between time and the amount of reactant concentration is the regression equation as follows $y = 0.01 - 0.000035x + 0.000000056x^2$.

The rate of chemical reaction of reactants for the experimental data set was calculated with integer order derivatives; fractional order 0.10 are as equations

$$y' = -0.000035 + 0.00000011x$$

$$y' = -0.000035x^{0.9} + 0.00000011x^{1.9}.$$

Comparison of the calculation results of chemical reaction rates of the reactants at 15 seconds by using fractional order derivatives and integer order derivatives as shown in Table 2.

Table 2. The Reaction rate of reactants

Order Derivative	Chemical reaction rate(mol/second)
0.10	-0.0003814
0.20	-0.0002909
0.30	-0.0002219
0.40	-0.0001693
0.50	-0.0001291
0.60	-0.0000985
0.70	-0.0000751
0.80	-0.0000573
0.90	-0.0000437
1	-0.0000333

The calculation of the chemical reaction rate of reactants with fractional order derivatives and first derivatives is negative because the amount of reactants decreases with chemical reaction. When calculating with the 0.10 order derivative, the result of the calculation of the chemical reaction rate had a significance level of 4. When increasing the order of the derivative, The significant value of the rate of a chemical reaction is reduced. Until calculating the rate of a chemical reaction with the first derivative, the significance level was 3.

3.2 Data of product

Table 3. Data on time and concentration of products

Time (second)	Concentration (mol)
0	0
100	0.0063
200	0.0115
300	0.0160
400	0.0197

The relationship between time and the amount of product concentration is the regression equation as follows $y = 0.000037143 + 0.000065957x - 0.000000042x^2$.

The rate of chemical reaction of products for the experimental data set was calculated with integer order derivatives; fractional order 0.10 are as equations

$$y' = 0.000065957 + 0.00000008x$$

$$y' = 0.000065957x^{0.9} + 0.00000008x^{1.9}.$$

Comparison of the calculation results of chemical reaction rates of the reactants at 15 seconds by using fractional order derivatives and integer order derivatives as shown in Table 4.

Table 4. The reaction rate of products

Order Derivative	Chemical reaction rate(mol/second)
0.10	0.0007402
0.20	0.0005646
0.30	0.0004306
0.40	0.0003285
0.50	0.0002506
0.60	0.0001911
0.70	0.0001458
0.80	0.0001112
0.90	0.0000848
1	0.0000647

The calculation of the chemical reaction rate of products with fractional derivatives and first derivatives are positive values because the amount of products increases with chemical reaction. When calculated with the order derivative of 0.10, the result of the calculation of the chemical reaction rate had a significance level of 4. When calculating with the order derivative increased up to the 0.80 order derivative, The significance level of the reaction rate remained constant at 4. Until figuring with the 0.90 derivative and the first derivative, The rate of chemical reaction decreased to a significance level of 3.

Conclusion

The application of fractional derivatives to the study of chemical reactions was developed by integrating the knowledge of fractional calculus chemical reaction rate and polynomial second-order spline regression analysis. As a result of the application, the rate of chemical reaction of reactants or products at the fractional differential level is compared with the rate of chemical reaction calculated with the integer derivative by experimental series. The performance of the application help to calculate the rate of chemical reaction of reactants or products at different ranks.

Discussion

Practical applications of fractional derivatives for chemical reactions have outputs at a higher significance level. In addition calculation of the reaction rate of the products have solutions at a higher significance level as well.

Therefore, using Conformable fractional derivatives to calculate the rate of chemical reaction rate of the reactants or products will be very suitable.

Recommendation

The development of applications for studying chemical reaction rates shows the benefits of applying fractional calculus. It makes learning easier to understand the rate of chemical reactions. In the future, the development of applications using fractional calculus can occur in other fields.

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SCI-018

Smart Safe Kids

Klednatee Chaichana[1]

Abstract

The objectives of this research were 1) to develop a vehicle child protection system, 2) to study satisfaction with the vehicle child protection system. The population used in this research were: Student van driver and the parents of 20 students who used the van service to pick up and drop students. The statistics used to analyze the data were the mean, standard deviation. The results showed that satisfaction in each aspect of the entire system was at a high level.

Keywords: Smart Safe Kids

Introduction

School trip of school children Most parents often choose to use the bus service to send students. because it is more convenient Recently, there has been an incident where the driver of the school bus did not check that the child was traveling. Have you got off the car yet? causing a tragic incident from the students being trapped in the school bus and cannot get out of the car by himself there is a loss These events have been featured in many media outlets, most of them tragic (Jitlung, N., 2019). It is often caused by a child trapped in a school bus suffering from acute heat stroke until shock (Denduangboriphan, J., 2023)

As a precaution, many schools teach children how to unlock cars as necessary so that they can survive. But when it actually happened, some children couldn't control their consciousness enough. in order to follow what the shool has taught therefore causing a tragic incident and such losses (Paengwong,T., 2022)

Therefore, in order to effectively prevent The organizing committee therefore created a child protection system in the school bus. By using a circuit board ESP32-CAM to connect to the sensor (Robotsiam, 2020) and alarm signaling devices by using the Internet of Things (IoT) system to transmit and receive data (Inphai, 2022). This allows the device to detect children trapped in the school bus. to notify third parties with a messaging system and sound signal (Omega Measuring Instrument CO., LTD., 2022) And can help the children trapped in the school bus in a timely manner.

Research Objective

1. To study and develop a child protection system in the car Smart Safe Kids. in school vans.
2. To study the satisfaction with the child prevention system in the school bus.

Research Methodology

The population used in this research was student bus driver and parents of students who use the student shuttle service in Suphanburi province. The samples used in this research were: Van drivers picking up and dropping 12 Van drivers. Parents of 8 students who use the bus service total 20 people. The primary variable is the child protection system in the car Smart Safe Kids. The dependent variable is the user evaluation results.

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Research tools and tool quality checks

1. Child protection system in the car Smart Safe Kids.

2. Assessment form for experts to examine research tools A questionnaire for research on child protection systems in Smart Safe Kids cars by 3 experts.

3. Satisfaction questionnaire on the Smart Safe Kids child protection system.

Data Collection

1. Design and development of child protection systems in Smart Safe Kids cars Put the child protection system in the car Smart Safe Kids to test the operation. By simulating various situations to check the working conditions of the Smart Safe Kids child protection system and then analyze the operation of the Smart Safe Kids child protection system in order to design the most complete system.

2. Assessment for experts checking research tools A questionnaire for research on the protection system for children stuck in cars Smart Safe Kids by experts. Create a scoped query and the content that is set to cover the conceptual framework that has been created and used to check the quality of the questionnaire. By finding validity (Validity) and verifying the correctness in terms of content (Content Validity) by 3 experts to assess the validity (IOC) of the research tool on the Smart Safe Kids child protection system in order to evaluate the opinions of Experts with questions It is suitable for use as a tool for collecting data in research. and then improve the questions until they pass the criteria

3. To study the satisfaction of the Smart Safe Kids child protection system. Bring the child protection system in the car Smart Safe Kids Bring the satisfaction questionnaire about the child protection system in the Smart Safe Kids car that passed the evaluation criteria by experts. Used to study satisfaction with a sample of 20 people to answer the satisfaction questionnaire on the protection system for children stuck in cars Smart Safe Kids.

Data Analysis

1. Bring information obtained from expert considerations. Let's find the index of consistency between each question and its objective or content (Index of Item - Objective). Assessment form for experts In each issue, there are evaluation criteria as follows:

2. Respondent Satisfaction Questionnaire In each issue, there are evaluation criteria as follows: It is a 5-level estimation scale according to Likert's Scale method.

3. Statistics used to analyze the results for the sample.

1. Percentage by comparing frequencies or the required amount with the frequency or the total number equivalent to 100 in the questionnaire part 1 general information

2. Mean used to analyze the data to show an overview for opinions towards each question. and the total opinion level of all questions. for hypothesis testing In the second part of the questionnaire, the satisfaction of the Smart Safe Kids child protection system

3. Standard deviation (S.D.) is used to analyze the data together with the mean. to characterize the distribution of answers in each question In the second part of the questionnaire, the satisfaction of the Smart Safe Kids child protection system presented in the form of a table Criteria are divided into 5 levels by specifying scoring criteria.

Conclusion

This research was to study the satisfaction of the Smart Safe Kids child protection system. By presenting the results of the satisfaction survey of the Smart Safe Kids child protection system, respectively, in the following topics. User Satisfaction Assessment Results on Smart Safe Kids Child Protection System. Evaluation of user satisfaction that affects the effectiveness of the Smart Safe Kid child protection system by using a 2-part satisfaction rating questionnaire, the evaluation results are as follows: The results can be summarized as follows.

1. Appearance of the device It was found that overall satisfaction from the respondents. Satisfied with the appearance of the device. Overall, it was at a high level. with a total mean of 3.68 (S.D = 0.66). When analyzing individually, it was found that the highest mean was device design the mean was 3.75 (S.D = 0.62), followed by device appearance The average value was 3.70 (S.D = 0.71). The quality of materials used. with an average of 3.65 (S.D = 0.73) the size of the device the mean was 3.60 (S.D = 0.58), respectively (Limpayaraya, S., 2016).

2. Usability and maintenance It was found that overall satisfaction from the respondents. are satisfied with the use and maintenance Overall, it was at a high level. with a total mean of 3.83 (S.D = 0.62). When analyzing individually, it was found that the highest mean was suitability of maintenance methods The mean was 3.95 (S.D = 0.59), followed by Appropriateness of method of use The mean was 3.90 (S.D = 0.62). Appropriateness of the manual. The mean was 3.75 (S.D = 0.70). The suitability of the installation method. mean was 3.70 (S.D = 0.56), respectively (Limpayaraya, S., 2016).

3. The design of the alarm system It was found that overall satisfaction from the respondents. Satisfied with the design of the alarm system. Overall, it was at a high level. with a total mean of 4.00 (S.D = 0.75). When analyzing individually, it was found that the highest mean was the photo alert system via Line, the average value was 4.05 (S.D = 0.74), followed by Alarm message system via Line, the mean value is 4.00 (S.D = 0.77), sound alarm system mean was 3.95 (S.D = 0.74), respectively (Limpayaraya, S., 2016).

4. Security It was found that overall satisfaction from the respondents. Satisfaction with safety Overall, it was at a high level. with a total mean of 4.11 (S.D = 0.74). When analyzing individually, it was found that the highest mean was the system allows outsiders to help in a timely manner. The mean was 4.20 (S.D = 0.68), followed by the system helps third parties to know information about requesting help. The mean value was 4.15 (S.D = 0.73). The system enhances passenger safety. The mean was 4.10 (S.D = 0.77). The system helped to ask for help from outsiders. The mean was 4.00 (S.D = 0.77), respectively (Taithani, P., 2017).

Discussion

The results of the satisfaction questionnaire revealed that the satisfaction was at a high level. Shows that respondents are interested in terms of the external appearance of the device, satisfaction was at a high level. Respondents thought the device was beautiful. Strong material quality usability and maintenance were satisfied at a high level. The respondents thought that it was easy to install and use. As for the design of the alarm system, they were satisfied at a high level. Respondents thought that there was an alert system that could recognize a call for help from trapped inside the vehicle. In terms of benefits in terms of life safety, satisfaction was at a high level. Respondents thought the system would increase safety for children using school bus services (Inampai, P., 2019). From the demonstration of the use of the Smart Safe Kids child protection system, it was found that among the drivers of the van, there is a consensus that the Smart Safe Kids child protection system is useful in helping to increase the safety of passengers. And help prevent the loss of children stuck in the car. On the part of the parents, there was an agreement that the notification system is effective in experiments. before actual use can be detected accurately (Smartbestbuys, 2023).

Recommendation

Suggestions for applying the research results

1. Child protection system in the car Smart Safe Kids. The picture that can be taken should be taken more clearly.

2. Child protection system in the car Smart Safe Kids, the motion sensor should calculate the installation point to cover the entire cabin.

Suggestions for further research

1. The child protection system in the Smart Safe Kids car should have an exhaust fan to help cool the system.

2. The child protection system in the Smart Safe Kids car should have a larger sounding device.

3. The child protection system in the Smart Safe Kids car should have additional sensors.

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SCI-019

Improvement of Gelatin Fibrous Scaffold Properties by Polycaprolactone for skin Tissue Engineering

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Prayoon Surin[3]
Banpot Meesa[4]

Abstract

Improvement of gelatin fibrous scaffold by electrospinning technique allows the preparation of ultrafine fibers with diameters ranging from micron to nanoscale fibrous materials. The electrospinning is a novel and efficient fabrication process that produced electrospun fibers through the action of an external electric field to create an electrically charged jet of polymer solution and it can able to be used as a wound closure material or tissue caused by an accident or by diseases etc. Include the development of characteristic to optimize for all applications and reduce the cost of the raw materials and develop to be used in a variety of applications.

This research selected gelatin blended with carboxymethyl cellulose and polycaprolactone fabricated by using electrospinning technique for nanofibrous scaffold. We used design of experiment with voltage and feed rate for the ratios of gelatin /polycaprolactone were 100/0, 90/10, 80/20, 70/30 and 60/40, respectively. To characterize the scaffolds, we analyzed the physical properties by investigating the morphology and measuring the fibers size using Scanning Electron Microscope revealed that when CMC increased from 0 to 40 percent, fiber's size was decreased from 2.1 nm to 7.1 nm. Swelling ratio mixture of G100 ratio had swelling ratio of 11.72%. When adding more PCL, there will be more fiber as well, so the % can be remembered.

Key word: Scaffold, Gelatin**,** Polycaprolactone**,** Electrospinning Technique, Tissue Engineering.

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Introduction

When tissue loss occurs caused by burns without the body being able to rebuild it Tissue loss can be a wound caused by an accident, disease, infection or burn, when the wound reaches the dermis. Therefore, it is necessary to find skin from other areas to replace the damaged skin. Usually, the doctor takes skin from another part of the patient's body and grafts it into the wound. This is an inconvenient method and scarring the patient [1]. At present, researchers and doctors are thinking of ways to produce artificial skin or synthetic skin, and cell scaffolds [2]. Biodegradable Come to transplant the wound area. by using various types of natural polymers that are cheap and easily available, such as gelatin, collagen and chitosan [3]. in forming the structure This is for convenience and speed. And in case of wounds on the skin that have a wide area making it impossible to find other parts of skin to replace the important function of such skin substitutes is to stimulate the main cells in the dermis layer, namely fibroblast cells [4]. Around the wound growth and mobile come into structure and change shape into complete tissue [5]. Fibroblasts are the main cells in the production of collagen, which serve as the structure of the skin and keep it healthy. And create elastin [6]. to help make the skin flexible [7]. Collagen is used as a natural cell scaffold in commercially available forms. Depending on the usefulness of the application [8]. the structural strength and biodegradability depend on the bonding linkage.

Gelatin is a type of protein produced by the breakdown of collagen by acids or alkalis. It looks like a light brown powder. It can be extracted from bones and skins of animals (such as cattle, buffalo, pigs). When gelatin powder is heated with water at about 32 degrees Celsius, it melts into a viscous liquid. Set aside to cool. The liquid sets to form a gel (a jelly-like appearance). Gelatin is used as a component of many products such as cosmetics, drugs, food, and photographic film [9]. In pharmaceuticals, gelatin is used. It is used in tablet coating, hard capsules and soft capsules for pharmaceutical packaging [10]. In agriculture, it is used as an intermediate for minerals needed to grow plants, etc. [11]. In food products, it has many uses.

Polycaprolactone classified as a type of thermoplastic Classified as a polyester with a straight chain. Can be biodegradable. Currently, polycaprolactone. Much attention has been paid to the development of biodegradable plastics. But biodegradable plastics containing 45% starch mixed with polycaprolactone. still not strong enough for use Because it has a melting point of only 60 degrees Celsius and begins to soften at 40 degrees Celsius, which is a limitation in use.

Use of polycaprolactone It is commonly used as an additive to resins to improve processability and improve other properties such as impact properties. Flexibility due to polycaprolactone It can be easily combined with other materials. Therefore, the use of gelatin mixed with polycaprolactone is used to produce artificial or synthetic skin [12]. or cell cultures biodegradable

Research Objective

1. Study and develop skin cell scaffolds by mixing gelatin, polycaprolactone with electrospinning technique.

2. Study the physical and mechanical properties of the gelatin-containing scaffolds of polycaprolactone.

Research Methodology

1. Condition to impose gelatin. Polycaprolactone The ratios as specified are 100/0, 90/10, 80/20, 70/30 and 60/40 respectively.

2. The material was mixed using a stirrer for 20 minutes at a temperature of 100 °C, 300 rpm.

3. Injection molded by electrospinning machine at 20 KV current.

Test Condition Gelatin/PCL			
Condition	Name	Gelatin	PCL
1	G100	100	-
2	G90	90	10
3	G80	80	20
4	G70	70	30
5	G60	60	40

Figure 1 Condition to impose gelatin/Polycaprolactone ratios as specified



Figure 2 The material was mixed

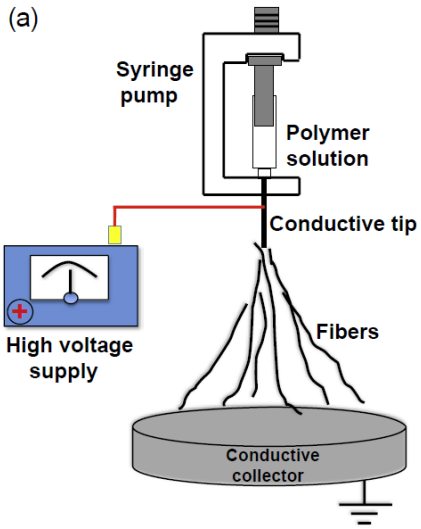


Figure 3 Injection molded by electrospinning



Figure 4 parts by electrospinning machine.

4. Keep the specimen sucked for 72 hours.



Figure 5 Show Keep the specimen sucked chine.

5. Prepare the work piece for cross-link baking.



Figure 6 Show Prepare the work piece for cross-link baking.

6. Bake Cross-link temperature 140 degrees for 72 hours.



Figure 7 Show Bake Cross-link temperature.

Conclusion

Characterization of Nanofibrous physical and mechanical properties Scaffolds by mixing gelatin, polycaprolactone with electrospinning technique

1. Surface morphology of nanofibrous scaffolds

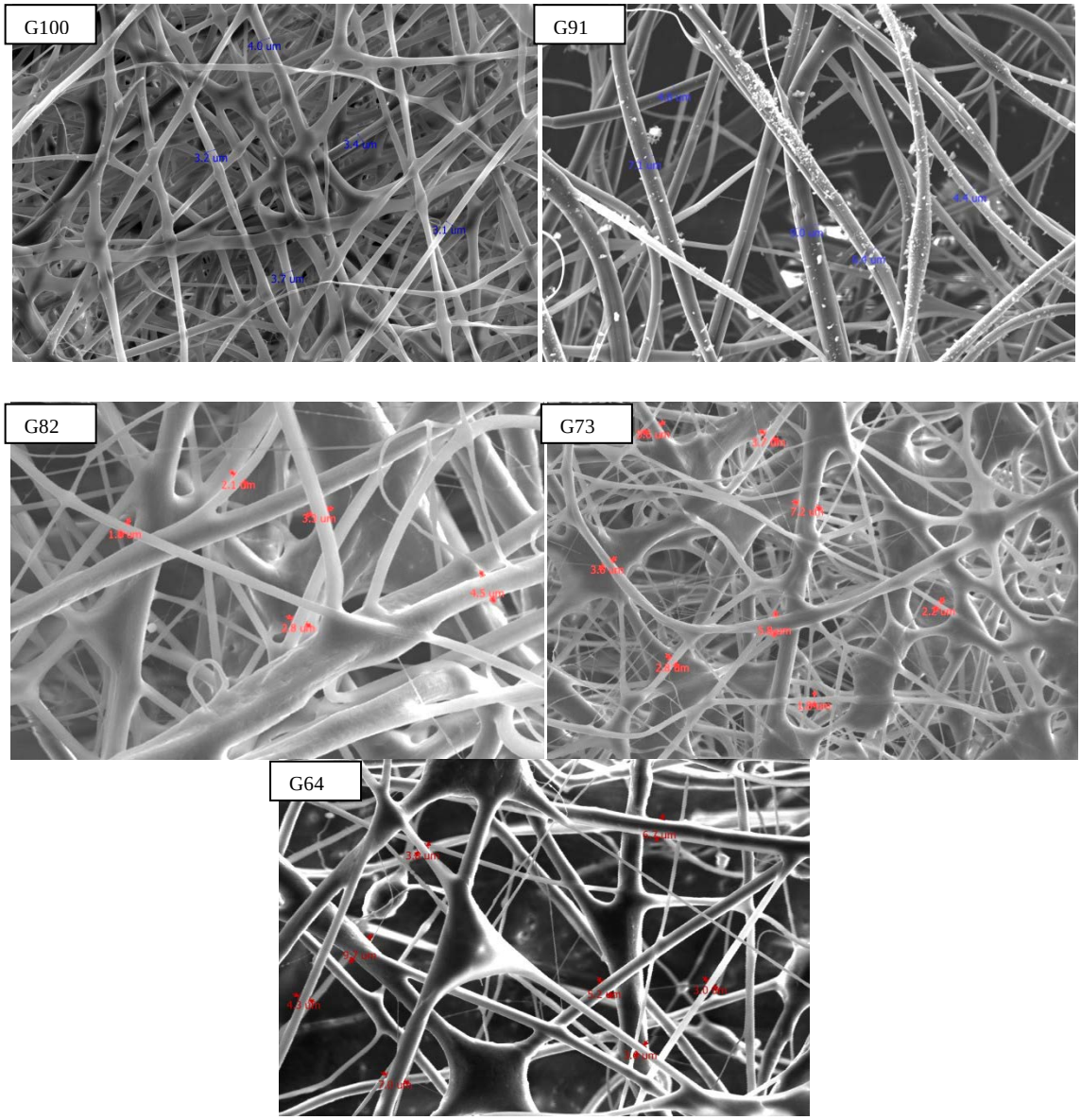


Figure 8 SEM images of scaffolds for nanofibers electrospining with Gelatin/PCL ratios of 10/0 (G100), Gelatin/PCL ratios of 90/10 (G91), Gelatin/PCL ratios of 80/20 (G82), Gelatin/PCL ratios of 70/30 (G73), Gelatin/PCL ratios of 60/40 (G64) and all condition were DHT for 48h.

TABLE 1: Fiber Diameters of Electrospun Gelatin/ PCL

Gelatin/PCL	Range of diameter (um)	Average diameter (um)
100/0	4.4 - 7.1	6.1
90/10	4.4 - 4.8	4.6
80/20	3.3 - 4.5	3.6
70/30	2.1 - 2.8	2.4
60/40	1.8-2.3	2.1

Table 1 show revealed that when CMC increased from 0 to 40 percent, fiber's size was decreased from 2.1 nm to 7.1 nm.

2. Swelling test

The scaffold was put into the swelling test in order to find the difference of dry weight and wet weight of the scaffold in percentage. The dried scaffold was weighted and then soaked the scaffold under PBS buffer solution at the pH of 7.4 and temperature of 37 °C for 3 hours. Then both sides of the scaffold were wiped with low lint paper 10 seconds for each side and then weighted immediately. The dry weight and wet weight were then calculated into percentage using the following formula as shown in (1). We then compared the resulted of swelling ratio of scaffolds from electrospinning [13], [14].

$$Swelling\ ratio = \frac{W_{so} - W_0}{W_0}$$

Where *as*

W_{so} *is the* weight *of scaffold after its water content was* absorbed

W_0 *is the* initial *weight of the scaffold*

TABLE 1: The swelling ratio of scaffolds from electrospinning

Condition	Name	%		
1	G100	11.51	12.03	11.62
2	G90	7.63	8.02	7.89
3	G80	6.65	6.73	6.72
4	G70	5.59	5.80	5.96
5	G60	5.29	5.11	5.10

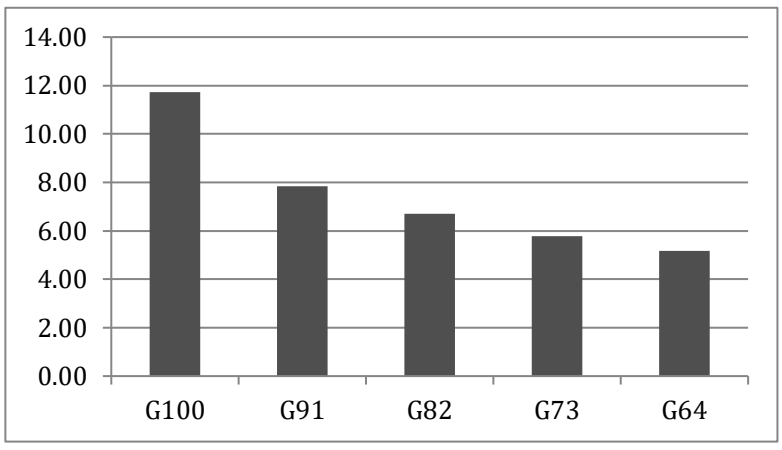


Figure 9 swelling ratio of scaffolds from electrospinning

Figure 9 revealed that the scaffolds from electrospinning with the mixture of G100 ratio had swelling ratio of 11.72% which was the highest. All scaffolds from electrospinning had average lower in swelling ratio compared

with the scaffolds, except for the case of gelatin and PCL mixture at the ratio of G91 which was 7.85%, G82 which was 6.70%, G73 which was 5.78 % and G64 which was 7.85%.

Discussion

Gelatin/PCL fiber produced by electrospinning technique revealed that the highest in swelling ratio and the largest of fiber size was found in gelatin and PCL mixture at the ratio of 100/0. Adding PCL into the gelatin fiber occurred in smaller in fiber size and lower in swelling ratio compared with pure gelatin fibrous scaffold. We could summarize that size of the fiber effected to the swelling ratio which the smaller of fiber, the lower of swelling ratio was found. Analyzing the nanofibrous scaffold produced by using.

Electrospinning technique, the gelatin/PCL fiber with large fiber size would also has high swelling ratio. mixture of G100 ratio had swelling ratio of 11.72%. When adding more PCL, there will be more fiber as well, so the % can be remembered.

Recommendation

1. Solvent Gelatin and PCL which saves money which will help you earn 50% But it is necessary to find securities to audit before auditing.

2. Residues in the testing laboratory are air purified to the air can be distilled. Before doing any inspections, a plan must be made every time.

3. The test, once obtained, may be expected to pass because it requires multiple controls.

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SCI-020

Study of Stress on Cervical Plate Thickness by Finite Element Method

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Surapong Keanmanee[3]
Prayuth Inban[4]
Banpot Meesa[5]

Abstract

A treatment of spine by surgery is very complicate and important process to cure spine. Human spine bone has 3 components, cervical, thoracic, and lumbar. A spine surgery needs specific implants and instrument to set a screw, plate, rod etc. to spine bone. One of them is cervical plate that is a connector to fixed bones' s issue. KJ Chomphuphan Medical CO., LTD. Company interest about selection a suitable thickness for load that cervical plate must contact. In market has 1.7, 1.8, 1.9 and 2.0 mm. Therefore, researcher interest to analyzed cervical plate thickness in market size with Solidworks to find suitable thickness that can apply to most patients while still have strength and safety. From the result has found the max stress occur in screw hole that contact with force. the different value of stress in each range of increasing thickness has interest relation. Especially increasing thickness from 1.9 -2.0 mm. that is the lowest of different value.

Keywords: Cervical plate, Finite element, spine, surgery, simulation

Introduction

The spine is a crucial component of human body, that contains nerves, intervertebral discs, and it is connected with numerous vital organs that are necessary for maintaining human life. If the spine got some injury or bone related diseases, immediate treatment will be required. In some cases, spinal surgery requires the use of screws to fix the spine in order to treat spinal injury whether it is the result of an accident, growing older, tuberculosis of musculoskeletal system, or bone cancer which can be found in a large number. This kind of treatment requires the use of screws to fix the bone to the spine and welding each screw with titanium metal wire. In order to alleviate these symptoms and reinforce the spine so that the patient can lead a sustainable life. The size and number of screws used in each case depends on the size of patient's spine and the number of damaged bones.

There are three different types of spines: cervical, thoracic and lumbar. In the procedure of repairing the damaged bone, specific instrument is also needed in each time. In addition, surgery requires several elements such

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as screws, plates, HA bone and etc. Which in anterior cervical surgery, cervical plate work as an interface between the bone and the screw. Therefore, cervical plate is very important part that have different size depending on the market brand. However, cervical plate come with variety sizes and thicknesses, patient also have to pay at different prices.

Therefore, selection of a suitable thickness size of cervical plate is importance and interested. This would be benefit for surgery doctor and business owner. KJ Chomphuphan Medical CO., LTD. Company interest to analyze stress in a cervical plate with different size in market, 1.7, 1.8, 1.9 and 2.0 mm. with same load and condition. The analyze was carry in with a Solidworks program to search the suitable thickness of cervical plate for general patients. This knowledge will use in application of treatment a patient about spine surgery.

Research Objective

1. Analyze cervical plate by FEA to find Von mises stress in each market size.
2. Study to find suitable thickness in market size under same load.

Research Methodology

Model

A 3D model of cervical plate was created by Solidworks program with 1:1 ratio compared with real size cervical plate. A model samples were created in 4 type different by thickness, 1.7, 1.8, 1.9, 2.0 mm. as show in figure 1. In analyze process is carry on with FEA (finite element analysis). The material of cervical plate is titanium. (Ti-6Al-4V treated and aged) [1] That is medical grade for a surgery operation implant and instrument. The material properties were show in Table 1 [2, 3]

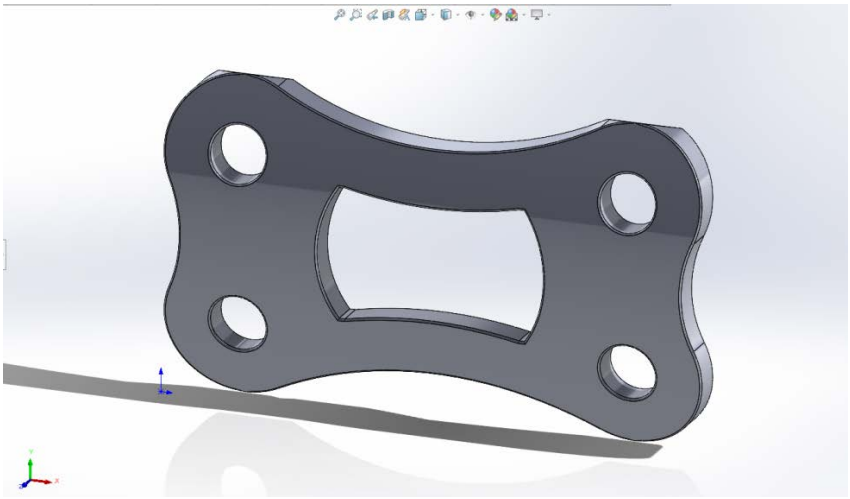


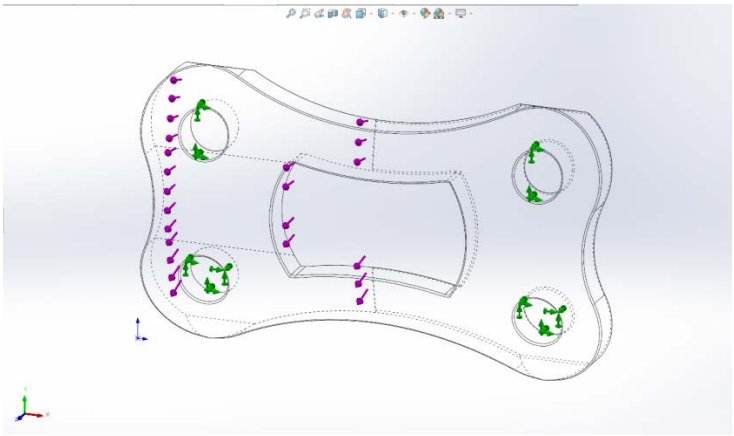
Figure 1 cervical plate model

Table 1 Material properties of Ti-6Al-4V treated and aged

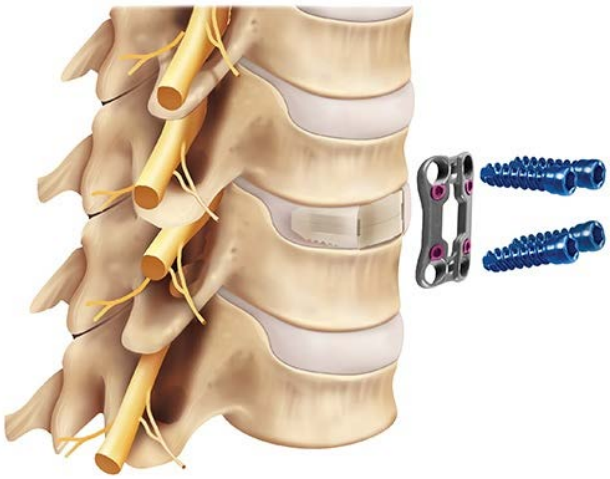
Properties	value	unit
Elastic Modulus	1.048×10^{11}	N/m^2
Poisson's ratio	0.31	-
Shear Modulus	4.102×10^{10}	N/m^2
Mass Density	4428.784	Kg/m^3
Tensiles Strength	1050000000	N/m^2
Yield Strength	827370880	N/m^2
Thermal Expansion Coefficient	9×10^{6}	K^{-1}
Thermal Conductivity	6.7	W/ (m.K)

Experimental set up

A 3D models were analyzed a Von mises stress by Solidworks simulation. [4, 5] The information of cervical plate and condition set up were received by KJ Chomphuphan Medical CO., LTD. Company. The detail of information indicates that the heaviest load is happen when human bow down. The load in this situation is around 12 kg. (117.12 N) The cervical was set with a cervical bone as show in figure 2(a) and the analysis set up condition was set as figure 2(b). The green arrow is fixture position, and the pink arrow is force that contact to cervical plate.



2 (a) cervical plate condition set up

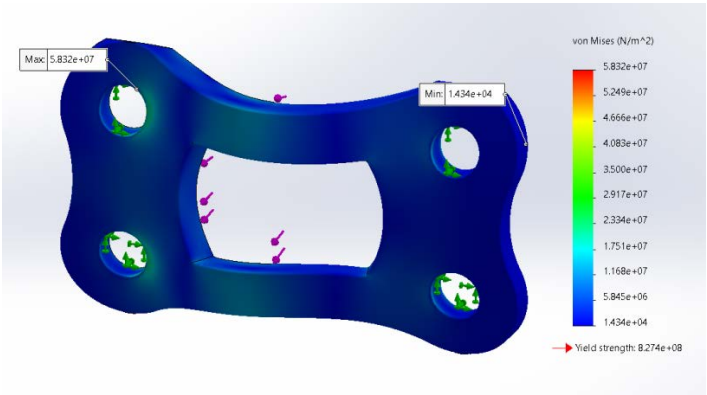


2 (b) cervical plate set up in surgery [3]

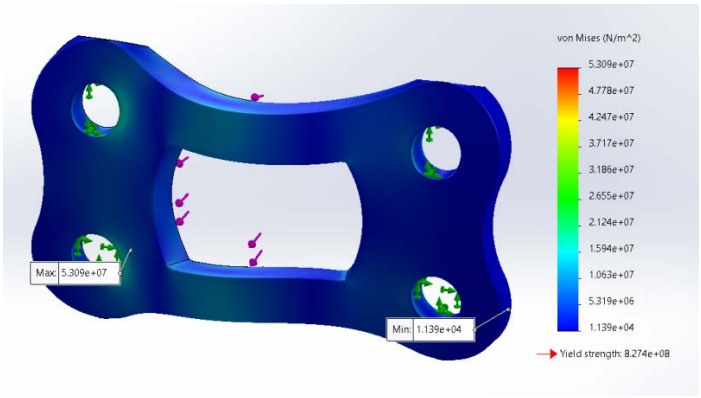
Figure 2 cervical plate model condition set up.

Result and discussion

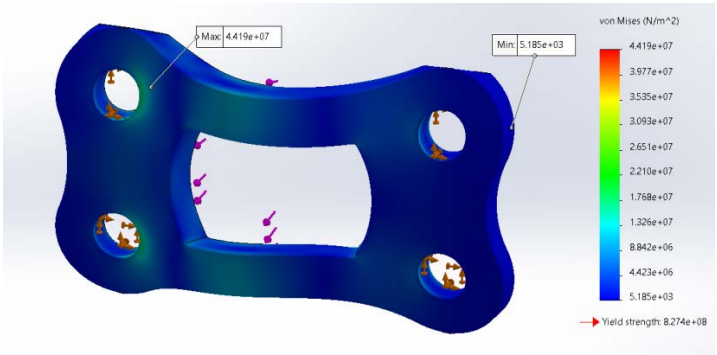
From experimental analysis has found the max stress is occur in screw hole that force contacted as show in figure 3 (a, b, c and d). The stress is decrease when a thickness of cervical plate is increase. Von mises stress for each cervical plate thickness is $5.83x10^7$, 5.3×10^7, 4.42×10^7 and 4.21×10^7 N/m^2 for thickness 1.7, 1.8, 1.9 and 2.0 mm. respectively as show in figure 4.



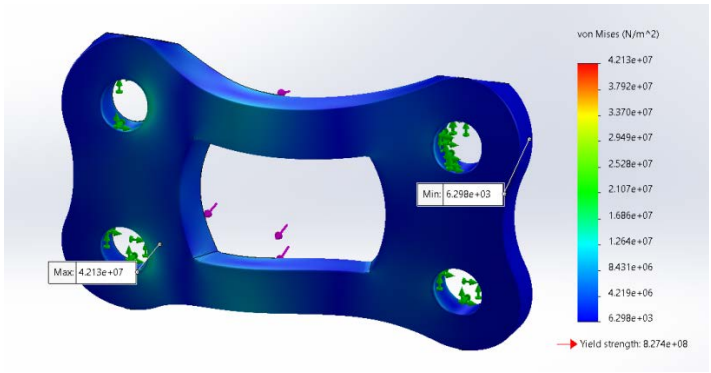
(a) cervical 1.7 mm



(b) cervical 1.8 mm.



(c) cervical 1.9 mm.



(d) cervical 2.0 mm.

Figure 3 Von miss stress result for each cervical plate thickness

Conclusion

From analysis result with FEA Solidworks simulation has found increasing cervical plate thickness is decrease stress in samples parts. Because the plate gains more strength from increase a thickness of plate. Every case can use securely. Because it has safety factor at least 20 in every case. The max stress occurs in screw hole that contact with force. the different value of stress in each range of increasing thickness has interest relation. Especially increasing thickness from 1.9 -2.0 mm. that is the lowest of different value. The result show increasing thickness higher than 1.9 mm. is not increase strength significantly. Therefore, cervical plate thickness 1.9 mm. is suitable for cervical surgery for most patients.

Discussion

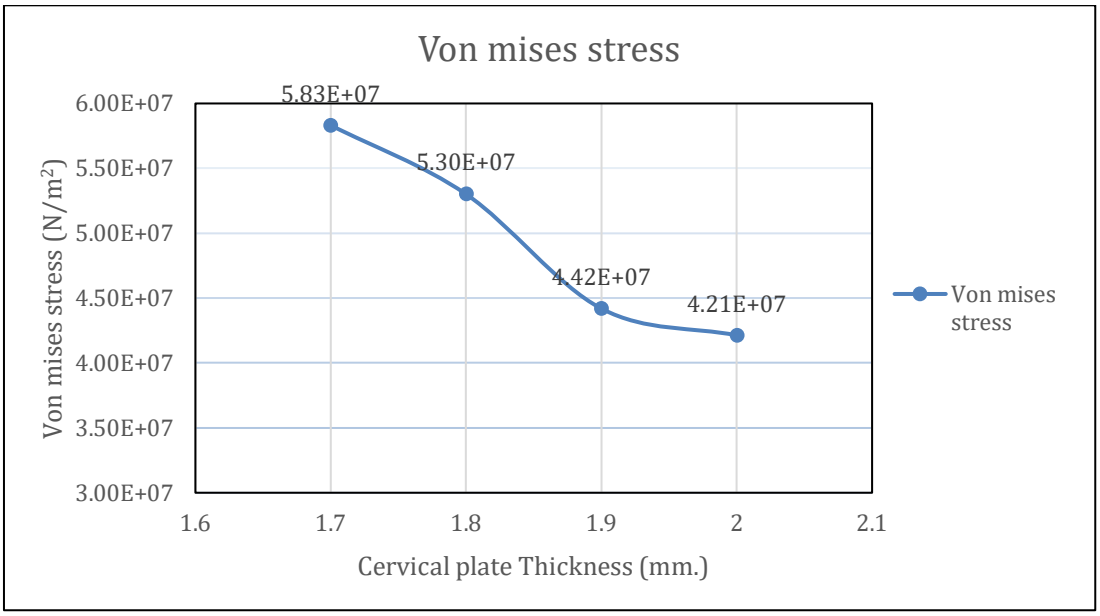


Figure 4 Von mises stress from FEA

From figure 4 has found a trend that is increasing cervical plate thickness will decrease a stress in plate. Each range of increasing cervical plate thickness. The Von mises stress is decreased significantly. In range 1.7 -1.8, 1.8 – 1.9 และ 1.9 – 2.0 mm. the stress decreases 5.31 x 10^6, 8.82x10^6 and 2.06 x 10^6 N/m^2 respectively. Especially rang 1.9 – 2.0 mm. is very clear that increasing plate's thickness over 1.9 mm. is decrease just stress 2.06 x 10^6 N/m^2. that is less value if compare with range 1.7 – 1.8 mm. and 1.8 - 1.9 mm. The trend of graph is started to converge after the thickness reach 1.9 mm.

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LPA-001

Legal Doctrines Relevant to Copyright Infringement of Second-Hand Copyright Animated Product

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Abstract

This paper is purposed to study and to find the solution on second-hand copyright product in Thailand that relevant to animated model. The determinant is caused by the copyright owner right of first sale doctrine in one country and the buyer sales such product as second-hand product to Thai buyer. Consequently, there is a prosecution as the unjust second-hand sale which applies the gap in the law of copyright law. Also, the product duplication on import animated model that Thailand has the distributor to sell the same product. In nowadays, Thailand provides the exclusive right for copyright owner to sell or to utilize his work. Furthermore, there is no enactment on exhaustion of intellectual property right for the first sale. The comparative studies of Thai law to foreign laws, the United States and Japan, we found that both countries have the rule of exhaustion of the first sale on intellectual property product which should apply to Thai legislation to solve the problem of infringement copyright on the second-hand animated model that imported from foreign countries.

Keywords: second-hand animated product, legal enforcement, exhaustion of intellectual property right, first sale doctrine

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Introduction

Animation in Japan defines as cartoon movie or motion pictures which is copyright work according to section 4 of the Copyright Act B.E. 2537. Amination is categorized as “Artistic work” that is work of product by creating, combination of light, color and others on material. Copyright products that relevant to animation in the present time have several categories as drawing of the character on amination into products or animated model.

The problem in Thailand is such animated product has the representative which implies that people are able to purchase the product from anywhere in Thailand included online. In the same time, some consumers order the animated products as the second-hand products that not through the agent of Thailand. Almost second-hand animated products are authentic and copyrighted from Japan which came with other products like clothes, ceramics that shipped to Thailand.

According to the exclusive rights of copyright owner, he has sole rights to repeat, modify, broadcast to public, let, benefit from copyright to others or to allow other utilizing the rights of copyright work along the terms that determined by the law. The significant right is the authorization of the owner to prohibit other to breach any action on his copyright work.

There was a case in Thailand relevant to the sale of second-hand animated model and the seller was arrested as copyright infringement. Not only the seller but also the delivery person was arrested while he was on the way to deliver the product to the buyer. These is the initial of consideration on the exclusive right on copyright owner to second-hand product. According to the Copyright Act B.E. 2537, there is no regulation of the exhaustion doctrine while it is available on The Copyright laws of the United States and Japan.

The Copyright law of the United States, the work would copyright immediately when this work is created. The work must be visible and the owner must register with copyright office to acquire the privileges. The register demonstrates the evidence of copyright for legal prosecution. Also, the copyright owner is able to register to the customs officer to prevent the import of illegal copyright products.

In Japan, copyright protections of the owner would initial immediately when the work is created not from the registration. However, the copyright owner is able to recode his work at the Agency for Cultural Affairs where is special cultural agency of Ministry of education, sport, science and technology or MEXT, begun in 1968 to encourage Japanese arts and cultures.

According to the Copyright Act of Thailand, there is no mention relevant to the exhaustion doctrine for secondhand products. It reflects the claim of copyright owner to prosecute the seller who bought the first-hand product copyrighted and he resells as secondhand product in Thailand. Furthermore, there are imported secondhand products which confront the same problem. Comparison with Japan and the United States, there is the exhaustion doctrine. The copyright owner has obtained the benefit from the purchase if the buyer would sell as second-hand product, it is not infringed the copyright. There is crystal regulation on the Copyright Act in both Japan and the United States.

Consequently, we should study the exhausting doctrine that Japan and the United States apply in the copyright law to demonstrate the exclusive right to prosecute the buyer after he does resell the copyright product legally. Also, to study the possibility of applying this doctrine to fill the gap of copyright act to be more effectively.

Research objectives

To establish the understanding of exhausting doctrine of intellectual property from the first-sale of copyright owner of second-hand animated product. Also, to study the exhaustion doctrine of foreign laws to be guidelines of Thailand to amend and apply the exhaustion doctrine to solve the problem of second-hand animated models that imported from foreign countries.

Research methodology

This research is qualitative research by study the relevant documents of domestic law and foreign laws as regulations, researches, journals, academic articles and electronic data.

Discussion and Conclusion

We found that the Copyright Act of Thailand provides just the exclusive rights of the owner and the terms of copyright work but there is no the regulation relevant to the enforcement of copyright infringement of secondhand animated product. The Copyright Act B.E. 2537, there is no obvious regulation of the exhaustion doctrine that seems to be affected the secondhand seller who purchases the copyright product but illegal in Thailand and risk to prosecute from the copyright representative in Thailand.

The first-sale doctrine is significant to copyright law due to the first-sale doctrine is the warranty for the third party who is transferred the product and has capacity to resell without the infringement. At the same time, this doctrine is aimed to protect the copyright owner to obstruct others for finding the benefit from owners' work.

It is interesting to see that the copyright laws of the United States and Japan provide the exhaustion doctrine while Thailand does not. This doctrine would benefit and protect the buyer who purchase the copyright product legitimately. In other words, the copyright owner has gained the benefit since the first-sale if such buyer resells that product as secondhand product to another, it is not an infringement of owners' work.

Another topic of Japanese copyright law is the parallel import for the copyright product which has the domestic representative. Japan applies the exhaustion doctrine to confirm that it is legal and is not infringed the owner's right. These was a case that brought to the court and the judge considered that it is not guilty because the owner has taken the benefit since the first sale which corresponded the exhaustion doctrine.

The United States applies the first-sale doctrine to limit the exclusive right of the owner. They believe when the owner has purchased in the first time, the right of copyright has extinguished. The court of the United States has followed this doctrine even there is no mention in the copyright law to be a warranty of buyer when he has bought legally and has the full rights to do with such product even the copyright owner would assign any condition.

According to the first-sale doctrine concept, after the copyright owner sells the product to the buyer, the buyer is able to resell such product without any permission. It is legal and not infringement in the United States. It purposes to prevent the consumer to utilize the work independently like lend, sale or destroy the work but no over limited to effect the rights of owner as copied without the allowance.

The Copyright Act of the United States 1976, there are several exceptions of first-sale doctrine. For instance, it is only applied to legal copied if the buyer bought copyrighted product and did resell, it refers as copyright infringement. Copied owner is incapacitated to lent, rent out, hired-purchase or any acts without permission from copyright owner. However, there is an exception for educational purpose without seeking for any benefit. Furthermore, there is an exception of using copyrighted product: if the computer program is a component of any machine or any product which cannot duplicate such computer program while performing, the owner of machine or product is able to lent his machine or product. The first doctrine is not applying to the imported product from other nations. The imported of copyrighted copied to the United States, must be permitted from the owner, if not, it refers as infringement of exclusive right of the owner for solely sell the copyrighted work.

Another relevant doctrine is the exhaustion doctrine to limit when the exclusive right of copyright owner is ended. In other words, when the copyrighted product is sold, the owner of product is able to sell such product without asking for any allowance from the copyright owner. It is legitimate to do so. According to the exhaustion doctrine, the exclusive right of copyright owner is extinguished when the product is sold legally which the owner cannot force or control the buyer to resell the product.

Consequently, the purchase of secondhanded animated product is relevant to the exhaustion doctrine which the doctrine would consider when the extinguishing of the exclusive right occurs. These would solve the problem that is happening in Thailand whether the exclusive right of the owner is ended or not, or whether others are able to purchase without copyright infringement or not.

From the study, we found that Thai copyright law is still having a gap which Japan and the United States apply those doctrines which support Thailand to study and to amend the relevant law to be clearer and cover to solve the second-hand copyright product that import from other countries.

Recommendations

The relevant organization should educate or train the first-sale doctrine and the exhaustion doctrine to the entrepreneur.

Also, the relevant organization should offer to apply the exhaustion doctrine to Thai regulation from the studies of foreign laws as Japan and the United States.

Moreover, the relevant organization should create online media relevant to the first-sale doctrine and the exhaustion doctrine that might extend the accesses of public.

Lastly, Thailand should provide the relevant regulation on secondhand copyright product particularly to prevent the conflict between the copyright owner and the secondhand copyrighted seller.

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LPA-013

Legal measures that limit prisoners' right to occupation

Wena Suwanno[1]

Abstract

The objective of this research was to study legal measures that restrict occupational rights of those who have been penalized for inequality in occupation. According to the Department of Corrections Act, B.E.2560, Section 43. There is still a lack of a process to protect those who have been convicted because of the attitudes of today's society that mainly look at the qualities of the person making it impossible to find work in addition, various establishments discriminate in accepting people to work, causing this group of people to be unemployed. Therefore, having to turn around and repeat the same mistake and to neglect the profession that had been trained for a good career after being released from punishment If the theory of punishment to correct and rehabilitate offenders is adapted together with the theory of punishment to protect society. During imprisonment, education is provided or vocational training for inmates. When released from prison, the knowledge learned can be used for a career. Do not turn back to commit the crime again because in addition to benefiting the offender himself. It also protects society from repeat offences because if prisoners who have been released can use the knowledge gained from the training going to work and having a place to work will help reduce social problems to some extent. For example, the law in the state of Hawaii enacted the Hawaii Employment Practices Act Chapter 378 (b), Private Sector Employment and Occupational Licenses, setting out rules regarding employment for freed persons. The private sector and obtaining professional licenses that result in efficiency. Reduce disparities in support of professional practice.

Keywords: Prisoner, Occupation, Inequality

Introduction

At present, there are many inmates in prisons or correctional institutions who are about to be released from prisons or correctional institutions, including persons who have been released from punishment everyone is referred to as “the freed.” As soon as the freedman has stepped out of the prison, he faces social problems. Which is mostly a problem in “Occupational occupation” because most people in society feel bad about those released from prison. Both fear, distrust and disdain are therefore not accepted by society. These conditions cause difficulties in adjusting to the family and outside society and deprive the opportunity to start a new life. It is also another reason for those acquitted to repeat the offence. Since the freedman has no one to employ, hence lack of income to earn a living for himself and his family. This results in stress and helplessness in finding honest work. Therefore, returned to do illegal occupation again Whether it is drug trafficking, theft, gold shop robbery, etc. If there is no person or organization to help or give advice, find a way out. The acquittal continues to repeat the offence.

From the study of legal measures that limit the right to work for those who have been punished about the inequality in the support of professional practice. The purpose of this study is to study the concepts, theories, principles and laws related to the restriction of occupational rights of those who have been convicted. This makes the study aware that legal measures that limit the right to occupation of those who have been convicted. According to the Constitution of the Kingdom of Thailand B.E.2560, although there are provisions that guarantee freedom of occupation but it is a provision in the overview that "Every person has freedom of occupation," but does not have other details about the essence of the occupation. What occupations are covered? and protection in what respects.

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The problem of inequality in supporting professional practice According to Section 43 of the Department of Corrections Act B.E. 2560, prisons provide for inmates with basic education in accordance with the National Education Act. which must be conducted in accordance with the educational curriculum of the Ministry of Education, including training on morality and ethics and training to increase employment opportunities. Provide all prisoners with equal access to education and training. Prescribing curriculum, criteria, methods and conditions for providing education and training for prisoners. according to the regulations of the Department of Corrections.

Article 44 The prison shall be responsible for the cost of basic education and training for prisoners. Including providing all the equipment for basic education and training to the prisoners. Unless the prisoners bring their own study equipment and have received permission. In the event that inmates wish to study at a higher level than basic education Prisoners are responsible for the cost of such education. by providing the prison with reasonable facilities

Department of Corrections Act B.E. 2560, Section 43, lacks a process to protect those who have been convicted because of the current attitude of society that mainly looks at the qualities of the person, unable to find work. which is a problem of inequality in society where various enterprises have discrimination in recruiting people to work, causing this group of people to be unemployed. When considering the main concept of equality, is therefore an important principle in ensuring and protecting people's rights and liberties which at present has been expressly recognized in the premise that persons are equal to be recognized and protected under the law. Therefore, when this group of people does not have a job, there is no income. need to turn around and repeat the same mistakes. Therefore, neglecting the profession that had been trained for a dishonest occupation after being released from punishment.

Research methodology

This research is a documentary research. The purpose of this study is to study legal measures that limit the occupational rights of inmates with inequality in recruitment. Study the relevant documents, research, laws, policies and electronic data of foreign and domestic laws.

Results

The study found that ex-convicts who tend to repeat offenders because of the current social attitudes that focus on personal qualities are unable to find work. Which is a problem of inequality in society where various enterprises have discrimination in recruiting people to work, causing this group of people to be unemployed. When considering the principle of equality, is therefore an important principle in ensuring and protecting the rights and liberties of the people and can be used to inspect the exercise of state power whether it is a legislative, executive and judicial branch. The legal concept of equality is now explicitly adopted in the assumption that all persons are equal to be equally guaranteed and protected by the law, which means "the principle of equality before the law" is recognized. Rights and liberties that are essential to being human beings. Human beings are born and cannot be taken away. Thus demonstrating the acceptance of natural law theory the principle of equality is recognized as one of the fundamental principles of rights and freedoms that are most important for all human beings to live with equal dignity. Therefore, when this group of people does not have a job, there is no income need to turn around and repeat the same mistakes. Therefore, neglecting the profession that had been trained for a dishonest occupation after being released from punishment. However, most of the inmates, after having received vocational training, use this knowledge to earn a living in order to support themselves and their families.

When studying the law in the state of Hawaii, a law was enacted called Hawaii Employment Practices Act Chapter 378. Arrests and court records detention or confinement detention for interrogation indicted in a criminal case Including people with a criminal record, etc.

1) Harassment Discrimination the Hawaii Employment Practices Act Chapter 378- 2- 1 defines discrimination as unlawful and is discrimination as a result of the following cases.

Discrimination based on race, sex, age, religion, skin color, ethnicity, cause of disability Marital status or crime statistics in terms of discrimination in work because of these reasons It's unlawful. with the following important matters:

(1) For employers in all cases that refuse employment or work or cause obstacles Discrimination is practiced on conditions and conditions. Receiving benefits, compensation, benefits for work.

(2) For work in a government agency that causes another person to suffer failure or denial in connection with the work, or any classification or discrimination against that person.

(3) For an employer or working in a government agency to do any act in such a manner as advertising, printing, publishing or using a job application form, etc., in a manner that restricts rights, classifies or discriminates in any case.

(4) For any labor organization that excludes or expels a person from membership or discriminates in any case.

Such actions are racial discrimination, skin color, or crime statistics. It is a discrimination that goes against the principle of equality. Which is the principle that the constitutional law has provided for the protection of the fundamental rights and freedoms of the people. The legislation was made to comply with the country's highest law.

2) Exceptions

However, this does not mean that employers cannot choose to hire employees with criminal records in all cases. An exception is made that does not constitute discrimination for private employers or unions to do the above. Yes, that is, the employer can refuse or terminate the employment of a freed person and this is not considered unfair discrimination. If the cause of that person's past crimes is directly related to the position responsible for it.

3) Principles of relationship between offenses and responsibilities

What relationship is considered directly related to that responsibility. Standards have been established by The American Bar Association, which directly establishes a relationship in the Draft Standard to the legal status of Prisoners for states to use as a benchmark in considering such relationships. Which can be considered as follows.

3.1 Clause (a) the Barriers to Employment section. Lay down the main principle that “There shall be no deprivation of employment of any person solely because that person has committed a criminal offense in the past and such offense is not materially related to the duties and responsibilities of that nature of work,” it could be said. That employers are prohibited from imposing qualifications in the manner of discouragement or discrimination in employment against persons who have previously been sentenced to imprisonment. But if the offense he committed in the past and the action may affect the work, which is the essence of the work. Employers can also choose to treat those who have been punished. There are factors used to describe the relationship between the offense and the duty to be responsible in the assessment as follows:

(1) Evaluate from the feasibility according to the nature of work or duties. by considering how likely it is to make the likelihood of committing the same offense.

(2) Assessment from the past period of previous offenses.

(3) Assessment based on conduct after being punished.

(4) Assessment of the likelihood of the offense and the motive for the offense to be committed again.

3.2 Clause (b) Employment in the Private Sector and Obtaining Professional Licensing lays out the rules relating to the employment of exonerated persons in the private sector and obtaining professional licenses. The law has set standards that " It is forbidden for the private sector to act in the manner of deprivation and to create any other measures to deter or hinder those who have been sentenced to imprisonment. without reasonable grounds in the scope of the following acts.

(1) Refusal of employment

(2) Dismissal from work

(3) Refusing fair employment conditions and employment conditions to employees.

(4) Refusing to join a labor union or claiming welfare benefits

(5) Refusing or canceling professional licenses that require working conditions for those who have been imprisoned.

However, employers are prohibited from doing the actions as specified in items 1-5 without justifiable grounds for doing so. The reasonableness of such actions is up to the court to decide in each case. Considering the employer's reasons and several environmental factors as supporting factors in the trial.

If considering the theory of punishment for rehabilitation the theory holds that human offenders are determined or pressured by a combination of factors in the social environment, such as psychological factors. Biological factors and environmental factors or family well-being. The offense is therefore caused by many factors combined and may vary from person to person. Punishment should therefore not focus primarily on the offense. But should consider the cause of the offense and fix to the cause of the offense. The punishment of the offender according to this theory therefore focuses more on the offender. Committing offenses by comparing offenders as if they were patients, it is necessary to study offenders individually or classify their characteristics in order to find the cause of the offense and to find solutions. This concept is therefore a concept of giving the offender an opportunity to turn around or improve himself so that he does not repeat the offence, such as imprisonment. But the court ordered to wait for the imprisonment and probation. And to do useful activities that are public services which give opportunities to the offender or if imprisoned, there is training to correct by training, vocational education. Moral and religious upbringing Providing group and individual remedial therapy aimed at addressing the reasons that led the person to become the perpetrator.

The theory of punishment to protect society by reducing the opportunity to commit an offense. The purpose of this theory is to provide punishment for the protection of society by separating offenders from society in order to cut off the opportunity for offenders to commit another crime with the main principle that crime will not happen. If there are no criminals or criminals have no chance to commit crimes. This concept focuses on protecting society from crime. By not allowing the offender to have the opportunity to repeat the offense with the death penalty life imprisonment or being sent to quarantine at a place far away as in the past, England used to send prisoners to colonies, for example sending prisoners to Australia.

From theories and concepts of punishing crimes or offenders as mentioned above, it can be analyzed that there are advantages and disadvantages in itself. It can be seen that the theory of punishment to protect society by cutting off the opportunity to commit an offense. It is to bring offenders out of society under control to protect society. But when the offender was acquitted will be the form of social protection. For the appropriateness of the analysis, the privacy rights of the exonerated person and the protection of society must be taken into account.

Therefore, when the punishment of imprisonment for the defendant or the offender. Is to bring the offender to detention at a place called a prison, which separates the offender from society in order to cut off the opportunity to commit another offense during the imprisonment but separating offenders by means of imprisonment is only effective for a period of time. Because most imprisonment is punishable by the offender. It is usually a term of imprisonment. When the defendant or the offender has passed the imprisonment and has

been released from the prison and returned to society. Along with other environmental factors, it may cause the defendant or the offender to return to commit the offense again. Therefore, it is necessary to analyze the theory of punishment if the punishment theory is applied to rehabilitate the offender. To adapt or to play an important role in conjunction with the theory of punishment to protect society, for example, during imprisonment, education may be provided. or professional training so that inmates or prisoners, when released from prison, can apply the knowledge they have learned to earn income so that they will not come back to commit crimes again This will make the punishment of offenders more effective. Because in addition to benefiting the offenders themselves, it also protects the society from repeat offenders. This concept has lately become widespread and can be called a combination of theories and concepts to protect society and at the same time help offenders.

However, when considering foreign laws to study in order to find solutions, problems in supporting professional practice should be corrected. Adding to the law in Section 43 and Section 44, there is a provision certifying the provision of a place to accommodate persons who have been punished to work. There may be measures or regulations that when these people have been released. There is already a place to work. to reduce the problem of unemployment and to eliminate the problem of discrimination, not accepting such people to work with. By not finding a place to work and the problem of unemployment is gone. It also reduces the problem of crime that may arise from not being able to find a place to work. Therefore, having to repeat the same offense. The researcher agrees that the Department of Corrections should pay attention to this matter and issue measures or laws under section 43 in conjunction with section 44 in the provision of accommodation for acquitted prisoners who have completed vocational training and received a professional certificate. go to work for such persons to have employment have income to support their own family. The government or government agencies will find a place by themselves or agree to cooperate with the private sector in arranging a place to accommodate those released from prison to work. The fact that inmates who have been released from prison can use the knowledge gained from the training to work and have a place to work. This helps reduce social problems to some extent, such as unemployment. and to reduce the problem of recidivism among some groups of inmates. The penalties for repeat offenders must also be more severe. In order to make such people fear the law. And as a way to prevent other people from repeating the same offense. This is for the benefit of the inmates themselves and the nation.

Conclusion

Department of Corrections Act B.E. 2560, Section 43, lacks a process to protect those who have been convicted because of the current attitude of society that mainly looks at the qualities of the person, unable to find work. which is a problem of inequality in society where various enterprises have discrimination in recruiting people to work, causing this group of people to be unemployed. When considering the main concept of equality, is therefore an important principle in ensuring and protecting people's rights and liberties which at present has been expressly recognized in the premise that persons are equal to be recognized and protected under the law. Therefore, when this group of people does not have a job, there is no income. need to turn around and repeat the same mistakes, therefore neglecting the profession that had been trained for a dishonest occupation after being released from punishment.

Originally, the Department of Corrections Act B.E. 2560, Section 43, stipulated that “prisons shall provide inmates with basic education in accordance with the national education law, which must be conducted in accordance with the educational curriculum of the Ministry of education, including training on morality and ethics and training to increase employment opportunities.

Provide all prisoners with equal access to education and training.

Prescribing curriculum, criteria, methods and conditions for providing education and training for prisoners. according to the regulations of the Department of Corrections"

The Department of Corrections Act, B.E. 2560, Section 43, paragraph four, should be amended, stipulating that Let the government or government agencies arrange their own premises or agree to cooperate with the private sector in arranging premises to accommodate those freed from imprisonment in their occupations."

The fact that inmates who have been released from prison can use the knowledge gained from the training to work and have a place to work. It helps reduce social problems to some extent. Similar to the law in the state of Hawaii, a law called Hawaii Employment Practices Act Chapter 378 (b), Private Entity Employment and Occupational Licensing, sets out rules regarding employment for freed persons in the region. private and professional licenses The law has set standards that "It is forbidden for the private sector to act in the manner of deprivation and to create any other measures to deter or hinder those who have been sentenced to imprisonment. without reasonable grounds in the scope of the act: (1) refusal of employment; (2) dismissal; (3) refusing fair employment and employment conditions for the employee; (4) refusing membership. labor union or welfare application; If there are additional modifications, it will result in efficiency. Reduce disparities in support of professional practice.

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BUS-011

Factors Influencing Intention to use Hybrid Work Technology: A Proposed Model

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Abstract

Hybrid office work has been used and discussed for a long time. In this current shifting situation stimulated by the COVID-19 pandemic, the many positive benefits of hybrid office working technologies, including their potential to create a more sustainable work activity, have attracted many studies to gain a better understanding of this subject. This article is a review of the literature to illustrate employees' opinions and attitudes that lead to employee intention to use technology for hybrid office working in the workplace in order to develop a conceptual framework and hypotheses for further research. It denotes a willingness to use, a stronger intention to perform the behavior, and continued use regardless of whether or not the performer has actual use. An extended "Unified Theory of Acceptance and Use of Technology" (UTAUT) model employing environmental concern was used. As in the literature review, there are many factors affecting the intention to use technology, including performance expectations, effort expectations, social influence, facilitating conditions, hedonic motivation, price value, and habit, with generation as a moderator variable.

Keywords: COVID-19; Hybrid Office; Unified Theory of Acceptance and Use of Technology

Introduction

At present, companies have entered a period of transformation and competitiveness in every industry. Corporate executives are becoming aware of and focusing on how to use technology in the organization to keep up with rapidly changing economic and social conditions (Rerkkham, 2020). With the epidemic crisis caused by the COVID-19 pandemic, people in society have had to completely change their way of life, whether it is a form of daily coexistence in society or business operations, especially where more stringent social distancing has been applied (Sangsawangwatthana, 2020). According to the study by Hendl Chung and Wild (2020), there could be up to 40 potential touch points during a typical workday where the virus could spread. As a result, many businesses take into account how the COVID-19 pandemic would affect their workforce, forcing some employees to temporarily convert from working from home to an office setting. This is called a "hybrid office," where employees can work in a blended way between working at the office as an event or meeting with others from any location using communication technology for coordination and connection. The connection between employees creates greater flexibility and independence in choosing the workplace (Bick, Blandin, & Mertens, 2020).

From the literature review, it was found that the result of this intention to use technology for hybrid office working is possible with the adoption of technology. Parker (2020) found that the COVID-19 pandemic led to the transition to remote working, redesigning, and restructuring office work. The management strategy reflects the choice of priorities between occupational health and safety and business returns. Venkatesh et al. (2003) stated that the resulting efficiency and ease of use must come from performance expectations, effort expectations, social influence, and facilitative conditions. This affects behavioral intentions, which directly affect usage behavior.

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Gender, age, voluntarily, and experience are taken into account to help direct them together to create dynamic influences.

In addition to the factors related to the adoption of technology, in the latter stages of the operation in each organization, personnel are highly important (Joungtrakul, 2020). Each organization will have different personnel according to the age and age of those who work together in the organization. Most of them have problems working together. This is due to differences in personality, behavior, and communication. As Generation X personalities tend to view work as a mere part of their lives, they tend to prioritize their own wellbeing, family, and social relationships to be able to balance work and personal life very well. Generation Y is highly independent, low-tolerance, inquisitive, regulatory-challenging, change-loving, tech-savvy, enthusiastic, and low in corporate loyalty (Wittawat-oran, 2012). These two groups of employees are significantly different compared to older employees who are still working for the organization (Supprapha, 2013).

Therefore, each organization must retain its competitiveness in light of the changing conditions. This can be accomplished by adapting personal behavior to the COVID-19 pandemic epidemic condition. Employee ability is required, thus the business must train a skilled set of workers with greater abilities in order to uphold work standards in line with the present environment through the use of hybrid office work.

Research Objective

This study aims to examine the factors influencing employees' intentions to use technology for hybrid office work and the differences in the effects of such factors on the intentions to work as a hybrid office between Generation X and Generation Y employees. The results of the study can be used by the organization in managing resources to increase their hybrid work performance and benefit academics who are interested in such matters.

Literature Review

1. Hybrid Office Working

Coronavirus disease 2019, or COVID-19, is a virus that spreads from person to person and has a widespread epidemic. It is a family of viruses that cause illnesses ranging from the common cold to more serious diseases such as Middle East Respiratory Syndrome (MERS-CoVCoV) and acute respiratory syndrome (SARS-CoVCoV). For example, this is a new species that has never been seen before in humans and causes respiratory illness in humans and can be transmitted from person to person. The virus was first identified in Wuhan, Hubei Province, People's Republic of China. The World Health Organization (WHO) has declared the novel coronavirus outbreak a "pandemic" after the infection spread rapidly in all regions of the world. On January 30, 2020, the World Health Organization assessed the situation and declared the novel coronavirus disease of 2019 a Public Health Emergency of International Concern (PHEIC), recommending that all countries accelerate surveillance and prevent the risk of the coronavirus disease of 2019 (Ministry of Public Health, 2020).

Currently, the coronavirus disease of 2019 is spreading all over the world, and it is predicted that the number of infections and deaths will continue to rise if there is no definitive and timely prevention and treatment. The coronavirus disease of 2019 can be transmitted from person to person through mucus droplets and saliva from coughing or sneezing. If those droplets are attached to places or things, they have to catch those places or things. The virus can also be contracted by touching the nose, eyes, or mouth with hands, and coronavirus disease 2019 is also transmitted through the inhalation of droplets from infected people who cough or sneeze. The World Health Organization recommends staying at least 1 meter away from infected people, washing their hands with soap or solution or disinfectant gel, and avoiding touching the nose, mouth, or eyes. According to the World Health

Organization, staying at home without touching people or various risk groups will make them safer from contracting and spreading the disease (Chewawiwat, 2020).

Many countries around the world have campaigns or orders requiring people to stay at home to avoid infection or spreading the virus without realizing it. For Thailand, data from the Ministry of Public Health on March 27, 2020, found that more than 1,000 people had been infected and five people had died. The Bangkok Metropolitan Administration has also ordered the closure of shops and services at risk, and the government has announced an Emergency Decree on Public Administration in Emergency Situations (Ministry of Public Health, 2020).

In response to these situations, many government agencies and the private sector have gradually implemented policies requiring employees to work at home or from home instead of in the traditional workplace, in the hopes of reducing the spread of communicable diseases. But when many restrictions and policies are relaxed, some offices have now begun to return to work. The following advantages come with hybrid office working methods, which involve working from home occasionally while also spending some time at the workplace (James, 2018):

1. This makes it possible to reduce the cost of the agency and personnel both directly and indirectly. Rent for office space, utility bills (such as water and energy), and employee travel costs are the expenses that are immediately decreased. Additionally, staff members who are not stressed out or exhausted from commuting to work are less likely to become sick or have an accident, lowering the cost of medical care. These are indirect costs.

2. In a landmark study cited in the Harvard Business Review (Bloom, 2014), call center workers on Ctrip—a Chinese travel website—were given the option to volunteer to work from home for nine months. Half the volunteers did so; the other half was the control group and thus continued to work at the office each day. The study revealed that "people working from home completed 13.5 percent more calls than the staff in the office did—meaning that Ctrip got almost an extra workday a week out of them," according to Stanford University professor Nicholas Bloom. Another study, this one from Gallup (2017), found that employees who work from home three to four days a week are 33 percent more likely to "feel engaged" and 15 percent less likely to feel "not engaged" than employees who report to the office each day. Numerous studies (Gallup, 2017) have found that increased employee engagement boosts productivity.

3. This enables a lower staff turnover rate. Working from home, interspersed with working from the office at times, results in less stress for employees by reducing commuting times, traffic congestion, and so on, and can reduce the rate of unemployment by up to 50%, according to a study by Bloom (2014). In addition to reducing the turnover rate of personnel, companies that offer work-from-home employees also have a higher chance of recruiting. This is a group of young people joining in because a study found that 40 percent of young people in the United States prefer communicating via electronic devices rather than seeing them in person or talking over the phone (Kaur et al., 2018).

4. This allows it to lower the staff sick leave rate since allowing employees to work from home will greatly reduce stress, particularly stress related to travel. Additionally, employees who really are ill can work from home instead of going into the office, lowering the likelihood that they will infect their coworkers and increasing the number of sick days.

It can be seen that working at home, interspersed with working at the office for some time, or working as a hybrid office, can be adapted very well to the epidemic situation of the coronavirus, causing many companies to consider finding a new, highly flexible way of working that many companies have in common: the use of a hybrid office model that combines work from anywhere with office work.

2. Generations at Work

The researcher selected the age distribution of employees for each generation using the theory of Zemke et al. (2000). According to the theory, people were divided into three generations based on sociological

perspectives in which people born in different generations have different general habits due to different situations. The age range and general habits of each generation can be summarized as follows:

1. Baby boomers (Gen B) are people who were born between 1946 and 1964, after World War II. During this time, the population significantly increased as the era was developing and males began working outside the home while women raised their children at home. People of this generation are conscientious, patient, hard-working, and have a sensible attitude. They also have a strong sense of self-worth, an optimistic outlook on the world, and a sense of social importance and affection.

2. Generation Xers (Gen X) are people born in the years 1965–1979, which was an era of economic hardship. Both parents had to work outside the home. Facing high rates of family divorce and an era of the collapse of the Soviet Union, multiculturalism, and growing up with technology, people in this era therefore tend to see the world in a negative way, behave impolitely, have high self-esteem, a high personal world, and need love and acceptance from people around them and society because they feel a lack of warmth from family, have high expectations of others, learn quickly, and love the freedom of life.

3. Generation Nexters (Gen Y) are people born in the years 1980–1999. It was an era of convenience and advancement in technology, so this generation can be considered a generation of materialism. It is a warm family era and an era of racial and cultural diversity. The economic growth rate is high, and technology is developing rapidly, creating comfort for living. People in this era are self-confident, risk-takers, and optimistic. Life is always purposeful, self-sufficient, accepts the opinions of others, is flexible in thinking, and is adaptable, creative, and assertive.

This is because most of the current employees' birth years are close to the criteria for separating Generation X and Generation Y. It was found that when using the above division criteria, there was no gap between generations, which resulted in a good outcome in collecting data from a sample of employees of both Generation X and Generation Y. That did not cause the loss of samples of certain age groups in the generational segmentation. The researcher therefore chose to study a group of employees from generations X and Y, who are currently the main workforce.

3. Theory of Acceptance and Use of Technology

3.1 Theory of Reasoned Action (TRA)

Theory of Reasoned Action (TRA) proposed by Fishbein and Ajzen (1980) aims to predict the behavior of users in a given situation. Its main premise considers that users will adopt a specific behavior if they perceive that this will lead to positive results. In the TRA, a person's behavior is directly influenced by their willingness to adopt or not that behavior (Present Behavioral). Behavioral intention, on the other hand, is influenced by two factors: attitude toward the behavior and subjective norm.

3.2 Theory of Planned Behavior (TPB)

The TPB (Venkatesh & Speier, 1999) is an extension of the TRA that adds the variable of "perceived behavioral control," defined as the person's perception of the ease or difficulty of practicing a particular behavior. The perceived behavioral control depends on control beliefs and perceived facilitation of that control factor to facilitate or inhibit behavior.

3.3 Technology Acceptance Model (TAM)

The TAM (Davis et al., 1989) was specifically designed for the area of Information Technology (IT). This model is based on theoretical and empirical components and it has been successfully tested by several researchers. The TAM has altered some of the associated measures mentioned in TRA by others related to technology acceptance: the ease and usefulness of a system. The TAM indicates that the Behavioral Intention to

Use, which is the willingness to use the system in the future by the user, is determined by two variables: perceived ease of use and perceived usefulness.

3.4 Model of PC Utilization (MPCU)

The MPCU derives greatly from the Theory of Human Behavior established by Triandis (1977). Some authors adapted this theory to predict the use of personal computers rather than the intended use. However, its application has grown sufficient to forecast the acceptance of a wide range of IT.

3.5 Innovation Diffusion Theory (IDT)

IDT is a theory based on sociology, with a strong prominence in the field of explaining the use and adoption of technology (Roger, 1995). The concept of innovation is an idea, practice, or object that is perceived as something new for a user. Innovation creates uncertainty, which motivates a user to seek information about alternatives. Diffusion is the process by which innovation is communicated through different channels over time, by the members of a social system. IDT aims to explain the decision-making process of innovation and determine the factors that influence the rate of adoption as well as the categories of adopters. It aims to predict the probability of adoption of an innovation and its adoption rate.

3.6 Motivation Model (MM)

Basically, system use is determined by two factors: intrinsic motivation and extrinsic motivation. The term "Extrinsic motivation" is defined as the perception that users will want to perform an activity because it is perceived to be instrumental in achieving valued outcomes that are distinct from the activity itself, such as improved job performance. The term "intrinsic motivation" refers to the perception that users will want to perform an activity for no apparent reinforcement other than the process of performing the activity per se. Davis et al. (1992) proposed that perceived usefulness is an extrinsic motivation and perceived enjoyment is an intrinsic motivation. Generally, output quality and perceived ease of use have an impact on perceived enjoyment and perceived usefulness. Moreover, they introduced task importance as a moderator of the ease of use and output quality influences on usefulness. Therefore, output quality and perceived ease of use influence BI indirectly through perceived usefulness and perceived enjoyment.

3.7 Social Cognitive Theory (SCT)

Inspired by social psychology, SCT was proposed based on three main factors: behavior, personal, and environment, which interact bi-directionally in order to predict both group and individual behavior. Moreover, it can identify methods that can change and modify behavior (Rana & Dwivedi, 2015). In the SCT model, behavior factors are chiefly focused on usage, performance, and adoption issues. However, a personal factor is any combination of personality, cognitive, and demographic aspects characterizing a person. On the other hand, environmental factors include physical and social factors, both of which are physically external to the individual. SCT is an inseparable triadic structure in which all three factors constantly influence one another, reciprocally determining each other. The SCT model is integrated to evaluate information technology usage by using some constructs, including self-efficacy, outcome expectations, performance, anxiety, affect, and personal outcome expectations.

3.8 TAM/TPB Combined Model (TAM/TPB)

Taylor & Todd (1995) introduced a hybrid model that combines the variables of the TPB with the perceived usefulness of the TAM. They added a variable to the user experience in IT called "previous experience." Taylor and Todd theorized that by separating users into groups based on previous experience, different forces would be revealed on the effects of variables of this model. For new users, the behavioral intention seems to be more influenced by the perceived usefulness, followed by the ease of use. The main contribution of this combined model is that it suggests that the experience levels of users should be considered in studies of the acceptance of IT.

3.9 Unified Theory of Acceptance and Use of Technology (UTAUT)

The Unified Theory of Acceptance and Use of Technology (UTAUT), developed by Venkatesh, Morris, Davis, and Davis (2003), is a model used in the study of human behavior in acceptance of the use of new technologies and being able to predict the behavior of acceptance of the use of new technologies in the future. It has been developed by combining eight accepted behavior theories, consisting of the Theory of Reasoned Action (TRA), Theory of Planned Behavior (TPB), Technology Acceptance Model (TAM), Model of PC Utilization (MPCU), Diffusion of Innovation Theory (DOI), Motivation Model (MM), Social Cognitive Theory (SCT), and Combined-TAM-TPB (C-TAM-TPB), to reduce limitations and increase efficiency in research. It will consider four factors: performance expectancy (PE), effort expectancy (EE), social influence (SI), and facilitating conditions (FC).

Performance expectancy is a factor of confidence in the machine, the devices or systems that will affect the operation to have a strong direction from the original, which each person has a different level of confidence in. Effort expectancy is a factor in the belief that doing or trying something multiple times will result in better results based on the intention of using it. Each person has a different level of intention. Social influence is the factor that influences the acceptance of the current external environment and is influenced by the accepted praise or lead of a lower expert. Facilitating conditions are operational space factors ease of use or algorithms that will result in smoothness for users during use. This research will focus on social influence (SI) and facilitating conditions (FC), which are part of the external factors, because the researchers view these two factors as measurable factors from the external environment in the current situation (Herrero, Martín, & Garcia-De los Salmones, 2017).

Later, Venkatesh et al. (2012) developed the UTAUT2 theory to make it more appropriate and interesting in the consumer context of use. Further studies revealed that the main factors affecting behavioral intentions were performance expectations, effort expectations, social influences, facilitating conditions, hedonic motivation, price value, and habit. There are also gender, age, and experience as optional variables.

This article selected the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) as the main model with the context of hybrid office working for its hypothesis because it is the model with the most well-known behavior of human acceptance of the use of new technologies, which uses generation as a moderator variable in order to measure an employee’s intention to use technology in all current corporate environments.

4. Empirical Review and Hypothesis Development

Many articles employ the "Unified Theory of Acceptance and Use of Technology" (UTAUT2) as a model for external variables influencing the intention to use technology for hybrid office work. Researchers reviewed the literature and reached the conclusions in some of the articles hereinafter.

Antecedents and consequences of e-collaboration use in academic institutions are discussed by Lee (2019) and the sample group of people who order or buy food through the delivery app. The results show that performance expectations and habit are factors that positively influence consumers' continued use intent. Benjathikul's (2021) study examines the factors contributing to the success of future hybrid operations. It was found that effective information technology will affect the intention of planning to work in an appropriately integrated form, and the study by Suwansirisilp (2016) found that the performance expectation factor is a factor affecting the intention to use the service with PromptPay. In a study by Merhi, Hone, and Tarhini (2019), the expectations of efforts influenced the adoption of electronic payment systems. If there is little learning to use the system, it will result in an increased intention to use it. This can be seen from past studies by Marpaung et al. (2021), which found that the effort expectation factor influenced the intention to use mobile banking. A recent study by Sina et al. (2020) found that social influence was the most influential factor in the adoption to use. Furthermore, Faqih (2021) and Razif et al. (2020) discovered that the recommendation of friends or close people was beneficial, resulting in people's intention to use the technology as well. A study on the acceptance of teacher learning

management software under the application of Malaysia's UTAUT2 model by Raman and Don (2013) found that having facilities and motivation, such as good infrastructure, the government's initiatives, etc., resulted in teachers' intentions to use the system. In a study on the intentions of using electronic payment systems via mobile devices among people in China, Khan, Hameed, and Khan (2017) found that the facilitating conditions are an important factor that affects the intention of use. Likewise, Chen et al. (2021) found that facility condition factors affect personal cloud service intentions. Compared to financial transactions through other channels, it may affect consumers' willingness to use the service. Research by Rungsiyarom (2017) found that paying for 3G internet to access the SCBEASY application is worth the money. Similarly, research by McCloskey and Bennett (2020) found that the price, value, and habit of artificial intelligence technology devices influence behavioral intentions, making products look valuable in the eyes of consumers and creating credibility and trust to use them more. The result of a study by Pasaribu (2021) based on technology adoption and use theory (UTAUT2) on students' behavioral intentions in conducting mobile financial transactions amid the coronavirus pandemic found that hedonic motivation influences willingness to adopt technology. A study by Aswani et al. (2018) found that user age is a key factor driving the digital gap. According to the findings of an Indian study, age is an important determinant of willingness to use or not use mobile and internet technology. People over 50 years old have a low frequency of internet usage. On the other hand, those who have been born in the last two decades are familiar with the Internet and mobile technology at work or at home and tend to use the technology more often. Therefore, young people use the Internet more than the elderly. Santosa et al. (2021) discovered that the emergence of social distancing and stay-at-home measures during the 2019 coronavirus outbreak has a direct impact on people. Many people, including baby boomers and generation X, are starting to use digital payments for online or offline transactions to reduce their interactions with others. It gathered data from users aged 40–74 who were just beginning to use digital payments during this pandemic, using a structural equation model to analyze the data. As a result, UTAUT indicators have a positive effect on user satisfaction, and user satisfaction has a positive effect on future usage intentions. The study by Sriyuknirund (2017) on Internet banking usage among male and female consumers aged at least 18 years who are domiciled in Thailand discovered that habituation with age as a diametrical variable affects willingness to use current operators' mobile phone service, which is consistent with Venkatesh et al. (2003)'s finding that the fundamental relationship of each theory has been brought together as a factor that affects technology adoption. It was found that age was an extension of the parameters that helped increase the accuracy of forecasting technology adoption and use.

According to a literature review of the definition and related concepts, previous research related to the factors influencing employees' intentions to use technology for hybrid office working. The following are hypothesized and depicted in figure 1.

H1: Performance expectations have a positive impact on the intention to use technology for hybrid office working.

H2: Effort expectations have a positive impact on the intention to use technology for hybrid office working.

H3: Social influences have a positive impact on the intention to use technology for hybrid office working.

H4: Facilitating conditions have a positive impact on the intention to use technology for hybrid office working.

H5: Hedonic motivation has a positive impact on the intention to use technology for hybrid office working.

H6: Price value has a positive impact on the intention to use technology for hybrid office working.

H7: Habit has a positive impact on the intention to use technology for hybrid office working.

H8: Factors of acceptance and use of technology have a positive impact on the intention to use technology for hybrid office working, with generation as a moderator variable.

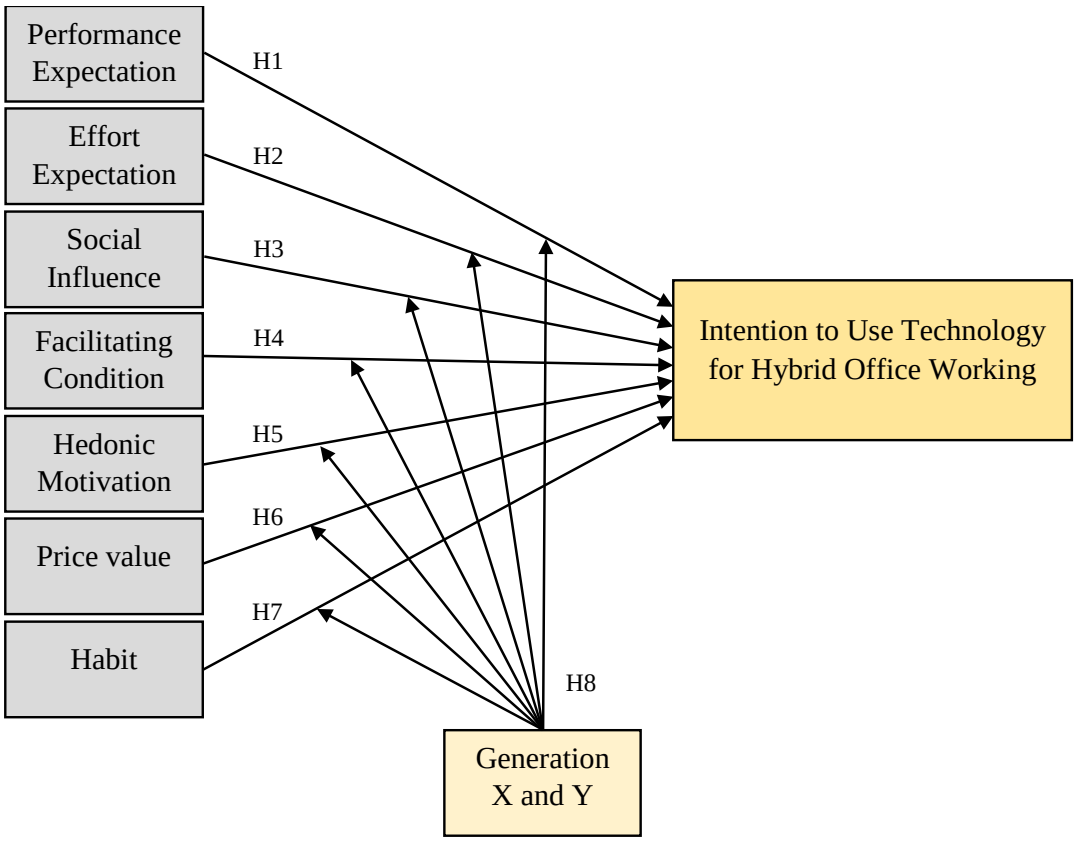


Figure 1 Research's Conceptual Framework

Conclusion

The purpose of this research is to demonstrate that performance expectations, effort expectations, social influences, facilitating conditions, hedonic motivation, price value, and habit are the important external variables that have a positive impact on intention to use technology for hybrid office working, with generation as a moderator variable. From the above models, the researcher can conclude that the extension theory model combines technology acceptance and the use of technology. It is an analysis of factors influencing technology acceptance and use behavior that can be rationally tested. The results can be described as the direct relationship and the indirect relationship. A distinctive feature of the model is the consideration of complementary variables, including age, gender, and user experience. This research examines the factors influencing the intention of using technology for working in a hybrid office, which is a new form of work in which one works both at work and at home. As a result, the adoption and use of context-sensitive technologies must be considered. According to the principles of UTAUT2, it uses a variety of criteria. This study attempted to link performance expectations to effort expectations and to cover individual attitudes and skills. It also includes social influence to gain momentum and hope that new technologies should be used and become intrinsically motivated by the perception that using technology is enjoyable or pleasurable. This study suggests that smart technology choices will automatically promote ease of use and habituation. This is especially true at a time when the intention is to use hybrid office technology to deal with the uncertainty in the coronavirus disease 2019 pandemic, which is driven by the employee's age range. This increases the forecasting accuracy of the model, allowing it to be more efficient.

Recommendation

This study is a review of the literature on the factors influencing intention to use hybrid work technology. Previous research found that performance expectation, effort expectation, social influence, facilitating conditions,

hedonic motivation, price value, and habit, with generation as a moderator variable, had a direct impact on the intention to use hybrid work technology of the employee.

The following phase, a quantitative study and analysis utilizing a structural equation model, is planned by the researcher. Employees from industrial companies that produce electricity will participate in the study. This is a job that requires a lot of knowledge and skills from the employee. Calculate a sample size of 200 people, or 20 times the observable variable. This is consistent with Hair et al.'s (2010) suggestions for determining the appropriate sample size for structural equation model analysis. Before collecting data, the questionnaire will be tested for content validity by having three experts evaluate the IOC values and reliability by trying it out with 30 samples that are close to the populations. As a result of the findings of this research, executives and other interested parties can utilize the study's findings to plan work or figure out how to train people in the future to improve performance.

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BUS-013

The Influence of Transformational Leadership, Innovation Climate and Employee Engagement on Innovative Work Behavior of Employees

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Jutamard Thaweepaiboonwong[2]

Abstract

This academic paper is a literature review that aims to explore conceptual factors and influences on innovative work behavior. The results showed that the factors influencing innovative work behavior were transformational leadership, innovation climate, and employee engagement. Employees' innovative work behaviors are critical in guiding an organization to become a sustainable innovation organization. From the review of literature, the factors affecting innovative work behavior are as follows: transformational leadership, innovation climate, and employee engagement. This article aims to apply the results of the study to improve management appropriately and develop the organization to be effective, as well as provide guidelines for studying or conducting research for interested parties from the conceptual framework. The study presented the following six hypotheses and recommendations for future research.

Keywords: Transformational Leadership, Innovation Climate, Employee Engagement, Innovative Work Behavior

Introduction

Nowadays, technology is advancing rapidly. This rapid change affects both the individual and organizational levels. The rapid development of technology makes our world narrows. The way of life of people has changed from before. There has been a change in the surroundings in terms of economy, society, politics, and environment. The volatile and unstable conditions are a key drivers of increased business competition. Organizations must adapt to the changes that occur. Human beings are inevitably involved in such changes. At the same time, the dramatic change in the present world condition gives organizations the opportunity to create new innovations that will enhance their competitiveness. For the organization to survive and have the potential to compete in the long term, advances in innovation are key factors in ensuring organizational competitiveness and long-term survival. The organization, therefore, needs to be committed to recruiting and developing human resources with higher skills and knowledge to support the changing business practices. Because human resources are very important in bringing the organization's ability to change into an innovative organization. Innovative work behavior is thus required to lead the organization toward sustainable innovation organization. Innovative work behavior refers to the behavior of a person with the direct aim of creating new ideas and using them to bring benefits to new work processes with clear objectives. Innovative behaviors can be linked to different departments in the innovation management process to create innovations. (Sivanun Sivapitak, 2011) In addition, innovative work behavior is defined as the expression of a person's desire to enhance creativity by seeking new innovations to improve work processes and problem solving in new ways. Along with the development of new products or

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services as well as innovative work behaviors, creativity will result in innovation in the organization, which will result in the organization being able to improve efficiency, maintain operational quality, and respond to the needs of customers appropriately. Helping organizations increase their competitiveness can lead to long-term sustainability. (De Jong & Hartog, 2010) For this reason, organizations are trying to support the innovative work behaviors of their employees. Due to corporate management in today's rapidly changing technology era, organizations need to be ready and able to adapt at all times. They also need to be aware of the organization's customer retention by seeking new innovations that meet the changing needs of customers. as well as being aware of creating competitive potential that is superior to competitors. (Bettencourt, Brown & Sirianni, 2013) to drive and enhance the ability of the organization to profit and grow. That is why, Innovative work behavior is a critical factor for the success and sustainability of an organization.

In summary, this article reviewed the research literature on innovative work behavior in terms of meaning, key points, principles, and factors affecting innovative work behavior in order to formulate a theoretical model. This leads to the creation of a conceptual framework for further relevant research.

Research Objective

The purpose of this study was to analyze the level and the influence of transformational leadership, innovation climate, employee engagement, and innovative work behavior. The results of the study can be used as a guideline for executives and the human resource management department in managing human resources within the organization to be effective and consistent with the needs of employees in order to achieve operational efficiency in the future.

Literature Review

1. Innovative Work Behavior

"Innovative work behavior" was first used in West & Farr's (1990) psychological research, which describes the term as arising from two actions: creativity and realization. (West and Farr, 1990). In 1994, Scott & Bruce have proposed “Innovative work behavior” start with Problem Recognition, New Idea or Solution Generation, Seeks Ways to Idea or Solution Promotion and the last step is Idea or Solution Realization. Later, as the concept of innovative work behavior became more widely studied, many researchers tried to define the study of innovative work behavior differently. Janssen (2000) defined innovative work behavior as the intention to create new ideas and introduce or apply those new ideas to work. The purpose is to bring benefits to working in that role. Afterwards, De Jong and Den Hartog (2003) defined innovative work behavior as a willingness to initiate and introduce new ideas. new product or a new process This includes improving existing products or processes. Similarly, Spiegelaere et al. (2012) defined innovative work behavior as the behavior of employees who suggest or apply ideas, processes, products, and work procedures that occur within a role, group, or organization to be used with relevant agencies according to the benefits in various fields. (Spiegelaere et al., 2012). Most researchers agree that innovative work behaviors are helpful. Innovation is what makes an organization efficient and competitive. However, nowadays, the world is changing rapidly. Make organizations want more innovation. Therefore, for each organization to achieve better innovation, it will require an increase in the innovation behavior of employees, both quantitatively and qualitatively. (Gumusluoglu & Ilsev, 2009)

The definitions section of this article uses the definitions presented by Sivanun Sivapitak (2011), which Innovative work behavior can be divided into four elements according to the concept of as follows: (1) Employee creativity means change caused by knowledge, employee experience, and employee knowledge that develops products or services to make the organization successful. (2) Employee innovativeness refers to the behavior of new combinations of employees that can create value for products or services, including the working process of the organization. (3) Proactive behavior means trying to find opportunities and the ambition to succeed in the job

and to grow by being a pioneer, daring to change or start something before other employees or organizations. (4) Opportunity exploration refers to the behavior of attempting to find a way to do something by seeking new knowledge and analyzing chances to improve operations to improve products or services and work processes within the organization.

2. Transformational Leadership

Burns (1978), Bass and Avolio (1994), and Paul (1997) define transformational leadership as the process by which the leader influences employees by transforming the efforts of employees above and beyond the expected efforts, improving the abilities of employees, including making employees aware of the mission and vision of the organization. In conclusion, transformational leadership is the behavior of a leader who influences employees to create an effort to develop employees to their highest potential, inspires employees to be more effective, and motivates employees to be committed to the mission and vision to achieve the goals of the organization. Transformational leadership can be divided into 4 elements according to the concept of Bass and Avolio (1994) as follows: (1) Idealized Influence refers to a leader who acts as a respected role model. They have a vision and can pass it on to their followers. as well as being able to control emotions in critical situations and behave in a moral and ethical manner. Avoid using power for personal gain and act for the common good. Leaders must also have intelligence, determination, and idealistic perspectives. In addition, leaders must take pride in the loyalty and confidence of their employees. Make employees feel united. (2) Inspiration Motivation means that leaders give employees the opportunity to set the vision and goals of the organization to make employees feel important and part of it. Leaders motivate employees to realize the importance of performance, be enthusiastic and have a good attitude. A good leader must continually build employee morale when trying to achieve goals. (3) Intellectual Stimulation means that leaders motivate employees to seek new approaches to solving problems and innovating, as well as motivating and supporting new ideas from employees and encouraging employees to realize that obstacles can be solved. (4) Individualized Consideration refers to the leadership taking care of employees individually. Leaders will be coaches and mentors, as well as promote and develop the potential of their followers to be better. In addition, the leader gives the followers the opportunity to learn new things.

3. Innovation Climate

The definition of an innovation climate is a setting within an organization that raises employee awareness of the value of innovation and encourages employees to be creative in developing new products and services. This will result in the innovative work behavior of employees. Make the work more efficient and respond to the needs of the organization. According to the concepts of De Dreu and West (2001), De Jong and Den Hartog (2007), Yuan and Woodman (2010), and Sivanun Sivapitak (2011), the innovation climate can be divided into three elements as follows: (1) Participatory safety refers to employees' perceptions of workplace safety. Employees should not be penalized for thinking of new things or doing things differently than they used to. (2) Striving for excellence is an employee effort that relates to excellence at work. It has been reviewed and improved based on continuous positive performance under innovation. (3) Support for innovation is the support of employees' efforts to introduce new methods or ideas used in their work.

4. Employee Engagement

The definition of employee engagement refers to the feelings and behaviors of employees that are consistent with the organization as well as employees who are ready to work successfully and achieve the goals of the organization (Institute for Employment Studies, 2004; Woodruffe, 2006). Employee engagement can be divided into three elements according to the concept of Bakker and Schaufeli (2008) as follows: (1) Vigor refers to a person's manifestation of energetic determination with the ability to mentally adjust to flexibility while performing work, willing to put all their effort into the work and have patience with obstacles and difficulties at work. (2)

Dedication means that a person is dedicated to their work by recognizing their work as important and challenging. As well as being enthusiastic and feeling proud of the work, including trying to find new knowledge to improve oneself and the organization, (3) Absorption refers to a person's full concentration and enjoyment at work regardless of the length of time spent and the difficulty of the work performed. There is a feeling that work is part of life.

Empirical Review and Hypothesis Development

1. Transformational Leadership and Innovation Climate

Sagnak et al. (2015) conducted research on transformational leadership and innovative climate: an examination of the mediating effect of psychological empowerment. The study sample consisted of 303 teachers working in Eskisehir Central Secondary School. It has been found that transformational leadership has a positive influence on the innovation climate. It was also found that psychological empowerment partially mediates the relationship between transformational leadership and an innovative climate. Similarly, Puni et al. (2022) studied the mediating role of innovation climate on the relationship between transformational leadership and firm performance with 400 employees in 10 selected manufacturing companies in Ghana. The findings indicate transformational leadership has a significant positive association with an innovative climate. The results of the study support the view that transformational leaders motivate their followers with intelligence, promote innovation, and provide individualized development to accelerate employee creativity and creative behavior. In the year 2011, Sivanun Sivapitak also studied innovation management in business organizations, affecting employees' innovative behavior. The sample consisted of 116 top managers and 890 employees. The results demonstrated that transformational leadership, which consisted of four dimensions: idealized influence, inspiration, motivation, intellectual stimulation, and individualized consideration, is positively correlated with the innovation climate.

2. Transformational Leadership and Employee Engagement

Thisera and Sewwandi (2018) studied transformational leadership and the leadership of 245 executive-level employees working in the hospitality sector in Sri Lanka. and found that there are statistically significant and positive correlations between transformational leadership and employee engagement. Rafia, Sudiro, and Sunaryo (2020) investigated the effect of transformational leadership on employee performance, mediated by job satisfaction and employee engagement. The participants in this study were 77 employees in the department of public housing and settlement areas of Central Java Province. and discovered that transformational leadership has a significant and positive effect on employee engagement. Similarly, Fransiska, Ahadiat, and Hayati (2021) investigated the impact of transformational leadership on employee engagement: the mediation of work-life balance among 107 employees of PT XYZ Bandar Lampung Branch, PT XYZ Pringsewu Branch, and PT XYZ Kotabumi Branch in Indonesia. The study found that transformational leadership can positively affect employee engagement and also found that work-life balance has a mediating role in the positive and significant effect of transformational leadership on employee engagement. This means that the better the application of transformational leadership, being mediated by work-life balance, the better the employee engagement shown will be.

3. Transformational Leadership and Innovative Work Behavior

Imran, Zaheer, and Noreen (2011) conducted research on transformational leadership as a predictor of innovative work behavior moderated by gender. The sample consisted of 320 managers from the top telecommunication organizations in Pakistan. The findings indicate there is a positive and significant relationship between transformational leadership and innovative work behavior. Furthermore, it was also found that gender moderated the relationship between three facets of transformational leadership (attribution, charisma, inspirational leadership, and intellectual stimulation) and innovative work behavior. According to the study by Li et al. (2019), the influence of transformational leadership on employees' innovative work behavior in sustainable organizations: a test of mediation and moderation processes with a sample of 281 multinational organization employees in China,

the results found that there is a positive and significant relationship between transformational leadership and employees' innovative behavior. Furthermore, the relationship between transformational leadership and employees' innovative behavior moderated by empowerment, which means that the relationship between transformational leadership and innovative work behavior becomes stronger at a higher level of empowerment. Similarly, Setiawan et al. (2020) investigated boosting innovative work behavior in local branded fashion by studying the variables of transformation leadership, innovation work behavior, and psychological empowerment. The participants in this study were 100 employees working in a local fashion business in Indonesia. The results showed that transformational leadership has a positive effect on innovative work behavior.

4. Innovation Climate and Employee Engagement

Mejalli (2020) studied the relationship between organizational climate and employee engagement. The sample consists of 116 full-time nonprofit organization (NPO) employees working across four different divisions. It was found that there was a significant positive relationship between organizational climate and employee engagement. In the same year, Ali, Farooq, and Khalid (2020) studied the relationship between organizational climate for innovation and innovative work behavior: the mediating role of employee engagement. The sample consists of 210 employees in Pakistan. The findings indicate the organizational climate for innovation is positively related to employee engagement. On the contrary, Teepapal (2020) studied the relationship between employee involvement, employee engagement, and innovative work behavior and the mediating role of organizational context of employees in a Thai organization with 400 employees of firms that had obtained the Thailand Trust Mark (TTM) issued by the Ministry of Commerce Thailand. The findings indicate insignificant and negative results from indirect effects of employee engagement through organizational context, which corresponds to the results of the study by Allameh, Shahriari, and Mansoori (2012). They investigated employees' attitudes toward organizations, organizational climate, and employee engagement as antecedents of organizational citizenship behavior with 220 bank employees in Australia and found that the relationship between organizational climate and employee engagement did not reach significance.

5. Innovation Climate and Innovative Work Behavior

Onhon (2019) investigated the relationship between organizational climate for innovation and employees' innovative work behavior in the Turkish ICT sector with 270 employees. The results showed that the relationship between the organizational climate for innovation and innovative work behavior is significant because employees’ innovative work behavior is explained by their perception of the organizational climate for innovation. Ali, Farooq, and Khalid (2020) also studied the relationship between organizational climate for innovation and innovative work behavior; the mediating role of employee engagement. The sample consists of 210 employees in Pakistan. It has been found that the organizational climate for innovation is positively related to innovative work behavior. Ahmed, Ata, and Abd-Elhamid (2019) looked at the relationship between leadership behaviors, organizational climate, and innovative work behaviors in 384 nurses at Zagazig University Hospitals. The findings indicate that organizational climate has a positive effect on innovative work behavior. From the review of the relevant literature, it can be seen that innovation climate is a significant predictor of employees’ innovative work behavior.

6. Employee Engagement and Innovative Work Behavior

Swaroop and Dixit (2018) studied employee engagement, work autonomy, and innovative work behavior with 267 employees from various organizations in India. It was found that there is a positive and significant correlation between employee engagement and innovative work behavior. The result suggests that engaged employees are intrinsically inclined towards greater innovative behaviour at work. Li et al. (2019) studied the influence of transformational leadership on employees' innovative work behaviors in sustainable organizations: a

test of mediation and moderation processes with 281 multinational organization employees in China. The results show that work engagement is positively associated with innovative work behavior. In the same year, Zyl et al. (2019) investigated work engagement and task performance with 232 employees in a global ICT consulting firm within the Netherlands. The findings revealed that employee engagement had a significant positive impact on innovative work behavior. Should employees experience work engagement, it may activate the innovative work-related behaviors of employees.

According to a literature review of the definition and related concepts, previous research related to the factors Transformational Leadership, Innovation Climate, Employee Engagement and Innovative Work Behavior. The following are hypothesized and are shown in Figure 1.

Hypothesis 1: Transformational leadership has a positive influence on the innovation climate.

Hypothesis 2: Transformational leadership has a positive influence on employee engagement.

Hypothesis 3: Transformational leadership has a positive influence on the innovative work behavior of employees.

Hypothesis 4: The innovation climate has a positive influence on employee engagement.

Hypothesis 5: The innovation climate has a positive influence on the innovative work behavior of employees.

Hypothesis 6: Employee engagement has a positive influence on innovative work behaviors of employees.

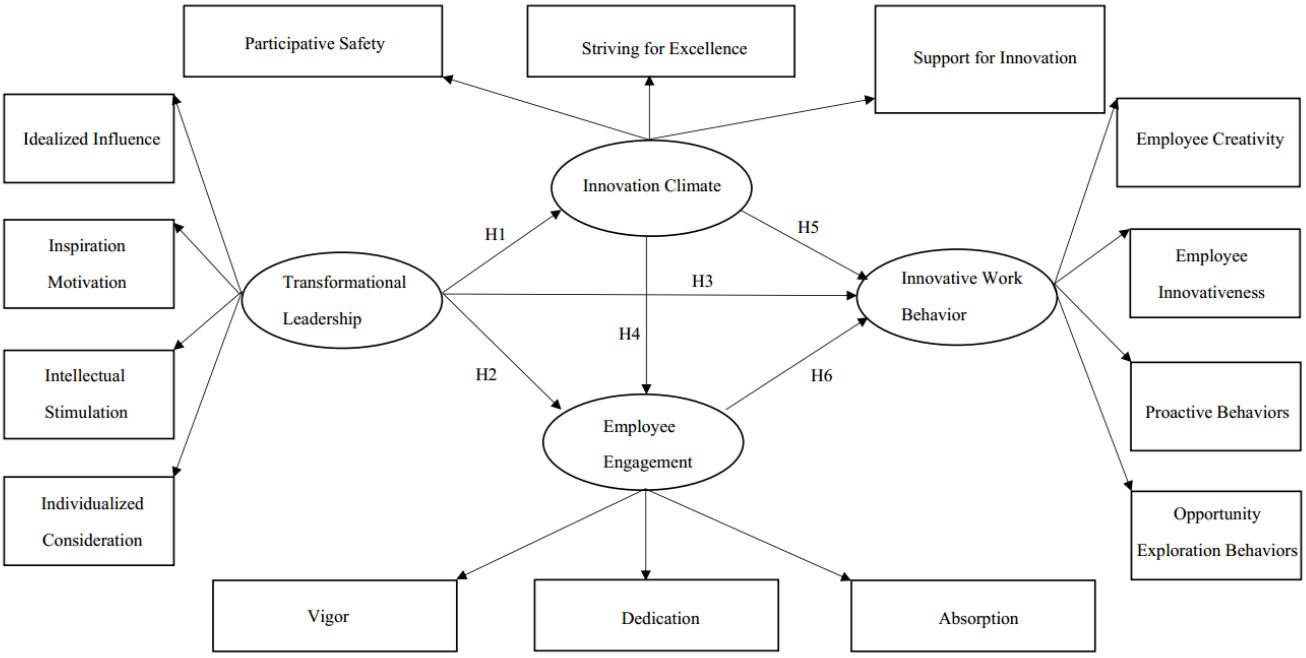


Figure 1: Conceptual Framework

Conclusion

From the literature review, the influence of transformational leadership, innovation climate, and employee engagement on the innovative work behavior of employees can be used as a guideline to promote leadership behavior that will lead the organization to future success. Moreover, it can be applied as a guideline to improve the management of the organization to make the operation more efficient according to the needs of the organization, as well as to develop employees and make the organization more competitive and lead to long-term sustainability. It has been found that transformational leadership, innovation climate, and employee engagement were identified as factors influencing the innovative work behavior of employees, which can consider the results

of various factors in a way that is consistent with the innovative work behavior of employees presented in this article. The literature review led to hypotheses for future studies to examine using quantitative methods to verify the relationship between transformational leadership, innovation climate, employee engagement, and innovative work behavior.

Recommendation

This study is a review of the literature on the influence of transformational leadership, innovation climate, and employee engagement on innovative work behavior. Previous research has found that transformational leadership creates an innovation climate and employee engagement. It has a direct impact on the innovative behavior of employees. The following steps are quantitative and analytical studies using a structural equation model. The researcher plans to collect data from employees in a Power Plant Group Eastern of Thailand. The sample size was calculated for 210 people, or 15 times the observed variable. This is consistent with the recommendation of Hair et al. (2010) to determine the appropriate sample size for structural equation model analysis. Before collecting data, the questionnaire will be tested for content validity by having three experts evaluate the IOC values and reliability by trying it out with 30 samples that are close to the populations. From this research, executives and human resource management departments can use the research results to manage human resources within the organization to be efficient and consistent with the needs of employees and achieve operational efficiency. It is also useful for education among interested parties and for further research on transformational leadership. innovation climate, employee engagement and innovative behavior in the organization and related businesses in the future.

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BUS-015

The Influence of Transformational Leadership, Psychological Capital, and Psychological Empowerment on Innovative Work Behavior of Employee in a Company in Petrochemical Industry, Map Ta Phut Industrial Estate, Rayong Province

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Jutamard Thaweepaiboonwong[2]

Abstract

This article's purpose is to offer a conceptual framework for understanding the relationship among transformational leadership, psychological capital, psychological empowerment, and creative workplace behavior. A review of related academic research studies from 2014 to 2022 was conducted. The results of this study demonstrate that transformational leadership, psychological capital, and psychological empowerment have a positive influence on innovative work behavior. According to the findings, five hypotheses for testing with quantitative methods are stated to explore the significance of such relationships in specific contexts in further research. The results of the study will be able to provide a guideline for executives to consider appropriate policies for improving employees' innovative work behavior in the future.

Keywords: Transformational Leadership, Psychological Capital, Psychological Empowerment, Innovative Work Behavior

Introduction

Innovation is very important to the growth of an organization because it gives the organization the ability to compete and increase its competitive advantage in an era of rapid changes in society, economy, environment, or technology. This makes the organization aware of the need to change the organization's characteristics or behavior to survive and be able to compete with competitors. The minds of individuals can lead to innovative work behaviors. (Den Hartog & De Jong, 2010) The organization needs to innovate or create something different that is a factor in employees' having innovative behavior. This will be beneficial to the development of the organization and the organization's potential in business competition. Many things can influence innovation. But human resources are the most crucial element. Employees are therefore the most crucial component of a business for enhancing creativity. because employees come up with new solutions and implement them to avoid or resolve issues. Additionally, it enhances the company's operational efficiency. As a result, the company must take all reasonable steps to support its employees' innovative work behavior. Therefore, the researcher intends to examine the effects of transformational leadership, Psychological Capital, Psychological Empowerment on Innovative Work Behavior

In conclusion, this article reviewed the literature on innovative work behavior in terms of definition, main points, the principles and factors affecting innovative work behavior to define a theoretical model, leading to the building of a conceptual framework for further relevant research.

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Literature Review

Researchers conducted a review of transformational leadership, psychological capital, psychological empowerment and innovative work behavior on concepts and definitions to answer research questions. The main concepts, in brief, are as follows:

2.1 Innovative Work Behavior

Innovative work behavior is the characteristic of generating new ideas that can solve problems and finding new ways of operation to be more efficient and effective in accordance with the goals of the organization. As De Jong and Den Hartog (2010) said, the behavior of a person with the direct aim of initiating something new, the introduction of new ideas that are beneficial to the purposeful production of new products, services, and work processes It led to the creation of innovative behavior. Individual people can be innovative at task by formulating new methods of performing their duties, thinking up novel procedures and ideas, and rerouting known methods into new alternatives (Prieto and Perez-Santana, 2014). A group of behaviors that introduce new ideas that can be developed and implemented with the goal of improving employee and organizational performance is referred to as innovative work behavior. (Jong and Hartog, 2007).

Innovative work behavior is divided into four elements according to the concept of De Jong and Den Hartog (2010) as follows: (1) Idea exploration refers to developing new ideas that are applicable in all aspects. At this stage, problems related to inconsistent and discrete work are recognized, which is a trend that arises to promote new ideas (2) Idea generation refers to creating ideas for improvement purposes by researching methods, techniques, or new working tools, come up with creative solutions for work and find new ways to manage important things, generate new ideas to solve problems or to improve performance. (3) Idea championing refers to behaviors related to finding support and building coalitions, such as motivating and influencing other employees. To develop innovative concepts, one must first gain acceptance or support from colleagues, and then attempt to persuade participants to support such innovative ideas and make the executives enthusiastic about creative thinking in the department. (4) Idea implementation refers to improving existing products or practices or developing new products, which is a behavior related to a person's efforts to develop a chosen idea into a new concept that can be put into practice now that it is part of the working process.

2.2 Transformational Leadership

Transformational leadership is a leadership trait that demonstrates the ability to arouse the interest of coworkers and others in new aspects of work and to raise awareness of the team's and organization's mission and vision. including the development of colleagues' and followers' abilities to a higher level of potential Transformational leadership inspires associates and followers to think beyond their own interests in order to pave the way for the greater good. Transformational leadership, on the other hand, will persuade followers to work more effectively than their followers initially intended. And they frequently use challenges to lead them to higher levels of achievement (Bass and Avolio, 1994).

The process by which leaders influence their colleagues consists of four behavioral elements according to the concept of Bass and Avolio (1994) as follows: (1) Idealized influence means Leaders act as models for their followers. Leaders will demonstrate intelligence. Competence, willpower, and self-confidence in followers encourage a sense of unity in achieving the desired goals. Followers imitate leaders and their actions by developing self-confidence. As a result, leaders maintain their influence by achieving organizational goals and meeting organizational obligations. (2) Inspiration motivation means motivating intrinsic devotion, commitment to goals and showing confidence to achieve them. Leaders encourage team spirit to come alive, show enthusiasm by creating a positive attitude and thinking by the way that leaders help followers to overlook results. (3) Intellectual stimulation encourages followers to recognize problems as they arise, seek methods or solutions, start something

new and creative, and try to solve problems in novel ways. Leaders are encouraged to let followers express their thoughts and reasons. (4) Individualized consideration refers to making followers feel valued, important, and cared for, and understanding and accepting the differences and needs of each person. Leaders will take care of their followers if they need advice, support, or help.

2.3 Psychological Capital

The term capital has been used to represent the value of human resources (human capital).We simply use the term psychological capital here to represent individual motivational propensities that accrue through positive psychological con-structs such as efficacy, optimism, hope, and resilience. Psychological capital refers to a state-like psychological feature that could learn and develop (Luthans, Youssef, and Avolio, 2007)

Psychological capital is divided into four manifestations according to the concept of Luthans, Youssef, and Avolio (2007) as follows: (1) Self-efficacy is the state of being confident in one's own abilities, knowledge, and skills to successfully complete difficult tasks. (2) Optimism means having a positive view of what will happen in the present and the future and believing that it is under your control by setting goals for yourself. (3) Hope means having the idea that they can find a way to achieve the desired goals and having the motivation to aim for the goal of success. (4) Resilience means that when faced with problems and adversity, one never gives up and returns to the original or better condition in order to achieve success.

2.4 Psychological Empowerment

Psychological empowerment refers to one's intrinsic motivation towards roles and tasks performed through a cognitive process that reflects personal beliefs, values, and personal behaviors (Spreitzer, 1995). Psychological empowerment is viewed from the perspective of an individual employee, which is related to cognitive control. performance perception and connection personal goals and organizational objectives (Menon, 1999).

According to the concept of Spreitzer (1995), psychological empowerment is the intrinsic task motivation of employees that is expressed in the four job-related cognitions of meaningfulness, competence, self-determination, and influence. (1) Meaningfulness refers to a perception of the value, goal, or purpose of the work. (2) Competence means a person's belief that they have the expertise and ability to work to achieve goals. (3) Self-determination refers to a person's belief or perception that they have the ability to initiate and control their own actions, thereby demonstrating their autonomy to initiate and maintain their own work, including decisions and effort spent on the work. (4) Impact is an individual's perception of the level of influence they have on work results in terms of strategy, management, or operations.

2.5 Related literature

2.5.1 Transformational Leadership and Innovative Work Behavior

Setiawan et al. (2020) studied the relationship between transformational leadership and innovative work behavior. The study sample consisted of 100 employees from local branded fashion businesses in Indonesia. . It has been found that transformational leadership has a positive influence innovative work behavior. This study has determined the concept of psychological empowerment fills the research gap between transformational leadership and creative work behavior in this study. and Afsar et al. (2014) studied the impact of transformational leadership on innovative work behavior. The study sample consisted of 639 followers and 87 leaders from cross-industry sample of five most innovative companies of China. The findings revealed that psychological empowerment mediated the relationship between transformational leadership and IWB. The study found that transformational leadership has a positive impact on IWB, which includes both idea generation and idea implementation. The findings also revealed that the relationship between transformational leadership and IWB was stronger in employees with a higher interdependent self-construal and a lower independent self-construal. Furthermore, a study Santoso et al. (2019) studied the effects of transformational leadership on innovative work behavior. The study sample consisted of 235 participants with managerial level and above from various

telecommunication companies across Indonesia. It has been found that transformational leadership has a positive influence on innovative work behavior. The study has result indicated a positive and significant relationship between creative self-efficacy, transformational leadership, and innovative work behavior, that innovative work behavior was positively related to performance, and that digital literacy had a significant moderating influence on the relationship between innovative work behavior and performance.

2.5.2 Psychological Capital and Innovative Work Behavior

The study by Chen et al. (2021) with 345 employees, conducted in Chinese cities (Shanghai, Beijing, Guangzhou, Wuhan, etc.) engaged in information technology (IT), testing and certification, research and development (R&D), management, and other sectors, found that psychological capital has a positive impact on innovative work behavior. This study has indicated that knowledge donating and knowledge collecting played a chain mediating role between psychological capital and innovative work behavior. The study's results align with the research of Purwanto et al. (2021), who studied the effects of psychological capital on innovative work behavior with a sample consisting of 195 employees of a manufacturing company in Indonesia. The results of this research are authentic leadership style and psychological capital have a positive and significant effect on innovative work behavior. Psychological capital as a mediator for the relationship between authentic leadership style and innovative work behavior. and Hsu and Chen (2015), with 781 employees in 16 organizations in Taiwan, they study the relationship between organizational innovation climate and employee innovative behavior with employee psychological capital as mediator, found that organizational innovation climate and employee psychological capital significantly affect employee innovative behavior.

2.5.3 Transformational Leadership and Psychological Empowerment

Pranee et al. (2016) studied the impact of transformational leadership and psychological empowerment. The study sample consisted of 408 staff nurses at eighty-three General hospitals in Thailand, The findings of this study revealed that the transformation leadership of Head nurse had positive direct effects on organizational culture and Psychological Empowerment Tsang et al. (2022) studied the relationship between of transformational leadership and psychological empowerment. The study sample consisted of 339 primary and secondary school teachers in China. The results of this research is transformational leadership and psychological empowerment negatively predicted teacher burnout, and the transformational leadership–teacher burnout relationship was mediated by psychological empowerment. And Sagnak et al. (2015), who studied the relationship between of transformational leadership and psychological empowerment. The research sample composed of 303 teachers working in Eskisehir Central Secondary School. It has been found that transformational leadership is significantly related to psychological empowerment and innovative climate. it has been determined that psychological empowerment partially mediates the relationship between transformational leadership and innovative climate.

2.5.4 Psychological Capital and Psychological Empowerment

Iqbal (2017) studied the relationship between psychological capital and psychological empowerment. The study consisted of 200 sample of teaching staff of higher education institutes in Pakistan. This research represents the first comprehensive attempt to examine the mediating role of psychological empowerment in the relationship between psychological capital and organizational commitment. The results show psychological capital has a direct and positive link with psychological empowerment. The results of the analysis further indicate that a positive and significant relationship between psychological capital and psychological empowerment. and Haji et al. (2022) studied the relationship psychological capital and psychological empowerment. The study sample consisted of 375 people who involved in the production practice (or can participate in production of goods or services), The results indicated

that direct effect of psychological capital on psychological empowerment was positive and significant, align with the research of Hassanzadegan et al. (2019) who studied the effects of psychological capital on psychological empowerment. This research was conducted in the Petrochemical Company in Asalouye, Iran. The samples in this study were 204 employees. It has been found that psychological capital had a significant effect on psychological empowerment.

2.5.5 Psychological Empowerment and Innovative Work Behavior

Diana and Sudarma (2021) studied the impact of psychological empowerment on innovative work behavior in employees of CV Mubarokfood Cipta Delicia. The samples in this study included 138 employees. The study's results show transformational leadership has positive and significant effect on innovative work behavior through psychological empowerment. And Nasir et al. (2018) who studied the impact of psychological empowerment on innovative work behavior. This study aimed to study the relationship between extent psychological empowerment and innovative work behavior. The study consisted of 250 sample of lecturers at the Syiah Kuala University, the results show psychological empowerment significantly affects innovative work behavior. and Arslan (2022) studied the relationship psychological empowerment on innovative work behavior. The study sample consisted of 700 employees working in the food and beverage departments of five-star hotel businesses in Antalya. It has been found that transformational leader had an effect on innovative work behaviors and psychological empowerment had a mediating role in this interaction.

Research Objective

1. To analyze the level of transformational leadership of supervisors, psychological capital psychological empowerment and innovative working behavior of employees at all levels in a company in Petrochemical Industry, Map Ta Phut Industrial Estate, Rayong Province

2. To analyze the influence of transformational leadership of supervisors, psychological capital and empowering psychological empowerment on innovative working behaviors of employees at all levels in a company in Petrochemical Industry, Map Ta Phut Industrial Estate, Rayong Province

Research Methodology

4.1 Target group

Employees at all levels in a company in the petrochemical industry, Map Ta Phut Industrial Estate, Rayong Province, with a total of 611 employees (information from the Human Resources Management Department as of June 23, 2022).

4.2 Sampling

Employees at all levels in a company in the petrochemical industry, Map Ta Phut Industrial Estate, Rayong Province, which is determines the sample size used in this research is equal to 352 people. A set of Questionnaires was used to collect data from a sample of 320 people. Simple Random Sampling by Lottery However, the sample size for answering the questionnaire was increased by 10% from the actual sample size to avoid loss and incompleteness of a Questionnaire. The researcher used a Proportional Stratified Random Sampling according to the proportion of the population in the company. Then a simple random sampling by Lottery to distribute questionnaires according to the proportion of the sample group of 352 people.

4.3 Tools

The researcher studied and researched information from textbooks, academic journals, and related research both to collect data and various details to guide the questionnaire's construction. The questionnaire is divided into 6 sections, as follows:

Part 1: Questionnaires about general information: age, gender, education level, job position and age of work of Employee in a Company in Petrochemical Industry, Map Ta Phut Industrial Estate, Rayong Province within closed-ended questions.

Part 2: Questionnaires about transformational leadership

Part 3: Questionnaires about psychological capital

Part 4: Questionnaires about psychological empowerment

Part 5: Questionnaires about innovative work behavior

Part 6: Opinions and suggestions about the factors that effect to employee's innovative work behavior

Conclusion

After the literature review, the effects of transformational leadership, psychological capital, psychological empowerment, and innovative work behavior were identified. It can be used as a guideline to encourage and develop the innovative work behaviors of employees, which will have a high benefit for the organization in terms of human resource management. Moreover, it can be applied as a guideline to improve the company's human resource management strategy and promote transformational leadership behavior and psychological capital for employees to create innovative working behaviors. As a result, employees can create new objects or programs, which is beneficial to the organization. Furthermore, it's a guide for those who are interested in studying the knowledge of transformational leadership, psychological capital, psychological empowerment, and innovative work behavior. The literature review led to hypotheses for future studies to examine using quantitative methods to verify the relationship between transformational leadership, psychological capital, psychological empowerment, and innovative work behavior. In order to further research, the hypotheses are as follows:

Hypothesis 1: Transformational leadership has a positive influence on innovative work behavior.

Hypothesis 2: Psychological capital has a positive influence on innovative work behavior.

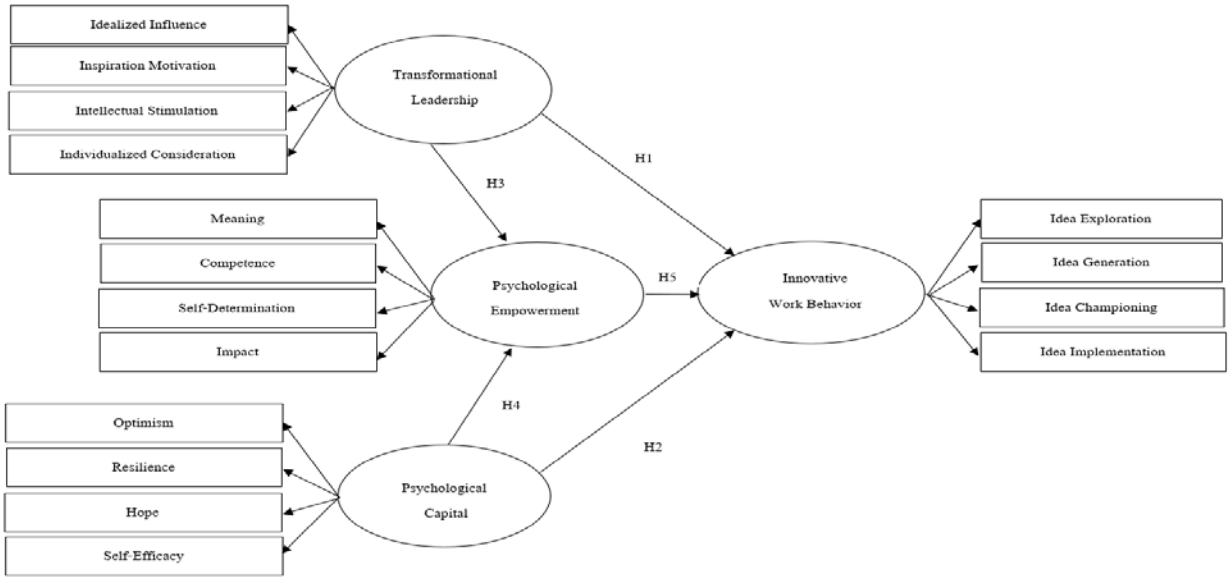
Hypothesis 3: Transformational leadership has a positive influence on psychological empowerment.

Hypothesis 4: Psychological capital has a positive influence on psychological empowerment.

Hypothesis 5: Psychological empowerment has a positive influence on innovative work behavior.

Discussion

Regarding reviewing all the relationships between transformational leadership, psychological capital, psychological empowerment, and innovative work behavior, researchers describe them in the conceptual framework in figure 1. It includes academic journals and research results that support the above as follows: The relationship between Transformational Leadership and Innovative Work Behavior from Setiawan et al. (2020), Afsar et al. (2014), and Santoso et al. (2019). The relationship between psychological capital and innovative work behavior is explored by Chen et al. (2021), Purwanto et al. (2021), and Hsu and Chen (2015). The relationship between transformational leadership and psychological empowerment is explored by Pranee et al. (2016), Tsang et al. (2022) and Sagnak et al. (2015). The relationship between psychological capital and psychological empowerment from Iqbal (2017), Haji et al. (2022), and Hassanzadegan et al. (2019). The relationship between psychological empowerment and innovative work behavior is explored by Diana and Sudarma (2021), Nasir et al. (2018), and Arslan (2022).



Conceptual Framework

Figure 1: Conceptual Framework

Recommendation

1. The additional factors that affect to on innovative work behavior may be exist depend on the transformational leadership, psychological capital, and psychological empowerment.

2. In future studies, other types of data collection tools, such as interviews, may be used in combination with questionnaires to obtain more accurate and clear data.

3. This study's sample group is composed entirely of employee in a Company in Petrochemical Industry, Map Ta Phut Industrial Estate, Rayong Province. As a result, it is advised that those who are interested in the same subject study in a different industry.

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BUS-073

The Relationship Between the Consumer Engagement and Consumer Brand Experience Affect Consumer Repurchase Intention of the Modern Retailer Convenience Store in Bangkok

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Abstract

Modern Retail is a large business that drives the global economy by being a prototype and sources of innovation and products, it might be the reason why many consumers have more choices to buy the product by purchasing online. Moreover, switch from centralized retail and from traditional to modern and most retail spending is concentrated in large cities (Guo, 2019). Thus, the retail business in Bangkok has a lot of investment and it has continued to expand more convenience stores which made the income grow rapidly in Thailand. Hence, the region is truly recovering from the economic downturn, as well as changes in consumer behavior in using online channels to buy products, there is a tendency to increase as well (Phutti, 2019). This study has focused on the consumers who decision repurchase intention in convenience stores such as 7-11, CJ Express Supermarket, Tesco Lotus, Mini Big C. The researcher will be aware of important variables in consumer repurchase intention as for the customer engagement, brand experience and social influence is there a direct result? Moreover, this paper will be creating the conceptualization and theory such as customer engagement, brand experience, social influence, brand love and value perception that came up to support the research in the part of literature review.

Keywords: Consumer Engagement, Consumer Brand Experience, Consumer Repurchase Intention, Modern Retail Convenience Store

Introduction

In Thailand, convenience stores have become a popular destination for grocery shopping, accounting for a significant portion of the packaged grocery market. In fact, over a third of all grocery sales in Thailand are made through this channel (Euromonitor International, 2020). This trend can be attributed to the busy lifestyles of shoppers in urban areas, who are looking for quick and convenient options that save time. Instead of making a trip to the traditional grocery store, they can stop by a convenience store to pick up a few items on the way home from work or while running errands. Additionally, the high levels of traffic congestion in major cities have encouraged people to do more frequent, small-scale shopping to meet their daily needs (Hawkins-Mofokeng et al, 2022). Convenience stores are well-suited for this type of shopping, as they are usually located in busy areas and offer a wide range of products

The convenience store business in Thailand has a relatively short history, having emerged in the late 20th century. The first convenience stores in Thailand were 7-Eleven stores, which were introduced to the country in 1989 by a franchise holder named CP All. 7-Eleven stores quickly became popular in Thailand due to their convenient locations and long operating hours, as well as the wide variety of products they offered. In the years that followed, other convenience store chains, such as Family Mart and Tesco Lotus, also entered the Thai market. These stores also focused on offering a wide range of products and services, including fresh food, drinks, snacks, and household items. Today, convenience stores in Thailand are a common sight and are found in most neighborhoods, serving

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as a convenient destination for a wide range of products and services. They are particularly popular among younger consumers, who appreciate the convenience and variety of products that these stores offer.

The convenience store industry in Thailand has experienced significant growth in recent years. According to a report by the Thailand Convenience Store Association (TCSA), the number of convenience stores in Thailand increased from around 20,000 in 2014 to more than 35,000 in 2020. This rapid expansion has been driven by increasing demand from consumers and the expansion of major convenience store chains into new areas. The convenience store market in Thailand is highly competitive, with many domestic and international players vying for market share. Some of the largest convenience store chains in Thailand include 7-Eleven and Lotus go fresh, as well as local chains such as Mini Big C and CJ Express. These chains have a strong presence in the market and have been successful in attracting customers with their wide range of products, competitive prices, and convenient locations. The convenience store industry in Thailand is supported by favorable government policies, such as tax incentives for businesses operating in certain areas.

However, the convenience store industry has been impacted by the COVID-19 pandemic over the past couple of years. The Thai government has implemented measures such as lockdowns, travel restrictions, and social distancing guidelines in an effort to control the spread of the virus. These measures have disrupted many businesses and caused economic downturns in various sectors. Convenience stores, like many other businesses, have had to adapt to the challenges posed by the COVID-19 pandemic. The research company KResearch predicts that convenience store turnover will resume growth of approximately 13-15% year-on-year in 2022, due in part to the low base in 2021. Other factors contributing to this growth include an increase in consumer purchases at convenience stores, particularly by local office workers and foreign tourists, as well as price hikes on several consumer products and the remodeling of branch formats with more convenience stores becoming partners or being operated under the network of a large retailer. Despite these positive indicators, the convenience store industry may see slower turnover growth in 2022 due to uneven recovery in consumer purchasing power and intense market competition.

Research Objective

1. To develop the conceptual framework of the relationship Between the Consumer Engagement, Brand Experience, social influence, brand love and value perception Affect Consumer Repurchase Intention of the Modern Retailer Convenience Store in Thailand.

2. To investigate the indirect effects of Consumer Engagement, Brand Experience and social influence on Consumer Repurchase Intention and the direct effects of Consumer Engagement, Brand Experience and social influence on brand love and value perception which in turn affect Consumer Repurchase Intention.

3. To examine both overall models fit according to research framework and the relationships among Consumer Engagement, Brand Experience, social influence, brand love, value perception and Consumer Repurchase Intention by using the structural equation modelling (SEM)

Literature Review

Convenience store

Convenience store is a small retail outlet that is open for extended hours and is typically located in a convenient location for customers. Convenience stores usually carry a wide range of products, including food, drinks, snacks, household items, personal care products, and other everyday essentials. They are known for their quick and convenient service, as well as their accessibility and availability. Convenience stores may be owned by a larger retailer or may be independently owned and operated. They may also be found in urban, suburban, or rural areas, and may be standalone stores or part of a larger retail chain (Bainbridge, 2000; Hameli, 2018).

Customer engagement for modern retailer

Customer engagement has garnered significant attention among marketing scholars, with a variety of research being conducted in various contexts such as banking, hotels, and social media platforms (Maslowska et al., 2016; Vivek et al., 2014; Islam et al., 2019). It has also been emphasized in the realm of digital marketing, where digital platforms allow for increased interactivity and meeting of personal or mutual objectives (Islam et al., 2019). Despite the popularity of customer engagement among marketing practitioners (Sashi, 2012), it remains a complex concept that can be viewed in terms of short- or long-term exchange relationships. In the ASEAN region, especially Thailand, digitalization is driving changes in the customer service sector and making the purchasing experience enjoyable is important to consumers (Euromonitor, 2019). As a result, customer engagement can serve as a competitive advantage for modern retailers (Omar et al., 2021).

There has been a growing focus on consumer engagement in Thailand in recent years, as companies look for ways to connect with and build loyalty among Thai consumers (Puriwat & Tripopsakul, 2021). One key way that companies in Thailand are engaging with consumers is through social media and other digital channels (Calderón-Monge & Ramírez-Hurtado, 2022). These channels offer a number of opportunities for companies to interact with consumers in real-time and to gather data on consumer behaviors and preferences. In addition to using digital channels, companies in Thailand are also using experiential marketing techniques to engage with consumers (Bunpis & Haron, 2014). This can include events, promotions, and other activities that provide consumers with a tangible, immersive experience with a brand.

Word-of-mouth and recommendations from friends and family are also important factors in consumer engagement in Thailand (Puriwat & Tripopsakul, 2021). Thai consumers place a high value on the opinions of those they trust, and companies that can leverage word-of-mouth and social influence can be successful in engaging consumers in Thailand. Overall, it is important for companies in Thailand to understand the unique cultural and societal factors that influence consumer behavior and to develop marketing strategies that are tailored to the Thai market (Sharma & Singh, 2018).

Effective consumer engagement requires a shift in perspective and approach for both consumers and professionals. Hibbard et al (2009) have suggested that advocating for consumer engagement may require individuals to adopt new roles. It is important to note that there can be a wide range of perspectives on what consumer engagement is or should be within and across organizations, as well as between different consumers, staff members, and professionals (Fudge et al., 2011; Daykin et al., 2004). In order to effectively support research and implementation of consumer and community engagement, some have suggested the need for a more centralized approach (Dessart et al., 2016). This can help to ensure that the needs and perspectives of all stakeholders are considered and that engagement efforts are coordinated and effective. From the gaps in their literature mentioned above, the research questions are addressed accordingly.

Brand Experience in retailing

The concept of branding in the retail industry has undergone significant changes in recent years (Burt and Davies, 2010). In the past, branding was primarily associated with individual products, leading to the concept of a product as brand (Grewal et al., 2004). However, as the retail industry has evolved, the focus has shifted to the idea of the store as a brand, or a store as brand (Khan and Rahman, 2015). This shift highlights the importance of the physical store in creating a brand identity and experience for customers. More recently, the concept of a retailer as brand has emerged, which refers to the idea that retailers can be viewed as brands in and of themselves (Perrigot, 2006). Retail brands differ from service brands in that they offer both tangible products and, to varying degrees, services. While service brands focus primarily on intangible services, retail brands offer a combination of

both tangible merchandise and intangible services. This distinction is important because it highlights the unique branding challenges faced by retail brands and the ways in which they differ from service brands.

Consumers make purchasing decisions based on a variety of factors, including the value of the product itself as well as the experiential value provided by the retail brand (Mathwick et al., 2001). When consumers visit a retail brand to make a purchase, they are not just buying a product or service, but also experiencing the atmospheric elements of the retail environment, which can shape their perceptions and emotions (Nuttavuthisit, 2014). Effective management of these consumer experiences can provide retailers with a competitive advantage, increase customer loyalty, and strengthen the consumer-brand relationship. In recognition of the importance of consumer experiences, researchers have focused on examining how consumers interact with and perceive retail brands (Healy et al., 2007).

While the concept of retail brand experience has been defined, the methods of measurement have remained underdeveloped. While Brakus et al (2009) proposed a scale for measuring brand experience that includes sensory, behavioral, affective, and intellectual dimensions, the scale measures general brand experience, as it was tested using a variety of brands, including retail brands, in a series of studies. Ishida and Taylor (2012) tested the usefulness of this scale in a retail context and found that it may be necessary to expand upon the retail-specific aspects of brand experience beyond those used in Brakus et al (2009). Nuttavuthisit (2014) also emphasized the need for a deeper understanding of brand experience in the retail industry. Retail brands involve more experiences than general brands, as customers interact with the store, find merchandise, interact with store personnel, and return merchandise (Dabholkar et al., 1995). Additionally, the retail environment should be welcoming and inviting, allowing customers to try out products, ask questions, and learn about services without feeling pressure to purchase, which further distinguishes retail brand experiences from general brand experiences (Jones et al., 2010). The intensity and frequency of customer traffic is another important aspect of retail brand that sets them apart from other brands (Kent, 2003). These unique characteristics of retail brands necessitate the use of a separate scale to measure the experiences evoked by retail brands, rather than relying on general brand experience measures (Ailawadi and Keller, 2004).

The concept of Repurchase Intention

Kim et al. (2012) describe repurchase as a decision to buy products or services from the same seller that results from satisfaction with the products and services. For the decision can be caused by both internal and external factors, in the second part by the consumer. Hsu et al. (2015) explain that a repeat purchase is a situation in which a person buys a product more than once. The pattern of repeat purchases is diverse and consists of many factors that affect the rate of repeat purchases, such as factors of marketing activities like advertising, promotion, pricing, and shipping. Factors related to the type of products and brands. Factors of market share and distribution of products (penetration rate). Factors in the number of purchases per person and duration of purchases per time. Factors in the purchase of competing brands. Factors in cost of switching (switching costs) at the same level of brand. Factors in consumer attitudes toward brands and other specific factors such as appearance, demographics, etc.

Decision-making process for repurchases

1) Repeated solving: Repurchases often require ongoing problem solving due to many factors. The most important is that one is dissatisfied with the choice purchased in the past. To the point where there is a need to continually change brands. This may be due to the fact that the product is no longer in stock in the store. The buyer must weigh whether it is worth investing time and manpower to store elsewhere (Sianturi et al, 2019).

2) Habitual decision making: Repeated purchases may be due to habits that simplify decision making and allow consumers to better manage life's forces. Buying habits vary depending on the level of commitment and effort put into the product. It is therefore necessary to compare buying habits based on brand loyalty and those based on inertia (Crotts, 1999).

3) Brand loyalty: This is usually the case when the first decision is made and it appears that all parties involved in the sale of the product are trusted. This can be considered as a good news for consumers. Therefore, there is no incentive for consumers to change their behavior. Every time consumers are aware of their needs, they will buy that brand again and be loyal to the store. Even if it takes more time and cost due to the store's inconvenient location. Brand loyalty is deeply rooted because it comes from high involvement (Said, 2014).

4) Inertia: Habitual consumers are categorized as consumers who lack the commitment and effort required for these types of products. They believe that all brands are the same. But in reality, they do not change brands very often unless they are sold at a special price. This behavior is called inertia. It is a trait that does not last and is not brand loyal. But after buying the same brand over and over again until he finds that the one that is sold cheaper would switch. If he finds that someone is selling cheaper, he will switch indefinitely (Cui et al, 2021; Khajouei & Nayebzadeh, 2013).

In summary, repurchase intention is the consumer's decision to buy or receive services from the same service provider or producer. The result is that the consumer is satisfied with the product, good or service. The fact that consumers come back to buy again is considered a success for the sales of the manufacturer or service provider. This is because consumers have confidence in the product or service. It is the basis that the product or service is of good quality, suitable for the price the buyer has to lose, or worthwhile. Repeat purchases can be caused by external influences such as marketing promotions, packaging, and pricing. Including word of mouth or persuasion to create loyalty to the product or brand.

Contributions of the Study

The potential outcomes of a study on the relationship between consumer engagement, consumer brand experience, and consumer repurchase intention in the context of modern retailer convenience stores in Thailand could include the following: first, the study might find that there is a positive relationship between consumer engagement and consumer brand experience, such that consumers who are more engaged with a convenience store are more likely to have a positive brand experience. Second, the study might also find that there is a positive relationship between consumer brand experience and consumer repurchase intention, such that consumers who have a positive brand experience are more likely to intend to repurchase from the convenience store in the future. Third, the study might also examine the role of other factors that might influence consumer repurchase intention, such as the convenience store's product offerings, pricing, and location.

Integrated Conceptual Framework

The conceptual framework is important for integration to synthesized area of study in research paper. Building on the background literature reviewed to explain the research model. The study proposed that consumer engagement, brand experience and social influence have a relationship to repurchase intention through the mediating effect of brand love and value perception as shown in Figure 1.

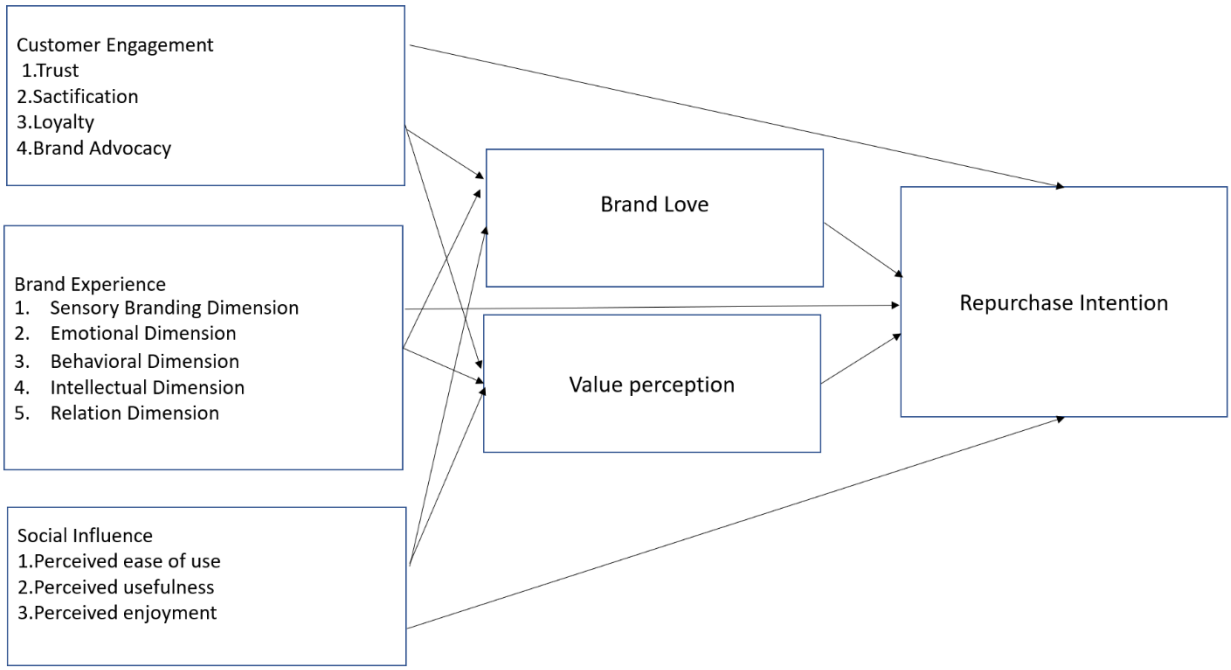


Figure 1 Integrated Conceptual Framework of Repurchase Intention

Conclusion

The retail business in Thailand is growing and developing rapidly and this is considered a mechanism for one of the important factors in distributing products to target customers which is the final product to the consumer as well. The modern retail model is becoming more popular nowadays. As a result, traditional retail reduces the importance of has become less important due to intense competition. Therefore, this article is intended to clarify the conceptual scope of retail expansion. It illustrates the multidimensionality of the variables that drive repeat purchases in the modern retail sector. In additionally, this article explores several potential reviewers. This may have implications for the success of modern retail optimization. In conclusion, the current research aims to develop a better understanding of the benefits and/or disadvantages of modern retail sector augmentation activities. This article will first review the retail expansion release. It will then be followed by a proposed conceptual model to discussion on how to evaluate the model and discussions about the meaning of education.

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BUS-075

The Company or the Market? Competing Explanations for Long-term IPO Underperformance on the Market for Alternative Investment (Thailand)

Kasidid Vachekrilas[1]

Abstract

The purpose of this study was to investigate long-term underperformance of initial public offerings on the Stock Exchange of Thailand's Market for Alternative Investments. The study investigated three theories of IPO underpricing and underperformance, including the 'fad hypothesis', the 'hot issue market' hypothesis, and the role of company fundamentals. Data was collected for IPOs that had been issued on the MAI (2001 to 2022). An event study was conducted, investigating significant differences in cumulative abnormal return (CAR) at one week, six months, one year, two years, and three years after issuance. Determinants including initial underpricing, trading volume and IPO frequency at time of IPO, and firm fundamentals.

Keywords: alternative investment markets, IPO underpricing, IPO underperformance

Introduction

The long-run performance of initial public offerings (IPOs) is a long-standing conundrum which has not really been fully explained, although several theoretical arguments have been made. It is possible to observe two key facts about IPOs. First, IPOs are persistently underpriced, meaning that the initial price at offering is significantly exceeded by the price in near-term trading (Krigman et al., 1999; Reber & Vencappa, 2016). While sometimes IPOs are overpriced, this is much less common (Rathnayake et al., 2019). Second, IPOs have a noticeable pattern of long-term underperformance in comparison to either the market in general or to comparable firms that have been listed longer (Chen & Zheng, 2021; Shefrin, 2002). While these patterns are clear, what is much less clear is why this occurs or whether there is a connection between them.

Initial public offerings (IPOs):

An initial public offering (IPO) is the process by which a formerly privately owned company enters the public market for the first time (Jain & Kini, 1999). By this point, the firm has typically been established for some time, and has an established track record of entrepreneurial performance (Jain & Kini, 1999). While the most common reason for an IPO is to create or increase the firm's liquidity through the cash flows from sale of stocks, it can also be conducted for other reasons such as company reputation and profile or even assisting in acquisitions (Celikyurt et al., 2010). Firms have a significant amount of leeway in deciding whether to undertake an IPO and, if it is decided to do so, when the IPO should take place (Latham & Braun, 2010). This means that for example if the market is viewed as unusually risky or hostile to IPOs, firms may choose to wait, rather than undertaking the IPO at that time (Latham & Braun, 2010). However, firms may have less leeway in deciding which market to list on, as exchanges have different rules for company size, age, financial stability, performance and other measures (Chahine, 2007).

Alternative Investment Markets:

One of the limiting factors in the choice of an IPO on most investment markets is firm size (Jain & Kini, 1999). However, smaller firms may have the choice of listing on an alternative investment market, which is specifically designed for investments in smaller firms (and sometimes higher risk firms) (Revest & Sapio, 2013). As

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Revest and Sapio (2013) explained, the alternative investment markets began to emerge in the 1990s as a way of encouraging the growth of small and medium-sized firms through public investment, although the extent to which this is successful remains in question. For example, it has been shown that the London Alternative Investment Market (AIM) was successful in supporting firm capitalization in its first decade of operation, but this growth in capitalization was not matched by increases in productivity (Revest & Sapio, 2013). There are also some ethical issues with alternative investment markets, which typically foster lighter regulation of the listed firms than main exchanges and which therefore represent higher risk for investors, which may not be fully disclosed or obvious (Mallin & Ow-Yong, 2011). The relatively small size of firms also makes it easy for shareholders to capture control of firms listed on alternative markets (Mortazian et al., 2019). Therefore, while listing on alternative investment markets can be beneficial to small firms, it can also be problematic.

IPO pricing and performance:

One of the problems of the IPO is that, as the firm has not been traded publicly before, there is a need to determine an appropriate initial selling price (Chang et al., 2017). While in a few markets there is useful information from pre-market trading, this type of trading is only obligatory in one market (Taiwan) and is unavailable for most firms (Chang et al., 2017). Instead, IPO pricing results from an analytical process performed by one or more underwriters, which are investment banks that are supporting the IPO (Dong et al., 2011). The process of IPO pricing would seem to be straightforward, as it is based on a combination of company fundamentals and market conditions (Dong et al., 2011). In practice, however, IPO pricing can be a complex and uncertain process. For example, pricing can depend on the underwriter's own quality of analysis (Dong et al., 2011), conservatism (Ferris et al., 2013), investor sentiment (Jiang & Li, 2013), regulatory requirements such as IPO lockup (a post-IPO period when initial investors cannot sell shares) (Gao et al., 2017), and even media coverage and public opinion (Chen et al., 2020).

Given the complexity of IPO pricing and the multitude of factors that can influence it, it is not surprising that IPOs are persistently mispriced (Krigman et al., 1999; Reber & Vencappa, 2016). IPOs can be said to be underpriced, indicating that they were offered at less than their true market value at the time of the IPO (Butler et al., 2014). Somewhat less commonly, IPOs may be overpriced, or offered at more than their value at the time of offering Pricing methodology, overpricing and underpricing, performance (over and under) (Rathnayake et al., 2019). Rathnayake et al. (2019), who investigated IPOs on the Colombo Stock Exchange (1991 to 2017), found that on average, IPOs were underpriced by 47%. However, they also found that 32 IPOs (out of 148 listings) were actually overpriced by around 18% (Rathnayake et al., 2019). Thus, IPO mispricing is prevalent, but underpricing is more common than overpricing.

A related problem to IPO mispricing is long-run IPO underperformance, in which the firm's long-run performance does not match price expectations set in the IPO (Chen & Zheng, 2021). The explanations for IPO underperformance vary substantially, and it is a seemingly difficult problem to resolve (Chen & Zheng, 2021).

Explanations for IPO underperformance:

Long-run IPO underperformance cannot be predicted from information available at the time of IPO (Goergen et al., 2007; Lee et al., 1996a). However, it can be explained post-hoc, as a result of conditions that occur between the IPO and long-run periods (Lee et al., 1996a). There are multiple theoretical explanations for IPO underperformance. Table 1 summarizes and explains these theories, as well as the empirical support for each of the explanations. It should be noted that some of these theories are both poorly supported and controversial. For example, Kirkulak (2008) was one of the few that actually tested the venture capital certification theory proposed by Bray and Gompers (1997), and he did not find evidence for this relationship in the market.

Despite the wealth of theories, there are still significant gaps in the research. Most of the studies supporting these theories have been conducted on main markets, rather than alternative investment markets. However, it has long been known that smaller firms tend to underperform more than larger firms (Goergen et al., 2007). Given that alternative investment markets are specifically designed for smaller firms, it can be expected that underperformance will be exacerbated, which may make it easier to identify and to investigate specific determinants. However, what evidence is present most strongly suggests three possibilities. First, the 'fad' hypothesis, which suggests that initial overvaluation is corrected as investors gain more information, is strongly supported (Aggarwal & Rivoli, 1990; Banu Durukan, 2002; G. Chen et al., 2000; Kirkulak, 2008; Kirkulak & Davis, 2005). Second, basic characteristics of the IPO and the firm itself are associated with underperformance (Ahmad-Zaluki et al., 2007; Álvarez & González, 2005; Banu Durukan, 2002; Bessler & Thies, 2007; Butler et al., 2014; G. Chen et al., 2000; Chorruk & Worthington, 2010, 2013; Goergen et al., 2007; Jelic et al., 2001; Kirkulak, 2008; Lee et al., 1996a, 1996b). Third, the market timing or 'hot market' hypothesis is strongly supported (Chen et al., 2000; Ljungqvist, 1997; Loughran & Ritter, 1995; Ritter, 1991; Thomadakis et al., 2012). These three hypotheses are incorporated into the conceptual framework.

Theory	**Explanation**	**Empirical Support**
Divergence of opinion	Initial investors in an IPO are more enthusiastic about the performance potential of an IPO than later investors, causing prices to drop as new investors enter the market (Miller, 1977, 2000).	(Miller, 1977, 2000)
Firm fundamentals	Firm characteristics and performance are associated with performance, including: *IPO Characteristics* - Initial underpricing (-) - Initial returns (-) - Issue size as a proxy for demand (+) - Retained ownership (-) - Institutional ownership (+) - International ownership (+) - Share structure (A-share versus B-share) - Percentage of shares offered to the public - Offer price revision - Underwriter market share - News stories *Firm characteristics* - Firm size at the time of IPO (+) - Firm age at the time of IPO (+) - Firm sales - Earnings growth - Debt-to-equity ratio - Price to sales ratio - Book-to-market ratio - Industry - Issuance of further offerings	(Ahmad-Zaluki et al., 2007; Álvarez & González, 2005; Banu Durukan, 2002; Bessler & Thies, 2007; Butler et al., 2014; G. Chen et al., 2000; Chorruk & Worthington, 2010, 2013; Goergen et al., 2007; Jelic et al., 2001; Kirkulak, 2008; Lee et al., 1996a, 1996b)

Theory	Explanation	Empirical Support
Idiosyncratic risk	IPOs underperform compared to older comparable firms due to idiosyncratic risk (A. Ang et al., 2006; H. Chen & Zheng, 2021)	(H. Chen & Zheng, 2021)
Market inefficiency, 'fads' and investor overreaction	Investors initially overvalue IPOs in early trading due to inefficiency and lack of information, while later and more efficient valuation corrects the price (Aggarwal & Rivoli, 1990). Underwriters deliberately overprice IPOs to create 'buzz', leaving the market subject to investment fads or overreaction (de Bondt & Thaler, 1985, 1987; Shiller, 1990). This initial underpricing can drive prices up too high, leading to long-run underperformance compared to post-IPO conditions (Shefrin, 2002).	(Aggarwal & Rivoli, 1990; Banu Durukan, 2002; G. Chen et al., 2000; Kirkulak, 2008; Kirkulak & Davis, 2005; Shefrin, 2002)
Market timing and 'hot issue markets'	Firms which undergo IPOs during high-volume periods are more overvalued at issue and have comparatively lower long-run returns (Loughran & Ritter, 1995; Ritter, 1991). On the other hand, firms entering the market during a period of high IPO activity can overperform the market for some time before performance falls off (Shefrin, 2002).	(G. Chen et al., 2000; Ljungqvist, 1997; Loughran & Ritter, 1995; Ritter, 1991; Shefrin, 2002; Thomadakis et al., 2012)
Post-IPO performance	IPOs are advantageously timed with respect to the firm's operating performance, which declines in the post-IPO period (Jain & Kini, 1994). This timing may be exacerbated by factors like earnings management (Teoh et al., 1998). This decline in performance can be attributed to agency problems stemming from the change in ownership (Jensen et al., 1976).	(Kooli & Suret, 2004; Ljungqvist, 1997)
Underwriter reputation	Underwriters with higher reputations are associated with lower levels of underpricing and therefore less underperformance in subsequent periods (Jelic et al., 2001)	(Jelic et al., 2001; Kirkulak & Davis, 2005)
Venture capital certification	Venture capitalists specialize in start-ups and early growth companies and have premium information regarding such firms; therefore, firms which were supported by venture capitalists underperform less than unsupported firms (Brav & Gompers, 1997)	(Brav & Gompers, 1997) Opposition (Kirkulak, 2008)

Table 1 Summary of explanations for IPO underperformance

In this research, the phenomenon of long-term underperformance is investigated in the context of Thailand's Market for Alternative Investment (MAI). The MAI is a companion alternative market to the Stock Exchange of Thailand (SET), which was established in 1999 to provide smaller firms with an opportunity for wider investment and growth (Stock Exchange of Thailand, 2021). The MAI saw its first listing in 2001, and as of October 2022 had a total of 191 companies listed (Stock Exchange of Thailand, 2021). To date, there have been few studies that have investigated IPO underpricing and/or underperformance in Thailand, with only a few studies being identified at the time of this research (Allen et al., 1999; Chorruk & Worthington, 2010, 2013). Only one of these studies has investigated the performance of stocks on the MAI (2001 to 2008), indicating that both underpricing and subsequent underperformance were less prevalent than on the main SET (Chorruk & Worthington, 2013). However, the SET has received relatively little attention in the literature since then, raising the question of how IPOs perform in the long run.

Objective

The aim of this research was to investigate the causes of long-term IPO underperformance on the Stock Exchange of Thailand's Market for Alternative Investments (MAI). The key objectives of the study include:

1. Evaluating company fundamentals as a cause of IPO underperformance.
2. Evaluating market factors as a cause of IPO underperformance.
3. Evaluating short-term underpricing as a cause of IPO underperformance.

These objectives are accomplished through an event study of the SET MAI, investigating the phenomenon of overpricing and underperformance in the context of an alternative investment market.

Topic (1)

The conceptual framework (Figure 1) proposes that there are three influences on long-run underpricing of MAI stocks. The first of these hypotheses is derived from the 'fad' hypothesis, which argues in brief that initial underpricing drives up demand for the stock, increasing the post-IPO price, which then does not perform to market expectations in the long run and hence underperforms (Aggarwal & Rivoli, 1990; de Bondt & Thaler, 1985, 1987; Shefrin, 2002; Shiller, 1990). Therefore,

Hypothesis 1: Initial underpricing of the IPO is positively associated with long-run underperformance of the IPO.

Topic (2)

The next set of hypotheses is derived from the 'hot issue market' hypothesis, which argues in brief that IPOs issued in periods of high trading volume or high IPO issuance are likely to be overpriced during the post-IPO period due to high demand, leading to long-run underpricing as the firm is eventually based on performance rather than market conditions (Loughran & Ritter, 1995; Ritter, 1991; Shefrin, 2002). Therefore,

Hypothesis 2: Trading volume at the time of IPO issuance is positively associated with long-run underperformance of the IPO.

Hypothesis 3: IPO frequency at the time of IPO issuance is positively associated with long-run underperformance of the IPO.

Topic (3)

The third set of hypotheses is based on the firm's fundamental, which are empirically a significant factor in long-run underperformance according to a wide range of studies (Ahmad-Zaluki et al., 2007; Álvarez & González, 2005; Banu Durukan, 2002; Bessler & Thies, 2007; Butler et al., 2014; G. Chen et al., 2000; Chorruk & Worthington,

2010, 2013; Goergen et al., 2007; Jelic et al., 2001; Kirkulak, 2008; Lee et al., 1996a, 1996b) This hypothesis investigates some of the best supported firm characteristics, stating:

Hypothesis 4: Firm characteristics (age and size at time of IPO, firm sales, earnings growth, and issuance of further equity offerings) are negatively associated with long-run underpricing of the IPO.

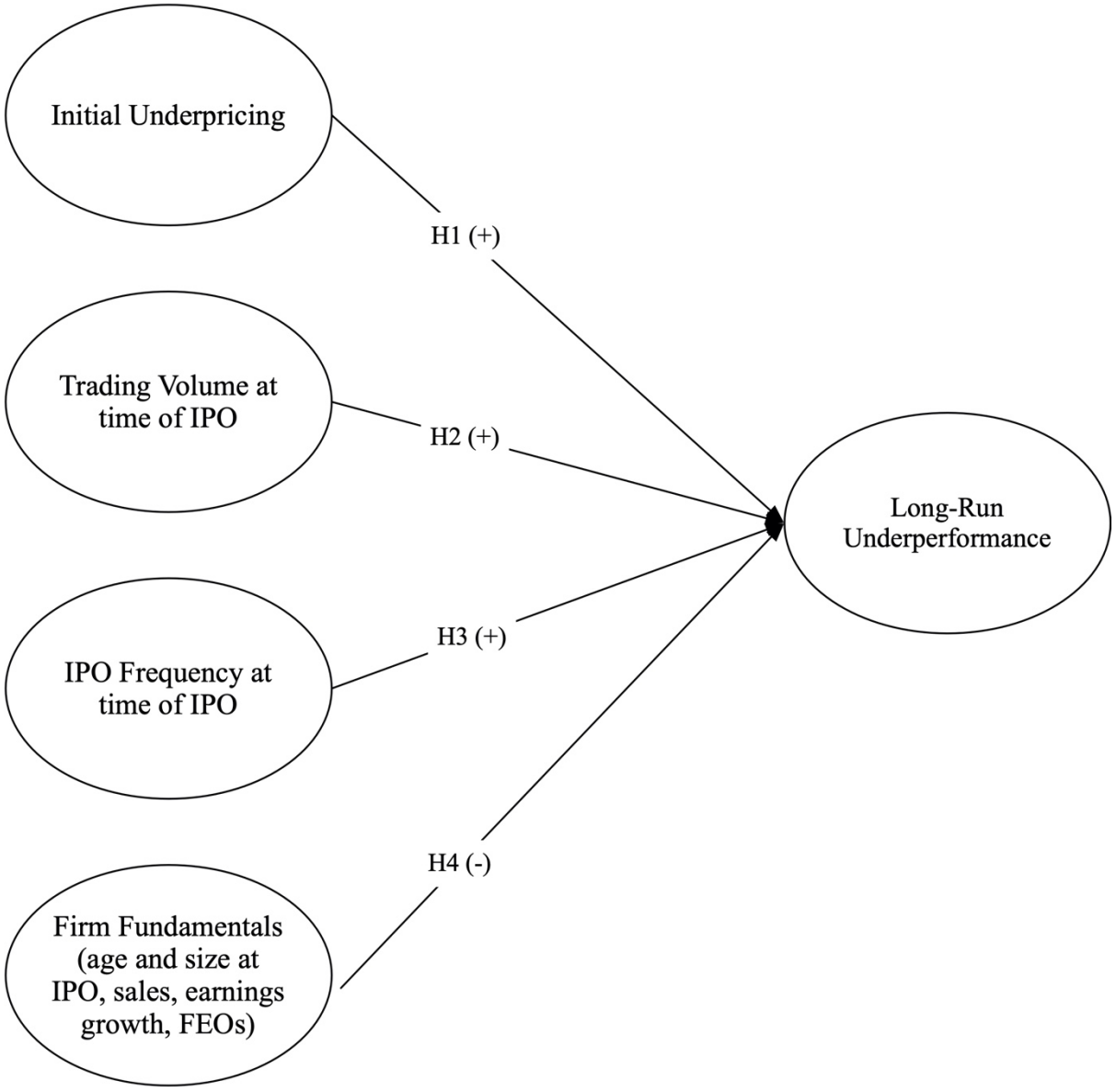


Figure 1 Conceptual framework

Summary

There are several possible ways to measure long-run IPO performance, including cumulative abnormal return (CAR) (Fama, 1998; Ritter, 1991) and buy-and-hold abnormal return (BHAR) (Barber & Lyon, 1997). Evaluation of the studies reviewed within the literature has shown that both CAR and BHAR, as well as a few other measures, are commonly used in investigation of IPO underperformance, with essentially every paper reviewed using one or both of these measures. Therefore, both CAR ad BHAR are used as dependent measures of IPO underperformance. This use of multiple measures also supports the finding that multiple perspectives are needed in small samples

to avoid over-rejection of impacts (Ang & Zhang, 2015). The analysis approach follows the approach set out by Chorruk and Worthington (2010), who have previously investigated long-run stock performance in Thailand.

In conclusion, the information provided here will be helpful for investors intending to invest in the MAI market, particularly in IPO equities, in determining if the transaction would be profitable. Investors would be able to determine from this information which factors, such as a company's fundamental structure, 'fad hypothesis', the 'hot issue market' hypothesis have the most impact on stock prices in the long-run.

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BUS-096

Relationship between the demand for holding money that affects the investment of Gen Y people during the pandemic.

Danaikrit Inthurit[1]

Abstract

This research aimed to find the [2]relationship between the demand for money that affects the investment of Gen Y people during the pandemic by using the investment of people born between 1980-1999 during the Covid-19 outbreak in the Bangkok area as a case study. This research examines the relationship between the demand for holding money that affects the investment of Gen Y people during the pandemic by confirming factor analysis by collecting data fsrom questionnaires with a sample of 400 people in Bangkok. The results showed that the relationship between investment and the Transaction demand for money is the number of dependents in the family with a factor loading value of 0.79 oppositely. At the same time, income determines the relationship between the Speculative demand for money and investment with a factor loading value of 0.81. In contrast, the number of dependents in the family determines the relationship between investment and the precautionary demand for money with a factor loading value of 0.61.

Keywords: Behavior, Investment, Pandemic, Generation Y, Confirm Factor Analysis

Introduction

When the outbreak of Coronavirus Disease 2019 (COVID-19) has spread worldwide it has affected the health and lives of many people worldwide. Moreover, it does not include the value of worldwide economic damage. While the outbreak in Thailand, since January 2020, has affected the lives of Thai people at all levels in every dimension. Especially in the economic size, Thai people have changed their spending behavior. Savings and investments go big. The survey found the spending of Thai people during the COVID-19 era. There is an increase in spending, And it is increasingly evident that Thai people pay more attention to savings and accumulating wealth. Moreover, research indicates that Gen Y suggests the COVID-19 outbreak. Throughout the past, Gen Y has strongly emphasized investing and getting wealth in securities and digital assets. Investing in digital transactions, Especially digital lending transactions that make it easy to access credit sources (National Credit Bureau, 2021), reflects changes in personal financial management behavior, including savings and investments of Gen Y people in a situation where the pandemic.

Therefore, the researcher is interested in studying the relationship between the demand for holding money that affects the investment of Gen Y people during the pandemic. The results of this research will be helpful for government agencies. Financial institution the business sector related to savings in Thailand will understand the causal factors in saving money for Gen Y during the pandemic to adjust strategies to attract the funds of this population into the economy. In addition, government agencies, Thai financial institutions, and businesses related to savings will understand Gen Y's savings and investment trends during the pandemic to find ways to prevent financial crises. Furthermore, in the future, if there is another pandemic as well as government agencies, financial institutions, and the business sector related to savings in Thailand can consider the savings trend of Gen Y people to analyze ways to attract the money this population into the economy again if there is another pandemic in the future.

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The researcher designed an analytical model from the literature reviewed to extract research variables as a confirmatory factor analysis model of the confirmatory factor in saving money for Gen Y people in the pandemic situation.

Objectives of the research

To find the relationship between the demand for holding money that affects the investment of Gen Y people during the pandemic.

Literature Review

Concept of savings the complete income hypothesis explains the assumption that describes the relationship between income and consumption, which is a positive relationship. It can be concluded that when income increases, consumption will also increase, but consumption will increase. The increase is not equal to the rise in revenue, which is determined through the consumption function (Amonthip Thaetiangtham, 2001, pp. 62 - 108).

The concept of Investment sets aside some money for a while to generate future cash flows, which will compensate the moneymaker with this cash inflow. Therefore, it should be worth the inflation rate and the uncertainty of future cash inflows (Amonthip Thaemthip, 2001, pp. 62-108).

Concepts of Fiscal Policy fiscal policy consists of government expenditure policies, income policies, public debt policies, and budgetary policies. The expenditure policy relates to budgeting various government expenditures to generate financial results in an appropriate direction (Wanrak Mingmaneenakin, 2003, pp. 115 - 120).

The concept of demand for money means dividing the demand for money into three categories: the need for money for everyday expenses, the need to hold cash for costs when unexpected events occur. Moreover, the need to save money for profit from what Keynes believes People will have part of the money for profit (Wanrak Mingmaneenakin, 2003, pp. 59-63).

The researcher designed an analytical model from the literature reviewed to extract research variables as a confirmatory factor analysis model of the confirmatory factor in investment for Gen Y people in the pandemic situation, as shown in the picture. 1

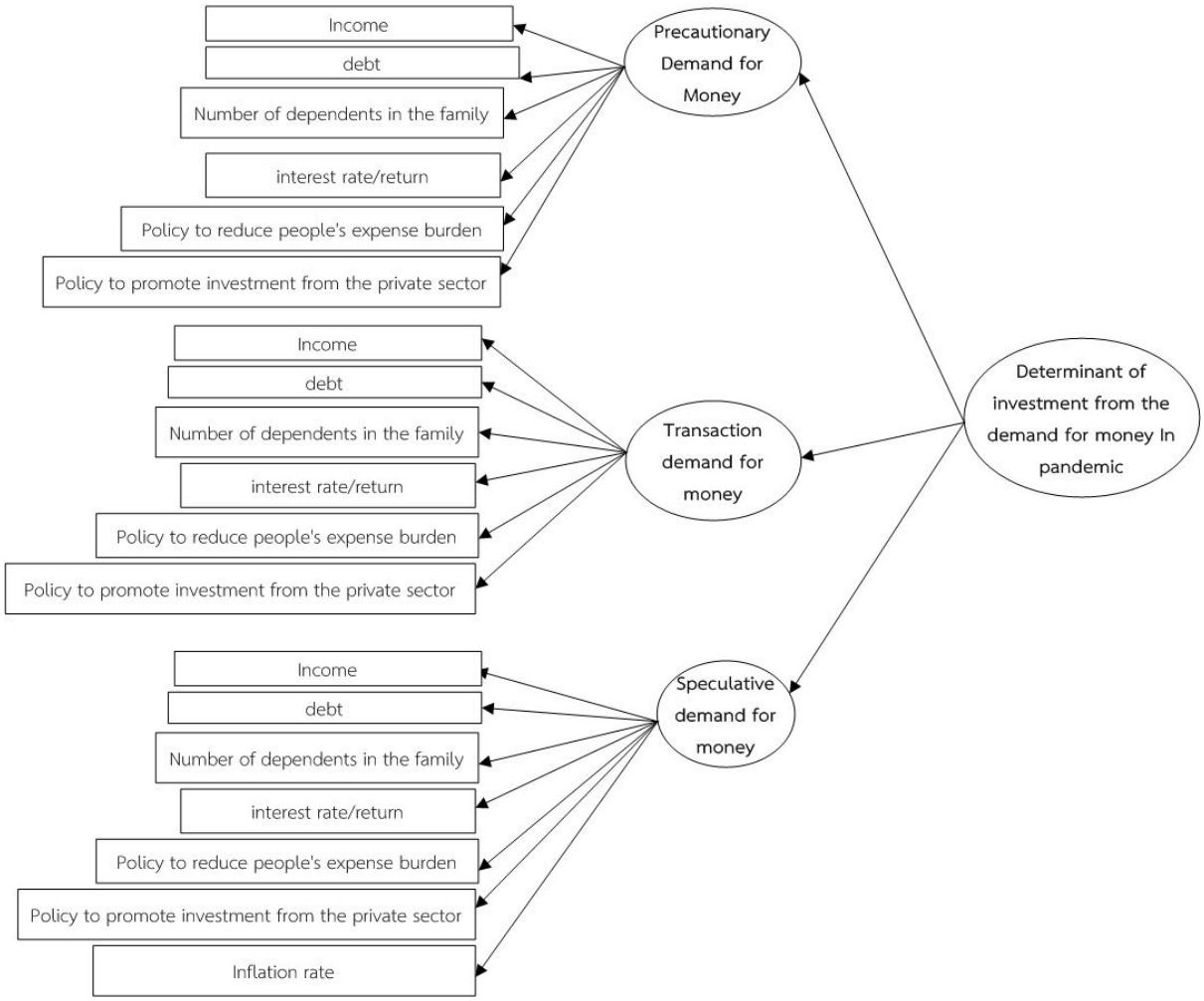


Figure 1 Confirmatory Factors Analysis Model of Demand for money affecting the investment of Generation Y people

Research method

Target area

The sample was purposive sampling) and then classified in random selection by the Yamane sampling formula. The study area is in 5 districts in Bangkok, Thailand: Bang Khen, Chatuchak, Bang Kapi, Sai Mai, and Lat Krabang, where the Gen Y population lives the most. (Thailand National Statistical Office, 2021)

Population and sample

The population used in this research was born between 1980 - 1997 or between the ages of 1,543,348 people (National Statistical Office, 2020). based on specified information, It is a purposive sampling of 400 Gen Y people who have either income and generate savings and investments from Yamane's calculations (Yamane, 1973) 5 percent.

Data Collection Method

The researcher used questionnaires as a tool for data collection. The questionnaire was divided into three parts; part 1, general information of respondents; part 2, investment behavior before and after the COVID-19 outbreak; and part 3, investment behavior before and after the COVID-19 outbreak. 19 The researcher tested the validity of the questionnaire through a pre-test with 40 consumers in Nonthaburi province using Cronbach's Alpha internal consistency measurement method. Confidence from 0.70 up, which is considered to be reasonably reliable

(Thanin Siljaru, 2012). From the test, the confidence value is 0.836, which is regarded as reliable. Therefore, the questionnaire was used to collect data.

Data analysis

The analysis in part 1 is general information including gender, status, age, education, occupation, and monthly income; part 2 is behavior before and after the outbreak of the COVID-19 virus, and part 3 is investing behavior both before and after the attack of the COVID-19. The data analysis in this three-part used mean, percentage, and the interpretation of results according to the stratum.

Part 4 found factors affecting the investment of Gen Y people in the pandemic when preliminary statistical data can be collected from all three elements. The researcher will analyze the factors influencing the investments of Gen Y people in the pandemic situation. The linear correlation paths between the variables were analyzed using the AMOS computer program for confirmatory factor analysis. (Confirmatory Factor Analysis) by establishing a confirmatory factor analysis model of the confirmatory factor in the investment of Gen Y people in the pandemic situation.Confirmatory factors Analysis Model of Confirmatory aspects of Gen Y's investment in the Pandemic Situation

Results

General information about the sample

General information of the sample the gender of the sample respondents was 220 females, 55.2 percent, and 180 males, representing 44.8 percent, while the sample was 83 in the age range of 22-25 years. People, representing 20.75 percent, aged 26-30 years; 130 people, representing 32.50 percent; 31-35 years old, 93 people representing 23.25 percent; and the age range 36-41 years, 94 people representing 23.50 percent. As for the education level of the sample, it was found that Education level below a bachelor's degree, 58 people, representing 14.50 percent, graduated with a bachelor's degree, 278 people, representing 69.50 percent, master's degree, 55 people, representing 13.75 percent; 9 doctoral degree students, representing 2.25 percent. When asked about the occupations of the sample, it was found that they were civil servants and government employees; 116, representing 29.00 percent, were employees of state enterprise agencies, and 42, representing 10.5 percent, were employees. Private employees, 138, representing 34.50 percent, are entrepreneurs. Business owners, self-employed, 80, representing 20.00 percent, and other occupations, 24, representing 6.00 percent. For income data, 74 people below 15,000 baht, representing 18.50 percent, earning 15,000 - 25,000 baht, 156 people accounted is 41.3 percent, income 25,001 – 35,000 baht, 95 people, 23.75 percent, income 35,001 – 45,000 baht, 45 people, 11.25 percent, revenue and higher than 45,001 baht, 30 people, 7.5 percent.

Result of the relationship between the demand for holding money that affects the investment of Gen Y people during the pandemic.

The result of the relationship between the demand for holding money that affects the investment of Gen Y people during the pandemic can be discussed on the following topics:

Investment behavior of Gen Y people

Research findings on the investment behavior of Gen Y people in the pandemic situation the results can be discussed in Table 1 – 2.

Table 1 Levels of investment behavior before and after the COVID situation

Factors	Score	Interpretation
Investment behavior before the covid outbreak situation	1.61	Rarely level
Investment behavior after the covid outbreak	3.26	Often Level

Source: from surveys and calculations

Table 2 Factors influencing investment

Factors	Score	Result in investment at the level
monthly debt burden	4.11	Always
Income	3.91	Always
Precautionary Demand for money in the COVID-19 pandemic	3.71	Often
Speculative Demand for money before the COVID-19 pandemic	3.54	Often
Fiscal Policy to reduce people's expenses	3.49	Often
Transaction Demand for money in the COVID-19 pandemic	3.47	Often
Number of dependents in the family	3.50	Often
Precautionary Demand for money before the COVID-19 pandemic	3.69	Often
Policies/products promoting investment from the private sector	4.07	Often
Policies/products promoting investment from the government	3.12	Sometime
The interest rate increase during the outbreak of COVID-19	3.33	Sometime
Speculative Demand for money in the COVID-19 pandemic	3.27	Sometime
Transaction Demand for money before the COVID-19 pandemic	2.95	Sometime
Inflation	3.73	Often
Government Investment Promotion Fund In the situation of COVID-19	2.55	Rarely

Source: from surveys and calculations

Table 1-2 shows the factors influencing the investment of Gen Y people before and during the pandemic. The research found that the debt burden at the end of the month, with a score of 4.11, was the highest factor affecting investment. The most followed Policies/products promoting investment from the private sector in the

COVID-19 situation with a score of 4.07. At the same time, the government investment promotion fund during the pandemic has a score of 2.79 as a factor affecting investment the least.

Confirm Factors Analysis of Demand for money on Gen Y's Investment during a Pandemic

Confirmatory factors studies were established to analyze the demand-to-money holdings and investment of Gen Y in a pandemic situation through confirmatory factors analysis) by identifying a single likelihood of the Model, i.e., specifying that the Model can be estimated as a single parameter. After that, the parameter values from the Model are calculated by analyzing the data from the sample to find parameter values using the estimation Maximum Likelihood method. The researcher tested the Model. by looking at the results of the statistical test values that pass the criteria for determining the harmonization of the affirmative elements It presents the threshold values through benchmarks, validation results, and interpretations. Model adjustments are made in cases where the Model is inconsistent with the empirical data. The Model must be revised to allow the parameter to be re-estimated. By relaxing the preliminary agreement, the discrepancy of the observed internal variables was correlated until the newly analyzed Model was consistent with the empirical data. Then, the results of the data analysis were interpreted (Schumacher, R. E., & Lomax, R. G., 2010) and shown in Table 3.

Table 3 Model Validation

Evaluation statistics	Standard criteria	Audit results	Refer to standard criteria
Chi-square Probability	$\rho > .05$	0.283	Byrne (2005)
Chi-square Relative	< 3	1.171	Hair et al. (2010)
Goodness of Fit Index: GFI	> 0.90	0.988	Hair et al. (2010)
Comparative Fit Index: CFI	> 0.90	0.998	Byrne (2005)
Root mean square residual: RMR	< 0.05	0.022	Hair et al. (2010)
Root Mean Square Error of Approximation	< 0.08	0.021	Hair et al. (2010)

Source: from surveys and calculations

From Table 3, it can be explained that the inspection results that pass the standard can be seen. Shows that the Model has model validity. Then, the researcher conducted a confirmatory factors analysis of the demand-to- money holdings to the savings in the pandemic situation through the study, showing the weight of the component from the path analysis of the causal relationship between the variables. The research can be illustrated in Figure 2.

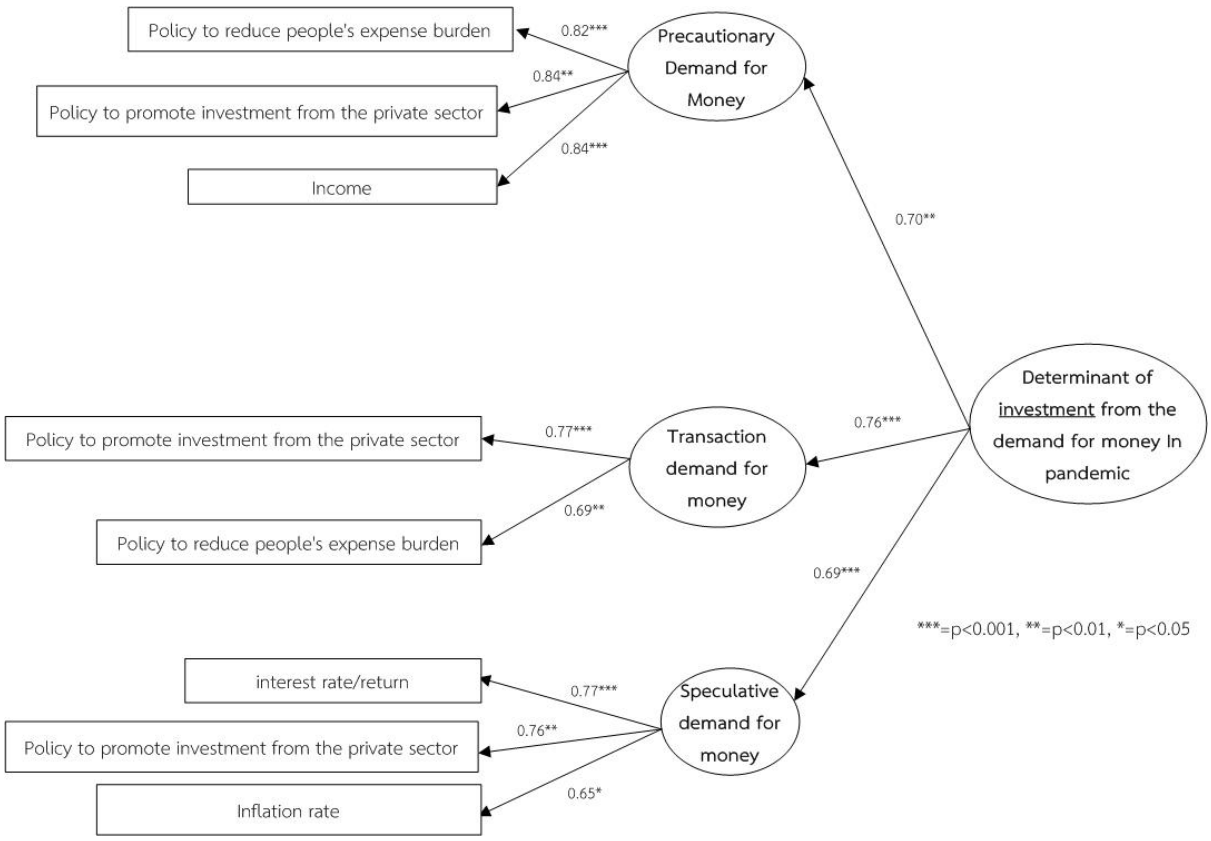


Figure 2 Confirm Factors Analysis of Demand for money on Gen Y's investment during a Pandemic.

Figure 2 can be analyzed to confirm the components of money holdings that affect the investment of Gen Y people in the pandemic situation by observing the factor loading of the causal relationship model. Then the factor loading was then considered for the coefficient of determination (R^2), which indicates the degree of relationship between the confirmatory factors. It can be used to discuss the findings of the confirmatory factors of the demand for money holdings. It can display component weight values and forecast coefficients on the investment of Gen Y people in the pandemic situation, as shown in Table 4.

Table 3 The factor loading and coefficient of determination

Factors	Factor loading	coefficient of determination (R^2)
Transaction demand for money	**0.76**	0.57
Policy to promote investment from the private sector	0.77	0.59
Policy to reduce people's expense burden	0.69	0.47
Speculative demand for money	**0.69**	0.47
interest rate/return	0.77	0.59
Policy to promote investment from the private sector	0.76	0.57
Inflation rate	0.65	0.42
Precautionary Demand for Money	**0.70**	0.49
Policy to reduce people's expense burden	0.82	0.67
Policy to promote investment from the private sector	0.84	0.71
Income	0.84	0.71

Source: from surveys and calculations

Table 4 shows that the results of considering every factor loading value shown are all above 0.30, which means that every variable shown There is a good correlation effect. Therefore, when considering the results together with Figure 1, the results of the analysis of the confirmatory components of the demand for holding money on the investment of Gen Y in the pandemic situation can be discussed as follows:

1) Transaction demand for money had a coefficient of determination of 0.47; the highest coefficient of determination value of components was the Policy to promote investment from the private sector 0.59, followed by the Policy to reduce people's expense burden of 0.47. Therefore, it can discuss the most crucial thing in the relationship between investment and the demand for carrying money for daily living is the policy to promote investment from the private sector, which the public will consider with fiscal policy to reduce people's expense burden before deciding to invest in the pandemic situation.

2) Speculative demand for money had a coefficient of determination of 0.47; the highest coefficient of determination value of components was the interest rate or return of 0.59, followed by policy to promote investment from the private sector of 0.57 and the inflation rate of 0.42. It implies that the most crucial relationship between investment and the demand for carrying money for speculation is a reasonable return in conjunction with policy to promote investment from the private sector and inflation.

3) Precautionary Demand for Money had a coefficient of determination of 0.49; the highest coefficient of determination value of components was the policy to promote investment from the private sector and income of 0.71, followed by the policy to reduce people's expense burden of 0.67. Therefore, it can discuss the most crucial thing in the relationship between investment and having cash flow reserved for emergencies is the policy to promote investment from the private sector and income.

Discussion

1) Policy to promote investment from the private sector, which is the influencing factor in every component of the model. It can imply that policy to stimulate investment from the private sector is an essential stimulus for investment in the epidemic situation. This issue is consistent with Emigdio Larios-Gómez's research stating that attractive promotions from the private sector encourage the public to invest more. (Emigdio Larios-Gómez, 2021)

2) Considering the confirm factor analysis, Transaction demand for money is the path with the highest predictive coefficient, meaning that people considering investing in a pandemic must consider having cash for everyday use as a priority before considering investing money. This issue is consistent with Hongyun Si's research, providing information in a way consistent with this research (Hongyun Si, 2021).

Recommendation

The following are some recommendations based on the research results:

1) considering the confirm factor analysis, if in the future there is an epidemic situation, The government will be able to stimulate savings from this population by using measures or policies that reduce the cost burden of the people because such factors have a high effect on investment. Likewise, the private sector or financial institutions should create attractive savings products and offer various benefits to attract savings from this population.

2) Considering the confirm factor analysis, it was found that the trend of demand for holding money for everyday use affects savings and total investment. If in the future there is an epidemic situation Government and private sectors can stimulate savings and investments from this population. They must target groups of people with sufficient cash flow for daily living, which may be determined by necessary considering personal and household debt.

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ED-002

An Investigation of Primary School Teachers' Competency in Learning Activity Management

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Abstract

This paper aims to examine primary school teachers' competency in learning activity management. The study was based on document inquiries by investigating 24 relevant documents from Google Scholar and ThaiLIS. The survey tool created by the researchers included a set of questionnaires with a 5-rating scale asking the participants' perspectives on learning activity management. The results showed that the teachers' competency in learning activity management included three key components with 13 subcomponents and 40 indicators: *Knowledge and Understanding of Learning Activity Management*, covering six subcomponents with 18 indicators, *Professional Conscience in Teaching* made up four subcomponents with 11 indicators, and *Personality* with three subcomponents and 11 indicators.

Keywords: Teachers' Competency, Learning Activity Management

Introduction

Schools today operate in a complex and constantly changing world of knowledge and information. Teachers have the responsibility to prepare students and equip them with future skills. Learning activity management help students connect with material or activity to develop themselves in all areas to their full potential (Moore, 1992, p. 4), or to achieve the objectives of the course. As educators have said, learning activity management is an interactive process between teachers and learners to enable students to learn according to the objectives of the teacher's focus on students. Relevant and meaningful activities that engage students and connect with what they already know help build connections and long-term memory (Nuammano, 2019, p. 76).

Education management at all levels requires careful consideration of designing learning activities. Teachers are also a crucial mechanism in implementing classroom learning activity management according to the student's interests, abilities, and use of thinking skills. The teachers' professional responsibilities may involve encouraging

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students to use the thinking process in groups, engaging with the environment, applying knowledge effectively, expressing viewpoints, debating, investigating, and building knowledge (Suwantrai, 2016). Hence, in managing and applying knowledge in daily life, learners who are committed to learning are crucial. Therefore, teacher empowerment is a crucial step in the process of enhancing student achievement.

Competency can be defined as an individual's knowledge and expertise in the specific group task and possesses, that is, teachers' roles, functions, required knowledge, skills, strategies, and rules and regulations (Wallace, 2015, online). Competency could also be defined as 'adequacy for a task' or as 'possession of required knowledge, skills, and abilities (Houston, 1972, p. 9 cited in Sikki, Rahman, Hamra, & Noni, 2013, pp. 141). Any mode of instruction aims for competence for developing well-qualified individuals who possess the required knowledge and skills. Sikki, Rahman, Hamra, & Noni, (2013, pp. 142-144) classified English teachers' competency into two aspects; Professional Competency comprises knowledge about various aspects of language (linguistics, discourse, sociolinguistic, and strategic), mastering English spoken and written, receptive and productive in all aspect of communicative, mastering the competency standards and basic competency, developing learning materials, developing professionalism in sustainable reflective action, and utilizing technology information and communication to develop themselves; and Pedagogical Competency comprising mastering the theory of learning, and learning principles, developing curriculum, organizing the learning, using technology, information and communication in the learning process, communicating effectively and politely to the learners, conducting assessment and process evaluation and learning result, using the result of assessment and evaluation for learners, and utilizing the results of assessment and evaluation for learning, and taking reflective action to improve the quality of learning. The study results revealed that teachers need to improve their competency. Most aspects of professional competencies needing improvement were material development, classroom language, ICT, grammar, research, competency standards and basic competency, text vocabulary, conversation, and translation. Pedagogical competencies that need improvement were methods of teaching English, learning models and design, learning theory, authentic assessment for young learners, preparation of syllabus and lesson plan, curriculum development, and instructional media.

Nessipbayeva's study (2012, pp. 148-153) identified the competencies of modern teachers, including 1) teaching skills and life-long learning competencies (e.g., performing complex pedagogical duties, being well-spoken, in good mental and physical health, stable and tolerant, having the propensity to work with the younger generation, having good communicative and observational skills, tact, a vivid imagination, and leadership); 2) levels of personal growth comprising pedagogical ability (e.g., knowledge of the subject), pedagogical skill (e.g., teaching skills), pedagogical creativity (e.g., implementing new methods and techniques into educational activities), pedagogical innovation (e.g., incorporating new, progressive ideas, principles and methods of training and education); 3) Pedagogical culture comprising teacher acceptance of the values of pedagogical work, facilitating solving various pedagogical tasks, and entailing setting goals, planning, analyzing and self -critiquing; 3) 21st-century teaching competency comprising 1) leadership by demonstrating leadership in the classroom (e.g., evaluating student progress, developing appropriate classroom and instructional plans, maintaining a safe and orderly classroom, creating positive management of student behavior, proving effective communication to defuse and deescalate disruptive behaviors, and using safe and appropriate seclusion and restraint techniques); 2) leadership in the school by engaging collaborative and collegial professional learning activities, displaying an ability to use appropriate data/elements needed in a school improvement plan, demonstrating high ethical standards; 3) Knowing the content they teach and making instructions relevant to students; 4) Reflecting on teaching practice.

Building teachers' capabilities in learning activity management by providing frequent training may not be adequate to support the continual and successful growth of their knowledge, skills, or competencies in managing learning activities. Hence, the Teachers' Council of Thailand (TCT) (2018, pp. 8-11) initiated the development of a teacher competency framework consisting of four essential competencies, including knowing and understanding what to teach, helping students learn, engaging the community, and becoming a better teacher every day, and 12

general competencies that Southeast Asian teachers must possess to perform in their profession. Competencies refer to a combination of skills, knowledge, behaviors, and attributes that enable effective or better job performance (TCT, 2018, p. 4). TCT has promulgated Thailand Professional Standards for Teachers (TPST) (Revision 2019) and monitored its standards and set up three main professional standards comprising 1) Standards of professional knowledge and experiences that includes six components and require one year of practicum; 2) Standards of performance consisting of (2.1) Teacher performance including five components, (2.2) Learning management consisting of six components, and (2.3) Parents and community relations management comprising six components; 3) Standards of ethical conduct comprising five components. Despite components of standards sharing similarities with some general and specific competencies for teacher education. Some specific tasks and responsibilities should be addressed in the time of change after the pandemic coronavirus (Covid-19) so that teachers are better prepared for their profession.

And what is important in enhancing the competence of teachers covers factors affecting the goal of success in three areas, namely, Knowledge and Understanding of Learning Activity Management, Professional Conscience in Teaching, and Personality as drawn from document inquiries.

Objectives

The objectives of this paper aimed to examine Thai teachers competency in learning activity management.

Research Methodology

The document inquiries were done through 24 published articles, books, full-text research studies, and research of all university members via Google Scholar and ThaiLIS (a Thailand Library Integrated System). The teacher competency in learning activity management was grouped into three components with 13 subcomponents and 40 indicators: Knowledge and Understanding of Learning Activity Management, covering six subcomponents with 18 indicators, Professional Conscience in Teaching made up of four subcomponents with 11 indicators, and Personality with three subcomponents and 11 subcomponents.

Results

The competencies of Thai language teachers could be summarized based on 24 journal articles and research studies covering three major components.

Table 1 summarizes the first key component-*Knowledge and Understanding of Learning Activity Management*, covering six subcomponents (e.g., instructional management, curriculum, measurement and evaluation, selection of teaching approaches, developing teaching materials and innovation, and using technology), with 18 indicators.

Key Components	Subcomponents	Indicators	References
Knowledge and understanding of learning activity management	Instructional management	Having knowledge and understanding of the course content, materials, and experiences	Wallace (2015) Pourpan & Thongsuk (2021) Panich (2012) Tayathong (2019), Sikki, Rahman, Hamra, & Noni, (2013
		Having knowledge and understanding of learners' characteristics	
		Knowing how to build the body of knowledge for self and students	
		Using language correctly and fluently	
	Curriculum	Analyzing curriculum by the course objectives, standards, and descriptions	Anderson (2014) OBEC (2010) MOE (2017) Petchkongkul (2017)
		Creating lesson plans by the course objectives, standards, and descriptions	
	Measurement and evaluation	Using clear and appropriate measurement and evaluation methods	MOE (2017) OBEC (2010), Wutthivech (1999) Petchkongkul (2017) Thongjeen (2017)
		Preparing the assessment tool covering the learning objectives	
		Using assessment results to improve learning	
		Implementing an ongoing process of learning evaluation and measurement	McDonough (2015)
	Selection of teaching approaches	Selecting teaching methods to suit the content of theobjectives	Vejkama (2019), Boonkham (2015), Pourpan, N. & Thongsuk, (2021) Prasitwutthivech (1999) Thongjeen (2017)
		Allowing learners to learn for developing knowledge, skills, morals and ethics, and good values	
	Developing teaching materials and innovation	Creating teaching materials and innovations following the content and interests of the students	Warinin (2014), Boonkham (2015) Pourpan, & Thongsuk, (2021) Tayathong (2019) Lauridsen (2003) Wutthivech (1999) Petchkongkul (2017)
		Selecting teaching materials related to the content objectives	
		Using appropriate teaching techniques	
		Implementing instructional strategies to pique students' interests.	
		Having knowledge of conducting research	
	Using technology	Using computers, media, and technology appropriately	Panich (2012) Cerbin and Kopp (2006)

Table 2 summarizes the second key component-*Professional Conscience in Teaching* made up of four subcomponents (e.g., being exemplary, public participation, learning to balance national interests and students' needs, and engagement with students), with 11 indicators.

Key Component	Subcomponent	Indicators	References
Professional conscience in teaching	Being exemplary	Acting as a model for the preservation of the Thai language andculture	Khamkerd (2007), Warodomdamrong,(2020)
		Setting a good example for students and others	
	Public participation	Leading in an organization, group, or community's activities	Vejkama (2019), Cerbin and Kopp (2006)
		Taking part in an organization, group, or community's activities	
	Learning to balance national interests and students' needs	Maintaining linguistic and literary trends needed in meeting national standards	Wallace (2015), Vejkama (2019), Pourpan, & Thongsuk, (2021) Pubootcha, Chalakbang, Phengsawat, &Teannoppakao (2018)
		Mastering education subjects to local and global concerns	
		Creating a safe and comfortable environment for students	
	Engagement with students	Inspiring students for good deeds	Pubootcha, Chalakbang, Phengsawat, &Teannoppakao, (2018) Thongjeen (2017)
		Working and initiating new commitments to students	
		Making use of opportunities to explore students' world	
		Taking responsibility for self-improvement in the educational process and personal life	

Table 3 summarizes the third key component-*Personality* consisting of three subcomponents (e.g., Physical, Emotional, and Social Personalities), with 11 indicators.

Key Component	Subcomponent	Indicators	References
Personality	Physical Personality	Having a pleasant and tidy appearance, and politemanners	Nuammano, (2019), Tayathong (2019), Panich (2012)
		Speaking softly spoken with proper style, and friendliness	
		Posing effectively and acting appropriately for the status	Pubootcha, Chalakbang, Phengsawat, &Teannoppakao, (2018)
		Maintaining a proper posture with students and others	
	Emotional Personality	Having Good emotional regulation	Panich (2012) Nuammano, (2019), Pubootcha, Chalakbang, Phengsawat & Teannoppakao, (2018)
		Paying interest in the issues facing students	
		Showing consideration, help, and concern for students	
	Social Personality	Displaying humor, vibrant, happy, and smiling	Panich (2012) Pubootcha, Chalakbang, Phengsawat, & Teannoppakao, (2018) Nessipbayeva (2012)
		Desiring to recognize and share different types of information	
		Having the ability to handle difficulties quickly and effectively	
		Desiring to study and stay with the current	

Discussion

The finding from the document inquiries revealed that the competency of primary teachers covers three key components, namely: 1) Knowledge and Understanding of Learning Activity Management, with six subcomponents and 18 indicators. The subcomponents include instructional management, curriculum, measurement and evaluation, selection of teaching approaches, developing teaching materials and innovation, and using technology; 2) Professional Conscience in Teaching, with four subcomponents and 18 indicators. The subcomponents include being exemplary, public participation, learning to balance national interests and students' needs, and engagement with students; and 3) Personality, with three subcomponents and ten indicators. The subcomponents include physical personality, emotional personality, and social personality.

In line with the results of Rittisak Suwantrai (2016, p 143-144.)'s research showed that learning activity management situations and activities for learners are arranged to create behavioral changes resulting from experience. That has resulted in learners having growth and development both physically and mentally. Instructional management at all levels requires careful consideration. To align learning activities and content with students' interests, aptitudes, the practice of thinking skills, management, and application of knowledge in daily life, teachers must have a crucial mechanism for implementing methods of learning management, measurement, and evaluation, and developing teaching materials and innovation. Learners who are committed to learning activity management are crucial as it provides a chance for students to get involved in the procedure both in terms of

sharing ideas, conversing, and doing research. Teaching through knowledge building into practice encourages learners to use their thinking and group processes and interact with the environment to apply knowledge appropriately.

Prakob Sritrakul (2008) also researched the conditions and requirements for developing the learning activity management skills of vocational teachers. The study's findings revealed: the teachers' competency with learning activity management was overall at a moderate level. The competency included the ability to manage learning activities. Five factors, listed in the order of importance for the growth of the learner's learning process, can be summed up as being critical to the development of competency in learning management, designing education, creating lesson plans, planning educational activities, and utilizing new and innovative media. In addition, the study by Verachai Sriwongrat (2016, p. 119) revealed that teachers' learning management competencies were discovered to be very high, including learning how to manage learning in a way that prioritizes student-centeredness, media, and creativity. The development of self-study students was significantly impacted.

Reviewing findings of Nessipbayeva (2012, p. 154) indicated that teacher competencies covering: 1) Effective classroom management (e.g., maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, making constant adjustments, promoting positive relationships, and engaging students in productive tasks; 2) Effective teaching practices (e.g., using multiple of teaching and learning strategies, engaging students in active learning approaches to promote critical thinking and problem solving, and help students identifying and using learning resources, and 3) Effective assessments (e.g., incorporating appropriate assessment strategies including self-assessment); and 4) Technology skills (e.g., knowing when and how to use current educational technology, and using appropriate type and level of technology to maximize student learning).

One aspect of knowledge and understanding of learning activity management during the changing era, which is often referred to as the heart of education is using technology in practice. In this context, Panita Wanpirun and Naphajit Dusdee (2020, p.171) stated that teachers learn through hands-on experience and active learning. Teachers have a better understanding of their students as well as their jobs. The development of students and the professional growth of teachers are both influenced by experiential learning. In the digital age, the direction of education must change. The PLC's work process will be aided using cloud technology, and instructors will gain the knowledge and abilities necessary to raise their level of teacher competency. proficiency of digital educators

This could be concluded that Thai teachers' competency is crucial and required because it influences how effective teaching is. The fact is that teachers must possess each competency to successfully develop into professional teachers.

Professional Conscience in Teaching

In this context, Wichien Wittayaudom (2019, cited from Charan Nuammano, 2004, p. 130) stated that an attitude is a set of sentiments, assumptions, and actions that are connected to certain people, teams, concepts, expressions, or goals. Naret Pubootcha, Wannika Chalakbang, Waro Phengsawat, & Porntep Steannoppakao (2018, p. 256) examined teachers' competencies and students' quality in the 21st century and revealed that teachers' competencies that contributed to the learning environment in the 21st century in the north-eastern region of Thailand included 1) personal competency, 2) leadership competency, 3) moral and ethical competency, 4) classroom management competency, and 5) learning management competency. The five competencies were theoretically believed to benefit learners' qualities in terms of 1) good citizenship, 2) skills and knowledge determined in the curriculums, 3) thinking skills, and 4) life skills that could lead to a successful life in the 21st century.

Likewise, a study by Nawarat Pourpan and Phaitoon Thongsuk (2021, pp. 24-35) stated that primary and secondary school teachers' needs for characteristics development of the 21st-century teachers in schools under the Office of Educational Service Area, Surin Province, reached a high level. The teachers' characteristics comprised eight aspects: C-connect, C-computer, C-constructionist, C-connectivity, C-collaboration, C-creativity, and C-caring. The descriptions of 8C could be explained as follows: C-connect. To meet local needs and the national curriculum, teachers must design and develop a curriculum that includes assessment, subject-matter expertise, conducting research relevant to students' needs, self-improvement through workshops, training, academic presentation, and knowledge sharing with parents and communities on related subjects they teach; C-*computer*. Teachers must be able to use information and communication technologies to manage classrooms, teach and learn, seek out new material, and collaborate with parents to build school-parent networks for better instructional management; *C-constructionist*. Teachers must develop a variety of teaching strategies or models to meet the needs of their students, carry out efficient learning assessments, examine problems faced by their charges to find better solutions, and develop learning activities to encourage students to learn and work together for self-improvement; *C-Connectivity.* To improve children's education, teachers must use local learning resources, establish school-parent-community learning networks, disseminate information to parents and the community about each student's performance and progress, and foster a positive learning environment for better student-student and teacher-student relationships.; *C-collaboration*. Teachers must allow students to set learning objectives and assessments, develop activities that support the development of student's social, academic, and occupational skills, develop moral and ethical activities by encouraging student participation in decision-making, encourage student collaboration in setting classroom rules through group work and coordinate with parents, students, teachers, and the community to participate in school-related activities.; *C-Communication*. Teachers must use appropriate teaching resources, integrate moral and ethical principles into their lessons, foster collaboration, accept differing viewpoints, and foster positive parent-teacher relationships to effectively manage learning. *C-creativity*. Teachers must make use of local learning resources, choose a variety of innovations and technologies related to content and learning management, apply the effects of learning design appropriately to improve effective learning management, develop classroom research projects and put them into practice, use the results of student assessment results to design learning management and process, and invite participation from village philosophers and scholar; and *C-caring.* Teachers are accountable for assisting each student in consistently improving their behavior, motivating parents to get involved in the student aid system, and fostering positive behavior and discipline in the classroom by using the right strategies or procedures.

Personality

The traits and actions of people with distinctive qualities that are manifested both inside and outside are referred to as personality (attributes). The things that separate one person from another are the products of their experiences or environments. Sutida Lekawattana, Chaveewan Ponsana, and Wirat Phongsiri (2021, pp. 99-100) examined the expectations of good teachers' characteristics using the priority needs index to identify the most important characteristics of teachers. The results revealed that the teacher should have 1) a good personality 2) leadership, 3) empathy and discipline by showing gentleness, love, and compassion for students, being willing to be a consultant on all matters, always encouraging students, and being serious about discipline, 4) knowledge with strictness and knowledge, including economic, social, and political knowledge, and 5) having the ability to use modern media in teaching. Likewise, Charan Nuammano (2019, p. 127) stated that a successful teacher needs to have a positive demeanor. Physical personality, emotional personality, social personality, and intellectual personality are the four personality traits that teachers should possess. Because teachers who are physically healthy, respectable, and credible will have the best chance of succeeding in interacting with kids with both verbal

and nonverbal cues, as well as being emotionally secure and mature enough to talk in a caring manner, enabling kids to receive the connection between the personality component and the learning management system.

This is in a row with Nanthaka Warinin's (2014, abstract) research, which also investigated a model for boosting' competency in learning activity management in Kamphaeng Phet Primary Education Service Area Office 2 and realized that: the overall level of learning activity management competency was moderate. There were high-level development needs and problems of high-level learning management competency. For example, five components made up the learning management competency: 1) developing curriculum, 2) teaching subjects, 3) putting the learner first, 3) measuring and evaluating learning outcomes, and 4) using and developing innovative information technology.

The attitudes of students, teachers, and school officials at the Los Angeles Community College system were also examined by Calderon (1989) to determine the qualities of excellent teachers. The findings revealed that the same opinions were shared by students, teachers, and school officials concentrating on personality There were three positive qualities:Effective teaching qualities; Positive personality traits; and Positive attitudes toward students are characteristics that made a good teacher. A comprehensive understanding of the present and the truth, and an understanding of physical and mental development were also critical aspects of teachers' qualities. The findings also showed that training teachers to become professional instructors with effective learning management skills has a significant impact on the teaching and learning process. Teachers and school administrators must also train teachers to become such professionals.

Conclusion

According to the study's findings, teachers and school administrators must invest in their professional development for them to have a significant impact on the teaching and learning process. Teachers must also become proficient in learning management. Teachers should be encouraged by school administration to create a model of proactive learning management and to support a professional learning community. To collaborate on effective learning management that influences the quality of learners' growth, they must work together to exchange knowledge and assist one another is required.

Recommendations

Educational institutions should develop teachers' learning activity management skills and support activities that motivate students to be modern citizens of the 21st century. School administrators should also provide teachers with training to increase their skills and knowledge. Educational institution managers should also support proactive learning management in classrooms and support teachers' continual application of the proactive learning management model. Teachers themselves should create a learning environment in which students can freely express themselves, thinkboldly, and participate in class, inspire students, use a variety of reducing materials, and use instructional strategies that are appropriate for the subject matter. In addition, the school curriculum should be measured and evaluated in the context of current events or inthe context of integrated knowledge across various learning subject groups, and plan events to improve Thai students' skills and knowledge to meet individual needs and future workplaces.

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ED-006

An Investigation of Critical Thinking Teaching Strategies of Science Teachers in a Primary School Science Classroom

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Abstract

This paper aimed to examine the critical thinking teaching strategies employed by science teachers in a primary school science classroom in the first semester of the academic year 2022. The sample, obtained through purposive sampling, consisted of 44 science teachers from primary schools under Nakhon Phanom Primary Educational Service Area Office 2. The result revealed that the critical thinking teaching strategies of science teachers in a primary school science classroom in Northeast Thailand consisted of five components with 17 sub-components, namely, 1) encouraging students to make their own decisions, 2) giving students opportunities to think, and give reasons, 3) providing a variety of learning materials, 4) creating a group learning environment, and 5) building self-confidence in students' abilities.

Keywords: Critical Thinking Teaching Strategies, Science Teachers

Introduction

Global change has led to an increase in the complexity of education to maintain to be competitiveness in a world that is rapidly changing. The 21st century needs individuals, especially teachers, who are capable of intensively implementing a variety of teaching styles, strategies, and creative and innovative activities to improve students' academic performance, desirable characteristics, and attitudes. The teachers must be equipped with 21st-century knowledge and abilities and learn how to integrate them into classroom practices where students are applying their learning and engaging in more collaborative activities such as project-based learning, research and analysis, and problem-solving tasks (Alismail, & McGuire, 2015). Additionally, future primary school teachers must receive an education that enables them to effectively reach a variety of students because children learn differently and can come from widely varying backgrounds. In this way, children can develop their critical thinking skills and prepare for the challenges of living in a diverse, and complicated environment (AACTE, 2010, p. 9).

Teaching critical thinking in schools is also one of the key topics in the debates regarding 21st-century skills (Hobbs, 2008; AACTE, 2010; Collins, 2014; Scott, 2015). Ownership of critical thinking skills is very important, whether for continuing study as primary students or in developing peaceful daily life. This is in line with the characteristics of critical thinkers according to Ruggiero (2012) who identified critical thinkers as being truthful to themselves, aware of what they do not know, their limitations, and their mistakes. CT has also been referred to as

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the process of “thinking about thinking” as defined and proposed by Flavell (1979). CT is a learned skill that requires instructional strategies that actively engage students in the learning process and practice. Some researchers found a significant correlation between instructional strategies and the critical thinking skills that students will need in the 21st century (Alismail, & McGuire, 2015; Ay & Orhan, 2020; Phumphisan, Chanthachum & Chanprathuk, 2020; Manthanom, Koedsuwan, & Na-soontorn, 2022).

Developing students’ skills requires a content-rich curriculum, supportive teachers, and better assessment. Critical thinking (CT) is also one of the most important skills that teach students to ask or reflect on their understanding and knowledge about the information that has been presented to them and see the connection between what they are learning to achieve life skills and future careers. The students are also supposed to make decisions reasonably and accurately in the situations they encounter. In the world of information and technological advancement, a person with a good sense of humor, and the ability to analyze the principles, control, manage and examine the information. Teachers then should find practical and efficient strategies for the 21st-century curriculum and instruction as well as instill necessary skills and tools that help students face their challenges successfully. In addition, the strategies for teaching CT encourage students to think critically covering the subjects in the school curriculum, such as problem-based learning, and project-based learning-that allow students to collaborate, work on authentic problems, and engage with the community. Various research studies reported the same findings that teachers must design activities and employ teaching strategies that encourage students to make their own decisions, allow students to think, and give reasons, encourage students to know how to plan work, create a group learning environment, ask open-ended questions, listen and accept the opinions of others, build self-confidence in their abilities, distinguish facts and opinions, distinguish unsure conclusions, stimulate imagination, practice finding information that supports the opinions and facts, promote interaction among students as they learn - learning in a group setting often helps each member achieve more (Oraphan, 2000; Snyder, & Snyder, 2008; Susaraj, 2008; Rotherham, & Willingham, 2009; Sinthaphanon, 2009; Pornkul, 2011; Wahyudi, Verawati, Ayub, & Prayogi, 2019).

There are specific instructional strategies oriented toward the promotion of CT, which are identified in the literature as fostering CT as shown in the Table below. All five teaching strategies are listed for educational activities to improve learners’ critical thinking

Teaching Strategies that Promote Critical Thinking	
Main Components	**Sub-components**
1. Encourage students to make their own decisions. (Sinthaphanon, 2009; Oraphan, 2000; Susaraj, 2008; Pornkul, 2011.)	1.1 Focus on the problem-based learning process 1.1.1 Identify the issues. 1.1.2 Specify options. 1.1.3 Separate the pros and cons of each option. 1.1.4 Compare options using appropriate and consistent criteria. 1.1.5 Rank the options and rate each option 1.1.6 Decide which option gets the most points. 1.2 Focus on different activities for integrating critical thinking skills, such as the questioning technique, case studies, scenarios, or debatable issues, peer coaching techniques, and research-based learning
2. Allowing students to think and give reasons.	2.1 Encourage active participation

Teaching Strategies that Promote Critical Thinking	
Main Components	**Sub-components**
(Oxman,1991; Potts,.1994; Halpern, 1999; Pornkul, 2011; Chansir, 2019; Brookfield, 1987; Susaraj, 2008.)	2.2 Give learners the opportunity to explain one's thinking and point of view in one's own words. 2.3 Wait for learners to process and formulate their responses
3. Providing a variety of learning materials. (Sinthaphanon, 2009; Chansir, 2019; Brookfield, 1987; Halpern, 1999.)	3.1 Use movies or television series to reflect, analyze, and debate. 3.2 Use multimedia tools to encourage students to practice thinking and judgment in situations close to real life. 3.3 Explore the new technological means to encourage students' interactivity. 3.4 Allow learners to research information from several resources.
4. Creating a group learning environment (Langrehr, 2008; Susaraj, 2008; Sinthaphanon, 2009; Pornkul, 2011; Chansir, 2019; Potts, 1994)	4.1 Use empathy in the classroom. 4.2 Encourage learners to show empathy for friends who encounter difficulty. 4.3 give learners the opportunity to express and exchange ideas with friends and teachers 4.4 Support social interaction by dividing learners into different groups with diverse abilities and interests
5. Building self-confidence in students' abilities (Brookfield, 1987; Langrehr, 2008; Susaraj, 2008.)	5.1 Listen and ask questions 5.2 Encourage and give constructive feedback 5.3 Give individualized feedback 5.4 Guide learners through the process

In general, the learning process at a Thai primary school level remains using conventional learning, such as textbooks and teacher-centered instruction, which results in passive learning that is disconnected from real life. In Thai primary-level science classes, students are not supposed to express their opinions before permitting to do so by the science teachers. Students are expected to be passive receivers of the teacher's content knowledge instruction. Consequently, the student's critical thinking abilities have not developed as they should have, which has ultimately impacted their learning outcomes. This is in line with Wulandari (2015; cited in Bustami, Syafruddin, 2018) who stated that the low students' critical thinking skills were initiated by passive learning. The low critical thinking skills can be seen in a study conducted by Muhlisin (2012) which revealed that 80.9 % of students' critical thinking skills belonged to a low category. Furthermore, Fuad (2017) showed students' critical thinking skills scored only 21.89 on average and were categorized as low.

In the Thai context, PISA Program summarized the student performance in reading literacy that on average, 44 percent of 15-years-old students in Thailand did not achieve basic proficiency in science, while 60 percent of students failed to reach the required reading proficiency (World Bank, (2020). With the reform of the National OBEC curriculum (2013), the subject groups of divided knowledge group into six strands, including language and literary works, media and communication, science, technology, and mathematics, living and world work, society and human beings, and ASEAN region and Global, emphasizing learners to have the critical thinking, analytical and creative thinking, and work creatively. The ability to think clearly and rationally, understand the logical connections between concepts, and translate the information that learners must process into knowledge that will be valuable

for future academic success and employability are all examples of critical thinking. As has been said, what happens in the classroom depends on the teacher's abilities and strategies to maintain students' interest and engage in their learning. Thus, teachers play a crucial role in shaping changes in the classroom.

Therefore, the researcher is interested in investigating the real situation in a science primary school classroom and the teachers' teaching strategies to improve learners' critical thinking, which was examined through ten documents through Google Scholar and ThaiLIS. This case study was driven by the following research question: What teaching strategies are implemented to improve students' critical thinking in a primary school classroom?

Research Objective

The purpose of this study was to examine the critical thinking teaching strategies used by science teachers in primary schools in Northeast Thailand.

Research Methodology

1. Participants.

The population of this study was 181 science teachers under the Nakhon Phanom Primary Educational Service Area Office 2. The sample group included 44 science teachers, chosen using random purposive sampling, working under the Nakhon Phanom Primary Educational Service Area Office 2 in Si Songkhram District, Nakhon Phanom Province in the 2022 academic year.

2. Research instrument

2.1 The research tool was a set of questionnaires examining critical thinking teaching strategies of science teachers in a primary school science classroom, consisting of three parts: 1) basic information of the respondents, 2) The 5-item questionnaire examining critical thinking teaching strategies of science teachers in a primary school science classroom, and 3) open-ended questions for other comments and suggestions for teaching and learning promoting the ability to think critically of primary school science teachers.

2.2 The instruments' quality included the questionnaire's content validity, which was examined by three experts with an index of item objective congruence (IOC) of 1.00. Also, the reliability of the questionnaire was determined through Cronbach's Alpha Coefficient was 0.94. The research tool was tried out with 30 non-sample science teachers.

3. Data collection and analysis

3.1 The survey questionnaire was administered to the sample group, including 44 science teachers from primary schools. This study incorporated using a Likert-type response format. The researcher, therefore, used a frequency criterion of 30 percent or more in the selection. The questionnaire was used to obtain insight into teachers' practices on critical thinking implementation in a science classroom at a primary school level in five areas: (1) encouraging students to make their own decisions, (2) giving students opportunities to think and give reasons, (3) providing a variety of learning materials, (4) creating a group learning environment, and (5) building self-confidence in their abilities. The survey was delivered via an electronic survey accessed through Google Forms. The researcher statistically analyzed data through frequency distribution and percentage.

3.2 The critical thinking teaching strategies (CTTS) of science teachers in a primary school science classroom were analyzed by using mean and standard deviation. The content validity was done through three experts with a value of 1.00 and reliability of 0.94 The survey questionnaire was tried out with 10 non-sampling science teachers and refined according to the experts' reviews and the try-out session. The completed survey was then administrated to 44 science teachers working in a primary school under the Nakhon Phanom Primary

Educational Service Area Office 2. After the data was gathered, the values were computed. The mean interpretation values of five intervals were as follows:

4.50–5.00	means	performing CTTS at the highest level
3.50-4.49	means	performing CTTS at a high level
2.50–3.49	means	performing CTTS at a moderate level
1.50–2.49	means	performing CTTS at a low level
1.00–1.49	means	performing CTTS at the lowest level.

Conclusion

1. Characteristics of the Participants

As shown in Table 1, the science teachers' characteristics could be summarized into three areas: major of teaching, teaching experience, and academic classification.

Table 1 Summarizing the science teachers' characteristics

Variables		Frequency	Percentage
Major of teaching	Biology	5	11.36
	Chemistry	7	15.91
	Physics	2	4.55
	Science	30	68.18
Professional Qualification	Bachelor's Degree	11	25.00
	Master's Degree	33	75.00
	Doctoral Degree	-	-
Teaching Experience in years	0-5 years	15	34.09
	6-10 years	17	38.64
	Above 10 years	12	27.27
Formal Training in CT	Yes	29	65.91
	No	15	34.09

Table 1 shows the frequencies of the demographic variables considered under study in teaching strategies that promote critical thinking in science classrooms at a primary school level.

Most of the participants (68.18%) taught Science. Their teaching experience ranged from 0 to Above 10 years. According to the professional qualification, out of bachelor's degree participants, 75% held a master's degree. In light of formal training, 65.91% of participants were trained in teaching and learning that promotes critical thinking ability.

2. Document inquiries

From the document inquiries, the teaching strategies promote students' critical thinking drawn from ten scholars' research studies both domestically and internationally through Google Scholars and ThaiLIS, and the experts' reviews. The five components with 17 sub-components could be summarized as follows:

Component 1: Encouraging students to make their own decisions. The two sub-components include: 1.1) Focus on the problem-based learning process consisting of 1) Identifying the issues, 2) Specifying options, 3) Separating the pros and cons of each option, 4) Comparing options using appropriate and

consistent criteria, 5) Ranking the options and rating each option, and 6) Deciding which option gets the most points; and 1.2) Focus on different activities for integrating critical thinking skills, such as the questioning technique, case studies, scenarios, or debatable issues, peer coaching techniques, and research-based learning

Component 2: Allowing students to think and give reasons. The three sub-components include 2.1) Encourage active participation, 2.2) Give learners the opportunity to explain their thinking and point of view in their own words, and 2.3) Wait for learners to process and formulate their responses

Component 3: Providing a variety of learning materials. The four sub-components include 3.1) Use movies or television series to reflect, analyze, and debate, 3.2) Use multimedia tools to encourage students to practice thinking and judgment in situations close to real life, 3.3) Explore the new technological means to encourage students' interactivity, and 3.4) Allow learners to research information from several resources.

Component 4: Creating a group learning environment. The four sub-components include: 4.1) Use empathy in the classroom, 4.2) Encourage learners to show empathy for friends who encounter difficulty, 4.3) Give learners the opportunity to express and exchange ideas with friends and teachers, and 4.4) Support social interaction by dividing learners into different groups with diverse abilities and interests.

Component 5: Building self-confidence in their abilities. The four sub-components include: 5.1) Listen and ask questions, 5.2) Encourage and give constructive feedback, 5.3) Give individualized feedback, and 5.4) Guide learners through the process.

3. Survey outcomes

The result of an analysis of teaching strategies that promote critical thinking in science classrooms at a primary school level was described in Table 2.

Table 2 Analysis of CT teaching strategies among science teachers.

Critical thinking teaching strategies	Statistical value (n = 44)		
	$\bar{X}$	S.D.	Level
1. Encouraging students to make their own decisions.	4.54	0.49	Highest
2. Allowing students to think and give reasons.	4.54	0.46	Highest
3. Providing a variety of learning materials.	4.55	0.44	Highest
4. Creating a group learning environment.	4.58	0.47	Highest
5. Building self-confidence in students' abilities.	4.56	0.54	Highest
Average Score	**4.55**	**0.44**	**Highest**

Table 2 showed an analysis of critical thinking teaching strategies of science teachers in a primary school science classroom. It was found that teaching strategies that promote critical thinking overall and in each aspect were at the highest level. When considering each aspect from highest to lowest average was as follows: Creating a group learning environment ($\overline{X}$ = 4.58, S.D. = 0.47), Building self-confidence in students' abilities. ($\overline{X}$ = 4.56, S.D. = 0.54). Providing a variety of learning materials. ($\overline{X}$ = 4.55, S.D. = 0.44), Allowing students to think and give reasons ($\overline{X}$ = 4.54, S.D. = 0.44), and Encouraging students to make their own decisions ($\overline{X}$ = 4.54, S.D. = 0.49), respectively.

Discussion

The development of critical thinking has been the topic of many educational contexts recently. There are numerous instructional methods that exist to encourage thinking critically in the classroom and educators can

use various instructional methods to promote CT and problem-solving. Likewise, students need to be exposed to diverse teaching methods that promote CT to nurture the CT learning process.

1. Results from an analysis of CT teaching strategies among science teachers

Different teaching strategies are featured in this study for science teachers in primary schools in Northeast Thailand and reached the highest level of critical thinking integrated practices ($\overline{X}$ = 4.55, S.D. = 0.49). It would conclude that the method effectively integrated critical thinking strategies into the science curriculum in primary schools. This is in line with the study by Rashid, & Qaisar, (2017) that after the intervention of critical thinking integrated role play, primary school students in Pakistan had strong CT skills, appeared more confident, and showed fair-mindedness by learning respect for others' feelings. The participants also enjoyed learning relationships with peers and shared their comments accurately and logically. The teaching strategies employed included questioning techniques, a whole class discussion, collaborative learning, social skills techniques, and ongoing monitoring through the learning process. In addition, Santos (2017, p. 3) concluded that the critical thinking applications and processes included research, observation, exploration, problem-finding, problem-solving, decision-making, obtaining information, critical questioning, construction of reliable knowledge, discussion and debate, valuation, solving and clarifying and concluding true statements, and meaning. Similarly, Kongkaew, & Juithong (2018) study by after the implementation of the 7E learning cycle, incorporating the Learning Together technique in a science class at a primary school, the students obtained critical thinking ability at the .01 level of significance.

2. Results from document inquiries.

Based on the findings, the researcher synthesized the implementation of teaching strategies that promote critical thinking in primary schools, which could be summarized into five components with 27 sub-components as follows:

Component 1: Encouraging students to make their own decisions.

Teachers should foster an environment in which students can make their decision because making a decision is a crucial stage in identifying many choices to suit the best individual goals, objectives, and values and to reduce the possible disagreement about problems. Students who can make good decisions are more likely to try new things. The finding is in line with a study by Langrehr (2008) that demonstrated activities for fostering critical decision-making, including distinguishing facts and opinions, distinguishing unsure conclusions, challenging the reliability of a claim, considering other points of view, and decision-making. The infusion of the mentioned activities in all studying hours or extra curriculum can be implemented in both face-to-face and online learning. Therefore, teachers should receive training on how to incorporate activities to give students opportunities to practice specific knowledge, particularly problem-solving, and they should be given time to put new teaching approaches into effect.

Component 2: Allowing students to think and give reasons

When using reason and critical thinking to analyze a problem, one step in the process is gathering information about it and looking into any additional factors that might have an impact on the conclusion. This allows one to judge whether the conclusion is accurate and, more specifically, what the current problem is. This is in line with Pornkul (2011) has proposed teaching activities that promote, critical thinking are listed below. Giving students the opportunity to think and give reasons encourages students to participate in the thinking of students while students are learning. critical thinking is the ability to evaluate information, increase significant questions, clearly formulate problems, collect and assess relevant information, use abstract concepts, think freely, and effectively interact with others. The finding is also consistent with the ideas of Susaraj (2008) that teachers should be very clear in selecting and processing the appropriate materials and teaching styles in the learning process by allowing students the opportunity to evaluate and support their arguments to foster high-level thinking.

Component 3: Provide a variety of learning materials

For effective teaching and learning, the teacher must be able to use various and appropriate teaching materials for students. As a result of practice and experience, teachers can design their instructional materials. Teaching materials that are presented with complex contents and lessons should be made to be more understandable and easier to remember. Utilizing a range of instructional materials through converting tedious activities into fun activities would help to encourage students' motivation and positive learning outcomes as they learn science, as described by Sinthaphanon (2009) has proposed teaching that promotes, critical thinking is listed below. Improve and change the teaching process. Emphasis on the critical thinking process in a systematic way Encourages students to make their own decisions Provide a variety of learning materials. According to Halpern (1999), recommended activities are based especially on real-world task-based learning activities with a variety of teaching materials to encourage students to practice thinking judgment in situations close to real life.

Component 4: Learning in a group setting

Compared to conventional approaches, this teaching strategy requires greater effort and input from both teachers and students. The teacher's role shifts from a director to a facilitator, and the students take on a more active in choosing their learning tasks. Teaching and learning management that encourages learners to learn and practice group process skills according to their roles, duties, and responsibilities in group work, including practicing thinking skills, researching, and seeking knowledge on their own. In addition, learners will gain experience in coexistence with others, helping others, accepting each other's opinions, building mutual trust, practicing leadership, and working in a team. This also includes different study groups, both formal and informal, so that teachers can place learning plans that lead to more effective learning.

Potts (1994) has proposed teaching activities that promote critical thinking as follows: Promoting interaction among students as they learn - Learning in a group setting often helps each member achieve more. Asking open-ended questions that do not assume the "one right answer" - Critical thinking is often exemplified best when the problems are inherently ill-defined and do not have a "right" answer. the use of group processes allows learners to work together to promote common objectives. For example, writing a report, creating a workpiece, discussing a group, or doing an experiment and having the ability to summarize knowledge. Likewise, Commeyras (1993) also suggested activities that are appropriate to promote critical thinking, such as collaborative learning group discussions, seminars, problem-solving activities, and role play. Discussion and dialogue activities also play a role in developing effective thinking and reasoning. Teachers also should allow students' responses during learning by responding to student questions or inviting students to take part in each other's group discussions.

Component 5: Building self-confidence in their abilities

Self-confidence is a crucial component of the human being that arises from the inner mind. It is the outcome of pride and worthiness. If students have self-confidence, they will be brave enough to voice their opinions and thoughts, make choices, and even respond to questions to engage in activities. The finding is in line with the study by Susaraj (2008), learners who have self-confidence can refine their thoughts. The selection of varied and suitable activities will satisfy the interests of the students. Similarly, Langrehr (2008). stated that teachings that promote critical thinking include the following: Building self-confidence teachers' listening, asking questions, and encouraging and giving constructive feedback would build up the students' confidence to be able to express ideas.

Limitation

Based on the perceived CTTS, the readiness of teachers in practicing CTTS becomes a reality in the case of science teachers at primary schools under the Primary Educational Service Area Office 1 Sakon Nakhon. However, these behaviors need to be observed through students' critical thinking, which is the limitation of this study. This preliminary study will be further investigated through variables such as barriers and obstacles in implementation, school planning, teacher preparation, and school community.

Recommendation

Recommendations for Future Research

1. Science teaching strategies that promote students' ability to think critically should be studied. at the next level.

2. Teaching strategies for teaching and learning management should be studied to promote the critical thinking abilities of teachers in other subjects.

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ED-022

An Investigation of Teachers' Competencies in Active Learning Management in Primary Schools

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Abstract

The purposes of this research were to examine teachers' competencies in active learning management from 12 academic document papers and researches related to active learning management to determine the primary teachers' competency in active learning management. The data was analysed by content analysis. The findings revealed that the five components of primary teachers' competencies in active learning management consisted of 1) Designing and developing a learning management plan, 2) Organizing teaching-learning activities, 3) Managing teaching and learning processes through the thinking process and action, 4) Using technology media in learning management, and 5) Implementing measurement and evaluation in instructional settings.

Keywords: Teachers' Competency, Active Learning Management

Introduction

Knowledge and skills required to thrive in 21st-century students combined with traditional academic learning will equip students to succeed in the rapidly changing digital economy. How about teachers? What competencies will teachers of the 21st century need to equip students? How are they different from the competencies that teachers once required?

The information age has brought about the advancement in communication that is borderless and allows access to resources anywhere and anytime. Globalization's impact has also led to an era where people are always seeking knowledge and learning new things. Research provides evidence that learners cannot be developed to apply the knowledge they have gained in class to practice well when traditional teacher-centered instruction is used. Therefore, teachers must adapt their teaching and learning strategies in light of the changes in society, technology, and student learning styles to develop learners who can seek knowledge and skills, and a self-understanding until they acquire meaningful learning (Khammani, 2008).

The educational community has been looking into alternative teaching-learning methods involving active learning strategies, aiming to equip teachers with new knowledge and skills in teaching practices. Thus, several studies are widely recognized due to the positive outcomes of implementing active learning strategies, such as increased student engagement and performance as well as teacher competency in meeting professional teaching

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standards (Neves, Lima, and Mesquita, 2021, pp. 9230-9231; Situmorang, Gultom, Mansyur, Gultom, & Ritonga, 2022, p. 677; Kaewchote, & Wattanathum, 2022, p. 1566).

Many educators' different definitions of active learning have been given as follows: Wattana (2003, pp. 30-31) has defined the meaning of active learning as a learning process that allows students to learn meaningfully through collaboration between students. In this regard, teachers must reduce their role in teaching and giving information to learners directly. Include procedures and exercises that will pique students' interest in undertaking more diverse activities. Whether it be speaking, writing, or having a conversation with friends, experience exchange is important.

The active learning approaches also often embrace the use of cooperative learning groups, a constructivist-based practice that places particular emphasis on the contribution that social interaction can make. Active learning was first defined by Bonwell and Eison (1991, pp. 1-2) as "anything that involves students in doing things and thinking about the things they are doing". Active learning, which grows from developments in adult, cognitive, and educational research, replaces traditional lecture formats with more interactive activities that invite students to participate in learning. These activities include fostering conceptual awareness, applying knowledge through experience, and transferring skills across contexts. In addition to emphasizing students' skill development, active learning encourages them to explore their attitudes and values (Mayer and Jones, 1993, p. 6; Petty (2004, cited in Boonmak, 2019, p. 76). In addition, Silberman & Auerbach (2006, pp. 10-11) define active learning as learning management that allows learners to speak, listen, read, write, and express their opinions while doing activities in problem-solving processes, informal small group discussions, simulations, case studies, role play, and other activities in which learners must apply what they have learned in such activities into practice.

According to Medicine Studies, Prince of Songkla University (2016, p. 2), learners who participate in active learning have the chance to complete activities. There are methods for working and solving problems in real life as well as abilities for thinking. To share what they are learning, students can discuss, write, and engage in debate with teachers and peers. Students can also discipline themselves in the process of problem-solving and arranging their thoughts.

Furthermore, Boonmak (2019, p. 77) concludes that active learning is an activity in which students participate in learning through various activities in various ways with hands-on practice through listening, speaking, reading, and writing. Emphasis is placed on encouraging students to develop advanced thinking processes and to think critically, analyze knowledge, synthesize, and evaluate information.

Teachers' competency in teaching and learning is a key factor in determining student quality. Their ability and wisdom in handling learning activities will have a direct impact on students' active involvement in learning activities. Therefore, the development of teachers' competency involving the efforts of fostering positive attitudes was a major agenda to strengthen the teaching profession and to ensure great development of education quality in many countries around the world (Awang, Jindal-Snape & Barber, 2013). Approaches that promote active learning often explicitly help students to make connections between new information and their current mental models and extend their understanding. In other cases, teachers may design learning activities that allow students to confront misconceptions, and reconstruct their mental models based on a more accurate understanding. In addition, there is some evidence that active learning approaches are an effective tool in making classrooms more inclusive at national and international levels.

In the past decade, the Thai Ministry of Education has encouraged the adoption of various teaching and learning approaches, including active learning principles, and organized the teacher training-Boot Camp-to improve teachers' English proficiency and teaching methodology. Thus, more research studies have been conducted on

the active learning approach on teachers' and students' perceptions. Many academics have discussed and investigated primary school teachers' competencies in active learning management as follows:

References	Teachers' competencies in active learning management
Chaladtunyakid (2012)	1) teaching preparation, 2) academic ability, 3) teaching and learning activities, 4) teaching with an emphasis on learners, 5) course management, 6) self-development/ motivating learning, and 7) measurement and evaluation
Chaimongkol (2013)	1) teaching and learning activities, 2) measurement and evaluation, 3) designing and developing a learning management plan, and 4) using technology media in learning management
Naiyanate (2017)	1) measurement and evaluation, 2) designing and developing a learning management plan, 3) using technology media in learning management, 4) managing learning through the thinking process and action, 5) facilitating learning of learners, and 6) mastering the subjects they teach
Prontadavit (2018)	1) teaching and learning activities, 2) designing and developing a learning management plan, and 3) participation atmosphere
Poodpror (2018)	1) teaching and learning activities, 2) designing and developing a learning management plan, 3) management of learning through the thinking process and action, 4) participation atmosphere, and 5) facilitating learning of learners
Supanyabutra (2019)	1) measurement and evaluation, 2) designing and developing a learning management plan, 3) use of technology media in learning management, and 4) management of learning through the thinking process and action
Sanguankhruea (2020)	1) course management, 2) measurement and evaluation, 3) teaching goals, 4) teaching tactics, 5) understanding of learners
Funfuengfu (2020)	1) teaching and learning activities, 2) measurement and evaluation, 3) designing and developing a learning management plan, and 4) using technology media in learning management.
Kaewsritra (2020)	1) teaching with an emphasis on learners, 2) measurement and evaluation, 3) management of learning through the thinking process and action, and 4) participation atmosphere.
Malisorn, & Ruangmontri (2020, p. 236)	1) learning design, 2) developing and implementing media, innovation, and technology, 3) managing learning through the thinking process and learning by doing, and 4) authentic measurement and evaluation.
Neves, Lima, and Mesquita (2021, p. 9231)	1) planning and design of the teaching-learning process, 2) interpersonal, 3) technical instruction, 4) technological domain, 5) academic management, 6) self-assessment and professional development, 7) autonomous learning, 8) teamwork, 9) oral and written communication and 10) entrepreneurship and innovation.
Kaewchote & Wattanathum (2022, p. 1564)	1) analyzing learning standards and indicators toward assessment, 2) designing integrative-skills learning, 3) managing learning activities on integrative-skills learning, and 4) selecting learning resources and technology in classroom activities

Only a few Thai researchers follow up on some concerns that hinder the efficacy of implementing the approach. For example, Yusuk's (2020, p. 36) study with 41 in-service teachers after 40 hours of training on the active learning approach. The findings revealed that the approach implemented in the classroom was moderately

practical. However, based on classroom observation, classroom facilities did not fully support active learning. From the interviews, some negative impacts hinder the effective implementation of active learning in the classroom such as limited resources, space, and time, as well as challenges in classroom management. Similarly, Kulachit, & Nuangchalerm (2021, p. 2929) indicated that 12 primary English teachers in Thailand's Kalasin Province had ideas and concepts of active learning but need to improve active learning in their classrooms at a high level of practice.

In light of the previous studies, the researcher is interested in examining the competency of in-service teachers on active learning management to provide promising points for the improving professional development of primary school teachers and active learning classroom practices in a primary school in Northeast Thailand.

Research Objective

The objective of the study was to identify the primary teachers' competency in active learning management from the published papers.

Research Methodology

The 12 relevant educational and academic documents drawn from published articles, papers, and theses through Google Scholar and ThaiLIS in Thailand and international contexts were analyzed to identify teachers' competencies in active learning management in primary schools. The components were analyzed using the content analysis approach from the sources and assessed the frequency of more than 50 % for drafting the teachers' competencies in active learning management. The design of teacher training promotes the effective application of knowledge and skills. The study findings would represent a starting point for a comprehensive investigation into and support Thai primary school teachers in the development of active learning management skills. The author intends to undertake a study with in-service teachers to look at how competence in active learning management has evolved. The data will provide insightful information for further running the research project and program input on efficient strategies for encouraging this development.

Conclusion

The results of the synthesis of competence components in active learning management of 12 documents both domestically and internationally found several competency components in active learning management are all interrelated principles. The researcher, therefore, used a frequency criterion of 50 percent or more in the selection. The components of teachers' competencies in active learning management in primary schools under Nakhon Phanom primary educational service area office 2. could be divided into five components as follows: 1) Designing and developing a learning management plan, 2) Organizing teaching-learning activities, 3) Managing teaching and learning processes through the thinking process and action, 4) Using technology media in learning management, and 5) Implementing measurement and evaluation in instructional settings.

Table 2 Teachers' competencies in active learning management

Teachers' competencies in active learning management		
Components	Sub-components	Indicators
Designing and developing a learning management plan	- curriculum design	-Analyze curriculum for lesson planning
	- developing a learning management plan design	- Determine the goals of learning management that reflect the needs of the learners.
		- develop a learning management plan that allows learners to relate ideas about a given topic
Organizing teaching and learning activities	- learning management model	- student-centered model
		-cooperative learning
	- learning activities	- organize learning activities that allow students to do activities according to their interests.
		- organize learning activities that focus on students to apply in real life
Managing teaching and learning processes through the thinking process and action	- learning processes through the thinking process and action	- organize activities that focus on developing higher-order thinking skills for learners
		- organize activities that allow learners to connect old knowledge with new knowledge
		- Encourage learners to interact with teachers and classmates.
Using technology media in learning management	- technology media in learning management	- Encourage learners to use technology in their pursuit of knowledge.
		- Create a classroom atmosphere that is conducive to learning.
Implementing measurement and evaluation in instructional settings	- Methods for measuring and evaluating learning management	- learning assessments are evaluated and results are summarized to improve learning management
		- have an assessment by a group of friends
		- learners have an assessment by self

Discussion

The current study reported that the five components of primary school teachers' competency involved 1) Designing and developing a learning management plan, 2) Organizing teaching and learning activities, 3) Managing teaching and learning through the thinking process and action, 4) Using technology media in learning management, and 5) Implementing measurement and evaluation in instructional settings. This is in line with Neves, Lima, and Mesquita (2021, p. 9231), the scope of educational competency includes teachers must be able to plan and design the teaching and learning process, work collaboratively, and be able to communicate effectively both in oral and in written ways among other. Kulachit, & Nuangchalerm (2021, pp. 2938-2939) reported the study findings that Boot camp teachers are trained in professional English and communicative skills, designing lesson plans, using a variety of techniques and strategies, and preparing learning materials, media, equipment, games, and worksheets. This enables students to actively participate in lessons. Boot camp teachers also use technology and other learning materials from social media and online resources to engage students in active learning while integrating content and learning activities. In terms of assessments in active learning classrooms, boot camp teachers express opinions toward active learning at high levels, and some items indicate they sometimes do active learning, such as writing lesson plans to organize learning activities, organizing events for challenging situations, promoting and developing thinking skills for a wide range of advanced thinking, encouraging students to participate in learning and self-awareness and using a wide range of measurement and evaluation tools.

This is also in line with Chanaman (2020, p. 34) who states that active learning is the learning management process that focuses on the learners. Teachers will organize various learning activities and allow students to do the activities through a group or individual process. As a result, learners can exchange knowledge and use advanced thinking processes, namely, analytical thinking, and synthetic thinking which active learning management will help learners construct their knowledge. In addition, Yusuk (2020, p. 36, 52) examined how EFL schoolteachers perceived and employ active learning in classrooms. She also discovered that majority of the teachers had a positive perception of active learning. Teachers involved in active learning management viewed it positively. They are also prepared to introduce active learning into their classrooms as it can enhance students' active participation and self-confidence. Educators should provide more training for teachers who engage in active learning, active instruction, and active assessments so that they are active teachers who can design and develop classrooms for 21st-century learning. The benefits of active learning include improved learning outcomes for students and increased content knowledge and higher-order thinking, motivational learning, communicative and interpersonal skills, learning through collaboration and interaction with other students, and increased students' self-esteem.

Neves, Lima, and Mesquita (2021, p. 9230) also discovered that the most critical teacher competencies for active learning which were most often selected by 205 respondents: teamwork (collaborative work with other teachers, relation with students (empathy), giving feedback throughout the learning process, use of new technologies, selection of methodologies in the teaching and learning process, and creativity.

Recommendation

Regarding the findings of the study, considerations are suggested. First, schools should develop and strengthen competency in active learning management by raising awareness among teachers to emphasize the importance and need for cooperation in the management of active learning. Second, schools should establish a system for monitoring and evaluating the development of continuous active learning management. Third, organizing activities encourage school administrators and teachers to be aware of professional standards and ready to develop themselves continuously. Encourage teachers to gain knowledge and understanding of forms, techniques, and active learning management methods by organizing a meeting. School administrators and teachers

should examine the factors affecting active learning management that has direct and indirect impact and design active learning management to be attractive.

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ED-031

A Study of the Needs of Brain-based Learning Management of Teachers in Primary Schools

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Abstract

This study aimed to obtain data and information on the need for learning management using brain-based learning (BBLM) among teachers in primary schools in Northeast Thailand. The research method used was a set of questionnaires filled out by 226 teachers in primary schools in Srisongkram district, Nakhon Phanom province in Northeast Thailand. Data analysis was quantitative and descriptive in the form of percentage, mean, standard deviation, and the Priority Needs Index ($PNI_{Modified}$). The results revealed that the current conditions of BBLM in primary schools were at a moderate level ($\overline{X}$ = 3.19, S.D. = 0.36), whereas the desirable conditions were at the highest level ($\overline{X}$ = 4.68, S.D. = 0.41). The primary school teachers' needs in BBLM were sorted in descending order as follows: Presentation ($PNI_{Modified}$ = 0.519), followed by Learn-Practice ($PNI_{Modified}$ = 0.494), Summary ($PNI_{Modified}$ = 0.458), Warm-up ($PNI_{Modified}$ = 0.455), and Apply ($PNI_{Modified}$ = 0.408).

Keywords: Priority Need Index, Brain-Based Learning Management

Introduction

This paper is based upon part of the work that will form a much larger doctoral study describing the use of brain-based learning management (BBLM) in primary school classrooms in Northeast Thailand. It is hoped that further development on this finding would result in a training approach that will better prepare in-service primary school teachers for effective teaching and learning.

The underlying learning theory that guides the work of many teachers in the classroom is difficult to discern or explain. A theory in and of itself is different presumptions about the nature of knowledge, the possibility of choice, and what it means to be human (Kohn, 1993, p. 10). Learning is a complex and continuous process that occurs whenever people interact with other human beings and objects in their surrounding environments. Learning may as well take place consciously or subconsciously. Interaction is very important for creating learning experiences for learners to enable the learners to acquire cognitive, psychomotor, and affective behavioral changes (Jensen, 2000, p. 5). The most important aspect of brain-based learning is what the learners are expected to perform, how the learners are supported to accomplish their expectations, and how they engage with the challenges.

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The Office of Basic Education Commission (OBEC) aims to increase students' academic achievements and to develop learners through brain-based learning (BBL). Integrating learning concepts with brain works by applying BBL strategies commonly known as BBL, which have more positive effects on students' academic attitudes, motivation, and knowledge than teacher-centered learning. The policy shed lighted that all basic schools in Thailand used BBL in the classrooms with school administrators' and teachers' participation by creating a physical environment that stimulates students' brains causing effective learning (OBEC, 2015, p. 2). For example, teachers use various activities to teach through different brain channels and use new materials, technology, and innovations that are exciting and colorful in a colorful classroom environment. Similarly, the strategy to implement the BBL is to create a classroom atmosphere more relaxing and encourages students to be enthusiastic learners and enjoy participating in classroom activities, in contrast to the traditional approaches and models (Materna, 2000, p. 36).

In addition, Cross (1999, p. 23) states that the essence of learning is the teacher's effort to help their students build a connection between or among ideas or concepts to challenge thought and to engage students actively in questioning and thinking. The theories and principles of BBL are based on brain function and teachers should attempt to monitor brain function through classroom management techniques. In education, evidence of the influence of BBL strategies can be seen in various studies in terms of increased motivation, academic performance, and work memory. For example, Jampamoon (2014, p. 43) reported that after the implementation of brain-based learning activities on English speaking class of primary school students, the students' English-speaking ability increased significantly at the .01 level. Likewise, the BBL method is effective for all students, but it affects high-ability students more as compared to low-ability students (Noureen, Awan, & Fatima, 2017, p. 93). In addition, the findings of a study by Alanazi (2020, Abstract) confirm that BBL methods are likely to improve student learning and outcomes. BBL uses neuroscience to create an informed curriculum and lesson design to work around the brain's ability to change, remap, and recognize itself when learning new information. Thus, the newer skills are practiced, the easier learning becomes. The core principles of BBL are to better retention and learning among students.

Although it has been shown that brain-based learning improves student learning, little is known about whether elementary instructors intentionally or unintentionally employ brain-based teaching methods in the classroom. There isn't enough data on how to use brain-based learning tactics, therefore it's impossible to estimate how many elementary instructors are familiar with the theory and skilled at doing so.

Therefore, the study investigated the extent to which teachers are aware of BBL theory and are using BBLM in the classroom of primary schools. The study will provide a better understanding of what information currently teachers have and what they need to implement curriculum using the framework of BBL.

Research Objectives

The objectives of the study were as follows:

1. To investigate the current and desirable conditions of learning management using BBLM of teachers in primary schools.

2. To examine the need for using BBLM for the learning management of teachers in primary schools.

Research Methodology

The study was conducted with the research methodology as follows: The sample of this study was 226 out of 550 teachers at primary schools in Srisongkram district, Nakhon Phanom province in Northeast Thailand the first semester of the 2022 academic year. The teachers were selected using stratified random sampling and a table of Krejcie & Morgan for sample size determination (Krejcie & Morgan, 1970, pp. 608-609). The research instrument

was a 5-point Likert scale questionnaire that had two parts as follows: The respondents' background information and the current and desirable conditions of BBLM of teachers in primary schools, consisting of 25 items related to Warm-up, Presentation, Learn-Practice, Summary, and Apply.

The qualification examination of the instruments used in this research was obtained. The content validity of the questionnaire was examined by five experts. The try-out session of the research tools was administrated with 30 non-sample teachers. The reliability of the questionnaire was determined through the Cronbach's Alpha Coefficient as follows: 1) the questionnaire on the current and desirable conditions of BBLM of teachers in primary schools had the index of item objective congruence (IOC) at 1.00, the discriminative power of each item was ranged between 0.51 - 0.82, with the reliability of 0.96. The discriminative power ranged between 0.62 - 0.87 with a reliability of 0.98. The researcher questionnaire forms were distributed to 226 teachers in primary schools for data collection in person. Out of 226 distributed questionnaires, 226 were returned. Thus, the return rate was 100 percent.

For data analysis, the researcher statistically analyzed data by using frequency distribution, mean, and percentage. For the current and desirable conditions of BBLM of teachers in primary schools, mean and standard deviation were employed. The configuration of the mean interpretation values for five intervals are:

4.50 - 5.00 means the current and desirable conditions of the highest level
3.50 - 4.49 means the current and desirable conditions of the high level
2.50 - 3.49 means the current and desirable conditions of the moderate level
1.50 - 2.49 means the current and desirable conditions of the low level
1.00 - 1.49 means the current and desirable conditions of the lowest level.

The respectively sorted needs in BBLM of teachers in primary schools by using the Modified Priority Needs Index ($PNI_{Modified}$) (Wongwanich, 2015, pp. 275-279). The formula for the calculation used for this study was as follows:

$PNI_{Modified} = (I - D) / D$

PNI = priority needs index
I = desirable conditions mean
D = current conditions mean

Results

The research results are shown as follows:

1. The current conditions of BBLM of teachers in primary schools were at a moderate level ($\overline{X}$ = 3.19). When considering each aspect, apply ($\overline{X}$ = 3.33) was rated at the highest level, followed by Warm-up ($\overline{X}$ = 3.21), Summary ($\overline{X}$ = 3.19), Learn-Practice ($\overline{X}$ = 3.12) and Presentation ($\overline{X}$ = 3.10), respectively. The desirable conditions were at the highest level ($\overline{X}$ = 4.68). When considering each aspect, Presentation ($\overline{X}$ = 4.71) was rated at the highest level, followed by Apply ($\overline{X}$ = 4.69), Warm-up ($\overline{X}$ = 4.67), Learn-Practice ($\overline{X}$ = 4.66), and Summary ($\overline{X}$ = 4.65), respectively as shown in Table 1.

Table 1: The analysis results of current and desirable conditions of BBLM

BBLM	Current Conditions			Desirable Conditions		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1) Warm-up	3.21	0.53	Moderate	4.67	0.46	Highest
2) Presentation	3.10	0.51	Moderate	4.71	0.45	Highest
3) Learn-practice	3.12	0.54	Moderate	4.66	0.45	Highest
4) Summary	3.19	0.53	Moderate	4.65	0.45	Highest
5) Apply	3.33	0.46	Moderate	4.69	0.45	Highest
Average Score	**3.19**	**0.36**	**Moderate**	**4.68**	**0.41**	**Highest**

Table 1 shows the analysis results of current and desirable conditions of BBLM of teachers in primary schools. It shows that the current conditions for the desirable conditions in all aspects were below average. In conclusion, the BBLM of teachers in primary schools rated their needs in all aspects at the highest level.

2. The needs in BBLM of teachers in primary schools were sorted in descending order using the Modified Priority Needs Index ($PNI_{Modified}$) shown in Table 2.

Table 2: The Modified Priority Needs Index of needs in BBLM

BBLM	Current conditions mean	Desirable conditions mean	$PNI_{Modified}$	Order
1) Warm-up	3.21	4.67	0.455	4
2) Presentation	3.10	4.71	0.519	1
3) Learn-practice	3.12	4.66	0.494	2
4) Summary	3.19	4.65	0.458	3
5) Apply	3.33	4.69	0.408	5

Table 2 shows the needs of BBLM of teachers in primary schools with a $PNI_{Modified}$ value between 0.408 - 0.519. The items were ranked in descending order as follows: 1) presentation ($PNI_{Modified}$ = 0.519), 2) learn-practice ($PNI_{Modified}$ = 0.494), 3) summary ($PNI_{Modified}$ = 0.458), 4) warm-up ($PNI_{Modified}$ = 0.455), and 5) apply ($PNI_{Modified}$ = 0.408).

Discussion

1. The current and desirable conditions of learning management using BBLM of teachers in primary schools could be described as follows:

1.1 The current conditions of BBLM of teachers in primary schools were rated at a moderate level.

The finding accorded to DiTullio (2018, p. iv, 24) who revealed that teachers had little knowledge of BBL theory unless they had engaged in professional development specific to BBL. However, teachers often unknowingly implemented BBL strategies. The study included recommendations for BBL teacher preparation

programs. Likewise, Srichan (2016, p. 3) indicated that the way teachers manage learning in primary schools is diverse, depending on the knowledge, skills, and experience of each teacher, as well as the policies for promoting the learning management of the schools, as well as the methodology of learning management must be consistent with the subject content or be appropriate to the learner's grade level.

1.2 The desirable conditions were rated by participants at a high level.

This is because teachers at the primary level have expectations and desires to organize brain-based learning activities aimed at improving learning management. The result is supported by the study of Schwille, Dembélé, & Schubert (2007, p. 9) that teachers and administrators, as well as other educational stakeholders, are more aware of implementation strategies and the role of various mechanisms. An increasing concern for the quality of educational outcomes and the overall quality of the educational process. This is also in line with Yoskhamlue, & Chittranun (2021, p. 799) that the primary school administrators and teachers rated the moderate-level current and high-level desirable conditions in BBLM at primary schools under the Office of Udonthani Primary Educational Service Area 3. The study suggested the need to explore BBLM in more depth to support the potential benefits of BBL to education.

2. The need for BBLM of teachers in primary schools was sorted in descending order as follows: Presentation was ranked at the highest level, followed by Learn-Practice, Summary, Warm-up, and Apply.

This is because the presentation stage is a learning arrangement that opens up opportunities for all learners effectively by visualizing through hearing voices, moving, and using the senses, focuses on giving learners cognitive skills, engaging learners in the presentation of knowledge in a variety of ways, and learning by materials, such as real media, photo cards, word cards, number cards, songs, etc. This is also consistent with Chantarachit (2010, p. 341), who states that the presentation stage of teachers' learning management starts from studying materials or from students' conducting surveys to find answers from knowledge sources in a variety of interesting ways. The main principle of the activity is to provide students with the opportunity to engage in groups or individual activities and to recognize and comprehend new information or lessons. A variety of perceptions are more concrete, including interaction and collaboration with others.

In terms of the Learn-Practice stage, this is because of learning management with an emphasis on learners' hands by engaging learners in activities, managing both individual and group learning and learning management, and allowing learners to practice repeatedly until knowledge and skills are developed. Likewise, Raha (2017, p. 32) discusses hands-on learning, which allows learners to experiment with knowledge, and practice activities until understanding is achieved and can visualize the knowledge of the subject.

The Summary stage is rated at a high level because the activity allows learners and teachers to summarize knowledge together with the content, encouraging learners to summarize knowledge in various ways, including thought charts, knowledge charts, worksheets, etc. The stage also includes exchanging learning, correcting mistakes together between learners or learners and teachers, and organizing an exhibition board for the student's work to appreciate the work of oneself and others. This is also consistent with Lertwicha (2015, p. 32), who indicated that the Summary stage brings about the experience of learning to summarize a topic or topics. The categorization of data and knowledge using color, and text size help the brain easily record that information by using diagrams, tables, graphs, and images, and provides the brain with systematic thought processes.

Likewise, the warm-up stage was placed fourth. The activities include organizing brain stimulation activities before starting the lessons with brain exercises, body or stretching activities, and stimulating both sides of the brain using music poems, games, and fun activities. The BBLM stimulate and motivate learners' curiosity, makes them learn more, and inspires them to seek solutions. Lertwicha's (2015, p. 27) study has mentioned Warming Up as an activity that keeps the brain awake in preparation to learn from three methods: 1) brain exercise, by moving the body across the core of the body to stimulate and develop both brains, 2) rhythm, the activity allows the child to move freely in different parts of the body, using music, rhythm and melody, rhymes or

movement accompaniment and 3) stretching, with stretching in various postures the cerebellum develops a stronger and more developed body.

Another stage that emerged from the study was the Apply stage. The activities in this stage allow learners to create their new workpieces manually, applying knowledge, skills, and attitudes with integrating across subject Groups. Learners apply newly gained knowledge to everyday life and solve problems for the future. Chantarachit (2010, p. 341) confirmed that the activities in this stage encourage learners to bring knowledge to suit the context and the newly faced situation. To get the right and accepted answers high maturity may deploy applied activities in tandem with expanding or re-knowledge due to the knowledge expansion stage. It is an activity stage that encourages learners to use their experiences, and additional knowledge, integrating ideas that will be applied to new problem situations, to modify and design learning activities that lead to concepts. A new practice that differs from the original in appearance creative because expanding knowledge will be more complicated.

Recommendation

Based on the description above there are some recommendations related to BBLM for stakeholders. For example, school administrators can use the obtained information to set guidelines for developing teaching and learning arrangements to ensure that teaching practices are consistent with contextual conditions and appropriate to educational institutions. Teachers should also employ the found results from the study to design appropriate and effective BBLM. Suggestions for future research include investigating the factors affecting learning organization BBLM, the learning outcomes using BBLM of teachers, and guidelines for developing in-service teachers on BBLM at all school levels.

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ED-032

A Study of Specific Competency of a Fundamental Computer Science Course for Undergraduates

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Abstract

This research aims to synthesize specific competencies and indicators of a fundamental computer science course for undergraduates. We have synthesized the key competencies from 1) 50 documentaries through google scholar and THAILIS on information technology competency, information and communication technology competency, digital competency of undergraduate students, and employment needs for business sectors, 2) The national higher education qualifications framework; and 3) The descriptions of a fundamental computer science course. The findings of specific competencies of undergraduates in the fundamental computer science course of a computer science program in the faculty of science and technology at Sakon Nakhon Rajabhat University (SNRU) could be categorized in accordance with the research objective into three competencies with seven sub-competencies and 45 indicators.

Keywords: Specific Competency, Fundamental Computer Science Course

Introduction

The increasing number of bachelors is not only the reason for the difficulty of their employability but also the competency of fresh graduates falls short of workplace expectations (OEC, 2009; SHR, 2014; Thianboocha A., 2016). According to the global market changes, employers have distinctly expressed their need for graduates who can be based on changes in the global economy. Additionally, they claim that recent graduates are unequipped and lack practical and soft skills because they are not taught in universities (Al-Shehab, AL-Hashimi, Madbouly, Reyad, and Hamdan, 2021). In line with this period of globalization, national and international policy documents refer to competencies as essential educational tools for promoting students' wellness. MHESRI (2021) has been concerned with the development of educating graduates' knowledge, attribute, and skills by the time of graduation at a higher education level:

Higher education in Thailand aims to produce graduates and improve the opportunities for lifelong learning for all ages, fostering the development of morals and ethics, and have the necessary competencies to support society and disruptive technology both

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now and in the future, including increasing the nation's competitiveness at the international level and improving people's quality of life, while also having love and pride in institutions, culture, and good traditions. Graduate training and workforce development must be carried out in close collaboration with numerous sectors, including the public and private sectors, civil society, and the local community.

Additionally, MHESRI's (2022) Ministerial regulations on Higher Education Qualifications Standard 2022 have been made public and defined learning outcomes as outcomes received by learners through the learning process through education, training, or experiences gained through practice or actual learning at work during study. The graduates' learning outcomes at all levels of higher education certification criteria must include at least the following four elements: 1) knowledge, 2) skills, 3) ethics, and 4) personal qualities. Therefore, each curriculum should emphasize teaching and learning for each subject to ensure that students may obtain adequate competency. Each subject should be described in terms of what students can do when studying by applying their existing knowledge, skills, and attributes or attitudes to use in the tasks assigned to accomplish the intended purposes. This will be consistent with the learning outcomes for graduates at all levels in maintaining academic standards and meeting the requirements for higher education qualifications.

From the Thai higher education philosophy and the new higher education system on producing graduates and developing manpower according to the Higher Education Qualification Standards of MHESRI, as previously stated. In the teaching and learning of a Fundamental Computer Science Course, a Thai university has attempted to take both educational and technological factors into account to transform the teaching and learning management system to facilitate university students during the COVID-19 impediment and to promote learner competencies to meet the market needs.

According to a survey conducted by Shadbolt from 2012 to 2013, employment rates for computer science graduates increase closer to the average (5.4% of 2008/2009 computer science graduates were unemployed 3.5 years after graduating). Consequently, it is feasible to infer that there are issues for computer science graduates, specifically with the pace at which they progress to employment. In addition, mixed views among graduates on how well computer science courses prepare them for the workplace and whether the balance between technical and general skills is appropriate. In general, graduates felt that their university had not done enough to prepare them for the workforce in terms of commercial skills and business acumen, according to the study's findings. This is related to the employability of computer science graduates who frequently lack knowledge of their options and pathways into employment as well as the services available to them when making key career choices. (Shadbolt, 2016)

The faculty of science and technology of Sakon Nakhon Rajabhat University (SNRU) gives opportunities for each program to improve students' specific competencies to facilitate skill growth. There is relatedness between graduates of computer science's academic and work preparation. Little is also known, however, about the specific competencies of undergraduates in a higher education curriculum and whether the required competencies meet the workforce. The results obtained were expected to be a source of information for my recent research project. Thus, the researchers are interested in exploring specific competencies for undergraduates in a fundamental computer science course at SNRU to improve student quality to meet the future workforce.

Research Objective

This research aims to synthesize specific competencies and indicators of a fundamental computer science course for undergraduates.

Research Methodology

For the specific competencies of undergraduates in a fundamental computer science course, the researchers have synthesized information from reviewed papers and studies in more depth on many aspects of each competency. By determining the frequency which concerns are chosen to be considered with a frequency of more than 50%, in conjunction with content analysis related to a fundamental computer science course's description and the national higher education qualifications framework. As a result, three competencies in a fundamental computer science course are more clearly defined.

Table 1: Specific competencies in a fundamental computer science course.

Core-competencies	Sub-competencies	Indicators
Competency 1: Using tools interactively 1A-Data and information access, evaluation, and management 1B-Basic computer programming (ISTE, 2007; UNESCO, 2011; NICS, 2012; Srinakharinwirot University, 2014; Siddoo, V., Sawattawee, J., Janchai, W., & Yodmongkol, P.,2017; Kaeophanuek, Na-Songkhla, and Nilsook, 2018; Techataweewan and Prasertsin, 2018; ONDE, 2019; OCSC, 2019; Sakolkijrungroj, 2020; Aničić, K. P., & Bušelić, V.,2020; IPST, 2021; Park, H., Kim, H.S., & Park, H.W.,2021) (Boonjing, 1999; Suriyapiwat , 2010; Sommerville, 2011; Chuen-im and others, 2012; Savitch, Walter, and Mock, Kendrick, 2015; Baesens, Bart, Backiel, Aimee and Broucke, Seppe Vanden, 2015; Uprasitwong, 2015; Im-siriwong, 2516; Yu, Y., Wu, P., & Su, Y., 2017; Timothy J. O'Leary, Linda I. O'Leary and Daniel A. O'Leary, 2017; Janpla, S., &	1A-Data and information access, evaluation, and management	1. Search data and information online as well as in books and textbooks. 2. Verify the data and information that the subject that truly meets the needs. 3. Search for data and information from trustworthy sources. 4. Consider selecting up-to-date data and information. 5. Analyze data and information into smaller issues. 6. Synthesize related data and information. 7. Gather data and information for presentations.
	1B-Basic computer programming	
	1B1-problem analysis and requirement	1. Define the objective of programming. 2. Analyze input data properly. 3. Analyze the program's desired output format. 4. Analyze program-required variables. 5. Analyze the program's algorithm.
	1B2-Program flowcharting and pseudo coding	1. Define the meaning of symbols used in programming flowcharts. 2. Write program flowcharts according to the program's algorithm. 3. Write pseudo code according to the program's algorithm.

Core-competencies	Sub-competencies	Indicators
Piriyasurawong, P., 2018; Chemerys, H., Osadcha, K., Osadchyi, V., & Kruhlyk, V., 2019; Djumaboev, S., Usmonov, S., & Ergashev, U., 2021; Prakobphon, 2021)	1B3-Programming	1. Produce sequential programming. 2. Produce condition programming to make decisions. 3. Produce loop programming. 4. Produce condition programming to make decisions. 5. Produce modular programming.
	1B4-Program testing and debugging	1. Test a program. 2. Debug a program.
	1B5-Program documentation and maintenance.	1. Produce program documentation. 2. Maintain and update programs.
Competency 2: Acting independently 2A-Systematic problem-solving 2B-Creation of basic programming tasks (ISTE, 2007; TQF-HEd, 2009; Partnership for 21st Century Skills (P21), 2011; Panich, 2012; Sintapanon and others, 2012; Sung-ong, 2012; KMUTNB, 2014; Stratford High School, 2015; Neelayothin, 2016; Hollister, J. M., Spears, L. I., Mardis, M. A., Lee, J., McClure, C. R., & Liebman, E.,2017; Aničić, K. P., & Bušelić, V.,2020; IPST, 2021; Department of Computer, 2021)	2A-Systematic Problem-solving analysis, requirement, and evaluation	1. Identify problems clearly and carefully. 2. Gather thorough information regarding problems. 3. Design a step-by-step solution. 4. Perform the troubleshooting procedures designed. 5. Select an appropriate solution. 6. Present and explain a solution.

Core-competencies	Sub-competencies	Indicators
(Torrance and Myers, 1962; Guilford,1967; Anderson and et al., 2001; Khammanee, 2011; Songkram, 2013; Khenkhok & Rachvijit, 2016; Yu, Y., Wu, P., & Su, Y., 2017; Janpla, S., & Piriyasurawong, P., 2018; Chemerys, H., Osadcha, K., Osadchyi, V., & Kruhlyk, V., 2019; Pitaksongkram & Jamjan, 2020; Yinghueng & Rampai, 2020; Thitipetchakul & Samutpaojinda, 2021; Djumaboev, S., Usmonov, S., & Ergashev, U., 2021; British Council, 2021)	2B-Creation of basic programming tasks to solve issues or create new things.	1. Establish goals for creative thinking in computer program development to solve issues or build new things. 2. Process knowledge or information relevant to issue resolution or the invention of new items in computer program development. 3. Think or imagine new ideas to solve issues or create new things in computer program development. 4. Use several strategies may be used to broaden the scope of computer program development from the initial concept to a variety of concepts that can be utilized to build new things. 5. Evaluate and select fresh ideas for solving issues or developing new things in computer program development. 6. Develop new computer programs that are prototype concepts that can be used and produce greater outcomes than the original. 7. Present and explain newly built computer programs.
Competency 3: Interacting diverse work groups 3A- Morality, and Ethics 3B- Positive Attitudes 3C- Teamwork (ISTE, 2007; TQF-HEd, 2006; NICS, 2012; Makletsov, S. V., Starshinova, T. A., & Khabibullina, G. Z., 2016; Chiu, K. K., Mahat, N. I., Rashid, B., Razak, N. A., & Omar, H., 2016; Barbarash, D., 2016; Edokpolor, J. E., & Somorin, K., 2017; Yu, Y., Wu, P., & Su, Y.,2017; Kaeophanuek, Na-Songkhla, and Nilsook, 2018; Techataweewan and Prasertsin, 2018; ONDE, 2019; Sakolkijrungroj, 2020; IPST,	3A-Morality and Ethics	1. Use data and information in a moral and ethical manner. 2. identify the work's resource references appropriately.
	3B- Positive Attitudes	1. Follow a code of ethics when developing works for programs. 2. Demonstrate positive behaviors while leveraging information. 3. Demonstrate positive behaviors when working in computer science.
	3C- Teamwork	1. Communicate with others to solve issues or build new ones to establish projects collaboratively. 2. Work with others to develop computer programming. 3. Be a leader and follower in developing computer programming.

Core-competencies	Sub-competencies	Indicators
2021; Park, H., Kim, H.S., & Park, H.W.,2021)		

Table 1 shows the specific competencies of undergraduates in the fundamental computer science course, which could be categorized into three competencies with seven sub-competencies and 45 indicators as follows: Competency 1 Using tools interactively consisting of 1A-Data and information access, evaluation, and management with one sub-competency and seven indicators, and 1B-Basic computer programming with five sub-competencies and 17 indicators; Competency 2 Acting independently consisting of 2A- Systematic problem-solving with six indicators, and 2B- Creation of basic programming tasks with seven indicators; and Competency 3 Interacting diverse work groups consisting of 3A-Morality and Ethics with two indicators, 3B-Positive Attitudes with three indicators, and 3C-Teamwork with three indicators.

Conclusion

The findings of this study, the specific competencies of undergraduates in the fundamental computer science course of a computer science program in the faculty of science and technology at Sakon Nakhon Rajabhat University could be categorized in accordance with the research objective into three competencies with seven sub-competencies and 45 indicators.

Discussion

The computer science curriculum that students take in the fundamental computer science course should teach them how to obtain such competencies in three areas: 1) using tools interactively, 2) acting independently, and 3) interacting diverse work groups to satisfy the demands of employers. The finding consistent with Chiu, Mahat, Rashid, Razak, & Omar (2016) indicates that basic knowledge, communication skills, practical skills, leadership, and attitude meet the requirements of the workplace. In addition, a study by Edokpolor, & Somorin (2017), creative and innovative skills would have helped them in starting and running their own business.

Likewise, a study by Lundberg, Krogstie, & Krogstie. (2020) reveal that graduates need to have a set of skills, knowledge, and personal attributes. According to the informants, this knowledge base should contain two or more programming languages, math, algorithms, and data structures, knowledge of security issues, and how to deal with them, UX, database, cloud development, and knowledge on how to manage version control. Some informants also point out that graduates should know different paradigms for software development and understand different frameworks. Other skills deemed important include problem-solving skills, teamwork skills, communication skills (in different languages, and the ability to describe a technical problem to a nontechnical person), understanding that they are a part of a bigger system, the ability to think holistically, and lifelong learning, teamwork (cross-disciplinary and/or global teams), and communication (with non-technical persons or persons from other fields).

A recent study by Myagmarjav, & Altangerel, (2022) assessed university graduates' skills. The result of this study showed that students' professional knowledge and skills are assessed differently. Employers of large corporations are fully satisfied with graduates' communication skills, adaptability, and teamwork skills while employers of medium-sized enterprises are satisfied with critical thinking, time management, and decision making.

Similarly, a study by Kalra, S. (2019) on the perceived employability of computer science graduates. The following themes emerged as a result: 1) General practice around embedding of employability in curricula around technical teaching, 2) Co-teaching with industry, 3) Soft versus hard skills and, 4) Higher order thinking skills.

Recommendation

The findings of this study may be used to enhance teaching and learning for students at Sakon Nakhon Rajabhat University or other universities in computer science curricula to improve learners' quality that aligns with the Thai Qualifications Framework for Higher Education (TQF: HEd) while also meeting the demands of employers. As a result, universities should take the following:

1) Evaluate the current curriculum of the Bachelor of Science in Computer Science to cater to the current and future needs of social and economic changes.

2) Assess the current on-the-job training programs and choose partner industries to provide job training skills to the students.

3) Develop courses that fulfill the TQF minimal criteria and train graduates' competencies in accordance with labor market expectations.

4) Implement modern teaching and learning management to assist students to develop competencies that can be applied in real-world situations.

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ED-035

An Investigation of In-Service Teachers' competence of TPACK in Primary Schools

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Abstract

This article aims to study the competence in TPACK of in-service teachers in primary schools under Nakhon Phanom Primary Educational Service Area Office 2 through 12 documents inquiried from published articles, papers, and theses of Google Scholar and ThaiLIS. The results showed that the framework of TPACK consists of two components: Basic Knowledge with three sub-components, including CK, PK and TK, and Technology Integrated Knowledge with three sub-components, including TPK, TCK, and PCK. Each sub-component has the following indicators: CK with six indicators, PK with six indicators and TK with four indicators. The integration between two basic components has three sub-components: Each sub-component has the following indicators: TPK with five indicators, TCK with six indicators and PCK with five indicators

Keywords: Technological Pedagogical Content Knowledge, TPACK, TPCK

Introduction

The knowledge economy is driven by technological advances and accelerated the path to industrial and post-industrial development. Since knowledge is dynamic expanding, and constantly changing, to help students learn effectively in the digital age, teachers need to know "What knowledge they must apply in learning management? ".

In response to the need in embracing the ever-changing world of technology in education, various approaches in using technology to support teaching and learning have been discovered and infused classrooms with digital tools, such as handheld devices, and computers. Technological pedagogical and content knowledge (TPACK) is also an integrated approach that has been investigated to support values, and challenges for directing future educational implementation designed to identify a teacher's teaching and learning process acting as a dynamic framework for describing teachers' knowledge required for designing, implementing and evaluating curriculum over instruction with technology (Niess, 2011, p. 299). Mishra and Koehler (2006, p. 5) also described TPACK as "the domain of knowledge where all the forms of a teacher's knowledge intersect. This is the form of knowledge that is required to plan and implement successful technology-infused learning experiences".

Presently, researchers and educators have implemented TPACK into practice.
As can be seen from Jang & Chen's (2010) study developed online lessons supporting the TPACK learning process for Taiwanese science teachers' training. In this course, mastering diverse ideas has typically been the main focus of earlier teaching methods. In addition, emphasizing the importance of using technology as a key teaching tool in

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the classroom, it was also created to emphasize how students may manage their own classroom learning, and permit students to practice their learning with the results being reflected. The study found that science teacher training students were aware that not all science information could be taught using conventional techniques and understand the TPACK conceptual framework and expertise in using technology tools to support science classroom instruction. Additionally, the use of TPACK in blended learning for teacher development was investigated by Anwa Ahmed Abdo Qasem and Gandin Viswanathappa (2016). It was discovered that TPACK was a crucial instrument for evaluating teachers' information technology competence. Further, blended learning offers a flexible and dynamic learning environment. In English courses, Srisukong (2021) integrated the TPACK idea with the KWL PLUS learning management system to improve learners' English reading and writing abilities effectively. Tanjung (2021) also applied the problem-based learning (PBL) model with the Technological, Pedagogical, and Content Knowledge (TPACK) Approach. The results of this study revealed that there was a positive and significant influence of the PBL Model and the TPACK Approach on the history learning outcomes of students at High School (SMA) Sultan Iskandar Muda Medan. The student learning activities were successful and satisfying.

Recent research also points out that teacher education programs are often seen as the key catalyst in the preparation of new teachers to integrate technology into their teaching practice. Over 90% of educational institutions are furnished with infrastructure and information and communication technology, according to the findings of a survey conducted by the National Statistical Office. However, it was discovered that just 26.9% of teachers can use technological applications to stimulate real-world environments. Additionally, the utilization is restricted to complementing the material. During the impact of Covid-19, there are three main factors that influence teachers' use of technology, including availability in the classroom, own skills and competencies, and the challenges experienced in using technology (Winter, Costello, O'Brien, & Hickey, 2021, p. 236). This is in line with Irene Piction (2019, p. 3) indicated the findings on the National Literacy Trust report that most teachers supported technology but lacked training as the major barrier. Almost 23.3% had no training in using technology in literacy teaching.

The studies reviewed the teacher's interest in improving TPACK competence for pre-service teachers by infusing technology in teacher education programs for both single courses and through more integrated approaches to facilitate personal and professional development and to improve the quality of future students. Consequently, the purpose of this paper is to examine in-service teachers' TPACK competence in primary schools. The 12 studies reviewed here exemplify the in-service teacher's competence of TPACK. The seven types of knowledge represented in the TPACK construct: Technological (TK), pedagogical (PK), content (CK), technological pedagogical (TPK), technological content (TCK), pedagogical content (PCK), and technological pedagogical content knowledge (TPACK).

Research Objective

The objective of this paper was to examine the in-service teachers' competence in TPACK from published papers.

Research Methodology

This investigation is interested in examining in-service teachers' competence of TPACK. As part of the study plan, the researcher constructed the document inquiries through published papers, articles, and theses from Google Scholar and ThaiLIS.

Results

The TPACK competence study, it can be concluded that: Technology, pedagogy, and content are the three fundamental components; as a result, understanding each component should be defined first. Following that, a synthesis of these two components has been defined. In the end, TPACK is described as a synthesis of technology, pedagogy, and subject-matter expertise. These elements can be used as a blueprint for incorporating new technologies into educational settings. Using the TPACK framework to guide the investigation design for primary school teachers in Thailand, the document inquiries based on the following studies by Hongkhuntod (2015), Thammaprateep (2016), Adulasas (2016), Bangtamai (2018), Phuapan (2019), Sahin (2011), Srisukong (2021), Cox and Graham (2009**),** Mishra & Koehler (2013), Kurt (2018), McDonald (2019), and Santos & Castro (2021).

Table 1 The synthesis of CK, PK, and TK competence.

CK	PK	TK	References
knowledge and understanding of the standards, curriculum, and indicators related to the content being taught [1]-[3],[5],[7],[10]-[12]	capable of using a range of teaching techniques [1]-[12]	knowledge of and ability to use modern instructional resources [1]-[12]	[1] Hongkhuntod (2015), [2] Thammaprateep (2016), [3] Adulasas (2016), [4] Bangtamai (2018), [5] Phuapan (2019), [6] Sahin (2011), [7] Srisukong (2021), [8] Cox and Graham (2009), [9] Mishra & Koehler (2013), [10] Kurt (2018), [11] McDonald (2019), [12] Santos &Castro (2021)
knowledge and understanding of key issues in the content being taught.[1]-[12]	understanding of learner diversity and methods to foster learner learning [2],[3],[5],[7]- [12]	using a variety of software for managing teaching and learning [1]-[12]	
researching for accurate and up-to-date knowledge [2],[7],[8]	understanding of classroom management and the learning environment. [2],[3],[5],[7]- [12]	recognizing the functions and management of technology [2],[7],[8],[11],[12]	

CK	PK	TK	References
Recognizing leaders in the content area. [8]	having abilities in designing and planning the learning activities [2],[3],[5],[7]- [12]	having learning management skills to keep up with emerging technologies. [2],[7],[9]-[12]	
knowledge and understanding of content, the structure of content, and facts. [3],[5],[9]-[12]	knowledge of measurements and evaluations [1],[3],[7]- 12]		
Knowledgeable about recent research on the subject.[12]	Recognizing students' misunderstandings. [3],[7],[8]		

Table 2 The synthesis of TPK, TCK, and PCK competence

TPK	TCK	PCK	References
choosing appropriate technological tools for teaching and learning approaches and strategies. [1]-[12]	knowing the right technology software, or programs to present the course's material. [1]-[12]	selecting appropriate teaching strategies and evaluation for the subject being taught. [1]-[12]	[1] Hongkhuntod (2015), [2] Thammaprateep (2016), [3] Adulasas (2016), [4] Bangtamai (2018), [5] Phuapan (2019), [6] Sahin (2011), [7] Srisukong (2021), [8] Cox and Graham (2009**),** [9] Mishra & Koehler (2013), [10] Kurt (2018), [11] McDonald (2019), [12] Santos &Castro (2021)
using computer applications supporting student learning. [1],[3]-[5],[7]-[9], [11],[12]	Searching for knowledge and applying the knowledge that is on the Cloud to use in the classroom. [2],[4],[6],[9].[11]	preparing the materials for a lesson plan with classroom activities. [3],[4],[8]	
using new technologies in evaluating students in various ways. [1]	using technology to deliver content to achieve teaching goals. [3],[6],[8],[11]	Developing evaluation tests and surveying in the individual content area.[1],[4],[5],[9],[11]	
knowing how to use ICT in teaching as a tool for students to plan their learning.[4],[12]	preparing a lesson plan requiring the use of instructional technologies. [3],[8]	knowing how to guide students' content-related problem-solving skills.[12]	
choosing the right technology for the teacher's career. [3],[8]	developing class activities and projects involving the use of	choosing appropriate teaching methods that connect content for the	

TPK	TCK	PCK	References
	instructional technologies. [3],[8]	student's learning. [3],[7],[8],[10]	
	Use technology to pass content to learners 1],[4],[7],[9]-[11]		

Technological Pedagogical Content Knowledge (TPCK or TPACK)

TPCK or TPACK is the expertise in employing technology and instructional strategies that use technology to enhance students' comprehension of the subject matter and learning processes.

Table 7 Technological Pedagogical Content Knowledge (TPCK or TPACK)

TPCK or TPACK	References
using appropriate teaching techniques and technology for the subject matter being taught. [1]-[12]	[1] Hongkhuntod (2015), [2] Thammaprateep (2016), [3] Adulasas (2016), [4] Bangtamai (2018), [5] Phuapan (2019), [6] Sahin (2011), [7] Srisukong (2021), [8] Cox and Graham (2009), [9] Mishra & Koehler (2013), [10] Kurt (2018), [11] McDonald (2019), [12] Santos &Castro (2021)
using a variety of instructional techniques and modern technology to efficiently manage to learn in the subject matter taught, [3],[5]-[8],[11],[12]	
selecting a range of instructional strategies, software, or tools for teaching various subjects. [3],[4],[8],[9],[11]	
taking a leadership role among colleagues in the integration of content, pedagogy, and technology knowledge.[3],[8]	
understanding of concept transfer using technology, and teaching techniques to use technology creatively to teach content. [1]-[12]	

The findings from this survey offer a promising starting point for a significant effort to investigate and support Thai primary school teachers in developing the competence of TPACK. The author intends to undertake a study with the in-service teachers to look at how TPACK competence has evolved. The data will provide insightful information on the growth of TPACK and program input on efficient strategies for encouraging this development.

Discussion

These results indicate that the TPACK knowledge domains comprised seven components: CK, PK, TK, TPK, TCK, PCK, and TPCK, which are considered the heart of teaching. Although the document inquiries are limited in a Thai context, there are good indicators that the survey is likely a reliable measure of TPACK and its components related knowledge domain. Future work will include further refinement of the collected data and instrument

validation through interviews and examination from experts, and relevant stakeholders. Readers are reminded that this survey was specifically designed for Thai in-service teachers in primary schools under the Nakhon Phanom Primary Educational Service Area Office 2. Northeast Thailand. Thus, the content knowledge domain includes separate factors for the other content areas and attempts to support the idea that the TPACK frameworks. Future work in this area will benefit in the other contents and specific areas.

Matthew J. Koehler et al. (2013, p.4) also said, "The TPACK framework also functions as a theoretical and conceptual lens for researchers and educators to measure pre-service and in-service teachers' readiness to teach effectively with technology.", and TPACK is knowledge about the complex relations among technology, pedagogy, and content that enable teachers to develop an appropriate lesson, contextual classroom strategies, and instructional practices through technology. It is a basis of effective instruction with suitable technology, requiring an understanding of the representation via technologies, pedagogical techniques as well as classroom management. Contents and contexts bring to students by educational technologies appropriately to create students' learning fit in 21st century learning environments.

Therefore, teachers with the knowledge and ability to design learning management systems according to the TPACK concept will increase the efficiency of learning activities for learners, and help students learn new knowledge and creativity in the subject content. Learners also have an interest in learning and the use of technology that is diverse and in line with their needs and learning in the present.

Related research studies supported by Knolton(2014), found that the CK is the actual subject matter that is to be taught and learned, including the understanding of the subject taught, knowledge of central facts, concepts, theories, and procedures within a given field; knowledge of explanatory frameworks that organize and connect ideas; and knowledge of the rules of evidence and proof.

As well as the results of the study by Srisukong(2021) has developed an English reading and writing learning management model, the TPACK-KWL Plus Model, and said that content knowledge, pedagogical knowledge, and technology knowledge are all important. When it appears as a single piece of knowledge, it is not enough for efficient learning management. Teachers must integrate the two types of knowledge to form PCK, TPK, and TCK knowledge. If teachers can integrate all three types of knowledge together, TPACK will occur. It is this knowledge that allows teachers to adapt technology to teaching methods and content appropriately and consistently. As a result, the management of learning English is efficient.

In addition, Bangtamai (2018) found that the training package developed according to the TPACK concept has a step-by-step activity with CK, PK, TK, PCK, TPK,TCK, and TPCK, helping to promote innovation and educational information technology capabilities. For teacher students who will work in the teaching profession in the future, they will have the knowledge and ability to effectively manage teaching and learning with learners in the 21st century and will result in educational institutions being able to use them to increase their knowledge and ability in the application of technology to teaching and learning management.

This indicates that teachers do not have sufficient knowledge to integrate correlated elements. Therefore, education agencies should train teachers to have a better understanding of the concept of TPACK and develop a learning management system that integrates TPACK to help support learners' learning.

Recommendation

The suggestions involve school support equipment and technology to facilitate the design of learning management for teachers. School directors should also provide support for teachers' learning management, including supervision and monitoring, which can organize learning exchange activities and collectively demonstrate the approach of implementing TPACK to design learning management. Teachers also can create a learning environment by developing their knowledge and understanding of learning design that combines CK, PK, and TK expertise and help in learners' learning. The school curriculum should also be revised to reflect advancements in

understanding knowledge and learning methods. Additionally, there should be training or activities that support the use of technology in learning effectively and efficiently

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ED-036

The Study of the STEM Learning Management Characteristics for Promoting Learning in the 21st Century for Nakhon Phanom Primary School Students

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Abstract

The study was a preliminary study from a larger research project to investigate the characteristics of learning management in STEM education. The data collection steps consisted of two steps: 1) synthesizing 12 academic documents, papers, and research related to the characteristics of learning management in STEM education; and 2) determining the indicators for learning management according to the STEM education approach by using the content analysis method. The finding revealed that six characteristics should be cultivated for the learners according to learning management in STEM education, including: 1) work-piece design, a problem-solving method; 2) plan and implement a solution; 3) present a solution; 4) state the problem or situation; 5) collect relevant information and evaluate and improve; and 6) link STEM to the real world.

Keywords: Learning management, STEM education, Primary school, the 21st century

Introduction

Human development is the growth of a country so that it can be affluent both economically and socially in the future. A vital and demanding development that entails training young people in order to develop them as learners. Rational initiative, creativity, analytical, and problem-solving abilities (Office of the Education Council Secretariat, 2013). Education is critical in preparing students to learn. learners to be moral learners capable of coexisting with others in society, which is the root to provide students the skills they need for the twenty-first century, education must accelerate the transformation in how students learn in a real way (Ministry of Education, 2017). At the same time, future learners must maintain Thai culture along with learning new sciences. Theerakiat Charoensettasil (2016) stated that the next generation will need to develop the skills required in the twenty-first century in order to prepare human resources to compete internationally and live in a changing world by relying on three main skills: learning, innovation, and skills. Developing Thai children to be good children, smart children, happy children, can divide the 21st century skills of Thai children into 2 groups: the 4R group focuses on literacy (literacy consists of reading comprehension (Read) and writing quality (Write), numeracy and reasoning (Reasoning), and Group 7C is the core skill group, namely critical thinking skills (Critical Thinking Skills Computing skills, career and life skills, life skills in cross-cultural skills, communication skills (communicative skills), skills to work together, collaborative skills, and creative problem solving skills (Pimpan Dechagup and Payao Yindeesuk, 2014).

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STEM education is an educational management approach that integrates science, engineering, technology, and mathematics. Focus on applying knowledge to solve real-life problems. To enhance students' experience, life skills, and creativity, teachers need to prepare to enable students to perform tasks that require knowledge and process skills in science, mathematics, and technology that will lead to future innovations (Institute for the Promotion of Teaching Science and Technology, 2014), in which STEM-based learning management has some different forms and workflows. But the goal is the same, which is to make students understand the work step by step. They know how to plan and solve problems Creativity leads to innovation (National STEM Education Center, 2015). Teachers, therefore, need to organize learning activities in various forms to emphasize learners' skills in the learning process that are important and of quality. practical knowledge of the content being taught and developing skills such as creativity, problem solving, etc. In addition, learning management must be organized in a way that encourages learners to apply the content learned to apply to problems that occur in real life and be able to create various innovations as well as apply the knowledge gained in future careers (Montri Chulawathon, 2013).

Science, technology, engineering, and mathematics (STEM) education is an approach to learning management that integrates across subject groups between these four fields, bringing together knowledge from each into a unified whole to help students see the interconnectedness and interdependence of these fields and the ability to apply knowledge from across these fields to real-world problems, explorations, creations, and developments. situations that occur in the real world Ratchaniyom Nuchanapa (2015)

STEM education has the following concepts and characteristics of learning management (Porntip Siripattrachai , 2013); 1) It is an integration across a group of disciplines (interdisciplinary integration), that is, it is an integration of various disciplines, such as science (S), technology (T), engineering (E), and mathematics (M), that perfectly combines the strengths of nature as well as the teaching methods of each subject area., 2) it is a degree of integration that can be taught from kindergarten to secondary school. It was discovered that in the United States, STEM was developed as an educational policy for each state. According to the study's findings, teachers adopted this teaching style. Learners can produce and develop work well through project-based learning, problem-based learning, and design-based learning, and if teachers can use STEM education to educate faster, more learners will have the capacity and potential., and 3) It is a teaching style that makes learners develop in various areas completely and consistently with the guidelines to develop people to have qualities for the 21st century, such as intelligence, understanding the subject matter, and thinking skills. Learners develop thinking skills, especially higher-level thinking skills such as analytical thinking, creative thinking, etc. Learners are capable of working in groups, communicating effectively, leading others, and accepting criticism from others.

The main goal of this learning approach is to learn science and technology. Engineering and mathematics related to conceptual understanding, process skills, and individual ability in relation to individuals and society by people knowledgeable in science, technology, engineering, and mathematics (Bybee, 2011) should look like this: 1) apply science, technology, engineering, and mathematics knowledge to various issues, 2) understand science, technology, engineering, and mathematics as a human effort that combines the process of acquiring technological knowledge scientific knowledge, and mathematics used in the design of engineering systems, 3) be aware of the patterns of content and problem solving in science, technology, engineering, and mathematics, and is one of the world's cultures, and 4) what is important for global citizens to do is to become involved in issues concerning science, technology, engineering, and mathematics.

According to the previous research studies relating to the management of STEM education at the primary level, Krittayanee Kong-Iam (2560) studied the development of a web-based teaching and learning system based on the STEM education approach to promote creative problem-solving abilities. Elementary school students, demonstration schools, and universities are under the Office of the Higher Education Commission. Teaching and learning according to the STEM approach consists of six steps: 1: identifying problems or situations, 2: gathering

pertinent information, 3: designing a work piece or solution, 4: planning and implementing a solution, 5: conducting an experiment, and 6: evaluation and improvement.

Similarly to the study of Suriyont Kunarak and Prayoon et al. (2018) investigated the development of science process skills in Grade 6 science learning groups through STEM education. It was found that teaching and learning through STEM education followed six steps, as follows: Step 1: Identify the problem found in real life. Step 2: Gather information that will help you solve problems or create new work pieces. Step 3: Design the solution, taking into account the constraints and specified conditions. Step 4: Planning and Implementation :This step defines the steps and implements the plan. Step 5: Testing and evaluating the results obtained in order to improve and develop for efficiency. Step 6: The Presentation Stage, in which methods and results of problem solving are presented. Moreover, Vasquez Sneider and Comer (2012) discussed the principles and guidelines of STEM education and identified five themes as follows: 1) Focus on integration; 2) Establish relevance by making connections with everyday life and work or job opportunities in the future, 3) Focus on learning skills in the 21st century. This is regarded as an essential skill for today's workers. 4) Test the learners' abilities. 5) Allow students to express their opinions and ideas, as well as present works and items obtained through the learning process.

As a result, the main concept of STEM education is to organize learning activities that integrate science across four fields: science, technology, engineering, and mathematics. Integration must be linked by four disciplines and from real life to real life in order to enhance learning skills for the 21st century and develop advanced thought and creativity. The purpose of critical thinking and problem-solving is to create or develop things that already exist or have never existed, as well as to solve obstacles that impede growth. or resolve issues that create challenging conditions in life and society. Therefore, this current study aims to synthesize the main characteristics of STEM education through document analysis from 12 related literatures in order to supervise and promote learning ability in the 21st century for primary school students in Nakhon Phanom.

Research Objective

The objective of this current study is to synthesize the characteristics of learning management in STEM education.

Research Methodology Data collection and analysis

The characteristics of STEM education for science learning management were classified using a study of 12 relevant documents and related literature (Krittayanee Kong-Iam, 2560 ; Jumrat Inthalaporn , 2015 ; Suriyont Kunarak , 2018 ; Nuchanapa Ratchaniyom , 2015 ; IPST , 2013 ; National STEM Education Center , 2014 ; Institute for Academic Quality Development , 2016 ; Wasinee Israsena Na Ayutthaya , 2017 ; Satiya Langkarpin , 2013 ; StohImann, Moore, & Roehrig , 2012 ; Vasquez Sneider, & Comer , 2012 ; Rodger W. Bybee , 2011). The research method was divided into two steps as follows:

Step 1: Compile the relevant academic documents, papers, and research. The 12 academic document sources were analyzed and synthesized in this step to discover the characteristics of students based on STEM education for science learning management.

Step 2: Using the content analysis method, create indicators for learning management based on the STEM education strategy. To identify the indicators from the sources, content analysis was used. According to the STEM approach, the highest frequency of more than 50% was counted to develop an indication for learning management.

Result

The results of a study of 12 related documents and research classified learning management according to the STEM education approach as follows:

Table 1 Assessment results of learning management according to the STEM education approach

component	Krittayanee Kong-lam (256 0)	Jumrat Inthalaporn (2015)	Suriyont Kunarak (2018)	Nuchanapa Ratchaniyom (2 558)	IPST . (2013)	National STEM Education Center (2014)	Institute for Academic Quality Development (2016)	Wasinee Israsena Na Ayutthaya (2017)	Satiya Langkarpin (2013)	Stohlmann, Moore, & Roehrig (20 12)	Vasquez Sneider, & Comer (2012)	Rodger W. Bybee (2011)	frequency	percent
State the problem or situation.	✓	✓	✓	✓	✓	✓	✓	✓				✓	9	75.00
collect relevant information	✓	✓	✓		✓	✓	✓	✓	✓				8	66.67
Work piece design, problem solving methods	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12	100
plan and implement solutions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	11	91.67
test	✓	✓	✓		✓			✓					5	41.67
Evaluate and improve	✓	✓		✓		✓	✓	✓		✓		✓	8	66.67
present a solution		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	10	83.33
use the problem as a basis		✓											1	8.33

component	Krittayanee Kong-lam (256 0)	Jumrat Inthalaporn (2015)	Suriyont Kunarak (2018)	Nuchanapa Ratchaniyom (2 558)	IPST . (2013)	National STEM Education Center (2014)	Institute for Academic Quality Development (2016)	Wasinee Israsena Na Ayutthaya (2017)	Satiya Langkarpin (2013)	Stohlmann, Moore, & Roehrig (20 12)	Vasquez Sneider, & Comer (2012)	Rodger W. Bybee (2011)	frequency	percent
Use the project as a base		✓							✓				2	16.67
Encourage students to work together as a group.		✓		✓	✓					✓			4	33.33
Connecting STEM to the Real World			✓		✓	✓		✓	✓		✓	✓	7	58.33
Creating acceptance and participation from the community									✓			✓	2	16.67
Creation and support from local experts									✓			✓	2	16.67
self-paced learning									✓				1	8.33
Cultivate values and ethics that are right and good.					✓								1	8.33
21st century learning skills									✓		✓		2	16.67

Table 1 shows the characteristics of learning management according to the STEM approach. Documents for creating learning management according to the STEM education approach 16 components were combined and synthesized similar characteristics from concepts, theories, research studies and relevant documents. The result shows that six components were presented in more than 50% including: 1) workpiece design, problem solving method; 2) Plan and implement a solution; 3) present a solution; 4) State the problem or situation; 5) Collect relevant information and evaluate and improve; 6) Linking STEM to the real world with 100 % , 91.67 % , 83.33 % , 75.00, 66.67 and 58.33 respectively. The learning management according to the STEM education approach with a frequency of less than 50 percent, including experiments, encourage students to work together in groups, use the project as a base, creating acceptance and participation from the community, creation and support from local experts, emphasis on 21st century learning skills, use the problem as a basis, learning at your own pace and instilling values and ethics that are correct and good.

Conclusion

The components of learning management's characteristics were determined using document analysis from various academic sources from 12 sources, according to the STEM education approach. The results showed that learning management according to the STEM approach consists of 6 components: 1) design a solution piece; 2) plan and implement a solution; 3) present a solution; 4) identify a problem or situation; 5) collect relevant information and evaluate and improve; and 6) link STEM to the real world. This pattern of research is consistent with the previous study of Suriyon Kunarak and Prayoon et al. (2018) investigated the development of scientific process abilities in life and the environment in grade 6 by structuring STEM learning in the subject area of science. It discovered six steps, which are as follows: Step 1) Identify the problem in real life; Step 2) Gather information leading to problem solving or work piece development; Step 3) Design, taking into account the limitations and conditions specified; Step 4) Planning and Implementation, which defines the steps and implements the plan; Step 5) Testing and Evaluation by bringing the results obtained to improve and develop for efficiency; and Step 6) Presenting the method and solution results. In addition, Kawin Chuekklang (2014) stated that STEM education is a form of learning activity designed to complement science learning, mathematics learning, and technology learning by integrating all three subjects through the engineering design process. STEM education does not focus solely on skill content and the necessary processes to understand and seek knowledge, but rather on the process of bringing the knowledge to use in thinking and finding and selecting the most suitable solution to solve problems related to life and work. There are seven suitable solutions, such as 1) identifying the problem, need, or preference; 2) gathering information to develop possible solutions; 3) selection of the best possible solution; 4) designing and making; 5) testing to see if it works; 6) modification and improvement; and 7) assessment.

Discussion

In addition to diversity in terms of degree of integration, STEM education is diverse in terms of the relationship between the four disciplines from teaching by engineering design. (Institute of Teaching Science and Technology, 2018), which has 6 steps that appear in the previous topic. Scientific knowledge and mathematical knowledge are seen as the basis for engineering design. This is to create innovation or technology. Therefore, from this point of view, students should have scientific knowledge and mathematical knowledge first. and apply those knowledge to create innovation or technology. However, in addition to looking at technology as a result of the engineering design process, Kelly and Knowles (2016) viewed that knowledge and technological tools can be the basis of engineering design as well Moreover, Antink-Meyer and Brown (2019) add that not only does scientific knowledge affect engineering design, but also Engineering design can also lead to the creation of new scientific knowledge. With the diversity in terms of the relationship between these sciences STEM education therefore comes in many forms and no one is the best.

Recommendation

The essence of STEM education is therefore not a level or a form in which the four branches of science are integrated. Rather, it encourages students to use knowledge and skills from these sciences. to solve problems in real life (Vasquez, 2015), as well as to encourage students to understand that Solving real-life problems requires knowledge and skills from various disciplines. which sometimes or often may be more than science, technology, engineering and mathematics "National Strategy 2018-2037 foresee the importance of other branches of science beyond the four disciplines, by identifying "knowledge and artistic skills" as part of learning reform in an interdisciplinary manner. Changes at the policy level and at the curriculum level Although it is necessary, it is still not enough. that can cause changes at the class level except that Teachers have appropriate awareness, knowledge, understanding, and beliefs in bringing STEM education into their classrooms (Lucha Ladachart et al., 2019; Margot and Kettler, 2019; Srikoom and Faikhanta, 2018).

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ED-039

Japanese Traveler's Expectation and Satisfaction of 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus 2019 (Covid19)

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Supasak Ngaoprasertwong[2]

Abstract

The purposes of this quantitative research were 1) to study the perception factors affecting Japanese Traveler's Expectation of 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus (Covid-19), and 2) to investigate the level of Japanese Traveler's Satisfaction of 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus (Covid-19). Research samplings were 100 Japanese Travelers and questionnaires were the research tool. Data analysis was conducted by the use of descriptive statistics consisting of frequency, percentage and mean. Inferential statistics methods on multiple regression analysis were used to test hypotheses in the study. The result can be found that most of the Japanese Travelers who use the service are males accounted for 74 percent, while female accounted for 26 percent whereas it found that the age range of 38-53 years is the most respondence, followed by the age range 21-37 years. Most of those who come to use the service at 5 stars hotel in Sukhumvit area have a bachelor's degree that there are 81 percent. Most of them working as the owner of business by 44 percent, and 34 percent working as Tour guide which stayed at the 5 stars hotel in Sukhumvit area on the weekend for 47 percent and stayed at holiday for 33 percent. Most of the respondents stayed alone at the hotel by 56 percent and 21 percent of the respondents stayed with family. The purpose of stay is for working 54 percent, and for leisure for 39 percent. Chanel of the reservation, 40 percent from hotel official website, and 34 percent for oversea travel agent website. Most of the Japanese Travelers who stayed at 5 stars hotel in Sukhumvit area informed that the situation of the Covid-19 epidemic effect with their decision to use the service by 95 percent. Moreover, for the factors of customer satisfaction, there was found that most of the respondents ranked their satisfaction at high level as very satisfied for hotel facilities, communication channels, promotion, hotel staffs, and safety. For price factor respondents ranked satisfied level for 59 of respondents.

Keywords: Service Quality, Guest's Expectation, Guest's Satisfaction, 5 Stars Hotel

Introduction

The world is facing a major threat from the COVID-19 pandemic, which is creating destruction in all sectors around the globe. The coronavirus pandemic, better known as COVID19, originated in Wuhan, China, before spreading to other countries around the world. The first cases were reported in November 2019, and the World Health Organization (WHO) declared COVID-19 a pandemic on 11 March 2020. It has had and is having a huge impact on people, families, and communities. As of 31 March 2022, there have been around 487 million (487,326,252) confirmed infections around the world, increasing from 3,042,444 infections on 28 April 2020. About 6,163,880 people have died, and there are approximately 58 million (58,576,206) active cases. The United States

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has the highest number of infected people with 81,740,722 reported cases, followed by India with 43,024,440 cases, and Brazil with 29,916,334 cases (Worldometers, 2022, https://www.worldometers.info/coronavirus, accessed on 31 March 2022).

Although COVID-19 is an ongoing crisis, there is already a small number of published projects that attempt to explore potential recovery plans. Mulder (2020), for example, proposes focusing on tourists who are potentially immune after successfully recovering from COVID-19. However, this could be complicated by the new evidence suggesting that people can be re-infected with COVID-19. The tourism industry, which is extremely sensitive, is currently sailing through uncertain waters, and this is exacerbated by the fact that it is hard to predict when the COVID-19 pandemic will end. However, crisis management theory in this situation can help businesses to deal with the ongoing disruption that is threatening their existence.

The COVID-19 pandemic has caused a dilemma between economic stimulus and public health control [29]. Before the COVID-19 pandemic, tourism accounted for 22% of Thailand's GDP, and in 2018, one-sixth of Thailand's jobs were in tourism [30]. The economic costs of Thailand's border and business closures and strict restrictions are enormous. Companies in the service and tourism industries have been hit hardest. Therefore, Thailand has developed a COVID-19 vaccination plan for individuals with severe symptoms and the general population in outbreak areas to improve the community's immunity. The Thai government aims to achieve herd immunity against COVID-19 through vaccination, and the goal is to reach 70% of the population by the end of 2021, National News Bureau of Thailand (2021). In addition, Thailand has permitted vaccinated people with at least one dose to engage in socio-economic activities such as public gatherings and public transport, Hindustan Times (2021). Thailand opened up Phuket's tourism industry on 1st July 2021. Despite the third wave of coronavirus outbreaks in Thailand, economic pressures urged the restoration of its tourism industry. As a matter of fact, Thailand has announced to welcome fully vaccinated foreign tourists, including returning Thais and foreign residents, who enter the country by plane from an approved country/region without quarantine requirements from 1st November 2021, by the Tourism Authority of Thailand (2021).

Alexandru Arba (2022) found that in 2021, there were approximately 9.5 thousand travelers from Japan to Thailand. The number of Japanese travelers to Thailand has been increasing continuously since 2014 approximately at 1,268 thousand until the advent of the COVID-19 pandemic, when figures declined to almost zero. Also according to the Director of the Thai Travel Service Association (TTSA) Jarivat Wongsomsri (2022) said that currently, flight availability between Japan and Thailand is just 40% of pre-pandemic levels. Thais are plucking up the courage to travel again after the pandemic and Japan is an attractive destination. Last month, Japan launched visa-free entry for eligible countries, including Thailand. What's more, the Japanese Yen has weakened against the baht. Despite the cost of package holidays to Japan shooting up 80%-100%. East Asian Director of the Tourism Authority of Thailand (TAT) Chuwit Sirivejkul (2022) revealed that from January until October this year, Thailand welcomed 230,000 – 240,000 tourists from Japan. The TAT's goal is for 350,000 tourists from Japan to enter Thailand before the end of the year. Chuwit said he has been working with agents in Japan to design packages for the kingdom which are attractive to Japanese tourists.

Bangkok's Sukhumvit Road and the surrounding district is one of the best known localities in the Thai capital. As a major Bangkok street, getting to the Sukhumvit district of Bangkok couldn't be easier. It's one of the longest streets in the world, starting in the heart of Old Bangkok and continuing for some 400 kilometres (250 miles) along the south eastern coast of Thailand, almost to the border with Cambodia. Sukhumvit is one of Bangkok's most important areas, with excellent shopping, dining and nightlife. The many fashionable restaurants, bars, air-conditioned malls, luxury hotels and clubs give the area a distinctly modern, cosmopolitan flavour.

Regarding as Japanese travelers who travel to Thailand has been increasing continuously and the Sukhumvit area is one of Bangkok's most important areas thus the current writing aims to study about

Japanese Traveler’s Expectation and Satisfaction of 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus 2019 (Covid19).

Research Objectives

This research consisted of two objectives:

2.1 To study the perception factors affecting Japanese Traveler’s Expectation of 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus (Covid-19)

2.2 To investigate the level of Japanese Traveler’s Satisfaction of 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus (Covid-19).

Research Methodology

This study used online survey research for about Japanese Traveler’s Expectation and Satisfaction of 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus 2019 (Covid19).

Populations

The population used in this research was Japanese Travelers who stayed at 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus 2019 (Covid19) period December 2021 to February 2022 by randomly for 100 persons of responders.

Sample

This study will estimate the size of the sample and set ratio in case of an unknown number of people. Whereas the sample size is important in research on a sample of the data obtained from the sample is enough to make it valuable research. Sample size it is suitable for the study based on research that will allow a much inaccurate that is acceptable. The sample size can be calculated from the formula. The is formula will be set as a ratio people or approximately 100 persons.

Research Result

In this research study, Japanese Travelers who stayed at 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus 2019 (Covid19) where the researcher analyzed the data and interpreted the meaning of the data analysis results. The symbols and variables used in data analysis were defined as follows:

Table 1: Demographic data classified by Gender

Demographics	Percentage
1. Gender	
Male	74
Female	26
Totally	100

For the gender found that as majority of respondents were male by 74 percent, and female 26 percent.

Table 2: Demographic data classified by Age

Age	Percentage
21 - 37	33
38 - 53	65
54 - 72	2
Totally	100

The age range of Japanese Travelers was found that most respondents were 38-53 years old as 65 percent whereas 21-37 years old as 33 percent and 54-72 years old as 2 percent.

Table 3: Demographic data classified by Educational

Educational	Percentage
High school / High Vocational Certificate	3
Technical Certificate	5
Bachelor's degree	81
Master's degree	11
Totally	100

Education level, there was found that most of the respondents were studying at bachelor's degree as 81 percent, master's degree as 11 percent, Technical Certificate as 5 percent, and High school or High Vocational Certificate as 3 percent.

Table 4: Demographic data classified by Occupation

Occupation	Percentage
Business Owner	44
Private Employee	34
Housewife	9
State Enterprise Employee	7
Tour Guide	6
Totally	100

For Occupation, there was found that most of the respondents were business owner as 44 percent, Private employee as 34 percent, Housewife as 9 percent, and State Enterprise Employee as 7 percent, and Tour Guide as 6 percent.

Table 5: Demographic data classified by Period of stay

Period of stay	percentage
Weekend	47
Holiday	33
Weekday	20
Totally	100

For period of stay, there was found that most of the respondents were stayed during weekend as 47 percent, during holiday as 33 percent, and weekday as 20 percent.

Table 6: Demographic data classified by Attendant

Attendant	Percentage
Alone	56
Family	21
Partner	15
Co-worker	8
Totally	100

For attendant, there was found that most of the respondents were stayed alone as 56 percent, stayed with family as 21 percent, with partner as 15 percent, and with co-worker as 8 percent.

Table 7: Demographic data classified by Purpose of stay

Purpose of stay	Percentage
Business trip	54
Leisure trip	39
Resting for the next destination	7
Totally	100

For purpose of stay, there was found that most of the respondents were stayed for business trip as 54 percent, leisure as 39 percent, and resting for the next destination as 7 percent.

Table 8: Demographic data classified by Reservation Channels

Reservation Channels	percentage
Official Hotel Website	40
Travel Agency website	34
Travel Agency Mobile Application	12
Travel Agency	9
Hotel Reservation	5
Totally	100

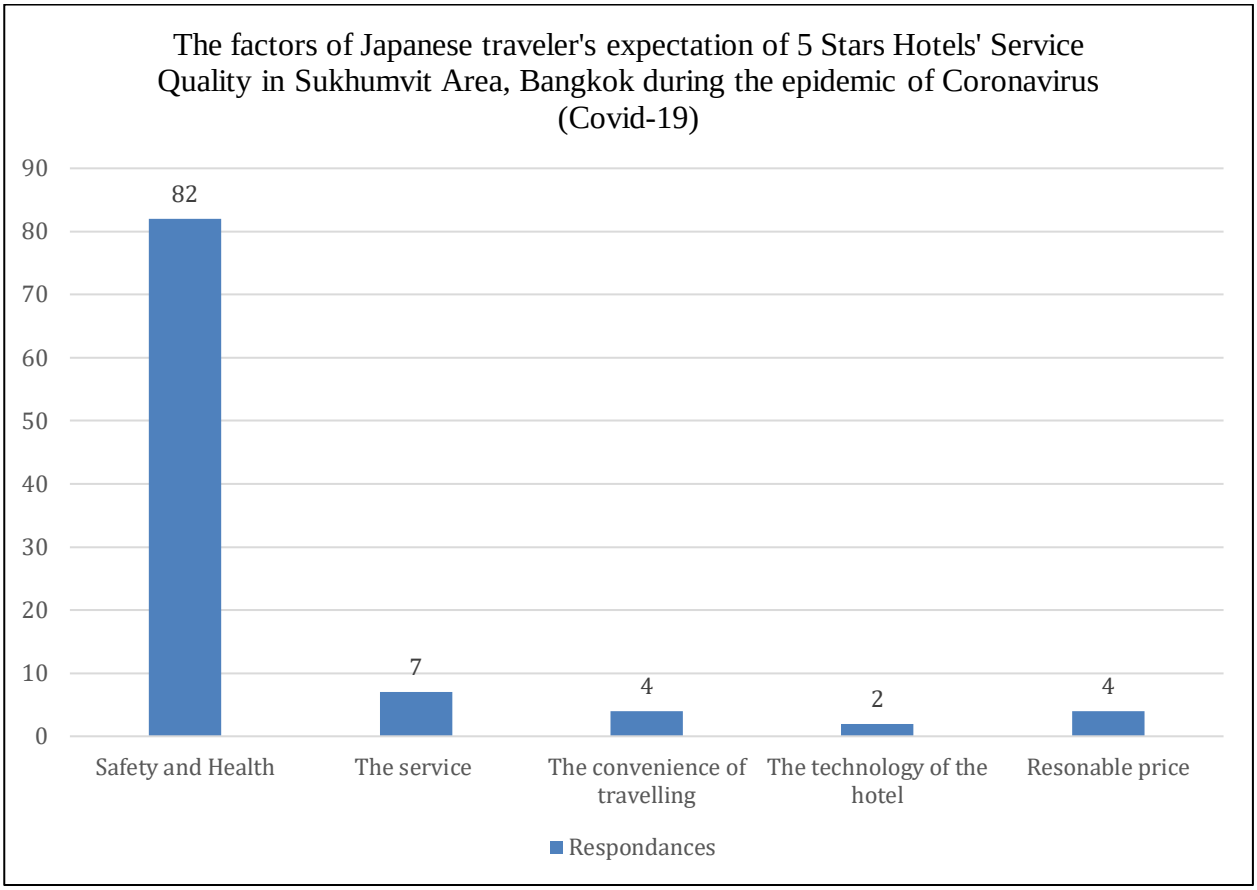
For reservation channels, there was found that most of the respondents made a reservation through Official hotel website as 40 percent, Travel Agency website as 34 percent, Travel Agency Mobile Application as 12 percent, Travel Agency for 9 percent, and hotel reservation directly as 5 percent.

Table 9: Demographic data classified by Impact on the decision to use the service during the covid-19 epidemic situation

Impact on the decision to use the service during the covid-19 epidemic situation	Percentage
Affect the decision to use the service Does not affect the decision to use the service	95 5
Totally	100

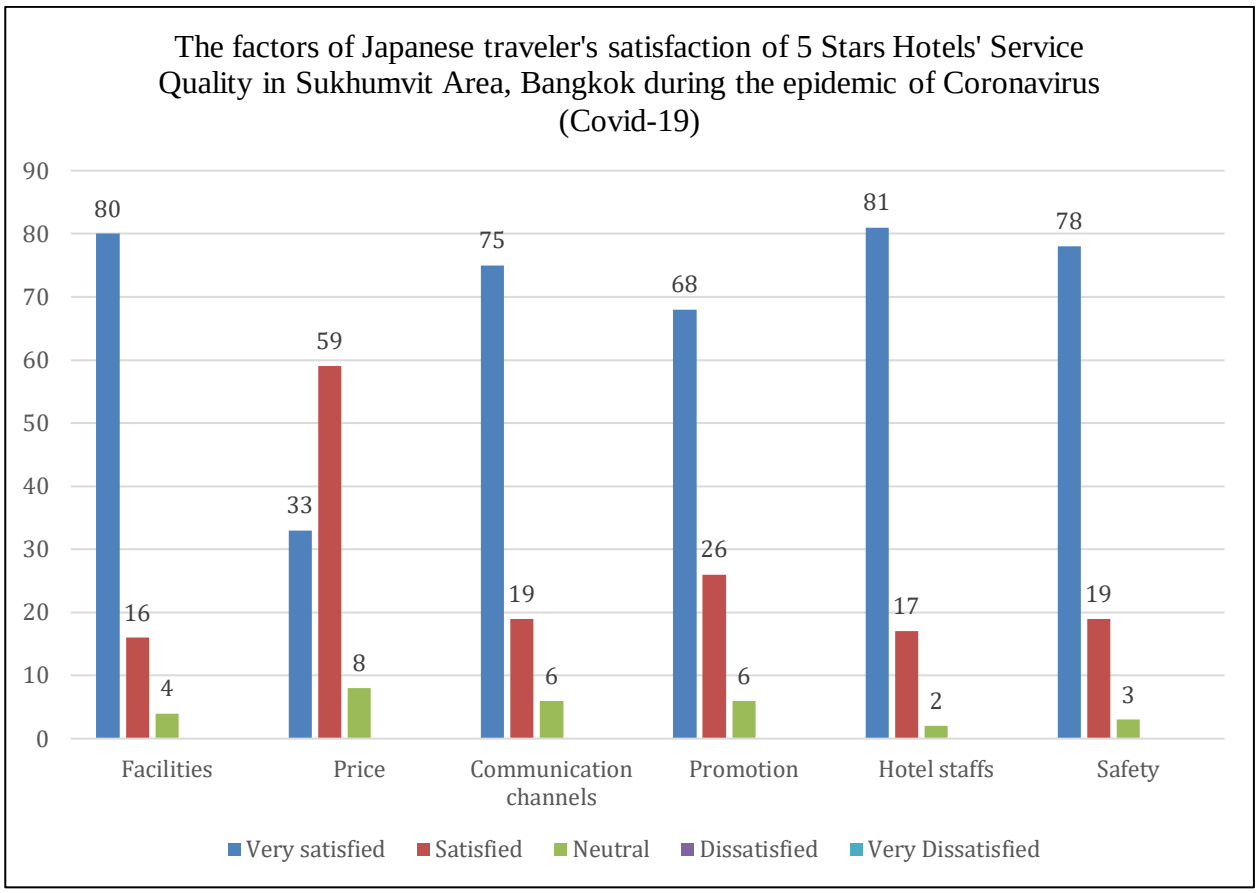
For Impact on the decision to use the service of Japanese at 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus 2019 (Covid19), there was found that most of the respondents thought that there was affect the decision to use the service, and for 5 percent thought that there was not affect the decision to use the service.

Table 10: Demographic data classified by the factors of Japanese traveler's expectation of 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus (Covid-19)



For the factors of Japanese traveler's expectation of 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus (Covid-19), there was found that most of the respondents ranked at 84% for the part of Safety and Health at high level as concerns with the epidemic of Coronavirus (Covid-19).

Table 11: Demographic data classified by the factors of Japanese traveler's satisfaction of 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus (Covid-19)



For the factors of Japanese traveler's satisfaction of 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus (Covid-19), there was found that most of the respondents ranked their satisfaction at high level as very satisfied for hotel facilities, communication channels, promotion, hotel staffs, and safety. For price factor respondents ranked satisfied level for 59 of respondents.

Conclusion and Discussion

From the objectives, the result can be found the details as follows; for the gender, there was found that most of the Japanese Travelers were male by 74 percent, while female are 26 percent, most of the respondents of Japanese Traveler who stayed at 5 Stars Hotels in Sukhumvit Area, Bangkok during the epidemic of Coronavirus 2019 (Covid19) has the age range between 38-53 years at 65 percent, followed by the age range between 21-37 years as 33 percent. Most of the respondents, their background education is Bachelor's degree by 81 percent. For occupation, most of the respondents were business owner as 44 percent, Private employee as 34 percent, Housewife as 9 percent, and State Enterprise Employee as 7 percent, and Tour Guide as 6 percent. Period of stay, they were stayed during weekend as 47 percent, during holiday as 33 percent, and weekday as 20 percent. Most of the respondents were stayed alone as 56 percent, stayed with family as 21 percent, with partner as 15 percent, and with co-worker as 8 percent. For purpose of stay, there was found that most of the respondents were stayed for business trip as 54 percent, leisure as 39 percent, and resting for the next destination as 7 percent which consistent with Leah Watkins (2008) found that Japanese people now tend to stay longer in one destination rather than visiting as many places as possible, and want to 'experience' rather than just observe foreign lifestyles and cities. According to the result, modern Japanese travelers are "high spenders, enthusiastic shoppers, service

oriented and quality conscious; they are concerned about safety and difficulty communicating in foreign languages". Long working hours and a lack of holidays remain the biggest constraints on overseas travel and, despite a new government initiative to make Japan a "lifestyle superpower" along with attempts to reduce work hours and increase holidays, Japanese companies remain resistant to change. For reservation channels, there was found that most of the respondents made a reservation through Official hotel website as 40 percent, Travel Agency website as 34 percent, Travel Agency Mobile Application as 12 percent, Travel Agency for 9 percent, and hotel reservation directly as 5 percent which resembles with Nuntaporn Chuenkrathok (2010) that the long economic recession that has continued since 90s and the ICT revolution in the world economy, Japan has had to develop and expand its ICT environment in order to increase its competitiveness. One of the important technologies for this revolution is the mobile phone, which has been used all over the country since the mid-90s. Over the period of one decade, the mobile phone has exhibited several impacts on Japanese society, such as consumption, business, communication culture, crime, work, and information access. Instead of being successful with this revolution, Japan is still facing inefficient information usage compared with other developed countries and this problem will affect the competitiveness of Japan in the future. For the impact on the decision to use the service of Japanese Traveler's at 5 Stars Hotels in Sukhumvit Area, Bangkok during the epidemic of Coronavirus 2019 (Covid19), there was found that most of the respondents thought that there was affect the decision to use the service, and for 5 percent thought that there was not affect the decision to use the service which similar as Julio Tolares (2020) that outbreak is leading to additional health problems such as stress, anxiety, depressive symptoms, insomnia, denial, anger and fear globally. Collective concerns influence daily behaviors, economy, prevention strategies and decision-making from policy makers, health organizations and medical centers, which can weaken strategies of COVID-19 control and lead to more morbidity and mental health needs at global level. For the factors of customer satisfaction, there was found that most of the respondents ranked their satisfaction at high level as very satisfied for hotel facilities, communication channels, promotion, hotel staffs, and safety, but ranked price factor just satisfied for 59 of respondents which resembles with Wilarwon Chantarawadee (2011) that Hereinafter were shown components of all aspects with which those customers highly satisfied. In terms of reliability, the hotel staff provided services to customer correctly and the reservation was reliable. In terms of responsiveness, the hotel staff was willing and ready to serve customers at prompt. In terms of assurance, the hotel staff had polite manners and friendly serve customers. In terms of empathy, the hotel staff was polite and friendly to customers. In terms of tangibles, the hotel offered many more amenities, especially for health care such as swimming pool and fitness room, and had sufficient extinguishers. For the factors of Japanese traveler's expectation of 5 Stars Hotels' Service Quality in Sukhumvit Area, Bangkok during the epidemic of Coronavirus (Covid-19), there was found that most of the respondents ranked at 84% for the part of Safety and Health at high level as concerns with the epidemic of Coronavirus (Covid-19) which resembles with Rafael Robina-Ramírez (2021) which he found that within the de-escalation phases proposed by the health authorities in Spain, it is necessary to guarantee health security in the tourist services that are provided to avoid the spread of the virus with new infections. Through a participatory methodology, hotel managers proposed a series of measures to be considered by these authorities. Three theoretical and four empirical conclusions are drawn from the results.

Research Recommendations

First, this study is slightly limited since it was only carried out in the small group of the respondents; hence the projected findings cannot be generalized for all of the hotels within Bangkok. As a result of this factor, future studies should consider analysis from various parts of Thailand and cut across several aspects, including larger sample size and enhanced demographic characteristics. Second, this study never made any substantial

comparison of customer and hotel staff perceptions regarding service quality. Future researchers should attempt to define any customer rating disparities towards service quality and those ratings from hotel staff. This factor will enable hotel management to develop other effective strategies that enhance customer satisfaction.

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ED-047

The Effect of the Multicultural Competency Development for Art Student Teachers of a Public University in Northern Thailand

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Abstract

This research study aimed 1) to study the effect of the multicultural competency development for art student teachers to examine the change in multicultural competency of art student teachers and 2) to study the effect of the development and the change in multicultural competency of art student teachers. The sample in this research consisted of 36 fourth year students majoring in Art Education. The sample group was selected using purposive sampling method. The research instruments were a semi-structured interview, observations, focus group discussion record forms, and a questionnaire. The qualitative data were analyzed based on content analysis, whereas the quantitative data were statistically analyzed for percentage, mean, and standard deviation. The findings of the multicultural competency development for art student teachers showed that 1) after studying, there was a change in all aspects at a high level. The knowledge aspect had the greatest change, with mean of 3.78, standard deviation of 0.78; followed by the skill aspect with mean of 3.85, standard deviation of 0.78. There was the least change in the attitude aspect with mean of 4.25, standard deviation of 0.74. 2) The change in multicultural competency of art student teachers demonstrated that 19 students with no change were the most proportion (52.78%), followed by 13 students with a change (36.11%). The least proportion were 2 students with highly change and decrease (5.56%). There were not many changes because the majority of students had a positive attitude towards art learning management for multicultural learners. Furthermore, the findings reflected that the students still lacked knowledge and skills in teaching and learning management according to aforementioned concept. However, after studying, students had better knowledge and skills.

Keywords: Multicultural competence, Art student teachers, Art learning management, Culturally relevant pedagogy

Introduction

Thailand and the surrounding area are known as Southeast Asia (especially in the continental part). In the past, there were always migrations of different groups of people. Many people were forcibly deprived as a result of the wars between large and small provinces of states. For example, forcing of the Tai Lue, Tai Yai and other ethnic groups to come to the land of Lanna or northern Thailand in the age of “picking vegetables in baskets and collecting people into the city". Phaya Kawila revived Chiang Mai in the early Rattanakosin period, or the big transportation of people and personal belongings to another place of Lao people across the Mekong River after Vientiane was broken during the reign of King Rama III. They came to the land of northeastern provinces and some areas of the Chao Phraya River Basin. They also searched for fertile land and sought new opportunities for life (Saenghong, 2018). This information corresponds to Naowarat (2013) that Thailand is one of the region's most ethnically diverse societies. Nowadays, the issue of ethnic diversity has been recorded in the study area, such as grade 6 textbooks of the Social Studies, Religion and Culture Department. These textbooks present about the highland ethnic groups in the term "minority". “The minority in Thailand is a group of people with a small proportion of the population in a country. Their cultures, traditions, and way of life are different from most parts of the country. They may be hill tribes or the ethnicities that immigrate or escaped into the country.” Besides, the number

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of hill tribe ethnic minorities is recorded as having nine tribes including Hmong, Yao, Muser, Lisu, Akha, Karen, Lua, Thin and Khmu. Most of them lives in the northern and northeastern provinces. It can be seen that Thailand has a population with cultural diversity in terms of ethnicity, language, gender, age, religion, skin color, way of life, economy, and so forth. Thus, in order to live together in the midst of this diversity, there must be acceptance, respect, sympathy for each other as well as admiration and appreciation of one another's cultures. School is regarded as a place that provides education, training, knowledge and experience to nurture these diverse people from a young age so that they will grow up to be quality adults and be able to live together in society peacefully.

Education for culturally diverse students or multicultural Education has several purposes, for instance, to create fairness and equality in educational opportunities regardless of the culture of the learners, to create a better understanding between learners of different cultures, and to reduce prejudice and cultural discrimination in the hope that these understandings will lead to peaceful coexistence of people in society (Arphattananon, 2020). This is compatible with Yongyuan, Thanasethakorn and Choomchuea (2010) that educational service area office administrators, educational supervisors, school administrators, teachers, and parents mostly agreed with the Ministry of Education' policy in distributing educational opportunities of for children of different nationalities and cultures to have the opportunity to attend schools.

Culturally responsive teaching has been considered as a way to implement the concept of multicultural education in schools. In recent years, academics have paid much attention to the importance of creating the classroom experience with students' cultures in order to strengthen the social, academic and cultural values of all children. This study was designed to identify teachers' perceptions towards the importance of culturally sensitive teaching in elementary schools in the United States. It was found that 96% of respondents considered culturally sensitive teaching to be an important part of working with culturally diverse students. Significantly, it was not possible to observe that the way teachers presented their perceptions of the importance of culturally sensitive teaching matched the manner in which they responded to the traits of culturally relevant pedagogy (Phuntsog, 2001). Besides, Gay (2002) defined culturally relevant pedagogy (CRP) as a teaching management that used cultural characteristics, experiences, and perspectives of students with cultural differences as a teaching medium to make teaching students of different cultures more effective. Gay (2002) also pointed out the quality of education for students of color, both special and regular educations. It could be greatly improved by using teaching and practice programs that reflected cultural heritage, experiences, and perspectives in which many elements of culturally responsive teaching were explained along with some research on student achievement. This included the teachers' critical cultural consciousness, a pluralistic classroom atmosphere, a diverse student community, and a multicultural curriculum. Without culturally sensitive teaching, education would never be the best. Therefore, it should be essential for students who were not part of the majority and mainstream. Furthermore, multicultural education would help teachers and students as well as students and students to know each other in different dimensions, and to encourage, support, and accept each other without bias. Multicultural arts education was able to bring people together by sharing beliefs values and aesthetics in one's own ideas to others through education in art in order to understand the relationship between cultures and aesthetics of different groups, and to analyze the similarities and differences, as well as to accept and appreciate cultures that were different from their own through the study of arts and culture with understanding (Bates, 2000). This conformed with Yongyuan, Thanasethakorn and Choomchuea (2010). Additionally, Gay and Kirkland (2003) proposed that developing a critical consciousness towards individuals and professionals concerning racial, cultural and ethnic diversity should be a core component of teacher preparation in the education system. This idea also corresponded to Naowarat (2018) that preparing teachers to work with new learners in the new century required a certain pattern so that teachers would have knowledge about the new world of learners.

Therefore, the researcher realized the importance of preparing student teachers to be ready to educate students, especially students with diverse cultural diversity. It could enable art student teachers in teacher

education institutions to develop their multicultural competency to realize the value and importance of teaching and learning for diverse learners. It should be prepared at the root by relying on cooperation in the teaching and learning process from all stakeholders including teacher education institutions and schools where students practiced their teaching. This could create an effective learning and teaching management process, and produce graduate art teachers with competence in multiculturalism in a diverse classroom context with knowledge, skills, and good attitudes towards the multicultural classroom both in the north and all over Thailand. This idea was relevant to Gay's (2001) culturally relevant pedagogy concept. Gay proposed five elements of teaching concepts related to learner culture including component 1 the development of cultural diversity fundamental knowledge, component 2 the design of culturally relevant curriculum, component 3 the cultural empathy and the building of a learning community, component 4 cross-cultural communication, and component 5 the consistency between learners' cultures and classroom teaching. The contents in the Art Instruction 3 course were integrated according to Bank's (2014) concept. Bank proposed 5 dimensions of multicultural education management. The first dimension was content integration which corresponded with Banks and Banks's (2005) 4-step approach for integrating multicultural contents as follows. The first step was the contributions approach. The second was the additive approach. The third step was the transformation approach. The fourth step was the social action approach. For these reasons, it leaded to an article on "The Effect of The Multicultural Competency Development for Art Student Teachers of a Public University in Northern Thailand". The researcher hopes that this work will be useful to any art teacher education institutions as a way to develop multicultural competence of art student teachers according to culturally relevant pedagogy. Moreover, there will be art education student teachers who have competency in multicultural competence in terms of knowledge, skills and good attitude towards multicultural society. They will accept the differences of their classmates, people around them, their community, and their society for a peaceful society in the future.

Research Objective

1. To study the effect of the multicultural competency development for art student teachers.
2. To examine the change in multicultural competency of art student teachers.

Research Methodology

The researcher mainly used the research methods and collected data through the participatory action research process of Kemmis & McTaggart (1988) and Sutthinarakorn (2013). The processes for conducting research were as follows:

Sample

The sample group in this research consisted of 36 fourth-year students studying in the art education program, faculty of education of a public university in northern Thailand enrolling in the Art Instruction 3 course (CI 4642) in the second semester of the 2020 academic year. They were selected using purposive sampling method.

Scope of the Research

1. Area scope

1.1 The development of art education teaching and learning management in this research referred to the organization of the teaching and learning process for the Art Instruction 3 course of the Bachelor of Education Program in Art Education (5 years) (revised curriculum 2012). It consisted of objectives, contents, instructional management guidelines, media and learning resources, and measurement and evaluation of the art education program, faculty of education of a public university in northern Thailand which had ethnically diverse students including Tai Yuan, Tai Yai, Hmong, Tai Lue, White Karen, Akha, central and northeastern students.

1.2 This experimental approach to the development of art education teaching and learning management was conducted as a case study in the Art Instruction 3 course which was a course in the existing curriculum and opened for teaching. However, the course's objectives, contents, teaching activities, media and learning resources, measurement and evaluation were adjusted. The teaching process based on the concept of culturally relevant pedagogy was emphasized through the content integration. It was conducted with the fourth-year students majoring in art education, faculty of education of a public university in northern Thailand in the second semester of the 2020 academic year, totaling 1 semester.

2. Content scope

2.1 This study was a participatory action research for developing art education teaching and learning management based on the culturally relevant pedagogy. The contents were concerning art education teacher preparation, the concepts of art education instruction, the concept of culturally relevant pedagogy, and 5 dimensions of teaching and learning management: the integration of the contents that affected students in teaching and learning management which was related to the culture of the students.

Research instruments and data collection

This research was a participatory practice research with both quantitative and qualitative data collection. The accuracy and reliability of the data were verified by using the data triangulation. The research instruments and data collection were explained as follows.

1) Semi-structural interview

The interview was about knowledge and experiences in art education teaching and learning management as well as perspectives on cultural diversity. The interview form contained a line of questions by specifying the issues studied as follows: 1) general information, 2) multicultural perspectives and experiences, 3) cultural diversity in the classroom/department and teaching and learning management, and 4) the possibility of integrating the culturally relevant pedagogy concept with the art education teaching and learning management. It was built from a research conceptual framework derived from theoretical concepts and research related to the development of art education teaching and learning management for student teachers to have multicultural competence. The content analysis was utilized to gain baseline information in order to be a guideline for the development of teaching and learning management for student teachers in the future.

2) Observation

There were 2 types of observation including participant observation and non-participant observation.

2.1) Participant observation

- The participant observation was employed for interviews and clarifications to all stakeholders regarding research goal and research process in the development of art education teaching and learning management for student teachers to have multicultural competence. The content analysis was used to obtain background information as a guideline for further student development.

- The participant observation was employed for a group meeting to collect problems and formulate plans about art education teaching and learning management for student teachers to have multicultural competence in order to create understanding, sense of empathy and sense of ownership of the research project. This meeting was considered as the orientation of the participants. The plan making technique was used. The attendees were all stakeholders. The content analysis was employed.

- The participant observation was used for teaching and learning management in the Art Instruction 3 course in order to provide knowledge and understanding to art education student teachers to have multicultural competence and to solve problems according to the designed plan. The content analysis was employed.

- The participant observation was utilized for organizing seminars to exchange knowledge, concerning the results of art education teaching and learning management for student teachers to have multicultural competence, between the researcher and the students after the teaching practicum. The content analysis was used.

2.2) Non-participant observation

- Non-participant observation was employed for students' teaching practice in the educational institutions in order to investigate the teaching performance of student teachers to have multicultural competence. The content analysis was used.

3) Focus group discussion record forms

Focus group discussion record forms included a participation observation record form, a student's teaching observation record form, a focus group discussion record form, and a reflection record form explained as follows.

3.1) The participation observation record form

- The participation observation record form was used for the group meeting in order to clarify and make an understanding regarding research goals and processes in developing art education teaching and learning management for student teachers to have multicultural competence. It was also used to create understanding, sense of empathy and sense of ownership of the research project. The meeting was considered as the orientation of the participants including all stakeholders. The content analysis was employed.

- The participation observation record form was utilized for collecting problems and formulating plans concerning art education teaching and learning management for student teachers to have multicultural competence. In this meeting, the plan making technique was used. The attendees were stakeholders who were school teachers and university lecturers. The content analysis was employed.

- The participation observation record form was used for teaching and learning management in the Art Instruction 3 course aiming to provide knowledge and understanding to art education student teachers to have multicultural competence and to solve problems according to the designed plan. The content analysis was employed.

- The participation observation record form was utilized for checking the teaching performance of student teachers in the Art Instruction 3course. The content analysis was used.

- The participation observation record form was used for organizing seminars to exchange knowledge between the researcher and all stakeholders concerning the development of teaching and learning management for art education student teachers to have multicultural competence. The content analysis was used.

3.2) The student's teaching observation record form

- The student's teaching observation record form was employed for the students' teaching and learning management in classrooms and students' teaching practice in educational institutions in order to examine the results of teaching practices with multicultural competence. The content analysis was used.

3.3) The focus group discussion record form.

- It was utilized in a group meeting to brainstorm problems and set plans concerning the development of art education teaching and learning for student teachers to have multicultural competence. In this meeting, planning techniques were also used. Participants in the meeting were stakeholders who were teachers in the school and lecturers in universities. The content analysis was used.

3.4) The reflection record form.

- It was used in a meeting to examine the result of the teaching performance of the Art Instruction 3 course and resolve problems according to the designed plan. The content analysis was used.

4) Questionnaire

The researcher used a questionnaire asking students' opinions on teaching and learning management related to their own cultures during the teaching practice in educational institutions. The quantitative data were statistically analyzed for percentage, mean, and standard deviation in order for further development of teaching and learning management.

Research process

The data were mainly collected through the participatory action research process of Kemmis & McTaggart (1988) and Sutthinarakorn (2013). The research activities consisted of two phases according to the semesters. Phrase 1 was during June – September 2020, and phrase 2 was during November - December 2021.

Step 1 Planning

1) Explore the basic information about curriculum in art education teaching and learning management of universities in Thailand.

2) Study curriculum problems in the past and present on the issue of developing art education teaching and learning management leading to analysis of guidelines for solving problems.

3) Study the problems of art teaching and learning management as a guideline to develop or improve the quality of instruction

4) Interview about experiences of art education teaching and learning management and perspectives on cultural diversity of all target groups in order to obtain preliminary information.

5) Analyze and synthesize the results of the interview to be a guideline for teaching and learning management for all target groups as well as to obtain guidelines for the development of art education teaching and learning management by integrating the culturally relevant pedagogy with the Art Instruction 3 course.

6) Organize the group meetings with all target groups to collect problems and formulate a plan for the development of teaching and learning management according to the culturally relevant pedagogy in order to obtain guidelines for teaching and learning management and course syllabus.

7) Employ teaching guidelines to develop a course syllabus for using in the art education teaching and learning management according to the culturally relevant pedagogy.

Step 2 Action

1) The lecturer introduced the course to students in order for them to have knowledge and understanding about the art education teaching and learning management by integrating the culturally relevant pedagogy with the Art Instruction 3 course.

2) The lecturer began to organize the teaching and learning process according to the prepared guidelines.

3) The students practiced teaching in classrooms.

4) The students went out to practice teaching in schools where the target teachers were teaching and in various schools with cultural diversity.

Step 3 Observation

1) Teaching and learning process was conducted by the lecturer according to the designed plan.

2) The students practiced teaching in classrooms, whereas the lecturer observed students' characteristics in teaching and learning management.

3) While the students went out to practice teaching in schools, teachers in the targeted schools monitored and controlled the students' teaching and learning management in accordance with cultures. The teachers also supervised, controlled and monitored teaching and learning management of students in other schools.

Step 4 Reflection

1) There was a reflection activity through the opinion writing of the students about cultural diversity in classrooms and in the society.

2) The students gave the presentations about the results of teaching practice in schools, the exchange of knowledge relating to the diversity of learners in different schools, and the management of teaching and learning corresponding to learners' cultures.

When step 4 was completed, the lecturer used the results of teaching and learning management for further planning, improvement, correction and development as shown in the diagram below.

Conclusion

1. The results of the development of multicultural competency of art student teachers using a questionnaire revealed that, before studying, the students expressed their opinions on the art education teaching and learning management according to the concept of culturally relevant pedagogy in terms of attitude the most at a high level, with mean of 4.23. Besides, the skill and knowledge aspects were in a moderate level, with mean of 3.28 and 3.19 respectively. On the other hand, after studying, there was a change in all aspects at a high level. The knowledge aspect had the greatest change, with mean of 3.78, standard deviation of 0.78; followed by the skill aspect with mean of 3.85, standard deviation of 0.78. There was the least change in the attitude aspect with mean of 4.25, standard deviation of 0.74.

2. According to the questionnaire, semi-structured interview, observations and focus group discussion record form, the change in multicultural competency of art student teachers demonstrated that 19 students with no change was the most proportion (52.78%), followed by 13 students with a change (36.11%). The least proportion were 2 students with highly change and decrease (5.56%). There were not many changes because the majority of students had a positive attitude towards art learning management for multicultural learners. Furthermore, the findings reflected that the students still lacked knowledge and skills in teaching and learning management according to aforementioned concept. However, after studying, students had better knowledge and skills. Moreover, instructors and student teachers had an understanding in multicultural learners and had a positive attitude towards the diversity of learners. They had to be careful with their speeches, minds and behaviors that could be sensitive to the feeling of the learners; thus, this did not cause bias against each other and they could live together peacefully. In addition, student teachers were able to manage the art education teaching and learning in various schools that corresponded to the cultural diversity of the learners.

Discussion

1. The results of the development of multicultural competency of art student teachers using a questionnaire revealed that, before studying, the students expressed their opinions on the art education teaching and learning management according to the concept of culturally relevant pedagogy in terms of attitude the most at a high level, with mean of 4.23. Besides, the skill and knowledge aspects were in a moderate level, with mean of 3.28 and 3.19 respectively. On the other hand, after studying, the students' opinions changed in all aspects at a high level. The knowledge aspect had the greatest change, with mean of 3.78, standard deviation of 0.78; followed by the skill aspect with mean of 3.85, standard deviation of 0.78. There was the least change in the attitude aspect with mean of 4.25, standard deviation of 0.74. These results reflected that students still lack knowledge, understanding and skills in teaching and learning management according to the aforementioned concept. However, after studying, students had better knowledge and skills which corresponded to the research study of Arphattananon (2020). Arphattananon found that, for an overall of the development of multicultural

schools to build multicultural competence through education for teachers and students in Thailand, teachers and school administrators had positive attitude and correct understanding of cultural diversity. However, they still lacked cross-cultural communication skills, skills for teaching culturally diverse learners, and open attitude to respect and value all cultures. In addition, Miller and Fuller (2006) developed the cultural competence of early childhood student teachers through their own Cultural Self-Analysis (CSA) project. They found that the Cultural Self-Analysis (CSA) project was able to serve as a catalyst for incorporating cultural understanding into teacher preparation programs in order to enhance the cultural competence of future early childhood teachers to have a strong potential to expand knowledge and practical strategies. It was necessary to develop the essential cultural competence for teaching multicultural children and working with family effectively. After finishing the CSA project, they felt more comfortable with their ability to interact with multicultural children and families while they prepared teaching.

2. According to the questionnaire, semi-structured interview, observations and focus group discussion record form, the change in multicultural competency of art student teachers demonstrated that 19 students with no change was the most proportion (52.78%), followed by 13 students with a change (36.11%). The least proportion were 2 students with highly change and decrease (5.56%). There were not many changes because the majority of students had a positive attitude towards art learning management for multicultural learners. Furthermore, the findings reflected that the students still lacked knowledge and skills in teaching and learning management according to aforementioned concept. However, after studying, students had better knowledge and skills. Moreover, instructors and student teachers had an understanding in multicultural learners and had a positive attitude towards the diversity of learners. They had to be careful with their speeches, minds and behaviors that could be sensitive to the feeling of the learners; thus, this did not cause bias against each other and they could live together peacefully. In addition, student teachers were able to manage the art education teaching and learning in various schools that corresponded to the cultural diversity of the learners. These results also corresponded to the research study of Arphattananon (2020) that the implementation of lesson plans for culturally diverse learners in teaching practice could enable students to develop their skills in living and working with one another in a multicultural society. Moreover, it could enable students to deal with conflicts and to improve the social movement skill in order for them to solve problems arising in the students' daily lives. This was the ultimate aim of providing education for culturally diverse learners. It conformed with the research of Suwanma and Srisuk (2017) that, after the workshop, teachers had an opportunity to practice teaching in classrooms with students of various ethnicities which enabled them to have competency in teaching and learning management with the Rater Agreement Index: RAI between 0.80-0.99. The students at all grade levels changed their behaviors in a better way. Furthermore, according to the research of Phinla (2016), it was found that the guidelines for enhancing social studies learning management competence for living together in a multicultural society for teachers in the 21st century should focus on enabling learners to be able to practice according to their potentials in line with the living in a globalized society based on cultural diversity.

Recommendation

1. There should be the development of multicultural competency of art student teachers according to the culturally relevant pedagogy in other art education courses, so that student teachers will understand, accept, respect one another as well as understand, accept, and respect diverse students. Moreover, they will provide equal teaching and learning for multicultural learners.

2. There should be a study and analysis of the problems of multicultural learners in various contexts at all levels in order to improve guidelines for the development of teaching and learning management according to the culturally relevant pedagogy as well as to maximize benefits in all dimensions.

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ED-052

An Investigation of Students' Desirable Characteristics Based on the Principles of Sufficiency Economy Philosophy for Primary Schools in the Northeast

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Abstract

The study was a preliminary study from a larger research project to investigate the desirable characteristics of students in Northeast elementary schools based on the principles of sufficiency economy philosophy. The data collection steps consisted of two steps: 1) synthesizing 12 academic document papers and research related to students' characteristics according to the philosophy of sufficiency economy; and 2) determining the indicators of students' characteristics according to the philosophy of sufficiency economy. The finding revealed that six desirable characteristics should be cultivated by the learners according to the principles of sufficiency economy philosophy, including 1) integrity, 2) discipline, 3) diligence, 4) frugality, 5) sufficiency, and 6) patience.

Keywords: Students' Desirable Characteristics, Principles of Sufficiency Economy Philosophy, Northeast elementary schools

Introduction

As technology advances in Thailand, social conditions and people's ways of life have altered. Children's and youth's behaviors have changed, which has led to a decline in society's state. Thai children and teens are shaped to adhere to consumerism for a variety of reasons, which are elements that place them in such distressing conditions that they tend to consume and live opulently (Phadung Jitjuajun, Online).

Therefore, the 2008 Basic Education Core Curriculum seeks to turn students into good, smart, and joyful people with possibilities for further education and employment. (OBEC, 2008) and set standards and indicators to instill and nurture learners' adherence to the sufficiency economy in thinking, as well as other qualities required for 21st-century living. Planning and conducting as well as other 21st-century skills are included (Chakparun Wichaakharawit, 2018). In addition, the Basic Education Core Curriculum 2008 defines the first goal as possessing morals, ethics, and virtuous principles of self-worth, developing self-discipline; adhering to their religion’s tenets; and following the principles of sufficiency economy philosophy (SEP) in their mindset (OBEC, 2008).

The principles of SEP are the name of a Thai development approach attributed to King Rama IX that places a strong emphasis on people being and acting in all spheres of existence to advance along a medium route fit for the direct way of life of the Thai people, at the family level, community level, and state level, especially in economic development to keep pace with the current phase of globalization, as well as in the development and management of the nation ((NESDC, 2014). Sufficiency-based philosophical principles serve as the cornerstone of

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life, which underpins the stability of the nation. It resembles a pile that has been fastened together to support the dwellings and the structure itself. The principles of feeding the majority of the population must be established as a foundation for the development of the country.

The principles of SEP are comprised of the following three rings (components) and two accompanying conditions, respectively (NESDC, 2014, pp. 14-16).

1) Moderation is defined as being neither too much, nor too little, but rather appropriate for the circumstance, in keeping with one's position in society, the environment, and local culture, and is unable to affect wither oneself or others.

2) Reasonableness means making rational decisions based on
academic grounds, legal principles, moral standards, ethical principles, and decent culture. This also includes taking a close look at the current situation and weighing the potential implications of such actions.

3) Self-Immunity means getting ready for impacts and changes in the
economy, society, environment, and culture so that one can quickly adjust and cope with internal and external changes. The SEP recognizes the dynamic and fluid circumstances and situations in people's lives.

4) Appropriate Knowledge means using caution and great care while putting numerous academic fields to work when organizing and carrying out each stage of planning and implementation.

5) Ethics and Virtues. The improvement of the nation's mental infrastructure
is vital and will foster human development so that people become more honest, understand love and oneness, are not avaricious or stingy, can live with others, and live with intelligence, patience, persistence, and attentiveness.

Based on the research studies at the primary school level, the findings on the students' desired characteristics according to the SEP principles are varied and could be summarized as follows:

REF 1 Manasanun Khamton (2018, pp. 35) research abstract "Development of indicators of sufficiency characteristics according to the Sufficiency Economy Philosophy for lower secondary school students in Chiang Rai province." The results of the study revealed that there are 4 indicators of morality:

1. Honesty
2. Generosity
3. Diligence, perseverance
4. Knowing love and unity

REF 2 Oratai Thonglueklit and others (2017, pp. 256) have studied morals ethics of learners in educational institutions under the Ministry of Education in 6 areas: discipline responsibility Integrity, sacrifice, patience, forbearance and sufficiency were found that the aspect with the highest average In order of importance is discipline. responsibility sacrifice Sufficiency Integrity and patience.

REF 3 Pipidhanawwadee Somkhane and Prayoon Saengsai (2022, pp. 1236) said that the knowledge and morals of the learners Knowledge must be promoted through opportunities to develop skills in various fields, morality, such as discipline, respect, honesty, filial piety, diligence, patience, interest in knowledge and conscience in doing good for the public. in terms of skills, productivity and responsibility (Productivity and Accountability) in society together for well-being.

REF 4 Chakparun Wichaakharawit (2018, pp. 50) researched "Moving the Sufficiency Economy Philosophy to Basic Education in Ban Pang Mayao School Chiang Dao District Chiang Mai Province" summarizes the virtues born to learners, consisting of frugality, diligence, patience and honesty.

REF 5 Jetsada Srisuphap (2020, pp. 124) The results of the research, "The model of character development is sufficiency according to the philosophy of sufficiency economy among junior high school students under the Secondary Educational Service Area Office, District 26". Just according to the philosophy of sufficiency

economy of junior high school students under the Office of Secondary Education Service Area 26, there are 4 aspects. including economic sufficiency cultural sufficiency environmental sufficiency and social sufficiency.

The SEP principles offer an alternative solution for solving problems in Thai education. Students who are instilled with the philosophy of the sufficiency economy Philosophy It will be a basic virtue that will make children grow up to be good adults. Live according to the Sufficiency Economy Philosophy: live together with others in society with generosity that does not interfere, leading to peace, love, unity, and lasting happiness.

In 2007, the Ministry of Education established a policy framework for solving problems and improving the quality of education. By adopting the implementation of the Sufficiency Economy Philosophy as a direction for policy formulation with a focus on the development of balanced and sustainable education, both in quantity and quality, to lay the foundation for the continuous long-term development of education and to keep pace with the changing world. Therefore, the Ministry of Education has adopted the philosophy of sufficiency economics into practice. with important activities as a focus The strategy consists of encouraging all educational institutions to organize learning activities to cultivate morality Supporting various forms of student development activities as a mechanism to promote morality Educating all levels of management on the philosophy of sufficiency economics and good governance. Integrate in personnel development in all courses and strengthen the student care system. Because of this, educational institutions must use the philosophy of sufficiency economy as a guide for making their policies (Kasem Wattanachai, 2008).

The Office of the Basic Education Commission (OBEC) has revised the Basic Education Curriculum B.E. 2544 to be clearer in the goals and quality of learners. In accordance with the 2007 Constitution, by promulgating the Basic Education Core Curriculum B.E.Development of learners is to have morals, ethics, and desirable values, discipline and practice according to the principles of Buddhism or their religion; to adhere to the philosophy of sufficiency economy; and to have desirable characteristics or focus on 8 quality learners, namely patriotism-religion-king Sincerity, discipline, a desire to learn, and a willingness to work Being Thai, having a public mind, and establishing indicators standards in the 2008 curriculum are all aimed at cultivating and cultivating learners to adhere to the sufficiency economy philosophy in thinking, planning, and conducting, as well as other features required to live in the twenty-first century (Sufficiency Education Center Yuwasathirakhun Foundation, online). The pupils should keep this in mind as they study the moral values that they have been taught by the SEP, and foster the students' desired characteristics, which are the crucial virtues that will help youngsters, develop into moral adults. Follow the SEP when living can promote cooperation, kindness, and non-interference to bring about peace, love, and permanent happiness. Especially Ethics and Virtues are varied and could be summarized as follows:

Chakparun Wichaakharawit (2018, pp. 50) researched "Moving the Sufficiency Economy Philosophy to Basic Education in Ban Pang Mayao School Chiang Dao District Chiang Mai Province" summarizes the virtues born to learners, consisting of frugality, diligence, patience and honesty.

Pipidhanawwadee Somkhane and Prayoon Saengsai (2022, pp. 1236) said that the knowledge and morals of the learners Knowledge must be promoted through opportunities to develop skills in various fields, morality, such as discipline, respect, honesty, filial piety, diligence, patience, interest in knowledge, and conscience in doing good for the public in terms of skills, productivity, and responsibility (productivity and accountability) in society together for well-being.

Therefore, this current study aims to synthesize the characteristics of students in elemental schools that offer sufficient economic learning for communities and teachers through document analysis of 12 documents and related literature.

Research Objective

1. To synthesize students' characteristics according to the philosophy of sufficiency economy.

2. To determine the indicators of the students characteristics according to the philosophy of sufficiency economy.

Research Methodology

The 12 relevant documents and research studies were carried out to categorize the students' characteristics according to the principles of sufficiency economy philosophy.
(ONCC, 2002; Ministry of Education, 2008; Basic Education Core Curriculum, 2008; Ministry of Education, 2009; Office of the Permanent Secretary, 2007; Chakparun Wichaakharawit, 2018; Jetsada Srisuphap, 2020; Manasanun Khamton, 2018; Oratai Thonglueklit and others, 2017; Pipidhanawwadee Somkhane and Prayoon Saengsai, 2022). These primary sources are drawn from Thai contexts. The research method was divided into two steps as follows:

Step1: Synthesize the related academic document papers and research. In this step, the researcher analyzed 12 academic document sources, and synthesized the characteristics of students according to the philosophy of sufficiency economy.

Step2: Determine the indicators of the students' characteristics. The content analysis method was used to look at the indicators from the sources, and the frequency of more than 50% of them was used to create the indicators for students based on the sufficiency economy philosophy.

Conclusion

The result of the study 12 relevant documents and research studies were carried out to categorize the students' characteristics according to the principles of sufficiency economy philosophy as follows:

Table 1 The results of the students' characteristics according to the principles of sufficiency economy philosophy

Components	ONCC (2002)	Ministry of Education (2008)	Basic Education Core Curriculum (2008)	Ministry of Education (2009)	Office of the Permanent Secretary (2007)	Chakparun Wichaakharawit (2018)	Jetsada Srisuphap (2020)	Manasanun Khamton (2018)	Oratai Thonglueklit and others (2017)	Pipidhanawwadee Somkhane and Prayoon Saengsai (2022)	Pamon Supapak and other (2017)	Rommanee Butjantra (2021)	frequency	percentage
diligent	√	√			√	√		√		√			6	50.00
responsibility	√				√				√		√		4	33.33
frugality	√	√		√		√					√		5	41.67
discipline	√	√	√	√	√				√	√			7	58.33

Components	ONCC (2002)	Ministry of Education (2008)	Basic Education Core Curriculum (2008)	Ministry of Education (2009)	Office of the Permanent Secretary (2007)	Chakparun Wichaakharawit (2018)	Jetsada Srisuphap (2020)	Manasanun Khamton (2018)	Oratai Thongluekit and others (2017)	Pipidhanawwadee Somkhane and Prayoon Saengsai (2022)	Pamon Supapak and other (2017)	Rommanee Butjantra (2021)	frequency	percentage
nationalism, religion, and, monarchy	√		√										2	16.67
Integrity		√	√	√	√	√		√	√	√	√		9	75.00
politeness		√											1	8.33
cleanliness		√											1	8.33
harmonious relations		√						√					2	16.67
being considerate		√											1	8.33
willing to learn			√							√	√	√	4	33.33
sufficiency			√				√		√		√	√	5	41.67
earnestness			√									√	2	16.67
Thainess			√										1	8.33
public mind			√	√						√			3	25.00
gratitude				√						√			2	16.67
patient					√	√			√	√	√		5	41.67
generosity					√			√					2	16.67
sacrifice									√		√		2	16.67
respect										√			1	8.33

Table 1 shows the students' traits in terms of morality according to the sufficiency economy philosophy. The document inquiry constructs 20 components of the students' moral traits based on the principles of sufficiency economy by combining and synthesizing similar features from ideas, theories, research studies, and relevant organizations' rules and regulations. The students' characteristics include these three major components: 1) Integrity, 2) discipline, and 3) diligence, with 75%, 58.33%, and 50%, respectively. The other traits with a frequency of less than 50% are responsibility, frugality, nationalism, religion, and, monarchy, politeness, cleanliness,

harmonious relations, being considerate, willing to learn, sufficiency, earnestness, Thainess, public mind, gratitude, patience; generosity, sacrifice, and respect. According to the principles of sufficiency economy, students should have frugality, sufficiency, and patience, which are seen as characteristics of students according to the principles of sufficiency economy.

Discussion

Components of students' characteristics were determined using document analysis through various academic sources in Thai contexts from 12 sources, according to the principles of sufficiency economy philosophy. According to the research findings, there are categories for the students' characteristics based on the principles of sufficiency economy. The research findings revealed that there are six components of students' characteristics according to the principles of sufficiency economy philosophy includes 1) integrity, 2) discipline, 3) diligence, 4) frugality, 5) sufficiency, and 6) patience. This pattern of research is consistent with the previous concept of Chakparun Wichaakharawit (2018, pp. 50), who researched "Moving the Sufficiency Economy Philosophy to Basic Education in Ban Pang Mayao School, Chiang Dao District, Chiang Mai Province." This concept summarizes the virtues born to learners, consisting of frugality, diligence, patience, and integrity. In addition, Pamon Supapak and colleagues (2017) conducted research on the development of youth leadership characteristics in a sufficiency economy. The research showed that 1) the qualities of young leaders in sufficiency economies are: (1.1) having good immunity to protect yourself, your family, and your country; and (1.2) having enthusiasm, being brave enough to think and act, and being strong-willed. (1.3) having morality in saving, honesty, and taking responsibility for the country; (1.4) being attentive to learning about the economy Sufficiency (1.5) courage, patience, and sacrifice. As a result, all six characteristics are desirable characteristics based on the principles of sufficiency economy and should be cultivated in learners according to the philosophy of sufficiency economy.

Recommendation

1. Those who are interested in students' characteristics based on the principles of sufficiency economy philosophy should analyze needs and expectations for determining
students' desirable characteristics based on the principles of sufficiency economy philosophy.

2. This research study was a qualitative design, therefore, students' characteristics based on the principles of sufficiency economy philosophy are a desirable characteristics that communities and teachers needs.

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ED-055

Production and Development of High-Performance Vocational Manpower

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Abstract

The quality enhancement of vocational education management for and creating the country's competitiveness is the mission according to the policy and focus of the Office of the Vocational Education Commission (OVEC). This policy is driven by the establishment of the Center of Vocational Manpower Networking Management (CVM) under the Excellent Center Project which is the policy and focus of the Ministry of Education in 2023, "Education to Improve Career Skills and Increase Competitiveness". At present, there are 431 government vocational education institutions (Office of the Vocational Education Commission, 2021). 120 vocational institutions were selected as educational institutions with specialized excellence under the driving standard of the Excellence Center for vocational education, which aims to produce and develop workforces in the fields that are the needs of the country according to the Thailand 4.0 model. They were managed through the 25 centers of Vocational Manpower Networking Management, together with the joint committee and sub-committee of public and private sectors for vocational manpower development, to increase the number of professional workforce with knowledge and skills in technology and innovation for the main industrial groups in the current and future development of the country.

Keywords: CVM, excellent center, vocational manpower, high performance

Introduction

Currently, the government has increasingly focused on the management of vocational education to produce professional workforces from vocational institutions. The government has set a national agenda to promote the production of high-quality manpower in the domestic and foreign labor markets. With the support of the government through the Ministry of Education, the Office of the Vocational Education Commission (OVEC) has received budget contributions to establish the Center of Vocational Manpower Networking Management (CVM) on 24 November 2021. Twenty-five educational institutions are assigned to oversee 25 professional fields with high labor demand now and in the future, including the following disciplines: mechanical technology, production technology, automotive body and paint repair technology, electronics, mechatronics and robotics, tourism, hotels, conferences and exhibitions, logistics and supply chain management, retail businesses, plant science, animal science, food and nutrition, marine mechanical technology, aircraft maintenance, railway transportation control and maintenance technology, petrochemistry, electricity generating industry, alternative power technology, digital business technology, construction, gem and jewelry, refrigeration and air-conditioning technology, metal technology, and beauty technology. In this paper is **to present** High-Performance Vocational Manpower, CVM and Excellent Center, and Conclusion.

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High-Performance Vocational Manpower

High-performance vocational manpower is the production and development of manpower to meet the acceptable standards of domestic and ASEAN labor markets and the encouragement of graduates to apply their knowledge, skills, attitudes, and characteristics in their work operation and in real life. High-performance vocational manpower management isthe skill addition and development--reskill, upskill, and new skill--for workforces so that they can cope with new normal lifestyles. These changes result in the adjustment of manpower production process to meet the needs of national development and technological change along with the national strategy, as well as creating the country's competitiveness and economy mobilization (Theera Chinapha et al.: 2022). Thanu Wongjinda, the Secretary-General of the Vocational Education Committee, addressed the policy of the Minister of Education, Ms. Trinuch Tienthong, to improve the quality of vocational education management in order to produce and develop high-quality workforces under 5 main policies: 1. enhancing the quality of public and private vocational education, 2. enhancing cooperation and create images of public and private vocational education, 3. expanding educational opportunities and vocational education equality, 4. strengthening safe vocational education, and 5. enhancing the efficiency of management. Seven urgent policies are: 1. enhancing dual vocational education, 2. enhancing vocational boarding programs with free education for careers, 3. driving the new dual education system, 4. mobilizing the vocation for public assistance centers, 5. propelling the safety center of OVEC, 6. reforming colleges in fisheries and agriculture technology, and 7. creating vocational education images. The production policy of high-performance vocational education workforce has been implemented according to the 15-year policies and strategies (2012-2026) of the OVEC for 10 years and is entering its 11th year of operation. There is a policy to increase the number of vocational learners with quality according to the cooperation framework of the ASEAN Economic Community. It promotes and develops various forms of vocational education management and vocational training, both formal and informal education and dual system. Collaborative vocational management to produce and develop manpower between the educational institutions and the establishment, especially the dual education system and professional experience training in the workplace, has been promoted. Moreover, there is a policy to increase educational opportunities and vocational training for non-formal groups (vocational projects to produce craftsmen based on Phra Dabos Concept), as well as policies to adjust images, attitudes, and social acceptance toward vocational learners through a qualitative process among students, parents, and communities.

CVM and Excellent Center

Center of Vocational Manpower Networking Management (CVM) helps the vocational education system increase the potential to manage in the field consistent with urgently needed occupation groups for the country's development. It has the main missions of producing and developing manpower in accordance with the needs of the country, enhancing the country's competitiveness, and encouraging graduates to have careers with decent incomes. The OVEC, by the subcommittee of public and private sectors for vocational manpower development, has selected 25 educational institutions with specialized excellence in education management in the field that responds to the News S-Curve to be the CVM center throughout the country. There are educational institutions with education management excellence as a network institution. The vocational educational institution selected to be a CVM center shall be an institution with educational and spatial contexts conducive to vocational education management in the fields of the country's industrial development goals (S-Curve) through the intensive dual vocational system. The OVEC provides budgets and resources to the selected excellent institutions for organizing quality vocational education (Office of the Vocational Education Commission, 2021). The guidelines or criteria for selecting excellent centers are as follows: (Notification of the Office of the Vocational Education Commission, 2021) 1) the institution cooperates with establishments in the management of dual educational system, 2) the number

of teachers in the excellent and specialized fields is sufficient to manage quality vocational education, and teachers have the ability to produce digital media and organize learning on digital platforms, 3) the institution has educational infrastructure and environment as quality sources of digital learning, 4) the institution manages vocational education to produce and develop manpower in fields of the country's industrial development goals (S-Curve), 5) the institutions must be accredited by the vocational institution quality from its original affiliation, 6) the institutions has collaboration with domestic or oversea vocational/higher education institutions in exchanging academic and professional knowledge of teachers and learners, 7) the institution must continuously develop the curriculum in accordance with professional standards together with the establishment, be able to link professional competencies to academic qualification system, and has a variety of learning management innovations, 8) the institution has educational and spatial contexts conducive to vocational education management of the excellent fields with quality, and 9) the institution empowers learners and graduates with competencies and qualifications that meet the needs of the establishment and graduates are employed after graduation.

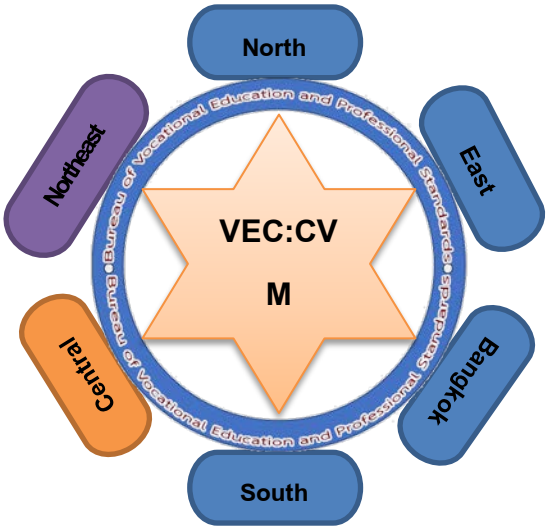


Figure 1 Twenty-five CVM Centers in 6 regions under the supervision of OVEC

The operation of all 25 CVM centers is driven through the Vocational Excellent Center by producing high-potential manpower according to the contexts of the area-- the industrial development zone and the special economic development zone under the special economic policy of the country governed by the Special Economic Zones Development Policy Committee, e.g., Tak Economic Development Zone, Trat Economic Development Zone, Sa Kaeo Economic Development Zone, Mukdahan Economic Development Zone, Songkhla Economic Development Zone, Eastern Economic Corridor (EEC), Western Economic Development Zone, and Economic Development Zone of Southern Border Provinces. Professional competencies in future skills are also developed to accommodate the sudden change in the world situation and to support the advancement of the 21st century with the capacity of Thailand's workforce through the Center of Vocational Manpower Networking Management. There are 13 government-supported enterprises in 10 provinces of Special Economic Zones: 1) agro-industry, fishery industry, and related industries, 2) ceramic product industry, 3) textile, garment, and leather industry, 4) furniture products, 5) gem and jewelry industry, 6) medical device product, 7) automotive, machinery, and parts industry 8) electronic and electronic industry, 9) plastic manufacturing industry, 10) pharmaceutical manufacturing industry, 11) logistics industry, 12) industrial zone or estates, and 13) tourism promotion industry (Bureau of Area Development Strategy and Planning, Office Economic Development Commission, 2016). All 13 industries consist of 62 types of businesses, for example,

plant drying and silo, feed manufacturing, plastic products manufacturing, building development for industrial plants, electric vehicles, and cosmetics manufacturing.

For the OVEC's policy on producing and developing high-performance vocational workforces to meet the needs of entrepreneurs and government policies, the CVM has been operated in connection to institutions classified as an excellent and specialized group. This Excellent Center has been established since 2020 in response to the policy of driving the country's targeted industry or S-Curve. The targeted industries include 1) next-generation automotive, 2) smart electronics, 3) affluent, medical, and wellness tourism, 4) agriculture and biotechnology, 5) food for the future, 6) robotics, 7) medical hub, 8) aviation and logistics, 9) biofuels and biochemistry, 10) digital industry, and 11) infrastructure. 120 vocational institutions were selected as the Excellent Centers, consisting of 107 government and 13 private educational institutions. These 120 institutions are monitored and assessed yearly. The disciplines selected as Excellent Centers receive special budgets every year for the purpose of special education organization, from the student selection process, teacher recruitment, promotion of learning management development, and adequate and appropriate specialized material and equipment support. In all 120 institutions, the Office of Vocational and Professional Standards has appointed a committee to select educational institutions according to the notification of specialized characteristics of vocational institutions as the Vocational Excellent Centers. Twenty-five institutions were selected as the CVM centers as follows: 1. Mechanical Technique - Chachoengsao Technical College, 2. Mechanical Technique (automotive body and paint repair technology) - Chaiya Industrial and Community Education College, 3. Production Technique - Samut Songkhram Technical College, 4. Electronics - Nakhon Nayok Technical College, 5. Tourism - Chiangrai Vocational College, 6. Hotel - Phuket Vocational College, 7. Convention And Exhibition - Khon Kaen Vocational College, 8. Plant Science - Suphanburi College of Agriculture and Technology, 9. Animal Science - Songkhla College of Agriculture and Technology, 10. Food And Nutrition - Chachoengsao Vocational College, 11. Mechatronics and Robotics - Sattahip Technical College, 12. Logistics and Supply Chain Management - Udon Thani Vocational College, 13. Marine Mechanical Technology - Nakhon Si Thammarat Seaboard Industrial College, 14. Aircraft Maintenance - Thalang Technical College, 15. Railway Transportation Control And Maintenance Technology - Chonburi Technical College, 16. Petrochemistry - Maptaphut Technical College, 17. Electricity Generating Industry - Mae Moh EGAT College of Technology and Management, 18. Alternative Power Technology - Chaiya Phum Technical College, 19. Digital Business Technology - Thonburi Commercial College, 20. Construction - Sakaeo Technical College, 21. Gems and Jewelry - Golden Jubilee Royal Goldsmith College, 22. Retail Business - Bangna Commercial College, 23. Refrigeration and Air-conditioning Technology - Rajasitharam Technical College, 24. Metal Technology - Hatyai Technical College, and 25. Beauty Technology - Samut Prakan Polytechnic College. Additionally, there are another 95 Excellent Centers as follows: Mechanical Technique (Chonburi Technical College, Nakhon Sawan Technical College, Phrae Technical College, Automotive Industry Technical College, Trang Technical College, Nakhon Si Thammarat technical college, Sakon Nakhon Technical College, Nakhon Ratchasima Technical College, Chachoengsao Technical College, Toyota Automotive Technological College), Telecommunication Technology (Nawamin Thrachutit Industrial and Community Education College), Electronics (Nakhon Nayok Technical College, Lampang Technical College, Surat Thani Technical College, Nongkhai Technical College), Science-Based Industrial Trade (Suranaree Technical College, Science-Based Technology Vocational College (Chonburi)), Science-based Commercial and Services (Phang Nga Technology College), Hotel (Pathumthani Vocational Education College, College of Business Administration and Tourism, Chiang Mai Vocational College, Phuket Vocational College, Ubon Ratchathani Vocational College, Wimol Business Administration Technological College), Science-based Agricultural Biotechnology (Lamphun College of Agriculture and Technology), Plant Science (Chiang Rai Agriculture and Technology College, Phrae College of Agriculture and Technology, Phayao Provincial Agriculture and Technology College, Chiang Mai College of Agriculture and Technology), Animal Science (Lopburi College of Agriculture and Technology, Si Sa Ket College of Agriculture and Technology), Aquaculture (Tinsulanonda Fisheries College), Farm

Mechanics (Buriram College of Agriculture and Technology), Agro-Industry (Mahasarakham College of Agriculture and Technology), Science-based Food Technology (Singburi Vocation College), Food and Nutrition (Saowabha Vocational College, Eamla-or Vocational College, Chachoengsao Vocational College, Nakhon Pathom Vocational College, Lampang Vocational Education College, Uttaradit Vocational Education College, Chiang Rai Vocational College, Songkhla Vocational College, Pattani Vocational College, Nakhonratchasima Vocational College, Surin Vocational College, Thai & International Food Technological College), Electronic Engineering Science-Based Technology Vocational College (Chonburi), Mechatronics Engineering (Suranaree Technical College), Mechatronics and Robotics (Suranaree Technical College, Sattahip Technical College, Minburi Technical College, Ayutthaya Technical College, Suphan Buri Technical College, Saraburi Technical College, Samut Sakhon Technical College, Samutsongkhram Technical College, Kamphang Phet Technical College, Phichit Technical College, Nakhon Si Thammarat Technical College, Roi Et Technical College, Siam Technology College), Marine Maintenance (Phuket Vocational College), Logistics and Supply Chain Management (Udonthani Vocational College), Marine Mechanics (Ban Khai Technical College, Nakhon Si Thammarat Seaboard Industrial College), Aircraft Mechanics (Don Mueang Technical College, Samut Prakan Technical College, Sattahip Technical College, Thalang Technical College, Ubon Ratchathani Technical College, Khon Kaen Vocational College), Railway Transportation Control and Maintenance Technique (Sattahip Technical College, Chonburi Technical College, Ayutthaya Technical College, Nakhon Lampang Technical College, Hatyai Technical College, Surat Thani Technical College, Wapi Pathum Technical College, Ban Phai Industrial and Community College, Tharn Technological College), Petrochemistry (Maptaphut Technical College, IRPC Technology College), Chemical Industry (Rayon Technical College, IRPC Technology College), Instrumentation and Petroleum Control (Hatyai Technical College), Electricity (Photharam Technical College, Saraburi Technical College), Electricity Generating Industry (Mae Moh EGAT College of Technology and Management), Power Technology (Chaiya Phum Technical College), Digital Business Technology (Intrachai Commercial College, Thon Buri Vocational Education College, Thonburi Commercial College, Wangnamyen Technical College, Suphan Buri Vocational Education College, Chiang Mai Technical College, Udonthani Vocational College, Khon Kaen Vocational College, Tangtrongchit Commercial Technological College), Computer Graphics (Santirat Vocational College, Siam Business Administration Technology College), Information Technology (Krabi Technical College, Siam Business Administration Technology College Nonthaburi), Construction (Dusit Technical College, Sakaeo Technical College, Boonthavorn Technology College), Textile Technology (Photharam Technical College), Gems and Jewelry (Golden Jubilee Royal Goldsmith College), Retail Business (Bangna Commercial College, Panyapiwat Technological College), Refrigeration and Air-conditioning Technology (Rajasitharam Technical College), Metal Technology (Hatyai Technical College), Beauty Technology (Samut Prakan Polytechnic College) (Office of the Vocational Education Commission, 2021).

Conclusion

The high-performance vocational workforce has been developed for 10 years and is entering its 11th year of development. New branches are organized to produce graduates into the labor market of the country with quality. Meet the needs of both domestic and ASEAN establishments. New professional fields are classified as Excellent Centers, consisting of 107 government schools and 13 private schools. Advanced and outstanding disciplines include mechatronics and robotics, logistics and supply chain management, digital graphics, digital technology, rail transportation management, modern automotive technology, airline businesses, aircraft mechanics, ship maintenance, information technology, petrochemistry, industrial chemistry, textile technology, food technology, beauty technology, etc. These new branches promote future professions with high demand, i.e., software developer, cybersecurity, robotics engineer, project manager, e-commerce specialist, mobile application

developer, content creator, user experience (UX) researcher, business consultant, sale representative, care worker, and mental health counselor. The examples of quality vocational education institutions under the Office of the Vocational Education Commission in response to the policy to promote professional education were Rayong Industrial Estate Technical College, Nakhonratchasima Vocational College, Ubon Ratchathani Vocational College, Khon Kaen Vocational College, Rayong Technical College, Phatthalung Technical College, Hatyai Technical College, Phuket Vocational College, Chumphon Technical College, Ratchaburi Technical College, Sing Buri Technical College, Suphan Buri Technical College, Lampang Technical College, Chiang Rai Vocational College, Phrae Technical College, Phitsanulok Technical College, etc.

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ED-056

Discovering the Teachers' Characteristics for 21st-Century Learning in the Northeast Region of Thailand

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Abstract

This article presents a preliminary study drawn from the main research on a training course for the preparation and intensive development of Thai primary school teachers in the Northeast Region of Thailand. This study aimed to synthesize elements of Thai teacher characteristics in the 21st century. The study evaluated various academic journals and used a synthesis of academic documents and related research through Google Scholar and ThaiLIS. The result showed that the composition of teachers' characteristics in the 21st century consists of four elements: Work with Technology, Work with What Works, Work with Other People, and Work with Appropriate Personal Traits and Beliefs.

Keywords: Teacher Characteristics, Guidelines for Teacher Preparation Programs

Introduction

Several studies examine the preparation program for the 21st century in Thailand and recommend the way forward for teacher education preparation programs. The current teacher education preparation programs in Thailand have been launched continuously to prepare teachers to meet the challenge of the rapid changes in the digital age.

Since 1990, The Teacher Council of Thailand has set standard criteria for professional teachers that identify the key features required for professional teachers in four aspects: mastery, good teaching, morals and ethics, and a commitment to development. The new criteria for teachers with 11 standards cover the same criteria that can be practiced, evaluated, and developed to a new level of quality in terms of teachers' ethics.

Likewise, Thailand has implemented several reforms to raise the quality of the teaching profession, including a 5-year program for pre-service teachers, and a teacher certification system. The additional improvements in terms of teaching professions through in-service training or pedagogical training and seminars. Higher educational institutions also prepare in-service teachers by cooperating with private organizations offering comprehensive programs in the basic education curriculum or other key areas. Similarly, online training activities increase the opportunity to join in with several teaching training courses (Office of the Education Council, 2015, p. 78 cited in Jamjuree, 2017, p. 15).

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For example, a study by Kawinkiat Nonphala (2017) on the potential advancement of teachers as government officials in the 21st century. The teachers' competencies could be summarized as research skills, and present possible self and professional development consisting of knowledge, skills, and desirable traits principles. In addition, Chumchit (2007)'s study reveals that teacher preparation must focus on the self-development of teachers, and cover all aspects, such as having knowledge and understanding of new teaching techniques, and government regulations, using different tools effectively, and promoting permanent stability and prosperity for teachers.

Khamwang & Chaijayad (2016) and Nonphala (2017) have proposed that teachers must have knowledge management, learning, and innovation skills, as well as literacy skills (information, media, and technology skills). The development of desirable characteristics of teachers should be trained in workshops/seminars and provided competent speakers to educate and promote skills using a school-based development method. Buakhamkrot (2020) indicates that using the professional learning community (PLC) would promote, support, and create understanding for teachers in schools, and arrange for them to work together and be ready to learn. Likewise, Yamtim (2020) suggests the supervision, and follow-up for teachers to be developed into true professionals focusing on knowledge, and self-practice.

While the need for curriculum materials, classroom practices, and learning environments to alter is acknowledged to keep pace with the knowledge, and abilities of 21st-century learners, teachers must also have qualities and skills for dealing with rapid changes to prepare students to meet the challenges of the future and foster the development of social and technical skills among students (Faulkner, & Latham, 2016; Nuangchalerm, 2016). This is also consistent with Kawinkiat Nonphala (2017) who studied the subjects on the development of government teacher potential in the 21st century. The findings revealed that the necessary potential for the development of government teachers consists of three areas: knowledge, skills, and attributes. The perceived opinions on the development of desirable attributes were: 1) internal attributes and 2) external attributes. These include the morality and spirit of a teacher, love, kindness towards learners, care, patience, patience, determination, and effort. Practice according to governmental patterns of professional ethics, including behaviors and conduct that is a good example, both verbally and physically.

To promote effective learning management and influence the caliber of learners, teachers must possess positive attributes and training as educators. Instructions for preparing teachers to instruct students effectively with innovative and cutting-edge technologies are also provided. Anything or a symbol that indicates virtue, the desired qualities of society, or the excellent qualities of teachers are considered positive teacher features. The characteristics that make a desirable 21st-century teacher should go hand in hand with the requirements for high-quality learning, as the saying goes, "The quality of children mirrors the quality of teachers". Additionally, being able to use efficient strategies to advance teachers' professional development would put children's academic performance at an advantage.

The overall aim of this paper is to understand the characteristics of Thai primary school teachers that can make the effectiveness of the education experience and wider development of young people drawing on practice in Thailand. In this paper, the authors have examined the characteristics of primary school teachers in the Northeast Region of Thailand. According to the literature reviews, Thai teachers in the 21st century need to be proficient in the following elements: work with technology, work what works, work with other people, and work with appropriate personal traits and beliefs.

Research Objective

The purpose of the study was to synthesize elements of the characteristics of Thai primary school teachers from published papers in the Northeast Region of Thailand.

Research Methodology

The paper is solely based on secondary data examination through journal articles, e-books, reports of various organizations and commissions, and articles published in national, and international sources on Google Scholar and ThaiLIS. This paper will give a brief description of the characteristics of 21st-century Thai primary school teachers in the Northeast Region of Thailand.

Conclusion

The results of the synthesis of teacher characteristics in the 21st century revealed that teachers should have important characteristics: Work with Technology, Work with What Works, Work with Other People, and Work with Appropriate Personal Traits and Beliefs. The teacher development strategy's objective is to assist educators in gaining greater expertise, experience, and knowledge in overseeing the learning process so they can manage activities, work effectively, and benefit students and educational institutions. The potential development of teachers is the most crucial component of high-quality education. The most important element of high-quality education is teachers' potential development. By boosting teacher capacity and bringing it up to pace with that of other nations, all parties involved must make an effort to improve the stability and sustainability of Thailand's educational system.

Discussion

Characteristics of teachers in the 21st century found that teachers should have important characteristics, including Working with Technology, Working with What Works, Working with Other People, and Working with Appropriate Personal Traits and Beliefs.

5.1 Working with Technology

Teachers share the responsibility of building quality education and reconstructing society by shaping the life of learners. The characteristics of 21st-century teachers according to the Bureau of Social Learning Promotion (2014) and Pattanaphon (2014) are those who have skills in the use of technology. Their technology skills would include information, media, and technology.

Teachers with better technological skills are required to respond to the present rapid technological advances in education (Sinlarat, 2013; Sumardi, Rohman, & Wahyudiati, 2020). Since information technology has developed into a vast learning resource, teachers, as well as learners, may access to create their bodies of knowledge, synthesize content, and evaluate materials at any time and anywhere. Thus, the transformation of the educational process to embedding technology to support the teaching and learning process is challenging. Professional teachers continuously develop their learning skills in new things (Choositong, Pawabutra, & Suwannatrai, 2020), including the integration of technology into the classrooms to move toward a learner-centered learning approach (Jan, 2017). The information skills are critical for teachers and may transfer to students to learn how to distinguish reality from fiction, access correct information, and reach appropriate and useful information.

The media and technology skills are also important for teachers as they can be utilized in the classroom as well as a medium for communication and knowledge exchange among students, and teachers. The focus has always been on the positive influences teachers' competencies have on student achievement. For example, the 1070 primary school students' conceptual understanding and interest were measured during the teaching of primary science education. The effects from classroom practices, when added to those of other teacher characteristics positively related to student achievement (Wenglinsky, 2002; Tungduangdee, 2016; Yodsaleem, & Boonsong, 2016; Fauth, Decristan, Decker, Büttner, Hardy, Klieme, & Kunter, 2019).

Therefore, teachers' effective use of new media and technology in the classroom will also affect both students' skills development. The implementation of a new learning environment aided by technology would develop students' competence, such as critical thinking, communication, collaboration, creative thinking, and innovation (Sumardi, Rohman, & Wahyudiati, 2020).

5.2 Working with What Works

Work What Works in this study is defined as the professional skills that are the development of teaching careers teachers as a result of progressively reflecting on and obtaining more experience in their classrooms. As Shulman (2008 cited in Saeed & Akbar, 2021) indicated that professional skills comprise the knowledge of instruction methods, knowledge of student learning difficulties, and specific assessment methods. Professional skills could be summarized as follows: understanding the subject matter, preparing teaching and learning, having content knowledge, communicating information to the students in an understandable manner, and practice of reflection.

Teachers are defined as individuals who have completed practical training in educational institutions following TCT board guidelines and whose primary profession relates to the teaching and learning process, as well as the promotion of learning among learners through various methods at all educational levels (The Teachers Council of Thailand (TCT), 2005; Office of the Education Council Secretariat, 2012).

Much of this literature on teachers' teaching competence examines that teachers must have basic skills, which is one of the most essential requirements for becoming good and successful teachers by mastering the subject matter that would be taught to their students (Thanaphatchotiwat, 2014; Chumchit, 2010). Teaching skills are the most determinant of the student's academic success in the classroom. Thus, teachers must be proficient in explaining the lessons well to maximize the student's understanding of lessons. A well-organization lesson also enables the teachers in making clear descriptions. This is in line with a study by Freiberg, Huzinec, & Templeton (2009). They reveal that teachers' classroom management and assessment procedures have an impact on students' learning and academic progress.

The students must engage in learning and be provided with instructions using a variety of methods and pedagogical approaches. For example, The Bureau of Social Learning Promotion (2014) and Pattanaphon (2014) indicate that those must have a good understanding, and knowledge of instruction management. Additionally, teachers must also be proactive in managing teaching and learning and using a variety of teaching approaches to suit students' learning styles and create opportunities for learners to learn the necessary abilities (Buakhamkot, 2020). Consequently, the implementation of an inclusive teaching and learning environment would lead to better learning outcomes (Siphai, & Wanawan, 2019; Nuangchalerm, 2019; Munna. & Kalam, 2021).

The practice reflection is also crucial for teachers to analyze a teaching process to understand the relationships and influences embedded within it and how it affects individual practice. Therefore, the teacher can reconstruct this incident and develop new techniques to deal with a similar incident in the future classroom. The practice reflection that teachers should do or share on organizing their teaching and teaching their classes, including 1) self-examine individuals practices-identifying the learning barriers, being aware of the underlying issues to react appropriately, giving good feedback to build a positive effect on students' self-confidence and self-esteem, establishing assessment strategies that involve learners in self-assessment activities to help them become aware of their strengths and areas for improvement and to inspire them to create personal learning goals, and using a variety of research approaches to improve teaching and learning; and 2) examine other's practices-critiquing others' practices and providing useful suggestions (Kabilan, 2007; Nessipbayeva, 2012; Nonnapa, 2015)

5.3 Working with Other people

Work with other people in this study could be categorized into two aspects: working with other people in schools and working with people in communities (TCT, 2005; Nessipbayeva, 2012; Munna & Kalam, 2021).

Working with other people in schools is a professional practice that must be based on the principles of social inclusion and foster each student's potential. Teachers must also possess knowledge of students' development and learning as well as confidence while interacting with students, colleagues, and other teachers from other schools. Teachers should be able to interact with students individually and inspire them to become fully engaged, active citizens. Teachers must also be able to work collaboratively with peers in ways that improve students' capabilities and enhance their learning and teaching.

Working people in communities could be defined as working through a school-community collaboration to assist students to improve their well-being in life and study. Teachers should assist students in integrating into their local communities and inspire them to take responsibility locally and globally, encourage students to respect different cultures, be open to cooperation, and observe local and others' common values. Teachers should establish continuous and constructive cooperation with members of the community to examine an instruction and balance the relationship to be more innovative and productive, and to promote individual and organizational learning and growth.

5.4 Working with Appropriate Personal Traits and Beliefs

Another aspect that can be associated with classroom teaching-learning is the personal traits of teachers that reflect teachers' thoughts, feelings, and behaviors. The personal traits of Thai teachers must be based on the King of Thailand's sufficiency economy philosophy (PSE) highlighted a balanced way of living, which has been implemented into the Thai education system. PSE is a method of human development based on three principles: moderation, reasonableness, and self-immunity, with two accompanying conditions: appropriate morality and knowledge (Monsawad, 2010; Office of the Chaipattana Foundation, 2017). The other global characteristics that teachers should exhibit in and out of the classroom include diligence, responsibility, morality, a sense of community, physical and emotional stability, belief in the value of education, adaptability, being a spiritual teacher, serving as a role model, wisdom, teachership, being a person of learning, expressing love for the teaching profession (Thanaphatchotiwat, 2014; Promkarn, 2016; Athiratpanya & Kanat, 2018; Chumchit, 2010; the Bureau of Social Learning Promotion, 2014; Thanaphatchotiwat, 2014; Pattanaphon, 2014).

Recommendation

Teacher qualities should be instilled in the teacher's production process. Therefore, it should be proposed educational institutions that are responsible for producing teachers. Using the research results as a guideline for formulating curricula for teacher production and development and being consistent with the current education management are prioritized. Teachers should also develop themselves in terms of knowledge enhancement skills and experience in organizing the learning process so that teachers can organize activities and work efficiently. Likewise, school administrators should study and apply guidelines for teacher development in learning management in the 21st century to fit the context of each educational institution, especially in small schools with limited personnel and resources to make effective learning management in the 21st century.

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ED-057

Immersive Learning in the Classroom of the Future

Chonlachai Sreechiang[1]

Abstract

The purpose of this article is to present the essence and necessity of digital technology for education, which highly affects the development of educational institutions to be practical, systematic, modern, and ready to deal with changes. Specifically, the content includes definitions, significance, and elements of smart classrooms that significantly contribute to learning management with effective digital technology. Additionally, the benefits and importance of Augmented Reality (AR) and Virtual Reality (VR) technologies in education are mentioned. This development of educational environment aims to equip learners to cope with changes in the digital era which results in in-depth experiential learning, called immersive learning.

Keywords: educational digital technology, smart classroom, AR, VR, immersive learning

Introduction

The world is now entering an era of economic and social systems in which digital technology significantly integrates with people's lives. Digital technology also completely transforms the structure of economic activities--production process, trade, and services--and other social processes, as well as the interaction between individuals. In the future, it is predicted that the competition for digital technology will increase with the development of new technologies to support the rapid changes in the global society, moving toward a borderless learning society. In order to produce people to live and keep up with changes, we need to look to the future and analyze ways of pushing and developing the country's education. This can be done by developing learners with the necessary skills for the future so that they can live happily in changing society (Sreechiang, 2020). Digital technology, therefore, must be introduced in supporting learning management to produce learners with skills, knowledge, and experience.

Thus, the development of a smart classroom where digital technologies are applied, including the introduction of Augmented Reality (AR) and Virtual reality (VR) technologies, and supported activities to enhance the classroom experience for learners to deeper learning. In this paper is to propose ideas and perspectives on digital technologies that can be used in educational management, especially in smart classroom management, where digital technologies and the use of AR and VR technologies are used to support educational management to create immersive learning.

Educational Digital Technology

Nowadays, in the digital era, society is changing rapidly due to technological advancement which increasingly plays an important role in human society and everyday life. Punkhetnakorn et al. (2021: 329) said that nowadays the progress of digital technology is continuously and exponentially evolving and there is a sudden change in technology. This surge of changes, defined as digital disruption, is the impact of the combination of digital technologies and new operating models, as well as the key concepts for adapting learning methods. Therefore, the design and development of online learning materials using digital technology as a tool is of great importance. As learners' learning behaviors today have changed, the design of content and learning activities should respond to learners' age and their learning behaviors. Learning should focus on providing learners with knowledge and skills in accordance with 21st-century situations. Additionally, the learning styles are different depending on age and individual interests. Technology literacy enables learners to quickly search for information according to

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their interests both in learning and working. Moreover, learners in the 21st century should be bold to express opinions, think out of the box, and courage to make decisions with technology supporting creativity. Technologies that administrators must apply in educational institution administration include:

1. Cloud computing is a technology of online cloud servers. Schools do not need to set up their own server systems on the school site. This technology saves the schools' budget for data storage and software applications and investment in hardware and system administrators because these costs are included in the responsibilities of cloud hosting providers. Examples of cloud hosting providers are Amazon Web services (AWS), Microsoft Azure, IBM/Soft Layer, and Google Computer Engine. The cost of cloud services depends on the applications or software used and the required storage capacity and connectivity.

2. Mobility devices include portable equipment that can be used anywhere, e.g., mobile phones, smartphones, tablet PCs, and other computing devices with free access for mobile use. These devices have applications that allow users--teachers, school personnel, or even students--to access various knowledge resources inside and outside schools. According to mobile phone usage statistics, only 0.20% of the world population used mobile phones in 1990, but in 2015 the number increased to 50%. In the past, mobile phones were only used as a telephone, but now it is multipurpose.

3. In the digital age, social media have a strong influence on the attitudes, behaviors, and beliefs of people in society. The influential social media included Line, Facebook, Twitter, WeChat, and Instagram. Therefore, school administrators must be able to use social media effectively and suit the nature of school management. For example, the administrators may use the Line Group for informal communication of news, information, knowledge, and understanding, but not for formal direction or management. Nowadays, social media can also be used to support school management, on the other hand, it can destroy the school work atmosphere in case of inappropriate use.

4. Now and in the near future, by the year 2020, everyday devices will be connected via the Internet with the Internet of Things (IoT) technology, e.g., office equipment, home appliances, smartphones, tablet PCs, and smartwatches. IoT can be used to create teaching innovation, organize the structure and administration into a smart office, or plan the work-at-home concept in the future.

For school management in this digital age, If teachers know how to use digital technology, it will increase school efficiency. For example, in teaching and learning, teachers may not use PowerPoint or other presentation programs alone, but use the Internet to connect knowledge from the outside world to the classroom. Students will enjoy learning more and teachers can play the role of learning facilitators well. Furthermore, students can learn through inquiry learning or cooperative learning inside or outside the classroom with fun. Teachers can also create a digital classroom environment. However, technology cannot replace teachers but teachers who do not use technology must be replaced by teachers who have technology literacy.

Based on the above-mentioned, the authors agree that the introduction of digital technologies in educational management is very necessary due to the changing conditions of the digital world. Everyday objects are directly or indirectly related to digital technology. Educational management and design of content and learning activities must respond to the needs of both learners and social expectations. The application of digital technology in educational management also increases schools' capacity and develops schools with the potential to cope with changes in the digital society.

Smart classroom

Nowadays, digital technology is evolving in many different aspects and it can be well applied to teaching management. Organization of environments and facilities to foster learners' learning is, therefore, much better than

it was in the past. With basic equipment, such as computers or smartphones and the Internet, a classroom that is a simple square room can become like a large library. In the past, if a teacher wants to teach students how to make snacks, s/he need to find someone to teach students or has to learn how to make snacks himself/herself and transfer the knowledge to students. At present, the teacher just googles the ingredients and preparation methods, then searches YouTube to find a chef to teach students. Cooking class can easily happen. This is what happens in the time when knowledge content is uploaded online and accessible to everyone. The importance of a new role for teachers is to analyze and manage big data for learners to screen and teach them how reliable the data are. Technology will assist teachers as learning designers, adjust the difficulty of activities, and analyze the learning proficiency and deficiency of individual learners. Additionally, technology help records and process the data and send the result to the teacher. Innovation has been used to enhance teaching. EEF (2020) by Mingsiritham & Koraneekij (2019: 234) discussed five components of smart classroom: 1) teacher, 2) learner, 3) digital tools and supporting technologies, 4) learning activities, and 5) evaluation.

Element 1: The instructor is an important part of making learning with this open smart classroom application successful. The instructor conveys knowledge and experience to learners by presenting learners a problem or question to think, analyze, and search for information from open educational resources provided by the instructor, including other external sources. After that learners can take the information into consideration and choose the answer from reliable sources. The instructor must understand his/her role well and act as a facilitator of learning for learners. Moreover, the instructors should be a mentor who gives advice, motivates learners' thoughts, and provides appropriate learning and research resources.

Element 2: Learners of the 21st century are learners who learn through technology medium by themselves and in groups. They can learn from various learning resources, not limited in the classroom. Moreover, learners are free to set their own time, place, and method of learning. In addition, they must have skills in knowledge retrieval, problem-solving, using digital tools and information technology to facilitate learning, and selecting appropriate technology to present their individual or group work. The researcher has studied the needs of university students to create an application for an open smart classroom using open educational resources which are not much available. According to the need analysis, the respondents had the highest need in the learning aspect.

Element 3: Digital tools and supporting technologies focus on the use of tools and technologies in response to learners with emphasis on quick access to information and flexible usage on different technological devices.

Element 4: Learning activities focus on an activity or lesson with questions or problems that encourage critical thinking skills and learning methods. Learners can access the learning resources through the teacher's instruction and researching the knowledge themselves or their peers' suggestions.

Element 5: Evaluation is an essential part of ensuring the quality of education management and activity organization. This is to determine the value of education management performance. Evaluation can be done before, during, and after learning. In the research, there is an evaluation from the assessment of information skills, media and technology for learners, behavior observation, work evaluation, and satisfaction assessment with the application for the open smart classroom. The assessment forms are derived from analyzing and synthesizing relevant documents and research, including quality validation by experts. Then, the results are used to improve and revise the assessment form for the experiment.

S: Showing, the ability to present information in teaching through technology media, 2. M: Manageable, the ability to manage teaching system, media, equipment, resources, and environment in smart classrooms, 3. A: Accessible, the ability to access information sources of learning through the use of media, tools, and equipment in smart classrooms, 4. R: Real-time interactive, the ability to interact while creating an instructional experience, including learning through interactive media, tools, and technology devices in smart classrooms, 5. T: Testing, the

ability to test or validate qualitatively for teaching activities and monitoring of learning behaviors in using smart classrooms.

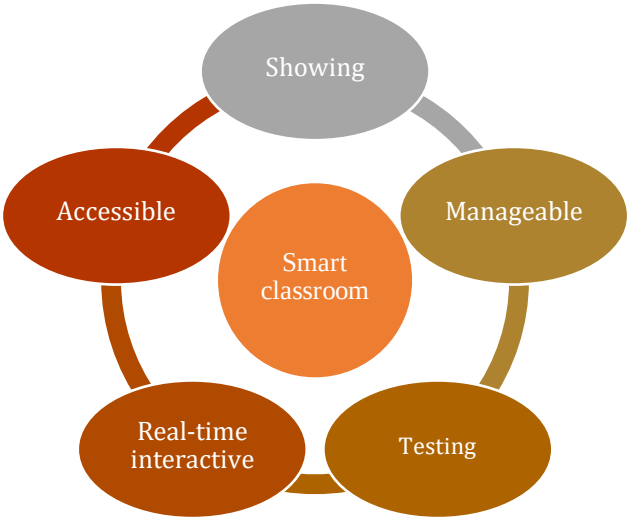


Figure 1 Elements of Smart Classrooms

The authors are of the view that smart classrooms refer to a classroom where technologies are involved in all teaching processes. The main purpose is to empower both instructors and learners through the enhancement and development of a more effective teaching experience, with the support of various forms of digital technology. As a result, instructors and learners can interact at any time in and out of the classroom, creating a classroom with a learning environment anywhere, at any time.

Immersive Learning

The advances in digital technology in media and entertainment are rapidly evolving. This technology can be applied in various educational areas. For example, AR technology enables learners to acquire knowledge and experiences from virtual images that are replicated to overlap with the real world. Moreover, VR technology enables learners to acquire knowledge and experiences as they actually participate in that event or place, or create virtual worlds that enhance their learning potential and encourage creativity.

CSL (2022) said that rapid change comes from new technologies triggering change, so today's world of learning and education is no longer confined to the classroom. There are many IT technologies that facilitate education, for both teachers and learners. One of the technologies that is likely to become the new educational norm in the future is virtual world technologies, consisting of 2 technologies:

1. Augmented Reality (AR) technology is a technology that uses communication devices, e.g., mobile phones, and smartphones, to integrate the virtual world, which shows images, audio, and videos on the devices, into the real world environment as if it is bringing the virtual world out into the real world.

Smithirittha (2022) said that Augmented Reality or AR is a virtual reality-based technology that is highly popular today. This can be seen in the launch of Pokemon GO, a smartphone-based game of Nintendo with AR. This game gained popularity and generated huge revenue over time. In an era where technology and innovation are the precursors to businesses and consumer activities. In the digital age with a smartphone or tablet to connect to the Internet as the fifth factor, commerce has to adopt a proactive online strategy for social media channels by developing attractive multimedia. Pokemon GO is the turning point that makes AR technology closer to consumers. AR is widely applied in various areas, including art, medicine, education, and commerce. According to the operating principles, the device displays information in the form of images or audio suitable for users' environments through hardware devices and software. In order to use AR technology, a total of 4 factors are required: 1. The AR Code is

like a maker in order to determine the position of the object, 2. The Eye is the position of the camera or other sensors used to view the AR Code and process it, 3. The AR Engine is the processor from the AR Code reading, and 4. The Display is a monitor that allows us to see the information that AR Engine has processed as a picture or a three-dimensional video. Smartphones that we currently used combine AR Engine and Display together (scan and immediately display). The most widely used AR technology today is divided into 2 types: 1. The Geospatial AR system is an AR technology that integrates with the GPS (GPS-based AR) system, for example, the popular Yelp Application used by tourists to find attractions and famous stores, or even the hottest game application, Pokémon GO, where the player walks around and captures Pokémon from a real location. This game combines AR with the mapping system in a smart way. 2. 2D AR system is a two-dimensional media AR technology often used in commercials or education. This type of AR technology is highly-popular because of the less complexity of the system and easier to use. 2D AR system turns two-dimensional objects into three-dimensional objects with an AR code through a web camera. Scanning by a smartphone's camera, the system processes the code and visualizes three-dimensional objects. Examples of 2D AR system implementation are children's storybooks that incorporate 2D AR system to fulfill storylines and imagination.

In education, AR has taken on an increasingly important role according to the development of innovation and digital technologies in education and has played a role in learning and development. According to IPST (2020), the use of AR in education has increased the learners' interest in learning, and the instructor does not have to explain much. Exams were conducted before and after using AR in education. There was a significant improvement in scores after using AR. NIA (2019) said that AR technology is a technology that combines the virtual world with the real world by processing images through a camera and then displaying them on a screen as 3D images that float over the real surface. This technology is useful in many ways, such as in business. It is applied by using smartphones to create interesting product presentations or create a replica of the product wearing so that customers can choose products easier and more fun. In education, AR is used to transform complex knowledge that is difficult to understand into concrete models and make it easier for learners to understand. Learners can see from a massive storm to tiny DNA structures.

DAQRI Anatomy 4D Application

Google's AR Expeditions were born from the inspiration of bringing the imagination into the virtual world. The AR capabilities make it easier for learners to understand knowledge. For example, the human body structure is hard to understand. The DAQRI Anatomy 4D Application with a body structure poster helps learners visualize clearly by scanning the poster with a cell phone's camera. The application creates a three-dimensional human body model with complete information about each body part. A similar application such as DAQRI Elements 4D uses the same principles to create the three-dimensional periodic table in a more precise and understandable model.

Quiver Application

AR technology is useful in the academic aspect and can also be used to enhance creativity. As in the Quiver application, which is an application for young children, there are many images that can be downloaded for children to color. The colored images become three-dimensional animations. The images in the application cover science to social subjects or even cartoon characters that children love. Besides, this application improves children's imagination and promotes muscle development and collaboration between hands and eyes.

HP Reveal Application

AR technology is not only beneficial for learners. For instructors who want to design their own teaching, the HP Reveal application is ready to create the desired classroom. Users can use this application to design AR with photos, animations, or videos of their own or of others who share information through this application. Instructors can use the designed AR, while learners learn and experience how AR works. In conclusion, the application of AR in the classroom significantly improves learning and opens the door to a new world. Although

there are some limitations to implementing this technology, in the future, the education sector will adopt AR to a full degree. As a result classroom learning will catch up with the ever-changing world and the utmost benefit will fall on learners.

2. Virtual reality (VR) technology is the technology that brings users into the virtual world. This technology creates a new virtual environment both vision and audio. The virtual environment may look similar to or different from the real-world environment. Using VR technology, users wear a VR headset to connect themselves to the virtual world created by the computer system. Learners have new and different perspectives. This is in line with Funchian (2020) who said that virtual reality (VR) is a 360-degree virtual world. AR creates vision and reaction to virtual objects of the real world, while VR technology takes users into the virtual reality world through VR glasses. This technology gives a sense of reality where the user allows to be part of virtual reality and react as much as possible in the virtual world according to the set boundaries. At present, the industry involved in VR technology is expanding and growing dramatically due to investments and support from around the world. In the near future, VR devices will be cheaper and more accessible to people at all levels. VR technology can help learners go into the virtual world of learning without leaving the classroom. They can experience what they read or see in the book and fool the body into a new place. Additionally, VR technology allows learners to visit various cultural attractions around the world, including unseen lands, such as the Egyptian City and dinosaur land.

The authors opined that the application of AR and VR technologies in education management considerably increases teaching effectiveness. For example, using AR technology by bringing 2D and 3D virtual images to overlap with real-world images or environments makes it easier for learners to visualize or imagine things in real-world settings. VR technology can also use making instructional materials more interesting, allow learners to have a virtual experience in some places without traveling, or create a virtual world that has an environment fostering learning in various ways related to the lesson or the learner's interest. This will efficiently enhance imagination, resulting in immersive learning.

Conclusion

In today's social environment, digital technologies play a role in every part of human life, directly or indirectly. Learner development to cope with changes in the digital age is essential. Therefore, the application of digital technologies to support the educational management process, both in administrative systems, academic work, or document work will make the school more efficient, convenient, and faster in its management. Additionally, digital technology can be used for classroom management. The inclusion of digital technologies in all teaching processes will empower both instructors and learners by creating and developing more effective teaching experiences. Teachers and learners can interact with each other through various supporting digital technologies, inside and outside the classroom. Consequently, a classroom with anywhere-anytime learning is created. Moreover, AR and VR technology contribute to immersive learning based on reinforcing experiences to learners through simulated environments or scenarios. As a result, learners can learn and develop new skills and techniques more from a reality that is unable or difficult to achieve. The learner is not just a spectator, but will also be part of a learning situation or outcome with the safe and limitless practice that will significantly enhance imagination.

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ED-058

Vocational Education and the Production and Development of Workforce in the Future

Chumphol Khamthien[1]

Abstract

This academic paper aims to present the essence of vocational education and future workforce production and development. Since the world is transitioning to dependence on capital-technology industries, drawing on the potential of the best technologies of the modern era to apply in industrial systems which creates new innovations in the production system is essential. Moreover, having skilled workers with advanced industrial skills in line with the development of technology is also required because labor is an important mechanism to drive the industrial system. Both new and existing workers should be cultivated. At this point, strategy formulation for the development of national education is vital, especially institutions and vocational schools that produce and develop manpower to keep up with the future changes of the world and in line with the changes in the economy, society, and digital technology and the needs of the industrial sector. This article presents the dimensions of change in the future, the vocational education change, industry 4.0 and new skills of vocational education, quality driving in vocational education, and creating national-building vocation.

Keywords: national-building vocation, industry 4.0, workforce production and development

Introduction

Moving into the technological age in the industry or Industry 4.0 increase work efficiency, rapidity, and flexibility, as well as productivity of manufacturing systems. This creates a production revolution to drive the economy and embrace the growth of the industry. Changes in technology in the industry affect human living and working. The labor force must be prepared with the knowledge, attitude, and skills necessary for incurring changes so that they can work with robots and artificial intelligence. The preparation for labor with technology to replace must be in accordance with technology development so that they can develop skills and compete with the labor market abroad. Preparing people who are about to start a new job and giving priority to people who are already working through the practice of necessary labor skills is not only necessary for industrial and labor sectors but public and private sectors, establishments, and education must have good knowledge, attitude, and skills to be ready for changes. Particularly, vocational institutions that produce and develop manpower to enter the labor market must focus on the production of qualified workforce who are ready to work with the technology of change.

Future Dimensions of Changes

Education and human resource development from the pre- to post-industrial and digital technology era today, especially in vocational education. Vocational education institutions that produce and develop manpower must adapt and focus heavily on the design of vocational management that creates a new generation of people into opportunities and challenges with the changing dimension in the future. As a result, the manpower or workforce has the skills and ability to work with robots and artificial intelligence.

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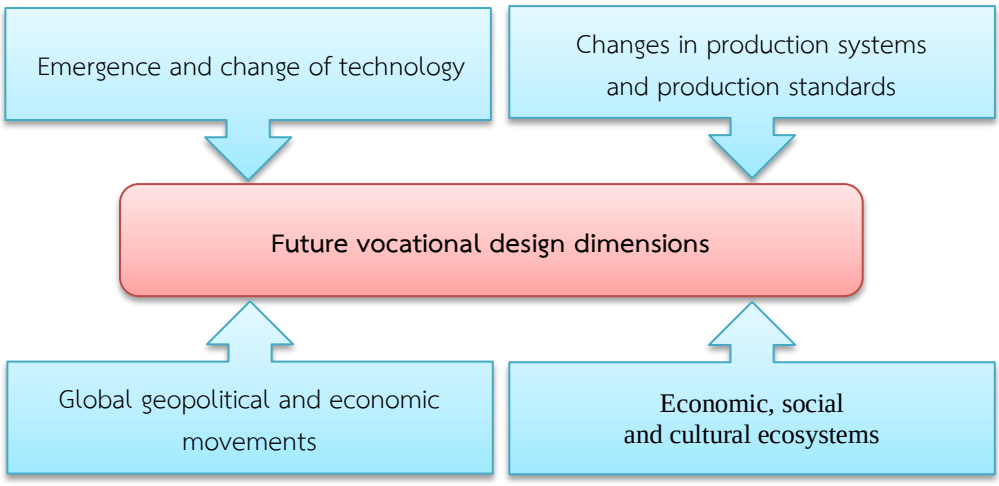


Figure 1 Design Dimensions of Future Vocational Education

1. Emergence and change of technology The emergence and rapid transformation of technology, from robotics, automation, artificial intelligence, communication, IT, information systems, Big Data, the development of the Internet of Things, etc. The movement of technology is a catalyst for changes in global society, from individual life to culture, economy, entry into the future of people, livelihoods, societies, and relationships to new business models, as well as energetic management of new foundations of thought.

2. Changes in production systems and production standards The shift of the industry and new production systems has aimed to reduce the cost of production processes with automation systems that rely on mechanical robots and intelligent management with limited human work, called knowledge-based production mechanisms. There are standards that regulate the whole system. The creation of economy - investment and development of the country's personnel must respond to the need for people development and achieve the goals of industry, manufacturing, and modern service.

3. Global geopolitical and economic movements The essence of the two sectors interacts significantly with each other. This helps to guide the direction to the "offensive or defensive" of countries with limited political and economic power, such as Thailand in order to create wealth and survive with the most minor loss according to the dynamics of the economic, trade, and financial wars.

4. Economic, social and cultural ecosystems The changing economic, social, and cultural ecosystems result in the transition of self-management of humans and society and the world environment to the digital world. The traditional transitions from agricultural society culture to commercial society, industrial society, and post-industrial society have changed the thinking and livelihoods. The culture of the digital age is in a new and borderless economic ecosystem. People can access knowledge "when needed" and enter the world through the virtual world. Additionally, Big Data databases make work and life easier.

The world changes and so does vocational education.

Vocational education is a study aimed at developing people with skills that meet the needs of labor markets. Therefore, it shall keep pace with economic and global trends to prevent the curriculum from falling behind. UNEVOC identifies the challenges for labor markets that may continue for decades as follows:

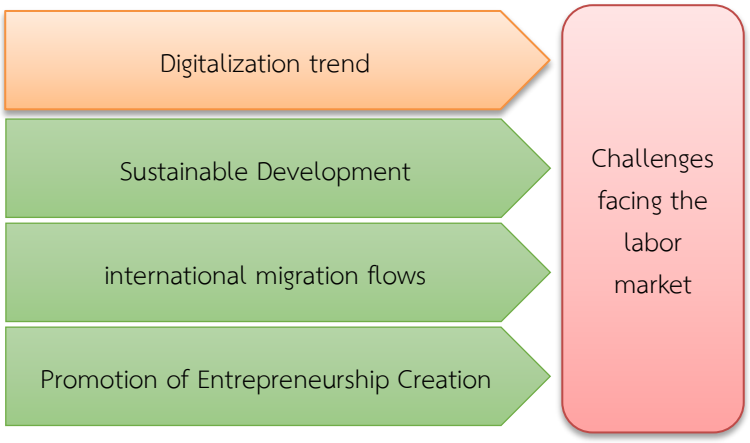


Figure 2 Challenges faced by the labor market

1. Digitalization The world of work in the future will progress rapidly and be increasingly intelligent until we are unable to keep up. It affects people directly in terms of becoming part of work or completely changing the nature of the current work. Manual work and routine work are going to be extinct soon. But what cannot be predicted is where technology will stop developing. If digitalization is still a problem that "disrupts" the labor market, then modern workers must also be aware of the development of innovation.

2. Sustainable development The new feature the business sector is looking for from workers is environmental awareness. Businesses in the future will be operated by considering using the least natural resources for the worthiest production and jointly maintaining the environment through corporate culture and other lifestyles. This attribute causes by instilling the right attitude and knowledge in the education system.

3. International migration+ In a globalized world that allows students to study abroad and migrate internationally independently, technical and vocational education in many countries is a system that accommodates many international students. It prepares vocational students to enter the country's labor market with quality. As a result, future vocational education must consider the plan to admit international students to study together with domestic students and teachers.

4. Promoting entrepreneurship Technical and vocational education learning at the global level offered courses to promote entrepreneurship for the advancement of individuals and economic society. The entrepreneurial concept study gives workers a broader view of market trends and consumer needs, a flexible problem-solving perspective, and situational adaptation. These are good survival skills in the rapidly-changing labor market.

Industry 4.0 with New Skills of Vocational Education

Human resource development plays an important part in the success of the economy. If workers' skills are not in line with the needs of the industry, it may prevent the economy from achieving its potential. The 4th Industrial Revolution impacted people's jobs and professional skills. Therefore, it is necessary for everyone to understand the application of digital technology and have digital literacy. At this point, human resource development is an important issue. International Labor Organization (ILO) analyzed the impact of Industry 4.0 and revealed that workers working in electronics and electricity are at high risk of being replaced by automation. Low-

skilled or unskilled jobs may be affected. Computers will be used to replace routine jobs. The skills needed in the 21st century, in connection to Industry 4.0, were workers must have the ability to learn to use technology expertly and learn to work with various data formats, including understanding and considering the environmental and social impacts of different technological and innovative options. The creation of educational, training, and learning alliances are required to develop technical and vocational training courses.

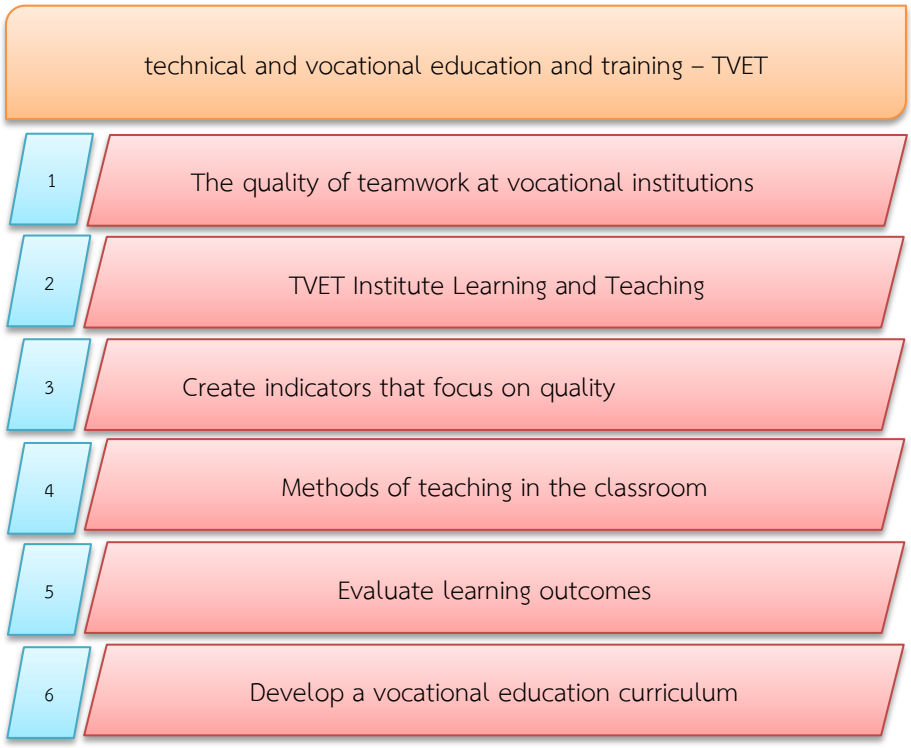


Figure 3 Development of Technical and Vocational Training Curriculum (TVEC)

The TVET Center provides effective instruction by focusing on the following implementation:

1. Promote quality culture and team working at vocational institutions.
2. Transform the learning and teaching paradigm of TVET.
3. Create quality-oriented indicators and set standards for quality improvement.
4. Promote classroom teaching for self-learning ability.
5. Evaluate learning outcomes using assessment tools in the classroom.
6. Cooperate with the industrial sector to improve and develop a vocational education curriculum.

Driving the Quality of Vocational Education

The Office of the Vocational Education Commission is the main organization in the production and development of manpower. It is necessary to plan and develop manpower to meet the needs of the establishment s and have the ability to deal with changing technologies by emphasizing learners with critical skills and foreign language communication. In addition, the focus must be on the development of vocational teachers to have practical knowledge, ability, and specific expertise, including using digital platforms for learning. As a result, teachers can provide quality education management under the Human Capital Excellence Center (HCEC), and the production and development of vocational manpower meet the needs of the entrepreneurial sector.



Figure 4 Human Capital Excellence Center: HCEC

1. Standard Every vocational school should provide education according to vocational standards.

2. Expert Vocational institutions should have educational contexts conducive to vocational education management in specialized fields, focusing on dual system management.

3. Excellence Center Vocational institutions should have educational contexts and spatial contexts that facilitate vocational education management in the fields that meet the country's target S-Curve industrial development with a focus on an intensive vocational dual system.

4. Human Capital Excellence Center: HCEC Vocational institutions should be educational institutions that has a spatial context to enhance excellence and expertise, especially specialized colleges according to the value chain of occupations in industries in line with the country's target S-Curve industrial development. The vocational institution should be ready to upgrade to a specialized college and cooperates with domestic or foreign establishments intensively in the management of dual vocational education for at least 80% of the total number of learners. The establishments should participate in curriculum development, learning management, teacher development, learner development, and quality supervision at all stages of vocational education management.

Creating "National-Building Vocation"

Amidst a world that is transitioning to dependence on capital and technology-intensive industries, high-skilled workers are essential. The strategy for national education development focuses not only on general education but also gives considerable importance to vocational education. Vocational education is widely accepted in countries like Germany, South Korea, and Singapore with globally recognized quality. These countries are moving forward with the national industrial economy strategy, therefore the development of the vocational education

system always goes hand in hand. Because the global economy never stops, people development strategy through vocational education needs to be reformed and adapted in accordance with global industrial-economy trends.

The reform of vocational education instruction at each time mainly aims to produce labor to meet the labor demand trend at that particular time. To produce human resources to answer real situations, learners shall be allowed to learn through practical experience as much as possible. Vocational education in Germany implements a dual system of teaching where theoretical classes at school are organized along with internships in paid industrial establishments. Weight is placed more on the internship, in which students take experience from practice to share in the classroom. The dual system is considered very successful since it can produce students with skills that meet the company's needs and are ready to work as soon as graduation. Many students often work with internship companies. If not, they are qualified to work for other companies. Likewise, South Korea took Germany's model to pilot a new vocational school, called Meister Vocational High School (MHS) Program, which emphasizes learning from real practice as well as studying at school. MHS also emphasizes project-based learning (PBL) to reinforce important soft skills, including planning, team working, problem-solving, and creativity. In addition, MHS adopts the 'Employment First, University Later' concept. It supports students to start working in the industry immediately after graduation so that they have solid work experiences before furthering their higher education. Additionally, educational institutions in Singapore place great emphasis on providing hands-on learning. For example, the Institute of Technical Education (ITE), the main vocational education institution in Singapore, places more weight on learning through practice than theoretical learning in a proportion of 70:30. Furthermore, there are work-study programs to intensify the skills, knowledge, and experience of students. The success of vocational education in Germany, South Korea, and Singapore is largely due to the openness of the private sector to engage with education and the emphasis on learning from working with industrial establishments.

The participation model of the private sector is not only about setting curriculum direction and accepting students for internships, but also about funding and teaching resource support, technical support, and counseling. This allows educational institutions to have more funds and resources to implement and improve the quality of education. At the same time, the participation of private institutions also motivates young people to attend vocational institutions, whether by providing scholarships for students or guaranteeing student work contracts after graduation by quota. Another sector that plays an important role in the advancement of vocational education is the government sector. Since the government recognizes the importance of vocational education as a priority, it has developed a policy that continually promotes the development of vocational education institutions, especially by supporting funding and resources, as well as facilities and infrastructure development. The government also plays a critical role in motivating more people to attend vocational education. In South Korea, the government has policies to waive tuition fees for students in the MHS program, provide scholarships for vocational students, and postponed enlistment for up to 4 years if students are employed immediately after graduation.

In a rapidly changing world, workers need to continuously improve their skills and learn new things, even after graduation. Encouraging human resources from the vocational education system to 'learn for life' is an important agenda and is another key to the success of people development. In Germany, the Continuing Vocational Education Training (CVET) Program has been established for workers who have graduated from vocational education and have some work experience. Their jobs may be disrupted by changes in economic structure or they have individual demands to upgrade their skills. CVET adopts a dual system, whereby workers can work and study at the same time. A study timetable is subject to agreement between learners, employers, and educational institutions. The government also continuously provides incentives for workers to enter the CVET program through tuition support and special contributions for the unemployed and low-skilled workers. While in Singapore, there is the Skills Future Singapore (SSG) Program, in which the government has collaborated with educational institutions and companies to create more than 10,000 short courses in various professional fields for workers who want to develop their skills. This program is not limited to workers who graduated from the vocational education system.

The Singapore government also motivates Singaporeans to take Skills Future courses by granting initial credit money to all citizens at the age of 25 and periodically replenishing the credit to support tuition fees. Particularly, after the COVID-19 crisis, the Singapore government offers more tuition support packages, especially for courses related to skills development in the post-Covid, such as digital skills and artificial intelligence. Moreover, new courses are added to increase more choices of studies. South Korea is another country that focuses on the skill development of graduates. Government agencies at national and local levels together with the Chambers of Commerce Council and vocational institutions have established a number of skills training centers offering a variety of courses. Online learning platforms, e.g., K-MOOC (Korean Massive Open Online Course), are developed. Like in Germany and Singapore, the South Korean government motivates people to enroll in these upskill courses through tuition support. Furthermore, the South Korean government also aims to expand vocational education curriculums to accommodate the transition of the workforce into the 4.0 era.

Upgrading Thai vocational education to be the core of the country's development requires mobilization in many aspects from many sectors, i.e., education sector itself, the government's vision, policy, and support, as well as private sector support. Another important factor is that the public sector must have a positive attitude toward vocational education; otherwise, vocational education development is impossible. The success of vocational education in Germany, South Korea, and Singapore may guide all sectors of Thailand to cooperate in driving vocational education seriously and continuously. If Thai vocational education can be pushed to be the gear of the country's economy and the key to national development, it will make the phrase ‘national-building vocation' more realistic. This is an indicator for the success of vocational education in Thailand.

Conclusion

The world’s situation is changing in terms of science, information advancement, economy, society, and politics. There are likely to be many disruptions from various factors, such as economic stagnation caused by the impact of the COVID-19 pandemic, and the overall forecast of the technology deployment in jobs and skills in the next five years. This all affects the education management that produces human resources with the skills and readiness to cope with the changes. The Office of the Vocational Education Commission is the main organization in the production and development of manpower which is the main force in the country’s development. Therefore, it is necessary to plan and develop manpower to meet the needs of business establishments and have the ability to cope with rapid changes in technology. The information that the Office of the Vocational Education Commission used to support manpower production management in the future consists of future change dimensions, world changes – vocational education changes, Industry 4.0 and new skills of vocational education, and the drive for vocational education quality and vocational education national-building. If Thai vocational education can produce and develop manpower to be the gear to mobilize the national economy and the key to national development, it will be an indicator for the success of vocational education management in Thailand.

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ED-061

Academic Administration of Secondary Schools toward Excellence

Sugunya Suksomboon[1]

Abstract

The purpose of this academic paper is to present the essence of academic management in secondary schools to excellence under the Office of the Basic Education Commission. The study emphasizes the practice that leads to knowledge construction by combining critical thinking with experience. This article presents the essence related to academic administration in secondary schools to excellence including theoretical concepts about school administration, secondary school administration, and academic administration.

Keywords: administration, secondary school, toward excellence

Introduction

Basic education is the first step in efforts to reduce human inequality, lack of opportunity to attend schools, and unemployment. Countries around the world, therefore, turn to focus on basic education as a basis for the country's development to eliminate inequalities by ensuring equality and opportunities for having basic education. Regarding the education administration under Section 39 of the National Education Act B.E. 2542 and its amendment (No. 2 B.E. 2545 and No. 3 B.E. 2553), the educational administration and management shall be decentralized into academic management, budget management, personnel management, and general management. The educational administration shall also construct creative development of the school's educational quality process continuously. Additionally, this quality must be assessed by the Office for National Education Standards and Quality Assessment (Public Organization) (ONESQA) at least once every five years. According to the requirements, all educational institutions are aware of and accelerate quality improvement in order to pass the assessment and be certified by quality standards and external quality assurance from the ONESQA. As a result, Thai education has continuously made efforts to promote educational institutions toward excellence.

Educational institutions, therefore, play an important role in quality development at the educational institution level. Academic administration is an important mechanism for developing, promoting, and driving the quality of life. Moreover, academic administration is the key to school administration which is the direct role of administrators in driving education. Therefore, administrators should focus on effective academic administration with an emphasis on developing the quality of learners. The results must directly impact the development of learners' potential, aim to develop the quality of education management, and possess excellence and equality in providing equal and standardized educational services to achieve an “Excellent” level based on “learners are the priority” concept. In this paper is to present the essence of the academic administration of secondary schools toward excellence.

Theoretical concepts of school administration

School administration is critical in the educational management system. This is due to the fact that school administration is a matter of school administrators’ performances and the operation of persons involved. The aim

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of school administration is the success of teaching and learning arrangement. The definitions of school administration are defined in the following section.

Definitions of school administration

Scholars, both foreigners and Thais, have defined school administration differently as follows:

Frederick Taylor (1916: 8) states that school administration refers to operations with criteria to achieve better results in production. The principles that make the educational institution administration most effective depend on 3 important things.

1) select the person with the highest ability (Selection);

2) train workers properly (Training); and

3) find incentives to encourage work (Motivation).

Good (1973, p. 211) states that school administration refers to the consideration, control, and management of school work or affairs, including both school business administration and operations involving all school personnel, and activities directly related to students, such as teaching and learning, guidance, and extra-curricular activities.

Hoy, Wayne & Cecil (1996:170) stated that school administration refers to the management of educational personnel, teachers, and students to ensure cooperation and collaboration in school operations under the set agreement and strict adherence to it.

From the concept and meaning of school administration mentioned above, it can be concluded that school administration refers to the collaboration of personnel, the use of art and science in administration in accordance with the set agreement, and strict adherence to the agreement for the utmost benefit and efficiency.

Significance of school administration

The importance of educational administration has been discussed as follows:

Teera Runcharoen (2002) mentioned that school administration is the primary mission of administrators who establish work patterns, methods, and procedures systematically. If the administrative system is ineffective, it will affect other parts of the school. Therefore, in order to achieve the goal, good school administrators must understand how to select an appropriate and efficient administrative method. Administrative tasks must integrate both art and sciences since school operation is not only administrators' actions but also subordinators' responsibilities as a part of success. Importantly, each subordinator differs in intelligence, abilities, aptitudes, and requirements. Consequently, it is the duty of administrators to implement appropriate administrative techniques, methods, and processes to achieve school effectiveness and goals.

Education Reform Office (2002: 29) has summarized 5 aspects of education reform as follows:

1) consistent education system reform, both formal, non-formal, and informal systems;

2) learning reform by emphasizing the core curriculum and local curriculum, content, teaching methods, learning resources, and learning processes in the community;

3) education administration and management reform in government organizations, local administrative organizations, and private sectors with an emphasis on decentralization;

4) teachers, faculty members, and educational personnel reform, as high-profession personnel who adhere to professional standards and ethics and continuous self-development; and

5) educational resources and investment reform to mobilize resources from different sources for education management, allocate resources to learners equally and fairly, and prepare a resource management model with flexibility, efficiency, and verifiability.

It can be concluded that administrators play a significant role in education management for youth and people in both public and private schools with quality in accordance with national education standards and related laws. The responsibility is to effectively achieve the target objectives with an emphasis on producing the youth to be good, smart, and live in society happily.

Secondary School Administration

Modern educational concepts place a strong emphasis on technology, with information and communication technology being integrated into all aspects of learning. It also creates a new environment for learning that significantly alters the roles of teachers and students.

Abbey (2021) stated that a secondary school is an educational institution providing secondary education in Thailand. It was affected, similar to other organizations which are operated under pressure and changes in economic, social, cultural, and intellectual aspects. Entering the knowledge-based economy has resulted in educational reform and school administration reform. Educational organizations have to adjust themselves. Institutional factors are modified to enable development to reach its full potential. As a result, it is necessary to develop school administrative strategies in the information and communication technology aspect in response to the rapid advancement of information technology. According to this, administrators of secondary schools must place importance on proactive administrative strategies in the information and communication technology aspect. These strategies accelerate educational organizations' operations into the digital world and create a strong stance on the goals of survival, growth, and competitiveness, leading to the sustainable survival of organizations.

Ministry of Education (2007) has set the scope of educational institutions management into 4 parts according to the Ministerial Regulations prescribing criteria and methods for decentralizing educational administration and management B.E. 2542 by virtue of the second paragraph of Section 5 and Section 39 of the Education Act B.E. 2542 (as amended by the National Education Act No. 2 B.E. 2545) as follows: 1) academic administration, 2) budget administration, 3) personnel Management, and 4) general administration.

Secondary schools in Thailand are educational institutions that provide education at the lower and/or upper secondary education under the Secondary Education Service Area Office, Office of the Basic Education Commission, Ministry of Education.

Information technology management of educational institutions at present is the application of knowledge and ability in the management of communication technology systems and computer technology in educational management and school administration. Technological advancement can connect people, enable development in many dimensions, and allow news, information, and knowledge to spread quickly. The digital age is a shift in which technology is used in school administration. To keep up with the rapidly changing era and the global economy, all educational institutions have been continuously driven to transform into digital organizations by introducing communication and computer technology in school administration. The aim is to achieve the school's mission and vision, increase work capacity, and manage changes efficiently to gain the most benefit (Luengsrichai, 2019: 31).

Scope of Educational Institution Management

According to the Ministerial Regulations prescribing criteria and methods for decentralizing educational administration and management B.E. 2550, by virtue of Section 5 and Section 39 paragraph two of the National Education Act B.E. 2542 (as amended by the National Education Act No. 2, B.E. 2545), the Minister of Education requires the Ministry of Education to decentralize the educational administration and management into four parts: academic administration, budget administration, personnel administration, and general administration. "The Permanent Secretary for Ministry of Education or the Secretary-General of the Basic Education Commission shall consider decentralizing education administration and management in academic, budget, personnel, and general administration to the Educational Service Area Committee, The Office of Educational Service Area, or educational institutions under the supervision as the case may be."

Academic administration is the main task or center of school administration. Academic administration refers to the management of all activities related to teaching and learning, including environments that affect teaching and learning. Academic works that consistently create dynamic operation affect the efficiency, effectiveness, and quality of education, achieving curriculum objectives and students' utmost benefit.

Academic Administration

Academic administration is the top priority of educational institutions and schools. It is due to academic administration involves all types of activities in educational institutions, relating to quality improvement and a measure of success of teaching and learning management. School administrators use their knowledge, ability, and experience to carry out school administration to ensure that students achieve academic success and qualify as socially expected. In order to administer academic work effectively, administrators must know the scope of academic work clearly. Educational organizations determined the scope of academic affairs with 17 duties as follows:

1.1 Development or operation relating to opinions on local curriculum development;

1.2 Academic planning;

1.3 Teaching and learning management in educational institutions;

1.4 Educational curriculum development;

1.5 Development of learning processes;

1.6 Assessment, evaluation, and transfer of learning results;

1.7 Research to improve the quality of education in educational institutions;

1.8 Development and promotion of learning resources;

1.9 Educational supervision;

1.10 Guidance;

1.11 Development of internal quality assurance systems and educational standards;

1.12 Promoting academic strength in the community;

1.13 Cooperation in academic development with other educational institutes and organizations;

1.14 Promotion and support of academic works for individuals, families, organizations, agencies, establishments, and other educational institutions;

1.15 Establishment of regulations and guidelines for academic work of educational institutions;

1.16 Selection of books and textbooks for use in educational institutions; and

1.17 Development and use of educational technology media

Based on the above-mentioned concepts of secondary school administration in academic administration, it can be concluded that the administration related to educational quality development consists of the development of the school curriculum; development of the learning process; measurement, evaluation; and transfer of academic results; research for improving the quality of education, developing innovative media and educational technology; development of learning resources; educational supervision; educational guidance; quality assurance development; and promotion of academic knowledge to the community. Educational institution administrators shall have academic knowledge to manage and develop strength in academic work in educational institutions to meet the needs, interests, and potential of learners, parents, communities, and localities.

School-Based Management: SBM

Secondary school administration and education reform are critical factors in country's development toward sustainability. For achievement, many parties must collaborate in development. The determination of educational institutions to be a juristic person under the Organization of Administration of Ministry of Education Act B.E. 2546 is the highly important education reform. This is consistent with the intent of the National Education Act B.E. 2545 and its amendments (No. 2 B.E. 2545), which aimed to raise national education to meet standards

and provide comprehensive and quality education. This is accomplished by requiring the Ministry, in section 39, to decentralize education administration and management, including academic administration, budget administration, personnel administration, and general administration, to the Offices of Educational Service Areas and educational institutions directly. The decentralization makes educational institutions more flexible and independent in administration under school-based management (SBM). This establishes the foundation and strength for educational institutions in managing education with quality, standards, and continuous development. Based on the aforementioned concept, the state allows educational institutions to be juristic persons according to Section 35 of the Ministry of Education Administration Act B.E. 2546, provided that educational institutions providing basic education under Section 34(2), particularly schools, shall be juristic persons. The status of a juristic person is terminated upon the dissolution of the educational institution under paragraph one.

According to the Ministry of Education (2003, pages 6-7), the educational institution that is juristic persons in accordance with the intent of the law, shall have not only authorities, duties, and responsibilities to follow, but also shall implement budget, personnel, and general administration effectively under SBM and good governance principles based on the rule of law, morality, participation, responsibility, transparency, and value. These principles are tools for taking vision and policies to SBM, and the Organization of Administration of Ministry of Education Act B.E. 2546. The goal is for school administrators and others involved to study and apply the school administrative strategies as a guideline for future school administration.

The concept of SBM is an educational reform that focuses on returning control of education management to schools or educational institutions. Because education occurs in schools, administrators should have executive power, management power, decision-making power, and freedom to organize education with the community in all matters related to successful education management based on the learner-centered concept. It can be seen that education is important in preparing Thai people to live in society appropriately. This also gives them work potential as a driving force in the country's development and future growth. As a result, administrators must serve as educational leaders who are knowledgeable, have good management principles, and work with the community to promote, support, and facilitate quality education management in accordance with world situations. It is also believed that education is the most important factor in developing people’s physical, mental, emotional, and social well-being.

According to the concept of school-based management mentioned above, the primary educational organizations apply decentralization of administration and education management to create flexibility in administration in response to the needs of schools and communities, resulting in higher effectiveness and sustainable development of schools.

Conclusion

Schools are social institutions whose duty is to provide education to develop students to meet the quality specified by the curriculum. The primary aim is to produce learners who have knowledge, morality, and ability to live happily in society, as well as work to drive economic, political, and governance systems to prosperity. Schools need to change their way of thinking and operating models for effectiveness or excellence in creating and developing quality learners who are able to live happily in society with self-reliance. This is the expectation of society toward the school. As a result, schools must have an administrative process that ensures high-quality learners according to educational standards. Learners shall be developed in all aspects based on their abilities and in line with the needs of the community. Moreover, the school shall be accepted and be a role model of "quality" to other schools with the main goal of developing learners’ potential for excellence. The ideas and practices of learners’ development are directly influenced by the changing needs of students, parents, and society. Thai society

should be aware of the transformation of the digital age. Children should be developed and encouraged to learn skills and knowledge that support their growth and society's development. The future changes to keep up with the digital age are big challenges. To handle this issue, teachers, students, stakeholders, organizations, and communities should be aware of the changes and collaborate in an extraordinary digital way. New approaches for promoting democracy in the classroom, readiness to accept new things, work collaboration, openness, sharing, interdependence, and honesty are the issues that should be focused. Educational institutions must share curriculums so that all children have an equal knowledge base which is a fundamental principle to developing 21st-century education.

As a result, academic administration in secondary schools must adapt the administrative method to reflect the current situation. School administrators, teachers, and educational personnel must have knowledge, understanding, and eagerness to learn to develop schools systematically by building a school administrative model to excellence. Moreover, there should be a consideration of school contexts and responses to ever-changing demands. Efficient academic administration shall focus on student quality development through the development of quality education management to excellence, qualified standards, and equality education. Additionally, education management shall aim to achieve "Excellence", and such excellence must be based on "Learners are the priority".

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ED-062

Structural Equation Model of Casual Factors of Effectiveness of Enrichment Program of Science, Mathematics, Technology and Environment (SMTE) in the Northeast Region

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Abstract

The purposes of this research were 1) to study characteristics of causal the factors Structural Equation Model (SEM) influencing the effectiveness of science, mathematics, technology, and environment (SMTE) in the northeast region, 2) to examine the causal factors of SEM the selected developed model affecting the effectiveness of SMTE in the northeast with the empirical data, and 3) to obtain guidelines for developing the selected factors that affected the effectiveness of science, mathematics, technology, and environment special classroom project in the northeast. The subject of this study consisted of 561 related persons. The research methodology was conducted in 3 phases: 1) constructing the hypothesis model, 2) examination of conformance with empirical data, and 3) finding ways to develop causal factors. The tools used for collection were a questionnaire and an interview form. Statistics used for data analysis were percentage, mean, standard deviation, Pearson's coefficient, and the analysis of structural equation modeling. The results of the research were as follows: 1) The structural equation model that was created consisted of causal variables, namely school management and participation of parents and student's physical environment in teaching and learning science and mathematics; 2) the causal factors of structural equation model of the project effectiveness; 3) this research presents guidelines for the development of causal factors that directly, indirectly, and overall affect the project effectiveness as follows: school management, the participation of parents and students, physical environment and science and mathematics teaching and learning management.

Keywords: Structural Equation Model, Project effectiveness, Science special classroom, SMTE, Northeast

Introduction

The Constitution of the Kingdom of Thailand, B.E. 2017, Section 54, Chapter 5, Duties of the State, paragraph two, stipulates that the state must proceed to ensure that people receive education according to their needs in different systems. Including promoting lifelong learning and providing for cooperation between states' local government organizations and the private sectors in managing education at all levels. The state has a duty to operate, supervise, promote and support such education management to meet international quality standards. (Secretariat of the House of Representatives, 2018) The Thai government has carried out the duty of the state in the Constitution of the Kingdom of Thailand B.E. 2017 to solve the problem of differences in educational quality between schools: Problems of the inferiority of opportunity and equality in education, the problem of centralization of power, decentralization of power to schools and irresponsible management for students, focus on quantity over quality and produce manpower to meet the needs of the labor market and national development. (Dumcha-Om & Suksodkiew, 2019) As well as, preparing the 12th Education Development Plan of the Ministry of Education (2017-2021) strategy number 3, which is about manpower production and development

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strategy. Including research that corresponds to the needs of the country's development and has a body of knowledge in technology and innovation to support the country's sustainable development which response to the development in terms of quality and in terms of responding to changing contexts in line with the 12th National Economic and Social Development Plan (2021) that aims to develop students' knowledge and morality and to have a good quality of life happy in the society**.** (Office of the Permanent Secretary, Ministry of Education, 2016) By providing education for children with special abilities which is a youth group of hopes to develop the country is comparable to other countries in the world**.**

The Ministry of Education has prepared a draft strategy for developing talents 2017-2020 encourage such groups of students to develop their talents to their full potential. The Ministry of Education has a concept of organizing, seeking, producing, developing personnel, creating and transferring knowledge. The provision of education for people with talent consists of 6 key strategies: 1) Development of mechanisms and administrative systems, 2) Development of education systems 3) Production and development of personne, 4) Creation and transfer of knowledge, 5) The development of children and youth with high-level talents; Organize education and activities to children and youth with special abilities correctly, appropriately, systematically, comprehensively, creating equality, thoroughness and fairness to children and youth to this group to spread throughout the country. (Bureau of Basic Education Policy and Planning, 2016)

Education management for gifted people is considered an important part of learning reform according to the National Education Act B.E. 1999 and all amendments, section 10, paragraph four states that "Education for people with special abilities must be organized in an appropriate format by taking into account the talents of that person must be organized in an appropriate format taking into account the abilities of the person under Section 22 stipulates that educational management is based on the principle that learners can learn and develop themselves, and considered the learners to be the most important. The educational management process must encourage learners to develop naturally to their full potential together with the concept of developing the quality of learners to have learning skills for continuing education and life skills in the 21st century. In Section 24 on the organization of the learning process, content and activities must be arranged in accordance with the interests and aptitudes of the learners taking into account individual differences practice skills in the thinking process, management, coping with situations application of knowledge by allowing students to learn from real experiences. (Office of the National Education Commission, 2010)

As for education management for students with special abilities in science and mathematics in the special science, mathematics, technology and environment classrooms. There is one important principle. Educational management to develop human resources to become researchers, inventors, and innovators in science, mathematics and technology with high international potential. At present, Thailand is still very lacking. In the past, the management of mathematics education Science and technology in Thailand, both at the basic and tertiary education levels, emphasizes graduates having the ability to use science and technology for their living and occupations efficiently and knowingly, by dividing the students into group. 1, it is a study for life so that, all Thai people can apply the basic knowledge of mathematics science and technology as well as thinking processes and scientific processes used in life, and can choose and use various products at full efficiency economically and safely. Group 2 is occupational education. For people who need skills and knowledge math ability science and technology directly applied in the profession which requires more specialized skills and abilities than group 1, able to work effectively economically and safely Examples of such professions include doctors, nurses, engineers and science teachers, industrialists, technologists, etc. In the past, science, mathematics and technology education in Thailand was not enough for students to be researchers, and inventors. There is an initiative to create a new body of knowledge in mathematics, science and technology. This is because the budget allocation to support talents are still limited to some groups of students. As a result, it affects the creation of wisdom for the nation in many respects. The education management for those with talents in science and mathematics must be carried out in

conjunction with the creation of guidelines for special classroom management in science, mathematics, technology and the environment. This is another way to help teaching and learning management effectively. (Chewpreecha, 2012)

Therefore, the management of special classrooms is considered one of the important concepts for learning management for special education students. A collaboration with the Institute for the Promotion of Teaching Science and Technology Mahidol Wittayanusorn School Ministry of Science and Technology higher education institutions, departments and organizations set guidelines for requesting special classes in Science, Mathematics, Technology and the Environment to develop the potential of high school students. The Bureau of Academic Affairs and Educational Standards under the OBEC is the operator of the project to support 220 schools, recruiting students who have graduated from junior high school with special abilities in mathematics and science to attend. High school level according to a special learning curriculum that is different from the general classroom, and they are also in charge of selecting equipment, places and teachers to encourage students to experience and develop the potential of special classroom students to be successful. (Chewpreecha, 2012) The management of special classroom projects in science, mathematics, technology and the environment of the region has been divided into regions and each region jointly develops its students. This is to make it easier to manage. According to this approach, Special Science Classroom Project, the upper and lower northeastern networks, a total of 60 schools, each of which has set a way to determine activities. Mathayomsuksa level 4-6, for students to have the potential to think, solve problems, support and increase their knowledge and experience in solving problems with quality scientific processes, (Chumphon Phon Phisai School, 2019) as well as, management of Special Classroom Projects in Science, Mathematics, Technology and Environment. In the past, there have been studies that reported that there are total of 13 elements in the science classroom project administration, namely 1) Student recruitment and selection, 2) Student governance, 3) Classroom media usage, 4) Determination of measurement and evaluation methods, 5) Student development activities, 6) Teacher personality development, 7) Teacher specific competency development, 8) Classroom atmosphere creation, 9) Physical environment arrangement, 10) Special classroom teacher selection, 11) Learning support network creation, 12) Student participation, 13) curriculum-based learning management. (Dumcha-Om & Suksodkiew, 2019)

In determining what factors make the management of a special classroom project in science, mathematics, technology and environment less successful, there are many factors. Some of which may have an indirect effect and some that directly and indirectly affect the success or effectiveness. The researcher was therefore interested in studying causal factors affecting the effectiveness of special classroom project management in science, mathematics, technology and environment in the Northeast. Because it is a study from theory to modeling that shows the structure of relationships between variables in which the structural equation model (SEM) is a causal relationship investigation. The theoretically constructed models derived from empirical data and testing the model's consistency is a statistical technique used to test and estimate causal relationships in modeling equations. Action structure that is available for both verification and survey purposes or it can be said that the creation models are intended to confirm or test theories or leads to the development of theory, that is also suitable for research in the knowledge society era. Enhance and expanding new knowledge leads to best practice**.** (Sanrattana, 2013) So, there is an idea to test the theory and confirm the structure of the theory by analyzing the structural equation model that can be applied to real empirical data. The LISREL program was used to analyze the structural equation model because it is a program that has outstanding points which 1) displays the analysis results in both text and diagrams, making it easy to verify the accuracy, 2) there are many model consistency check indexes as if there were many experts. You can confirm and verify that the developed model is consistent with the empirical data or not, 3) be able to analyze complex data more realistically. (Suksawang, 2014) To create and verify the

validity of the causal factor structural equation model on the effectiveness of the special science, mathematics, technology and environment classrooms project and find ways to develop the effectiveness of special classroom projects in science, mathematics, technology and environment. Make this research lead to further excellent practice.

Research Objective

1. To study characteristics of causal the factors Structural Equation Model (SEM) influencing the effectiveness of science, mathematics, technology, and environment (SMTE) in the northeast region

2. To examine the causal factors of SEM the selected developed model affecting the effectiveness of SMTE in the northeast with the empirical data

3. To obtain guidelines for developing the selected factors that affected the effectiveness of science, mathematics, technology, and environment special classroom project in the northeast.

Research Methodology

This research used a causal-comparative research methodology to create a causal relationship model of factors affecting the effectiveness of a special science classroom project of mathematics technology and the environment in the Northeast in accordance with the theoretical knowledge and empirical research results and in accordance with the preliminary agreement (assumptions) to create a structural equation model that is a research model or a hypothesis model. The result will be a hypothesis model that consists of a measurement model and a structural equation model conducted according to statistical research methods. In order to answer the research question of whether the structured equation model was the supporting theory and research consistent with the empirical data the data were analyzed using the LISREL program. The result was a causal relationship model of factors affecting the effectiveness of science classroom project management of mathematics technology and environment in the Northeast, as shown in Figure 1.

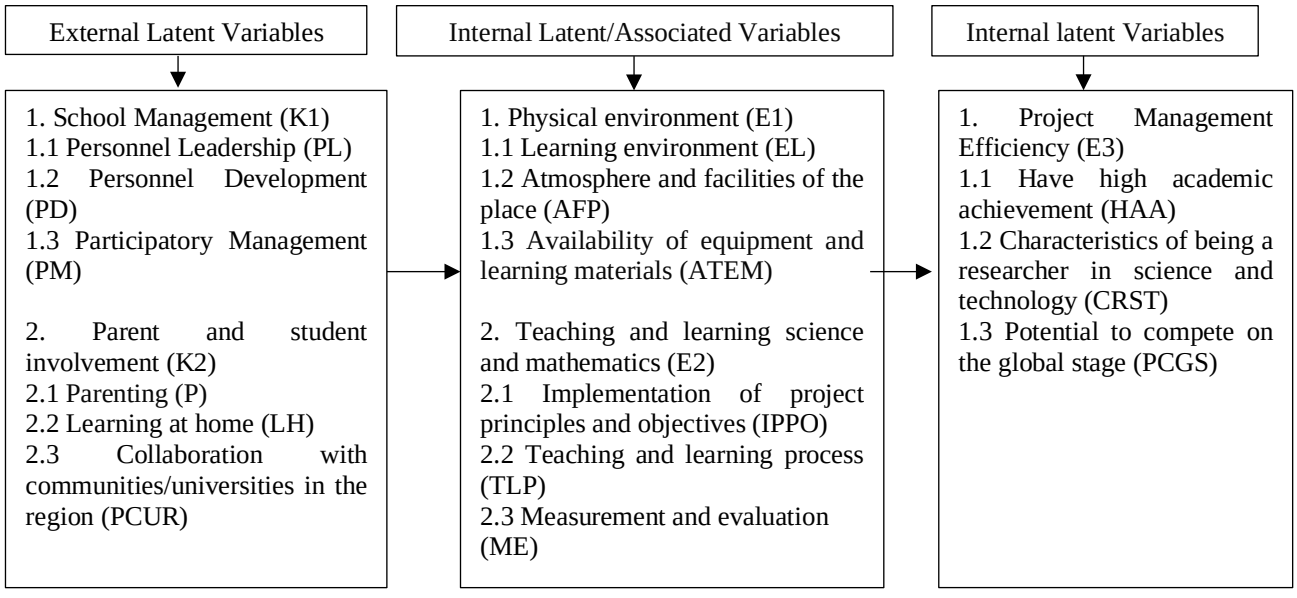


Figure 1 Research Conceptual Framework Elements

From the above information, the researcher divided the research method into 3 phases: Phase 1 modeling the hypothesis; phase 2 Checking the consistency with empirical data (rating scale); phase 3 Finding ways to develop factors that influence classroom project effectiveness, especially in science, mathematics, technology and environment in the Northeast. The details are as follows.

Research population and sample

The researcher sets up the scope of population and informants based on the procedural research steps as follows:

1. Population in this study was those involved in the Special Science Classroom Project, mathematics technology and the environment in the Northeast for the academic year 2020 of 960 people, consisting of 60 school directors and 180 deputy directors, 240 science teachers, 240 mathematics teachers, computer teachers and 240 people from 60 schools.

2. The sample group in this research was those involved in the Special Science Classroom Project, Mathematics technology and the environment in the Northeast Academic Year 2020, a total of 561 students from 51 schools, using the criteria for determining the sample size. Specify the sample size as a function of the number of parameters to be estimated, i.e. there must be approximately 20 sample sizes per parameter. (Wiratchai, 2005) Therefore, the researcher used the 0.7 ratios to determine the total number of schools as a randomized unit.

Choosing a random sample of schools using proportional stratified random sampling: using the size of the school as a strata and assigning informants in each school. There was 11 people per school, including 1 school director and 1 deputy director, teachers in the content: 3 science teachers, 3 mathematics teachers, and 3 computer teachers, totaling being 561 samples.

Research and operational steps

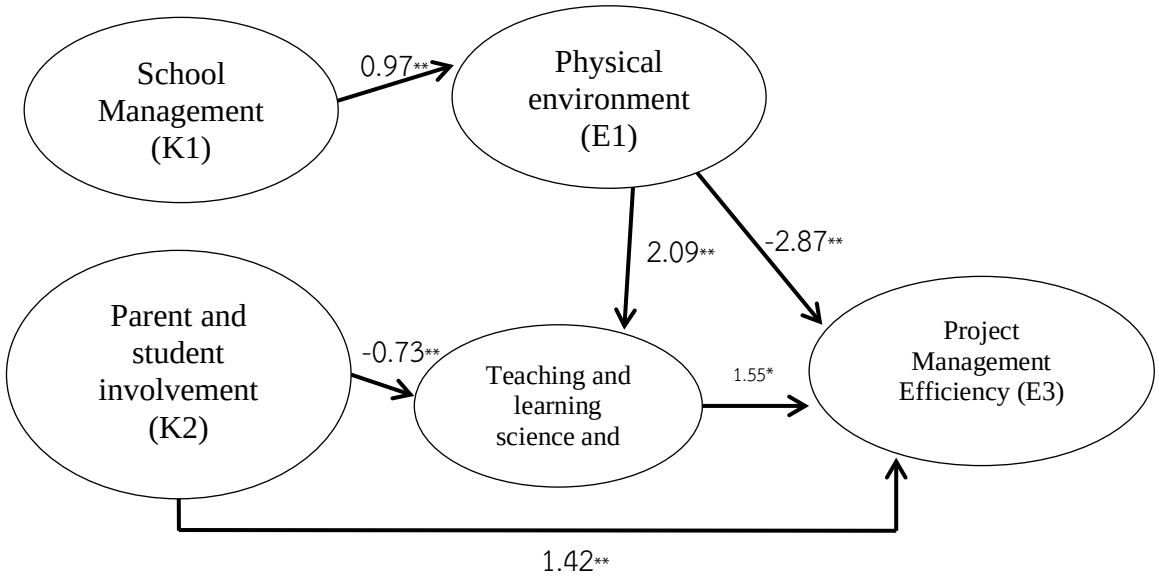
The research tools, Certified by Sakon Nakhon Rajabhat University Ethical Committee COA No. 121/2022 and IEC NO. HE 65-086 were composed of Five steps. Step 1: The questionnaire was constructed on a 5-level rating scale, by creating questions from the definition of variables, divided into 6 parts. Step 2: The researcher conducted a content validity check by examining the consistency between the questionnaire text and the operational definitions (rating scale) from 5 experts. Step 3: The researcher examined the confidence of the tool. (Reliability) by using the questionnaire to experiment (Try Out) with the data users who have the same characteristics as the actual samples, namely 9 schools in the Science, Mathematics, Technology and Environment Special Classroom Program in the Northeast, totaling 9 schools, 6 each. There is 1 school director, 1 deputy director, 2 science teachers, 1 mathematics teacher, and 1 computer teacher, totaling 54 people. Step 4: The reliability of the questionnaire was analyzed using the alpha coefficient formula according to Cronbach's method (1970, p. 161). The confidence of the whole questionnaire was .970 and the side confidence was between .219. - .789. Then selecting questions with discriminating power of 0.23 or higher to be used to collect real data. (Pinyoanuntapon, 2002). And Steps 5: The researcher analyzed the data from the questionnaire. The researcher analyzed the mean ($\overline{X}$), standard deviation (SD), skewness and individual kurtosis of the data using a packaged program by setting the criteria for the mean ($\overline{X}$) which considered the research data by using advanced statistics, namely Confirmatory Factor Analysis **(**CFA**)**, Structural equation modeling (SEM) analysis and linear model analysis using Chi-square statistics.

Conclusion

1. Causal factor structural equation model of project effectiveness generated contains the following causal variables: there are 2 endogenous latent variables: 1) School management variables, consisting of 3 observed variables, namely, personnel leadership; personnel development and participative management; 2) the parent and student participation variable consisted of 3 variables that were observed, namely Parenting, learning at home and cooperation with communities/universities in the region. There were 3 internal latent variables, consisting of 1) Physical environment variables consist of 3 observable variables: Learning environment, Atmosphere and facilities of the place and the Availability of equipment and teaching materials, 2) the science and mathematics teaching

and learning management variable consisted of 3 variables that were observed: application of principles and objectives of the project; teaching and learning process and measurement and evaluation. As well as 3) Project effectiveness, consisting of 3 variable observed was high learning achievement, Characteristics of being a researcher in science and technology and the potential to compete on a global stage.

2. Causal factor structural equation model of project effectiveness generated are consistent with empirical data. The statistical value for measuring the harmony of the pattern is Chi-square; χ^2 = 44.66 at degrees of freedom (df) = 33, relative chi-square (χ^2/df) = 1.35, probability (p-value) = 0.0847, root mean square error estimate (RMSEA). was 0.02, GFI was 0.99, Adjusted AGFI was 0.97, Critical Sample Size (CN) was 669.12, Comparative Concordance Index (CFI) was 0.99, and Root Index was 0.02. The mean square of the residuals (RMR) was 0.01 and the forecasting coefficient (R2) of the latent variables was 0.55, indicating that the variables in the model could explain the variance of the project effectiveness 55% by School management (K1) indirectly affects Project effectiveness (E3) through 2 routes, i.e. route 1 via physical environment (E1) has an influence value of (0.97)x(-2.87) = (-2. 24) and the teaching and learning of science and mathematics (E2) directly affects Project effectiveness (E3) with an influence value equal to 1.55 as shown in the figure 5



Note ; ** means statistically significant at the 0.01 level (p<0.01),
* means statistically significant at the 0.05 level (p<0.05)

Figure 4 Causal Factor Relationship Model of Special Classroom Project Effectiveness in Science, Mathematics, Technology and Environment

As for confirmation of the causal factor correlation model of the project effectiveness, researcher conducted a Focus Group Discussion with 10 experts, all experts agreed on the causal relationship model of the project's effectiveness. Confirmation of direct influence values indirect and combined influences of causal factors of project effectiveness by using the model to confirm the linear structural relationship of the factors of project effectiveness. After adjusting the model, it was found that 10 experts agreed with the direct influence, Indirect influence and the combined influence of the causal factors of the project effectiveness.

Discussion

Causal Factor Relationship Model of Special Classroom Project Effectiveness in Science, Mathematics, Technology and Environment are consistent with empirical data. This is in accordance with the hypothesis, namely,

the latent variable outside school management (K1) indirectly influences the project effectiveness (E3) through two routes. The physical environment variable (E1) and the second pathway through Science and Mathematics Instructional Management variable (E2) were latent external variables, and parent-student participation (K2) had both direct and cognitive influences. There was an indirect effect on the science and mathematics teaching and learning management variable (E2). Mathematics (E2) and indirectly on project effectiveness variables (E3).

Considering the total influence of the project effectiveness variables (E3) as a whole, it was found that latent variables within science and mathematics teaching and learning management (E2) had the highest total influence, followed by latent variables within the physical environment (E1) Latent variables outside school administration (K1) and latent variables outside parent and student participation (K2), respectively.

1. Science and mathematics teaching and learning management (E2) directly influenced the project effectiveness variables due to the factors of science and mathematics teaching and learning having a positive effect on students It is caused by those involved having learned and understood the principles and objectives of the science, mathematics, technology and environment teaching and learning management project. So well that they understand and can be used in various operations, such as creating educational institute curricula, teaching media, teaching methods, measurement and assessment, and the teachers have a relatively permanent knowledge of science and mathematics as a result of experience. With a continuous sequence of steps from beginning to end it helps them to achieve effective learning leading to the success of the student's goals in this project, including having high academic achievement. The student's expression behavior is indicative of being a researcher in science, such as being observant, inquisitive and curious cause-effect, initiative with effort and patience until making students have a good attitude towards science that makes them have the potential to compete on a global stage. Therefore, the teaching and learning of science and mathematics under Special classroom projects result is effective and consistent with the research report of Chaisawat (2015) said teaching management is an indicator of the success of special education management in Science, Mathematics and English (SME) classrooms. Teaching materials and learning resources, as well as the quality of students, which is in line with the research report of the National Research Council (1988, online) reported the results of improving science and mathematics education quality indicators at the basic education level, consisting of 4 components: 1) Science teaching and learning and mathematics, 2) student behavior, 3) technology quality, and 4) curriculum. teaching management related to student learning. As the research report of Thakham et al (2018) learning skills achievement motivation and learning behavior of students was a positive correlation with the success of teaching special science-mathematics classrooms in schools under the Office of the Basic Education Commission with statistical significance at the .01 level. Student characteristics were positively correlated with the success of opening special classrooms at the .05 level of significance.

2. The physical environment (E1) includes the learning environment. The atmosphere and facilities of the place and the availability of equipment and teaching materials had a direct influence on science and mathematics teaching and learning management variables and have direct and indirect influences on project effectiveness variables. Educational institutions have a learning environment, including classrooms, and laboratories, or the construction of a building or room for science, mathematics, and technology learning source within the school, a learning area such as a botanical garden, a butterfly dome, or a relaxation area under the shade of a building or tree. Which promotes learning of science and mathematics enjoyable and to have atmosphere and facilities conducive for students learning, such as lighting, sound, and well ventilated classrooms. In the classroom, there will be tables, chairs, blackboards, and information boards, science and math learning classroom illustration. In addition, there is the availability of equipment and instructional materials for conducting experiments, or teaching arrangement that is good and sufficient to meet the needs of the students and it will

result in better learning of science and mathematics for students. It will affect the effectiveness of the project, for example, students will have higher learning achievement, students will develop the characteristics of being researchers in science and technology, students will have the potential to compete on a global stage, and students will have higher academic achievement.

From the causes and effects of the above project effectiveness factors, it shows that organizing the physical environment is conducive to learning making teaching and learning such as science and mathematics more effective. The science and mathematics classrooms have the atmosphere, facilities and equipment for learning materials that are ready to be used in learning management. When these things are available for learning, it affects the success of the project which is in line with the concept of Paknara (2021), which states that the provision of an environment conducive to learning consists of 2 factors: 1) the physical external environment, and 2) the internal psychological environment. All of these affect learning by having a good physical environment that promotes good physical health and hygiene. The psychological environment affects the learning atmosphere. Having good mental health and having desirable characteristics according to curriculum expectations allow teachers to manage the learning process effectively and make the students happy and successful in learning.

3. Educational Institution Management (K1) consists of Personnel Leadership. Personnel development and participative management indirectly influence physical environment variables. Due to the management of educational institutions, there is an operating process in various activities of the educational institution, There aspects are Academic administration, Budget management, Personnel Management and General administration with administrators, teachers, professors and personnel from various departments of the local community participate in the educational management plan within the educational institution in a systematic manner according to the established standards to benefit the management of education correctly and efficiently. Consistent with the concept of (Boonmuang, n.d.) said that the management of educational institutions is the formulation of policies, planning, control, correction and improvement of various environments in educational institutions to be in good and hygienic condition: School administrators are the proner leader in setting directions and policies and leading educational institutions to implement physical environmental management, build buildings and facilities that facilitate student learning to be successful.

In addition, school management also had an indirect effect on science and mathematics teaching and learning management variables, consisting of applying the principles and objectives of the project in teaching learning process, measurement and evaluation and the project effectiveness variables, therefore, contain high academic achievement characteristics of being a researcher in science and technology and the potential to compete on a global stage due to the management of school administrators that aim to develop students to have knowledge and abilities and skills that can compete internationally and can live happily. Educational institution administrators, therefore, promote and support educational management in various forms in terms of budget, academics, personnel, and buildings in accordance with the activities of the four educational institutions, namely academic administration. budget management Personnel Management and general administration. In particular, academic administration is the main mission of school administrators and is an administrative process in various activities organized by educational institutions which directly and indirectly influence the students. This is to improve, promote and develop students standard quality in accordance with the intent of education as much as possible. (Pratoom, 2016)

Therefore, administrators can have good educational institute management, by the process of persuasion. for others to act in accordance with the intentions of work under various circumstances leading to the same destination and have personnel development as well as having participatory management together to plan and manage the physical environment and science and mathematics teaching and learning to achieve the same goal. It will make the management of the school affect the effectiveness of the project, for example, students

have higher learning achievement. Students develop the characteristics of being researchers in science and technology. That enables them to have the potential to compete on a global stage.

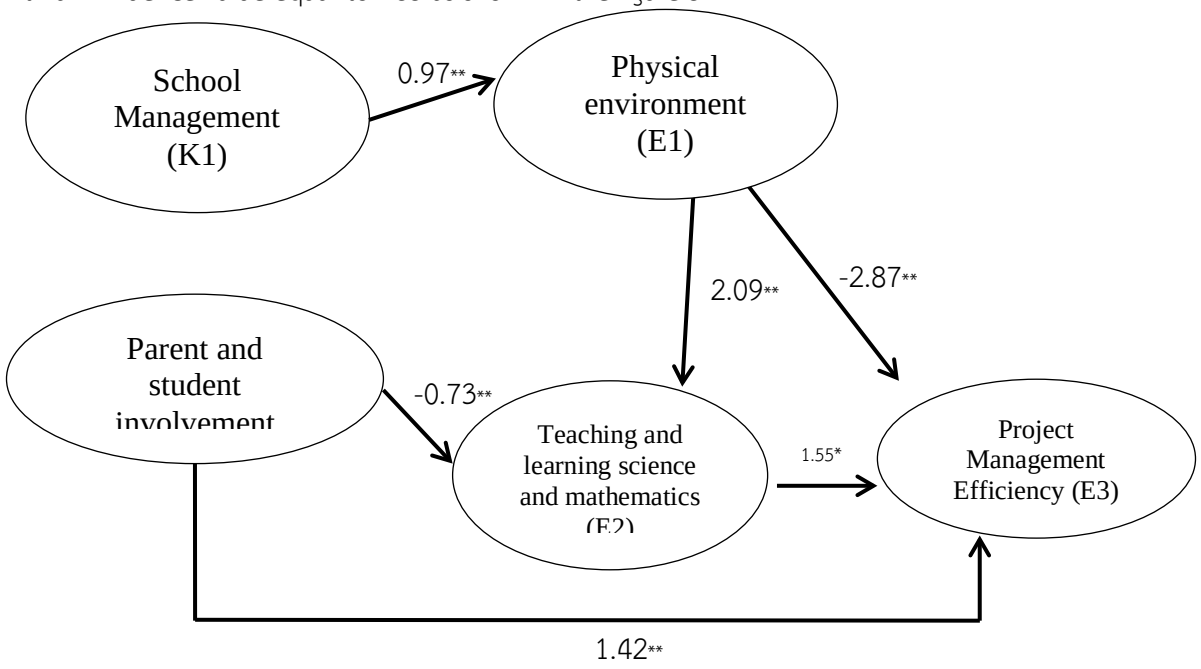
4. Parent-student involvement (K2) includes: learning at home and cooperation with communities/universities in the region have both direct and indirect influences on project effectiveness variables because parents and students participate in learning and developing educational institutions in many dimensions. It also gives students the opportunity to study according to their aptitudes and interests independently based on individual differences with specialized experts as consultants to take care of these learning and developing the potential to become a talent. As a result students have higher learning achievement. Students develop the characteristics of being researchers in science and technology and students have the potential to compete on a global stage. Consistent with the research report of Dumcha-Om & Suksodkiew (2019) Said that the factor affecting the administration of special classroom projects in science, mathematics, technology and environment is student participation. There were 3 outcome indicators that resulted in this variable: 1) allowing students to study according to their aptitude and interest independently based on individual differences with specialists as consultants to take care of. 2**)** The questions must be open-ended questions as much as possible and 3) the students participation in the selection of contents to organize learning-style activities in the classroom. The indirect influence was found through the science and mathematics instructional management variables because students are recipients of knowledge and experience from teachers who manage teaching and learning. Make the students who participate in teaching and learning activities from the grade level to the school level with school administrators As a result, teaching and learning are effective at various levels in which students are involved consistent with the research of Kongcharoen (n.d.) A study of parent's participation in the teaching and learning development of students at Plai Bang Wat Sunthonthammikaram Municipal School, Bang Kuay District, Nonthaburi Province found that overall, there was a high decline sorted from the average to the least student's behavior and academic, respectively, and indicated that parents' participation affected teaching and learning management since it is related to academics, including the preparation of local curricula of educational institutions by using local wisdom from parents, students, and communities. Pay attention to follow-up on learning outcomes, and setting up an environment that promotes learning. Measurement and evaluation according to actual conditions, with parents participating in the evaluation and improvements and repairs. Reports of improvements are made regularly and continuously in student behavior in a good direction, including support and encouragement, and by training students to be responsible.

Conclusions

1. Causal factor structural equation model of project effectiveness generated contains the following causal variables: There are 2 endogenous latent variables: 1) School management variables, consisting of 3 observed variables, namely, personnel leadership; personnel development and participative management 2) The parent and student participation variable consisted of 3 variables that were observed, namely Parenting, learning at home and cooperation with communities/universities in the region. There were 3 internal latent variables, consisting of 1) Physical environment variables consist of 3 observable variables: Learning environment, Atmosphere and facilities of the place and the Availability of equipment and teaching materials 2) The science and mathematics teaching and learning management variable consisted of 3 variables that were observed: Application of principles and objectives of the project; Teaching and learning process and measurement and evaluation. As well as 3) Project effectiveness, consisting of 3 The variable observed was high learning achievement, Characteristics of being a researcher in science and technology and the potential to compete on a global stage.

2. Causal factor structural equation model of project effectiveness generated are consistent with empirical data. The statistical value for measuring the harmony of the pattern is Chi-square; χ^2 = 44.66 at degrees

of freedom (df) = 33, relative chi-square (χ^2/df) = 1.35, probability (p-value) = 0.0847, root mean square error estimate (RMSEA). was 0.02, GFI was 0.99, Adjusted AGFI was 0.97, Critical Sample Size (CN) was 669.12, Comparative Concordance Index (CFI) was 0.99, and Root Index was 0.02. The mean square of the residuals (RMR) was 0.01 and the forecasting coefficient (R2) of the latent variables was 0.55, indicating that the variables in the model could explain the variance of the project effectiveness 55% by School management (K1) indirectly affects Project effectiveness (E3) through 2 routes, i.e. route 1 via physical environment (E1) has an influence value of (0.97)x(-2.87) = (-2. 24) and the teaching and learning of science and mathematics (E2) directly affects Project effectiveness (E3) with an influence value equal to 1.55 as shown in the figure 5



Note ; ** means statistically significant at the 0.01 level (p<0.01),
* means statistically significant at the 0.05 level (p<0.05)

Figure 4 Causal Factor Relationship Model of Special Classroom Project Effectiveness in Science, Mathematics, Technology and Environment

As for confirmation of the causal factor correlation model of the project effectiveness. By conducting a Focus Group Discussion with 10 experts, all experts agreed on the causal relationship model of the project's effectiveness. Confirmation of direct influence values indirect and combined influences of causal factors of project effectiveness by using the model to confirm the linear structural relationship of the factors of project effectiveness. After adjusting the model, it was found that 10 experts agreed with the direct influence. Indirect influence and the combined influence of the causal factors of the project effectiveness.

Recommendation

Guidelines for developing causal factors that directly and indirectly affect project effectiveness experts offer the following: teaching and learning science and mathematics is the heart of learning management according to the curriculum with practical guidelines for special classroom projects in science, mathematics, technology and environment, namely: 1) Continuous science process skills enhancement for students; 2) The class schedule was consistent with the time management guidelines and 3) The design of learning activities based on projects that were unconventional and different from normal classrooms.

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ED-064

Strategic Academic Administration for Quality Schools

Pimprapa Panpipat[1]

Abstract

Schools are important educational institutions for productive education. School administrators play an important role in bringing success to education and enhancing learning quality within the schools. The quality of schools makes students, parents, communities, and society feel confident in that schools. Therefore, schools that are qualified in academic administration, which is a core task of school management, can create a dimension of excellence in the modern education management system. It is essential for schools to have good strategic management which is the heart of school administration. As a result, school administrators must determine the most effective management strategy in order to develop the quality of schools and lead to excellence in the future.

Keywords: strategy, academic administration, quality school

Introduction

Strategic management is a key to success for school management. School administrators play a significant role in driving to school achievement. Therefore, administrators should focus on strategic management since it is the master of school administration that bring successful in their operations. Without formulating the strategies, the schools will not have clear guidelines for how to perform their work to suit the school environment and context. Regarding the changed of society in the present era including rapid technological progress, they are the important factors that affect the quality of education management.

The major purpose of providing quality education is to develop children and youth into excellent individuals with knowledge, skills, and vital competences in line with the management of Education in the 21st century. If the school can handle academic administration, this will result in quality schools.

The development to enhance the quality of the school is the important duty of the school to push and try for the school to move towards quality. and in accordance with the National Education Act B.E. 2542 and its amendment (No. 2 B.E. 2544 and No. 3 B.E. 2553). It is related to the framework for national development outlined in the 20-year National Strategy (2017-2036) and the 12th National Economic and Social Development Plan (2017-2021). It is a framework for the country's development in all systems to be consistent. And lead to the ultimate goal of making the country stable, prosperous, and sustainable.

Objective

To present perspectives, concepts, and directions for strategic academic administration aimed at improving school quality. To prepare students to be complete human beings in all aspects of their lives: physically, mentally, intellectually, morally, ethically, and culturally. capable of living happily with others.

Administration Strategies

The core of school administration is strategic management. In order to make educational institutions successful, school administrators play a crucial role. As a result, administrators should concentrate on strategic school management, including all administrative functions. Administrators are required to develop strategies since

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they serve as the foundation for organizational management, operational master planning in advance so that everyone who is involved can move toward the desired outcomes. Executives must know how to plan strategies carefully and intelligently; analyze school resources and context; used them to formulate strategies that responds to the needs of the learners. The administrators also require to have the creative ideas to create a guideline for school personnel to be able to work more perfectly. Without setting administrative strategy in school, the school will not have a clear guideline on how to operate according to the environment and context of the school. Additionally, the changes in today's society including rapid technological advances and the current situation of the spread of the corona virus, they are important factors that affect the quality of education management. Any school that can provide the quality of education, able to instill and train children and youth to be good and knowledgeable people, have skills and competencies that are important in accordance with the goals of education management in the 21st century, make children and youths to be good citizens of society and contribute to the development of the nation in the future will have a positive effect on the development of the nation.

The Definition of Strategy

Parit Siribunpitak (2009) explained that strategy was first used in the military and business circles before the civilian, government and educational circles, which meant a proactive approach to achieving goals in which one strategy consisted of multiple proactive approaches.

Royal Institute (2013: 73) has given the meaning that strategy means A cunning battle, a method that requires various stratagems and cunning in battle.

Sumit Suwan (2018) said that “strategy” is a term derived from military personnel in war or battle in the past. They must find strategies or methods to defeat the enemy, such as ambushing, digging pitfalls to lay traps, cutting off food supply routes, sending spies, etc. The South Vietnamese soldiers have used the strategy said “if you come I will escape, if you stop I will start, if you are the loser I will attack”. Ultimately, the United States had to withdraw the troops from Vietnam.

Process and steps

Rewat Chatrivisit et al. (2010: 28) proposed the steps of the strategic management process as follows:

1. Strategic planning is an analysis of the external environment, including opportunities, threats and analyzing the internal environment of the organization (strengths and weaknesses).

2. Implementation of the strategic plan, including management of the organization development action plan. operation adjustment

3. Monitoring and Evaluation: monitoring, controlling and evaluating

Jintana Boonbongkan and Natthaphan Kecharanan (2006, cited in Sumit Suwan. 2018) have proposed a process and steps for strategic management. It has the following important components:

1. Environmental analysis
2. Determining the direction of the organization (set organization direction)
3. Strategy formulation
4. Strategy implementation
5. Strategy evaluation and control

Thongchai Santiwong (1997, cited in Sumit Suwan. 2018) also proposed a process and procedure for strategic management in 5 steps as follows:

1. Analysis of the external environment in terms of marketing government economic change, competitors, regulations, or laws

2. Using discretion to examine and assess opportunities, threats or risks caused by the external environment at the same time, it considers the internal environment as well—what the organization's strengths and weaknesses are.

3. Choosing a strategy and setting up a strategy that aims to best benefit.

4. Determination of policies for each aspect to be used as a direction for the preparation of various plans.

5. Strategy implementation.

Kirati Yodyingyong (2006, cited in Sumit Suwan, 2018) mentioned that strategic management or strategic planning is a complex process that executives have to make decisions on the following issues:

1. Clearly define the objectives of the organization.

2. Set goals and objectives of the organization. What are the efforts that the organization must strive to achieve? and how to measure that success

3. Analyze current strengths and weaknesses of the organization that What are some things that the organization finds good? and what doesn't work well

4. Analyze opportunities and threats from the external environment. that may happen to the organization in the future

5. Compare strengths and weaknesses with opportunities and threats. Considering that the current strengths and weaknesses of the organization Will it enable organizations to take advantage of future opportunities and convert threats from the external environment to their advantage? How?

6. What is the long-term strategic direction? to make decisions based on a long-term strategy So that organizations can reap the benefits of future opportunities and convert threats from the external environment to their advantage.

7. What internal components must be changed? in order to put the plan into action in order to make a strategic plan Can be executed with the most successful strategies.

8. Evaluate the strategic plan

Sumit Suwan (2018) has an opinion that When the organization has set a vision goals or objectives. The strategy acquisition process and steps consist of 4 main steps:

1. Environment analysis which is divided into 2 parts. The first part is an analysis of the environment within the organization, which are strengths and weaknesses. The second part is an analysis of the environment outside the organization, i.e. opportunities and obstacles.

2. Strategies to achieve the vision, goals, or objectives set.

3. Implementation of strategies that have been established.

4. Monitoring and reviewing strategies by organizing all personnel to participate to think in order to exchange knowledge and drive the organization to achieve a common vision, goals or objectives, analytical thinking of the future, external environment that affects the organization. Generally, it is considered in 4 areas: politics, economy, society and technology, which have many techniques or methods, namely (Certo Samual & PeterPaul, 1991 cited in Sumit Suwan, 2018).

1. Prediction based on intelligence and experience of executives

2. Trend analysis from various opinion documents of scholars

3. Interviewing experts or experts in that subject

4. The use of statistical methods

4.1 Trend extrapolation

4.2 Using EFR and EDER interview techniques

4.3 Using the delphi technique

4.4 Impact analysis (cross – impact analysis)

Academic administration to quality schools

Quality schools in the era of education management in the 21st century must be improved and developed to keep up with changes in social trends in the current situation. Which requires competition and struggle with the current situation surrounding the problem. so that the school can develop and maintain its own status to continue to exist When considering the overall picture, it focuses on the quality of the school. The end goal is the quality of the students. This is probably because the changes in the current social conditions change the school environment to disclose information to the public. To be adaptable and flexible for the progress of the school, the school must be aware of the environment social context area where students live resources available to the school Including the current situation at all times Development to improve the quality of schools in line with the goals, focus and policies of the education management of the Ministry of Education and the needs of that society Therefore, it is an important duty and obligation of the school to push and strive for the school to move towards quality. and in accordance with the National Education Act B.E. 2542 and it amendments (No. 2 B.E. 2544 and No. 3 B.E. 2553), section 4 "Education" means a learning process for the prosperity of individuals and society. by transferring knowledge, training, training, cultural continuation Creativity fosters academic progress. Knowledge creation arising from the environment, society, learning and supporting factors Persons learn continually throughout their lives, and Section 6. Education management must be in order to develop Thai people to be complete human beings in terms of body, mind, intellect, knowledge and morality, ethics and culture in life, able to live with others happily Especially in Section 22, it states that education management must be based on the principle that all learners have the ability to learn. and self-development considered the learners to be of the utmost importance. The educational management process must encourage learners to develop themselves naturally and to their full potential. Therefore, all schools across the country must have a duty to implement the policy of the National Education Act B.E. 2542 and its amendments (No. 2 B.E. 2544 and No. 3 B.E. 2553) announced in the Government Gazette, Volume 127/Part 45 Kor/Page 1/22 July 2010) and in line with the national development direction framework according to the 20-year national strategy (2017-2036) and the 12th National Economic and Social Development Plan (2017-2021) is a framework for implementation. so that the development of the country in all systems is consistent and lead to the goal of developing the country to be "stable, prosperous and sustainable". From the above, it can be seen that academic administration is important to quality because it is the work that directly develops the education of the learners and there must be a method. The process has a strategy to drive academic work. In all educational institutes, academic work is considered the key to improving the quality of education.

The essence of academic administration

Academic work is the main mission of educational institutions according to the National Education Act B.E. 2542 and it amendments (No. 2 B.E. 2544 and No. 3 B.E. 2553), section 39 that mentions the administrative power and management of academic education of the institution. study that must be managed Organize the learning process and set educational management goals to develop a complete human being, both physically and mentally, wisdom, knowledge, morality, ethics and live happily with others, as Hoy & Miskel (2007, cited in Sukanya Chamchoi, 2022) has proposed that academic work, especially teaching and learning management, is considered the core of school administration and is the heart of education management. School administrators, therefore, should give first priority to academic administration and consider the main goal of teaching management. As Preeyaporn Wonganutaroj (2010) said that academic work focuses on the development of intelligence, knowledge, abilities, morals, ethics, attitudes, and values for students to be smart, good, and happy persons, as well as being valued persons in society. Academic work is an indicator of school quality. The school quality relies on the school's

academic work by considering the methods and outputs of the academic work system, including teaching methods, academic administration, academic achievement, and desirable characteristics of learners. Moreover, academic work is an indicator of school administrators' success and competence. Because academic work is the main task in schools, school administrators must encourage and motivate teachers to cooperate in improving academic work constantly. Therefore, school administrators must know how to plan, communicate, coordinate, control, supervise, diagnose, instruct, and delegate work correctly and appropriately to achieve the objectives of the curriculum. This is in accordance with Sukanya Chamchoi (2022: 45 - 46) who concluded that academic administration is an important mission as defined in the National Education Act. Therefore, all types of schools need to focus on academic work in order to develop students' knowledge, quality, or desirable learning outcomes. To achieve academic administration objectives. school administrators and all relevant personnel must have knowledge, understanding, and skills in academic conduct and academic leadership in curriculum design, learning management, and learning assessment. They must also understand local contexts in order to be able to manage education to meet the needs of the community and keep pace with the changing world at present and in the future. In addition, good academic administration is an indicator of school quality and success and is a factor that leads to the allocation of workloads and resources of the school.

Principles of Academic Administration in Schools

Guidelines for education management in Thailand according to various measures under the National Education Act B.E. 2542 and its amendments (No. 2 B.E. 2545, and No. 3 B.E. 2553) can be summarized as the principles of academic administration as follows:

1. Decentralize academic administration in line with school contexts and school-based community
2. Organize learning based on the concept of lifelong education to develop learners in terms of knowledge, skills, and desirable attributes with the involvement of all sectors.
3. Develop a variety of curriculum, essence, and learning methods to suit the learner's potential and age range based on learner-centered concepts.
4. Encourage instructors to use teaching materials, learning resources, local wisdom, and research for developing effective learning arrangements.

Pariyaporn Tangkunanan (2020) said that academic administrators should adopt the P - O - L - C management principles as a guideline for academic administration to achieve desired goals as defined by the school. P = Planning - Planning requires an analysis of the school environment before determining the direction. Strategies must also be implemented with the preparation of an annual action plan. O = Organizing - Main structure organization of educational institution consists of 5 parts: 1) teachers, 2) school administrators in the educational service area, 3) school directors, 4) analysts and researchers, and 5) support departments. L - Leading - In leading the organization, academic administrators must have the leadership to lead the school in the right direction and must communicate with school personnel to mutually understand the practical guidelines and the school goals. Administrators must focus on the role of the group or team and must motivate school personnel to perform academic work in the same direction. C = Controlling - The administrators must set academic performance standards for academic work as planned so that they can control and follow up on academic operations. If the operation does not meet the set standards, academic administrators must find the cause and use the information to further improve and revise the academic administration. Priyaporn Tangkunanan (2020: 62 - 76) concluded the principle of P - O - L - C administration as in the figure below.

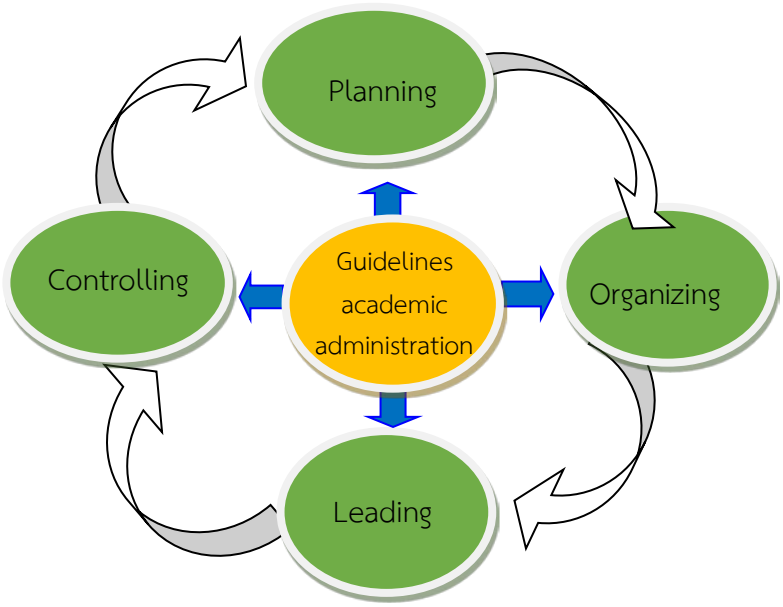


Figure 1 Academic Administration Approach

Quality Schools

Somsak Donprasit (1998: 11) said that quality schools demonstrate "Quality Dimensions" in the following areas:

1. The school has the education management performance according to the expected standards and in accordance with the curriculum objectives.

2. The school has special features which have been created in addition to normal education management, e.g., clean and shady area, modern teaching materials, and local curriculum.

3. Administrators and personnel are reliable in good management, leadership, and teaching profession.

4. The school can operate as announced or agreed with the learner or parent and conform with relevant rules, criteria, and regulations.

5. The school uses quality teaching materials, durable building and facilities which contribute to educational activities to the fullest potential, suitable for age, convenient, and safe

6. The school has service ability to provide activity services for students, parents, and community (Service Ability), e.g., recreation area, sports stadiums, and auditoriums; and listen to the opinions of all parties to improve and correct the operations.

7. The school provides an aesthetic atmosphere that is conducive to learning management of teaching, e.g., organizing a shady atmosphere and recreational activities.

8. The school has reputation/recognition as a quality school with quality perception by all sectors in terms of teaching and learning activities as expected.

The Ministry of Education (2022: Online) has established guidelines for the development of "quality schools" by assigning the Office of the Basic Education Commission (OECD) to drive various projects under the operation framework and 7 focuses as follows:

1. Student safety
2. Quality assurance system
3. Teacher development

4. Teaching and learning
5. Evaluation and measurement
6. Supervision, monitoring and following up
7. Big Data

Tiwat Sridamrong (2022: Online) summarized the characteristics of quality schools as follows:

1. Administrators have leadership, both specific and power aspect, based on their authorities to motivate school personnel to perform academic work and other tasks effectively with the fullest potential. As a result, the school is recognized as a quality school and results of the management process can be a model for other schools.

2. Student-oriented teaching is conducted according to two key principles: the differences of learners and application of knowledge in real life. The focus should be on full-time teaching and full course content, with the emphasis on remedial teaching. Students are assessed based on authentic conditions with the goal to develop learners to their full potential.

3. Family, parent, and school collaborate to develop learners and mobilize resources for education.

4. The school work performance is empirical with parents and the community acceptance. The school is a good choice for educational institutions according to the mission to provide education management to society.

5 The school is qualified according to educational standards in terms of quality of learners, quality of teaching, and quality of management. The school quality meets the needs of the community and the social expectations to have schools across the country equal in standards.

Hoy and Miskel (2001, cited in Songpol Charoenkam, 2019) claimed that factors promoting the school management to be a good quality school are quality teachers with experience and high academic qualifications, sufficient supporting personnel, libraries and a variety of research facilities, modern and comprehensive equipment, and sufficient building and construction. The educational institution must have a duty to manage and provide quality education management and teaching services, as well as be responsible for the management results and incurring quality of education. Therefore, the educational institution must have an educational management and management system with clear goals and action plans, including guidelines for promoting the quality of education and improving the quality of learners according to the operating factors and processes.

Sammons, Hillman & Moretimore (1995, cited in Songpol Charoenkam, 2019) proposed a theoretical concept of quality school management, which consists of 11 components:

1. Professional administrators
2. Shared visions and goals
3. Environment facilitating learning
4. Strength in teaching and learning
5. Learning plans with objective
6. High expectation in school and student
7. Positive reinforcement
8. Student's progress following up
9. Responsible students
10. Collaboration of parent and community
11. Knowledge organization

Conclusion

Based on the above rationale and concept, the development to the quality school according to the policies and focus of the Ministry of Education. The author recognizes the importance in the use of strategies in school administration. Academic administration is considered an important task because it enhances the quality of education with strength in academic and readiness for developing morality and ethics. Consequently, learners are trained to be good people with knowledge, professional skills, and healthiness. Academic administration can increase opportunities to access quality education, reduce educational inequality, solve socio-economic inequality for local and rural students, and promote the participation of private, family, temple, and school to improve quality learners. If any school can organize quality education and develop learners to have key skills and competencies to achieve the objectives of education in the 21st century, children and youth will be of good quality people of society and has a positive effect on further development of the nation.

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ED-070

Politics of Multicultural Education Competence Discourse: Singapore and South Korea

Changju Wu [1]

Abstract

The major purpose of this paper was to examine the politics of multicultural competency discourse through case studies of Singapore and South Korea. The study focused specifically on multicultural competence for in-service teachers. The primary source of this study draws on multicultural education policies, national education acts, teacher professional standards, and secondary data based on a qualitative document research. The data was analyzed by utilizing the critical discourse analysis (CDA) method, and the results were interpreted with Iris Marion Young's concept of politics of difference, and Kimberle Crenshaw' s theory of intersectionality. The findings revealed that local context has a significant impact on how multicultural competency is defined and on which social identities should be addressed. In South Korea, multicultural competency is concentrated on migrant children and international marriages, whereas in Singapore, it is centered on Singaporean identity, racial and religious harmony, despite the existence and rise of other social identities within the nation. This study suggests the need for a more inclusive discourse on multicultural competencies.

Keywords: multicultural competence, in-service teachers, Politics of Difference, South Korea, Singapore

Introduction

As the process of global integration accelerates, the growing demographic change has unavoidably made the schools and classrooms more diverse. Simultaneously, social tensions, injustice, and inequalities between different social groups are becoming more pronounced and serious. The outbreaks of the Stop Asian Hate movement and the Black Lives Matter movement, for example, have sparked worldwide protests demanding justice and equality. Such movements demonstrated that multicultural education is still critical and should be given more attention in order to promote a harmonious, cohesive, and justified society in today's world.

As an idea, an educational reform movement, and an ongoing process, multicultural education provides equal opportunities for all students to achieve successfully in school, regardless the diversity of their race, ethnicity, language, religion, culture, social class, gender, and sexual orientation (Banks & Banks, 2013). Multicultural education is first developed in the United States of America as a result of the African American Civil Rights movement in the 1950s and 1960s, which challenged discriminatory practices and racism in public spaces, particularly in educational institutions. It is then adopted by many countries as an effective and powerful strategy for embracing differences, promoting social integration and social justice. Multicultural education policy makes it possible for the alienated and marginalized groups to be recognized and empowered in the educational system, help them achieve equal and equitable education opportunity. As an essential mechanism to guide the implementation and practice of multicultural education, countries have developed specific policies for multicultural education in accordance with their particular sociopolitical contexts. In the United States, for instance, multicultural education policies are autonomously determined and formed by federal and state legislation, in order to response to the needs of racial, ethnic, and language minority groups. These authorized regulations make more effective implication on schools and staff in terms of the implementation and maintaining of multicultural education (Kellogg, 2015). The multicultural education policy in Australia reacts to the diversity in the country's cultures, languages, and religions. It commits schools to giving every student the chance to succeed academically and socially and to successfully

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integrate into the country's multicultural society (NSW, 2022).

As two fast economically developed countries in Asia, Singapore and South Korea are among those countries that have implemented multicultural education. Singapore is a multi-racial, multi-religious, and multi-language parliamentary republic with a highly developed economy. It is ranked as one of the most developed and prosperous countries in Asia. Since its political independence in 1965, Singapore has declared itself a constitutionally multiracial and multicultural country (Chua, 2003), with Chinese, Malay, and Indian citizens making up the majority of its population. The Malays, notably, are constitutionally recognized as the indigenous people of Singapore (Bokhorst-Heng, 2007). In addition to its major three groups of citizens, Singapore has drawn a great number of immigrants and foreign workers to cater to the needs of globalization and economic development (Ho et al., 2017). According to the Singapore Department of Statistics (2020), its total population is 5.69 million among which Chinese make up 74.3%, Malays at 13.5 %, Indians at 9.0 %, and 3.2 % of Others (include Eurasians, Caucasians, Arabs, Japanese, etc.). In addition, there are 1,427,500 migrant workers in Singapore, composing 38% of its labour force (ILO, 2020). With regard to religion, 31.1% of the nation's population over the age of 15 identify themselves as Buddhists, followed by 8.8% as Taoists, 18.9% as Christians, 15.6% as Muslims, and 5% as Hindus, with the other 20% claiming no religious affiliation (DOS, 2020).

Having learned the lesson from the historically violent riots in 1950 and 1964, the government realized the significance of taking into account the complexity of Singapore's social context and maintaining social cohesion, peace, and harmony among various racial and religious groups.Therefore, when Singapore claimed independence from Malaysia in 1965, the founding prime minister, Lee Kuan Yew, pledged to create a multiracial nation for everyone (Sim, 2015). This promise is also reflected in its national policies in different areas, such as the bilingual policy implemented in 1966 in the field of education, the establishment of the Group Representation Constituency in the parliament in 1988, and the Ethnic Integration Policy introduced in 1989 in the housing sector. In the field of multicultural education, Singapore’s policies are based on the principle of "unity in diversity". The policies aim to promote racial and religious harmony, foster a sense of national identity, and ensure that all students have access to quality education regardless of their background.

Different from Singapore, South Korea is regarded as an ethnically homogeneous nation if dated back to its origin. It was until the 1980s, the rapid economic development attracted a growing number of migrant workers and international marriages, which caused a dramatic demographic change and inevitably turned South Korea into a multicultural society (Kim & Kim, 2012). According to the data from Statistics Korea 2020, the total population of this country was 51.83 million, which increased by 0.1 % from 2019. The foreign nationals was amounted to 1.70 million, which occupied 3.3% of its total population. Among this number, 31.9% are Korean-Chinese, 12.3 are Chinese nationals, 11.8 % Vietnamese, 9.8% Thais, 3.5% Americans, and 30.7 % of others. In 2020, the marriages of immigrants totaled 16,177 cases, which made up 7.6% of its total marriages. The marriages of Korean husbands and foreign wives consisted of the largest share (66.4%) of the total marriages of immigrants, then followed by Korean wives and foreign husbands (18.7%) and naturalized Koreans (14.9%) (Statistics Korea, 2020). Accordingly, 16,421 children were born into the international marriage families in 2020, which means there will be approximately this number of children of international marriages going to school in a few years. The number of students from multicultural families attending elementary, middle, and high schools in 2020 was 147,378, which was a threefold increase compare to 2013 (Lee, 2021). In addition, the number of migrant workers from foreign countries was up to 673,000 in 2020 (Statistics Korea, 2020). As a result of the growing number of its diverse population, the Korean educational system face a significant challenge in integrating multicultural contents in the schools that have been long accustomed to operating on a traditional curriculum for its monolingual and homogeneous population (Chang, 2015). At the same time, an increasing rate of students from multicultural families are also experiencing more

difficulties both in academic learning and school adaptation. For example, students who are "mix-blood" have lower academic performance and a higher dropout rate from school (Lim, 2009). Furthermore, students from multicultural backgrounds are easily to get bullied and discriminated by their peers due to the difference of their language and appearance. It is reported that three out of ten students with mixed-heritage have experienced discrimination in school (Lee, 2021). Apart from the growing number of international marriages and migrant workers, the North Korea defectors are another integral fact that the Korean government has to take into account to the diversification of its population. Many people escaped from North Korea since the start of the economic crisis in the North in the 1990s (Kang, 2010). The number kept growing until recent years. It reached the highest at 2,914 persons as of 2009, while there were only 229 in 2020 (Statista, 2022). Although the number is relatively small, the young school-aged children are still subjected to lower academic records, poor acceptance, and higher dropout rate (Cho, 2015). In such cases, it is pertinent for the government and policy makers to reconsider the educational policies and take actions to promote a more inclusive and multicultural education to address the needs of the diverse students.

Despite the different approaches towards the implementation of multicultural education, the two countries have established and achieved a higher standard education system. However, it is also imperative to investigate the inclusion and exclusion facts existing in these policies, in which some groups are still left out. Moving beyond the single social identity approach, this study employs the theory of politics of difference by Iris Marion Young (1990), and the theory of intersectionality by Kimberly Crenshaw (1989), aiming to investigate which social groups are counted in or excluded from the multicultural education policies in Singapore and South Korea, as well as how in-service teacher's multicultural competence is conceptualized by the dominant discourses within the particular sociopolitical context of these two countries.

Research Objective

This study aims to investigate which social groups are counted in or excluded from the multicultural education policies in Singapore and South Korea, as well as how in-service teacher's multicultural competence is conceptualized by the dominant discourses within the particular sociopolitical context of these two countries.

Research Methodology

This study is conducted as a document analysis which is one of the forms of qualitative research. Bowen (2009) defined document analysis as a systematic process for reviewing or evaluating written and electronic documents. There are numerous types of documents that can be collected as data sources, including books, journals, letters, diaries, agendas, meeting reports, advertisements, and newspapers, the majority of which are accessible via the internet, libraries, newspaper archives, and institutional files (Bowen, 2009; Yin, 2009).

This study selects South Korea and Singapore as research sites for three reasons: first, they are all developed countries with a large population of immigrants, foreign workers, and international students; second, the two countries have unique, but also share characteristics, experiences, and policies regarding multicultural education; and third, each of these countries has achieved multiculturalism. The primary sources of data of this study focus on the multicultural education policies, national education acts, and teacher professional standards released by the respective ministry of education of the two nations.

This study utilizes critical discourse analysis, which is a useful approach for researchers to explore the connections between educational practices and social contexts (Mullet, 2018). Critical discourse analysis (CDA), according to Van Dijk (1993), deals with the discourse dimensions of power abuse, as well as the social injustice and inequality that follow from it. CDA aims to address social issues and gain a better understand of them through discourse analysis. Through critical understanding, CDA attempts to challenge the power and speak for the marginalized or dominated people who suffers from social injustice and inequalities (Van Dijk, 1993). Therefore,

Critical discourse analysis (CDA) helps this study make a critical sense of how the dominant groups and subordinate groups are presented in the official documents of South Korea and Singapore.

Conclusion

This study respectively examined the multicultural education policies, national educational acts, and teacher professional standards of Singapore and South Korea, focusing on the identity groups presented in the official documents, the strategies implemented, and the training standards for teachers' multicultural education competence.

Singapore has a long history of promoting multiculturalism or multi-racialism, and its commitment to provide quality education to all Singaporean citizens. It is obvious to find that the shared national values and a common Singapore national identity are the main focuses throughout its educational policies which have been effective and successful in creating a diverse and harmonious society. As the country is proud of its success in maintaining racial and religious harmony, there are scholars, nevertheless, arguing that racial harmony has not been fully achieved as there are still tensions existing among the Singaporeans and between the Singaporean citizens and new immigrants (Ho et al., 2017; Karupiah & Berthelsen, 2011; Mathew, 2015). Prime Minister Lee Hsien Loong (2015) also emphasized in a speech that:

"One of our most remarkable achievements over these last 50 years, has been our racial and religious harmony. It stems from a strong belief in the ideal of a multiracial society where everybody is equal, regardless of race, language, or religion..... in any society, race and religion will remain as difficult issues, will remain as sensitive issues.....in some ways, are more complicated and more difficult than it used to be.....It is very unwise to assume that we do not have to be careful, that we do not have to be sensitive when we are dealing with issues of race and religion. It is always work in progress."

The aforementioned statements demonstrate that despite the achievement of its "unity in diversity," possible conflicts and tensions will still lurk underneath the surface. Moreover, as the times are changing, new, urgent concerns, especially the LGBTQ+ community, who are being subject to bias and discrimination, are rising up to demand more presence and justice in the schools and society. For example, the educational system of Singapore is being criticized that the existence of LGBTQ+ identities are erased from the education curricula, LGBTQ+ teachers have to stay closeted and hide their identity in order to keep their job, teachers should not discuss this kind of issues with students, and LGBTQ+ students are bullied and discriminated in the school, and so on (Heckin Unicoorn, 2022). As a result of these emerging challenges, it is imperative to consider whether the current policies are truly inclusive or multicultural enough for all. And it is imperative to review and reconsider the policies tin order to ensure that everyone is included and respected in both policies and realities.

In terms of teachers' competence, it highly requires that teachers in primary and secondary schools must go through a series of strict examinations, which includes their commitment to teaching profession and service to diverse student populations, as well as other qualifications (Bautist et al., 2015). According to the Singapore Graduand Teacher Competence (NIE, nd), teachers are requires to achieved the three professional standards: professional practice, leadership and management, and personal effectiveness. **Referring to multicultural competence, it requires teachers to be competent of nurturing the whole child by believing that all pupils can learn, showing care and concern for all pupils, in addition, teachers should have high expectations towards all pupils, regardless of their varied backgrounds, and are committed to their development.** In order to guarantee an effective multicultural education, Karupiah and Berthelsen (2011) suggested teachers attain proper knowledge, positive attitude, and skills to conduct multicultural practice in their classrooms. These elements can be found in the Singapore Teacher Training Programmes (NIE, 2021), in which student teachers are require to take

the course of “The Social Context of Education in Singapore”, which requires them to understand the critical functions of education in Singapore, namely to support economic development, foster social cohesion, socialize young people into their citizenship role. In addition, this course enables teachers to understand the major policy directions driving education reform, and the attempts to reduce education inequality. Under these major discourses, the Teacher Training Programme aims to cultivate teachers with multicultural education competence through different subjects. For example, the essential course “Multicultural Studies” which aims to introduce student teachers to the implication of a living in a diverse society, and covers the topics of race, ethnicity, class, gender, and other social structures. Also the courses such as “Managing Diversity in the Primary Social Studies Classroom” and “Social Studies in the Secondary Classroom” under the theme of The Teaching of Social Studies, “Identity in a Diverse World”, “Singapore Studies”, “Supporting Diversity at the Primary Level”, and “Character and Citizenship Education”. Obviously, Singapore has developed a relatively concrete training system for cultivating future teachers with multicultural competence. These courses help develop a positive attitudes and understanding for future teachers, and equip them with needed knowledge and skills to teach in diverse classrooms. According to the results from the OCED Teaching and Learning International Survey (TALIS) (2018), 100% of teachers in Singapore hold a positive attitude towards teaching students from different cultural backgrounds. Nevertheless, only 60.9% of teachers believe that they are “well-prepared” or “very well-prepared” to teach in a multicultural setting. Though the proportion is higher than other countries, it also indicated that there are teachers who are not ready or are not competent enough to conduct multicultural education. Therefor, it is significant for the country to reflect and reconsider its training programmes in order to produce more qualified and well-prepared teachers. In addition, it is suggested that the Ministry of Education and related government departments take into account of more gender issues, which are becoming an increasingly intensive topic in Singapore. And a more critical training plan should be developed to address the issues of inequality and injustice in the education system.

In the case of South Korea, the government has made significant efforts to promote education for multicultural children by implementing annual Multicultural Education Support Plans since 2006 to 2020. Undoubtedly, these plans have been effective in ensuring educational opportunities for multicultural students and integrating them into the Korean educational system and society. And, as goals and countermeasures evolved throughout the years, it is certain that South Korea is committed to improve the quality of education for all students, and to raise the importance of awareness towards multicultural education as it is becoming a more welcoming and accepting place for people with diverse backgrounds. However, it is worth noting that these support plans aimed to create a more inclusive education environment for multicultural students, but did not adequately address the underlying issues of discrimination and inequality. In addition, children of multicultural families have been the main targets of these policies since the implementation, which means they are regarded as “different” from the “general students”. Furthermore, the implementing strategies such as the learning of Korean language and Korean cultural education have always been the main focus over the years, which are in some way strengthening the privilege and power of the dominant culture, and are trying assimilating the “different” into the mainstream society.

Regarding to nurturing teachers’ multicultural education competence, it is explicitly stressed in its annual Multicultural Education Support Plans. For example, the 2008 Multicultural Education Plan emphasized the training contents for teachers’ multicultural education competence including inducing interest and educational consideration for students through a change in the perception of teachers and principals who are in charge of multicultural families. The 2009 plan focused on conducting training on the theory and practice of multicultural education for student guidance, and practical training to improve teachers’ understanding of multiculturalism. It is undeniable that the government has devoted great effort to develop competent teachers in teaching multicultural education, however, the main training focus throughout all these policies is about improve teachers’ multicultural understanding, which is inadequate to tackle the real issues and difficulties that the teachers face in the diverse

classrooms. The results of the OCED Teaching and Learning International Survey (2018) on South Korea explicated that though 97% of teachers have a positive attitude towards teaching students with different backgrounds, and only 30.9 % of teachers felt that they are prepared to teach in a multicultural classroom. Compared to other OCED countries, it was at a very low rank in terms of multicultural teaching competence (TALIS, 2018). Additionally, these training programs emphasize on promoting teachers' understanding for multiculturalism and multicultural students, but less importance is attached to the enhancement of teachers' professional knowledge and skills to better integrate both multicultural students and general students. Otherwise, the issues of discrimination and prejudice will not be radically addressed.

To summarize, Singapore's and South Korea's multicultural education programs function differently due to their unique national contexts. Needless to say, Singapore has a long history of implementing multicultural education, which has significant implications for other countries striving to create a truly multicultural society. However, the Singapore national context is continually evolving; the government must adjust and reform in order to fulfill the increasingly diverse demands of all citizens and become a truly inclusive society for everyone. South Korea's efforts to promote a multicultural society are unquestionable; nonetheless, a more concrete and inclusive program should be devised, as well as a stronger political will to become a true multicultural society should be incorporated in educational planning.

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ED-074

Dual Vocational Education (DVE) for Persons with Disabilities

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Abstract

This paper aims to present the importance of vocational education management for persons with disabilities in the dual system. The topics included: the dual vocational system, current employment for persons with disabilities, and the dual vocational system for persons with disabilities. The essence focuses on dual vocational system management, employment of persons with disabilities, current trends in demand for disabled workers, and importance of dual vocational system management for persons with disabilities.

Keywords: person with disabilities, dual vocational education, dual vocational education for person with disabilities

Introduction

The education management under Section 8 of the Vocational Education Act B.E. 2551 stipulated that vocational education and training shall be provided in three different forms: 1) Informal education is primarily focused on education at vocational schools or institutions with a clear determination of aim, study method, curriculum, study time, and measurement and evaluation based on the conditions for graduation. 2) Non-formal education is flexible management of vocational education in determining the aim, study method, study time, and measurement and evaluation which shall be appropriate for and in accordance with problem conditions and needs of particular groups. 3) Dual education system is vocational education management under the agreement between vocational education institutions and establishments, state enterprises, or government agencies on curriculum and learning management, and measurement and evaluation. Learners spend part of their time studying in vocational institutions and practicing at establishments, state enterprises, or government agencies (Dual Vocational Education Center, 2021). At present, the Office of the Vocational Education Commission (OVEC) launched a policy to promote and open educational opportunities for persons with disabilities to attend vocational education thoroughly. The main purpose is to improve the quality of life of persons with disabilities so that they can apply knowledge and professional skills in work, make a living, and live life happily. This can be seen from various projects of the OVEC which are specifically organized for persons with disabilities. There is also support for the establishment of the Disability Support Services Center (DSS), to manage vocational education for persons with disabilities in 5 colleges: Phutthamonthon Vocational College, Bangsaen Technical College, Chiang Mai Polytechnic College, Nakorn Luang Polytechnic College, and Surin Polytechnic College. Additionally, educational institutions are encouraged to organize education based on the dual system. It can be concluded that the dual education system is increasingly important in developing learners to apply theoretical knowledge in the classroom and practical experience from vocational training to work successfully. In this paper, I am presenting the importance of vocational education management for persons with disabilities in the dual system.

The Dual Vocational Education System

The dual vocational education system (Center for Dual Vocational Education, 2021) was started in 1984.

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It is vocational education organized with cooperation between educational institutions and establishments. The dual vocational education system has been continuously developed which can be divided into four phases as follows:

Phase 1 School-Factory Project (Dual System) (1984 – 1994) The Department of Vocational Education received academic assistance from the German Government under the aid of the GTZ: Deutsche Gesellschaft Fuer Teche Zusammenarbeit.

Phase 2 The Dual Vocational Education Project (1995 - 1998) The Department of Vocational Education at that time promoted the "dual education system" by updating the Certificate of Vocational Education Curriculum B.E. 2538 with different learning management, i.e., normal system, dual system, credit accumulation/transfer system, and remote system. The symbol of Dual Vocational Training (DVT) was first used.



Figure 1 The Dual Vocational Training Symbol
Source: http://bsq2.vec.go.th/

Phase 3 Half-curriculum internship (1999 – 2007) The OVEC has developed the Certificate of Vocational Education Curriculum B.E. 2542 (revised B.E. 2546) and the High Vocational Certificate B.E. 2546. These curriculums are the vocational education management with the cooperation between vocational institutions and the establishments. Vocational training can be organized in two forms: 1) half-curriculum internship (dual system), in which students have professional training for the period of at least half of the program at the establishments; and 2) one-semester internship, in which students have professional training for at least one semester under the DVT (Dual Vocational Training) symbol. Due to the end of the Thai-German academic cooperation project, the dual vocational training symbol was revised. The symbol contains only the DVT abbreviation without the flags of the two countries.



Figure 2 The Revised DVT Symbol
Source: http://bsq2.vec.go.th/

Phase 4 2008-present The Vocational Education Act B.E. 2551 came effective. Section 8 (3) specified that the dual education system is a vocational education arrangement under the agreement between educational institutions and establishments, state enterprises, or government agencies on the management of curriculum, learning, and measurement and evaluation. Learners spend part of their time studying in a vocational institution and practicing in establishments, state enterprises, or government agencies with an emphasis on the dual education system. The dual education system symbol has changed according to the English wording from Dual Vocational Training – DVT to Dual Vocational Education - DVE.

Figure 3 the Dual Vocational Education Symbol
Source: http://bsq2.vec.go.th/

Dual vocational education aims to develop students to work effectively. In other words, students are trained in skills, knowledge, and competence to keep up with technological advancement according to the establishment's needs. This also implies the preparation of vocational education personnel for the labor market. The benefits that students receive are 1) in general, they get an allowance and other benefits as agreed, have a good opportunity to work in the establishment where they have received vocational training, receive a work experience certificate from the establishment, and gain the Vocational Certificate and the High Vocational Certificate, the same as academic students; 2) academic benefits are students gain theoretical knowledge from learning at the institution, be able to apply the knowledge to the practice at the establishment immediately, and have professional skills that meet the needs of the establishment; and 3) work character benefits include students have high responsibility, punctuality, good personality, and appropriate to work, as well as understand work system in the establishment, and can solve problems well.

The principles of dual vocational education are responding to the establishment's needs based on the curriculum structure, adopting flexible methods based on the availability of educational institutions and establishments, and aiming to improve students' skills, proficiency, and qualifications.

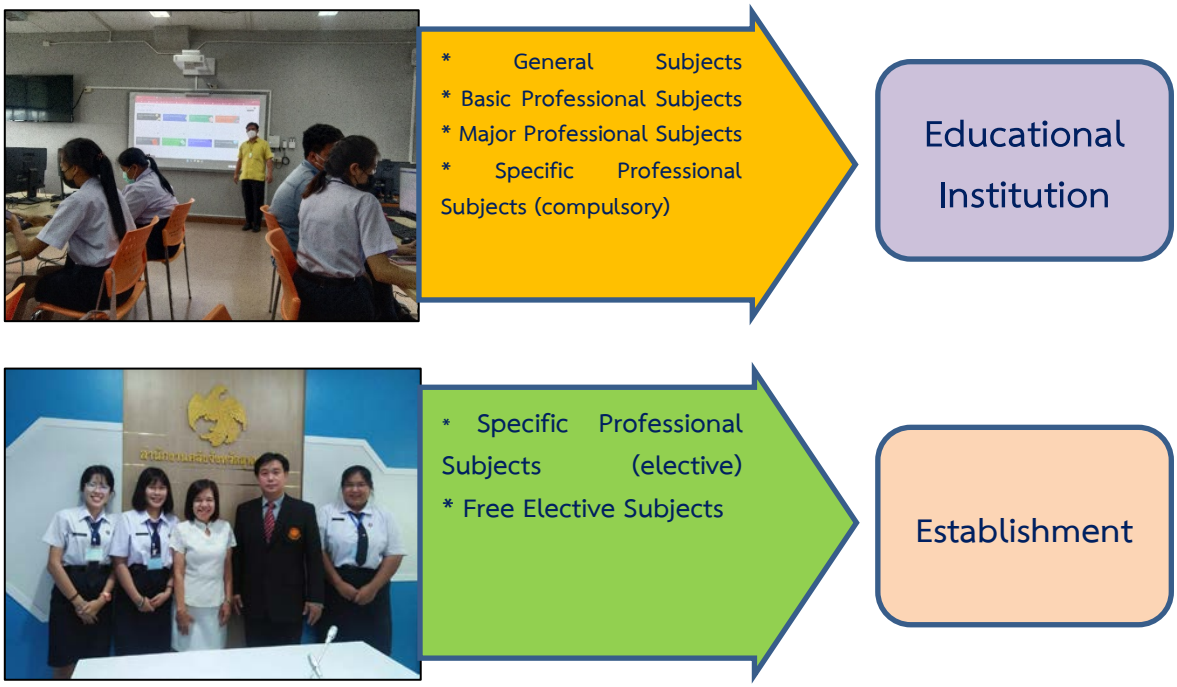


Figure 4 Flowchart of Dual Vocational Education Management

The personnel involved in the ducal vocational education system are as follows:

1) Establishments

- Internship supervisors include owners, managers, supervisors, or those assigned by the establishment.

- Teachers include those who teach and train in the establishment. They must be knowledgeable and competent in the professional field in which students are trained, and have good character and attitude toward the transfer of knowledge to others.

2) Educational Institutions

- Head of the dual vocational education system
- Supervising teachers
- Advisors

The benefits that an establishment can gain when cooperating in dual vocational education were: 1) in the business aspect, the establishment is able to develop personnel to have skills and knowledge, meet the establishment's needs, and plan its workforce systematically in the long term. This makes it possible to prepare qualified personnel to support future labor needs. Moreover, the establishment also gains benefits under the Career Promotion Act. 2) In the social aspect, dual vocational education gives the company or establishment a good image. It can publicize the organization to society. This can support and promote students' opportunities to learn from practical experience. As a result, it raises learners' quality of life by providing allowances and other benefits.

Success in dual vocational education management depended on the preparation of learning plans, vocational training plans, job training, measurement and evaluation which focus on producing graduates with skilled, technical, and technological levels. The graduates are persons with knowledge, understanding, skill, ethic and morality, professional conduct, and habit appropriate to work in real life. They can effectively operate technical work, create and develop tasks, plan, manage and develop themselves, and collaborate with others. The graduates have academic and professional progress, including competency to perform work or self-employment according to the professional education standards and competency standards of the subject. This is in accordance with the 20-Year National Strategy, the National Economic and Social Development Plan, and the National Education Plan. The quality of graduates, ducal vocational education at all levels, subjects and disciplines must have standards as specified in the Ministry of Education's Notification on the national vocational qualifications framework. The graduates' qualifications include: 1) be able to perform work in the field immediately after graduation, and 2) have competency according to the vocational qualification criteria for each level and subject. For instructors and supporting personnel of dual vocational education, the vocational education institutions shall perform as follows: 1) at least 30 percent of professional instructors in vocational education institutions adopting dual vocational education must have professional development no less than eighty hours per person per academic year from the participating establishment that manages the dual vocational education system. 2) The vocational education institution must provide experienced, skilled, and professional expertise to transfer skills, experience, and knowledge to learners and instructors no less than twice a year, no less than two hours per subject per semester.

Vocational education institutions and establishments that jointly manage the dual vocational education system must have sufficient materials, supplies, space, and educational equipment to manage teaching and vocational training.

Current Situations of the Employment of Persons with Disabilities

There are three ways of employing persons with disabilities in establishments and government agencies (Department for the Promotion and Improvement of the Quality of Life of Persons with Disabilities, 2022). The establishment can choose to operate in one or several ways, including:

Section 33 Regarding the employment of persons with disabilities, the establishment and government agencies shall accept disabled persons who are able to work in the establishment in accordance with the law on labor protection or government agencies in accordance with the prescription of the Office of the Civil Service Commission

Section 34 To send money to the fund, the employer or the owner sends money to the fund to promote and improve the quality of life of the disabled person on a yearly basis. Government agencies do not have to send money to the fund.

Section 35 An employer or owner of an establishment makes a concession under Section 35 by applying to the Department of Employment or the Provincial Employment Office where the headquarters of the establishment is located, or to a government agency.

Year	The number of government agencies that must be employed		Performance						Need to hire more (%)
	Agency (Place)	To Employ (person)	Results reported (places)	Hire 33 (person)	Concession 35 (contract)	Total	Employed (%)	Need to hire more (people)	
2562	212	14,226	131	3,327	2,930	6,257	43.98	7,969	56.02
2563	290	15,412	204	2,633	1,278	3,911	25.37	11,501	74.63
2564	292	17,622	223	1,801	781	3,582	20.33	14,040	79.67
2565	294	17,534	141	2,214	459	2,673	15.24	14,861	84.75

Table 1 The statistics of disabled person employment of GOV
ที่มา : https://dep.go.th/images/uploads/files/job200565.pdf

Year	The number of establishment agencies that must be employed		Performance						Need to hire more (%)
	Agency (Place)	To Employ (person)	Hire 33 (person)	Concession 35 (contract)	Send Money 34 (person)	Total	Employed (%)	Need to hire more (person)	
2562	14,453	69,974	40,405	13,172	15,798	69,375	99.14	599	0.86
2563	14,906	70,161	40,429	14,108	13,833	68,370	97.45	1,791	2.55
2564	13,713	64,785	37,850	13,786	12,910	64,546	99.63	239	0.37
2565	13,643	63,876	33,730	12,946	11,548	58,224	91.15	5,652	8.85

Table 2 The statistics of disabled person employment in establishments (nationwide)
Source: https://dep.go.th/images/uploads/files/job200565.pdf

According to Table 1, government agencies also need to increase the employment rate of 14,861 persons, or by 84.75 percent. In Table 2, 5,652 persons with disabilities, or 8.85 percent, are required to increase the employment rate of persons with disabilities.

Under Section 4 of the Promotion and Improvement of the Quality of Life of Persons with Disabilities Act B.E. 2550, persons with disabilities are defined as persons who are limited in performing their daily activities or engaging in social activities due to their visual, hearing, motor, communication, mental, emotional, behavioral, intellectual, and learning disabilities, or any other impairment with various impediments, and special need for assistance in order to perform their daily activities or engage in social activities as normal individuals. According to the types and criteria announced by the Minister of Social Development and Human Security, there are seven categories of disabilities: visual disabilities, hearing disabilities or articulation disabilities, motor or physical disabilities, mental or behavioral disabilities, intellectual disabilities, learning disabilities, and autism disabilities. Each of which has different limitations, which make it possible for people with disabilities to choose jobs that meet their aptitudes and limitations. From the researchers' experience in teaching learners with disabilities, people with disabilities are able to upskill and reskill as regular students, depending on their disability and proficiency. For example, one student in the higher vocational certificate level of Banhan-Chaemsai Polytechnic College in SuphanBuri Province has hearing disability, but she could graduate in Business Computers and work in information technology at the Supamitr Hospital in SuphanBuri Province. Another student of Suphanburi College of Vocational Education, one with hearing disabilities from SuphanBuri Vocational Education College has hearing disability but could graduate with vocational certificate and high vocational certificate levels, as well as a Bachelor's degree (ongoing) in Business Computer with free tuition and able to run a private business without any problems. Moreover, the researcher participated in the workshop seminar to develop the study plan for disabled learners, organized by the OVEC, Chiang Mai Vocational College in cooperation with the Center for the Development, Promotion, Coordination of Student Affairs and Special Affairs (2020) between 22-25 November 2020. The researcher visited Chiang Mai Polytechnic College and met with a disabled learner who has half a body, but is good at repairing motorcycles without thinking of disability as an obstacle.

Persons with disabilities have the potential to develop AI superior to normal persons (Saruta, 2025). Saruta Benkotem said that blind people process sounds twice as quickly as ordinary people. Deaf people can see wide and see details better than non-deaf people. Autistic people can catch patterns well and exclusively focus

on their interests, and some have excellent long-term memories. From the coronavirus outbreak 2019 which had major impacts on the economic and social systems, all sectors accelerate the application of digital technologies to work in order to reduce the risk of infection. Moreover, work from home leads to a new normal lifestyle. This adaptation increases opportunities for people with disabilities to work through various platforms easily. It increases the choice of work for both people with disabilities and the establishment and also supports the Rehabilitation of Disabled Person Act B.E. 2534, which stipulated that the establishment with 200 employees or more is obliged to accept persons with disabilities to work at a ratio of 200 employees per one person with disabilities.

Dual Vocational Education System for Persons with Disabilities

From the OVEC Announcement on 23 November 2020 on the establishment of the Vocational Special Education Management Center as an internal agency under the OVEC. The Vocational Special Education Management Center is responsible for preparing policy proposals and plans for the management of special vocational education and professional training for persons with disabilities, special needs persons, and the underprivileged, including evaluating and reporting on the implementation of vocational education management and training for persons with disabilities, organization of system, media, and facilities under the Education Management for Persons with Disabilities Act B.E. 2551. The center also manages vocational education for special needs persons and the underprivileged. It encourages, supports, and coordinates the management of vocational education and professional training for persons with disabilities, persons with special needs, and the underprivileged, including evaluating and reporting and promoting and supporting the Vocational Special Education Management Center and educational institutions to provide inclusive classes for persons with disabilities and special needs persons in the area of responsibility thoroughly. As a result, the center is able to produce and develop technology to support learning and facilities for education management for persons with disabilities and those with special needs. It coordinates, promotes, and supports the educational management of vocational institutions of the public and private sector, local administrative organizations, including individuals, families, communities, community organizations, funds, professional organizations, religious institutions, establishments, and other institutions that organize vocational education and training for persons with disabilities, special needs persons, and underprivileged groups. The center coordinates, promotes, and supports the development of teachers and personnel for vocational education management and professional training for persons with disabilities, special needs persons, and the underprivileged in public and private institutions.

The Vocational Special Education Management Center collaborates and promotes education management for persons with disabilities, special needs persons, and the underprivileged to be in accordance with the vocational education policies and standards. Moreover, it compiles the database on vocational education management and professional training for persons with disabilities, special needs persons, and the underprivileged in public and private educational institutions. Furthermore, the center works with or supports the performance of other related or designated functions and performs other related or assigned tasks. It is evident that the OVEC gives importance to the education of disabled learners, especially in dual vocational education, with a variety of disciplines. This allows people with disabilities to upskill and reskills according to their own disabilities and aptitudes.

Although the dual vocational education system may not be the answer for all persons with disabilities, it is a good option for persons with disabilities to develop their potential to enter the labor market effectively through the process of improving the knowledge and abilities of students in the dual education system. Additionally, this education system meets the needs of the labor market through the collaboration of establishments for the development of disabled students together with educational institutions.

Relevant Research

Anchalee Saratana et al. (2020) researched the current state of occupational needs of persons with disabilities and studied the case study of persons with autism. The research aims to 1) examine the current state, vocational needs, and problems in occupation of persons with disabilities in the Northeast; and 2) examine the current state, vocational needs, and problems in occupation of autistic persons with a case study in Khon Kaen Province. The research results revealed that the problems in occupation of disabled persons are mostly basic needs such as funding, knowledge, occupational skills, and welfare. The support still focuses on helping the disabled person not to be a burden on family and society and having more self-esteem and attempt to develop the occupation and performance. Quality educational management thoroughly for persons with disabilities is necessary. Regarding the research results, it is found 7.75 percent of persons with autism from all types of disabilities. The occupational development of autistic students is the need of their parents and teachers. It is necessary to develop a specific vocational curriculum for autistic persons so that they can work, communicate, adapts to others, and works appropriately. The major obstacle in work operation of autistic persons is the severity level of autism.

Sumalee & Benjamaporn (2019) studied dual education management in the 4.0 era. The guidelines for the development of dual education system in the 4.0 era were presented as follows: 1) schools must place importance on and understand learners and parents, and negotiate to save the rights and interests of learners and parents. The establishment must adjust the teaching process. There should have supervising teachers and training teachers of the establishment to develop learners. Problems, obstacles, and solutions in curriculum management must be measured and evaluated. 2) The establishment must have a way to manage the dual education system curriculum with no treaty with the educational institution. 3) For learners, there should have methods for solving learners' problems and obstacles. The teacher has an important role in developing learners in adaptation, problem-solving, and critical thinking principles.

Elizabeth Ellen Simonson (2013) researched the role of technical vocational training in Texas in early college high schools (ECHS). The study aimed to prepare the document about the role of vocational training programs in the ECHS and to identify barriers that might hinder the introduction of effective vocational training programs in the ECHS. The study was descriptive nature, using a mixed methodology model, especially a sequential design survey, and an instrumental development model. The researchers hypothesized that in the context of the ECHS, the specific role of vocational training programs as well as the barriers that might hinder the implementation of such programs based on qualitative outcomes were derived from three Delphi studies. The study concluded that eight of the 15 hypotheses were viable. From the quantitative results, practitioners involved in the ECHS often agree on the roles and barriers.

Conclusion

The OVEC has announced the establishment of the Vocational Special Education Administration Centre as an agency under the OVEC and direct command of the Office of Standards. The center is responsible for preparing policy proposals and plans for special vocational education management and training for persons with disabilities, persons with special needs, and the underprivileged. It can be seen that the OVEC places importance on the education of persons with disabilities in order to improve their quality of life. They can apply knowledge and professional skills to make a living and live happy life. When the coronavirus spread in 2019, information technology in the workplace evolved exponentially. It is a good opportunity for persons with disabilities to turn a crisis into an opportunity by upskilling and reskilling in information technology to create work skills in the 21st century. Particularly, dual vocational education organizes vocational education under an agreement between a vocational institution and an establishment, state enterprise, or government agency on learning management and measurement and evaluation. Learners spend part of their study time in a vocational institution and practice

working in an establishment, state enterprise, or government agency. They have precise theoretical knowledge from the institution and practical experience from working in the establishment. Apart from the implementation under the Rehabilitation of Disabled Person Act B.E. 2534, which prescribed that the establishment shall employ persons with disabilities. The Ministerial regulations (B.E. 2537), issued according to the provision of the Rehabilitation of Disabled Person Act B.E. 2534, set the number of persons with disabilities that an employer or owner of the establishment shall employ. Specifically, the establishment with 200 or more employees shall accept persons with disabilities to work in the ratio of 200:1. In addition, the establishment can receive tax deductions from the admission of disabled learners for vocational training through dual vocational education in the establishment, according to the Skill Development Promotion Act B.E. 2545.

Recommendation

Dual vocational education for persons with disabilities is not widespread—among vocational education institutions, establishments, and persons with disabilities—due to the budget and the understanding of roles, duties, and importance of learning in dual vocational education of persons with disabilities. Therefore, the OVEC must accelerate public relations, and cooperate with all sectors to search for budget support in dual vocational education management for persons with disabilities, in terms of learning management, universal design, and personnel in operations related to dual vocational education for persons with disabilities.

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The Causal Relationship Model of Administrators Affecting Effectiveness of Secondary Administration Schools in The Northeastern Region.

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Abstract

The purposes of this research were: 1) to examine factors in the causal relationship model of administrators affecting effectiveness of secondary administration schools in the northeastern region, 2) to develop and verify the causal relationship model that was created with the empirical data, and 3) to find guidelines to develop factors that directly affect the effectiveness of secondary administration schools in the northeastern region. The research was divided into 3 phases, consisting of: Phase 1: Creating a hypothesis model. Phase 2: Check for consistency with empirical data, the key informants are administrators and teachers in secondary schools in the northeastern region, the year 2022, 1,280 samples from 640 schools. Phase 3: Finding ways to develop factors that directly affect the effectiveness of secondary administration schools in the northeastern region. The findings were as follows: 1) The variables studied in the causal relationship model that was created consisted of 4 causal variables, all of which had a high average level, 2) The causal relationship model that was created is consistent with empirical data, and 3) Have guidelines for developing variables direct influencing the administrators affecting effectiveness of secondary administration schools in the northeastern region.

Keywords: The causal relationship model, affecting effectiveness of secondary administration schools.

Introduction

Disruption means interruption and destruction. It is frequently used in industrial and business technology scenes. **(สุมาลี มหณรงค์ชัย, 2563)** The researcher concludes that disruption means replacing the old with new technologies or innovations that are more potent and efficient, for example, smartphones replace traditional mobile phones. Consumer behavior turns to using YouTube, Facebook, Line, Shopee, Lazada or even doing important things such as financial transactions via Mobile Banking, which are just a few examples of technological advancements. It changes the concept of human lifestyle, resulting in new skills and occupations that will support this change that is becoming increasingly important and inevitable. (Ismail, S., 2014) has compared the linear growth or development of human beings with the potential of technology. Technology as a tool came after humans and their early potential were greatly inferior to humans. But at some point, the potential of technology will be vastly higher than that of humans. The difference gap is called disruption. Analysts have concluded that we have already crossed the point where human and technological capabilities are equal and that in the next 3-5 years the impact will be even more exponential. Therefore, it can be said that the present and the future are completely disrupted. In the midst of technological advancement and digital development, human behavior has changed from the past. The behavior of the students is the same. Learners are looking for a flexible learning model that can be used anytime, anywhere. A completely different form of learning from the past is known as Disruptive Education and

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the more there is epidemic of the Coronavirus 2019, which stimulates the education management model to change even more quickly. **(สุมัทนา หาญสุริย์, 2563)**

From the rapid change and development of technology, new careers and new work skills have arisen, which raises the question of whether Thai education is ready or not to prepare human resources that will be the future to drive the country further. Thai studies that have been surveyed are not as satisfactory as they should be, and it cannot be denied that it is the result of the education management of Thailand that still needs to be developed. **(ชัชวาล โอสถานนท์, 2563)** Seize the opportunity from the era of disruption to develop the education system, create quality human resources and develop the country further. The important cog that will drive the strategy into practice is inevitable from the school administrators, which is in line with **(ชัชชญา พีระธรณิศร์, 2563)** That said, executives must have leadership, role play, directing work, planning, supervising, monitoring and evaluating success. The executives themselves must dare to challenge themselves, and change their life when considering the administration of secondary schools in the era of disruption School administrators and teachers as well as parents in this era. All of them are users of information technology, with educational institution administrators having important tasks in terms of academic administration, budgeting, personnel administration, and general administration. According to the National Education Act Has assigned the Ministry to decentralize the administration and management of education in such matters. At the same time, results must be achieved in accordance with the context of the community in which the educational institution is located. **(สงบ อินทรมณี, 2562)** same as **(กรรณิการ์ แก้วประสิทธิ์, 2564)** It was found that from the spread of COVID-19, Academic administration needs to be adjusted to online learning management due to the new lifestyle-based lifestyle that uses technology in administration and learning management. To be effective and affect the learning achievement of the learners, which is the main duty of the educational institution to lead the organization to success in accordance with **(สราวุฒิ ไทยสงค์, 2564)** that presents guidelines for personnel management when the situation spreads Coronavirus disease 2019 (COVID-19) outbreak by managing personnel using technology Effectively, it requires executives with knowledge and expertise in using digital technology to lead the transformation of the organization's work. Executives must rely on strategies to manage their limited human resources to be as effective and efficient as possible, to drive educational institutions to achieve the goals set.

From the importance of factors affecting school effectiveness. Although this study was large-scale, it was a study in another organization, make the researcher interested in studying the causal relationship model of administrators affecting effectiveness of secondary administration schools in the northeastern region. Because it is a study from theory to modeling that shows the structure of relationships between variables. The researcher can examine the structural relationships of the theoretical models generated from the literature review. The data were then collected and tested for model concordance, for the benefit of understanding knowledge and expanding new knowledge lead to best practice.

Research Objective

1. To study the variables in the causal relationship model of administrators affecting effectiveness of secondary administration schools in the northeastern region.

2. To develop and verify the harmonization of the causal relationship model of administrators affecting effectiveness of secondary administration schools in the northeastern region.

3. To find guidelines to develop variables directly influencing administrators affecting effectiveness of secondary administration schools in the northeastern region.

Research Methodology

The researcher divided the research method into 3 phases as follows:

Phase 1 Create a hypothesis model, divided into 2 steps.

Step 1 Study and analysis of documents the resultant factors and components of secondary school administration effectiveness were as follows:

1. Two latent external variables were 1) Executive Leadership in the Disruption Era and 2) School Environment and Culture.

2. Three latent variables were 1) the competency of teachers and educational personnel in managing the learning process, 2) innovative schools using technology and information, and 3) the effectiveness of secondary school administration.

Step 2 Bring the knowledge gained, to interview 9 experts from 3 groups, namely academic experts; Educational Administration, and the administration of educational institutions to confirm the knowledge gained from the study

Phase 2: checking for consistency with empirical data, divided into 4 steps as follows:

Step 1 Population and sample The population is a secondary school in the northeast, under the Office of the Basic Education Commission for the academic year 2022, totaling 933 schools and the sample group consisted of 640 secondary schools, using the size of the school as a chart There were 2 informants in each school, consisting of 1 school administrator and 1 teacher.

Step 2 Creation and development of research tools the researcher created a questionnaire with a rating scale of 5 levels (Rating Scale), namely, most, most, medium, least and least. Checked for validity in terms of content by 5 experts. Selected items with a consistency index of 97 items. To be published as a questionnaire, the questionnaire then takes into consideration the ethics of research in human subjects. Sakon Nakhon Rajabhat University Then checks the confidence of the tool by bringing the questionnaire to try out (Try Out) with a group of informants with characteristics such as the same as the real sample, which is a secondary school. Under the Office of the Basic Education Commission, 50 places are not a sample group.

Step 3 Data Collection

Step 4 Analysis and Interpretation The researcher used to mean (S.D.), skew, and kurtosis analysis when the data were found to be close to the normal distribution. Therefore, correlation analysis between latent variables was performed. Next, the relationship between the observed variables was analyzed using SPSS. Lisrel was then used for single-variable confirmatory component analysis. When all variables analyze the pattern with empirical data is to see how harmonious it is, until the influence of the variable.

Phase 3: Finding ways to develop factors influencing the effectiveness of secondary school administration, divided into 4 steps as follows:

Step 1 was to collect data from the model and its direct influence on secondary school administration effectiveness. Create an interview

Step 2: Interview 9 experts from 3 groups for guidelines to develop the aforementioned factors.

Step 3 Data analysis and interpretation bring the contents that have been summarized as a guideline for development.

Step 4 Evaluate the development approach the assessment uses 3 standard criteria: accuracy, feasibility, and suitability With 5 experts, data were analyzed by frequency and percentage.

Conclusion

1. The established causal relationship model of secondary school administration effectiveness in the northeastern region consisted of the following causal variables: 1) latent variables outside executive leadership in the disruption era; There were 4 variables that were observed at a high level: Big New Creative Disruptor Adapter

Idol. 2) latent variables outside the school environment and culture The average was at a high level, consisting of 4 variables that could be observed: external expectations for achieving goals; the positive atmosphere at work Emphasizing and encouraging participation and adhering to the rule of law and working as a team
3) latent variables within competencies of teachers and educational personnel in learning process management The mean was at a high level, consisting of 5 variables that were observed, namely knowledge and understanding of learning standards, techniques, and teaching methods that focused on learner quality, conducive atmosphere for learning career development and professional teachers
4) Latent variables within educational institutions of innovation using technology and information The average was at a high level, consisting of 4 variables that could be observed, namely, the structure of the school. Vision, Mission, and Strategy Allocation of learning resources with technology and information and the use of information technology and communication systems in management. The resulting internal latent variable was secondary school administration effectiveness. The average was at a high level, consisting of 4 variables that were observed: academic administration, budget management Personnel Management, and general administration.

2. The causal relationship model of administrators affecting effectiveness of secondary administration schools in the northeastern region is consistent with empirical data with statistical values measuring the harmony of the pattern, it was found that the hypothesis model is inconsistent with the empirical data. After adjusting the model, it was found that the model was in harmony with the empirical data with the statistical value measuring the model's harmony as Chi-Square = 102.02, Degree of Freedom : df = 107, P-Value = .61807 more valuable .05 shows that close fit, χ^2/df = .95,

RMSEA = 0.00, Goodness of Fit Index (GFI) = .99, Adjusted Goodness of Fit Index (AGFI) = .98, it shows that the model developed by the researcher is consistent with the empirical data.

3. Guidelines for the development of variables influencing the effectiveness of secondary school administration in the northeastern region the experts presented the following:

3.1 Leadership development for executives in the era of disruption Executives should have both science and art. Dare to think outside the box creatively. Be a good role model in every dimension. Keep inspiring others to accept change. Encourage teachers and school personnel to love educational and professional development. Give stakeholders the opportunity to participate in setting vision, goals, and strategies. It also needs to improve the management structure. Keep up with changes by using information technology, as well as dealing with the risk of changing existing processes that are inconsistent with development on the basis that management is flexible and able to achieve goals effectively.

3.2 Development of school environment and culture Administrators should take action for parents. The community trusts and expects the learning management of educational institutions. Create an atmosphere where everyone in the school trusts each other. There is a clear and concrete work motivation system. Give opportunities for all groups of people in educational institutions to participate in a co-thinking, co-operating, co-deciding, co-responsible manner, as well as participating in the evaluation By focusing on the rule of law and working as a team that will lead to the goals of the school.

3.3 The development of the competencies of teachers and educational personnel in organizing the learning process. Administrators should ensure that teachers and educational personnel have knowledge. process skills, morality, ethics, professional ethics and values; use knowledge, abilities, skills, technology to manage learning for a variety of learners Create innovative and integrative learning methods with the help of technology. Provide students with access to information resources. information and experience Provide training for learners to learn about careers Support and encourage learners to study, to learn, to seek knowledge and to learn by themselves according to their potential and hospitable. in order to achieve a truly student-centered learning management In

addition, it must be promoted and developed to measure results. Evaluate results according to real conditions that focus on the quality of learners and develop learners' potential.

3.4 Innovative educational institute development using technology and information Executives should pay attention to technology and information. Encourage teachers to use technology in learning management, create and use innovations in teaching effectively, encourage and encourage all personnel to envision the future seek new ways to solve learning management problems Encourage cooperation in the development of creation with ICT systems. Buildings, premises, and facilities are improved to be suitable for the use of ICT in all dimensions. Students are encouraged to develop ICT skills until they can use ICT as a tool to produce and present their work according to their potential and interest, student for management and learning management to be effective and achieve objectives.

Discussion

1. The causal relationship model of administrators affecting effectiveness of secondary administration schools in the northeastern region consists of the following variables:

1.1 Latent variables outside executive leadership in the era of disruption all observed variables were at a high level. It shows that executives demonstrate leadership that is not attached to the same knowledge, ideas, and processes, be a role model Suitable for an era that is changing rapidly, which corresponds to (Hoque, 2015) Said that executives must be able to deal with things that affect their work, and can provide guidance to team members. Leadership in the era of replacement by the new so it's not just the ability to bring about change. but must be able to blend that change to suit the context of the organization and in line with **(ทองพันชั่ง พงษ์วารินทร์, 2564)** said that the 5 things leaders in the disruption era must do are 1) Communicate to the point, 2) Use human resources, 3) Dare to face new changes, 4) Think more, and 5) Create your own motivation and pass that willpower to all team members To drive the team forward continuously, non-stop.

1.2 All latent variables outside the school environment and culture were observed at a high level. It shows that the management has an environment that promotes the operation, improve the teacher's work both physically mentally and socially. There is also a school culture that is like an image of the organization in line with (Hoy and Miskel, 2005) said Most good organizational cultures consist of 1) innovation, 2) stability, 3) people focus, 4) teamwork, and 5) goal-oriented. and also in line with the research of **(อิทธิพล พลเหี้ยมหาญ, 2562)** said school environment affects effective school administration It can be observed from the physical, academic, social and cultural environments of the organization.

1.3 The variables of competency of teachers and educational personnel in organizing the learning process were all observed at a high level. It shows that teachers and educational personnel have quality, knowledge, competence, skills, and good attitudes through student-centered learning management, a learning management process that gives importance to learners, which corresponds to **(พระราชบัญญัติการศึกษาแห่งชาติ, 2562)** and research of **(วิไลลักษณ์ โภคาพานิชย์, 2562)** said organization of Learning Processes Affecting Educational Management Effectiveness of Secondary Schools in the Northeastern Region As a result of teachers and educational personnel assessing learning skills according to real conditions. Analyze learning standards very well. A student-centered curriculum and teaching methods are used, along with professional development and learning resources, needs, interests, and necessities of learners.

1.4 All variables of innovative educational institutions using technology and information were observed at a high level. It shows that administrators manage systems and various resources in educational institutions to promote and support the creation of various innovations efficiently, which is consistent with the research of **(รัชพล จอมไตรคุป, 2563)** and (Dundon & Elaine, 2002) Said that an innovative organization comes from creating a shared vision and strategy for innovation. There is an environment that supports innovation. Resources

are allocated for innovation. There is a network of innovation processes, developing skills for innovation Recognize and motivate innovation, as well as encourage third parties involved to create innovations.

1.5 The administrators affecting effectiveness of secondary administration schools corresponds to **(พระราชบัญญัติการศึกษาแห่งชาติ, 2562) (ธีรพงศ์ แสนยศ, 2560) (สสิชร์ สาทรพณิชย์, 2562)** and **(ศรประภา พงษ์หัตถาศิลป์ , 2557)** said that it is a process that uses both science and art of administration to achieve the goals set by the school, consisting of 4 aspects: academic administration budget management personnel management and general administration.

2. The causal relationship model of administrators affecting effectiveness of secondary administration schools in the northeastern region is consistent with empirical data which is in accordance with the assumptions set, namely:

2.1 Executive leadership in the era of disruption directly influences administrators affecting effectiveness of secondary administration schools since the school administrator is the highest commander within the school, it will have a role in managing various resources in accordance with modern needs. If administrators have executive leadership in the era of disruption, it will result in teachers and educational personnel. The direction of operation of educational institutes in full efficiency poses administrators affecting effectiveness of secondary administration schools which is consistent with the research results of **(ทรัพย์หิรัญ จันทรักษ์, 2561)** said, technology leadership has the most direct influence on school effectiveness. and in accordance with **(ปุญชรัศมิ์ เหมบุรุษ และ วีระวัฒน์ อุทัยรัตน์, 2562)** said, the use of characteristic and behavioral leadership by high school principals in terms of the vision development, inspiration, and intellectual stimulation influences changes in the attitudes and behavior of members of the organization. Engage members with changes in the organization's key objectives and strategies. It is a model that responds to the school administration with a modern and up-to-date management method according to the standard quality criteria of the operation to develop secondary schools into high-performance organizations.

2.2 School environment and culture had a direct influence on the effectiveness of secondary school administration. Because parents and communities trust each other, schools create an atmosphere of mutual trust. There is a clear motivation to work. Opportunity for everyone in the educational institution to participate in the work. with everyone conscious of their duties and shared responsibility By focusing on the rule of law and working as a team to provide quality learners that will lead to achieving the goals of the school, which is one of the indicators of the school's effectiveness which is in line with **(สันติ สุขสัตย์, 2561)** said, organizational performance Organization of learning, commitment to the organization community involvement had a positive direct influence on school effectiveness

2.3 The competencies of teachers and educational personnel in organizing the learning process directly influenced the effectiveness of secondary school administration. Because teachers and educational personnel have knowledge process skills moral ethics Professional ethics and good values in technology-assisted integrative learning management in order to achieve truly student-centered learning management Encourage and develop the measurement Evaluate results according to real conditions that focus on the quality of learners and develop learners' potential. as part of the effectiveness of secondary school administration in line with **(สำนักแผนและประกันคุณภาพการศึกษา, 2558)** it was found that the direct influence of factors affecting school effectiveness was learning management process factors. So that all learners will receive quality educational services from educational institutions to develop knowledgeability and desirable characteristics of learners the competence of teachers and educational personnel in organizing the learning process

2.4 Innovative educational institutions using technology and information have a direct influence on the effectiveness of secondary school administration. Because executives should pay attention to technology and

information. Encourage teachers to use technology in learning management, create and use innovations in effective teaching promote and promote cooperation in the development and creation of ICT systems. There are improvements to buildings and facilities suitable for the use of ICT in all dimensions for management and learning management to be effective and achieve success. Objectives correspond to **(รัชพล จอมไตรคุป, 2563)** found that the organization of innovation had a direct influence on the performance of secondary schools in the northeastern region and in accordance with **(สันติ สุขสัตย์, 2561)** found that learning organization had a positive direct influence on school effectiveness.

3. Guidelines for developing influencing variables causal relationship model of administrators affecting effectiveness of secondary administration schools, experts offer the following:

3.1 Leadership development for executives in the era of disruption Executives should have both science and art. Dare to think outside the box creatively. Be a good role model in every dimension, inspiring to embrace change Encourage teachers and school personnel to love educational and professional development. Provide opportunities for stakeholders to participate in setting vision, goals and strategies.

3.2 Development of school environment and culture Administrators should take action for parents. The community believes in and expects the learning management of educational institutions. Create an atmosphere where everyone in the school trusts each other. There is a clear and concrete work motivation system. Provide opportunities for all groups of people in educational institutions to think together, act together, make decisions, and participate in the evaluation.

3.3 The development of the competencies of teachers and educational personnel in organizing the learning process. Administrators should ensure that teachers and educational personnel have knowledge, process skills, morality, ethics, professional ethics, and values; use knowledge, abilities, skills, and technology to manage a variety of learners' learning Create innovative and integrative learning methods with technology.

3.4 Innovative educational institute development using technology and information Administrators should improve buildings and premises to suit the use of ICT in all dimensions, paying attention to technology and information. Encourage teachers to use technology in learning management. Create and use innovation in effective teaching, and encourage and encourage all personnel to see the future.

Recommendation

This research yielded the causal relationship model of administrators affecting effectiveness of secondary administration schools in the northeastern region which is a body of knowledge that can be used as a guideline for formulating an effective school development policy and can apply the causal relationship model to make decisions about the planning for effective educational institution quality development It can be expressed as a suggestion for applying the research results as follows:

1. Office of the Basic Education Commission (OBEC) can use the research results to prepare policy proposals, education development plan Determination of criteria, guidelines, and actions related to supporting resources. setting up resource allocation and manage budgets to subsidize basic education management as well as developing the management system and promoting the coordination of the information network and the use of information technology in administration and teaching and learning.

2. The Secondary Educational Service Area Office in the northeastern region can use the research results to formulate policies, development plans and educational standards of the educational area in accordance with the policy. Educational standards, education plans, establishment of general subsidy budgets of educational institutions.

3. High School Administrators in the Northeast can use the research results to plan and direct the work of teachers and educators. The executives have to rethink and make new ones, not taking the original frame as a limitation to be used only as part of the guideline. The next part in the development of executive leadership.

It should be motivating what your management goals are, and have guidelines for self-development how to develop work to be excellent or create excellent management principles for oneself Empowering teachers and educational personnel to have the capacity to organize an integrative learning process with the help of technology, as well as supporting teachers educational personnel and learners are innovators Know how to create and use innovation from technology and information creatively, for the management and management of learning to be effective and achieve the set objectives.

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An Investigation into the Perceptions of Professional learning community Experienced by Teacher under Nakhon Phanom Primary Education Service Area Office 2

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Abstract

The purpose of this study is to examine the perceptions on professional learning community of teacher .The research used a quantitative approach with an explanatory survey conduct in Nakhon Phanom Primary Education Service Area Office 2. The target group were 305 teachers.

The instruments used in collecting data were questionnaires. Data analysis was quantitative and descriptive in the form of percentage, mean, standard deviation, The results showed that in the perceptions about professional learning community experienced by teacher was at high level ($\overline{X}$ = 4.42, S.D. = 0.64)

Keywords: teacher, **professional** learning community, perception,

Introduction

Many educational institutions are still struggling. Despite problems with the PLC loop, the academic group, or the community, it is a vital tool for encouraging students to keep learning. The PLC procedure is an invaluable resource for The modernization of the teaching workforce, which the Ministry of Education has fostered, is an important aspect of the country's future. Using the PLC method, all schools have refined the teaching profession to better facilitate student learning and institutional objectives. as a group, they take a comprehensive view of the learning process and its promotion by examining, reflecting, and criticizing their work through the lens of the concept of collective power (Office of the Basic Education Commission, 2017) When people come together, they share what they've learned in the classroom, what they've discovered in their research, what they've come up with in their creative pursuits, and how they manage the logistics A similar study by Louis and Marks (1998) looked at the effects of a PLC on student outcomes in 24 primary, secondary, and tertiary institutions by focusing on the integration of social and technical aspects of the classroom (8 of each school type). The research showed that the PLCs boosted student success and improved classroom management (Louis & Marks, 1998). Examining "learning enriched schools" with both qualitative and quantitative approaches.

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All schools must adhere to the National Education Act of B.E. 2542, as amended by the Second National Education Act of B.E. 2545, as amended by the Third National Education Act of B.E. 2553, and any other applicable rules issued by the Ministry of Education. As reported by the National Education Commission's office in 2011 It is imperative that schools be structured in a way that allows students to grow naturally and reach their greatest potential. All educators have a responsibility to implement strategies that promote learning for all children in keeping with the spirit of the Act. Teachers need to be familiar with a new concept called a Professional Learning Community (PLC), which is short for a "Community of Practice" (CoP). in the role of instructor, or more generally, It's a get-together for the purpose of learning and practice. The role of the educator in the classroom, when students and teachers come together to learn from one another's experiences. Facilitate group or team projects by playing the role of a teacher. It's possible that this is a group of students from the same institution. various educational institutions.

The Professional Learning Community (PLC) is a group of people who share the fundamental belief that school staff members should aid and encourage one another to share their expertise through a process known as professional development (Well and Feun. 2007: 141). A community focused on vocational education is known as To facilitate discussion and learning, you should get together a group of educators who are interested in a specific topic and have prior experience teaching it. Talk to one another and get to know one another. Collaborate in order to purchase horses that have gained new knowledge that can be applied and adapted. a variety of circumstances and predicaments, depending on the surrounding surroundings. The collaborative environment for learning will Shift away from the typical work culture that instructors have been accustomed to. from working on their own to working together as part of a team, with a commitment to improving their academic achievement instruction in many trades for both students and teachers Students' abilities to learn are the driving force behind change. and a culture that thrives on the accumulation of knowledge Cooperation is the cornerstone of innovation and the birth of new things, which are necessary to build a community of openings. The term "professional development" refers to a community that helps teachers and teacher groups enhance their abilities, attitudes, and understanding while also stimulating their performance. It begins with methodical practice and progresses to include self-improvement. Create a learning organization that can evolve into a learning community over time. Teachers' ability to continuously learn is supported by vocational education (Pongthip Thep-Aree, 2014: 286), as is the community of vocational learners. Through the use of professional learning communities, professionalism will eventually become ingrained in the company culture that determines the overall quality of the educational institution. This will result in the creation of a school that is a happy place for students, teachers, and administrators (Wachiran Panich. 2012: 176). It is the process of bringing about change through the acquisition of knowledge through action and. providing assistance to one another and to one another with the intention of fostering the development of lead learners' learning together, setting goals The learning and monitoring of learners reflects both the learners' individual performance as well as the learners' performance as a whole, and this is accomplished through the process of exchanging and reviewing information, as well as gaining new information. Criticism Working together as a group collectively working together Strength attained through concentrating on and encouraging the process of learning in its complete context (1) According to the (Teacher and Personnel Development Foundation in 2017, 1)

As a result, educators will be required to make significant adjustments, which might be challenging; hence, they will want the assistance of a learning community. Learning for professionals, often known as Professional Learning. Community is a gathering of educators with the purpose of exchanging ideas and learning from one another about the profession of teaching. The Teacher Quality Development System, which must be supporting the formation of a community system for professional learning together, has been researched and examined by the TDRI, which stands for the For the Development of Thailand organization. (Institute of Science in Thailand for the Development of 2014: 17) Teachers will benefit from using systematic learning management since it will help them build confidence in arranging their academic courses. Learning management, both in terms of the

teaching system, as well as the implementation method, design, and growth of teaching, which will effect the teaching of teachers in organizing Learning or planning for learning management. Learning management Users have the option of utilizing theories, principles, conceptions, or determinations in their work. Both the material being taught and the capabilities of the students are taken into consideration while developing the instructional philosophy. detailing the circumstances around the organizing Learning to take use of each other first and foremost, then selecting from a variety of teaching formats, teaching methods, and teaching techniques, or employing a teaching approach that is a blend of several teaching approaches (Pampan Dechakupt. 2008: 17-18) Using the idea of a professional learning community in the classroom as a means to effect positive change in one's life. Make new connections and establish a community or support network to facilitate conversation and assistance. The work that teachers do will change, as will the atmosphere at school, which will become a place where everyone can find happiness. The culture of the school is a reflection. new concepts as well as adjustments to the way the instructor acts The relationship between the teachers' collective effectiveness and A community of vocational learning has resulted in students achieving better academic performance. This relationship was influenced by dialogue to assist students in teacher-teacher career development in schools (Gilrane and others. 2008: 101), and as a result of this dialogue, teachers' collective effectiveness increased. (Calcasola. 2009: 137) Additionally, the management of a vocational learning community is an opportunity for one's professional development (Morrow. 2010: 89). a group dedicated to the advancement of vocational training Careers will transform students. consistent throughout the teachers, administrators, and schools (Wachiran Panich. 2012: 191)

According to the findings of the study, the researchers believe that a strategy for the development of teachers that organizes conceptual learning should be developed. Learning community for educational institutions that focuses on professional development and is a process A new school in which teachers can interact with one another to discuss, share, and gain knowledge from their experiences in performing the responsibilities that teachers make horses that have new information. to be applied and adapted with the intention of having an impact on scientific competence vocational training for teachers and the education of students. A researcher who is responsible for guiding teachers and providing consultations to teachers in the Nakhon Phanom Primary Education Service Area Office 2 interested in conducting a survey to investigate how instructors affiliated with the Nakhon Phanom Primary Educational Service Area Office 2 feel about the idea of a professional learning community, which will directly effect the organization's ability to continue to grow and evolve. in order for educators working in educational institutions to be able to perform their jobs in an effective and professional manner. to discover methods that would enable future teachers to be more efficient and effective in their work.

Research Objective

To investigate the perceptions of Professional learning community experienced by teachers the Nakhon Phanom Primary Education Service Area Office 2

Research Methodology

Participants

The participants in this research consisted of 305 teachers of primary schools in Nakhon Phanom Primary Education Service Area Office 2 The sample size was employed by Krejcie and Morgan table (Krejcie & Morgan, 1970 pp.608-609) that calculated the sample by proportion of teachers in each school. Then, stratified random sampling and simple random sampling were applied.

Measures

The instrument used in this study was a questionnaire comprised 2 parts consisted of background data of the participants and the characteristics of professional learning community of schools.

Part 1

It was the list to inquire general data of the participants that consisted of work position, school size and work experience.

Part 2

It composed of the rating scale questions that was created along Likert rating scale (Likert, 1967) to inquire the characteristics of professional learning community of schools with the reliability of The component of professional learning community consisted of 1) shared vision 2) collaborative teamwork 3) shared leadership 4) professional learning and development 5) caring community and 6) supportive structure

Procedure and design

This study was a survey research collecting data by a questionnaire. The data was collected by google form after the researcher sent the link to target school.

Statistical analysis

The data was analyzed by using Statistical Package for the Social Sciences: SPSS. The descriptive statistics was applied for frequency, percentage, mean, standard deviation.

Conclusion

The research results are shown as followed:

The perceptions of professional learning community experienced by teachers in Nakhon Phanom Primary Education Service Area Office 2 were at a high level ($\overline{X}$ = 4.42). When considering each aspect, Supportive structure ($\overline{X}$ = 4.64) was rated at the highest level followed by Collaborative Teamwork ($\overline{X}$ = 4.58), Professional learning and development ($\overline{X}$ = 4.47), Shared Leadership ($\overline{X}$ = 4.35), Caring community ($\overline{X}$ = 4.29), and Shared Vision $\overline{X}$ = 4.23) respectively as shown in Table 1

Table 1: The analysis results of components of the professional learning community experienced by supervisors.

Components	Awareness Level		
	$\overline{X}$	S.D.	Level
1) Shared Vision	4.23	0.75	Hight
2) Collaborative Teamwork	4.58	0.61	Highest
3) Shared Leadership	4.35	0.60	Hight
4) Professional learning and development	4.47	0.71	Hight
5) Caring community	4.29	0.68	Hight
6) Supportive structure	4.64	0.49	Highest
Average Score	**4.42**	**0.64**	**Hight**

Table 1 shows the analysis results of components of the professional learning community experienced by teachers in Nakhon Phanom Primary Education Service Area Office 2.It shows that the perception on the professional learning community by supervisors in Nakhon Phanom Primary Education Service Area Office 2 at the high level.

Discussion

The perception of professional learning community experience by experienced by teachers in Nakhon Phanom Primary Education Service Area Office 2 were rated in high level in overall and each aspect.

This because the professional learning community to develop education is the duty of the supervisor who have to collaborate and join forces to learn. To help every student grow to their full potential. Including teachers and administrators in educational institutions increase their professional expertise at the same time. There are important principles. The goal is the learning of the learners, the cooperation of all personnel. work culture joint learning exchange Teachers and administrators have developed their own professional and communication and Work is creative. For important concepts, focus on the learning quality of all students. The learning process is a collaborative learning. joint exchange to learn more professional advancement for stakeholders and the creation of an organizational learning culture (DuFour, 2004).

The results of this research are consistent with previous research that has studied the learning community process. It was found that the concepts and principles of professional learning communities in 6 components, i.e. shared vision collaborative teamwork shared leadership professional learning and development caring community and supportive structure (Suthiphon Khanom, 2018 ; Sakchai Phucharoen, 2014 ; Hord, Roussin and Sommers, 2009 ; Woralak Chukanert, Ekarin Sangthong and Chavalit Kerdthip, 2014 ; Sergiovanni, 1994 ; Hargreaves, 2003 ; Stoll and Louis, 2007 ; DuFour, 2006 ; Kotter and Cohen, 2002 ; Olivier and Hipp, 2006 ; Thompson, Gregg and Niska, 2004 ; Boyd, 1992 ; Eastwood and Louis, 1992 and Suraphon Thamromdee et al. (2010).

The. educational management in the responsibility of Nakhon Phanom Primary Education Service Area Office 2 in order to get employment, will work to establish a community that emphasizes vocational education. The necessary learning network from the compiler is generated as a result of the application of education management by teachers. Why exactly is it considered a learning community This is in line with the findings of the research done by Peyanat Kusumal (2017: 107-111) To be able to keep their jobs, teachers need to participate in ongoing professional development courses, as this is an essential tactic that fosters the development of their careers. and manage learning to be more efficient and effective by allowing teachers to work and development approach using the concept of a professional learning community in manage learning for educational institutions is to promote, support, and create understanding among teachers in schools manage learning to be more efficient and effective by allowing teachers to work on their own regarding the concept of a learning community and the professional learning community, as well as the management of the learning process In order for educational institutions to reach the same level of knowledge and comprehension, as well as to organize teachers so that they may manage and learn together, professionals are required. In order to manage learning effectively, it is important to implement teacher development based on the idea of a professional learning community. It is the responsibility of educational institutions to foster, assist, and develop an understanding among instructors working in schools. Regarding the concept of a learning community and the professional learning community, as well as the management of the learning process To ensure that educational institutions all have the same level of knowledge and comprehension, and to organize instructors so that they can learn together professionally. In order to manage learning for educational institutions, it is important to implement teacher development by utilizing the concept of a professional learning community. The findings of research conducted by Mintra Laisnitserikul (2014: 397-40 1) on management strategies schools to become a community of professional learning of secondary schools in Benjaburapha University Bangkok found that the current state of school administration of secondary schools in Benjaburapha Campus Bangkok in every respect and in every aspect. The application side of things was handled really well. In line with the findings that Papavee Pipatlak (2014: 164-166) has uncovered through their investigation. Building a professional learning community requires strategies for the development of sustainable leadership

among co-educational school administrators. These strategies should be based on the concept of sustainable leadership. Join the concept of sustainable leadership, it was discovered that the current status of executive leadership school research. to significantly enhance the total capacity of the professional learning community at the level It was discovered that the factor with the highest mean is Learning and Professional Growth, which indicates that instructors exhibit behaviors that are reflective of learning and professional development. This was discovered across the board. Consistent with what Wijarn Panich (2012 p:135) says about the importance of having similar ideals and a shared vision in order to learn together, as well as bring things learn to creatively apply together. Consolidation in this form is analogous to a rod pushing force that is exerted by the demands and interests of members of the professional learning community for the purpose of learning and professional growth in the direction of student learning standards. According to Woralak Chukanerd (2014: 99-100), it is advantageous to serve as a Kanlayanamit for your community. The essence is to place an emphasis on cultivating a happy community in the workplace as well as in daily life, and to do so in conjunction with a "open culture" in which everyone is free to express themselves. The act of freely expressing one's opinion is a form of liberty, and it creates a place that provides a feeling of safety or liberation from oppressive power when it is founded on trust, respect, and the ethics of generosity. In terms of ethics, the collective values held by the group's members Dedicated to professional work while maintaining a good attitude toward education and the students who will benefit from it. Thapakorn Udomsri (2015:313) Because of the concept that human development can be affected by personal leadership, administrators and educators are aware of and pay priority to the development of personal leadership. Contributes to an increase in the effectiveness of operational efficiency since, even so, how efficient will management be? How cutting-edge the technology is, but it will not be used in any way. The availability of human resources is the most crucial aspect, and without it, it will not be possible to attain the results that have been wanted. Knowledge, knowledge, and abilities adequate for moving the system ahead in a forward-looking direction.

Recommendation

The further research should study factors that affect professional learning community of schools to seek factors to predict professional learning community of schools and support professional learning community building. Moreover, the research should develop the ways of building professional learning community to guide schools create professional learning community clearly.

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ED-107

The Causal Relationship Model of Internal Quality Assurance Operational Effectiveness of the Small Sized Primary Schools in the Northeast

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Sikan Pienthunyakorn[2]
Sawat Phothiwat[3]

Abstract

The purpose of this research were to 1) study effectiveness of internal quality assurance operations in the small sized primary and causal factors chosen to study, 2) examine the consistency of the causal relationship model of internal quality assurance operational effectiveness of the small sized primary schools developed to empirical data, 3) to establish the guidelines for developing factors affecting the internal quality assurance operational effectiveness of the small sized primary schools. The three-phase research was conducted: Phase 1 was constructing the causal relationship model, step 1 was analysis of documents and relevant research studies, and step 2 studied from experts. Phase ll involved the validation of a causal relationship model with empirical data. Research population were the small sized primary schools in the Northeast 7,231 schools in the 2021 academic year. The subjects were drawn from 360 small primary schools under the OBEC in the 2021 academic year. The two respondents were selected from each school using a multi-stage random sampling, yielding a total of 720 respondents, including 360 school administrators and 360 teachers. The findings were as follows:

1. Effectiveness of internal quality assurance operational effectiveness of the small sized primary schools was high mean scores ranking. Causal factors chosen studied was high mean scores ranking, with mean scores ranking from high to low in descending order as follows: personnel attributes, working environment, corporate culture, and leadership of school administrator.

2. The developed causal relationship model of effectiveness of small primary schools was consistent with the empirical data : Chi-square of 51.66, degrees of freedom (df) of 40, the relative chi-square value $\chi 2/df$ of 1.29. Consequently, p-value of 0.102, Root Mean Square Error of Approximation (RMSEA) of 0.02, Adjusted Goodness of Fit Index (AGFI) of 0.97, Critical N (CN) of 876.94, Comparative Fit Index (CFI) of 0.99, Root Mean Squared Residual (RMR) pf 0.01, and Alpha Coefficient (R2) of 0.86.

3. The guidelines for developing factors effectiveness of internal quality assurance operational of the small sized primary schools. The four factors that had the direct influence on the effectiveness of internal quality assurance operational of the small sized primary schools shorted in descending order as follows: Leadership of school directors is directors must develop leadership through training or development using innovations, programs, and research, Personnel attributes to Raise awareness among personnel about the value and importance of internal quality assurance operations, Working environment must be developed, improved, clean, beautiful, safe, sufficient to meet the needs, and Corporate culture is foster a culture of engagement in the workplace.

Keywords: The Causal Relationship Model, Effectiveness of Internal Quality Assurance Operational

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Introduction

The Ministry of Education has issued the Ministry of Education Quality Assurance Regulation B.E. 2561 dated February 20, 2018. The guidelines are implemented in accordance with the Ministerial Regulations on Systems. The criteria and methods of quality assurance of education B.E. 2553 (2010) are inconsistent with the actual principles of quality assurance of education. As a result, internal and external quality assurance operations are irrelevant. There is duplication and misunderstanding of practice. This does not reflect reality and creates a burden on educational institutions and school personnel, as well as affiliated agencies, regulatory agencies, and external agencies more than necessary. Criteria and methods for ensuring the quality of education, In order to have a mechanism of conduct that is conducive to the implementation of the educational standards of each level and to be effective in improving the quality of education, it is necessary to issue this Ministerial Regulation. (Ministry of Education, 2018, p. 5) In addition, the Ministerial Regulations ensure the quality of education. The 2018 Act defined "quality assurance of education". It is an assessment and monitoring of quality in accordance with the educational standards of each level and type of education, with mechanisms for controlling and monitoring the quality management system of education held by the educational institutions. To develop and reassure stakeholders and the public that the school can manage quality education in accordance with educational standards.

Quality assurance within educational institutions is developed to ensure that all levels of education management are of high quality and that basic educational standards are maintained. By assessing and monitoring the quality of schools in accordance with basic education standards, which are consistent with Rattinan Thaweesuksang (2014, p. 14) said: Quality assurance within the school means that the school administration process must be carried out continuously to improve the quality and standards of education and ensure that the learners have good quality that meets the needs of the community. And in line with Thanarat Srikong (2015, p. 24), it has been concluded that quality assurance within a school means conducting an evaluation. Monitor and monitor the quality and standard of education to continuously improve the quality of learners to ensure direct access to educational services. Therefore, internal quality assurance is a management process to monitor and control the quality in school education management. The internal quality assurance system is a system in which educational institutions reassure their clients, ruler communities, as well as organizations or establishments that accept students for further study or work. The school can manage the quality of education in accordance with the standards set by the school. Graduates are knowledgeable, skilled, and have desirable attributes according to the curriculum and society expectations. Be able to live happily in society as well as benefit families and communities as appropriate.

Internal quality assurance operations in small elementary schools; It found that small elementary schools had more quality assurance operational problems than medium and large elementary schools, due to restrictions on both personnel and budget to support. As a result, smaller elementary schools face staffing problems in schools that lack knowledge and understanding of the principles of standardization of education. Information preparation lacks of implementation of the school's educational management development plan. Supervision Checks the quality of education, lack of continuity. Also, the personnel have a lot of workload. Teachers also lack the know-how. In line with Chittawimon Supan (2013, pp. 65-66) states that the operational problem of internal education quality assurance, in terms of setting educational standards, is a personnel problem in the premises. The study lacks knowledge and understanding about the principles of standardization of education in the preparation of educational management development plan, the problem of personnel in educational institutions lacking knowledge and understanding about the preparation of educational management development plan of educational institutions. Management and information management is a problem of personnel in educational institutions lacking knowledge and understanding in the preparation of system databases.

So, to know what are the causal factors affecting the effectiveness of internal quality assurance operations for small elementary schools in the Northeast and to benefit the school, learners, teachers, parents and all stakeholders we are therefore interested in studying the causal relationship model of internal quality assurance operational effectiveness for small elementary schools in the Northeast. The results of the research will be useful for school administrators to effectively use in internal quality assurance. Effectively, taking into account the standardized quality in accordance with the educational quality assurance guidelines set out in the National Education Act, there is a real improvement in the quality of education.

Research Objective

1. To study the level of effectiveness of internal quality assurance operations of small elementary schools in the Northeast, and the causal factors chosen to study.

2. To determine the harmonization of the causal relationship model of effectiveness, the internal quality assurance operations of small elementary schools in the Northeast developed with empirical data.

3. To find ways to develop factors that directly affect the effectiveness of internal quality assurance operations of small elementary schools in the Northeast.

Research Methodology

1. Populations and samples in research.

1.1 The population in this research is a small elementary school affiliated with the Office of the Basic Education Commission in the Northeast. In the 2021 academic year, there were 7,231 schools.

1.2 The sample was 360 small elementary schools. Each school has 2 students consisting of school administrators. 1 person and teacher in charge of quality assurance in the school A total of 720 respondents were selected using a sample by a Multi-Stage Random Sampling.

2. Variables used in the research include:

2.1 External latent variables, which are causal variables, include school directors leadership and the work environment.

2.2 Internal latent variables include personnel attributes and organizational culture, which are interstitial variables, and internal quality assurance operational effectiveness, which are result variables.

3. Research Conceptual Framework.

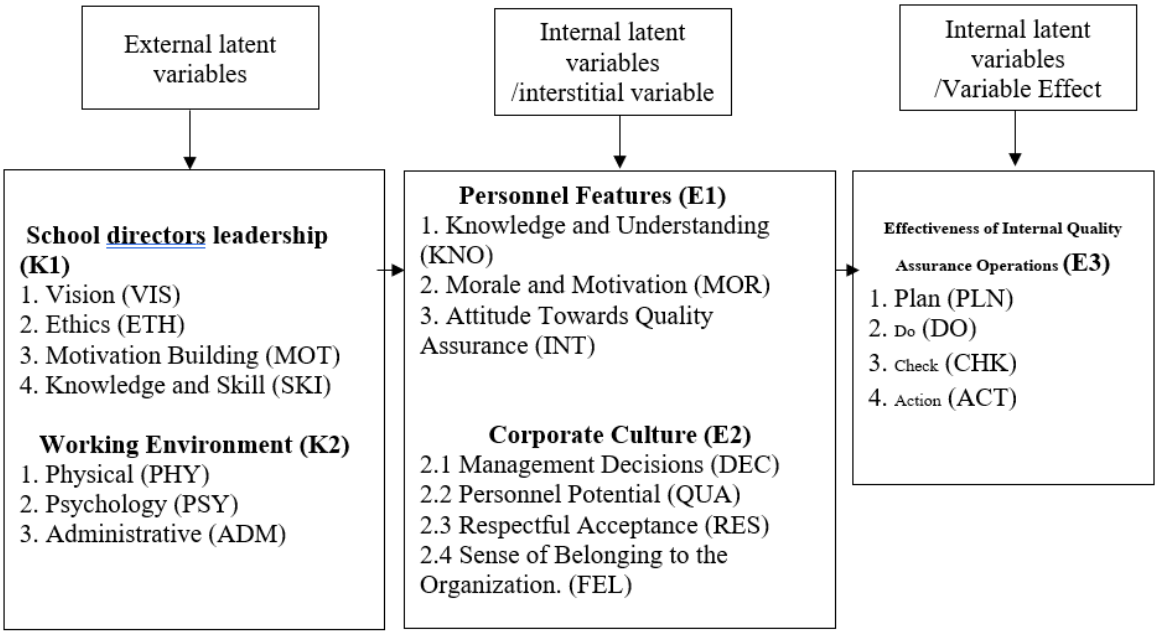


Illustration 1 Research Conceptual Framework.

4. Research tools.

Expert interviews, questionnaires with five levels of estimation: most, very, medium, few and least.

5. Research phase.

The research is divided into 3 phases:

Phase 1 modeling hypotheses, with the following steps: Step 1 Document study and analysis. Step 2 Learn from experts.

Phase 2 Verification of conformity with empirical data Analyze data using SPSS and ready-made programs LISREL, which is quantitative data analysis by advanced statistics.

Phase 3 Finding ways to develop factors that directly affect the effectiveness of internal quality assurance operations of small elementary schools by discussing small groups with experts, 2 groups of 8 people each. Group 2 is the teachers responsible for the internal quality assurance operations of small elementary schools.

Conclusion

1. Effectiveness of internal quality assurance operations of small elementary schools. In the Northeast there is a high level of averages, and the causal factors chosen for study are very average. By ordering the average in descending order as follows Personnel features Have an average ($\bar{x}$ = 4.46) working environment. There is an average ($\bar{x}$ = 4.42), an organizational culture, an average ($\bar{x}$ = 4.17), and school directors leadership. There is an average ($\bar{x}$ = 4.16) respectively.

2. A causal relationship model of the effectiveness of internal quality assurance operations of small elementary schools. In the northeastern created It is consistent with empirical data, with statistical values measuring the harmony of the pattern: chi-square is 51.66, at degrees of freedom (df) is 40, χ2/df is 1.29, probability (p-value) is 0.102. The quadratic root tolerance estimate (RMSEA) is 0.02, the harmonization index (GFI) value is 0.99, the revised harmonization index (AGFI) value is 0.97, the critical sample size (CN) value is 876.94, the comparative conformity index (CFI) value is 0.99. And the index value of the remaining average quadratic root (RMR) is 0.01, and the forecast coefficient (R2) of the internal latent variables is found to be equal to 0.86, indicating

that the variables in the model can explain the variability in the effectiveness of internal quality assurance operations of small elementary schools. In the Northeast, it's 86 percent. As shown in Table 1 and Illustration 2.

Table 1 Statistical values measure the consistency of patterns with post-modulated empirical data.

Index	Acceptance level	Statistics obtained	Result
1. Chi-square	p-value >.05	χ^2=51.66 p =0.1023	passed
2. χ^2/df	< 2.00	1.29	passed
3. GFI	**> .90**	0.99	passed
4. AGFI	**> .90**	0.97	passed
5. RMSEA	**< .08**	0.02	passed
6. CN	**> 200**	876.94	passed
7. CFI	**> 0.90**	0.99	passed
8. RMR	**<.08**	0.01	passed

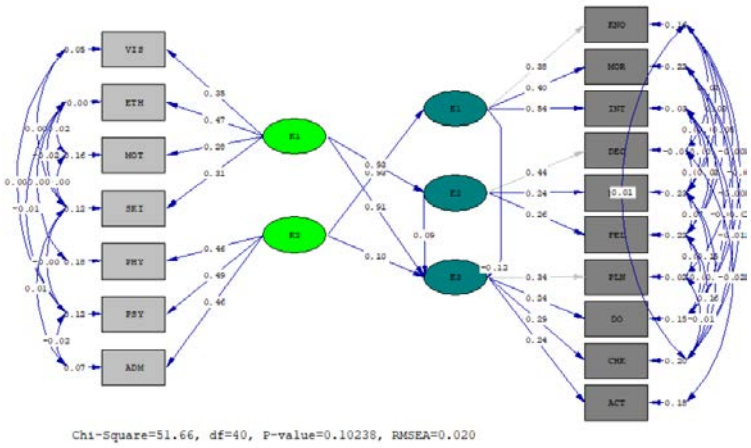


Illustration 2 Results of pattern analysis with post-modulated empirical data.

The researchers used data from the conformity of correlation patterns, the linear structure of factors affecting the effectiveness of internal quality assurance operations. After adjusting the model, using LISREL version 8.52, rearrange the model to show the path of influence more clearly. As illustrated 3.

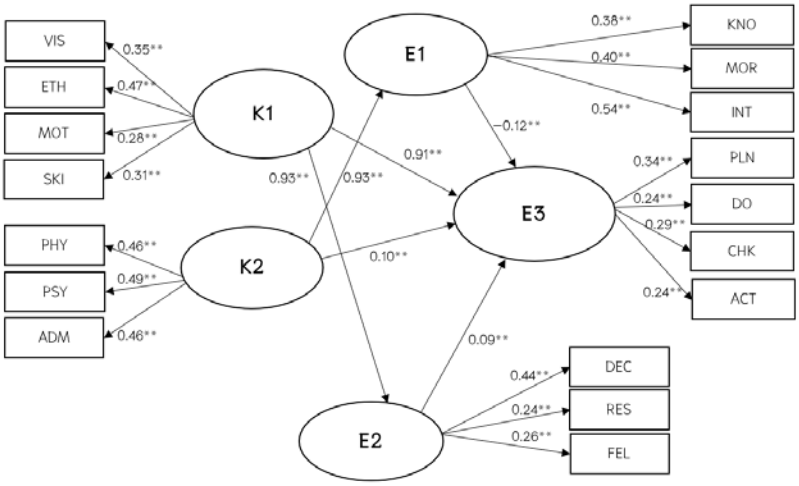


Illustration 3 Results of conformity checks of correlation patterns, linear structure of factors affecting the effectiveness of quality assurance operations within small schools. After adjusting the model.

3. Guidelines for developing factors that directly affect the effectiveness of internal quality assurance operations of small elementary schools in the Northeast.

3.1 School directors must develop leadership by training or development using innovations, programs, research in the areas of vision, morality and ethics, knowledge and skills, and motivation to work. The administration must emphasize participation so that everyone can participate in the operation. Operations must operate in a PDCA quality cycle model.

3.2 Approaches to the development of work environment factors Studying work from successful organizations, having best practices, the physical environment needs to be developed. The project should be developed to improve and develop the environment and encourage cooperation in the work both school and community personnel or related agencies.

3.3 Guidelines for the development of personnel attribute factors Raise awareness of the value and importance of internal quality assurance operations and develop personnel to have knowledge, understanding and skills to work. Strengthen the morale and motivation of the staff, and the school management should manage by emphasizing the participation of all personnel so that everyone can participate in thinking, participating, and evaluating.

3.4 Guidelines for the development of organizational culture factors to promote a culture of participation in work. Provide personnel with the opportunity to express their opinions on internal quality assurance operations, and to cooperate and promote the participation of school personnel themselves. Cooperation from the community and related agencies Prepare a manual for the internal quality assurance operation of the school to guide the work of personnel or to guide personnel to study and understand the internal quality assurance operation more, and use the results of the previous year to plan improvements and developments for greater efficiency and effectiveness in the following year.

Discussion

1. Effectiveness of internal quality assurance operations of small elementary schools. And the causal factors chosen to be studied appear in the research that led to the discussion as follows.

1.1 The latent variables within the effectiveness of internal quality assurance operations that are result variables consist of four observable variables: planning, implementation, evaluation, and improvement and development. As a result of the Ministry of Education Quality Assurance Regulation B.E. 2561 No. 3, each educational institution shall establish a system of quality assurance within the educational institutions by setting

the educational standards of the educational institutions to meet the standards of each level and type of education announced by the Minister of Education. This is in line with Bhumi Prasad (2014, p. 241), which has concluded that the effectiveness of internal quality assurance operations in small primary schools as a whole is very average and all variables are very average. In line with Adul, Sucheram (2012, p. 108), conducting a study to develop a model of internal quality assurance effectiveness of basic educational institutions, found that the internal quality assurance effectiveness model of basic educational institutions, in terms of the internal quality assurance system of educational institutions based on the opinions of administrators and teachers as a whole, was very high. On a case-by-case basis, it was found that it was very high in all of them.

1.2 Latent variables outside of school directors leadership consist of four observable variables: vision, morality, morality, motivation, and overall knowledge and skills. This is because school administrators are critical in successfully managing small schools with staff and budget constraints. Management requires knowledge. Very high ability and potential in management. In line with Pattanan, Hansaphiromchok (2014, pp. 95 - 108) concluded that the analysis of research on leadership versus the effectiveness of small schools. Effective leadership attributes of outstanding school administrators include 1) vision, 2) knowledge and skills, 3) personality, 4) morality and ethics, 5) learning management, 6) team development, and 7) community development and engagement. In line with Komsart Wish Suk (2015, p. 125), it has been found that there are four effective leadership elements of small school administrators: 1) vision, 2) participatory management, 3) motivational enhancement, and 5) focus on outcomes.

1.3 Latent variables outside the work environment consist of three observable variables: physical, mental, visual, and administrative, collective and individual. The assembly is average to a considerable extent. As a result, the school's internal quality assurance operations must constantly improve and develop the school environment and resources in order to pass the assessment program, resulting in a large level of operation. In line with Vilailak Phokapanich (2019, p. 178) concluded that the causal factors influencing the effectiveness of secondary school education management in terms of the environment are very high. When considering the list of elements, it was found that there was a large level of all elements. In line with Sukrit Anubut (2012, p. 9) studied the arrangement of an environment conducive to the management of education in the army's primary schools. There are 4 aspects: 1) physical, 2) administrative, 3) teaching and learning, and 4) social.

1.4 Latent variables within personnel attributes consist of 3 observable variables: cognition; Morale and motivation, and attitudes towards quality assurance, are averaged at a very high level. Because small schools have staffing restrictions, there are not enough personnel. Therefore, everyone is involved in the work in order to achieve the objectives. In line with Mahdi Vadramae (2013, pp. 64-69), it has been concluded that personnel attribute factors refer to factors that characterize executives and personnel in educational institutions that are conducive to the implementation of quality assurance within the educational institution. Attitude towards quality assurance, operational motivation and according to the results of the analysis, the characteristics factors of the personnel. There are averages, both overall and individually, at a very high level. In line with Mayuri Ubiquitous (2018, p. 28), it analyzes the factors affecting the administration of quality assurance in small schools. It was found that personnel characteristics factors consist of observable variables such as learning and understanding about quality assurance. Operational motivation, quality assurance and attitude to quality assurance.

1.5 The underlying variables in organizational culture, consisting of three observable variables: executive decisions, respectability, and feelings of belonging to the organization. Due to the context of small schools, the culture of work is a family coexistence. There is a bond, a unity, a culture of organization for everyone to participate in the work. There is respect for the elders, the sacrifice, and the sense of belonging to the organization. In line with Naowarat Sirimethangur (2019, p. 202), it has been concluded that the causal factors in

organizational culture are very high. When considering the list of elements, it was found that it was at a considerable level in all elements. Corresponded to. Karun Bubba (2016, p. 96) outlines the elements of organizational culture, including 1) partisanship, 2) organizational aspirations, 3) diversity of personnel, 4) quality of personnel, 5) reliability, 6) empowerment, 7) executive decision-making, 8) respect, 9) integrity, and 10) generosity.

2. A causal relationship model of the effectiveness of internal quality assurance operations of small elementary schools. It is consistent with empirical data. The discussion can be as follows:

2.1 Latent variables outside school directors leadership It has a direct and indirect influence on the effectiveness variables of internal quality assurance operations and is the most influential factor. Because having leadership in the school directors will give subordinates faith. Be confident, respectful, and be a consultant to personnel when things happen, helping to solve problems that arise. School directors leadership can also help coordinate conflicts or promote and motivate personnel. Leaders can motivate, guide, push other people or groups of people to be willing and active in doing things with group or school success as a goal. In line with Pattanan, Hansapiromchok (2014, pp. 95 - 108) has provided ideas on how to improve the quality of small schools in the community. The success factor is that management has leadership. In line with Chaiwat (2010, p. 136) concludes that the causal variables that influence quality assurance success are the most influential executive leadership variables. It has a direct influence on quality assurance success with an influence magnitude of 0.52.

2.2 Latent variables outside the working environment There is a direct and indirect influence on the effectiveness variables of internal quality assurance operations, as a good work environment will result in a successful job. A good physical environment that is beautiful, clean, fresh, safe, has a comfortable resting place, it affects the mind of the operator, helps to increase the satisfaction of work and makes it happy to perform the work. When you're happy, it increases operational efficiency. In line with Sikan Pienthunyakorn (2018, p. 202), it has been concluded that the working environment Factors and elements that surround the practitioners in the agency, which affect the person in the agency physically, mentally, physically, mentally. Emotionally, socially, divided into physical work environments. Social and psychological aspects good place to work There are equipment to facilitate work. Having a good working atmosphere will result in a good mental and emotional state, which results in good work as well.

2.3 Variables within personnel attributes There is a direct influence on the effectiveness variables of internal quality assurance operations in a negative direction, since the attributes of personnel contribute significantly to the operation of internal quality assurance. Assisting each other in operations Personnel must have knowledge and understanding of internal quality assurance, as well as good morale and motivation in order to affect good performance, and must have a positive attitude towards internal quality assurance work. Therefore, management must be prepared for personnel to have such attributes, but they should act at a fair and appropriate level. Because personnel attributes have the opposite influence on the effectiveness of internal quality assurance operations. If it is overdeveloped, it will pull teachers out of classrooms and schools. The small number of personnel in small schools, if they still have to go to self-improvement several times or several days, may not have time to develop other tasks, including internal quality assurance work. In line with Pornchai Bualuang (2012, Abstract), it has been concluded that the internal quality assurance approach is that all school personnel must work together as a team. Have the right knowledge and understanding of internal quality assurance. Educational institutions should prepare their personnel by raising awareness of the value of internal quality assurance. Educational institutions should have workshops on internal quality assurance with personnel attending meetings. Educational institutions should be equipped with personnel to appreciate internal quality assurance. In line with Adul, Suchiram (2012, p. 8) concluded that based on the results of the data analysis, personnel variables in organizations exert the highest direct influence on the internal quality assurance effectiveness variables of basic education institutions.

2.4 Latent variables within the organizational culture have a direct effect on the effectiveness variables of internal quality assurance operations, since organizational culture is an important part of helping people in the organization to have values. Therefore, organizational culture is an important part of advancing the school's operations and achieving the objectives or goals set. In line with Rajpol, Marshal Trikup (2020, p. 238) concluded that organizational culture has a direct influence on the effectiveness of secondary schools. Organizational culture is responsible when shared beliefs and values drive schools to do the right thing for school success. Being an organization of innovation gives schools a competitive advantage. Innovation in schools Teachers are individuals of learning. Students can work as a team, be friendly with each other. This is one indicator of school effectiveness. In line with Chaiwat Prasongsang (2010, p. 136) concludes that cultural variables and work atmospheres have a direct influence on quality assurance success with an influence magnitude of 0.20.

Recommendation

1. The Office of the Basic Education Commission should promote personnel support and budget and supplies to adequately small schools. School administrators have direct, indirect, and indirect influence. The highest total influence on the effectiveness of internal quality assurance operations, so executives should be encouraged all schools.

2. School district offices should focus on executive leadership development. should management developed by training. Seminars, group discussions, job visits to develop executive leadership at the school district level.

3. School administrators should develop leadership to build faith, confidence in schools should build. Motivation to work for personnel to develop the appropriate working environment. Create a corporate culture of participation.

4. Administration of small schools under resource constraints Executives should choose to develop variables. School directors leadership is primarily because it is a direct influence variable. Indirect influences and maximum total influences.

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ED-108

The Causal Relationship Model of Effectiveness of Opportunity Expansion Schools in The Upper Northeast.

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Abstract

The purpose of this research were to 1) study effectiveness of opportunity expansion schools in the upper Northeast and causal factors chosen, 2) to examine the consistency of the causal relationship model of Effectiveness of opportunity expansion schools in the upper Northeast developed to empirical data, and 3) to establish the guidelines for developing factors effectiveness of opportunity expansion schools in the upper Northeast. The three-phase research was conducted: Phase I was constructing the causal relationship model. Phase ll involved the validation of a causal relationship model with empirical data. Phase lll to establish guidelines for developing factors effectiveness of opportunity expansion schools in the upper Northeast. Research population were the opportunity expansion schools in the upper Northeast 794 schools in the 2021 academic year. The subjects were drawn from 433 opportunity expansion schools in the upper Northeast in the 2021 academic year. The two respondents were selected from each school using a multi-stage random sampling, yielding a total of 866 respondents.

The findings were as follows:

1. The effectiveness of opportunity expansion schools in the upper Northeast was high mean scores ranking. Causal factors chosen studied was high mean scores ranking, descending order as follows: teacher competencies, leadership of administrators, parental and community cohesion.

2. The effectiveness of opportunity expansion schools in the upper Northeast was consistent with the empirical data : Chi-square of 70.96, degrees of freedom (df) of 66, the relative chi-square value x^2/df of 0.27, p-value of 0.316, Root Mean Square Error of Approximation (RMSEA) of 0.01, Adjusted Goodness of Fit Index (AGFI) of 0.98, Critical N (CN) of 1166.725, Comparative Fit Index (CFI) of 1.00, Root Mean Squared Residual (RMR) pf 0.01. and $R^2$of .993

3. This research proposed the guidelines for developing factors effectiveness of opportunity expansion schools in the upper Northeast. The four factors that had the direct influence on the of opportunity expansion schools in the upper Northeast shorted in descending order as follows: teacher competencies, leadership of administrators, parental and community cohesion.

Keywords: Effectiveness, Opportunity Expansion Schools

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Introduction

Education is an important factor in human development towards physical, mental, knowledge, morality, skills, critical thinking. Ability to work as well as be able to bring the education received to benefit society and the nation. Schools are an important source of learning in developing and producing individuals to their potential. To use the quality personnel resources obtained from school production to develop the nation. Able to compete economically, politically, and technologically with other countries (Rajpol Jomtraikup, 2020, p. 2).

Section 22 of the National Education Act on Education Management says education must be based on the principle that all learners have the ability to learn and develop themselves. The educational process must encourage learners to develop naturally and reach their full potential. The government has seen the importance of young people being educated to their full potential. Educational Opportunity Expansion Schools were established, with educational opportunity extension schools first emerging under the Compulsory Education Expansion Pilot Program. It offers junior high school classes in elementary schools across the country for the first time. 119 schools according to a cabinet resolution dated May 23, 1990.

The implementation of educational arrangements in schools expands the educational opportunities of the Office of the Basic Education Commission. In all sectors, there are similar problems: 1) the placement of teachers in most classes does not match the majors studied; It is necessary to arrange for teachers to teach in subjects where there is a shortage of teachers. This causes teachers to lack confidence, which has an impact on the quality of education. Teachers lack understanding of the curriculum. Subject content Organizing teaching and learning activities Secondary school measurement and evaluation. Some teachers have long stuck with the method of teaching at the elementary level. 2) Teachers have a large teaching burden as they are responsible for both primary and secondary school students. 3) There is a shortage of certain teaching and learning equipment, such as scientific equipment, equipment used in language laboratories, etc. (Patcharin Kotsombat, 2015, p. 213).

School administration expands that effective and productive educational opportunity. It requires the school as the base of all aspects of management. Whether it's decentralization of administration, where the agency that influences students is the school, the school thinks and plans for itself, manages, corrects, decides, and takes responsibility for itself. At the same time, it provides a common stakeholder, namely students. ruler Community School Administrators Teachers and school personnel are involved in planning, managing, and sharing responsibilities.

Given the circumstances, the school's educational management expands such educational opportunities, suggesting that the quality of educational management of the basic educational institutions. In particular, schools expanding educational opportunities must be urgently implemented in terms of producing learners for higher academic achievement, particularly those in the Upper North East, which are unique from other regions, i.e., almost all of them are provinces along the national border. Most parents of students are employed in the daily employment category based on the minimum wage. Some were farmers on no more than one acre of land, which did not have sufficient funds to bring their children to prestigious schools far from residential communities. While some student parents earn a lot from working abroad, they do not have enough time to send their children to schools outside their community. As a result, students in the school expand their chances of obtaining an education that is comparable to that of a reputable school. It is necessary to develop students to have attitudes, life skills, career skills, and to adapt education patterns to keep up with educational reforms and social changes. Economy, Politics Governance, as well as local contexts, will have many factors affecting each other.

From such problems, The researchers were therefore interested in studying the causal relationship model of school effectiveness in the Upper Northeast, in order to identify the causal factors that contribute to school success or effectiveness to be used to improve and improve the quality of education management in schools.

Research Objective

1. To study of school effectiveness, expanded educational opportunities in the Upper Northeast, and the causal factors studied.

2. To examine the causal relationship model of school effectiveness, expanding educational opportunities in the Upper Northeast developed with empirical data.

3. To find ways to develop factors that directly affect school effectiveness, expand educational opportunities in the Upper Northeast.

Research Methodology

1. Populations and samples in research.

1.1 The population used in this research includes 794 schools expanding educational opportunities in the Upper Northeast, affiliated with the Office of the Basic Education Commission for the 2022 academic year.

1.2 The samples used in this research include: 433 schools expanding educational opportunities in the Upper Northeast, under the Office of the Basic Education Commission for the 2022 academic year. There are 2 informants in each school, consisting of 1 school administrator and 1 teacher, for a total of 866 people. The school expands educational opportunities into analytical units, derived from multi-stage random sampling.

2. Variables used in the research include:

2.1 There are 2 external latent variables:

1) school directors' leadership and 2) teacher competence.

2.2 There is one internal latent variable that is a transmission variable: parental and community involvement.

2.3 The resulting internal latent variable. There is one variable is School effectiveness expands educational opportunities.

3. Research tools.

Expert interviews, questionnaires with five levels of estimation: most, very, medium, few and least.

4. Research phase.

The research is divided into 3 phases:

Phase 1 modeling hypotheses, with the following steps: Step 1 Document study and analysis. Step 2 Learn from experts.

Phase 2 Verification of conformity with empirical data Analyze data using SPSS and ready-made programs LISREL, which is quantitative data analysis by advanced statistics.

Phase 3 Finding ways to develop factors that directly affect the effectiveness of Effectiveness of Opportunity Expansion Schools in The Upper Northeast by discussing small groups with experts of 9 people.

Conclusion

1. School effectiveness expands educational opportunities, which are the resulting variables, consisting of four observable variables: the ability of teachers to develop students; Academic achievement Desirable characteristics of students and satisfaction with the work of teachers. There's a huge average on every single one of them.

External latent variables School directors' leadership, which consists of four observable variables: motivation for leadership; Having vision, having knowledge and skills in management. It consists of three observable variables: knowledge of the subjects taught; Curriculum management and learning management and learner

development. The internal latent variables that are interstitial variables of parental and community engagement, consisting of three observable variables: participation promotes the learner's learning process both at home and at school; The community sends talented people to participate in organizing various activities and participating in the operation of important days or school activities. The resulting internal latent variable. There's a lot of averages in every one of them as well.

2. The results examined the harmonization between hypothetical models and empirical data. When analyzing models, structural equations based on research hypotheses after revision. It was found that the model is consistent with empirical data, with Statistical values measure the harmony of patterns. The chi-square value is 70.96, the degree of freedom (df) is 66, the probability (p-value) is 0.316, the relative chi-square value (χ2/df) is 0.27, the value is less than 2.00, the GFI value is 0.99, the AGFI is 0.98, the RMSEA value is 0.01, the CN value is 1166.725, the CFI is 1.00, and the RMR is 0.01.

To considering the direct and indirect influence lines, it was found that school director's leadership had a direct influence of 0.29 on the school effectiveness variable, expanding educational opportunities, and indirectly influencing the school effectiveness variable, expanding educational opportunities. Through parent and community engagement variables, 0.17. Latent variables outside of teacher performance There is a direct influence of 0.36 on the school effectiveness variable, expanding educational opportunities, and indirectly influencing the school effectiveness variable, expanding educational opportunities. Through parent and community engagement variables, -0.08 latent variables within parental and community engagement. There was a direct influence of 0.12 on the school effectiveness variable extending educational opportunities, with the researchers finding that all latent variables had a direct impact on school effectiveness, expanding educational opportunities.

To considering the collective influence that affects school effectiveness in expanding educational opportunities, it was found that executive leadership It has a total influence value of 0.46, followed by teacher performance. It has the highest total influence value. It is equal to 0.28 parental and community engagement. It has the least total influence value, equal to 0.12, respectively.

3. Guidelines for developing factors that directly affect the effectiveness of educational opportunities in the Upper Northeast, according to experts from the Focus Group Discussion, are as follows:

3.1 Guidelines for developing executive leadership factors that affect school effectiveness Expand educational opportunities: 1) School administrators with leadership with a clear vision will incentivize teachers and staff to perform their tasks to ensure school effectiveness. The management supports teachers 2) the administrators give teachers the happiness of work, giving teachers the opportunity to undergo training, 3) school administrators must have an understanding of teachers and students. As the school expands educational opportunities from early childhood to secondary school, students in grades 5-6 are imitating secondary senior behavior, which is behavior that does not meet their own age, 4) administrators must have administrative skills, 5) administrators use morality and administrative ethics, and 6) provide a lot of morality and morality to teachers.

3.2 Guidelines for developing teacher performance factors that affect school effectiveness expand educational opportunities As teachers are key variables that contribute to the desirable attributes of students that contribute to school effectiveness. Therefore, the focus should be on teachers and developing at teachers. Teacher development includes: 1) Knowledge is knowledge of the subject content taught, whether the subject material matches or does not match the teacher's major. Because in the context of expanded educational opportunities, teachers are often given teaching duties that do not match the majors due to teacher shortages. Teachers do not complete majors in schools. Teachers should know academic techniques for students to learn, and then teachers should have academic performance to reflect performance. 2) Skills are teachers perform their duties until mastery is achieved, teachers are taught through competency-based technology. Teachers have leadership and can provide integrated teaching and learning. Teachers manage to teach both life skills and career skills. 3) Attitude has a

teacher spirit, love and faith in the profession. Work willingly, full-time, full-time, full-fledged, understanding of the material, as well as understanding the nuances of the learner.

3.3 Guidelines for developing parent and community engagement factors that affect school effectiveness Expand educational opportunities: 1) Parents and communities push schools to be effective by raising funds, such as organizing charitable activities for schools, educational forests, obtaining materials, equipment, and buildings where schools are in need. 2) The community sends local sages to pass on local wisdom to students, or some communities have foreigners living by marrying people in the community. The school invites foreign speakers to teach English on a daily basis, and the ability for parents and the community to get involved with the school is due to the management and teachers asking for cooperation with parents and the community. It relies on publicity.

Discussion

1. The results of the study include:

1.1 School effectiveness expands educational opportunities in the Upper Northeast. This is because the school's qualified staff are teachers with the ability to develop students, which is the main cog in driving academic achievement, which is how students apply the knowledge gained from integrated teacher learning to accumulate experience with skills such as learning skills, information innovation, media and technology, life skills, career skills, for living in the 21 century. Students are able to perform activities in accordance with the annual indicators standard, have test results based on core curriculum standards, have grade level results not less than 3.00, have district-level test results with average scores not lower than the school district level, and have national test results not higher than the national average. Have a positive attitude towards the things around you and behave appropriately. By developing students, teachers must bring their ability to use media, technology and innovation to help them develop. As well as relying on inputs and process factors. The school relies on the results of producing students with desirable attributes to build trust with parents and the community. This is expressed in the way students behave positively. Have desirable values, quality, knowledge, communication skills, problem solving skills. as well as having the ability to do so. The production of quality students is due to the satisfaction of the teacher's performance. This is derived from motivation as well as morale in performance, which is in line with the research of Theeranan Pirunsunthon (2018, p. 213) that found that school effectiveness consists of variables of academic achievement. In line with Panuphong Kampusa (2019, p. 220), it was found that school effectiveness expands educational opportunities. There's a lot of averages, too.

1.2 The results of the study of causal variables, both external latent variables and interstitial variables, include executive leadership. Teacher Competence Parental and community involvement, all three variables, averages a significant level. It can be explained. as follows:

1.2.1 School director’s leadership variables, which are external latent variables. This is because school administrators work to achieve their objectives based on knowledge, skills, internal and external experience. Self-drive and self-drive are expressed by deliberately performing their duties to achieve the school's goals. It is used to lead school personnel. A clear vision is created. Conceptualize the direction. Plan your actions systematically and focus on success. Motivate people In addition, executives must have knowledge and skills in management. Understand the context of the school environment. Discretion, human relations can build confidence among those involved in the management of the study. Communication, thinking, analysis, resourcefulness, as well as morality and ethics can satisfy parents and communities in management. In line with Chamnan Khampanyosinothai (2016, p. 547), it is stated that school administrators are successful in managing through vision and can be conveyed to personnel, able to control emotions in crisis situations, be moral, ethical, intelligent, competent, intentional, self-confident. Ideological steadfastness and confidence create unity. In line with Maghroori

and Rolland (1997, cited in Pichit Gopol, 2016, p. 298), it is proposed that the process of determining the direction of the school and its aspirations to create and implement involves a vision, mission and strategy to achieve the school's objectives.

1.2.2 Teacher performance variables, which are external latent variables This is because teachers have the ability to organize teaching and learning effectively and focus on improving the best interests of students in every way. Teachers are well-versed in the National Education Plan. curriculum Course Goals Subjects taught Lesson plans are prepared for students of different abilities. Teachers are well-versed in urban situations and important changes to education management. Management strategies inside and outside the classroom There is a system to support students and promote the development of all aspects of students. Whether it's physical. Emotions, society, and intelligence can motivate students to learn. It can teach developmental repairs to learners who are different. Integrate learning to suit the school context, develop materials, tools, equipment, and use technology to help teach. Organize the environment. Experience angles are analyzed, student progress is analyzed, measured. Evaluate and reflect the teacher's own performance. In line with the research of Ratchapol Chomtrikup (2020, p. 238), it was found that the organization of the learning process, which consists of: Assessment of learning skills, learning standards, curriculum and teaching methods, as well as career development and learning resources are variables that directly influence school effectiveness. Because there are five observable variables, that's what really makes students learn things. Once child-centered learning occurs, students can put them into concrete actions that will allow them to adapt and solve any problems that arise. Have the potential to read, think critically, and gain important competencies for learning and have the satisfaction of living a normal life. This is consistent with the Bureau of Education Planning and Quality Assurance (2015, pp. 3-5) saying that learning management is a process of changing an individual's behavior from the training and experiences that an individual acquires, perhaps directly or indirectly, using tools of observation or monitoring. This is the result of learning that changes a person's behavior in a positive way and is a relatively permanent and passive trait. By behavior, change occurs gradually.

1.2.3 Parental and community engagement variables, which are interstitial variables This is because schools and communities can develop the need from the wording, relying on tiger boats, relying on forests. If the school values the community and the community values the school, there will be a common development. The school builds unity with the community. Make love cherished together. The school promotes various community-related activities to parents. Communities and stakeholders in education management School boards are appointed and convened to determine the need for joint school development. At least one parent meeting is held per semester, with parents being given the opportunity to participate in educational arrangements by sending local speakers or sages to help convey local wisdom. Get involved in big day operations. As well as requesting courtesy of supporting resources to procure materials, equipment, buildings, facilities that are necessary and beneficial to educational management. This is in line with the research of Naowarat Sirimethangkur (2019, p. 249), which found that latent variables within participatory management that affect school effectiveness consist of four observable variables: love and attachment to schools; Participation in decentralization, mutual trust. Having a common purpose and purpose. Participatory management is an administration that provides an opportunity for individuals involved in educational management to participate in decision-making. Co-planning, co-working, thus creating a sense of attachment. Bind and agree on school administration to achieve its goals. And it's also consistent with Prajak Needles (2016, p. 317) finding that the school's relationship with the community. The highest coefficient indicator is that administrators organize community events to visit schools on occasion. It has a coefficient of 0.49, which shows that the school organizes events and offers opportunities for community visits. The school will be a source of cultural transmission and preparation for members of the community, a collection of heritage and social development. Lead to further social speakers.

2. The causal relationship model of school effectiveness expands educational opportunities in the Upper Northeast. It is consistent with empirical data, which is based on established assumptions. The researchers used factors that influenced from high to low to discuss the results. as follows:

2.1 Teacher competency (K2) directly and indirectly affects School effectiveness expands educational opportunities (E2) through 2 routes, including two lines (0.36 +(-0.80) equal to 0.28, i.e. route 1 directly affects the school effectiveness, expands educational opportunities (E2) has an influence value of 0.36. This is because teachers are an important variable in driving student achievement as well as the outcome of success for the school. By applying knowledge and skills in teaching, as well as appropriate techniques and methods in teaching and learning. Preparation of curriculum and lesson plans to keep up with changes in school situations and contexts. In line with Pisit Kongpadung (2013, p. 162), teacher leadership was found to be "unconstitutional." It has a direct influence on school effectiveness, with a statistically significant 0.29 influence coefficient at the .01 level. It can be explained that the success of the management of the school depends on the teacher. Teachers will lead change that demonstrate their commitment to improvement and change to keep up with working with today's rapidly changing world. In addition, teacher competence (K2) indirectly affects School Effectiveness Expands Educational Opportunities (E2) on Route 2 through Parental and Community Engagement (E1) to School Effectiveness Expands Educational Opportunities (E2) has an influence value (-0.67 × 0.12) equal to -0.08. This is because students spend more time in school than they do with their parents. Learning often comes from school. When teachers have the knowledge, skills, and experience to teach, they are trained to develop in the subjects taught. Quality teaching and learning is provided. Use technology to organize teaching and learning Able to integrate academic content, academic achievement will be achieved. Students will integrate the knowledge gained. Learning skills, information innovation, media technology, life skills and career skills are formed solely from teachers' teaching and learning activities. In line with Karnika Phetchanui (2018, p. 44), some have found that the pedagogical behavioral component of teachers influences or indirectly affects school effectiveness. It influences or indirectly influences students' cognitive behavioral elements.

2.2 Executive Leadership (K1) directly and indirectly affects School Effectiveness Expands Educational Opportunities (E2) through 2 routes: Route 1 directly affects the school effectiveness expands educational opportunities (E2) with an influence value of 0.29.

Route 2 through Parental and Community Engagement (E1) to School Effectiveness Expanded Educational Opportunities (E2) has an influence value (0.42 × 0.12) of 0.17, including two lines (0.29 + 0.17) of 0.46. This is because the administrator is the visionary, a destination linked to the school's mission to achieve its objectives. Therefore, it relies on the internal drive of the management, the willingness to perform the work. Having knowledge and skills in administration, as well as working with moral and ethical principles, will lead to the school's intended purpose. In line with Naowarat Sirimethangkur (2019, p.246), it was found that latent variables outside executive leadership have a direct influence (0.16) and indirect influence (0.43) on school effectiveness variables as well, in line with Yukl (2002, p.128) who found that executive leadership attributes have direct and indirect influence on school effectiveness.

2.3 Parental and Community Engagement (E1) Direct Effect School Effectiveness Expanded Educational Opportunities (E1) has an influence value of 0.12 due to the emphasis on parents and communities by creating a sense of shared ownership of the school. The school's news was communicated. Organize activities that engage parents. Request community feedback on community-related operations. Courtesy of local speakers or local sages to help organize events will help the community recognize the unity between the school and the community. Collaboration will take place and affect the effectiveness of the school. In line with Panuphong Khampusa (2019, p. 222), it was found that the factors influencing the effectiveness of educational opportunities

are participatory administrative factors. Has the greatest influence value of 0.39. It explains that participatory management is important for educational management, with key principles contributing to the creation of a democratic work climate, allowing all stakeholders to participate in expressing their opinions, making it difficult for workers to take inherent pride and that their work is difficult to accomplish. It explains that participatory management is important for educational management, with key principles contributing to the creation of a democratic work climate, allowing all stakeholders to participate in expressing their opinions, making it difficult for workers to take inherent pride and that their work is difficult to accomplish.

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The Causal Relationship Model of Selected Factors Affecting Effectiveness of Phrapariyattidhama Schools in General Education Division in the North-Eastern Region

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Abstract

The purposes of this research were to examine Selected Factors affecting Effectiveness of Phrapariyattidhama Schools in General Education Division in the North-eastern Region, 2) to verify a causal relationship model of selected factors affecting effectiveness of Phrapariyattidhama schools in the northeastern region with the empirical data, and 3) to establish the guidelines for developing selected factors affecting effectiveness of Phrapariyattidhama schools in the northeastern region. The research was divided into three phases: Phase 1: Construction of Hypothesis Model. This phase comprised two steps: step I was related to document inquiries and analysis concerning principles, theories, concepts about factors affecting effectiveness of school educational administration, and Step II: concerned a study of selected factors affecting effectiveness of school through nine experts. Phase 2: Model verification with Empirical Data, the Sample in this phase consisted of 172 Phrapariyattidhama School in General Education Division in the North-eastern Region in the academic year 2022. Two Key informants were drawn from each school, including a school administrator and a teacher, yielding a total of 516 persons. Phase 3: involved the establishment of guidelines for improving selected factors affecting effectiveness of Phrapariyattidhama school in General Education Division in the North-eastern Region, using Structural Equation Model (SEM), and Linear Model Analysis of Chi-square Statistics. The quantitative data was analyzed through the SPSS And LISREL Programs. The interviews with nine experts were also conducted for data analysis.

The findings were as follows:

1. The causal relationship model of the selected factors affecting the effectiveness of Phrapariyattidhama School in General Education Division in the North-eastern Region was constructed: culture and innovation organizations in the learning process

2. The developed causal relationship model was consistent with the empirical data: Chi-square value ($\chi 2$) is 137.86, degree of freedom (df) of 117, p-value of 0.09121, the relative chi-square value $\chi 2$ / df of 1.17. Consequently, it could be concluded that the model fit was good. Thus, the null hypothesis of this model failed to be rejected. The developed causal relationship model was consistent with the empirical data and the results of statistical tests. The results were as follows: Goodness of Fit Index (GFI) .98, Adjusted Goodness of Fit (AGFI) of .94, approaching 1, and Root Mean Square Residual (RMR) of .00, approaching zero, and the predication coefficient of determination (R2) of .92. Ten Experts confirmed that the developed model was consistent with the research result analysis.

3. This research proposed the guidelines for developing selected factors influencing effectiveness of Phrapariyattidhama schools in General Education Division in the North-eastern Region. The Three selected factors that had the direct influence on effectiveness of Phrapariyattidhama school in General Education Division in the North-eastern Region comprising superior leadership, Learning process management, and innovative organization,

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in addition, the researcher proposed guidelines for developing the selected factor – organizational culture – that had both direct and indirect effects.

Keywords: The Causal Relationship Model, Effectiveness of Phrapariyattidhama Schools in General Education Division.

Introduction

According to the National Education Act of 1999, amended (2nd edition) B.E. 2545 requires society to have a duty and participate in education management. by making religious institutions the center of learning and has also determined that education management are a formal education, a non-formal education and an informal education which must emphasize the importance of both knowledge and morality learning process and integration as appropriate for each level of education While Thai society has Buddhist temples which plays an important role in the way of life of Thai people from past to present The temple was able to manage education according to international standards combined with traditional education in Buddhism as well, for example, providing education in the form of Phrapariyattidhama School in the general education department. Which is responsible for providing education for monks and novices? There are more than 400 Phrapariyattidhama schools in the general education department throughout the country, which are responsible for teaching monks and novices in worldly academics along with moral and ethical development. Although the operation has been successful in many areas, there are still many problems and obstacles in the operation. School is considered to be the most important source of learning for learner development and is a place to produce manpower to have the potential to help develop the country to be able to compete in economics, politics and technology with other countries. Developing schools to provide potential and readiness to develop quality learners will inevitably lead to achievement by requiring knowledge along with virtue, which is the main goal and is important in the development of learners. This also helps to eliminate various educational crises such as different educational institutions Quality of learners with unequal standards Learners lack a learning process that can develop their work continuously throughout life. Therefore, it is the commitment of the Ministry of Education to develop education for quality and educational equality that occurs from the grassroots of education management by reducing the difference in education management in schools.

Phrapariyattidhama School, General Education Department under the National Office of Buddhism It is another type of educational institute that provides teaching and learning according to the Basic Education Core Curriculum, B.E. 2551 of the Ministry of Education. For students, monks and novices, they studied secular studies in 8 subject groups: 1) Thai language subjects 2) Mathematics subjects 3) Science subjects 4) Social studies, religion and culture subjects 5) Health studies subjects 6) Art subjects 7) Basic academic subjects career and 8) foreign languages and have specific subjects such as Pali and Buddhism subjects consisting of history of Buddha discipline and Religious practices (Punyapong Utathorn, 2018, pp. 123-124), although there is a study of dharma principles to behave appropriately for the congregation. But there are still some problems of students that need to be solved, for example, from interviews with administrators, educational personnel, staff, and from the observations of the researchers in the general education department of Phrapariyattidhama schools, it was found that a number of students of the Phrapariyattidhama school, the general education department were addicted to games. variety both online and offline causing students to frequently miss school or don't come to class while studying, bring the phone up to class or do something else that is not related to the content that the teacher is doing teaching, therefore, the Office of the Study Area Therefore, it should be supported, promoted and motivated. Encourage them to study and seek knowledge from various learning sources. Have a habit of continuous learning and focus on self-development in living a good.

Selection factors are considered to be important processes related to organizational effectiveness. The changing nature of the organization and its environment including the important role of management to understand

the relationship between the elements of the organization. That will lead to raise the level of success and effectiveness of the organization. Which covers three important dimensions: 1) awareness and importance of achieving the highest possible goals; 2) systematic organizational considerations emphasizing the importance of interaction between the organization and the environment; 3) emphasizing the behavior of individuals in the organization. with an emphasis on understanding in the role of a person's behavior that sends the productivity of the organization and the need for consistency between personal goals and organizational goals.

It consists of leadership of organizational culture executives. Organizing the learning process and organization of innovation in line with the research of Ratchapol Jomtraikup (2020, p. 149) has studied selective factors affecting the effectiveness of secondary schools in the northeastern region.

The effectiveness of the established schools was consistent with empirical data. The Chi-square value is 119.86, the probability is .00930, the Chi-square value is 1.39, that is, the model has good harmony, showing that accepts the main hypothesis that the causal relationship model selective factors affecting efficacy. Developed school results harmonize with empirical data which is consistent with the results of the analysis of the Harmfulness Index (GFI) equal to .99, the corrected harmony index (AGFI) is .94, approaching 1, and the root-square-of-residue index (RMR) is .0044, approaching zero, and the predictive coefficient was .92 and it was also consistent with the research of Phra Mahathip Oatngam (2020, page 120) to study the linear structural relationship model of factors affecting the quality of work of Phrapariyattidhama School teachers. General education in the sector northeastern region, it was found that the developed pattern was consistent the quasi-square was 161, the probability was .01, the GFI was .97, the adjusted AGFI was .94 by the organizational climate. Organizational culture job satisfaction Organization commitment can together explain the variance in teachers' quality of working life way significantly statistical at the .01 level and has a direct influence on job satisfaction. Statistically significant at the .05 level of organizational culture have a direct influence job satisfaction statistically significant at the level .01 and job satisfaction have a direct influence on organizational commitment statistically significant at the .01 level

Therefore, the effective development of Phrapariyattidhama School in the general education department. It is necessary to rely on administrative factors such as knowledge and ability of personnel. Management style, resources and supporting factors and cooperation from various sectors and determine the appropriate form and method. This will enable the management to achieve its goals, which the development of school effectiveness can be considered from the use of resources in school administration, including personnel, budget, management, materials and technology. that affects the quality of education especially the characteristics of students and educational achievement This is in line with the concept of school effectiveness, arising from the need to systematically improve the quality of education. It aims to achieve equality in education, equality in the quality of education in schools, and reduce disparity in the quality of produce for all Thai children This means the quality of service that students will receive. It has been widely mentioned. According to the International Institute for Educational Planning of UNESCO (Grisay & Mahled, 1991, p. 48) has established a guideline for educational quality development that educational quality development consists of 3 related dimensions: quality of resources used in teaching and learning and the quality of teachers and Educational personnel (Input) Similarly (Coombs, 1991, pp. 21-23) has explained the meaning of educational management quality that may have meanings including content. Teaching methods for organizing the educational process; Efforts to adapt education to the changing needs of innovation.

Phrapariyattidhama School General Education Department in the Northeast. It is an educational institute that manages the study of Scripture in the general education department. The study of Buddhism in the Pali Sanam Luang department and Sanam Luang Dharma Department along with the basic education curriculum Based on the Ministry of Education The Scripture Education Committee is responsible for setting policies and plans for Scripture

education in accordance with the objectives with the National Buddhism Office is a central agency to promote and support Coordinate the study of the Scriptures and is the secretary office of the committee having administrative duties and support academic work The secretary of the committee has administrative duties and supports academic work for the committee, including the duties provided by law. and perform duties assigned by the Board of Directors There are 20 provinces in the northeast of the Phrapariyattidhama School, divided into 5 educational areas, namely, the Phrapariyattidhama School, the General Education Section, Region 7 consisting of Khon Kaen, Loei and Nong Bua Lam Phu, the Phrapariyattidhamarat Education Area, the General Education Department, Region 8 consisting of Nong Khai, Udon Thani, Sakon Nakhon and Bueng Kan, Phra Pariyatthamma Study Area Department of General Education Region 9 consists of Ubon Ratchathani, Yasothon, Amnat Charoen and Mukdahan provinces. Phrapariyattidhama Study Area Department of General Education Region 10 consists of Roi Et, Maha Sarakham, Kalasin and Nakhon Phanom provinces. Phrapariyattidhama Study Area Department of General Education Region 11 consists of Nakhon Ratchasima, Buriram, Surin, Sisaket and Chaiyaphum provinces. It also plays a very important role in the development of human beings as good members of the social community. which will be the power to develop the country to progress Keep up with the world situation and from the study of the document also found that Phrapariyattidhama School, General Education Department Able to develop morality for students as well Therefore, the study of selective factors affecting the effectiveness of the General Education Department of Phrapariyattidhama School in the Northeastern Region wasTopics of interest and the results can be used as a guideline for the development of Phrapariyattidhama School, General Education Department. Therefore, the researcher is interested to study Causal Model of Selected Factors Affecting the Effectiveness of the General Education Department of Phrapariyattidhama School in the Northeastern Region.

Research Objective

This research researcher has set the aims of the research as follows.

1. To study selective factors affecting the effectiveness of Phrapariyattidhama School. Department of General Education in the northeast.

2. To examine the causal relationship model of selected factors affecting Effectiveness of the Phrapariyattidhama School General Education Department in the Northeastern Region developed with empirical data.

3. To find ways to develop selected factors that affect the effectiveness of Buddhist schools. Dharma teaching in the department of general education in the northeast.

Research Methodology

This research used quantitative research methodology (Quantitative Research). Causal comparative research, which is a research that aims to obtain a causal relationship modality of selected factors affecting the effectiveness of the General Education Department of Phrapariyattidhama School in the Northeast. Therefore, the method was divided into 3 phases: Phase 1: Creating a hypothesis model. Phase 2 Checking for consistency with empirical data (rating scale) Phase 3 Finding ways to develop selective factors influencing Phrapariyattidhama School, General Education Division in the Northeast. The details are as follows.

Phase 1 Model the hypothesis.

Step 1 Study and analysis of documents It is a study of principles, theories, and

concepts about factors affecting school effectiveness as follows:

1.1 Data source: The researcher studies information from documents, textbooks, journals, articles, research and resources

1.2 Storage methods the researcher collects data using analytical studies. synthesis principle Theoretical concepts from documents, textbooks, journals, articles, research and other sources.

1.3 Data analysis and interpretation the researcher analyzed the data which was preliminary data using descriptive statistics, namely frequency and percentage.

Step 2: Expert Education The researcher proceeds as follows:

2.1 The researcher requested a book from the Graduate School. Sakon Nakhon Rajabhat University for requesting assistance from experts, 9 people, consisting of monastic university administrators academic group and administrators of Phrapariyattidhama School, General Department, 3 people, according to the list of experts used to confirm the components of the causal relationship model and check the consistency between the questionnaire and the operational definition in the appendix.

2.2 Interview tools

Tools used to collect data There are questions about opinions and recommendations for the development of factors that directly and indirectly affect the effectiveness of Phrapariyattidhama School, General Education Department in the Northeast There is a way to create a questionnaire in order as follows.

2.2.1 Set interview issues in the various factors needed in each issue

2.2.2 Prepare a draft interview form and a list of questions for each issue.

2.2.3 Check the questionnaire quality by advisor thesis, and then revise according to the thesis advisor's recommendation.

2.2.4 Take the questionnaire to collect data.

2.3 Data Collection

The researcher contacted the interviewee for cooperation by giving each picture, each the person determines the date, time and location of the interview. Interview issues were then submitted about 2 weeks in advance. The collected questionnaires were collected and audio recordings were allowed. Then be transcribed to summarize and compile according to each issue that has been defined.

2.4 Data analysis

Information from the interview Bring the contents that have been examined completely according to desired issue Then use the content analysis method. Summary of the consensus of the overall concept as a guideline for the development of the model component causal relationship model.

Phase 2: checking for consistency with empirical data

Step 1: Population and sample determination The researcher has done the following:

1.1 The population of this research is Phrapariyatdhamma School, General

Department Study in the Northeastern region, academic year 2022, 207 schools

1.2 The sample group of this research was the Phrapariyattidhama

Department School. General Education in the Northeast, Academic Year 2022, 172 schools. The sample group was 516 people, using the criteria for determining the sample size. The sample size was specified as a function of the number of parameters to be estimated, i.e. the sample size was about 20 people per 1 parameter (Nonglak Wiratchai, 2005, p. 53). Therefore, the researcher used a ratio of 0.9 to determine the school as the random unit. All the selection of the school samples were random units. The proportional stratified random sampling method was used. (Proportionate Stratified Random Sampling) using the province as the strata and assigning 3 informants/persons in each school, consisting of 1 director, 1 monk teacher and 1 teacher.

Conclusion

The research results can be summarized as follows.

1. Causal relationship model of selected factors affecting effectiveness Phrapariyattidhama School, General Education Department in the Northeast It's contains the following variables:

1.1 Executive Leadership Variables it's consists of 5 observable variables.

are 1) self-esteem, 2) consciousness and consciousness, 3) honesty, 4) ability to connect networks, and 5) creativity.

1.2 Organizational culture variables it's consists of five observable variables:

1) Organizational values 2) Behavior 3) Personnel management 4) Teamwork and 5) Goal aiming

1.3 Learning process management variables Contains 5 observable variables.

These are 1) Curriculum and teaching methods, 2) Learning standards, 3) Learning skills assessment, 4) Career development, and 5) Learning resources.

1.4 Innovation variables it's consists of five observable variables:

1) Shared vision 2) Organization structure 3) Information system 4) Resource allocation and

5) Learning organization.

2. Causal relationship model of selected factors affecting effectiveness Phrapariyattidhama School General Education Department in the Northeast are consistent with empirical data There was a statistical value for measuring the harmony of the pattern, namely, the chi-square value was 137.86, the degrees of freedom (df) was 117, the probability (p-value) was 0.09121, the relative chi-square value. (χ2/df) was 1.17, RMSEA was .019, GFI was .98, AGFI was .94.

Executive leadership. There was a relationship with latent variables outside the organizational culture with statistical significance at the .01 level and affecting internal latent variables, namely, the effectiveness of Phrapariyattidhama School, General Education Department and organizing the learning process model variables could explain the variance of each latent variable 97.00 and 90.00 percent, respectively.

As for confirming the causal relationship model of selected factors affecting school effectiveness by conducting a focus group discussion, 10 experts, all experts agree with the causal factor correlation model of selective factors. Confirmation of direct influence values indirect influence and the combined influence of the causal relationship model of selected factors by using a model to confirm the linear structure relationship of selective factors. After adjusting the model, it was found that 10 experts agreed with the direct influence indirect influence and the collective influence of selective factors affecting the effectiveness of Phrapariyattidhama School, General Education Division.

3. Guidelines for developing selective factors that influence the effectiveness of Phrapariyattidhama School Department of General Education in the Northeast Experts offer the following:

3.1 Executive Leadership Development Executives must always develop themselves.

To have knowledge, ability, know-how to keep up with technology and social changes. Keep pace with technology use technology as an administrative tool should understand the learning management process according to the situation teaching and learning supervision as an adviser to teachers who teach should promote the creation or production of management innovations to keep up with the events, bring the knowledge of innovation to develop the organization as a whole. Must have leadership, understanding, access to subordinates, compassion, generosity, neutrality listen to other people's opinions. The development results of the year should be used to study, analyze, and plan development according to the PDCA system continuing to focus on the participation of stakeholders

3.2 Organizational culture development organizational culture virtual agreement An organization that everyone should be aware of and use it as a practice guideline in the organization. In connection with leadership with their ideology will make it a living organization Happy with the management teachers and staff Organizational culture should be integrated with the teaching and learning process. Working for the effectiveness of the quality of the organization in all dimensions creating a happy working atmosphere requires an organizational culture. There is a clear management plan that can be evaluated concretely.

3.3 Development of an innovative organization learning management is the heart of Teaching and learning by administrators Teachers must understand and access the science of teaching. The administration has a

learner-centered learning management process. Reach individual learners analyzing students Develop learners according to their knowledge and abilities difference of students organizing the learning process will affect the overall effectiveness of the school Teachers should pay attention to learner development. Understand the learners' backgrounds, families, economic conditions, and community environments of learners will make the students happy effective learning organizing the learning process Emphasis should be placed on the participation of communities, parents, and local wisdom in order to learners are proud of their own locality and love the locality. The learning process should focus on the participation of the learners, co-thinking, co-planning, co-designing learning activities will produce wisdom the learning is self-esteem of the learners.

3.4 Development of learning process management Creation of an innovative organization in academia, it is a matter of urgency for executives. Teachers and communities must work together to promote and support learning. Learners should be involved in creating new innovations in problematic learning able to learn through modern technology or local innovation Administrators should have a policy to encourage teachers and learners to jointly produce innovative learning materials integrated with real ways of life. Educational institutions should be organizations of learning innovation for the community. To be a source of contemporary science for the community, emphasizing on the participation of the community in the operation.

Discussion

From the research on causal relationship model of selective factors affecting on the effectiveness of Phrapariyattidhama School, General Education Department in the Northeastern Region, the researcher presented as an issue for discussion based on the hypothesis of the research as follows:

1. Causal relationship model of selected factors affecting effectiveness Phrapariyattidhama School General Education Department in the Northeast consists of the following variables:

1.1 Latent variables outside executive leadership consisted of 5 variables.

It can be observed that it is self-identity. Consciousness and awareness honesty, morality, ability to connect networks of relationships creativity Leadership organizational culture is important in management. School administrators who are successful in organizational management. Nowadays, in the era of globalization, it corresponds to Suthep Pongsriwat (2018, Online) said that Leadership is a belief in one's inner abilities. Higher will use empathy and persuasive speech, such as encouragement and respect show empathy more than coercion Leaders who believe in their outward abilities often use

Emotions in working and solving problems as a result, stress on oneself and others results in a decrease in the effectiveness of the organization. How much higher will leaders with high belief in their own abilities create organizational effectiveness than those with high beliefs in their own abilities? The more innovations happen, the less imitation of competitors, the more courage to make risky decisions. More planning and perspective on the future and also in line with Paradee Anannavee (2008, pp. 77-78) proposed that leadership it is important for the organization to help coordinate conflicts within the organization. Help persuade personnel to devote their knowledge and abilities to the organization. Leadership in executives will make subordinates acceptance, faith and confidence. It is the anchor for personnel when the agency faces a critical situation. in order for the agency to escape from a critical situation

1.2 Latent variables outside the organizational culture consisted of 5 variables.

observable organizational values behavior personnel management Teamwork and goal striving The organizational culture helps the organization achieve its goals by working. It is in line with Duangkamol Intha (2013, Online) that organizational culture helps shape people in the organization to have beliefs and behaviors in the same direction. is the purpose or goals of the organization itself In addition, there is a low level of conflict within

the organization. Inevitably, the organization can develop an organization faster than an organization with high conflicts. because everyone in the organization works together to create benefits to the organization
Not against personal interests

1.3 Latent variables within the learning process consisted of 5 observational variables.

It is an assessment of learning skills. learning standards curriculum and teaching methods Career development and learning resources It is a learner development process by allowing students to participate in learning activities. To develop students in both intellectual, physical, emotional and social aspects. This is in line with the Office of Educational Planning and Quality Assurance (2015, page 3-5), Partnership for 21st Century Skills (2009, p. 147), Wijarn Panich (2012, page 5) and the Office of Higher Secondary Education. NP (2016, pages 18-26) presented that organizational learning is the process of changing individual behavior from training and the experience that the individual has gained may be observed directly or indirectly through the use of observation or monitoring tools. This is the result of learning that will change a person's behavior in a positive way and is a trait that is quite permanent and ingrained. The behavioral change occurs gradually.

1.4 Latent variables within the innovation organization consisted of 5 variables can

be observed is a shared vision Organization structure, information system, resource allocation and learning organization. It is the cooperation of the participants involved in the educational institution to develop the organization for innovation. Through having a shared vision organizational structure appropriate information systems and resource allocation including being a learning organization Consistent with the concept of McGregor (2008, p. 104) that an organization of innovation is an organization that has the ability to create innovations in various fields to the market, which will result in business success that has consistent with Robert (1995, p. 5) that an organization seeks to look for ways to create new things that bring benefits and productivity to the organization and make relevant people acquire learning skills in the 21st century.

1.5 Latent variables within school effectiveness consisted of 5 variables observed is

the ability of the students to adapt problem solving ability of students Student Academic Achievement school administration and the satisfaction of those involved in the education management It is a school achievement that is defined by a process organized and implemented in the school and has an important effect on learning outcomes, consistent with Tawatchai Tang-uthairuang (2014, p. 28) Hoy and Miskel (200, p. 281) stated that the school can produce students with high academic achievement. Develop students' ability to adapt to their surroundings and solve problems in educational management Educational strategic plans must be prepared in order for education to truly achieve its goals. There is an education plan in line with the government's policy. School administration must consist of teachers, students and parents. All activities must be handled with a system without gaps that can be implemented and without implacable.

2. Causal relationship model of selected factors affecting effectiveness Phrapariyattidhama School General Education Department in the Northeast are consistent with empirical data which is in accordance with the assumptions set, namely latent variables outside executive leadership latent variables within innovative organizations and latent variables within the learning process management had a direct influence on school effectiveness variables. latent variables outside organizational culture has a direct influence on school effectiveness In considering the total influence

that affected the overall school effectiveness variables found that learning organization culture variables innovation organizations had the highest total influence, followed by latent variables outside the organization of learning process latent variables outside the organization of innovation. and latent variables outside executive leadership, respectively, can be discussed as follows:

2.1 Executive Leadership have a direct influence on school effectiveness

Due to the fact that school administrators are the highest commanders within the school, the ministry has a role in managing things in accordance with the requirements set. If executives have high leadership will

inevitably cause subordinates to develop their own leadership and as a result, various tasks are effective at the school. This is consistent with the research of Jatupat Prathum (2016, page 124), which found that the direct influence of selective factors affecting school effectiveness was the factor leadership by showing leadership behaviors will result in a good atmosphere that is satisfactory, resulting in good cooperation in the operation of managing the organization to be effective and in line with Paradee Anannavee (2008, page 77 - 78) Said that leadership is important to the organization, helping to coordinate various conflicts within the work, helping to persuade personnel to devote their knowledge and abilities to the organization. Having leadership in executives will for subordinates to be accepted It creates faith and confidence and is the basis for the personnel to hold on.

2.2 Organizational culture has a direct influence on school effectiveness

General Education Department in the Northeast This may be because shared beliefs and values enhance cooperation and bonding. Organizational culture functions when shared beliefs and values drive a school to do what is right for its success at the same time. Being an innovative organization gives schools a competitive edge. innovation in school A teacher is a person of learning. Students can work as a team. There is friendship with each other, which is one of the indicators of school effectiveness. This is consistent with Amara Chaiyadam (2016, pages 217-218) found that the direct influence of factors affecting school effectiveness is the organizational culture factor. In addition, the organizational culture also indirectly influenced the effectiveness of Phrapariyattidhama School, General Education Department in the Northeast.

2.2.1 The organization of the learning process that results from the school

having a good organizational culture affects teachers' values in organizing a good learning process. This is consistent with Samaporn Phuwijit (2015, p. 74) found that organizational culture is an important factor in creating values and behaviors work adaptation and striving for success in the job Causing teachers to focus on organizing a good learning process

2.2.2 Organization of Innovation as a result of culture the organization sets

the tone for a collective approach in schools. Is the main factor that leads to the behavior and work of personnel will result in the organization of innovation in the school. This is in line with Wattanachai Siriyan (2017, p. 260), found that organizational culture is a common guideline in schools. It is the main factor leading to the behavior and work of personnel in the organization that creates the organization of innovation in school.

2.3 Organization of the learning process which consists of Skill Assessment

learn learning standards curriculum and teaching methods as well as career development and learning resources It is a variable directly influencing the effectiveness of the Phrapariyattidhamma School in the general education department in the northeastern region. For those 5 variables, it is what makes students truly learn things. When learning is child-centered, students can take concrete actions that will allow themselves to adapt and solve problems various things that can happen Have the ability to read, think, analyze and develop competencies that are important to learning and have satisfaction in living a normal life This is consistent with the Bureau of Educational Quality Assurance and Planning (2015, page 3-5). So that all learners will receive quality educational services from educational institutions to develop their knowledge, abilities and desirable characteristics.

2.4 Organization of Innovation which consists of shared vision organizational structure and appropriate information systems as well as resource allocation and being a learning organization It is a variable that has a direct influence on the performance of Phrapariyattidhama School, General Education Department in the Northeast. Because all 5 observational variables will be what will allow students to learn effectively. Students can use things to cause learning by teaching the thinking process must be caused by the teacher. The importance of building systems of thinking, having information systems and resources that promote and support teaching and learning. This is in line with the research of Chanatip Pornkul (2011, page 48), which found that the direct influence of factors

affecting school effectiveness was the organization of innovation. The method of teaching is mainly based on information systems. It has the advantage of improving the learning quality of the learners. able to remember much and longer It allows learners to learn in greater volumes in the allotted time and keeps learners interested and involved in the process.
learn more.

3. Guidelines for the development of selective factors that affect the effectiveness of
Buddhist schools Dharma teaching in the department of general education in the Northeast Experts offer the following:

3.1 Executive Leadership Development Executives need to develop themselvesalways provide knowledge, ability, know-how to keep up with technology and social changes keep pace with technology use technology as an administrative tool should understand the learning management process according to the situation teaching and learning supervision as an adviser to teachers who teach Should promote the creation or production of management innovations to keep up with the events, bring the knowledge of innovation to develop the organization as a whole. Must have leadership, understanding, access to subordinates, compassion, generosity, neutrality Listen to other people's opinions. The development results of the year should be used to study, analyze, and plan development according to the PDCA system.Continuing to focus on the participation of stakeholders

3.2 Organizational culture development organizational culture virtual agreementof the organization that everyone should be aware of And use it as a practice guideline in the organization in connection with leadership with their ideology will make it a living organization Happy with the management teachers and staff Organizational culture should be integrated with the teaching and learning process. Working for the effectiveness of the quality of the organization in all dimensions creating a happy working atmosphere requires an organizational culture. There is a clear management plan that can be evaluated concretely.

3.3 Development of an innovative organization learning management is the heart of teaching and learning management by administrators Teachers must understand and access the science of teaching. The administration has a learner-centered learning management process reach individual learners analyzing students Develop learners according to their knowledge and abilities difference of students organizing the learning process will affect the overall effectiveness of the school Teachers should pay attention to learner development. Understand the learners' backgrounds, families, economic conditions, and community environments of learners. will make the students happy effective learning organizing the learning process Emphasis should be placed on the participation of communities, parents, and local wisdom in order to
Learners are proud of their own locality and love the locality. The learning process should focus on the participation of the learners, co-thinking, co-planning, co-designing learning activities. will produce wisdom The learning is self-esteem of the learners.

3.4 Development of learning process management Creation of an innovative organization in school is a matter of urgency for executives. Teachers and communities must work together to promote and support learning. Learners should be involved in creating new innovations in problematic learning able to learn through modern technology or local innovation Administrators should have a policy to encourage teachers and learners to jointly produce innovative learning materials integrated with real ways of life. Educational institutions should be an organization of learning innovation for the community, be a source of contemporary science for the community, emphasizing community participation in the operation.

Recommendation

1. Suggestions for applying the research results

This research resulted in a causal relationship model of selective factors. Affecting

the effectiveness of Phrapariyattidhama School, General Education Department That has been validated by a research process and confirmed by experts. that the results are consistent with empirical data There were direct influencing values of the variables that could be used to develop school effectiveness from descending to descending as follows: Administrator's Leadership Organizational culture variables Organizational variables of innovation and learning process management variables, respectively, with suggestions for implementation as follows:

1.1 Executives must make personnel have good shared values. Promote a good organizational culture effective learning process management and encourage an innovative organization was born in the school.

1.2 Administrators should pay attention to the school committees in their status.of networks that enhance school development.

1.3 Teachers must change their roles from giving knowledge toFinished each time, go to teach. Become a facilitator (facilitator) in learning for students.

2. Suggestions for further research for suggestions for further research

2.1 Research should be done on this subject with participatory action researchJoint (Participatory Action Research)

2.2 Research should be done on this subject. with research and development(Research and Development)

2.3 Research should be done in this way with research on the foundation theory (Grounded Theory) to create a model from the qualitative research results compared with the theoretical variables for research on the effectiveness of the General Education Department of Scripture School.

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A Causal Relationship Model of Selected Factors Affecting Elementary School Administrators' Effective Implementation of Technology in Digital Era of Basic Education School in the Northeast

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Abstract

The purposes of this research were: 1) to examine the level of elementary school administrators' effective Implementation of technology in digital era of basic education school in the northeast and the level of selected factors; 2) tovalidate the concordance of the causal relationship model of selected factors with the empirical data; and 3) to establish the guidelines for developing selected factors affecting elementary school administrators' effective implementation of technology in digital era of basic education school in the northeast. The research was divided into three phases, including Phase-1 Construction of Hypothesis Model, Phase 2-Model Verification with Empirical Data and Phase 3 involved the establishment of guidelines for developing selected factors affecting elementary school administrators' effective Implementation of technology in digital era of basic education school in the Northeast. The sample consisted of 520 primary schools under the Office of the Basic Education Commission in the northeast in the 2021 academic year using a multi-stage random sampling. Findings revealed that the elementary school administrators' effective implementation of technology in digital era was: 1) in medium score ranking, 2) consistent with empirical data, and 3) the guidelines for developing selected factors affecting elementary school administrators' effective implementation of technology in digital era are technology management policy, school's technology infrastructure, teachers' competencies on technology implementation, and 4) the competencies of technology integration of the elementary school administrators and teachers.

Keywords: Causal Relationship Model of Factors, Effective Implementation of Technology, Digital Era

Introduction

In today's world, globalization is associated with rapid and significant human changes, which the modern language calls "Digital Era". It is an era that has caused a new paradigm in organizational management (New Organization), which emphasizes on the knowledge and speediness using technology as tool. When effectively implemented in to the organization, technology can extend school effectiveness in powerful ways, such as the development of digital citizenship skills, which leads organization to the competitiveness and the successfulness (Drucker, 2007). Regarding education though, the effects of globalization have certainly transformed, and still does, the filed in different ways. Therefore, each school must change the pattern of the school management, especially, a school's ability to produce the quality product or service in a better way than its competitors. The present economic system and society requires the preparation of highly skilled and competent person for the 21st century. The 21st century skills that students need for their future jobs and lives are comprised of the 3Rs (Reading, (W) Riting and (A) Rithmetic) and the 7Cs (Critical Thinking and Problem Solving; Creativity and Innovation; Cross-cultural Understanding; Collaboration, Teamwork and Leadership; Communications, Information, and Media Literacy;

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Computing and ICT Literacy; Career and Learning Skills. In Thailand, technology has received a great deal attention in recent years, as educators and other stakeholders have realized the importance and the advantages of technology in education. Governments have invested heavily in information and communications technology (ICT) in school. Education provision in Thailand needs to be improved in order to prepare learners for participation in the global economic system of this century, and for developing the country with highly competitive skills. Learning skills of the 21st Century; deemed a strategic guideline for learning management – places emphasis on body of knowledge, skills, expertise, and competency of learners for daily living in a changing world. In line with the Chapter 9 of the National Education Act B.E.2542 (1999) and Amendments (fourth *National Education Act* B.E. 2562 (2019), the technologies for education were stipulated and promulgated (กระทรวงศึกษาธิการ, 2562).

Considering that technology is a crucial factor in school effectiveness in digital era, up to date, there have been numerous studies proving the existence of the factors which is affecting school administrators' effective implementation of Technology (ทิพย์วิภา เทศวิศาล, 2553; รัชฎาพร มีอาษา, 2555; ชวาลี สกุลเอี่ยมไพบูลย์, 2558). Nevertheless, competing narrative and inconsistent research finding on the technological integration raise genuine concerns, but the effectiveness they done is incomplete. This statement is in line with previous report of UNESCO (2002) which exposed five policy issues that may holding Thailand back: 1) inequity infrastructure provision; 2) limited digital learning materials relevant to national curriculum; 3) teachers' confidence and capacity to use ICT in classroom; 4) lack of effective monitoring of ICT policies; and 5) no coherent framework for investment in ICT. The finding of the UNESCO study partially supported the problem of lacking digital infrastructure to support effective ICT use in schools in Thailand (จิณณวัตร ปะโคทัง, 2561). Special attention was paid to examine the factors which is affecting effective Implementation of Technology in school (ภาวิช ทองโรจน์; 2559; ปณพักตร์ พงษ์พุทธรักษา, 2562; นพรุจ ศักดิ์ศิริ, 2550; ทิพย์วิภา เทศวิศาล, 2553; จรูญเกียรตติ กุลสอน และคณะ, 2559; จันทิมา รุ่งเรือง, 2563). In order to identify key of school management on technology and prepare the teacher, students and school for the future.

According to the importance of ICT education over the past few decades in Thailand, the researcher aimed to examine the factors which affecting elementary school administrators' effective implementation of technology of Basic Education School in the Northeast of Thailand using a causal relationship model.

Research Objective

1. To examine the level of elementary school administrators' effective Implementation of technology in digital era of basic education school in the northeast and the level of selected factors;

2. To validate the concordance of the causal relationship model of selected factors affecting elementary school administrators' effective implementation of technology with the empirical data;

3. To establish the guidelines for developing selected factors affecting elementary school administrators' effective implementation of technology in digital era of basic education school in the northeast

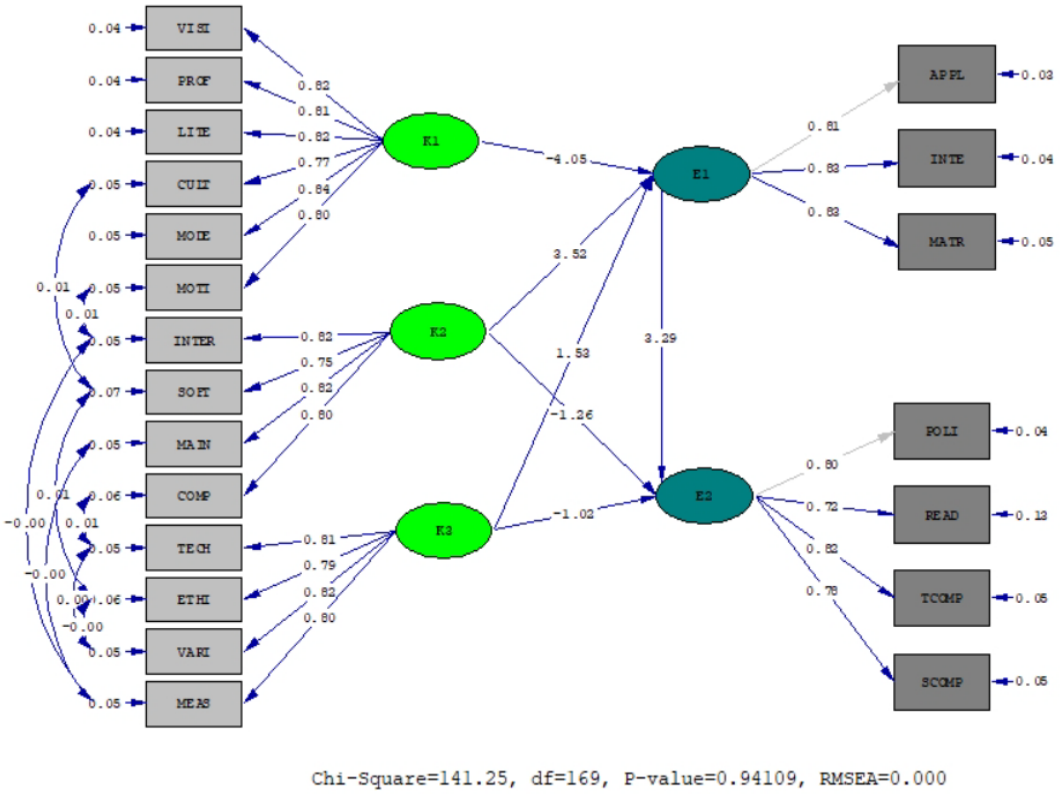
Research Methodology

The population in this research were schools under the Office of the Basic Education Commission in the northeast of Thailand, academic year 2021. The sample group consisted of 520 elementary schools using multi-stage random sampling. Two key informants were drawn from each school including 520 school administrators and 520 teachers who responsible for technology in school, yielding a total 1,040 persons. Sample size that is suitable for data analysis using LISRELL program by using the structural equation modeling (SEM) technique according to Hair et al. (2006) had suggest the sample size should be 10-20 times the number of observation variables in the research itself. There are 26 observable variable in this research. The suitable and sufficient sample size should be at least 10 times x 26 observation variables equal to 260 samples up to 20 times x 26 observable variables equal 520 samples.

The research procedure divided into 3 phases. Phase 1 is construction of hypothesis model, comprising two steps: 1) document and relevant research studies, and step 2) concerned a study through nine experts. Phase 2 is model verification with empirical data using a 5-level rating scale questionnaire. Data were analyzed by program computer suing the method of structural modeling (SEM). Basic standard deviations for analysis the consistency of the model, relationship of the selected factors and the empirical data by the Path Analysis method, determine by the Goodness of Fit Measures. And, Phase 3 is the establishment of guidelines for developing selected factors affecting elementary school administrators' effective Implementation of technology in digital era of basic education

Conclusion

1. The elementary school administrators' effective implementation of technology in digital era was in medium score ranking. The whole selected factors were in medium score ranking: technology management policy, school's technology infrastructure, teachers' competencies on technology implementation, and the elementary school administrator and teachers' competencies of technology integration throughout the school system.



Picture 1: The developed causal relationship model of selected factors and the empirical data

2. The developed causal relationship model of selected factors affecting elementary school administrators' effective implementation of technology in digital era was consistent with the empirical data: Chi-square value of 141.25, degree of freedom (df) of 169, the relative chi-square value χ^2/df of 0.84, Probability Value (p-value) of 0.941, Root Mean Square Error of Approximation (RMSEA) of 0.0, Goodness of Fit Index (GFI) of 0.99, Adjusted Goodness of Fit Index (AGFI) of 0.98, Critical N (CN) = 1547.65, Comparative Fit Index (CFI) of 1.00, Root Mean Squared Residual (RMR) of 0.01 and Alpha Coefficient (R2) of 1.00 as shown in the picture below.

3. The research proposed the guidelines for developing selected factors affecting elementary school administrators' effective Implementation of technology in digital era. The four selected factors that had both direct

and indirect effects on the elementary school administrators' effective Implementation of technology in digital era of basic education school in the northeast, comprising 1) technology management policy; involving staffs in policy establishment and specifying the technology policy in school management plan , 2) school's technology infrastructure; forming school's technology infrastructure developing plan, assign responsible staff and duties , 3) teachers' competencies on technology implementation; reskilling and upskilling on technology, being a good example of technology user in improving technology competencies and 4) the elementary school administrator and teachers' competencies of technology integration throughout the school system; bringing technology into work.

Discussion

Elementary School Administrators' Effective Implementation of Technology in Digital Era of Basic Education School in the Northeast can be discussed as follows:

1. Endogenous latent variable: the elementary school administrators' effective implementation of technology in digital era was in medium score ranking. They were 3 observables variable medium score ranking, including technology management policy, teachers' technology competency in learning management, and students' technological competency. This was probably due to the elementary school is the smallest unit of the Primary Educational Service Area Office, therefore, they will have the limitations in various aspects, such as budgeting needs to be tied closely to policy, and teachers' ability in using technology for teaching and learning management. It seems that the major subject of teacher's bachelor effected on the ability in technology integration, whether a bachelor's degree of four-year program, or a five-year program, most of these teachers were technological fair in use. Thus, this limitation restricted teachers in promoting technology in classroom, throughout teaching and learning management. Then, the students' ability or the competency in technology were restricted. Moreover, the limitation of elementary students, includes ages and financial position might cause the technology accessibility. Parents are unable to classroom. As a result, students cannot master the skills for the 21st century (3Rs+8Cs), which are desirable skills based on plans in the Twelfth National Economic and Social Development Plan of Thailand B.E. 2560 – 2564 (กระทรวงศึกษาธิการ, 2559). For the readiness of technology infrastructure in school was in the high score ranking probably caused by stipulation and promulgation in Chapter 9 of the National Education Act B.E.2542 (1999) and Amendments about the technologies for education (กระทรวงศึกษาธิการ, 2542).

2. Cause Variables can be discussed as follows:

Exogenous latent variable: technology management policy consists of 6 observable variables, they were technology visionaries, individual technology development plan, technology literacy and competency, creating a culture of using technology, being the role model in using technology, encouraging and creating the inspiration in using technology, the finding was in medium level. Similar to the study about the policy and management, mentioned that the essential of the school' administrator technology knowledge and competency (สุริยา หมาดทิ้ง, 2557) because the administrators' technology skill has the positive role in promoting vision, mission, goal, strategy and regulation in school. The finding also confirmed the previous study that indicate the role of technology on the improvement of elementary school effectiveness and the guidelines are as flows: creating a policy that aims to create an atmosphere and motivation in integrating ICT use in teaching and learning, developing personnel's ICT competencies, and promoting the use of ICT in their operations (ชวาลี สกุลเอี่ยมไพบูลย์, 2558).

Considering the variable that have an overall effect on the effectiveness of technology implementation both in positive and negative direction, it is found that the technology management policy had the greatest overall effect in a negative direction (-13.32), followed by the school's technology infrastructure with an overall effect of 10.31, knowledge and teachers' competencies on technology implementation with an overall effect of 4.00, and the elementary school administrator and teachers' competencies of technology integration throughout the school system had the least overall effect equals 3.29.

2.1 Technology management policy had a negative indirect effect on the elementary school administrators' effective implementation of technology in digital era through the competency of administrators and teachers in integrating technology into their work. The technology policy in the administration sets the rules for the practice of administrators or their subordinates that determine future guidelines. It is an attempt to do in order to achieve a set goal or objective. But the operational process cannot be established without the effective implementation of the policy by administrators or teachers. or administrators and teachers do not have the capacity to integrate technology. The aligned opinions of policy makers and policy implementers. It can affect the satisfaction of school members, and effects the integration. The attitudes related to the effectiveness of using technology in school administration in the digital age of school administrators were consistent with นพรุจ ศักดิ์ศิริ (2007) who stated that the attitude of the practitioners was the most important factor of the factors. related to the success of implementing information and communication technology policies for education in basic education institutions.

2.2 School's technology infrastructure had a negative direct effect and positive indirect effect on the elementary school administrators' effective implementation of technology in digital era. The technology of educational institutions required sufficient budget, the technology equipment is a high cost equipment, especially in term of the high quality materials, in the same vein as สุติพงษ์ อมูลราช (2558) who mentions the guidelines for infrastructure development in school by finding funding for supporting school technology, likewise ศิริลักษณ์ นาทัน (2550,) who discussed the problem of technology management of model schools was the technology structure , efficient resources and the maintenance.

2.3 Teachers' competencies on technology implementation consists of the ability to use technology in teaching and learning, ethical in using and the use of technology for measurement and evaluation. The results revealed the negative direct effect and a positive indirect effect on the on the elementary school administrators' effective implementation of technology in digital era passing the latent variables of the elementary school administrator and teachers' competencies of technology integration throughout the school system. Based on the regulation of professional standards of teachers in Thailand, teachers were called for the ability, knowledge, experience and leadership characteristics in digital learning management to improve the quality of education (วีริยา ภูถาวร, 2564)

2.4 The elementary school administrator and teachers' competencies of technology integration throughout the school system consisted of applying technology in school management, the design of the learning process emphasizes the integration of technology, and the production and development of technological media for a variety of learning. It had positive direct effect on the elementary school administrators' effective implementation of technology in digital era, this may cause by the limitation of integration in school which can be improved of promoting the seminar by experts. Agreeing by ชวาลี สกุลเอี่ยมไพบูลย์ (2558) who stated that the ability to integrate technology into work is the key in setting the vision, promote learning culture in the digital age. The administrators' ability in using technology had a positive relationship with effectiveness of school. As well as the integration of technology of play an important role in inspiring students as the good digital citizens กนกวรรณ โพธิ์ทอง (2559).

Recommendation

1.1 It was found that the school's technology infrastructure had negative direct effect on the elementary school administrators' effective implementation of technology in digital era. The average showed that software legitimation schools is lower than other aspects. Therefore, the Primary Educational Service Area Office should support the schools with legitimate software with sufficient quantities to meet the needs of each school.

1.2 In the research, it was found that Teachers' competencies on technology implementation had negative direct effect on the elementary school administrators' effective implementation of technology in digital era. By the way, the lowest average was found as the ethics in using. Therefore, school administrators must raise awareness of teachers about the importance of ethical in implementing technology.

1.3 In the research, it was found that the elementary school administrator and teachers' competencies of technology integration throughout the school system had a positive direct effect on the elementary school administrators' effective implementation of technology in digital era. However, the production and development of learning medias had a lower average level than other aspects. School administrators should support by providing the professional training from experts in technological filed.

1.4 In the research, it was found that 1 Technology management policy had negative indirect effect on the elementary school administrators' effective implementation of technology in digital era. Nevertheless, the average of building culture and using technology atmosphere had lower averages than other aspects. Hence, School administrators should be a good example in creating culture and atmosphere of technology implementation.

Future studies should take into account as flows:

2.1 Future research should be done on this similar subject studying with a group of model schools in effective technology implementation or aa group of schools that have problems with implementing technology to manage schools to examine the factors that lead to development and increasing of the effectiveness in implementing technology in school administration.

2.2 Future studies should do some research with case stud to understand the factors that affect the use of technology in school management in the digital age of school administrators with clear boundaries and specification.

2.3 Research should be done on this subject. With research and development (Research and Development) to develop a model for using technology in school management in the digital age of school administrators. Trials and empirical quality checks were conducted.

2.4 Research should be done on this subject. With future research (Future Research) for the benefit of planning and policy formulation, as well as guidelines for using technology in school management in the digital age of school administrators in the future.

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The Complexity of English Linguistics Studies

Pairote Bennui[1]

Abstract

It has been perceived that English linguistics is a complex discipline because it goes beyond language skills, uses and communication which are familiar to non-native English learners and users. Thus, this paper attempts to present specific reasons why English linguistics is complicated through related studies regarding English as a foreign language and a global language. Further, it provides particular factors influencing such difficulties of English linguistics, and it highlights possible solutions to lessen the difficulties. Overall, it is inevitable that the nature of English linguistics comes along with the systematic, scientific, theoretical, and academic notions of the language which require scholars of English studies to diminish the intricacy so that learners and users of English can become more motivated to apply it.

Keywords: Complexity; English; Linguistics Studies

Introduction

It is undeniable that linguistics is a required course in curricular of English studies in universities or higher educational institutions worldwide. Linguistics is a discipline that points out the nature and system of the English language. Likewise, students majoring in all national, or second, or foreign language of English are required to study linguistics in order to comprehend its phonological, morphological, semantic, grammatical, syntactic, and textual features prior to apply for use. At present, English is used worldwide in different contexts according to a country's language planning and policy as well as use of English as a native language (ENL) or English as a second language (ESL) or English as a foreign language (EFL). However, linguistics is inevitably a course that can enhance English education in understanding ENL, ESL, and EFL. Or even English as an international language or World Englishes which are a modern course challenging the use of English for non-native identity still relies on linguistics. It could be said that linguistics is embedded in all language-related courses. This means linguistics has its prominence towards learners and users of English. Although linguistics aims to enable English users and learners to attain how to pronounce sounds, form words, perceive meaning, construct grammatical structures, and analyze texts for English usage, it seems that non-native English learners find that studying English linguistics is difficult. Thus, this paper has three main aims as follows: (i) to seek certain reasons why English linguistics is complicated; (ii) to identify particular factors affecting its complexity; and (iii) and to discuss possible ways to lessen the difficulty of English linguistics studies.

Aspects of Linguistics and English Linguistics

Understanding linguistics, one needs to be aware of its interrelated term, namely 'language'. It has been perceived that linguistics is about language studies. The notion of linguistics does not look friendly to the hearers (users/learners). It seems to be systematic or difficult itself. Meanwhile, the term 'language' is much friendlier as it indicates uses, symbols, and communication. This is true that linguistics involves a discipline, knowledge, system,

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nature, and evolution of human language studies (UC Davis, Department of Linguistics, 2022; UC Santa Cruz, Linguistics, 2022). Meanwhile, language concerns a set of sound and written symbols used as a tool for humans for communication (Collins Dictionary, 2022); humans acquire and use language to attain language skills and proficiency.

Every living language has its linguistic system. The phonological, morphological, grammatical, orthographic, semantic, and textual systems of a language contribute to their institutionalization to language users, learners, and instructors of a society or nation. These systems conform to the status of linguistics as a discipline under human science. Without these systems, a language cannot be theorized, organized and standardized for using, learning-teaching, or applying. Using a language with an awareness of linguistics definitely can enhance one's functions.

English is currently a global language and lingua franca where many native and non-native speakers are functionally using, learning, and teaching (Rao, 2019). As a living language, English has its linguistic core, leading to the term 'English linguistics'. To complete its disciplinary status, English linguistic studies provides its specific sound, word, grammar, meaning, textual and writing systems for those who use the language. Obviously English linguistics comes along with the term 'English language studies' as they contain particular theories and practices for its users and learners worldwide. Although English is globally used and learnt, its convention as the language of the Anglophone culture is still rooted. Moreover, non-Anglophone cultures along the use of English as a world language lead to a linguistic evolution of English. Thus, English linguistics studies in the new era inevitably interfaces these cultural aspects of the language, partially resulting in a complexity of this discipline.

Difficulties of English Linguistics Studies

The complication of English linguistics is manifested in problems found by students and users of the language worldwide. However, this paper pays special attention to only Thai learners of higher education and Thai professional users of English as a foreign language. The problems taken from many studies concern sounds, words, grammar, meaning, as well as text and discourse.

(i) Phonetics and phonology

Phonetics and phonology concerns sound structure of a language. It is mainly divided into two levels – segmental and supra-segmental aspects. The former is about consonant and vowel sound while the latter concerns accents, stress, and intonation, for instance (Bennui, 2018). In light of English, Thai learners and users face some difficulties in both levels. According to Piyamat and Deekawong (2021), a number of Thai EFL students at Huachiew Chalermprakiet University are not able to articulate English consonant sounds which are /z/, /r/, /v/, /t∫/, /∫/, /ʒ/, and /ʤ/. Further, they struggle to pronounce the interdental sounds, that is, [θ], [ð], and [ʤ], which are not found in the Thai sound system. This may affect their miscommunication in oral English if they cannot pronounce these sounds clearly. Likewise, such a problem of the segmental level of sound studies, namely the interdental sounds, is also faced by Thai students at Kalasin University. Moreover, these students encountered the problem at the supra-segmental level in articulating linking sounds and some final sounds with /-d/ and –ed/ for their oral expressions. Mostly, these problems are caused by the students' past learning experience of oral English and mother tongue interference. They have been taught incorrect ways to pronounce some English consonant sounds as well as the linking sounds and final sounds (Sahatsathatsana, 2017). Similarly, Thai EFL learners at Prince of Songkla University, Hatyai campus, seem to face some problems in English conversation. In light of a segmental level, they are about final sound omission, incorrect pronunciation of vowel sounds, the /l/ and /r/ deletion in consonant clusters. In line with a suprasegmental level, the problem is the students did too many pauses within construction units in their conversation (Tantiwicha & Sinwonsuwat, 2021).

Awareness of phonetics and phonology can be applied to listening comprehension of oral English. However, this comprehension seems to be problematic to some Thai logistics professionals. In Phyathip's (2019) study, it was found that 30 Thai employees working in the Trade Service Section were not able to understand oral English when it was very fast spoken. Moreover, they could not understand foreign customers speaking in different English accents, especially those from China and Japan. That is, the way Chinese and Japanese guests speak English is not understandable to these Thai workers because of Chinese and Japanese sound influence in English. In the same vein, Anuwaiya, Boontos and Wisttranon (2018) reveal that a number of hotel receptionists in Burirum province face difficulties in English listening and speaking. For listening, they did not understand fast oral English spoken by foreign customers with different accents. For speaking, they could not pronounce some English consonant sounds such as /s/, / t∫/, /∫/, /r/, /t/, /ð/, and /ed/. These problems affected their professional communication in English as they were also thinking in Thai when trying to speak in English.

(ii) Morphology and lexis

Morphology and lexis are a study of words in a language. The former is related to word structure and its grammatical components while the latter points out meaning of words and vocabulary use (Bennui, 2018). Some problems in English words are found. First of all, Suetae and Yok (2012) reveal that 4th year English majors at Prince of Songkla University, Pattani campus, made lexical errors in their writing regarding direct translations, namely a type of interlingual errors. The majority of the problem was omission while the last frequent of lexical errors was that they were confused about binary terms. These problems lead to their inability in vocabulary use in English which is caused by negative transfer from their first language (Thai) into English (their target language). That is, when they were writing in English, they did not think in English. This is similarly found by 28 third year English minors at Thaksin University, Songkhla, who produced paragraph writing which was full of L1 lexical interference. The problem was about literal translation of Thai words into English words and the use of Thai words. The students created eleven vocabulary items in English literally translated from Thai. They were "get/ receive, serious, book, meet, use, true, close, change, alone, make, and cost". An outstanding example was "I *get* the knowledge without the teacher, and I *receive* the knowledge and experience for my job". Another issue of L1 lexical interference was the use of Thai word in their English paragraph, namely 'Tuk-Tuk' in the sentence 'I go to (the) university by Tuk-Tuk" (Bennui, 2008). These examples can be problematic in terms of lexical errors. In light of professional users, English word problems are found by Khamthakrua (2018), who analyzed language errors in corrective action reports (CARs) of Thai staff in an automotive industry company in the east of Thailand. In this regard, lexical errors in CARs concern (i) misinformation (11.32%) in which the writers usually translated in English from their Thai language but did not use lexical borrowing from Thai and coinage, and (ii) lexical distortion errors which consist of omission (17.52%), mis-ordering (2.44) and over-inclusion (1.35%). These errors in English business writing are caused by L1 interference.

(iii)Grammar and syntax

Grammar concerns a set of rules in phrases, clauses, and sentences as well as grammar points with regard to verb tenses, for instance (Cowan, 2008). Meanwhile, syntax is a discipline in which grammatical elements of phrases, clauses, and sentences are theoretically examined in tree diagrams (Hasa, 2016). Some problems in English grammar by Thai learners and users are found. First of all, Promsupa, Varasasin, and Brudhisprabha (2017) revealed that 34 Thai 2nd year English majors at a Thai university. From 2,218 grammatical errors in the students' written essays, the errors could be categorized into two types – morphological errors (81.97%) and syntactic errors (18.03%). These two types also provided 32 errors subtypes which are singular/plural errors (30.43%), article errors (21.51%) and preposition errors (5.23%) subsequently. These errors are caused by interlanguage and intralingual factors of the Thai EFL students. In the same manner, Watcharapunyawong and Usaha (2013) found that 40 second-year English majors at a Thai university presented a range of grammatical errors in writing English paragraphs. In narrative paragraphs, the errors concern verb tense, word choice, sentence structure, preposition, and modal/auxiliary. Meanwhile, the errors in descriptive as well as comparison and contrast paragraphs are about and

articles, sentence structure, word choice, singular/plural form, and subject-verb agreement. These errors are mainly because of the Thai language interference. Beside Thai EFL students, Thai professional users of English also encounter grammatical difficulties. This is apparent in Foosuwan, Champavan, and Suksaeresup's (2019) study which analyzes grammatical errors in written tasks in English by Thai employees working in a banking business. Their writing was found with errors in punctuation, verb use, nouns, prepositions, articles, syntax, lexicon, pronouns, capitalization, spelling, sentence fragment, adverbs, conjunction, subject omission, and adjectives, respectively. These mistakes could affect the professionalism of the employees' proficiency and image of the banking industry. Likewise, English grammar errors can be also be called 'deviations'. This is evident in a study by Yuvajira, Tayjasanant, Sungkaman (2018) who found that 525 commercial and service advertising for Thai traditional products in the context of the economic and commercial promotion by the government contained grammar deviations from Standard English. The errors are about articles, numbers, negatives, copula, relative pronouns, prepositions, verb distribution, subject-verb agreement, collocations, and ellipsis complements. Further, other specific grammar issues found in the products concern serial verbs, verbless clause, adjectives, conjunctions, voice, and continual sentences. These deviated grammar points in English are similar to the Thai grammatical structure that influences the English sentence patterns.

(iv) Semantics

Semantics involves a study of meaning of linguistic expressions. This meaning can be related to a reference of the truth in the real world. It focuses on meaning of words, phrases, and sentences (Bennui, 2018). Particular problems about English semantics are linked to language learning and skills of Thai students. This is found in a study by Rajsombat and Indrambarya (2019) who revealed that 50 students at Kasetsart University in Kampaengsan campus seemed to create semantic and syntactic errors in writing compound sentences in English. Semantically, the problem was seen through the notion of 'but' in English that is different from its Thai version of แต่ /tɛ':/. The students' compound sentences were incomprehensible. The Thai students were aware that the coordinator 'but' in English is used for joining the contrastive senses of clauses only. They thought that this use of but in English was similar to Thai /tɛ':/. However, in English, 'but' has more meaning and usage more than what the students know. That is, 'but' can be used as a discourse marker in English speaking which is not found in Thai. Moreover, semantic errors can take place in translation. In this respect, Siriseranee and Chompurach (2020) found that 20 English majors at Nakhon Phanom University made some grammatical and semantic errors in their translation from English into Thai. From 170 errors, the errors were 80 grammatical and 90 semantic. Semantically, the errors were about the students' misperception and misunderstanding of homonyms, phrasal verbs/two-word verbs, and idioms. For instance, the students were confused with the word 'rose' which is a past simple verb of 'rise'. Instead, they translated this word in Thai as a flower that is familiar to them. This is because of their misinterpretation of grammatical contexts of this word in English. In addition, Putsomsoo (2017) revealed that a professional translator also made some semantic errors in translating a Thai children's literature titled 'Kaew the Playful' into English. The mistakes in meaning are about mistranslation, over-translation, and under-translation. For example, 'silently' was mistranslated as 'nearby', 'a large clay pot' was mistranslated as 'a big jar', and 'Khao Din' was mistranslated as 'zoo'. Next, "…. playing the rivers with fun," was under-translated as "…playing the river". Last, 'teacher' was over-translated as 'homeroom teacher'. These mistranslations lead to the inaccuracy of the story. In this regard, the mistranslation problem is also caused by semantic errors without considering cultural meaning of Thai lexical items. That is, some Thai proper names should not be translated into English; their loan word in the Thai Romanized item should remain in English texts.

(v) Text and discourse

Text and discourse are a linguistic structure of a language beyond a sentence level, namely paragraphs. They concern the way oral and written texts are organized through a range of discourse markers for an achievement of cohesion and coherence (Halliday & Hasan, 1976). They can also involve social, cultural, literary, historical, economic, political, educational, political, and professional aspects of language embedded in text production. In this paper, some problems about text and discourse faced by Thai learners and users of English are revealed. First of all, Tikham (2022) found that 131 argumentative essays and 131 descriptive essays written by Thai EFL students at a northern university in Thailand show misuse of discourse markers. They were "although, for example, because of, and but". These markers are mistakenly used with punctuations, so their written texts did not meet the notion of coherence. These students seemed to translate from Thai into English when applying these markers in their essays rather than thinking in English. Likewise, Chaichanasiri (2007) found that 110 Thai computer professionals in international organizations and 30 Thai computer science instructors at a university level in Bangkok faced a problem of discourse. When they were using English texts in computer science, their problem was about contexts and being insufficient of knowledge of subject matter in English. This affected their reading comprehension of computer texts. Similarly, Kongsong (2021) presented business writing problems faced by 30 Thai employees in a steel company. The problem was about a textual level of English. These staffs were not aware of writing process and the format of email writings. This did not lead them to produce a well-organized business email in English.

These five layers of English linguistics are merely part of empirical studies that reflect emerging problems of learning and using English. They represent the way Thai university students and professional users are struggling in pronunciation, listening-speaking, reading, writing, and translation in English in which sounds, words, grammar, meaning, and textual elements are constructed.

Factors that Affect the Difficulty of English Linguistics

From the above problems, in fact there are specific causes of why English linguistics at different levels is difficult to be learned and applied for use provided by the researchers of those empirical studies. However, this paper attempts to highlight possible factors of such difficulties by summarizing through a description of linguistic phenomena.

(i) A scientific study of linguistics

Linguistics is different from other disciplines of arts and humanities in that it can be linked to a science. That is, a scientific study of linguistics is a factor that leads to its complexity. According to Linguistic Society of America (2022), "linguistics is the science of language, and linguists are scientists who apply the scientific method to questions about the nature and function of language". Understanding linguistic components of a language, one needs to prove the way a language is naturally structured by a language user. This can be done through an experimental method of language research. For instance, studying English consonant and vowel sounds, one needs to understand a number of terms in physiology, especially regarding oral science, to question where certain sounds are articulated in manners and positions in which tongue and other articulators are involved. Likewise, the use of computer programs is applied for collecting linguistic data to produce a corpus in order to analyze spoken or written features of a human language. The use of computer is also applicable for studying language documentation for linguistic revitalization. Basically, a study of how language is processed can be linked to a scientific study with regard to Neuro-linguistics which is about language and brain. Another science-based language study is syntax. As grammar of words, phrases, clauses, and sentences of English is outstanding, its structure can be proved by different rules using tree diagram structure which can be compared to mathematic principles. This is apparent in analyzing or proving the constituents of a variety of English sentences. Likewise, the philosophical aspect of language when one wants to study semantics can be scientifically based. That is, semantic features of words can be true or false with regard to the real world analysis, namely meaning in dictionaries. Hence, whatever concerns scientific studies

is somewhat difficult among those who dislike this discipline. Science must be proved with evidence and the real world truth, so studying and using linguistic elements of English through science orientation can be intricate.

(ii) Complex terminology

Like many other subjects, linguistics can be institutionalized as a discipline because of its specific terminology. A number of terms in linguistics seem to be complicated because of an emergence of linguistic branches. The reasons why there are many terms in English words can be evident. As many people around the world use English, many words are emerging. Many terms can be changed according to functional uses and registers. Many users of English in arts and humanities may not be familiar with terms of English used in medical and dentistry contexts. Further, all knowledge around the world is being created through the use of English, so a plenty of lexical forms of English can be more complex according to linguistic phenomena. The complication of linguistic terminology can be manifested through a variety of English dictionaries produced in different professional contexts worldwide. In fact, understanding those five layers of linguistics can be possible if one tries to point out dictionaries of phonetics and phonology, morphology and lexis, semantics, and text-discourse. All human languages, not only English, can be shared with these dictionaries to perceive the complexity of terminology.

(iii) Complex forms, rules and theories

Linguistics is a difficult discipline because of its complex forms, rules, and theories. These three factors or elements contribute to an academic status of linguistics. Firstly, linguistic forms of English can be evident in consonant and vowel systems based on IPA (International Phonetic Alphabet). Many English learners have to encounter IPA systems which are full of unfamiliar symbols. They have to understand these sound forms to be aware of pronunciation rules. Likewise, lexical forms of English have a variety of meaning, resulting in awareness of word use. Similarly, many English words have a wide range of morphological structures that lead to word formation requiring a deep analysis. In light of rules, they can be seen in grammar. Beyond structure of phrases, clauses, and sentences, grammar also plays a crucial role in other levels. That is, every language has grammar of sound (phonetics and phonology) and grammar of word (morphology and lexis). Hence, grammar entails the notion of rules. When many rules of language are constructed, they can be developed into theories by theorists. Linguistic theories have been constructed by many schools of theorists. For instance, Ferdinand de Saussure constructed the school of modern linguistics. Michael Halliday was a key theorist of the British structuralism. Moreover, Noam Chomsky is an influential linguist of the American structuralism (California State University Long Beach (n.d.). Under a level of linguistics, there are different embedded theories – morphology theories, grammar theories, syntactic theories, semantic theories, and phonology theories, for instance. Currently, there appear to be a variety of applied linguistics in which linguistics is used for solving in learning-teaching as well as language use. Thus, there are many theorists who form the knowledge, models, and theories of applied linguistics with regard to English for many scholars worldwide, such as approaches to World Englishes, sociolinguistics theories, and theories of second language acquisition. Indeed, the notion of theories seems to be abstract, detailed, patterned, and modelled. They are important for all disciplines. English linguistics thus needs theories of language and linguistics for practices in researching and teaching-learning, so it can be evolving. Therefore, forms, rules and theories of linguistics are similar to the wall that surrounds a core of language.

(iv) Purposes, Motivations, and Strategies of Language Learning and Using

The difficulty of language and linguistics studies is caused by the factor of learning, teaching, and using. English proficiency is needed by non-native speakers worldwide. Some can achieve their learning, teaching, and using because they possess motivation and strategies to learn and use it. They are aware of language forms, rules, and theories, so they can apply for learning and using. English skills – listening, speaking, reading, writing, and translating – can be achieved by ESL/EFL learners and users if they have sufficient knowledge of English linguistics

and attained abilities in English use. If they set up purposes of English learning and using along with motivation and strategies of those skills, they will not find out the difficulty of English linguistics. Even though the difficulty of English linguistics comes out, the proficient learners and users of English can attempt to come across such a complication. Without explicit purposes, motivation, and strategies, it is quite hard to ESL/EFL learners and users to gain insights into English language and linguistics.

(v) L1 Interference and target Language

From a review of the empirical studies on problems of English language and linguistics above, many Thai learners and users of English faced the difficulty because of their L1 interference that affects their target language. Majority of Thai people have been learning and using English or the target language as a foreign language. A few Thais learn and use English as a first or second language. Thus, it is normal for Thai EFL learners and users to have a limited chance to practically use English with foreigners. The medium instruction of English classes in Thailand is more based on Thai than English, so it is inevitable that L1 or mother tongue interface can occur through all English skills in Thais' perceptions. The phonological, lexical, grammatical, semantic, and textual level of the Thai language can influence the way Thais learn and use English. Thais' interlanguage structure is still embedded in their thought patterns, so it is hard for Thais to move to be ESL users.

(vi) The language family of English

Differences in language families of English and Thai can be a vital factor for the difficulty of English linguistics. Geographically, Thailand and English are located in different continents. Thus, their language family is obviously different. A West-Germanic language under the Indo-European family of English (Xavier, 2020) can be unfamiliar to many EFL Thai learners and users with a background of the Sino-Tibetan family, especially different written and oral systems of the language orthography. The Thai language has its Sanskritization of orthographic systems while English has the Romanization system. Thus, this historical linguistic element can be another factor of the complexity.

(vii) Varieties of English

Currently, English is not only the language of Anglophone culture, namely British, American, Canadian, Australian, and New Zealand people. It belongs to the global language; linguistic forms of English travel through different indigenous languages and cultures around the world. This results in an emergence of varieties of English through accents, words, grammar forms, patterns of use. This also leads to a complexity of English linguistics embedded in oral and written texts influenced by the mother tongue structure of non-native speakers of English. Further, the importance of global tourism as well as science-technology development through a journey of non-native varieties of English seems to support the complication of the modern English language use.

These seven factors are based on the notions of linguistics and the English language. These causes are merely observed with a basis of the above problems of learning and using English among Thais. They also reflect the multi-facets of linguistics and the English language in light of their nature, system, and application.

Possible Ways to Lessen the Difficulty

The mentioned problems and factors of why studies in English linguistics are not at ease can be solved with some possible ways through the following key persons – instructors, scholars, language learners, and language users.

(i) Instructors: As English linguistics studies are taught in universities or colleges, their difficulties can be lessened by the instructors or lecturers. Those who are teaching undergraduate students of English linguistics may be wondering how to lessen this difficulty because English linguistics is naturally difficult. They may say that all academic books of syntax, phonology, morphology and semantics are written with complicated academic styles, so the students need to understand what linguistics should be like. This saying is true, but the instructors can simplify the structured language in a variety of books to make the students feel comfortable to read and analyze

English linguistics through simple language patterns simplified in the worksheets or slides of the lessons by the instructors. If the students read the original academic works on English linguistics by the key scholars such as Chomsky, Halliday, Bauer, and Yule, they will feel that it is hard to understand the concepts of each linguistic level. However, the lectures may show some extracts from the original books on English linguistics so that the students can realize the original texts of linguistics in order to make understanding of them.

(ii) Scholars: Scholars can be academic writers and researchers of English linguistics. Most of them are native English speakers while many of them are non-native English writers. Indeed, these scholars attempt to maintain the quality of written work on English linguistics using specific terminologies, academic language style of writing, and content correctness. What they can do for lessening the complexity of English linguistics is about the use of examples or situations regarding English language used in certain countries in which some loanwords or lexical borrowing may be used. Alternatively, some contents found in examples of syntactic structures can be locally related to non-native English speakers. That is, non-Anglophone socio-cultural aspects of English language items can be highlighted. This will make readers of the academic books or empirical research studies on linguistics become much familiar with and feel more motivated to read, learn or explore more about English linguistics studies.

(iii) Language learners: Language learners at the tertiary level are required to look for possible strategies to gain insights into English linguistics. Only reading the textbooks and discussion with their peers can be alternative to lessen the difficulty of linguistics. Now there are many lessons of English linguistics posted on electronic media such as YouTube and many additional websites of educational institutions. Thus, they should take this opportunity to watch videos on English linguistics taught by many experts around the world in order to find out certain ways to analyze linguistics. Online materials created by non-native English scholars are full of simplified written styles, so this can motivate the students to study this academic subject. Another way that can be lessening the difficulty is that thinking comparatively. Studying syntax can be compared to mathematics and drawing pictures through tree diagrams. Moreover, studying semantics can be related to our philosophical life that needs to explore the truth of lexical items. Learning linguistic history of English can be similar to studying socio-cultural history of language and literature that provide fun narrative stories of English words, sentences, and texts. These examples of mind-sets can encourage students to be positive towards English linguistics.

(iv) Language users: Those who are neither students nor scholars of English linguistics can involve language studies. They can be translators, writers, interpreters, international relation officers, and language practitioners. Their work life may be related to the use of linguistic items. The use of online Standard English dictionaries can be a possible implementation. Dictionaries by Oxford University, Cambridge University, Longman, and McMillan are the best tools of British English for those who will use reference books for their translated, written, documentary, and transactional works. Meanwhile, the use of American English words can be verified through the use of Merriam-Webster Dictionary and Collins Dictionary. This will help to lessen the difficulty of lexical and syntactic elements of the English language.

Conclusion and Recommendation

This paper focuses on a never-ending query of the complication of English linguistics. It has revealed that such complication is observed in many empirical studies in a Thai context in which Thai EFL university students and users of global English have encountered. These problems are mainly caused by linguistic and non-linguistic elements of the English language as well as historical-cultural, educational and psychological factors with regard to learners and users. Thus, this complexity can be lessened with a contribution by instructors, learners, scholars, and users of English.

This paper provides only examples of empirical studies based on Thai EFL and global English context. However, it can also represent problems in English linguistics faced by those in other EFL countries. Thus, it is suggested that this paper can be beneficial to those who are planning to solve English linguistics problems in pedagogy and use. Aspects of knowledge on English linguistics studies as well as its problems and solutions can be useful for future researchers and academic writers who intend to make English linguistics much more applicable and much friendlier than theoretical and complex.

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The Causal Relationship Model of Factors Affecting Effectiveness of World–Class Standard Schools in the Northeastern Region of Thailand.

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Abstract

This research aims to 1) study the effectiveness of World–Class standard schools. in the Northeast, 2) to examine the causal relationship model of factors affecting the effectiveness of World–Class standard schools in the northeastern region developed with empirical data, and 3) to find ways to develop direct factors on the effectiveness of World–Class standard schools in the Northeast. The sample group consisted of 420 World–Class standard schools in the Northeastern region. 1,260 informants were school administrators, academic supervisors and teachers. Structural equation modeling (SEM) analysis and linear model analysis were performed using Chi-square statistics. Data were analyzed using SPSS and LISREL software packages. The results showed that 1) the effectiveness of World–Class standard schools in the Northeast had an average level, 2) a causal relationship model of factors affecting the effectiveness of World–Class standard schools in the Northeast are consistent with empirical data, 3) a factor directly influencing the effectiveness of World–Class standard schools in the northeastern region consisting of administrator's leadership, organizational culture, teacher learning management, and learning organization.

Keywords: Causal Relationship Model, World–Class Standard School Effectiveness.

Introduction

The results of the past supervision and monitoring of school operations in the World–Class Standard School Project Problems and obstacles were also encountered, for example, the redundancy of additional subject matter with the country's World–Class curriculum and the curriculum management of many educational institutions in the part of the additional subject matter that was inconsistent with the structure and time specified in the curriculum. necessary skills and abilities to help make Thai children and youth Able to develop themselves towards World–Class ization, which are creative analytical thinking pursuit of knowledge Tech skills and ability to work with others are not satisfactory. Test results at various levels in Thailand, including the Basic National Education Test (O-Net). General Aptitude Test (GAT) and Academic and Professional Aptitude Test (PAT) scores of students are overall low and high distribution is not satisfactory. and the results of participation in the World–Class Mathematics and Science Education Project (PISA) Organized by the member countries of the Organization for Economic Cooperation and Development. There are about 65 countries participating in the project. The average score of Thai students is lower than the average of World–Class students (Sirima Piayu, 2018, p. 260).

from such information Make society both within the country and abroad come to a conclusion and believe that the quality of education in Thailand Compared to the quality of World–Class education is still at a low level, which affects the image and confidence that foreigners have in Thailand. Therefore, it is necessary to improve Thai education to be of equal quality to World–Class education. The Office of the Basic Education Commission has therefore considered and reviewed the problematic points in the operation of World–Class standard schools and developed and improved the guidelines for

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educational institutions to use in organizing the teaching and learning curriculum. This is to develop the quality of learners in schools of World–Class standards more efficiently (Office of the Administration of Secondary Education, 2018, p. 11)

The Thai government has established a 20 year national strategy (2018 - 2037) that focuses on using knowledge to create innovation. Developing and empowering people that are friendly to the environment And has set the vision of Thailand 4.0 The country is stable, prosperous, sustainable, being a developed country. with the development of the philosophy of sufficiency economy" Thai people 4.0 are knowledgeable, skilled, highly competent. Become a complete human being in the 21st century. In addition, the 12th National Economic and Social Development Plan (2017 - 2021) has focused on strengthening and developing people's potential. To receive a high quality education of World–Class standards. and can learn on their own continuously And the National Education Plan 2017 - 2036 has focused on the development of all learners. To have characteristics and learning skills in the 21st century (The Secretariat of the Council of Education, 2017, p. 15). In order to be consistent with the policy, vision and goals of development mentioned above. The Office of the Basic Education Commission therefore has expanded the implementation of the World–Class Standard School Project to raise the quality of education and learning management to meet World–Class quality and standards. as well as reducing inequality in education Learners are developed and empowered to be Thai people 4.0 (Office of the Secondary Education Administration, 2018, p. 5).

The effectiveness of World–Class standard schools will occur more or less from various factors, including learner competency. Quality Management and the satisfaction of teachers, students and parents. Because the aim and direction of the operation of an World–Class standard school will be successful, there must be the development of learners to have the potential to be world citizens (World Citizen) creating a path of enlightenment. Create new motivation for students to become committed to the pursuit of knowledge. Able to analyze and summarize knowledge have the ability to communicate effectively and have a public mind and a sense of social service (Fueangfah Rueangwet, 2015, p. 77). Quality Management It is an important mechanism to drive school development to World–Class standards, which will create characteristics for teaching and learning management. This will affect students, which is the end goal of education management (Sirima Piayu, 2018, p. 268). and satisfaction of teachers, students and parents of World–Class standard schools There is success that comes from having an effective, focused workforce. operational enthusiasm Able to manage quality learning until receiving awards Recognized and accepted by the community have teamwork and work in the organization with quality welfare is promoted and stability with personnel Personnel development There is a participatory planning system. There is a decentralized administration. Parents participated and provided support (Anucha Ngernphaet, 2017, p. 104).

Therefore, in this research The researcher therefore studied the following factors: executive leadership; organizational culture teacher learning management and learning organization which is a causal factor affecting the effectiveness of World–Class standard schools of secondary schools in the Northeastern region. and from the study of related textbooks Therefore, the researcher is interested in studying the causal relationship model of factors affecting the effectiveness of World–Class standard schools in the northeastern region. Because it is a study from theory to modeling that shows the structure of relationships between variables. In which the researcher can examine the causal relationship of the theoretical generated model obtained from empirical data collection. Then test the model for consistency. Conducting this type of research is called a structural equation model. It is a statistical technique used to test and estimate the rational relationship. to model equations that structure Available for both verification and survey purposes. In other words, modeling is for verification and exploration purposes. In other words, modeling is intended to confirm or test a theory. or the development of a theory and also suitable for research in the knowledge society era It is beneficial for both building and expanding new knowledge. leading to excellent practice (Wiroj Sararattana, 2013, p. 11)

Research Objective

1. To study the effectiveness of World–Class standard schools in the Northeast and causal factors selected to study.

2. To examine the causal relationship model of factors affecting the effectiveness of World–Class standard schools in the Northeast developed with empirical data.

3. To find ways to develop factors that directly affect the effectiveness of World–Class standard schools in the Northeast.

Research Methodology

In this research The researcher divided the research method into 3 phases: phase 1 modeling the hypothesis phase 2 checking consistency with empirical data (Rating Scale) phase 3 finding ways to develop factors influencing the effectiveness of standard schools World–Class in the Northeast The details are as follows.

Phase 1: Create a hypothesis model, divided into 2 steps as follows.

Step 1 Study and analysis of documents It is a study of principles, theories and concepts about factors affecting the effectiveness of World–Class standard schools. To determine the variables and the causal relationship model of the factors affecting the World–Class standard school effectiveness. In order to use such information to define the preliminary conceptual framework of the research.

Step 2: Expert Education In order for experts to present their opinions whether they agree with the factors obtained by the researcher from the study of relevant documents and research, including causal relationship analysis of factors affecting school effectiveness with World–Class standards.

Phase 2: checking for consistency with empirical data In this step, the researcher proceeded as follows.

Step 1: Population and sample determination To obtain a number of samples that are suitable for research and are representative of the population. The researcher has done the following.

1.1 The population in this research is 439 secondary schools in the Northeastern region of the academic year 2022, divided into small schools. medium school large school and large schools (Office of the Basic Education Commission, 2022)

1.2 The sample group in this research consisted of 420 secondary schools in the Northeastern region of the academic year 2022, using the criteria for determining the sample size. Specify the sample size as a function of the number of parameters to be estimated, i.e. there must be a sample size of approximately 20 schools per 1 parameter (Nonglak Wiratchai, 2005, p. 53). Therefore, the researcher uses a ratio of 0.7 to determine the number of schools as a unit. all random. Choosing a random sample of schools using proportional stratified random sampling using the size of the school as a strata and assigning data providers in each school, 3 people per school, consisting of 1 director of education, 1 head of academic department and 1 teacher. people, including a sample of 1,260 people.

Step 2 Creation and development of research tools To obtain content-correct and reliable research tools for use in data collection, a causal relationship model of factors affecting school effectiveness is of World–Class standard.

Step 3 Data Collection Data collection from sample schools The respondents were assigned to 1 school administrator, 1 academic supervisor and 1 teacher.

Step 4 Analysis and Interpretation.

Phase 3: Finding ways to develop factors influencing the effectiveness of World–Class standard schools. by doing the following.

1. Collect the data obtained from structural equation modeling (SEM) analysis and linear model analysis using Chi-square statistics. secondary education Come to prepare an interview form to find ways to develop and prepare work to study information from experts.

2. Prepare for interviews with 9 experts on improving factors affecting school effectiveness at World–Class standard schools of secondary schools.

3. Evaluate development guidelines Stufflebeam's theory was applied as a guideline for assessing the development of factors affecting school effectiveness of World–Class standard secondary schools obtained by experts in this research. The assessment model has chosen to use 3 standards for evaluation as follows. 1) Accuracy The proposed guidelines are accurate and consistent with the objectives of developing and improving those factors. The proposed approach is feasible in practice and 3) suitability is appropriate to implement.

4. Data analysis and interpretation The researcher analyzed the preliminary data using descriptive statistics, including frequency and percentage.

Conclusion

The results of the research on the causal relationship model of factors affecting the effectiveness of World–Class standard schools in the northeastern region. The research results can be summarized as follows.

1. The effectiveness of World–Class standard schools in the northeastern region and the causal factors are as follows. The overall school effectiveness level was at a high level ($\bar{X}$ = 4.25). The causal factors used in the study are as follows. Executive Leadership Variables Overall, the average was at a high level ($\bar{X}$ = 4.28) Organizational culture variables Overall, the average was at a high level ($\bar{X}$= 4.30) Teacher learning management variables Overall, the average was at a high level ($\bar{X}$ = 4.31) and learning organization variables Overall, the average was at a high level ($\bar{X}$ = 4.31).

2. Causal Model of Factors Affecting Effectiveness of World–Class Standard Schools in the Northeast are consistent with empirical data There is a statistical value for measuring the harmony of the pattern, which is a chi-square value of 62.99, a degree of freedom (df) of 47, a probability (p-value) of .05946, a chi-square value. Relative (χ2/df) is 1.34 RMSEA value of .016, GFI value of .99, AGFI value of .97. Latent variable outside executive leadership (K1) had a direct influence .75 Latent variables outside the organizational culture (K2) had a direct influence .05 Latent variables within teacher learning management (E1) had a direct influence -.06 and The latent variable within the learning organization (E2) had a direct influence .19 on the World–Class standard school effectiveness variable (E3).

3. Guidelines for developing factors influencing the effectiveness of international standard schools in the Northeast Experts offer the following. 1) Executive Leadership Development There are development guidelines as follows. Administrators should be aware of the needs of students, teachers and parents, encouraging everyone to be creative by expressing their individuality. have consciousness and awareness of duty of their own, managed with good governance and develop a network of relationships for maximum benefit of the school Give importance to the common interests and strive to achieve goals together with personnel in the organization to achieve higher sustainability. 2) Organizational culture development There are development guidelines as follows. Organizational culture development It is like defining an agreement of an organization that everyone should be aware of. And use it as a practice guideline in the organization. by linking leadership with their ideology will make it a living organization Happy with work, administrators, teachers and personnel. Organizational culture should be integrated with the teaching and learning process. working for the effectiveness of the quality of the organization in all dimensions. 3) development of teacher learning management Teachers should have confidence in their abilities. learn all the time Adaptable and flexible to changes in the content of the subjects being taught. Including integrating other subjects with the subjects taught in accordance with the current learning management guidelines. Include skills for understanding and using digital technology in teaching and learning. By emphasizing on the participation and interaction of learners in learning activities through various forms of practice. 4) Learning Organization Development The important thing that is fundamental to the development of a learning organization is that the organization must have a link between personnel and various knowledge bodies both inside and outside the organization together. along with having to clearly and efficiently set goals, directions, organizational forms, and operational methods of personnel of the organization. It also requires visionary leaders to support change.

Discussion

From the research on Causal Model of Factors Affecting Effectiveness of International Standard Schools in the Northeast The researcher has presented as an issue for discussion according to the assumptions of the research as follows.

1. School effectiveness of international standards and causal factors studied were at the high average level. The results can be discussed as follows. 1) Latent variables within the effectiveness of international standard schools The mean was at a high level, consisting of 3 variables that could be observed: Management with quality system and satisfaction of teachers, students and parents, which were also at a high level. It is a good thing that teachers and educational personnel can develop students to achieve important and necessary competencies at a high level. The parents have confidence in the quality of the international standard school. Including the ability of the administrators to manage the school to achieve the goals effectively, it shows that the international standard school is a school that achieves the goals of the established agency. The results of this research are consistent with Tawatchai Tang-uthairuang (2014, page 28). Said that the school was able to produce students with high academic achievement. Develop students' ability to adapt to their surroundings. and solve the problem In education management, educational strategic plans must be prepared in order to truly achieve the goals of education. There is an education plan in line with the government's policy. School administration must consist of teachers, students and parents. All activities must be handled with a system without gaps that can be implemented and without implacable. 2) Latent variables outside executive leadership The average is at a high level. and the 3 observational variables were the vision change leadership and building relationships between schools and communities. The average is also at a high level. School administrators can be regarded as the highest commander in the school would have a role in the management of things to meet the set goals. If the management has a good vision Being a change leader and having the potential to build relationships between the school and the community would make working in different fields. success both in and out of school It is an incentive for school personnel and those involved in various fields, including the community, to be willing to work. This corresponds to Anucha Ngernphaet (2016, page 95) that the leadership of school administrators It is important to help promote school performance. In addition, at present, schools have been decentralized to more administrative powers to schools, requiring executives with high abilities and leadership and a good atmosphere. which is a factor that affects the performance of personnel that will affect school effectiveness especially the administration of international standard schools to meet the objectives. 3) latent variables outside organizational culture The average is at a high level. and the four observed variables were personnel management organizational values behavior and teamwork The average is also at a high level. The organizational culture is like defining an organizational agreement that everyone should be aware of. And use it as a practice guideline in the organization. Therefore, an appropriate organizational culture will help the organization achieve its goals easily. Consistent with Piyamas Wongsaen (2017, page 132), stating that organizational culture is the guideline

The practice of people in the organization who adhere to the mission to lead to efficiency, whether they

Will be responsible for work or work in any mission must always take into account the results of the work.

4) latent variables within teacher learning management The average was at a high level and all 5 variables were observed: knowledge and understanding of learning standards. techniques and teaching methods Use of media/learning resources Assessment of learning skills and professional development The average is also at a high level. Teacher learning management is a learner development process by allowing learners to participate in learning activities. To develop learners in terms of intellectual, physical, emotional and social skills, as well as to enable students to learn happily. This is in line with Punya Chanthamat (2015, page 613), saying that teachers are important mechanisms that drive learners from the classroom. There will be adaptation, application, exchange of knowledge to enable responsive learning between learners and teachers. And 5) latent variables within the learning organization Overall, the average was at a high level. and the 5 observational variables were shared vision team learning systems thinking knowledge of oneself and having a pattern of thinking The average is also at a high level. Therefore, when the above average is at a high level, it is a factor that promotes international standard schools in the northeastern region as an organization that strives for excellence. The competence of personnel, comprising teachers and educators, is continuously promoted and developed in terms of knowledge, skills and

attitudes. By the management of the executives who are leaders and all members to change behaviors, ways of thinking, working methods to achieve change. Within the international standard school organization simultaneously to achieve the goal effectively. Consistent with Warattharee Praking (2018, page 5) that educational institutions can be effective learning organizations, they must seek ways to strengthen the structure of educational institutions. can help support teaching and learning continuously It also helps educational institutions to adapt to change. There is a development of the culture and atmosphere of the school itself. to look open cause cooperation and help each other.

2. Causal Model of Factors Affecting Effectiveness of International Standard Schools in the Northeast are consistent with empirical data which is in accordance with the assumptions set, namely latent variables outside executive leadership latent variables outside organizational culture latent variables within teacher learning management and latent variables within the learning organization have a direct influence on the effectiveness of international standard schools The latent variable outside executive leadership had the highest total influence, followed by the latent variable within the learning organization. latent variables outside organizational culture and latent variables within teacher learning management, respectively can be discussed as follows. 1) Executive Leadership which consists of having a vision change leadership and building relationships between schools and communities have a direct influence on school effectiveness Due to the fact that the school administrator is the highest commander within the school, there would be a role in managing things in accordance with the requirements set. If executives have high leadership Will inevitably cause subordinates to develop their own leadership and as a result, various tasks are effective at the school. This is consistent with the research of Jaturaphat Prathum (2016, page 124), which found that the direct influence of factors affecting school effectiveness was leadership factors. The displayed leadership behavior will result in a good atmosphere that is satisfactory. Causes good cooperation in the operation of the organization management to be effective. 2) organizational culture which consists of personnel management organizational values conduct and teamwork There was a direct influence on the effectiveness of international standard schools in the northeastern region. Due to shared beliefs and values, cooperation and bonds are enhanced. have a friendship with each other which is an important indicator for school effectiveness which is consistent with Pakkaphon Charoenlak (2019, page 7). stated that organizational culture is what helps to clarify the characteristics of an organization, and

concrete through the history, actions, beliefs, goals, values, norms and communications of the organization Schools are important organizations in human resource development with teachers as key personnel in driving various operations. In the organization, such educational goals can be achieved or not depending on the teacher because the teacher is the one who determines the future of the nation, therefore it is necessary to encourage teachers to be able to work effectively work with full responsibility full of intelligence and ability to achieve maximum efficiency. 3) teacher learning management which consists of knowledge and understanding of learning standards techniques and teaching methods Use of media/learning resources Assessment of learning skills and professional development It is a variable directly influencing the effectiveness of international standard schools in the northeastern region. Because all 5 observational variables are what the learners can truly learn about things. Consistent with the Bureau of Educational Quality Assurance and Planning (2015, page 3), it states that the direct influence of factors affecting school effectiveness is the learning management factor. so that all learners receive quality educational services from educational institutions to develop knowledge ability and desirable characteristics of learners. 4) learning organization which consists of shared vision team learning systems thinking knowledge of oneself and having a pattern of thinking It is a variable that has a direct influence on the efficiency of international standard schools in the northeastern region. Because all 5 observational variables are what enable students to learn effectively. by an organization that strives for excellence Promote and develop the competence of personnel consisting of teachers and educational personnel. in knowledge, skills and attitudes consistently. This is in line with Jirawan Sengyong (2018, page 3) stating that schools are educational units or educational institutes that will be developed into learning organizations that must focus on all members. person Stakeholder students Parents, school administrators at all

levels teachers and educational personnel enthusiastic to learn and develop oneself all the time in order to develop the potential of oneself and the organization.

3. Guidelines for developing factors influencing the effectiveness of international standard schools in the Northeast Experts offer the following. 1) Executive Leadership Development Administrators should be aware of the needs of students, teachers and parents, encouraging everyone to be creative by expressing their individuality. have consciousness and awareness of duty of their own, managed with good governance and develop a network of relationships for maximum benefit of the school Give importance to the common interests and strive to achieve goals together with personnel in the organization to achieve higher sustainability. 2) Organizational culture development It is like defining an agreement of an organization that everyone should be aware of. And use it as a practice guideline in the organization. by linking leadership with their ideology will make it a living organization Happy with work, administrators, teachers and personnel. Organizational culture should be integrated with the teaching and learning process. working for the effectiveness of the quality of the organization in all dimensions. 3) development of teacher learning management Teachers should have confidence in their abilities. learn all the time Adaptable and flexible to changes in the content of the subjects being taught. Including integrating other subjects with the subjects taught in accordance with the current learning management guidelines. Include skills for understanding and using digital technology in teaching and learning. By emphasizing on the participation and interaction of learners in learning activities through various forms of practice. 4) Learning Organization Development An international standard school that can be an effective learning organization There must be a way to strengthen the school structure system that can help promote Continuous support for teaching and learning and helping schools adapt to change The culture and atmosphere of the school are developed to be open. cause cooperation and mutual assistance Regulations can be set together. It also requires visionary leaders who support change. Strategies are planned that are in line with international standard school policies. And encourage personnel to have the courage to think and dare to do. In addition, personnel must also have to think outside the box, ready to learn and develop continuously.

Recommendation

This research yielded a causal relationship model of factors affecting school effectiveness with international standards. That has been validated by a research process and confirmed by experts. that the results are consistent with empirical data The direct influence of the variables can be used to develop school effectiveness. There are suggestions for use as follows. 1) agencies at the policy level, especially the Office of the Basic Education Commission Person in charge of the International Standard School Project Should encourage and develop and encourage executives to make personnel have a good common vision. Promote a good organizational culture Support effective learning management and fostering a learning organization to occur in international standard schools. 2) Organizations at the educational service area level must strengthen and develop school curriculums of international standards. The school's organizational culture that contributes to happy work practices leads to the development of learning management. There is supervision, monitoring, evaluation and morale building. This will lead to sustainable development of the school's effectiveness with international standards. 3) School administrators with international standards must strengthen the school structure system to help promote Continuous support for teaching and learning and helping schools adapt to change Encourage everyone to cooperate and help each other, be sincere and ready to change. There is a joint sharing of ideas to make decisions. This will be a mechanism to promote learning organization in international standard schools. All teachers and educators need to change their roles from being a teller. Become a facilitator of learning for students. Bringing technology into learning management to enable learners to achieve their full potential.

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ED-153

Developing Guidelines to Enhance Curriculum and Learning Management Competency of English Teachers

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Abstract

The study was a preliminary study from a larger research project to investigate the characteristics for developing guidelines to enhance curriculum and learning management competency of English teachers. The data collection steps consisted of four steps: 1) synthesizing 15 academic documents, and papers, for the English teacher competency and research related to components of competency of English teachers; and 2) determining the indicators of competency of English teachers by using the content analysis method. The finding revealed that the competency indicators of English teachers comprised of three core components, including: 1) Knowledge; 2) Skills; 3) Characteristics; steps: 2.1) synthesizing 20 academic documents, and papers, for developing guidelines to enhance curriculum and learning management competency of teachers and research related to developing guidelines to enhance curriculum and learning management competency of teachers; and 2) determining the indicators of developing guidelines by using the content analysis method. The guidelines for enhancing curriculum and learning management competency of teachers comprised of 5 elements, including : 1) Curriculum construction and development; 2) Learning design; 3) Student-centered learning management; 4) Use and development of media Innovation; 5)Learning Measurement and Evaluation; steps: 3) The relationship between English teacher competencies and guidelines to enhance curriculum and learning management competency; steps: 4) Summary of knowledge related to English teacher competencies and guidelines to enhance curriculum and learning management competency.

Keywords: Guidelines Development, Competency of English teachers, Curriculum and Learning Management

Introduction

The current conditions of human life are changing rapidly both socially and economically, politics and governance can be said that the direction of the country is rooted in education, which is in line with the basic policies formulated by the state according to the 2017-2036 National Education Plan, which outlines the goals and direction of national education management and aims to develop an effective education management system and develop human resources so that they can work according to the needs of the job market and develop on an equal footing with international countries on the global stage In the midst of the rapidly changing tides of the world, the 21st century (Office of the Secretary-General of the Council on Education, 2560). Learning and communication with people around the world will be more extensive and will continue to increase without borders. English plays an important role as a tool for pursuing knowledge, a career, and negotiating for economic and social competition on the international stage. Therefore, Thailand should urgently increase the potential and

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upgrade the ability to use English for people at all levels. The results of the Basic National Educational Test (O-NET) of Prathom Suksa 6 students in the academic year 2021, the students received a national average English score of only 39.22 (National Institute of Educational Testing Service, 2021). It can be seen that the level of English proficiency of the students. There is an urgent need to upgrade your ability to use the English language to be used as a tool to communicate and access information sources in various forms to improve the English proficiency of the students. Teachers play an important role in driving English proficiency enhancement. Teachers must adapt their teaching and learning process to keep up with the changes in the digital age, from being a "Teacher" to a "Coach" or "Learning Facilitator" and must learn the skills of learning in the 21st century (Panich, 2012).

Teacher competency is an important variable that can predict the quality of reform learners. Education, therefore, emphasizes teacher reform by considering teachers to be professional practitioners, emphasizing professional standards and ethics, and developing teachers with an emphasis on continuous improvement. (Office of Teacher Development and Basic Education Personnel, 2010) has determined the professional competencies of teachers to be used to assess the performance of educational personnel, namely core competencies and professional competencies. It is the combined competency that all teachers and educational personnel must have. This competency is important for the performance of teaching and learning management to be efficient and effective directly to students, which will directly affect the development of learners to have higher potential and raise quality. better education (Committee on Basic Education, 2005)

From the aforementioned background and importance, the researcher concluded that the study of English teacher competency development approaches in curriculum administration and learning management—which is the ability to create and develop curriculum Systematic integrated learning activities are designed to be suitable for the age and needs of the learners, with a focus on the learners. The results of the learning design are used in learning management and adaptation, according to the situation, to affect the learners as expected. There are various assessments of learners' learning according to real-world conditions. Research has been conducted on the core competency components of English teachers and on the development of curriculum administration and learning management competencies. What are the results or useful findings, and how can they be used in a concrete way? In order to answer the aforementioned question, the researcher considers that it is necessary to synthesize 15 research papers related to English teacher competency core components and guidelines for the development of teachers' competency in curriculum administration and learning management in order to obtain conclusions and knowledge from 20 different research papers, which will be especially useful in studying and setting guidelines for teachers to perform their duties. in teaching and learning to create efficiency and effectiveness for students. This will result in the development of students to have higher potential and elevate the quality of education, which will affect the prosperity of the nation in the future.

Research Objective

1. To synthesize the main components of English teacher competency.
2. To synthesize the components of the concept of competency development in curriculum administration and learning management of English teachers.
3. To study the relationship between English teacher competencies and Guidelines to Enhance Curriculum and Learning Management Competency

Research Methodology

The synthesis of related research was divided into 2 parts, the first part was to synthesize 15 research papers for the English teacher competency core component and the second part conducted a synthesis of 20

research papers for the study of teacher competency development approaches in curriculum administration and teacher learning management. The research is divided into 4 steps as follows.

Step 1: Synthesis of English teacher competencies components. The data source is Research and articles. The selection criteria were searched from various databases: 1) from the Google Scholar website 2) from the TDC (Thai Digital Collection) http://tdc.thailis.or.th., a total of 15 stories. The tools used in this step are English teacher competence components synthesis record form using percentage frequency define the criterion for selecting elements with frequencies from 5 or more.

Step 2. Composition synthesis and enrichment approaches. teacher competencies in curriculum administration and manage learning. The data source is research and articles. The selection criteria were searched from various databases: 1) from the Google Scholar website 2) from the TDC (Thai Digital Collection) http://tdc.thailis.or.th. A total of 20 stories. The tools used in this step are Composition synthesis record form and enhancement guidelines teacher competencies in curriculum administration and manage learning. Using percentage frequency define the criterion for selecting elements with frequencies from 5 or more.

Step 3: Study the relationship between English teacher competency component with curriculum and learning management competency of English teachers.

Step 4: Summary of knowledge related to English teacher competency component with curriculum and learning management competency of English teachers.

Conclusion

Table 1 Results of the synthesis of the components of English teacher competency.

Component / Academic / Researchers	Pimjai Siriwat(2009)	Rawiwan Srikramkran (2009)	Nopporn Sarobol (2011)	Sita Yiamkhantithavorn (2012)	Taweesak Chindanurak and others (2012)	The Teachers Council of Thailand and Thammasat University (2012)	Chankosol and others (2013)	Prakong Yukalang (2015)	Yaowalak Moonsrakoo (2015)	Donwan Phuangwipat (2020)	Namthip Warodomdamrong (2020)	Pefianco (2009)	Penn-Edwards (2010)	Komur (2010)	Amin Sikki (2013)	Frequency	percentage
1. Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	14	93.3
2. Teaching	✓											✓	✓			3	20
3. skill			✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	11	73.3
4. Personality	✓	✓														2	13.3
5. Personal Characteristic			✓	✓	✓	✓		✓	✓		✓		✓	✓	✓	10	66.6
6. Teaching attitude							✓									1	6.6
7. Cultural understanding									✓							1	6.6
8. Communication skills													✓			1	6.6

Component / Academic / Researchers	Pimjai Siriwat(2009)	Rawiwan Srikramkran (2009)	Nopporn Sarobol (2011)	Sita Yiamkhantithavorn (2012)	Taweesak Chindanurak and others (2012)	The Teachers Council of Thailand and Thammasat University (2012)	Chankosol and others (2013)	Prakong Yukalang (2015)	Yaowalak Moonsrakoo (2015)	Donwan Phuangwipat (2020)	Namthip Warodomdamrong (2020)	Pefianco (2009)	Penn-Edwards (2010)	Komur (2010)	Amin Sikki (2013)	Frequency	percentage
9. Learning environment and media use	✓															1	6.6
10. Using instructional technology and design assessment.	✓									✓						2	13.3
11. Classroom management										✓						1	6.6
12. Participatory instructional design										✓						1	6.6
13. Transferring and counseling in the classroom										✓						1	6.6
14. Using a variety of language innovations										✓						1	6.6
15. Curriculum development										✓						1	6.6
total	5	2	3	3	3	3	3	3	4	6	3	3	4	3	3	51	100

Table 1 presents the results of the synthesis of English teacher competency core components, the researcher identified high-frequency English teacher competency components, frequency of 5 or more or representing 33.3 percent or more. It was found that English teacher competency had 3 components: 1) Knowledge (93.3 %) 2) Skills (73.3%) and 3) Personal Characteristic (66.6%). Each component has the following meanings.

1) Knowledge means that teachers must know and understand the techniques and methods for teaching English, as well as know and understand their students, the curriculum for teaching English, linguistics, culture, and the relationship between language and culture.

2) Skills means that to achieve maximum efficiency for students, teachers must have self-development skills, technology media skills, listening, speaking, reading, and writing skills, working with others measurement and evaluation skills, communication skills, and learning management skills.

3) Personal characteristics mean that students must be encouraged to love learning and have good personality, motivated, love learning and have morality

Table 2. Constituent synthesis results and enrichment developing guidelines to enhance curriculum and learning management competency.

Table 2 illustrates the constituent synthesis results and enrichment guidelines teacher competencies in curriculum administration and learning management.

Academic / Researcher / **Components and guidelines for enhancing teacher competencies in curriculum administration and manage learn**	Wachira Witchuvaranan and others (2009)	Wassana Keeratijamroe and others (2009)	Office of the Basic Education Commission (2010) Wachira	Sirikorn Chalikan and others (2012)	Pornpimol Prasongporn(2013)	Nuntaka Warinin (2014)	Puntharika Ninlapattana (2015)	Rattana Kamphetdee(2015)	Uphit Muethong (2015)	Natphitsa Chaowanchamchuen (2016)	Rattasat Panichponsak (2016)	Wilaiwan Sithi(2016)	Wiphaporn Leekaew(2017)	Amnuay Chansarong (2018)	Monthonthon Chaisen(2019)	Natchanok Phumang(2019)	Napaporn Jamueangham (2019)	Thitipoom Suwannatrai and others(2020)	Chanchai Chamnanuea and others (2021)	Jariyaporn Tukhammun(2021)	**total**	**percentage**
1. Curriculum creation and development			✓			✓ ✓ ✓	✓				✓	✓				✓	✓		✓	✓	9	45
2. Learning Design			✓				✓				✓	✓				✓	✓		✓	✓	8	40
3. Student-centered learning management			✓			✓	✓				✓	✓				✓	✓		✓	✓	9	45
4. Use and development of media, innovation, and technology			✓			✓	✓				✓	✓				✓	✓		✓	✓	9	45
5. Learning management measure and evaluate learning outcomes			✓			✓	✓				✓	✓				✓	✓		✓	✓	9	45

Academic / Researcher Components and guidelines for enhancing teacher competencies in curriculum administration and manage learn	Wachira Witchuvaranan and others (2009)	Wassana Keeratijamroe and others (2009)	Office of the Basic Education Commission (2010) Wachira	Sirikorn Chalikan and others (2012)	Pornpimol Prasongporn(2013)	Nuntaka Warinin (2014)	Puntharika Ninlapattana (2015)	Rattana Kamphetdee(2015)	Uphit Muethong (2015)	Natphitsa Chaowanchamchuen (2016)	Rattasat Panichponsak (2016)	Wilaiwan Sithi(2016)	Wiphaporn Leekaew(2017)	Amnuay Chansarong (2018)	Monthonthon Chaisen(2019)	Natchanok Phumang(2019)	Napaporn Jamueangham (2019)	Thitipoom Suwannatrai and others(2020)	Chanchai Chamnanuea and others (2021)	Jariyaporn Tukhammun(2021)	**total**	**percentage**
6. Increase the ability to use technology media				✓																	1	5
7. Enhance the learning management process		✓		✓																	2	10
9. Enhance the ability to keep up with changes in the digital age.				✓																	1	5
10. Enhance various measurements and assessments				✓					✓												2	10
11. Increase the potential of working with others				✓																	1	5
12. Action research techniques	✓																				1	5
13. Development of development processes and activities for development media									✓												1	5
14. Interpolation of key competencies		✓																			1	5
15. Knowledge management concepts and theories								✓													1	5
16. Select indicators related to actual learning management										✓											1	5
17. Determine the course time, measurement methods and evaluation tools according to the actual situation.										✓											1	5

Academic / Researcher Components and guidelines for enhancing teacher competencies in curriculum administration and manage learn	Wachira Witchuvaranan and others (2009)	Wassana Keeratijamroe and others (2009)	Office of the Basic Education Commission (2010) Wachira	Sirikorn Chalikan and others (2012)	Pornpimol Prasongporn(2013)	Nuntaka Warinin (2014)	Puntharika Ninlapattana (2015)	Rattana Kamphetdee(2015)	Uphit Muethong (2015)	Natphitsa Chaowanchamchuen (2016)	Rattasat Panichpongsak (2016)	Wilaiwan Sithi(2016)	Wiphaporn Leekaew(2017)	Amnuay Chansarong (2018)	Monthonthon Chaisen(2019)	Natchanok Phumang(2019)	Napaporn Jamueangham (2019)	Thitipoom Suwannatrai and others(2020)	Chanchai Chamnanuea and others (2021)	Jariyaporn Tukhammun(2021)	**total**	**percentage**
18. The concept of learning management is the integration of content and language.										✓											1	5
19. Teaching content.					✓																1	5
20. The research process studies the lessons.						✓																
21. Use the learning management competency development model.															✓						1	5
22.Programs to enhance teacher competencies in curriculum administration and learning management.													✓	✓				✓			3	15
total	1	2	5	5	1	5	5	1	2	3	5	5	1	1	1	5	5	1	5	5	64	100

Table 2 illustrates the constituent synthesis results and enrichment guidelines teacher competencies in curriculum administration and learning management. The composition, results of synthesis of components, and guidelines for enhancing teacher competencies in curriculum administration and managing learning were defined and selected among the components with a high frequency of 5 or more, or 33.3 percent or more, it was found that the elements of approaches to enhance teacher competencies in curriculum administration and management consisted of 5 components: 1) Curriculum creation and development (45%), 2) Learning design (40%), 3) Student-centered learning management (45%), 4) Use and development of media, innovation, and technology (45%), 5) Learning management measure and evaluate learning outcomes (45%), Each component has the following meanings.

1) Curriculum construction and development mean that teachers in educational institutions can create or develop learning theme group courses that are compatible with the core curriculum.

2) Learning design means school teachers can determine learner's learning results, focusing on comprehensive analysis, active application, suitable learning materials, differences, and various learning activities designed according to student's age and community needs. Provide students with opportunities to participate in learning design, activities, and learning evaluation, and formulate a systematic learning management plan through the following ways: Consistent consolidation apply the results of learning design to learning management, and apply them appropriately according to the situation, and produce the expected effect for students and evaluate the design of learning partners for improvement development.

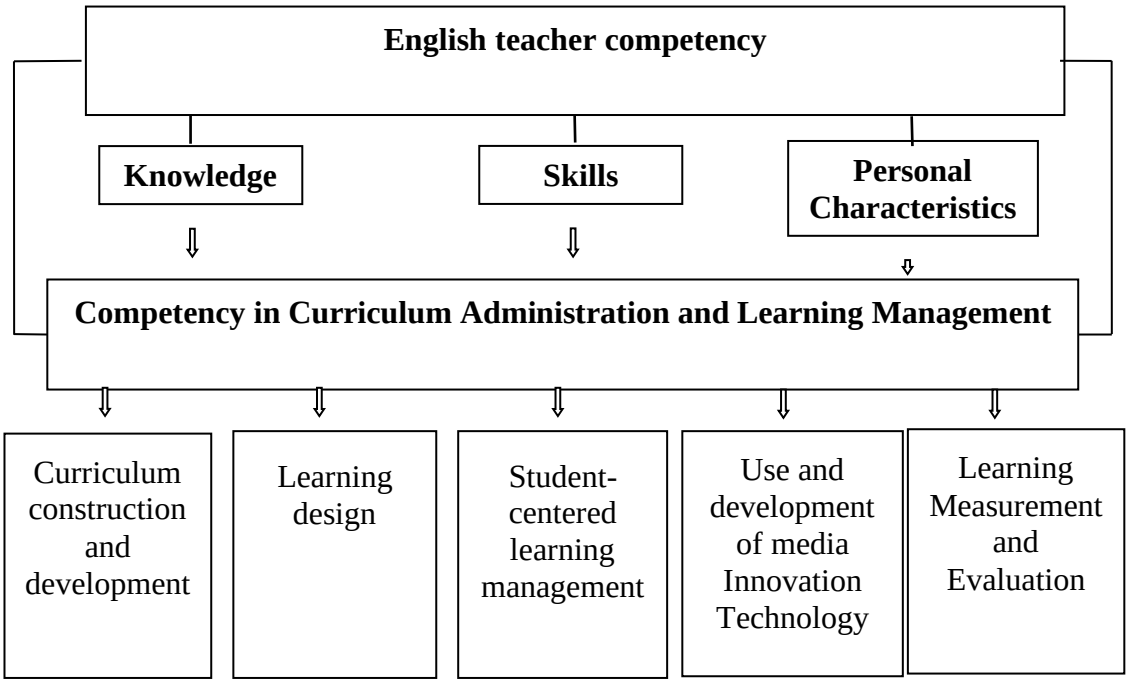
3) Student-centered learning management means that teachers in schools can create a database to design student-centered learning. Use a variety of teaching styles or techniques to maximize student's potential. Organize learning activities to cultivate or promote learner's ideal characteristics and performance. Use psychology to manage learning, so that students can learn happily and give full play to their potential. Use the learning resources in the community and local wisdom to manage and develop the learning network between the school and parents and the community.

4) Use and development of media Innovation Technology means teachers in educational institutions can use media, innovation and technology to manage learning in a variety of ways, suitable for content and learning activities. Computer technology can be used to produce media/innovations used in learning management.

5) Learning Measurement and Evaluation refers to the process of collecting evidence, empirical data at the end of the learning process to determine the value of achieving objectives or learning outcomes. Learners as well use it to improve curriculum and instruction.

From research synthesis of the relationship between English teacher competencies and the concept of competency enhancement in curriculum administration and learning management.

The body of knowledge related to English teacher competency development in curriculum administration and learning management can be summarized as follows:



Discussion

Conclusion and Discussion

The synthesis of English teacher competency elements consists of 3 components: 1) knowledge, 2) skills and 3) Personal Characteristic, which demonstrates that English teachers should have competencies that cover knowledge, abilities, skills, and desirable attributes. Learn English and become a role model for communicating with native speakers. Understanding multiculturalism, including the effective use of technology in teaching and learning. This is in line with the idea of Richards (2001) said that English teachers must have the ability to use English well as be a good role models for students. Knowledge of the subjects taught. Ability in pedagogical skills. It has the attributes of being an English teacher. It consists of five components: 1) curriculum creation and development, 2) learning design, 3) learner-centered learning management, 4) use and development of media, innovation, technology, 5) measurement and evaluation of learning outcomes. The competency of teachers in curriculum administration and learning management in these 5 areas is an important part that makes teachers have the quality of work and the quality of learning management. This is in line with the research of Chainat Ploybutr (2016) who studied the development of teacher competency building programs in curriculum administration and learning management for educational institutions. Under the Office of Secondary Education Service Area 30. It was found that there are 5 components of teacher competence in curriculum management: curriculum creation and development; Learning design, learner-focused learning management, use and development of innovative technology materials for learning management, and learning measurement and evaluation are in line with the research of Siriporn Sripanya (2017) that has studied the subject. Developing a learner-centered learning management competency-building approach for teachers in educational institutions. Affiliations with the District Bueng Kan Elementary Education It was found that learner-focused learning management competencies are the priority of teachers. There are 5 components: learning management, learning management plan, learning management materials. Teacher role Measuring learning outcomes

Recommendation

Research studies should be conducted to develop models or approaches for improving English teacher competency in curriculum management and learning management using other methods for data collection, such as focus groups or connoisseurship, to use the data to create guidelines or patterns for improving English teacher competency in curriculum management and learning management.

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Using Storytelling Practice to Improve Grade 7 Thai Students' Vocabulary Knowledge Involving Word Meaning, Aural Word Recognition and Pronunciation

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Tikamporn Wuttipornpong[2]

Abstract

The present study investigated whether teaching through the PPP method with storytelling practice can improve knowledge of English vocabulary in terms of word meaning, aural word recognition and word pronunciation better than that with the conventional vocabulary exerises, focusing mainly on word memorization. The participants were 64 7th-grade students from a secondary school in Ubon Ratchathani, Thailand. They were divided into two groups: those who predominantly learned by memorization and those who learned by storytelling. The sample group took three sets of identical pretest and posttest, including a word meaning test, a pronunciation test, and a dictation test, each of 25 words from the same tests before and after the intervention. The statistical results showed that both methods could significantly improve English vocabulary ($p<0.01$). However, the group that learned through the practice of storytelling had scores on the posttest that were significantly ($p<0.01$) better than those who learned through memorization practice or conventional practice.

Keywords: English vocabulary knowledge, storytelling, word meaning, aural word recognition, pronunciation

Introduction

Basically, language acquisition requires a strong vocabulary knowledge as it is a fundamental knowledge required to achieve all of the required language skills (Joshi, 2006; Kame'enui &Baumann, 2012; Nation, 2001). Therefore, words are crucial in communication because even if there is some grammatical error, the message may be delivered (Wilkins, 1972). In contrast, if there are no words to transmit the knowledge, it cannot be delivered. Unfortunately, several prior research studies have found that Thai learners struggle with vocabulary learning (Chanphet, 2004; Kuntung, 2007; Saenpakdeejit, 2014; and Srihasarn & Wuttipornpong 2013).

According to Saenpakdeejit (2014), students in Thailand frequently have difficulty learning English, and this might be due to a lack of lexical knowledge. Apart from having difficulty in recognizing words' meanings, a common and serious issue with vocabulary is that most Thai students are unable to pronounce nor do they understand the pronunciation of the words they hear. Thus, if students have difficulty pronouncing the words, they are inclined to not recognize the words' aural forms, and their vocabulary acquisition will suffer. Hence, pronunciation is part of vocabulary knowledge that should not be overlooked when teaching vocabulary to non-native speakers.

In actual fact, relevant prior studies have indicated that employing storytelling as a language teaching technique can help students enhance their vocabulary knowledge, in terms of words' meanings (e.g. Chanphet, 2003; Srihasarn and Wuttipornpong, 2013; Sudathip et al, 2017), and words' meanings, spelling, pronunciation and parts of speech (Kunthung, 2007). In addition, Yang et al. (2016) reported that using storytelling and retelling and requiring students to compose higher-order thinking questions enhanced the oral proficiency of both the Mainland

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Chinese and Taiwanese elementary students. Afshar and Mojavezi (2017) found that visual storytelling was more effective than aural storytelling at helping intermediate level Iranian EFL learners to remember the language.

Research Objective

The present study aimed to investigate whether storytelling as a teaching practice implemented as part of the PPP method could improve grade-7 Thai students' vocabulary knowledge, involving word meaning, aural word recognition and word pronunciation.

Related Literature

The Information Processing Theory and Vocabulary Learning

The information processing theory focuses on the mental processes, which are involved in interpreting and processing the information that humans have received.

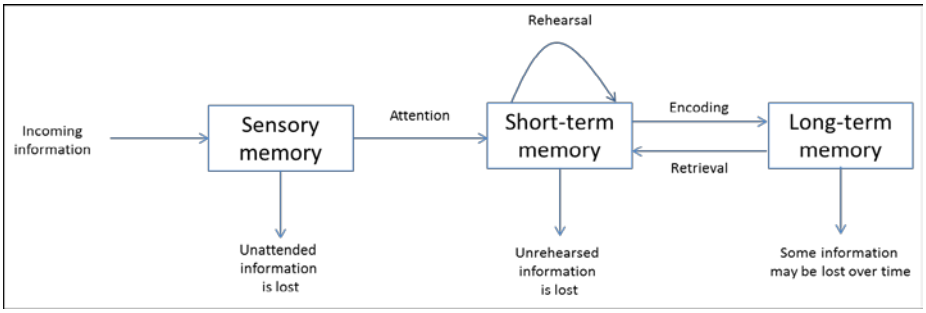


Figure 1 Atkinson and Shiffrin's information processing model

Source: Atkinson and Shiffrin (1968)

Atkinson and Shiffrin (1968) proposed that the information processing model be divided into different stages with different perspectives on memory related to the three types of memory that support the learners' ability to notice, be aware, and learn new things. Firstly, sensory memory is the memory related to the five perceptual senses, seeing, hearing, touching, tasting, and smelling. Sensory memory receives incoming information or input. However, if the information is not noticed, it is lost from this memory. On the contrary, if the information is noticed, it will be passed to short-term memory. Short-term memory, or working memory, is the capacity for holding information for further manipulation, storage, and retrieval and retains the information for 15–30 seconds. The information input can be held in short-term memory through rehearsing or repeating. At this stage, rehearsal or repetition is an important part of short-term memory. If the information is not rehearsed adequately, it will not be transferred to the long-term memory storage. In contrast, if the information is rehearsed several times, it is likely to be transferred to the long-term memory storage, where the information is stored in our conscious mind and can be retrieved when we need to use it. In other words, once the information is stored in the long-term memory, it will remain there as long as it is used.

The Noticing Hypothesis

As mentioned above, if the information or input is not noticed, it will be lost and not transferred to the long-term storage for use later. Thus, the importance of noticing should be briefly discussed following the Noticing Hypothesis. Schmidt (1990, 2001, 2010) proposes the Noticing Hypothesis as a hypothesis in second-language acquisition holding that input cannot turn into intake if it is not noticed, either explicitly or implicitly. He also emphasizes that noticing is the critical starting point for acquiring language features and adds further whether the input will be noticed also depends on the individual learner's internal factors, for example, learning motivation,

aptitude, existing L2 knowledge and processing ability, as well as the external factors such as input characteristics, teaching management, and task characteristics (ibid., 2010).

The Noticing Hypothesis comprises three components: input, intake, and output (Schmidt, 1990). Input is the language that learners are exposed to while intake refers to what learners have noticed or have noticed and learned. Output is the language that learners produce after noticing and learning. Second language learners will acquire a language feature when they have an awareness of the input that they have noticed. That is, the learners will learn new knowledge only when it is noticed.

Schmidt (1990) also asserts that noticing depends on six influencing factors as follows. First, the frequency of input is the number of times that learners encounter the language. Second, perceptual salience is the noticeable feature that makes learners take notice, i.e., adding –ing, es, s, etc. Third, instructional strategies are the ways that used to draw a learner's attention to the input. Fourth, individual processing ability is referred to as a component of aptitude that allows an individual to learn something new. The individual processing ability is dependent on the learner's skill at clarifying and managing information. Fifth, the readiness to notice is the learner's being ready or prepared to notice an input. It is a mechanism to promote learners' ability to be directed to input. Finally, the task demands are the way learners see the target feature through the instructional tasks which are designed to help learners learn new things.

Storytelling as a teaching technique

In terms of language teaching, storytelling is a technique or strategy amongst many in the English language teaching field (Morgan & Rinvolucri, 1983). It is also a vehicle for expanding children's listening, speaking, and writing skills and enhancing their vocabulary knowledge. Through the process of telling a story, learners have chances to improve their vocabulary knowledge and understand new words in the language input they notice. Indeed, in the process, learners are directed to listen to, and perhaps also read, orally use, rehearse and recall words in the story. That is, they are prompted to 'notice' words as they have to use them for retelling, i.e. making output, all of which promote L2 learning and intake. Thus, storytelling is a teaching technique to effectively improve students' vocabulary learning (Maldelez, 2010).

When second language learners listen to a story, they try to guess the meaning of new words and grasp the main idea of the story. In this way, it promotes students' generating more vocabulary storage from listening to and retelling the story (Robinson, 2008). Listening to stories, again and again, supports students with acquiring and reinforcing language items, such as lexical items (Ellis and Brewster, 1991). Despite the advantages, storytelling has some disadvantages. The time in preparation is one such disadvantage (Rosen, 1988). Another disadvantage is students' learning styles. Some students need more time to listen and practice retelling the story while some of them do not need it (Davidson, 2003).

Research Methodology

Participants

Since the present study aimed to improve the vocabulary knowledge of the students at one of researchers' school, the population was grade-7 students at a Thai secondary school. The participants were purposive sampling of 64 grade-7 students at the aforementioned school. These 64 students came from two classes, out of four, with similar scores based on the pretest group mean scores. To find out whether the two selected groups were similar in terms of their knowledge of the target words prior to the intervention, an independent t-test was performed on both groups' pretest mean scores, and the result showed that there was not a significant difference between the conventional group (M = 2.06, SD = 2.05) and the storytelling group (M = 2.36, SD = 2.64); t (1) = -0.402, p = 0.689, which was greater than 0.05. Therefore, the two selected groups' performance on the posttest could be statistically compared. The participants were divided into a conventional group and a storytelling group. The conventional group learned the target words through the PPP method with

conventional vocabulary practice, predominantly made up of vocabulary exercises, asking students to do word-picture matching and given the meaning in Thai, while the storytelling group was taught using the PPP method with storytelling activities in the practice sessions.

Variables

The independent variables were the PPP method with conventional vocabulary practice and the PPP method with storytelling activities. The dependent variables comprised group mean scores from the three measures obtained from the pretests and posttests on word meaning, aural word recognition and word pronunciation. The statistics used were paired-sample t-tests and independent sample t-tests.

Research Instrument

The pretests and posttests were the same set of tests, including a pronunciation test, a word meaning test, and a dictation test used to test the students' ability to recognize the pronunciation of the words, i.e. aural word recognition. The themes of the words were smart animals and food. These 25 words, shown in Table 1 below, had not been previously taught to the participants.

Table 1 List of the 25 target words

The twenty-five target words				
garden	get	clever	ice cream	vegetable
cheese	healthy	have	pet	hate
smart	flavor	tomato	intelligent	say
fruit	problem	flower	chocolate	friend
favorite	eat	stupid	salad	like

The researchers performed test reliability by asking students from two non-selected classes to take the test. When the 75 test items were analyzed to identify the overall test's reliability using Kuder Richardson's KR-20 formula, the confidence value was 0.71.

Data Collection

All the pretests, the posttests, and the treatment sessions were completed during the self-learning hours outside the class time, 50 minutes for each session, and eight sessions in total, that is two sessions per learning passage/story. The pretests were tried out one week before the treatment and the posttest one week after it. The participants were given as much time as they needed for each test, and all of them finished them within an hour.

During the treatment sessions, the participants in the storytelling group received the PPP method with storytelling practice while those in the conventional group received the PPP method with conventional vocabulary practice, mainly matching pictures and words, and putting the words in the correct groups or themes.

In the presentation session, students from both groups did the same learning activities, that is, they learned new words from flash cards with pictures on them, listened to the teacher's pronunciation of the words, then each student was asked to pronounce the words after the teacher. In the practice session, the students in the conventional group matched the words and the pictures that were related to each other. Later, they did the conventional exercises, predominantly matching pictures with words and give the words' meanings in Thai, and ended this session by pronouncing the words again. As for those in the storytelling group, they listened to the story with the pictures presented to them. Then, they listened to the story again and filled in the blanks with the target words. After that, they read the story together before receiving the correct answers from the teacher.

In the language production session, the conventional group worked in groups of three to categorize the words into topics. Then, they spent the rest of the session time memorizing the words individually. In this same session, the storytelling group took turns retelling the story in groups of three. Then, two students were randomly selected to retell the story individually in front of the class, and the teacher provided feedback to the participants when they made a mistake.

Data Analysis

As described earlier, the pretests and posttests were the same set of three tests, including a pronunciation test, a word meaning test, and a dictation test. Each test consisted of 25 items. The students would receive one mark for each correct item, and zero mark for each wrong item. Minor misspelling of an English word would not be counted as wrong, e.g. *chees* for *cheese*. The statistics used were paired sample t-tests to compare within group mean scores and independent sample t-tests to compare between group mean scores.

Research Results

A. Within group results on the three aspects of vocabulary knowledge

The conventional group

To determine whether the PPP method with conventional vocabulary practice and the PPP method with storytelling practice effectively helped students in each group, paired sample t-tests were calculated on the pretests' and posttests' scores from the three vocabulary aspects: word meaning, aural word recognition and word pronunciation. The within group results for the conventional group receiving the PPP method with conventional vocabulary practice are summarized in Table 2 below.

Table 2 Paired sample t-test results on the three aspects of vocabulary knowledge for the conventional group

Aspect	Test	Mean	Std. Deviation	Mean Differences	T-Value	Sig. (2-tailed)
word meaning	Pretest	0.58	0.88	-2.32	-8.67	0.000**
	Posttest	2.90	1.35			
aural word recognition	Pretest	0.93	1.03	0.03	0.14	0.887*
	Posttest	0.90	0.83			
word pronunciation	Pretest	0.55	0.81	-3.87	-13.41	0.000**
	Posttest	4.42	1.54			

*p>0.05, **p<0.001

Based on the results in Table 2, overall, results from the pretest and posttest mean scores on the three aspects revealed that there were significant differences between the pretest and posttest mean scores on two aspects, that is, word meaning aspect ($p<0.001$) and word pronunciation aspect ($p<0.001$) while that of the aural word recognition aspect did not reach a significant difference ($p>0.05$). These results can be interpreted that the PPP method with vocabulary practice, the conventional instruction, could help the participants to significantly improve their vocabulary knowledge in terms of word meaning and word pronunciation, but not aural word recognition.

The storytelling group

The within group results for the storytelling group receiving the PPP method with storytelling are summarized in Table 3 below.

Based on the results in Table 3, overall, results from the pretest and the posttest mean scores showed that there were significant differences between the pretest and the posttest mean scores in all three aspects, namely word meaning aspect ($p<0.001$), word pronunciation aspect ($p<0.001$), and to a lesser extent, aural word recognition aspect ($p<0.01$).

Table 3 Paired sample t-test results on the three aspects of vocabulary knowledge for the storytelling group

Aspect	Test	Mean	Std. Deviation	Mean Differences	T-Value	Sig. (2-tailed)
word meaning	Pretest	0.51	1.23	-4.09	-6.45	0.000**
	Posttest	4.61	4.26			
Aural word recognition	Pretest	1.39	2.39	-1.12	-3.81	0.001*
	Posttest	2.51	3.79			
word pronunciation	Pretest	0.45	0.83	-6.94	-8.86	0.000**
	Posttest	7.39	4.76			

*p>0.01, **p<0.001

These results indicated that the PPP method with storytelling practice could help the students significantly learn the meaning of the target words, recognize the aural target words, and pronounce the target words. Interestingly, the PPP method with storytelling practice could significantly enhance the storytelling group's ability to recognize the sounds or the pronunciation of the target words whereas the PPP method with conventional vocabulary practice did not.

B. Between group results on the three aspects of vocabulary knowledge

This section presents the results from the scores on the three aspects for both groups to determine whether any one of the two methods was more effective than the other. The results are shown in Table 4.

Table 4 Results from independent sample t-tests on the posttest scores on the three aspects

Aspect	Group	N	Mean	Std. Deviation	T-Value	Sig. (2-tailed)
word meaning	Conventional	31	2.90	1.35	-2.18	0.035**
	Storytelling	33	4.61	4.26		
aural word recognition	Conventional	31	0.90	0.83	-2.38	0.023**
	Storytelling	33	2.51	3.79		
word pronunciation	Conventional	31	4.42	1.54	-3.41	0.002*
	Storytelling	33	7.39	4.76		

*p<0.01, **p<0.05

Based on the result from Table 4, there was a significant difference in scores on each of the three aspects between the conventional group and the storytelling group. Concerning word meaning aspect, the storytelling group ($M = 4.61$, $SD = 4.26$) outperformed the conventional group ($M = 2.90$, $SD = 1.35$) at $p = 0.035$, which is smaller than 0.05. Regarding aural word recognition aspect, there was also a significant difference in scores between the storytelling group ($M = 2.51$, $SD = 3.79$) outperformed the conventional group ($M = 0.90$, $SD = 0.83$) at $p = 0.002$, which is smaller than 0.01. As for the last aspect, word pronunciation, the storytelling group ($M = 7.39$, $SD =$

4.76) significantly did better than the conventional group (M = 4.42, SD = 1.54) at p = 0.002, which is smaller than 0.01. These results pointed out that the PPP method with storytelling practice was more effective than the PPP method with conventional vocabulary practice.

All in all, results from Table 4 indicate that the PPP method with storytelling practice was more effective than that with conventional vocabulary practice in that the former could enhance the students' performance on all vocabulary aspects, particularly on word pronunciation aspect, the one that the convention group' mean score did not reach significance. This may be so because this aspect was in favor of the students in the storytelling group who had far more chances to practice word pronunciation.

Conclusion

The conclusion was drawn in relation to the present study's objective, which was to determine whether storytelling as a teaching practice implemented in the PPP method could enhance grade-7 Thai students' target vocabulary knowledge aspects, namely word meaning, aural word recognition and word pronunciation. Clearly, statistical results have shown that storytelling as a language practice could help the students significantly improve their vocabulary knowledge in all three aspects.

Despite the significant results, as a matter of fact, the two groups' mean scores on all aspects were still very low, that is, below 8 marks (out of 25). This pointed out that much more time for more practice should be provided for the students.

Discussion

According to the results from Table 2, the PPP method with conventional vocabulary practice could significantly help the students learn words' meanings and word pronunciation but not aural word recognition. This may be because in the presentation, practice and production sessions, the students were exposed to the target words several times through various learning activities, where they were trained to remember words' spelling and meanings on flash cards with pictures, did word-picture matching activities, and completed conventional exercises prompting them to provide words' meanings in Thai. These students also practiced pronouncing the words after the teacher. These classroom activities and exercises in the textbook directed the students to notice and rehearse the words repeatedly, allowing the noticed information input to be transferred from short-term memory to long-term memory storage to be retrieved later when needed (Atkinson & Shiffrin, 1968; Schmidt, 1990, 2001, 2010). Regarding the fact that their result on the aural word recognition did not reach significant level although they listened to the teacher's pronunciation of the words, this may be because the practice was not adequate.

According to the results from Table 3, the PPP method with storytelling practice could significantly help the students improve their vocabulary knowledge regarding all of the three target aspects, including the aural word recognition aspect the other method was unsuccessful in so doing. The most likely explanation may be because storytelling activity permitted the students to get exposed to the aural form of those words when they were listening to the same words in the same story by the teacher as well as by their classmates when taking turns to retell and, inevitably, attend the retelling of the story. Apparently, storytelling activity prompted the students to lend their ears to the words better than conventional vocabulary practice or exercises.

Based on the between group results from Table 4, the storytelling group significantly surpassed the conventional group in all vocabulary aspects. This could be explained that the processes in storytelling activity promote noticing. The need to retell the story urged the students to have to learn about the words in the story. To be able to retell the story, they needed to know several things about the words, including the words' meanings and how they were pronounced. Then, they needed to train themselves to pronounce those words. When listening to the story, the students were trying to guess the meaning of new words and understand the storyline, all of

which helped acquire more vocabulary from listening to and retelling the story (Robinson, 2008). Through repeatedly listening to the story, the words were reinforced (Ellis & Brewster, 1991).

Recommendation

The present study has demonstrated that storytelling as a language teaching practice can be introduced to the PPP method and is effective in enhancing L2 learners' vocabulary knowledge in terms of word meaning, aural word recognition and word pronunciation. It is even more effective than the conventional vocabulary practice in the same amount of time. Thus, it is highly recommended that language teachers should bring it into their class. Future research may wish to explore effects on fully implementing storytelling in the class as the sole teaching method, not just for practice, possibly in comparison to the conventional method, which is common in the Thai context.

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Education Network Management in a VUCA World

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Abstract

Current state of the world is called VUCA. It is an acronym that stands for Volatility, Uncertainty, Complexity, and Ambiguity. VUCA affects all aspects in the world, particularly in the business and strategic planning contexts. People have to be aware of and response to its effect. Education is also changed by VUCA condition. Especially, the latest COVID-19 pandemic causes a serious educational problem which all stakeholders need to resolve it in order to develop education continuously and effectively. Education network is considered as one of effective tools to support education management.

This article aims at presenting characteristics of VUCA world, VUCA Prime as a tool to deal with VUCA world, agile leadership, educational network management. Guidelines for managing educational networks in a VUCA World are also proposed.

Keywords: VUCA World, VUCA Prime, Agile Leadership, Education Network Management,

Introduction

Caused by three important elements which are globalization, big bang of technology, and financialization, nowadays, the world has changed dramatically in all aspects (Wattanaporn Rangaptook, 2020). Norarat Fanchian (2019) elaborated that globalization is the fusion for global society by connecting every conner of the world together. People can communicate and travel throughout the world in a short time. Big bang of technology is the rapid advancement of technology in recent years. This leads to innovations in various industries and fosters the world to change more rapidly. Financialization is a capitalism trend that financial transaction plays a vital role in economic system. This makes financial innovation that converts assets into capital.

Rapid changes in various fields also affect the state of mind of people, including the way of life that has changed (Shliakhovchuk, 2021). Many incidents occur without foreseeing. COVID-19 is one of examples that many organizations have to adapt to internal and external changes. Several firms changed their organizational structure or working process in order to be able to continue operating in this condition.

The current state of the world with volatility, uncertainty, complexity, and ambiguity is referred to VUCA or VUCA world (Bywater and Lewis, 2019; Hadar, 2020). An acronym “VUCA” was firstly used by Warren Bennis and Burt Nanus in 1987. This concept was also used in US Army War College before spreading all over the world during the Cold War (de Wet, 2019). Subsequently, VUCA was used in business by strategic leaders in an attempt to explain the condition of complex, chaotic, volatile, and rapidly changing of business environment.

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VUCA is an acronym that stands for Volatility, Uncertainty, Complexity, and Ambiguity. It is used to describe the current state of the world, particularly in the business and strategic planning contexts. Volatility refers to the rapid and high level of changes in the environment. It cannot be predictable such as disruptive innovation. Uncertainty refers to the lack of clarity because today's world is highly unstable. Therefore, it is difficult to know what the future holds or to make a decision. Complexity refers to the number of systematic factors and variables that affects decision-making. This can make it difficult to predict outcomes or identify cause-and-effect relationships. Ambiguity is the lack of clear meaning or definition in a given situation or environment. Ambiguity can make it difficult to understand the implications of a situation or to make decisions (Sasima Suksawang, 2017).

To sum up, VUCA world is the global situation with volatility, uncertainty, complexity, and ambiguity. It highlights rapid change of today's environment, which can make it challenging to make decisions, predict outcomes, and plan for the future. It is a world where traditional ways of thinking and problem-solving may no longer be effective, and where organizations and individuals must be able to adapt to change and make decisions.

VUCA vs. Education

Since VUCA was introduced to the world, it has affected all sectors such as military, business, technology, politics, heath, education, and etc. In an aspect of education, educational organizations, educators, students, and stakeholders cannot avoid the effect of it. Pultoo and Oojorah (2020) provided that COVID-19, one of VUCA phenomena, causes learning loss of 1.5 billion students throughout the world.

VUCA can affect education in several ways.

Volatility: The rapid changes in technology, demographics, and global economic and political conditions can make it difficult for educators to anticipate and respond to the needs of students.

Uncertainty: With so much change happening, educators may find it difficult to predict what skills and knowledge students will need in the future. This can make it challenging to design curriculum and assessments that are relevant and useful.

Complexity: The interconnectedness and interdependence of various factors in education can make it difficult to understand and address problems or opportunities. For example, social and economic factors can affect student achievement, but it can be difficult to address those factors.

Ambiguity: The lack of clear definitions and understanding of the goals and objectives of education can make it difficult for educators to make decisions and measure progress.

In Thailand, an urgent education problem is learning loss. Thai students have experienced a decline in their academic progress as a result of the disruptions caused by the COVID-19 pandemic. This could be due to a variety of factors, such as a lack of access to technology, disruptions to routine and support systems, and changes in teaching and evaluation methods. Office of the Education Council (2022) stated that COVID-19 gives both positive and negative impacts on education in Thailand. Positive impacts are the acceleration in educational technology development and the increase of the use of technology in teaching. On the other hand, negative impacts are the decrease of teaching and learning quality, lack of opportunity to practice operational skills, lack of internet network, and the increase of expense of learning.

According to the National education plan 2017-2036, a problem requiring urgent development of Thai education is education quality. Education management in Thailand is not correspond to VUCA. For example, the quality of the workforce does not match the demands of the job market. Learning achievement at the basic level of education is much lower than the average. The proportion of students in vocational education is less than that of general education students that leads to the shortage of middle-level workforce. There is also a problem of managing a small educational institution that lacks resources (Office of the Education Council, 2017).

As mentioned, current education is influenced by the condition of VUCA. Although there are some advantages, various education problems caused by VUCA occurred such as learning loss, lack of suitable learning resources, out of date learning management, and etc. Thus, educators must be able to adapt to change, think strategically and creatively, and make decisions. They need to be flexible and open to new ideas and approaches in order to maintain and enhance education quality in a VUCA world.

Dealing with VUCA

Dealing with a VUCA (volatility, uncertainty, complexity, and ambiguity) world can be challenging, but there are several strategies that leaders and organizations can employ to navigate this type of environment effectively. Two notions that can be adopted to cope with VUCA are VUCA Prime and agile leadership.

The notion of VUCA Prime was firstly introduced in 2007 by Robert Johansen. It is a model for behavioral leadership against VUCA. VUCA Prime consists of four positive responses to VUCA which are Vision, Understanding, Clarity, and Agility.

Vision rises above Volatility. Leaders should maintain attention on new strategy objectives and the desired target state when conditions are changing abruptly. A compelling future vision that unites stakeholders around the goal of the transformation, the scope of the ambition, and the type of rewards should be presented here.

Understanding reduces Uncertainty. When facing uncertainty, study and experiment gradually to better comprehend external political, economic, social, technological, legislative, and environmental aspects.

Clarity counters Complexity. Simplification is required when encountering with the unknown and unpredictable situation. Clarity will lead to decisions and effective implementation.

Agility overcomes Ambiguity. Be prepared to modify your strategy when there are several possible outcomes in the future. Adopting the heart of agile practice which are collaborate, deliver, reflect, and improve to produce better results together is necessary to foster organizational agility (DiBartolomeo, 2022).

In educational context, VUCA Prime highlights the importance of preparing students with skills and knowledge that allow them to navigate the rapidly changing and uncertain nature of the 21st century world. Therefore, it is challenging for educational administrators and teachers to promote VUCA Prime to students. Facilitate them to acquire ability to see and create a desired future, ability to comprehend the complexity of the environment, ability to simplify complexity, and ability to adapt and respond quickly to changing circumstances.

In addition to the VUCA Prime concept, another concept that organizations used to cope with the world of VUCA is agile leadership. Based on its name, agile leadership firstly focus on “agile” or “agility” in a rapid changing world. It emphasizes the capacity of a leader to make sensible choices in a complicated, volatile, and constantly changing environment (Joiner and Joseph, 2007 cited in Akkaya and Sever, 2022).

Focus on the characteristics of agile leaders, they are able to adjust an organization properly to changing external conditions by thinking flexibly about such changes. These leaders are able to identify the workers' capabilities, leverage their perceptions to transition the organization's desired change, and seize the possibilities presented by change while attempting to reduce its negative effects on the business. Agile leaders help organizations integrate agile into their processes so that they can more quickly adapt to change and provide higher commercial value to their stakeholders. Organizations that have agile leadership will be better able to swiftly spot changes in the business environment and achieve agility with less resources (Akkaya and Sever, 2022).

In educational circumstance, Pattanasak Aphaisom et al. (2022) provided that school leaders with agile leadership must 1) Identify goals clearly and coordinate operations with teachers and school personnel in order to understand the same goals and objectives 2) build trust and show empathy brings teachers and staff into harmony by communicating with true and reliable information 3) Empower others by giving responsibility for making decisions and develop the capabilities of teachers and personnel to have the ability to achieve goals 4) work

together and emphasize that teachers and personnel have to work efficiently together and 5) develop learning agility by encouraging teachers and personnel to learn from their own mistakes and develop their own skills.

In an aspect of principles, Parker et al. (2015) guided that principles of agile leadership are intrinsic ability, analytical perspective, provide self-organization management, humanistic, problem-solving mechanism, proactive, decision-making mechanism, managing for outcome products, and removes many difficulties that prevent from achieving the targets. The agile leader who realizes these principles can guide the organization and effect employee behaviour by determining, spreading, and sustaining the mission.

Masgo (2021) provided that benefits of agile leadership are 1) more reactivity throughout the board, 2) more vigor for the most difficult and fulfilling tasks, 3) improved communication inside and between teams, 4) an increase in self- and other-confidence, 5) more engaged and inspired workers, 6) employees with more freedom, 7) develop personal connections between coworkers and recognize their significance, 8) ongoing learning, and 9) a stronger organization with more empowered executives.

In the authors' opinion, the concepts of VUCA Prime (vision, understanding, clarity, and agility) and agile leadership can be applied to deal with the VUCA world. It is a challenge for education administrators, educators and stakeholders to adopt these concepts and operate effectively. However, operating alone or by a single agency is not an easy task. Building an education network is another way of educational management that will help us cope with the world of volatility, uncertainty, complexity, and ambiguity.

Education Network in VUCA

One way to help improve the quality of education management during VUCA is the integration of educational cooperation networks. Ramírez-Verdugo (2021) defined the meaning of the network and educational networks that network refers to a group of individuals or institutions that are related to each other or are interested in working together in a systematic way while education network refers to the use of social networks for educational purposes. Mainly, networks reduce the alienation of teachers, schools, administrators and educators through working system professional exchange, professional development, and opportunities creation. O'Hara et al (2021) stated that education network will be an important driving force for education development amid times of crisis and rapid changes.

According to Saman Asawapoom and Pongsak Thonpanchang (2022), in the past, collaborations were often focused on internal management. But now it has expanded to create cooperation between external organizations and networks between organizations. After the outbreak of the COVID-19 epidemic, networks have become more essential to enterprise management than ever before without aiming for competition but for the survival of the organization itself. The characteristics of a good network starting from having good networking objectives. Good purpose of the network will benefit all sectors including all network members. The network will be operated smoothly and sustainably if all members of the sector adhere to the same purpose of the network. Each member gives what he has and gets what he wants. However, a better network atmosphere is where individuals exchange what they have rather than take what they want. Honor and trust are also desirable traits in network characters, particularly in alliance networks. We must remember that networks are created by shared goals, consensus across unorganized structures, or even outsourcing by organizations. Therefore, the strong links that bind network parties are trust and honor. The network's ability to regularly update network relationships and operations is another positive trait. In addition to network activities that are part of strategic plans, network parties and members should communicate often through both onsite and online platforms. The final positive trait of a network is that its parties and members are of higher quality than its overall membership. Therefore, focus on the correct parties and members rather than having a large number of network parties and members.

Academics have discussed the benefit of educational networks as follows.

Chusak Ekpetch (2019) pointed out that benefits of a collaborative network include: 1) quick decision making, solve problems quickly amid the uncertainty and complexity of problems; 2) reduce the cost of government management and service users; 3) provide services to target groups that meet their needs; 4) create social capital for agencies and countries; 5) produces more sources of information; 6) produces more sources of knowledge exchange; 7) makes work flexible by relying on expertise from many departments to help offer; and 8) produces in-depth knowledge directly from those experts.

In a complex education system, European Commission (2018) stated that education networks have the following benefits: 1) promote horizontal decision-making process, 2) help solve complex problems, 3) distribute responsibility, 4) create collaboration among stakeholders, 5) promote exchange of knowledge and practice, 6) create innovations faster, 7) promote professional development of teachers, 8) promote capacity building in schools, 9) enable more efficient use of time and resources, and 10) intermediate between systems with different levels.

Elements of Education Network Management

Management of educational networks is a necessity of administrators in modern times. Various scholars proposed it as follows:

Suda Mongkolsit (2019) studied the strategy of collaboration network for the development of educational management of private schools in Chonburi. The findings indicated that six processes were involved in cooperative network building strategies for educational advancement in private schools in the province of Chonburi: 1) awareness of network building; 2) coordination of network organization; 3) commitment creation; 4) network management; 5) follow-up and network development; and 6) maintenance of ongoing networking.

Sutum Thummatassananon (2019) studied the strategies used to manage the Office of the Basic Education Commission's network of collaboration for the growth of small schools. It was discovered that the small school development cooperation network's administrative components were made up of five components: 1) selection of network participants, 2) involvement in network operation, 3) engagement and communication, 4) direction of network coordinators, and 5) assessment and improvement.

Krich Theerangsu (2020) studied the development guideline of a network of cooperation for schools the Secondary Educational Service Area Office 24. It was discovered that the four components of a network of collaboration are as follows: 1) a shared vision, which included five indicators; 2) participation, which included eleven indicators; 3) interaction, which included ten indicators; and 4) network management, which included eight indicators.

Wanjai Veangying (2021) conducted the research study on strategies on the academic cooperation network management of primary schools under the office of the Basic Education Commission in the Northeast. The outcome included seven network management strategies, including 1) developing an academic cooperation network, 2) establishing a vision for target achievement, 3) creating a strategic plan for the network, 4) bolstering member participation, 5) improving the network's operational results, 6) promoting the process of knowledge sharing and communication, and 7) strengthening internal and external agencies for academic cooperation.

Thasanee Trisayaluk (2021) studied the network management for nursing education of the faculty of nursing under Rajabhat University. There were nine elements of network management, 1) network leadership, 2) a common vision and objectives, 3) network management tools and technologies, 4) similar viewpoints, 5) producing Win-Win situations, 6) increasing network member engagement, 7) mutually reinforcing synergies, 8) upholding a long-lasting partnership, and 9) effective communication.

Kajornwan Pookajorn (2021) studied a model of cooperation in educational organizations for improving Chinese language teaching in Private schools. It was discovered that a model of network consists of three parts: 1)

inputs, such as collaboration network agency, network features, budget, and cooperation scope, 2) procedures, involving cooperation planning, cooperation implementation, cooperation monitoring, cooperation evaluation, and use of evaluation outcomes to enhance cooperation, 3) results, which incorporate Chinese teachers and students.

Chusak Ekpetch (2019) listed eight processes of network management in his presentation slides on educational network management, starting with 1) a need and situational evaluation of the network. 2) Identify important network players. 3) Develop and communicate a shared vision and a plan of action. 4) Express and make clear the joint vision and strategies of the network. 5) Activate the network of other organizations to solve any associated issues. 6) Celebrate whatever successes networks have and keep working to get better. 7) Combine success with change-mobilization. 8) Create a culture and standard for the network.

According to Saman Asawapoom and Pongsak Thonpanchang (2022), the network management steps are as follows: 1) identify stakeholders 2) define rules, guidelines and directives to drive the network, 3) define formal and informal network organizational structures, 4) formulate a strategic plan, project, activity to be implemented, 5) implement the plan, and 6) evaluate and continually improve.

The authors have synthesized and summarized the components of education network administration in attempting to set guidelines for managing educational networks in a VUCA world as follows: 1) identifying network stakeholders, 2) establishing a shared vision, 3) network coordination, 4) participation of network members, and 5) evaluation of the network.

Guidelines for Managing Educational Networks in a VUCA World

Education network management refers to the leadership and management of an education network, which includes the coordination and oversight of resources, programs, and activities that support student learning and the education system. From the benefits and necessity of having an educational network to cope with the VUCA world, the authors propose five educational network management concepts according to the components of the educational network.

Identifying network stakeholders refers to the process of identifying the individuals or organizations that have a vested interest in the success of the network and are impacted by its actions. Stakeholders can be internal or external to the network, and can include individuals or groups. The process of identifying network stakeholders can involve several steps such as defining the scope of the network, identifying potential stakeholders, and prioritizing stakeholders.

It's important to note that the list of stakeholders may change over time as the network evolves and new opportunities or challenges arise. Therefore, it is important to periodically review and update the list of stakeholders.

Establishing shared vision refers to creating collective understanding and agreement among a group of people or an organization about their desired future state and the actions needed to achieve it. It can also refer to a vision that is shared among different organizations or groups that work together towards a common goal. A shared vision can serve as a guide for decision making and can help to align the actions of individuals and groups. It can also help to create a sense of purpose and direction for an organization or group. Building a shared vision involves several steps:

Clearly define the desired outcome: Identify the specific goals and objectives that the organization or group wants to achieve. Be as specific and clear as possible.

Involve key stakeholders: Gather input from a diverse group of stakeholders, including employees, customers, partners, and other relevant parties.

Communicate the vision: Clearly communicate the shared vision to all members of the organization or group. This can be done through meetings, presentations, and written materials.

Create a sense of ownership: Encourage individuals and teams to take ownership of the shared vision and make it their own. This can be done by involving them in the process of creating the vision and giving them opportunities to contribute.

Align strategies and actions: Ensure that the shared vision is reflected in the organization's or group's strategies and actions. This includes aligning resources, processes, and systems to support the vision.

Monitor progress: Regularly track progress and make adjustments as needed. Keep the shared vision alive and relevant by regularly communicating it and reminding everyone of its importance.

Celebrate successes: Acknowledge and celebrate small and big successes along the way, that will help to maintain motivation and engagement.

It's important to note that creating a shared vision is an ongoing process and requires continuous effort to maintain alignment and engagement among the group or organization.

Network coordination refers to the process of coordinating and aligning the actions of individuals or organizations that are connected in some way, typically through a network structure. This can include coordinating activities, sharing resources, and aligning goals and objectives. Network coordination is important in situations where multiple actors are working towards a common goal, but may have different perspectives, resources, and decision-making processes.

Examples of network coordination include: coordinating the activities of multiple organizations working on a joint project, collaborating among different departments within a company to achieve a common goal, coordinating the actions of a group of suppliers, distributors, and customers in a supply chain, effective network coordination requires clear communication, trust and mutual understanding among the parties involved. It can be facilitated through the use of shared tools, platforms, and frameworks.

Participation of network members refers to the active involvement and engagement of individuals or organizations that are part of a network in the coordination and decision-making processes. This can include participating in meetings, providing input and feedback, and taking ownership of specific tasks and responsibilities.

The participation of network members is important for several reasons. For example, it allows for diverse perspectives and ideas to be shared, which can lead to better decision-making and problem-solving. It also builds trust and relationships among network members and encourages ownership and commitment to the network's goals and objectives.

There are several ways to encourage participation among network members such as 1) clearly communicating the goals and objectives of the network, and how each member's participation will contribute to achieving them, 2) providing opportunities for members to share their thoughts and ideas, such as through meetings or online forums. 3) giving members a sense of ownership and decision-making power by involving them in the planning and implementation of network activities, and 4) recognizing and rewarding participation and contributions.

It's important to note that participation can take on different forms and levels, and that not all network members may be able or willing to participate in the same way. It is crucial to find the right balance and ensure that all members feel heard and valued.

Evaluation of an education network refers to the process of measuring and assessing the effectiveness of the network in achieving its goals and objectives. It can involve collecting data, analyzing results, and making recommendations for improvement. Evaluation can help the network to identify what is working well and what needs to be improved, and can inform decisions about future direction and resource allocation.

There are several steps involved in evaluating an education network. Firstly, define the evaluation goals and objectives. Secondly, clearly define what the evaluation is trying to accomplish and what questions it will

answer. Thirdly, identify specific evaluation indicators that will be used to measure the network's progress and success, such as student achievement, teacher retention, or community engagement. Fourthly, collect data from a variety of sources, such as surveys, interviews, and observations, to measure the network's progress against the identified indicators. Fifthly, analyze the data using appropriate statistical techniques to identify patterns and trends, and to draw conclusions about the network's effectiveness. Then, make recommendations for improvement based on the evaluation results, and develop an action plan for implementing changes. Finally, monitor progress and evaluate the impact of changes made based on the evaluation results.

Conclusion

The VUCA world is a term that refers to the current global environment characterized by volatility, uncertainty, complexity, and ambiguity. These conditions make it difficult for organizations and individuals to predict and plan for the future, and require a new approach to decision making and problem solving.

To thrive in a VUCA world, organizations and individuals need to develop a new set of skills, such as critical thinking, problem solving, creativity, emotional intelligence and flexibility. They also need to be proactive in identifying and addressing potential challenges and opportunities, and be able to work in cross-functional and diverse teams.

Two main concepts provided that could deal with VUCA are VUCA Prime and agile leadership. VUCA Prime is a modified version of the original VUCA, which emphasizes the need for vision, understanding, clarity, and agility in order to navigate and succeed in the current complex and rapidly changing environment. Agile leadership refers to a leadership approach that emphasizes flexibility, adaptability, and the ability to respond quickly to changing circumstances. Agile leaders focus on creating an environment that is conducive to innovation and continuous improvement.

Education network management in VUCA refers to the process of leading and coordinating a group of educational institutions or organizations in an environment characterized by unpredictability and rapid change. Some strategies for education network management in a VUCA world include identifying network stakeholders, establishing a shared vision, network coordination, participation of network members, and evaluation of the network.

To manage education network in a VUCA is not an easy concept to implement, it requires a change in the mindset and culture of the institution. It is necessary the participation of the whole educational community, including the students, teachers, and administrators, and stakeholders to work together to create a culture that is open to change and innovation.

Uncertainty is the most certain thing in the world. This is an undeniable truth. The world has changed. VUCA will never end. Collaboration through an education network with vision, understanding, clarity, agility, and agile leadership will help all education stakeholders strong and ready for this endless changing world.

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บทความระดับชาติ
กลุ่มสาขาวิทยาศาสตร์และเทคโนโลยี



SCI-001

การปรับปรุงกระบวนการผลิตมะพร้าวน้ำหอมควั่นของโรงงาน SMZ Coconut

Improving the production process of stranded aromatic coconut at SMZ Coconut factory

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อปรับปรุงกระบวนการผลิตมะพร้าวน้ำหอมควั่นของโรงงาน SMZ Coconut โดยศึกษาความสูญเปล่าในการผลิตจำนวน 5 เรื่อง ได้แก่ การรอคอย จำนวนคน เวลา ระยะทาง และความผิดพลาดที่พบในกระบวนการผลิต โดยนำวงจรเดมมิ่ง มากำหนดขั้นตอนการวิจัยจำนวน 5 ขั้นตอน ประกอบด้วย (1) การวางแผนโดยสำรวจสภาพปัจจุบันและวิเคราะห์ข้อมูล (2) ค้นหาปัญหาและวางแผนปฏิบัติ (3) นำสู่การปฏิบัติโดยดำเนินการตามแผน (4) ติดตามผลและเปรียบเทียบผล และ (5) การกำหนดมาตรฐาน เครื่องมือที่ใช้ในการวิจัย ได้แก่ ผังการไหลของกระบวนการ และแผนภูมิกระบวนการ ผลการวิจัยพบว่า กระบวนการผลิตก่อนปรับปรุงมี 16 กิจกรรม ประกอบด้วย การทำงาน 8 กิจกรรม การเคลื่อนย้าย 4 กิจกรรม การรอคอย 3 กิจกรรม และการเก็บรักษา 1 กิจกรรม ใช้ระยะทางในการเคลื่อนย้าย 15 เมตร ใช้เวลาในการผลิต 94 นาที พนักงานในการผลิตทั้งหมด 14 คน หลังการปรับปรุงกระบวนการผลิตโดยลดความสูญเปล่าด้านการรอคอยและด้านการขนส่งเคลื่อนย้าย พบว่า กระบวนการผลิตคงเหลือ 12 กิจกรรม หรือลดลง 4 กิจกรรม คิดเป็นร้อยละ 25.00 ระยะทางที่ใช้ในการขนส่งหรือเคลื่อนย้าย 14 เมตร ลดลง 1 เมตร หรือลดลงร้อยละ 6.67 และเวลาที่ใช้ในการผลิต 86 นาที ลดลง 8 นาที หรือลดลงร้อยละ 8.51 ใช้พนักงานในการผลิตทั้งหมด 14 คนคงเดิม

คำสำคัญ: การปรับปรุงกระบวนการ, กระบวนการผลิต, ความสูญเปล่า

Abstract

The purpose of this research was to improve the production process of stranded aromatic coconuts of SMZ Coconut factory by studying 5 production wastes: waiting, number of people, time, distance, and mistake in production process. The Deming cycle (PDCA cycle) was used to define the research process in 5 steps, consisting of (1) planning by exploring current conditions and analyzing data, (2) finding problems and planning actions, (3) implementing by conducting the plan, (4) monitoring and comparing results, and (5) setting standards. The research instrument were flow process charts and flow charts. The results showed that: The production process before improvement consisted of 16 activities, consisting of 8 operation activities, 4 moving activities, 3 delay activities, and 1 storage activity. The distance to move or transport was 15 meters, production time was 94 minutes, and there were 14 employees in total production. After improving the production process by reducing waste in delays and transportation, it was found that the production process remained 12 activities or 4 activities decreased, representing 25.00%. The distance used in transportation or moving was 14 meters, decreased by 1 meter or decreased by 6.67 percent, and the time spent in production was 86 minutes, decreased by 8 minutes or decreased by 8.51 percent, using all 14 employees in production unchanged.

Keywords: Process improvement, Production process, Wastes

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บทนำ

การเปลี่ยนแปลงสภาพวัตถุดิบ โดยอาศัยทรัพยากรสนับสนุนต่าง ๆ เช่น ทักษะความสามารถของคน เครื่องมือ อุปกรณ์ เทคโนโลยีที่ทันสมัย เป็นต้น เพื่อให้ได้เป็นผลผลิตตอบสนองความต้องการของมนุษย์ เป็นความหมายของ “การผลิต” ซึ่งกิจกรรมดังกล่าวข้างต้นเป็นกระบวนการเพิ่มคุณค่าหรือประโยชน์ทางเศรษฐกิจ (Economic utility) ให้กับปัจจัยการผลิตต่าง ๆ เพื่อตอบสนองความต้องการของมนุษย์ให้สูงที่สุด ซึ่งในการผลิตตั้งแต่อดีตจวบจนปัจจุบันการดำเนินธุรกิจที่เข้มงวด เคร่งครัด เพื่อให้องค์กรหรือธุรกิจสามารถอยู่รอดในสถานการณ์ที่มีปัญหาและการแข่งขันที่รุนแรงมีมาอย่างต่อเนื่อง ปัญหาที่แต่ละองค์กรพบมีมาทั้งจากสถานการณ์ภายนอก เช่น การถดถอยทางเศรษฐกิจในภาพรวม โรคติดต่อร้ายแรง ภัยพิบัติทางธรรมชาติ สงคราม และราคาพลังงาน เป็นต้น รวมทั้งปัญหาที่เกิดขึ้นจากภายในองค์กร เช่น ความรู้ความสามารถของพนักงาน เทคโนโลยี วิธีการผลิต และแนวทางการบริหารที่องค์กรใช้งาน เป็นต้น ซึ่งสถานการณ์ที่เป็นปัญหาจากภายนอกองค์กรไม่สามารถแก้ไขได้ จะทำได้เพียงการเตรียมพร้อมรับความเสี่ยงที่อาจเกิดขึ้น แต่สำหรับปัญหาที่เกิดขึ้นภายในองค์กร เป็นสิ่งที่แต่ละองค์กรต้องค้นหาเพื่อแก้ไขปัญหานั้น ๆ เป็นการจัดการต้นทุนที่มีประสิทธิภาพเพื่อเพิ่มผลกำไรต่อองค์กรและมีผลประกอบการที่ดีขึ้น

การจัดการทรัพยากรในการผลิต เป็นปัจจัยหนึ่งที่สำคัญที่จะช่วยลดความสูญเสียต้นทุนทางด้านวัตถุดิบ แรงงาน หรือสิ่งอำนวยความสะดวกที่เกี่ยวข้องกับการสิ้นเปลืองพลังงาน ให้มีปริมาณการใช้งานเป็นไปตามกำลังการผลิตที่วางแผนไว้ ไม่ให้เกิดการสูญเสียโดยเปล่าประโยชน์ เป็นการกำจัดต้นทุนส่วนเกินที่ไม่จำเป็น ด้วยการตรวจสอบหรือศึกษากระบวนการผลิต เพื่อค้นหาจุดบกพร่องและนำสู่การปรับปรุงแก้ไขให้ดีขึ้น หรือเรียกว่า “การปรับปรุงกระบวนการผลิต (Production process improvement)” เพราะการปรับปรุงการดำเนินกิจกรรมเป็นกิจกรรมพื้นฐานในการพัฒนาประสิทธิภาพและคุณภาพของการดำเนินงาน ส่งผลให้การดำเนินงานมีประสิทธิภาพและมีคุณภาพเพิ่มขึ้น การปรับปรุงกระบวนการผลิตทำได้หลายวิธี หากแต่ดำเนินการอย่างเป็นขั้นตอนตามขั้นตอนการศึกษาการทำงาน (Work study) หรือตามวงจรคุณภาพ (PDCA cycle) รวมทั้งอาจใช้ขั้นตอนการแก้ปัญหา (QC story) เป็นต้น โดยการนำแนวคิดหรือเทคนิคต่าง ๆ มาใช้ในการปรับปรุงกระบวนการผลิตตามลักษณะหรือสภาพที่แตกต่างกัน ดังเช่น การลดความสูญเปล่า 7 ประการ (7 Wastes) โดยใช้แนวคิดแบบลีน (Lean) (นนทิยา เทพพรมมา และปิ่นมณี อินเสือ, 2562) การนำเครื่องมือคุณภาพ (7 QC tools) ที่เกี่ยวข้องมาใช้งาน (คลอเคลีย วจนะวิชากร, 2563) รวมทั้งแนวคิดการปรับปรุงกระบวนการผลิตโดยใช้แผนภูมิสายธารแห่งคุณค่า (Value stream mapping; VSM) (กังวาล ศรีโนนโคตร, 2561) ใช้เทคนิคตั้งคำถาม 5W1H หลักการ ECRS (นพมณี วัฒนสังสุทธิ์ และวรพจน์ มีถม, 2564) ใช้แนวคิดห่วงโซ่คุณค่า (Value chain) (ฤดี นิยมรัตน์, สมเกียรติ กอบัวแก้ว และไสว ศิริทองถาวร, 2564) เป็นต้น

การปรับปรุงกระบวนการผลิตที่มีจุดมุ่งหมายเพื่อการลดความสูญเสียหรือความสูญเปล่าในกระบวนการผลิต (Production wastes) เป็นเป้าหมายสำคัญของแนวคิดการปรับปรุง ซึ่งความสูญเสียหรือความสูญเปล่าในกระบวนการผลิตนี้เกิดขึ้นจำนวนมากและจากหลายสาเหตุ แต่ความสูญเปล่านี้เป็นเหตุให้ต้นทุนการผลิตสูงเกินความจำเป็น รวมไปถึงประสิทธิภาพและประสิทธิผลของกระบวนการผลิตต่ำ ต้องใช้เวลาในการผลิตนาน ได้สินค้าคุณภาพต่ำ เป็นต้น ดังนั้นเพื่อพัฒนาวิธีการทำงานจึงมีความจำเป็นอย่างยิ่งที่จะต้องเรียนรู้ว่าองค์กรมีความสูญเปล่าใดบ้างอยู่ในกระบวนการผลิต เพื่อสามารถกำจัดความสูญเปล่าเหล่านั้นให้หมดไป แนวคิดหนึ่งที่คิดค้นโดย Mr. Shigeo Shingo และ Mr. Taiichi Ohno คือระบบการผลิตแบบโตโยต้า (Toyota production system; TPS) (สมเกียรติ นินถึก, 2559) โดยมีวัตถุประสงค์เพื่อขจัดความสูญเปล่า 7 ประการ (7 wastes) ได้แก่ (1) ความสูญเปล่าจากการผลิตมากเกินไป (Overproduction) (2) ความสูญเปล่าจากการเก็บวัสดุคงคลัง (Inventory) (3) ความสูญเปล่าจากการขนส่ง (Transportation) (4) ความสูญเปล่าจากการเคลื่อนไหวมากเกินไป (Motion) (5) ความสูญเปล่าจากกระบวนการผลิต (Processing) (6) ความสูญเปล่าจากการรอคอย (Delay) และ (7) ความสูญเปล่าจากการผลิตของเสีย (Defect)

ประเทศไทยเป็นประเทศเกษตรกรรม ซึ่งการพัฒนาการเกษตรที่ดีที่สุดจำเป็นต้องสร้างธุรกิจการแปรรูปผลผลิตทางเกษตรร่วมกับธุรกิจบริการ (สำนักงานส่งเสริมวิสาหกิจขนาดกลางและขนาดย่อม, 2561) ซึ่งการแปรรูปผลผลิตทางการเกษตรเป็นการนำผลผลิตทางการเกษตรมาผ่านกระบวนการที่เปลี่ยนแปลงสภาพของผลผลิตทาการเกษตรให้เป็นผลิตภัณฑ์อาหารที่อยู่ในสภาพที่เหมาะสม สะดวกและปลอดภัย ตรงกับความต้องการของผู้บริโภค ทำให้ผลิตภัณฑ์มีความหลากหลาย เพิ่มทางเลือกให้ผู้บริโภค และเพิ่มมูลค่าให้ผลผลิตทางการเกษตร (กรมส่งเสริมการเกษตร กระทรวงเกษตรและสหกรณ์, 2563, น.1) “มะพร้าวน้ำหอมควั่น (Stranded aromatic coconut)” สินค้าที่ได้จากกระบวนการแปรรูปผลผลิตทางการเกษตรชนิดหนึ่ง โดยการนำผลมะพร้าวน้ำหอมมาตัดแต่งเปลือกให้เป็นรูปทรงเพชร ที่เกิดจากความต้องการของผู้บริโภคในการบริโภคน้ำมะพร้าวสดจากลูกมะพร้าว เป็นแนวคิดที่นำสู่การพัฒนาผลิตภัณฑ์ให้อยู่ในรูปแบบสวยงาม เหมาะสมสำหรับการให้บริการบนโต๊ะ ลดพื้นที่ในการจัดเก็บและขนส่ง สามารถเก็บรักษาได้ในอุณหภูมิและบรรยากาศที่ช่วยยืดอายุของมะพร้าว เป็นการเพิ่มมูลค่าของมะพร้าวน้ำหอม และสามารถจำหน่ายได้ทั้งในประเทศ และต่างประเทศ

มะพร้าวน้ำหอมของไทยนิยมปลูกในภาคกลาง จากความเหมาะสมของสภาพแวดล้อมที่มีผลทำให้คุณภาพความหอมของน้ำมะพร้าว โดยเฉพาะในเขตอำเภอนครชัยศรี จังหวัดนครปฐม รวมทั้งจังหวัดสมุทรสาคร ฉะเชิงเทรา ราชบุรี และสมุทรสงคราม ซึ่งโรงงาน SMZ Coconut เป็นสถานประกอบการหนึ่งทำธุรกิจผลิตมะพร้าวน้ำหอมควั่น ตั้งอยู่ในเขตอำเภอดำเนินสะดวก จังหวัดราชบุรี มีกำลังการผลิตประมาณ 2,000-10,000 ลูกต่อวันขึ้นอยู่กับปริมาณมะพร้าวตามฤดูกาล ดำเนินธุรกิจมานานกว่า 5 ปี มีคนงานทั้งหมด 14 คน และด้วยลักษณะของการผลิตจำเป็นต้องพึ่งพาทักษะของคนเป็นหลัก เพื่อให้เกิดความรวดเร็ว ลดระยะทางการเคลื่อนที่ เพื่อช่วยเพิ่มเวลาการปฏิบัติงาน หรือเป็นการลดความสูญเปล่าในกระบวนการผลิต ที่นำมาสู่แนวคิดของการวิจัยที่มีเป้าหมายเพื่อปรับปรุงกระบวนการผลิตมะพร้าวน้ำหอมควั่น โรงงาน SMZ Coconut โดยค้นหาสาเหตุของความสูญเปล่าของกระบวนการผลิต ได้แก่ การรอคอย จำนวนคน เวลา ระยะทาง และข้อผิดพลาดในกระบวนการผลิต เครื่องมือที่ใช้ในการวิจัย ได้แก่ ผังการไหลของกระบวนการ (Flow process chart) และแผนภูมิกระบวนการ (Flow chart) ตามขั้นตอนการแก้ปัญหาอย่างเป็นระบบตามวงจรเดมมิง (Deming cycle หรือ PDCA cycle) ผลที่ได้จากการปรับปรุงกระบวนการผลิตคือสามารถลดความสูญเปล่าโดยการลดขั้นตอนการทำงาน ลดเวลาในการทำงาน ลดระยะทางในการเคลื่อนย้าย รวมทั้งการแก้ปัญหาในกระบวนการผลิต นำไปสู่การเพิ่มผลกำไรและเพิ่มขีดความสามารถในการทำงานของพนักงาน

วัตถุประสงค์ของการวิจัย

เพื่อปรับปรุงกระบวนการผลิตมะพร้าวน้ำหอมควั่นของโรงงาน SMZ Coconut

วิธีการดำเนินการวิจัย

1. งานวิจัยครั้งนี้เป็นงานวิจัยปฏิบัติการ (Action research) ที่ดำเนินงานวิจัยร่วมกับสถานประกอบการผลิตมะพร้าวน้ำหอมควั่น โรงงาน SMZ Coconut อำเภอดำเนินสะดวก จังหวัดราชบุรี โดยมีกลุ่มผู้ให้ข้อมูลได้แก่ ผู้บริหารและพนักงานผลิตมะพร้าวน้ำหอมควั่นของโรงงาน รวมจำนวน 15 คน

2. การวิจัยเรื่อง การปรับปรุงกระบวนการผลิตมะพร้าวน้ำหอมควั่นของโรงงาน SMZ Coconut ใช้ PDCA เป็นหลักการในการกำหนดขั้นตอนการวิจัย จำนวน 5 ขั้นตอนดังนี้ การวางแผน (Plan; P) ได้แก่ขั้นตอนที่ (1) สำรวจสภาพปัจจุบันและวิเคราะห์ข้อมูล และ (2) ค้นหาปัญหาและวางแผนปฏิบัติ การนำสู่การปฏิบัติ (Do; D) ได้แก่ขั้นตอนที่ (3) ดำเนินการตามแผน การติดตามตรวจสอบ (Check; C) ได้แก่ขั้นตอนที่ (4) ติดตามผลและเปรียบเทียบผล และขั้นตอนที่ (5) การกำหนดมาตรฐาน (Action; A) ที่มีรายละเอียดของการดำเนินงานแต่ละขั้นตอนดังนี้

2.1 สำรวจสภาพปัจจุบันและวิเคราะห์ข้อมูล โดยศึกษาข้อมูลที่นำสู่ความสูญเปล่าในกระบวนการผลิตจำนวน 5 ประการ ได้แก่ (1) การรอคอย (2) จำนวนคน (3) เวลา (4) ระยะทาง และ (5) ข้อผิดพลาดในกระบวนการผลิต โดยการสังเกตและบันทึกข้อมูลลงในแบบบันทึกการสังเกตกระบวนการผลิตมะพร้าวน้ำหอมควั่น จำนวน 2 วัน วันละ 2 รอบกระบวนการผลิต นำข้อมูลมาวิเคราะห์ด้วยการหาค่าเฉลี่ยของระยะทางและเวลาของแต่ละกิจกรรม พิจารณาข้อมูลด้านการปฏิบัติงาน (Operation) การขนย้าย (Transportation) ความล่าช้า (Delay) การตรวจสอบ (Inspection) และการเก็บรักษา (Storage) นำมาเขียนเป็นผังการไหลของกระบวนการ (Flow process chart)

2.2 ค้นหาปัญหาและวางแผนปฏิบัติ โดยค้นหาปัญหาจากการวิเคราะห์ เพื่อนำไปใช้ในการออกแบบ วางแผนการปรับปรุงกระบวนการผลิตมะพร้าวน้ำหอมควั่น

2.3 ดำเนินการตามแผน นำกระบวนการผลิตที่ได้รับการปรับปรุงมาสู่การปฏิบัติ ด้วยการอธิบายกระบวนการผลิตใหม่ให้เจ้าของโรงงานได้รับทราบ และอบรมพนักงานฝ่ายผลิตเรื่องการเปลี่ยนแปลงวิธีการทำงาน เพื่อให้พนักงานได้ทราบถึงการทำงานที่เปลี่ยนแปลง พนักงานนำกระบวนการไปใช้ในทำงานเป็นเวลา 2 วัน วันละ 2 รอบกระบวนการผลิต

2.4 ติดตามผลและเปรียบเทียบผล นำเสนอด้วยผังการไหลของกระบวนการ จากนั้นเปรียบเทียบข้อมูลก่อนปรับปรุงและหลังปรับปรุง นำเสนอด้วยแผนภูมิกระบวนการ (Flow chart) และผังการไหลของกระบวนการ

2.5 กำหนดมาตรฐาน โดยการจัดทำวิธีการทำงาน (Work instruction) เป็นคู่มือมอบให้สถานประกอบการ

สรุปผลการวิจัย

1. สำรวจสภาพปัจจุบันและวิเคราะห์ข้อมูล

จากการศึกษากระบวนการผลิตมะพร้าวน้ำหอมควั่นของโรงงาน SMZ Coconut จำนวน 2 วัน วันละ 2 รอบกระบวนการผลิต พบว่าการผลิตมะพร้าวน้ำหอมควั่น มีกิจกรรมทั้งหมด 16 กิจกรรม หรือ 16 ขั้นตอนมีรายละเอียดของแต่ละขั้นตอนการผลิตมะพร้าวน้ำหอมควั่นแสดงตามผังการไหลของกระบวนการดังตารางที่ 1

ตารางที่ 1 แสดงผังการไหลของกระบวนการผลิตน้ำหอมควั่นก่อนปรับปรุง

ผังหมายเลข: 01 แผ่นที่ 1	**สัญลักษณ์**	**ปัจจุบัน**	**เสนอแนะ**	**ลดลง**
ผังการไหลของกระบวนการผลิต	การปฏิบัติงาน (VA)	7		
☑ วิธีปัจจุบัน ☐ วิธีปรับปรุง	การขนส่ง (NNVA)	4		
ชื่อบริษัท: SMZ Coconut	การรอคอย (NVA)	3		
กรรมวิธี: กระบวนการผลิตมะพร้าวน้ำหอม	การตรวจสอบ	1		
ผู้บันทึก: อรณา จันทิมา และอารีรัตน์ หิรัญ	การเก็บ (NVA)	1		
วันที่ 10-11 สิงหาคม 2565	ระยะทาง (เมตร)	15		
ผู้อนุมัติ: นายภัทรชัย กิจสกุล	เวลา (นาที)	94		

กิจกรรม	**เวลา (นาที**	**ระยะทาง (เมตร)**	**สัญลักษณ์**					**จำนวน (คน)**
			○	⇨	D	□	▽	
1. แยกมะพร้าวดีมะพร้าวเสีย	5	-	●	⇨	D	□	▽	3
2. ส่งไปปอกเปลือก	1	3	○	→	D	□	▽	3
3. ปอกเปลือกหรือควั่นให้ได้ทรงเพชร	15	-	●	⇨	D	□	▽	2
4. หุ้มด้วยฟิล์มหด	5	-	●	⇨	D	□	▽	2
5. รอใส่โฟมกันกระแทก	2	-	○	⇨	●	□	▽	2
6. ใส่โฟมกันกระแทก	5	-	●	⇨	D	□	▽	2
7. รอหุ้มด้วยฟิล์มหด	2	-	○	⇨	●	□	▽	1
8. หุ้มด้วยฟิล์มหด	5	-	●	⇨	D	□	▽	1
9. รอส่งไปคัดแยกขนาด	2	-	○	⇨	●	□	▽	2
10. ส่งไปคัดแยก	2	1	○	→	D	□	▽	2
11. คัดแยกขนาดและบรรจุกล่อง	5	-	●	⇨	D	□	▽	2
12. ส่งไปตรวจสอบ	2	1	○	→	D	□	▽	1
13. ตรวจสอบความเรียบร้อย	3	-	○	⇨	D	■	▽	1
14. ปิดกล่องบรรจุ	5	-	●	⇨	D	□	▽	3
15. ส่งไปเก็บรักษา	5	10	○	→	D	□	▽	3
16. เก็บรักษา	30	-	○	⇨	D	□	▼	3
รวม	94	15	7	4	3	1	1	14

ผลการศึกษากระบวนการผลิตมะพร้าวน้ำหอมควั่นตามตารางที่ 1 มีข้อค้นพบดังนี้

1) กระบวนการผลิตมะพร้าวน้ำหอมควั่นจำนวน 16 กิจกรรม ประกอบด้วยกิจกรรมที่ไม่สร้างมูลค่า (Non-value added; NVA) จำนวน 5 กิจกรรมได้แก่ การรอคอย 3 กิจกรรมได้แก่ กิจกรรมที่ 5 รอใส่โฟมกันกระแทก กิจกรรมที่ 7 รอหุ้มด้วยฟิล์มหด และกิจกรรมที่ 9 รอส่งไปคัดแยกขนาด การตรวจสอบ 1 กิจกรรม (กิจกรรมที่ 13) และการเก็บรักษา 1 กิจกรรม (กิจกรรมที่ 16)

2) พนักงานมีจำนวน 14 คนในกระบวนการผลิตมะพร้าวน้ำหอมควั่น

3) เวลาที่ใช้ในการผลิตเฉลี่ยรวม 94 นาที

4) ระยะทางเคลื่อนย้ายในกระบวนการผลิตรวม 15 เมตร

5) ข้อผิดพลาดในกระบวนการผลิต ได้แก่ ในกิจกรรมที่ 3 ปอกเปลือกหรือควั่นให้ได้ทรงเพชร เป็นขั้นตอนที่ต้องใช้เวลาในการทำงานนาน 15 นาที แต่มีพนักงานเพียง 2 คน

2. ค้นหาปัญหาและวางแผนปฏิบัติ

โดยการลดกิจกรรมรอคอยทั้ง 3 กิจกรรม ด้วยการรวมกิจกรรมดังนี้

1) รวมกิจกรรมที่ 5 รอใส่โฟมกันกระแทก กับกิจกรรมที่ 6 ใส่โฟมกันกระแทก

2) รวมกิจกรรมที่ 7 รอหุ้มด้วยฟิล์มหด กับกิจกรรมที่ 8 หุ้มด้วยฟิล์มหด

3) รวมกิจกรรมที่ 9 รอส่งไปคัดแยกขนาด กับกิจกรรมที่ 10 ส่งไปคัดแยก

รวมทั้งรวมกิจกรรมที่ 11 คัดแยกขนาดใส่กล่องบรรจุ กับกิจกรรมที่ 12 ส่งไปตรวจสอบ

3. ดำเนินการตามแผน

เมื่อนำผลการปรับปรุงกระบวนการผลิตไปใช้งานผลิตมะพร้าวน้ำหอมควั่นของโรงงาน SMZ Coconut จำนวน 2 วัน วันละ 2 รอบกระบวนการผลิต พบว่าการผลิตมะพร้าวน้ำหอมควั่น มีกิจกรรมทั้งหมด 12 กิจกรรม หรือ 12 ขั้นตอนมีรายละเอียดของแต่ละขั้นตอนแสดงตามผังการไหลของกระบวนการดังตารางที่ 2

ตารางที่ 2 แสดงผังการไหลของกระบวนการผลิตมะพร้าวน้ำหอมควั่นหลังปรับปรุง

ผังหมายเลข: 01 แผ่นที่ 1	**สัญลักษณ์**	**ปัจจุบัน**	**เสนอแนะ**	**ลดลง**
ผังการไหลของกระบวนการผลิต	การปฏิบัติงาน (VA)	7	7	-
☐ วิธีปัจจุบัน ☑ วิธีปรับปรุง	การขนส่ง (NNVA)	4	3	1
ชื่อบริษัท: SMZ Coconut	การรอคอย (NVA)	3	0	3
กรรมวิธี: กระบวนการผลิตมะพร้าวน้ำหอม	การตรวจสอบ	1	1	-
ผู้บันทึก: อรณา จันทิมา และอารีรัตน์ หิรัญ	การเก็บ (NVA)	1	1	-
วันที่ 17-18 กันยายน 2565	ระยะทาง (เมตร)	15	14	1
ผู้อนุมัติ: นายภัทรชัย กิจสกุล	เวลา (นาที)	94	86	8

กิจกรรม	**เวลา (นาที**	**ระยะทาง (เมตร)**	**สัญลักษณ์**					**จำนวน (คน)**
			O	⇨	D	□	▽	
1. แยกมะพร้าวดีมะพร้าวเสีย	5	-	●	⇨	D	□	▽	3
2. ส่งไปปอกเปลือก	1	3	O	➡	D	□	▽	3
3. ปลอกเปลือกหรือควั่นให้ได้ทรงเพชร	15	-	●	⇨	D	□	▽	2
4. หุ้มด้วยฟิล์มหด	5	-	●	⇨	D	□	▽	2
5. ใส่โฟมกันกระแทก	5	-	●	⇨	D	□	▽	2
6. หุ้มด้วยฟิล์มหด	5	-	●	⇨	D	□	▽	1
7. ส่งไปคัดแยก	2	1	O	➡	D	□	▽	2
8. คัดแยกขนาดและบรรจุกล่อง	5	-	●	⇨	D	□	▽	2
9. ตรวจสอบความเรียบร้อย	3	-	O	⇨	D	■	▽	1
10. ปิดกล่องบรรจุ	5	-	●	⇨	D	□	▽	3
11. ส่งไปเก็บรักษา	5	10	○	➡	D	□	▽	3
12. เก็บรักษา	30	-	○	⇨	D	□	▼	3
รวม	86	14	7	3	0	1	1	14

ผลการศึกษากระบวนการผลิตมะพร้าวน้ำหอมควั่นหลังการปรับปรุงกระบวนการตามตารางที่ 2 มีข้อค้นพบดังนี้

1) จากกระบวนการผลิต 12 กิจกรรม ลดกิจกรรมที่ไม่สร้างมูลค่า (Non-value added; NVA) คงเหลือ 2 กิจกรรม ได้แก่การตรวจสอบ 1 กิจกรรม (กิจกรรมที่ 9) และการเก็บรักษา 1 กิจกรรม (กิจกรรมที่ 12) และไม่มีกิจกรรมการรอคอย

2) เวลาที่ใช้ในการผลิตเฉลี่ยรวม 86 นาที จากเดิมก่อนปรับปรุง 94 นาที

3) ระยะทางเคลื่อนย้ายในกระบวนการผลิตรวม 14 เมตร จากเดิมก่อนปรับปรุง 15 เมตร

4. ติดตามผลและเปรียบเทียบผล

ผลการปรับปรุงกระบวนการผลิตมะพร้าวน้ำหอมควั่นของโรงงาน SMZ Coconut สามารถเปรียบเทียบแผนภูมิกระบวนการผลิต ผังการไหลของกระบวนการผลิตก่อนและหลังปรับปรุงดังตารางที่ 3

ตารางที่ 3 แสดงการเปรียบเทียบกระบวนการผลิตมะพร้าวน้ำหอมควั่นก่อนและหลังปรับปรุง

ก่อนปรับปรุง					หลังปรับปรุง				
แผนภูมิกระบวนการผลิตมะพร้าวน้ำหอมควั่น	จำนวนคน	เวลา (นาที)	ระยะทาง (เมตร)	ผังการไหลกระบวนการผลิต	แผนภูมิกระบวนการผลิตมะพร้าวน้ำหอมควั่น	จำนวนคน	เวลา (นาที)	ระยะทาง (เมตร)	ผังการไหลกระบวนการผลิต
แยกมะพร้าวดีมะพร้าวเสีย	3	5	-		แยกมะพร้าวดีมะพร้าวเสีย	3	5	-	
ส่งไปปอกเปลือก		1	3		ส่งไปปอกเปลือก		1	3	
ปอกเปลือกในให้ได้ทรง	2	15	-		ปอกเปลือกในให้ได้ทรง	2	15	-	
ห้มด้วยฟิลม์หด	2	5	-		ห้มด้วยฟิลม์หด	2	5	-	
รอใส่โฟมห่อกันกระแทก		2	2		ใส่โฟมห่อกันกระแทก		5	-	
ใส่โฟมห่อกันกระแทก		5	-						
รอห้มด้วยฟิลม์	1	2	-		หุ้มด้วยฟิลม์หด		5	-	
ห้มด้วยฟิลม์หด		5	-						
รอส่งไปคัดแยกขนาด	2	35	-		ส่งไปคัดแยกขนาด	2	2	1	
ส่งไปคัดแยกขนาด		10	1						
คัดแยกขนาดและบรรจกล่อง		15	-		คัดแยกขนาดและบรรจุกล่อง		5	-	
ตรวจสอบความ	1	3	1		ตรวจสอบความ	1	3	-	
ปิดกล่องบรรจ	3	5	-		ปิดกล่องบรรจ	3	5	-	
ส่งไปเก็บรักษา		5	10		ส่งไปเก็บรักษา		5	10	
เก็บรักษา		5	-		เก็บรักษา		30	-	
มี เช็คความเรียบร้อย แก้ไ ไม่มี	1	10	-		มี เช็คความเรียบร้อย แก้ไ ไม่มี	1	10	-	
พร้อมจัดส่งสินค้า		5	-		พร้อมจัดส่งสินค้า		5	-	
รวม	15	94	15	5 5 1 1 0	รวม	14	86	14	5 4 1 1 0

เมื่อเปรียบเทียบขั้นตอนการผลิตพบว่าหลังการปรับปรุงกระบวนการมีขั้นตอนลดลงจาก 16 กิจกรรม เหลือ 12 กิจกรรม โดยขั้นตอนที่ลดลงเป็นขั้นตอนการรอคอยลดลง 3 กิจกรรม และขั้นตอนการขนส่งลดลง 1 กิจกรรม เป็นผลให้ระยะทางที่ใช้ในการ

เคลื่อนย้ายลดลง 1 เมตร และเวลาการผลิตลดลง 8 นาทีต่อ 1 รอบกระบวนการผลิต ดังแสดงการเปรียบเทียบผลการปรับปรุงกระบวนการผลิตมะพร้าวน้ำหอมควั่น ตามตารางที่ 4

ตารางที่ 4 เปรียบเทียบผลการปรับปรุงกระบวนการผลิตมะพร้าวน้ำหอมควั่น

สิ่งที่พิจารณา	ก่อนการปรับปรุง	หลังการปรับปรุง	ลดลง (ร้อยละ)
ขั้นตอน	16	12	4 (25.00)
การปฏิบัติงาน	7	7	0
การขนส่ง	4	3	1 (33.33)
การรอคอย	3	0	3 (100.00)
การตรวจสอบ	1	1	0
การเก็บรักษา	1	1	0
ระยะทาง (เมตร)	15	14	1 (6.67)
เวลา (นาที)	94	86	8 (8.51)

5. กำหนดมาตรฐาน

นำกระบวนการผลิตมะพร้าวน้ำหอมควั่นหลังการปรับปรุงที่ผ่านการทดลองใช้ มาทำวิธีการทำงาน (Work instruction) แสดงในรูปแบบของแผนภูมิกระบวนการผลิต (Flow chart) ขั้นตอนกิจกรรม และมาตรฐานควบคุมแต่ละขั้นตอน รวบรวมเป็นคู่มือการปฏิบัติงานมอบให้สถานประกอบการ

อภิปรายผลการวิจัย

1. จากการวิจัยพบว่าการลดขั้นตอนที่เป็นการรอคอยจำนวน 3 กิจกรรมช่วยให้เวลาของกระบวนการผลิตลดลง 8 นาที หรือร้อยละ 8.51 ซึ่งการรอคอย (Delay/idle time) ในกระบวนการผลิตเมีหลายลักษณะ เช่น พนักงานรอเครื่องจักรทำงาน หรือรองานของขั้นตอนก่อนหน้า เครื่องจักรรอการมาถึงของวัตถุดิบที่ต้องป้อนเข้าเครื่อง รวมทั้งเครื่องจักรเสียรอการซ่อมแซม การรอคอยเกิดจากการขาดความสมดุลในกระบวนการผลิต ที่ทำให้เกิดความสูญเสียด้านเวลา ด้านต้นทุน รวมถึงขวัญกำลังใจของผู้ปฏิบัติงานจากความไม่แน่นอนในกระบวนการผลิต (ดวงรัตน์ ชีวะปัญญาโรจน์ และศุภศักดิ์ พงษ์อนันต์, 2544, น.4-22) สอดคล้องกับการวิจัยของจารุวรรณ พรหมเงิน (2564) ที่ค้นหาความสูญเปล่าและลดความสูญเปล่าที่เกิดขึ้นในกระบวนการบรรจุก้อนเชื้อเห็ดนางฟ้าในถุงพลาสติก โดยใช้แผนผังสายธารคุณค่า วิเคราะห์กิจกรรมที่เพิ่มมูลค่าและกิจกรรมที่ไม่ก่อให้เกิดมูลค่าเพิ่ม และใช้หลักการ ECRS มาปรับแผนผังการทำงาน รวมกระบวนการทำงานเข้าด้วยกัน ส่งผลให้พื้นที่ในการทำงานลดลง และระยะทางในการเคลื่อนย้ายลดลง 4 เมตร และงานวิจัยของอัจฉรา ผ่องพิทยา (2560) ที่ใช้การปรับปรุงกระบวนการผลิตผ้าดิบ ผลการวิจัยสามารถลดเวลาความสูญเปล่าของเวลาในการทำงานจาก 20.28 นาที/ชิ้น เหลือ 12.61 นาที/ชิ้น เวลาการทำงานลดลง 6.67 นาที/ชิ้น คิดเป็นเวลาที่ลดลงร้อยละ 5.94

2. จากการวิจัยพบว่าการลดขั้นตอนการเคลื่อนย้ายขนส่งจำนวน 1 กิจกรรม ช่วยลดระยะทางการเคลื่อนที่ของกระบวนการผลิตลง 1 เมตร หรือร้อยละ 6.67 เป็นการลดความสูญเปล่าที่เกิดจากการขนส่ง (Transportation) ซึ่งการขนส่งนี้เป็นกิจกรรมการเคลื่อนย้ายวัสดุเปลี่ยนแปลงสถานที่ในระหว่างกระบวนการผลิต (Work in process; WIP) ที่ทำให้เกิดต้นทุนในการขนส่งเคลื่อนย้าย ได้แก่ ต้นทุนแรงงาน ต้นทุนพลังงาน ค่าเครื่องจักรอุปกรณ์เพื่อการขนย้ายและค่าบำรุงรักษาเครื่องจักรอุปกรณ์นั้น ๆ นอกจากนี้การเคลื่อนย้ายขนส่งยังอาจนำมาซึ่งความสูญเสียและสูญเปล่าอื่น ๆ ได้แก่ วัสดุเสียหาย สูญหาย เกิดอุบัติเหตุ และสูญเสียเวลา (ดวงรัตน์ ชีวะปัญญาโรจน์ และศุภศักดิ์ พงษ์อนันต์, 2544, น.4-22) การปรับปรุงกระบวนการโดยการลดขั้นตอนการผลิตสอดคล้องกับหลักการ ECRS ในส่วนของการรวมบางขั้นตอนเข้าด้วยกัน (Combine) ช่วยลดความสูญเปล่าเนื่องจากกระบวนการผลิต (Processing) ที่เกิดจากกระบวนการผลิตมีการทำงานซ้ำซ้อนกันในหลายขั้นตอน ที่สอดคล้องกับการวิจัยของปฐมพงษ์ หอมศรี (2564) ได้นำหลักการ ECRS มาใช้ปรับปรุงโรงงานผลิตโคมไฟดาวน์ไลท์ ที่พบว่าโรงงานมีระยะทางและเวลาในการขนย้ายวัสดุเป็นเวลานาน มีขั้นตอนที่เป็นคอขวด ในกระบวนการทำให้เกิดความสูญเปล่าเนื่องจากการรอคอย เมื่อปรับปรุงกระบวนการพบว่าสามารถลดระยะทางในการขนย้ายวัสดุได้ 33 เมตร หรือร้อยละ 27.04 และลดเวลาลงได้ 43 นาที หรือร้อยละ 24.57

ข้อเสนอแนะ

1. จากการวิจัยพบว่าการปรับปรุงกระบวนการตามขั้นตอนวงจรเดมมิง (PDCA cycle) ที่ใช้การศึกษาข้อมูลการทำงานด้วยผังการไหลของกระบวนการ (Flow process chart) ช่วยให้รู้ขั้นตอนการทำงานที่ครอบคลุมด้านเวลา ระยะทาง รวมทั้งการพิจารณาได้ถึงลักษณะของแต่ละกิจกรรม ที่ช่วยให้วิเคราะห์ว่ากิจกรรมใดเป็นกิจกรรมที่เพิ่มมูลค่า (Value added; VA) กิจกรรมใดที่**ไม่เพิ่มคุณค่า (Non-value added; NVA) และกิจกรรมใดที่ไม่ได้เพิ่มคุณค่าแต่จำเป็น (Necessary non-value added; NNVA)** ก่อนพิจารณาปรับปรุงกระบวนการต่อไป ดังนั้นโรงงานสามารถนำวิธีการจัดเก็บข้อมูลนี้ไปปรับใช้กับกระบวนการทำงานอื่น รวมทั้งใช้ตรวจสอบว่ากระบวนการผลิตมะพร้าวน้ำหอมควั่นยังคงทำงานได้ตามมาตรฐาน

2. จากการศึกษาในครั้งนี้มุ่งเน้นที่การปรับปรุงกระบวนการของโรงงาน *จัดให้มีการอบรมเกี่ยวกับการดำเนินงานตามกระบวนการผลิตที่ปรับปรุง ซึ่งพบว่าพนักงานสามารถดำเนินงานได้อย่างคล่องแคล่ว มีการโต้ตอบและมีปฏิสัมพันธ์ที่ดีกับทิศทางงาน ดังนั้นโรงงานอาจพัฒนาแนวทาง วิธีการเพื่ออบรมพนักงาน อาจใช้รูปแบบการพูดคุยแบบไม่เป็นทางการเกี่ยวการทำงานกับพนักงาน ให้รับรู้ถึงปัญหาและสาเหตุที่ทำให้เกิดของเสียในกระบวนการผลิต เพื่อที่จะทำให้มีการทำงานอย่างมีประสิทธิภาพและมีประโยชน์สูงสุดด้วยการสังเกตุและวิเคราะห์ปัญหาด้วยตนเอง*

กิตติกรรมประกาศ

งานวิจัยฉบับนี้ได้รับการสนับสนุนในการจัดทำและเผยแพร่จากสาขาวิชาการจัดการอุตสาหกรรม คณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏสวนสุนันทา และโรงงาน SMZ Coconut

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SCI-002

ระบบจองคิวร้านตัดผมผ่านไลน์บอท

Barber shop queue reservation system by Linebot

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ฐาปนพงศ์ บุญใจ, Tahpanaphong boonjig[2]
รติวัฒน์ ปารีศรี, Ratiwat paris[3]

บทคัดย่อ

งานวิจัยฉบับนี้มีวัตถุประสงค์เพื่อ 1) นำเทคโนโลยีมาประยุกต์ใช้กับธุริกิจร้านตัดผม 2) จัดทำแบบสอบถามความพึงพอใจ ซึ่งระบบจองคิวร้านตัดผมผ่านไลน์บอท ถูกจัดทำมาเพื่อแก้ปัญหาการเสียลูกค้าของทางร้านเนื่องจาก การใช้บริการแต่ละครั้งจำเป็นต้องเดินทางเพื่อตรวจสอบ และอาจจะเสียลูกค้าเนื่องจากไม่มีคิวว่าง ทางผู้วิจัยจึงได้จัดทำระบบจองคิวร้านตัดผมขึ้นเพื่อให้มีการเช็คสถานะคิวว่าง และเวลาร้านเปิดปิดของร้านตัดผมผ่านทางไลน์ ซึ่งเวลาใช้งานจำเป็นจะต้องเพิ่มเพื่อนทางไลน์ของร้านตัดผม และกดจองคิวผ่านหน้าเมนูของทางไลน์บอท โดยระบบจะเด้งหน้าต่างขึ้นมาในแอพพลิเคชั่นไลน์เพื่อให้ลูกค้าสามารถกรอกข้อมูล และเวลาในการจองคิวได้ โดยเมื่อจองคิวเสร็จสิ้นระบบจะส่งข้อมูลเข้าไปเก็บไว้ในฐานข้อมูลโดยผู้วิจัยได้ใช้ Google Sheet เป็นฐานข้อมูลในการเก็บข้อมูลของลูกค้า ซึ่งเจ้าของร้านสามารถตรวจสอบสถานะคิวผ่าน Google Sheet ได้เลย โดยตัวระบบถูกพัฒนาด้วย ภาษา Html, Css, Javascript ควบคู่ไปกับโปรแกรม DialogFlow, LineDeveloper, Appscript และ Line ในการพัฒนา และมีการจัดทำแบบสอบถามความพึงพอใจ โดยแบ่งออกเป็น 2 กลุ่ม ได้แก่ กลุ่มผู้เชี่ยวชาญ จำนวน 3 คน และกลุ่มผู้ใช้งาน จำนวน 20 คน โดยผลการประเมินความพึงพอใจของผู้เชี่ยวชาญ อยู่ในระดับ ดี โดยมีค่าเฉลี่ย เท่ากับ 4.37 และผลการประเมินความพึงพอใจจากผู้ใช้งานอยู่ในระดับ ดี โดยมีค่าเฉลี่ย เท่ากับ 4.01

คำสำคัญ : ไลน์บอท, ระบบจองคิว, ร้านตัดผม

Abstract

This research has a purpose 1) Apply technology to the barber shop business 2) Prepare a example satisfaction which the system for booking a barber shop queue through line bot was prepared to solve the problem of losing customers because of the shop each use of the service requires a trip for verification and maybe lose customers because no empty queue Therefore, the researcher has created a system for booking a barber shop queue in order to check the status of the queue availability and the opening and closing times of the barbershop line when using it, it is necessary to add friends the barber shop's line And press to reserve the queue through the menu page of the line bot The system will pop up a window in the LINE application so that customers can fill out and time to reserve the queue when the booking is complete, the system will send the information to be stored in the database by the researcher using Google Sheet as a database to collect customer data The shop owner can check the queue status Google Sheet. The system is developed with the languages Html, Css, Javascript. Along with DialogFlow, LineDeveloper, Appscript and Line programs in the development and a satisfaction questionnaire was created They are separate into 2 groups: 3 experts and 20 users The satisfaction assessment results of the experts were at a good level with an average of 4.37 and the results of the satisfaction assessment from the users were at a good level with an average of 4.01

Keywords: Line Bot, Queue Booking System,Barber Shop

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บทนำ

ทรงผมเป็นสิ่งที่บอกถึงสไตล์และตัวตนของเรา รวมถึงเป็นสิ่งที่ทำให้เราดูดีขึ้น ซึ่งทรงผมได้ถูกคิดค้นขึ้นมามากมายเพื่อให้เข้ากับโครงหน้าของคนนั้น ๆ ไม่ว่าจะเป็น เด็ก วัยรุ่น หรือ ผู้ใหญ่ ก็ต่างให้ความสำคัญกับทรงผม ด้วยเหตุการตัดผมในปัจจุบันการตัดผมจึงเป็นอีกหนึ่งสิ่งที่เป็นที่นิยมเป็นอย่างมากเนื่องจากทรงผมที่มีมากมายหลากหลายให้เลือกตัด โดยเมื่อต้องการใช้บริการร้านตัดผมลูกจำเป็นต้องเดินทางมาที่ร้านเพื่อตรวจสอบ คิว เวลาร้านเปิดปิด เพื่อเลือกเวลาที่ลูกค้าต้องการใช้บริการ แล้วจึงสามารถใช้บริการตามลำดับ

ผู้วิจัยเล็งเห็นว่าเวลาที่ต้องการใช้บริการแต่ละครั้งลูกค้าจะต้องเสียเวลาเดินทางเพื่อมาตรวจเวลาร้านเปิดปิด และคิวของทางร้านตัดผม ซึ่งในขณะเดียวกันถ้าร้านตัดผมเลือกวันปิดร้านในวันที่ลูกค้าหลาย ๆ คนต้องการตัดพอดีก็จะเป็นการเสียลูกค้าโดยใช่เหตุ

จากสาเหตุข้างต้นผู้วิจัยจึงจัดทำระบบจองคิวร้านตัดผมผ่านไลน์บอทเพื่อให้ทางร้านสามารถจัดคิวในการตัดผมแบบออนไลน์ได้ โดยระบบจะถูกออกแบบมา 2 ส่วนคือหน้าร้าน และ หลังร้าน โดยในส่วนของหน้าร้าน เป็นหน้าแสดงผลในแอพพลิเคชั่นไลน์เพื่อให้บริการลูกค้า ซึ่งมีหน้าเมนูอยู่ทั้งหมด 2 ส่วนได้แก่ จองคิว และ ตำแหน่งของร้าน ซึ่งในวันใดที่ลูกค้าต้องการตัดผมก็สามารถจองคิวออนไลน์ได้โดยไม่ต้องเสียเวลาเดินทางไปเช็คที่ทางร้าน หรือเมื่อลูกค้าติดธุระกระทันหันลูกค้าสามารถโทรหรือทักแชทบอกเจ้าของร้านเพื่อยกเลิกการจองคิวได้เลย และ ในส่วนของหลังร้านจะเป็นตัวจัดการกับระบบภายใน โดยใช้ Google Sheet และมีการตรวจสอบสถานะการจองคิว ซึ่งทางเจ้าของร้านจะเป็นคนจัดการว่าคิวไหนได้รับอนุมัติให้จอง หรือ ยกเลิกคิว เมื่อตัดผมเสร็จก่อนเวลาหรือคิวถูกยกเลิก เจ้าของร้านจะสามารถแจ้งลูกค้าที่รอต่อคิวสามารถเลื่อนคิวมาใช้บริการในคิวที่ถูกลูกค้าคนก่อนหน้ายกเลิกได้เลย ซึ่งระบบหลังร้าน คือการเก็บข้อมูลของลูกค้าด้วย Google Sheet เพื่อการตรวจสอบในเรื่องของสถิติช่วงเวลาใดของเดือนเป็นช่วงเวลาที่ลูกค้าเยอะที่สุด โดยระบบถูกพัฒนา และตั้งค่าด้วย DialogFlow, LineDeveloper, Appscript และ Line

วัตถุประสงค์ของงานวิจัย

1. จัดทำเพื่อนำเทคโนโลยีมาประยุกต์ใช้กับธุรกิจร้านตัดผม
2. จัดทำแบบประเมินความพึงพอใจ

เอกสารและงานวิจัยที่เกี่ยวข้อง

1. แนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้อง

1.1 การพัฒนาระบบจองคิวงานผ่านไลน์บอท โดยสามารถโต้ตอบอัตโนมัติผ่าน ไลน์บอท ทำให้ประหยัดเวลามีการทำงานที่หลากหลายและสะดวกมากยิ่งขึ้น [1]

1.2 ไลน์ได้เปิดตัวเวอร์ชัน Developer Trial ซึ่งรองรับให้ Bot สามารถส่งข้อความได้หลากหลายรูปแบบ ตั้งแต่ Text, Image, Video, Audio, Location, Sticker และ Rich message[5]

2. กรอบแนวคิด



ภาพประกอบที่ 1 แสดงการทำงานของระบบ

3. สมมติฐานการวิจัย

3.1 การทำงานของระบบสามารถทำงานได้เต็มประสิทธิภาพ โดยสามารถจองคิว และสามารถแสดงผลได้

3.2 ผู้ใช้งานมีความพึงพอใจต่อระบบ

วิธีดำเนินงานวิจัย

1. ประชากรและตัวอย่าง

กลุ่มเป้าหมายถูกแบ่งออกเป็น 2 กลุ่มได้แก่ กลุ่มผู้ใช้งาน และกลุ่มผู้เชี่ยวชาญ

กลุ่มผู้ใช้งาน ได้แก่ ลูกค้าร้านตัดผม จำนวน 20 คน ใช้วิธีการเลือกแบบสุ่ม

กลุ่มผู้เชี่ยวชาญ ได้แก่ บุคลากรผู้เชี่ยวชาญด้านไลน์บอท จำนวน 3 คน ใช้วิธีการเลือกแบบเจาะจง

2. เครื่องมือวิจัย

ซอฟต์แวร์

1. Google Sheet ฐานข้อมูล หรือที่เก็บข้อมูลของลูกค้า
2. Dialogflow ตัวตั้งค่าการตอบกลับอัตโนมัติ
3. LineDeveloper เป็นตัวสร้างหน้าริชเมนู และเชื่อมต่อกับฐานข้อมูล
4. Appscript เป็นตัวใส่โค้ดเพื่อให้ระบบสามารถใช้งานได้ตามที่ต้องการ
5. Line หน้าแสดงผล

ภาษาที่ใช้ในงานวิจัย

1. Html
2. Css
3. Javascript

3. การเก็บรวมรวบข้อมูล แบบแผนการวิจัย และการวิเคราะห์ข้อมูล

ผู้วิจัยได้นำ SDLC (System Development Life Cycle) หรือ วงจรการพัฒนาระบบ มาประยุกต์ใช้ในงานวิจัย ซึ่งมีทั้งหมด 6 ข้อ ได้แก่

3.1 ศึกษาระบบงานเดิม จากการศึกษาพบว่าเวลาใช้บริการร้านตัดผม ลูกค้าจะต้องเดินทางเพื่อตรวจสอบว่าทางร้านเปิดหรือไม่ คิวว่างหรือไม่ หรือใช้เวลาตัดนานหรือไม่

3.2 วิเคราะห์ปัญหาของระบบ จากการวิเคราะห์ถึงปัญหาพบว่าการเดินทางมาตรวจสอบทำให้เสียผลประโยชน์ต่อลูกค้าและช่างตัดผมเนื่องจากทางลูกค้าต้องเสียเวลา และค่าเดินทางเพื่อมาตรวจสอบ และเมื่อทางร้านมีลูกค้าเยอะ หรือปิด เหตุการนี้ทำให้ทางร้านเสียลูกค้าไปโดยเปล่าประโยชน์

3.3 ออกแบบระบบ ผู้วิจัยทำการออกแบบระบบโดยคำนึงถึงความสะดวกและง่ายต่อการใช้งานเป็นหลัก และวิธีนี้ยังช่วยแก้ปัญหาการเสียลูกค้าให้กับร้านตัดผมเนื่องจากทางร้านสามารถแจ้งวันเวลาปิดร้านจากทางแอพพลิเคชั่นไลน์ได้ และลูกค้าก็สามารถตรวจสอบข้อมูล วัน เวลา ร้านเปิดปิดหรือคิวร้านได้จากทางแอพพลิเคชั่นไลน์

3.4 พัฒนาและทดสอบระบบ จากระบบเดิมและปัญหาของระบบทำให้ผู้วิจัยได้จัดทำระบบการจองคิวอัตโนมัติผ่านแอพพลิเคชั่นไลน์เพื่อนำเทคโนโลยีมาประยุกต์ใช้กับธุรกิจร้านตัดผม วิธีนี้นอกจากจะช่วยแก้ปัญหาไม่ให้ทางร้านเสียลูกค้าแล้วยังสามารถเพิ่มลูกค้าให้กับทางร้านได้เนื่องจากลูกค้าที่เคยใช้บริการอาจแชร์ไลน์บอทของร้านตัดผมให้กับเพื่อน หรือ คนรู้จักที่สนใจตัดผมและไม่จำเป็นต้องเสียเวลาถามทางเนื่องจากสามารถตรวจสอบผ่านทางแอพพลิเคชั่นไลน์ได้เลย

3.5 ติดตั้งระบบ ทำการติดตั้งระบบโดยนำตัวไลน์บอทเข้ามาให้เจ้าของร้านใช้งานพร้อมอธิบายวิธีการดูข้อมูลของลูกค้า

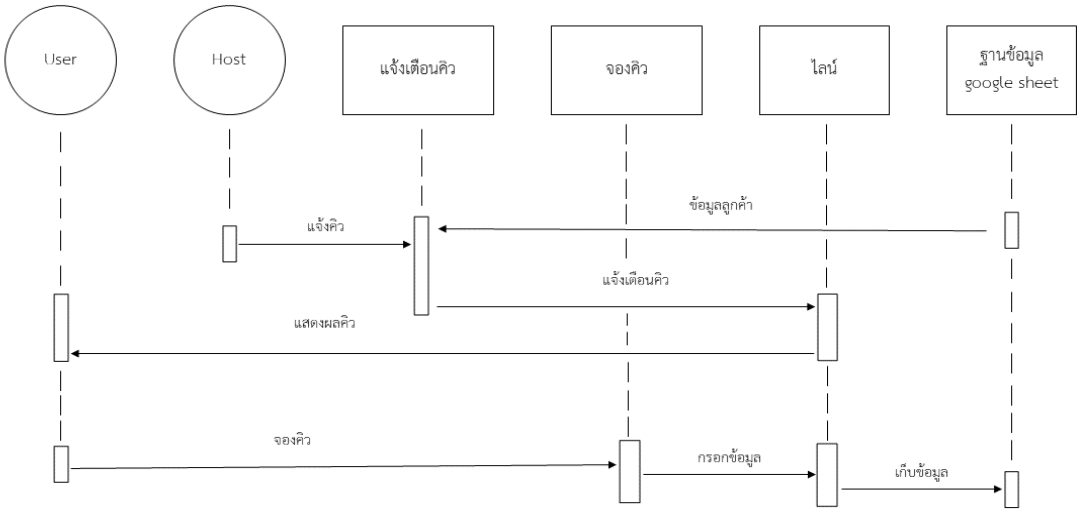
3.6 ประเมิน จัดทำแบบประเมินความพึงพอใจให้กับผู้เชี่ยวชาญด้านการทำระบบไลน์บอท จำนวน 3 คน และลูกค้าซึ่งเป็นผู้ใช้งานระบบ จำนวน 20 คน

การวิเคราะห์ข้อมูลและสถิติที่ใช้

วิเคราะห์การใช้ข้อมูลด้วยสถิติ และส่วนเบี่ยงเบนมาตรฐาน (S.D.)

ผลการวิจัย

ผู้วิจัยได้จัดทำ Sequence Diagram ดังรูปที่ 1



ภาพประกอบที่ 2 แสดงผลการออกแบบระบบด้วย Sequence diagram

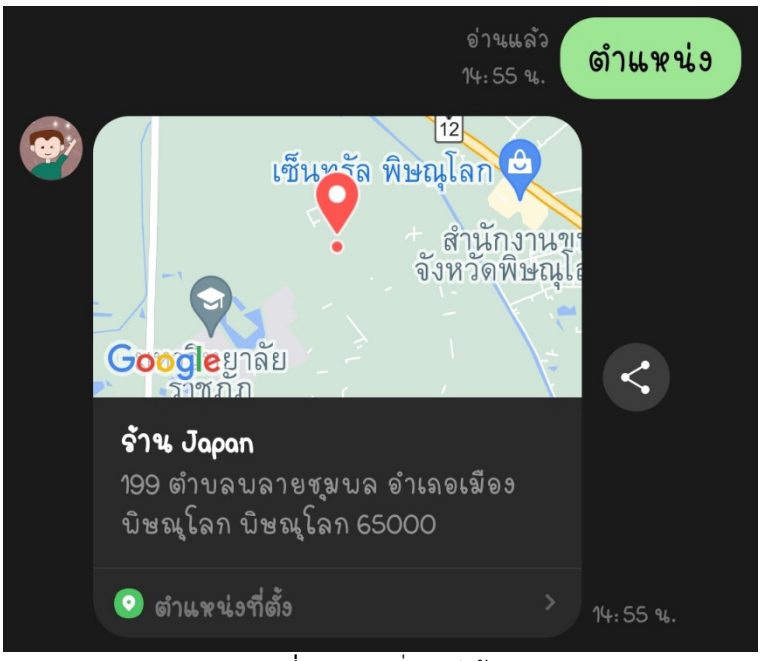
จากภาพประกอบที่ 2 ผู้วิจัยได้ทำการอธิบายรูปแบบการทำงานของระบบเป็น Sequence Diagram โดยระบบถูกแบ่งเป็นผู้ใช้งาน และ ผู้ดูแลระบบ



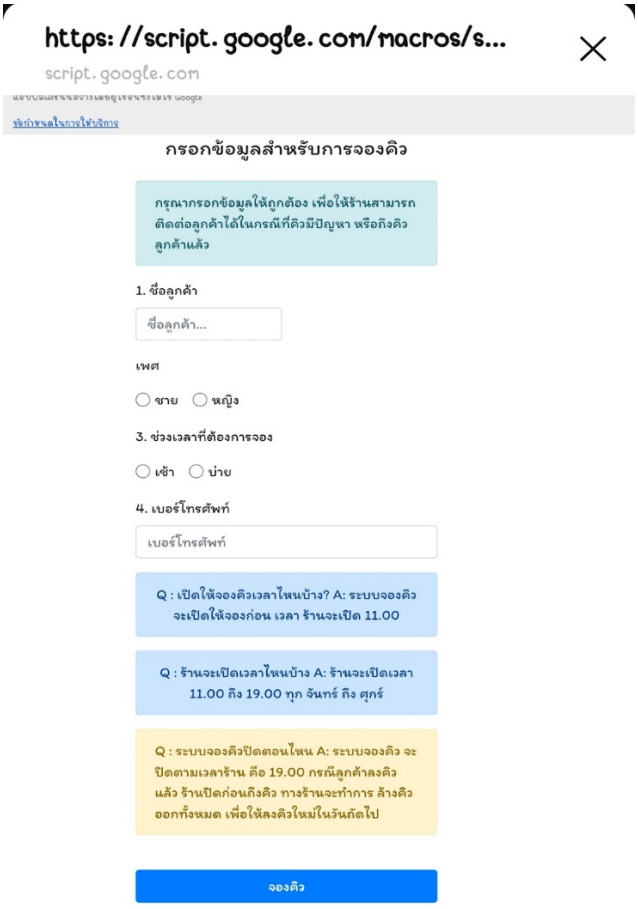
ภาพประกอบที่ 3 แสดงหน้าริชเมนูของไลท์บอท

ภาพประกอบที่ 3 หน้าริชเมนู

ภาพประกอบที่ 3 รูปหน้าริชเมนูของไลน์บอท ซึ่งจะมีทั้งหมด 2 เมนู คือ จองคิว และ ตำแหน่งของร้าน โดยเมื่อกดเมนูตำแหน่งของร้านตัวระบบจะส่ง GoogleMap เข้าไปในแชท แสดงดังภาพประกอบที่ 4 และในส่วนของเมนูจองคิวตัวระบบจะเด้งหน้าต่างขึ้นมา โดยมีหน้าตาดังภาพประกอบที่ 5

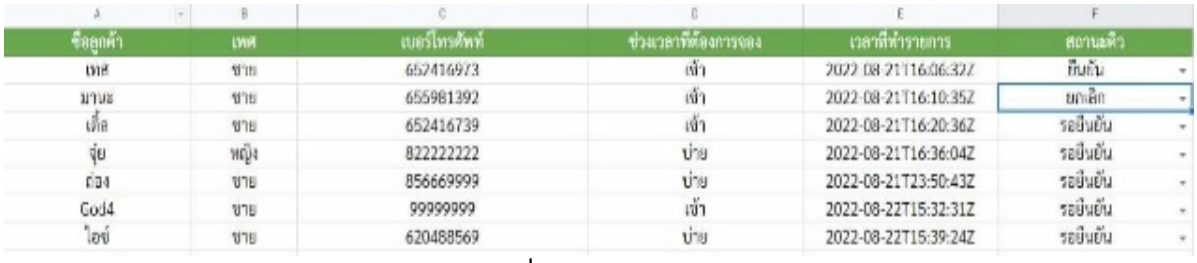


ภาพประกอบที่ 4 แสดงตำแหน่งร้าน



ภาพประกอบที่ 5 แสดงหน้ากรอกข้อมูล

จากภาพประกอบที่ 5 หน้ากรอกข้อมูล โดยจะมีรายละเอียดย่อยดังนี้ คือ ชื่อลูกค้า เพศ ช่วงเวลาการจองคิว เบอร์โทรศัพท์ และคำอธิบายเกี่ยวกับร้านตัดผม หลังจากกรอกข้อมูลเสร็จหมดแล้วระบบจะทำการส่งข้อมูลไปบันทึกไว้ในฐานข้อมูล GoogleSheet แสดงดังภาพประกอบที่ 5



A	B	C	D	E	F
ชื่อลูกค้า	เพศ	เบอร์โทรศัพท์	ช่วงเวลาที่ต้องการจอง	เวลาที่ทำรายการ	สถานะคิว
เพช	ชาย	652416973	เช้า	2022-08-21T16:06:32Z	ยืนยัน
มานะ	ชาย	655981392	เช้า	2022-08-21T16:10:35Z	ยกเลิก
เต็ล	ชาย	652416739	เช้า	2022-08-21T16:20:36Z	รอยืนยัน
จุ๋ย	หญิง	822222222	บ่าย	2022-08-21T16:36:04Z	รอยืนยัน
ก้อง	ชาย	856669999	บ่าย	2022-08-21T23:50:43Z	รอยืนยัน
God4	ชาย	99999999	เช้า	2022-08-22T15:32:31Z	รอยืนยัน
ไอซ์	ชาย	620488569	บ่าย	2022-08-22T15:39:24Z	รอยืนยัน

ภาพประกอบที่ 6 ฐานข้อมูล GoogleSheet

จากภาพประกอบที่ 6 โดยในส่วนของฐานข้อมูลจะประกอบไปด้วย ชื่อ เพศ เบอร์โทรศัพท์ ช่วงเวลาการจอง เวลาที่ทำรายการ และสถานะคิว

ผลการประเมินความพึงพอใจ

ผลการประเมินความพึงพอใจจะแบ่งความพึงพอใจต่อคะแนนค่าเฉลี่ยเป็นระดับดังนี้

5 คือ ดีมาก, 4 คือ ดี, 3 คือ พอใช้, 2 คือ แย่, 1 คือ แย่มาก

ตารางที่ 1 ผลการประเมินระบบจองคิวร้านตัดผมผ่านไลน์บอท จากกลุ่มผู้ใช้งาน จำนวน 20 คน ใช้วิธีการเลือกแบบสุ่ม

รายงาน	ความพึงพอใจ		
	$\bar{x}$	S.D	ระดับ
ด้านการออกแบบ			
ความง่ายในการใช้ระบบ	4.00	0.85	ดี
ความเร็วของระบบ	4.00	0.79	ดี
ค่าเฉลี่ยน	4.00	0.82	ดี
ด้านการออกแบบ			
ความสวยงามการออกแบบ	3.95	0.75	พอใช้
. ความง่ายต่อการดูและอ่าน	4.00	0.85	ดี
ปุ่มเมนูดูง่ายต่อการใช้งาน	4.10	0.85	ดี
ค่าเฉลี่ยน	4.01	0.81	ดี
ค่าเฉลี่ยนรวม	4.01	0.82	ดี

จากตารางที่ 1 ผลการประเมินจาก กลุ่มผู้ใช้งาน จำนวน 20 คน มีค่าเฉลี่ยทั้งหมด ในส่วนของค่าเฉลี่ย เท่ากับ (x = 4.01) และในส่วนของค่าเบี่ยงเบนมาตรฐาน เท่ากับ (S.D. = 0.82) ซึ่งอยู่ในระดับ ดี โดยมีรายละเอียดดังต่อไปนี้

ด้านเนื้อหามีค่าเฉลี่ย (X = 4.00) และ (S.D. = 0.82) ซึ่งอยู่ในระบบ ดี

ด้านการออกแบบมีค่าเฉลี่ย (X = 4.01) และ (S.D. = 0.81) ซึ่งอยู่ในระบบ ดี

ตารางที่ 2 ผลการประเมินระบบจองคิวร้านตัดผมผ่านไลน์บอท จากกลุ่มผู้เชี่ยวชาญ จำนวน 3 คน ใช้วิธีการแบบเจาะจง

รายงาน	ความพึงพอใจ		
	$\tilde{\chi}$	S.D	ระดับ
ด้านการออกแบบ			
ความง่ายในการใช้ระบบ	4.00	0.85	ดี
ความเร็วของระบบ	4.00	0.79	ดี
ค่าเฉลี่ยน	4.00	0.70	ดี
ด้านการออกแบบ			
ความสวยงามการออกแบบ	4.66	0.57	พอใช้
. ความง่ายต่อการดูและอ่าน	4.00	1.00	ดี
ปุ่มเมนูดูง่ายต่อการใช้งาน	4.33	0.57	ดี
ค่าเฉลี่ยน	4.33	0.24	ดี
ด้านประสิทธิภาพของระบบ			
ระบบทำงานได้อย่างถูกต้อง	4.33	0.57	ดี
ภาพรวมการทำงานของระบบ	5.00	0.00	ดีมาก
ความรวดเร็วการรับส่งข้อมูล	4.33	0.57	ดี
รายละเอียดข้อมูลครบถ้วน	4.66	0.57	ดี
ค่าเฉลี่ยน	4.58	0.28	ดี
ค่าเฉลี่ยนรวม	4.37	0.35	ดี

*

จากตารางที่ 2 ผลการประเมินจาก กลุ่มผู้เชี่ยวชาญ จำนวน 3 คน มีค่าเฉลี่ยทั้งหมด ในส่วนของค่าเฉลี่ย เท่ากับ 4.37 (x = 4.37) และในส่วนของมีค่าเบี่ยงเบนมาตรฐาน เท่ากับ 0.35 (S.D. = 0.35) ซึ่งอยู่ในระดับ ดี โดยมีรายละเอียดดังต่อไปนี้

ด้านการใช้งานมีค่าเฉลี่ย (X = 4.00) และ (S.D. = 0.70) ซึ่งอยู่ในระบบ ดี

ด้านการออกแบบมีค่าเฉลี่ย (X = 4.33) และ (S.D. = 0.24) ซึ่งอยู่ในระบบ ดี

อภิปรายผล

งานวิจัยเรื่อง ระบบจองคิวร้านตัดผมผ่านไลน์บอท ถูกจัดทำมาเพื่อนำเทคโนโลยีมาประยุกต์ใช้กับร้านตัดผมเพื่อแก้ไขปัญหาและพัฒนาธุรกิจให้รู้จักได้อย่างแพร่หลายด้วยแอพพลิเคชั่นไลน์ โดยตัวระบบถูกออกแบบมาเพื่อให้ทางร้านสามารถจัดคิวการใช้บริการ ประกาศเวลาร้านเปิดปิด และสนทนาผ่านแอพพลิเคชั่นไลน์ โดยวิธีการใช้งานระบบ คือ ทางลูกค้าต้องทำการเพิ่มเพื่อนของทางร้าน เมื่อเข้าสู่หน้าต่างแชทจะมีเมนูให้เลือกทั้งหมด 2 เมนูด้วยกัน ได้แก่ เมนูจองคิว และเมนูตำแหน่งร้าน เมื่อกดเมนูจองคิวระบบจะเด้งหน้าต่างขึ้นบนแอพพลิเคชั่นไลน์ โดยจะให้กรอกข้อมูลของลูกค้าที่ต้องการจอง อทิเช่น ชื่อ เบอร์โทรศัพท์ ช่วงเวลาที่ต้องการจอง เมื่อกรอกเสร็จระบบจะนำข้อมูลไปเก็บไว้ที่ ฐานข้อมูลGoogleSheet เพื่อรอให้เจ้าของร้านอนุมัติ และเมื่อกดในส่วนของเมนูตำแหน่งร้าน ระบบจะส่งตำแหน่งร้านจาก GoogleMap เข้ามาที่หน้าต่างแชทของลูกค้าทันที

ผู้จัดทำได้ทำแบบประเมินความพึงพอใจให้คนทั้ง 2 กลุ่มประเมิน ได้แก่ กลุ่มผู้เชี่ยวชาญหรือบุคคลากรที่มีความเชี่ยวชาญระบบไลน์บอท โดยมีคะแนนเฉลี่ยอยู่ที่ 4.37 ซึ่งตรงกับงานวิจัยของ [1]สกล ดำมินเศก & รติวัฒน์ ปารีศรี. ที่จัดทำระบบไลน์บอท โดยตัวระบบสามารถโต้ตอบกลับอัตโนมัติได้อย่างเสถียร จากคะแนนเฉลี่ยในส่วนของผู้ใช้งานทำให้ทราบได้ว่าระบบสามารถทำงานได้เป็นอย่างดี โดยในส่วนของกลุ่มผู้ใช้งานหรือลูกค้า มีคำแนนเฉลี่ยอยู่ที่ 4.01 ซึ่งตรงกับงานวิจัยของ [2]นาง กาญจนา คำสมบัติ. ที่จัดทำระบบไลน์บอท โดยนำการลงทะเบียนร้าน การให้ข้อมูลการให้บริการของร้าน การบริหารจัดการคิวลูกค้า และการสนทนาผ่านห้องสนทนามาใช้ในระบบ จากผลสำรวจแบบประเมินทำให้ทราบว่าระบบจองคิวร้านตัดผมผ่านไลน์บอท สามารถใช้งานได้ตรงตามจุดประสงค์ที่ตั้งไว้ทุกประการ

ข้อเสนอแนะ

ข้อเสนอแนะทั่วไป

จากภาพประกอบที่ 5 ฐานข้อมูลควรมีการจัดทำหน้าแสดงผลเป็นเว็บไซต์เพื่อความเป็นระเบียบและความสบายตาของเจ้าของร้าน

ข้อเสนอแนะในการวิจัยครั้งต่อไป

ระบบจองคิวร้านตัดผมผ่านไลน์บอทสามารถนำไปพัฒนาได้ โดยทำระบบแจ้งเตือนลูกค้าด้วย Line Notify โดยจัดทำระบบให้สามารถประกาศ เปิดปิดร้านหรือจองคิวได้ด้วยการตั้งเวลาไว้

กิตติกรรมประกาศ

งานวิจัยฉบับนี้สามารถสำเร็จลุล่วงด้วยความช่วยเหลือจากท่านอาจารย์ รติวัฒน์ ปารีศรี ที่ได้เสียสละเวลาอันมีค่ามาเพื่อให้คำแนะนำและแก้ไขข้อบกพร่องของงานวิจัยจนงานวิจัยเสร็จสมบูรณ์ และขอขอบคุณเจ้าของร้านตัดผมที่ทำให้ผู้วิจัยมีโอกาสเริ่มทำงานวิจัยเรื่องระบบจองคิวร้านตัดผมผ่านไลน์บอทนี้ และได้ทดสอบระบบจากทางร้านของท่าน ขอกล่าวขอบคุณทุกท่านเป็นอย่างสูง

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Chatbot และ ของเล่นใหม่ๆ จาก Line ที่ Developer และ starup ควรรู้จัก (2016)

Chatbot และของเล่นใหม่ๆ จาก LINE ที่ Developer และ Startup ควรรู้จัก | Techsauce

SCI-003

การพัฒนาผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา

Development of Sweetened Condensed Milk Product from Rai Dok Kha Phang Nga Rice

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บทคัดย่อ

การศึกษาเรื่องการพัฒนาผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา มีวัตถุประสงค์เพื่อ 1) ศึกษาความเข้มข้นของน้ำนมข้าวไร่ดอกข่าพังงาสำหรับการผลิตนมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา และ 2) ศึกษาคุณค่าทางโภชนาการของผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา จากผลการทดลองพบว่าปริมาณของข้าวไร่ดอกข่าที่บดผสมกับน้ำเพื่อเตรียมเป็นน้ำนมข้าวมีผลต่อลักษณะทางกายภาพและคะแนนความชอบทางประสาทสัมผัสของผลิตภัณฑ์ โดยผลิตภัณฑ์นมข้าวข้นหวานที่ผลิตได้มีลักษณะสีน้ำตาลอ่อนค่อนไปทางสีแดง อัตราส่วนที่มีปริมาณของข้าวไร่ดอกข่าสูงขึ้นมีผลให้นมข้าวข้นหวานมีสีเข้มขึ้น และมีความข้นหนืดสูงขึ้น จากผลการทดสอบชิมพบว่าอัตราส่วนข้าวไร่ดอกข่า:น้ำ:น้ำตาลทรายที่ 10:40:50 โดยน้ำหนัก เป็นอัตราส่วนที่เหมาะสมที่ทำให้นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงาได้รับคะแนนความชอบทางประสาทสัมผัสสูงกว่าอัตราส่วน 15:35:50 และ 5:45:50 ผลวิเคราะห์คุณค่าทางโภชนาการของผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าที่พัฒนาได้ ในปริมาณ 100 กรัม มีปริมาณโปรตีน 0.54 กรัม ไขมัน 0.42 กรัม คาร์โบไฮเดรต 61.19 กรัม ให้พลังงาน 250.7 Kcal ซึ่งเป็นปริมาณโปรตีนต่ำกว่านมข้นหวานทางการค้าแต่เป็นผลดีกับสุขภาพด้วยมีปริมาณไขมันและพลังงานที่ต่ำกว่านมข้นหวานทางการค้า

คำสำคัญ: ข้าวไร่ดอกข่าพังงา; นมข้าวข้นหวาน; ผลิตภัณฑ์เลียนแบบนม

Abstract

This research study on the development of sweetened condensed milk products from Rai Dok Kha Phang Nga rice aims to 1) study the concentration of rice milk from Rai Dok Kha Phang Nga rice for sweetened condensed milk production and 2) study the nutritional value of sweetened condensed milk from Rai Dok Kha Phang Nga rice. From the experimental results, it was found that the amount of rice that is crushed and mixed with water to prepare them as rice milk, affects the physical characteristics and sensory preference scores of the product. The milk products are characterized by light brown color, squinting towards red. The ratio with higher amounts of rice has resulted in darker milk and more increased viscous thickening. According to the preference test results, the ratio of Rai Dok Kha rice:water: granulated sugar at 10:40:50 by weight is the appropriate ratio that makes the condensed rice milk from the Kha Phang Nga rice receive a higher sensory preference score than the ratios of 15:35:50 and 5:45:50. The nutritional value of developed sweetened condensed Rai Dof Kha rice in the amount of 100 grams, it contained 0.54 grams of protein, 0.42 grams of fat, 61.19 grams of carbohydrates, and 250.7 Kcal of energy, which is a lower protein content than commercial condensed milk, but it is good for health with a lower fat content and energy content than commercial condensed milk. .

Keywords: Rai Dok Kha Phang Nga Rice; sweetened condensed milk products;Milk imitation products.

บทนำ

อาหารที่ผู้บริโภคมีอาการแพ้บ่อยที่สุดในประเทศไทยคือนมวัวและโปรตีนจากนมสัตว์ ซึ่งจากรายงานการศึกษาเกี่ยวกับการมีภาวะพร่องเอนไซม์แลคเตสของประชากรในประเทศไทยมีมากกว่าร้อยละ 98 (อรลัดา เจือจันทร์, 2556) นอกจากนี้ยังพบว่าสถิติของประชากรในประเทศไทยมีเพียงแค่ร้อยละ 10 เท่านั้น ที่ไม่มีภาวะพร่องเอนไซม์แลคเตสและสามารถดื่มนมวัวได้ (กนกพรรณ อรรัตนสกุล, 2563) ทำให้ผู้บริโภคที่มีอาการแพ้นมวัวจะไม่สามารถรับประทานนมได้ (ศิริราชพยาบาล, 2562) ปกติโปรตีนในนมวัวจะมี

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(หมายเลขโทรศัพท์ 087-085-0042 E-mail JANYA-K@rmutp.ac.th)
[2] สาขาวิชาเทคโนโลยีอาหาร คณะเทคโนโลยีคหกรรมศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลพระนคร

ประมาณร้อยละ 3-3.5 โปรตีนในนมวัวมีหลากหลายชนิดและมีคุณสมบัติก่อให้เกิดอาการแพ้ที่เกี่ยวข้องกับระบบภูมิคุ้มกัน ที่สำคัญ คือ เคซีน แอลฟา-แลคตาบูมิน และเบต้าแลคโตโกลบูลิน ซึ่งเป็นโปรตีนหลักที่เป็นสารก่อภูมิแพ้ในนม (วิภา สุโรจนะเมธากุล, 2554). การใช้วัตถุดิบอื่นทดแทนการใช้วัตถุดิบที่มีส่วนผสมของนมวัวในกระบวนการผลิตนมข้นหวานจึงเป็นแนวทางหนึ่งที่สามารถตอบสนองความต้องการของผู้บริโภคที่แพ้นมวัวได้ จึงมีการใช้วัตถุดิบอื่นมาทดแทนการใช้นมวัว เช่น การใช้ธัญพืช เช่น ข้าวโพด ลูกเดือย และข้าวมาผลิตเป็นผลิตภัณฑ์เลียนแบบนม นมเปรี้ยว โยเกิร์ต เป็นต้น น้ำนมจากข้าวพันธุ์ที่มีสีเป็นวัตถุดิบที่น่าสนใจซึ่งอุดมด้วยคุณค่าทางโภชนาการ มีโปรตีนสูง มีปริมาณสารต้านอนุมูลอิสระสูง โดยเฉพาะในส่วนของเยื่อหุ้มเมล็ดที่เป็นสีม่วงซึ่งมีสารประกอบกลุ่มฟลาโวนอยด์ เช่น แอนโทไซยานิน ไซยานิดินพีโอนิดิน และโพรแอนโทไซยานิดิน เป็นต้น (จุฑามาศ ถิระสาโรช และ เฉลิมพล ถนอมวงค์, 2558)

ข้าวไร่ดอกข่าพังงา คือ ข้าวไร่พันธุ์ดอกข่า 50 เป็นข้าวไร่พันธุ์พื้นเมืองที่มีสีน้ำตาลแดงอมม่วง สีแดง หรือสีแดงแกมขาว เมื่อหุงสุกจะมีกลิ่นหอมคล้ายใบเตย ได้รับการขึ้นทะเบียนเป็นสิ่งบ่งชี้ทางภูมิศาสตร์ (GI) ของจังหวัดพังงา เมื่อปีพ.ศ. 2557 (กรมทรัพย์สินทางปัญญา, 2563) ในพื้นที่จังหวัดพังงามีการส่งเสริมการปลูกข้าวไร่ดอกข่าพังงาเป็นผลิตภัณฑ์ชุมชน มีการแปรรูปจำหน่ายเป็นข้าวกล้อง ชา และจมูกข้าว ซึ่งได้รับความนิยมในหมู่ผู้รักสุขภาพ คุณค่าทางโภชนาการของข้าวกล้องพันธุ์ดอกข่า 50 เปรียบเทียบกับพันธุ์อื่นๆ พบว่ามีปริมาณโอเมก้า 9 เท่ากับ 1.22 กรัมต่อ 100 กรัม วิตามินชนิดอัลฟาโทโคฟีรอลและแกมม่าโทโคฟีรอล 12.15 และ 13.90 มิลลิกรัมต่อกิโลกรัม ตามลำดับ ซึ่งสูงกว่าพันธุ์เปรียบเทียบทุกพันธุ์ นอกจากนี้พบว่ามีปริมาณไฟเตทต่ำ (2,390 มิลลิกรัมต่อกิโลกรัม) (ชูชาติ สวยนกุล และคณะ, 2561) มีการนำข้าวไร่ดอกข่ามาแปรรูปเป็นผลิตภัณฑ์เจลโลส ขนมจีนอบแห้งจากข้าวไร่ดอกข่าทดแทนการใช้แป้งข้าวเจ้าเพื่อเพิ่มมูลค่าผลิตภัณฑ์ชุมชนในท้องถิ่นออกสู่ตลาด (นันทนา บำรุงชาติ, 2564) ผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงาที่ผู้วิจัยพัฒนาขึ้น ประกอบไปด้วยส่วนประกอบหลักคือ น้ำนมจากข้าวไร่ดอกข่าพังงา ซึ่งนำมาใช้ทดแทนน้ำนมที่มาจากวัวซึ่งจะเป็นผลิตภัณฑ์ที่สามารถเพิ่มมูลค่าของข้าวไร่ดอกข่าพังงาให้มีมูลค่าสูงขึ้น รวมถึงสร้างความแปลกใหม่ให้กับอุตสาหกรรมนมข้นหวานและกลุ่มลูกค้า จากส่วนประกอบของนมข้นหวานที่มาจากข้าวและมีประโยชน์ อีกทั้งผู้บริโภคที่แพ้นมวัวสามารถรับประทานได้ตอบโจทย์กับการที่ผู้บริโภคต้องการบริโภคอาหารเพื่อสุขภาพเช่นเดียวกัน

วัตถุประสงค์

1. ศึกษาความเข้มข้นของน้ำนมข้าวไร่ดอกข่าพังงาสำหรับการผลิตนมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา
2. ศึกษาคุณค่าทางโภชนาการของผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา

วิธีการดำเนินการวิจัย

1. ศึกษาศึกษาความเข้มข้นของน้ำนมข้าวไร่ดอกข่าพังงา

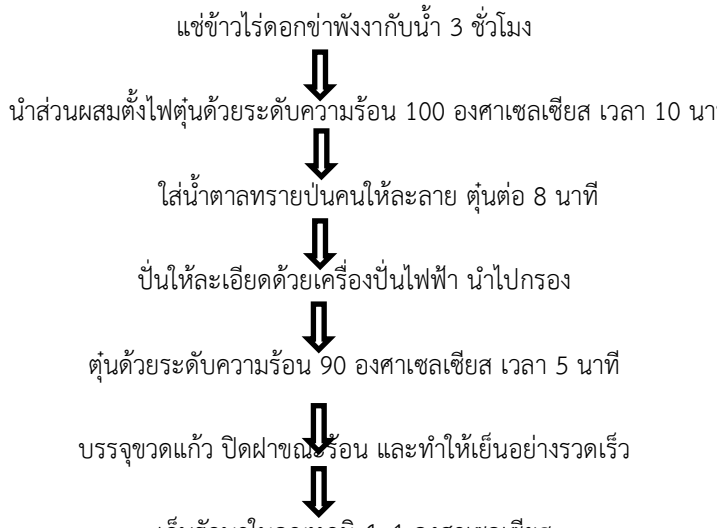
ศึกษาความเข้มข้นของน้ำนมข้าวไร่ดอกข่าพังงา โดยแปรอัตราส่วนของข้าวไร่ดอกข่าพังงาบดผสมกับน้ำที่ต่างกัน และใช้น้ำตาลทรายเท่ากันที่ร้อยละ 50 ในสูตรการผลิตใช้อัตราส่วนข้าวไร่ดอกข่า:น้ำ:น้ำตาลทรายที่ต่างกัน 3 ระดับ คือ 5:45:50 10:40:50 และ 15:35:50 โดยน้ำหนัก ดังแสดงในตารางที่ 1 เพื่อผลิตเป็นนมข้าวข้นหวานซึ่งมีกรรมวิธีการผลิตดังแผนภูมิที่ 1

ตารางที่ 1 ส่วนผสมของนมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา

ส่วนผสม	ข้าวไร่ดอกข่า:น้ำ:น้ำตาลทราย					
	5:45:50		10:40:40		15:35:50	
	กรัม	ร้อยละ	กรัม	ร้อยละ	กรัม	ร้อยละ
ข้าวไร่ดอกข่า	50	5	100	10	150	15
น้ำ	450	45	400	40	350	35
น้ำตาลทราย	500	50	500	50	500	50
รวม	1,000	100	1,000	100	1,000	100

บดข้าวไร่ดอกข่าพังงาให้ละเอียด

⇩



แผนภูมิที่ 1 กรรมวิธีการผลิตนมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา

นำนมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา ที่ได้ไปวิเคราะห์คุณภาพต่างๆ ดังนี้

1) วิเคราะห์คุณภาพทางกายภาพและเคมี

โดยวางแผนการทดลองแบบสุ่มอย่างสมบูรณ์ นำผลที่ได้มาวิเคราะห์ค่าความแปรปรวนทางสถิติ และเปรียบเทียบความแตกต่างค่าเฉลี่ยของสิ่งที่ทดลองด้วยวิธี Duncan' New Multiple Range Test (DMRT) กำหนดนัยสำคัญทางสถิติที่ระดับ 0.05 วิเคราะห์ผลด้วยโปรแกรมสำเร็จรูปทางสถิติ

- การวัดค่าสี แสดงผลในรูปค่าความสว่าง (L*) (0-100) ค่าความเป็นสีแดง (a* ค่าบวก) และค่าความเป็นสีเหลือง (b* ค่าบวก) ด้วยเครื่องวัดค่าสี KONICA MINOLTA รุ่น 35000D

- วัดค่าความหนืด ด้วยเครื่องวัดค่าความหนืด Brookfield Viscometer (RVDV-II+PRO, USA) โดยใช้หัวเข็มขนาด No. 1 ปริมาณตัวอย่าง 250mL ต่อการวัดแต่ละครั้ง อ่านค่าที่ระดับความเร็วรอบ 50 rpm บันทึกค่าในหน่วยเซนติพอยด์ (cP) วัดซ้ำ 3 ครั้ง

2) ประเมินคุณภาพทางประสาทสัมผัส โดยนำนมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงาที่ผลิตได้ทดสอบชิมแบบให้คะแนนความชอบ 9 ระดับ ประเมินผลทางด้านลักษณะปรากฏ สี กลิ่น รสชาติ เนื้อสัมผัส และความชอบโดยรวม โดยใช้ผู้ทดสอบชิมจำนวน 30 คน เป็นนักศึกษาสาขาวิชาอาหารและโภชนาการ วิทยาลัยเทคนิคพังงา วางแผนการทดลองแบบสุ่มในบล็อกสมบูรณ์ (Randomized Complete Block Design , RCBD) นำผลที่ได้มาวิเคราะห์ความแปรปรวนทางสถิติ และเปรียบเทียบความแตกต่างค่าเฉลี่ยของสิ่งที่ทดลองด้วยวิธี Duncan' New Multiple Range Test (DMRT) กำหนดนัยสำคัญทางสถิติที่ระดับ 0.05 วิเคราะห์ผลด้วยโปรแกรมสำเร็จรูปทางสถิติ เพื่อคัดเลือกสูตรที่ได้รับการยอมรับมากที่สุด นำไปศึกษาปริมาณสารให้ความหวานทดแทนน้ำตาลทรายที่เหมาะสม

2. ศึกษาคุณค่าทางโภชนาการของผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา

นำผลิตภัณฑ์นมข้าวข้นหวานที่ผ่านการคัดเลือกจากข้อ 1 ทำการวิเคราะห์คุณค่าทางโภชนาการได้แก่ ปริมาณความชื้น ไขมัน โปรตีน เถ้า คาร์โบไฮเดรต และคำนวณพลังงานทั้งหมด (AOAC, 2012)

ผลการวิจัย

1. ผลการศึกษาอัตราส่วนข้าวไร่ดอกข่าพังงาต่อน้ำในการเตรียมผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา

จากการศึกษาความเข้มข้นที่เหมาะสมของน้ำนมข้าว โดยใช้ปริมาณข้าวไร่ดอกข่าพังงาบดผสมกับน้ำที่แตกต่างกันในอัตราส่วนร้อยละ 15:35 10:40 และ 5:45 โดยน้ำหนัก นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงาที่ได้มีลักษณะเป็นของเหลวข้นสีน้ำตาลเข้มอมแดง ความเข้มข้นของนมข้าวข้นหวานจะลดลงเมื่อใช้น้ำในปริมาณมากขึ้น ผลการวิเคราะห์คุณภาพแสดงดังภาพที่ 1 และตารางที่ 2



ภาพประกอบที่ 1 ผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงาที่อัตราส่วนข้าวไร่ดอกข่าต่อน้ำต่อน้ำตาลทรายร้อยละ 5:45:50 10:40:50 และ 15:35:50 โดยน้ำหนัก

ตารางที่ 2 คุณภาพทางกายภาพของนมข้าวข้นหวานที่มีอัตราส่วนข้าวไร่ดอกข่าพังงา:น้ำ:น้ำตาลทรายต่างกัน

คุณภาพทางกายภาพ	อัตราส่วนข้าวไร่ดอกข่าพังงา : น้ำ : น้ำตาลทราย		
	5:45:50	10:40:50	15:35:50
ค่าสี L*	35.72±0.62^{a}	35.66±0.15^{a}	33.91±0.21^{b}
a*	8.96±0.35^{c}	13.35±0.13^{b}	15.57±0.07^{a}
b*	10.04±0.08^{c}	13.91±0.28^{b}	15.45±0.06^{a}
ความข้นหนืด (cP)	4,480±323^{c}	5,300±210^{b}	6,550±180^{a}

หมายเหตุ : ตัวอักษร $^{a\,b\,c}$ ที่แตกต่างกันในแนวนอนเดียวกัน หมายถึง ค่าที่มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ($p \leq 0.05$)

ตารางที่ 3 คะแนนความชอบทางประสาทสัมผัสของนมข้าวข้นหวานที่มีอัตราส่วนข้าวไร่ดอกข่าพังงา:น้ำ:น้ำตาลทรายต่างกัน

คุณลักษณะทางประสาทสัมผัส	คะแนนความชอบ (ค่าเฉลี่ย±SD)		
	5:45:50	10:40:50	15:35:50
ด้านสี	4.30±0.60^{c}	7.73±1.28^{a}	5.10±0.76^{b}
ด้านกลิ่น	4.73±1.01^{c}	7.17±1.39^{a}	5.73±0.91^{b}
ด้านรสชาติ	5.80±1.24^{b}	7.20±1.10^{a}	5.67±0.84^{b}
ด้านลักษณะเนื้อสัมผัส	5.87±1.14^{b}	7.47±1.04^{a}	5.43±0.68^{b}
ด้านความชอบโดยรวม	5.80±0.81^{b}	7.43±1.10^{a}	4.90±0.92^{c}

หมายเหตุ: ตัวอักษร $^{a\,b\,c}$ ที่แตกต่างกันในแนวนอนเดียวกัน หมายถึง ค่าที่มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ($p \leq 0.05$)

2. ผลการศึกษาคุณค่าทางโภชนาการของผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา

ผลการศึกษาคุณค่าทางโภชนาการของผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงาจากการตรวจวิเคราะห์ในห้องปฏิบัติการ และคุณค่าโภชนาการของนมข้นหวานทางการค้าจากเอกสารอ้างอิง เปรียบเทียบปริมาณไขมัน โปรตีน คาร์โบไฮเดรต พลังงานทั้งหมด (AOAC 2012) แสดงดังตารางที่ 4

ตารางที่ 4 คุณค่าทางโภชนาการของผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงาและนมข้นหวานทางการค้า

คุณค่าทางโภชนาการ ต่อ 100 กรัม	นมข้าวข้นหวาน จากข้าวไร่ดอกข่าพังงา	นมข้นหวานทางการค้า ยี่ห้อ A*	นมข้นหวานทางการค้า ยี่ห้อ B*
พลังงาน (Kcal,คำนวณ)	250.7	320	350
โปรตีน (กรัม)	0.54	8	5
คาร์โบไฮเดรต (กรัม)	61.19	54	60
ไขมัน (กรัม)	0.42	9	10

หมายเหตุ: ที่มา * https://www.calforlife.com/

สรุปผลการวิจัย

1. ผลการศึกษาความเข้มข้นของน้ำนมข้าวไร่ดอกข่าพังงา โดยแปรอัตราส่วนข้าวไร่ดอกข่าพังง : น้ำ : น้ำตาลทรายที่ต่างกันพบว่าอัตราส่วน 10:40:50 โดยน้ำหนัก เป็นอัตราส่วนที่เหมาะสมทำให้นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงาได้รับคะแนนความชอบทางประสาทสัมผัสสูงกว่าอัตราส่วน 15:35:50 และ 5:45:50

2. คุณค่าทางโภชนาการของผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าปริมาณ 100 กรัม มีปริมาณโปรตีน 0.54 กรัม ไขมัน 0.42 กรัม คาร์โบไฮเดรต 61.19 กรัม ให้พลังงาน 250.7 Kcal

อภิปรายผลการวิจัย

1. ผลการศึกษาความเข้มข้นของน้ำนมข้าวไร่ดอกข่าพังงา จากผลการวิเคราะห์คุณภาพทางกายภาพของผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา (ตารางที่ 2) พบว่าอัตราส่วนของข้าวไร่ดอกข่าพังงาต่อน้ำที่ต่างกันมีผลต่อค่าสี L* a* และ b* โดยปริมาณของข้าวที่สูงขึ้นมีผลต่อความเข้มข้นของผลิตภัณฑ์ที่มากขึ้น สีของผลิตภัณฑ์จะเข้มขึ้น ซึ่งสอดคล้องกับงานวิจัยของจุฑามาศ และ เฉลิมพล (2558) ที่ได้ศึกษาเรื่องการผลิตเครื่องดื่มเพื่อสุขภาพจากข้าวหอมนิล พบว่า เมื่อปริมาณน้ำลดลง น้ำนมข้าวมีความเข้มข้นสูงขึ้น สีสีเข้มขึ้น ค่า L* ของเครื่องดื่มจากข้าวมีค่าลดลง การใช้น้ำในปริมาณที่มากมีผลทำให้สีของผลิตภัณฑ์อ่อนลง ค่า L* เพิ่มขึ้น สำหรับค่าสีแดง (a*) และ ค่า สีเหลือง (b*) ของผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงาพบว่า การมีปริมาณข้าวไร่ดอกข่าพังงาในปริมาณที่สูงส่งผลให้มีค่า a* และค่า b* ที่สูงขึ้น เนื่องจากข้าวไร่ดอกข่าพังงามีปริมาณแอนโทไซยานิน (Anthocyanin) เป็นรงควัตถุหรือสารสี ที่ให้สีแดง ม่วง และน้ำเงิน ทั้งนี้สารแอนโทไซยานินละลายได้ดีในน้ำไม่เสถียร สลายตัวได้ง่ายด้วยความร้อน ออกซิเจน แสง เมื่อโครงสร้างเปลี่ยนแปลงไป สีจะเปลี่ยนไปด้วย (พิมพ์เพ็ญ พรเฉลิมพงศ์, 2565)

สำหรับค่าความข้นหนืดของผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา พบว่า อัตราส่วนของข้าวไร่ดอกข่าพังงากับน้ำที่อัตราส่วน 15:35 10:40 และ 5:45 โดยน้ำหนัก มีค่าความข้นหนืดแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ($p \leq 0.05$) ซึ่งเป็นผลมาจากปริมาณข้าวและน้ำที่ต่างกัน โดยถ้าใช้ข้าวปริมาณมากและน้ำปริมาณน้อยมีผลทำให้นมข้าวข้นหวานที่ได้มีความเข้มข้นสูง ค่าความข้นหนืดที่วัดได้มีค่าสูง โดยอัตราส่วนข้าวไร่ดอกข่าต่อน้ำที่ 15:35 โดยน้ำหนัก มีผลทำให้ค่าความข้นหนืดสูงที่สุด ที่ (6,550 เซนติพอยต์) สอดคล้องกับงานวิจัยของจุฑามาศ และเฉลิมพล (2558) ที่ได้ทำการผลิตเครื่องดื่มเพื่อสุขภาพจากข้าวหอมนิล พบว่า เมื่อปริมาณน้ำเพิ่มขึ้นทำให้ค่าความข้นหนืดของผลิตภัณฑ์ลดลงตามลำดับ และงานวิจัยของสุรีย์ แถวเที่ยง (2552) ที่ได้ทำการศึกษาเครื่องดื่มน้ำนมถั่วเหลืองผสมแครอท พบว่า การใช้น้ำปริมาณน้อยในการสกัดจะทำให้ได้น้ำนมถั่วเหลืองที่มีความเข้มข้นสูง และมีผลต่อความข้นหนืด แต่เมื่อใช้น้ำปริมาณมากขึ้นในการสกัดทำให้ค่าความหนืดของผลิตภัณฑ์ลดลงได้ และสอดคล้องกับงานวิจัยธนาภรณ์ รติธรรมธร (2559) ซึ่งได้ทำการศึกษาเรื่องผลของการให้ความร้อนและการทำให้เย็นที่มีต่อการเปลี่ยนแปลงโครงสร้างและการย่อยของแป้ง พบว่า แป้งถูกกระทำโดยการเพิ่มหรือลดอุณหภูมิ โดยเมื่อให้ความร้อนแป้งดิบกลายเป็นแป้งสุกโดยผ่านกระบวนการเจลาติไนซ์เซชัน ทำให้โครงสร้างเม็ดแป้งเปลี่ยนแปลงไปและมีผลให้ความหนืดสูงขึ้น เช่นเดียวกับการเตรียมเครื่องดื่มจากข้าวหอมนิลที่มีความเข้มข้นมากขึ้น ค่าความหนืดสูงขึ้นเมื่อปริมาณของข้าวหอมนิลมากขึ้น (จุฑามาศ ถิระสาโรช และ เฉลิมพล ถนอมวงค์, 2558)

จากตารางที่ 3 ผลการประเมินคุณภาพทางประสาทสัมผัสของนมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา พบว่าอัตราส่วนของข้าวไร่ดอกข่าพังงาต่อน้ำที่แตกต่างกันมีผลทำให้คุณภาพทางประสาทสัมผัสมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ โดยพบว่าสูตรที่ใช้ข้าวไร่ดอกข่าพังงาและน้ำ อัตราส่วน 10:40 โดยน้ำหนักมีผู้ทดสอบให้คะแนนความชอบเฉลี่ยสูงสุดในทุกด้าน ($p \leq 0.05$) มากกว่าอัตราส่วน 5:45 และ 15: 35 โดยมีค่าเฉลี่ยอยู่ในระดับความชอบปานกลาง ได้คะแนนความชอบอยู่ในระดับที่ผู้บริโภคยอมรับได้ เนื่องจากผลิตภัณฑ์มีความข้นหนืดที่พอดีไม่เจือจางหรือข้นหนืดเกินไป สอดคล้องกับค่าความข้นหนืดในตารางที่ 2 ซึ่งการใช้ข้าวไร่ดอกข่าพังงาและน้ำในอัตราส่วน 15:35 มีความเข้มข้นเกินไป ผู้ทดสอบให้ข้อเสนอแนะว่ารับประทานแล้วรู้สึกฝืดคอลักษณะคล้ายเม็ดแป้งดิบที่ไม่ละลายน้ำ

2. ผลการวิเคราะห์คุณค่าทางโภชนาการของนมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงาในปริมาณ 100 กรัม มีปริมาณโปรตีน 0.54 กรัม ไขมัน 0.42 กรัม คาร์โบไฮเดรต 61.19 กรัม ให้พลังงาน 250.7 Kcal ซึ่งเป็นปริมาณโปรตีนต่ำกว่านมข้นหวานทางการค้าแต่เป็นผลดีกับสุขภาพด้วยมีปริมาณไขมันและพลังงานที่ต่ำกว่านมข้นหวานทางการค้า จึงเหมาะที่จะเป็นอาหารสำหรับทุกช่วงวัย โดยเฉพาะผู้ที่แพ้นมวัวและโปรตีนจากนมสัตว์ มีรายงานการวิจัยว่าน้ำนมเลียนแบบสามารถทดแทนในด้านคุณค่าทางโภชนาการในนมวัวได้ ดื่มแล้วไม่ทำให้เกิดผลข้างเคียง เหมาะสำหรับผู้บริโภคทุกเพศทุกวัย และผู้ที่มีอาการแพ้นมวัวก็สามารรับประทานได้ (ราณี และคณะ, 2549) ทั้งนี้สามารถเพิ่มปริมาณโปรตีนในนมข้าวข้นหวานได้โดยการเพิ่มโปรตีนทดแทนจากวัตถุดิบอื่น เช่น โปรตีนจากข้าวหรือธัญพืชอื่นๆ และถั่วเหลืองในผลิตภัณฑ์เพื่อให้มีคุณค่าโภชนาการเพิ่มขึ้นได้

ข้อเสนอแนะ

1. ผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงามีอายุการเก็บรักษาที่สั้นควรมีการศึกษากระบวนการผลิต และกระบวนการเก็บรักษาเพื่อยืดระยะเวลาการเก็บให้มีระยะเวลาที่นานขึ้น

2. ผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงา ควรเติมสารอาหารอื่นๆเ พื่อให้ผลิตภัณฑ์มีคุณค่าทางโภชนาการมากยิ่งขึ้น เช่น โปรตีนจากข้าวหรือธัญพืช และถั่วเหลือง

3. ผลิตภัณฑ์นมข้าวข้นหวานจากข้าวไร่ดอกข่าพังงามีน้ำตาลปริมาณสูง ควรศึกษาการใช้สารให้ความหวานทดแทนน้ำตาลเพื่อให้มีพลังงานลดลงและเหมาะสมกับผู้บริโภคที่ต้องการลดการบริโภคน้ำตาล

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การพัฒนาผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง

Product Development of Purple Sweet Potato Flour in Chinese Pastry Product (Kha-Nom Pia Kularb)

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บทคัดย่อ

การศึกษาเรื่องการพัฒนาผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง มีวัตถุประสงค์เพื่อ (1) ศึกษาปริมาณการทดแทนแป้งสาลีด้วยแป้งมันม่วงที่เหมาะสมในส่วนแป้งชั้นในของผลิตภัณฑ์ขนมเปี๊ยะกุหลาบ และ (2) ศึกษาการยอมรับของผู้บริโภคที่มีต่อผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง ผลการศึกษาพบว่าเมื่อใช้แป้งมันม่วงทดแทนแป้งสาลีในปริมาณสูงขึ้นส่งผลให้สีแป้งชั้นในของขนมเปี๊ยะกุหลาบมีสีม่วง-แดงเพิ่มขึ้น และลักษณะเนื้อสัมผัสที่เกาะตัวกันลดลง การใช้แป้งมันม่วงทดแทนแป้งสาลีร้อยละ 50 ในส่วนแป้งชั้นในของขนมเปี๊ยะกุหลาบ ได้รับคะแนนความชอบทางประสาทสัมผัสสูงกว่าการทดแทนแป้งสาลี ร้อยละ 35 และ 75 ทั้งในด้านกลิ่น รสชาติ เนื้อสัมผัส และความชอบโดยรวม ผลการศึกษาการยอมรับของผู้บริโภคทั่วไปจำนวน 120 คน พบว่าผู้ตอบแบบสอบถามให้ความสนใจต่อผลิตภัณฑ์ขนมเปี๊ยะกุหลาบที่ใช้แป้งสาลีผสมแป้งมันม่วงร้อยละ 92.50

คำสำคัญ: แป้งมันม่วง, ขนมเปี๊ยะกุหลาบ, ทดแทนแป้งสาลี

Abstract

The purpose of using purple sweet potato flour in Chinese pastry wear is to (1) study the amount of wheat flour substitution with purple sweet potato flour suitable in the inner flour section of Chinese pastry and (2) to study the acceptance of consumers toward purple sweet potato flour in Chinese pastry. The study found that when using purple potato flour as a substitute for wheat flour in higher quantities, the inner starch color of Chinese pastry increases in purple-red color and reduces the texture of the sticking texture. The use of purple sweet potato flour replaced 35 % of wheat flour in the inner flour section giving a higher sensory favor score than wheat flour substitution of 50% and 75 % in terms of smell, taste, texture, and overall preference. A study of 120 consumers found that 92.50 % of respondents were interested in Chinese pastry products that used wheat flour with purple sweet potato flour.

Keywords: purple sweet potato flour, Chinese pastry, wheat flour substitute

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บทนำ

ขนมเปี๊ยะเป็นผลิตภัณฑ์ขนมอบชนิดหนึ่งที่ได้รับความนิยม เป็นขนมที่ได้รับอิทธิพลจากชาวจีนที่อพยพมาอาศัยอยู่ในประเทศไทย ซึ่งชาวจีนเป็นชนชาติที่มีวิถีชีวิตและวัฒนธรรมในการกินที่เป็นเอกลักษณ์เฉพาะตัว ปัจจุบันผลิตภัณฑ์ขนมเปี๊ยะมีการผลิตหลากหลายรูปแบบ ทำด้วยแป้งมีไส้บรรจุอยู่ มีขนาดต่าง ๆ กัน ไส้ขนมเปี๊ยะส่วนใหญ่นิยมใช้ถั่วหลายชนิด เช่น ถั่วเขียวซีก ถั่วแดง ถั่วดำ โดยการนำไปกวนกับน้ำตาล อาจมีการเติมเมล็ดธัญพืชลงไปเพื่อเพิ่มคุณค่าทางโภชนาการให้สูงขึ้น ส่วนที่เป็นแป้งประกอบด้วยแป้งสาลี ไขมันหรือน้ำมัน น้ำ น้ำตาล เกลือ หรือส่วนประกอบอื่นที่เหมาะสม อาจมีไข่ผสมอยู่ด้วยก็ได้ (มาตรฐานผลิตภัณฑ์ชุมชน, 2555) ในส่วนตัวแป้งขนมเปี๊ยะมีสองชนิด คือ เปลือกแป้งชั้นในที่มีลักษณะนิ่ม และเปลือกแป้งชั้นนอกที่มีลักษณะกรอบร่วนเป็นชั้น ๆ เกิดจากการรีดพับทบตัวแป้งให้เกิดเป็นชั้น ด้วยแป้งที่ใช้ทำขนมเปี๊ยะใช้แป้งสาลีเป็นองค์ประกอบหลัก ซึ่งเป็นแป้งที่นำเข้าจากต่างประเทศ แป้งสาลีมีโปรตีนกลูเตนเป็นองค์ประกอบช่วยเก็บก๊าซคาร์บอนไดออกไซด์ที่ผลิตขึ้นโดยยีสต์หรือผงฟู ทำให้รักษารูปทรงของผลิตภัณฑ์ขนมอบไว้ แต่ข้อเสียของกลูเตน คือ ผู้บริโภคบางส่วนมีอาการแพ้ เช่น มีผื่นแดง คัน น้ำมูกไหล จาม คันตา ใบหน้าบวม และหายใจลำบาก ส่วนใหญ่อาการแพ้จะเกิดทันทีหลังจากรับประทานอาหารที่มีกลูเตนเป็นส่วนประกอบ เช่น ข้าวสาลี ข้าวบาร์เลย์ และข้าวไรย์ จึงมีการพัฒนาผลิตภัณฑ์อาหารหลายชนิดโดยการใช้แป้งชนิดอื่นที่ปราศจากกลูเตนมาใช้ทดแทนแป้งสาลีในผลิตภัณฑ์ขนมอบ เช่น แป้งข้าว ข้าวโพด แป้งถั่ว ธัญพืชอื่นๆ แป้งเผือก แป้งมันสำปะหลัง แป้งมันเทศ เป็นต้น

มันเทศเป็นพืชที่ใช้หัวบริโภค แถบเอเชียนิยมรับประทานเป็นอาหารว่าง บางประเทศรับประทานเป็นอาหารหลัก องค์ประกอบของหัวมันเทศเป็นแป้ง เป็นแหล่งคาร์โบไฮเดรต อีกทั้งยังเป็นแหล่งของเกลือแร่ และเส้นใยอาหารที่มีราคาถูก เป็นวัตถุดิบในการแปรรูปเป็นผลิตภัณฑ์อาหารชนิดต่าง ๆ อีกทั้งยังเป็นวัตถุดิบหลักในการสกัดแป้ง และสตาร์ช การผลิตสารให้ความหวานและการหมักแอลกอฮอล์ นอกจากนี้ มันเทศยังเป็นแหล่งของสารพฤกษเคมี (phytochemicals) ที่สำคัญหลายชนิด โดยกลุ่มของสารที่พบจะมีความแตกต่างกันไปตามสีของเนื้อมันเทศ เช่น มันม่วง (Purple Sweet Potato) มีสารสำคัญชื่อว่าแอนโทไซยานิน (anthocyanin) เป็นสารที่ให้สีม่วงและยังช่วยปกป้องผักผลไม้จากการทำลายของรังสีอัลตร้าไวโอเลต จึงทำให้มันม่วงมีฤทธิ์ต้านอนุมูลอิสระได้ดีกว่าผักสีอื่น ๆ (Chen et al., 2019) การนำแป้งมันม่วงซึ่งเป็นวัตถุดิบที่หาได้ง่ายในท้องถิ่น ราคาถูก มาแปรรูปเป็นแป้งเพื่อทดแทนการใช้แป้งสาลี นอกจากจะช่วยลดต้นทุนการผลิตยังเป็นการเพิ่มคุณค่าทางโภชนาการให้กับผลิตภัณฑ์ขนมเปี๊ยะได้

ดังนั้น ผู้วิจัยจึงมีความสนใจที่จะผลิตขนมเปี๊ยะที่ทดแทนแป้งสาลีด้วยแป้งมันม่วง นอกจากจะสามารถลดปริมาณกลูเตนในผลิตภัณฑ์ขนมเปี๊ยะกุหลาบได้แล้ว ยังสามารถเพิ่มคุณค่าทางโภชนาการให้กับผลิตภัณฑ์มากยิ่งขึ้น เพื่อเป็นอีกทางเลือกหนึ่งของผู้บริโภคที่ใส่ใจในเรื่องสุขภาพ รวมทั้งยังได้ผลิตภัณฑ์ขนมเปี๊ยะกุหลาบที่แปลกใหม่ และยังช่วยลดต้นทุนในการผลิตขนมเปี๊ยะกุหลาบ เนื่องจากมันม่วงมีราคาถูก อีกทั้งยังเป็นการส่งเสริมการใช้ประโยชน์ของมันม่วงให้มากขึ้น เพิ่มมูลค่าผลผลิตทางการเกษตรให้แก่เกษตรกรชาวไทยอีกด้วย

วัตถุประสงค์

1. เพื่อศึกษาปริมาณการใช้แป้งมันม่วงทดแทนแป้งสาลีที่เหมาะสมสำหรับทำแป้งชั้นในของผลิตภัณฑ์ขนมเปี๊ยะกุหลาบ
2. เพื่อศึกษาการยอมรับของผู้บริโภคที่มีต่อผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง

วิธีการดำเนินการวิจัย

1. การศึกษาอัตราส่วนของแป้งสาลีกับแป้งมันม่วงที่เหมาะสมสำหรับทำแป้งชั้นในผลิตภัณฑ์ขนมเปี๊ยะ

ศึกษาปริมาณการใช้แป้งมันม่วงทดแทนแป้งสาลีที่เหมาะสมสำหรับทำแป้งชั้นในผลิตภัณฑ์ขนมเปี๊ยะกุหลาบ โดยใช้สูตรขนมเปี๊ยะกุหลาบของวิทยาลัยอาชีวศึกษานครปฐมมาดัดแปลงเป็นสูตรขนมเปี๊ยะกุหลาบแป้งมันม่วงโดยทดแทนแป้งสาลีในสูตรพื้นฐานเดิมด้วยแป้งมันม่วงในแป้งชั้นใน ในปริมาณการทดแทนที่ต่างกัน 4 ระดับ คือ 0 (สูตรพื้นฐาน), ร้อยละ 35, 50 และ 75 ส่วนผสมในสูตรขนมเปี๊ยะกุหลาบ ดังตารางที่ 1 และขั้นตอนการผลิตขนมเปี๊ยะกุหลาบ ดังภาพที่ 1 และภาพที่ 2 และตารางที่ 4 เปรียบเทียบคะแนนความชอบทางประสาทสัมผัสต่อไป

ตารางที่ 1 สูตรขนมเปี๊ยะที่ทดแทนแป้งสาลีด้วยแป้งมันม่วงในส่วนแป้งชั้นในปริมาณที่ต่างกัน 4 ระดับ คือ 0 (สูตรพื้นฐาน), ร้อยละ 35, 50 และ 75

ส่วนผสม	ปริมาณส่วนผสม							
	สูตรพื้นฐาน (แป้งสาลี)		ทดแทนแป้งสาลี ร้อยละ 35		ทดแทนแป้งสาลี ร้อยละ 50		ทดแทนแป้งสาลี ร้อยละ 75	
	กรัม	ร้อยละ	กรัม	ร้อยละ	กรัม	ร้อยละ	กรัม	ร้อยละ
แป้งชั้นใน								
แป้งสาลี	150	62.50	100	41.67	75	31.25	50	20.83
แป้งมันม่วง	-	-	50	20.83	75	31.25	100	41.67
เนยขาว	90	37.50	90	37.50	90	37.50	90	37.50
แป้งชั้นนอก								
แป้งสาลี	175	48.08	175	48.08	175	48.08	175	48.08
เนยขาว	50	13.72	50	13.72	50	13.72	50	13.72
น้ำตาลทราย	45	12.35	45	12.35	45	12.35	45	12.35
น้ำ	60	16.47	60	16.47	60	16.47	60	16.47
ไข่แดง	30	8.23	30	8.23	30	8.23	30	8.23
เกลือ	1	0.27	1	0.27	1	0.27	1	0.27
แบะแซ	3.3	0.91	3.3	0.91	3.3	0.91	3.3	0.91

วิธีการเตรียมแป้งมันม่วง

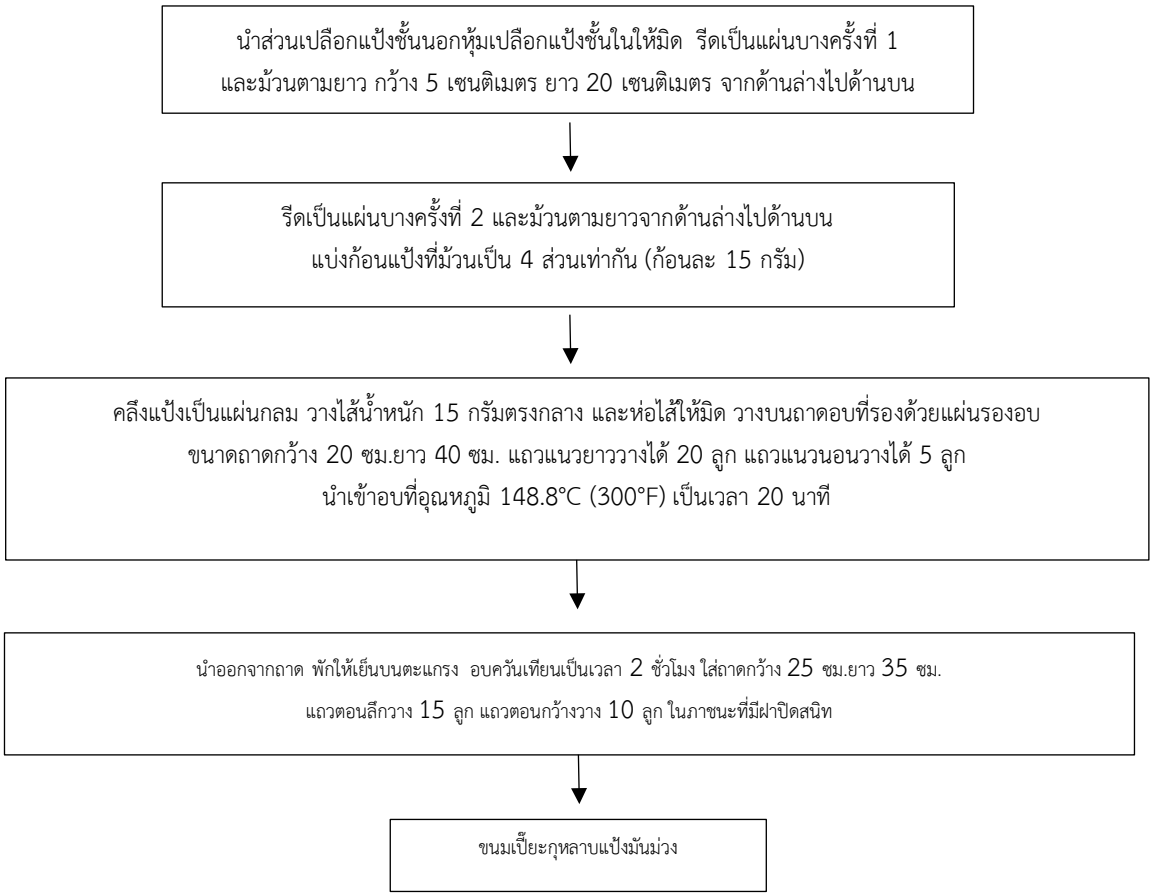
ล้างมันม่วงให้สะอาด ปอกเปลือกแล้วสไลด์บางๆ ขนาด 0.3 มม. ยาว 0.4 มม. แช่แผ่นมันม่วงในน้ำเกลือ ความเข้มข้นร้อยละ 3 นาน 10 นาที นำขึ้น พักให้สะเด็ดน้ำไว้ 5 นาที อบมันม่วงที่ 60 °C (180°F) นาน 5 ชั่วโมง แล้วนำมาบดให้เป็นผงละเอียดด้วยเครื่องบด ใช้เวลา 3 นาที จำนวน 2 รอบ และร่อนด้วยที่ร่อนแป้งขนาด 60 เมช จำนวน 3 รอบ ได้ผลผลิตแป้งมันม่วงร้อยละ 30 (30 % yield)

การเตรียมแป้งชั้นในของขนมเปี๊ยะกุหลาบแป้งมันม่วง

ผสมแป้งสาลีกับแป้งมันม่วงตามสูตร ใส่เนยขาว นวดผสมให้เข้ากัน พักไว้ 10 นาที แบ่งเป็นก้อน ก้อนละ 20 กรัม

การเตรียมแป้งชั้นนอกของขนมเปี๊ยะกุหลาบแป้งมันม่วง

ผสมแป้งสาลี เนยขาว และน้ำตาลในเครื่องผสม ใส่น้ำเปล่า เกลือ แบะแซ ไข่แดง ในเครื่องผสมตามสูตร ตีผสมด้วยหัวตีใบไม้ ระดับความเร็วปานกลาง (เบอร์ 3-5) ประมาณ 3 นาที จนส่วนผสมเป็นเนียนเนื้อเดียวกัน นำแป้งมาแบ่งเป็นก้อน น้ำหนักก้อนละ 50 กรัม พักไว้ 15 นาที



ภาพที่ 1 ขั้นตอนการผลิตขนมเปี๊ยะกุหลาบแป้งมันม่วง

นำขนมเปี๊ยะกุหลาบสูตรพื้นฐานแป้งสาลีและขนมเปี๊ยะกุหลาบสูตรทดแทนแป้งสาลีชั้นในด้วยแป้งมันม่วงทั้ง 3 ระดับ มาประเมินคุณภาพ ได้แก่

1) การวิเคราะห์คุณภาพทางกายภาพ

1.1) ค่าสีของขนมเปี๊ยะกุหลาบ สีแป้งขั้นใน โดยการนำตัวอย่างมา วัดค่าสีด้วยเครื่องวัดค่าสี (KONICA MINOLTA รุ่น CM-3500d) ค่าที่วัด ได้แก่ ค่า L* (ค่าความสว่าง มีค่า 0 ถึง 100 โดย 0 หมายถึงวัตถุที่มีความสว่างสีดำ 100 หมายถึง วัตถุที่มีความสว่างสีขาว) a* (+ หมายถึงวัตถุมีสีแดง, - หมายถึงวัตถุมีสีเขียว) และ b* (+ หมายถึงวัตถุมีสีเหลือง, - หมายถึงวัตถุมีสีน้ำเงิน)

1.2) ค่าที่บอกถึงลักษณะเนื้อสัมผัสของตัวอย่างขนมเปี๊ยะด้วยเครื่องวัดเนื้อสัมผัส โดยใช้ Texture Profile Analysis รุ่น TA. XT2i (Stable Micro System, UK) ตามวิธีของ Lee et al., 1991)

2) คุณภาพทางประสาทสัมผัส

นำขนมเปี๊ยะกุหลาบมาทำการประเมินคุณภาพทางประสาทสัมผัสในด้าน สี กลิ่น รสชาติ เนื้อสัมผัส และความชอบโดยรวม ด้วยวิธีการชิมแบบให้คะแนนความชอบ 9 ระดับ (9 Point Hedonic Scale) ใช้ผู้ทดสอบชิมจำนวน 50 คน ซึ่งเป็นผู้ชิมจากสาขาวิชาอาหารและโภชนาการ วิทยาลัยอาชีวศึกษานครปฐม วางแผนการทดลองแบบสุ่มในบล็อกสมบูรณ์ Randomized Complete Block Design (RCBD) นำค่าเฉลี่ยที่ได้มาวิเคราะห์ความแปรปรวน Analysis of Variances (ANOVA) และเปรียบเทียบความแตกต่างของค่าเฉลี่ยด้วยวิธี Duncan's New Multiple Range Test (DMRT) (Duncan, 1995) โดยกำหนดระดับความเชื่อมั่นที่ระดับ ร้อยละ 95 เพื่อคัดเลือกสูตรที่ได้คะแนน ความชอบสูงที่สุด

2. ศึกษาการยอมรับของผู้บริโภคที่มีต่อผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง

ทดสอบการยอมรับของผู้บริโภคที่มีต่อผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วงที่พัฒนาได้ โดยใช้วิธีการ Accidental Sampling การวางแผนการทดลองการสุ่มแบบไม่เจาะจง ใช้กลุ่มผู้บริโภคทั่วไป จำนวน 120 คน เป็นบุคลลทั่วไปในเขตอำเภอเมือง จ.นครปฐม โดยใช้แบบสอบถามซึ่งจะแบ่งออกเป็น 3 ส่วน คือ ส่วนที่ 1 ข้อมูลพื้นฐานส่วนบุคคลของผู้บริโภค และส่วนที่ 2 ทัศนคติที่มีต่อขนมเปี๊ยะแป้งมันม่วง ส่วนที่ 3 ข้อมูลการยอมรับของผู้บริโภคที่มีต่อผลิตภัณฑ์ขนมเปี๊ยะแป้งมันม่วง จากนั้นทำการเก็บข้อมูลทางสถิติ วิเคราะห์ผลค่าเฉลี่ยและคำนวณร้อยละ เพื่อศึกษาทัศนคติและสรุปการยอมรับของผู้บริโภคที่มีต่อผลิตภัณฑ์ เพื่อนำข้อมูลที่ได้เป็นแนวทางในการพัฒนาผลิตภัณฑ์และความเป็นไปได้ในการจำหน่าย โดยมีการวิเคราะห์ผลข้อมูลพื้นฐานส่วนบุคคลของผู้บริโภคและระดับความสำคัญที่ให้กับผลิตภัณฑ์ โดยใช้มาตราส่วนประเมินค่า (Likert's Scale) แบ่งออกเป็น 5 ระดับคือ มากที่สุด มาก ปานกลาง น้อย น้อยที่สุด ในการแปลความหมายของคะแนนดังนี้

ค่าเฉลี่ย 1.00 - 1.80 ระดับความสำคัญ = น้อยที่สุด
1.81 – 2.60 ระดับความสำคัญ = น้อย
2.61 – 3.40 ระดับความสำคัญ = ปานกลาง
3.41 - 4.20 ระดับความสำคัญ = มาก
4.21 – 5.00 ระดับความสำคัญ = มากที่สุด

ผลการวิจัย

1. ผลการศึกษาอัตราส่วนของแป้งสาลีกับแป้งมันม่วงที่เหมาะสมสำหรับทำแป้งชั้นในผลิตภัณฑ์ขนมเปี๊ยะกุหลาบ

จากการดัดแปลงเป็นสูตรแป้งขนมเปี๊ยะกุหลาบโดยทดแทนแป้งสาลีด้วยแป้งมันม่วงในส่วนแป้งชั้นในปริมาณที่ต่างกัน 4 ระดับ คือ 0 (สูตรพื้นฐาน), ร้อยละ 35, 50 และ 75 แล้วนำตัวอย่างที่ได้ไปประเมินคุณภาพ ได้แก่ การวัดค่าสี ลักษณะเนื้อสัมผัส และประเมินคุณภาพทางประสาทสัมผัสในด้านลักษณะปรากฏ สี กลิ่น รส เนื้อสัมผัส และความชอบโดยรวม ผลประเมินคุณภาพ ดังภาพที่ 2 ตารางที่ 2 และตารางที่ 3



ภาพประกอบที่ 2 ผลิตภัณฑ์ขนมเปี๊ยะกุหลาบสูตรแป้งสาลีล้วน (สูตรพื้นฐาน) (A) และสูตรใช้แป้งมันม่วงทดแทนแป้งสาลีร้อยละ 35 (B) ร้อยละ 50 (C) และ ร้อยละ 75 (D)

ตารางที่ 2 คุณภาพทางกายภาพของผลิตภัณฑ์ขนมเปี๊ยะกุหลาบที่ใช้แป้งสาลี และสูตรทดแทนแป้งสาลีด้วยแป้งมันม่วงในส่วนแป้งชั้นในปริมาณที่แตกต่างกัน

คุณภาพทางกายภาพ	สูตรพื้นฐาน แป้งชั้นใน	ปริมาณการทดแทนแป้งสาลีด้วยแป้งมันม่วง		
		ร้อยละ 35	ร้อยละ 50	ร้อยละ 75
ค่าสีแป้งชั้นใน				
L^*	63.42±0.63^{a}	44.12±0.91^{b}	40.88±0.29^{c}	36.55±0.64^{d}
a^*	5.85±0.24^{b}	11.17±0.27^{a}	12.36±0.28^{a}	12.95±0.16^{a}
b^*	16.70±0.78^{a}	9.22±0.40^{b}	8.74±0.56b^{c}	8.04±0.35^{c}
เนื้อสัมผัส				
Hardness (g) ^{ns}	1491.33±105.58	1669.38±292.43	1420.71±146.20	1517.14±76.33
Springiness ^{ns}	0.34±0.13	0.43±0.04	0.41±0.05	0.33±0.02
Cohesiveness	0.34±0.02^{ab}	0.35±0.02^{a}	0.32±0.02^{bc}	0.31±0.01^{c}
Chewiness (g)	171.64±63.87^{b}	244.10±30.19^{a}	184.90±16.61^{b}	155.45±18.15^{b}
Gumminess	504.72±38.44^{ab}	581.41±101.06^{a}	454.37±28.58^{b}	465.96±40.36^{b}

หมายเหตุ: $^{a\ b\ c}$ หมายถึงค่าเฉลี่ยในแนวนอนมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ($p \leq 0.05$)

^{ns} หมายถึงค่าเฉลี่ยในแนวนอนมีความแตกต่างอย่างไม่มีนัยสำคัญ ($p > 0.05$)

L^* แสดงค่า ความสว่าง มีค่าตั้งแต่ 0 - 100

a^* แสดงค่า สีแดง เมื่อ a^* มีค่าเป็น + สีเขียว เมื่อ a^* มีค่าเป็น –

b^* แสดงค่า สีเหลือง เมื่อ b^* มีค่าเป็น + สีน้ำเงิน เมื่อ b^* มีค่าเป็น –

ตารางที่ 3 คะแนนความชอบทางประสาทสัมผัสผลิตภัณฑ์ขนมเปี๊ยะกุหลาบสูตรแป้งสาลีและสูตรทดแทนแป้งสาลีด้วยแป้งมันม่วงในส่วนแป้งชั้นในปริมาณแตกต่างกัน

คุณภาพทางประสาทสัมผัส	ปริมาณการทดแทนแป้งสาลีด้วยแป้งมันม่วง			
	สูตรพื้นฐาน (แป้งสาลี)	ร้อยละ 35	ร้อยละ 50	ร้อยละ 75
ด้านสี	6.66±0.85^{c}	**7.28±0.70^{ab}**	**7.44±0.67^{a}**	7.06±0.77^{b}
ด้านกลิ่น	6.38±0.73^{b}	**7.02±0.68^{a}**	**7.16±0.79^{a}**	**6.9±0.68^{a}**
ด้านรสชาติ^{ns}	**7.14 ±0.90**	**7.38±0.83**	**7.44±0.73**	**7.24±0.87**
ด้านลักษณะเนื้อสัมผัส	6.88±0.69^{b}	**7.34±0.82^{a}**	**7.42±0.76^{a}**	**7.28±0.81^{a}**
ด้านความชอบโดยรวม	7.00±0.73^{b}	**7.38±0.88^{a}**	**7.48±0.86^{a}**	**7.18±0.77^{ab}**

หมายเหตุ: $^{a\ b\ c}$ หมายถึงค่าเฉลี่ยในแนวนอนมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ($p \leq 0.05$)

^{ns} หมายถึงค่าเฉลี่ยในแนวนอนมีความแตกต่างอย่างไม่มีนัยสำคัญทางสถิติ ($p > 0.05$)

2. ผลการศึกษาการยอมรับของผู้บริโภคที่มีต่อผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง

ผลการศึกษาการยอมรับของผู้บริโภคที่มีต่อผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง โดยวิธีการสุ่มตัวอย่างแบบ Accidental Sampling วางแผนการทดลองแบบสุ่มไม่เจาะจง สำหรับกลุ่มผู้บริโภคทั่วไป จำนวน 120 คน โดยใช้แบบสอบถามเพื่อประเมินการยอมรับของผู้บริโภคที่มีต่อผลิตภัณฑ์ ผลการศึกษาลักษณะทางด้านประชากรศาสตร์ของผู้บริโภค แสดงตารางที่ 4 ข้อมูลความคิดเห็นแสดงตารางที่ 5 และข้อมูลด้านการยอมรับผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง ดังตารางที่ 6

ตารางที่ 4 ลักษณะทางด้านประชากรศาสตร์ของผู้บริโภค (n=120)

ลักษณะทางประชากร	กลุ่ม	จำนวน	ร้อยละ
เพศ	ชาย	50	41.67
	หญิง	70	58.33
อายุ (ปี)	7-15	5	4.17
	16-24	10	8.33
	25-33	15	12.50
	34-42	45	37.50
	43-51	35	29.17
	52 ขึ้นไป	10	8.33
ระดับการศึกษา	น้อยกว่าระดับประถม	0	0
	ประถมศึกษา	5	4.17
	มัธยมศึกษาตอนต้น	10	8.33
	มัธยมศึกษาตอนปลาย/ปวช.	20	16.67
	อนุปริญญา/ปวส.	30	25.00
	ปริญญาตรี	50	41.67
	ปริญญาโท	5	4.17
	ปริญญาเอก	0	0
	อื่นๆ	0	0
อาชีพ	ข้าราชการ/พนักงานของรัฐ	30	25.00
	พนักงานรัฐวิสาหกิจ	15	12.50
	พนักงานบริษัท	13	10.83
	นักเรียน/นักศึกษา	36	30.00
	ธุรกิจส่วนตัว	9	7.50
	รับจ้าง	7	5.83
	แม่บ้าน	6	5.00
	เกษตรกรรม	3	2.50
	อื่นๆ	1	0.83

ตารางที่ 4 (ต่อ)

ลักษณะทางประชากร	กลุ่ม	จำนวน	ร้อยละ
รายได้ต่อเดือน	ต่ำกว่า 5,000 บาท	15	12.50
	5,001-10,000 บาท	25	20.83
	10,001-15,000 บาท	34	28.33
	15,001-20,000 บาท	20	16.67
	20,001-25,000 บาท	14	11.67
	สูงกว่า 25,000 บาท	12	10.00

จากตารางที่ 4 ลักษณะทางด้านประชากรศาสตร์ของผู้บริโภคกลุ่มตัวอย่าง ผู้บริโภคเป็นเพศชาย ร้อยละ 50 เพศหญิง ร้อยละ 70 โดยผู้ทดสอบชิมส่วนใหญ่มีช่วงอายุ 34-42 และ 43-51 ร้อยละ 37.50 และ 29.17 ระดับการศึกษาส่วนใหญ่ศึกษาในระดับปริญญาตรี คิดเป็นร้อยละ 41.67 การประกอบอาชีพส่วนใหญ่ เป็นนักเรียน/นักศึกษา ร้อยละ 30 และข้าราชการ/พนักงานของรัฐ ร้อยละ 25.00 ผู้บริโภคส่วนใหญ่ มีรายได้เฉลี่ย 10,001-15,000 บาท คิดเป็นร้อยละ 28.33 และ ช่วง 20,001-25,000 บาท ร้อยละ 11.67

ตารางที่ 5 ข้อมูลความคิดเห็นและแนวคิดต่อผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง (n=120)

ความคิดเห็น	ความรู้สึกต่อผลิตภัณฑ์	จำนวน	ร้อยละ
ท่านเคยรับประทานหรือรู้จักแป้งมันม่วง	เคย	83	75.00
หรือไม่	ไม่เคย	37	25.00
ท่านเคยรับประทานหรือรู้จักขนมเปี๊ยะ	เคย	98	81.67
หรือไม่	ไม่เคย	22	18.33
ท่านทราบหรือไม่ว่าแป้งมันม่วงเป็นแป้งที่ไม่	ทราบ	32	26.67
มีกลูเตน	ไม่ทราบ	88	73.33
ท่านทราบหรือไม่ว่าแป้งมันม่วงมีสารอาหาร	ทราบ	44	36.67
ที่สำคัญหลายชนิด	ไม่ทราบ	76	63.33
ทั้งสารแอนโทไซยานิน วิตามิน			
ท่านทราบหรือไม่ว่าแป้งมันม่วง	ทราบ	31	25.83
มีปริมาณของคอเลสเตอรอลต่ำ	ไม่ทราบ	89	74.17
ท่านสนใจที่จะทดลองบริโภค	สนใจ	111	92.50
ขนมเปี๊ยะแป้งมันม่วงหรือไม่	ไม่สนใจ	9	7.50

จากตารางที่ 5 ผู้บริโภคมีความคิดเห็นและแนวคิดต่อผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง โดยผู้บริโภคส่วนใหญ่เคยรับประทานหรือรู้จักแป้งมันม่วง ร้อยละ 75.00 ส่วนใหญ่เคยรับประทานหรือรู้จักขนมเปี๊ยะกุหลาบ ร้อยละ 81.67 และส่วนใหญ่ไม่ทราบว่าแป้งมันม่วงเป็นแป้งที่ไม่มีกลูเตน ร้อยละ 73.33 ผู้บริโภคไม่ทราบว่าแป้งมันม่วงมีสารอาหารที่สำคัญหลายชนิด ทั้งสารแอนโทไซยานิน วิตามิน ร้อยละ 63.33 ผู้บริโภคไม่ทราบว่าแป้งมันม่วงมีคอเลสเตอรอลต่ำ ร้อยละ 74.17 และผู้บริโภคสนใจที่จะทดลองบริโภคขนมเปี๊ยะแป้งมันม่วง ร้อยละ 92.50 ผลจากการสำรวจข้อมูล ทำให้เห็นถึงโอกาสในการพัฒนาผลิตภัณฑ์ขนมเปี๊ยะแป้งมันม่วงมากขึ้น ทั้งนี้ต้องส่งเสริมเผยแพร่ความรู้หรือข้อมูลเกี่ยวกับคุณประโยชน์และ คุณค่าทางโภชนาการของแป้งมันม่วงให้ผู้บริโภครับทราบมากขึ้นเพื่อทำให้ผลิตภัณฑ์ขนมเปี๊ยะแป้งมันม่วงได้รับความสนใจจากผู้บริโภคมากขึ้น

ตารางที่ 6 ข้อมูลการยอมรับผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง (n=120)

ลักษณะการยอมรับ	ความรู้สึกต่อผลิตภัณฑ์	จำนวนคน	คิดเป็นร้อยละ
ระดับความชอบ	ชอบมาก	14	11.67
	ชอบ	**86**	**71.67**
	เฉยๆ	0	0
	ไม่ชอบ	8	6.67
	ไม่ชอบมาก	12	10.00
การยอมรับผลิตภัณฑ์	**ยอมรับ**	**120**	**100**
	ไม่ยอมรับ	0	0
เหตุผลในการยอมรับ	สีสวย รูปลักษณ์ดี	8	6.67
	กลิ่นหอม น่ารับประทาน	9	7.50
	เนื้อสัมผัสดี มีความนุ่ม	5	4.17
	รสชาติดี/อร่อย	1	0.83
	มีความแปลกใหม่น่าสนใจ	**48**	**40.00**
	มีสารอาหารที่เป็นประโยชน์ต่อร่างกาย	35	29.17
	เหมาะกับผู้ที่ดูแลเรื่องสุขภาพ	14	11.67
	เหมาะกับผู้บริโภคที่แพ้กลูเตน	0	0
ความสนใจหากมีวางจำหน่าย	**ซื้อ**	**120**	**100**
	ไม่ซื้อ	0	0

ในด้านการยอมรับผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วงพบว่าผู้บริโภคส่วนใหญ่ ร้อยละ 71.67 มีความรู้สึกชอบ ร้อยละ 11.67 รู้สึกชอบมาก และร้อยละ 10.00 มีความรู้สึกไม่ชอบมาก โดยผู้บริโภคร้อยละ 100 ให้การยอมรับผลิตภัณฑ์ ซึ่งเหตุผลในการยอมรับเนื่องจาก มีความแปลกใหม่ น่าสนใจ ร้อยละ 40 มีสารอาหารที่เป็นประโยชน์ต่อร่างกาย ร้อยละ 29.17 เหมาะกับผู้ดูแลเรื่องสุขภาพ ร้อยละ 11.67 กลิ่นหอมน่ารับประทานร้อยละ 7.50 สีสวย รูปลักษณ์ดี ร้อยละ 6.67 เนื้อสัมผัสดี มีความนุ่ม ร้อยละ 4.17 และหากมีการวางจำหน่ายผู้บริโภค ร้อยละ 100 ซื้อผลิตภัณฑ์

สรุปผลการวิจัย

1. ผลการศึกษาพบว่าการใช้แป้งมันม่วงทดแทนแป้งสาลีร้อยละ 50 ในส่วนแป้งชั้นในของขนมเปี๊ยะกุหลาบ ได้รับคะแนนความชอบทางประสาทสัมผัสสูงกว่าการทดแทนแป้งสาลี ร้อยละ 35 และ 75 ทั้งในด้านกลิ่น รสชาติ เนื้อสัมผัส และความชอบโดยรวม

2. ผลการศึกษาการยอมรับของผู้บริโภคทั่วไปจำนวน 120 คน พบว่าผู้ตอบแบบสอบถามให้ความสนใจต่อผลิตภัณฑ์ขนมเปี๊ยะกุหลาบที่ใช้แป้งสาลีผสมแป้งมันม่วงร้อยละ 92.50

อภิปรายผลการวิจัย

1. ผลการศึกษาปริมาณการใช้แป้งมันม่วงทดแทนแป้งสาลีที่เหมาะสมสำหรับทำแป้งชั้นในของผลิตภัณฑ์ขนมเปี๊ยะกุหลาบ (ตารางที่ 3) พบว่า ขนมเปี๊ยะกุหลาบสูตรแป้งสาลี (สูตรพื้นฐาน) มีสีเหลืองครีม มีค่า L*และ b* สูงที่สุด ($p>0.05$) ส่วนสีของขนมเปี๊ยะกุหลาบที่ใช้แป้งมันม่วงจะมีสีม่วง-แดงและมีสีเข้มกว่าขนมเปี๊ยะกุหลาบที่ใช้แป้งสาลีอย่างเดียว จากผลที่ได้เมื่อมีปริมาณของแป้งมันม่วงมากขึ้นส่งผลให้สีแป้งชั้นในของขนมเปี๊ยะกุหลาบมีสีม่วง -แดง เพิ่มขึ้น พิจารณาจากค่า a^* เพิ่มขึ้นและค่า L* ลดลง ในส่วนลักษณะเนื้อสัมผัสพบว่าเมื่อปริมาณแป้งมันม่วงเพิ่มขึ้นไม่มีผลต่อค่าความแข็ง (Hardness) และ ค่าความยืดหยุ่น (Springiness) แต่มีผลต่อความสามารถเกาะตัวรวมกัน (Cohesiveness) ความต้านทางการเคี้ยว (Chewiness) และ ความเหนียว (Gumminess) ของผลิตภัณฑ์ขนมเปี๊ยกุหลาบ ($p\leq0.05$) ปริมาณของแป้งมันม่วงที่ทดแทนแป้งสาลีเพิ่มขึ้นส่งผลให้ค่า Cohesiveness Chewiness และ Gumminess มีแนวโน้มลดลง เช่นเดียวกับงานวิจัยของ สุพิชญา (2563) ที่พบว่าลักษณะเนื้อสัมผัสของผลิตภัณฑ์หมั่นโถวที่ทดแทนแป้งสาลีด้วยแป้งมันม่วงร้อยละ 10 ถึง 50 มีค่าความแข็งเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติ ($p\leq0.05$) แต่มีค่าการเกาะติดและความยืดหยุ่นลดลง อีกทั้งค่าสีของหมั่นโถวที่พบว่า L*และ b* มีค่าลดลง ในขณะที่ค่า a* มีค่าเพิ่มขึ้น เมื่อระดับของแป้งมันเทศสีม่วงใน

ส่วนผสมเพิ่มขึ้น เช่นเดียวกับรายงานวิจัยของนรินทร์ (2561) ที่ได้พัฒนาผลิตภัณฑ์คุกกี้จากมันเทศ พบว่าสีของคุกกี้จะมีสีเข้มขึ้นเมื่อใช้มันเทศสีม่วงทดแทนแป้งสาลีในผลิตภัณฑ์คุกกี้ และผลของหทัยชนกและสุพิชญา (2562) ที่รายงานว่าเอแคลร์ที่ทดแทนแป้งสาลีด้วยแป้งมันม่วงในส่วนของเปลือกหุ้มมีค่า L* และ b* ลดลง ในขณะที่ค่า a* มีค่าเพิ่มขึ้น เมื่อระดับของแป้งมันม่วงเพิ่มขึ้นจากร้อยละ 0 ถึง 50 ผู้ทดสอบชิมให้การยอมรับผลิตภัณฑ์เอแคลร์ที่ทดแทนด้วยแป้งมันม่วงที่ร้อยละ 30

จากตารางที่ 3 ผลการทดสอบทางประสาทสัมผัสขนมเปี๊ยะสูตรพื้นฐานที่ใช้แป้งสาลี และขนมเปี๊ยะสูตรที่ส่วนแป้งชั้นในใช้แป้งมันม่วงทดแทนแป้งสาลีร้อยละ 35 50 และ 75 มีคะแนนความชอบด้านรสชาติแตกต่างกันอย่างไม่มีนัยสำคัญ ($p>0.05$) ส่วนคะแนนความชอบด้านกลิ่น เนื้อสัมผัสและความชอบโดยรวม มีคะแนนความชอบแตกต่างกัน ($p\leq0.05$) และมีคะแนนสูงกว่าสูตรพื้นฐานที่ใช้แป้งสาลีอย่างมีนัยสำคัญ ($p\leq0.05$) ส่วนคะแนนด้านสีขนมเปี๊ยะสูตรที่ใช้แป้งมันม่วงทดแทนแป้งสาลีร้อยละ 35 และ 50 มีคะแนนความชอบสูงกว่าสูตรพื้นฐานและสูตรที่ทดแทนแป้งสาลีร้อยละ 75 ($p\leq0.05$) จากข้อเสนอแนะของผู้ทดสอบชิมพบว่าการเพิ่มปริมาณแป้งมันม่วงทดแทนแป้งสาลีในส่วนแป้งชั้นในมีผลให้ขนมเปี๊ยะมีกลิ่นของมันม่วงที่ชัดขึ้นและมีม่วงสีเข้มขึ้น แต่การทดแทนในระดับร้อยละ 75 แป้งจะไม่เกาะตัวกัน ทำให้ปั้นก่อนและรีดเป็นแผ่นบางสำหรับห่อหุ้มไส้ค่อนข้างยาก ดังนั้นจากผลการทดสอบชิมจึงเลือกปริมาณการทดแทนแป้งสาลีด้วยแป้งมันม่วงในส่วนแป้งชั้นขนมเปี๊ยะที่ร้อยละ 50 สอดคล้องกับญานิล และคณะ (2557) ศึกษาปริมาณแป้งมันเทศสีม่วงในการทำหมั่นโถว พบว่าหมั่นโถวที่ทำจากแป้งมันเทศสีม่วงทดแทนแป้งสาลีในปริมาณร้อยละ 15 และ 30 มีคะแนนความชอบรวมสูงกว่าร้อยละ 60 และดุลย์จิรา และคณะ (2560) ที่พบว่าสามารถใช้แป้งมันเทศทดแทนแป้งสาลีในผลิตภัณฑ์คุกกี้ได้ถึงร้อยละ 30 โดยคะแนนการทดสอบทางประสาทสัมผัสไม่แตกต่างจากสูตรควบคุมที่ใช้แป้งสาลี ผลิตภัณฑ์คุกกี้แป้งมันเทศที่มีแป้งมันเทศทดแทนแป้งสาลีร้อยละ 50 ประกอบด้วย แป้งมันม่วง แป้งสาลี เนยชนิดเค็ม ไข่ ผงฟู วนิลา และน้ำตาลไอซิ่ง ปริมาณ 30 30 40 15 0.5 0.2 และ 30 กรัม ตามลำดับ ซึ่งเป็นสูตรที่ขึ้นรูปได้ง่าย ให้ลักษณะปรากฏ กลิ่น รสชาติ เนื้อสัมผัสที่ดี

2. ผลการศึกษาการยอมรับของผู้บริโภคที่มีต่อผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง พบว่า ในด้านการยอมรับผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วงพบว่าผู้บริโภคส่วนใหญ่ ร้อยละ 71.67 มีความรู้สึกชอบ ร้อยละ 11.67 รู้สึกชอบมาก และร้อยละ 10.00 มีความรู้สึกไม่ชอบมาก โดยผู้บริโภคร้อยละ 100 ให้การยอมรับผลิตภัณฑ์ ซึ่งเหตุผลในการยอมรับเนื่องจาก มีความแปลกใหม่น่าสนใจ ร้อยละ 40 มีสารอาหารที่เป็นประโยชน์ต่อร่างกาย ร้อยละ 29.17 เหมาะกับผู้ดูแลเรื่องสุขภาพ ร้อยละ 11.67 กลิ่นหอมน่ารับประทานร้อยละ 7.50 สีสวย รูปลักษณ์ดี ร้อยละ 6.67 เนื้อสัมผัสดี มีความนุ่ม ร้อยละ 4.17 และหากมีการวางจำหน่ายผู้บริโภคร้อยละ 100 ซื้อผลิตภัณฑ์ ทั้งนี้ ศศิธร (2557) ได้รายงานว่าพฤติกรรมการบริโภคขนมเปี๊ยะในอำเภอเมือง จังหวัดนครศรีธรรมราช พบว่าผู้บริโภคมีวัตถุประสงค์ในการซื้อขนมเปี๊ยะเพื่อเป็นของฝาก โดยสถานที่ซื้อคือร้านขายส่ง-ขายปลีกทั่วไป ซื้อช่วงเทศกาลปีใหม่ แหล่งข้อมูลที่มีผลต่อการซื้อคือจากคำบอกเล่า ผู้มีอิทธิพลต่อการเลือกซื้อ คือ ตัวเอง โดยมีค่าเฉลี่ยในการซื้อแต่ละครั้ง 101-500 บาท มีการซื้อจำนวน 1 ครั้งต่อเดือน

ข้อเสนอแนะ

1. ควรมีการศึกษาการทำผลิตภัณฑ์ขนมอบ หรือขนมไทยประยุกต์ชนิดอื่นที่ใช้แป้งมันม่วง
2. ควรมีการศึกษาการทำขนมอบหรือขนมไทยชนิดอื่นที่ใช้ไขมันจากธรรมชาติอื่นทดแทนเนยขาวในผลิตภัณฑ์ขนมเปี๊ยะกุหลาบ
3. ควรมีการศึกษาระยะเวลาในการเก็บรักษาของผลิตภัณฑ์ขนมเปี๊ยะกุหลาบแป้งมันม่วง

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การศึกษาสมุนไพรแก้พิษงูและสัตว์มีพิษกัด

A study of herbal plants used to treat snake bites and venomous animals

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ธนิสร์ ปทุมานนท์ Tanit Padumanonda[2]

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ 1. เพื่อรวบรวมตำรายาที่กล่าวถึงการใช้สมุนไพรแก้พิษงูและสัตว์มีพิษกัด และ 2. เพื่อศึกษาสมุนไพรและการนำไปใช้แก้พิษงูและสัตว์มีพิษกัด พบว่า ตำราที่กล่าวถึงสมุนไพรแก้พิษงูและสัตว์มีพิษกัดมี 4 ชุด ได้แก่ 1) คัมภีร์แพทย์แผนโบราณ ขุนโสภิตบรรณาลักษณ์ เล่ม 3 (10 ขนาน) 2) ตำรายาศิลาจารึกในวัดพระเชตุพนวิมลมังคลาราม (4 ขนาน) 3) ตำรายาสมุนไพรตำรับเก่าดั้งเดิมหลวงปู่ศุข (14 ขนาน) และ 4) คัมภีร์ยาสมุนไพรตำรับหมอพร กรมหลวงชุมพรเขตอุดมศักดิ์ (19 ขนาน) รวมเป็นยาทั้งหมด 47 ขนาน ซึ่งมีสมุนไพรรวม 43 ชนิด สมุนไพรทั้งหมดอยู่ใน 26 วงศ์ ซึ่งวงศ์ที่พบมากที่สุด คือ ACANTHACEAE สมุนไพรที่ใช้ซ้ำในหลายขนานพบมากที่สุด คือ เสลดพังพอน ส่วนของพืชที่ใช้มากที่สุด คือ ราก รสของตัวยามีทั้งหมด 24 รส พบมากที่สุด คือ รสเย็น กระสายยามี 8 อย่าง ที่ใช้มากที่สุด คือ สุรา วิธีเตรียมยาที่ใช้มากที่สุด คือ การตำยา วิธีการใช้ยามากที่สุด คือ การกินและพอก ซึ่งควรนำสมุนไพรดังกล่าวไปพัฒนาเป็นผลิตภัณฑ์ในรูปแบบพร้อมใช้ต่อไป

คำสำคัญ: สมุนไพร, งูกัด, แมลงสัตว์กัดต่อย

Abstract

The objectives of this research were to collect used as antivenom/ antitoxin from textbooks and study herbal plant and their use. Studies have shown that was herbs used as antivenom/ antitoxin from four Thai traditional textbooks include: 1) Khun Sophisbunnarak text volume 3 (10 formulas) 2) Stone inscription from Wat Phra Chetuphon Wimonmangkhalaram (4 formulas) 3) A collection of herbal formula from Vemerable Phra Ajarn Sook (14 formulas) and 4) A scripture herbal of Prince Chumphon (19 formulas). The total complied formulas were 47 consisted of 43 herbs. All herbs from the review are from 26 Families. The most frequently found Family are ACANTHACEAE. The most frequently used herbs were *Clinacanthus nutans*. Part used with the most formula is root. Tastes of herbal are classified into 24 types and the most repetitive is cold. Vehicle for herbal preparation were classified into 8 types and the most used vehicle is alcohol. The most prepared technique is pounding. Dosage administration of the prepared herbs the most applied ones are orally drug and poultice. Therefore, such herbs should be used for further development as ready to use products.

Keywords: Herbal, Snake bite, animal or insect-bite

บทนำ

สถานการณ์ผู้ถูกงูพิษกัดจากข้อมูลรายงานองค์การอนามัยโลก (WHO) พบว่า ในแถบเอเชียมีผู้ป่วยถูกงูพิษกัดมากถึง 2 ล้านคนต่อปี กลุ่มที่มีความเสี่ยงสูง ได้แก่ เกษตรกรในชนบท คนเลี้ยงสัตว์ ชาวประมง พรานล่าสัตว์ แรงงานเด็ก ประชาชนที่อาศัยในบ้านที่ก่อสร้างไม่ดี รวมถึงผู้ที่เข้าถึงการดูแลสุขภาพได้อย่างจำกัด ในประเทศไทยระหว่างปี พ.ศ. 2544-2562 พบว่า มีผู้ถูกงูกัดรวม 123,428 ราย เฉลี่ยปีละ 6,496 ราย โดยมีรายงานสูงสุดช่วงปลายฤดูร้อนต่อเนื่องถึงช่วงฤดูฝน และลดลงในช่วงฤดูหนาว ภูมิภาคที่มีอัตราการถูกงูพิษกัดมากที่สุด คือ ภาคใต้ ซึ่งจังหวัดตรังเป็นจังหวัดที่พบการถูกงูพิษกัดมากที่สุด (กรมควบคุมโรค, 2564)

สัตว์และแมลงหลายชนิดมีพิษโดยธรรมชาติในตัวมันเอง ซึ่งเป็นสิ่งที่ต้องระวังและหลีกเลี่ยงเป็นอย่างยิ่งเนื่องจากสามารถทำให้เกิดอันตรายกับมนุษย์ได้ทั้งแบบมีอาการเพียงเล็กน้อยจนถึงขั้นร้ายแรงที่ทำให้เสียชีวิตได้ สัตว์และแมลงที่มีพิษ ได้แก่ ผึ้ง จัดอยู่ในอันดับ Hymenoptera วงศ์ APIDAE ผึ้งที่มีความสำคัญทางการแพทย์และมักรุมต่อยมนุษย์ในประเทศไทย ได้แก่ ผึ้งหลวง (*Apis*

[1] (อาจารย์) สาขาวิชาการแพทย์แผนไทย คณะวิทยาศาสตร์และเทคโนโลยี มหาวิทยาลัยราชภัฏสุรินทร์
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[2] (อาจารย์) ภาควิชาเภสัชเวทและพิษวิทยา คณะเภสัชศาสตร์ มหาวิทยาลัยขอนแก่น

dorsata) ผึ้งมิ้ม (*Apis florae*) ผึ้งมิ้มเล็ก (*Apis andreniformis*) ผึ้งโพรง (*Apis cerana*) และผึ้งพันธุ์ (*Apismellifera* L.) ตัวต่อและแตนจัดอยู่ในอันดับ Hymenoptera วงศ์ VESPIDAE ตัวต่อที่พบในประเทศไทย ได้แก่ ต่อหัวเสือแถบใหญ่ (*Vespa tropica*) ต่อหัวเสือยักษ์ (*Vespa mandarinia*) ต่อหัวเสือดำ (*Vespa basalis*) ต่อหัวเสือเหลือง (*Vespa bicolor*) ต่อหัวเสือบ้าน(*Vespa affinis*) เป็นต้น ส่วนแตนที่พบได้ในประเทศไทย ได้แก่ แตนบัว แตนฝักบัว แตนลิ้นหมา เป็นต้น พิษของผึ้ง ต่อและแตนมีหลายประเภท ได้แก่ สารประเภทเอมีน เช่น histamine, serotonin, dopamine, noradrenalin, acetylcholine เป็นต้น สารประเภทโปรตีนและโพลีเปปไทด์ เช่น mellitin, apamin และ kinin เป็นต้น และเอนไซม์ ได้แก่ phospholipase A, phospholipase B และ Hyaluronidase เป็นต้น (กมลวรรณ ตั้งวรพงศ์ชัย, 2558) นอกจากนี้มีสัตว์และแมลงที่มีพิษ ได้แก่ ตะขาบ แมงป่อง แมงมุม ด้วงก้นกระดก ด้วงน้ำมัน มด มวนเพชฌฆาต แมลงวันตา หมัด เห็บ แมลงบุกบ้านหรือแมลงกระเบื้อง และผีเสื้อกลางคืน ซึ่งพิษจากแมลงจะทำให้เกิดมีอาการ ดังนี้ ผิวหนังมีอาการบวมแดง เกิดความเจ็บปวดหรือปวดแสบปวดร้อน เกิดผื่นคันระคายเคือง เป็นแผลพุพอง มีเลือดออกเล็กน้อย มีอาการลมพิษมีเลือดออกที่อวัยวะภายในของร่างกาย เช่น ที่กระเพาะอาหารเนื่องจากได้รับพิษ นอกจากนี้อาจทำให้เกิดอาการแพ้จากพิษของสัตว์และแมลงมีพิษ ดังนี้ เกิดอาการไอ ชาหรือบวมตามอวัยวะต่างๆสูญเสียความสามารถในการรับรสชาติอาหาร ลิ้นและหลอดอาหารบวม กลืนอาหารลำบาก คลื่นไส้ อาเจียน กระวนกระวาย เป็นลม ปวดท้องเนื่องจากกระเพาะอาหารหดเกร็ง ท้องเสีย ความดันโลหิตลดลงอย่างรวดเร็ว หายใจไม่สะดวก จนถึงอาการช๊อกแบบรุนแรง และเสียชีวิตได้ (สถาบันวิจัยวิทยาศาสตร์สาธารณสุข, 2559) จากข้อมูลการบาดเจ็บและเสียชีวิตจากการสัมผัสสัตว์มีพิษของกองป้องกันการบาดเจ็บ กรมควบคุมโรค ตั้งแต่วันที่ 1 มกราคม - 20 ตุลาคม 2564 ส่วนใหญ่พบการบาดเจ็บและเสียชีวิตจากสัตว์มีพิษจำพวกแตน ต่อ และผึ้ง จำนวน 1,177 ราย รองลงมา คือ ตะขาบและกิ้งกือมีพิษ จำนวน 794 ราย (กรมควบคุมโรค, 2564)

การรักษาผู้ป่วยที่ถูกงูพิษกัดในปัจจุบัน คือ ฉีดเซรุ่มแก้พิษงู ซึ่งมีข้อจำกัดหลายอย่าง เช่น ขั้นตอนการผลิต ควรมีการควบคุมด้านความสะอาดเป็นพิเศษ มีผู้เชี่ยวชาญในการดำเนินงาน มีการเก็บรักษาในสถานที่ที่มีสภาพแวดล้อมเหมาะสมทั้งอุณหภูมิและความชื้นทำให้เกิดปัญหาต่อผู้ป่วยที่อยู่ห่างไกลสถานพยาบาล ซึ่งต้องใช้เวลาในการเดินทาง ปัญหาที่สำคัญอีกประการของการใช้เซรุ่มแก้พิษงู คือ ผู้ป่วยที่ได้รับการฉีดเซรุ่มมีความเสี่ยงที่อาจจะเกิดภาวะการแพ้เซรุ่ม (serum sickness) ส่วนการรักษาพิษจากสัตว์และแมลงกัดต่อยมีสมุนไพรในงานสาธารณสุขมูลฐานและสมุนไพรที่ใช้ตามภูมิปัญญาของแต่ละท้องถิ่นที่ช่วยแก้พิษจากสัตว์และแมลงกัดต่อย ดังนั้นการใช้สมุนไพรในการแก้พิษงูกัดและสัตว์มีพิษกัด จึงเป็นอีกทางเลือกหนึ่งในการรักษาผู้ป่วย

วัตถุประสงค์ของการวิจัย

1. เพื่อรวบรวมตำรายาไทยที่กล่าวถึงการใช้สมุนไพรแก้พิษงูและสัตว์มีพิษกัด
2. เพื่อศึกษาสมุนไพรและการนำไปใช้แก้พิษงูและสัตว์มีพิษกัด

วิธีการดำเนินการวิจัย

1. วิจัยนี้เป็นการวิจัยเอกสาร (Documentary research) ซึ่งคัดเลือกเอกสาร หนังสือ และตำราต่างๆ จากประกาศกระทรวงสาธารณสุข เรื่องประกาศกำหนดตำราการแพทย์แผนไทยของชาติและตำรับยาแผนไทยของชาติ รวมทั้งตำรายาที่ประชาชนทั่วไปรู้จักและเป็นที่ยอมรับทางเภสัชกรรมไทย

2. เก็บรวบรวมข้อมูลจากหนังสือและตำราต่างๆ ที่ผ่านการคัดเลือกแล้ว ซึ่งได้มีการบันทึกเกี่ยวกับสมุนไพรที่แก้พิษงูและสัตว์มีพิษกัด

3. วิเคราะห์ข้อมูลโดยการจำแนกพืชและจัดกลุ่มการนำไปใช้ แล้วบรรยายเชิงพรรณนา

สรุปผลการวิจัย

จากการสืบค้นตำราที่บันทึกเกี่ยวกับการใช้สมุนไพรแก้พิษงูและสัตว์มีพิษกัด พบว่า มีจำนวน 4 ชุด (ขุนโสภิตบรรณลักษณ์, 2504), (โรงเรียนแพทย์แผนโบราณ, 2505), (ส.ธรรมภักดี, 2538), (ธรรมนิตย์ ชำนาญ, 2556), (เวนิสา เสนีวงศ์, 2545), (ธรรมนิตย์, 2552) ดังนี้

1. คัมภีร์แพทย์ไทยแผนโบราณ เล่ม 3
2. ตำรายาศิลาจารึกในวัดพระเชตุพนวิมลมังคลาราม (วัดโพธิ์) ฉบับสมบูรณ์
3. ตำรายาสมุนไพรตำรับเก่าดั้งเดิมหลวงปู่ศุข
4. คัมภีร์ยาสมุนไพรไทย ตำรับหมอพร กรมหลวงชุมพรเขตรอุดมศักดิ์

สมุนไพรที่ใช้แก้พิษงูและสัตว์มีพิษกัดที่บันทึกในตำราทั้ง 4 ชุดนี้ มีสมุนไพร จำนวน 47 ขนาน ซึ่งสมุนไพรมีทั้งหมดรวม 43 ชนิด ได้แก่ 1) กระดูกไก่ดำ 2) กะเพราแดง 3) กำจัดเถา 4) กำจาย 5) เขยตาย 6) โคกกระออม 7) จักรนารายณ์ 8) ตำแยตัว

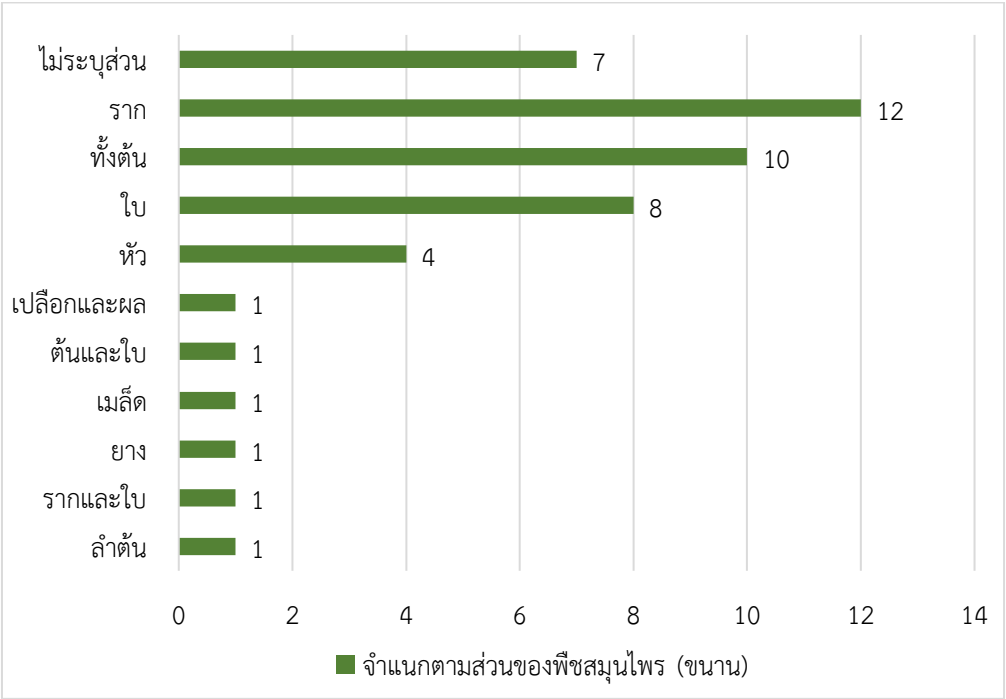
ผู้ 9) เถามวก 10) นมสวรรค์ 11) น้อยหน่า 12) นาคราช 13) นุ่น 14) บุนนาค 15) โปร่งฟ้า 16) ผักขวง 17) ผักคราดทะเล 18) ผักบุ้ง 19) ผักเสี้ยนผี 20) พนมสวรรค์ 21) พริกขี้หนู 22) ฟ้าทะลายโจร 23) มะขาม 24) มะละกอ 25) แมงลัก 26) โมก 27) ยาสูบ 28) ลิ้นงูเห่า 29) ลูกใต้ใบ 30) โลดทะนงแดง 31) ว่านเพชรหึง 32) ว่านศรนารายณ์ 33) เสมา 34) เสลดพังพอนตัวผู้ 35) เสลดพังพอนตัวเมีย 36) หญ้าชันกาด 37) หญ้าตะขาบ 38) หมาตาย 39) หอม 40) หอมแดง 41) หางกระรอก 42) เหงือกปลาหมอ 43) อุตพิต จัดอยู่ในวงศ์พืช 26 วงศ์ ได้แก่ ACANTHACEAE (7 ชนิด) AGAVACEAE (1 ชนิด) AIZOACEAE (1 ชนิด) ALLIACEAE (1 ชนิด) ANNONACEAE (1 ชนิด) APOCYNACEAE (2 ชนิด) ARACEAE (1 ชนิด) BIGNONIACEAE (1 ชนิด) BOMBACACEAE (1 ชนิด) CACTACEAE (2 ชนิด) CAESALPINIOIDEAE (1 ชนิด) CAPPARACEAE (1 ชนิด) CARICACEAE (1 ชนิด) COMPOSITAE (2 ชนิด) CONNARACEAE (1 ชนิด) CONVOLVULACEAE (1 ชนิด) EUPHORBIACEAE (4 ชนิด) GUTTIFERAE (1 ชนิด) IRIDACEAE (1 ชนิด) LABIATAE (3 ชนิด) LEGUMINOSAE (1 ชนิด) ORCHIDACEAE (1 ชนิด) RUTACEAE (3 ชนิด) SAPINDACEAE (1 ชนิด) SOLANACEAE (2 ชนิด) และ VERBENACEAE (1 ชนิด) โดยพืชสมุนไพรที่นำมาใช้แก้พิษงูและสัตว์มีพิษกัดพบมากที่สุดอยู่ในวงศ์ ACANTHACEAE ดังตารางที่ 1

ตารางที่ 1 พืชสมุนไพรที่ใช้แก้พิษงูและสัตว์มีพิษกัด

ลำดับ	พืชสมุนไพร	ชื่อวิทยาศาสตร์	วงศ์
1	กระดูกไก่ดำ	*Justicia valida* Ridl. var. glandulosa Fisch	ACANTHACEAE
2	กะเพราแดง	*Ocimum tenuiflorum* L.	LABIATAE
3	กำจัดเถา	*Zanthoxylum limonella* Alston	RUTACEAE
4	กำจาย	*Caesalpinia digyna* Rottler	CAESALPINIOIDEAE
5	เขยตาย	*Glycosmis pentaphylla* Corr	RUTACEAE
6	โคกกระออม	*Cardiospermum helicacabum* L.	SAPINDACEAE
7	จักรนารายณ์	*Gynura sarmentosa* DC.	COMPOSITAE
8	ตำแยตัวผู้	*Acalypha indica* L.	EUPHORBIACEAE
9	เถามวก	*Xylinbania minutiflora* Pierre	APOCYNACEAE
10	นมสวรรค์	*Clerodendrum colebrookianum* Walp	VERBENACEAE
11	น้อยหน่า	*Annona squamosa* L.	ANNONACEAE
12	นาคราช	*Disocaetus flagelliformis* (L.) Barthlott	CACTACEAE
13	นุ่น	*Ceiba pentandra* Gaertn	BOMBACACEAE
14	บุนนาค	*Mesua ferrea* L.	GUTTIFERAE
15	โปร่งฟ้า	*Murraya siamensis* Craib	RUTACEAE
16	ผักขวง	*Glinus oppositifolius* A. DC.	AIZOACEAE
17	ผักคราดทะเล	*Wedelelia biflora* (L.) DC.	COMPOSITAE
18	ผักบุ้ง	*Ipomoea aquatica* Forssk	CONVOLVULACEAE
19	ผักเสี้ยนผี	*Cleome viscosa* L.	CAPPARACEAE
20	พนมสวรรค์	*Clerodendrum paniculatum* L. var. Paniculatum	LABIATAE
21	พริกขี้หนู	*Capsicum frutescens* L.	SOLANACEAE
22	ฟ้าทะลายโจร	*Andrographis paniculata* (Burm.f.) Wall. ex Nees	ACANTHACEAE
23	มะขาม	*Tamarindus indica* L.	LEGUMINOSAE
24	มะละกอ	*Carica papaya* L.	CARICACEAE
25	แมงลัก	*Ocimum canum* Sims	LABIATAE
26	โมก	*Wrightia arborea* (Dennst) Mabb	APOCYNACEAE
27	ยาสูบ	*Nicotiana tabacum* L.	SOLANACEAE
28	ลิ้นงูเห่า	*Clinacanthus siamensis* Bremek	ACANTHACEAE
29	ลูกใต้ใบ	*Phyllanthus amarus* Schumach & Thon	EUPHORBIACEAE

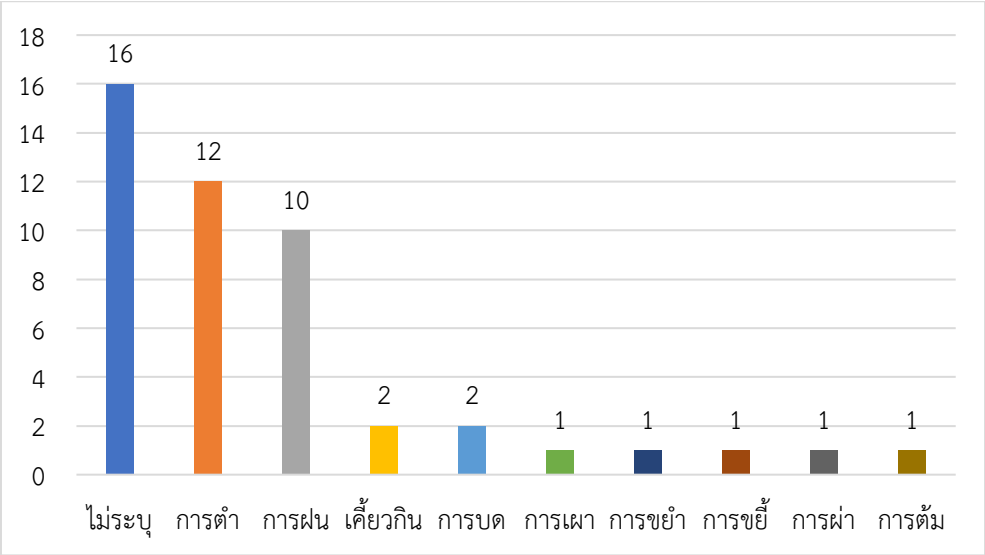
ลำดับ	พืชสมุนไพร	ชื่อวิทยาศาสตร์	วงศ์
30	โลดทนงแดง	*Trigonostemon reidioides* Craib	EUPHORBIACEAE
31	ว่านเพชรหึง	*Grammatophyllum speciosum* Blume	ORCHIDACEAE
32	ว่านศรนารายณ์	*Agave angustifolia* Haw	AGAVACEAE
33	เสมา	*Opunia elatior* Mill	CACTACEAE
34	เสลดพังพอนตัวผู้	*Barleria lupulina* Lindl	ACANTHACEAE
35	เสลดพังพอนตัวเมีย	*Clinacanthus nutans* (Burm.f) Lindau	ACANTHACEAE
36	หญ้าชันกาด	*Panicum repens* L.	BIGNONIACEAE
37	หญ้าตะขาบ	*Lepidagathis dissimilis* Imlay	ACANTHACEAE
38	หมาตาย	*Cnestis palala* (Lour.) Merr	CONNARACEAE
39	หอม	*Allium ascalonicum* L.	ALLIACEAE
40	หอมแดง	*Eleutherine americana* (Aubl) Merr	IRIDACEAE
41	หางกระรอก	*Acalypha hispida* Burm. f.	EUPHORBIACEAE
42	เหงือกปลาหมอ	*Acanthus ebracteatus* Vahl	ACANTHACEAE
43	อุตพิต	*Alocasia odorota* K. Koch	ARACEAE

ส่วนของพืชสมุนไพร ที่ใช้แก้พิษงูและสัตว์มีพิษกัดมีการนำส่วนของพืชไปใช้ 10 รูปแบบ ได้แก่ ราก ทั้งต้น ใบ หัว เปลือกและผล ต้นและใบ เมล็ด ยาง รากและใบ และลำต้น โดยส่วนของพืชที่ใช้มากที่สุด คือ ราก และรองลงมา คือ ใช้ทั้งต้น ดังภาพที่ 1



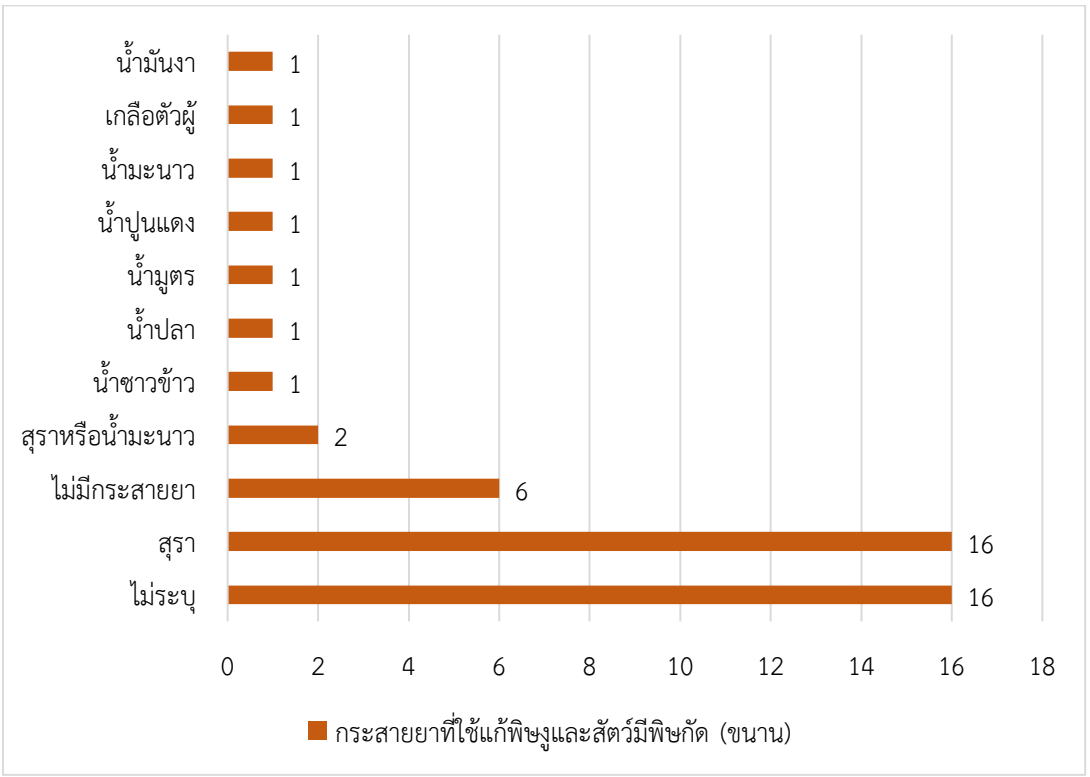
ภาพประกอบที่ 1 การจำแนกตามส่วนของพืชสมุนไพรที่ใช้เป็นยาแก้พิษงูและสัตว์มีพิษกัด

วิธีการเตรียมยา แก้พิษงูและสัตว์มีพิษกัดมี 9 วิธี ได้แก่ การตำยา การฝนยา เคี้ยวกิน การบดยา การเผายา การขยำยา การขยี้ยา การผ่ายา และการต้มยา ซึ่งการตำยาเป็นวิธีใช้เตรียมยามากที่สุด ดังภาพที่ 2



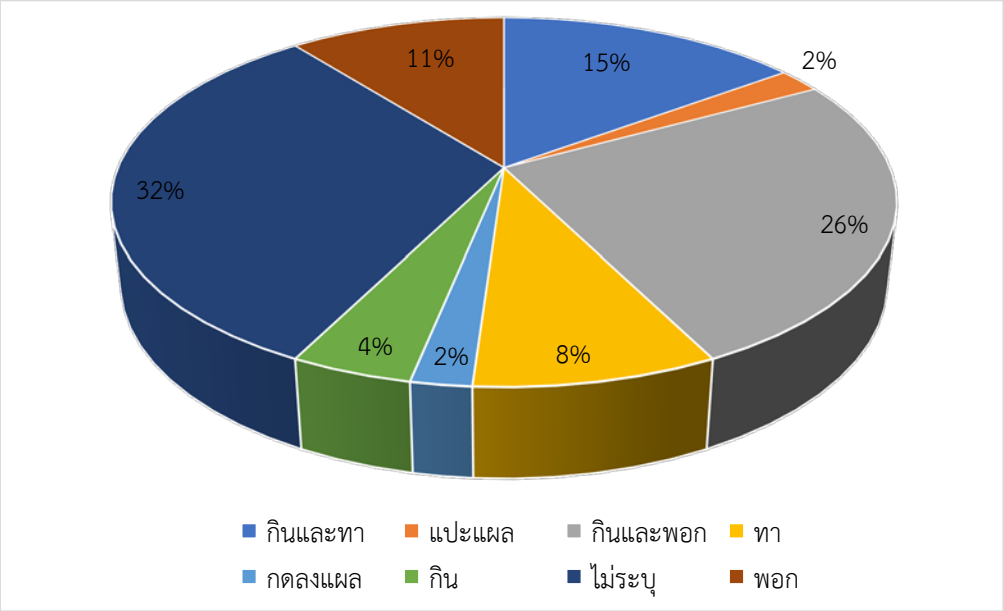
ภาพประกอบที่ 2 การจำแนกวิธีเตรียมยาที่ใช้แก้พิษงูและสัตว์มีพิษกัด

กระสายยา ที่ใช้แก้พิษงูและสัตว์มีพิษกัดมี 9 อย่าง ได้แก่ สุรา สุราหรือน้ำมะนาว น้ำซาวข้าว น้ำปลา น้ำมูตร น้ำปูนแดง น้ำมะนาว เกลือตัวผู้ และน้ำมันงา โดยกระสายยาที่ใช้มากที่สุด คือ สุรา ดังภาพที่ 3



ภาพประกอบที่ 3 การจำแนกกระสายยาที่ใช้แก้พิษงูและสัตว์มีพิษกัด

วิธีการใช้ยาสมุนไพร แก้พิษงูและสัตว์มีพิษกัดมี 7 วิธี ได้แก่ การกินและทา การแปะแผล การกินและพอก การทา การกิน การกดลงแผล และการพอก โดยวิธีการกินและพอกใช้มากที่สุด ดังภาภที่ 4



ภาพประกอบที่ 4 การจำแนกวิธีการใช้ยาสมุนไพรแก้พิษงูและสัตว์มีพิษกัด

จากตำราที่กล่าวถึงสมุนไพรแก้พิษงูและสัตว์มีพิษกัดทั้ง 4 ชุด ได้แก่ 1) คัมภีร์แพทย์แผนโบราณ ขุนโสภิตบรรณาลักษณ์ เล่ม 3 2) ตำรายาศิลาจารึกในวัดพระเชตุพนวิมลมังคลาราม 3) ตำรายาสมุนไพรตำรับเก่าดั้งเดิมหลวงปู่ศุข และ 4) คัมภีร์ยาสมุนไพรตำรับหมอพร กรมหลวงชุมพรเขตอุดมศักดิ์ จำแนกข้อมูล ส่วนที่ใช้ รสยา กระสายยา วิธีเตรียมยา และวิธีใช้ยา ดังตารางที่ 2

ตารางที่ 2 พืชสมุนไพรและการประกอบเป็นยาเพื่อแก้พิษงูและสัตว์มีพิษกัด

ลำดับ	พืชสมุนไพร	ส่วนที่ใช้	รสยา	กระสายยา	วิธีการเตรียมยา	วิธีการใช้ยา
1	กระดูกไก่ดำ	ใบ	เย็น	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
2	กะเพราแดง	ทั้งต้น	เผ็ดร้อน	สุรา	ตำ	กินและพอก
3	กำจัดเถา	ราก	เผ็ดขม	สุรา	ตำ	กินและพอก
4	กำจาย	ราก	เผ็ดขมเบื่อ	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
5	เขยตาย	ราก	เมาร้อน	สุรา	ฝน	กินและทา
6	โคกกระอออม	ราก	ขม	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
7	จักรนารายณ์	ใบ	เย็น	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
8	ตำแยตัวผู้	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
9	เถามวก	ไม่ระบุ	ฝาดเมา	น้ำมันงา	ฝน	ทา
10	นมสวรรค์	ราก	เมาร้อน	สุราหรือน้ำมะนาว	ฝน	กินและทา
11	น้อยหน่า	เปลือกผล	ฝาด	สุรา	ฝน	ทา
12	นาคราช	ทั้งต้น	เย็น	ไม่ระบุ	เผา	พอก
13	นุ่น	ราก	ไม่ระบุ	สุรา	ฝน	กินและพอก
14	บุนนาค	ใบ	ฝาด	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
15	โปร่งฟ้า	ราก	เฝื่อนเย็น	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
16	ผักขวง	ทั้งห้า	ขมเย็น	สุรา	ตำ	กินและพอก
17	ผักคราดทะเล	ทั้งต้น	เฝื่อน	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
18	ผักบุ้ง	ใบ	ชื่นเย็น	สุรา	เคี้ยว	กินและพอก

ลำดับ	พืชสมุนไพร	ส่วนที่ใช้	รสยา	กระสายยา	วิธีการเตรียมยา	วิธีการใช้ยา
19	ผักเสี้ยนผี	ทั้งห้า	ร้อนขม	สุรา	ตำ	กินและพอก
20	ผักเสี้ยนผี	ราก	ร้อนขม	สุราหรือน้ำมะนาว	ฝน	กินและทา
21	พนมสวรรค์	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ	พอก
22	พริกขี้หนู	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ	ตำ	พอก
23	ฟ้าทะลายโจร	ทั้งห้า	ขม	สุรา	ตำ	กินและพอก
24	มะขาม	เมล็ด	มัน	น้ำมะนาว	ฝน	แปะแผล
25	มะละกอ	ใบ	ไม่ระบุ	น้ำปูนแดง	ตำ	พอก
26	แมงลัก	ใบ	ร้อน	สุรา	ฝน	ทา
27	โมก	ยาง	เมาเบื่อ	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
28	ยาสูบ	ใบ	ไม่ระบุ	น้ำมูตร	ขยำ	กินและพอก
29	ลิ้นงูเห่า	ราก	จืดเย็น	สุรา	ฝน	กินและทา
30	ลูกใต้ใบ	ทั้งห้า	ขมจัด	สุรา	ให้เคี้ยว	กินและพอก
31	โลดทนงแดง	ราก	เมาร้อน	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
32	ว่านเพชรหึง	ลำต้น	ร้อนขื่น	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
33	ว่านศรนารายณ์	ไม่ระบุ	เย็น	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
34	เสมา	ไม่ระบุ	เย็น	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
35	เสลดพังพอน	ทั้งห้า	เย็นเบื่อ	น้ำซาวข้าว	ตำ	กินและพอก
36	เสลดพังพอน	ทั้งห้า	จืดเย็น	น้ำปลา	ตำ	กิน
37	เสลดพังพอน	ทั้งห้า	จืดเย็น	สุรา	ตำ	กินและพอก
38	เสลดพังพอนตัวผู้	ราก,ใบ	จืดเย็น	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
39	เสลดพังพอน	ไม่ระบุ	จืดเย็น	ไม่ระบุ	ไม่ระบุ	ไม่ระบุ
40	หญ้าชันกาด	หัว	เย็นจืด	เกลือตัวผู้	บด	กินและทา
41	หญ้าตะขาบ	ต้นและใบ	ไม่ระบุ	สุรา	ตำ	พอก
42	หมาตาย	ราก	ไม่ระบุ	สุรา	ต้ม	กิน
43	หอม	หัว	หวานเผ็ด	ไม่มี	ผ่าขวาง	กดลงแผล
44	หอมแดง	หัว	ร้อน	ไม่มี	ขยี้	ทา
45	หางกระรอก	ราก	เย็นเบื่อ	ไม่มี	ฝน	กินและทา
46	เหงือกปลาหมอ	ใบ	เค็มกร่อย	ไม่มี	บด	กินและทา
47	อุตพิต	หัว	เบื่อคัน	สุรา	ตำ	กินและพอก

อภิปรายผลการวิจัย

ประเทศไทยมีลักษณะภูมิอากาศแบบร้อนชื้น ซึ่งเป็นภูมิอากาศที่เหมาะสมต่อการอาศัยของงูและสัตว์มีพิษหลายชนิด ได้แก่ งู การรักษาผู้ป่วยที่ถูกงูพิษกัดในปัจจุบันใช้เซรุ่มแก้พิษซึ่งบางรายเกิดผลข้างเคียง ส่วนสัตว์และแมลงมีพิษ เช่น ตัวต่อ แตน ตะขาบ แมงป่อง แมงมุม ด้วงก้นกระดก ด้วงน้ำมัน มด มวนเพชฌฆาต หมัด แมลงวันตา เห็บ แมลงบุกบ้านหรือแมลงกระเบื้อง และผีเสื้อกลางคืน การรักษาผู้ป่วยที่ถูกสัตว์มีพิษกัดหรือสัมผัสแล้วเกิดพิษต่างๆ ปัจจุบันมีการใช้สมุนไพรในการบรรเทาอาการตลอดจนรักษาจากพิษเหล่านั้นได้ รวมถึงมีการใช้สมุนไพรในการปฐมพยาบาลเมื่อถูกงูพิษและสัตว์มีพิษกัดมากขึ้น การวิจัยนี้จึงได้รวบรวมพืชสมุนไพรที่ใช้ในการแก้พิษงูและสัตว์มีพิษกัด โดยตำราที่ใช้ในการสืบค้นข้อมูลได้คัดเลือกจากประกาศกระทรวงสาธารณสุข เรื่องกำหนดตำราการแพทย์แผนไทยของชาติและตำรับยาแผนไทยของชาติและจากตำรายาที่ประชาชนทั่วไปรู้จักและเป็นที่ยอมรับทางเภสัชกรรมไทย ซึ่งตำราที่ใช้ในการรวบรวมและมีการบันทึกเกี่ยวกับการใช้สมุนไพรแก้พิษงูและสัตว์มีพิษกัด จำนวน 4 ชุด ดังนี้ 1) คัมภีร์แพทย์แผนโบราณ ขุนโสภิตบรรณาลักษณ์ เล่ม 3 (10 ขนาน) 2) ตำรายาศิลาจารึกในวัดพระเชตุพนวิมลมังคลาราม (4 ขนาน) 3) ตำรายาสมุนไพรตำรับเก่าดั้งเดิมหลวงปู่ศุข (14 ขนาน) และ 4) คัมภีร์ยาสมุนไพรตำรับหมอพร กรมหลวงชุมพรเขตอุดมศักดิ์ (19 ขนาน) รวม

สมุนไพรแก้พิษงูและสัตว์มีพิษกัดทั้งหมด จำนวน 47 ขนาน ซึ่งมีสมุนไพร จำนวน 43 ชนิด โดยสมุนไพรส่วนใหญ่มีรสเย็น จึงมีสรรพคุณระงับอาการปวดแสบปวดร้อน ช่วยดับพิษ และลดบวมลงได้ สมุนไพรทั้งหมดจัดอยู่ในวงศ์พืช 26 วงศ์ ซึ่งวงศ์ที่พบมากที่สุด คือ ACANTHACEAE และรองลงมา คือ วงศ์ EUPHORBIACEAE จากความถี่ที่มีการนำไปใช้แก้พิษงูและสัตว์มีพิษกัด พบว่า ใช้มากที่สุด คือเสลดพังพอน (4 ขนาน) และรองลงมา คือ ผักเสี้ยนผี (2 ขนาน) สอดคล้องกับการศึกษาพืชสมุนไพรแก้พิษงูเห่าและสมุนไพรต้านพิษงู ที่ใช้เสลดพังพอนตัวผู้ เขยตาย และนาคราช ซึ่งสารสกัดของนาคราชด้วยเอทานอลสามารถป้องกันการอักเสบจากพิษงูเห่าได้อย่างมีนัยสำคัญ (เจนยุทธ ไชยสกุล, 2549) อีกทั้งมีสมุนไพรในงานสาธารณสุขมูลฐานที่ช่วยรักษาอาการแพ้อักเสบของผิวหนังจากแมลงสัตว์กัดต่อยได้ คือ เสลดพังพอนตัวผู้ และเสลดพังพอนตัวเมีย (อรมณี ประจวบจินดา และคณะ (2563) ได้ศึกษา) นอกจากนี้ยังสอดคล้องกับการใช้สมุนไพรโลดทะนงแดง สูตรหมอเอี๊ยะ สายกระสุน ที่นำมาใช้รักษาผู้ที่ถูกสัตว์พิษกัดและงูกัดในโรงพยาบาลกาบเชิงจังหวัดสุรินทร์ และโรงพยาบาลพนมดงรักเฉลิมพระเกียรติ 80 พรรษา (สำนักการแพทย์พื้นบ้านไทย, 2554) ได้วิจัยพืชสมุนไพรที่มีฤทธิ์ยับยั้งหรือต่อต้านพิษจากแมลง สัตว์ กัด ต่อย ได้แก่ เสลดพังพอนตัวผู้ เสลดพังพอนตัวเมีย ฟ้าทะลายโจร โลดทะนงแดง พญานาคราช (นาคราช) โดยนำไปสกัดด้วยน้ำ 0.2% Triton X-100 และ 10% alcohol ในอัตราส่วนของพืชสมุนไพรปริมาณ 15 กรัม ต่อตัวทำละลายปริมาณ 30 มิลลิลิตร แล้วศึกษาเปรียบเทียบแบบแผนโปรตีนจากส่วนต่างๆ เช่น ใบ ทั้งต้น หัวและรากของพืชสมุนไพร พบว่า สมุนไพรดังกล่าวมีฤทธิ์ยับยั้งหรือต่อต้านพิษจากแมลง สัตว์ กัด ต่อย (พรพิมล พลคำ และคณะ, 2561) ส่วนภูมิปัญญาของหมอพื้นบ้านในการรักษาผู้ป่วยที่ถูกงูกัดในภาคใต้ของประเทศไทย ซึ่งมีสมุนไพรแก้พิษงูที่สอดคล้องกับการวิจัยนี้ ได้แก่ ตะขาบบิน (หญ้าตะขาบ) เสลดพังพอนตัวผู้ รากโลดทะนง รากเขยตาย (สิริรัตน์ เลาหประภานนท์ และคณะ, 2562) นอกจากนี้ มีรายงานสมุนไพรที่แก้พิษงูและสัตว์มีพิษกัดสอดคล้องกับการศึกษานี้ โดยพบว่า หัวหอมแดงซึ่งมีน้ำมันระเหยง่ายที่มีกำมะถัน (diallyl disulfide) เป็นองค์ประกอบและมีธาตุฟอสฟอรัสสูง และเสลดพังพอนตัวเมีย ส่วนใบช่วยดับพิษร้อนและถอนพิษ จึงบรรเทาอาการอักเสบจากพิษแมลงกัดต่อย เช่น ตะขาบ แมงป่อง ผึ้ง ต่อ แตน ได้ อีกทั้งโลดทะนงแดงใช้ร่วมกับเนื้อหมากทำเป็นยาสำหรับดื่มและพอกแผล ซึ่งตัวยาสามารถสลายโปรตีนของพิษงูได้ (กรมการแพทย์แผนไทยและการแพทย์ทางเลือก, 2561)

ส่วนของพืช มีการใช้ 10 รูปแบบ ซึ่งที่ใช้มากที่สุด คือ ส่วนราก รองลงมา คือ ใช้ทั้งต้น วิธีการเตรียมยา มีทั้งหมด 9 วิธี การตำเป็นวิธีใช้เตรียมยามากที่สุด รองลงมา คือ การฝนยา กระสายยา ที่ใช้แก้พิษงูและสัตว์มีพิษกัด มี 9 อย่าง โดยกระสายยาที่ใช้มากที่สุด คือ สุรา ซึ่งกระสายยานี้ช่วยให้ยาออกฤทธิ์เร็วและช่วยเสริมฤทธิ์ยาทำให้มีสรรพคุณแก้พิษงูและสัตว์มีพิษกัดได้รวดเร็วและทันต่อพิษและบรรเทาอาการ การใช้ยาแก้พิษงูและสัตว์มีพิษกัด มี 7 วิธี ซึ่งวิธีการกินและพอกใช้มากที่สุด รองลงมา คือ การกินและทายา จากการใช้ยาสมุนไพรแก้พิษทั้งการรับประทานเพื่อดับพิษภายในแล้ว การพอกหรือการทายังเป็นการรรักษาพิษของบาดแผลภายนอก ซึ่งจะช่วยบรรเทาอาการปวดแสบปวดร้อนและลดบวมได้

การรวบรวมสมุนไพรจากตำราที่มีการบันทึกการใช้สมุนไพรแก้พิษงูและสัตว์มีพิษกัดนี้จะเป็นประโยชน์ในการนำความรู้เกี่ยวกับสมุนไพรแก้พิษไปใช้ในชุมชนและพื้นที่ที่ห่างไกลโรงพยาบาล ซึ่งหากใช้สมุนไพรในการปฐมพยาบาลเบื้องต้นจะช่วยลดความเจ็บปวดจากบาดแผลและลดการเสียชีวิตได้ อีกทั้งการรู้ใช้สมุนไพรยังสอดคล้องกับนโยบายของกระทรวงสาธารณสุขที่ส่งเสริมการใช้สมุนไพรและลดการใช้ยาแผนปัจจุบันในการดูแลสุขภาพ

ข้อเสนอแนะ

การใช้สมุนไพรแก้พิษงูและสัตว์มีพิษกัดเป็นภูมิปัญญาที่มีการใช้มาตั้งแต่โบราณ โดยสามารถสืบค้นได้จากตำราต่างๆ ที่บันทึกไว้ จากการวิจัยนี้สมุนไพรที่มีความถี่ในการใช้แก้พิษงูและสัตว์มีพิษกัดมากที่สุด คือ เสลดพังพอน ซึ่งสอดคล้องกับการวิจัยที่เกี่ยวข้อง ปัจจุบันมีการเผยแพร่และวิจัยประสิทธิผลของสมุนไพรที่ใช้แก้พิษงูและสัตว์มีพิษกัดมากขึ้น ซึ่งนับเป็นหลักฐานเชิงประจักษ์ที่แสดงให้เห็นถึงสรรพคุณตลอดจนการนำไปใช้ประโยชน์ ซึ่งช่วยเพิ่มคุณค่าของสมุนไพรมากขึ้นไปอีกด้วย เสลดพังพอนและสมุนไพรหลายชนิดได้เผยแพร่ข้อมูลการใช้อยู่ในประกาศกระทรวงสาธารณสุข เรื่องยาสามัญประจำบ้านแผนโบราณ พ.ศ. 2556 และสมุนไพรในงานสาธารณสุขมูลฐาน ซึ่งทำให้ประชาชนเข้าถึงข้อมูลง่ายขึ้น เป็นการพึ่งพาตนเองในด้านยาได้อีกด้วย อีกทั้งควรนำสมุนไพรดังกล่าวไปพัฒนาเป็นผลิตภัณฑ์ในรูปแบบที่ทันสมัยและพร้อมใช้ต่อไป

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การพัฒนาระบบการแนะนำพิพิธภัณฑ์ กรณีศึกษาเขตสัมพันธวงศ์ และเขตบางกอกน้อย

Development of Museum Guide: Case Study Samphanthawong district and Bangkok-noi district.

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บทคัดย่อ

การพัฒนาระบบการแนะนำพิพิธภัณฑ์ กรณีศึกษาเขตสัมพันธวงศ์ และเขตบางกอกน้อย มีเทคนิคที่ใช้สำหรับการพัฒนาระบบ คือ วิธีการพัฒนาระบบเชิงโครงสร้าง ซึ่งเครื่องมือที่ใช้ในการพัฒนา ได้แก่ โปรแกรมภาษาเอชทีเอ็มแอล, ภาษาพีเอชพี, ภาษาซีเอสเอส, ภาษาจาวาสคริปต์ และโปรแกรมสำหรับจัดการฐานข้อมูล ได้แก่ MySQL โดยกลุ่มตัวอย่างของโครงงานการวิจัยนี้คือ บุคคลภายนอกที่สามารถเข้าถึงการเชื่อมต่อเครือข่ายอินเตอร์เน็ตได้ และสามารถเข้าถึงระบบการแนะนำพิพิธภัณฑ์ผ่าน http://4564.website/museum อีกทั้งมีความสนใจที่จะศึกษารายละเอียดเกี่ยวกับความเป็นมาของพิพิธภัณฑ์ในกรุงเทพมหานคร โดยใช้วิธีการสุ่มตัวอย่างตามสะดวกหรือสมัครใจสำหรับการประเมินประสิทธิภาพของระบบสารสนเทศที่พัฒนาขึ้น

ผลการประเมินความพึงพอใจของระบบการแนะนำพิพิธภัณฑ์โดยกลุ่มตัวอย่างจำนวน 50 คน ด้านการออกแบบมีความพึงพอใจอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.1 และค่าส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.08 ด้านคุณภาพของเนื้อหาแบ่งเป็น 2 กรณี ได้แก่ คุณภาพของเนื้อหาพิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร เขตสัมพันธวงศ์มีความพึงพอใจอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.12 และค่าส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.15 และพิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร เขตบางกอกน้อย มีความพึงพอใจอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.12 และค่าส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.14

คำสำคัญ: เทคโนโลยีสารสนเทศ, อินเตอร์เน็ต

Abstract

Development of Museum Guide: Case Study Samphanthawong district and Bangkok-noi district there are techniques used in system development is a structured system development method. The development tools include HTML language programs, PHP, CSS, JavaScript, and MySQL database management programs. The third party can access the Internet connection and the museum introduction system through the follow: http://4564.website/museum. They are also interested in studying the details of the history of the museum in Bangkok by using convenient or voluntary random sampling methods for evaluating the efficiency of the developed information system.

The results of the satisfaction assessment of the museum recommendation system by a sample group of 50 people were satisfied with the design aspect at a high level. The average was 4.1 and the standard deviation was 0.08. The quality of the content was divided into 2 cases: the quality of the content of the Bangkok local museum at Samphanthawong district was satisfied at a high level. The average was 4.12 and the standard deviation was 0.15. And the Bangkok local museum at Bangkok-noi district Satisfaction was at a high level. The average of 4.12 and the standard deviation of 0.14.

Keywords: Information Technology, Internet

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[3] สาขาวิชาเทคโนโลยีสารสนเทศ คณะวิทยาศาสตร์และเทคโนโลยี มหาวิทยาลัยราชภัฏพระนคร
[4] สาขาวิชาเทคโนโลยีสารสนเทศ คณะวิทยาศาสตร์และเทคโนโลยี มหาวิทยาลัยราชภัฏพระนคร

บทนำ

พิพิธภัณฑ์เป็นสถานที่รวบรวม เก็บรักษา และจัดแสดงสิ่งของต่าง ๆ ที่เป็นโบราณวัตถุหรือเป็นศิลปวัตถุของประเทศ เป็นสิ่งที่มีคุณค่าหรือที่หายาก ไม่ว่าจะเป็น ผลงานประดิษฐ์ของมนุษย์หรือวัตถุต่าง ๆ ที่เกิดขึ้นตามธรรมชาติ เพื่อประโยชน์ให้บุคคลเข้ามาศึกษาหาความรู้หรือชมเพื่อความเพลิดเพลินใจ (ราชบัณฑิตยสภา, 2554) พิพิธภัณฑ์จะมีขนาดที่แตกต่างกันออกไปตามสถานที่และความแตกต่างตามประเภทของวัตถุที่จัดแสดง เช่น พิพิธภัณฑ์ศิลปะหรือหอศิลป์จะมีการจัดแสดงเกี่ยวกับงานศิลปะหลายรูปแบบ พิพิธภัณฑ์ขนาดย่อมหรือพิพิธภัณฑ์ท้องถิ่นที่กระจายอยู่ตามพื้นที่เฉพาะ จัดแสดงผลงานทางประวัติศาสตร์ของท้องถิ่นนั้น ๆ เช่น พิพิธภัณฑ์เมืองหาดใหญ่ ตั้งอยู่ที่มหาวิทยาลัยหาดใหญ่ อ.หาดใหญ่ จ.สงขลา เป็นสถานที่ให้ความรู้กับ ชีวประวัติ.ประวัติศาสตร์และโบราณคดีของเมืองหาดใหญ่และจังหวัดสงขลา ที่มีการจำลองภาพเสมือนจริง (Virtual Reality) ที่จำลองแบบจำลองข้อมูลของสถานที่ในรูปแบบจำลองสามมิติของพิพิธภัณฑ์ของเมืองหาดใหญ่ ให้สัมพันธ์กับพื้นที่ใช้งานจริง โดยสร้างทางเลือกใหม่ให้ผู้สนใจสามารถใช้งานผ่านทางเว็บไซต์เพื่อง่ายต่อการเข้าชมโดยไม่จำเป็นต้องไปสถานที่จริง (เจริญ รุ่งกลิ่น, 2562)

เทคโนโลยีเว็บแอปพลิเคชัน (Web application) เป็นเทคโนโลยีที่ได้รับความนิยมเป็นอย่างสูงเนื่องจากสามารถตอบสนองความต้องการในการใช้งานของผู้ใช้ได้อย่างมีประสิทธิภาพ เว็บแอปพลิเคชันทำงานในรูปแบบของไคลเอนต์/เซิร์ฟเวอร์ (Client/Server) โปรแกรมจะถูกติดตั้งไว้ที่เครื่องเซิร์ฟเวอร์ เครื่องของผู้ใช้หรือเครื่องไคลเอนต์ที่เชื่อมต่อกับระบบเครือข่ายจะสามารถเรียกใช้งานโปรแกรมผ่านเว็บเบราว์เซอร์ (Web browser) ได้ทันที โดยไม่จำเป็นต้องติดตั้งโปรแกรมเพิ่มเติม ไม่มีข้อจำกัดในเรื่องของความหลากหลาย และความแตกต่างกันของคอมพิวเตอร์แต่ละเครื่อง จึงทำให้สามารถใช้งานเว็บแอปพลิเคชันจากอุปกรณ์ต่าง ๆ ได้ทันที ไม่ว่าจะเป็นคอมพิวเตอร์สมาร์ตโฟน แท็บเล็ต เพียงเชื่อมต่อกับเครือข่ายอินเทอร์เน็ต (วุฒิพงษ์ ชินศรี,ศิริวรรณ วาสุกรี, 2558) ดังนั้นเทคโนโลยีเว็บแอปพลิเคชันจึงเป็นเครื่องมือในการเรียนรู้ และประชาสัมพันธ์อีกประเภทหนึ่งที่มีบทบาทสำคัญในปัจจุบัน ซึ่งวิธีการประชาสัมพันธ์ เป็นการสร้างความเข้าใจอันดีของหน่วยงาน การให้ข้อมูลเพื่อเลือกใช้บริการได้ถูกต้อง และสร้างความศรัทธาค่านิยมให้เกิดขึ้นกับองค์กร อำนวยความสะดวกในการติดต่อสื่อสารระหว่างองค์กรกับสถาบันและหน่วยงานต่างๆ ให้เป็นไปอย่างมีประสิทธิภาพ (เสาวณีย์ สิกขาบัณฑิต, 2533)

จากความสำคัญของพิพิธภัณฑ์ดังที่กล่าวไว้ข้างต้นจึงนำไปสู่การพัฒนาระบบการแนะนำพิพิธภัณฑ์ เพื่อนำเสนอข้อมูลของพิพิธภัณฑ์ของเขตในกรุงเทพมหานครทั้ง 26 เขตผ่าน http://4564.website/museum ในระบบมีการทำงานหลากหลายซึ่งพัฒนาโดยใช้ภาษเอชทีเอ็มแอล, ภาษาพีเอชพี, ภาษาซีเอสเอส, ภาษาจาวาสคริปต์ และโปรแกรมสำหรับจัดการฐานข้อมูล ได้แก่ MySQL การทำงานหลักจะเป็นการให้ผู้เยี่ยมชมเข้าไปอ่านบทความเกี่ยวกับพิพิธภัณฑ์ท้องถิ่นของกรุงเทพฯ และผู้เยี่ยมชมยังสามารถเข้ามามีส่วนร่วมในการแบ่งปันพิพิธภัณฑ์ที่น่าสนใจ อาจเป็นภายในประเทศหรือต่างประเทศได้แบบไม่เปิดเผยตัวตน

วัตถุประสงค์ของการวิจัย

1) เพื่อออกแบบและพัฒนาระบบการแนะนำพิพิธภัณฑ์

2) เพื่อประเมินความพึงพอใจของบุคคลทั่วไปที่มีต่อระบบการแนะนำพิพิธภัณฑ์

วิธีการดำเนินการวิจัย

1) ขอบเขตการวิจัย

การพัฒนาระบบการแนะนำพิพิธภัณฑ์ กรณีศึกษาเขตสัมพันธวงศ์ และเขตบางกอกน้อยได้มีการกำหนดขอบเขตด้านประชากรและกลุ่มตัวอย่าง รวมถึงฟังก์ชันการทำงานตามขอบเขตของผู้ใช้งานดังนี้

1.1 ประชากรและกลุ่มตัวอย่าง

ประชากร คือ บุคคลภายนอกที่สามารถเข้าถึงการเชื่อมต่อเครือข่ายอินเตอร์เน็ตได้ และสามารถเข้าถึงระบบการแนะนำพิพิธภัณฑ์ http://4564.website/museum ได้ อีกทั้งมีความสนใจที่จะศึกษารายละเอียดเกี่ยวกับความเป็นมาของพิพิธภัณฑ์ในกรุงเทพมหานคร

กลุ่มตัวอย่าง คือ บุคคลภายนอกที่สามารถเข้าถึงการเชื่อมต่อเครือข่ายอินเตอร์เน็ตได้ และสามารถเข้าถึงระบบการแนะนำพิพิธภัณฑ์ http://4564.website/museum ได้ อีกทั้งมีความสนใจที่จะศึกษารายละเอียดเกี่ยวกับความเป็นมาของพิพิธภัณฑ์ในกรุงเทพมหานครโดยใช้วิธีการสุ่มตัวอย่างตามสะดวกหรือสมัครใจ (บุญเรียง ขจรศิลป์, 2543) สำหรับประเมินประสิทธิภาพของระบบสารสนเทศที่พัฒนาขึ้น จำนวน 50 คน

1.2 ฟังก์ชันการทำงานตามขอบเขตของผู้ใช้งาน

- สามารถเข้าใช้เพื่อศึกษารายละเอียดของพิพิธภัณฑ์แต่ละเขตได้
- สามารถแสดงความคิดเห็นได้

- สามารถแนะนำพิพิธภัณฑ์ที่น่าสนใจเพิ่มเติมได้

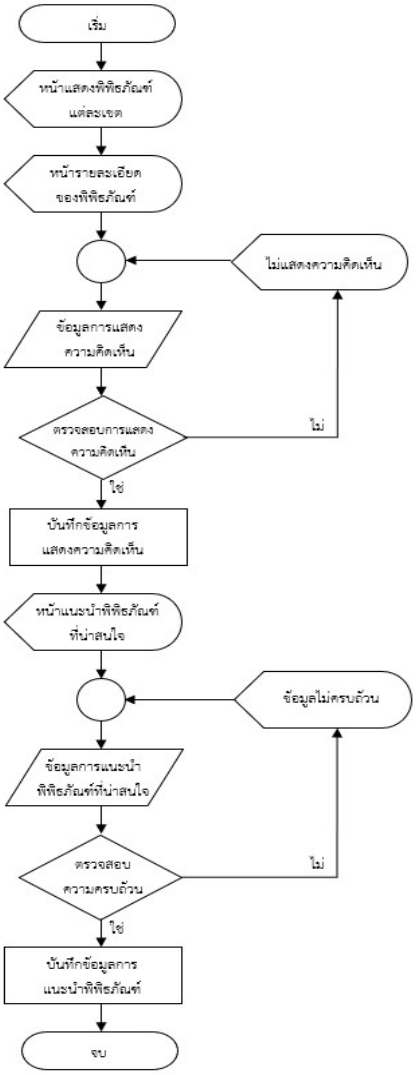
2) เครื่องมือที่ใช้ในการวิจัย

2.1 เครื่องมือที่ใช้ในการเก็บรวมรวมข้อมูล คือ แบบสอบถามความพึงพอใจของบุคคลทั่วไปที่มีต่อระบบการแนะนำพิพิธภัณฑ์ กรณีศึกษาเขตสัมพันธวงศ์ และเขตบางกอกน้อย

2.2 เครื่องมือที่พัฒนาขึ้น คือ เว็บไซต์พิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร (http://4564.website/museum)

3) ขั้นตอนในการวิจัย

3.1 ผังงานกระบวนการ (Process Flowchart)

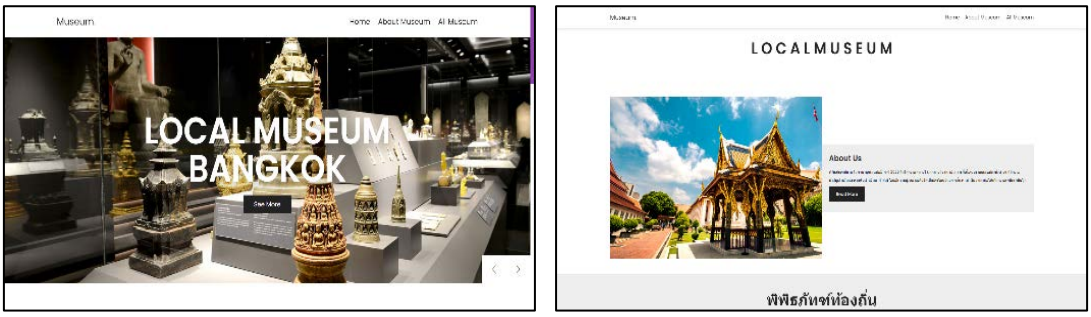


ภาพประกอบที่ 1 ผังงานการพัฒนาระบบการแนะนำพิพิธภัณฑ์

3.2 การดำเนินงานของการวิจัย

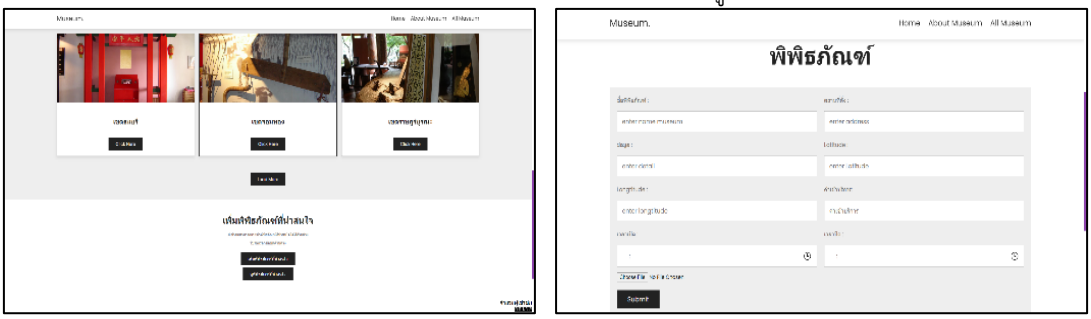
ระบบการแนะนำพิพิธภัณฑ์จัดทำขึ้นเพื่อเป็นสื่อสำหรับรวบรวมรายละเอียดข้อมูลของพิพิธภัณฑ์ท้องถิ่นในเขตของกรุงเทพมหานครโดยผู้ใช้งานสามารถเข้าเยี่ยมชมได้โดยไม่ต้องทำการสมัครสมาชิก

1) หน้าแรกแสดงข้อมูลแบนเนอร์, เมนูเชื่อมไปยังหน้ารวมพิพิธภัณฑ์ และส่วนการเชื่อมไปยังหน้าแนะนำพิพิธภัณฑ์ที่น่าสนใจ ดังภาพประกอบที่ 2



ภาพประกอบที่ 2 หน้าแรกของเว็บไซต์

2) หน้าแนะนำพิพิธภัณฑ์ที่น่าสนใจเพิ่มเติม จะเป็นหน้าให้กรอกข้อมูลรายละเอียดของพิพิธภัณฑ์ ดังภาพที่ 3



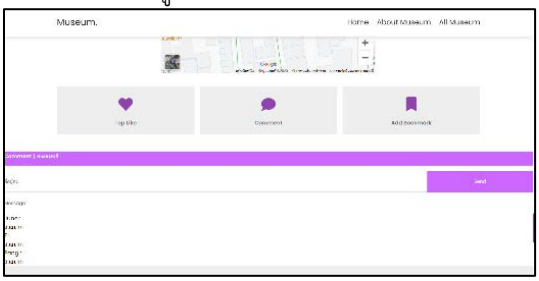
ภาพประกอบที่ 3 หน้าแนะนำพิพิธภัณฑ์ที่น่าสนใจเพิ่มเติม

3) หน้ารายละเอียดของพิพิธภัณฑ์แสดงเป็นรูปแบบของบทความ มีรายละเอียด และรูปภาพ ดังภาพที่ 4



ภาพประกอบที่ 4 หน้ารายละเอียดของพิพิธภัณฑ์

4) ส่วนของการแสดงความคิดเห็นของผู้เยี่ยมชม ดังภาพที่ 5



ภาพประกอบที่ 5 รายละเอียดความคิดเห็นของผู้เยี่ยมชม

ผลการดำเนินงาน

ผลการทดลองใช้ระบบการแนะนำพิพิธภัณฑ์ ผู้จัดทำได้ทำการทดลองให้กลุ่มตัวอย่างที่เป็นบุคคลทั่วไปที่สามารถเข้าถึงการเชื่อมต่อเครือข่ายสัญญาณอินเตอร์เน็ตได้ และสามารถเข้าถึงระบบการแนะนำพิพิธภัณฑ์ผ่าน http://4564.website/museum ได้ อีกทั้งมีความสนใจที่จะศึกษารายละเอียดเกี่ยวกับความเป็นมาของพิพิธภัณฑ์ท้องถิ่นในกรุงเทพมหานคร โดยใช้วิธีการสุ่มตัวอย่างตามสะดวกหรือสมัครใจ (บุญเรียง ขจรศิลป์, 2543) จำนวน 50 คนได้ทดลองใช้ระบบที่ได้พัฒนาขึ้น และให้กลุ่มตัวอย่างทำแบบประเมิน

ความพึงพอใจระบบการแนะนำพิพิธภัณฑ์ จากนั้นนำผลที่ได้มาทำการวิเคราะห์โดยใช้วิธีทางสถิติ ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และแปลผล ดังตารางที่1 - ตารางที่2

ตารางที่ 1 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของระดับความพึงพอใจในด้านการออกแบบโดยผู้ใช้งาน จำนวน 50 คน

รายการ	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	ระดับความพึงพอใจ
ความพึงพอใจในด้านการออกแบบ			
1. มีความสวยงาม ทันสมัย และมีความหน้าสนใจ	4	0.63	มาก
2. การจัดรูปแบบเว็บไซต์ง่ายต่อการอ่าน และการใช้งาน	4.02	0.89	มาก
3. ความเหมาะสมของสีที่ใช้ในการออกแบบ	4.14	0.85	มาก
4. เมนูดูง่ายต่อการใช้งาน	4.16	0.79	มาก
5. ขนาดรูป และแบบตัวอักษรอ่านง่าย	4.2	0.78	มาก
ค่าเฉลี่ยรวม	**4.1**	**0.08**	**มาก**

จากตารางที่ 1 ผลการประเมินความพึงพอใจในด้านการออกแบบโดยผู้ใช้งาน จำนวน 50 คน พบว่า ความพึงพอใจอยู่ในระดับมาก โดยมีค่าเฉลี่ยอยู่ที่ 4.1 และค่าส่วนเบี่ยงเบนมาตรฐานอยู่ที่ 0.08

ตารางที่ 2 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของระดับความพึงพอใจในด้านคุณภาพของเนื้อหาโดยผู้ใช้งาน จำนวน 50 คน

รายการ	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	ระดับความพึงพอใจ
ความพึงพอใจในด้านคุณภาพของเนื้อหา กรณีศึกษา เขตสัมพันธวงศ์			
1. เกิดประโยชน์แก่ผู้ใช้งาน	4.14	0.83	มาก
2. ความถูกหลักไวยากรณ์ และครบถ้วนของเนื้อหา	3.96	0.87	มาก
3. ความสอดคล้องของเนื้อหากับเว็บไซต์	4.26	0.80	มาก
ค่าเฉลี่ยรวม	**4.12**	**0.15**	**มาก**
ความพึงพอใจในด้านคุณภาพของเนื้อหา กรณีศึกษา เขตบางกอกน้อย			
1. เกิดประโยชน์แก่ผู้ใช้งาน	3.96	0.85	มาก
2. ความถูกหลักไวยากรณ์ และครบถ้วนของเนื้อหา	4.22	0.76	มาก
3. ความสอดคล้องของเนื้อหากับเว็บไซต์	4.20	0.80	มาก
ค่าเฉลี่ยรวม	**4.12**	**0.14**	**มาก**

จากตารางที่ 2 ผลการประเมินความพึงพอใจในด้านคุณภาพของเนื้อหา กรณีศึกษา เขตสัมพันธวงศ์ โดยผู้ใช้งาน จำนวน 50 คน พบว่า ความพึงพอใจอยู่ในระดับมาก โดยมีค่าเฉลี่ยอยู่ที่ 4.12 และค่าส่วนเบี่ยงเบนมาตรฐานอยู่ที่ 0.15 และผลการประเมินความพึงพอใจในด้านคุณภาพของเนื้อหา กรณีศึกษา เขตบางกอกน้อย โดยผู้ใช้งาน จำนวน 50 คน พบว่า ความพึงพอใจอยู่ในระดับมาก โดยมีค่าเฉลี่ยอยู่ที่ 4.12 และค่าส่วนเบี่ยงเบนมาตรฐานอยู่ที่ 0.14

สรุปผลการวิจัย

โครงการวิจัยนี้เป็นการพัฒนาระบบการแนะนำพิพิธภัณฑ์สารมารถสรุปผลการวิจัย ได้ดังนี้

1) ระบบการแนะนำพิพิธภัณฑ์ที่พัฒนาขึ้นสามารถใช้เป็นแหล่งศึกษาออนไลน์ที่สามารถอธิบายรายละเอียดของพิพิธภัณฑ์ท้องถิ่นภายในกรุงเทพมหานครทั้ง 26 แห่งโดยผ่านการพัฒนาระบบในกรณีศึกษา 2 แห่ง ดังนี้ เขตสัมพันธวงศ์ และเขตบางกอกน้อย http://4564.website/museum และยังสามารถสร้างแรงจูงใจให้ผู้คนหันมาสนใจพิพิธภัณฑ์มากขึ้น

2) คุณภาพการทำงานของระบบการแนะนำพิพิธภัณฑ์เป็นเว็บไซต์ที่มีคุณภาพทั้ง 2 ด้าน ได้แก่ ด้านการออกแบบ และด้านคุณภาพของเนื้อหาอยู่ในระดับมาก ซึ่งในด้านการออกแบบได้นำหลักการทางศิลปะมาใช้โดยพิจารณาจาก การใช้รูปแบบตัวอักษรที่เหมาะสมกับงาน การจัดวางตำแหน่งของตัวอักษร รูปภาพ และการกำหนดโครงสร้างของสีให้มีความโดดเด่น ชัดเจน (วรพงศ์ วรชาติอุดมพงศ์, 2540) ทำให้สามารถสร้างแรงจูงใจให้ผู้คนมาเยี่ยมชมยังสถานที่จริง เนื่องจากทางเว็บไซต์ได้มีการแนะนำสถานที่ตั้งของพิพิธภัณฑ์ทั้ง 26 แห่งไว้อย่างชัดเจน

3) ความพึงพอใจของผู้ใช้งานที่มีต่อระบบการแนะนำพิพิธภัณฑ์อยู่ในระดับความพึงพอใจมาก กล่าวคือ ระบบการแนะนำพิพิธภัณฑ์ที่สามารถให้ผู้เยี่ยมชมได้ศึกษารายละเอียดของพิพิธภัณฑ์ท้องถิ่น ค้นหาเส้นทางในการเดินทางที่สะดวกรวดเร็ว และแบ่งปันข้อมูลพิพิธภัณฑ์ที่น่าสนใจ เว็บไซต์ที่พัฒนาขึ้นสร้างแรงจูงใจให้ผู้คนมาเยี่ยมชมยังสถานที่จริง เนื่องจากการนำเสนอของทางเว็บไซต์มีการนำเสนอเนื้อหาที่มีความน่าสนใจ รายละเอียดต่าง ๆ มีความชัดเจนทำให้สามารถเข้าใจถึงบริบทของพิพิธภัณฑ์ท้องถิ่นอย่างชัดเจน

อภิปรายผลการวิจัย

การพัฒนาระบบการแนะนำพิพิธภัณฑ์ผู้จัดทำได้ทำการศึกษาการสร้าง และออกแบบระบบแนะนำพิพิธภัณฑ์ทำตามวัตถุประสงค์ทั้ง 2 ข้อด้วยวิธีต่างกัน ดังนี้

วัตถุประสงค์ข้อที่ 1 เพื่อออกแบบและพัฒนาระบบการแนะนำพิพิธภัณฑ์ ในการทำตามวัตถุประสงค์ข้อที่ 1 ได้ทำการศึกษาองค์ประกอบของจากเว็บไซต์ของพิพิธภัณฑ์ต่าง ๆ โดยตัวอย่างเว็บไซต์ที่ได้นำมาใช้ศึกษา ได้แก่ พิพิธภัณฑ์พระรามเก้า และพิพิธภัณฑสถานธรรมชาติวิทยา ๕๐ พรรษา สยามบรมราชกุมารี จากนั้นได้ร่างแบบของระบบการแนะนำพิพิธภัณฑ์ ซึ่งพัฒนาระบบโดยใช้โปรแกรมพัฒนาระบบ Brackets อีกทั้งยังใช้ภาษาเอชทีเอ็มแอล, ภาษาพีเอชพี, ภาษาซีเอสเอส, ภาษาจาวาสคริปต์ รวมถึงโปรแกรมสำหรับจัดการฐานข้อมูล ได้แก่ MySQL ในการพัฒนา

วัตถุประสงค์ข้อที่ 2 เพื่อประเมินความพึงพอใจของบุคคลทั่วไปที่มีต่อระบบการแนะนำพิพิธภัณฑ์ ในการทำตามวัตถุประสงค์ข้อที่ 2 ได้ทำการสอบถามผู้ใช้งานทั่วไปจำนวน 50 คน โดยใช้แบบสอบถามประเมินความพึงพอใจรูปแบบออนไลน์แบ่งออกเป็นด้านการออกแบบที่มีค่าเฉลี่ยเท่ากับ 4.1 และค่าส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.08 โดยประเด็นที่สำคัญที่ได้การยอมรับจากผู้ประเมินในระดับมากคือ ความสามารถในการใช้งานเว็บไซต์ง่าย และความเหมาะสมของการเลือกใช้สีบนหน้าเว็บไซต์สอดคล้องกับหลักปฏิสัมพันธ์ระหว่างมนุษย์กับคอมพิวเตอร์ เรื่องการสร้างเว็บไซต์ต้องคำนึงถึงหลักทางด้านจิตวิทยา และผลกระทบของสีต่ออารมณ์ความรู้สึกของผู้ใช้งาน (สุรีรัตน์ อินทร์หม้อ, 2552) และด้านคุณภาพของเนื้อหา แบ่งเป็น 2 กรณี ได้แก่ คุณภาพของเนื้อหาพิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร เขตสัมพันธวงศ์มีความพึงพอใจอยู่ในระดับมากมีค่าเฉลี่ยเท่ากับ 4.12 และค่าส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.15 และพิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร เขตบางกอกน้อย มีความพึงพอใจอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.12 และค่าส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.14

ข้อเสนอแนะ

งานวิจัยนี้จัดทำขึ้นเพื่อการพัฒนาระบบการแนะนำพิพิธภัณฑ์กรณีศึกษาเขตสัมพันธวงศ์ และเขตบางกอกน้อยโดยระบบที่พัฒนาขึ้นมิใช่ระบบที่เป็นทางการโดยตรง จึงมิได้มีการขอความอนุเคราะห์ในด้านคำแนะนำ คำปรึกษาจากผู้ดูแลพิพิธภัณฑ์หรือบุคคลที่เกี่ยวข้อง ดังนั้นหากมีการทำการวิจัยในครั้งถัดไปจำเป็นต้องทำการศึกษาบริบทของพิพิธภัณฑ์เพิ่มเติม และสอบถามเพื่อขอคำแนะนำจากผู้ดูแลพิพิธภัณฑ์หรือบุคคลที่เกี่ยวข้อง อีกทั้งทำการสอบถามความต้องการของเจ้าหน้าที่เพื่อนำมาพัฒนาระบบการแนะนำต่อไป

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SCI-007

การพัฒนาเว็ปไซต์พิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร
Development of Museums's Website in Bangkok Metropolis Area)

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ 1) เพื่อศึกษาและวิเคราะห์ความพึงพอใจของบุคคลทั่วไปที่มีต่อเว็ปไซต์ 2) เพื่อออกแบบและพัฒนาเว็บไซต์ประชาสัมพันธ์พิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร 3) เพื่อศึกษาและวิเคราะห์การใช้งานเว็ปไซต์แนะนำพิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร ผู้วิจัยใช้เทคนิควิธีการพัฒนาระบบเชิงโครงสร้าง ในการพัฒนาระบบใช้โปรแกรม Visual Studio Code โดยใช้ภาษา PHP CSS เป็นการพัฒนาเว็บแอปพลิเคชัน และโปรแกรมฐานข้อมูลได้แก่ MySQL กลุ่มตัวอย่างคือบุคคลภายนอกที่เชื่อมเครือข่ายสัญญาณอินเตอร์เน็ตได้ ผู้ใช้สามารถเข้าถึงข้อมูลสารสนเทศของพิพิธภัณฑ์ได้อย่างรวดเร็ว ผลการประเมินความพึงพอใจของเว็ปไซต์ของผู้ใช้งานจำนวน 50 คน แบ่งออกเป็นด้านการออกแบบมีความพึงพอใจอยู่ดับมาก คิดเป็นค่าเฉลี่ย 4.11 และค่าเบี่ยงเบนมาตรฐาน
อยู่ที่ 1.01 ด้านคุณภาพเนื้อหา มีความพึงพอใจอยู่ในระดับมาก คิดเป็นค่าเฉลี่ย 4.2 และค่าเบี่ยงเบนมาตรฐานอยู่ที่ 0.95 และ ด้านประสิทธิภาพการทำงาน มีความพึงพอใจอยู่ในระดับมาก คิดเป็นค่าเฉลี่ย 4.18 และค่าเบี่ยงเบนมาตรฐานอยู่ที่ 0.88 ภาพรวมของการใช้งานระบบอยู่ในระดับดี ระบบสามารถให้ข้อมูลที่สำคัญของพิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานครได้เป็นอย่างดี
คำสำคัญ: พัฒนาเว็ปไซต์,พัฒนาระบบ,พัฒนาเว็ปแอบพิเคชั่น

Abstract

The objectives of this research are 1) to study and analyze the general public's satisfaction towards the website, 2) to design and develop a website to publicize the Bangkok Local Museum, 3) to study and analyze the use of the website recommending local museums. Bangkok There are techniques used in system development, namely, structural system development methods. The tools used were Visual Studio Code program using PHP CSS language to develop web applications and database programs such as MySQL. The sample group was outsiders who could connect to the internet network. Users can quickly access museum information. Satisfaction evaluation results of the website of 50 people in terms of design are very satisfied. The mean was 4.11 and the standard deviation was 1.01 for content quality. Satisfaction was at a high level. Representing a mean of 4.2 and a standard deviation of 0.95 and performance Satisfaction was at a high level. The mean was 4.18 and the standard deviation was 0.88.
Keywords: Website development, system development, web application development

บทนำ

ในปีพ.ศ. 2530 ที่เทคโนโลยีและอินเตอร์เน็ตเข้ามามีบทบาทในชีวิตประจำวันและเป็นสื่อการเรียนการสอนอย่างในศตวรรษที่ 21 ก่อนผู้คนจะเริ่มใช้อินเตอร์เน็ต ผู้คนในสมัยก่อนจะใช้พิพิธภัณฑ์เป็นสถานที่ศึกษาการดำรงชีวิตของคนสมัยก่อน ซึ่ง

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[5] อาจารย์ สาขาวิชาเทคโนโลยีสารสนเทศและสื่อดิจิทัล คณะวิทยาศาสตร์ วิทยาลัยพิชญบัณฑิต

พิพิธภัณฑ์ มีเป้าหมายในการเก็บรักษาและดูแลสิ่งของที่สำคัญทั้งในด้านประวัติศาสตร์ วิทยาศาสตร์ วัฒนธรรม และศิลปะ เพื่อจัดแสดงต่อสาธารณชน พิพิธภัณฑ์ขนาดใหญ่มักจะตั้งอยู่ภายในเมืองใหญ่ที่สำคัญของโลกซึ่งมักจะมีผลงานแสดงที่หลากหลาย ในขณะที่พิพิธภัณฑ์ขนาดย่อมที่กระจายอยู่ตามทั่วโลกมักจะจัดแสดงผลงานของท้องถิ่นนั้น หรือเฉพาะวัตถุที่เกิดจากความสนใจของเจ้าของพิพิธภัณฑ์ ยกตัวอย่าง เช่น พิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร เขตบางกอกใหญ่ มีการจัดแสดงภายในพิพิธภัณฑ์ได้จัดแสดงนิทรรศการ มีทั้งภาพที่สวยงาม การจำลองตัวอย่างจริงอันอลังการและข้อมูลทางประวัติศาสตร์ที่สำคัญๆ นอกจากนี้ภายหลังจากการเติบโตของอินเทอร์เน็ต ได้มีพิพิธภัณฑ์เสมือนจริงเกิดขึ้นมากมายในลักษณะของเว็บไซต์ที่มีการจัดแสดงภาพ และเสียงให้ผู้เข้าชมได้ดูและฟัง

ในศตวรรษที่ 21 สังคมมีการเปลี่ยนแปลง แน่นอนว่าบทบาทของพิพิธภัณฑ์ไม่ใช่เป็นแหล่งความรู้เพียงอย่างเดียว ด้วยเหตุผลที่ว่า ผู้คนสามารถค้นคว้าข้อมูลผ่านอินเตอร์เน็ตได้ตลอดเวลา โดยไม่ต้องเดินทาง ทำให้พิพิธภัณฑ์กลายเป็นสถานที่ท่องเที่ยว

จากข้างต้นเห็นได้ว่า พิพิธภัณฑ์ท้องถิ่น ต่างๆในกรุงเทพฯ ได้รับอิทธิพลจากการที่มีอินเตอร์เน็ตเข้ามาเป็นสื่อความรู้ โดยพิจารณาจากปัญหาที่เกิดขึ้นกับพิพิธภัณฑ์ท้องถิ่น ต่างๆในกรุงเทพฯ จึงพบว่า วิธีแก้ปัญหาที่เหมาะสม คือ การสร้างเว็บไซต์หรือสื่อออนไลน์ขึ้นมาเพื่อเป็นช่องทางในการประชาสัมพันธ์ให้กับพิพธภัณฑ์ ในเว็บไซต์หรือสื่อออนไลน์ที่ทำมาเพื่อประชาสัมพันธ์มีการเลือกใช้โปรแกรมต่างๆ ในการสร้างเว็บไซต์หรือออนไลน์ ให้มีความน่าสนใจและมีประสิทธิภาพมากที่สุด วิจัยที่เกี่ยวข้อง สโรชา เมฆอรุณ. (2557). กล่าวถึง การจัดการพิพิธภัณฑ์ในสถานศึกษาเพื่อเป็นแหล่งเรียนรู้ : กรณีศึกษา พิพิธภัณฑ์การศึกษาไทย โรงเรียนสวนกุหลาบวิทยาลัยและพิพิธภัณฑ์เพื่อการศึกษาโรงเรียนเทพศิรินทร์ เป็นการศึกษาเพื่อศึกษาการจัดการพิพิภัณฑ์ในสถานศึกษา เพื่อนำรูปแบบการจัดการมาพัฒนาพิพิธภัณฑ์ของมหาวิทยาลัยศรีนครินทรวิโรฒ รวมถึงพิพิธภัณฑ์ต่างๆ ที่มีข้อจ ากัดทางด้านงบประมาณ เพื่อเป็นแนวทางในการบริหารจัดการพิพิธภัณฑ์ คาเมร่า เจราหวัง. (2557). กล่าวถึง การจัดการพิพิธภัณฑ์ท้องถิ่นกับการมีส่วนร่วมและพัฒนาชุมชน กรณีศึกษา พิพิธภัณฑ์ท้องถิ่นขุนละหาร โดยการวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาถึงการมีส่วนร่วมกับชุมชนท้องถิ่นของพิพิธภัณฑ์ท้องถิ่นขุนละหารในฐานะพิพิธภัณฑ์เอกชน อีกทั้งศึกษาบทบาทในการช่วยส่งเสริมพัฒนาชุมชนของพิพิธภัณฑ์ท้องถิ่นขุนละหาร วรินทร พลขัน. (2559). กล่าวถึง วิจัยเรื่อง การวิเคราะห์ลักษณะการเข้าเยี่ยมชมพิพิธภัณฑ์เมืองพิษณุโลกและศูนย์วัฒนธรรมและการท่องเที่ยวกลุ่มจังหวัดภาคเหนือตอนล่าง 1 มีวัตถุประสงค์เพื่อวิเคราะห์ลักษณะการเข้าเยี่ยมชมพิพิธภัณฑ์พิพิธภัณฑ์เมืองพิษณุโลกและศูนย์วัฒนธรรมและการท่องเที่ยวกลุ่มจังหวัดภาคเหนือตอนล่าง 1 ผุสดีคุ้มรักษา. (2563). กล่าวถึง การศึกษาพฤติกรรมการท่องเที่ยวพิพิธภัณฑ์ของนักท่องเที่ยวกลุ่มเจเนอเรชั่นวาย พบว่าพฤติกรรมก่อนการเดินทาง นักท่องเที่ยวส่วนใหญ่เดินทางท่องเที่ยวพิพิธภัณฑ์ช่วงวันหยุดสุดสัปดาห์ (เสาร์-อาทิตย์) โดยมีวัตถุประสงค์ในการเดินทางเพื่อเรียนรู้ประวัติศาสตร์ศิลปะวัฒนธรรม สันทัด ทองรินทร์และศิริวรรณ อนันต์โท. (2561). กล่าวถึง การออกแบบพิพิธภัณฑ์การ์ตูน จากผลการศึกษากลุ่มผู้ทรงคุณวุฒิพบว่า การออกแบบพิพิธภัณฑ์การ์ตูน ด้านการดำเนินงานควรมีลักษณะเป็นภาคีการมีส่วนร่วมของหน่วยงานหรือองค์กรจากทั้งภาครัฐ ภาคเอกชน นักวิชาชีพการ์ตูนนักวิชาการ

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาและวิเคราะห์ความพึงพอใจของบุคคลทั่วไปที่มีต่อเว็ปไซต์
2. เพื่อออกแบบและพัฒนาเว็บไซต์ประชาสัมพันธ์พิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร
3. เพื่อศึกษาและวิเคราะห์การใช้งานเว็ปไซต์แนะนำพิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร

วิธีการดำเนินการวิจัย

1. งานวิจัยนี้ได้ดำเนินการพัฒนาเว็ปไซต์ทั้งหมด 4 ขั้นตอน โดยขั้นตอนนี้

1.1 แผนภาพขั้นตอนการดำเนินการเข้าชม ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลพิพิธภัณฑ์ทั้งหมด 26 แห่ง ในกรุงเทพมหานครได้แก่ เขตบางกอกใหญ่ เขตธนบุรี เขตคลองสาน เขตจอมทอง เขตราษฎร์บูรณะ เขตหนองแขม เขตทวีวัฒนา เขตบางเขน เขตดอนเมือง เขตวังทองหลาง เขตหนองจอก เขตสวนหลวง เขตลาดกระบัง เขตพระนคร เขตดุสิต เขตบางซื่อ เขตดินแดง เขตพญาไท เขตบางกอกน้อย เขตบางขุนเทียนเขตบางนา เขตบางรัก เขตยานนาวา เขตพระโขนง เขตสัมพันธ์วงศ์ เขตวัฒนา และทำการจัดเก็บฐานข้อมุล ได้แก่ คำอธิบาย ภาพประกอบ แผนที่ พิกัดสถานที่

2. เครื่องมือการวิจัย

2.1 แบบสอบถามความพึงพอใจ เป็นแบบสอบถามแบบมาตราส่วน 5 ระดับ

2.2 เว็ปไซต์พิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร

3. กลุ่มเป้าหมาย

3.1 กลุ่มตัวอย่าง คือ บุคคลภายนอกที่มีความสนใจที่จะศึกษาพิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานคร โดยใช้วิธีการสุ่มตัวอย่างตามสะดวกสำหรับการประเมินประสิทธิภาพของระบบสารสนเทศที่พัฒนาขึ้น จำนวน 50 คน

4. สถิติที่ใช้ในการวิจัย การจัดทำแบบประเมินความพึงพอใจของเว็บแอปพลิเคชันระบบสื่อสังคมออนไลน์พิพิธภัณฑ์ในกรุงเทพฯ ได้นำเอาหลักสถิติมาใช้ ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และเปรียบเทียบค่าสถิติ โดยใช้ข้อมูลได้มาจากกลุ่มตัวอย่างทั้ง 50 คน ซึ่งใช้วิธีการสุ่มกลุ่มตัวอย่างอย่างเป็นอิสระ (Independent T-Test) เกณฑ์การกำหนดค่าระดับคะแนนความพึงพอใจ ดังนี้

ค่าเฉลี่ยเท่ากับ 4.51 – 5.00 หมายถึงระดับมากที่สุด
ค่าเฉลี่ยเท่ากับ 3.51 – 4.50 หมายถึงระดับมาก
ค่าเฉลี่ยเท่ากับ 2.51 – 3.50 หมายถึงระดับปานกลาง
ค่าเฉลี่ยเท่ากับ 1.51 – 2.50 หมายถึงระดับน้อย
ค่าเฉลี่ยเท่ากับ 1.01 – 1.50 หมายถึงระดับน้อยที่สุด

สรุปผลการวิจัย

งานวิจัยการพัฒนาเว็ปไซต์พิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานครเพื่อกระตุ้นการท่องเที่ยวในประเทศ

1. ส่วนของผู้ใช้งานทั่วไปโดยมีฟังก์ชันดังนี้ สามารถเพิ่มพิพิธภัณฑ์ โลเคชั่น รายละเอียด แผนที่ ค่าเข้า เวลาเปิด เวลาปิด และ รูปภาพ และ ภายในเว็บไซต์ได้อย่างมีประสิทธิภาพโดยรวมเว็บไซต์ใช้งานได้อย่างมีประสิทธิภาพและไม่มีข้อติดขัดใดๆ

2. ส่วนของผู้ดูแลระบบมีฟังก์ชัน ที่สามารถเพิ่ม ลบ แก้ไข ข้อมูลโพสต์ต่างๆภายในเว็บไซต์ได้

3. เว็ปไซต์สามารถเก็บข้อมูลความคิดเห็นของผู้เข้าชมเว็ปไซต์ได้เพื่อจะได้นำมาปรับปรุงเว็ปไซต์มีความประสิทธิภายมากยิ่งขึ้น



ภาพที่ 1 พิพิธภัณฑ์ เขตบางกอกใหญ่



ภาพที่ 2 พิพิธภัณฑ์ เขตธนบุรี



ภาพที่ 3 พิพิธภัณฑ์ เขตคลองสาน



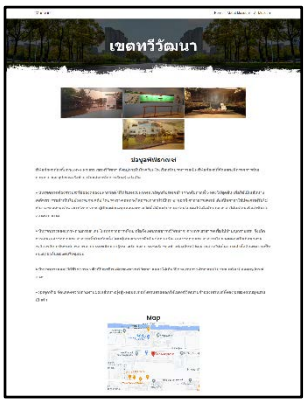
ภาพที่ 4 พิพิธภัณฑ์ เขตจอมทอง



ภาพที่ 5 พิพิธภัณฑ์ เขตราษฎร์บูรณะ



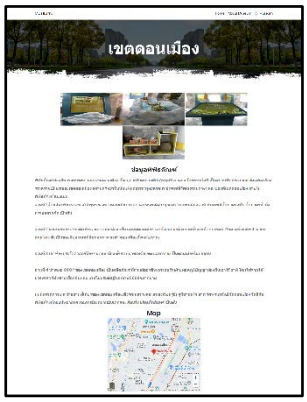
ภาพที่ 6 พิพิธภัณฑ์ เขตหนองแขม



ภาพที่ 7 พิพิธภัณฑ์ เขตทวีวัฒนา



ภาพที่ 8 พิพิธภัณฑ์ เขตบางเขน



ภาพที่ 9 พิพิธภัณฑ์ เขตดอนเมือง



ภาพที่ 10 พิพิธภัณฑ์ เขตวังทองหลาง



ภาพที่ 11 พิพิธภัณฑ์ เขตหนองจอก



ภาพที่ 12 พิพิธภัณฑ์ เขตสวนหลวง



ภาพที่ 13 พิพิธภัณฑ์ เขตลาดกระบัง



ภาพที่ 14 พิพิธภัณฑ์ เขตพระนคร



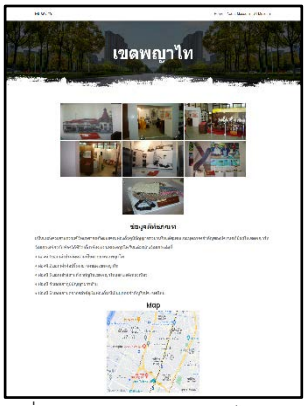
ภาพที่ 15 พิพิธภัณฑ์ เขตดุสิต



ภาพที่ 16 พิพิธภัณฑ์ เขตบางซื่อ



ภาพที่ 17 พิพิธภัณฑ์ เขตดินแดง



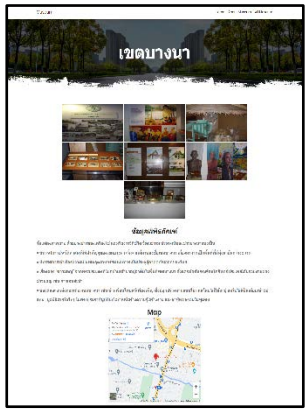
ภาพที่ 18 พิพิธภัณฑ์ เขตพญาไท



ภาพที่ 19 พิพิธภัณฑ์ เขตบางกอกน้อย



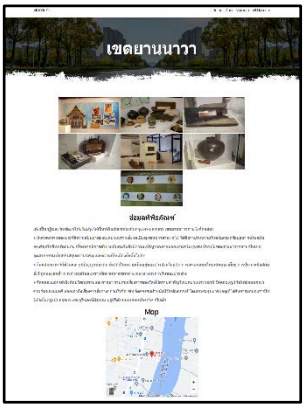
ภาพที่ 20 พิพิธภัณฑ์ เขตบางขุนเทียน



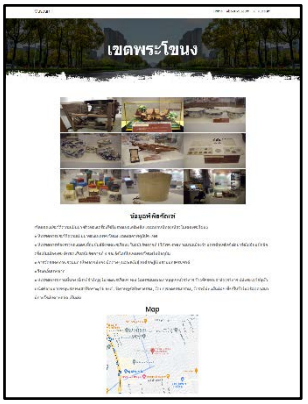
ภาพที่ 21 พิพิธภัณฑ์ เขตบางนา



ภาพที่ 22 พิพิธภัณฑ์ เขตบางรัก



ภาพที่ 23 พิพิธภัณฑ์ เขตยานนาวา



ภาพที่ 24 พิพิธภัณฑ์ เขตพระโขนง



ภาพที่ 25 พิพิธภัณฑ์ เขตสัมพันธ์วงศ์



ภาพที่ 26 พิพิธภัณฑ์ เขตวัฒนา

ภาพที่ 26 พิพิธภัณฑ์ เขตวัฒนา

อภิปรายผลการวิจัย

ผลการทดลองใช้ระบบเว็บแอปพลิเคชันการพัฒนาเว็ปไซต์พิพิธภัณฑ์ท้องถิ่นกรุงเทพมหานครเพื่อกระตุ้นการท่องเที่ยวในประเทศ ผู้วิจัยดำเนินการทดลองให้กลุ่มตัวอย่าง ที่เป็นบุคคลทั่วไปที่สามารถเข้าถึงอินเตอร์เน็ตได้และมีความต้องการที่จะเผยแพร่สถานที่ท่องเที่ยว ทั้ง 50 คน ได้ทดลองใช้ระบบที่ผู้จัดทำ ได้พัฒนาขึ้น และได้สอบถามความพึงพอใจของผู้ใช้งานที่มีต่อระบบ จากนั้นนำผลมาวิเคราะห์ด้วยหลักสถิติสำหรับใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน เทียบกับเกณฑ์และสรุปผล แสดงดังตารางที่ 1 - ตารางที่ 3 ดังนี้

ตารางที่ 1 ด้านการออกแบบและการจัดรูปแบบ (Design)

รายการ	$\overline{x}$	SD	ระดับความพึงพอใจ
1. มีความสวยงาม ทันสมัย และมีความหน้าสนใจ	4.06	1.02	มาก
2. การจัดรูปแบบเว็บไซต์ง่ายต่อการอ่าน และการใช้งาน	4.16	.99	มาก
3. ความเหมาะสมของสีที่ใช้ในการออกแบบ	4.14	1.01	มาก
4. เมนูดูง่ายต่อการใช้งาน	4.12	1	มาก
5. ขนาดรูป และแบบตัวอักษรอ่านง่าย	4.08	1.05	มาก
โดยรวม	4.11	1.01	มาก

จากตารางที่ 1 ผลการประเมินความพึงพอใจด้านการออกแบบและการจัดรูปแบบ (Design) โดยผู้ใช้งานทั่วไป พบว่า อยู่ในระดับพึงพอใจมากมีค่าเฉลี่ยอยู่ที่ 4.11 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 1.01 โดยแบ่งเป็น 1) มีความสวยงาม ทันสมัย และมีความหน้าสนใจ มีค่าเฉลี่ยอยู่ที่ 4.06 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 1.02 มีระดับความพึงพอใจอยู่ในระดับ พึงพอใจมาก 2) สีสันที่ใช้ในการออกแบบมีความเหมาะสม มีค่าเฉลี่ยอยู่ที่ 4.16 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 0.99 มีระดับความพึงพอใจอยู่ในระดับ พึงพอใจมาก 3) ขนาดและรูปแบบของตัวอักษรอ่านได้ง่ายและสวยงาม มีค่าเฉลี่ยอยู่ที่ 4.14 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 1.01 มีระดับความพึงพอใจอยู่ในระดับ พึงพอใจมาก 4) สีพื้นหลังกับตัวอักษรภายในเว็บไซต์มีความหมาะสมในการอ่าน มีค่าเฉลี่ยอยู่ที่ 4.12 และมีค่าเบี่ยงเบนมาตรฐาน อยู่ที่ 1 มีระดับความพึงพอใจอยู่ในระดับ พึงพอใจมาก 5) เมนูง่ายต่อการใช้งาน มีค่าเฉลี่ยอยู่ที่ 4.08 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 1.05 มีระดับความพึงพอใจอยู่ในระดับ พึงพอใจมาก

ตารางที่ 2 ด้านคุณภาพของเนื้อหา (Content)

รายการ	$\overline{x}$	SD	ระดับความพึงพอใจ
1. เกิดประโยชน์แก่ผู้ใช้งาน	4.24	.96	มาก
2. ความถูกหลักไวยากรณ์ และครบถ้วนของเนื้อหา	4.14	.93	มาก
3. ความสอดคล้องของเนื้อหากับเว็บไซ	4.22	.95	มาก
โดยรวม	4.2	.95	มาก

จากตารางที่ 2 ผลการประเมินความพึงพอใจด้านคุณภาพของเนื้อหา (Content) โดยผู้ใช้งานทั่วไป พบว่า ผลการ อยู่ในระดับพึงพอใจมากมีค่าเฉลี่ยอยู่ที่ 4.2 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 0.95 โดยแบ่งเป็น 1) เกิดประโยชน์แก่ผู้ใช้งาน มีค่าเฉลี่ยอยู่ที่ 4.24 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 0.96 มีระดับความพึงพอใจอยู่ในระดับ พึงพอใจมาก 2) ความถูกหลักไวยากรณ์ และครบถ้วนของเนื้อหา มีค่าเฉลี่ยอยู่ที่ 4.14 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 0.93 มีระดับความพึงพอใจอยู่ในระดับ พึงพอใจมาก 3) ความสอดคล้องของเนื้อหากับเว็บไซต์ มีค่าเฉลี่ยอยู่ที่ 4.22 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 0.95 มีระดับความพึงพอใจอยู่ในระดับ พึงพอใจมาก

ตารางที่ 3 ความพึงพอใจในด้านประสิทธิภาพการทำงาน (Performance)

รายการ	$\bar{x}$	SD	ระดับความพึงพอใจ
1. เว็บไซต์มีความถูกต้อง และครบถ้วนของข้อมูล	4.14	.88	มาก
2. ระบบสามารถแสดงผลได้อย่างถูกต้อง	4.1	.99	มาก
3. ระบบมีการตอบสนองการใช้งานอย่างดี	4.22	.76	มาก
4. ระบบมีความรวดเร็วในการดาวน์โหลด/อัปโหลดข้อมูล	4.28	.88	มาก
โดยรวม	4.18	.88	มาก

จากตารางที่ 3 ผลการประเมินความพึงพอใจด้านประสิทธิภาพการทำงานของระบบ (Performance) โดยผู้ใช้งานทั่วไป พบว่า ผลการประเมินความพึงพอใจด้านการทำงานได้ตามฟังก์ชันของระบบ อยู่ในระดับความพึงพอใจมากมีค่าเฉลี่ยอยู่ที่ 4.18 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 0.88 โดยแบ่งเป็น 1) เว็บไซต์มีความถูกต้อง และครบถ้วนของข้อมูล มีค่าเฉลี่ยอยู่ที่ 4.14 และมีค่าเบี่ยงเบนมาตรฐาน อยู่ที่ 0.88 มีระดับความพึงพอใจอยู่ในระดับ พึงพอใจมาก 2) ระบบสามารถแสดงผลได้อย่างถูกต้อง มีค่าเฉลี่ยอยู่ที่ 4.1 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 0.99 มีระดับความพึงพอใจอยู่ในระดับ พึงพอใจมาก 3) ระบบมีการตอบสนองการใช้งานอย่างดี มีค่าเฉลี่ยอยู่ที่ 4.22 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 0.76 มีระดับความพึงพอใจอยู่ในระดับ พึงพอใจมาก 4) ระบบมีความรวดเร็วในการดาวน์โหลด/อัปโหลดข้อมูล มีค่าเฉลี่ยอยู่ที่ 4.28 และมีค่าเบี่ยงเบนมาตรฐานอยู่ที่ 0.88 มีระดับความพึงพอใจอยู่ในระดับ พึงพอใจมาก

สรุปผลการวิจัย

งานวิจัยนี้ได้ทำการพัฒนาระบบที่สามารถให้ข้อมูลเกี่ยวกับพิพิธภัณฑ์ของกรุงเทพมหานครทั้ง 26 แห่ง ผลการประเมินความพึงพอใจด้านการทำงานได้ตามฟังก์ชันของระบบ อยู่ในระดับความพึงพอใจมาก การใช้งานโปรแกรมเพื่อใช้ในการพัฒนาระบบผู้พัฒนาระบบ ควรมีความรู้พื้นฐานก่อน จึงจะสามารถดึงศักยภาพของโปรแกรมพัฒนาออกมาได้อย่างมีประสิทธิภาพ จากระบบที่ผู้จัดทำได้พัฒนาขึ้นมาระบบยังสามารถพัฒนาต่อยอดฟังก์ชั่นในการทำงานของระบบได้ เพื่อให้ระบบมีความสามารถและครอบคลุมการทางานในส่วน ต่างๆได้มากขึ้น ประโยชน์จากการพัฒนาระบบจะเป็นการสร้างแรงจูงใจให้แก่ผู้ใช้งานหรือลูกค้า ซึ่งจะเป็นการส่งเสริมการเรียนรู้จากพิพิธภัณฑ์ของกรุงเทพมหานครได้อีกทางหนึ่งด้วย

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การศึกษาภูมิปัญญาหมอพื้นบ้านด้านการรักษาโรคเบาหวาน เพื่อการพัฒนาตำรับยารักษาโรคเบาหวาน: กรณีศึกษาหมอพื้นบ้าน จังหวัดสุรินทร์

A study of the wisdom of folk healers on diabetes treatment for the development of diabetic drug formulas: A case study of folk healers, Surin province

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บทคัดย่อ

โรคเบาหวานเกิดจากการทำงานของฮอร์โมนอินซูลินของร่างกายผิดปกติ ส่งผลให้กระบวนการนำน้ำตาลในกระแสเลือดเข้าสู่เซลล์ได้ไม่เต็มประสิทธิภาพทำให้น้ำตาลในกระแสเลือดสูงกว่าปกติ และหากมีน้ำตาลในกระแสเลือดสูงติดต่อกันเป็นระยะเวลานานจะส่งผลให้เกิดอาการแทรกซ้อนได้ การรักษาโรคเบาหวานของชุมชนยังมีความเชื่อทางการแพทย์พื้นบ้านแต่ยังขาดการบันทึกให้เป็นลายลักษณ์อักษร และขาดผู้สืบทอดและอาจสูญหายไปจากสังคมไทย ผู้วิจัยจึงทำการศึกษาเพื่อเก็บรวบรวมภูมิปัญญาการใช้สมุนไพรในการรักษาโรคเบาหวานของหมอพื้นบ้านเพื่อพัฒนาเป็นตำรับยา โดยพิจารณาจากหลักการตั้งตำรับที่สอดคล้องกับแพทย์แผนไทย และสมุนไพรต้องมีสรรพคุณในการรักษาโรคเบาหวานเพื่อยืนยันประสิทธิผลและทำการวิจัยทดลองในต่อไปในอนาคต

ผลการศึกษาพบว่าตำรับยาของหมออุดม แก่นเพชร ถือเป็นตำรับยาที่เหมาะสมในการศึกษาวิจัย เนื่องจากว่ามีสมุนไพรที่หาได้ง่ายในชุมชน อีกทั้งสมุนไพรต่าง ๆ ล้วนมีสรรพคุณลดระดับน้ำตาลในกระแสเลือดและบำรุงธาตุ ซึ่งประกอบไปด้วยรากสามสิบ รากปลาไหลเผือก ขิง ต้นครอบจักรวาล และต้นลูก ใต้ใบ ตามลำดับ โดยมีสมุนไพร 3 ชนิด ที่มีสรรพคุณในการลดระดับน้ำตาลในกระแสเลือด คือ รากปลาไหลเผือก ต้นครอบจักรวาล และต้นลูกใต้ใบ และมี 2 ชนิด ที่ช่วยขับลม บำรุงธาตุ บำรุงกำลัง คือ ขิงและรากสามสิบ

คำสำคัญ: เบาหวาน, ภูมิปัญญา, หมอพื้นบ้าน

Abstract

Diabetes is caused by an abnormal function of the body's hormone insulin. As a result, the process of bringing sugar in the bloodstream into the cells is not effective, causing the blood sugar to be higher than normal and if there is high blood sugar for a long time, it will result in various complications. The treatment of diabetes among the people in the community also has folk medical beliefs, but the wisdom still lacks written records and lack of successors, it's may be lost from Thai society. The researcher therefore conducted a study to collect the wisdom of using herbs in the treatment of diabetes by folk healers to develop a medicinal formula by based on the principles of drug formulation consistent with Thai traditional medicine and herbs in the formulation must have properties in the treatment of diabetes to confirm their effectiveness and conduct future trials.

The results found that the drug recipe of Dr.Udom Kaenphet was considered an appropriate drug recipe for research, because there were herbs that easy to find in the community. In addition, various herbs were properties to reduce blood sugar levels and nourish the elements which consists of *Asparagus racemosus* Willd., *Eurycoma longifolia* Jack, *Zingiber officinale* Roscoe, *Abutilon hirtum* (Lam.) Sweet and, *Phyllanthus niruri* L., respectively. There were 3 herbs that have properties to reduce blood sugar levels, *Eurycoma longifolia* Jack. *Abutilon hirtum* (Lam.) Sweet and *Phyllanthus niruri* L. and there were 2 herbs that help distribution air in body, nourish the elements and energy were *Zingiber officinale* Roscoe. and *Asparagus racemosus* Willd.

Keywords: Diabetes, Wisdom, Folk healers

[1] อาจารย์สาขาวิชาการแพทย์แผนไทย คณะวิทยาศาสตร์และเทคโนโลยี มหาวิทยาลัยราชภัฏสุรินทร์
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[2] อาจารย์สาขาวิชาการส่งเสริมสุขภาพเด็กและผู้สูงอายุ คณะวิทยาศาสตร์และเทคโนโลยี มหาวิทยาลัยราชภัฏสุรินทร์

บทนำ

โรคเบาหวาน (Diabetes mellitus; DM) เกิดจากการทำงานของฮอร์โมนอินซูลิน (Insulin) ของร่างกายผิดปกติ ส่งผลให้กระบวนการนำน้ำตาลในกระแสเลือดเข้าสู่เซลล์ได้ไม่เต็มประสิทธิภาพ ทำให้น้ำตาลในกระแสเลือดสูงกว่าปกติ ร่างกายจึงมีกลไกขับน้ำตาลออกทางปัสสาวะมากขึ้น ทำให้มีอาการปัสสาวะบ่อย หิวน้ำบ่อย น้ำหนักลด และหากมีน้ำตาลในกระแสเลือดสูงติดต่อกันเป็นระยะเวลานานจะส่งผลให้เกิดอาการแทรกซ้อนต่อระบบต่าง ๆ เช่น ไขมันในเลือดสูง ความดันโลหิตสูง หลอดเลือดตีบ เป็นต้น[6] นอกจากฮอร์โมนอินซูลินจะมีผลต่อระดับน้ำตาลในกระแสเลือดแล้ว ยังมีผลต่อการเผาผลาญไขมันในร่างกายอีกด้วย โดยมีฤทธิ์ยับยั้งการสลายไขมันในร่างกาย ดังนั้นผู้ป่วยเบาหวานจึงพบความผิดปกติของไขมันในเลือดได้มากกว่าคนทั่วไป ซึ่งโรคเบาหวานสามารถแบ่งได้ 2 ชนิด คือ Type 1 Diabetes (เบาหวานชนิดที่ 1) พบได้น้อยประมาณ 5% ของโรคเบาหวานทั้งหมด เกิดจากตับอ่อนสร้างฮอร์โมนอินซูลินได้น้อยกว่าปกติ หรือสร้างไม่ได้ ผู้ป่วยจึงต้องได้รับการรักษาด้วยการฉีดยาอินซูลิน (Insulin–dependent diabetes mellitus) และ Type 2 Diabetes (เบาหวานชนิดที่ 2) เป็นเบาหวานที่มักพบในผู้ใหญ่อายุมากกว่า 40 ปีขึ้นไป โดยเป็นเบาหวานชนิดที่ไม่จำเป็นต้องพึ่งการฉีดอินซูลิน (Non-Insulin–dependent diabetes mellitus) ซึ่งเบาหวานชนิดนี้พบได้สูงสุดประมาณ 90-95% ซึ่งมีโอกาสเกิดภาวะแทรกซ้อนเรื้อรัง เช่น โรคหัวใจ ไตวาย ตาบอด ต้องตัดเท้าหรือขา ทำให้ผู้ป่วยเกิดความทุกข์ทรมานและมักจะวินิจฉัยไม่ได้ในระยะแรก[5] การตรวจคัดกรองเบาหวานในผู้ใหญ่ที่ไม่มีอาการ หรือคัดกรองกลุ่มเสี่ยง จึงเป็นหนทางที่ป้องกันโรคได้ดีกว่าการรักษา ซึ่งโรคไม่ติดต่อนี้เป็นโรคที่พบได้ทั่วโลก และมีแนวโน้มที่จะเพิ่มมากขึ้นเรื่อย ๆ[1] ดังนั้นการควบคุมระดับน้ำตาลในเลือดให้อยู่ในเกณฑ์ปกติ อาจเป็นวิธีหนึ่งที่ช่วยลดความชุกของผู้ป่วยโรคเบาหวานให้มีจำนวนลดลงได้ ซึ่งจากรายงานของสำนักนโยบายและยุทธศาสตร์ สำนักงานปลัดกระทรวงสาธารณสุข พบว่า ความชุกของโรคเบาหวาน เพิ่มสูงขึ้นเป็นร้อยละ 8.9 คิดเป็นจำนวนมากถึง 4.8 ล้านคน เทียบกับปี 2552 ซึ่งพบเพียงร้อยละ 6.9 หรือ มีคนเป็นโรคเบาหวาน 3.3 ล้านคน[4]

การแพทย์พื้นบ้านนับเป็นภูมิปัญญาอันล้ำค่าของท้องถิ่นซึ่งมีมาตั้งแต่โบราณกาล โดยเฉพาะอย่างยิ่งความเชื่อหรือประสบการณ์ที่มีการสืบทอดหลากหลายกระบวนการ ทั้งการถ่ายทอดโดยตรงระหว่างครูกับศิษย์ และการถ่ายทอดกันภายในครอบครัวจากบรรพบุรุษสู่ลูกหลาน ภูมิปัญญาการแพทย์พื้นบ้านจึงถือเป็นศาสตร์การแพทย์แผนไทยที่อยู่คู่คนไทยมาช้านาน เพื่อใช้ในการดำรงชีวิตและการดูแลสุขภาพเบื้องต้น โดยมีการเก็บสั่งสมประสบการณ์ต่าง ๆ จากการเรียนรู้หรือได้รับการถ่ายทอดและมีการสืบทอดองค์ความรู้นี้จากคนรุ่นก่อนมาสู่คนรุ่นหลังเรื่อยมา จนกลายเป็นรากฐานในการดูแลสุขภาพจนถึงปัจจุบัน[7] กระบวนการรักษาด้วยภูมิปัญญาหมอพื้นบ้านจึงเป็นอีกทางเลือกหนึ่งสำหรับผู้ที่มีรายได้น้อยมีความเชื่อด้านการรักษาโดยอาศัยภูมิปัญญาของหมอพื้นบ้านที่มีมาแต่ดั้งเดิม แต่องค์ความรู้ภูมิปัญญาและประสบการณ์ดังกล่าวยังขาดการบันทึกให้เป็นลายลักษณ์อักษร ประกอบกับในปัจจุบันหมอพื้นบ้านที่มีความสามารถและมีประสบการณ์เชี่ยวชาญในการรักษามีอายุค่อนข้างมาก และขาดผู้สืบทอดองค์ความรู้หรือภูมิปัญญาอันทรงคุณค่าดังกล่าว อาจทำให้ภูมิปัญญาเหล่านั้นเกิดการสูญหายไปจากสังคมไทยได้

จากการลงพื้นที่พบว่ากลุ่มผู้สูงอายุในชุมชนตำบลบ้านยะยาน อำเภอศีขรภูมิ จังหวัดสุรินทร์ ทำให้ทราบว่ายังมีความเชื่อและความต้องการในการรับการรักษาด้วยภูมิปัญญาหมอพื้นบ้านโดยอาศัยหลักความเชื่อและความศรัทธาอยู่มาก แต่ตำรับยาในการรักษายังคงขาดการทำวิจัยเพื่อยืนยันประสิทธิผลของตำรับยารักษาโรคเบาหวานที่ได้มาจากภูมิปัญญาอันทรงคุณค่าของหมอพื้นบ้าน ซึ่งถ้าหากมีการเก็บรวบรวมภูมิปัญญาการใช้สมุนไพรในการรักษาโรคเบาหวานของหมอพื้นบ้านและพัฒนาตำรับยาดังกล่าวได้รับการทำวิจัยเพื่อยืนยันประสิทธิผล และทำการวิจัยทดลองในต่อไปในอนาคต โดยการคัดเลือกจากการพิจารณา วิเคราะห์ สังเคราะห์ และการจัดเสวนากลุ่มเพื่อถอดบทเรียนด้านการรักษาโรคเบาหวานจนตกผลึกได้เป็นตำรับยารักษาโรคเบาหวานจากภูมิปัญญาหมอพื้นบ้านจำนวน 3 คน และสอดคล้องกับการตั้งตำรับยาของแพทย์แผนไทย ร่วมกับการมีส่วนร่วมของชุนชน โดยหมอพื้นบ้านดังกล่าวต้องมีความรู้และความเชี่ยวชาญในการรักษาโรคเบาหวานมาไม่น้อยกว่า 10 ปี และมีผู้ป่วยมารับบริการการรักษาอย่างต่อเนื่อง (มีผู้ป่วยโรคเบาหวานมารับการรักษาอย่างต่อเนื่อง) แล้วนั้น อาจทำให้ประชาชนในชุมชนมีทางเลือกในการรักษาและอาจลดค่าใช้จ่ายในการรักษาทางการแพทย์แผนปัจจุบันได้ ค่าใช้จ่ายในการรักษาพยาบาลเหล่านี้จะสามารถลดลงได้หากสามารถป้องกันไม่ให้จำนวนผู้ป่วยเบาหวานเพิ่มขึ้น ผู้ป่วยได้รับการรักษาและมีการใช้ยารักษาโรคเบาหวานที่ถูกต้องเหมาะสม เพื่อควบคุมระดับน้ำตาลในเลือดให้ได้ตามเป้าหมายซึ่งจะชะลอการเกิดโรคแทรกซ้อนจากเบาหวานในอนาคต

ดังนั้นผู้วิจัยจึงมีความสนใจที่จะศึกษาภูมิปัญญาการใช้สมุนไพรในการรักษาโรคเบาหวานของหมอพื้นบ้าน เพื่อการพัฒนาตำรับยารักษาโรคเบาหวานจากภูมิปัญญาหมอพื้นบ้าน โดยการมีส่วนร่วมของชุมชน อำเภอศีขรภูมิ จังหวัดสุรินทร์ โดยทำการพิจารณา วิเคราะห์ สังเคราะห์ คัดเลือกตำรับยาที่โดนเด่นที่สุดของหมอพื้นบ้านทั้ง 3 คน มาเป็นตำรับยารักษาโรคเบาหวาน 1 ตำรับ ซึ่งต้องถึงคำนึงถึงตำรับมีฤทธิ์ในการลดระดับน้ำตาลในเลือดและมีหลักการในการตั้งตำรับยาโดยคำนึงถึงความเป็นไปได้และความสอดคล้องหรือใกล้เคียงกับการตั้งตำรับยาตามศาสตร์การแพทย์แผนไทยมากที่สุด เช่น มีตัวยาหลัก ตัวยารอง เป็นต้น จำนวน 1 ตำรับ เพื่อนำมาศึกษาวิจัยในกลุ่มเสี่ยงโรคเบาหวานชนิดไม่พึ่งอินซูลินต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาภูมิปัญญาการใช้สมุนไพรในการรักษาโรคเบาหวานของหมอพื้นบ้าน
2. เพื่อต่อยอดภูมิปัญญาสู่งานวิจัยผลของตำรับยารักษาโรคเบาหวาน

วิธีการดำเนินการวิจัย ระเบียบวิธีศึกษา

การศึกษาครั้งนี้เป็นการวิจัยเชิงคุณภาพ (Qualitative Research Design) แบบกรณีศึกษาหมอพื้นบ้านอำเภอ ศีขรภูมิ จังหวัดสุรินทร์ จำนวน 3 คน โดยประสานงานสำนักงานสาธารณสุขจังหวัดสุรินทร์เพื่อขอทราบรายชื่อหมอพื้นบ้าน ทำการศึกษาภูมิปัญญาการใช้สมุนไพรในการรักษาโรคเบาหวานของหมอพื้นบ้านเพื่อต่อยอดภูมิปัญญาสู่งานวิจัยผลของตำรับยารักษาโรคเบาหวาน สัมภาษณ์แบบเจาะลึก โดยคัดเลือกหมอพื้นบ้านแบบเจาะจงตามเกณฑ์กการคัดเลือกหมอพื้นบ้าน

ประชากรและกลุ่มตัวอย่าง

ติดต่อประสานงานสำนักงานสาธารณสุขจังหวัดสุรินทร์เพื่อขอทราบรายชื่อหมอพื้นบ้านที่ผ่านการคัดเลือกและได้รับการขึ้นทะเบียนเป็นหมอพื้นบ้านจากกรมการแพทย์แผนไทยและการแพทย์ทางเลือกในปี 2563 และทำการคัดเลือกหมอพื้นบ้าน จำนวน 3 คน ตามเกณฑ์ดังนี้

1. เป็นหมอพื้นบ้านที่มีภูมิลำเนาในเขตพื้นที่อำเภอศีขรภูมิ จังหวัดสุรินทร์
2. เป็นหมอพื้นบ้านที่มีองค์ความรู้และภูมิปัญญาการใช้สมุนไพรรักษาโรคเบาหวาน
3. มีประสบการณ์ในการรักษาไม่ต่ำกว่า 10 ปี และมีการรักษาอย่างต่อเนื่อง
4. อยู่ในศีลธรรมอันดีและเป็นที่เคารพนับถือของคนในชุมชน
5. ยินยอมให้ข้อมูลอย่างเต็มใจและสามารถสื่อสารได้

เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลในการวิจัย คือ แบบสัมภาษณ์หมอพื้นบ้าน ซึ่งดัดแปลงจากแบบสัมภาษณ์หมอพื้นบ้านของกรมการแพทย์แผนไทยและการแพทย์ทางเลือกในการเก็บรวบรวมข้อมูลประวัติส่วนตัวและภูมิปัญญาการใช้สมุนไพรในการรักษาโรคเบาหวานของหมอพื้นบ้าน

การตรวจสอบคุณภาพเครื่องมือ

การตรวจสอบความตรงของเนื้อหา (Content validity) โดยผู้วิจัยได้นำแบบสัมภาษณ์ที่ดัดแปลงจาก ตรวจสอบความตรงของเนื้อหา (IOC) ประกอบด้วยความถูกต้องเหมาะสมของภาษาความสอดคล้องกับวัตถุประสงค์และความครอบคลุมของเนื้อหาโดยถือเกณฑ์ความสอดคล้องมาปรับปรุงแก้ไขก่อนที่จะนำไปใช้

การเก็บรวบรวมข้อมูล

การดำเนินการเก็บรวบรวมข้อมูลผู้วิจัยทำการเก็บข้อมูลด้วยตนเอง ณ ตำบลบ้านยะยาน อำเภอศีขรภูมิ จังหวัดสุรินทร์ โดยมีขั้นตอนการดำเนินงาน ดังนี้

1. จัดทำหนังสือไปที่สาธารณสุขจังหวัดสุรินทร์เพื่อขอทราบรายชื่อหมอพื้นบ้านที่ผ่านการคัดเลือกและได้รับการขึ้นทะเบียนเป็นหมอพื้นบ้านจากกรมการแพทย์แผนไทยและการแพทย์ทางเลือกในปี 2563
2. คัดเลือกหมอพื้นบ้านที่ผ่านเกณฑ์การคัดเข้า
3. ติดต่อประสานงานกับหมอพื้นบ้าน แนะนำตัว ทำความรู้จักพร้อมทั้งชี้แจงรายละเอียดต่าง ๆ ที่เกี่ยวข้องกับงานวิจัยและขออนุญาตที่จะทำการศึกษา
4. ลงพื้นที่เพื่อสัมภาษณ์เชิงลึกหมอพื้นบ้าน เน้นการสัมภาษณ์แบบไม่เป็นทางการและพูดคุยแบบเป็นกันเอง โดยมีเป้าหมายและวัตถุประสงค์ในการพูดคุยครอบคลุมประเด็นที่ต้องการศึกษาตามแนวคำถามการสัมภาษณ์ โดยใช้แบบสัมภาษณ์หมอพื้นบ้าน ซึ่งดัดแปลงจากแบบสัมภาษณ์หมอพื้นบ้านของกรมการแพทย์แผนไทยและการแพทย์ทางเลือกการสัมภาษณ์แต่ละครั้งจะใช้เวลาในการสัมภาษณ์ 1-3 ชั่วโมง ที่บ้านหมอพื้นบ้านแต่ละท่าน การลงเก็บข้อมูลของหมอแต่ละทางจะเก็บข้อมูล จำนวนท่านละ 3 ครั้ง

5. การบันทึกภาคสนาม ทำการจดบันทึกจากสิ่งที่สังเกตเห็น เช่น สถานที่ ลักษณะทางสถานภาพ บทสนทนา พฤติกรรมของผู้ให้ข้อมูล เพื่อทำให้ได้ข้อมูลการศึกษาที่สมบูรณ์ยิ่งขึ้น การศึกษาครั้งนี้ผู้ทำการศึกษาได้บันทึกภาคสนามไปพร้อมกับการสนทนา

6. ทำการขออนุญาตการบันทึกเทปและบันทึกภาพก่อนการสัมภาษณ์ทุกครั้ง เพื่อให้ได้ข้อมูลครบถ้วนและป้องกันการคลาดเคลื่อนของข้อมูล และดำเนินการถอดเทปหลังจากการสัมภาษณ์เชิงลึกเสร็จทุกครั้ง

7. นำข้อมูลที่ได้มาวิเคราะห์โดยการจัดเสวนากลุ่มร่วมกับชุมชนเพื่อพัฒนาเป็นตำรับยารักษาโรคเบาหวาน โดยพิจารณาจากสมุนไพรในตำรับที่มีฤทธิ์หรือสรรพคุณในการลดระดับน้ำตาลในกระแสเลือดและมีหลักการในการตั้งตำรับยาที่คำนึงถึงความเป็นไปได้และความสอดคล้องหรือใกล้เคียงกับการตั้งตำรับยาตามศาสตร์การแพทย์แผนไทยมากที่สุด เช่น มีตัวยาหลัก ตัวยารอง เป็นต้น

การวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลนั้นผู้วิจัยใช้การวิเคราะห์เนื้อหา (Content Analysis) โดยพิจารณาความสัมพันธ์เชิงเหตุผลและนำมาอภิปรายผล

จริยธรรมในการวิจัย

การศึกษาวิจัยครั้งนี้เป็นส่วนหนึ่งของโครงการวิจัย เรื่อง “การพัฒนาตำรับยารักษาโรคเบาหวานจากภูมิปัญญาหมอพื้นบ้านโดยการมีส่วนร่วมของชุมชน อำเภอศีขรภูมิ จังหวัดสุรินทร์” ปีงบประมาณ 2564 ได้ผ่านการรับรองจากคณะกรรมการจริยธรรมการวิจัยในมนุษย์มหาวิทยาลัยราชภัฏสุรินทร์ โดยยึดหลักเกณฑ์ตามคำประกาศเฮลซิงกิ (Declaration of Helsinki) และแนวทางการปฏิบัติการวิจัยทางคลินิกที่ดี (ICH GCP) เลขที่ HE 641004

ผลการศึกษา

ข้อมูลหมอพื้นบ้านจังหวัดสุรินทร์ที่ผ่านการคัดเลือกและได้รับการขึ้นทะเบียนเป็นหมอพื้นบ้านจากกรมการแพทย์แผนไทยและการแพทย์ทางเลือกในปี 2563 มีจำนวนทั้งสิ้น 150 คน โดยแบ่งออกเป็นเขตอำเภอต่าง ๆ ในจังหวัดสุรินทร์ ซึ่งในเขตพื้นที่อำเภอศีขรภูมิมีหมอพื้นบ้านที่ได้รับการขึ้นทะเบียนจำนวน 16 คน และมีหมอพื้นบ้านจำนวน 3 คน ได้ผ่านการคัดเลือกเป็นหมอพื้นบ้านที่มีองค์ความรู้และภูมิปัญญาการรักษาโรคเบาหวานตามเกณฑ์การคัดเข้าหมอพื้นบ้าน ได้แก่ หมออุดม แก่นเพชร หมอพุด วิชุมา และหมอสุพรรณ นุสกรรม

1. ผลการศึกษาภูมิปัญญาการรักษาโรคเบาหวาน หมออุดม แก่นเพชร

ด้านประวัติและการปฏิบัติตน

หมออุดม แก่นเพชร เริ่มต้นการเป็นหมอพื้นบ้านเมื่ออายุ 35 ปี โดยได้รับการสืบทอดจากบิดา ซึ่งเกิดจากการครูพักลักจำและค่อย ๆ เรียนรู้จากการสังเกตการรักษาของบิดา แต่ไม่ได้มีความสนใจที่จะเป็นหมอพื้นบ้านมากนัก บิดาได้สอบถามอยู่หลายครั้งแต่นายอุดม แก่นเพชร ก็ปฏิเสธทุกครั้ง ต่อมาเมื่อบิดาเริ่มมีอาการป่วยจึงเริ่มสนใจมีความคิดอยากจะสืบทอดองค์ความรู้และภูมิปัญญาอันทรงคุณค่าจากบิดาของตน จึงเริ่มจากการท่องจำบทสวดหรือคาถาในการรักษาโรคจากบิดาเป็นระยะ ๆ จนในที่สุดก็สามารถจดจำคาถาได้เป็นอย่าง เมื่อบิดาเสียชีวิตตนจึงได้ทำหน้าที่ต่อเนื่องจากบิดามาโดยตลอด อีกทั้งยังได้หาความรู้เพิ่มเติมด้านการรักษาด้วยสมุนไพรอย่างต่อเนื่อง จนมีความรู้ความเชี่ยวชาญด้านการรักษาด้วยสมุนไพรทั้งโรคเบาหวานและโรคงูสวัด เมื่อมีผู้มารับการรักษา หมอจะใช้เหล้าขาวรินลงพื้นดินเพื่อเป็นการขอขมากรรมและบอกกล่าวบิดาก่อนทำการรักษา โดยบอกกล่าวบิดาว่าขอให้ผู้ที่มารับการรักษาหายจากโรคจากนั้นจึงทำการรักษา ซึ่งถือเป็นการระลึกถึงคุณบิดาหรือคุณของยาที่ใช้ในการรักษาด้วย ในระหว่างการรักษาจะสวดมนต์ก่อนนอนเป็นประจำโดยเฉพาะอย่างยิ่ง วันพระ วันที่มีสุริยุปราคาหรือจันทรุปราคา จะทำการสวดมนต์และถือศีลอย่างเคร่งครัด โดยมีบทสวดที่ท่องเป็นประจำ คือ บทสวดคำอธิฐานเข้าพรรษาและคำอธิฐานออกพรรษา ซึ่งบทสวดนี้เป็นบทสวดมนต์ที่ใช้ประกอบการทำพิธีในระหว่างการรักษาอีกด้วย โดยมีข้อห้ามในระหว่างการรักษา คือ ห้ามดื่มสุราและห้ามลอดราวตากผ้า และนำเหล้าที่ผู้รับการรักษามายกครูเพื่อแซน (คำว่า “แซน” เป็นภาษาเขมร หมายถึง พิธีกรรมท้องถิ่นที่ใช้เหล้าเป็นสื่อกลางในการบอกกล่าวบรรพบุรุษที่ล่วงลับไปแล้วและเป็นการขอขมากรรมและขอพรในการรักษา) บอกกล่าวกับบิดาเพื่อขออนุญาตใช้คาถาและยาสมุนไพรในการรักษาผู้ป่วย และขอให้ผู้ป่วยที่มารับการรักษามีอาการดำเนินโรคที่ดีขึ้นและหายจากโรคโดยเร็วประกอบกับการบูชาครูด้วยกรวยดอกไม้ 5 อัน ธูป 1 ห่อ (ใช้ทั้งห่อ) เทียน 1 กล่อง (เทียนกล่องเล็กที่มีขายทั่วไปและไม่ระบุสี) เหล้าขาวขวดเล็ก 1 ขวด และเงินค่าครู 24 บาท ส่วนผู้ที่มารับการรักษาเมื่อหายแล้วต้องกลับมายกครู (เหมือนตอนบูชาครู) หากไม่กลับมายกครูอาจส่งผลให้คาถาเสื่อม และเพื่อเป็นการป้องกันเหตุการณ์ดังกล่าวหมอจึงต้องหมั่นสวดมนต์อยู่เป็นประจำ โดยเฉพาะอย่างยิ่งในวันที่เกิดสุริยุปราคาหรือจันทรุปราคาเพื่อให้คาถากลับมาแข็งและเกิดประสิทธิภาพสูงสุดในการรักษาเหมือนเดิม และภูมิปัญญาการใช้สมุนไพรในการรักษาโรค

นั้นยังไม่มีผู้สืบทอด จากการสัมภาษณ์เชิงลึกเรื่องการถ่ายทอดองค์ความรู้และภูมิปัญญาในการรักษาโรค พบว่า บุคคลที่จะได้รับการถ่ายทอดจะเป็นผู้ใดก็ได้ ไม่จำกัดว่าต้องเป็นบุคคลในสายเลือด แต่ต้องมีจิตวิญญาณของความเป็นหมอและที่สำคัญต้องสามารถจำจดบทสวดได้เป็นอย่างดี (บทสวดเข้าพรรษาและออกพรรษา) รวมถึงการปฏิบัติตนและครองตนให้อยู่ในกฎเกณฑ์ของการเป็นหมอพื้นบ้านที่ดีจึงจะทำการไหว้ครูและยกครูเพื่อรับการถ่ายทอดต่อไป

ด้านองค์ความรู้และภูมิปัญญาการรักษาโรคเบาหวาน

หมออุดม แก่นเพชร อธิบายสาเหตุและกลไกการเจ็บป่วยหรือลักษณะของโรคผู้มารับการรักษา โดยให้ข้อมูลว่าผู้ที่มารับการรักษาจะไปพบแพทย์แผนปัจจุบันและได้รับการเจาะเลือดตรวจหาระดับน้ำตาลในกระแสเลือดมาก่อนเพื่อเป็นการยืนยันการเป็นโรคให้กับหมอพื้นบ้านก่อน หลังจากนั้นจะเริ่มทำการรักษาโดยท่องคาถาโดยการตั้งนะโม 3 จบ หมอพื้นบ้านจะท่องบทคำอธิฐานเข้าพรรษาหรือเรียกว่าคาถาเป่าเปิดและเป่าไปตามศีรษะของผู้มารับการรักษาจำนวน 3 ครั้ง หลังจากนั้นจะแนะนำตัวยาสมุนไพรที่ใช้ในการรักษาโรคเบาหวานรวมถึงคำแนะนำด้านการรับประทานตำรับยาสมุนไพรรักษาโรคเบาหวานและการปฏิบัติตนในระหว่างรับการรักษาให้กับผู้ที่มารับการรักษา หลังจากนั้นจะตั้งนะโม 3 จบ แล้วท่องบทคำอธิฐานออกพรรษาหรือเรียกว่าคาถาเป่าปิด โดยมีสมุนไพรที่ใช้ในการรักษาโรคเบาหวาน ดังนี้

1. รากสามสิบ 2. รากปลาไหลเผือก 3. ขิง
4. ต้นครอบจักรวาล 5. ต้นลูกใต้ใบ

วิธีการ

นำสมุนไพรรากสามสิบและรากปลาไหลเผือกอย่างละประมาณ 1 กำมือ (ประมาณ 100 กรัม) ขิง ต้นครอบจักรวาลและต้นลูกใต้ใบ อย่างละประมาณครึ่งกำมือ (ประมาณ 50 กรัม) มาต้มดื่ม โดยเติมน้ำสะอาดให้ท่วมยา (หมอพื้นบ้านไม่ได้กำหนดปริมาณของน้ำที่แน่นอน แต่ระบุว่าให้เติมน้ำให้ท่วมตัวยา) แล้วต้มให้เดือดประมาณ 10 นาที พักไว้ให้อุ่นแล้วรับประทานก่อนอาหารเช้าและเย็น ประมาณ 1 แก้ว (ประมาณ 200 มิลลิลิตร) เป็นระยะเวลาประมาณ 7-10 วัน (มื้อเย็นให้ใช้วิธีอุ่นยา) หากน้ำแห้งให้เติมน้ำให้ท่วมยาและต้มจนเดือดอีกครั้ง แล้วดื่มแทนน้ำจนกว่ายาจะจืด ในระหว่างการรักษาผู้ที่มารับการรักษาต้องห้ามดื่มสุรา ห้ามรับประทานเนื้อสัตว์ใหญ่ เช่น เนื้อวัว เนื้อควาย และปลาร้า โดยเชื่อว่าหากรับประทานสัตว์ใหญ่จะทำให้เกิดอาการแสลงต่อโรคได้และอาจทำให้มีผลการรักษาไม่เป็นที่พึงพอใจ

2. ผลการศึกษาภูมิปัญญาการรักษาโรคเบาหวาน หมอพุด วิชุมา

ด้านประวัติและการปฏิบัติตน

หมอพุด วิชุมา เริ่มต้นการเป็นหมอพื้นบ้านเมื่ออายุ 25 ปี คือ ได้เริ่มต้นเรียนรู้จากบิดาของตนเอง (นายรอง วิชุมา เสียชีวิตแล้ว) ซึ่งเป็นหมอพื้นบ้านที่มีความเชี่ยวชาญด้านการรักษากระดูกและไฟไหม้น้ำร้อนลวก อีกทั้งยังมีความรู้ด้านการรักษาโรคเบาหวานโดยสืบทอดจากหมอธรรมที่จังหวัดศรีสะเกษ (ไม่สามารถให้รายละเอียดเกี่ยวกับหมอธรรมท่านนั้นได้) โดยจะทำพิธีท่องคาถาอยู่ด้านบนของตัวบ้าน (บ้านที่พิธีถ่ายทอดวิชาต้องเป็นบ้านชั้นเดียวยกพื้นสูงและมีรูของช่องไม้กระดาน) แล้วให้ผู้รับสืบทอดนั่งสวดมนต์เริ่มพิธีอยู่ด้านล่างของตัวบ้าน (ใต้ถุนบ้าน) และต้องจำคาถาที่ได้ยินจากบิดาที่อยู่ด้านบน (ไม่สามารถเปิดเผยบทสวดได้) โดยการจดจำและท่องคาถาที่ได้ยินผ่านทางช่องของไม้กระดาน ซึ่งเรียกว่า คาถาลอดป่อง (ภาษาอีสาน) ถ้าจำคาถาได้แสดงว่าได้รับการสืบทอดแล้ว อีกวิธีหนึ่งคือในกรณีที่กำลังจะสิ้นลมหายใจจะทำการถ่ายทอดวิชาโดยการให้ผู้รับการถ่ายทอดต้องอมนิ้วโป้งเท้าข้างใดข้างหนึ่งและตั้งจิตอธิฐานรับเป็นหมอพื้นบ้านสืบทอดต่อไป หลังจากนั้นหมอจะกล่าวว่าได้ให้เป็นหมอพื้นบ้านแล้ว นอกจากนี้ยังต้องทำพิธีการตั้งขันธ์ยกครู คือ ต้องมีการยกพาน ซึ่งประกอบด้วย การยกขันธ์ 5 หรือ ขันธ์ 8 ธูป 1 ห่อ เทียน 1 ห่อ จำนวนเงิน 524 บาท (จำนวนเงินดังกล่าวมีความหมาย คือ 500 บาท หมายถึง ความขลังและความเชื่อที่หนักแน่นในการรักษาหายจากโรคภัยไข้เจ็บ ส่วนอีก 24 บาท หมายถึง ค่ายกครูและระลึกถึงพระคุณของครูยาและครูธรรมที่ได้ถ่ายทอดวิชาให้) หลังจากนั้นตั้งจิตอธิษฐานถึงครูบาอาจารย์ และเมื่อบิดารับพานพร้อมกล่าวอวยพรให้รักษาผู้ป่วยให้หายทุกราย ภายหลังที่ได้รับการสืบทอดจากบิดาก็ได้ทำการรักษาผู้ป่วยควบคู่กับบิดามาโดยตลอด จนกระทั่งบิดาได้เสียชีวิตลง นอกจากนี้ยังมีความกระตือรือร้นในการเป็นหมอพื้นบ้านที่ดี คือ มีการสังเกตการรักษาจากและเทคนิคต่าง ๆ จากบิดาอย่างสม่ำเสมอ จนได้รับคำชมจากผู้ป่วยที่เคยได้รับการรักษาโดยดีมาตลอด นอกจากนี้ยังมีข้อปฏิบัติที่เคร่งครัด คือ ต้องสวดมนต์ทุกวันพระ ห้ามลอดราวตากผ้า ห้ามรับประทานที่เป็นเครื่องเซ่นไหว้ แต่ถ้าหากว่าตกอยู่ในสถานการณ์ที่หิวอย่างรุนแรงและไม่มีอาหารในการรับประทานก็สามารถรับประทานเพื่อประทังชีวิตได้ แต่ต้องไม่กล่าวถึงเรื่องอาหารที่เป็นเครื่องเซ่นไหว้นั้น ๆ อย่างเด็ดขาด และหากว่ามีคนกล่าวถึงต้องเดินออกจากวงรับประทานอาหารนั้นอย่างรวดเร็ว โดยไม่พูดจาถึงเรื่องการรับประทานครั้งนั้นอีกเลย

ด้านองค์ความรู้และภูมิปัญญาการรักษาโรคเบาหวาน

หมอพุด วิชุมา ไม่อธิบายถึงสาเหตุและกลไกของการเป็นโรคเบาหวานและได้ให้ข้อมูลเพียงว่าหากผู้ป่วยมารับการรักษาจะต้องไปพบแพทย์แผนปัจจุบันและได้ตรวจว่าเป็นโรคเบาหวานแล้วมาก่อน ถึงจะทำการรักษาโดยการบริกรรมคาถาแล้วเป่าไปที่ผู้

ที่มารับการรักษาจำนวน 3 ครั้ง และแนะนำตัวยาสมุนไพรที่ใช้ในการรักษาโรคเบาหวาน แล้วให้ผู้ที่มารับการรักษากลับไปหาสมุนไพรรับประทาน โดยมีสมุนไพรที่ใช้ในการรักษาโรคเบาหวาน ดังนี้

1. ขิง 2. มะขามป้อม

วิธีการ

นำสมุนไพรทั้ง 2 ชนิดข้างต้น อย่างละประมาณ 1 กำมือ ใส่หม้อแล้วเติมน้ำเปล่าให้ท่วมยา ต้มให้เดือด แล้วนำมาดื่มตอนเช้าและตอนเย็น (ไม่ได้ระบุช่วงเวลาที่แน่นอน) หากน้ำลดให้เติมน้ำเปล่าให้ท่วมยาและต้มจนเดือดอีกครั้ง แล้วดื่มแทนน้ำจนกว่ายาจะจืด โดยใช้ตำรับยาเดียวกันและปริมาณเท่ากันในทุกรายที่มารับการรักษา ในระหว่างการรักษาต้องห้ามรับประทานไก่ ไข่ ของทอด ของที่มีน้ำมัน เนื้อวัว หรือเนื้อควาย หลังจากรับประทานแล้วจะมีอาการของการผิดสำแดง คือ มีอาการคันตามแผลหรือแผลหายช้ากว่าปกติ แต่ไม่สามารถอธิบายถึงเหตุผลในการทำให้เกิดอาการดังกล่าวหลังจากรับประทานได้ กล่าวเพียงว่าจะทำให้ผิดสำแดงและแผลหายช้า ห้ามรับประทานอาหารที่มีรสหวาน และให้งดเครื่องดื่มพวกชา กาแฟ

3. ผลการศึกษาภูมิปัญญาการรักษาโรคเบาหวาน หมอสุพรรณ นุสกรรม

ด้านประวัติและการปฏิบัติตน

หมอสุพรรณ นุสกรรม เริ่มต้นเป็นหมอพื้นบ้านเมื่ออายุ 20 ปี โดยได้รับการสืบทอดจากบิดา ซึ่งเป็นหมอพื้นบ้านที่มีองค์ความรู้และภูมิปัญญาการรักษาพิษงูมาก่อน โดยได้รับการสืบทอดมาจากบรรพบุรุษสืบทอดจากรุ่นสู่รุ่นเป็นทอดกันมาจนถึงปัจจุบัน โดยวิธีการเรียนรู้และจดจำรวมถึงคอยสังเกตกระบวนการรักษาของบิดาในขณะนั้นซึ่งได้รับการถ่ายทอดวิชาการเป่าพิษงูและการรักษาโรคเบาหวานจากบิดาซึ่งมีผู้มารับการรักษาด้านพิษงูมากกว่าโรคเบาหวาน เมื่อมีผู้มารับการรักษาบิดาจะให้หมอสุพรรณ นุสกรรม เป็นผู้รักษาโดยอยู่ในความดูแลของบิดาด้วย เมื่อทำการรักษารายแรกอาการจากพิษงูก็หายทันที หมอสุพรรณ นุสกรรม จึงทำการยกขันธ์และทำการรักษาตลอดมา หลังจากบิดาเสียชีวิต ก่อนที่จะทำการรักษาจะต้องยกพานบูชาครูและบิดาเพื่อระลึกถึงพระคุณของบิดาที่ได้เคยสั่งสอนในการรักษา โดยยกพานขึ้นเหนือศีรษะแล้วกล่าวถึงบิดาก่อนจะทำการรักษา โดยผู้ที่มาทำการรักษาต้องทำการยกขันธ์ 5 ขึ้นเหนือศีรษะและหมอพื้นบ้านจะบริกรรมคาถาร่วมกับดึงเส้นผมของผู้ที่มารับการรักษาออกมา 1 กระจุก (ไม่ได้กำหนดจำนวนเส้นผม กล่าวเพียงว่าเป็นการดึงออกมาประมาณ 1 กระจุก) และเป่าจากส่วนบนของร่างกายลงมาข้างล่างแล้วทิ้งผมลงไป นอกจากนี้มักสวดมนต์ไหว้พระก่อนนอนเป็นประจำทุกวัน เพื่อระลึกถึงคุณพระคุณเจ้า รวมถึงพระคุณของบิดาที่ได้เคยถ่ายทอดวิชาความรู้และภูมิปัญญาให้กับตน โดยบทสวดที่สวดเป็นประจำคือ บทสวดอิติปิโส และไม่มีบทสวดเฉพาะของหมอพื้นบ้าน นอกจากนี้ยังมีข้อห้าม คือ ห้ามดื่มสุราในขณะทำการรักษา ซึ่งปกติแล้วหมอพื้นบ้านเองก็ไม่ได้ดื่มสุรา ซึ่งในระหว่างการรักษาหมอพื้นบ้านจะมีการบูชาครู คือ การยกพาน ซึ่งประกอบไปด้วยกรวยดอกไม้ 5 คู่ (ดอกไม้สีเหมือนแต่ต่างกันก็ได้) ธูป 1 ห่อ เทียน 1 กล่อง เหล้าขาวขวดเล็ก 1 ขวด น้ำหวาน เช่น น้ำส้ม น้ำแดงเป็นต้น 1 ขวด ส่วนผู้ที่มารับการรักษาเมื่อหายแล้วจะกลับมาปลงคายหรือยกครู ประกอบไปด้วยอุปกรณ์ที่เหมือนกันกับการบูชาครูของหมอพื้นบ้านและเงินตามศรัทธาของผู้นั้น แต่หากไม่มายกครูหมอพื้นบ้านก็ไม่มีอาการผิดปกติใด ๆ

ด้านองค์ความรู้และภูมิปัญญาการรักษาโรคเบาหวาน

หมอสุพรรณ นุสกรรม กล่าวว่าจะรู้ว่าผู้ที่มารับบริการเป็นโรคเบาหวานก็ต่อเมื่อมีการบอกกล่าวของผู้ที่มาทำการรักษาว่าตนเองป่วยเป็นโรคเบาหวาน ไม่มีการตรวจร่างกายแต่มีการซักประวัติเล็กน้อย เช่น เป็นมานานแล้วหรือยัง หรือชอบรับประทานอาหารที่มีรสหวานหรือไม่ หลังจากนั้นจะทำการแนะนำตำรับยาที่ใช้ในการรักษาโรคเบาหวานต่อไป โดยมีสมุนไพรที่ใช้ในการรักษาโรคเบาหวาน ดังนี้

1. ดีปลี 2. กระชาย 3. มะขามป้อม

วิธีการ

นำสมุนไพรทั้ง 3 ชนิดอย่างละประมาณเท่ากันมาต้มดื่ม โดยเติมน้ำสะอาดให้ท่วมยาแล้วต้มให้เดือด เปิดไฟกลางต้มจนกว่าจะเดือด หากน้ำแห้งให้เติมน้ำเพิ่มและต้มจนเดือดอีกครั้งแล้วดื่มแทนน้ำจนกว่ายาจะจืด ดื่มเป็นประจำจนกว่าจะรู้สึกว่าดีขึ้น

ตารางที่ 1 แสดงข้อมูลภูมิปัญญาหมอพื้นบ้านในการรักษาโรคเบาหวาน

หมอพื้นบ้าน	รูปแบบการรักษา		ยาสมุนไพรในตำรับ	วิเคราะห์สรรพคุณสมุนไพร
	ใช้สมุนไพร	ใช้มนต์คาถา		
หมออุดม แก่นเพชร	✓	✓	รากสามสิบ	แก้กระษัย แก้ขัดเบา ขับปัสสาวะ บำรุงกำลัง แก้กระษัย
			รากปลาไหลเผือก	ถ่ายพิษต่างๆ ขับถ่ายน้ำเหลือง แก้ท้องผูก ลดน้ำตาลในเลือด
			ขิง	เป็นยาขับลม กระจายลม แก้จุกเสียด แก้ไข้ตรีโทษ บำรุงธาตุ ขับลมในลำไส้และกระเพาะอาหาร
			ต้นครอบจักรวาล	แก้เบาหวาน บำรุงธาตุ บำรุงกำลัง ขับปัสสาวะ แก้ไตพิการ
			ต้นลูกใต้ใบ	ช่วยควบคุมและลดระดับน้ำตาลในเลือด ช่วยลดความดันโลหิต แก้ไข้ ลดความร้อน
หมอพุด วิชุมา	✓	✓	ขิง	เป็นยาขับลม กระจายลม แก้จุกเสียด แก้ไข้ตรีโทษ บำรุงธาตุ ขับลมในลำไส้และกระเพาะอาหาร
			มะขามป้อม	แก้ไอ ละลายเสมหะ แก้ตานซางในเด็ก แก้กระหายน้ำ ช่วยขับปัสสาวะ ลดระดับคอเลสเตอรอลในเลือด
หมอสุพรรณ นุสกรรม	✓	✓	ดีปลี	ขับลม ลดอาการไอ ระคายคอจากเสมหะ ลดอาการท้องอืดท้องเฟ้อแน่นจุกเสียด บำรุงธาตุไฟ แก้ปวดท้อง แก้คลื่นไส้อาเจียน แก้ตับพิการ บำรุงธาตุ
			กระชาย	บำรุงธาตุ แก้ไข้สันนิบาต แก้เลือด เสมหะ แก้กามตายด้าน
			มะขามป้อม	แก้ไอ ละลายเสมหะ แก้ตานซางในเด็ก แก้กระหายน้ำ ช่วยขับปัสสาวะ ลดระดับคอเลสเตอรอลในเลือด

จากตาราง พบว่า หมออุดม แก่นเพชร มีตำรับยารักษาโรคเบาหวานที่น่าสนใจเป็นอย่างมากและเหมาะกับการนำมาศึกษาวิจัยด้านประสิทธิผลของตำรับรักษาโรคเบาหวาน เนื่องจากว่ามีสมุนไพรที่หาได้ง่ายในชุมชน อีกทั้งสมุนไพรต่าง ๆ ล้วนเป็นสมุนไพรที่มีสรรพคุณลดระดับน้ำตาลในกระแสเลือด บำรุงธาตุ และช่วยเรื่องระบบขับถ่ายปัสสาวะและขับลม นอกจากนี้ยังมีหลักการในการตั้งตำรับยาที่สอดคล้องกับการตั้งตำรับยาของแพทย์แผนไทยอีกด้วย กล่าวคือ มีตัวยาที่รักษาโรคโดยตรงและมีตัวยาที่เป็นตัวยาเสริม แต่ยังไม่สามารถอธิบายเชิงลึกได้ว่าสมุนไพรตัวใดมีหน้าที่อย่างไรในตำรับ จากการวิเคราะห์ของผู้วิจัยโดยให้หมอพื้นบ้านทดสอบหยิบสมุนไพรในแต่ละชนิดจำนวน 3 ครั้ง แล้วหาค่าเฉลี่ยปริมาณสมุนไพร พบว่าสามสิบและรากปลาไหลเผือกอาจเป็นตัวยาหลักเนื่องจากมีปริมาณในตำรับมากกว่าตัวยาอื่น ส่วนตัวยารองอาจเป็นต้นครอบจักรวาลและต้นลูกใต้ใบซึ่งมีปริมาณเท่า ๆ กัน ส่วนขิงอาจเป็นตัวยาประกอบ แต่งรส หรืออาจเป็นตัวยารองก็ได้เช่นเดียวกัน โดยมีข้อคิดเห็นตรงกับประชาชนในชุมชนบ้านยะยาน ที่ได้จัดกิจกรรมเสวนากลุ่มเพื่อถอดองค์ความรู้และภูมิปัญญาในการรักษาโรคเบาหวานร่วมกับชุมชน ในวันที่ 28 เมษายน 2564 ณ โรงพยาบาลส่งเสริมสุขภาพตำบลบ้านยะยาน อำเภอศีขรภูมิ จังหวัดสุรินทร์

อภิปรายผล

จากการศึกษาภูมิปัญญาการใช้สมุนไพรในการรักษาโรคเบาหวานของหมอพื้นบ้านทั้ง 3 คน ทำให้ทราบรูปแบบและกระบวนการรักษาโรคของหมอพื้นบ้านที่หลากหลาย อีกทั้งยังมีแบบฉบับเฉพาะที่แสดงถึงวิถีชีวิตและตัวตนรวมถึงวัฒนธรรมชุมชนผ่านการรักษาซึ่งต้องอาศัยความเชื่อและความศรัทธาที่มีต่อหมอพื้นบ้าน โดยตำรับยารักษาโรคเบาหวานของหมอพื้นบ้านของหมออุดม แก่นเพชร เป็นตำรับยาที่มีความที่น่าสนใจเป็นอย่างมากและเหมาะกับการนำมาศึกษาวิจัยด้านประสิทธิผลของตำรับยารักษาโรคเบาหวาน ซึ่งประกอบไปด้วย รากสามสิบ รากปลาไหลเผือก ขิง ต้นครอบจักรวาล และต้นลูกใต้ใบ โดยมีสมุนไพรจำนวน 3 ชนิด คือ รากปลาไหลเผือก ต้นครอบจักรวาลและต้นลูกใต้ใบที่มีสรรพคุณหลักในการลดระดับน้ำตาลในกระแสเลือด ซึ่งสอดคล้องกับข้อมูลสรรพคุณสมุนไพรของฐานข้อมูลเครื่องยาสมุนไพร คณะเภสัชศาสตร์ มหาวิทยาลัยอุบลราชธานี[3] นอกจากนี้ยังมีสมุนไพรอีก 2 ชนิด คือ ขิงและรากสามสิบที่ช่วยขับลม บำรุงธาตุ บำรุงกำลังอีกด้วย อีกทั้งยังสอดคล้องกับงานวิจัยก่อนหน้าของกัญญารัตน์ จันทร์โสมและคณะ (2553) ด้านการอนุรักษ์และการสืบทอดประสบการณ์ พบว่า ได้สืบทอดภูมิปัญญาพื้นบ้านด้านการรักษาโรคต่าง ๆ ด้วยยาสมุนไพรมาจากบรรพบุรุษที่ได้จากการสังเกต การจดจำ และการปฏิบัติประกอบกับการสั่งสมเรียนรู้จากประสบการณ์การรักษาเป็นระยะเวลายาวนานและการหมั่นศึกษาหาความรู้ด้วยตนเอง

ข้อสรุป

จากการศึกษาวิจัยครั้งนี้ทำให้ทราบว่าวัฒนธรรมการดูแลสุขภาพเบื้องต้นของประชาชนในชุมชนนั้นยังมีความเชื่อในการรักษากับหมอพื้นบ้านอยู่มาก ซึ่งแต่ละหมอพื้นบ้านจะมีตำรับยาที่ใช้ในการรักษาโรคหวานที่แตกต่างกันออกไปเฉพาะตัว แต่ล้วนแล้วเป็นตำรับที่ช่วยเหลือผู้ป่วยเบาหวานให้หายจากโรคหรือมีอาการดำเนินโรคที่ดีขึ้นได้ โดยเฉพาะอย่างยิ่งตำรับยารักษาโรคเบาหวานของหมออุดม แก่นเพชร เป็นตำรับยาที่น่าสนใจเป็นอย่างมาก เนื่องจากตำรับยามีสมุนไพรที่สามารถรักษาโรคเบาหวานได้ อีกทั้งยังมีรูปแบบของตำรับยาสอดคล้องกับการตั้งตำรับยาของแพทย์แผนไทยและสอดคล้องกับความต้องการของประชาชนในชุมชนจากการจัดเสวนากลุ่มอีกด้วย หากนำตำรับยาดังกล่าวไปทำเป็นตำรับยารักษาโรคเบาหวานก็อาจช่วยดูแลสุขภาพให้กับประชาชนที่เป็นกลุ่มเสี่ยงโรคเบาหวานได้ นอกจากนี้อาจช่วยลดค่าใช้จ่ายในการรักษาทางการแพทย์แผนปัจจุบันได้ ซึ่งค่าใช้จ่ายในการรักษาพยาบาลเหล่านี้จะสามารถลดลงได้หากสามารถป้องกันไม่ให้จำนวนผู้ป่วยเบาหวานเพิ่มขึ้น ผู้ป่วยได้รับการรักษาและมีการใช้ยารักษาโรคเบาหวานที่ถูกต้องเหมาะสม เพื่อควบคุมระดับน้ำตาลในเลือดให้ได้ตามเป้าหมายซึ่งจะชะลอการเกิดโรคแทรกซ้อนจากเบาหวานในอนาคต

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การพัฒนาวัสดุฉนวนกันความร้อนและดูดซับเสียงจากเศษหนังเทียมอุตสาหกรรม

Development of Thermal Insulation and Sound Absorption Material from Industrial Artificial Leather Scraps

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์การพัฒนาวัสดุฉนวนกันความร้อนและดูดซับเสียงจากเศษหนังเทียมอุตสาหกรรมในการกระบวนการผลิตเฟอร์นิเจอร์ โดยการนำเศษหนังเทียมจากอุตสาหกรรมที่นำมาคัดแยกตัดเป็นชิ้นเล็ก และปั่นละเอียดจากเครื่องปั่นมาขึ้นรูปด้วยการอัดความร้อนเป็นแผ่นขนาด100X100มิลลิเมตร หนา10มิลลิเมตร โดยใช้เศษหนังเทียมอัดความร้อนเป็นตัวประสาน แบ่งเป็น 4ชุดการทดลอง ชุดที่1-4ความหนาแน่น 400,500,600 และ700กิโลกรัมต่อลูกบาศก์เมตร อัดด้วยเครื่องอัดร้อนที่อุณหภูมิ 200 องศาเซลเซียส การขึ้นรูปวัสดุฉนวนกันความร้อนและดูดซับเสียงจากเศษหนังเทียมที่มีความหนาแน่นจากน้อยไปมากจากชุดทดลอง ค่าสัมประสิทธิ์การนำความร้อนโดยเฉลี่ยเท่ากับ 0.05259,0.05726,0.06517และ0.07520W/m.K ตามลำดับ ค่าการนำความร้อนแปรผันตามมวล เมื่อมีมวลมากค่าการนำความร้อนมาก แต่ค่าการดูดซับเสียงได้ทำการทดลองทั้งขรุขระ และด้านเรียบของชุดทดลอง มีค่าสัมประสิทธิ์การดูดซับเสียงโดยเฉลี่ยเท่ากับ 0.43/0.24,0.34/0.20,0.26/0.16และ0.23/0.13ตามลำดับ การดูดซับเสียงแปรผกผันกับค่าการนำความร้อน เมื่อมีมวลน้อยในการดูดซับเสียงจะมีค่ามาก มีแนวโน้วที่จะพัฒนาต่อเพื่อสามารถเทียบเท่าวัสดุในท้องตลาดได้ซึ่งจะส่งผลให้เศษหนังเทียมอุตสาหกรรมสามารถใช้เป็นวัสดุทางเลือกที่เป็นมิตรกับสิ่งแวดล้อม และยังช่วยเพิ่มมูลค่าให้แก่ขยะเหลือใช้ได้เป็นอย่างดี

คำสำคัญ: หนังเทียม ,วัสดุฉนวนกันความร้อน ,วัสดุดูดซับเสียง

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Abstract

The purpose of this research is the development of heat-insulating and sound-absorbing materials from industrial artificial leather scraps in the furniture production process. By bringing artificial leather scraps from the industry to be sorted and cut into small pieces and finely spun from a blender to form a sheet of100X100mm. in size10mm. thick, by using heat-compressed artificial leather scraps as a binder ,divided into 4sets of experiments, set1-4,density400,500,600 and700kilograms per cubic meter. Compressed by a hot press at 200 degrees Celsius , the forming of thermal insulation and sound absorbing materials from artificial leather scraps with a low to high density from the experimental set. The average thermal conductivity coefficients were 0. 05259,0. 05726,0. 06517 and0. 07520W/ m. K respectively. Thermal conductivity varies with mass. When there is a large mass, the thermal conductivity is high. But the sound absorption value has been tested both rough. and the smooth side of the experimental set The average sound absorption coefficient was 0. 43/ 0. 24,0. 34/ 0. 20,0. 26/ 0. 16and0. 23/ 0. 13respectively. Sound absorption is inversely proportional to thermal conductivity. When there is a small mass to absorb sound, it has a large value. There is a tendency to continue to develop to be comparable to materials in the market, which will result in industrial artificial leather scraps being used as an alternative material that is environmentally friendly. It also adds value to the waste as well.

Keywords: Artificial Leather, Insulation Material ,Sound Absorption Material

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[3] สาขาวิชานวัตกรรมอาคาร คณะสถาปัตยกรรมศาสตร์ มหาวิทยาลัยเกษตรศาสตร์

บทนำ

ประเทศไทยมีการเจริญเติบโตทางเศรษฐกิจ และจำนวนประชากรที่เพิ่มสูงขึ้นอย่างต่อเนื่อง ในเขตเมืองเริ่มมีการขยายตัวไปในชานเมือง และชนทบ จึงเป็นผลทำให้เกิดการใช้ทรัพยากรธรรมชาติเป็นจำนวนมากทั้งทางด้านอุปโภค และบริโภค วัสดุที่มีบทบาทในชีวิตประจำวัน และมีส่วนทำให้ทรัพยากรธรรมชาติมีปริมาณลดลง หนึ่งในนั้นคือหนังสัตว์ ในอดีตหนังสัตว์มีความจำเป็นและมีการนำไปใช้ในชีวิตประจำวัน เช่นใช้ในการนุ่งห่ม ตลอดจนการบุ หรือห่อหุ้มเฟอร์นิเจอร์ในบ้านพักอาศัยเพื่อทำความอบอุ่นต่อร่างกาย และเพื่อความสวยงามตลอดมา ความต้องการใช้หนังสัตว์จึงเพิ่มขึ้นอย่างต่อเนื่อง ส่งผลทำให้ปริมาณสัตว์บางชนิดลดลง และสูญพันธุ์ พร้อมทั้งยังเป็นสาเหตุให้เกิดการทารุณกรรมสัตว์ วิกฤตการณ์ดังกล่าวจึงทำให้เกิดกระแสการอนุรักษ์สัตว์ทั่วโลก ผลักดันให้เกิดการออกกฎหมายการอนุรักษ์พันธุ์สัตว์ และต่อต้านการทารุณกรรมสัตว์ของแต่ละประเทศ จึงทำให้เกิดวัสดุทดแทนจากหนังสัตว์เป็นหนังเทียม หรือหนังสังเคราะห์ซึ่งคือวัสดุที่เกิดจากการสังเคราะห์ด้วยกระบวนการทางเคมี หรือเรียกว่า โพลิเมอร์ (Polymer) โดยการนำพลาสติกที่ผลิตขึ้นจากสารประกอบ มาผลิตเป็นพลาสติกตัวใหม่ที่มีคุณสมบัติแตกต่างกันออกไป (กรีนพีช, 2004) มีขนาดเส้นเล็ก ๆ เรียงตัวกัน ในการผลิตจะมีชั้นล่างเป็นวัสดุจากผ้าสิ่งทอ และเททับด้วยโพลิเมอร์ที่มีส่วนผสมหลายอย่างกดทับเป็นลายหนัง กระบวนการผลิตในอุตสาหกรรมสิ่งทอคือ PU ,PVC และอื่น ๆ องค์ประกอบในการผลิตหนังเทียมนั้น คือพลาสติกซึ่งเป็นวัสดุทดแทนที่ใช้งานได้อย่างกว้างขวาง อย่างไรก็ตามเศษหนังเทียมจากขบวนการผลิตที่เกี่ยวข้องซึ่งส่งผลกระทบต่อสิ่งแวดล้อมมีเพิ่มขึ้นอย่างต่อเนื่อง เช่นในกระบวนการผลิตของโรงงานเฟอร์นิเจอร์แห่งหนึ่ง มีเศษหนังเทียมเกิดขึ้นที่ต้องนำไปกำจัด หรือทิ้ง หลังจากการผลิตเฟอร์นิเจอร์ประมาณ 3-5% ต่อการสั่งวัตถุดิบหนังเทียม ทำให้เกิดของเสียที่เป็นภาระในการจัดเก็บ และทำลาย การกำจัดเศษหนังเทียมจากอุตสาหกรรมก็ยิ่งก่อปัญหาขึ้นไปอีก หากนำไปเผาสารพิษจากหนังเทียมซึ่งมีส่วนประกอบของพลาสติกเป็นการปล่อยมลภาวะอันร้ายแรงสู่ชั้นบรรยากาศ หรือนำไปฝังกลบ สารพิษจากส่วนผสมของสารเติมแต่งจะหลุดออกมาปนเปื้อนแหล่งน้ำใต้ดินได้ ที่สำคัญคุณสมบัติของการย่อยสลายยาก และต้องจะใช้เวลานานนับหลายศตวรรษกว่าจะย่อยสลายได้ในธรรมชาติ กำลังเป็นปัญหาต่อสิ่งแวดล้อมที่รุนแรง (สิตาวีร์, 2560) ความกังวลของสาธารณชนเกี่ยวกับผลกระทบทางด้านลบของมลภาวะต่อสิ่งแวดล้อมยังทำให้ผู้บริโภคหันมานิยมวัสดุที่เป็นมิตรกับสิ่งแวดล้อม และผลิตภัณฑ์ที่นำกลับมาใช้ใหม่ เนื่องจากการนำกลับมาใช้ใหม่ช่วยป้องกันไม่ให้เกิดขยะหนังเทียมในระบบ จากผลกระทบต่อสิ่งแวดล้อม และชุมชนได้เป็นอย่างดี

แนวคิดที่จะนำกระบวนการที่ใช้เทคโนโลยีที่เหมาะสมแปรรูป สิ่งที่ใช้แล้ว เพื่อกลับมาเป็นผลิตภัณฑ์ใหม่ ทั้งที่อยู่ในรูปแบบเดิม หรืออาจอยู่ในรูปแบบใหม่ที่แตกต่างไปอย่างสิ้นเชิง จำเป็นที่จะต้องอาศัยกระบวนการคัดแยกโดยเฉพาะการคัดแยกตั้งแต่ต้นทาง จึงจะทำให้อุตสาหกรรมรีไซเคิลในประเทศไทยประสบผลสำเร็จ เพราะปริมาณวัสดุที่นำกลับมาใช้ใหม่จะช่วยทำ ให้ภาคธุรกิจหันมาลงทุนในอุตสาหกรรมนี้มากขึ้นในอนาคต มีการศึกษาวิจัยด้านการนำวัสดุเส้นใยธรรมชาติ เส้นใยสังเคราะห์ เส้นใยลิกโนเซลลูโลสทางการเกษตร และเศษผ้าที่ผลิตจากเส้นใยธรรมชาติกลับมาใช้ใหม่ โดยนำมาผสมกับเส้นใยสังเคราะห์เป็นวัตถุดิบในการผลิตวัสดุดูดซับเสียงที่มีต้นทุนต่ำ น้ำหนักเบา และสามารถย่อยสลายได้ทางชีวภาพ (Seddeq Hoda Soliman, Aly Nermin M, Marwa A Ali, & Elshakankery MH, 2013) นอกจากนั้นแล้วยังมีการศึกษาวิจัยด้านการนำเศษกระดาษภายในสำนักงานที่ใช้แล้วนำมากลับมาใช้ใหม่ การใช้ของเสียที่มาจากวงจรการผลิต โดยมุ่งเน้นไปที่การประเมินคุณสมบัติการดูดซับเสียงเช่นกันของแผ่นที่ทำจากกระดาษนำกลับมาใช้ใหม่ และเศษวัสดุอื่น ๆทดสอบให้ได้ค่าตามมาตรฐานสากล เพื่อผลประโยชน์ด้านสิ่งแวดล้อม และวัฏจักรชีวิตของเศษวัสดุที่นำมาทดแทนให้เป็นศูนย์ การทดสอบของวัสดุดูดซับเสียงที่เป็นนวัตกรรมใหม่เพื่อปรับปรุงประสิทธิภาพเสียงของห้องบรรยาย โดยใช้แบบจำลองอะคูสติก การเปรียบเทียบกับวัสดุแบบดั้งเดิมสำหรับทั้งด้านเสียง และด้านสิ่งแวดล้อม ในคลื่นการดูดซับเสียงในช่วงความถี่ 100-5000 Hz ดังกล่าวได้ดี (Buratti Cinzia, Belloni Elisa, Lascaro Elisa, Lopez Giovanna Anna, & Ricciardi Paola, 2016) ซึ่งแตกต่างจากการผลิตแผ่นดูดซับเสียงในท้องตลาดโดยทั่วไปที่มีรูพรุน ผลิตจากหินใยแก้วโพลียูรีเทนโพลีเอสเตอร์ ณ ปัจจุบันมีราคาค่อนข้างสูง รวมทั้งใช้พลังงานในการผลิต และมีผลกระทบต่อสิ่งแวดล้อมสูง การนำวัสดุนำกลับมาใช้ใหม่กลายเป็นทางเลือกที่น่าสนใจอีกทั้งยังเป็นการลดผลกระทบต่อสิ่งแวดล้อม

ดังนั้น งานวิจัยนี้จึงมุ่งเน้นการนำเศษหนังเทียมจากโรงงานอุตสาหกรรมกลับมาใช้ใหม่ โดยการใช้เทคโนโลยีที่เหมาะสมพัฒนาด้านการดูดซับเสียง เพื่อให้เกิดวัสดุใหม่ ที่จะช่วยส่งเสริมสภาวะแวดล้อม (ด้านเสียง) ที่ดีภายในอาคาร ตลอดจนช่วยเพิ่มมูลค่าให้กับวัสดุเหลือใช้ลดปริมาณขยะในระบบ และลดผลกระทบต่อสิ่งแวดล้อมได้

วัตถุประสงค์ของการวิจัย

1) พัฒนาวัสดุแผ่นฉนวนกันความร้อน และดูดซับเสียงจากเศษหนังเทียมอุตสาหกรรม

2) ทดสอบคุณสมบัติทางกายภาพด้านความหนาแน่น ,การนำความร้อน (ค่า k) ,การดูดซับเสียง (ค่า SAC และ NRC) และการลามไฟของแผ่นวัสดุที่ผลิตจากเศษหนังเทียม

3) เสนอแนวทางการนำไปใช้อย่างเหมาะสม

วิธีการดำเนินการวิจัย

ขอบเขตการวิจัย

1) วัสดุที่ใช้ในงานวิจัยเป็นเศษหนังเทียม PVC จากโรงงานอุตสาหกรรมการผลิตเฟอร์นิเจอร์

2) กรรมวิธีในการผลิตใช้เครื่องอัดความร้อนที่อุณหภูมิ 200 องศาเซลเซียส และกำลังอัดที่ 80 ปอนด์ต่อตารางนิ้ว เป็นเวลา 15 นาที

3) ความหนาแน่นตามมาตรฐานผลิตภัณฑ์อุตสาหกรรม (มอก.486/2527) ของแผ่นชิ้นงาน ที่มีความหนาแน่น 100 กิโลกรัมต่อลูกบาศก์เมตร สำหรับใช้งานในสภาวะแห้ง โดยงานวิจัยนี้ใช้ค่าความหนาแน่นมากกว่า 100 กิโลกรัมต่อลูกบาศก์เมตร (เป็นความหนาแน่นที่ใช้คำนวณหาปริมาณวัสดุก่อนการผลิต)

4) การผลิตตัวอย่าง ที่ใช้ในการทดลองหาค่า SAC และ NRC ขนาด 100 X 100 X 10 มิลลิเมตร

5) แผ่นวัสดุตัวอย่างที่ใช้ในการทดลองหาค่าการลามไฟขนาด 100 X 100 X 10 มิลลิเมตร

เครื่องมือที่ใช้ในการวิจัย

1.วัสดุ

1.1 เศษหนังเทียม PVC



(a) Cut Artificial Leather Scraps (b) Artificial Leather Scraps Taken in a blender (c) Molded by Digital Scale

Figure 1 Material Preparation Process

2.อุปกรณ์

2.1 เครื่องชั่งดิจิตอลมาตรฐาน ความละเอียดเป็นหน่วยกรัม

2.2 เวอร์เนียคาลิปเปอร์

2.3 แม่พิมพ์เหล็ก ขนาด 100 X 100 หนา 20 มิลลิเมตร

2.4 แผ่นเหล็ก ขนาด 100 X 100 หนา 10 มิลลิเมตร

2.5 เครื่องปั่น

2.6 เครื่องอัดแผ่นขึ้นรูปร้อน (Hot Press) มีความสามารถในการอัดที่อุณหภูมิ 40 -350 องศาเซลเซียส และกำลังอัดที่ 20 – 140 ปอนด์ต่อตารานิ้ว

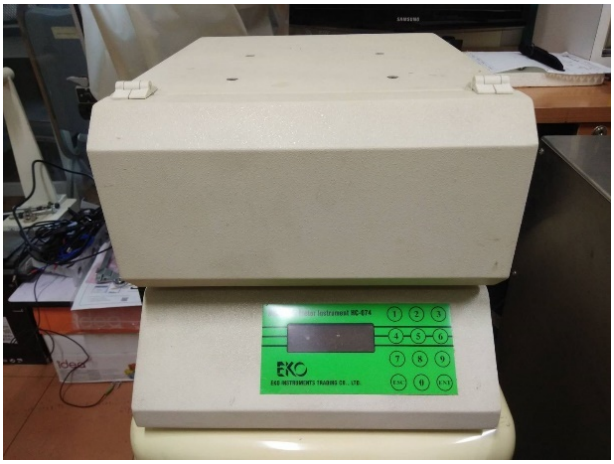
2.7 เครื่องทดสอบการนำความร้อน (Heat Flow Meter Instrument) โดยได้ผลตามมาตรฐาน ASTM C518

2.8 ชุดทดสอบคุณสมบัติทางเสียงของวัสดุ (Impedance Tube) โดยได้ผลมาตรฐาน ISO 10534-2

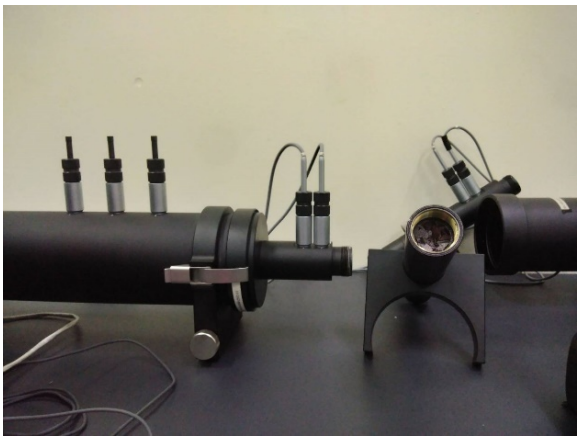
2.9 เครื่องทดสอบการลามไฟ (Flammability Test) โดยได้ผลมาตรฐาน ISO 11925



(a) Hot Press



(b) Heat Flow Meter Instrument



(c) Impedance Tube



(d) Flammability Test

Figure 2 Examples of equipment used in this research

ขั้นตอนในการวิจัย

1. การจัดเตรียมวัสดุ

โดยการจัดเตรียมวัสดุเศษหนังเทียมอุตสาหกรรมที่ได้จากร้านเฟอร์นิเจอร์

1.1 คัดแยกเศษหนังเทียม เพื่อคัดแยกลักษณะเศษหนังเทียม เพื่องานต่อการตัดเป็นชิ้นเล็กต่อไป

1.2 ตัดเป็นชิ้นขนาดเล็กขนาดประมาณ 10 X 10 มิลลิเมตร นำหนังเทียมที่ตัดเรียบร้อยแล้ว นำมาย่อยโดยการเอาเข้าเครื่องปั่นผัก และผลไม้ ระยะประมาณ 3 – 5 นาที

1.3 เตรียมแม่พิมพ์เหล็ก โดยการตัด และเชื่อมต่อเหล็กกล่องสีเหลี่ยม ขนาด 200 X 200 มิลลิเมตร ให้เป็นสี่เหลี่ยมระยะภายใน ขนาด 100 X 100 หนา 20 มิลลิเมตร

1.4 แผ่นเหล็ก ขนาด 100X100 หนา 10 มิลลิเมตร เพื่อนำมาประกบด้านบน ณ ขณะขึ้นรูปชิ้นงาน โดยเครื่องอัดแผ่นขึ้นรูปร้อนให้เป็นไปตามขนาดที่ต้องการนำมาทดสอบ

2. ออกแบบการทดลอง และการผลิต

2.1 ออกแบบการทดลอง โดยเศษหนังเทียมโดยการสับย่อยละเอียดผสมผ้าพื้นหลังหนังเทียม

2.2 ทำการผลิต โดยแบ่งเป็น 4 ชุดการทดลอง

- ชุดการทดสอบ 1 นำแบบแม่พิมพ์เหล็กขนาด 100 X 100 มิลลิเมตร หนา 20 มิลลิเมตร ใส่เศษหนังเทียมน้ำหนัก 40 กรัม (400 กก./ลบ.ม) และกดทับด้วยแผ่นเหล็ก ขนาด 100 X 100 หนา 10 มิลลิเมตร พร้อมเครื่องกดทับความร้อนอุณหภูมิ 200 องศาเซลเซียส ระยะเวลา 15 นาที พร้อมถอดแบบของชุดการทดลองที่ 1

- ชุดการทดลอง 2 นำแบบแม่พิมพ์เหล็กขนาด 100 X 100 มิลลิเมตร หนา 20 มิลลิเมตร ใส่เศษหนังเทียมน้ำหนัก 50 กรัม (500 กก./ลบ.ม) และกดทับด้วยแผ่นเหล็ก ขนาด 100 X 100 หนา 10 มิลลิเมตร พร้อมเครื่องกดทับความร้อนอุณหภูมิ 200 องศาเซลเซียส ระยะเวลา 15 นาที พร้อมถอดแบบของชุดการทดลองที่ 2

- ชุดการทดลอง 3 นำแบบแม่พิมพ์เหล็กขนาด 100 X 100 มิลลิเมตร หนา 20 มิลลิเมตร ใส่เศษหนังเทียมน้ำหนัก 60 กรัม (600 กก./ลบ.ม) และกดทับด้วยแผ่นเหล็ก ขนาด 100 X 100 หนา 10 มิลลิเมตร พร้อมเครื่องกดทับความร้อนอุณหภูมิ 200 องศาเซลเซียส ระยะเวลา 15 นาที พร้อมถอดแบบของชุดการทดลองที่ 3

- ชุดการทดลอง 4 นำแบบแม่พิมพ์เหล็กขนาด 100 X 100 มิลลิเมตร หนา 20 มิลลิเมตร ใส่เศษหนังเทียมน้ำหนัก 70 กรัม (700 กก./ลบ.ม) และกดทับด้วยแผ่นเหล็ก ขนาด 100 X 100 หนา 10 มิลลิเมตร พร้อมเครื่องกดทับความร้อนอุณหภูมิ 200 องศาเซลเซียส ระยะเวลา 15 นาที พร้อมถอดแบบของชุดการทดลองที่ 4

Table 1 Set of Experiments 1, 2, 3 and 4 Industrial Artificial Leather Scraps (Unit : Gram)

Set of Experiments	Size millimeter	Density (kg./m³)	Dry Material Weight (gram)	Hot Press (C°)	Time (minute)	Unit (sheet)
1	100 X 100 X 10	400	40	200	15	15
2	100 X 100 X 10	500	50	200	15	15
3	100 X 100 X 10	600	60	200	15	15
4	100 X 100 X 10	700	70	200	15	15

3 ขั้นตอนการขึ้นรูปแผ่นวัสดุตัวอย่าง

- นำเศษหนังเทียมที่ได้คัดแยก ,ตัด และเข้าเครื่องปั่นเป็นที่เรียบร้อยแล้ว

- นำเศษหนังเทียมใส่แม่พิมพ์เหล็กตามขนาดที่ต้องการทดสอบ โดยมีขนาดแม่พิมพ์ทรงสี่เหลี่ยม 100 X 100 X 20 มิลลิเมตร เพื่อกำหนดอัตราความหนาแน่นของแผ่นในการทดลองการนำความร้อน การทดลองการดูซับเสียง และการทดลองการลามไฟ

- นำเข้าเครื่องอัดความร้อน และใช้แผ่นเหล็กกดทับเพิ่มเติม ขนาด 100 X 100 X 10 มิลลิเมตร เพื่อกำหนดอัตราความหนาแน่นของแผ่นของแต่ละชุดการทดสอบ ซึ่งอุณหภูมิที่ใช้ เท่ากับ 200 องศาเซลเซียส และกำลังอันที่ 80 ปอนด์ต่อตารางนิ้ว ระยะเวลาที่ใช้ในการอัด 15 นาที

- นำเศษหนังเทียบที่อัดแล้ว ทิ้งไว้ให้หายร้อน และรอเศษหนังเทียมให้เกาะตัวกันประมาณ 3 – 5 นาที แล้วถึงนำเศษหนังเทียมออกจากแม่แบบ และนำไปทดสอบในกระบวนการทดสอบที่ได้กำหนดไว้ต่อไป



(a) Hot Press (b) Thermal Insulation and Sound Absorption Board

Figure 3 Molded using Hot Press

หลังจากการขึ้นรูปแผ่นฉนวนกันความร้อน และดูดซับเสียงจากเศษหนังเทียมอุตสาหกรรม การทดลองด้านกายภาพไปชั่งน้ำหนัก และวัดขนาดของแผ่น เพื่อคำนวณหาความหนาแน่นที่ผลิตได้จริง นำเข้าเครื่องทดลองการนำความร้อน (Heat Flow Meter Instrument) เพื่อนำหาค่าสัมประสิทธิ์การนำความร้อน การทดลองด้านดูดซับเสียง โดยชุดทดลองคุณสมบัติทางเสียงของวัสดุ (Impedance Tube) ในคลื่นความถี่ต่าง ๆ ของแต่ละความถี่ของคลื่นเสียงตั้งแต่ 1 - 5000 Hz และท้ายสุดนำเข้าเครื่องทดลองการลามไฟ ของแต่ละชุดการทดลอง หลังจากนั้นจึงนำตัวเลขแสดงผลของการทดลองต่าง ๆ มาสรุปหาประสิทธิ์ภาพ เพื่อการพัฒนานำไปใช้งานต่อไป

สรุปผลการวิจัย

ผลการขึ้นรูปแผ่นตัวอย่าง

การทดลองขึ้นรูปการณ์ขึ้นแผ่นดูดซับเสียงจากเศษหนังเทียมอุตสาหกรรม ขนาด 100 X 100 X 10 มิลลิเมตร ความหนาแน่นที่ใช้เริ่มตั้งแต่ 400 ,500 ,600 และ 700 กิโลกรัมต่อลูกบาสก์เมตร แผ่นตัวอย่างพบว่าขึ้นรูป และมีความคงรูปได้ ทั้ง 4 ชุดการทดลอง หลังจากได้นำชุดทดสอบออกจากแม่พิมพ์ จากการได้สังเกตุทางกายพบว่าไม่มีการหลุดลุ่ย ผิวด้านบนของชุดทดลองจะมีลักษณะเป็นรูพรุน ส่วนผิวด้านล่างจะมีลักษณะค่อนข้างเรียบ หลังจากที่ได้นำชุดทดลองออกจากเครื่องแผ่นขึ้นรูปร้อน และเมื่อปล่อยให้แผ่นชุดทดสอบดังกล่าวคลายความร้อนตามอุณหภูมิห้อง พบว่าแผ่นสามารถหักงอได้

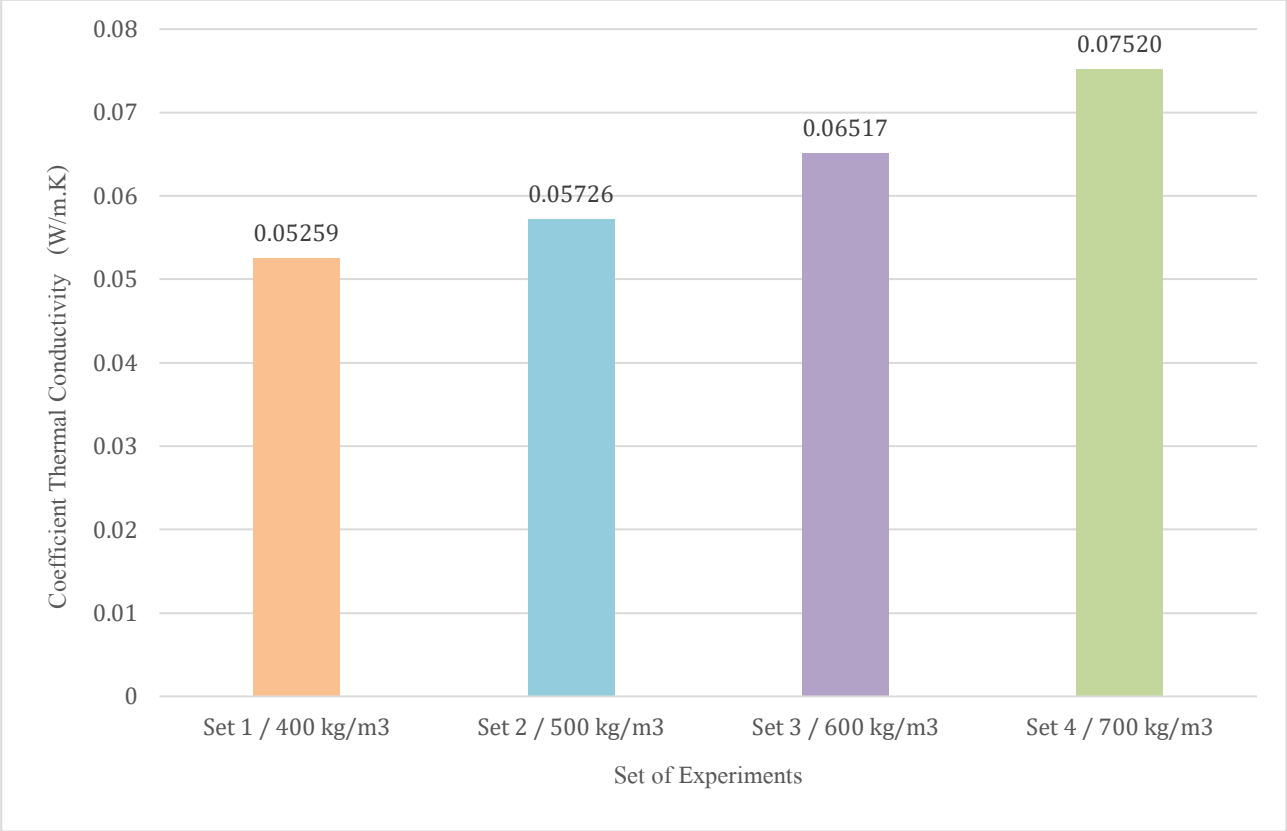
ผลการทดลองความหนาแน่น

ลักษณะทางกายภาพหลังจากได้ทำการทดลองขึ้นรูปแผ่นดูดซับเสียงเศษหนังเทียมจากอุตสาหกรรม ตามชุดทดลอง ขนาด 100 X 100 X 10 มิลลิเมตร ทั้งหมด 4 ชุด แต่ละชุดทดลองจำนวน 6 แผ่น /ชุด ได้แก่ชุดการทดลอง 1 ความหนาแน่น 400 กก./ลบ.ม. ,ชุดการทดลอง 2 ความหนาแน่น 500 กก./ลบ.ม. ,ชุดการทดลอง 3 ความหนาแน่น 600 กก./ลบ.ม. และชุดการทดลอง 4 ความหนาแน่น 700 กก./ลบ.ม. โดยแผ่นมีน้ำหนัก และความหนาแน่นเฉลี่ย 39.27 กรัม /384.43 กก/ลบ.ม., 49.13 กรัม /483.19 กก/ลบ.ม., 59.44 กรัม /587.04 กก/ลบ.ม. และ 69.62 กรัม /683.79 กก/ลบ.ม. ตามลำดับ ได้ทำการคัดเลือกทางกายภาพภายนอกของชุดทดสอบดังกล่าว โดยคำนึงถึงความสวยงาม แข็งแรง มีความคงรูปได้ ของชุดทดลอง เพื่อง่ายต่อการใช้ในการพัฒนางานวิจัยของวัสดุดูดซับเสียงจากเศษหนังเทียมจากอุตสาหกรรมต่อไป

ผลการทดลองการนำความร้อน (k)

จาการนำชุดทดลองแผ่นบุผนังวัสดุดูดซับเสียงเศษหนังเทียมจากอุตสาหกรรม ขนาด 100 X 100 X 10 มิลลิเมตร แต่ละชุดทดลองจำนวน 3 แผ่น / ชุด ชุดทดลอง 1 ,2 ,3 และ 4 ผลการทดลองค่าสัมประสิทธิ์การนำความร้อน (k) จากชุดทดลองทั้ง 4 ชุด พบว่า

Table 2 Compare the Thermal Conductivity Test Results of The Experimental Set.

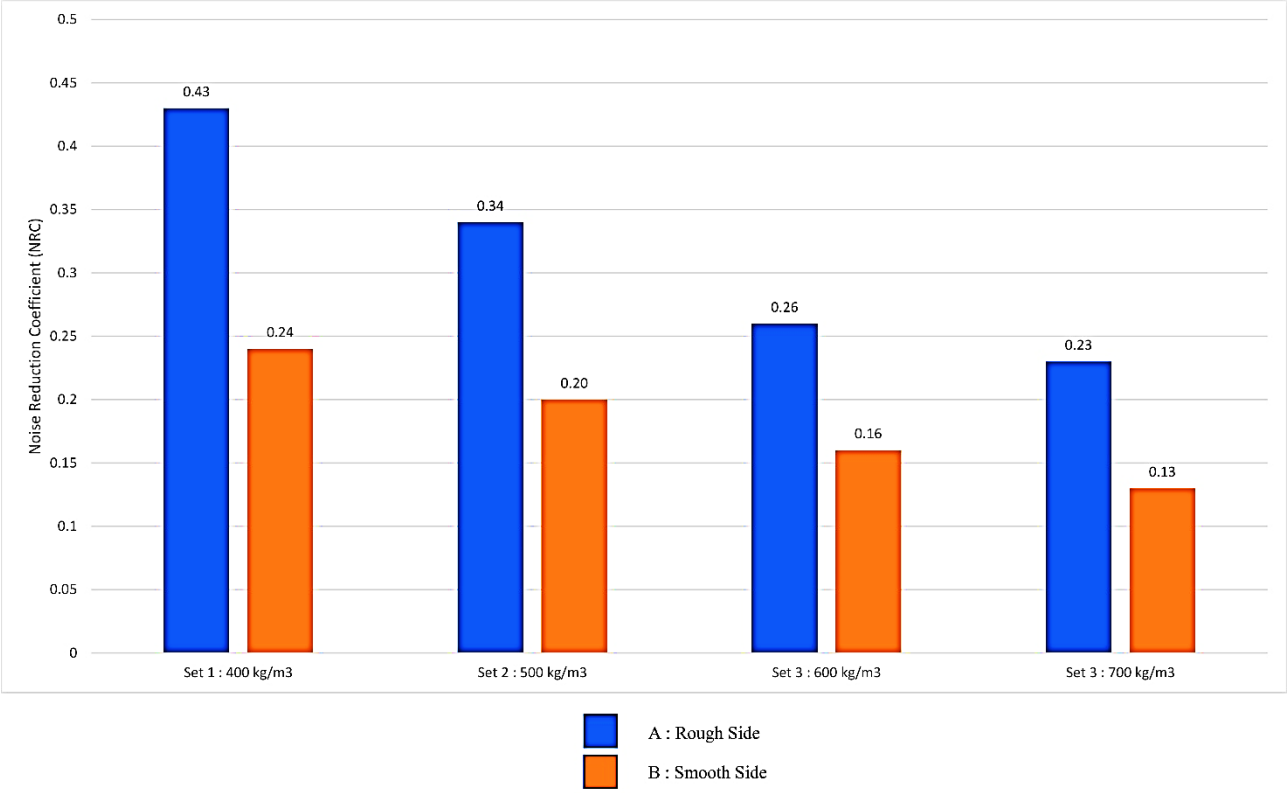


จากการทดลองตามมาตรฐาน ASTM C518 เปรียบเทียบผลการทดสอบค่าการนำความร้อนของชุดทดลอง 1 ,2 ,3 และ 4 การนำความร้อนของแผ่นชุดทดลองทั้ง 4 ความหนาแน่นที่ต่างกัน มีค่าสัมประสิทธิ์การนำความร้อนโดยเฉลี่ยเท่ากับ 0.05259 ,0.05726 ,0.06517 และ 0.07520 W/m.K ตามลำดับ

ผลการทดลองค่าการดูดซับเสียง

จากการนำชุดทดลองแผ่นบุผนังวัสดุดูดซับเสียงเศษหนังเทียมจากอุตสาหกรรม ขนาดเส้นผ่านศูนย์กลาง 98 มิลลิเมตร หนา 10 มิลลิเมตร จำนวน 3 แผ่น/ชุด และขนาดเส้นผ่านศูนย์กลาง 28 มิลลิเมตร หนา 10 มิลลิเมตร จำนวน 3 แผ่น/ชุด ชุดทดลอง 1 ,2 ,3 และ 4 ทั้งผิวด้าน A ของชุดทดลองจะมีลักษณะเป็นรูพรุน ส่วนผิวด้าน B จะมีลักษณะค่อนข้างเรียบ ผลการทดลองค่าสัมประสิทธิ์ของการลดเสียง จากชุดทดลองทั้ง 4 ชุด พบว่า

Table 3 Compare the Test Results of The Noise Reduction Coefficient.



ผลการทดลองค่าการลดเสียงของชุดทดลอง 1 ,2 ,3 และ 4 การดูดซับเสียงของแผ่นชุดทดลองทั้ง 4 ความหนาแน่นที่ต่างกัน มีค่าสัมประสิทธิ์การลดเสียงโดยเฉลี่ยทั้งด้าน A และด้าน B เท่ากับ 0.43 /0.24 ,0.34 /0.20 ,0.26 /0.16 และ 0.23 /0.13 ตามลำดับ

ผลการทดลองการลามไฟ

แผ่นทดลอง ขนาด 100 X 100 X 10 มิลลิเมตร ตามอัตราความหนาแน่นของแผ่นทดลองทั้งหมด 4 ชุดทดสอบ ได้แก่ ชุดทดลอง 1 ความหนาแน่น 400 กก./ลบ.ม. ,ชุดทดลอง 2 ความหนาแน่น 500 กก./ลบ.ม. ,ชุดทดลอง 3 ความหนาแน่น 600 กก./ลบ.ม. และชุดทดลอง 4 ความหนาแน่น 700 กก./ลบ.ม. โดยแต่ละชุดได้มีการแบ่งเป็นชุดการทดลองย่อย ชุดการทดลองที่ไม่ได้ผสมสารหน่วงไฟ ผลการลามไฟจากชุดทดสอบทั้ง 4 ชุด ผลการทดลอง จะเห็นได้ว่าแผ่นชุดทดสอบ 1 ,2 ,3 และ 4 ผลการทดสอบ Positive หรือ ชุดทดสอบลามไฟตามมาตรฐาน ISO 11925 เนื่องจากชุดทดลองเกิดการเผาไหม้ และปล่อยสาร CO2 (คาร์บอนไดออกไซด์) อย่างต่อเนื่อง จึงทำการหยุดการทดสอบ เพราะมีการเผาไหม้อย่างต่อเนื่อง โดยไม่มีทีท่าจะหยุดเผาไหม้เอง จึงไม่สามารถระบุ เวลาทั้งหมด ในการทดสอบทั้งหมดได้

อภิปรายผลการวิจัย

สรุปผลการขึ้นรูปแผ่นตัวอย่าง

จากการทดลองขึ้นรูปการณ์ขึ้นแผ่นดูดซับเสียงจากเศษหนังเทียมอุตสาหกรรมทั้ง 4 ชุดการทดลอง ขนาด 100 X 100 X 10 มิลลิเมตร ได้ทำการคัดเลือกทางกายภาพภายนอกของชุดทดลองดังกล่าว โดยคำนึงถึงความสวยงาม แข็งแรง มีความคงรูปได้ ของชุดทดลอง เพื่อง่ายต่อการใช้ในการพัฒนางานวิจัยของวัสดุฉนวนกันความร้อน และดูดซับเสียงจากเศษหนังเทียมจากอุตสาหกรรมต่อไปได้ทั้ง 4 ชุดทดลอง ของแต่ละความหนาแน่น

สรุปผลการทดลองค่าความหนาแน่น

จากการนำแผ่นตัวอย่างไปหาค่าความหนาแน่น พบว่าทุกชุดทดลองทั้ง 4 ชุดการทดลอง การทดลองค่าความหนาแน่นตามมาตรฐานผลิตภัณฑ์อุตสาหกรรม (มอก. 486-2527 มอก. 487-2526) ของแผ่นวัสดุดูดซับเสียง ที่มีความหนาแน่น 32 ,48 และ 100 กก./ลบ.ม. ของผลิตภัณฑ์ในท้องตลาด สำหรับใช้งานทั่วไปในสภาวะแห้ง โดยแต่ละชุดการทดลองมีค่าความหนาแน่นมากกว่ามาตรฐานผลิตภัณฑ์อุตสาหกรรม และผลิตภัณฑ์ในท้องตลาด โดยใช้ความหนาแน่นตั้งแต่ 400 ,500 ,600 และ 700 กก./ลบ.ม. นำมา

ผลิตเป็นชุดทดลองตามลำดับ เนื่องจากได้ทำการทดลองขึ้นรูปตัวอย่างตั้งแต่ความหนาแน่น 50 ,100 ,150 ,200 ,300 ,400 ,500 ,600 และ 700 กก./ลบ.ม.

จากการทดลองการขึ้นรูปแผ่นวัสดุฉนวนกันความร้อน และดูดซับเสียงจากเศษหนังเทียมอุตสาหกรรม ขนาด 100 X 100 X 10 มิลลิเมตร ได้ทำการคัดเลือกทางกายภาพภายนอกของชุดทดสอบดังกล่าว โดยคำนึงถึงความสวยงาม แข็งแรง มีความคงรูปได้ของชุดทดลอง เพื่อง่ายต่อการใช้ในการพัฒนางานวิจัยของวัสดุฉนวนกันความร้อน และดูดซับเสียงจากเศษหนังเทียมจากอุตสาหกรรมต่อไป

สรุปผลการทดลองการนำความร้อน (k)

จากการทดสอบตามมาตรฐาน ASTM C518 ชุดทดลอง A ,B ,C และ D การนำความร้อนของแผ่นชุดทดสอบทั้ง 4 ความหนาแน่นที่ต่างกัน มีค่าสัมประสิทธิ์การนำความร้อนโดยเฉลี่ยเท่ากับ 0.05259(± 0.00718) ,0.05726(± 0.00129) ,0.06517(± 0.00129) และ 0.07520(± 0.01110) W/m.K ตามลำดับ โดยการนำความร้อนของชุดการทดสอบ D มีค่าการนำความร้อนสูงสุด ซึ่งเกิดจากการมีมวล และความหนาแน่นมากที่สุด พร้อมทั้งแผ่นวัสดุดังกล่าว ไม่มีการหลุดลุ่ย มีความแข็งมากจากชุดทดสอบอื่น ๆ มาก มีรูพรุนเริ่มลดน้อยลงมาก หรือแถบจะไม่มีรูพรุน จึงเป็นสามเหตุที่ทำให้ชุดทดสอบ D มีค่าการนำความร้อนสูงสุด และชุดทดสอบ A มีมวล และความหนาแน่นน้อยที่สุด พร้อมทั้งแผ่นวัสดุดังกล่าว ไม่มีการหลุดลุ่ย มีความเป็นรูพรุนมากที่สุด มีค่าการนำความร้อนต่ำที่สุด แต่อย่างไรก็ตาม พบว่าแผ่นทดสอบของทั้ง 4 ชุด มีค่าการนำความที่ใกล้เคียงกัน โดยสัมประสิทธิ์การนำความร้อนแปรผันตามมวล และความหนาแน่นของแผ่นทดสอบ ซึ่งแผ่นชุดทดสอบทั้ง 4 ชุด นำค่าการนำความร้อนมาเปรียบเทียบกับค่ามาตรฐานของแผ่นฉนวนป้องกันความร้อน ซึ่งมาตรฐานดังกล่าวให้ค่าไว้ที่ระหว่าง 0.02 – 0.40 W/m.K ชุดทดสอบทั้ง 4 อยู่ในเกณฑ์ดังกล่าว การทดสอบมีค่าการนำความร้อนเฉลี่ยที่ต่ำ จึงสามารถเป็นฉนวนในการกันความร้อนได้

สรุปผลการทดลองค่าการดูดซับเสียง

จากการทดลองตามมาตรฐาน ISO 10534-2 ผลการดูดซับเสียงของชุดทดลอง 1 ,2 ,3 และ 4 การดูดซับเสียงของแผ่นชุดทดลองทั้ง 4 ความหนาแน่นที่ต่างกัน มีค่าสัมประสิทธิ์การลดเสียงโดยเฉลี่ยทั้งด้านบน และด้านหลังเท่ากับ 0.43 / 0.24 ,0.34 / 0.20 ,0.26 / 0.16 และ 0.23 / 0.13 ตามลำดับ โดยการดูดซับเสียงของชุดการทดลองที่ 1 มีค่าการดูดซับเสียง ซึ่งเกิดจากการมีมวล และความหนาแน่นน้อยที่สุด พร้อมทั้งแผ่นวัสดุดังกล่าว ไม่มีการหลุดลุ่ย มีความอ่อนนุ่มมากกว่าชุดทดสอบอื่น ๆ แผ่นทดสอบมีรูพรุนเป็นจำนวนมาก จึงเป็นสาเหตุที่ทำให้ชุดทดลองที่ 1 มีค่าสัมประสิทธิ์การดูดซับเสียงมากที่สุด ส่วนชุดทดลองที่ 4 มีมวล และความหนาแน่นมากที่สุด พร้อมทั้งแผ่นวัสดุดังกล่าว ไม่มีการหลุดลุ่ย มีความเป็นรูพรุนน้อยที่สุด หรือแถบจะไม่มีรูพรุน มีค่าสัมประสิทธิ์การดูดซับเสียงต่ำที่สุด แต่อย่างไรก็ตาม พบว่าแผ่นทดสอบของทั้ง 4 ชุด มีค่าการนำความที่ใกล้เคียงกัน โดยค่าสัมประสิทธิ์การดูดซับเสียงแปรผันตามมวล ,ความหนาแน่น และความมีรูพรุนของแผ่นทดสอบ ซึ่งแผ่นชุดทดสอบทั้ง 4 ชุด ค่าสัมประสิทธิ์การลดเสียงมาเปรียบเทียบกับค่ามาตรฐานของแผ่นวัสดุลดเสียง โดยทั่วไปจะต้องมีค่ามากกว่า 0.40 ซึ่งชุดทดสอบดังกล่าวทั้ง 4 มีชุดทดสอบที่ 1 ด้าน A อยู่ในเกณฑ์มาตรฐานของวัสดุดูดซับเสียงในท้องตลาด ส่วนชุดทดสอบที่ 1 ด้าน B และชุดทดสอบที่ 2 ,3 และ 4 ทั้งด้าน A และ B ไม่อยู่ในเกณฑ์ดังกล่าว การทดสอบมีค่าสัมประสิทธิ์การลดเสียงเฉลี่ยที่ต่ำ จึงควรมีการพัฒนาต่อยอดงานวิจัยดังกล่าวให้ได้ค่าสัมประสิทธิ์การลดเสียงตามผลิตภัณฑ์อุตสาหกรรม และผลิตภัณฑ์ในท้องตลาดต่อไป

สรุปผลการทดสอบการลามไฟ

จากการนำแผ่นตัวอย่างไปหาค่าการลามไฟ ของแผ่นชิ้นตัวอย่างทั้งหมด 4 ชุดการทดสอบที่ใช้เศษหนังเทียมที่ไม่ได้ผสมสารกันไฟ

โดยมีผลการทดสอบที่ใช้เศษหนังเทียมที่ไม่ได้ผสมสารกันไฟ มีค่าการลามไฟของแผ่นทดสอบทั้งหมด ชุดการทดสอบ ซึ่งแผ่นทดสอบตัวอย่างทั้ง 4 ชุดติดไฟตั้งแต่ 1 วินาทีแรก จากผลการทดสอบ Positive หรือ ชุดทดสอบลามไฟตามมาตรฐาน ISO 11925 เนื่องจากชุดทดสอบเกิดการเผาไหม้ และปล่อยสาร CO2 (คาร์บอนไดออกไซด์) อย่างต่อเนื่อง จึงทำการหยุดการทดสอบ ไม่สามารถระบุ เวลาทั้งหมด ในการทดสอบทั้งหมดได้

ข้อเสนอแนะ

งานวิจัยนี้ได้ศึกษาเบื้องต้น ในการนำเศษหนังเทียมจากอุตสาหกรรมจากร้านเฟอร์นิเจอร์ ที่เป็นวัสดุเหลือใช้ มาผลิตแผ่นเศษหนังเทียมในอัตารส่วนที่เหมาะสม เพื่อผลิตเป็นแผ่นเศษหนังเทียมจากอุตสาหกรรมต้นแบบ ผู้ที่สนใจสามารถนำไปพัฒนาเพื่อต่อยอดแผ่นผนังเศษหนังเทียมจากอุตสาหกรรม ในรูปแบบอื่น ๆ เพื่อที่จะนำไปใช้ได้จริง ซึ่งมีผลการศึกษา และทดลองนี้มีข้อเสนอแนะดังนี้

1. จากการทดสอบการที่ได้เศษหนังเทียมจากร้านเฟอร์นิเจอร์ ทำให้ได้เศษผ้าที่มีลักษณะสีตามการจ้างของผู้ว่าจ้าง ไม่สามารถเลือกตามผู้วิจัยต้องการได้ จึงเห็นสมควรหาเศษหนังเทียมจากแห่งอื่น นำมาผสมในการผลิต

2. จากผลการชุดทดสอบการดูดซับเสียง ขนาด 10.0 X 10.0 X 1.0 เซนติเมตร ซึ่งความหนา 1 เซนติเมตร ความสามรถในการดูดซับเสียงไม่ถึงเกินมาตรฐาน จึงเห็นสมควรเพิ่มความหนาของชุดทดสอบ โดยที่น่าจะมีการทดสอบเพื่อหาค่าการดูดซับเสียง อาจเป็นการเพิ่มความสามารถในการดูดซับเสียงให้ถึงมาตรฐานในท้องตลาดได้

3. พัฒนารูปแบบของแผ่นในลักษณะต่าง ๆ ในเรื่องของขนาด และการติดตั้งในการนำไปใช้

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อนุภาคนาโนซิงค์ออกไซด์ในน้ำแป้งที่มีคุณสมบัติต้านเชื้อราบนผ้าไทย

Zinc oxide nanoparticles in starch water with antifungal properties on Thai fabrics

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บทคัดย่อ

งานวิจัยนี้ได้ศึกษาสังเคราะห์พัฒนาการเตรียมน้ำแป้งที่มีอนุภาคนาโนซิงค์ออกไซด์เป็นตัวออกฤทธิ์ต้านเชื้อราบนผ้าไทย อนุภาคนาโนซิงค์ออกไซด์เตรียมด้วยวิธีการด้วยวิธีตกตะกอน เพราะเป็นวิธีที่ง่าย และไม่ต้องอาศัยเครื่องมือทางวิทยาศาสตร์มาก โดยวิธีการตกตะกอนจะใช้ซิงค์ไนเตรทเป็นสารตั้งต้น ใช้โซเดียมไฮดรอกไซด์เป็นสารตกตะกอนร่วม และใช้น้ำแป้งเป็นสารช่วยความเสถียร โดยมีปริมาณซิงค์ออกไซด์ ที่ศึกษา ได้แก่ 35 %wt, 50 %wt และ 65 %wt ผล FTIR SEM XRD ช่วยยืนว่าสามารถสังเคราห์น้ำแป้งนาโนซิงค์ออกไซด์ได้เป็นผลสำเร็จ จากการทดสอบการยับยั้งการเจริญของจุลินทรีย์โดย broth microdilution method โดยหาค่า MIC (minimum inhibitory concentration) และ MBC (minimum bactericidal concentration) พบว่าน้ำแป้งนาโนซิงค์ออกไซด์ทั้งสามอัตราส่วนสามารถยับยั้งการเจริญเติบโตของเชื้อ ***Candida albicans ATCC 10231*** ได้อย่างมีประสิทธิภาพ และการทดสอบการยับยั้งการเจริญของเชื้อ ***Candida albicans ATCC 10231*** โดย agar diffusion method พบว่าผ้าไหมผ่านการทาเส้นยืนด้วยน้ำแป้งนาโนซิงค์ออกไซด์ก็สามารถยับยั้งการเจริญเติบโตของเชื้อ ***Candida albicans ATCC 10231*** ได้อย่างมีนัยสำคัญ วิธีนี้จึงเป็นวิธีที่มีประสิทธิภาพนอกจากจะทำให้เส้นยืนมีการยึดติดกันแล้วยังสามารถยับยั้งการเจริญเติบโตของเชื้อราได้อีกด้วย

คำสำคัญ : นาโนซิงค์ออกไซด์, น้ำแป้ง, คุณสมบัติต้านเชื้อรา, ผ้าไทย, ***Candida albicans ATCC 10231***

Abstract

In this research, we have been synthesized and developed the starch water containing zinc oxide nanoparticles as an antifungal agent on Thai fabrics. Zinc oxide nanoparticles were prepared by sedimentation method. Because it is a simple method and does not require many scientific tools. By the precipitation method, zinc nitrate is used as a substrate, Sodium hydroxide was used as a co-coagulant and starch water was used as a stabilizer. For testing, the amount of zinc oxide was 35 %wt, 50 %wt and 65 %wt. The FTIR SEM XRD results confirmed the successful synthesis of starch water containing zinc oxide nanoparticles. Microbial growth inhibition test by broth microdilution method by finding MIC (minimum inhibitory concentration) and MBC (minimum bactericidal concentration). It was found that starch water containing zinc oxide nanoparticles all three ratios it can effectively inhibit the growth of *Candida albicans ATCC 10231*. For growth inhibition test of *Candida albicans ATCC 10231* by agar diffusion method, it was found that the silk painted on the warp with starch water containing zinc oxide nanoparticles was able to significantly inhibit the growth of *Candida albicans ATCC 10231*. This method is effective to make the silk threads stick together and inhibits the growth of fungi.

Keywords: nano zinc oxide, starch water, antifungal properties, Thai fabrics, ***Candida albicans ATCC 10231***

บทนำ

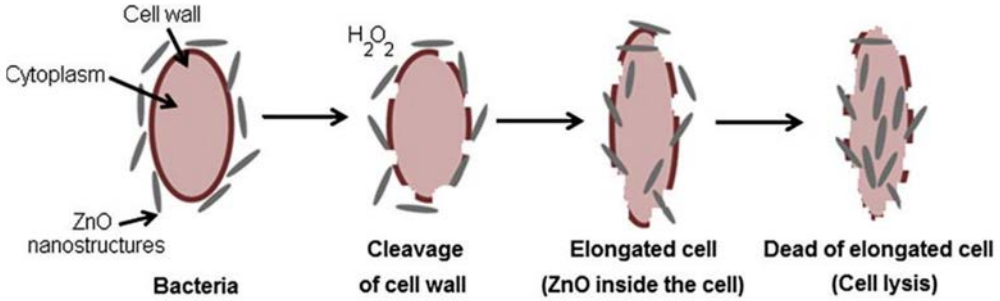
ผ้าไทย อาทิเช่น ผ้าฝ้าย ผ้าไหม หรือลินิน เป็นมรดกอันทรงคุณค่าทางวัฒนธรรมและทางภูมิปัญญาของคนไทยที่ได้มีการพัฒนาขั้นตอนการผลิตและสร้างสรรค์ลวดลายที่บ่งชี้ถึงความงดงามของวัฒนธรรมและประเพณีของแต่ละท้องถิ่น มรดกนี้ได้มีการ

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ถ่ายทอดและพัฒนาอย่างต่อเนื่องสืบต่อกันมาจากรุ่นสู่รุ่นจนถึงปัจจุบัน อีกทั้งผ้าไทยเหล่านี้ยังได้รับความนิยมและความสนใจจากชาวต่างชาติและทำรายได้ให้กับประเทศไทยมากกว่าพันล้านบาทต่อปี โดยผ้าไทยที่มีการถักทอแบบดั้งเดิมและทำจากเส้นใยธรรมชาติ จำพวกไหม (silk) และฝ้าย (cotton) ได้รับความนิยมมากที่สุด นอกจากนี้แล้ว งานด้านศิลปหัตถกรรมไทยยังเป็นที่สนพระทัยของสมเด็จพระเจ้าลูกเธอเจ้าฟ้าสิริวัณณวรี นารีรัตนราชกัญญา ที่ทรงให้ความสำคัญการอนุรักษ์ภูมิปัญญาท้องถิ่นในด้านหัตถศิลป์สืบทอดเจตนารมณ์ของสมเด็จพระพันปีหลวง ทรงให้การสนับสนุน ส่งเสริมและอนุรักษ์ศิลปหัตถกรรมไทยของกลุ่มทอผ้าไทยในทุกภาค ยังผลให้เกิดเป็นรายได้แก่ชาวบ้านและสามารถประกอบเป็นอาชีพที่ยั่งยืน และสานต่อด้านการอนุรักษ์ผ้าทอพื้นเมือง อันทรงคุณค่ายิ่งไว้บนผืนแผ่นดินไทยสืบต่อไป

ผ้าไหมเป็นตัวอย่างหนึ่งของผ้าไทยที่ได้รับความนิยมและถูกใช้กันอย่างแพร่หลาย ครูศิลป์ ครูช่างได้นำผ้าไหมมาประดิษฐ์เป็นเครื่องนุ่งห่ม เช่น เสื้อ กางเกง กระโปรง และเครื่องใช้ในชีวิตประจำวัน เช่น กระเป๋า ผ้าพันคอ เป็นต้น ในกระบวนการทอผ้าไหมต้องอาศัยครูศิลป์ ครูช่างที่มีความประณีตและความชำนาญในการทอ เพื่อให้ได้ผ้าไหมที่มีคุณภาพและลวดลายที่วิจิตรสวยงามโดยลวดลายจะสะท้อนวิถีชีวิตและการดำรงชีพของแต่ละท้องถิ่น ในขั้นตอนการทอผ้าไหมตามกระบวนการดั้งเดิมนั้น ผู้ทอจะหวีเส้นยืนด้วยน้ำแป้งหรือน้ำข้าวที่ได้จากการแช่ข้าวสวยในน้ำ ซึ่งจะทำหน้าเป็นกาวเพื่อยึดเส้นยืนให้เป็นเส้นเดียวกัน ทำให้ง่ายต่อการทอและได้ผ้าไหมหลังจากทอเสร็จที่มีความหนาและแน่น หลังจากทอเสร็จ ผู้ทอจะนำผ้าไหมที่ทอได้ไปซักด้วยน้ำเปล่าหรือน้ำยาปรับผ้านุ่มเพื่อกำจัดแป้งออกจากผ้าไหม แต่เนื่องจากแป้งเป็นพอลิแซ็กคาไรด์ที่ละลายน้ำได้น้อยมากๆ ทำให้การล้างด้วยน้ำหรือแช่ด้วยน้ำยาปรับผ้านุ่มไม่สามารถกำจัดออกได้หมด ทำให้ผ้าไหมที่ทอได้มีความแข็งกระด้าง และเมื่อมีการนำผ้าไหมที่ทอโดยกระบวนการใช้น้ำแป้งไปเก็บในตู้เสื้อผ้าที่มีความชื้นสูงเป็นเวลานานแป้งที่ติดอยู่ในเส้นไหมจะเหนี่ยวนำให้เกิดเชื้อราบนผ้าไหม โดยแป้งที่อยู่ในผ้าจะเป็นแหล่งอาหารให้ และเชื้อจุลชีพอื่นๆ ในการเติบโต ซึ่งจะทำให้ผ้าไหมเสื่อมราคา และคุณภาพ

ดังนั้น ผู้วิจัยจึงมองเห็นความสำคัญในการพัฒนาน้ำแป้งที่ใช้หวีเส้นยืนในกระบวนการทอผ้าไหมให้มีคุณสมบัติในการต้านหรือป้องกันหรือเชื้อจุลชีพอื่นๆ ทั้งนี้เพื่อให้ผ้าไหมสามารถเก็บไว้ได้เป็นเวลานานโดยไม่เกิดเชื้อราและเพื่อเพิ่มมูลค่าของผ้าไหมไทย ซึ่งการพัฒนาการเตรียมน้ำแป้งที่มีคุณสมบัติต้านในผ้าไหมไทยนี้เป็นงานวิจัยใหม่ ไม่มีการวิจัยมาก่อน โดยผู้วิจัยจะพัฒนาการเตรียมน้ำแป้งที่มีอนุภาคนาโนซิงค์ออกไซด์เป็นตัวออกฤทธิ์ต้านและเชื้อจุลชีพ เหตุผลที่ผู้วิจัยเลือกอนุภาคนาโนซิงค์ออกไซด์เป็นตัวออกฤทธิ์ต้านและเชื้อจุลชีพ เพราะซิงค์ออกไซด์ (ZnO) ของอนุภาคนาโนจะเกิดการแตกตัวให้อนุมูลอิสระของ $^{\bullet}O_2^-$ และ $^{\bullet}OH$ ซึ่งอนุมูลอิสระเหล่านี้จะทำปฏิกิริยากับสารอินทรีย์สารบนผนังเซลล์ของหรือจุลชีพ ทำให้เกิดการตายของเซลล์หรือจุลชีพ กลไกการทำลายผนังเซลล์ของจุลชีพ แสดงดังใน**รูปที่ 1**



รูปที่ 1 กลไกการต้านการเจริญจุลชีพโดยอนุภาคนาโนซิงค์ออกไซด์

การสังเคราะห์อนุภาคนาโนซิงค์ออกไซด์ด้วยวิธีตกตะกอนเป็นวิธีที่นิยม เพราะเป็นวิธีที่ง่าย และไม่ต้องอาศัยเครื่องมือทางวิทยาศาสตร์มาก โดยวิธีการตกตะกอนจะใช้ซิงค์ไนเตรท (Zinc nitrate) เป็นสารตั้งต้นใช้โซเดียมไฮดรอกไซด์ เป็นสารตกตะกอนร่วมและใช้น้ำแป้งเป็นสารช่วยความเสถียร (Stabilizing agent) สมการการเกิดอนุภาคเป็นดังสมการที่ 1.1 และ 1.2

$$Zn(NO_3)_2\ (aq) + 2NaOH\ (aq) \longrightarrow Zn(OH)_2\ (aq) + 2NaNO_3(aq) \quad \text{..... 1.1}$$

$$Zn(OH)_2\ (aq) \longrightarrow ZnO(s) + H_2O(g) \quad \text{..... 2.2}$$

นำตะกอนของอนุภาคนาโนซิงค์ออกไซด์ที่ได้ไปอบให้แห้งที่ 80 องศาเซลเซียส เป็นเวลา 12 ชั่วโมงเพื่อกำจัดน้ำออกจากผลึกของแข็ง จนในที่สุดได้เป็นอนุภาคนาโนซิงค์ออกไซด์ (ZnO) [1]

ก่อนหน้าได้มีการนำเอาอนุภาคนาโนซิงค์ออกไซด์ไปเคลือบบนผ้า ผลการทดลองพบว่าอนุภาคนาโนซิงค์ออกไซด์สามารถยับยั้งการทำงานของแบคทีเรียแกรมบวก Staphylococcus aureus ได้ 94 % และแบคทีเรียแกรมลบ Escherichia coli ได้ 86%

และนอกจากนั้นยังพบอีกว่าอนุภาคนาโนซิงค์ออกไซด์มีประสิทธิภาพในการยับยั้งแบคทีเรียมากกว่าซิงค์ออกไซด์ เนื่องจากอนุภาคนาโนซิงค์ออกไซด์มีขนาดที่เล็กกว่า จึงทำให้สามารถเข้าไปในเซลล์ของแบคทีเรียได้ง่ายและเร็วกว่า ส่งผลให้มีประสิทธิภาพในการยับยั้งแบคทีเรียได้ดีกว่า [1] นอกจากสมบัติการยับยั้งแบคทีเรียแล้ว อนุภาคนาโนซิงค์ออกไซด์ยังสามารถต้านรังสีอัลตราไวโอเลตหรือรังสียูวีได้อีกด้วย อนุภาคนาโนซิงค์ออกไซด์มีความสามารถในการต้านรังสียูวีได้ทั้งรังสียูวีเอ (UV-A) และ รังสียูวีบี (UV-B) ในช่วงความยาวคลื่น 290-400 นาโนเมตร อนุภาคซิงค์ออกไซด์ที่มีขนาดใหญ่กว่านาโนเมตรเมื่อนำไปเคลือบบนวัสดุสิ่งทอ เพื่อช่วยในการยับยั้งแบคทีเรียและต้านรังสียูวี พบว่าอนุภาคนาโนซิงค์ออกไซด์ขนาดเล็กจะสามารถต้านรังสียูวีได้เพราะมีพื้นที่ผิวมาก สามารถเคลือบบนผ้าได้ดีกว่า จึงทำให้อนุภาคนาโนซิงค์ออกไซด์มีประสิทธิภาพในการต้านรังสียูวีได้ดีกว่า [2]

วัตถุประสงค์

1. เพื่อศึกษาวิธีเตรียมน้ำแป้งที่มีอนุภาคนาโนซิงค์ออกไซด์เป็นสารออกฤทธิ์ต้านเชื้อราบนผ้าไหม
2. เพื่อหาแนวทางในการแก้ปัญหาที่เกิดจากการทอผ้าไหมที่ใช้น้ำแป้งเป็นกาวยึดติดของเส้นยืน
3. เพื่อเป็นแนวทางในการประยุกต์ให้องค์ความรู้ทางด้านวิทยาศาสตร์และนาโนเทคโนโลยีในการเพิ่มมูลค่างานศิลปหัตถกรรมไทย

อุปกรณ์และสารเคมี

1) น้ำกลั่น
2) ซิงค์คลอไรด์ ($ZnCl_2$) Laboratory reagent, KEMAUS, 136.28 g mol^{-1}
3) โซเดียมไฮดรอกไซด์ (NaOH) pellets, Analytical reagent, Ajax Finechem, 40 g mol^{-1}
4) แป้งมันสำปะหลัง Native tapioca starch จากบริษัท Asia modified starch co.ltd. (AMSCO)
5) เครื่องกวนสารให้ความร้อน Hotplate Magnetic Stirrer IKA C-MAG HS7
6) เครื่องปั่นสาร CAT R17 M. Zipperer GmbH D-79219 Staufen
7) Attenuated total reflectance Fourier transform infrared spectroscopy (ATR-FTIR) (Tensor 27, Bruker)
8) X-Ray diffraction analysis (XRD) advance d8 bruker
9) Scanning electron microscope (SEM) (LEO 01455VP, Cambridge, England)

ขั้นตอนการทดลอง

1 การเตรียมน้ำแป้งนาโนซิงค์ออกไซด์ ZnO-st 35 %wt

1) ละลายแป้งมันสำปะหลัง 5 กรัม ในสารละลาย $ZnCl_2$ ที่ความเข้มข้น 35 %wt
2) กวนแป้งเข้ากันกับสารละลายพอประมาณ แล้วนำไปให้ความร้อนคงที่ ที่อุณหภูมิ 80 องศาเซลเซียสเป็นเวลา 1 ชั่วโมง
3) ปรับ pH ด้วยสารละลาย NaOH 15 wt% จนค่า pH ถึง 8 โดยในขณะที่หยด ให้ความร้อนคงที่ พร้อมทั้งกวนอย่างต่อเนื่อง
4) หลังจากปรับ pH เรียบร้อยแล้ว กวนและให้ความร้อนต่อเนื่องไปอีก 30 นาที แล้วเก็บใส่ภาชนะที่มีฝาปิด
5) การเตรียมน้ำแป้งนาโนซิงค์ออกไซด์ ZnO-st 50 %wt และ ZnO-st 65 %wt ก็ทำเหมือนกับ ZnO-st 35 %wt

2 การเตรียมอนุภาคนาโนซิงค์ออกไซด์ ZnO

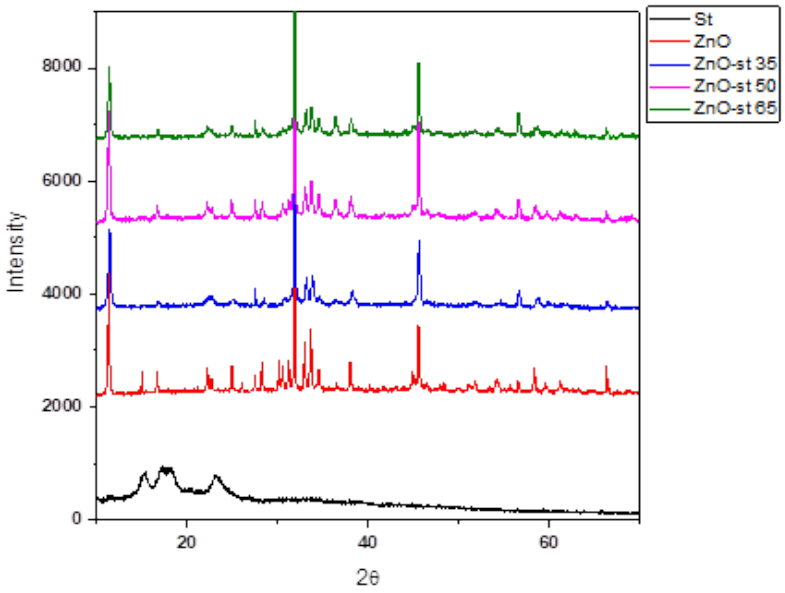
1) เตรียม $ZnCl_2$ 65 wt%
2) ปรับ pH ด้วยสารละลาย NaOH 15 wt% จนค่า pH ถึง 8 พร้อมทั้งกวนอย่างต่อเนื่อง
3) หลังจากปรับ pH เรียบร้อยแล้ว กวนต่อเนื่องไปอีก 30 นาที แล้วเก็บใส่ภาชนะที่มีฝาปิด

3 การศึกษาคุณสมบัติของน้ำแป้งนาโนซิงค์ออกไซด์ ZnO-st

1) นำตัวอย่างมาอบที่อุณหภูมิ 80 องศาเซลเซียส จนกระทั่งตัวอย่างแห้ง
2) บดตัวอย่างพอประมาณ แล้วนำไปศึกษาด้วย SEM, FTIR spectrometer และ X-ray diffractometer

ศึกษาหาคุณลักษณะของน้ำแป้งที่มีอนุภาคนาโนซิงค์ออกไซด์

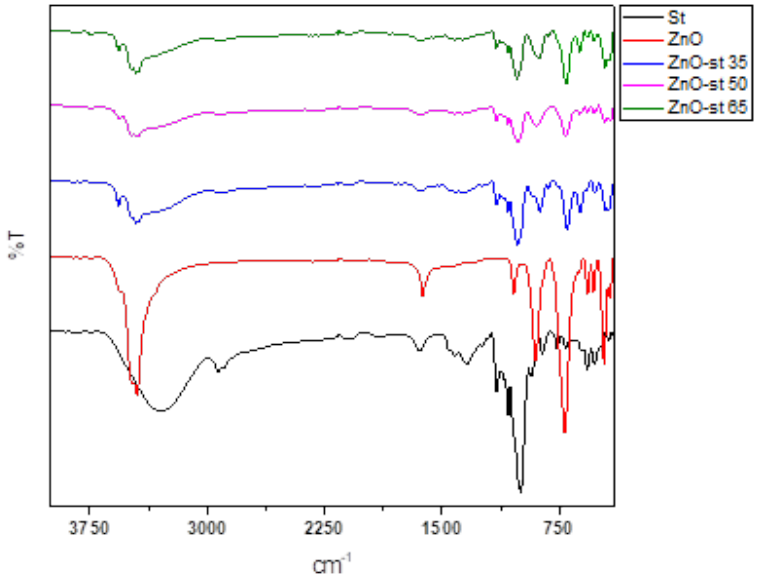
1 ผลการวิเคราะห์ความเป็นผลึกด้วย XRD



รูปที่ 2 X-ray diffraction patterns ของแป้งมันสำปะหลัง (St), อนุภาคนาโนซิงค์ออกไซด์ (ZnO), น้ำแป้งนาโนซิงค์ออกไซด์ 35, 50 และ 65 ของ แป้งมันสำปะหลัง (St), อนุภาคนาโนซิงค์ออกไซด์ (ZnO), น้ำแป้งนาโนซิงค์ออกไซด์ 35, 50 และ 65 (ZnO-st 35, 50 และ 65) (ZnO-st 35, 50 และ 65)

จากรูปที่ 2 แสดง X-ray diffraction patterns ของแป้งมันสำปะหลัง (St), อนุภาคนาโนซิงค์ออกไซด์ (ZnO), น้ำแป้งนาโนซิงค์ออกไซด์ 35, 50 และ 65 (ZnO-st 35, 50 และ 65) พบว่า แป้งมันสำปะหลัง (St) ที่ยังไม่ผ่านขั้นตอนการสังเคราะห์มีโครงสร้างเป็นอสัณฐาน และอนุภาคนาโนซิงค์ออกไซด์(ZnO) มีความเป็นผลึกสูง มีพีค (100), (002), (101) และ (102) ที่เป็น X-ray diffraction patterns ของ ZnO (JCPDS, No. 89-1397) ซึ่งผลึกที่เกิดขึ้นคือ ZnO ที่ได้จากการตกตะกอน $ZnCl_2$ ด้วยสารละลาย NaOH และพบว่าความเป็นเมื่อนำอนุภาคนาโนมาสังเคราะห์ในน้ำแป้ง โดยใช้อัตราส่วน $ZnCl_2$ ต่างกัน พบว่าเกิด X-ray diffraction patterns ที่ตำแหน่งใกล้เคียงกันกับ ZnO ซึ่งบ่งชี้ว่า การทดลองนี้สามารถเกิด ZnO-st nanocomposite ขึ้นได้

2 ผลการวิเคราะห์หมู่ฟังก์ชันด้วย ATR-FTIR



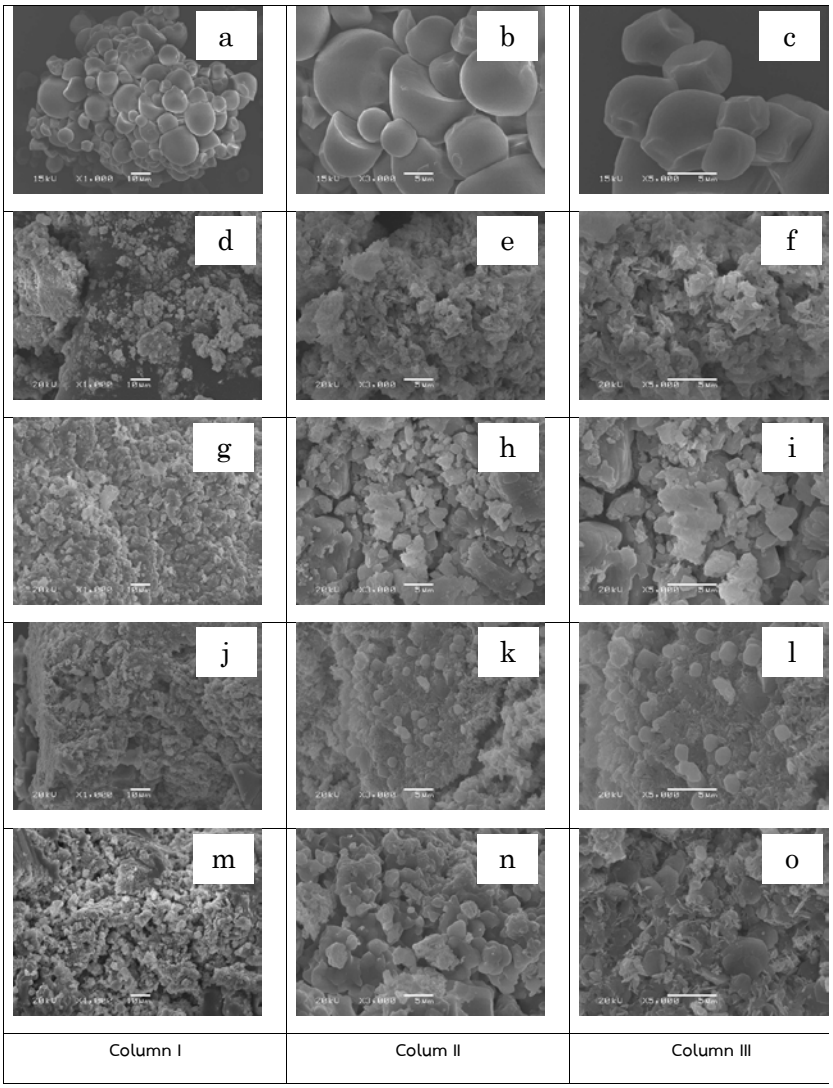
รูปที่ 3 ATR-FTIR สเปกตรา ของแป้งมันสำปะหลัง (St), อนุภาคนาโนซิงค์ออกไซด์ (ZnO), น้ำแป้งนาโนซิงค์ออกไซด์ 35, 50 และ 65 (ZnO-st 35, 50 และ 65)

จากรูปที่ 3 พบว่าสเปกตราของ St พบพีคการสั่นของ O-H stretching ที่ตำแหน่ง 3303 cm^{-1}, C-H stretching ที่ตำแหน่ง 2931 cm^{-1}, C-H bending ที่ตำแหน่ง 1453 cm^{-1}, O-H bending ที่ตำแหน่ง 1337 cm^{-1} และ C-O stretching ที่ตำแหน่ง 1149 cm^{-1} ซึ่งสอดคล้องกับโครงสร้างของแป้งที่มีหน่วยย่อยเป็น glucose โดยมีหมู่ฟังก์ชัน hydroxyl (-OH) เป็นจำนวนมาก

สเปกตราของ ZnO พบพีคการสั่นของ O-H stretching 3476-3449 cm^{-1} และพีคการสั่นของ ZnO ที่ตำแหน่ง 463 cm^{-1} ซึ่ง ZnO จะเกิดที่บริเวณ Wavenumber ต่ำ ๆ ในช่วงไม่เกิน 600 cm^{-1} ซึ่งใกล้เคียงกับผลการวิเคราะห์จากงานวิจัยที่เคยมีมา [3-14]

สเปกตราของ ZnO-st 35, 50 และ 65 พบการสั่นที่บริเวณเดียวกัน โดยที่ ตำแหน่ง 3449 cm^{-1} เป็นพีคการสั่นของ O-H stretching, ตำแหน่ง 2932 cm^{-1} เป็นพีคการสั่นของ C-H stretching และ พีคการสั่นที่ตำแหน่ง 458 cm^{-1} สอดคล้องกับตัวอย่าง St และ ZnO

3 ผลการวิเคราะห์พื้นผิวด้วย SEM



รูปที่ 4 ภาพถ่ายด้วยกล้องจุลทรรศน์อิเล็กตรอนชนิดส่องกราด SEM ที่กำลังขยาย 1000 (**Column I**), 3000 (**Colum II**) และ 5000 (**Column III**) เท่า ของตัวอย่าง St (a, b, c), ZnO (d, e, f), ZnO-st 35 (g, h, i), ZnO-st 50 (j, k, l) และ ZnO-st 65 (m, n, o)

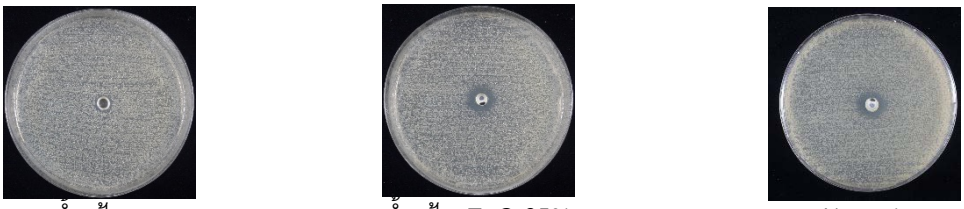
จากรูปที่ 4 ภาพถ่ายของตัวอย่างแป้งมันสำปะหลังหรือ Tapioca จะมีลักษณะเป็นกรานูล (granules) [15] ZnO มีลักษณะเป็นเกล็ดขนาดเล็กแต่เมื่อสังเคราะห์แป้งด้วยซิงค์ออกไซด์จะเห็นว่ามีรูปร่างทั้งแบบทรงกลมและเกล็ดเล็ก ๆ ซึ่งเกิดจากการจับตัวกันของแป้งและซิงค์ออกไซด์ ซึ่งมีการจับตัวกับเป็นแผ่นและเป็นก้อน มีขนาดใหญ่กว่า ZnO เนื่องจากขนาดของแป้งค่อนข้างใหญ่ เมื่อจับตัวกันจึงทำให้ขนาดของ ZnO-st มีขนาดใหญ่กว่า ZnO ซึ่งแสดงให้เห็นได้ชัดว่ามีซิงค์ออกไซด์อยู่บนแป้ง

ตารางที่ 1 การทดสอบการยับยั้งการเจริญของจุลินทรีย์โดย broth microdilution method

Item	Sample code	Replicate	Final concentration (%w/v)	
			C. albicans	
			MIC	MBC
1	น้ำแป้ง	1	-	-
		2	-	-
		3	-	-
2	น้ำแป้ง+ZnO35%	1	0.039	0.078
		2	0.039	0.078
		3	0.039	0.078
3	น้ำแป้ง+ZnO50%	1	0.039	0.039
		2	0.039	0.039
		3	0.039	0.039
4	น้ำแป้ง+ZnO65%	1	0.039	0.039
		2	0.039	0.039
		3	0.039	0.039

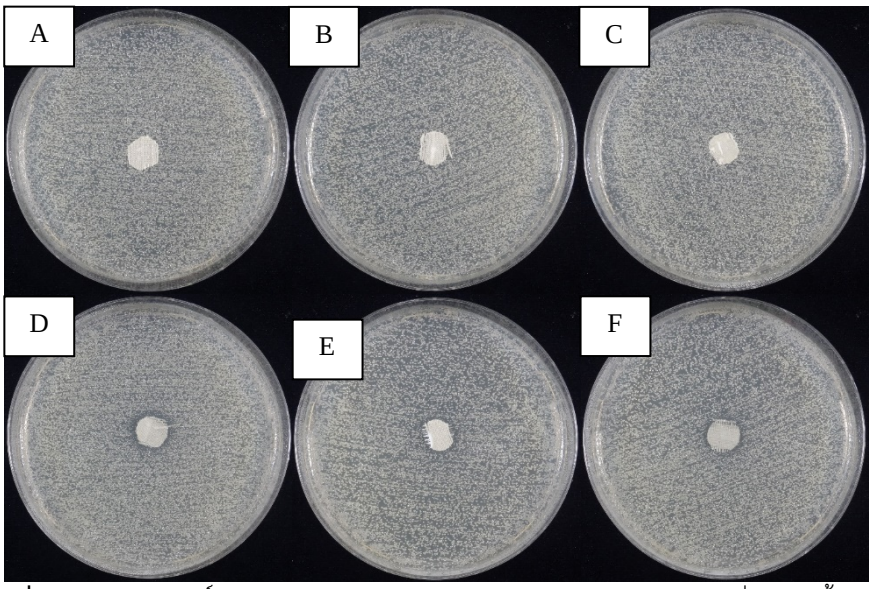
คุณสมบัติการยับยั้งการเจริญของจุลินทรีย์ การแสดงขอบเขตความสามารถยับยั้งการเจริญของจุลินทรีย์ ของน้ำแป้ง และน้ำแป้งที่มีส่วนผสมของ ZnO ที่ปริมาณต่างๆ สรุปไว้ในตารางที่ 1 โดยพบว่า น้ำแป้งที่ไม่มีส่วนผสมของ ZnO ไม่สามารถยับยั้งการเจริญของจุลินทรีย์ได้ แตกต่างจาก น้ำแป้งที่มีส่วนผสมของ ZnO โดยมีปริมาณ ZnO 35%, 50%, 65% ตามลำดับ ทำการเจือจางให้ได้ความเข้มข้น 20, 10, 5, 2.5, 1.25, 0.625, 0.313, 0.156, 0.078 และ 0.039 %w/v ก่อนไปทดสอบพบว่าค่า MIC (minimum inhibitory concentration)ค่าความเข้มข้นต่ำสุด ของสารสกัดที่สามารถยับยั้งเชื้อ สังเกตสารละลายจะเริ่มใส อยู่ที่ 0.039 %w/v แสดงว่าที่ความเข้มข้น 0.039 %w/v เริ่มมีการยับยั้งการเจริญของจุลินทรีย์ และพบว่าค่า MBC (minimum bactericidal concentration)ความเข้มข้นต่ำสุดของสารสกัดที่สามารถฆ่าเชื้อ ที่เมื่อนำสารละลายไปเลี้ยงบนอาหารเลี้ยงเชื้อแล้วไม่พบการเจริญของจุลินทรีย์อยู่ที่ 0.078, 0.039, 0.039 %w/v ตามลำดับ เนื่องจากทุกอัตราส่วนมีค่าความเข้มข้นต่ำสุดที่สามารถยับยั้งอยู่ที่ 0.039 %w/v ดังนั้นจึงนำน้ำแป้งที่มีส่วนผสมของ ZnO 35% มาทำการทดลองต่อไป

เมื่อพิจารณาฤทธิ์ต้าน C.albicans โดยใช้วิธี Well diffusion method แสดงดังตาราง โดยนำน้ำแป้งที่มีส่วนผสมของ ZnO 35% มาทดสอบ 2 รอบพบว่ามีค่า Zone diameter เท่ากับ 12.10, 11.48 มิลลิเมตร ตามลำดับ และยังพบว่าแป้งที่มีส่วนผสมของ ZnO มีฤทธิ์ต้านคล้าย Nystatin (ไนสแตติน) ซึ่งยาต้านที่มีกลไกการออกฤทธิ์โดยช่วยยับยั้งการเจริญเติบโตของ C.albicans ได้



น้ำแป้ง น้ำแป้ง+ZnO 35% Nystatin

รูปที่ 5 การทดสอบฤทธิ์การต้าน (Candida albicans ATCC 10231) โดยใช้วิธี Well diffusion method ของน้ำแป้ง น้ำแป้ง+ZnO 35% และสารมาตรฐาน Nystatin



รูปที่ 5 A.) B.) C.) ฤทธิ์ต้าน (*Candida albicans ATCC 10231*) ของผ้าไหมที่ทาด้วยน้ำแป้ง D.) E.) F.) ฤทธิ์ต้าน (*Candida albicans ATCC 10231*) ของผ้าไหมที่ทาด้วยน้ำแป้งที่มีส่วนผสมของ ZnO 35 %wt

คุณสมบัติต้านเชื้อแบคทีเรียของผ้าผ้าไหม

ศึกษาความสามารถในการต้านเชื้อแบคทีเรียของผ้าไหมทาด้วยน้ำแป้งที่มีส่วนผสมของ ZnO 35 %wt โดยสังเกตการเจริญเติบโตของ *Candida albicans ATCC 10231* ในระยะฟักตัว ดังแสดงในรูปที่ 5 ผลการศึกษาพบว่าผ้าไหมทาด้วยน้ำแป้งที่มีส่วนผสมของ ZnO 35 %wt สามารถยับยั้งการเจริญเติบโตของ *Candida albicans ATCC 10231* นอกจากนี้ จำนวนของ *Candida albicans ATCC 10231* ยังมีการลดลงอย่างมีนัยสำคัญ ผลลัพธ์นี้ยังแสดงให้เห็นว่าอนุภาค ZnO มีการกระจายตัวภายในน้ำแป้งที่ใช้ทาบนผ้าไหม และทำหน้าที่เป็นสารต้านสำหรับผลิตภัณฑ์สิ่งทอ โดยเฉพาะอย่างยิ่งในการยับยั้งการเจริญเติบโตของ *Candida albicans ATCC 10231*

สรุป

ในงานวิจัยนี้สามารถเตรียมน้ำแป้งที่มีอนุภาคนาโนซิงค์ออกไซด์ ซึ่งเป็นสารที่มีความสามารถออกฤทธิ์ต้านบนผ้าไหม โดยการนำเอาน้ำแป้งที่มีอนุภาคนาโนซิงค์ออกไซด์มีหวีเส้นยืน คุณสมบัติการยับยั้งการเจริญของจุลินทรีย์ น้ำแป้งที่มีส่วนผสมของ ZnO โดยมีปริมาณ ZnO 35%, 50%, 65% ตามลำดับ ทำการเจือจางให้ได้ความเข้มข้น 20, 10, 5, 2.5, 1.25, 0.625, 0.313, 0.156, 0.078 และ 0.039 %w/v พบว่าที่ปริมาณและความเข้มข้นต่ำสุด น้ำแป้งที่มีส่วนผสมของ ZnO ยังสามารถยับยั้งการเจริญของจุลินทรีย์ เมื่อพิจารณาฤทธิ์ต้าน C.albicans โดยใช้วิธี Well diffusion method โดยนำน้ำแป้งที่มีส่วนผสมของ ZnO 35% มาทดสอบ 2 พบว่าแป้งที่มีส่วนผสมของ ZnO มีฤทธิ์ต้านคล้าย Nystatin (ไนสแต-ติน) ซึ่งยาต้านที่มีกลไกการออกฤทธิ์โดยช่วยยับยั้งการเจริญเติบโตของ การต้านเชื้อแบคทีเรียของผ้าไหมทาด้วยน้ำแป้งที่มีส่วนผสมของ ZnO 35 %wt ของ*Candida albicans ATCC 10231* ในระยะฟักตัว ผ้าไหมที่ทาด้วยน้ำแป้งที่มีส่วนผสมของ ZnO 35 %wt สามารถยับยั้งการเจริญเติบโตของ *Candida albicans ATCC 10231* น้ำแป้งที่มีส่วนผสมของ ZnO นอกจากทำให้เส้นไหมลื่น แข็งแรง ไม่ขาดง่าย ไม่เป็นขุย ยังทำหน้าที่เป็นสารต้านสำหรับผลิตภัณฑ์สิ่งทอ โดยเฉพาะอย่างยิ่งในการยับยั้งการเจริญเติบโตของ *Candida albicans ATCC 10231*

กิตติกรรมประกาศ

คณะผู้วิจัยขอขอบคุณ สถาบันส่งเสริมศิลปหัตถกรรมไทย (องค์กรมหาชน) ที่สนับสนุนงบประมาณโครงการการนำนวัตกรรมนาโนเทคโนโลยีมาพัฒนาผลิตภัณฑ์ผ้าไทยเพื่อเพิ่มมูลค่าภายใต้โครงการพัฒนาผลิตภัณฑ์เพื่อการตลาดเชิงรุก และขอขอบคุณภาควิชาเคมี คณะวิทยาศาสตร์ มหาวิทยาลัยมหาสารคาม ที่เอื้อเฟื้ออุปกรณ์ เครื่องมือและสถานที่ในการวิจัย

ข้อเสนอแนะ

1. ทดสอบสอบสมบัติอื่นๆของเส้นยืนที่ทาด้วยน้ำแป้งที่มีส่วนผสมของ ZnO เช่น สมบัติการป้องกันรังสียูวี สมบัติการซึมผ่านไอน้ำ เป็นต้น

2.พัฒนาขบวนการผลิตและการใช้งานของน้ำแป้งที่มีส่วนผสมของ ZnO สู่กระบวนการในการผลิตแบบอุตสาหกรรม

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กระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ในการบริหารจัดการเอกสาร กรณีศึกษาธนาคารออมสิน

Robotic Process Automation for Document Management case study in The Government Saving Bank

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บทคัดย่อ

ปัจจุบันธนาคารออมสิน มีระบบจัดการส่งเอกสารภายในหน่วยงานด้วยระบบงานสารบรรณอิเล็กทรอนิกส์ แต่ยังมีงานที่ไม่มีผู้รับผิดชอบโดยตรง ทำให้เจ้าหน้าที่ต้องตรวจสอบเอกสาร แต่ปริมาณงานจำนวนมาก ทำให้เกิดความผิดพลาด ในการศึกษาครั้งนี้จึงมีวัตถุประสงค์ เพื่อพัฒนาระบบจัดการเอกสารด้วยกระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ใช้โปรแกรม UiPath เป็นเครื่องมือ ขั้นตอนการดำเนินการเริ่มจากการคัดแยกไฟล์เอกสารตามหน่วยงานที่ส่งมา ทำการแปลงข้อมูลจากไฟล์ pdf ให้เป็นข้อความโดยการใช้ Google Cloud Vision OCR ในโปรแกรม UiPath และตรวจสอบความถูกต้องก่อน จะดำเนินการทดลองส่งไฟล์ที่ถูกคัดแยกแล้วไปยังอีเมลที่กำหนด จัดเก็บไฟล์เอกสารที่ถูกคัดแยกแล้ว ผลจากการศึกษา พบว่า ระบบการทำงานอัตโนมัติโดยหุ่นยนต์ สามารถการอ่านและจัดเก็บไฟล์จากอีเมลได้ถูกต้องร้อยละ 100 และการใช้ Optical Character Recognition (OCR) ผ่านฟังก์ชัน Google Cloud Vision OCR ในการแปลงข้อมูลจากไฟล์ pdf ให้เป็นข้อความถูกต้องร้อยละ 78.20 เนื่องจากเอกสารเป็นภาษาไทย ส่งผลต่อความถูกต้อง กล่าวโดยสรุป โปรแกรม UiPath ช่วยในการบริหารจัดการเอกสาร ได้แก่ จัดการอีเมล จัดไฟล์เอกสาร และส่งเอกสารไปหน่วยงานที่เกี่ยวข้องได้รวดเร็ว อย่างไรก็ตามยังคงต้องใช้มนุษย์ในการเพิ่มความแม่นยำเนื่องจากเอกสารมีความหลากหลายรูปแบบ ทั้งนี้ระบบสามารถช่วยเพิ่มประสิทธิภาพและประสิทธิผลในการทำงานเป็นอย่างมาก สำหรับการศึกษาต่อไป เป็นการพัฒนาโปรแกรมในการจัดการเอกสารที่มีความหลากหลายและรูปแบบที่แตกต่าง

คำสำคัญ: การทำงานอัตโนมัติโดยหุ่นยนต์

Abstract

Currently, Government Savings Bank already sets up a document delivery system within the department with an electronic document system. However, there are also jobs that do not have direct responsibility that leads to the officers check the documents. Moreover, a large amount of work make a mistake. The main objective of this study aims to develop a document management system with robotic process automation (RPA) using UiPath as a tool. The procedure starts from the sorting of documents according to the submitted departments. The data from the PDF file converted to text using Google Cloud Vision OCR in UiPath and validated before trial delivery of the extracted file to the specific email. The results of the study can demonstrate that the robotic process automation (RPA) using UiPath program to read and store files from emails was 100 percent, and the use of Optical Character Recognition (OCR) through Google Cloud Vision OCR to convert data from pdf files to text with accuracy 78.20%. In a nutshell, UiPath manages email, organize documents and send documents to relevant agencies quickly. In addition, it still requires a human to increase the accuracy due to the variety of document formats. However, this system can greatly increase the efficiency and productivity of work. Further study is the development of a program to manage documents with a variety and different formats.

Keywords: Robotic Process Automation.

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บทนำ

ปัจจุบันธนาคารออมสินมีรูปแบบการระบบจัดการส่งเอกสารภายในหน่วยงานด้วยระบบงาน สารบรรณอิเล็กทรอนิกส์ของธนาคาร และการรับส่งเอกสารผ่านทางอีเมลของธนาคาร ซึ่งงานธุรการนับได้ว่ามีปริมาณงานมาก นอกจากจะมีหน้าที่รับผิดชอบลักษณะประจำ ซึ่งได้จากงานรับ – ส่งงานจัดเก็บงานพิมพ์ งานร่าง โต้ตอบงานจัดทำสำเนาเอกสาร และงานทั่วไปรวมทั้งงานอื่นที่ยังไม่มีผู้รับผิดชอบโดยตรง เป็นศูนย์กลางการติดต่อและประสานระหว่างภายในและภายนอกธนาคารออมสิน ปัญหาที่เกิดขึ้น คือ ต้องใช้เวลาในการคัดกรองเอกสาร เพื่อส่งไปหน่วยงานที่เกี่ยวข้อง การจัดการข้อมูลเอกสารไปยังหน่วยงานที่เกี่ยวข้องให้มีประสิทธิภาพ ทำให้เกิดความผิดพลาดและต้องเสียเวลาในการตรวจสอบเอกสาร ซึ่งในแต่ละวันจะมีเอกสารจำนวนมากที่ต้องดำเนินการแจ้งหน่วยงานที่เกี่ยวข้อง เมื่อพิจารณามิติของกระบวนการทำงานภายในขององค์กร พบว่าปริมาณงานจำนวนมหาศาลสะสมอยู่ในส่วนของหน่วยงานสนับสนุน ซึ่งงานส่วนใหญ่มีลักษณะเป็นงานที่ต้องทำซ้ำๆ ต้องเสียเวลาในการตรวจสอบเอกสาร ส่งผลให้ศูนย์กลางการติดต่อและประสานระหว่างภายในและภายนอกธนาคารออมสิน การจัดการข้อมูลเอกสารไปยังหน่วยงานที่เกี่ยวข้อง มีประสิทธิภาพต่ำ ผู้รับผิดชอบถึงแม้ว่าจะทำงานอย่างเต็มที่ แต่ก็มีโอกาสเกิดความผิดพลาดได้ ซึ่งส่งผลกระทบต่อการดำเนินงานทั้งระยะสั้นและระยะยาว จนอาจจะทำให้ไม่สามารถแข่งขันกับธนาคารอื่นได้

วัตถุประสงค์

เพื่อพัฒนาระบบจัดการเอกสารด้วยกระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (Robotic Process Automation : RPA)

(1) แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้อง

แนวคิดเกี่ยวกับระบบงานสารบรรณ

ระบบสารบรรณ เป็นกระบวนการจัดการเอกสารที่ต้องการการตรวจสอบ ทั้งนี้ถึงแม้ว่าจะมีการพัฒนาเป็นระบบสารบรรณอิเล็กทรอนิกส์แล้วก็ตาม ก็ยังต้องเสียเวลาในการทำงานที่ไม่เพิ่มมูลค่าให้องค์กร ดังนั้น จึงเกิดแนวคิดในการพัฒนาระบบจัดการเอกสารด้วยกระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (Robotic Process Automation : RPA) มาเพิ่มประสิทธิภาพงานสารบรรณมากขึ้น

การวิเคราะห์แผนผังก้างปลา

ผังก้างปลา (fishbone diagram) เป็นผังที่แสดงถึงความสัมพันธ์ระหว่างปัญหากับสาเหตุของปัญหาทั้งหมด ชื่อเรียกผังก้างปลานี้เนื่องจากเป็นผังที่มีลักษณะคล้ายปลาที่ประกอบด้วย หัวปลา โครงร่างกระดูกแกนกลาง และก้างปลา โดยระบุปัญหาที่หัวปลา ระบุสาเหตุหลักของปัญหาเป็นลูกศรเข้าสู่กระดูกแกนกลางและระบุสาเหตุย่อยที่เป็นไปได้ที่ส่งผลกระทบให้เกิดปัญหานี้เป็นลูกศรเข้าสู่สาเหตุหลัก นอกจากนี้ผังก้างปลามีชื่อเรียกอีกชื่อหนึ่งว่า แผนผังอิชิกาว่า (Ishikawa Diagram) ผังก้างปลา ประกอบด้วยส่วนต่างๆ ดังต่อไปนี้

1.ส่วนปัญหาหรือผลลัพธ์ (Problem or Effect) ซึ่งจะแสดงอยู่ที่หัวปลา

2. ส่วนสาเหตุ (Causes) จะสามารถแยกย่อยออกได้อีกเป็น ปัจจัย (Factors) ที่ส่งผลกระทบต่อปัญหา (หัวปลา) สาเหตุหลัก สาเหตุย่อย ซึ่งสาเหตุของปัญหา จะเขียนไว้ในก้างปลาแต่ละก้าง ก้างย่อยเป็นสาเหตุของก้างรองและก้างรองเป็นสาเหตุของก้างหลัก

การวิเคราะห์และออกแบบระบบ

กระบวนการพัฒนาระบบงาน หรือระบบเทคโนโลยีสารสนเทศด้วย “วงจรการพัฒนาระบบ (System Development Life Cycle : SDLC)” คือ การแบ่งขั้นตอนเพื่อช่วยแก้ปัญหาทางธุรกิจหรือตอบสนองความต้องการขององค์กร โดยระบบที่จะพัฒนานั้นอาจเป็นการพัฒนาระบบใหม่หรือการปรับปรุงระบบเดิมให้ดีขึ้นก็ได้ การพัฒนาระบบแบ่งออกเป็น 7 ขั้นตอนดังนี้

1. การค้นหาปัญหาขององค์กร (Problem Recognition)
2. การศึกษาความเหมาะสม (Feasibility Study) ว่าเหมาะสมหรือไม่ที่จะปรับเปลี่ยนระบบ
3. การวิเคราะห์ (Analysis) เป็นการรวบรวมข้อมูลปัญหาความต้องการที่มีเพื่อนำไปออกแบบระบบ
4. การออกแบบ (Design) นำผลการวิเคราะห์มาออกแบบเป็นแนวคิด (Logical Design)
5. การพัฒนาและทดสอบ (Development & Test)
6. การติดตั้ง (Implementation)
7. การซ่อมบำรุงระบบ (System Maintenance)

กระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (Robotic Process Automation : RPA)

Asatiani & Penttinen (2016) กล่าวว่า ระบบซอฟต์แวร์อัตโนมัติ หรือ RPA (Robotic Process Automation) เป็นเทคโนโลยีที่สามารถทำงานแทนมนุษย์ได้อย่างรวดเร็วและคุ้มค่า ณัฐวุฒิ พงศ์สิริ (2561) กล่าวว่า ระบบซอฟต์แวร์อัตโนมัติ หรือ

Robotic Process Automation (RPA) คือเทคโนโลยีที่มีความสามารถในการทำงานที่ต้องทำซ้ำ ๆ ภายใต้กระบวนการต่าง ๆ ที่เป็นมาตรฐาน โดยเฉพาะระบบงานคอมพิวเตอร์ที่หลากหลาย แบบซ้ำ ๆ แทนมนุษย์ได้รวดเร็ว แม่นยำ และคุ้มค่า

เครื่องมือในการวิเคราะห์ที่เกี่ยวข้อง

UiPath เป็นซอฟต์แวร์กลุ่ม Robotic Process Automation (RPA) โครงสร้างการทำงาน (UiPath Platform in action) ประกอบด้วย 3 ส่วน ได้แก่ 1. UiPath Studio จะทำหน้าที่ออกแบบ และพัฒนาคำสั่งตามที่ต้องการ 2. UiPath Orchestrator จะทำหน้าที่ควบคุมการทำงาน 3. UiPath Robots จะทำหน้าที่ทำงานตามคำสั่งที่ได้รับและถูกกำหนดมา

Google Cloud Vision คือ แพลตฟอร์ม Public Cloud ที่พัฒนาโดย Google รวบรวมบริการทั้ง Cloud Computing, Cloud Storage, Database, Network, Data Analytics, AI & Machine learning และบริการอื่นๆ อีกมากมาย ด้วยมาตรฐานความปลอดภัยระดับสากล ที่มีความน่าเชื่อถือ

Cloud Vision ของ Google Cloud Platform ช่วยวิเคราะห์ภาพ ใช้ความสามารถของ Machine Learning ซึ่ง Cloud Vision API สามารถวิเคราะห์ได้ทั้ง ใบหน้าของคน ประเภทของวัตถุ โลโก้ ข้อความ สถานที่สำคัญ ภาพที่ไม่เหมาะสม สามารถวิเคราะห์ได้พร้อมๆ กัน

Optical Character Recognition หรือ OCR การอ่านอักขระด้วยแสง คือกระบวนการในการเปลี่ยนข้อความที่อยู่ในรูปให้อยู่ในรูปแบบของข้อความ หรือกล่าวได้ว่าเป็นการสร้างข้อความ หรือไฟล์เอกสารจากไฟล์สแกนเอกสารทั้งในรูปแบบการพิมพ์ หรือลายมือ เช่น โค้ด หรือ Serial number ที่มีทั้งตัวเลข และตัวหนังสือ ที่อยากเก็บข้อมูลให้อยู่ในรูปแบบดิจิทัล เทคโนโลยี OCR ช่วยเก็บข้อมูลเหล่านี้ให้อยู่ในรูปแบบของดิจิทัลโดยการประมวลผลจากรูปภาพและ ดึงข้อมูลตัวอักษรมาทำการจำแนกตัวอักษรเก็บไว้ในระบบ จากเดิมที่เมื่อต้องการใช้ข้อมูลจากเอกสาร ต้องใช้วิธีพิมพ์ข้อมูลตามเอกสารต้นฉบับ

งานวิจัยที่เกี่ยวข้อง

Willcock, Lacity & Craig (2015) ได้กล่าวว่า หน่วยงานสนับสนุนที่มีผลการดำเนินงานต่ำสามารถปรับเปลี่ยนเป็นหน่วยงานสนับสนุนที่มีผลการดำเนินงานสูงได้ จากการปฏิรูปองค์กร 6 แนวทาง คือ 1) การรวมศูนย์การปฏิบัติงาน 2) การสร้างมาตรฐานในการปฏิบัติงาน 3) การเพิ่มประสิทธิภาพการปฏิบัติงานโดยลดข้อผิดพลาด และความสูญเปล่า 4) การย้ายฐานการผลิตหรือที่ตั้ง 5) การใช้เทคโนโลยีเข้ามาช่วย และ 6) การใช้ระบบอัตโนมัติ สำหรับระบบอัตโนมัตินั้น มีอยู่ด้วยกัน 3 ระดับ ได้แก่ ระดับที่ 1 กระบวนการทำงานแบบอัตโนมัติ (Robotic Process Automation: RPA) ระดับที่ 2 กระบวนการประมวลผลอัจฉริยะแบบอัตโนมัติ (Intelligent Process Automation: IPA) และระดับที่ 3 กระบวนการรับรู้และเข้าใจแบบอัตโนมัติ (Cognitive Automation: CA) (วิไลพร ทวีลาภพันทอง, 2560) ในปี พ.ศ. 2561 ประเทศไทยเริ่มมีการนำ RPA ไปใช้ในธุรกิจ เช่น บริษัท เมืองไทยประกันชีวิต จำกัด (มหาชน) ใช้ในแผนกทรัพยากรบุคคล ทดลอง RPA ทำหน้าที่ตรวจสอบเอกสาร แก้ไขข้อมูล ออกจดหมายแจ้งเตือนลูกค้าขอใบรับรองวีซ่า และพิจารณารับประกันภัย ได้ผลค่อนข้างดี ช่วยจัดการข้อผิดพลาดได้อย่างรวดเร็วและแม่นยำ (ประชาชาติธุรกิจ, 2561)

Anagnoste (2017) ศึกษาเรื่อง “Robotic Automation Process - The Next Major Revolution in Terms of Back Office Operations Improvement” โดยวิเคราะห์ข้อมูลเกี่ยวกับ RPA จากรายงานของ Forrester Institute, Everest Group, Outsourcing Report และงานวิจัยที่เกี่ยวข้อง พบว่า RPA สามารถใช้กับลักษณะงานที่มีโครงสร้างในการทำงานแบบซ้ำๆ ช่วยลดระยะเวลาในการทำงาน ลดข้อผิดพลาดในการเก็บข้อมูลการใช้งาน นอกจากนั้นสามารถทำงานได้แบบ 24/7 ลดต้นทุนในการบันทึกข้อมูลร้อยละ 70 ลดต้นทุนลงร้อยละ 30 เมื่อเทียบกับการทำงานของพนักงานแบบเต็มเวลา สร้างผลตอบแทนให้องค์กรได้อย่างรวดเร็ว และเพิ่มขีดความสามารถในการแข่งขันได้ดีขึ้น

(2) วิธีการศึกษา

การเก็บข้อมูลในการศึกษา

ข้อมูลไฟล์เอกสารรับส่งข้อมูลผ่านทางอีเมลของธนาคารออมสินเขตราชวัตรปี 2564 คัดแยกไฟล์เอกสารตามหน่วยงานที่ส่งมา

เครื่องมือที่ใช้ในการศึกษา

การจัดการเอกสารด้วยกระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (Robotic Process Automation : RPA) โดยการใช้โปรแกรม UiPath เป็นเครื่องมือ และการแปลงข้อมูลจากไฟล์ pdf ให้เป็นข้อความโดยการใช้ Google Cloud Vision OCR

การวิเคราะห์ข้อมูล

- การวิเคราะห์ข้อมูลเชิงคุณภาพ คือ การที่องค์กรมีการดำเนินการตามแนวทางวงจรการพัฒนาระบบจะช่วยให้สามารถดำเนินการได้อย่างมีประสิทธิภาพ มีแนวทางและขั้นตอนในการดำเนินงานที่ชัดเจน สามารถควบคุมเวลาและงบประมาณได้ง่าย
- การวิเคราะห์สาเหตุของปัญหา คือ การใช้แผนผังก้างปลา ในการกำหนดปัจจัย สาเหตุต่างๆ

- แนวทางการแก้ไขปัญหา

กระบวนการบริหารจัดการเอกสารของธนาคารออมสินเขตราชวัตรด้วยกระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (Robotic Process Automation : RPA) มีรายละเอียด ดังนี้

1.) ศึกษาความเป็นไปได้ในการพัฒนาระบบจัดการเอกสารด้วยกระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (Robotic Process Automation : RPA) พิจารณาใน 5 ด้าน ได้แก่ บุคลากร งบประมาณ เทคโนโลยี เวลาในการพัฒนา และข้อกฎหมาย

2.) การวิเคราะห์และออกแบบระบบจัดการเอกสารด้วยกระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (Robotic Process Automation : RPA) ตามหลักของ Object-oriented Approach ตัวอย่างเช่น use case diagram และ sequence diagram เป็นต้น

3.) การพัฒนาระบบจัดการเอกสารด้วยกระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ ใช้ UiPath เป็นเครื่องมือ เพื่อให้สามารถการบริหารจัดการเอกสารได้มีประสิทธิภาพ มีรายละเอียด ดังนี้

- การคัดแยกไฟล์เอกสารตามหน่วยงานที่ส่งมา แปลงข้อมูลจากไฟล์ pdf ให้เป็นข้อความโดยใช้ Google Cloud Vision OCR ในโปรแกรม UiPath
- ตรวจสอบความถูกต้องของการไฟล์ pdf
- การกำหนดโครงสร้างข้อมูลเพื่อส่งไฟล์ที่ถูกคัดแยกแล้วไปยังอีเมลที่กำหนด
- การจัดเก็บไฟล์เอกสารที่ถูกคัดแยกแล้ว จำแนกตามชื่อหน่วยงานที่ส่งเข้ามา

4.) การทดสอบ ภายหลังการพัฒนาระบบ ต้องทดสอบความถูกต้องในแต่ละขั้นตอน

5.) การประเมินประสิทธิภาพการใช้งาน ด้วยการนำไปใช้งานจริง

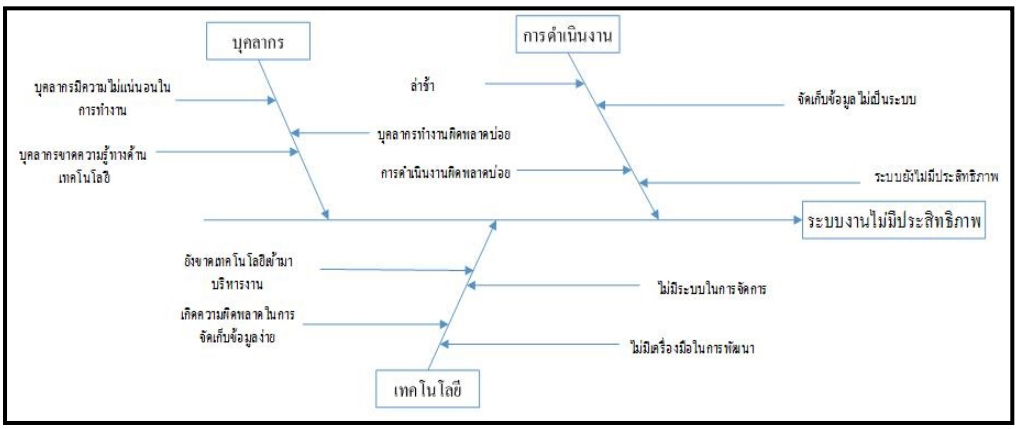
6.) การบำรุงรักษาระบบ พิจารณาระบบสามารถปรับเปลี่ยนได้ในอนาคต

- วิธีการประเมินทางเลือก

ในการประเมินทางเลือกของผู้ศึกษาใช้การทดสอบระบบจัดการเอกสารด้วยกระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (Robotic Process Automation : RPA) โดยการใช้โปรแกรม UiPath เป็นเครื่องมือ

ผลการศึกษา

ผลจากการเก็บรวบรวมข้อมูลและทดสอบกระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (Robotic Process Automation : RPA) โดยใช้โปรแกรม UiPath เป็นเครื่องมือ สามารถสรุปปัญหาได้ตามผังก้างปลา



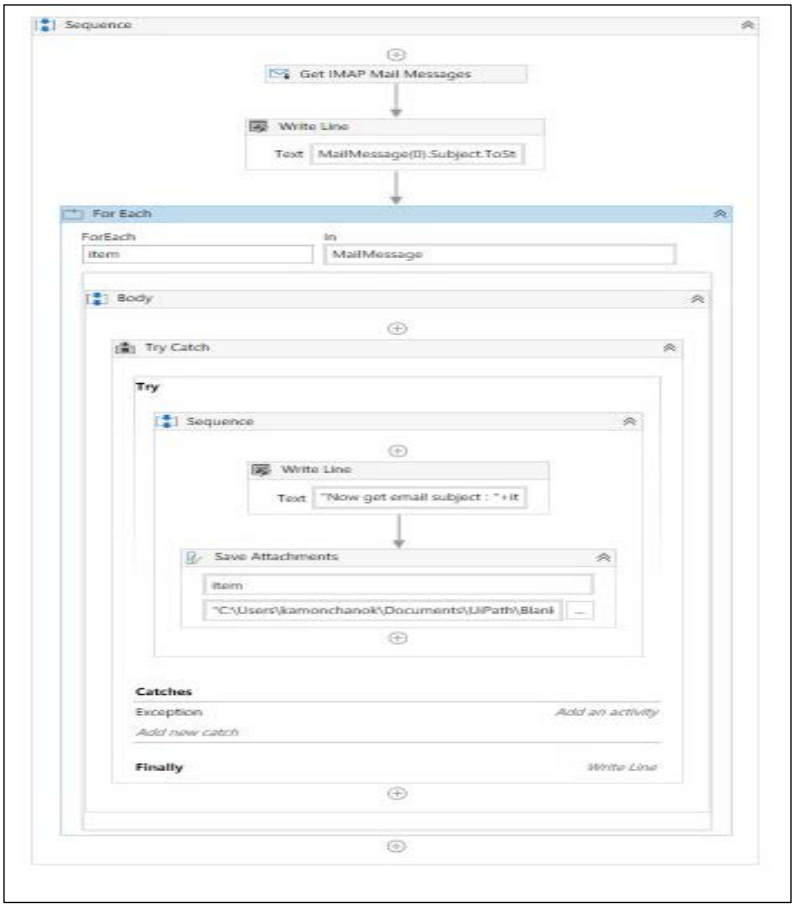
ภาพที่ 1 แสดงการวิเคราะห์ปัญหาการจัดการเอกสารของธนาคารออมสินเขตราชวัตร

จากภาพที่ 1 แสดงการวิเคราะห์ปัญหาการจัดการเอกสารของธนาคารออมสินเขตราชวัตร ที่มีปัญหาทางด้านบุคคลการมีความไม่แน่นอนในการทำงาน และต้องทำงานเดิมซ้ำๆ ขาดความรู้ทางด้านเทคโนโลยี ส่วนการดำเนินงานมีความล่าช้า จัดเก็บข้อมูลไม่เป็นระบบ ไม่มีประสิทธิภาพ ทำให้การดำเนินงานเกิดความผิดพลาดบ่อย และทางปัญหาทางด้านเทคโนโลยี คือ ขาดเทคโนโลยีที่ทันสมัยมาบริหารงาน ไม่มีเครื่องมือในการพัฒนา ไม่มีระบบในการจัดการ ทำให้เกิดความผิดพลาดในการจัดเก็บข้อมูล

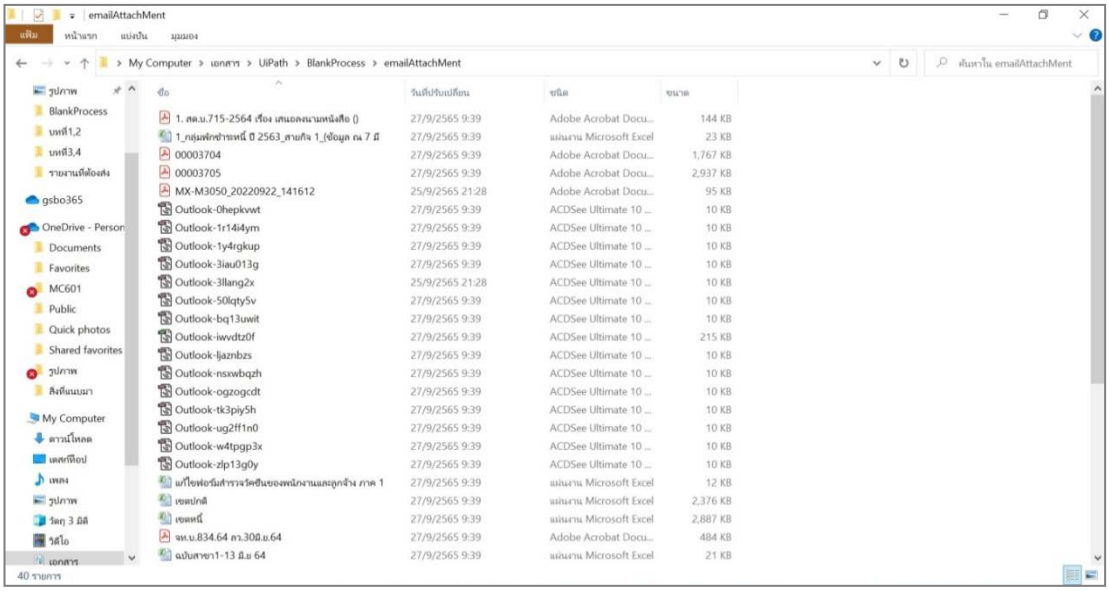
ผลการศึกษาความเป็นไปได้ในการพัฒนาระบบจัดการเอกสารด้วยกระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (Robotic Process Automation : RPA) ด้วยการสร้างแบบจำลองระบบอัตโนมัติแบบหุ่นยนต์จากโปรแกรม UiPath รวมถึงจำลองสิ่งแวดล้อม

ให้เหมือนสถานการณ์จริงของธนาคาร โดยการนำข้อมูลในอีเมลหน่วยงาน ส่งไปยังอีเมลส่วนบุคคลที่ทดสอบกับระบบ UiPath และระบบจัดเก็บออนไลน์จากโปรแกรม Google Drive จากนั้นทดสอบแบบจำลองที่สร้างขึ้นด้วยวิธีการทดสอบ โดยกำหนดกรณีตรวจสอบ (Test Case) ดังนี้

1.) เริ่มจากการใช้ UiPath ในการอ่านอีเมลแล้วคัดแยกไฟล์เอกสารตามหน่วยงานที่ส่งมาพร้อมทำการบันทึกไฟล์เอกสาร โดยกระบวนการทำงานอัตโนมัติด้วยฟังก์ชันหลักๆ เริ่มต้นด้วย Get IMAP Mail Massages การเข้าอ่านอีเมล แสดงผลในภาพที่ 2 และ Save Attachments ฟังก์ชันบันทึกไฟล์แนบ แสดงผลในภาพที่ 3

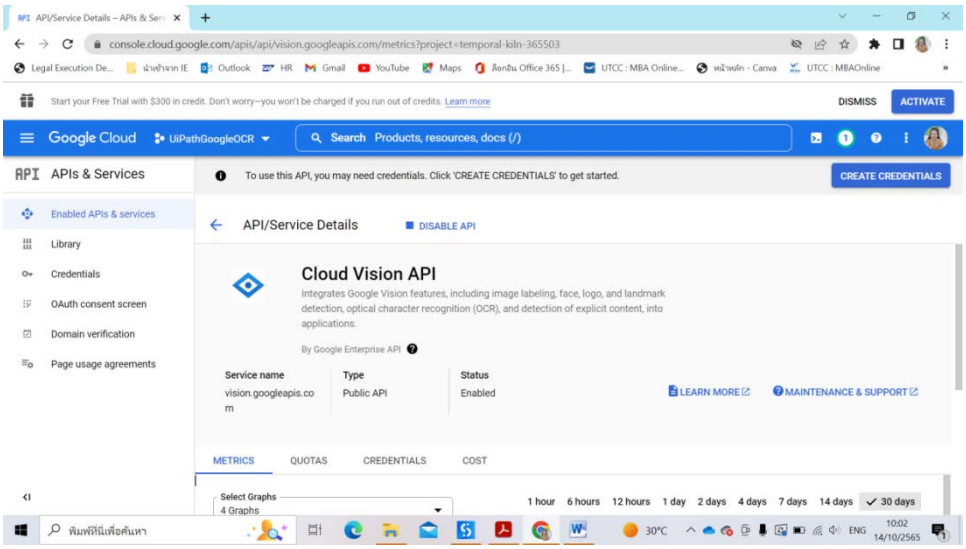


ภาพที่ 2 แสดงลำดับขั้นตอนการทำงานการสร้าง Workflow

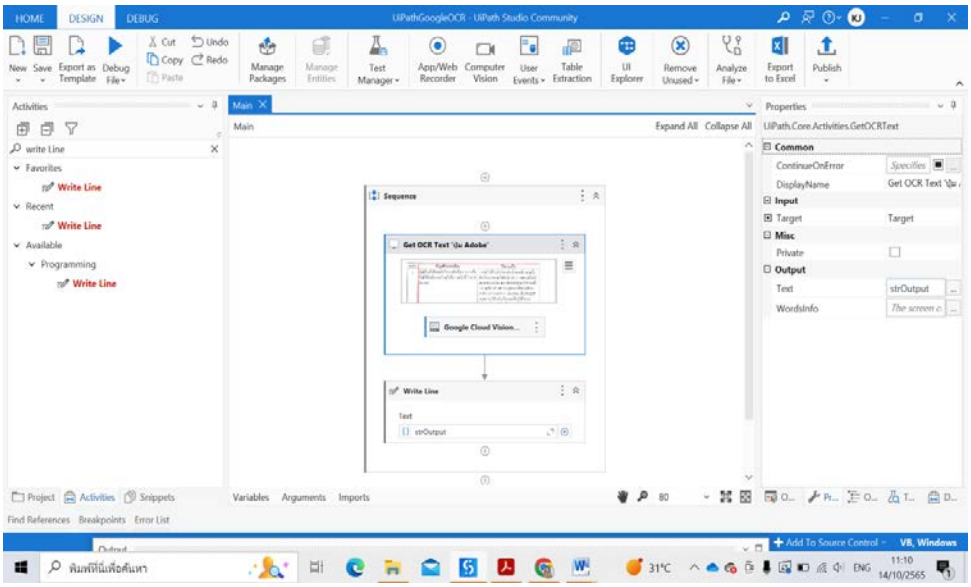


ภาพที่ 3 ไฟล์แนบที่ถูกคัดแยกและจัดเก็บ

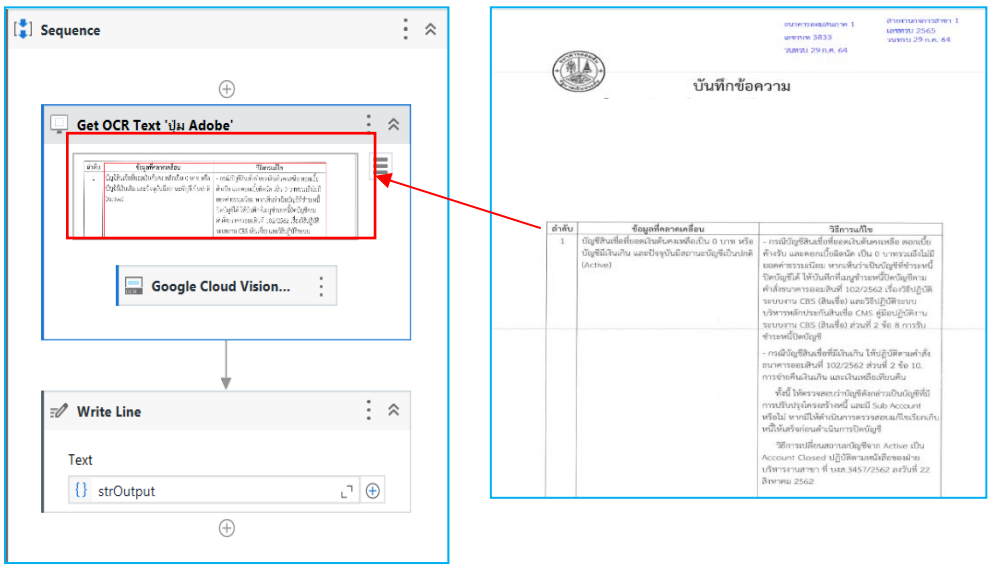
2.) การแปลงข้อมูลจากไฟล์ pdf ให้เป็นข้อความโดยการใช้ Google Cloud Vision OCR (ภาพที่ 4) ในโปรแกรม UiPath ลำดับขั้นตอนการทำงานการสร้าง Workflow ในการแปลงไฟล์ pdf ด้วย Google Cloud Vision OCR ในโปรแกรม UiPath แสดงขั้นตอนในภาพที่ 5 การกำหนดข้อความในไฟล์ pdf ที่ทำการแปลงข้อมูล (ภาพที่ 6) แสดงผลการแปลงข้อมูล ในภาพที่ 7



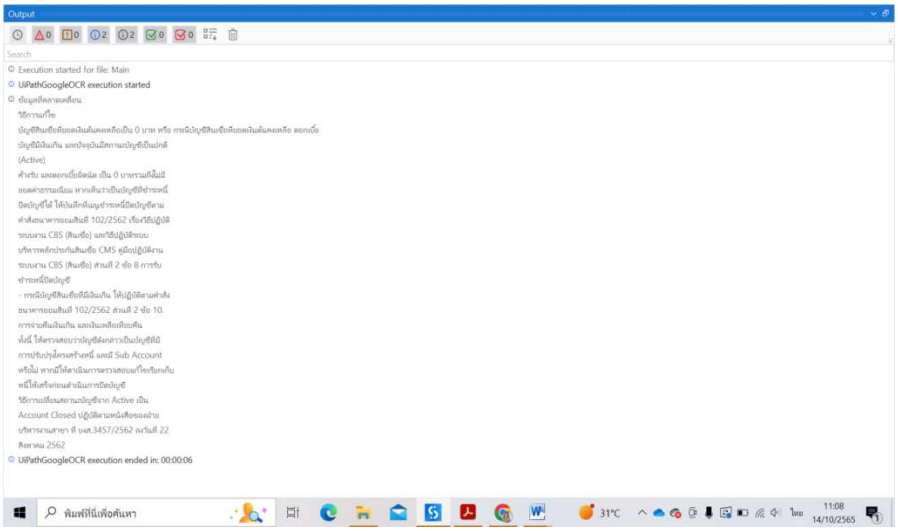
ภาพที่ 4 Google Cloud Vision



ภาพที่ 5 Workflow การแปลงไฟล์ pdf ด้วย Google Cloud Vision OCR

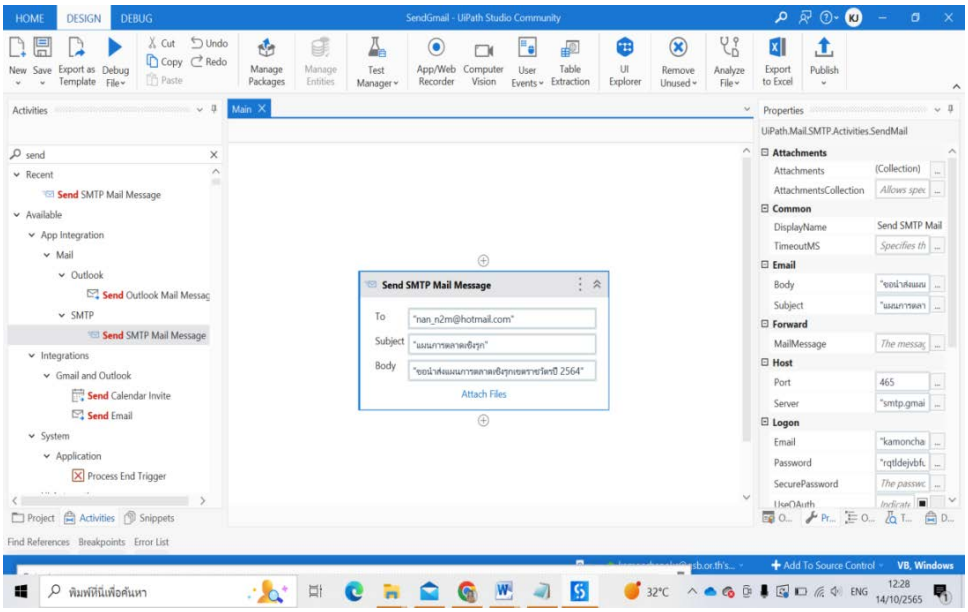


ภาพที่ 6 การกำหนดข้อความในไฟล์ pdf ที่ทำการแปลงข้อมูล

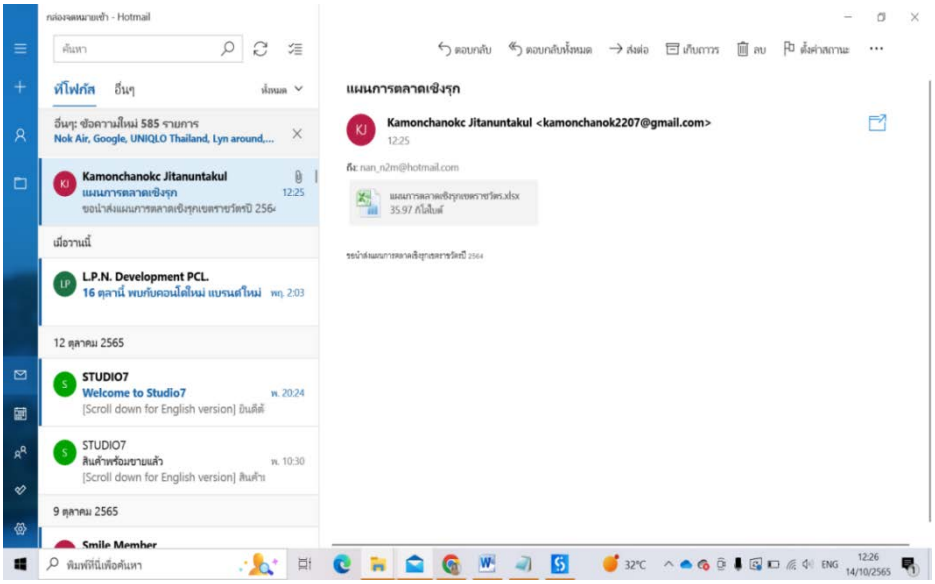


ภาพที่ 7 ผลลัพธ์ของแปลงไฟล์ pdf ด้วย Google Cloud Vision OCR

3.) การจัดส่งไฟล์ที่ถูกคัดแยกแล้วไปยังอีเมลที่กำหนด แสดงลำดับขั้นตอนการทำงานการสร้าง Workflow ในการส่งไฟล์ที่ถูกคัดแยกแล้วไปยังอีเมลที่กำหนด โดยใช้คำสั่ง Send SMTP Mail Message ระบุ email ผู้รับ ชื่อเรื่อง และรายละเอียดของข้อความที่จัดส่ง แสดงลำดับขั้นตอนการทำงานการสร้าง Workflow ในการส่งไฟล์ที่ถูกคัดแยกแล้วไปยังอีเมลที่กำหนด ในภาพที่ 8 แสดงผลส่งข้อมูลไปยังอีเมลที่กำหนด ในภาพที่ 9



ภาพที่ 8 Workflow ในการส่งไฟล์ที่ถูกคัดแยกแล้วไปยังอีเมลที่กำหนด



ภาพที่ 9 แสดงผลลัพธ์จากการทดสอบส่งไฟล์ที่ถูกคัดแยกแล้วไปยังอีเมลที่กำหนด

4.) การทดสอบ

- ระบบจัดการเอกสารด้วยกระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (Robotic Process Automation : RPA) สามารถการแปลงข้อมูลจากไฟล์ pdf ให้เป็นข้อความโดยการใช้ Google Cloud Vision OCR ในโปรแกรม UiPath ได้ถูกต้องร้อยละ 78.20
- สามารถส่งไฟล์ที่ถูกคัดแยกแล้วไปยังอีเมลที่กำหนด ได้ถูกต้องร้อยละ 100
- การจัดเก็บไฟล์เอกสารที่ถูกคัดแยกแล้ว โดยจำแนกตามชื่อหน่วยงานที่ส่งเข้ามา ได้ถูกต้องร้อยละ 100

5.) ผลการประเมินประสิทธิภาพการใช้งาน

กระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ อ่านและจัดเก็บไฟล์ข้อมูลจากอีเมลได้ถูกต้องร้อยละ 100 ในการแปลงข้อมูลจากไฟล์ pdf ให้เป็นข้อความถูกต้องร้อยละ 78.20 กล่าวโดยสรุป โปรแกรม UiPath ช่วยจัดการอีเมล จัดไฟล์เอกสาร และส่งเอกสารไปหน่วยงานที่เกี่ยวข้องได้รวดเร็ว แต่ยังคงต้องใช้มนุษย์ในการเพิ่มความแม่นยำเนื่องจากเอกสารมีความหลากหลายรูปแบบ อย่างไรก็ตาม ระบบนี้สามารถช่วยเพิ่มประสิทธิภาพและประสิทธิผลในการทำงานมาก สำหรับการศึกษาต่อไป เป็นการพัฒนาโปรแกรมในการจัดการเอกสารที่มีความหลากหลายและรูปแบบที่แตกต่าง

สรุป

หลังจากที่ดำเนินการสร้างและพัฒนากระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (Robotic Process Automation : RPA) ในการบริหารจัดการเอกสารของธนาคารออมสิน ได้ผลลัพธ์ตรงกับความต้องการ (Requirement) ที่ได้รับมา คือ สามารถอ่านและบันทึกไฟล์เอกสารแนบ จากอีเมล และการจัดการส่งไฟล์เอกสารหรือข้อมูลไปยังหน่วยงานที่เกี่ยวข้องผ่านทางอีเมลได้อย่างดีเยี่ยม ได้ผลร้อยละ 100 และแปลงข้อมูลจากไฟล์ pdf ให้เป็นข้อความโดยการใช้ Google Cloud Vision OCR ในโปรแกรม UiPath ได้ถูกต้องร้อยละ 78.20 ซึ่งจากตัวอย่างการทดสอบในส่วนของการแปลงข้อมูลจากไฟล์ pdf ผู้ศึกษาได้ทดสอบจากข้อมูลที่มีความผิดพลาดบ่อยๆ ซึ่งเกิดขึ้นในทุกๆเดือน แต่ยังไม่สามารถทำได้ทั้งหมด และยังไม่สมบูรณ์ เนื่องจากความหลากหลายของรูปแบบเอกสาร กล่าวโดยสรุป โปรแกรม UiPath ช่วยจัดการอ่านอีเมล จัดเก็บไฟล์เอกสาร และส่งเอกสารไปยังหน่วยงานที่เกี่ยวข้องได้รวดเร็ว แต่ยังคงต้องใช้มนุษย์ในการเพิ่มความแม่นยำ

การพัฒนากระบวนการทำงานอัตโนมัติโดยการใช้โปรแกรม UiPath Studio เป็นโปรแกรมที่ใช้งานง่ายและปรับปรุงแก้ไขได้ง่าย มีคำสั่งหลากหลายช่วยลดขั้นตอนของการทำงานได้อย่างมาก แต่ปัญหาที่พบระหว่างการพัฒนา คือ ตัวกระบวนการทำงานอัตโนมัติไม่สามารถทำงานได้ทุกระดับ ซึ่งอาจส่งผลเสียต่อระบบขององค์กร ในการศึกษาวิจัยที่จะดำเนินต่อไป คือการพัฒนาโปรแกรมในการจัดการเอกสารที่มีความหลากหลายและรูปแบบที่แตกต่าง

จากการทำการทดลองนำเอาเทคโนโลยี RPA มาทำงานแทนงานประจำบางอย่าง สามารถสรุปได้ว่า กระบวนการทำงานอัตโนมัติโดยหุ่นยนต์ (RPA) เหมาะกับงานที่มีปริมาณมาก มีลักษณะการทำซ้ำ ค่อนข้างเยอะ และรูปแบบของเอกสารต้องไม่มีการเปลี่ยนแปลง

ข้อเสนอแนะ

สำหรับปัญหาในการศึกษาครั้งนี้ คือ ไฟล์เอกสารมีความหลากหลายของข้อมูล ทำให้ผลที่ได้จาการแปลงข้อมูลจากไฟล์ pdf ให้เป็นข้อความโดยการใช้ Google Cloud Vision OCR ในโปรแกรม UiPath OCR มีดัชนีชี้วัดความสำเร็จของการแก้ไขปัญหาได้ถูกต้องร้อยละ 78.20 จึงควรศึกษาและเลือกใช้เครื่องมือที่สามารถแปลงข้อมูลได้ถูกต้อง และนอกจากจากปัญหาที่กล่าวมา ยังพบว่าเอกสารที่นำเข้าข้อมูล ต้องมีจัดเตรียมข้อมูล (data cleansing) ก่อน ซึ่งเป็นขั้นตอนที่ใช้เสียเวลา เนื่องจากยังต้องใช้มนุษย์ในการจัดเตรียมข้อมูล

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SCI-012

การสร้างและพัฒนาเครื่องวัดความหนืดอเนกประสงค์

Design and Construction of a Versatile Viscosity Meter Machine

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บทคัดย่อ

เครื่องวัดความหนืดและเครื่องกวนสารแม่เหล็กเป็นเครื่องมือที่มีความจำเป็นสำหรับงานอุตสาหกรรมหลายประเภทในกระบวนการผลิต การวิจัยและการทดลอง ซึ่งการกวนสารละลายต้องได้รับการควบคุมอุณหภูมิและความหนืดอย่างสม่ำเสมอเพื่อลดการเกิดความเสียหายของสารละลายและอันตรายต่อผู้ปฏิบัติ โดยมีองค์ประกอบหลักคือ ชุดมอเตอร์ ชุดควบคุมอุณหภูมิ ชุดควบคุมความเร็วรอบและวงจรไมโครคอนโทรลเลอร์ ซึ่งใช้มอเตอร์กระแสตรงขนาด 12 โวลต์ ที่ความเร็วรอบ 150 รอบต่อนาที โดยใช้กลีเซอรีนในการทดสอบที่อุณหภูมิช่วง 25-70 องศาเซลเซียส โดยการทดสอบวัดค่ากระแสไฟฟ้าจากการกวนด้วยเครื่องวัดความหนืดอเนกประสงค์ โดยนำค่าที่ได้คำนวณเพื่อหาค่าคงที่ K ผลที่ได้คือกระแสจะลดลงตามอุณหภูมิที่เพิ่มขึ้นและสามารถหาค่าความหนืดของของเหลวได้จากสมการ η = (72.10 x I) โดยใช้วงจรไมโครคอนโทรลเลอร์นี้ประมวลผลและแสดงผลค่าความหนืดที่วัดได้ เมื่อเปรียบเทียบเครื่องวัดความหนืดจากค่ามาตรฐาน เครื่องวัดความหนืดอเนกประสงค์สามารถให้ผลการวัดที่ใกล้เคียง มีค่าเปอร์เซ็นต์ความคลาดเคลื่อนในช่วง 0.37-1.04 อีกทั้งใช้กวนสารละลาย ทำความร้อน ควบคุมอุณหภูมิ ควบคุมความเร็วรอบและวัดความหนืดของสารละลาย ซึ่งสะดวกและไม่เป็นอันตรายต่อผู้ปฏิบัติงาน

คำสำคัญ: เครื่องกวนสารแม่เหล็ก, เครื่องวัดความหนืด, ควบคุมอุณหภูมิ

Abstract

Viscometers and magnetic stirrers are essential tools for many industrial applications in production, research and experimentation. In which stirring the solution must be controlled to control the temperature and viscosity regularly to reduce the damage of the solution and harm to operators, the main components are motor, temperature control unit, speed control unit and microcontroller circuit. By using electric direct current motor 12 volt at speed of 150 rpm and glycerin was found tested at temperatures in the range of 25-70 degrees Celsius. Moreover the agitation current was measured with a universal viscometer using the calculated values to find the constant K. The result was that the current decreased with increasing temperature. The viscosity of the liquid could be determined from Equation η = (72.10 x I) using this microcontroller circuit processes and displays the measured viscosity. When comparing viscometers from standard values versatile viscometers provide close measurement results, there is a percentage error in the range of 0.37-1.04. the versatile viscosity meter machine can also be used to stir the solution, heat, control the temperature, control the speed and measure the viscosity of the solution, which is convenient and does not harm the operator.

Keywords: Magnetic stirrer, Viscosity meter, Temperature control

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ความหนืดเป็นคุณสมบัติที่สำคัญอย่างหนึ่งของของเหลว การวัดและควบคุมความหนืดจึงเป็นสิ่งที่จำเป็นสำหรับงานอุตสาหกรรมหลายประเภท นอกจากนี้หลักการหาค่าความหนืดยังสามารถนำไปใช้ประโยชน์ในศาสตร์ด้านวิศวกรรมเพื่อการประดิษฐ์เครื่องมือวัดความหนืดของของเหลว การวัดความหนืดจะเป็นการควบคุมคุณภาพและประสิทธิภาพของผลิตภัณฑ์ เครื่องวัดความหนืดเป็นส่วนสำคัญของการพัฒนาและควบคุมกระบวนการ การวัดความหนืดเป็นวิธีที่รวดเร็ว แม่นยำส่งผลต่อประสิทธิภาพของผลิตภัณฑ์ (Neonics ,2564) เครื่องวัดความหนืด (Viscometer) คือเครื่องมือที่ใช้สำหรับวัดของเหลวทุกชนิดที่มีค่าความหนืดแตกต่างกันไปตามสภาพของการไหล เช่น กาว แอลกฮอล์ สีน้ำมัน สบู่เหลว น้ำยาล้างจาน เครื่องสำอาง รวมถึงผลิตภัณฑ์ทางด้านอาหาร เป็นต้น ซึ่งหลักการวัดนั้นเครื่องวัดจะสามารถบ่งบอกถึงความต้านทานการไหลหรือความหนืดภายในของของเหลวได้ละเอียด จึงทำให้สามารถกำหนดคุณภาพมาตรฐานที่เหมาะสมกับกระบวนการผลิตได้อย่างมีประสิทธิภาพ (Misumi, 2565)

กิตติศักดิ์ รอดเริง (2554) ได้สร้างเครื่องวัดความหนืดแบบหมุนโดยใช้วัสดุที่หาได้ง่ายเพื่อลดต้นทุนการผลิต โดยใช้หลักการทำงานของเครื่องวัดความหนืดแบบหมุนด้วยซุปเปอร์ลีนทรงกระบอก โดยได้หาความหนืดของกลีเซอรีนที่อุณหภูมิ 25-70 องศาเซลเซียส นาไปเปรียบเทียบกับความหนืดที่ได้จากเครื่องวัดความหนืดมาตรฐาน พบว่ามีความคาดเคลื่อนน้อยกว่า 0.4% นภัสดล สิงหะตา (2555) ได้นำเสนอวิธีการประมาณค่าความหนืดโดยใช้มอเตอร์กระแสตรงร่วมกับการชดเชยแรงบิดแบบปรับตัวได้ ซึ่งแบ่งออกเป็น 2 การทดสอบ โดยทดสอบประสิทธิภาพการประมาณค่าของตัวสังเกตร่วมกับตัวชดเชยแรงบิด ตัวชดเชยแรงบิดในสภาวะต่าง ๆ โดยจำลอง 3 กรณีคือ 1) ไม่มีแรงบิดเข้ามารบกวนระบบ 2) ถูกรบกวนด้วยแรงบิดภายนอกแบบคงที่ 3) ถูกรบกวนด้วยแรงบิดภายนอกแบบเปลี่ยนแปลง พบว่าเมื่อมีแรงบิดเข้ามารบกวนแบบคงที่และแบบเปลี่ยนแปลงก็สามารถหาความหนืดได้อย่างมีประสิทธิภาพและทำการทดสอบประมาณค่าความหนืดของของเหลวโดยนำของเหลวหลายชนิดที่มีความหนืดอยู่ในช่วง 80-320 เซนติพอยซ์ มาทดสอบหาความสัมพันธ์ระหว่างความหนืดของเครื่องมาตรฐานกับความหนืดที่แปลงจากแรงบิดของเครื่องต้นแบบ พบว่าแรงบิดสามารถใช้ในการประมาณค่าความหนืดแบบสถานะคงตัวและความหนืดสถานะชั่วครู่ได้

ในวงการวิทยาศาสตร์และการวิจัยรวมทั้งอุตสาหกรรมการผลิต มีความจำเป็นต้องใช้สารละลายในกระบวนการผลิต การวิจัยและการทดลอง ซึ่งในอดีตจะใช้แรงงานคน โดยใช้แท่งแก้วคนสารจากเตาให้ความร้อน (Hot plate) แต่ด้วยข้อจำกัดในการกวนสารละลายที่มีปริมาณน้อย รวมทั้งยังเป็นอันตรายต่อผู้ปฏิบัติงาน สยาม ดิลกธรรมานุกูล (2555) ได้ออกแบบและสร้างเครื่องกวนสารละลายด้วยพลังแม่เหล็กขึ้นมา โดยประกอบด้วย ระบบควบคุมความเร็วรอบ ระบบการทำงานของมอเตอร์และจอแสดงผลการทำงาน ซึ่งสามารถกวนสารละลายด้วยแม่เหล็กโดยไม่มีการปนเปื้อนของสารหล่อลื่นและสามารถทำความสะอาดตัวเครื่องได้ง่ายรวมทั้งในการทำงานตัวมอเตอร์ โดยสามารถใช้ในการกวนสารละลายที่มีความหนืด 1- 62.30 เซนติพอยซ์ สุวัฒน์ วงษ์จำปา (2546) ได้พัฒนาเครื่องกวนสารเคมีด้วยแรงแม่เหล็ก สำหรับปฏิบัติการทางวิทยาศาสตร์ เป็นการพัฒนาเครื่องกวนสารเคมีจากแบบเดิมที่ใช้วิธีการกวนด้วยมือ โดยใช้แท่งแก้วคนสารจากเตาให้ความร้อน มาใช้วิธีการกวนแบบอัตโนมัติ โดยใช้แรงแม่เหล็กถาวร 2 อัน ระบบการทำงานของเครื่องประกอบด้วย ระบบการควบคุมความเร็วรอบ ระบบควบคุมเวลาการทำงานและระบบควบคุมอุณหภูมิของเตาให้ความร้อน ซึ่งทั้ง 3 ระบบนี้ควบคุมการทำงานโดยชุดอิเล็กทรอนิกส์และใช้โปรแกรมคอมพิวเตอร์ภาษาเบสิกสำหรับสั่งการระบบการทำงาน การวิจัยนี้เพื่อพัฒนาเครื่องกวนสารเคมีด้วยแรงแม่เหล็กโดยทำการประเมินใน 3 ด้านคือด้านความเที่ยงตรง ด้านสมรรถนะของเครื่องและด้านกายภาพ พบว่าอยู่ในเกณฑ์ที่ดีและสอดคล้องกับสมมุติฐานที่ตั้งไว้ทั้ง 3 ด้าน ปัจจุบันได้มีการพัฒนากระบวนการผลิตอย่างรวดเร็วทั้งในภาคการศึกษาและโรงงานอุตสาหกรรม จึงทำให้มีความต้องการเครื่องมือที่สะดวกและใช้งานได้ง่ายขึ้น หากสารบางชนิดต้องการกวนสารละลาย ควบคุมทั้งอุณหภูมิและความหนืดของสารละลายในเวลาเดียวกัน ปัญหาที่พบในกระบวนการผลิตและการทดลอง โดยการกวนสารละลายด้วยเตาให้ความร้อน โดยขั้นตอนการกวนสารละลายนั้นยังไม่สามารถตรวจสอบอุณหภูมิและความหนืดในเวลาเดียวกัน จึงเป็นลักษณะที่ไม่ต่อเนื่อง ซึ่งได้มีการหยุดกวนสารละลายเพื่อทำการวัดอุณหภูมิและวัดความหนืด หากความหนืดของสารละลายยังไม่เพียงพอตามมาตรฐานของสารละลาย ต้องนำสารละลายมาทำการทดลองใหม่ ซึ่งอาจส่งผลกระทบต่อการนำสารละลายไปใช้งานต่อทำให้กระบวนการนั้นเกิดความเสียหายและเป็นอันตรายต่อผู้ปฏิบัติงาน จึงได้พัฒนาให้มีขีดความสามารถในการทำงานเพิ่มขึ้นและเพื่อเป็นการป้องกันอันตรายจากสารละลาย ดังนั้นเครื่องวัดความหนืดอเนกประสงค์จึงมีความจำเป็นอย่างยิ่งต่อกระบวนการผลิตและสารละลายที่ต้องการทำละลายด้วยความร้อนตามอุณหภูมิที่ต้องการและการกวนผสมกันอย่างต่อเนื่อง ซึ่งได้รับการควบคุมโดยการตรวจสอบอุณหภูมิและความหนืดอย่างสม่ำเสมอ ขณะทำการกวนสารละลาย

โครงงานนี้จึงนำเสนอเครื่องวัดความหนืดอเนกประสงค์ สามารถใช้ในการกวนสารละลาย ทำความร้อนด้วยเตาให้ความร้อน ควบคุมอุณหภูมิและวัดความหนืดได้เวลาเดียวกัน

วัตถุประสงค์ของการวิจัย

1 เพื่อสร้างและพัฒนาเครื่องวัดความหนืดอเนกประสงค์

2 เพื่อเปรียบเทียบเครื่องวัดความหนืดที่สร้างขึ้นกับเครื่องวัดความหนืดมาตรฐาน

ขอบเขต

1. ใช้มอเตอร์กระแสตรงขนาด 12 โวลต์ กระแสไฟฟ้า 0.6 แอมป์ ความเร็วรอบ 0-1,000 รอบต่อนาที
2. ใช้กลีเซอรีนเป็นสารที่ใช้ทดสอบความหนืดมาตรฐาน
3 ใช้ความเร็วรอบที่ 150 รอบต่อนาที ในการทดสอบ
4. ใช้อุณหภูมิของกลีเซอรีนในช่วง 25-70 องศาเซลเซียส

วิธีการดำเนินการวิจัย

1 หลักการออกแบบและสร้างเครื่อง

ในการทดสอบเครื่องวัดความหนืดอเนกประสงค์นี้ ใช้มอเตอร์กระแสตรงขนาด 12 โวลต์ กระแสไฟฟ้า 0.6 แอมป์ ความเร็วรอบ 1,000 รอบต่อนาที ควบคุมอุณหภูมิตั้งแต่ 20-100 องศาเซลเซียส และใช้แท่งกวนแม่เหล็กขนาดเส้นผ่านศูนย์กลาง 3 มิลลิลิตร ความยาว 8 มิลลิลิตร สารที่ใช้ทดสอบความหนืดเป็นสารเคมีมาตรฐาน คือ กลีเซอรีน ซึ่งใช้สำหรับเปรียบเทียบเครื่องมือวัดความหนืดของของเหลว

เมื่อแรงบิดของมอเตอร์แปรผันโดยตรงกับค่าความหนืดของของเหลว จึงสามารถวัดค่าความหนืดนี้ได้จากการวัดแรงบิดของมอเตอร์ แต่เนื่องจากแรงบิดนี้แปรผันโดยตรงกับกระแสของมอเตอร์ ดังนั้นจึงสามารถวัดความหนืดได้จากการวัดกระแสของมอเตอร์ ถ้าให้ I เป็นกระแสของมอเตอร์ จะได้

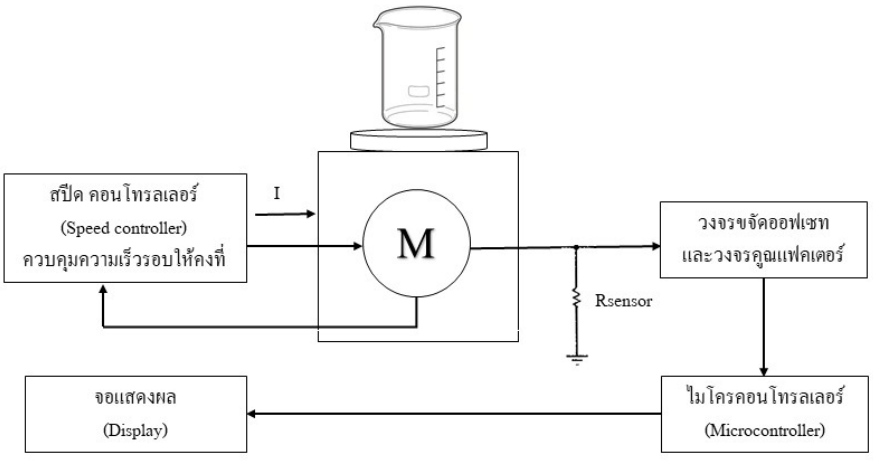
$$\eta = KI \qquad (1)$$

โดยที่ K เป็นค่าคงที่ ซึ่งขึ้นอยู่กับคุณสมบัติของมอเตอร์ แต่ในทางปฏิบัติแล้ว จะหาค่า K นี้โดยตรงจากการปรับเทียบกับเครื่องวัดความหนืดมาตรฐาน (สุขสันติ์ นุ่มงามและคณะ ,2538)

การทำงานของเครื่องวัดความหนืดที่ได้พัฒนาขึ้นจากการศึกษารูปแบบการทำงานของเครื่องวัดความหนืดมาตรฐานและเครื่องกวนสารด้วยแรงแม่เหล็ก จึงมีแผนภาพการทำงานดังภาพที่ 1 โดยจะประกอบด้วย ชุดต้นกำลังมอเตอร์ ชุดควบคุมความเร็วรอบไมโครคอนโทรลเลอร์และจอแสดงผล มอเตอร์จะต่อผ่านความต้านทาน R_{sensor} ซึ่งทำหน้าที่เป็นตัววัดกระแสของมอเตอร์โดยวัดจากแรงดันตกคร่อมความต้านทานนี้ส่งต่อไปให้วงจรขจัดออฟเซทและวงจรอินเทอร์เฟส

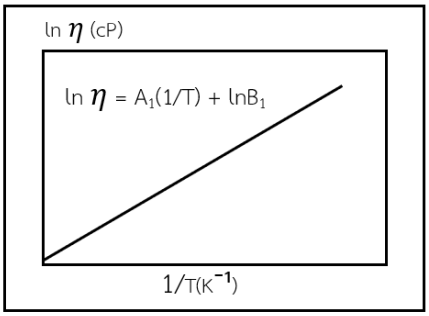
โดยทำการวัดความหนืดที่อุณหภูมิต่าง ๆของของเหลว โดยให้มอเตอร์หมุนที่ความเร็วรอบ 150 รอบต่อนาที ใส่แท่งกวนแม่เหล็กลงในบีกเกอร์เปล่า ขนะนี้จะมีกระแสไหลผ่านมอเตอร์จำนวนหนึ่งเรียกว่า กระแสออฟเซท ซึ่งมีค่าเล็กน้อยเท่านั้นเพราะเป็นเพียงกระแสที่ให้มอเตอร์เอาชนะความเสียดทานต่าง ๆ ขณะไม่มีโหลด แต่เมื่อใส่กลีเซอรีนลงในบีกเกอร์เพื่อวัดความหนืด กระแสของมอเตอร์จะมาก ขึ้นตามความหนืด เมื่อเรานำเอากระแสออฟเซทมาหักออกจากค่ากระแสที่วัดได้ ผลที่ได้ก็จะเป็นกระแสมอเตอร์ I ในสมการ 1 ซึ่งเป็นกระแสที่เกิดขึ้นจากผลของความหนืดของของเหลววงจรขจัดออฟเซ็ทจะทำหน้าที่ดังกล่าวเพื่อหากระแส I

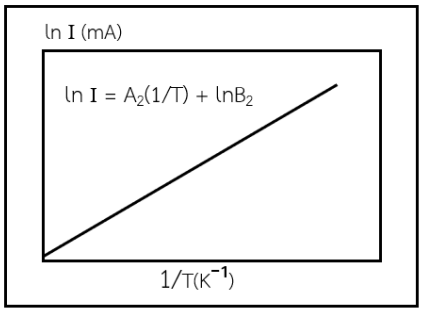
วงจรอินเทอร์เฟส จะทำหน้าที่แปลงค่ากระแสที่ได้จากวงจรขจัดออฟเซทให้อยู่ในรูปแบบที่เหมาะสมพร้อมที่จะส่งไปให้ไมโครคอนโทรลเลอร์ประมวลผลและส่งผลที่ได้นี้ไปที่จอแสดงผลเพื่อแสดงค่าความหนืดที่วัดได้



รูปที่ 1 แผนภาพการทำงานของเครื่อง

สมการที่ใช้ในการหาค่าความหนืดของของเหลว (กิตติศักดิ์ รอดเริง ,2554)





(ก) (ข)

รูปที่ 2 (ก) กราฟแสดงความสัมพันธ์ระหว่าง ln η (cP) กับ 1/T(K^{-1})
(ข) กราฟแสดงความสัมพันธ์ระหว่าง ln I (mA) กับ 1/T(K^{-1})

จากรูปที่ 2 จะได้ว่า

$$\ln \eta = A_1(1/T) + \ln B_1 \Rightarrow \eta = B_1 e^{A_1(1/T)} \quad (2)$$

และ $$\ln I = A_2(1/T) + \ln B_2 \Rightarrow I = B_2 e^{A_2(1/T)} \quad (3)$$

เมื่อความชันของกราฟทั้งสองเท่ากัน จะได้ $e^{A_1(1/T)} \approx e^{A_2(1/T)}$

นั่นคือ $$\eta = KI = \frac{B_1}{B_2} I \quad (4)$$

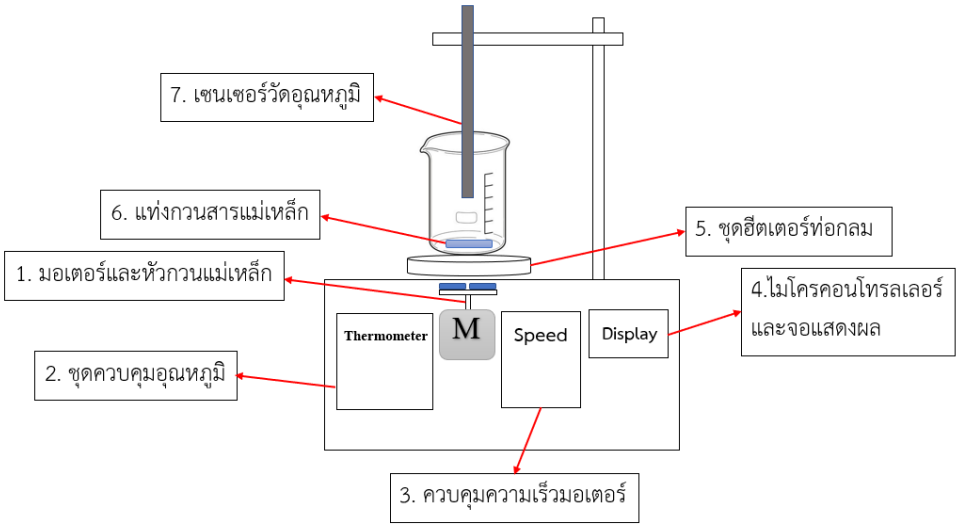
เมื่อ η = ความหนืดของของเหลว (cP)
A_1 และ A_2 = ความชันของกราฟ
ln B_1 และ ln B_2 = จุดตัดบนแกน Y
I = กระแสไฟฟ้า (mA)
T = อุณหภูมิ (K)

นำค่าความหนืดที่คำนวณได้จากสมการที่ (4) ไปเปรียบเทียบกับค่าความหนืดจากเครื่องมาตรฐานที่อุณหภูมิต่าง ๆ ดังแสดงในสมการที่ (5) เพื่อคำนวณหาค่าเปอร์เซ็นต์ความคลาดเคลื่อน

$$\text{เปอร์เซ็นต์ความคลาดเคลื่อน} = \frac{\text{ค่าความหนืดจากเครื่องที่สร้างขึ้น} - \text{ค่าความหนืดที่ได้จากเครื่องมาตรฐาน}}{\text{ค่าความหนืดที่ได้จากเครื่องมาตรฐาน}} \times 100 \quad (5)$$

1.1 การออกแบบเครื่อง เริ่มจากการศึกษารูปแบบการทำงานของเครื่องวัดความหนืดมาตรฐานและเครื่องกวนสารด้วยแรงแม่เหล็ก องค์ประกอบหลักคือ ชุดควบคุมอุณหูภูมิแบบดิจิตอล มอเตอร์พร้อมหัวกวนแบบแม่เหล็ก ชุดควบคุมความเร็วมอเตอร์ และไมโครคอนโทรลเลอร์พร้อมจอแสดงผล ดังรูปที่ 3 มีหลักการทำงานคล้ายครึ่งกับเครื่องวัดความหนืดมาตรฐานและเครื่องกวนสารแบบแม่เหล็กเข้าด้วยกัน โดยใช้แรงแม่เหล็กถาวร 2 อัน แม่เหลีกตัวที่หนึ่งอยู่ด้านในตัวเครื่องเป็นตัวขับส่งแรงขับด้วยมอเตอร์ แม่เหล็กตัวที่สองอยู่ในภาชนะที่ใส่สารเคมีเป็นแม่เหล็กตัวตาม เมื่อแม่เหล็กตัวขับหมุนตามแนวเส้นรอบวง ทำให้แม่เหล็กตัวกวนสารเคมีหมุนตาม ทำให้สารละลายที่อยู่ในภาชนะหมุนวนตามแรงแม่เหล็กที่ขับ การวัดค่าความหนืดจะกระทำโดยการให้มอเตอร์หมุนด้วยความเร็วคงที่ในของเหลวที่ต้องการวัด และแรงบิดของมอเตอร์นี้จะขึ้นอยู่กับความหนืดของของเหลว

ดังนั้น แรงบิดที่เกิดขึ้นในมอเตอร์จึงแปรผันโดยตรงกับค่าความหนืดของของเหลว ในขณะที่กระแสของมอเตอร์ จะแปรผันโดยตรงกับแรงบิด ในระบบนี้เราจะวัดความหนืดด้วยการวัดกระแสที่ไหลผ่านมอเตอร์ค่ากระแสนี้จะถูกแปลงเป็นสัญญาณ ที่เหมาะสมแล้วส่งให้ไมโครคอนโทรลเลอร์ทำการประมวลผลและแสดงผลเป็นค่าความหนืด



รูปที่ 3 แผนภาพการทำงานของเครื่องความหนืดอเนกประสงค์

1.2 การสร้างเครื่องความหนืดอเนกประสงค์ มีอุปกรณ์การสร้าง ดังนี้

1.2.1 มอเตอร์ฟ้าและหัวกวนแม่เหล็ก มอเตอร์ที่ใช้ขับหัวกวนนี้เป็นมอเตอร์กระแสตรงชนิดที่ใช้แม่เหล็กถาวรเป็นตัวกำเนิดสนามแม่เหล็ก พิกัดของมอเตอร์นี้คือ 12 โวลต์, 0.6 แอมป์, ความเร็วรอบ 1,000 รอบต่อนาที

1.2.2 ชุดควบคุมอุณหภูมิแบบดิจิตอล รุ่น Ch702 พิกัดชุดควบคุมอุณหภูมิคือ 220-265 โวลต์ สามารถวัดอุณหภูมิในช่วง 0–400 องศาเซลเซียส

1.2.3 ชุดควบคุมความเร็วมอเตอร์ รุ่น PWM จอแสดงค่าความเร็วรอบในหน่วย เปอร์เซ็นต์ ช่วง 0-100 เปอร์เซ็นต์

1.2.4 ไมโครคอนโทรลเลอร์ ใช้บอร์ด Arduino Mega ควบคุมการทำงานและแสดงผลการทำงานของเครื่องด้วยจอ LCD ขนาด 16 ตัวอักษร 2 บรรทัด

1.2.5 ชุดฮีตเตอร์ท่อกลม ขนาดเส้นผ่านศูนย์กลาง 150 มิลลิเมตร แรงดัน 1200 วัตต์

1.2.6 แท่งกวนสารแม่เหล็ก ที่มีขนาดเส้นผ่านศูนย์กลาง 3 มิลลิเมตร ความยาว 8 มิลลิเมตร ทนความร้อนสูงสุด 270 องศาเซลเซียส

1.2.7 เซนเซอร์วัดอุณหภูมิ ประเภท K-Type สามารถวัดอุณหภูมิได้ตั้งแต่ช่วง 0-400 องศาเซลเซียส

2. ขั้นตอนการทดลอง

อุปกรณ์

- กลีเซอรีน
- บีกเกอร์ ขนาด 250 มิลลิลิตร
- เครื่องวัดความหนืดมาตรฐาน ยี่ห้อ brookfield รุ่น DV-E viscometer
- เครื่องวัดความหนืดอเนกประสงค์

2.1 การทดลองหาค่าความหนืดของของเหลว โดยใช้เครื่องมือวัดค่าความหนืดจากเครื่องมาตรฐาน

2.1.1 นำกลีเซอรีนบรรจุลงในบีกเกอร์ที่ปริมาตร 100 มิลลิลิตร วัดค่าความหนืดจากเครื่องวัดความหนืดมาตรฐาน

2.1.2 วัดความหนืดของกลีเซอรีนที่อุณหภูมิ 25 องศาเซลเซียส อ่านค่าและบันทึกผล จากนั้นเพิ่มอุณหภูมิทุก ๆ 5 องศาเซลเซียส จนถึง 70 องศาเซลเซียส ตามลำดับ อ่านค่าและบันทึกผลการทดลอง โดยทำการทดลองซ้ำ 3 ครั้ง

2.1.3 นำค่าความหนืดที่ได้จากข้อ 2.1.2 ไปเขียนกราฟแสดงความสัมพันธ์ระหว่าง 1/T (K^{-1}) บนแกน X และ ln η (cP) บนแกน y ดังรูปที่ 2 (ก) เพื่อดูความสัมพันธ์ของกราฟเชิงเส้น

2.1.4 นำค่าความชันที่ได้จากกราฟที่ได้จากข้อ 2.1.3 ไปคำนวณในสมการที่ (2)





(ก) (ข)

รูปที่ 4 (ก) กลีเซอรีนสารเคมีมาตรฐาน (ข) เครื่องวัดความหนืดมาตรฐานยี่ห้อ brookfield รุ่น DV-E viscometer

2.2 การทดลองหาค่าคงที่ของค่ากระแสจากเครื่องวัดความหนืดอเนกประสงค์

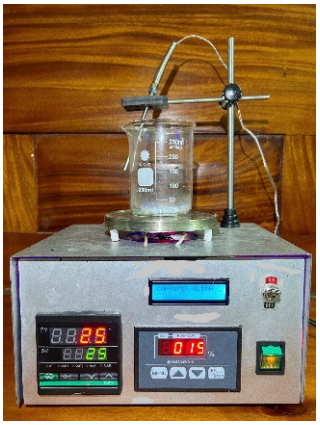
2.2.1 วางบีกเกอร์เปล่าบนเครื่องวัดความหนืดอเนกประสงค์พร้อมใส่แท่งกวนสารแม่เหล็กลงและปรับความเร็วรอบให้มอเตอร์หมุนด้วยความเร็วรอบที่ 150 รอบต่อนาที อ่านค่ากระแสไฟฟ้าและบันทึกผล โดยทำการทดลองซ้ำ 3 ครั้ง

2.2.2 ใส่กลีเซอรีน ปริมาตร 100 มิลลิลิตร บรรจุลงในบีกเกอร์พร้อมใส่แท่งกวนสารแม่เหล็ก ปรับอุณหภูมิที่อุณหภูมิ 25 องศาเซลเซียส อ่านค่าและบันทึกผล จากนั้นเพิ่มอุณหภูมิทุก ๆ 5 องศาเซลเซียส จนถึง 70 องศาเซลเซียส ตามลำดับ อ่านค่ากระแสไฟฟ้าและบันทึกผลการทดลอง โดยทำการทดลองซ้ำ 3 ครั้ง

2.2.3 นำค่ากระแสไฟฟ้าที่ได้จากข้อ 2.2.2 ลบด้วยค่ากระแสไฟฟ้าจากข้อ 2.2.1 นำข้อมูลที่ได้ ไปเขียนกราฟแสดงความสัมพันธ์ระหว่าง 1/T (K^{-1}) บนแกน X และ ln I (mA) บนแกน y ดังรูปที่ 2 (ข) เพื่อดูความสัมพันธ์ของกราฟเชิงเส้น

2.2.4 หลังจากนั้นนำค่าความชันที่ได้จากกราฟไปคำนวณในสมการที่ (3)

2.2.5 เมื่อได้ค่าความชันกราฟจากข้อ 2.1.4 และข้อ 2.2.3 นำไปคำนวณหาค่าความหนืดในสมการที่ (4) และนำไปเปรียบเทียบกับค่าความหนืดจากเครื่องมาตรฐาน ในสมการที่ (5) เพื่อคำนวณหาค่าเปอร์เซ็นต์ความคลาดเคลื่อน





(ก) (ข)

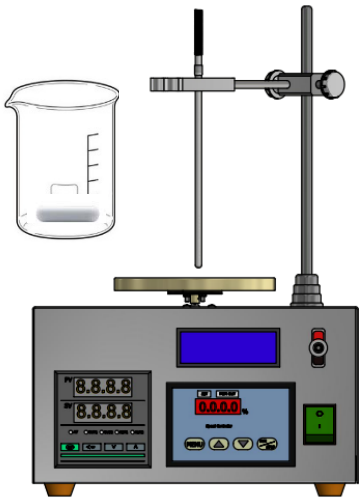
รูปที่ 5 (ก) ทดลองหาค่ากระแสขณะไม่มีของเหลว (ข) ทดลองหาค่ากระแสขณะมีของเหลว

สรุปผลการวิจัย

1. ผลการสร้างและพัฒนาเครื่องวัดความหนืดอเนกประสงค์

เครื่องวัดความหนืดอเนกประสงค์ได้หลักการทำงานของเครื่องวัดความหนืดและเครื่องกวนสารด้วยแม่เหล็กเข้าด้วยกัน โดยใช้แรงแม่เหล็กถาวร 2 อัน ตัวที่หนึ่งอยู่ด้านในตัวเครื่องและแม่เหล็กตัวที่สองอยู่ในภาชนะที่ใส่สารละลาย ดังรูปที่ 6 ซึ่งประกอบด้วย ชุดต้นกำลังมอเตอร์ ชุดควบคุมความเร็วมอเตอร์ ชุดควบคุมอุณหภูมิและไมโครคอนโทรลเลอร์พร้อมจอแสดงผล โดยใช้มอเตอร์กระแสตรงขนาด 12 โวลต์ กระแสไฟฟ้า 0.6 แอมป์ ความเร็วรอบ 0-1,000 รอบต่อนาที ควบคุมอุณหภูมิตั้งแต่ 20-100 องศาเซลเซียส และใช้แท่งกวนแม่เหล็กขนาดเส้นผ่านศูนย์กลาง 3 มิลลิเมตร ความยาว 8 มิลลิเมตร เครื่องวัดความหนืดอเนกประสงค์สามารถกวนสารละลายพร้อมให้ความร้อนจากเตาไฟฟ้าเพลทร้อน ควบคุมอุณหภูมิของสารละลาย ควบคุมความเร็วมอเตอร์และวัด

ความหนืดของสารละลาย โดยการวัดความหนืดนี้ เมื่อสั่งมอเตอร์หัวกวนหมุนที่ความเร็วรอบ 150 รอบต่อนาที จะทำให้กระแสไฟฟ้าของมอเตอร์มีขนาดเพิ่มขึ้นตามความหนืด ค่ากระแสนี้จะถูกเปลี่ยนเป็นค่าความหนืดที่วัดค่าได้ตามการเปรียบเทียบกับความหนืดมาตรฐานของกลีเซอรีนและถูกส่งต่อไปที่วงจรไมโครคอนโทรลเลอร์เพื่อทำการนับแล้วแสดงผลความหนืดเป็นเชิงตัวเลข



รูปที่ 6 แสดงภาพออกแบบเครื่องวัดความหนืดอเนกประสงค์

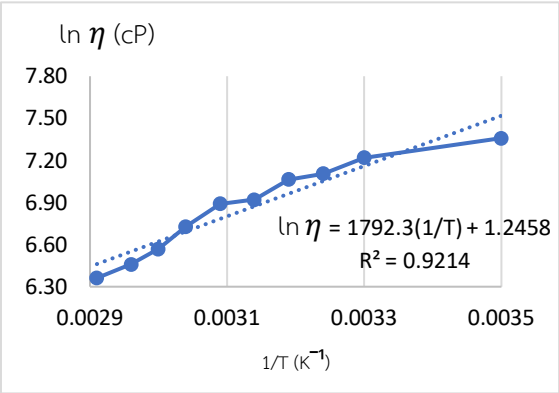
2. ผลการทดลอง

ผลการทดลองหาค่าความหนืดของของเหลวจากเครื่องมาตฐานและหาค่ากระแสไฟฟ้าจากเครื่องวัดความหนืดอเนกประสงค์ ที่อุณหภูมิต่าง ๆ ของของเหลว โดยใช้ความเร็วรอบ 150 รอบต่อนาที ซึ่งกระแสไฟฟ้าขณะไม่มีของเหลว มีค่าคงที่เท่ากับ 120 มิลลิแอมป์

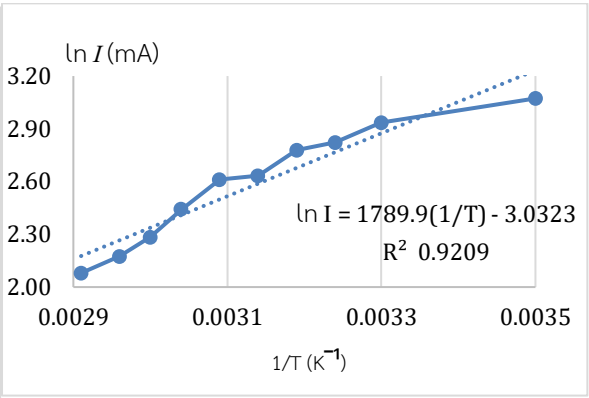
ตารางที่ 1 บันทึกค่าความหนืดจากเครื่องมาตฐานและค่ากระแสไฟฟ้าจากเครื่องวัดความหนืดอเนกประสงค์ ที่อุณหภูมิต่าง ๆ

T (°C)	1/T (K^{-1})	η (cP)	ln η (cP)	$I_{มีของเหลว}$ (mA)	$I_{มีของเหลว-ไม่มีของเหลว}$ (mA)	$ln\ (I_{มีของเหลว-ไม่มีของเหลว})$ (mA)
25	$3.35x10^{-1}$	1,570.18	7.3589	141.2	21.6	3.0727
30	$3.30x10^{-1}$	1,365.78	7.2195	139.2	18.8	2.9339
35	$3.24x10^{-1}$	1,217.12	7.1042	138.5	16.8	2.8214
40	$3.19x10^{-1}$	1,170.67	7.0653	136.9	16.1	2.7788
45	$3.14x10^{-1}$	1,012.72	6.9204	134.7	13.9	2.6319
50	$3.09x10^{-1}$	984.25	6.8919	133.1	13.6	2.6101
55	$3.04x10^{-1}$	836.24	6.7289	132.6	11.5	2.4423
60	$3.00x10^{-1}$	713.38	6.5700	130.9	9.8	2.2824
65	$2.96x10^{-1}$	639.21	6.4602	128.3	8.8	2.1748
70	$2.91x10^{-1}$	579.08	6.3614	127.8	8.0	2.0794

เมื่อได้ค่าความหนืดและค่ากระแสไฟฟ้าของของเหลว นำข้อมูลในตารางที่ 1 มาเขียนกราฟความสัมพันธ์ระหว่าง 1/T (K^{-1}) กับ ln η (cP) และกราฟความสัมพันธ์ระหว่าง 1/T (K^{-1}) กับ ln I (mA) ดังรูปที่ 7 มีความสัมพันธ์ของกราฟแบบเชิงเส้นเหมือนกันและให้ค่าความชันที่ใกล้เคียงกัน นั่นคือค่ากระแสไฟฟ้าที่อุณหภูมิต่าง ๆ มีความสัมพันธ์เช่นเดียวกันกับความหนืดของสารที่อุณหภูมิเดียวกัน นำข้อมูลที่ให้จากกราฟทั้งสองไปหาค่าความหนืดของสารเมื่อความชันของกราฟทั้งสองเท่ากัน



(ก)



(ข)

รูปที่ 7 (ก) กราฟแสดงความสัมพันธ์ระหว่างค่า 1/T(K^{-1}) และ ln η (cP)
(ข) กราฟความสัมพันธ์ระหว่าง 1/T(K^{-1}) กับ ln I (mA)

วิธีหาค่าคงที่ของความหนืดที่อุณหภูมิต่าง ๆ จากรูปที่ 7

จะได้ $\ln \eta = 1{,}792.3(1/T) + 1.2458 \Rightarrow \eta = B_1 e^{1792.3(1/T)}$

$\ln I = 1{,}789.9(1/T) - 3.0455 \Rightarrow I = B_2 e^{1789.9(1/T)}$ (3)

เมื่อความชันของกราฟทั้งสองใกล้เคียงกัน จะได้ $e^{1792.3(1/T)} \approx e^{1789.9(1/T)}$

นั่นคือ $\eta = \frac{B_1}{B_2} I$

จะได้ $\ln B_1 = 1.2458$

$B_1 = 3.476$

และ $\ln B_2 = -3.0323$

$B_2 = 0.0482$

ซึ่งคือสมการที่ (4) ดังนั้นจะได้

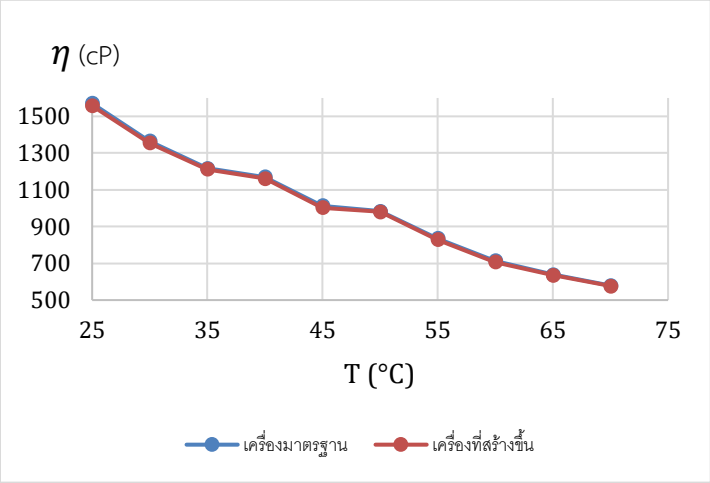
$$\eta = (72.10)\, I \quad (6)$$

สามารถหาค่าความหนืดของของเหลวที่อุณหภูมิต่าง ๆ ได้จากสมการที่ 6 ซึ่งผลที่ได้จากการหาค่าคงที่ของความหนืดที่ความเร็วรอบ 150 รอบต่อนาที จากการหาค่าความหนืดของกลีเซอรีน ด้วยเครื่องวัดความหนืดมาตรฐานกับเครื่องที่สร้างขึ้นมาและได้ค่าเปอร์เซ็นต์ความคลาดเคลื่อน ดังตารางที่ 3

ตารางที่ 3 ตารางแสดงค่าเปอร์เซ็นต์ความคลาดเคลื่อน

อุณหภูมิ (°C)	ค่าความหนืด จากเครื่องมาตรฐาน	ค่าความหนืด จากเครื่องที่สร้างขึ้น	เปอร์เซ็นต์ ความคาดเคลื่อน
25	1,570.18	1,557.36	0.82
30	1,365.78	1,355.48	0.75
35	1,217.12	1,211.28	0.48
40	1,170.67	1,160.81	0.84
45	1,012.72	1,002.19	1.04
50	984.25	980.56	0.37
55	836.24	829.15	0.85
60	713.38	706.58	0.95
65	639.21	634.48	0.74
70	579.08	576.8	0.39

จากตารางแสดงให้เห็นว่า เมื่อสารละลายมีอุณหภูมิสูงขึ้นค่าความหนืดจะมีค่าลดลงและค่าความหนืดของสารละลายที่ได้จากการทดลองที่อุณหภูมิต่าง ๆ เมื่อเปรียบเทียบกับเครื่องวัดความหนืดมาตรฐานแล้ว พบว่ามีค่าเปอร์เซ็นต์ความคลาดเคลื่อนในช่วง 0.37-1.04 ซึ่งมีความคลาดเคลื่อนเพียงเล็กน้อยเท่านั้น



รูปที่ 8 กราฟค่าเปอร์เซ็นต์ความคลาดเคลื่อน

อภิปรายผลการวิจัย

การสร้างและพัฒนาเครื่องวัดความหนืดอเนกประสงค์ โดยใช้พลังแม่เหล็ก สามารถทำงานได้หลากหลายในเวลาเดียวกัน คือ การกวนสารละลายพร้อมให้ความร้อนจากเตาไฟฟ้าเพลทร้อน ควบคุมอุณหภูมิของสารละลาย ควบคุมความเร็วมอเตอร์และวัดความหนืด การวัดความหนืดนี้ เมื่อสั่งให้หัวกวนมีความเร็วรอบที่ 150 รอบต่อนาที จะได้ค่ากระแสไฟฟ้าของมอเตอร์และส่งให้ไมโครคอนโทรลเลอร์เพื่อประมวลผลและส่งต่อไปที่จอแสดงผลค่าความหนืดที่วัดได้

งานวิจัยนี้ได้ทำการหาค่ากระแสไฟฟ้าเพื่อนำไปสู่ขั้นตอนการหาค่าความหนืดของกลีเซอรีนที่อุณหภูมิ 25-70 องศาเซลเซียสที่ความเร็วรอบ 150 รอบต่อนาที โดยที่ความหนืดของกลีเซอรีนแปรผันโดยตรงกับกระแสไฟฟ้าจะเห็นได้ว่าเมื่อสารละลายมีอุณหภูมิสูงขึ้นส่งผลให้ค่ากระแสไฟฟ้าลดน้อยลง ซึ่งสามารถหาค่าความหนืดได้จากสมการ $\eta = (72.10)\,I$ โดยเครื่องมือวัดความหนืดอนกประสงค์ มีเปอร์เซ็นต์ความคลาดเคลื่อนช่วง 0.37-1.04 เนื่องจากเครื่องวัดความหนืดอเนกประสงค์เป็นการทดลองกับความหนืดของกลีเซอรีนเพียงสารเดียวและการวัดความหนืดเป็นแบบแม่เหล็กจึงใช้วัดความหนืดได้อย่างจำกัด ดังนั้นเครื่องวัดความหนืดอเนกประสงค์นี้จึงเป็นการเพิ่มทางเลือกสำหรับการใช้ในการกวนสารละลายพร้อมให้ความร้อนและวัดความหนืดได้ในเวลาเดียวกัน ซึ่งต้นทุนของเครื่องมือในการสร้างไม่สูงมาก สามารถหาซื้อได้ทั่วไปเมื่อเทียบกับเครื่องวัดความหนืดมาตรฐานและเหมาะสำหรับใช้ในภาคการศึกษาหรือห้องปฏิบัติการ

ข้อเสนอแนะ

1. ควรเพิ่มฟังก์ชันในการวัดความหนืดให้สามารถวัดความหนืดของสารละลายได้หลากหลายชนิด

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SCI-014

การลดของเสียในกระบวนการผลิตอิฐบล็อก กรณีศึกษาร้านศิลารุ่งเรือง วัสดุก่อสร้าง

Defect Reduction in Brick Block Production Process: A Case Study of Sila Rung Rueng Building Material Shop

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บทคัดย่อ

การศึกษาครั้งนี้เป็นการวิจัยเชิงปฏิบัติการ มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบันและปัญหาของกระบวนการผลิตอิฐบล็อก และ 2) เพื่อลดของเสียในกระบวนการผลิตอิฐบล็อก ร้านศิลารุ่งเรืองวัสดุก่อสร้าง ผู้ให้ข้อมูล ประกอบด้วย เจ้าของร้านศิลารุ่งเรืองวัสดุก่อสร้าง 1 คน พนักงานผู้ปฏิบัติงานฝ่ายผลิตอิฐบล็อก จำนวน 3 คน โดยใช้หลักการปรับปรุงคุณภาพกระบวนการเพื่อวิเคราะห์หาสาเหตุของปัญหา แก้ไขปัญหาที่ต้นเหตุที่วิเคราะห์มาได้ และนำไปปฏิบัติ ผลการศึกษา พบว่า 1) กระบวนการผลิตก่อนปรับปรุง มีขั้นตอนการดำเนินงาน 10 ขั้นตอน และมีของเสีย คิดเป็นร้อยละ 7.69 จากการวิเคราะห์ปัญหา พบปัญหาของกระบวนการผลิตอิฐบล็อก ในขั้นตอน ก) การคัดเลือกและจัดเตรียมส่วนผสม ข) ขั้นตอนการผสมค) การเทส่วนผสมลงพิมพ์ และ ง) ขั้นตอนการถอดออกจากบล็อก 2) แนวทางในการลดของเสีย คือ การติดต่อไปยังผู้ส่งมอบวัตถุดิบเพื่อแจ้งให้พิจารณาปรับเปลี่ยนแหล่งวัตถุดิบ การกำหนดสูตรสัดส่วนวัตถุดิบให้เป็นมาตรฐานและการจัดหาเครื่องชั่งที่เหมาะสมในจุดที่ผลิต การสร้างด้ามจับแม่พิมพ์และการนำเหล็กมากระทุ้งตัวอิฐลงในแม่พิมพ์ในแน่นขึ้น 3) หลังการปฏิบัติตามแนวทางที่ปรับปรุง ของเสียที่เกิดขึ้นลดลงเหลือ ร้อยละ 3.25

คำสำคัญ: การลดของเสีย, การปรับปรุงกระบวนการ, การผลิต, อิฐบล็อก

Abstract

This study is an action research. The objectives are twofold: 1) to study the current situation and problems of the brick block production process, and 2) to reduce defects in the brick block production process of Sila Rung Rueng Building Material Shop. The informant groups consist of one shop-owner and three brick block production staff of Sila Rung Rueng Building Material Shop. The study used the process improvement concepts to investigate the problems, determine the root causes, and implement the improvement solutions to problems. Results showed as followings: 1) the production process before the improvement included 10 operating procedures and found a defect rate of 7.69%; moreover, problems in the brick block production process were found in the following procedures: a) selection and preparation of the mixture, b) mixing raw material, c) pouring mixture into the molds, and d) block removal; 2) solutions to problems include a) notify the raw material suppliers to adjusting the sources of raw materials. b) standardize raw material proportions and provide suitable scales at the point of production, c) install the mold holder, and d) stab the material mixture with an iron rod thoroughly for reducing air bubble incurred during the process, and 3) after following the improvement solutions, the resulting waste is ratio to 3.25%

Keywords: Defect reduction, Process improvement, Production, Brick block

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บทนำ

ปัจจุบันอุตสาหกรรมการผลิตมีการแข่งขันกันทั้งทางด้านราคาและคุณภาพของสินค้า ตลอดจนความต้องการของลูกค้าที่เพิ่มสูงขึ้น ส่งผลให้ธุรกิจจำเป็นต้องมีการปรับปรุงกระบวนการทำงานอย่างต่อเนื่อง เพื่อลดต้นทุนการผลิตให้น้อยลง และเพิ่มโอกาสเชิงการแข่งขันให้มากขึ้น การผลิตอิฐบล็อกเป็นธุรกิจที่ดำเนินการในลักษณะวิสาหกิจขนาดกลางและขนาดเล็กที่ได้รับความนิยมในตลาดท้องถิ่นเพิ่มมากขึ้นเรื่อย ๆ (ณัฏฐา จิระจิตต์มีชัย และคณะ, 2563) มีตลาดที่กว้างขวางและมีการแข่งขันค่อนข้างสูง อิฐบล็อกเป็นวัสดุสำคัญที่ช่วยในการสร้างกำแพงและผนังของอาคารให้แข็งแรงและปลอดภัย นิยมจำหน่ายควบคู่กับวัสดุก่อสร้างชนิดอื่นในร้านจำหน่ายวัสดุก่อสร้าง (วัชรียา ชุมอินทอง และนพปฎล สุวรรณทรัพย์, 2560) เพื่อเพิ่มความสะดวกให้กับลูกค้าให้สามารถซื้อวัสดุก่อสร้างที่ต้องการได้ครบในจุดเดียว และยังถือเป็นการสร้างผลกำไรเพิ่มอีกทางหนึ่งของร้านวัสดุก่อสร้างอีกด้วย โดยในกระบวนการผลิตอิฐบล็อกจำเป็นต้องมีการพัฒนาและปรับปรุงประสิทธิภาพอย่างสม่ำเสมอ

ร้านศิลารุ่งเรืองวัสดุก่อสร้าง ตั้งอยู่ที่บ้านเลขที่ 48 หมู่ 10 ตำบลคลองหาด อำเภอคลองหาด จังหวัดสระแก้ว ประกอบธุรกิจขนาดเล็กจำหน่ายวัสดุก่อสร้างเป็นหลัก สินค้าของร้าน ได้แก่ เสา เหล็ก หิน ปูน ทราย ฯลฯ อีกทั้งยังมีการผลิตอิฐบล็อกเพื่อจำหน่ายเอง โดยจำหน่ายในพื้นที่อำเภอคลองหาดและอำเภอใกล้เคียงในเขตจังหวัดสระแก้ว

ผู้วิจัยได้เข้าสังเกตเบื้องต้นในกระบวนการผลิตอิฐบล็อกของร้านศิลารุ่งเรืองวัสดุก่อสร้าง ระหว่างวันที่ 19 กรกฎาคม ถึง 26 กรกฎาคม 2565 รวม 7 วัน ระหว่างเวลา 08:00 น. – 17:00 น. พบว่า กระบวนการผลิตมีการใช้เครื่องจักรและกำลังคนเป็นฐานการผลิตควบคู่กันไป กล่าวคือ มีการใช้เครื่องจักรในการผสมวัตถุดิบ พร้อมกับใช้แรงงานคนในการควบคุมเครื่องจักร ป้อนวัตถุดิบและขนย้ายผลผลิต ในขั้นตอนการผสมวัตถุดิบและขั้นตอนการอัดขึ้นรูปของอิฐบล็อกนั้น เกิดของเสียในกระบวนการผลิต จำนวน 794 ชิ้น คิดเป็นร้อยละ 7.56 เนื่องจากการผลิตดำเนินการโดยใช้ประสบการณ์หรือความชำนาญของพนักงานผลิต ไม่มีหรือไม่ดำเนินการตามวิธีการปฏิบัติงานมาตรฐาน ส่งผลให้ผลิตภัณฑ์เกิดข้อบกพร่องในกระบวนการผลิต และทำให้อัตราการผลิตลดลง ด้วยปัญหาเหล่านี้ผู้วิจัยจึงมีความสนใจที่จะศึกษาการลดของเสียในกระบวนการผลิตอิฐบล็อกในครั้งนี้

วัตถุประสงค์การวิจัย

1. เพื่อศึกษาสภาพปัจจุบันและปัญหาของกระบวนการผลิตอิฐบล็อกของร้านศิลารุ่งเรืองวัสดุก่อสร้าง
2. เพื่อลดของเสียในกระบวนการผลิตอิฐบล็อกของร้านศิลารุ่งเรืองวัสดุก่อสร้าง

วิธีการดำเนินการวิจัย

1. กลุ่มผู้ให้ข้อมูล

การวิจัยเรื่องการลดของเสียในกระบวนการผลิตอิฐบล็อก ร้านศิลารุ่งเรืองวัสดุก่อสร้าง มีผู้ให้ข้อมูล คือ 1) พนักงานผู้ปฏิบัติงานฝ่ายผลิตอิฐบล็อก ร้านศิลารุ่งเรืองวัสดุก่อสร้าง จำกัด จำนวน 3 คน และ 2) เจ้าของร้านศิลารุ่งเรืองวัสดุก่อสร้าง จำกัด จำนวน 1 คน

2. ขอบเขตการวิจัย

ศึกษากระบวนการผลิตอิฐบล็อกของร้านศิลารุ่งเรืองวัสดุก่อสร้าง โดยใช้หลักการวิเคราะห์ทางคุณภาพ วิเคราะห์หาสาเหตุของปัญหาด้วยผังก้างปลา ปรับแก้ปัญหาที่ต้นเหตุสาเหตุนั้น ๆ

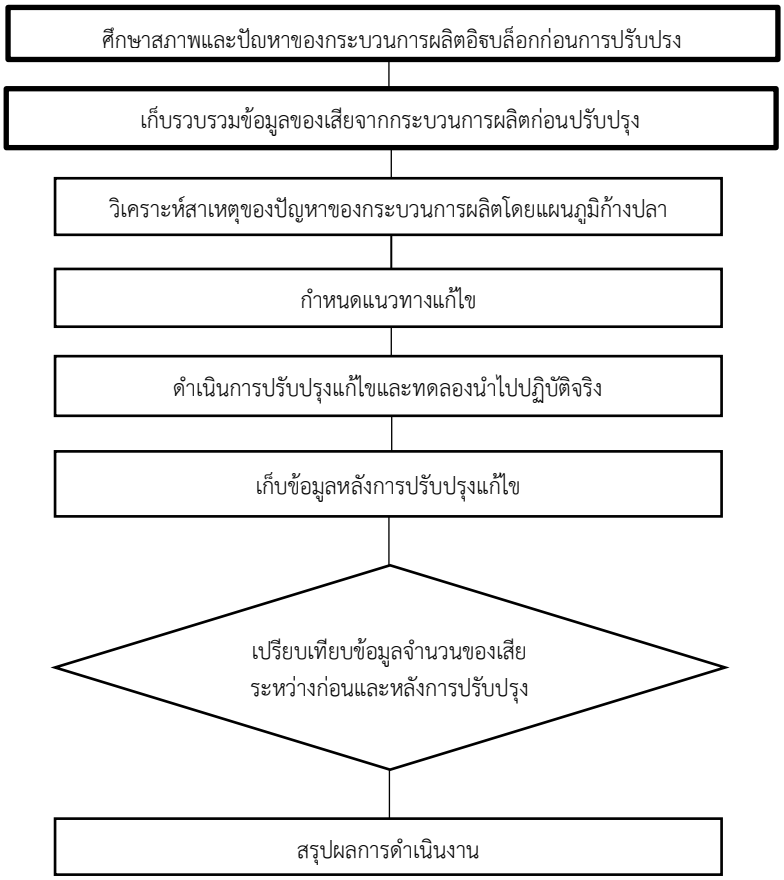
3. เครื่องมือที่ใช้ในการวิจัย

3.1 แบบสังเกตการณ์ โดยการสังเกตทางตรง ผู้วิจัยได้ลงพื้นที่ไปยังโรงงานผลิต เก็บและบันทึกข้อมูลจากการสังเกตกระบวนการทำงานโดยตรง

3.2 แบบสัมภาษณ์ ผู้วิจัยทำการสัมภาษณ์เชิงลึกกับเจ้าของกิจการ และพนักงานที่เกี่ยวข้องในการผลิตอิฐบล็อก โดยเป็นคำถามเกี่ยวกับขั้นตอนการผลิต ปริมาณการผลิต และปัญหาการผลิต

3.3 ผังก้างปลา (Fish bone diagram) รวบรวมข้อมูลเพื่อหาสาเหตุของปัญหา โดยระบุปัญหาหลักไว้ในส่วนของหัวปลา ในส่วนของตัวปลาจะเป็นปัจจัยหรือสาเหตุที่ส่งผลกระทบต่อหัวปลา

4. ขั้นตอนในการวิจัย



ภาพที่ 1 ขั้นตอนการวิจัย

5. การวิเคราะห์ข้อมูล

1. การวิเคราะห์หาสาเหตุของปัญหาของการเกิดของเสียด้วยผังก้างปลา (Fishbone diagram) โดยจำแนกลักษณะของปัญหาคือ ด้านวัตถุดิบ ด้านพนักงาน และด้านเครื่องมือเครื่องจักร ที่เกิดขึ้นในขั้นตอนการทำงานของการผลิตอิฐบล็อก ใช้การวิเคราะห์เนื้อหา (Content analysis) แล้วบันทึกข้อมูลสาเหตุแยกตามหมวดหมู่ของลักษณะปัญหาในผังก้างปลา

2. การวิเคราะห์แนวทางแก้ไขปัญหา โดยหาแนวทางการแก้ไขปัญหาจากสาเหตุ เพื่อนำมาใช้ในการแก้ไขปัญหาของกระบวนการผลิตอิฐบล็อก ใช้การระดมสมองร่วมกับพนักงานฝ่ายผลิต แล้วพิจารณาหาผลสรุปตามมติที่ประชุม

3. ปริมาณของเสียของกระบวนการผลิตอิฐบล็อกก่อนการปรับปรุงและหลังปรับปรุง คำนวณด้วยค่าสถิติ ร้อยละ

สรุปผลการวิจัย

1. ผลการศึกษาสภาพและปัญหาของกระบวนการผลิตอิฐบล็อกก่อนการปรับปรุง

จากการศึกษากระบวนการผลิตอิฐบล็อก เพื่อค้นหาปัญหาของกระบวนการผลิตอิฐบล็อกก่อนการปรับปรุง แสดงกระบวนการผลิตดังนี้

1.1 ส่วนผสมสำหรับการผลิตอิฐบล็อก

จากการศึกษากระบวนการผลิตอิฐบล็อก เพื่อค้นหาปัญหาของกระบวนการผลิตอิฐบล็อกก่อนการปรับปรุง แสดงกระบวนการผลิตดังนี้

ตารางที่ 1 ส่วนผสมสำหรับการผลิตอิฐบล็อก

ส่วนผิวหน้า	ส่วนตัวอิฐ
สีฝุ่น 1 ส่วน	ปูนซีเมนต์พอร์ทแลนด์ 1 ส่วน
ปูนซีเมนต์ขาว 3 ส่วน	หินฝุ่น 6 ส่วน
ทรายละเอียด 6 ส่วน	ทราย 3 ส่วน

1.2 กระบวนการผลิต

จากการสังเกตกระบวนการผลิต พบว่า กระบวนการผลิตประกอบด้วยขั้นตอนดังต่อไปนี้

ขั้นตอนที่ 1 คัดเลือกส่วนผสมและจัดเตรียมส่วนผสม

ขั้นตอนที่ 2 ดำเนินการผสมส่วนผสมลงในเครื่องโม่

ขั้นตอนที่ 3 โม่ผสมส่วนผสม

ขั้นตอนที่ 4 เตรียมพิมพ์อิฐบล็อกและกระเบื้องแช่น้ำเพื่อไม่ให้พิมพ์ดูดซึมน้ำจากส่วนผสม

ขั้นตอนที่ 5 เทส่วนผสมลงพิมพ์ อัดให้แน่น

ขั้นตอนที่ 6 ส่วนผสมของอิฐจะพูนเลยพิมพ์ขึ้นมา ใช้เกรียงโบกปาดให้เสมอ

ขั้นตอนที่ 7 ใส่ส่วนผสมผิวหน้า จากนั้นใช้เกรียงขัดมันปาดอีกครั้งให้เรียบ

ขั้นตอนที่ 8 ใช้กระเบื้องแผ่นเรียบที่แช่น้ำไว้ปิดบนบล็อก พร้อมทั้งคว่ำลงบนพื้น เพื่อป้องกันการแตกของอิฐ

ขั้นตอนที่ 9 การถอดอิฐออกจากบล็อก

ขั้นตอนที่ 10 เมื่ออิฐบล็อกถูกขึ้นรูปได้อย่างสมบูรณ์แล้ว จะถูกลำเลียงไปวางบนชั้นเหล็ก เพื่อไปยังสถานที่สำหรับพักอิฐบล็อก เพื่อพักให้แห้งสนิท โดยใช้เวลา 4 - 6 ชั่วโมง

1.3 สภาพปัญหาของกระบวนการผลิตอิฐบล็อกก่อนการปรับปรุง

ผู้วิจัยได้ทำการศึกษากระบวนการผลิตโดยเข้าสังเกตการปฏิบัติงานจริงของพนักงานฝ่ายผลิต และสัมภาษณ์กับเจ้าของร้านและพนักงานฝ่ายผลิต เพื่อสร้างความเข้าใจถึงบริบทของร้านและสอบถามถึงปัญหาและอุปสรรคจากกระบวนการผลิตที่ทำให้การผลิตขาดประสิทธิภาพ จากนั้นดำเนินการระดมสมองร่วมกับเจ้าของร้านและพนักงานฝ่ายผลิต เพื่อยืนยันปัญหาในแต่ละขั้นตอนตลอดจนหาแนวทางการแก้ไขปัญหาและปรับปรุงการทำงานในขั้นตอนต่าง ๆ ได้ ดังแสดงในตารางที่ 2

ตารางที่ 2 สภาพปัญหาของกระบวนการผลิตอิฐบล็อกก่อนการปรับปรุง

ขั้นตอน	วิธีการ	การพบปัญหาจากการระดมสมอง
ขั้นตอนที่ 1	คัดเลือกส่วนผสมและจัดเตรียมส่วนผสม	มีปัญหา
ขั้นตอนที่ 2	ดำเนินการผสมส่วนผสมลงในเครื่องโม่	มีปัญหา
ขั้นตอนที่ 3	โม่ผสมส่วนผสม	ไม่มีปัญหา
ขั้นตอนที่ 4	เตรียมแม่พิมพ์อิฐบล็อก โดยการใช้กระดาษหนังสือพิมพ์เช็ด น้ำมันที่แบบพิมพ์ให้ สะอาด	ไม่มีปัญหา
ขั้นตอนที่ 5	เทส่วนผสมลงพิมพ์ อัดให้แน่น	มีปัญหา
ขั้นตอนที่ 6	ส่วนผสมของอิฐจะพูนเลยพิมพ์ขึ้นมา ใช้เกรียงโบกปาดให้เสมอ	ไม่มีปัญหา
ขั้นตอนที่ 7	ใส่ส่วนผสมผิวหน้า จากนั้นใช้เกรียงขัดมันปาดอีกครั้งให้เรียบ	ไม่มีปัญหา
ขั้นตอนที่ 8	ใช้กระเบื้องแผ่นเรียบที่แช่น้ำไว้ปิดบนบล็อก พร้อมทั้งคว่ำลงบนพื้น	ไม่มีปัญหา
ขั้นตอนที่ 9	การถอดอิฐออกจากบล็อก	มีปัญหา
ขั้นตอนที่ 10	อิฐบล็อกถูกขึ้นรูปได้อย่างสมบูรณ์แล้ว จะถูกลำเลียงไปด้วยรางเหล็ก เพื่อไปยังสถานที่สำหรับพักอิฐบล็อก เพื่อพักให้แห้งสนิท โดยใช้เวลา 4-6 ชั่วโมง	ไม่มีปัญหา

จากตารางที่ 2 สามารถอธิบายผลการระดมสมองค้นหาปัญหาร่วมกับเจ้าของร้านและทีมผลิต ได้ดังนี้

ขั้นตอนที่ 1 คัดเลือกส่วนผสมและจัดเตรียมส่วนผสม: ในกระบวนการคัดเลือกและจัดเตรียมส่วนผสมส่วนผสม พบว่า หินฝุ่นจากแหล่งรับซื้อมีปริมาณฝุ่นปะปนสูง ซึ่งส่งผลให้การยึดเกาะระหว่างพื้นผิวอิฐบล็อกต่ำ ทำให้อิฐบล็อกเกิดการแตกหักง่าย

ขั้นตอนที่ 2 ดำเนินการผสมส่วนผสมลงในเครื่องโม่: สำหรับกระบวนการผสมส่วนผสมลงในเครื่องโม่ พบว่า ปัจจุบันพนักงานใช้วิธีการผสมอัตราส่วนผสมตามประสบการณ์โดยไม่ใช้วิธีการชั่ง ตวง หรือวัดปริมาณส่วนผสม ซึ่งจากวิธีการดำเนินการดังกล่าวเมื่อนำไปขึ้นแม่พิมพ์และตากจนแห้ง ส่งผลให้คุณภาพอิฐบล็อกที่ได้นั้นไม่คงที่

ขั้นตอนที่ 5 เทส่วนผสมลงพิมพ์ อัดให้แน่น: พนักงานอัดส่วนผสมตัวอิฐลงในแม่พิมพ์ไม่แน่นพอ ดังนั้น เมื่อนำออกจากแม่พิมพ์ จึงส่งผลให้อิฐบล็อกเกิดการแตกหักง่าย

ขั้นตอนที่ 9การถอดอิฐออกจากบล็อก: สำหรับขั้นตอนการถอดออกจากบล็อกนั้น พบว่า พนักงานขาดความระมัดระวังในการถอดอิฐบล็อกออกจากแม่พิมพ์ จึงทำให้อิฐบล็อกเริ่มมีลักษณะร้าว และแตกหักในขณะที่อิฐบล็อกแห้งแล้วในเวลาต่อมา

2. ผลการเก็บข้อมูลของเสียจากกระบวนการผลิตก่อนปรับปรุง

ผู้ศึกษาดำเนินเก็บรวบรวมข้อมูลของเสียจากกระบวนการผลิตก่อนปรับปรุงด้วยวิธีการโดยลงพื้นที่เพื่อสังเกตการณ์กระบวนการผลิตอิฐบล็อก จากนั้นเก็บข้อมูลของเสียจากกระบวนการผลิตอิฐบล็อก ณ ร้านศิลารุ่งเรือง วัสดุก่อสร้าง ในช่วงวันที่ 19 - 25 เดือนกรกฎาคม 2565 พบว่า ลักษณะของเสียของกระบวนการ คือ อิฐบิ่น ร้าว หรือแตกหัก หากมีลักษณะดังกล่าวในอิฐบล็อกก้อนใด ก็ถือว่าอิฐบล็อกก้อนนั้นเป็นของเสีย แสดงดังตารางที่ 3

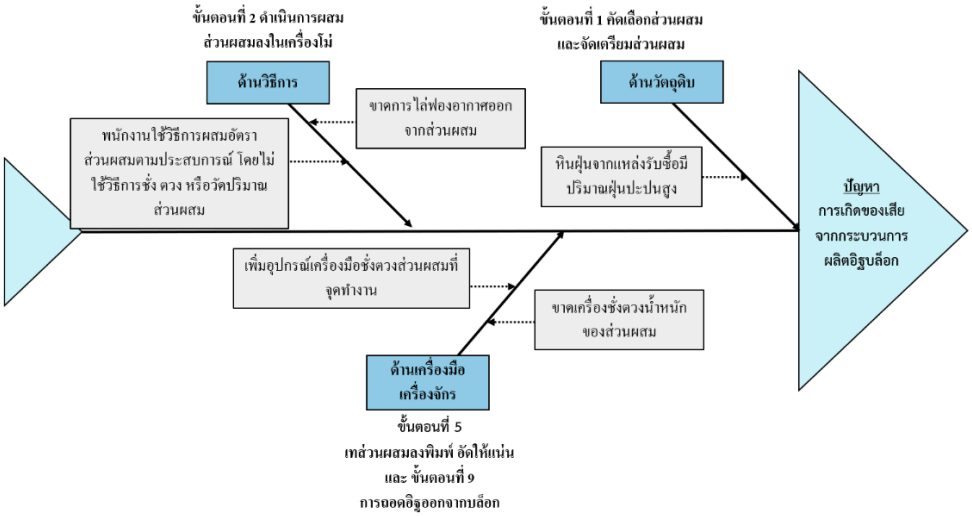
ตารางที่ 3 ข้อมูลของเสียจากกระบวนการผลิตก่อนปรับปรุงในเดือนกรกฎาคม 2565

ชนิดของข้อบกพร่อง	จำนวนของเสีย (ก้อน)							
	วันที่ 19	วันที่ 20	วันที่ 21	วันที่ 22	วันที่ 23	วันที่ 24	วันที่ 25	รวม
จำนวนการผลิตต่อ 1 โม่	1,500	1,500	1,500	1,500	1,500	1,500	1,500	10,500
บิ่น/ร้าว/แตกหัก	118	114	106	112	127	120	97	794
คิดเป็นร้อยละ	7.87	7.60	7.07	7.47	8.47	8.00	6.47	**7.69**

จากตารางที่ 3 แสดงข้อมูลของเสียจากกระบวนการผลิตก่อนปรับปรุงในช่วงวันที่ 19 - 25 เดือนกรกฎาคม 2565 พบว่ามีกำลังการผลิตทั้งหมด 10,500 ก้อน โดยมีจำนวนของเสียที่แตกหัก จำนวน 794 ก้อน คิดเป็นร้อยละ 7.69

3. ผลการวิเคราะห์หาสาเหตุของปัญหากระบวนการผลิตโดยแผนภูมิก้างปลา

จากการผลศึกษาสภาพปัญหาของกระบวนการผลิตอิฐบล็อกก่อนการปรับปรุง และเก็บรวบรวมข้อมูลของเสียจากกระบวนการผลิตก่อนปรับปรุง พบว่า จำนวนของเสียที่บิ่น/ร้าว/แตกหัก คิดเป็นร้อยละ 7.69 ผู้ศึกษาจึงดำเนินการวิเคราะห์ข้อมูลปัญหาด้วยผังก้างปลา (Fishbone diagram) โดยแยกลักษณะของปัญหาต่าง ๆ ที่เกิดขึ้นในขั้นตอนการทำงานของการผลิตอิฐบล็อกเพื่อศึกษาปัญหาของกระบวนการผลิต แสดงดังภาพที่ 2



ภาพที่ 2 แผนภาพแสดงสาเหตุและผลของการเกิดของเสีย

4. ผลการวิเคราะห์แนวทางแก้ไขปัญหา ดำเนินการปรับปรุง และทดลองนำไปปฏิบัติจริง

ผู้วิจัยได้นำแนวทางการแก้ปัญหากระบวนการผลิตอิฐบล็อกก่อนการปรับปรุงเพื่อลดของเสีย แสดงผลการวิเคราะห์ ดังนี้

ขั้นตอนที่ 1 ขั้นตอนการคัดเลือกส่วนผสมและจัดเตรียมส่วนผสม: โดยในกระบวนการคัดเลือกและจัดเตรียมส่วนผสม ส่วนผสม พบว่า หินฝุ่นจากแหล่งรับซื้อมีปริมาณฝุ่นปะปนสูง ซึ่งส่งผลให้การยึดเกาะระหว่างพื้นผิวอิฐบล็อกต่ำ ทำให้อิฐบล็อกเกิดการแตกหักง่าย โดยแนวทางการแก้ไขปัญหาคือ ติดต่อไปยังผู้ส่งมอบวัตถุดิบเพื่อแจ้งไปปัญหาด้านคุณภาพวัตถุดิบเพื่อร่วมกันปรับปรุงลดปริมาณฝุ่นปะปนจากแหล่งที่มา ไม่ว่าจะเป็นการคัดเกรดหรือเปลี่ยนแหล่งที่มาของหินฝุ่น (เป็นการแก้ปัญหาจะสาเหตุหมวดวัตถุดิบ)

ขั้นตอนที่ 2 ขั้นตอนการผสมส่วนผสมลงในเครื่องโม่: สำหรับกระบวนการผสมส่วนผสมลงในเครื่องโม่ พบว่า ปัจจุบันพนักงานใช้วิธีการผสมอัตราส่วนผสมตามประสบการณ์โดยไม่ใช้วิธีการชั่ง ตวง หรือวัดปริมาณส่วนผสม ซึ่งจากวิธีการดำเนินการดังกล่าวเมื่อนำไปขึ้นแม่พิมพ์และตากจนแห้ง ส่งผลให้คุณภาพอิฐบล็อกที่ได้นั้นไม่คงที่ โดยแนวทางการแก้ไขปัญหาคือ 1) กำหนดสูตรสัดส่วนวัตถุดิบ พร้อมทั้งจดบันทึกสูตร ติดสูตรส่วนผสม ณ ตำแหน่งที่ทำการผสมให้เห็นได้อย่างชัดเจน (เป็นการแก้ปัญหาจะสาเหตุหมวดวิธีการทำงาน) และ 2) ดำเนินการจัดหาเครื่องชั่งตวงน้ำหนักของส่วนผสมที่ตำแหน่งหน้างานให้ได้ส่วนผสมตรงตามสูตรสัดส่วนวัตถุดิบที่กำหนดสำหรับการผลิตทุกรอบ (เป็นการแก้ปัญหาจะสาเหตุหมวดเครื่องจักร เครื่องมือ และอุปกรณ์)

ขั้นตอนที่ 5 เทส่วนผสมลงพิมพ์ อัดให้แน่น: พนักงานอัดส่วนผสมตัวอิฐลงในแม่พิมพ์ไม่แน่นพอ ทำให้เกิดฟองอากาศในเนื้ออิฐบล็อก ดังนั้น เมื่อนำออกจากแม่พิมพ์ จึงส่งผลให้อิฐบล็อกเกิดการแตกหักง่าย โดยแนวทางการแก้ไขปัญหาคือ นำเหล็กมากระทุ้งตัวอิฐลงในแม่พิมพ์ในแน่นขึ้นเพื่อไล่ฟองอากาศออก (เป็นการแก้ปัญหาจะสาเหตุหมวดวิธีการทำงาน)

ขั้นตอนที่ 9 การถอดอิฐออกจากบล็อก: สำหรับขั้นตอนการถอดออกจากบล็อกนั้น พบว่า พนักงานขาดความระมัดระวังในการถอดอิฐบล็อกออกจากแม่พิมพ์ จึงทำให้อิฐบล็อกเริ่มมีลักษณะร้าว และแตกหักในขณะที่อิฐบล็อกแห้งแล้วในเวลาต่อมา โดยแนวทางการแก้ไขปัญหาคือ สร้างด้ามจับแม่พิมพ์ เพื่อให้พนักงานสามารถถอดอิฐออกจากบล็อกได้สะดวกยิ่งขึ้นเพื่อลดโอกาสการเกิดความผิดพลาดในการถอดออกจากบล็อก พร้อมทั้งเพิ่มกระเบื้องแผ่นเรียบให้มีปริมาณเพียงพอกับจำนวนอิฐบล็อก โดยจะต้องมีขนาดที่สามารถรองรับกับขนาดของบล็อกที่ลงตัวได้ เพื่อลดปัญหาการเกิดของเสียระหว่างการขนย้ายอิฐบล็อกจากการแตกหักในขั้นตอนต่อไป (เป็นการแก้ปัญหาจะสาเหตุหมวดเครื่องจักร เครื่องมือ และอุปกรณ์)

หลังจากนั้น ดำเนินการทดลองปฏิบัติเมื่อวันที่ วันที่ 5-11 สิงหาคม 2565 เป็นเวลา 7 วัน เพื่อเก็บข้อมูลของเสียที่มีแตกหักจากกระบวนการผลิตอิฐบล็อก

5. ผลการเก็บข้อมูลของเสียจากกระบวนการผลิตอิฐบล็อก หลังการปรับปรุง

หลังการปรับปรุงกระบวนการผลิตอิฐบล็อกในเดือนกรกฎาคม 2565 ตั้งแต่วันที่ 5-11 สิงหาคม 2565 เป็นเวลา 7 วัน พบว่าประสิทธิภาพในกระบวนการผลิตได้มีการเปลี่ยนแปลงไปในทางที่ดีขึ้น อิฐบล็อกที่เกิดข้อบกพร่องในกระบวนการผลิตลดลง รายละเอียดดังตารางที่ 4

ตารางที่ 4 ข้อมูลของเสียจากกระบวนการผลิตหลังปรับปรุงในเดือนสิงหาคม 2565

ชนิดของข้อบกพร่อง	จำนวนของเสีย (ก้อน)							
	วันที่ 5	วันที่ 6	วันที่ 7	วันที่ 8	วันที่ 9	วันที่ 10	วันที่ 11	รวม
จำนวนการผลิต ต่อ 1 โม่	1,500	1,500	1,500	1,500	1,500	1,500	1,500	10,500
บิ่น/ร้าว/แตกหัก	56	51	57	49	43	44	41	341
คิดเป็นร้อยละ	3.73	3.40	3.80	3.27	2.87	2.93	2.73	3.25

จากตารางที่ 4 แสดงข้อมูลของเสียจากกระบวนการผลิตหลังปรับปรุงในเดือนสิงหาคม 2565 พบว่า ของเสียตั้งแต่วันที่ 5-11 สิงหาคม 2565 เป็นเวลา 7 วัน มีจำนวนการผลิตทั้งหมด 10,500 ก้อน มีจำนวนของเสียทั้งหมด 341 ก้อน คิดเป็นร้อยละ 3.25

6. ผลการเปรียบเทียบข้อมูลระหว่างก่อนและหลังการปรับปรุง

ตารางที่ 5 ตารางเปรียบเทียบจำนวนของเสียก่อนและหลังการปรับปรุง

เปรียบเทียบ	จำนวน (ก้อน)	ร้อยละ
ก่อนปรับปรุง	794	7.69
หลังปรับปรุง	341	3.25
ปริมาณของเสียที่ถูกลดไป	**273**	**4.44**

จากตารางที่ 5 แสดงเปรียบเทียบจำนวนของเสียสะสมก่อนและหลังการปรับปรุง พบว่า จำนวนของเสียก่อนปรับปรุงมีจำนวน 794 ก้อน คิดเป็นร้อยละ 7.69 จำนวนของเสียหลังการปรับปรุง มีจำนวน 341 ก้อน คิดเป็นร้อยละ 3.25 โดยปริมาณของเสียที่ถูกลดไปหลังปรับปรุงกระบวนการ มีจำนวน 453 ก้อน คิดเป็นร้อยละของของเสียที่ลดลงเท่ากับร้อยละ 4.44

7. ผลการสรุปผลการดำเนินงาน

จากการศึกษาสภาพปัจจุบันและปัญหาของกระบวนการผลิตอิฐบล็อกหลังการปรับปรุง สามารถสรุปขั้นตอนกระบวนการผลิตอิฐบล็อกได้ดังนี้

ขั้นตอนที่ 1 คัดเลือกส่วนผสมมีฝุ่นปะปนน้อยที่สุด เพื่อเพิ่มการยึดเกาะระหว่างพื้นผิวอิฐบล็อก

ขั้นตอนที่ 2 จัดเตรียมส่วนผสม โดยกำหนดสูตรสัดส่วนวัตถุดิบ พร้อมทั้งจดบันทึกสูตร และให้ดำเนินการชั่งตวงน้ำหนักของส่วนผสมให้ตรงตามสูตรสัดส่วนวัตถุดิบที่กำหนดสำหรับการผลิตทุกรอบ จากนั้นดำเนินการผสมส่วนผสมลงในเครื่องโม่

ขั้นตอนที่ 3 โม่ผสมส่วนผสม

ขั้นตอนที่ 4 เตรียมแม่พิมพ์อิฐบล็อก โดยการใช้กระดาษหนังสือพิมพ์เช็ด น้ำมันที่แบบพิมพ์ให้ สะอาด

ขั้นตอนที่ 5 เทส่วนผสมลงพิมพ์ อัดให้แน่น โดยการนำเหล็กมากระทุ้งตัวอิฐลงในแม่พิมพ์ในแน่นขึ้น

ขั้นตอนที่ 6 ส่วนผสมของอิฐจะพูนเลยพิมพ์ขึ้นมา ใช้เกรียงโบกปาดให้เสมอ

ขั้นตอนที่ 7 ใส่ส่วนผสมผิวหน้า จากนั้นใช้เกรียงขัดมันปาดอีกครั้งให้เรียบ

ขั้นตอนที่ 8 ใช้กระเบื้องแผ่นเรียบที่แช่น้ำไว้ปิดบนบล็อก พร้อมทั้งคว่ำลงบนพื้น

ขั้นตอนที่ 9 การถอดอิฐออกจากบล็อก โดยใช้ด้ามจับแม่พิมพ์ เพื่อให้พนักงานสามารถถอดอิฐออกจากบล็อกได้สะดวก

ขั้นตอนที่ 10 เมื่ออิฐบล็อกถูกขึ้นรูปได้อย่างสมบูรณ์แล้ว จะถูกลำเลียงไปวางบนชั้นเหล็ก เพื่อไปยังสถานที่สำหรับพักอิฐบล็อก เพื่อพักให้แห้งสนิท โดยใช้เวลา 4 - 6 ชั่วโมง

อภิปรายผลการวิจัย

1. กระบวนการการลดของเสียในกระบวนการผลิตอิฐบล็อกของร้านศิลารุ่งเรืองวัสดุก่อสร้าง ผู้ศึกษาดำเนินการศึกษาสภาพและปัญหาของกระบวนการผลิตอิฐบล็อกก่อนการปรับปรุง จากนั้นเก็บรวบรวมข้อมูลของเสียจากกระบวนการผลิตก่อนปรับปรุง และวิเคราะห์สาเหตุของปัญหาของกระบวนการผลิตโดยแผนภูมิก้างปลา เพื่อกำหนดแนวทางแก้ไข ดำเนินการปรับปรุงแก้ไขและทดลองนำไปปฏิบัติจริง เก็บข้อมูลหลังการปรับปรุงแก้ไข เปรียบเทียบข้อมูลจำนวนของเสียระหว่างก่อนและหลังการปรับปรุง และสรุปผลการดำเนินงาน ซึ่งสอดคล้องกับการศึกษาของ กฤษดา วรรณภินพงศ์ และปิยะพงษ์ เกิดปิยะ (2547) ศึกษาเรื่องการลดของเสียในกระบวนการผลิตกระสอบสานพลาสติกโดยทำการศึกษาเกี่ยวกับกระบวนการผลิต ซึ่งมีวิธีการศึกษาได้แยกเป็นขั้นตอนการวิจัย ดังนี้ 1) ศึกษากระบวนการผลิตกระสอบสานพลาสติก 2) เก็บรวบรวมข้อมูลของเสียในกระบวนการผลิตกระสอบสานพลาสติก 3) ศึกษาข้อมูลที่เกี่ยวข้องในกระบวนการเคลือบกระสอบสานพลาสติก 4) วิเคราะห์ หาสาเหตุการเกิดของเสียเศษผ้าหัว-ท้าย 5) คิดแนวทางในการลดปริมาณของเสีย และ 6) แก้ปัญหาของเสียในกระบวนการผลิตกระสอบสานพลาสติก

2. ผลการศึกษาการปรับปรุงกระบวนการจากการวิเคราะห์เพื่อแก้ปัญหาที่พบแต่ละขั้นตอนของขั้นตอนที่ 1, 2 และ 5 นั้น สอดคล้องกับการศึกษาของ พรชัย มามี และศศิธร พ่วงจ่าง (2554) ได้จัดทำกรณีศึกษาเกี่ยวกับการลดของเสียในกระบวนการผลิตแผงวงจรอิเล็กทรอนิกส์ พบว่า ปัจจัยที่ส่งผลกระทบต่อกระบวนการผลิตและก่อให้เกิดความแปรปรวน คือ วัตถุดิบที่นำมาใช้ในกระบวนการผลิตและเอกสารการทำงานของฝ่ายผลิต รวมถึงผลการดำเนินการจากการปรับปรุงนั้น สามารถกำจัดต้นเหตุของสิ่งที่ทำให้เกิดของเสียได้สำเร็จตามวัตถุประสงค์ที่ตั้งไว้

3. ผลการดำเนินการเปรียบเทียบจำนวนของเสียสะสมก่อนและหลังการปรับปรุง พบว่า จำนวนของเสียก่อนปรับปรุงมีจำนวน 794 ก้อน คิดเป็นร้อยละ 7.69 จำนวนของเสียหลังการปรับปรุง มีจำนวน 341 ก้อน คิดเป็นร้อยละ 3.25 โดยปริมาณของเสียที่ถูกลดไปหลังปรับปรุงกระบวนการ มีจำนวน 453 ก้อน คิดเป็นร้อยละของของเสียที่ลดลงเท่ากับร้อยละ 4.44 ซึ่งสอดคล้องกับการศึกษาของ พรชัย มามี และศศิธร พ่วงจ่าง (2554) ได้จัดทำกรณีศึกษาเกี่ยวกับการลดของเสียในกระบวนการผลิตแผงวงจรอิเล็กทรอนิกส์ พบว่า ผลของการปรับปรุงกระบวนการแสดงให้เห็นถึงการพัฒนาศักยภาพในการผลิตที่มีประสิทธิภาพเพิ่มขึ้นหลังจากการแก้ไขข้อบกพร่องประสิทธิภาพของการดำเนินงาน โดยผลกระทบที่พบหลังการปรับปรุงแล้วเป็นผลที่เกิดจากปัจจัยใหม่

ข้อเสนอแนะ

1. ข้อเสนอแนะเพื่อการนำผลวิจัยไปใช้งาน

เจ้าของร้านร้านศิลารุ่งเรือง วัสดุก่อสร้าง ควรมีการควบคุมให้พนักงานฝ่ายผลิตปฏิบัติตามกระบวนการใหม่ตลอดเวลา ไม่ละเลยการปฏิบัติ รวมทั้งนำไปใช้ประเมินผลการปฏิบัติงานของพนักงาน นอกจากนี้ การสร้างสภาพความพร้อมทางด้านกายภาพของกระบวนการผลิตให้มีเครื่องมือเครื่องจักรที่มีความพร้อมและเพียงพอ รวมทั้งหมั่นตรวจสอบคุณภาพของแหล่งวัตถุดิบที่มีฝุ่นปนเปื้อนให้ดีสม่ำเสมอ

2. ข้อเสนอแนะเพื่อการวิจัยต่อไป

2.1) ในการวิจัยครั้งต่อไป ควรศึกษาแนวทางการลดต้นทุนของอิฐบล็อกเพื่อนำมาใช้เป็นแนวทางในการลดของเสีย ลดต้นทุน และหาแนวทางการแก้ไข เนื่องจากว่าปัจจุบันการแข่งขันของโรงงานผลิตอิฐบล็อกมีการแข่งขันสูงขึ้น รวมทั้งเปรียบเทียบต้นทุนคุณภาพที่เกิดขึ้นกับรายได้ที่เกิดจากการที่ของเสียลดลง

2.2) ในการวิจัยครั้งต่อไป สามารถนำแนวคิด ทฤษฎีดังกล่าวไปประยุกต์ใช้ในกระบวนการอื่น ๆ เช่น กระบวนการรับคำสั่งซื้อ กระบวนการขนส่ง ฯลฯ ต่อไป

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การปรับปรุงผังคลังสินค้าโดยใช้การจำแนกสินค้าแบบ ABC ของร้านมีนาโกะ

Warehouse Layout Improvement of Minako Bookstore based on ABC Classification Concept

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บทคัดย่อ

การศึกษานี้เป็นการวิจัยเชิงปฏิบัติการ เรื่อง การปรับปรุงผังคลังสินค้าโดยใช้หลักการจำแนกสินค้าแบบ ABC ของร้านมีนาโกะ มีวัตถุประสงค์เพื่อ 1) จำแนกประเภทสินค้าแบบ ABC ของร้านมีนาโกะ 2) เพื่อปรับปรุงผังการวางสินค้าในคลังสินค้าของร้านมีนาโกะ กลุ่มผู้ให้ข้อมูลประกอบด้วยพนักงานฝ่ายขาย 1 คน และพนักงานคลังสินค้า 4 คน วิธีการวิจัยมีขั้นตอนดังนี้ 1) ศึกษาสภาพและปัญหาของการจัดวางสินค้าเดิม 2) นำข้อมูลมาจัดแบ่งประเภทสินค้าแบบ ABC 3) จัดผังการวางสินค้าใหม่ตามประเภทของสินค้าที่แบ่งได้ 4) นำผังคลังสินค้าใหม่ไปปฏิบัติ และเปรียบเทียบผังการวางสินค้าและเวลาที่ใช้ในการค้นหาสินค้าระหว่างก่อนและหลังการปรับปรุง ผลการวิจัยมีดังนี้ 1) คลังสินค้ากว้าง 8 เมตร ยาว 13.5 เมตร โซนการวางสินค้ารวมทั้งสิ้นมี 9 โซน แต่ละโซนกว้าง 1 เมตร ยาว 1 เมตร ทางเดินกว้าง 1 เมตร 2) ประเภทสินค้าที่ทำการแบ่งประเภท แบ่งเป็นกลุ่ม A B และ C มีจำนวนรายการอยู่ 12 7 และ 4 รายการ ตามลำดับ 3) เวลาที่ใช้ในการค้นหาสินค้าก่อนการปรับปรุงเฉลี่ยมีค่าเท่ากับ 8.99 นาทีต่อรายการ และหลังการปรับปรุงใช้เวลาในการค้นหาสินค้าเฉลี่ยมีค่าเท่ากับ 6.69 นาทีต่อรายการ ซึ่งเฉลี่ยเวลาที่ลดลงเท่ากับ 2.30 นาทีต่อรายการ

คำสำคัญ: ผัง คลังสินค้า การปรับปรุง การจำแนกสินค้าแบบ ABC ร้านหนังสือ

Abstract

This study is an action research, namely “Warehouse Layout Improvement of Minako Bookstore based on ABC Classification Concept”. The objectives are twofold: 1) to classify the products of Minako Bookstore using ABC classification concept, 2) to improve the warehouse layout of Minako Bookstore. The research informant consists of 1) one sale staff and four warehouse staff. Research procedures include: 1) investigate the existing information and problems of the warehouse layout, 2) categorize the product items according to ABC analysis, 3) rearrange the warehouse layout based on the new product categories, and 4) carry out the new layout setting, record, and compare the product search lead times between those before and after the implementation. Results can be concluded as following: 1) the warehouse is 8 meters wide and 13.5 meters long, with a total of 9 product placement zones, each 1 meter wide by 1 meter long, and the aisle is 1 meter wide; 2) numbers of products in group A, B and C were 12, 7 and 4 items, respectively. 3) for the average time spent for searching product matter, the one before improvement averaged 8.99 minutes per item, while the other (after rearrangement) was 6.69 minutes per item, signifying an average searching time reduction of 2.30 minutes per item.

Keywords: Layout, Warehouse, Improvement, ABC classification, Bookstore

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บทนำ

ธุรกิจในปัจจุบันมีการแข่งขันกันรุนแรงมากขึ้น ด้วยสภาพข้อจำกัดของการแข่งขันทางธุรกิจในด้านทำเลที่ตั้งและสภาพภูมิศาสตร์ลดน้อยลง ธุรกิจประเภทร้านหนังสือก็เช่นเดียวกัน มีคู่แข่งร้านจำหน่ายหนังสือมากมายทั้งในกรุงเทพมหานคร ต่างจังหวัดและต่างประเทศ รวมถึงร้านหนังสือที่จำหน่ายทางออนไลน์ นอกจากนี้ ยังมีสินค้าทดแทนประเภทอื่นอีก เช่น e-book รวมทั้ง content ในรูปแบบของสื่ออื่นๆ อีก เป็นต้น ผู้ประกอบการร้านหนังสือจึงจำเป็นต้องศึกษาถึงปัจจัยต่างๆ ที่มีผลต่อพฤติกรรมการซื้อของผู้บริโภค เพื่อให้สามารถสร้างความแตกต่างที่เหนือกว่าคู่แข่งขันและเป็นการจูงใจผู้บริโภคให้ซื้อหนังสือกับร้านจำหน่ายหนังสือนั้นๆ

ธุรกิจร้านหนังสือดำเนินธุรกิจจำหน่ายหนังสือประเภทต่าง ๆ ทั้งจากโรงพิมพ์ภายในประเทศและต่างประเทศ โดยร้านหนังสืออาจแบ่งหนังสือออกเป็นประเภทต่าง ๆ ได้หลายลักษณะ เช่น หนังสือใหม่/เก่า หนังสือใน/ต่างประเทศ หนังสือเชิงวิชาการ/หนังสือเพื่อความบันเทิง ฯลฯ ธุรกิจร้านหนังสือมีประวัติความเป็นมาอันยาวนานนับหลายพันปี โดยเชื่อว่าเริ่มต้นมาจากประเทศในแถบยุโรป และมาสู่ยุคร้านหนังสือสมัยใหม่โดยความก้าวหน้าของเทคโนโลยีการพิมพ์ (วิกิพีเดีย สารานุกรมเสรี, 2558)

ร้านหนังสือมีนาโกะ ตั้งอยู่ที่ 26 ถนนจักรพรรดิพงษ์ แขวงวัดโสมนัส เขตป้อมปราบศัตรูพ่าย กรุงเทพมหานคร 10100 ทางร้านจำหน่ายเฉพาะหนังสือการ์ตูนของสำนักพิมพ์บางแห่ง เช่น HighSchool DxD ศึกษาระบำดายเทวะ เซนต์เซย์ย่า ฯลฯ มีพนักงานจำนวน 7 คน แบ่งเป็น พนังงานเก็บเงิน 1 คน พนักงานดูแลคลังสินค้า 4 คน พนักงานรับคำสั่งซื้อ 2 คน ทางร้านประสบปัญหาเกิดความล่าช้าในการค้นหาสินค้าแต่ละรายการของคำสั่งซื้อ ประกอบกับสินค้าในร้านมีจำนวนมากและจัดวางไม่เป็นหมวดหมู่ ทำให้ใช้เวลาในการจัดหาและบรรจุหีบห่อหนังสือตามคำสั่งซื้อเป็นระยะเวลานานและไม่แน่นอน

ผู้วิจัยได้เห็นถึงความสำคัญของปัญหาการค้นหาสินค้าเพื่อดำเนินการตามคำสั่งซื้อล่าช้าหรือใช้เวลาไม่แน่นอน ซึ่งสาเหตุสำคัญส่วนหนึ่งเกิดจากการจัดเก็บสินค้าในลักษณะที่ชนิดสินค้าและตำแหน่งที่ไม่สัมพันธ์กับความถี่ในการสั่งซื้อของลูกค้า ควรที่จะได้รับการปรับปรุงแก้ไขปัญหาด้วยการปรับปรุงผังคลังสินค้าเพื่อจัดเก็บสินค้าให้มีประสิทธิภาพมากขึ้น พนักงานเกิดความสะดวกในการทำงาน และลดเวลาในการค้นหาสินค้า โดยในการวิจัยครั้งนี้ จะนำหลักการจำแนกสินค้าแบบ ABC มาใช้เป็นแนวคิดหลักในการแบ่งประเภทสินค้า เพื่อนำไปสู่การจัดผังวางของสินค้าที่สัมพันธ์กับกลุ่มประเภทสินค้าต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อจำแนกประเภทสินค้าแบบ ABC ของร้านมีนาโกะ
2. เพื่อปรับปรุงผังการวางสินค้าในคลังสินค้าของร้านมีนาโกะ

วิธีการดำเนินการวิจัย

1) กลุ่มผู้ให้ข้อมูลของการวิจัย

ผู้ให้ข้อมูลแบ่งเป็น 2 กลุ่ม ได้ดังนี้

1.1 พนักงานฝ่ายขายของร้านมีนาโกะ จำนวน 1 คน ให้ข้อมูลภาพรวมในการจำหน่ายหนังสือ ได้แก่ จำนวนและราคาหนังสือ เพื่อนำมาหามูลค่าสินค้าคงคลังที่จำหน่าย

1.2 พนักงานคลังสินค้าของร้านมีนาโกะ จำนวน 4 คน ให้ข้อมูลลักษณะคลังสินค้าและการจัดวางหนังสือ และข้อมูลเวลาดำเนินการเฉลี่ยในการค้นหาและจัดสินค้าตามคำสั่งซื้อของลูกค้า

2) ขอบเขตของการวิจัย

การศึกษาครั้งนี้จะทำการปรับปรุงผังการวางสินค้าประเภทหนังสือการ์ตูนที่จัดตามประเภทสินค้าที่จัดกลุ่มโดยใช้หลักการแบ่งประเภทสินค้าแบบ ABC บริเวณเฉพาะคลังสินค้าที่ 3 เท่านั้น ในการวางผังคลังสินค้าใช้แนวทางการกำหนดตำแหน่งของสินค้าของคำนาย อภิปรัชญาสกุล (2553)

3) เครื่องมือที่ใช้ในการวิจัย

3.1 แผ่นตรวจสอบ (check sheet)

3.2 นาฬิกาจับเวลา

3.3 ผังคลังสินค้า

4) ขั้นตอนในการวิจัย

4.1 ศึกษาสภาพและขั้นตอนการดำเนินงานเดิมในการหาสินค้า โดยการสังเกตลักษณะการจัดวางสินค้าแบบเดิม ได้แก่ ขนาดคลังสินค้า ผังการวางสินค้า กระบวนการจัดการคำสั่งซื้อ จำนวนและมูลค่าสินค้าคงคลัง รวมถึงการจับเวลาในการค้นหาสินค้าแต่ละครั้งเพื่อนำมาหาค่าเฉลี่ย โดยในการศึกษาครั้งนี้ ศึกษาเฉพาะในคลังสินค้าที่ 3 เท่านั้น เพื่อควบคุมลักษณะสินค้าประเภทหนังสือ

การ์ตูน และมีมูลค่าสินค้าสูงแต่มีจำนวนรายการสินค้าไม่มาก ส่วนในการศึกษาระยะเวลาในการค้นหาสินค้าคงคลัง จะศึกษาเฉพาะคำสั่งซื้อที่มีลักษณะ 1) มีรายการสินค้าเพียงรายการเดียวต่อคำสั่งซื้อ เพื่อควบคุมระยะเวลาในการค้นหาสินค้าต่อรายการให้คงที่และ 2) ลูกค้าแจ้งความประสงค์มารับสินค้าเอง เนื่องจากเป็นคำสั่งซื้อที่มีการสั่งซื้อและรับสินค้าภายในวันเดียวกัน ไม่มีการเปลี่ยนแปลงรายการสินค้าภายหลังจากการสั่งซื้อ ซึ่งอาจมีผลต่อข้อมูลระยะเวลาในการค้นหาสินค้า

4.2 ศึกษารายการสินค้า จำนวนสินค้า และมูลค่าสินค้าคงคลังในคลังสินค้าที่ 3 คิดรวมที่รอบ 4 สัปดาห์ เพื่อวิเคราะห์และจำแนกสินค้าแบบ ABC

4.3 ปรับปรุงผังการวางสินค้า โดยใช้ประเภทสินค้าที่ถูกจำแนกแบบ ABC ที่มาเป็นฐาน ตรวจสอบจำนวนสินค้าในแต่ละกลุ่ม และทำการวางผังคลังสินค้าใหม่ในการจัดเก็บสินค้าแต่ละกลุ่ม ให้มีระยะห่างจากโต๊ะพนักงานคลังสินค้าไปยังสินค้ากลุ่ม A, B และ C มีระยะจากใกล้ไปถึงไกลตามลำดับ โดยเปลี่ยนเฉพาะตำแหน่งของสินค้าที่นำมาวาง ไม่ได้เปลี่ยนขนาดพื้นที่ที่ใช้สำหรับการวางสินค้า

4.4 ดำเนินการวางสินค้าตามผังคลังสินค้าใหม่ ปฏิบัติการจัดสินค้าแบบเดิมเป็นเวลา 1 สัปดาห์ จับเวลารวมในการค้นหาสินค้าต่อคำสั่งซื้อ จำนวน 20 ครั้ง นำมาหาค่าเฉลี่ย แล้วเปรียบเวลาในการค้นหาสินค้าและผังการวางสินค้า ระหว่างก่อนปรับปรุงและหลังปรับปรุง

สรุปผลการวิจัย

1 ศึกษาสภาพและขั้นตอนการดำเนินงานเดิมในการหาสินค้า (แบบเดิม)

จากการศึกษาขนาดคลังสินค้าและผังการวางสินค้า พบว่า คลังสินค้าที่ 3 มีขนาดความกว้าง 8 เมตร ยาว 13.5 เมตร ในคลังแบ่งเป็น 9 โซน แต่ละโซนมีพื้นที่ยาว 1 เมตร กว้าง 1 เมตร มีทางเดินระหว่างโซนกว้าง 1 เมตร เดิมแต่ละโซนวางสินค้าเรียงตามลำดับพยัญชนะของชื่อเรื่องหนังสือ เวลาเฉลี่ยในการค้นหาสินค้า ก่อนการปรับปรุงมีค่าเท่ากับ 8.99 นาที

ในด้านกระบวนการจัดการคำสั่งซื้อ มีขั้นตอนการปฏิบัติ ดังนี้

1.1 รับคำสั่งซื้อจากลูกค้า

- พนักงานขายรับคำสั่งซื้อจากลูกค้า จัดทำเอกสารใบสั่งสินค้าและอินวอยซ์ ตรวจสอบคำสั่งซื้อของลูกค้า
- พนักงานขายพิมพ์เอกสารใบสั่งสินค้าส่งให้พนักงานคลังสินค้า

1.2 การค้นหาหนังสือ

- พนักงานคลังสินค้าตรวจสอบระดับสินค้าคงคลังในระบบสารสนเทศ
- พนักงานคลังสินค้าค้นหาตำแหน่งที่ตั้งการวางเก็บสินค้าจริง โดยอาศัยความชำนาญจากประสบการณ์ส่วนตัวของพนักงาน

1.3 การตรวจสอบความถูกต้อง

- พนักงานคลังสินค้านำสินค้าที่ได้จากค้นหา ไปวางที่จุดพักสินค้าที่สั่งซื้อ โต๊ะพนักงานเพื่อ
- พนักงานคลังสินค้าทำการตรวจสอบความถูกต้องของรายการสินค้าและจำนวนของสินค้าตามคำสั่งซื้ออีกครั้ง

2 ศึกษามูลค่า และจำนวนรายการสินค้าในรอบ 4 สัปดาห์ เพื่อวิเคราะห์และจำแนกสินค้าแบบ ABC

ผู้วิจัยศึกษารายการ จำนวน และมูลค่าของสินค้าคงคลังในรอบ 4 สัปดาห์ ระหว่างวันที่ 3 – 29 ตุลาคม 2565 โดยขอข้อมูลรายการและจำนวนสินค้าที่ขายได้ในรอบ 4 สัปดาห์ จากพนักงานฝ่ายขาย นำมาคูณราคาสินค้าต่อหน่วย เพื่อหามูลค่าสินค้าแต่ละรายการและมูลค่าสินค้ารวม ซึ่งมีจำนวนรายการสินค้าทั้งสิ้น 23 รายการ หลังจากนั้นนำมาคำนวณหาค่าร้อยละ (%) และร้อยละสะสม (cumulative percentage) ของมูลค่าสินค้า โดยวิธีการหาร้อยละของมูลค่าสินค้า หาจากนำมูลค่าของสินค้าแต่ละรายการ มาหารด้วยมูลค่าของสินค้ารวมทั้งหมด แล้วคูณด้วย 100 ส่วนวิธีการหาร้อยละสะสมของมูลค่าสินค้า หาจากร้อยละของมูลค่าสินค้ารายการนั้นๆ บวกกับร้อยละสะสมของมูลค่าสินค้ารายการก่อนหน้า

ตารางที่ 1 ข้อมูลจำนวนและมูลค่าสินค้าในคลังสินค้าที่ 3 (ก่อนการปรับปรุง)

ลำดับที่	ชื่อสินค้า	จำนวน (เล่ม)	มูลค่าของสินค้า (บาท)	%ของมูลค่าสินค้า	%สะสมของมูลค่าสินค้า
1	RADIATION HOYSE เล่ม1-เล่ม8	15,396	1,253,315	17.39%	17.39%
2	sak amoto day เล่ม1	5,998	569,810	7.91%	25.30%
3	หยุดเถอะครับคุณทาคามิเนะ เล่ม1-เล่ม4	5,714	514,260	7.14%	32.43%
4	โครตเซียนโรงเรียนพนัน TWIN เล่ม1-เล่ม10	4,611	368,865	5.12%	37.55%
5	จะคนไหนก็แฟนสาว เล่ม4	4,012	361,080	5.01%	42.56%
6	รักอลวนคนสลับบ้าน เล่ม1-เล่ม6	4,010	356,400	4.95%	47.51%
7	ขบวนการกำมะลอ เล่ม02	4,000	338,400	4.70%	52.20%
8	รุ่นน้องตัวป่วนอยากชวนเที่ยวเล่น เล่ม1-เล่ม3	3,960	324,090	4.50%	56.70%
9	สะดุดรักยัยแฟนเช่า เล่ม21 (พิเศษ)	3,760	324,090	4.50%	61.20%
10	สารภาพรักกับคุณคางุยะซะดีๆ เล่ม20	3,601	320,800	4.45%	65.65%
11	โฉมงามพูดไม่เก่ง เล่ม1	3,601	320,000	4.44%	70.09%
12	เกล็ดแห่งเทพเจ้า เล่ม1-เล่ม2	3,467	312,030	4.33%	74.42%
13	สาวลืมแว่นแสนวุ้นละมุนรัก เล่ม1	3,006	270,540	3.75%	78.17%
14	โครตเซียนโรงเรียนพนัน MUDARI เล่ม1-เล่ม4	2,999	246,225	3.42%	81.59%
15	คุณวายร้ายกับวันหยุดสบาย เล่ม1	2,507	225,630	3.13%	84.72%
16	คุณชิกิโมริไม่น่ารัก เล่ม5	2,504	225,360	3.13%	87.85%
17	มันผิดหรือไงถ้าใจจะพบรัก ภาค2 เล่ม1	2,172	195,480	2.71%	90.56%
18	final fantasy เล่มที่5	2,019	181,170	2.51%	93.07%
19	Fate Grand Oder turs realta เล่ม7	2,013	161,520	2.24%	95.31%
20	จักกรกลทัณสังหาร เล่มที่11	1,519	121,520	1.69%	97.00%
21	ถักทอฝันสู่รันเวย์ เล่ม13	1,510	120,800	1.68%	98.68%
22	2.5มิติ ริริสะเล่ม10	560	50,400	0.70%	99.38%
23	เกมรักวัดใจ เล่ม1	500	45,000	0.62%	100.00%
รวม		83,439	7,206,785		

2.1 ผลการศึกษาการแบ่งประเภทรายการสินค้าประเภท A

ผู้วิจัยศึกษาค่าร้อยละ (%) และร้อยละสะสม (cumulative percentage) ของมูลค่าสินค้าทั้งหมด นำมาแบ่งประเภทสินค้า จะมีสัดส่วนปริมาณสินค้าคิดเป็น 15% ของปริมาณสินค้าคงคลังทั้งหมด แต่มีมูลค่าสูงคิดเป็น 70-80% ของมูลค่าสินค้าคงคลังทั้งหมดโดยเลือกช่วงที่เหมาะสมที่ที่ 75% มาเป็นขอบเขตของร้อยละสะสมของสินค้าประเภท A

ตารางที่ 2 ร้อยละและร้อยละสะสมของมูลค่าสินค้าของรายการสินค้าประเภท A

ลำดับที่	ชื่อสินค้า	%ของมูลค่าสินค้า	%สะสมของมูลค่าสินค้า	กลุ่มสินค้าคงคลัง
1	RADIATION HOYSE เล่ม1-เล่ม8	17.39%	17.39%	A
2	sak amoto day เล่ม1	7.91%	25.30%	A
3	หยุดเถอะครับคุณทาคามิเนะ เล่ม1-เล่ม4	7.14%	32.43%	A
4	โครตเซียนโรงเรียนพนัน TWIN เล่ม1-เล่ม10	5.12%	37.55%	A
5	จะคนไหนก็แฟนสาว เล่ม4	5.01%	42.56%	A
6	รักอลวนคนสลับบ้าน เล่ม1-เล่ม6	4.95%	47.51%	A
7	ขบวนการกำมะลอ เล่ม02	4.70%	52.20%	A
8	รุ่นน้องตัวป่วนอยากชวนเที่ยวเล่น เล่ม1-เล่ม3	4.50%	56.70%	A
9	สะดุดรักยัยแฟนเช่า เล่ม21 (พิเศษ)	4.50%	61.20%	A
10	สารภาพรักกับคุณคางุยะซะดีๆ เล่ม20	4.45%	65.65%	A
11	โฉมงามพูดไม่เก่ง เล่ม1	4.44%	70.09%	A
12	เกล็ดแห่งเทพเจ้า เล่ม1-เล่ม2	4.33%	74.42%	A
รวม		74.42%		

2.2 ผลการศึกษาการแบ่งประเภทรายการสินค้าประเภท B

ผู้วิจัยศึกษาค่าร้อยละ (%) และร้อยละสะสม (cumulative percentage) ของมูลค่าสินค้า นำมาแบ่งประเภทสินค้า จะมีสัดส่วนปริมาณสินค้าคิดเป็น 30% ของปริมาณสินค้าคงคลังทั้งหมด แต่มีมูลค่าคิดเป็น 15-25% ของมูลค่าสินค้าคงคลังทั้งหมดโดยเลือกช่วงที่เหมาะสมที่ 21% มาเป็นประเภท B

ตารางที่ 3 ร้อยละและร้อยละสะสมของมูลค่าสินค้าของรายการสินค้าประเภท B

ลำดับที่	ชื่อสินค้า	%ของมูลค่าสินค้า	%สะสมของมูลค่าสินค้า	กลุ่มสินค้าคงคลัง
1	สาวลืมแว่นแสนวุ้นละมุนรัก เล่ม1	3.75%	3.75%	B
2	โครตเซียนโรงเรียนพนัน MUDARI เล่ม1-เล่ม4	3.42%	7.17%	B
3	คุณวายร้ายกับวันหยุดสบาย เล่ม1	3.13%	10.30%	B
4	คุณชิกิโมริไม่น่ารัก เล่ม5	3.13%	13.43%	B
5	มันผิดหรือไงถ้าใจจะพบรัก ภาค2 เล่ม1	2.71%	16.14%	B
6	final fantasy เล่มที่5	2.51%	18.65%	B
7	Fate Grand Oder turs realta เล่ม7	2.24%	20.90%	B
รวม		20.90%		

2.3 ผลการศึกษาการแบ่งประเภทรายการสินค้าประเภท C

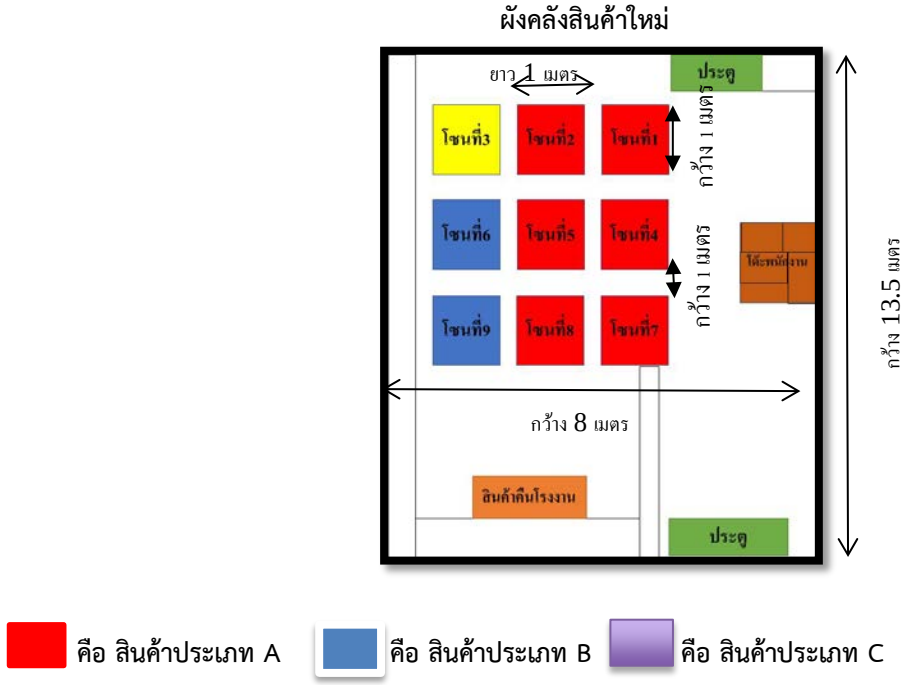
ผู้วิจัยศึกษาค่าร้อยละ (%) และร้อยละสะสม (cumulative percentage) ของมูลค่าสินค้า นำมาแบ่งประเภทสินค้า จะมีสัดส่วนปริมาณสินค้าคิดเป็น 55% ของปริมาณสินค้าคงคลังทั้งหมด แต่มีมูลค่าคิดเป็น 5% ของมูลค่าสินค้าคงคลังทั้งหมด โดยเลือกช่วงที่เหมาะสมที่ 5% มาเป็นประเภท C

ตารางที่ 4 ค่าร้อยละและร้อยละสะสมของมูลค่าสินค้าของรายการสินค้าประเภท C

ลำดับที่	ชื่อสินค้า	%ของมูลค่าสินค้า	%สะสมของมูลค่าสินค้า	กลุ่มสินค้าคงคลัง
1	จักกรกลทัณสังหาร เล่มที่11	1.69%	1.69%	C
2	ถักทอฝันสู่รันเวย์ เล่ม13	1.68%	3.36%	C
3	2.5มิติ ริริสะเล่ม10	0.70%	4.06%	C
4	เกมรักวัดใจ เล่ม1	0.62%	4.69%	C
รวม		**4.69 %**		

จำนวน 83,439 เล่ม มาหารด้วย9โซน หลังจากแบ่งประเภทสินค้าตามแบบ ABC แล้วพบว่า จำนวนสินค้าประเภท A มี 12 รายการ คิดเป็นจำนวน 62,130 เล่ม ประเภท B มี 7 รายการ คิดเป็นจำนวน 17,220 เล่ม ประเภท C มี 4 รายการ คิดเป็นจำนวน 4,089 เล่ม พื้นที่ในการวางสินค้ามีทั้งหมด 9 โซน เฉลี่ยโซนละ 9,271 เล่ม จึงควรแบ่งโซนการวางสินค้าโดยประมาณในเบื้องต้นเป็นประเภท A จำนวน 6 โซน ประเภท B จำนวน 2 โซน และประเภท C จำนวน 1 โซน

3 ปรับปรุงการวางผังสินค้า โดยใช้ประเภทสินค้าแบบ ABC

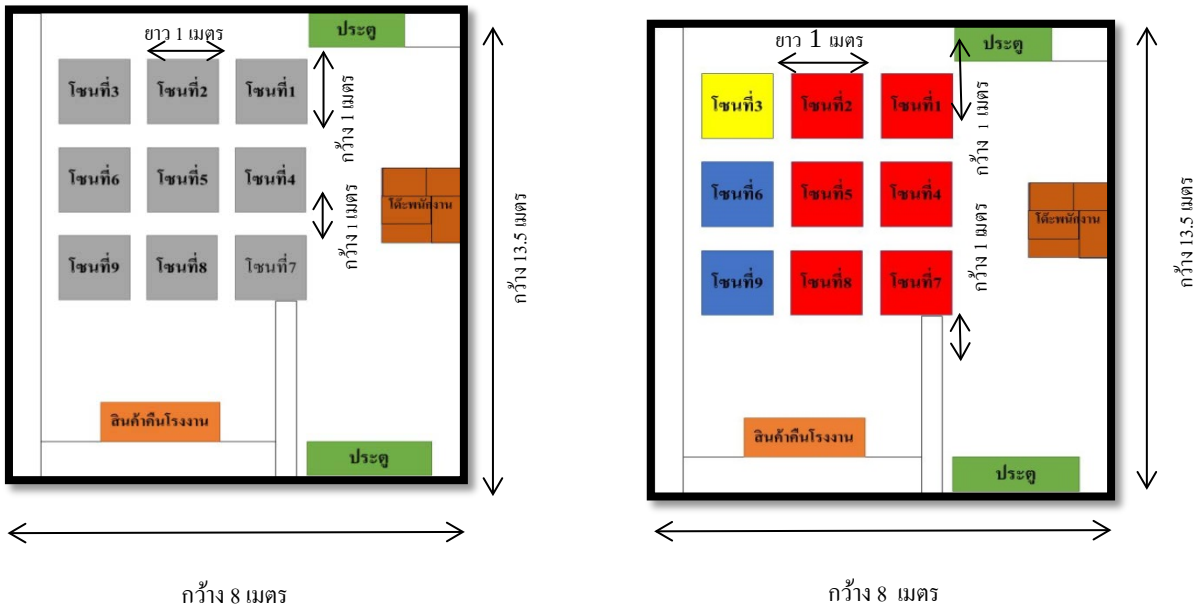


ภาพที่ 1 : แสดงลักษณะของคลังสินค้าร้านมีนาโกะ (หลังปรับปรุง)

4 นำไปทดลองปฏิบัติและเปรียบเวลาในการค้นหาสินค้าและผังการวางสินค้า

4.1 ผลการเปรียบเทียบผังคลังสินค้าก่อนและหลังการปรับปรุง

ผังคลังสินค้าก่อนปรับปรุง **ผังคลังสินค้าหลังปรับปรุง**



ภาพที่ 2: แสดงการเปรียบเทียบผังคลังสินค้าก่อนและหลังปรับปรุง

4.2 การเปรียบเทียบเวลาเฉลี่ยในการค้นหาสินค้าต่อรายการสินค้าระหว่างก่อนและหลังการปรับปรุงผัง

ด้านเวลาเฉลี่ยในการค้นหาสินค้า ก่อนการปรับปรุงมีค่าเท่ากับ 8.99 นาที และหลังการปรับปรุงใช้เวลาในการค้นหาสินค้าเท่ากับ 6.69 นาที ลดลง 2.30 นาที และด้านผังคลังสินค้าสามารถทำให้พนักงานหาสินค้าได้เร็วขึ้นและลดความเมื่อยล้าในการทำงานลง

อภิปรายผลการวิจัย

ผลจากการวิจัยได้ทำการศึกษาเรื่อง การปรับปรุงคลังสินค้าโดยใช้การจำแนกสินค้าแบบ ABC ของร้านมีนาโกะ สามารถอภิปรายผลการวิจัยได้ดังนี้

1. ผลจากการวิจัยเรื่อง การปรับปรุงคลังสินค้าโดยใช้การจำแนกสินค้าแบบ ABC ของร้านมีนาโกะ คลังสินค้ามีการจัดเก็บการจัดวางสินค้าปนกันไม่มีการแยกประเภทสินค้าที่ชัดเจนยากต่อการหยิบทำให้เกิดปัญหาในการค้นหาสินค้าล่าช้าและไม่มีระบบในการบริหารการจัดเก็บสินค้า ผู้วิจัยจึงทำการปรับปรุงแก้ไขโดยใช้หลักการจำแนกสินค้าแบบ ABC แล้วนำมาปรับปรุงผังการจัดวางสินค้า ซึ่งสอดคล้องกับผลงานวิจัยของลักขณา ชัยพัฒนานนท์ (2552) กล่าวว่า การแบ่งประเภทสินค้าคงคลังตามฐานกิจกรรม (ABC Analysis) เป็นวิธีการแบ่งประเภทของสินค้าคงคลังออกเป็น 3 กลุ่มหลักโดยประยุกต์มาจากหลักการของพาเรโตที่มุ่งเน้นให้ความสำคัญกับกลุ่มสินค้าจำนวนสินค้าน้อยที่มีมูลค่ามาก มากกว่ากลุ่มสินค้าจำนวนสินค้ามากที่มีมูลค่าน้อย

2. ผลการปฏิบัติงานหลังการปรับปรุงการวางผังสินค้าตามหลักการแบ่งประเภทสินค้าแบบ ABC มาเป็นเกณฑ์ในการจัดเก็บและจัดวางสินค้าภายในคลังสินค้า พบว่า การปรับปรุงระบบการจัดเก็บสินค้าแบบใหม่ ทำให้สินค้ามีการจัดเก็บอย่างเป็นระเบียบ ดังนี้ 1) สินค้าที่จัดเก็บในโซน A จะเป็นสินค้ากลุ่ม A มีอยู่ 12 รายการ โดยกำหนดตำแหน่งให้อยู่ใกล้กับประตูทางเข้าออกเพื่อความสะดวกในการจัดเก็บและหยิบสินค้า 2) สินค้ากลุ่ม B มีอยู่ 7 รายการ โดยกำหนดตำแหน่งให้อยู่ใกล้กับประตูทางเข้าออกถัดจากสินค้าโซน A เพื่อความสะดวกในการจัดเก็บและหยิบสินค้า 3) สินค้ากลุ่ม C มีอยู่ 4 รายการโดยกำหนดตำแหน่งให้อยู่ห่างจากประตูทางเข้าออกถัดจากสินค้าโซน B ซึ่งเป็นจุดที่ห่างจากประตูเข้าออกมากที่สุด สอดคล้องกับคำนาย อภิปรัชญาสกุล (2553) ที่กล่าวว่าการกำหนดตำแหน่งสินค้าไว้ว่า เกณฑ์พิจารณาในการกำหนดตำแหน่งของสินค้าประเภทต่าง ๆ ในแผนผังพื้นที่เก็บรักษานั้น อาศัยหลักการพื้นฐานเกี่ยวกับปัจจัยพิจารณาในการวางแผนและแบบต่าง ๆ ของการเก็บรักษา

3. ผลการปฏิบัติงานหลังจากการปรับปรุงการวางผังสินค้า ช่วยลดเวลาในการค้นหาสินค้า จากก่อนปรับปรุงซึ่งใช้เวลาในการค้นหาสินค้าก่อนการปรับปรุงเฉลี่ยอยู่ที่ 8.99 นาที ต่อรายการ และหลังการปรับปรุงใช้เวลาในการค้นหาสินค้าเฉลี่ยอยู่ที่ 6.69 นาทีต่อรายการ ซึ่งเฉลี่ยเวลาที่ลดลงอยู่ที่ประมาณ 2.30 นาทีต่อรายการ อาจเป็นเพราะผังคลังสินค้าเป็นระยะทางในแนวราบอย่างเดียว และมีการแบ่งสัดส่วนที่ชัดเจน

ข้อเสนอแนะ

1. ข้อเสนอแนะเพื่อการนำผลการวิจัยไปใช้งาน

1.1 การควบคุมสินค้าคงคลัง ผู้ประกอบการควรให้ความสนใจในการควบคุมสินค้าคงคลังประเภท A มากที่สุด เนื่องจากเป็นสินค้าที่มีมูลค่าสูง ตลอดจนควรตรวจสอบยอดตามรายการกับยอดตรวจนับจริงอย่างสม่ำเสมอ

1.2 กำหนดนโยบายการบริหารสินค้าคงคลังอย่างเป็นรูปธรรม รวมถึงการควบคุมให้เกิดการปฏิบัติตามนโยบายอย่างต่อเนื่อง ซึ่งจะช่วยให้การจัดการคลังสินค้ามีประสิทธิภาพมากขึ้น รวมทั้งตรวจสอบรายการสินค้าที่เป็นกลุ่ม A, B และ C เป็นระยะ ๆ อย่างต่อเนื่อง เนื่องจากหนังสือเป็นสินค้าที่ขึ้นกับความนิยม เมื่อระดับความนิยมเปลี่ยนไป รายการและจำนวนสินค้าที่ขายดีก็จะเปลี่ยนตามไปด้วยเสมอ

2. ข้อเสนอแนะสำหรับงานวิจัยในครั้งต่อไป

ควรศึกษาการใช้เทคนิคการปรับปรุงคลังสินค้าอื่น ๆ เช่น การออกแบบผังโรงงานอย่างเป็นระบบ (Systematic Layout Planning: SLP) หรือแผนภูมิความสัมพันธ์ระหว่างกิจกรรม (Activity Relation Chart หรือ REL Chart) เป็นต้น เพื่อเพิ่มประสิทธิภาพการใช้พื้นที่คลังสินค้าจากการวางผังให้มากยิ่งขึ้น

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SCI-016

การศึกษารูปแบบการเรียงตัวของครีบต่ออัตราการถ่ายเทความร้อนของครีบแท่งทรงสี่เหลี่ยม

Study on Fins Arrangement Patterns on Heat Transfer Rate of Rectangular Pin Fins

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลของรูปแบบการเรียงตัวของครีบที่มีต่ออัตราการถ่ายเทความร้อนของครีบ และศึกษาการใช้งานโปรแกรมคำนวณทางพลศาสตร์ของไหล (CFD) สำหรับการไหลของอากาศผ่านครีบ โดยใช้รูปแบบการเรียงตัวของครีบแท่งทรงสี่เหลี่ยม 3 รูปแบบ มีอุณหภูมิฐานครีบ 50 องศาเซลเซียส และความเร็วอากาศเฉลี่ยก่อนผ่านครีบ 1.5 เมตรต่อวินาที ผลการทดลองพบว่า รูปแบบการเรียงตัวของครีบมีผลต่ออัตราการถ่ายเทความร้อนของครีบแท่งทรงสี่เหลี่ยม โดยการเรียงตัวของครีบรูปแบบที่ 1 มีค่าอัตราการถ่ายเทความร้อนของครีบน้อยที่สุด ส่วนการเรียงตัวของครีบรูปแบบที่ 3 มีค่าอัตราการถ่ายเทความร้อนของครีบมากที่สุด ผลจากโปรแกรม CFD พบว่า เมื่ออากาศไหลผ่านครีบแท่งทรงสี่เหลี่ยมแล้วสามารถเห็นการกระจายอุณหภูมิของครีบได้อย่างชัดเจน

คำสำคัญ: การถ่ายเทความร้อน, ครีบแท่งทรงสี่เหลี่ยม, รูปแบบการเรียงตัวของครีบ

Abstract

The purposes of this research were to study the effect of fins arrangement patterns on the heat transfer rate of the fins and to study the use of a computational fluid dynamics (CFD) program for airflow through the fins. Three arrangement patterns of rectangular pin fins were used, with a fin base temperature of 50°C and an average air velocity before passing through the fins of 1.5 m/s. The experimental results found that the fin arrangement patterns affect the heat transfer rate of the rectangular pin fins. The arrangement pattern 1 of the fins had the lowest heat transfer rate of the fins. The arrangement pattern 3 of the fins had the highest heat transfer rate of the fins. Results from the CFD program showed that when the air flowed through the rectangular pin fins, the temperature distribution of the fins could be seen.

Keywords: Heat transfer, Rectangular pin fins, Fins arrangement

บทนำ

ในปัจจุบัน พลังงานความร้อนมีความสำคัญต่อชีวิตมนุษย์ การเพิ่มขึ้นของประชากรโลกทำให้ความต้องการใช้พลังงานเพิ่มขึ้นอย่างรวดเร็ว โดยความต้องการใช้พลังงานที่เพิ่มขึ้นนี้ไม่สอดคล้องกับเชื้อเพลิงฟอสซิลที่ใช้ในการผลิตพลังงาน (น้ำมัน และถ่านหิน) ที่มีราคาแพง และมีปริมาณน้อยลง ดังนั้นจึงมีการนำพลังงานจากแหล่งอื่น ๆ มาใช้ทดแทน และมีการอนุรักษ์พลังงานโดยการผลิตและการใช้พลังงานอย่างมีประสิทธิภาพและประหยัด

กระบวนการถ่ายเทความร้อนนับว่ามีความสำคัญอย่างยิ่งในงานวิศวกรรม โดยเฉพาะวิศวกรเครื่องกลต้องเผชิญกับปัญหาการถ่ายเทความร้อนมากที่สุด เพราะต้องเกี่ยวข้องกับการใช้ความร้อนในการผลิตพลังงานของเครื่องจักรกลต่าง ๆ การพา

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[3] นักศึกษา สาขาวิชาวิศวกรรมเครื่องกล คณะวิศวกรรมศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลล้านนา ตาก
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[5] สาขาวิชาการออกแบบ คณะสถาปัตยกรรมศาสตร์ มหาวิทยาลัยขอนแก่น

ความร้อนโดยใช้อากาศเป็นขบวนการหนึ่งของการถ่ายเทความร้อน ซึ่งมีความสำคัญในงานวิศวกรรมและการดำรงชีวิตของมนุษย์ เช่น เครื่องจักร รถยนต์ ตู้เย็น คอมพิวเตอร์ และเครื่องปรับอากาศ เป็นต้น ซึ่งต้องอาศัยขบวนการถ่ายเทความร้อนด้วยการพาทั้งสิ้น วิศวกรได้มีการคิดค้นหาวิธีการต่างๆ มาใช้พัฒนาขบวนการให้มีประสิทธิภาพสูงสุด แต่ก็จะประสบกับปัญหาอันมีสาเหตุมาจากขีดจำกัดในการเพิ่มสัมประสิทธิ์ของการพาความร้อน และการที่มีพื้นที่จำกัดของอุปกรณ์แลกเปลี่ยนความร้อน จึงได้ค้นหาวิธีที่จะเพิ่มอัตราการเคลื่อนที่ของความร้อนก็คือ การติดโลหะแผ่นบางๆ เข้ากับผิวโลหะเดิมเพื่อเพิ่มพื้นที่ซึ่งเรียกว่า ครีบ (Fins) การออกแบบรูปทรงของครีบมีความสำคัญเพราะการออกแบบที่ดีทำให้การถ่ายเทความร้อนมีประสิทธิภาพ รูปทรงของครีบมีหลายแบบ เช่น ทรงกรวย ทรงกระบอก ทรงสามเหลี่ยม และทรงสี่เหลี่ยม ทั้งนี้ครีบแท่งทรงสี่เหลี่ยมมีความน่าสนใจ เนื่องจากเป็นครีบที่มีระบายความร้อนได้ดี เนื่องจากสามารถให้พื้นที่ผิวได้มาก มีขนาดเล็กใช้พื้นติดตั้งน้อย และมีการไหลวนของอากาศได้ดี ทำให้การถ่ายเทความร้อนมีประสิทธิภาพสูง นอกจากนี้ครีบแท่งทรงสี่เหลี่ยมมีประสิทธิภาพทางความร้อนมากกว่าครีบแท่งทรงกระบอกและครีบแผ่นทรงสี่เหลี่ยม (อมร วิสิทธิวงศ์, 2548)

งานวิจัยที่เกี่ยวข้องกับครีบแท่งทรงสี่เหลี่ยม ได้แก่ สุทธิชัย กัดมั่น และคณะ (2563) ได้ศึกษาผลของความเร็วเฉลี่ยของอากาศก่อนผ่านครีบต่อการเปลี่ยนแปลงอุณหภูมิเฉลี่ยของผิวครีบและอัตราการถ่ายเทความร้อนของครีบแท่งทรงสี่เหลี่ยม โดยควบคุมอุณหภูมิฐานครีบ 70 องศาเซลเซียส และความเร็วอากาศเฉลี่ยก่อนผ่านครีบ 1 1.5 และ 2 เมตรต่อวินาที โดยใช้พัดลมแบบหมุนเหวี่ยงเป่าลมเข้าสู่เครื่องทดสอบอัตราการถ่ายเทความร้อนของครีบ โดยใช้อุโมงค์ลมแบบสี่เหลี่ยมมีขนาด 0.15x0.15x1 เมตร มีชุดครีบแท่งอลูมิเนียมทรงสี่เหลี่ยมจำนวน 16 แท่ง (ครีบแต่ละแท่งมีขนาดพื้นที่หน้าตัด 1.5x1.5 เซนติเมตร และความยาว 6.7 เซนติเมตร) ซึ่งมีการเรียงตัวของครีบแบบเรียงแนวเดียวกัน และควบคุมอุณหภูมิฐานครีบที่ 70 องศาเซลเซียส ผลการทดลองพบว่า ความเร็วเฉลี่ยของอากาศก่อนผ่านครีบ 2 เมตรต่อวินาที ทำให้ผิวครีบมีอุณหภูมิเฉลี่ยต่ำกว่าความเร็วเฉลี่ยของอากาศก่อนผ่านครีบ 1.5 และ 1 เมตรต่อวินาที ตามลำดับ และพบว่า อัตราการถ่ายเทความร้อนของครีบมีค่าเพิ่มขึ้นเมื่อความเร็วเฉลี่ยของอากาศก่อนผ่านครีบสูงขึ้น นอกจากนี้ สิริศักดิ์ วิทยัน และคณะ (2563) ได้ทดลองต่อจากสุทธิชัย กัดมั่น และคณะ (2563) โดยศึกษาผลของอุณหภูมิฐานครีบต่อการเปลี่ยนแปลงอุณหภูมิเฉลี่ยของผิวครีบและอัตราการถ่ายเทความร้อนของครีบแท่งทรงสี่เหลี่ยม โดยใช้อุณหภูมิฐานครีบ 50 70 และ 90 องศาเซลเซียส และความเร็วอากาศเฉลี่ยก่อนผ่านครีบ 1.5 เมตรต่อวินาที ผลการทดลองพบว่า อุณหภูมิฐานครีบ 90 องศาเซลเซียส ทำให้ผิวครีบมีอุณหภูมิเฉลี่ยสูงกว่าอุณหภูมิฐานครีบ 70 และ 50 องศาเซลเซียส ตามลำดับ และพบว่า อัตราการถ่ายเทความร้อนของครีบมีค่าเพิ่มขึ้นเมื่ออุณหภูมิฐานครีบสูงขึ้น จากงานวิจัยทั้งสองข้างต้นพบว่า ครีบแท่งทรงสี่เหลี่ยมยังมีตัวแปรบางตัวที่ต้องการศึกษาเพิ่มเติม ได้แก่ รูปแบบการเรียงตัวของครีบที่มีต่ออัตราการถ่ายเทความร้อนของครีบ

วัตถุประสงค์ของการวิจัย

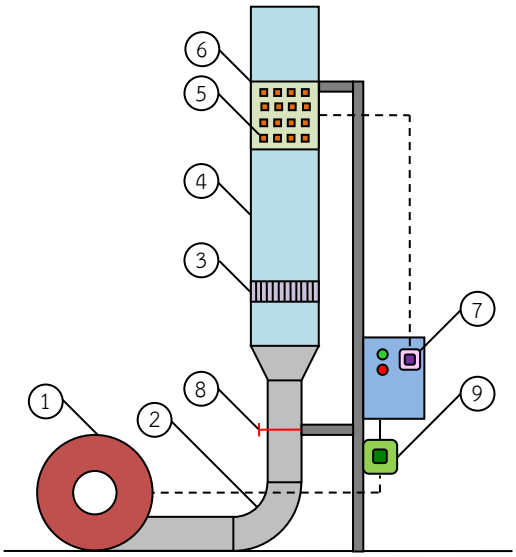
1. เพื่อศึกษาผลของรูปแบบการเรียงตัวของครีบที่มีต่ออัตราการถ่ายเทความร้อนของครีบ
2. เพื่อศึกษาการใช้งานโปรแกรมคำนวณทางพลศาสตร์ของไหล (CFD) สำหรับการไหลของอากาศผ่านครีบแท่งทรงสี่เหลี่ยม

วิธีการดำเนินการวิจัย

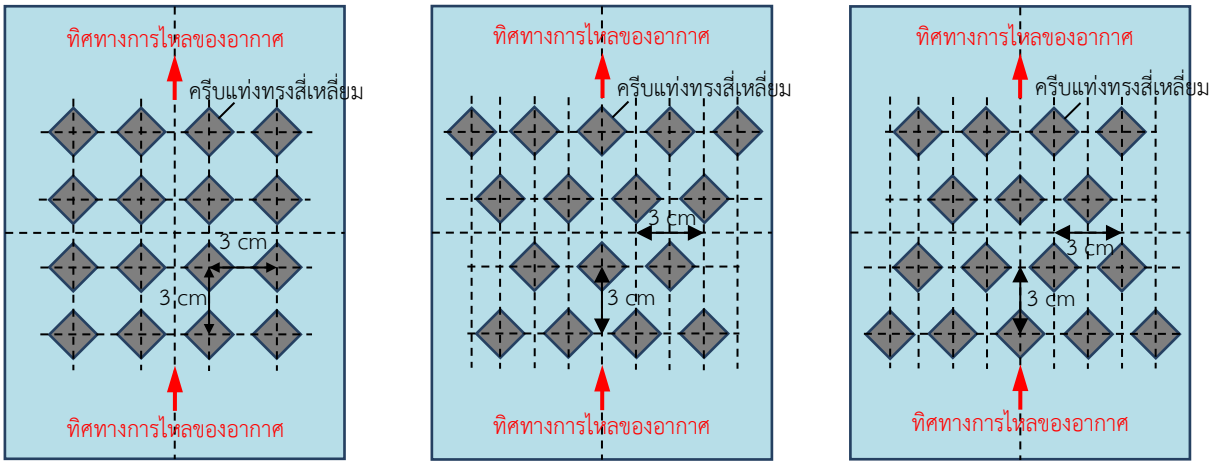
1. อุปกรณ์ที่ใช้ในการทดลอง

1.1 เครื่องทดสอบอัตราการถ่ายเทความร้อนของครีบแบบอุโมงค์ลม

เครื่องทดสอบอัตราการถ่ายเทความร้อนของครีบแบบอุโมงค์ลมแสดงดังรูปที่ 1 หลักการทำงานของเครื่องนี้เริ่มจากพัดลมชนิดแรงเหวี่ยงโค้งหน้าซึ่งขับเคลื่อนด้วยมอเตอร์ยี่ห้อ Mitsubishi รุ่น Super line (SCL-KR) ขนาด 1.5 กิโลวัตต์ (หมายเลข 1) เป่าอากาศเข้าสู่ท่อลมสังกะสีขนาดเส้นผ่านศูนย์กลาง 4 นิ้ว (หมายเลข 2) และชุดเรียงกระแสการไหลของอากาศ (ท่อทำจากอลูมิเนียมจำนวน 225 ท่อ แต่ละท่อมีขนาดเส้นผ่านศูนย์กลาง 1 เซนติเมตร ยาว 5 เซนติเมตร) (หมายเลข 3) แล้วไหลผ่านอุโมงค์ลมสี่เหลี่ยมขนาด 0.15x0.15x1 เมตร (หมายเลข 4) และชุดครีบแท่งอลูมิเนียมทรงสี่เหลี่ยมจำนวน 16 แท่ง (ครีบแต่ละแท่งมีขนาดพื้นที่หน้าตัด 1.5x1.5 เซนติเมตร ยาว 6.7 เซนติเมตร) (หมายเลข 5) มีการเรียงตัวของครีบจำนวน 3 รูปแบบ แสดงดังรูปที่ 2 ฐานครีบถูกให้ความร้อนด้วยตัวทำความร้อนแบบแผ่นขนาด 15x20x2 เซนติเมตร กำลังไฟฟ้า 900 วัตต์ (หมายเลข 6) โดยควบคุมอุณหภูมิฐานครีบที่ 50 องศาเซลเซียส ด้วยเทอร์โมคัปเปิลชนิด K ต่อกับเครื่องควบคุมอุณหภูมิแบบพีไอดียี่ห้อ Toho รุ่น TTM-004-PA (หมายเลข 7) เมื่ออากาศไหลผ่านครีบแล้วจึงไหลออกจากอุโมงค์ลม ทั้งนี้ความเร็วอากาศเฉลี่ยก่อนผ่านครีบที่ระยะ 10 เซนติเมตร ถูกควบคุมไว้ที่ 1.5 เมตรต่อวินาที (วัดความเร็วลมด้วยเครื่องวัดความเร็วลมแบบ Hot wire ยี่ห้อ Testo รุ่น 405-V1) ด้วยวาล์วปีกผีเสื้อขนาดเส้นผ่านศูนย์กลาง 4 นิ้ว (หมายเลข 8) และปริมาณการใช้ไฟฟ้าถูกวัดด้วยมิเตอร์วัดไฟฟ้ายี่ห้อ Dai-ichi (หมายเลข 9)



รูปที่ 1 เครื่องทดสอบอัตราการถ่ายเทความร้อนของครีบแบบอุโมงค์ลม



(ก) รูปแบบที่ 1 (ข) รูปแบบที่ 2 (ค) รูปแบบที่ 3

รูปที่ 2 การเรียงตัวของครีบแท่งสี่เหลี่ยมรูปแบบที่ 1 2 และ 3

2. วิธีการทดลอง

2.1 ประกอบชุดครีบที่ต้องการทดสอบ

2.2 เปิดและปรับชุดควบคุมตัวทำความร้อน (Heater) เพื่อควบคุมอุณหภูมิฐานครีบให้คงที่ที่ 50 องศาเซลเซียส

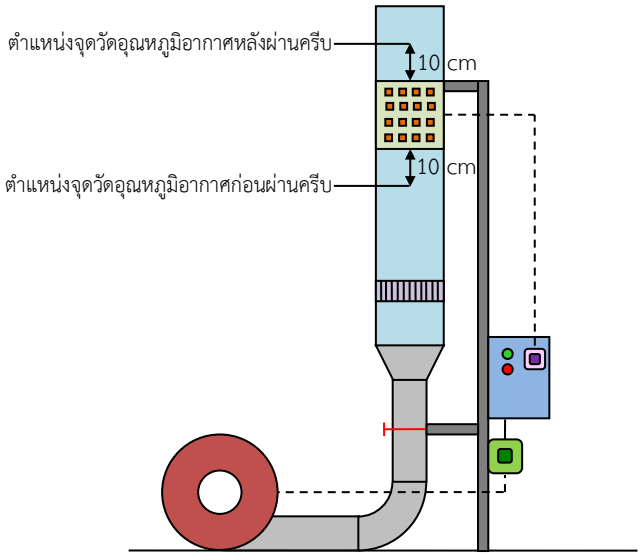
2.3 เปิดพัดลม และปรับวาล์วปีกผีเสื้อเพื่อควบคุมความเร็วของอากาศที่ 1.5 เมตรต่อวินาที

2.4 บันทึกผลการทดลอง (อุณหภูมิอากาศหลังผ่านครีบ) ที่เวลา 10 นาที

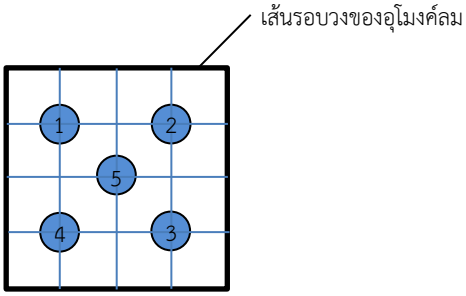
2.5 ทำตามข้อที่ 2.1-2.4 โดยการเปลี่ยนแปลงรูปแบบการเรียงครีบ

2.6 วิเคราะห์ข้อมูลการทดลองโดยหาค่าเฉลี่ย ($\overline{X}$) และค่าส่วนเบี่ยงเบนมาตรฐาน (S.D.)

ตำแหน่งจุดวัดอุณหภูมิอากาศก่อนและหลังผ่านครีบ (มุมมองด้านหน้าเครื่องทดสอบ) แสดงดังรูปที่ 3 โดยอยู่ห่างจากครีบเป็นระยะทาง 10 cm ส่วนตำแหน่งจุดวัดอุณหภูมิอากาศก่อนและหลังผ่านครีบ (มุมมองด้านบนเครื่องทดสอบ) แสดงดังรูปที่ 4 โดยวัด 5 ตำแหน่ง แล้วคำนวณหาอุณหภูมิอากาศเฉลี่ย



รูปที่ 3 ตำแหน่งจุดวัดอุณหภูมิอากาศก่อนและหลังผ่านครีบ (มุมมองด้านหน้าเครื่องทดสอบ)



รูปที่ 4 ตำแหน่งจุดวัดอุณหภูมิอากาศก่อนและหลังผ่านครีบ (มุมมองด้านบนเครื่องทดสอบ)

3. ตัวแปรที่ใช้ในการเก็บข้อมูล

3.1 กลุ่มตัวแปรที่กำหนดให้เปลี่ยนแปลง (ตัวแปรอิสระ) ได้แก่ รูปแบบการเรียงตัวของครีบแท่งสี่เหลี่ยม (รูปแบบที่ 1 2 และ 3)

3.2 กลุ่มตัวแปรตามที่ต้องการวัดค่า (ตัวแปรตาม) ได้แก่ อุณหภูมิอากาศหลังผ่านครีบ และอัตราการถ่ายเทความร้อนของครีบ

4. อัตราการถ่ายเทความร้อนของครีบ

อัตราการถ่ายเทความร้อนของครีบหาได้จากสมการที่ (1) (อนุสรณ์ สุขเกษม, 2550)

$$Q_{fin} = \dot{m}C_{pa}(\overline{T}_{out} - \overline{T}_{in}) \quad (1)$$

เมื่อ Q_{fin} คืออัตราการถ่ายเทความร้อนของครีบ (วัตต์) $\dot{m}$ คืออัตราการไหลของอากาศ (กิโลกรัมต่อวินาที) C_{pa} คือความร้อนจำเพาะของอากาศที่ความดันคงที่ที่อุณหภูมิ $T_a = (\overline{T}_{out} + \overline{T}_{in}) / 2$ (จูลต่อกิโลกรัม·องศาเซลเซียส) $\overline{T}_{out}$ คืออุณหภูมิเฉลี่ยของอากาศหลังผ่านครีบ (องศาเซลเซียส) และ $\overline{T}_{in}$ คืออุณหภูมิเฉลี่ยของอากาศก่อนผ่านครีบ (องศาเซลเซียส)

อัตราการไหลของอากาศหาได้จากสมการที่ (2) (อนุสรณ์ สุขเกษม, 2550)

$$\dot{m} = \rho A u \quad (2)$$

เมื่อ $\dot{m}$ คืออัตราการไหลของอากาศ (กิโลกรัมต่อวินาที) ρ คือความหนาแน่นของอากาศก่อนผ่านครีบ (กิโลกรัมต่อลูกบาศ์กเมตร) A คือพื้นที่หน้าตัดของอุโมงค์ลม (ตารางเมตร) และ u คือความเร็วเฉลี่ยของอากาศก่อนผ่านครีบ (เมตรต่อวินาที)

5. การศึกษาการใช้งานโปรแกรมคำนวณทางพลศาสตร์ของไหล

การศึกษาการใช้งานโปรแกรมคำนวณทางพลศาสตร์ของไหล (CFD) สำหรับการไหลของอากาศผ่านครีบแท่งทรงสี่เหลี่ยมใช้โปรแกรม Solidworks flow simulation 2022 โดยพิจารณาเฉพาะการกระจายอุณหภูมิของครีบ (Temperature profile)

ผลการทดลอง และการวิจารณ์ผล

1. ผลของรูปแบบการเรียงตัวของครีบต่ออัตราการถ่ายเทความร้อน

อุณหภูมิเฉลี่ยของอากาศก่อนและหลังผ่านครีบ ที่เวลา 10 นาที แสดงดังตารางที่ 1 และ 2 ตามลำดับ พบว่า อุณหภูมิเฉลี่ยของอากาศก่อนผ่านครีบมีค่าเท่ากับ 28.33±0.01 องศาเซลเซียส ซึ่งมีค่าค่อนข้างคงที่ เนื่องจากอากาศยังไม่ไหลผ่านครีบ ทำให้ไม่เกิดการถ่ายเทความร้อนจากครีบไปยังอากาศ และพบว่า อุณหภูมิเฉลี่ยของอากาศหลังผ่านครีบมีค่าสูงขึ้น เนื่องจากครีบมีการระบายความร้อน และเกิดการถ่ายเทความร้อนแบบการพาความร้อนจากผิวครีบไปยังอากาศ

รูปแบบการเรียงตัวของครีบมีผลต่ออุณหภูมิเฉลี่ยของอากาศหลังผ่านครีบ โดยการเรียงตัวของครีบรูปแบบที่ 1 มีอุณหภูมิเฉลี่ยของอากาศหลังผ่านครีบต่ำที่สุด เนื่องจากรูปแบบที่ 1 ได้วางครีบแบบเรียงแนวเดียวกัน อากาศจึงไหลผ่านครีบได้อย่างรวดเร็ว ทำให้เกิดการถ่ายเทความร้อนแบบการพาความร้อนจากผิวครีบไปยังอากาศได้ไม่มาก ส่วนการเรียงตัวของครีบรูปแบบที่ 3 มีอุณหภูมิเฉลี่ยของอากาศหลังผ่านครีบสูงที่สุด เนื่องจากรูปแบบที่ 3 ได้วางครีบแบบเรียงสลับกัน อากาศจึงไหลผ่านครีบได้ค่อนข้างช้า ทำให้เกิดการถ่ายเทความร้อนแบบการพาความร้อนจากผิวครีบไปยังอากาศได้เพิ่มขึ้น และรูปแบบที่ 3 ได้วางครีบแถวแรกที่สัมผัสอากาศจำนวน 5 แท่ง ทำให้เกิดการถ่ายเทความร้อนแบบการพาความร้อนจากผิวครีบไปยังอากาศได้ดีกว่ารูปแบบที่ 2 ซึ่งได้วางครีบแถวแรกที่สัมผัสอากาศจำนวน 4 แท่ง

ตารางที่ 1 อุณหภูมิเฉลี่ยของอากาศก่อนผ่านครีบ ($\overline{T}_{in}$) ที่เวลา 10 นาที

รูปแบบการเรียงตัวของครีบ	อุณหภูมิเฉลี่ยของอากาศก่อนผ่านครีบ ($\overline{T}_{in}$) ที่เวลา 10 นาที (องศาเซลเซียส)						
	จุด 1	จุด 2	จุด 3	จุด 4	จุด 5	ค่าเฉลี่ย	S.D.
1	28.4	28.4	28.5	28.2	28.2	28.34	0.13
2	28.2	28.4	28.5	28.2	28.3	28.32	0.13
3	28.4	28.3	28.4	28.3	28.2	28.32	0.08
ค่าเฉลี่ย						28.33±0.01	

ตารางที่ 2 อุณหภูมิเฉลี่ยของอากาศหลังผ่านครีบ ($\overline{T}_{out}$) ที่เวลา 10 นาที

รูปแบบการเรียงตัวของครีบ	อุณหภูมิเฉลี่ยของอากาศหลังผ่านครีบ ($\overline{T}_{out}$) ที่เวลา 10 นาที (องศาเซลเซียส)						
	จุด 1	จุด 2	จุด 3	จุด 4	จุด 5	ค่าเฉลี่ย	S.D.
1	30.7	29.8	31.1	30.9	30.9	30.68	0.51
2	31.6	31.5	31.7	30.8	30.9	31.30	0.42
3	31.5	31.7	32.4	31.4	31.5	31.70	0.41

ข้อมูลที่ใช้ในการคำนวณอัตราการถ่ายเทความร้อนแสดงดังตารางที่ 3 และผลการคำนวณอัตราการถ่ายเทความร้อนแสดงดังตารางที่ 4 ซึ่งพบว่า รูปแบบการเรียงตัวของครีบมีผลต่ออัตราการถ่ายเทความร้อน โดยรูปแบบที่ 1 ได้วางครีบแบบเรียงแนวเดียวกัน อากาศจึงไหลผ่านครีบได้อย่างรวดเร็ว ทำให้อัตราการถ่ายเทความร้อนมีค่าน้อยที่สุด ส่วนรูปแบบที่ 3 ได้วางครีบแบบเรียงสลับกัน อากาศจึงไหลผ่านครีบได้ค่อนข้างช้า ทำให้อัตราการถ่ายเทความร้อนมีค่ามากที่สุด และรูปแบบที่ 3 ได้วางครีบแถวแรกที่สัมผัสอากาศจำนวน 5 แท่ง อัตราการถ่ายเทความร้อนจึงมีค่ามากกว่ารูปแบบที่ 2 ซึ่งได้วางครีบแถวแรกที่สัมผัสกับอากาศจำนวน 4 แท่ง ซึ่งสอดคล้องกับงานวิจัยของ อนุสรณ์ สุขเกษม (2550) ที่พบว่า รูปแบบการเรียงตัวของครีบมีผลต่อการถ่ายเทความร้อน โดยการถ่ายเทความร้อนในส่วนของครีบที่มีลักษณะการเรียงตัวแบบสลับแถวดีกว่าแบบเรียงแถว เนื่องจากครีบที่มีลักษณะการเรียงตัวแบบสลับแถวมีการไหลวนของอากาศ

ตารางที่ 3 ข้อมูลที่ใช้การคำนวณอัตราการถ่ายเทความร้อน

รูปแบบการเรียงตัวของครีบ	ρ	A	u	$\dot{m}$	$T_a = (\overline{T}_{out} + \overline{T}_{in}) / 2$	C_{pa} ที่ T_a
1	1.171	0.0225	1.50	0.03952	29.51	1,006.13
2					29.81	1,006.15
3					30.01	1,006.16

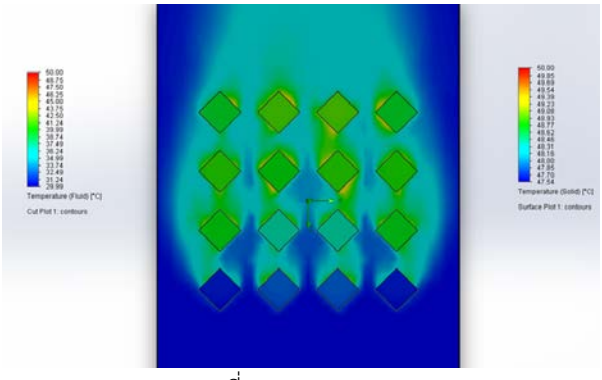
หมายเหตุ ρ คือความหนาแน่นของอากาศก่อนผ่านครีบ (กิโลกรัมต่อลูกบาศ์กเมตร) A คือพื้นที่หน้าตัดของอุโมงค์ลม (ตารางเมตร) u คือความเร็วเฉลี่ยของอากาศก่อนผ่านครีบ (เมตรต่อวินาที) $\dot{m}$ คืออัตราการไหลของอากาศ (กิโลกรัมต่อวินาที) $\overline{T}_{out}$ คืออุณหภูมิเฉลี่ยของอากาศหลังผ่านครีบ (องศาเซลเซียส) $\overline{T}_{in}$ คืออุณหภูมิเฉลี่ยของอากาศก่อนผ่านครีบ (องศาเซลเซียส) และ C_{pa} คือความร้อนจำเพาะของอากาศที่ความดันคงที่ (จูลต่อกิโลกรัม·องศาเซลเซียส)

ตารางที่ 4 ผลการคำนวณอัตราการถ่ายเทความร้อน

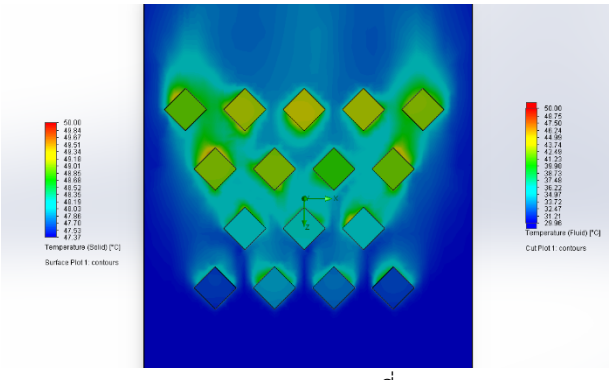
รูปแบบการเรียงตัวของครีบ	อัตราการถ่ายเทความร้อน (วัตต์)
1	93.04
2	118.49
3	134.40

2. การศึกษาการใช้งานโปรแกรมคำนวณทางพลศาสตร์ของไหลสำหรับการไหลของอากาศผ่านครีบแท่งทรงสี่เหลี่ยม

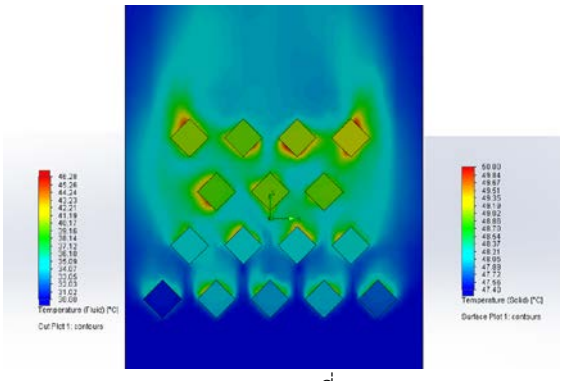
การกระจายอุณหภูมิของครีบที่เวลา 10 นาที เมื่อการเรียงตัวของครีบรูปแบบที่ 1 2 และ 3 แสดงดังรูปที่ 5 และ 6 ซึ่งพบว่า เมื่ออากาศไหลผ่านครีบแท่งทรงสี่เหลี่ยมแล้วสามารถเห็นการกระจายอุณหภูมิของครีบได้อย่างชัดเจน โดยการเรียงตัวของครีบรูปแบบที่ 1 มีอุณหภูมิของครีบต่ำที่สุด ส่งผลให้อุณหภูมิเฉลี่ยของอากาศหลังผ่านครีบน้อยที่สุด ส่วนการเรียงตัวของครีบรูปแบบที่ 3 มีอุณหภูมิของครีบสูงที่สุด ส่งผลให้อุณหภูมิเฉลี่ยของอากาศหลังผ่านครีบมากที่สุด ซึ่งสอดคล้องกับผลการทดลองในหัวข้อที่ 1 (ผลของรูปแบบการเรียงตัวของครีบต่ออัตราการถ่ายเทความร้อน)



(ก) รูปแบบที่ 1

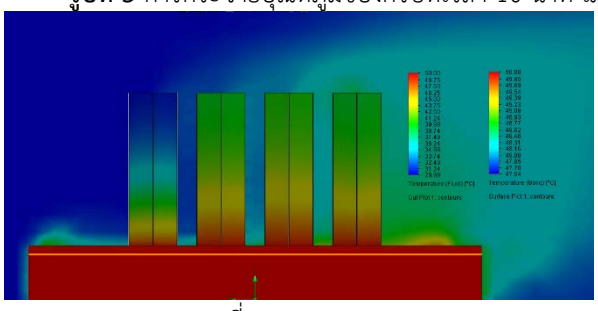


(ข) รูปแบบที่ 2

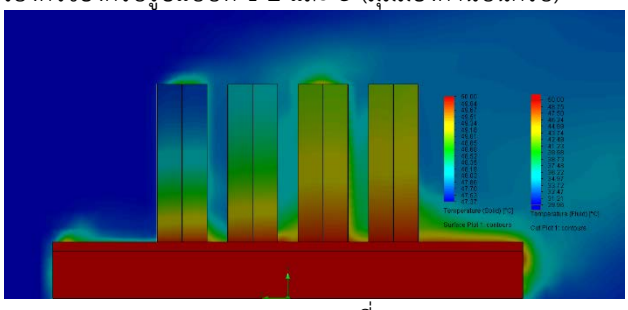


(ค) รูปแบบที่ 3

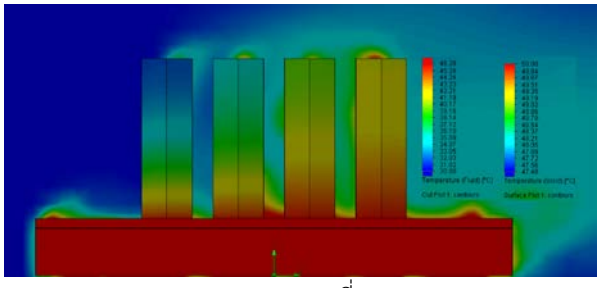
รูปที่ 5 การกระจายอุณหภูมิของครีบที่เวลา 10 นาที เมื่อการเรียงตัวของครีบรูปแบบที่ 1 2 และ 3 (มุมมองด้านบนครีบ)



(ก) รูปแบบที่ 1



(ข) รูปแบบที่ 2



(ค) รูปแบบที่ 3

รูปที่ 6 การกระจายอุณหภูมิของครีบที่เวลา 10 นาที เมื่อการเรียงตัวของครีบรูปแบบที่ 1 2 และ 3 (มุมมองด้านข้างครีบ)

สรุปผลการวิจัย

จากผลการวิจัยพบว่า รูปแบบการเรียงตัวของครีบมีผลต่ออัตราการถ่ายเทความร้อนของครีบแท่งทรงสี่เหลี่ยม โดยการเรียงตัวของครีบรูปแบบที่ 1 มีค่าอัตราการถ่ายเทความร้อนของครีบน้อยที่สุด ส่วนการเรียงตัวของครีบรูปแบบที่ 3 มีค่าอัตราการถ่ายเทความร้อนของครีบมากที่สุด การศึกษาการใช้งานโปรแกรมคำนวณทางพลศาสตร์ของไหล (CFD) พบว่า เมื่ออากาศไหลผ่านครีบแท่งทรงสี่เหลี่ยมแล้วสามารถเห็นการกระจายอุณหภูมิของครีบได้อย่างชัดเจน

ข้อเสนอแนะ

ข้อเสนอแนะสำหรับงานวิจัยครั้งต่อไปควรควบคุมอุณหภูมิฐานครีบให้มีความสม่ำเสมอทั่วทั้งแผ่น เพื่อทำให้ได้การทดลองที่มีความถูกต้องและแม่นยำมากขึ้น และควรศึกษาถึงผลของระดับอุณหภูมิของครีบที่เหมาะสมที่สุดต่อการใช้งานด้านต่าง ๆ

เอกสารอ้างอิง

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SCI-017

การพัฒนาผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้

Development of Almond mixed with Rice Berry Cocoa-Flavored Pudding

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ปิยภรณ์ คล้ายเกิด, (Piyaphon Klaykerd)[3]

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาผลิตภัณฑ์พุดดิ้งดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโก้ โดยการแปรผันอัตราส่วนอัลมอนด์ต่อข้าวไรซ์เบอร์รี่ 2 อัตราส่วนคือ 80:20 และ 50:50 และโกโก้ 2 ระดับ คือ 1 และ 3 กรัม แล้วนำไปทดสอบทางประสาทสัมผัสกับผู้ทดสอบชิมจำนวน 25 คน พบว่า อัตราส่วนของอัลมอนด์ต่อข้าวไรซ์เบอร์รี่ 80:20 และโกโก้ 3 กรัมเป็นสูตรที่ได้คะแนนการยอมรับมากที่สุด แล้วนำสูตรพื้นฐานไปศึกษาชนิดของสารไฮโดรคลอลอยด์ที่เหมาะสมในผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้ โดยการแปรผันอัตราส่วนของสารไฮโดรคอลลอยด์ 3 ชนิด ได้แก่ ผงวุ้น เจลาติน และคาราจีแนน โดยใช้การออกแบบ Mixture Design ซึ่งเป็นแผนการทดลองหาส่วนผสมของสูตรอาหารได้ทั้งหมด 7 สูตร แล้วทดสอบทางประสาทสัมผัสด้านสี กลิ่น รสชาติ เนื้อสัมผัส และความชอบโดยรวม โดยใช้ผู้ทดสอบชิมจำนวน 30 คน พบว่าสูตรที่ได้การยอมรับด้านประสาทสัมผัสมากที่สุดคือ สูตรที่ 7 การทดสอบการเกิดซิเนอรีซิส พบว่าสูตรที่ใช้สารคาราจีแนนมีการซิเนอรีซิสมากกว่าสูตรอื่น และสูตรที่ใช้สารเจลาตินมีการซิเนอรีซิสน้ำน้อยที่สุด การทดสอบความคงตัวต่อการเก็บรักษา พบว่าผลิตภัณฑ์สูตรที่ 6 มีร้อยละความคงตัวต่อการเก็บรักษาสูงที่สุด เมื่อเก็บรักษา 5 วัน
คำสำคัญ: พุดดิ้ง, สารไฮโดรคลอลอยด์, ซินเนอเรซิส, ความคงตัว

Abstract

The objective of this study was to develop almond mixed with rice berry cocoa-flavored pudding. Two ratios of almonds to rice berry are 80:20 and 50:50 and 2 levels of cocoa: 1 and 3 grams. The pudding was studied the sensory acceptability. The ratio of almonds to rice berry is 80:20 with 3 grams of cocoa powder was the optimized formular. Therefore, this formula was selected to studied the ratio of 3 hydrocolloids (agar, gelatin ant carrageenan) on sensory acceptability, product syneresis and shelf life by using mixture design. Pudding from carrageenan had syneresis more than agar and gelatin respectively ($p<0.05$). Sensory evaluation was tested by using 9- point hedonic scale in aspects of color, odor, flavor, texture and overall liking. The result showed pudding mixture of 3 hydrocolloids had the highest overall liking score. The pudding containing carrageenan-type hydrocolloids had the highest percentage of syneresis and pudding containing gelatin-type hydrocolloids had the lowest percentage of syneresis. The pudding containing hydrocolloid agar powder had the highest storage stability when stored at 4°C for 5 days.
Keywords: pudding, hydrocolloid, syneresis, stability

บทนำ

การรับประทานอาหารที่ไม่เหมาะสม ส่งผลให้เกิดโรคชนิดต่างๆ ได้ เช่น โรคไม่ติดต่อเรื้อรัง ซึ่งถือเป็นปัญหาสุขภาพที่สำคัญ ในปัจจุบันมีแนวโน้มอัตราการเจ็บป่วยในประชากรของประเทศต่างๆ เพิ่มมากขึ้นอย่างต่อเนื่อง เป็นที่ทราบกันดีว่าปัจจัยสำคัญที่ก่อให้เกิดโรคไม่ติดต่อเรื้อรัง ได้แก่ พฤติกรรมการรับประทานอาหารที่ไม่ถูกสุขลักษณะเป็นเวลานานๆ โดยเฉพาะอย่างยิ่งอาหารที่มีปริมาณไขมันและน้ำตาลในปริมาณสูง ประกอบกับการที่ไม่ค่อยได้เคลื่อนไหวร่างกาย ส่งผลให้มีพลังงานส่วนเกินสะสมอยู่ในร่างกาย

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นำมาซึ่งภาวะน้ำหนักเกินและเพิ่มความเสี่ยงต่อการเกิดภาวะแทรกซ้อนในที่สุด (อลงกต สิงห์โต, และคนอื่นๆ, 2561) ปัจจุบันกระแสรักษาสุขภาพของคนไทยมีแนวโน้มที่เพิ่มมากขึ้น โดยเฉพาะในกลุ่มวัยรุ่น วัยทำงานและผู้สูงอายุ ซึ่งให้ความสำคัญกับเรื่องการบริโภคอาหารมากที่สุด อาหารที่ผู้บริโภคทุกเลือกรับประทานจะต้องมีคุณภาพ ไม่เป็นอันตรายต่อสุขภาพ และมีคุณค่าทางสารอาหารครบถ้วน เพื่อให้มีสุขภาพที่ดีและร่างกายแข็งแรง ทั้งนี้อาหารที่นิยมเป็นอาหารปลอดกลูเตน และ Functional foods ซึ่งเป็นกลุ่มอาหารที่ตอบโจทย์ผู้บริโภคทุกกลุ่มวัย คือ เน้นความเป็นธรรมชาติ และดีแก่สุขภาพมากที่สุด พุดดิ้งเป็นอาหารที่อุดมไปด้วยสารอาหารต่างๆ ซึ่งมีส่วนประกอบหลักคือ นม น้ำตาล และสารก่อเจล โดยพุดดิ้งจะมีเนื้อสัมผัสที่นุ่มและสามารถกลืนได้ง่าย ซึ่งเหมาะกับคนทุกกลุ่มวัย

อัลมอนด์เป็นถั่วเปลือกแข็ง ที่เป็นแหล่งของโปรตีนที่มีประโยชน์ในเรื่องการซ่อมแซมส่วนที่สึกหรอของร่างกาย มีกรดไขมันไม่อิ่มตัว มีไฟโตสเตอรอลซึ่งมีส่วนช่วยในการลดคอเลสเตอรอลชนิดความหนาแน่นต่ำ (LDL-C) รวมทั้งยังมีวิตามินอีที่มีฤทธิ์ในการต้านอนุมูลอิสระ นอกจากนี้อัลมอนด์ยังอุดมไปด้วยแมงกานีส แมกนีเซียม ทองแดง ฟอสฟอรัส ไรโบฟลาวิน ใยอาหารทั้งที่สามารถละลายและไม่ละลายน้ำ รวมทั้งยังมีสารต้านอนุมูลอิสระในกลุ่มสารประกอบฟีนอลิกและโพลีฟีนอล และสารกลุ่มฟลาโวนอยด์ที่ช่วยส่งเสริมสุขภาพ สามารถป้องกันโรคไม่ติดต่อเรื้อรังได้ (Chung-Yen, et al., 2006) จากคุณประโยชน์ดังกล่าวจึงนิยมเอาอัลมอนด์มาแปรรูปเป็นนมเพื่อเป็นทางเลือกให้กับผู้ที่ต้องการดูแลสุขภาพและผู้ที่บริโภคมังสวิรัติ (ฉัตรภา หัตถโกศล, และคนอื่นๆ, 2563) และข้าวไรซ์เบอร์รี่เป็นข้าวพันธุ์ผสมระหว่างข้าวเจ้าหอมนิลและข้าวขาวดอกมะลิ 105 ประกอบไปด้วยธาตุเหล็ก สารต้านอนุมูลอิสระ และมีใยอาหารสูง จึงช่วยชะลอการดูดซึมน้ำตาล ทำให้ระดับน้ำตาลในเลือดขึ้นช้ากว่าการบริโภคข้าวกล้องและข้าวขาวขัดสีทั่วไป เหมาะสำหรับผู้ป่วยเบาหวาน มีสรรพคุณช่วยลดระดับไขมันและคอเลสเตอรอล ช่วยทำให้ระบบขับถ่ายทำงานได้อย่างมีประสิทธิภาพมากขึ้น (กฤติยา เขื่อนเพชร, และคนอื่นๆ, 2562) ดังนั้นงานวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาผลิตภัณฑ์พุดดิ้งจากอัลมอนด์ผสมข้าวไรซ์เบอร์รี่พลังงานต่ำที่มีคุณค่าทางโภชนาการจากถั่วอัลมอนด์และข้าวไรซ์เบอร์รี่ เพื่อเป็นอาหารสุขภาพทางเลือกสำหรับผู้บริโภคที่ใส่ใจในสุขภาพ

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสูตรพื้นฐานของพุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโก้ต่อการยอมรับทางประสาทสัมผัส
2. เพื่อศึกษาอัตราส่วนของสารไฮโดรคลอลอยด์ที่ใช้ในผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้ต่อการยอมรับทางประสาทสัมผัส
3. เพื่อศึกษาผลของการเก็บรักษาต่อคุณภาพของผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้

วิธีการดำเนินการวิจัย

1. การศึกษาสูตรพื้นฐาน โดยศึกษาอัตราส่วนอัลมอนด์ต่อข้าวไรซ์เบอร์รี่และปริมาณโกโก้ในการผลิตพุดดิ้งอัลมอลด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้ต่อการยอมรับด้านประสาทสัมผัส

ศึกษาสัดส่วนอัลมอนด์ต่อข้าวไรซ์เบอร์รี่ 2 อัตราส่วนคือ 80:20 และ 50:50 และศึกษาระดับโกโก้ 2 ระดับคือ ใช้โกโก้ 1 กรัม และ 3 กรัม แสดงดังตารางที่ 1

ตารางที่ 1 อัตราส่วนของอัลมอนด์ต่อข้าวไรซ์เบอร์รี่ และปริมาณโกโก้

สูตรที่	อัตราส่วนอัลมอนด์ : ข้าวไรส์เบอร์รี่	โกโก้
1	80 : 20	1
2	80 : 20	3
3	50 : 50	1
4	50 : 50	3

ผลิตพุดดิ้งโดยต้มน้ำ 1,000 มิลลิลิตร และใช้หญ้าหวานเป็นสารให้ความหวาน 2.9 กรัม เป็นเวลา 30 นาที จากนั้นนำมากรองโดยใช้ผ้าข้าวบาง และใส่ผงโกโก้ตามอัตราส่วนที่กำหนด ใช้เจลาติน 1.5 กรัมเป็นสารให้ความคงตัว (กู้เกียรติ ทุดปอ, และคนอื่นๆ , 2564) จากนั้นนำพุดดิ้งมาใส่ภาชนะสำหรับชิมโดยชั่งปริมาณพุดดิ้ง 50 กรัม แล้วนำไปเก็บในตู้เย็น และนำไปทดสอบทางประสาทสัมผัสโดยใช้วิธีทดสอบแบบ 9-point Hedonic Scale เพื่อประเมินคุณลักษณะด้านสี กลิ่น รสชาติ เนื้อสัมผัส และความชอบโดยรวม โดยใช้ผู้ทดสอบชิมจำนวน 25 คน เปรียบเทียบความแตกต่างของค่าเฉลี่ยโดยวิธี Duncan’s New Multiple Range Test (DMRT)

2. การศึกษาอัตราส่วนของสารไฮโดรคลอลอยด์ที่ใช้ในผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้

ศึกษาอัตราส่วนของสารไฮโดรคลอลอยด์ โดยทำการแปรผันสัดส่วนของสารไฮโดรคอลลอยด์ 3 ชนิด ได้แก่ ผงวุ้น เจลาติน และ คาราจีแนน โดยใช้การออกแบบ Mixture Design แสดงดังตารางที่ 2

ตารางที่ 2 อัตราส่วนของสารไฮโดรคอลลอยด์ที่ใช้ในผลิตภัณฑ์พุดดิ้ง

สูตรที่	ผงวุ้น (ร้อยละโดยปริมาตร)	เจลาติน (ร้อยละโดยปริมาตร)	คาราจีแนน (ร้อยละโดยปริมาตร)
1	100	0	0
2	0	100	0
3	0	0	100
4	50	50	0
5	0	50	50
6	50	0	50
7	33.33	33.33	33.33

นำผลิตภัณฑ์พุดดิ้งที่ได้ไปทดสอบทางประสาทสัมผัสโดยใช้วิธีทดสอบแบบ 9-point Hedonic Scale เพื่อประเมินคุณลักษณะด้านสี กลิ่น รสชาติ เนื้อสัมผัส และความชอบโดยรวม โดยใช้ผู้ทดสอบชิมจำนวน 30 คน เปรียบเทียบความแตกต่างของค่าเฉลี่ยโดยวิธี Duncan's New Multiple Range Test (DMRT)

3. การทดสอบร้อยละการซิเนอรีซิสของผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้ (Moin, et al., 2017)

การทดสอบของเหลวที่แยกตัวจากพุดดิ้งโดยใช้สารไฮโดรคลอลอยด์ต่างกัน โดยนำพุดดิ้ง 15 กรัม ไปเซนตริฟิวส์ที่ 4,000 รอบต่อนาที เป็นเวลา 10 นาที จากนั้นชั่งน้ำหนักของน้ำที่แยกออกมาจากพุดดิ้ง และคำนวณการเกิดซิเนอรีซีสตามสูตร

$$\text{Syneresis (\%)} = \frac{\text{Weight of water separated (g)}}{\text{Sample weight (g)}} \times 100$$

4. การทดสอบความคงตัวต่อการเก็บรักษา (Moin, et al., 2017)

เก็บตัวอย่างพุดดิ้งในตู้เย็น 5 วัน ทำการวิเคราะห์ความคงตัวโดยการชั่งน้ำหนักตัวอย่างเริ่มต้น และน้ำหนักตัวอย่างหลังจากการเก็บรักษา

สรุปผลการวิจัย

1. ผลการศึกษาอัตราส่วนอัลมอนด์ต่อข้าวไรซ์เบอร์รี่และปริมาณโกโก้ในการผลิตพุดดิ้งอัลมอลด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้ต่อการยอมรับด้านประสาทสัมผัส

การศึกษาสูตรพื้นฐานของพุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโก้ต่อการยอมรับด้านประสาทสัมผัส โดยการแปรผันสัดส่วนอัลมอนด์ต่อข้าวไรซ์เบอร์รี่ในปริมาณ 80 : 20 กรัม และ 50 : 50 และศึกษาโกโก้ที่ 2 ระดับคือ 1 กรัม และ 3 กรัม แล้วนำไปทดสอบทางประสาทสัมผัสด้วยวิธี 9-point Hedonic Scale ด้านสี กลิ่น รสชาติ เนื้อสัมผัส และความชอบโดยรวม โดยใช้ผู้ทดสอบชิมจำนวน 25 คน ผลการทดสอบแสดงดังตารางที่ 3

ตารางที่ 3 ผลการทดสอบทางประสาทสัมผัสผลิตภัณฑ์พุดดิ้งอัลมอลด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้สูตรพื้นฐานที่มีอัตราส่วนของน้ำอัลมอนด์ต่อข้าวไรซ์เบอร์รี่ต่างกัน

สูตรที่	คุณลักษณะ				
	สี^{ns}	กลิ่น	รสชาติ^{ns}	เนื้อสัมผัส	ความชอบโดยรวม
1	6.42 ± 1.47	6.00 ± 1.69^{bc}	6.17 ± 1.95	6.83 ± 1.49^{a}	6.63 ± 1.24^{ab}
2	6.83 ± 1.52	6.75 ± 1.59^{a}	6.17 ± 1.61	6.75 ± 1.29^{ab}	6.92 ± 1.44^{a}
3	6.29 ± 1.33	5.42 ± 1.79^{c}	6.17 ± 1.31	6.00 ± 1.62^{bc}	6.33 ± 0.96^{b}
4	6.42 ± 1.91	6.33 ± 1.71^{ab}	5.58 ± 1.82	5.75 ± 1.80^{c}	6.49 ± 1.35^{b}

หมายเหตุ ตัวอักษรที่ต่างกันตามแนวตั้ง มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ($p \leq 0.05$)
ตัวอักษร ns คือ ไม่มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ (non-significant) ($p \leq 0.05$)

จากการทดสอบทางประสาทสัมผัสผลิตภัณฑ์พุดดิ้งที่แปรอัตราส่วนอัลมอนด์ต่อข้าวไรซ์เบอร์รี่ด้านสี และด้านรสชาติ พบว่าไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ คุณลักษณะด้านเนื้อสัมผัสพบว่าสูตรที่ 1 มีคะแนนสูงที่สุดแต่ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติกับสูตรที่ 2 และคุณลักษณะด้านกลิ่น และความชอบโดยรวม พบว่าสูตรที่ 2 มีคะแนนความชอบโดยรวมสูงที่สุด ดังนั้นสูตรที่ 2 จึงเป็นที่มาในการนำไปใช้เป็นสูตรพื้นฐานของผลิตภัณฑ์พุดดิ้ง

2. ผลการศึกษาอัตราส่วนของสารไฮโดรคอลลอยด์ที่ใช้ในผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้

การศึกษาอัตราส่วนของสารไฮโดรคลอลอยด์ที่ใช้ในผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้ทั้งหมด 7 สูตรโดยผลการทดสอบทางประสาทสัมผัสแสดงค่าดังตารางที่ 4

ตารางที่ 4 ผลการทดสอบทางประสาทสัมผัสผลิตภัณฑ์พุดดิ้งอัลมอลด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้ที่มีต่ออัตราส่วนของสารไฮโดรคอลลอยด์ที่แตกต่างกัน

สูตรที่	คุณลักษณะ				
	สี^{ns}	กลิ่น	รสชาติ	เนื้อสัมผัส	ความชอบโดยรวม
1	6.77 ± 1.28	6.47 ± 1.38^{ab}	5.33 ± 1.45^{bc}	5.60 ± 1.48^{cd}	6.03 ± 1.45^{ab}
2	6.63 ± 1.43	6.60 ± 1.35^{a}	6.20 ± 1.54^{ab}	6.07 ± 1.51^{bcd}	6.43 ± 1.41^{ab}
3	6.63 ± 1.56	6.27 ± 1.51a^{ab}	5.20 ± 1.79^{c}	5.27 ± 1.93^{d}	5.80 ± 1.69^{b}
4	6.67 ± 1.58	5.77 ± 1.74^{b}	5.53 ± 1.93^{bc}	6.30 ± 1.49^{abc}	6.27 ± 1.44^{ab}
5	7.06 ± 1.26	6.40 ± 1.40^{ab}	6.03 ± 1.59^{abc}	6.97 ± 1.35^{a}	6.70 ± 1.49^{a}
6	6.63 ± 1.30	6.53 ± 1.25^{ab}	6.47 ± 1.50^{a}	6.73 ± 1.48^{ab}	6.73 ± 1.31^{a}
7	7.20 ± 1.13	6.53 ± 1.20^{ab}	6.20 ± 1.58^{ab}	6.67 ± 1.56^{ab}	6.73 ± 1.26^{a}

หมายเหตุ ตัวอักษรที่ต่างกันตามแนวตั้ง มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ($p \leq 0.05$)
ตัวอักษร ns คือ ไม่มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ (non-significant) ($p \leq 0.05$)

จากผลการทดสอบทางประสาทสัมผัสผลิตภัณฑ์พุดดิ้งอัลมอลด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้ที่มีต่ออัตราส่วนของสารไฮโดรคอลลอยด์ที่แตกต่างกันพบว่า ผู้ทดสอบชิมให้การยอมรับผลิตภัณฑ์ด้านสีทุกสูตรไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ ด้านกลิ่นสูตรที่ 2 สูงที่สุดแตกต่างอย่างไม่มีนัยสำคัญทางสถิติกับสูตรที่ 1, 3, 5, 6 และ 7 ด้านรสชาติสูตรที่ 6 สูงที่สุดแตกต่างอย่างไม่มีนัยสำคัญทางสถิติกับสูตรที่ 2, 5 และ 7 ด้านเนื้อสัมผัสสูตรที่ 5 สูงที่สุดแตกต่างอย่างไม่มีนัยสำคัญทางสถิติกับสูตรที่ 4, 6 และ 7 และความชอบโดยรวมสูตรที่ 5, 6 และ 7 สูงที่สุดแตกต่างอย่างไม่มีนัยสำคัญทางสถิติกับสูตรที่ 1, 2 และ 4

3. ผลการทดสอบร้อยละการซิเนอรีซิสของผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้

ผลการทดสอบร้อยละการซิเนอรีซิสของผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้ แสดงดังตารางที่ 5

ตารางที่ 5 ร้อยละการซิเนอรีซิสของผลิตภัณฑ์พุดดิ้งอัลมอลด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้

สูตรที่	ร้อยละการซิเนอรีซิส
1	20.12 ± 2.78^{b}
2	2.24 ± 0.81^{b}
3	51.64 ± 7.28^{a}
4	6.80 ± 1.16^{b}
5	12.29 ± 4.70^{b}
6	48.68 ± 3.07^{a}
7	17.88 ± 7.26^{b}

หมายเหตุ ตัวอักษรที่ต่างกันตามแนวตั้ง มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ($p \leq 0.05$)

จากตารางผลการทดสอบร้อยละซิเนอรีซิสของผลิตภัณฑ์พุดดิ้งอัลมอลด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้พบว่า ผลิตภัณฑ์พุดดิ้งสูตรที่มีส่วนผสมของไฮโดรคอลลอยด์ชนิดคาราจีแนน มีค่าร้อยละซิเนอรีซิสสูงกว่าไฮโดรคอลลอยด์ชนิดอื่น และผลิตภัณฑ์พุดดิ้งสูตรที่มีส่วนผสมของไฮโดรคอลลอยด์ชนิดเจลาตินมีค่าร้อยละซิเนอรีซิสต่ำที่สุด

4. ผลการทดสอบความคงตัวต่อการเก็บรักษา

ผลการทดสอบความคงตัวต่อการเก็บรักษา 5 วัน แสดงดังตารางที่ 6

ตารางที่ 6 ร้อยละการสูญเสียน้ำหนักหลักการเก็บรักษาของผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้

สูตรที่	ร้อยละการสูญเสียน้ำหนัก
1	4.43 ± 2.67^{bc}
2	5.97 ± 0.32^{abc}
3	5.42 ± 1.48^{bc}
4	6.85 ± 0.42^{ab}
5	6.03 ± 1.90^{abc}
6	3.69 ± 1.98^{c}
7	8.54 ± 1.66^{a}

หมายเหตุ ตัวอักษรที่ต่างกันตามแนวตั้ง มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ($p \leq 0.05$)

จากตารางผลการทดสอบความคงตัวต่อการเก็บรักษาของผลิตภัณฑ์พุดดิ้งพบว่าผลิตภัณฑ์สูตรที่ 7 มีร้อยละการสูญเสียน้ำหนักสูงที่สุด ซึ่งแตกต่างอย่างไม่มีนัยสำคัญกับสูตรที่ 2, 4 และ 5 ส่วนผลิตภัณฑ์สูตรที่ 6 มีร้อยละการสูญเสียน้ำหนักต่ำที่สุด แสดงว่ามีความคงตัวต่อการเก็บรักษาสูงที่สุด

อภิปรายผลการวิจัย

ผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้มีคุณสมบัติทางประสาทสัมผัสด้านสีไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติเนื่องจากปริมาณโกโก้ที่เติมลงไปในผลิตภัณฑ์แตกต่างกันไม่มากจึงทำให้ผู้บริโภคไม่เห็นถึงความแตกต่างกัน

สารไฮโดรคอลลอยด์ชนิดคาราจีแนนส่งผลทำให้ผลิตภัณฑ์เกิดซิเนอรีซิสสูงที่สุด เนื่องจากสารคาราจีแนนเป็นเจลที่มีลักษณะเปราะ แตกได้ง่าย และสามารถเกิดซิเนอรีซิสจากการหดตัวเข้าใกล้กันของร่างแหพอลิเมอร์ในโครงสร้างของเจล ทำให้น้ำที่อยู่ภายในถูกขับออกจากโครงสร้าง (นิธิยา รัตนาปนนท์, 2553) และเมื่อเก็บรักษาผลิตภัณฑ์ผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรซ์เบอร์รี่รสโกโก้

นานขึ้นส่งผลทำให้เกิดการแยกน้ำของผลิตภัณฑ์เพิ่มมากขึ้น เนื่องจากเกิดการหดตัวของร่างแหพอลิเมอร์ ช่องว่างที่กักเก็บน้ำในผลิตภัณฑ์ลดน้อยลง จึงเกิดการแยกน้ำออกมา และมีแนวโน้มเพิ่มมากขึ้นตามระยะเวลาการเก็บรักษา

เจลาตินเป็นสายพอลิเมอร์ของโปรตีนที่ประกอบด้วยกรดอะมิโนชนิดต่างๆ มาต่อกันเป็นสายยาว จึงสามารถทำปฏิกิริยากับโปรตีนในผลิตภัณฑ์พุดดิ้งได้ดีและเกิดเจลที่ดี เมื่อเจลาตินจับตัวเป็นโครงสร้าง 3 มิติ โพลิเมอร์แต่ละสายรวมกันและสามารถจับกับน้ำไว้ได้ (สายสมร พูลพันธ์,2547) ส่งผลให้ผลิตภัณฑ์พุดดิ้งที่มีส่วนผสมของเจลาตินเกิดซินเนอรีซีสน้อยกว่าสูตรอื่น

จากผลการทดสอบทางประสาทสัมผัส การทดสอบร้อยละการซิเนอรีซิส และความคงตัวต่อการเก็บรักษา ผลิตภัณฑ์พุดดิ้งอัลมอนด์ผสมข้าวไรส์เบอร์รี่รสโกโก้ที่ใช้ไฮโดรคอลลอยด์ชนิดผงวุ้นมีความเหมาะสมในการนำไปผลิตเป็นผลิตภัณฑ์พุดดิ้งมากที่สุด

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การประยุกต์ใช้เทคโนโลยีดิจิทัลในการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่นของมหาวิทยาลัยราชภัฏนครราชสีมา

Application of Digital Technology in knowledge management of Strategy Project Rajabhat University for Local development of Nakhon Ratchasima Rajabhat University

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บทคัดย่อ

ข้อมูลดิจิทัลมีผลต่อการสร้างการเปลี่ยนแปลงรูปแบบการดำเนินงานขององค์กรทั้งภาครัฐและเอกชน ดังนั้นงานวิจัยนี้จึงมีวัตถุประสงค์เพื่อ 1) พัฒนารูปแบบการจัดการความรู้สำหรับงานโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมาโดยใช้เทคโนโลยีดิจิทัล 2) ประเมินประสิทธิภาพและประสิทธิผลของระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา ทั้งนี้งานวิจัยดังกล่าวเป็นงานวิจัยเชิงคุณภาพด้วยการจัดประชุมกลุ่มย่อยสำหรับสองส่วนงาน คือ กลุ่มย่อยสำหรับงานการจัดการความรู้และกลุ่มย่อยสำหรับงานระบบสารสนเทศ ด้วยกลุ่มผู้เชี่ยวชาญแต่ละด้าน จำนวนด้านละ 5 ท่าน ผลการวิจัยพบว่า ระบบสารสนเทศ มีประสิทธิภาพด้วยค่าเฉลี่ยเท่ากับ 4.52 (S.D.=0.57) อยู่ในระดับดีมาก แสดงให้เห็นว่า ระบบสารสนเทศมีความสอดคล้องกับรูปแบบการจัดการความรู้ สามารถจัดเก็บ สืบค้น จัดกลุ่มโครงการ และเป็นแหล่งเผยแพร่ผลการดำเนินงานโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา นอกจากนี้ ผลการประเมินผลตอบแทนจากการพัฒนาระบบ พบว่า ผลประโยชน์สุทธิจากการดำเนินงานเท่ากับร้อยละ 13.39 อย่างไรก็ตาม ระบบสารสนเทศที่พัฒนาขึ้นตามรูปแบบการจัดการความรู้สามารถสร้างคุณค่าให้กับองค์กรได้ทั้งเรื่องของภาพลักษณ์การเป็นองค์กรดิจิทัลสามารถคืนข้อมูลสู่ชุมชนและจัดเก็บเผยแพร่องค์ความรู้ได้อย่างเป็นระบบ

คำสำคัญ: การจัดการความรู้, ข้อมูลดิจิทัล, องค์กรดิจิทัล, รูปแบบการจัดการความรู้

Abstract

Digital data has the effect of creating a change in the government and business organization. The objectives of this research were 1) develop knowledge management model for Strategy Project Rajabhat University for Local development of Nakhon Ratchasima Rajabhat University using digital technology and 2) evaluating the efficiency and effectiveness of the Information system. This research is a qualitative research based on focus group techniques for two sections such as (1) knowledge management and (2) group of information system around five expertise. Experimental result shows that the proposed system was efficient excellent level with mean 4.52 (S.D.=0.57). That means the information system is consistency with the knowledge management model. Moreover, the information system is used as a tool to storing, sharing and searching, and grouping the project. Interestingly, the proposed system is a source of information for disseminating the results of the Rajabhat University Strategic Project for Local Development Nakhon Ratchasima Rajabhat University. Finally, the value of ROI is equal to 13.39 percent. However, the information system can help to create a value adding of organization in terms of good appearance for the digital organization, able to return knowledge to the community and disseminating knowledge systematically.

Keywords: Knowledge Management, Digital Data, Digital Organization, Knowledge Management Model

[1] (นางสาวเมวียา ทองมา) สาขาวิชาเทคโนโลยีสารสนเทศและการสื่อสารประยุกต์ คณะวิทยาศาสตร์และศิลปศาสตร์มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน (หมายเลขโทรศัพท์ 063-5936416 E-mail: mayveeya.to@gmail.com)

บทนำ

การเปลี่ยนแปลงทางเทคโนโลยีดิจิทัล (Digital Transformation) ส่งผลให้เกิดการเปลี่ยนแปลงกระบวนการการทำงานของทั้งองค์กรภาครัฐและเอกชนเพื่อปรับเปลี่ยนให้องค์กรก้าวสู่การเป็นองค์กรดิจิทัล (Digital Organization) แต่อย่างไรก็ตาม การดำเนินการดังกล่าวยังต้องอาศัยการปรับตัวของบุคลากรซึ่งเป็นปัจจัยสำคัญสำหรับการสร้างองค์กรดิจิทัล ซึ่งองค์กรบางองค์กรยังพบกับปัญหาด้านงบประมาณและทักษะความรู้ของบุคลากร ทั้งนี้ ปัจจัยความสำเร็จของการจัดการความรู้ของหน่วยงานรัฐ คือ บุคลากร โดยเฉพาะทักษะของบุคลากร (วัชรพจน์ ทรัพย์สงวนบุญ และ เวทยา ใฝ่ใจดี, 2563; สุภาภรณ์ สีสุพรรณ์ และ อจิรภาส์ เพียรขุนทด, 2565) มหาวิทยาลัยราชภัฏทั่วประเทศมีการจัดทำแผนยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ระยะ 20 ปี (พ.ศ. 2560-2579) โดยมุ่งเน้นการพัฒนาท้องถิ่นทั้งด้านเศรษฐกิจ สังคม สิ่งแวดล้อม และการศึกษา เพื่อยกระดับคุณภาพชีวิตของประชาชนอย่างยั่งยืน ทั้งนี้ วิสัยทัศน์ (Vision) “มหาวิทยาลัยราชภัฏเป็นสถาบันที่ผลิตบัณฑิตที่มีอัตลักษณ์มีคุณภาพ มีสมรรถนะ และเป็นสถาบันหลักที่บูรณาการองค์ความรู้สู่นวัตกรรมในการพัฒนาท้องถิ่นเพื่อสร้างความมั่นคงให้กับประเทศ” ประกอบด้วย 4 ประเด็นยุทธศาสตร์ ได้แก่ (1) การพัฒนาท้องถิ่น (2) การผลิตและพัฒนาครู (3) การยกระดับคุณภาพการศึกษา และ (4) การพัฒนาระบบบริหารจัดการ

มหาวิทยาลัยราชภัฏนครราชสีมาขับเคลื่อนการดำเนินงานตามแผนยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ระยะ 20 ปี (พ.ศ. 2560-2579) โดยเริ่มตั้งแต่ ปีพ.ศ.2562 เป็นต้น การจัดสรรงบประมาณเพื่อดำเนินงานโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น เพื่อให้คณะหรือหน่วยงานนำองค์ความรู้ทางวิชาการไปใช้ประโยชน์ในการพัฒนาชุมชนท้องถิ่น ผู้รับผิดชอบโครงการจะต้องจัดทำเป็นรายงานเพื่อนำเสนอต่อมหาวิทยาลัยฯ ในรูปแบบของเอกสาร ยังไม่มีการจัดหมวดหมู่ของโครงการ และยังไม่มีระบบการจัดเก็บหรือรูปแบบการนำเสนอผลงานออนไลน์ ซึ่งจะทำให้ผู้ที่สนใจหรือหน่วยงานที่จะต้องนำข้อมูลไปใช้ประโยชน์ต่อการดำเนินงาน เข้าถึงได้ยาก ประกอบกับมหาวิทยาลัยราชภัฏนครราชสีมาจัดทำแผนการจัดการความรู้ : การพัฒนาองค์กรแห่งนวัตกรรม มหาวิทยาลัยราชภัฏนครราชสีมา ประจำปีงบประมาณ พ.ศ. 2565 โดยมีเป้าหมายของการจัดการความรู้ มหาวิทยาลัยราชภัฏนครราชสีมา ได้แก่ (1) มหาวิทยาลัยมี Best Practice ด้านการเรียนการสอน การวิจัย การบริหารจัดการ การบริการวิชาการ หรือการพัฒนาท้องถิ่น และด้านอื่นๆ (2) บุคลากรของมหาวิทยาลัยสามารถบูรณาการการจัดการความรู้กับงานประจำ (3) บุคลากรของมหาวิทยาลัยมีส่วนร่วมในการเรียนรู้ การใช้ และสะท้อนผลลัพธ์จากการใช้งานความรู้ในระดับ Best Practice และ (4) มหาวิทยาลัยมีระบบสารสนเทศเพื่อเผยแพร่องค์ความรู้ ด้านการเรียนการสอน การวิจัย การบริหารจัดการ การบริการวิชาการ หรือการพัฒนาท้องถิ่น และด้านอื่นๆ (แผนการจัดการความรู้ : การพัฒนาองค์กรแห่งนวัตกรรม มหาวิทยาลัยราชภัฏนครราชสีมา ประจำปีงบประมาณ พ.ศ. 2565, 2565)

จากแผนการจัดการความรู้ : การพัฒนาองค์กรแห่งนวัตกรรม มหาวิทยาลัยราชภัฏนครราชสีมา ประจำปีงบประมาณ พ.ศ. 2565 และแนวคิดการการเปลี่ยนแปลงทางดิจิทัล (Digital Transformation) เพื่อการพัฒนาองค์กรให้เป็นองค์กรดิจิทัล (Digital Organization) กองนโยบายและแผนของมหาวิทยาลัยราชภัฏนครราชสีมา ซึ่งเป็นหน่วยงานที่ทำหน้าที่วิเคราะห์และพัฒนาแผนงานเพื่อการพัฒนาโดยมีการจัดทำการจัดการความรู้เพื่อการพัฒนางานอย่างต่อเนื่อง ดังนั้น ด้วยบริบทการดำเนินงานการจัดการความรู้ที่มีการใช้งานอย่างกว้างขวางด้วยแนวคิดของ SECI Model และ กระบวนการจัดการความรู้เจ็ดขั้นตอน งานวิจัยนี้จึงนำเสนอแนวคิดการพัฒนารูปแบบการจัดการความรู้ (Knowledge Management Model) ที่เหมาะสมกับวัฒนธรรมการจัดการความรู้ขององค์กรของมหาวิทยาลัยราชภัฏนครราชสีมา หลังจากนั้นจึงมีการการประยุกต์ใช้เทคโนโลยีดิจิทัลมาใช้เป็นเครื่องมือในการจัดเก็บ ค้นหา จัดหมวดหมู่ของโครงการดำเนินงานที่สามารถนำมาใช้เป็นแหล่งรวบรวมองค์ความรู้ แบ่งปัน และแลกเปลี่ยนองค์ความรู้ไม่ให้สูญหาย มีการนำเสนอผลงานผ่านระบบเครือข่ายอินเตอร์เน็ต ผ่านช่องทางการสื่อสารที่เหมาะสม โดยผ่านการพัฒนาเป็นระบบสารสนเทศการจัดการความรู้ที่ให้บริการสำหรับผู้ที่เกี่ยวข้อง โดยผู้ที่เกี่ยวข้องสามารถนำไปใช้ประโยชน์และเป็นแนวทางในการพัฒนาท้องถิ่นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาและพัฒนารูปแบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏ เพื่อการพัฒนาท้องถิ่นของมหาวิทยาลัยราชภัฏนครราชสีมา โดยใช้เทคโนโลยีดิจิทัล

2. เพื่อประเมินประสิทธิภาพ และประสิทธิผลของระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา

วิธีการดำเนินการวิจัย

1. ขอบเขตการวิจัย

ขอบเขตด้านเนื้อหา

1) เนื้อหาที่ต้องการเผยแพร่ในระบบการจัดการความรู้ คือ ผลการดำเนินโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา จากปีงบประมาณ 2562 - 2565

2) เนื้อหาด้านรูปแบบการจัดการความรู้ประกอบการออกแบบและพัฒนารูปแบบการจัดการความรู้สำหรับการดำเนินโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา ประกอบด้วย 2 แนวคิด คือ

(2.1) ทฤษฎีการจัดการความรู้ที่ชื่อว่า SECI Model กระบวนการการดำเนินงานประกอบด้วย 4 กระบวนการ คือ (1) การแลกเปลี่ยนเรียนรู้ (Socialization) เป็นการดำเนินร่วมกัน การสังเกตุ การเลียนแบบ การเข้าไปมีส่วนร่วมถึงจะเข้าใจ เนื่องจากเป็นข้อมูลฝังลึกยากต่อการเข้าใจ (2) การสกัดความรู้ออกจากตัวคน (Externalization) เป็นลักษณะการถ่ายทอดแบบเล่าเรื่อง การตั้งสมมุติฐาน การพูดคุยเพื่อสร้างความรู้ใหม่จากความรู้ที่ฝังลึกแสดงออกมาเป็นความรู้ที่ชัดแจ้ง (3) การควบรวมหรือผนวกความรู้ (Combination) กระบวนการที่ทำให้เกิดความรู้ที่จับต้องได้ สามารถนำไปใช้ประโยชน์ เผยแพร่ แบ่งประเภท ทำเป็นเอกสารได้ และ (4) การฝังหรือผนึกความรู้ (Internalization) เป็นกระบวนการจากความรู้ชัดแจ้งไปเป็นความรู้แบบฝังลึกในตัวบุคคล เกิดเป็นความรู้ใหม่ที่มาจากการกระตุ้นให้ทั้ง 4 ส่วนมีการทำงานแบบต่อเนื่องตามวงล้อของกระบวนการ SECI Model (Samina Nawab and et al., 2015; Rosalba Frias-Navarro and Luz Alexandra Montoya-Restrepo, 2020)

(2.2) ทฤษฎีการจัดการความรู้ 7 ขั้นตอน ซึ่งสอดคล้องกับสำนักงาน ก.พ.ร. กำหนด ได้แก่ การบ่งชี้ความรู้ การสร้างและแสวงหาความรู้ การจัดความรู้ให้เป็นระบบ การประมวลและกลั่นกรองความรู้ การเข้าถึงความรู้ การแบ่งปันแลกเปลี่ยนเรียนรู้ และการเรียนรู้

ขอบเขตด้านเทคโนโลยี

เทคโนโลยีสารสนเทศการจัดการความรู้ โดยมีการประยุกต์ใช้เทคโนโลยีสารสนเทศ ที่เกี่ยวข้องกับการจัดการความรู้ประกอบด้วย (1) เทคโนโลยีการสื่อสาร (Communication Technology) (2) เทคโนโลยีสนับสนุนการทำงานร่วมกัน (Collaboration Technology) และ (3) เทคโนโลยีในการจัดเก็บความรู้ (Storage Technology) หรือการจัดการเนื้อหา โดยมักนิยมใช้ WordPress เป็นเครื่องมือในการพัฒนาระบบการจัดการความรู้ในรูปแบบของเทคโนโลยีดิจิทัล

ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

1) ประชากร ได้แก่ บุคลากรในมหาวิทยาลัยราชภัฏนครราชสีมา ที่ได้รับจัดสรรงบประมาณ เพื่อดำเนินโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา จำนวน 80 คน

2) กลุ่มตัวอย่าง ได้แก่ ผู้บริหารและบุคลากรที่ใช้สำหรับการประชุมกลุ่มย่อย (Focus Group) จำนวน 5 คน โดยการใช้การเลือกแบบเจาะจง (Purposive Sampling)

3) ผู้เชี่ยวชาญ ได้แก่ ผู้เชี่ยวชาญด้านเทคโนโลยีสารสนเทศ จำนวน 5 คน โดยการใช้การเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการวิจัย

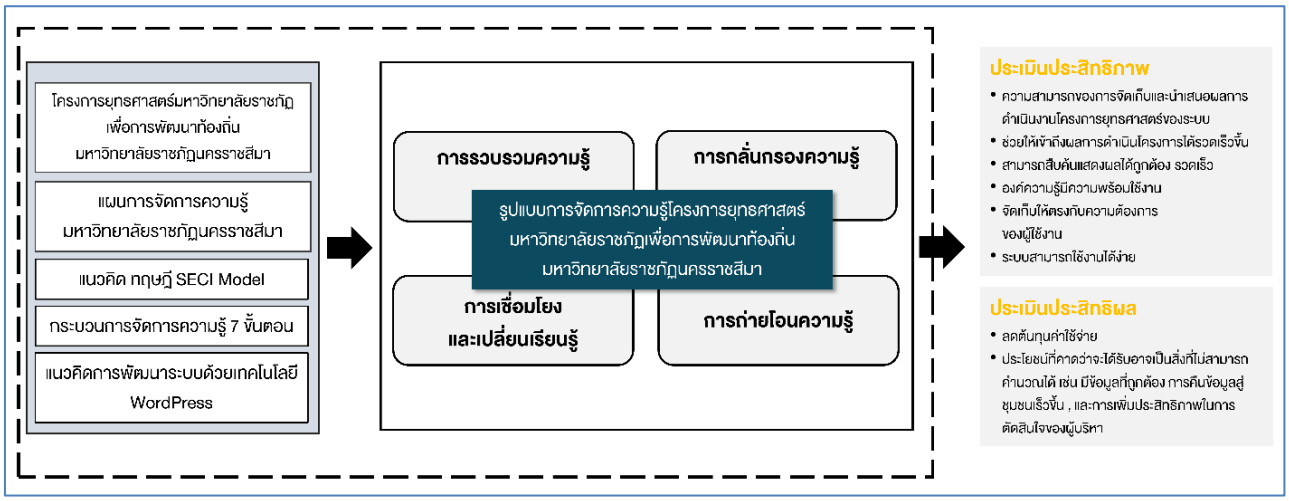
1) แบบสอบถามเพื่อประเมินรูปแบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏ เพื่อการพัฒนาท้องถิ่นของมหาวิทยาลัยราชภัฏนครราชสีมา โดยใช้เทคโนโลยีดิจิทัล

2) แบบสอบถามเพื่อประเมินประสิทธิภาพของระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา

3) ระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา

3. กรอบการดำเนินงานวิจัย

งานวิจัยนี้เป็นการศึกษาการประยุกต์ใช้เทคโนโลยีดิจิทัลในการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา โดยทำการรวบรวมข้อมูลโครงการ และศึกษาเกี่ยวกับการจัดการความรู้ และเทคโนโลยีที่เหมาะสมในการสนับสนุนการจัดการความรู้ เพื่อมาพัฒนารูปแบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา โดยใช้เทคโนโลยีดิจิทัล จากนั้นจึงพัฒนาระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา แสดงดังภาพที่ 1



ภาพที่ 1 กรอบการดำเนินงานวิจัย

จากภาพที่ 1 การพัฒนาโมเดลการจัดการความรู้ดำเนินการจากการศึกษารูปแบบการดำเนินงานของอาจารย์และบุคลากรที่ดำเนินโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา เพื่อให้สอดคล้องกับทักษะของบุคคลและงบประมาณขององค์กร แต่องค์กรมีความต้องการการเปลี่ยนแปลงทางดิจิทัล (Digital Transformation) ซึ่งการพัฒนาระบบดิจิทัลเพื่อสร้างการเปลี่ยนแปลงทางดิจิทัลขององค์กร ผู้พัฒนาต้องมีการศึกษาและวิเคราะห์พฤติกรรมหรือกระบวนการ/ความต้องการของผู้ใช้งาน ดังนั้นการพัฒนาระบบดิจิทัลของการจัดการความรู้จึงถูกพัฒนาในกระบวนการการจัดการความรู้ ระบบดิจิทัลที่พัฒนาขึ้นจึงกลายเป็นส่วนหนึ่งของกระบวนการการัดการความรู้

4. ขั้นตอนในการวิจัย

ขั้นตอนที่ 1 ศึกษาเก็บรวบรวมข้อมูล

ข้อมูลปฐมภูมิ (Primary Data) การรวบรวมข้อมูลจากการศึกษาระบบงานเดิม พบว่า ข้อมูลผลของการดำเนินโครงการนั้นไม่ได้มีการจัดเก็บอย่างเป็นระบบ และไม่สามารถเข้าถึงข้อมูลได้ทุกที่ ระบบดังกล่าวจะต้องรองรับการเก็บบันทึกข้อมูลของผู้รับผิดชอบโครงการที่มีความรู้ในด้านต่างๆได้ และสามารถทำการแลกเปลี่ยนความคิดเห็นของแต่ละบุคคลได้ สามารถเข้าถึงได้ทุกที่ทุกเวลา อันทำให้เกิดการตกผลึกทางความคิด ได้องค์ความรู้แบบใหม่เกิดขึ้น และนำข้อมูลไปใช้ประโยชน์ในด้านต่างๆ

ข้อมูลทุติยภูมิ (Secondary Data) การเก็บรวบรวมข้อมูลจากการศึกษางานวิจัย เอกสาร ทฤษฎี แนวคิดการจัดการความรู้ และเทคโนโลยีสารสนเทศกับการจัดการความรู้

ขั้นตอนที่ 2 วิเคราะห์ข้อมูลในการจัดกลุ่มโครงการ

จากการศึกษาข้อมูลปฐมภูมิ ผู้วิจัยทำการศึกษาคุณลักษณะของโครงการโดยมีปัจจัยคุณลักษณะของโครงการ ได้แก่ ด้านเนื้อหาของโครงการ ประกอบด้วย ผู้รับผิดชอบโครงการ หน่วยงานของผู้รับผิดชอบโครงการ ปีที่ดำเนินโครงการ ที่มาและความสำคัญ วัตถุประสงค์ เป็นต้น พบว่าโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา สามารถจัดกลุ่มโครงการได้ 4 กลุ่ม ได้แก่ (1) กลุ่ม ปี พ.ศ. (2) กลุ่มโครงการ (3) กลุ่มผลผลิต และ (4) พื้นที่ดำเนินโครงการ

ขั้นตอนที่ 3 พัฒนารูปแบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏ เพื่อการพัฒนาท้องถิ่นของมหาวิทยาลัยราชภัฏนครราชสีมา โดยใช้เทคโนโลยีดิจิทัล

ประยุกต์ใช้ทฤษฎี SECI Model และ ทฤษฎีการจัดการความรู้ 7 ขั้นตอน นอกจากนี้ยังมีการนำเทคโนโลยี Word Press Framework ใช้ในการพัฒนาระบบ โดยลักษณะของระบบจะประกอบด้วยคุณสมบัติตามที่ผู้ใช้งานต้องการ คือ 1) ผู้ใช้หรือผู้ดูแลระบบสามารถเข้าถึงระบบได้อย่างสะดวกทุกที่ ทุกเวลา โดยบริหารจัดการระบบได้ทันที 2) ผู้ใช้งานสามารถเข้าถึงระบบได้ในทุกรูปแบบเครื่องมือหรือแพลตฟอร์มที่หลากหลาย เพียงแค่เชื่อมต่อระบบอินเทอร์เน็ตก็สามารถเข้าถึงระบบได้ทันที เช่น สมาร์ทโฟน แท็บเล็ต และคอมพิวเตอร์ เป็นต้นๆ 3) ง่ายต่อการใช้งาน ทั้งผู้ใช้งานและผู้ดูแลระบบ ฐิติยา เนตรวงษ์ (2563) พบว่า ไอซีทีสามารถนำมาใช้ในกระบวนการจัดการความรู้ได้ทุกกระบวนการ ไอซีทีแต่ละรูปแบบที่นำมาใช้สามารถประยุกต์ใช้ในการจัดการความรู้ได้มากกว่าหนึ่งกระบวนการ สอดคล้องกับ สิธิชัย แพงทิพย์ และ มธุสร จงชัยกิจ (2562) การนำเทคโนโลยีสารสนเทศเข้ามาใช้ในการ

จัดการความรู้ มาพัฒนาระบบการจัดการความรู้ในรูปแบบเว็บไซต์ เพื่อให้ผู้ใช้ความรู้เข้าถึงแหล่งข้อมูลองค์ความรู้ได้ โดยไม่มีข้อจำกัดทั้งในเรื่องสถานที่และเวลา

ขั้นตอนที่ 4 การพัฒนาระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา

พัฒนาระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา ตามแนวคิดการวิเคราะห์และออกแบบระบบของ ADDIE model ซึ่งมีขั้นตอนสำคัญ 5 ขั้นตอน ดังนี้

1) การวิเคราะห์ (Analysis) ดำเนินการวิเคราะห์ระบบด้วยการศึกษาข้อมูลและกระบวนการการดำเนินงานการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่นของมหาวิทยาลัยราชภัฏนครราชสีมา ซึ่งที่เป็นผลผลิต (Output) ตามวัตถุประสงค์ของที่ 1 ของรายงานวิจัยฉบับนี้ ซึ่งการดำเนินงานจัดการความรู้ตามแนวคิดของ SECI Model (จงกล จันทร์เรือง และคณะ , 2565; Rosalba Frias-Navarro and Luz Alexandra Montoya-Restrepo, 2020) กล่าวถึงการนำความรู้มาสร้างเป็นนวัตกรรมโดยอาศัยวงล้อของ SECI Model มาสร้างเป็นนวัตกรรม และปัจจัยความสำเร็จของการจัดการความรู้ของหน่วยงานรัฐ คือ บุคลากร โดยเฉพาะทักษะของบุคลากร (วัชรพจน์ ทรัพย์สงวนบุญ และ เวทยา ใฝ่ใจดี, 2563; สุภาภรณ์ สีสุพรรณ์ และ อจิรภาส์ เพียรขุนทด, 2565) ดังนั้นการออกแบบระบบสารสนเทศในครั้งนี้จึงเลือกใช้ WordPress มาเป็นเครื่องมือในการพัฒนาระบบสารสนเทศ อีกทั้งลักษณะการทำงานของระบบสารสนเทศต้องเน้นการนำเสนอข้อมูลที่โดดเด่น เช่น กลุ่มของข้อมูล ผลผลิตของโครงการ ข้อมูลเชิงพื้นที่ของโครงการ การนำเสนอข้อมูลเน้นการประชาสัมพันธ์ผลผลิตของโครงการและการกระจายตัวเชิงพื้นที่ของโครงการ ทั้งนี้พื้นที่ดำเนินงานสามารถนำมาใช้ในการวิเคราะห์การประจายตัวเชิงพื้นที่ของโครงการที่รับผิดชอบ

2) การออกแบบ (Design) ออกแบบและจัดทำโครงสร้างเนื้อหา จากผลการวิเคราะห์ข้อมูลในการจัดกลุ่มโครงการประกอบด้วย ปีการดำเนินงานโครงการ พื้นที่ดำเนินงานโครงการ กลุ่มโครงการ (กลุ่มงานยกระดับมาตรฐานผลิตภัณฑ์ชุมชน กลุ่มงานสังคม กลุ่มงานสิ่งแวดล้อม กลุ่มงานการศึกษา กลุ่มงานผลิตครูและพัฒนาครู กลุ่มงานยกระดับคุณภาพการศึกษา กลุ่มงานพัฒนาระบบบริหารจัดการ) กลุ่มผลผลิต (กลุ่มกระบวนการ, กลุ่มนวัตกรรม, กลุ่มผลิตภัณฑ์ชุมชน, กลุ่มองค์ความรู้) โดยมีการออกแบบให้สามารถนำเข้าข้อมูลและแสดงผลข้อมูลผ่านฟังก์ชันการทำงานของ WordPress

3) การพัฒนา (Development) ดำเนินการพัฒนาระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา โดยการใช้งานฟังก์ชันการทำงานของ WordPress ประกอบด้วย การค้นหา การแสดงความคิดเห็น การแชร์เนื้อหา การเผยแพร่เอกสาร การจัดหมวดหมู่ การสร้างลิ้ง การอัพโหลดไฟล์ การอัพโหลดสื่อมีเดียร์ เช่น รูป วีดีโอคลิป นอกจากนี้ยังมีการเพิ่มส่วนของการเชื่อมต่อกับ Google Map

4) การนำไปใช้ (Implementation) มีการนำระบบดิจิทัลที่พัฒนาไปใช้สำหรับจัดเก็บข้อมูลโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา

5) ประเมินผล (Evaluation) การประเมินคุณภาพของระบบที่พัฒนาขึ้น โดยแบ่งการทดสอบการทำงานของระบบออกเป็น 2 ส่วน คือ (1) ประสิทธิภาพการทำงานของระบบ ดำเนินการทดสอบโดยกลุ่มผู้ทรงคุณวุฒิด้านเทคโนโลยีดิจิทัล จำนวน 5 ท่าน และ (2) ประเมินประสิทธิผลการทำงานของระบบ ดำเนินการทดสอบด้วยการคำนวนค่าตอบแทนจากการพัฒนาระบบ (Return on Investment Analysis: ROI) ร่วมกับการจัดประชุมกลุ่มย่อยโดยอาจารย์ผู้เชี่ยวชาญด้านการจัดการความรู้และนักวิจัยของมหาวิทยาลัยราชภัฏนครราชสีมา จำนวน 5 ราย

ขั้นตอนที่ 5 ประเมินรูปแบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา โดยใช้เทคโนโลยีดิจิทัล

โดยผู้วิจัยจัดการประชุม Focus Group ร่วมกับกลุ่มตัวอย่าง ได้แก่ ผู้บริหารและบุคลากร เพื่อประเมิน อภิปราย สรุปรูปแบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา โดยใช้เทคโนโลยีดิจิทัล

สรุปผลการวิจัย

การดำเนินงานวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนารูปแบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา โดยใช้เทคโนโลยีดิจิทัล และประเมินประสิทธิภาพ และประสิทธิผลของระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา โดยผลการดำเนินงานวิจัยมีรายละเอียดดังต่อไปนี้

1) ผลพัฒนารูปแบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา โดยใช้เทคโนโลยีดิจิทัล

รูปแบบการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา โดยใช้เทคโนโลยีดิจิทัล ประกอบด้วย 4 กระบวนการตามแนวคิดทฤษฎี SECI Model และประกอบด้วยการจัดการความรู้ทั้ง 7 ขั้นตอน แสดงดังภาพที่ 2



ภาพที่ 2 รูปแบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา โดยใช้เทคโนโลยีดิจิทัล

จากรูปภาพที่ 1 สามารถอธิบายรูปแบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา โดยใช้เทคโนโลยีดิจิทัล ได้ดังนี้

1) กระบวนการรวบรวมความรู้ ประกอบด้วย 3 ขั้นตอน คือ (1) การกำหนดความรู้ (Knowledge Identification) รายงานผลการดำเนินโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา ประกอบกับการบรรลุตามเป้าหมายแผนการจัดการความรู้ : การพัฒนาองค์กรแห่งนวัตกรรม มหาวิทยาลัยราชภัฏนครราชสีมา (2) รวบรวมความรู้ที่ผู้รับผิดชอบโครงการนำไปใช้ประโยชน์ต่อการพัฒนาท้องถิ่น นำมารวบรวม และ (3) จัดกลุ่มความรู้ (Grouping) ศึกษาคุณลักษะโครงการด้านเนื้อหานำมาเชื่อมโยงกับเป้าหมายหลักของยุทธศาสตร์ฯ เพื่อทำการจัดหมวดหมู่กลุ่มโครงการ

2) กระบวนการกลั่นกรองความรู้ (Content/Media) มุ่งเน้นปรับปรุงรูปแบบการนำเสนอองค์ความรู้ให้เป็นมาตรฐานที่เน้นความถูกต้องของเนื้อหา อยู่ในรูปแบบการนำเสนอที่เข้าใจง่าย และสามารถนำองค์ความรู้ไปใช้งานได้อย่างสะดวก

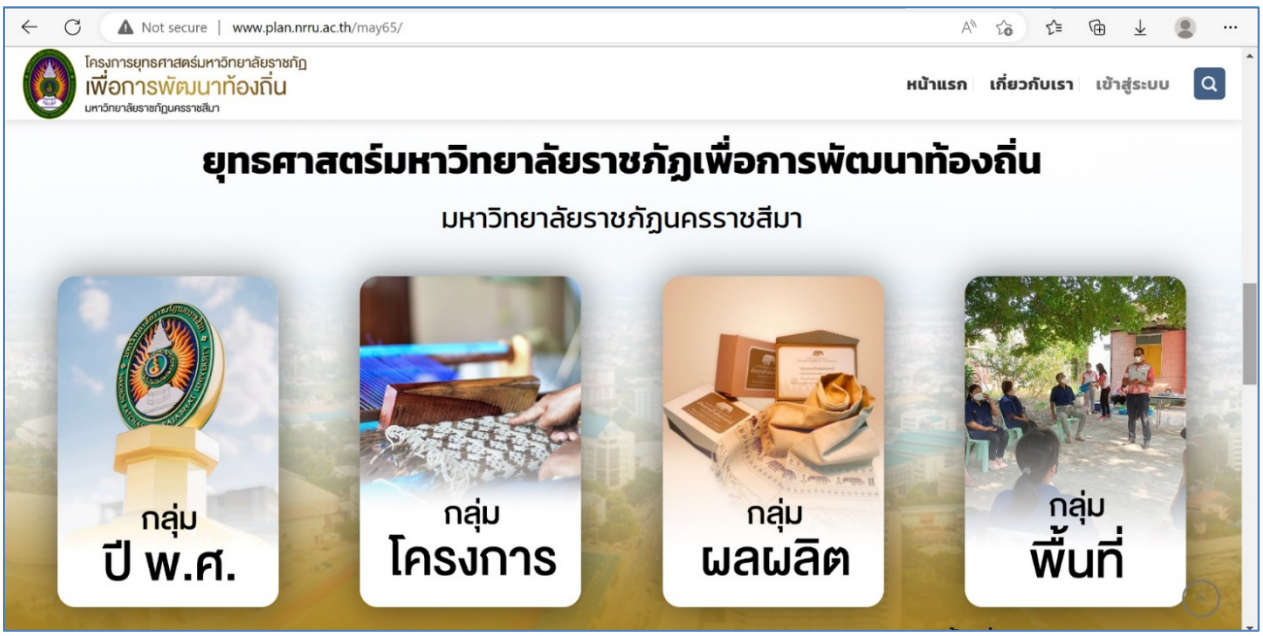
3) กระบวนการถ่ายโอนความรู้ ประกอบด้วย 2 ขั้นตอน ดังนี้

(3.1) พัฒนาระบบโดยเทคโนโลยี WordPress พัฒนาระบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา เพื่อให้บุคลากรสามารถเข้าถึงความรู้ที่ต้องการได้ง่าย และสะดวกด้วยเทคโนโลยีดิจิทัล โดยระบบสามารถจัดเก็บ สืบค้น และนำเสนอองค์ความรู้ได้อย่างมีประสิทธิภาพ การทำงานของระบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา แสดงดังภาพที่ 3 – 5

จากภาพที่ 3- 5 ผู้รับผิดชอบโครงการสามารถนำองค์ความรู้ มาจัดเป็นหมวดหมู่ เพื่อสะดวกต่อการสืบค้นหา องค์ความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา

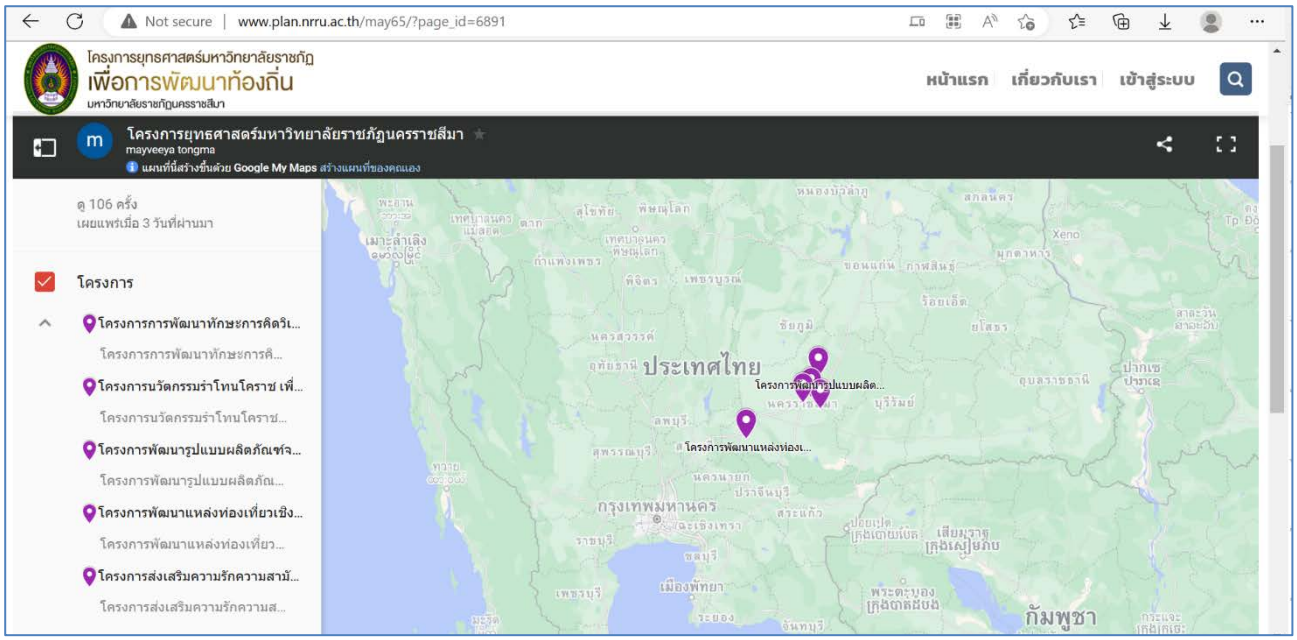


รูปภาพที่ 3 ระบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา

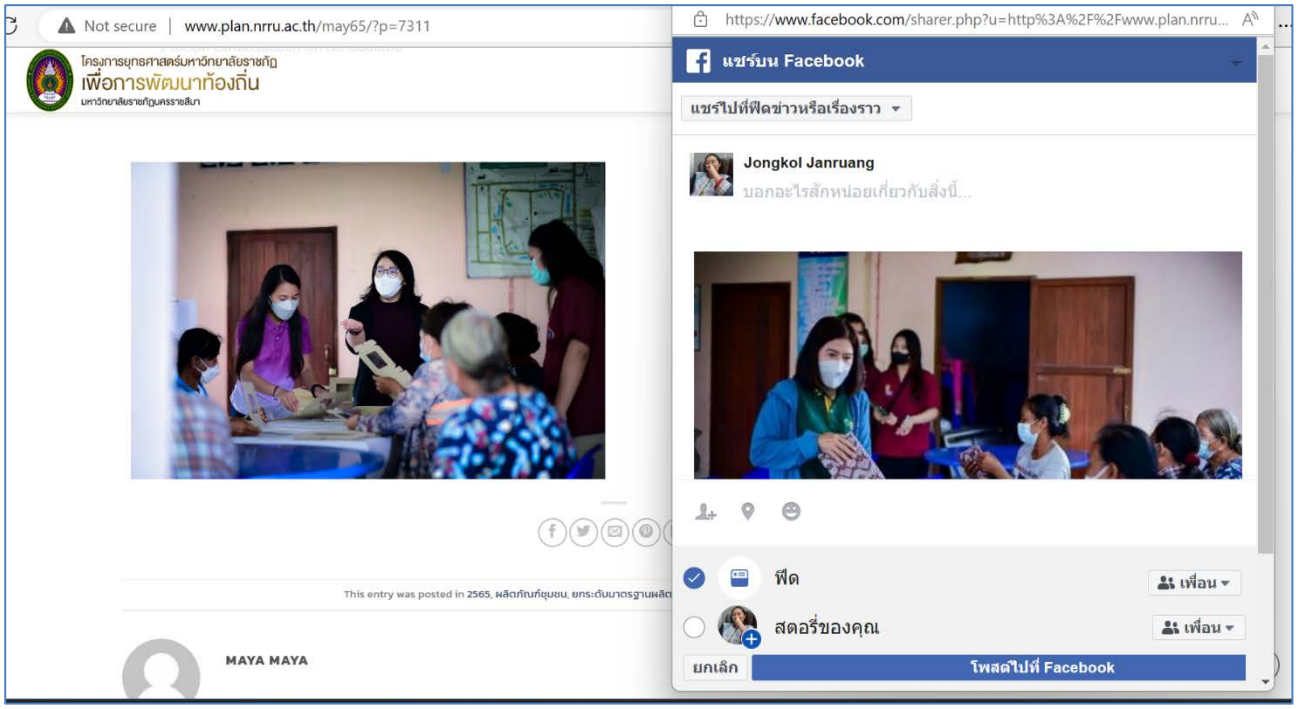


รูปภาพที่ 4 ตัวอย่างการแสดงผลข้อมูลตามกลุ่มโครงการ (http://www.plan.nrru.ac.th/may65/)

(3.2) การถ่ายโอนความรู้ (Share) การถ่ายโอนองค์ความรู้ ผ่านช่องทางการสื่อสารต่างๆ ระหว่างสื่อกับสื่อ คือ ระบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา กับสื่อสังคมต่างๆ (Social Media) เช่น Facebook Twitter เป็นต้น แสดงดังภาพที่ 6



รูปภาพที่ 5 ตัวอย่างการแสดงผลข้อมูลเชิงพื้นที่การดำเนินโครงการ (http://www.plan.nrru.ac.th/may65/?page_id=6891)

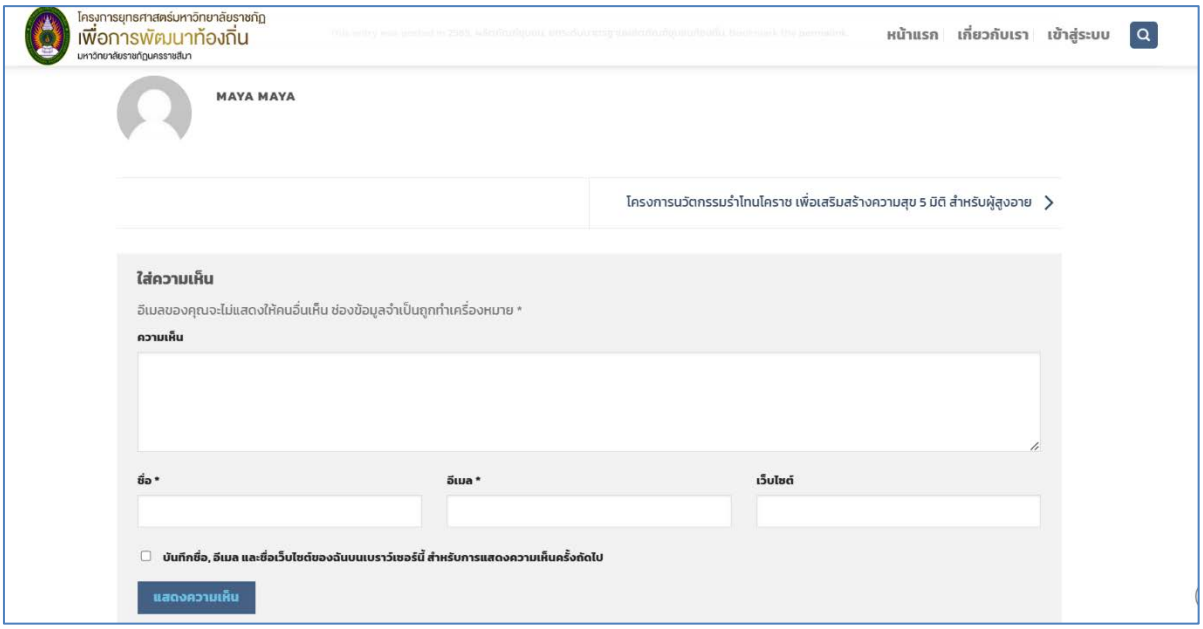


รูปภาพที่ 6 การถ่ายโอนความรู้ไปยังสื่อสังคมออนไลน์

4) กระบวนการเชื่อมโยงแลกเปลี่ยนเรียนรู้ (Community)

เป็นกระบวนการที่เน้นการเชื่อมโยงแลกเปลี่ยนเรียนรู้ จากการถ่ายโอนองค์ความรู้ไปยังสื่อออนไลน์ต่างๆ โดยที่ผู้ใช้องค์ความรู้นั้น สามารถนำองค์ความรู้ไปใช้ประโยชน์ หรือประยุกต์ใช้กับความรู้เดิมที่ตนเองมีอยู่ ผู้ใช้สามารถแลกเปลี่ยนเรียนรู้ความรู้กลับยังผู้รับผิดชอบโครงการผ่านช่องทางกล่องแสดงความคิดเห็น การดำเนินการดังกล่าวเป็นการแลกเปลี่ยนความรู้ระหว่างผู้ใช้ความรู้และ

ผู้รับผิดชอบโครงการ หรือผู้ที่เกี่ยวข้อง ก่อให้เกิดการเรียนรู้ และประสบการณ์ใหม่ และนำมาปรับปรุงก่อนเสนอผ่านระบบให้หมุนเวียนต่อเนื่อง แสดงดังภาพที่ 7



ภาพที่ 7 ตัวอย่างการแลกเปลี่ยนเรียนรู้ผ่านกล่องแสดงความคิดเห็น

2) ผลประเมินประสิทธิภาพ และประสิทธิผลของระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา

2.1) ผลประเมินประสิทธิภาพของระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา

ผู้วิจัยดำเนินการพัฒนาระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา และทดลองการใช้งานและประเมินประสิทธิภาพจากผู้เชี่ยวชาญด้านเทคโนโลยีสารสนเทศ จำนวน 5 คน ดังตารางที่ 1

ตารางที่ 1 สรุปผลการประเมินประสิทธิภาพของระบบ

หัวข้อประเมิน	ค่าเฉลี่ย	ส่วนเบี่ยงเบน	ผลการประเมิน
1. ด้านความสามารถตรงตามความต้องการของผู้ใช้	4.64	0.49	ระดับดีมาก
2. ด้านการทำงานได้ตามฟังก์ชันงานของระบบ	4.73	0.45	ระดับดีมาก
3. ด้านความง่ายต่อการใช้งานระบบ	4.53	0.51	ระดับดีมาก
4. ด้านความรวดเร็วในการทำงานของระบบ	4.60	0.50	ระดับดีมาก
5. ด้านความปลอดภัยของข้อมูลในระบบ	3.95	0.69	ระดับดี
รวม	**4.52**	**0.57**	**ระดับดีมาก**

จากตารางที่ 1 พบว่าผลประเมินประสิทธิภาพของระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา โดยภาพรวมมีค่าเฉลี่ยเท่ากับ 4.52 (S.D.=0.57) อยู่ในระดับ “ดีมาก” เมื่อพิจารณาเป็นรายข้อ พบว่า ด้านการทำงานได้ตามฟังก์ชันงานของระบบ มีค่าเฉลี่ยเท่ากับ 4.73 (S.D.=0.45) อยู่ในระดับ “ดีมาก” รองลงมาคือ ด้านความสามารถตรงตามความต้องการของผู้ใช้ มีค่าเฉลี่ยเท่ากับ 4.64 (S.D.=0.49) อยู่ในระดับ “ดีมาก” ด้านความรวดเร็วในการทำงานของระบบ มีค่าเฉลี่ยเท่ากับ 4.60 (S.D.=0.50) อยู่ในระดับ “ดีมาก” ด้านความง่ายต่อการใช้งานระบบ มีค่าเฉลี่ย

เท่ากับ 4.53 (S.D.=0.51) อยู่ในระดับ “ดีมาก” และน้อยที่สุด ด้านความปลอดภัยของข้อมูลในระบบ มีค่าเฉลี่ยเท่ากับ 3.95 (S.D.= 0.69) อยู่ในระดับ “ดี”

2.2) ประสิทธิผลของระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา

ดำเนินการประเมินผลตอบแทนจากการพัฒนาระบบ (Return on Investment Analysis : ROI) โดยการวิเคราะห์ต้นทุนค่าใช้จ่ายการลงทุนพัฒนาระบบ วิเคราะห์ผลประโยชน์ที่คาดว่าจะได้รับ ทั้งผลประโยชน์ที่จับต้องได้ คือ สามารถคำนวณออกมาเป็นตัวเงินได้ และผลประโยชน์ที่ไม่สามารถคำนวณออกมาเป็นตัวเงินได้ ดังแสดงในตารางที่ 2

ตารางที่ 2 ตารางสรุปค่าใช้จ่ายและผลประโยชน์ที่คาดว่าจะได้รับ

ค่าใช้จ่ายในการพัฒนาระบบ		**ผลประโยชน์ที่คาดว่าจะได้รับ**	
รายการค่าใช้จ่าย	**จำนวนเงิน**	**รายการ**	**จำนวนเงิน**
1. พัฒนาระบบ	34,800.00	1. ลดค่าใช้จ่ายในการพัฒนาระบบ (ค่าใช้จ่ายประมาณการ)	44,800.00
2. ค่าบำรุงรักษาฮาร์ดแวร์และระบบ	10,000.00	2. ลดค่าใช้จ่ายกระดาษ หมึกพิมพ์	6,000.00
		3. ภาพลักษณ์ที่ดีขึ้นขององค์กร	
		4. การคืนข้อมูลสู่ชุมชน	
		5. จัดเก็บ เผยแพร่องค์ความรู้ได้อย่างเป็นระบบ	
รวม	**44,800.00**	**รวม**	**50,800.00**

จากตารางที่ 2 การวิเคราะห์ค่าใช้จ่ายในการพัฒนาระบบ และผลประโยชน์ที่คาดว่าจะได้รับจากการพัฒนาระบบ จะเป็นตัวชี้วัดผลกำไรหรือขาดทุน (Mariana ZAMFIR, Marinela Daniela and MANEALuiza IONESCU, 2016) ระบบสารสนเทศการจัดการความรู้ของโครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อพัฒนาท้องถิ่น มหาวิทยาลัยราชภัฏนครราชสีมา สามารถคำนวณตามสูตร ดังนี้

$$ROI = \frac{(\text{ผลประโยชน์ที่คาดว่าจะได้รับ} - \text{ค่าใช้จ่ายในการพัฒนาระบบ})}{\text{ค่าใช้จ่ายในการพัฒนาระบบ}} \times 100$$

$$ROI = \frac{(50{,}800 - 44{,}800)}{44{,}800} \times 100$$

ROI = ร้อยละ 13.39

สรุปค่าใช้จ่ายในการพัฒนาระบบ เป็นจำนวนเงิน 44,800 บาท และผลประโยชน์ที่คาดว่าจะได้รับ เป็นจำนวนเงิน 50,800 บาท ซึ่งถ้าเปรียบเทียบการลงทุนจะได้ผลประโยชน์จากการดำเนินงาน ร้อยละ 13.39 สามารถบ่งบอกได้ว่าระบบที่พัฒนาสามารถลดค่าใช้จ่ายในการจ้างพัฒนาระบบ นอกจากนี้ผลประโยชน์ที่คาดว่าจะได้รับ ที่ไม่สามารถประเมินค่าเป็นจำนวนเงินได้ แต่สามารถสร้างคุณค่าให้กับระบบได้ ดังนี้ 1) ภาพลักษณ์ที่ดีขึ้นขององค์กร มหาวิทยาลัยราชภัฏนครราชสีมา 2) การคืนข้อมูลสู่ชุมชน 3) การจัดเก็บเผยแพร่องค์ความรู้ได้อย่างเป็นระบบ

อภิปรายผลการวิจัย

การนำแนวคิดทฤษฎี SECI Model และการจัดการความรู้ 7 ขั้นตอน มาใช้เป็นพื้นฐานการพัฒนารูปแบบการจัดการความรู้ตามความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่น ของมหาวิทยาลัยราชภัฏนครราชสีมา ร่วมกับแนวคิดการเปลี่ยนแปลงทางดิจิทัล พบว่า รูปแบบการจัดการความรู้โครงการยุทธศาสตร์มหาวิทยาลัยราชภัฏเพื่อการพัฒนาท้องถิ่นของมหาวิทยาลัยราชภัฏนครราชสีมา มีความสามารถในการใช้เป็นเครื่องมือและตัวอย่างการดำเนินงานตามกระบวนการจัดการความรู้ โดยเครื่องมือดังกล่าวประกอบด้วย (1) รูปแบบการจัดการความรู้ (2) ระบบสารสนเทศสำหรับการจัดการความรู้ โดยทั้งสองเครื่องมือสามารถนำไปใช้สำหรับเป็นตัวอย่างในการขับเคลื่อนองค์กรไปสู่องค์กรแห่งการจัดการความรู้อย่างเป็นระบบ ซึ่งสอดคล้องกับงานวิจัยของ กษิด์เดช เนื่องจำนง (2562) ที่ได้นำเอาเทคโนโลยีมาสนับสนุนในการจัดการองค์ความรู้มรดกภูมิปัญญาทางวัฒนธรรม เพื่อให้

สะดวกต่อการใช้งาน ทั้งนี้เนื่องจากเครื่องมือที่ใช้ในการขับเคลื่อนองค์กรมีทั้งเครื่องมือที่เป็นกระบวนการและระบบดิจิทัล ทำให้สามารถนำมาลดค่าใช้จ่ายแต่เพิ่มมูลค่าด้านภาพลักษณ์และการขับเคลื่อนองค์กรด้วยการจัดการความรู้

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บทความระดับชาติ
กลุ่มวิชานิติศาสตร์ รัฐศาสตร์และรัฐประศาสนศาสตร์



LPA-002

ความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.)

Happiness at Thailand Science Research and Innovation (TSRI)

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บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาระดับความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) (2) เปรียบเทียบปัจจัยความสุขในการทำงานของบุคลากร สกสว. จำแนกตามปัจจัยส่วนบุคคล (3) ศึกษาความสัมพันธ์ระหว่างบรรยากาศองค์การกับความสุขในการทำงานของบุคลากร สกสว. การวิจัยในครั้งนี้ใช้ระเบียบวิธีวิจัยเชิงปริมาณ กลุ่มตัวอย่างที่ใช้ในการศึกษา คือ บุคลากร สกสว. จำนวน 152 คน โดยเครื่องมือที่ใช้ในการวิจัย เป็นแบบสอบถาม ซึ่งวิเคราะห์ข้อมูลโดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าสถิติร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที การวิเคราะห์ความแปรปรวนทางเดียว และค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน โดยมีค่านัยสำคัญทางสถิติที่ใช้ในการวิเคราะห์ครั้งนี้ กำหนดไว้ที่ระดับ 0.05 ผลการวิจัยพบว่า (1) ความสุขในการทำงานของบุคลากร สกสว. อยู่ในระดับสูง (2) บุคลากร สกสว. ที่มีปัจจัยส่วนบุคคลด้านระดับการศึกษา สถานภาพ และรายได้ต่อเดือน ที่ต่างกัน มีความสุขในการทำงานแตกต่างกัน ส่วนปัจจัยส่วนบุคคลด้านอายุ และอายุงาน ที่ต่างกัน มีความสุขในการทำงาน ไม่แตกต่างกัน (3) ปัจจัยด้านบรรยากาศองค์การมีความสัมพันธ์กับความสุขในการทำงานของบุคลากร สกสว. อยู่ในระดับสูง ในทิศทางเดียวกันและมีค่าสัมประสิทธิ์สหสัมพันธ์ (r) เท่ากับ 0.563 ซึ่งสอดคล้องกับสมมติฐานที่ตั้งไว้

คำสำคัญ: ความสุขในการทำงาน ,บุคลากร ,สกสว.

Abstract

This study aims to (1) analyze the job satisfaction of Thailand Science Research and Innovation (TSRI) personnel and (2) compare the happiness elements at work based on personal aspects. (3) To investigate the connection between corporate climate and employee health. 152 NSTDA employees comprised the study's sample. A questionnaire was utilized for the research. Utilize easily available computer programs to perform data analysis. Included in the statistics used to examine data are percentage and average statistics. Standard deviation, T-test, one-way ANOVA, and Pearson correlation The statistical significance value used in this analysis is set at 0.05. The study concluded that (1) staff job satisfaction and (2) people with varying degrees of education, position, and monthly income are pleased at work. Variable degrees of job satisfaction are influenced by factors such as personal age and working age. (3) The organization's environment has a bearing on the job satisfaction of its employees. The assumption is supported by the fact that the relative coefficient (R) in the same direction is 0.563

Keywords: Happiness at work, Personnel, TSRI

บทนำ

World Happiness Report 2022 หรือ “รายงานความสุขโลก 2022” ได้ทำการศึกษาสำรวจประเมินระดับความสุขของประชาชนหลายล้านคนใน 146 ประเทศทั่วโลกในช่วงตั้งแต่ 2019 - 2021 บนแนวคิดหลัก 2 ประการ คือ ระดับความสุขหรือการประเมินชีวิตสามารถวัดผลได้ผ่านการสำรวจความคิดเห็น และสามารถระบุปัจจัยกำหนดหลัก ๆ ของความเป็นอยู่ที่ดีได้ ผลจากการจัดอันดับพบว่าไทยอยู่ในอับดับ ที่ 61 จากทั้งหมด 146 ประเทศทั่วโลก (ศูนย์วิจัยและสนับสนุนเป้าหมายการพัฒนาที่ยั่งยืน, 2565) ซึ่งวัดจากปัจจัยรอบด้านที่ส่งผลให้เกิดความสุขของประชากรในประเทศนั้น ไม่ว่าจะเป็นปัจจัยทางด้านเศรษฐกิจ ข้อมูลทางสถิติประชากร ข้อมูลทางจิตวิทยา การทำวิจัยเชิงสำรวจ รวมไปถึง ดัชนีชี้วัดความเป็นอยู่ที่ดีและมีประสิทธิภาพของประชากรที่ใช้ในการประเมิน

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[2] สาขาวิชารัฐศาสตร์ คณะสังคมศาสตร์ มหาวิทยาลัยเกษตรศาสตร์

ความก้าวหน้าของประเทศ เช่น ความสัมพันธ์ที่ดี ความไว้วางใจกันในชุมชน การมีค่านิยมที่เอื้อต่อความสุขและศาสนา สุขภาพกาย สุขภาพจิต ความสัมพันธ์ในครอบครัว การศึกษา เสรีภาพทางการเมืองความเข้มแข็งของเครือข่ายสังคม และความเท่าเทียมทางเพศ และสังคม จะเห็นได้ว่าคะแนนเฉลี่ยความสุขของคนไทยมีและอันดับที่ลดลงลดลงเรื่อยมา โดยในช่วงปี 2557 ไทยได้อันดับที่ 34 ก่อนที่จะขยับขึ้นไปที่อันดับ 33 ในปี 2558 และ อันดับ 32 ในปี 2559 หลังจากนั้น ในปี 2560 อันดับของประเทศไทยตกลงมาที่อันดับ 46 และตกลงอยากมากในปี 2561 ในอันดับที่ 52 และลดลงอีกเล็กน้อยในปี 2562 ด้วยอันดับที่ 54 ซึ่งเท่ากับปี 2563 และ 2564 (กฤตพล สุธีภัทรกุล, 2565)

จากการเปลี่ยนแปลงไปอย่างรวดเร็วของสภาพเศรษฐกิจ สังคม เทคโนโลยี การแข่งขันและสภาพแวดล้อมต่าง ๆ ทั้งปัจจัยภายในและปัจจัยภายนอกของชีวิตมนุษย์นี้เอง ทำให้คนทำงานได้รับผลกระทบจากการเปลี่ยนแปลงที่เกิดขึ้นอย่างหลีกเลี่ยงไม่ได้ การปรับตัวให้ทันกับการเปลี่ยนแปลงจึงจำเป็นอย่างยิ่งในสังคมปัจจุบัน นอกจากนี้สภาพเศรษฐกิจที่ทดถอย สถานการณ์การเมืองปัญหาความไม่สงบ รวมทั้งสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 (Covid 19) ทำให้คนทำงานเกิดความเครียด วิตกกังวล และไม่มีความสุขในการทำงานเพิ่มขึ้นเป็นทวีคูณ โดยมนุษย์ทุกคนอยากมีความสุขและแสวงหาหนทางที่จะนำไปสู่ความสุข ความสุข (Gavin and Mason, 2004) ซึ่งความสุขของคนเรานั้นมีหลายรูปแบบ ความสุขตอนที่เรายังเป็นเด็ก คือ การได้เล่น ได้เรียนรู้สิ่งใหม่ ๆ และได้อยู่กับเพื่อน เมื่อเราเติบโตมาแล้วได้ทำงาน สิ่งที่คนทำงานต้องการ นั่นก็คือ “ความสุขในการทำงาน” Happy at work, Workplace Happiness หรือในปัจจุบัน คือ Work-Life Balance การปรับสมดุลชีวิตทำงาน ซึ่งการทำงานอย่างมีความสุขนั้นเป็นสิ่งที่บุคลากรทุกคนในองค์กรต้องการ หากได้ทำงานในที่ทำงานที่มีอิสระ ได้มีเวลาให้กับชีวิต รู้สึกว่ามีความสุข จะรู้สึกสนุกและผูกพัน หากองค์กรใดที่สามารถทำให้บุคคลากรมีความสุขในการทำงานได้มาก โอกาสที่องค์กรนั้นจะประสบผลสำเร็จก็มากขึ้นตามมา แต่ด้วยปัจจัยทั้งภายในและภายนอกที่ได้กล่าวมาแล้วข้างต้นทำให้ความสุขของคนทำงานเริ่มลดน้อยถอยลงไป ส่งผลกระทบต่อองค์กรทั้งภาครัฐและภาคเอกชนต้องวิธีการและแนวทางในการแก้ไข ปรับปรุง พัฒนาประสิทธิภาพในการทำงานของบุคลากร และหันมาให้ความสำคัญกับการสร้างความพึงพอใจให้กับบุคลากรในองค์กรของตน เพื่อให้บุคลากรมีทัศนคติที่ดี สุขภาพจิตดี สามารถปรับตัวให้เข้ากับ ค่านิยม วัฒนธรรมองค์กร เพื่อนร่วมงาน และมีแรงจูงใจในการทำงานอย่างมีความสุข

สำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) แต่เดิมเคยเป็น “สำนักงานกองทุนสนับสนุนการวิจัย (สกว.)” เนื่องด้วยรัฐบาลเร่งเห็นความสำคัญในการเร่งพัฒนาขีดความสามารถด้านวิทยาศาสตร์ วิจัยและนวัตกรรม จึงได้มีการเปลี่ยนแปลงโครงสร้างหน่วยงานและจัดตั้งหน่วยงานขึ้นใหม่ตามพระราชบัญญัติสภานโยบายการอุดมศึกษา วิทยาศาสตร์ วิจัยและนวัตกรรมแห่งชาติ พ.ศ. 2562 โดยมีวัตถุประสงค์เพื่อส่งเสริม สนับสนุน และขับเคลื่อนระบบการวิจัยและนวัตกรรมของประเทศด้านวิทยาศาสตร์ เทคโนโลยี สังคมศาสตร์ มนุษยศาสตร์ และสหวิทยาการ เพื่อสร้างองค์ความรู้ พัฒนานโยบายสาธารณะ และสนับสนุนการนำผลงานวิจัยและนวัตกรรมไปใช้ในเชิงเศรษฐกิจและสังคม เพื่อให้เกิดการพัฒนาประเทศอย่างสมดุลและยั่งยืน แต่จะต้องไม่ดำเนินการวิจัยเอง ซึ่งมีบทบาทหน้าที่ที่สำคัญในระดับประเทศ ด้วยเหตุนี้เองทำให้บุคลากรใน สกสว. ทุกคนต้องเผชิญกับการเปลี่ยนแปลงครั้งใหญ่ ทั้งการปรับเปลี่ยนโครงสร้างองค์กร ค่านิยม วัฒนธรรม วิสัยทัศน์ ภาระหน้าที่ การโอนย้ายเปลี่ยนสายงาน เรียกได้ว่าเป็นการเปลี่ยนแปลงใหม่ทั้งหมดเลยก็ว่าได้ อีกทั้งยังมีสถานการณ์การแพร่ระบาด Covid-19 จนทำให้หน่วยงานต้องประกาศมาตรการ Work from Home ซึ่งอาจทำให้บุคลากรในองค์กรเกิดความเครียด ความกดดัน จากภารกิจที่เปลี่ยนแปลงไป มีภาระงานที่เพิ่มขึ้น ค่าใช่จ่ายที่สูงขึ้น ขาดความสัมพันธ์ระหว่างผู้บังคับบัญชา ผู้ใต้บังคับบัญชา และเพื่อนร่วมงาน และด้วยเหตุนี้เองจึงอาจส่งผลทำให้ความสุขในกาทำงานของบุคลากรใน สกสว. ลดลงและนำมาสู่การลาออกได้

ดังนั้น การศึกษาความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) จะก่อให้เกิดประโยชน์ทั้งต่อองค์กรและบุคลากร เพราะการทำให้บุคลากรมีความสุข ใช้ชีวิตอย่างเหมาะสม มีความมั่นคง และมีความก้าวหน้าในหน้าที่การงาน จะทำให้บุคลากรรู้สึกว่าตนเป็นบุคคลที่มีคุณค่า มีความสำคัญต่อองค์กร มีความสัมพันธ์ที่ดีกับเพื่อนร่วมงาน มีแรงจูงใจในการทำงานมากยิ่งขึ้น อีกทั้งยังเป็นสิ่งที่ช่วยขับเคลื่อนให้องค์กรสามารถพัฒนาก้าวหน้าขึ้นได้

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.)

2. เพื่อเปรียบเทียบปัจจัยความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) จำแนกตามปัจจัยส่วนบุคคล

3. เพื่อศึกษาความสัมพันธ์ระหว่างบรรยากาศองค์การกับความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.)

วิธีการดำเนินการวิจัย

ประชากรและตัวอย่าง

ประชากรที่ใช้ในการศึกษาครั้งนี้ คือ บุคลากรของสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) จำนวน 152 คน (ข้อมูล ณ วันที่ 8 เดือน สิงหาคม 2565) ซึ่งจะทำการศึกษาจากจำนวนประชากรทั้งหมด

ตัวแปรที่ใช้ในการวิจัย

การกำหนดการใช้ตัวแปรสำหรับการวิจัยในครั้งนี้ เป็นตัวแปรอิสระ (Independent Variables) 2 ตัวแปร คือ ปัจจัยส่วนบุคคล และบรรยากาศองค์การ ซึ่งใช้ทฤษฎีของ Stringer (2002) โดยแบ่งออกเป็น 6 ด้าน ได้แก่ ด้านโครงสร้างองค์การ ด้านมาตรฐานในการปฏิบัติงาน ด้านความรับผิดชอบ ด้านการได้รับการยอมรับ ด้านการสนับสนุน และด้านความเป็นอันหนึ่งอันเดียวกันส่วนตัวแปรตาม (Dependent Variables) ใช้ทฤษฎีเกี่ยวกับความสุขในการทำงานของ Diener, Christie and Richard (2003) โดยแบ่งออกเป็น 4 ด้าน ได้แก่ ความพึงพอใจในชีวิต ความพึงพอใจในงาน อารมณ์ด้านบวก และอารมณ์ด้านลบ

วิธีการและอุปกรณ์

1. การศึกษาค้นคว้า จากเอกสารทางวิชาการต่าง ๆ เช่น หนังสือ สารนิพนธ์ วิทยานิพนธ์ งานวิจัย บทความทางวิชาการ วารสาร เอกสาร และงานวิจัยที่เกี่ยวข้อง เป็นข้อมูลพื้นฐานในการกำหนดขอบเขตการศึกษาและประกอบการสร้างแบบสอบถาม

2. การศึกษาเชิงสำรวจ (Survey Study) โดยการใช้แบบสอบถาม (Questionnaire) เป็นเครื่องมือในการศึกษา ซึ่งเป็นแบบสอบถามปลายปิด (closed-ended questions)

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถามที่ผู้วิจัยสร้างขึ้นจากแนวคิด ทฤษฎีและผลงานวิจัยที่เกี่ยวข้อง โดยแบ่งออกเป็น 3 ส่วน คือ ส่วนที่ 1 ปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ อายุ ระดับการศึกษา สถานภาพ รายได้ต่อเดือน อายุงาน เป็นแบบตรวจรายการ (Check list) ส่วนที่ 2 แบบสอบถามความคิดเห็นเกี่ยวกับบรรยากาศองค์การที่ส่งผลต่อความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) ส่วนที่ 3 แบบสอบถามความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) โดย ส่วนที่ 2 และ 3 ใช้ลักษณะคำถามเป็นมาตราประมาณค่าของ ลิเคิร์ท (Likert Scale) มีเกณฑ์การให้คะแนน 5 ระดับ คือ เห็นด้วยมากที่สุด เห็นด้วยมาก เห็นด้วยน้อย และเห็นด้วยน้อยที่สุด

การทดสอบเครื่องมือที่ใช้ในการวิจัย

ผู้วิจัยได้นำแบบสอบถามที่ได้สร้างขึ้นเพื่อการศึกษาในครั้งนี้ ไปทดสอบหาความตรง (Validity) โดยได้นำเครื่องมือที่สร้างขึ้นเสนอให้อาจารย์ที่ปรึกษาและผู้ทรงคุณวุฒิ แก้ไขปรับปรุงเพื่อความเหมาะสม แก้ไขภาษาและคำถามให้มีความชัดเจนเข้าใจได้ง่ายสำหรับผู้ตอบแบบสอบถาม อีกทั้งเพื่อให้ข้อคำถามแต่ละข้อตรงตามจุดมุ่งหมายและวัตถุประสงค์ของการศึกษาครั้งนี้ แล้วนำไปหาความเชื่อมั่น (Reliability) ผู้วิจัยได้นำแบบสอบถามที่ปรับปรุงแล้วไปทดสอบ (Try-Out) กับกลุ่มตัวอย่างที่มีลักษณะใกล้เคียงกับกลุ่มที่จะศึกษาโดยทดสอบเก็บข้อมูลจากกลุ่มตัวอย่าง จำนวน 30 ชุด เพื่อหาความเชื่อมั่นเป็นรายข้อ (Item analysis) โดยวิธีการหาค่าความสอดคล้องภายใน (Internal Consistency Method) ผลการทดสอบพบว่าแบบสอบถามข้อมูลเกี่ยวกับบรรยากาศองค์การมีค่าความเชื่อมั่น เท่ากับ 0.918 และแบบสอบถามความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) มีค่าความเชื่อมั่น เท่ากับ 0.859

ขั้นตอนในการวิจัย

1. การสำรวจเอกสาร จากการเก็บรวบรวมข้อมูลที่เกี่ยวข้องกับเรื่องที่จะศึกษาค้นคว้า จากหนังสือ ตำรา เอกสาร ผลงานวิจัย ซึ่งสามารถค้นคว้าได้จากแหล่งต่างๆโดยเฉพาะห้องสมุด เพื่อนำมาสร้างแบบสอบถามก่อนที่จะทำการสำรวจภาคสนามต่อไป

2. การสำรวจภาคสนาม นำแบบสอบถามที่สมบูรณ์แล้ว แจกให้บุคลากรใน สกสว.

3. แบบสอบถามมาตรวจสอบความสมบูรณ์แล้วนำไปประมวลผลและวิเคราะห์ผลทางสถิติ

การวิเคราะห์ข้อมูล

การวิจัยครั้งนี้ ผู้วิจัยนำเสนอข้อมูลที่รวบรวมได้จากแบบสอบถามมาตรวจสอบความถูกต้อง และครบถ้วนของข้อมูล แล้วนำไปประมวลผลวิเคราะห์ข้อมูลด้วยคอมพิวเตอร์ โดยใช้โปรแกรมสำเร็จรูปทางสถิติ (Statistical Software) เพื่อให้ผลการวิจัยมีความถูกต้องแม่นยำมากขึ้น และใช่เครื่องมือทางสถิติในการช่วยวิเคราะห์เพื่อใช้ทดสอบสมมติฐาน จัดทำตารางวิเคราะห์ทางสถิติ เพื่อเสนอเป็นผลการวิจัยตามลำดับ

สถิติที่ใช้ในการวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิเคราะห์ข้อมูล และทดสอบสมมติฐานครั้งนี้ ประกอบด้วย (1) ค่าสถิติร้อยละ (Percentage) ใช้อธิบายลักษณะทั่วไปของกลุ่มตัวอย่างที่ศึกษา (2) ค่าเฉลี่ย (Mean) ใช้อธิบายระดับความคิดเห็นต่อบรรยายกาศองค์การ และความสุขในการทำงานของบุคลากร สกสว. (3) ทดสอบความแตกต่างของค่าเฉลี่ยของกลุ่มตัวอย่าง 2 กลุ่ม ใช้การทดสอบค่าที (t-test) (4) การวิเคราะห์ความแปรปรวนทางเดียว (One-Way ANOVA) ใช้ในการเปรียบเทียบค่าเฉลี่ยของความสุขในการทำงานของบุคลากร สกสว. ซึ่งจำแนกตัวแปรอิสระออกเป็น 3 กลุ่ม ขึ้นไป เมื่อพบความแตกต่าง จึงทำการวิเคราะห์ความแตกต่างของค่าเฉลี่ยโดยวิธีของ LSD (5) ค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson Product Moment Correlation Coefficient) ใช้อธิบายความสัมพันธ์ระหว่าง บรรยากาศในองค์การและความสุขในการทำงานของบุคลากร สกสว. ซึ่งกำหนดเกณฑ์การแปลความหมายค่าสัมประสิทธิ์สหสัมพันธ์ ตามหลักเกณฑ์ของ Cohen. (1988: 332) ที่กำหนดไว้ดังนี้ค่าสหสัมพันธ์ระหว่าง 0.10 ถึง 0.29 มีความสัมพันธ์น้อย ระหว่าง 0.30 ถึง 0.49 มีความสัมพันธ์ปานกลาง และระหว่าง 0.50 ถึง 1.00 มีความสัมพันธ์สูง โดยมีค่านัยยะสำคัญทางสถิติที่ใช้ในการวิเคราะห์ครั้งนี้กำหนดไว้ที่ระดับ 0.05

ผลการวิจัย

ข้อมูลส่วนใหญ่ของกลุ่มตัวอย่างซึ่งเป็นบุคลากรของ สกสว. ทั้งหมดจำนวน 152 คน พบว่ากลุ่มตัวอย่างส่วนมากประกอบด้วย บุคลากรที่มีช่วงอายุ 25-35 ปี คิดเป็นร้อยละ 61.8 มีระดับการศึกษาระดับปริญญาโท คิดเป็นร้อยละ 62.5 มีสถานภาพโสด คิดเป็นร้อยละ 69.7 มีรายได้ต่อเดือน คิดเป็นร้อยละ 36.8 และมีอายุงาน 5-10 ปี คิดเป็นร้อยละ 42.1

ผลการวิเคราะห์ระดับความคิดเห็นของบุคลากร สกสว. ต่อปัจจัยด้านบรรยากาศองค์การ

จากผลการวิเคราะห์ พบว่า บุคลากร สกสว. มีภาพรวมของระดับความคิดเห็นต่อบรรยากาศองค์การ อยู่ในระดับสูง มีค่าเฉลี่ยรวม 3.76 โดยเมื่อพิจารณาระดับความคิดเห็นต่อบรรยากาศองค์การ ทั้ง 6 ด้าน ตามลำดับได้ดังนี้ ด้านความเป็นอันหนึ่งอันเดียว มีค่าเฉลี่ยสูงที่สุด คือ 4.13 ด้านการสนับสนุน มีค่าเฉลี่ย 3.92 ด้านความรับผิดชอบ มีค่าเฉลี่ย 3.73 ด้านการโครงสร้างองค์การ มีค่าเฉลี่ย 3.67 ด้านการได้รับการยอมรับ มีค่าเฉลี่ย 3.59 และด้านมาตรฐานในการปฏิบัติงาน มีค่าเฉลี่ย 3.53

ผลการวิเคราะห์ระดับความคิดเห็นของบุคลากร สกสว. ต่อความสุขในการทำงาน

จากผลการวิเคราะห์ พบว่า บุคลากร สกสว. มีภาพรวมของความสุขในการทำงาน อยู่ในระดับสูง มีค่าเฉลี่ยรวม 3.73 โดยเมื่อพิจารณาระดับความสุขในการทำงาน ทั้ง 4 ด้าน ตามลำดับได้ดังนี้ ด้านความพึงพอใจในงาน มีค่าเฉลี่ยสูงที่สุด คือ 3.89 ด้านความพึงพอใจในชีวิต มีค่าเฉลี่ย 3.77 ด้านอารมณ์ด้านบวก มีค่าเฉลี่ย 3.66 และด้านอารมณ์ด้านลบ มีค่าเฉลี่ย 3.61

เมื่อทดสอบสมมติฐานที่ผู้วิจัยได้ตั้งไว้ 6 สมมติฐาน โดยทดสอบความสัมพันธ์และเปรียบเทียบความแตกต่างระหว่างตัวแปรอิสระ ได้แก่ อายุ ระดับการศึกษา สถานภาพ รายได้ต่อเดือน อายุงาน และบรรยากาศองค์การ ส่วนตัวแปรตาม ได้แก่ ความสุขในการทำงาน สามารถสรุปได้ดังนี้

ตารางที่ 1 สรุปผลการทดสอบสมมติฐาน

ตัวแปรอิสระ	Sig.	เป็นไปตามสมมติฐาน	ไม่เป็นไปตามสมมติฐาน
1. อายุ	0.477	-	✓
2. ระดับการศึกษา	0.001*	✓	-
3. สถานภาพ	0.016*	✓	-
4. รายได้ต่อเดือน	0.001*	✓	-
5. อายุงาน	0.597	-	✓
6. บรรยากาศองค์การ	0.001*	✓	-

โดยกำหนดระดับนัยสำคัญทางสถิติที่ใช้ในการทดสอบไว้ที่ระดับ 0.05

จากตารางทดสอบสมมติฐานที่ตั้งไว้ 6 สมมติฐาน ผลปรากฏว่า

สมมติฐานที่ 1 บุคลากร ที่มีอายุต่างกัน มีความสุขในการทำงานไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐาน

สมมติฐานที่ 2 บุคลากร ที่มีระดับการศึกษาต่างกัน มีความสุขในการทำงานแตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 3 บุคลากร ที่มีสถานภาพต่างกัน มีความสุขในการทำงานแตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 4 บุคลากร ที่มีรายได้ต่อเดือนต่างกัน มีความสุขในการทำงานแตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 5 บุคลากร ที่มีอายุงานต่างกัน มีความสุขในการทำงานไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 6 บรรยากาศองค์การมีความสัมพันธ์กับความสุขในการทำงาน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ โดยความสัมพันธ์ดังกล่าวอยู่ในทิศทางเดียวกันในระดับสูง

สรุปผลการวิจัย

การวิจัยเรื่อง ความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) สามารถอภิปรายผลได้ดังนี้

1. ระดับความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) พบว่า ความสุขในการทำงานของบุคลากร สกสว. ในภาพรวมอยู่ในระดับสูง มีค่าเฉลี่ยรวม 3.73 โดยเมื่อพิจารณาระดับความสุขในการทำงานทั้ง 4 ด้าน ตามลำดับได้ดังนี้ ด้านความพึงพอใจในงาน มีค่าเฉลี่ยสูงที่สุด คือ 3.89 ด้านความพึงพอใจในชีวิต มีค่าเฉลี่ย 3.77 ด้านอารมณ์ด้านบวก มีค่าเฉลี่ย 3.66 และด้านอารมณ์ด้านลบ มีค่าเฉลี่ย 3.61 ทั้งนี้อาจเนื่องมาจากบุคลากรพอใจในงานที่ได้รับมอบหมายและปฏิบัติงานอยู่ในปัจจุบัน รู้สึกว่างานที่ตนทำนั้นเป็นงานที่มีประโยชน์ต่อสังคมและส่วนร่วมทำให้ตนเองมีคุณค่าและเกิดความภูมิใจในตนเอง ซึ่งเป็นสิ่งที่ทำให้บุคลากรเกิดอารมณ์ความรู้สึกในด้านบวกมากกว่าด้านลบนั้นเอง โดยผลการศึกษาดังกล่าวสอดคล้องกับงานวิจัยของ ชัชฎาภรณ์ ฝูงชมเชย (2559) ศึกษาเรื่อง บรรยากาศในองค์การที่ส่งผลต่อความสุขในการทำงานของพนักงานการไฟฟ้าส่วนภูมิภาคในจังหวัดปทุมธานี และงานวิจัยของ ณัฏยา ผลบุญ (2559) ศึกษาเรื่อง อิทธิพลของบรรยากาศองค์การและการปรับตัวในการทำงานที่มีต่อความสุขในการทำงานของบุคลากรสถาบันอุดมศึกษาเอกชนแห่งหนึ่งในกรุงเทพมหานคร

2. เพื่อเปรียบเทียบปัจจัยความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) จำแนกตามปัจจัยส่วนบุคคล

2.1 บุคลากร สกสว. ที่มีอายุต่างกัน มีความสุขในการทำงาน ไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่าอายุที่ต่างกันของบุคลากร สกสว. ไม่มีอิทธิพลกับความสุขในการทำงาน อาจเป็นเพราะบุคลากร สกสว. ไม่ว่าจะอยู่ในช่วงอายุใดก็สามารถทำงานที่ตนเองได้รับมอบหมายและเป็นงานที่ตนเองรู้สึกพึงพอใจได้อย่างมีความสุขภายใต้บรรยากาศองค์การที่ดีได้ โดยผลการศึกษาดังกล่าวสอดคล้องกับงานวิจัยของ สุรัสวดี อ่อนอำไพ (2558) ศึกษาเรื่อง ความสุขในการทำงานของพนักงานกองบำรุงรักษาโรงไฟฟ้าเขื่อนภูมิพล จังหวัดตาก และ ณัฐชยา ศรีจันทร์ ศึกษาเรื่อง ความสุขในการทำงานของพนักงาน ช กรณีศึกษา บริษัท เอพี ออโต้ มาสเตอร์ จำกัด

2.2 บุคลากร สกสว. ที่มีระดับการศึกษาต่างกัน มีความสุขในการทำงาน แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่าอายุที่ต่างกันของบุคลากร สกสว. มีอิทธิพลกับความสุขในการทำงาน โดยพบว่าบุคลากร สกสว. ที่มีการศึกษาในระดับปริญญาตรี มีความสุขในการทำงานสูงกว่าระดับปริญญาโทและเอก อาจเนื่องมาจากบุคลากรที่มีการศึกษาในระดับปริญญาตรีนั้นมีภาระงานและหน้าที่ความรับผิดชอบที่ได้รับมอบหมายน้อยกว่าเมื่อเทียบกับบุคลากรที่มีการศึกษาในระดับปริญญาโทและปริญญาเอกที่มีตำแหน่งหน้าที่ ภาระงาน และแรงกดดันในการทำงานที่ค่อนข้างสูง โดยผลการศึกษาดังกล่าวสอดคล้องกับงานวิจัยของ ณภัทร พรศิลปะกุล (2557) ศึกษาเรื่อง ปัจจัยที่ส่งผลต่อความสุขในการทำงานของบุคลากรในสำนักงานใหญ่ และ ทรรศวรรณ ขาวพราย (2560) ศึกษาเรื่อง ความสุขในการทำงานของพยาบาลวิชาชีพ สังกัดสำนักงานสาธารณสุข จังหวัดนครสวรรค์

2.3 บุคลากร สกสว. ที่มีสถานภาพต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่าสถานภาพที่ต่างกันของบุคลากร สกสว. มีอิทธิพลกับความสุขในการทำงาน โดยพบว่าบุคลากร สกสว. ที่มีสถานภาพโสดจะมีความสุขในการทำงานสูงกว่าบุคลากรที่มีสถานภาพสมรส อาจเนื่องมาจากบุคลากรที่มีสถานภาพสมรสนั้นมีความรับผิดชอบในเรื่องของการดูแลบุตรและคู่สมรส ทำให้ไม่ค่อยมีเวลาผ่อนคลาย และดูแลตนเองอย่างเต็มที่ และในบางครั้งที่ต้องมีการทำงานล่วงเวลา ก็จะเป็นอุปสรรคอย่างมากในการดูและครอบครัวของตนเอง จึงอาจส่งผลให้เกิดความเครียดในการทำงานได้ โดยผลการศึกษาดังกล่าวสอดคล้องกับงานวิจัยของ ชัชชัย กสิวาณิชยกุล (2557) ศึกษาเรื่อง เสริมสร้างความสุขในการทำงานของพนักงานในสถาบันอุดมศึกษา : กรณีศึกษา มหาวิทยาลัยศิลปากร วิทยาเขตพระราชวังสนามจันทร์ และ วัชระ ณรงค์ฤทธิเดช (2560) ศึกษาเรื่อง การศึกษาความสุขในการทำงานของบุคลากรสายสนับสนุนม หาวิทยาลัยรามคำแหง

2.4 บุคลากร สกสว. ที่มีรายได้ต่อเดือนต่างกัน มีความสุขในการทำงาน แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่ารายได้ต่อเดือนที่ต่างกันของบุคลากร สกสว. มีอิทธิพลกับความสุขในการทำงาน โดยพบว่าบุคลากร สกสว. ที่มีรายได้ต่อเดือนไม่เกิน 20,000 บาท และ 20,001-30,000 บาท มีความสุขในการทำงานสูงกว่า บุคลากรที่มีรายได้ต่อเดือน 30,001-40,000 บาท และ 40,001 บาทขึ้นไป อาจเนื่องมาจากบุคลากรที่มีรายได้สูงขึ้นนั้นมาพร้อมกับหน้าที่ความรับผิดชอบและภาระงานที่เพิ่มมากขึ้นด้วยเช่นกัน อีกทั้งยังต้องทำงานภายใต้แรงกดและความคาดหวังจากทั้งหัวหน้าหน่วยงานและเพื่อร่วมงานด้วย และบุคลากรที่มี

รายได้ต่อเดือน 30,001-40,000 บาท และ 40,001 บาทขึ้นไปนั้นมักจะอยู่ในช่วงอายุที่มีภาระค่าใช่จ่ายที่สูงขึ้นด้วย ไม่ว่าจะเป็นค่าที่อยู่อาศัย ค่าเล่าเรียนบุตร ค่ารักษาพยาบาล และอื่นๆ จึงส่งผลให้มีความสุขในการทำงานน้อยกว่าบุคลากรมีรายได้ต่อเดือนไม่เกิน 20,000 บาท และ 20,001-30,000 บาท ซึ่งมีหน้าที่ความรับผิดชอบน้อย และค่าใช้รายจ่ายต่อเดือนก็ไม่สูงมากนัก โดยผลการศึกษาดังกล่าวสอดคล้องกับงานวิจัยของ ชัชชัย กสิวาณิชยกุล (2557) ศึกษาเรื่อง เสริมสร้างความสุขในการทำงานของพนักงานในสถาบันอุดมศึกษา : กรณีศึกษา มหาวิทยาลัยศิลปากร วิทยาเขตพระราชวังสนามจันทร์ และ ณภัทร พรศิลปะกุล (2557) ศึกษาเรื่อง ปัจจัยที่ส่งผลต่อความสุขในการทำงานของบุคลากรในสำนักงานใหญ่

2.5 บุคลากร สกสว. ที่มีอายุงานต่างกัน มีความสุขในการทำงาน ไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่าอายุงานที่ต่างกันของบุคลากร สกสว. ไม่มีอิทธิพลกับความสุขในการทำงาน อาจเป็นเพราะบุคลากร สกสว. ไม่ว่าจะเป็นบุคลากรที่เพิ่งเริ่มทำงานใหม่ หรือจะเป็นบุคลากรที่มีประสบการณ์การทำงานมานานแล้ว ทุกคนต่างก็ต้องมีการเรียนรู้วิธีการและทักษะการทำงานใหม่ๆ รวมไปถึงข้อมูลข่าวสารที่มีการเปลี่ยนแปลงอยู่ตลอดเวลา อีกทั้งหน่วยงานเองก็เปิดโอกาสให้ทุกคนได้แสดงความคิดเห็นและแสดงศักยภาพของบุคลากรทุกคนได้อย่างอิสระ จึงทำให้ไม่มีอิทธิพลกับความสุขในการทำงาน โดยผลการศึกษาดังกล่าวสอดคล้องกับงานวิจัยของ สุรัสวดี อ่อนอำไพ (2558) ศึกษาเรื่อง ความสุขในการทำงานของพนักงานกองบำรุงรักษาโรงไฟฟ้าเขื่อนภูมิพล จังหวัดตาก และ ชัชฎาภรณ์ ฝูงชมเชย (2559) ศึกษาเรื่อง บรรยากาศในองค์การที่ส่งผลต่อความสุขในการทำงานของพนักงานการไฟฟ้าส่วนภูมิภาค ในจังหวัดปทุมธานี

3. เพื่อศึกษาความสัมพันธ์ระหว่างบรรยากาศองค์การกับความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) พบว่าบรรยากาศองค์การมีความสัมพันธ์กับความสุขในการทำงานของบุคลากร สกสว. โดยอยู่ในระดับที่มีความสัมพันธ์กันสูง มีค่าสัมประสิทธิ์สหสัมพันธ์ เท่ากับ 0.563 ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่าบรรยากาศองค์การมีความสัมพันธ์กับความสุขในการทำงานของบุคลากร สกสว. อาจเป็นเพราะบุคลากรส่วนใหญ่มีความเห็นว่าบรรยากาศในองค์การ ทั้ง 6 ด้านที่ประกอบไปด้วย ด้านโครงสร้าง ด้านมาตรฐานการปฏิบัติงาน ด้านความรับผิดชอบ ด้านการสนับสนุน และด้านความเป็นอันหนึ่งอันเดียวกัน ต่างเป็นปัจจัยที่สำคัญขององค์การที่เมื่อผู้บริหารสามารถบริหารจัดการบรรยากาศขององค์การได้อย่างเหมาะสมแล้ว ส่งผลให้สามารถจูงใจบุคลากรให้เกิดความพึงพอใจในงาน ความพึงพอใจในตนเอง และเกิดอารมณ์ด้านบวกมากกว่าอารมณ์ด้านลบ ซึ่งสิ่งเหล่านี้ ทำให้ผลการศึกษาบรรยากาศองค์การมีความสัมพันธ์กับความสุขในการทำงานของบุคลากร สกสว. ซึ่งสอดคล้องกับงานวิจัยของ ชัชฎาภรณ์ ฝูงชมเชย (2559) ศึกษาเรื่อง บรรยากาศในองค์การที่ส่งผลต่อความสุขในการทำงานของพนักงานการไฟฟ้าส่วนภูมิภาค ในจังหวัดปทุมธานี และงานวิจัยของ ณัฏยา ผลบุญ (2559) ศึกษาเรื่อง อิทธิพลของบรรยากาศองค์การและการปรับตัวในการทำงานที่มีต่อความสุขในการทำงานของบุคลากรสถาบันอุดมศึกษาเอกชนแห่งหนึ่งในกรุงเทพมหานคร

อภิปรายผลการวิจัย

ในการวิจัยเรื่อง “ความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.)” ผลการวิจัยพบว่า ความสุขในการทำงานของบุคลากรสำนักงานคณะกรรมการส่งเสริมวิทยาศาสตร์ วิจัยและนวัตกรรม (สกสว.) ในภาพรวมอยู่ในระดับสูง โดยมีค่าเฉลี่ย 3.73 เมื่อพิจารณาเป็นรายข้อ พบว่าประเด็นสำคัญที่บุคลากรซึ่งเป็นกลุ่มตัวอย่างมีความสุขในการทำงานมากที่สุด คือ ท่านรู้สึกดีเมื่องานสำเร็จลุล่วงตามเป้าหมาย (ข้อ 12) มีค่าเฉลี่ยสูงที่สุด คือ 4.38 รองลงมา คือ ครอบครัวของท่านช่วยเหลือเกื้อกูลด้านจิตใจอารมณ์ เพื่อให้ท่านมีความสุข (ข้อ 4) มีค่าเฉลี่ย 4.32 ส่วนประเด็นที่บุคลากร สกสว. มีความสุขในการทำงาน น้อยที่สุด คือ ท่านรู้สึกเบื่อหน่ายกับการทำงาน (ข้อ 24) มีค่าเฉลี่ยน้อยที่สุด คือ 3.12

จากประเด็นที่บุคลากรมีความสุขในการทำงานน้อยที่สุด ในประเด็นที่ว่าท่านรู้สึกเบื่อหน่ายกับการทำงาน แสดงให้เห็นว่าบุคลากรซึ่งเป็นกลุ่มตัวอย่างนั้นมีความสนุก เพลิดเพลินและกระตือรือร้นเมื่อได้ทำงาน โดยเมื่อแยกวิเคราะห์ข้อมูลระดับความสุขในการทำงานของบุคลากร สกสว. เป็นรายด้าน พบว่าด้านความพึงพอใจในงาน มีค่าเฉลี่ยสูงที่สุด รองลงมาคือ ด้านความพึงพอใจในชีวิต ด้านอารมณ์ด้านบวก และด้านอารมณ์ด้านลบ ตามลำดับ ทั้งนี้อาจเนื่องมาจากบุคลากรพอใจในงานที่ได้รับมอบหมายและปฏิบัติงานอยู่ในปัจจุบัน รู้สึกว่างานที่ตนทำนั้นเป็นงานที่มีประโยชน์ต่อสังคมและส่วนร่วม ทำให้ตนเองมีคุณค่าและเกิดความภูมิใจในตนเอง ซึ่งเป็นสิ่งที่ทำให้บุคลากรเกิดอารมณ์ความรู้สึกในด้านบวกมากกว่าด้านลบนั้นเอง โดยผลการศึกษาดังกล่าวสอดคล้องกับงานวิจัยของ ชัชฎาภรณ์ ฝูงชมเชย (2559) ศึกษาเรื่อง บรรยากาศในองค์การที่ส่งผลต่อความสุขในการทำงานของพนักงานการไฟฟ้าส่วนภูมิภาค ในจังหวัดปทุมธานี และงานวิจัยของ ณัฏยา ผลบุญ (2559) ศึกษาเรื่อง อิทธิพลของบรรยากาศองค์การและการปรับตัวในการทำงานที่มีต่อความสุขในการทำงานของบุคลากรสถาบันอุดมศึกษาเอกชนแห่งหนึ่งในกรุงเทพมหานคร

โดยจากการทดสอบสมมติฐานที่ตั้งไว้ 6 สมมติฐาน ผลปรากฏว่าไม่เป็นไปตามสมมติฐานที่ตั้งไว้ 2 สมมติฐาน ได้แก่ อายุและอายุงาน สำหรับผลการทดสอบที่เป็นไปตามสมมติฐานที่ตั้งไว้ 4 สมมติฐาน ได้แก่ ระดับการศึกษา สถานภาพ รายได้ต่อเดือน และบรรยากาศองค์การ

ข้อเสนอแนะ

ข้อเสนอแนะจากการวิจัย

1. ปัจจัยบรรยากาศองค์การ สกสว. ควรมีระบบการพิจารณาความดี ความชอบที่มีความชัดเจน มีความยุติธรรมและเป็นที่ยอมรับของบุคลากรในองค์กร เพื่อเป็นบรรทัดฐานและสร้างขวัญกำลังใจในปฏิบัติงาน รวมทั้งจูงใจให้มีการปฏิบัติงานอย่างมีประสิทธิภาพ

2. ความสุขในการทำงานของบุคลากร สกสว. ควรมีการจัดการอบรมด้านการพัฒนาสภาพจิตใจให้กับบุคลากรอยู่เสมอ เพื่อช่วยส่งเสริม ฟื้นฟูจิตใจ และสร้างภูมิคุ้มกันให้กับบุคลากรสามารถรับมือกับปัญหาและอุปสรรคที่เกิดขึ้น รวมถึงสภาพสังคมที่ต้องเผชิญในทุกวันได้

ข้อเสนอแนะในการศึกษาครั้งต่อไป

1. ควรมีการศึกษาในปัจจัยลักษณะงาน และด้านสัมพันธภาพในที่ทำงานเพิ่มเติม เพื่อให้ทราบว่าส่งผลต่อความสุขในการทำงานแตกต่างกันหรือไม่ จะทำให้ผลการศึกษามีความชัดเจนและครอบคลุมรอบด้านมากยิ่งขึ้น

2. ควรทำการศึกษาภาวะที่ทำให้เกิดความเครียดในการทำงานของบุคลากร สกสว. เพื่อให้ทราบถึงปัจจัยที่ส่งผลต่อความเครียดในการทำงาน อีกทั้งหน่วยงานยังสามารถนำไปแก้ไขปัญหาดังกว่าได้ต่อไป

3. การศึกษาในครั้งนี้เป็นการศึกษาเชิงปริมาณ โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล ดังนั้นหากมีการศึกษาวิจัยเรื่องนี้ครั้งต่อไป ควรเพิ่มการวิจัยในเชิงคุณภาพเพื่อให้ได้ผลการศึกษาในเชิงลึกมากขึ้น โดยอาจใช้การสัมภาษณ์แบบเจาะลึกกับบุคลากรที่ปฏิบัติงานในแต่ละด้านจากส่วนงานที่แตกต่างกัน เพื่อให้ได้ข้อมูลในเชิงลึกยิ่งขึ้น

4. การศึกษาในครั้งนี้เป็นการศึกษาประชากรเฉพาะบุคลากรใน สกสว. เท่านั้น จึงไม่สามารถสรุปและอธิบายความสุขในการทำงานของบุคลากรในหน่วยงานอื่น ๆ ได้ทั้งหมด ดังนั้นหากมีการศึกษาเรื่องนี้ครั้งต่อไป ควรมีการศึกษาเปรียบเทียบกับบุคลากรของ สกสว. และหน่วยงานอื่นๆ ด้วย

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ปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลางกรมทรัพยากรน้ำ
Factors Affecting Motivation to Work of the Department of Water Resources

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาระดับแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ และ 2) เพื่อศึกษาปัจจัยที่มีผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ ประชากรและกลุ่มตัวอย่าง ได้แก่ บุคลากรส่วนกลาง กรมทรัพยากรน้ำ จำนวน 223 คน โดยใช้แบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่, ร้อยละ, ส่วนเบี่ยงเบนมาตรฐาน, t-test และ F-test ผลการศึกษาพบว่า 1) ระดับแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำด้านปัจจัยจูงใจ พบว่า โดยรวมอยู่ในระดับมาก ได้แก่ ด้านนโยบายและการบริหาร ด้านความสัมพันธ์ในการทำงาน ด้านค่าตอบแทนและสวัสดิการ ด้านการปกครองบังคับบัญชา ด้านความมั่นคงในการทำงาน และด้านสภาพแวดล้อมในการทำงาน และ 2) ปัจจัยที่มีผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำที่มีอายุ ระดับการศึกษา สถานภาพสมรส ระยะเวลาในการปฏิบัติงาน และรายได้ต่อเดือนที่ต่างกันมีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ส่วนบุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีเพศต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานไม่แตกต่างกัน

คำสำคัญ: แรงจูงใจ, การปฏิบัติงาน, บุคลากรส่วนกลาง, กรมทรัพยากรน้ำ

Abstract

The purpose of this research is 1) To study the level of work motivation of central personnel. Department of Water Resources. and 2) to study factors affecting the work motivation of central personnel. Department of Water Resources. The population and sample were the central personnel. Department of Water Resources, 223 people using a questionnaire. The statistics used to analyze the data were frequency, percentage, standard deviation, t-test and F-test. The results of the study revealed that 1) the level of motivation in the performance of central personnel. Department of Water Resources in terms of motivation factors, found that the overall level was at a high level, including policies and management. working relationship Remuneration and Welfare governance in terms of work stability and working environment, and 2) factors affecting work motivation of central personnel. department of water resources aged educational level, marital status, length of service and different monthly incomes had different opinions on the factors affecting the motivation to work. with statistical significance at the 0.05 level. Department of Water Resources with different sex There were no differences in opinions on the factors affecting the motivation to work.

Keywords: Incentives, Operations, Central Personnel, Department of Water Resources

บทนำ

ในสภาวะที่ประเทศไทยกำลังเข้าสู่ภาวะของการเปลี่ยนแปลง ทั้งปัจจัยภายใน และภายนอก ทุกสิ่งทุกอย่างเคลื่อนไหวด้วยความต่อเนื่อง การบริหารจัดการเป็นสิ่งที่จำเป็นสำหรับทุกองค์กรทั้งในภาคธุรกิจเอกชน หรือแม้กระทั่งใน หน่วยงานภาคราชการเอง ปัจจัยหรือทรัพยากรทางการบริหารจัดการที่สำคัญ 4 M’s ถือเป็นปัจจัยพื้นฐานที่ใช้ในการบริหาร มนุษย์นับเป็นทรัพยากรสำคัญและจำเป็นที่สุดและต้องใช้ทรัพยากรมนุษย์จำนวนมากในหลากหลายหน้าที่ เพราะทรัพยากรมนุษย์เป็นส่วนสำคัญที่ขับเคลื่อนองค์กรให้ไปสู่ผลสำเร็จ ดังนั้น ผู้บริหารจึงจำเป็นต้องเข้าใจถึงบทบาทการบริหารจัดการองค์กร (ชนิดา คุณทองคำ, 2562) การบริหารจัดการองค์กร การบริหารบุคคลจึงถือเป็นปัจจัยความสำคัญ เพราะบุคลากรเป็นส่วนขับเคลื่อนที่สำคัญที่ทำให้องค์กรดำเนินการไปได้และ

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บรรลุเป้าหมาย ถึงแม้ว่าองค์กรจะประกอบด้วยบุคลากรที่มีความรู้ความสามารถที่เหมาะสมต้องการปฏิบัติงาน แต่ถ้าหากบุคลากรเหล่านั้นขาดความตั้งใจ ความกระตือรือร้นในการปฏิบัติหน้าที่ผลจากการปฏิบัติงานก็จะเกิดปัญหาขึ้นได้ เพื่อให้องค์กรบรรลุเป้าหมายที่ตั้งไว้ จึงเป็นสิ่งที่สำคัญที่คณะผู้บริหารต้องมีความเข้าใจและทราบถึงแรงจูงใจในการปฏิบัติงาน เพื่อให้บุคลากรมีแรงจูงใจในการปฏิบัติงานจะทำให้เกิดผลดีต่อองค์กร ปฏิบัติงานมีประสิทธิภาพ และบรรลุเป้าหมายขององค์กร (ปิญาทิพย์ กองโฮม, 2562) ทั้งนี้ การบริหารบุคลากรให้มีประสิทธิภาพเป็นแนวทางการบริหารเพื่อให้บรรลุเป้าหมายขององค์กรผู้บริหารต้องเป็นผู้รับผิดชอบประสานความร่วมมือ ร่วมกับผู้บริหารฝ่ายอื่น ๆ เพื่อให้ระบบการบริหารทรัพยากรมนุษย์มีประสิทธิภาพและประสบผลสำเร็จนั้นจะต้องมีการวางแผนทรัพยากรมนุษย์ สามารถปรับตนเองให้กับเข้าวัฒนธรรมขององค์กร การพัฒนาบุคลากร โดยเริ่มตั้งแต่บุคคลเข้ามาทำงานในองค์กรและพัฒนาต่อเนื่องกันไป ตลอดระยะเวลาที่บุคคลนั้นอยู่ในองค์กร และการรักษาบุคลากรเพื่อให้มีความพึงพอใจในการทำงาน การสร้างขวัญกำลังใจในการทำงาน ความก้าวหน้าในตำแหน่งหน้าที่ การมีรายได้พอเพียงกับความเป็นอยู่นอกจากนี้การบริหารบุคลากรที่มีประสิทธิภาพ ต้องสามารถตรวจสอบและควบคุมได้ตลอดจนให้พนักงานเข้ามามีส่วนร่วมในการตัดสินใจมากขึ้น (พรเพชร บุตรดี, 2563)

ด้วยเหตุนี้จึงทำให้ทุกองค์กรไม่ว่าจะเป็นภาครัฐหรือเอกชนจะต้องมีแนวทางในการปฏิบัติที่ช่วยให้บุคลากรคงอยู่กับองค์กรได้อย่างมีความสุข เมื่อเกิดการปฏิบัติงานได้อย่างมีความสุขจะทำให้บุคลากรเกิดความรัก ความจงรักภักดีต่อองค์กรและรู้สึกอยากเป็นส่วนหนึ่งขององค์กร การส่งเสริมแรงจูงใจในการปฏิบัติงานจึงเป็นสิ่งจำเป็นที่ก่อให้เกิดประโยชน์เพื่อรักษาบุคลากรสำคัญขององค์กร ซึ่งประกอบไปด้วย ปัจจัยจูงใจ และ ปัจจัยค้ำจุน ซึ่งโดยธรรมชาติของมนุษย์ เมื่อได้รับการตอบสนองก็ทำให้เกิดความพึงพอใจ และแสดงพฤติกรรมในทางบวก อีกทั้งถ้าได้รับแรงจูงใจในการทำงานที่ดีและเหมาะสมก็จะเป็นสิ่งกระตุ้นให้การปฏิบัติงาน เป็นไปได้อย่างมีประสิทธิภาพ มีความจงรักภักดี ต่อองค์กรและเต็มใจทำงานอยู่กับองค์กรต่อไป (วชัระ แย้มชู, 2563) นอกจากนี้ แรงจูงใจยังเป็นอีกสาเหตุสำคัญที่ทำให้มนุษย์แสดงพฤติกรรมต่าง ๆ ออกมาในเชิงบวก เช่น มีความมุ่งมั่นที่จะฟันฝ่าอุปสรรคต่าง ๆ ความกระตือรือร้นและท่ากิจกรรมนั้น ๆ อย่างทุ่มเทเต็มกำลังความสามารถขณะเดียวกันหากมนุษย์ไม่มีแรงจูงใจและความพึงพอใจจะทำให้มนุษย์แสดงพฤติกรรมต่าง ๆ ออกมาในเชิงลบ เช่น มีสภาพแวดล้อมที่เฉื่อยชาท่ากิจกรรมนั้น ๆ ให้ผ่าน ๆ ไปไม่ตั้งใจ หรือไม่เอาใจใส่กับการท่ากิจกรรมซึ่งการท่าให้บุคคลนั้นทำงานได้อย่างมีประสิทธิภาพองค์กรจะต้อง ส่งเสริมและสร้างแรงจูงใจให้เกิดกับบุคคลเหล่านั้นซึ่งปัจจุบันการสร้างและส่งเสริมแรงจูงใจให้กับบุคลากรขององค์กรมีด้วยกันหลายปัจจัย ที่จะช่วยให้บุคลากรส่วนกลาง กรมทรัพยากรน้ำมีแรงจูงใจที่จะปฏิบัติงานที่ได้รับมอบหมายให้มีประสิทธิภาพ (ภัตราพร ชนะการณ์, 2561)

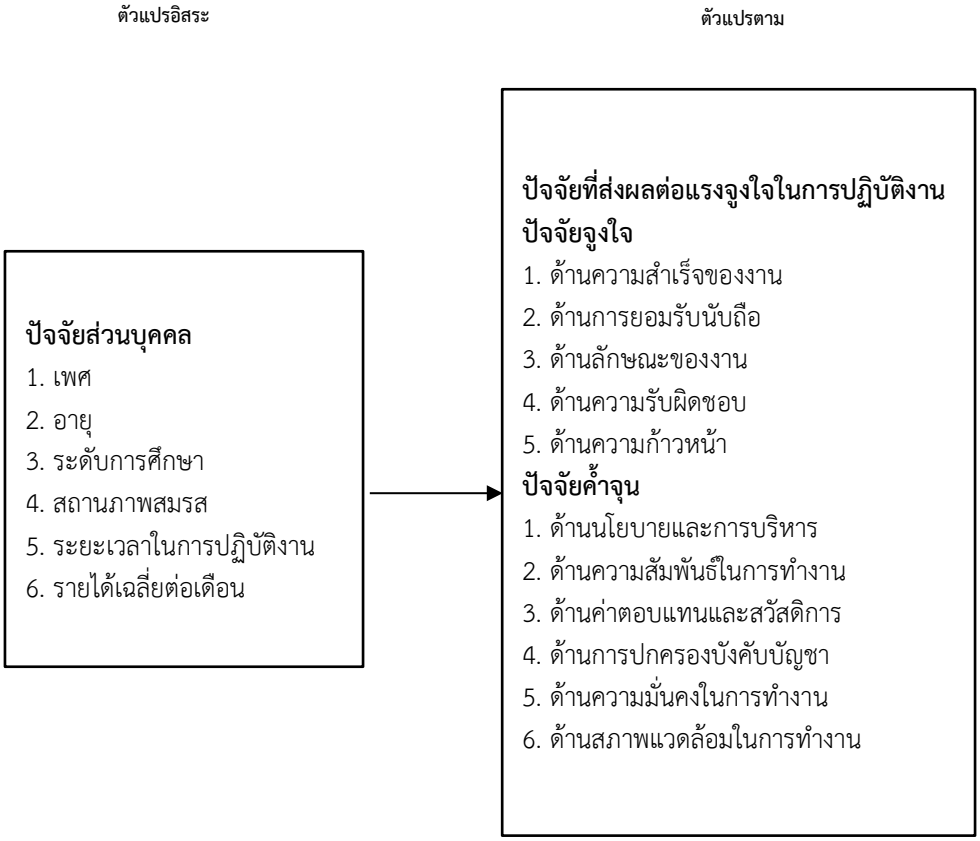
กรมทรัพยากรน้ำ เป็นหน่วยงานภาครัฐสังกัดกระทรวงทรัพยากรธรรมชาติและสิ่งแวดล้อม มีภารกิจการเสนอแนะในการจัดทำนโยบายและแผนและมาตรการที่เกี่ยวข้องกับทรัพยากรน้ำ บริหารจัดการพัฒนาอนุรักษ์ฟื้นฟูรวมทั้งควบคุมดูแลกำกับประสานติดตามประเมินผลและแก้ไขปัญหาเกี่ยวกับทรัพยากรน้ำพัฒนาวิชาการกำหนดมาตรฐานและถ่ายทอดเทคโนโลยีด้านทรัพยากรน้ำทั้งระดับภาพรวมและระดับลุ่มน้ำเพื่อการจัดการทรัพยากรน้ำที่เป็นเอกภาพและยั่งยืน ด้วยภาระหน้าที่ความรับผิดชอบของบุคลากรภายในหน่วยงานต้องได้รับแรงจูงใจในการปฏิบัติงานเพื่อรองรับภาระงานที่จะเพิ่มขึ้น และได้รับงานที่มีประสิทธิภาพทางกรมทรัพยากรน้ำ ต้องมีการสร้างแรงจูงใจในการปฏิบัติงาน ซึ่งจะเกิดแรงผลักดันให้บุคลากร กรมทรัพยากรน้ำเกิดความพึงพอใจและมีความสุขในการปฏิบัติงานมากยิ่งขึ้น และบรรลุเป้าหมายขององค์กร (กรมทรัพยากรน้ำ, 2565)

จากความสำคัญของปัญหาดังกล่าวข้างต้นผู้ศึกษาสนใจที่จะศึกษาเรื่อง ปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ เพื่อนำข้อมูลที่ได้จากการศึกษาไปปรับปรุงและแก้ปัญหาได้ตรงจุด และพัฒนาการปฏิบัติงานบุคลากรส่วนกลาง กรมทรัพยากรน้ำให้เหมาะสมยิ่งขึ้นไป นอกจากนี้การศึกษาในครั้งนี้ยังอาจช่วยทำให้ผู้บริหารเล็งเห็นปัญหาที่เกิดขึ้นนำไปวางแผนและพัฒนาการทำงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำให้ก้าวหน้าต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ
2. เพื่อศึกษาปัจจัยที่มีผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ

จากวัตถุประสงค์ของการวิจัยสามารถสร้างกรอบแนวคิดในการวิจัยได้ดังนี้



ภาพที่ 1 กรอบแนวคิดในการวิจัย

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้เป็นการวิจัยเชิงปริมาณ (Quantitative Research) ซึ่งผู้วิจัยได้ใช้แบบสอบถามในการเก็บรวบรวมข้อมูลจากประชากรและกลุ่มตัวอย่าง โดยมีรายละเอียดดังต่อไปนี้

1. ประชากรและกลุ่มตัวอย่างที่ใช้ในการศึกษา ได้แก่ บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ประกอบด้วย ข้าราชการ จำนวน 363 คน และพนักงานราชการ จำนวน 141 คน รวมทั้งสิ้น 504 คน จากการคำนวณโดยใช้สูตรของทาโร่ ยามาเน่ (Taro Yamane, 1973) ได้กลุ่มตัวอย่าง จำนวน 223 คน ที่ระดับความคลาดเคลื่อน 0.05 โดยการสุ่มตัวอย่างแบบบังเอิญ (Accidental Sampling) โดยใช้สูตรในการคำนวณดังนี้

$$n = \frac{N}{1+(Ne^2)}$$

เมื่อ n = ขนาดของกลุ่มตัวอย่าง
N = จำนวนประชากร
e2 = ระดับของความคลาดเคลื่อนที่ยอมรับให้เกิดขึ้นได้ 5% หรือ 0.05

แทนค่าในสูตร

$$n = \frac{504}{1+(504 \times 0.05^2)}$$

$$n = 223$$

ดังนั้น ในการทำวิจัยครั้งนี้ ผู้ทำวิจัยใช้กลุ่มตัวอย่างจำนวน 223 คน โดยเก็บข้อมูลเฉพาะบุคลากรส่วนกลาง กรมทรัพยากรน้ำ เท่านั้น

2. เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการศึกษาครังนี้ คือ แบบสอบถาม (Questionnaire) ซึ่งผู้ศึกษาได้สร้างขึ้นจากการศึกษาแนวคิด ทฤษฎี เอกสาร และผลงานวิจัยที่เกี่ยวข้อง โดยแบ่งออกเป็น 2 ส่วน ดังนี้

ส่วนที่ 1 ปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ซึ่งประกอบไปด้วย เพศ อายุ ระดับการศึกษา สถานภาพสมรส ระยะเวลาในการปฏิบัติงาน และรายได้เฉลี่ยต่อเดือน

ส่วนที่ 2 ปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ มีลักษณะแบบสอบถามเป็นแบบมาตรส่วนประมาณค่า (Rating Scale) ประกอบด้วย

1. ปัจจัยจูงใจ ได้แก่ ด้านความสำเร็จของงาน, ด้านการยอมรับนับถือ, ด้านลักษณะของงาน, ด้านความรับผิดชอบ และด้านความก้าวหน้า จำนวน 25 ข้อ

2. ปัจจัยค้ำจุน ได้แก่ ด้านนโยบายและการบริหาร ด้านความสัมพันธ์ในการทำงาน ด้านค่าตอบแทนและสวัสดิการ ด้านการปกครองบังคับบัญชา ด้านความมั่นคงในการทำงาน และด้านสภาพแวดล้อมในการทำงาน จำนวน 30 ข้อ

3. การทดสอบเครื่องมือที่ใช้ในการศึกษา

ผู้ศึกษาทดสอบเครื่องมือที่ใช้ในการศึกษา โดยการนำแบบสอบถามไปทำการทดสอบหาความเที่ยงตรง (Validity) โดยนำแบบสอบถามที่ผู้ศึกษาสร้างขึ้นจากการศึกษาค้นคว้าเอกสาร ตำรา หนังสือ งานวิจัย และทฤษฎีต่าง ๆ ที่เกี่ยวกับปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ โดยนำไปปรึกษาและเสนอต่อคณะกรรมการที่ปรึกษาการค้นคว้าอิสระ เพื่อตรวจสอบความถูกต้อง หาความเที่ยงตรงเชิงเนื้อหา (Content Validity) ของแบบสอบถามว่าครอบคลุมตามวัตถุประสงค์หรือไม่ และนำข้อแนะนำของคณะกรรมการที่ปรึกษาการค้นคว้าอิสระมาปรับปรุงแก้ไขให้มีความเที่ยงตรงยิ่งขึ้น เพื่อดำเนินการในขั้นตอนต่อไป ทดสอบความเชื่อมั่น (Reliability) โดยผู้ศึกษาจะนำแบบสอบถามที่ได้ทำการปรับแก้ ไปทำการทดสอบ (Try-out) กับกลุ่มประชากรที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน แล้วนำข้อมูลมาหาความเชื่อมั่น (Reliability) ของแบบสอบถามโดยใช้วิธีการหาค่าสัมประสิทธิ์แอลฟา (Alpha coefficient) ตามวิธีของครอนบาค (Cronbach)

4. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลเชิงปริมาณผู้ศึกษาได้ดำเนินการ แบ่งออกเป็น 2 กลุ่มคือ ข้อมูลปฐมภูมิ (Primary data) ข้อมูลในส่วนนี้ ผู้ศึกษาได้เก็บรวบรวมข้อมูลจากกลุ่มประชากรและกลุ่มตัวอย่างโดยตรงกับบุคลากรส่วนกลาง กรมทรัพยากรน้ำ จำนวน 223 ชุด จากการสร้างแบบสอบถาม (Questionnaire) เป็นคำถามแบบปลายปิด (Close ended Questions) สอบถามบุคลากรส่วนกลาง กรมทรัพยากรน้ำ ตรวจสอบแบบสอบถามที่ได้รับกลับคืนมา โดยตรวจสอบความถูกต้องความครบถ้วนของข้อมูล แล้วนำมากำหนดรหัสคำตอบเพื่อทำการวิเคราะห์ประมวลผลต่อไป และข้อมูลทุติยภูมิ (Secondary Data) โดยการหาข้อมูลด้วยการค้นคว้าจากเอกสารและบทความที่เกี่ยวข้อง เพื่อให้ได้ข้อมูลพื้นฐานที่ใช้เป็นแนวทางในการวิจัย

5. การวิเคราะห์ข้อมูลและสถิติที่ใช้ในการวิเคราะห์ข้อมูล

การวิเคราะห์จากแบบสอบถามปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ ผู้ศึกษานำแบบสอบถามที่ได้รับกลับคืนมา จำนวน 223 ชุด และทำการตรวจสอบความถูกต้องและสมบูรณ์ของแบบสอบถาม
พบแบบสอบถามที่มีความสมบูรณ์จำนวน 223 ชุด วิเคราะห์ข้อมูลทั่วไปเกี่ยวกับปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ ระดับการศึกษา สถานภาพสมรส ระยะเวลาในการปฏิบัติงาน และรายได้เฉลี่ยต่อเดือน โดยแจกแจงความถี่ (Frequency) และหาค่าร้อยละ (Percentage) พร้อมทั้งนำเสนอข้อมูลในรูปแบบของตารางวิเคราะห์ข้อมูลเกี่ยวกับปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากร ส่วนกลาง กรมทรัพยากรน้ำ โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) เป็นรายข้อแล้วนำเสนอรูปแบบตาราง และวิเคราะห์เปรียบเทียบปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานที่แตกต่างกันของบุคลากรส่วนกลาง กรมทรัพยากรน้ำแตกต่างกัน การวิเคราะห์โดยข้อมูลโดยใช้สถิติค่าที (t-test) แบบกลุ่มตัวอย่างที่เป็นอิสระจากกัน (Independent Samples) และใช้สถิติ F-test แบบวิเคราะห์ความแปรปรวนทางเดียว (One Way ANOVA) ถ้าพบความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 จะทำการเปรียบเทียบค่าเฉลี่ยเป็นรายคูโดยวิธีการของเชฟเฟ่ (Scheffe)

สรุปผลการวิจัย

1. ผลการวิเคราะห์ข้อมูลเกี่ยวกับปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชาย จำนวน 112 คน คิดเป็นร้อยละ 50.2 มีอายุ 31 - 40 ปี จำนวน 95 คน คิดเป็นร้อยละ 42.6 มีระดับการศึกษาปริญญาตรี จำนวน 135 คน คิดเป็นร้อยละ 60. มีสถานภาพสมรส จำนวน 113 คน คิดเป็นร้อยละ 50.7 มีระยะเวลาในการปฏิบัติงาน 5 - 10 ปี จำนวน 82 คน คิดเป็นร้อยละ 36.8 และมีรายได้ต่อเดือน 15,001 - 20,000 บาท จำนวน 88 คน คิดเป็นร้อยละ 39.5 ตามลำดับ ดังตารางที่ 1

ตารางที่ 1 แสดงค่าความถี่ ร้อยละ จำแนกตามปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม (n = 223)

ปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม	จำนวน	ร้อยละ
1. เพศ		
ชาย	112	50.2
หญิง	111	49.8
2. อายุ		
21 - 30 ปี	46	20.6
31 - 40 ปี	95	42.6
41 - 50 ปี	60	26.9
51 ปีขึ้นไป	22	9.9
3. ระดับการศึกษา		
ต่ำกว่าปริญญาตรี	55	24.7
ปริญญาตรี	135	60.5
สูงกว่าปริญญาตรีขึ้นไป	33	14.8
4. สถานภาพสมรส		
โสด	76	34.1
สมรส	113	50.7
หย่าร้าง / หม้าย / แยกกันอยู่	34	15.2
5. ระยะเวลาในการปฏิบัติงาน		
น้อยกว่า 5 ปี	46	20.6
5 - 10 ปี	82	36.8
11 - 15 ปี	53	23.8
มากกว่า 15 ปีขึ้นไป	42	18.8
6. รายได้ต่อเดือน		
น้อยกว่า 10,000 บาท	12	5.4
10,000 - 15,000 บาท	52	23.3
15,001 - 20,000 บาท	88	39.5
20,001 - 30,000 บาท	34	15.2
30,001 - 40,000 บาท	17	7.6
40,001 บาทขึ้นไป	20	9.0
รวม	**223**	**100.0**

2. ผลการวิเคราะห์ข้อมูลเกี่ยวกับปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ แสดงดังตารางที่ 2

ตารางที่ 2 แสดงค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐานข้อมูลเกี่ยวกับปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ: ภาพรวม (n = 223)

ปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ	$\bar{X}$	S.D.	อันดับ	ระดับ
ปัจจัยจูงใจ				
ด้านความสำเร็จของงาน	4.27	.44	1	มาก
ด้านการยอมรับนับถือ	4.02	.50	4	มาก
ด้านลักษณะของงาน	4.10	.58	3	มาก
ด้านความรับผิดชอบ	4.12	.60	2	มาก
ด้านความก้าวหน้า	4.10	.52	3	มาก
รวม	**4.12**	**.53**	**-**	**มาก**
ปัจจัยค้ำจุน				
ด้านนโยบายและการบริหาร	4.14	.52	2	มาก
ด้านความสัมพันธ์ในการทำงาน	4.10	.52	5	มาก
ด้านค่าตอบแทนและสวัสดิการ	4.04	.56	6	มาก
ด้านการปกครองบังคับบัญชา	4.11	.53	4	มาก
ด้านความมั่นคงในการทำงาน	4.17	.51	1	มาก
ด้านสภาพแวดล้อมในการทำงาน	4.12	.45	3	มาก
รวม	**4.11**	**.52**	**-**	**มาก**
ภาพรวม	**4.12**	**.52**	**-**	**มาก**

จากตารางที่ 2 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.12 เมื่อจำแนกเป็นรายด้านแล้ว พบว่า

2.1 ปัจจัยจูงใจ พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.12 เมื่อจำแนกเป็นรายด้านแล้ว พบว่า ด้านความสำเร็จของงาน อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.27 รองลงมา คือ ด้านความรับผิดชอบ อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.12 และด้านลักษณะของงาน และด้านความก้าวหน้า อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.10 ซึ่งสามารถจำแนกได้ดังนี้

1) ด้านความสำเร็จของงาน พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.27 เมื่อจำแนกเป็นรายข้อแล้ว พบว่า ผลสำเร็จของที่ได้จากการปฏิบัติงานก่อให้เกิดกำลังใจในการปฏิบัติงาน อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.73 รองลงมา คือ จะเกิดความรู้สึกพึงพอใจเมื่องานสำเร็จ และเป็นส่วนหนึ่งของความสำเร็จ อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.58 และปฏิบัติงานได้สำเร็จบรรลุตามเป้าหมาย อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.14 ตามลำดับ

2) ด้านการยอมรับนับถือ พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.02 เมื่อจำแนกเป็นรายข้อแล้ว พบว่า ได้รับการยอมรับในความรู้ ผลงาน และความสามารถในการปฏิบัติงาน อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.21 รองลงมา คือ รู้สึกว่างานที่ปฏิบัติอยู่ช่วยให้มีเกียรติและได้รับการยอมรับจากสังคม อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.20 และได้รับคำชมเชยและความเชื่อถือ ไว้วางใจจากผู้บังคับบัญชาว่ามีความรู้ความสามารถเหมาะสมกับงานที่ได้รับมอบหมาย อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 3.97 ตามลำดับ

3) ด้านลักษณะของงาน พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.10 เมื่อจำแนกเป็นรายข้อแล้ว พบว่า ใช้ความรู้ความสามารถอย่างเต็มที่ในการปฏิบัติงานที่ได้รับมอบหมาย อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.24 รองลงมา คือ งานที่ปฏิบัติอยู่เป็นงานที่สามารถแสดงศักยภาพได้อย่างเต็มที่ อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.21 และมีความเป็นอิสระในการปฏิบัติงานตามความสามารถ อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.13 ตามลำดับ

4) ด้านความรับผิดชอบ พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.12 เมื่อจำแนกเป็นรายข้อแล้ว พบว่า มีความมุ่งมั่นที่จะทำงานให้สำเร็จตามเป้าหมาย อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.27 รองลงมา คือ ได้ปฏิบัติงานตรงตามลักษณะงานที่คาดหวังได้ใช้ความรู้ความสามารถในการปฏิบัติงาน อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.22 และได้รับมอบหมายให้ปฏิบัติงานในปริมาณที่เหมาะสม และยินดีที่จะทำงานด้านอื่น ๆ นอกเหนือจากสายงานตามที่ผู้บังคับบัญชามอบหมาย อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.05 ตามลำดับ

5) ด้านความก้าวหน้า พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.10 เมื่อจำแนกเป็นรายข้อแล้ว พบว่า ได้รับการสนับสนุนให้ได้รับการฝึกอบรม ทำให้เกิดความรู้มากขึ้น อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.21 รองลงมา คือ ได้รับความยุติธรรมในการเลื่อนขั้นเงินเดือน อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.19 และผู้บังคับบัญชาให้การสนับสนุนในตำแหน่งที่สูงขึ้นอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.09 ตามลำดับ

2.2 ปัจจัยค้ำจุน พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.11 เมื่อจำแนกเป็นรายด้านแล้ว พบว่า ด้านความมั่นคงในการทำงาน อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.17 รองลงมา คือ ด้านนโยบายและการบริหาร อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.14 และด้านสภาพแวดล้อมในการทำงาน อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.12 ซึ่งสามารถจำแนกได้ดังนี้

1) ด้านนโยบายและการบริหาร พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.14 เมื่อจำแนกเป็นรายข้อแล้ว พบว่า กรมทรัพยากรน้ำมีการกำหนดนโยบายต่าง ๆ ไว้อย่างชัดเจน อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.29 รองลงมา คือ กรมทรัพยากรน้ำมีการจัดระบบการทำงานให้มีความคล่องตัว อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.21 และผู้บริหารมีการชี้แจงนโยบายในการดำเนินงานและโครงสร้างการบริหารงานแก่ อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.11 ตามลำดับ

2) ด้านความสัมพันธ์ในการทำงาน พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.10 เมื่อจำแนกเป็นรายข้อแล้ว พบว่า ได้รับความช่วยเหลือจากเพื่อนร่วมงานและผู้บังคับบัญชาเสมอ อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.25 รองลงมา คือ สามารถปฏิบัติงานเป็นทีมกับเพื่อนร่วมงานได้อย่างสบายใจ อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.09 และสามารถเป็นที่ปรึกษาที่ดีให้แก่เพื่อนร่วมงาน อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.08 ตามลำดับ

3) ด้านค่าตอบแทนและสวัสดิการ พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.04 เมื่อจำแนกเป็นรายข้อแล้ว พบว่า ค่าตอบแทนและสวัสดิการที่ได้รับเพียงพอต่อค่าครองชีพของ อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.15 รองลงมา คือ ค่าตอบแทนและสวัสดิการที่ได้รับอยู่ในเกณฑ์สูงกว่าเมื่อเปรียบเทียบงานประเภทเดียวกัน อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.08 และค่าตอบแทนและสวัสดิการที่ได้รับเหมาะสมกับงานที่รับผิดชอบ อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.03 ตามลำดับ

4) ด้านการปกครองบังคับบัญชา พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.11 เมื่อจำแนกเป็นรายข้อแล้ว พบว่า ผู้บังคับบัญชามอบหมายงานและแจกจ่ายงานให้อย่างเหมาะสมและเป็นธรรม อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.19 รองลงมา คือ ผู้บังคับบัญชาให้คำแนะนำในการทำงานแก่ได้เป็นอย่างดี อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.16 และผู้บังคับบัญชาให้การดูแลเอาใจใส่นอกเหนือจากเรื่องงาน และผู้บังคับบัญชามีการควบคุมดูแลปฏิบัติงานอย่างใกล้ชิด อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.15 ตามลำดับ

5) ด้านความมั่นคงในการทำงาน พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.07 เมื่อจำแนกเป็นรายข้อแล้ว พบว่า งานที่ปฏิบัติสร้างความมั่นคงให้ในอนาคตได้โดยไม่ถูกเลิกจ้าง และกรมทรัพยากรน้ำมีระบบการประเมินผลที่เป็นธรรม อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.31 รองลงมา คือ มีความมั่นใจว่างานที่ปฏิบัติจะให้ความมั่นคงโดยไม่ถูกย้ายหน้าที่โดยไม่เป็นธรรม อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.23 และงานที่ปฏิบัติสามารถเลี้ยงครอบครัวของเพียงพอ และยังสามารถมีเงินเก็บออมได้ อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.07 ตามลำดับ

6) ด้านสภาพแวดล้อมในการทำงาน พบว่า โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.12 เมื่อจำแนกเป็นรายข้อแล้ว พบว่า สถานที่ทำงานของได้รับการดูแลให้มีความสะอาดและเป็นระเบียบ อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.25 รองลงมา คือ ได้รับสิ่งอำนวยความสะดวกอย่างเหมาะสมและเพียงพอ (น้ำดื่ม, โต๊ะทำงาน, คอมพิวเตอร์, โทรศัพท์, ลิฟท์ เป็นต้น) อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.19 และมีอุปกรณ์เครื่องใช้สำนักงานในกรมทรัพยากรน้ำอย่างเหมาะสมและเพียงพอ และบรรยากาศในที่ปฏิบัติงานของมีความเหมาะสม (แสงสว่าง, อุณหภูมิ, เสียงรบกวน) อยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 4.09 ตามลำดับ

2.3 จากการทดสอบสมมติฐาน สามารถสรุปได้ดังนี้

สมมติฐานที่ 1 บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีเพศต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานไม่แตกต่างกัน

สมมติฐานที่ 2 บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีอายุต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานที่ 3 บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีระดับการศึกษาต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานที่ 4 บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีสถานภาพสมรสต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานที่ 5 บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีระยะเวลาในการปฏิบัติงานต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานที่ 6 บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีรายได้ต่อเดือนต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

อภิปรายผลการวิจัย

จากการศึกษาเรื่อง ปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ โดยผู้วิจัยได้อภิปรายผลการศึกษาตามวัตถุประสงค์ของการศึกษาดังนี้

1. จากการศึกษาระดับแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ พบว่า

1.1 ระดับแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำด้านปัจจัยจูงใจ พบว่า โดยรวมอยู่ในระดับมาก ซึ่งสามารถจำแนกได้ดังนี้

1) ด้านความสำเร็จของงาน พบว่า โดยรวมอยู่ในระดับมาก อาจเป็นเพราะผลสำเร็จของที่ได้จากการปฏิบัติงานก่อให้เกิดกำลังใจในการปฏิบัติงานจะเกิดความรู้สึกพึงพอใจเมื่องานสำเร็จ และเป็นส่วนหนึ่งของความสำเร็จ และสามารถปฏิบัติงานได้สำเร็จบรรลุตามเป้าหมาย ซึ่งสอดคล้องกับการศึกษาของ ชนิดา คุณทองคำ (2562) พบว่า แรงจูงใจในการปฏิบัติงานของบุคลากรสำนักงานการตรวจเงินแผ่นดินภูมิภาคที่ 2 (จังหวัดชลบุรี) ด้านความสำเร็จของงาน โดยรวมอยู่ในระดับมาก

2) ด้านการยอมรับนับถือ พบว่า โดยรวมอยู่ในระดับมาก อาจเป็นเพราะสามารถได้รับการยอมรับในความรู้ ผลงานและความสามารถในการปฏิบัติงาน ทำให้รู้สึกว่างานที่ปฏิบัติอยู่ช่วยให้มีเกียรติและได้รับการยอมรับจากสังคม และได้รับคำชมเชยและความเชื่อถือ ไว้วางใจจากผู้บังคับบัญชาว่ามีความรู้ความสามารถเหมาะสมกับงานที่ได้รับมอบหมาย ซึ่งสอดคล้องกับการศึกษาของ พัชรินทร์ กลายสุวรรณ (2560) พบว่า แรงจูงใจในการปฏิบัติงานของพนักงาน บริษัท ไฮเวย์ จำกัด ด้านการยอมรับนับถือ โดยรวมอยู่ในระดับมาก

3) ด้านลักษณะของงาน พบว่า โดยรวมอยู่ในระดับมาก อาจเป็นเพราะการใช้ความรู้ความสามารถอย่างเต็มที่ในการปฏิบัติงานที่ได้รับมอบหมาย โดยงานที่ปฏิบัติอยู่เป็นงานที่สามารถแสดงศักยภาพได้อย่างเต็มที่ และมีความเป็นอิสระในการปฏิบัติงานตามความสามารถ ซึ่งสอดคล้องกับการศึกษาของ พัชรินทร์ กลายสุวรรณ (2560) พบว่า แรงจูงใจในการปฏิบัติงานของพนักงาน บริษัท ไฮเวย์ จำกัด ด้านลักษณะของงาน โดยรวมอยู่ในระดับมาก

4) ด้านความรับผิดชอบ พบว่า โดยรวมอยู่ในระดับมาก อาจเป็นเพราะการมีความมุ่งมั่นที่จะทำงานให้สำเร็จตามเป้าหมาย รวมถึงสามารถปฏิบัติงานตรงตามลักษณะงานที่คาดหวังได้ใช้ความรู้ความสามารถในการปฏิบัติงาน และได้รับมอบหมายให้ปฏิบัติงานในปริมาณที่เหมาะสม และยินดีที่จะทำงานด้านอื่น ๆ นอกเหนือจากสายงานตามที่ผู้บังคับบัญชามอบหมาย ซึ่งสอดคล้องกับการศึกษาของ จุรี วรรณาเจริญกุล (2563) พบว่า แรงจูงใจในการปฏิบัติงานของข้าราชการสำนักงานการตรวจเงินแผ่นดิน ด้านความรับผิดชอบ โดยรวมอยู่ในระดับมาก

5) ด้านความก้าวหน้า พบว่า โดยรวมอยู่ในระดับมาก อาจเป็นเพราะการ ได้รับการสนับสนุนให้ได้รับการฝึกอบรมทำให้เกิดความรู้มากขึ้น รวมถึงได้รับความยุติธรรมในการเลื่อนขั้นเงินเดือน และผู้บังคับบัญชาให้การสนับสนุนในตำแหน่งที่สูงขึ้น ซึ่งสอดคล้องกับการศึกษาของ ศุภกาญจน์ ไชยพิพัฒน์นนท์ (2561) พบว่า แรงจูงใจในการปฏิบัติงานของบุคลากรองค์กรปกครองส่วนท้องถิ่นอำเภอคูเมือง จังหวัดบุรีรัมย์ ด้านความก้าวหน้า โดยรวมอยู่ในระดับมาก

1.2 ระดับแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำด้านปัจจัยค้ำจุน พบว่า โดยรวมอยู่ในระดับมาก ซึ่งสามารถจำแนกได้ดังนี้

1) ด้านนโยบายและการบริหาร พบว่า โดยรวมอยู่ในระดับมาก อาจเป็นเพราะกรมทรัพยากรน้ำมีการกำหนดนโยบายต่าง ๆ ไว้อย่างชัดเจน รวมถึงมีการจัดระบบการทำงานให้มีความคล่องตัว และผู้บริหารมีการชี้แจงนโยบายในการดำเนินงานและโครงสร้างการบริหารงานให้กับพนักงานทุกคน ซึ่งสอดคล้องกับการศึกษาของ พัชรินทร์ กลายสุวรรณ (2560) พบว่า แรงจูงใจในการปฏิบัติงานของพนักงาน บริษัท ไฮเวย์ จำกัด ด้านนโยบายและการบริหาร โดยรวมอยู่ในระดับมาก

2) ด้านความสัมพันธ์ในการทำงาน พบว่า โดยรวมอยู่ในระดับมาก อาจเป็นเพราะมีการได้รับความช่วยเหลือจากเพื่อนร่วมงานและผู้บังคับบัญชาเสมอ ทำให้สามารถปฏิบัติงานเป็นทีมกับเพื่อนร่วมงานได้อย่างสบายใจ และสามารถเป็นที่ปรึกษาที่ดีให้แก่

เพื่อนร่วมงาน ซึ่งสอดคล้องกับการศึกษาของ พัชรินทร์ กลายสุวรรณ (2560) พบว่า แรงจูงใจในการปฏิบัติงานของพนักงาน บริษัท ไฮเวย์ จำกัด ด้านความสัมพันธ์กับเพื่อร่วมงาน โดยรวมอยู่ในระดับมาก

3) ด้านค่าตอบแทนและสวัสดิการ พบว่า โดยรวมอยู่ในระดับมาก อาจเป็นเพราะการได้รับค่าตอบแทนและสวัสดิการที่ได้รับเพียงพอต่อค่าครองชีพของ รวมถึงค่าตอบแทนและสวัสดิการที่ได้รับอยู่ในเกณฑ์สูงกว่าเมื่อเปรียบเทียบงานประเภทเดียวกัน และค่าตอบแทนและสวัสดิการที่ได้รับเหมาะสมกับงานที่รับผิดชอบ ซึ่งสอดคล้องกับการศึกษาของ วชัระ แย้มชู (2563) พบว่า แรงจูงใจในการปฏิบัติงานของพนักงานธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สำนักงานใหญ่ ด้านค่าตอบแทนและสวัสดิการ โดยรวมอยู่ในระดับมาก

4) ด้านการปกครองบังคับบัญชา พบว่า โดยรวมอยู่ในระดับมาก อาจเป็นเพราะผู้บังคับบัญชามอบหมายงานและแจกจ่ายงานให้อย่างเหมาะสมและเป็นธรรม รวมถึงมีการให้คำแนะนำในการทำงานแก่ได้เป็นอย่างดี และมีการดูแลเอาใจใส่นอกเหนือจากเรื่องงาน และผู้บังคับบัญชามีการควบคุมดูแลปฏิบัติงานอย่างใกล้ชิด ซึ่งสอดคล้องกับการศึกษาของ พรเพชร บุตรดี (2563) พบว่า แรงจูงใจในการทำงานที่มีต่อพฤติกรรมการเป็นสมาชิกที่ดีขององค์กรของบุคลากรองค์กรปกครองส่วนท้องถิ่นในเขตอำเภอท่าอุเทน จังหวัดนครพนม ด้านการปกครองบังคับบัญชา โดยรวมอยู่ในระดับมาก

5) ด้านความมั่นคงในการทำงาน พบว่า โดยรวมอยู่ในระดับมาก อาจเป็นเพราะงานที่ปฏิบัติสร้างความมั่นคงให้ในอนาคตได้โดยไม่ถูกเลิกจ้าง และกรมทรัพยากรน้ำมีระบบการประเมินผลที่เป็นธรรม ทำให้มีความมั่นใจว่างานที่ปฏิบัติจะให้ความมั่นคงโดยไม่ถูกย้ายหน้าที่โดยไม่เป็นธรรม และงานที่ปฏิบัติสามารถเลี้ยงครอบครัวของเพียงพอ และยังสามารถมีเงินเก็บออมได้ ซึ่งสอดคล้องกับการศึกษาของ ยุพาภรณ์ สีวิกะ (2560) พบว่า แรงจูงใจในการปฏิบัติงานของพนักงาน บริษัท แจสมินอะเมนนิตี้ จำกัด จังหวัดเชียงใหม่ ด้านความมั่นคงในการทำงาน โดยรวมอยู่ในระดับมาก

6) ด้านสภาพแวดล้อมในการทำงาน พบว่า โดยรวมอยู่ในระดับมาก อาจเป็นเพราะสถานที่ทำงานของได้รับการดูแลให้มีความสะอาดและเป็นระเบียบ ทำให้ได้รับสิ่งอำนวยความสะดวก เช่น น้ำดื่ม โต๊ะทำงาน คอมพิวเตอร์ โทรศัพท์ ลิฟท์ อย่างเหมาะสมและเพียงพอ และมีอุปกรณ์เครื่องใช้สำนักงานในกรมทรัพยากรน้ำอย่างเหมาะสมและเพียงพอ และบรรยากาศในที่ปฏิบัติงานของมีความเหมาะสม ซึ่งสอดคล้องกับการศึกษาของ ยุพาภรณ์ สีวิกะ (2560) พบว่า แรงจูงใจในการปฏิบัติงานของพนักงาน บริษัท แจสมินอะเมนนิตี้ จำกัด จังหวัดเชียงใหม่ ด้านสภาพแวดล้อมในการทำงาน โดยรวมอยู่ในระดับมาก

2. จากการศึกษาปัจจัยที่มีผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลางกรมทรัพยากรน้ำ สามารถจำแนกได้ดังนี้

2.1 บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีเพศต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน พบว่า บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีเพศต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานไม่แตกต่างกัน ซึ่งสอดคล้องกับการศึกษาของ ศุภกาญจน์ ไชยพิพัฒน์นนท์ (2561) พบว่า บุคลากรองค์กรปกครองส่วนท้องถิ่นที่มีเพศต่างกัน ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรองค์กรปกครองส่วนท้องถิ่นอำเภอคูเมือง จังหวัดบุรีรัมย์ ไม่แตกต่างกัน

2.2 บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีอายุต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน พบว่า บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีอายุต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งสอดคล้องกับการศึกษาของ ศิริรัตน์ บุญสา นิสากร สุวรรณสิงห์ และกฤษณ์ วิทวัสสำราญกุล (2562) พบว่า ปัจจัยส่วนบุคคลทางด้านอายุต่างกัน ส่งผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานระดับปฏิบัติการท่าอากาศยานสุวรรณภูมิ แตกต่างกัน

2.3 บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีระดับการศึกษาต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน พบว่า บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีระดับการศึกษาต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งสอดคล้องกับการศึกษาของ พัชร เนตรวิจิตร (2560) พบว่า พนักงานโรงพยาบาลลาดบัวหลวงที่มีระดับการศึกษา แตกต่างกัน มีระดับแรงจูงใจต่อการปฏิบัติงานแตกต่างกันอย่างมีนัยสำคัญ

2.4 บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีสถานภาพสมรสต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน พบว่า บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีสถานภาพสมรสต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งสอดคล้องกับการศึกษาของ ชลัญญา เพ็ชรขัน (2564) พบว่า ปัจจัยส่วนบุคคลด้านสถานภาพสมรส มีผลต่อประสิทธิภาพในการปฏิบัติงานของบุคลากรกองพัสดุ กรมชลประทาน

2.5 บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีระยะเวลาในการปฏิบัติงานต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน พบว่า บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีระยะเวลาในการปฏิบัติงานต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งสอดคล้องกับการศึกษาของ วชัระ แย้มชู (2563) พบว่า ระยะเวลาปฏิบัติงานต่างกันมีแรงจูงใจในการปฏิบัติงานแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ ระดับ 0.05

2.6 บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีรายได้ต่อเดือนต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน พบว่า บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีรายได้ต่อเดือนต่างกัน มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งสอดคล้องกับการศึกษาของ วชัระ แย้มชู (2563) พบว่า พนักงานที่มีรายได้ต่อเดือน ต่างกันมีแรงจูงใจในการปฏิบัติงานแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ ระดับ 0.05

ข้อเสนอแนะ

1. ข้อเสนอแนะในการศึกษาครั้งนี้

1.1 จากการศึกษาปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำด้านปัจจัยจูงใจโดยรวมอยู่ในระดับมาก ดังนั้นควรมีการมอบหมายให้ปฏิบัติงานที่มีความสำคัญ และมีการรับฟังพนักงานในการให้โอกาสในการเสนอแนะความคิดเห็นเกี่ยวกับการปฏิบัติงานในหน่วยงานอย่างเต็มความสามารถ เพื่อทำให้หน่วยงานมีการพัฒนาแนวทางในการสร้างเสริมแรงจูงใจในการปฏิบัติงานให้กับบุคลากรส่วนกลาง กรมทรัพยากรน้ำมากยิ่งขึ้น

1.2 จากการศึกษาปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำด้านปัจจัยค้ำจุนโดยรวมอยู่ในระดับมาก ดังนั้นผู้บริหารควรมีการจ่ายค่าตอบแทนพิเศษต่าง ๆ ที่นอกเหนือจากเงินเดือนที่ได้รับเป็นที่พึงพอใจ และมีความเหมาะสมกับงานที่รับผิดชอบ และอยู่ในเกณฑ์สูงกว่าเมื่อเปรียบเทียบงานประเภทเดียวกัน

2. ข้อเสนอแนะในการศึกษาครั้งถัดไป

2.1 การศึกษาในครั้งนี้เป็นเพียงการศึกษาเชิงปริมาณ (Quantitative Research) โดยใช้แบบสอบถาม (Questionnaire) เป็นเครื่องมือในการเก็บรวบรวมข้อมูล ดังนั้นในการศึกษาครั้งถัดไปควรมีการศึกษาเชิงคุณภาพ (Qualitative Data) โดยใช้การสัมภาษณ์เชิงลึก (In-depth Interview) เพื่อทำให้ทราบถึงความคิดเห็นเกี่ยวกับปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ ได้อย่างครอบคลุมมากยิ่งขึ้น

2.2 ในการศึกษาครั้งถัดไปควรมีการศึกษาควรเกี่ยวกับความสุขในการทำงานของบุคลากรส่วนกลาง กรมทรัพยากรน้ำ จะได้ข้อมูลจริงเพื่อนำไปพัฒนาปรับปรุงหน่วยงาน ให้บุคลากรส่วนกลาง กรมทรัพยากรน้ำ ที่มีความสุขในการทำงานน้อยลงหรือเบื่อหน่ายให้เกิดแรงบันดาลใจในการทำงาน รวมถึงควรมีการปรับปรุงเป้าหมายในการทำงานให้เหมาะสมกับสภาพความเป็นจริง

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การสมรสของพระภิกษุ

BUDDHIST MONK'S MARRIAGE

จงรักษ์ พลสงคราม, (Jongruk Ponsongcarm)[1]

บทคัดย่อ

ประมวลกฎหมายแพ่งและพาณิชย์ บรรพ 5 ครอบครัว ไม่มีบทบัญญัติห้ามพระภิกษุทำการสมรสแต่ประการใด ดังนั้นการที่พระภิกษุทำการสมรสโดยการจดทะเบียนการสมรสนั้น น่าจะสมบูรณ์ไม่ตกเป็นโมฆะแต่การพระภิกษุอยู่กินด้วยกันฉันสามีภริยากับ คู่สมรส พระภิกษุดังกล่าวก็จะพ้นจากการเป็นพระภิกษุทันทีเพราะเป็นการกระทำที่จะผิดวินัยอย่างร้ายแรง คือ อาบัติปาราชิก ในขณะที่พระภิกษุที่จดทะเบียนสมรสแต่ไม่ได้อยู่กินด้วยกันฉันสามีภริยา การสมรสก็จะตกเป็นโมฆะเพราะถือว่าการจดทะเบียนสมรสดังกล่าว ชายหญิงไม่ได้ยินยอมเป็นสามีภริยากัน (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1458) การที่กฎหมายไม่ห้ามพระภิกษุจดทะเบียนสมรส จึงก่อให้เกิดปัญหาในทางกฎหมายและพระวินัย จึงควรมีการแก้ไขเพิ่มเติมประมวลกฎหมายแพ่งและพาณิชย์โดยการกำหนดเงื่อนไขของการสมรสสมว่า “ชายจะทำการสมรสในขณะที่เป็นพระภิกษุไม่ได้”

คำสำคัญ: พระภิกษุ, การสมรส

Abstract

The Civil and Commercial Code, Book 5, Family, does not have provisions to prohibit Buddhist monks to marry. Therefore, the fact that Buddhist monk marries by registering marriage will be perfect and will not be null and void. However, a Buddhist monk cohabits with female party to be married as husband and wife, such Buddhist monk shall quit from being a monk immediately because he commits offence against the Discipline seriously, as he commits major offence. While Buddhist monk registers marriage but he does not cohabit as husband and wife, marriage will be null and void, because marriage registration is deemed as the male party and the female party do not agree to be husband and wife (according to the Civil and Commercial Code, Section 1458). The fact that the law does not prohibit Buddhist monk to register marriage will cause legal and Discipline problems; there should be amendment of the Civil and Commercial Code and specifying the condition of marriage that “A man must not marry while he is a Buddhist monk.”

Keywords: Buddhist monk, marriage.

บทนำ

เมื่อคนสองคนตัดสินใจมาใช้ชีวิตคู่ร่วมกัน หรือตัดสินใจแต่งงานกัน จุดนี้ถือเป็นจุดเริ่มต้นของการมีชีวิตครอบครัวและเป็นที่มาของสถาบันครอบครัว ไม่ว่าการใช้ชีวิตอยู่ร่วมกันจะมีการการจดทะเบียนสมรสกันหรือไม่ชีวิตครอบครัวหรือสถาบันครอบครัวก็ได้เริ่มต้นแล้ว แต่ในมุมมองของกฎหมายแล้วการเป็นสถาบันครอบครัวจะต้องมีการจดทะเบียนสมรสตามประมวลกฎหมายแพ่งและพาณิชย์ มาตรา มาตรา 1457 “การสมรสตามประมวลกฎหมายนี้จะมีได้เฉพาะเมื่อได้จดทะเบียนแล้วเท่านั้น” เพราะการจดทะเบียนสมรสเป็นที่มาของความสัมพันธ์ระหว่างสามีภริยา ได้แก่ ความสัมพันธ์ในทางส่วนตัว เช่น สามีภริยาต้องอยู่กินด้วยกันฉันสามีภริยา สามีภริยาต้องช่วยเหลืออุปการะเลี้ยงดูกันตามความสามารถและฐานะของตน (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1467) และความสัมพันธ์ในทางทรัพย์สินซึ่งมีการแบ่งทรัพย์สินออกเป็น 2 ประเภท ได้แก่ สินส่วนตัว (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1471) และสินสมรส (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1473) หรือความสัมพันธ์ระหว่างบิดามารดากับบุตร เช่น บิดามารดาจำต้องอุปการะเลี้ยงดูบุตร (ประมวลกฎหมายพ่งและพาณิชย์ มาตรา 1564) บุตรจำต้องอุปการะเลี้ยงดูบิดามารดา (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1563) หรือบุตรมีสิทธิใช้ชื่อสกุลของบิดาในกรณีที่บิดาไม่ปรากฏ บุตรมีสิทธิใช้ชื่อสกุลของมารดา (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1561) สำหรับ สิทธิ หน้าที่ ต่าง ๆ ดังที่กล่าวจะเกิดขึ้นเมื่อมีการจดทะเบียนสมรส ดังนั้นการจดทะบียนสมรสจึงเป็นจุดเริ่มต้นของสถาบันครอบครอบในทางกฎหมาย

วัตถุประสงค์

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1. เพื่อศึกษาถึงพระวินัยที่มีผลต่อการสมรสของพระภิกษุ
2. เพื่อศึกษาถึงเงื่อนไขการสมรส ตามประมวลกฎหมายแพ่งและพาณิชย์
3. เพื่อวิเคราะห์ เสนอแนะ และแก้ไข เพิ่มเติม เงื่อนไขการสมรสของพระภิกษุ

กฎหมายที่เกี่ยวข้องกับการสมรสของพระภิกษุ

1. ประมวลกฎหมายแพ่งและพาณิชย์

สมรสประมวลกฎหมายแพ่งและพาณิชย์ได้กำหนดเงื่อนไขของการสมรส ไว้ 8 ประการ กล่าวคือ

1.1 เรื่องของอายุ

ประมวลกฎหมายแพ่งและพาณิชย์มาตรา 1448 บัญญัติว่า “การสมรสจะทำได้ต่อเมื่อชายและหญิงมีอายุสิบเจ็ดปีบริบูรณ์แล้ว แต่ในกรณีที่มีเหตุอันสมควร ศาลอาจอนุญาตให้ทำการสมรสก่อนนั้นได้”

การจดทะเบียนสมรสโดยชายหรือหญิง หรือทั้งชายและหญิง อายุไม่ครบ 17 ปีบริบูรณ์ ไม่ได้ทำให้การสมรสตกเป็นโมฆะ แต่เป็นเหตุให้การสมรสตกเป็นโมฆียะ (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1503) ซึ่งผู้มีส่วนได้เสียสามารถฟ้องศาลเพื่อให้ศาลพิพากษาเพิกถอนการสมรสที่ตกเป็นโมฆียะเพื่อให้การสมรสสิ้นสุดลงได้ (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1502)

1.2 เรื่องของการเป็นบุคคลวิกลจริตหรือไร้ความสามารถ

ประมวลกฎหมายแพ่งและพาณิชย์มาตรา 1449 บัญญัติว่า “การสมรสจะกระทำมิได้ถ้าชาย หรือหญิงเป็นบุคคลวิกลจริตหรือเป็นบุคคลซึ่งศาลสั่งให้เป็นคนไร้ความสามารถ”

การสมรสของชายหรือหญิงหรือทั้งชายและหญิง เป็นบุคคลวิกลจริตจะตกเป็นโมฆะตามประมวลกฎหมายแพ่งและพาณิชย์ 1495 บัญญัติว่า “การสมรสที่ฝ่าฝืนมาตรา 1449 มาตรา 1450 มาตรา 1452 และมาตรา 1458 เป็นโมฆะ” ซึ่ง คู่สมรส บิดามารดา หรือผู้สืบสันดานของคู่สมรส อาจร้องขอให้ศาลพิพากษาว่าการสมรสเป็นโมฆะได้ (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1496)

1.3 การสมรสระหว่างญาติสืบสายโลหิต

ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1450 “ชายหญิงซึ่งเป็นญาติสืบสายโลหิตโดยตรงขึ้นไปหรือลงมาก็ดี เป็นพี่น้องร่วมบิดามารดาหรือร่วมแต่บิดาหรือมารดาก็ดี จะทำการสมรสกันไม่ได้ ความเป็นญาติดังกล่าวมานี้ให้ถือตามสายโลหิต โดยไม่คำนึงว่าจะเป็นญาติโดยชอบด้วยกฎหมายหรือไม่”

การสมรสของระหว่างญาติสืบสายโลหิตจะตกเป็นโมฆะ ตามประมวลกฎหมายแพ่งและพาณิชย์ 1495 บัญญัติว่า “การสมรสที่ฝ่าฝืนมาตรา 1449 มาตรา 1450 มาตรา 1452 และมาตรา 1458 เป็นโมฆะ” ซึ่ง คู่สมรส บิดามารดา หรือผู้สืบสันดานของคู่สมรส อาจร้องขอให้ศาลพิพากษาว่าการสมรสเป็นโมฆะได้ (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1496)

1.4 การสมรสระหว่างผู้รับบุตรบุญธรรมกับบุตรบุญธรรม

ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1451 “ผู้รับบุตรบุญธรรมและบุตรบุญธรรมจะสมรสกันไม่ได้”

กรณีดังกล่าวหากมีการสมรสระหว่างผู้ผู้รับบุตรบุญธรรมกับบุญธรรม การสมรสสมบูรณ์ ไม่ได้ตกเป็นโมฆะหรือโมฆียะ แต่ประการใดแต่การสมรสที่ฝ่าฝืนเงื่อไขดังกล่าวทำให้ การรับบุตรบุญธรรมย่อมเป็นอันยกเลิก (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1598/32)

1.5 การสมรสซ้อน

ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1452 “ชายหรือหญิงจะทำการสมรสในขณะที่ตนมีคู่สมรสอยู่ไม่ได้”

กรณีของการสมรสในขณะที่มีคู่สมรสหรือการสมรสซ้อนจะตกเป็นโมฆะ ตามประมวลกฎหมายแพ่งและพาณิชย์ 1495 บัญญัติว่า “การสมรสที่ฝ่าฝืนมาตรา 1449 มาตรา 1450 มาตรา 1452 และมาตรา 1458 เป็นโมฆะ” ซึ่งผู้มีส่วนได้เสียอาจกล่าวอ้างขึ้นหรือร้องขอให้ศาลพิพากษาว่าการสมรสเป็นโมฆะได้ก็ได้ (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1497)

1.6 การสมรสใหม่กรณีสามีตาย

ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา1453 “หญิงที่สามีตายหรือที่การสมรสสิ้นสุดลงด้วยประการอื่นจะทำการสมรสใหม่ได้ต่อเมื่อการสิ้นสุดแห่งการสมรสได้ผ่านพ้นไปแล้วไม่น้อยกว่าสามร้อยสิบวัน เว้นแต่

(1) คลอดบุตรแล้วในระหว่างนั้น
(2) สมรสกับคู่สมรสเดิม
(3) มีใบรับรองแพทย์ประกาศนียบัตรหรือปริญญาซึ่งเป็นผู้ประกอบการรักษาโรค
(4) ในสาขาเวชกรรมได้ตามกฎหมายว่ามิได้มีครรภ์ หรือ
(5) มีคำสั่งของศาลให้สมรสได้”

การสมรสที่ฝ่าฝืนเงื่อนไขมาตรา 1453 กฎหมายไม่ได้บัญญัติถึงผลแห่งการฝ่าฝืนว่าจะมีผลอย่างไร ฉะนั้นจึงต้องถือว่าเป็นการสมรสที่สมบูรณ์ไม่ตกเป็นโมฆะหรือโมฆียะ

1.7 ความยินยอมของบิดามารดาหรือผู้ปกครอง

ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1454 “ผู้เยาว์จะทำการสมรสให้นำความในมาตรา 1436 มาใช้บังคับโดยอนุโลม”

ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1436 “ผู้เยาว์จะทำการหมั้นได้ต้องได้รับความยินยอมของบุคคลดังต่อไปนี้

(1) บิดาและมารดา ในกรณีที่มีทั้งบิดามารดา

(2) บิดาหรือมารดา ในกรณีที่มารดาหรือบิดาตายหรือถูกถอนอำนาจปกครองหรือไม่อยู่ในสภาพหรือฐานะที่อาจให้ความยินยอม หรือโดยพฤติการณ์ผู้เยาว์ไม่อาจขอความยินยอมจากมารดาหรือบิดาได้

(3) ผู้รับบุตรบุญธรรม ในกรณีที่ผู้เยาว์เป็นบุตรบุญธรรม

การจดทะเบียนสมรสโดยไม่ได้รับความยินยอม ตามมาตรา 1436 เป็นเหตุให้การสมรสตกเป็นโมฆียะ (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1509) ซึ่งบิดาและมารดา ผู้รับบุตรบุญธรรม ผู้ปกครอง สามารถร้องขอต่อศาล (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1510) เพื่อให้ศาลพิพากษาเพิกถอนการสมรสที่ตกเป็นโมฆียะให้การสมรสสิ้นสุดลงได้ (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1502)

1.8 ความยินยอมเป็นสามีภริยา

ประมวลกฎหมายพ่งและพาณิชย์มาตรา 1458 “การสมรสจะทำได้ต่อเมื่อชายหญิงยินยอมเป็นสามีภริยากันและต้องแสดงการยินยอมนั้นให้ปรากฏโดยเปิดเผยต่อหน้านายทะเบียนและให้นายทะเบียนบันทึกความยินยอมนั้นไว้ด้วย”

การสมรสซึ่งชายหญิงไม่ได้ยินยอมเป็นสามีภริยาจะตกเป็นโมฆะ ตามประมวลกฎหมายแพ่งและพาณิชย์ 1495 บัญญัติว่า “การสมรสที่ฝ่าฝืนมาตรา 1449 มาตรา 1450 มาตรา 1452 และมาตรา 1458 เป็นโมฆะ” ซึ่ง คู่สมรส บิดามารดา หรือผู้สืบสันดานของคู่สมรสอาจร้องขอให้ศาลพิพากษาว่าการสมรสเป็นโมฆะได้ (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1496)

จากที่กล่าวมาจะเห็นได้ว่าการสมรสที่ฝ่าฝืนเงื่อนไข 8 ประการดังกล่าวส่งผลในทางกฎหมายที่แตกต่างกันแต่เงื่อนไขของการสมรสดังกล่าวไม่ได้มีบทบัญญัติที่ห้ามพระภิกษุทำการสมรส ดังนั้นหากพิจารณาเฉพาะเงื่อนไขทั้ง 8 ประการดังกล่าวพระภิกษุก็น่าจะมีสิทธิจดทะเบียนสมรส

ระเบียบของทางราชการในการจดทะเบียนสมรส (สำนักบริหารการทะเบียน. (ออนไลน์). 2023.)

ในการจดทะเบียนสมรสมีระเบียบของทางราชการที่ได้กำหนดคุณสมบัติของบุคคลที่มีสิทธิในการจดทะเบียนสมรสไว้ดังนี้

คุณสมบัติของผู้ที่จะจดทะเบียนสมรส

1. ชายหรือหญิงมีอายุครบ 17 ปีบริบูรณ์ กรณีมีเหตุอันควร ศาลอาจอนุญาตให้ทำการสมรสก่อนที่ชายและหญิง มีอายุครบ 17 ปีบริบูรณ์ได้
2. ไม่เป็นบุคคลวิกลจริต หรือเป็นบุคคลซึ่งศาลสั่งให้เป็นคนไร้ความสามารถ
3. ไม่เป็นพี่น้องร่วมบิดามารดา หรือร่วมแต่บิดามารดา
4. ไม่เป็นคู่สมรสของบุคคลอื่น
5. ผู้รับบุตรบุญธรรมจะสมรสกับบุตรบุญธรรมไม่ได้
6. หญิงหม้ายจะสมรสใหม่ เมื่อการสมรสครั้งก่อนได้สิ้นสุดไปแล้วไม่น้อยกว่า 310 วัน เว้นแต่
   - คลอดบุตรแล้วในระหว่างนั้น
   - สมรสกับคู่สมรสเดิม
   - มีใบรับรองแพทย์ว่าไม่ได้ตั้งครรภ์
   - ศาลมีคำสั่งให้สมรสได้
   - มีคำสั่งของศาลให้สมรสได้
7. ผู้เยาว์จะทำการสมรสได้ต้องได้รับความยินยอมจากผู้มีอำนาจให้ความยินยอมได้ตามกฎหมาย

จากที่กล่าวมาจะเห็นได้ว่า ประมวลกฎหมายแพ่งและพาณิชย์ได้กำหนดเงื่อนไขของการสมรสไว้ 8 ประการ และระเบียบของทางราชการเกี่ยวกับการจดทะเบียนสมรสก็กำหนดไว้สอดคล้องกับประมวลกฎหมายแพ่งและพาณิชย์ ซึ่งไม่ปรากฏกรณีผู้ขอจดทะเบียนสมรสเป็นพระภิกษุ ว่าสามารถจดทะเบียนสมรสได้ หรือไม่

พระวินัย

การบวชเป็นพระภิกษุ มีพระวินัย 227 ข้อ ของพระ เป็นกฎหมายหรือข้อห้ามของพระภิกษุสงฆ์เถรวาทตามพระวินัยบัญญัติจัดอยู่ในส่วนอาทิพรหมจาริยกาสิกขา พระวินัย 227บทในพระปาฏิโมกข์ ที่พระพุทธเจ้าทรงวางข้อกำหนดไม่พึงละเมิดไว้เพื่อความเป็นระเบียบเรียบร้อยของคณะสงฆ์ และเพื่อเป็นข้อปฏิบัติพื้นฐานอันเอื้อเฟื้อต่อการประพฤติพรหมจรรย์ของพระภิกษุสงฆ์ มีโทษในการล่วงละเมิดร้ายแรงที่สุดถึงปาราชิก หรือขาดจากความเป็นพระสงฆ์ ดังนั้นพระวินัย 227 ไม่ใช่ศีลแต่เรียกว่า พระวินัย ผู้ทำผิดศีลเรียกว่าล่วงพระวินัย เป็น อาบัติ (วิกิพีเดีย (ออนไลน์) 2565)

คำว่า อาบัติ (อาปตฺติ) (K@POOK. (ออนไลน์) 2557) เป็นภาษาบาลี ซึ่งแปลตามรากศัพท์ว่า การต้อง การกระทบ หรือความหมายที่เข้าใจง่าย ๆ คือ ผิดศีล ศีลขาด (ใช้กับพระภิกษุสงฆ์เท่านั้น) การมีโทษที่เกิดจากการล่วงละเมิดในข้อ (พระวินัยบัญญัติ) ที่พระพุทธเจ้าทรงตรัสห้าม

โดยทั่วไปการอาบัติก็เหมือนการละเมิดข้อห้าม ศีลทั้ง 227 ข้อ ของพระสงฆ์ ซึ่งก็มีทั้งความผิดสถานเบาและสถานหนัก โดยการอาบัตินั้น มีทั้งหมด 7 ประเภท สามารถแยกย่อยเป็นความผิดโทษเบาและหนักได้ดังต่อไปนี้ (K@POOK. (ออนไลน์) 2557)

1. ครุกาบัติ หมายถึง อาบัติหนัก อาบัติที่มีโทษร้ายแรง มี 2 อย่าง คือ อาบัติปาราชิก อาบัติสังฆาทิเสส หากละเมิดปาราชิกต้องขาดจากความเป็นพระสงฆ์ ส่วนสังฆาทิเสส สามารถปลงอาบัติได้ต้องอยู่ “ปริวาสกรรม” (ทรมานตนตามระเบียบ)

1.1 อาบัติปาราชิก คำว่า “ปาราชิก” ปรากฏในกฎหมายของไทยมาแต่โบราณ ได้แก่ พระไอยการลักษณะผัวเมีย ในกฎหมายตราสามดวงที่ตราขึ้นในสมัยรัชกาลที่ 1 บัญญัติว่า “พระครูภิกษุสามเณรผิดเมียท่านถึงชำเราชื่อว่าปาราชิกให้สึกออกเสียแล้วปรับไหม...” และ “ถ้าพระครูภิกษุสามเณรผู้อยู่ในศีลทำทุราจานผิดกิจวิไนยทำร้ายด้วยหญิงบทผัวมิได้ ถึงชำเราเป็นสังไช้ชื่อว่าปาราชิกให้สึกออกลงโทษทวนด้วยลวดหนัง 25 ถึง 50 ที ส่งตัวลงหญ้าช้างหลวง ส่วนหญิงนั้นให้ทำโทษดุจหญิงทำชู้นอกใจผัวนักแล” (SILPA-MAGCOM. (ออนไลน์) 2564)

สำหรับปาราชิก มี 4 ข้อ อยู่ใน ศีล 227 ได้แก่ (วิกิพีเดีย (ออนไลน์) 2565)

(1) เสพเมถุน แม้กับสัตว์เดรัจฉาน (ร่วมสัมพันธ์ทางเพศกับมนุษย์ หรืออมนุษย์ หรือสัตว์ แม้แต่ซากศพก็ไม่ละเว้น)

(2) ถือเอาทรัพย์ที่เจ้าของไม่ได้ให้ มาเป็นของตน จากบ้านก็ดี จากป่าก็ดี (ขโมย) ได้ราคา 5 มาสก (5 มาสกเท่ากับ 1 บาท)

(3) พรากกายมนุษย์จากชีวิต (ฆ่าคน) แสวงหาและใช้เครื่องมือกระทำเอง หรือจ้างวานฆ่าคน หรือพูดพรรณาคุณแห่งความตายให้คนนั้น ๆ ยินดีที่จะตาย (โดยมีเจตนาหวังให้ตาย) ไม่เว้นแม้แต่การแท้งเด็กในครรภ์

(4) กล่าวอวดอุตริมนุสธรรมที่ไม่จริง อันเป็นความเห็นอย่างประเสริฐ อย่างสามารถ น้อมเข้าในตัวเองว่า เรารู้อย่างนี้ เราเห็นอย่างนี้ (ไม่รู้จริง แต่โอ้อวดความสามารถของตัวเอง)ยกเว้นเข้าใจตัวเองผิด

อาบัติปาราชิกทั้ง 4 นี้ เป็นอาบัติหนักที่เรียกว่า อเตกิจฉา คือแก้ไขไม่ได้เลยโทษของอาบัติปาราชิกพระภิกษุต้องอาบัติปาราชิกสี่ข้อใดข้อหนึ่ง แม้จะไม่กล่าวลาสิกขาบท ก็ถือว่าขาดจากความเป็นพระภิกษุทันที เมื่อความผิดสำเร็จ เมื่อขาดจากความเป็นพระแล้ว ก็ถือว่าไม่ใช่พระภิกษุอีกต่อไป ไม่สามารถอยู่ร่วมกับภิกษุอื่นหรือคณะหมู่สงฆ์ได้เลย ต้องลาสิกขาบทออกจากเป็นพระภิกษุทันที มิฉะนั้นจะกลายเป็นพวกอลัชชี (แปลว่า ผู้ไม่ละอาย นอกจากนั้นจะไม่สามารถกลับเข้ามาบวชใหม่ได้เลยตลอดชีวิต แม้จะบวชเข้ามาได้ก็ไม่ใช่พระภิกษุที่ถูกต้องตามพระธรรมวินัย

1.2 อาบัติสังฆาทิเสส (K@POOK. (ออนไลน์) 2557) สังฆาทิเสส ถือเป็นอาบัติหนักรองมาจาก ปาราชิก โดยมีทั้งหมด 13 ข้อ ดังนี้

(1) เตรสกัณฑ์ หมายถึง การห้ามมิให้ใช้มือในการสำเร็จความใคร่

(2) ห้ามจับต้องกายหญิง

(3) ห้ามพูดเกี้ยวหญิง

(4) ห้ามพูดล่อหญิงให้บำเรอตนด้วยกาม

(5) ห้ามชักสื่อ หมายถึง กล่าววาจาหรือแสดงท่าทีชักนำให้ผู้ได้ยินทะเลาะวิวาท หรือกินแหนงแคลงใจกัน

(6) ห้ามสร้างกุฏิด้วยการขอ กฎของการก่อกุฏิ ให้อยู่ในที่ไม่มีเจ้าของ ไม่มีชานรอบ ไม่มีใครจองไว้ เอื้อให้เป็นที่อยู่จำเพาะตนด้วยการขอ (สิ่งต่าง ๆ) เอาเอง พึงทำให้ได้ยาวไม่เกินประมาณ 12 คืบ กว้างไม่เกิน 7 คืบ

(7) ถ้าที่อยู่ซึ่งจะสร้างขึ้นนั้น มีทายกเป็นเจ้าของ ทำให้เกินประมาณนั้นได้ แต่ต้องให้สงฆ์ แสดงที่ให้ก่อน

(8) ห้ามยุยงและแกล้งโจทย์ภิกษุอื่นด้วยอาบัติปาราชิก

(9) ห้ามใส่ความโจทย์ภิกษุอื่นด้วยอาบัติปาราชิก

(10) ห้ามทำให้พระสงฆ์แตกกัน

(11) เมื่อมีภิกษุอื่นตักเตือนให้ตั้งใช้ฟังสงฆ์สวด ก็มิได้ปฏิบัติตาม ถือเป็นความผิด

(12) เมื่อมีภิกษุอื่นตักเตือน และให้สงฆ์นั้นสวดกรรมเพื่อจะให้ละประพฤตินั้น ถ้าไม่ยอมสวดกรรมแก้การละเมิด ถือเป็นความผิด

(13) ประจบคฤหัสถ์ หมายถึง ห้ามกล่าววาจาไม่ดีถึงสถาบันสงฆ์รวมถึงสงฆ์ที่ไม่ได้อยู่วัดแล้ว ถือเป็นความผิด

2. ลหุกาบัติ หมายถึง อาบัติเบา อาบัติที่ไม่มีโทษร้ายแรงเท่าครุกาบัติ มี 5 อย่าง คือ อาบัติถุลลัจจัย อาบัติปาจิตตีย์ อาบัติปาฏิเทสนียะ อาบัติทุกกฏ อาบัติทุพภาสิต เป็นความผิดที่ปลงอาบัติได้ เพียงสำรวมควบคุมสติ และร่วมเข้าพิธีปลงอาบัติของสงฆ์ที่มักทำในวันโกน

แม้การสมรสโดยการจดทะเบียนสมรสตามประมวลกฎหมายแพ่งและพาณิชย์ไม่ถือว่าเป็นการผิดพระวินัย เพราะพระวินัย 227 ข้อ ไม่ได้ห้ามเอาไว้โดยตรง แต่ผลของการจดทะเบียนสมรสก่อให้เกิดสิทธิหน้าที่ของการเป็นสามีภริยาซึ่งอาจส่งผลต่อการผิดพระวินัยดังจะได้กล่าวในหัวข้อต่อไป

พระราชบัญญัติคณะสงฆ์ พ.ศ. 2505

พระราชบัญญัติคณะสงฆ์ พ.ศ. 2505 มีบทบัญญัติของกฎหมายที่เกี่ยวกับการพ้นสภาพการเป็นพระภิกษุเพราะการฝ่าฝืนพระวินัยที่น่าสนใจ ได้แก่

มาตรา 26 พระภิกษุรูปใดล่วงละเมิดพระธรรมวินัยและได้มีคำวินิจฉัยถึงที่สุดให้ได้รับนิคหกรรมให้สึก ต้องสึกภายในยี่สิบสี่ชั่วโมงนับแต่เวลาที่ได้ทราบคำวินิจฉัยนั้น

นิคหกรรม (วัดโมลีโลกยาราม. (ออนไลน์) 2563) หมายถึง การลงโทษตามพระธรรมวินัยเรียกว่า ปรับอาบัติ โดยโทษมี 3 สถาน คือ โทษอย่างหนัก 1 โทษอย่างกลาง 1 โทษอย่างเบา 1

โทษอย่างหนักนั้น ในพระวินัยเรียกว่า อเตกิจฉา ในพระราชบัญญัตินี้ เรียกว่า นิคหกรรมให้สึก คือ อาบัติปาราชิกทั้ง 4 ซึ่งเป็น “ครุกาบัติ” ซึ่งเป็นอาบัติหนักที่เรียกว่า อเตกิจฉา คือแก้ไขไม่ได้เลยโทษของอาบัติปาราชิกพระภิกษุต้องอาบัติปาราชิกสี่ข้อใดข้อหนึ่ง แม้จะไม่กล่าวลาสิกขาบท ก็ถือว่าขาดจากความเป็นพระภิกษุทันที เมื่อความผิดสำเร็จ ส่วนโทษอย่างกลางและอย่างเบาในพระวินัยเรียกว่า สเตกิจฉา ในพระราชบัญญัตินี้เรียกว่า นิคหกรรมไม่ถึงให้สึกและหมายถึงการลงโทษตามพระวินัยอย่างอื่น เช่น อุกเขปนียกรรม ก็ได้

วิเคราะห์ปัญหาการสมรสของพระภิกษุ

1. ปัญหาเกี่ยวกับผลแห่งการสมรสของพระภิกษุ

จากที่ได้กล่าวมาจะเห็นได้ว่า การสมรสที่เป็นโมฆะมีได้เฉพาะ ตามที่บัญญัติไว้ในประมวลกฎหมายแพ่งและพาณิชย์ เท่านั้น ตามมาตรา 1494 บัญญัติว่า “การสมรสจะเป็นโมฆะก็แต่เฉพาะที่บัญญัติไว้ในหมวดนี้” และการสมรสที่ตกเป็นโมฆะเป็นการสมรสที่ฝ่าฝืนเงื่อนไขการสมรสตามที่บัญญัติไว้ใน มาตรา 1495 บัญญัติว่า “การสมรสที่ฝ่าฝืนมาตรา 1449 มาตรา 1450 มาตรา 1452 และมาตรา 1458 เป็นโมฆะ”

จากบทบัญญัติ มาตรา 1494 และมาตรา 1495 จะเห็นได้ว่าการสมรสของพระภิกษุ ประมวลกฎหมายแพ่งและพาณิชย์ไม่ได้บัญญัติไว้ว่าตกเป็นโมฆะประกอบกับระเบียบของทางราชการในการจดทะเบียนสมรส ดังที่กล่าวไว้ในข้อที่ 2 ไม่ห้ามพระภิกษุจดทะเบียนสมรส ดังนั้นการสมรสของพระภิกษุจึงน่าจะสมบูรณ์

อย่างไรก็ตามการสมรสของพระภิกษุนั้นมีนักกฎหมายให้ความเห็นว่า น่าจะเป็นการทำนิติกรรมที่มีวัตถุประสงค์ขัดต่อความสงบเรียบร้อยหรือศีลธรรมอันดีของประชาชน ตามมาตรา 150 (คำอธิบายประมวลกฎหมายแพ่งและพาณิชย์ บรรพ 5 ว่าด้วยครอบครัว (ชาติชาย อัครวิบูลย์, 2552) การสมรสดังกล่าวน่าจะตกเป็นโมฆะ ทั้งนี้ก็น่าจะเนื่องมาจากว่า การสมรสกรณีเป็นพระภิกษุ เป็นการกระทำที่ต้องห้ามตามกฎหมายเก่าคือพระอัยการลักษณะผัวเมีย บทที่ 40 ซึ่งห้ามไว้ชัดเจนว่าถ้าหากชายเป็นพระภิกษุสามเณรผิดเมียผู้อื่นถึงชำเราได้ชื่อว่าปาราชิกให้สึกออกและให้ปรับไหมด้วย (ดวงจิตต์ กำประเสริฐ. 2531)

ความเห็นดังกล่าวยังไม่มีคำพิพากษาศาลฎีกาตัดสินเอาไว้เป็นบรรทัดฐานประกอบกับประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1494 บัญญัติว่า “การสมรสจะเป็นโมฆะก็แต่เฉพาะที่บัญญัติไว้ในหมวดนี้” ซึ่งการสมรสของพระภิกษุประมวลกฎหมายแพ่งและพาณิชย์ บรรพ 5 ไม่ได้บัญญัติไว้ว่าตกเป็นโมฆะในขณะที่จากการศึกษาพบว่าพระอัยการลักษณะผัวเมีย บทที่ 40 ซึ่งเป็นกฎหมายเก่าได้บัญญัติห้ามไว้ชัดเจน แต่เมื่อมีการประกาศ ใช้ประมวลกฎหมายแพ่งและพาณิชย์กลับไม่มีเงื่อนไขการสมรส กรณีของพระภิกษุแต่ประการใด

กรณีดังกล่าวจึงเกิดความไม่แน่นอนว่าการสมรสของพระภิกษุจะตกเป็นโมฆะหรือไม่

2. ปัญหาเกี่ยวกับการกล่าวอ้างการสมรสที่ตกเป็นโมฆะ

การสมรสของพระภิกษุ หากตกเป็นโมฆะ ตามประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 150 ตามความเห็นของนักกฎหมายดังที่กล่าวในเรื่องครุกาบัติ กรณีก็เกิดปัญหาว่าการสมรสที่ตกเป็นโมฆะ จะต้องฟ้องศาล ตามมาตรา 1496 ซึ่งบัญญัติว่า “คำพิพากษาของศาลเท่านั้นที่จะแสดงว่า การสมรสที่ฝ่าฝืนมาตรา 1449 มาตรา 1450 และมาตรา 1458 เป็นโมฆะ” หรือผู้มีส่วนได้เสียสามารถกล่าวอ้างได้ ตามประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 172 ซึ่งบัญญัติว่า “โมฆะกรรมนั้นไม่อาจให้สัตยาบันแก่กันได้ และผู้มีส่วนได้เสียคนหนึ่งคนใดจะยกความเสียเปล่าแห่งโมฆะกรรมขึ้นกล่าวอ้างก็ได้”

สำหรับความเห็นของผู้เขียนเห็นว่า การกล่าวอ้างความเป็นโมฆะของการสมรส ไม่ว่าจะเป็นกรณีใดจะต้องมีกาสรฟ้องศาลเพื่อให้ศาลมีคำพิพากษาแสดงว่าการสมรสเป็นโมฆะ ตามประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1496 ไม่น่าจะนำการกล่าวอ้างความเป็นโมฆะ ตามมาตรา 172 มาใช้กับการสมรสได้ ด้วยเหตุผลดังต่อไปนี้

(1) การสมรสที่ตกเป็นโมฆะ ประมวลกฎหมายแพ่งแลพาณิชย์ บรรพ 5 ว่าด้วยครอบครัว บทบัญญัติไว้เป็นกรณีเฉพาะคือ มาตรา 1496 กรณีดังกล่าวจะนำบทกฎหมายทั่วไป คือ มาตรา 172 มาใช้บังคับไม่ได้

(2) การสมรสที่ตกเป็นโมฆะมีผลแต่กต่างจากการทำนิติกรรมที่ตกเป็นโมฆะเพราะการทำนิติกรรมที่ตกเป็นโมฆะ ไม่สามารถกล่าวอ้างนิติกรรมหรือสัญญาดังกล่าวได้เลย ในขณะที่การสมรสที่ตกเป็นโมฆะ ไม่ก่อให้เกิดความสัมพันธ์ในทางทรัพย์สินตาม มาตรา 1498 บัญญัติว่า “การสมรสที่เป็นโมฆะ ไม่ก่อให้เกิดความสัมพันธ์ทางทรัพย์สินระหว่างสามีภริยา” กล่าวคือ ทรัยพ์สินที่เกิดในระหว่างสมรสไม่ถือว่าเป้นสินสมรส

อย่างไรก็ตามแม้การสมรสที่ตกเป็นโมฆะจะไม่ก่อให้เกิดความสัมพันธ์ในทางทรัพย์สินดังกล่าวแต่ความสัมพันธ์เกี่ยวกับบุคคลผู้ทำการสมรส บางประการก็มีผลในทางกฎหมาย เช่น คู่สมรสที่กระทำการโดยสุจริตไม่ทำให้เสื่อมเสียสิทธิที่ได้มาเพราะการสมรส (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1499) เช่น สิทธิในการหักค่าลดหย่อนภาษี หรือของหมั้นที่ตกได้แก่หญิงเมื่อมีการหมั้น รวมถึงสิทธิในการรับมรดกของคู่สมรสที่ถึงแก่ความตาย เว้นแต่การสมรสที่ตกเป็นโมฆะเพราะเป็นการสมรสในขณะที่มีคู่สมรสหรือสมรสซ้อน แม้คู่สมรสจะสุจริต ก็ไม่ก่อให้เกิดสิทธิในการรับมรดก (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1499 วรรค 2)

นอกจากนี้แล้วการสมรสที่ตกเป็นโมฆะไม่มีผลกระทบกระเทือนถึงการเป็นบุตรที่ชอบด้วยกฎหมาย ตามมาตรา 1536 บัญญัติว่า “ เด็กเกิดแต่หญิงขณะเป็นภริยาชายหรือภายในสามร้อยสิบวัน นับแต่วันที่กาสมรสสิ้นสุดลง ให้สันนิษฐานไว้ก่อนว่าเป็นบุตรชอบด้วยกฎหมายของชายผู้เป็นสามี หรือเคยเป็นสามี แล้วแต่กรณี

ให้นำความในวรรคหนึ่งมาใช้บังคับแก่บุตรที่เกิดจากหญิงก่อนที่ได้มีคำพิพากษาถึงที่สุดของศาลแสดงว่าการสมรสเป็นโมฆะหรือภายในระยะเวลาสามร้อยสิบวันนับแต่วันนั้น”

จากที่กล่าวมาจะเห็นได้ว่าความเป็นโมฆะของการสมรสมีลักษณะที่แตกต่างจากการตกเป็นโมฆะในเรื่องของนิติกรรม หลายประการ ประมวลกฎหมายแพ่งและพาณิชย์จึงบัญญัติให้การกล่าวอ้างโมฆะของการสมรสจะต้องมีการฟ้องศาล เพื่อให้ศาลพิจารณาถึงสาเหตุของการสมรสที่ตกเป็นโมฆะและพิจารณาถึงความสัมพันธ์ในทางส่วนตัวของคู่สมรสและบุคคลที่เกี่ยวข้องกับคู่สมรส เช่น บุตรของคู่สมรส

ดังนั้นการสมรสของพระภิกษุ แม้จะตกเป็นโมฆะ ตามมาตรา 150 ผู้มีส่วนได้เสียก็ไม่น่าจะสามารถกล่าวอ้าง ตามมาตรา 172 ได้ควรจะต้องฟ้องศาลเท่านั้น แต่เมื่อมีการฟ้องศาลเพื่อให้ศาลเพิกถอนการสมรสที่ตกเป็นโมฆะกรณีพระภิกษุสมรส ผู้ที่ถูกโต้แย้งสิทธิจะอ้างกฎหมายบทใดในการฟ้องศาลเพราะการฟ้องเพิกถอนการสมรส มาตรา 1496 ไม่ได้บัญญัติถึงการสมรสของพระภิกษุแต่ประการใด

3 . การสมรสของพระภิกษุกับพระวินัย

3.1 กรณีที่พระภิกษุไม่ได้อยู่กินด้วยกันฉันสามีภริยา

คู่สมรสที่จดทะเบียนสมรส ประมวลกฎหมายแพ่งและพาณิชย์บัญญัติไว้ใน มาตรา 1461 “สามีภริยาต้องอยู่กินด้วยกันฉันสามีภริยา

สามีภริยาต้องช่วยเหลืออุปการะเลี้ยงดูกันตามความสามารถและฐานะของตน”

จากบทบัญญัติดังกล่าวการอยู่กินด้วยกันฉันสามีภริยา หมายถึง การอยู่กินด้วยกัน มีความสัมพันธ์ทางเพศเพื่อให้ครอบครัวมีสมาชิก ดังนั้นจึงต้องมีการร่วมหลับนอนและเชิดชูยกย่องฐานะของอีกฝ่ายหนึ่งฉันสามีภริยา (ชาติชาย อัครวิบูลย์. 2552)

ดังนั้นหากพระภิกษุไม่ได้อยู่กินด้วยกันฉันสามีภริยาเพียงแต่มีการจดทะเบียนสมรสเท่านั้น กรณีดังกล่าวอาจจะถือว่าสมรสดังกล่าวเป็นการสมรสที่ชายหญิงมิได้ยินยอมเป็นสามีภริยาตามมาตรา 1458 ซึ่งทำให้การสมรสตกเป็นโมฆะ ตามมาตรา 1495

คำพิพากษาฎีกาที่ 1067/2545 “การสมรสจะทำได้ต่อเมื่อชายและหญิงยินยอมเป็นสามีภริยากัน โดยทั้งสองคนตกลงจะเป็นบุคคลในครอบครัวเดียวกัน ต้องอยู่กินด้วยกันฉันสามีภริยาทั้งในทางธรรมชาติและกฎหมาย ได้ดูแลความทุกข์สุข เจ็บป่วยซึ่งกันและกันต้องช่วยเหลืออุปการะเลี้ยงดูกันตามความสามารถและฐานะของตน การที่จำเลยจดทะเบียนสมรสกับ ช. แต่ไม่ได้พักอาศัยอยู่ด้วยกัน เมื่อ ช. ป่วย โจทก์เป็นผู้พา ช. ไปโรงพยาบาลและเสียค่ารักษาพยาบาลให้ และยังให้ ช. ไปพักอาศัยอยู่ด้วย ส่วนจำเลยยังคงพักอาศัยอยู่กับน้องสาวและไม่เคยออกค่ารักษาพยาบาลทั้งไม่เคยมาเยี่ยมเยียน ช. เลย เห็นได้ชัดว่าจำเลยกับ ช. มิได้อยู่กินด้วยกันฉัน

สามีภริยาแต่อย่างใด จำเลยเองก็ยังรับว่าไม่อยากไปจดทะเบียนสมรส แต่ ช. เป็นผู้พาไปโดยบอกว่าถ้าไม่จดทะเบียนสมรสแล้วจะไม่มีผู้ใดมีสิทธิรับเงินบำเหน็จตกทอด ซึ่งก็ปรากฏว่าเมื่อ ช. ถึงแก่กรรมจำเลยเป็นผู้ได้รับเงินบำเหน็จตกทอดมาจริง แสดงว่าจำเลยจดทะเบียนสมรสกับ ช. โดยมิได้มีเจตนาที่จะเป็นสามีภริยากันมาแต่แรก หากแต่เป็นการกระทำเพื่อให้มีสิทธิรับเงินบำเหน็จตกทอดเท่านั้น การสมรสของจำเลยจึงฝ่าฝืนต่อบทบัญญัติแห่งประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1458 ตกเป็นโมฆะตามมาตรา 1495”

ดังนั้นหากเป็นการจดทะเบียนสมรสกันโดยที่ไม่ได้อยู่กินด้วยกันฉันสามีภริยา เช่นภายหลังจากกาสมรสแล้วพระภิกษุก็ไปจำพรรษาอยู่ที่วัด ไม่ได้อยู่กินด้วยกันฉันสามีภริยากับภริยาที่จดทะเบียนแต่ประการใด การสมรสของพระภิกษุก็ไม่นาจะเป็นการผิดพระวินัย แต่การสมรสดังกล่าวก็อาจจะตกเป็นโมฆะเพราะถือว่าการสมรสนั้น ชายหญิงมิได้ยินยอมเป็นสามีภริยากัน ตามประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1452 ประกอบกับมาตรา 1495

3.2 กรณีพระภิกษุอยู่กินด้วยกันฉันสามีภริยา

การที่พระภิกษุอยู่กินด้วยกันฉันสามีภริยา แม้จะไม่มีการร่วมประเวณีแต่หากมีพูดเกี้ยวหญิง พูดล่อหญิงให้บำเรอตนด้วยกาม หรือมีการแตะเนื้อต้องตัวหญิงซึ่งแม้เป็นภริยาตนก็เป็นการกระทำที่เป็นอาบัติซึ่งเป็น อาบัติสังฆาทิเสส ซึ่งเป็น “ครุกาบัติ” ที่มีโทษร้ายแรงแม้ไม่ต้องขาดจากความเป็นพระสงฆ์เพราะสามารถปลงอาบัติได้ ต้องอยู่ “ปริวาสกรรม” (ทรมานตนตามระเบียบ) ก็เป็นการกระทำที่ไม่เหมาะสม

ประการสำคัญ หากพระภิกษุสงฆ์ที่อยู่กินด้วยกันฉันสามีภริยามีการร่วมประเวณีเมื่อใดก็จะถือว่าพระภิกษุนั้นกระทำการอาบัติที่มีโทษร้ายแรง คือ อาบัติปาราชิกซึ่งเป็น “ครุกาบัติ” อันเป็นอาบัติหนักที่เรียกว่า อเตกิจฉา คือแก้ไขไม่ได้เลยและต่อมาพระภิกษุรูปที่ล่วงละเมิดพระธรรมวินัยในข้อดังกล่าวมีคำวินิจฉัยถึงที่สุดให้ได้รับนิคหกรรมให้สึก พระภิกษุรูปดังกล่าวต้องสึกภายในยี่สิบสี่ชั่วโมงนับแต่เวลาที่ได้ทราบคำวินิจฉัยนั้นตามที่บัญญัติไว้ในพระราชบัญญัติคณะสงฆ์ พ.ศ. 250 มาตรา 26

อย่างไรก็ตามแม้พระภิกษุรูปดังกล่าวจะไม่กล่าวลาสิกขาบทเนื่องจากไม่ยอมลาสิกขาหรือยังไม่มีคำวินิจฉัยอันถึงที่สุด ตามพระราชบัญญัติคณะสงฆ์ พ.ศ. 2505 มาตรา 26 ตามพระวินัยก็ถือว่าขาดจากความเป็นพระภิกษุทันที เมื่อความผิดสำเร็จ เมื่อขาดจากความเป็นพระแล้ว ก็ถือว่าไม่ใช่พระภิกษุอีกต่อไป ไม่สามารถอยู่ร่วมกับภิกษุอื่นหรือคณะหมู่สงฆ์ได้เลย ต้องลาสิกขาบทออกจากเป็นพระภิกษุทันที (วิกิพีเดีย. (ออนไลน์) 2565)

อย่างไรก็ตามการที่พระภิกษุต้องอาบัติปาราชิกแม้จะพ้นจากการเป็นพระภิกษุแต่ก็ไม่น่าจะส่งผลต่อการสมรส หากการสมรสนั้นชอบด้วยกฎหมาย

สรุป

จากที่กล่าวมาสรุปได้ว่าประมวลกฎหมายแพ่งและพาณิชย์ไม่มีบทบัญญัติห้ามพระภิกษุทำการสมรสแต่ประการใด ดังนั้นการที่พระภิกษุทำการสมรสโดยการจดทะเบียนการสมรสนั้นน่าจะสมบูรณ์ไม่ตกเป็นโมฆะเพราะการสมรสที่จะตกเป็นโมฆะ มีได้เฉพาะที่บัญญัติไว้ในประมวลกฎหมายแพ่งและพาณิชย์ (ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1494) อย่างไรก็ตามการสมรสที่ตกเป็นโมฆะหากพระภิกษุอยู่กินด้วยกันฉันสามีภริยากับคู่สมรสพระภิกษุดังกล่าวก็จะพ้นจากการเป็นพระภิกษุทันทีเพราะการอยู่กินด้วยกันฉันสามีภริยา เป็นกากรระทำที่จะผิดวินัยอย่างร้ายแรง คือ อาบัติปาราชิก แต่ไม่กระทบต่อการจดทะเบียนสมรส หากพระภิกษุจดทะเบียนสมรสแต่ไม่ได้อยู่กินด้วยกันฉันสามีภริยาการสมรสดังกล่าวน่าจะตกเป็นโมฆะเพราะถือว่าการจดทะเบียนสมรสดังกล่าว ชายหญิงไม่ได้ยินยอมเป็นสามีภริยากัน(ประมวลกฎหมายแพ่งและพาณิชย์ มาตรา 1458)

ข้อเสนอแนะ

ควรมีการแก้ไขเพิ่มเติมประมวลกฎหมายแพ่งและพาณิชย์โดยการกำหนดเงื่อนไขของการสมรสมว่า “ชายจะทำการสมรสในขณะที่เป็นพระภิกษุไม่ได้”

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อำนาจของวุฒิสภาไทยที่มีต่อฝ่ายบริหารและที่มาของวุฒิสภาไทย : ศึกษาจากแนวคิดของกฎหมายประเทศอังกฤษ

The Power of the Thai Senate over the Executive Branch and the Origin of the Thai Senate : A Study from the Concept of the UK Law.

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ภาวิตา ค้าขาย, (Pawita Kakhai)[2]
สุรศักดิ์ มีบัว, (Surasak Meebua)[3]

บทคัดย่อ

วุฒิสภา ถือเป็นองค์กรฝ่ายนิติบัญญัติซึ่งเป็นองค์กรผู้ใช้อำนาจอธิปไตย โดยมีหน้าที่สำคัญในการตรากฎหมายให้รัดกุม ชัดเจน และให้กฎหมายที่จะบังคับกับประชาชนมีความถูกต้องและเป็นธรรมมากที่สุด แต่วุฒิสภาชุดปัจจุบัน ซึ่งถือเป็นวุฒิสภาชุดแรกหลังจากที่รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 มีผลใช้บังคับและรัฐสภามีวุฒิสภาขึ้น ก็สร้างความไม่พอใจของประชาชนผู้เป็นเจ้าของอำนาจอธิปไตยในการคัดค้านที่มาของสมาชิกวุฒิสภาชุดปัจจุบัน ทั้งยังคัดค้านบทบัญญัติของรัฐธรรมนูญว่าด้วยอำนาจของสมาชิกวุฒิสภาที่มีอำนาจลงมติเลือกประมุขฝ่ายบริหาร ทั้งยังมีปัญหาในเรื่องคุณสมบัติเฉพาะของผู้ดำรงตำแหน่งวุฒิสภาชุดแรกอีกด้วย

การศึกษาครั้งนี้มีวัตถุประสงค์ 3 ประการ ได้แก่ 1. เพื่อศึกษาปัญหาและข้อเปรียบเทียบของอำนาจวุฒิสภาประเทศไทยที่มีต่อฝ่ายบริหารกับวุฒิสภาของประเทศอังกฤษ 2. เพื่อศึกษาที่มาของวุฒิสภาประเทศไทยกับวุฒิสภาของประเทศอังกฤษ3. เพื่อศึกษาคุณสมบัติของผู้ดำรงตำแหน่งสมาชิกวุฒิสภาประเทศไทยกับวุฒิสภาของประเทศอังกฤษ โดยใช้วิธีการวิจัยเชิงคุณภาพ (Qualitative Research) ด้วยวิธีการเก็บรวบรวมข้อมูลเอกสาร ผลการศึกษา พบว่าประเทศไทยอำนาจวุฒิสภาที่มีต่อฝ่ายบริหารมีมากกว่าวุฒิสภาของประเทศอังกฤษ ทั้งที่มาแม้จะคล้ายคลึงกันแต่ก็มีกระบวนการสรรหาที่แตกต่างกันโดยสิ้นเชิง และแม้คุณสมบัติของวุฒิสภาประเทศไทยในปัจจุบันจะมีความหลากหลายมากกว่าวุฒิสภาของประเทศอังกฤษในแง่ของคุณวุฒิผู้ดำรงตำแหน่งวุฒิสภา

ดังนั้น จึงควรแก้ไขปรับปรุงกฎหมายให้มีความรัดกุม เป็นธรรม และเป็นที่ยอมรับของประชาชนเพื่อไม่ให้เป็นที่ครหาของประชาชนผู้เป็นเจ้าของอำนาจอธิปไตย ทั้งควรกำหนดให้วุฒิสภามีอำนาจหน้าที่ในการดำเนินการเพื่อให้บรรลุวัตถุประสงค์ตามเจตนารมณ์ในการตรวจสอบและกลั่นกรองกฎหมาย หาควรนำวุฒิสภามาเป็นเครื่องมือเพื่อให้กลุ่มบุคคลใดเพียงบุคคลหนึ่งเข้าสู่อำนาจในการบริหารประเทศในฐานะนายกรัฐมนตรีไม่

คำสำคัญ: วุฒิสภา, ฝ่ายบริหาร, ที่มาของวุฒิสภาไทย

Abstract

The Senate is regarded as a legislative organisation that exercises sovereign power with an important duty in enacting legislation concisely and clearly as well as ensuring that the laws enforced on the people are as accurate and fair as possible. However, the current Senate, considered as the first Senate after the Constitution of the Kingdom of Thailand B.E. 2560 that comes into force and the National Assembly has a Senate, has created dissatisfaction among the people who occupy the sovereign power in opposing the origin of the current senators. It also opposes a constitutional provision on the power of senators to vote for the head of the executive branch. Moreover, there are problems with the specific qualifications of the first Senate incumbent as well.

This study has 3 objectives: 1. to study the problems and comparisons of the power of the Thai Senate with the executive branch and the British Senate; 2. to study the origins of the Thai Senate and the British Senate;

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3. To study the qualifications of senators in Thailand and the Senate of the UK by using the qualitative research method to collect document data. The study found that, in Thailand, the power of the Senate over the executive branch is greater than the Senate of the UK. Despite the similar origins, the recruitment process is completely different even though the qualifications of the Thai Senate today are more diverse than the British Senate in terms of qualifications for senate holders.

Therefore, the law should be amended to be more concise, fair, and acceptable to the people so as not to be condemned by the people who own the sovereign power. In addition, the Senate should be empowered to act in order to achieve its intended objectives in examining and scrutinizing the law but not to be used as a tool for a single group of people to come into power to rule the country as a Prime Minister.
Keyword: Senate, executive branch, the origin of the Thai Senate

บทนำ

ในปัจจุบันสังคมไทยมักมีเรื่องการเมืองเข้ามาแทรกซึมอยู่ในกิจวัตรประจำวันของประชาชน ไม่จำกัดแค่เพียงผู้ใหญ่หรือผู้สูงอายุแต่เพียงเท่านั้น แต่หากกล่าวถึงเด็กหรือเยาวชนที่ยังไม่บรรลุนิติภาวะ ก็มีแนวคิดและความสนใจเรื่องการเมืองระดับประเทศเป็นจำนวนไม่น้อย จึงเห็นได้จากการจัดการชุมนุมหรือประท้วงรัฐบาลได้มีเด็กหรือเยาวชนปรากฏตัวและอยู่ร่วมการชุมนุมจำนวนมาก และในทุกการปราศรัยของผู้ชุมนุมจะมีคำปราศรัยที่กล่าวหาและว่าร้ายวุฒิสภาไทยในยุคปัจจุบัน โดยหนึ่งในข้อครหานั้นก็คือ วุฒิสภายุคปัจจุบันไม่ได้มาจากเสียงของประชาชนอย่างแท้จริง โดยหากเปรียบเทียบอดีตจนถึงปัจจุบันก็มีสมาชิกวุฒิสภาที่มาจากการเลือกตั้งของประชาชนเป็นจำนวนไม่น้อย เหตุที่ประชาชนเล็งเห็นถึงการได้มาของวุฒิสภาควรมาจากประชาชนและมาจากการเลือกตั้ง เพราะประชาชนคือเจ้าของอำนาจอธิปไตยที่แท้จริง[1] อีกทั้งในแง่มุมของทฤษฎีสากล กล่าวคือ ทฤษฎีสัญญาประชาคม ได้กล่าวไว้ว่าประชาชนคือผู้ที่ได้แสดงเจตนาร่วมกันสร้างกฎหมาย กฎเกณฑ์ให้ผู้มีอำนาจมาใช้อำนาจรัฐในการบริหารประเทศซึ่งถือเป็นเจตนารมณ์ร่วมกันของประชาชนในการมอบอำนาจให้รัฐออกกฎเกณฑ์และใช้อำนาจต่าง ๆ ได้[2] แต่ที่มาของวุฒิสภาไทยยุคปัจจุบันหาได้ถูกต้องตามทฤษฎีของสากลแต่อย่างใดไม่ จึงทำให้ประชาชนในปัจจุบันไม่ให้ความเคารพนับถือและเห็นชอบกับวุฒิสภาที่มีอำนาจอยู่ในทุกวันนี้ และยิ่งไปกว่านั้น รัฐธรรมนูญไทยฉบับปัจจุบันได้ให้อำนาจของวุฒิสมาชิกในการลงมติเลือกนายกรัฐมนตรีอีกด้วย จึงทำให้เกิดปัญหาต่าง ๆ ตามมา อาทิ วุฒิสภา ไม่ได้มาจากการเลือกตั้งของประชาชนแล้วจะมีสิทธิในการลงมติเลือกนายกรัฐมนตรีได้อย่างไร วุฒิสภาชุดปัจจุบันมีที่มาโดยชอบด้วยกฎหมายหรือไม่ ประเทศไทยควรมีวุฒิสภาหรือไม่ เป็นต้น ด้วยเหตุผลดังกล่าว ผู้เขียนจึงได้สนใจศึกษาอำนาจของวุฒิสภาไทยที่มีต่อฝ่ายบริหารและที่มาของวุฒิสภาไทย ว่ามีการบัญญัติถึงอำนาจของวุฒิสภาไว้อย่างไร เพื่อนำข้อมูลและแนวคิด มาหาข้อสรุปต่อไป

โจทย์วิจัย/ปัญหาวิจัย

อำนาจของวุฒิสภาไทยที่มีต่อฝ่ายบริหารควรบัญญัติอย่างไรไม่ให้เป็นที่ครหาของประชาชน และที่มาของวุฒิสภาไทยชุดปัจจุบันควรมีการแก้ไขบทบัญญัติของรัฐธรรมนูญว่าด้วยการได้มาซึ่งสมาชิกวุฒิสภาตามบทเฉพาะกาลหรือไม่ โดยให้เกิดจากความชอบธรรมในการเข้าสู่ตำแหน่งของสมาชิกวุฒิสภาและไม่ให้กระทบต่อความเชื่อมั่นของประชาชน

วัตถุประสงค์การวิจัย

1. เพื่อศึกษาปัญหาและข้อเปรียบเทียบของอำนาจวุฒิสภาประเทศไทยที่มีต่อฝ่ายบริหารกับวุฒิสภาของประเทศอังกฤษ
2. เพื่อศึกษาที่มาของวุฒิสภาประเทศไทยกับวุฒิสภาของประเทศอังกฤษ
3. เพื่อศึกษาคุณสมบัติของผู้ดำรงตำแหน่งสมาชิกวุฒิสภาประเทศไทยกับวุฒิสภาของประเทศอังกฤษ

ประโยชน์ที่คาดว่าจะได้รับจากงานวิจัย

1. ทำให้ทราบปัญหาและข้อเปรียบเทียบของอำนาจวุฒิสภาประเทศไทยที่มีต่อฝ่ายบริหารกับวุฒิสภาของประเทศอังกฤษ
2. ทำให้ทราบที่มาของวุฒิสภาประเทศไทยกับวุฒิสภาของประเทศอังกฤษ
3. ทำให้ทราบคุณสมบัติของผู้ดำรงตำแหน่งสมาชิกวุฒิสภาประเทศไทยกับวุฒิสภาของประเทศอังกฤษ

[1] เกรียงไกร เจริญธนาวัฒน์, หลักพื้นฐานกฎหมายมหาชน, (พิมพ์ครั้งที่ 5), (กรุงเทพฯ: วิญญูชน, 2561) หน้า 194.

[2] เกรียงไกร เจริญธนาวัฒน์, เรื่องเดียวกัน, หน้า 193.

การทบทวนวรรณกรรม

ผู้วิจัยได้ทำการศึกษาค้นคว้าวรรณกรรมที่เกี่ยวข้องกับบทความฉบับนี้โดยแยกอธิบายเป็นหัวข้อ ดังต่อไปนี้

1. ประเทศไทย

1.1 อำนาจวุฒิสภา

วุฒิสภา คือ หนึ่งในองค์กรผู้ใช้อำนาจอธิปไตยในฝ่ายนิติบัญญัติ โดยมีอำนาจหน้าที่ในการตรวจสอบกฎหมายที่ผ่านมาจากสภาผู้แทนราษฎร ซึ่งถือเป็นองค์กรผู้ใช้อำนาจนิติบัญญัติหรือเรียกอีกชื่อหนึ่งคือสภาสูง โดยบทบาทหลักของวุฒิสภามีอำนาจหน้าที่ตรวจสอบและให้ความเห็นชอบกฎหมายที่สมาชิกสภาผู้แทนราษฎรหรือสภาล่างเสนอ โดยหากสมาชิกวุฒิสภาให้ความเห็นชอบกฎหมายนั้น กฎหมายก็จะถูกเสนอเข้าสู่คณะรัฐมนตรี คณะรัฐมนตรีก็จะนำขึ้นทูลเกล้าทูลกระหม่อมกราบบังคมทูลถวายพระมหากษัตริย์ ให้ทรงลงพระปรมาภิไธย และประกาศราชกิจจานุเบกษา ซึ่งถือว่ากฎหมายฉบับนั้นมีผลใช้บังคับ[1] บทบาทของสมาชิกวุฒิสภาจะมีบทบาทในการกลั่นกรองกฎหมายให้ถูกต้องรัดกุมเท่านั้น แต่หากเปรียบเทียบกับรัฐธรรมนูญของประเทศไทยจะเห็นได้ว่าสมาชิกวุฒิสภาจะมีบทบาทในทางการเมืองและการกำหนดรายชื่อบุคคลที่ถูกเสนอชื่อขึ้นมาเพื่อให้เข้าดำรงตำแหน่งประมุขฝ่ายบริหารด้วย

หากพิเคราะห์ที่มาของวุฒิสภาไทยตามรัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 และเปรียบเทียบกับสถานการณ์ทางการเมืองปัจจุบัน จะเห็นได้ว่า การกำหนดที่มาของวุฒิสภาและการใช้อำนาจของวุฒิสภาในการเลือกนายกรัฐมนตรี ไม่เป็นไปตามหลักการแนวคิดตามทฤษฎีแนวคิดที่มาของวุฒิสภา ซึ่งไม่ก่อให้เกิดอำนาจความชอบธรรมขึ้น[2]

รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 มาตรา 272 บัญญัติว่า“ในระหว่างห้าปีแรกนับแต่วันที่มีรัฐสภาชุดแรกตามรัฐธรรมนูญนี้ การให้ความเห็นชอบบุคคลซึ่งสมควรได้รับแต่งตั้งเป็นนายกรัฐมนตรีให้ดำเนินการตามมาตรา 159 เว้นแต่การพิจารณาให้ความเห็นชอบตามมาตรา 159 วรรคหนึ่ง ให้กระทำในที่ประชุมร่วมกันของรัฐสภา และมติที่เห็นชอบการแต่งตั้งบุคคลใดให้เป็นนายกรัฐมนตรีตามมาตรา 159 วรรคสาม ต้องมีคะแนนเสียงมากกว่ากึ่งหนึ่งของจำนวนสมาชิกทั้งหมดเท่าที่มีอยู่ของทั้งสองสภา

ในระหว่างเวลาตามวรรคหนึ่ง หากมีกรณีที่ไม่อาจแต่งตั้งนายกรัฐมนตรีจากผู้มีชื่ออยู่ในบัญชีรายชื่อที่พรรคการเมืองแจ้งไว้ตามมาตรา 88 ไม่ว่าด้วยเหตุใด และสมาชิกของทั้งสองสภารวมกันจำนวนไม่น้อยกว่ากึ่งหนึ่งของจำนวนสมาชิกทั้งหมดเท่าที่มีอยู่ของทั้งสองสภาเข้าชื่อเสนอต่อประธานรัฐสภาขอให้รัฐสภามีมติยกเว้นเพื่อไม่ต้องเสนอชื่อนายกรัฐมนตรีจากผู้มีชื่ออยู่ในบัญชีรายชื่อที่พรรคการเมืองแจ้งไว้ตามมาตรา 88 ในกรณีเช่นนั้น ให้ประธานรัฐสภาจัดให้มีการประชุมร่วมกันของรัฐสภาโดยพลัน และในกรณีที่รัฐสภามีมติด้วยคะแนนเสียงไม่น้อยกว่าสองในสามของจำนวนสมาชิกทั้งหมดเท่าที่มีอยู่ของทั้งสองสภาให้ยกเว้นได้ ให้ดำเนินการตามวรรคหนึ่งต่อไป โดยจะเสนอชื่อผู้อยู่ในบัญชีรายชื่อที่พรรคการเมืองแจ้งไว้ตามมาตรา 88 หรือไม่ก็ได้”

นอกจากสมาชิกวุฒิสภาชุดแรกจะมีอำนาจลงมติเลือกนายกรัฐมนตรีตามบทเฉพาะกาลแล้ว ยังมีอำนาจในการยับยั้งกฎหมายของสภาผู้แทนราษฎร โดยอำนาจดังกล่าวเป็นอำนาจในการยับยั้งกฎหมายของสภาผู้แทนราษฎรที่มาจากการเลือกตั้งของประชาชน และยังมีอำนาจให้ความเห็นชอบให้บุคคลดำรงตำแหน่งตุลาการศาลรัฐธรรมนูญ ตามมาตรา 204 ทั้งยังมีอำนาจให้คำแนะนำในการเลือกผู้ตรวจการแผ่นดิน จำนวน 3 คน ตามมาตรา 228 มีอำนาจให้คำแนะนำในการเลือกคณะกรรมการการเลือกตั้ง จำนวน 7 คน ตามมาตรา 222 มีอำนาจให้คำแนะนำในการเลือกคณะกรรมการป้องกันและปราบปรามการทุจริตแห่งชาติ จำนวน 9 คน ตามมาตรา 232 มีอำนาจให้คำแนะนำในการเลือกคณะกรรมการตรวจเงินแผ่นดิน จำนวน 7 คน ตามมาตรา 238 มีอำนาจให้คำแนะนำในการจัดให้มีผู้ว่าการตรวจเงินแผ่นดิน ตามมาตรา 241 และมีอำนาจให้คำแนะนำในการเลือกคณะกรรมการสิทธิมนุษยชน จำนวน 7 คน ตามมาตรา 246

คณะกรรมาธิการของวุฒิสภาไทย คณะกรรมาธิการ[3] (Committee) หมายถึง องค์กรภายในสภาที่ประกอบด้วย บุคคลที่ได้รับเลือกจากสมาชิกสภาผู้แทนราษฎรหรือสมาชิกวุฒิสภา และหรือผู้ทรงคุณวุฒิที่ไม่ได้เป็นสมาชิกสภา ที่สภาแต่งตั้งขึ้นเพื่อทำหน้าที่ในการสอบสวนหรือศึกษาเรื่องใด ๆ ตามที่สภามอบหมาย และเมื่อดำเนินการเสร็จแล้วให้รายงานต่อสภา

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[1] อัญธิษฐา อักษรศรี. บทบาทสมาชิกวุฒิสภาตามรัฐธรรมนูญพุทธศักราช 2560. วารสารวิจัยวิชาการ 4, 1 (มกราคม-มีนาคม 2564), หน้า 243-253.

[2] วีระพงศ์ เชาวลิต, ปัญหาของการใช้อำนาจของสมาชิกวุฒิสภา: ศึกษากรณีการใช้อำนาจในการเลือกนายกรัฐมนตรี ตามบทเฉพาะกาลตามรัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560, วารสารวิชาการเซาธ์อีสท์บางกอก (สาขามนุษยศาสตร์และสังคมศาสตร์) 7,2 (กรกฎาคม-ธันวาคม 2564), หน้า 42.

[3] สำนักงานเลขาธิการวุฒิสภา, กรรมาธิการ, สืบค้นเมื่อ 30 ธันวาคม 2565 จาก https://www.senate.go.th/view/1/หน้าหลักคณะกรรมาธิการ/TH-TH

คณะกรรมาธิการถือเป็นเครื่องมือหรือกลไกในการดำเนินงานของรัฐสภา เนื่องจากรัฐสภามีอำนาจและหน้าที่กว้างขวางและครอบคลุมกิจการทุกด้านของประเทศ จะต้องพิจารณาปัญหากฎหมายที่หลากหลาย

กรณีอำนาจของวุฒิสภาที่มีบทบาทในการตรวจสอบฝ่ายบริหารนอกจากอำนาจในการลงมติเลือกนายกรัฐมนตรีแล้วยังมีอำนาจตรวจสอบฝ่ายบริหาร ดังนี้

1. อำนาจในการตั้งกระทู้ถามรัฐมนตรี ***ตามรัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 มาตรา 150 วรรคหนึ่ง*** บัญญัติว่า “สมาชิกสภาผู้แทนราษฎรหรือสมาชิกวุฒิสภามีสิทธิตั้งกระทู้ถามรัฐมนตรีในเรื่องใดเกี่ยวกับงานในหน้าที่โดยจะถามเป็นหนังสือหรือด้วยวาจาก็ได้ ตามข้อบังคับการประชุมแห่งสภานั้น ๆ ซึ่งอย่างน้อยต้องกำหนดให้มีการตั้งกระทู้ถามด้วยวาจาโดยไม่ต้องแจ้งล่วงหน้าไว้ด้วย“ ซึ่งถือเป็นอำนาจของวุฒิสภาในการตั้งกระทู้ถามรัฐมนตรีซึ่งเป็นการถ่วงดุลอำนาจตามหลักการแบ่งแยกอำนาจที่ฝ่ายนิติบัญญัติมีอำนาจตรวจสอบและถ่วงดุลฝ่ายบริหาร

2. อำนาจในการเข้าชื่อกันมากกว่า 84 คน (ไม่น้อยกว่าหนึ่งในสามของจำนวนวุฒิสมาชิก 250 คน) ของจำนวนสมาชิกวุฒิสภาในการเปิดอภิปรายทั่วไปให้คณะรัฐมนตรีชี้แจงปัญหา ***ตามรัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 มาตรา 153*** บัญญัติว่า “สมาชิกวุฒิสภาจำนวนไม่น้อยกว่าหนึ่งในสามของจำนวนสมาชิกทั้งหมดเท่าที่มีอยู่ของวุฒิสภา มีสิทธิเข้าชื่อขอเปิดอภิปรายทั่วไปในวุฒิสภาเพื่อให้คณะรัฐมนตรีแถลงข้อเท็จจริงหรือชี้แจงปัญหาสำคัญเกี่ยวกับการบริหารราชการแผ่นดินโดยไม่มีการลงมติ”

3. อำนาจในการลงมติเลือกนายกรัฐมนตรี ***ตามรัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 มาตรา 272***

1.2 ที่มาของวุฒิสภา

หากกล่าวถึงกระบวนการเข้าสู่ตำแหน่งของวุฒิสภาในประเทศไทย นับตั้งแต่ประเทศไทยมีรัฐธรรมนูญมาทั้งหมด 20 ฉบับ กระบวนการเข้าสู่ตำแหน่งของวุฒิสมาชิก มีทั้งหมด 3 รูปแบบ[1] ดังนี้

รูปแบบที่หนึ่ง กระบวนการเข้าสู่ตำแหน่งสมาชิกวุฒิสภาที่มาจากการแต่งตั้ง กล่าวคือ จะมีคณะบุคคลหรือผู้มีอำนาจตามกฎหมายในขณะนั้นเป็นผู้มีอำนาจในการเลือกสรรผู้ที่จะมาดำรงตำแหน่งวุฒิสมาชิก อาทิ รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 ได้กำหนดให้คณะกรรมการสรรหาและคณะรักษาความสงบแห่งชาติเป็นผู้เลือกบุคคลที่ดำรงตำแหน่งวุฒิสมาชิก ซึ่งตามบทเฉพาะกาลของรัฐธรรมนูญฉบับปัจจุบัน ได้กำหนดให้มีวุฒิสภา จำนวน 250 คน และมีสมาชิกวุฒิสภาที่มาจากการแต่งตั้งโดยตำแหน่งอีก 6 คน คือ ผู้บัญชาการทหารสูงสุด ผู้บัญชาการทหารบก ผู้บัญชาการทหารเรือ ผู้บัญชาการทหารอากาศ ผู้บัญชาการตำรวจแห่งชาติ และ ปลัดกระทรวงกลาโหม หากจะเปรียบเทียบกับวุฒิสภาของประเทศอังกฤษ จะเห็นได้ว่า วุฒิสภาของประเทศอังกฤษก็มาจากการแต่งตั้งทั้งหมดทั้งสิ้น แต่อย่างไรก็ดี วุฒิสภาของประเทศอังกฤษก็ไม่มีเรื่องการเมืองแอบแฝงเหมือนดั่งวุฒิสภาของประเทศไทย เหตุเพราะวุฒิสภาของประเทศอังกฤษได้กำหนดอำนาจตามเจตนารมณ์ของวุฒิสภา ให้วุฒิสภาทำการตรวจสอบกฎหมายของสภาผู้แทนราษฎรเท่านั้น

รูปแบบที่สอง กระบวนการเข้าสู่ตำแหน่งสมาชิกวุฒิสภาที่มาจากการเลือกตั้ง โดยในประเทศไทย การกำหนดที่มาของวุฒิสภาที่มาจากการเลือกตั้งได้เคยบัญญัติไว้ตาม***รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2540 มาตรา 121 วรรคหนึ่ง*** “วุฒิสภาประกอบด้วยสมาชิกซึ่งราษฎรเลือกตั้งจำนวนสองร้อยคน” ซึ่งในขณะนั้นถือเป็นครั้งแรกที่วุฒิสภาไทยมาจากการเลือกตั้งทั้งหมด แต่ก็เป็นที่ครหาว่าที่มาดังกล่าวเป็นการเอื้อผลประโยชน์ให้แก่คนบางกลุ่มที่ลงสมัครเป็นวุฒิสภาโดยในขณะนั้นได้ขนานนามวุฒิสภาว่าสภาผัวเมีย

รูปแบบที่สาม กระบวนการเข้าสู่ตำแหน่งสมาชิกวุฒิสภาที่มาจากการแต่งตั้งผสมผสานการเลือกตั้ง โดยประเทศไทยก็เคยมีรูปแบบดังกล่าวในการใช้เป็นที่มาของสมาชิกวุฒิสภาเช่นกัน ตาม***รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2550 มาตรา 111 วรรคหนึ่ง*** “วุฒิสภาประกอบด้วยสมาชิกจำนวนรวมหนึ่งร้อยห้าสิบคน ซึ่งมาจากการเลือกตั้งในแต่ละจังหวัดจังหวัดละหนึ่งคนที่ได้ และมาจากการสรรหาเท่ากับจำนวนรวมข้างต้น หักด้วยจำนวนสมาชิกวุฒิสภาที่มาจากการเลือกตั้ง” ดังนี้เห็นว่ารัฐธรรมนูญฉบับดังกล่าวได้กำหนดให้สมาชิกวุฒิสภามาจากการเลือกตั้งของประชาชนโดยตรงและมาจากสรรหา ซึ่งรัฐธรรมนูญดังกล่าวได้กำหนดจำนวนให้มีวุฒิสมาชิกทั้งหมด 150 คน โดยมาจากการสรรหา 74 คน และมาจากการเลือกตั้งจังหวัดละ 1 คน ทั้งหมด 76 คน ซึ่งถือเป็นการเลือกตั้งผสมผสานกับการแต่งตั้งของระบบที่มาของวุฒิสภาไทย การแต่งตั้งสมาชิกวุฒิสภามีหลายวิธีส่วนขั้นตอนการได้มาซึ่งสมาชิกวุฒิสภานี้ อาจผ่านกระบวนการต่าง ๆ โดยพฤตินัยได้ โดยปกติแล้วผู้มีอำนาจแต่งตั้งก็คือประมุขของรัฐซึ่งหากเป็นพระมหากษัตริย์ ความรับผิดชอบในการสรรหาและเสนอรายชื่อก็จะอยู่ที่ผู้ลงนามรับสนองพระบรมราชโองการ

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[1] สถาพร สระมาลีย์, กระบวนการเข้าสู่ตำแหน่งของสมาชิกวุฒิสภา, วารสารนิติศาสตร์และสังคมท้องถิ่น มหาวิทยาลัยราชภัฏสุราษฎร์ธานี 4, 2 (กรกฎาคม-ธันวาคม 2563), หน้า 43-45.

การเปลี่ยนแปลงรูปแบบรัฐสภาไทย ในเริ่มแรก รัฐธรรมนูญแห่งราชอาณาจักรสยาม พุทธศักราช 2475 เป็นระบบสภาเดียว ไม่มีวุฒิสภาซึ่งมีเพียงสภาผู้แทนราษฎร ต่อมารัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2489 มีวุฒิสภา (พฤฒสภา)[1] ที่มาจากการเลือกตั้งจำนวน 80 คน โดยเป็นการเลือกตั้งทางอ้อมที่เป็นรัฐธรรมนูญฉบับแรกที่กำหนดให้มีวุฒิสภา ต่อมาเมื่อมีการรัฐประหารทุกครั้ง สมาชิกวุฒิสภาที่มาจากการตราให้บังคับใช้รัฐธรรมนูญฉบับใหม่และยกเลิกรัฐธรรมนูญที่บังคับใช้ มักจะถูกกำหนดและเชื่อมโยงกับคณะกลุ่มบุคคลที่ก่อการรัฐประหาร และให้มีการเลือกตั้งสภาผู้แทนราษฎร ทำให้เป็นระบบสภาคู่ แต่เนื่องจากมีวุฒิสภาที่มีที่มาจากการแต่งตั้งเป็นหลัก จึงมิได้เป็นไปตามหลักเจตนารมณ์ของระบบสภาคู่ที่แท้จริง โดยมีแนวคิดในทางรัฐธรรมนูญสามแนวทาง คือ แนวคิดที่หนึ่ง ควรยกเลิกการมีวุฒิสภาให้รัฐธรรมนูญไทยเป็นเพียงระบบสภาเดียว ที่มีเพียงสภาผู้แทนราษฎร แนวคิดที่สอง ควรให้ดำรงวุฒิสภาไทยในฐานะองค์กรรัฐสภาที่เป็นสัญลักษณ์ทางการเมืองเช่นเดียวกับสภาสูงของประเทศอังกฤษที่ลดทอนอำนาจหน้าที่ของวุฒิสภา ให้ไม่มีบทบาทอำนาจหน้าที่ทางการเมือง แนวคิดที่สาม เห็นควรให้ระบบสองสภายังมีความจำเป็นต่อระบบการเมืองการปกครองไทย จึงต้องมีทั้งสมาชิกวุฒิสภาและสมาชิกสภาผู้แทนราษฎร

โดยผู้ที่จะมาดำรงตำแหน่งสมาชิกวุฒิสภาต้องประกอบด้วยคุณสมบัติ ดังต่อไปนี้

รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 มาตรา 108

“สมาชิกวุฒิสภาต้องมีคุณสมบัติและไม่มีลักษณะต้องห้าม ดังต่อไปนี้

ก. คุณสมบัติ

(1) มีสัญชาติไทยโดยการเกิด

(2) มีอายุไม่ต่ำกว่าสี่สิบปีในวันสมัครรับเลือก

(3) มีความรู้ ความเชี่ยวชาญ และประสบการณ์หรือทำงานในด้านที่สมัครไม่น้อยกว่าสิบปีหรือเป็นผู้มีลักษณะตามหลักเกณฑ์และเงื่อนไขที่บัญญัติไว้ในพระราชบัญญัติประกอบรัฐธรรมนูญว่าด้วยการได้มาซึ่งสมาชิกวุฒิสภา

(4) เกิด มีชื่ออยู่ในทะเบียนบ้าน ทำงาน หรือมีความเกี่ยวพันกับพื้นที่ที่สมัครตามหลักเกณฑ์และเงื่อนไขที่บัญญัติไว้ในพระราชบัญญัติประกอบรัฐธรรมนูญว่าด้วยการได้มาซึ่งสมาชิกวุฒิสภา

ข. ลักษณะต้องห้าม

(1) เป็นบุคคลต้องห้ามมิให้ใช้สิทธิสมัครรับเลือกตั้งตามมาตรา 98 (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (15) (16) (17) หรือ (18)

(2) เป็นข้าราชการ

(3) เป็นหรือเคยเป็นสมาชิกสภาผู้แทนราษฎร เว้นแต่ได้พ้นจากการเป็นสมาชิกสภาผู้แทนราษฎรมาแล้วไม่น้อยกว่าห้าปีนับถึงวันสมัครรับเลือก

(4) เป็นสมาชิกพรรคการเมือง

(5) เป็นหรือเคยเป็นผู้ดำรงตำแหน่งใดในพรรคการเมือง เว้นแต่ได้พ้นจากการดำรงตำแหน่งในพรรคการเมืองมาแล้วไม่น้อยกว่าห้าปีนับถึงวันสมัครรับเลือก

(6) เป็นหรือเคยเป็นรัฐมนตรี เว้นแต่ได้พ้นจากการเป็นรัฐมนตรีมาแล้วไม่น้อยกว่าห้าปีนับถึงวันสมัครรับเลือก

(7) เป็นหรือเคยเป็นสมาชิกสภาท้องถิ่นหรือผู้บริหารท้องถิ่น เว้นแต่ได้พ้นจากการเป็นสมาชิกสภาท้องถิ่นหรือผู้บริหารท้องถิ่นมาแล้วไม่น้อยกว่าห้าปีนับถึงวันสมัครรับเลือก

(8) เป็นบุพการี คู่สมรส หรือบุตรของผู้ดำรงตำแหน่งสมาชิกสภาผู้แทนราษฎรสมาชิกวุฒิสภา ข้าราชการการเมือง สมาชิกสภาท้องถิ่นหรือผู้บริหารท้องถิ่น ผู้สมัครรับเลือกเป็นสมาชิกวุฒิสภาในคราวเดียวกัน หรือผู้ดำรงตำแหน่งในศาลรัฐธรรมนูญหรือในองค์กรอิสระ

(9) เคยดำรงตำแหน่งสมาชิกวุฒิสภาตามรัฐธรรมนูญนี้”

โดยที่มาของสมาชิกวุฒิสภาชุดแรกตามรัฐธรรมนูญ พุทธศักราช 2560 มีที่มา 3 รูปแบบ[2] คือ

รูปแบบแรก กลุ่มสมาชิกวุฒิสภาที่เป็นโดยตำแหน่ง 6 คน ได้แก่ ผู้บัญชาการทหารสูงสุด ผู้บัญชาการทหารบก ผู้บัญชาการทหารเรือ ผู้บัญชาการทหารอากาศ ผู้บัญชาการตำรวจแห่งชาติ และปลัดกระทรวงกลาโหม จากที่ได้กล่าวมาในข้างต้นว่าสมาชิกวุฒิสภากลุ่มแรกเป็นสมาชิกวุฒิสภาโดยตำแหน่ง โดย 6 ตำแหน่งดังกล่าวล้วนเป็นตำแหน่งที่เกี่ยวข้องและเกี่ยวพันกับทางทหารเป็นอย่างมาก หากพิจารณาจากรัฐธรรมนูญฉบับอื่นในอดีตก็ไม่เคยมีการบัญญัติสมาชิกวุฒิสภาที่เป็นโดยตำแหน่งซึ่งใช้คุณสมบัติในทางการทหารมาเป็นสิ่งที่กำหนด อาจกล่าวได้ว่าสมาชิกวุฒิสภาที่เป็นโดยตำแหน่งล้วนอาจเกี่ยวข้องกับเรื่องในทางการเมือง เหตุ

[1] สถาพร สระมาลีย์, เรื่องเดียวกัน, หน้า 44.

[2] workpointTODAY, เลือกตั้ง 62 l ส.ว. 250 คน มีที่มาอย่างไร ?, ค้นวันที่ 1 มกราคม 2566 จาก https://workpointtoday.com/250คนมีที่มาอย่างไร

เพราะจุดกำเนิดรัฐธรรมนูญแห่งราชอาณาจักรไทยฉบับ 2560 มีที่มาจากการรัฐประหารยกเลิกรัฐธรรมนูญฉบับปี 2550 ซึ่งบุคคลที่กระทำการยกเลิกรัฐธรรมนูญฉบับปี 2550 ก็คือบุคคลที่มีตำแหน่งในทางการทหารขณะนั้น จึงอาจกล่าวได้ว่าสมาชิกวุฒิสภาที่เป็นโดยตำแหน่ง 6 คน ย่อมมีส่วนเกี่ยวข้องในทางการเมือง โดยการที่นำทหารเข้ามาอยู่ในฝ่ายนิติบัญญัติจึงมิใช่เรื่องที่สมควร เหตุเพราะฝ่ายนิติบัญญัติทำหน้าที่ในการตรากฎหมายเพื่อบังคับใช้กับประชาชนผู้เป็นเจ้าของอำนาจอธิปไตย ดังนั้นควรจะมีความเกี่ยวข้องกับประชาชนในการที่จะให้บุคคลดังกล่าวจะเข้ามาใช้อำนาจในทางนิติบัญญัตินั่นเอง

รูปแบบที่สอง กลุ่มที่เลือกกันเอง โดยคณะรักษาความสงบแห่งชาติ[1] ได้เลือกบุคคลขึ้นมา 50 คนจากการเสนอชื่อบุคคล 200 คนที่เลือกกันเองมาแล้วในเบื้องต้น และให้คณะรักษาความสงบแห่งชาติเลือกบุคคล 50 คนขึ้นดำรงตำแหน่งวุฒิสมาชิก

รูปแบบสุดท้าย กลุ่มที่มาจากการเลือกโดยตรงของคณะรักษาความสงบแห่งชาติ ซึ่งคณะรักษาความสงบแห่งชาติได้เลือกบุคคลขึ้นมาอีก 194 คนให้ดำรงตำแหน่งสมาชิกวุฒิสภา ซึ่งถือเป็นการเลือกโดยตรงโดยไม่ได้ผ่านการคัดเลือกหรือสรรหาตามคุณสมบัติของรัฐธรรมนูญฉบับ อื่น ๆ ในอดีต จึงกล่าวได้ว่าสมาชิกวุฒิสภา 194 คน มาจากการเลือกโดยตรงของคณะรักษาความสงบแห่งชาติ ซึ่งเป็นผู้ที่ยึดอำนาจการปกครองแผ่นดินของรัฐบาลในขณะนั้นนั่นเอง

2. ประเทศอังกฤษ

2.1 อำนาจวุฒิสภา

อำนาจของสภาขุนนางถูกกำหนดไว้ในพระราชบัญญัติรัฐสภาปี ค.ศ. 1911 และ 1949 ซึ่งจำกัดและลดอำนาจของสภาขุนนางมาโดยตลอด โดยพระราชบัญญัติรัฐสภาปี ค.ศ. 1911 ระบุว่า หากสภาสามัญผ่านร่างกฎหมายใดให้สภาขุนนางพิจารณา หากผ่านไปแล้ว 1 เดือน สภาขุนนางยังไม่ได้มีความคิดเห็นใดออกมาจะถือว่าร่างกฎหมายนั้นเป็นกฎหมายทันที และห้ามสภาขุนนางแก้ไขร่างกฎหมายที่เกี่ยวข้องกับการเงิน แต่มีหน้าที่ให้ความเห็นชอบยืนตามสภาสามัญเท่านั้น

ส่วนพระราชบัญญัติรัฐสภาปี ค.ศ. 1949 ยิ่งลดอำนาจของสภาขุนนางลงไปอีก กล่าวคือ สภาขุนนางไม่สามารถยับยั้งกฎหมายได้เพียงแต่ชะลอออกไปได้มากถึง 2 ปี

ในปี ค.ศ. 2011 มีการจัดทำรายงานการศึกษาโดยรองนายกรัฐมนตรีในสมัยนั้น เกี่ยวกับที่มาของสมาชิกสภาขุนนางที่จะให้ประกอบด้วยสมาชิกจำนวน 300 คนเท่านั้น โดย 80 เปอร์เซ็นต์มาจากการเลือกตั้งและ 20 เปอร์เซ็นต์มาจากการแต่งตั้ง แม้จะมีความพยายามที่จะจำกัดอำนาจสภาขุนนางโดยให้มีที่มาจากการเลือกตั้งของประชาชน แต่ประเด็นนี้ยังเป็นที่ถกเถียงกันอยู่และอาจต้องใช้ระยะเวลาอีกหลายปี

จึงเห็นได้ว่าสมาชิกสภาขุนนางของประเทศอังกฤษกลับมีอำนาจอย่างจำกัดและถูกลิดรอนอำนาจลง เรื่อย ๆ มาตลอดนับร้อยปี เพราะสภาขุนนางมิได้เป็น “ตัวแทน” ของประชาชนทั้งประเทศ สภาขุนนางจึงถูกวางไว้บนหลักการว่าควรจะมีอำนาจอย่างจำกัด และควรทำหน้าที่ส่งเสริมและสนับสนุนการทำงานของสภาสามัญให้มีประสิทธิภาพมากยิ่งขึ้นในการผ่านร่างกฎหมายต่าง ๆ

กล่าวได้ว่า ประเทศอังกฤษวุฒิสภาของอังกฤษไม่มีอำนาจในการยับยั้งกฎหมาย มีเพียงการชะลอกฎหมายเท่านั้น กล่าวคือสมาชิกวุฒิสภาหรือสภาขุนนางของประเทศอังกฤษไม่มีอำนาจยับยั้งกฎหมายที่ผ่านสภาผู้แทนราษฎรมาแล้ว หากจะทำได้ก็เพียงแค่ชะลอไว้ได้เท่านั้นตามกฎหมาย ทั้งวุฒิสภาของประเทศอังกฤษถูกลดทอนอำนาจและบทบาทของตนเองลง ทั้งไม่มีอำนาจในการยับยั้งกฎหมายและยังไม่มีอำนาจตั้งองค์กรอิสระ และสมาชิกวุฒิสภาของประเทศอังกฤษไม่มีสิทธิ์เลือกนายกรัฐมนตรีที่ใช้อำนาจบริหารประเทศ เหตุเพราะประเทศอังกฤษมีแนวคิดที่ว่า สภาขุนนางมิได้มาจากการเลือกตั้งของประชาชนโดยตรงจึงไม่มีอำนาจในการลงมติเลือกนายกรัฐมนตรีของประเทศอังกฤษผู้ที่จะมาบริหารประเทศ แต่มีเพียงอำนาจในเชิงฝ่ายนิติบัญญัติ กล่าวคือ อำนาจในการตรวจสอบการออกกฎหมายของสภาผู้แทนราษฎรหรือชะลอการออกกฎหมายเท่านั้น

อำนาจของวุฒิสภาประเทศอังกฤษ (สภาขุนนางอังกฤษ) ที่มีอำนาจหน้าที่ควบคุมฝ่ายบริหาร ตามหลักของการตรวจสอบถ่วงดุลอำนาจกันระหว่างฝ่ายบริหารและฝ่ายนิติบัญญัติ ดังนี้[2]

1. อำนาจในการตั้งกระทู้ถามนายกรัฐมนตรี รัฐมนนตรี หรือคณะรัฐมนตรี หรือเจ้าหน้าที่ของรัฐ

2. อำนาจในการอภิปราย ซึ่งสภาขุนนางอังกฤษมีอำนาจในการขอเปิดการอภิปรายได้ แต่ทั้งนี้การอภิปรายจะไม่มีการออกเสียงลงมติต่อเรื่องที่ตนได้อภิปราย

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[1] คณะรักษาความสงบแห่งชาติ หรือ คสช. (อังกฤษ: National Council for Peace and Order; ชื่อย่อ: NCPO) เป็นคณะผู้ยึดอำนาจการปกครอง โดยรัฐประหารยึดอำนาจการปกครองจากรัฐบาลของ นางสาวยิ่งลักษณ์ ชินวัตร นายกรัฐมนตรีในขณะนั้น ซึ่งคณะรักษาความสงบแห่งชาติประกอบด้วยกองทัพไทยและสำนักงานตำรวจแห่งชาติ มีพลเอก ประยุทธ์ จันทร์โอชา เป็นหัวหน้าคณะ ก่อตั้งขึ้นตั้งแต่วันที่ 22 พฤษภาคม พ.ศ. 2557 จนถึง 16 กรกฎาคม พ.ศ. 2562

[2] ปณิธัศร์ ปทุมวัฒน์, “สภาขุนนางอังกฤษ”, จุลนิติ 12, 4 (กรกฎาคม-สิงหาคม 2558), หน้า 192-193.

3. อำนาจในการตรวจสอบโดยกลไกของคณะกรรมาธิการ โดยคณะกรรมาธิการในสภาขุนนางอังกฤษมีอำนาจในการพิจารณาและตรวจสอบการบริหารราชการแผ่นดินของฝ่ายบริหาร

2.2 ที่มาของวุฒิสภา

สภาขุนนาง (House of Lords) เป็นสภาสูงแห่งรัฐสภาสหราชอาณาจักรบริเตนใหญ่และไอร์แลนด์เหนือ เป็นสภาที่ได้รับการแต่งตั้งขึ้นทั้งหมด มิได้ผ่านการเลือกตั้งโดยตรงจากประชาชนแม้แต่คนเดียว และมีอำนาจหน้าที่ในการตรวจสอบและเสนอกฎหมายของรัฐบาลและสภาสามัญหรือสภาผู้แทนราษฎรสมาชิกสภาขุนนางแบ่งออกเป็น 3 กลุ่มใหญ่ รวมทั้งสิ้น 781 คน[1] คือ

ขุนนางสืบตระกูล (Hereditary Peers) เดิมสภาขุนนางจะมีสมาชิกมาจากขุนนางสืบตระกูลเท่านั้น ซึ่งเป็นขุนนางที่ได้ตำแหน่งสืบทอดจากบรรพบุรุษตระกูลเก่าแก่ของอังกฤษ โดยกล่าวได้ว่าสมาชิกเหล่านี้เป็นพระบรมวงศานุวงศ์หรือขุนนางตำแหน่งต่าง ๆ และปัจจุบันถูกกำหนดไว้ให้มี 87 คน

ขุนนางศาสนา (Lords Spiritual) เป็นสมาชิกสภาขุนนางโดยตำแหน่งบิชอป และอาร์ชบิชอปทั่วประเทศ ปัจจุบันกำหนดไว้ที่ 26 คน

ขุนนางตลอดชีพ (Life Peerages) ซึ่งได้ออกพระราชบัญญัติให้มีการแต่งตั้งสมาชิกสภาขุนนางประเภทนี้มาตั้งแต่ ค.ศ. 1958 เป็นขุนนางที่มาจากการแต่งตั้งโดยพระมหากษัตริย์ ผ่านการเสนอจากนายกรัฐมนตรี เนื่องจากมีความดีความชอบ หรือเป็นบุคคลสำคัญ ๆ ของประเทศ และสามารถลาออกได้ มีจำนวนสมาชิกสภาขุนนางทั้งหมด 668 คน

วิธีดำเนินการวิจัย

การดำเนินการวิจัยฉบับนี้เป็นการศึกษาวิจัยเชิงคุณภาพ (Qualitative research) โดยการศึกษาทบทวนวรรณกรรมจากเอกสารต่าง ๆ ที่เกี่ยวข้องจากแหล่งข้อมูลปฐมภูมิ ประกอบด้วยการศึกษาค้นคว้าและรวบรวมข้อมูลจากตัวบทกฎหมาย ตำราทางกฎหมายและทางวิชาการ บทความและวารสารทางกฎหมาย และข้อมูลจากอินเทอร์เน็ตที่เกี่ยวข้องกับอำนาจของวุฒิสภาไทยที่มีต่อฝ่ายบริหารและระยะเวลาการดำรงตำแหน่ง รวมถึงศึกษาจากแนวคิดของกฎหมายประเทศอังกฤษ แล้วนำข้อมูลที่ได้มาวิเคราะห์ปัญหา เพื่อนำไปสู่การสรุปอภิปรายผลการศึกษาและสังเคราะห์เป็นข้อเสนอแนะ

ผลการวิจัย

1) ปัญหาอำนาจของวุฒิสภาไทยที่มีต่อฝ่ายบริหาร

รัฐธรรมนูญแห่งราชอาณาจักรไทย ตามบทเฉพาะกาล บัญญัติให้สมาชิกวุฒิสภาชุดแรกมีอำนาจร่วมลงมติเลือกนายกรัฐมนตรีร่วมกับสมาชิกสภาผู้แทนราษฎรด้วย แต่อย่างไรก็ดีสมาชิกวุฒิสภาดังกล่าว ถูกบัญญัติให้มีอำนาจในการเลือกนายกรัฐมนตรีเพียง 2 ครั้ง (สมาชิกวุฒิสภามีวาระ 5 ปี ภายใน 4 ปีแรกเลือกได้ 1 ครั้ง นายกรัฐมนตรีดำรงตำแหน่งได้ 4 ปี สมาชิกวุฒิสภาจะเลือกได้อีก 1 ครั้ง รวมการเลือกนายกรัฐมนตรีเป็น 2 ครั้ง) เมื่อพ้นกำหนดหลังจากนั้น อำนาจการลงมติเลือกนายกรัฐมนตรีจะไปอยู่ในอำนาจของสมาชิกสภาผู้แทนราษฎรแต่ผู้เดียว สมาชิกวุฒิสภาย่อมหมดอำนาจตามบทเฉพาะกาล ยังมีอำนาจในการยับยั้งกฎหมายของสภาผู้แทนราษฎร โดยอำนาจดังกล่าวเป็นอำนาจในการยับยั้งกฎหมายของสภาผู้แทนราษฎรที่มาจากการเลือกตั้งของประชาชน และยังมีอำนาจให้คำแนะนำในการเลือกบุคคลเข้าดำรงตำแหน่งองค์กรอิสระในประเทศไทยได้ ตามรัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 มาตรา 222 มาตรา 228 มาตรา 232 มาตรา 238 มาตรา 241 มาตรา 246 เป็นต้น ทั้งยังมีอำนาจให้ความเห็นชอบผู้ได้รับคัดเลือกเป็นตุลาการศาลรัฐธรรมนูญ ตามมาตรา 204 ด้วย แต่อย่างไรก็ดีตามรัฐธรรมนูญฉบับปัจจุบันยังดำรงไว้ซึ่งหลักการถ่วงดุลอำนาจขององค์กรผู้ใช้อำนาจอธิปไตยอยู่ กล่าวคือยังกำหนดให้ฝ่ายนิติบัญญัติมีอำนาจในการตรวจสอบและถ่วงดุลการบริหารราชการแผ่นดินของฝ่ายบริหารด้วย ตามมาตรา 150 มาตรา 153 และมาตรา 236 เป็นต้น

[1] ปณิธัศร์ ปทุมวัฒน์, เรื่องเดียวกัน, หน้า 190.

ตารางเปรียบเทียบอำนาจของวุฒิสภาไทยที่มีต่อฝ่ายบริหารกับประเทศอังกฤษ

อำนาจของวุฒิสภา	
ประเทศไทย	**ประเทศอังกฤษ**
1. อำนาจในการตั้งกระทู้ถามรัฐมนตรี ตามรัฐธรรมนูญแห่งราชอาณาจักรไทย มาตรา 150 วรรคหนึ่ง 2. อำนาจในการเข้าชื่อกันมากกว่า 84 คน ของจำนวนสมาชิกวุฒิสภาในการเปิดอภิปรายทั่วไปให้คณะรัฐมนตรีชี้แจงปัญหา ตามรัฐธรรมนูญแห่งราชอาณาจักรไทย มาตรา 153 3. อำนาจในการลงมติเลือกนายกรัฐมนตรีของสมาชิกวุฒิสภาชุดแรก ตามบทเฉพาะกาล ตามรัฐธรรมนูญแห่งราชอาณาจักรไทย มาตรา 272	1. อำนาจในการตั้งกระทู้ถามนายกรัฐมนตรี รัฐมนนตรี หรือคณะรัฐมนตรี หรือเจ้าหน้าที่ของรัฐ 2. อำนาจในการอภิปราย ซึ่งสภาขุนนางอังกฤษมีอำนาจในการขอเปิดการอภิปรายได้ แต่ทั้งนี้การอภิปรายจะไม่มีการออกเสียงลงมติต่อเรื่องที่ตนได้อภิปราย 3. อำนาจในการตรวจสอบโดยกลไกของคณะกรรมาธิการ โดยคณะกรรมาธิการในสภาขุนนางอังกฤษมีอำนาจในการพิจารณาและตรวจสอบการบริหารราชการแผ่นดินของฝ่ายบริหาร

เมื่อพิจารณาตารางข้างต้น จะเห็นได้ว่าสมาชิกวุฒิสภาของประเทศไทยมีอำนาจในการตั้งกระทู้ถามรัฐมนตรี มีอำนาจในการเปิดอภิปรายทั่วไปให้คณะรัฐมนตรีชี้แจงปัญหา และมีอำนาจในการลงมติเลือกนายกรัฐมนตรีของสมาชิกวุฒิสภาชุดแรก ตามบทเฉพาะกาล ซึ่งแตกต่างจากวุฒิสภาของประเทศอังกฤษ (สภาขุนนางอังกฤษ) ที่มีอำนาจเพียงการตรวจสอบถ่วงดุลการบริหารราชการแผ่นดินของฝ่ายบริหารที่เข้ามาบริหารประเทศเท่านั้น หาได้มีอำนาจในการลงมติเลือกประมุขฝ่ายบริหารให้มาดำรงตำแหน่งนายกรัฐมนตรีไม่

2) ปัญหาที่มาของวุฒิสภาไทย

จะเห็นได้ว่าที่มาของสมาชิกวุฒิสภาตามรัฐธรรมนูญไทยจะมีที่มาแตกต่างกันออกไป ซึ่งขึ้นอยู่กับผู้ใช้อำนาจรัฐในขณะนั้น โดยหากมองย้อนถึงที่มาของรัฐธรรมนูญที่กำหนดที่มาของวุฒิสภา จะเห็นได้ว่า รัฐธรรมนูญ ฉบับปี 2540 เป็นรัฐธรรมนูญที่ผ่านประชามติของประชาชนทั้งประเทศ (เฉพาะผู้มีสิทธิเลือกตั้ง) ส่วนที่มาของรัฐธรรมนูญ ฉบับปี 2550 มาจากการล้มเลิกรัฐธรรมนูญ ฉบับปี 2540 ซึ่งมาจากการรัฐประหาร และรัฐธรรมนูญฉบับปัจจุบัน มาจากการการรัฐประหาร และล้มเลิกรัฐธรรมนูญ ฉบับปี 2550 เป็นต้น แม้รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 มาตรา 108 จะกำหนดคุณสมบัติดังกล่าวของสมาชิกวุฒิสภาเป็นคุณสมบัติที่ถูกระบุไว้ในรัฐธรรมนูญแห่งราชอาณาจักรไทยพุทธศักราช 2560 มาตรา 108 ซึ่งบทบัญญัติในรัฐธรรมนูญแห่งราชอาณาจักรไทยฉบับดังกล่าวจะจะมีผลต่อเมื่อรัฐธรรมนูญได้ถูกประกาศใช้ โดยเมื่อรัฐธรรมนูญแห่งราชอาณาจักรไทยฉบับปัจจุบันถูกประกาศใช้เมื่อวันที่ 6 เมษายน 2560 โดยพระบาทสมเด็จพระวชิรเกล้าเจ้าอยู่หัว พระมหากษัตริย์แห่งราชอาณาจักรไทยได้ลงพระปรมาภิไธย จึงทำให้รัฐธรรมนูญแห่งราชอาณาจักรไทยพุทธศักราช 2560 ซึ่งถือเป็นฉบับที่ 20 มีผลใช้บังคับ ดังนั้นคุณสมบัติของสมาชิกวุฒิสภาที่ถูกบัญญัติไว้ในรัฐธรรมนูญจึงมีผลบังคับใช้หลังจากวันที่รัฐธรรมนูญประกาศใช้เป็นกฎหมายสูงสุด แต่เมื่อเปรียบเทียบกับที่มาของวุฒิสภาซึ่งมีการสรรหาก่อนวันที่รัฐธรรมนูญแห่งราชอาณาจักรไทยฉบับปัจจุบันมีผลใช้บังคับ ดังนั้นคุณสมบัติดังกล่าวที่ถูกบัญญัติไว้ในรัฐธรรมนูญมาตรา 108 จึงไม่สามารถนำมาเป็นตัวกำหนดคุณสมบัติสมาชิกวุฒิสภาชุดแรกได้ เหตุเพราะสมาชิกวุฒิสภาชุดแรกเป็นสมาชิกวุฒิสภาที่มาจากการแต่งตั้งทั้งหมดทุกคน อีกทั้งตามพระราชบัญญัติประกอบรัฐธรรมนูญ ว่าด้วยการได้มาซึ่งสมาชิกวุฒิสภา พ.ศ.2561 หมวด 1 ว่าด้วยผู้สมัครและการสมัครรับเลือกสมาชิกวุฒิสภา ที่ประกาศใช้ในปัจจุบันก็ยังไม่ปรากฏที่มีสมาชิกวุฒิสภาคนใดที่ได้เข้ารับตำแหน่งโดยผ่านกระบวนการตามพระราชบัญญัติประกอบรัฐธรรมนูญฉบับนี้ เพราะสมาชิกวุฒิสภาชุดแรกคณะรักษาความสงบแห่งชาติได้ทำการคัดเลือกรายชื่อสำรองของบุคคลที่จะเข้ารับตำแหน่งดังกล่าวไว้แล้ว โดยหากเกิดเหตุการณ์ที่สมาชิกวุฒิสภาชุดปัจจุบันสิ้นสุดสมาชิกภาพลงเมื่อใด ก็จะนำรายชื่อสำรองทั้ง 50 รายชื่อให้เข้ามาดำรงตำแหน่งตามตำแหน่งที่ว่างลง ซึ่งบุคคลที่เป็นรายชื่อสำรอง ก็มีที่มากระบวนการสรรหามาจากคณะรักษาความสงบแห่งชาติเช่นกัน

จึงกล่าวโดยสรุปได้ว่า สมาชิกวุฒิสภาจำนวน 250 คนในปัจจุบันเป็นสมาชิกวุฒิสภาที่มาจากการเลือกของคณะรักษาความสงบแห่งชาติแต่เพียงกลุ่มเดียวเท่านั้น หาได้มาจากการเลือกตั้งหรือผ่านกระบวนการสรรหาที่ถูกต้องเป็นธรรมหรือเป็นกระบวนการสรรหาที่ต้องผ่านคุณสมบัติที่ถูกบัญญัติไว้ในรัฐธรรมนูญนั้นไม่ สมาชิกวุฒิสภา 250 คนจึงไม่ได้มาจากการเลือกตั้งของประชาชนแต่มาจากการคัดเลือกของบุคคลหรือกลุ่มอำนาจใดกลุ่มอำนาจหนึ่งในประเทศเท่านั้น จึงเห็นได้ว่าสมาชิกวุฒิสภาแม้จะมีการกำหนดคุณสมบัติไว้ในรัฐธรรมนูญแห่งราชอาณาจักรไทยฉบับปัจจุบัน แต่สมาชิกวุฒิสภาชุดแรกก็หาได้จำเป็นต้องใช้คุณสมบัติดังกล่าวที่

กำหนดไว้ในรัฐธรรมนูญไม่ เพราะมีรายชื่อบุคคลสำรอง 50 รายชื่อ ที่จะได้รับตำแหน่งแทนสมาชิกวุฒิสภาแทนบุคคลเดิมที่มีการยุติบทบาทหน้าที่ไปเพียงเท่านั้น หรือสมาชิกภาพของสมาชิกวุฒิสภาสิ้นสุดลง[1]

ที่มาของกลุ่มสมาชิกวุฒิสภาที่เป็นโดยตำแหน่ง 6 คน อันได้แก่ ผู้บัญชาการทหารสูงสุด ผู้บัญชาการทหารบก ผู้บัญชาการทหารเรือ ผู้บัญชาการทหารอากาศ ผู้บัญชาการตำรวจแห่งชาติ และปลัดกระทรวงกลาโหม ย่อมเป็นสมาชิกวุฒิสภาโดยตำแหน่งด้วย

ตารางเปรียบเทียบที่มาของวุฒิสภาไทยกับประเทศอังกฤษ

ที่มาของวุฒิสภา	
ประเทศไทย	**ประเทศอังกฤษ**
1. มาจากการแต่งตั้งของคณะรักษาความสงบแห่งชาติทั้งโดยตรงและโดยอ้อม 2. มีการแต่งตั้งสมาชิกวุฒิสภาโดยตำแหน่ง 6 คน	1. มาจากการแต่งตั้งทั้งหมด โดยคัดเลือกบุคคลผู้มีคุณสมบัติออกเป็น 3 กลุ่มใหญ่ ทั้งด้านการสืบตำแหน่งจากขุนนางบรรพบุรุษ ด้านการศาสนา และด้านการเป็นบุคคลสำคัญของประเทศจนได้ถูกเสนอชื่อ

เมื่อพิจารณาตารางข้างต้น จะเห็นได้ว่าสมาชิกวุฒิสภาของประเทศไทยมาจากการคัดเลือกของคณะบุคคลเพียงคณะเดียว ไม่ว่าทางตรงหรือทางอ้อมก็ล้วนแต่มีที่มาจากคณะรักษาความสงบแห่งชาติทั้งสิ้น และแม้ที่มาของวุฒิสภาประเทศอังกฤษ (สภาขุนนางอังกฤษ) จะมาจากการแต่งตั้งเหมือนกับสมาชิกวุฒิสภาของประเทศไทย แต่ก็แตกต่างกันตรงที่ประเทศอังกฤษ วุฒิสภามาจากบุคคลหลากหลายกลุ่มที่มามากกว่าวุฒิสภาของประเทศไทย อีกทั้งวุฒิสภาของประเทศไทยยังมีการกำหนดบุคคลให้เข้าดำรงตำแหน่งเป็นวุฒิสภาตามตำแหน่งที่บุคคลนั้นดำรงอยู่ด้วย

อภิปรายผลการวิจัย

การที่ปัจจุบันประเทศไทยมีสมาชิกวุฒิสภาจำนวน 250 คน โดยมาจากการแต่งตั้งจากคณะบุคคลเพียงคณะเดียว (คสช.) ทั้งยังไม่ได้มีปฏิสัมพันธ์กับประชาชนผู้เป็นเจ้าของอำนาจอธิปไตยที่แท้จริง กล่าวคือสมาชิกวุฒิสภาชุดปัจจุบันไม่ได้มาจากการเลือกตั้งหรือผ่านการเห็นชอบจากประชาชนนั่นเอง แม้จะกล่าวว่าได้มีการทำประชามติเห็นชอบด้วยกับการให้ยกร่างรัฐธรรมนูญ ฉบับปีพุทธศักราช 2560 ของประชาชน แต่การแต่งตั้งสมาชิกวุฒิสภาชุดปัจจุบันก็เกิดขึ้นหลังจากการที่ประชาชนให้ความเห็นชอบผ่านประชามติรับร่างรัฐธรรมนูญแห่งราชอาณาจักรไทยพุทธศักราช 2560 แล้ว โดยในขณะนั้นประชาชนผู้เป็นเจ้าของประเทศยังมิได้ทราบถึงขั้นตอนหรือกลไกในการสรรหาสมาชิกวุฒิสภาแต่อย่างใด จึงกล่าวได้ว่าสมาชิกวุฒิสภาชุดปัจจุบันไม่ได้มาจากประชาชนซึ่งหากเปรียบเทียบกับวุฒิสภาของประเทศอังกฤษแม้จะมาจากการแต่งตั้งเช่นเดียวกัน แต่ในเชิงอำนาจที่มีต่อฝ่ายบริหารก็ไม่ได้มีอำนาจมากเหมือนกับสมาชิกวุฒิสภาของประเทศไทย อีกทั้งแม้รัฐธรรมนูญแห่งราชอาณาจักรไทยฉบับปัจจุบันจะกำหนดคุณสมบัติของผู้ที่จะมาเป็นวุฒิสภาของประเทศไทยไว้หลากหลายคุณสมบัติเพื่อให้เกิดความแตกต่างในด้านความรู้ความสามารถ แต่ก็หาได้เป็นไปตามเจตนารมณ์ของรัฐธรรมนูญไม่ เหตุเพราะคุณสมบัติต่าง ๆ ที่รัฐธรรมนูญกำหนดเป็นการกำหนดหลังจากที่มีการสรรหาวุฒิสภาชุดแรกตามบทเฉพาะกาลแล้ว และแม้คุณสมบัติของวุฒิสภาประเทศไทยในปัจจุบันจะมีความหลากหลายมากกว่าวุฒิสภาของประเทศอังกฤษในแง่ของคุณวุฒิผู้ดำรงตำแหน่งวุฒิสภา อาจจะมีความหลากหลายในด้านความคิดเพราะมีบุคคลหลากหลายวิชาชีพ แต่ในแง่ของการเมืองวุฒิสภาไทยย่อมถูกครหาว่าเป็นเครื่องมือทางการเมืองของกลุ่มบุคคลใดบุคคลหนึ่งมากกว่าประเทศอังกฤษเหตุเพราะอำนาจ

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[1] รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 มาตรา 111 สมาชิกภาพของสมาชิกวุฒิสภาสิ้นสุดลง เมื่อ

(1) ถึงคราวออกตามอายุของวุฒิสภา

(2) ตาย

(3) ลาออก

(4) ขาดคุณสมบัติหรือมีลักษณะต้องห้ามตามมาตรา 108

(5) ขาดประชุมเกินจำนวนหนึ่งในสี่ของจำนวนวันประชุมในสมัยประชุมที่มีกำหนดเวลาไม่น้อยกว่าหนึ่งร้อยยี่สิบวันโดยไม่ได้รับอนุญาตจากประธานวุฒิสภา

(6) ต้องคำพิพากษาถึงที่สุดให้จำคุก แม้จะมีการรอการลงโทษ เว้นแต่เป็นการรอการลงโทษในความผิดอันได้กระทำโดยประมาท ความผิดลหุโทษ หรือความผิดฐานหมิ่นประมาท

(7) กระทำการอันเป็นการฝ่าฝืนมาตรา 113 หรือกระทำการอันต้องห้ามตามมาตรา 184 หรือมาตรา 185

(8) พ้นจากตำแหน่งเพราะเหตุตามมาตรา 144 หรือมาตรา 235 วรรคสาม

ในการลงมติเลือกนายกรัฐมนตรี ทั้งรัฐธรรมนูญไทยก็ได้ให้อำนาจแก่วุฒิสภาไว้มากกว่าวุฒิสภาของประเทศอังกฤษทั้งอำนาจทั่วไปและอำนาจที่มีต่อฝ่ายบริหารคือการลงมติเลือกนายกรัฐมนตรี จึงทำให้สมาชิกวุฒิสภาไทยแม้จะมีความแตกต่างแต่ไม่มีความหลากหลายเหมือนกับวุฒิสภาของประเทศอังกฤษในปัจจุบัน

ข้อเสนอแนะการวิจัย

จากการศึกษาเปรียบเทียบอำนาจของวุฒิสภาไทยที่มีต่อฝ่ายบริหารและที่มาของวุฒิสภาไทย : ศึกษาจากแนวคิดของกฎหมายประเทศอังกฤษ ผู้วิจัยจึงเสนอข้อเสนอแนะแบ่งออกเป็น 3 ข้อ ดังต่อไปนี้

1. เห็นสมควรให้มีการแก้ไขหรือยกเลิกรัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 มาตรา 272 กล่าวคือให้ยกเลิกบทบัญญัติในการให้อำนาจวุฒิสภาลงมติเลือกนายกรัฐมนตรี เหตุเพราะวุฒิสภาไม่มีความยึดโยงกับประชาชน จึงไม่สมควรเป็นผู้ร่วมกำหนดบุคคลที่จะเข้าดำรงตำแหน่งนายกรัฐมนตรีร่วมกับบุคคลผู้เป็นตัวแทนของประชาชนโดยแท้จริงซึ่งคือสมาชิกสภาผู้แทนราษฎร และให้อำนาจในการลงมติเลือกนายกรัฐมนตรีตกไปแก่สมาชิกสภาผู้แทนราษฎรแต่ผู้เดียว ดังที่รัฐธรรมนูญแห่งราชอาณาจักรไทยในอดีตได้วางหลักการดังกล่าวมา ทั้งไม่สอดคล้องกับหลักทฤษฎีและหลักกฎหมายของประเทศอังกฤษซึ่งมิได้บัญญัติให้อำนาจวุฒิสภาในการลงมติเลือกนายกรัฐมนตรีเหตุเพราะวุฒิสภามิได้มาจากการเลือกตั้งของประชาชนผู้เป็นเจ้าของอำนาจอธิปไตยโดยแท้จริง ตามทฤษฎีอำนาจอธิปไตยเป็นของประชาชน

2. เห็นสมควรให้แก้ไขที่มาของวุฒิสภาชุดแรก กล่าวคือ ยกเลิกรายชื่อบุคคลสำรองที่คณะรักษาความสงบแห่งชาติได้กระทำการคัดเลือกไว้ตามบทเฉพาะกาล และนำพระราชบัญญัติประกอบรัฐธรรมนูญว่าด้วยการได้มาซึ่งสมาชิกวุฒิสภา พ.ศ.2561 หมวด 1 ว่าด้วยผู้สมัครและการสมัครรับเลือกสมาชิกวุฒิสภา มาใช้บังคับโดยการจัดให้มีการเลือกตั้งสมาชิกวุฒิสภา เพื่อลดความครหาของประชาชนว่าวุฒิสภาชุดแรกไม่ได้มาจากประชาชน และแม้วุฒิสภาชุดแรกจะมีภารกิจการดำเนินให้ชาติเป็นไปตามแผนยุทธศาสตร์ชาติ 20 ปีก็ตาม ก็หาใช่เหตุผลสำคัญที่มีความจำเป็นต้องแต่งตั้งสมาชิกวุฒิสภาไม่ ผู้วิจัยจึงเห็นควรให้ทำการเลือกตั้งสมาชิกวุฒิสภาคนใหม่ทันทีแทนตำแหน่งวุฒิสภาคนก่อนที่ว่าง และยกเลิกสมาชิกวุฒิสภาโดยตำแหน่ง 6 คน เนื่องจากไม่มีความจำเป็นต้องให้กองทัพไทยมาดำเนินกิจการของวุฒิสภา เหตุเพราะคุณสมบัติของสมาชิกวุฒิสภามีความหลากหลายอยู่แล้วตามคุณสมบัติที่รัฐธรรมนูญกำหนดหรือตามคุณวุฒิของสมาชิกวุฒิสภาชุดปัจจุบันก็น่าจะเพียงพอต่อการพัฒนากลั่นกรองกฎหมายของประเทศไทย

3. ควรกำหนดคุณสมบัติสมาชิกวุฒิสภาเพิ่มมากขึ้น โดยเพิ่มบทบัญญัติตามรัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 มาตรา 108 ห้ามมิให้วุฒิสภามีความฝักใฝ่พรรคการเมืองใดโดยห้ามข้องเกี่ยวกับพรรคการเมืองหรือกลุ่มการเมืองใด เป็นระยะเวลา 5-8 ปีเป็นอย่างน้อย ไม่ว่าจะเป็นการแสดงออกเชิงสัญลักษณ์หรือเป็นการแสดงออกผ่านทางสื่อออนไลน์ก็ตาม เนื่องจากจะทำให้วุฒิสภามีความฝักใฝ่ในพรรคการเมืองและก่อให้เกิดการกลั่นกรองกฎหมายให้เป็นไปตามความพึงพอใจในพรรคการเมืองที่เสนอกฎหมายฉบับนั้น จนอาจทำให้เกิดอคติในการตรวจสอบหรือกลั่นกรองกฎหมายที่มีผลบังคับใช้กับประชาชน

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ปัญหาการบังคับใช้กฎหมายว่าด้วยใบอนุญาตขับขี่รถบิ๊กไบค์ที่แยกจากใบขับขี่มอเตอร์ไซค์ทั่วไป

Big bike driving license laws which are separate from general motorcycle driving licenses

นพพรศิริ เหลืองาม Noppornsiri lueangam[1]

บทคัดย่อ

ในปัจจุบัน ซึ่งมีกระแสความนิยมการขับขี่มอเตอร์ไซค์บิ๊กไบค์จำนวนมากและมีแนวโน้มที่จะเพิ่มขึ้นจากยอดขายทางการตลาดของจักรยานยนต์บิ๊กไบค์จะเห็นได้ว่าผู้ที่ขับขี่จักรยานยนต์บิ๊กไบค์ในสังคมไทยนั้นเริ่มที่จะมีมากขึ้นเรื่อยๆ และมีอุบัติเหตุเพิ่มมากขึ้นเรื่อย ๆ เช่นกัน เนื่องจากผู้ขับขี่ยังขาดประสบการณ์และทักษะการขับขี่มอเตอร์ไซค์บิ๊กไบค์และก่อให้เกิดความสูญเสียบนท้องถนนอยู่เรื่อย ๆเนื่องจากผู้ขับขี่ในปัจจุบันสามารถขับขี่รถจักรยานยนต์บิ๊กไบค์ได้เมื่อทำใบขับขี่ในรถจักรยานยนต์ธรรมดาก็สามารถขับขี่รถจักรยานยนต์บิ๊กไบค์ได้ เนื่องด้วยพระราชบัญญัติจราจรทางบกที่กำหนดการทำใบอนุญาตขับขี่รถจักรยานยนต์ส่วนบุคคลไว้ ผู้ที่จะทำใบอนุญาตใบขับขี่รถจักรยานยนต์ ด้วยเหตุนี้บุคคลที่มีอายุน้อยจึงสามารถขับรถจักรยานยนต์ที่มีพละกำลังที่สูงเนื่องจากกฎหมายไม่ระบุขนาดของ cc และไม่ได้แบ่งช่วงอายุของผู้ขับซึ่งผู้ขับขี่ยังไม่มีวุฒิภาวะที่มากเพียงพอต่อการรับผิดชอบต่อสังคมจึงเป็นต้นเหตุของการเกิดอุบัติเหตุบนท้องถนนและผู้ขับขี่ที่เกิดอุบัติเหตุมีอายุที่น้อยลงเนื่องด้วยสาเหตุนี้ ดังนั้นจึงควรมีกฎหมายที่จะเข้ามาแก้ไขปัญหาดังกล่าวโดยการเสนอแก้ไขกฎหมายที่ว่าด้วยใบอนุญาตขับขี่รถจักรยานยนต์ที่มีพละกำลังไม่เกิน 400 cc แบ่งออกมาเป็นรถจักรยานยนต์ที่มี cc เกินกว่า 400 cc และยังมีการสอบโดยเฉพาะของจักรยานยนต์บิ๊กไบค์ที่มีขนาดเกินกว่า 400 cc ไม่ว่าจะเป็นภาคทฤษฎีหรือปฏิบัติซึ่งจะต้องมีการแก้ไขภาคทฤษฎีและปฏิบัติใหม่ทั้งหมด โดยทฤษฎีและภาคปฏิบัติจะนำมาจากกฎหมายประเทศญี่ปุ่นหรือเทียบเคียงให้มากที่สุดเพื่อหวังว่าจะลดอุบัติเหตุบนท้องถนนของจักรยานยนต์บิ๊กไบค์ได้

คำสำคัญ: ใบอนุญาตขับขี่รถบิ๊กไบค์ , ใบขับขี่มอเตอร์ไซค์ทั่วไป

Abstract

Nowadays, there is a trend of big bike riding and there is a tendency to increase from the sales of the big bike market. Beginning to have more and more And more and more accidents as well As the rider still lack the experience and skills to ride a big bike And causing loss on the road continuously because current riders can drive big bikes Due to the Road Traffic Act that sets out a personal motorcycle driver's license Who will issue a motorcycle driver's license For this reason, young people can drive motorcycles with high power Because the law does not specify the size of the cc and does not divide the age range of the driver, which the driver does not have much maturity Sufficient to social responsibility, therefore is the root cause of road accidents and motorcyclists that are Accidents have decreased in age due to this reason Therefore, there should be a law to come and solve the problem by Proposed amendments to the law on motorcycle driving licenses with no more than 400 cc of power Turned out to be a motorcycle that has CC more than 400 cc and also has a special exam of motorcycles Big bikes that are larger than 400 cc, whether theoretical or practical, will need to be revised for the theory And perform a whole new operation The theory and practice will be taken from Japanese law or comparable as much as possible in the hope of reducing the accident on the road of big bikes.

Keywords: Big bike driver's License, General motorcycle license

[1] คณะนิติศาสตร์ มหาลัยศรีปทุม วิทยาเขตขอนแก่น Email: Noppornsiri.lu@spu.ac.th

บทนำ

เนื่องด้วยผู้เริ่มหัดขับขี่รถจักรยานยนต์บิ๊กไบค์ในเริ่มแรกหรือที่เรียกว่านักขับมือใหม่ที่ยังขาดทักษะและประสบการณ์ของการขับขี่รถจักรยานยนต์บิ๊กไบค์ให้เกิดอุบัติเหตุบนท้องถนนจนทำให้ตนเองหรือเพื่อนร่วมทางต้องประสบอุบัติเหตุไปด้วย สาเหตุเหล่านี้เนื่องด้วยจากรถจักรยานยนต์บิ๊กไบค์ที่มีราคาสูงผู้ขับขี่จึงกลัวที่จะฝึกทักษะต่างๆ ไม่กล้าที่จะลองกับรถตัวเองหรือในภาษาวงการบิ๊กไบค์คือการ “ล้มแปะ” ด้วยน้ำหนักลดที่มากกว่า 200 กิโลกรัม อย่างไรก็ดีเมื่อปี 2560 ได้มีการจัดอบรมภาคปฏิบัติทางบริษัท AP Honda ได้จัดให้ผู้ที่ซื้อรถจักรยานยนต์บิ๊กไบค์ของทาง Honda นั้นได้เข้าอบรมก่อนที่จะนำรถไปขับบนถนนจริงทำให้ผู้ขับขี่มีความมั่นใจในการใช้รถใช้ถนนและรู้จักทักษะต่างๆ ในการควบคุม แต่ก็ยังมีผู้ขับขี่รถจักรยานยนต์บิ๊กไบค์ที่ยังไม่ได้มีทักษะในการขับขี่อีกมากดังนั้นควรเห็นว่ากรมการขนส่งทางบกควรจะมีภาคปฏิบัติและทฤษฎีที่แยกออกจากรถจักรยานยนต์ทั่วไปเพื่อวัดทักษะของผู้ขับขี่ที่จะเข้าขอใบขออนุญาตใบขับขี่ที่มี CC มากกว่า 400CC มีแรงม้าที่มากกว่า 40 แรงม้าขึ้นไป ในภาคปฏิบัติท่าทางการปฏิบัตินำจะนำมาจากในสนามแข่งประยุกต์ออกมาให้ใช้บนท้องถนนอาทิเช่น Counter steering หรือการเข้าโค้งโดยหักแฮนด์ไปยังองศาที่ตรงกันข้าม และการเลี้ยวในมุมแคบจะทำให้ผู้ขับขี่นั้นสามารถคล่องตัวในเมืองได้มากขึ้นและเมื่อหลังการทำใบขับขี่เสร็จ การต่อใบอนุญาตขับขี่ควรมีการ Test การขับขี่อีกครั้งเพื่อให้เป็นที่มั่นใจในการขับขี่รถจักรยานยนต์บิ๊กไบค์ของผู้ขับขี่เอง สามารถให้ทางผู้ผลิตสามารถจัดการเรียนการสอนการขับขี่รถจักรยานยนต์บิ๊กไบค์และสามารถออกใบอนุญาตใบขับขี่ให้แก่ผู้ที่ผ่านการฝึกอบรมของทางบริษัทได้ด้วย

ที่มาและความสำคัญ

ปัจจุบันอุบัติเหตุร้ายแรงหลายครั้งที่ทำให้เกิดข่าวขึ้นทุกวันด้วยการออกแบบที่น่าดึงดูดและเครื่องยนต์ที่ทรงพลังทำให้บิ๊กไบค์เป็นเครื่องจักรฆ่าเสียชีวิตของผู้ยังขาดประสบการณ์ รวมถึงผู้ที่มีประสบการณ์ก็ยังสามารถพลาดได้ ซึ่งจะเห็นข่าวไม่เว้นในแต่ละวัน ซึ่งกรมขนส่งทางบกพบว่ามีรถจักรยานยนต์ขนาดใหญ่เกือบ 165,000 คันเข้ามาในประเทศไทยและคาดว่าจะใกล้ถึง 200,000 คันภายในสิ้นปีนี้บิ๊กไบค์มักเกิดอุบัติเหตุจำนวนมากที่เกี่ยวข้องกับจักรยานขนาดใหญ่เนื่องจากมักถูกขี่โดยบุคคลที่ร่ำรวยและมีชื่อเสียงจึงทำให้เกิดกระแสทำให้เยาวไทยมีความนิยมเป็นอย่างมา และพบว่ามีรายงานผู้เสียชีวิตจากอุบัติเหตุทางถนน 9,961 รายในช่วงเจ็ดเดือนแรกของปีนี้โดยมีผู้บาดเจ็บมากกว่า 554,000 คน แม้ว่าจำนวนผู้เสียชีวิตจำนวนเล็กน้อยนั้นเกิดจากจักรยานขนาดใหญ่เมื่อเทียบกับมอเตอร์ไซค์ขนาดเล็ก แต่อัตราการเสียชีวิตของนักขี่จักรยานใหญ่เพิ่มขึ้นอย่างมากที่ ในปีนี้ เนื่องจากผู้ที่ขับขี่รถยนต์ทั้งจักรยานยนต์บิ๊กไบค์ในปัจจุบันมักจะเกิดความอุบัติเหตุบนท้องถนนซึ่งหากผู้ขับขี่ที่มีทักษะไม่เพียงพอก็มักส่งผลให้เกิดอุบัติเหตุที่รุนแรงจากการใช้ความเร็วสูงเกินความสามารถในการควบคุมรถของตนเอง หรือไม่สามารถประคองน้ำหนักของรถที่หลาย ๆ รุ่นหนักเกินกว่า 200 กิโลกรัม บางรายก็เกิดอุบัติเหตุน้อย ขั้นร้ายแรงบางรายก็เสียชีวิต โดยสาเหตุทั้งหลายนั้นล้วนแล้วแต่เกิดจากผู้ขับขี่ที่ยังขาดประสบการณ์และทักษะการขับขี่บนท้องถนน ดังนั้น มอเตอร์ไซค์ **50 cc จนถึง 1800 cc ขึ้นไป** ซึ่งการขับขี่รถจักรยานยนต์ที่มีสูงเกินกว่า 40 แรงม้า หรือมากกว่า 400 ซีซี มันมีพละกำลังมากกว่ารถจักรยานยนต์ขนาด 150 cc เป็นอย่างมากทำให้ผู้คนคิดว่า สามารถควบคุมรถจักรยานยนต์ได้เหมือน 150 cc รวมถึงความประพฤติไม่ดีก่อเกิดอันตรายบนท้องถนน[1]

นิยามและทฤษฎี

จากการศึกษานิยามและทฤษฎีการขอใบอนุญาตขับขี่รถจักรยานยนต์ และกฎหมายการออกใบอนุญาตรถจักรยานยนต์ของประเทศไทยและประเทศญี่ปุ่น มีดังนี้

2.1 เงื่อนไขการการทำใบขับขี่รถจักรยานยนต์ในประเทศไทย[2]

ใบอนุญาตขับ**ขี่รถจักรยานยนต์** ประเภทใบขับขี่**รถจักรยานยนต์ในปัจจุบัน**ใบอนุญาตขับรถจักรยานยนต์ส่วนบุคคล อายุ 5 ปี **และ** ใบอนุญาตขับรถจักรยานยนต์สาธารณะ อายุ 3 ปีต้องมีอายุไม่ต่ำกว่า 18 ปีบริบูรณ์ แต่ถ้าเป็นผู้ขอใบขับขี่รถจักรยานยนต์ส่วนบุคคลชั่วคราวสำหรับรถจักรยานยนต์ที่มีขนาดความจุกระบอกสูบรวมกันไม่เกิน 110 ลูกบาศก์เซนติเมตรต้องมีอายุไม่ต่ำกว่า 15 ปีบริบูรณ์ ” นั่นหมายความว่าหากคุณอายุมากกว่า 18 ปีบริบูรณ์ขนาดกระบอกสูบรวมกันก็สามารถเกิน 110 ลูกบาศก์เซนติเมตร (cc) ได้โดยไม่มีข้อจำกัด และไม่ผิดพระราชบัญญัติใด ๆ โดยเบื้องต้นการได้ใบขับขี่ครั้งแรกนั้นจะเรียกว่า “ใบขับขี่รถจักรยานยนต์ส่วนบุคคลชั่วคราว” มีอายุการใช้งาน 1 ปี และสามารถนำไปเปลี่ยนจากชนิดชั่วคราว เป็นชนิด 5 ปี ได้ โดยมีหลักเกณฑ์ว่าต้องอายุครบ 18 ปีบริบูรณ์ และถือใบขับขี่ชนิดชั่วคราวมาไม่น้อยกว่า 1 ปี (ยื่นขอก่อนใบขับขี่สิ้นอายุได้ไม่เกิน 60 วัน) เป็นที่สรุปได้ว่า ใบขับขี่

[1] กรมการขนส่งทางบก (2564) https://www.dlt.go.th/th/ เงื่อนไขการสอบใบอนุญาตขับขี่

[2] พระราชบัญญัติรถยนต์ (ฉบับที่ 18) พ.ศ. 2562 มาตรา 46 คำอธิบายเงื่อนไขการการทำใบขับขี่รถจักรยานยนต์ในประเทศไทย

รถจักรยานยนต์ประเทศไทยขี่บิ๊กไบค์ได้ทุกรุ่นทุกยี่ห้อ ต่างจากหลาย ๆ ประเทศที่มีการจำกัดประเภทของการใช้งานไว้อย่าชัดเจนว่าประเภทไหนสามารถขับขี่รถจักรยานยนต์ได้ไม่เกินกี่ cc

2.2 การสอบใบขับขี่รถจักรยานยนต์ในปัจจุบันในประเทศไทย[1]

1 .คุณสมบัติขอผู้ที่จะขอใบขับขี่

1.1 ผู้ขอใบขับขี่รถมอเตอร์ไซค์ส่วนบุคคลชั่วคราว ต้องมีอายุไม่ต่ำกว่า 18 ปีบริบูรณ์

1.2 ผู้ขอใบขับขี่รถมอเตอร์ไซค์ส่วนบุคคลที่มีขนาดความจุกระบอกสูบรวมกันไม่ เกิน 110 ลูกบาศก์เซนติเมตร ต้องมีอายุไม่ต่ำกว่า 15 ปีบริบูรณ์

1.3 ผู้ขอใบขับขี่รถมอเตอร์ไซค์สาธารณะ ต้องมีอายุไม่ต่ำกว่า 20 ปีบริบูรณ์

2. มีทักษะในการขับขี่

3. ไม่เป็นผู้พิการจนเป็นที่เห็นได้ว่าไม่สามารถขับขี่ได้

4. ไม่มีโรคประจำตัวที่ผู้ประกอบวิชาชีพเวชกรรมเห็นว่าอาจเป็นอันตรายขณะขับรถ

2.3 ใบอนุญาตรถจักรยานยนต์ของประเทศญี่ปุ่น[2]

ทั้งใบขับขี่ญี่ปุ่นทั่วไปหรือใบขับขี่รถจักรยานยนต์ต่างประเทศจะไม่อนุญาตให้คุณขี่จักรยานในญี่ปุ่น จะต้องได้รับการรับรองในทางกฎหมายญี่ปุ่นที่จะกำหนดให้มีใบอนุญาตใบขับขี่รถจักรยานยนต์ซึ่งแบ่งขนาดเครื่องยนต์ 125 cc หรือต่ำกว่านั้นจะต้องใช้ใบอนุญาตขับขี่ธรรมดาหรือใบอนุญาตสีเขียวหรือผู้ที่มีอายุ 16 ขึ้นไป และบุคคลที่จะสามารถทำใบขับขี่ที่มากกว่า 125 ซีซีขึ้นไปจนถึง 400 cc จะต้องมีใบอนุญาตใบขับขี่ที่ต้องสอบต่อจากใบอนุญาตขับขี่ธรรมดาขึ้นไป และถ้าจะทำใบอนุญาตใบขับขี่ที่มากกว่า 400 cc ขึ้นไปจะต้องมีการสอบภาคทฤษฎีและปฏิบัติตามขั้นตอนและจึงได้ใบอนุญาตขับขี่สีน้ำเงินและเมื่อใกล้ถึงวันหมดอายุจะได้รับใบเตือนทางไปรษณียบัตรจากศูนย์การขับขี่ในท้องถิ่นซึ่งเชิญให้คุณต่ออายุ คุณสามารถสมัครต่ออายุใบขับขี่ได้ที่ศูนย์ขับรถหรือทำการนัดหมายที่แผนกตำรวจท้องและจะต้องทำการทดสอบสายตาและดูการบรรยายเรื่องความปลอดภัยการจราจร

2.4 คุณสมบัติ[3]

1. อายุ 18 ปีขึ้นไป (รถจักรยานยนต์ธรรมดาอายุ 16 ปีขึ้นไปใบขับขี่ขนาดกลางมีอายุ 20 ปีขึ้นไปใบขับขี่ขนาดใหญ่มีอายุ 21 ปีขึ้นไป)

2. ใบขับขี่รถยนต์และรถจักรยานยนต์จะต้องมีสายตาที่ชัดเจนหรือระยะการมองเห็นตั้งแต่ 0.7 ขึ้นไปสำหรับทั้งสองตาและ 0.3 หรือมากกว่าสำหรับแต่ละตา หากความสามารถในการมองเห็นของตาข้างใดข้างหนึ่งน้อยกว่า 0.3 หรือหากมองไม่เห็นแนวสายตาของอีกตาจะต้องมี 150 องศาขึ้นไปทางซ้ายและขวา(สายตาเอียง)

3. ใบอนุญาตรถจักยานยนต์ขนาดกลางและขนาดใหญ่มีความสามารถในการมองเห็น 0.8 หรือมากกว่าสำหรับทั้งตาและ 0.5 หรือมากกว่าสำหรับแต่ละตาและมีการตรวจสอบ 3 ครั้งด้วยเครื่องทดสอบการรับรู้เชิงลึกของวิธีการแบบสามบาร์และข้อผิดพลาดเฉลี่ยคือ 2 ซม.

2.5 กำหนดประเภทของใบอนุญาตรถจักรยานยนต์ที่จะได้รับ

ใบอนุญาตรถจักรยานยนต์ประเภทต่อไปนี้

มอเตอร์ไซค์ขนาดใหญ่ ... ไม่ จำกัด

มอเตอร์ไซค์ขนาดกลาง ... 400 ซีซีหรือเล็กกว่า

รถจักรยานยนต์ขนาดเล็ก ... 125 ซีซีหรือเล็ก

2.6 เงื่อนไขสำคัญในการต่อใบอนุญาตขับขี่ของญี่ปุ่น

ใบขับขี่ใหม่ (ใบอนุญาตสีเขียว) มีอายุใช้งานได้สามปี หลังจากต่ออายุแล้วใบอนุญาตก็ยังดีอีกสามปีในฐานะ “คนขับธรรมดา” (ใบอนุญาตสีน้ำเงิน) เมื่อคุณขับรถครบหกปีโดยไม่มีการละเมิดบันทึก (สามเป็นไดรเวอร์ใหม่และสามเป็นไดรเวอร์ธรรมดา) ก็สามารถสมัครใบอนุญาตสีทองซึ่งมีอายุสำหรับใบขับขี่ห้าปีและสามารถต่อได้เรื่อยๆ

[1] กรมการขนส่งทางบก (2564) https://www.dlt.go.th/th/ การสอบใบขับขี่รถจักรยานยนต์ในปัจจุบันในประเทศไทย

[2] GaijingJP (2562) https://blog.gaijinpot.com/japan101/driving-and-cycling/

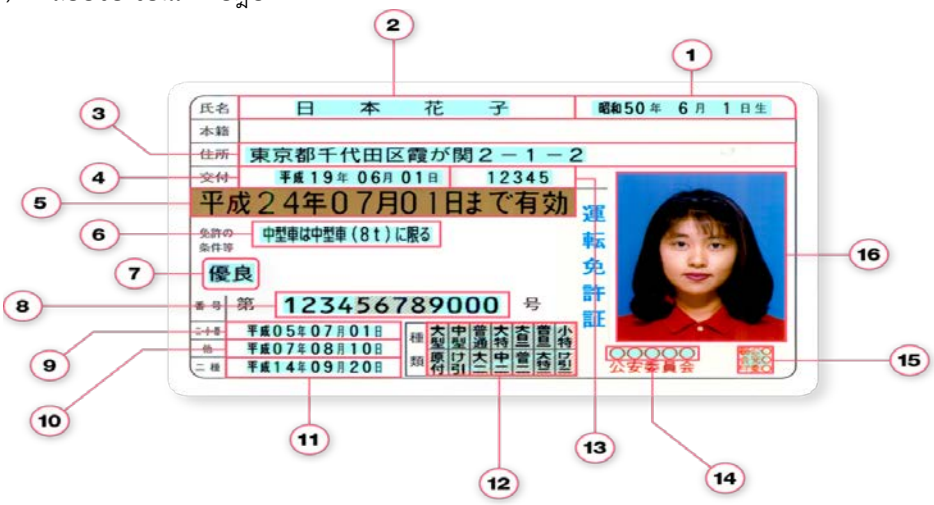
[3] Metropolitan police Department (2020) https://www.keishicho.metro.tokyo.jp/smph/menkyo/menkyo/kokugai/kokugai05.html

2.7 ใช้ประกาศนียบัตรของคุณแล้วไปที่ศูนย์ใบอนุญาต

นำประกาศนียบัตรของคุณและไปที่ศูนย์ใบอนุญาตของจังหวัดที่กำหนดซึ่งที่อยู่จากโรงเรียนการสอนขับรถของผู้ขับขี่กำลังจะลงทะเบียนขอใบขับขี่

(1) การทดสอบความถนัดใช้สายตาทดสอบการจดจำสีและการได้ยิน

(2) ทดสอบข้อเขียนภาคปฏิบัติ



ภาพที่ 1 ตัวอย่างใบอนุญาตขับขี่ในต่างประเทศญี่ปุ่น (license motorcycle)[1]

ตารางที่ 1

No.	Information
1	Date of birth
2	Name
3	Address
4	Issue date
5	Expiry date
6	What vehicles you can drive
7	Superior (or “golden license” — see below)
8	License number
9	Issue date for motorcycle licenses
10	Issue date for any other licenses
11	Issue date for any commercial licenses
12	What you can drive (motorcycle or other)
13	Office reference number
14	Issuing authority
15	Official seal of the prefectural public safety commission
16	Photo

[1] รูปจากเว็บไซต์ https:/www/blog.gaijinpot.com/japan101/driving-and-cycling/

2.9 การทดสอบภาคปฏิบัติประกอบด้วยดังต่อไปนี้[1]

1. คานทรงตัว ความยาว 15 เมตร; กว้าง 30 ซม. จะข้ามใน 7 วินาทีสำหรับมอเตอร์ไซค์ขนาดกลางและ 10 วินาทีสำหรับจักรยานใหญ่

2. สลาลอม สลาลมปัดโคนเป็นเส้นตรง ต่ำกว่า 8 วินาทีสำหรับขนาดกลางและ 7 วินาทีสำหรับมอเตอร์ไซค์ขนาดใหญ่

3. ทางลาดบนไม้กระดานขนาดเล็กเว้นระยะห่างไม่เกิน 8 เมตร ที่จะข้ามยืนบนจักรยานในกว่า 10 วินาที (จักรยานขนาดกลางได้รับการยกเว้นจากข้อกำหนดนี้)

4. ขับขี่ให้รถหยุดนิ่งบนทางลาดโดยไม่ให้รถไหลย้อนกลับ

5. โค้ง-S ไปรอบ ๆ เส้นโค้งรูปตัว S ไม่ จำกัด เวลา

6. ท่าเหวี่ยง ต้องไม่ชนกรวยทั้งสองข้าง ไม่จำกัดเวลา

7. หยุดฉุกเฉิน หยุดภายใน 11 เมตรจากความเร็ว 40 กม. ต่อชั่วโมงโดยไม่ต้องเลี้ยว
บนพื้นที่พื้นเปียกน้ำ

8. ทางข้ามทางรถไฟ นี่คือการจำลองทางรถไฟจำลองที่ต้องหยุดและตรวจสอบทางซ้ายและขวาก่อน

วิเคราะห์กฎหมายว่าด้วยใบอนุญาตขับขี่รถบิ๊กไบค์

กฎหมายว่าด้วยใบอนุญาตขับขี่รถบิ๊กไบค์

เมื่อศึกษาถึงกฎหมายที่ใช้ในปัจจุบัน ในการทำใบอนุญาตขับขี่รถจักรยานยนต์ ตามพระราชบัญญัติรถยนต์ จะพบได้ว่ายังมีข้อบกพร่อง ในหลายส่วน ไม่ว่าจะเป็นภาคปฏิบัติหรือทฤษฎีในการสอบเพื่อขอใบอนุญาตขับขี่และอายุของผู้ขับขี่ยังน้อยเกินไปจึงก่อให้เกิดการขาดทักษะของผู้ขับขี่และวุฒิภาวะทางอารมณ์ความคึกคะนองจึงนำมาซึ่งอุบัติเหตุบนท้องถนนทั้งนี้ไม่ว่าจะเป็นรถจักรยานยนต์ธรรมดาหรือจักรยานยนต์บิ๊กไบค์ซึ่งคาดการณ์ว่าการออกกฎหมายว่าด้วยการทำใบอนุญาตขับขี่รถจักรยานยนต์บิ๊กไบค์ขึ้นมาจะสามารถควบคุมผู้ที่จะขับขี่รถจักรยานยนต์บิ๊กไบค์เนื่องด้วยกฎหมายนี้มีความเข้มงวดต่อการขับขี่เป็นอย่างมากและทำให้ผู้ขับขี่ตระหนักถึงปัญหาการเกิดอุบัติเหตุ และควบคุมเยาวชนที่มีความคึกคะนองหรือการลอกเลียนแบบในทางอันตราย นอกจากนี้กฎหมายว่าด้วยใบอนุญาตขับขี่รถจักรยานยนต์บิ๊กไบค์ยังจัดระเบียบของลักษณะประเภทใบขับขี่และผู้ที่จะขอออกใบอนุญาตขับขี่ ได้ง่ายมากขึ้น

สรุป

จากการศึกษาแนวคิด ทฤษฎีกฎหมายว่าด้วยใบอนุญาตขับขี่รถบิ๊กไบค์ของประเทศญี่ปุ่นหลักเกณฑ์ขอใบอนุญาตขับขี่ การขับขี่รถจักรยานยนต์ในประเทศญี่ปุ่นซึ่งมีการแบ่งใบอนุญาตขับขี่รถจักรยานยนต์ตาม cc และอายุของผู้ขับขี่ ซึ่งจะมีการแบ่งประเภทรถดังนี้ รถจักรยานยนต์ ขนาดเล็กไม่เกิน 125 cc และ ขนาดกลางไม่เกิน 400 cc และ ขนาดใหญ่ไม่จำกัด cc การขอรับทำใบอนุญาตขับขี่รถจักรยานยนต์จะต้องเข้าฝึกอบรมจากกรมขนส่งประเทศญี่ปุนหรือสถาบันที่สอนการขับขี่เพื่อที่จะนำใบประกาศนียบัตรมาเพื่อแสดงต่อขนส่งประเทศญี่ปุ่นในการทำใบอนุญาตขับขี่การอบรมของประเทศญี่ปุ่นจะมีการอบรมภาคทฤษฎีเป็นเวลา 4 ชั่วโมงและภาคปฏิบัติจะมีขั้นตอนการปฏิบัติตามขนาดและประเภทของจักรยานยนต์ รวมไปถึงการแบ่งประเภทของใบขับขี่ที่มีลักษณะต่างกันและอายุการใช้งานที่ต่างกันออกไป ซึ่งจะแบ่งหลักๆเป็น 3 สีมีดังนี้ สีขาว สีน้ำเงินและสีทอง

เมื่อเทียบกับกฎหมายพระราชบัญญัติจราจรทางบกและพระราชบัญญัติรถยนต์ ของประเทศไทย พบว่าในประเทศไทยไม่ได้มีการแบ่ง cc และขนาดของรถจักรยานยนต์เพียงแต่กำหนดอายุของผู้ขับขี่เท่านั้น และไม่สามารถนำประกาศนียบัตรจากสถาบันสอนขับขี่มาทำใบขับขี่ได้นอกจากนี้การอบรมหรือการสอบทฤษฎีในประเทศไทยใช้เวลาการอบรมเพียง 1 ชั่วโมงเมื่อเทียบจากของประเทศญี่ปุ่นถือว่าการอบรมยังไม่เพียงพอต่อผู้ขับขี่รวมไปถึงภาคปฏิบัติที่ไม่ว่าจะรถจักรยานยนต์ขนาดเท่าใดก็ต้องสอบในแบบทดสอบเหมือนกันทั้งหมด ไม่ว่าจะเป็นรถจักรยานยนต์ธรรมดาคือรถจักรยานยนต์บิ๊กไบค์ และในประเทศไทยการทำใบขับขี่นั้นจะไม่ได้แบ่งในลักษณะเหมือนประเทศญี่ปุ่นที่เป็นสี 3 สีเพื่อแสดงถึงลักษณะของจักรยานยนต์ที่ขับขี่

[1] Jason Gatewood (2020) https://www.japanistry.com/getting-a-motorcycle-license-in-japan/ คำอธิบายการทดสอบภาคปฏิบัติของประเทศญี่ปุ่น

ข้อเสนอแนะ

ผู้เขียนเห็นถึงปัญหาที่ผู้เขียนที่ได้รับจากประสบการณ์จริงในเรื่องการขับขี่บิ๊กไบค์ที่มีความอันตรายและผู้ขี่ที่ขาดทักษะการขับขี่บิ๊กไบค์หรือความคึกคะนองของวัยรุ่น ทำให้เกิดปัญหาประสพอุบัติเหตุ ดังนั้นผู้เขียนจึงตระถึงกฎหมายที่จะมาควบคุมการขับขี่บิ๊กไบค์ดังกล่าวมาเห็นควรแก้ปัญหา ดังนี้

1. การกำหนดอายุของผู้ขับขี่ที่มากขึ้นจากเดิม 18 ปีเปลี่ยนเป็น 21 ปีในการขอใบอนุญาตขับขี่ที่มากกว่า 400 cc ขึ้นไป

2. ให้มีการอบรมภาคทฤษฎีที่มากขึ้นจากเดิม 1 ชั่วโมงเพิ่มเป็น 4 ชั่วโมง

3. ภาคปฏิบัติสำหรับรถจักรยานยนต์บิ๊กไบค์จะเทียบเคียงภาคปฏิบัติจากภาคปฏิบัติของประเทศญี่ปุ่นอาทิเช่น การทรงตัวบนรถจักรยานยนต์บน และการเลี้ยวมุมแคบ

ดังนั้น ผู้เขียนเห็นควรปรับปรุงแก้ไขร่างกฎกระทรวงกำหนดหลักเกณฑ์ใบอนุญาตขับขี่บิ๊กไบค์ โดยภาครัฐควรมีการส่งเสริมการเรียนการสอนขับขี่รถจักรยานยนต์บิ๊กไบค์โดยเฉพาะเนื่องด้วยทางบริษัทที่เป็นเอกชนที่รับฝึกสอนขับรถจักรยานยนต์บิ๊กไบค์มีราคาการสอนที่แพงจึงทำให้ผู้ขับขี่รถจักรยานยนต์บิ๊กไบค์ไม่อยากที่จะเรียนภาครัฐควรมีการฝึกสอน ในหลักสูตรก่อนที่จะสอบใบขับขี่และมันไม่เพียงแต่เกี่ยวกับทักษะการขับขี่เท่านั้นมันเป็นเรื่องเกี่ยวกับวุฒิภาวะเมื่อพูดถึงกระบวนการตัดสินใจ

บรรณานุกรม

กฎหมาย

พระราชบัญญัติจราจรทางบก พ.ศ. 2522 คำอธิบายคุณสมบัติผู้ที่จะขอทำใบขับขี่

พระราชบัญญัติรถยนต์ (ฉบับที่ 18) พ.ศ. 2562 มาตรา 46 คำอธิบายเงื่อนไขการการทำใบขับขี่ รถจักรยานยนต์ในประเทศไทย

ฐานข้อมูลออนไลน์

กรมการขนส่งทางบก (2563) https://www.dlt.go.th/th/ เงื่อนไขการสอบใบอนุญาตขับขี่

กรมการขนส่งทางบก (2563) https://www.dlt.go.th/th/ การสอบใบขับขี่รถจักรยานยนต์ในปัจจุบันในประเทศไทย

GaijingJP (2562) https://blog.gaijinpot.com/japan101/driving-and-cycling/

Metropolitan police Department (2020)

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LPA-007

ความสัมพันธ์ระหว่างภาวะผู้นำกับการบริหารงานตามหลักธรรมาภิบาลของเทศบาลตำบลท่าช้างคล้อง อำเภอผาขาว จังหวัดเลย
Relationship between Leadership and Good Governance of Tha Chang Klong Subdistrict Municipality, Pha Khao District, Loei Province

พระมหาเริงชัย โนนนัน, (Phramaha Roengchai Nonnan)[1]
วิลาสินี จินตลิขิตดี, (Vilasinee Jintalikhitdee)[2]

บทคัดย่อ

การศึกษานี้มีจุดมุ่งหมายเพื่อศึกษา ความสัมพันธ์ระหว่างภาวะผู้นำกับการบริหารงานตามหลักธรรมาภิบาลของเทศบาล โดยเป็นการวิจัยเชิงปริมาณ เก็บข้อมูลจากบุคลากรในเทศบาล จำนวน 94 คน ด้วยแบบสอบถามแบบมีโครงสร้างและทดสอบสมมติฐานด้วยการวิเคราะห์ความแปรปรวนทางเดียว และวิเคราะห์ความสัมพันธ์โดยใช้ค่าสัมประสิทธิ์สหสัมพันธ์ แบบเพียร์สัน ที่ระดับนัยสำคัญทางสถิติ 0.01 ผลการวิจัยพบว่า ภาวะผู้นำมีความสัมพันธ์กับการบริหารงานตามหลักธรรมาภิบาลของเทศบาลในทางบวกอย่างมีนัยสำคัญ มากที่สุด คือ ด้านการกระตุ้นทางปัญญา ด้านการสร้างแรงบันดาลใจ ด้านการคำนึงถึงความเป็นปัจเจกบุคคล และด้านการใช้อิทธิพลเชิงอุดมคติ ตามลำดับ

คำสำคัญ: การบริหารงาน/หลักธรรมาภิบาล/การปกครองส่วนท้องถิ่น/เทศบาล

Abstract

This study aims to study the relationship between leadership and administration according to the good governance principles of the municipality. It is quantitative research collecting data from 94 municipal personnel using a structured questionnaire and hypothesis testing by one-way ANOVA analysis of variance. The relationship was analyzed by Pearson correlation coefficient at the statistical significance level of 0.01. The findings revealed that Leadership had a positive relationship with the governance of municipalities. The most significant was the aspect of intellectual stimulation. inspiring individuality and ideological influence, respectively.

Keywords: Leadership/Administration/Good Governance/Local Government/Municipality

บทนำ

หลักธรรมาภิบาลหรือหลักการบริหารจัดการบ้านเมืองที่ดี (Good Governance) มีความจำเป็นอย่างยิ่งสำหรับประเทศที่กำลังพัฒนา เพราะหลักธรรมาภิบาลเป็นหลักการบริหารที่สามารถตรวจสอบได้ และเป็นระบบที่เปิดโอกาสให้ประชาชนมีส่วนร่วมในการบริหารจัดการ ซึ่งในปัจจุบันสถานการณ์ด้านการเมืองเศรษฐกิจ สังคม การบริหารงานของภาครัฐของประเทศไทย มีความเปลี่ยนแปลงไปอย่างรวดเร็ว ทั้งนี้เนื่องจากความก้าวหน้าทางด้านการสื่อสารเทคโนโลยี การถ่ายทอดข้อมูลข่าวสารอย่างรวดเร็วสู่ประชาชน และสภาพแวดล้อมได้เปลี่ยนแปลงไปอย่างรวดเร็วสู่ยุคโลกาภิวัตน์ แต่ระบบการบริหารจัดการของภาครัฐ และบริบทสังคมไทย ไม่ทันต่อความเปลี่ยนแปลงที่เกิดขึ้นอย่างรวดเร็ว ดังนั้น การนำหลักธรรมาภิบาลหรือการบริหารจัดการบ้านเมืองที่ดี (Good Governance) มาใช้จึงมีความจำเป็นอย่างยิ่ง เพราะหลักธรรมาภิบาลเป็นระบบเปิด สามารถให้สถานประการธุรกิจเอกชนและประชาชนตรวจสอบได้อันจะช่วยให้ประเทศชาติมีความสงบสุขและพัฒนาอย่างรวดเร็วและยั่งยืน (ไชยวัฒน์ ค้ำชู, 2548)

การนำแนวคิดหลักธรรมาภิบาลมาใช้ในการบริหารงานของทั้งภาครัฐและภาคเอกชน ในส่วนของภาครัฐให้ความสำคัญกับหลักประชาธิปไตยแบบมีส่วนร่วมของประชาชนและแนวคิดเรื่องของการเป็นพลเมืองชุมชน ประชาสังคม โดยให้ความสำคัญในคุณค่าและศักดิ์ศรีแห่งความเป็นมนุษย์ การกระจายอำนาจให้แก่ชุมชน ซึ่งส่งผลให้บทบาทหน้าที่ของภาครัฐเปลี่ยนแปลงไปจากเดิม เป็นผู้ปฏิบัติเปลี่ยนเป็นผู้สนับสนุน กำกับดูแลและติดตามประเมินผล ซึ่งทำให้กระบวนการหลาย ๆ ด้านขององค์การภาครัฐต้องปรับบทบาท

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หน้าที่ รวมทั้งการทบทวนถึงแนวทางการพัฒนา การคำนึงถึงผลประโยชน์สาธารณะเป็นสิ่งสำคัญ และในส่วนของภาคเอกชนนั้นมุ่งเน้นไปทางด้านการตรวจสอบได้ โปร่งใส มีความรับผิดชอบต่อสังคม มีการตรวจสอบภายใน เพื่อให้เกิดประสิทธิภาพและความรับผิดชอบต่อส่วนรวม ซึ่งการสร้างธรรมาภิบาลจำเป็นต้องพัฒนาไปพร้อม ๆ กันทั้ง 3 ส่วน คือภาครัฐ ภาคเอกชน และภาคประชาสังคม (รัชยา ภักดีจิตต์, 2555)

การดำเนินการสร้างธรรมาภิบาลในภาคราชการ เกิดขึ้นตามประกาศของระเบียบสำนักนายกรัฐมนตรีว่าด้วยการสร้างระบบบริหารกิจการบ้านเมืองและสังคมที่ดี พ.ศ.2542 และประกาศราชการกิจจานุเบกษา เมื่อวันที่ 10 สิงหาคม 2542 ระเบียบนี้มีผลบังคับใช้กับหน่วยงานของรัฐตั้งแต่วันที่ 11 สิงหาคม 2542 สำนักงานคณะกรรมการพัฒนาระบบราชการ (ก.พ.) สำนักงบประมาณ และสำนักงานคณะกรรมการพัฒนาเศรษฐกิจและสังคมแห่งชาติ โดยระเบียบนี้กำหนดให้ทุกหน่วยงานของรัฐ ดำเนินการบริหารจัดการโดยยึดหลักการ 6 หลักได้แก่ หลักนิติธรรม หลักคุณธรรม หลักความโปร่งใส หลักการมีส่วนร่วม หลักความรับผิดชอบ และหลักความคุ้มค่า (สถาบันสิ่งแวดล้อมไทยและสถาบันพระปกเกล้า, 2546 : 12-13)

องค์กรปกครองส่วนท้องถิ่น เป็นหน่วยงานหนึ่งของภาครัฐ อยู่ใกล้ชิดประชาชนมากที่สุด โดยทำหน้าที่ แทนรัฐในการจัดการบริการสาธารณะ การบริหารจัดการกิจการต่าง ๆ ในพื้นที่รับผิดชอบแก่ประชาชน เพื่อให้เกิดประโยชน์สุขแก่ประชาชนเป็นการสำคัญ กระทรวงมหาดไทยจึงได้จัดทำเกณฑ์การบริหารกิจการบ้านเมืองที่ดีขององค์กรปกครองส่วนท้องถิ่น เพื่อให้องค์กรปกครองส่วนท้องถิ่นได้นำไปใช้เป็นแนวทางในการปฏิบัติบริหารจัดการภารกิจในความรับผิดชอบต่อไป (กรมส่งเสริมการปกครองส่วนท้องถิ่น, 2556)

จากแนวคิดของนักวิชาการตามที่ได้ศึกษามานั้น ได้เสนอเกี่ยวกับการพัฒนาระบบการบริหารจัดการขององค์กรปกครองส่วนท้องถิ่นพบว่า มีความสอดคล้องกันหลายประเด็น ได้แก่ องค์กรปกครองส่วนท้องถิ่นต้องมีความรู้สมัยใหม่ที่เกี่ยวข้อง เพื่อนำความรู้นั้นมาบริหารจัดการภายในองค์การให้มีประสิทธิภาพ องค์กรปกครองส่วนท้องถิ่นต้องมีเป้าหมายที่ชัดเจนในการพัฒนา เพื่อนำความรู้มาปรับใช้ได้อย่างเหมาะสมและเกิดการพัฒนาตามวัตถุประสงค์ องค์กรปกครองส่วนท้องถิ่นต้องปรับปรุงรูปแบบการทำงานให้มีประสิทธิภาพมากขึ้น ไม่ยึดติดกับรูปแบบเดิม ๆ โดยมุ่งเน้นไปที่ผลประโยชน์ของประชาชนในระยะยาวเป็นหลักมากกว่าผลประโยชน์ทางการเมืองที่หวังผลเฉพาะหน้า หากรัฐบาลสามารถผลักดันให้เกิดกลไกในการพัฒนาประสิทธิภาพในการบริหารจัดการองค์กรปกครองส่วนท้องถิ่นได้ก็จะช่วยให้ประชาชนได้รับการบริการสาธารณะที่มีคุณภาพ และเกิดการพัฒนาในระดับฐานรากของสังคมที่เข้มแข็งได้อย่างยั่งยืน

เทศบาล เป็นรูปแบบการปกครองส่วนท้องถิ่นที่ถือว่าเป็นหน่วยงานที่รัฐได้กระจายอำนาจสู่ประชาชนในการปกครองตนเองภายใต้บทบัญญัติแห่งรัฐธรรมนูญที่รัฐต้องให้ความเป็นอิสระแก่ท้องถิ่นตามหลักสำคัญของระบบการปครองส่วนท้องถิ่น ประกอบด้วยการจัดให้มีการเลือกตั้ง เพื่อให้คนในท้องถิ่นได้มีโอกาสเข้าไปเป็นตัวแทนประชาชนในการปกครองตนเอง มีองค์กรสภาท้องถิ่น มีเขตพื้นที่ในการบริหารและรับผิดชอบตามหน้าที่ที่ได้กำหนด ให้มีสภานิติบุคคลเพื่อผลสมบูรณ์ในการดำเนินการก่อนิติสัมพันธ์หรือทำนิติกรรม มีรายได้ มีอำนาจในการจัดทำงบประมาณและมีความเป็นอิสระในการปกครองตนเอง โดยมีองค์กรที่คอยกำกับดูแลในระดับนโยบายทั่วไปภายใต้เงื่อนไขของกฎหมาย ระเบียบ คำสั่งของรัฐบาลตามระบบทฤษฎีการกระจายอำนาจ (โกวิทย์ พวงงาม, 2546 : 230-239) แต่ในช่วงหลายปีที่ผ่านมานั้น พบว่ามีการร้องเรียนและตรวจสอบการทุจริตคอรัปชั่นหลายรูปแบบในเทศบาล ด้วยเหตุดังกล่าวทำให้เกิดปัญหาขึ้นในการบริหารเทศบาล เป็นเหตุให้การบริหารราชการส่วนท้องถิ่นย่อหย่อนประสิทธิภาพในการบริหาร ไม่สามารถพัฒนาท้องถิ่นให้เกิดความเจริญก้าวหน้าตามเจตนารมณ์ของการกระจายอำนาจ ส่งผลให้สังคมเกิดความเคลือบแคลงสงสัยในกระบวนการกระจายอำนาจ นอกจากนี้ปัญหาการทุจริตคอรัปชั่น ความไม่โปร่งใสในการดำเนินงานของเทศบาลที่ไม่ได้ผ่านการร้องเรียนหรือไม่ได้รับการตรวจสอบจากหน่วยงานต่าง ๆ ก็ยังมีอีกมาก ซึ่งล้วนเป็นปัญหาสำคัญที่ต้องเร่งดำเนินการแก้ไข (นพดล สุรนัคครินทร์, 2547)

เทศบาลตำบลท่าช้างคล้อง อำภอผาขาว จังหวัดเลย ได้ดำเนินการตามนโยบายโดยการขับ เคลื่อนยุทธศาสตร์ให้สอดคล้องตามแผนพัฒนาอย่างต่อเนื่องจนถึงปัจจุบัน ซึ่งได้ดำเนินการตามแผนพัฒนาของเทศบาลตำบลท่าช้างคล้อง ให้ครอบคลุมและได้มาตรฐานตามโครงสร้างที่ได้กำหนดไว้ เช่น การคมนาคมและการสาธารณูปโภค สาธารณูปการต่าง ๆ ส่งเสริมสนับสนุนงบประมาณเพื่อการดำเนินกิจกรรมต่าง ๆ อันเป็นการส่งเสริมเศรษฐกิจและแก้ไขปัญหาความยากจน ลดรายได้เพิ่มรายจ่ายให้ประชาชนอยู่ดีกินดี ยึดประชาชนเป็นศูนย์กลาง และแก้ไขปัญหาความเดือดร้อนของประชาชน โดยเน้นการมีส่วนร่วมของประชาชน เป็นต้น ซึ่งเทศบาลตำบลท่าช้างคล้องจะต้องยึดตามหลักธรรมาภิบาล 6 ประการ คือ หลักนิติธรรม หลักคุณธรรม หลักความโปร่งใส หลักการมีส่วนร่วม หลักความรับผิดชอบ และหลักความคุ้มค่า มาใช้ในการบริหารองค์กรให้เป็นไปตามหลักการ กฎ ระเบียบ หรือข้อบังคับ เพื่อให้ประชาชนในท้องถิ่นได้มีส่วนร่วมในการตัดสินใจดำเนินการกิจกรรมต่าง ๆ มีการออกกฎ ระเบียบที่เป็นบรรทัดฐานให้คนในท้องถิ่นได้ปฏิบัติร่วม ประชาชนสามารถรับรู้ข้อมูลข่าวสารที่เผยแพร่ออกไปได้ ตรวจสอบการดำเนินขององค์กรได้อย่างโปร่งใส เพื่อให้เกิด

ประสิทธิภาพในการบริหารจนนำไปสู่ประสิทธิผล และใช้จ่ายงบประมาณหรือบริหารทรัพยากรที่มีอยู่ได้อย่างคุ้มค่า (แผนพัฒนาท้องถิ่น เทศบาลตำบลท่าช้างคล้อง, 2564)

จากสภาพปัญหาข้างต้น จึงเกิดความสนใจที่จะศึกษาการบริหารงานตามหลักธรรมาภิบาลของเทศบาลตำบลท่าช้างคล้อง อำเภอผาขาว จังหวัดเลย ซึ่งมีหน้าที่รับผิดชอบในการตอบสนองความต้องการของประชาชนในพื้นที่และปฏิบัติหน้าที่บำบัดทุกข์ บำรุงสุขให้แก่ประชาชน โดยจะได้นำผลการวิจัยมาเป็นข้อมูลในการปรับปรุง แก้ไขปัญหาและเสนอแนะแนวทางในการบริหารงานของเทศบาลตำบลท่าช้างคล้อง เพื่อเป็นประโยชน์ในการบริหารจัดการเกิดประสิทธิผลอย่างเป็นรูปธรรมและสามารถนำไปพัฒนาตามนโยบายการบริหารงานของเทศบาลตำบลท่าช้างคล้องต่อไป

วัตถุประสงค์

เพื่อศึกษาความสัมพันธ์ระหว่างภาวะผู้นำกับการบริหารงานตามหลักธรรมาภิบาลของเทศบาลตำบลท่าช้างคล้อง อำเภอผาขาว จังหวัดเลย

ผลการวิจัย

ตารางที่ 1 แสดงข้อมูลระดับภาวะผู้นำของเทศบาลตำบลท่าช้างคล้อง แยกเป็นรายด้าน

	ภาวะผู้นำของผู้บริหารเทศบาลตำบลท่าช้างคล้อง	ค่าเฉลี่ย	S.D.	ระดับ	อันดับ
1	ด้านการใช้อิทธิพลเชิงอุดมคติ	4.13	.77	มาก	1
2	ด้านการสร้างแรงบันดาลใจ	4.06	.49	มาก	2
3	ด้านการกระตุ้นทางปัญญา	4.05	.52	มาก	3
4	ด้านการคำนึงถึงความเป็นปัจเจกบุคคล	4.06	.55	มาก	2
	รวม	**4.07**	**.48**	**มาก**	

จากตารางที่ 1 แสดงให้เห็นถึงระดับความคิดเห็นต่อการบริหารงานของเทศบาลตำบลท่าช้าง-คล้อง พบว่า บุคลากรที่ปฏิบัติงานเทศบาลตำบลท่าช้างคล้อง อำเภอผาขาว จังหวัดเลย มีความคิดเห็นต่อภาวะผู้นำของผู้บริหารเทศบาลตำบลท่าช้างคล้อง โดยในภาพรวมเมื่อพิจารณาแล้วมีความคิดเห็นต่อภาวะผู้นำในระดับมาก (ค่าเฉลี่ย = 4.07, S.D. = 0.48) เมื่อพิจารณาภาวะผู้นำเป็นรายด้าน บุคลากรมีความคิดเห็นอยู่ในระดับมากทุกด้าน ลำดับแรก คือ ด้านการใช้อิทธิพลเชิงอุดมคติ (ค่าเฉลี่ย = 4.13, S.D. = 0.77) รองลงมาคือ ด้านการสร้างแรงบันดาลใจ (ค่าเฉลี่ย = 4.06, S.D. = 0.49) ด้านการคำนึงถึงความเป็นปัจเจกบุคคล (ค่าเฉลี่ย = 4.06, S.D. = 0.55) และด้านการกระตุ้นทางปัญญา (ค่าเฉลี่ย = 4.05, S.D. = 0.52) ตามลำดับ

ตารางที่ 2 แสดงความสัมพันธ์ของภาวะผู้นำกับการบริหารงานตามหลักธรรมาภิบาลของเทศบาล ตำบลท่าช้างคล้อง โดยภาพรวม

ภาวะผู้นำ		การบริหารงานตามหลักธรรมาภิบาล			
		ค่าสัมประสิทธิ์สหสัมพันธ์ (r)	Sig.	ระดับความสัมพันธ์	ทิศทางความสัมพันธ์
1	ด้านการใช้อิทธิพลเชิงอุดมคติ	.51	.00	ปานกลาง	ทางบวก
2	ด้านการสร้างแรงบันดาลใจ	.73	.00	สูง	ทางบวก
3	ด้านการกระตุ้นทางปัญญา	.79	.00	สูง	ทางบวก
4	ด้านการคำนึงถึงความเป็นปัจเจกบุคคล	.68	.00	ปานกลาง	ทางบวก
รวม		**.80**	**.00**	**สูง**	ทางบวก

**นัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 2 พบว่า ในภาพรวมของภาวะผู้นำมีความสัมพันธ์กับการบริหารงานตามหลักธรรมาภิบาลของเทศบาลตำบลท่าช้างคล้อง อย่างมีนัยสำคัญที่ระดับ .01 (Sig = .00) ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ และมีความสัมพันธ์กันในระดับสูง (r = .80) โดยเป็นความสัมพันธ์กันในทางบวก หมายความว่า ยิ่งมีภาวะผู้นำมากเท่าใด ยิ่งส่งผลให้การบริหารงานตามหลักธรรมาภิบาลของเทศบาลตำบลท่าช้างคล้อง สูงขึ้นตาม ซึ่งภาวะผู้นำที่มีความสัมพันธ์กับการบริหารงานตามหลักธรรมาภิบาลมากที่สุด คือ ด้านการกระตุ้นทางปัญญา (r = .79) รองลงมาคือ ด้านการสร้างแรงบันดาลใจ (r = .73) ด้านการคำนึงถึงความเป็นปัเจกบุคคล (r = .791) และด้านการใช้อิทธิพลเชิงอุดมคติ (r = .51) ตามลำดับ

สรุป

ภาวะผู้นำของเทศบาลตำบลท่าช้างคล้อง อำเภอผาขาว จังหวัดเลย

ผลการวิจัยสรุปได้ว่าบุคลากรที่ปฏิบัติงานในเทศบาลตำบลท่าช้างคล้อง มีความคิดเห็นต่อภาวะผู้นำของผู้บริหารเทศบาลตำบลท่าช้างคล้องในภาพรวมในระดับมาก (ค่าเฉลี่ย) เมื่อพิจารณาภาวะผู้นำเป็นรายด้านพบว่า ด้านการใช้อิทธิพลเชิงอุดมคติสูงที่สุด (ค่าเฉลี่ย 4.13) สอดคล้องกับงานวิจัยของสุทธิพงษ์ พันวิลัย (2563) ได้ศึกษาวิจัยเรื่อง อิทธิพลของภาวะผู้นำการเปลี่ยนแปลงการบริหารงานตามหลักธรรมาภิบาล ต่อคุณภาพการบริการภาครัฐขององค์กรปกครองส่วนท้องถิ่น ในพื้นที่อำเภอกุสุมาลย์ จังหวัดสกลนคร ผลการวิจัยพบว่า 1) ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารและผู้นำขององค์กรปกครองส่วนท้องถิ่น โดยภาพรวมอยู่ระดับมาก ($\bar{X}$ =4.22) ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร และการบริหารงานตามหลักธรรมาภิบาล มีอิทธิพลต่อคุณภาพการบริการภาครัฐ ขององค์กรปกครองส่วนท้องถิ่น อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ซึ่งสามารถนำไปปรับใช้กับการทำงานของเทศบาลในด้านการใช้ภาวะผู้นำของผู้บริหารเทศบาลไปในการเป็นตัวอย่างที่ดีในการทำงานตามหลักธรรมาภิบาลที่ดีแก่บุคลากรของเทศบาล เพื่อให้การบริหารงานของเทศบาลสำเร็จลุล่วงตามภารกิจ

ความสัมพันธ์ระหว่างภาวะผู้นำกับการบริหารงานตามหลักธรรมาภิบาลของเทศบาลตำบลท่าช้างคล้อง อำเภอผาขาว จังหวัดเลย

ผลการทดสอบสมมติฐานสรุปได้ว่าในภาพรวมของภาวะผู้นำมีความสัมพันธ์กับการบริหารงานตามหลักธรรมาภิบาลของเทศบาลตำบลท่าช้างคล้อง อย่างมีนัยสำคัญที่ระดับ ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ และมีความสัมพันธ์กันในทางบวกระดับสูง หมายความว่า ยิ่งมีภาวะผู้นำมากเท่าใด ยิ่งส่งผลให้การบริหารงานตามหลักธรรมาภิบาลของเทศบาลตำบลท่าช้างคล้อง สูงขึ้นตาม ซึ่งภาวะผู้นำที่มีความสัมพันธ์กับการบริหารงานตามหลักธรรมาภิบาลมากที่สุด คือ ด้านการกระตุ้นทางปัญญา รองลงมาคือ ด้านการสร้างแรงบันดาลใจด้านการคำนึงถึงความเป็นปัจเจกบุคคลและด้านการใช้อิทธิพลเชิงอุดมคติ ตามลำดับ ซึ่งสอดคล้องกับงานวิจัยของสุทธิพงษ์ พันวิลัย (2563) ได้ศึกษาวิจัยเรื่อง อิทธิพลของภาวะผู้นำการเปลี่ยนแปลง การบริหารงานตามหลักธรรมาภิบาล ต่อคุณภาพการบริการภาครัฐขององค์กรปกครองส่วนท้องถิ่น ในพื้นที่อำเภอกุสุมาลย์ จังหวัดสกลนคร ผลการวิจัยพบว่า ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร และการบริหารงานตามหลักธรรมาภิบาล มีอิทธิพลต่อคุณภาพการบริการภาครัฐ ขององค์กรปกครองส่วนท้องถิ่น

ข้อเสนอแนะ

1. ผู้บริหารเทศบาลตำบลท่าช้างคล้อง อำเภอผาขาว จังหวัดเลยควรมีการส่งเสริมให้ผู้บริหารของเทศบาลมีคุณธรรมและจริยธรรมในการทำงานเพื่อส่วนรวม หลีกเลี่ยงการใช้อำนาจเพื่อประโยชน์ส่วนตนและพวกพ้องโดยกำหนดหลักเกณฑ์ในการรับสมัครบุคลากร การประเมินผลบุคลากรให้มีความเป็นธรรมและโปร่งใส โดยให้บุคลากรอื่น ๆ ในเทศบาลเข้ามามีส่วนร่วมในกระบวนการเพื่อสร้างเจตคติที่ดีและคิดในแง่บวกในการทำงานรวมถึงสร้างเสริมความเชื่อมั่นในการแก้ไขปัญหาแก่บุคลากร

2. ผู้บริหารของเทศบาลควรส่งเสริมการให้ความช่วยเหลือและดูแลเอาใจใส่บุคลากรในเทศบาลทั้งเรื่องการทำงานและเรื่องส่วนตัว โดยเพิ่มกิจกรรมการพัฒนาสัมพันธ์ระหว่างผู้บริหารและบุคลากร เช่น การจัดการแข่งขันกีฬาประจำปี เป็นต้น

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ปัญหาอัตราเงินเดือนแรกบรรจุพนักงานมหาวิทยาลัยของรัฐตามมติคณะรัฐมนตรี

The issue of the first salary rate for state university employees according to the cabinet resolution

ศิกวัส กริ่งสันเทียะ, (Siggawat Kringsantie)[1]

บทคัดย่อ

มหาวิทยาลัยของรัฐกับการจ้างบุคลากร ประเภท พนักงานมหาวิทยาลัย เพื่อทดแทนอัตราข้าราชการพลเรือนในมหาวิทยาลัย เกิดขึ้นในประเทศไทยนับแต่ปี พ.ศ. 2542 โดยคณะรัฐมนตรี ในวันที่ 31 สิงหาคม 2542 มีมติเห็นชอบในหลักการให้สำนักงบประมาณพิจารณาจัดสรรงบประมาณ เพื่อเป็นค่าใช้จ่ายสำหรับการจ้างบุคคลตามสัญญาจ้าง โดยบุคลากรสาย ก (สายวิชาการ) จ้างในอัตราข้าราชการแรกบรรจุบวกด้วยอัตราเพิ่มอีก ร้อยละ 70 ของอัตราแรกบรรจุ บุคลากรสาย ข และ ค (สายสนับสนุน) จ้างในอัตราข้าราชการแรกบรรจุบวกด้วยอัตราเพิ่ม อีกร้อยละ 50 ของอัตราแรกบรรจุ จนกว่ามหาวิทยาลัยจะปรับเปลี่ยนสถานภาพเป็นมหาวิทยาลัยในกำกับของรัฐ รวมทั้งให้สำนักงบประมาณจัดสรรงบประมาณเพื่อเป็นค่าใช้จ่ายสำหรับการจ้างบุคคลในหมวดเงินอุดหนุนทั่วไปตามจำนวนอัตราว่างที่เกิดจากการเกษียณอายุราชการตั้งแต่วันที่ 1 ตุลาคม 2541 เป็นต้นมา กับให้มหาวิทยาลัยกำหนดจำนวนบุคคลที่จะจ้างและอัตราค่าจ้างได้ภายในวงเงินงบประมาณที่ได้รับจัดสรร โดยได้รับความเห็นชอบจากสภามหาวิทยาลัย แต่มหาวิทยาลัยของรัฐตีความเจตนารมณ์ของมติคณะรัฐมนตรีดังกล่าวแตกต่างกัน ทำให้มหาวิทยาลัยของรัฐบางแห่งกำหนดอัตราค่าจ้างต่ำไปกว่าที่มติคณะรัฐมนตรีกำหนด ทำให้เกิดปัญหาการฟ้องร้องคดีต่อศาลเป็นจำนวนมากตามมา

คำสำคัญ : อัตราค่าจ้างแรกบรรจุ , พนักงานมหาวิทยาลัยของรัฐ

Abstract

In Thailand, since 1999, the Cabinet has hired university employees to work in public universities in place of civil servants. On August 31, 1999, a resolution was adopted that approved allowing the Budget Office considers budget allocations to be costs associated with hiring individuals under employment contracts. Division A (Academic Division) employees are compensated at the first civil servant recruitment rate with an additional rate equal to 70% of the first recruitment rate. In Division B and Division C (the support division), employees are compensated at the same rate as recently recruited public employees with an additional rate equal to 50% of the first placement rate. Instructing the Bureau of the Budget to provide funds for hiring costs in the general subsidies category by the vacancy rate caused on by civil service retirement since October 1, 1998. The university can determine the number of persons to be hired and the wage rate within the allocated budget with the approval of the university council, but state universities have different interpretations of the intention of the cabinet resolution. As a result, some state university standard salary has been lower than the resolution set by the Cabinet, resulting in several legal cases.

Keywords: The first salary rate, University employee

บทนำ

ปัจจุบันการจ้างพนักงานในมหาวิทยาลัยของรัฐ เป็นอำนาจของสภามหาวิทยาลัยในการกำหนดจำนวนบุคคลที่จะจ้างและอัตราค่าจ้างได้ภายในวงเงินงบประมาณที่ได้รับจัดสรร ทำให้การดำเนินการของมหาวิทยาลัยของรัฐแต่ละแห่งเกิดความแตกต่างกัน รวมถึงอัตราค่าจ้างพนักงานมหาวิทยาลัยของรัฐแต่ละแห่งก็มีการกำหนดค่าจ้าง และผลประโยชน์เกื้อกูลอื่นๆที่แตกต่างกัน โดยอัตราค่าจ้างแรกบรรจุบุคลากรสาย ก (สายวิชาการ) ในมหาวิทยาลัยของรัฐจะจ้างในอัตราข้าราชการแรกบรรจุบวกด้วยอัตราเพิ่มอีกร้อยละ 70 สำหรับบุคลากรสาย ข และ ค (สายสนับสนุน) จะจ้างในอัตราข้าราชการแรกบรรจุบวกด้วยอัตราเพิ่ม อีกร้อยละ 50 ซึ่งเป็นอัตราที่เป็นไปตามมติของคณะรัฐมนตรีตั้งแต่ปีพุทธศักราช 2542 โดยมหาวิทยาลัยของรัฐตีความเจตนารมณ์ของมติคณะรัฐมนตรีดังกล่าวแตกต่างกัน ทั้งในเรื่องการกำหนดอัตราค่าจ้างว่าสามารถกำหนดค่าจ้างแรกบรรจุบุคลากรสาย ก (สายวิชาการ) ให้ต่ำกว่าอัตราข้าราชการแรกบรรจุบวกด้วยอัตราเพิ่มอีกร้อยละ 70 (1.7 เท่า) ได้หรือไม่ และสำหรับบุคลากรสาย ข และ ค (สายสนับสนุน) จะสามารถกำหนดค่าจ้างต่ำกว่าอัตราข้าราชการแรกบรรจุบวกด้วยอัตราเพิ่มอีกร้อยละ 50 (1.5 เท่า) ได้หรือไม่ และการกำหนด

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สวัสดิการผลประโยชน์เกื้อกูลอื่นๆรวมอยู่ในงบประมาณที่ได้รับการจัดสรรหรือไม่ หากการดำเนินการไม่เป็นไปตามมติคณะรัฐมนตรีดังกล่าวจะเป็นการกระทำละเมิดหรือไม่ ซึ่งปัญหาดังกล่าวเป็นกรณีที่ต้องพิจารณามติคณะรัฐมนตรีที่เกี่ยวข้อง ตั้งแต่ปี พ.ศ. 2542 พระราชบัญญัติความรับผิดทางละเมิดของเจ้าหน้าที่ พ.ศ.2539 ประกอบกับศึกษาแนวคำวินิจฉัยของศาลปกครองที่เกี่ยวข้อง

วัตถุประสงค์

1. เพื่อให้ทราบความเป็นมาของการจ้างบุคลากรทดแทนอัตราข้าราชการในมหาวิทยาลัยของรัฐ
2. เพื่อให้ทราบมติคณะรัฐมนตรีที่เกี่ยวกับการจ้างบุคลากรทดแทนอัตราข้าราชการในมหาวิทยาลัยของรัฐ
3. เพื่อศึกษากฎหมาย และคำพิพากษาของศาลที่เกี่ยวกับการจ้างบุคลากรทดแทนอัตราข้าราชการในมหาวิทยาลัยของรัฐ

(1) มติคณะรัฐมนตรี เกี่ยวกับการจ้างบุคลากรทดแทนอัตราข้าราชการในมหาวิทยาลัยของรัฐ และกฎหมายที่เกี่ยวข้อง

(1.1) ความเป็นมา และสาระสำคัญของมติคณะรัฐมนตรี เกี่ยวกับการจ้างบุคลากรทดแทนอัตราข้าราชการในมหาวิทยาลัยของรัฐ

สำนักเลขาธิการคณะรัฐมนตรี ได้แจ้งมติการประชุมคณะรัฐมนตรี เมื่อวันที่ 1 มิถุนายน 2542 ให้ทบวงมหาวิทยาลัยทราบว่า คณะรัฐมนตรีได้อนุมัติในหลักการให้มหาวิทยาลัยของรัฐจ้างลูกจ้างในลักษณะการจ้างพิเศษที่มีวาระการจ้างที่กำหนดเวลาชัดเจน แทนการบรรจุข้าราชการใหม่ โดยกำหนดให้สำนักงบประมาณพิจารณาจัดสรรงบประมาณเพื่อเป็นค่าใช้จ่ายสำหรับพนักงานตามสัญญาจ้างบุคคลทดแทนการบรรจุเป็นข้าราชการพลเรือนในมหาวิทยาลัยในอัตราข้าราชการไปพลางก่อน โดยให้พิจารณาจ้างผู้ว่างงานที่มีประสบการณ์ และมีความรู้ความสามารถ เพื่อบรรเทาปัญหาการว่างงาน โดยให้ทบวงมหาวิทยาลัย กระทรวงการคลัง สำนักงานงบประมาณ และสำนักงาน ก.พ. พิจารณากำหนดวิธีการ สิทธิประโยชน์ และสวัสดิการ และเสนอความเห็นที่เกี่ยวข้องต่อคณะรัฐมนตรี **(มหาวิทยาลัยราชภัฏเชียงใหม่ [มร.ชม.], 2564, น.9)**

ต่อมา ทบวงมหาวิทยาลัย สำนักงบประมาณ และสำนักงาน ก.พ. ได้พิจารณาเห็นว่า หลักการที่กำหนดให้สำนักงบประมาณพิจารณาจัดสรรงบประมาณเพื่อเป็นค่าใช้จ่ายสำหรับพนักงานตามสัญญาจ้างบุคคลทดแทนการบรรจุเป็นข้าราชการพลเรือนในอัตราข้าราชการไปพลางก่อนนั้น น่าจะเป็นไปได้ยากในทางปฏิบัติ เนื่องจากอัตราค่าจ้างในอัตราข้าราชการนั้น ไม่จูงใจให้บุคคลที่มีความรู้ความสามารถ และมีประสบการณ์สนใจมาสมัคร ประกอบกับการจ้างกรณีดังกล่าวมีลักษณะการจ้างชั่วคราว นอกจากนี้ระเบียบเกี่ยวกับสวัสดิการและประโยชน์เกื้อกูลที่ใช้บังคับอยู่ในปัจจุบันยังไม่เปิดโอกาสให้ลูกจ้างชั่วคราวสามารถเบิกค่าสวัสดิการและประโยชน์เกื้อกูลเช่นข้าราชการได้ ซึ่งจะทำให้เกิดปัญหาการขาดแคลนบุคลากรในมหาวิทยาลัย และในขณะนั้นได้ประสบปัญหาการสรรหาบุคคลที่มีคุณภาพเพื่อบรรจุเป็นอาจารย์อยู่แล้ว หากใช้ระบบการจ้างที่เป็นการจ้างชั่วคราวและจ้างในอัตราข้าราชการ ก็จะทำให้การสรรหาเป็นไปได้ด้วยความยากลำบากยิ่งขึ้น และส่งผลกระทบต่อการเรียนการสอน และคุณภาพของบัณฑิต จึงได้เสนอความเห็นในการแก้ปัญหา โดยได้ข้อสรุปว่า มหาวิทยาลัยควรจะได้รับการจัดสรรงบประมาณในหมวดเงินอุดหนุน เงินอุดหนุนทั่วไป ตามจำนวนอัตราว่างที่เกิดจากการเกษียณอายุราชการ และว่างโดยเหตุอื่นที่มิใช่ว่างจากผลการเกษียณอายุราชการ ในอัตราค่าจ้างบุคลากรสาย ก หรือสายวิชาการ ให้ค่าจ้างเพิ่มจากอัตราข้าราชการแรกบรรจุอีกร้อยละ 70 และอัตราค่าจ้างบุคลากรสาย ข และ ค หรือสายสนับสนุน ให้ค่าจ้างเพิ่มจากอัตราค่าจ้างข้าราชการแรกบรรจุอีกร้อยละ 50 โดยเป็นอัตราที่รวมสวัสดิการและประโยชน์เกื้อกูลอื่นๆแล้ว

คณะรัฐมนตรี ในวันที่ 31 สิงหาคม 2542 มีมติเห็นชอบให้ปรับปรุงแก้ไขมติคณะรัฐมนตรีเมื่อวันที่ 1 มิถุนายน 2542 โดยให้ยกเลิกหลักการที่กำหนด ให้สำนักงบประมาณจัดสรรงบประมาณเพื่อเป็นค่าใช้จ่ายสำหรับพนักงานตามสัญญาจ้างในอัตราข้าราชการไปพลางก่อน และเห็นชอบหลักการให้สำนักงบประมาณพิจารณาจัดสรรงบประมาณเพื่อเป็นค่าใช้จ่ายสำหรับการจ้างบุคคลตามสัญญาจ้าง โดยบุคลากรสาย ก (สายวิชาการ) จ้างในอัตราข้าราชการแรกบรรจุบวกด้วยอัตราเพิ่มอีก ร้อยละ 70 ของอัตราแรกบรรจุ บุคลากรสาย ข และ ค (สายสนับสนุน) จ้างในอัตราข้าราชการแรกบรรจุบวกด้วยอัตราเพิ่ม อีกร้อยละ 50 ของอัตราแรกบรรจุ จนกว่ามหาวิทยาลัยจะปรับเปลี่ยนสถานภาพเป็นมหาวิทยาลัยในกำกับ รวมทั้งให้สำนักงบประมาณจัดสรรงบประมาณเพื่อเป็นค่าใช้จ่ายสำหรับการจ้างบุคคลในหมวดเงินอุดหนุนทั่วไปตามจำนวนอัตราว่างที่เกิดจากการเกษียณอายุราชการตั้งแต่วันที่ 1 ตุลาคม 2541 เป็นต้นมา และว่างโดยเหตุอื่นที่มิใช่ผลการเกษียณอายุราชการซึ่งว่างอยู่ในปัจจุบันและที่จะว่างต่อไป และอัตรานักเรียนทุนที่มีข้อผูกพันตามสัญญา รวมทั้งอัตราเพิ่มใหม่สำหรับมหาวิทยาลัย กับให้มหาวิทยาลัยกำหนดจำนวนบุคคลที่จะจ้างและอัตราค่าจ้างได้ภายในวงเงินงบประมาณที่ได้รับจัดสรร โดยได้รับความเห็นชอบจากสภามหาวิทยาลัย **(มร.ชม., 2564, น.24)**

(1.2) กฎหมายที่เกี่ยวข้อง

สาระสำคัญของพระราชบัญญัติความรับผิดทางละเมิดของเจ้าหน้าที่ พ.ศ.2539 และพระราชบัญญัติจัดตั้งศาลปกครองและวิธีพิจารณาคดีปกครอง พ.ศ. ๒๕๔๒ ที่เกี่ยวกับการจ้างบุคลากรทดแทนอัตราข้าราชการในมหาวิทยาลัยของรัฐ

"พระราชบัญญัติพระราชบัญญัติความรับผิดทางละเมิดของเจ้าหน้าที่ พ.ศ.2539" (2539) "เจ้าหน้าที่" หมายความว่า ข้าราชการ พนักงาน ลูกจ้าง หรือผู้ปฏิบัติงานประเภทอื่น ไม่ว่าจะเป็นการแต่งตั้งในฐานะเป็นกรรมการหรือฐานะอื่นใด

"หน่วยงานของรัฐ" หมายความว่า กระทรวง ทบวง กรม หรือส่วนราชการที่เรียกชื่ออย่างอื่นและมีฐานะเป็นกรม ราชการส่วนภูมิภาค ราชการส่วนท้องถิ่น และรัฐวิสาหกิจที่ตั้งขึ้นโดยพระราชบัญญัติหรือพระราชกฤษฎีกา และให้หมายความรวมถึงหน่วยงานอื่นของรัฐที่มีพระราชกฤษฎีกากำหนดให้เป็นหน่วยงานของรัฐตามพระราชบัญญัตินี้ด้วย

"พระราชบัญญัติจัดตั้งศาลปกครองและวิธีพิจารณาคดีปกครอง พ.ศ. 2542" (2542) "กฎ" หมายความว่า พระราชกฤษฎีกา กฎกระทรวง ประกาศกระทรวง ข้อบัญญัติท้องถิ่น ระเบียบ ข้อบังคับ หรือบทบัญญัติอื่นที่มีผลบังคับเป็นการทั่วไป โดยไม่มุ่งหมายให้ใช้บังคับแก่กรณีใด หรือบุคคลใดเป็นการเฉพาะ

หน่วยงานของรัฐต้องรับผิดต่อผู้เสียหายในผลแห่งละเมิดที่เจ้าหน้าที่ของตนได้กระทำในการปฏิบัติหน้าที่ ในกรณีนี้ผู้เสียหายอาจฟ้องหน่วยงานของรัฐดังกล่าวได้โดยตรง แต่จะฟ้องเจ้าหน้าที่ไม่ได้

ศาลปกครองมีอำนาจพิจารณาพิพากษาหรือมีคำสั่งในเรื่องดังต่อไปนี้

คดีพิพาทเกี่ยวกับการที่หน่วยงานทางปกครองหรือเจ้าหน้าที่ของรัฐกระทำการโดยไม่ชอบด้วยกฎหมายไม่ว่าจะเป็นการออกกฎ คำสั่งหรือการกระทำอื่นใดเนื่องจากกระทำโดยไม่มีอำนาจหรือนอกเหนืออำนาจหน้าที่หรือไม่ถูกต้องตามกฎหมาย หรือโดยไม่ถูกต้องตามรูปแบบขั้นตอน หรือวิธีการอันเป็นสาระสำคัญที่กำหนดไว้สำหรับการกระทำนั้น หรือโดยไม่สุจริต หรือมีลักษณะเป็นการเลือกปฏิบัติที่ไม่เป็นธรรม หรือมีลักษณะเป็นการสร้างขั้นตอนโดยไม่จำเป็นหรือสร้างภาระให้เกิดกับประชาชนเกินสมควร หรือเป็นการใช้ดุลพินิจโดยมิชอบ

คดีพิพาทเกี่ยวกับการกระทำละเมิดหรือความรับผิดอย่างอื่นของหน่วยงานทางปกครองหรือเจ้าหน้าที่ของรัฐอันเกิดจากการใช้อำนาจตามกฎหมาย หรือจากกฎ คำสั่งทางปกครอง หรือคำสั่งอื่น หรือจากการละเลยต่อหน้าที่ตามที่กฎหมายกำหนดให้ต้องปฏิบัติหรือปฏิบัติหน้าที่ดังกล่าวล่าช้าเกินสมควร

พระราชบัญญัติความรับผิดทางละเมิดของเจ้าหน้าที่ พ.ศ.2539 บัญญัติหลักการในกรณีที่เจ้าหน้าที่ของรัฐกระทำละเมิดในการปฏิบัติหน้าที่ ให้ผู้เสียหายต้องฟ้องหน่วยงานของรัฐได้โดยตรง ดังนั้นกรณีที่กรรมการสภามหาวิทยาลัยออกประกาศกำหนดอัตราเงินเดือนพนักงานมหาวิทยาลัยไม่เป็นไปตามมติคณะรัฐมนตรี และทำให้เกิดความเสียหาย พนักงานมหาวิทยาลัยที่เป็นผู้ได้รับความเดือดร้อนหรือเสียหาย อาจฟ้องสภามหาวิทยาลัย รวมถึงมหาวิทยาลัยของรัฐให้รับผิดในผลแห่งละเมิดที่เกิดขึ้น ตามพระราชบัญญัติความรับผิดทางละเมิด พ.ศ.2539 มาตรา 5

พระราชบัญญัติจัดตั้งศาลปกครองและวิธีพิจารณาคดีปกครอง พ.ศ. ๒๕๔๒ บัญญัติคดีที่อยู่ในอำนาจของศาลปกครองไว้ในมาตรา 9 วรรคหนึ่ง ซึ่งหากสภามหาวิทยาลัยใช้อำนาจในการออกประกาศ ข้อบังคับ ที่เกี่ยวกับอัตราเงินค่าจ้างพนักงานมหาวิทยาลัยที่ไม่เป็นไปตามมติคณะรัฐมนตรี มหาวิทยาลัยก็อาจถูกฟ้องคดีต่อศาลปกครองได้ โดยเฉพาะกรณีที่พนักงานมหาวิทยาลัยที่ได้รับความเดือดร้อน หรือเสียหายจากการออกประกาศ ข้อบังคับ ก็สามารถฟ้องเป็นคดีตามมาตรา 9 วรรคหนึ่ง (1) โดยเป็นการเพิกถอนประกาศ หรือข้อบังคับที่ไม่ชอบด้วยนั้น หรือหากต้องการฟ้องเรียกค่าเสียหายจากการกระทำละเมิดที่สภามหาวิทยาลัย ออกประกาศ หรือข้อบังคับที่ไม่ชอบด้วยกฎหมายก็สามารถฟ้องเป็นคดีตามมาตรา 9 วรรคหนึ่ง (3) ดังนั้น การที่สภามหาวิทยาลัยจะใช้อำนาจในการออกประกาศ ข้อบังคับ ในการกำหนดอัตราเงินเดือนพนักงานมหาวิทยาลัย จึงต้องคำนึงถึงมติคณะรัฐมนตรีที่เกี่ยวข้องเพื่อให้การออกประกาศ ข้อบังคับ สอดคล้องและเป็นไปตามมติคณะรัฐมนตรี

(2) กรณีพิพาทเกี่ยวกับการจ้างบุคลากรทดแทนอัตราข้าราชการ

มหาวิทยาลัยของรัฐแต่ละแห่ง มีอำนาจในการกำหนดจำนวนบุคคลที่จะจ้างและอัตราค่าจ้างพนักงานมหาวิทยาลัยได้ภายในวงเงินงบประมาณที่ได้รับจัดสรร โดยได้รับความเห็นชอบจากสภามหาวิทยาลัย และเกิดการตีความเจตนารมณ์ของมติคณะรัฐมนตรี เกี่ยวกับอัตราค่าจ้างแตกต่างกัน บางแห่งมีการกำหนดอัตราค่าจ้างต่ำไปกว่าอัตราข้าราชการแรกบรรจุบวกด้วยอัตราเพิ่มอีก ร้อยละ 70 ของอัตราแรกบรรจุ สำหรับบุคลากรสาย ก (สายวิชาการ) และต่ำกว่าอัตราค่าจ้างข้าราชการแรกบรรจุบวกด้วยอัตราเพิ่ม อีกร้อยละ 50 ของอัตราแรกบรรจุ สำหรับบุคลากรสาย ข และ ค (สายสนับสนุน) บางแห่งตีความเจตนารมณ์โดยการกำหนดสวัสดิการ ผลประโยชน์เกื้อกูลอื่นๆรวมอยู่ในงบประมาณที่ได้รับการจัดสรร แตกต่างกันไปตามมติสภามหาวิทยาลัย ซึ่งทำให้เกิดปัญหาความไม่พอใจ ของพนักงานมหาวิทยาลัยของรัฐที่มองว่ามหาวิทยาลัยของรัฐไม่ดำเนินการจ้างให้เป็นไปตามมติของคณะรัฐมนตรี โดยมีกรณีตัวอย่างที่เป็นคดีของศาลปกครองหลายคดี

(2.1) ในปีพุทธศักราช 2561 ศาลปกครองกลางได้มีคำพิพากษาในคดีพิพาทเกี่ยวกับการที่หน่วยงานทางปกครอง หรือเจ้าหน้าที่ของรัฐกระทำการโดยไม่ชอบด้วยกฎหมาย และการกระทำละเมิดของหน่วยงานทางปกครอง อันเกิดจากการใช้อำนาจตามกฎหมาย เป็นกรณีที่สภามหาวิทยาลัยแห่งหนึ่ง ได้พิจารณากำหนดอัตราค่าจ้างพนักงานมหาวิทยาลัยสาย ก. สาย ข. และ สาย ค. ในอัตราค่าจ้างข้าราชการแรกบรรจุบวกด้วยอัตราเพิ่ม อีกร้อยละ 50 เท่ากันทั้งหมด โดยไม่ได้กำหนดให้พนักงานมหาวิทยาลัยสาย ก (สายวิชาการ) ได้อัตราค่าจ้างข้าราชการแรกบรรจุบวกด้วยอัตราเพิ่ม อีกร้อยละ 70 ตามมติคณะรัฐมนตรี โดยมหาวิทยาลัยได้มีประกาศสภามหาวิทยาลัย เรื่อง ข้อบังคับมหาวิทยาลัยว่าด้วยการบริหารงานบุคคลสำหรับพนักงาน ข้อ 13 กำหนดอัตราค่าจ้างดังกล่าว ทำให้พนักงานมหาวิทยาลัยสาย ก. เห็นว่า มหาวิทยาลัยจ่ายค่าจ้างพนักงานมหาวิทยาลัย สาย ก. สาย ข และสาย ค. ในอัตรา 1.5 เท่าของอัตราเงินเดือนข้าราชการเท่ากันเป็นการไม่ปฏิบัติตามมติคณะรัฐมนตรีที่กำหนดให้จ้างพนักงานมหาวิทยาลัย สาย ก. ในอัตรา 1.7 เท่าของอัตราเงินเดือนแรกบรรจุข้าราชการ และมหาวิทยาลัยฯ หักเงินค่าจ้างจำนวน 0.2 เท่า ดังกล่าวไปเป็นสวัสดิการในการจัดทำประกันสุขภาพกลุ่มของพนักงานมหาวิทยาลัยทั้งหมด จึงมีการเรียกร้องให้มีการปรับอัตราค่าจ้างเป็น 1.7 เท่าของอัตราเงินเดือนแรกบรรจุข้าราชการ แต่คณะกรรมการบริหารงานบุคคลของมหาวิทยาลัยได้มีมติเห็นชอบให้จ่ายค่าจ้างพนักงานมหาวิทยาลัย สาย ก สาย ข และสาย ค ในอัตรา 1.5 เท่าของอัตราเงินเดือนข้าราชการเหมือนเดิม ซึ่งพนักงานมหาวิทยาลัยสาย ก ไม่เห็นด้วย จึงได้มีหนังสือร้องทุกข์ต่อคณะกรรมการอุทธรณ์และร้องทุกข์ประจำมหาวิทยาลัย แต่คณะกรรมการอุทธรณ์และร้องทุกข์ประจำมหาวิทยาลัย ไม่รับเรื่องร้องทุกข์ไว้พิจารณา พนักงานมหาวิทยาลัยสาย ก จึงนำคดีมาฟ้องต่อศาลปกครองกลาง และมีประเด็นที่ศาลปกครองกลางจะต้องวินิจฉัยว่า การที่มหาวิทยาลัยจ่ายค่าจ้างแต่ละเดือนให้แก่พนักงานมหาวิทยาลัยสาย ก ในอัตรา 1.5 เท่าของอัตราเงินเดือนข้าราชการ เป็นการละเมิดต่อพนักงานมหาวิทยาลัยสาย ก หรือไม่ หากเป็นการละเมิดแล้ว มหาวิทยาลัยต้องรับผิดชดใช้เงินให้แก่ ผู้ฟ้องคดีเพียงใด โดยท้ายที่สุดศาลปกครองกลางได้พิพากษาพิพากษาให้มหาวิทยาลัยจ่ายค่าจ้างเพิ่มอีกเดือนละ 0.2 เท่า ของอัตราเงินเดือนข้าราชการ และดอกเบี้ยในอัตราร้อยละ 7.5 ต่อปี ของจำนวนเงินค่าจ้างแต่ละเดือนที่ผู้ฟ้องคดีแต่ละรายมีสิทธิได้รับนับแต่วันทำละเมิด **(คำพิพากษาศาลปกครองกลาง หมายเลขแดงที่ 1643/61, 2561)**

(2.2) ศาลปกครองสูงสุด ในปีพุทธศักราช 2563 ได้มีคำพิพากษา คดีพิพาทเกี่ยวกับการที่หน่วยงานทางปกครอง หรือเจ้าหน้าที่ของรัฐกระทำการโดยไม่ชอบด้วยกฎหมาย และการกระทำละเมิดอันเกิดจากการออกกฎ โดยคดีนี้ผู้ฟ้องคดีเป็นพนักงานมหาวิทยาลัย สายวิชาการ ตำแหน่งอาจารย์ ฟ้องสภามหาวิทยาลัย เป็นผู้ถูกฟ้องคดีที่ 1 อธิการบดีมหาวิทยาลัย เป็นผู้ถูกฟ้องคดีที่ 2 และมหาวิทยาลัย เป็นผู้ถูกฟ้องคดีที่ 3 โดยผู้ฟ้องคดีได้รับความเดือดร้อนเสียหาย จากการที่สภามหาวิทยาลัยปรับฐานเงินเดือนของพนักงานมหาวิทยาลัยสายวิชาการเป็น 1.5 เท่าของเงินเดือนข้าราชการ (แทนที่จะเป็น 1.7 เท่า) สำหรับ 0.2 เท่าของเงินเดือนข้าราชการ ให้ใช้สำหรับเป็นสวัสดิการ เช่น เงินประจำตำแหน่งทางวิชาการ ผู้ฟ้องคดีเห็นว่าค่าใช้จ่ายดังกล่าวเป็นส่วนที่มหาวิทยาลัยต้องเป็นผู้รับผิดชอบ ผู้ฟ้องคดีเห็นว่า การกระทำของผู้ถูกฟ้องคดีทั้งสามไม่ชอบด้วยมติคณะรัฐมนตรี และไม่เป็นธรรมกับผู้ฟ้องคดี เนื่องจากสภามหาวิทยาลัย และอธิการบดี ต้องดำเนินการปรับค่าจ้างพนักงานมหาวิทยาลัยสายวิชาการเพิ่มจากเงินเดือนแรกบรรจุของข้าราชการเป็น 1.7 เท่า ศาลปกครองสูงสุดวินิจฉัยว่า สภามหาวิทยาลัยในการประชุมครั้งที่ 1/51 เมื่อวันที่ 28 สิงหาคม 51 และในการประชุมครั้งที่ 14/51 เมื่อวันที่ 25 กันยายน 51 ได้พิจารณาปรับค่าจ้างพนักงานสายวิชาการ 1.5 เท่าของเงินเดือนข้าราชการแรกบรรจุ สำหรับ 0.2 เท่า ของเงินดังกล่าวใช้เป็นสวัสดิการ ตั้งแต่ 1 ต.ค. 51 เป็นต้นไป จะเห็นได้ว่าผลรวมของอัตราค่าจ้างดังกล่าวที่สภามหาวิทยาลัยกำหนดไว้นั้น เป็นอัตราค่าจ้าง 1.7 เท่า ของเงินเดือนแรกบรรจุอันเป็นไปตามเจตนารมณ์ของมติคณะรัฐมนตรีแล้วในเบื้องต้น แต่การที่มหาวิทยาลัยหักอัตราจ้าง 0.2 ของเงินเดือนแรกบรรจุสำหรับใช้เป็นสวัสดิการ แม้หน่วยงานของรัฐจะมีอำนาจกำหนดแนวทางการบริหารงานบุคคลได้อย่างตามกรอบงบประมาณที่ได้รับการจัดสรร อันเป็นการเปิดกว้างให้ผู้ถูกฟ้องคดีใช้ดุลพินิจได้ทั้งส่วนอัตรากำลังและกรอบอัตราเงินเดือน แต่การใช้ดุลพินิจจะต้องทำภายในขอบเขตของกฎหมายที่ให้อำนาจ เมื่อพิจารณาตามสัญญาจ้างฉบับที่ 1 มิได้ระบุถึงค่าใช้จ่ายที่ถูกหักเพื่อเป็นสวัสดิการ ซึ่งสวัสดิการ และประโยชน์เกื้อกูลตามที่สำนักงาน ก.พ. กำหนดนั้น หมายถึง ค่าตอบแทนที่ทางราชการจัดให้แก่ข้าราชการในฐานะที่เป็นสมาชิกส่วนหนึ่งขององค์กร เพื่อช่วยให้มีความมั่นคงในการดำรงชีวิต ตลอดจนเป็นเครื่องมือในการเสริมสร้างขวัญกำลังใจและกำลังใจให้ข้าราชการ แบ่งได้เป็นสวัสดิการที่เป็นตัวเงิน เช่น ค่ารักษาพยาบาล การศึกษาของบุตร บำเหน็จความชอบ บำนาญ หรือสวัสดิการที่ไม่ใช่ตัวเงินเช่นการลา เครื่องราชอิสริยาภรณ์ และประโยชน์เกื้อกูล เช่น ค่าเช่าบ้าน ค่าตอบแทนการปฏิบัติงานนอกเวลา รถประจำตำแหน่ง โทรศัพท์มือถือ แต่เงินประจำตำแหน่งเป็นค่าตอบแทนที่เป็นสิทธิเฉพาะตัวของผู้ดำรงตำแหน่งนั้น ซึ่งมหาวิทยาลัยจะต้องจัดสรรเงินมาทดแทน มิใช่นำเงินสวัสดิการมาใช้ประโยชน์เพื่อการนี้ อีกทั้งมิใช่ความหมายของคำว่าสวัสดิการและประโยชน์เกื้อกูลที่บุคลากรทุกรายมีสิทธิที่จะได้รับจากหน่วยงานของรัฐเพื่อประโยชน์ของตนเอง เพราะในทางปฏิบัติบุคลากรจะเป็นผู้ต้องจ่ายเงินในส่วนนี้เพื่อผู้อื่นเสียเอง ศาลปกครองสูงสุดพิพากษาเพิกถอนระเบียบมหาวิทยาลัยว่าด้วยอัตราค่าจ้าง ค่าตอบแทน และเงินประจำตำแหน่งของพนักงานมหาวิทยาลัย (ฉบับที่2) โดยให้มีผลย้อนหลังไปถึงวันที่ระเบียบดังกล่าวมีผลใช้บังคับ ทั้งนี้ให้มีการประกาศผลคำพิพากษาในราชกิจจานุเบกษา และให้การประกาศมีผล

เป็นการเพิกถอนระเบียบดังกล่าว และให้มหาวิทยาลัยชดใช้ค่าเสียหาย พร้อมดอกเบี้ย 7.5 ต่อปี ของต้นเงินดังกล่าวนับถัดจากวันฟ้องเป็นต้นไปจนกว่าจะชำระเสร็จแก่ผู้ฟ้องคดี **(มร.ชม., 2564, น.232-279)**

(2.3) ศาลปกครองนครราชสีมา ในปีพุทธศักราช 2563 ได้มีคำพิพากษาในที่พนักงานมหาวิทยาลัยของรัฐ ฟ้องร้องมหาวิทยาลัย สภามหาวิทยาลัย รวมถึงอธิการบดีมหาวิทยาลัย เป็นคดีพิพาทเกี่ยวกับการที่หน่วยงานทางปกครอง หรือเจ้าหน้าที่ของรัฐกระทำการโดยไม่ชอบด้วยกฎหมาย และการกระทำละเมิดอันเกิดจากการออกกฎ ในคดีดังกล่าว ผู้ฟ้องคดีฟ้องคดีเห็นว่ามหาวิทยาลัยออกระเบียบ ข้อบังคับ และประกาศจำนวนหลายฉบับโดยไม่ชอบด้วยกฎหมาย และไม่เป็นไปตามมติคณะรัฐมนตรี โดยกำหนดอัตราค่าตอบแทนของบุคลากรประเภทสายวิชาการระดับวุฒิการศึกษาปริญญาตรีและปริญญาโท ในอัตรา 1.2 เท่า ของอัตราแรกบรรจุ และระดับปริญญาเอกในอัตรา 1.3 เท่า ของอัตราแรกบรรจุ ส่วนบุคลากรประเภทสายสนับสนุน กลุ่มบริหารหรือวิชาชีพเฉพาะ ระดับวุฒิการศึกษาปริญญาตรี ปริญญาโท และปริญญาเอก ในอัตรา 1.2 เท่า ของอัตราแรกบรรจุ ส่งผลให้ผู้ฟ้องคดีแต่ละรายไม่ได้รับค่าจ้างในอัตราที่ควรจะเป็นตามมติคณะรัฐมนตรีดังกล่าว จึงฟ้องคดีต่อศาลปกครองให้ผู้ถูกฟ้องคดี จ่ายค่าจ้างในส่วนที่หักไว้คืนให้แก่ผู้ฟ้องคดี พร้อมด้วยดอกเบี้ยอัตราร้อยละ 7.5 ต่อปี ศาลปกครองนครราชสีมา พิจารณาแล้วเห็นว่า คณะรัฐมนตรีได้มีมติเมื่อวันที่ 19 ธันวาคม 2549 เห็นชอบแนวทางปฏิบัติให้สถาบันอุดมศึกษากลุ่มมหาวิทยาลัยราชภัฏ กลุ่มมหาวิทยาลัยเทคโนโลยีราชมงคล และสถาบันเทคโนโลยีปทุมวัน สามารถดำเนินการจ้างพนักงานมหาวิทยาลัยทดแทนอัตราข้าราชการ ทั้งสายผู้สอนและสายสนับสนุน โดยให้สำนักงบประมาณพิจารณาจัดสรรงบประมาณเพื่อเป็นค่าใช้จ่ายสำหรับการจ้างกรณีทดแทนตำแหน่งเกษียณอายุและตำแหน่งที่ว่างโดยเหตุอื่น กรณีตำแหน่งเพิ่มใหม่และตำแหน่งนักเรียนทุนในหมวดเงินอุดหนุนทั่วไปในอัตราแรกบรรจุ และบวกเพิ่มอีกร้อยละ 70 ของอัตราแรกบรรจุสำหรับสายผู้สอน และในอัตราแรกบรรจุและบวกเพิ่มอีกร้อยละ 50 ของอัตราแรกบรรจุสำหรับบุคลากรสายสนับสนุน โดยให้สถาบันอุดมศึกษาดังกล่าวกำหนดจำนวนบุคคลที่จะจ้าง และอัตราค่าจ้างได้ตามเหตุผลความจำเป็น ซึ่งต้องได้รับความเห็นชอบจากสภาสถาบันอุดมศึกษา และอยู่ภายในวงเงินงบประมาณที่ได้รับจัดสรร กรณีจึงเห็นได้ว่า มติคณะรัฐมนตรีดังกล่าวเป็นการกำหนดสาระสำคัญให้ยึดถือเป็นแนวทางให้มหาวิทยาลัยต้องปฏิบัติตามในการจ้างพนักงานมหาวิทยาลัยสาย ก หรือสายวิชาการหรือสายผู้สอน ในอัตราแรกบรรจุและบวกเพิ่มอีกร้อยละ 70 หรือคิดเป็น 1.7 เท่า ของอัตราเงินเดือนแรกบรรจุของข้าราชการนั้น ส่วนการจ้างพนักงานมหาวิทยาลัยสาย ข หรือสายสนับสนุนให้จ้างในอัตราแรกบรรจุและบวกเพิ่มอีกร้อยละ 50 หรือ 1.5 เท่า ของอัตราเงินเดือนแรกบรรจุของข้าราชการนั้น แม้มติคณะรัฐมนตรีข้างต้นจะให้อำนาจมหาวิทยาลัย สามารถใช้ดุลพินิจกำหนดจำนวนบุคคลที่จะจ้างและอัตราค่าจ้างได้ภายในวงเงินที่ได้รับจัดสรรโดยได้รับความเห็นชอบจากสภามหาวิทยาลัยก็ตาม แต่คงหมายความเพียงการให้อำนาจในการกำหนดจำนวนบุคคลที่จะจ้างและอัตราค่าจ้างตามตำแหน่งที่มหาวิทยาลัยประสงค์จะจ้าง ซึ่งอัตราค่าจ้างย่อมแตกต่างกันไปตามตำแหน่งที่ประสงค์จะจ้าง หาได้หมายความว่าจะกำหนดอัตราค่าจ้างของพนักงานมหาวิทยาลัย สาย ก ให้ต่ำกว่า 1.7 เท่า หรือสาย ข ให้ต่ำกว่า 1.5 เท่า ได้แต่อย่างใดไม่ การที่มหาวิทยาลัย มีประกาศมหาวิทยาลัย เรื่อง ค่าตอบแทนพนักงานมหาวิทยาลัย กำหนดอัตราค่าตอบแทนของบุคลากรประเภทสายวิชาการระดับวุฒิการศึกษาปริญญาตรีและปริญญาโท ในอัตรา 1.2 เท่า ของอัตราแรกบรรจุ และระดับปริญญาเอกในอัตรา 1.3 เท่า ของอัตราแรกบรรจุ ส่วนบุคลากรประเภทสายสนับสนุน กลุ่มบริหารหรือวิชาชีพเฉพาะ ระดับวุฒิการศึกษาปริญญาตรี ปริญญาโท และปริญญาเอก ในอัตรา 1.2 เท่า ของอัตราแรกบรรจุ จึงเป็นการกำหนดอัตราค่าตอบแทนของพนักงานมหาวิทยาลัยที่มิได้เป็นไปตามมติคณะรัฐมนตรี เมื่อวันที่ 19 ธันวาคม 2549 ที่มหาวิทยาลัยและอธิการบดี จะต้องถือปฏิบัติให้เป็นไปตามมติคณะรัฐมนตรีดังกล่าว การที่อธิการบดี จ่ายค่าจ้างพนักงานมหาวิทยาลัยให้แก่ผู้ฟ้องคดีแต่ละคดี โดยอาศัยอำนาจตามประกาศดังกล่าวเป็นเหตุให้ผู้ฟ้องคดีในแต่ละคดี ได้รับค่าจ้างน้อยกว่าอัตราค่าจ้าง ที่มีสิทธิจะได้รับตามมติคณะรัฐมนตรี เมื่อวันที่ 19 ธันวาคม 49 จึงเป็นการกระทำละเมิดต่อสิทธิของผู้ฟ้องคดีตามมาตรา 420 แห่งประมวลกฎหมายแพ่ง และพาณิชย์ ผู้ฟ้องคดีในแต่ละคดีจึงมีสิทธิได้รับค่าจ้างในอัตราที่มติคณะรัฐมนตรีเมื่อวันที่ 19 ธันวาคม 2549 กำหนด เมื่ออธิการบดีมหาวิทยาลัย เป็นเจ้าหน้าที่ในสังกัดของมหาวิทยาลัย ดังนั้น มหาวิทยาลัยจึงต้องรับผิดชดใช้ค่าสินไหมทดแทนให้แก่ผู้ฟ้องคดีในแต่ละคดี ตามมาตรา 9 วรรคหนึ่ง (3) แห่งพระราชบัญญัติความรับผิดทางละเมิดของเจ้าหน้าที่ พ.ศ. 2539 เท่ากับจำนวนเงินค่าจ้างที่ผู้ฟ้องคดีในแต่ละคดีจะต้องได้รับเพิ่มขึ้นอีกให้เท่ากับอัตรา 1.5 เท่า หรือ 1.7 เท่า ตามตำแหน่งและวุฒิการศึกษาของผู้ฟ้องคดีในแต่ละคดี

คดีดังกล่าวนี้ ได้ขึ้นสู่ศาลปกครองสูงสุด และศาลปกครองสูงสุด ได้มีคำพิพากษาในปีพุทธศักราช 2564 ศาลปกครองสูงสุดได้ตรวจพิจารณากฎหมาย ระเบียบ และข้อบังคับที่เกี่ยวข้องประกอบด้วยแล้ว พิเคราะห์แล้วเห็นว่า ประกาศมหาวิทยาลัยที่กำหนดอัตราค่าจ้างแรกบรรจุสำหรับคุณวุฒิปริญญาโท ๑๘,๓๖๐ บาท แล้วกำหนดให้เงินค่าตอบแทนพนักงานมหาวิทยาลัยที่ได้รับการบรรจุและแต่งตั้งใหม่ ในอัตราขั้นต่ำ ซึ่งตามบัญชีค่าตอบแทนพนักงานมหาวิทยาลัยแนบท้ายประกาศดังกล่าว กำหนดอัตราขั้นต่ำ - ขั้นสูง ประเภทสายวิชาการว่า ระดับวุฒิการศึกษาปริญญาโท อัตราเงินเดือนขั้นต่ำ ๒๑,๐๐๐ บาทต่อเดือน หรือในอัตราเท่ากับ ๑.๒ เท่าของอัตราข้าราชการแรกบรรจุ ซึ่งแม้จะเป็นการดำเนินการโดยมิได้นำงบประมาณค่าใช้จ่ายบุคลากรที่ได้รับจัดสรรจากสำนักงบประมาณทั้งหมดตามมติคณะรัฐมนตรีเมื่อวันที่ ๑๓ สิงหาคม ๒๕๔๒ นำไปจ้างพนักงานมหาวิทยาลัยสาย ก (สายวิชาการ) ในอัตราข้าราชการ

แรกบรรจุบวกเพิ่มอีกร้อยละ ๗๐ หรือคิดเป็น ๑.๗ เท่า ของอัตราข้าราชการแรกบรรจุก็ตาม แต่เมื่อมติคณะรัฐมนตรีดังกล่าวมิได้กำหนดให้มหาวิทยาลัยจะต้องจ้างพนักงานมหาวิทยาลัยสายวิชาการในอัตรา ๑.๗ เท่าของอัตราข้าราชการแรกบรรจุ และงบประมาณที่ได้รับการจัดสรรดังกล่าวยังจะต้องนำไปดำเนินการเป็นสวัสดิการและประโยชน์เกื้อกูลอื่นๆ ของพนักงานมหาวิทยาลัยด้วย รวมทั้งข้อเท็จจริงยังรับฟังได้ว่า มหาวิทยาลัยได้นำงบประมาณทั้งหมดที่ได้รับการจัดสรรจากสำนักงบประมาณตามมติคณะรัฐมนตรีดังกล่าวไปใช้ภายในขอบเขตของมติคณะรัฐมนตรีเมื่อวันที่ ๓๑ สิงหาคม ๒๕๔๒ ประกอบกับมติคณะรัฐมนตรีเมื่อวันที่ ๑ มิถุนายน ๒๕๔๒ กล่าวคือ นอกจากได้นำเงินส่วนใหญ่ไปกำหนดเป็นอัตราค่าจ้างหรือเงินเดือนของพนักงานมหาวิทยาลัยแล้ว ยังได้นำเงินอีกส่วนหนึ่งไปกำหนดเป็นสวัสดิการหรือประโยชน์เกื้อกูลอื่นๆของพนักงานมหาวิทยาลัยซึ่งเป็นไปตามมติคณะรัฐมนตรีดังกล่าวที่ถือว่าอัตรางบประมาณที่มีมติให้สำนักงบประมาณจัดสรรให้แก่มหาวิทยาลัยสถาบันนั้น เป็นงบประมาณที่ได้รวมถึงสวัสดิการและประโยชน์เกื้อกูลอื่นๆแล้วด้วย จึงไม่ขัดหรือแย้งกับมติคณะรัฐมนตรี เมื่อวันที่ ๑๙ ธันวาคม ๒๕๔๙ แต่อย่างใด และเป็นประกาศที่ออกโดยชอบด้วยกฎหมายแล้ว อีกทั้งยังเป็นการกำหนดค่าจ้างหรือค่าตอบแทนให้แก่พนักงานมหาวิทยาลัยที่สอดคล้องกับงบประมาณที่มหาวิทยาลัยได้รับการจัดสรรโดยไม่ปรากฏข้อเท็จจริงหรือพยานหลักฐานใดๆ ในสำนวนคดีว่าเป็นการดำเนินการโดยไม่สุจริต หรือมีลักษณะเป็นการเลือกปฏิบัติที่ไม่เป็นธรรม หรือเป็นการใช้ดุลพินิจโดยมิชอบแต่อย่างใด พิพากษากลับคำพิพากษาของศาลปกครองชั้นต้น เป็นให้ยกฟ้อง และให้คืนค่าธรรมเนียมศาลในชั้นอุทธรณ์ทั้งหมดให้แก่ผู้ฟ้องคดีที่ ๑ **(คำพิพากษาศาลปกครองสูงสุด หมายเลขแดงที่ อบ 475/2564, 2564)**

สรุป

จากมติคณะรัฐมนตรีที่เกี่ยวข้อง และแนวคำพิพากษาของศาลปกครองสูงสุดที่ได้วินิจฉัยถึงอัตราค่าจ้างพนักงานมหาวิทยาลัยตามมติคณะรัฐมนตรี ที่อนุมัติให้มหาวิทยาลัยของรัฐจ้างพนักงานในลักษณะการจ้างพิเศษที่มีวาระการจ้าง กำหนดเวลาชัดเจนแทนการบรรจุข้าราชการใหม่ โดยให้ได้รับประมาณแผ่นดินเป็นค่าใช้จ่ายในการจ้างพนักงานมหาวิทยาลัยเพิ่มขึ้นจากเงินเดือนแรกบรรจุของข้าราชการ คือ สายวิชาการ เพิ่มขึ้น 1.7 เท่า สายสนับสนุน เพิ่มขึ้น 1.5 เท่า นั้น เป็นวงเงินที่ใช้ในการจ้างโดยมหาวิทยาลัยมีอำนาจกำหนดแนวทางการบริหารงานบุคคลได้ตามกรอบงบประมาณที่ได้รับการจัดสรร แต่การใช้ดุลพินิจจะต้องทำภายในขอบเขตของกฎหมายที่ให้อำนาจ เงินที่สำนักงบประมาณจัดสรรให้มหาวิทยาลัยใช้จ่ายสำหรับการจ้างพนักงานมหาวิทยาลัยบุคลากรสายวิชาการ อัตราเพิ่มร้อยละ 70 ของอัตราแรกบรรจุ และบุคลากรสายสนับสนุน อัตราเพิ่มร้อยละ 50 ของอัตราแรกบรรจุ มหาวิทยาลัยต้องใช้เพื่อเป็นเงินเดือนค่าจ้าง รวมทั้งสวัสดิการและประโยชน์เกื้อกูลอื่นได้ หรือมหาวิทยาลัยจะจ่ายเงินเดือนหรือค่าจ้างเต็มในอัตราเพิ่มอีกร้อยละ 70 หรือร้อยละ 50 ของอัตราแรกบรรจุ โดยไม่จัดสวัสดิการและประโยชน์เกื้อกูลอื่นก็ได้ ในกรณีที่มหาวิทยาลัยไม่จ่ายค่าจ้างเต็มจำนวน 1.7 หรือ 1.5 เท่า แล้วแต่กรณีนั้น โดยมีการหักงบประมาณไว้ในการจัดทำสวัสดิการ มหาวิทยาลัยควรต้องกำหนดการหักค่าจ้างดังกล่าวไว้ในสัญญาจ้างอย่างชัดเจน และการจัดทำสวัสดิการและประโยชน์เกื้อกูลมหาวิทยาลัยต้องมีกฎหมายภายใน เช่น ประกาศ ข้อบังคับ ระเบียบ ในการจัดทำสวัสดิการให้ชัดเจนก่อนการหักเงินไปจัดทำสวัสดิการ และควรเป็นสวัสดิการที่มอบให้กับพนักงานมหาวิทยาลัยทุกคนเสมอภาคกัน เช่น กองทุน ประกันสุขภาพ ค่ารักษาพยาบาล ในกรณีเงินประจำตำแหน่งทางวิชาการ หรือเงินประจำตำแหน่งบริหารนั้น ตามแนวคำพิพากษาศาลปกครองสูงสุดวินิจฉัยไว้ว่ามิใช่ความหมายของคำว่าสวัสดิการและประโยชน์เกื้อกูลที่บุคลากรทุกรายมีสิทธิที่จะได้รับจากหน่วยงานของรัฐเพื่อประโยชน์ของตนเอง อย่างไรก็ตามคำพิพากษาศาลปกครองย่อมมีผลผูกพันเฉพาะคู่กรณี ไม่อาจนำมาใช้บังคับเป็นการทั่วไปได้ ซึ่งข้อเท็จจริงบางกรณีมีความใกล้เคียงกันแต่ศาลปกครองอาจวินิจฉัยออกมาแตกต่างกันขึ้นอยู่กับดุลยพินิจขององค์คณะตุลาการแต่ละคณะ

ข้อเสนอแนะ

ผู้เขียนเสนอให้การออกประกาศ และข้อบังคับของมหาวิทยาลัยของรัฐเกี่ยวกับค่าจ้างพนักงานมหาวิทยาลัย ควรนำแนวคำพิพากษาของศาลปกครองสูงสุด มาเป็นแนวทางในการกำหนดอัตราค่าจ้างพนักงานมหาวิทยาลัยให้เหมาะสม เพื่อให้เป็นไปตามเจตนารมณ์ของมติคณะรัฐมนตรี เกิดความเป็นธรรม สร้างความเสมอภาค และความเข้าใจอันดีแก่พนักงานมหาวิทยาลัย โดยมหาวิทยาลัยควรต้องกำหนดการจ่ายค่าจ้าง ค่าตอบแทน รวมถึงสวัสดิการตามมติคณะรัฐมนตรี โดยปรับอัตราค่าจ้างแรกบรรจุพนักงานมหาวิทยาลัย สาย ก (สายวิชาการ) เพิ่มขึ้น 1.7 เท่า และสาย ข และ ต (สายสนับสนุน) เพิ่มขึ้น 1.5 เท่า ของเงินเดือนข้าราชการ โดยต้องไม่มีลักษณะเป็นการเลือกปฏิบัติที่ไม่เป็นธรรม กรณีมหาวิทยาลัยจะจัดทำสวัสดิการ และต้องหักเงินค่าจ้าง ก็ควรต้องออกประกาศ ระเบียบ ข้อบังคับภายใน และกำหนดไว้ในสัญญาจ้างให้ครอบคลุมกรณีดังกล่าวก่อนที่จะหักเงินค่าจ้าง เพื่อจัดทำสวัสดิการ จะเป็นการช่วยลดปัญหาการฟ้องร้องคดีต่อศาลในปัจจุบันได้

เอกสารอ้างอิง

คำพิพากษาศาลปกครองกลาง หมายเลขแดงที่ 1643/61

คำพิพากษาศาลปกครองสูงสุด หมายเลขแดงที่ อบ 475/2564

พระราชบัญญัติพระราชบัญญัติความรับผิดทางละเมิดของเจ้าหน้าที่ พ.ศ.2539

พระราชบัญญัติจัดตั้งศาลปกครองและวิธีพิจารณาคดีปกครอง พ.ศ. 2542

มหาวิทยาลัยราชภัฏเชียงใหม่, กองบริหารงานบุคคล. (บ.ก.). (2564). **มติคณะรัฐมนตรีและหนังสือตอบข้อหารือเกี่ยวกับงบเงินอุดหนุนประเภทอุดหนุนทั่วไป รายการค่าใช้จ่ายบุคลากร สำหรับพนักงานมหาวิทยาลัย.** เชียงใหม่: ม.ป.พ.

LPA-009

ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

Transformational Leadership of Administrators of Faculty of Medicine Vajira Hospital, Navamindradhiraj University

วรรณญา ผ่องใยดี, (Wannaya Phongyaidee)[1]

บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อศึกษาระดับภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารของคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช โดยใช้กรอบการวิจัยภาวะผู้นำการเปลี่ยนแปลงของ Bass and Avolio การวิจัยนี้เป็นการวิจัยเชิงปริมาณ กลุ่มตัวอย่าง คือ บุคลากรประเภทวิชาการ และประเภทสนับสนุนจากคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช จำนวน 346 คน โดยใช้แบบสอบถามเป็นเครื่องมือในการวิจัย วิเคราะห์ข้อมูลโดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป สถิติที่ใช้ในการวิจัย ได้แก่ การแจกแจงความถี่ ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า ผู้บริหารมีภาวะผู้นำการเปลี่ยนแปลงในภาพรวมอยู่ในระดับมาก โดยมีภาวะผู้นำการเปลี่ยนแปลงด้านการมีอิทธิพลอย่างมีอุดมการณ์หรือการสร้างบารมี มีค่าเฉลี่ยสูงสุด รองลงมาคือด้านการกระตุ้นการใช้ปัญญา ด้านการคำนึงถึงความเป็นปัจเจกบุคคล และสุดท้ายคือด้านการสร้างแรงบันดาลใจ

คำสำคัญ: ภาวะผู้นำการเปลี่ยนแปลง, ผู้บริหาร, คณะแพทยศาสตร์วชิรพยาบาล

Abstract

The research aimed to study the level of transformational leadership of administrators of the Faculty of Medicine Vajira Hospital, Navamindradhiraj University. Bass and Avolio's concept of transformational leadership was used as the framework of this research. This research is quantitative research with a sample totaled 346 participants consisted of academic personnel and support personnel from the Faculty of Medicine Vajira Hospital. A questionnaire was administered as the research tool. Data were analyzed by using a computer program. The statistics used include frequency, percentage, mean and standard deviation.

The results of the research showed that the administrators of the Faculty of Medicine Vajira Hospital, Navamindradhiraj University have a high level of transformational leadership. The sub-scales of transformational leadership of administrators showed that the idealized influence of charismatic leadership was at the highest level. Intellectual stimulation was at the second level. Individualized consideration was the third level. Inspiration and motivation were the lowest level.

Keywords: transformational leadership, administrator, Faculty of Medicine Vajira Hospital

บทนำ

ยุคโลกาภิวัตน์ในปัจจุบันเป็นยุคของการเปลี่ยนแปลงทั้งด้านเศรษฐกิจ สังคม การเมืองการปกครอง เทคโนโลยี และการแข่งขัน การเปลี่ยนแปลงต่าง ๆ เป็นไปอย่างรวดเร็วจนยากที่จะคาดการณ์ได้ว่าจะเกิดอะไรขึ้นต่อไป ซึ่งส่งผลกระทบต่อองค์กรทั้งภาครัฐบาลและเอกชนในการดำเนินการต่าง ๆ ทำให้องค์กรต้องปรับเปลี่ยนแนวทางการบริหารงานไปจากเดิม เช่น การปรับเปลี่ยนโครงสร้างองค์กรใหม่ การใช้หลักการทำงานเป็นทีม การเปิดโอกาสให้บุคลากรมีส่วนร่วมในการรับรู้ แสดงความคิดเห็น ตัดสินใจและรับผิดชอบในประเด็นสำคัญ เป็นต้น ผู้นำจึงเป็นบุคคลสำคัญที่มีอิทธิพลต่อองค์กรในการนำผู้ใต้บังคับบัญชาให้ปฏิบัติงานร่วมกันเพื่อให้บรรลุผลสำเร็จตามเป้าหมายที่องค์กรกำหนดไว้ โดยผู้นำที่มีภาวะผู้นำจะมีศิลปะหรือความสามารถในการผลักดันและจูงใจให้ผู้ใต้บังคับบัญชายินดีและเต็มใจที่จะปฏิบัติงานด้วยความศรัทธาและนำไปสู่การบรรลุวัตถุประสงค์ขององค์กร ทั้งนี้ ภาวะผู้นำที่มีความเหมาะสมกับสภาวการณ์ในปัจจุบัน ได้แก่ ภาวะผู้นำการเปลี่ยนแปลง เมื่อมีการเปลี่ยนแปลงเกิดขึ้นในองค์กร ภาวะผู้นำการเปลี่ยนแปลงจะมีผลอย่างมากในการนำองค์กรไปสู่สถานการณ์ใหม่ที่ดีขึ้น อีกทั้งเป็นองค์ประกอบในการสนับสนุนให้องค์กรดำเนินการ

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เปลี่ยนแปลงไปได้อย่างมีประสิทธิภาพ เนื่องจากมุ่งให้ความสำคัญกับการสร้างคุณค่าในตนเองของผู้ร่วมงานและผู้ใต้บังคับบัญชา กระตุ้นการสร้างแรงบันดาลใจในการทำงาน ส่งเสริมการทำงานเป็นทีมและการมีส่วนร่วมในการตัดสินใจ ช่วยให้การปฏิบัติงานและการนำองค์กรบรรลุสู่เป้าหมาย

คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช มีโครงสร้างการบริหารประกอบด้วยกลุ่มภารกิจการศึกษา โรงพยาบาล และกลุ่มภารกิจสนับสนุน โดยมีบทบาทภารกิจในการสร้างองค์ความรู้ ผลิตบัณฑิตและผู้เชี่ยวชาญ จัดบริการด้านการแพทย์และสุขภาพที่มีคุณภาพสูงได้มาตรฐานสากลด้วยเทคโนโลยียุคดิจิทัล โดยเน้นเวชศาสตร์เขตเมือง จิตสาธารณะ และศิลปวัฒธรรมที่ทรงคุณค่า เพื่อสังคมไทยในอนาคต ในการนี้เพื่อให้บรรลุเป้าหมายและเกิดผลสัมฤทธิ์ตามภารกิจดังกล่าว ผู้บริหารจึงเป็นผู้ที่มีบทบาทสำคัญในการขับเคลื่อนภารกิจให้ประสบผลสำเร็จ ทั้งนี้ ผู้บริหารเปรียบเสมือนศูนย์รวมพลังของบุคลากรในทุกด้าน จึงต้องให้ความสำคัญและประสานงานกับบุคลากรทุกระดับ ดังนั้น ภาวะผู้นำของผู้บริหารจึงมีความสำคัญอย่างยิ่งในการบริหารองค์กร โดยเฉพาะภาวะผู้นำการเปลี่ยนแปลง ซึ่งจะสามารถกระตุ้นแรงจูงใจให้บุคลากรร่วมมือร่วมแรงร่วมใจทำงานเป็นทีมที่มีประสิทธิภาพและมีผลการปฏิบัติงานเหนือความคาดหมายได้

จากความสำคัญดังกล่าวข้างต้น ภาวะผู้นำมีความจำเป็นสำคัญในการบริหารองค์กรให้บรรลุประสิทธิผล โดยเฉพาะภาวะผู้นำการเปลี่ยนแปลง ผู้วิจัยจึงต้องการศึกษาเกี่ยวกับภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช เพื่อให้คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช สามารถนำข้อมูลไปใช้เป็นแนวทางในการพัฒนาคุณภาพองค์กรให้มีประสิทธิภาพยิ่งขึ้นต่อไป

วัตถุประสงค์ของการวิจัย

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ ศึกษาระดับภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารของคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช โดยมีคำถามการวิจัยคือ ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารของคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราชอยู่ในระดับใด

คำนิยามศัพท์ที่กำหนดขึ้นในการวิจัยนี้ ได้แก่ 1) ผู้บริหาร หมายถึง ผู้ได้รับการแต่งตั้งให้ดำรงตำแหน่งผู้บริหารของคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ดังนี้ ผู้บริหารระดับสูง ได้แก่ คณบดี และผู้บริหารระดับกลาง ได้แก่ รองคณบดี และ 2) ภาวะผู้นำการเปลี่ยนแปลง (Transformational leadership) หมายถึง ความสามารถของผู้นำในการกระตุ้นและสร้างแรงบันดาลใจให้ผู้ตามหรือผู้ใต้บังคับบัญชากระทำเพื่อส่วนรวมจนบรรลุผลสำเร็จเกินกว่าที่คาดหวังไว้ โดยผู้นำทำให้ผู้ตามมีความรู้สึกไว้วางใจ จงรักภักดี และเคารพนับถือ ส่งผลให้ผู้ตามเป็นผู้มีศักยภาพในการเป็นนักพัฒนา เป็นผู้ที่เสริมแรงได้ด้วยตนเอง ซึ่งผู้นำจะต้องยกระดับความรู้สึกของผู้ตาม ให้ความสำคัญและคุณค่าของผลลัพธ์ที่ต้องการและวิธีการที่จะบรรลุผลลัพธ์ที่ต้องการ ทำให้ผู้ตามไม่คำนึงถึงประโยชน์ส่วนตน แต่อุทิศตนเพื่อองค์กร ซึ่งประกอบด้วย

(1) การมีอิทธิพลอย่างมีอุดมการณ์หรือการสร้างบารมี (Idealized Influence or Charisma leadership) หมายถึง ผู้นำแสดงพฤติกรรมตามบทบาท ทำให้ผู้ตามมีความชื่นชม มีความภูมิใจ จงรักภักดี และเชื่อถือในตัวผู้นำและผู้นำได้วางแผน กำหนดแนวทางให้ผู้ตามแสดงตามโดยการสร้างวิสัยทัศน์ (Vision) ร่วมกัน โดยผู้นำซึ่งเป็นผู้ที่มีวิสัยทัศน์ (Vision) และรู้ถึงพันธกิจ (Mission) ขององค์กร สร้างความเชื่อมั่น ความไว้วางใจในภารกิจโดยรวม เป็นผู้นำในลักษณะที่มีพฤติกรรม เจตคติ และค่านิยมของความเป็นผู้นำแสดงให้ผู้ตามเห็นว่าสามารถปฏิบัติงานบรรลุวัตถุประสงค์ในสิ่งที่ผู้ตามรู้สึกว่าเป็นไปได้ สร้างวิสัยทัศน์และวัตถุประสงค์ในอนาคต

(2) การสร้างแรงบันดาลใจ (Inspirational Motivation) หมายถึง พฤติกรรมที่ผู้นำทำให้ผู้ตามเกิดอารมณ์กระตุ้น จูงใจให้ไม่เห็นประโยชน์ส่วนตน แต่อุทิศตนเพื่อทีมงาน เห็นคุณค่าของผลการปฏิบัติงาน เป็นผลทำให้ผู้เกิดความพยายามในการปฏิบัติงานเป็นพิเศษ โดยผู้นำใช้วิธีการง่าย ๆ ชักชวน สร้างอารมณ์ให้ผู้ตามเข้าใจวิสัยทัศน์และความหมาย มีความรู้สึกตระหนักว่าพันธกิจที่ต้องทำเป็นสิ่งสำคัญ เช่น ผู้นำใช้คำพูดหรือสัญลักษณ์สร้างจินตนาการ ภาวะผู้นำการสร้างแรงบันดาลใจจะปรากฏเมื่อผู้นำกระตุ้นเร้าใจผู้ตามเกิดแรงจูงใจให้ปฏิบัติงาน และสร้างความมั่นใจว่าผู้ตามมีความสามารถกระทำให้บรรลุตามวัตถุประสงค์ โดยผู้นำสร้างความมั่นใจ ผู้นำสร้างความเชื่อในเหตุผลที่ทำให้ผู้ตามรับรู้ว่าสิ่งที่บุคลากรทำนั้นมีวัตถุประสงค์ และสร้างความคาดหวังในความสำเร็จให้ผู้ตาม

(3) การกระตุ้นทางปัญญา (Intellectual Stimulation) หมายถึง พฤติกรรมที่ผู้นำกระตุ้นผู้ตามให้เห็นวิธีการ หรือแนวทางใหม่ในการแก้ปัญหาโดยการกระทำให้ผู้ตามมีความพอใจและมีความตั้งใจด้วยการใช้สัญลักษณ์ จินตนาการและภาษาที่เข้าใจง่าย ส่งเสริมให้ผู้ตามเข้าใจในบทบาทและยอมรับในบทบาท สร้างความมั่นใจและส่งเสริมคุณค่าของผลลัพธ์ที่ต้องการเป็นผลให้บุคลากรเกิดความพยายามในการปฏิบัติงานและแก้ปัญหาในการปฏิบัติงานมากขึ้น

(4) การคำนึงถึงความเป็นปัจเจกบุคคล (Individualized Consideration) หมายถึง พฤติกรรมที่ผู้นำแสดงให้เห็นในการบริหารองค์กรที่เป็นกระบวนการวินิจฉัยและยกระดับความต้องการของผู้ตาม มีการติดต่อกับผู้ตามเป็นรายบุคคล และ

ติดต่อสื่อสารแบบสองทาง เอาใจใส่ความต้องการตามความแตกต่างระหว่างบุคคลของผู้ตามกระจายอำนาจความรับผิดชอบส่งเสริมให้ผู้ตามเกิดจินตภาพด้วยตนเอง มีความมั่นคง สามารถบูรณาการความต้องการ มีทัศนภาพที่ชัดเจนได้รับข่าวสารตามที่ปรารถนาเกิดความต้องการเฉพาะมีความรู้สึกเป็นตัวของตัวเอง มีความรับผิดชอบและควบคุมตัวเองได้ จากนั้นผู้นำสร้างความมั่นใจและส่งเสริมคุณค่าของผลลัพธ์ที่กำหนด

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการวิจัยครั้งนี้ คือบุคลากรที่ปฏิบัติงานในคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ประกอบด้วย บุคลากรประเภทวิชาการ สนับสนุนวิชาชีพเฉพาะ สนับสนุนเชี่ยวชาญเฉพาะ และสนับสนุนทั่วไป สังกัดคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ซึ่งมีจำนวน 3,061 คน

กลุ่มตัวอย่างในการศึกษาครั้งนี้ คือ บุคลากรประเภทวิชาการ สนับสนุนวิชาชีพเฉพาะ สนับสนุนเชี่ยวชาญเฉพาะ และสนับสนุนทั่วไปในสังกัดคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ซึ่งได้กำหนดกลุ่มตัวอย่าง โดยใช้การเทียบตารางของเครจซี่ และมอร์แกน (Krejcie and Morgan, อ้างถึงใน ขวัญตา เกื้อกูลรัฐ, 2554) ได้จำนวน 346 ตัวอย่าง และใช้วิธีการสุ่มตัวอย่างแบ่งชั้นภูมิ (Stratified Sampling) จากนั้นสุ่มกลุ่มตัวอย่างประชากรแต่ละชั้นภูมิโดยการสุ่มตัวอย่างแบบง่าย (Simple random sampling) จะได้กลุ่มตัวอย่าง ดังรายละเอียดในตารางที่ 1

ตารางที่ 1 จำนวนประชากรและกลุ่มตัวอย่าง

ประเภทบุคลากรคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช	จำนวนประชากร	จำนวนกลุ่มตัวอย่าง
1. วิชาการ	326	37
2. สนับสนุนวิชาชีพเฉพาะ	1,298	147
3. สนับสนุนเชี่ยวชาญเฉพาะ	286	32
4. สนับสนุนทั่วไป	1,151	130
รวม	3,061	346

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรที่ใช้ในการวิจัย ได้แก่ ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร ประกอบด้วย การมีอิทธิพลอย่างมีอุดมการณ์หรือการสร้างบารมี (Charismatic or Idealized influence) การสร้างแรงบันดาลใจ (Inspirational motivation) การกระตุ้นการใช้ปัญญา (Intellectual stimulation) และการคำนึงถึงความเป็นปัจเจกบุคคล (Individualized consideration)

ขอบเขตการวิจัย

1. ขอบเขตด้านเนื้อหา

ศึกษาภาวะผู้นำการเปลี่ยนแปลงตามแนวคิดและทฤษฎีของบาส และอโวลิโอ (Bass and Avolio, 1994) ประกอบด้วยคุณลักษณะ 4 ประการ คือ 1) การมีอิทธิพลอย่างมีอุดมการณ์หรือการสร้างบารมี (Charismatic or Idealized influence) 2) การสร้างแรงบันดาลใจ (Inspirational motivation) 3) การกระตุ้นการใช้ปัญญา (Intellectual stimulation) 4) การคำนึงถึงความเป็นปัจเจกบุคคล (Individualized consideration)

2. ขอบเขตด้านประชากร

ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ บุคลากรประเภทวิชาการ และประเภทสนับสนุนของคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัยครั้งนี้ เป็นแบบสอบถาม (Questionnaire) ที่ผู้วิจัยปรับปรุงและพัฒนาขึ้น โดยพิจารณาภายใต้กรอบแนวคิดเชิงทฤษฎีที่ได้จากการศึกษาวิเคราะห์วรรณกรรมและงานวิจัยที่เกี่ยวข้อง รวมทั้งให้สอดคล้องกับคำจำกัดความในการวิจัยที่ได้กำหนดไว้แบ่งเป็น 2 ส่วน ประกอบด้วย ส่วนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถาม เป็นลักษณะแบบตรวจสอบรายการ (Check List) ได้แก่ เพศ อายุ ระดับการศึกษา สถานภาพการปฏิบัติงาน และอายุงานในตำแหน่ง ส่วนที่ 2

แบบสอบถามความคิดเห็นเกี่ยวกับภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช เป็นแบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ คือ มากที่สุด มาก ปานกลาง น้อย และน้อยที่สุด มีความหมาย ดังนี้

5 (มากที่สุด)	หมายถึง	ผู้บริหารมีการปฏิบัติในข้อรายการนั้นมากที่สุด
4 (มาก)	หมายถึง	ผู้บริหารมีการปฏิบัติในข้อรายการนั้นมาก
3 (ปานกลาง)	หมายถึง	ผู้บริหารมีการปฏิบัติในข้อรายการนั้นปานกลาง
2 (น้อย)	หมายถึง	ผู้บริหารมีการปฏิบัติในข้อรายการนั้นน้อย
1 (น้อยที่สุด)	หมายถึง	ผู้บริหารมีการปฏิบัติในข้อรายการนั้นน้อยที่สุด

การตรวจสอบคุณภาพของเครื่องมือโดยผู้ทรงคุณวุฒิ จำนวน 3 ท่าน ได้ผลการตรวจสอบสรุปประเด็นโดยการหาค่าดัชนีความสอดคล้อง (IOC) เท่ากับ 1.00 ทุกข้อคำถาม จึงนำไปทดลองใช้กับบุคลากร จำนวน 30 คน ในองค์กรซึ่งไม่ใช่กลุ่มตัวอย่างในการวิจัย ครั้งนี้ ได้แก่ บุคลากรภายนอกช่วยปฏิบัติงานของคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช และนำไปใช้หาความเชื่อมั่น (Reliability) ของแบบสอบถามที่ได้รับกลับคืนมาโดยใช้วิธีหาค่าสัมประสิทธิ์แอลฟาของครอนบาค (Cronbach, 1990 อ้างถึงใน วาโร เพ็งสวัสดิ์, 2551) ได้ค่าสัมประสิทธิ์แอลฟาเท่ากับ 0.962

ขั้นตอนในการวิจัย

1. การเก็บรวบรวมข้อมูลเพื่อให้การปฏิบัติเป็นไปอย่างถูกต้องและเป็นระบบ ผู้วิจัยได้ดำเนินการเก็บข้อมูลตามขั้นตอนและวิธีการ ดังนี้

1) ประสานงานกับประธานหลักสูตรรัฐประศาสนศาสตรมหาบัณฑิต เพื่อทำหนังสือขออนุญาตถึงคณบดีคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ในการใช้แบบสอบถามเก็บรวมรวมข้อมูลกลุ่มตัวอย่างตามที่กำหนดไว้

2) ส่งหนังสือขออนุมัติในการเก็บรวบรวมข้อมูลพร้อมโครงร่างการวิจัยฉบับย่อ ตัวอย่างเครื่องมือวิจัย และแบบเสนอเพื่อขอรับการพิจารณาจริยธรรมการวิจัย ถึงประธานคณะกรรมการจริยธรรมการวิจัยของคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

3) เมื่อได้รับอนุญาตให้เก็บรวบรวมข้อมูลได้ จึงนำแบบสอบถามไปเก็บรวบรวมข้อมูลจากบุคลากรของคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราชที่เป็นกลุ่มตัวอย่าง และกำหนดวัน เวลาในการขอรับแบบสอบถามคืนภายใน 15 วัน

4) เก็บรวมรวมและติดตามแบบสอบถามที่ยังไม่ได้รับคืน และแจกแบบสอบถามอีกครั้งในรายที่แบบสอบถามสูญหายหรือไม่สมบูรณ์ โดยขยายเวลาอีก 10 วัน

5) นำแบบสอบถามที่ได้รับคืนมาตรวจสอบความสมบูรณ์ และนำข้อมูลแบบสอบถามมาวิเคราะห์ข้อมูล

2. การวิเคราะห์ข้อมูล ผู้วิจัยนำข้อมูลที่ได้จากแบบสอบถามมาวิเคราะห์ ดังนี้

1) รวบรวมข้อมูลทั้งหมดมาตรวจสอบทีละแบบสอบถาม เพื่อพิจารณาความถูกต้องของคำตอบในแต่ละประเด็นเพื่อนำมาใช้ในการคำนวณทางสถิติ โดยใช้โปรแกรมสำเร็จรูป

2) ค่าความถี่ (Frequency) และค่าร้อยละ (Percentage) ใช้วิเคราะห์ข้อมูลลักษณะของตัวอย่างเพื่อจำแนกลักษณะทั่วไปของตัวอย่างที่ใช้ในการวิจัย ได้แก่ เพศ อายุ ระดับการศึกษา ตำแหน่งหน้าที่ อายุงานในตำแหน่ง

3) ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) ใช้วิเคราะห์ข้อมูลคะแนนในการจำแนกผลวิเคราะห์ทางสถิติของตัวแปรที่ใช้ในการวิจัย ได้แก่ ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

สรุปผลการวิจัย

ผู้วิจัยเสนอผลการวิจัยตามวัตถุประสงค์เพื่อศึกษาระดับภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารของคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช และคำถามการวิจัยคือ ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารของคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราชอยู่ในระดับใด โดยนำเสนอข้อมูลผลการวิจัยตามลำดับ ดังนี้

ตอนที่ 1 ผลการวิเคราะห์ข้อมูลปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม

เพศ : ผู้ตอบแบบสอบถามส่วนมากเป็นเพศหญิง มีจำนวน 288 คน คิดเป็นร้อยละ 65.9 และเพศชายมีจำนวน 118 คน คิดเป็นร้อยละ 34.1

อายุ : ผู้ตอบแบบสอบถามมีอายุระหว่าง 36 – 46 ปี มากที่สุด จำนวน 133 คน คิดเป็นร้อยละ และรองลงมามีอายุระหว่าง 25 – 35 ปี จำนวน 91 คน คิดเป็นร้อยละ 26.3

ระดับการศึกษา : ผู้ตอบแบบสอบถามมีการศึกษาระดับปริญญาตรีมากที่สุด จำนวน 212 คน คิดเป็นร้อยละ 61.3 และรองลงมามีการศึกษาสูงกว่าระดับปริญญาตรี จำนวน 79 คน คิดเป็นร้อยละ 22.8

สถานภาพการปฏิบัติงาน : ผู้ตอบแบบสอบถามเป็นพนักงานมหาวิทยาลัยมากที่สุด จำนวน 268 คน คิดเป็นร้อยละ 77.5 และรองลงมาเป็นลูกจ้างประจำ จำนวน 66 คน คิดเป็นร้อยละ 19.1

อายุงานในตำแหน่ง : ผู้ตอบแบบสอบถามมีอายุงานในตำแหน่งนับถึงปัจจุบันมากกว่า 10 ปีมากที่สุด จำนวน 150 คน คิดเป็นร้อยละ 43.4 และรองลงมามีอายุงานในตำแหน่งระหว่าง 6 – 10 ปี จำนวน 105 คน คิดเป็นร้อยละ 30.3

ตอนที่ 2 ผลการวิเคราะห์ข้อมูลด้านภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ในภาพรวมตามองค์ประกอบเฉพาะของภาวะผู้นำการเปลี่ยนแปลง 4 องค์ประกอบ

ผลการวิเคราะห์ข้อมูลด้านภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช โดยใช้สถิติค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) ได้ผลดังตารางที่ 2

ตารางที่ 2 แสดงข้อมูลภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร	$\overline{X}$	S.D.	ระดับ	อันดับ
การมีอิทธิพลอย่างมีอุดมการณ์หรือการสร้างบารมี	3.59	1.03	มาก	1
2. การสร้างแรงบันดาลใจ	3.44	1.17	มาก	4
3. การกระตุ้นการใช้ปัญญา	3.47	1.14	มาก	2
4. การคำนึงถึงความเป็นปัจเจกบุคคล	3.44	1.12	มาก	3
รวม	**3.49**	**1.10**	**มาก**	

ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารของคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ในภาพรวมอยู่ในระดับมาก ($\overline{X}$ = 3.49, S.D.= 1.10) เมื่อพิจารณาเป็นรายข้อ โดยเรียงตามลำดับค่าเฉลี่ย พบว่า ด้านการมีอิทธิพลอย่างมีอุดมการณ์หรือการสร้างบารมี มีค่าเฉลี่ยสูงสุด ($\overline{X}$ = 3.59, S.D.= 1.03) รองลงมาคือด้านการกระตุ้นการใช้ปัญญา ($\overline{X}$ = 3.47, S.D.= 1.14) ด้านการคำนึงถึงความเป็นปัจเจกบุคคล ($\overline{X}$ = 3.44, S.D.= 1.12) และด้านการสร้างแรงบันดาลใจ มีค่าเฉลี่ยน้อยที่สุด ($\overline{X}$ = 3.44, S.D.= 1.17)

ตอนที่ 3 ผลการวิเคราะห์ข้อมูลภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช จำแนกตามองค์ประกอบเฉพาะของภาวะผู้นำการเปลี่ยนแปลง 4 องค์ประกอบ

การมีอิทธิพลอย่างมีอุดมการณ์หรือการสร้างบารมี

ผู้บริหารเป็นผู้นำแนวคิด วิธีการ ความรู้และเทคโนโลยีใหม่ ๆ มาใช้ในการบริหารงาน มีค่าเฉลี่ยสูงสุด ($\overline{X}$ = 3.91, S.D.= 1.03) รองลงมาคือ ผู้บริหารประพฤติตนเป็นที่น่าเชื่อถือ น่าเคารพ น่ายกย่อง น่าเลื่อมใสศรัทธา เป็นแบบอย่างสำหรับผู้ใต้บังคับบัญชา และผู้บริหารทำให้ผู้ใต้บังคับบัญชาเกิดความรู้สึกยินดี ภาคภูมิใจ เต็มใจ ร่วมใจ เมื่อได้ปฏิบัติงานร่วมกัน มีค่าเฉลี่ยเท่ากัน ($\overline{X}$ = 3.58, S.D.= 1.12 และ $\overline{X}$ = 3.58, S.D.= 1.08) ส่วนผู้บริหารมีความเป็นกัลยาณมิตร เปิดใจกว้าง รับฟังความคิดเห็นและข้อเสนอแนะจากผู้ใต้บังคับบัญชา มีค่าเฉลี่ยน้อยที่สุด ($\overline{X}$ = 3.41, S.D.= 1.17)

การสร้างแรงบันดาลใจ

ผู้บริหารส่งเสริมให้ผู้ใต้บังคับบัญชาปฏิบัติงานโดยให้ความไว้วางใจ ให้เกียรติซึ่งกันและกัน มีค่าเฉลี่ยสูงสุด ($\overline{X}$ = 3.49, S.D.= 1.21) รองลงมาคือ ผู้บริหารให้กำลังใจและดูแลผู้ใต้บังคับบัญชา เมื่อต้องเผชิญปัญหาและอุปสรรค ($\overline{X}$ = 3.46, S.D.= 1.19) และผู้บริหารโน้มน้าวให้ผู้ใต้บังคับบัญชาเห็นถึงความสำคัญของภารกิจว่าเป็นสิ่งสำคัญ และน่าภาคภูมิใจ มีค่าเฉลี่ยน้อยที่สุด ($\overline{X}$ = 3.39, S.D.= 1.21)

การกระตุ้นการใช้ปัญญา

ผู้บริหารมีการกระตุ้น การจูงใจและสนับสนุนความคิดใหม่เพื่อให้งานมีประสิทธิภาพ และผู้บริหารแสดงให้ผู้ร่วมงานเห็นว่าปัญหาที่เกิดขึ้นเป็นเรื่องที่ท้าทาย และเป็นโอกาสที่ดีที่จะเรียนรู้และจัดการปัญหานั้น มีค่าเฉลี่ยสูงสุดเท่ากัน ($\overline{X}$ = 3.50, S.D.= 1.18

และ $\overline{X}$ = 3.50, S.D.= 1.17) รองลงมาคือ ผู้บริหารส่งเสริมให้ผู้ใต้บังคับบัญชามีบทบาทเป็นผู้ประสานงาน วิเคราะห์ สังเคราะห์ ความคิดเห็นต่าง ๆ เพื่อให้เกิดความเชี่ยวชาญในการปฏิบัติงาน ($\overline{X}$ = 3.48, S.D.= 1.16) และผู้บริหารส่งเสริมผู้ใต้บังคับบัญชาให้มีความสามารถในการแก้ปัญหาด้วยวิธีการที่หลากหลายอย่างสร้างสรรค์ มีค่าเฉลี่ยน้อยที่สุด ($\overline{X}$ = 3.45, S.D.= 1.15)

การคำนึงถึงความเป็นปัจเจกบุคคล

ผู้บริหารส่งเสริมให้ผู้ใต้บังคับบัญชามีการพัฒนาตนเอง มีค่าเฉลี่ยสูงสุด ($\overline{X}$ = 3.56, S.D.= 1.15) รองลงมาคือ ผู้บริหารเปิดโอกาสให้ผู้ใต้บังคับบัญชาได้ปฏิบัติงานอย่างเต็มความสามารถ ($\overline{X}$ = 3.50, S.D.= 1.19) และผู้บริหารปฏิบัติต่อผู้ใต้บังคับบัญชาด้วยความเสมอภาคเท่าเทียมและยุติธรรม มีค่าเฉลี่ยน้อยที่สุด ($\overline{X}$ = 3.32, S.D.= 1.22)

อภิปรายผลการวิจัย

จากการสรุปผลการวิจัยข้างต้นสามารถนำมาอภิปรายผล ได้ดังนี้

ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารของคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ทั้งในภาพรวมและรายด้านอยู่ในระดับมาก ที่ปรากฏผลเช่นนี้เพราะว่า ผู้บริหารคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราชเป็นผู้นำที่สร้างวิสัยทัศน์หรือมองภาพในอนาคตขององค์กรที่ดีกว่าปัจจุบัน และกำหนดพันธกิจ โดยผู้ใต้บังคับบัญชายอมรับและผู้ใต้บังคับบัญชามีวิสัยทัศน์ของตนที่สอดคล้องกับวิสัยทัศน์ขององค์กร มีกลวิธีใหม่ ๆ ในการทำงานเพื่อให้บรรลุวิสัยทัศน์ที่มีการยึดถือร่วมกัน ทำให้ผู้ใต้บังคับบัญชาเกิดความเชื่อมั่นในกลวิธีที่จะทำให้บรรลุผลสำเร็จ กล้าเสี่ยงเพื่อประโยชน์ขององค์กรและบุคลากร มีการใช้อำนาจส่วนตัวคือ อำนาจความเชี่ยวชาญ เพื่อให้ผู้ใต้บังคับบัญชาทำงานได้สำเร็จและใช้อำนาจอ้างอิงเพื่อเป็นแบบอย่างที่ดีแก่ผู้ใต้บังคับบัญชา รวมทั้งมีคุณสมบัติที่สามารถดึงดูดผู้ใต้บังคับบัญชาได้ เช่นเดียวกับทฤษฎีภาวะผู้นำการเปลี่ยนแปลงของบาสและอโวลิโอ (Bass and Avolio) ที่ผู้นำมีอิทธิพลต่อผู้ร่วมงานและผู้ใต้บังคับบัญชาโดยเปลี่ยนแปลงความพยายามของผู้ร่วมงานและผู้ใต้บังคับบัญชาให้สูงขึ้นกว่าความพยายามที่คาดหวัง พัฒนาความสามารถไปสู่ระดับที่สูงขึ้นและมีศักยภาพมากขึ้น จูงใจให้มองให้ไกลเกินกว่าความสนใจของพวกเขาไปสู่ประโยชน์ของกลุ่มขององค์กรและสังคม สอดคล้องกับแนวคิดของบาส (Bass, 1985 อ้างถึงในสมเกียรติ บาลลา, 2554) ที่ได้สรุปไว้ว่า ภาวะผู้นำการเปลี่ยนแปลงเป็นสิ่งกระตุ้นจูงใจผู้ตามให้กระทำมากกว่าที่คาดหวัง มีความเชื่อมั่นที่จะปฏิบัติเพื่อให้บรรลุผลตามที่ปรารถนาและใช้ความพยายามเพื่อยกระดับความต้องการของผู้ตามให้เป็นลำดับของความต้องการที่สูงขึ้น และสอดคล้องกับแนวคิดของปัญญาวุฒิ ธนาวุฒิ (2558) ได้สรุปถึงภาวะผู้นำการเปลี่ยนแปลงไว้ว่า เป็นพฤติกรรมที่ผู้บริหารมีอิทธิพล โดยให้ความสำคัญของผู้ร่วมงานหรือผู้ตามมีมุมมองเห็นงานในแง่มุมใหม่ ๆ จากการสร้างแรงบันดาลใจ กระตุ้นใช้ปัญญา หรือการคำนึงถึงความเป็นปัจเจกบุคคล โดยที่ผู้นำกระตุ้นจูงใจ ชี้นำและมีส่วนร่วมในการพัฒนาผู้ตามหรือผู้ร่วมงานไปสู่ความสามารถที่สูงขึ้น มีศักยภาพขึ้น นำไปสู่การบรรลุถึงผลงานที่สูงขึ้น ซึ่งจะนำไปสู่การบรรลุประสิทธิผลขององค์กร

นอกจากนี้ ผลการวิจัยยังสอดคล้องกับพัชรพรรณ เวียงเก่า (2561) ได้วิจัยเรื่อง ความสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงของหัวหน้าหอผู้ป่วยกับการเป็นองค์กรแห่งความสุข กลุ่มการพยาบาล โรงพยาบาลแพร่ ผลการวิจัยพบว่า ภาวะผู้นำการเปลี่ยนแปลงของหัวหน้าหอผู้ป่วยตามการรับรู้ของพยาบาลวิชาชีพ โรงพยาบาลแพร่ โดยรวมทุกองค์ประกอบอยู่ในระดับสูง สอดคล้องกับผลการวิจัยของผุสดี จิรนากุล (2562) ได้วิจัยเรื่อง ความสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงกับประสิทธิผลการบริหารงานบุคคลของผู้บริหารสถานศึกษาในอำเภอแม่ฟ้าหลวง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเชียงราย เขต 3 ผลการวิจัยพบว่า ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาในอำเภอแม่ฟ้าหลวง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเชียงราย เขต 3 ในภาพรวมและรายด้านอยู่ในระดับมาก และสอดคล้องกับผลการวิจัยของอรวรรณ ภัทรดำเนินสุข (2564) ได้วิจัยเรื่อง ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารกับแรงจูงใจในการปฏิบัติงานของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสงคราม ผลการวิจัยพบว่า ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสงคราม โดยภาพรวมและรายด้านอยู่ในระดับมาก

ข้อเสนอแนะ

ข้อเสนอแนะในการนำผลการวิจัยไปใช้งาน

1. จากผลการวิจัยพบว่า ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ในภาพรวมมีคะแนนเฉลี่ยอยู่ในระดับมากทุกด้าน แต่ไม่ได้อยู่ในระดับมากที่สุด ดังนั้น มหาวิทยาลัยนวมินทราธิราชควรมีการส่งเสริมการพัฒนาภาวะผู้นำการเปลี่ยนแปลงให้กับผู้บริหารทุกส่วนงานทั้ง 4 ด้าน ได้แก่ การมีอิทธิพลอย่างมีอุดมการณ์หรือการสร้างบารมี การสร้างแรงบันดาลใจ การกระตุ้นการใช้ปัญญา และการคำนึงถึงความเป็นปัจเจกบุคคล ซึ่งจะส่งผลให้การบริหารจัดการมีประสิทธิภาพในการกระตุ้นให้ผู้ใต้บังคับบัญชากระทำเพื่อส่วนรวมจนบรรลุผลสำเร็จเกินกว่าที่คาดหวังไว้

2. จากผลการวิจัยพบว่า ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ในภาพรวมมีคะแนนเฉลี่ยอยู่ในระดับมากทุกด้าน เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีคะแนนเฉลี่ยน้อยที่สุดคือ ด้านการสร้างแรงบันดาลใจ ดังนั้น ผู้บริหารควรโน้มน้าวให้ผู้ใต้บังคับบัญชาเห็นถึงความสำคัญของภารกิจว่าเป็นสิ่งสำคัญ และน่าภาคภูมิใจ ผู้บริหารต้องสร้างความเชื่อมั่นให้กับผู้ใต้บังคับบัญชา เพื่อให้ผู้ใต้บังคับบัญชาเกิดขวัญและกำลังใจ พร้อมที่จะทุ่มเทความพยายามมากเป็นพิเศษในการปฏิบัติงานเพื่อให้บรรลุเป้าหมายขององค์กร นอกจากนี้ ผู้บริหารจะต้องสร้างแรงบันดาลใจให้ผู้ใต้บังคับบัญชารู้สึกว่าตนเองมีคุณค่า และมีความกระตือรือร้นในการปฏิบัติงานให้บรรลุเป้าหมาย อาจใช้คำพูดเพื่อกระตุ้นให้ผู้ใต้บังคับบัญชามั่นใจและกระตือรือร้น โดยพูดให้ผู้ใต้บังคับบัญชาเกิดความภูมิใจในตนเอง พูดเพื่อสร้างขวัญกำลังใจในยามที่ผู้ใต้บังคับบัญชาหมดกำลังใจ ท้อแท้ พูดให้ผู้ใต้บังคับบัญชาเกิดความเชื่อมั่นว่าสามารถทำงานได้สำเร็จและมีคุณภาพ

ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

1. ควรมีการศึกษาวิจัยภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารโดยการใช้วิธีวิจัยเชิงคุณภาพ เนื่องจากจะทำให้ได้ทราบข้อมูลในเชิงลึกมากขึ้น

2. ควรมีการศึกษาวิจัยเกี่ยวกับรูปแบบการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร เพื่อนำผลที่ได้จาการวิจัยมาเป็นข้อมูลในการวางแผนฝึกอบรมเพื่อพัฒนาศักยภาพของผู้บริหารในด้านภาะผู้นำการเปลี่ยนแปลง

3. ควรมีการศึกษาวิจัยด้านปัญหาและอุปสรรคของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร เพื่อให้ทราบสาเหตุของปัญหาและอุปสรรค สามารถนำผลการศึกษาวิจัยมาเป็นแนวทางในการแก้ไขปัญหาเพื่อพัฒนาองค์กรให้มีคุณภาพมากยิ่งขึ้น

เอกสารอ้างอิง

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คุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน)

Quality Of Work Life of Employees of Gas Separation Plant Ptt Public Company Limited

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บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาระดับคุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) (2) เปรียบเทียบคุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) จำแนกตามปัจจัยส่วนบุคคล การวิจัยในครั้งนี้ใช้ระเบียบวิธีวิจัยเชิงปริมาณ กลุ่มตัวอย่างที่ใช้ในการศึกษา คือ พนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) จำนวน 161 คน โดยเครื่องมือที่ใช้ในการวิจัย เป็นแบบสอบถาม ซึ่งวิเคราะห์ข้อมูลโดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าสถิติ ร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์ความแปรปรวนทางเดียว โดยค่านัยสำคัญทางสถิติที่ใช้ในการวิเคราะห์ครั้งนี้ กำหนดไว้ที่ระดับ 0.05 ผลการวิจัยพบว่า (1) คุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ อยู่ในระดับสูง (2) พนักงานโรงแยกก๊าซธรรมชาติ ที่มีปัจจัยส่วนบุคคลด้านอายุ ส่วนที่สังกัด และระยะเวลาที่ปฏิบัติงาน มีผลต่อคุณภาพชีวิตในการทำงาน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และปัจจัยด้านระดับการศึกษา สถานภาพการสมรส และรายได้ต่อเดือน ไม่มีผลต่อคุณภาพชีวิตในการทำงาน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

คำสำคัญ: คุณภาพชีวิตในการทำงาน , พนักงาน ,โรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน)

Abstract

The purposes of this study were to (1) study the level of quality of work life of employees of Gas Separation Plant PTT Public Company Limited. (2) compare the quality of work life of employees of Gas Separation Plant PTT Public Company Limited on personal aspects. 161 employees comprised the study's sample. A questionnaire was utilized for the research. Utilize easily available computer programs to perform data analysis. Included in the statistics used to examine data are percentage and average statistics. Standard deviation, T-test and one-way ANOVA. The statistical significance value used in this analysis is set at 0.05. The study concluded that (1) The level of quality of work life of employees of Gas Separation Plant PTT Public Company Limited was at the high level. (2) According to the hypothesis testing age, department, and period caused difference in quality of work life, the level of significance for statistical testing was 0.05. However, education level, status and income per month did not cause any difference in the quality of work life, the level of significance for statistical testing was 0.05.

Keywords: Quality of work life, Employees, Gas Separation Plant PTT Public Company Limited

บทนำ

การเปลี่ยนแปลงกระแสการพัฒนาของโลกหรือกระแสโลกาภิวัตน์ (Globalization) รวมถึงการเปลี่ยนแปลงของโลกการทำงานในปัจจุบันที่รูปแบบการทำงานเปลี่ยนไป ในยุคเศรษฐกิจที่มีการเปลี่ยนแปลงอย่างพลิกผัน (Disruption Economy) ทำให้เกิดความเจริญก้าวหน้าทางเทคโนโลยีและกลไกการตลาดที่ก่อให้เกิดการเติบโตขนาดใหญ่ ในปัจจุบันการเติบโตอย่างรวดเร็วของเศรษฐกิจทำให้พลังงานและก๊าซธรรมชาติเป็นสิ่งสำคัญต่อระบบเศรษฐกิจและการดำเนินชีวิตของประชาชนในทุกภูมิภาคของโลก เป็นสินค้าที่มีความสากล มีการซื้อขายกันอย่างเสรีทั่วโลก ทำให้การค้าพลังงานและก๊าซธรรมชาติมีการขยายตัวเพิ่มขึ้นเรื่อย ๆ (ชัลวานา ฮะซานี, 2550) การที่กิจการโรงกลั่นน้ำมันและโรงแยกก๊าซธรรมชาติของประเทศไทยจะดำรงอยู่และเจริญเติบโตในสภาวะการแข่งขันของโลกในปัจจุบัน ต้องมีการปรับตัวให้พร้อมกับการแข่งขันและการเปลี่ยนแปลงอยู่เสมอ

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[2] สาขาวิชารัฐศาสตร์ คณะสังคมศาสตร์ มหาวิทยาลัยเกษตรศาสตร์

การเติบโตอย่างรวดเร็วของเศรษฐกิจ ทำให้การใช้น้ำมันและก๊าซธรรมชาติเพิ่มมากขึ้นอย่างมาก ซึ่งต้องมีการลงทุนในปริมาณมหาศาลเพื่อรองรับความต้องการ นอกจากการลงทุนด้านการเงินแล้ว ในการดำเนินการอย่างมีประสิทธิภาพ พัฒนาศักยภาพการแข่งขัน และประสบความสำเร็จตามเป้าหมายเทียบเท่าสากลได้นั้น ทรัพยากรบุคคล (Human Resources) จึงถือเป็นปัจจัยสำคัญอีกประการหนึ่งในการขับเคลื่อนองค์การไปสู่เป้าหมาย ปัจจัยด้านบุคลากรมีความสำคัญต่ออุตสาหกรรมประเภทนี้เป็นอย่างมาก นั้นคือ อุตสาหกรรมการผลิตของโรงกลั่นน้ำมันและโรงแยกก๊าซธรรมชาติ ล้วนต้องการบุคลากรที่มีความรู้ ความสามารถ ประสบการณ์และความเชี่ยวชาญในระดับสูง ซึ่งสิ่งเหล่านี้ต้องใช้ระยะเวลาในการฝึกฝน สั่งสมประการณ์ทางเทคนิคที่เพียงพอ จึงจะสร้างขีดความสามารถ ทักษะที่สอดคล้องกับลักษณะงานที่ต้องการและ การสร้างศักยภาพในเชิงการผลิตได้อย่างต่อเนื่องที่จะส่งผลให้องค์การธุรกิจน้ำมันและก๊าซธรรมชาติสามารถแข่งขันได้ในปัจจุบัน ดังนั้นการให้ความสำคัญต่อทรัพยากรบุคคลจึงเป็นเรื่องที่องค์การไม่สามารถมองข้ามได้ เพื่อให้บุคลากรทำงานได้สอดคล้องกับเป้าหมายขององค์การ ช่วยให้องค์การเข้าใจความต้องการของบุคลากรในแต่ละระดับ กระทั่งทำให้เกิดคุณภาพชีวิตในการทำงานที่ดีส่งผลต่อประสิทธิภาพของผลงาน ทรัพยากรบุคคลเป็นปัจจัยสำคัญในการดำเนินงานขององค์การ องค์การมุ่งหวังให้บุคคลากรมีความรู้ ความสามารถ และความชำนาญในการทำงาน บุคลากรควรจะมีทัศนคติที่ดีต่อองค์การ มีการรับรู้มีจิตสำนึก ของตนเอง มีคุณภาพชีวิตในการทำงานที่ดี มีความผูกพันต่อองค์การ รวมทั้งเป็นสมาชิกที่ดี ขององค์การด้วย ปัจจัยที่กล่าวมานี้ทำให้องค์การมีความเข้มแข็งเพียงพอที่จะรับมือกับความเปลี่ยนแปลงอย่างรวดเร็วในปัจจุบัน ทั้งยังผลักดันให้เป็นองค์การที่มีประสิทธิภาพ บรรลุถึงเป้าหมายได้สำเร็จ ในการจัดการกลยุทธ์ที่วางไว้ องค์การต้องใช้ทรัพยากรบุคคลในองค์การทั้งสิ้น การบริหารจัดการบุคลากรที่ดีจะส่งผลต่อเป้าหมายและความยั่งยืนขององค์การ ในขณะเดียวกันบุคลากรก็ต้องมีความสุขในการทำงาน ดังนั้นคุณภาพชีวิตในการทำงานจึงเป็นเป้าหมาย เมื่อเป้าหมายของทั้งบุคลากรและองค์การมีความสอดคล้องกันแล้ว บุคลากรมีความสุขในการทำงาน เกิดความผูกพันต่อองค์การ เกิดความรู้สึกเป็นส่วนหนึ่งขององค์การ เป็นผลให้เกิดพฤติกรรมการเป็นสมาชิกที่ดีขององค์การตามมา

เมื่อพิจารณาความสำคัญของคุณภาพชีวิตในการทำงาน ซึ่งเป็นปัจจัยสำคัญในการเพิ่มผลผลิตขององค์การตลอดจนการมีคุณภาพชีวิตในการทำงานที่ดีจะเป็นการสร้างเป็นขวัญและกำลังใจของผู้ปฏิบัติงาน องค์ประกอบสำคัญเกี่ยวกับคุณภาพชีวิตนั้น มี 8 ประการ อันได้แก่ ค่าตอบแทนที่เป็นธรรมและเพียงพอ สิ่งแวดล้อมที่ถูกลักษณะและปลอดภัย การเปิดโอกาสให้ผู้ปฏิบัติงานได้พัฒนาความรู้ความสามารถได้เป็นอย่างดีลักษณะงานที่ส่งเสริมความเจริญเติบโตและความมั่นคงให้แก่ผู้ปฏิบัติงาน ลักษณะงานมีส่วนส่งเสริมด้านบูรณาการทางสังคม ลักษณะงานที่ตั้งอยู่บนฐานของกฎหมายหรือกระบวนการยุติธรรมความสมดุลระหว่างชีวิตกับการทำงานโดยส่วนรวม และลักษณะงานมีส่วนเกี่ยวข้องและสัมพันธ์กับสังคมโดยตรง เมื่อคนใช้เวลาส่วนใหญ่ในชีวิตไปกับการทำงาน จึงควรมีสภาวะที่เหมาะสมในการทำงาน เกิดความสุขทั้งร่างกายและจิตใจ มีความรู้สึกว่า มั่นคงทั้ง สุขภาวะทางกาย สุขภาวะทางอารมณ์ สุขภาวะทางจิตวิญญาณ และสุขภาวะทางสังคม ผู้บริหาร จึงต้องใส่ใจกับบุคลากรในองค์การให้ดีเพราะจะส่งผลต่อประสิทธิภาพของผลงานโดยตรง

บริษัท ปตท. จำกัด (มหาชน) ในฐานะบริษัทพลังงานแห่งชาติผู้รับผิดชอบในด้านพลังงานของประเทศไทย ได้ก่อสร้างและดำเนินงานในด้านธุรกิจก๊าซธรรมชาติหลังจากที่ได้มีการค้นพบก๊าซธรรมชาติในอ่าวไทย เพื่อทดแทนการใช้น้ำมันดิบที่ต้องนำเข้าจากต่างประเทศ จึงได้ดำเนินการก่อสร้างโรงแยกก๊าซธรรมชาติหน่วยต่าง ๆ ขึ้นที่ ต.มาบตาพุด อ.เมือง จ.ระยอง เพื่อนำไปใช้เป็นเชื้อเพลิงผลิตไฟฟ้า เพิ่มมูลค่าของก๊าซธรรมชาติและเพื่อตอบสนองความต้องการใช้ก๊าซปิโตรเลียมเหลว รวมทั้งช่วยเสริมสร้างความมั่นคงให้แก่อุตสาหกรรมปิโตรเคมี ในปัจจุบันสังคมมนุษย์มีการพัฒนาและเปลี่ยนแปลงที่รวดเร็ว การเติบโตของเศรษฐกิจส่งผลต่อความต้องการในการใช้น้ำมันและก๊าซธรรมชาติ ทำให้พนักงานส่วนใหญ่ต้องทุ่มเทเวลาการทำงานมากกว่าเดิม เกิดความกดดันในการทำงาน บางครั้งทำให้ไม่มีเวลาหรือไม่สามารถจัดสรรเวลาและให้เวลาสำหรับชีวิตความเป็นอยู่ของตนเอง ครอบครัว เพื่อนฝูงและสังคมได้ ซึ่งสภาพการทำงานดังกล่าวย่อมเสี่ยงต่อภาวะการทำงาน

ดังนั้น การศึกษาคุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง จึงเป็นแนวทางที่จะช่วยให้พนักงานในองค์การสามารถทำงานได้อย่างมีประสิทธิภาพ มีความตั้งใจและทุ่มเทในการทำงานเพื่อความสำเร็จขององค์การ และเป็นส่วนร่วมในการส่งเสริมยกระดับคุณภาพชีวิตการทำงานให้ดียิ่งขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับคุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน)

2. เพื่อเปรียบเทียบคุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) จำแนกตามปัจจัยส่วนบุคคล

วิธีการดำเนินการวิจัย

ประชากรและตัวอย่าง

ประชากรที่ใช้ในการศึกษาครั้งนี้ คือ พนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) จำนวน 161 คน (ข้อมูล ณ วันที่ 15 เดือน พฤศจิกายน 2565) ซึ่งจะทำการศึกษาจากจำนวนประชากรทั้งหมด

ตัวแปรที่ใช้ในการวิจัย

การกำหนดการใช้ตัวแปรสำหรับการวิจัยในครั้งนี้ เป็นตัวแปรอิสระ (Independent Variables) 2 ตัวแปร คือ ปัจจัยส่วนบุคคล โดยแบ่งออกเป็น 6 ด้าน ได้แก่ ด้านอายุ ด้านระดับการศึกษา ด้านสถานภาพสมรส ด้านสังกัดที่ปฏิบัติงาน ด้านรายได้ และด้านระยะเวลาในการทำงาน ส่วนตัวแปรตาม (Dependent Variables) ใช้ทฤษฎีเกี่ยวกับคุณภาพชีวิตการทำงาน โดยแบ่งออกเป็น 8 ด้าน ได้แก่ ค่าตอบแทนที่เพียงพอและยุติธรรม สภาพแวดล้อมที่ปลอดภัยและส่งเสริมสุขภาพ การพัฒนาศักยภาพของผู้ปฏิบัติงาน ความก้าวหน้าและความมั่นคงในงาน การบูรณาการทางสังคม ประชาธิปไตยในองค์การ ความสมดุลระหว่างงานกับชีวิตส่วนตัว และความเกี่ยวข้องสัมพันธ์กับสังคม

วิธีการและอุปกรณ์

1. การศึกษาค้นคว้า จากเอกสารทางวิชาการต่าง ๆ เช่น หนังสือ สารนิพนธ์ วิทยานิพนธ์ งานวิจัย บทความทางวิชาการ วารสาร เอกสาร และงานวิจัยที่เกี่ยวข้อง เป็นข้อมูลพื้นฐานในการกำหนดขอบเขตการศึกษาและประกอบการสร้างแบบสอบถาม

2. การศึกษาเชิงสำรวจ (Survey Study) โดยการใช้แบบสอบถาม (Questionnaire) เป็นเครื่องมือในการศึกษา ซึ่งเป็นแบบสอบถามปลายปิด (closed-ended questions)

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถามที่ผู้วิจัยสร้างขึ้นจากแนวคิด ทฤษฎีและผลงานวิจัยที่เกี่ยวข้อง โดยแบ่งออกเป็น 2 ส่วน คือ ส่วนที่ 1 ปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ อายุ ระดับการศึกษา สถานภาพสมรส สังกัดที่ปฏิบัติงาน รายได้ และระยะเวลาในการทำงาน เป็นแบบตรวจรายการ (Check list) ส่วนที่ 2 แบบสอบถามคุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) โดยส่วนที่ 2 ใช้ลักษณะคำถามเป็นมาตรา ประมาณค่าของ ลิเคิร์ท (Likert Scale) มีเกณฑ์การให้คะแนน 5 ระดับ คือ เห็นด้วยอย่างยิ่ง เห็นด้วย ไม่แน่ใจ ไม่เห็นด้วย และไม่เห็นด้วยอย่างยิ่ง

การทดสอบเครื่องมือที่ใช้ในการวิจัย

ผู้วิจัยได้นำแบบสอบถามที่ได้สร้างขึ้นเพื่อการศึกษาในครั้งนี้ ไปทดสอบหาความตรง (Validity) โดยได้นำเครื่องมือที่สร้างขึ้นเสนอให้อาจารย์ที่ปรึกษาและผู้ทรงคุณวุฒิ แก้ไขปรับปรุงเพื่อความเหมาะสม แก้ไขภาษาและคำถามให้มีความชัดเจนเข้าใจได้ง่ายสำหรับผู้ตอบแบบสอบถาม อีกทั้งเพื่อให้ข้อคำถามแต่ละข้อตรงตามจุดมุ่งหมายและวัตถุประสงค์ของการศึกษาครั้งนี้ แล้วนำไปหาความเชื่อมั่น (Reliability) ผู้วิจัยได้นำแบบสอบถามที่ปรับปรุงแล้วไปทดสอบ (Try-Out) กับกลุ่มตัวอย่างที่มีลักษณะใกล้เคียงกับกลุ่มที่จะศึกษาโดยทดสอบเก็บข้อมูลจากกลุ่มตัวอย่าง จำนวน 40 ชุด เพื่อหาความเชื่อมั่นเป็นรายข้อ (Item analysis) โดยวิธีการหาค่าสัมประสิทธิ์แอลฟา (Cronbach's Alpha Coefficient) ผลการทดสอบพบว่าแบบสอบถามข้อมูลคุณภาพชีวิตในการทำงานมีค่าความเชื่อมั่น เท่ากับ 0.964

ขั้นตอนในการวิจัย

1. การสำรวจเอกสาร จากการเก็บรวบรวมข้อมูลที่เกี่ยวข้องกับเรื่องที่จะศึกษาค้นคว้า จากหนังสือ ตำรา เอกสาร ผลงานวิจัย ซึ่งสามารถค้นคว้าได้จากแหล่งต่างๆโดยเฉพาะห้องสมุด เพื่อนำมาสร้างแบบสอบถามก่อนที่จะนำไปใช้เก็บข้อมูล

2. การสำรวจภาคสนาม นำแบบสอบถามที่สมบูรณ์แล้ว แจกให้พนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน)

3. แบบสอบถามมาตรวจสอบความสมบูรณ์แล้วนำไปประมวลผลและวิเคราะห์ผลทางสถิติ

การวิเคราะห์ข้อมูล

การวิจัยครั้งนี้ ผู้วิจัยนำเสนอข้อมูลที่รวบรวมได้จากแบบสอบถามมาตรวจสอบความถูกต้อง และครบถ้วนของข้อมูล แล้วนำไปประมวลผลวิเคราะห์ข้อมูลด้วยคอมพิวเตอร์ โดยใช้โปรแกรมสำเร็จรูปทางสถิติ (Statistical Computer Ready Made Program) เพื่อให้ผลการวิจัยมีความถูกต้องแม่นยำมากขึ้น และใช้เครื่องมือทางสถิติในการช่วยวิเคราะห์เพื่อใช้ทดสอบสมมติฐาน จัดทำตารางวิเคราะห์ทางสถิติ เพื่อเสนอเป็นผลการวิจัยตามลำดับ

สถิติที่ใช้ในการวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิเคราะห์ข้อมูล และทดสอบสมมติฐานครั้งนี้ ประกอบด้วย (1) ค่าสถิติร้อยละ (Percentage) ใช้อธิบายลักษณะทั่วไปของกลุ่มตัวอย่างที่ศึกษา (2) ค่าเฉลี่ย (Mean) ใช้อธิบายระดับความคิดเห็นต่อคุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) (3) ทดสอบความแตกต่างของค่าเฉลี่ยของกลุ่มตัวอย่าง 2 กลุ่ม ใช้การทดสอบค่าที (t-test) (4) การวิเคราะห์ความแปรปรวนทางเดียว (One-Way ANOVA) ใช้ในการเปรียบเทียบค่าเฉลี่ยของคุณภาพชีวิต

ในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) ซึ่งจำแนกตัวแปรอิสระออกเป็น 3 กลุ่มขึ้นไป เมื่อพบความแตกต่างจึงทำการวิเคราะห์ความแตกต่างของค่าเฉลี่ย โดยวิธีของ LSD โดยมีค่านัยยะสำคัญทางสถิติที่ใช้ในการวิเคราะห์ครั้งนี้กำหนดไว้ที่ระดับ 0.05

ผลการวิจัย

ข้อมูลส่วนใหญ่ของกลุ่มตัวอย่างซึ่งเป็นพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) ทั้งหมดจำนวน 161 คน พบว่ากลุ่มตัวอย่างส่วนมากประกอบด้วย พนักงานที่มีช่วงอายุ 31-40 ปี คิดเป็นร้อยละ 36.6 มีระดับการศึกษาระดับปริญญาตรี คิดเป็นร้อยละ 55.9 มีสถานภาพโสด คิดเป็นร้อยละ 50.3 มีส่วนที่สังกัดส่วนบำรุงรักษาระบบควบคุม คิดเป็นร้อยละ 26.1 มีรายได้ต่อเดือน 45,001 บาทขึ้นไป คิดเป็นร้อยละ 83.9 และมีอายุงาน 10 ปีขึ้นไป คิดเป็นร้อยละ 65.2

ผลการวิเคราะห์ระดับความคิดเห็นของพนักงานโรงแยกก๊าซธรรมชาติ ต่อคุณภาพชีวิตในการทำงาน

จากผลการวิเคราะห์ พบว่า พนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) มีภาพรวมของระดับคุณภาพชีวิตในการทำงาน อยู่ในระดับสูง มีค่าเฉลี่ยรวม 4.24 โดยเมื่อพิจารณาระดับความคิดเห็นต่อคุณภาพชีวิตในการทำงาน ทั้ง 8 ด้านตามลำดับได้ดังนี้ ด้านความรับผิดชอบต่อสังคม มีค่าเฉลี่ยสูงที่สุด คือ 4.46 ด้านสภาพแวดล้อมที่ปลอดภัยและส่งเสริมสุขภาพ มีค่าเฉลี่ย 4.28 ด้านค่าตอบแทนที่เพียงพอและยุติธรรม มีค่าเฉลี่ย 4.26 ด้านความก้าวหน้าและความมั่นคงในงาน มีค่าเฉลี่ย 4.25 ด้านการพัฒนาศักยภาพของผู้ปฏิบัติงาน มีค่าเฉลี่ย 4.23 ด้านการบูรณาการทางสังคมหรือการทำงานร่วมกัน มีค่าเฉลี่ย 4.22 ด้านการรักษาสิทธิส่วนบุคคล มีค่าเฉลี่ย 4.18 และด้านความสมดุลระหว่างการทำงานกับชีวิตส่วนตัว มีค่าเฉลี่ย 4.08

เมื่อทดสอบสมมติฐานที่ผู้วิจัยได้ตั้งไว้ 6 สมมติฐาน โดยทดสอบความสัมพันธ์และเปรียบเทียบความแตกต่างระหว่างตัวแปรอิสระ ได้แก่ อายุ ระดับการศึกษา สถานภาพการสมรส ส่วนที่สังกัด รายได้ต่อเดือน และระยะเวลาที่ปฏิบัติงาน ส่วนตัวแปรตาม ได้แก่ คุณภาพชีวิตในการทำงาน สามารถสรุปได้ดังนี้

ตารางที่ 1 สรุปผลการทดสอบสมมติฐาน

ตัวแปรอิสระ	Sig.	เป็นไปตามสมมติฐาน	ไม่เป็นไปตามสมมติฐาน
1. อายุ	0.044*	✓	-
2. ระดับการศึกษา	0.478	-	✓
3. สถานภาพการสมรส	0.073	-	✓
4. ส่วนที่สังกัด	0.000*	✓	-
5. รายได้ต่อเดือน	0.557	-	✓
6. ระยะเวลาที่ปฏิบัติงาน	0.000*	✓	-

โดยกำหนดระดับนัยสำคัญทางสถิติที่ใช้ในการทดสอบไว้ที่ระดับ 0.05

จากตารางทดสอบสมมติฐานที่ตั้งไว้ 6 สมมติฐาน ผลปรากฏว่า

สมมติฐานที่ 1 พนักงาน ที่มีอายุต่างกัน มีคุณภาพชีวิตในการทำงานแตกต่างกัน ซึ่งเป็นไปตามสมมติฐาน

สมมติฐานที่ 2 พนักงาน ที่มีระดับการศึกษาต่างกัน มีคุณภาพชีวิตในการทำงานไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 3 พนักงาน ที่มีสถานภาพต่างกัน มีคุณภาพชีวิตในการทำงานไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 4 พนักงาน ที่มีส่วนที่สังกัดต่างกัน มีคุณภาพชีวิตในการทำงานแตกต่างกัน ซึ่งเป็นไปตามสมมติฐาน

สมมติฐานที่ 5 พนักงาน ที่มีรายได้ต่อเดือนต่างกัน มีคุณภาพชีวิตในการทำงานไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 6 พนักงาน ที่มีระยะเวลาที่ปฏิบัติงานแตกต่างกัน มีคุณภาพชีวิตในการทำงานแตกต่างกัน ซึ่งเป็นไปตามสมมติฐาน

สรุปผลการวิจัย

การวิจัยเรื่อง คุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) สามารถอภิปรายผลได้ดังนี้

1. ระดับคุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) ในภาพรวมอยู่ในระดับสูง มีค่าเฉลี่ยรวม 4.24 โดยเมื่อพิจารณาคุณภาพชีวิตในการทำงานทั้ง 8 ด้าน ตามลำดับได้ดังนี้ ด้านความรับผิดชอบต่อสังคมมีค่าเฉลี่ยสูงที่สุด คือ 4.46 ด้านสภาพแวดล้อมที่ปลอดภัยและส่งเสริมสุขภาพ มีค่าเฉลี่ย 4.28 ด้านค่าตอบแทนที่เพียงพอและยุติธรรม มีค่าเฉลี่ย 4.26 ด้านความก้าวหน้าและความมั่นคงในงาน มีค่าเฉลี่ย 4.25 ด้านการพัฒนาศักยภาพของผู้ปฏิบัติงาน มีค่าเฉลี่ย 4.23 ด้านการบูรณาการทางสังคมหรือการทำงานร่วมกัน มีค่าเฉลี่ย 4.22 ด้านการรักษาสิทธิส่วนบุคคล มีค่าเฉลี่ย 4.18 และด้านความสมดุลระหว่างการทำงานกับชีวิตส่วนตัว มีค่าเฉลี่ย 4.08 ทั้งนี้อาจเนื่องมาจากพนักงานพึงพอใจในค่าตอบแทน สวัสดิการที่ได้รับมีความยุติธรรมเหมาะสมในการดำเนินชีวิตในปัจจุบัน รู้สึกว่าการทำงานมีประโยชน์ต่อสังคมและส่วนรวมทำให้เห็นคุณค่าและเกิดความภาคภูมิใจ

2. เพื่อเปรียบเทียบปัจจัยคุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) จำแนกตามปัจจัยส่วนบุคคล

2.1 พนักงานที่มีอายุต่างกัน มีคุณภาพชีวิตในการทำงานแตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้แสดงให้เห็นว่า พนักงานของโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท.จำกัด (มหาชน) ที่มีช่วงอายุมากซึ่งมีระยะเวลาในการทำงานที่นานกว่ามีความสามารถในการปรับตัวกับผู้ร่วมงานได้ดี ตลอดจนสามารถรับมือกับการเปลี่ยนแปลงทั้งภายในและภายนอกได้ดี เนื่องจากมีวุฒิภาวะที่สามารถจัดการปัญหาได้ดีกว่า ค่าตอบแทนและสวัสดิการที่สูงกว่าพนักงานใหม่ ซึ่งสอดคล้องกับผลการศึกษาของรุ่งวิกรัย หอมแหยม (2554) ศึกษาเรื่องคุณภาพชีวิตในการทำงานของพนักงานบริษัท เมวะ เอ็นจิเนียริ่ง จำกัด และผลการศึกษาของนรินทร์ อบแพทย์ (2563) ศึกษาเรื่องคุณภาพชีวิตในการทำงาน : กรณีศึกษาบุคลากรในองค์การบริหารส่วนจังหวัดระนอง

2.2 พนักงานที่มีระดับการศึกษาต่างกัน มีคุณภาพชีวิตในการทำงานไม่แตกต่าง ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้แสดงให้เห็นว่า พนักงานของโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท.จำกัด (มหาชน) ในฝ่ายวิศกรรมและบำรุงรักษาโรงแยกก๊าซธรรมชาติ โดยลักษณะงานเน้นไปในทางปฏิบัติ การใช้ทักษะ ความรู้ ความสามารถ ประสบการณ์ เฉพาะทางในการทำงาน ซึ่งส่วนใหญ่ต้องใช้เวลาในการฝึกปรือฝีมือมากกว่าระดับการศึกษา ด้วยเหตุนี้ทำให้การศึกษาไม่มีผลต่อคุณภาพชีวิตในการทำงาน ซึ่งสอดคล้องกับผลการศึกษาของพลอย บูญญาพิทักษ์ (2554) ศึกษาเรื่องคุณภาพชีวิตกับการรักษาความผูกพันต่อองค์การของบุคลากรต่างวัย : กรณีศึกษาบุคลากรในสำนักงานปลัดกระทรวงมหาดไทย การศึกษาของรุ่งวิกรัย หอมแหยม (2554) ศึกษาเรื่องคุณภาพชีวิตในการทำงานของพนักงานบริษัท เมวะ เอ็นจิเนียริ่ง จำกัด และการศึกษาของลิยากร ตริวาลอง (2561) ศึกษาเรื่องคุณภาพชีวิตในการทำงานของพนักงานการเคหะแห่งชาติ

2.3 พนักงานที่มีสถานะทางสมรสต่างกัน มีคุณภาพชีวิตในการทำงานไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้แสดงให้เห็นว่า พนักงานของโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท.จำกัด (มหาชน) ไม่ว่าจะสถานะโสดหรือสมรส ล้วนมีคุณภาพชีวิตในการทำงานที่คล้ายคลึงกันด้านค่าตอบแทนและสวัสดิการ การพัฒนาความสามารถ ความก้าวหน้า ความสมดุลระหว่างชีวิตการทำงานกับชีวิตด้านอื่น ความเกี่ยวข้องกับหน่วยงานส่วนอื่น ไม่แตกต่างกัน ทำให้คุณภาพชีวิตในการทำงานไม่แตกต่างกัน ซึ่งสอดคล้องกับการศึกษาของกฤษฎา ฉัตรวิไล (2561) ศึกษาเรื่องความผูกพันในงานและคุณภาพชีวิตในการทำงานของพนักงานระดับปฏิบัติการ กรณีศึกษา : ฝ่ายการช่างกล การรถไฟแห่งประเทศไทย และการศึกษาของลิยากร ตริวาลอง (2561) ศึกษาเรื่องคุณภาพชีวิตในการทำงานของพนักงานการเคหะแห่งชาติ

2.4 พนักงานที่มีสังกัดการปฏิบัติงานต่างกัน มีคุณภาพชีวิตในการทำงานแตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้แสดงให้เห็นว่า พนักงานของโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) มีรูปแบบการทำงาน ความรับผิดชอบของงานที่แตกต่างกัน เช่น ส่วนบำรุงรักษาระบบควบคุม และส่วนบำรุงรักษาเครื่องกล หน้าที่หลักส่วนใหญ่ต้องลงพื้นที่ในการทำงานภายในโรงแยกก๊าซธรรมชาติทั้งหมด ทำให้มีจำนวนพนักงานที่มากกว่าเพื่อให้เพียงพอต่อการทำงานในแต่ละพื้นที่ที่ดูแล ซึ่งแตกต่างจากส่วนวิศวกรรมเทคนิค ส่วนบริหารแผนงานบำรุงรักษา ส่วนตรวจสอบโรงงาน และส่วนบริหารการซ่อมใหญ่โรงงาน มีหน้าที่สนับสนุน ดูแลรับผิดชอบโครงการ วางแผนภาพรวมของระบบงาน แผนงานสำหรับการบำรุงรักษาประจำปี ซึ่งแผนที่ไว้ต้องเป็นไปตามกรอบระยะเวลา หากเกิดความผิดพลาดอาจก่อให้เกิดความเครียดได้หากไม่เป็นไปตามแผน และลงพื้นที่ในการทำงานเป็นบางครั้ง จำนวนพนักงานในส่วนงานจึงมีน้อย ทำให้สังกัดการปฏิบัติงานต่างกัน มีคุณภาพชีวิตในการทำงานแตกต่างกัน ซึ่งสอดคล้องกับการศึกษาของพลอย บูญญาพิทักษ์ (2554) ศึกษาเรื่องคุณภาพชีวิตกับการรักษาความผูกพันต่อองค์การของบุคลากรต่างวัย : กรณีศึกษาบุคลากรในสำนักงานปลัดกระทรวงมหาดไทย และผลการศึกษาของนรินทร์ อบแพทย์ (2563) ศึกษาเรื่องคุณภาพชีวิตในการทำงาน : กรณีศึกษาบุคลากรในองค์การบริหารส่วนจังหวัดระนอง

2.5 พนักงานที่มีรายได้ต่างกัน มีคุณภาพชีวิตในการทำงานไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่าพนักงานของโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท.จำกัด (มหาชน) ได้รับค่าตอบแทนและสวัสดิการในอัตราที่สูงกว่าค่าแรงขั้นต่ำที่รัฐบาลกำหนด ค่าตอบแทนมีความสมเหตุสมผล สวัสดิการรวมไปถึงบุคคลในครอบครัว ทำให้เพียงพอต่อค่าใช้จ่ายในแต่ละเดือน และสามารถเก็บออม นำไปลงทุนได้ ทำให้พนักงานที่มีรายได้ต่างกัน มีคุณภาพชีวิตในการทำงานไม่แตกต่างกัน ซึ่งสอดคล้องกับการศึกษาของพรรษชล ละลายบาป (2550) ทำการศึกษาเรื่องปัจจัยส่วนบุคคลที่มีผลต่อคุณภาพชีวิตการทำงานของพนักงานปฏิบัติการ กรณีศึกษาในโรงงานอุตสาหกรรมผลิตสินค้าอุปโภค-บริโภค และการศึกษาของกฤษฎา ฉัตรวิไล (2561) ศึกษาเรื่องความผูกพันในงานและคุณภาพชีวิตในการทำงานของพนักงานระดับปฏิบัติการ กรณีศึกษา : ฝ่ายการช่างกล การรถไฟแห่งประเทศไทย

อภิปรายผลการวิจัย

ในการวิจัยเรื่อง “คุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน)” ผลการวิจัยพบว่า คุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) ในภาพรวมอยู่ในระดับสูง โดยมีค่าเฉลี่ย 4.24 เมื่อพิจารณาเป็นรายข้อ พบว่าประเด็นสำคัญที่พนักงานโรงแยกก๊าซธรรมชาติซึ่งเป็นกลุ่มตัวอย่าง มีคุณภาพชีวิตในการทำงานมากที่สุด คือ องค์การของท่านมีนโยบายการพัฒนาชุมชนและสังคม เช่น ร่วมปลูกป่าถาวร โครงการวิสาหกิจชุมชน โครงการชุมชนปลอดภัย (ข้อ 40) มีค่าเฉลี่ยสูงที่สุด คือ 4.56 รองลงมา คือ องค์การของท่านมีส่วนช่วยให้ประเทศชาติสามารถพัฒนาไปในทางที่ดีขึ้น (ข้อ 36) มีค่าเฉลี่ย 4.54 ส่วนประเด็นที่พนักงานโรงแยกก๊าซธรรมชาติ มีคุณภาพชีวิตในการทำงาน น้อยที่สุด คือ ท่านมักจะไม่ต้องทำงานนอกเวลา หรือนำงานกลับไปทำต่อที่บ้าน (ข้อ 34) มีค่าเฉลี่ยน้อยที่สุด คือ 3.83

จากประเด็นที่พนักงานโรงแยกก๊าซธรรมชาติ มีคุณภาพชีวิตในการทำงานน้อยที่สุด ในประเด็นที่ว่าท่านมักจะไม่ต้องทำงานนอกเวลา หรือนำงานกลับไปทำต่อที่บ้าน แสดงให้เห็นว่าพนักงานโรงแยกก๊าซธรรมชาติ ซึ่งเป็นกลุ่มตัวอย่างนั้นต้องทำงานนอกเวลาและนำงานกลับไปทำต่อที่บ้าน โดยเมื่อแยกวิเคราะห์ข้อมูลระดับคุณภาพชีวิตในการทำงานของพนักงานโรงแยกก๊าซธรรมชาติ จังหวัดระยอง บริษัท ปตท. จำกัด (มหาชน) เป็นรายด้าน พบว่า ด้านความรับผิดชอบต่อสังคม มีค่าเฉลี่ยสูงที่สุด รองลงมาคือ ด้านสภาพแวดล้อมที่ปลอดภัยและส่งเสริมสุขภาพ ด้านค่าตอบแทนที่เพียงพอและยุติธรรม ด้านความก้าวหน้าและความมั่นคงในงาน ด้านการพัฒนาศักยภาพของผู้ปฏิบัติงาน ด้านการบูรณาการทางสังคมหรือการทำงานร่วมกัน ด้านการรักษาสิทธิส่วนบุคคล และด้านความสมดุลระหว่างการทำงานกับชีวิตส่วนตัว ตามลำดับ ทั้งนี้อาจเนื่องมาจากพนักงานโรงแยกก๊าซธรรมชาติ พึงพอใจในงานที่ได้รับมอบหมายและทำงานอยู่ในปัจจุบัน รู้สึกว่างานที่ทำอยู่เป็นประโยชน์ต่อสังคมส่วนรวม และประเทศชาติ ทำให้เกิดความภาคภูมิใจในตนเอง ซึ่งเป็นสิ่งที่ทำให้พนักงานโรงแยกก๊าซธรรมชาติเกิดความรู้สึกในทางด้านบวกมากกว่าด้านลบ โดยผลการศึกษาสอดคล้องกับงานวิจัยของรุ่งวิกรัย หอมแหยม (2554) ศึกษาเรื่องคุณภาพชีวิตในการทำงานของพนักงานบริษัท เมวะ เอ็นจิเนียริ่ง จำกัด

โดยจากการทดสอบสมมติฐานที่ตั้งไว้ 6 สมมติฐาน ผลปรากฏว่าไม่เป็นไปตามสมมติฐานที่ตั้งไว้ 3 สมมติฐาน ได้แก่ ระดับการศึกษา สถานภาพการสมรส และรายได้ต่อเดือน สำหรับผลการทดสอบที่เป็นไปตามสมมติฐานที่ตั้งไว้ 3 สมมติฐาน ได้แก่ ระดับอายุ ส่วนที่สังกัด และระยะเวลาที่ปฏิบัติงาน

ข้อเสนอแนะ

ข้อเสนอแนะจากการวิจัย

1. ควรสร้างสมดุลระหว่างการทำงานกับชีวิตส่วนตัวที่เหมาะสม มีการกำหนดเวลาชีวิตการทำงาน และชีวิตส่วนตัวในตารางประจำวันด้วยหลังจากเลิกงาน และควรจัดลำดับความสำคัญในชีวิต

2. องค์การควรสนับสนุนการมีคุณภาพชีวิตที่ดีในการทำงานของพนักงาน กำหนดค่าตอบแทนที่เพียงพอและเป็นธรรม ปรับปรุงสวัสดิการ ให้สอดคล้องกับความต้องการของพนักงานในสภาพปัจจุบัน ให้พนักงานเกิดความพึงพอใจโดยการได้รับการตอบสนองความต้องการ

3. องค์การควรพัฒนาบุคลากร พัฒนาศักยภาพ ระบบการฝึกอบรมบุคลากรที่มีมาตรฐานและต่อเนื่อง

4. องค์การควรพัฒนาศักยภาพผู้บังคับบัญชา เป็นผู้นำการเปลี่ยนแปลง มีความยืดหยุ่น ทักษะการฟัง วิสัยทัศน์ เพิ่มความเสมอภาค การดูแลเอาใจใส่ และให้ความสนใจข้อเสนอแนะของผู้ใต้บังคับบัญชาอย่างเท่าเทียมกัน เพื่อสร้างขวัญและกำลังใจในการทำงานของผู้ใต้บังคับบัญชา

5. องค์การควรมีตำแหน่งงานที่พร้อมให้พนักงานก้าวสู่ตำแหน่งที่สูงกว่า และการเลื่อนขั้นที่เหมาะสม เป็นธรรม

6. องค์การควรส่งเสริมการทำงานร่วมกัน เน้นการทำงานเป็นทีม รับฟังเสียงทุก ๆ คนในทีมอย่างเท่าเทียมกัน และแก้ปัญหาด้วยเหตุผลที่ดีที่สุด

ข้อเสนอแนะในการศึกษาครั้งต่อไป

1. การศึกษาค้นคว้าครั้งนี้เป็นการศึกษาเฉพาะพนักงานที่ปฏิบัติงานภายในฝ่ายวิศวกรรมและบำรุงรักษาโรงแยกก๊าซธรรมชาติ เท่านั้น ไม่สามารถสรุป อธิบายคุณภาพชีวิตของพนักงานได้ทั้งหมด ในการศึกษาวิจัยครั้งต่อไปควรศึกษาเปรียบเทียบพนักงานในฝ่ายอื่น ๆ ด้วย ซึ่งจะทำให้ความชัดเจนได้มากยิ่งขึ้น สามารถนำไปพัฒนาคุณภาพชีวิตของพนักงานต่อไป

2. ควรมีการศึกษาคุณภาพชีวิตในการทำงานของพนักงานในองค์การอื่น ๆ ในกลุ่มธุรกิจใกล้เคียงกัน เพื่อให้ทราบถึงระดับคุณภาพชีวิตในการทำงานของพนักงานในวิชาชีพเดียวกัน เพื่อนำผลที่ได้มาวิเคราะห์เปรียบเทียบหาแนวทางในการพัฒนาคุณภาพชีวิตในการทำงานต่อไป

3. การศึกษาค้นคว้าครั้งนี้เป็นการวิจัยเชิงปริมาณ โดยใช้วิธีการเก็บข้อมูลจากแบบสอบถาม ซึ่งในการศึกษาครั้งต่อไปอาจใช้วิธีการเก็บข้อมูลเชิงคุณภาพ โดยเป็นการสัมภาษณ์เชิงลึก เช่น ผู้จัดการ หัวหน้างาน และพนักงาน เป็นต้น เพื่อให้ได้ข้อมูลที่มีความละเอียดและชัดเจนมากยิ่งขึ้น

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การมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อ.เมือง จ.นราธิวาส

The Public Political Participation in Kaluwo Subdistrict Administrative Organization Mueang Narathiwat District, Narathiwat Province

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บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อศึกษาการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส พบว่า ระดับการมีส่วนร่วมทางการเมืองของประชาชนโดยรวมอยู่ในระดับกลาง เมื่อจำแนกเป็นรายด้าน พบว่า กลุ่มตัวอย่างมีส่วนร่วมในด้านกิจกรรมการออกเสียงเลือกตั้งมากที่สุด ด้านกิจกรรมการพูดคุยปรึกษาเรื่องการเมืองรองลงมา และน้อยที่สุดคือด้านกิจกรรมการจัดตั้งและเป็นสมาชิกกลุ่มต่างๆ ทางการเมือง และเมื่อพิจารณาปัจจัยที่มีผลต่อการมีส่วนร่วมทางการเมืองของประชาชนฯ พบว่า ระดับการศึกษา ระดับรายได้ และการรับรู้สถานการณ์ทางการเมือง มีผลต่อการมีส่วนร่วมทางการเมือง ในขณะที่ เพศ อายุ ศาสนา และอาชีพ ไม่มีผลต่อการมีส่วนร่วมทางการเมือง จากข้อมูลสรุปว่าประชาชนในพื้นที่ดังกล่าวมีระดับการรับรู้สถานการณ์ทางการเมืองโดยรวมอยู่ในระดับสูง ทั้งในเรื่องข้อมูลข่าวสารทางการเมือง สถานการณ์การเลือกตั้ง เครือข่ายชุมชนทางการเมือง และนโยบายและผลงานในพื้นที่ แต่ประชาชนในพื้นที่ยึดติดกับการมีส่วนร่วมทางการเมืองในแบบที่เรียบง่าย เช่น การไปใช้สิทธิ์เลือกตั้ง การพูดคุยปรึกษาเรื่องการเมือง แต่ยังไม่มีส่วนร่วมทางการเมืองในประเด็นที่มีความซับซ้อน เช่น การเรียกร้องประเด็นสาธารณะ การจัดตั้งเป็นสมาชิกกลุ่มต่างๆ ทางการเมือง เป็นต้น ทำให้ระดับการการมีส่วนร่วมทางการเมืองโดยรวมอยู่ในระดับกลาง
คำสำคัญ: การมีส่วนร่วมทางการเมือง, กะลุวอ, นราธิวาส

Abstract

This paper aims to study public political participation in Kaluwo Subdistrict Administrative Organization Mueang Narathiwat District, Narathiwat Province, had found that overall the Public Political Participation level is average. When classified, the representative sample had participated in elections the most. Following by political conversational activity. The least is organizing and being a part of a political group. Moreover, the research found the factors that affect public political participation which are levels of education, income, and political awareness. While genders, ages, beliefs, and occupations are not affected. The data showed that people in this area have a level of political awareness in a high degree, which involves political information, election situation, political communion network, policy, and political performance. However, people still cling to simple public political participation such as going to vote, having political conversations, and consulting. Yet, in complex matters, like public issues demonstrating and organizing, and being a part of political groups, people are not participating much. As a result, the level of public political participation is on average.
Keywords: Public Political Participation, Kalowo, Narathiwat

บทนำ

การก้าวเข้าสู่การเปลี่ยนแปลงการปกครองของประเทศไทย จากระบอบสมบูรณาญาสิทธิราชย์ มาสู่ระบอบการปกครองแบบประชาธิปไตยอันมีพระมหากษัตริย์ทรงเป็นประมุข ได้ทำให้เกิดการเปลี่ยนแปลงในหลายด้าน นับตั้งแต่วันที่ 24 มิถุนายน 2475 หากนับเวลามาจนถึงปัจจุบันเป็นเวลามากกว่า 90 ปี ระยะเวลาดังกล่าวได้หล่อหลอมวัฒนธรรม ขนบธรรมเนียม และประเพณีต่างๆ ของไทยเข้าด้วยกันกับรูปแบบการปกครอง รวมทั้งตลอดระยะเวลาที่ผ่านมารูปแบบการปกครองก็ได้มีการพัฒนาและปรับเปลี่ยนกฎเกณฑ์ กติกาอยู่เสมอมา จนกระทั่งกลายเป็นการปกครองในระบบประชาธิปไตยที่มีเอกลักษณ์ โดยการปกครองในระบอบดังกล่าวนี้

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จะมีหลักการสำคัญคือ จะมีการแบ่งการปกครองออกเป็น 3 ฝ่าย ได้แก่ ฝ่ายนิติบัญญัติ ฝ่ายตุลาการ และฝ่ายบริหาร ซึ่งแต่ละฝ่ายมีหน้าที่ของตนเอง รวมถึงแต่ละฝ่ายจะมีการดุลอำนาจซึ่งกันและกัน

ในปัจจุบัน สถานการณ์ทางการเมืองในประเทศไทยเรียกได้ว่ากำลังมีความพยายามเปลี่ยนแปลงให้เป็นประเทศที่ปกครองด้วยระบอบประชาธิปไตยที่มากขึ้น หรือเรียกได้ว่ากำลังเปลี่ยนแปลงเข้าสู่การปกครองแบบระบอบประชาธิปไตยที่แท้จริง หากแต่การไปถึงจุดดังกล่าวได้นั้นองค์ประกอบสำคัญอย่างหนึ่งเลยคือ การมีส่วนร่วมทางการเมืองของประชน เพราะการปกครองในระบอบประชาธิปไตยนั้น เป็นการปกครองที่ถือว่าทุกคนมีสิทธิมีเสียงที่เท่ากัน โดยในรัฐธรรมนูญซึ่งเป็นกฎหมายสูงสุดของประเทศ ได้กล่าวถึงการแสดงความคิดเห็นทางการเมือง ซึ่งถือเป็นหนึ่งสิ่งในการมีส่วนร่วมทางการเมือง โดยกล่าวไว้ในหมวดที่ 3 ว่า “...สิทธิและเสรีภาพของปวงชนชาวไทย ส่งผลให้ประชาชนชาวไทยสามารถมีเสรีภาพในการแสดงความคิดเห็น การพิมพ์ การเขียน...” ตามมาตราที่ 34

“...การมีส่วนร่วมทางการเมือง มีความสำคัญต่อการพัฒนาประชาธิปไตย คือ ทำให้ผู้ปกครองและผู้ถูกปกครองได้มีโอกาสทราบความต้องการของกันและกันอย่างแท้จริง ทำให้การดำเนินนโยบายของรัฐตอบสนองต่อผู้เป็นเจ้าของประเทศในด้านเศรษฐกิจการเมืองและสังคม...” (อัญธิษฐา อักษรศร, 2562) อีกทั้งการมีส่วนร่วมทางการเมืองของประชาชน ยังแสดงออกถึงอำนาจสูงสุด 5 ประการดังนี้ (โกวิท วงศ์สุรวัฒน์, 2546, หน้า 31) 1.) การเลือกตั้งแบบเลือกตั้ง (election) 2.) การลงประชามติ (referendum) 3.) ประชาชนมีสิทธิเสนอร่างกฎหมาย (initiative) 4.) ประชาชนสามารถตัดสินใจในประเด็นสำคัญเกี่ยวกับนโยบายแห่งรัฐ 5.) ประชาชนสามารถเปลี่ยนผู้ดำรงตำแหน่งสำคัญทางราชการได้

จากข้อมูลของกรมส่งเสริมการปกครองท้องถิ่น พบว่าการปกครองของประเทศไทยในปัจจุบัน ได้แบ่งการปกครองออกเป็นองค์การบริหารส่วนจังหวัด 76 แห่ง เทศบาล 2,472 แห่ง(เทศบาลนคร 30 แห่ง เทศบาลเมือง 195 แห่ง และเทศบาลตำบล 2,247 แห่ง) องค์การบริหารส่วนตำบล 5,300 แห่ง และองค์กรปกครองท้องถิ่นรูปแบบพิเศษ (กรุงเทพมหานครและเมืองพัทยา) ๒ แห่ง รวมทั้งสิ้น 7,850 แห่ง (กรมส่งเสริมการปกครองท้องถิ่น, 2563) จะเห็นว่าด้วยจำนวนการปกครองส่วนท้องถิ่นที่แยกย่อยออกมากว่า 7,850 แห่งนั้น เมื่อเราหยิบยกการศึกษาการมีส่วนร่วมของประชาชนในแต่ละท้องถิ่น หรือแต่ละพื้นที่ ที่ได้มีผู้ทำการศึกษาไว้แล้วมาทำความเข้าใจ เราย่อมที่จะได้รับรู้ถึงข้อมูลและผลการศึกษาที่แตกต่างกัน เนื่องด้วยสภาพสังคมแต่ละท้องถิ่นที่มีความแตกต่างกัน รวมไปถึงปัจจัยพื้นฐานของแต่ละบุคคลที่มีทั้งความเหมือนและความแตกต่างกัน ดังนั้นทางผู้วิจัยเล็งเห็นถึงประเด็น ปัญหา และข้อมูลต่างๆที่รอการศึกษาจากพื้นที่ท้องถิ่นของผู้วิจัย

จากข้อมูลของสำนักงานท้องถิ่นจังหวัดนราธิวาส พบว่า จังหวัดนราธิวาสแบ่งการปกครองภูมิภาคเป็น 13 อำเภอ การปกครองท้องที่ 77 ตำบล 589 หมู่บ้าน และมีการจัดการปกครองท้องถิ่น ดังนี้ 1.) รูปแบบองค์การบริหารส่วนจังหวัดจำนวน 1 แห่ง โดยใช้พื้นที่ทั้งจังหวัด 2.) รูปแบบเทศบาลใช้พื้นที่ตำบลทั้งตำบล แต่เทศบาลบางแห่งใช้พื้นที่ไม่ครบทั้งพื้นที่ตำบล ปัจจุบัน มีจำนวน 16 เทศบาล แยกเป็นเทศบาลเมืองจำนวน 3 แห่ง เทศบาลตำบลจำนวน 13 แห่ง 3.) รูปแบบองค์การบริหารส่วนตำบล ใช้พื้นที่ตำบลทั้งตำบลและบางแห่งรวมพื้นที่ตำบลอื่น หรือพื้นที่ติดเขตเทศบาล มีจำนวน 72 แห่ง

องค์การบริหารส่วนตำบลกะลุวอ เป็น 1 ใน 78 พื้นที่การปกครองของจังหวัดนราธิวาส โดยองค์การบริหารส่วนตำบลกะลุวอมีจำนวนหมู่บ้านทั้งสิ้น 8 หมู่บ้าน ประกอบด้วยหมู่บ้าน หมู่1 บ้านยาบี, หมู่2 บ้านกำแพง, หมู่3 บ้านกาแนะ, หมู่4 บ้านกูแบสาลอ, หมู่5 บ้านจาเราะสะโตร์, หมู่6 บ้านโคกศิลา, หมู่7 บ้านรอตันมาตู และหมู่ 8 บ้านกาโมแร ซึ่งมีประชากรทั้งสิ้น 11,630 คน (ข้อมูลจากองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมืองนราธิวาส จังหวัดนราธิวาส, 2564) จากข้อมูลดังกล่าวจะพบว่าในพื้นที่องค์การบริหารส่วนตำบลกะลุวอ เป็นพื้นที่ที่มีความหลากหลาย และมีผู้คนอาศัยอยู่เป็นจำนวนมาก

จากการกล่าวมาข้างต้น ผู้วิจัยประสงค์ที่จะศึกษาการมีส่วนร่วมมือทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส เนื่องด้วยผู้วิจัยต้องการจะศึกษากลุ่มประชาชนในเขตพื้นที่ภูมิลำเนาของตน เพื่อศึกษาถึงสาเหตุว่าเหตุใดประชาชนในเขตพื้นที่ดังกล่าวถึงมีพฤติกรรมการมีส่วนร่วมทางการเมืองที่เป็นอยู่ และเพื่อที่จะศึกษาปัจจัยต่างๆที่ส่งผลต่อการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส

วัตถุประสงค์

1. เพื่อศึกษาระดับการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส

2. เพื่อศึกษาปัจจัยส่วนบุคคล และการรับรู้สถานการณ์ทางการเมือง ที่มีผลต่อการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส

แนวคิดเกี่ยวกับการมีส่วนร่วมทางการเมือง

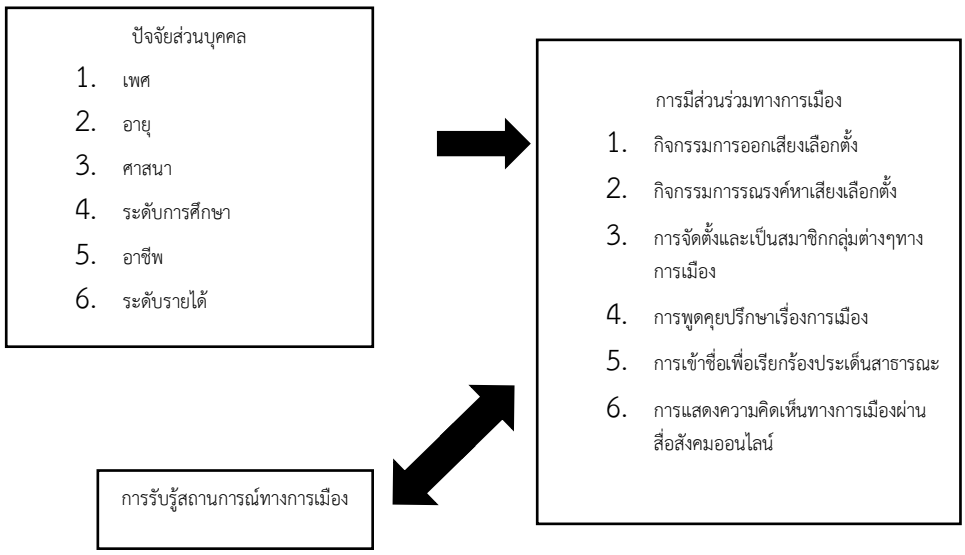
การมีส่วนร่วมทางการเมืองเป็นกิจกรรมที่ประชาชนมีส่วนร่วมในการปกครอง ตามสิทธิที่กำหนดโดยระบบการเมืองและกฎหมายในการกระทำเป็นการกระทำโดยสมัครใจของประชาชนเพื่อมีอิทธิพลต่อการกำหนดนโยบายของรัฐทั้งในการเมืองและการปกครองระดับท้องถิ่นและระดับชาติ รวมไปถึงการตรวจสอบการทำงานของรัฐบาล ไปจนถึงการตั้งคำถามในแสดงความคิดคิดที่มองว่าเป็นปัญหาของการบริหารประเทศในแต่ละวาระ(กนก จินดา, 2557)

การมีส่วนร่วมทางการเมือง ได้มีการกำหนดนิยามไว้ ดังนี้ (Weiner, 1971, pp. 161-163)

1. การให้การสนับสนุน หรือเรียกร้องให้ผู้นำในรัฐบาลเพื่อตอบสนองต่อความต้องการ
2. ความพยายามที่จะสร้างผลกระทบต่อการปฏิบัติงานของรัฐบาลที่มีประสิทธิผล
3. กิจกรรมทางการเมืองที่ชอบด้วยกฎหมาย เช่น การลงคะแนนเสียง
4. การใช้สิทธิเลือกตั้งผู้แทนเพื่อใช้อำนาจแทนตน
5. ความรู้สึกแปลกแยกหรือตีตนออกจากระบบการเมือง อันเนื่องจาก การถูกกีดกันไม่ให้เข้ามีส่วนร่วมทางการเมือง กลุ่มคนแบบนี้มีศักยภาพที่จะกลับเข้ามาใหม่ และเปลี่ยนแปลงระบบการเมืองเพื่อให้เป็นไปตามแนวทางที่พวกเขาเห็นว่าเหมาะสมหรือยุติธรรมกว่า
6. กิจกรรมของนักเคลื่อนไหวทางการเมือง ซึ่งกิจกรรมเหล่านี้รวมถึงการพูด การกล่าวถึงปัญหา ไม่จำเป็นเสมอไปที่จะต้องอยู่ในรูปแบบของการใช้สิทธิเลือกตั้ง
7. กิจกรรมทางการเมืองทุกประเภททั้งที่มีความรุนแรงและไม่ใช้ความรุนแรง
8. กิจกรรมทางการเมือง และกิจกรรมที่มีอิทธิพลต่อการปฏิบัติงานของเจ้าหน้าที่รัฐ
9. กิจกรรมต่างๆ ที่กระทบต่อการเมืองระดับชาติ แต่อาจมองว่าจะต้องรวมถึงกิจกรรมที่กระทบต่อองค์กรส่วนท้องถิ่นด้วย
10. กิจกรรมทุกชนิดที่เป็นการเมือง

การมีส่วนร่วมทางการเมืองของประชาชนเพื่อแสดงออกถึงอำนาจสูงสุด 5 ประการดังนี้ (โกวิท วงศ์สุรวัฒน์, 2546, หน้า 31)

1. การเลือกตั้งแบบเลือกตั้ง (election)
2. การลงประชามติ (referendum)
3. ประชาชนมีสิทธิเสนอร่างกฎหมาย (initiative)
4. ประชาชนสามารถตัดสินใจในประเด็นสำคัญเกี่ยวกับนโยบายแห่งรัฐ
5. ประชาชนสามารถเปลี่ยนผู้ดำรงตำแหน่งสำคัญทางราชการได้



กรอบแนวคิดในการวิจัย

วิธีดำเนินการวิจัย

การวิจัยเรื่องการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส เป็นการวิจัยเชิงปริมาณ (Quantitative Research) โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล

ประชากรที่ใช้ในการวิจัยครั้งนี้ คือ ประชาชนที่มีอายุ 18 ปีขึ้นไปที่มีสิทธิ์เลือกตั้ง จำนวน 7,909 คน (องค์การบริหารส่วนตำบลกะลุวอ อำเภอเมืองนราธิวาส จังหวัดนราธิวาส, 2564) ในเขตองค์การบริหารส่วนตำบล กะลุวอ อำเภอเมือง จังหวัดนราธิวาส โดยมีกลุ่มตัวอย่างจำนวน 312 คน จากการหาจำนวนกลุ่มตัวอย่าง (Sample size) ที่เหมาะสมด้วยโปรแกรมสำเร็จรูป G*Power

ในการวิจัยครั้งนี้ ผู้วิจัยวิเคราะห์ข้อมูล โดยใช้สถิติพรรณนา ได้แก่ ค่าร้อยละ(Percentage) ค่าเฉลี่ย(Mean) ค่าเบี่ยงเบนมาตรฐาน(Standard Deviation) และสถิติอนุมาน ได้แก่ การวิเคราะห์จำแนกพหุ (Multiple Classification Analysis) โดยการวิจัยครั้งนี้กำหนดระดับนัยสำคัญทางสถิติไว้ที่ระดับ 0.05

ผลการวิจัย

ข้อมูลทั่วไปเกี่ยวกับกลุ่มตัวอย่าง โดยกลุ่มตัวอย่างในการวิจัยนี้ ส่วนใหญ่เป็นเพศหญิง อายุระหว่าง 40-59 ปี ศาสนาพุทธ มีการศึกษาในระดับประถมศึกษา มีระดับรายได้ไม่เกิน 10,000 บาท และมีอาชีพรับจ้างทั่วไป

การมีส่วนร่วมทางการเมืองในภาพรวมอยู่ในระดับกลาง ($\bar{x}$ = 2.46) และเมื่อพิจารณาเป็นรายด้าน พบว่า กลุ่มตัวอย่างมีส่วนร่วมทางการเมืองในกิจกรรมการออกเสียงเลือกตั้งมากที่สุด ($\bar{x}$ = 3.60) รองลงมา คือ กิจกรรมการพูดคุยปรึกษาเรื่องการเมือง ($\bar{x}$ = 2.44) และกิจกรรมการจัดตั้งและเป็นสมาชิกกลุ่มต่างๆ ทางการเมืองน้อยที่สุด ($\bar{x}$ = 1.81)

การรับรู้สถานการณ์ทางการเมืองในภาพรวมอยู่ในระดับสูง ($\bar{x}$ = 3.84) โดยกลุ่มตัวอย่างมีการรับรู้สถานการณ์ทางการเมืองด้านสถานการณ์การเลือกตั้งมากที่สุด ($\bar{x}$ = 4.10) รองลงมาคือ ด้านข้อมูลข่าวสารทางการเมือง ($\bar{x}$ = 3.92) และด้านนโยบายและผลงานในพื้นที่น้อยที่สุด ($\bar{x}$ = 3.47)

ตัวแปรอิสระ	การมีส่วนร่วมทางการเมืองของผู้สูงอายุ		
	ระดับนัยสำคัญ	เป็นไปตามสมมติฐาน	ไม่เป็นไปตามสมมติฐาน
ปัจจัยส่วนบุคคล			
1. เพศ	0.798		✓
2. อายุ	0.544		✓
3. ศาสนา	0.192		✓
4. ระดับการศึกษา	0.000*	✓	
5. ระดับรายได้	0.000*	✓	
6. อาชีพ	0.267		✓
การรับรู้สถานการณ์ทางการเมือง	0.000*	✓	

ดังนั้น สามารถสรุปผลการทดสอบสมมติฐานได้ดังนี้

1. เพศไม่มีผลต่อการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส ไม่เป็นไปตามสมมติฐานที่ตั้งไว้

2. อายุไม่มีผลต่อการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส ไม่เป็นไปตามสมมติฐานที่ตั้งไว้

3. ศาสนาไม่มีผลต่อการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส ไม่เป็นไปตามสมมติฐานที่ตั้งไว้

4. ระดับการศึกษามีผลต่อการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส เป็นไปตามสมมติฐานที่ตั้งไว้

5. ระดับรายได้มีผลต่อการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส เป็นไปตามสมมติฐานที่ตั้งไว้

6. อาชีพไม่มีผลต่อการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส ไม่เป็นไปตามสมมติฐานที่ตั้งไว้

7. การรับรู้สถานการณ์ทางการเมืองมีผลต่อการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส เป็นไปตามสมมติฐานที่ตั้งไว้

จากการวิจัยการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส พบว่าในภาพรวมระดับการมีส่วนร่วมทางการเมืองอยู่ในระดับกลาง ($\overline{x}$ = 2.46) อภิปรายได้ว่าด้านการออกเสียงเลือกตั้งเป็นด้านที่มีการมีส่วนร่วมมากที่สุด ทั้งนี้อันเนื่องมาจากประชาชนในพื้นที่มีการไปใช้สิทธิ์เลือกตั้งตามรัฐธรรมนูญกันเป็นจำนวนมาก อ้างอิงจากสถิติการเลือกตั้งสมาชิกองค์การบริหารส่วนตำบลกะลุวอ เมื่อวันที่ 28 พฤศจิกายน 2564 ที่มีผู้ไปใช้สิทธิ์ร้อยละ 74.66 โดยประชาชนเองก็มีการชักชวนกันและกันไปใช้สิทธิ์เลือกตั้ง รวมทั้งยังมีการเข้าร่วมกิจกรรมเกี่ยวกับการสาธิตการลงคะแนนเสียงเลือกตั้งอีกด้วย จะเห็นว่าประชาชนส่วนใหญ่นั้นให้ความสำคัญกับการเลือกตั้งเป็นอย่างมาก ซึ่งเป็นไปตามหลักการแห่งประชาธิปไตยที่มองว่าการเลือกตั้งเป็นหนึ่งในหัวใจสำคัญของระบอบประชาธิปไตย และด้านการพูดคุยปรึกษาเรื่องการเมืองเป็นด้านที่มีการมีส่วนร่วมมากรองลงมา ทั้งนี้เนื่องจากประชาชนส่วนใหญ่ได้มีการพูดคุยเกี่ยวกับสถานการณ์ทางการเมืองกับบุคคลในครอบครัว และเพื่อนบ้าน รวมทั้งมีการพูดคุยในเชิงของการปรึกษา เสนอปัญหา และแสดงความคิดเห็นแก่บุคคลต่างๆ ไม่ว่าจะเป็นบุคคลในครอบครัว เพื่อนบ้าน ผู้เชี่ยวชาญ หรือแม้กระทั่งนักการเมืองในท้องถิ่น จากการอภิปรายในด้านนี้จะพบว่าประชาชนส่วนใหญ่นั้นให้ความสำคัญกับการพูดคุยปรึกษาเรื่องการเมืองค่อนข้างที่จะครอบคลุมในทุกกลุ่ม หรือทุกระดับทางสังคม ซึ่งสอดคล้องกับผลการศึกษาของ นัทธ์หทัย ขันคูณจรูญรัตน์ (2552) ที่ได้ทำการศึกษาการมีส่วนร่วมทางการเมืองในการพัฒนาประชาธิปไตยของประชาชนที่อยู่ในเขตเทศบาลเมืองพิบูลมังสาหาร จังหวัดอุบลราชธานี โดยการศึกษาพบว่า สองอันดับแรกที่ประชาชนมีส่วนร่วมมากที่สุดคือ ด้านการออกเสียงเลือกตั้งและด้านการพูดคุยปรึกษาเรื่องการเมือง ซึ่งสอดคล้องกันกับงานวิจัยการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส แต่ทั้งนี้พบว่าในภาพรวมการมีส่วนร่วมของประชาชนอยู่ในระดับน้อย ($\overline{x}$ = 1.86) โดยผู้วิจัยได้ให้เหตุผลไว้ว่า จากการสอบถามเชิงลึก ประชาชนกลุ่มตัวอย่างนั้นยังเป็นกลุ่มที่มีอาชีพเกษตรกรรม และยังมีวิถีการดำรงชีวิตแบบดั้งเดิม จึงไม่ค่อยมีเวลาว่างในการไปมีส่วนร่วมทางการเมือง อีกทั้งยังมีปัจจัยอื่นๆ เข้ามาประกอบด้วย

ในส่วนของการรับรู้สถานการณ์ทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส พบว่าในภาพรวมระดับการรับรู้สถานการณ์ทางการเมืองอยู่ในระดับสูง($\overline{x}$ = 3.84) อภิปรายได้ว่าด้านการรับรู้สถานการณ์การเลือกตั้งเป็นด้านที่ประชาชนมีค่าเฉลี่ยการรับรู้มากที่สุดอยู่ที่ 4.10 ซึ่งถือว่าอยู่ในระดับสูง ทั้งนี้อันเนื่องมาจากประชาชนรับรู้วันเวลาที่ใช้จัดการเลือกตั้งจากองค์กรที่เกี่ยวข้อง ประชาชนรับรู้ถึงกฎเกณฑ์ กติกา สิทธิในการเลือกตั้ง และรายละเอียดต่างๆที่เกี่ยวข้องกับการเลือกตั้ง และประชาชนรับรู้ถึงข้อมูลต่างๆของผู้ลงสมัครรับเลือกตั้ง ด้านการรับรู้ข้อมูลข่าวสารทางการเมืองเป็นด้านที่มีค่าเฉลี่ยการรับรู้รองลงมาอยู่ที่ 3.92 ซึ่งถือว่าอยู่ในระดับสูงเช่นกัน ทั้งนี้อันเนื่องมาจากประชาชนได้ติดตามข่าวสารทางการเมืองในระดับท้องถิ่นอย่างสม่ำเสมอ ไม่ว่าจะเป็นในส่วนของ ข่าวสารการเลือกตั้งในท้องถิ่น ผลการเลือกตั้งในท้องถิ่น สถานการณ์ทางการเมืองในท้องถิ่น เป็นต้น ซึ่งสอดคล้องกับผลการศึกษาของ สรัช สิริสิงห (2560) ที่ได้ทำการศึกษาในเรื่องการมีส่วนร่วมทางการเมืองและการบริหารงานภาครัฐ โดยช่องทางไม่ผ่านและผ่านระบบอินเตอร์เน็ต ของนักศึกษามหาวิทยาลัยธรรมศาสตร์ ซึ่งพบว่าการรับรู้ข้อมูลข่าวสารทางการเมืองมีผลต่อการมีส่วนร่วมทางการเมืองเช่นกัน โดยกลุ่มตัวอย่างมีการติดตามข่าวสารทางการเมืองมากกว่าร้อยละ 90

และในส่วนของการศึกษาตัวแปรปัจจัยส่วนบุคคล ได้แก่ เพศ อายุ ศาสนา ระดับการศึกษา ระดับรายได้ และอาชีพ สามารถอภิปรายได้ดังนี้ ปัจจัยส่วนบุคคลมีอิทธิพลต่อการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส จากการศึกษาพบว่า ระดับรายได้ และระดับการศึกษา มีอิทธิพลต่อการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส ดังจะเห็นได้จากข้อมูลที่ผู้วิจัยศึกษาที่พบว่า ระดับปริญญาตรีมีค่าเฉลี่ยของการมีส่วนร่วมทางการเมืองมากที่สุด และระดับประถามศึกษามีค่าเฉลี่ยของการมีส่วนร่วมทางการเมืองต่ำที่สุด ทั้งนี้อาจเป็นเพราะว่า ระดับการศึกษาที่สูงขึ้น ส่งผลให้บุคคลเห็นถึงความสำคัญของการมีส่วนร่วมฯในระบอบการปกครองแบบประชาธิปไตยมากขึ้น และเหตุผลประการอื่นประกอบกัน อาทิเช่น บุคคลที่มีระดับการศึกษาที่สูงแล้ว ย่อมที่จะดำเนินชีวิตในเส้นทางที่สามารถจะดำรงชีพหรือหาเลี้ยงชีพตนเองได้อย่างไม่ต้องพยายามมากนัก ทำให้มีเวลาว่างที่จะมาสนใจในเรื่องความเป็นอยู่หรือเรื่องการเมืองมากขึ้น ซึ่งแตกต่างจะบุคคลที่มีระดับการศึกษาประถมศึกษาที่อาจจะต้องใช้ความพยายามที่มากขึ้น และเวลาที่มากขึ้นในการหาเลี้ยงชีพ ทำให้ได้มีเวลามากพอในการที่จะมาสนใจเรื่องการเมืองเท่าที่ควร ซึ่งจะเห็นว่าสอดคล้องกับปัจจัยส่วนบุคคลอีกอย่างหนึ่งที่มีอิทธิพลกับการมีส่วนร่วมทางการเมืองฯ เช่นกัน นั่นก็คือ ระดับรายได้ ที่ผู้วิจัยได้ทำการศึกษาและพบว่า ยิ่งบุคคลนั้นมีระดับรายได้ที่สูงมากขึ้น ก็จะยิ่งส่งผลต่อค่าเฉลี่ยการมีส่วนร่วมทางการเมืองที่มากขึ้นเช่นกัน ทั้งนี้อาจจะเป็นเพราะว่า บุคคลเหล่านั้นมีความเพียบพร้อมในการดำรงชีวิตในเรื่องของทรัพย์สินหรือเงินตราพอสมควร ทำให้ไม่จำเป็นที่จะต้องใช้เวลาไปกับการทำงานที่มากเกินไปหรือใช้ความพยายามที่มากเกินไป แฉกเช่นเดียวกับเหตุผลก่อนหน้า จึงทำให้มีเวลามากขึ้นในการที่จะมาสนใจในเรื่องของการมีส่วน

ร่วมทางการเมือง ซึ่งจากสองปัจจัยส่วนบุคคลที่ผู้วิจัยได้ศึกษาและพบว่ามีอิทธิพลต่อการมีส่วนร่วมทางการเมืองนี้ ทั้งระดับการศึกษาและระดับรายได้ ต่างก็ส่งผลโดยตรงต่อกันและกัน ซึ่งสอดคล้องกับงานวิจัยของ ดนุวัศ สุวรรณวงศ์ (2553) ที่ศึกษาเรื่อง ระดับความไว้วางใจทางการเมืองและระดับการมีส่วนร่วมทางการเมืองของประชาชนในพื้นที่ที่มีความหลากหลายทางวัฒนธรรมภาคใต้: ศึกษาเปรียบเทียบพื้นที่เทศบาลนครหาดใหญ่และเทศบาลเมืองปัตตานี ที่พบว่าปัจจัยด้านการศึกษาและปัจจัยด้านรายได้มีอิทธิพลต่อการมีส่วนร่วมทางการเมืองเช่นกัน

บทสรุป

จากการวิจัยการมีส่วนร่วมทางการเมืองของประชาชนในเขตองค์การบริหารส่วนตำบลกะลุวอ อำเภอเมือง จังหวัดนราธิวาส สรุปได้ดังนี้ ระดับการมีส่วนร่วมทางการเมืองโดยภาพรวมอยู่ในระดับกลาง และระดับการรับรู้สถานการณ์ทางการเมืองอยู่ในระดับสูง ทั้งนี้เนื่องจาก ปัจจุบันประชาชนในพื้นที่มีการเข้าถึงข้อมูลข่าวสารทางการเมืองได้ง่าย มีการพูดคุยเรื่องการเมืองกันเป็นวงกว้าง โดยเริ่มจากภายในครอบครัว และขยายออกไปสู่สังคมภายนอก อีกทั้งประชาชนในพื้นที่เกิดความตระหนักและตื่นตัวทางการเมือง ไม่ว่าจะเป็นเรื่องการออกไปใช้สิทธิ์เลือกตั้ง การออกไปเรียกร้องประเด็นสาธารณะ หรือแม้แต่การแสดงความคิดเห็นทางการเมืองผ่านสังคมออนไลน์ และหากเราพิจารณาข้อมูลเป็นรายด้าน/กิจกรรมย่อยภายใน จะพบว่าด้านย่อยของการรับรู้สถานการณ์ทางการเมือง ส่งผลโดยตรงต่อด้านย่อยของการมีส่วนร่วมทางการเมือง อาทิเช่น การรับรู้สถานการณ์การเลือกตั้งที่มีค่าเฉลี่ยที่อยู่ในระดับสูง ส่งผลโดยตรงต่อการมีส่วนร่วมทางการเมืองในด้านกิจกรรมการเลือกตั้งที่มีค่าเฉลี่ยที่อยู่ในระดับค่อนข้างสูง และเมื่อพิจารณาถึงปัจจัยส่วนบุคคลจะพบว่า ระดับรายได้ และระดับการศึกษา ต่างก็มีผลต่อการมีส่วนร่วมทางการเมืองของประชาชนเช่นกัน

ข้อเสนอแนะ

1. จากการวิจัย พบว่า กลุ่มตัวอย่างมีส่วนร่วมทางการเมืองเรื่องการจัดตั้งและเป็นสมาชิกกลุ่มต่างๆทางการเมือง น้อยที่สุด ดังนั้นหน่วยงานที่เกี่ยวข้อง ได้แก่ องค์การบริหารส่วนตำบล องค์การบริหารส่วนจังหวัด และพรรคการเมืองต่างๆ ในพื้นที่ควรเร่งรัดในการส่งเจ้าหน้าที่เพื่อให้ความรู้ความเข้าในในเรื่องของการมีส่วนร่วมทางการเมือง และเพื่อยกระดับการมีส่วนร่วมทางการเมืองของประชาชนในเรื่องการจัดตั้งและเป็นสมาชิกกลุ่มต่างๆทางการเมืองให้สูงขึ้น

2. จากการวิจัย พบว่า กลุ่มตัวอย่างมีการรับรู้สถานการณ์ทางการเมืองในระดับสูง แต่เมื่อพิจารณาเป็นรายด้าน จะพบว่าด้านการรับรู้นโยบายและผลงานในพื้นที่อยู่ในระดับกลาง ดังนั้นควรให้หน่อยงานที่เกี่ยวข้องเร่งพัฒนาในส่วนของการประชาสัมพันธ์นโยบาย และผลงานที่เป็นรูปธรรมในพื้นที่ เพื่อที่จะทำให้ประชาชนรับรู้ในส่วนนี้มากยิ่งขึ้น

3. จากการวิจัย พบว่า กลุ่มตัวอย่างที่มีการศึกษาระดับประถมศึกษา มีส่วนร่วมทางการเมืองต่ำกว่ากลุ่มตัวอย่างที่มีการศึกษาระดับอื่น ดังนั้น หน่วยงานที่เกี่ยวข้องได้แก่ องค์การบริหารส่วนจังหวัด องค์การบริหารส่วนตำบล พรรคการเมืองต่างๆ รวมทั้งคณะกรรมการการเลือกตั้งประจำจังหวัด ควรส่งเจ้าหน้าที่ให้ความรู้ความเข้าใจในเรื่องของการมีส่วนร่วมทางการเมืองให้มากยิ่งขึ้น ไม่เพียงแต่บุคคลกล่มนี้ แต่ต้องครอบคลุมประชาชนในพื้นที่ให้ได้มากที่สุด

4. จากการวิจัย พบว่า การรับรู้สถานการณ์ทางการเมืองมีความสัมพันธ์ในทิศทางเดียวกันกับการมีส่วนร่วมทางการเมือง ดังนั้นควรส่งเสริมและพัฒนาในส่วนของการมีส่วนร่วมทางการเมืองให้มากขึ้น เช่น ให้หน่อยงานที่เกี่ยวข้องลงพื้นที่ทำการสำรวจชุมชนต่างๆ และจัดให้มีการอบรมในเรื่องของการมีส่วนร่วมทางการเมืองตามหลักการประชาธิปไตย เป็นต้น

ข้อเสนอแนะในการวิจัยครั้งต่อไป

ผู้วิจัยขอเสนอแนะแนวทางสำหรับผู้สนใจที่จะทำการวิจัยในครั้งต่อไป ดังนี้

1. การวิจัยในครั้งต่อไป ควรใช้การวิจัยผสมผสานวิธี (Mixed Method Research) โดยเสริมการวิจัยเชิงปริมาณด้วยการวิจัยเชิงคุณภาพ เก็บรวบรวมข้อมูลโดย การสัมภาษณ์เชิงลึก การสังเกตแบบมีส่วนร่วม รวมทั้งควรมีการเพิ่มระยะเวลาในการรวบรวมข้อมูลมากขึ้น เพื่อให้ผลการวิจัยมีความแม่นตรง ความเชื่อมั่น และประสิทธิภาพสูงขึ้น

2. ผู้สนใจศในเรื่องเดียวกันนี้ ควรศึกษากับประชากรกลุ่มอื่นๆ นอกเหนือจากพื้นที่ที่ผู้วิจัยศึกษา จะทำให้เกิดความหลากหลายของข้อมูล และสามารถนำข้อมูลไปวิเคราะห์ รวมถึงพัฒนาต่อยอดได้ในภายภาคหน้าว่าประชาชนในแต่ลพื้นที่มีความคิดเห็นเกี่ยวกับการมีส่วนร่วมทางการเมืองแบบเดียวกันหรือไม่

3. ควรศึกษากับตัวแปรอื่นๆ ที่มีอิทธิพลตต่อการมีส่วนร่วมทางการเมือง เช่น ความรู้เกี่ยวกับการเมือง วัฒนธรรมทางการเมือง เป็นต้น

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ความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ

Knowledge and Understanding about E-Commerce of Government Officers, Department of International Trade Promotion

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บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อ (1) เพื่อศึกษาระดับความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ (2) เพื่อศึกษาเปรียบเทียบความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ จำแนกตามปัจจัยส่วนบุคคล (3) เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยด้านช่องทางการรับรู้ข้อมูลกับระดับความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ การวิจัยครั้งนี้ใช้ระเบียบวิธีวิจัยเชิงปริมาณ กลุ่มตัวอย่างที่ใช้ในการศึกษา คือ ข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ จำนวน 419 คน โดยเครื่องมือที่ใช้ในการวิจัย เป็นแบบสอบถาม ซึ่งวิเคราะห์ข้อมูลโดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าสถิติร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที การวิเคราะห์ความแปรปรวนทางเดียว และค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน โดยมีค่านัยสำคัญทางสถิติที่ใช้ในการวิเคราะห์ครั้งนี้กำหนดไว้ที่ระดับ 0.05 ผลการวิจัยพบว่า (1) ความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ อยู่ในระดับสูง (2) ข้าราชการที่มีปัจจัยส่วนบุคคลด้าน เพศ อายุ ระดับการศึกษา ประสบการณ์การทำงาน เงินเดือน และประเภทตำแหน่ง แตกต่างกันมีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์แตกต่างกัน (3) ช่องทางการรับรู้ข้อมูล มีความสัมพันธ์ต่อความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ ของข้าราชการในระดับน้อย ในทิศทางเดียวกันและมีค่าสัมประสิทธิ์สหสัมพันธ์ 0.184 ซึ่งสอดคล้องกับสมมติฐานที่ตั้งไว้

คำสำคัญ: ความรู้ความเข้าใจ, ข้าราชการ, กรมส่งเสริมการค้าระหว่างประเทศ

Abstract

This study aim to (1) analyze the level of knowledge and understanding about e-commerce of government officers, Department of International Trade Promotion. (2) compare knowledge and understanding about e-commerce based on personal factor (3) To investigate a correlation between communication channels and knowledge and understanding about e-commerce. This research is Quantitative Research. The study sample composed of 419 government officers in Department of International Trade Promotion. The data were collected by questionnaires and analyzed by a computer program. Statistical tools applied in data analysis were Percentage, Mean, Standard Deviation, t-test, One-Way ANOVA and Pearson Product-Moment Correlation Coefficient. The level of significance for statistical testing was 0.05. The research findings are as follow. (1) The level of knowledge and understanding about e-commerce of government officers was high. (2) Government officers with gender, age, education background, personal experience, salaries and type of positions of the officers contribute to the difference in knowledge and understanding in e-commerce. (3) there is a correlation between communication channels and government officers level of knowledge and understanding about e-commerce. The relative coefficient in the same direction is 0.184. The level of significance for statistical testing was 0.05.

Keywords: knowledge and understanding, Government officer, Department of International Trade Promotion.

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บทนำ

พาณิชย์อิเล็กทรอนิกส์ เป็นการทำธุรกรรมทางการค้าผ่านช่องทางอิเล็กทรอนิกส์ ซึ่งในปัจจุบันมีบทบาทต่อสังคมโลกมากยิ่งขึ้น และมีแนวโน้มดำเนินต่อเนื่องไปในอนาคตสู่การเป็นเศรษฐกิจดิจิทัล อีกทั้งเป็นโอกาสสำคัญของผู้ประกอบการในการดำเนินธุรกิจ ขยายตลาด การเปลี่ยนแปลงรูปแบบการค้าจากการค้าแบบดั้งเดิม ซึ่งเป็นการค้าสินค้าและบริการ โดยมีสถานประกอบการเป็นหลักแหล่ง ให้ผู้บริโภคได้รับประสบการณ์ในการซื้อของด้วยตัวเอง เป็นการค้ารูปแบบใหม่ หรือที่เรียกว่า พาณิชย์อิเล็กทรอนิกส์ หรือ Electronic Commerce ซึ่งการค้าที่อาศัยเทคโนโลยีและนวัตกรรมดิจิทัลเข้ามาเป็นสื่อกลางระหว่างผู้ผลิตและผู้บริโภค เพื่ออำนวยความสะดวกในยุคดิจิทัล ซึ่งจะช่วยขับเคลื่อนประเทศไทยให้เข้าสู่เศรษฐกิจดิจิทัล (Digital Economy) อันเป็นนโยบายหลักของการพัฒนาประเทศในช่วง 20 ปีข้างหน้า

ความก้าวหน้าด้านเทคโนโลยีสารสนเทศและความสะดวกในการติดต่อสื่อสาร เป็นปัจจัยสำคัญที่ทำให้พาณิชย์อิเล็กทรอนิกส์ (e-Commerce) ขยายตัวอย่างต่อเนื่อง ซึ่งยืนยันได้จากอัตราการเติบโตของภาคธุรกิจการค้าออนไลน์ ทั้งในส่วนการค้าภายในประเทศและการค้าระหว่างประเทศ เนื่องจากเป็นธุรกรรมที่สามารถดำเนินการครอบคลุมได้ทั่วโลก สะดวก รวดเร็ว ประหยัดค่าใช้จ่าย และไม่จำกัดเวลา โดยในปี พ.ศ. 2564 มูลค่าพาณิชย์อิเล็กทรอนิกส์ค้าปลีกของโลกทั้งสิ้น 4.92 ล้านล้านดอลลาร์สหรัฐฯ หรือประมาณ 162.37 ล้านล้านบาท และคาดว่าจะเติบโตขึ้นเป็น 7.39 ล้านล้านดอลลาร์สหรัฐฯ หรือประมาณ 243.67 ล้านล้านบาท ในปี 2568 (eMarketer, 2021) สำหรับประเทศไทย มูลค่าพาณิชย์อิเล็กทรอนิกส์ ปี พ.ศ. 2563 เท่ากับ 3.78 ล้านล้านบาท และคาดว่าจะเติบโตขึ้นร้อยละ 6.11 เป็นมูลค่า 4.01 ล้านล้านบาท ในปี พ.ศ.2564 (สำนักงานพัฒนาธุรกรรมทางอิเล็กทรอนิกส์, 2564)

การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนาสายพันธุ์ใหม่ (Covid-19) ได้ส่งผลกระทบต่อการใช้ชีวิตของผู้คนทั่วโลก โดยเฉพาะด้านเศรษฐกิจ ก่อให้เกิดความผันผวนรุนแรงในตลาดการเงินและการค้าโลก จนเข้าสู่สภาวะเศรษฐกิจโลกชะลอตัวและมีแนวโน้มถดถอย หลายกิจการเกิดการชะงักงัน จนถึงขั้นปิดตัวลงพร้อมกับการเลิกจ้าง หรือลดค่าตอบแทนของพนักงาน ทำให้ผู้คนจำเป็นต้องปรับเปลี่ยนการดำเนินชีวิตให้เหมาะสม เกิดรูปแบบการใช้ชีวิตประจำวันที่เรียกว่า ชีวิตวิถีใหม่ (New Normal) ขึ้น ซึ่งจำเป็นต้องปรับเปลี่ยนพฤติกรรมรวมทั้งการดำเนินธุรกิจทั้งการซื้อและการขายรวมถึงการให้บริการ ไปเป็นรูปแบบออนไลน์ ผู้ซื้อและผู้ขายต่างต้องปรับเปลี่ยนเรียนรู้วิธีการใช้งานระบบออนไลน์มากขึ้นเพื่อความอยู่รอด และทั้งผู้ซื้อและผู้ขายล้วนได้รับประสบการณ์ที่สร้างความรู้สึกสะดวกสบาย และเกิดความไว้วางใจที่จะซื้อสินค้าและบริการผ่านแพลตฟอร์มออนไลน์ต่างๆ ทั้งของไทยและต่างประเทศ

กรมส่งเสริมการค้าระหว่างประเทศได้ให้ความสำคัญกับการดำเนินกิจกรรมด้านพาณิชย์อิเล็กทรอนิกส์ เพื่อส่งเสริมให้ผู้ประกอบการไทยสามารถขายสินค้าผ่านช่องทางออนไลน์ โดยได้กำหนดแนวทางการดำเนินการด้านพาณิชย์อิเล็กทรอนิกส์ เรื่องการเร่งรัดขยายตลาดส่งออกละธุรกิจในต่างประเทศเชิงรุก ทั้ง Physical และ Digital market (City focus) โดยมีการปรับรูปแบบการดำเนินกิจกรรมภายใต้มาตรการการแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนาสายพันธุ์ใหม่ (Covid-19) มุ่งเน้นการใช้ประโยชน์จากเทคโนโลยีดิจิทัลในการเข้าถึง และขยายช่องทางการตลาดทั้งในประเทศและต่างประเทศ

ดังนั้น การศึกษาความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ รวมทั้งความสัมพันธ์ระหว่างปัจจัยด้านช่องทางการรับรู้ข้อมูลกับระดับความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ เพื่อนำข้อมูลที่ได้มาเป็นแนวทางในการส่งเสริมความรู้ความใจของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ เกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ รูปแบบการซื้อขายสินค้าที่เปลี่ยนแปลงไป ให้สามารถตอบโจทย์การใช้ชีวิตในยุคดิจิทัล การบริโภคสินค้าและธุรกิจบริการของไทย รวมทั้งพัฒนาและสร้างมูลค่าเพิ่มของสินค้าและธุรกิจบริการส่งออก ให้สามารถบริการข้อมูลการค้าและเพิ่มศักยภาพ การแข่งขันของผู้ประกอบการไทยในตลาดโลก ได้อย่างแท้จริง ซึ่งเป็นหนึ่งในภารกิจหลักในการขับเคลื่อนการส่งเสริมการค้าระหว่างประเทศของกรมส่งเสริมการค้าระหว่างประเทศ

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ
2. เพื่อศึกษาเปรียบเทียบความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ จำแนกตามปัจจัยส่วนบุคคล
3. เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยด้านช่องทางการรับรู้ข้อมูลกับระดับความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ

วิธีการดำเนินการวิจัย

ประชากรและตัวอย่าง

ประชากรที่ใช้ในการศึกษาครั้งนี้ คือ ข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ จำนวน 419 ราย (ข้อมูล ณ เดือน สิงหาคม 2565 จากกลุ่มงานการเจ้าหน้าที่ สำนักบริหารกลาง กรมส่งเสริมการค้าระหว่างประเทศ) และหาจำนวนกลุ่มตัวอย่าง (Sample Size) ที่เหมาะสมที่จะใช้เป็นตัวแทนของประชากรสำหรับการศึกษา โดยใช้โปรแกรมสำเร็จรูป G*Power โดยทำการสุ่มกลุ่มตัวอย่างแบบบังเอิญ (Accidental sampling) กับข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ จำนวน 280 ตัวอย่าง

ตัวแปรที่ใช้ในการวิจัย

การกำหนดตัวแปรสำหรับการวิจัยในครั้งนี้ เป็นตัวแปรอิสระ (Independent variable) 2 ตัวแปร คือ ปัจจัยส่วนบุคคล และปัจจัยด้านช่องทางการรับรู้ข้อมูล ส่วนตัวแปรตาม (Dependent variable) ใช้ทฤษฎีเกี่ยวกับความรู้ความเข้าใจของ Nonaka and Takeuchi (1995) โดยแบ่งออกเป็น 2 ด้าน ได้แก่ 1. ด้านความรู้เฉพาะตัวของบุคคล 2. ด้านความรู้ที่สามารถรวบรวมถ่ายทอดได้

ขอบเขตการวิจัย

ผู้วิจัยทำการศึกษาข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ จำนวน 419 คน (ข้อมูลจากกลุ่มงานการเจ้าหน้าที่ สำนักบริหารกลาง กรมส่งเสริมการค้าระหว่างประเทศ ณ สิงหาคม 2565) ในเดือนตุลาคม ถึง ธันวาคม 2565

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถามที่ผู้วิจัยสร้างขึ้นจากแนวคิด ทฤษฎีและผลงานวิจัยที่เกี่ยวข้อง โดยแบ่งออกเป็น 3 ส่วน คือ ส่วนที่ 1 ปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ ระดับการศึกษา ประสบการณ์การทำงาน เงินเดือน และประเภทตำแหน่ง ส่วนที่ 2 ช่องทางการรับรู้ข้อมูล ส่วนที่ 3 ความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์

การทดสอบเครื่องมือที่ใช้ในการวิจัย

ผู้วิจัยได้นำแบบสอบถามที่ได้สร้างขึ้นเพื่อการศึกษาในครั้งนี้ ไปทดสอบหาความตรง (Validity) โดยได้นำเครื่องมือที่สร้างขึ้นเสนอให้อาจารย์ที่ปรึกษาและผู้ทรงคุณวุฒิ แก้ไขปรับปรุงเพื่อความเหมาะสม แก้ไขภาษาและคำถามให้มีความชัดเจนเข้าใจได้ง่ายสำหรับผู้ตอบแบบสอบถาม อีกทั้งเพื่อให้ข้อคำถามแต่ละข้อตรงตามจุดมุ่งหมายและวัตถุประสงค์ของการศึกษาครั้งนี้ แล้วนำไปหาความเชื่อมั่น (Reliability) ผู้วิจัยได้นำแบบสอบถามที่ปรับปรุงแล้วไปทดสอบ (Try-Out) กับกลุ่มตัวอย่างที่มีลักษณะใกล้เคียงกับกลุ่มที่จะศึกษาโดยทดสอบเก็บข้อมูลจากกลุ่มตัวอย่าง จำนวน 30 ชุด เพื่อหาความเชื่อมั่นเป็นรายข้อ (Item analysis) โดยวิธีการหาค่าความสอดคล้องภายใน (Internal Consistency Method) ผลการทดสอบพบว่าแบบสอบถามข้อมูลเกี่ยวกับช่องทางการรับรู้ข้อมูล มีค่าความเชื่อมั่น เท่ากับ 0.808 แบบสอบถามความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ ค่าความเชื่อมั่น เท่ากับ 0.863

ขั้นตอนในการวิจัย

1. การสำรวจเอกสาร จากการเก็บรวบรวมข้อมูลที่เกี่ยวข้องกับเรื่องที่จะศึกษาค้นคว้า จากหนังสือ ตำรา เอกสาร ผลงานวิจัย ซึ่งสามารถค้นคว้าได้จากแหล่งต่างๆ โดยเฉพาะห้องสมุด เพื่อนำมาสร้างแบบสอบถามก่อนที่จะทำการสำรวจภาคสนามต่อไป

2. การสำรวจภาคสนาม นำแบบสอบถามที่สมบูรณ์แล้วแจกให้กับข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ แล้วจึงนำแบบสอบถามที่ได้รับคืนตรวจสอบความสมบูรณ์และความถูกต้อง รวมทั้งความครบถ้วนของข้อมูลทุกฉบับ

3. แบบสอบถามมาตรวจสอบความสมบูรณ์แล้วนำไปประมวลผลและวิเคราะห์ผลทางสถิติ

การวิเคราะห์ข้อมูล

การวิจัยครั้งนี้ ผู้วิจัยนำเสนอข้อมูลที่รวบรวมได้จากแบบสอบถามมาตรวจสอบความถูกต้อง และครบถ้วนของข้อมูล แล้วนำไปประมวลผลวิเคราะห์ข้อมูลด้วยโปรแกรมสำเร็จรูปทางสถิติ (Statistical Software) เพื่อให้ผลการวิจัยมีความถูกต้องแม่นยำมากขึ้น และใช่เครื่องมือทางสถิติในการช่วยวิเคราะห์เพื่อใช้ทดสอบสมมติฐาน จัดทำตารางวิเคราะห์ทางสถิติ เพื่อเสนอเป็นผลการวิจัยตามลำดับ

สถิติที่ใช้ในการวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิเคราะห์ข้อมูล และทดสอบสมมติฐานครั้งนี้ ประกอบด้วย (1) ค่าสถิติร้อยละ (Percentage) ใช้อธิบายลักษณะทั่วไปของกลุ่มตัวอย่างที่ศึกษา (2) ค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) ใช้อธิบายระดับความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ (3) การทดสอบค่าที (t-test) ทดสอบความแตกต่างของค่าเฉลี่ยของกลุ่มตัวอย่าง 2 กลุ่ม (4) การวิเคราะห์ความแปรปรวนทางเดียว (One-Way ANOVA) ใช้ทดสอบความแตกต่างของกลุ่มตัวอย่าง ตั้งแต่ 3 กลุ่มขึ้นไป และใช้วิธีของ LSD ในการทดสอบความแตกต่างรายคู่ (5) ค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson’s Product Moment Correlation Coeffcient) ใช้อธิบายความสัมพันธ์ระหว่างช่องทางการรับรู้

ข้อมูลกับความรู้ความเข้าใจเกี่ยวกับพาณิชอิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ ตามหลักเกณฑ์ของ Cohen. (1988: 332) ที่กำหนดไว้ดังนี้ค่าสหสัมพันธ์ระหว่าง 0.10 ถึง 0.29 มีความสัมพันธ์น้อย ระหว่าง 0.30 ถึง 0.49 มีความสัมพันธ์ปานกลาง และระหว่าง 0.50 ถึง 1.00 มีความสัมพันธ์สูง โดยมีค่านัยยะสำคัญทางสถิติที่ใช้ในการวิเคราะห์ครั้งนี้กำหนดไว้ที่ระดับ 0.05

ผลการวิจัย

ข้อมูลส่วนใหญ่ของกลุ่มตัวอย่างซึ่งเป็นข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ จำนวน 280 คน พบว่า กลุ่มตัวอย่างส่วนมากประกอบด้วย ข้าราชการเพศหญิง คิดเป็นร้อยละ 71.4 มีอายุ 31-40 ปี คิดเป็นร้อยละ 43.6 ระดับการศึกษาในระดับสูงกว่าปริญญาตรี คิดเป็นร้อยละ 65.4 ประสบการณ์การทำงาน 6-10 ปี คิดเป็นร้อยละ 43.9 เงินเดือน 20,001-30,000 บาท คิดเป็นร้อยละ 39.6 และประเภทตำแหน่งประเภทวิชาการ คิดเป็นร้อยละ 83.2 ช่องทางการรับรู้ข้อมูล มีระดับความถี่ในการรับรู้ข้อมูลอยู่ในระดับปานกลาง มีค่าเฉลี่ยเท่ากับ 1.17 และความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ในภาพรวมอยู่ในระดับมาก โดยมีค่าเฉลี่ย 0.84 โดยระดับความรู้ความเข้าใจแบ่งเป็น 2 ด้าน 1) ด้านความรู้เฉพาะตัวของบุคคล มีค่าเฉลี่ย 0.84 2) ด้านความรู้ที่สามารถรวบรวมถ่ายทอดได้ มีค่าเฉลี่ย 0.83

การทดสอบสมมติฐานที่ตั้งไว้ 7 สมมติฐาน ผลปรากฏว่าเป็นไปตามสมมุติฐานที่ตั้งไว้ ทั้ง 7 สมมติฐาน ได้แก่ เพศ อายุ ระดับการศึกษา ประสบการณ์การทำงาน เงินเดือน และประเภทตำแหน่ง และช่องทางการรับรู้ข้อมูล รายละเอียดดังตารางที่ 1

ตารางที่ 1 สรุปผลการทดสอบสมมติฐาน

ตัวแปรอิสระ	Sig.	เป็นไปตามสมมติฐาน	ไม่เป็นไปตามสมมติฐาน
1. เพศ	0.041*	☐	-
2. อายุ	0.000*	☐	-
3. ระดับการศึกษา	0.000*	☐	-
4. ประสบการณ์การทำงาน	0.000*	☐	-
5. เงินเดือน	0.000*	☐	-
6. ประเภทตำแหน่ง	0.000*	☐	-
7. ช่องทางการรับรู้ข้อมูล	0.002*	☐	-

โดยกำหนดระดับนัยสำคัญทางสถิติที่ใช้ในการทดสอบไว้ที่ระดับ 0.05

จากการทดสอบสมมติฐานที่ตั้งไว้ 7 สมมติฐาน ผลปรากฏว่า

สมมติฐานที่ 1 ข้าราชการที่มีเพศต่างกัน มีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 2 ข้าราชการที่มีช่วงอายุต่างกัน มีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 3 ข้าราชการที่มีระดับการศึกษาต่างกัน มีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 4 ข้าราชการที่มีประสบการณ์การทำงานต่างกัน มีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 5 ข้าราชการที่มีเงินเดือนต่างกัน มีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 6 ข้าราชการที่มีประเภทตำแหน่งต่างกัน มีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

สมมติฐานที่ 7 ช่องทางการรับรู้ข้อมูลมีความสัมพันธ์กับความรู้ความเข้าใจของข้าราชการเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ในทิศทางเดียวกัน และมีความสัมพันธ์ในระดับน้อย ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

สรุปผลการวิจัย

การวิจัยเรื่อง ความรู้ความเข้าใจเกี่ยวกับพาณิชอิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ สามารถอภิปรายผลได้ดังนี้

1. เพื่อศึกษาระดับความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ พบว่า ภาพรวมอยู่ในระดับมาก มีค่าเฉลี่ยรวม 0.84 ซึ่งเป็นกลุ่มตัวอย่างมีความรู้ความเข้าใจอยู่ในระดับมาก เช่น การแพร่ระบาดของโควิดทำให้พาณิชย์อิเล็กทรอนิกส์ได้รับความสนใจจากประชาชนมากยิ่งขึ้น (ข้อ 24) มีค่าเฉลี่ยสูงที่สุด 1.00 รองลงมาคือ ตลาดกลางพาณิชย์อิเล็กทรอนิกส์ (e-Marketplace) เป็นช่องทางการค้าออนไลน์รูปแบบหนึ่ง (ข้อ 5) และพาณิชย์อิเล็กทรอนิกส์ (e-Commerce) เป็นส่วนหนึ่งของ “เศรษฐกิจดิจิทัล” (Digital Economy) (ข้อ 10) มีค่าเฉลี่ย 0.99 และพบว่าคำถามที่ข้าราชการมีความรู้ความเข้าใจอยู่ในระดับปานกลาง ได้แก่ พาณิชย์อิเล็กทรอนิกส์ (e-Commerce) เป็นรูปแบบการค้าที่จะมาทดแทนการค้ารูปแบบเดิม (ข้อ 3) มีค่าเฉลี่ย 0.57 การใช้ระบบโอนเงินทางอิเล็กทรอนิกส์ (EFT = Electronic Fund Transfer) ทำให้เกิดพาณิชย์อิเล็กทรอนิกส์เป็นครั้งแรก (ข้อ 1) มีค่าเฉลี่ย 0.60 และการจองร้านอาหารผ่านแอปพลิเคชัน โดยไม่มีการชำระเงิน ถือเป็นพาณิชย์อิเล็กทรอนิกส์ (e-Commerce) (ข้อ 13) มีค่าเฉลี่ย 0.65 ตามลำดับ

2. เพื่อเปรียบเทียบความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ จำแนกตามปัจจัยส่วนบุคคล

2.1 ข้าราชการที่มีเพศต่างกัน มีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์แตกต่างกัน ซึ่งเป็นไปตามสมมุติฐานที่ตั้งไว้ แสดงให้เห็นว่าเพศของข้าราชการนั้นมีผลต่อความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศอาจเป็นเพราะ ข้าราชการเพศหญิงมีความสนใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ รวมทั้งมีประสบการณ์ในการซื้อของออนไลน์มากกว่าเพศชาย ซึ่งผลการวิจัยนี้ สอดคล้องกับงานวิจัยของ วิชิต แซ่อึ้ง (2563) ศึกษาเรื่อง ความรู้ความเข้าใจ และความพึงพอใจของผู้ใช้บริการสินเชื่อเช่าซื้อรถยนต์ในกรุงเทพมหานครเกี่ยวกับพระราชบัญญัติการทวงถามหนี้ พุทธศักราช 2558

2.2 ข้าราชการที่มีช่วงอายุต่างกัน มีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่าอายุมีผลต่อความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ อาจเป็นเพราะว่า ข้าราชการที่มีอายุ 31-40 ปี เป็นช่วงอายุที่อยู่ในช่องเปลี่ยนผ่านจากยุคดั้งเดิมสู่ยุคดิจิทัล ได้เห็นพัฒนาการของเทคโนโลยีสารสนเทศ รวมทั้งการพัฒนาเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ เกิดตลาดกลางพาณิชย์อิเล็กทรอนิกส์ขึ้น รวมทั้งการประชาสัมพันธ์เชิญชวนให้ใช้อย่างแพร่หลาย จึงมีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ มากกว่าข้าราชการในช่วงอายุอื่นๆ ซึ่งผลการวิจัยนี้ สอดคล้องกับงานวิจัยของ กมลชนก วงศ์สวัสดิ์ (2563) ศึกษาเรื่อง ความรู้ความเข้าใจต่อพระราชบัญญัติคุ้มครองข้อมูลส่วนบุคคล พ.ศ. 2562 ของพนักงานการไฟฟ้าส่วนภูมิภาค สำนักงานใหญ่ และนาตยา ประสานสงฆ์ (2559) ศึกษาเรื่อง ความรู้ความเข้าใจเกี่ยวกับอาชีวอนามัยและความปลอดภัยในการทำงาน ของพนักงานเก็บขนมูลฝอย สำนักงานเขตคลองเตย กรุงเทพมหานคร

2.3 ข้าราชการที่มีระดับการศึกษาต่างกัน มีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่าระดับการศึกษามีผลต่อความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ อาจเป็นเพราะว่า ข้าราชการที่มีระดับการศึกษาสูงกว่าปริญญาตรี ได้รับการศึกษาข้อมูลเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ ในระดับมหาบัณฑิต จึงมีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์มากกว่าข้าราชการที่มีระดับการศึกษาปริญญาตรี และต่ำกว่าปริญญาตรี ซึ่งผลการวิจัยนี้ สอดคล้องกับงานวิจัยของ ธนาภัฏ ธนาคุณ (2562) ศึกษาเรื่อง การศึกษาปัจจัยส่วนบุคคล ความรู้ความเข้าใจในเศรษฐกิจยุค 4.0 และกระบวนการทำงานในองค์กร ที่มีผลต่อคุณลักษณะของนักบัญชีที่พึงประสงค์ต่อการเข้ามาของปัญญาประดิษฐ์ในยุคไทยแลนด์ 4.0 ของนักบัญชีในกรุงเทพมหานคร และสุภาวิตา อุกฤษ (2564) ศึกษาเรื่อง ความรู้ความเข้าใจเกี่ยวกับภาษีเงินได้บุคคลธรรมดา ตามประมวลรัษฎากรของนักบัญชีในอำเภอเมือง จังหวัดนครราชสีมา

2.4 ข้าราชการที่มีประสบการณ์การทำงานต่างกัน มีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ แตกต่างกันอย่างซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่าประสบการณ์การทำงานมีผลต่อความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ อาจเป็นเพราะว่า ข้าราชการที่มีประสบการณ์การทำงาน 6-10 ปี มีโอกาสได้ทำกิจกรรมเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์มากกว่าเนื่องจากกระแสความนิยมที่เกิดขึ้นในช่วงที่พาณิชย์อิเล็กทรอนิกส์เข้ามามีบทบาทในประเทศไทย ซึ่งผลการวิจัยนี้ สอดคล้องกับงานวิจัยของ กมลชนก วงศ์สวัสดิ์ (2563) ศึกษาเรื่อง ความรู้ความเข้าใจต่อพระราชบัญญัติคุ้มครองข้อมูลส่วนบุคคล พ.ศ. 2562 ของพนักงานการไฟฟ้าส่วนภูมิภาค สำนักงานใหญ่ และสุภาวิตา อุกฤษ (2564) ศึกษาเรื่อง ความรู้ความเข้าใจเกี่ยวกับภาษีเงินได้บุคคลธรรมดา ตามประมวลรัษฎากรของนักบัญชีในอำเภอเมือง จังหวัดนครราชสีมา

2.5 ข้าราชการที่มีเงินเดือนต่างกัน มีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่าเงินเดือน มีผลต่อความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้า

ระหว่างประเทศ อาจเป็นเพราะว่า ข้าราชการที่มีเงินเดือน 20,001-30,000 บาท เป็นกลุ่มที่มีกำลังซื้อและมีโอกาสใช้พาณิชย์อิเล็กทรอนิกส์ในชีวิตประจำวัน ซึ่งผลการวิจัยนี้ สอดคล้องกับงานวิจัยของภิรมนวล ภักดีศรีศักดา (2555) ศึกษาเรื่อง ความรู้ความเข้าใจ แรงจูงใจและทัศนคติด้านส่วนประสมทางการตลาดที่มีผลต่อแนวโน้มพฤติกรรมการเติมน้ำมันแก๊สโซฮอล์ E85 ของผู้ขับขี่รถยนต์ในกรุงเทพมหานคร และวิชิต แซ่อึ้ง (2563) ศึกษาเรื่อง ความรู้ความเข้าใจ และความพึงพอใจของผู้ใช้บริการสินเชื่อเช่าซื้อรถยนต์ในกรุงเทพมหานครเกี่ยวกับพระราชบัญญัติการทวงถามหนี้ พุทธศักราช 2558

2.6 ข้าราชการที่มีประเภทตำแหน่งต่างกัน มีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่าประเภทตำแหน่ง มีผลต่อความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ อาจเป็นเพราะว่า ข้าราชการที่มีประเภทตำแหน่งวิชาการ เป็นกลุ่มที่ได้เข้าร่วมการประชุมและการจัดกิจกรรมส่งเสริมพาณิชย์อิเล็กทรอนิกส์ในการทำงาน มากกว่าข้าราชการประเภทตำแหน่งทั่วไปที่จะทำหน้าที่สนับสนุนการทำงานของข้าราชการประเภทตำแหน่งวิชาการ ซึ่งผลการวิจัยนี้ สอดคล้องกับงานวิจัยของ กมลชนก วงศ์สวัสดิ์ (2563) ศึกษาเรื่อง ความรู้ความเข้าใจต่อพระราชบัญญัติคุ้มครองข้อมูลส่วนบุคคล พ.ศ. 2562 ของพนักงานการไฟฟ้าส่วนภูมิภาค สำนักงานใหญ่ และวิชิต แซ่อึ้ง (2563) ศึกษาเรื่อง ความรู้ความเข้าใจ และความพึงพอใจของผู้ใช้บริการสินเชื่อเช่าซื้อรถยนต์ในกรุงเทพมหานครเกี่ยวกับพระราชบัญญัติการทวงถามหนี้ พุทธศักราช 2558

3. เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยด้านช่องทางการรับรู้ข้อมูลกับระดับความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ พบว่า ช่องทางการรับรู้ข้อมูลมีความสัมพันธ์กับความรู้ความเข้าใจของข้าราชการเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ แสดงให้เห็นว่าช่องทางการรับรู้ข้อมูลของข้าราชการกรมส่งเสริมการค้าระหว่างประเทศ มีความหลากหลาย และส่งผลต่อการรับรู้ข้อมูลพาณิชย์อิเล็กทรอนิกส์ ช่องทางต่างๆ ที่ข้าราชการกรมส่งเสริมการค้าระหว่างประเทศใช้เป็นประจำมากที่สุด คือ สื่อสังคมออนไลน์ อาทิ Facebook Instagram Twitter Line มีความสอดคล้องกับยุคดิจิทัล ซึ่งผลการวิจัยนี้ สอดคล้องกับงานวิจัยของพิสมัย ใจหาญ (2543) ศึกษาเรื่อง ความรู้ความเข้าใจในการบังคับใช้พระราชบัญญัติป้องกันและปราบปรามการค้าประเวณี พ.ศ. 2539 : ศึกษาเฉพาะสถานคุ้มครองและพัฒนาอาชีพบ้านเกร็ดตระการ

อภิปรายผลการวิจัย

ในการวิจัยเรื่อง “ความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของจ้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ” ผลการวิจัยพบว่า ความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์ของข้าราชการ กรมส่งเสริมการค้าระหว่างประเทศ ในภาพรวมอยู่ในระดับมาก มีค่าเฉลี่ย 0.84 โดยมีลักษณะที่สำคัญดังนี้ข้อคำถามที่ข้าราชการซึ่งเป็นกลุ่มตัวอย่างมีความรู้ความเข้าใจอยู่ในระดับมาก เช่น การแพร่ระบาดของโควิดทำให้พาณิชย์อิเล็กทรอนิกส์ได้รับความสนใจจากประชาชนมากยิ่งขึ้น (ข้อ 24) มีค่าเฉลี่ยสูงที่สุด 1.00 รองลงมาคือ ตลาดกลางพาณิชย์อิเล็กทรอนิกส์ (e-Marketplace) เป็นช่องทางการค้าออนไลน์รูปแบบหนึ่ง (ข้อ 5) และพาณิชย์อิเล็กทรอนิกส์ (e-Commerce) เป็นส่วนหนึ่งของ “เศรษฐกิจดิจิทัล” (Digital Economy) (ข้อ 10) มีค่าเฉลี่ย 0.99 และพบว่าคำถามที่ข้าราชการมีความรู้ความเข้าใจอยู่ในระดับปานกลาง ได้แก่ พาณิชย์อิเล็กทรอนิกส์ (e-Commerce) เป็นรูปแบบการค้าที่จะมาทดแทนการค้ารูปแบบเดิม (ข้อ 3) มีค่าเฉลี่ย 0.57 การใช้ระบบโอนเงินทางอิเล็กทรอนิกส์ (EFT = Electronic Fund Transfer) ทำให้เกิดพาณิชย์อิเล็กทรอนิกส์เป็นครั้งแรก (ข้อ 1) มีค่าเฉลี่ย 0.60 และการจองร้านอาหารผ่านแอปพลิเคชัน โดยไม่มีการชำระเงิน ถือเป็นพาณิชย์อิเล็กทรอนิกส์ (e-Commerce) (ข้อ 13) มีค่าเฉลี่ย 0.65

แสดงให้เห็นว่าข้าราชการที่เป็นกลุ่มตัวอย่างมีความรู้คำเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์อยู่ในระดับมากโดยข้าราชการมีความรู้ความเข้าใจเกี่ยวกับพาณิชย์อิเล็กทรอนิกส์เป็นอย่างดี เพียงแต่ขาดความรู้ความเข้าใจในเชิงลึกของที่มาและขอบเขตของพาณิชย์อิเล็กทรอนิกส์

จากการทดสอบสมมติฐานที่ตั้งไว้ 7 สมมติฐาน ผลปรากฏว่าเป็นไปตามสมมุติฐานที่ตั้งไว้ ทั้ง 7 สมมติฐาน

ข้อเสนอแนะ

ข้อเสนอแนะจากการวิจัย

1. กรมส่งเสริมการค้าระหว่างประเทศควรจัดให้มีการอบรมให้ความรู้แก่ ข้าราชการโดยเฉพาะอย่างยิ่งข้าราชการที่มีบทบาทในส่วนงานสนับสนุนให้มีความรู้ความเข้าใจที่เกี่ยวข้องกับการพาณิชย์อิเล็กทรอนิกส์ รวมทั้งธุรกรรมทางอิเล็กทรอนิกส์ เพื่อส่งเสริมการปฏิบัติงานของกรมให้มีความทันสมัย สร้างสรรค์ ตอบโจทย์การทำทำการค้าในยุคดิจิทัล

2. กรมส่งเสริมการค้าระหว่างประเทศ ควรให้มีการนำเสนอแนวทางการส่งเสริมการดำเนินงานที่เกี่ยวข้องกับพาณิชย์อิเล็กทรอกนิกส์แบบบูรณาการ เพื่อให้ข้าราชการ รวมทั้งบุคลากรคุ้นเคยกับรูปแบบการค้าที่เข้ามามีบทบาทในยุคปัจจุบัน

ข้อเสนอแนะในการศึกษาครั้งต่อไป

1. การศึกษาค้นคว้าครั้งนี้เป็นการศึกษาเฉพาะบุคลากรที่เป็น ข้าราชการ ของกรมส่งเสริมการค้าระหว่างประเทศ เท่านั้น ไม่สามารถสรุประดับความรู้ความเข้าใจของบุคลากรทั้งหมดของกรมส่งเสริมการค้าระหว่างประเทศได้ ในการวิจัยครั้งต่อไปควรศึกษาเปรียบเทียบบุคลากรประเภทอื่น ของกรมส่งเสริมการค้าระหว่างประเทศ ซึ่งจะสามารถสะท้อนให้เห็นระดับความรู้ความเข้าใจได้ดียิ่งขึ้น

2. การศึกษาค้นคว้าในครั้งต่อไปควรมีการศึกษาค้นคว้าในเชิงคุณภาพร่วมด้วย เพื่อให้สามารถเข้าใจระดับความรู้ความเข้าใจของข้าราชการได้ในเชิงลึก เพื่อนำไปเป็นแนวทางในการพัฒนางานในยุคดิจิทัลต่อไป

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ปัญหากฎหมายเกี่ยวกับการควบคุมบุหรี่ไฟฟ้า
Legal issues regarding e-cigarette control

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บทคัดย่อ

เนื่องจากยุคปัจจุบันมีความก้าวหน้าทางเทคโนโลยีและเปลี่ยนวิธีชีวิตของคนในยุคอดีตและปัจจุบันเป็นอย่างมาก ทำให้ชีวิตมีความสะดวกสบายมากยิ่งขึ้น เช่นเดี่ยวกันกับบุหรี่ในอดีตยังคงเรียกว่ายาเส้นเป็นมวน แต่ในปัจจุบันมีการเป็นแปลงทางเทคโนโลยีจากเป็นยาเส้นเป็นแบบมวนจนปัจจุบันเป็นระบบไฟฟ้าตัวทำความร้อนมาทำให้เกิดปฏิกิริยาเคมีน้ำยาที่มีสารนิโคตินทำให้เกิดควันเหมือนการสูบบุหรี่ในอดีตและวิธีการใช้ชีวิตของคนรุ่นใหม่ที่เกิดมาพร้อมกับสิ่งอำนวยความสะดวกทางด้านเทโนโลยีมากมาย ในปัจจุบันความทันสมัยต่อโลกที่มีการเปลี่ยนแปลงบุหรี่ไฟฟ้าจึงกำเนิดขึ้นเพื่อตอบสนอกความต้องการของคนรุ่นใหม่ในยุคปัจจุบันมากยิ่งขึ้นความต้องการรวมถึงการผลิตและการจัดการ ที่มีรูปแบบทันสมัยและการใช้งานที่ง่ายสะดวกในการพกพา บุหรี่ไฟฟ้านั้นสามารถทำความร้อนเพื่อนำสารนิโคตินทำให้เกิดปฏิกิริยาทางไฟฟ้าความร้อนทำให้เกิดควันในขณะเดี่ยวกันกฎหมายก็ยังมีความแตกต่างกันในเรื่องของนิยามผู้นำเข้า และผู้ที่มีไว้เพื่อขายที่มีความผิดที่แตกต่างกัน ร่วมถึงผู้ซื้อและผู้มีไว้ครบครองในเรื่องของอันตรายที่เกิดขึ้นกับผู้ใช้ และกฎหมายหมายที่มีการควบคุมกันคนละแบบ ทำให้บุหรี่ไฟฟ้ามีความผิดทางด้านกฎหมายหลายส่วน เช่น การนำเข้า มีไว้เพื่อครอบครองและเพื่อจำหน่าย และความผิดที่ได้รับโทษที่มีความแตกต่างทั้งที่เป็นเรื่องเดี่ยวกัน

คำสำคัญ: การซื้อขายบุหรี่ไฟฟ้า การควบคุมบุหรี่ไฟฟ้า

Abstract

due to the advancement of technology and greatly changed the way of life of people in the past and present Make life more comfortable Like cigarettes in the past, it is still called fun tobacco. But at present, there is a technological transformation from tobacco to fun until now it is an electric heating system with a liquid that causes smoke like smoking in the past and the way of life of the new generation that is born with things. Facilitates a lot of technology today. Modernity in a changing world E-cigarettes are therefore created to better meet the needs of the new generation in today's generation, in order to facilitate the needs of production and management. With a modern design and easy to use, easy to carry. E-cigarettes can be heated to deliver nicotine, causing an electrical reaction to chemically heat up smoke. At the same time, the law also differs in terms of definitions of importers and those for sale with different offenses. Including the buyer and the possessor. In terms of dangers that occur to users and the law that controls each other in different ways Causing electronic cigarettes to be illegal in many parts of the law, such as importing, possessing and selling And the fault that has been different, both in the same story, so it makes the author. Have an interest in law enforcement

Keywords: e-cigarette trading e-cigarette control

บทนำ

เทคโนโลยีต่างๆ มีความเจริญก้าวหน้ามาก จึงถูกนำมาใช้มากขึ้นในการดัดแปลงของสำหรับของใช้ส่วนตัวและอุปกรณ์ต่างๆ บุหรี่ไฟฟ้าก็เป็นหนึ่งในเทคโนลียีใหม่เช่นเดี่ยวกันสำหรับการค้าแบบไร้พรมแดนรวมถึงการใช้เทคโนโลยีที่ทันสมัยพัฒนาบุหรี่ธรรมดาที่เป็นยาสูบเป็นระบบไฟฟ้าทั่วโลก ผู้ซื้อสินค้าในรูปแบบออนไลน์และรูปแบบออฟไลน์ มีสิทธิที่จะเลือกซื้อสินค้าและการใช้จ่ายด้วยเงินของตัวเองด้วยโดยอิสระ ในปัจจุบันมีการพัฒนาในเรื่องของสินค้ามาก ให้ทันสมัยตรงความต้องการของตลาด บุหรี่ในปัจจุบันจึงมีการปรับเปลี่ยนให้เป็นระบบไฟฟ้าโดยมีสารเคมีบางประเภทที่เหมือนกับสารเคมีที่มีอยู่ในบุหรี่เรียกว่า สารนิโคติที่อยู่ในบุหรี่ปกติมีความเข็มข้นน้อยกว่า แต่ในบุหรี่ไฟฟ้ามีมากกว่าจึงทำให้มีผลต่อสมอง อย่างไรก็ตามก็ยังมีการซื้อขายกันอย่างแพร่หลายซึ่งอาจจะเรียกได้ว่าไม่เป็นของผิดดกฎหมาย แต่งอย่างไรรวมถึงการมีกฎหมายออกมาเพื่อเอาผิดผู้มีไว้ในความครอบครองก็มีความผิดด้วยเช่นกัน

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ในขณะเดียวกันจำนวนผู้ซื้อก็ยังมีจำนวนที่เพิ่มมากขึ้นและยังเป็นที่ต้องการมาในตลาด และยังไม่มีทีท่าว่าจะน้อยลงแต่อย่างไร อย่างไรก็ตามแอพพลิเคชั่นขายของออนไลน์บางแอพพลิเคชั่นยังไม่มีการควบคุมการซื้อขายที่เพียงพอต่อกฎหมายภายในประเทศ และบุหรี่ไฟฟ้าก็เช่นเดียวกัน สิทธิของผู้บริโภคต้องได้รับการคุ้มครองเพื่อให้แน่ใจว่าจะมีการใช้กฎมายอย่างจริงจัง ดังนั้น ผู้เขียนจึงแนะนำกลไกลต่าง ๆ ในการคุมครองผู้บริโภค เช่น ความยินยอมของผู้บริโภค การดำเนินการจับการลักลอกการนำเข้า การบังคับใช้กฎหมายและการบูรณาการอย่างจริงจังทุกภาคส่วน

ในขณะเดี่ยวกันประเทศไทยประกาศใช้กฎหมายหลายฉบับจึงทำให้เกิดปัญหาการบังครับใช้ และประชาชนทั่วไปที่รับผลกระทบ การบังคับใช้กฎหมายที่มีหลายฉบับและความแตกต่างกัน จึงทำให้เกิดปัญหาว่าสามารถทำได้มีการลักลอบการนำเข้าสินค้าดังกล่าวมากยิ่งขึ้นและอาจจะไม่สอดคลองกับแนวทางการปฏิบัติ หากกฎหมายที่บังคับใช้นั้นปิดช่องทางไม่ให้มีการนำเข้าหรือการใช้มาตราการบังคับในกฎหมายฉบับเดียวก็จะเป็นประโยชน์กับผู้ใช้บังคับและผู้ปฏิบัติตามทำให้มีความชัดเจนในความผิดและในสิ่งที่เป็นที่ต้องห้าม จึงควรให้มีการกำหนดโทษที่มากขึ้นแก่ผู้ซื้อและจากผู้นำเข้าให้เท่ากันและผู้ซื้อใช้เพื่อส่วนตัวมีความผิดฐานสนับสนุน

กรณีของผู้ขายบุหรี่ไฟฟ้าที่ไม่ใช่ผู้นำเข้าบุหรี่ไฟฟ้าโดยผ่านพิธีการกรมศุลกากรขาเข้า การดำเนินงานของผู้ขายนั้นยังไม่มีกฎหมายระบุไว้อย่างชัดเจนว่าให้มีความผิดฐานเป็นผู้ขายในกรณีขายบุหรี่ไฟฟ้า แต่กฎหมายที่เกี่ยวกับคุ้มครองผู้บริโภคได้กำหนดโทษของผู้นำเข้ามาประกอบธุรกิจในลักษณะขายแต่ไม่ได้มีระบุถึงในเรื่องของคำนิยามว่าผู้ที่นำมาขายหรือเผยแพร่โฆษณาทางเว็บไซต์หรือขายออนไลน์หรือออฟไลน์ จึงทำให้เกิดปัญหาว่าผู้ขายที่ไปรับสินค้าจากผู้ที่กระทำความผิดในการนำเข้ามาในราชอาณาจักรอย่างผิดกฎหมายมีความผิดหรือไม่เพราะเป็นในลักษณะของผู้ที่ซื้อต่อจากผู้ที่นำเข้ามาในราชอาณาจักรโดยผิดกฎหมาย จึงเป็นปัญหาว่าการที่ผู้ขายไปซื้อต่อจากผู้นำเข้ามาในราชอาณาจักรอาจไม่เข้าเงื่อนไขเป็นผู้กระทำความผิด ตามลักษณะที่กฎหมายได้ระบุไว้เกี่ยวกับคุ้มครองผู้บริโภค จึงทำให้เกิดปัญหาตามมาว่าการที่ผู้ซื้อไปซื้อจากผู้นำเข้าไม่ได้เป็นการกระทำความผิดฐานนำเข้าบุหรี่ไฟฟ้าเพื่อประกอบธุรกิจประเด็นดังกล่าวจึงทำให้เป็นปัญหาว่าการที่มีผู้กระทำความผิดนำบุหรี่ไฟฟ้าเข้ามาในราชอาณาจักรทำให้เกิดความเสียหายแก่รัฐในกรณีเช่นนี้ผู้นำเข้าจะต้องได้รับโทษตามประกาศกระทรวงพาณิชย์และคณะกรรมการคุ้มครองผู้บริโภค ซึ่งในประกาศของกฎกระทรวงและประกาศห้ามไว้อย่างชัดเจนในกรณีที่นำเข้าบุหรี่ไฟฟ้าเข้ามาในราชอาณาจักรและมีโทษตามกฎหมายเช่นเดียวกับคณะกรรมการคุ้มครองผู้บริโภคได้มีประกาศในเรื่องของการนำเข้าบุหรี่ไฟฟ้าเข้ามาในราชอาณาจักรซึ่งมีทั้งโทษปรับและจำคุกหรือทั้งจำทั้งปรับแต่ก็ยังไม่มีประกาศจากหน่วยงานที่เกี่ยวข้องให้ผู้ที่ไปซื้อบุหรี่ไฟฟ้าในรูปแบบออนไลน์หรือออฟไลน์มีความผิดในลักษณะที่เป็นทั้งผู้ซื้อและผู้ขายในขณะเดียวกันผู้ซื้อบุหรี่ไฟฟ้าจากผู้นำเข้าบุหรี่ไฟฟ้ามาในราชอาณาจักรโดยผิดกฎหมายก็อาจจะเป็นผู้ขายได้เช่นเดียวกัน แต่กฎหมายก็มิได้มีคำนิยามหรือระบุของผู้ขายไว้อย่างชัดเจนว่าต้องห้ามด้วยลักษณะใด

วัตถุประสงค์

การบังคับใช้ประกาศกระทรวงพาณิชย์ เรื่อง กำหนดให้บารากู่และบารากู่ไฟฟ้า หรือบุหรี่ไฟฟ้าเป็นสินค้าที่ต้องห้ามในการนำเข้ามาในราชอาณาจักร พ.ศ. 2557 ลงวันที่ 12 ธันวาคม 2557 นั้น เป็นการประกาศโดยมีผลอย่างชัดเจนเพื่อวัตถุประสงค์ไม่ให้มีการนำเข้าซื้อขาย สินค้าบุหรี่ไฟฟ้าอยู่แล้ว การประกาศดังกล่าวควรที่ความผิดร่วมถึงผู้ที่ได้กระทำความผิดในลักษณะอย่างอื่นด้วย เช่น ในเรื่องของการ ซื้อขายภายในประเทศ ถ้าหามีการกระทำความผิดต้องแต่การนำเข้าในราชอนาจักรแล้วควรให้มีโทษสำหรับผู้ขายขาย ในกรณีที่เท่าๆ กัน ในความผิดที่มีลักษณะใกล้เคียงกัน เพื่อเป็นการป้องกันมิให้มีการกระทำความผิดที่คล้ายคลึงกัน และ เพิ่มโดทษผู้ขายให้เสหมือนกระทำความผิดที่เทียบเท่ากับผู้นำเข้ามาในราชอาณาจักร

1 เพื่อให้ทราบปัญหาเกี่ยวนิยามของผู้ซื้อ ปัญหาที่เกิดขึ้นจากผู้ซื้อ ผู้ซื้อได้ทำการซื้อจากผู้นำเข้าและนำไปขายต่อให้กลับผู้ซื้ออีกทอดหนึ่งนิยามไม่มีความชัดเจนในเรื่องของผู้ซื้อบุหรี่ไฟฟ้าว่าเสมอนเป็นผู้นำเข้าและนำไปขายต่อมีความผิดเทียบเท่ากับผู้นำเข้า จึงทำให้เกิดปัญหาว่ากฎหมายไม่ได้ให้ผู้ซื้อเป็นผู้กระทำความผิดฐานเป็นผู้นำเข้าที่ไปจำหน่ายต่อมีความผิดเทียบเท่าผู้นำเข้ามาในราชอนาจักร แต่ให้ผู้ซื้อมีความผิดตามกฎหมายอื่น ซึ่งอาจจะทำให้เป็นสนับสนุนการกระทำความผิดในฐานอื่นการลักลอบน้ำเข้าโดยผิดกฎหมาย ซึ่งโทษผู้นำเข้าที่มีโทษหนักกว่าผู้ขายและเป็นการห้ามปรามในฐานความผิดที่สูงแล้วในขณะเดียวกันโทษที่มีอัตราความผิดสูงจะเป็นการป้องปรามผู้ที่จะกระทำความผิดด้วย เพื่อเป็นการป้องปรามไม่ให้เกิดปัญหาการซื้อขายเห็นควรให้มีการเพิ่มโทษผู้ซื้อให้เทียบเท่ากับผู้นำเข้าด้วยในลักษณะที่ต่างกัน และผู้ซื่อเพื่อจำหน่าย มีโทษที่เท่าเทียมกับผู้นำเข้า

2. เพื่อให้ทราบปัญหาเกี่ยวกับความผิดที่เกี่ยวกับผู้ขายบุหรี่ไฟฟ้า การขายบุหรีไฟฟ้ามีกฎหมายหลายส่วนที่เกี่ยวข้องจึ้งเป็นปัญหาการบังคับใช่ว่าควรใช้กฎหมายฉบับไหนให้มีความจัดเจนและบังครับใช้ได้จริง เพื่อให้การนำไปใช่มีประสิทธิภาพไม่เกินการสับสนในการใช้บังคับกฎหมายต้องประชาชน

3. เพื่อให้ทราบปัญหาเกี่ยวกับการบังคับใช้กฎหมาย ว่ามีการใช่บังคับกฎหมายใด้บ้างและกฎหมายไหนเป็นกฎหมายที่สามารถบังคับใช้ได้จริงและประชาชนสามารถเข้าใจได้ง่าย

3. ขอบเขตการวิจัย

การวิจัยนี้จะมุ่งศึกษาปัญหากฎหมายที่เกี่ยวกับขอบเขตความรับผิดของการซื้อขายบุหรี่ไฟฟ้ากรณีผู้ซื้อมีความผิดเสมือนว่าเป็นผู้ขาย อาจเข้าเงื่อนไขผู้เป็นผู้จำหน่ายให้กับบุคคลที่ซื้อ เช่น ผู้ซื้อเป็นผู้จำหน่ายเพราะรับจากผู้กระทำความผิดที่นำมาในราชอาณาจักร จึงทำให้เกิดปัญหาเรื่องเกี่ยวกับผู้ขายที่ไม่ชัดเจนในเรื่องของผู้ขายที่นำเข้ามาในราชอาณาจักรที่ไม่ชัดเจน มาตรการต่างๆ ในการควบคุมบุหรี่ไฟฟ้าว่ามีการควบคุมและดูแลในเรื่องของการนำเข้าและผู้ซื้อผู้ขายอย่างชัดเจนและผลของกฎหมายในการควบคุมมาตราการต่างๆ ตามหลักกฎหมายระหว่างประเทศ กฎหมายต่างประเทศ และกฎหมายของประเทศไทย รวมทั้งแนวคำพิพากษาของศาลต่างประเทศ เพื่อนำมาเป็นแนวทางในการวิเคราะห์และเปรียบเทียบต่อไป

4. กฎหมายที่เกี่ยวข้อง

ภายใต้กฎหมาย ตามพระราชบัญญัติควบคุมผลิตภัณฑ์ยาสูบ พ.ศ. 2560 มาตรา 4 มีในเรื่องของคำนิยามที่ไม่มีความสอดคล้อง เกี่ยวกับการออกกฎหมายในแต่ละฉบับซึ่งอาจจะเป็นปัญหาในเรื่องของการตีความกฎหมายได้ในขณะเดียวกันก็อาจจะทำให้เกิดปัญหาการบังครับใช้กฎหมายที่มีหมายกฎหมายที่ใช้บังคับและอาจทำให้ประชาชนส่วนใหญ่เข้าใจผิดจึงเห็นควรให้มีการแก้ปัญหาและปรับอแก้กฎหมายให้สอดคล้องกันเพื่อประโยชน์ในการปรับใช้และการตีความ

การบังคับใช้ที่เกี่ยวกับกฎหมายนั้นในเรื่องของบุหรี่ไฟฟ้ามีการบังคับให้เป็นสินค้าห้ามนำเข้า ตามประกาศกระทรวงพาณิชย์ พ.ศ. 2557 ภายใต้ พ.ร.บ.การส่งออกไปนอกและการนำเข้ามาในราชอาณาจักรซึ่งสินค้า พ.ศ. 2522 ผู้ฝ่าฝืนมีโทษ จำคุกไม่เกิน 10 ปีหรือปรับเป็นเงิน 5 เท่าของสินค้าที่นำเข้า หรือทั้งจำทั้งปรับพร้อมถูกริบสินค้าบุหรี่ไฟฟ้ายังเป็นสินค้าที่ห้ามขายหรือให้บริการ ในขณะเดียวกันนั้นยังมีกฎหมายที่เกี่ยวข้องกับส่วนอื่นด้วย

ตามคำสั่งคณะกรรมการคุ้มครองผู้บริโภค ที่ 9/2558 ซึ่งกำหนดโทษสำหรับผู้ประกอบธุรกิจทั่วไป ให้จำคุกไม่เกิน 5 ปี ปรับไม่เกิน 500,000 บาท หรือทั้งจำทั้งปรับ และหากผู้ที่กระทำผิดเป็นผู้ประกอบธุรกิจในฐานะผู้ผลิต ผู้สั่ง หรือผู้ที่นำเข้ามาเพื่อขายต้องรับโทษเพิ่มสูงขึ้นเป็นจำคุกไม่เกิน 10 ปี ปรับไม่เกิน 1,000,000 บาท หรือทั้งจำทั้งปรับ ตามพระราชบัญญัติควบคุมผลิตภัณฑ์ยาสูบ พ.ศ. 2560 ผู้ศึกษาขอเสนอแนะแนวทางแก้ไขปัญหาดังต่อไปนี้

1. ปัญหาเกี่ยวกับการตีความเกี่ยวกับบุหรี่ไฟฟ้า มาตรา 4 แห่งพระราชบัญญัติควบคุมผลิตภัณฑ์ยาสูบ พ.ศ. 2560 เป็น “ผลิตภัณฑ์ยาสูบ หมายความว่า ผลิตภัณฑ์ที่มีส่วนประกอบของใบยาสูบหรือพืชนิโคเทียนาทาแบกกุ้ม (Nicotianatabacum) และให้หมายความรวมถึงผลิตภัณฑ์อื่นใดมีสารนิโคตินเป็นส่วนประกอบซึงบริโภคโดยวิธีสูบ ดูด ดม อม เคี้ยว กิน เป่า หรือพ่นเข้าไปในปากหรือจมูก ทำ หรือโดยวิธีอื่นใด เพื่อให้ได้ผลเป็นเช่นเดียวกัน ไม่รวมถึงผลิตภัณฑ์ยาสูบที่ไม่ส่วนประกอบของใบยาสูบ สารนิโคติน หรือเครื่องมืออื่นที่ทำให้เกิดควัน คล้ายวิธีสูบ ดูด ดม อม เคี้ยว กิน เป่า

2. ปัญหาการตีความ ตามมาตรา 4 “ขาย” หมายความรวมถึง จำหน่าย จ่าย แจก แลกเปลี่ยน หรือให้ เพื่อประโยชน์ในทางการค้า เพิ่มเติม เป็น “ขาย” ไม่รวมถึง ผู้จำหน่าย จ่าย แจก แลกเปลี่ยน หรือให้ เพื่อประโยชน์ในทางการค้า มีความผิดเทียบเท่ากับผู้นำเข้าบุรี่ไฟฟ้ามาในราชอาณาจักรตามประกาศกระทรวงพาณิชย์ พ.ศ. 2557 ภายใต้ พ.ร.บ.การส่งออกไปนอกและการนำเข้ามาในราชอาณาจักรซึ่งสินค้า พ.ศ. 2522 ผู้ฝ่าฝืนมีโทษ จำคุกไม่เกิน 10 ปีหรือปรับเป็นเงิน 5 เท่าของสินค้าที่นำเข้า หรือทั้งจำทั้งปรับพร้อมถูกริบสินค้าบุหรี่ไฟฟ้ายังเป็นสินค้าที่ห้ามขายหรือให้บริการ

3. ปัญหาการตีความ มาตรา 4 “ผู้มีส่วนเกี่ยวข้อง” หมายความว่า บุคคลหรือองค์กรที่ทำการแทนผู้ประกอบการ สมาคม หรือ ชมรมผู้เพาะปลูก ผู้บ่ม ผู้ค้าใบยาสูบ หรือสมาคมหรือชมรมผู้ค้าผลิตภัณฑ์ยาสูบ เพิ่มเติมเป็น “ผู้มีส่วนเกี่ยวข้อง” หมายความว่า บุคคลหรือองค์กรที่ทำการแทนผู้ประกอบการ สมาคมหรือ ชมรมผู้เพาะปลูก ผู้บ่ม ผู้ค้าใบยาสูบ หรือสมาคมหรือชมรมผู้ค้าผลิตภัณฑ์ยาสูบ ไม่รวมถึงผู้ที่นำเข้าบุหรี่ไฟฟ้ามาในราชอาณาจักร เพื่อจำหน่าย จ่าย แจก แลกเปลี่ยน หรือให้ เพื่อประโยชน์ในทางการค้า

5 สรุป

ปัญหาคือกฎหมายมีการกำหนดโทษการผู้ที่นำเข้าบุหรี่ไฟฟ้าที่มีอัตราโทษที่สูงแต่กลับมีอัตราโทษผู้ที่กระทำความผิดกรณีผู้ซื้อในลักษณะที่น้อยกว่าผู้ที่นำเข้าซึ่งการกระทำความผิดนั้นเป็นการกระทำความผิดที่มีลักษณะเหมือนกัน ผู้นำเข้าและผู้ขายมีความต้องการเพื่อที่แสวงหาผลกำไรทั้งสองฝ่าย การปรับแก้บทนิยามและข้อกฎหมายจึงทำให้เกิดความชัดเจนมากยิ่งขึ้น ในการบังคับใช้กฎหมาย

6 ข้อเสนอแนะ

1. แก้ไขนิยามโดยโดยมีการให้บุหรี่ไฟฟ้าไม่เป็นผลิตยาสูบ
2. บัญญัตินิยามคำว่าขายให้รวมถึงการจำหน่ายเพื่อการค้า
3. ให้แก้ไขบทนิยามผู้มีส่วนเกี่ยวข้องให้รวมถึงผู้ที่นำเข้ามาในราชอาณาจักรเพื่อจำหน่าย

กิตติกรรมประกาศ

บทความนี้ได้รับการสนับสนุนเผยแพร่ผลงานทางวิชาการ จากมหาวิทยลัยศรีปทุมวิทยาเขตขอนแก่น

เอกสารอ้างอิง

ตามพระราชบัญญัติควบคุมผลิตภัณฑ์ยาสูบ พ.ศ. 2560 มาตรา 4

ประกาศกระทรวงพาณิชย์ เรื่อง กำหนดให้บารากู่และบารากู่ไฟฟ้า หรือบุหรี่ไฟฟ้าเป็นสินค้าที่ต้องห้ามในการนำเข้ามาในราชอาณาจักร พ.ศ. 2557ลงวันที่ 12 ธันวาคม 2557

คำสั่งคณะกรรมการคุ้มครองผู้บริโภคที่ ๙/๒๕๕๘ เรื่อง ห้ามขายหรือห้ามให้บริการสินค้า “บารากู่ บารากู่ไฟฟ้าหรือบุหรี่ไฟฟ้า หรือตัวยาบารากู่ น้ำยาสำหรับเติมบารากู่ไฟฟ้าหรือบุหรี่ไฟฟ้า”

LPA-015

ความผูกพันต่อองค์การของข้าราชการ กรมส่งเสริมสหกรณ์

Organizational Commitment of Cooperative Promotion Department Government Officers

ธเนศร์ คำสอน, (Thanes Kumsorn)[1]
สมเกียรติ วันทะนะ, (Somkiat Wanthana)[2]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาระดับความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์

กลุ่มตัวอย่างที่ใช้ในการศึกษาคือข้าราชการกรมส่งเสริมสหกรณ์ จำนวน 286 คน โดยใช้แบบสอบถาม การวิเคราะห์ข้อมูลใช้โปรแกรมคอมพิวเตอร์สำเร็จรูปสถิติที่ใช้ในการวิเคราะห์ ได้แก่ ค่าสถิติ ร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์ความแปรปรวนทางเดียว ค่านัยสำคัญทางสถิติ ที่ใช้ในการวิเคราะห์ครั้งนี้กำหนดไว้ที่ระดับ 0.05

ผลการศึกษาค้นคว้าพบว่า ข้าราชการกรมส่งเสริมสหกรณ์ มีระดับความผูกพันต่อองค์การ ในระดับสูง จากการทดสอบสมมติฐานพบว่า ระดับการศึกษา อายุราชการ และภูมิลำเนาเกิด อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ส่วนตัวแปรทางด้าน เพศ อายุ สถานภาพสมรส และเงินเดือน ไม่มีผลต่อความผูกพันต่อองค์การของข้าราชการ อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

คำสำคัญ : ความผูกพัน, กรมส่งเสริมสหกรณ์, ข้าราชการ

Abrstract

The objectives of this research were to study the level of Organizational Commitment of Cooperative Promotion Department Government Officers.

The samples composed of 286 persons of Cooperative Promotion Department Government Officers. The data were collected by using questionnaires and analyzed by using the statistic program. Statistical tools employed in data analysis and presented through Percentage, Mean, Standard Deviation, t-test, and One-Way ANOVA. The level of significance for statistical testing was 0.05.

The research findings are as follow. The level of factor's Organizational Commitment of Cooperative Promotion Department Government Officers was high. According to the hypothesis testing, level of education, work experience and domicile of birth caused difference in the organizational commitment. The level of significance for statistical testing was 0.05. However, gender, age, status, and salary did not cause any difference in the organizational engagement. The level of significance for statistical testing was 0.05.

Keyword: Organizational Commitment, Cooperative Promotion Department, Government Officers

บทนำ

กรมส่งเสริมสหกรณ์ เป็นหน่วยงานของรัฐในสังกัดกระทรวงเกษตรและสหกรณ์ มีภารกิจเกี่ยวกับการส่งเสริม เผยแพร่ และให้ความรู้เกี่ยวกับ อุดมการณ์ หลักการ และวิธีการสหกรณ์ให้แก่บุคลากรสหกรณ์ กลุ่มเกษตรกร และประชาชนทั่วไป ส่งเสริม สนับสนุน คุ้มครอง และพัฒนาระบบสหกรณ์ให้มีความเข้มแข็ง เพื่อให้สมาชิกสหกรณ์มีคุณภาพชีวิตที่ดีขึ้นทั้งทาง ด้านเศรษฐกิจและสังคม กรมส่งเสริมสหกรณ์ได้จัดทำแผนยุทธศาสตร์ 20 ปี (พ.ศ. 2560 -2579) ที่มีความสอดคล้องกับแผนยุทธศาสตร์ชาติระยะ 20 ปี (พ.ศ. 2560 - 2579) และแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติฉบับที่ 12 (พ.ศ. 2560 - 2564) โดยกำหนดวิสัยทัศน์ และจัดทำแผนปฏิบัติการกรมส่งเสริมสหกรณ์ 5 ปี (พ.ศ. 2560 - 2579) เพื่อมุ่งเน้นพัฒนาส่งเสริมภาพลักษณ์ที่ดี และพัฒนาขีดความสามารถของสหกรณ์และกลุ่มเกษตรกร ด้วยการบริหาร

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จัดการคุณภาพ บุคลากรมืออาชีพ และเทคโนโลยีสารสนเทศ เพื่อยกระดับศักยภาพและความเข้มแข็งของสหกรณ์และกลุ่มเกษตรกร (สำนักพัฒนาและถ่ายทอดเทคโนโลยีการสหกรณ์ กรมส่งเสริมสหกรณ์, 2560: 2)

กรมส่งเสริมสหกรณ์ได้ตระหนักถึงความสำคัญของการบริหารจัดการทรัพยากรบุคคล ซึ่งเป็นปัจจัยสำคัญใน การขับเคลื่อนการดำเนินการตามนโยบาย เพื่อบรรลุความสำเร็จสอดคล้องกับเจตนารมณ์การบริหารกิจการบ้านเมืองที่ดีรวมทั้งให้สอดคล้องกับการประเมินคุณธรรมและความโปร่งใสในการดำเนินงานของหน่วยงานภาครัฐ ซึ่งกรมส่งเสริมสหกรณ์จึงได้กำหนดนโยบายการบริหารทรัพยากรบุคคลขึ้นเพื่อใช้เป็นกรอบแนวทางในการบริหารทรัพยากรบุคคล โดยการพัฒนาบุคลากรนั้นให้มีการจัดทำแผนพัฒนาบุคลากรประจำปีที่เหมาะสม โดยเชื่อมโยงกับสมรรถนะมาตรฐานกำหนดตำแหน่ง และนำไปสู่ การพัฒนาศักยภาพของบุคลากรให้พร้อมรับภารกิจและสอดคล้องกับยุทธศาสตร์ขององค์การ โดยมุ่งเน้นพัฒนาความรู้ ความเชี่ยวชาญ ปลูกฝังค่านิยม คุณธรรมจริยธรรม การเรียนรู้พัฒนางานอย่างต่อเนื่อง การมุ่งผลสัมฤทธิ์อย่างทั่วถึงทั้งองค์การ ตลอดจนการรักษาไว้ และการจูงใจให้มีการวางแผนมุ่งเน้นการสร้างคุณภาพชีวิตให้มีความสมดุล โดยการสร้างสภาพแวดล้อม ระบบวิธีการทำงานที่ดี มีเส้นทางความก้าวหน้าในตำแหน่งงาน มีการวางแผนเตรียมความพร้อมบุคลากรที่จะดำรงตำแหน่งสำคัญในอนาคต มีการพัฒนาฐานข้อมูลสารสนเทศบุคลากรมีระบบการประเมินผลการปฏิบัติงานที่ชัดเจน และถือปฏิบัติโดยทั่วกัน ส่งผลให้ได้รับค่าตอบแทนที่สอดคล้องกับผลการปฏิบัติงาน เพื่อรักษาไว้ซึ่งบุคลากรที่มีศักยภาพสูง

การเปลี่ยนแปลงองค์การนั้นต้องอาศัยบุคลากรทุกฝ่ายในองค์การร่วมมือกันปฏิบัติงานและดำเนินการตามแผนงานและนโยบายที่องค์การวางไว้ เพื่อให้เกิดการเปลี่ยนแปลงและพัฒนาองค์การให้ไปสู่เป้าหมายที่กำหนดไว้ โดยการเปลี่ยนแปลงดังกล่าวอาจส่งผลกระทบทั้งด้านบวกและด้านลบต่อองค์การและบุคลากรผู้ปฏิบัติงานผลทางด้านบวก เช่น องค์การสามารถพัฒนาและดำเนินการได้อย่างมีประสิทธิภาพ องค์การมีนโยบายในการบริหารงานที่เหมาะสมต่อสภาพแวดล้อมที่เปลี่ยนแปลงไป องค์การสามารถนำนวัตกรรมใหม่ๆ มาใช้ในการดำเนินกิจการ บุคลากรผู้ปฏิบัติงานมีการพัฒนาตนเองและทักษะในการทำงานมากขึ้น เพื่อให้บรรลุวัตถุประสงค์หรือภารกิจขององค์การ ในส่วนผลทางด้านลบจากกรณีการเปลี่ยนแปลงที่รวดเร็วนี้อาจส่งผลให้บุคลากรผู้ปฏิบัติงานมีความกดดันในการทำงานมากขึ้น เกิดความเบื่อหน่ายในการทำงานส่งผล ให้เกิดสภาวะหมดไฟในการทำงาน ซึ่งความกดดัน ความเบื่อหน่าย และสภาวะหมดไฟในการทำงานอาจส่งผลให้ความพึงพอใจในการทำงานลดลง ทำให้บุคลากรมีความผูกพันต่อองค์การลดลง ถ้าหากมีโอกาสที่ดีกว่าบุคลากรที่มีคุณภาพอาจจะลาออกจากองค์การเพื่อไปสู่องค์การที่มีความก้าวหน้าในด้านการทำงาน ระดับผลตอบแทนและสภาพสังคมที่ดีกว่า จากที่กล่าวมาจะเห็นได้ว่าบุคลากรถือเป็นทรัพยากรที่มีส่วนสำคัญในการนำพาองค์การไปสู่ความสำเร็จและยั่งยืน ดังนั้นองค์การต่างๆ ทั้งภาครัฐและภาคเอกชนจึงจำเป็นต้องให้ความสำคัญกับการบริหารทรัพยากรบุคคล โดยต้องคำนึงถึงการรักษาบุคลากรที่มีคุณภาพให้คงอยู่กับองค์การ รวมถึงการสร้างความพึงพอใจต่อองค์การเพื่อให้เกิดแรงจูงใจในการทำงานร่วมกันของบุคลากรและพัฒนาไปสู่ความผูกพันต่อองค์การต่อไป (ชลิตพันธ์ บุญมีสุวรรณ และคณะ, 2560: 155-172)

ภารกิจของกรมส่งเสริมสหกรณ์เป็นกลไกสำคัญต่อการพัฒนาเศรษฐกิจและสังคมของประเทศ ที่ทำให้ข้าราชการของกรมส่งเสริมสหกรณ์ต้องปฏิบัติหน้าที่ด้วยความรับผิดชอบ มุ่งมั่นในการทำงาน ยึดหลักใน ความซื่อสัตย์สุจริต และพัฒนาความรู้ด้านวิชาการเพื่อไปแนะนำส่งเสริมสหกรณ์และกลุ่มเกษตรให้มีความรู้ความเข้าใจต่อระบบสหกรณ์และพัฒนาอาชีพให้แก่เกษตรกร อีกทั้งกรมส่งเสริมสหกรณ์มุ่งมั่นที่จะพัฒนาไปสู่องค์การที่ประสิทธิภาพสูง รวมทั้งเพิ่มระดับประสิทธิภาพในการบริหารงาน การพัฒนาข้าราชการให้มีความรู้ทางวิชาการ ความสามารถในการแนะนำส่งเสริม และมีความพึงพอใจในการปฏิบัติงานตามยุทธศาสตร์ชาติด้านการพัฒนาและเสริมสร้างศักยภาพทรัพยากรมนุษย์ นอกจากพัฒนาประสิทธิภาพขององค์การแล้วการที่องค์การจะบรรลุเป้าหมายได้นั้น ต้องอาศัยความสามัคคี ความร่วมมือร่วมแรง ร่วมใจ ความอดทนความทุ่มเทและเสียสละ และความผูกพันของบุคลากร เพื่อให้องค์การภาครัฐสามารถบรรลุเป้าหมาย (สำนักงานคณะกรรมการข้าราชการพลเรือน, 2563: ออนไลน์) ซึ่งความผูกพันต่อองค์การจึงเป็นตัวแปรสำคัญที่องค์การจะต้องตระหนักอยู่เสมอ ซึ่งเป็นการสะท้อนถึงความรู้สึกของบุคลากร ที่มีต่อองค์การในระยะยาว ดังนั้นองค์การจะต้องวางแผนการปรับปรุงและพัฒนาการบริหารทรัพยากรบุคคล เพื่อจูงใจและส่งเสริมบุคลากร เกิดความผูกพันและยอมรับเป้าหมายค่านิยมขององค์การ พร้อมใช้ความรู้ความสามารถอย่างเต็มที่เพื่อปฏิบัติงานให้สำเร็จตามวัตถุประสงค์ขององค์การ ขณะเดียวกันก็อยากจะคงความเป็นสมาชิกภาพองค์การไว้ ความผูกพันต่อองค์การจะทำให้บุคลากร มีทัศนคติและพฤติกรรมที่แสดงออกในด้านบวกต่อองค์การ บุคลากรที่มีความผูกพันต่อองค์การจะปฏิบัติงานได้อย่างมีประสิทธิภาพและจะปฏิบัติงานในระยะยาวกับองค์การตราบเท่าที่องค์การต้องการ (ถาวร อ่อนลออ, 2561: 101)

ด้วยเหตุผลดังกล่าวผู้วิจัยจึงต้องการศึกษาเกี่ยวกับความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์ เพื่อที่จะทราบว่าปัจจัยใดที่มีผลต่อความผูกพันต่อองค์การและนำปัจจัยต่างๆ มาเป็นแนวทางในการเสริมสร้างความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์และองค์การภาครัฐอื่นๆ ให้ดียิ่งขึ้น ซึ่งทำให้ข้าราชการเกิดความจงรักภักดีต่อองค์การ มีแรงจูงใจในการปฏิบัติงานและธำรงรักษาข้าราชการให้ทำงานให้แก่องค์การ นำความรู้ที่ได้จากการศึกษาไปใช้ในการพัฒนาการบริหารทรัพยากรมนุษย์และพัฒนาองค์การให้มีประสิทธิภาพและประสิทธิผลต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์
2. เพื่อเปรียบเทียบความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์ จำแนกตามปัจจัยส่วนบุคคล

วิธีการวิจัย

การวิจัยนี้เป็นการศึกษาความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์ โดยศึกษาถึงปัจจัยส่วนบุคคล และความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์ ผู้ศึกษาได้กำหนดขนาดของกลุ่มตัวอย่างโดยใช้ตารางสำเร็จรูปของทาโร่ ยามาเน่ได้จำนวนตัวอย่างเท่ากับ 286 คน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าสถิติร้อยละ (Percentage) และค่าเฉลี่ย (Mean) ทดสอบความแตกต่างของค่าเฉลี่ยของกลุ่มตัวอย่าง 2 กลุ่ม ใช้การทดสอบค่าที (t – test) ทดสอบความแตกต่างของค่าเฉลี่ยของกลุ่มตัวอย่างตั้งแต่ 3 กลุ่มขึ้นไปเป็นการวิเคราะห์การแปรปรวนทางเดียว (One-way ANOVA) และทดสอบความแตกต่างรายคู่โดยวิธีของ (Fisher's Least Significance Difference : LSD) โดยกำหนดค่านัยสำคัญทางสถิติไว้ที่ใช้ในการวิเคราะห์ครั้งนี้กำหนดไว้ที่ระดับ 0.05

ผลการวิจัย

ข้อมูลส่วนใหญ่ของกลุ่มตัวอย่าง พบว่า กลุ่มตัวอย่างส่วนมากประกอบด้วย เพศหญิง จำนวน 192 คน คิดเป็นร้อยละ 67.1มีอายุ 31 – 40 ปี จำนวน 140 คน คิดเป็นร้อยละ 49.0 มีสถานภาพโสด จำนวน 174 คน คิดเป็นร้อยละ 60.8 มีระดับการศึกษาสูงกว่าปริญญาตรี จำนวน 156 คิดเป็นร้อยละ 54.6 มีเงินเดือนไม่เกิน 25,000 บาท จำนวน 177 คน คิดเป็นร้อยละ 61.9 มีอายุราชการ ไม่เกิน 5 ปี จำนวน 152 คน คิดเป็นร้อยละ 53.2 มีภูมิลำเนาเกิดในภาคตะวันออกเฉียงเหนือ จำนวน 64 คน คิดเป็นร้อยละ 22.4ระดับความผูกพันต่อองค์การ แสดงให้เห็นว่า ความผูกพันของข้าราชการกรมส่งเสริมสหกรณ์ อยู่ในระดับสูง โดยมีค่าเฉลี่ย 3.91

เมื่อทดสอบสมมติฐานที่ตั้งไว้ 7 สมมติฐาน โดยทดสอบความสัมพันธ์และเปรียบเทียบความแตกต่างระหว่างสำหรับตัวแปรอิสระ ที่ใช้ในการวิจัยครั้งนี้ ได้แก่ เพศ อายุ สถานภาพสมรส ระดับการศึกษา เงินเดือน อายุราชการและภูมิลำเนาเกิด ตัวแปรตาม คือ ความผูกพันต่อองค์การ ดังนี้

ตารางที่ 1 สรุปผลการทดสอบสมมติฐาน

ตัวแปรอิสระ	Sig	เป็นไปตามสมมติฐาน	ไม่เป็นไปตามสมมติฐาน
1. เพศ	0.881	-	✔
2. อายุ	0.453	-	✔
3. สถานภาพสมรส	0.110	-	✔
4. ระดับการศึกษา	0.030*	✔	-
5. เงินเดือน	0.322	-	✔
6. อายุราชการ	0.008*	✔	-
7. ภูมิลำเนาเกิด	0.041*	✔	-

โดยกำหนดระดับนัยสำคัญทางสถิติที่ใช้ในการทดสอบไว้ที่ระดับ 0.05

จากตารางทดสอบสมมติฐานที่ตั้งไว้ 7 สมมติฐาน ผลปรากฏว่า

สมมติฐานที่ 1 ข้าราชการที่มีเพศต่างกัน มีความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์ไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งสอดคล้องกับ สมจิตร จันทร์เพ็ญ (2557) ศึกษาเรื่อง "ความผูกพันต่อองค์การของเจ้าหน้าที่สถาบันพัฒนาองค์กรชุมชน (องค์การมหาชน)" พิญาภรณ์ เต็งพานิชกุล (2558) ศึกษาเรื่อง "ความผูกพันต่อองค์กรของบุคลากรฝ่ายพัฒนาชุมชนและสวัสดิการสังคมสำนักงานเขตบางแค"

สมมติฐานที่ 2 ข้าราชการที่มีอายุต่างกัน มีความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์ไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งสอดคล้องกับงานวิจัยของ พิชิต ปราณีพร้อมพงศ์ (2559) ศึกษาเรื่อง "ความผูกพันต่อองค์กรของ

พนักงานฝ่ายทรัพยากรบุคคล บริษัท ห้างเซ็นทรัล ดีพาทเมนท์สโตร์ จำกัด” ศรัญญา สันธิ (2560) ศึกษาเรื่อง “ปัจจัยที่มีผลต่อความผูกพันต่อองค์การของข้าราชการกรมป่าไม้ สังกัดส่วนกลาง”

สมมติฐานที่ 3 ข้าราชการที่มีสถานภาพสมรสต่างกัน มีความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์ไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งสอดคล้องกับเสาดะ แขวงดำ (2559) ศึกษาเรื่อง “ความผูกพันต่อองค์การของบุคลากรกรมเจรจาการค้าระหว่างประเทศ” สมเกียรติ อินยม (2560) ศึกษาเรื่อง “ความผูกพันต่อองค์กรของพนักงานฝ่ายผลิตบริษัทแห่งหนึ่งใน นิคมอุตสาหกรรมอีสเทิร์นซีบอร์ด จังหวัดระยอง”

สมมติฐานที่ 4 ข้าราชการที่มีระดับการศึกษาต่างกัน มีความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งสอดคล้องกับงานวิจัยของ สิริธร แสงวันลอย (2559) ศึกษาเรื่อง “ความผูกพันต่อองค์การของพนักงาน บริษัท บางกอก มิสซูบิชิ ยูเอฟเจ ลิส จำกัด” ณัชชา ชะรัดรัมย์ (2559) ศึกษาเรื่อง “ความผูกพันต่อองค์การของข้าราชการกรมการปกครองจังหวัดบุรีรัมย์”

สมมติฐานที่ 5 ข้าราชการที่มีเงินเดือนต่างกัน มีความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์ไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งสอดคล้องกับงานวิจัยของ พิญาภรณ์ เต็งพานิชกุล (2558) ศึกษาเรื่อง “ความผูกพันต่อองค์กรของบุคลากรฝ่ายพัฒนาชุมชนและสวัสดิการสังคมสำนักงานเขตบางแค” พิชิต ปราณีพร้อมพงศ์ (2559) ศึกษาเรื่อง “ความผูกพันต่อองค์กรของพนักงานฝ่ายทรัพยากรบุคคล บริษัท ห้างเซ็นทรัล ดีพาทเมนท์สโตร์ จำกัด”

สมมติฐานที่ 6 ข้าราชการที่มีอายุราชการต่างกัน มีความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งสอดคล้องกับงานวิจัยของ สนธยา วงศาพันธ์ (2557) ศึกษาเรื่อง “ความผูกพันต่อองค์การของข้าราชการตำรวจ : กรณีศึกษากองกำกับการต่อต้านการก่อการร้าย กองบังคับการสายตรวจและปฏิบัติการพิเศษ” สิริธร แสงวันลอย (2559) ศึกษาเรื่อง “ความผูกพันต่อองค์การของพนักงาน บริษัท บางกอก มิสซูบิชิ ยูเอฟเจ ลิส จำกัด”

สมมติฐานที่ 7 ข้าราชการที่มีภูมิลำเนาเกิดต่างกัน มีความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งไม่สอดคล้องกับงานวิจัยของ ณัชชา ชะรัดรัมย์ (2559) ศึกษาเรื่อง “ความผูกพันต่อองค์การของข้าราชการกรมการปกครองจังหวัดบุรีรัมย์”

ข้อเสนอแนะจากการวิจัย

จากผลการวิจัย พบว่า ความผูกพันต่อองค์การของข้าราชการกรมส่งเสริมสหกรณ์ อยู่ในระดับสูง แสดงให้เห็นว่าข้าราชการให้ความสำคัญด้านความก้าวหน้าในงาน ความสัมพันธ์กับผู้ร่วมงาน และความมั่นคงในงาน ซึ่งเป็นสิ่งที่จะช่วยทำให้เกิดความผูกพันต่อองค์การ แต่การที่จะรักษาระดับความผูกพันต่อองค์การ ให้อยู่ในระดับสูง ต่อไปได้นั้น ผู้วิจัยขอเสนอแนะ ดังนี้

1. กรมส่งเสริมสหกรณ์ ควรกำหนดค่าตอบแทนพิเศษ สวัสดิการต่างๆ และค่าเบี้ยเลี้ยงให้แก่ข้าราชการเพิ่มเติมเพื่อให้มีความครอบคลุมและเหมาะสมกับสถานการณ์เศรษฐกิจในปัจจุบัน

2. กรมส่งเสริมสหกรณ์ ควรมีการปรับปรุงกระบวนการพิจารณาเลื่อนขั้นเงินเดือนและเลื่อนตำแหน่ง อย่างยุติธรรม และมีประสิทธิภาพด้วยความเป็นธรรม

3. กรมส่งเสริมสหกรณ์ ควรมีการส่งเสริมด้านการสร้างการมีส่วนร่วมภายในองค์การในการร่วมกันกำหนดนโยบายต่างๆ รวมถึงการมีส่วนร่วมในการรับผลประโยชน์จากหน่วยงาน และร่วมกันประเมินผลของหน่วยงานให้มากยิ่งขึ้น ทำให้เกิดความรู้สึกเป็นอันหนึ่งอันเดียวกัน

ข้อเสนอแนะในการศึกษาค้นคว้าครั้งต่อไป

1. การวิจัยครั้งนี้เป็นการศึกษาเฉพาะข้าราชการของกรมส่งเสริมสหกรณ์เท่านั้น ไม่สามารถอธิบายความผูกพันของข้าราชการทั้งหมดได้ ในการวิจัยครั้งต่อไปควรเป็นการศึกษาเปรียบเทียบข้าราชการส่วนอื่นๆ ของประเทศ ซึ่งจะให้ความชัดเจนได้มากยิ่งขึ้น

2. การวิจัยในครั้งต่อไปควรมีการศึกษาตัวแปรอิสระอื่นๆ นอกจากตัวแปรในงานวิจัยครั้งนี้เพิ่มเติมเพื่อให้เกิดความสมบูรณ์มากขึ้น เช่น วัฒนธรรมขององค์การ และปัจจัยที่มีผลต่อประสิทธิภาพในการทำงาน ขวัญกำลังใจในการปฏิบัติงาน คุณภาพชีวิตในการทำงานเป็นต้น เพื่อจะได้นำปัจจัยเหล่านั้นไปปรับปรุงให้สอดคล้องกับการทำงาน อันจะเกี่ยวข้องกับความผูกพันต่อองค์การ

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ความพึงพอใจที่มีต่อโครงการคนละครึ่งของประชาชน เขตตลิ่งชัน กรุงเทพมหานคร

The satisfaction to wards, The 50-50 Co-Payment Scheme of the people in Taling chan District, Bangkok.

เสนาวิท อิศรเสนา ณ อยุธยา, (Senavit Isarasena Na Ayudthaya)[1]
วัลลภ รัฐฉัตรานนท์, (Wanlop Rathachatranon)[2]

บทคัดย่อ

วัตถุประสงค์ของการวิจัยเพื่อศึกษาระดับ และเพื่อศึกษาเปรียบเทียบความพึงพอใจที่มีต่อโครงการคนละครึ่งของประชาชน เขตตลิ่งชัน กรุงเทพมหานคร

กลุ่มตัวอย่างที่ใช้ในการศึกษาคือประชาชน เขตตลิ่งชัน กรุงเทพมหานคร จำนวน 324 คน โดยใช้แบบสอบถาม การวิเคราะห์ข้อมูลใช้โปรแกรมคอมพิวเตอร์สำเร็จรูปสถิติที่ใช้ในการวิเคราะห์ ได้แก่ ค่าสถิติ ร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์ความแปรปรวนทางเดียว ค่านัยสำคัญทางสถิติที่ใช้ในการวิเคราะห์ครั้งนี้กำหนดไว้ที่ระดับ 0.05

ผลการศึกษาค้นคว้าพบว่า ความพึงพอใจที่มีต่อโครงการคนละครึ่งของประชาชน เขตตลิ่งชัน กรุงเทพมหานคร มีระดับความพึงพอใจในระดับปานกลาง จากการทดสอบสมมติฐานพบว่า อายุ และอาชีพ อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ส่วนตัวแปรทางด้าน เพศ สถานภาพทางสมรส ระดับการศึกษา และรายได้ต่อเดือน ไม่มีผลต่อความพึงพอใจที่มีต่อโครงการคนละครึ่งของประชาชน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

คำสำคัญ : ความพึงพอใจ, โครงการคนละครึ่ง, เขตตลิ่งชัน

Abrstract

The objectives of this research were to study the level and compare of the satisfaction to wards, The 50-50 Co-Payment Scheme of the people in Taling chan District, Bangkok.

The samples composed of 324 persons people in Taling chan District, Bangkok. The data were collected by using questionnaires and analyzed by using the packaging computer program. Statistical tools employed in data analysis and presented through Percentage, Mean, Standard Deviation, t-test and One-Way ANOVA. The level of significance for statistical testing was 0.05.

The research findings are as follow. The level of the satisfaction to wards, The 50-50 Co-Payment Scheme of the people in Taling chan District, Bangkok was moderate. According to the hypothesis testing, age and occupation caused difference in the satisfaction. The level of significance for statistical testing was 0.05. However, gender, status, level of education, and income per month did not cause any difference in the satisfaction. The level of significance for statistical testing was 0.05.

Keywords: satisfaction, the 50:50 Co-Payment Scheme, taling chan District

บทนำ

ในปีพุทธศักราช 2563 ทั่วโลกรวมไปถึงประเทศไทยได้ประสบปัญหาวิกฤตการณ์ การแพร่เชื้อของโรคระบาด โดยสาเหตุหลักมาจากเชื้อไวรัสโคโรนา 2019 (COVID-19) ที่มีการแพร่เชื้ออย่างหนักจึงส่งผลให้ ทั่วทั้งโลกประเทศไทยเป็นอีกหนึ่งประเทศที่ประสบปัญหานี้เช่นเดียวกัน จึงได้มีการออกมาตรการรองรับให้สอดคล้องกับสถานการณ์การแพร่เชื้อไวรัสโคโรนา 2019 (COVID-19) รัฐบาลแต่ละประเทศทั้งนี้รวมไปถึงประเทศไทยก็พยายามคิดหาวิธีแก้ไข และรับมือกับโรคระบาดนี้เพื่อต้องการให้เศรษฐกิจของ

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ประเทศ นั้นเดินหน้าต่อ คณะกรรมการโรคติดต่อแห่งชาติจึงมีการทำหนังสือออกมาด้วยปัจจุบันสถานการณ์ การแพร่ระบาดของ เชื้อไวรัสโคโรนา 2019 (COVID-19) ในประเทศไทยมีแนวโน้มเพิ่มสูงขึ้นเป็นโรคติดต่ออันตราย ซึ่งส่งผลกระทบต่อประชาชน และสภาวะเศรษฐกิจของประเทศเป็นวงกว้าง จึงให้มีการเฝ้าระวัง ซึ่งมาตรการณ์ป้องกันโรคระบาดนั้นมีอาทิเช่น เลี่ยงสถานที่เสี่ยงติดเชื้อสถานที่คนแออัดหรืออากาศถ่ายเทไม่สะดวก อยู่ห่างกัน 2 เมตร ใส่แมสก์ป้องกันอย่างถูกวิธี หมั่นล้างมือ เป็นต้น และเพื่อยับยั้งการแพร่ระบาดครั้งนี้จึงทำให้เกิดวัคซีนป้องกันเชื้อไวรัสโคโรนา 2019 (COVID-19) ในปัจจุบันในหลายๆ ประเทศรวมไปถึงประเทศไทยได้มีการรับวัคซีนกันเป็นจำนวนมาก และมีบางส่วนที่ยังไม่ได้รับวัคซีนจึงทำให้รัฐบาลนั้นต้องคิดหาวิธีไม่ให้ส่งผลกระทบต่อเศรษฐกิจภายในประเทศมากขึ้น ประเทศไทยได้ประสบปัญหาทางด้านเศรษฐกิจมาโดยตลอดไม่ว่าจะเป็นในด้านใดก็ตาม จึงส่งให้เกิดปัญหาทางด้านเศรษฐกิจ ที่ผ่านมากระทรวงต่างๆ ได้มีมาตรการออกมาเพื่อนำมารับมือกับปัญหาด้านเศรษฐกิจประเทศไทยยังคงต้องเดินหน้าต่อเพื่อให้เศรษฐกิจของประเทศนั้นมีการขยับตัวอยู่ตลอดเวลา และยังคงต้องพึ่งพาตลาดอุสาหกรรม ทั้งนี้ได้เกิดเหตุการณ์ที่ทุกคนทั้งโลกนั้นไม่ได้คาดเดาว่าเกิดการแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 (COVID-19) จึงต้องวางแผน และมีการรับมือกับเชื้อไวรัสที่เกิดขึ้น เพราะเชื้อไวรัสดังกล่าวนั้นส่งผลกระทบต่อทุกประเทศ และทุกคนบนโลก รัฐบาลไทยจึงได้มีการออกนโยบายที่เป็น การช่วยเหลือประชาชน คือ **"โครงการคนละครึ่ง"** เพื่อเป็นการฟื้นฟูเศรษฐกิจของประเทศ และนำมาดูแลประชาชนให้ครอบคลุมทุกกลุ่ม โดยเฉพาะผู้ที่มีรายได้น้อย ที่มีการออกแบบมาให้ผู้ได้รับประโยชน์เป็นร้านค้าขนาดเล็ก และให้แก่ประชาชนทั่วไป ซึ่งช่วยลดภาระค่าใช้จ่ายให้ประชาชนที่เข้าร่วมโครงการ และกระตุ้นให้มีการจับจ่าย ใช้สอยมากขึ้น แต่ข้อจำกัดของโครงการคือ ประชาชนที่ลงทะเบียนไม่ทัน และผู้ที่ไม่มีสมาร์ทโฟน ไม่สามารถเข้าถึงโครงการได้ สำหรับโครงการคนละครึ่งมีระบบการใช้จ่ายผ่านแอปพลิเคชั่น "เป๋าตัง" และ "ถุงเงิน" ที่มีการยืนยันตัวตนเพื่อประโยชน์แก่ผู้ใช้ให้มั่นใจว่าไม่มีผู้อื่นมาใช้สิทธิแทน และมีการใช้จ่ายจริงตามวัตถุประสงค์ของโครงการซึ่งระบบดังกล่าวเป็นการสร้างการเรียนรู้ให้กับประชาชนทุกระดับจนถึงระดับฐานรากให้สามารถใช้ประโยชน์จากเทคโนโลยี เพื่อลดความเหลื่อมล้ำ และพัฒนาให้สังคมไทยเดินหน้าสู่ Digital Society ไปพร้อมๆ กัน ในขณะเดียวกันยังเป็นการลดการใช้เงินสด ทำให้การดำเนินโครงการนั้นเต็มไปด้วยความโปร่งใส รวดเร็ว และมีประสิทธิภาพมากขึ้น

กรุงเทพมหานครนั้นขึ้นชื่อว่าเป็นเมืองหลวงของประเทศไทยซึ่งมีประชากรประมาณ 5.59 ล้านคน ซึ่งมีประชากรเยอะที่สุดเป็นอับดับ 1 ของประเทศ ประชาชนหลั่งไหลเข้ามาทำงานในกรุงเทพมหานครเป็นจำนวนมาก ทำให้เศรษฐกิจของกรุงเทพมหานครนั้นค่อนข้างที่จะเติบโตไม่ว่าจะเป็นร้านค้าขนาดใหญ่ไปจนถึงร้านค้าขนาดเล็ก มีการจับจ่ายใช้สอยเป็นจำนวนมาก และร้านค้าในกรุงเทพมหานครมีการรองรับสำหรับการใช้โครงการคนละครึ่งมีมากถึง 200,982 ร้านค้า เพื่อให้ประชาชนเข้าถึงการจับจ่ายใช้สอยได้ง่ายสำหรับผู้ค้ารายย่อย และในพื้นที่แขวงคลองชักพระ เขตตลิ่งชัน เป็นอีกหนึ่งพื้นที่ ที่มีเล็กแต่มีความหนาแน่นของประชากรมากที่สุดในเดือนธันวาคม 2564 ในแขวงคลองชักพระ เขตตลิ่งชัน นั้นได้มีตลาดน้ำตลิ่งชัน และตลาดคลองสองน้ำ เป็นพื้นที่ที่น่าสนใจเพราะพื้นที่นี้ยังคงเรียกว่าเป็นตลาดน้ำที่มีอยู่ในกรุงเทพมหานครเป็นพื้นที่ที่ให้ประชาชนหรือ คนในชุมชนได้เข้ามาค้าขายจึงทำให้เกิดเป็นแหล่งท่องเที่ยว ทำให้เป็นการกระตุ้นเศรษฐกิจไปในตัว

ในการใช้โครงการคนละครึ่งในครั้งนี้ มีปัญหาเกี่ยวกับการใช้งานเทคโนโลยี และแอพพลิเคชั่น ประชาชนที่ได้เข้ามาลงทะเบียนใช้สิทธิโครงการคนละครึ่งนั้น มีทั้งนิสิตนักศึกษา จนกระทั่งผู้สูงวัย ซึ่งมีอายุเกิน 61 ปีขึ้นไป จึงอาจจะส่งผลกระทบต่อการใช้งานในโครงการคนละครึ่ง การนำแอพพลิเคชั่นเป๋าตังมาเป็นตัวกลางในการใช้จ่ายนั้น อาจจะนำมาซึ่งปัญหาหลายด้าน เช่น การลงทะเบียนขอรับสิทธิโครงการคนละครึ่ง การยืนยันตัวตนผ่านแอพพลิเคชั่น และอีกทั้งต้องเติมเงินเข้าไปก่อนที่จะนำมาใช้ในการจับจ่ายซื้อของ ในปัญหาส่วนนี้อาจจะทำให้เกิดปัญหาต่อผู้สูงวัย หรือคนหลายกลุ่มตามมา

ในส่วนของความพึงพอใจที่มีต่อโครงการคนละครึ่งของประชาชน เขตตลิ่งชัน กรุงเทพมหานคร ในส่วนของนโยบายโครงการคนละครึ่งนั้นเป็นการส่งเสริมเศรษฐกิจเพื่อกระตุ้นเศรษฐกิจของประเทศ ซึ่งเป็นการลดภาระค่าใช้จ่ายของประชาชนภายในประเทศ ดังนั้นผู้วิจัยมีความประสงค์ที่ทำการศึกษาเกี่ยวกับความพึงพอใจที่มีต่อโครงการคนละครึ่งของประชาชน เขตตลิ่งชัน กรุงเทพมหานคร ว่าประชาชนมีความพึงพอใจต่อนโยบายของรัฐบาลในโครงการ คนละครึ่ง มากน้อยเพียงใดเพื่ออาจจะเป็นข้อมูลเพื่อที่จะนำไปต่อยอดในโครงการอื่น ๆ ในรัฐบาลต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับความพึงพอใจที่มีต่อโครงการคนละครึ่งของประชาชน เขตตลิ่งชัน กรุงเทพมหานคร
2. เพื่อศึกษาเปรียบเทียบความพึงพอใจที่มีต่อโครงการคนละครึ่งของประชาชน เขตตลิ่งชัน กรุงเทพมหานคร จำแนกตามปัจจัยส่วนบุคคล

วิธีการวิจัย

การวิจัยนี้เป็นการศึกษาความพึงพอใจที่มีต่อโครงการคนละครึ่งของประชาชน เขตตลิ่งชัน กรุงเทพมหานคร โดยศึกษาถึงปัจจัยด้านบุคคล และความพึงพอใจที่มีต่อโครงการคนละครึ่งของประชาชน เขตตลิ่งชัน กรุงเทพมหานคร ผู้ศึกษาได้กำหนดขนาดของกลุ่มตัวอย่างโดยใช้โปรแกรมสำเร็จรูป G*Power ได้จำนวนตัวอย่างเท่ากับ 324 คน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าสถิติร้อยละ (Percentage) และค่าเฉลี่ย (Mean) ทดสอบความแตกต่างของค่าเฉลี่ยของกลุ่มตัวอย่าง 2 กลุ่ม ใช้การทดสอบค่าที (t – test) ทดสอบความแตกต่างของค่าเฉลี่ยของกลุ่มตัวอย่างตั้งแต่ 3 กลุ่มขึ้นไปเป็น การวิเคราะห์การแปรปรวนทางเดียว (One-way ANOVA) และทดสอบความแตกต่างรายคู่โดยวิธีของ (Fisher's Least Significance Difference : LSD) ใช้ทดสอบความสัมพันธ์ของความพึงพอใจที่มีต่อโครงการคนละครึ่งของประชาชน เขตตลิ่งชัน กรุงเทพมหานคร โดยกำหนดค่านัยสำคัญทางสถิติไว้ที่ใช้ในการวิเคราะห์ครั้งนี้กำหนดไว้ที่ระดับ 0.05

ผลการวิจัย

ข้อมูลส่วนใหญ่ของกลุ่มตัวอย่าง พบว่า กลุ่มตัวอย่างส่วนมากประกอบด้วย เพศ ชาย คิดเป็นร้อยละ 55.6 มีอายุ 41 – 50 ปี คิดเป็นร้อยละ 27.8 มีสถานภาพ สมรส คิดเป็นร้อยละ 58.0 มีระดับการศึกษา ปวส./อนุปริญญา คิดเป็นร้อยละ 38.6 มีอาชีพประกอบธุรกิจส่วนตัว/ค้าขาย คิดเป็นร้อยละ 29.9 มีรายได้ต่อ 20,001 – 30,000 บาท คิดเป็นร้อยละ 34.9 ระดับความพึงพอใจที่มีต่อโครงการคนละครึ่ง แสดงให้เห็นว่าประชาชนนั้น มีความพึงพอใจต่อโครงการคนละครึ่งอยู่ในระดับ ปานกลาง โดยมีค่าเฉลี่ย 3.01

เมื่อทดสอบสมมติฐานที่ตั้งไว้ 6 สมมติฐาน โดยทดสอบความสัมพันธ์ และเปรียบเทียบความแตกต่างระหว่างตัวแปรอิสระ ได้แก่ เพศ อายุ สถานภาพสมรส ระดับการศึกษา อาชีพ และรายได้ต่อเดือน ส่วนตัวแปรตาม ได้แก่ ความพึงพอใจที่มีต่อโครงการคนละครึ่งของประชาชน เขตตลิ่งชัน กรุงเทพมหานคร สามารถสรุปได้ดังนี้

ตารางที่ 1 สรุปผลการทดสอบสมมติฐาน

ตัวแปรอิสระ	เป็นไปตามสมมติฐาน	ไม่เป็นไปตามสมมติฐาน
1. เพศ		√
2. อายุ	√	
3. สถานภาพสมรส		√
4. ระดับการศึกษา		√
5. อาชีพ	√	
6. รายได้ต่อเดือน		√

โดยกำหนดระดับนัยสำคัญทางสถิติที่ใช้ในการทดสอบไว้ที่ระดับ 0.05

อภิปายผล

จากตารางทดสอบสมมติฐานที่ตั้งไว้ 6 สมมติฐาน ผลปรากฏว่า

สมมติฐานที่ 1 ประชาชนที่มีเพศต่างกัน มีความพึงพอใจต่อโครงการคนละครึ่งไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งสอดคล้องกับงานวิจัยของ อมรรัตน์ บุญผา (2557) ศึกษาเรื่อง "ความพึงพอใจของประชาชนต่อคุณภาพการบริการของเทศบาล ตำบลพะวา อำเภอแก่งหางแมว จังหวัดจันทบุรี" วิเนตร สุขสวัสดิ์เสรีกุล (2559) ศึกษาเรื่อง "ความพึงพอใจของประชาชนที่มีต่อการบริหารงาน การจัดการสำนักงานที่ดินจังหวัดชลบุรี" และ วัชรี รักษา (2562) ศึกษาเรื่อง "การศึกษาปัจจัยที่มีผลต่อความพึงพอใจของประชาชนต่อการใช้บริการ เทศบาลตำบลไม้ยา อ.พญาเม็งราย จ.เชียงราย"

สมมติฐานที่ 2 ประชาชนที่มีอายุต่างกัน มีความพึงพอใจต่อโครงการคนละครึ่ง แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งสอดคล้องกับงานวิจัยของ จารุวิทย์ ศิริพรรญปัญญา (2564) ศึกษาเรื่อง "ความพึงพอใจของประชาชนต่อโครงการบัตรสวัสดิการแห่งรัฐในเขตจังหวัดมหาสารคาม" นิธิพร คงแก้ว (2561) ศึกษาเรื่อง "ความพึงพอใจของประชาชนที่มีต่อการใช้บัตรสวัสดิการแห่งรัฐในพื้นที่อำเภอเมืองจังหวัดตรัง" ชนะดา วีระพันธ์ (2554) ศึกษาเรื่อง "ความพึงพอใจของประชาชนต่อการบริการ อบต.บ้านเก่า อ.พานทอง จ.ชลบุรี" และ วิเนตร สุขสวัสดิ์เสรีกุล (2559) ศึกษาเรื่อง "ความพึงพอใจของประชาชนที่มีต่อการบริหารงาน การจัดการสำนักงานที่ดินจังหวัดชลบุรี"

สมมติฐานที่ 3 ประชาชนที่มีสถานภาพสมรสต่างกัน มีความพึงพอใจต่อโครงการ ไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งสอดคล้องกับงานวิจัยของ วิเนตร สุขสวัสดิ์เสรีกุล (2559) ศึกษาเรื่อง “ความพึงพอใจของประชาชนที่มีต่อการบริหารงาน การจัดการสำนักงานที่ดินจังหวัดชลบุรี” และ วัชรี รักษา (2562) ศึกษาเรื่อง “การศึกษาปัจจัยที่มีผลต่อความพึงพอใจของประชาชนต่อการใช้บริการ เทศบาลตำบลไม้ยา อ.พญาเม็งราย จ.เชียงราย”

สมมติฐานที่ 4 ประชาชนที่มีระดับการศึกษาต่างกัน มีความพึงพอใจต่อโครงการคนละครึ่ง ไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งสอดคล้องกับงานวิจัยของ จารุวิทย์ ศิริพรรญปัญญา (2564) ศึกษาเรื่อง “ความพึงพอใจของประชาชนต่อโครงการบัตรสวัสดิการแห่งรัฐในเขตจังหวัดมหาสารคาม” วิเนตร สุขสวัสดิ์เสรีกุล (2559) ศึกษาเรื่อง “ความพึงพอใจของประชาชนที่มีต่อการบริหารงาน การจัดการสำนักงานที่ดินจังหวัดชลบุรี” และ วัชรี รักษา (2562) ศึกษาเรื่อง “การศึกษาปัจจัยที่มีผลต่อความพึงพอใจของประชาชนต่อการใช้บริการ เทศบาลตำบลไม้ยา อ.พญาเม็งราย จ.เชียงราย”

สมมติฐานที่ 5 ประชาชนที่มีอาชีพต่างกัน มีความพึงพอใจต่อโครงการคนละครึ่ง แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งสอดคล้องกับงานวิจัยของ จารุวิทย์ ศิริพรรญปัญญา (2564) ศึกษาเรื่อง “ความพึงพอใจของประชาชนต่อโครงการบัตรสวัสดิการแห่งรัฐในเขตจังหวัดมหาสารคาม” นิธิพร คงแก้ว (2561) ศึกษาเรื่อง “ความพึงพอใจของประชาชนที่มีต่อการใช้บัตรสวัสดิการแห่งรัฐในพื้นที่อำเภอเมืองจังหวัดตรัง” ชนะดา วีระพันธ์ (2554) ศึกษาเรื่อง “ความพึงพอใจของประชาชนต่อการบริการ อบต.บ้านเก่า อ.พานทอง จ.ชลบุรี” รุ่งทิพย์ บุตรดี (2556) ศึกษาเรื่อง “ความพึงพอใจของประชาชนที่มีต่อบริการสวัสดิการสังคมของเทศบาลตำบลกะเปาะ อำเภอกะเปาะ จังหวัดระนอง” และ วัชรี รักษา (2562) ศึกษาเรื่อง “การศึกษาปัจจัยที่มีผลต่อความพึงพอใจของประชาชนต่อการใช้บริการ เทศบาลตำบลไม้ยา อ.พญาเม็งราย จ.เชียงราย”

สมมติฐานที่ 6 ประชาชนที่มีรายได้ต่อเดือนต่างกัน มีความพึงพอใจต่อโครงการคนละครึ่งของประชาชน แตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ ซึ่งสอดคล้องกับงานวิจัยของ จารุวิทย์ ศิริพรรญปัญญา (2564) ศึกษาเรื่อง “ความพึงพอใจของประชาชนต่อโครงการบัตรสวัสดิการแห่งรัฐในเขตจังหวัดมหาสารคาม” และ วิเนตร สุขสวัสดิ์เสรีกุล (2559) ศึกษาเรื่อง “ความพึงพอใจของประชาชนที่มีต่อการบริหารงาน การจัดการสำนักงานที่ดินจังหวัดชลบุรี”

ข้อเสนอแนะจากการวิจัย

จากผลการวิจัยพบว่า ความพึงพอใจที่มีต่อโครงการคนละครึ่ง แสดงให้เห็นว่าประชาชนนั้นมีความพึงพอใจต่อโครงการคนละครึ่งอยู่ในระดับ ปานกลาง แสดงให้เห็นว่า ประชาชนนั้นให้ความสำคัญกับโครงการที่ประชาชนนั้นได้รับ ซึ่งเป็นสิ่งที่จะช่วยในการกระตุ้นเศรษฐกิจ เพื่อจะบรรเทาผลกระทบที่เกิดมาจาก สถานการณ์การแพร่เชื้อไวรัสโคโรนา 2019 (COVID-19) รัฐบาลได้หาทางออกให้กับประเทศโดยมีการจัดทำโครงการคนละครึ่งขึ้นมาเพื่อที่จะให้ประชาชนนั้น ได้จับจ่ายใช้สอย การที่มีโครงการคนละครึ่งนั้นได้ทำให้ประชาชนนั้นมี ความพึงพอใจอยู่ในระดับ ปานกลาง เท่านั้น ผู้ศึกษาค้นคว้าข้อเสนอแนะ ดังนี้

1. โครงการคนละครึ่งนั้นเป็นนโยบายของรัฐบาล ที่เกิดขึ้นมาเพื่อกระตุ้นเศรษฐกิจ ที่ได้รับผลกระทบที่เกิดมาจากสถานการณ์การแพร่เชื้อไวรัสโคโรนา 2019 (COVID-19) ซึ่งโครงการคนละครึ่งในแต่ละรอบนั้นได้รับผลตอบรับจากประชาชนเป็นอย่างมากมีประชาชนเข้ามาใช้งานเต็มจำนวนที่เปิดให้ใช้งานในแต่ละรอบ แต่โครงการคนละครึ่งที่เกิดขึ้นนั้นรัฐบาลอาจจะยังแก้ไขปัญหาได้อย่างไม่ตรงจุดมากเท่าที่ควร จึงทำให้ผลลัพธ์ออกมาได้ไม่ดีเท่าที่ควรจะเป็น ประชาชนควรมีสิทธิ และควรมีตัวเลือกที่จะให้มีนโยบายที่ประชาชนจะได้รับอย่างตรงจุดมากกว่านี้ เพื่อช่วยเศรษฐกิจของประเทศนั้นเดินหน้าต่อ แม้จะเกิดปัญหาที่ไม่คาดคิดก็ตามในภายภาคหน้า

2. ในการที่จะใช้แอพพลิเคชั่น เข้ามาเป็นตัวกลางในการใช้โครงการคนละครึ่งนั้น ควรคำนึงถึงผู้สูงอายุ ที่มีปัญหาในเรื่องของการใช้ เทคโนโลยี หรือแอพพลิเคชั่นใหม่ ๆ เพราะผู้สูงอายุเหล่านี้อาจจะมีปัญหาในเรื่องของสายตา ขนาดตัวหนังสือ ในแอพพลิเคชั่น จึงอาจส่งผลกระทบที่มีความยุ่งยากต่อการใช้งานในผู้สูงวัย

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บทความระดับชาติ
กลุ่มสาขาวิชาบริหารธุรกิจและเศรษฐศาสตร์



BUS-001

ระบบการจัดการทรัพย์สินคงคลัง กรณีศึกษาบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน)

Inventory management system: A Case Study of KCE Electronics Company Limited (Public)

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1)พัฒนาระบบการจัดการทรัพย์สินคงคลัง กรณีศึกษาบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน) 2)ประเมินความพึงพอใจของผู้ใช้ระบบการจัดการทรัพย์สินคงคลัง ผู้วิจัยศึกษาขั้นตอนของการจัดการข้อมูลทรัพย์สินในคลังไม่ตรงกับความต้องการของผู้ประกอบการทำให้เกิดความล่าช้าและซ้ำซ้อนในการเบิกจ่ายอุปกรณ์เพื่อใช้ในการทำงาน จึงนำข้อมูลและปัญหาที่เกิดขึ้นมาพัฒนาระบบ โดยเครื่องมือที่ใช้ในการพัฒนาเว็บไซต์คือโปรแกรม Visual Studio Code และใช้ระบบจัดการฐานข้อมูล PHP ผลการวิจัยพบว่าผู้ตอบแบบสอบถามส่วนใหญ่มีความพึงพอใจในการใช้ระบบการจัดการทรัพย์สินคงคลัง กรณีศึกษาบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน) ด้านการออกแบบมีความพึงพอใจอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.67, S.D. = 0.06) และมีความพึงพอใจด้านการนำไปประโยชน์อยู่ในระดับมากที่สุด ($\bar{X}$ = 4.66, S.D. = 0.06) โดยภาพรวมความพึงพอใจของพนักงานในการใช้งานระบบอยู่ในระดับมากที่สุด การนำระบบนี้เข้ามาช่วยการจัดการข้อมูลทรัพย์สินคงคลัง ทำให้การตรวจสอบข้อมูลทรัพย์สินในบริษัทเป็นไปได้อย่างรวดเร็วถูกต้องแม่นยำ และสามารถนำไปใช้ประโยชน์ได้จริง

คำสำคัญ: ทรัพย์สินคงคลัง ระบบการจัดการ

Abstract

This study aims to 1) Develop inventory management system Case study of KCE Electronics Public Company Limited 2) Evaluate the satisfaction of users of the inventory management system. The researcher studied the process of asset data management in the warehouse. Does not meet the needs of operators, causing delays and repetitions in disbursing equipment for use in work Therefore bring information and problems that arise to develop the system. The tool used for website development is the Visual Studio Code program and using PHP database management system. The results showed that most of the respondents were satisfied with using the inventory management system. A case study of KCE Electronics Public Company Limited in terms of design satisfaction at the highest level. ($\bar{X}$ = 4.67, S.D. = 0.06) and are satisfied the aspect of utilization was at the highest level. ($\bar{X}$ = 4.66, S.D. = 0.06) overall, employees' satisfaction in using the system was at the highest level. Bringing this system to help manage inventory data Makes it possible to check the property information in the company quickly and accurately. and can be put to good use.

Keywords: Inventory, Management system

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บทนำ

ในปัจจุบันเทคโนโลยีได้เข้ามามีบทบาทอย่างมากซึ่งมีคอมพิวเตอร์ เข้าไปเกี่ยวข้องให้เห็นอยู่ตลอดเวลาและเทคโนโลยีสารสนเทศมีความสำคัญต่อการทำงานในชีวิตประจำวันเป็นอย่างมากเพราะทำให้เกิดความสะดวกและความรวดเร็วในการดำเนินกิจกรรมต่าง ๆ เทคโนโลยีสารสนเทศที่นำมาใช้งานธุรกิจ สามารถใช้ได้ทั้งธุรกิจขนาดเล็กไปจนถึงธุรกิจขนาดใหญ่ และในการทำธุรกิจที่มีการจัดการทรัพย์สินคงคลัง (Inventory Management) หมายถึง การจัดการปริมาณสินค้าที่หมุนเวียนในธุรกิจที่เกี่ยวข้องกับการผลิตหรือการขายสามารถดำเนินการไปได้อย่างราบรื่นการจัดเก็บสินค้าในคงคลังที่มีปริมาณมากเกินไปอาจทำให้เกิดปัญาหากับธุรกิจทางด้านต้นทุนการเก็บรักษา สินค้าเสื่อมสภาพ สินค้าอาจถูกขโมยหรือสูญหายและทำให้เสียโอกาสในการนำเงินไปใช้ประโยชน์ในด้านอื่น ๆ (ก่อเกียรติ วิริยะกิจพัฒนา และมาลัย ม่วงเทศ. 2551 : 61) ซึ่งหากไม่มีการนำเทคโนโลยีสารสนเทศมาใช้ในการจัดการทรัพย์สินจะมีความยุ่งยากอย่างมาก ทั้งในเรื่องการจัดเก็บการค้นหาข้อมูลและวัสดุอุปกรณ์ต่างๆเพราะต้องใช้เวลาในการค้นหานาน ผู้บริหารมีหน้าที่ที่สำคัญอีกประการหนึ่ง คือ การบริหารสินค้าคงคลังให้มีประสิทธิภาพ โดยต้องมีการวางแผนในการควบคุมสินค้คงคลังและดำเนินการตรวจสอบผลการปฏิบัติงานที่เกิดขึ้นจริงกับแผนที่กำหนดไว้หากไม่เป็นไปตามแผนที่วางผู้บริหารจะต้องพิจารณาหาสาเหตุและปัจจัยที่เกี่ยวข้องว่าเกิดจากสาเหตุใด และหาแนวทางแก้ไขทันทีเพื่อให้เกิดประโยชน์สูงสุดแก่ธุรกิจ การวางแผนและควบคุมสินค้าอย่างเหมาะสมทำให้ธุรกิจทราบความเคลื่อนไหวของสินค้าได้ตลอดเวลาอย่างถูกต้อง แม่นยำและรวดเร็ว ดังนั้นประโยชน์ที่ได้รับจากการบริหารสินค้าคงคลังที่มีประสิทธิภาพ (อมรศิริ ดิสสร. 2550 : 6)

จากการที่ผู้วิจัยได้ทำงานในบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน) และได้สำรวจระบบคลังจัดเก็บวัสดุอุปกรณ์ของบริษัท จึงทราบปัญหาการบริหารสินค้าคงคลัง (Inventory Management) เป็นการจัดการต่าง ๆ เกี่ยวกับรายการสินค้าในคลังสินค้าตั้งแต่การรวบรวมจดบันทึกสินค้าเข้า – ออก การควบคุมให้มีสินค้าเหลือในปริมาณที่เหมาะสม มีระเบียบแบบแผน เพื่อให้สินค้าที่มีอยู่ตรงตามความต้องการของผู้ใช้โดยจะต้องควบคุมให้อยู่ในระดับที่เหมาะสม (ดำรงศักดิ์ ชัยสนิทและสุนีย์ เลิศแสวงกิจ. 2542 : 65) ระบบคลังจัดเก็บวัสดุอุปกรณ์ของบริษัทว่ายังเป็นรูปแบบกระดาษในการจดบันทึกเข้าออกของวัสดุในคลังจัดเก็บวัสดุอุปกรณ์ และยังประสบปัญหาทางด้านการตรวจนับวัสดุในคลังจัดเก็บวัสดุอุปกรณ์ว่ายังเหลือวัสดุอุปกรณ์จำนวนเท่าไร เพราะเวลาที่พนักงานต้องการจะเบิกวัสดุในคลังจัดเก็บวัสดุอุปกรณ์แบบด่วน แล้ววัสดุในคลังจัดเก็บวัสดุ อุปกรณ์หมดพนักงานคลังจัดเก็บวัสดุอุปกรณ์จึงเขียนรายการสั่งซื้อวัสดุอุปกรณ์ต่าง ๆ ที่หมดมาให้ทางฝ่ายจัดซื้อสั่งซื้อวัสดุอุปกรณ์แล้วต้องรอเวลาที่วัสดุอุปกรณ์ที่สั่งไปกว่าจะมาส่งจึงทำให้เวลาการทำงานล่าช้า

ดังนั้นผู้วิจัยจึงได้จัดทำวิจัยระบบการจัดการทรัพย์สินคงคลัง กรณีศึกษาบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน) เพื่ออำนวยความสะดวกในการบันทึกรับวัสดุและอุปกรณ์เข้าออกของระบบทรัพย์สินของบริษัท สามารตรวจสอบวัสดุในคลังจัดเก็บวัสดุและอุปกรณ์ว่ามีวัสดุอุปกรณ์จำนวนเท่าไหร่ และสามารถออกรายงานการขอเบิกประจำวัน ซึ่งจะทำให้องค์กรสามารถลดระยะเวลาในการปฏิบัติงาน และเพิ่มประสิทธิภาพในการระบุรายละเอียดทรัพย์สินที่มีในคลังได้ถูกต้องและแม่นยำ

วัตถุประสงค์ของการวิจัย

1. เพื่อพัฒนาระบบการจัดการทรัพย์สินคงคลัง
2. เพื่อประเมินความพึงพอใจของผู้ใช้บริการระบบการจัดการทรัพย์สินคงคลัง

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ คือ พนักงานบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน) แผนกสโตร์ จำนวน 6 คน

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรอิสระ ได้แก่

1. ปัจจัยส่วนบุคคลของกลุ่มตัวอย่าง
   1.1 เพศ
   1.2 อายุ
   1.3 ระดับการศึกษา

ตัวแปรตาม ได่แก่

1. ความพึงพอใจของผู้ใช้บริการระบบการจัดการทรัพย์สินคงคลัง
   1.1 ด้านการออกแบบและจัดรูปแบบระบบ
   1.2 ด้านการนำไปใช้ประโยชน์

ขอบเขตการวิจัย

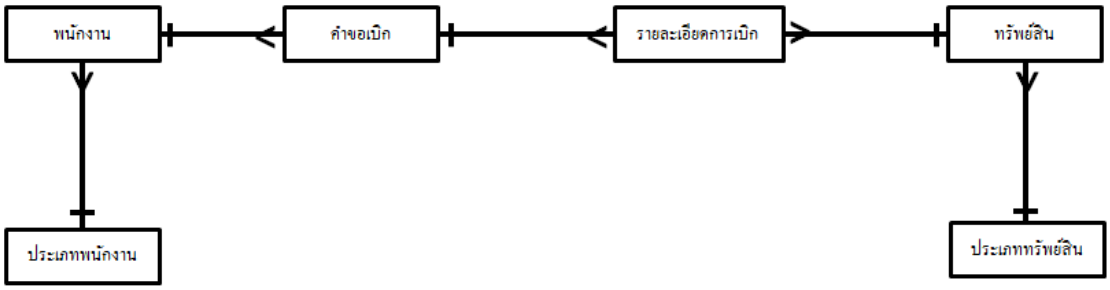
งานวิจัยนี้ ศึกษาเฉพาะการใช้ระบบการจัดการทรัพย์สินคงคลังของพนักงาน บริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน) แผนกสโตร์และการเพิ่มประสิทธิภาพการจัดการทรัพย์สินภายในคลัง

เครื่องมือที่ใช้ในการวิจัย

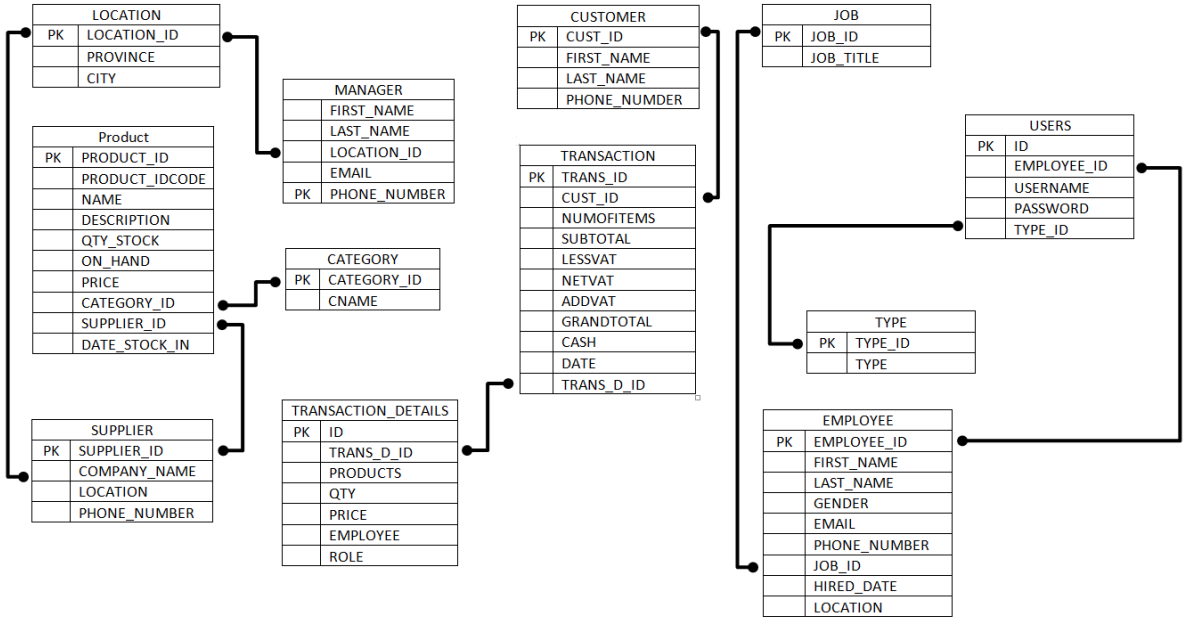
แบบประเมินความพึงพอใจของผู้ใช้ระบบการจัดการทรัพย์สินคงคลังกรณีศึกษาบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน)

ขั้นตอนในการวิจัย

1. ศึกษาระบบงานเดิม ปัญหาในการทำงานและรวบรวมความต้องการ ศึกษาวิธีการข้อมูลต่าง ๆ ที่เกี่ยวข้องกับขั้นตอนการดำเนินงาน จัดเก็บข้อมูลทรัพย์สินในบริษัท โดยการจัดการข้อมูล การขอเบิกอุปกรณ์ รวมทั้งการออกรายงานการเบิกประจำวัน
2. การออกแบบระบบจะใช้โปรแกรม Visual Studio Code ในการออกแบบหน้าเมนูต่าง ๆ ในระบบและใช้ระบบจัดการฐานข้อมูล PHP เพื่อจัดเก็บรวบรวมข้อมูลของทรัพย์สิน
3. ออกแบบฐานข้อมูลและสร้างข้อมูลเชิงสัมพันธ์โดยมีการสร้างตามแผนภาพดังนี้



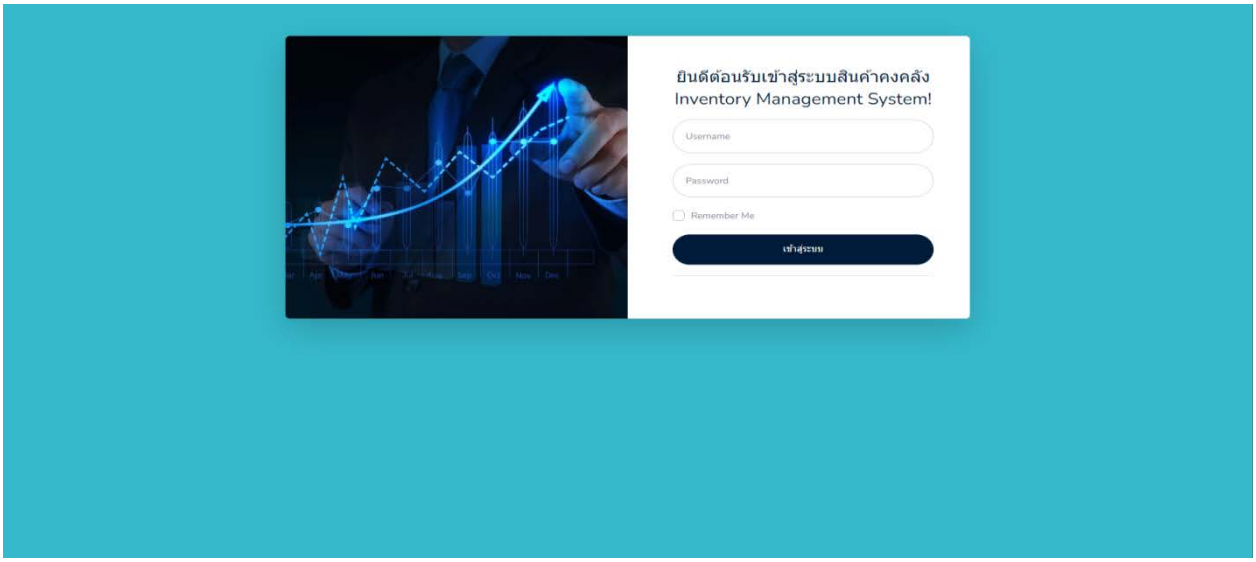
ภาพที่ 3.1 Entity-Relationship Diagram Level 0



ภาพที่ 3.2 Entity-Relationship Diagram Level 1

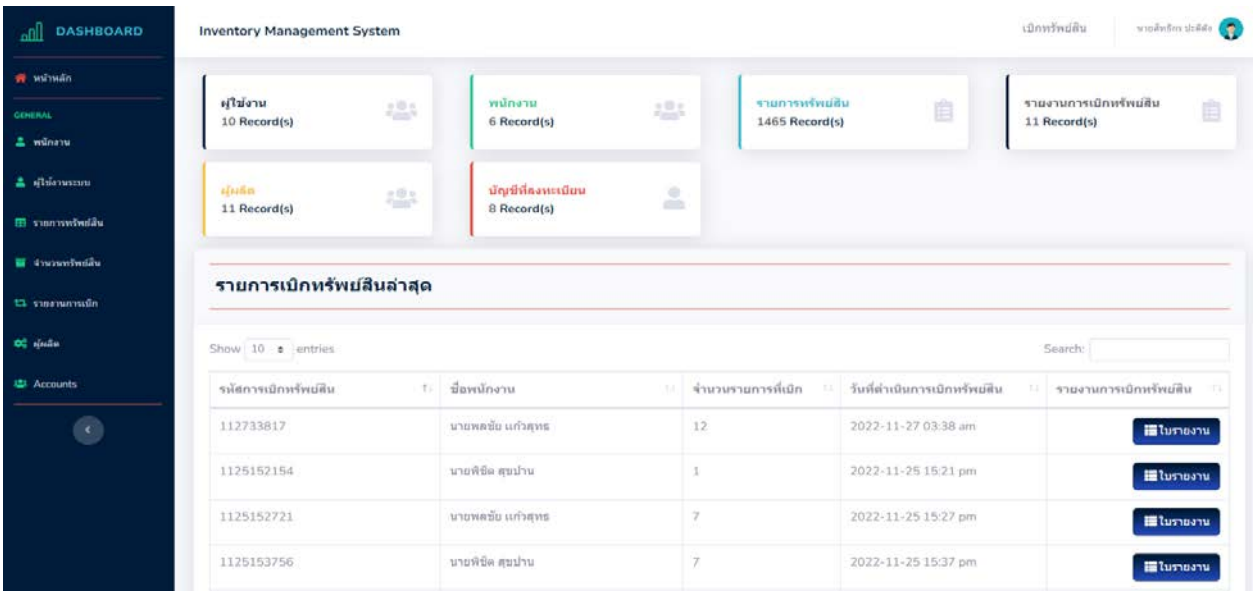
ผลการทดลอง

4.1 ผลจากการทดลองระบบการจัดการทรัพย์สินคงคลัง กรณีศึกษาบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน)



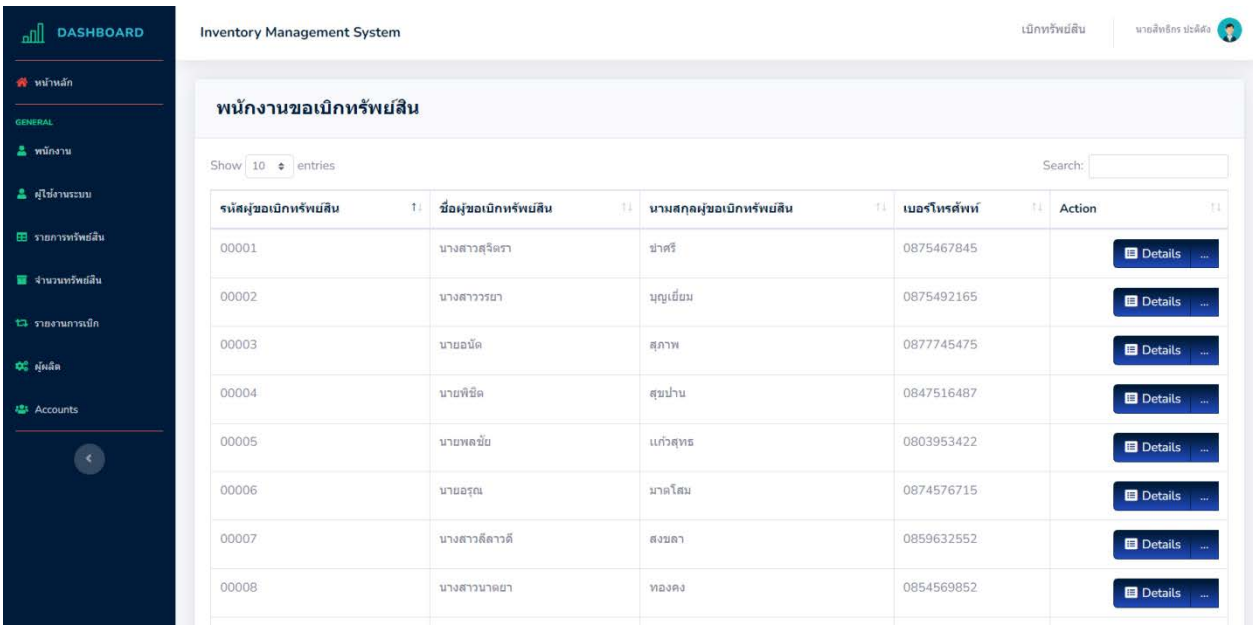
ภาพที่ 4.1.1 ภาพแสดงหน้าจอเข้าสู่ระบบของระบบ

โดยผู้ใช้งานจะต้องทำการลงชื่อเข้าใช้ระบบ โดยผู้ใช้ระบบจะแบ่งออกเป็น 2 ส่วน คือ ส่วนของตำแหน่งผู้จัดการ (Manager) จะสามารถแก้ไขและดูรายการทรัพย์สินคงคลัง จำนวนทรัพย์สินคงคลัง รายงานการเบิกทรัพย์สิน และตำแหน่งพนักงานสโตร์ (Store Staff) จะสามารถทำรายการเบิกทรัพย์สินให้กับพนักงานในบริษัทเท่านั้น



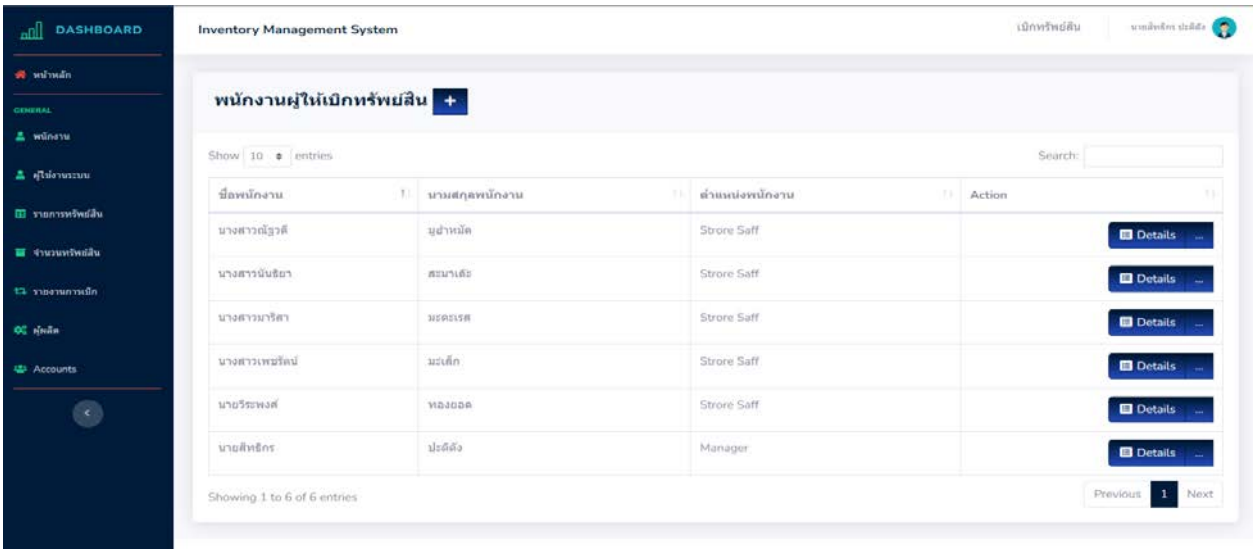
ภาพที่ 4.1.2 ภาพแสดงหน้าหลักของระบบ

โดยหน้า dashboard แสดงฟังก์ชันการทำงานต่างๆ ในกรณีที่เป็นผู้จัดการ (Manager) จะแสดงหน้าจอแสดงรายการขอเบิกทรัพย์สินล่าสุด ดังรายละเอียดต่อไปนี้ รหัสการเบิก, ชื่อพนักงานที่ขอเบิก, จำนวนรายการที่เบิก และวันที่ดำเนินการเบิก



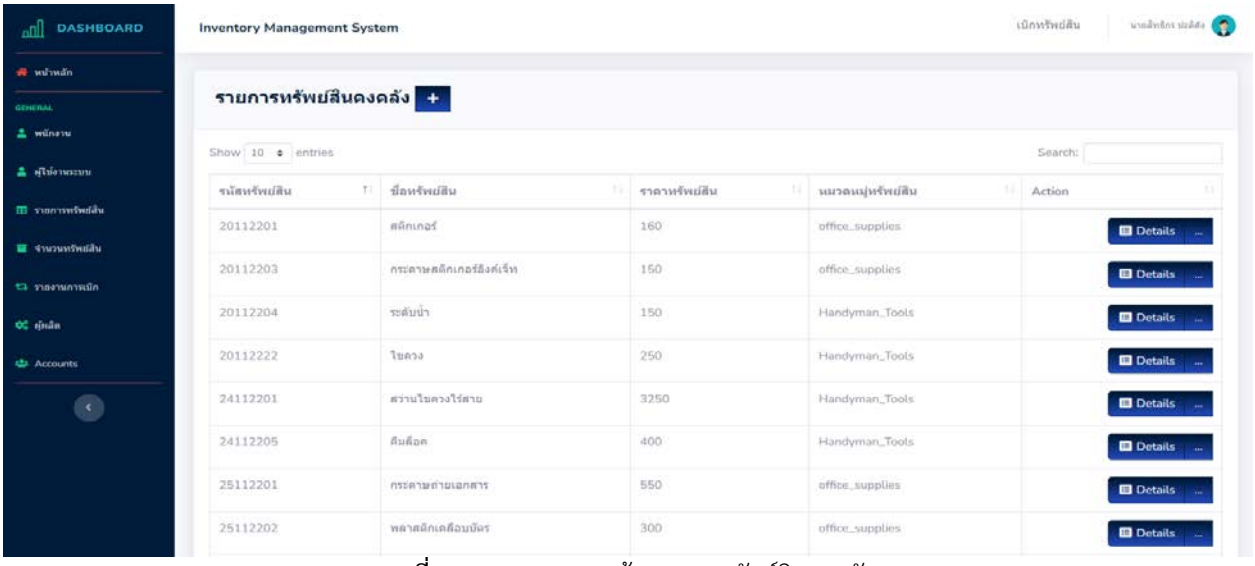
ภาพที่ 4.1.3 ภาพแสดงหน้ารายการพนักงานขอเบิกทรัพท์สิน

โดยหน้ารายการพนักงานขอเบิกทรัพย์สิน จะแสดงหน้าจอดังรายละเอียดต่อไปนี้ รหัสผู้ขอเบิกทรัพย์สิน, ชื่อผู้ขอเบิกทรัพย์สิน, นามสกุลผู้ขอเบิกทรัพย์สิน และเบอร์โทรศัพท์



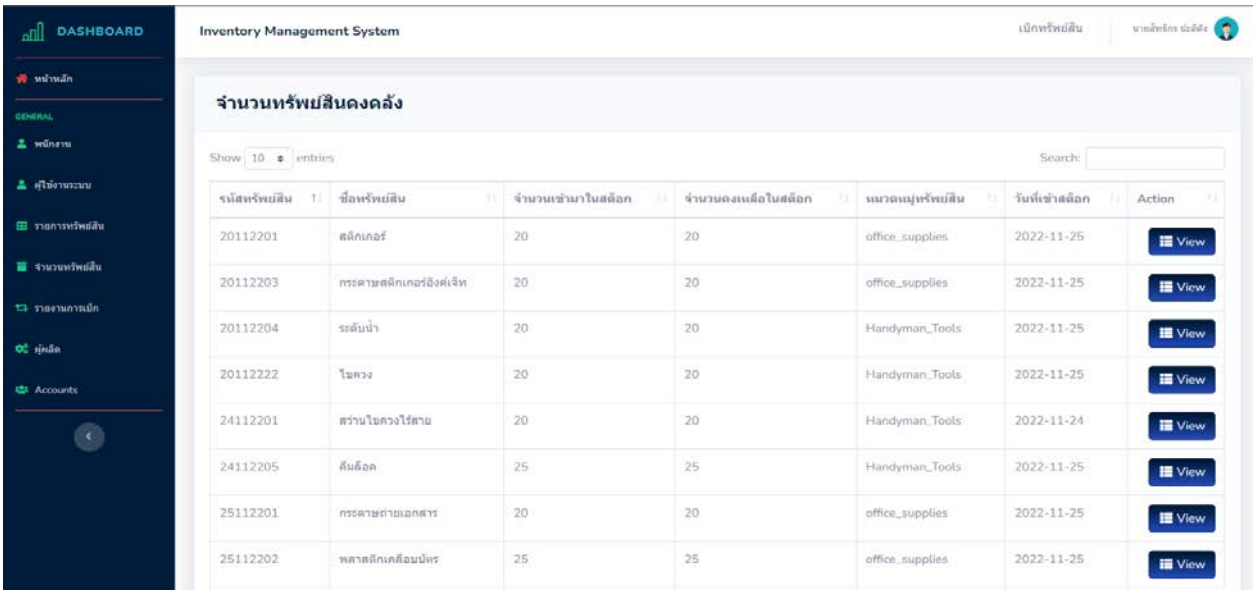
ภาพที่ 4.1.4 ภาพแสดงหน้ารายการพนักงานผู้ให้เบิกทรัพย์สิน

โดยหน้ารายการพนักงานผู้ให้เบิกทรัพย์สิน จะแสดงหน้าจอดังรายละเอียดต่อไปนี้ ชื่อพนักงาน, นามสกุลพนักงาน และตำแหน่งพนักงาน



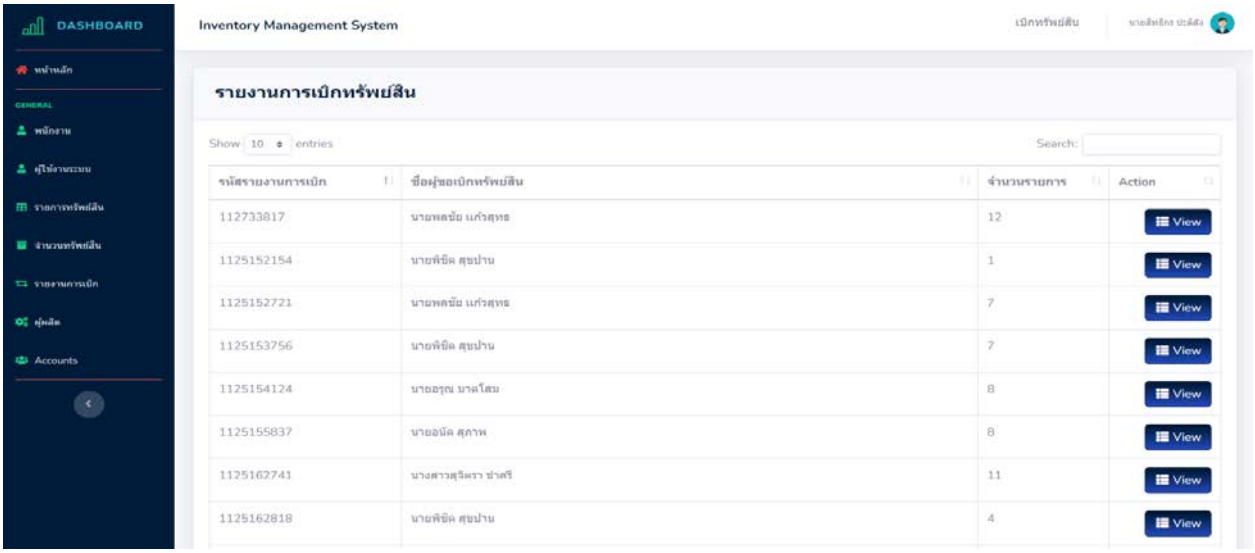
ภาพที่ 4.1.5 ภาพแสดงหน้ารายการทรัพย์สินคงคลัง

โดยหน้ารายการทรัพย์สินคงคลัง จะแสดงหน้าจอดังรายละเอียดต่อไปนี้ รหัสทรัพย์สิน, ชื่อทรัพย์สิน, ราคาทรัพย์สิน และหมวดหมู่ทรัพย์สิน



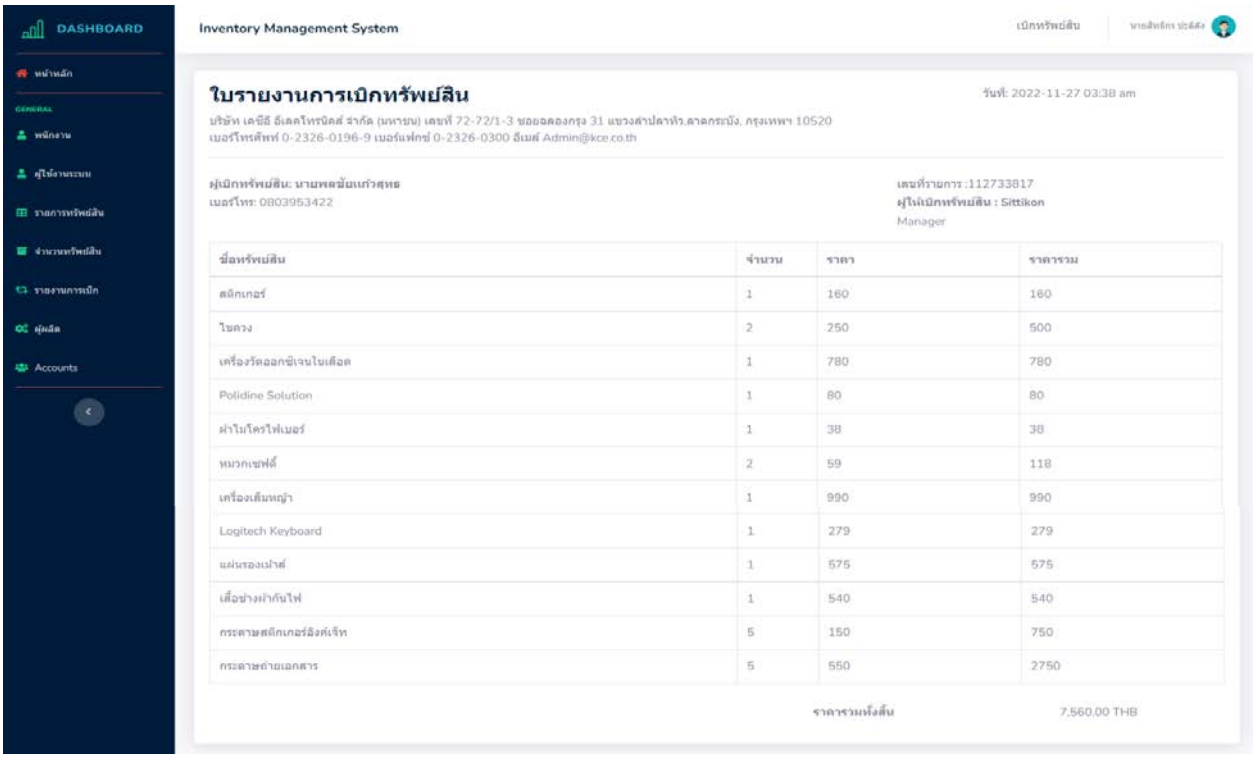
ภาพที่ 4.1.6 ภาพแสดงหน้ารายการจำนวนทรัพย์สินคงคลัง

โดยหน้ารายการจำนวนทรัพย์สินคงคลัง จะแสดงหน้าจอดังรายละเอียดต่อไปนี้ รหัสทรัพย์สิน, ชื่อทรัพย์สิน, จำนวนเข้ามาในสต๊อก, จำนวนคงเหลือในสต๊อก, หมวดหมู่ทรัพย์สิน และวันที่เข้าสต๊อก



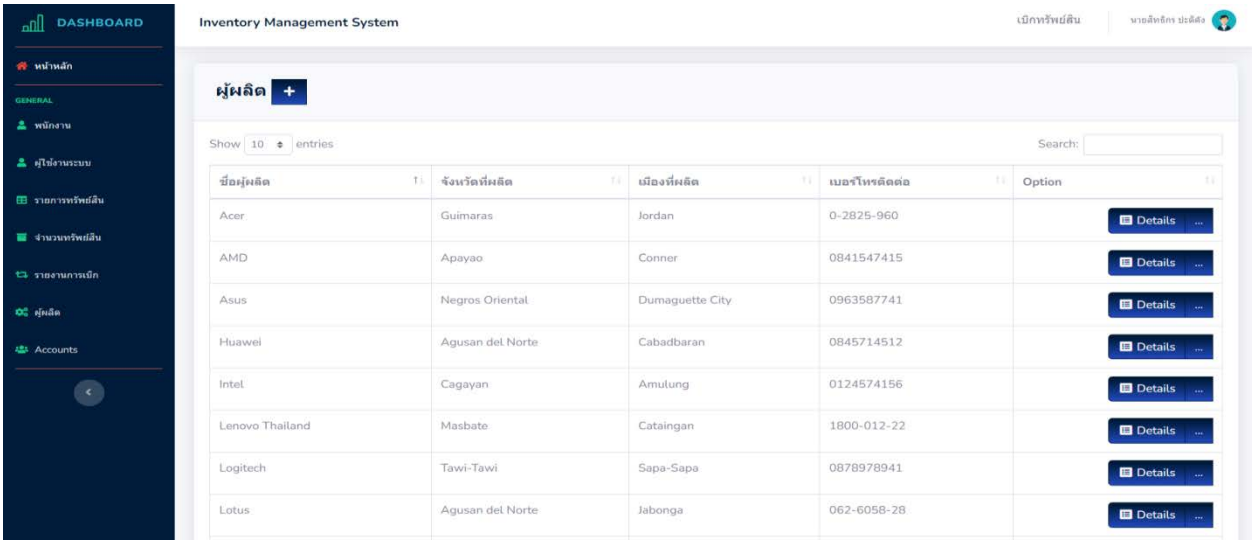
ภาพที่ 4.1.7 ภาพแสดงหน้ารายการรายงานการเบิกทรัพย์สิน

โดยหน้ารายการรายงานการเบิกทรัพย์สิน จะแสดงหน้าจอดังรายละเอียดต่อไปนี้ รหัสรายงานการเบิก, ชื่อผู้ขอเบิกทรัพย์สิน และจำนวนรายการที่ขอเบิก



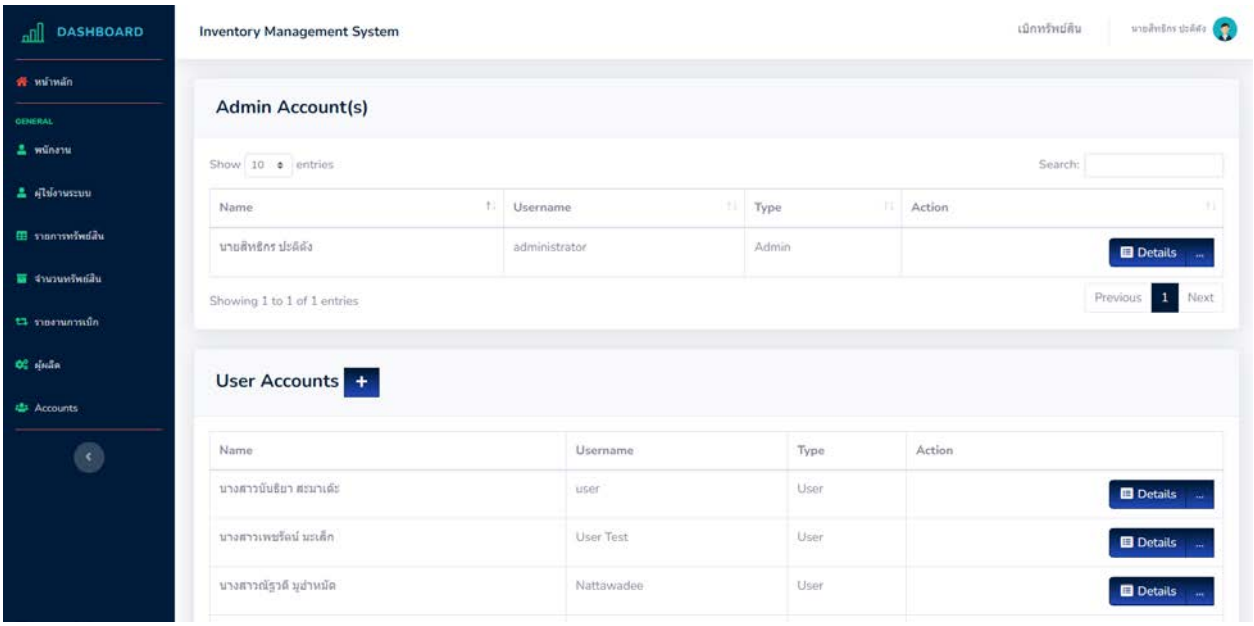
ภาพที่ 4.1.8 ภาพแสดงตัวอย่างหน้าใบรายงานการเบิกทรัพย์สิน

โดยหน้าแสดงใบรายงานการเบิกทรัพย์สิน จะแสดงหน้าจอดังรายละเอียดต่อไปนี้ ชื่อผู้เบิก,เลขที่รายการ, ชื่อทรัพย์สิน, จำนวน, ราคา และราคารวมทั้งสิ้น



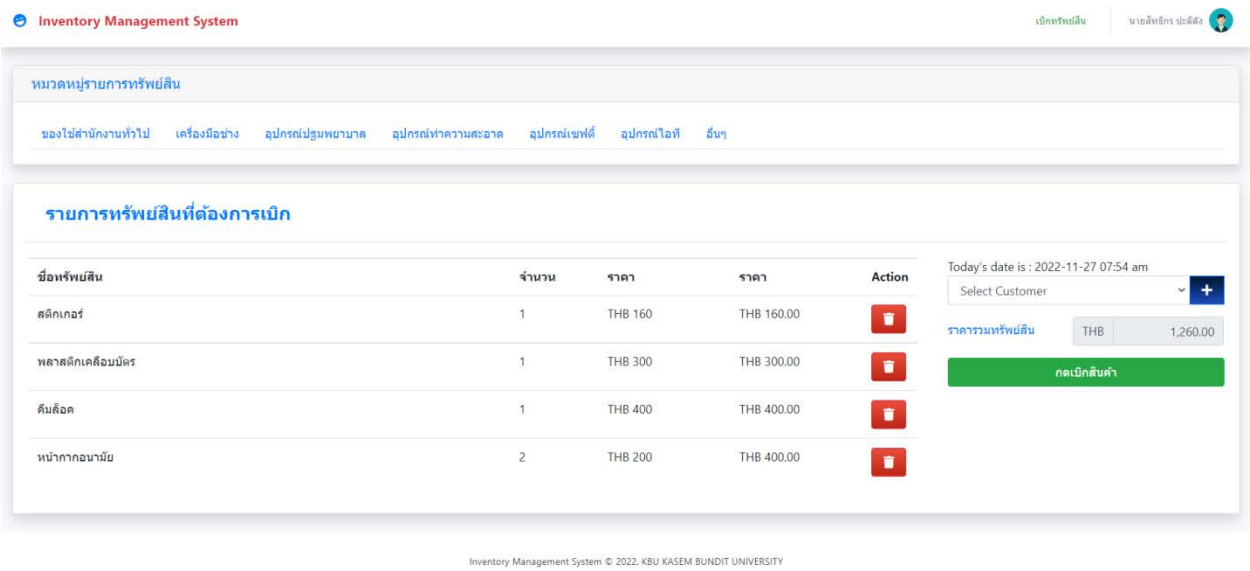
ภาพที่ 4.1.9 ภาพแสดงหน้ารายการผู้ผลิต

โดยหน้าแสดงรายการผู้ผลิต จะแสดงหน้าจอดังรายละเอียดต่อไปนี้ ชื่อผู้ผลิต, จังหวัดที่ผลิต, เมืองที่ผลิต และเบอร์โทรติดต่อ



ภาพที่ 4.1.10 ภาพแสดงหน้า Accounts

โดยหน้าแสดง Accounts จะแสดงหน้าจอรายละเอียดของ Admin Account และ User Accounts สำหรับการเข้าใช้งานระบบ



ภาพที่ 4.1.11 ภาพแสดงหน้าการเบิกทรัพย์สิน

โดยหน้าแสดงการเบิกทรัพย์สิน พนักงานของแผนกสโตร์ สามารถเข้าสู่ระบบและทำการเบิกทรัพย์สินตามคำร้องของพนักงานในบริษัท จะแสดงหน้าจอ หมวดหมู่รายการทรัพย์สินในคลังของบริษัท มีหมวดหมู่ดังนี้ ของใช้สำนักงานทั่วไป, เครื่องมือช่าง, อุปกรณ์ปฐมพยาบาล, อุปกรณ์ทำความสะอาด, อุปกรณ์เซฟตี้, อุปกรณ์ไอที และอื่น ๆ

4.2 ผลการประเมินความพึงพอใจของผู้ใช้ระบบการจัดการทรัพย์สินคงคลัง กรณีศึกษาบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน) เพื่อเป็นข้อมูลในการปรับปรุงระบบให้ตรงตามความต้องการและให้มีประสิทธิภาพต่อไป

ผลการประเมินความพึงพอใจของผู้ใช้ระบบการจัดการทรัพย์สินคงคลัง กรณีศึกษาบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน) สรุปเป็นตาราง ดังนี้

ตารางที่ 1 ด้านการออกแบบและการจัดรูปแบบระบบ

รายการประเมิน	ผลการทดสอบระบบ		ระดับความพึงพอใจ
	$\bar{X}$	S.D.	
1. การจัดรูปแบบระบบง่ายต่อการอ่านและการใช้งาน	4.83	0.41	มากที่สุด
2. หน้าโฮมเพจมีความสวยงาม มีความทันสมัย น่าสนใจ	4.33	0.52	มากที่สุด
3. สีสันในการออกแบบระบบมีความเหมาะสม	4.83	0.41	มากที่สุด
4. ขนาดตัวอักษร และรูปแบบตัวอักษร มีความสวยงามและอ่านได้ง่าย	4.67	0.52	มากที่สุด
5. การออกแบบให้ใช้งานง่าย เมนูไม่ซับซ้อน	4.50	0.55	มากที่สุด
6. ความเป็นปัจจุบันของข้อมูล	4.67	0.52	มากที่สุด
7. ความสะดวกในการใช้งานระบบ	4.50	0.55	มากที่สุด
8. ความเหมาะสมในการใช้งานระบบ	4.83	0.41	มากที่สุด
9. ความพึงพอใจในการใช้งาน	4.83	0.41	มากที่สุด
10. ตรงตามวัตถุประสงค์ที่ต้องการ	4.67	0.52	มากที่สุด
รวม	**4.67**	**0.06**	**มากที่สุด**

จากตารางที่ 1 สรุปได้ว่าผู้ตอบแบบสอบถามส่วนใหญ่มีความพึงพอใจอยู่ในระดับมากที่สุด ($\bar{X}$= 4.67, S.D. = 0.06) เมื่อพิจารณารายข้อ พบว่า การจัดรูปแบบระบบง่ายต่อการอ่านและการใช้งาน สีสันในการออกแบบระบบมีความเหมาะสม ความเหมาะสมในการใช้งานระบบ และความพึงพอใจในการใช้งานอยู่ในระดับมากที่สุด ($\bar{X}$= 4.83, S.D. = 0.41) รองลงมาคือขนาดตัวอักษร และรูปแบบตัวอักษร มีความสวยงามและอ่านได้ง่าย ความเป็นปัจจุบันของข้อมูล และตรงตามวัตถุประสงค์ที่ต้องการอยู่ในระดับมาก ($\bar{X}$= 4.67, S.D. = 0.52)

ตารางที่ 2 ด้านการนำไปใช้ประโยชน์

รายการประเมิน	ผลการทดสอบระบบ		ระดับความพึงพอใจ
	$\bar{x}$	S.D.	
1. เนื้อหามีประโยชน์ต่อผู้ใช้งาน และสามารถนำไปประยุกต์ใช้ได้	4.83	0.41	มากที่สุด
2. สามารถเป็นแหล่งความรู้ได้	4.33	0.52	มาก
3. เป็นแหล่งข้อมูลที่ตรงกับความต้องการของผู้ใช้งาน	4.83	0.41	มากที่สุด
รวม	**4.66**	**0.06**	**มากที่สุด**

จากตารางที่ 2 สรุปได้ว่าผู้ตอบแบบสอบถามส่วนใหญ่มีความพึงพอใจอยู่ในระดับมากที่สุด ($\bar{x}$= 4.66, S.D. = 0.06) เมื่อพิจารณารายข้อพบว่า เนื้อหามีประโยชน์ต่อผู้ใช้งาน และสามารถนำไปประยุกต์ใช้ได้ และเป็นแหล่งข้อมูลที่ตรงกับความต้องการของผู้ใช้งานอยู่ในระดับมากที่สุด ($\bar{x}$= 4.83, S.D. = 0.41) รองลงมาคือสามารถเป็นแหล่งความรู้ได้อยู่ในระดับมาก ($\bar{x}$= 4.33, S.D. = 0.52)

สรุปผลการวิจัย

1. การพัฒนาระบบการจัดการทรัพย์สินคงคลัง สามารถอำนวยความสะดวกในการบันทึกรับวัสดุและอุปกรณ์เข้าออกของระบบคลังเก็บวัสดุและอุปกรณ์ของบริษัท การจัดการข้อมูลทรัพย์สิน การรับวัสดุและอุปกรณ์เข้าคลัง การขอเบิกอุปกรณ์ รวมถึงการออกแบบรายงานการขอเบิกประจำวัน

2. ความพึงพอใจของผู้ใช้ระบบการจัดการทรัพย์สินคงคลัง กรณีศึกษาบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน) มีความพึงพอใจในด้านการออกแบบและด้านการนำไปใช้ประโยชน์อยู่ในระดับมากที่สุด

อภิปรายผลการวิจัย

1. ผลจากการสร้างการพัฒนาระบบการจัดการทรัพย์สินคงคลัง กรณีศึกษาบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน) สามารถบันทึกการรับวัสดุและอุปกรณ์เข้าคลัง การขอเบิกอุปกรณ์ และยังสามารถออกแบบรายงานการขอเบิกทรัพย์สินประจำวันตามที่พนักงานขอเบิกทรัพย์สินในระบบ

2. ผลการดำเนินความพึงพอใจของผู้ใช้งานระบบการจัดการทรัพย์สินคงคลัง บริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน) มีความพึงพอใจในการใช้ระบบการจัดการทรัพย์สินคงคลัง กรณีศึกษาบริษัท เคซีอี อีเลคโทรนิคส์ จำกัด (มหาชน) ด้านการออกแบบมีความพึงพอใจอยู่ในระดับมากที่สุด ($\bar{x}$= 4.67, S.D. = 0.06) และมีความพึงพอใจด้านการนำไปประโยชน์อยู่ในระดับมากที่สุด ($\bar{x}$= 4.66,S.D. = 0.06) ซึ่งสอดคล้องกับงานวิจัยของ (ภัทรพล เสมอภาค. 2563. 28-36) ได้ศึกษาการจัดการฐานข้อมูลระบบคลังจัดเก็บวัสดุและอุปกรณ์ กรณีศึกษาบริษัท ฟิวชั่น ดีไซน์ เดคคอเรท จำกัด ที่ผู้วิจัยสร้างขึ้นอยู่ในระดับมากที่สุด ระบบงานสามารถออกรายงาน (Report) ออกมาให้ส่วนงานจัดซื้อสามารถสั่งวัสดุอุปกรณ์ตามที่พนักงานคลังวัสดุ อุปกรณ์ต้องการสั่งซื้อวัสดุ

ข้อเสนอแนะ

นอกจากจะทำการพัฒนาระบบการจัดการทรัพย์สินคงคลัง อาจมีการเพิ่มในส่วนการขอเบิกทรัพย์สินผ่านแอพพลิเคชั่นอื่น ๆ เพื่อความสะดวกและ ความรวดเร็วในการดำเนินงาน

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BUS-002

ระบบการเบิกอุปกรณ์ไอทีออนไลน์
Online System for Disbursement of IT Equipment

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ 1) เพื่อออกแบบและพัฒนาระบบการเบิกอุปกรณ์ไอทีออนไลน์ และ 2) เพื่อประเมินความพึงพอใจของผู้ใช้ระบบการเบิกอุปกรณ์ไอทีออนไลน์ ซึ่งระบบการเบิกอุปกรณ์ไอทีออนไลน์เป็นการพัฒนาในรูปแบบเว็บแอปพลิเคชัน โดยใช้โปรแกรม Adobe Dreamweaver ในการพัฒนา และใช้ MySQL เป็นฐานข้อมูล โดยพัฒนาเพื่อใช้งานเฉพาะแผนกไอที เครื่องมือที่ใช้ในการวิจัยครั้งนี้เป็นแบบสอบถามความพึงพอใจที่มีต่อระบบการเบิกอุปกรณ์ไอทีออนไลน์ โดยพนักงานแผนกไอที จำนวน 18 คน เป็นผู้ประเมิน ซึ่งระบบมีการทำงานอยู่ 2 ส่วน ได้แก่ ส่วนของผู้ดูแลระบบและส่วนของผู้ใช้งานทั่วไป จากผลการประเมินพบว่าพนักงานแผนกไอทีเห็นว่าระบบมีประสิทธิภาพอยู่ในระดับมากที่สุด โดยมีค่าเฉลี่ยอยู่ที่ 4.58 และส่วนเบี่ยงเบนมาตรฐาน 0.13 สรุปได้ว่า ระบบที่พัฒนาขึ้นนี้สามารถนำไปใช้ในงานได้อย่างเหมาะสมและมีประสิทธิภาพ

คำสำคัญ: ระบบการจัดการ ระบบการเบิกจ่ายออนไลน์ ระบบการเบิกอุปกรณ์

Abstract

The objectives of this research were 1) Design and develop an online IT equipment disbursement system. 2) Assess user satisfaction with the online IT equipment disbursement system. The online IT equipment disbursement system is designed as a web application using the Adobe Dreamweaver program and MySQL as a database. A developed system was developed under the direction of the IT department. The system is divided into two sections admin and general user. According to the evaluation results, IT department staff observed the system performing at the highest level with a mean of 4.58 and a standard deviation of 0.13. To conclude, the online IT equipment disbursement system is more efficient and effective system.

Keywords: Management System, Online disbursement system, Equipment requisition system

บทนำ

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ในปัจจุบันมีการนำเทคโนโลยีคอมพิวเตอร์และอินเทอร์เน็ตมาใช้ให้เกิดประโยชน์มากมายหลากหลายด้านซึ่งหนึ่งในนั้นคือการนำมาใช้ในด้านธุรกิจ โดยมีการประยุกต์ออกมาหลายรูปแบบ เช่น การเขียนแอปพลิเคชันสำหรับอุปกรณ์เคลื่อนที่ และการพัฒนาเว็บแอปพลิเคชัน โดยใช้ภาษา Personal Home Page (PHP) ร่วมกับระบบฐานข้อมูล MySQL เพื่อใช้ในการติดต่อกับฐานข้อมูล ณัฐวรรณ ธรรมวัชรากร (2562) โดยจะถูกสร้างหรือพัฒนาขึ้นมาตามความต้องการของผู้ใช้งานนั้นๆ ไม่ว่าจะเป็นการสร้างออกมาให้ใช้งานแบบเฉพาะเจาะจงหรือใช้งานแบบทั่วไปก็ตาม ด้วยเหตุนี้จึงทำให้มีหลายบริษัทฯ ไม่น้อยที่เลือกเว็บแอปพลิเคชันเข้ามาช่วยในการทำงาน เพราะเว็บแอปพลิเคชันนั้นมีข้อดี คือผู้ใช้งานไม่ต้องติดตั้งโปรแกรมใดๆ เพียงแค่มีอุปกรณ์ที่เชื่อมต่ออินเทอร์เน็ตก็สามารถเปิดใช้งานได้ผ่านทางเว็บบราว์เซอร์ก็พร้อมใช้งานทันที (Korrawit Thaichay, 2022) จึงทำให้เกิดการทำงานที่รวดเร็วโดยที่สามารถทำงานได้แบบ 24 ชม. มีความสะดวกสบาย มีประสิทธิภาพ ถูกต้องแม่นยำ และมีการจัดเก็บข้อมูลแบบออนไลน์ได้ อย่างปลอดภัย ไม่เปลืองพื้นที่ในการจัดเก็บ

บริษัทไมโครชิพเทคโนโลยี จำกัด นั้นมีหลายแผนกซึ่งหนึ่งในนั้นคือแผนกไอทีที่ดูแลในเรื่องของการเบิกของที่เกี่ยวกับอุปกรณ์ไอทีโดยเฉพาะ เพราะต้องใช้ความรู้ความเชี่ยวชาญในด้านไอทีมาช่วยในการจ่ายของให้อย่างถูกต้องและเหมาะสม โดยในการเบิกแต่ละครั้งจะให้เขียนใบขอเบิกในรูปแบบของเอกสารและพนักงานไอทีทำการบันทึกข้อมูลรวมถึงการตัดสต็อกผ่าน Excel และเมื่อมีการขอเบิกเข้ามามากๆ หรือหลายรายการทำให้ Excel มีขนาดไฟล์ที่ใหญ่และช้าต่อการใช้งาน และมีความเสี่ยงต่อการสูญหายของข้อมูลด้วย จึงทำให้เกิดข้อมูลผิดพลาดหรือคลาดเคลื่อน การตกหล่นของการเบิกของ การรับ-ส่งของล่าช้า และใช้เวลามากในการค้นหารายการเบิกย้อนหลัง

ดังนั้น ผู้พัฒนาได้เล็งเห็นถึงปัญหาที่เกิดขึ้น จึงได้ศึกษาค้นคว้า วิเคราะห์ ระบบการจัดการเบิกอุปกรณ์แผนกไอทีออนไลน์ของบริษัทไมโครชิพเทคโนโลยี จำกัด เพื่อให้สามารถจัดการเบิกอุปกรณ์แผนกไอทีออนไลน์ ซึ่งจะทำให้ได้ข้อมูลที่ถูกต้อง แม่นยำ จัดเก็บข้อมูลบน Database ข้อมูลไม่สูญหาย และมีความรวดเร็วมากยิ่งขึ้น รวมไปถึงสามารถเข้าจัดการสต็อกของอุปกรณ์ไอที ได้จากทุกที่ ทุกเวลา ผ่านช่องทางออนไลน์ที่จะทำให้เกิดความสะดวกสบาย และสามารถเลือกดูข้อมูลหรือรายงานการเบิกย้อนหลังได้

วัตถุประสงค์ของการวิจัย

1. เพื่อออกแบบและพัฒนาระบบการเบิกอุปกรณ์ไอทีออนไลน์
2. เพื่อประเมินความพึงพอใจของผู้ใช้ระบบการเบิกอุปกรณ์ไอทีออนไลน์

วิธีการดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่าง

1.1 ประชากรและกลุ่มตัวอย่าง ได้แก่ พนักงานแผนกไอที ของบริษัทไมโครชิพเทคโนโลยี จำกัด โดยมีกลุ่มประชากรและกลุ่มตัวอย่างทั้งหมดจำนวน 18 คน

1.2 วิธีสุ่มตัวอย่าง (Random Sampling) เพื่อความเหมาะสม และเพื่อให้ได้ข้อมูลตรงตามสภาพจริงมากที่สุด ผู้วิจัยจึงเลือกวิธีสุ่มตัวอย่างแบบเฉพาะเจาะจง (purposive sampling) เพราะพนักงานไอทีได้มีการใช้งานระบบการเบิกอุปกรณ์ไอทีจริงทุกคน

1.3 ตัวแปรที่ใช้ในการวิจัยครั้งนี้ ผู้วิจัยได้กำหนดตัวแปรที่ศึกษา ดังนี้

1.3.1 ตัวแปรต้น คือ เว็บแอปพลิเคชันระบบการเบิกอุปกรณ์ไอทีออนไลน์

1.3.2 ตัวแปรตาม คือ ความพึงพอใจที่มีต่อระบบการเบิกอุปกรณ์ไอทีออนไลน

2. ขอบเขตการวิจัย

2.1 ขอบเขตด้านเนื้อหา

การวิจัยครั้งนี้มุ่งศึกษาเกี่ยวกับ เรื่องการเบิกอุปกรณ์ไอทีออนไลน์ ของบริษัทไมโครชิพเทคโนโลยี จำกัดโดยกำหนดขอบเขตที่จะศึกษาไว้เป็น 2 กลุ่ม คือผู้ดูและระบบและผู้ใช้งานระบบ ดังนี้

2.1.1 ผู้ดูแลระบบ

3.4.1.1 สามารถเข้าใช้งานระบบและออกระบบได้

3.4.1.2 สามารถเพิ่ม ลบ แก้ไข รายการอุปกรณ์ไอทีได้

3.4.1.3 สามารถเพิ่ม ลบ แก้ไข ข้อมูลผู้ใช้งานได้

3.4.1.4 สามารถเพิ่ม ลบ แก้ไข เว็บบอร์ดได้

3.4.1.5 สามารถค้นหารายการที่ต้องการได้

3.4.1.6 สามารถตรวจสอบและแสดงรายการอุปกรณ์ไอทีได้

3.4.1.7 สามารถบันทึกข้อมูลรายการอุปกรณ์ไอทีได้

3.4.1.8 สามารถพิมพ์รายงานการเบิกและสามารถดูรายงานย้อนหลังได้

2.1.2 ผู้ใช้งานระบบ

3.4.1.1 สามารถเข้าใช้งานระบบและออกระบบได้

3.4.1.2 สามารถตรวจสอบและแสดงรายการอุปกรณ์ไอทีได้

3.4.1.3 สามารถค้นหารายการที่ต้องการได้

3.4.1.4 สามารถเพิ่มและแสดงของเว็บบอร์ดได้

3.4.1.5 สามารถพิมพ์รายงานการเบิกและสามารถดูรายงานย้อนหลังได้

2.2 ขอบเขตของประชากรที่จะศึกษา

พนักงานแผนกไอที ของบริษัทไมโครชิพเทคโนโลยี จำกัด

2.3 ขอบเขตด้านระยะเวลา

ระยะเวลาที่ใช้ในการศึกษาครั้งนี้ ตั้งแต่ 2 สิงหาคม 2565 ถึง 15 พฤศจิกายน 2565

3. เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเพื่อทำการวิจัยในครั้งนี้ คือแบบสอบถาม (Questionnaire) ที่ผู้วิจัยสร้างขึ้น โดยใช้เป็นแบบสอบถามปลายปิด ซึ่งแบ่งรายละเอียดเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ประกอบด้วยคำถามทั่วไปเกี่ยวกับสถานภาพของกลุ่มตัวอย่าง

ตอนที่ 2 แบบสอบถามเกี่ยวกับความพึงพอใจต่อวิจัยของผู้ใช้ระบบการเบิกอุปกรณ์ไอทีออนไลน์ ประกอบด้วยหัวข้อคำถามเกี่ยวกับความปลอดภัยของระบบ การออกแบบเว็บไซต์ ด้านเนื้อหา และประสิทธิภาพในการใช้งานเว็บไซต์

ตอนที่ 3 ข้อเสนอแนะเกี่ยวกับความพึงพอใจต่อวิจัยของผู้ใช้ระบบการเบิกอุปกรณ์ไอทีออนไลน์

4. ขั้นตอนในการวิจัย

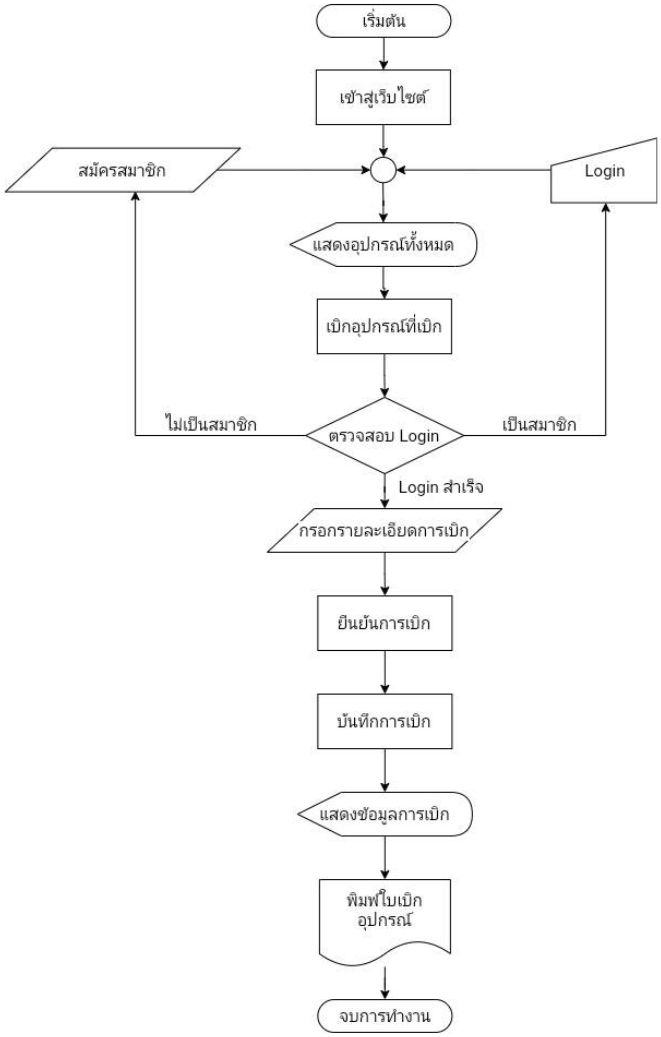
ในงานวิจัยฉบับนี้ได้นำกระบวนการพัฒนาระบบวงจรการพัฒนาระบบ (System Development Life Cycle: SDLC) มาใช้ในวิธีดำเนินการวิจัยซึ่งประกอบด้วย 7 ขั้นตอน ดังนี้

4.1 การเก็บรวบรวมข้อมูล

คณะผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลด้วยตนเอง โดยมีการสอบถามและสัมภาษณ์ความต้องการระบบกับทางแผนกไอทีและได้รวบรวมข้อมูลต่างๆ จากพนักงานไอทีทุกคน

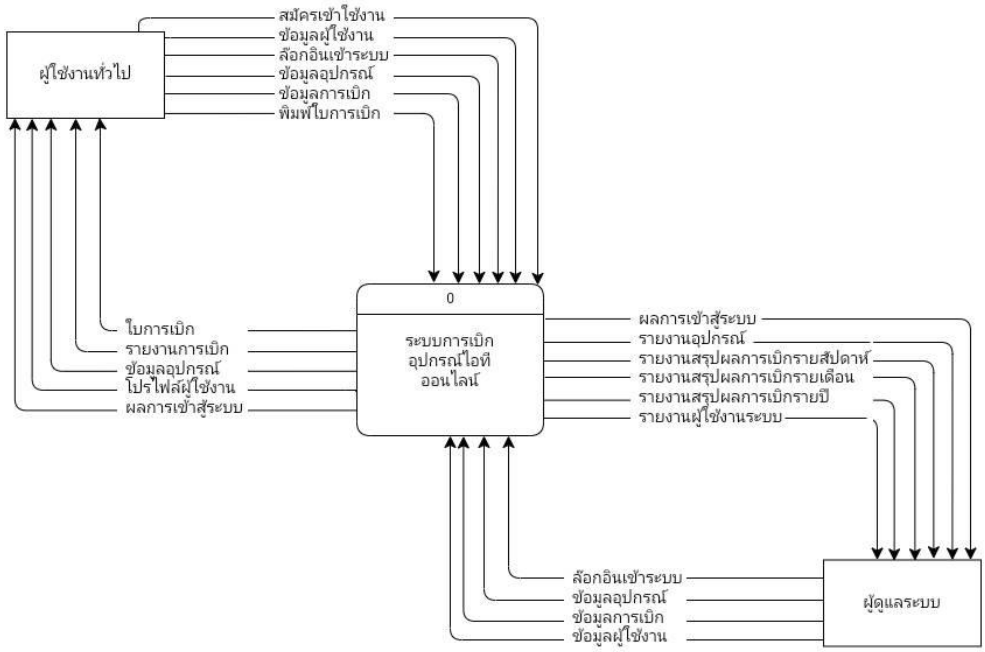
4.2 การวิเคราะห์ระบบ

4.1.1 แผนภาพผังงานระบบ (System Flowchart)



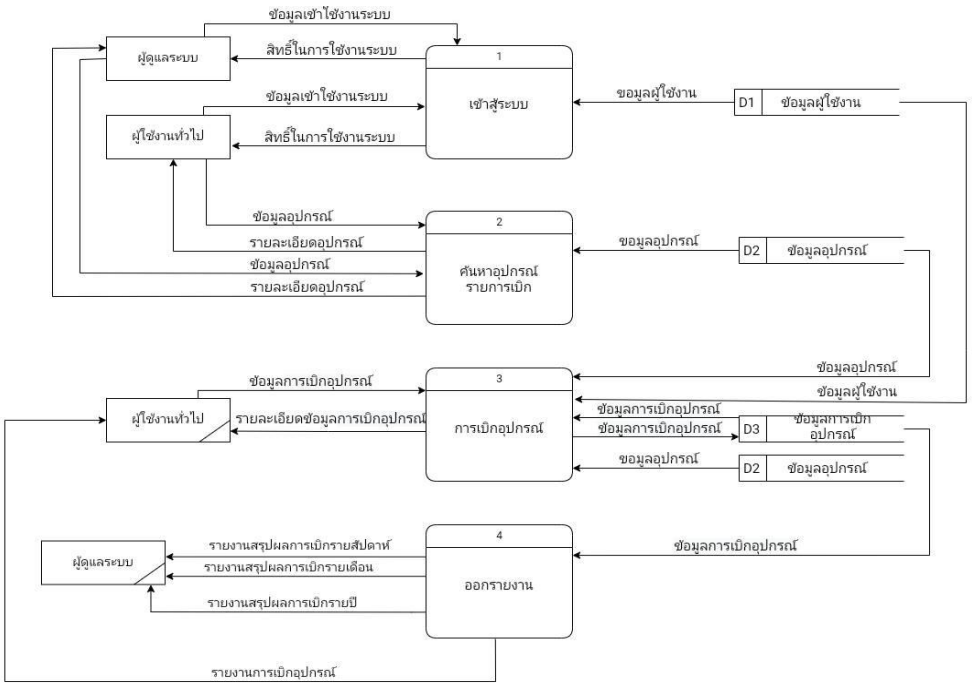
ภาพที่ 1 แสดงแผนภาพผังงานระบบ (System Flowchart)

4.1.1 คอนเทกซ์ไดอะแกรมของระบบการเบิกอุปกรณ์ไอทีออนไลน์



ภาพที่ 2 แสดงคอนเท็กซ์ไดอะแกรม (Context Diagram)

4.1.2 แผนภาพกระแสข้อมูล (Data Flow Diagram)



ภาพที่ 3 แสดงแผนภาพกระแสข้อมูลระดับ 1 (Data Flow Diagram Level 1)

4.3 การออกแบบระบบ

4.3.1 การออกแบบฐานข้อมูล (Database Design) โดยการกำหนดพจนานุกรมข้อมูล (Data Dictionary) ของระบบมีรายละเอียด ดังนี้

ตารางที่ 1 รายละเอียดของตารางข้อมูลผู้เข้าใช้งาน

Table : Customer		
Field Name	Data Description	Data Type
cus_id	รหัสผู้ใช้งาน	int(11)
cus_pass	รหัสผ่าน	Varchar(12)
cus_fnm	ยืนยันรหัสผ่าน	Varchar(6)
cus_name	ชื่อผู้ใช้งาน	Varchar(5)
cus_email	อีเมล์	Varchar(50)
cus_status	สถานะ	Varchar(30)
Primary Key : cus_id		
Foreign Key : -		

ตารางที่ 2 รายละเอียดของตารางข้อมูลอุปกรณ์

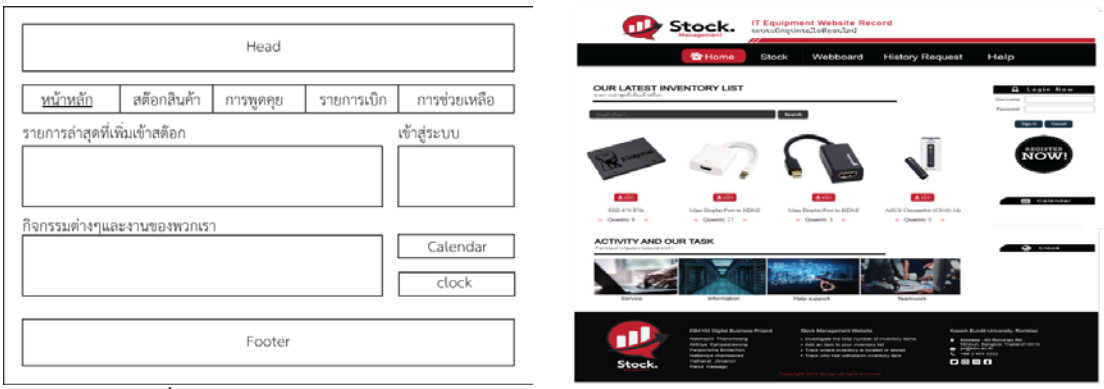
Table : Product		
Field Name	Data Description	Data Type
pro_id	รหัสอุปกรณ์	int(11)
pro_name	ชื่ออุปกรณ์	Varchar(50)
pro_detall	รายละเอียดอุปกรณ์	text
pro_type	ประเภท	Varchar(25)
pro_unit	จำนวน	int(5)
pro_plc	รูปภาพ	Varchar(25)
Primary Key :pro_id		
Foreign Key : -		

ตารางที่ 3 รายละเอียดของตารางข้อมูลรายการเบิก

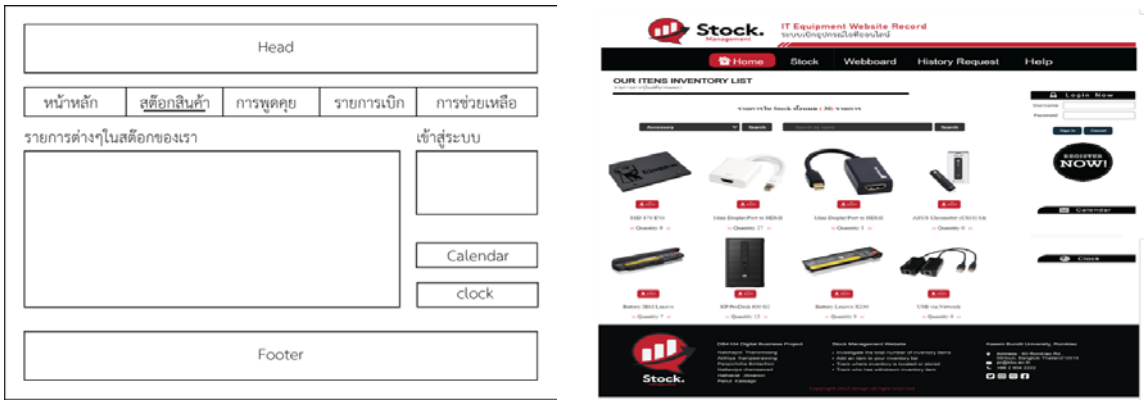
Table : orders		
Field Name	Data Description	Data Type
orders_id	หมายเลขการเบิก	int(11)
cus_id	รหัสผู้ใช้งาน	Varchar(50)
orders_date	วันที่เบิก	date
orders_time	เวลาที่เบิก	time
orders_unit	จำนวนที่เบิก	int(5)
Primary Key : orders_id		
Foreign Key : -		

4.3.2 การออกแบบหน้าจอ (แบ่งเป็น 2 ส่วน คือ ส่วนของ User และ ส่วนของ Admin)

4.3.2.1 ออกแบบหน้าจอหลักและหน้าจอ User (User Interface) ดังนี้



ภาพที่ 4 การออกแบบและแสดงหน้าจอหลักและหน้าล็อกอินเข้าสู่ระบบของผู้ใช้งาน (User)

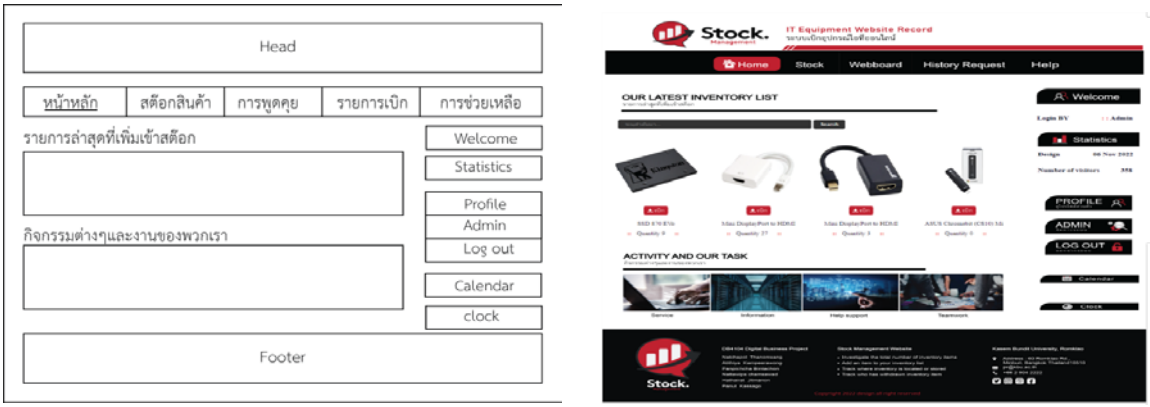


ภาพที่ 5 การออกแบบและแสดงหน้าสต็อกสินค้า



ภาพที่ 6 การออกแบบและแสดงหน้าประวัติรายการเบิก

4.3.2.2 ออกแบบหน้าจอหลักและหน้าจอ Admin (User Interface) ดังนี้



ภาพที่ 7 การออกแบบและแสดงหน้าจอหลักและหน้าล็อกอินเข้าสู่ระบบของผู้ดูแลระบบ Admin



ภาพที่ 8 การออกแบบและแสดงหน้าการจัดการสต๊อก (Stock Management)

4.4 การพัฒนาระบบ

ในการพัฒนาระบบครั้งนี้ ผู้วิจัยได้พัฒนาระบบในรูปแบบเว็บแอปพลิเคชันด้วยภาษา PHP ผ่านโปรแกรม Adobe Dreamweaver และใช้ระบบฐานข้อมูล MySQL ด้วยโปรแกรม AppServe โดยโปรแกรม Adobe Dreamweaver เป็นโปรแกรมสำหรับพัฒนาเว็บไซต์ ซึ่งมีคุณสมบัติครอบคลุมตั้งแต่การออกแบบและสร้างเว็บและสร้างเว็บเพจ การบริหารจัดการเว็บไซต์ ตลอดไปจนถึงการพัฒนาเว็บแอพพลิเคชั่นเบื้องต้น และระบบฐานข้อมูล MySQL ช่วยในการบริหารจัดการฐานข้อมูลเชิงสัมพันธ์ ซึ่ง MySQL ทำงานเป็นดาต้าเบสเซิร์ฟเวอร์ และได้รับการออกแบบและปรับให้เหมาะสมสำหรับเว็บแอปพลิเคชันและสามารถทำงานในการติดต่อกันระหว่างเครือข่ายเพื่อเพิ่ม ลบ แก้ไข และแสดงผลข้อมูลระหว่างผู้ใช้งานและฐานข้อมูล

4.5 การทดสอบระบบ

การทดสอบในวิจัยนี้ดำเนินการทดสอบระบบการเบิกอุปกรณ์ไอทีออนไลน์ก่อนที่จะนำระบบไปใช้งานจริง เป็นการทดสอบเบื้องต้นด้วยการสร้างข้อมูลจำลองขึ้นมาเพื่อตรวจสอบการทำงานของระบบงาน โดยการทดสอบระบบนี้จะมีการตรวจสอบอยู่ 3 ส่วน คือ การตรวจสอบรูปแบบภาษาเขียน (Syntax) ผ่านโปรแกรม Adobe Dreamweaver และการตรวจสอบการทำงานของระบบผ่านทางเว็บเบราว์เซอร์ (Google Chrome) และการทดสอบผ่านแบบประเมินความพึงพอใจที่มีต่อระบบ โดยที่ให้พนักงานแผนกไอที จำนวน 18 คน ทำการประเมิน โดยใช้แบบประเมินออนไลน์ (Google Form) ซึ่งค่าความพึงพอใจแบ่งออกเป็น 5 ระดับ ระดับน้อยมาก ระดับน้อย ระดับปานกลาง ระดับมาก ระดับมากที่สุด

4.6 การติดตั้งระบบ

เมื่อทำการทดสอบระบบจนมั่นใจว่าระบบสามารถทำงานได้จริงและตรงกับความต้องการของผู้ใช้ระบบ ตลอดจนพร้อมที่จะนำไปติดตั้งเพื่อใช้งานในสถานการณ์จริง จึงนำระบบไปติดตั้งด้วยการติดตั้งเว็บเซิร์ฟเวอร์สำหรับบริษัทไมโครชิพใช้ vmware ในการจำลอง VM (Visual machine) ซึ่งเป็นการสร้างคอมพิวเตอร์เสมือน ซึ่งทำงานในลักษณะของ web server นั่นคือเครื่องคอมพิวเตอร์จะเป็นทั้งเครื่องแม่และเครื่องลูกในเครื่องเดียวกัน ทำให้ไม่ต้องเชื่อมต่อกับอินเตอร์เน็ต ก็สามารถทดสอบเว็บไซต์ได้ทุกที่ทุกเวลาโดยขั้นตอนคือทำการติดตั้งแอปเซิร์ฟลงบน Visual machine จากนั้นตั้งชื่อ Server Name ก็เป็นอันเสร็จสิ้นของการติดตั้ง ซึ่งในการติดตั้งจะเป็นการเลือกการติดตั้งแบบทันทีทันใด (Direct Installation) หรือเป็นวิธีการติดตั้งระบบใหม่ทันทีและยกเลิกการใช้งานระบบเก่าทันที

4.7 การบำรุงรักษาระบบ

ภายหลังจากระบบใช้งานเป็นที่เรียบร้อย ระบบยังต้องมีการบำรุงอยู่ต่อเนื่อง เพื่อให้สามารถใช้งานได้ตลอด และมีระบบ backup ข้อมูล บริษัทไมโครชิพใช้ ฟีดเจอร์ windows server backup ทำการ Backup System Reserved และ local disk C โดยทำการเขียนเป็น bat file ตั้งชื่อเป็น SystemBackup.bat และใช้ทาง scheduler ของ windows saver ให้ทำการรันแบบไฟล์ตามช่วงเวลาที่เรากำหนดคือ 15.00 และ 03.00 ของทุกวันและยังทำการเปิด ฟีดเจอร์ Snapshot File System ให้ auto backup ไฟล์ และเรียกคืนได้ทันทีผ่านหน้าต่าง Previous Version

ตัวอย่างคำสั่ง system backup.bat

```
@echo off
wbadmin start backup -backuptarget:e : -include:c:
Eof:
```

สรุปผลการวิจัย

ในการวิเคราะห์ข้อมูลทั้งหมดที่ผ่านมาข้างต้น ผู้วิจัยได้สรุปผลการวิจัยตามวัตถุประสงค์ที่ได้ตั้งไว้ ดังต่อไปนี้

1. ผลการพัฒนาและออกแบบระบบการเบิกอุปกรณ์ไอทีออนไลน์ ผู้วิจัยได้ใช้หลักการพัฒนาและออกแบบ โดยระบบ System Develop Life Cycle (SDLC) 7 ขั้นตอน พัฒนาเป็นระบบการเบิกอุปกรณ์ไอทีออนไลน์ ซึ่งสามารถสรุปผลการพัฒนาได้ดังนี้

1.1 สามารถกำหนดสิทธิ์การเข้าใช้งานได้ 2 รูปแบบ ได้แก่ ผู้ดูแลระบบและผู้ใช้งาน

1.2 สามารถจัดการข้อมูลรายการอุปกรณ์ไอที, ข้อมูลผู้ใช้งาน, ข้อมูลเว็บบอร์ดได้

1.3 สามารถค้นหารายการที่ต้องการได้

1.4 สามารถตรวจสอบและแสดงรายการอุปกรณ์ไอที

1.5 สามารถบันทึกข้อมูลรายการอุปกรณ์ไอทีได้

1.6 สามารถพิมพ์รายงานการเบิกและสามารถดูรายงานย้อนหลังได้

2. ผู้วิจัยได้นำแบบสอบถามทั้งหมดมาวิเคราะห์ ผ่านทางโปรแกรม Excel และนำมาแปลความหมายตามเกณฑ์ดังนี้ ตารางที่ 5 และผลการประเมินประสิทธิภาพของระบบการเบิกอุปกรณ์ไอทีออนไลน์ โดยพนักงานแผนกไอที จำนวน 18 คน จากผลการประเมินประสิทธิภาพของระบบการเบิกอุปกรณ์ไอทีออนไลน์พบว่า มีประสิทธิภาพอยู่ในระดับมากที่สุด โดยมีรายละเอียดตามตารางที่ 6 ดังนี้

สถิติที่ใช้ในการวิเคราะห์ข้อมูล

แบบประเมินคุณภาพของระบบที่พัฒนาขึ้น ระบบได้กำหนดเกณฑ์ตามวิถีของลิเคิร์ท (Likert Scale) โดยประกอบ ด้วยมาตราส่วนประมาณค่า 5 ระดับ (Rating Scale) ซึ่งแต่ละระดับจะมีเกณฑ์ให้คะแนนความหมายดังนี้ (บุญชม, 2545)

ตารางที่ 4 มาตราส่วนประมาณค่า 5 ระดับ (Rating Scale)

ค่าเฉลี่ย 4.51-5.00	ระบบที่พัฒนามีคุณภาพสูงมาก
ค่าเฉลี่ย 3.51-4.50	ระบบที่พัฒนามีคุณภาพสูง
ค่าเฉลี่ย 2.51-3.50	ระบบที่พัฒนามีคุณภาพปานกลาง
ค่าเฉลี่ย 1.51-2.50	ระบบที่พัฒนามีคุณภาพต่ำ
ค่าเฉลี่ย 1.00-1.50	ระบบที่พัฒนามีคุณภาพต่ำมาก

โดยแต่ละข้อคำถามมีคำตอบให้เลือก 5 ระดับ คือ มากที่สุดได้ 5 คะแนน มากได้ 4 คะแนน ปานกลางได้ 3 คะแนน น้อยได้ 2 คะแนน และน้อยที่สุดได้ 1 คะแนน จากนั้นนำข้อมูลมาวิเคราะห์โดยค่าสถิติที่ใช้ ได้แก่ การหาค่าร้อยละ การหาค่าเฉลี่ย ($\overline{x}$) ค่าเบี่ยงเบนมาตรฐาน (S.D.)

จากค่าสถิติที่ใช้ ใช้ค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน ใช้วิเคราะห์ระดับความพึงพอใจของระบบการเบิกอุปกรณ์ไอทีออนไลน์ โดยมีเกณฑ์ระดับความพึงพอใจ ดังนี้

ตารางที่ 5 มาตราส่วนประมาณค่า 5 ระดับ (Rating Scale)

ค่าเฉลี่ย 4.51-5.00	หมายถึง	มากที่สุด
ค่าเฉลี่ย 3.51-4.49	ให้คะแนนเท่ากับ	มาก
ค่าเฉลี่ย 2.51-3.50	ให้คะแนนเท่ากับ	ปานกลาง
ค่าเฉลี่ย 1.51-2.50	ให้คะแนนเท่ากับ	น้อย
ค่าเฉลี่ย 1.00-1.50	ให้คะแนนเท่ากับ	น้อยที่สุด

ตารางที่ 6 การประเมินประสิทธิภาพของ ระบบการเบิกอุปกรณ์ไอทีออนไลน์

การประเมินประสิทธิภาพของ ระบบการเบิกอุปกรณ์ไอทีออนไลน์	($\bar{x}$)	S.D.	ระดับ
ความปลอดภัยของระบบ			
1.สามารถช่วยป้องกันการสูญหายของข้อมูลได้	4.5	0.69	มาก
2.มีการกำหนดผู้ใช้และรหัสผ่านสามารถตรวจสอบได้	4.67	0.47	มากที่สุด
3.การแจ้งเตือนในกรณีที่มีการเกิดข้อผิดพลาดต่างๆ	4.5	0.5	มาก
4.การเข้าถึงข้อมูลมีความปลอดภัยและน่าเชื่อถือ	4.61	0.59	มากที่สุด
5.การปรับปรุงแก้ไขข้อมูลที่มีความถูกต้อง	4.56	0.5	มากที่สุด
6.เมื่อเกิดปัญหามีช่องทางให้ผู้ใช้งานสามารถติดต่อสอบถามข้อมูล และแสดงความคิดเห็นผ่านระบบของเว็บไซต์	4.44	0.6	มาก
การออกแบบเว็บไซต์			
1.ความเหมาะสมในการเลือกใช้ชนิด ขนาด สีตัวอักษร บนเว็บไซต์	4.56	0.5	มากที่สุด
2.การใช้สัญลักษณ์หรือรูปภาพในการสื่อความหมาย	4.83	0.5	มากที่สุด
3.การวางตำแหน่งของส่วนประกอบและเมนูต่างๆบนเว็บไซต์	4.83	0.37	มากที่สุด
4.ความเร็วในการแสดง ภาพ ตัวอักษร ข้อมูลต่างๆ	4.61	0.59	มากที่สุด
5.ความสะดวกชัดเจนในการค้นหาอุปกรณ์	4.61	0.59	มากที่สุด
6.หน้าโฮมเพจมีความสวยงามเหมาะสม น่าสนใจ	4.61	0.49	มากที่สุด
ด้านเนื้อหา			
1.ความสะดวกในการเชื่อมโยงข้อมูลภายในเว็บไซต์	4.67	0.58	มากที่สุด
2.ความถูกต้องครบถ้วนของข้อมูล	4.67	0.47	มากที่สุด
3.ภาพประกอบสอดคล้องกับเนื้อหา	4.67	0.58	มากที่สุด
4.มีการจัดหมวดหมู่ให้ง่ายต่อการค้นหาและทำความเข้าใจ	4.61	0.49	มากที่สุด
5.เนื้อหามีปริมาณเพียงพอกับความต้องการ	4.33	0.67	มาก
6.คำศัพท์ที่ใช้ผู้ใช้มีความคุ้นเคยและสามารถปฏิบัติตามได้โดยง่าย	4.56	0.5	มากที่สุด
ประสิทธิภาพในการใช้งานเว็บไซต์			
1.ความถูกต้องของผลลัพธ์ที่ได้จากการประมวลในโปรแกรม	4.5	0.6	มากที่สุด
2.สามารถลดเวลาและกระบวนการนับอุปกรณ์ในคลังได้	4.67	0.58	มากที่สุด
3.การจัดหมวดหมู่ให้ง่ายต่อการค้นหาและทำความเข้าใจ	4.67	0.58	มากที่สุด
4.ความครอบคลุมของระบบที่พัฒนากับระบบจริง	4.33	0.67	มาก
5.ความเชื่อมโยงสัมพันธ์สอดคล้องและลำดับเนื้อหา	4.39	0.68	มากที่สุด
6.การรับฟังความคิดเห็นของผู้ใช้งาน	4.5	0.69	มากที่สุด
เฉลี่ยรวม	**4.58**	**0.13**	**มากที่สุด**

ผลการประเมินประสิทธิภาพของ ระบบการเบิกอุปกรณ์ไอทีออนไลน์

สรุปผลการประเมินความพึงพอใจจากประชากรและกลุ่มตัวอย่าง พนักงานแผนกไอที ของบริษัทไมโครชิพเทคโนโลยี จำกัด โดยมีกลุ่มประชากรและกลุ่มตัวอย่างทั้งหมดจำนวน 18 คน โดยการประเมินประสิทธิภาพของระบบการเบิกอุปกรณ์ไอทีออนไลน์พบว่ามีประสิทธิภาพอยู่ในระดับมากที่สุดเมื่อพิจารณป็นรายข้อระดับมากที่สุดเรียงลำดับ 3 อันดับแรก

ได้แก่ การใช้สัญลักษณ์หรือรูปภาพในการสื่อความหมาย (X=4.83, S.D.=0.50) รองลงมาได้แก่ การวางตำแหน่งของส่วนประกอบและเมนูต่างๆบนเว็บไซต์ (X=4.83, S.D.=0.37) และ ความสะดวกในการเชื่อมโยงข้อมูลภายในเว็บไซต์, ภาพประกอบสอดคล้องกับเนื้อหา, สามารถลดเวลาและกระบวนการนับอุปกรณ์ในคลังได้, การจัดหมวดหมู่ให้ง่ายต่อการค้นนหาและทำความเข้าใจ (X=4.67, S.D.=0.58) โดยภาพรวมพบว่า มีประสิทธิภาพของระบบอยู่ในระดับมากที่สุด (X=4.58, S.D.=0.13)

อภิปรายผลการวิจัย

งานวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาระบบการเบิกอุปกรณ์ไอทีออนไลน์ จากการพัฒนาระบบการเบิกไอทีออนไลน์ในงานวิจัยฉบับนี้ที่รวมเอาระบบจัดการผู้เข้าใช้งาน การจัดการข้อมูลอุปกรณ์ การจัดการประเภทอุปกรณ์ การจัดการข้อมูลรายการเบิกอุปกรณ์ รวมถึงรายละเอียดของอุปกรณ์ การจัดการข้อมูลบอร์ดประชาสัมพันธ์ของการเบิกอุปกรณ์ไอทีโดยมีทั้งการตั้งกระทู้การโต้ตอบกระทู้และรูปแบบเว็บแอปพลิเคชันถูกพัฒนาด้วยภาษา PHP และใช้ระบบฐานข้อมูล MySQLในการบริหารจัดการฐานข้อมูลเชิงสัมพันธ์ ในการติดต่อกันระหว่างเครือข่ายเพื่อเพิ่ม แก้ไข แสดงผลข้อมูล ระหว่างผู้ใช้งาน และฐานข้อมูล ซึ่งเหมือนกับงานวิจัยของ

แสนยานุภาพ นามวงศ์ และ จารี ทองคำ (2565) เป็นการพัฒนาระบบจัดการคลังสินค้าออนไลน์ และต่างจากงานวิจัยของ วิจิตรา ผาผึ้ง, ปริชาติ โอชาดร และศิรินภา สุนประสบ (2562) เป็นการพัฒนาระบบการบริหารจัดการ คลังสินค้าออนไลน์ จากผลการประเมินความพึงพอใจของผู้ใช้งาน ผลการวิจัยพบว่า การพัฒนาระบบการเบิกอุปกรณ์ไอทีออนไลน์ เป็นที่ยอมรับของผู้ใช้งานระบบ ผลการประเมินความพึงพอใจต่อระบบซึ่งมีการใช้สัญลักษณ์หรือรูปภาพในการสื่อความหมาย และการวางตำแหน่งของส่วนประกอบและเมนูต่างๆ บนเว็บไซต์ มีความพึงพอใจในระดับมากที่สุด ด้านเนื้อหา ความสะดวกในการเชื่อมโยงข้อมูลภายในเว็บไซต์ ความถูกต้องครบถ้วนของข้อมูล และภาพประกอบสอดคล้องกับเนื้อหา เป็นไปตามความต้องการของผู้ใช้ระบบ มีความพึงพอใจในระดับมากที่สุด ความปลอดภัยของระบบ มีการกำหนดผู้ใช้และรหัสผ่านสามารถตรวจสอบได้ สร้างความพึงพอใจมากที่สุดกับผู้ใช้งาน ส่วนด้านประสิทธิภาพในการใช้งานเว็บไซต์นั้น มีระดับความพึงพอใจมาก แสดงให้เห็นว่าระบบ ที่พัฒนาขึ้นมา มีคุณภาพสามารถนำไปใช้งานได้จริง อีกทั้งระบบนี้สามารถช่วยอำนวยความสะดวก และง่ายต่อการใช้งานการจัดการข้อมูลอุปกรณ์ไอที และเพิ่มประสิทธิภาพในการดำเนินธุรกิจ อีกทั้งผู้วิจัยมีความคิดจะต่อยอดให้มีฟังก์ชันการคำนวณปริมาณของจุดสั่งซื้อ เพื่อเป็นการแจ้งให้ทราบว่าอุปกรณ์ในคลังมีจำนวนถึงกำหนดที่ต้องทำการสั่งซื้อเพิ่ม

ข้อเสนอแนะ

1. ควรพัฒนาระบบการเบิกอุปกรณ์ไอทีออนไลน์ บริษัทไมโครชิพเทคโนโลยี จำกัด ให้มีฟังก์ชันการคำนวณปริมาณของจุดสั่งซื้อ และการคำนวณการสั่งซื้ออุปกรณ์ในการสต็อกอุปกรณ์ไอที
2. ควรพัฒนาระบบการเบิกอุปกรณ์ไอทีออนไลน์ บริษัทไมโครชิพเทคโนโลยี จำกัด ให้มีรูปแบบที่ทันสมัยอยู่เสมอ

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BUS-003

ระบบควบคุมการเปิด-ปิดไฟด้วยอินเตอร์เน็ตของสรรพสิ่ง
Internet of Things Control System for Turn On-Off Lights

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สงกรานต์ จรรจลานิมิตร Songkran Chanchalanimitr[7]

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1)สร้างระบบควบคุมการเปิด-ปิดไฟด้วยอินเตอร์เน็ตของสรรพสิ่ง 2)ประเมินความพึงพอใจของผู้ใช้งานระบบควบคุมการเปิด-ปิดไฟด้วยอินเตอร์เน็ตของสรรพสิ่ง ในการอำนวยความสะดวกมากขึ้น ให้ง่ายต่อการจัดการเวลา จัดการทรัพยากร และสามารถลดปัญหาการทำงานที่ซับซ้อนและปัญหาในการใช้ทรัพยากรที่สิ้นเปลือง ทำให้สามารถดำเนินงานได้อย่างสมบูรณ์และมีประสิทธิภาพ สร้างความสะดวกสบายและความรวดเร็วให้กับผู้ใช้งาน จากข้อมูลข้างต้นจึงได้มีการพัฒนา Application ระบบควบคุมการเปิด-ปิดไฟ ขึ้นมาเพื่อประยุกต์ใช้ในการช่วยลดปัญหาด้านเวลาและทรัพยากร โดยพัฒนาระบบด้วย Application Blynk โดยใช้โปรแกรม Arduino IDE เขียนโค้ดคำสั่งเพื่อควบคุมระบบไฟ ผ่าน Application Blynk การออกแบบนี้สามารถประหยัดพลังงานไฟฟ้าได้มากเมื่อเทียบกับไฟทั่วไปในสถานที่ต่างๆ จากการประเมินความพึงพอใจในการใช้งานระบบภายในที่พักอาศัยผ่านแบบสอบถามประเมินความพึงพอใจนั้น ในการใช้ระบบควบคุมการเปิด-ปิดไฟด้วยอินเตอร์เน็ตของสรรพสิ่ง (IOT) พบว่ากลุ่มเป้าหมาย ในการจัดทำโครงงานครั้งนี้ได้แก่ สมาชิกในหมู่บ้าน The Plan เท่ากับ 3.83 หมายถึง มีความพึงพอใจอยู่ในระดับดี

คำสำคัญ : ระบบไฟอัจฉริยะ เทคโนโลยี อินเตอร์เน็ตของสรรพสิ่ง ควบคุม

Abstract

The purpose of this research is: 1) to establish a system to control the opening and closing of everything through the Internet. 2) Evaluate users' satisfaction with the Internet lighting control system to facilitate time management. Manage resources to reduce complex tasks and resource waste It can be operated completely and effectively, creating convenience and speed for users, and developed from the above information. The application program controls the turning on and off of lights to reduce time and resource problems. The system is developed through the application program. Blynk uses Arduino IDE to write command code to control the lighting system through the Blynk application. Compared with traditional lighting in different places, this design can save a lot of power. The satisfaction degree of the use of the housing system is evaluated through the satisfaction evaluation questionnaire. When using the Internet of Things control system (IOT), the target group of this project is the members of the village. The plan is 3.83, which means good satisfaction.

Keywords: Smart Lighting, Technology, Internet of Thing, Control

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บทนำ

เนื่องจากปัจจุบันมีการใช้พลังงานที่สิ้นเปลือง ที่ก่อให้เกิดผลกระทบเมื่อกล่าวถึงการประหยัดพลังงาน ทุกคนจะนึกถึงการลดการใช้พลังงานน้ำมัน หรือลดการใช้พลังงานไฟฟ้า เพราะเป็นเรื่องใกล้ตัวที่เกี่ยวข้องกับชีวิตประจำวันของทุกคนและน่าจะเป็นสิ่งที่ปฏิบัติได้ง่ายที่สุดและเห็นผลได้ชัดเจนที่สุด เช่นค่าใช้จ่ายในการเติมน้ำมันในแต่ละเดือนลดลง ค่าไฟฟ้าแต่ละเดือนลดลง เมื่อเป็นเช่นนั้นก็สามารถสรุปได้ว่าเราได้ประหยัดพลังงานแล้ว แต่จริงๆ แล้ว ยังมีอีกหลากหลายวิธีที่เราสามารถช่วยกันประหยัดพลังงานและเป็นวิธีง่ายๆ ที่เราสามารถทำได้ด้วยตัวเองทั้งสิ้น

การที่อยากทำโครงการนี้เพราะช่วยประหยัดพลังงานและค่าใช้จ่ายในครัวเรือน เพราะประชากรได้มีการเปิดใช้ไฟและลืมปิดไฟเป็นการปล่อยให้พลังงานสูญเสียไปโดยสูญเปล่า เพื่อที่เราสามารถประหยัดไฟฟ้าได้นั้นทางเราจึงเล็งเห็นการทำไฟอัจฉริยะขึ้นมาเพื่อประหยัดพลังงานไฟฟ้า ง่ายต่อการจัดการเวลา อีกทั้งยังสามารถช่วยให้เรามีชีวิตที่ดีขึ้นอีกด้วย

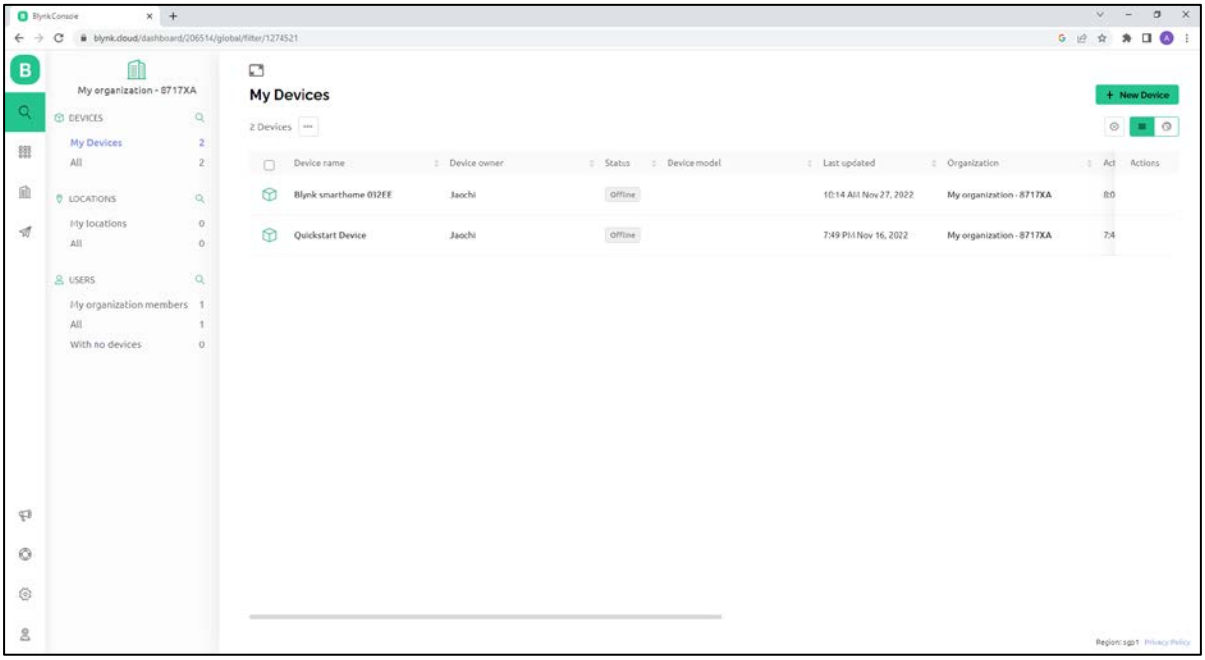
วัตถุประสงค์ของการวิจัย

1. เพื่อสร้างระบบควบคุมการเปิด-ปิดไฟด้วยอินเตอร์เน็ตของสรรพสิ่ง
2. เพื่อประเมินความพึงพอใจของผู้ใช้งานระบบควบคุมการเปิด-ปิดไฟด้วยอินเตอร์เน็ตของสรรพสิ่ง

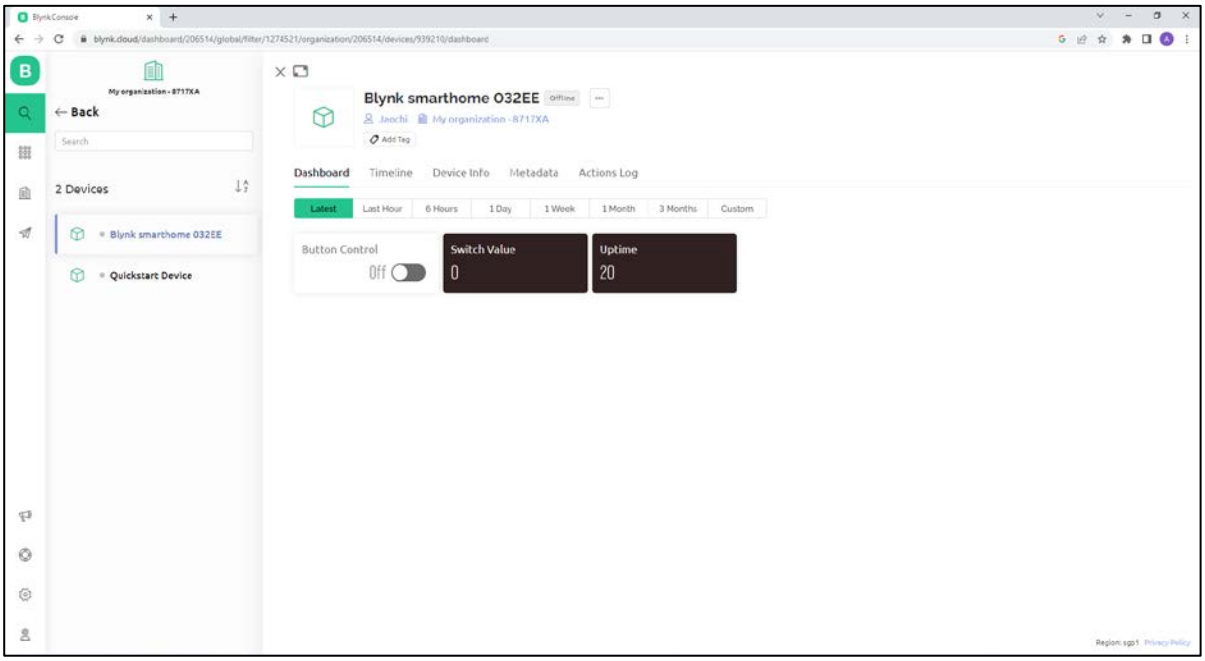
วิธีการดำเนินการวิจัย

การใช้เทคนิควิธีการเหมืองข้อมูลสามารถวิเคราะห์ในการวางแผนการใช้พลังงานภายในบ้านในช่วงที่มีความต้องการและพยากรณ์การใช้พลังงานในบ้านเพื่อวางแผนการพัฒนาสำหรับระบบการจัดการพลังงานภายในบ้าน

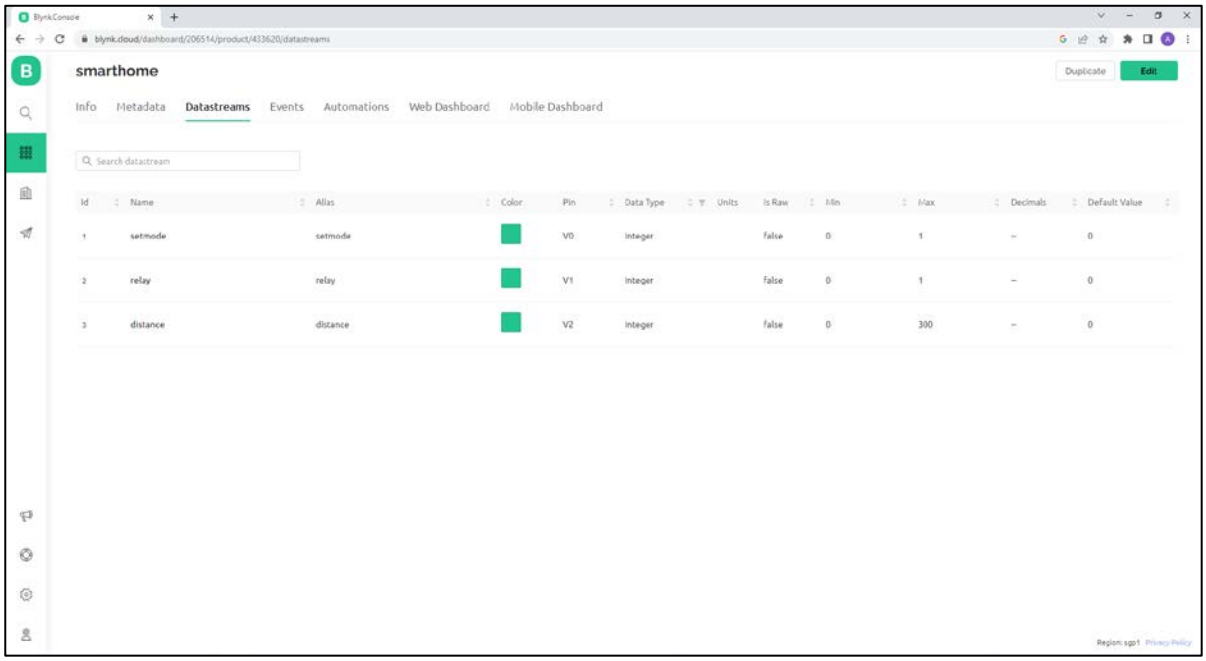
1. ทำการเพิ่ม Device ตั้งชื่อตามที่ต้องการ



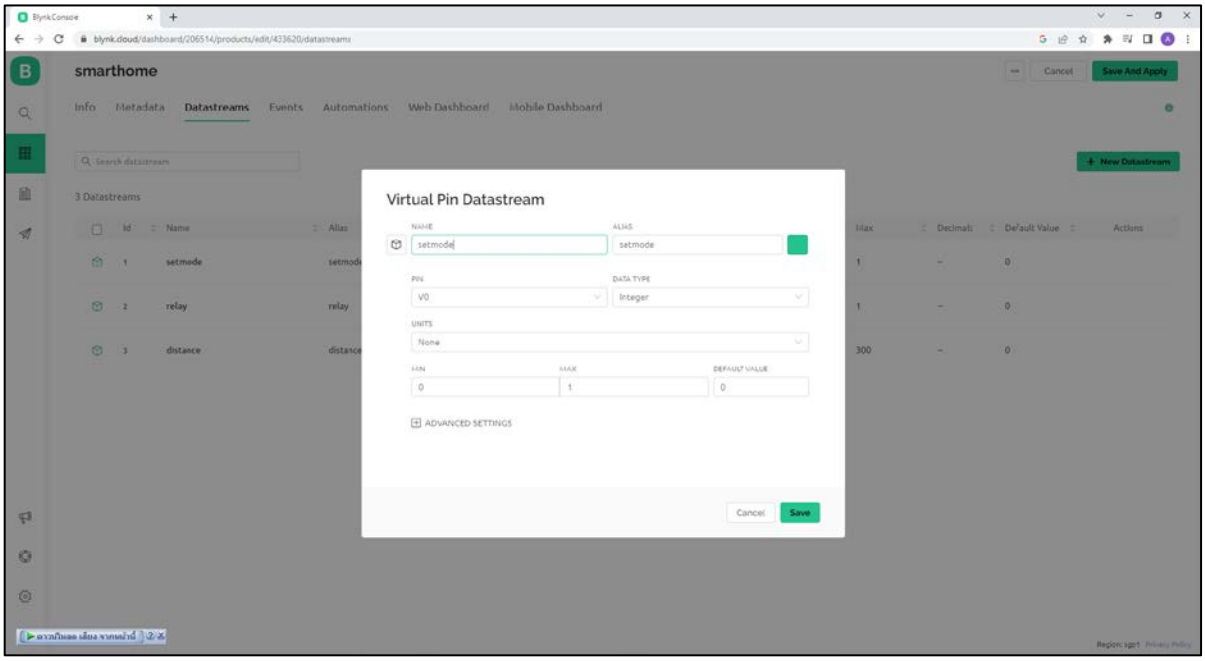
2. สามารถเช็ค ปุ่ม Control ได้ที่หน้าของ Dashboard



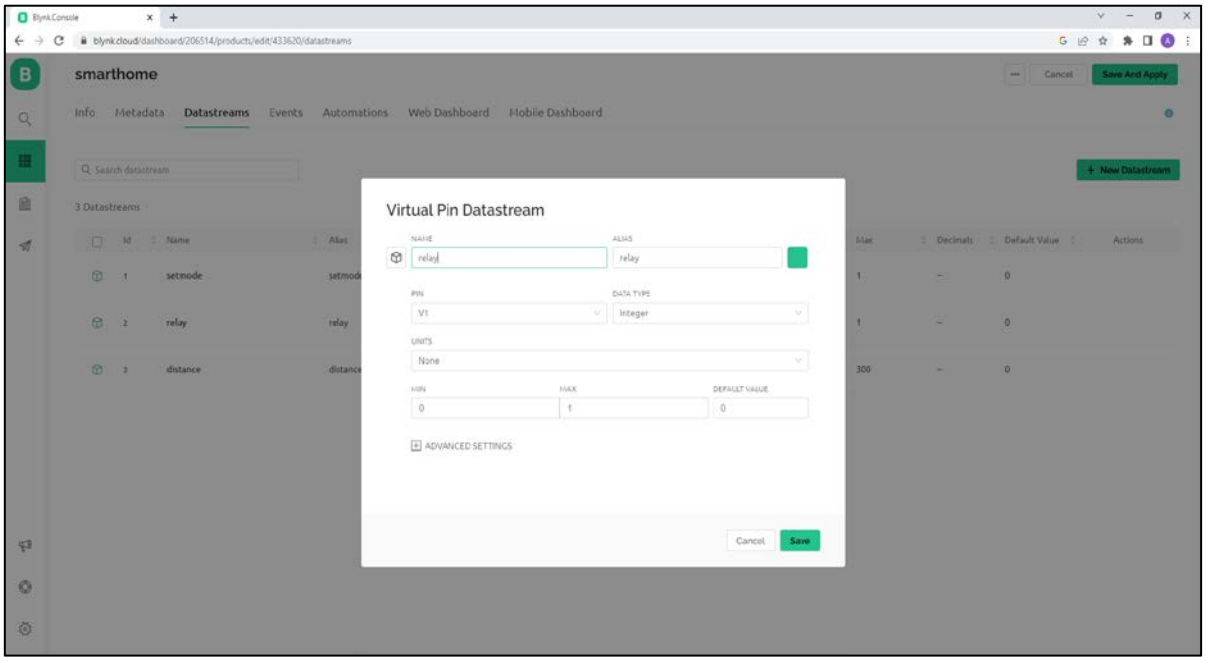
3. หลังจากตั้งค่า Datastreams และ Set ค่าต่างๆ จะแสดงหน้าดังรูป โดยสามารถเพิ่ม ลบ และแก้ไขได้ตามความต้องการ



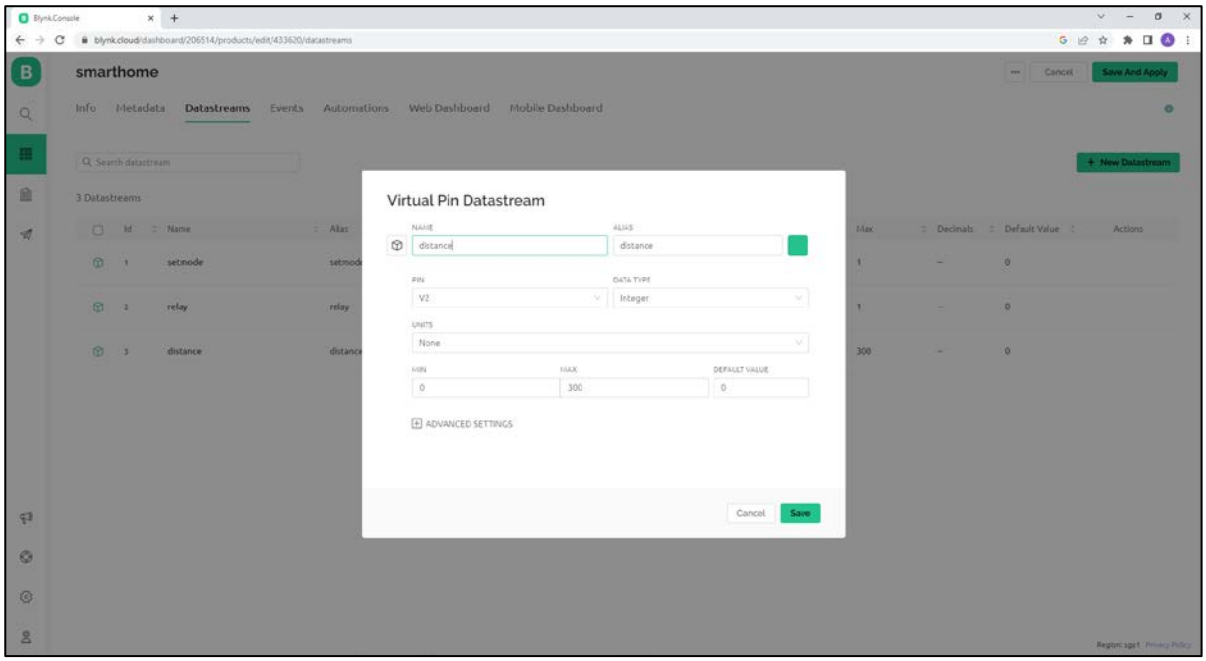
4. เข้า Datastreams เพื่อสร้างปุ่มควบคุมตั้งค่า Virtual Pin Datastreams โดยกำหนด Name: setmode เป็น PIN = V0 และ Set ค่าตามที่เรากำหนด



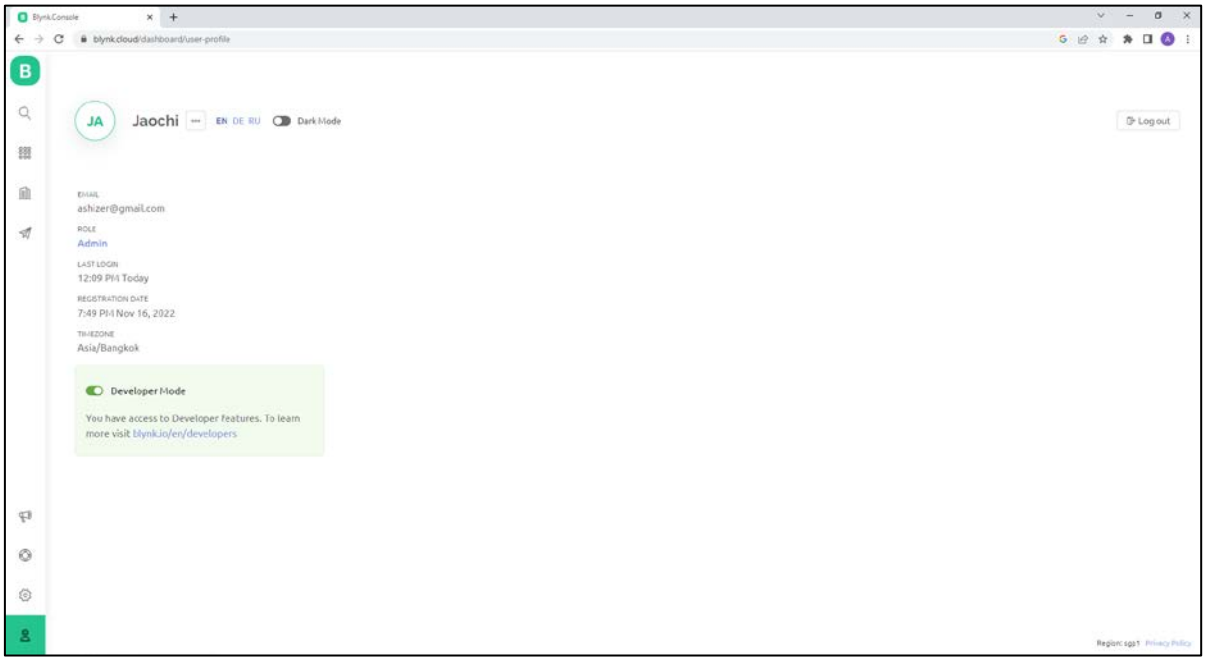
5. ตั้งค่า Virtual Pin Datastreams โดยกำหนด Name: relay เป็น PIN = V1 และ Set ค่าตามที่เรากำหนด



6. ตั้งค่า Virtual Pin Datastreams โดยกำหนด Name: distance เป็น PIN = V2 และ Set ค่าตามที่เรากำหนด



7. หน้าแสดงผลของการใช้งาน User



8. เข้าเว็บ Blynk ผ่าน Google และทำการสร้าง Account หลังจากนั้นสร้าง Templates



ขอบเขตการวิจัย

ส่วนของผู้ดูแลระบบ

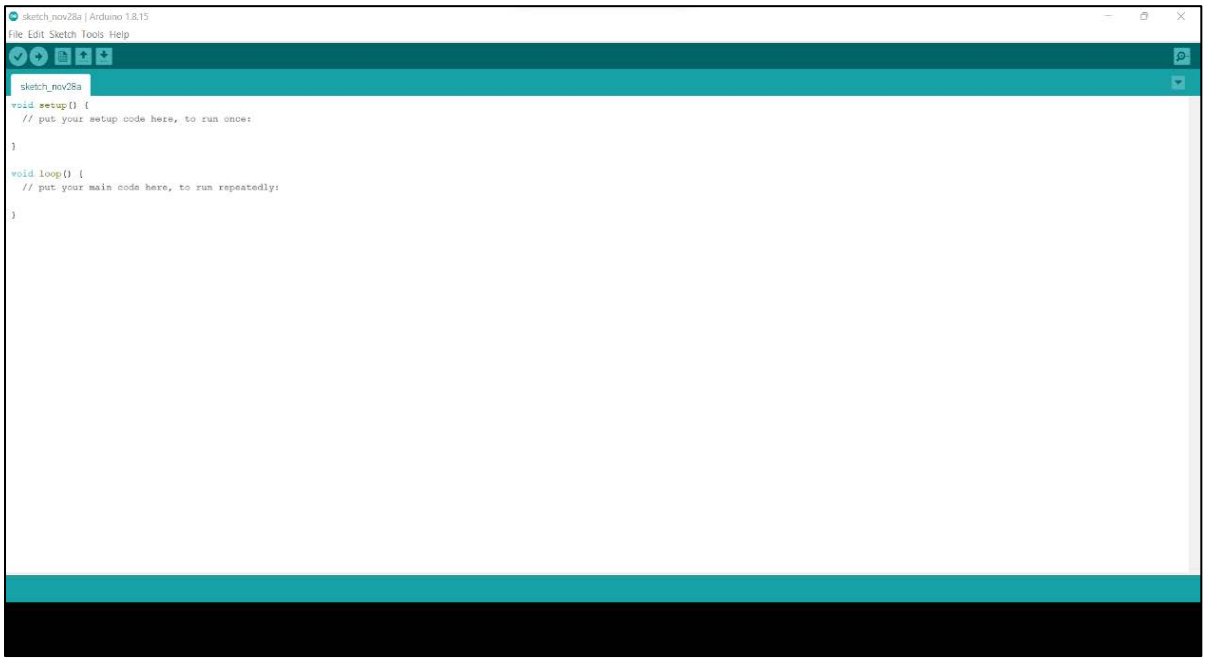
1. สามารถเพิ่ม แก้ไข ลบ ข้อมูลของผู้ใช้ระบบทั้งหมดได้
2. สามารถกำหนดสิทธิ์การเข้าถึงการใช้งาน

ส่วนของผู้ใช้งาน

1. สามารถควบคุมระบบไฟอัจฉริยะผ่าน Application จากโทรศัพท์มือถือได้
2. สามารถเช็คข้อมูลการใช้งานผ่านโทรศัพท์มือถือได้

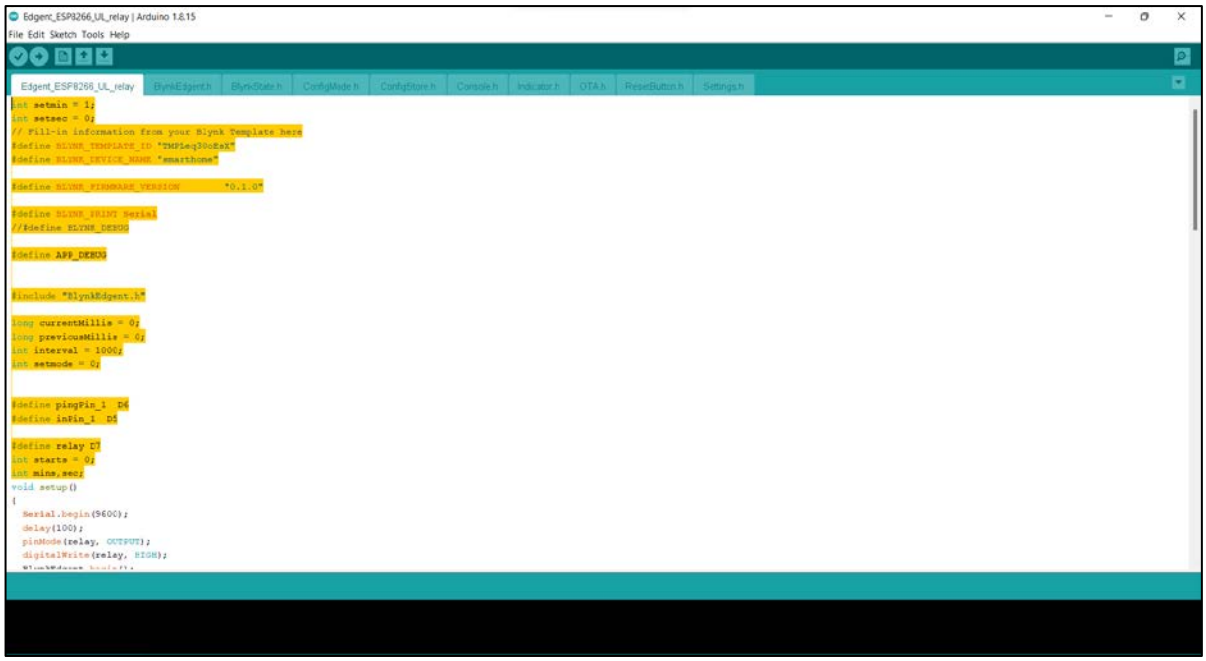
ขั้นตอนในการวิจัย

หน้าแรกโปรแกรม Arduino IDE



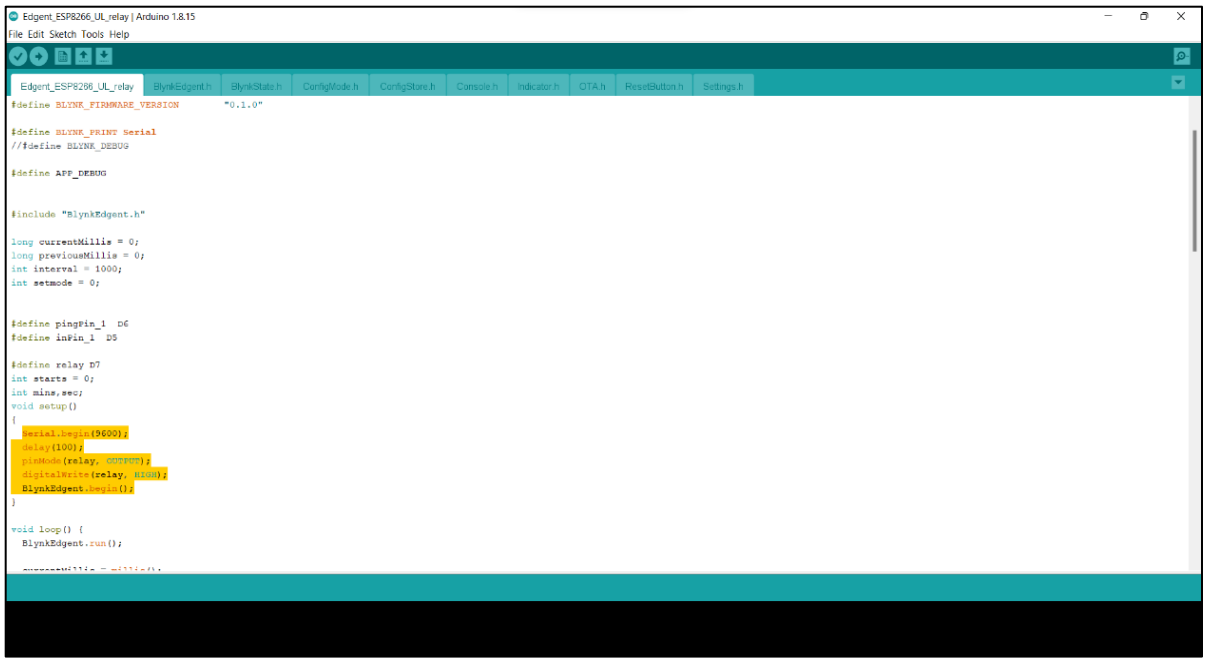
ส่วนที่ 1 เป็นการประกาศการสร้างตัวแปลสำคัญเช่น

1. การกำหนดตัวเลข
2. การเรียกใช้ library (เป็นโปรแกรมเสริมที่ใช้ในการสื่อสารระหว่างโปรแกรม Arduino กับ Blynk)
3. การตั้งชื่อขา node mcu ในการใช้ควบคุม



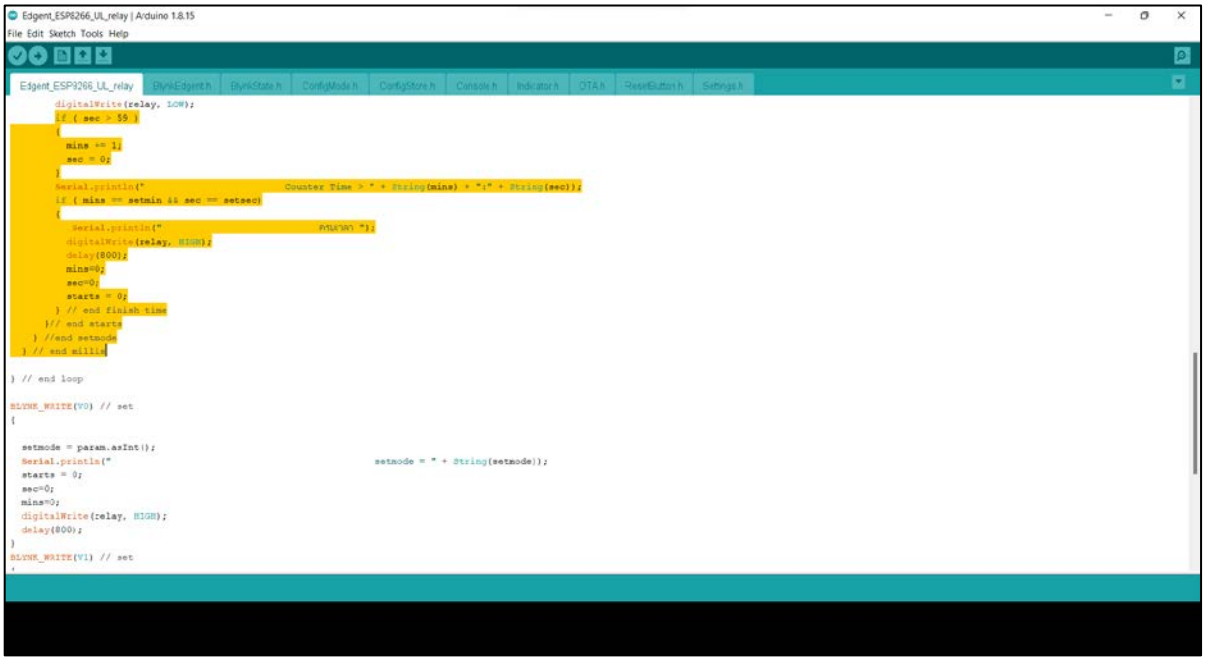
ส่วนที่ 2 void setup

เป็นส่วนคำสั่งที่ควบคุมความเร็วในการทำงานของ relay โดยกำหนดให้ relay ปิดก่อนในตอนที่เครื่องเริ่มต้นการทำงาน



ส่วนที่ 3 คำสั่ง void loop ประกอบด้วยคำสั่งให้ loop ทำงานแบบ real time ของ Server Blynk โดยกำหนด ระยะตรวจจับของเซ็นเซอร์ และระยะเวลาเมื่อเซ็นเซอร์เริ่มทำงาน





ส่วนที่ 4 เป็นส่วนพิเศษ ที่รับคำสั่งผ่าน Blynk สำหรับควบคุมแบบ manual



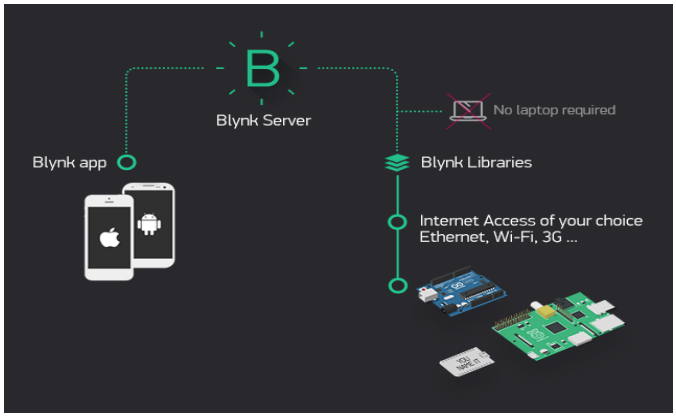
เครื่องมือที่ใช้ในการวิจัย

1. โปรแกรม Arduino IDE



Arduino IDE เป็นโปรแกรมที่ “แจกฟรี” ในการใช้งานลักษณะ Open source ซึ่ง Arduino IDE จะทำหน้าที่ ติดต่อระหว่างคอมพิวเตอร์ ไม่ว่าจะเป็นระบบWindows, Mac OS X หรือ Linux กับ บอร์ด Arduino ซึ่งโปรแกรมนี้ออกแบบให้ง่ายต่อการเขียนโค้ดและอัปโหลดโปรแกรมที่เราเขียนเข้าสู่บอร์ด Arduino Arduino IDE ส่วน IDE ย่อมาจก (Integrated Development Environment) คือ ส่วนเสริมของระบบการพัฒนา หรือตัวช่วยต่าง ๆ ที่จะคอยช่วยเหลือ Developer หรือช่วยเหลือคนที่พัฒนา Application เพื่อเสริมให้เกิดความรวดเร็ว ถูกต้อง แม่นยำ ตรวจสอบระบบที่จัดทำได้ ทำให้การพัฒนางานต่าง ๆ เร็วมากขึ้น ส่วนในการเขียนโปรแกรมและคอมไพล์ลงบอร์ด โดยขนาดของโปรแกรม Arduino โดยปกติแล้วจะใหญ่กว่าโค้ด AVR ปกติเนื่องจากโค้ด AVR เป็นการเข้าถึงจากรีจิสเตอร์โดยตรง แต่โค้ด Arduino เข้าถึงผ่านฟังก์ชั่น เพื่อให้สามารถเขียนโค้ดได้ง่ายมากกว่าการเขียนโค้ดแบบ AVR หรือเวอร์ชั่นอื่นๆ ของ Arduino

2. Application Blynk



Blynk คือ Application สำเร็จรูปสำหรับงาน IOT มีความน่าสนใจคือการเขียนโปรแกรมที่ง่าย ไม่ต้องเขียน App เองสามารถใช้งานได้อย่าง Real time สามารถเชื่อมต่อ Device ต่างๆเข้ากับ Internet ได้อย่างง่ายดาย ไม่ว่าจะเป็น Arduino, Esp8266, Esp32, Nodemcu,Rasberry pi นำมาแสดงบน Application ได้อย่างง่ายดาย แล้วที่สำคัญ Application Blynk ยังฟรีและ รองรับในระบบ IOS และ Android อีกด้วย

สรุปผลการวิจัย

สรุปจากการประเมินความพึงพอใจในการใช้งานระบบควบคุมการเปิด-ปิดไฟด้วยอินเตอร์เน็ตของสรรพสิ่งภายในที่พักอาศัยผ่านแบบสอบถามประเมินความพึงพอใจ ในการใช้ระบบควบคุมการเปิด-ปิดไฟด้วยอินเตอร์เน็ตของสรรพสิ่ง (IOT) พบว่ากลุ่มเป้าหมาย ในการจัดทำโครงงานครั้งนี้ได้แก่ สมาชิกในหมู่บ้าน The Plan ถนนพัฒนาชนบท3 ตำบลคลอง2ต้นนุ่น อำเภอลาดกระบัง จังหวัดกรุงเทพมหานคร 10520 จำนวน 20 คน เท่ากับ 3.83 หมายถึง มีความพึงพอใจอยู่ในระดับดี ส่วนเบี่ยงเบนมาตรฐาน เท่ากับ 0.13

อภิปรายผลการวิจัย

จากการพัฒนาระบบไฟอัจฉริยะ ได้ทำการนำตัวตรวจจับอินฟราเรด (Infrared Sensor) และ ตัวส่งสัญญาณ เครือข่ายไร้สาย มาช่วยในการควบคุมอุปกรณ์ไฟฟ้าภายในที่พักอาศัยตามที่ได้กำหนดไว้ พร้อมทั้งมีการควบคุมอุปกรณ์ไฟฟ้าผ่านแอปพลิเคชัน (Application) บนระบบปฏิบัติการแอนดรอยด์ (Android OS) และ IOS เพื่อแสดงผลการควบคุมของอุปกรณ์ไฟฟ้าที่ใช้งานไปบนระบบปฏิบัติการดังกล่าว ซึ่งการสื่อสารระหว่างอุปกรณ์ไฟฟ้ากับระบบปฏิบัติการดังกล่าว จะทำการสื่อสารผ่านทางตัวส่งสัญญาณเครือข่ายไร้สาย จึงพบว่าอุปกรณ์ไฟฟ้าสามารถเปิด-ปิด การทำงานได้เองตามที่ได้กำหนดไว้ตามแนวความคิด IOT (Internet of Things) ทำให้ช่วยประหยัดพลังงานไฟฟ้าอย่างมาก และยังเป็นการช่วยลดการใช้ทรัพยากรและประหยัดพลังงานไฟฟ้าอีกด้วย เป็นประโยชน์ในการนำไปประยุกต์ใช้ในครัวเรือนและตึกหรืออาคารในองค์กรต่างๆต่อไป จากการพัฒนาระบบนี้แบ่งออกเป็น 3 ส่วนหลัก ๆ ดังนี้

1. ส่วนของภาคตรวจจับ จากผลการทดสอบความแม่นยำของตัวตรวจจับอินฟราเรด (Infrared) พบว่ามีความถูกต้องแม่นยำในการตรวจจับได้ถึงร้อยละ 100 เนื่องจากไม่พบการทำงานที่ผิดพลาดเลย โดยตัวตรวจจับอินฟราเรด (Infrared) ทั้ง 5W จุดนั้นสามารถทำงานได้ตรงตามทฤษฎีที่ได้ศึกษามา

2. ส่วนของการควบคุมอุปกรณ์ไฟฟ้าผ่านแอปพลิเคชัน (Application) บนระบบปฏิบัติการดังกล่าว จากผลการทดสอบความแม่นยำของการควบคุมผ่านเครือข่ายไร้สาย (WIFI) พบว่ามีความถูกต้อง แม่นยำในการตรวจจับได้ต่ำสุดร้อยละ 5 เนื่องจากในช่วงเริ่มทดสอบจะยังหาสัญญาณเครือข่ายไร้สาย (WIFI) ไม่เจอแต่เมื่อมีการเชื่อมต่อแล้วก็สามารถควบคุมได้ทุกจุดที่ตั้งไว้ ตรงตามทฤษฎีที่ได้ศึกษามา

3. ส่วนของการประหยัดพลังงาน จากผลการทดลองพบว่าเมื่อเปรียบเทียบการนำระบบไฟอัจฉริยะมาใช้นั้น จะพบว่ามีผลการใช้พลังงานไฟฟ้าที่ลดลงทำให้สามารถประหยัดค่าใช้จ่ายได้มากขึ้น ซึ่งสามารถช่วยลดโลกร้อนได้อีกด้วย ซึ่งสอดคล้องกับทฤษฎีที่นำมาใช้ในระบบไฟอัจฉริยะนี้

ข้อเสนอแนะ

การพัฒนาเครื่องควบคุมเครื่องใช้ไฟฟ้าควบคุมด้วยระบบปฏิบัติการ AndroidและIOS เพื่อให้ได้โครงงานนี้ทางผู้จัดทำโครงงานได้ทำการสร้างไฟอัจฉริยะที่มีประสิทธิภาพ และสามารถนำไปเผยแพร่และต่อยอดโครงการได้ดียิ่งขึ้นไป

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BUS-004

ถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่ง
Smart Trash Can with Internet of Things

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บทคัดย่อ

งานวิจัยนี้จัดทำขึ้นโดยมีวัตถุประสงค์เพื่อ 1) เพื่อพัฒนาและออกแบบสร้างถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่ง 2) เพื่อประเมินความพึงพอใจของผู้ใช้งานถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่ง มีรูปแบบการใช้งานคือ ระบบบลิ้งแอปพลิเคชัน (Blynk Application) ซึ่งเป็นโมบายแอปพลิชัน (Mobile Application) ที่แสดงข้อมูลแบบเรียลไทม์ ในส่วนของเทคโนโลยีด้านฮาร์ดแวร์ที่ใช้ในการจัดทำ ได้แก่ อาดูโน่ นาโน (Arduino nano) กับเซ็นเซอร์ (Sensor) จะส่งข้อมูลไปยังระบบ

ทางคณะผู้จัดทำจึงได้ทำถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่งที่สามารถเปิด-ปิด อัตโนมัติเพื่อช่วยลดการสัมผัสเชื้อโรคบริเวณฝาถังขยะ ทำให้การจัดเก็บขยะมีประสิทธิภาพเพิ่มมากขึ้น โดยประเมินความพึงพอใจของผู้ใช้งานจากแบบสอบถามพบว่ามีความพึงพอใจในการใช้งานถังขยะอัจฉริยะเฉลี่ยอยู่ในระดับมากคิดเป็นร้อยละ (3.95)

คำสำคัญ: ถังขยะอัจฉริยะ อินเตอร์เน็ตของสรรพสิ่ง อาดูโน่

Abstract

This research was conducted with the aim of 1) to develop and design intelligent trash cans with Internet technology. 2) To evaluate the satisfaction of users of smart trash cans with the Internet technology of all things. The usage model is Blynk Application, a mobile application that displays real-time information. The hardware technologies used in the preparation include Arduino nano and sensors that send data to the system.

Therefore, the team has created a smart trash can with the Internet technology of things that can be turned on and off automatically to help reduce waste. the exposure of germs to the garbage can to make garbage collection more efficient by evaluating user satisfaction. From the survey, it was found that the average satisfaction of using smart trash cans was high (3.95 percent).

Keywords: Smart Trash, Internet of Things, Arduino

บทนำ

ในปัจจุบันบนโลกของเรามีจำนวนประชากรเพิ่มขึ้นส่งผลให้แต่ละพื้นที่มีการทิ้งขยะเพิ่มขึ้นอย่างต่อเนื่อง ข้อมูลจากกรมควบคุมมลพิษ พบว่าปัจจุบันประเทศไทยมี ขยะพลาสติก 2 ล้านตันต่อปี ล่าสุดตัวเลขเดือนเมษายน 2564 ขยะพลาสติกเพิ่มขึ้น 45% หรือเฉลี่ย 139 กรัม/คน/วัน ส่งผลให้เกิดปัญหาปริมาณขยะที่สะสมเพิ่มมากขึ้น ถังขยะบางถังอาจล้นถังทำให้เกิดปัญหากลิ่นเหม็นรบกวน เกิดปัญหาทางมลพิษ ได้แก่ การเกิดปัญหาก๊าซมีเทนที่เป็นต้นเหตุทำให้เกิดโลกร้อน รวมไปถึงปัญหา

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[6] อาจารย์สาขาวิชาธุรกิจดิจิทัล คณะบริหารธุรกิจ มหาวิทยาลัยเกษมบัณฑิต

การเกิดก๊าซไดอ๊อกซิน ซึ่งเป็นสารก่อมะเร็ง เป็นต้น (กรมควบคุมมลพิษ. คู่มือแนวทางการลดและข้อกำหนด เบื้องต้นการลดและใช้ประโยชน์ขยะมูลฝอย. กรุงเทพฯ: กระทรวงทรัพยากรธรรมชาติและสิ่งแวดล้อม; 2565.)

ปัจจุบันได้มีการนำอินเทอร์เน็ตของสรรพสิ่ง (Internet of Things : IOT) หรืออุปกรณ์ไอโอทีมา ประยุกต์ใช้งานหลากหลายด้าน ทั้งการควบคุม อุปกรณ์ไฟฟ้า การตรวจวัดค่าต่างๆ
จากสิ่งแวดล้อมและอื่น ๆ อีกมากมาย อุปกรณ์ไอโอทีนี้มีอยู่มากมายหลายประเภท เพื่อใช้เป็นอุปกรณ์ที่ให้ความสะดวก มีความทันสมัย เพื่อเป็นแรงจูงใจให้ผู้คนหันมาดูแล สิ่งแวดล้อมและรักษาความสะอาดมากยิ่งขึ้น

ผู้วิจัยจึงได้เล็งเห็นความสำคัญเรื่องของปัญหาดังกล่าวจึงเป็นที่มาในการพัฒนาระบบถังขยะอัจฉริยะในการแก้ไขปัญหาการทิ้งขยะและเพิ่มประสิทธิภาพควบคุมถังขยะอัจฉริยะแจ้งเตือนผ่านแอปพลิเคชันไลน์ ที่สามารถเปิด-ปิดได้อัตโนมัติ เพื่อช่วยลดการสัมผัสเชื้อโรคบริเวณฝาถังขยะและสะดวกรวดเร็วไม่เสียเวลาในการทำงาน ทำให้การจัดเก็บขยะมีประสิทธิภาพเพิ่มมากขึ้น

วัตถุประสงค์ของการวิจัย

1) เพื่อพัฒนาและออกแบบสร้างถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่ง
2) เพื่อประเมินความพึงพอใจของผู้ใช้งานถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่ง

วิธีการดำเนินการวิจัย

การวิจัยเรื่องถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่งต่อความพึงพอใจของผู้ใช้งานถังขยะอัจฉริยะ จะใช้วิธีการวิจัยแบบเชิงปริมาณ (Quantitative Research) โดยมีรูปแบบเป็นการวิจัยเชิงสำรวจ (Survey Research) ด้วยการทดสอบให้ใช้งานถังขยะอัจฉริยะและใช้แบบสอบถาม (Questionnaire) เป็นเครื่องมือในการเก็บรวบรวมข้อมูลกลุ่มตัวอย่างผ่านการแจกแบบสอบถาม โดยผู้วิจัยได้ให้กลุ่มตัวอย่างเป็นผู้ตอบแบบสอบถามด้วยตนเอง (Self-Administered Questionnaire) ผู้วิจัยได้ดำเนินการศึกษาค้นคว้าตามขั้นตอน ดังต่อไปนี้

1. ลักษณะประชากร การกำหนดขนาดของกลุ่มตัวอย่าง และการเลือกกลุ่มตัวอย่าง
2. ตัวแปรที่ใช้ในการวิจัย
3. เครื่องมือที่ใช้ในการวิจัย
4. การวิเคราะห์ข้อมูล

ลักษณะประชากร การกำหนดขนาดของกลุ่มตัวอย่าง และการเลือกกลุ่มตัวอย่าง

1. กลุ่มประชากรเป้าหมาย

ประชากร (Population) ที่อยู่ในกลุ่มเป้าหมายในการวิจัยครั้งนี้ ได้แก่ประชากร ด้าน เพศ อายุ อาชีพ เป็นนักศึกษาสาขาธุรกิจดิจิทัล 48 คน อาจารย์ 1 คน ผู้ดูแล 1 คน โดยเป็นผู้ใช้งานถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่ง

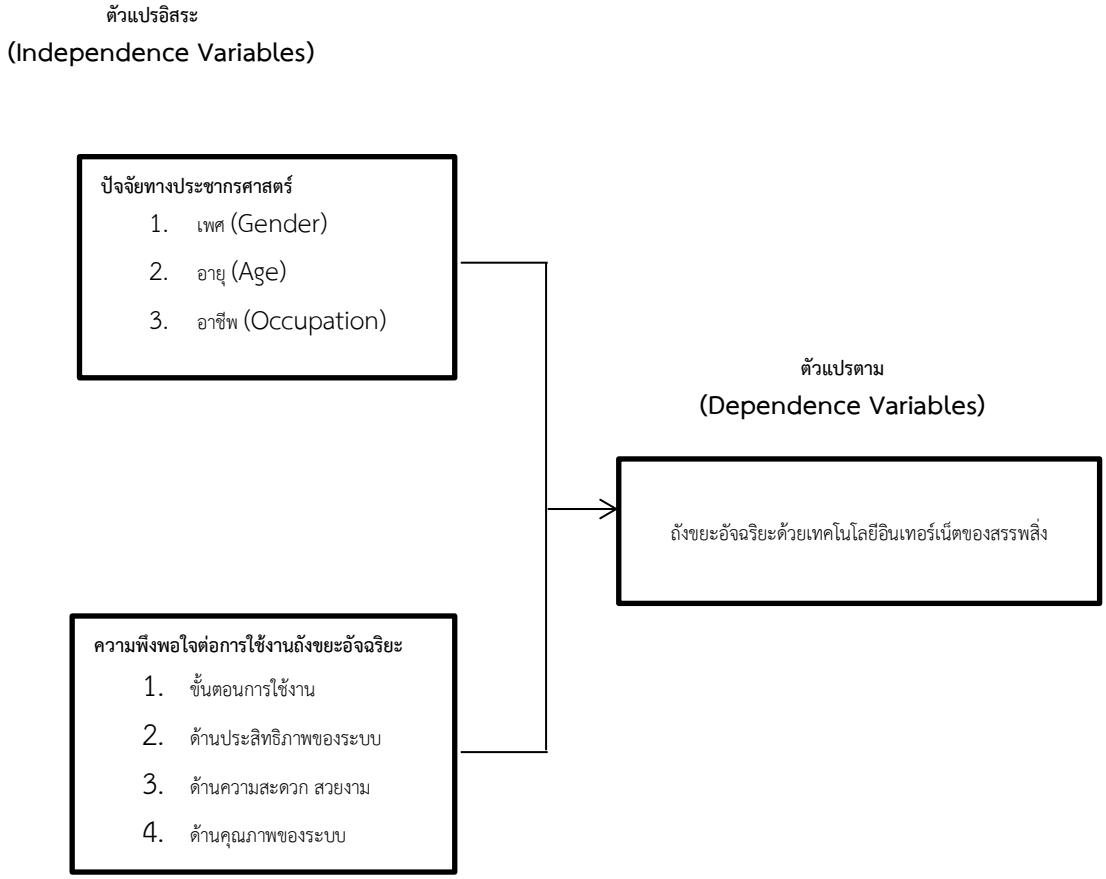
2. การกำหนดขนาดของกลุ่มตัวอย่าง

การกำหนดกลุ่มตัวอย่าง จะคำนวณจากผู้ใช้บริการถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่ง โดยใช้การวิเคราะห์จากแบบสอบถาม

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรที่ใช้ในงานวิจัยนี้ ประกอบด้วยตัวแปรอิสระ และตัวแปรตามดังนี้

1. ตัวแปรอิสระ (Independent Variable)
2. ปัจจัยลักษณะทางประชากรศาสตร์
   2.1 ด้านเพศ (Gender)
   2.2 ด้านอายุ (Age)
   2.3 อาชีพ (Occupation)



ขอบเขตการวิจัย

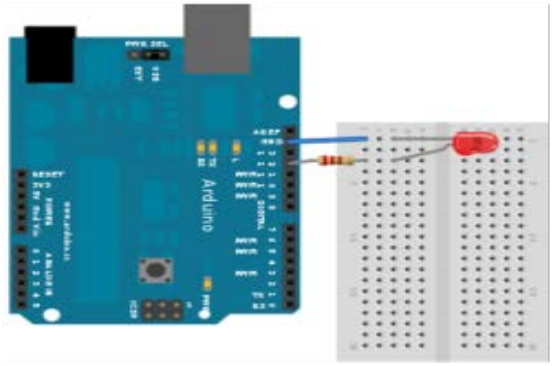
1. ออกแบบและสร้างถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่ง
2. สามารถแสดงผลการแจ้งเตือนปริมาณของขยะไปยังสมาร์ทโฟนโดยผ่านแอปพลิเคชันไลน์ (Line Notify) ได้
3. ศึกษาการตอบสนองของระบบเซ็นเซอร์กับการเปิด-ปิดอัตโนมัติของถังขยะ

อุปกรณ์ในการดำเนินการวิจัย

1. Arduino อ่านว่า (อาดูโน่)

ความหมายของ Arduino (อาดูอิโน่) คือ เป็นบอร์ดไมโครคอนโทรเลอร์ตระกูล AVR ที่มีการพัฒนาแบบ Open Source คือมีการเปิดเผยข้อมูลทั้งด้าน Hardware และ Software ตัวบอร์ด Arduino ถูกออกแบบมาให้ใช้งานได้ง่าย ดังนั้นจึงเหมาะสำหรับผู้เริ่มต้นศึกษา ทั้งนี้ผู้ใช้งานยังสามารถดัดแปลง เพิ่มเติม พัฒนาต่อยอดทั้งตัวบอร์ด

หรือโปรแกรมต่อได้ ความง่ายของบอร์ด Arduino ในการต่ออุปกรณ์เสริมต่าง ๆ คือผู้ใช้งานสามารถต่อวงจรอิเล็กทรอนิกส์จากภายนอกแล้วเชื่อมต่อเข้ามาที่ขา I/O ของบอร์ด หรือเพื่อความสะดวกสามารถเลือกต่อกับบอร์ดเสริม (Arduino Shield) ประเภทต่าง ๆ เช่น Arduino XBee Shield, Arduino Music Shield, Arduino Relay Shield, Arduino Wireless Shield, Arduino GPRS Shield เป็นต้น มาเสียบกับบอร์ดบนบอร์ด Arduino แล้วเขียนโปรแกรมพัฒนาต่อ



รูปที่ 1 บอร์ด Arduino ต่อกับ LED



รูปที่ 2 บอร์ด Arduino ต่อกับบอร์ด XBEE Shield

2. โปรแกรม Arduino Software (IDE)

Arduino Integrated Development Environment (IDE) หรือที่เรียกว่าArduino Environment Environment เป็นโปรแกรมที่ออกแบบมาเพื่อให้ง่ายต่อการเขียนซอฟต์แวร์สำหรับแพลตฟอร์มโอเพ่นซอร์สนี้ แพลตฟอร์ม Arduino เป็นแพลตฟอร์มอิเล็กทรอนิกส์ยอดนิยมที่ออกแบบมาเพื่อลดความซับซ้อนของกระบวนการออกแบบอุปกรณ์อิเล็กทรอนิกส์ การใช้งานทั่วไป ได้แก่ หุ่นยนต์เทคโนโลยีการปรับปรุงบ้านคอมพิวเตอร์ที่สวมใส่ได้และแอปพลิเคชันอิเล็กทรอนิกส์ที่แปลกใหม่ สิ่งประดิษฐ์ Arduino และยังสามารถอัปโหลดโปรแกรมที่พัฒนาสำเร็จแล้วลงบนตัวบอร์ดได้ง่ายในเพียงแค่ไม่กี่ขั้นตอน สำหรับโปรแกรม Arduino IDE จะใช้ภาษา C/C++ ในการพัฒนาโปรแกรม

คุณสมบัติทั่วไปของ IDE รวมถึงการกำหนดหมายเลขบรรทัดอัตโนมัติการเน้นไวยากรณ์และการรวบรวมแบบรวม แม้ว่าจะเป็นไปได้ในทางเทคนิคที่จะเขียนซอฟต์แวร์โดยใช้โปรแกรมแก้ไขข้อความอย่างง่าย แต่กระบวนการนั้นง่ายกว่ามากเมื่อเขียนโค้ดใน IDE ภาษาการเขียนโปรแกรมจำนวนมากมี IDEs ของตนเองและมีการพัฒนา IDE สำหรับวัตถุประสงค์ทั่วไปหลายอย่าง IDE วัตถุประสงค์ทั่วไปเหล่านี้สามารถใช้กับภาษาการเขียนโปรแกรมที่รองรับได้หลากหลาย Arduino IDE มีสภาพแวดล้อมที่อนุญาตให้โปรแกรมเมอร์ใช้โปรแกรมเดี่ยวตั้งแต่ต้นจนจบ มันสามารถติดตามไฟล์หลาย ๆ ไฟล์ในโครงการซึ่งช่วยให้โปรแกรมเมอร์เขียนโปรแกรมที่ซับซ้อนมากขึ้นหรือโมดูลาร์เพื่อจัดการโครงการของพวกเขา IDE ยังรวบรวมรหัสตัวเองทำการดีบักพื้นฐานและส่งรหัสโดยตรงไปยังบอร์ด Arduino ซึ่งจะใช้ bootloader Arduino เพื่อเขียนโปรแกรมใหม่ลงในหน่วยความจำ แม้จะมีคุณสมบัติเพิ่มเติมเหล่านี้ แต่ขาดคุณสมบัติทั่วไปหลายประการรวมถึงการกำหนดหมายเลขบรรทัดที่มองเห็นโดยอัตโนมัติซึ่งจะช่วยให้โปรแกรมเมอร์สามารถอ้างถึงส่วนที่เฉพาะเจาะจงของซอร์สโค้ดได้ง่ายเมื่อประเมินข้อความแสดงข้อผิดพลาดหรือการสื่อสารกับโปรแกรมเมอร์อื่น ๆ ได้แก่ ข้อความแสดงข้อผิดพลาดโดยละเอียดซึ่งมีประโยชน์สำหรับการวินิจฉัยและแก้ไขข้อผิดพลาดในการเขียนโค้ดและการพับโค้ดซึ่งทำให้โปรแกรมเมอร์สามารถตรวจสอบเฉพาะบางส่วนของซอร์สโค้ดที่เกี่ยวข้องโดยการซ่อน pars ซึ่งไม่ได้รับผลกระทบ เพื่อจัดการกับข้อ จำกัด เหล่านี้โปรแกรมเมอร์ Arduino บางคนใช้ IDE อื่น ๆ เพื่อเขียนโปรแกรม ผู้ใช้เหล่านี้มีปลั๊กอินซอฟต์แวร์ที่เขียนขึ้นสำหรับ IDE วัตถุประสงค์ทั่วไปที่เพิ่มการสนับสนุนสำหรับการเขียนโปรแกรมเฉพาะArduino เป็นการเพิ่มคุณสมบัติมากมายที่โปรแกรมเมอร์พลาดใน Arduino IDE



รูปที่ 3 โปรแกรม Arduino ID

3. IR Sensor

ความหมายของ IR Sensor (เซ็นเซอร์อินฟราเรด) เป็นอุปกรณ์อิเล็กทรอนิกส์ที่ปล่อยออกมาเพื่อรับรู้บางแง่มุมของสภาพแวดล้อม เซ็นเซอร์ IR สามารถวัดความร้อนของวัตถุและตรวจจับการเคลื่อนไหวได้ เซ็นเซอร์ประเภทนี้จะวัดเฉพาะรังสีอินฟราเรดแทนที่จะปล่อยออกมาที่เรียกว่าก เซ็นเซอร์อินฟราเรดแบบพาสซีฟ โดยปกติในสเปกตรัมอินฟราเรดวัตถุทั้งหมดจะแผ่รังสีความร้อนบางรูปแบบออกมา การแผ่รังสีประเภทนี้มองไม่เห็นด้วยตาของเราซึ่งสามารถตรวจจับได้ด้วยเซ็นเซอร์อินฟราเรด ตัวปล่อยเป็นเพียง LED IR (ไดโอดเปล่งแสง) และเครื่องตรวจจับเป็นเพียงโฟโตไดโอด IR ที่ไวต่อแสง IR ที่มีความยาวคลื่นเดียวกับที่ปล่อยออกมาจาก IR LED เมื่อแสง IR ตกบนโฟโตไดโอดความต้านทานและแรงดันไฟฟ้าขาออกจะเปลี่ยนไปตามขนาดของแสง IR ที่ได้รับ

หลักการทำงาน IR Sensor (เซ็นเซอร์อินฟราเรด) หลักการทำงานของเซ็นเซอร์อินฟราเรดคล้ายกับเซ็นเซอร์ตรวจจับวัตถุ เซ็นเซอร์นี้ประกอบด้วย IR LED และโฟโตไดโอด IR ดังนั้นการรวมทั้งสองอย่างนี้สามารถสร้างเป็นตัวเชื่อมต่อภาพถ่ายหรือออปโตคัปเปลอร์ได้ กฎทางฟิสิกส์ที่ใช้ในเซ็นเซอร์นี้ ได้แก่ การแผ่รังสีของแผ่นไม้ Stephan Boltzmann และการกระจัดของ weins IR LED เป็นเครื่องส่งสัญญาณชนิดหนึ่งที่ปล่อยรังสี IR LED นี้มีลักษณะคล้ายกับ LED มาตรฐานและรังสีที่เกิดจากสิ่งนี้จะมองไม่เห็นด้วยตามนุษย์ เครื่องรับอินฟราเรดส่วนใหญ่ตรวจจับรังสีโดยใช้เครื่องส่งสัญญาณอินฟราเรด ตัวรับอินฟราเรดเหล่านี้มีอยู่ในรูปแบบโฟโตไดโอด โฟโตไดโอด IR มีความแตกต่างกันเมื่อเทียบกับโฟโตไดโอดปกติเนื่องจากตรวจจับเพียงรังสี IR ตัวรับสัญญาณอินฟราเรดชนิดต่างๆส่วนใหญ่จะขึ้นอยู่กับแรงดันไฟฟ้าความยาวคลื่นแพ็คเกจ ฯลฯ

เมื่อใช้เป็นการรวมกันของเครื่องส่งและตัวรับสัญญาณ IR แล้วความยาวคลื่นของเครื่องรับจะต้องเท่ากับเครื่องส่งสัญญาณ ที่นี่เครื่องส่งคือ IR LED ในขณะที่เครื่องรับคือโฟโตไดโอด IR โฟโตไดโอดอินฟราเรดตอบสนองต่อแสงอินฟราเรดที่สร้างขึ้นผ่าน LED อินฟราเรด ความต้านทานของโฟโต้ไดโอดและการเปลี่ยนแปลงของแรงดันเอาต์พุตเป็นไปตามสัดส่วนของแสงอินฟราเรดที่ได้รับ หลักการทำงานพื้นฐานของเซ็นเซอร์ IR เมื่อเครื่องส่งสัญญาณอินฟราเรดสร้างการแผ่รังสีแล้วเครื่องจะมาถึงวัตถุและการปล่อยรังสีบางส่วนจะสะท้อนกลับไปยังเครื่องรับอินฟราเรด ตัวรับสัญญาณ IR สามารถตัดสินใจได้โดยขึ้นอยู่กับความเข้มของการตอบสนอง

เซ็นเซอร์อินฟราเรดแบบพาสซีฟ เซ็นเซอร์อินฟราเรดแบบพาสซีฟมีเฉพาะเครื่องตรวจจับ แต่ไม่รวมเครื่องส่งสัญญาณ เซ็นเซอร์เหล่านี้ใช้วัตถุเช่นเครื่องส่งสัญญาณหรือแหล่งสัญญาณ IR วัตถุนี้ปล่อยพลังงานและตรวจจับผ่านตัวรับอินฟราเรด หลังจากนั้นตัวประมวลผลสัญญาณจะถูกใช้เพื่อทำความเข้าใจสัญญาณเพื่อรับข้อมูลที่ต้องการตัวอย่างที่ดีที่สุดของเซ็นเซอร์นี้ ได้แก่ ตัวตรวจจับไพโรอิเล็กทริกโบโลมิเตอร์เทอร์โมคัปเปิลเทอร์โมไพล์เป็นต้นเซ็นเซอร์เหล่านี้แบ่งออกเป็นสองประเภท เช่นเซ็นเซอร์ IR ความร้อนและเซ็นเซอร์ IR ควอนตัม เซ็นเซอร์ IR ความร้อนไม่ขึ้นอยู่กับความยาวคลื่น แหล่งพลังงานที่เซ็นเซอร์เหล่านี้ใช้จะถูกทำให้ร้อน เครื่องตรวจจับความร้อนทำงานช้าตามการตอบสนองและเวลาในการตรวจจับ เซ็นเซอร์ควอนตัม IR ขึ้นอยู่กับความยาวคลื่นและเซ็นเซอร์เหล่านี้รวมถึงการตอบสนองและเวลาในการตรวจจับที่สูง เซ็นเซอร์เหล่านี้ต้องการการระบายความร้อนอย่างสม่ำเสมอสำหรับการวัดเฉพาะ

แอพพลิเคชั่นเซ็นเซอร์ IR Sensor (เซ็นเซอร์อินฟราเรด) เซ็นเซอร์ IR แบ่งออกเป็นประเภทต่าง ๆ ขึ้นอยู่กับการใช้งานบางส่วนของการใช้งานทั่วไปที่แตกต่างกัน ประเภทของเซ็นเซอร์ เซ็นเซอร์ความเร็วใช้สำหรับซิงโครไนซ์ความเร็วของมอเตอร์หลายตัว เซ็นเซอร์อุณหภูมิ ใช้สำหรับควบคุมอุณหภูมิในโรงงานอุตสาหกรรม เซ็นเซอร์ PIR ใช้สำหรับระบบเปิดประตูอัตโนมัติและ เซ็นเซอร์อัล

ตราโซนิก ใช้สำหรับการวัดระยะทาง เซ็นเซอร์ IR ถูกนำมาใช้ในหลาย ๆ โครงการที่ใช้เซนเซอร์ และในอุปกรณ์อิเล็กทรอนิกส์ต่างๆที่วัดอุณหภูมิ

อุปกรณ์ถ่ายภาพ IR Sensor (เซ็นเซอร์อินฟราเรด) อุปกรณ์ภาพ IR เป็นหนึ่งในแอปพลิเคชันหลักของคลื่น IR โดยอาศัยคุณสมบัติที่มองไม่เห็นเป็นหลัก ใช้สำหรับถ่ายภาพความร้อนอุปกรณ์มองกลางคืน ฯลฯ ตัวอย่างเช่นน้ำหินดินพืชพันธุ์และบรรยากาศและเนื้อเยื่อของมนุษย์ล้วนปล่อยรังสี IR ออกมา เครื่องตรวจจับอินฟราเรดความร้อนจะวัดการแผ่รังสีเหล่านี้ในช่วง IR และทำแผนที่การกระจายอุณหภูมิเชิงพื้นที่ของวัตถุ / พื้นที่บนภาพ เครื่องถ่ายภาพความร้อนมักประกอบด้วยเซ็นเซอร์ Sb (indium antimonite), Gd Hg (เจอร์เมเนียมเจือด้วยปรอท), Hg Cd Te (ปรอท - แคดเมียม - เทลลูไรด์) เครื่องตรวจจับอิเล็กทรอนิกส์ถูกทำให้เย็นลงที่อุณหภูมิต่ำโดยใช้ฮีเลียมเหลวหรือไนโตรเจนเหลว จากนั้นเครื่องตรวจจับการทำความเย็นจะตรวจสอบให้แน่ใจว่าพลังงานที่เปล่งออกมา (โฟตอน) ที่เครื่องตรวจจับบันทึกมานั้นมาจากภูมิประเทศไม่ใช่จากอุณหภูมิแวดล้อมของวัตถุภายในเครื่องสแกนเองและอุปกรณ์อิเล็กทรอนิกส์สำหรับการถ่ายภาพ IR

4. Internet of Things (LOT)

ความหมายของ Internet of Things (LOT) คือ การที่อุปกรณ์อิเล็กทรอนิกส์ต่าง ๆ สามารถเชื่อมโยงหรือส่งข้อมูลถึงกันได้ด้วยอินเทอร์เน็ต โดยไม่ต้องป้อนข้อมูล การเชื่อมโยงนี้ง่ายจนทำให้เราสามารถสั่งการควบคุมการใช้งานอุปกรณ์อิเล็กทรอนิกส์ ผ่านทางเครือข่ายอินเทอร์เน็ตได้ ไปจนถึงการเชื่อมโยงการใช้งานอุปกรณ์อิเล็กทรอนิกส์ ผ่านทางเครือข่ายอินเทอร์เน็ตเข้ากับการใช้งานอื่น ๆ จนเกิดเป็นบรรดา Smart ต่าง ๆ ได้แก่ Smart Device, Smart Grid, Smart Home, Smart Network, Smart Intelligent Transportation ทั้งหลายที่เราเคยได้ยินนั่นเอง ซึ่งแตกต่างจากในอดีตที่อุปกรณ์อิเล็กทรอนิกส์เป็นเพียงสื่อกลางในการส่งและแสดงข้อมูลเท่านั้น

กล่าวได้ว่า Internet of Things นี้ได้แก่การเชื่อมโยงของอุปกรณ์อัจฉริยะทั้งหลายผ่านอินเทอร์เน็ตที่เรานึกออก เช่น แอปพลิเคชัน แว่นตากูเกิลกลาส รองเท้าวิ่งที่สามารถเชื่อมต่อข้อมูลการวิ่ง ทั้งความเร็ว ระยะทาง สถานที่ และสถิติได้ นอกจากนั้น Cloud Storage หรือ บริการรับฝากไฟล์และประมวลผลข้อมูลของคุณผ่านทางออนไลน์ หรือเราเรียกอีกอย่างว่า แหล่งเก็บข้อมูลบนก้อนเมฆ สมัยนี้ผู้ใช้นิยมเก็บข้อมูลไว้ในก้อนเมฆมากขึ้น เนื่องจากมีข้อดีหลายประการ คือ ไม่ต้องกลัวข้อมูลสูญหายหรือถูกโจรกรรม ทั้งยังสามารถกำหนดให้เป็นแบบส่วนตัวหรือสาธารณะก็ได้ เข้าถึงข้อมูลได้ทุกที่ทุกเวลาด้วยอุปกรณ์อิเล็กทรอนิกส์ใด ๆผ่านเครือข่ายอินเตอร์เน็ต แถมยังมีพื้นที่ใช้สอยมาก มีให้เลือกหลากหลาย ช่วยเราประหยัดค่าใช้จ่ายได้อีกด้วย

แนวคิด Internet of Things (IoT) เดิมมาจาก Kevin Ashton บิดาแห่ง Internet of Things ในปี 1999 ในขณะที่ทำงานวิจัยอยู่ที่มหาวิทยาลัย Massachusetts Institute of Technology หรือ MIT เขาได้ถูกเชิญให้ไปบรรยายเรื่องนี้ให้กับบริษัท Procter & Gamble (P&G) เขาได้นำเสนอโครงการที่ชื่อว่า Auto-ID Center ต่อยอดมาจากเทคโนโลยี RFID ที่ในขณะนั้นถือเป็นมาตรฐานโลกสำหรับการจับสัญญาณเซ็นเซอร์ต่าง ๆ(RFID Sensors) ว่าตัวเซ็นเซอร์เหล่านั้นสามารถทำให้มันพูดคุยเชื่อมต่อกันได้ผ่านระบบ Auto-ID ของเขา โดยการบรรยายให้กับ P&G ในครั้งนั้น Kevin ก็ได้ใช้คำว่า Internet of Things ในสไลด์การบรรยายของเขาเป็นครั้งแรก โดย Kevin นิยามเอาไว้ตอนนั้นว่าอุปกรณ์อิเล็กทรอนิกส์ใด ๆ ก็ตามที่สามารถสื่อสารกันได้ก็ถือเป็น “internet-like”

5. ทฤษฎีฐานทรัพยากร (Resource-based View Theory: RBV)

Barney (1991) ได้ให้แนวคิดเกี่ยวกับฐานทรัพยากรขององค์กร (Resource-BasedView of the firm) หรือ BRV คือ ทรัพยากรที่องค์กรมีอยู่ มีส่วนสำคัญในการสร้างความสามารถในการแข่งขันที่ยั่งยืนได้ โดยทรัพยากรนั้นควรมีคุณลักษณะคือมีคุณค่า (Value) หายาก (rare) ไม่สามารถทดแทนได้ง่าย (difficult to substitute) และยากที่คู่แข่งจะลอกเลียนแบบได้ (imitate) มิฉะนั้นองค์กรจะสามารถแข่งขันได้เพียงชั่วคราว ดังนั้น RBV จึงเป็นกรอบแนวคิดที่ใช้วิเคราะห์เชิงลึกว่าทรัพยากรที่องค์กรครอบครองอยู่นั้นเป็นพื้นฐานในการกำหนดผลการดำเนินงานขององค์กรอันนำไปสู่ความได้เปรียบในการแข่งขันที่ยั่งยืนของธุรกิจหรือไม่ แนวคิดเกี่ยวกับทรัพยากรหมายถึงทรัพย์สิน (assets) ความสามารถ (capabilities) กระบวนการขององค์กร (Organizational processes) คุณลักษณะของธุรกิจ (Firm attributes) ข้อมูล (information) ความรู้ (Knowledge) ที่ถูกควบคุมโดยองค์กร และองค์กรนำไปใช้ในการดำเนินกลยุทธ์เพื่อปรับปรุงประสิทธิภาพ (efficiency) และประสิทธิผล (effectiveness) อย่างไรก็ตาม Barney และคณะ (2001) อธิบายว่าความได้เปรียบในการแข่งขันขององค์กรจะเกิดขึ้นได้ต้องอาศัยทรัพยากรและความสามารถขององค์กรที่มีคุณสมบัติ 4 ประการดังกล่าวแล้วองค์กรยังควรพิจารณาทรัพยากรและความสามารถขององค์กรที่แบ่งออกเป็นทรัพย์สินที่จับต้องได้ และทรัพย์สินที่จับต้องไม่ได้ (tangible and intangible assets) รวมถึงทักษะในการบริหารขององค์กร

พื้นฐานมาจากแนวคิดที่เรียกว่า Endogenous Growth หรือ “การเติบโตขององค์กรนั้น จะต้องมาจากการจัดการเชิงกลยุทธ์ในด้านทรัพยากรของผู้ประกอบการเพื่อเพิ่มศักยภาพในการแข่งขัน” โดยผู้ประกอบการควรมองหาโอกาสทางธุรกิจที่เกิดขึ้นใหม่จากการเปลี่ยนแปลงทางเทคโนโลยีที่ต้องเกี่ยวข้องกับสภาพแวดล้อมทางเศรษฐกิจที่อยู่ในอุตสาหกรรมเดียวกัน และนำมาซึ่งความสามารถในการแข่งขันทรัพยากรและความสามารถหลักขององค์การ เกิดการพัฒนาผลิตภัณฑ์เพื่อตอบสนองความต้องการของ

ลูกค้าที่เปลี่ยนแปลงไปอย่างรวดเร็ว แบ่งออกเป็น ทรัพยากรที่มีตัวตน เช่น อุปกรณ์วัตถุดิบ เป็นต้น ส่วนทรัพยากรที่ไม่มีตัวตน ซึ่งเป็นทรัพย์สินทางความรู้ที่สำคัญและสร้างมูลค่าให้กิจการ เช่น ทักษะ ความรู้ เป็นต้น (Akio, 2005, pp. 125-129; Gagnon, 1999, pp. 125-129; Wernerfelt, 1984, pp. 171-175)

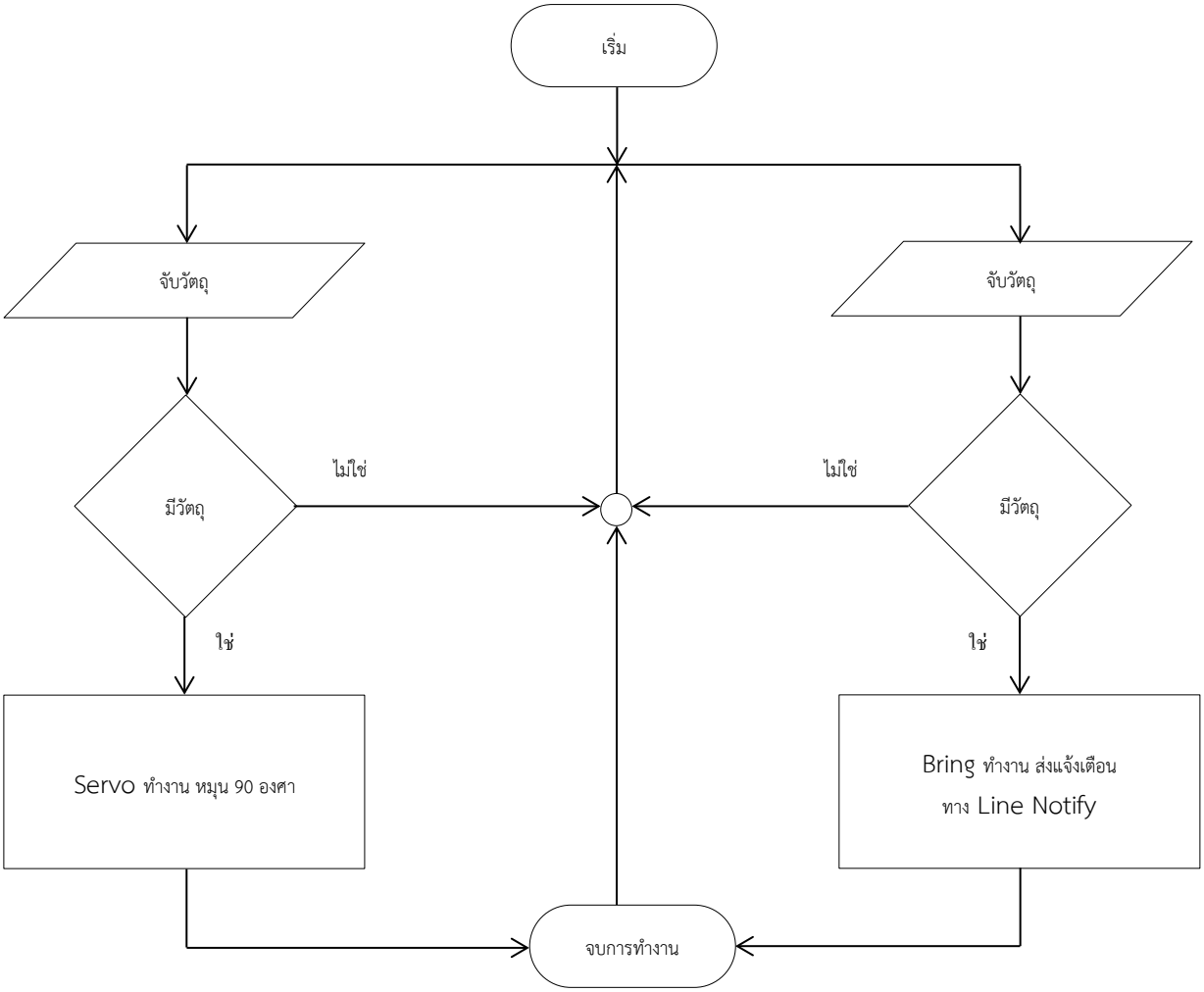
RBV เป็นทฤษฎีที่ให้ความสำคัญหรือมุ่งเน้นที่ทรัพยากร (resources) และความสามารถในการจัดการกับทรัพยากร (capabilities) ภายในองค์การ ที่ถือว่าเป็นสิ่งสำคัญที่ทำให้องค์การมีประสิทธิภาพในการสร้างความได้เปรียบของการแข่งขันในยุคสังคมเศรษฐกิจ ฐานความรู้ที่มีการเปลี่ยนแปลงในระดับบุคคล องค์การ และระดับโลก ซึ่งมาจากความก้าวหน้าทางเทคโนโลยีและข้อมูลสารสนเทศ องค์การจึงต้องเรียนรู้ความสัมพันธ์ในการทำงานให้มีประสิทธิภาพและรวดเร็วกว่าคู่แข่ง โดยการพิจารณาทรัพยากรภายในองค์การที่ถือเป็นจุดอ่อนหรือจุดแข็ง และใช้ทรัพยากรที่เป็นจุดแข็ง ตอบสนองการเปลี่ยนแปลงและความต้องการตามสภาพแวดล้อมภายนอกองค์การ ที่ถือเป็นโอกาสหรืออุปสรรค และแก้ไขหรือปรับปรุงทรัพยากรที่เป็นจุดอ่อนขององค์การ (Barney, 1991, pp. 99-103)

ทรัพยากร (resources) หมายถึง สิ่งทั้งปวงอันเป็นทรัพย์ (ราชบัณฑิตยสถาน, ศูนย์สารสนเทศ, 2542) และในแง่เศรษฐศาสตร์จะมุ่งศึกษาเรื่องการจัดสรรทรัพยากรที่ขาดแคลน เพื่อศึกษาพฤติกรรมของมนุษย์ในการใช้ทรัพยากรที่มีอยู่อย่างจำกัดให้เกิดประโยชน์หรือเกิดประสิทธิภาพสูงสุด และตอบสนองความต้องการของมนุษย์ที่ไม่มีขีดจำกัด โดยมีจุดมุ่งหมายเพื่อยกระดับการดำรงชีพให้ดีขึ้น หรือกล่าวได้ว่า เป็นการศึกษาวิธีการเลือกใช้ทรัพยากรที่มีอยู่อย่างจำกัด (scarcity resources) ให้เกิดความคุ้มค่าสูงสุดเพื่อตอบสนองความต้องการที่ไม่จำกัด (unlimited wants) โดยธรรมชาติมนุษย์มีความต้องการตลอดเวลาและไม่มีที่สิ้นสุด แต่จำนวนสินค้าและบริการมีจำกัด ทำให้ขาดความสมดุลระหว่างสินค้า บริการ และความต้องการ จึงต้องเลือกตอบสนองความต้องการเพื่อก่อให้เกิดประโยชน์สูงสุด โดยมีต้นทุนต่ำสุดหรือกล่าวได้ว่า มนุษย์มีความต้องการที่ไม่จำกัดแต่ทรัพยากรมีจำกัด ทำให้เกิดความ-ขาดแคลน และนำไปสู่การเลือก (choice) สินค้าและบริการ (goods and services) ที่มีอรรถประโยชน์สูงสุด (utility) คือ สามารถตอบสนองความต้องการของผู้บริโภคได้

RVB จึงเป็นกรอบแนวคิดที่ใช้พิจารณาประเด็นสำคัญด้านคุณลักษณะของทรัพยากรที่องค์การครอบครองอยู่ว่าเป็นพื้นฐานในการกำหนดผลการดำเนินงานซึ่งนำไปสู่ความได้เปรียบในการแข่งขันที่ยั่งยืนของธุรกิจหรือการใช้ประโยชน์จากทรัพยากรให้คุ้มค่าสูงสุด (Barney & Arikan, 2001, pp. 124-128) โดยการพิจารณาความได้เปรียบด้านต้นทุน ราคา ความสามารถในการผลิตและการสร้างความแตกต่างให้แก่สินค้าหรือบริการ โดยทรัพยากรนั้นควรมีคุณลักษณะ VRIO ประกอบด้วย

จากแนวคิดและทฤษฎีที่เกี่ยวข้องกับมุมมองด้านทรัพยากรที่มีคุณค่าเฉพาะขององค์การ (RBV) และแนวคิดการจัดการความรู้ (KM) ซึ่งทำให้องค์การเข้าใจการสร้างความสามารถในการสร้างสรรค์นวัตกรรมสินค้า นวัตกรรมกระบวนการและนวัตกรรมเชิงพฤติกรรม การจัดการนวัตกรรมและเทคโนโลยี เพราะนวัตกรรมเป็นหนึ่งในปัจจัยที่ทำให้เกิดความได้เปรียบในการแข่งขันอย่างยั่งยืน (Kasim & Minai, 2009, pp. 297-301)

ขั้นตอนในการวิจัย



รูปที่ 7 ตัวอย่างผังระบบการทำงานของถังขยะอัจฉริยะ

สรุปผลการวิจัย

สรุปผลทดสอบการทำงานโดยแบ่งออกเป็น 2 การทดสอบ

1. ทดสอบระบบการทำงานของถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่ง

1.1 การทดสอบกลไกการ เปิด-ปิด ของฝาถังขยะอัจฉริยะโดยทดสอบตัวเซนเซอร์อินฟราเรดที่ติดตั้งอยู่ด้านหน้าถังขยะให้สามารถทำงานได้ในระยะที่กำหนดไว้คือ 5 เซนติเมตร ถึง 15เซนติเมตร ผลปรากฏว่าสามารถ เปิด – ปิดอัตโนมัติ ได้ตามระยะที่กำหนด แต่เมื่อระยะเกิน ถังขยะจะไม่สามารถเปิด-ปิดอัตโนมัติได้

1.2 การทดสอบวัดปริมาณขยะภายในถังขยะอัจฉริยะโดยทดสอบเซนเซอร์อินฟราเรดที่ติดตั้งภายในตัวถังทำงานได้ตามที่กำหนดไว้ คือ เมื่อมีปริมาณขยะเต็มเซนเซอร์จะทำการตรวจจับอัตโนมัติโดยแจ้งเตือนไปยังสมาร์ทโฟนโดยผ่านแอปพลิเคชันไลน์ (Line Notify)

2. สรุปผลการทดสอบการใช้งานจากแบบสอบถาม

จากการเก็บรวบรวมข้อมูลกลุ่มตัวอย่างโดยการแจกแบบสอบถามการใช้งานถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่ง โดยกลุ่มเป้าหมายในการวิจัยครั้งนี้ ได้แก่ นักศึกษาสาขาธุรกิจดิจิทัล 48 คน อาจารย์ 1 คน ผู้ดูแล 1 คน ผลสรุปว่า

จากจำนวนผู้ตอบแบบสอบถามทั้งหมด 50 คน พบว่าเพศของผู้ตอบแบบสอบถามมากที่สุด ได้แก่ เพศหญิง คิดเป็นร้อยละ 62.0 ที่เหลือได้แก่ เพศชาย คิดเป็นร้อยละ 38.0

อายุของผู้ตอบแบบสอบถามมากที่สุด ได้แก่ 21-30 ปี คิดเป็นร้อยละ 86.0 รองลงมา ได้แก่ 31-40 ปี คิดเป็นร้อยละ 10.0 และ ต่ำกว่า 20 ปี คิดเป็นร้อยละ 4.0 41-50 ปี คิดเป็นร้อยละ 0.0 51-60 ปี คิดเป็นร้อยละ 0.0

อาชีพของผู้ตอบแบบสอบถามมากที่สุด ได้แก่ นักเรียน/นักศึกษา คิดเป็นร้อยละ 52.0 รองลงมา ได้แก่ พนักงานบริษัท คิดเป็นร้อยละ 22.0 และ ธุรกิจส่วนตัว คิดเป็นร้อยละ 10.0

โดยผู้ตอบแบบสอบถามความพึงพอใจในการใช้งานถังขยะอัจฉริยะ เฉลี่ยอยู่ในระดับมาก (3.95)) เมื่อพิจารณาเป็นรายข้อ สามารถเรียงลำดับตามค่าเฉลี่ย ได้แก่ ข้อที่มีค่าเฉลี่ยมากที่สุด คือ 4. ท่านคิดว่าถังขยะอัจฉริยะลดการสัมผัสได้จริงหรือไม่ (4.72) รองลงมาคือ ท่านจะแนะนำให้ผู้อื่นที่ท่านรู้จักใช้ถังขยะอัจฉริยะหรือไม่ (4.64) ท่านคิดว่าถังขยะอัจฉริยะอำนวยความสะดวกแก่ท่านได้หรือไม่ (4.64) ท่านคาดว่าจะใช้ถังขยะอัจฉริยะหรือไม่ (4.50) อุปกรณ์ที่ใช้จัดเก็บขยะมีความแตกต่างจากท้องตลาดทั่วไป (4.50) อุปกรณ์ที่ใช้จัดเก็บขยะใช้งานง่าย (4.46) อุปกรณ์ที่ใช้ในการจัดเก็บขยะมีความทันสมัยและสวยงาม (4.42) อุปกรณ์ที่ใช้จัดเก็บขยะมีขนาดเหมาะสม (4.42) อุปกรณ์ที่ใช้จัดเก็บขยะได้รับการดูแลรักษา พร้อมใช้งาน (4.30) ท่านเคยใช้ถังขยะอัจฉริยะหรือไม่ (1.80)

อภิปรายผลการวิจัย

จากการศึกษาทดลองและบันทึกผลการทำงานของถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่งสรุปผลได้ดังนี้

1.ทดสอบระบบการทำงานของถังขยะอัจฉริยะ

1.1 การทดสอบกลไกการ เปิด-ปิด ของฝาถังขยะอัจฉริยะ พบว่าสามารถ เปิด – ปิดอัตโนมัติฝาได้ตามระยะที่กำหนด แต่เมื่อระยะเกินถังขยะจะไม่สามารถเปิด-ปิดอัตโนมัติได้



รูปที่ 8 การเปิด-ปิดอัตโนมัติของฝาถังขยะอัจฉริยะ

1.2 การทดสอบวัดปริมาณขยะภายในถังขยะอัจฉริยะโดยใช้ระบบเซนเซอร์ พบว่าเมื่อปริมาณขยะเต็ม ระบบแจ้งเตือนไปยังสมาร์ทโฟนโดยผ่านแอปพลิเคชันไลน์ (Line Notify) แสดงผลได้อย่างถูกต้อง



รูปที่ 9 การแจ้งเตือนผ่านแอปพลิเคชันไลน์ (Line Notify)

2.สรุปผลการทดสอบการใช้งานจากแบบสอบถาม

จากจำนวนผู้ตอบแบบสอบถามทั้งหมด 50 คน พบว่าเพศหญิงตอบแบบสอบถามมากที่สุดคิด เป็นร้อยละ 62.0 เพศชายคิดเป็นร้อยละ 38.0 โดยอายุของผู้ตอบแบบสอบถามมากที่สุดคือ 21-30 ปี คิดเป็นร้อยละ 86.0 ส่วนมากเป็นนักเรียน/นักศึกษา คิดเป็นร้อยละ 52.0 เคยใช้ถังขยะอัจฉริยะคิดเป็นร้อยละ (1.80) โดยผู้ตอบแบบสอบถามความพึงพอใจในการใช้งานถังขยะอัจฉริยะเฉลี่ยอยู่ในระดับมาก (3.95) คิดว่าถังขยะอัจฉริยะลดการสัมผัสได้จริง สามารถอำนวยความสะดวกแก่ผู้ได้ทดลองใช้ คาดว่าจะใช้ถังขยะอัจฉริยะ และจะแนะนำให้ผู้อื่นที่รู้จักได้ทดลองใช้ถังขยะอัจฉริยะ อุปกรณ์ที่ใช้จัดเก็บขยะมีความแตกต่างจากท้องตลาดทั่วไป ใช้งานง่าย การออกแบบมีความทันสมัยและสวยงาม ขนาดเหมาะสม

ข้อเสนอแนะ

1. ระยะเวลาการทำงานวิจัยมีน้อย และคณะผู้วิจัยยังขาดความรู้เรื่องอุปกรณ์ต่าง ๆ จึงทำให้ถังขยะอัจฉริยะทำงานไม่เต็มประสิทธิภาพ
2. ต้องมีการพัฒนาถังขยะอัจฉริยะด้วยเทคโนโลยีอินเทอร์เน็ตของสรรพสิ่ง ให้มีความสามารถป้องกันน้ำ และความชื้นได้
3. ควรระบุประเภทของขยะที่เหมาะสมในการใช้งาน

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ระบบการจองสนามแบดมินตันผ่านเว็บไซต์
Online Badminton Court Booking System

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) พัฒนาระบบการจองสนามแบดมินตันผ่านเว็บไซต์ 2) เพื่อประเมินความพึงพอใจของระบบการจองสนามแบดมินตันผ่านเว็บไซต์ โดยพัฒนาระบบด้วยโปรแกรม Delphi และมีการจัดเก็บข้อมูลโดยใช้โปรแกรมระบบจัดการฐานข้อมูล My SQL หลังจากพัฒนาเสร็จแล้วมีการประเมินความพึงพอใจของผู้ใช้งานระบบ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ผลการวิจัยพบว่า 1) ระบบจองคิวสนามแบดมินตันผ่านเว็บไซต์ ประกอบด้วยผู้ใช้งาน จำนวน 2 กลุ่ม (1) ผู้ดูแลระบบ ทำหน้าที่ในการให้ข้อมูลการให้บริการของสนามแบดมินตัน การบริหารการจองสนามแบดมินตัน การดูรายงาน (2) กลุ่มผู้ใช้บริการ สามารถจองสนามแบดมินตัน ตรวจสอบข้อมูลการจอง ดูประวัติการจอง แก้ไขข้อมูลส่วนตัว 2) ผลการประเมินความ พึงพอใจของระบบการจองสนามแบดมินคันออนไลน์โดยผู้เชี่ยวชาญและผู้ใช้งาน อยู่ในระดับดีมาก ($\bar{X}$ = 4.64,S.D. = 0.48)

คำสำคัญ : ระบบการจอง แบดมินตัน เว็บไซต์

Abstract

The purposes of the research were to 1) To increase channels for booking badminton courts 2) To assess the satisfaction of the badminton court booking system through the website, by developing the system with Delphi program and the data is stored by using the My SQL database system, After the development is complete, there is a satisfaction assessment of the users. The statistics used for data analysis is the mean and standard deviation, The research findings showed that 1) Online Badminton Court Booking System via website was divided into two groups (1) The administrator is responsible for providing service information of the badminton court, Management of badminton court reservations, viewing reports (2) Groups of users can reserve badminton courts. verified user' booking, view booking history , corrected the personal information 2) the system developers and sample groups' satisfaction through the online badminton booking court system was rated at the highest level. ($\bar{X}$ = 4.64, S.D. = 0.48).

Keywords: Booking System, Badminton, Website

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[6] นักศึกษาสาขาวิชาธุรกิจดิจิทัล คณะบริหารธุรกิจ มหาวิทยาลัยเกษมบัณฑิต
[7] อาจารย์สาขาวิชาธุรกิจดิจิทัล คณะบริหารธุรกิจ มหาวิทยาลัยเกษมบัณฑิต

ปัจจุบันทางสนามแบดมินตันนั้น เปิดให้บริการในการจองสนามเพื่อใช้ในการออกกำลังกายหรือทำการแข่งขันต่าง ๆ ลูกค้าส่วนใหญ่จะใช้โทรศัพท์ในการจองสนามโดยโทรมาสอบถามเรื่องช่วงเวลาการจอง และจองผ่านทางโทรศัพท์พนักงานจะทำการเขียนจดบันทึกลงในกระดาษซึ่งวิธีดังกล่าวอาจทำให้เกิดข้อผิดพลาดได้ เช่น มีการจองซ้ำกันของลูกค้า 2 รายในช่วงเวลาเดียวกัน ทำให้ลูกค้าหมดความมั่นใจการเลือกใช้บริการ และอาจทำให้การเกิดผิดพลาดในการคิดค่าบริการตกหล่นหรือเกินได้ เนื่องจากการจดใส่กระดาษทำให้เกิดความผิดพลาดมากกว่า เป็นต้น

จากปัญหาดังกล่าวจึงได้มีการนำเอาโปรแกรม Delphi และ Microsoft SQL Server 2012 มาประยุกต์ใช้ในการช่วยลดปัญหาในการจองสนามแบดมินตันซ้ำ ช่วยในการเก็บข้อมูลลูกค้า รวมไปถึงค่าใช้บริการของสนาม อีกทั้งยังสามารถเป็นอีกช่องทางหนึ่งนอกเหนือจากโทรศัพท์เพื่อจองสนามให้ลูกค้าสะดวกในการจองผ่านอินเตอร์เน็ตได้มากยิ่งขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อพัฒนาระบบการจองสนามแบดมินตันผ่านเว็บไซต์
2. เพื่อประเมินความพึงพอใจของระบบการจองสนามแบดมินตันผ่านเว็บไซต์

วิธีการดำเนินการวิจัย

การวิจัยเรื่องระบบการจองสนามแบดมินตันต่อความพึงพอใจของผู้ใช้งานบนเว็บไซต์จะใช้วิธีการวิจัยแบบเชิงปริมาณ (QuantitativeResearch) โดยมีรูปแบบเป็นการวิจัยเชิงสำรวจ (Survey Research) ด้วยการทดสอบให้ใช้งานเว็บไซต์และใช้แบบสอบถาม (Questionnaire) เป็นเครื่องมือในการเก็บรวบรวมข้อมูลปัจจัยต่างๆที่ต้องการศึกษาซึ่งผู้วิจัยต้องสร้างแบบสอบถามขึ้นมา และรวบรวมข้อมูลกลุ่มตัวอย่างผ่านการแจกแบบสอบถามตามสถานที่จองสนามกีฬาและบุคคลทั่วไป โดยผู้วิจัยได้ให้กลุ่มตัวอย่างเป็นผู้ตอบแบบสอบถามด้วยตนเอง (Self-Administered Questionnaire) จำนวน 400 คน ผู้วิจัยได้ดำเนินการศึกษาค้นคว้าตามขั้นตอน ดังต่อไปนี้

1. ลักษณะประชากร การกำหนดขนาดของกลุ่มตัวอย่าง และการเลือกกลุ่มตัวอย่าง
2. ตัวแปรที่ใช้ในการวิจัย
3. ขอบเขตการวิจัย
4. เครื่องมือที่ใช้ในการวิจัย
5. ขั้นตอนการวิจัย

1. ลักษณะประชากร การกำหนดขนาดของกลุ่มตัวอย่าง และการเลือกกลุ่มตัวอย่าง

1.1 กลุ่มประชากรเป้าหมาย

ประชากร (Population) ที่อยู่ในกลุ่มเป้าหมายในการวิจัยครั้งนี้ ได้แก่ประชากร ด้านอายุ เพศ ระดับการศึกษา อาชีพ โดยมีประสบการณ์เล่นกีฬาแบดมินตันทั้งที่เล่นประจำและไม่ประจำ

1.2 การกำหนดขนาดของกลุ่มตัวอย่าง

การกำหนดกลุ่มตัวอย่าง จะคำนวณจากผู้ใช้บริการสนามแบดมินตันโดยใช้การวิเคราะห์การถดถอยพหุคูณ (Multiple Linear Regression) ซึ่ง Hair และคณะ (2006) ได้แนะนำไว้ว่าในการวิเคราะห์องค์ประกอบควรมีอัตราส่วนระหว่างกลุ่มตัวอย่างต่อตัวแปรอิสระไม่ควรน้อยกว่า 10 : 1 ซึ่งในงานวิจัยครั้งนี้มีตัวแปรอิสระทั้งหมด 13 ข้อ จะได้ขนาดของกลุ่มตัวอย่างไม่น้อยกว่า 400 คน

1.3 การเลือกกลุ่มตัวอย่าง

เนื่องจากผู้วิจัยไม่ทราบลักษณะของประชากรอย่างแน่ชัด ผู้วิจัยจึงเลือกใช้วิธีการเลือกกลุ่มตัวอย่างแบบเฉพาะเจาะจง (Judgment or Purposive Sampling) คือ การเลือกแจกแบบสอบถามเฉพาะกลุ่มตัวอย่างที่อาศัยอยู่ ทำงาน หรือกำลังศึกษาอยู่ที่เคยใช้บริการสนามแบดมินตัน ซึ่งเป็นการเลือกกลุ่มตัวอย่างโดยไม่ใช้ความน่าจะเป็น(Nonprobability Sampling) ในการเก็บรวบรวมข้อมูล โดยการทำการแจกแบบสอบถามออนไลน์เนื่องจากเป็นวิธีการที่กลุ่มตัวอย่างสามารถเข้าถึงข้อมูลได้ง่าย อีกทั้งยังเป็นการลดระยะเวลาและสามารถประหยัดค่าใช้จ่ายในการเก็บข้อมูล

2. ตัวแปรที่ใช้ในการวิจัย

ตัวแปรที่ใช้ในงานวิจัยนี้ ประกอบด้วยตัวแปรอิสระ และตัวแปรตามดังนี้

2.1 ตัวแปรอิสระ (Independent Variables)

2.1.1 ปัจจัยลักษณะทางประชากรศาสตร์

ด้านอายุ (Age)

ด้านเพศ (Gender)

ระดับการศึกษา (Education)

อาชีพ (Occupation)

2.2 ตัวแปรตาม (Dependent Variables)

ด้านการออกแบบระบบ

ด้านคุณภาพของระบบ

3. ขอบเขตการวิจัย

1. ส่วนของผู้ดูแลระบบ

1.1 สามารถเพิ่ม แก้ไข ลบ และค้นหาข้อมูลของผู้ใช้ระบบทั้งหมดได้

1.2 สามารถกำหนดสิทธิ์การใช้งานของลูกค้าได้

1.3 สามารถเพิ่ม ลบ และกำหนดสิทธิ์การใช้งานข้อมูลสนามได้

2. ส่วนของผู้ให้เช่า

2.1 สามารถเพิ่ม แก้ไข และลบข้อมูลสนามของตนเองได้

2.2 สามารถเพิ่ม แก้ไข และลบข้อมูลส่วนตัวได้

3. ส่วนของผู้เช่า

3.1 สามารถสมัครสมาชิก

3.2 สามารถเพิ่ม แก้ไขข้อมูลของตนเองได้

3.3 สามารถค้นหาข้อมูลของสนาม

3.4 สามารถจองสนามได้

4. เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการศึกษาในครั้งนี้คือ แบบสอบถาม (Questionnaire) เรื่อง ระบบการจองสนามแบดมินตันต่อความพึงพอใจของผู้ใช้งานบนเว็บไซต์ การเก็บข้อมูลนั้นจะใช้เครื่องมือในการวิจัยเชิงปริมาณ (Quantitative Research) โดยสร้างขึ้นจากการทบทวนวรรณกรรมที่เกี่ยวข้องซึ่งสามารถแบ่งได้ ดังนี้

ส่วนที่ 1 คำถามเกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม เป็นคำถามปลายปิด โดยที่ผู้ตอบจะต้องเลือกคำตอบเพียงข้อเดียวเท่านั้น ที่ตรงกับคุณสักษณะของตนเอง ประกอบด้วยคำถามนามบัญญัติ (Nominal Scale) ได้แก่ เพศ ระดับการศึกษา อาชีพ และคำถามเรียงลำดับ (OrdicalScale) ได้แก่ อายุ

ส่วนที่ 2 คำถามเกี่ยวกับระบบการจองสนามแบดมินตันต่อความพึงพอใจของผู้ใช้งานบนเว็บไซต์ รูปแบบคำถามนามบัญญัติ (ordinal Scale) ได้แก่ ด้านการออกแบบระบบ ด้านคุณภาพของระบบ

เครื่องมือที่ใช้ในการสร้างระบบการจองสนามแบดมินตัน

1. โปรแกรม Delphi 10

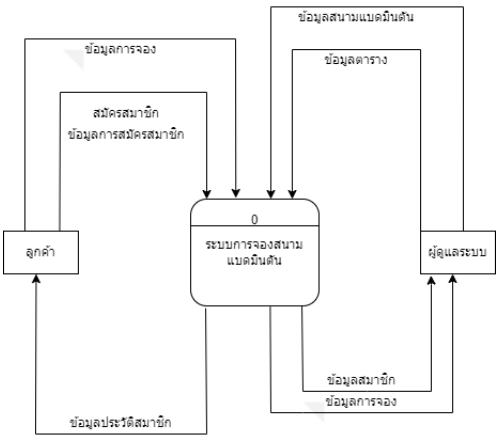
ศุภชัย บุศราทิจ (2546) ได้ให้ความหมายว่า Delphi เป็นซอฟต์แวร์ตัวแปลภาษาปาสกาล (Pascal) ตัวหนึ่ง ที่พัฒนาโดยบริษัท Borland ซึ่งรูปแบบของภาษานั้น ได้ถูกออกแบบระบบภาษาใหม่ เพื่อสนับสนุนการเขียนโปรแกรมแบบเชิงวัตถุ (Object oriented programming หรือเรียกแบบย่อว่า OOP) การเขียนโปรแกรมแบบเชิงวัตถุนั้น มีความแตกต่างกับการเขียนโปรแกรมแบบโครงสร้างอยู่ด้วยกันหลายจุด ซึ่งส่วนใหญ่แล้ว ความสามารถของโปรแกรมเชิงวัตถุ ยังคงต้องการความรู้ของการเขียนโปรแกรมแบบโครงสร้างเป็นพื้นฐาน ทั้งนี้เนื่องจากภาษาโปรแกรมเชิงวัตถุเป็นภาษาที่ออกแบบมาเพื่อเพิ่มประสิทธิภาพของการเขียนโปรแกรมในรูปแบบเดิม คือ ให้ง่ายต่อการพัฒนาต่อ และสามารถนำไปใช้ได้ (reusable**)**

2. Microsoft SQL Server

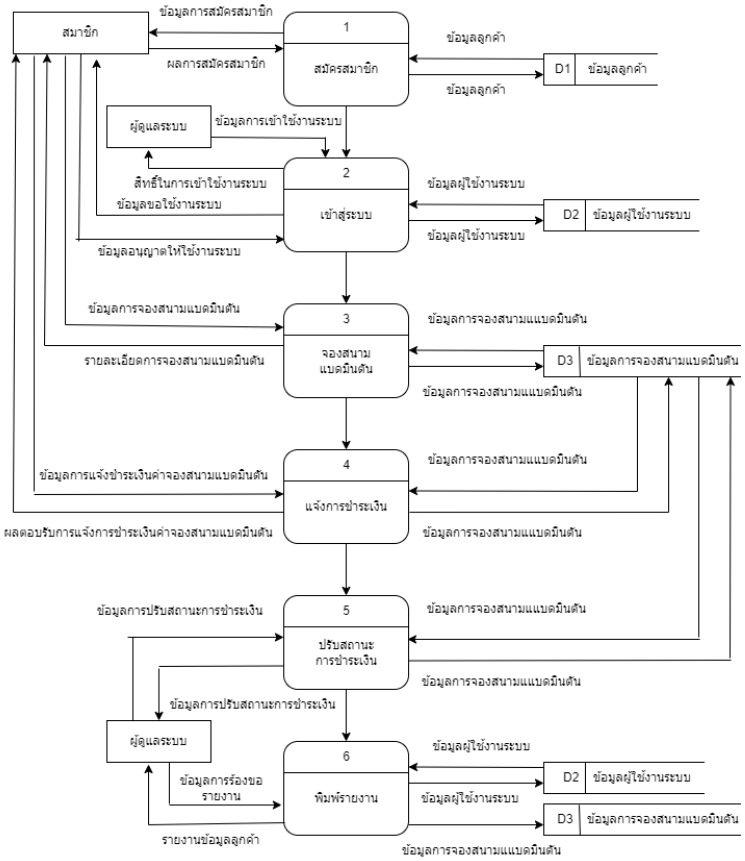
วิศวะ จันทร์ตอน (2565) ได้ให้ความหมายว่า Microsoft SQL Server เป็นโปรแกรมที่ใช้ในการจัดเก็บ บริหารและจัดการฐานข้อมูล จากทาง Microsoft ซึ่งมันถูกพัฒนาขึ้นมาจาก SQL ซึ่งเป็นภาษาการเขียนโปรแกรมมาตรฐานสำหรับการโต้ตอบกับฐานข้อมูลเชิงสัมพันธ์ เซิร์ฟเวอร์ SQL เชื่อมโยงกับ Transact-SQL หรือ T-SQL โดยเป็นโปรแกรมจัดการฐานข้อมูลแบบ Relational Database Management System หรือที่เรียกว่า RDBMS สามารถติดตั้งได้บน Windows, Linux, และ Docker containers ส่วนใหญ่ใช้บนระบบเครือข่าย เช่น เว็บไซต์ ร่วมกับภาษาคอมพิวเตอร์อื่น เช่น PHP, JAVA ประวัติของ Microsoft SQL Server นั้นเริ่มมาจาก SQL Server code ดั้งเดิมที่สร้างขึ้นในช่วงปี 1980 โดยบริษัท Sybase Inc. (ปัจจุบัน คือ SAP) เริ่มแรกนั้นมันถูกสร้างให้ทำงานบนระบบ Unix และแพลตฟอร์มมินิคอมพิวเตอร์ จน Microsoft และ Ashton-Tate Corp ได้ร่วมมือกันผลิตเวอร์ชันแรกที่กลายเป็น Microsoft SQL Server และเปิดตัวในปี 1989

5. ขั้นตอนในการวิจัย

ในการวิจัยครั้งนี้ ผู้วิจัยได้ทำการเก็บข้อมูลจากแหล่งข้อมูลปฐมภูมิ (Primary Data) ซึ่งเป็นข้อมูลที่ได้จากการให้ทดสอบใช้งานเว็บไซต์และแจกแบบสอบถามให้กับกลุ่มตัวอย่างที่มีประสบการณ์หรือเคยมีใช้บริการสนามแบดมินตัน ในเขตกรุงเทพมหานครและปริมณฑล โดยผู้วิจัยได้ดำเนินการส่งแบบสอบถามออนไลน์ผ่านทาง Google From และขั้นตอนการทำงานของระบบการจองสนามแบดมินตัน อธิบายด้วยแผนภาพกระแสข้อมูลของระบบงาน (Data Flow Diagram)



รูปที่ 1 แสดงแผนภาพกระแสข้อมูล Data Flow Diagram Level 0
ระบบการจองสนามแบดมินตันผ่านเว็บไซต์ (ระบบปัจจุบัน)



รูปที่ 2 แสดงแผนภาพกระแสข้อมูล Data Flow Diagram Level 1
ระบบการจองสนามแบดมินตันผ่านเว็บไซต์ (ระบบปัจจุบัน)

คำอธิบาย Process Data Flow Diagram Level 1

การออกแบบกิจกรรมในแต่ละขั้นตอนของระบบนำเสนอ (Process Design)

Process ที่ 1 สมัครสมาชิก

ลูกค้าสามารถสมัครสมาชิก เพื่อที่จะทำการจองสนามแบดมินตัน

Process ที่ 2 เข้าสู่ระบบ

ลูกค้าสามารถนำข้อมูล username และ password ที่ทำการสมัครไว้ นำมาเข้าสู่ระบบเพื่อดำเนินการจองต่อไป และผู้ดูแลระบบสามารถเข้าดูข้อมูลได้ โดยมีสิทธิ์ในการเข้าถึงที่แตกต่างกัน

Process ที่ 3 จองสนามแบดมินตัน

ลูกค้าสามารถจองสนามแบดมินตันออนไลน์ และดูรายละเอียดการจองได้

Process ที่ 4 แจ้งชำระเงิน

ลูกค้าชำระเงินตามรายการที่จองไว้ สามารถแนบสลิปได้

Process ที่ 5 ปรับการชำระเงิน

ผู้ดูแลระบบสามารถเรียกดูข้อมูลการชำระเงิน และปรับข้อมูลการชำระเงินได้ รวมถึงอนุมัติการจองสนามแบดมินตัน

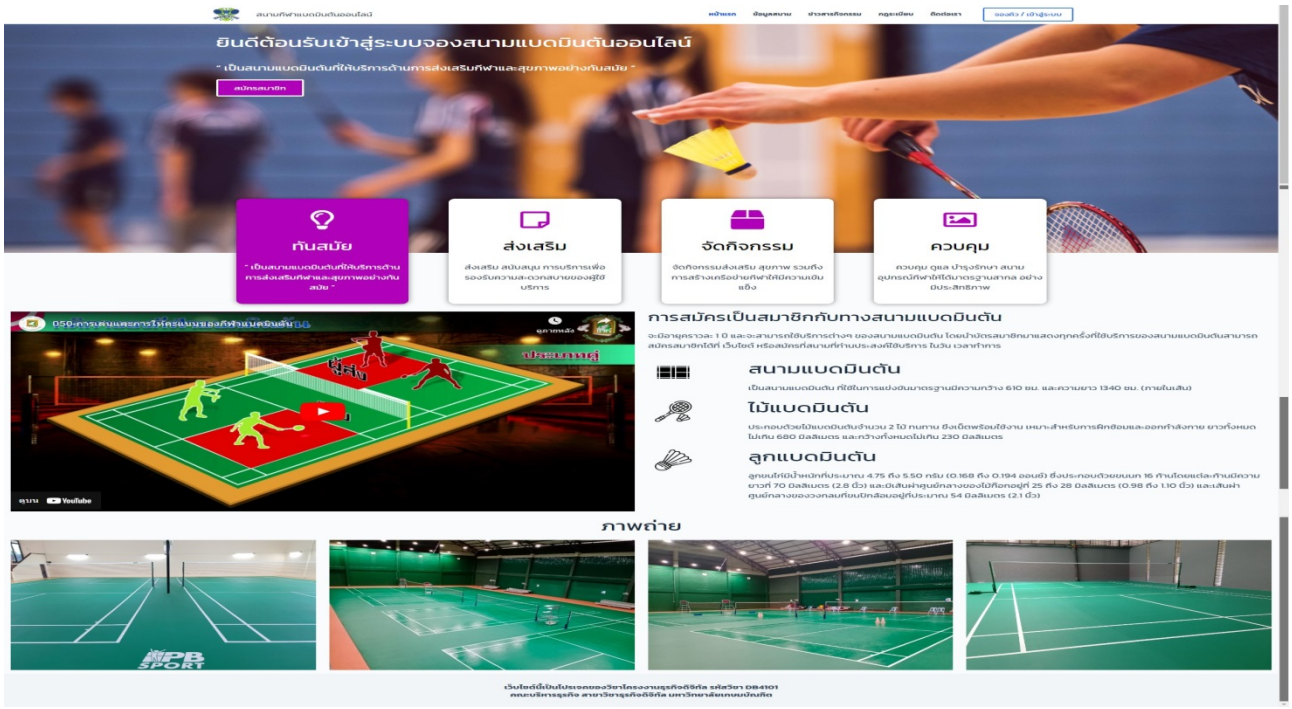
Process ที่ 6 พิมพ์รายงาน

จัดพิมพ์รายงานข้อมูลลูกค้า เพื่อรายงานข้อมูลแก่ผู้ดูแลระบบต่อไป

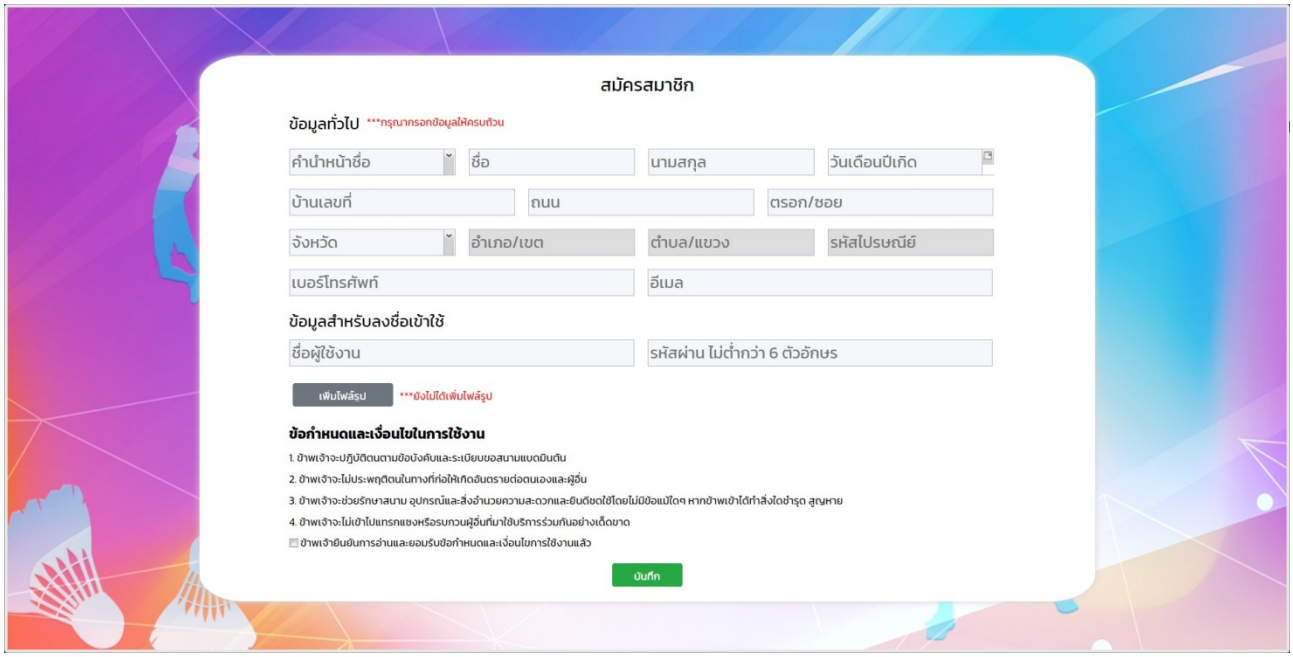
สรุปผล

ผลการทำงานและวิเคราะห์ผลการทำงานเว็บไซต์ การศึกษาและการวิจัยครั้งนี้มีวัตถุประสงค์และออกแบบการพัฒนาระบบการจองสนามแบดมินตันผ่านเว็บไซต์ ผู้ศึกษาได้นำองค์ความรู้ต่างๆ มาใช้ประกอบการวิเคราะห์ข้อมูล เพื่อสนับสนุนการทำงานของการพัฒนาระบบ โดยมีรายละเอียดดังนี้

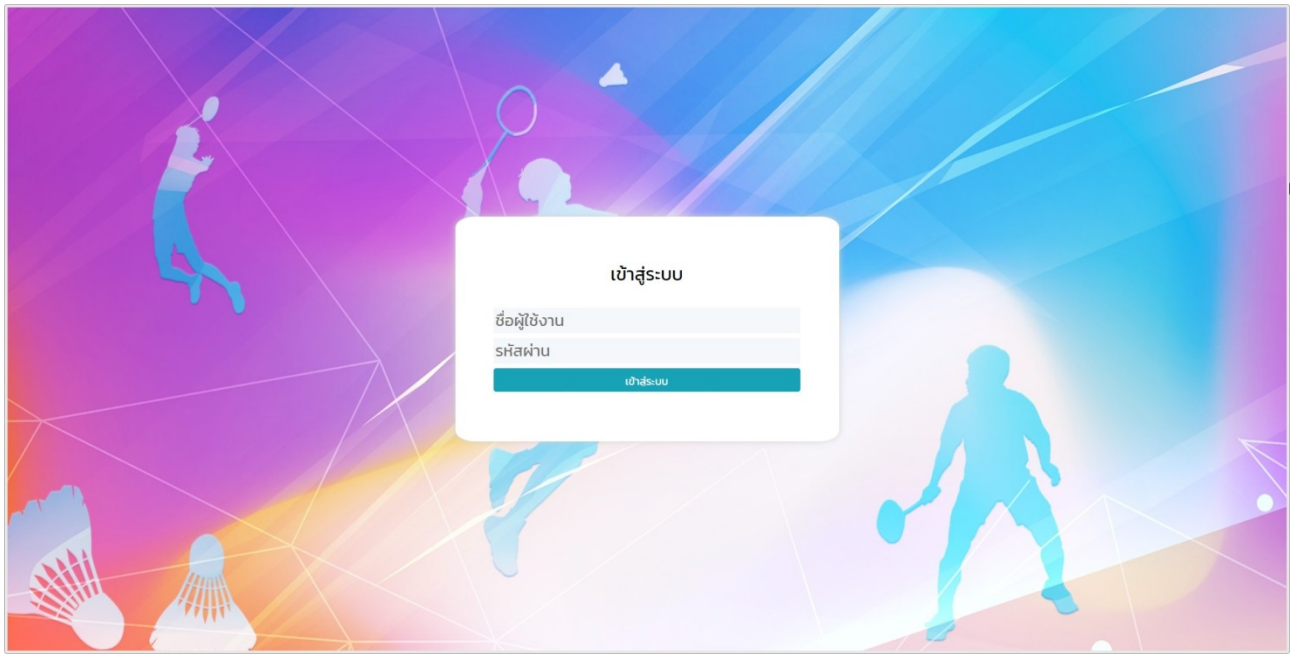
...



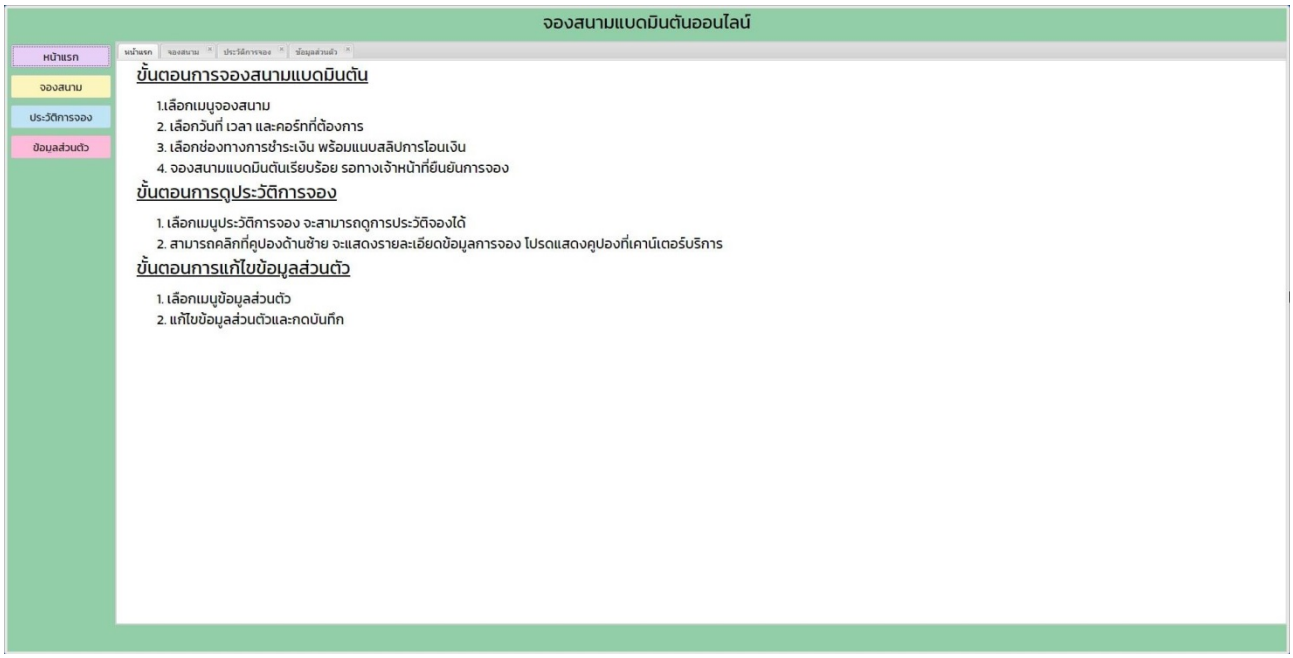
รูปที่ 3 หน้าจอเว็บไซต์หลักของระบบการจองสนามแบดมินตันผ่านเว็บไซต์



รูปที่ 4 หน้าจอสมัครสมาชิกก่อนทำการจอง



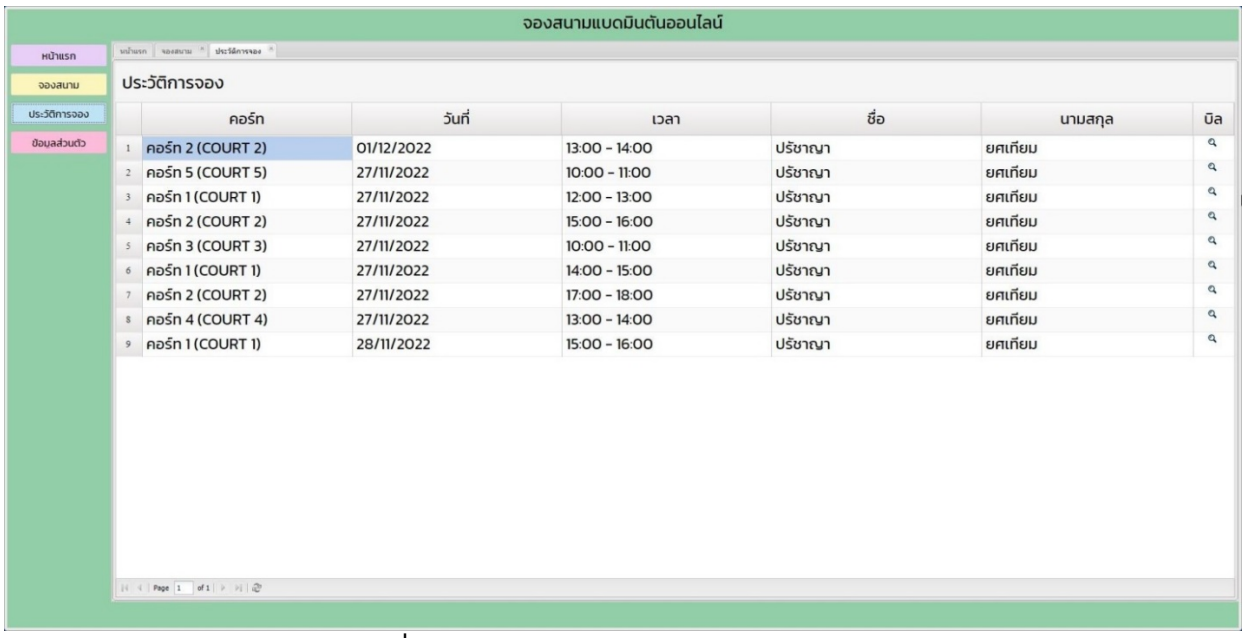
รูปที่ 5 หน้าจอการเข้าสู่ระบบ



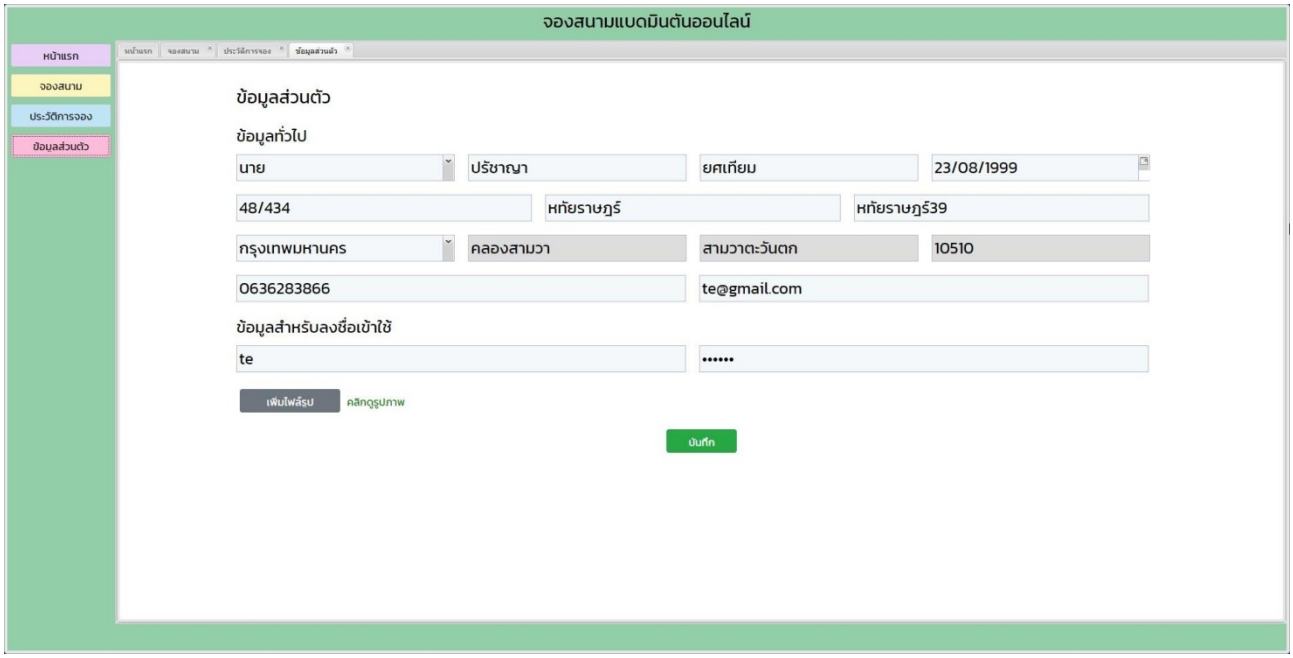
รูปที่ 6 หน้าจอรายละเอียดแนะนำขั้นตอนการจองสนามแบดมินตัน



รูปที่ 7 หน้าจอแสดงผลการจองสนามแบดมินตัน



รูปที่ 8 หน้าจอแสดงประวัติการจองสนามของผู้ใช้งาน



รูปที่ 9 หน้าจอแก้ไขข้อมูลส่วนตัวของผู้เช่า

สรุปผลการวิจัย

จากการที่คณะผู้จัดทำได้พัฒนาเว็บไซต์จองสนามแบดมินตันออนไลน์พบว่า ระบบจองคิวสนามแบดมินตันผ่านเว็บไซต์ประกอบด้วยผู้ใช้งานจำนวน 2 กลุ่ม (1) ผู้ดูแลระบบ ทำหน้าที่ในการให้ข้อมูลการให้บริการของสนามแบดมินตัน การบริหารการจองสนามแบดมินตัน การดูรายงาน (2) กลุ่มผู้ใช้บริการ สามารถจองสนามแบดมินตัน ตรวจสอบข้อมูลการจอง ดูประวัติการจอง แก้ไขข้อมูลส่วนตัว ซึ่งโดยรวมเว็บไซต์สามารถบริหารจัดการธุรกิจสนามแบดมินตันได้อย่างครบถ้วนตามวัตถุประสงค์ 1) พัฒนาระบบการจองสนามแบดมินตันผ่านเว็บไซต์ 2) เพื่อประเมินความพึงพอใจของระบบการจองสนามแบดมินตันผ่านเว็บไซต์ และผู้ประกอบกิจการสามารถนำข้อมูลต่าง ๆ ไปวิเคราะห์เพื่อวางแผนบริหารจัดการธุรกิจการจองสนามแบดมินตันต่อไปในอนาคตได้อย่างมีประสิทธิภาพ โดยใช้แบบสอบถามความพึงพอใจในการใช้งานระบบสำหรับผู้ใช้ ตามวิธีการให้คะแนนของลิเคิร์ท (Likert, 1932) และนำมาหาค่าเฉลี่ย (Mean: X) และค่าเบี่ยงเบนมาตรฐาน (Standard Deviation: S.D.) โดยเทียบกับเกณฑ์การให้คะแนนตามวิธีของธานินทร์ ศิลป์จารุ (2555) ดังนี้

ตารางที่ 1 เกณฑ์การแปลผลคะแนนของแบบประเมิน

เกณฑ์การให้คะแนน	ความหมาย
4.51 - 5.00	มีความพึงพอใจในระดับดีมาก
3.51 - 4.50	มีความพึงพอใจในระดับดี
2.51 - 3.50	มีความพึงพอใจในระดับปานกลาง
1.51 - 2.50	มีความพึงพอใจในระดับน้อย
1.00 - 1.50	มีความพึงพอใจในระดับน้อยที่สุด

ตารางที่ 2 ผลการประเมินความพึงพอใจต่อระบบจองคิวสนามแบดมินตันออนไลน์

รายการ	$\bar{x}$	S.D.	ระดับความพึงพอใจ
1. ด้านคุณภาพของระบบ			
1.1 ประสิทธิภาพการทำงานของระบบสามารถใช้งานได้อย่างต่อเนื่อง	4.57	0.51	**ดีมาก**
1.2 ความถูกต้องในการเชื่อมโยงหน้า	4.63	0.52	**ดีมาก**
1.3 ความรวดเร็วในการโหลดข้อมูล	4.59	0.50	**ดีมาก**
1.4 ความปลอดภัยของข้อมูลในระบบ	4.66	0.48	**ดีมาก**
1.5 ความครบถ้วนด้านข้อมูลที่ต้องการแจ้งให้พนักงานทราบ	4.59	0.49	**ดีมาก**
1.6 ระบบมีการแสดงผลการจองคิวที่ตรงกับลำดับจองคิวที่สนามแบดมินตัน	4.69	0.47	**ดีมาก**
1.7 ระบบช่วยอำนวยความสะดวกในการจองคิว	4.82	0.39	**ดีมาก**
ภาพรวมด้านคุณภาพของระบบ	4.65	0.48	**ดีมาก**
2. ด้านการออกแบบระบบ			
2.1 ความเหมาะสมของสีตัวอักษร	4.86	0.37	**ดีมาก**
2.2 ขนาดและรูปแบบตัวอักษรชัดเจน อ่านง่าย และเหมาะสม	4.45	0.50	**ดีมาก**
2.3 การจัดวางองค์ประกอบในแต่ละส่วนในหน้าจอมีความเหมาะสม	4.62	0.50	**ดีมาก**
2.4 ระบบมีรูปแบบการใช้งานที่น่าดึงดูด สวยงาม	4.56	0.51	**ดีมาก**
เมนูการใช้งานง่าย ไม่ซับซ้อน	4.62	0.49	**ดีมาก**
2.6 ภาพรวมทั้งหมดของระบบจองคิวสนามแบดมินตันออนไลน์	4.69	0.47	**ดีมาก**
ภาพรวมด้านการออกแบบระบบ	**4.63**	**0.47**	**ดีมาก**
ภาพรวมทั้งหมด	**4.64**	**0.48**	**ดีมาก**

อภิปรายผลการวิจัย

สอดคล้องกับงานวิจัยของชญานุช โสพันโสภาตา , วรวรรธน์ สงวนปรางค์ , ศศิธร แสงโชติ และอรรถวุฒิ นัยนิตย์ (2558) ระบบจัดการงานศูนย์กีฬา สามารถทำให้การจองสนามกีฬาของผู้ใช้งานเกิดความสะดวก และรวดเร็วมากยิ่งขึ้น อีกทั้งยังสอดคล้องกับงานวิจัยของอาแอเสาะ สือนิ (2562) ซึ่งมีการพัฒนาระบบจัดการสนามหญ้าเทียม ซึ่งอำนวยความสะดวกรวดเร็วในการใช้งาน โดยไม่ต้องเสียเวลาในการกรอกข้อมูลในเอกสารหรือแฟ้มข้อมูลอีก ช่วยในการให้บริการที่ตรงกับความต้องการของเจ้าหน้าที่ในการเก็บข้อมูล สืบค้นข้อมูล และอำนวยความสะดวกแก่ลูกค้าที่มาให้บริการ นอกจากนี้ยังสอดคล้องกับงานวิจัยของศุภกร รักษาวงษ์ และวิทษรุต

ภาคามิตร (2556) ซึ่งการพัฒนาระบบจองสนามแบดมินตันผ่านเครือข่ายอินเตอร์เน็ต จะทำให้เกิดความสะดวก รวดเร็ว เพราะมีการนำเทคโนโลยีสารสนเทศเข้ามาช่วยในการดำเนินการ ทำให้โปรแกรมมีประสิทธิภาพ จึงทำให้ลดข้อผิดพลาดของการทำงานได้มากขึ้น แสดงถึงศักยภาพการทำงานของระบบ

ข้อเสนอแนะ

ในการเก็บรวบรวมข้อมูลควรเก็บข้อมูลประเด็นที่สำคัญให้ครบถ้วนและศึกษาให้รอบคอบ เพื่อนำมาวิเคราะห์ก่อนการออกแบบระบบงาน

1. ควรศึกษาโปรแกรมต่างๆ ที่เกี่ยวข้องให้เข้าใจถึงรายละเอียดและวิธีการใช้งานต่างๆ ของโปรแกรม ควรสืบค้น ข้อมูลจากอินเตอร์เน็ตและจากหนังสือเพื่อแก้ไขปัญหาในแต่ละส่วน

2. การวิเคราะห์ระบบ ควรวิเคราะห์อย่างรอบคอบ ชัดเจน และถูกต้อง มิฉะนั้นอาจทำให้ระบบ ที่พัฒนาขึ้นมาทำงานไม่ถูกต้องตามวัตถุประสงค์การใช้งานได้

เอกสารอ้างอิง

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BUS-006

ระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์

Online Computer Equipment Repair Notification System within the Company

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บทคัดย่อ

งานวิจัยนี้ ได้จัดทำขึ้นเพื่อ 1) พัฒนาระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ 2) ประเมินความพึงพอใจการใช้ระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ โดยพัฒนาบนระบบปฏิบัติการ Windows 10 Professional และใช้โปรแกรม Microsoft Power App โดยใช้ฐานข้อมูล Microsoft SharePoint โดยประเมินความพึงพอใจหลังจากการทดลองใช้จากกลุ่มตัวอย่างจำนวน 15 คน ซึ่งเป็นผู้ให้บริการและผู้ใช้ระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ ที่เคยทดลองการใช้ระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ผลการศึกษาพบว่าระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ที่ได้พัฒนาขึ้นมามีประสิทธิภาพและนำไปใช้งานในกระบวนการแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ ผู้ให้บริการและผู้ใช้มีความพึงพอใจต่อประสิทธิภาพและประโยชน์ของระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ภาพรวมอยู่ในระดับดี ($\bar{X}$= 4.18, S.D. = 0.58) ดังนั้นระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์สามารถจัดการกระบวนการแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ บริษัท ifix ให้มีความสะดวกรวดเร็วและแก้ปัญหาได้อย่างถูกต้องตรงตามจุดประสงค์ของการวิจัย

คำสำคัญ: ระบบแจ้งซ่อม ออนไลน์ ความพึงพอใจ อุปกรณ์คอมพิวเตอร์

Abstract

This research was conducted for 1) developing an online computer repair notification system, 2) evaluating the satisfaction of using the online computer repair notification system. It was developed on the Windows 10 Professional operating system and uses the Microsoft Power App program using the Microsoft SharePoint database. who used to try using online computer repair notification system, the results of the study showed that the developed online computer repair notification system was effective and used in the online computer repair notification process. Service providers and users are satisfied with the efficiency and benefits of the online computer repair system overall at a good level ($\bar{X}$= 4.18,S.D. = 0.58). computer ifix company to be convenient, fast and solve problems accurately according to the objectives of the research.

Keywords: Repair system, Online, Satisfaction, Computer equipment

บทนำ

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[3] นักศึกษาสาขาวิชาธุรกิจดิจิทัล คณะบริหารธุรกิจ มหาวิทยาลัยเกษมบัณฑิต
[4] นักศึกษาสาขาวิชาธุรกิจดิจิทัล คณะบริหารธุรกิจ มหาวิทยาลัยเกษมบัณฑิต
[5] นักศึกษาสาขาวิชาธุรกิจดิจิทัล คณะบริหารธุรกิจ มหาวิทยาลัยเกษมบัณฑิต
[6] นักศึกษาสาขาวิชาธุรกิจดิจิทัล คณะบริหารธุรกิจ มหาวิทยาลัยเกษมบัณฑิต
[7] อาจารย์สาขาวิชาธุรกิจดิจิทัล คณะบริหารธุรกิจ มหาวิทยาลัยเกษมบัณฑิต

ปัจจุบัน บริษัท iFix เป็นบริษัทให้บริการเกี่ยวกับบริการออกแบบ Network ออกแบบระบบรักษาความปลอดภัย และอุปกรณ์คอมพิวเตอร์ต่างๆ ซึ่งภายในบริษัทมีช่างประจำการอยู่ในแผนกคอมพิวเตอร์ทั้งหมด 6 คน จะมีการรับงานเป็นจำนวนมาก ในวันหนึ่งๆ ในหนึ่งใบงาน อาจมีได้มากถึง 10 งาน โดยในแต่ละแผนกจะมีการติดต่องานผ่านทางโทรศัพท์ โดยข้อมูลต่างๆ ถูกเก็บลงในรูปแบบของเอกสาร ยากต่อการค้นหาจึงทำให้ล่าช้าเสียเวลาหรืออาจเกิดปัญหาบางประการซึ่งอาจทำให้เอกสารข้อมูลเสียหายได้ ทำให้เกิดความคลาดเคลื่อนทางข้อมูลและล่าช้า ทำให้เกิดข้อผิดพลาดในการทำงาน

บริษัท iFix จึงได้เห็นความสำคัญของการนำคอมพิวเตอร์ผ่านเครือข่ายอินเตอร์เน็ตและเครือข่ายออนไลน์ มาช่วยลดความยุ่งยากจากการจัดการระบบงานเดิม โดยพัฒนาระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ขึ้นมา เพื่อจะนำมาช่วยสื่อสารงานซ่อมบำรุงที่มีประสิทธิภาพและเข้าถึงข้อมูลงานที่รวดเร็วขึ้น ช่วยลดเวลาในการใช้บริการ ช่วยอำนวยความสะดวกในการบันทึกข้อมูล ลดการสูญหายของข้อมูล ลดความผิดพลาดของข้อมูล และง่ายต่อการใช้งาน สามารถลดการเสียหายของเอกสาร ได้รับการแก้ไขอย่างรวดเร็วถูกต้องและตรงจุดมากยิ่งขึ้น ไม่ซ้ำซ้อนและผู้ใช้งานระบบสามารถติดตามผลการดำเนินงานการแจ้งซ่อมผ่านงระบบแจ้งซ่อมออนไลน์ได้

วัตถุประสงค์ของการวิจัย

2.1. พัฒนาระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์

2.2. ประเมินความพึงพอใจการใช้ระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์

วิธีดำเนินการวิจัย

3.1 ประชากรและตัวอย่าง

การรวบรวมความต้องการและศึกษาข้อมูลของโครงงาน Detailed Study โดยทำการรวบรวมความต้องการจากพนักงานในหน่วยงานของบริษัท iFix เกี่ยวกับฟังก์ชั่นการทำงานของระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ สามารถใช้งานอะไรได้บ้าง ต้องให้มีขอบเขตการทำงานอย่างไรศึกษาข้อมูลโครงงานจากเว็บไซต์เพื่อเอามาใช้งานร่วมกับการทำระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ และรวบรวมปัญหาที่ได้จากการปฏิบัติงานเพื่อนำไปแก้ไขและปรับปรุงให้มีประสิทธิภาพในการทำงานมากที่สุด

3.2 เครื่องมือวิจัย

3.2.1. อุปกรณ์และเครื่องมือที่ใช้ในการพัฒนาระบบ

3.2.1.1. ฮาร์ดแวร์ (Hardware)

3.2.1.1.1. เครื่องคอมพิวเตอร์ความเร็ว 4.9 GHz

3.2.1.1.2. หน่วยความจำ 16GB

3.2.1.1.3. หน่วยสำรองข้อมูล 1 TB

3.2.1.2. ซอฟต์แวร์ (Software)

3.2.1.2.1. ระบบปฏิบัติการ Microsoft Windows 10 Professional 64-bit

3.2.1.2.2. โปรแกรม Microsoft Power APP

3.2.1.2.3. โปรแกรม Microsoft Share Point

3.2.2. อุปกรณ์และเครื่องมือที่รองรับในการติดตั้งระบบ

3.2.2.1. ฮาร์ดแวร์ (Hardware)

3.2.2.1.1. เครื่องคอมพิวเตอร์ความเร็ว 2.0 GHz

3.2.2.1.2. หน่วยความจำ 4.0 GB

3.2.2.1.3. หน่วยสำรองข้อมูล 60 GB

3.2.2.2. ซอฟต์แวร์ (Software)

3.2.2.2.1. ระบบปฏิบัติการ Microsoft Windows 7 ขึ้นไป

3.2.2.2.1. Web Browser รองรับ internet explorer 9 ขึ้นไป Google Chrome, Mozilla Firefox

3.3 การเก็บรวบรวมข้อมูล

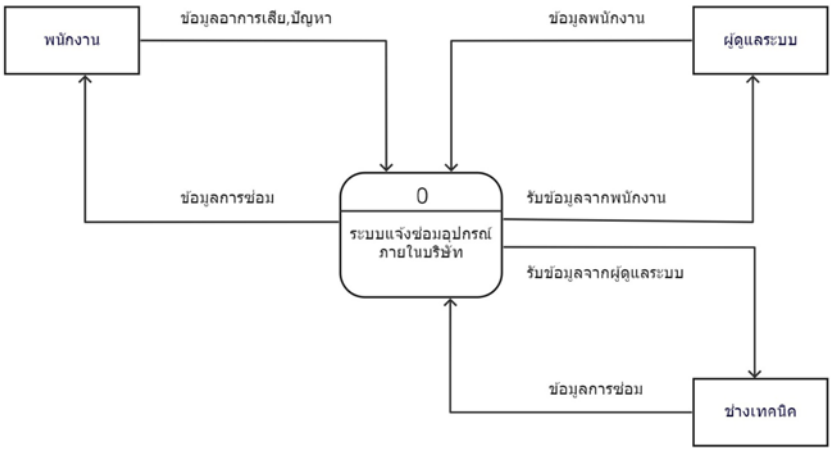
ศึกษาและรวบรวมข้อมูลทำการแบ่งการศึกษาออกเป็น 3 ส่วนคือ ส่วนของการศึกษาปัญหาและวิเคราะห์ความต้องการของระบบ ส่วนของการศึกษาขั้นตอนการพัฒนาระบบ และการศึกษาเครื่องมือต่างๆ ที่ใช้ในการพัฒนาระบบ

3.4 การวิเคราะห์ข้อมูล

เมื่อได้ศึกษาระบบงานและเก็บรวบรวมปัญหาที่พบนำมาวิเคราะห์และวางแผนการปฏิบัติงานเพื่อทำการออกแบบระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ ผู้วิจัยจึงได้นำโปรแกรม Microsoft Power APP มาใช้ในการพัฒนาการวิเคราะห์และออกแบบหน้าจอใช้งานบนเว็บไซต์ นำโปรแกรม Microsoft Share Point มาช่วยในการสร้างฐานข้อมูลและเชื่อมต่อกับหน้าเว็บไซต์ที่ออกแบบไว้ เพื่อให้ตอบสนองความต้องการของพนักงานอย่างสมบูรณ์และให้เกิดความสะดวกสบาย ในการใช้งานมากที่สุด

3.4.1. การวิเคราะห์และการออกแบบระบบ (System Analysis and Design)

3.4.1.1. แผนภาพการไหลของข้อมูลในระบบ ระดับ 0 (Data Flow Diagram Level 0) ผู้วิจัยได้ใช้แผนภาพดาต้าโฟลไดอะแกรม (Data Flow Diagram) เป็นการแสดงความสัมพันธ์ระหว่างผู้ที่มีส่วนเกี่ยวข้องกับระบบ โดยจุดประสงค์หลักของแผนภาพดาต้าโฟลไดอะแกรม คือ มีความสามารถในการแสดงสิ่งแวดล้อมของระบบ โดยสามารถแสดงให้เห็นได้ว่า มีการโต้ตอบกับผู้ที่เกี่ยวข้องกับระบบในส่วนใดบ้างและสามารถแสดงรายละเอียดงานภายในระบบว่ามีกระบวนการทำงานอย่างไร (โอภาส, 2549)



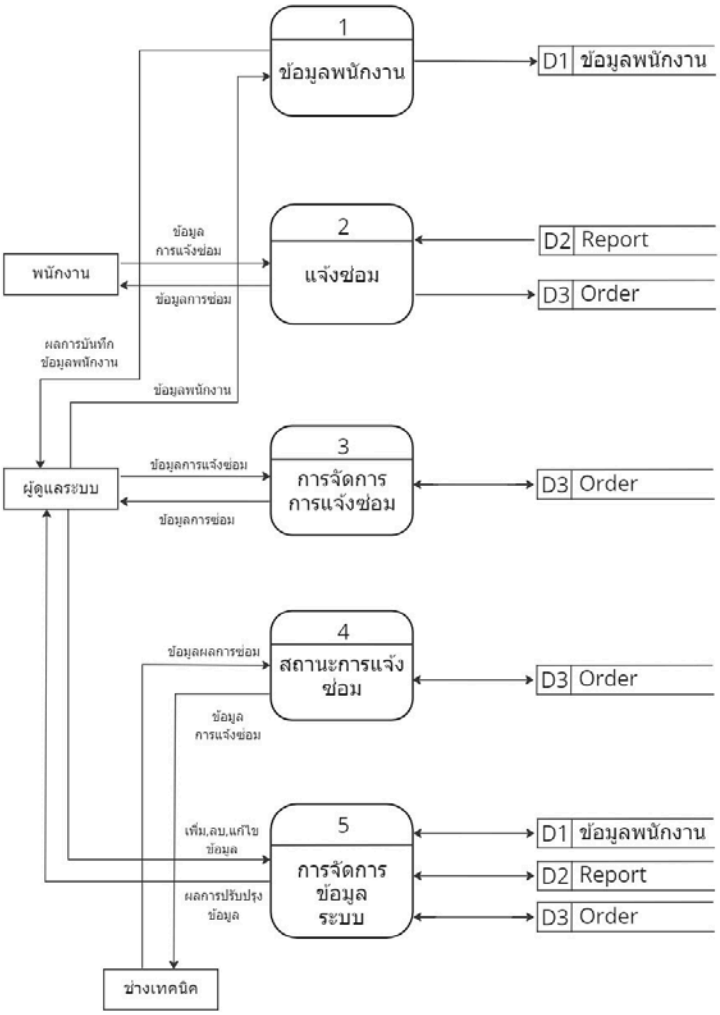
รูปภาพที่ 1 แสดงการไหลของข้อมูลในระบบ ระดับ 0 (Data Flow Diagram Level 0)

3.4.1.2. แผนภาพการไหลของข้อมูลในระบบ ระดับ 1 (Data Flow Diagram Level 1) สามารถแบ่งกระบวนการทำงาน ของระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ บริษัท iFix ดังนี้

3.4.1.2.1. ส่วนจัดการข้อมูลใบแจ้งซ่อม สามารถแบ่งกระบวนการทำงานภายในส่วนจัดการข้อมูลใบแจ้งซ่อมออกเป็น 2 กระบวนการดังนี้

ก) กระบวนการเพิ่มใบแจ้งซ่อม คือกระบวนการเพิ่มข้อมูลใบแจ้งซ่อมเข้าไปในระบบผ่านผู้ใช้งานระบบ ในกระบวนการนี้จะมีการสุ่มข้อมูลเพื่อสร้างเลขที่ใบแจ้งซ่อม ซึ่งมีการตรวจสอบความซ้ำซ้อนของเลขที่ใบแจ้งซ่อมก่อนเพิ่มลงในฐานข้อมูล

ข) กระบวนการตรวจสอบสถานะใบแจ้งซ่อม คือกระบวนการตรวจสอบสถานะใบแจ้งซ่อมของผู้ใช้งาน โดยใช้อีเมลของผู้ใช้และเลขที่ใบแจ้งซ่อมที่ระบบบันทึกไว้ในขั้นตอนแรกเป็นข้อมูลในการตรวจสอบจากฐานข้อมูล



รูปภาพที่ 2 แสดงการไหลของข้อมูลในระบบ ระดับ 1 (Data Flow Diagram Level 1)

3.4 การออกแบบส่วนติดต่อผู้ใช้ (User Interface Design)



รูปภาพที่ 3 แสดงหน้าหลัก



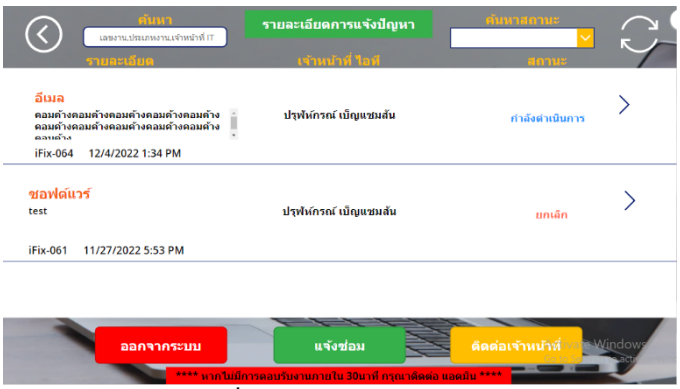
รูปภาพที่ 4 แสดงหน้าสมัครการใช้งาน

แสดงหน้าจอสำหรับลงชื่อสมัครใช้งานเพื่อทำการเข้าสู่ระบบเพื่อใช้งานโปรแกรม ประกอบไปด้วย Username, Name, Surname, E-mail, และ Password ดังตัวอย่าง ผู้ใช้งานระบบจะต้องกรอกข้อมูล เพื่อทำการเข้าใช้งาน



รูปภาพที่ 5 แสดงหน้าสู่ระบบ

เมื่อทำการสมัครใช้งานแล้วทั้งผู้ดูแลระบบและพนักงานลงชื่อเข้าสู่ระบบเพื่อทำการใช้งานโปรแกรมผู้ดูแลระบบเข้าในส่วน (แอดมิน) พนักงานเข้าในส่วน(แจ้งซ่อม) ผู้ใช้งานระบบจะต้องกรอก Username และ Password เพื่อทำการเข้าสู่ระบบแล้วคลิกปุ่ม (แจ้งซ่อม/แอดมิน) หากเป็นพนักงานใหม่ไม่มีข้อมูลในระบบจำเป็นจะต้องแจ้งผู้ดูแลระบบ



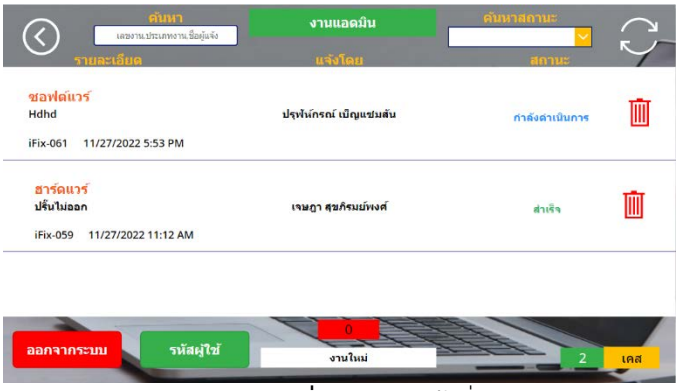
รูปภาพที่ 6 แสดงหน้ารายละเอียดการแจ้งปัญหา

หลังจากกดปุ่มเปิดจ๊อบระบบจะแสดงหน้าจอรายละเอียดให้กรอกข้อมูลการแจ้งซ่อมขึ้นมา โดยพนักงานจะกรอกปัญหาที่ช่องประเภทปัญหาให้เลือกประเภทงานที่แจ้งซ่อม ที่ช่องแผนกให้เลือกแผนกที่ทำการแจ้ง ที่ช่องปัญหาที่แจ้งให้ใส่รายละเอียดการซ่อม ที่ช่องเบอร์ให้ใส่เบอร์ภายในแผนก โดยระบบจะบังคับให้ต้องใส่ข้อมูลทั้งหมด ถ้าไม่ใส่จะมีข้อความแจ้งเตือน หลังจากกดส่งข้อมูลระบบจะเซฟข้อมูลลงในฐานข้อมูล หน้ารายละเอียดแถบสถานะสีแดงอยู่ในช่วงระหว่างการซ่อมหรือดำเนินงาน หน้ารายละเอียดแถบสถานะสีเขียวทั้งหมดแสดงว่าอุปกรณ์ที่แจ้งซ่อมหรือดำเนินงานทำการซ่อมสำเร็จตามที่ผู้ใช้งานแจ้งเข้ามาในระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ บริษัท



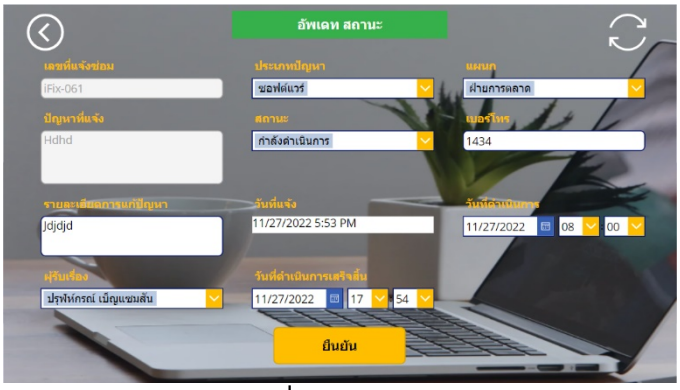
รูปภาพที่ 12 แสดงหน้าที่เปิดงาน

ที่หน้า Login ปุ่มเมนู (About) จะแสดงรายชื่อผู้ดูแลระบบ ที่ปุ่มขวาจากหน้าจอบนปุ่ม (Admin) คลิกเพื่อเข้าสู่ระบบเพื่อทำการใช้งานโปรแกรมผู้ดูแลระบบ ผู้ใช้งานระบบจะต้องกรอก Username และ Password เพื่อทำการเข้าสู่ระบบ



รูปภาพที่ 12 แสดงหน้าที่เปิดงาน

ในส่วนของหน้าAdmin ที่หน้า New Job ผู้ดูแลระบบจะเห็นข้อมูลแสดงรายการแจ้งซ่อมจากจากแผนกต่างๆ ที่ได้ทำการแจ้งซ่อมออนไลน์เข้ามาในระบบ ผู้ดูแลระบบสามารถทำการค้นหาข้อมูลการแจ้งซ่อม ลบ แก้ไขข้อมูลได้



รูปภาพที่ 13 แสดงหน้าอัพเดทสถานะ

ในส่วนของหน้า Update Status ผู้ดูแลระบบทำการใส่รายเอียดข้อมูล เพื่อทำการแจ้งสถานะให้ผู้ใช้งานสามารถดูสถานะของการซ่อมแต่ละรายการดำเนินการไปถึงไหนแล้ววันที่เท่าไร



รูปภาพที่ 13 แสดงหน้าสถานะของงาน

จากรูปภาพในส่วนของผู้ใช้งานจะเห็นสถานะที่ทางผู้ดูแลระบบทำการแจ้งสถานะให้ผู้ใช้งานสามารถดูสถานะของการซ่อมแต่ละรายการดำเนินการไปถึงไหนแล้ววันที่เท่าไร แถบสีแดง "กำลังดำเนินการ" ที่แถบสีเขียวสถานะ "สำเร็จ" แสดงว่าอุปกรณ์ที่แจ้งซ่อมหรือดำเนินงานทำการซ่อมสำเร็จ ตามที่ผู้ใช้งานแจ้งเข้ามาในระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ บริษัท iFix

4. ผลการวิจัย

4.1. การประเมินผล (Deployment and Evaluation)

การประเมินผลจัดเป็นกระบวนการสุดท้ายในการวิจัยครั้งนี้ เมื่อระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์บริษัท iFix ได้ทำการพัฒนาจนกระทั่งเสร็จสมบูรณ์แล้ว ผู้วิจัยจะทำการประเมินความพึงพอใจต่อระบบ โดยการใช้แบบสอบถามเป็นเครื่องมือในการประเมินความพึงพอใจต่อระบบจากกลุ่มตัวอย่างเมื่อกลุ่มตัวอย่างทำแบบประเมินความพึงพอใจเสร็จเรียบร้อยผู้วิจัยจะดำเนินการวิเคราะห์ผลการประเมินความพึงพอใจที่ได้จากกลุ่มตัวอย่างโดยใช้หลักการทางสถิติเพื่อสรุปผลการประเมินว่าโปรแกรมที่ได้พัฒนาขึ้นมีความพึงพอใจ อยู่ในระดับใด

เกณฑ์การให้คะแนนของแบบประเมินความพึงพอใจ แบบประเมินความพึงพอใจของระบบได้กำหนดเกณฑ์ตามวิธีของไลเคอร์ท (Likert) โดยประกอบด้วยมาตรอันดับ (Rating Scale) เชิงคุณภาพ 5 ระดับ และมาตรอันดับเชิงปริมาณ 5 ระดับด้วยกัน โดยจะให้คะแนนในแต่ละข้อตามความเหมาะสมซึ่งมีลำดับตามความหมายของคะแนน ดังตาราง

เกณฑ์การให้คะแนนของแบบประเมินความพึงพอใจ

ตารางที่ 1 เกณฑ์การให้ผลคะแนนของแบบประเมิน

เกณฑ์การให้คะแนน	ความหมาย
5	โปรแกรมที่พัฒนามีความพึงพอใจในระดับดีมาก
4	โปรแกรมที่พัฒนามีความพึงพอใจในระดับดี
3	โปรแกรมที่พัฒนามีความพึงพอใจในระดับปานกลาง
2	โปรแกรมที่พัฒนามีความพึงพอใจในระดับน้อย
1	โปรแกรมที่พัฒนามีความพึงพอใจในระดับน้อยมาก

เกณฑ์การแปลความหมายของข้อมูล

ตารางที่ 2 เกณฑ์การแปลผลคะแนนของแบบประเมิน

ระดับเกณฑ์การให้คะแนน		ความหมาย
เชิงคุณภาพ	**เชิงปริมาณ**	
ดีมาก	4.51 - 5.00	โปรแกรมที่พัฒนามีความพึงพอใจในระดับดีมาก
ดี	3.51 - 4.50	โปรแกรมที่พัฒนามีความพึงพอใจในระดับดี
ปานกลาง	2.51 - 3.50	โปรแกรมที่พัฒนามีความพึงพอใจในระดับปานกลาง
น้อย	1.51 - 2.50	โปรแกรมที่พัฒนามีความพึงพอใจในระดับน้อย
น้อยมาก	1.00 - 1.50	โปรแกรมที่พัฒนามีความพึงพอใจในระดับน้อยมาก

ตารางที่ 3 ผลการประเมินความพึงพอใจระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์

รายการ	$\bar{x}$	S.D.	ระดับความพึงพอใจ
1.ความรวดเร็วในการให้บริการซ่อมภายหลังการรับแจ้ง	4.06	0.57	**ดี**
2.ความถูกต้องของการประมวลผล	4.06	0.44	**ดี**
3.ความรวดเร็วในการตอบสนองของระบบ	4.31	0.48	**ดี**
4.การเชื่อมต่อของระบบฐานข้อมูลมีประสิทธิภาพต่อการใช้งาน	4.25	0.58	**ดี**
5.ความง่ายและไม่ซับซ้อนของการใช้งานระบบ	3.75	1.00	**ดี**
6.การกำหนดสิทธิ์ในการเข้าถึงข้อมูลของผู้ใช้งาน	4.25	0.58	**ดี**
7.สะดวกในการติดตามข้อมูล	4.25	0.58	**ดี**
8.โปรแกรมช่วยทำให้การทำงานรวดเร็วขึ้น	4.25	0.45	**ดี**
9.ความสามารถของระบบในการนำไปใช้ประโยชน์	4.25	0.51	**ดี**
โดยรวม	**4.18**	**0.58**	**ดี**

สรุปผลและอภิปรายผล

5.1 สรุปผล

โปรแกรมระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ บริษัท iFix เป็นเครื่องมือในการสนับสนุนการทำงานของบุคลากรทั้งฝ่ายเจ้าหน้าที่ของช่างซ่อมบำรุงเครื่องคอมพิวเตอร์และฝ่ายผู้ใช้งานคือเจ้าหน้าที่ฝ่ายสนับสนุน และสามารถตอบสนองความต้องการได้อย่างรวดเร็ว จากการพัฒนาระบบได้แบ่งการทำงานของระบบออกเป็นสองส่วน คือ ส่วนของผู้ใช้งานที่สามารถทำการแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ได้อย่างสะดวกรวดเร็ว และส่วนของช่างซ่อมบำรุงเครื่องคอมพิวเตอร์ที่สามารถเฝ้าติดตามการแจ้งซ่อมได้ทันทีทันใดและสามารถตรวจสอบการซ่อมได้อย่างรวดเร็ว เมื่อทำการพัฒนาระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ บริษัท iFix เป็นที่เรียบร้อย ผู้วิจัยได้ทำการทดสอบกระบวนการทำงานของระบบโดยผู้วิจัยเป็นผู้ทดสอบ เพื่อตรวจสอบความผิดพลาดที่เกิดขึ้นพร้อมดำเนินการแก้ไข หลังจากนั้นได้ทำการทดสอบการยอมรับระบบด้วยการทดสอบระบบโดยกลุ่มตัวอย่างและทำการประเมินความพึงพอใจจากกลุ่มตัวอย่าง ซึ่งสามารถจำแนกกลุ่มตัวอย่างเป็น 2 กลุ่ม ได้แก่กลุ่มผู้เชี่ยวชาญจำนวน 6 คน และกลุ่มผู้ใช้งานทั่วไป จำนวน 134 คน โดยผลการวิเคราะห์ข้อมูลการประเมินความพึงพอใจต่อระบบพบว่าผู้เชี่ยวชาญทำการประเมินความพึงพอใจต่อระบบอยู่ในระดับดีโดยมีค่าเฉลี่ยเท่ากับ 4.45 (ค่าส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.24) กลุ่มผู้ใช้งานทั่ว ไปประเมินความพึงพอใจต่อระบบอยู่ในระดับดีโดยมีค่าเฉลี่ยเท่ากับ 4.45 (ค่าส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.16) ดังนั้นสามารถสรุปได้ว่าระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ บริษัท iFix ที่พัฒนาขึ้น มีการประเมินความพึงพอใจอยู่ในระดับดี

5.2 อภิปรายผล

จากการทำวิจัย เพื่อการพัฒนาระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ บริษัท iFix สามารถอภิปรายผลการวิจัยของระบบจากการประเมินความพึงพอใจทั้ง 4 ด้าน ดังนี้

5.2.1. การประเมินด้านการติดต่อระหว่างระบบกับผู้ใช้ระบบ โดยทำการประเมินจากกลุ่มผู้เชี่ยวชาญและกลุ่มผู้ใช้งาน พบว่ามีความพึงพอใจด้านการติดต่อระหว่างระบบโปรแกรมกับผู้ใช้ระบบในระดับดี ทั้งประเด็นด้านความยากง่ายในการใช้งานระบบที่ทำการพัฒนาขึ้น ความเหมาะสมในการจัดวางตำแหน่งข้อความ ปุ่ม เมนูและภาพ ความเหมาะสมในการใช้สีและขนาดตัวอักษร ประเด็นด้านปุ่ม คำอธิบายมีความชัดเจนและง่ายต่อการเข้าใจ การแสดงผลข้อมูลมีความเป็นรูปแบบและเป็นมาตรฐานเดียวกัน ความสวยงามของระบบและภาพรวมของระบบ

5.2.2 การประเมินด้านการประมวลผลของระบบ โดยประเมินจากกลุ่มผู้เชี่ยวชาญและกลุ่มผู้ใช้งาน พบว่ามีความพึงพอใจด้านการประมวลผลของโปรแกรมระบบในระดับดี ทั้งประเด็นความถูกต้องในการเพิ่มข้อมูล การสืบค้นข้อมูล การแก้ไขข้อมูล การลบข้อมูล การนำเสนอข้อมูล

5.2.3 การประเมินด้านสิทธิ์ และความปลอดภัยของระบบ โดยประเมินจากกลุ่มผู้เชี่ยวชาญและกลุ่มผู้ใช้งาน พบว่ามีความพึงพอใจด้านสิทธิ์และความปลอดภัยของโปรแกรมระบบ ในระดับดีมากทั้งประเด็นความสามารถในการตรวจสอบสิทธิ์การเข้าใช้งานได้อย่างถูกต้อง ความสามารถในการเข้าใช้งานได้ตามระดับสิทธิ์ที่กำหนดได้อย่างถูกต้อง และความสามารถของระบบในการป้องกันการเข้าใช้งานระบบ ในกรณีที่ผู้ใช้ไม่ได้ทำการเข้าสู่ระบบ (Login)

5.2.4 การประเมินด้านการตรงตามความต้องการของผู้ใช้ โดยประเมินจากกลุ่มผู้เชี่ยวชาญและกลุ่มผู้ใช้งาน พบว่ามีความพึงพอใจด้านการตรงตามความต้องการของผู้ใช้ในระดับดี ทั้งประเด็นความถูกต้องในการนำเสนอข้อมูลพื้นฐานภายในระบบ การจัดการและการแสดงข้อมูลผู้ใช้ระบบ การแสดงรายละเอียดข้อมูลการแจ้งซ่อม และการแสดงข้อมูลสถานะของการซ่อมบำรุง

ข้อเสนอแนะ

6.1 ข้อเสนอแนะในการนำผลวิจัยไปใช้

จากการที่ได้พัฒนาระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ บริษัท iFix สามารถทำได้ตามวัตถุประสงค์ที่ตั้งไว้ได้อย่างสมบูรณ์ตามที่กำหนดไว้

6.1.1. ผู้ดูแลระบบสามารถดูรายการแจ้งซ่อม เพิ่ม แก้ไขข้อมูลและรายละเอียดต่างๆ และส่งงานต่อให้ช่างได้ เจ้าหน้าที่สามารถแจ้งซ่อมออนไลน์ ดูรายละเอียดใบงาน สามารถเรียกดูใบงานย้อนหลังได้

6.1.2. ช่างเทคนิคคอมพิวเตอร์สามารถเข้ามารับงานผ่านหน้าเว็บไซต์และปิดงานผ่านหน้าเว็บไซต์ได้

6.2 ข้อเสนอแนะในการวิจัยครั้งต่อไป

6.2.1. พัฒนาระบบแจ้งซ่อมอุปกรณ์คอมพิวเตอร์ออนไลน์ ให้สามารถแจ้งซ่อมผ่านโมบายแอปพลิเคชันในระบบปฏิบัติการแอนดรอยด์และระบบปฏิบัติการไอโอเอส (iOS) ได้

6.2.2. รูปแบบรายงานอาจมีการเพิ่มเติมโดยการนำเสนอข้อมูลให้แสดงในรูปแบบของกราฟ เพื่อให้เห็นภาพรวมที่ชัดเจน และสามารถนำระบบไปใช้งานร่วมกับระบบอื่นๆของบริษัท iFix ได้ เช่น เชื่อมโยงข้อมูลกับระบบพัสดุส่วนกลางสำหรับลดขั้นตอนในการจัดสต๊อกและการเบิกจ่ายพัสดุ

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BUS-007

ระบบสารสนเทศร้านขายรองเท้าผ้าใบ
The Information Systems of Sneaker Shop

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อพัฒนาระบบสารสนเทศร้านขายรองเท้าผ้าใบ และเพื่อประเมินความพึงพอใจของระบบสารสนเทศร้านขายรองเท้าผ้าใบ ผู้วิจัยทำการศึกษาขั้นตอนการทำงานเพื่อสามารถบริหารจัดการให้มีความเหมาะสมกับการทำงานเพื่อลดปัญหาในการจัดเก็บเอกสาร และออกแบบระบบตามวงจรการพัฒนาระบบ(SDLC) และการออกแบบฐานข้อมูล เชิงสัมพันธ์ โดยใช้โปรแกรม Microsoft Access ในการจัดฐานข้อมูลและโปรแกรม Microsoft Visual Studio ใน การพัฒนาส่วนติดต่อผู้ใช้ และประมวลผล ผลการวิจัยพบว่า ระบบงานนี้สามารถจัดเก็บข้อมูลหลัก เช่น ข้อมูลการซื้อ ขายสินค้า และข้อมูลลูกค้า โดยการจัดการข้อมูลสินค้า การรับสินค้าเข้าคลังสินค้า และการขายสินค้า รวมทั้งการออกรายงานการขาย และความพึงพอใจของผู้ใช้งานที่มีต่อระบบสารสนเทศร้านขายรองเท้าผ้าใบในด้านการออกแบบและจัดรูปแบบ ได้ค่าเฉลี่ยอยู่ที่ 3.77 และในด้านการนำไปใช้ประโยชน์ได้ค่าเฉลี่ยอยู่ที่ 3.93 การนำระบบงานนี้เข้ามาช่วยการจัดการข้อมูลสินค้า ทำให้การตรวจสอบฐานข้อมูลสินค้าเป็นไปได้อย่างรวดเร็ว ถูกต้อง แม่นยำ และสามารถนำไปใช้ประโยชน์ได้จริง

คำสำคัญ: ระบบสารสนเทศ ร้านขายรองเท้าผ้าใบ การพัฒนาระบบ

Abstract

The objective of this study was to develop information systems, sneakers. And to assess the satisfaction of the information system, sneakers The researcher studied the work procedures to be able to manage to be suitable for work to reduce document storage problems. And design the system according to the system development circuit (SDLC) and the relationship database design using the Microsoft Access program to organize the database and Microsoft Visual Studio. In the development of users and processing, the research found that This system can store main data such as purchasing information, selling products and customer information. By product management Receive products to warehouses And selling products Including sales reports And the satisfaction of users towards information systems, sneakers in the design and format Average is 3.77 and in terms of use The average value is 3.93. Bringing this system to help manage product information. Makes the product database inspection quickly, accurate, accurate and can be used for real use

Keywords: Information Systems, Sneaker Shop, System Development

บทนำ

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มีผู้คนจำนวนมากให้ความสำคัญกับการเลือกรองเท้าเพราะเป็นส่วนหนึ่งของเครื่องแต่งกายที่ส่งเสริมให้บุคคลมีบุคลิกและภาพลักษณ์ที่ดีขึ้น พฤติกรรมการซื้อของคนในยุคปัจจุบันก็เปลี่ยนไปตามเทคโนโลยีเพราะในปัจจุบันระบบสารสนเทศเป็นสิ่งที่สำคัญสำหรับทุกคนรวมทั้งอุปกรณ์สื่อสาร และคอมพิวเตอร์ ที่เข้ามาช่วยอำนวยความสะดวกในการดำเนินงาน ทำให้การเข้าถึงข้อมูลมีความรวดเร็วและมีประสิทธิภาพ ช่วยประหยัดต้นทุนในการดำเนินงานทางด้านต่างๆ ของร้านค้า เช่น การค้นหาข้อมูลสินค้า การจัดจำหน่ายอย่างเป็นระบบ การเก็บข้อมูลสินค้า เป็นต้น

ในปัจจุบันร้านขายรองเท้าผ้าใบ ยังไม่ได้มีการนำโปรแกรมสำเร็จรูปเข้ามาช่วยในการดำเนินงาน การบันทึก การแก้ไขการสั่งซื้อสินค้า การขายสินค้า ยังเป็นการเขียนด้วยมือ (Manual) ซึ่งบางครั้งทำให้ลืมลงบันทึกข้อมูล ทำให้ข้อมูลเกิดความทับซ้อนและเกิดการล่าช้ามีความผิดพลาดบ่อยครั้งและเสียหาย

จากปัญหาที่กล่าวมาข้างต้น ทางร้านขายรองเท้าผ้าใบ จึงมีความคิดริเริ่ม ที่จะนำคอมพิวเตอร์ และซอร์ฟแวร์ เข้ามาใช้ในการทำงาน โดยการนำโปรแกรมประยุกต์บนระบบปฏิบัติการวินโดวส์ (Windows Applications) ใช้ Microsoft Visual Basic เป็น IDE (Integrated Development Environment) ในการเขียนโค๊ด สำหรับภาษาที่ใช้คือ VB.NET และการจัดการฐานข้อมูลได้ใช้ Microsoft Access เป็นตัวจัดการฐานข้อมูล หรือ DBMS (Database Management System) เพื่อให้สะดวก รวดเร็วต่อการใช้งาน

วัตถุประสงค์ของการวิจัย

1. เพื่อพัฒนาระบบสารสนเทศร้านขายรองเท้าผ้าใบ
2. เพื่อประเมินความพึงพอใจระบบสารสนเทศร้านขายรองเท้าผ้าใบ

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ คือ พนักงานร้านขายรองเท้าผ้าใบ จำนวน 6 คน

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรอิสระ ได้แก่

1. ปัจจัยส่วนบุคคลของกลุ่มตัวอย่าง
    1.1 เพศ
    1.2 อายุ
    1.3 ระดับการศึกษา
    1.4 สิทธิ์การเข้าใช้งานระบบ
    1.5 ความถี่ในการใช้งาน

ตัวแปรตาม ได้แก่

1.ความพึงพอใจของผู้ใช้งานระบบสารสนเทศร้านขายรองเท้าผ้าใบ
    1.1 ด้านการออกแบบและการจัดรูปแบบ
    1.2 ด้านการนำไปใช้ประโยชน์

ขอบเขตการวิจัย

งานวิจัยนี้ศึกษาเฉพาะการใช้ระบบสารสนเทศร้านขายรองเท้าผ้าใบและเพิ่มประสิทธิภาพการจัดระบบภายในร้านขายรองเท้าผ้าใบ

เครื่องมือที่ใช้ในการวิจัย

1. โปรแกรม Microsoft Visual Studio
2. โปรแกรม Microsoft Access
3. โปรแกรม IBM SPSS Statistics
4. แบบสอบถามความพึงพอใจ แบบมาตราส่วน 5 ระดับตามวิธีของลิเคิร์ท (Likert) โดยกำหนดเกณฑ์การประเมินตามค่าเฉลี่ยดังนี้ (ธานินทร์ ศิลป์จารุ,2551)

ระดับคะแนน 5 ระดับประสทธิภาพมากที่สุด
ระดับคะแนน 4 ระดับประสิทธิภาพมาก
ระดับคะแนน 3 ระดับประสิทธิภาพปานกลาง

ระดับคะแนน 2 ระดับปรสิทธิภาพน้อย

ระดับคะแนน 1 ระดับประสิทธิภาพน้อยที่สุด

ในส่วนการวิเคราะห์ผลการประเมินประสิทธิภาพผู้วิจัยวิเคราะห์ข้อมูลโดยใช้สถิติค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานนโดยนำผลที่ได้เทียบกับเกณฑ์การประเมิน (พิสุทธา อารี ราษฎร์. 2551: 176) ดังนี้

ค่าเฉลี่ยเท่ากับ 4.50 – 5.00 หมายความว่า ระดับมากที่สุด

ค่าเฉลี่ยเท่ากับ 3.50 – 4.49 หมายความว่า ระดับมาก

ค่าเฉลี่ยเท่ากับ 2.50 – 3.49 หมายความว่า ระดับปานกลาง

ค่าเฉลี่ยเท่ากับ 1.50 – 2.49 หมายความว่า ระดับน้อย

ค่าเฉลี่ยเท่ากับ 1.00 – 1.49 หมายความว่า ระดับน้อยที่สุด

ขั้นตอนการวิจัย

การวิจัยครั้งนี้ได้ดำเนินการตามกระบวนการ SDLC ดังต่อไปนี้ เกียรติพงษ์ อุดมธนะธีระ (2562)

1. การค้นหาปัญหาขององค์กร (Problem Recognition) ดำเนินการเก็บรวบรวมข้อมูล และวิเคราะห์ข้อมูล กำหนดประเด็นปัญหาที่ต้องดำเนินงาน

2. การศึกษาความเหมาะสม (Feasibility Study) ทำการศึกษาความเป็นไปได้ในด้านเครื่องมือที่ต้องนำมาใช้ในการพัฒนาระบบ และเครื่องมือสำหรับใช้งานในหน่วยงาน ความพร้อมด้านบุคลากรผู้พัฒนาระบบ และผู้ใช้งาน และความคุ้มค่าความเหมาะสมในด้านงบประมาณสำหรับใช้ในการพัฒนาระบบใหม่ กับระยะเวลาดำเนินงาน

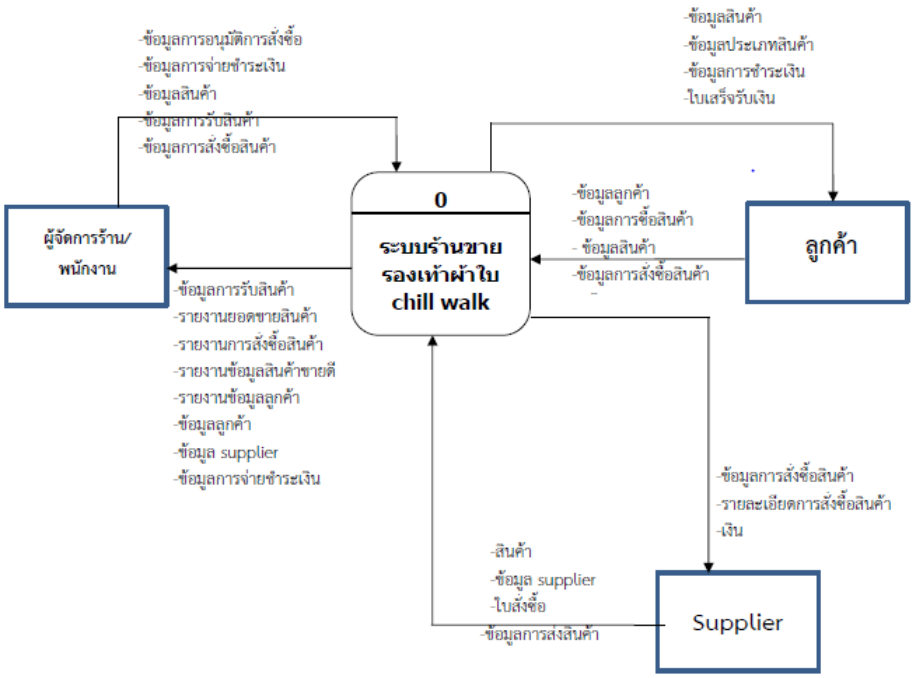
3. การวิเคราะห์ (Analysis) นำข้อมูลที่ได้จากขั้นกำหนดปัญหา มาใช้ดำเนินการวิเคราะห์ข้อมูลและออกแบบระบบงานใหม่ ด้วยแผนผังบริบทระบบงาน (Context Diagrams) แผนภาพข้อมูล (Data flow Diagram) กระบวนการขั้นตอนในระบบใช้โปรแกรม Microsoft Visual Basic และฐานข้อมูลใช้โปรแกรม Microsoft Access

4. การออกแบบ (Design) นำข้อมูลในขั้นการวิเคราะห์ มาดำเนินการออกแบบสถาปัตยกรรมของระบบ ออกแบบส่วนดำเนินงานของผู้ใช้ (User Interface) ออกแบบฐานข้อมูล และออกแบบรูปแบบการใช้งานระบบฯ

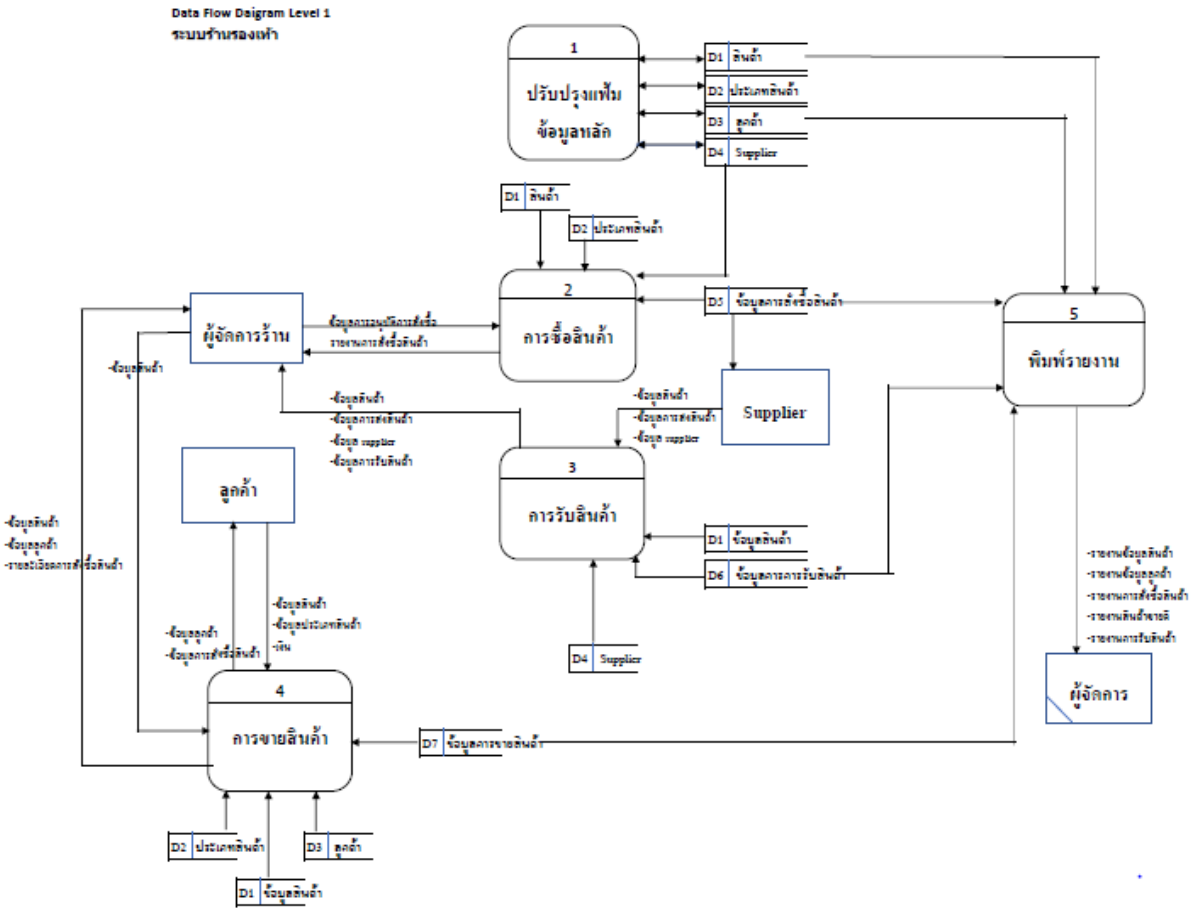
5.การพัฒนาระบบและทดสอบ (Development & Test) ทำการพัฒนาตามที่ได้ออกแบบ จากการออกแบบที่ได้ดำเนินไว้และดำเนินการทดสอบ ทดลองข้อผิดพลาดของระบบจนเสร็จสมบูรณ์ ก่อนนำสู่การติดตั้งใช้งานจริง

6.การติดตั้งและการใช้งาน (Implement) ดำเนินการติดตั้งระบบ และประเมินประสิทธิภาพของระบบจากผู้ใช้งานและผู้ดูแลระบบ

7. บำรุงรักษา (Maintenance) นำผลการประเมินและข้อเสนอแนะ มาดำเนินการปรับปรุง แก้ไขระบบในส่วนต่างๆ เพื่อให้ได้ระบบที่เหมาะสมและมีประสิทธิภาพ



รูปที่ 1 แสดงแผนภาพกระแสข้อมูลระดับภาพรวม (Data Flow Diagram: Context Diagram)



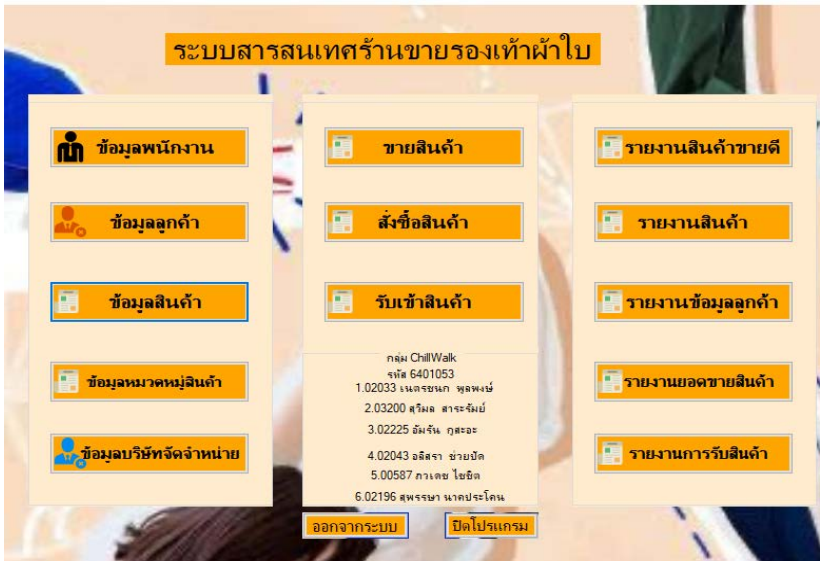
รูปที่ 2 แสดงแผนภาพกระแสข้อมูลระดับที่ 1 (Data Flow Diagram Level1)

สรุปผลการวิจัย

1. ผู้วิจัยได้พัฒนาระบบสารสนเทศร้านขายรองเท้าผ้าใบ ตามกระบวนการของวงจรพัฒนาระบบ โดยศึกษาความเป็นไปได้ในการพัฒนาระบบสารสนเทศร้านขายรองเท้าผ้าใบ ศึกษาผลงานวิจัยในหัวข้อที่ใกล้เคียงและเกี่ยวข้อง จากนั้นทำการวิเคราะห์ความต้องการของผู้ใช้งาน ออกแบบหน้าจอรับข้อมูลและแสดงผลข้อมูล ออกแบบผังกระบวนการทำงาน ออกแบบการไหลของข้อมูลและออกแบบฐานข้อมูลที่ใช้ในระบบ จากนั้นจึงพัฒนาระบบโดยใช้โปรแกรม Microsoft Visual Studio และ Microsoft Access จนได้ระบบสารสนเทศร้านขายรองเท้าผ้าใบ ตามที่ผู้วิจัยได้วิเคราะห์และออกแบบไว้

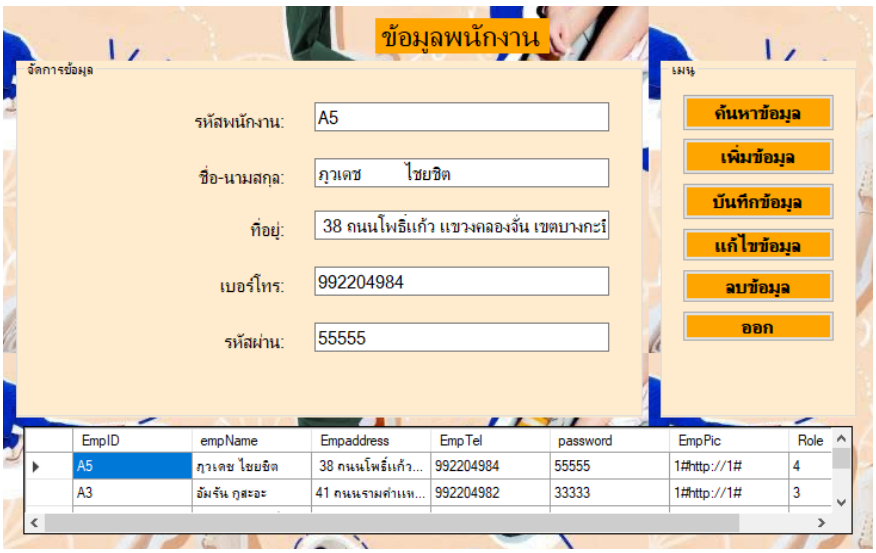
1. ผลการพัฒนาระบบสารสนเทศร้านขายรองเท้าผ้าใบ

ระบบสารสนเทศร้านขายรองเท้าผ้าใบ มีการทำงานอยู่ 8 ส่วนหลักๆ โดยมีรายละเอียดดังนี้



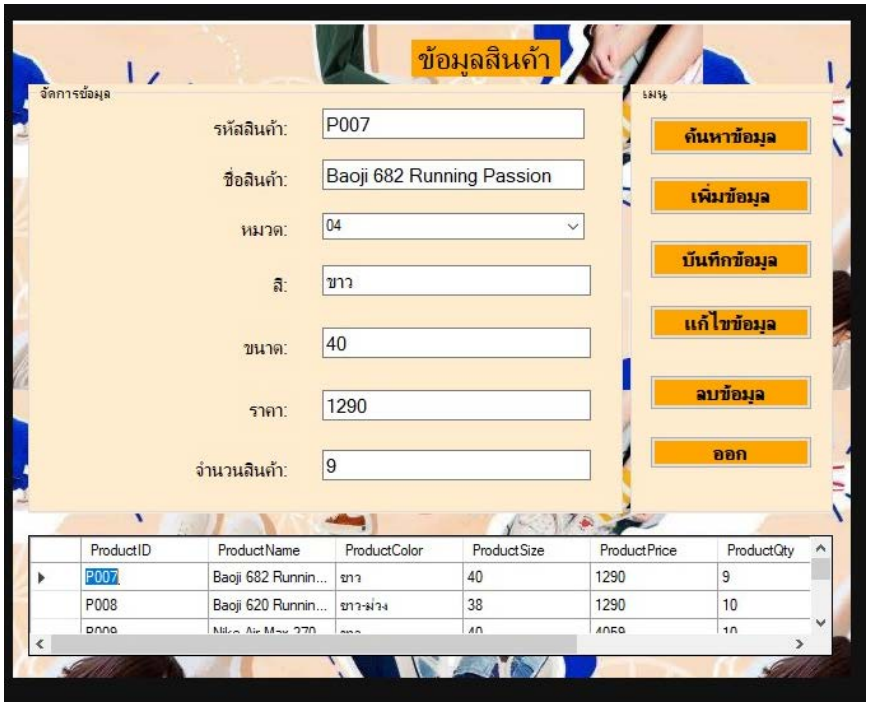
รูปที่ 3 แสดงข้อมูลหน้าเมนูหลัก

จากรูปที่ 3 แสดงถึงหน้าหลักในการทำงาน มีการทำงานในส่วน ข้อมูลพื้นฐาน จัดการข้อมูลพนักงาน ข้อมูลสินค้า ข้อมูลลูกค้า ข้อมูลหมวดสินค้า ข้อมูลขายสินค้า ข้อมูลการสั่งซื้อสินค้า ข้อมูลรับเข้าสินค้า การออกรายงาน และ ออกโปรแกรม



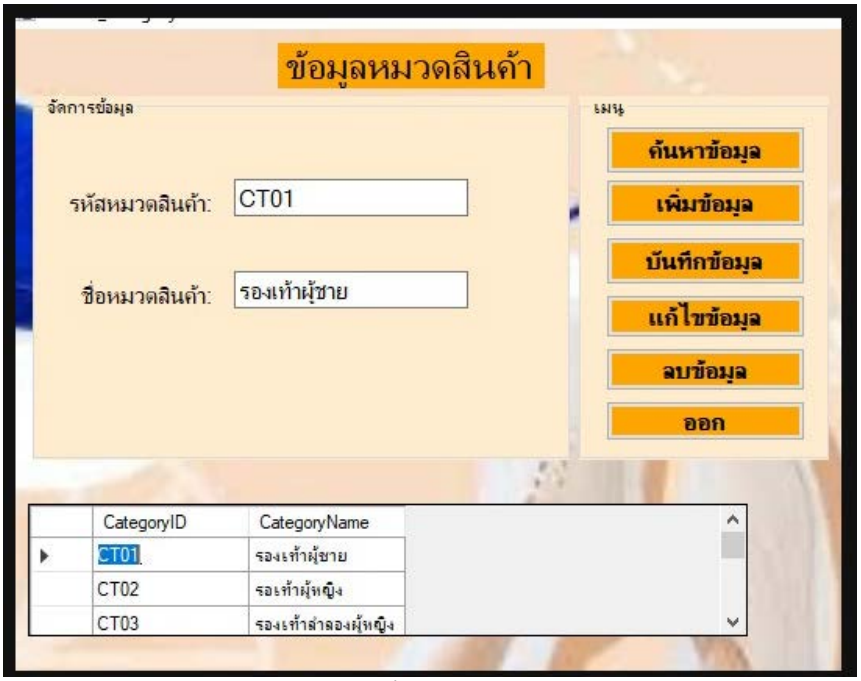
รูปที่ 4 แสดงข้อมูลพื้นฐานข้อมูลพนักงาน

จากรูปที่ 4 แสดงหน้าจอข้อมูลพื้นฐาน ข้อมูลพนักงาน สามารถค้นหาข้อมูล เพิ่มข้อมูล บันทึกข้อมูล แก้ไขข้อมูล ลบข้อมูล และออกจากระบบได้



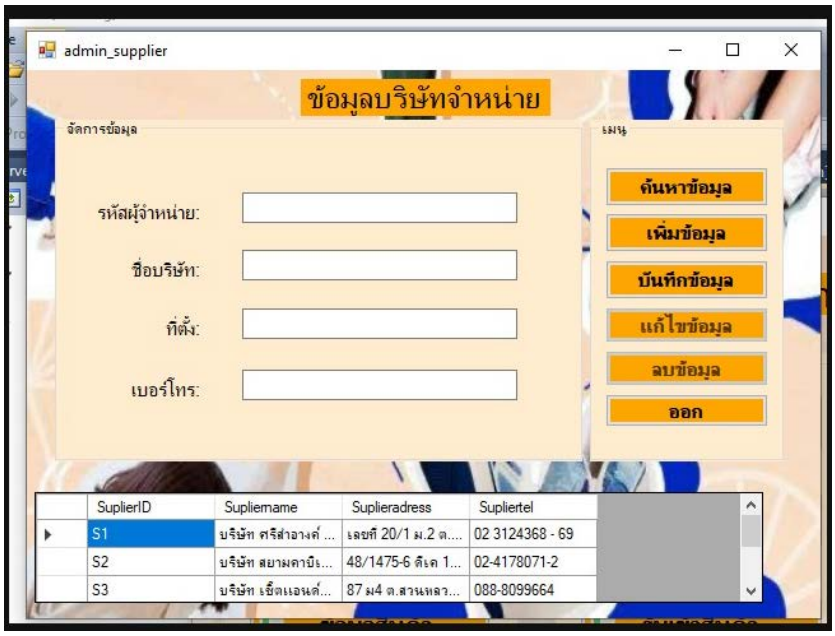
รูปที่ 5 แสดงข้อมูลพื้นฐานข้อมูลสินค้า

จากรูปที่ 5 แสดงหน้าจอ ข้อมูลพื้นฐานข้อมูลสินค้า สามารถ ค้นหาข้อมูล เพิ่มข้อมูล บันทึกข้อมูล แก้ไขข้อมูล ลบข้อมูล และออกจากระบบ



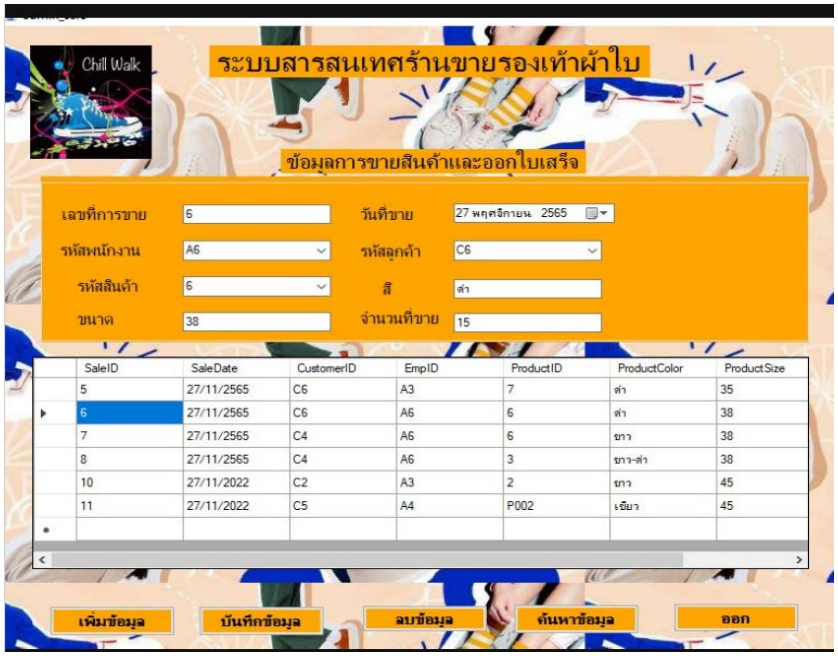
รูปที่ 6 แสดงข้อมูลพื้นฐานข้อมูลหมวดสินค้า

จากรูปที่ 6 แสดงหน้าจอ ข้อมูลพื้นฐานข้อมูลหมวดสินค้า สามารถ ค้นหาข้อมูล เพิ่มข้อมูล บันทึกข้อมูล แก้ไขข้อมูล ลบข้อมูล และออกจากระบบ



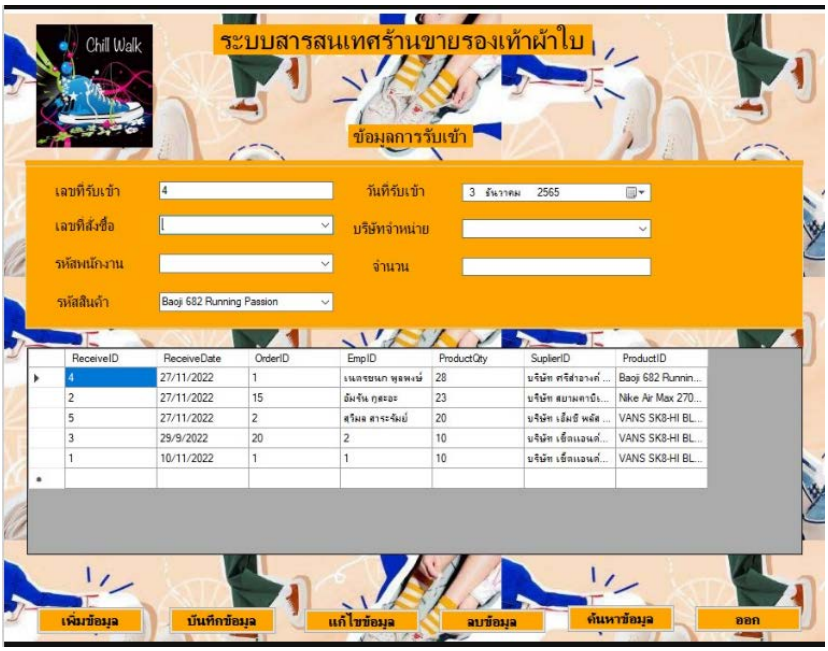
รูปที่ 7 แสดงข้อมูลพื้นฐานข้อมูลบริษัทจำหน่าย

จากรูปที่ 7 แสดงหน้าจอ ข้อมูลพื้นฐานข้อมูลบริษัทจำหน่าย สามารถ ค้นหาข้อมูล เพิ่มข้อมูล บันทึกข้อมูล แก้ไขข้อมูล ลบข้อมูล และออกจากระบบ



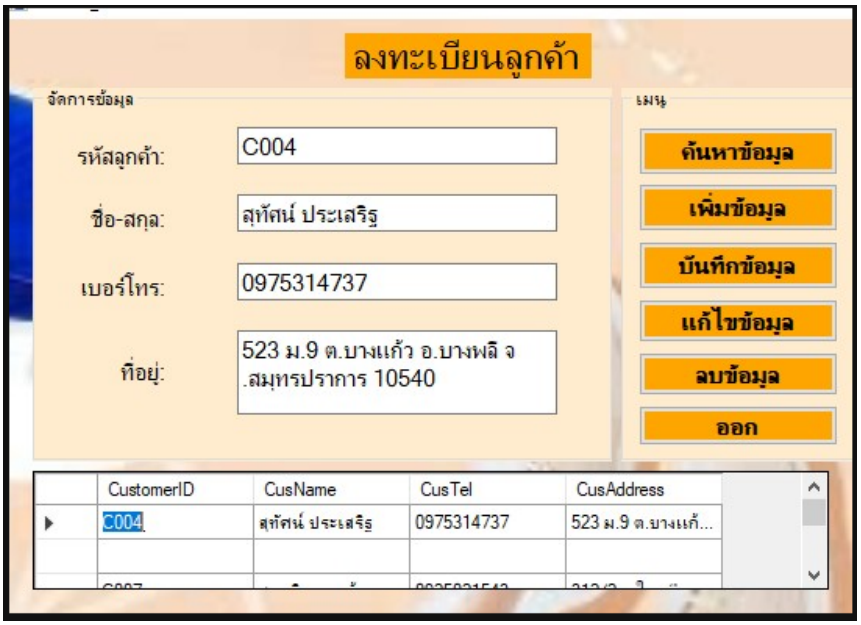
รูปที่ 8 แสดงข้อมูลพื้นฐานข้อมูลบริษัทจำหน่าย

จากรูปที่ 8 แสดงหน้าจอ ข้อมูลพื้นฐานข้อมูลขายสินค้า สามารถ ค้นหาข้อมูล เพิ่มข้อมูล บันทึกข้อมูล แก้ไขข้อมูล ลบข้อมูล และออกจากระบบ



รูปที่ 9 แสดงข้อมูลพื้นฐานข้อมูลบริษัทจำหน่าย

จากรูปที่ 9 แสดงหน้าจอ ข้อมูลพื้นฐานข้อมูลการรับเข้าสินค้า สามารถ ค้นหาข้อมูล เพิ่มข้อมูล บันทึกข้อมูล แก้ไขข้อมูล ลบข้อมูล และออกจากระบบ



รูปที่ 10 แสดงข้อมูลพื้นฐานข้อมูลลูกค้า

จากรูปที่ 10 แสดงหน้าจอ ข้อมูลพื้นฐานข้อมูลลูกค้า สามารถ ค้นหาข้อมูล เพิ่มข้อมูล บันทึกข้อมูล แก้ไขข้อมูล ลบข้อมูล และออกจากระบบ

2. ผลการประเมินความพึงพอใจของผู้ใช้งาน

ผลการประเมินความพึงพอใจของผู้ใช้งานระบบสารสนเทศร้านขายรองเท้าผ้าใบ ในด้านการออกแบบและจัดรูปแบบและด้านการนำไปใช้ประโยชน์ โดยประเมินจากประชากรกลุ่มตัวอย่าง จำนวน 6 คน ซึ่งเป็นผู้ปฏิบัติงานภายในร้านขายรองเท้าผ้าใบ ผลการประเมินความพึงพอใจของผู้ใช้งานระบบสารสนเทศร้านขายรองเท้าผ้าใบ แสดงดังตารางที่ 2.1

ตารางที่ 2.1 ผลการวิเคราะห์ความพึงพอใจของผู้ใช้งานที่มีต่อระบบสารสนเทศร้านขายรองเท้าผ้าใบ

ด้านการออกแบบและจัดรูปแบบ	ค่าเฉลี่ย ($\bar{X}$)	ส่วนเบี่ยงเบนมาตรฐาน(S.D.)	ระดับความพึงพอใจ
1.ความสวยงามและความทันสมัย	3.67	.516	มาก
2.ความง่ายต่อการใช้งาน	3.67	.516	มาก
3.ขนาดตัวอักษร รูปแบบตัวอักษร อ่านง่ายและสวยงาม	4.00	.000	มาก
4.ความเร็วในการแสดงภาพ ตัวอักษรและข้อมูล	3.83	.408	มาก
5.การออกแบบรูปแบบ และการใช้สี	3.67	.516	มาก
โดยภาพรวม	3.77	.320	มาก
ด้านการนำไปใช้ประโยชน์			
1.ระบบสามารถจัดการข้อมูลสินค้าได้ถูกต้อง	4.00	.000	มาก
2.ระบบสามารถจัดการข้อมูลการซื้อและขายได้ถูกต้อง	3.83	.408	มาก
3.ระบบสามารถออกใบสั่งซื้อสินค้าได้ถูกต้อง	3.83	.408	มาก
4.ระบบสามารถออกรายงานได้ตรงตามวัตถุประสงค์	4.00	.000	มาก
5.ระบบมีความรวดเร็ว ใช้งานง่าย ไม่ซับซ้อน	4.00	.632	มาก
โดยภาพรวม	3.93	.207	มาก

จากตารางที่ 2.1 ผลการประเมินความพึงพอใจของผู้ใช้งานที่มีต่อระบบสารสนเทศร้านขายรองเท้าผ้าใบ ด้านการออกแบบและจัดรูปแบบ โดยภาพรวมผู้ใช้มีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$ = 3.77, S.D. = .320) และเมื่อพิจารณาเป็นรายด้าน ด้านความสวยงามและความทันสมัย ผู้ใช้มีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$ = 3.67, S.D. = .516) ด้านความง่ายต่อการใช้งาน ผู้ใช้มีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$ = 3.67, S.D. = .516) ด้านขนาดตัวอักษร รูปแบบตัวอักษร อ่านง่ายและสวยงาม ผู้ใช้มีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$ = 4.00, S.D. = .000) ด้านความเร็วในการแสดงภาพ ตัวอักษรและข้อมูล ผู้ใช้มีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$ = 3.83, S.D. = .408) ด้านการออกแบบรูปแบบ และการใช้สี ผู้ใช้มีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$ = 3.67, S.D. = .516)

จากตารางที่ 2.1 ผลการประเมินความพึงพอใจของผู้ใช้งานที่มีต่อระบบสารสนเทศร้านขายรองเท้าผ้าใบ ด้านการนำไปใช้ประโยชน์ โดยภาพรวมผู้ใช้มีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$ = 3.93, S.D. = .207) และเมื่อพิจารณาจากข้อย่อยด้านการนำไปใช้ประโยชน์ รายข้อระบบสามารถจัดการข้อมูลสินค้าได้ถูกต้อง ผู้ใช้มีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$ = 4.00, S.D. = .000) รายข้อระบบสามารถจัดการข้อมูลการซื้อและขายได้ถูกต้อง ผู้ใช้มีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$ = 3.83, S.D. = .408) รายข้อระบบสามารถออกใบสั่งซื้อสินค้าได้ถูกต้อง ผู้ใช้มีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$ = 3.83, S.D. = .408) รายข้อระบบสามารถออกรายงานได้ตรงตามวัตถุประสงค์ ผู้ใช้มีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$ = 4.00, S.D. = .000) รายข้อระบบมีความรวดเร็ว ใช้งานง่าย ไม่ซับซ้อน ผู้ใช้มีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$ = 4.00, S.D. = .632)

จากผลการวิเคราะห์ออกแบบระบบสารสนเทศร้านขายรองเท้าผ้าใบ ผู้วิจัยสามารถอภิปรายผลได้ดังนี้

1. ผู้วิจัยได้พัฒนาระบบสารสนเทศร้านขายรองเท้าผ้าใบ ตามกระบวนการของวงจรพัฒนาระบบ โดยศึกษาความเป็นไปได้ในการพัฒนาระบบสารสนเทศร้านขายรองเท้าผ้าใบ ศึกษาผลงานวิจัยในหัวข้อที่ใกล้เคียงและเกี่ยวข้อง จากนั้นทำการวิเคราะห์ความต้องการของผู้ใช้งาน ออกแบบหน้าจอรับข้อมูลและแสดงผลข้อมูล ออกแบบผังกระบวนการทำงาน ออกแบบการไหลของข้อมูลและออกแบบฐานข้อมูลที่ใช้ในระบบ จากนั้นจึงพัฒนาระบบโดยใช้โปรแกรม Microsoft Visual Studio และ Microsoft Access จนได้ระบบสารสนเทศร้านขายรองเท้าผ้าใบ ตามที่ผู้วิจัยได้วิเคราะห์และออกแบบไว้

2. จากผลสำรวจความพึงพอใจของผู้ใช้งานที่มีต่อระบบสารสนเทศร้านขายรองเท้าผ้าใบ โดยภาพรวมความพึงพอใจของผู้ใช้งานอยู่ในระดับมาก

อภิปรายผลการวิจัย

การวิจัยระบบสารสนเทศร้านขายรองเท้าผ้าใบ ครั้งนี้ได้พัฒนาระบบที่มุ่งเน้นการดำเนินงานในด้านการจัดการข้อมูลพื้นฐาน ด้านข้อมูลลูกค้า ด้านข้อมูลสินค้า ด้านข้อมูลประเภทสินค้า ด้านการขาย ด้านการสั่งซื้อ ด้านการออกแบบหน้าจอ ด้านกานจัดการรายงาน เพื่อเพิ่มประสิทธิภาพในการทำงาน โดยดำเนินการพัฒนาระบบตามแนวทางวงจรพัฒนาระบบ SDLC 7 ขั้นตอน เกียรติพงษ์ อุดมธนะธีระ (2562) ทั้งนี้ได้ดำเนินการประเมินความพึงพอใจผู้ใช้งานระบบสารสนเทศร้านขายรองเท้าผ้าใบ ผู้ประเมินประกอบด้วย ผู้ดูแลระบบ 1 คน และ พนักงาน 5 คน ซึ่งการดำเนินงานและผลการประเมินประสิทธิภาพความพึงพอใจผู้ใช้งานระบบในครั้งนี้ สอดคล้องกับการทำงานของ โอภาส เอี่ยมสิริวงศ์ (2558) ระบบรวบรวมฐานข้อมูลหลายๆฐานข้อมูล ที่มีความสัมพันธ์กัน โดยมีวัตถุประสงค์เพื่อลดความซ้ำซ้อนของข้อมูล ภายในระบบฐานข้อมูลต้องมีส่วนของซอฟต์เวร์ที่ทำหน้าที่ในการเชื่อมโยงและจัดการฐานข้อมูล ด้วยรูปแบบที่เหมาะสมเพื่อให้ผู้ใช้งานสามารถเก็บข้อมูลดูแลรักษาความปลอดภัยและง่ายต่อการนำมาใช้งาน และยังสอดคล้องกับ อุษา อันทะชัย (2557) ได้ศึกษาพัฒนาระบบสารสนเทศการจำหน่ายพริกแกง กรณีศึกษา ร้านต้อยพริกแกง โดยใช้โปรแกรม Microsoft Visual Studio 2008 และภาษา Visual Basic.Net รวมถึงใช้โปรแกรม Microsoft Office Access 2010 เป็นระบบฐานข้อมูล การศึกษาพบว่า ระบบสามารถจัดการการชำระเงินและออกใบเสร็จรับเงินได้ ผู้ใช้สามารถดูรายงานต่าง ๆจากระบบเพื่อการสนับสนุนการตัดสินใจได้ ครั้งนี้ยังมีผลการดำเนินงานที่สอดคล้องกับ เอกลักษณ์ รังสิกรรพุม (2556) ได้ศึกษาเกี่ยวกับ ร้านขายรองเท้าออนไลน์ โดยมีรายละเอียดดังนี้ ใช้การประมวลผลแบบกลุ่มเมฆเข้ามาเป็นทรัพยากรในการประมวลผล และใช้ระบบจัดการเนื้อหาเว็บไซต์เข้ามาช่วยในการสร้างเว็บไซต์โดยมีภาษาพีเอชพีใช้ในการพัฒนา เมื่อใช้ระบบที่พัฒนาแล้วสามารถช่วยให้ผู้เป็นเจ้าของร้านมีความสะดวกในการบริหารจัดการเว็บไซต์ร้านค้า อีกทั้งยังสามารถเพิ่มช่องทางในการเพิ่มรายได้ และผู้ที่เข้ามาเลือกซื้อสินค้าสามารถเข้าถึงข้อมูลสินค้าและทาการเลือกซื้อได้ผ่านทางอินเทอร์เน็ตไม่ว่าอยู่ที่ใด โดยหลังการพัฒนาระบบพบว่า ผู้ใช้ระบบประเมินความพึงพอใจ ประสิทธิภาพการทำงานของระบบ อยู่ในระดับมากทุกด้าน ทั้งในด้านการออกแบบและจัดรูปแบบและด้านการนำไปใช้ประโยชน์

ข้อเสนอแนะ

1. สามารถนำไปพัฒนาระบบสารสนเทศร้านขายรองเท้าผ้าใบได้ในรูปแบบของเว็บไซต์ เพื่อเพิ่มช่องทางการฝากขายในรูปแบบอื่นได้

2. การวิจัยในครั้งต่อไปควรเพิ่มขนาดกลุ่มตัวอย่างให้มากขึ้น โดยคำนึงถึงปัจจัยต่างๆจากผู้ใช้ เพื่อได้ผลการประเมินที่ครอบคลุมการใช้งานยิ่งขึ้น

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BUS-008

ปัจจัยที่มีผลในการเลือกใช้บริการร้านกาแฟในเขตเทศบาลอำเภอวังสะพุง จังหวัดเลย กรณีศึกษาร้านออนนี่ คาเฟ่ (Onnie Café)

รัชนี มโยทัน[1]
อนุฉัตร ช่ำชอง[2]

บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาข้อมูลปัจจัยส่วนบุคคลของผู้บริโภค โดยการจำแนกลักษณะประชากรศาสตร์ 2) เพื่อศึกษาปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจที่เลือกเข้าใช้บริการร้านออนนี่ คาเฟ่ 3) เพื่อนำผลการศึกษาข้อมูลปัจจัยส่วนบุคคลและปัจจัยส่วนประสมทางการตลาดมาใช้ในการสร้างกลยุทธ์ในการเพิ่มยอดขายและตอบสนองความต้องการของลูกค้าได้อย่างมีประสิทธิภาพ ซึ่งมีประชากรกลุ่มตัวอย่างจำนวน 127 ราย วิเคราะห์ข้อมูลโดยใช้ค่าสถิติ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยผลการศึกษาพบว่ากลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิง มีอายุระหว่าง 21-30 ปี สถานภาพโสด มีระดับการศึกษาปริญญาตรี และรายได้ต่อเดือนอยู่ระหว่าง 10,001-20,000 บาทต่อเดือน และปัจจัยส่วนประสมทางการตลาดในภาพรวมอยู่ในระดับมาก โดยสามารถสรุปลำดับความสำคัญ 3 ลำดับแรกได้ดังนี้ 1) ปัจจัยด้านบุคคล พนักงานมีความสุภาพ กริยามารยาท ของพนักงานที่ให้บริการ 2) ปัจจัยด้านการให้บริการ มีความชัดเจนในการให้บริการ 3) ปัจจัยด้านสถาพแวดล้อม บรรยากาศภายในร้านเป็นกันเอง ทั้งนี้ผู้วิจัยมีแนวทางในการแก้ไขปัญหาเชิงกลยุทธ์ แนวทางเชิงรุก ด้วยการประชาสัมพันธ์ร้านค้าผ่านช่องทาง Facebook และ Instagram เพิ่มมากขึ้น ให้ลูกค้าเข้าถึงข้อมูลข่าวสารเพิ่มมากขึ้น และแนวทางเชิงรับ (โครงการเพิ่มเมนูอาหารร้านออนนี่ คาเฟ่) เป็นโครงการที่ช่วยให้ลูกค้ามีตัวเลือกในการตัดสินใจเข้าไปใช้บริการอย่างหลากหลาย

คำสำคัญ: กาแฟสด, แฟรนไชส์, คาเฟ่

Abstract

The objectives of this study were 1) To study the personal factors of consumers by demographic classification 2) To study the marketing mix factors affecting the decision to choose to use the Onnie Cafe service 3) To apply the results of the study of personal data and marketing mix factors to be used in Creating strategies to increase sales and meet customer needs effectively which has a sample population of 127 people. The Data were analyzed using statistical values, percentage, mean and standard deviation. The results of the study found that the majority of the samples were female. Age between 21-30 years old, single status, bachelor's degree and monthly income is between 10,001-20,000 baht per month and the overall marketing mix is at a high level

The first three priorities can be summarized as follows: 1) Personnel factors Employees are courteous, manners of service staff. 2) Service factors. The service is clear. 3) Environmental factors. The atmosphere inside the shop is friendly. The researcher has a strategy for solving the problem. proactive approach by promoting the store through Facebook and Instagram more channels, allowing customers to access more information. and passive approach (Project to add food menu to Onnie Cafe) is a project that allows customers to choose from a variety of services in decision-making.

Keywords: Fresh Coffee, Franchise, Café

บทนำ

ปัจจุบันร้านกาแฟรูปแบบของคาเฟ่เป็นสถานที่ ที่ได้รับความนิยมมากยิ่งขึ้น เนื่องจากคาเฟ่เป็นสถานที่ที่สร้างความเป็นส่วนตัวได้มากยิ่งขึ้น ผู้เข้ามาใช้บริการสามารถ ใช้สถานที่เป็นแหล่งนัดพบ นั่งทำงาน และพูดคุยเฉพาะกลุ่มได้ อีกทั้งยังเป็นสถานที่ท่องเที่ยว ให้ผู้ท่องเที่ยวได้เข้ามาถ่ายรูป ตามมุมต่างๆของคาเฟ่ ที่มีการตกแต่งอย่างสวยงามและมีรูปแบบเฉพาะเจาะจงสำหรับผู้ที่

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ชอบการถ่ายรูปในรูปแบบต่างๆ เช่น รูปแบบคาเฟ่เรียบง่าย รูปแบบคาเฟ่บรรยากาศอบอุ่น รูปแบบโฮมคาเฟ่ เป็นต้น ซึ่งปัจจุบัน คาเฟ่แต่ละแห่ง ต่างมีกลยุทธ์สร้างแรงดึงดูดใจลูกค้าและนักท่องเที่ยวผ่านรูปลักษณ์ที่เป็นเอกลักษณ์เฉพาะตัวของคาเฟ่นั้นๆ

เช่นเดียวกับร้านออนนี่ คาเฟ่ ที่ซึ่งเปิดให้บริการครั้งแรกในเดือนเมษายน อย่างไรก็ตามในพื้นที่อำเภอวังสะพุง จังหวัดเลย มีร้านกาแฟที่เกินขึ้นใหม่อย่างต่อเนื่องและแพร่หลาย ไม่ว่าจะเป็นร้านกาแฟรายเล็กหรือรายใหญ่ มีการแข่งขันทางการตลาดของร้านกาแฟเพิ่มขึ้นอย่างต่อเนื่อง ผู้ประกอบการจึงต้องมีวิธีการในการสร้างแรงจูงใจ เพื่อตอบสนองความต้องการของผู้บริโภค ให้ผู้บริโภคเข้ามาเลือกใช้บริการร้านกาแฟ โดยการเลือกใช้หลักการส่วนประสมทางการตลาดมาเป็นเครื่องมือในการเพิ่มความน่าสนใจและแปลกใหม่ และเข้าถึงผู้บริโภคได้อย่างตรงจุด อาทิเช่น รสชาติของเครื่องดื่ม เมนูขนมที่หลากหลาย บรรยากาศภายในร้านที่เอื้อต่อการนั่งพักผ่อน เป็นต้น ปัจจัยเหล่านี้ ส่งผลให้ผู้วิจัยมีความสนใจที่จะศึกษาพฤติกรรมการเลือกใช้บริการร้านกาแฟของประชากรในเขตเทศบาลอำเภอวังสะพุง จังหวัดเลย กรณีศึกษาร้านออนนี่ คาเฟ่ เพื่อเข้าถึงความต้องการที่แท้จริงของลูกค้าในการเลือกเข้าใช้บริการร้านกาแฟ และสามารถนำผลการวิจัยไปปรับใช้เป็นแนวทางในการปรับปรุงธุรกิจต่อไป

แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้อง

วัญวิริญจ์ แจ้งพลอย (2558) ได้ศึกษาเรื่องกลยุทธ์การสร้างความได้เปรียบทางการแข่งขันในการดำเนินธุกิจรานกาแฟรายย่อย ในเขตอำเภอเมือง จังหวัดราชบุรี โดยผู้วิจัยใช้แนวทางการวิจัยเชิงคุณภาพ (Qualitative Research) ด้วยการเก็บข้อมูลสัมภาษณ์แบบเจาะลึก และผลการวิจัยพบว่า ผู้ประกอบการร้านกาแฟรายย่อย ในเขตอำเภอเมือง จังหวัดราชบุรี มีกลยุทธ์ในการสร้างความได้เปรียบทางการแข่งขันดังนี้ 1.) กลยุทธ์สร้างความแตกต่าง โดยการคัดสรรวัตถุดิบจากแหล่งวัตถุดิบที่มีชื่อเสียง เพื่อสร้างความเป็นเอกลักษณ์ในด้านของรสชาติและคุณภาพ อีกทั้งยังสร้างคุณค่าให้แก่ภาพลักษณ์ธุรกิจด้วยการเลือกใช้บรรจุภัณฑ์ที่แตกต่าง 2.) กลยุทธ์การเป็นผู้นำด้านต้นทุนต่ำ ซึ่งการได้เปรียบทางด้านต้นทุนต่ำ จะช่วยให้ธุรกิจร้านกาแฟเพิ่มผลกำไรมากยิ่งขึ้น 3.) กลยุทธ์การมุ่งตลาดเฉพาะส่วน โดยการนำเสนอผลิตภัณฑ์ประเภทกาแฟให้ผู้บริโภคเฉพาะกลุ่มที่นิยมบริโภคกาแฟที่มีความแตกต่างจากเมนูกาแฟพื้นฐานทั่วไป 4.) กลยุทธ์การตอบสนองอย่างรวดเร็ว สามารถส่งมอบสินค้าให้กับผู้บริโภคได้ในระยะเวลาอันรวดเร็ว

ศิริประภา นพชัยยา (2558) ได้ศึกษาเรื่องปัจจัยที่มีผลต่อการตัดสินใจซื้อกาฟจากร้านคาเฟ่อเมซอน ในสถานีบริการน้ำมัน ปตท. ของผู้บริโภคในเขตกรุงเทพมหานครและปริมณฑล เนื่องจากผู้วิจัยได้เล็งเห็นว่าปัจจุบันนี้ธุรกิจร้านกาแฟมีการแข่งขันที่สูงเพิ่มมากขึ้น เจ้าของร้านกาแฟรายใหญ่ๆ จึงต้องสรรหาความแปลกใหม่เพื่อมาดึงดูดผู้บริโภค โดยมีเก็บข้อมูลแบบสอบถามจากกลุ่มประชากรตัวอย่างจำนวน 400 คน ในระยะเวลาการเก็บรวบรวมข้อมูล 1 เดือน ด้วยวิธีการคำนวณด้วยสูตรของยามาเน่ (Yamane) จากข้อมูลปฐมภูมิของประชากรในเขตพื้นที่กรุงเทพมหานครและปริมณฑลมีอยู่ประมาณ 10,624,700 คน ผลงานวิจัยพบว่า ปัจจัยด้านประชากรศาสตร์ด้านเพศ อายุระดับการศึกษา อาชีพ และรายได้เฉลี่ยต่อเดือนที่แตกต่างกัน ไม่มีผลต่อการตัดสินใจซื้อ และในการวิเคราะห์ปัจจัยส่วนประสมทางการตลาด พบว่า มีปัจจัยทั้งหมด 6 ปัจจัย ที่มีผลต่อการตัดสินใจซื้อกาแฟจากร้านคาเฟ่ อเมซอน ในสถานี บริการน้ำมัน ปตท . โดยหากพิจารณาเรียงตามลำดับของค่าสัมประสิทธิ์ของสมการถดถอย (Beta Coefficient) จากมากไปน้อย ได้แก่ ปัจจัยด้านผลิตภัณฑ์ ปัจจัยด้านบุคลากรและกระบวนการให้บริการ ปัจจัยด้านราคา ปัจจัยด้านช่องทางการจัดจำหน่าย ปัจจัยด้านการนำเสนอลักษณะทางกายภาพ และปัจจัยด้านการส่งเสริมทางการตลาด ตามลำดับ

ศรัญญา วิจิตรบุญชูวงศ์ (2559) ได้ศึกษาเรื่องส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจซื้อผลิตภัณฑ์เบเกอรี่ในเขตกรุงเทพมหานคร : กรณีศึกษาร้าน Yamazaki ซึ่งงานวิจัยนี้มีวัตถุประสงค์ในการศึกษาส่วนประสมทางการตลาดที่มีผลต่อระดับการตัดสินใจซื้อผลิตภัณฑ์เบเกอรี่ร้าน Yamazaki ในเขตกรุงเทพมหานคร โดยใช้แบบสอบถาม เป็นเครื่องมือในการเก็บรวบรวมข้อมูล จากกลุ่มตัวอย่าง จำนวน 400 คน วิเคราะห์ข้อมูลด้วยสถิติเชิงพรรณนา ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติอนุมานได้แก่ การวิเคราะห์การถดถอยพหุคูณ ซึ่งผลการวิจัยพบว่า ปัจจัยส่วนประสมทางการตลาดกับระดับการตัดสินใจซื้อผลิตภัณฑ์เบกอรี่ Yamazaki ที่เพิ่มสูงขึ้น ในทิศทางบวก ได้แก่ 1) คุณภาพผลิตภัณฑ์และรสชาติ เมื่อคุณภาพของผลิตภัณฑ์และรสชาติของผลิตภัณฑ์เพิ่มขึ้น จะส่งผลให้อัตราการตัดสินใจซื้อของผู้บริโภคเพิ่มขึ้น เนื่องจากคุณภาพและรสชาติของสินค้าเป็นสิ่งที่ลูกค้าคำนึงถึงเป็นสิ่งแรกในการเลือกซื้อผลิตภัณฑ์ 2) ราคาถูกเมื่อเปรียบเทียบกับร้านอื่น มีเครื่องหมายในทิศทางบวก เมื่อราคาของผลิตภัณฑ์มีราคาถูกกว่าร้านอื่น จะส่งผลให้อัตราการตัดสินใจซื้อของผู้บริโภคเพิ่มขึ้น เนื่องจากราคาสินค้าเป็นสิ่งที่ช่วยกระตุ้นให้ลูกค้าตัดสินใจในการซื้อสินค้าได้มากขึ้น 3) ทำเลที่ตั้งของร้านจำหน่ายสะดวกกับการเข้าถึง เนื่องจากทำเลที่ตั้งร้านค้า สะดวกสบาย ง่ายต่อการเข้าถึง เช่น มีที่จอดรถ หาร้านง่าย 4) พนักงาน มีมนุษยสัมพันธ์ ที่ดี พูดจาไพเราะ เนื่องจาก พนักงานเป็นผู้ที่คอยแนะนำและให้บริการลูกค้า เมื่อพนักงานมีมนุษยสัมพันธ์ที่ดีต่อลูกค้า จะทำให้ลูกค้าเกิดความพึงพอใจและกลับมาใช้บริการในครั้งต่อ ๆ ไป ส่วนปัจจัยส่วนประสมทางการตลาดกับระดับการตัดสินใจซื้อผลิตภัณฑ์เบกอรี่ Yamazaki ที่ลดลง คือ การบริการลูกค้ามีความรวดเร็วเนื่องจากการบริการที่รวดเร็วทำให้ผลิตภัณฑ์เบเกอรี่นั้นได้รับความเสียหาย และไม่น่ารับประทานดังนั้นการบริการที่รวดเร็วจนเกินไปไม่มีความประณีประนอมจะทำให้ลูกค้ามีอัตราการตัดสินใจซื้อที่ลดลง

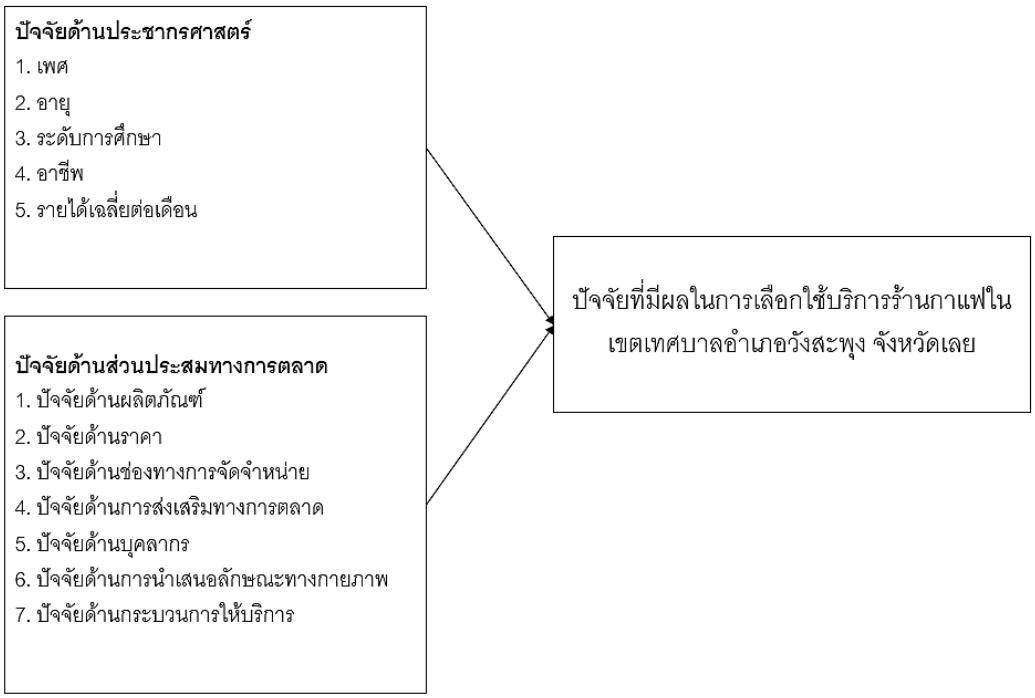
นลินีและผุสดี (2562) ได้ศึกษาเรื่องการเพิ่มยอดการจำหน่ายเครื่องดื่ม ร้านชอบชา สาขาตลาดแจ่มแจ๋ว เนื่องจากผู้วิจัยได้เล็งเห็นถึงปัญหายอดขายสินค้าที่ต่ำลง เพื่อเป็นการเพิ่มยอดการจำหน่ายให้กับร้านค้า ผู้วิจัยจึงเลือกศึกษาค้นคว้าโดยใช้เครื่องมือเชิงปริมาณและคุณภาพ โดยการดำเนินการตามกรอบแนวคิดของการแบ่งส่วนตลาด การกำหนดเป้าหมายและการวางตำแหน่งผลิตภัณฑ์ (STP) ส่วนประสมทางการตลาด (Marketing Mix) การเทียบเคียงสมรรถนะกับคู่แข่ง ด้วยการวิเคราะห์ (SWOT) พบกว่าร้านชอบชามีศักยภาพสูงกว่าร้าน ก ในด้านผลิตภัณฑ์ และมีศักยภาพต่ำกว่าร้าน ก ด้านการส่งเสริมการตลาด ด้วยเหตุนี้งานวิจัยจึงได้มีการวางกลยุทธ์ในการเพิ่มยอดขายโดยการพัฒนาจุดด้อยของร้าน โดยการทำการโฆษณาสินค้าผ่านสื่ออนไลน์ สร้างโปรโมชั่นในการดึงดูดลูกค้าให้เข้ามาใช้บริการมากยิ่งขึ้น

ทศพร ลีลอย (2563) ได้ศึกษาเรื่องปัจจัยที่มีผลต่อการเลือกใช้บริการคาเฟ่กลางทุ่งนา จากกลุ่มตัวอย่างผู้มาใช้ บริการคาเฟ่กลางทุ่งนา ในเขตอำเภอท่าม่วง จังหวัดกาญจนบุรีจำนวน 200 คน โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล ผลการวิจัยพบว่า ปัจจัย ส่วนประสมทางการตลาด มีผลต่อการตัดสินใจเลือกใช้บริการคาเฟ่กลางทุ่งนาของผู้บริโภค อย่างมีนัยสำคัญทางสถิติ 0.05 โดยค่าสัมประสิทธิ์สหสัมพันธ์พหุคูณ (R) เท่ากับ 0.618 สามารถอธิบายความสัมพันธ์ได้ร้อยละ 56.4 จากตัวแปรอิสระ 6 ตัวแปร ที่มีผลต่อการตัดสินใจเลือกใช้บริการคาเฟ่กลางทุ่งนาของผู้บริโภค โดยเรียงตามลำดับที่มีผลสูงสุด คือ ลักษณะทางกายภาพ ด้านช่องทางการจัดจำหน่าย ด้านผลิตภัณฑ์ ด้านบุคลากร ด้านการส่งเสริมการตลาด และด้านราคาตามลำดับ นอกจากนี้ผลการวิจัยยังสรุปปัจจัยส่วนบุคคลที่มีผลต่อการเลือกใช้บริการคาเฟ่กลางทุ่ง ได้ว่า ผู้บริโภคที่มี เพศ อายุ ระดับการศึกษา อาชีพ และรายได้แตกต่างกันมีการตัดสินใจเลือกใช้บริการคาเฟ่กลางทุ่งไม่ต่างกัน

บุญสม รัศมีโชติ (2021) ได้ศึกษาเรื่องปัจจัยแห่งความสำเร็จของธุรกิจกาแฟ อินดี้ ในเขตภาคกลางตอนล่างของประเทศไทย จากกลุ่มตัวอย่างผู้บริโภคที่มาใช้บริการร้านกาแฟ อินดี้ จำนวน 400 คน โดยเครื่องมือแบบสอบถาม และมีการใช้สถิติ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์การถดถอยพหุคูณ ซึ่งในงานวิจัยเล่มนี้มีการนำส่วนประสมทางการตลาดและปัจจัยด้านภูมิปัญญาท้องถิ่น มาเป็นตัวแปรอิสระในการวิเคราะห์ปัจจัยแห่งความสำเร็จของธุรกิจร้านกาแฟ อินดี้ ผลการศึกษาพบว่า ส่วนประสมทางการตลาดที่ส่งผลต่อปัจจัยแห่งความสำเร็จของธุรกิจกาแฟ อินดี้ ในภาคกลางตอนล่างของประเทศไทย ที่มากที่สุดคือ ด้านผลิตภัณฑ์ รองลงมาคือ ด้านราคา ด้านลักษณะทางกายภาพ ด้านบุคลากร ด้านกระบวนการ ด้านช่องทางการจัดจำหน่าย และด้านส่งเสริมการตลาดตามลำดับ และในส่วนของตัวแปรภูมิปัญญาท้องถิ่นที่ส่งผลต่อปัจจัยแห่งความสำเร็จของธุรกิจกาแฟ อินดี้ พบว่าความเชื่อมโยงของประสบการณ์ มีค่ามากที่สุด รองลงมาคือ อัตลักษณ์ท้องถิ่น และความรับผิดชอบต่อท้องถิ่น ตามลำดับ

รมย์นลิน โรจน์ธำรง (2563) ได้ศึกษาปัจจัยที่มีอิทธิพลต่อการตัดสินซื้อกาแฟสดจากร้านกาแฟสตาร์บัคส์ของผู้บริโภคในจังหวัดนครปฐม จากตัวอย่างที่ใช้ในการศึกษาจำนวน 400 ตัวอย่าง เป็นผู้บริโภคในจังหวัดนครปฐม เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถามออนไลน์ (Online Questionnaires) สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าเฉลี่ย การแจกแจงความถี่ ค่าร้อยละ ส่วนเบี่ยงเบนมาตรฐาน ทดสอบหาความแตกต่างค่าที (t-test) และการทดสอบความแปรปรวนทางเดียว (One-Way-ANOVA) และการวิเคราะห์เชิงถดถอยเชิงพหูคูณ (Multiple Regression Analysis) ซึ่งผลงานวิจัยชี้ให้เห็นว่า ปัจจัยส่วนประสมทางการตลาดบริการ ด้านการส่งเสริมการตลาด ปัจจัยด้านผลิตภัณฑ์ และปัจจัยด้านการนำเสนอทางกายภาพ มีอิทธิพลต่อการตัดสินใจซื้อกาแฟสดจากร้านกาแฟสตาร์บัคส์ และหากวิเคราะห์เรื่องของปัจจัยส่วนบุคคลของผู้บริโภคแล้วพบว่า ปัจจัยส่วนบุคคล ระดับการศึกษา อาชีพ รายได้ ที่แตกต่างกันมีผลต่อการตัดสินใจซื้อกาแฟสดจากร้านกาแฟสตาร์บัคส์ ที่แตกต่างกัน อย่างมีนัยสำคัญที่ระดับ 0.05

กรอบแนวคิด



ภาพที่ 1 กรอบแนวคิดตัวแปรต้นและตัวแปรตาม

วิธีการศึกษา

3.1 ประชากรและกลุ่มตัวอย่าง

ประชากร คือ ลูกค้าสมาชิกร้านออนนี่ คาเฟ่จำนวน 152 คน

กลุ่มตัวอย่าง คือ กลุ่มลูกค้าที่เข้ามาใช้บริการร้านกาแฟออนนี่ คาเฟ่

3.2 วิธีการเลือกกลุ่มตัวอย่าง

กลุ่มประชากรที่ใช้ในการศึกษางานวิจัยนี้ ได้แก่ ลูกค้าสมาชิกร้านออนนี่ คาเฟ่จำนวน 152 คน ซึ่งจำนวนประชากรในพที่นี้สามารถนำมาใช้ในการคำนวณจำนวนกลุ่มตัวอย่างที่จะใช้ในการสำรวจ โดยการใช้สูตรของยามาเน่ (Yamane) ดังนี้

$$n = \frac{N}{1+(Ne^2)}$$

โดย n = ขนาดของกลุ่มตัวอย่าง

N = ขนาดของประชากร

e = ค่าความคลาดเคลื่อนที่ยอมรับได้

งานวิจัยนี้ได้มีการกำหนดความคลาดเคลื่อนที่สามารถยอมรับได้อยู่ที่ร้อยละ 5 โดยสามารถคำนวณหาขนาดของกลุ่มตัวอย่างได้ ดังนี้

$$n = \frac{N}{1+(Ne^2)}$$

$$= \frac{152}{1+(152x(0.05)^2)}$$

= 110

เนื่องจากค่าของขนาดกลุ่มตัวอย่างที่ผู้วิจัยสามารถคำนวณได้คือ 110 ราย ดังนั้น เพื่อเป็นการป้องกันข้อผิดพลาดในการเก็บรวบรวมข้อมูล จึงได้มีกำหนดจำนวนกลุ่มตัวอย่างทั้งสิ้น 120 ราย

3.3 เครื่องมือที่ใช้ในการศึกษา

การศึกษาในครั้งนี้ เลือกใช้การรวบรวมข้อมูลโดยใช้แบบสอบถามที่สร้างขึ้นโดยอาศัยการศึกษาแนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง มาเป็นแนวทางในการส ร้างแบบสอบถาม (Google Forms) ซึ่ง แบ่งแบบสอบถามออกเป็น 3 ส่วน ดังนี้

ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับข้อมูลด้านปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม

ส่วนที่ 2 แบบสอบถามเกี่ยวกับข้อมูลด้านปัจจัยส่วนประสมทางการตลาดที่มีผลต่อพฤติกรรมการเลือกใช้บริการร้านออนนี่ คาเฟ่ ของผู้บริโภคในเขตเทศบาลตำบลวังสะพุง อำเภอวังสะพุง จังหวัดเลย

ส่วนที่ 3 แบบสอบถามเกี่ยวกับข้อมูลด้านนพฤติกรรมการเลือกใช้บริการร้านกาแฟสดของผู้บริโภคร้านออนนี่ คาเฟ่ ในเขตเทศบาลตำบลวังสะพุง อำเภอวังสะพุง จังหวัดเลย

3.4 วิธีการวิเคราะห์ข้อมูล

เมื่อได้มีการเก็บรวบรวมข้อมูลเพื่อวิจัยแล้ว ผู้วิจัยได้มีการเลือกใช้ประมวลผลและวิเคราะห์ข้อมูลสถิติ โดยมีจุดมุ่งหมายเพื่อประมวลผลข้อมูล แบ่งตามประเภทการประมวลข้อมูลดังต่อไปนี้

1. สถิติเชิงพรรณนา (Descriptive Statistical) โดยใช้การคำนวณค่าสถิติพื้นฐานของคะแนนมีดังนี้

ส่วนที่ 1 การวิเคราะห์ลักษณะทางประชากรศาสตร์ โดยการแจกแจงความถี่ (Frequency) และแสดงค่าร้อยละ (Percentage) ตามข้อมูลส่วนบุคคลของกลุ่มตัวอย่าง

ส่วนที่ 2 การวิเคราะห์ผลของระดับความคิดเห็นเกี่ยวกับปัจจัยส่วนประสมทางการตลาดและการตัดสินใจเลือกใช้บริการร้านกาแฟในเขตเทศบาลอำเภอวังสะพุง จังหวัดเลย โดยการคำนวณค่าเฉลี่ยส่วนเบี่ยงเบนมาตราฐาน (SD) และนำมาจัดระดับจากการแบ่งเกณฑ์เป็นช่วง ๆที่เท่ากันแบบ Likert's Scale

2. วิเคราะห์โดยเครื่องมือ SWOT Analysis เพื่อวิเคราะห์จุดแข็ง จุดอ่อน โอกาสและอุปสรรคทางธุรกิจ เพื่อใช้ในการกำหนดกลยุทธ์ในการแก้ไขปัญหาร้านค้า

ผลการศึกษา

4.1 ผลการศึกษาข้อมูลปฐมภูมิ

จากการศึกษาข้อมูลโดยการเก็บรวมรวมข้อมูลจากแบบสอบถามจำนวน 127 ชุด จากกลุ่มตัวอย่าผู้ตอบแบบสอบที่ได้เข้ามาใช้บริการร้านออนนี่ คาเฟ่ โดยแบบสอบถามประกอบไปด้วย 3 ส่วน คือ 1) ข้อมูลลักษณะทางประชากรศาสตร์ 2) ปัจจัยส่วนประสมทางการตลาดที่มีอิทธิพลต่อการตัดสินใจเขาร้านกาแฟ และ 3) ข้อมูลด้านพฤติกรรมการเลือกใช้บริการร้านกาแฟ ซึ่งผลการวิเคราะห์ค่าสถิติสามารถสรุปรายละเอียด ดังนี้

<u>ส่วนที่ 1</u> ข้อมูลลักษณะทางประชากรศาสตร์ของผู้ตอบแบบสอบถาม

ตารางที่ 4.1 จำนวนและร้อยละของข้อมูลทั่วไปจำแนกตามเพศ

เพศ	**จำนวน(คน)**	**ร้อยละ**
หญิง	93	73.2
ชาย	34	26.8
รวม	127	100

จากตารางที่ 4.1 แสดงข้อมูลเพศของผู้ตอบแบบสอบถามจำนวนทั้งหมด 127 คน พบว่ามีจำนวนผู้ตอบแบบสอบถาม 34 คน เป็นเพศชาย คิดเป็นร้อยละ 73.2 และมีจำนวนผู้ตอบแบบสอบถามเป็นเพศหญิงจำนวน 34 คน คิดเป็นร้อยละ 26.8

ตารางที่ 4.2 จำนวนและร้อยละของข้อมูลทั่วไปจำแนกตามอายุ

อายุ	จำนวน(คน)	ร้อยละ
ต่ำกว่า 20 ปี	23	18.1
21-30 ปี	70	55.1
31-40 ปี	19	15.0
41-50 ปี	13	10.2
มากกว่า 50 ปีขึ้นไป	2	1.6
รวม	127	100

จากตารางที่ 4.2 แสดงข้อมูลจำแนกตามช่วงอายุของกลุ่มตัวอย่าง พบว่าผู้ตอบแบบสอบถามส่วนใหญ่มีอายุในช่วงอายุระหว่าง 20-30 ปี จำนวน 70 คน คิดเป็นร้อยละ 55.1 ดันดับที่ 2 มีอายุต่ำกว่า 20 ปี จำนวน 23 คน คิดเป็นร้อยละ 18.1 อันดับที่ 3 มีอายุระหว่าง 31-40 ปี จำนวน 19 คน คิดเป็นร้อยละ 15.0 อันดับที่ 4 มีอายุระหว่าง 41-50 ปี จำนวน 13 คน คิดเป็นร้อยละ 10.2 อันดับที่ 5 มีอายุมากกว่า 50 ปี ขึ้นไป จำนวน 2 คน คิดเป็นร้อยละ 1.6

ตารางที่ 4.3 จำนวนและร้อยละของข้อมูลทั่วไปจำแนกตามระดับการศึกษา

ระดับการศึกษา	จำนวน(คน)	ร้อยละ
ต่ำกว่าปริญญาตรี	25	19.8
ปริญญาตรี	81	64.3
ปริญญาโท	13	10.3
สูงกว่าปริญญาโท	7	5.6
รวม	127	100

จากตารางที่ 4.3 แสดงข้อมูลกลุ่มตัวอย่างจำแนกตามระดับการศึกษา พบว่ากลุ่มตัวอย่างส่วนใหญ่มีระดับการศึกษาระดับปริญญาตรีจำนวน 81 คิดเป็นร้อยละ 64.3 อันดับที่ 2 ต่ำกว่าปริญญาตรี จำนวน 25 คน คิดเป็นร้อยละ 19.8 อันดับที่ 3 ระดับปริญญาโท จำนวน 13 คน คิดเป็นร้อยละ 10.3 อันดับที่ 4 สูงกว่าปริญญาโท จำนวน 7 คน คิดเป็นร้อยละ 5.6

ตารางที่ 4.4 จำนวนและร้อยละของข้อมูลทั่วไปจำแนกตามสถานภาพ

สถานภาพ	จำนวน(คน)	ร้อยละ
โสด	100	78.7
สมรส	26	20.5
หม้าย/หย่า	1	0.8
รวม	127	100

จากตารางที่ 4.4 แสดงข้อมูลกลุ่มตัวอย่างจำแนกตามสถานภาพ พบว่ากลุ่มตัวอย่างส่วนใหญ่มีสถานภาพโสด จำนวน 100 คน คิดเป็นร้อยละ 78.7 อันดับที่ 2 สถานภาพสมรส จำนวน 26 คน คิดเป็นร้อยละ 20.5 อันดับที่ 3 สถานภาพหม้าย/หย่า จำนวน 1 คน คิดเป็นร้อยละ 0.8

ตารางที่ 4.5 จำนวนและร้อยละของข้อมูลทั่วไปจำแนกตามรายได้ต่อเดือน

รายได้ต่อเดือน	**จำนวน(คน)**	**ร้อยละ**
น้อยกว่า 10,000	31	24.6
10,001-20,000	37	29.4
20,001-30,000	28	22.2
30,001-40,000	12	9.5
40,001-50,000	11	8.7
มากกว่า 50,000	7	24.6
รวม	127	100

จากตารางที่ 4.5 แสดงข้อมูลกลุ่มตัวอย่างจำแนกตามรายได้ต่อเดือน พบว่ากลุ่มตัวอย่างส่วนใหญ่มีรายได้ต่อเดือนอยู่ระหว่าง 10,001-20,000 บาท จำนวน 37 คน คิดเป็นร้อยละ 29.4 อันดับที่ 2 มีรายได้ต่อเดือนต่ำกว่า 10,000 บาท จำนวน 31 คน คิดเป็นร้อยละ 24.6 อันดับที่ 3 อยู่ระหว่าง 20,001-30,000 บาท จำนวน 28 คน คิดเป็นร้อยละ 22.2 อันดับที่ 4 อยู่ระหว่าง 30,001-40,000 บาท จำนวน 12 คน คิดเป็นร้อยละ 9.5 อันดับที่ 5 มีรายได้ระหว่าง 40,001-50,000 บาท จำนวน 11 คน คิดเป็นร้อยละ 8.7 อันดับที่ 6 มีรายได้มากกว่า 50,000 บาท จำนวน 7 คน คิดเป็นร้อยละ 24.6

ส่วนที่ 2 ปัจจัยส่วนประสมทางการตลาดที่มีอิทธิพลต่อการตัดสินใจเขาร้านกาแฟ

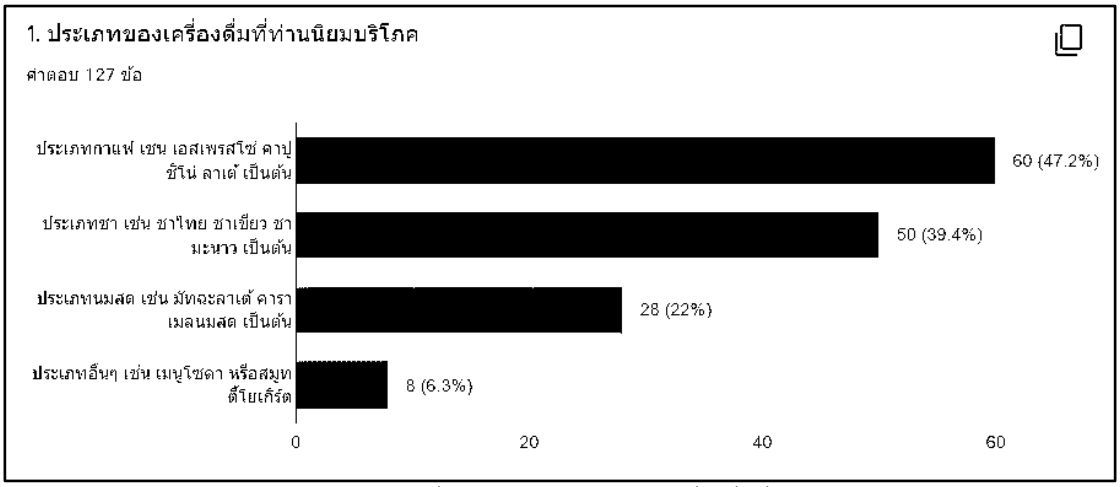
ผลการวิเคราะห์ข้อมูลความคิดเห็นของลูกค้าที่เข้ามาใช้บริการร้านกาแฟ ออนนี่ คาเฟ่ ที่มีต่อปัจจัยด้านต่างๆ ได้แก่ 1) ผลิตภัณฑ์ 2) ราคา 3) ช่องทางการจัดจำหน่าย 4) การส่งเสริมการขาย 5) บุคคล 6) สภาพแวดล้อม และ 7) ด้านการให้บริการ โดยการวิเคราะห์หาค่าเฉลี่ย ($\overline{X}$) และส่วนเบี่ยงเบนมาตรฐาน (S.D.) โดยมีการแสดงลำดับผลการวิเคราะห์ข้อมูลดังกราฟต่อไปนี้

ตารางที่ 4.6 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานส่วนประสมทางการตลาด

ส่วนประสมทางการตลาด	$\overline{X}$	**S.D.**	**การแปรค่า**	**ลำดับที่**
ปัจจัยด้านผลิตภัณฑ์	4.16	0.78	มาก	4
ปัจจัยด้านราคา	3.81	0.86	มาก	7
ปัจจัยด้านช่องทางการจัดจำหน่าย	4.13	0.77	มาก	5
ปัจจัยด้านการส่งเสริมการขาย	3.92	0.96	มาก	6
ปัจจัยด้านบุคคล	4.36	0.69	มากที่สุด	1
ปัจจัยด้านสถาพแวดล้อม	4.18	0.73	มาก	3
ปัจจัยด้านการให้บริการ	4.28	0.70	มากที่สุด	2
รวม	4.12	0.78	มาก	

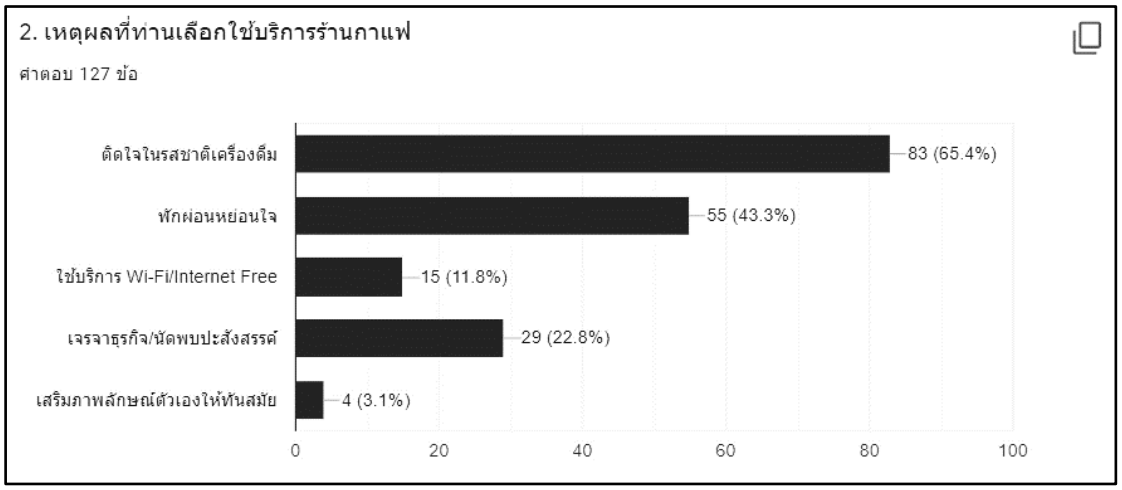
จากตารางที่ 4.6 ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามส่วนมากมีความคิดเห็นต่อปัจจัยด้านส่วนประสมทางการตลาดในภาพรวมอยู่ในระดับมาก ($\overline{X}$=4.12, S.D.=0.78) เมื่อพิจารณารายด้ายพบว่า ผู้ตอบแบบสอบถามให้ความสำคัญกับปัจจัยด้านบุคคลเป็นดันดับ 1 ซึ่งอยู่ในระดับมาก ($\overline{X}$=4.36, S.D.=0.69) อันดับที่ 2 ด้านการให้บริการ มีความคิดเห็นอยู่ในระดับมากที่สุด ($\overline{X}$=4.28, S.D.=0.70) อันดับที่ 3 ด้านสภาพแวดล้อม มีความคิดเห็นอยู่ในระดับมาก ($\overline{X}$=4.18, S.D.=0.73) อันดับที่ 4 ด้านด้านผลิตภัณฑ์ มีความคิดเห็นอยู่ในระดับมาก ($\overline{X}$=4.16, S.D.=0.78) อันดับที่ 5 ด้านช่องทางการจัดจำหน่าย มีความคิดเห็นอยู่ในระดับมาก ($\overline{X}$=4.13, S.D.=0.77) อันดับที่ 6 ด้านการส่งเสริมการขาย มีความคิดเห็นอยู่ในระดับมาก ($\overline{X}$=3.92, S.D.=0.96) อันดับที่ 7 ด้านราคา มีความคิดเห็นอยู่ในระดับมาก ($\overline{X}$=3.81, S.D.=0.86)

ส่วนที่ 3 ข้อมูลด้านพฤติกรรมการเลือกใช้บริการร้านกาแฟสดของผู้บริโภค



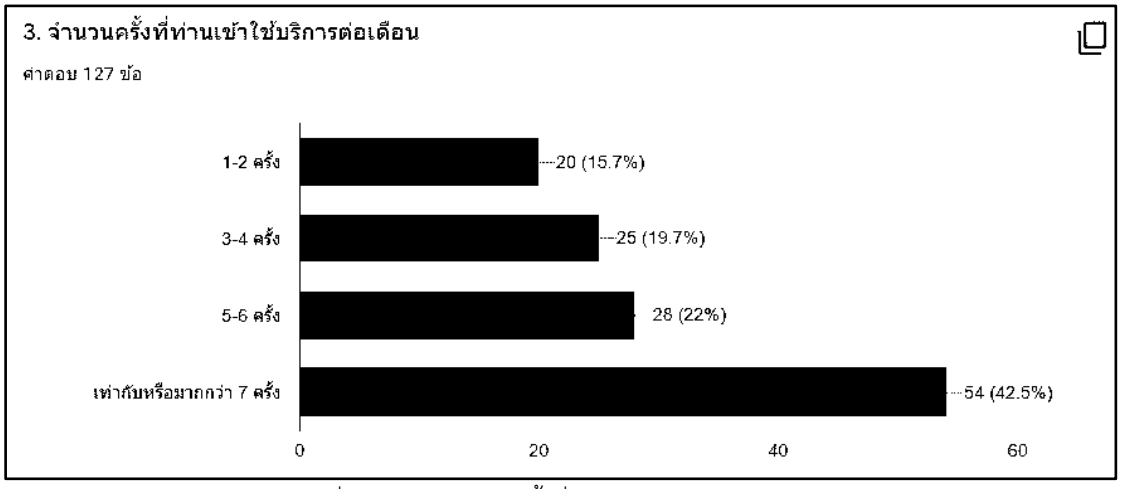
แผนภูมิที่ 4.1 แสดงประเภทของเครื่องดื่มที่ลูกค้านิยมบริโภค

จากแผนภูมิที่ 4.1 กล่าวถึงข้อมูลด้านพฤติกรรมการเลือกใช้บริการร้านกาแฟสดของผู้ตอบแบบสอบถามจำนวน 127 คน เมื่อพิจารณาประเภทของเครื่องดื่มที่ผู้ตอบแบบสอบถามนิยมเลือกดื่มโดยค่าเฉลี่ยจากมากไปน้อย 3 อันดับแรก พบว่า โดนส่วนใหญ่แล้วร้อยละ 47.2 นิยมบริโภคเครื่องดื่มประเภทกาแฟ เช่น เอสเพรสโซ่ คาปูชิโน่ ลาเต้ อันดับที่ 2 นิยมบริโภคเครื่องดื่มประเภทชา เช่น ชาไทย ชาเขียว ชามะนาว ร้อยละ 39.4 อันดับ 3 นิยมเครื่องดื่มประเภทนมสด เช่น มัทฉะลาเต้ คาราเมลนมสด ร้อยละ 22



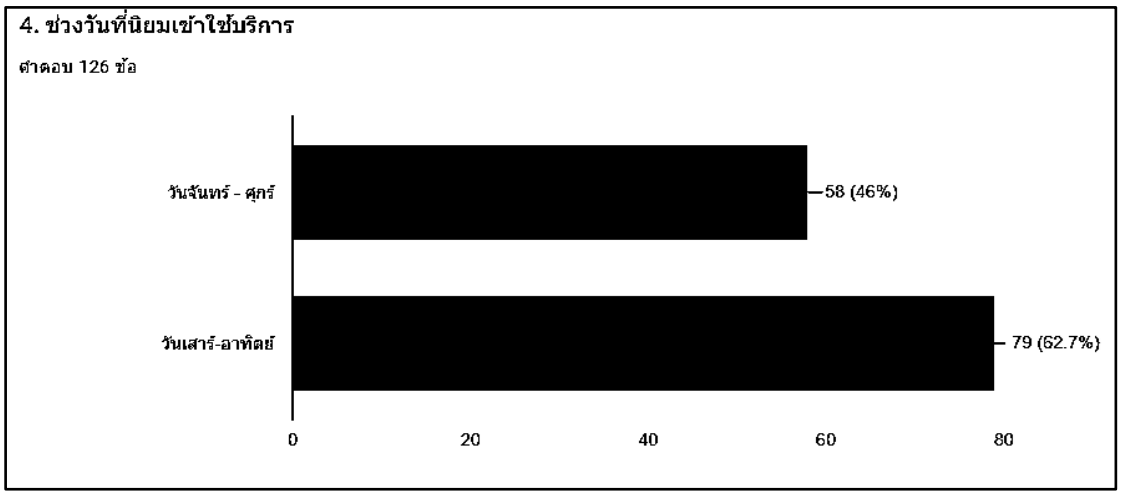
แผนภูมิที่ 4.2 แสดงเหตุผลที่ท่าเลือกใช้บริการร้านกาแฟ

จากแผนภูมิที่ 4.2 กล่าวถึงข้อมูลด้านพฤติกรรมการเลือกใช้บริการร้านกาแฟสดของผู้ตอบแบบสอบถาม จากเหตุผลที่ผู้บริโภคเลือกใช้บริการร้านกาแฟ โดยพิจารณาค่าเฉลี่ยจากมากไปน้อย 3 อันดับแรก พบว่า อันดับ 1 คือการตัดสินใจจากการติดใจในรสชาติของเครื่องดื่ม คิดเป็นร้อยละ 65.4 อันดับ 2 คือเพื่อการพักผ่อนหย่อนใจ ร้อยละ 43.3 และอันดับที่ 3 เพื่อเจรจาธุรกิจ/พบปะสังสรรค์ ร้อยละ 22.8



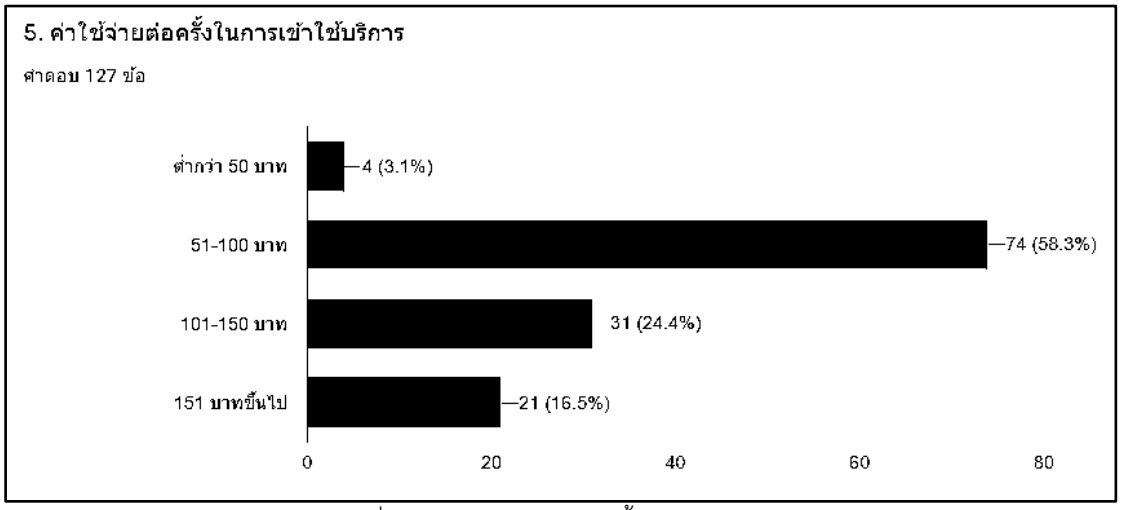
แผนภูมิที่ 4.3 แสดงจำนวนครั้งที่เข้าใช้บริการร้านกาแฟต่อเดือน

จากแผนภูมิที่ 4.3 กล่าวถึงข้อมูลด้านพฤติกรรมการเลือกใช้บริการร้านกาแฟสดของผู้ตอบแบบสอบถาม จากจำนวนครั้งที่เข้าใช้บริการร้านกาแฟต่อเดือน โดยพิจารณาค่าเฉลี่ยจากมากไปน้อย 3 อันดับแรก พบว่า อันดับ 1 เข้าใช้บริการเท่ากับหรือมากกว่า 7 ครั้ง คิกเป็นร้อยละ 42.5 อันดับ 2 เข้าใช้บริการ 1-2 ครั้งต่อเดือน คิดเป็นร้อยละ 22 และอันดับ 3 เข้าใช้บริการ 3-4 ครั้งต่อเดือน ร้อยละ 19.7



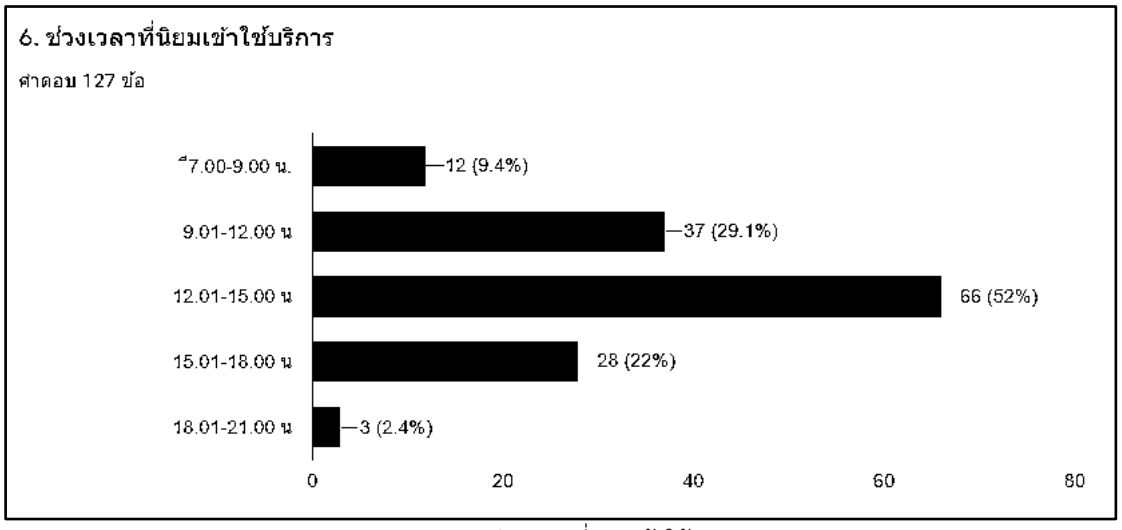
แผนภูมิที่ 4.4 แสดงช่วงวันที่นิยมเข้าใช้บริการ

จากแผนภูมิที่ 4.4 กล่าวถึงข้อมูลด้านพฤติกรรมการเลือกใช้บริการร้านกาแฟสดของผู้ตอบแบบสอบถาม จากช่วงวันที่นิยมเข้าใช้บริการร้านกาแฟ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่นิยมเข้าใช้บริการร้านกาแฟในวันเสาร์-อาทิตย์ คิดเป็นร้อยละ 62.7 และอันดับ 2 คือวันจันทร์-ศุกร์ คิดเป็นร้อยละ 46



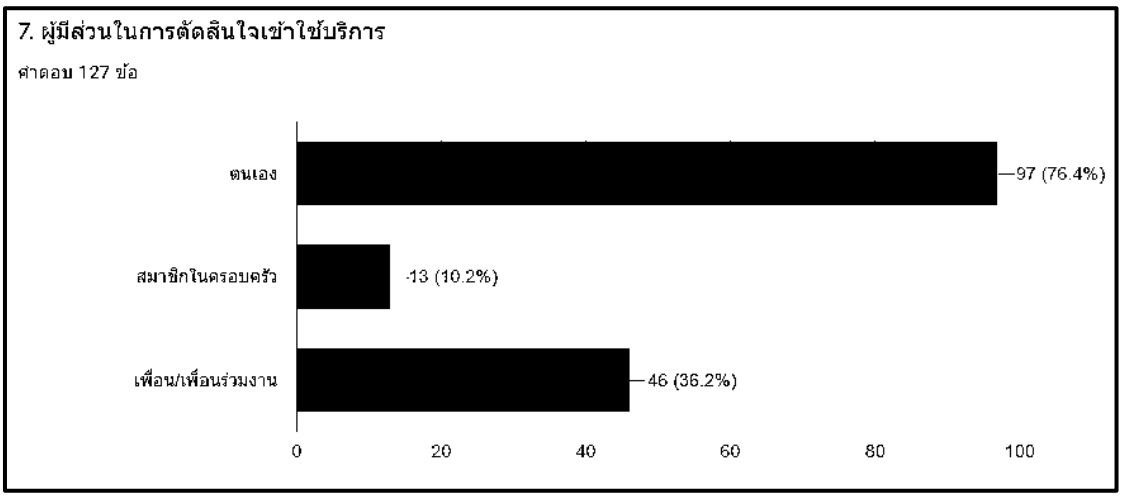
แผนภูมิที่ 4.5 แสดงค่าใช้จ่ายต่อครั้งในการเข้าใช้บริการ

จากแผนภูมิที่ 4.5 กล่าวถึงข้อมูลด้านพฤติกรรมการเลือกใช้บริการร้านกาแฟสดของผู้ตอบแบบสอบถาม จากค่าใช้จ่ายต่อครั้งในการเข้าใช้บริการต่อครั้ง โดยพิจารณาค่าเฉลี่ยจากมากไปน้อย 3 อันดับแรก พบว่า ส่วนใหญ่ผู้ตอบแบบสอบถามมีการใช้จ่ายอยู่ในช่วงระหว่าง 51-100 บาท คิดเป็นร้อยละ 58.3 อันดับ 2 อยู่ระหว่าง 101-150 บาทต่อครั้ง คิดเป็นร้อยละ 24.4 อันดับ 3 มีการใช้จ่าย 151 บาทขึ้นไป คิดเป็นร้อยละ 16.5



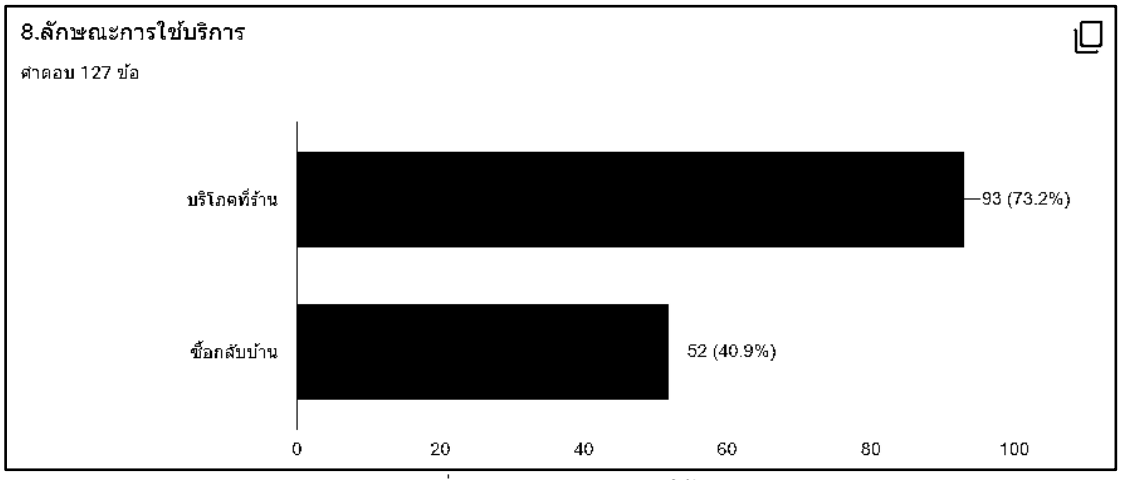
แผนภูมิ 4.6 ช่วงเวลาที่นิยมเข้าใช้บริการ

จากแผนภูมิที่ 4.6 กล่าวถึงข้อมูลด้านพฤติกรรมการเลือกใช้บริการร้านกาแฟสดของผู้ตอบแบบสอบถาม จากช่วงเวลาที่ผู้ตอบแบบสอบถามนิยมเลือกเข้าใช้บริการร้านกาแฟ โดยพิจารณาค่าเฉลี่ยจากมากไปน้อย 3 อันดับแรก พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่นิยมเข้าใช้บริการร้านกาแฟในช่วงเวลา 12.01-15.00 น. คิดเป็นร้อยละ 52 อันดับ 2 ช่วงเวลา 09.00-12.00 น. คิดเป็นร้อยละ 29.1 และอันดับ 3 ช่วงเวลา 15.01-18.00 น. คิดเป็นร้อยละ 22



แผนภูมิ 4.7 แสดงผู้มีส่วนในการตัดสินใจเข้าใช้บริการ

จากแผนภูมิที่ 4.7 กล่าวถึงข้อมูลด้านพฤติกรรมการเลือกใช้บริการร้านกาแฟสดของผู้ตอบแบบสอบถาม จากข้อมูลผู้ที่มีส่วนในการตัดสินใจเข้าใช้บริการร้านกาแฟ พบว่า โดยส่วนใหญ่ตัดสินใจเข้าใช้บริการร้านกาแฟด้วยตนเอง คิดเป็นร้อยละ 76.4 อันดับ 2 คือเพื่อนร่วมงาน ร้อยละ 36.2 และอันดับ 3 คือสมาชิกในครอบครัว ร้อยละ 10.2



แผนภูมิที่ 4.8 แสดงลักษณะการใช้บริการ

จากแผนภูมิที่ 4.8 กล่าวถึงข้อมูลด้านพฤติกรรมการเลือกใช้บริการร้านกาแฟสดของผู้ตอบแบบสอบถาม จากลักษณะการเข้าใช้บริการร้านกาแฟ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่นิยมใช้บริการร้านกาแฟโดยการบริโภคที่ร้าน คิดเป็นร้อยละ 73.2 และอันดับ 2 คือซื้อกลับบ้าน คิดเป็นร้อยละ 40.9

4.2 การวิเคราะห์สาเหตุของปัญหา (SWOT Analysis)

ในการวิเคราะห์สาเหตุของเป็นหา เพื่อประเมินสถาการณ์ของพฤติกรรมการเลือกใช้บริการร้านกาแฟ กรณีศึกษา ร้านออนนี่ คาเฟ่ ผู้วิจัยได้ใช้เครื่องมือ SWOT Analysis ในการวิเคราะห์สภาพแวดล้อมภายในและภายนอกของร้านกาแฟออนนี่ คาเฟ่ ดังต่อไปนี้

ตารางที่ 4.14 การวิเคราะห์สภาพแวดล้อม SWOT Analysis

SWOT Analysis	การวิเคราะห์สภาพแวดล้อม
จุดแข็ง (Strengths)	S1: รสชาติของเครื่องดื่ม
	S2: ราคาสินค้ามีความเหมาะสมกับผลิตภัณฑ์
	S3: บรรยากาศภายในร้านและการตกแต่งที่ทันสมัย
จุดอ่อน (Weaknesses)	W1: ไม่มีอาหารขายภายในร้าน
	W2: เวลาเปิดทำการไม่เหมาะสมกับความต้องการในการเข้าใช้บริการของลูกค้า
โอกาส (Opportunities)	O1: การได้รับข้อมูลโฆษณาและข่าวสารผ่านช่องทางออนไลน์
	O2: การเข้าถึงลูกค้าผ่านช่องทางแอพพลิเคชั่นเดลิเวอรี่
อุปสรรค (Threats)	T1: จำนวนคู่แข่งที่เพิ่มมากขึ้น ส่งผลให้ลูกค้ามีตัวเลือกในการเลือกใช้บริการที่มากขึ้น
	T2: คู่แข่งมีกลยุทธ์ส่งเสริมการขายที่ดีกว่า
	T3: สถานการณ์โรคระบาด

ตารางที่ 4.15 วิเคราะห์ TOWS Matrix

TOWS Matrix		S	S1: รสชาติของเครื่องดื่ม S2: ราคาสินค้ามีความเหมาะสมกับผลิตภัณฑ์ S3: บรรยากาศภายในร้านและการตกแต่งที่ทันสมัย	W	W1: ไม่มีอาหารขายภายในร้าน W2: เวลาเปิดทำการไม่เหมาะสมกับความต้องการในการเข้าใช้บริการของลูกค้า
O	O1: การได้รับข้อมูลโฆษณาและข่าวสารผ่านช่องทางออนไลน์ O2: การเข้าถึงลูกค้าผ่านช่องทางแอพพลิเคชั่นเดลิเวอรี่	SO	-มีการส่งเสริมการขาย โฆษณาผ่านช่องทางออนไลน์ Facebook/Instagram/TikTok -มีบริการส่งเครื่องดื่มและขนม ผ่านแอพพลิเคชั่นเดลิเวอรี่ - ตกแต่งบรรยากาศภายในร้านให้สามารถถ่ายรูปเพื่อทำการโฆษณาร้านค้าผ่านช่องทางออนไลน์ได้	WO	-มีบริการส่งอาหารของร้านผ่านแอพพลิเคชั่นเดลิเวอรี่เพิ่มขึ้น -ปรับเวลาการให้บริการให้สอดคล้องกับความต้องการใช้บริการของลูกค้า
T	T1: จำนวนคู่แข่งที่เพิ่มมากขึ้น ส่งผลให้ลูกค้ามีตัวเลือกในการเลือกใช้บริการที่มากขึ้น T2: คู่แข่งมีกลยุทธ์ส่งเสริมการขายที่ดีกว่า T3: สถานการณ์โรคระบาด	ST	-เพิ่มและพัฒนาสูตรเครื่องดื่มให้ลูกค้าได้เลือกสรรอย่างหลากหลาย -วางมาตรการเพิ่มความเข้มงวดด้านความสะอาดและความปลอดภัยของเครื่องดื่มและขนม	WT	-เพิ่มเมนูประเภทอาหารที่เหมาะสมสำหรับการทานในร้านกาแฟ เช่น แซนวิช พิซซ่า

5. สรุปผลการศึกษาและข้อเสนอแนะ

5.1 สรุปผลการศึกษา

การศึกษาครั้งนี้เป็นการศึกษาเชิงสำรวจ เพื่อศึกษาปัจจัยที่มีผลในการเลือกใช้บริการร้านกาแฟในเขตเทศบาลอำเภอวังสะพุง จังหวัดเลย กรณีศึกษาร้านออนนี่ คาเฟ่ ผลการศึกษาด้านข้อมูลทั่วไปจากผู้ตอบแบบสอบถาม จำนวน 127 ราย พบว่ากลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิง มีอายุระหว่าง 21-30 ปี สถานภาพโสด มีระดับการศึกษาปริญญาตรี และรายได้ต่อเดือนอยู่ระหว่าง 10,001-20,000 บาทต่อเดือน ผู้ศึกษาได้นำข้อมูลปฐมภูมิมาใช้เป็นส่วนหนึ่งในการกำหนดกลยุทธ์และแนวทางแก้ไขปัญหา

5.2 อภิปรายผลของการศึกษา

จากการศึกษาปัจจัยที่ส่งผลต่อการเลือกใช้บริการร้านกาแฟในเขตเทศบาลอำเภอวังสะพุง จังหวัดเลย กรณีศึกษาร้านออนนี่ คาเฟ่ ผู้ค้นคว้านำสรุปผลการศึกษามาอภิปรายได้ดังนี้

1. ปัจจัยส่วนประสมทางการตลาดในภาพรวมอยู่ในระดับมาก สอดคล้องกับทฤษฎีส่วนประสมทางการตลาดของ Kotler and Armstrong (1996) ที่สรุปว่าส่วนประสมทางการตลาดเป็นเครื่องมีที่สามารถนำมาใช้ในการแก้ปัญหาและปรับปรุงด้านการตลาด สามารถสรุปลำดับความสำคัญได้ดังนี้ 1) ปัจจัยด้านบุคคล พนักงานมีความสุภาพ กริยามารยาท ของพนักงานที่ให้บริการ 2) ปัจจัยด้านการให้บริการ มีความชัดเจนในการให้บริการ 3) ปัจจัยด้านสถาพแวดล้อม บรรยากาศภายในร้านเป็นกันเอง 4) ปัจจัยด้านผลิตภัณฑ์ เครื่องดื่มและอาหารมีรสชาติอร่อย 5) ปัจจัยด้านช่องทางการจัดจำหน่าย ทำเลที่ตั้งของร้านกาแฟมีความเหมาะสม 6) ปัจจัยด้านการส่งเสริมการขาย มีการลดราคา 7) ปัจจัยด้านราคา

2. แนวทางการเพิ่มยอดขายและเพิ่มการเข้าถึงลูกค้าโดยการกำหนดกลยุทธ์ทางธุรกิจของร้านออนนี่ คาเฟ่ มีทางเลือก 2 แนวทางดังนี้

แนวทางที่ 1 แนวทางเชิงรุก (โครงการเพิ่มประสิทธิภาพในการเข้าถึงลูกค้าผ่าน Facebook/Instagram) เป็นโครงการที่สร้างโอกาสทางด้านการเข้าถึงลูกค้าผ่านช่องทางออนไลน์ ผู้วิจัยจึงได้พิจารณากลยุทธ์เชิงรุกในการใช้แก้ไขปัญหาและพัฒนาจุดแข็งของร้านค้า ด้วยการประชาสัมพันธ์ร้านค้าผ่านช่องทาง Facebook และ Instagram เพิ่มมากขึ้น ให้ลูกค้าเข้าถึงข้อมูลข่าวสารเพิ่มมากขึ้น เช่น โปรโมชั่น สิทธิพิเศษสำหรับลูกค้าสมาชิกหรือเมนูเครื่องดื่มใหม่ๆ เพื่อให้บรรลุเป้าหมายในการเพิ่มยอดขายสินค้ามากขึ้นร้อยละ 30 ซึ่งสอดคล้องกับงานวิจัยของนลินีและผุสดี (2562) ที่ได้ศึกษาการกำหนดกลยุทธ์โดยใช้ SWOT Analysis มาวิเคราะห์ปัญหาเพื่อเพิ่มยอดขายและการเข้าถึงร้านค้าผ่านช่องทางออนไลน์

แนวทางที่ 2 แนวทางเชิงรับ (โครงการเพิ่มเมนูอาหารร้านออนนี่ คาเฟ่) เป็นโครงการที่ช่วยให้ลูกค้ามีตัวเลือกในการตัดสินใจเข้าไปใช้บริการอย่างหลากหลาย ดังนั้นร้านออนนี่ คาเฟ่จึงต้องมีกลยุทธ์เชิงรับ เพื่อรับมือกับจำนวนคู่แข่งที่เพิ่มมากขึ้น ด้วยการเพิ่มการดึงดูดลูกค้าด้วยเมนูอาหาร ให้ลูกค้าได้เลือกรับประทาน ซึ่งจะเป็นอาหารที่รับประทานง่าย สะดวกต่อการนั่งทานที่ร้านกาแฟ เช่น พิซซ่า แซนวิช หรือสปาเก็ทตี้ เป็นต้น

5.3 ข้อเสนอแนะสำหรับการศึกษาครั้งนี้

ผลจากการศึกษาปัจจัยที่มีผลในการเลือกใช้บริการร้านกาแฟออนนี่ คาเฟ่ ในเขตเทศบาลอำเภอวังสะพุง จังหวัดเลย โดยใช้ปัจจัยส่วนประสมทางการตลาด (7Ps) และปัจจัยลักษณะประชาการศาสตร์ ทำให้ผู้วิจัยสามารถนำผลทางการวิจัยมาประยุกต์ใช้เพื่อตอบสนองความต้องการของผู้บริโภคได้อย่างตรงจุด และสามารถแข่งขันกับคู่แข่งในธุรกิจได้ ซึ่งผู้วิจัยขอสรุปข้อเสนอแนะสำหรับผู้ประกอบการร้านกาแฟโดยเรียงตามปัจจัยที่มีผลต่อการตัดสินใจซื้อกาแฟร้านคาเฟ่ดังนี้

5.3.1 ปัจจัยด้านผลิตภัณฑ์

ด้านผลิตภัณฑ์ผู้บริโภคให้ความสำคัญในระดับมากที่สุดคือ รสชาติของเครื่องดื่ม ดังนั้นผู้ประกอบการจึงควรให้ความสำคัญกับสูตรกาแฟและเครื่องดื่มเป็นอันดับแรก ไม่ว่าจะเป็นการคัดสรรวัตถุดิบหรือการประกอบเครื่องดื่มให้มีรสชาติที่คงที่ ไม่ผิดเพี้ยน อีกทั้งผู้บริโภคยังให้ความสำคัญกับคุณภาพของเครื่องดื่มและขนมเป็นอันดับสอง ดังนั้นผู้ประกอบการจะต้องรักษาคุณภาพ ความสะอาด ปลอดภัยของเครื่องดื่มควบคู่กับรสชาติที่ดีและคงที่ไปในเวลาเดียวกัน

5.3.2 ปัจจัยด้านราคา

ด้านราคาผู้บริโภคให้ความสำคัญในระดับมากที่สุดคือ ราคาเหมาะสมกับผลิตภัณฑ์และระบุราคาอย่างชัดเจนตามลำดับ ดังนั้นร้านคาเฟ่จึงต้องให้ความสำคัญอย่างยิ่งกับการตั้งราคาสินค้าให้เหมาะสมกับผลิตภัณฑ์และกลุ่มลูกค้าเป้าหมาย เช่นเดียวกับร้านออนนี่ คาเฟ่ ที่มีการตั้งราคาอยู่ในระดับกลาง เพื่อให้กลุ่มลูกค้าส่วนใหญ่ที่มีรายได้ 10,001-20,000 บาทต่อเดือน สามารถซื้อเครื่องดื่มและขนมได้

5.3.3 ปัจจัยด้านช่องทางการจัดจำหน่าย

ด้านช่องทางการจัดจำหน่ายผู้บริโภคให้ความสำคัญในระดับมากที่สุดคือ ทำเลที่ตั้งของร้านกาแฟมีความเหมาะสม เนื่องจากลูกค้าต้องการความสะดวกสบายในการเข้าถึงร้านค่า ไม่ว่าจะเป็นทำเลที่ตั้งที่เหมาะสมหรือมีบริเวณพื้นที่ในการจอดรถของ

ลูกค้า ผู้ประกอบการหรือผู้ที่ตองการทำธุรกิจร้านกาแฟ การหาทำเลที่ตั้งเป็นสิ่งสำคัญอย่างหนึ่ง ในการกำหนดกลุ่มลูกค้าเป้าหมาย เช่น ร้านออนนี่ คาเฟ่ มีทำเลที่ตั้งอยู่ถนนเส้นหลักที่สะดวกต่อการสรรจรไปมาของลูกค้า และมีพื้นที่ในการจอดรถที่เพียงพอต่อลูกค้าที่ต้องการเข้ามาใช้บริการ

5.3.4 ปัจจัยด้านการส่งเสริมการขาย

ด้านปัจจัยการส่งเสริมการขายผู้บริโภคให้ความสำคัญในระดับมากที่สุดคือ มีการลดราคา ดังนั้นผู้ประกอบการจึงต้องมีการวางแผนการจัดโปรโมชั่น สินค้าลดราคา เพื่อเป็นการดึงดูดลูกค้าให้เข้ามาใช้บริการมากยิ่งขึ้น

5.3.5 ปัจจัยด้านบุคคล

ด้านบุคคลผู้บริโภคให้ความสำคัญในระดับมากที่สุดคือ พนักงานมีความสุภาพ กริยามารยาท ของพนักงานที่ให้บริการ ซึ่งเห็นได้ชัดจากการผลสำรวจ พบว่า ลูกค้าให้ความสำคัญกับการบริการของพนักงานเป็นปัจจัยอันดับหนึ่ง นอกเหนือจากความต้องการประสบการณ์ทางด้านรสชาติเครื่องดื่มแล้ว การได้รับบริการที่ดี เป็นส่วนสำคัญในการเลือกใช้บริการร้านกาแฟเช่นเดียวกัน ดังนั้นผู้ประกอบการจะต้องมีการอบรมพนักงาน ด้านการให้บริการลูกค้าเป็นอย่างดี

5.3.6 ปัจจัยด้านสถาพแวดล้อม

ด้านสภาพแวดล้อมผู้บริโภคให้ความสำคัญในระดับมากที่สุดคือ บรรยากาศภายในร้านเป็นกันเอง เนื่องจากผลสำรวจพบว่าลูกค้าต้องการเข้ามาใช้บริการร้านกาแฟเพื่อพักผ่อนหย่อนใจมากเป็นอันดับสองของการเลือกใช้บริการร้านกาแฟ ทำให้ปัจจัยด้านสภาพแวดล้อม จึงเป็นสิ่งสำคัญอย่างยิ่ง โดยเฉพาะการสร้างบรรยากาศภายในร้านค้าให้มีความสะดวก สบายเป็นกันเองในขณะนั่งรับประทานอาหารและดื่มเครื่องดื่ม ลูกค้าจะรู้สึกได้รับการพักผ่อนมากยิ่งขึ้น เมื่อบรรยากาศภายในร้านตกแต่งอย่างสวยงามและเป็นกันเอง

5.3.7 ปัจจัยด้านการให้บริการ

ด้านการให้บริการผู้บริโภคให้ความสำคัญในระดับมากที่สุดคือ มีความชัดเจนในการให้บริการและรวดเร็ว ดังนั้นร้านค้าจะต้องมีการวางระบบให้บริการลูกค้าอย่างชัดเจนและรวดเร็ว ไม่ว่าจะเป็นการจัดการระบบรับออเดอร์ ทำเครื่องดื่ม หรือคิดเงินลูกค้า เพื่อให้รวดเร็วต่อการบริการ ผู้ประกอบการจะต้องมีการอบรมพนักงานเรื่องขั้นตอนและระบบการให้บริการลูกค้าอย่างชัดเจน เพื่อสร้างความพึงพอใจในการใช้บริการของลูกค้ามากยิ่งขึ้น

5.4 ข้อเสนอแนะสำหรับการศึกษาครั้งต่อไป

1. เนื่องจากงานวิจัยชุดนี้มีระยะเวลาในการดำเนินงานที่จำกัด จึงทำให้มีการเก็บข้อมูลแบบสอบถามจากกลุ่มตัวอย่างในจำนวนจำกัด ดังนั้นเพื่อให้งานวิจัยมีผลการศึกษาที่ครอบคลุมมากยิ่งขึ้น ควรมีการเก็บข้อมูลผู้ใช้บริการเพิ่มเติม เพื่อนำผลงานวิจัยไปประยุกต์ใช้ได้อย่างมีประสิทธิภาพ

2. ควรมีการสัมภาษณ์ผู้ใช้บริการเชิงลึกเพิ่มเติม เพื่อให้ได้ข้อมูลบางส่วนเพิ่มเติม นกเหนือจากข้อมูลในแบบสอบถามที่ผู้วิจัยกำหนดและทราบความต้องการในการใช้บริการของผู้บริโภคอย่างแท้จริง

3. ศึกษาถึงปัจจัยต่างๆ ที่ส่งผลต่อพฤติกรรมการเลือกใช้บริการร้านกาแฟของผู้ใช้บริการร้านกาแฟในจังหวัดเลยเพิ่มเติมและติดตามผลอย่างต่อเนื่อง

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ปัจจัยที่มีผลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android ของผู้บริโภค เจนเนอเรชั่นวาย ในกรุงเทพมหานคร
Factors Effecting in the purchase of Android smartphones by Generation people in Bangkok

ศุภณัฏฐ์ พลอำมาตย์ปทีป Suphanuth Ponrmmartphateep[1]
ดนัยกฤต อินทุฤทธิ์ Danaikrit Inthurit[2]

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android ของผู้บริโภค เจนเนอเรชั่นวาย ในกรุงเทพมหานครฯ โดยมีวัตถุประสงค์การวิจัยเพื่อศึกษาปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟน ในกลุ่ม Gen Y ผ่านการรวบรวมข้อมูลจากแบบสอบถามซึ่งใช้วิธีการวิเคราะห์งานวิจัยนี้ได้ทำการกำหนดกลุ่มตัวอย่างการโดยจำนวน 400 คน ผ่านการวิเคราะห์ข้อมูลโดยหาค่าความสัมพันธ์ของโดยใช้สมการการวิเคราะห์ถดถอยพหุแบบเส้นทางสัมพันธ์ ผลการวิจัยพบว่าค่าสัมประสิทธิ์สหสัมพันธ์จะพบว่าตัวแปรที่มีอิทธิพลมากที่สุด ได้แก่ ตัวแปรอรรถประโยชน์ที่มีสัมประสิทธิ์สหสัมพันธ์ถดถอยเท่ากับ 0.368 และรองลงมาคืออุปสงค์ต่อการถือเงินที่มีสัมประสิทธิ์สหสัมพันธ์ถดถอย เท่ากับ 0.236 โดยงานวิจัยนี้มีข้อเสนอแนะให้ผู้ประกอบการควรที่จะมีรูปแบบสมาร์ทโฟนที่ผู้บริโภคต้องการเป็นหลักเพื่อความครอบคลุม คุ้มค่าต่อผู้บริโภคให้มากที่สุดและควรที่จะจัดจำหน่ายรูปแบบสมาร์ทโฟนที่มีความคุ้มค่าในด้านราคาที่เหมาะสมต่อการเลือกซื้อของผู้บริโภค

คำสำคัญ : การซื้อสินค้าออนไลน์ การตัดสินใจซื้อ ส่วนประสมการตลาด สมาร์ทโฟน การถดถอยพหุคูณ

Abstract

The purpose of this research was to study Factors Effecting in the purchase of Android smartphones by Generation Y people in Bangkok through the collection of data from questionnaires used in the analysis of this research. A sample group of 400 people was determined through data analysis by finding the correlation using path correlation multiple regression analysis equations. The results showed that the correlation coefficient found the most influential variable. Namely a utility variable with a regression correlation coefficient equal to 0.236 This research has suggestions. Entrepreneurs should have a smartphone model that consumers want mainly for coverage. Best value for consumers and Should be able to distribute a smart phone model that is worthwhile in terms of price that is suitable for consumer purchase.

Keywords: online shopping, purchase decision, marketing mix, smart phone, Multiple regression

บทนำ

ปัจจุบันเทคโนโลยีและการสื่อสารได้เจริญก้าวหน้าอย่างรวดเร็ว ในการดำเนินชีวิตประจำวันของบุคคลกับอุปกรณ์สื่อสารต่าง ๆ อาทิ เช่น สมาร์ทโฟน ได้เข้ามามีบทบาทสำคัญต่อการดำเนินกิจกรรมต่าง ๆ โดยเฉพาะการศึกษาค้นคว้าและเทคโนโลยีเข้ามาช่วยในการดำเนินการในการใช้ชีวิตให้รวดเร็วสอดคล้องกับยุคสมัยใหม่และมีประสิทธิภาพมากยิ่งขึ้น เช่น การรับ ส่งข้อมูลข่าวสารอิเล็กทรอนิกส์ การทำธุรกิจและให้บริการบนอินเตอร์เน็ต อาทิ สั่งอาหาร โอนเงิน จ่ายค่าใช้จ่ายผ่านออนไลน์ ปัจจุบันจะเห็นได้ว่าคนส่วนใหญ่ในวัยทำงานหรือวัยเรียนและวัยต่าง ๆ มีลักษณะการใช้สมาร์ทโฟนอย่างแพร่หลายในชีวิตประจำวัน สมาร์ทโฟนที่จึงกลายมาเป็นอุปกรณ์ที่ขาดไม่ได้ในการดำเนินชีวิตประจำวันของผู้คนในสังคมยุคใหม่ ทำให้การแข่งขันในตลาดสมาร์ทโฟนเป็นธุรกิจที่มีกระแสดีดีมากที่สุดก็ว่าได้ สมาร์ทโฟน มีระบบปฏิบัติการอยู่สองรูปแบบ มีไอโอเอสและแอนด์ดอย โดยมีข้อมูลจาก SKU International Data Corporation (IDC) ปี2021 สมาร์ทโฟนแอนด์ดอยได้มียอดขายเป็นอับดับ1 โดยแบรนด์ Samsung ยอดขาย 272.0 ล้านเครื่อง เพิ่มขึ้น 6.0% ส่วนแบ่งตลาด 20.1% และรองลงมาในระบบไอโอเอส Apple ยอดขาย 235.7 ล้านเครื่อง เพิ่มขึ้น 15.9% ส่วนแบ่งตลาด 17.4% และ ระบบแอนด์ดอยแบรนด์อื่น ๆ อาทิ Xiaomi ยอดขาย 191.0 ล้านเครื่อง เพิ่มขึ้น 29.3% ส่วนแบ่งตลาด 14.1% OPPO ยอดขาย 133.5 ล้านเครื่อง เพิ่มขึ้น 20.1% ส่วนแบ่งตลาด 9.9% vivo ยอดขาย 128.3 ล้านเครื่อง เพิ่มขึ้น 14.8%ส่วนแบ่ง

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ตลาด 9.5% (SKU International Data Corporation (IDC),2022) ย้อนไป ปี2020 ข้อมูลจาก Canalys ช่วงไตรมาสที่ 4 การจัดส่งสมาร์ทโฟนทั่วโลกนั้นสูงถึง 359.6 ล้านเครื่อง ลดลง 2% เมื่อเทียบรายปี โดยที่ Apple จัดส่ง iPhone มากที่สุดเท่าที่เคยมีมา ภายในไตรมาสเดียวถึง 81.8 ล้านเครื่อง เพิ่มขึ้น 4% เมื่อเทียบกับปีที่ผ่านมา Samsung ตามมาเป็นอันดับสอง โดยมียอดจัดส่ง 62 ล้านเครื่อง ลดลง 12% เมื่อเทียบกับปีที่ผ่านมา Xiaomi OPPO และ Vivo ติดอันดับใน top 5 โดยสามารถชิงส่วนแบ่งมาจาก Huawei รวมถึง Honor มาได้ โดยที่ Xiaomi มีการจัดส่งสมาร์ทโฟน 43.4 ล้านเครื่อง เติบโตขึ้น 31%OPPO มีการจัดส่งสมาร์ทโฟน 34.7 ล้านเครื่อง เติบโตขึ้น 15% และ Vivo มีการจัดส่งสมาร์ทโฟน 32.1 ล้านเครื่อง เติบโตขึ้น 14% ส่วน Huawei และ Honor ตามมาเป็นอันดับที่หก ผู้บริโภค ในกลุ่ม Gen Y ให้ความสำคัญกับสมาร์ทโฟนอย่างมาก โดยมองว่าสมาร์ทโฟนเป็นปัจจัยที่ 5 ในการดำรงชีวิตและเสมือนเป็นอีกหนึ่งอวัยวะของร่างกาย (ชานนท์ ศิริธร,2559) อย่างไรก็ตามโดยส่วนใหญ่ ในการเลือกซื้อสมาร์ทโฟนของผู้บริโภคนั้น จะมีปัจจัยการเลือกซื้อหลากหลายรูปแบบ อาทิ รูปแบบการใช้งานฟังก์ชั่นในตัวเครื่อง โปรโมชั่น เทคนิคทางการตลาด ความน่าเชื่อถือ ความมั่นใจ ซึ่งปัจจุบันผู้ผลิต ต้องให้ความสนใจในเรื่องกระบวนการให้บริการ และกลยุทธ์ทางการตลาด เนื่องจากมีการแข่งขันมากขึ้น รวมทั้งความต้องการของผู้บริโภคที่มีปัจจัยหลากหลายในการเลือกซื้อสมาร์ทโฟนของกลุ่มผู้บริโภคเจเนอเรชั่นวายหรือกลุ่มคนที่เกิดในช่วงปี พ.ศ.2523 –พ.ศ. 2540 (อายุ 22 –39ปี ณ ปี พ.ศ. 2562) ถือเป็นกลุ่มที่เติบโตขึ้นมาท่ามกลางความเปลี่ยนแปลงและค่านิยมที่แตกต่างระหว่างรุ่นยุคช่วงก่อนหน้าที่ผ่านมา และรับเอาความเจริญก้าวหน้าของเทคโนโลยีเข้ามาในการดำรงชีวิตประจำวัน (สวรรยา ธรรมอภิพล,อลิสา เจริญรูป,อารยา เกตุรวม,302,2019) ด้วยเหตุนี้ ผู้วิจัยจึงมีความสนใจในการศึกษาหาถึงคุณสมบัติของสมาร์ทโฟนที่ผู้บริโภคต้องการมากอย่างที่สุด และตัดสินใจเลือกซื้อได้รวดเร็วมากที่สุด อาทิ เพราะอย่างไร ทำไมถึงซื้อและสาเหตุใดและปัจจัยทางการตลาดมีผลต่อการซื้อหรือไม่ โดยผลประโยชน์ที่นำไปวิจัยนั้นสามารถนำไปปรับปรุงคุณภาพ รวมถึงเสริมสร้างกลยุทธ์เพื่อรักษาฐานลูกค้าและเพิ่มความจงรักภักดี ต่อสินค้า ในภาคธุรกิจอีกด้วย

วัตถุประสงค์ของการวิจัย

เพื่อศึกษาปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในกลุ่ม Gen Y

วิธีการดำเนินการวิจัย

1) พื้นที่เป้าหมาย

พื้นที่ที่ใช้ในการศึกษาการทำวิจัยในครั้งนี้อยู่ใน 5 เขตในกรุงเทพฯ ได้แก่ เขตบางเขน เขตบางกะปิ เขตจักตุจักร เขตสายไหม เขตลาดกระบัง เป็นพื้นที่ศึกษาวิจัย โดยสาเหตุที่เลือกใช้พื้นที่นี้เนื่องจากพื้นที่ดังกล่าวมีประชากรช่วงเจนเนอเรชั่น Y อายุ 22 – 41 ปี อยู่มากเป็น 5 ลำดับแรกในกรุงเทพมหานครฯ (สำนักงานสถิติแห่งชาติ, 2563)

2) ประชากรและกลุ่มตัวอย่าง

ประชากรที่นำมาพิจารณา ประชากรที่เกิดระหว่างปี พ.ศ.2523 - พ.ศ.2540 หรือประชากรอายุระหว่าง 22 – 41 ปีที่เป็นข้อมูลทุติยภูมิที่ปรากฏในสำนักงานสถิติแห่งชาติที่แสดงข้อมูลประชากรไว้ในปี 2563 จำนวน 1,498,126 คน และทำการกำหนดกลุ่มตัวอย่างจำนวน 400 คนมาพิจารณาในการวิจัย ขณะที่การกำหนดกลุ่มตัวอย่างนั้นผู้วิจัยได้อาศัยข้อมูลกำหนดเป็นเป็นกลุ่มตัวอย่างแบบเจาะจงโดยการกำหนดกลุ่มตัวอย่างการวิจัยซึ่งใช้การคำนวณของยามาเน่ (Yamane, 1973) เพื่อหาจำนวนกลุ่มตัวอย่างโดยกำหนดค่าความคาดเคลื่อนไว้ที่ร้อยละ 5 ซึ่งผลการคำนวณเท่ากับ 399.77 คน ทำการปัดเศษเพื่อให้สะดวกแก่การรวบรวมข้อมูลเท่ากับจำนวน 400 คน

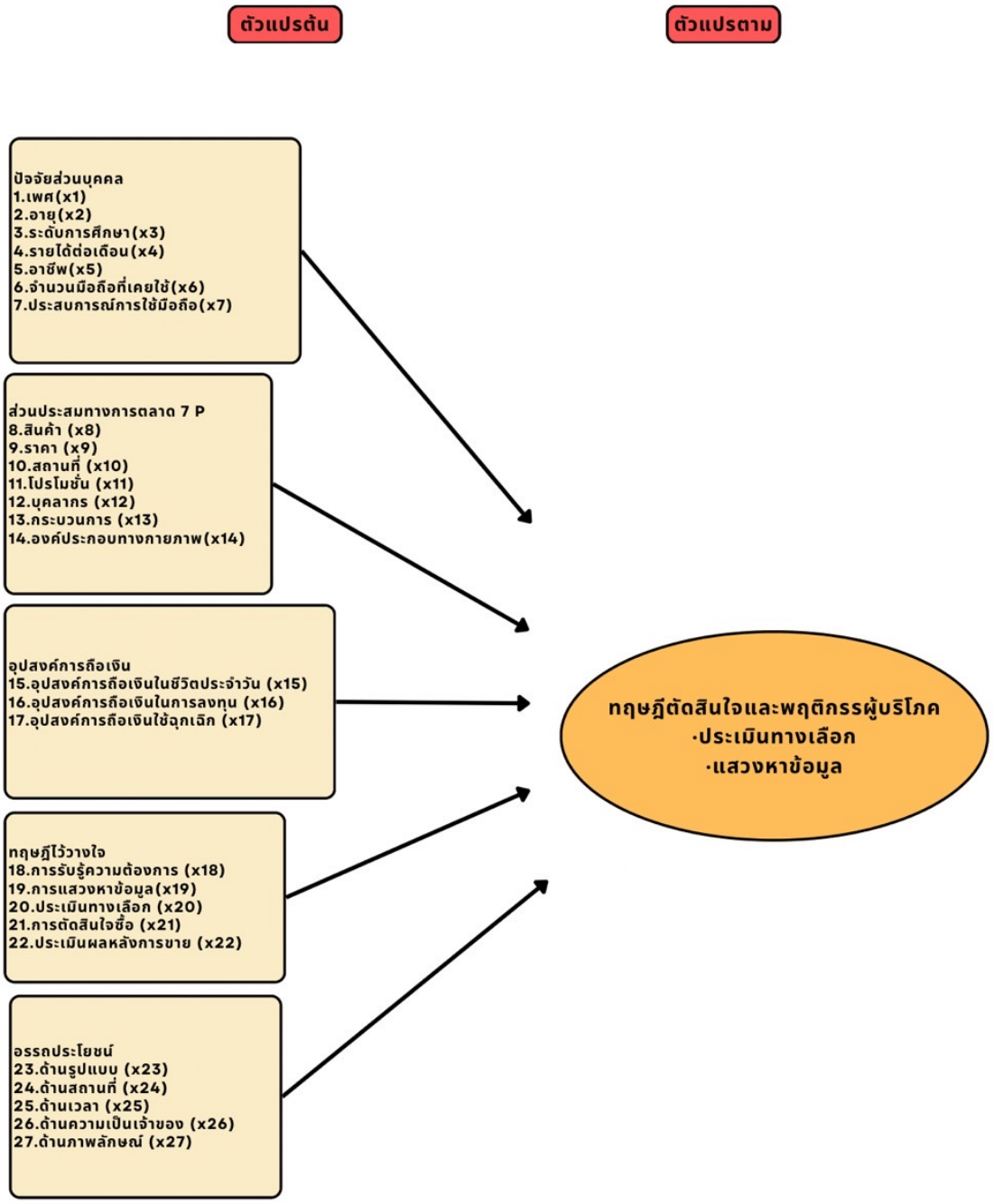
3) วิธีเก็บรวบรวมข้อมูล

ผู้วิจัยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล โดยแบบสอบถามแบ่งเป็น 2 ส่วน ได้แก่ ส่วนที่ 1 เป็นแบบสอบถามที่เกี่ยวกับลักษณะประชากรศาสตร์ของผู้ตอบแบบสอบถาม ซึ่งเกี่ยวกับ เพศ อายุ ระดับการศึกษา อาชีพรายได้ สถานภาพ จำนวนโทรศัพท์มือถือที่เคยใช้ ประสบการณ์การใช้มือถือ ส่วนที่ 2 เป็นแบบสอบถามกระบวนการตัดสินใจซื้อสมาร์ทโฟนโดยใช้มาตรวัดแบบประมาณค่า (Likert Scale) ทั้งนี้ ผู้วิจัยได้ทำการทดสอบความเที่ยงของแบบสอบถามผ่านการทำการทดสอบข้อคำถามก่อนวิจัย (Pre-Test) กับประชากรกลุ่ม Gen Y ในจังหวัดปทุมธานีจำนวน 40 คน โดยใช้วิธีการวัดความสอดคล้องภายในแบบ Cronbach’s Alpha ข้อคำถามที่มีค่าความเชื่อมั่นตั้งแต่ 0.70 ขึ้นไปซึ่งถือว่ามีความเชื่อถือได้ค่อนข้างสูง จากการทดสอบได้ค่าความเชื่อมั่น เท่ากับ 0.85 ซึ่งถือว่าเชื่อถือได้จึงนำแบบสอบถามไปใช้ในการเก็บรวบรวมข้อมูล

4) การวิเคราะห์ข้อมูล

การวิเคราะห์ในส่วนที่ 1 ข้อมูลทั่วไป ได้แก่ เพศ อายุ ระดับการศึกษา อาชีพรายได้ สถานภาพ จำนวนโทรศัพท์มือถือที่เคยใช้ ประสบการณ์การใช้มือถือ และส่วนที่ 2 คือ กระบวนการตัดสินใจซื้อสมาร์ทโฟน โดยใช้มาตรวัดแบบประมาณค่าเป็นการวัดแบบเรียงลำดับ 5 ระดับ เมื่อได้ข้อมูลจากทั้ง 2 ส่วนแล้วนั้นขั้นตอนต่อไปจะทำการวิเคราะห์ข้อมูลโดยหาค่าความสัมพันธ์ของปัจจัยที่มี

อิทธิพล โดยใช้สมการการวิเคราะห์ถดถอยพหุ (multiple regression analysis) แบบ Enter โดยทำการกำหนดตัวแปร สร้างเป็นกรอบแนวคิดการวิจัย ดังภาพที่ 1



ภาพที่ 1 กรอบแนวคิดการวิจัย

ผลการวิจัยและอภิปรายผล

1) ข้อมูลทั่วไปของกลุ่มตัวอย่าง

จากกลุ่มตัวอย่างทั้งหมด 400 คน เป็นเพศหญิง จำนวน 263 คน คิดเป็นร้อยละ 65.8 และเป็นเพศชาย 137 คิดเป็นร้อยละ 34.3 โดยกลุ่มอายุแบ่งเป็น 23-27 ปี จำนวน 131 คน คิดเป็นร้อยละ 32.8 กลุ่มอายุ 28-32 ปี จำนวน 84 คน คิดเป็นร้อยละ 21.0 กลุ่มอายุ 33-37 ปี จำนวน 107 คน คิดเป็นร้อยละ 26.8 กลุ่มอายุ 38-42 ปี จำนวน 78 คน คิดเป็นร้อยละ 19.5 การศึกษา ต่ำกว่ามัธยมปลาย จำนวน 8 คน คิดเป็นร้อยละ 2.0 มัธยมปลาย จำนวน 61 คน คิดเป็นร้อยละ 15.3 ปริญญาตรี จำนวน 288 คน คิดเป็น

ร้อยละ 72.0 ปริญญาโท จำนวน 42 คน คิดเป็นร้อยละ 10.5 สูงกว่าปริญญาโท จำนวน 1 คน คิดเป็นร้อยละ 0.3 มีรายได้แบ่งเป็น ต่ำกว่า 10,000 บาท จำนวน 75 คน คิดเป็นร้อยละ 18.8 10,001-25,000 บาท จำนวน 145 คน คิดเป็นร้อยละ 36.3 25,001-40,000 บาท จำนวน 98 คน คิดเป็นร้อยละ 24.5 40,001-55,000 บาท จำนวน 29 คน คิดเป็นร้อยละ 7.2 สูงกว่า 55,000 บาท จำนวน 53 คน คิดเป็นร้อยละ 13.3 อาชีพแบ่งเป็น ราชการ/พนักงานราชการ/พนักงานรัฐวิสาหกิจ/ลูกจ้างของรัฐ จำนวน 49 คน คิดเป็นร้อยละ 12.3 พนักงานองค์กรเอกชน จำนวน 161 คน คิดเป็นร้อยละ 40.3 ผู้ประกอบการ จำนวน 34 คน คิดเป็นร้อยละ 8.5 อาชีพอิสระ/รับจ้าง จำนวน 111 คน คิดเป็นร้อยละ 27.8 อาชีพอื่น ๆ จำนวน 45 คน คิดเป็นร้อยละ 11.3

2) ส่วนประสมการตลาด

ผู้วิจัยได้ทำการสำรวจถึงปัจจัยที่ส่วนประสมการตลาดแบบ 7P ถึงปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Androidของผู้บริโภค เจนเนอเรชั่นวาย ในกรุงเทพมหานคร โดยผลการวิจัยแสดงในตารางที่ 1

ตารางที่ 1 การพิจารณาส่วนผสมทางการตลาดของกลุ่มตัวอย่าง

ปัจจัย	คะแนน	S.D.	แปลผล
ผลิตภัณฑ์	4.12	0.92	ผลิตภัณฑ์ส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
ราคา	3.98	1.04	ราคาส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
สถานที่	3.3687	0.70	สถานที่ส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับปานกลาง
โปรโมชั่น	4.0283	0.81	โปรโมชั่นส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
บุคลากร	3.66	1.19	บุคลากรส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
กระบวนการ	3.9572	0.60	กระบวนการส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
องค์ประกอบทางกายภาพ	4.0368	0.66	องค์ประกอบทางกายภาพส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
ค่าเฉลี่ย	3.87		ส่วนประสมการตลาดส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก

จากตารางที่ 1 พบว่าส่วนประสมทางการตลาดที่มีค่าคะแนนเท่ากับ 4.12 จะส่งผลต่ออิทธิผลในเลือกซื้อสมาร์ทโฟนในระดับมากที่สุด และมีค่าคะแนนรองลงมาเท่ากับ 4.03 จะส่งผลในเลือกซื้อสมาร์ทโฟนในระดับมาก โดยภาพรวมแล้วส่วนผสมทางการตลาดของปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Androidของผู้บริโภค เจนเนอเรชั่นวาย ในกรุงเทพมหานคร ที่มีค่าคะแนนเท่ากับ 3.87 จะส่งผลในเลือกซื้อสมาร์ทโฟนในระดับมาก

3) อุปสงค์การถือเงิน

ผู้วิจัยได้ทำการสำรวจถึงอุปสงค์การถือเงิน ถึงปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Androidของผู้บริโภค เจนเนอเรชั่นวาย ในกรุงเทพมหานคร โดยผลการวิจัยแสดงในตารางที่ 2

ตารางที่ 2 การพิจารณาอุปสงค์การถือเงินของกลุ่มตัวอย่าง

ประเภท	คะแนน	S.D.	แปลผล
อุปสงค์การถือเงินในชีวิตประจำวัน	3.68	1.16	อุปสงค์การถือเงินในชีวิตประจำวันส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
อุปสงค์ถือเงินในการลงทุน	3.50	1.13	อุปสงค์ถือเงินในการลงทุนส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
อุปสงค์การถือเงินใช้ฉุกเฉิก	3.68	1.17	อุปสงค์การถือเงินใช้ฉุกเฉิกส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
ค่าเฉลี่ย	3.62		อุปสงค์การถือเงินส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก

จากตารางที่ 2 พบว่าอุปสงค์การถือเงินที่มีค่าคะแนนเท่ากับ 3.68 จะส่งผลอิทธิพลในการเลือกซื้อสมาร์ทโฟนในระดับมากที่สุดทั้งสองปัจจัย และมีค่าคะแนนรองลงมาเท่ากับ 3.50 จะส่งผลอิทธิพลในเลือกซื้อสมาร์ทโฟนในระดับมาก โดยภาพรวมแล้วอุปสงค์

การถือเงินของปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Androidของผู้บริโภค เจนเนอเรชั่นวาย ในกรุงเทพมหานคร ที่มีค่าคะแนนเท่ากับ 3.62 จะส่งผลในเลือกซื้อสมาร์ทโฟนในระดับมาก

4) ทฤษฎีความไว้วางใจ

ผู้วิจัยได้ทำการสำรวจถึงทฤษฎีความไว้วางใจ ถึงปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android ของผู้บริโภค เจนเนอเรชั่นวาย ในกรุงเทพมหานคร โดยผลการวิจัยแสดงในตารางที่ 3

ตารางที่ 3 การพิจารณาทฤษฎีความไว้วางใจของกลุ่มตัวอย่าง

ประเภท	คะแนน	S.D.	แปลผล
การรับรู้ความต้องการ	3.85	1.09	การรับรู้ความต้องการส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
การแสวงหาข้อมูล	4.06	0.95	การแสวงหาข้อมูลส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
ประเมินทางเลือก	4.08	1.02	ประเมินทางเลือกส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
การตัดสินใจซื้อ	4.22	0.91	การตัดสินใจซื้อส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมากที่สุด
การประเมินทางเลือก	4.13	0.98	การประเมินทางเลือกส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
ค่าเฉลี่ย	4.06		ทฤษฎีความไว้วางใจส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก

จากตารางที่ 3 พบว่าทฤษฎีความไว้วางใจที่มีค่าคะแนนเท่ากับ 4.22 จะส่งผลอิทธิพลในการเลือกซื้อสมาร์ทโฟนในระดับมากที่สุด และมีค่าคะแนนรองลงมาเท่ากับ 4.13 จะส่งผลอิทธิพลในเลือกซื้อสมาร์ทโฟนในระดับมาก โดยภาพรวมแล้วทฤษฎีความไว้วางใจของปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Androidของผู้บริโภค เจนเนอเรชั่นวาย ในกรุงเทพมหานคร ที่มีค่าคะแนนเท่ากับ 3.65 จะส่งผลในเลือกซื้อสมาร์ทโฟนในระดับมาก

5. อรรถประโยชน์

ผู้วิจัยได้ทำการสำรวจถึงอรรถประโยชน์ ถึงปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Androidของผู้บริโภค เจนเนอเรชั่นวาย ในกรุงเทพมหานคร โดยผลการวิจัยแสดงในตารางที่ 4

ตารางที่ 4 การพิจารณาอรรถประโยชน์ของกลุ่มตัวอย่าง

ประเภท	คะแนน	S.D.	แปรผล
ด้านรูปแบบ	3.75	1.07	ด้านรูปแบบส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
ด้านสถานที่	3.64	1.04	ด้านสถานที่ส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
ด้านเวลา	3.98	1.05	ด้านเวลาส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก
ด้านความเป็นเจ้าของ	2.75	1.18	ด้านความเป็นเจ้าของส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับปานกลาง
ด้านภาพลักษณ์	3.72	1.04	ด้านภาพลักษณ์ส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับปานกลาง
ค่าเฉลี่ย	3.56		อรรถประโยชน์ส่งผลต่อการมีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนในระดับมาก

จากตารางที่ 4 พบว่าอรรถประโยชน์ที่มีค่าคะแนนเท่ากับ 3.98 จะส่งผลอิทธิในการเลือกซื้อสมาร์ทโฟนในระดับมากที่สุด และมีค่าคะแนนรองลงมาเท่ากับ 3.75 จะส่งผลอิทธิพลในเลือกซื้อสมาร์ทโฟนในระดับมาก โดยภาพรวมแล้วอรรถประโยชน์ของปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Androidของผู้บริโภค เจนเนอเรชั่นวาย ในกรุงเทพมหานคร ที่มีค่าคะแนนเท่ากับ 3.56 จะส่งผลในเลือกซื้อสมาร์ทโฟนในระดับมาก

ผลการวิจัยและอภิปรายปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android

การวิจัยในส่วนนี้จะเป็นการวิเคราะห์ปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android ของผู้บริโภค เจนเนอเรชั่นวาย ในกรุงเทพมหานครฯ โดยการพยากรณ์ซึ่งนำปัจจัยด้านส่วนผสมการตลาด หรือตัวแปรอิสระ $X_8 - X_{14}$ ปัจจัยอุปสงค์ต่อการถือเงิน หรือตัวแปรอิสระ X_{28} (เกิดจากการควบรวมตัวแปร $X_{15} - X_{17}$) ปัจจัยความไว้วางใจหรือตัวแปรอิสระ X_{29} (เกิดจากการควบรวมตัวแปร $X_{18} - X_{22}$) และปัจจัยอรรถประโยชน์ หรือตัวแปรอิสระ X_{30} (เกิดจากการควบรวมตัวแปร $X_{13} - X_{27}$) มาเป็น

ตัวแปรอิสระ ขณะที่ตัวแปรตาม (Y) การตัดสินใจซื้อสมาร์ทโฟนระบบปฏิบัติการ Android จะทำการรวมตัวแปรด้านการปรับตัวทั้งหมด (ตัวแปร $X_8 – X_{17}$) แล้วหาค่าเฉลี่ยเพื่อนำมาใช้เป็นตัวแปรตามในการพยากรณ์แบบ Enter Regression ดังภาพที่ 1

ผลการวิเคราะห์ความสัมพันธ์ระหว่างปัจจัยด้านส่วนผสมการตลาด ปัจจัยอุปสงค์ต่อการถือเงิน ปัจจัยความไว้วางใจ และปัจจัยอรรถประโยชน์ หรือตัวแปรอิสระ $X_8 – X_{17}$ และการตัดสินใจซื้อสมาร์ทโฟนระบบปฏิบัติการ Android (Y) โดยจากการทดสอบพบว่าการตัดสินใจซื้อสมาร์ทโฟนระบบปฏิบัติการ Android มีความสัมพันธ์กันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 โดยมีค่าความสัมประสิทธิ์สหสัมพันธ์อยู่ระหว่าง 0.217 – 0.494 โดยตัวแปรที่มีค่าความสัมประสิทธิ์สหสัมพันธ์สูงที่สุด คือ ปัจจัยส่วนผสมการตลาดด้านราคา โดยมีค่าความสัมประสิทธิ์สหสัมพันธ์เท่ากับ 0.494 แต่ขณะกันเดียวตัวแปรที่มีค่าความสัมประสิทธิ์สหสัมพันธ์ต่ำที่สุด คือ ปัจจัยส่วนผสมการตลาดด้านผลิตภัณฑ์ โดยมีค่าความสัมประสิทธิ์สหสัมพันธ์เท่ากับ 0.217

ผลการวิเคราะห์และสร้างสมการพยากรณ์ของปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android ของผู้บริโภค เจนเนอเรชั่นวาย ในกรุงเทพมหานครฯ ประกอบด้วย ปัจจัยด้านผลผลิตและต้นทุน ด้านการจ้างงาน ด้านแรงจูงใจ โดยใช้การวิเคราะห์การถดถอยพหุคูณ (Multiple regression analysis) แบบ Enter ผู้วิจัยได้วิเคราะห์ปัจจัยตัวแปรอิสระ $X_7 – X_{17}$ เพื่อนำมาสร้างสมการพยากรณ์ปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android โดยผลการวิเคราะห์ ดังนี้

ตารางที่ 3 สมการพยากรณ์ของปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android โดยใช้การวิเคราะห์การถดถอยพหุคูณ (Multiple regression analysis)

โมเดล	R	R^2	Durbin-Watson	ร้อยละ
1	0.723[a]	0.552	1.769	55.20

จากตารางที่ 3 แสดงให้เห็นว่าสมการพยากรณ์ปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android ประกอบด้วยปัจจัยด้านส่วนผสมการตลาด ปัจจัยอุปสงค์ต่อการถือเงิน ปัจจัยความไว้วางใจ และปัจจัยอรรถประโยชน์ โดยใช้การวิเคราะห์การถดถอยพหุคูณพบว่าสามารถอธิบายความผันแปรของปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android ได้ร้อยละ 55.20 (R^2= 0.552)

ตารางที่ 4 แสดงค่าความแปรปรวนในการพยากรณ์

แหล่งความแปรปรวน	SS	DF	MS	F	P
สมการถดถอย	112.984	10	11.298	42.488	0.000[b]
ความคลาดเคลื่อน	103.443	389	0.266		

* p< 0.05

จากตารางที่ 4 แสดงให้เห็นว่าความแปรปรวนในการพยากรณ์ปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android พบว่าสามารถอธิบายความผันแปรได้อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

ตารางที่ 5 แสดงค่าสัมประสิทธิ์สหสัมพันธ์ถดถอยพหุคูณแบบขั้นตอน ของตัวแปร พยากรณ์ที่ใช้พยากรณ์

ตัวแปรพยากรณ์	B	S.E.B	B	t	p
ตัวแปรผลิตภัณฑ์ (X_8)* **	**0.126**	**0.040**	**0.157**	**3.130**	**0.002**
ตัวแปรราคา (X_9) **	**-0.103**	**0.049**	**-0.099**	**-2.084**	**0.038**
ตัวแปรสถานที่ (X_{10})	0.036	0.027	0.052	1.342	0.180
ตัวแปรโปรโมชัน (X_{11})	0.033	0.041	0.037	0.808	0.420
ตัวแปรบุคลากร (X_{12})	0.013	0.024	0.022	0.547	0.585
ตัวแปรกระบวนการ (X_{13})	-0.024	0.079	-0.023	-0.308	0.759
ตัวแปรองค์ประกอบทางกายภาพ (X_{14})	0.015	0.061	0.014	0.246	0.806
ตัวแปรอุปสงค์ต่อการถือเงิน (X_{28}) * **	**0.236**	**0.030**	**0.332**	**7.782**	**0.000**
ตัวแปรความไว้วางใจ (X_{29})	-0.012	0.032	-0.018	-0.395	0.693
ตัวแปรอรรถประโยชน์ (X_{30}) * **	**0.368**	**0.036**	**0.443**	**6.320**	**0.000**
ค่าคงที่ 1.41					

*p< 0.05

จากตารางที่ 5 แสดงให้เห็นว่า ตัวแปรที่มีนัยยะสำคัญที่ 0.01 มี 3 ตัวแปร ได้แก่ ตัวแปรผลิตภัณฑ์ ตัวแปรอุปสงค์ต่อการถือเงิน ตัวแปรอรรถประโยชน์ ขณะที่ตัวแปรที่มีนัยยะสำคัญที่ 0.05 มี 1 ตัวแปร ได้แก่ ตัวแปรราคา เมื่อพิจารณาสัมประสิทธิ์สหสัมพันธ์ถดถอยพหุคูณของตัวแปรพยากรณ์ที่ใช้พยากรณ์ปัจจัยที่มีอิทธิพลต่อการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android พบว่า

ตัวแปรผลิตภัณฑ์ (X_8) มีสัมประสิทธิ์สหสัมพันธ์ถดถอย เท่ากับ 0.126 หมายความว่า หากผลิตภัณฑ์มีการเปลี่ยนแปลง 1 หน่วย จะส่งผลให้เกิดการเปลี่ยนแปลงการตัดสินใจซื้อ 0.126 หน่วย

ตัวแปรราคา (X_9) มีสัมประสิทธิ์สหสัมพันธ์ถดถอย เท่ากับ -0.103 หมายความว่า หากราคามีการเปลี่ยนแปลง 1 หน่วย จะส่งผลให้เกิดการเปลี่ยนแปลงการตัดสินใจซื้อ 0.103 หน่วยในทิศทางตรงกันข้าม

ตัวแปรอุปสงค์ต่อการถือเงิน (X_{28}) มีสัมประสิทธิ์สหสัมพันธ์ถดถอย เท่ากับ 0.236 หมายความว่า หากอุปสงค์ต่อการถือเงิน มีการเปลี่ยนแปลง 1 หน่วย จะส่งผลให้เกิดการเปลี่ยนแปลงการตัดสินใจซื้อ 0.236 หน่วย

ตัวแปรอรรถประโยชน์ (X_{30}) มีสัมประสิทธิ์สหสัมพันธ์ถดถอย เท่ากับ 0.368 หมายความว่า หากอรรถประโยชน์มีการเปลี่ยนแปลง 1 หน่วย จะส่งผลให้เกิดการเปลี่ยนแปลงการตัดสินใจซื้อ 0.368 หน่วย

โดยมีสมการพยากรณ์ในรูปคะแนนดิบ คือ

$$\acute{y} = 0.141 + 0.126 \text{ (ผลิตภัณฑ์)} - 0.103 \text{ (ราคา)} + 0.236 \text{ (อุปสงค์ต่อการถือเงิน)} + 0.368 \text{ (อรรถประโยชน์)}$$

หรือ $$\acute{y} = 0.141 + 0.126 (X_8) - 0.103 (X_9) + 0.236 (X_{28}) + 0.368 (X_{30})$$

เมื่อพิจารณาผลการค่าสัมประสิทธิ์สหสัมพันธ์จะพบว่าตัวแปรที่มีอิทธิพลมากที่สุด ได้แก่ ตัวแปรอรรถประโยชน์ที่มีสัมประสิทธิ์สหสัมพันธ์ถดถอยเท่ากับ 0.368 และรองลงมาคือตัวแปรอุปสงค์ต่อการถือเงินที่มีสัมประสิทธิ์สหสัมพันธ์ถดถอย เท่ากับ 0.236 ชี้ชัดให้เห็นว่าผู้บริโภคพิจารณาอรรถประโยชน์ของการเลือกซื้อสมาร์ทโฟนระบบปฏิบัติการ Android เป็นประเด็นสำคัญที่สุด โดยต้องพิจารณาร่วมกับสภาพการเงินของผู้บริโภคเองด้วยเช่นกัน โดยประเด็นนี้สอดคล้องกับงานวิจัยของเชิดชัย ธรรมอมรพงศ์ ที่ระบุว่าผู้บริโภคพิจารณาอรรถประโยชน์สูงสุดก่อนที่จะตัดสินใจเลือกซื้อสมาร์ทโฟน (เชิดชัย ธรรมอมรพงศ์, 2563) และสอดคล้องกับงานวิจัยของ ศุภชาต เอี่ยมรัตนกูลและรัชนก สุภานิต ที่ระบุว่าผู้บริโภคจะตัดสินใจเลือกซื้อสมาร์ทโฟนโดยพิจารณาจากกำลังทรัพย์เป็นปัจจัยสำคัญ (ศุภชาต เอี่ยมรัตนกูลและรัชนก สุภานิต, 2562)

ข้อเสนอแนะ

1. จากการที่ตัวแปรอรรถประโยชน์เป็นตัวแปรที่มีค่าสัมประสิทธิ์สหสัมพันธ์มากที่สุด ผู้ประกอบการควรที่จะมีรูปแบบสมาร์ทโฟนที่ผู้บริโภคต้องการเป็นหลักเพื่อความครอบคลุมและคุ้มค่าต่อผู้บริโภคให้มากที่สุด

2. จากการที่ตัวแปรอุปสงค์ต่อการถือเงินและราคามีนัยยะสำคัญสะท้อนภาพความจำเป็นในการพิจารณาการถือเงินก่อนที่จะทำการตัดสินใจซื้อ ดังนั้นผู้ประกอบการควรที่จะจัดจำหน่ายรูปแบบสมาร์ทโฟนที่มีความคุ้มค่าในด้านราคาที่เหมาะสมต่อการเลือกซื้อของผู้บริโภค

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BUS-010

แอปพลิเคชันจองคิวซ่อมบำรุงเครื่องพิมพ์

Printer Maintenance Queue Booking Application

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์1)เพื่อพัฒนาแอปพลิเคชันการจองคิวซ่อมบำรุงเครื่องพิมพ์ 2)เพื่อประเมินความพึงพอใจของการใช้งานแอปพลิเคชันจองคิวซ่อมบำรุงเครื่องพิมพ์ และการจัดเก็บข้อมูลในฐานข้อมูลจากนั้นนำความรู้ที่ได้ศึกษาและออกแบบมาทำการสร้างฐานข้อมูลโดยใช้โปรแกรม Google sheet ในการสร้างฐานข้อมูล ส่วนโปรแกรมที่ใช้ในการออกแบบคือ Thunkable การพัฒนาฐานข้อมูลนั้นสามารถบันทึกข้อมูลการลูกค้าและข้อมูลการจองคิวได้ สามารถเรียก ดูข้อมูลลูกค้าที่มีทั้งหมดในฐานข้อมูล เรียกดูคิวที่จอง เพื่อเพิ่มประสิทธิภาพในการจัดเก็บข้อมูล ให้มีความ เป็นระบบและยังนำข้อมูลที่ได้รับจากการค้นหาในฐานข้อมูลบริษัทมาช่วยในการตัดสินใจใช้ในการวิเคราะห์ วางแผน และพัฒนากลยุทธ์ทางการตลาด เพื่อเพิ่มความได้เปรียบทางธุรกิจ

ผลการศึกษาพบว่า แอปพลิเคชันจองคิวซ่อมบำรุงเครื่องพิมพ์ ที่ได้พัฒนาขึ้นมา มีประสิทธิภาพและสามารถนำไปใช้งานได้ดีในกระบวนการจองคิวซ่อมบำรุงเครื่องพิมพ์ ผู้ให้บริการและผู้ใช้บริการมีความพึงพอใจต่อระบบและประสิทธิภาพและประโยชน์ของแอปพลิเคชันจองคิวซ่อมบำรุงเครื่องพิมพ์ ภาพรวมอยู่ในระดับดีมาก ($\bar{X}$= 4.58, S.D. = 0.87) ดังนั้น แอปพลิเคชันจองคิวซ่อมบำรุงเครื่องพิมพ์จึงสามารถสนับสนุนกระบวนการจิงคิวซ่อมบำรุงเครื่องพิมพ์ ให้มีความสะดวก รวดเร็ว และแก้ปัญหาได้อย่างถูกต้องมากยิ่งขึ้นตรงตามจุดประสงค์ของการวิจัย

คำสำคัญ: แอปพลิเคชัน ซ่อมบำรุง จองคิว เครื่องพิมพ์

Abstract

The purpose of this research is 1) to develop a printer maintenance queue booking application. 2) To assess the satisfaction of using the printer maintenance queue booking application. And storing data in the database, then bring the knowledge that has been studied and designed to create a database using the Google sheet program to create a database. As for the design program, Thunkable, the database development can save customer information and queue booking information

The study found that Printer maintenance queue booking application developed Efficient and practical in the printer maintenance booking process. Service providers and users are satisfied with the system and the efficiency and benefits of the printer maintenance queue application. The overall picture is at a good level ($\bar{X}$= 4.58, S.D. = 0.87) Therefore, the printer maintenance queue booking application can support the printer maintenance queue process. To be more convenient, faster and solve problems more accurately in accordance with the objectives of the research.

Keywords: Booking, Application, Maintenance, Printer

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บทนำ

ปัจจุบันการนำเข้าเครื่องพิมพ์-ขายสินค้าออนไลน์เข้ามามีบทบาท และสำคัญต่อการดำเนินชีวิตในปัจจุบันเป็นอย่างมาก ซึ่งเทคโนโลยีสารสนเทศในปัจจุบันได้มีการพัฒนาศักยภาพไปอย่างรวดเร็ว ทุก ๆ องค์กรจึงต้องมีระบบสารสนเทศที่ทันสมัย เข้ามาช่วยในดำเนินงานให้ประสบผลสำเร็จ

ยังไม่มีแอปพลิเคชันจองคิว-ขายออนไลน์เข้ามาใช้ในองค์กรอย่างเป็นรูปธรรม การที่ลูกค้าต้องการจะทราบข้อมูลสินค้าหรือซื้อสินค้า จำเป็นต้องเดินทางมาที่ร้านหรือติดต่อผ่านตัวแทนจำหน่ายเท่านั้น ทำให้ลูกค้าไม่ได้รับความสะดวกเท่าที่ควร ทำให้เสียเวลาเสียค่าใช้จ่ายในการเดินทาง และทางร้านมีการประชาสัมพันธ์สินค้าน้อย ทำให้ไม่ค่อยเป็นที่รู้จักของลูกค้า

ดังนั้น คณะผู้จัดทำจึงมีวัตถุประสงค์ที่จะพัฒนาขึ้นโดยนำเอาโปรแกรม Thunkable มาเป็นส่วนหนึ่งในการพัฒนาระบบงานให้มีประสิทธิภาพมากยิ่งขึ้นและลดข้อผิดพลาดที่เกิดขึ้นทั้งภายในและภายนอกร้านให้เกิดความถูกต้องและสมบูรณ์แบบที่สุด โดยใช้โปรแกรม Google sheet เป็นระบบการจัดการฐานข้อมูลอย่างครอบคลุม อีกทั้งยังเพื่อให้เจ้าของธุรกิจใช้เป็นข้อมูลในการวางแผน ปรับปรุง บริหารงานของร้านได้

วัตถุประสงค์ของการวิจัย

1. เพื่อพัฒนาแอปพลิเคชันการจองคิวร้านซ่อมบำรุงเครื่องพิมพ์
2. เพื่อประเมินความพึงพอใจของการใช้งานแอปพลิเคชันจองคิวร้านซ่อมบำรุงเครื่องพิมพ์

วิธีการดำเนินการวิจัย

ประชากรกลุ่มตัวอย่างพนักงานและลูกค้าที่ใช้บริการวิธีที่ได้กลุ่มตัวอย่างมาคือลูกค่ามาใช้บริการตัวแปรก็จะมี เพศ อายุ สถานภาพ ระดับการศึกษา อาชีพปัจจุบัน รายได้เฉลี่ยต่อเดือน ความถี่ในการมาบริการของระบบจองคิวซ่อมบำรุง ใช้แบบสอบถามความพึงพอใจของระบบซ่อมบำรุง ผู้จัดทำวิจัยจึงเห็นว่ามีแอปพลิเคชันมาช่วยในการจัดคิวจัดเวลาจะทำให้ลูกค้าสามารถใช้บริการได้ความต้องการของลูกค้าและทำให้ลูกค้าไม่ต้องมาเสียเวลาเวลาที่จะถึงคิวตัวเอง ซึ่งสามารถนำเสนอวิธีการดำเนินการวิจัยในประเด่นสำคัญ

กลุ่มตัวอย่างและวิธีได้มาซึ่งกลุ่มตัวอย่าง

1. ประชากรใช้บริการคือ ผู้ใช้บริการ จำนวน 400 คนได้กำหนดขนาดตัวอย่าง จำนวน 400 คน
2. ประชากรคือ บุคคลทั่วไปที่เกี่ยวข้องกับระบบงานศึกษาและพัฒนาแอปพลิเคชั่นจองคิว จำนวน 50 คน ได้คำนวณขนาดตัวอย่าง

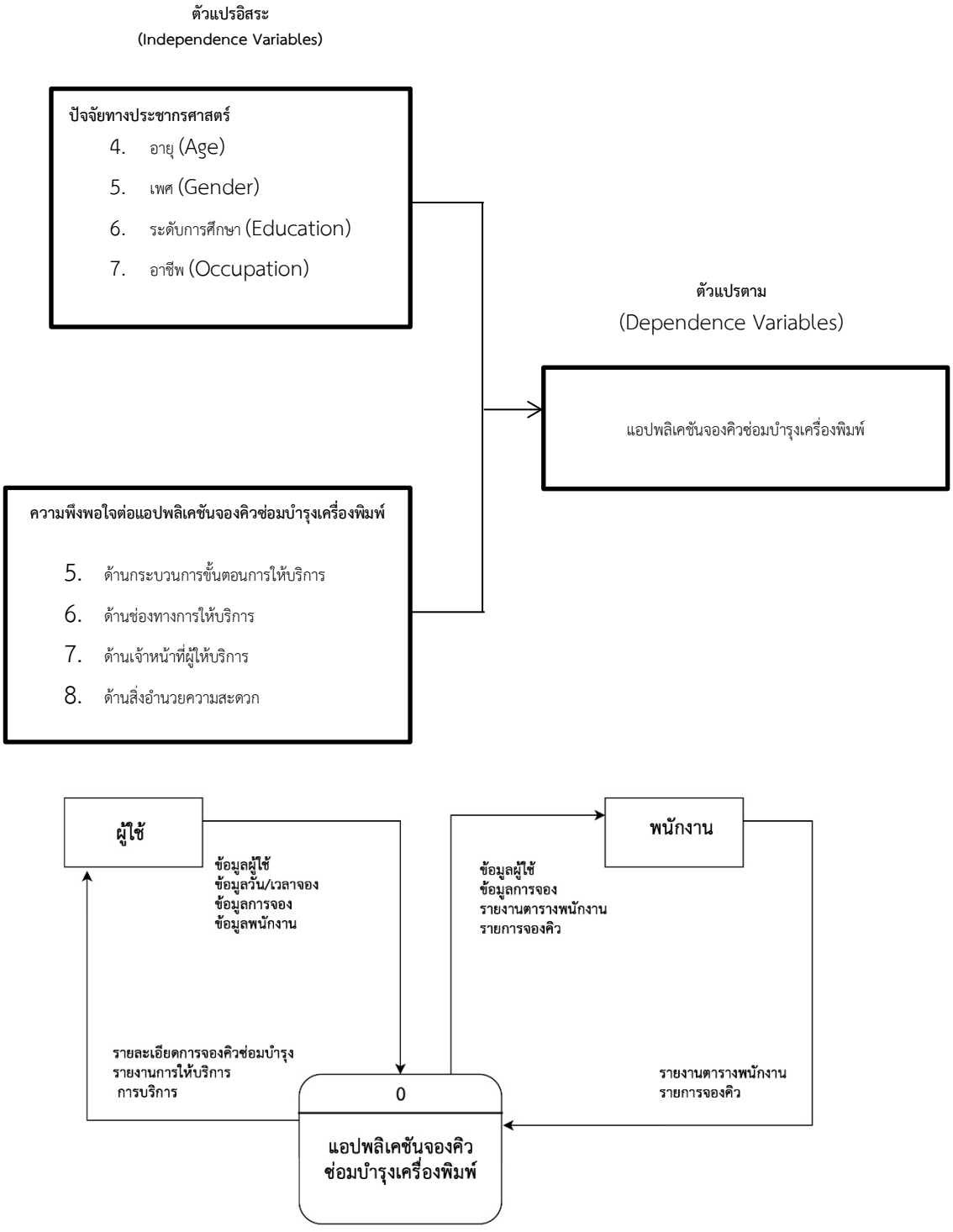
ตัวแปรที่ใช้ในการวิจัย

ตัวแปรที่ใช้ในงานวิจัยนี้ ประกอบด้วยตัวแปรอิสระ และตัวแปรตามดังนี้

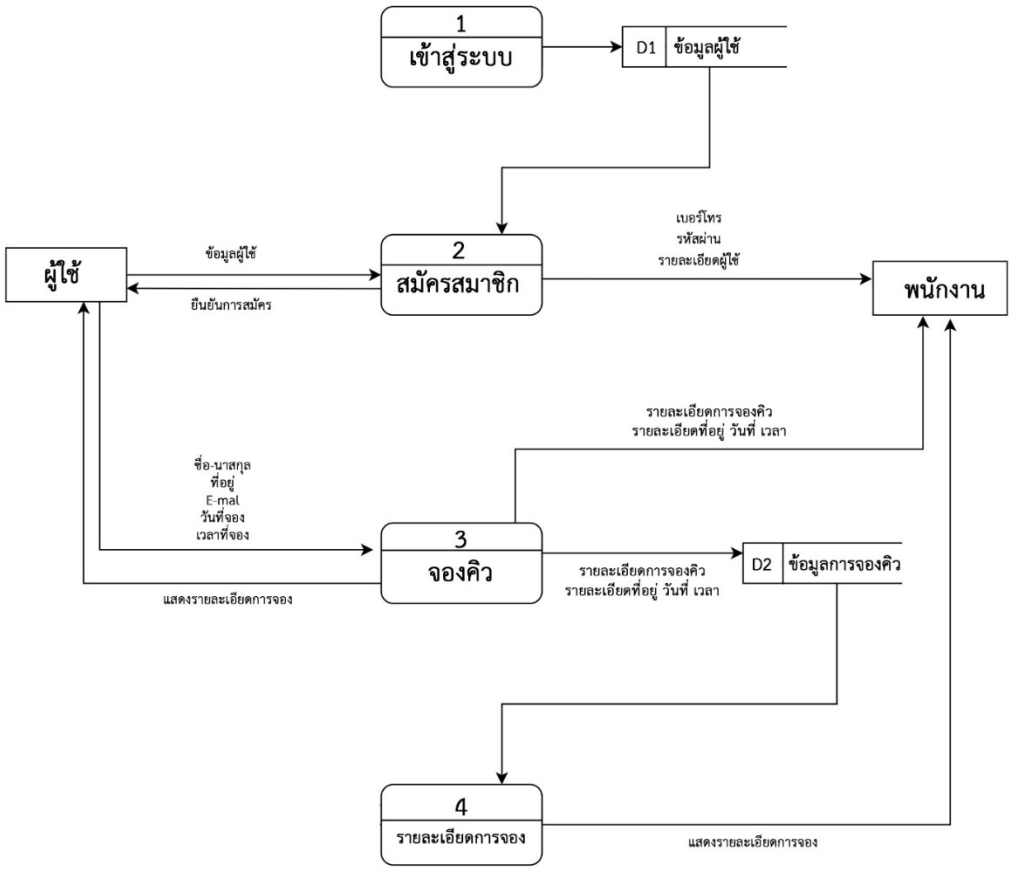
1. ตัวแปรอิสระ (Independent Variable)
2. ปัจจัยลักษณะทางประชากรศาสตร์

ด้านอายุ (Age) ด้านเพศ (Gender)
ระดับการศึกษา (Education) อาชีพ (Occupation)
เฉลี่ยต่อเดือน (annual income)

ความถี่ในการใช้บริการ เข้าใช้ระบบจองคิวซ่อมบำรุงเครื่องพิมพ์ (Frequency of service for accessing the printer maintenance queue booking system)



รูปที่ 1 Data Flow Diagram Level 0
แอปพลิเคชันจองคิวซ่อมบำรุงเครื่องพิมพ์



รูปที่ 2 Data Flow Diagram Level 1
แอปพลิเคชันจองคิวซ่อมบำรุงเครื่องพิมพ์

สรุปผลการวิจัย

จากที่ร้านใช้การติดต่อโทรจองคิวหรือมาจองคิวที่หน้าร้านก็ได้นำแอปพลิเคชันมาให้เกิดความสะดวก สบายทั้งพนักงานและลูกค้าที่ใช้บริการและยังรวดเร็วยิ่งขึ้นอีกด้วย ทำให้เกิดผลดีทั้งตัวลูกค้าและร้านค้า



รูปที่ 3 หน้า Login

1. หน้าเข้าสู่ระบบ

เมื่อเข้าสู่แอปพลิเคชัน อย่างแรกที่เราเข้ามาแล้วเจอเป็นลำดับแรกคือ หน้าเข้าสู่ระบบ เป็นหน้าต่างที่ให้ผู้เข้าใช้ที่เป็นสมาชิกกรอกข้อมูลเพื่อเข้าสู่ระบบ ส่วนผู้ใช้ที่ยังไม่มีรหัส สามารถสมัครได้ในปุ่มหน้าสมัครสมาชิก



รูปที่ 4 หน้าสมัครสมาชิก

2. หน้าสมัครสมาชิก

เมื่อผู้ใช้งานกดที่สมัครสมาชิกแล้ว จะมีช่องให้ผู้ใช้กรอกข้อมูล 3 ช่อง ซึ่งจะมีช่อง เบอร์โทรศัพท์ , รหัสผ่านและ Username ของผู้ใช้งาน เมื่อกรอกข้อมูลเสร็จแล้ว ให้กดที่ปุ่ม Register เพื่อเป็นการนำข้อมูลการสมัครไปเข้าสู่ฐานข้อมูล แต่ถ้าไม่สมัคร หรือมีบัญชีอยู่แล้ว ให้กด Cancel ได้เลย



รูปที่ 5 Main Menu

3. หน้า Main menu

เมื่อเข้าสู่ระบบแล้ว จะเข้ามาที่เมนเมนู ซึ่งในส่วนนี้จะมีการแจ้งข้อมูลของผู้ใช้ที่มาจองคิวก่อนหน้าแล้ว ซึ่งสิ่งที่จะแจ้งคือเวลาและวันที่ในการจองของผู้ใช้คนอื่น ๆ ซึ่งผู้ใช้สามารถจองคิวได้เช่นกัน โดยกดปุ่ม แจ้งซ่อม ถ้าจะเข้าดูข้อมูลการติดต่อของบริษัทสามารถกดได้ที่ติดต่อเรา หรือสามารถกดออกจากระบบได้ด้วย การกดออกจากระบบ



รูปที่ 6 หน้าจองคิว

4. หน้าจองคิวการซ่อม

เมื่อกดปุ่มแจ้งซ่อมแล้ว ในส่วนนี้จะให้ผู้ใช้งานกรอกข้อมูลการซ่อม เช่น ชื่อ – นามสกุลผู้กรอก , ที่อยู่ในการให้ช่างมาทำการซ่อม เป็นต้น ซึ่งในส่วนนี้สามารถเมื่อเวลาได้ โดยการกดปุ่มเลือกเวลานั้น ๆ ส่วนวันทีจอง สามารถกดวันที่ขึ้น เพื่อเลือกวันที่ต้องการซ่อม เสร็จแล้ว กด ต่อไป แต่ถ้าไม่ต้องการซ่อม กดย้อนกลับได้



รูปที่ 7 หน้ายืนยันการจองคิว

5. หน้ายืนยันการจองคิว

เมื่อกรอกข้อมูลและกดต่อไปแล้ว จะแสดงหน้ายืนยันการจอง ซึ่งการจองจะแจ้งทั้งหมดที่เราได้กรอกข้อมูลไป ถ้าถูกต้องให้กดยืนยัน แต่ถ้ามีข้อมูลที่ผิดพลาดหรือไม่ตรงกับที่กรอก ให้กด แก้ไขข้อมูล



รูปที่ 8 หน้าข้อมูลของบริษัท

6. หน้าข้อมูลของบริษัท

เมื่อกดติดต่อเราในหน้า เมนเมนูสามารถกดดูข้อมูลของที่ตั้งหรือการติดต่อของบริษัทได้ซึ่งในนั้นจะมี ชื่อบริษัท ที่อยู่ เบอร์โทรศัพท์ อีเมล รวมทั้งมีGoogle map ที่แจ้งถึงที่อยู่ของบริษัท

อภิปรายผลการวิจัย

การวิจัยเรื่องแอปพลิเคชันจองคิวซ่อมบำรุงเครื่องพิมพ์ คณะผู้จัดทำได้ศึกษาความพึงพอใจในการใช้งานแอปพลิเคชันจองคิวซ่อมบำรุง โดยเก็บข้อมูลจากลูกค้ากับพนักงาน จำนวน 400 คน ซึ่งสามารถนำเสนอการวิจัยได้ดังนี้

การวิจัยเรื่องแอปพลิเคชันจองคิวซ่อมบำรุงเครื่องพิมพ์ วัตถุประสงค์ที่หนึ่งศึกษาปัญหาและความต้องการของผู้ใช้แอปพลิเคชันจองคิวซ่อมบำรุงเครื่องพิมพ์ที่พัฒนาขึ้นว่าเป็นอย่างไร โดยกลุ่มตัวอย่างซึ่งเป็น ลูกค้า ได้ทำแบบสอบถาม โดยพบว่าผู้ตอบแบบสอบถามปัญหาและความต้องการ ภาพรวมอยู่ในระดับดีมาก ($\bar{x}$ = 4.58,S.D. = 0.87) ดังนั้น แอปพลิเคชันจองคิวซ่อมบำรุงเครื่องพิมพ์จึงสามารถสนับสนุนกระบวนการจิงคิวซ่อมบำรุงเครื่องพิมพ์ ให้มีความสะดวก รวดเร็ว และแก้ปัญหาได้อย่างถูกต้องมากยิ่งขึ้นตรงตามจุดประสงค์ของการวิจัย

ข้อเสนอแนะ

1. พัฒนาแอปพลิเคชันให้ใช้งานแบบออนไลน์ได้
2. บริษัท ควรจัดหาคอมพิวเตอร์ที่สามารรับรองการงานของแอปพลิเคชัน เพื่อเพิ่มประสิทธิภาพการทำงานงานของระบบที่ดีขึ่น
3. เพิ่ม Google map

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การจัดการสินค้าคงคลังที่ส่งผลต่อประสิทธิภาพการปฏิบัติงาน กรณีศึกษา บริษัทกิจทวีทรัพย์ ขนส่ง จำกัด

Inventory Management That Affects Operational Efficiency: A Case Study in Kittaweesub Transport Co., Ltd.

สถิตาภรณ์ แสนล้อม Satitaporn Saenlom[1]
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บทคัดย่อ

ในการศึกษาการจัดการสินค้าคงคลังที่ส่งผลต่อประสิทธิภาพการปฏิบัติงานกรณีศึกษา บริษัทกิจทวีทรัพย์ ขนส่ง จำกัด มีวัตถุประสงค์ เพื่อศึกษาสภาพปัญหาการดำเนินงานการบริหารจัดการและหารูปแบบที่เหมาะสมในการจัดการคลังสินค้า รวมไปถึงเอกสารอ้างอิงเพื่อเพิ่มประสิทธิภาพในการให้บริการของบริษัท ผู้ศึกษาได้ทำการศึกษา สำรวจและเก็บรวบรวมข้อมูล ที่เกี่ยวข้องพบว่าสาเหตุที่ทำให้การดำเนินงานของบริษัทฯ ขาดประสิทธิภาพคือ มีสินค้าคงคลังปริมาณสูง คลังสินค้ามีวิธีการจัดเก็บและจัดวางไม่เหมาะสม และกระบวนการเบิกจ่ายใช้เวลานานและมีข้อผิดพลาดสูง ดังนั้นผู้ศึกษาได้นำเสนอวิธีการปรับปรุงการจัดการสินค้าคงคลังเพื่อการเพิ่มประสิทธิภาพการปฏิบัติงานโดยเริ่มตั่งแต่ ขั้นตอนการรับสินค้า การเบิกจ่าย การปรับปรุง จำนวนรายการ จัดความสำคัญ การตั้งรหัสสินค้า การออกแบบแผนผังการจัดเก็บ และระบุตำแหน่งการจัดเก็บ

จากการศึกษาพบว่าผลการปรับปรุงนั้นทำให้เพิ่มประสิทธิภาพในการจัดการสินค้าคงคลัง มีความเป็นระเบียบมากขึ้น เวลาเฉลี่ยในการเบิกจ่ายลดลง ประสิทธิภาพในการดำเนินงานส่วนงานคงคลังเพิ่มขึ้น ทั้งในด้านความถูกต้องและความรวดเร็วในการปฏิบัติงาน โดยหลังการปรับปรุงอัตราส่วนความผิดพลาดในการตรวจนับจำนวนรายการสินค้าที่มียอดคงเหลือจริงไม่ตรงกับข้อมูลที่บันทึกในระบบลดลง คิดเป็น 24.89% ส่วนความรวดเร็วในกระบวนการเบิกจ่าย ใช้เวลาเฉลี่ยลดลง 9 นาที

คำสำคัญ: การจัดการสินค้า , คงคลัง , ประสิทธิภาพ

Abstract

A Study of Inventory Management Affecting Operational Efficiency Case Study Kittaweesup Transport Co., Ltd. Objectives 1) To study the condition of problems in management operations. and find a suitable model in warehouse management To have efficiency of warehouse management Including various reference documents in the warehouse section to increase the efficiency of the company's services. Survey and collect information related to the cause of the Company's operation inefficiency is have high inventory Warehouses have inappropriate storage and placement methods. And the disbursement process takes a long time and is highly error-prone. Therefore, inventory management improves for the efficiency of inventory management operations of Kittaweesub Transport Co., Ltd. The procedure starts from improving the method of receiving goods, disbursing, improving the number of items, prioritizing, setting Product code Storage layout design and specify the storage location.

Studies have shown that improvement results in increased efficiency in inventory management. more organized The average time for disbursement is reduced. Increased efficiency of inventory operations. both in terms of accuracy and speed of operation After adjusting the error ratio in counting the number of items whose actual balance did not match the information recorded in the system, it decreased by 24.89%. The average time was reduced by 9 minutes.

Keywords: Product management, Inventory, Efficiency.

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บทนำ

บริษัทกิจทวีทรัพย์ ขนส่ง จำกัด ประกอบธุรกิจประเภทการขนส่งและสถานที่เก็บสินค้า โดยให้บริการด้าน การขนส่งสินค้าอื่นๆทางถนนซึ่งมิได้จัดประเภทไว้ การดำเนินการด้านโลจิสติกส์ครบวงจร ทั้งการขนย้ายสินค้า การขนส่ง คลังสินค้าและศูนย์กระจายสินค้า โดยกลุ่มลูกค้าหลัก คือ ผู้รับจัดการขนส่งสินค้า และโรงงานผลิตสินค้าประเภทต่าง ๆ ในนิคมอุตสาหกรรมและลูกค้าทั่วไป ซึ่งในปัจจุบัน ธุรกิจที่ให้บริการด้านโลจิสติกส์มีความสำคัญต่อธุรกิจ ในทุกประเภทเป็นอย่างยิ่ง ทั้งนี้จากกิจกรรมโลจิสติกส์การบริหารจัดการระบบขององค์กร ซึ่งในยุคนี้การแข่งขันทางด้านโลจิสติกส์ มีการแข่งขันที่รุนแรงมากขึ้น โดยผู้ประกอบการต้องเพิ่มศักยภาพและประสิทธิภาพ รวมถึงการพัฒนาเทคโนโลยีเพื่อตอบสนองความต้องการของลูกค้า ให้ได้มากที่สุด เพื่อที่จะสามารถแข่งขันกับคู่แข่งและสร้างความได้เปรียบในการแข่งขัน

ในกรณีศึกษานี้ได้ศึกษาปัญหาที่เกิดขึ้นจากการจัดการสินค้าคงคลังที่ส่งผลต่อประสิทธิภาพการปฏิบัติงาน ซึ่งปัญหาที่พบจะส่งผลให้เกิดต้นทุนสูงและควบคุมได้ยาก รวมถึงจะกระทบไปยังส่วนงานอื่น เพราะคลังสินค้ามีพื้นที่จำกัด หากไม่วางระบบในการจัดวางสินค้า ไม่วางแผนการระบายสินค้าเก่า เมื่อสินค้าใหม่เพิ่มขึ้น ก็จะพบปัญหาพื้นที่คลังสินค้าไม่เพียงพอ สินค้าค้างสต็อกเป็นจำนวนมาก และเมื่อสินค้าคงคลังมากขึ้น ต้นทุนในการจัดเก็บย่อมสูงขึ้น บริษัท เป็นผู้ประกอบการขนส่งสินค้าทางบกรายหนึ่งในแต่ละวันมีปริมาณการขนส่งเป็นจำนวนมาก ซึ่งจะส่งผลต่อประสิทธิภาพและประสิทธิผลในการทำงานไม่ดีพอ ถึงแม่ว่าทางบริษัทจะมีการนำเอาระบบสารสนเทศมาช่วยในการบริหารงานในบางส่วน แต่ปัญหาจากการจัดการสินค้าคงคลังที่ใช้นั้นยังไม่สมบรูณ์ ดังนั้นผู้ศึกษาจึงมีแนวความคิดที่จะศึกษาการจัดการสินค้าคงคลังที่ส่งผลต่อประสิทธิภาพการปฏิบัติงาน เพื่อเพิ่มประสิทธิภาพและประสิทธิผลในการดำเนินงานของบริษัท ซึ่งเป็นสิ่งจำเป็นต่อการอยู่รอดในสภาพการแข่งขันอย่างรุนแรงของธุรกิจให้บริการด้านโลจิสติกส์ทั้งในปัจจุบันและอนาคต

แนวคิดและทฤษฎีที่ใช้ในการศึกษา

การจัดการคลังสินค้า (Warehouse Management)

การจัดการคลังสินค้า (Warehouse Management) คือ การวางแผนเพื่อให้เกิดความรวดเร็ว ทันเวลา สะดวก มีความพร้อมในการจัดจ่ายของได้อย่างถูกต้อง ภายใต้การดำเนินงานในคลังสินค้ารวมถึงให้มีค่าใช้จ่ายในการดำเนินการ เพื่อเพิ่มประสิทธิภาพในการทำงาน

การควบคุมสินค้าคงเหลือ

เทคนิคในการควบคุมสินค้าคงเหลือมีดังนี้ (สมชาย หิรัญกิตติ, 2552)

1. การควบคุมด้วยสายตา (Visual control) เป็นการมองดูสินค้าที่มีอยู่ในมือ (On hand) และทำการสั่ง ซื้อใหม่เมื่อปรากฏให้เห็นว่ามีสินค้าน้อยลง ซึ่งขึ้นอยู่กับลักษณะของธุรกิจและธุรกิจจะต้องรู้ถึงอัตราการใช้และเวลาที่สั่ง ใหม่เมื่อต้องการ

2. ระดับที่จะสั่งซื้อหรือจุดสั่งซื้อ (Order Point) เป็นระดับของสินค้าคงเหลือ ซึ่งถึงกำหนดจะต้องทำการสั่งซื้อใหม่ การกำหนดจุดสั่งซื้อจะต้องพิจารณาถึงระยะเวลารอคอย (Lead-time) เป็นช่วงเวลาจากที่สั่งซื้อจนกระทั่งได้รับสินค้า อัตราการใช้สินค้าต่อวัน และสินค้าคงเหลือเพื่อปลอดภัย (Safety stock) การคำนวณจุดสั่งซื้อใหม่ต้องพิจารณาถึงเวลาที่จำเป็นต่อการสั่งใหม่ ซึ่งขึ้นอยู่กับทำเลที่ตั้ง ของผู้ขายปัจจัยการผลิต การกำหนดระยะเวลาการขนส่ง

3. ปริมาณการสั่งซื้อที่ประหยัดที่สุด (Economic Order Quantity [EOQ]) เป็นการพิจารณาว่าควรจะสั่งซื้อแต่ละครั้งเป็นจำนวนเท่าใด จึงจะเหมาะสมที่สุดและประหยัดที่สุดซึ่งจะต้องพิจารณาถึงต้นทุนในการสั่งซื้อสินค้า (Ordering costs) และต้นทุนในการเก็บรักษาสินค้า (Carrying costs) ปริมาณการสั่งซื้อที่ประหยัดที่สุด (EOQ) เป็นจุดที่ต้นทุนในการเก็บรักษาและต้นทุนในการสั่งซื้อมีค่าเท่ากันและต้นทุนสินค้าคงเหลือทั้งหมดมีค่าต่ำที่สุด

4. การจำแนกสินค้าคงเหลือแบบ ABC (ABC Classification) เป็นการจัดประเภทสินค้าคงเหลือเพื่อจุดมุ่งหมายในการควบคุมออกเป็น 3 ประเภท คือระดับ A B และ C โดยถือเกณฑ์ต้นทุนต่อหน่อย (Unit cost) และปริมาณของรายการสินค้าตารางแสดงการจำแนกกลุ่มลำดับชั้นการลงทุนสินค้าคงเหลือแบบ ABC (ABC inventory investment) ระดับการจัดชั้นเปอร์เซ็นต์ของทั้งหมดในการลงทุนสินค้า (Classification) คงเหลือ

A (มูลค่าสูงสุด) 60-80%

B (มูลค่าปานกลาง) 10-40%

C (มูลค่าต่ำ) 5-15%

5. การแลกเปลี่ยนข้อมูลทางอิเล็กทรอนิกส์ (Electronic Data Interchange [EDI]) เป็นวิธีควบคุมสินค้าคงเหลือด้วยเครื่องอิเล็กทรอนิกส์ โดยทำเป็น “รหัสแท่ง” (Barcoding) มีลักษณะเป็นเส้นขนานสีขาวดำติดบนหีบห่อสินค้า เป็นการลงทะเบียนสินค้า มีการเปลี่ยนแปลงให้เป็นปัจจุบันด้วยโปรแกรมคอมพิวเตอร์สินค้าคงเหลือของบริษัท ด้วยการใช้เทคโนโลยีนี้จะทำให้สามารถ

เลือกแนวทางการขาย (Track sales) ตัดสินใจว่าต้องสั่งสินค้าอะไรและสามารถแลกเปลี่ยนข้อมูลสินค้าคงเหลือกับผู้ขายวัตถุดิบด้วยการผ่านระบบ EDI เช่นเดียวกับ EDI เป็นระบบสินค้าคงเหลือแบบต่อเนื่อง (Perpetual inventory system) ที่ทำให้ธุรกิจทราบว่ามีสินค้าคงเหลือเท่าใดในเวลานั้นๆ

6. ระบบการควบคุมสินค้าคงเหลือให้ทันเวลาพอดี (Just-In-Time [JIT]) หมายถึง ระบบสินค้าคงเหลือที่รายงานต่างๆ ของวัตถุดิบต้องมาถึงโรงงานให้ทันต่อความต้องการผลิตในสายการผลิตพอดีจึงเป็นการวางแผนด้านวัตถุดิบอย่างรอบคอบ ซึ่งจะช่วยให้สามารถลดต้นทุนในการขนส่งให้น้อยที่สุด ระบบการควบคุมสินค้าคงเหลือวิธีนี้เป็นการบริหารสินค้าคงเหลือของญี่ปุ่นเพื่อจัดการสินค้าคงเหลือรายการต่างๆ ของวัตถุดิบ ความคิดพื้นฐานของ JIT คือเพื่อลดขนาดของการสั่ง ซื้อและเวลาเป็นการตัดต้นทุนการเคลื่อนย้ายและการเก็บรักษาสินค้า JIT ใช้ในผู้ผลิตมากกว่าในผู้ค้าปลีก

7. การวางแผนความต้องการด้านวัตถุดิบ (Materials Requirement Planning [MRP]) เป็นเทคนิคการวางแผนและควบคุมสินค้าคงเหลือ ได้แก่ชิ้นส่วนย่อยที่ประกอบเป็นสินค้าสำเร็จรูปและส่วนประกอบอื่นๆ ที่ใช้แปรรูปให้เป็นสินค้าสำเร็จรูปและบริการ รวมทั้งทำหน้าที่ประสานงานด้านการรับคำสั่ง ซื้อ การส่งมอบชิ้นส่วนและส่วนประกอบอื่นๆ วิธีนี้จำเป็นต้องนำคอมพิวเตอร์เข้ามาช่วยจัดการด้านข้อมูลข่าวสารซึ่งมีเป็นจำนวนมาก เพื่อให้สามารถดำเนินการได้อย่างรวดเร็วและถูกต้อง

8. การควบคุมสินค้าคงเหลือด้านกายภาพ (Physical inventory control) เป็นระบบการตรวจนับรายการสินค้าคงเหลือด้วยการนับเป็นหน่วย เช่น เป็นชั้นแกลลอน กล่อง ฯลฯ ด้วยการใช้วิธีนี้จะทำให้มีความถูกต้องมากยิ่งขึ้น บางธุรกิจจะมีการหยุดประจำปีเพื่อตรวจนับสินค้าคงเหลือ อีกวิธีหนึ่งคือการนับวงจร (Cycle counting) เป็นการนับช่วงเวลาที่แตกต่างในช่วงปีบางธุรกิจอาจทำให้ง่ายขึ้นโดยใช้คอมพิวเตอร์และบาร์โค้ต

ทบทวนวรรณกรรม

อรวรา คาเกลี้ยง (2561) กิจกรรมด้านโลจิสติกส์ ที่ส่งผลต่อประสิทธิภาพธุรกิจคลังสินค้า กรณีศึกษา บริษัท เมอิโกทรานส์ (ประเทศไทย) จำกัด การศึกษาค้นคว้าอิสระ เรื่อง กิจกรรมด้านโลจิสติกส์ ที่ส่งผลต่อประสิทธิภาพธุรกิจคลังสินค้ากรณีศึกษา บริษัท เมอิโกทรานส์ (ประเทศไทย) จำกัด มีวัตถุประสงค์ เพื่อศึกษากิจกรรมจัดการสินค้าคงคลัง ที่ประกอบไปด้วย ระบบ FIFO ระบบ Lean System ระบบ EOQ และกิจกรรมการจัดการคลังสินค้า ที่ประกอบไปด้วย ระบบ WMS ระบบ 5 ส ระบบ ABC Analysis ที่ส่งผลต่อประสิทธิภาพของธุรกิจคลังสินค้าของบริษัท บริษัท เมอิโกทรานส์ (ประเทศไทย) จำกัด ในด้านต้นทุน ด้านเวลา และด้านความน่าเชื่อถือ กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ คือ พนักงานและผู้มีส่วนเกี่ยวข้องกับคลังสินค้า บริษัท เมอิโกทรานส์ (ประเทศไทย) จำกัด โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บข้อมูล ทำการวิเคราะห์ข้อมูลด้วยสถิติเชิงพรรณนา และสถิติเชิงอนุมาน ประกอบด้วย ร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และวิเคราะห์สหสัมพันธ์ ผลการศึกษาพบว่า จากจำนวนผู้ตอบแบบสอบถามทั้งสิ้น 100 คน ได้ให้ข้อมูลส่วนบุคคลส่วนใหญ่เป็นเพศชาย มีอายุเฉลี่ยของผู้ตอบแบบสอบถามเท่ากับ 21-30 ปี ตำแหน่งพนักงานและมีระยะเวลาในการทำงานที่บริษัท เมอิโกทรานส์ (ประเทศไทย) จำกัด เท่ากับ 1-5 ปี ผลการทดสอบสมมติฐานพบว่า การจัดการสินค้าคงคลังและการจัดการคลังสินค้า ส่งผลต่อประสิทธิภาพด้านต้นทุน ด้านเวลา และความน่าเชื่อถือ

สุกฤษฎิ์ สารสุข (2559) การศึกษารูปแบบการจัดการคลังสินค้า บริษัท อินทีเรียและซัมมิท ประเทศไทย จำกัด การวิจัยเรื่องการศึกษารูปแบบการจัดการคลังสินค้าบริษัท อินทีเรียและซัมมิท ประเทศไทย จำกัด โดยมีวัตถุประสงค์เพื่อศึกษาสภาพปัญหาการดำเนินงานของคลังสินค้าบริษัท อินทีเรียและ ซัมมิท ประเทศไทย จำกัดและเพื่อศึกษารูปแบบที่เหมาะสมในการจัดการคลังสินค้าบริษัท อินทีเรียและซัมมิท ประเทศไทย จำกัด จากการตอบแบบสอบถามพนักงานทั้งหมด จำนวน 32 คน และตอบแบบสัมภาษณ์ของพนักงานที่มีส่วนเกี่ยวข้องกับงานคลังสินค้าจำนวน 8 คนสถิติที่ใช้ในการวิจัย ใช้สถิติแบบพรรณนา (Descriptive statistic) โดยการวิเคราะห์แจกแจงความถี่ ร้อยละ ค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน ผลการวิจัย พบว่า การปรับปรุงการดำเนินงานเกี่ยวกับกิจกรรมคลังสินค้า พบว่า ควรแจ้งล่วงหน้าทุกกิจกรรมการทำงานและการจัดเก็บควรแยกประเภทสินค้าทุกรายการให้เหมาะสมกับพื้นที่ เพื่อประหยัดพื้นที่ ลดระยะทางการทำงานและสะดวกต่อการเคลื่อนย้าย เนื่องจากการจะพัฒนาประสิทธิภาพคลังสินค้าที่สำคัญที่สุด คือการจัดวางตำแหน่งสินค้าให้เหมาะสมกับการเคลื่อนย้ายและประหยัดพื้นที่ การจัดสินค้าตามระบบฐานกิจกรรมและแบ่งพื้นที่ชัดเจนสามารถทำให้ ลดการเคลื่อนย้ายที่ไม่จำเป็น ลดต้นทุนการเสียเวลาและลดค่าใช้จ่ายในคลังสินค้าให้ต่ำลงอาจไม่เห็นเป็นตัวเงินชัดเจนแต่จะได้ระบบการจัดการที่ดี โดยสามารถลดระยะเวลาและระยะทางการทำงานได้มากกว่า 50 เปอร์เซ็นต์ในแต่ละกิจกรรมคลังสินค้า

วัตถุประสงค์

1. เพื่อศึกษาสภาพปัญหาการดำเนินงานของคลังสินค้าบริษัทกิจทวีทรัพย์ ขนส่ง จำกัด
2. เพื่อศึกษารูปแบบที่เหมาะสมในการจัดการคลังสินค้าบริษัทกิจทวีทรัพย์ ขนส่ง จำกัด
3. เพื่อศึกษาแนวทางเพิ่มประสิทธิภาพของการจัดการคลังสินค้า

วิธีการดำเนินการศึกษา

การเก็บข้อมูลในการศึกษา

1. ศึกษาภาพรวมและข้อมูลเบื้องต้นขององค์กร
2. ระบุปัญหาหลักที่เกิดขึ้นกับองค์กรที่จะนำเสนอแนวทางในการแก้ไข เช่น การศึกษาขั้นตอนการจัดการสินค้าคงคลังในปัจจุบัน, การทำงานมีความล่าช้าในการเบิกสินค้าออกจากคลังสินค้าใช้เวลานานมากเกินไปเป็นเหตุทำให้กระบวนการอื่น ๆ ล่าช้าตามไปด้วย, การสั่งซื้อสินค้าเข้ามาเกินความต้องการใช้เนื่องจากไม่ได้มีการตรวจสอบสินค้าที่มีอยู่ในคลังสินค้าเป็นประจำ
3. ศึกษารายละเอียดและขั้นตอนการทำงานด้านการจัดการคลังสินค้า
4. เก็บข้อมูลการดำเนินงาน เช่น สภาพปัจจุบันของคลังสินค้าโดยรวม, ระยะเวลาเฉลี่ยในการเบิกสินค้าแต่ละครั้ง, ความผิดพลาดในการหยิบสินค้ามาผิดชนิด เป็นต้น
5. วิเคราะห์สาเหตุของปัญหาที่เกิดขึ้น
6. นำเสนอแนวทางในการเพิ่มประสิทธิภาพการจัดการคลังสินค้า เช่น การวางแผนการจัดLay Out คลังสินค้าใหม่, การจัดลำดับขั้นตอนการดำเนินงานใหม่, การตั้ง รหัสสินค้าใหม่ และ ระยะเวลาของประสิทธิภาพในการจัดส่งของพนักงานจัดส่งสินค้า

การเก็บข้อมูลแบบปฐมภูมิ

เก็บข้อมูลด้านการดำเนินงาน เช่น สภาพปัจจุบันของคลังสินค้าโดยรวม ระยะเวลาเฉลี่ยในการเบิกสินค้าแต่ละครั้ง ความผิดพลาดในการหยิบสินค้ามาผิดชนิด

การเก็บข้อมูลแบบทุติยภูมิ

1. ข้อมูลทุติยภูมิแหล่งข้อมูลที่นำมาใช้ในการปรับปรุงสำหรับกรณีศึกษาในครั้งนี้ ได้มาจากหนังสือ บทความ และงานวิจัยที่เกี่ยวข้อง รวมถึงข้อมูลทางอินเทอร์เน็ต เพื่อมาปรับปรุงและแก้ไขปัญหาได้
2. ข้อมูลการจัดส่งสินค้า ระยะเวลา 6 เดือนย้อนหลัง

วิเคราะห์ข้อมูล

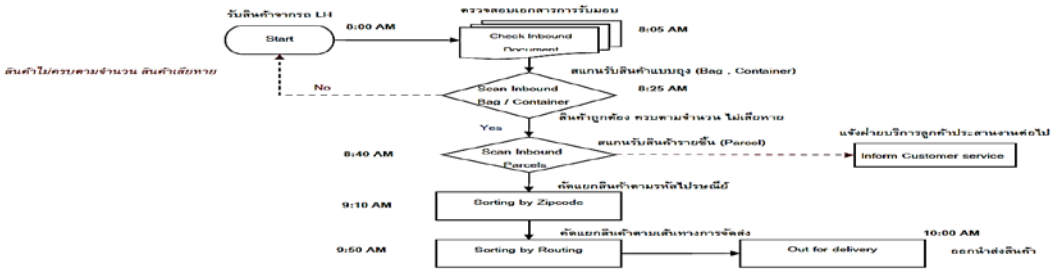
โครงสร้างการทำงานของหน่วยงานฝ่ายปฏิบัติการ แผนกขนส่งสินค้าด่วนหน่วยงานฝ่ายปฏิบัติการ แผนกขนส่งสินค้าด่วนเป็นหน่วยงานที่มีความสำคัญของแผนกขนส่งและองค์กร มีหน้าที่ปฏิบัติงาน ในการรับสินค้าจากลูกค้าต้นทางมาจัดทำการแยกสินค้า วางแผนและขนส่งสินค้า ให้ถึงมือลูกค้าปลายทาง

จำนวนพนักงานประจำศูนย์กระจายสินค้า

- พนักงานจัดส่งประเภทมอเตอร์ไซด์ จำนวน 15 คน
- พนักงานจัดส่งประเภทรถใหญ่ จำนวน 13 คน
- พนักงาน Outsource ประเภทรถใหญ่ จำนวน 4 คน

กระบวนการทำงาน

ในกระบวนการทำงานในบางขั้นตอน ที่ส่งผลให้เกิดการล่าช้าต่อการจัดส่ง ซึ่งทำให้ประสิทธิภาพในการทำงานของพนักงานไม่ได้ตามมาตรฐาน ซึ่งขั้นตอนการทำงานในปัจจุบัน ดังนี้



ภาพแสดงขั้นตอนการทำงานแบบเดิม

จากการศึกษาทฤษฎีและแนวทางการจัดการคลังสินค้า และรวบรวมข้อมูลที่เกี่ยวข้องกับปัญหา ที่ปริมาณสินค้าที่จัดส่งให้ลูกค้า จำนวนลูกค้าแยกตามจังหวัด ต้นทุนการขนส่งสินค้า ต้นทุนการบริหารคลังสินค้า ในเขตพื้นที่ต่างจังหวัด และทำการวิเคราะห์รูปแบบการดำเนินงานของบริษัทกิจทวีทรัพย์ ขนส่ง จำกัด โดยพิจารณาจากขั้นตอนการขนส่งสินค้า ขนาดรถที่ใช้ ปริมาณสินค้าที่จัดส่งให้ลูกค้ารวมถึงต้นทุนการขนส่งสินค้า ในเขตพื้นที่ต่างจังหวัด

จากเป้าหมายในการดำเนินงานที่ได้คาดการณ์ไว้ สามารถใช้พื้นที่ภายในโรงงานให้เกิดประโยชน์สูงสุด สามารถลดต้นทุนค่าใช้จ่ายที่เกิดขึ้นจากการขนส่งได้ 20% และสามารถเพิ่มผลกำไรให้บริษัทได้มากขึ้น รวมถึงลดขั้นตนการทำงานที่ทำให้เกิดการสูงเสียของเวลาที่ใช้เวลานานให้น้อยลง โดยระยะเวลาที่ใช้ในการดำเนินงานแก้ไขและปรับปรุงทั้งหมด 3 เดือน ตั้งแต่ กรกฎคม ถึง กันยายนพ.ศ. 2564 ผลการศึกษาวิจัยพบว่า เขตพื้นที่ต่างจังหวัดมีการเช่าคลังสินค้า 4 จังหวัด คือ จังหวัดขอนแก่น จังหวัดนครปฐม จังหวัดสุราษฎร์ธานี และจังหวัดอ่างทอง สามารถลดต้นทุนให้กับบริษัทได้ ประมาณ 2,850,176 บาทต่อ 16 สัปดาห์ หรือประมาณ 712,544 บาทต่อเดือน ได้สรุปผลการดำเนินงานในการแก้ไขปัญหา

รูปแบบที่เหมาะสมในการจัดการคลังสินค้าบริษัทกิจทวีทรัพย์ ขนส่ง จำกัด จัดรูปแบบให้สามารถใช้งานได้ง่ายขึ้น ให้มีการลงข้อมูลของผู้รับสินค้าเข้า ผู้บันทึกข้อมูล ลงระบบและทุกครั้ง ให้มีการเซ็นต์กำกับจากหัวหน้างานเสมอในการตรวจสอบชิ้นงานเพื่อแสดงว่าผ่านการอนุมัติรับชิ้นงานเข้าจัดเก็บในคลังและทำการตรวจสอบเรียบร้อยแล้วโดยข้อมูลที่ได้ทำการปรับปรุงเพิ่มเติมในแบบฟอร์ม ดังนี้

1) รูปแบบเอกสารเป็นฉบับจริงหรือสำเนา
2) บ่งบอกชนิดของ component ที่จะทำการจัดเก็บ
3) แสดงรายละเอียดของตัวชิ้นงาน
4) หน่วยในการจัดเก็บ เช่น จัดเก็บในรูปแบบ Box หรือ Tray
5) ทำการจัดเก็บชิ้นงานใน Lock ที่เท่าไหร่ / ช่องจัดเก็บ

การออกแบบใหม่ให้ฟอร์มสามารถใช้งานได้ง่าย สะดวก รวดเร็ว ในการบันทึกข้อมูลในการเบิก แต่ละครั้ง จะเบิกออกต่อ 1 model ประกอบด้วย Components อะไรบ้างที่ต้องนำไปใช้ประกอบทำให้การดำเนินงานในการเบิกสินค้าจากคลังรวดเร็วขึ้น และสามารถตรวจสอบย้อนกลับได้ง่าย เมื่อเกิดข้อผิดพลาดขึ้น

แผนผังคลังสินค้าใหม่

เมื่อคำนวณถึงระยะทางเดินและความสะดวกในการจัดเก็บ พบว่า Layout 1 มีประสิทธิภาพในการจัดเก็บมากที่สุด จำนวนชิ้นงาน on hand ที่มีการเคลื่อนไหวภายในคลัง 2 ประเภท มีจำนวน 341,184 + 513,595 = 854,779

แสดงลักษณะการแบ่งประเภทสินค้าตามหมวดหมู่

ระดับสินค้า	**ประเภทสินค้า**	**ระยะการเคลื่อนไหว**
สินค้าประเภท A	สินค้ากลุ่ม 1,2	>10 ครั้ง / สัปดาห์
สินค้าประเภท B	สินค้ากลุ่ม 3	5-10 ครั้ง / สัปดาห์
สินค้าประเภท C	สินค้ากลุ่ม 4	2-3 เดือน / ครั้ง

ผลการวิเคราะห์อัตราการเก็บชิ้นงาน ภายในคลัง

ปริมาณการเก็บสินค้า (กล่อง)					
Type	จำนวนชิ้นงานที่เก็บ	**%**การเก็บ	จำนวนรายการ	**%as movement**	**Avg of value**
A1	158,914	18.6	15	53.24	281,358.73
B1	140,113	16.39	24	36.35	120,056.92
C1	42,157	4.93	18	10.41	45,821.33

จำนวนชิ้นงานที่เก็บ หน่วย : PCS.

% การเก็บ (158,914x100) / 854,779 =18.6%

แสดงผลการวิเคราะห์อัตราการเก็บชิ้นงาน Component ภายในคลัง

ปริมาณการเก็บสินค้า **Component** (ถาด)					
Type	จำนวนชิ้นงานที่เก็บ	**%**การเก็บ	จำนวนรายการ	**%as movement**	**Avg of value**
A2	60,509	7.08	5	15.00	200,100
B2	114,068	13.34	22	28.53	86,515.05
C2	339,018	39.66	139	56.47	27,098.17

จำนวนชิ้นงานที่เก็บ หน่วย : PCS.

จากเดิมก่อนการปรับปรุงภายในคลังเก็บกล่อง 40% คิดเป็น 43,200 ชิ้นงาน และถาด 60% คิดเป็น 345,600 ชิ้นงาน เมื่อทำการปรับ Layout ใหม่ในรูปแบบที่ 1 พบว่าสินค้าแต่ละประเภทสามารถเก็บได้ ดังนี้

ประเภท A เก็บได้ (18.6x8)/100 = 1.488 Rack x 15 x 5 x 60 pcs x 6 layer = 40,176 ชิ้นงาน

ประเภท B เก็บได้ (16.39x8)/100 = 1.31 Rack x 15 x 5 x 60 pcs x 6 layer = 35,403 ชิ้นงาน

ประเภท C เก็บได้ (18.6x8)/100 = 1.5 Rack x 15 x 5 x 60 pcs x 6 layer = 40,500 ชิ้นงาน

Components

ประเภท A เก็บได้ (7.08x8)/100 = 0.57 Rack x 15 x 15 x 80 pcs x 6 layer = 61,560 ชิ้นงาน

ประเภท B เก็บได้(13.34x8)/100 =1.07 Rack x 15 x 15 x 80 pcs x 6 layer = 115,560 ชิ้นงาน

ประเภท C เก็บได้ (39.66x8)/100 = 3.17 Rack x 15 x 15 x 80 pcs x 6 layer = 342,360 ชิ้นงาน

เมื่อคำนวณถึงระยะทางเดินและความสะดวกในการจัดเก็บ พบว่า มีประสิทธิภาพในการจัดเก็บมากที่สุดจำนวนชิ้นงาน on hand ที่มีการเคลื่อนไหวภายในคลัง

ชั้นวางสินค้า ที่เป็นสินค้าประกอบนั้น วางในลักษณะโชว์สินค้าทำการวางเรียงชิ้นส่วนให้เป็นระเบียบตามล็อตสินค้า โดยที่เข้ามาก่อนให้จัดเรียงอยู่ทางด้านซ้ายแถวไล่ตามลำดับวันที่รับ หากชิ้นส่วนที่จัดเรียงมีมากกว่าหนึ่งแถวให้จัดเรียงที่มีล็อตมาก่อนอยู่ทางซ้ายมือของผู้หยิบ หันป้ายชื่อระบุรหัสอะไหล่ให้สามารถมองเห็นได้ชัดเจนการตรวจนับสินค้า ต้องมีการตรวจนับสินค้าอย่างเป็นประจำอย่างต่อเนื่องเพื่อลดความผิดพลาดและหลีกเลี่ยงการเกิดต้นทุนจมไปกับสินค้าโดยใช่เหตุ

เกณฑ์วัดผล	**ผลการปรับปรุง (ก่อน)**	**ผลการปรับปรุง(หลัง)**	**สรุปผล**
อัตราส่วนความผิดพลาดในการตรวจนับ	46.14 %	21.25%	ลดลง 24.89%
เวลาเฉลี่ยของกระบวนการเบิกจ่าย	24	11	ลดลง 13 นาที

*อัตราส่วนความผิดพลาดในการตรวจนับ 1 : 100

แสดงผลการปรับปรุงการดำเนินงานส่วนงานคงคลังทำให้เห็นว่าประสิทธิภาพในการดำเนินงานส่วนงานคงคลังเพิ่มขึ้น ทั้งในด้านความถูกต้องและความรวดเร็ว
ในการปฏิบัติงาน โดยหลังการปรับปรุงอัตราส่วนความผิดพลาดในการตรวจนับจำนวนรายการ
สินค้าที่มียอดคงเหลือจริงไม่ตรงกับข้อมูลที่บันทึกในระบบลดลง คิดเป็น 24.89% ส่วนความ
รวดเร็วในกระบวนการเบิกจ่าย ใช้เวลาเฉลี่ยลดลง 9 นาที

เพิ่มการออกแบบโดยกำหนดโซนการจัดเก็บสินค้า มีวัตถุประสงค์เพื่อบอกว่าสินค้าตัวนี้ถูกจัดอยู่ตำแหน่งใดภายในคลัง วางสินค้าที่ได้ทำการจัดประเภท ตามตำแหน่งที่วางไว้ชิ้นงานที่มีการเบิกใช้บ่อยจะวางไว้ใกล้ประตูเพื่อสะดวกต่อการเคลื่อนย้าย และตรวจนับสินค้า จากการวางรูปแบบคลังใหม่พบว่าช่วยเพิ่มประสิทธิภาพในการทำงานและลดความสูญเปล่าที่เกิดจากการหาสินค้าไม่เจอการใช้เป็นการควบคุมการทำงานด้วยลักษณะทางกายภาพ เช่น ติดป้ายบน Rack ใช้ตัวอักษรที่มองเห็นชัดเจนช่วยให้พนักงานสามารถสังเกตเห็นชัดเจนและรู้โซนทันทีเมื่อมองเห็นแผ่นป้าย จึงทำการเลือกแผ่นพลาสติกแข็งสีขาวเพื่อความคงทนและสังเกตง่าย

ปัจจัยที่ใช้ในการออกแบบ	รายละเอียดของปัจจัย
ประเภทของสินค้า	เนื่องจากชิ้นงานมีขนาดไซส์ที่ใกล้เคียงกันขนาดของอุปกรณ์ ในการจัดเก็บจึงไม่แตกต่างกันมากนัก สามารถจัด วางบน Rack ได้ จึงทำการพิจารณาประเภทสินค้าตามที่ได้ จัดกลุ่ม เพื่อคำนึงความถี่ในการใช้ของสินค้า
ขนาดช่องทางเดิน	พิจารณาช่องทางเดินให้พนักงานสามารถหยิบสินค้าได้ทั่วถึง
ขนาดพื้นที่จัดเก็บ	พิจารณาพื้นที่ว่างบนพื้น เพื่อให้เกิดการใช้ประโยชน์สูงสุด
ความสามารถในการจัดเก็บ	ดูพื้นที่ว่างภายในคลังว่าสามารถจัดว่างสินค้าเพิ่มเติมได้หรือไม่

คลังสินค้า (กระบวนการรับสินค้าเข้าคลังสินค้า)

สามารถอธิบายขั้นตอนการรับสินค้าเข้าคลังสินค้าเพิ่มเติมได้ ดังนี้

1. แผนกคลังสินค้าได้รับเอกสารการแจ้งงานจากเจ้าของงานให้รับสินค้า

2. เมื่อสินค้ามาถึงที่คลังสินค้า เจ้าหน้าที่จะทำการรับสินค้าเข้าคลัง ตรวจนับเอกสารและตรวจสอบความสมบูรณ์ของสินค้าก่อนจัดเก็บ

3. จัดเก็บสินค้าพร้อมทั้งดูแลรักษาสินค้าที่อยู่ในคลัง และจัดเก็บเอกสารการรับสินค้า

4. เก็บสำเนาเอกสารไว้สำหรับเจ้าหน้าที่คลังสินค้า และส่งเอกสารตัวจริงคืนเจ้าของงาน

การปรับปรุงนี้ ทางผู้ศึกษานำทฤษฎีการลดความสูญเปล่าด้วยหลักการของ ECRS คือ

- E = Eliminate คือ การกำจัด หรือการลดขั้นตอนการทำงานที่ไม่จำเป็นออก โดยที่ไม่มีผลกระทบต่อกระบวนการทำงานในปัจจุบัน

- C = Combine คือ รวมเข้าด้วยกัน หรือ การรวมขั้นตอนกระบวนการทำงานเข้าด้วยกันเพื่อลดระยะเวลาในการดำเนินงาน ในการปรับปรุงนี้ ได้รวมขั้นตอน คือ

1. Scan Barcode ของสินค้าที่เป็นถุง (Container หรือ Bag) รวมกับการ Scan Barcode ที่เป็น Parcel (รายชิ้น) เข้าด้วยกัน โดยทำการ Scan ไปพร้อมกัน ซึ่งในกระบวนการเดิมนั้น ต้องรอ Scan สินค้าที่เป็นถุง ให้เรียบร้อย แล้วทำการ Scan Barcode ที่เป็น Parcel (รายชิ้น) ได้

2. การรวบขั้นตอนการคัดแยกสินค้า (Soring) รวมกระบวนการคัดแยกที่เป็นรหัสไปรษณีย์ และตามเสร้าทางการจัดส่งเข้าด้วยกัน เนื่องจากได้มีการกำหนดเส้นทางการจัดส่งที่เป็นโซนพื้นที่บริการของพนักงานที่ชัดแจน โดยกระบวนการทำงานหลังการปรับปรุงใช้เวลาทั้งหมด 1 ชั่วโมง 30 นาที ซึ่งสามารถลดเวลาในการปฏิบัติงานลงถึง 1 ชั่วโมง 38 นาที และในส่วนของการรวมขั้นตอนในกระบวนการปฏิบัติงานนั้น คือการรวมเข้าด้วยกันของการปฏิบัติงานของพนักงานที่เป็นรถ 2w และ 4w โดยอาศัยทฤษฎี Milk run โดยใช้รถ 4w ที่จากเดิมต้องดำเนินการส่งสินค้าเองทั้งหมด ซึ่งทำให้เกิดการจัดส่งที่ล่าช้า และประสิทธิภาพในการจัดส่งที่ต่ำ ซึ่งด้วยเหตุผลของสภาพการจราจรในพื้นที่ที่หนาแน่น และรวมไปถึงความคล่องตัว ดังนั้นจึงได้ปรับปรุงโดยให้รถ 4w ดำเนินการส่งสินค้าเพียงบางส่วนและเป็นรถที่คอยเสริม และต้องใช้เวลากระจายสินค้า ซึ่งใช้ระยะทางที่ไกลรวมถึงสูญเสียเวลาเป็นอย่างมาก

- R = Rearrange คือ การจัดลำดับใหม่ ซึ่งหมายถึงการจัดลำดับงานให้เหมาะสมตามกระบวนการขั้นตอนของการทำงาน

- S = Simplify คือ การทำงานให้ง่ายขึ้น หรือ การปรับปรุงกระบวนการให้มีขั้นตอนที่สะดวกและง่ายขึ้น ซึ่งการศึกษาวิจัย ได้ปรับปรุงขั้นตอนการจัดส่งของพนักงาน ในระหว่างช่วงเวลาของการจัดส่งสินค้า คือ ขั้นตอนเดิม ซึ่งทางพนักงานไม่สามารถติดต่อหรือหาที่อยู่ของลูกค้าปลายทางได้นั้น จะต้องทำการแจ้งหัวหน้างานเพื่อขอข้อมูลเพิ่มเติม ซึ่งจะต้องรอจนกว่าจะได้รับข้อมูลมาใหม่ หรือ ต้องดำเนินการจัดส่งสินค้าชิ้นอื่นก่อน ซึ่งในเสร้าทางการจัดส่งก่อนการปรับปรุงนั้น ใช้เวลาที่นานและระยะทางที่ไกลมากหากต้องดำเนินการย้อนกลับมาเพื่อนำส่งสินค้าที่เกิดปัญหาซึ่งไม่สามารถนำส่งได้ในการเข้าพื้นที่ในครั้งแรก ซึ่งนั่นก็มีผลถึง

ประสิทธิภาพในการจัดส่งของพนักงานด้วยเช่นกัน ที่อาจทำให้เกิดการจัดส่งที่ล่าช้าหรือไม่สามารถนำส่งได้ในวันเวลาดังกล่าว ดังนั้นจึงได้ทำการจัดโซนรับผิดชอบของพนักงานที่ชัดเจนขึ้น เพื่อลดการใช้เวลาและระยะทางในการส่งสินค้าลง

จากข้อมูลในข้างต้น ในการปรับปรุงกระบวนการทำงานเพื่อให้เกิดประสิทธิภาพสูงสุดนั้น สามารถลดเวลาในการทำงานและลดระยะทางในการจัดส่งสินค้าของพนักงานได้ โดยส่งผลให้ต้นทุนค่าใช้จ่ายในการขนส่งลดลงด้วยเช่นกัน

ผลการศึกษาและอภิปรายผล

ผู้ศึกษาได้ศึกษา พบว่า บริษัทสามารถเพิ่มประสิทธิภาพและใช้ประโยชน์จากพื้นที่ให้เกิดประโยชน์สูงสุดได้ การปรับปรุงงานได้ปรับเปลี่ยนขั้นตอนการทำงานและปรับปรุงพื้นที่ได้มีการดำเนินงานดังต่อไปนี้

1. ปรับปรุงสินค้าบางอย่างหมดอายุการรับประกันจากการสั่งได้ดีขึ้น

2. ปรับปรุงการจัดเก็บไม่ถูกที่ จัดผังการวางของสินค้าในคลังสินค้าใหม่ให้เป็นหมวดหมู่และจะต้องมีป้ายกำกับบอกชนิดของสินค้าตามขั้นตอน การปรับให้สามารถสังเกตและมองเห็นได้ชัดเจนขึ้น

3. ปรับปรุงการการตรวจนับสินค้าได้ดีขึ้น

4. การปรับปรุงระบบงานเดิม รวมไปถึงเอกสารอ้างอิงต่าง ๆ ในส่วนของคลังสินค้า

5. กำหนดพื้นที่ในการจัดเก็บให้ชัดเจนภายในคลังสินค้า

6. ปรับมาตรฐานการทำงานของพนักงานคลังสินค้าให้ดีขึ้น

7. ให้มีการทำการเปรียบเทียบผลการทำงานก่อนและหลังเพื่อเป็นประโยชน์ในการพัฒนาระบบขององค์การต่อไป

สามารถสรุปผลการแก้ไขในด้านกระบวนการและการบริหารจัดการได้ดังนี้

1. การออกแบบวิธีการและขั้นตอนการทำงานใหม่ เพื่อลดความผิดพลาดในกระบวนการ: โดยการออกแบบกระบวนการทำงานใหม่ เพื่อเพิ่มประสิทธิภาพในการทำงานและลดระยะเวลาในการทำงานที่สลับซับซ้อน

2. ตั้งรหัสสินค้าใหม่ เพื่อลดความผิดพลาด: โดยการออกแบบการตั้งรหัสสินค้าใหม่เพื่อให้เข้าใจตรงกันและเพื่อการเขียนใบเบิกอย่างเป็นประจำทุกครั้ง ที่มีการเบิกของให้ถูกต้องและครบจำนวน อีกทั้งใบเบิกสินค้า จะต้องสามารถตรวจเช็คได้ว่าเบิกสินค้าตัวไหน ใช้ในงานโปรเจคอะไร เมื่อมีการค้นหาย้อนหลัง หรือมีเช็คสต็อก จะสามารถใช้เป็นหลักฐานได้ เป็นผลทำให้สต็อกตรงทั้งสินค้าจริงและในระบบ

3. จัดผังคลังสินค้าใหม่: เป็นการแบ่งเขตที่ตั้ง ของสินค้าขึ้นมาใหม่ ทำให้เกิดความง่ายและรวดเร็วในกระบวนการทำงานรวมทั้งทำให้เกิดความผิดพลาดน้อยลงด้วย หลังจากที่มีการปรับปรุงคลังสินค้าทำให้เห็นคลังสินค้าหลังปรับปรุงซึ่งจะให้เห็นภาพคลังสินค้าหลังปรับปรุงของการจัดวางสินค้า

บทสรุปและข้อเสนอแนะ

ผลการศึกษา พบว่า บริษัทสามารถเพิ่มประสิทธิภาพและใช้ประโยชน์จากพื้นที่ให้เกิดประโยชน์สูงสุดได้ การปรับปรุงงานได้ปรับเปลี่ยนขั้นตอนการทำงานและปรับปรุงพื้นที่ได้มีการดำเนินงาน ซึ่งได้มีการ ปรับปรุงสินค้าบางอย่างหมดอายุการรับประกันจากการสั่งได้ดีขึ้น ปรับปรุงการจัดเก็บไม่ถูกที่ จัดผังการวางของสินค้าในคลังสินค้าใหม่ให้เป็นหมวดหมู่และจะต้องมีป้ายกำกับบอกชนิดของสินค้าตามขั้นตอน การปรับให้สามารถสังเกตและมองเห็นได้ชัดเจนขึ้น ปรับปรุงการการตรวจนับสินค้าได้ดีขึ้น การปรับปรุงระบบงานเดิม รวมไปถึงเอกสารอ้างอิงต่าง ๆ กำหนดพื้นที่ในการจัดเก็บให้ชัดเจน ปรับมาตรฐานการทำงานของพนักงานคลังสินค้าให้ดีขึ้น และ ให้มีการทำการเปรียบเทียบผลการทำงานก่อนและหลังเพื่อเป็นประโยชน์ในการพัฒนาระบบขององค์การต่อไป

ข้อเสนอแนะ

จากการศึกษาในครั้งนี้มีข้อจำกัดในเรื่องของพื้นที่ดังนั้นจึงทาการปรับปรุงพัฒนาในปัจจัยด้านอื่น ๆ ที่สามารถทำ ได้ จึงมีข้อเสนอแนะดังนี้

1. เพิ่มจำนวนพนักงานคลังสินค้าให้มากขึ้นจากเดิม

2. ฝึกอบรมการทำงานให้แก่พนักงานเพื่อเพิ่มทักษะการทำงาน

3. ควรนำหลักแนวคิดทฤษฎี เกี่ยวกับการบริหารจัดการด้านคลังสินค้าให้ครบทุกด้านในการวิจัยในขั้นต่อไปเพื่อสามารถแก้ไขปัญหาที่เกิดขึ้น และเพิ่มประสิทธิภาพในการจัดการคลังสินค้าให้มีประสิทธิภาพมากยิ่งขึ้น

ประโยชน์ที่คาดว่าจะได้รับ

1. สามารถใช้พื้นที่ให้เกิดประโยชน์สูงสุด

2. สามารถค้นหาและเคลื่อนย้ายสินค้าได้อย่างรวดเร็ว

3. สามารถลดระยะเวลาของกระบวนการขนย้ายสินค้า
4. มีระบบการควบคุมสินค้าคงคลังในปริมาณที่เหมาะสม โดยมีมูลค่าการเก็บสินค้าคงคลังน้อยลง
5. เป็นแนวทางให้แก่บริษัทในการจัดการต้นทุนและเวลาได้อย่างมีประสิทธิภาพ

กิตติกรรมประกาศ

สารนิพนธ์เล่มนี้สำเร็จลงได้ ด้วยความกรุณาและความช่วยเหลือเป็นอย่างดียิ่งจากอาจารย์ที่ปรึกษาคณาจารย์ประจำหลักสูตรบริหารธุรกิจมหาบัณฑิต ที่กรุณาให้คำแนะนำ และตรวจแก้ไข ข้อบกพร่อง ด้วยความเอาใจใส่ตลอดมาตั้งแต่ต้นจนเสร็จเรียบร้อย

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BUS-014

ปัจจัยส่วนผสมทางการตลาดบริการ (7P's) ที่มีผลต่อการใช้บริการ กรณีศึกษา โรงแรมเอ็มแกรนด์ จังหวัดร้อยเอ็ด
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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสถานการณ์ปัจจุบันของ 2) เพื่อวิเคราะห์ปัจจัยส่วนผสมทางการตลาดในการเข้าใช้บริการ 3) เพื่อเสนอแนวทางส่งเสริมการตลาด กลุ่มตัวอย่างนักท่องเที่ยวจำนวน 400 คน เก็บรวบรวมข้อมูลโดยใช้แบบสอบถาม ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามให้ความสำคัญในเรื่องของปัจจัยส่วนผสมทางการตลาดอยู่ในระดับมาก และให้ความสำคัญในเรื่องของพฤติกรรมการอยู่ในระดับมาก และ ผลการวิเคราะห์ปัจจัยส่วนผสมทางการตลาดมีที่อิทธิผลต่อการใช้บริการของโรงแรม พบว่า จำนวน 3 ตัวแปร ได้แก่ด้านการจัดสรรสินค้า ด้านด้านคุณภาพและด้านสิ่งแวดล้อมทางกายภาพ มีความสัมพันธ์และมีอิทธิพลเชิงบวกต่อคุณภาพการบริการโดยมีค่า Sig เท่ากับ 0.000 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 ส่วนจำนวน 2 ตัวแปร ได้แก่ กระบวนการในการให้บริการ/การจัดการเกี่ยวกับคนหรือพนักงาน/วิธีส่งเสริมการขาย และด้านช่องทางในการบริการ ไม่มีนัยสำคัญทางสถิติกับคุณภาพการบริการ มีค่า Sig เท่ากับ 0.263 และ 0.171 ตามลำดับ ซึ่งมีค่ามากกว่าระดับนัยสำคัญทางสถิติที่ระดับ 0.01
คำสำคัญ: ปัจจัยส่วนผสมทางการตลาด

Abstract

The objectives of this research 1) To study the current situation. 2) To analyze marketing mix factors of using the service. 3) to propose marketing promotion . Province Population sample group consisted of 400 tourists. The data was collected by questionnaires. From the research, the respondents gave importance to the marketing mix factor at a high level giving precedence to service behavior is at a high level. Analysis result marketing mix factors of using the service that affects using the service of the hotel were found with 3 variables as follows: Product allocation on quality and physical environment. There is significant positive relation and influence to the quality of service with Sig 0.000 following the significance of statistics at 0.01 level. For another 2 variables are Procedures of Services/ persons or employees management/methods of sales promotion and Channels of Services with no statistical significance to service quality comes up with Sig 0.263 and 0.171, respectively, which were greater than the statistical significance at level 0.01.
Keywords: marketing mix

บทนำ

อุตสาหกรรมท่องเที่ยวเป็นอุตสาหกรรมที่ใหญ่ของโลกและมีการขยายตัวสูง มีบทบาทความสำคัญต่อระบบเศรษฐกิจและสังคมของประเทศไทยเป็นอย่างมาก เป็นแหล่งรายได้ที่สำคัญนำมาซึ่งเงินตราต่างประเทศ การสร้างงาน และการกระจายความเจริญไปสู่ภูมิภาค เพื่อให้การท่องเที่ยวของประเทศไทยสามารถปรับตัวเข้ากับสถานการณ์ต่างๆ และเกิดการเติบโตอย่างมีคุณภาพยั่งยืนและสามารถแข่งขันในตลาดโลกได้ จะเห็นความสำคัญของการท่องเที่ยวได้จากการที่ การท่องเที่ยวแห่งประเทศไทย ได้มีการพยากรณ์รายได้จากการท่องเที่ยวใน โดยกำหนดเป้าหมาย ด้านรายได้ของตลาดต่างประเทศที่ประมาณ 966,000 ล้านบาท เพิ่มขึ้นในอัตราร้อยละ 13 และคาดว่าจะมีนักท่องเที่ยวประมาณ 22 ล้านคน และสำหรับนักท่องเที่ยวคนไทยกำหนดเป้าหมายด้านรายได้ประมาณ 453,000 ล้านบาท เพิ่มขึ้นในอัตราร้อยละ 6 และคาดว่าจะมีคนไทยเดินทางท่องเที่ยวประมาณ 107 ล้านคน โดยเน้นการท่องเที่ยว

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แนวคิดของผู้บริโภคยุคใหม่ที่ใช้ชีวิตอย่างเป็นมิตร กับสิ่งแวดล้อมมากขึ้น และการนำเสนอความเป็นไทย มาเป็นจุดขายสำคัญทางการตลาดของประเทศเพื่อตอกย้ำภาพลักษณ์ให้โดดเด่นและแตกต่างจากประเทศคู่แข่งขัน (การท่องเที่ยวแห่งประเทศไทย,2558)

อุตสาหกรรมโรงแรมและที่พักในปี 2565/66 มีแนวโน้ม “Neutral (-)” จากจำนวนนักท่องเที่ยวต่างชาติที่ทยอยเข้ามามากขึ้น โดยเฉพาะ ในช่วงครึ่งหลังของปี 2565 เนื่องจากเข้าสู่ฤดูกาลท่องเที่ยว สอดคล้อง กับสถานการณ์COVID-19 ในหลายๆ ประเทศทั่วโลกคลี่คลายลงและ การผ่อนคลายมาตรการจำกัดการเดินทางระหว่างประเทศเกือบเข้าสู่ ภาวะปกติมากขึ้น ผนวกกับตลาดท่องเที่ยวไทยที่ฟื้นตัวดีต่อเนื่องคาด จะสามารถช่วยหนุนให้อัตราการเข้าพักแรมและธุรกิจโรงแรมทยอยฟื้นตัวได้ มากขึ้น แต่ระดับการฟื้นตัวของธุรกิจอาจแตกต่างกันออกไปตามพื้นที่ และศักยภาพของแต่ละโรงแรม (จิราพร เรืองทวีศิลป, 2565)

ธุรกิจโรงแรมถือเป็นอีกธุรกิจหนึ่งที่ได้รับความนิยมเป็นอย่างมากและมีระดับการแข่งขันที่รุนแรงมากขึ้นในทุกปี ภาพรวมของปี 2561 ที่ผ่านมา โรงแรมทั่วประเทศมีอัตราการเข้าพักเฉลี่ย (occupancy rate) โดยรวมอยู่ที่ประมาณ 70-75% โดยภูมิภาคที่จัดว่าดีอย่างโดดเด่น ประกอบด้วย กรุงเทพฯ เชียงใหม่ ภูเก็ต และชลบุรี (พัทยา) ซึ่งจังหวัดเหล่านี้โรงแรมมีอัตราการเข้าพักเฉลี่ยอยู่ในระดับที่ 75% ขึ้นไป ธุรกิจโรงแรมมีอยู่หลายระดับการให้บริการ ระดับการให้บริการของแต่ละโรงแรมจะใช้ระดับของดาว เป็นตัวกำหนดคุณภาพสินค้าและบริการ เช่น ระดับ 1 ดาว จะเป็นโรงแรมขนาดเล็กที่มีบริการเพียงห้องพัก ส่วนระดับ 5 ดาว จะเป็นโรงแรมขนาดใหญ่ที่มีบริการครบครัน ทั้งห้องอาหาร ห้องประชุม ฯลฯ ความหลากหลายของธุรกิจโรงแรมในปัจจุบัน โรงแรมขนาดใหญ่ไม่ได้มีเพียงให้บริการห้องพักเพียงอย่างเดียว ยังมีบริการห้องอาหาร สระว่ายน้ำ ห้องประชุม สปา ฟิตเนต รวมไปถึงแหล่งช็อปปิ้ง ฯลฯ ซึ่งผู้บริโภคสามารถมาที่โรงแรมแห่งเดียวแต่ใช้บริการได้หลากหลาย (http://www.dolce-valley-forge-hotel.com, 2561)

จังหวัดร้อยเอ็ด ตั้งอยู่บริเวณตอนกลางของภาคตะวันออกเฉียงเหนือของไทย ลักษณะภูมิประเทศโดยทั่วไปเป็นที่ราบสูง สูงจากระดับน้ำทะเลปานกลางประมาณ 120-160 เมตร มีภูเขาทางตอนเหนือซึ่งติดต่อจากเทือกเขาภูพาน บริเวณตอนกลางของจังหวัด มีลักษณะเป็นที่ราบลูกคลื่น บริเวณตอนล่างมีลักษณะเป็นที่ราบลุ่มริมฝั่งแม่น้ำมูลและสาขา ได้แก่ ลำน้ำชี ลำน้ำพลับพลา ลำน้ำเตา เป็นต้น บริเวณที่ราบต่ำอันกว้างขวาง เรียกว่า ทุ่งกุลาร้องไห้ มีพื้นที่ประมาณ 80,000 ไร่ มีลักษณะเป็นที่ราบแอ่งกระทะ จังหวัดร้อยเอ็ดได้รับอิทธิพลจากลมมรสุมตะวันออกเฉียงเหนือและลมมรสุมตะวันตกเฉียงใต้ สภาพภูมิอากาศอยู่ในประเภทฝนเมืองร้อน ปริมาณน้ำฝนเฉลี่ย 1,196.8 ลูกบาศก์มิลลิเมตร ฝนตกชุกในเดือนมิถุนายนถึงตุลาคม อากาศร้อนแห้งแล้งในเดือนมีนาคมถึงพฤษภาคม มีสถานที่ท่องเที่ยวทางธรรมชาติที่ได้รับความนิยมในระดับประเทศและนานาประเทศ รวมไปถึงความหลากหลายในวัฒนธรรม เป็นที่ดึงดูดใจของนักท่องเที่ยวทั้งชาวไทยและชาวต่างชาติ จังหวัดเชียงใหม่สามารถท่องเที่ยวได้ทุกฤดูกาล (จังหวัดร้อยเอ็ด , 2563)

โรงแรมเอ็มแกรนด์ จังหวัดร้อยเอ็ด เป็นโรงแรมที่ได้รับความนิยมและเป็นที่ยอมรับของนักท่องเที่ยวที่มาเยี่ยมเยือนจังหวัดร้อยเอ็ด ได้รับโอกาสในการจัดการประชุม และการจัดการประกวดต่างๆ ระดับจังหวัด และระดับประเทศมาแล้วนับไม่ถ้วน บรรยากาศภายนอกโรงแรมโล่ง โปร่งอากาศถ่ายเท มีที่จอดรถเป็นจำนวนมาก มีการรักษาความปลอดภัยตลอด 24 ชั่วโมง ล็อบบี้ต้อนรับขนาดใหญ่พร้อมที่นั่งรับรองที่สะดวกสบาย ห้องพักที่เพียบพร้อมด้วยสิ่งอำนวยความสะดวกที่ครบครัน อาทิ โทรทัศน์ขนาดใหญ่ ตู้เย็น โต๊ะทำงานขนาดมาตรฐาน ม่านทึบแสงกันรังสียูวี เครื่องทำน้ำอุ่น ห้องน้ำแบ่งโซนเปียกและแห้ง ที่นอนคุณภาพขนาด 3 ฟุตหรือขนาด 6 ฟุต (King Size) และสัญญาณอินเตอร์เน็ตความเร็วสูงทั่วโรงแรม (M GRAND HOTEL ROI ET, 2563)

จากที่มาและความสำคัญของปัญหาข้างต้น การจัดทำการวิจัยเรื่อง ปัจจัยส่วนผสมทางการตลาดบริการ (7P’s) ที่มีผลต่อการใช้บริการ กรณีศึกษา โรงแรมเอ็มแกรนด์ จังหวัดร้อยเอ็ด ผู้วิจัยได้เล็งเห็นความสำคัญในการวางแผนกลยุทธ์ทางการตลาด ปัจจัยส่วนผสมทางการตลาดการบริการ (7P’s) ที่ส่งผลให้โรงแรมเอ็มแกรนด์ จังหวัดร้อยเอ็ด สามารถดำเนินธรุกิจภายใต้สภาวะการเปลี่ยนแปลงทางเศรษฐกิจ ไม่ว่าในเรื่องของการแพร่กระจายของโรคระบาดโควิท 19 หรือวิกฤตทางเศรษฐกิจต่างๆ ซึ่งโรงแรมเอ็มแกรนด์ จังหวัดร้อยเอ็ด ได้รับผลกระทบ จำนวนผู้เข้าใช้บริการลดลงน้อยลง แต่ยังสามารถดำเนินธุรกิจผ่านวิกฤติต่างๆ มาได้ ผู้วิจัยจึงสนใจที่จะทำการศึกษาและนำเสนอผลการศึกษาเพื่อการเปลี่ยนแปลงด้านการวางแผนทางการตลาดตามสภาพแวดล้อมในปัจจุบันให้แก่สถานที่ที่ใช้ในการศึกษา

วัตถุประสงค์

1. เพื่อศึกษาสถานการณ์ปัจจุบันของโรงแรม เอ็มแกรนด์ จังหวัดร้อยเอ็ด
2. เพื่อวิเคราะห์ปัจจัยส่วนผสมทางการตลาดในการเข้าใช้บริการของโรงแรม เอ็มแกรนด์ จังหวัดร้อยเอ็ด
3. เพื่อเสนอแนวทางส่งเสริมการตลาดของโรงแรม เอ็มแกรนด์ จังหวัดร้อยเอ็ด

สมมติฐานการศึกษา

ปัจจัยส่วนผสมทางการตลาดมีอิทธิพลต่อการใช้บริการของผู้ใช้บริการ โรงแรม เอ็มแกรนด์ จังหวัดร้อยเอ็ด

ขอบเขตการวิจัย

การศึกษาวิจัยครั้งนี้ มุ่งศึกษาปัจจัยส่วนผสมทางการตลาดที่ส่งผลต่อการใช้บริการโรงแรมเ เอ็ม แกรนด์ จังหวัดร้อยเอ็ด โดยจะกำหนดขอบเขตด้านต่างๆ ดังนี้

1. สถานที่ที่ผู้วิจัยทำการเก็บรวบรวมข้อมูล คือ โรงแรมเ เอ็ม แกรนด์ จังหวัดร้อยเอ็ด
2. ประชากรที่ใช้ในการวิจัยได้แก่ ประชากรผู้เข้ามาใช้บริการใน โรงแรมเ เอ็ม แกรนด์ จังหวัดร้อยเอ็ด ทั้งนักท่องเที่ยวภายในจังหวัด ต่างจังหวัด ฯลฯ
3. กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ ผู้เข้าใช้บริการ โรงแรมเ เอ็ม แกรนด์ จังหวัดร้อยเอ็ด จำนวน 400 คน ซึ่งกำหนดกลุ่มตัวอย่าง โดยใช้สูตรคำนวณขนาดตัวอย่างของคอแครน (Cochran, 1977 อ้างถึงใน ธีรวุฒิ เอกะกุล, 2553)
4. ตัวแปรอิสระ (Independent Variables) ได้แก่
   (1) ปัจจัยส่วนบุคคล
      - เพศ
      - อายุ
      - อาชีพ
      - ระดับการศึกษา
      - รายได้เฉลี่ยต่อเดือน
   (2) ปัจจัยส่วนผสมทางการตลาด (7P's)
      - สินค้า
      - การตั้งราคาการบริการ
      - วิธีส่งเสริมการขาย
      - ช่องทางในการให้บริการ การจัดจำหน่าย
      - การจัดการเกี่ยวกับคนหรือพนักงาน
      - กระบวนการในการให้บริการ
      - สิ่งแวดล้อมทางกายภาพที่ลูกค้าเข้ามาใช้บริการต้องพบเจอ
5. ตัวแปรตาม (Dependent Vatiables) คือ พฤติกรรมการเข้าใช้บริการของผู้บริโภค
   - อิทธิพลของปัจจัยส่วนผสมทางการตลาดที่มีผลต่อการเข้าใช้บริการโรงแรม เอ็ม แกรนด์ จังหวัดร้อยเอ็ด
6. ขอบเขตระยะเวลาในการศึกษาวิจัย และเก็บข้อมูลแบบสอบถาม ในระหว่างเดือน พฤษภาคม – กันยายน 2565

วิธีดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

1. ประชากรที่ใช้ในการศึกษาวิจัยครั้งนี้ ได้แก่ ผู้ที่เข้ามาใช้บริการโรงแรม เอ็ม แกรนด์ จังหวัดร้อยเอ็ด
2. กลุ่มตัวอย่างที่ใช้ในการศึกษาวิจัยครั้งนี้ ได้แก่ ผู้ที่เข้ามาใช้บริการโรงแรมเอ็มแกรนดศ์ จังหวัดร้อยเอ็ด ที่อาศัยอยู่ภายในจังหวัด และต่างจังหวัด ซึ่งไม่ทราบจำนวนที่แน่นอน ผู้วิจัยจึงกำหนดขนาดกลุ่มตัวอย่างจากสูตรของคอแครน (Cochran, 1997 อ้างถึงใน ธีรวุฒ เอกะกุล, 2553) โดยยอมให้เกิดความคารดเคลื่อนของการสุ่มตัวอย่างเท่ากับ 5% มีระดับความเชื่อมั่นที่ 95% และสัดส่วนชของประชากร 0.5 ได้ขนาดกลุ่มตัวอย่าง 385 คน ดังนี้

$$n = \frac{Z^2}{4e^2}$$

โดยที่กำหนด

n = ขนาดของกลุ่มตัวอย่าง

e = ความคลาดเคลื่อนของการสุ่มตัวอย่างที่ให้เกิดขึ้นได้

Z = ระดับความเชื่อมั่นที่นักวิจัยกำหนดไว้ ณ ความเชื่อมั่น 95%

Z = 1.96

แทนค่าจากสูตร

$$n = \frac{(1.96)^2}{4(0.05)^2}$$

$$n = 384.16$$

เพื่อความสะดวกในการเก็บรวบรวมข้อมูล และเพื่อความแม่นยำในการวิเคราะห์สมมติฐาน ผู้วิจัยจึงเพิ่มขนาดกลุ่มตัวอย่างเป็นจำนวน 400 คน

เครื่องมือที่ใช้ในการวิจัย

การศึกษาปัจจัยส่วนผสมทางการตลาดบริการ (7P's) ที่มีผลต่อการใช้บริการ กรณีศึกษา โรงแรมเอ็มแกรนด์ จังหวัดร้อยเอ็ด ผู้ศึกษาได้ใช้แบบสอบถามปัจจัยส่วนผสมทางการตลาดบริการ ในการเก็บรวบรวมข้อมูลวิจัยเชิงปริมาณ โดยมีส่วนประกอบดังต่อไปนี้

ตอนที่ 1 ข้อมูลด้านประชากรศาสตร์ข้อมูลพื้นฐานส่วนบุคคลของผู้ตอบแบบสอบถามประกอบด้วย เพศ อายุ สถานะภาพ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน

ตอนที่ 2 ความคิดเห็นเกี่ยวกับปัจจัยส่วนผสมทางการตลาด (7p's)

ตอนที่ 3 ความคิดเห็นเกี่ยวกับพฤติกรรมผู้บริโภค

ตอนที่ 4 ข้อเสนอแนะ

การเก็บรวบรวมข้อมูล

ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลตามขั้นตอนและวิธีการ ดังนี้

1. เก็บรวบรวมข้อมูล ศึกษาค้นคว้าเอกสารงานวิจัยที่เกี่ยวข้องเพื่อดำเนินการจัดทำแบบสอบถาม
2. ตรวจสอบความสอดคล้องของแบบสอบถามโดยให้ผู้เชี่ยวชาญ 3 ท่านให้คะแนน แบบสอบถาม พร้อมทั้งทดลองเก็บแบบสอบถามเพื่อหาค่าความเชื่อมั่น จำนวน 30 ชุด
3. ดำเนินการจัดทำแบบสอบถามตามจำนวนกลุ่มตัวอย่าง ลงพื้นที่เก็บรวมรวมข้อมูลที่สถานประกอบการจริง เก็บรวบรวมข้อมูลจากแบบสอบถามจากการสุ่มกลุ่มตัวอย่างผู้ที่เข้าใช้บริการโรงแรมลิตเติ้ลบ็อกซ์ ระหว่างเดือน พฤษภาคม – กันยายน 2565 ทั้งสิ้น 400 คน ชุดตัวอย่าง
4. ตรวจสอบความถูกต้องและครบถ้วนของแบบสอบถามที่ได้รับการตอบรับ จำนวน 400 ชุด
5. นำข้อมูลจากแบบสอบถามที่ได้รับไปทำการวิเคราะห์ข้อมูล

การจัดทำข้อมูลและการวิเคราะห์ข้อมูล

ผู้ศึกษาได้ดำเนินการวิเคราะห์ข้อมูลที่รวบรวมจากแบบสอบถาม โดยใช้โปรแกรม SPSS โปรแกรมสำเร็จรูปคอมพิวเตอร์ในการคำนวณข้อมูล โดยแบ่งการวิเคราะห์ข้อมูลได้ดังนี้

ตอนที่ 1 ข้อมูลด้านประชากรศาสตร์ข้อมูลพื้นฐานส่วนบุคคลของผู้ตอบแบบสอบถาม ใช้วิธีการประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistics) โดยการหาค่าร้อยละ (Percentage)

ตอนที่ 2 ความคิดเห็นเกี่ยวกับปัจจัยส่วนผสมทางการตลาด ใช้วิธีการประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistics) โดยการหาค่าเฉลี่ย (Mean หรือ $\bar{X}$) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) นำเสนอข้อมูลในรูปแบบของตารางและการบรรยายสรุปผล โดยกำหนดค่าคะแนนความในระดับในการให้ความสำคัญ ดังนี้ (Likert, 1967)

ค่าคะแนนในการให้ความสำคัญ	คะแนน
ค่าคะแนนในการให้ความสำคัญมากที่สุด	5
ค่าคะแนนในการให้ความสำคัญมาก	4
ค่าคะแนนในการให้ความสำคัญปานกลาง	3
ค่าคะแนนในการให้ความสำคัญน้อย	2
ค่าคะแนนในการให้ความสำคัญน้อยที่สุด	1

โดยใช้เกณฑ์การประเมินแบบสอบถาม ใช้แนวคิด Likert scale (Likert, 1967) โดยพิจารณา ดังนี้

ค่าคะแนน 4.21 – 5.00 = ให้ความสำคัญในระดับมากที่สุด
ค่าคะแนน 3.41 – 4.20 = ให้ความสำคัญในระดับมาก
ค่าคะแนน 2.61 – 3.40 = ให้ความสำคัญในระดับปานกลาง
ค่าคะแนน 1.81 – 2.60 = ให้ความสำคัญในระดับน้อย
ค่าคะแนน 1.00 – 1.80 = ให้ความสำคัญในระดับน้อยที่สุด

ตอนที่ 3 ความคิดเห็นเกี่ยวกับคุณภาพการบริการ ใช้วิธีการประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistics) โดยการหาค่าเฉลี่ย (Mean หรือ $\bar{X}$) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) นำเสนอข้อมูลในรูปแบบของตารางและการบรรยายสรุปผล โดยกำหนดค่าคะแนนของแบบสอบถาม ใช้แนวคิด Likert scale (Likert, 1967) โดยพิจารณา ดังนี้ คือ

ค่าคะแนนในการให้ความสำคัญ	คะแนน
ค่าคะแนนในการให้ความสำคัญมากที่สุด	5
ค่าคะแนนในการให้ความสำคัญมาก	4
ค่าคะแนนในการให้ความสำคัญปานกลาง	3
ค่าคะแนนในการให้ความสำคัญน้อย	2
ค่าคะแนนในการให้ความสำคัญน้อยที่สุด	1

โดยใช้เกณฑ์การประเมินแบบสอบถาม ใช้แนวคิด Likert scale (Likert, 1967)

ค่าคะแนน 4.21 – 5.00 = ให้ความสำคัญในระดับมากที่สุด
ค่าคะแนน 3.41 – 4.20 = ให้ความสำคัญในระดับมาก
ค่าคะแนน 2.61 – 3.40 = ให้ความสำคัญในระดับปานกลาง
ค่าคะแนน 1.81 – 2.60 = ให้ความสำคัญในระดับน้อย
ค่าคะแนน 1.00 – 1.80 = ให้ความสำคัญในระดับน้อยที่สุด

ตอนที่ 4 ข้อเสนอแนะ ข้อมูลจากการเข้าใช้บริการเป็นการวิเคราะห์ข้อมูลเชิงพรรณนา บรรยายข้อความ

สถิติที่ใช้ในการวิจัย

สถิติพื้นฐาน

การวิเคราะห์ข้อมูลสถิติเชิงพรรณนา

1. ค่าร้อยละ (Percentage) โดยใช้สูตรในการคำนวณ (กิ่งกาญจน์ สุรธรรม, 2562) ดังนี้

$$P = \frac{f}{n} \times 100$$

เมื่อ P แทน ร้อยละ
f แทน จำนวนผู้ตอบแบบสอบถามในข้อนั้นๆ
N แทน จำนวนความผู้ตอบแบบสอบถามทั้งหมด

2. ค่าเฉลี่ย (Mean) โดยใช้สูตรในการคำนวณ (กิ่งกาญจน์ สุรธรรม, 2562) ดังนี้

$$\bar{X} - \frac{\sum X}{N}$$

เมื่อ $\bar{X}$ แทน ค่าเฉลี่ย
$\sum X$ แทน ผลรวมของคะแนนแบบสอบถามทั้งหมด
N แทน จำนวนความผู้ตอบแบบสอบถามทั้งหมด

3. ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) โดยใช้สูตรในการคำนวณ (กิ่งกาญจน์ สุรธรรม, 2562) ดังนี้

$$S.D = \sqrt{\frac{n\sum x^2 - (\sum x)^2}{n(n-1)}}$$

เมื่อ S.D แทน ส่วนเบี่ยงเบนมาตรฐาน
$\sum x$ แทน คะแนนในแต่ละข้อ
$\sum x$ แทน ผลรวม
N แทน จำนวนความผู้ตอบแบบสอบถามทั้งหมด

การทดสอบคุณลักษณะของตัวแปร

การทดสอบความสัมพันธ์โดยการหาค่า Variance Inflation Factors (VIF) โดยประยุกต์ใช้โปรแกรมทางสถิติ SPSS ในการคำนวณข้อมูล

สถิติที่ใช้ในการทดสอบสมมติฐาน

ารวิเคราะห์ค่าสัมประสิทธิ์ (Coefficients) ใช้โปรแกรมทางสถิติ SPSS ในการคำนวณข้อมูลเพื่อทดสอบสมมติฐาน

ผลการวิเคราะห์ข้อมูล

ผลรวมปัจจัยส่วนผสมทางการตลาดบริการ (7P's) พบว่า ด้านสิ่งแวดล้อมทางกายภาพมีผู้ตอบแบบสอบถามมากที่สุด โดยมีค่าเฉลี่ย 4.45 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.89 อยู่ในระดับมากที่สุด ลำดับถัดมาด้านคุณภาพ โดยมีค่าเฉลี่ย 4.16 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.96 อยู่ในระดับมาก ลำดับถัดมาด้านการจัดสรรสินค้า/การจัดสรรสินค้า ดยมีค่าเฉลี่ย 4.10 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.94 อยู่ในระดับมาก ลำดับถัดมาด้านช่องทางในการบริการ ดยมีค่าเฉลี่ย 3.99 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.92 อยู่ในระดับมาก และด้านกระบวนการในการให้บริการ/การจัดการเกี่ยวกับคนหรือพนักงาน/วิธีส่งเสริมการขาย โดยมีค่าเฉลี่ย 3.92 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.97 อยู่ในระดับมาก ตามลำดับ

ภาพรวมเกี่ยวกับพฤติกรรมการเข้าใช้บริการของผู้ตอบแบบสอบถาม มีความพึงพอใจอยู่ในระดับมากที่สุด โดยมีค่าเฉลี่ย 4.25 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.91 เมื่อพิจารณารายด้านพบว่า ด้านท่านซื้อสินค้าเพื่อบริโภคในชีวิตประจำวันมีผู้ตอบแบบสอบถามให้ความพึงพอใจมากที่สุด โดยมีค่าเฉลี่ย 4.52 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.76 ลำดับถัดมาคือ ท่านเป็นผู้หนึ่งที่มาซื้อสินค้าในร้านด้วยตัวท่านเอง โดยมีค่าเฉลี่ย 4.44 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.80 อยู่ในระดับมากที่สุด ลำดับถัดมาคือ ท่านมีเพื่อน ญาติ และคนรู้จักแนะนำให้มาซื้อสินค้าและบริการ โดยมีค่าเฉลี่ย 4.40 ค่าส่วนเบี่ยงเบนมาตรฐาน 1.00 อยู่ในระดับมากที่สุด ลำดับถัดมาคือท่านจะทำการเปรียบเทียบสินค้าหลายๆอย่างก่อนซื้อ เช่น คุณสมบัติ ราคา และ ตราสินค้า บริการ โดยมีค่าเฉลี่ย 4.32 ค่าส่วนเบี่ยงเบนมาตรฐาน 1.00 อยู่ในระดับมากที่สุด ลำดับถัดมาคือ ท่านพึงพอใจในการซื้อสินค้าและบริการของโครงการ ภายหลังจึงกลับมาซื้อสินค้าซ้ำ โดยมีค่าเฉลี่ย 4.29 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.82 อยู่ในระดับมากที่สุด ลำดับถักมาคือ ท่านมักจะซื้อสินค้าและมาใช้บริการเป็นประจำโดยมีค่าเฉลี่ย 4.14 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.80 อยู่ในระดับมาก ถัดมาคือ ท่านซื้อสินค้าเพื่อตอบสนองทางธุรกิจร้านอาหาร โดยมีค่าเฉลี่ย 4.12 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.95 อยู่ในระดับมาก ถัดมาคือท่านค้นหาข้อมูลก่อนมาซื้อสินค้าและบริการ โดยมีค่าเฉลี่ย 4.11 ค่าส่วนเบี่ยงเบนมาตรฐาน 1.07 อยู่ในระดับมาก ถัดมาคือ ท่านเป็นผู้หนึ่งที่ชื่นชอบการแนะนำสินค้าใหม่ๆจากทางโครงการ โดยมีค่าเฉลี่ย 4.08 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.86 อยู่ในระดับมาก และท่านเป็นผู้หนึ่งที่ชื่นชอบสินค้า/อาหาร ในโครงการเป็นพิเศษ โดยมีค่าเฉลี่ย 4.06 ค่าส่วนเบี่ยงเบนมาตรฐาน 1.06 อยู่ในระดับมาก ตามลำดับ

การวิเคราะห์ข้อมูลสิ่งแวดล้อมภายในและภายนอก SWOT

จุดแข็ง (Strengths) โรงแรม เอ็มแกรนด์ จังหวัดร้อยเอ็ด เป็นโรงแรมขนาดใหญ่ ที่ใช้เงินในการลงทุนค่อนข้างสูง โดยมีทุนทรัพย์ในการจัดกิจกรรมต่างๆ มุมเวียนตามเทศกาล สามารถปรับตัวให้เข้ากับสภาพการปัจจุบันได้ดี มีกิจกรรมที่หลากหลายดึงดูดใจลูกค้าได้ทุกเภททุกวัย เป็นโรงแรมแห่งแรกๆ ในจังหวัดร้อยเอ็ดที่มีทุกอย่างครบวงจร ผู้คนเข้าใช้บริการตลอดทั้งช่วงกลางวันและกลางคืน

จุดอ่อน (Weaknesses) การที่มีผู้คนจำนวนมากเข้าใช้บริการ ในบางครั้งอาจทำให้พนักงานที่ดูแลในแต่ละจุดทำงานได้ไม่ทั่วถึง อาจเกิดความผิดพลาด เช่น การทำความสะอาดที่ล่าช้า การแบ่งโซนต่างๆ บางโซนมีพื้นที่ค่อนค้างจำกัด

โอกาส (Opportunities) การจัดกิจกรรมต่างๆ ภายในโรงแรม เอ็มแกรนด์ จังหวัดร้อยเอ็ด สามารถดึงดูดใจให้ผู้คนเข้ามาใช้บริการได้ตลอดทั้งวัน และการประชาสัมพันธ์ของตัวตลาดเอง ผ่านช่องทาง เฟลตบุค การติดป้ายโฆษณาตามมุมเมืองต่างๆ สามารถสังเกตเห็นได้ง่าย

อุปสรรค (Threats) ภายในจังหวัดร้อยเอ็ดมีโรงแรมขนาดใหญ่ค่อนข้างเยอะ ไม่ว่าจะเป็น ถึงแม้ทั้งโรงแรมต่างๆ ในจังหวัดร้อยเอ็ด จะมีความหลากหลายไม่มากพอเท่ากับโรงแรม เอ็มแกรนด์ จังหวัดร้อยเอ็ด แต่ด้วยระยะทางและการสะดวกในการเดินทางก็ทำให้มีผู้เข้าใช้บริการเป็นจำนวนมาก

ผลการวิเคราะห์ปัจจัยส่วนผสมทางการตลาดมีที่อิทธิผลต่อการใช้บริการของโรงแรม พบว่า จำนวน 3 ตัวแปร ได้แก่ด้านการจัดสรรสินค้า (B_all) ด้านด้านคุณภาพ (D_all) และด้านสิ่งแวดล้อมทางกายภาพ (E_all) มีความสัมพันธ์และมีอิทธิพลเชิงบวกต่อคุณภาพการบริการ(Y_all) โดยมีค่า Sig เท่ากับ 0.000 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 ส่วนจำนวน 2 ตัวแปร ได้แก่ กระบวนการในการให้บริการ/การจัดการเกี่ยวกับคนหรือพนักงาน/วิธีส่งเสริมการขาย (A_all) และด้านช่องทางในการบริการ (C_all) ไม่มีนัยสำคัญทางสถิติกับคุณภาพการบริการ มีค่า Sig เท่ากับ 0.263 และ 0.171 ตามลำดับ ซึ่งมีค่ามากกว่าระดับนัยสำคัญทางสถิติที่ระดับ 0.01 ซึ่งกล่าวได้ว่าทั้งสองด้านนี้ไม่มีผลกระทบต่อคุณภาพการบริการ

สรุปผลการศึกษา

ข้อมูลด้านประชากรศาสตร์ข้อมูลพื้นฐานส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ สถานะภาพ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน ความถี่ในการใช้บริการ 1 ข้อ และการเข้าใช้บริการด้านใดของโรงแรม 1 ข้อ พบว่าผู้ตอบสอบถามส่วนใหญ่เป็นเพศหญิง มีอายุเฉลี่ยอยู่ระหว่าง 18 – 30 ปี สถานภาพของผู้ตอบแบบสอบถามส่วนใหญ่ สถานภาพโสด ระดับการศึกษาผู้ตอบแบบสอบถามส่วนใหญ่อยู่ที่ระดับปริญญาตรี อาชีพของผู้ตอบแบบสอบถามส่วนใหญ่มีอาชีพพนักงานบริษัทเอกชน รายได้เฉลี่ยต่อเดือน 15,001 – 30,000 บาท และความถี่ในการใช้บริการโรงแรมลิตเติ้ลบ๊อกซ์ ผู้ตอบแบบสอบถามส่วนใหญ่เคยใช้บริการ 1 ครั้ง ผู้ตอบแบบสอบถามส่วนใหญ่มาใช้บริการของทางโรงแรมในด้านของบริการเครื่องดื่มและเบเกอรี่มากที่สุด และใช้บริการด้านห้องพักในลำดับถัดมา

สถานการณ์ปัจจุบันด้านการจัดการกลยุทธ์การตลาดธุรโรงแรมเอ็มแกรนด์ จังหวัดร้อยเอ็ด โดยใชสภาพการปัจจุบันในการวิเคราะห์ข้อมูล สอดคล้องกับการศึกษาของ เพชรา บุดสีทา (2552) ได้ศึกษาเรื่อง การจัดการด้านการตลาดการท่องเที่ยวชุมชนนครชุม จังหวัดกำแพงเพชร ซึ่งพบว่า จุดแข็ง (Strengths) เป็นโรงแรมเปิดตลอด 24 ชม. ที่ใช้เงินในการลงทุนค่อนข้างสูง โดยมีทุนทรัพย์ในการจัดกิจกรรมต่างๆ มุมเวียนตามเทศกาล จุดอ่อน (Weaknesses) วัฒนธรรมองค์กร ระบบการจัดการยังไม่เป็นระบบมานักโอกาส (Opportunities) การจัดกิจกรรมต่างๆ ภายในโรงแรมสามารถดึงดูดใจให้ผู้คนเข้ามาใช้บริการได้ตลอดทั้งวัน และการประชาสัมพันธ์ของตัวโรงแรมเอง ผ่านช่องทาง เฟลตบุค การติดป้ายโฆษณาตามมุมเมืองต่างๆ สามารถสังเกตเห็นได้ง่ายอุปสรรค (Threats) ภายในจังหวัดร้อยเอ็ดมีโรงแรมขนาดใหญ่ค่อนข้างเยอะ ถึงแม้โรงแรมที่เหล่านั้นจะมีความหลากหลายไม่มาพอเท่ากับโรงแรม แต่ด้วยระยะทางและการสะดวกในการเดินทางก็ทำให้มีผู้เข้าใช้บริการโรงแรมเป็นจำนวนมากอยู่เช่นกัน

ข้อเสนอแนะ

ข้อเสนอแนะที่ได้จากการศึกษา

ปัจจัยส่วนผสมทางการตลาดบริการ (7P's) เป็นการประยุกต์ใช้เทคโนโลยีสมัยใหม่ควบคู่ไปกับกลยุทธ์ทางธุรกิจ ซึ่งสามารถสื่อทางการตลาดในปัจจุบันสามารถเข้าถึงผู้บริโภคได้โดยตรง เช่น สื่อออนไลน์ ในปัจจุบันมีการใช้สมาร์ทโฟนกันอย่างแพร่หลาย สื่อออนไลน์จึงถือเป็นอีกช่องทางหนึ่งที่จะช่วยสื่อระหว่างองค์กรกับผูภายนอก ได้รับรู้ถึงกิจกรรม สินค้าและบริการต่างๆ มากยิ่งขึ้น

คุณภาพการบริการ จากการศึกษาข้างต้นความเป็นรูปธรรม และการให้ความมั่นใจแกลูกค้า เป็นสิ่งที่ผู้บริโภคส่วนใหญ่ต้องการมากที่สุด เนื่องจากเป็นความรู้สึกที่รับรู้ได้ การบริการด้วยความจริงใจจะส่งผลถึงภาพลักษณ์องค์กร หากสามารถรักษามาตรฐานในการบริการได้ องค์กรนั้นจะประสบความสำเร็จตามที่ได้มุ่งหวังไว้

ข้อเสนอแนะในการศึกษาครั้งต่อไป

1. การศึกษาครั้งต่อไป สามารถเปลี่ยนกลุ่มธุรกิจในการศึกษา เพื่อขยายผลการวิจัยให้ครอบคลุมไปยังธุรกิจอื่นๆ เพราะในปัจจุบันธุรกิจเป็นจำนวนมากมีการประยุกต์ใช้การตลาด เชิงบูรณาการมาใช้ในการบริหารธุรกิจ

2. ทบทวนวรรณกรรมเพิ่มเติม เพื่อหาตัวแปรใหม่ๆ ที่จะศึกษาเกี่ยวกับความสัมพันธ์การตลาดเชิงบูรณาการ

3. ศึกษาเปรียบเทียบในแต่ละช่วงเวลาของธุรกิจ เช่น การศึกษาในช่วงฤดูกาลของการท่องเที่ยวกับช่วงนอกฤดูกาลท่องเที่ยว เพื่อให้ได้ผลการวิจัยที่หลากหลาย

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การจัดการคุณภาพการให้บริการของธุรกิจขนส่งแห่งหนึ่งใน จังหวัดนนท์บุรี

Quality Management of a Transportation Business Service in Nonburi Province

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บทคัดย่อ

ธุรกิจขนส่งสินค้ากรณีศึกษามีการจัดการเพื่อปรับปรุงคุณภาพการให้บริการอยู่เสมอ อย่างไรก็ตามยังคงพบลูกค้าบางรายไม่พึงพอใจต่อการจัดการเท่าที่ควร การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาการจัดการเพื่อปรับปรุงคุณภาพการให้บริการของธุรกิจขนส่งสินค้ากรณีศึกษา 2) เพื่อสำรวจความคิดเห็นของลูกค้าต่อการจัดการคุณภาพบริการ และ 3) เพื่อเสนอคำแนะนำการปรับปรุงการจัดการคุณภาพบริการของธุรกิจกรณีศึกษา การวิจัยเป็นการวิจัยแบบผสมผสาน วิธีวิจัยเชิงคุณภาพเก็บข้อมูลด้วยการสัมภาษณ์เจ้าของธุรกิจ และการวิจัยเชิงปริมาณ เก็บข้อมูลด้วยการแจกแบบสอบถามลูกค้าซึ่งทั้งหมด 180 รายเป็นการเลือกแบบเจาะจง

ผลการวิจัยพบว่า 1) ผู้บริหารมีการฝึกอบรมพนักงาน มีขั้นตอนการให้บริการเพื่อความสะดวกของลูกค้า มีการสร้างความมั่นใจและความปลอดภัยต่อสินค้า มีการนำเทคโนโลยีสารสนเทศมาใช้งาน 2) การสำรวจความคิดเห็นพบว่า ด้านความสะดวก ด้านความมั่นใจ ด้านการนำเทคโนโลยีสารสนเทศมาใช้ ด้านความปลอดภัยของสินค้า และด้านพนักงานผู้ให้บริการ ผู้ตอบแบบสอบถามเห็นด้วยและเห็นด้วยอย่างยิ่งว่ามีความพึงพอใจ คิดเป็นร้อยละ 84 83 80 61 และ 59 ตามลำดับ และ 3) คำแนะนำคือ ให้ฝ่ายบริหารควรปรับปรุงด้านการอบรมพนักงานบริการในการตอบคำถามลูกค้าได้ครอบคลุมและชัดเจนมากขึ้น และพนักงานขับรถควรใส่ใจระวังเรื่องความสะอาดและน้ำเปียกห่อสินค้าขณะเดินทาง ทั้งนี้เป็นส่วนหนึ่งของคำแนะนำจากผู้ตอบแบบสอบถาม

คำสำคัญ: ธุรกิจขนส่งสินค้า, คุณภาพการให้บริการ, ความพึงพอใจของลูกค้า

Abstract

Management of goods transporter business in case study has been improving the quality of service, however, some customers are dissatisfied with the quality as they should. The objectives of this research were 1) to study the management to improve service quality of logistics business case study; 2) to survey customer opinions on service quality management; and 3) to suggest improvements on service quality management. The research is a mixed method. Qualitative research method collected data by interviewing business owners and quantitative research, data were collected by distributing questionnaires to 180 customers in which were 100% selected.

The results of the research revealed that 1) the executives had training for employees, there are procedures for providing services for the convenience of customers, there is prefecture to create confidence and product safety and information technology has borough to use; 2) the opinion survey found that Convenience, Confidence and the use of information technology, Product safety and service personnel, the respondents agree and strongly agree that they are satisfied with 84, 83, 80, 61 and 59 percent respectively; and 3) the recommendation is that the management should improve the training of service personnel to answer customer questions more comprehensively and clearly and the driver should pay attention to cleanliness and using water protection cover of packages while traveling. This is part of the advice from the respondents as well.

Keywords: Quality Management, Transporter Business, Customer Satisfaction

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บทนำ

ธุรกิจขนส่งมีการเจริญเติบโตสูงและผู้ใช้บริการคาดหวังการบริหารที่รวดเร็ว น่าเชื่อถือและมีราคาที่เหมาะสม กล่าวได้ว่าทั้งหมดเป็นการแข่งกันในเรื่องการบริการ โดยเน้นการแข่งขันในเรื่องหลัก คือ คุณภาพ ความคุ้มค่า ทำเล ความรวดเร็ว และ ราคา (Marketeeronline, 2565) ธนาคารกรุงศรีอยุธยา (2565) รายงานว่า ธุรกิจบริการขนส่งสินค้าทางถนนในช่วงปี 2562 ถึง 2564 มีการเติบโต 1-2% ต่อปี และมีแนวโน้มจะเพิ่มสูงขึ้น ผลมาจากความต้องการในการกระจายสินค้าไปสู่ภูมิภาคมากขึ้นทั้งในประเทศและการเพิ่มขึ้นของการค้าชายแดน รวมถึงการค้าขายออนไลน์ที่เพิ่มขึ้นด้วย ทำให้การแข่งขันในธุรกิจสูงขึ้นและมีผู้ประกอบการรายใหม่เข้ามาร่วมให้บริการมากขึ้น

ธุรกิจรับขนส่งสินค้ากรณีศึกษา ตั้งอยู่ในจังหวัดนนทบุรี ดำเนินธุรกิจมากกว่า 10 ปีในการรับส่งสินค้าอุปโภคบริโภคและสินค้าเบ็ดเตล็ดระหว่างจังหวัดด้วยรถขนส่งทางบก ปัญหาที่พบคือ ลูกค้ามีการแจ้งให้เจ้าของกิจการทราบว่าคุณภาพการให้บริการไม่เป็นที่พึงพอใจในหลายด้าน และเนื่องจากการแข่งขันที่สูงขึ้น ผู้วิจัยในฐานะที่เกี่ยวข้องจึงประสงค์จะศึกษา การจัดการบริการเพื่อปรับปรุงคุณภาพบริการของธุรกิจขนส่งสินค้ากรณีศึกษา เพื่อนำผลที่ได้ไปปรับปรุงคุณภาพการให้บริการเพื่อให้ธุรกิจสามารถแข่งขันได้ต่อไป

กวิน-พินสาราญ (2560) กล่าวว่า การพัฒนาคุณภาพบริการที่จะประสบความสำเร็จ ที่สำคัญคือ ผู้บริหารต้องให้ความสำคัญ โดยการให้การสนับสนุนการพัฒนาระบบมาตรฐานคุณภาพอย่างเป็นรูปธรรม โดยการมีส่วนร่วม การจัดการคุณภาพที่เหมาะสม ประกอบด้วย ด้านพนักงานที่ต้องมีการอบรมการให้บริการ ด้านพาหนะที่มีความพร้อมในการให้บริการและมีความทันสมัย ผลการพัฒนาส่งผลให้ภาพพจน์ของบริษัทดีขึ้น ทำให้ความสามารถในการแข่งขันสูงขึ้นและมีข้อได้เปรียบคู่แข่งเพิ่มขึ้นการทำงานมีระบบระเบียบมากขึ้น พนักงานมีคุณภาพมากขึ้นและพนักงานได้รับการสนับสนุนให้มีการฝึกอบรมมากขึ้น จึงทำให้การทำงานของบริษัทฯมีประสิทธิภาพมากขึ้นเป็นลำดับ คุณภาพการให้บริการมีผลต่อการตัดสินใจเลือกใช้บริการของธุรกิจอย่างสูง นอกจากนี้ พิมพ์ชนก อรรถวิเวก (2562) กล่าวเสริมว่า คุณภาพการให้บริการของธุรกิจขนส่งสินค้าที่มีความสัมพันธ์ต่อความพึงพอใจของลูกค้านำมาซึ่งความสามารถในการแข่งขันในธุรกิจ ดังนั้นการจัดการธุรกิจขนส่งสินค้าที่เน้นการปรับปรุงคุณภาพการให้บริการจึงเป็นคำตอบสำหรับฝ่ายบริหาร

ธุรกิจบริการเป็นส่วนหนึ่งของปฏิวัติทางอุตสาหกรรม จากอุตสาหกรรมการผลิตมาเป็นอุตสาหกรรมบริการ ซึ่งส่งผลต่อการเปลี่ยนแปลงทัศนคติความคิดเกี่ยวกับการทำธุรกิจและการกำหนดโครงสร้างการจัดการและวัฒนธรรมการทำงาน จากการมุ่งผลิตสินค้าเพื่อการจำหน่าย กลายเป็นการให้บริการประกอบกับตัวสินค้าซึ่งทำให้เกิดการจ้างงานอย่างมากทำให้ระบบเศรษฐกิจเติบโตมากขึ้นในปัจจุบัน ธุรกิจบริการก็ต้องการการบริหารจัดการเช่นเดียวกับธุรกิจประเภทอื่น ภักดี กลั่นภักดี (2564) กล่าวว่า ธุรกิจบริการถูกยกเป็นส่วนหนึ่งของแผนพัฒนาประเทศ จนกลายเป็นส่วนสำคัญในการสร้างความสามารถในการแข่งขันของประเทศไทย ธุรกิจประเภทบริการ ซึ่งเน้นเรื่องการจัดการคุณภาพบริการเพื่อให้ลูกค้าประทับใจและพึงพอใจ

CSCMP, Goldsby, Iyengar, & Rao (2014) กล่าวถึง ธุรกิจบริการขนส่งว่า เป็นธุรกิจให้บริการขนส่งสินค้าเป็นธุรกิจที่มีความสำคัญต่อเศษฐกิจและการค้าอย่างมาก การให้บริการขนส่งสินค้าจากจุดหนึ่งไปยังอีกจุดหนึ่ง เป็นบริการที่เชื่อมโยงระหว่างผู้ผลิต ผู้จำหน่ายและลูกค้าเข้าด้วยกันอย่างเหมาะสม การบริการในธุรกิจขนส่งจำเป็นต้องมีการจัดการอย่างเหมาะสม เพื่อใช้ประโยชน์จากความจำกัดของเวลาและสถานที่ในการให้บริการลูกค้าได้อย่างประทับใจ ด้วยคุณภาพการให้บริการ ที่ประกอบด้วย การขนส่งที่รวดเร็ว ความถูกต้องของการขนส่ง และความปลอดภัยของสินค้าขณะทำการขนส่ง หากสิ่งเหล่านี้มิได้รับการดูแลอย่างดี ก็จะทำให้ลูกค้าไปเลือกบริการของคู่แข่งแทนได้ ในขณะที่ อารียา บริสุทธิ์ (2564) กล่าวถึงการจัดการธุรกิจขนส่งว่า การจัดการธุรกิจรับขนส่งสินค้าเป็นส่วนหนึ่งของการจัดการที่เรียกว่าโลจิสติกส์ ซึ่งมีบทบาทสำคัญต่อการขนส่งสินค้าและเป็นธุรกิจบริการ ซึ่งมีผลต่อต่อการวางแผนและตัดสินใจทางธุรกิจเป็นอย่างมาก โดยเฉพาะอย่างยิ่ง การขนส่งทางถนนเป็นบริการการขนส่งที่นักธุรกิจนิยมใช้จำนวนมากเนื่องจาก มีความสะดวกรวดเร็ว สามารถส่งถึงปลายทางได้โดยไม่ต้องมีการขนถ่ายสินค้าบ่อยครั้ง มีความยืดหยุ่นในด้านเวลา ทำให้ธุรกิจสามารถควบคุมเวลาที่ต้องใช้ไปกับการขนส่งสินค้าได้ สามารถกำหนดจำนวนเที่ยวที่ออกรถ ได้บ่อยซึ่งอาจมีค่าใช้จ่ายเพิ่ม อีกทั้งยังครอบคลุมพื้นที่ในการให้บริการขนส่งเป็นบริเวณกว้างอีกด้วย ตัวแปรที่สำคัญในการจัดการเพื่อสร้างความพึงพอใจให้กับลูกค้าได้แก่ การให้บริการได้ตรงตามสัญญาที่ให้ไว้กับผู้รับบริการ ความสามารถตอบสนองความต้องการของผู้รับบริการ และการสร้างความเชื่อมั่นกับผู้รับบริการ

ฉมามาศ ประยงค์ (2559) กล่าวถึงการเพิ่มประสิทธิภาพการให้บริการขนส่งสินค้าว่า ปัญหาจากการแข่งขั้นในธุรกิจขนส่งสินค้าทำให้ลูกค้ามีความต้องการเพิ่มมากขึ้น จึงทำให้ธุรกิจต้องคำนึงถึงการปรับปรุงคุณภาพการให้บริการลูกค้า เพื่อความสามารถในการแข่งขัน ดังนั้นการลดทุนเพื่อลดอุบัติเหตุ และการซ่อมบำรุงรถบรรทุกบริกา จะช่วยให้ธุรกิจตอบสนองความต้องของลูกค้าได้

ด้านความพึงพอใจ ปรากรม-วุฒิพงษ์ (2540) กล่าวไว้ว่า ความพึงพอใจของผู้ใช้บริการเป็นเรื่องเกี่ยวกับความรู้สึกของลูกค้าที่เป็นเป้าหมายการบริการที่มีคุณภาพของธุรกิจผู้ให้บริการ ความพึงพอใจเกิดขึ้นจากความรู้สึกของผู้ใช้บริการเมื่อได้รับบริการ

และประเมินเห็นว่า บริการที่ได้รับเป็นไปตามคาดหวังก็จะเป็นที่ประทับใจและเกิดความความพึงพอใจ ดังนั้นธุรกิจบริการจึงต้องรักษาคุณภาพการให้บริการที่ดีไว้เสมอ และ เทพพนม เมืองแมน และสวิง สุวรรณ (2540) กล่าวเสริมว่า ความพึงพอใจเป็นภาวะทางอารมณ์ซึ่งเกิดจากสิ่งที่พบเห็นสอดคล้องกับความคาดหวังที่มีอยู่ในใจ หากทั้งสองสิ่งอยู่ในระดับเดียวกัน ก็จะเกิดความพึงพอใจ หากผลที่ได้รับไม่เป็นไปตามคาดหวังก็จะกลายเป็นความไม่พึงพอใจ ดังนั้นจะเห็นได้ว่าการจัดการเพื่อปรับปรุงคุณภาพการให้บริการอยู่เสมอเป็นตัแปรสำคัญในการสร้างความสำเร็จ คือสร้างความพึงพอใจให้กับลูกค้าผู้รับบริการ และเป็นความสำเร็จของธุรกิจ

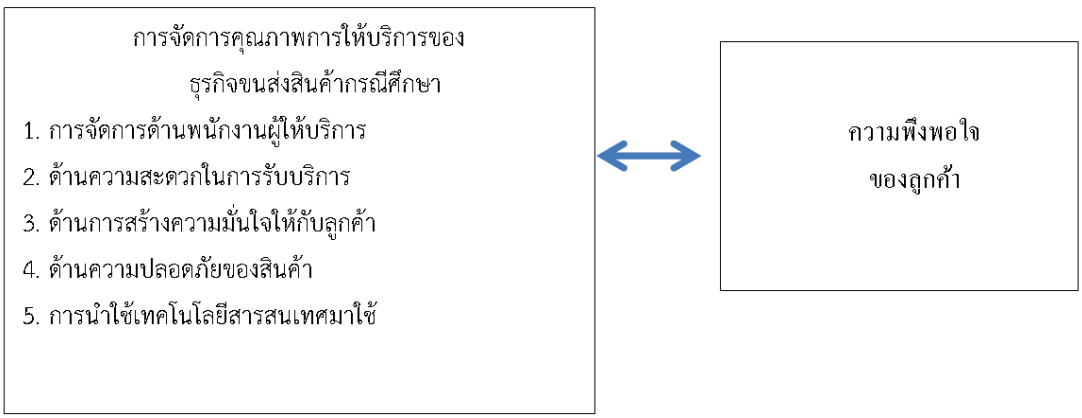
Thomas Friedli, Philipp Osterriede & Moritz Classen (2021) กล่าวว่า หากผู้บริหารธุรกิจต้องทราบว่าลูกค้ามีความพึงพอใจต่อธุรกิจของท่านหรือไม่ ต้องมีการวิจัยสำรวจความพึงพอใจ ในการวัดความพึงพอใจจะทำให้ธุรกิจได้ทราบถึงความต้องการของลูกค้าไปพร้อมๆกันด้วย ความพึงพอใจเป็นความรู้สึกทางจิตใจซึ่งจะเกิดขึ้นเพื่อลูกค้าได้ประสบการณ์จากการให้บริการที่ถูกต้องเหมาะสมกับความคาดหวังของลูกค้า ซึ่งหากธุรกิจได้ทราบ ถึงความคาดหวังและได้จัดการธุรกิจให้สามารถทำตามความคาดหวังได้ก็จะทำให้เกิดความพึงพอใจนั้นเอง

มงคล ปานศร (2562) ศึกษาความพึงพอใจของผู้โดยสารบริการของท่าอากาศยานดอนเมือง ตัวแปรในการศึกษาความพึงพอใจประกอบด้วย การจัดการด้านบริการอาคารสถานที่ ประกอบด้วย บริการจอดรถ ความสะอาดของห้องน้ำ การบริการประชาสัมพันธ์ การบริการด้านร้านอาหาร ด้านราคาและความรวดเร็วในการบริการ ผลการวิจัยพบว่า ผลการวิจัยพบว่า พบว่าด้านคุณภาพการให้บริการ ด้านพนักงานผู้ให้บริการ ด้านความปลอดภัย และด้านสถานที่สิ่งอำนวยความสะดวก เหล่านี้เป็นปัจจัยสำคัญที่ลูกค้าผู้ใช้บริการคาดหวัง และหากการจัดการบริการเป็นไปตามคาดหวังลูกค้าก็จะเกิดความพึงพอใจ ผลการวิจัยช่วยสนับสนุนฝ่ายบริการในการจัดการคุณภาพบริการได้ต่อไป

สรุปได้ว่า การขนส่งสินค้าเป็นรูปแบบการให้บริการอย่างหนึ่งซึ่งมีการทำเป็นธุรกิจ และมีความสำคัญต่อการขยายตัวของการค้าของประเทศด้วย การให้บริการธุรกิจขนส่งสินค้าโดยเฉพาะการขนส่งทางบกโดยใช้รถยนต์ มีความได้เปรียบในด้านสามารถเข้าถึงจุดหมายปลายทางได้ โดยมีการเปลี่ยนถ่ายน้อยครั้งหรือไม่มีเลย การจัดการธุริจขนส่งสินค้าให้มีคุณภาพดี สร้างความประทับใจและพึงพอใจให้กับลูกค้า ผู้จัดการธุรกิจขนส่งสินค้าควรใส่ใจเกี่ยวกับ การขนส่งที่รวดเร็ว ความถูกต้องของการขนส่ง ให้บริการได้ตรงตามสัญญาที่ให้ไว้กับผู้รับบริการ สร้างความสามารถตอบสนองความต้องการของผู้รับบริการได้ และการสร้างความเชื่อมั่นกับผู้รับบริการ และความปลอดภัยของสินค้าขณะทำการขนส่ง เหล่านี้เป็นสิ่งสำคัญนำไปสู่ความพึงพอใจในการใช้บริการของลูกค้า จากข้อสรุปดังกล่าวนำไปสู่ตัวแปรและกรอบการวิจัยดังนี้

กรอบแนวคิดของการวิจัย

ตัวแปรในการวิจัย



ภาพที่ 1.1. กรอบแนวคิดในการวิจัย

งานวิจัยที่เกี่ยวข้อง

คฑาวุธ เจียมบัว และ สันติธร ภูริภักดี (2563) ศึกษาคุณภาพบริการธุรกิจขนส่งที่ส่งผลกับการเลือกใช้บริการของลูกค้าและมีความภักดีต่อธุริจการขนส่งแบบด่วน โดยการสำรวจความคิดเห็นลูกค้าจำนวน 400 ตัวอย่าง ตัวแปรในการวิจัยประกอบด้วยคุณภาพของให้ข้อมูลข่าวสาร และคุณภาพ การให้บริการ ความน่าเชื่อถือขององค์กร และความตรงต่อเวลาในการขนส่ง ผลการวิจัย

พบว่า ตัวแปรทั้งสี่ สามารถใช้ในการพยากรณ์ ความภักดีของลูกค้าได้เท่ากับร้อยละ 44.4 และมีความคลาดเคลื่อนมาตรฐานในการพยากรณ์ เท่ากับ 0.472.

กันหา พฤทธิ์พงศกร (2562) ศึกษาคุณภาพการให้บริการของธุรกิจขนส่ง ไปรษณีย์ไทยในจังหวัดนครสวรรค์ ส่วนหนึ่งของการวิจัยต้องการทราบถึงตัวแปรคุณภาพบริการที่สัมพันธ์กับการตัดสินใจใช้บริการของลูกค้า การวิจัยเป็นการวิจับเชิงปริมาณโดยศึกษาตัวอย่างจำนวน 400 ตัวอย่าง จากศูนย์บริการจำนวน 5 แห่งในจังหวัด ตัวแปรในการวิจัยประกอบด้วย ประสิทธิภาพ ความประหยัด ความปลอดภัย ความสะดวกสบาย และความแน่นอนน่าเชื่อถือ ผลการวิจัยพบว่า ตัวแปรเหล่านี้ มีความสัมพันธ์อย่างมีนัยสำคัญทางสถิติกับการตัดสินใจใช้บริการและการใช้บริการซ้ำของลูกค้า

Nugraha, Santoso, & Santoso (2018) ศึกษาการจัดการคุณภาพบริการขนส่งในประเทศ อินโดนิเซีย โดยศึกษาคุณภาพที่ลูกค้ารับรู้และให้คุณค่า ซึ่งมีความสัมพันธ์กับการตัดสินใจใช้บริการซ้ำ โดยซึกษาตัวอย่างจำนวน 300 ตัวอย่างและสัมภาษณ์ฝ่ายบริหาร ผลการวิจัยพบว่า ตัวแปรที่ลูกค้าให้คุณค่าสูงได้แก่ คุณภาพการจัดขบวนการให้บริการ สิ่งอำนวยความสะดวก การบริการแบบมืออาชีพ และราคา ตัวแปรเหล่านี้มีความสัมพันธ์กับความภักดีและการกลับมาใช้บริการซ่ำอีก

Sheng Teng Huang, Emrah Bulut & Okan Duru. (2019) ศึกษาและประเมินคุณภาพการให้บริการและความต้องการของลูกค้าต่อธุรกิจการขนส่งสินค้าในเอเชียตะวันออก เช่นประเทศ Japan, Korea และ Taiwan ผลการวิจัยพบว่า ลูกค้าส่วนใหญ่ต้องการราคาค่าใช้จ่ายที่ประหยัด มีบริการรับสินค้าและส่งถึงบ้าน มีการบริการที่รวดเร็ว และมีการใช้เทคโนโลยีสื่อสาร มาให้บริการ ตัวแปรทั้งหมดมีผลต่อการตัดสินใจของลูกค้าอย่างมีนัยสำคัญ

วัตถุประสงค์ของการวิจัย

1) เพื่อศึกษาการจัดการเพื่อปรับปรุงคุณภาพการให้บริการของธุรกิจขนส่งสินค้ากรณีศึกษา
2) เพื่อสำรวจความคิดเห็นของลูกค้าต่อการจัดการคุณภาพบริการ
3) เพื่อเสนอคำแนะนำการปรับปรุงการจัดการคุณภาพบริการของธุรกิจกรณีศึกษา

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้ใช้ระเบียบวิธีวิจัยแบบผสมผสาน ประกอบด้วยวิธีวิจัยเชิงปริมาณและเชิงคุณภาพซึ่งมีนักวิชาการให้คำอธิบายไว้ว่า Morse (2016) กล่าวว่า วิธีการวิจัยแบบผสมผสานวิธีเป็นความคิดที่ใหม่เกี่ยวกับการวิจัย ประกอบด้วยวิธีวิจัยเชิงคุณภาพและการวิจัยเชิงปริมาณ ที่อาจทำคู่ขนานหรือทำอย่างใดอย่างหนึ่งก่อนก็ได้ จุดประสงค์คือทำให้ผู้วิจัยได้ข้อมูลเชิงลึกจากข้อมูลเชิงคุณภาพและเชิงปริมาณในการวิจัย

ประชากรและตัวอย่าง การวิจัยเชิงคุณภาพ ผู้ให้ข้อมูลเกี่ยวกับการจัดการเพื่อปรับปรุงคุณภาพบริการของธุรกิจขนส่งสินค้ากรณีศึกษา ได้แก่เจ้าของธุรกิจและหัวหน้าส่วนบริการลูกค้า ซึ่งเป็นผู้กำหนดแนวทางการจัดการและผู้ควบคุมการให้บริการลูกค้าโดยตรง จำนวน 2 คน การวิจัยเชิงปริมาณ ประชากรได้แก่ลูกค้าของธุรกิจขนส่งกรณีศึกษาซึ่งมีอยู่รวม 180 รายผู้วิจัยตัดสินใจเลือกแจกแบบสอบถามทั้งหมดของประชากรคือจำนวน 180 รายโดยการแจกแบบสอบถามออนไลน์เป็นการเลือกตัวอย่างแบบเจาะจง

ตัวแปรในงานวิจัย ประกอบด้วย ด้านการจัดการคุณภาพการให้บริการของธุรกิจขนส่งสินค้ากรณีศึกษา ซึ่งประกอบด้วย 1) การจัดการด้านพนักงานผู้ให้บริการ 2) ด้านความสะดวกในการรับบริการ 3) ด้านการสร้างความมั่นใจให้กับลูกค้า 4) ด้านความปลอดภัยของสินค้า และ 5) การนำใช้เทคโนโลยีสารสนเทศมาใช้ ซึ่งมีสมมติฐานการวิจัยว่า ตัวแปรเหล่านี้มีความสัมพันธ์กับ 6) ความพึงพอใจของลูกค้า ในการใช้บริการที่ผ่านมา

ขอบเขตการวิจัย งานวิจัยฉบับนี้ประสงค์ศึกษา การจัดการการจัดการคุณภาพการให้บริการของธุรกิจขนส่งสินค้ากรณีศึกษาเพื่อไปสู่การปรับปรุงคุณภาพบริหารต่อไป งานวิธีวิจัยฉบับนี้ใช้การวิจัยเชิงผสมผสานประกอบด้วยวิธีวิจัยเชิงคุณภาพและวิธีวิจัยเชิงปริมาณ โดยการวิจัยเชิงคุณภาพ เก็บข้อมูลโดยการสัมภาษณ์ผู้บริหารจำนวน 2 คนซึ่งเป็นผู้กำหนดแนวทางการจัดการโดยใช้คำถามกึ่งโครงสร้าง สำหรับวิธีวิจัยเชิงปริมาณทำการเก็บข้อมูลโดยใช้แบบสอบถามสำรวจความคิดเห็นลูกค้า จำนวน 180 รายซึ่งเป็นสำรวจลูกค้าทั้งหมด 100% สถิติที่ใช้ประกอบด้วย สิถิติเชิงพรรณนา ด้วยค่าความถี่และร้อยละ และสถิติอนุมานใช้สถิติไร้พารามิเตอร์ในการพิสูจน์ความสัมพันธ์ของตัวแปรในงานวิจัย โดยเลือกใช้ Chi-square Test of Association

เครื่องมือที่ใช้ในการวิจัย การวิจัยเชิงปริมาณ ผู้วิจัยศึกษาแนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง เพื่อนำมาเป็นกรอบวิจัยและได้ตัวแปรในการวิจัยเพื่อนำไปสู่การสร้างแบบสอบถาม แบบสอบถามผ่านการตรวจสอบความเที่ยงตรงของเนื้อหาและความสอดคล้องของคำถามกับตัวแปรในการวิจัยโดยผู้เชี่ยวชาญ และได้ค่า IOC เท่ากับ 0.6 แบบสอบถาม ถูกนำไปทดลองใช้ กับตัวอย่างที่ไม่เกี่ยวข้อง เพื่อหาคุณภาพเครื่องมือ โดยได้ค่า Cronbach-Alpha-Coefficient เท่ากับ 0.82 ซึ่งแสดงให้เห็นว่าเหมาะสมในการ

นำไปใช้เก็บข้อมูลในงานวิจัย การวิจัยเชิงคุณภาพ เก็บข้อมูลด้วยคำถามกึ่งโครงสร้างและนำข้อมูลจากเนื้อหาของคำให้สัมภาษณ์มาวิเคราะห์ตีความเชิงเนื้อหา

ขั้นตอนการวิจัย ผู้วิจัยเริ่มจากการศึกษาแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้อง พัฒนาไปสู่ตัวแปรและคำถามกึ่งโครงสร้างเพื่อนำไปเก็บข้อมูลเชิงคุณภาพ จัดทำแบบสอบถามและตรวจสอบคุณภาพของเครื่องมือ มีการแจกแบบสอบถามและเก็บรวบรวมข้อมูลเพื่อการวิเคราะห์ทางสถิติต่อไป

สรุปผลการวิจัย

1) เพื่อให้ทราบถึงการจัดการของเจ้าของธุรกิจกรณีศึกษาในการจัดการเพื่อปรับปรุงคุณภาพการให้บริการของธุรกิจขนส่งสินค้า การวิจัยพบว่า ผู้บริหารมีการจัดฝึกอบรมพนักงานผู้ให้บริการเพื่อให้บริการอย่างมืออาชีพ ด้านขั้นตอนการให้บริการมีการลดขั้นตอนเพื่อให้ความสะดวกในการรับบริการของลูกค้า ด้านการสร้างความมั่นใจให้กับลูกค้าและความปลอดภัยของสินค้า มีการนำเทคโนโลยีสารสนเทศมาใช้งานเพื่อการติดตามการส่งสินค้า 2) ในการสำรวจความคิดเห็นของลูกค้าต่อการจัดการคุณภาพบริการที่ผ่านมาและความพึงพอใจ พบว่า ด้านความสะดวกในการรับบริการ ร้อยละ 84 แสดงความคิดเห็นเห็นด้วยและเห็นด้วยอย่างยิ่งว่ามีความพึงพอใจ สำหรับ ด้านการสร้างความมั่นใจให้กับลูกค้าร้อยละ 83 ด้านการนำเทคโนโลยีสารสนเทศมาใช้ร้อยละ 80 ด้านความปลอดภัยของสินค้า ร้อยละ 61 และด้านการจัดการพนักงานผู้ให้บริการ ร้อยละ 59 ตามลำดับ และ 3) คำแนะนำการปรับปรุงการจัดการคุณภาพบริการของธุรกิจกรณีศึกษา จากการวิเคราะห์ด้วยสถิติ เกี่ยวกับความสัมพันธ์ของตัวแปรด้านต่างๆ ต่อความความพึงพอใจของลูกค้า พบว่า ด้านความสะดวกในการรับบริการ ด้านการสร้างความมั่นใจให้กับลูกค้า และการนำเทคโนโลยีสารสนเทศมาใช้มีความสัมพันธ์กับความพึงพอใจของลูกค้าที่ตอบแบบสอบถาม อย่างมีนัยสำคัญทางสถิติอย่างไรก็ตาม ด้านพนักงานผู้ให้บริการและด้านความปลอดภัยของสินค้า พบว่าควรมีการปรับปรุง งานวิจัยเสนอแนะว่า ฝ่ายบริหารควรปรับปรุงด้านการอบรมพนักงานบริการในการตอบคำถามลูกค้าได้ครอบคลุมและชัดเจนมากขึ้น และพนักงานขับรถควรใส่ใจระวังเรื่องความสะอาดและน้ำเปียกห่อสินค้าขณะเดินทางซึ่งเป็นส่วนหนึ่งของคำแนะนำจากผู้ตอบแบบสอบถาม

อภิปรายผลการวิจัย

ผลการศึกษาความสัมพันธ์ระหว่างตัวแปรในการวิจัย พบว่า ตัวแปรที่มีความสัมพันธ์กับ ความพึงพอใจของลูกค้าประกอบด้วย ด้านความสะดวกในการรับบริการ พบว่าสอดคล้องกับผลการวิจัยของ Nugraha, Santoso, & Santoso (2018) ศึกษาการจัดการคุณภาพบริการขนส่งในประเทศอินโดนิเซีย โดยศึกษาคุณภาพที่ลูกค้ารับรู้และให้คุณค่า ซึ่งมีความสัมพันธ์กับการตัดสินใจใช้บริการซ้ำ และพบว่า ความสะดวกในการรับบริการ สามารถทำให้ลูกค้าพึงพอใจและกลับมาใช้บริการซ้ำได้ ด้าน**การสร้างความ**มั่นใจให้กับลูกค้า สอดคล้องกับผลการวิจัยของ คฑาวุธ เจียมบัว และ สันติธร ภูริภักดี (2563) และ กันหา พฤทธิ์พงศกร (2562) ที่ศึกษาคุณภาพบริการของธุรกิจขนส่งที่ลูกค้าเลือกใช้บริการ และพบว่าปัจจัยคุณภาพด้านการสร้างความน่าเชื่อถือให้กับลูกค้ามีความสัมพันธ์กับความพึงพอใจและตัดสินใจเลือกใช้บริการ ด้านการนำใช้เทคโนโลยีสารสนเทศมาใช้ ผลการวิจัยพบว่าสอดคล้องกับงานวิจัยของ Huang, Bulut, & Duru (2019) ซึ่งพบว่า การนำเทคโนโลยีสารสนเทศและการสื่อสารมาให้บริการมีผลต่อการตัดสินใจใช้บริการของลูกค้าอย่างมีนัยสำคัญ

ข้อเสนอแนะ

การนำผลการวิจัยไปใช้ จากการรวบรวมข้อมูลคำเสนอแนะของผู้ตอบแบบสอบถามสรุปได้ว่า กลุ่มตัวอย่างเสนอให้ปรับปรุงด้านการอบรมพนักงานบริการให้ตอบคำถามได้ครอบคลุมและชัดเจนมากขึ้น และ พนักงานขับรถควรใส่ใจและระวังเรื่องความสะอาดและน้ำเปียกห่อสินค้าขณะเดินทาง ฝ่ายบริหารควรพิจารณานำข้อมูลที่ได้จากการวิจัยไปสู่การปรับปรุงการจัดการเกี่ยวกับคุณภาพการให้บริการต่อไป สำหรับการวิจัยครั้งต่อไป ผู้วิจัยที่สนใจอาจนำตัวแปรด้าน การสื่อสารระหว่างผู้ประกอบการกับลูกค้าเพื่อให้ทราบถึงแนวทางการจัดการและความตั้งใจของการดำเนินงานตามแนวทางของฝ่ายบริหาร ต่อความตั้งใจเลือกใช้บริการของลูกค้า

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การจัดการหอพักเพื่อตอบสนองความต้องการของลูกค้า หลังสถานการณ์โควิด-19 กรณีศึกษา หอพักบางแห่งย่านบางคอแหลม

Dormitory Management to Meet the Needs of Customers after the Situation of Covid-19: Case Study of Some Dormitories Business in Bang Kho Laem area

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เดชา โลจนสิริศิลป / Deja Lojnsirisilp[2]

บทคัดย่อ

ธุรกิจหอพักให้เช่าทุกแห่งประสบปัญหาไม่มากก็น้อยในช่วงการระบาดของไวรัสโควิด-19 การวิจัยมีวัตถุประสงค์ 1) เพื่อศึกษาแนวทางการปรับปรุงหอพักของเจ้าของผู้จัดการ 2) เพื่อสำรวจความคิดเห็นของผู้พักอาศัยต่อแนวทางการจัดการและการปรับปรุง และ 3) เพื่อนำเสนอแนวทางการปรับปรุงให้ผู้ประกอบการ การวิจัยเก็บข้อมูลจากการสัมภาษณ์ผู้บริหารหอพัก 4 แห่งและเก็บข้อมูลเชิงปริมาณจากตัวอย่างผู้เช่าหอพักซึ่งเป็นประชากรทั้งหมดรวม 250 ราย

ผลการวิจัยพบว่า 1) ผู้ประกอบการคาดว่าความต้องการห้องเช่าจะสูงขึ้นและเพื่อรองรับความต้องการของลูกค้า จะมีการนำเทคโนโลยีสารสนเทศมาใช้ มีการซ่อมแซมทำความสะอาดสภาพแวดล้อม มีการรับพนักงานให้บริการใหม่และคาดว่าจะจัดกิจกรรมทำบุญเลี้ยงพระเพื่อสร้างความสัมพันธ์ระหว่างผู้พักอาศัย 2) ผลสำรวจความคิดเห็นในภาพรวม ด้านความพึงพอใจร้อยละ 78 มีความพึงพอใจ สำหรับแนวทางการปรับปรุงในด้านต่างๆ พบว่า การจัดการสภาพแวดล้อมทางกายภาพร้อยละ 86 เห็นด้วยและเห็นด้วยอย่างอย่างยิ่ง การใช้เทคโนโลยีสารสนเทศ ร้อยละ 82 การจัดการบุคลากรผู้ให้บริการ ร้อยละ 76 และการจัดกิจกรรมสร้างสังคมในที่อยู่อาศัย ร้อยละ 64 ตามลำดับ และ 3) คำแนะนำ ควรมีการอบรมพนักงานบริการซ่อมบำรุงให้มีมารยาทที่ดีและต้องสร้างความไว้วางใจให้กับผู้พักอาศัย นอกจากนั้นควรทำให้การใช้เทคโนโลยีสารสนเทศสามารถให้ผู้อยู่อาศัยสั่งอาหารได้จากห้องพักจะเพิ่มความพึงพอใจได้อีกทางหนึ่ง

คำสำคัญ: การจัดการหอพักให้เช่า, คุณภาพบริการ, ความพึงพอใจ

Abstract

All dormitory rental businesses have experienced more or less problems during the outbreak of the COVID-19 virus. The objectives of this research were 1) to study the dormitory improvement guidelines of manager owners, 2) to survey the residents' opinions on management and improvement approaches, and 3) to present improvement guidelines to entrepreneurs. The research collected data from interviews with four dormitory administrators and quantitative data were collected from a sample of 250 dormitory tenants of the entire population.

The research found that 1) the management expects that the demand for rental rooms will increase and to accommodate the needs of customers, they plan to use information technology, to clean up the environment, recruiting new service staff and will organize a merit-making activity to build relationships between residents; 2) the survey results, in terms of satisfaction, 78 percent were satisfied as for improvement methods in various areas, it was found that 86 percent of the physical environment management agreed and strongly agreed, the use of information technology 82 percent, management of service personnel 76 percent and social building activities in the housing 64 percent, respectively; and 3) the suggestions: Maintenance service personnel should be trained to have good manners and to build trust with residents. In addition, the use of information technology should allow residents to order food from their rooms to increase their satisfaction in additional way.

Keywords: Rental Dormitory Management, Service Quality, Customers Satisfaction

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บทนำ

ธุรกิจหอพักให้เช่าทุกแห่งประสบปัญหาไม่มากก็น้อยในช่วงการระบาดของไวรัสโควิด-19 Rent Hub (2021) รายงานผลกระทบจาก โควิด-19 ต่อธุรกิจหอพักว่า ในช่วงแรกของปี 2564 ว่ากล่าวร้อยละ 70 ของหอพักมีผู้เช่าน้อยลงทำให้มีห้องว่าง และกว่าร้อยละ 30 ของผู้เช่าเรียกร้องให้ลดค่าเช่า เว็บไซค์ hongpak.in.th (2565) รายงานว่าหอพักที่อยู่ในเขตบางคอแหลมมีจำนวนกว่า 115 แห่ง ธุรกิจหอพักกรณีศึกษา ตั้งอยู่ในเขตบางคอแหลม ผู้วิจัยได้ทำการสอบถามเบื้องต้นพบว่าผู้บริหารธุรกิจหอพักจำนวน 4 รายที่มีความยินดีให้ข้อมูลเพื่อการวิจัย และปัญหาของการจัดการมีความคล้ายกันคือ ต้องการทราบว่า เมื่อสถานการณ์โควิด-19 ดีขึ้น ลูกค้ามีความคิดเห็นอย่างไรต่อการปรับปรุงเพื่อให้เกิดความพึงพอใจและสามารถดึงดูดลูกค้ารายใหม่ให้มาใช้บริการของหอพักได้ โดยหอพักทั้ง 4 แห่งมีจำนวนผู้พักอาศัยอยู่รวม 250 ราย ผู้วิจัยจะทำการสัมภาษณ์เจ้าของหอพักจำนวน 4 คนและสำรวจความคิดเห็นของลูกค้าในหอพัก ทั้งจำนวน 250 คนเพื่อนำผลการวิจัยนำเสนอเจ้าของกิจการเพื่อการปรับปรุงทั้งนี้ผู้วิจัยได้ศึกษาแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้องเพื่อนำมาเป็นแนวทางในการทำวิจัย ดังนี้

หอพักเป็นทรัพย์สินของเจ้าของผู้ลงทุนและเมื่อมีการลงทุนก็ต้องมีการจัดการเพื่อให้ได้กำไรจากการลงทุน ดังนั้นจึงเกิดเป็นธุรกิจการให้เช่าหอพัก พัชรพร ธีรพงส์ และ ฐานิตา ฆ้องฤกษ (2562) กล่าวว่าการจัดการหอพักหรืออพาร์ทเมนท์ เกี่ยวข้องกับการจัดการด้านระบบการให้บริการทั้งหมด ซึ่งรวมถึงการจัดการสภาพแวดล้อมภายในอาคารและบริเวณโดยรอบ การจัดการระบบการรักษาความปลอดภัย ระบบการบำรุงรักษาตัวอาคาและระบบสาธารณูปโภคพื้นฐานภายในอพาร์ทเมนท์และโดยรอบ แนวทางในการจัดการของอพาร์ทเมนท์ถือเป็นเรื่องสำคัญต่อความสำเร็จของผู้ดำเนินงานหอพัก ซึ่งเป็นส่วนหนึ่งของคุณภาพของการให้บริการ ธัญชนก-ยูซบ และ พัชร์หทัย-จารุทวีผลนุกูล (2565) กล่าวว่า ความต้องการหอพักมีการขยายตัวมากขึ้นตามความเจริญของเศรษฐกิจมีการขยายตัวและมีการปรับเปลี่ยนสภาพแวดล้อมทางกายภาพไปอย่างมาก ดังนั้นผู้ประกอบการธุรกิจหอพักควรมีการปรับตัวเพื่อรองรับการแข่งขัน สิ่งที่ควรคำนึงถึงในการจัดการหอพักเพื่อการแข่งขั้น ประกอบด้วย สภาพแวดล้อมทั่วไปของอาคารและสิ่งอำนวยความสะดวก คือทางกายภาพ และด้านการให้บริการ เพื่อให้ธุรกิจสามารถแข่งขั้นต่อไปได้ เช่นเดียวกับที่ Anna Jard (2014) มีความเห็นว่าการจัดการทรัพย์สินประเภทหอพัก ให้ประสบความสำเร็จ ต้องสามารถสร้างความพึงพอใจให้กับผู้พักอาศัย ต้องอาศัยการจัดการที่ดีเพื่อสร้างความเป็นอยู่ที่ดีและนำมาซึ่งผลกำไรต่อเจ้าของผู้ลงทุน

นุกูล-กุลสิรวิชย์ (2551) กล่าวถึงลักษณะหอพักที่เหมาะสมและการจัดการหอพักว่า ผู้จัดการที่พักอาศัยนอกจากการจัดการด้านกายภาพแล้วควรคำนึงถึงการเอื้อต่อการเสริมทักษะทางสังคม และการทำงานร่วมกัน ส่งเสริมพัฒนาด้านสังคม อารมณ์ ร่างกายและจิตใจ การจัดการหอพักที่ดีนอกจากเป็นการจัดการด้านกายภาพและสิ่งอำนวยความสะดวกแล้ว ควรมีระบบสนับสนุน ในการสร้างหอพักให้เป็นแหล่งชุมชนที่น่าอยู่ ธัชชา จ้อยรุ่ง (2558) กล่าวว่าการตัดสินใจเลือกใช้บริการหอพักเอกชน ผู้พักอาศัยมีเหตุผลในการเลือกประกอบด้วย ความเป็นอิสระคือไม่มีการกำหนดเวลาเข้าออก นอกจากนั้นยังพบว่า ด้านสถานที่ตั้ง รูปแบบลักษณะของหอพักและประชาสัมพันธ์ ด้านบุคลากรของหอพักที่ให้บริการ ด้านราคา และคำแนะนำจากเพื่อนมีความสำคัญ ต่อการตัดสินใจเลือกใช้บริการ อรฉัตร รัชโพธิ์ และ ขวัญฤดี ตันตระบัณฑิตย์ (2558) กล่าวว่าพฤติกรรมการเลือกเช่าหอพักเอกชนของผู้พักอาศัย มีปัจจัยด้านราคา ด้านบุคลากรให้บริการ ด้านกายภาพสิ่งแวดล้อม ซึ่งสำคัญต่อการเลือกหอพัก นอกจากนี้ ด้านสถานที่ตั้ง ขนาดของห้องพักก็มีความสำคัญ เช่นกัน

นภาพร จันทร์ฉาย (2563) ศึกษาการจัดการบริการของธุรกิจท่องเที่ยวซึ่งเป็นธุรกิจบริการประเภทหนึ่ง โดยกล่าวว่าการสร้างความเชื่อมั่นต่อนักท่องเที่ยวด้านการจัดการบริการ ประกอบด้วย ด้านการทำให้ลูกค้าเกิดความไว้วางใจ การให้บริการที่ถูกต้องตรงตามสัญญาที่ตกลงไว้ ด้านความเอาใจใส่ในการให้บริการ และด้านสภาพแวดล้อมที่สามารถสัมผัสได้ การวิจัยพบว่า ตัวแปรสำคัญที่ลูกค้าให้ความสำคัญประกอบด้วย ด้านความเอาใจใส่ในการให้บริการ และด้านสภาพแวดล้อมที่สามารถสัมผัสได้

สรุปได้ว่า การจัดการหอพักให้ประสบความสำเร็จตามเป้าหมายของการจัดการหอพักคือการทำกำไรให้กับผู้ลงทุน การจัดการหอพักยังต้องคำนึงถึงผู้พักอาศัย ซึ่งเป็นแหล่งรายได้นำไปสู่กำไรของเจ้าของหอพัก การจัดการหอพักจึงต้องคำนึงถึงคุณค่าของผู้พักอาศัย โดยการจัดการสภาพแวดล้อมทางกายภาพให้เหมาะสม มีระบบรักษาความปลอดภัย มีการสร้างสังคมที่น่าอยู่ จะเห็นได้ว่าการจัดการหอพักเพื่อให้ผู้อยู่อาศัยเกิดความพึงพอใจ ทั้งที่เป็นลูกค้ารายเก่า และอาจแนะนำผู้เช่ารายใหม่ ซึ่งมีความสำคัญต่อผลดำเนินงานของธุรกิจอย่างสูง การจัดการจึงเป็นหลักวิชาการที่สำคัญที่ควรศึกษาและนำมาใช้เพื่อสร้างความพึงพอใจให้กับลูกค้า

สมิต-สัชฌุกร (2546) กล่าวถึงความพึงพอใจว่า ความพึงพอใจของลูกค้าหมายถึง ภาวะความรู้สึกที่มีต่อสินค้า และบริการเมื่อได้ใช้หรือได้รับบริการนั้นๆ หากความต้องการและคาดหวังตลอดอายุการใช้งานของสินค้าหรือตลอดเวลาที่ใช้บริการเป็นไปตามความคาดหวัง จะส่งผลต่อความพึงพอใจที่เกิดขึ้น ในทางกลับกันหากไม่เป็นไปตามที่คาดหวังความไม่พึงพอใจก็จะเกิดขึ้น ณัฐพัชร์-ล้อประดิษฐพงษ์ (2549) กล่าวเสริมว่า ความพึงพอใจของลูกค้าเป็นความรู้สึกเมื่อได้รับบริการ โดยเมื่อเทียบกับความคาดหวังซึ่งมาจากประสบการณ์ในอดีตของคน เป็นความรู้สึกของปัจจัยแต่ละบุคคล เป็นความจริงระดับบุคคลซึ่งแตกต่างกัน ความพึงพอใจจะเกิดขึ้นเมื่อ

การให้บริการเป็นไปตามความคาดหวัง จะเห็นได้ว่าความพึงพอใจในบริการเป็นสิ่งที่จับต้องไม่ได้แต่สามารถรับรู้ได้เมื่อมีการศึกษา และนักธุรกิจควรมีการศึกษาความพึงพอใจของลูกค้าอยู่เสมอ

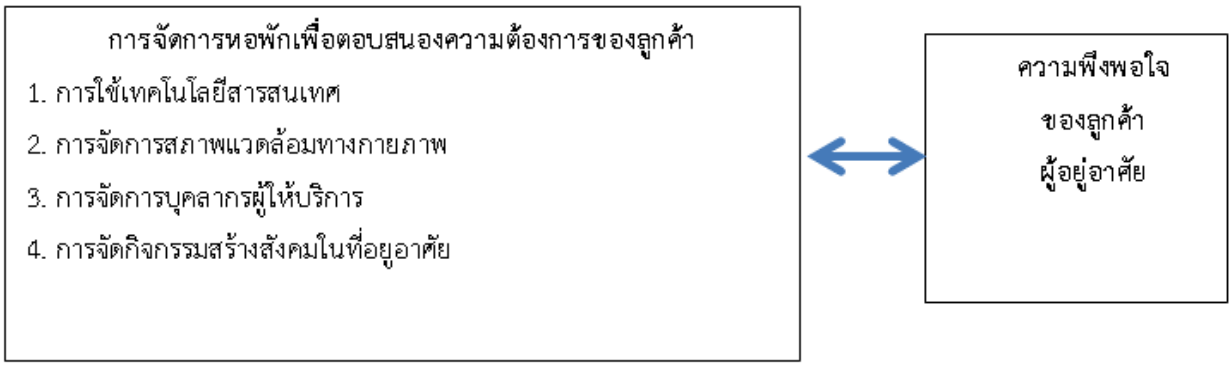
อรยา-สร่างย่านาง และ วีระ-วีระโสภณ (2562) ศึกษาปัจจัยสร้างความพึงพอใจให้กับลูกค้าผู้มาใช้บริการศูนย์การค้าในกรุงเทพมหานครแห่งหนึ่ง โดยเก็บตัวอย่าง 400 ตัวอย่าง การวิจัยพบว่า ปัจจัยที่สร้างความพึงพอใจให้กับผู้มาใช้บริการประกอบด้วย คุณภาพของสถานที่ คุณภาพของการจัดกิจกรรม และการให้บริการของร้านค้า นอกจากนี้ยังพบว่า ความหลากหลายของสินค้าและบริการก็มีส่วนสำคัญในการสร้างความพึงพอใจให้กับลูกค้า

ธนัชวนัต์-นฤทุม (2564) ศึกษาปัจจัยความพึงพอใจของลูกค้าผู้มาใช้บริการศูนย์กลางตลาดเกษตรของสหกรณ์ การศึกษาเก็บตัวอย่าง 400 ตัวอย่าง เกี่ยวกับปัจจัยต่อความพึงพอใจประกอบด้วย คุณภาพของบริการ ความหลากหลายของสินค้าเกษตร สภาพแวดล้อมเชิงกายภาพ และความสะดวกในการเข้า-ออก เหล่านี้เป็นปัจจัยที่สร้างความพึงพอใจกับลูกค้าสูงสุด

สำหรับการจัดการคุณภาพบริการ อโณทัย-งามวิชัยกิจ (2560) กล่าวว่า การจัดการคุณภาพในภาพรวมแบ่งออกได้เป็น 5 ขั้นตอน ประกอบด้วย การวางกรอบการพัฒนาคุณภาพเป็นการวางแผนในภาพรวม และการสร้างพื้นฐานแนวคิดให้เป็นทัศนคติขององค์กร มีการปฏิบัติตามแนวทางที่วางไว้ และมีการสร้างการเป็นภาวะผู้นำด้านคุณภาพที่ยั่งยืน ซึ่งกระบวนการเหล่านี้ต้องอาศัยการดำเนินสร้างเสริมวงจรการจัดการคุณภาพทั้งระบบ ลัดดาวัลย์ ประกอบกูล (2556) ทำการศึกษาปัจจัยคุณภาพการให้บริการของหอพักและสรุปว่า การตัดสินใจเลือกเช่าหอพักของผู้เช่า มีตัวแปรสำคัญประกอบด้วย ราคาค่าเช่า คุณภาพของห้องพัก ด้านการสื่อสารประชาสัมพันธ์ ด้านบุคลการให้บริการ ขั้นตอนการให้บริการ และสภาพแวดล้อม ทั้งหมดมีความสำคัญต่อการตัดสินใจของลูกค้า เช่นเดียวกับการศึกษาของ เทียนชัย งามนา (2559) ศึกษาการจัดการคุณภาพของหอพักเอกชนในจังหวัดอุบลราชธานี ตัวแปรที่ใช้ในการวิจัยประกอบด้วย คุณภาพการให้บริการ ความรวดเร็วในการแก้ปัญหา ความรับฟังความต้องการของผู้รับบริการ ตัวแปรเหล่านี้มีความสำคัญต่อความพึงพอใจและความภักดีของลูกค้า จากการทบทวนวรรณกรรม สามารถสรุปเป็นกรอบวิจัยได้ดังนี้

กรอบแนวคิดของการวิจัย

ตัวแปรในการวิจัย



ภาพที่ 1 กรอบแนวคิดในการวิจัย

งานวิจัยที่เกี่ยวข้อง

น้ำฝน สุขมา, จุฑาภรณ์ ชวลิตเจริญชัย และ ภัทรพล พรหมมัญ (2563) ศึกษาการจัดการหอพักโดยการพัฒนาระบบสารสนเทศเพื่อการจัดการให้กับหอพัก งานวิจัยเป็นการพัฒนาระบบสารสนเทศโดยใช้เทคนิค SDLC ในการศึกษาพัฒนาและเก็บข้อมูลด้วยแบบสอบถาม ผลการวิจัยพบว่า ระบบสารสนเทศดังกล่าวช่วยให้การจัดการหอพักมีประสทิภาพมากขึ้นและผู้ใช้ระบบสารสนเทศมีความพึงพอใจสูง

รัตยากร ไทยพันธ์และคณะ (2564) ศึกษาปรับปรุงประสทิภาพการจัดการหอพักโดยการพัฒนาระบบแจ้งซ่อมผ่านโปรแกรมในมือถือของผู้เช่าหอพัก การพัฒนาใช้ ภาษา PHP ร่วมกับฐานข้อมูล MySQL ผลการพัฒนาและสำรวจความคิดเห็นของผู้ใช้จำนวน 130 คนพบว่า ระบบแจ้งซ่อมช่วยลดขั้นตอนในการประสานงาน ลดการสัมผัสใกล้ชิดของคน และมีการจัดการทะเบียนพัสดุหอพักอย่างเป็นระบบ ทำให้เกิดประสิทิภาพในการจัดการหอพัก และสร้างความพึงพอใจให้กับผู้ใช้บริการได้อย่างสูง

Ali, Akoi, Saleh, & Sardar (2021) ศึกษาการจัดการบริการที่อยู่อาศัยในเมือง Sulaymaniyah ประเทศ Iraq เพื่อศึกษาตัวแปรที่สัมพันธ์กับความพึงพอใจของผู้ซื้อและใช้บริการที่อยู่อาศัย การวิจัยมีการสำรวจความคิดเห็นของตัวอย่างจำนวน 94 ราย

การศึกษาเน้นตัวแปรเกี่ยวกับคุณภาพการจัดการเกี่ยวกับกิจกรรมส่วนรวมของผู้อยู่อาศัยทั้งกิจกรรมที่จัดภายในและภายนอก ผลการวิจัยพบว่า คุณภาพของการจัดกิจกรรมมีความสัมพันธ์กับความพึงพอใจของผู้อยู่อาศัย งานวิจัยแนะนำให้ผู้บริหารใส่ใจกับการจัดกิจกรรมเพื่อสร้างความประทับใจและพึงพอใจให้กับผู้อยู่อาศัย

Chezhiyan (2021) ศึกษาคุณภาพการจัดการหอพักและความพึงพอใจของผู้อยู่อาศัย และผลของการโฆษณาแบบปากต่อปากของผู้อยู่อาศัย เป็นการสำรวจความคิดเห็นของตัวอย่างจำนวน 200 คน ผลการศึกษาพบว่า ความพึงพอใจของผู้อยู่อาศัยเป็นปัจจัยสำคัญต่อการบอกต่อเพื่อโฆษณาคุณภาพของบริการและในทางกลับกันก็สามารถสร้างความเสียหายให้กับการบริหารได้ ตัวแปรที่ใช้ในงานวิจัยได้แก่ สภาพของอุปกรณ์ที่ใช้งานได้ คุณภาพของบุคลากรผู้ให้บริการ สภาพแวดล้อมที่น่าดู และความรวดเร็วในการแก้ปัญหา การวิจัยพบว่าตัวแปรเหล่านี้มีความสัมพันธ์กับคุณภาพการให้บริการอย่างมีนัยสำคัญทางสถิติ

วัตถุประสงค์ของการวิจัย

1) เพื่อศึกษาแนวทางการปรับปรุงหอพักของเจ้าของผู้จัดการ
2) เพื่อสำรวจความคิดเห็นของผู้พักอาศัยต่อแนวทางการจัดการและการปรับปรุง
3) เพื่อนำเสนอแนวทางการปรับปรุงให้ผู้ประกอบการ

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้เป็นวิธีวิจัยแบบผสมผสานหมายถึงการใช้วิธีวิจัยเชิงคุณภาพและเชิงปริมาณร่วมกันเพื่อให้การวิจัยได้ทราบถึงเรื่องที่ทำการวิจัย Hesse-Biber (2010) กล่าวว่า การวิจัยด้วยวิธีผสมผสานกำลังเป็นที่นิยมอย่างกว้างขวาง เป็นวิธีการเพื่อหาความรู้ในงานวิจัยที่ได้ประโยชน์มาก ทำให้รู้เรื่องราวที่ศึกษาได้ทั้งเชิงลึกและกว้างขึ้น โดยเฉพาะอย่างยิ่งการวิจัยทางสังคมศาสตร์ การวิจัยด้วยวิธีผสมผสานเป็นการวิจัยที่ใช้ทั้งการวิจัยเชิงคุณภาพและการวิจัยเชิงปริมาณควบคู่กัน รัตนะ-บัวสนธ์ (2551) กล่าวว่า การวิจัยเชิงคุณภาพเป็นการวิจัยโดยเก็บข้อมูลเชิงคุณภาพซึ่งมาจากเอกสารหรือคำสัมภาษณ์แล้วนำมาถอดความ จัดกลุ่ม เพื่อนำไปวิเคาะห์ตีความ สรุปเป็นประเด็นที่เกี่ยวข้องกับการศึกษา และสำหรับวิธีวิจัยเชิงปริมาณ อรุณี-อ่อนสวสัดิ์ (2551) กล่าวว่า เป็นการวิจัยที่มีการกำหนดกรอบการวิจัยและตัวแปร จากนั้นผู้วิจัยจัดทำแบบสอบถามเป็นเครื่องมือในการเก็บข้อมูลเชิงปริมาณจำนวนมาก เพื่อนำมาวิเคราะห์ด้วยสิถิติและสรุปเป็นผลวิจัย

ประชากรและตัวอย่าง สำหรับการวิจัยเชิงคุณภาพ ผู้วิจัยเก็บข้อมูลเชิงคุณภาพเกี่ยวกับแนวทางการจัดการหอพักโดยผู้ให้ข้อมูลประกอบด้วย เจ้าของผู้บริหารหอพักที่ยินดีร่วมในการวิจัยจำนวนสี่แห่ง ทั้งหมด 4 คน และการวิจัยเชิงปริมาณ ประชากรได้แก่ ลูกค้าผู้เช่าหอพักทั้ง 4 แห่ง ซึ่งได้รับรายงานจากเจ้าของหอพัก มีจำนวนผู้พักอาศัยอยู่รวมสี่แห่งจำนวน 250 ราย ผู้วิจัยตัดสินใจแจกแบบสอบถามทั้งหมดจำนวน 250 คนเท่ากับจำนวนประชากรทั้งหมด การเลือกตัวอย่างเป็นการเลือกแบบเจาะจง

ตัวแปรในงานวิจัย จากการทบทวนวรรณกรรมและงานวิจัยที่เกี่ยวข้อง ผู้วิจัยสรุปได้ตัวแปรในการวิจัยดังนี้ ด้านการจัดการหอพักเพื่อตอบสนองความต้องการของลูกค้า ประกอบด้วย 1) การใช้เทคโนโลยีสารสนเทศ 2) การจัดการสภาพแวดล้อมทางกายภาพ3) การจัดการบุคลากรผู้ให้บริการ และ 4) การจัดกิจกรรมสร้างสังคมในที่อยู่อาศัย ซึ่งตัวแปรเหล่านี้มีความสำคัญต่อตัวแปรด้านความพึงพอใจของลูกค้าผู้อยู่อาศัย

ขอบเขตการวิจัย การวิจัยครั้งนี้มีผู้จัดการหอพักเอกชนจำนวน 4 แห่งยินดีให้ข้อมูลในการวิจัย ผู้วิจัยทำการสัมภาษณ์ผู้จัดการทั้ง 4 แห่งเป็นการเก็บข้อมูลเชิงคุณภาพเกี่ยวกับการจัดการหอพัก และเลือกตัวอย่างในการแจกแบบสอบถามเก็บข้อมูลประกอบด้วยผู้เช่าพักอาศัย ซึ่งรวมกันทั้ง 4 แห่งมีจำนวน 250 ราย การวิจัยให้สถิติประกอบด้วย สิถิติเชิงพรรณนา ด้วยค่าความถี่และร้อยละ และสถิติอนุมานใช้สถิติไร้พารามิเตอร์ ในการพิสูจน์ความสัมพันธ์ของตัวแปรในงานวิจัย โดยเลือกใช้ Chi-square Test of Association

เครื่องมือที่ใช้ในการวิจัย การวิจัยเชิงปริมาณ ผู้วิจัยศึกษาแนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง เพื่อนำมาเป็นกรอบวิจัยและได้ตัวแปรในการวิจัยเพื่อนำไปสู่การสร้างแบบสอบถาม แบบสอบถามผ่านการตรวจสอบความเที่ยงตรงของเนื้อหาและความสอดคล้องของคำถามกับตัวแปรในการวิจัยโดยผู้เชี่ยวชาญ และได้ค่า IOC เท่ากับ 0.6 แบบสอบถาม ถูกนำไปทดลองใช้ กับตัวอย่างที่ไม่เกี่ยวข้อง เพื่อหาคุณภาพเครื่องมือ โดยได้ค่า Cronbach-Alpha-Coefficient เท่ากับ 0.80 ซึ่งแสดงให้เห็นว่าเหมาะสมในการนำไปใช้เก็บข้อมูลในงานวิจัย การวิจัยเชิงคุณภาพ เก็บข้อมูลด้วยคำถามกึ่งโครงสร้างและนำข้อมูลจากเนื้อหาของคำให้สัมภาษณ์มาวิเคราะห์ตีความเชิงเนื้อหา

ขั้นตอนการวิจัย ผู้วิจัยเริ่มจากการศึกษาแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้อง พัฒนาไปสู่ตัวแปรและคำถามกึ่งโครงสร้างเพื่อนำไปเก็บข้อมูลเชิงคุณภาพ จัดทำแบบสอบถามและตรวจสอบคุณภาพของเครื่องมือ มีการแจกแบบสอบถามและเก็บรวบรวมข้อมูลเพื่อการวิเคราะห์ทางสถิติต่อไป

สรุปผลการวิจัย

1) เจ้าของธุรกิจหอพักทั้ง 4 รายคาดการณ์ว่า หลังสถานการณ์โควิด-19 โรงงานย่านบางคอแหลมจะมีการดำเนินงานตามปกติ ซึ่งจะมีคนงานกลับมาทำงานมากขึ้นทำให้ความต้องการหอพักมากขึ้น ดังนั้นจึงเป็นเวลาเหมาะสมที่จะทำการปรับปรุงซ่อมแซมและจัดการหาบริการเสริมใหม่ๆ เพื่อสนองความต้องการของผู้ที่จะกลับมาพักอาศัย โดยมีการปรับปรุงประกอบด้วย การนำเทคโนโลยีสารสนเทศมาใช้เพื่อการติดต่อสื่อสารและยังสามารถเสริมด้วยบริการสั่งอาหารผ่านเว็บเพจได้ซึ่งจะเป็นบริการใหม่ มีการซ่อมแซมทำความสะอาดสภาพแวดล้อม ต้องมีการรับพนักงานให้บริการใหม่เนื่องจากพนักงานเดิมต้องกลับบ้านในช่วงโควิด-19 และต่อไปจะมีการจัดกิจกรรมทำบุญเลี้ยงพระเพื่อสร้างความสัมพันธ์ระหว่างผู้พักอาศัย 2) การสำรวจความคิดเห็นของตัวอย่างผู้ตอบแบบสอบถามในภาพรวม เกี่ยวกับ ความพึงพอใจในการที่อยู่อาศัยที่นี้ ร้อยละ 78 มีความพึงพอใจ เมื่อสอบถามถึงแนวทางการปรับปรุงในด้านต่างๆ โดยเรียงลำดับจากมากไปน้อย พบว่า การจัดการสภาพแวดล้อมทางกายภาพ ร้อยละ 86 เห็นด้วยและเห็นด้วยอย่างอย่างยิ่ง การใช้เทคโนโลยีสารสนเทศ ร้อยละ 82 การจัดการบุคลากรผู้ให้บริการ ร้อยละ 76 และการจัดกิจกรรมสร้างสังคมในที่อยู่อาศัย ร้อยละ 64 มีผู้เห็นด้วยและเห็นด้วยอย่างอย่างยิ่งตามลำดับ และ 3) คำแนะนำในการปรับปรุง คือ การอบรมพนักงานบริการซ่อมบำรุงให้มีมารยาทที่ดีและต้องสร้างความไว้วางใจให้กับผู้พักอาศัย นอกจากนั้นควรทำให้การใช้เทคโนโลยีสารสนเทศสามารถให้ผู้อยู่อาศัยสั่งอาหารได้จากห้องพักจะเป็นบริการที่ดีอีกบริการหนึ่ง

อภิปรายผลการวิจัย

ผลการสัมภาษณ์เจ้าของและเป็นผู้จัดการหอพักทั้ง 4 รายจำนวน 4 คนเกี่ยวกับการจัดการหอพักเพื่อตอบสนองความต้องการของลูกค้า หลังสถานการณ์โควิด-19 ผลการสัมภาษณ์สามารถสรุปได้ว่า ผู้ให้ข้อมูลทั้ง 4 รายเห็นตรงกันว่า หลังสถานการณ์โควิด-19 โรงงานย่านบางคอแหลมจะมีการดำเนินงานตามปกติ ซึ่งจะมีคนงานกลับมาทำงานมากขึ้นทำให้ความต้องการหอพักมากขึ้น ดังนั้นจึงเป็นเวลาเหมาะสมที่จะทำการปรับปรุงซ่อมแซมและจัดการหาบริการเสริมใหม่ๆ เพื่อสนองความต้องการของผู้ที่จะกลับมาพักอาศัย โดยผู้ให้ข้อมูลแสดงความเห็นประกอบด้วย การนำเทคโนโลยีสารสนเทศมาใช้เพื่อการติดต่อสื่อสารและยังสามารถเสริมด้วยบริการสั่งอาหารผ่านเว็บเพจได้ซึ่งจะเป็นบริการใหม่ จะมีการซ่อมแซมทำความสะอาดและปลูกต้นไม้ให้บริเวณโดยรอบดูสวยงามและเพิ่มความสว่างของพื้นที่ ต้องมีการรับพนักงานให้บริการใหม่เนื่องจากพนักงานเดิมต้องกลับบ้านในช่วงโควิด-19 และจะมีการจัดกิจกรรมทำบุญเลี้ยงพระเพื่อสร้างความสัมพันระหว่างผู้พักอาศัยและเป็นศิริมงคลและมีแนวโน้มจะจัดกิจกรรมทางสังคมเพื่อให้การอยู่อาศัยที่ดีต่อไป

ผลการสำรวจความคิดเห็นของตัวอย่างผู้ตอบแบบสอบถามในภาพรวม เกี่ยวกับ ความพึงพอใจในการที่อยู่อาศัยที่นี้ ร้อยละ 78 มีความพึงพอใจ เมื่อสอบถามถึงแนวทางการปรับปรุงในด้านต่างๆ โดยแสดงผลเป็นร้อยละเรียงลำดับจากมากไปน้อย ได้แก่ การจัดการสภาพแวดล้อมทางกายภาพ ร้อยละ 86 เห็นด้วยและเห็นด้วยอย่างอย่างยิ่ง การใช้เทคโนโลยีสารสนเทศ ร้อยละ 82 เห็นด้วยและเห็นด้วยอย่างอย่างยิ่ง การจัดการบุคลากรผู้ให้บริการ ร้อยละ 76 เห็นด้วยและเห็นด้วยอย่างอย่างยิ่ง และการจัดกิจกรรมสร้างสังคมในที่อยู่อาศัย ร้อยละ 64 เห็นด้วยและเห็นด้วยอย่างอย่างยิ่ง ตามลำดับ ผลการศึกษาความสัมพันธ์ระหว่างตัวแปรในการวิจัย พบว่า การใช้เทคโนโลยีสารสนเทศ มีความสัมพันธ์กับ ความพึงพอใจของผู้อยู่อาศัย อย่างมีนัยสำคัญค่า $p < 0.05$ ซึ่งสอดคล้องกับผลงานวิจัยของ น้ำฝน สุขมา, จุฑาภรณ์ ชวลิตเจริญชัย และ ภัทรพล พรหมมัญ (2563) และ รัตยากร ไทยพันธ์และคณะ (2564) ที่พบว่า การนำระบบเทคโนโลยีสารสนเทศเข้ามาใช้ในการจัดการหอพักทำให้ผู้ใช้บริการมีความพึงพอใจมากขึ้น การจัดการสภาพแวดล้อมทางกายภาพ มีความสัมพันธ์กับ ความพึงพอใจของผู้อยู่อาศัย พบว่า ค่า $p <.05$ ยอมรับว่า การจัดการสภาพแวดล้อมทางกายภาพ กับ ความพึงพอใจของลูกค้ากลุ่มตัวอย่างควรมีการจัดการ สอดคล้องกับผลการวิจัย Avogo, Appau, & Attakora-Amaniampong, (2022) ที่พบว่า การจัดการสภาพแวดล้อมที่พักให้ดีสามารถสร้างความพึงพอใจให้กับผู้พักอาศัยได้ ด้านการจัดการบุคลากรผู้ให้บริการ มีความสัมพันธ์กับ ความพึงพอใจของผู้อยู่อาศัย พบว่า ค่า $p>.05$ ไม่มีหลักฐานทางสถิติที่จะยอมรับว่ามีความสัมพันธ์ระหว่างตัวแปรดังกล่าว อนุมานได้ ลูกค้ากลุ่มตัวอย่างที่อยู่อาศัย ไม่แน่ใจในเรื่องการจัดการบุคลากรผู้ให้บริการ ควรมีการปรับปรุงในเรื่องนี้ เนื่องจากมีข้อมูลเพิ่มเติมจากแบบสอบถามที่ตัวอย่างกล่าวถึงการมีทรัพย์สินสูญหายและมารยาทของพนักงานบริการที่ไม่เหมาะสม ดังนั้นการรับพนักงานบริการใหม่ควรมีการอบรมและติดตามผลการทำงาน และสุดท้าย การจัดกิจกรรมสร้างความสุขในที่อยู่อาศัย มีความสัมพันธ์กับความพึงพอใจสอดคล้องกับงานวิจัยของ Ali, Akoi, Saleh, & Sardar (2021) ซึ่งศึกษาในลักษณะเดียวกันและพบว่า การจัดการเพื่อสร้างสภาพแวดล้อมทางสังคมที่ดีในการจัดการหอพักจะช่วยให้ผู้พักอาศัยมีความสุขและความพึงพอใจเพิ่มขึ้นได้ อย่างไรก็ตามจากผลการศึกษาความสัมพันธ์ของตัวแปรและคำแนะนำจากแบบสอบถามที่ได้รวบรวมทำให้งานวิจัยมีข้อเสนอกับเจ้าของหอพัก ดังนี้

ข้อเสนอแนะ

การนำผลการวิจัยไปใช้ การนำระบบสารสนเทศมาใช้มีผู้ตอบแบบสอบถามให้ความสนใจและเห็นว่าหากสามารถสั่งอาหารได้จากห้องพักก็จะเป็นบริการที่น่าประทับใจควรทำเป็นอย่างยิ่ง และในการมีพนักงานบริการซ่อมบำรุงควรมีการอบรมมารยาทและหากผู้พักอาศัยต้องการถ่ายภาพวิดีโอของพนักงานซ่อมบำรุงขณะทำงานแชร์ในเว็บเฟจของหอพักได้ก็จะเป็นสิ่งดีช่วยเพิ่มความปลอดภัยด้วย สำหรับการวิจัยครั้งต่อไป ผู้สนใจศึกษาเกี่ยวกับเรื่องการจัดการหอพัก ตัวแปรการวิจัยที่ควรเพิ่มเติมเช่น ความคุ้มค่าของการลงทุนเปิดร้านอาหารเอง หรือการให้เช่าพื้นที่เพื่อเปิดร้านอาหาร โดยมองว่า การเปิดร้านอาหารไว้บริการเพื่อการทำกำไรเพิ่มหรือเพียงเพื่อให้ความสะดวกกับผู้พักอาศัยและเป็นการสร้างความประทับใจ ซึ่งเป็นตัวแปรที่ผู้วิจัยเห็นว่าน่าสนใจต่อการวิจัยต่อไป

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BUS-018

สมรรถนะของเจ้าหน้าที่ส่งผลต่อพฤติกรรมการใช้เทคโนโลยีสารสนเทศ กรณีศึกษา สำนักงานสหกรณ์จังหวัด ในเขตภาคตะวันออกเฉียงเหนือ

Staff Competency Affects Information Technology Use Behavior Case Study Provincial Cooperative Office in The Northeast

สมปอง ภักดีกระโทก Sompong Pukdeekratok[1]
ณัฐสพันธ์ เผ่าพันธ์ Natsapan Paopun[2]

บทคัดย่อ

การศึกษางานวิจัยในครั้งนี้ ได้กำหนดประชากรเป้าหมายที่ใช้ในการศึกษาครั้งนี้ คือ เจ้าหน้าที่สำนักงานสหกรณ์จังหวัด เขตภาคตะวันออกเฉียงเหนือจำนวน 1,098 คน ใช้สูตร Taro Yamane ได้ขนาดตัวอย่างที่เหมาะสมจำนวน 293 คน เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถาม วิเคราะห์ข้อมูลเป็น ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่า t-test ค่า F-test One-way ANOVA และ Multiple Regression

จากการศึกษาปัจจัยด้านประชากรศาสตร์ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชาย อายุระหว่าง 25 – 35 ปี มีการศึกษาระดับปริญญาตรี ประเภทตำแหน่งเป็นข้าราชการ และอายุงานต่ำกว่า 5 ปี การศึกษาเกี่ยวกับสมรรถนะ ทั้ง 3 ด้าน ได้แก่ สมรรรถนะด้านทักษะ สมรรถนะด้านความรู้ และสมรรถนะด้านคุณลักษณะ พบว่า สมรรถนะทั้ง 3 ด้าน ของเจ้าหน้าที่สำนักงานสหกรณ์จังหวัด เขตภาคตะวันออกเฉียงเหนือ ส่งผลต่อพฤติกรรมการใช้เทคโนโลยีสารสนเทศ ของเจ้าหน้าที่สำนักงานสหกรณ์จังหวัดในเขตภาคตะวันออกเฉียงเหนือ

คำสำคัญ: สมรรถนะ, พฤติกรรมการใช้เทคโนโลยีสารสนเทศ, เจ้าหน้าที่สำนักงานสหกรณ์จังหวัด

Abstract

This research study the target population used in this study was the staff of the Provincial Cooperative Office. Northeastern region of 1,098 people using the Taro Yamane formula, the appropriate sample size was 293 people. In the research, questionnaires were used to analyze data by percentage, mean, standard deviation, t-test, F-test, One-way ANOVA and Multiple Regression.

From the study of demographic factors, it was found that most of the respondents were male, aged between 25–35 years old. Have a bachelor's degree Type of position as a civil servant and work period less than 5 years, studies on all 3 aspects of competency including skill performance knowledge competence and competency in characteristics, it was found that all 3 aspects of competency of the officers Provincial Cooperative Office Northeastern Region Affects the behavior of using information technology. Of the officers of the Provincial Cooperative Office in the Northeast Region

Keywords: Competency, Information technology use behavior, Officers of the provincial cooperative office

บทนำ

ในปัจจุบัน บุคลากรในหน่วยงานราชการต้องใช้เทคโนโลยีสารสนเทศในการปฏิบัติงานเพิ่มขึ้นเพื่อบริการประชาชนได้รวดเร็วขึ้น แต่จะมีบุคลากรกลุ่มที่สามารถเรียนรู้ ปรับตัว และนำไปใช้งานได้ และกลุ่มที่ไม่ยอมปรับตัว ไม่สนใจเรียนรู้สิ่งใหม่ๆ ยังยึดติดกับระบบราชการแบบดั้งเดิมที่ล่าช้าและสิ้นเปลือง ส่งผลให้เกิดความล่าช้าในการพัฒนาระบบราชการที่ต้องการปรับตัวให้กลายเป็น “ราชการ 4.0”ซึ่งเป็นเป็น 1 ใน 6 กลไกหลักของรัฐฯ“ด้านการปรับสมดุลและพัฒนาระบบการบริหารจัดการภาครัฐ” ตามยุทธศาสตร์ชาติ 20 ปี เพื่อใช้ขับเคลื่อนประเทศไทยให้พัฒนาตามวิสัยทัศน์เชิงนโยบายการพัฒนาเศรษฐกิจของประเทศไทย หรือที่เรียกว่า “ไทยแลนด์ 4.0”

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ข้าราชการ 4.0 1 ใน 6 กลไกหลักของรัฐฯ
"ด้านการปรับสมดุลและพัฒนาระบบการบริหารจัดการภาครัฐ" ตามยุทธศาสตร์ชาติ 20 ปี

การระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 (COVID-19) ได้เริ่มต้นขึ้นในเดือนธันวาคม พ.ศ. 2562 โดยพบครั้งแรกในนครอู่ฮั่น เมืองหลวงของมณฑลหูเป่ย สาธารณรัฐ ประชาชนจีน เป็นเมืองใหญ่ที่มีประชาชนอยู่หนาแน่น จึงทำให้การระบาดแพร่กระจายไปอย่างรวดเร็ว มีผู้ป่วยหนักและผู้เสียชีวิตจำนวนมาก องค์การอนามัยโลก (WHO) ได้ประกาศให้การระบาดนี้เป็นภาวะฉุกเฉินทางสาธารณสุขระหว่างประเทศ ต่อมาได้พบผู้ป่วยยืนยันในหลายประเทศทั่วโลก รวมทั้งประเทศไทยที่พบผู้ติดเชื้อรายแรกเป็นนักท่องเที่ยวจีนที่เดินทางเข้าประเทศไทย เมื่อวันที่ 12 มกราคม 2563 ภายในเวลา 2 สัปดาห์และเมื่อวันที่ 31 มกราคม พ.ศ.2563 ประเทศไทยมีรายงานผู้ป่วยชาวไทยรายแรก

ต่อมาโรคติดเชื้อไวรัสโคโรนา 2019 (COVID-19)ได้แพร่กระจายเป็นวงกว้างทั่วทั้งประเทศ ส่งผลให้องค์กรเอกชนหลายองค์กรต้องปิดตัวลง บางหน่วยงานต้องให้พนักงานปฏิบัติงานที่บ้าน (WORK FORM HOME) และหน่วยงานราชการหลายแห่งก็มีคำสั่งให้ข้าราชการ พนักงานราชการ จัดสรรบุคคลกรปฏิบัติงานที่บ้านตามหลักเกณฑ์ที่สำนักงานข้าราชการพลเรือนกำหนดไว้ด้วยเช่นกัน และการปฏิบัติงานที่บ้าน (WORK FORM HOME) จำเป็นอย่างยิ่งที่ต้องใช้เทคโนโลยีสารสนเทศในการปฏิบัติงาน ดังนั้น ในช่วงที่ต้องปฏิบัติงานที่บ้าน (WORK FORM HOME) จึงมีเจ้าหน้าที่ที่สามารถปฏิบัติงานได้ ปรับตัวได้ และมีเจ้าหน้าที่ที่ประสบปัญหาในการปฏิบัติงาน



หลักเกณฑ์สำหรับให้ข้าราชการปฏิบัติงานภายในที่พัก ของสำนักงานข้าราชการพลเรือน (สำนักงาน ก.พ.)

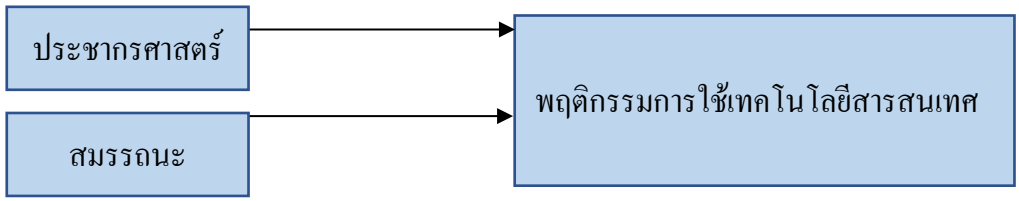
วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษา ด้านประชากรศาสตร์, ด้านสมรรถนะ, ด้านพฤติกรรมการใช้เทคโนโลยีสารสนเทศของเจ้าหน้าที่
2. เพื่อศึกษา ปัจจัยด้านประชากรศาสตร์ ส่งผลต่อพฤติกรรมการใช้เทคโนโลยีสารสนเทศของเจ้าหน้าที่
3. เพื่อศึกษา ปัจจัยด้านสมรรถนะ ส่งผลต่อพฤติกรรมการใช้เทคโนโลยีสารสนเทศของเจ้าหน้าที่

วิธีการดำเนินการวิจัย

การศึกษางานวิจัยในครั้งนี้ ผู้วิจัยกำหนดได้กำหนดขอบเขตการวิจัยไว้ดังนี้ ขอบเขตด้านเนื้อหา ตัวแปรอิสระที่ 1.ประชากรศาสตร์ ได้แก่ เพศ อายุ ระดับการศึกษา ประเภทตำแหน่ง และอายุงาน ตัวแปรอิสระที่ 2. สมรรถนะ ได้แก่ สมรรถนะด้านทักษะ สมรรรถนะด้านความรู้ และสมรรรถนะด้านคุณลักษณะ ตัวแปรตาม ได้แก่ พฤติกรรมการใช้เทคโนโลยีสารสนเทศ ขอบเขตด้านประชากร ได้แก่ เจ้าหน้าที่สำนักงานสหกรณ์จังหวัด เขตภาคตะวันออกเฉียงเหนือจำนวน 1,098 คน ผู้วิจัยใช้สูตร Taro Yamane ได้ขนาดตัวอย่างที่เหมาะสมจำนวน 293 คน

ตัวแปรอิสระ **(Independent Variable)** ตัวแปรตาม **(Dependent Variable)**



กรอบแนวคิดการวิจัย (Conceptual Framework)

เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถาม สร้างโดยใช้ Google Form แล้วส่ง Link ไปยังกลุ่มตัวอย่างโดยใช้ช่องทางออนไลน์เช่น Line Group หรือ Facebook Messenger

ขั้นตอนในการวิจัยในครั้งนี้มีดังนี้ 1. กำหนดวัตถุประสงค์ในการวิจัย 2. กำหนดรูปแบบการวิจัย (การวิจัยครั้งนี้ใช้รูปแบบการวิจัยเชิงปริมาณ (Quantitative research) โดยใช้รูปแบบการวิจัยเชิงสำรวจ (Survey Research)) 3. กำหนดประชากรและกลุ่มตัวอย่าง 4. กำหนดเครื่องมือที่ใช้ในการศึกษา 5.เก็บรวบรวมข้อมูล 6. วิเคราะห์ข้อมูล และ 7. สรุปผลการวิจัย

สรุปผลการวิจัย

1. ด้านประชากรศาสตร์ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชาย อายุระหว่าง 25 – 35 ปี จบการศึกษาระดับปริญญาตรี เป็นเจ้าหน้าที่ประเภท ข้าราชการ และมีอายุงานต่ำกว่า 5 ปี สมรรถนะทั้ง 3 ด้าน ได้แก่ สมรรถนะด้านทักษะ สมรรรถนะด้านความรู้ และสมรรรถนะด้านคุณลักษณะ อยู่ในระดับมาก

2. ปัจจัยด้านประชากรศาสตร์ ส่งผลต่อพฤติกรรมการใช้เทคโนโลยีสารสนเทศของเจ้าหน้าที่แตกต่างกัน จากการทดสอบสมมุติฐานโดยใช้สถิติ One-way ANOVA ที่ระดับความเชื่อมั่น 95% ทุกข้อในด้านประชากรศาสตร์มีค่า Sig. เท่ากับ 0.00 ซึ่งน้อยกว่า 0.05 หมายความว่า ปัจจัยด้านประชากรศาสตร์ ส่งผลต่อพฤติกรรมการใช้เทคโนโลยีสารสนเทศของเจ้าหน้าที่มีความสัมพันธ์อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 รายละเอียดตามตารางด้านล่าง

เพศ	$\bar{x}$	**S.D.**	***t***	**Sig.**
ชาย	3.718	.914	-5.139	.000
หญิง	4.219	.645	-5.499	

อายุ	$\bar{x}$	**S.D.**	**F**	**Sig.**
25 - 35 ปี	3.645	.735	199.522	.000
36 - 45 ปี	5.000	.000		
ภาพรวม	**3.918**	**.852**		

ระดับการศึกษา	$\bar{x}$	**S.D.**	**F**	**Sig.**
ปวช./ปวส. หรือเทียบเท่า	4.857	.000	24.181	.000
ปริญญาตรี	3.826	.858		
ปริญญาโท	3.571	.000		
ภาพรวม	**3.918**	**.852**		
ประเภทตำแหน่ง	$\bar{x}$	**S.D.**	**F**	**Sig.**
ข้าราชการ	4.481	.642	557.786	.000
พนักงานราชการ	3.072	.071		
ภาพรวม	**3.918**	**.852**		

อายุงาน	$\bar{x}$	S.D.	F	Sig.
ต่ำกว่า 5 ปี	4.481	.642	281.430	.000
5 – 10 ปี	3.142	.000		
11 – 20 ปี	3.000	.000		
ภาพรวม	**3.918**	**.852**		

3. ปัจจัยด้านสมรรถนะ ที่ส่งผลต่อพฤติกรรมการใช้เทคโนโลยีสารสนเทศของเจ้าหน้าที่แตกต่างกัน ใช้การทดสอบความสัมพันธ์ของตัวแปรอิสระหลายตัวแปรตามตัวแปรเดียว โดยใช้สถิติการวิเคราะห์ความถดถอยพหุคุณ (Multiple Regression Analysis) ใช้ระดับความเชื่อมั่น 95% พบว่า โดยรวมอยู่ในระดับมาก (R = 0.677) มีความคลาดเคลื่อนหรือความผิดพลาด (Std. Error of the Estimate) ประมาณ 0.630 ค่า Sig. ของตัวแปรสมรรถนะทั้ง 3 ด้าน สมรรถนะด้านทักษะ สมรรถนะด้านความรู้ และสมรรถนะด้านคุณลักษณะ มีค่า 0.000, 0.044 และ 0.01 ตามลำดับ พบว่า สมรรถนะทั้ง 3 ด้าน มีค่าที่น้อยกว่าระดับนัยสำคัญทางสถิติที่ระดับ 0.05 หมายความว่า ตัวแปรของสมรรถนะทุกด้าน ส่งผลต่อพฤติกรรมการใช้เทคโนโลยีของเจ้าหน้าที่สำนักงานสหกรณ์จังหวัด ในเขตภาคตะวันออกเฉียงเหนือ รายละเอียดตามตารางด้านล่าง

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.677[a]	.459	.453	.630

a. Predictors: (Constant), คุณลักษณะ, ทักษะ, ความรู้

b. Dependent Variable: พฤติกรรมการใช้

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	97.473	3	32.491	81.700	.000
Residual	114.931	289	.398		
Total	212.404	292			

	สมรรถนะ				
ตัวแปรต้น	**B**	**Std.Error**	**Beta**	**t**	**Sig.**
ค่าคงที่	2.721	.239		11.384	.000
สมรรถนะด้านทักษะ	-1.416	.223	-1.123	-6.345	.000
สมรรถนะด้านความรู้	-1.649	.815	-1.546	-2.024	.044
สมรรถนะด้านคุณลักษณะ	3.350	.995	3.015	3.367	.001

***นัยสำคัญทางสถิติที่ระดับ 0.05**

อภิปรายผลการวิจัย

1. ตามสมมุติฐานที่ 1. ปัจจัยด้านประชากรศาสตร์ ส่งผลต่อพฤติกรรมการใช้เทคโนโลยีสารสนเทศของเจ้าหน้าที่แตกต่างกันพบว่า ปัจจัยด้านประชากรศาสตร์ที่แตกต่างกัน ได้แก่ เพศ อายุ ระดับการศึกษา ประเภทตำแหน่ง และอายุงาน มีความสัมพันธ์กับพฤติกรรมการใช้เทคโนโลยีสารสนเทศของเจ้าหน้าที่สำนักงานสหกรณ์จังหวัด ในเขตภาคตะวันออกเฉียงเหนือ ต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ทั้งนี้ อาจเนื่องจาก เพศชายรับราชการมากกว่าเพศหญิง แต่เพศหญิงจะมีพฤติกรรมการใช้เทคโนโลยีสารสนเทศมากกว่าเพศชาย อายุงานต่ำกว่า 5 ปี อายุเจ้าหน้าที่อยู่ระหว่าง 25 – 35 ปี และมีการศึกษาระดับปริญญาตรี ซึ่งข้อมูลสอดคล้องกันเนื่องจากผู้จบปริญญาตรีส่วนใหญ่อายุ 22 – 30 ปี และต้องใช้เวลาในการสอบบรรจุข้าราชการ จึงทำให้อายุเจ้าหน้าที่อยู่ระหว่าง 25 – 35 ปี สอดคล้องกับงานวิจัยของ วาสนา สีลาภเกื้อ (2555) ที่ได้ศึกษางานวิจัย เรื่อง สมรรถนะด้านเทคโนโลยีสารสนเทศและการสื่อสารที่จำเป็นของบุคลากร สำหรับทำงานในมหาวิทยาลัย กรณีศึกษาบุคลากรสายสนับสนุนของมหาวิทยาลัยสงขลานครินทร์

2. ตามสมมุติฐานที่ 2. ปัจจัยด้านสมรรถนะแตกต่างกัน ส่งผลต่อพฤติกรรมการใช้เทคโนโลยีสารสนเทศของเจ้าหน้าที่แตกต่างกัน การวิเคราะห์ตัวแปรสมรรถนะ โดยใช้เครื่องมือ SKA ได้แก่ สมรรถนะด้านทักษะ(Skill) สมรรถนะด้านความรู้ (Knowledge) และ

สมรรถนะด้านคุณลักษณะ (Attitude) จากผู้ตอบแบบสอบถาม 293 คน พบว่า สมรรถนะด้านทักษะ (Skill) สมรรถนะด้านความรู้ (Knowledge) และสมรรถนะด้านคุณลักษณะ (Attitude) มีค่า Sig น้อยกว่านัยสำคัญทางสถิติที่ระดับ 0.05 สรุปได้ว่า สมรรถนะของเจ้าหน้าที่ส่งผลต่อพฤติกรรมการใช้เทคโนโลยีสารสนเทศ โดยรวมอยู่ในระดับมาก (R = .677)

ข้อเสนอแนะ

ผลของการวิจัยนี้ เป็นข้อมูลที่สามารถนำไปเป็นข้อมูลพื้นฐานในการวางแผนหรือต่อยอดแผนการพัฒนาบุคลากรในองค์กรทั้งภาครัฐและเอกชน ในด้านการพัฒนาสมรรถนะการใช้เทคโนโลยีสารสนเทศในการปฏิบัติงาน เพื่อเพิ่มศักยภาพของบุคลากรให้มีความสามารถเท่าทันกับการเปลี่ยนแปลงทางเทคโนโลยีที่รวดเร็วในปัจจุบัน หากหน่วยงานราชการนำไปใช้จะเป็นการพัฒนาสมรรถนะในการใช้เทคโนโลยีสารสนเทศของข้าราชการ ให้สอดคล้องกับนโยบาย “ข้าราชการ 4.0” ของสำนักงาน ก.พ. ที่จะเป็นฟันเฟืองสำคัญในการบริหารจัดการและช่วยพัฒนาประเทศให้พัฒนาไปสู่ “ไทยแลนด์ 4.0” ตามแผนการพัฒนาประเทศ 20 ปี หรือที่เรียกว่า ยุทธศาสตร์ชาติ 20 ปี ต่อไป

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BUS-019

การศึกษาธุรกิจและความเป็นไปได้ของธุรกิจร้านขายยา
Basic feasibility study of drug store business in Thailand

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ธนินท์รัฐ รัตนพงศ์ภิญโญ Taninrat Rattanapongpinyo[2]
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บทคัดย่อ

ธุรกิจร้านขายยาถือเป็นธุรกิจที่น่าจับตามองในสภาวะปัจจุบัน เนื่องด้วยการเติบโตของมูลค่ารวมทางตลาดและสภาวะเอื้ออย่างโรคระบาดโควิด จากการศึกษาพบว่าร้านขายยาในปัจจุบันยังไม่สามารถตอบโจทย์ผู้บริโภคได้ทั้งหมด เช่น เวลาการเปิดทำการของร้านขายยาที่ไม่ได้เปิด 24 ชั่วดมง การบริการที่ขาดการเข้าใจผู้บริโภคอย่างแท้จริง เป็นต้น หากผู้ทำธุรกิจสามารถนำคำแนะนำจากผลการวิจัยไปพัฒนาร้านต่อยอดได้จะสร้างผลสำเร็จให้กับธุรกิจเป็นอย่างมาก ดังจะเห็นได้จากค่าตัวเลขทาง capital budgeting ต่างๆที่สนับสนุนถึงความเป็นไปได้ในระยะยาวของธุรกิจนี้ โดย NPV=2,748,771 IRR= 20.71% และ payback period ที่ 2.99 ปี สิ่งเหล่านี้เป็นสิ่งที่ชี้ชัดว่าโอกาสประสบความสำเร็จจากร้านขายยาในภาคธุรกิจมีอยู่มากทีเดียว
คำสำคัญ: ธุรกิจร้านขายยา ทฤษฎีความเป็นไปได้ทางการเงิน การวิเคราะห์SWOT

Abstract

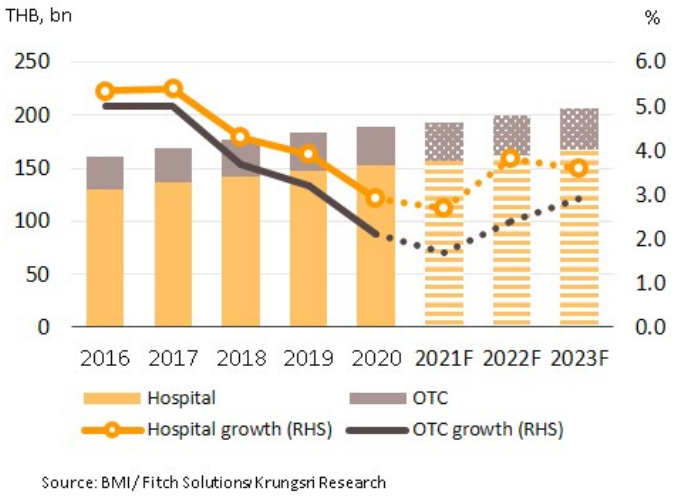
Drug store business has been interested by investors due to rising total market value and COVID situation. This study found that current operating drug stores in Thailand have not met consumer needs. For instances, drug stores should be opened 24/7, service providers should understand consumer insights in and out. Using recommendation from this study to improve drug store business will generate positive outcome for those who begin to invest in this business. Furthermore, to assure and support the feasibility of drug store business, this study finds that capital budgeting numbers for a drug store are NPV=2,748,771 IRR= 20.71% และ payback period =2.99. These are acceptable values signaling potential success.

บทนำ

จากสถานการณ์โรคระบาดโควิดไปทั่วโลกรวมถึงประเทศไทยทำให้ผู้คนตระหนักถึงการดูแลสุขภาพและการบำรุงรักษาร่างกายเพื่อให้แข็งแรงและมีภูมิต้านทานต่อสู้กับโรคระบาดได้อย่างมีประสิทธิภาพ เหตุการณ์ดังกล่าวทำให้ธุรกิจโรงพยาบาล ร้านขายยา รวมถึงผลิตภัณฑ์ที่เกี่ยวเนื่องกับการดูแลสุขภาพเติบโตขึ้นอย่างมากมาย จะเห็นได้จากภาพที่ 1 ฝ่ายวิจัยของธนาคารกรุงศรีอยุธยาได้ศึกษาและพบว่าธุรกิจยามีการเติบโตเรื่อยมาตั้งแต่ปี 2559 ซึ่งแม้ขณะนั้นยังไม่มีเหตุการณ์โรคระบาดโควิดก็ตาม อีกทั้งแนวโน้มในอนาคตข้างหน้าธุรกิจยาก็จะเติบโตขึ้นไปอีก โดยในปี 2565 จะโตที่ 4.5-5% และจะมากขึ้นไปอีกในปี 2566-2568 โดยในขณะนี้มูลค่าตลาดรวมของยาในประเทศไทยสูงถึง 2 แสนกว่าล้านบาทไปแล้ว

ไม่เพียงเท่านั้น เนื่องด้วยประเทศไทยกำลังเข้าสู่ aging society หรือ สังคมผู้สูงอายุ ธุรกิจยาหรือร้านขายยายิ่งมีความต้องการมากขึ้นในตลาดเนื่องจากเมื่อผู้บริโภคมีอายุที่มากขึ้น ความต้องการในการใช้ยาเพื่อรักษาสุขภาพยิ่งมีมากขึ้นตามไปด้วยอันเป็นเหตุมาจากความเสื่อมสภาพของอวัยวะต่างๆ ผลจาก aging society ต่อการซื้อยาที่มากขึ้นสะท้อนให้เห็นในงานวิจัยหลายๆชิ้น เช่น งานวิจัยของ อารียา และ ชิดตะวัน ที่พบว่าจังหวัดชัยนาทซึ่งมีจำนวนร้อยละผู้สูงอายุต่อจำนวนประชากรทั้งจังหวัดติดอันดับ 1 ใน 5 จังหวัดของประเทศไทยส่งผลให้การบริโภคยามีแนวโน้มสูงขึ้นตามไปด้วย (อารียา มั่นอ่วม และ ชิดตะวัน ชนะกุล, 2565)

[1] อาจารย์สาขาวิชาการจัดการนวัตกรรมทางธุรกิจ คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร
[2] อาจารย์สาขาวิชาการจัดการนวัตกรรมทางธุรกิจ คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร
[3] อาจารย์สาขา IT SMART Program คณะบริหารธุรกิจ มหาวิทยาลัยรามคำแหง



Source: BMI/ Fitch Solutions/ Krungsri Research

Figure 1: แนวโน้มธุรกิจ/อุตสาหกรรม ปี 2564-2566: อุตสาหกรรมยา จากฝ่ายวิจัย ธ.กรุงศรีอยุธยา

ถึงแม้ว่าธุรกิจร้านขายยาจะเป็นที่ต้องการในตลาดและจำนวนร้านขายยามีมากขึ้นในปัจจุบัน แต่ท้ายที่สุดแล้วงานวิจัยที่เกี่ยวข้องกลับพบช่องว่างในบางจุดที่ยังขาดหายไปในตลาด เช่น ความต้องการให้ร้านขายยาเป็นร้านที่เปิดบริการตลอด 24 ชั่วโมง มีคลินิกแพทย์ให้บริการในร้าน มีการตรวจสุขภาพฟรีเบื้องต้น และสามารถใช้ประกันสังคมหรือหลักประกันสุขภาพได้ (แสงสุข พิทยานุกูล และ ศิริ ชะระอ่ำ, 2560)

วัตถุประสงค์ของการวิจัย

จากที่กล่าวมาจะเห็นได้ว่าธุรกิจยาได้ผลประโยชน์จากมูลค่าตลาดที่โตอย่างไม่หยุดยั้ง และธุรกิจขายยาซึ่งเป็นหนึ่งในฟันเฟืองที่พร้อมได้รับประโยชน์จาก consumer trend ในอนาคตจึงมีความน่าสนใจเป็นอย่างยิ่งสำหรับผู้ที่ริเริ่มและสนใจอยากจะลงทุนเปิดร้านขายยาในชุมชนของท่านสักหนึ่งร้าน

ผู้วิจัยจึงได้ทำการศึกษาความเป็นไปได้ของธุรกิจนี้ในเชิงการเงินเบื้องต้นเพื่อให้ความรู้แก่ผู้ที่สนใจหากต้องการดำเนินเปิดร้านขายยาสักหนึ่งร้านต้องใช้เงินลงทุนประมาณเท่าไรและมีแนวโน้มที่จะประสบความสำเร็จมากน้อยเพียงใด นอกจากเรื่องความเป็นไปได้หรือ Feasibility study แล้ว ทางผู้วิจัยยังได้ทำการเก็บข้อมูลจริงจากผู้บริโภคเป็นจำนวนหนึ่งเพื่อศึกษาว่าสิ่งที่ผู้บริโภคต้องการเพิ่มเติมจากร้านขายยาคืออะไร โดย Business insight ดังกล่าวจะได้เป็นประโยชน์ต่อผู้ที่สนใจในการพัฒนาธุรกิจต่อไป

วิธีการดำเนินการวิจัย

สำหรับวิธีการศึกษาและดำเนินการวิจัยในบทความทางวิชาการนี้จะแบ่งออกเป็น 2 ส่วนคือ

1. การเก็บข้อมูลตัวอย่าง และนำข้อมูลที่ได้มาสร้างเป็น Business Model คือ SWOT Analysis โดยโมเดลนี้มักจะถูกใช้ในงานวิจัยในภาคธุรกิจไม่เพียงแต่ในประเทศไทยเท่านั้น แต่เป็นที่นิยมในหลายๆประเทศเนื่องด้วยความแข็งแรงของทฤษฎีและความเสมือนจริงในเชิงปฏิบัติ เช่น งานวิจัยธุรกิจIKEAของ WU (2019) ในประเทศจีน หรือ งานวิจัยธุรกิจซอฟท์แวร์ของ Bernroider (2002) ในประเทศออสเตรเลีย

2. นำตัวเลขในทฤษฎีทางการเงินเรื่อง Capital budgeting มาช่วยคำนวณหาความเป็นไปได้ของธุรกิจและระยะเวลาคืนทุน ตัวเลขที่นำมาใช้จะประกอบไปด้วย NPV, IRR, และ Payback Period.

การเก็บข้อมูลตัวอย่างได้ทำการสำรวจผ่านประชากรจำนวน 404 คนผ่านช่องทาง google form survey เนื่องด้วยช่วงที่เก็บข้อมูลสถานการณ์โควิดยังไม่มีการคลี่คลายถึงสูงสุด การทำการสำรวจความคิดเห็นประชากรผ่านช่องทางออนไลน์จึงถือว่าปลอดภัยต่อผู้วิจัยและผู้เข้าร่วมวิจัยมากที่สุด โดยค่าทางประชากรศาสตร์หลังจากได้เก็บผลสำรวจมาได้นำแสดงใน Figure ที่ 2 โดยจะเห็นได้ว่า ค่าประชากรศาสตร์ที่ได้มีความกระจายไปในทุกมิติเพื่อให้คำตอบจากผลสำรวจเป็นตัวแทนของประชากรกลุ่มใหญ่โดยแท้จริง ยกตัวอย่างเช่น ด้านเพศ นอกจากเพศชายและหญิงแล้ว ผู้วิจัยยังได้เก็บข้อมูลโดยคำนึงถึงบุคคลซึ่งเป็นเพศทางเลือกด้วยเช่นกัน ด้านอายุก็มีความครอบคลุมข้อมูลตั้งแต่ผู้เข้าร่วมทำแบบสอบถามที่มีอายุช่วงวัยรุ่นจนถึงวัยสูงอายุ และสุดท้ายด้านรายได้ก็มีความครอบคลุมตั้งแต่ผู้มีรายได้น้อยจนถึงรายได้สูง

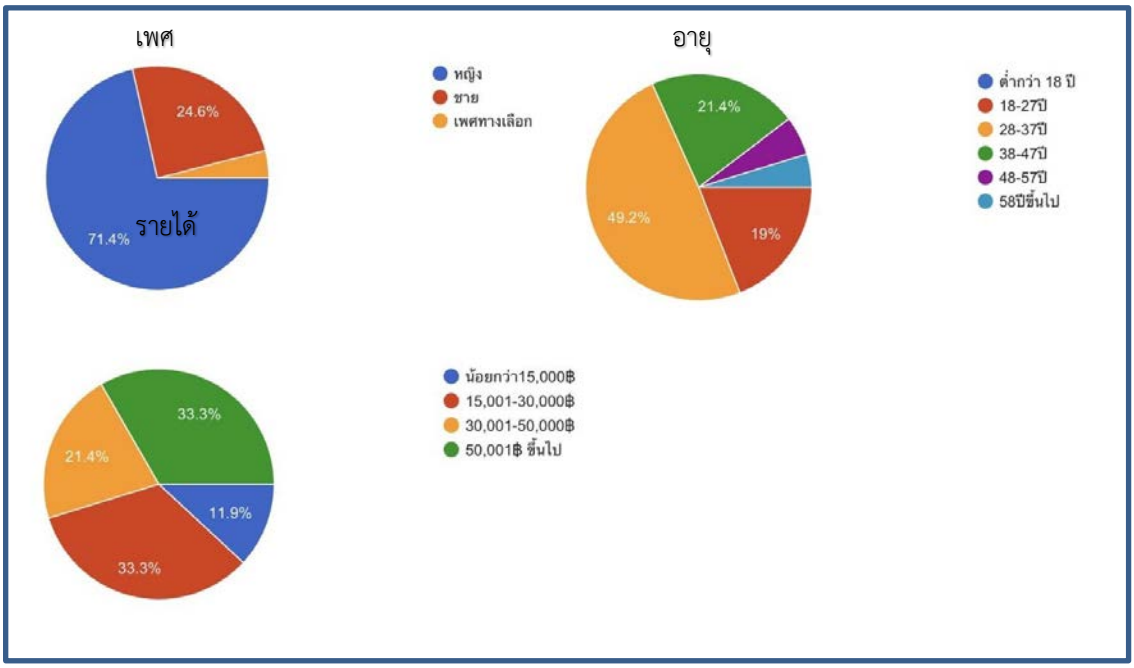
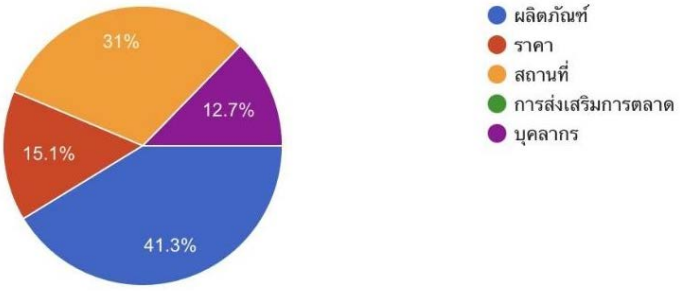


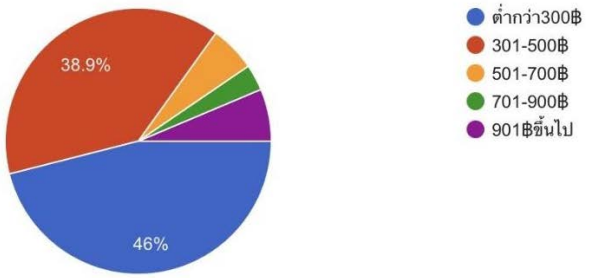
Figure 2: ค่าสถิติทางประชากรศาสตร์จากผลสำรวจ

สรุปผลการวิจัย

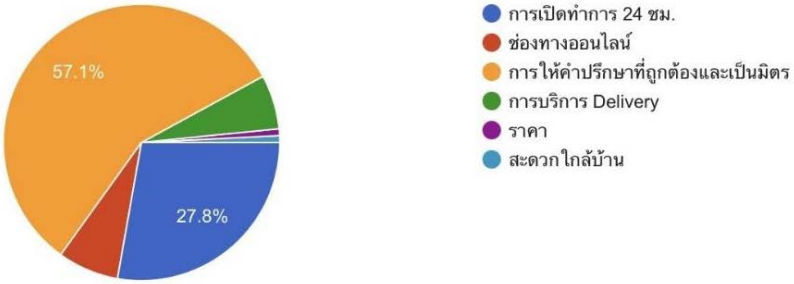
เพื่อนำไปสร้างโมเดลSWOT ผู้วิจัยได้ทำผลสำรวจทั้งหมดสี่ด้าน จากผลสำรวจเรื่องปัจจัยที่สำคัญที่สุดของผู้บริโภคในการเข้าใช้บริการในร้านขายยา เราพบว่าเรื่องผลิตภัณฑ์เป็นเรื่องสำคัญที่สุด ในเรื่องผลิตภัณฑ์ผู้ตอบแบบสอบถามได้ให้ความหมายเพิ่มเติมในช่องให้ตอบ เช่น ผู้ตอบแบบสอบถามหมายเลข 113 ได้ตอบเพิ่มเติมว่า “...ยาที่ขายควรมีคุณภาพและอย.รับรองทุกตัว ความหลากหลายของยาควรมีมากๆ เนื่องจากเคยเข้าบางร้าน มีขายแค่บางยี่ห้อเท่านั้น” รองลงมาจะเป็นเรื่องสถานที่ที่ควรมีความสะอาดถูกสุขลักษณะอนามัยเนื่อง ในที่นี้หมายรวมถึงถ้าเช่นยาบางชนิดต้องถูกเก็บในที่อุณหภูมิที่เหมาะสมก็ควรมีตู้รักษาอุณหภูมิ ส่วนราคาและบุคลากรจะเป็นเรื่องรองๆลงไป สิ่งที่น่าสนใจสำหรับการเก็บข้อมูลข้อนี้ก็คือ ไม่มีผู้ตอบเรื่องการส่งเสริมการตลาดเลย โดยผู้วิจัยอนุมานว่ายาหลายๆชนิดจะถูกกำหนดราคาขายมาจากบริษัทต้นทาง ทำให้ราคาไม่ต่างกันมากผู้บริโภคจึงไม่ได้คำนึงถึงข้อนี้เป็นสำคัญ



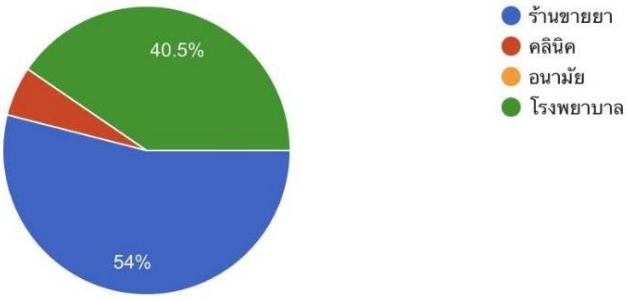
จากผลสำรวจเรื่องค่าใช้จ่ายในการเข้าร้านขายยาหนึ่งครั้ง เราพบว่าผู้บริโภคมีค่าใช้จ่ายต่ำกว่า 300 บาทเป็นลำดับที่ 1 และ 301-500 บาทเป็นลำดับที่ 2 ผลสำรวจด้านค่าใช้จ่ายสามารถอนุมานได้ว่า ผู้บริโภคส่วนใหญ่น่าจะซื้อยาสามัญประจำบ้านและยาบริโภคทั่วไปที่ราคาไม่แพง ดังจะเห็นได้จากคำตอบเพิ่มเติมจากผู้ทำแบบสอบถามหมายเลข 24 ว่า “...ไปร้านขายยาส่วนใหญ่ก็ซื้อแต่พารา หรือทิงเจอร์ ถ้าซื้อพวกเครื่องสำอางค์หรืออาหารเสริมแพงๆไปห้างดีกว่า”



จากผลสำรวจเรื่องการบริการเพิ่มเติมด้านใดที่น่าสนใจที่สุดของร้านขายยา ผลสำรวจพบว่าการให้คำปรึกษาที่ถูกต้องและเป็นมิตรได้รับการเลือกเป็นลำดับที่ 1 ทางผู้วิจัยได้พบปัญหาของผู้บริโภคหลายคนและสะท้อนในคำตอบข้อนี้ เช่น ผู้ตอบแบบสอบถามหมายเลข 397 ได้ตอบเพิ่มเติมว่า “... บางที่ไปร้านขายยาเอาเด็กหลังร้านมาขาย ถามอะไรก็ไม่รู้เรื่อง เภสัชไปไหน” หรือ ผู้ตอบแบบสอบถามหมายเลข 212 ได้ตอบเพิ่มเติมว่า “... เภสัชแถวบ้านดุมากค่ะ ถามอะไรไม่ได้เลย” สิ่งเหล่านี้ทำให้อนุมานได้ว่านอกจากคำแนะนำเรื่องยาที่ควรถูกต้องแล้ว การบริการในเชิงความสุภาพของเภสัชกรประจำร้านต่อผู้มาซื้อยาก็ควรมีด้วยเช่นกัน
อีกคำตอบที่น่าสนใจที่ผู้บริโภคต้องการจากการบริการคือ การเปิดทำการของร้านขายยา 24 ชม. ซึ่งได้รับการเลือกมาเป็นลำดับที่ 2 ผลสำรวจข้อนี้เป็นสิ่งที่ควรคำนึงเป็นอย่างมากเนื่องจากในปัจจุบันยังมีร้านขายยาเพียงไม่กี่ร้านที่เปิด 24 ชม. หากผู้อ่านหรือผู้ที่สนใจธุรกิจขายยาได้นำข้อนี้ไปเป็นจุดแข็งของทางร้านจะทำให้ตอบโจทย์ผู้บริโภคได้ดียิ่งขึ้น



และปัจจัยสุดท้าย จากผลสำรวจเรื่องเมื่อคุณเจ็บป่วยคุณจะนึกถึงสถานที่ใดเป็นที่แรก ผู้วิจัยได้พบว่าร้านขายยาได้ถูกเลือกเป็นตัวเลือกแรกซึ่งมากกว่าโรงพยาบาลถึง 14% คำตอบที่ได้รับยิ่งเป็นข้อบ่งชี้ว่าธุรกิจร้านขายยาเป็นธุรกิจที่น่าลงทุนในปัจจุบัน เนื่องจากผู้บริโภคมองว่าก่อนจะไปพบแพทย์ ส่วนใหญ่ต้องการที่จะเช็คอาการตนเองเบื้องต้นก่อนว่าป่วยจริงหรือไม่จึงลองซื้อยามาทานเองก่อน เช่น คำตอบจากผู้ทำแบบสอบถามหมายเลข 19 ตอบเพิ่มเติมว่า “...ถ้าไปโรงพยาบาลเลยบางทีไม่ได้ป่วยก็จะโดนค่าหมอค่าต่างๆ ซื้อยามากินเองก่อนดีกว่า ถ้าหายก็จบ”



อภิปรายผลการวิจัย

จากผลสำรวจที่ได้ทำการวิเคราะห์ ผู้วิจัยได้ทำการนำผลสำรวจมาร่างเป็นโมเดลทางธุรกิจ SWOT Analysis ได้ดังนี้

SWOT Analysis

S = Strength คือ ธุรกิจหากเปิดได้ 24 ชม. จะสะดวกต่อการซื้อยาทั้งช่วงกลางวันและช่วงเวลากลางคืน โดยทางร้านควรมีการติดตั้งกล้องวงจรปิดเพื่อความปลอดภัย มีระบบวิดีโอคอล รับคำแนะนาจากเภสัชกรก่อนซื้อยา พนักงานมีการบริการที่ดี ดูแลเอาใจใส่เหมือนเป็นคนในครอบครัว ผู้บริหารมีประสบการณ์ในการบริหารงาน มีความรู้ความสามารถ และประสบการณ์จากหลากหลายสาขา ทั้งในด้านการตลาด ด้านบริหาร ด้านดีลเลอร์ยา เป็นต้น ควรบริการส่งยาฟรีในรัศมี 5กม. สาหรับลูกค้าที่ต้องการซื้อยาด่วน

และมีช่องทางในการจัดจาหน่ายหลายช่องทาง เพื่อเพิ่มความสะดวกให้กับลูกค้า

W = Weakness คือ เป็นกิจการที่มีต้นทุนและค่าตกแต่งที่สูง โดยเฉพาะต้นทุนในด้านการสั่งยา ค่าตกแต่งและต้นทุนด้านการจัดการ หากมีร้านเดียว ไม่มีสาขา อาจทำให้รับลูกค้าได้จำกัด เช่น ช่วงโควิด มีความต้องการการรับบริการที่สูงมาก หากไม่ได้ตั้งอยู่ในบริเวณที่ใกล้กับจุดท่องเที่ยวอื่นๆ ทาให้กลุ่มเป้าหมายที่จะมาซื้อยาที่ร้านคือผู้อยู่อาศัยบริเวณนั้นและผู้ที่เดินทางผ่านไปผ่านมาในเส้นทางเท่านั้นที่สามารถเข้ามาซื้อได้

O = Opportunity คือ หากเรานำผลวิเคราะห์ข้อมูลมาใช้ คู่แข่งธุรกิจลักษณะเดียวกันที่เปิด24ชม.มีน้อยมาก ควรมีการใช้ Application และช่องทาง Line OA เพื่อตอบโจทย์พฤติกรรมลูกค้า รัฐบาลมีการปลดล็อคมาตรการเรื่องโควิด ทาให้ผู้คนกลับมาใช้ชีวิตนอกบ้านมากขึ้น อีกทั้งยาเป็นปัจจัย4 ที่จำเป็นต่อการใช้ชีวิตและสถานการณ์โควิดที่ยังมีอยู่ ทำให้ความต้องการในการใช้อุปกรณ์ดูแลสุขภาพ เช่น หน้ากากอนามัย ATK เพิ่มมากขึ้น และ Trend เรื่องรักสุขภาพยังได้รับความนิยม

T = Threat คือ ภาวะเศรษฐกิจที่ย่ำแย่ทำให้ลูกค้าใช้การตัดสินใจเลือกซื้อยาอย่างระมัดระวัง ลูกค้ามีช่องทางเลือกซื้อยาสามัญประจำบ้านหรืออุปกรณ์ดูแลสุขภาพผ่านช่องทางออนไลน์อื่นๆได้ง่ายมากขึ้น หากไม่สร้างจุดต่างจะมีคู่แข่งในธุรกิจร้านขายยาทั่วไปในบริเวณรอบๆจำนวนมาก

หลังจากที่ได้รวมผลสำรวจสร้างโมเดล SWOT ขึ้นมาเพื่อนำมาสร้างร้านขายยาในอุดมคติของผู้บริโภค ผู้วิจัยยังได้จำลอง Capital Budgeting ของการทำร้านขายยาสักหนึ่งร้านเพื่อเป็นแนวทางต้นทุนทางการเงินให้กับผู้ที่สนใจลงทุนในธุรกิจนี้ การทำ Capital Budgeting ดังกล่าวได้รับความอุปถัมภ์ข้อมูลจริงจากผู้ที่เกี่ยวข้อง เช่น ผู้จำหน่ายยา (sales agent) ผู้รับเหมาสำหรับการตกแต่งร้าน ผู้รับเหมาในการวางระบบ หากแต่เนื่องด้วย ethics ของการใช้ข้อมูลในงานวิจัยและทางผู้ให้ข้อมูลไม่สะดวกในการเปิดเผยตัวตน ผู้วิจัยจึงขอสงวนนามไว้

โดยเราได้ทำแบบจำลองรายรับรายจ่ายเป็นระยะเวลา 5 ปีสำหรับการลงทุนร้านขายยาหนึ่งร้านได้เป็นตารางด้านล่างโดยแยกเป็น Fixed cost และ Variable cost

Fixed cost	ปีที่ 0	ปีที่ 1	ปีที่ 2	ปีที่ 3	ปีที่ 4	สะสม 4 ปี	เฉลี่ย/เดือน
ค่าตกแต่งร้าน	200,000					200,000	3,333
เครื่อง POS	50,900					50,900	848
เครื่องปรับอากาศ	23,838					23,838	397
ค่าเช่า	336,000	336,000	336,000	336,000	336,000	1,680,000	28,000
ดอกเบี้ยจ่าย	89,510	89,510	89,510	89,510	89,510	89,510	1,492
ค่าทำการตลาด	360,000	360,000	480,000	650,000	700,000	2,550,000	42,500
ค่ายา/เวชภัณฑ์	600,000					600,000	10,000
Total Fixed Cost	**1,660,248**	**785,510**	**905,510**	**1,075,510**	**1,125,510**	**5,552,288**	**92,538**

ต้นทุนผันแปร	ปีที่ 0	ปีที่ 1	ปีที่ 2	ปีที่ 3	ปีที่ 4	สะสม 4 ปี	เฉลี่ย/เดือน
ค่าน้ำ ค่าไฟ	200,000	200,000	250,000	270,000	300,000	1,220,000	20,333
ค่ายา/เวชภัณฑ์	3,711,000	6,050,000	7,358,640	8,057,000	9,587,300	35,311,080	588,518
เงินเดือนเภสัช+ใบประกอบวิชาชีพ	1080000	1080000	1080000	1080000	1080000	5,400,000	90,000
Commision เภสัช	288,000	288,000	360,000	432,000	540,000	1,908,000	31,800
ค่าจ้างพนักงาน	240,000	246,000	504,000	516,000	528,000	2,034,000	33,900
ค่าจ้างพนักงาน(ส่วนของเจ้าของ)	720,000	720,000	720,000	720,000	720,000	3,600,000	60,000
Total ผันแปร	**6,239,000**	**8,584,000**	**10,272,640**	**11,075,000**	**12,755,300**	**48,925,940**	**815,432**

ไม่เพียงเท่านั้น ทางผู้วิจัยยังได้ทำการจำลองยอดขายตลอดระยะเวลา 5 ปีดังตารางด้านล่าง โดยตัวเลขที่ได้จากการจำลองเหล่านี้จะนำไปคำนวณตัวเลขทางการเงินต่างๆดังที่ได้กล่าวไว้ในตอนต้น

Total ค่าใช้จ่าย	7,899,248	9,369,510	11,178,150	12,150,510	13,880,810	54,478,228	907,970
ยอดขาย	6,803,500	11,528,000	13,490,840	15,604,590	19,310,050	66,736,980	1,112,283
กำไร	(1,095,748)	2,158,490	2,312,690	3,454,080	5,429,240	12,258,752	204,313
%กำไร	-16.11%	18.72%	17.14%	22.14%	28.12%	18.37%	18.37%
กำไรขั้นต้น	2,492,500	5,478,000	6,132,200	7,547,590	9,722,750	30,825,900	513,765
%กำไรขั้นต้น	36.64%	47.52%	45.45%	48.37%	50.35%	46.19%	46.19%
ลูกค้า/วัน	62	105	123	143	176	122	
ต่อหัว	300	300	300	300	300	300	
cash flow	- 7,895,748	2,158,490	2,312,690	3,454,080	5,429,240		
cumulative cash flow	- 7,895,748	- 5,737,258	- 3,424,568	29,512	5,458,752		

ปีที่ 0													
2022	ช่องทางจัดจำหน่าย	Jan	Feb	3	4	5	6	7	8	9	10	11	12	
	1หน้าร้าน	312,000	321,000	235,000	321,000	372,050	499,080	540,000	555,100	621,000	655,980	698,000	732,300	5,862,510
	2FB,IG,	5,100	5,000	5,510	5,500	20,500	31,200	33,100	34,500	35,500	36,700	38,700	41,000	292,310
	3Line OA	3,350	3,000	5,510	5,590	20,120	22,790	25,700	28,500	29,800	29,300	30,200	35,500	239,360
	4TIKTOK	3,200	3,200	5,700	5,000	17,900	18,500	18,700	19,200	19,500	21,500	22,000	25,500	179,900
	5shoppe,Lazada	3,300	3,300	5,100	5,500	13,550	15,900	22,500	23,550	25,500	32,600	35,820	42,800	229,420
		326,950	335,500	256,820	342,590	444,120	587,470	640,000	660,850	731,300	776,080	824,720	877,100	6,803,500
ปีที่ 1														
2023	ช่องทางจัดจำหน่าย	Jan	Feb	3	4	5	6	7	8	9	10	11	12	
	1หน้าร้าน	735,000	736,700	700,200	700,500	758,900	769,540	802,500	813,500	826,000	835,000	851,000	938,860	9,467,700
	2FB,IG,	22,500	23,500	23,570	25,700	31,200	32,500	33,300	34,100	37,800	37,600	45,670	56,700	404,140
	3Line OA	18,900	19,900	30,200	23,000	37,900	32,100	27,980	32,500	35,670	32,500	33,500	42,300	366,450
	4TIKTOK	30,000	30,000	35,900	30,000	32,400	37,890	38,940	35,000	41,200	39,000	45,900	42,300	438,530
	5shoppe,Lazada	44,500	45,700	54,000	49,850	51,200	75,600	77,500	81,200	87,900	91,230	94,500	98,000	851,180
		850,900	855,800	843,870	829,050	911,600	947,630	980,220	996,300	1,028,570	1,035,330	1,070,570	1,178,160	11,528,000
ปีที่ 2														
2024	ช่องทางจัดจำหน่าย	Jan	Feb	3	4	5	6	7	8	9	10	11	12	
	1หน้าร้าน	925,000	925,600	895,000	850,200	910,060	925,600	956,000	978,000	985,000	998,700	998,900	999,500	11,347,560
	2FB,IG,	35,000	35,000	35,000	35,000	35,000	40,000	40,000	40,000	42,000	42,000	42,000	43,000	464,000
	3Line OA	32,100	32,400	33,210	22,350	22,100	27,890	32,100	23,576	35,670	33,100	22,100	32,974	349,570
	4TIKTOK	35,000	35,000	35,500	36,000	36,600	37,700	38,000	38,900	40,000	40,000	42,000	43,000	457,700
	5shoppe,Lazada	78,900	78,600	81,900	76,500	71,350	72,300	55,000	57,000	58,900	59,000	110,060	72,500	872,010
		1,106,000	1,106,600	1,080,610	1,020,050	1,075,110	1,103,490	1,121,100	1,137,476	1,161,570	1,172,800	1,215,060	1,190,974	13,490,840
ปีที่ 3														
2025	ช่องทางจัดจำหน่าย	Jan	Feb	3	4	5	6	7	8	9	10	11	12	
	1หน้าร้าน	978,900	993,500	953,000	956,000	1,002,300	1,094,500	1,104,500	1,150,500	1,156,070	1,197,050	1,235,000	1,298,750	13,120,070
	2FB,IG,	35,670	33,548	32,178	33,547	36,589	36,759	38,996	43,570	44,890	44,569	45,690	46,780	472,786
	3Line OA	31,290	32,340	33,450	33,890	35,430	33,210	43,219	44,100	45,600	43,290	46,790	47,789	470,398
	4TIKTOK	35,012	33,120	31,000	32,187	33,129	33,457	38,900	39,800	39,209	40,100	40,123	45,200	441,237
	5shoppe,Lazada	76,590	81,250	85,450	88,600	91,569	91,200	93,450	92,190	98,900	88,900	110,000	102,000	1,100,099
		1,157,462	1,173,758	1,135,078	1,144,224	1,199,017	1,289,126	1,319,065	1,370,160	1,384,669	1,413,909	1,477,603	1,540,519	15,604,590
ปีที่ 4														
2026	ช่องทางจัดจำหน่าย	Jan	Feb	3	4	5	6	7	8	9	10	11	12	
	1หน้าร้าน	1,239,000	1,256,790	950,000	970,000	1,280,700	1,298,000	1,345,000	1,356,089	1,359,000	1,345,690	1,355,468	1,523,000	15,278,737
	2FB,IG,	43,000	45,390	44,567	45,653	44,530	47,690	49,876	49,980	49,900	50,129	50,250	52,304	573,269
	3Line OA	45,690	46,789	51,900	51,239	54,730	56,580	57,890	59,860	57,890	58,970	59,800	61,200	662,538
	4TIKTOK	45,000	46,589	47,890	44,100	45,780	46,789	45,620	49,800	51,230	53,420	54,030	57,895	588,143
	5shoppe,Lazada	120,200	132,000	167,890	154,300	176,590	187,659	199,876	190,900	199,980	203,970	258,790	215,208	2,207,363
		1,492,890	1,527,558	1,262,247	1,265,292	1,602,330	1,636,718	1,698,262	1,706,629	1,718,000	1,712,179	1,778,338	1,909,607	19,310,050

การคำนวณทางการเงินเพื่อหาความเป็นไปได้ของร้านขายยาจากการจำลองรายรับรายจ่ายเบื้องต้นเป็นจำนวน5ปี Net Present Value : NPV – มูลค่าปัจจุบันสุทธิคือ ผลต่างของมูลค่าปัจจุบัน (Present Value : PV) ของผลรวมกระแสเงินสดจ่ายสุทธิและกระแสเงินสดรับสุทธิเราใช้ NPV เพื่อวิเคราะห์ความเป็นไปได้ของโครงการโดยสามารถวิเคราะห์ผลของ NPV ได้ ดังนั้น

- NPV > 0 ถือว่า เป็นโครงการที่ควรลงทุน เพราะว่า เราจะได้ผลตอบแทนมากกว่าที่คาดหวัง
- NPV < 0 หลีกเลี่ยงการลงทุน เพราะว่า เราจะได้ผลตอบแทนน้อยกว่าที่คาดหวัง

$$\text{NPV} = CF_0 + \frac{CF_1}{(1+r)^1} + \frac{CF_2}{(1+r)^2} + \cdots + \frac{CF_n}{(1+r)^n} = \sum_{t=0}^{n} \frac{CF_t}{(1+r)^t}$$

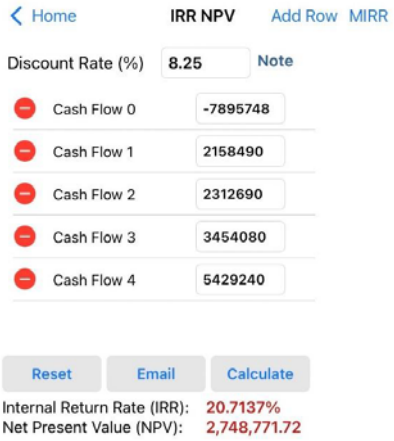
$$= -7{,}895{,}748 + \frac{2{,}158{,}490}{(1.0825)^1} + \frac{2{,}312{,}690}{(1.0825)^2} + \frac{3{,}454{,}080}{(1.0825)^3} + \frac{5{,}429{,}240}{(1.0825)^4}$$

$$= -7{,}895{,}748 + 1{,}993{,}986.14 + 1{,}973{,}611.25 + 2{,}723{,}006.49 + 3{,}953{,}915.83$$

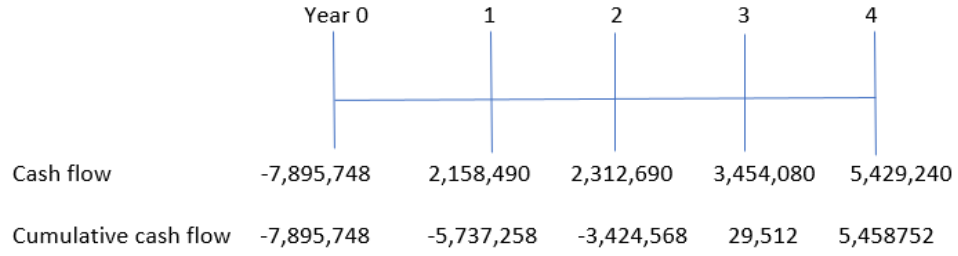
$$= 2{,}748{,}771.71$$

จากการคำนวณทำให้ได้ค่า NPV > 0 คือ จึงถือเป็นโครงการที่ควรลงทุนเป็นอย่างยิ่ง เพราะธุรกิจจะได้รับ ผลตอบแทนมากกว่าที่คาดหวังโดยมีค่า NPV สูงถึง 2,748,771.72 (ใช้อัตรา discount rate ที่ 8.25% จากเรทกู้ยืมของธนาคารพาณิชย์แห่งหนึ่ง) Internal Rate of Return: IRR – อัตราตอบแทนของโครงการ คือการหาค่า discount rate ที่ทำให้ NPV มีค่าเท่ากับศูนย์ ถ้าค่า IRR มากกว่า หรือเท่ากับ ค่าของทุน discount rate (i) ที่ผู้ลงทุนเลือกใช้เป็นจุดตัดสินใจก็ถือได้ว่า โครงการ ดังกล่าวเป็นโครงการที่น่าลงทุน โดยสามารถวิเคราะห์ผลของ IRR ได้ดังนั้น

• IRR > Discount Rate เราควรลงทุนในกิจการดังกล่าวเพราะว่า การลงทุนให้ผลตอบแทนมากกว่าที่คาดหวังจาก Discount Rate
• IRR = Discount Rate สามารถลงทุนได้เพราะว่า การลงทุนให้ผลตอบแทนตามที่คาดหวังจาก Discount Rate
• IRR < Discount Rate ไม่ควรลงทุน เพราะว่า การลงทุนให้ผลตอบแทนน้อยกว่าที่คาดหวังจาก Discount Rate



ธุรกิจร้านยาจากแบบจำลองมีค่า IRR > Discount Rate (8.25%) ในกรณีนี้คือ IRR = 20.7137% จึงเป็นโครงการที่ควรลงทุน เพราะธุรกิจจะได้รับผลตอบแทนมากกว่า Discount Rate



$$\text{Payback period} = 2 + \frac{3,424,568}{3,454,080} = 2.99$$

นอกจาก NPV และ IRR แล้ว เรายังได้ทำการคำนวณค่า payback period ซึ่งเป็นตัวบ่งชี้ว่าธุรกิจดังกล่าวสามารถสร้างผลตอบแทนจนให้ทุนคืนแก่ผู้ลงทุนในระยะเวลากี่ปี จะเห็นได้ว่าธุรกิจร้านขายยาจากแบบจำลองมีระยะเวลาคืนทุนอยู่ที่ 2.99 ปี ระยะเวลาในการคืนทุน2.99ปีเป็นช่วงเวลาที่เหมาะสม เพราะต้นทุนที่ลงทุนมีมากพอสมควรแต่ธุรกิจนี้ให้ระยะเวลาในการคืนทุนเร็วซึ่งสร้างโอกาสให้ธุรกิจยั่งยืนได้เร็วขึ้น

สรุป

ธุรกิจขายยาเป็นธุรกิจที่น่าสนใจในสภาวะสุ่มเสี่ยงของโรคระบาด อีกทั้งด้วย business trend ของผู้บริโภคที่หันมาสนใจสุขภาพมากขึ้นยิ่งทำให้ธุรกิจดังกล่าวเป็นหนึ่งในโอกาสที่จะสร้างผลกำไรให้ผู้ที่สนใจลงทุน จากผลการสำรวจ ร้านขายยาในปัจจุบันยังไม่สามารถตอบโจทย์ผู้บริโภคได้ทั้งหมด เช่น ร้านขายยาส่วนใหญ่ยังเปิดทำการตามเวลาปกติ หากแต่ผู้บริโภคนั้นต้องการให้ร้านขายยาเปิดทำการ 24 ชม. หรือแม้แต่ในส่วนของการบริการ ทางผู้บริโภคต้องการมากกว่าแค่การแนะนำยาของทางร้านซึ่งหมายรวมไปถึงความสุภาพและความเอาใจใส่ในการให้บริการเป็นองค์รวมโดยเมื่อนำมาสร้างเป็นโมเดล SWOT Analysis แล้วหากสามารถดำเนินรอยตามได้ทั้งหมดจะทำให้ธุรกิจร้านขายยาดังกล่าวประสบความสำเร็จ

นอกจาก insight หรือข้อมูลที่ได้รับจากผลการศึกษาผู้บริโภคแล้ว เรายังได้สร้างแบบจำลอง Capital budgeting ขึ้นมาเพื่อศึกษาว่าธุรกิจร้านขายยาร้านหนึ่งๆมีโอกาสประสบความสำเร็จมากน้อยเพียงใด โดยท้ายที่สุดแล้วทำให้ได้ค่าออกมาคือ NPV=2,748,771 IRR= 20.71% และ payback period ที่ 2.99 ปี สิ่งเหล่านี้เป็นสิ่งที่ชี้ชัดว่าโอกาสประสบความสำเร็จจากร้านขายยาในภาคธุรกิจมีอยู่มากทีเดียว

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BUS-020

แนวทางการเพิ่มการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ของเทศบาลเมืองท่าข้าม

Guidelines for the adoption the Electronic Documentation system of Tha Kham Municipality

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ศุภสัณห์ ปรีดาวิภาต Supasan Preedawiphat[2]

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่ส่งผลต่อการยอมรับและหาสาเหตุที่พนักงานเทศบาลเมืองท่าข้ามไม่ยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ เพื่อเสนอแนวทางการแก้ไขปัญหาเนื่องจากทำให้สูญเสียงบประมาณในด้านการบริการสาธารณะให้กับประชาชนและเสียโอกาสในการลดต้นทุนในการบริหารงานทำให้การปฏิบัติงานมีความซับซ้อน ล่าช้า ค้นหาเอกสารไม่สะดวก เกิดความไม่แม่นยำข้อมูลไม่เป็นปัจจุบัน สิ้นเปลืองทรัพยากรและไม่ปฏิบัติตามระเบียบที่กำหนด ขั้นตอนการวิจัยคือ ทบทวนงานวิจัยที่เกี่ยวข้องสร้างกรอบแนวคิดด้วยปัจจัย 3 ด้าน กลุ่มตัวอย่าง คือ ผู้ปฏิบัติงานด้านธุรการ เก็บข้อมูลโดยใช้แบบสอบถามและการสัมภาษณ์วิเคราะห์ข้อมูลโดยใช้สถิติเชิงพรรณนาและสถิติเชิงอนุมาน ผลการวิจัยพบว่า การรับรู้ความง่ายและประสิทธิภาพการสื่อสารส่งผลต่อการยอมรับ ส่วนการรับรู้ประโยชน์ไม่ส่งผลต่อการยอมรับ ผลการวิเคราะห์เปรียบเทียบพบว่า ปัจจัยด้านอายุส่งผลต่อการยอมรับแตกต่างกัน และในด้านเพศ ระดับการศึกษาสูงสุด ตำแหน่ง ระยะเวลาการปฏิบัติงานและหน่วยงานที่สังกัดส่งผลต่อการยอมรับไม่แตกต่างกัน แนวทางแก้ไขปัญหาคือ เพิ่มช่องทางการสื่อสารโดยสร้างกลุ่ม Line หรือ Facebook ใช้ข้อมูลสื่อสารให้ชัดเจนและตรงตามเป้าหมาย ออกคำสั่งให้พนักงานใช้ระบบในทุกส่วนราชการ ติดตามและประเมินผลการปฏิบัติงาน จากนั้นจัดทำโครงการฝึกอบรมและจัดทำคู่มือ ปรับปรุงประสิทธิภาพคอมพิวเตอร์และระบบเครือข่ายอินเตอร์เน็ตเพื่อรองรับการใช้งานอย่างเต็มรูปแบบให้มีประสิทธิภาพมากขึ้น

คำสำคัญ: ยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์

Abstract

This research aims to study factors affecting acceptance to use Electronic Documentation system of Ta Kham City employees and to find out the reasons why Ta Kham City employees refused to accept the use of Electronic Documentation system in order to purpose solution to the problem as it wastes public service expenditure and causes a loss of opportunity to reduce administration cost, delays and complicates operation, makes it inconvenient to find documents and makes the documents to be inaccurate or outdated, wastes resources and did not follow regulations. Research procedures involved reviewing of related researches, creating a conceptual framework with 3 factors. Sample group of the research is an administrative worker. Data are collected by questionnaires and interviews; and analyzed by using descriptive and inferential statistics. Finding of the research found it that acknowledgment of ease and communication efficiency affected an acceptance while realization of benefit did not affect an acceptance. Findings from a comparative analysis found that age factors affected acceptance differently. Gender, level of highest education, position, working period and working units indifferently affected acceptance. Approaches to solve the problem are to increase communication channels by creating a Line or Facebook group including use information to clearly communicate and meet the target; order employees in every part of the government bodies to use the system, follow up and evaluate an operation as well as arrange training project and prepare manual, improve performance of computers and Internet network to support and enhance full utilization.

Keywords: Accept the use of Electronic Documentation system.

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[2] คณะบริหารธุรกิจ มหาวิทยาลัยหอการค้าไทย

บทนำ

เทศบาลเมืองท่าข้ามเป็นหน่วยงานภาครัฐ สังกัดกรมส่งเสริมการปกครองท้องถิ่น มีฐานะเป็นนิติบุคคล จัดตั้งขึ้นตามพระราชบัญญัติเทศบาล พ.ศ.2496 เป็นเทศบาลเมืองขนาดกลาง มีการปกครองส่วนท้องถิ่นที่กระจายอำนาจในการบริหารราชการให้ประชาชนในท้องถิ่น โดยประชาชนจะเป็นผู้เลือกตั้งผู้แทนเป็นสมาชิกสภาและนายกเทศมนตรีเพื่อเป็นตัวแทนเข้ามาดำเนินการบริหารในด้านการบริหารสาธารณะพื้นฐานให้แก่ประชาชน การพัฒนาคุณภาพชีวิตให้แก่ประชาชนรวมไปถึงการพัฒนาในด้านเศรษฐกิจและสังคมโดยมุ่งเน้นการพัฒนาความต้องการของประชาชนเป็นหลักเพื่อเป็นการแก้ไขปัญหาและตอบสนองความต้องการในด้านต่างๆให้กับประชน

โครงสร้างของหน่วยงานมีทั้งหมด 7 ส่วนราชการ โครงสร้างของทุกส่วนราชการประกอบไปด้วยแผนงานบริหารงานทั่วไป แผนงานดังกล่าวเป็นการปฏิบัติงานที่เกี่ยวข้องกับงานสารบรรณ ซึ่งเป็นระบบงานที่เกี่ยวกับการบริหารงานด้านเอกสารเป็นส่วนมาก ซึ่งในการปฏิบัติงานโดยใช้ระบบงานสารบรรณแบบเดิมนั้นมีความซับซ้อน เกิดความล้าช้า สิ้นเปลืองทรัพยากรและสิ้นเปลืองเวลาในการทำงานเป็นอย่างมาก ดังนั้นการนำระบบงานสารบรรณอิเล็กทรอนิกส์มาใช้ในการปฏิบัติงานมีประสิทธิภาพมากขึ้น ช่วยอำนวยความสะดวกในการรับ - ส่งเอกสาร รวมถึงการจัดเก็บข้อมูลภายในองค์กร ซึ่งผู้ปฏิบัติงานสามารถใช้ข้อมูลร่วมกันภายในองค์กรได้ ข้อมูลที่ได้จะเป็นข้อมูลปัจจุบันและมีความถูกต้องเสมอ สามารถตรวจสอบและเรียกดูย้อนหลังได้ สามารถติดตาม ค้นหาเอกสารโดยจัดการผ่านระบบเครือข่ายทำให้ผู้ปฏิบัติงานสามารถทำงานได้ทุกที่ทุกเวลา

ระเบียบสำนักนายกรัฐมนตรีว่าด้วยงานสารบรรณ พ.ศ. 2526 แก้ไขเพิ่มเติม (ฉบับที่ 4) 2564 ได้กำหนดให้ส่วนราชการต้องปฏิบัติงานด้วยระบบสารบรรณอิเล็กทรอนิกส์เป็นหลัก ซึ่งส่วนราชการเทศบาลเมืองท่าข้ามไม่ใช้ระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงานจึงส่งผลให้เกิดความไม่คุ้มค่าในการใช้ทรัพยากรของหน่วยงานรัฐและไม่เป็นไปตามนโยบายผู้บริหารจึงทำให้ผู้บริหารจัดสรรงบประมาณให้แต่ละส่วนราชการในด้านวัสดุสำนักงานและวัสดุคอมพิวเตอร์ลดลง รวมทั้งจากข้อมูลการเบิกจ่ายค่าวัสดุสำนักงานในด้านกระดาษและหมึกพิมพ์มีมูลค่าสูงเมื่อเปรียบเทียบการเบิกจ่ายในหมวดรายจ่ายต่างๆ ซึ่งหากทุกส่วนราชการในหน่วยงานเทศบาลเมืองท่าข้ามใช้ระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงานอย่างเต็มรูปแบบจะช่วยให้ประหยัดงบประมาณของหน่วยงานได้ ปัจจุบันมีการใช้ระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงานเพียงแค่ส่วนราชการเดียวนั่นคือ กองคลัง ปัญหาหลักของเทศบาลเมืองท่าข้ามที่ไม่ใช้ระบบสารบรรณอิเล็กทรอนิกส์ คือ การไม่ยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ของพนักงานในการปฏิบัติงานทางด้านธุรการ

ผลกระทบที่เกิดขึ้นจากการไม่ใช้ระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงาน ส่งผลให้ผู้ปฏิบัติงานไม่ปฏิบัติตามระเบียบสำนักนายกรัฐมนตรีว่าด้วยงานสารบรรณ 2526 แก้ไขเพิ่มเติม (ฉบับที่ 4) 2564 และทำให้สูญเสียงบประมาณในด้านการบริการสาธารณะให้กับประชาชน เสียโอกาสในการลดต้นทุนในการบริหารงานของเทศบาลเมืองท่าข้าม รวมทั้งระบบสารบรรณแบบเดิม ส่งผลให้การปฏิบัติงานมีความซับซ้อน ล่าช้า ค้นหาไม่สะดวก เกิดความไม่แม่นยำของเอกสาร ข้อมูลไม่เป็นปัจจุบัน และทำให้เกิดการสิ้นเปลืองทรัพยากร เช่น กระดาษ หมึกพิมพ์

วัตถุประสงค์ของการวิจัย

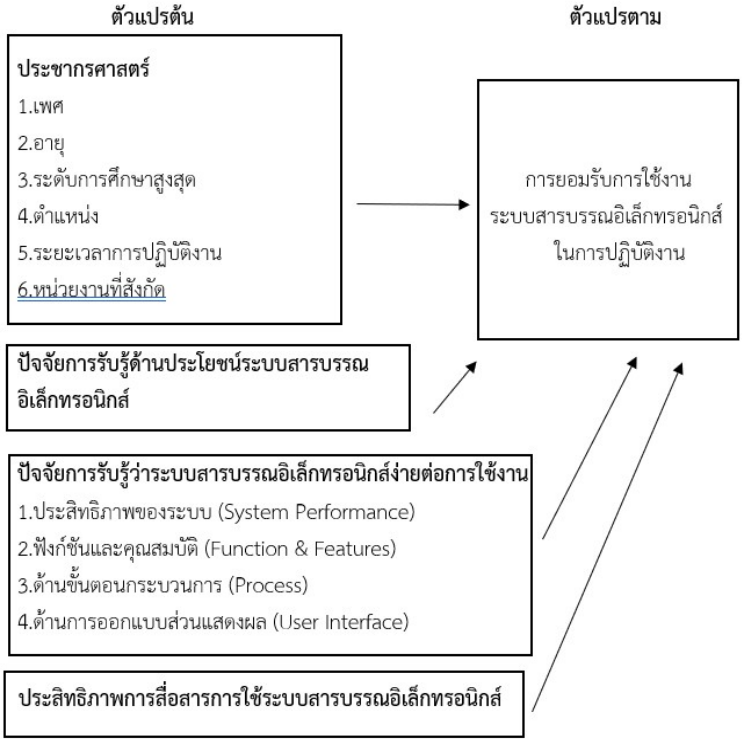
1. เพื่อศึกษาปัจจัยที่ส่งผลต่อการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ของพนักงานเทศบาลเมืองท่าข้าม
2. เพื่อหาสาเหตุที่พนักงานเทศบาลเมืองท่าข้ามไม่ยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์
3. เพื่อเสนอแนวทางการแก้ไขปัญหาการใช้ระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงานของเทศบาลเมืองท่าข้าม

วิธีการดำเนินการวิจัย

เนื้อหาที่นำมาใช้ศึกษาตัวแปร สร้างแบบสอบถาม สร้างแบบสัมภาษณ์ วิเคราะห์ข้อมูลและอภิปรายผล ได้สืบค้นแนวคิดมาจากทฤษฎีและงานวิจัยที่เกี่ยวข้อง ได้แก่ แบบจำลองการยอมรับเทคโนโลยี แนวคิดประสิทธิภาพการสื่อสารในองค์กร แนวคิดระบบสารบรรณอิเล็กทรอนิกส์และทฤษฎีการจัดการเชิงกลยุทธ์

ตัวแปรตาม คือ การยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงาน

ตัวแปรต้น คือ ประชากรศาสตร์ ได้แก่ เพศ อายุ ระดับการศึกษาสูงสุด ตำแหน่ง ระยะเวลาการปฏิบัติงาน หน่วยงานที่สังกัด การรับรู้ว่าระบบสารบรรณอิเล็กทรอนิกส์มีประโยชน์ การรับรู้ว่าระบบสารบรรณอิเล็กทรอนิกส์ง่ายต่อการใช้งานและประสิทธิภาพ การสื่อสารการใช้ระบบสารบรรณอิเล็กทรอนิกส์ ดังภาพแสดงกรอบแนวคิดการวิจัยดังนี้



ภาพที่ 1 แผนภาพแสดงกรอบแนวคิดการวิจัย

ประชากรและกลุ่มตัวอย่าง

ประชากร คือ พนักงานเทศบาลเมืองท่าข้ามที่ปฏิบัติงานทางด้านธุรการ จำนวน 50 คน

กลุ่มตัวอย่างที่ใช้ศึกษาแบบสอบถาม คือ ผู้ปฏิบัติงานด้านระบบสารบรรณทั้งหมด 7 ส่วนราชการ ทั้งเพศชายและเพศหญิง จำนวน 50 คน เป็นการสุ่มตัวอย่างเฉพาะเจาะจง **(purposive sampling)** ผู้วิจัยสร้างแบบสอบถามและพิมพ์ออกมาในรูปแบบของกระดาษให้ตอบ โดยผู้วิจัยจะเข้าไปตามส่วนราชการในแต่ละส่วน อธิบายรายละเอียดเกี่ยวกับเนื้อหาภายในแบบสอบถามและวิธีตอบแก่ผู้ตอบแบบสอบถาม หลังจากนั้นแจกแบบสอบถามให้กับผู้ตอบแบบสอบถาม รอจนกระทั่งตอบคำถามครบถ้วน ซึ่งในระหว่างนั้นถ้าผู้ตอบมีข้อสงสัยเกี่ยวกับคำถามผู้วิจัยจะเป็นผู้ตอบคำถามจนแล้วเสร็จในการตอบคำถาม แจกแบบสอบถามในเวลาราชการ วันจันทร์ - วันศุกร์ เวลา 8.30 – 16.30 น. เดือนสิงหาคม - กันยายน 2565

กลุ่มตัวอย่างที่ใช้ศึกษาการสัมภาษณ์ คือ พนักงานธุรการและหัวหน้าธุรการ เทศบาลเมืองท่าข้ามทั้งเพศหญิงและเพศชาย จำนวน 10 คน เป็นการเก็บข้อมูลโดยการสัมภาษณ์เชิงลึก (Indepth Interview) กับผู้ที่มีความรู้ในการปฏิบัติงานด้านระบบสารบรรณเป็นอย่างดี ทำการนัดสมภาษณ์กับผู้ให้สัมภาษณ์ล่วงหน้า จากนั้นเตรียมบทสัมภาษณ์ปลายเปิดและทำการสัมภาษณ์ในวันและเวลาดังกล่าว ซึ่งการสัมภาษณ์จะสัมภาษณ์ในวันจันทร์ - วันศุกร์ เวลา 8.30 – 16.30 น. เดือนสิงหาคม - กันยายน 2565

เครื่องมือที่ใช้ในการวิจัยสำหรับข้อมูลเชิงคุณภาพ

เป็นแบบสัมภาษณ์ (Interview form) โดยมีการสัมภาษณ์แบบปลายเปิดเป็นการสนทนาอย่างมีจุดประสงค์ระหว่างผู้เก็บข้อมูลและผู้ให้ข้อมูลเพื่อให้ได้ข้อเท็จจริงเกี่ยวกับพฤติกรรมและคุณลักษณะที่ต้องการ โดยทำการสัมภาษณ์เป็นรายบุคคล (Individual Interview) เป็นการสัมภาษณ์ของผู้สัมภาษณ์ 1 คนต่อผู้ให้สัมภาษณ์ 1 คน ผู้วิจัยจะใช้การสัมภาษณ์ทีละประเด็นตามโครงสร้างของแบบสัมภาษณ์และเมื่อผู้ให้สัมภาษณ์ให้ความเห็นจบ ผู้วิจัยจะสรุปประเด็นสัมภาษณ์เพื่อขอความเห็นเพิ่มเติมและเป็นการยืนยันความถูกต้องของข้อมูลที่ได้ การสัมภาษณ์แบ่งเป็น 4 ขั้นตอนคือ

1. ศึกษารายละเอียดเกี่ยวกับวิธีการสร้างแบบสัมภาษณ์

2. จัดทำแบบสัมภาษณ์ที่เกี่ยวกับข้อมูลทั่วไปของผู้สัมภาษณ์ การรับรู้ด้านประโยชน์ การรับรู้ความง่ายต่อการใช้งาน ประสิทธิภาพการสื่อสารและการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงาน

3. นำแบบสัมภาษณ์เสนออาจารย์ที่ปรึกษาสารนิพนธ์ เพื่อตรวจสอบความถูกต้องและปรับปรุงแก้ไขให้สมบูรณ์ แล้วจึงนำไปใช้สัมภาษณ์กลุ่มตัวอย่าง

เครื่องมือที่ใช้ในการวิจัยสำหรับข้อมูลเชิงปริมาณ

เป็นแบบสอบถาม (Questionnaire) เพื่อเก็บรวบรวมข้อมูลจากตัวอย่าง ประกอบด้วยคำถามปลายเปิด (Open – ended Form) เป็นการตั้งคำถามเกี่ยวกับอุปสรรคและข้อเสนอแนะซึ่งเปิดโอกาสให้ผู้ตอบๆได้อย่างอิสระและคำถามปลายปิด (Closed Form) สามารถตอบคำตอบได้เพียงคำตอบเดียวที่ตรงกับความคิดเห็นของผู้ตอบ ใช้เกณฑ์มาตรวัดประมาณค่า (Rating Scale) ให้คะแนนแต่ละระดับตั้งแต่ค่าคะแนนน้อยที่สุดคือ 1 ถึงค่าคะแนนมากที่สุดคือ 5 ขอบเขตของแบบสอบถามมีทั้งหมด 6 ส่วน ดังนี้

ส่วนที่ 1 ประกอบด้วยคำถามทั่วไปที่เกี่ยวข้องกับผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ ระดับการศึกษาสูงสุด ตำแหน่ง ระยะเวลาในการปฏิบัติงาน หน่วยงานที่สังกัด โดยเป็นการตอบคำถามในช่องตามที่ผู้ตอบเลือก

ส่วนที่ 2 ประกอบด้วยคำถามที่เกี่ยวข้องกับการรับรู้ด้านประโยชน์ของระบบสารบรรณอิเล็กทรอนิกส์

ส่วนที่ 3 ประกอบด้วยคำถามที่เกี่ยวข้องกับการรับรู้ว่าระบบสารบรรณอิเล็กทรอนิกส์ง่ายต่อการใช้งาน

ส่วนที่ 4 ประกอบด้วยคำถามที่เกี่ยวข้องกับประสิทธิภาพการสื่อสารการใช้ระบบสารบรรณอิเล็กทรอนิกส์

ส่วนที่ 5 ประกอบด้วยคำถามที่เกี่ยวข้องกับการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงาน

ส่วนที่ 6 ปัญหาและอุปสรรค ข้อเสนอแนะเพิ่มเติม ผู้ตอบแบบสอบถามสามารถตอบแบบสอบถามได้อย่างอิสระ

ผู้วิจัยใช้แบบสอบถามเป็นเครื่องมือเพื่อรวบรวมข้อมูลจากตัวอย่าง โดยมีรายละเอียดในการสร้างแบบสอบถามเป็นขั้นตอน ดังนี้

1. ทบทวนวัตถุประสงค์ของการศึกษา ตัวแปรที่ศึกษา และศึกษาแบบสอบถามจากงานวิจัยและทฤษฎีที่เกี่ยวข้อง
2. สร้างแบบสอบถามที่เกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม การรับรู้ด้านประโยชน์ การรับรู้ความง่ายต่อการใช้งาน ประสิทธิภาพการสื่อสารและการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงาน
3. นำแบบสอบถามเสนออาจารย์ที่ปรึกษาสารนิพนธ์ เพื่อตรวจสอบความถูกต้องและปรับปรุงแก้ไขให้สมบูรณ์ยิ่งขึ้น
4. ทำการแก้ไขปรับปรุงแบบสอบถามและให้อาจารย์อนุมัติก่อนนำไปใช้สอบถามกลุ่มตัวอย่าง

การวิเคราะห์ข้อมูล

1. ข้อมูลเชิงคุณภาพ วิเคราะห์ข้อมูลด้วยสถิติเชิงพรรณนา (Descriptive Statistics)
2. ข้อมูลเชิงปริมาณ วิเคราะห์ข้อมูลด้วยสถิติเชิงพรรณนา (Descriptive Statistics) และการวิเคราะห์ข้อมูลด้วยสถิติเชิงอนุมาน (Interential Statistics) เพื่อใช้ในการทดสอบตามวัตถุประสงค์และสมมติฐานโดยใช้การเปรียบเทียบการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ของพนักงานตามปัจจัยส่วนบุคคล (One-Way ANOVA) และใช้การวิเคราะห์การถดถอยเชิงพหุ (Multiple Linear Regression Analysis) กับสมมติฐานปัจจัยหรือตัวแปรอิสระ

วิเคราะห์สาเหตุของปัญหาโดยนำผลที่ได้จากแบบสอบถามและจากการสัมภาษณ์มาวิเคราะห์ร่วมกับ Fishbone Diagram เพื่อหาสาเหตุของปัญหาพนักงานเทศบาลเมืองท่าข้ามที่ไม่ยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงาน และนำสาเหตุของปัญหาที่ได้จากการวิเคราะห์ร่วมกับ Fishbone Diagram มานำเสนอแนวทางแก้ไขปัญหาของพนักงานเทศบาลเมืองท่าข้ามที่ไม่ยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงาน หลังจากนั้นจึงเสนอแนวทางการแก้ไขปัญหา

สรุปผลการวิจัย

ผลการวิจัยเชิงพรรณนา

ปัญหาของการวิจัย	ประเภทย่อยของแนวคิด	คำหรือข้อความ	วิธีแจงนับ
การไม่ยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์	ขาดความรู้ความเข้าใจในการใช้งานระบบ	- ลดความผิดพลาดได้แต่ต้องมีทักษะการใช้ระบบ - ช่วยในการทำงาน สะดวกแต่ต้องมีความชำนาญ - เป็นระบบใหม่กลัวความผิดพลาดเกิดขึ้นเพราะไม่มีความรู้ในการใช้งาน - ไม่มีคู่มือในการใช้งานเพื่อศึกษาวิธีการใช้งาน - ไม่มีเจ้าหน้าที่คอยตอบแนะนำหรือช่วยเหลือเมื่อเกิดปัญหาในการใช้งานระบบ	6 ครั้ง 6 ครั้ง 5 ครั้ง 5 ครั้ง 4 ครั้ง

ภาพที่ 2 ผลจากการสัมภาษณ์โดยการแจงนับความถี่ของคำหรือข้อความ

ปัญหาของการวิจัย	ประเภทย่อยของแนวคิด	คำหรือข้อความ	วิธีแจงนับ
การไม่ยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์	เครื่องมืออำนวยความสะดวกไม่มีประสิทธิภาพ	- คอมพิวเตอร์เก่าประมวลผลช้า	5 ครั้ง
		- ระบบอินเตอร์เน็ตช้าทำให้ดาวโหลดเอกสารช้า	4 ครั้ง
		- คอมพิวเตอร์ประมวลผลช้า ทำให้ส่งหรือรับหนังสือช้าซ้อน	5 ครั้ง
		- อินเตอร์เน็ตหลุดบ่อย	3 ครั้ง
	ช่องทางการสื่อสารไม่หลากหลาย	- มีการประชุมเพียงอย่างเดียว	8 ครั้ง
		- ไม่ใช้เทคโนโลยีในการสื่อสาร	8 ครั้ง
		- มีช่องทางน้อยและผู้บริหารควรเพิ่มช่องทางการสื่อสารให้มากขึ้น ในช่องทาง Line หรือ Facebook	9 ครั้ง
	เป้าหมายสื่อสารไม่สำเร็จ	- ไม่ทราบเป้าหมายที่แน่ชัดเนื่องจากผู้บริหารถ่ายทอดข้อมูลเร็วเกินไป และสื่อสารไม่สม่ำเสมอนานๆครั้ง	6 ครั้ง
		- ทราบเพียงแค่ให้ศึกษาวิธีใช้แต่ยังไม่ต้องใช้ระบบ	5 ครั้ง

ภาพที่ 2 ผลจากการสัมภาษณ์โดยการแจงนับความถี่ของคำหรือข้อความ (ต่อ)

1.ผลการศึกษาข้อมูลของผู้ให้สัมภาษณ์ พบว่า ผู้ใช้งานส่วนใหญ่จึงมีความเห็นว่าระบบสารบรรณอิเล็กทรอนิกส์มีประโยชน์ในด้านการช่วยลดปริมาณกระดาษและหมึกพิมพ์ รวมทั้งลดขั้นตอนการรับ - ส่งหนังสือ สามารถจัดเก็บเอกสารทั้งหมดเป็น Digital ค้นหาเอกสารย้อนหลังได้อย่างรวดเร็ว เพิ่มประสิทธิภาพในงานสารบรรณให้มีประสิทธิภาพมากขึ้น สะดวกในการปฏิบัติงาน เพิ่มความสามารถในการเข้าถึงข้อมูลข่าวสาร ช่วยให้การปฏิบัติงานมีความรวดเร็ว ช่วยให้การสื่อสารระหว่างหน่วยงานมีประสิทธิภาพ ประหยัดเวลาในการทำงาน ช่วยลดความผิดพลาดในการปฏิบัติงานและในด้านการรับรู้ว่าระบบสารบรรณอิเล็กทรอนิกส์ง่ายต่อการใช้งาน ผู้ใช้งานรับรู้ถึงความง่ายในด้านขั้นตอนในการใช้งานโดยเข้าใช้งานง่าย ไม่ยุ่งยาก สามารถเข้าใช้งานได้หลากหลายอุปกรณ์ เช่น คอมพิวเตอร์ โทรศัพท์ โน๊ตบุ๊ค รวมทั้งมีเมนูและรูปแบบการใช้งานที่ง่าย ไม่ซับซ้อน แต่ผู้ใช้งานยังขาดความรู้ความเข้าใจในการใช้ระบบอย่างแท้จริง

เนื่องจากการใช้ระบบสารบรรณอิเล็กทรอนิกส์เป็นการเปลี่ยนแปลงจากการใช้ระบบสารบรรณแบบเดิมทำให้ผู้ใช้งานต้องเปลี่ยนวิธีในการทำงานใหม่ จึงทำให้ผู้ใช้งานรู้สึกกลัวความผิดพลาดที่จะเกิดขึ้นจากการใช้ระบบเนื่องจากไม่มีทักษะในการใช้งานหรือไม่มีคู่มือในการปฏิบัติของหน่วยงานที่จะเป็นแนวทางในการใช้งาน รวมทั้งไม่มีเจ้าหน้าที่ผู้เชี่ยวชาญในการใช้งานระบบที่จะคอยแนะนำหรือแก้ปัญหาเมื่อเกิดความผิดพลาดจากการใช้งาน ส่วนในด้านประสิทธิภาพการสื่อสารการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ ผู้บริหารได้มีการวางแผนร่วมกับผู้ใช้งานเพื่อกำหนดแนวทางในการใช้งานระบบสารบรรณอิเล็กทรอนิกส์แต่ไม่สามารถบรรลุตามเป้าหมายเพราะผู้ใช้งานไม่นำระบบสารบรรณอิเล็กทรอนิกส์มาใช้ในการปฏิบัติงาน ทั้งนี้เนื่องจากผู้บริหารมีเวลาในการสื่อสารน้อย มีการถ่ายทอดข้อมูลข่าวสารที่รวดเร็วและข้อมูลที่สื่อสารไม่เชื่อมโยงกับเป้าหมายที่จะไปถึงเพื่อที่จะสามารถใช้งานระบบสารบรรณอิเล็กทรอนิกส์ได้ทั้งองค์กร รวมทั้งยังมีรูปแบบการสื่อสารเพียงรูปแบบเดียว คือ การประชุมมอบนโยบายและมีช่องทางในการสื่อสารไปยังผู้ใช้งานที่ไม่หลากหลาย จึงทำให้ไม่สามารถบรรลุวัตถุประสงค์และเป้าหมายตามที่วางไว้

นอกจากนี้ผู้ใช้งานยังมีมุมมองทางด้านอุปสรรคอื่นๆในด้านการส่งเสริมหรือการบังคับใช้งานจากผู้บริหารเนื่องจากผู้บริหารยังไม่มีการบังคับใช้อย่างจริงจัง รองลงมาคือเครือข่ายอินเตอร์เน็ตล่าช้าและประสิทธิภาพของคอมพิวเตอร์ลดลง ซึ่งส่งผลต่อการดาวน์โหลดเอกสารซ้ำซ้อนและล่าช้า ซึ่งผู้ใช้งานโดยส่วนใหญ่ทราบว่าระเบียบงานสารบรรณกำหนดให้ส่วนราชการใช้ระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงานแต่ที่ไม่สามารถใช้ระบบในการปฏิบัติงานหรือใช้งานระบบบ้างในบางครั้ง เนื่องจากส่วนใหญ่ยังขาดความรู้ความเข้าใจในการใช้งานและอยู่ในช่วงการเรียนรู้การใช้งานระบบ รวมถึงรอการพัฒนาระบบให้มีประสิทธิภาพมากขึ้น ซึ่งผู้ใช้งานระบบสารบรรณอิเล็กทรอนิกส์มีความตั้งใจที่จะใช้งาน รวมทั้งยินดีที่จะแนะนำการใช้ระบบสารบรรณอิเล็กทรอนิกส์ให้กับบุคคลอื่นเพื่อนำไปใช้ในการปฏิบัติงานด้วยความเต็มใจ

2.ผลการศึกษาข้อมูลของผู้ตอบแบบสอบถาม พบว่า ข้อมูลจากผู้ตอบแบบสอบถามจำนวน 50 คน ส่วนใหญ่เป็นเพศหญิง จำนวน 42 คนและเป็นเพศชาย จำนวน 8 คน กลุ่มตัวอย่างที่มีอายุมากที่สุด มีอายุระหว่าง 41-50 ปี จำนวน 20 คน รองลงมามี

อายุระหว่าง 31-40 ปี จำนวน 13 คน อายุระหว่าง 20-30 ปี จำนวน 10 คน และมีอายุมากกว่า 50 ปี จำนวน 7 คน การศึกษาสูงสุดในระดับปริญญาตรีหรือเทียบเท่า จำนวน 30 คน รองลงมามีการศึกษาในระดับปริญญาโทหรือเทียบเท่า จำนวน 10 ในระดับอนุปริญญา (ปวส.) หรือเทียบเท่า จำนวน 8 คน และมีการศึกษาในระดับประกาศนียบัตรวิชาชีพ (ปวช.) หรือเทียบเท่า จำนวน 2 คน โดยมากดำรงตำแหน่งผู้ช่วยเจ้าพนักงานธุรการ จำนวน 20 คน รองลงมาตำแหน่งเจ้าพนักงานธุรการ จำนวน 11 คน ตำแหน่งหัวหน้าธุรการ จำนวน 10 คน ตำแหน่งอื่นๆ จำนวน 9 ระยะเวลาในการปฏิบัติงานส่วนใหญ่มีระยะเวลาน้อยกว่า 5 ปี จำนวน 18 คน รองลงมา5-10 ปี จำนวน 17 คน มีระยะเวลาในการปฏิบัติงานมากกว่า 15 ปี จำนวน 8 คน และมีระยะเวลาในการปฏิบัติงาน 11-15 ปี จำนวน 7 คน หน่วยงานที่สังกัดส่วนใหญ่สังกัดสำนักปลัด จำนวน 12 คน รองลงมาสังกัดกองการศึกษา จำนวน 10 คน สังกัดกองคลัง จำนวน 6 คน สังกัดกองช่าง จำนวน 6 คน สังกัดกองสาธารณสุขและสิ่งแวดล้อม จำนวน 6 คน สังกัดกองยุทธศาสตร์และงบประมาณ จำนวน 5 คน และสังกัดกองสวัสดิการสังคม จำนวน 5 คน ตามลำดับ

การรับรู้ด้านประโยชน์ระบบสารบรรณอิเล็กทรอนิกส์ของพนักงานเทศบาลเมืองท่าข้ามในภาพรวมอยู่ในระดับเห็นด้วย เมื่อพิจารณาเป็นรายข้อพบว่า ระบบสารบรรณอิเล็กทรอนิกส์ช่วยในการปฏิบัติงานมีความสะดวกรวดเร็ว มีค่าเฉลี่ยมากที่สุด เท่ากับ 4.56 รองลงมาคือ ระบบสารบรรณอิเล็กทรอนิกส์ช่วยให้ค้นหาเอกสารได้เร็วกว่ารูปแบบเดิมและระบบสารบรรณอิเล็กทรอนิกส์ช่วยในการแลกเปลี่ยนข้อมูลข่าวสารระหว่างหน่วยงานสะดวกมากขึ้น มีค่าเฉลี่ยเท่ากัน เท่ากับ 4.40 ระบบสารบรรณอิเล็กทรอนิกส์ช่วยลดปริมาณการใช้กระดาษและลดปริมาณการใช้หมึกพิมพ์ มีค่าเฉลี่ยเท่ากับ 4.36 ระบบสารบรรณอิเล็กทรอนิกส์ช่วยประหยัดพื้นที่ในการจัดเก็บเอกสาร มีค่าเฉลี่ยเท่ากับ 4.34 ระบบสารบรรณอิเล็กทรอนิกส์ช่วยให้ท่านได้รับข้อมูลข่าวสารรวดเร็วขึ้นมีความถูกต้องและน่าเชื่อถือมีค่าเฉลี่ยเท่ากับ 4.32 ระบบสารบรรณอิเล็กทรอนิกส์ช่วยให้ติดตามงาน ได้สะดวก มีค่าเฉลี่ยเท่ากับ 4.30 และท้ายสุดระบบสารบรรณอิเล็กทรอนิกส์ทำให้ลดความผิดพลาดในการปฏิบัติงาน มีค่าเฉลี่ยเท่ากับ 4.12 ตามลำดับ

ด้านการรับรู้ความง่ายในการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ภาพรวมอยู่ในระดับเห็นด้วยอย่างยิ่ง เมื่อพิจารณาเป็นรายข้อ พบว่า ขั้นตอนการรับหนังสือมีความง่ายและกระชับสูงสุด มีค่าเฉลี่ยเท่ากับ 4.78 รองลงมาการใช้เมนูสื่อความหมายได้อย่างชัดเจนง่ายต่อการใช้งาน มีค่าเฉลี่ยเท่ากับ 4.68 ขั้นตอนการส่งหนังสือมีความง่ายและกระชับมีค่าเฉลี่ยเท่ากับ 4.62 ขั้นตอนการบันทึกหนังสือมีความง่ายและกระชับ มีค่าเฉลี่ยเท่ากัน เท่ากับ 4.60 ขั้นตอนการลงทะเบียนหนังสือมีความง่ายและกระชับ มีค่าเฉลี่ยเท่ากับ 4.58 ระบบสารบรรณอิเล็กทรอนิกส์เข้าใช้งานได้ทุกอุปกรณ์และขั้นตอนการใช้ระบบเป็นลำดับเข้าใจง่ายและกระชับและการจัดหมวดหมู่ของเมนูใช้งานง่าย มีค่าเฉลี่ยเท่ากัน เท่ากับ 4.52 การใช้งานการสืบค้นและติดตามได้ง่ายและรูปแบบการใช้งานระบบมีความง่ายในการเข้าถึงข้อมูลและการแสดงรายละเอียดหนังสือมีความถูกต้องง่ายต่อการใช้งาน มีค่าเฉลี่ยเท่ากัน เท่ากับ 4.50 การใช้งานการลงทะเบียนหนังสือจัดรูปแบบเองได้ง่ายและขั้นตอนการเข้าใช้ระบบมีความง่ายและไม่ซับซ้อน มีค่าเฉลี่ยเท่ากัน เท่ากับ 4.48 การใช้งานการแนบเอกสารเพิ่มเติมใช้งานง่ายและระบบสารบรรณอิเล็กทรอนิกส์เข้าใช้งานระบบได้ตลอดเวลามีค่าเฉลี่ยเท่ากัน เท่ากับ 4.46 การจัดวางองค์ประกอบง่ายต่อการใช้งาน มีค่าเฉลี่ยเท่ากับ 4.44 และท้ายสุดการใช้งานการสืบค้นและติดตามได้ง่าย มีค่าเฉลี่ยเท่ากับ 4.40 ตามลำดับ

ด้านประสิทธิภาพการสื่อสารการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ภาพรวมอยู่ในระดับเห็นด้วย เมื่อพิจารณาเป็นรายข้อ พบว่า ผู้บริหารมีการมอบหมายให้ใช้ระบบสารบรรณอิเล็กทรอนิกส์ให้กับผู้ปฏิบัติงานทางด้านธุรการ มีค่าเฉลี่ยสูงสุดเท่ากับ 4.26 รองลงมาผู้บริหารเปิดโอกาสให้ท่านมีส่วนร่วมแสดงความคิดเห็นในการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ มีค่าเฉลี่ยเท่ากับ 4.10 ผู้บริหารร่วมกันวางแผนกับท่านเพื่อกำหนดแนวทางในการใช้งานระบบสารบรรณอิเล็กทรอนิกส์มีค่าเฉลี่ยเท่ากับ 3.74 เป้าหมายของการสื่อสารช่วยให้ท่านใช้งานระบบสารบรรณอิเล็กทรอนิกส์ได้สำเร็จและผู้บริหารใช้รูปแบบการสื่อสารการใช้ระบบสารบรรณอิเล็กทรอนิกส์กับท่านได้อย่างมีประสิทธิภาพ มีค่าเฉลี่ยเท่ากับ เท่ากับ 3.48 และท้ายสุดช่องทางการสื่อสารการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ในหน่วยงานมีเพียงพอหลากหลาย มีค่าเฉลี่ยเท่ากับ 3.46 ตามลำดับ

การยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ภาพรวมอยู่ในระดับเห็นด้วย เมื่อพิจารณาเป็นรายข้อ พบว่า ท่านมีความตั้งใจที่จะใช้งานระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงาน มีค่าเฉลี่ยสูงสุด เท่ากับ 4.52 รองลงมา ท่านยินดีที่จะใช้งานระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงาน มีค่าเฉลี่ยเท่ากับ 4.50 ท่านจะแนะนำการใช้ระบบสารบรรณอิเล็กทรอนิกส์ในการทำงานให้กับผู้อื่นด้วยความเต็มใจ มีค่าเฉลี่ยเท่ากับ 4.44 และท้ายสุดท่านทำความเข้าใจในการใช้งานระบบสารบรรณอิเล็กทรอนิกส์เพื่อให้ใช้งานได้ถูกต้อง มีค่าเฉลี่ยเท่ากับ 4.42 ตามลำดับ

ผลการวิจัยเชิงอนุมาน

จากการวิเคราะห์การเปรียบเทียบการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ของพนักงานตามปัจจัยส่วนบุคคล ผู้ตอบแบบสอบถาม (One-Way ANOVA) ที่ระดับความเชื่อมั่นที่ 95% จะปฏิเสธสมมติฐานหลัก (H_0) ก็ต่อเมื่อ Sig.(2-tailed) มีค่าน้อยกว่าหรือเท่ากับ .05 ผลการทดสอบสมมติฐาน มีดังนี้

1. ปัจจัยส่วนบุคคลด้านเพศแตกต่างกันส่งผลต่อการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์แตกต่างกัน ผลการทดสอบพบว่า ปัจจัยส่วนบุคคลด้านเพศแตกต่างกันส่งผลต่อการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ไม่แตกต่างกัน จากการใช้สถิติ Independent t-test ใช้ระดับความเชื่อมั่นที่ 95% ในการทดสอบการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ มีค่า Sig. เท่ากับ 0.471

2. ปัจจัยส่วนบุคคลด้านอายุแตกต่างกันส่งผลต่อการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์แตกต่างกัน ผลการทดสอบพบว่า ปัจจัยส่วนบุคคลด้านอายุแตกต่างกันส่งผลต่อการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์แตกต่างกัน จากการทดสอบโดยใช้ One Way ANOVA ในการทดสอบการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ มีค่า Sig.เท่ากับ 0.035

3.ปัจจัยส่วนบุคคลด้านระดับการศึกษาสูงสุดแตกต่างกันส่งผลต่อการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์แตกต่างกันผลการทดสอบพบว่า ปัจจัยส่วนบุคคลด้านระดับการศึกษาสูงสุดที่แตกต่างกันส่งผลต่อการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ไม่แตกต่างกัน จากการทดสอบโดยใช้ One Way ANOVA ในการทดสอบการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ มีค่า Sig. เท่ากับ 0.798

4.ปัจจัยส่วนบุคคลด้านตำแหน่งแตกต่างกันส่งผลต่อการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์แตกต่างกัน ผลการทดสอบพบว่า ปัจจัยส่วนบุคคลด้านตำแหน่งแตกต่างกันส่งผลต่อการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ไม่แตกต่างกัน จากการทดสอบโดยใช้ One Way ANOVA ในการทดสอบการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ มีค่า Sig. เท่ากับ 0.142

5.ปัจจัยส่วนบุคคลด้านระยะเวลาปฏิบัติงานแตกต่างกันส่งผลต่อการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์แตกต่างกันผลการทดสอบพบว่า ปัจจัยส่วนบุคคลด้านระยะเวลาปฏิบัติงานแตกต่างกันส่งผลต่อการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ไม่แตกต่างกัน จากการทดสอบโดยใช้ One Way ANOVA ในการทดสอบการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ มีค่า Sig. เท่ากับ 0.222

6.ปัจจัยส่วนบุคคลด้านหน่วยงานที่สังกัดแตกต่างกันส่งผลต่อการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์แตกต่างกันผลการทดสอบพบว่า ปัจจัยส่วนบุคคลด้านหน่วยงานที่สังกัดแตกต่างกันส่งผลต่อการยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ไม่แตกต่างกัน จากการทดสอบโดยใช้ One Way ANOVA ในการทดสอบ พบว่า การยอมรับการใช้ระบบสารบรรณอิเล็กทรอนิกส์ มีค่า Sig. เท่ากับ 0.266

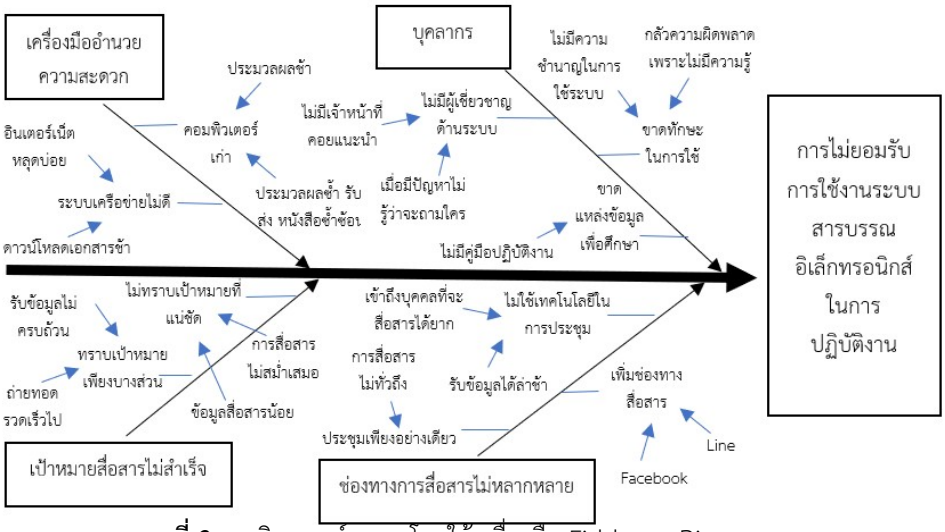
จากการทดสอบหาค่าความสัมพันธ์แบบถดถอยเชิงพหุ (Multiple Linear Regression Analysis) ที่ระดับความเชื่อมั่นที่ 95% จะปฏิเสธสมมติฐานหลัก (H_0) ก็ต่อเมื่อ Sig.(2-tailed) มีค่าน้อยกว่าหรือเท่ากับ .05 ผลการทดสอบสมมติฐาน มีดังนี้

1.การรับรู้ประโยชน์ของระบบสารบรรณอิเล็กทรอนิกส์ส่งผลต่อการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ ผลการทดสอบ พบว่า ปัจจัยการรับรู้ประโยชน์ของระบบสารบรรณอิเล็กทรอนิกส์ไม่ส่งผลต่อการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ (Beta = 0.056) มีค่า sig = 0.723

2.การรับรู้ความง่ายของระบบสารบรรณอิเล็กทรอนิกส์ส่งผลต่อการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ ผลการทดสอบพบว่า ปัจจัยการรับรู้ความง่ายของระบบสารบรรณอิเล็กทรอนิกส์ส่งผลต่อการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ (Beta = -0.618) อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 มีค่า sig เท่ากับ 0.045

3.ประสิทธิภาพการสื่อสารการใช้ระบบสารบรรณอิเล็กทรอนิกส์ส่งผลต่อการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ผลการทดสอบพบว่า ปัจจัยด้านประสิทธิภาพการสื่อสารการใช้ระบบสารบรรณอิเล็กทรอนิกส์ส่งผลต่อการยอมรับการใช้งานระบบ สารบรรณอิเล็กทรอนิกส์ (Beta = 0.529) อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 มีค่า Sig. เท่ากับ 0.42

ผลการวิเคราะห์สาเหตุของปัญหา



ภาพที่ 3 การวิเคราะห์สาเหตุโดยใช้เครื่องมือ Fishbone Diagram

แนวทางแก้ไขปัญหา

จากการวิเคราะห์สาเหตุโดยใช้เครื่องมือ Fishbone Diagram สามารถกำหนดแนวทางการแก้ไขปัญหาโดยลำดับแรก เพิ่มช่องทางการสื่อสารโดยการสร้างกลุ่มไลน์ หรือ Facebook กำหนดและแจ้งเป้าหมายการใช้ระบบให้เป็นมาตรฐานเดียวกันในทุกส่วนราชการ จัดให้มีการประชุมสม่ำเสมอเดือนละ 1 ครั้ง โดยผู้บริหารจะต้องใช้เวลาในการสื่อสารให้มากขึ้นและนำเสนอข้อมูลในการสื่อสารให้ถูกต้อง ชัดเจนและตรงตามเป้าหมายที่วางไว้ คือ พนักงานที่ปฏิบัติงานทางด้านธุรการใช้ระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงานอย่างเต็มรูปแบบ ออกคำสั่งและแจ้งเวียนให้ทราบ ติดตามและประเมินผลการปฏิบัติงานทางด้านการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ในการปฏิบัติงาน หลังจากนั้นดำเนินการจัดทำโครงการฝึกอบรมด้านการใช้ระบบสารบรรณอิเล็กทรอนิกส์ พร้อมทั้งจัดทำคู่มือเพื่อใช้เป็นแนวทางในการปฏิบัติงานด้านระบบสารบรรณอิเล็กทรอนิกส์ ทดสอบและประเมินผลความรู้ผู้เข้ารับการอบรม แต่งตั้งคณะผู้เชี่ยวชาญด้านการใช้งานระบบเพื่อทำหน้าที่ให้คำแนะนำหรือแก้ปัญหาการใช้งานระบบสารบรรณอิเล็กทรอนิกส์และท้ายสุดดำเนินการปรับปรุงระบบอินเตอร์เน็ต คอมพิวเตอร์และระบบสารบรรณอิเล็กทรอนิกส์ให้มีประสิทธิภาพเพิ่มขึ้น

อภิปรายผลการวิจัย

การรับรู้ประโยชน์ของระบบสารบรรณอิเล็กทรอนิกส์ไม่ส่งผลต่อการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์ ทั้งนี้อาจเนื่องมาจากยังมีความมั่นใจจากการใช้ระบบสารบรรณแบบเดิมและยังไม่พร้อมที่จะเปลี่ยนแปลง รวมถึงความไม่แน่ใจเกี่ยวกับประโยชน์ที่ได้รับว่าสามารถเพิ่มประสิทธิภาพในระบบงานสารบรรณได้อย่างแท้จริงหรือไม่ สอดคล้องกับงานวิจัยเรื่องการยอมรับเทคโนโลยีที่มีผลต่อความตั้งใจใช้บริการชำระเงินสมทบกองทุนประกันสังคมผ่านระบบอิเล็กทรอนิกส์ (e-Payment) ของสำนักงานประกันสังคม (เสาวลักษณ์ พูลทรัพย์, 2562) การรับรู้ประโยชน์ไม่มีผลต่อความตั้งใจใช้บริการชำระเงินสมทบประกันสังคม เนื่องจากความตั้งใจใช้บริการชำระเงินสมทบกองทุนประกันสังคมผ่านระบบอิเล็กทรอนิกส์ (e-Payment) ของสำนักงานประกันสังคมเกิดจากปัจจัยอื่น อาจเกิดมาจากความลังเลและความไม่มั่นใจเกี่ยวกับประโยชน์ที่ได้รับว่ามีประสิทธิภาพเพิ่มขึ้นจริงหรือไม่

การรับรู้ความง่ายของระบบสารบรรณอิเล็กทรอนิกส์ส่งผลต่อการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์อย่างมีนัยสำคัญทางสถิติ สอดคล้องตามแนวคิดและทฤษฎีแบบจำลองการยอมรับเทคโนโลยี Technology Acceptance Mod : TAM David (1989 ; อ้างอิงประภัสสร ขาวงาม, 2564) กล่าวว่า การรับรู้ความง่ายในการใช้งานเป็นการคาดหวังของบุคคลว่าเทคโนโลยีสามารถใช้งานง่ายไม่ต้องใช้ความพยายาม มีขั้นตอนการใช้งานที่ง่าย สอดคล้องกับผลงานวิจัยศึกษาเรื่องการยอมรับเทคโนโลยีความไว้วางใจและการตลาดผ่านสังคมออนไลน์ที่มีผลต่อความตั้งใจซื้อสินค้าผ่านช่องทางเฟซบุ๊ก ไลฟ์ (Facebook LIVE) ของกลุ่มผู้บริโภค Generations X,Y,Z (มัสลิน ใจคุณ, 2561) พบว่าปัจจัยด้านการรับรู้ว่าความง่ายของการใช้งานมีอิทธิพลโดยตรงต่อทัศนคติการตั้งใจใช้โดยไม่ต้องพยายาม

ประสิทธิภาพการสื่อสารการใช้ระบบสารบรรณอิเล็กทรอนิกส์ส่งผลต่อการยอมรับการใช้งานระบบสารบรรณอิเล็กทรอนิกส์อย่างมีนัยสำคัญทางสถิติ ทั้งนี้เนื่องจากการสื่อสารที่มีประสิทธิภาพจากผู้ส่งสารไปยังผู้รับสารจะทำให้เกิดการเรียนรู้

ความหมายในสิ่งที่ถ่ายทอดร่วมกัน จนเกิดเป็นการตอบสนองต่อกันได้ตรงตามวัตถุประสงค์ขององค์กร สอดคล้องตามแนวคิดและทฤษฎีประสิทธิภาพการสื่อสารในองค์กร (อัครพนธ์ สายจีน, 2562) กล่าวว่า ประสิทธิภาพการสื่อสารในองค์กรคือการกำหนดเป้าหมายการสื่อสาร มอบหมายงานตามหน้าที่เพื่อป้อนข้อมูลข่าวสารให้สมาชิกภายในองค์กรให้ทราบถึงเป้าหมายที่มีร่วมกันและสมาชิกประเมินผลงานหรือผลของกิจกรรมขององค์กรอย่างสม่ำเสมอว่าได้ปฏิบัติงานได้ตามที่ผู้บังคับบัญชามีการสั่งหรือมอบหมายไว้หรือไม่สอดคล้องกับงานวิจัยเรื่องอิทธิพลของการสื่อสารและวัฒนธรรมในองค์กรที่ส่งผลต่อการยอมรับในภาระงานพนักงานบัญชีของบริษัทเอกชนด้านธุรกิจค้าปลีกของประเทศไทย (โสภิดา ปัณฑโมรา, 2560) พบว่า ปัจจัยด้านการสื่อสารในองค์กรมีความสัมพันธ์กับการยอมรับภาระงานในลักษณะและปริมาณที่เพิ่มขึ้น

ข้อเสนอแนะ

ข้อเสนอแนะสำหรับการศึกษาครั้งนี้

องค์กรยังไม่มีการจัดการนโยบายด้านระบบสารบรรณอิเล็กทรอนิกส์อย่างเป็นรูปธรรม แนวทางที่ทำให้องค์กรดำเนินการได้อย่างเป็นรูปธรรมและมีประสิทธิภาพในด้านการจัดการระบบสารบรรณอิเล็กทรอนิกส์มากขึ้น คือ การใช้กระบวนการจัดการเชิงกลยุทธ์เพื่อวางเทคนิคในการจัดการที่ส่งผลต่อการดำเนินงานระยะยาวและเพิ่มประสิทธิภาพขององค์กร ประกอบด้วย การวิเคราะห์สภาพแวดล้อมขององค์กร โดยศึกษาวิเคราะห์สภาพแวดล้อมภายในและสภาพแวดล้อมภายนอกองค์กรว่ามีอะไรบ้างที่เป็นโอกาสหรืออุปสรรค และปัจจัยภายในอะไรบ้างที่เป็นจุดแข็งหรือจุดอ่อนที่ส่งผลต่อความสำเร็จหรือความล้มเหลว เมื่อวิเคราะห์สภาพแวดล้อมขององค์กรแล้วจะต้องกำหนดทิศทางที่องค์กรต้องการโดยผู้บริหารต้องกำหนดภารกิจ วัตถุประสงค์ เป้าหมาย วิสัยทัศน์ พันธกิจ มีการวางแผนนโยบายเพื่อเป็นแนวทางในการดำเนินงานและตัดสินใจ ทั้งนี้หน่วยงานจะต้องมีการกำหนดทิศทางการพัฒนาองค์กรที่เกี่ยวข้องกับการใช้ระบบสารบรรณอิเล็กทรอนิกส์โดยปรับกระบวนทัศน์ในการทำงานจากการทำงานแบบเดิม เนื่องจากระบบสารบรรณอิเล็กทรอนิกส์เป็นกลไกสำคัญที่เพิ่มขีดความสามารถและเพิ่มศักยภาพให้กับองค์กร โดยเฉพาะการเพิ่มประสิทธิภาพในการปฏิบัติงานจะส่งผลในด้านที่เป็นประโยชน์ในมิติต่างๆ ได้แก่ ด้านประสิทธิภาพการทำงาน ด้านประสิทธิผลและด้านคุณภาพชีวิตในการทำงานและที่สำคัญ คือ องค์กรจะต้องสร้างกลยุทธ์ที่เหมาะสมกับองค์กร ออกกฎเกณฑ์หรือข้อบังคับให้พนักงานนำระบบสารบรรณอิเล็กทรอนิกส์มาใช้อย่างเต็มรูปแบบ

ซึ่งขั้นตอนหลังจากสร้างกลยุทธ์ที่เหมาะสมกับองค์กรได้แล้ว คือ การนำกลยุทธ์ไปปฏิบัติเพื่อเป็นการตอบสนองต่อแนวคิดหลักการขององค์กรสอดคล้องกับการเปลี่ยนแปลงของสภาวะแวดล้อม ผลักดันให้พนักงานเทศบาลเมืองท่าข้ามสามารถใช้ระบบสารบรรณอิเล็กทรอนิกส์ได้ในทุกส่วนราชการ ปรับเปลี่ยนวัฒนธรรมองค์กรให้มีลักษณะการทำงานที่เอื้อต่อประสิทธิภาพ ผู้บริหารจะต้องมีความกล้าหาญในการตัดสินใจ ความฉลาดเฉียบแหลมและความเข้มแข็งในการปรับเปลี่ยนนโยบายการบริหารงานให้ถูกทิศทาง ปรับเปลี่ยนทัศนคติและการปฏิบัติงานของพนักงาน สร้างค่านิยมที่ดีในการทำงาน สิ่งสำคัญที่สุดคือการทุ่มเทวางแผนการใช้ทรัพยากรและการจัดสรรอย่างเหมาะสมที่สุดและท้ายที่สุดองค์กรจะต้องประเมินกลยุทธ์เพื่อเป็นการตรวจสอบขั้นตอนของการบริหารเชิงกลยุทธ์ ซึ่งหัวใจสำคัญของการประเมินกลยุทธ์ ได้แก่ การทบทวนปัจจัยภายในและภายนอก การวัดผลการปฏิบัติงานและการนำไปปรับปรุงแก้ไขเพื่อให้สิ่งต่างๆเป็นไปตามแผนที่วางไว้

ข้อเสนอแนะสำหรับการศึกษาครั้งต่อไป

1. ผู้วิจัยได้ทำการศึกษากลุ่มตัวอย่างเฉพาะบุคลากรภายในเทศบาลเมืองท่าข้ามเพียงหน่วยงานเดียว ดังนั้น ในการศึกษาครั้งต่อไปผู้สนใจควรศึกษาสำนักงานอื่น เช่น สำนักงานอำเภอ สำนักงานท้องถิ่นจังหวัด เป็นต้น

2. ควรเพิ่มปัจจัยการศึกษาให้มากขึ้น เพื่อให้ได้ข้อมูลในการศึกษามากขึ้น เช่น ปัจจัยวัฒนธรรมภายในองค์กร ปัจจัยด้านสภาพแวดล้อม ปัจจัยด้านทัศนคติ เป็นต้น

3.ควรศึกษาปัญหาและอุปสรรคการปฏิบัติงานด้านระบบสารบรรณอิเล็กทรอนิกส์เพื่อนำมาปรับปรุง แก้ไขให้มีประสิทธิภาพ ยิ่งขึ้น

4. ผู้สนใจที่จะศึกษาในเรื่องนี้ควรนำผลวิจัยไปเปรียบเทียบหรือวิเคราะห์กับผลวิจัยในอนาคตเพื่อที่จะได้ทราบถึงความเปลี่ยนแปลงหรือแตกต่าง

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BUS-021

การศึกษาเรื่องปัจจัยด้านส่วนประสมทางการตลาด ในผลิตภัณฑ์ประเภทขวดเจลล้างมือ และขวดน้ำยาล้างจาน แบบพลาสติกรีไซเคิล ที่ส่งผลต่อความต้องการซื้อ

Education of the Marketing Mix Factors in Alcohol Gel Bottle and Dish Washing Bottle by Using Post-Consumer Recycled Plastic or PCR, Affected Purchase Intention

จิรทิปต์ เจนวิทยายศ Jiratip Janwithayayod[1]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อการศึกษา 1) แนวคิดด้านส่วนประสมทางการตลาด 2) แนวคิดเกี่ยวกับประเภทของผลิตภัณฑ์ แนวคิดเรื่องเศรษฐกิจหมุนเวียน และแนวคิดการตลาดสำหรับธุรกิจต่อธุรกิจ 3) ความสำคัญของการเป็นมิตรต่อสิ่งแวดล้อม และระดับความรับผิดชอบต่อสิ่งแวดล้อมขององค์กร ต่อการเพิ่มยอดขายของบรรจุภัณฑ์พลาสติก ในสินค้าประเภทขวดน้ำยาล้างจาน และขวดเจลล้างมือ ที่ใช้บรรจุภัณฑ์พลาสติกแบบรีไซเคิล ที่ส่งผลต่อความต้องการซื้อ โดยในการศึกษาค้นคว้าอิสระในครั้งนี้ ได้ทำการรวมข้อมูลทั้งสิ้นรวม 460 รายวิเคราะห์ข้อมูลโดยการแจกแจงความถี่ ค่าร้อยละ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน การเก็บข้อมูลกลุ่มตัวอย่างส่วนใหญ่ เป็นบริษัทจำกัด ผู้จัดจำหน่ายปลีก/ส่ง ของใช้ส่วนตัวและเวชภัณฑ์ ดำเนินธุรกิจ 1 - 10 ปี ทุนจดทะเบียนบริษัท 1 - 10 ล้านบาท ยอดขายของธุรกิจ 11 – 100 ล้านบาท และจำนวนพนักงาน 1 – 20 คน ได้รับแหล่งความรู้จากอินเตอร์เน็ต มีเหตุผลการลดการใช้ทรัพยากรธรรมชาติ และข้อได้เปรียบคือการอนุรักษ์สิ่งแวดล้อม แต่ไม่ได้รับความรู้เพียงพอ โดยกลุ่มตัวอย่างให้ความสำคัญของแนวคิดด้านผลิตภัณฑ์ แนวคิดด้านราคา และแนวคิดด้านช่องทางการจัดจำหน่าย ในภาพรวมอยู่ในระดับปานกลาง แต่ด้านการส่งเสริมการขาย ในภาพรวมอยู่ในระดับมาก และความสำคัญเกี่ยวกับการตัดสินใจเลือกซื้อ บรรจุภัณฑ์พลาสติกแบบรีไซเคิล ในภาพรวมอยู่ในระดับมากที่สุด

คำสำคัญ: *ปัจจัยด้านส่วนประสมทางการตลาดที่ส่งผลต่อความต้องการซื้อ, ผลิตภัณฑ์ประเภทขวดเจลล้างมือ, ผลิตภัณฑ์ประเภทขวดน้ำยาล้างจาน, ความต้องการซื้อ, พลาสติกรีไซเคิล*

Abstract

This research aimed to study 1) the Marketing Mix Factors, 2) the Category of Goods, the Circular Economy, and the Business-to-Business Marketing, 3) the Environmentally Friendly Significance, and the Organization Responsibility Level of Environment to Increase Plastic Packaging Sales Volume in Alcohol Gel Bottle and Dish Washing Bottle by Using Post-Consumer Recycled Plastic or PCR, Affected Purchase Intention. This research instrument, Sample group are employees in different organization, and there are 460 people were done by quantitative analysis, and then analyzed by Frequency, Percentage, Mean, and Standard Deviation (S.D.). The most sample group is a limited company, retail/wholesale distributors, personal care & medical supplies, 1 - 10 years operating; 1 - 10-million-baht company registered capital, sales 11 - 100 million baht sales and 1 - 20 employees. Received knowledge from the internet; there is a reason for reducing natural resources and thought that the advantage is environmental conservation, but do not have enough knowledge. The sample groups focus to product concepts, price, and distribution channels, the overall level is moderate. But promotional mix concept, the overall level is high level. And purchasing decisions on Post Consumer Recycled plastic packaging, the overall level is at the highest level.

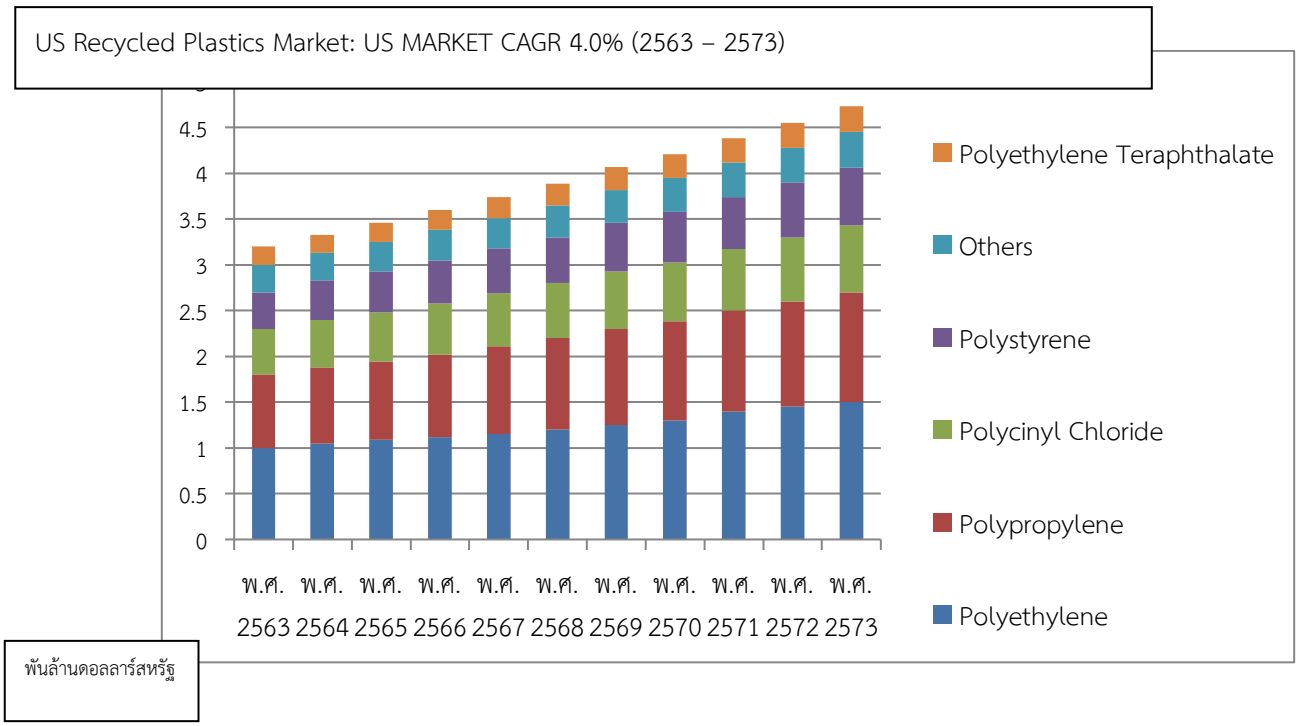
Keywords: *Education of the Marketing Mix Factors Affected Purchase Intention, Dish Washing Bottle, Alcohol Gel Bottle, Purchase Intention, Post Consumer Recycled Plastic or PCR*

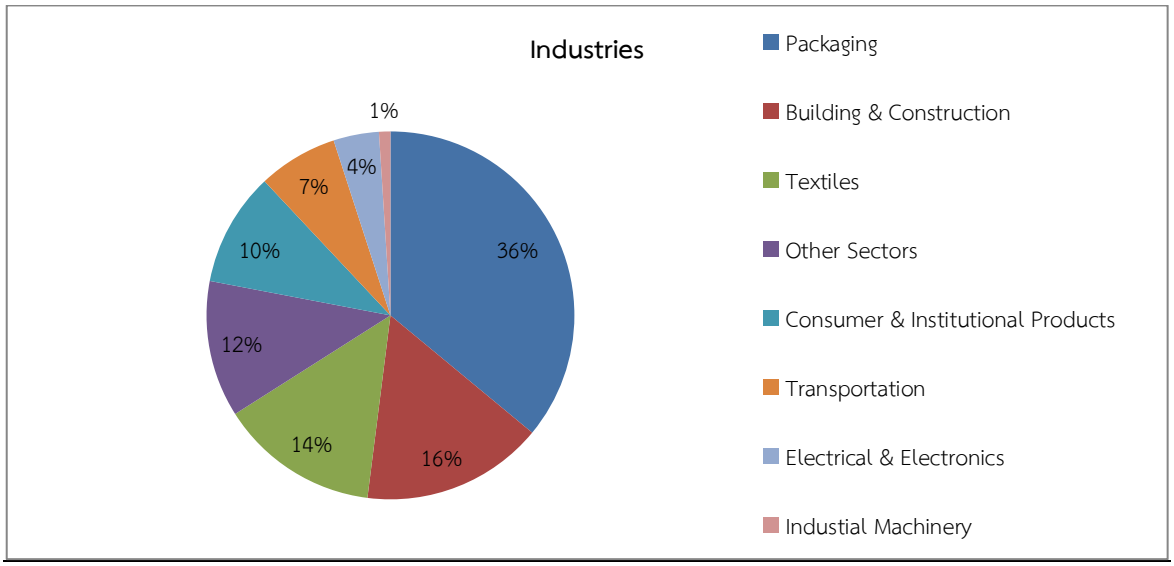
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บทนำ

จากหัวข้อการศึกษาค้นคว้าอิสระ การศึกษาเรื่องปัจจัยด้านส่วนประสมทางการตลาด ในผลิตภัณฑ์ประเภทขวดเจล ล้างมือ และขวดน้ำยาล้างจาน แบบพลาสติกรีไซเคิล ที่ส่งผลต่อความต้องการซื้อ โดยสภาพแวดล้อมทางการแข่งขันสถานการณ์ของอุตสาหกรรมการแข่งขันด้านธุรกิจบรรจุภัณฑ์พลาสติกในต้นปี พ.ศ. 2565 (มกราคม 2565 – มิถุนายน 2565) จากกลุ่มลูกค้าในต่างประเทศ บริษัท ท้อปเทร็นด์ แมนูแฟคเจอริ่ง จำกัด โดยรวมมียอดขาย และจำนวนสินค้าต่อการสั่งซื้อที่สูงขึ้น ถึงแม้ต้นทุนวัตถุดิบพลาสติกที่สูงขึ้น ประมาณร้อยละ 30-50 จากวิกฤตการณ์สงครามรัสเซีย – ยูเครน ราคาต้นทุนวัตถุดิบพลาสติกจะขึ้นอยู่และอ้างอิงกับปัจจัยราคาน้ำมัน โดยอุตสาหกรรมการนี้มีคู่แข่งขันส่วนใหญ่มาจากประเทศจีน และโปแลนด์ ซึ่งประเทศจีนกำลังประสบปัญหาสินค้าส่งไม่ทัน เนื่องจากประเทศจีนมีความไม่แน่นอนในการล็อกดาวน์ และ/หรือ คลายล็อกดาวน์ จากนโยบาย “Zero Covid” ของประเทศจีน โดยเฉพาะเมืองเซี่ยงไฮ้ ซึ่งเป็นเมืองเศรษฐกิจสำคัญของประเทศจีน และมีการจำกัดการใช้ไฟฟ้า ภายในประเทศ โดยทำงานได้เพียง 6 ชั่วโมงต่อวัน ในเฉพาะการผลิตสินค้าที่จำเป็น และประเทศโปแลนด์ก็ประสบปัญหา วิกฤตการณ์สงครามรัสเซีย – ยูเครน ทำให้มีวัตถุดิบพลาสติกในการผลิตไม่เพียงพอ จึงทำให้บริษัท ท้อปเทร็นด์ แมนูแฟคเจอริ่ง จำกัด มีโอกาสในการขายมากยิ่งขึ้นจากกลุ่มลูกค้าในต่างประเทศ และ สถานการณ์ของอุตสาหกรรมการแข่งขันด้านธุรกิจบรรจุภัณฑ์พลาสติกในต้นปี พ.ศ. 2565 (มกราคม 2565 – มิถุนายน 2565) จากกลุ่มลูกค้าภายในต่าง คู่แข่งจะมีการปรับราคาสินค้าเพิ่มขึ้น เนื่องจากต้นทุนวัตถุดิบพลาสติกที่สูงขึ้น ประมาณร้อยละ 30-50 จากวิกฤตการณ์สงครามรัสเซีย – ยูเครน ทำให้คู่แข่งบางรายไม่สามารถควบคุมราคาต้นทุนวัตถุดิบพลาสติกได้ ทำให้ราคาของบรรจุภัณฑ์จากคู่แข่งบางรายจำเป็นต้องมีการปรับราคาสินค้าขึ้น ซึ่งในต้นปี พ.ศ. 2565 ในรอบ 6 เดือน (มกราคม 2565 – มิถุนายน 2565) ยอดขายของบรรจุภัณฑ์พลาสติก ในสินค้าประเภทขวดเจลล้างมือ และขวดน้ำยาล้างจาน ลดลง โดยจากหัวข้อการศึกษาค้นคว้าอิสระ จากทำการศึกษาข้อมูลเพื่อการแก้ปัญหาเรื่องยอดขายของบรรจุภัณฑ์พลาสติก ในสินค้าประเภทขวดเจล ล้างมือ และขวดน้ำยาล้างจาน โดยการใช้บรรจุภัณฑ์พลาสติกแบบรีไซเคิล หรือ PCR ทำให้ทางผู้จัดทำคิดที่จะศึกษาและดำเนินการแก้ไข เพื่อทำให้ยอดขายของบรรจุภัณฑ์พลาสติก ในสินค้าประเภทขวดน้ำยาล้างจาน และเจลล้างมือ กลับมาเติบโต โดยการเริ่มต้นใช้บรรจุภัณฑ์พลาสติกแบบรีไซเคิล หรือ PCR ซึ่งถือว่าเป็นเทรนด์ในการรักษาสิ่งแวดล้อม มาเพิ่มยอดขายของบรรจุภัณฑ์พลาสติก ในสินค้าประเภทขวดน้ำยาล้างจาน และเจลล้างมือ โดยอ้างอิงข้อมูลสนับสนุนดังต่อไปนี้

1. บรรจุภัณฑ์พลาสติกแบบรีไซเคิล หรือ PCR มีโอกาสอัตราเติบโตขึ้นร้อยละ 4 ในตลาดประเทศสหรัฐอเมริกา (ในระหว่างปีพ.ศ. 2563 – 2573) โดยพลาสติกประเภท Polyethylene เป็นพลาสติกแบบรีไซเคิลที่มีการใช้มากที่สุด (Grand View Research, 2565) ในแผนภูมิที่ 1 และอุตสาหกรรมที่มีโอกาสใช้ ของพลาสติกแบบรีไซเคิล หรือ PCR มากที่สุดคือ อุตสาหกรรมบรรจุภัณฑ์ โดยมีอัตราสูงถึงร้อยละ 36 ในปี พ.ศ. 2563 (Grand View Research, 2563) ในแผนภูมิที่ 2





2. ในอนาคตประเทศไทยอาจจะมีการบังคับใช้ บรรจุภัณฑ์พลาสติกแบบรีไซเคิล หรือ PCR เฉกเช่นเดียวกับบางประเทศในยุโรป ที่มีกฎหมายในการบังคับใช้ บรรจุภัณฑ์พลาสติกแบบรีไซเคิล หรือ PCR อย่างน้อยร้อยละ 20-30 ภายในปี พ.ศ. 2568 โดยในประเทศอังกฤษและเครือสหราชอาณาจักรเริ่มมีการเก็บภาษีเพิ่ม จากผลิตภัณฑ์ที่ใช้บรรจุภัณฑ์พลาสติกแบบปกติ ไม่รีไซเคิล อย่างน้อยร้อยละ 20-30 โดยเริ่มในปี พ.ศ. 2565 (Ellen MacArthur Foundation, 2565) ในตารางที่ 1

Country	Eliminate problematic or unnecessary packaging	Plastic packaging is reusable, recyclable, or compostable	Effectively recycle or compost	Average recycled content
UK	Yes + Taxes (2565)	100%	70%	**30%**
France	Yes (2565)	100%	60%	**30%**
Chile	Yes	100%	35%	**25%**
Netherlands	Yes	100%	70%	**20%**
South Africa	Yes	100%	70%	**30%**
USA	Yes	100%	50%	**30%**
Poland	Yes	100%	55%	**25%**
Canada	Yes	100%	50%	**30%**
Oceania	Yes	100%	25%	**25%**

2568 Targets of National Plastics Pact

วัตถุประสงค์ของการวิจัย

1. แนวคิดด้านส่วนประสมทางการตลาด ต่อการเพิ่มยอดขายของบรรจุภัณฑ์พลาสติก ในสินค้าประเภทขวดน้ำยาล้างจานและขวดเจลล้างมือ ที่ใช้บรรจุภัณฑ์พลาสติกแบบรีไซเคิล ที่ส่งผลต่อความต้องการซื้อ

2. แนวคิดเกี่ยวกับประเภทของผลิตภัณฑ์ แนวคิดเรื่องเศรษฐกิจหมุนเวียน และแนวคิดการตลาดสำหรับธุรกิจต่อธุรกิจ ต่อการเพิ่มยอดขายของบรรจุภัณฑ์พลาสติก ในสินค้าประเภทขวดน้ำยาล้างจาน และขวดเจลล้างมือ ที่ใช้บรรจุภัณฑ์พลาสติกแบบรีไซเคิล ที่ส่งผลต่อความต้องการซื้อ

3. ความสำคัญของการเป็นมิตรต่อสิ่งแวดล้อม และระดับความรับผิดชอบต่อสิ่งแวดล้อมขององค์กร ต่อการเพิ่มยอดขายของบรรจุภัณฑ์พลาสติก ในสินค้าประเภทขวดน้ำยาล้างจาน และขวดเจลล้างมือ ที่ใช้บรรจุภัณฑ์พลาสติกแบบรีไซเคิล ที่ส่งผลต่อความต้องการซื้อ

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการวิจัยและศึกษาครั้งนี้คือ กลุ่มตัวอย่างลูกค้าประเภท B2B (Business to business) ที่ซื้อบรรจุภัณฑ์พลาสติกชนิดขวดไปบรรจุเจลล้างมือ และ/หรือ น้ำยาล้างจาน โดยเน้นหลักไปที่พนักงานที่ทำงานบริษัทกลุ่มลูกค้ากลุ่มเป้าหมายประเภท B2B (Business to business) แผนก Research & Development และ New Product Development

การเก็บข้อมูลในการศึกษา

การศึกษาครั้งนี้เป็นการวิจัยแบบการวิจัยเชิงปริมาณ (Quantitative Research) ซึ่งกำหนดเป็นเครื่องมือแบบสำรวจเก็บข้อมูลด้วยแบบสอบถาม และการวิจัยแบบการวิจัยเชิงคุณภาพ (Qualitative Research) โดยทำการเก็บข้อมูลจากกลุ่มตัวอย่างลูกค้าประเภท B2B (Business to business) ที่ซื้อบรรจุภัณฑ์พลาสติกชนิดขวดไปบรรจุเจลล้างมือ และ/หรือ น้ำยาล้างจาน

1. การเก็บข้อมูลแบบปฐมภูมิ (Primary Data) โดยจะเก็บข้อมูลจากกลุ่มตัวอย่างจากลูกค้า 445 ราย ใช้แบบแผนการสุ่มตัวอย่างแบบสะดวก ให้ผู้ตอบแบบสอบถาม กรอกแบบสอบถามเอง โดยใช้แบบสอบถามที่ผู้วิจัยปรับปรุง และพัฒนาขึ้น เมื่อได้รับแบบสอบถามที่กรอกข้อความเสร็จแล้ว ผู้วิจัยตรวจสอบความถูกต้องของแบบสอบถามทันทีเมื่อได้รับแบบสอบถามคืนจากผู้ตอบแบบสอบถามทุกราย ก่อนนำแบบสอบถามไปวิเคราะห์ข้อมูล และเก็บข้อมูลจากกลุ่มตัวอย่างจากลูกค้า 15 ราย ใช้แบบแผนการนัดสัมภาษณ์ โดยใช้แบบสัมภาษณ์ที่ผู้วิจัยปรับปรุงและพัฒนาขึ้น ควบคู่ไปการสัมภาษณ์ ก่อนนำแบบสัมภาษณ์ไปวิเคราะห์ข้อมูล รวมทั้งสิ้น 460 ราย

2. ข้อมูลทุติยภูมิ (Secondary Data)

ผู้วิจัยทำการศึกษาค้นคว้าและรวบรวมข้อมูลจากตำรา บทความ เอกสาร รายงาน วารสารต่างๆ ที่เกี่ยวข้องกับตัวแปรในกรอบแนวคิด โดยเป็นการเก็บข้อมูลเพื่อให้ทราบถึงแนวคิดทฤษฎีที่จะนำมาใช้ในงานวิจัย รายละเอียดต่างๆ ที่เกี่ยวข้อง

ขอบเขตของการวิจัย

ขอบเขตด้านเนื้อหาในการศึกษาครั้งนี้ผู้วิจัยได้มุ่งศึกษาเกี่ยวกับ การศึกษาเรื่องปัจจัยด้านส่วนประสมทางการตลาด ในผลิตภัณฑ์ประเภทขวดเจลล้างมือ และขวดน้ำยาล้างจาน แบบพลาสติกรีไซเคิล ที่ส่งผลต่อความต้องการซื้อ จึงเป็นเป้าหมายที่ถูกกำหนดและศึกษา ส่งผลให้เจ้าของธุรกิจหันมาให้ความสำคัญเกี่ยวกับความรุนแรงของปัญหาด้านสิ่งแวดล้อม ความสำคัญของการเป็นมิตรต่อสิ่งแวดล้อม และระดับความรับผิดชอบต่อสิ่งแวดล้อมขององค์กร มีผลกระทบต่อการเพิ่มยอดขายของบรรจุภัณฑ์พลาสติกแบบรีไซเคิล หรือ PCR ด้วยเหตุนี้ ผู้วิจัยในฐานะผู้จัดการฝ่ายขายในต่างประเทศ และพัฒนาธุรกิจ ในบริษัท ท้อปเทร็นด์ แมนูแฟคเจอริ่ง จำกัด มีความสนใจในการศึกษาถึงการแก้ปัญหาเรื่องยอดขายของบรรจุภัณฑ์พลาสติก ในสินค้าประเภทขวดเจลล้างมือ และขวดน้ำยาล้างจาน ที่ใช้บรรจุภัณฑ์พลาสติกแบบปกติ โดยการเปลี่ยนไปใช้บรรจุภัณฑ์พลาสติกแบบรีไซเคิล หรือ PCR เพื่อใช้เป็นข้อมูลในการพัฒนากลยุทธ์ทางการตลาดและเป็นแนวทางในการเพิ่มยอดขายของบริษัท ที่ได้ตั้งไว้

เครื่องมือที่ใช้ในการวิจัย

1. เครื่องมือที่ใช้ในการศึกษาสำหรับข้อมูลเชิงปริมาณ โดยใช้แบบสอบถามที่ผู้วิจัยปรับปรุงและพัฒนาขึ้นทั้งในรูปแบบ Google Form โดยการศึกษาในครั้งนี้ใช้แบบสอบถามในการเก็บรวบรวมข้อมูลซึ่งเป็นข้อมูลเชิงปริมาณ โดยแบบสอบถามแบ่งออกเป็น 4 ส่วน ดังนี้

ส่วนที่ 1 เป็นแบบสอบถามเกี่ยวกับองค์กรธุรกิจ

ส่วนที่ 2 เป็นแบบสอบถามเกี่ยวกับแนวความคิดการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม

ส่วนที่ 3 เป็นแบบสอบถามเกี่ยวกับแนวคิดด้านส่วนประสมทางการตลาด (4P) ต่อ การเพิ่มยอดขาย และการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม

ส่วนที่ 4 เป็นแบบสอบถามเกี่ยวกับการตัดสินใจเลือกซื้อบรรจุภัณฑ์พลาสติก ในสินค้าประเภท ขวดเจลล้างมือและขวดน้ำยาล้างจาน โดยการใช้บรรจุภัณฑ์พลาสติกแบบรีไซเคิล หรือ PCR

2. เครื่องมือที่ใช้ในการศึกษาสำหรับข้อมูลเชิงคุณภาพ ใช้แบบสัมภาษณ์ที่ผู้วิจัยปรับปรุงและพัฒนาขึ้น โดยการศึกษาในครั้งนี้ใช้แบบสัมภาษณ์ในการเก็บรวบรวมข้อมูลซึ่งเป็นข้อมูลเชิงคุณภาพ โดยแบบสัมภาษณ์แบ่งออกเป็น 2 ส่วน ดังนี้

ส่วนที่ 1 เป็นแบบสัมภาษณ์เกี่ยวกับองค์กรธุรกิจ

ส่วนที่ 2 เป็นแบบสัมภาษณ์เกี่ยวกับแนวความคิดการพัฒนาบรรจุภัณฑ์พลาสติก รวมทั้งปัจจัยและการตัดสินใจเลือกซื้อบรรจุภัณฑ์พลาสติกแบบรักษ์สิ่งแวดล้อมขององค์กร

วิธีการวิเคราะห์ข้อมูล

1. การวิเคราะห์ข้อมูลเชิงปริมาณ (Quantitative Analysis) โดยการใช้สถิติเชิงพรรณนา (Descriptive Statistics) โดยใช้ค่าความถี่ (Frequency) และค่าร้อยละ (Percentage) และการวิเคราะห์ข้อมูลเกี่ยวกับ ความต้องการเกี่ยวกับส่วนประสมทางการตลาด โดยใช้สถิติค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

2. การวิเคราะห์ข้อมูลเชิงคุณภาพ (Qualitative Analysis) โดยการใช้สถิติเชิงพรรณนา (Descriptive Statistics) โดยใช้ค่าความถี่ (Frequency) และค่าร้อยละ (Percentage) และใช้การวิเคราะห์ส่วนประกอบ (Component Analysis) โดยการวิเคราะห์ส่วนประกอบ เป็นการวิเคราะห์ข้อมูลและคุณสมบัติของส่วนประกอบของข้อมูลแต่ละชุด แล้วนำคุณสมบัติของส่วนประกอบของข้อมูลมาเปรียบเทียบเพื่อหาลักษณะร่วมที่เหมือนกันและแตกต่างกัน

สรุปผลการศึกษา

จากผลการศึกษา ผู้วิจัยเก็บข้อมูลจากกลุ่มตัวอย่างจากลูกค้า 15 ราย จากการสัมภาษณ์ และเก็บข้อมูลจากกลุ่มตัวอย่างที่มีผู้ตอบแบบสอบถามที่สนใจบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อมจำนวน 380 ชุด คิดเป็นร้อยละ 85.39 และไม่สนใจบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม 65 ชุด คิดเป็นร้อยละ 14.61 รวม 445 ชุด โดยผู้วิจัยได้นำเสนอผลการวิเคราะห์ข้อมูลออกเป็น 5 ส่วน ได้แก่ 1. การวิเคราะห์ข้อมูลเชิงคุณภาพจากการสัมภาษณ์ โดยใช้การวิเคราะห์ส่วนประกอบ 2. ข้อมูลลูกค้าองค์กรของกลุ่มตัวอย่าง 3. แนวความคิดการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม 4. แนวคิดด้านส่วนประสมทางการตลาด (4P) ต่อ การเพิ่มยอดขาย และการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม 5. ผลการทดสอบสมมติฐานโดยการวิเคราะห์ความถดถอยพหุคูณ (Multiple Regression Analysis)

1. การวิเคราะห์ข้อมูลเชิงคุณภาพจากการสัมภาษณ์ โดยใช้การวิเคราะห์ส่วนประกอบ องค์กรธุรกิจกลุ่มเป้าหมายส่วนใหญ่เป็นบริษัทจำกัด ผู้ผลิต, ผู้ส่งออก และผู้จัดจำหน่าย ในหมวดของใช้ส่วนตัวและเวชภัณฑ์ ระยะเวลาในการดำเนินธุรกิจอยู่ที่ 40 – 60 ปี ทุนจดทะเบียน 300 – 2,000 ล้านบาท ยอดขายในปี พ.ศ. 2564 อยู่ที่ 4,000 – 11,000 ล้านบาท และจำนวนพนักงาน 1,500 – 2,000 คน และการวิเคราะห์ส่วนประกอบของแนวความคิดการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม คือมีความสนใจบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม และบรรจุภัณฑ์พลาสติกแบบรีไซเคิล เนื่องจากเป็นลดขยะ ลดการใช้ทรัพยากรธรรมชาติ รวมทั้งเป็นการทำ CSR ขององค์กร ข้อได้เปรียบคือ การอนุรักษ์สิ่งแวดล้อม และความสามารถในการรีไซเคิล โดยบรรจุภัณฑ์พลาสติกแบบรีไซเคิล ควรมีราคาอยู่ที่ 7 ถึง 10 บาท ทางบริษัทสนใจจัดทำผ่านสื่อออนไลน์ต่างๆ โดยเน้น Youtube และจัดทำโปรโมชั่น เช่น การนำบรรจุภัณฑ์ที่ใช้มาแล้ว มาแลกเป็นส่วนลดในการซื้อสินค้าครั้งถัดไป

2. ข้อมูลลูกค้าองค์กรของกลุ่มตัวอย่าง จากกลุ่มตัวอย่าง 445 ราย ส่วนใหญ่องค์กรมีความสนใจในการใช้บรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม จำนวน 380 ราย คิดเป็นร้อยละ 85.39 เป็นบริษัทจำกัด จำนวน 338 ราย คิดเป็นร้อยละ 88.95 เป็นผู้จัดจำหน่าย ปลีก/ส่ง จำนวน 282 ราย คิดเป็นร้อยละ 41.11 เป็นธุรกิจของใช้ส่วนตัวและเวชภัณฑ์ จำนวน 327 ราย คิดเป็นร้อยละ 72.67 ดำเนินธุรกิจ 1 - 10 ปี จำนวน 164 ราย คิดเป็นร้อยละ 43.16 มีทุนจดทะเบียนบริษัท 1 - 10 ล้านบาท จำนวน 217 ราย คิดเป็นร้อยละ 57.11 ยอดขาย/รายได้ของธุรกิจ (ปี 2564) 11 – 100 ล้านบาท จำนวน 137 ราย คิดเป็นร้อยละ 36.05 และมีจำนวนพนักงาน 1 – 20 คน จำนวน 137 ราย คิดเป็นร้อยละ 36.05

3. แนวความคิดการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม โดยสามารถจำแนกข้อมูลที่มากที่สุด เป็นอันดับแรก จากการเก็บข้อมูล ได้ดังนี้ จากกลุ่มตัวอย่าง 380 ราย ส่วนใหญ่ได้รับแหล่งความรู้จากอินเตอร์เน็ต จำนวน 221 ราย คิดเป็นร้อยละ 23.02 สนใจบรรจุภัณฑ์ประเภทพลาสติก จำนวน 327 ราย คิดเป็นร้อยละ 56.09 มีเหตุผลการลดการใช้ทรัพยากรธรรมชาติ และขยะ จำนวน 198 ราย คิดเป็นร้อยละ 18.08 ข้อได้เปรียบคือการอนุรักษ์สิ่งแวดล้อม จำนวน 299 ราย คิดเป็นร้อยละ 53.88 และไม่ได้รับความรู้เพียงพอเกี่ยวกับบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม จำนวน 278 ราย คิดเป็นร้อยละ 73.16

4. แนวคิดด้านส่วนประสมทางการตลาด (4P) ต่อ การเพิ่มยอดขาย และการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อมพบว่าองค์กรของผู้ตอบแบบสอบถามให้ความสำคัญของแนวคิดด้านผลิตภัณฑ์ ต่อ การเพิ่มยอดขาย และการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม ในภาพรวมอยู่ในระดับปานกลาง ($\bar{X}$ = 2.96, S.D = 1.27) แนวคิดที่มากที่สุดอันดับแรก คือ องค์กรต้องการใช้บรรจุภัณฑ์แบบขวดพลาสติก ในรูปแบบรีไซเคิล สำหรับเจลล้างมือ มีความสำคัญอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.57, S.D = 0.89) ผลการวิเคราะห์แนวคิดด้านราคา ต่อ การเพิ่มยอดขาย และการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม พบว่าองค์กรของผู้ตอบแบบสอบถามให้ความสำคัญของแนวคิดด้านราคา ต่อ การเพิ่มยอดขาย และการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม ในภาพรวมอยู่ในระดับปาน

กลาง ($\bar{X}$ = 3.13, S.D = 1.38) แนวคิดที่มากที่สุดอันดับแรก คือ ราคาของบรรจุภัณฑ์แบบพลาสติกในรูปแบบรีไซเคิลควรอยู่ราคาชิ้นละ 7.50 – 10 บาท มีความสำคัญอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.51, S.D = 0.86) ผลการวิเคราะห์แนวคิดด้านช่องทางการจัดจำหน่าย ต่อ การเพิ่มยอดขาย และการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม พบว่าองค์กรของผู้ตอบแบบสอบถามให้ความสำคัญของแนวคิดด้านช่องทางการจัดจำหน่าย ต่อ การเพิ่มยอดขาย และการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม ในภาพรวมอยู่ในระดับปานกลาง ($\bar{X}$ = 3.00, S.D = 1.10) แนวคิดที่มากที่สุดอันดับแรก คือ องค์กรต้องการสั่งซื้อสินค้าผ่านตัวแทนการจัดจำหน่ายของบริษัท มีความสำคัญอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.51, S.D = 0.98) และผลการวิเคราะห์แนวคิดด้านส่วนประสมด้านการส่งเสริมการขาย ต่อ การเพิ่มยอดขาย และการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม พบว่า องค์กรของผู้ตอบแบบสอบถามให้ความสำคัญของแนวคิดด้านส่วนประสมด้านการส่งเสริมการขาย ต่อ การเพิ่มยอดขาย และการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม ในภาพรวมอยู่ในระดับมาก ($\bar{X}$ = 3.51, S.D = 1.06) แนวคิดที่มากที่สุดอันดับแรก คือ องค์กรต้องการส่วนลดร้อยละ 10 เมื่อรูปแบบการชำระเงินเป็นเงินสด มีความสำคัญอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.65, S.D = 0.92)

5. ผลการทดสอบสมมติฐานโดยการวิเคราะห์ความถดถอยพหุคูณ (Multiple Regression Analysis)

ตารางที่ 2 ตารางแสดงการวิเคราะห์การถดถอยพหุคูณพบว่า ตัวแปรที่มีค่าสัมประสิทธิ์ถดถอยในการพยากรณ์ได้ดีที่สุดเมื่อเทียบกับค่าคงที่ คือ ด้านราคา ด้านช่องทางจัดจำหน่าย และด้านการส่งเสริมการขาย ตามลำดับ ตัวแปรที่มีค่าสัมประสิทธิ์ถดถอยในการพยากรณ์ในทิศทางตรงข้าม คือ ด้านผลิตภัณฑ์

ตัวแปรพยากรณ์	B	Std. Error	Beta	t	Sig
ด้านผลิตภัณฑ์	-.270	.096	-.245	-2.801	.005
ด้านราคา	.190	.096	.168	1.983	.048
ด้านช่องทางการจัดจำหน่าย	.086	.088	.068	.976	.330
ด้านส่วนประสมด้านการส่งเสริมการขาย	.038	0.73	.027	.523	.601
R = 0.147 R^2 = 0.527 R^2adj = 0.011 *Sig = 0.000**					

*มีระดับนัยสำคัญทางสถิติ (α) ที่ระดับ 0.05

อภิปรายผลการวิจัย

ผลการวิจัยพบว่า ส่วนใหญ่องค์กรมีความสนใจในการใช้บรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม จำนวน 380 ราย คิดเป็นร้อยละ 85.39 จากการการเก็บข้อมูลเชิงปริมาณ 445 ราย

ซึ่งสอดคล้องกับงานวิจัยของ เทพรัตน์ ฤทธิ์สุข (2550) ได้ศึกษาเรื่อง การกำหนดกลยุทธ์ เพื่อเพิ่มความสามารถในการแข่งขันทางการตลาดของถุงพลาสติกที่ผลิตจากเม็ดโพลีเอธีลีน ประเภทความหนาแน่นต่ำ หรือ Low Density Polyethylene: LDPE) กรณีศึกษาบริษัท T-Plastic จำกัด ผลการวิจัยพบว่า ระดับความพึงพอใจของ กลุ่มตัวอย่างประเภทถุงพลาสติกประเภทซิป ถุงถนอมอาหารและถุงบรรจุผลไม้ของบริษัท T-PLASTIC จำกัด ในด้านคุณลักษณะและประโยชน์การพึงพอใจด้านผลิตภัณฑ์ โดยกลุ่มตัวอย่างมีความพึงพอใจในเรื่องของการเป็นมิตรกับสิ่งแวดล้อมมากที่สุด ซึ่งสอดคล้องกันเมื่อเปรียบเทียบกับงานวิจัย จำนวนร้อยละของข้อมูลเหตุผลที่องค์กรสนใจบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม จะพบว่าส่วนใหญ่มีเหตุผลการลดการใช้ทรัพยากรธรรมชาติ และขยะ จำนวน 198 ราย คิดเป็นร้อยละ 18.08 และสอดคล้องกันเมื่อเปรียบเทียบกับงานวิจัย จำนวนร้อยละของข้อมูลข้อได้เปรียบของบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม จะพบว่าส่วนใหญ่คิดว่าข้อได้เปรียบคือการอนุรักษ์สิ่งแวดล้อม จำนวน 299 ราย คิดเป็นร้อยละ 53.88

ซึ่งสอดคล้องกับงานวิจัยของ เนติ มหาวรากร (2551) ศึกษาเรื่อง ปัจจัยทางการตลาดของผลิตภัณฑ์ยาสระผมเพื่อสิ่งแวดล้อมที่มีผลต่อการตัดสินใจซื้อของผู้บริโภค ผลการวิจัยพบว่า กลุ่มตัวอย่างมีค่าเฉลี่ยของระดับความสำคัญของปัจจัยในการซื้อผลิตภัณฑ์ยาสระผมเกี่ยวกับ ปัจจัยทางการตลาดของผลิตภัณฑ์ยาสระผม เพื่อสิ่งแวดล้อมที่มีผลต่อการตัดสินใจซื้อของผู้บริโภค ในปัจจัยทางด้านผลิตภัณฑ์ในระดับมาก ได้แก่ ด้านผลิตภัณฑ์ไม่มีผลกระทบต่อสิ่งแวดล้อม ซึ่งสอดคล้องกันเมื่อเปรียบเทียบกับงานวิจัย จำนวนร้อยละของข้อมูลเหตุผลที่องค์กรสนใจบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม จะพบว่าส่วนใหญ่มีเหตุผลการลดการใช้ทรัพยากรธรรมชาติ และขยะ จำนวน 198 ราย คิดเป็นร้อยละ 18.08 และสอดคล้องกันเมื่อเปรียบเทียบกับงานวิจัย จำนวนร้อยละของข้อมูลข้อได้เปรียบของบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม จะพบว่าส่วนใหญ่คิดว่าข้อได้เปรียบคือการอนุรักษ์สิ่งแวดล้อม จำนวน 299 ราย คิดเป็นร้อยละ 53.88

ซึ่งสอดคล้องกับงานวิจัยของ พีรภาส สุทธิเนตร (2554) ศึกษาเรื่อง กลยุทธ์ธุรกิจ กลยุทธ์การตลาด และปัจจัยในการสร้างมูลค่าตราสินค้าที่มีผลต่อพฤติกรรมการซื้อ กรณีศึกษาน้ำอัดลมบรรจุขวดพลาสติก “เป๊ปซี่” บริษัท เสริมสุข จำกัด (มหาชน) ผลการวิจัยพบว่า กลุ่มตัวอย่างเลือกบรรจุภัณฑ์ประเภทขวดพลาสติกมากที่สุด จากการจำแนกตามพฤติกรรมของผู้บริโภคด้านการเลือกซื้อน้ำอัดลมตามบรรจุภัณฑ์ มากกว่าบรรจุภัณฑ์ประเภทชวดแก้ว และบรรจุภัณฑ์ประเภทกระป๋อง ซึ่งสอดคล้องกันเมื่อเปรียบเทียบกับงานวิจัย จำนวนร้อยละของข้อมูลชนิดของบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม จะพบว่าส่วนใหญ่สนใจบรรจุภัณฑ์ประเภทพลาสติก จำนวน 327 ราย คิดเป็นร้อยละ 56.09 และสอดคล้องกันเมื่อเปรียบเทียบกับงานวิจัย ค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน ของแนวคิดด้านผลิตภัณฑ์ ต่อ การเพิ่มยอดขาย และการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม แนวคิดที่มากที่สุดอันดับแรก คือ องค์กรต้องการใช้บรรจุภัณฑ์แบบขวดพลาสติก ในรูปแบบรีไซเคิล สำหรับเจลล้างมือ มีความสำคัญอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.57, S.D = 0.89)

ซึ่งสอดคล้องกับงานวิจัยของ รพีพรรณ ศิริโภคานนท์ (2556) ศึกษาเรื่อง การศึกษาความสัมพันธ์ระหว่างทัศนคติต่อสิ่งแวดล้อม กับพฤติกรรมการบริโภคที่เป็นมิตรต่อสิ่งแวดล้อมของผู้บริโภคในเขตกรุงเทพมหานคร ผล การวิจัยพบว่า กลุ่มตัวอย่างมีทัศนคติต่อสิ่งแวดล้อมเป็นไปในแนวอนุรักษ์ธรรมชาติมีทัศนคติที่ดีและเป็นมิตรต่อสิ่งแวดล้อม ซึ่งสอดคล้องกันเมื่อเปรียบเทียบกับงานวิจัย จำนวนร้อยละของข้อมูลเหตุผลที่องค์กรสนใจบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม จะพบว่าส่วนใหญ่มีเหตุผลการลดการใช้ทรัพยากรธรรมชาติ และขยะ จำนวน 198 ราย คิดเป็นร้อยละ 18.08 และสอดคล้องกันเมื่อเปรียบเทียบกับงานวิจัย จำนวนร้อยละของข้อมูลข้อได้เปรียบของบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม จะพบว่าส่วนใหญ่คิดว่าข้อได้เปรียบคือการอนุรักษ์สิ่งแวดล้อม จำนวน 299 ราย คิดเป็นร้อยละ 53.88

ซึ่งไม่สอดคล้องกับงานวิจัยของ กิ่งกาญจน์ พุฒเจริญ (2558) ศึกษาเรื่อง การศึกษาความเป็นไปได้ในการลงทุนธุรกิจคัดแยกขยะรีไซเคิล อำเภอปลวกแดง จังหวัดระยอง ผลการวิจัยพบว่า ส่วนต่างราคาขยะรีไซเคิลที่มีมากที่สุด จะเป็นราคาขยะรีไซเคิลประเภทโลหะ รองลงมาจะเป็น ขยะรีไซเคิลประเภทพลาสติก ซึ่งไม่สอดคล้องกันกับ ตารางที่ 36 ค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน ของแนวคิดด้านราคา ต่อ การเพิ่มยอดขาย และการพัฒนาบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม แนวคิดที่มากที่สุดอันดับแรก คือ ราคาของบรรจุภัณฑ์แบบพลาสติกในรูปแบบรีไซเคิลควรอยู่ราคาชิ้นละ 7.50 – 10 บาท มีความสำคัญอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.51, S.D = 0.86)

ข้อเสนอแนะ

ข้อเสนอแนะสำหรับการศึกษาครั้งนี้

ในการศึกษาค้นคว้าอิสระ การศึกษาเรื่องปัจจัยด้านส่วนประสมทางการตลาด ในผลิตภัณฑ์ประเภทขวดเจลล้างมือ และขวดน้ำยาล้างจาน แบบพลาสติกรีไซเคิล ที่ส่งผลต่อความต้องการซื้อ พบว่า องค์กรส่วนใหญ่มีความสนใจในการใช้บรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม แต่ไม่ได้รับความรู้เพียงพอเกี่ยวกับบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม ซึ่งผู้วิจัยมองว่าเป็นโอกาสที่ให้บริษัท สามารถเพิ่มฐานลูกค้าองค์กรเกี่ยวกับบรรจุภัณฑ์พลาสติกแบบรักษ์สิ่งแวดล้อม โดยต้องสร้างการรับรู้ข้อมูลเกี่ยวกับผลิตภัณฑ์และบริการ ผ่านสื่อต่างๆ และพนักงานขายของบริษัท เพิ่มมากขึ้น เพื่อรักษาฐานลูกค้าองค์กร และการขยายฐานลูกค้าองค์กร โดยการเปิดตลาดบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อม

ด้านผลิตภัณฑ์ จากงานวิจัยลูกค้าองค์กรส่วนใหญ่ต้องการใช้บรรจุภัณฑ์แบบขวดพลาสติก ในรูปแบบรีไซเคิล สำหรับน้ำยาล้างจาน และเจลล้างมือ ซึ่งผู้วิจัยมองว่าเป็นโอกาสที่ให้บริษัท สามารถเพิ่มฐานลูกค้าองค์กรเกี่ยวกับบรรจุภัณฑ์พลาสติกแบบรักษ์สิ่งแวดล้อม

ด้านราคา จากงานวิจัยลูกค้าองค์กรส่วนใหญ่ต้องการให้บรรจุภัณฑ์แบบพลาสติกในรูปแบบรีไซเคิลควรอยู่ราคาชิ้นละ 7.50 – 10 บาท ซึ่งผู้วิจัยมองว่าเป็นโอกาสที่ให้บริษัท สามารถเพิ่มฐานลูกค้าองค์กรเกี่ยวกับบรรจุภัณฑ์พลาสติกแบบรักษ์สิ่งแวดล้อม โดยการทำให้ราคาไม่สูงขึ้นจนเกินไป อีกทั้งให้เครดิตการชำระเงิน 30 วัน สำหรับลูกค้าองค์กรขนาดใหญ่ และขนาดปานกลาง อีกทั้งให้การผ่อนชำระสำหรับลูกค้าองค์กรขนาดเล็กที่มีประวัติการซื้อขายดี

ด้านช่องทางการจัดจำหน่าย จากงานวิจัยลูกค้าองค์กรส่วนใหญ่ยังคงต้องการสั่งซื้อสินค้าผ่านตัวแทนการจัดจำหน่ายของบริษัท ซึ่งผู้วิจัยมองว่าเป็นโอกาสที่ให้บริษัท สามารถเพิ่มฐานลูกค้าองค์กรเกี่ยวกับบรรจุภัณฑ์พลาสติกแบบรักษ์สิ่งแวดล้อม โดยยังเน้นการติดต่อสื่อสารที่ดีของพนักงานขาย ควบคู่ไปกับช่องทางใหม่ๆ เพื่ออำนวยความสะดวกแก่ลูกค้าองค์กร และพนักงานขายของบริษัท

ด้านส่วนประสมด้านการส่งเสริมการขาย จากงานวิจัยลูกค้าองค์กรส่วนใหญ่ให้พนักงานขายติดต่ออย่างสม่ำเสมอ ซึ่งผู้วิจัยมองว่าเป็นโอกาสที่ให้บริษัท สามารถเพิ่มฐานลูกค้าองค์กรเกี่ยวกับบรรจุภัณฑ์พลาสติกแบบรักษ์สิ่งแวดล้อม โดยให้พนักงานขายใช้สื่อออนไลน์ต่างๆ เพื่อให้ข้อมูลกับลูกค้าองค์กร และให้ส่วนลดร้อยละ 10 เมื่อชำระเงินเป็นเงินสด สำหรับลูกค้าองค์กรที่มีประวัติการซื้อขายดี

ข้อเสนอแนะในการศึกษาครั้งต่อไป

ควรทำการศึกษาในกลุ่มเป้าหมายที่เป็นลูกค้าส่วนบุคคล นอกเหนือจากกลุ่มลูกค้าองค์กร เพื่อจะได้ทราบพฤติกรรม และแนวคิดเกี่ยวกับบรรจุภัณฑ์แบบรักษ์สิ่งแวดล้อมของลูกค้าส่วนบุคคลมากขึ้น อีกทั้งควรศึกษาปัจจัยที่ส่งผลการซื้อสินค้า โดยใช้สื่อออนไลน์เป็นช่องทางในการติดต่อสื่อสาร และประชาสัมพันธ์ เช่น Youtube, Tiktok เป็นต้น

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การศึกษาแนวทางการเพิ่มการระดมทุนเพื่อการพัฒนาอสังหาริมทรัพย์

A study on an approach to raise capital for real estate development

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บทคัดย่อ

การศึกษาแนวทางการเพิ่มการระดมทุนเพื่อการพัฒนาอสังหาริมทรัพย์ การศึกษาครั้งนี้จะทำการเก็บ ข้อมูลปฐมภูมิ (Primary Data) โดยการสร้างบทสัมภาษณ์ผู้บริหาร เพื่อวิเคราะห์ภาพรวม มุมมองของธุรกิจ และทิศทางขององค์กรในอนาคต และการเก็บข้อมูลทุติยภูมิ (Secondary Data) เพื่อนำข้อมูลที่ได้มาวิเคราะห์ และอภิปรายข้อมูลจากการสืบค้นทฤษฎี และงานวิจัย ซึ่งปัจจัยที่นำมาประเมินทางเลือกการระดมทุนได้แก่ (1) ต้นทุนทางการเงินในการระดมทุน (2) ความเป็นไปได้ (3) โอกาสทางธุรกิจ (4) ความยืดหยุ่นในการการชำระผลตอบแทน โดยใช้เทคนิคการวิเคราะห์แบบหลายปัจจัย (Multi-Criteria Analysis : MCA) วัตถุประสงค์ของการศึกษา เพื่อศึกษาทางเลือกการระดมทุนที่เหมาะสม และสอดคล้องกับกลยุทธ์องค์กรมากที่สุด และเพื่อทราบผลการเปรียบเทียบการระดมทุนในแต่ละช่องทางที่จะนำไปสู่การตัดสินใจในทางเลือกการระดมทุน จากการศึกษาพบว่าการระดมผ่าน REIT เป็นการระดุมทุนที่สอดคล้องกับธุรกิจขององค์กรมากที่สุด ซึ่งเป็นแนวทางการระดมทุนที่เฉพาะด้าน เจาะจงธุรกิจ เพื่อนำเงินไปใช้ในการลงทุน และพัฒนาโครงการใหม่ที่กำลังจะเกิดขึ้นได้ ถือเป็นการเพิ่มศักยภาพในการพัฒนาอสังหาริมทรัพย์ และยังไม่เสียสัดส่วนการถือหุ้นในบริษัทฯ การระดมทุนประเภทนี้เป็นการพัฒนารูปแบบของการระดมทุนผ่านอสังหาริมทรัพย์ ให้มีมาตรฐานที่มีความเป็นสากล เพิ่มความคล่องตัวในการระดมทุน

คำสำคัญ : การระดมทุน , การพัฒนาอสังหาริมทรัพย์

Abstract

A study on an approach to raise capital for real estate development, which this study collects primary data by creating interviews with executives in order to analyze overall business perspective and direction of the organization in the future; and secondary data are collected in order to be analyzed and discussed through theories and researches. The factors used to assess capital raising options are: (1) financial cost of capital raising (2) feasibility (3) business opportunity (4) flexibility of return payment by using multi-criteria analysis (MCA). The aims of this study are to study appropriate and corresponding capital raising options that most fit organizational strategy and to be aware of comparative findings of capital raising in each channel that will lead to decision to select the capital raising option. From the study, it was found that capital raising through REIT is the most corresponding option for the business of the organization as it is a specific capital raising option for particular business. It is a capital raising for further investment and for new project development. It is considered an efficiency enhancement for real estate development and it does not reduce number of company's share holding. This kind of capital raising enhances capital raising forms through real estate so that it has universal standards, improves agility of capital raising.

Keyword: Raise capital, Real estate development

บทนำ

ความเป็นมา และความสำคัญของปัญหาขององค์กร

เนื่องด้วย บริษัท เอสอาร์ที แอสเสท จำกัด เป็นองค์กรที่เพิ่งจัดตั้งกิจการ ทำให้กิจยังไม่มีรายได้จากการดำเนินงานการรับจ้างบริหารอสังหาริมทรัพย์ และการจัดสรรพื้นที่ อีกทั้งด้วยสถานะภาพขององค์กรเป็นหน่วยงานรัฐวิสาหกิจจึงทำให้องค์กรไม่สามารถดำเนินงานหารายได้จากการทำกิจการอื่นที่นอกเหนือจากพันธกิจขององค์กร จึงทำให้องค์กรจำเป็นต้องใช้เงินทุนในการบริหารจัดการค่าใช้จ่ายต่างๆในองค์กร ทำให้บริษัทฯ ยังประสบปัญหาเกี่ยวกับเงินทุนที่มีอยู่อย่างจำกัดทำให้ไม่สามารถดำเนินงานในส่วนที่ต้องใช้เงินลงทุนได้ เพราะการพัฒนาพื้นที่โครงการ หรือเพิ่มมูลค่าสินทรัพย์ จำเป็นต้องใช้เงินทุนในการบริหารจัดการ และการลงทุนใน

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โครงการเป็นอย่างมาก ดังนั้นองค์กรจึงให้ความสนใจเกี่ยวกับการระดมทุน เพื่อนำมาใช้ในการต่อยอดธุรกิจ การพัฒนาพื้นที่โครงการ และการเพิ่มมูลค่าของอสังหาริมทรัพย์ การทำรายงานค้นคว้าอิสระครั้งนี้จึงเป็นการศึกษาแนวทางการเพิ่มการระดมทุนเพื่อการพัฒนาอสังหาริมทรัพย์

วัตถุประสงค์ของการวิจัย

1.เพื่อศึกษาทางเลือกการระดมทุนที่เหมาะสม และสอดคล้องกับกลยุทธ์องค์กรมากที่สุด

2.เพื่อทราบผลการเปรียบเทียบการระดมทุนในแต่ละช่องทาง ที่จะนำไปสู่การตัดสินใจในการเลือกทางเลือกการระดมทุน

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

จำนวนประชากร และกลุ่มตัวอย่างสำหรับข้อมูลเชิงคุณภาพ ผู้บริหารบริษัท เอสอาร์ที แอสเสท จำกัด ซึ่งจะเป็นผู้ที่มีความรู้ความสามารถ มีความชำนาญ มีประสบการณ์ และเป็นผู้ที่ทราบถึงข้อมูลขององค์กรเป็นอย่างดี เป็นการการสุ่มตัวอย่างโดยไม่ใช้ความน่าจะเป็น (Nonprobability sampling) การเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive sampling)

ขอบเขตการศึกษา

การศึกษาครั้งนี้เป็นการศึกษาทางเลือกการระดมทุนเพื่อการพัฒนาอสังหาริมทรัพย์ จากนั้นจึงพิจารณาตัดสินใจเลือกทางใดทางเลือกหนึ่ง ที่เหมาะสมกับของ บริษัท เอสอาร์ที แอสเสท จำกัด มากที่สุด การศึกษาครั้งนี้จะทำการเก็บ ข้อมูลปฐมภูมิ (Primary Data) โดยการสร้างบทสัมภาษณ์ผู้บริหาร เพื่อวิเคราะห์ภาพรวม มุมมองของธุรกิจ และทิศทางขององค์กรในอนาคต และการเก็บข้อมูลทุติยภูมิ (Secondary Data) เพื่อนำข้อมูลที่ได้มาวิเคราะห์ และอภิปรายข้อมูลจากการสืบค้นข้อมูลผ่านทฤษฎี และงานวิจัย โดยมีระยะเวลา 1 สิงหาคม 2565 – 15 ตุลาคม 2565

วิธีการเก็บข้อมูลในการศึกษา

การเก็บข้อมูลเชิงคุณภาพแบบปฐมภูมิ ทำการเก็บรวมรวมข้อมูล โดยทำการสัมภาษณ์เชิงลึก ผู้บริหาร บริษัท เอสอาร์ที แอสเสท จำกัด ถึงมุมมองของธุรกิจ การวางกลยุทธ์ และทิศทางขององค์กรในอนาคต เพื่อนำข้อมูลจากการสัมภาษณ์มาวิเคราะห์องค์กร เพื่อที่จะนำไปใช้ตัดสินใจเลือกช่องทางการระดมทุนให้สอดคล้องและเหมาะสมกับกลยุทธ์องค์กร

การเก็บข้อมูลแบบทุติยภูมิ ทำการศึกษาค้นคว้าข้อมูลจากแหล่งข้อมูลภายใน และแหล่งข้อมูลภายนอกองค์กร ได้แก่ หนังสือ และบอกความที่เกี่ยวข้อง งานวิจัย วิทยานิพนธ์ รายงานค้นคว้าอิสระ ที่ได้ทำการคว้าจากห้องสมุด หรือ อินเทอร์เน็ต เพื่อศึกษาเกี่ยวกับช่องทางการระดมทุน ลักษณะการระดมทุน รวมไปถึง ข้อดี และข้อเสียจากการระดมทุนช่องทางนั้นๆ และศึกษาวิธีการวิเคราะห์ทางเลือก การตัดสินใจ

วิธีการวิเคราะห์ข้อมูล

วิธีการวิเคราะห์ข้อมูลเชิงคุณภาพ วิธีการวิเคราะห์เชิงเนื้อหา (Content Analysis) การวิเคราะห์ข้อมูลที่ได้จากศึกษางานวิจัย ทฤษฎี บทความ เอกสารที่เกี่ยวข้อง และการสัมภาษณ์ผู้ที่มีความรู้ความเชี่ยวชาญ เพื่อนำมาศึกษา ตีความ และทบทวนสิ่งที่ศึกษา เพื่อนนำมาวิเคราะห์แนวทางการระดมทุนที่เหมาะสมกับองค์กรมากที่สุด ศึกษา และวิเคราะห์ศักยภาพในแต่ละทางเลือก (Alternative Analysis) หลังจากที่รวบรวมทางเลือกที่เป็นไปได้ทั้งหมดจากการสัมภาษณ์ และการเก็บรวมรวมข้อมูลทุติยภูมิ จึงจะทำการศึกษารายละเอียดในแต่ละทางเลือก และวิเคราะห์ศักยภาพในแต่ละทางเลือก โดยมีขั้นตอนสำคัญคือ การระบุเกณฑ์ (Criteria) ที่จะใช้ในการประเมินประสิทธิภาพของแต่ละทางเลือก ซึ่งเกณฑ์ที่ใช้จะต้องสอดคล้องกับข้อมูลพื้นฐาน ที่ได้จากขั้นตอนการระบุปัญหา เพื่อให้สามารถแก้ปัญหาได้ตรงกับสาเหตุที่แท้จริง แล้วจึงทำการสำรวจข้อมูลเพื่อประเมินศักยภาพ ของทางเลือกเปรียบเทียบในแต่ละเกณฑ์

เครื่องมือที่ใช้ในการศึกษาสำหรับข้อมูลเชิงคุณภาพ

การสัมภาษณ์แบบมีโครงสร้าง (Structure interview) เครื่องมือที่ใช้ในการศึกษาข้อมูลเป็นการสัมภาษณ์เชิงลึก โดยบทสัมภาษณ์แบ่งเป็น 4 ช่วง ส่วนที่ 1 แบบสัมภาษณ์ข้อมูลทั่วไป ส่วนที่ 2 การรับรู้องค์กร และการวิเคราะห์องค์กร ส่วนที่ 3 แนวทางการระดมทุน ส่วนที่ 4 ความคาดหวังจากการระดมทุน

วิธีการประเมินทางเลือก

การตัดสินใจเลือกทางเลือกที่เหมาะสมที่สุด (Choice Process) การประเมินทางเลือกจะกำหนดให้ใช้การประเมินทางเลือกที่เหมาะสมโดยใช้เทคนิคการวิเคราะห์แบบหลายปัจจัย (Multi-Criteria Analysis : MCA) ได้แก่ (1) ต้นทุนทางการเงินในการระดมทุน (2) ความเป็นไปได้ (3) โอกาสทางธุรกิจ (4) ความยืดหยุ่นในการการชำระผลตอบแทน เนื่องจากอาจจะมีความเป็นไปได้

ที่จะมีทางเลือกที่เหมาะสมได้มากกว่าหนึ่งทางเลือก ต้องทำการพิจราณาเปรียบเทียบศักยภาพของทางเลือกทั้งหมด และทำาการเลือกทางเลือกที่มีศักยภาพในเกณฑ์ที่พิจารณาสูงที่สุด

สรุปผลการวิจัย

ผลการศึกษาข้อมูลปฐมภูมิ

การเก็บข้อมูลปฐมภูมิครั้งนี้เป็นการเลือกกลุ่มเป้าหมายแบบเฉพาะเจาะจง โดยผู้ให้การสัมภาษณ์เป็นผู้ที่มีมีความรู้ ความสามรถ และรู้จักองค์กรเป็นอย่าง และเป็นผู้ที่มีประสบการณ์การทำงานที่เกี่ยวข้องทางด้านการเงิน และการบริหารธุรกิจโดยตรง จากการสัมภาษณ์สามารถสรุปได้ว่า

จากการสัมภาษณ์พบว่า องค์กรมีเป้าหมายในการพัฒนาพื้นที่ของการรถไฟแห่งประเทศไทยเพื่อให้ได้ประโยชน์สูงสุด เพื่อการฟื้นฟูการรถไฟ และทำประโยชน์ให้แก่ประชาชนทั่วไปได้ด้วย สร้างให้เกิดชุมชน สร้างงาน สร้างความสะดวกสบายให้กับประชาชน และสร้างมูลค่าเพิ่มจากการบริหารทรัพย์สินของการรถไฟแห่งประเทศไทย ผสานความรับผิดชอบต่อสังคม และความใส่ใจในสิ่งแวดล้อมในการดำเนินธุรกิจสู่การพัฒนาที่ยั่งยืน สร้างองค์กรแห่งการเรียนรู้ด้วยบรรยากาศในการทำงานที่เป็นสุข ควบคู่กับการพัฒนาบุคลากรเพื่อความเป็นเลิศอย่างมืออาชีพ กลยุทธ์ในการดำเนินงาน โดยวางเป้าไว้ว่าจะทำรายได้ให้กับ รฟท. จะนำพื้นที่ที่มีศักยภาพมาพัฒนาก่อน ในส่วนโครงการใหญ่ และโครงการที่สามารถหาเงินเข้ามาได้ทันทีจะเป็นกลยุทธ์ ที่จะทำให้องค์กรมีรายได้ให้รถไฟมากที่สุด ภาพในอนาคตองค์กรจะเป็นนักพัฒนาอสังหาริมทรัพย์ที่ดูแลโครงการใหญ่ที่สุด เพราะมีโครงการใหญ่ๆที่อยู่ในความดูแลเป็นจำนวนมาก และจะเป็นหน่วยงานที่พัฒนาอสังหาริมทรัพย์เพื่อประชาชนที่ใหญ่ที่สุด เหตุผลที่องค์กรต้องการเพิ่มการระดมทุน เนื่องจากในหลายพื้นที่ที่องค์กรดูแลอยู่นั้นมีศักยภาพ ที่จะสามารถสร้างมูลค่าได้เป็นอย่างมาก ซึ่งองค์กรเราต้องการระดุมทุน เพื่อที่จะนำเงินเหล่านี้มาพัฒนา และต่อยอดธุรกิจ เพื่อสร้างรายได้สูงสุดให้แก่ รฟท. การระดุมทุนเพื่อสร้างโครงการถือเป็นเรื่องที่ดีเนื่องจากจะเป็นการสร้างรายได้ให้แก่องค์กร และ รฟท. แล้ว ยังสามารถ พัฒนาชุมชน กระตุ้นเศรษฐกิจได้อีกด้วย จึงคิดว่าการระดุมทุนในการสร้างโครงการแล้วเนี่ยน ทุกส่วนจะได้ประโยชน์จากการสร้าง การระดมทุนแบบใด เหมาะสมกับองค์กรมากที่สุดคือ กอง REIT และหุ้นกู้ อีกทั้ง ณ ขณะนี้องค์มีลักษณะของกระแสเงินออก จ่ายเงินเป็นก้อนเล็กๆบ่อยๆ เช่น จัดซื้อจัดจ้างซื้อของใช้ภายในบริษัท จ้างเหมาบริการ ที่ต้องชำระเป็นรายเดือนทุกๆเดือน เงินเดือนพนักงาน และถ้าในอนาคตเราขึ้นโครงการเราอาจจะมีค่าใช้จ่ายก้อนใหญ่จากการสร้างโครงการแน่นอน และ ลักษณะของกระแสเงินเข้า ในขณะนี้มีเพียงรายได้ดอกเบี้ยเท่านั้น แต่ในอนาคตตามแผนงานจะมีรายได้เข้าหลายรูแปบบเนื่องจากสัญญาเช่า จะมีการ ชำระเป็น รายวัน รายเดือน รายปี หรือถ้าเราสามารถปล่อยโครงการใหญ่ได้เราก็จะมีเงินก้อนใหญ่เข้ามา ในส่วนที่เป็นเช่าเล็กๆ ก็จะมีเงินเป็นก้อนเล็กเข้ามาเรื่อยๆ เนื่องจากเป็นรัฐวิสาหกิจที่เพิ่งทำดำเนินการจัดตั้งจึงทำให้เราไม่มีสินทรัพย์ที่สามารถเปลี่ยนเป็นเงินสดได้เร็วในมือจะมีสินทรัพย์เพียงอย่างคือเงินสด และเรื่องที่มีผลต่อการพิจารณาช่องทางการระดมทุนคือต้นทุนการระดมทุน มีผลต่อการระดมทุน เนื่องจาก ถ้าเราสามารถระดมทุนได้มากโดยที่มีต้นทุนในการระดมทุนต่ำก็ถือว่าเป็นเรื่องที่ดีที่เราจะสามารถนำเงินที่ได้มานั้นไปพัฒนาพื้นที่ต่อไป ต้นทุนยิ่งต่ำยิ่งดี และ การระดมทุนนั้นมีผลต่อโอกาสทางธุรกิจ การระดมทุนบางช่องทางเป็นการระดมทุนในวงแคบ ซึ่งมีเพียงนักลงทุนบางกลุ่มเท่านั้นที่จะสามารถ รู้จัก หรือร่วมลงทุน แต่การระดมทุนบางช่องทางเป็นการระดมทุนในวงกว้างที่สามารถเข้าถึงกลุ่มนักลงทุนได้หลากหลาย ซึ่งการเข้าถึงนักลงทุนที่หลากหลายได้นี้เราอาจจะได้รับโอกาสในการทำธุรกิจมากยิ่งขึ้น ถือเป็นการสร้างตัวตน สร้างความน่าเชื่อถือไปในวงกว้าง จะเป็นการสร้างเครดิตให้กับองค์กรอีกด้วย อีกทั้ง การชำระผลตอบแทนให้แก่ผู้ลงทุน การชำระผลตอบแทนนั้นจะต้องอยู่ในกรอบที่เราสามารถชำระได้ เนื่องจากการเริ่มทำโครงการในระยะแรกอาจจะต้องใช้เงินลงทุนจำนวนมาก และในการเปิดให้บริการโครงการในปีแรกนั้นๆอาจไม่ก่อให้เกิดกำไรมากนะ จึงอาจจะต้องคำนวณผลกำไร และอัตราการจ่ายผลตอบแทนให้สอดคล้องกัน อีกทั้งการเพิ่มการระดมทุนจะเพิ่มประสิทธิภาพของการของการทำงานได้แน่นอน เนื่องจากเป็นการเพิ่มศักยภาพทางด้านการเงินขององค์กรในการลงทุนด้วย เพราะการพัฒนาต้องใช้เงินลงทุนจำนวนมาก และเป็นการลงทุนที่ให้ผลตอบแทนได้กับทุกฝ่าย การเพิ่มการระดมทุนจะทำให้องค์กรเติบโตอย่างยั่งยืน นอกจากองค์ก็เราจะเติบโตแล้ว เรายังสามารถที่จะช่วย รฟท. ปลดหนี้ตามแผนฟื้นฟูเศรษฐกิจได้อีกด้วย

ผลการศึกษาข้อมูลทุติยภูมิ

จากการศึกษาข้อมูลแบบปฐมภูมิโดยการสัมภาษณ์ผู้บริหาร ผ่านการวิเคราะห์องค์กรโดยใช้เครื่องมือ SWOT Analysis และการศึกษาแบบทุติยภูมิผ่าน บทความ หนังสือ อินเตอร์เน็ต การระดมทุนที่ศึกษามี 4 รูปแบบคือ (1) การกู้ยืม (2) ตราสารหนี้ (3) REIT (4) Real estate-backed ICO ทำให้สรุปผลการศึกษาในแต่ละช่องทางการระดมทุนได้ดังนี้

1. การกู้ยืม

ข้อดี : ของทางเลิกนี้คือ การชำระดอกเบี้ยสถาบันการเงินจะเป็นผู้กำหนดระยะเวลาการผ่อนรวมถึงการกำหนดจำนวนชำระในแต่ละงวดอาจกำหนดให้ชำระทุก 3 เดือน หรือ 6 เดือน ซึ่งทำให้กิจการสามารถไปวางแผนทางการเงินได้ในการชำระหนี้เป็นการช่วยลดความกดดันในการชำระหนี้ หากชำระหนี้ได้ตรงตามเวลาที่กำหนดจะได้เป็นลูกค้าชั้นดีของสถาบันการเงิน โดยการเป็นลูกค้าชั้นดีของสถาบันการเงินนั้นอาจได้รับสิทธิพิเศษเช่น สามารถขอกู้เงินจากธนาคารได้ง่ายขึ้น หรือสามารกู้เงินได้ในวงเงินที่เพิ่มมาก

ขึ้น อีกทั้งยังสามารถนำเงินก้อนที่ได้จากธุรกิจมาปิดหนี้ได้ก่อนกำหนด และค่าใช้จ่ายที่เกิดขึ้นของดอกเบี้ยจ่ายสามารถนำมาลดหย่อนภาษีได้

ข้อเสีย : ของทางเลิกนี้คือ ในการกู้เงินจากแหล่งกู้เงินนั้นต้องหาทรัพย์สินมาค้ำประกัน หรือการได้รับการค้ำประกันจากหน่วยงานอื่นๆ ทำให้เสี่ยงต่อการถูกยึดในอนาคตได้หรือเสียเครดิตจากองค์กรที่ค้ำประกันให้ได้ หากคุณสมบัติของผู้กู้ไม่เข้าหลักเกณฑ์ของสถาบันการเงินก็จะถูกปฏิเสธจากสถาบันการเงิน และอาจจะทำให้ไม่สามารถขอสินเชื่อกับสถาบันการเงินนั้นๆ หากค้างชำระหนี้ล่าช้ากว่าที่สถาบันการเงินได้กำหนด โดยการชำหนี้ค่าปรับนั้นจะต้องชำระคืนพร้อมกับดอกเบี้ยที่ผิดนัดชำระอีกด้วย ซึ่งถือว่าเป็นความเสี่ยงอย่างหนึ่งในกรณีที่ธุรกิจมีระบบจัดการหนี้ที่ไม่ดีพอหรือมีความล่าช้า

2. การระดมทุนผ่านตราสารหนี้ (Debt Instruments) โดยการออกหุ้นกู้

ข้อดี : ของทางเลิกนี้คือ เป็นเครื่องมือที่มีประโยชน์ต่อผู้ออก โดยเฉพาะด้านต้นทุนทางการเงิน และยังมีกระบวนการออกที่ไม่ซับซ้อนเท่ากับตราสารทุน ทำให้การระดมทุนสามารถจัดการได้ตรงกับความต้องการและสอดคล้องกับภาวะตลาด การออกตราสารหนี้จะช่วยลดการพึ่งพาสถาบันการเงิน และช่วยลดภาระดอกเบี้ยให้แก่องค์กรอีกด้วย อีกทั้งการออกตราสารหนี้จะมีการกำหนดอายุวันชำระดอกเบี้ยและเงินต้น รวมถึงอัตราดอกเบี้ย (Coupon) ที่ชัดเจนทำให้องค์กรสามารถกำหนดจำนวนเงิน และระยะเวลาการใช้เงินให้สอดคล้องกับกระแสเงินสดที่จะได้รับในอนาคตของผู้ออก ทำให้สามารถบริหารจัดการให้สอดคล้องกัน อีกทั้งยังสามารถวางแผนการชำระดอกเบี้ยหรือการวางแผนการชำระเงินต้นได้โดยมีประสิทธิภาพไม่มีการขาดการชำระ และการออกตราสารหนี้จะมีต้นทุนทางการเงินที่ต่ำกว่าการกู้เงินจากธนาคาร เนื่องจากไม่ต้องผ่านตัวกลางทางการเงิน ผู้ถือหุ้นกู้มีฐานะเป็นเจ้าหนี้ของบริษัทไม่ใช่ผู้ถือหุ้น ดังนั้นจะทำให้องค์กรไม่เสียอำนาจในการควบคุมแต่อย่างใด ดอกเบี้ยหุ้นกู้เป็นค่าใช้จ่ายซึ่งนำไปหักจากรายได้ ทำให้บริษัทได้รับประโยชน์ทางด้านภาษีเงินได้ ในขณะที่เงินปันผลที่จ่ายให้แก่ผู้ถือหุ้นจะถือเป็นค่าใช้จ่ายไม่ได้

ข้อเสีย : ของทางเลิกนี้คือ ในกรณีที่บริษัทไม่สามารถชำระเงินต้นหรือผิดนัดการจ่ายดอกเบี้ยผู้ถือหุ้นกู้มีสิทธิในฐานะเจ้าหนี้ที่จะบังคับให้บริษัทปฏิบัติตามสัญญา หรือฟ้องล้มละลาย ซึ่งถ้าเป็นบริษัทล้มละลายแล้วเจ้าหนี้มีสิทธิที่จะได้รับชำระหนี้เต็มจำนวนจากค่าขายสินทรัพย์ในกองล้มละลายก่อนที่จะคืนให้ผู้ถือหุ้นบุริมสิทธิและผู้ถือหุ้นสามัญ การกู้ยืมโดยการ ออกหุ้นกู้ทำให้บริษัทมีภาระเกี่ยวกับดอกเบี้ยซึ่งจะต้องชำระตามกำหนดไม่ว่าบริษัทจะมีรายได้เพียงพอหรือไม่ ในกรณีที่บริษัทมีรายได้ต่ำบริษัทอาจจะไม่มีเงินสดเพียงพอที่จะจ่ายดอกเบี้ยให้ทันตามกำหนดซึ่งอาจจะมีผลเสียหายต่อบริษัทจนถึงล้มละลายได้ โดยเฉพาะอย่างยิ่งเมื่อจำนวนเงินกู้ยืมมากและอัตราดอกเบี้ยสูงเกินกว่าผลตอบแทนที่บริษัทจะได้รับจากการนำเงินที่ได้จากกู้ยืมไปลงทุน

3. การระดมทุนผ่านทรัสต์เพื่อการลงทุนในอสังหาริมทรัพย์ (Real Estate Investment Trust: REIT) การจัดตั้งกองทรัสต์ REIT นั้นมีวัตถุประสงค์หลักคือ การระดมทุน โดยนำเงินไปเพื่อลดภาระหนี้ หรือเพื่อนำไปขยายการลงทุน

ข้อดี : ของทางเลิกนี้คือ เป็นแหล่งในการระดมทุนที่ต้นทุนทางการเงินต่ำกว่าการออกหุ้นสามัญ อีกทั้งการระดมทุนด้วย REIT ไม่จำเป็นจะต้องเสียสัดส่วนการถือหุ้นในบริษัทฯ ไปให้นักลงทุนรายอื่น ซึ่งถือว่าเป็นข้อได้เปรียบกว่าการออกหุ้นเพิ่มทุนที่จะมีจำนวนหุ้นเพิ่มขึ้น (Dilution) การจ่ายเงินเงินปันผลที่กองทุน REIT จะดำเนินการโดย REIT ที่จะต้องเป็นผู้จ่ายลตอบแทนให้แก้ผู้ลงทุน โดยไม่ได้เป็นสัญญาผูกพันทางกฎหมายนั่นหมายถึงต่อผู้ขายสิทธิการเช่าให้กอง REIT เมื่อกองทุน REIT สามารถดำเนินงานมีกำไร จึงจะจ่ายปันผล ยกเว้นการประกันอัตราการจ่ายปันผลขั้นต่ำในปีแรก ซึ่งต่างจากตราสารหนี้ที่ต้องจ่ายดอกเบี้ยให้ตรงตามกับที่ตกลงกันไว้มิฉะนั้นอาจมีผลฟ้องร้องตามกฎหมายตามมา ซึ่งในมุมมองของบริษัทพัฒนาอสังหาริมทรัพย์ รายได้จากการเก็บค่าเช่านั้นสม่ำเสมอก็จริง แต่ใช้เวลานานมากกว่าที่จะได้ทำเงินนั้นไปลงทุนต่อ ถ้าบริษัทสามารถที่จะแปลงรายได้ที่พึงได้รับในอนาคตมาเป็นเงินในปัจจุบัน ก็จะสามาถทำให้สร้างผลตอบแทนได้เร็วมากยิ่งขึ้น โดยที่บริษัทที่ขายสินทรัพย์เข้ากองทุน REIT นั้น อีกทั้งยังสามารถถือสิทธิการเช่า (Leasehold) ในกองทุนบางส่วนได้โดยการถือหุ้นในกองทุน REIT นั้นๆได้

ข้อเสีย : ของทางเลิกนี้คือ เนื่องจากการขายสิทธิการเช่า (Leasehold) ให้กอง REIT จึงทำให้สิทธิในการจัดการ หรือสิทธิในการเป็นผู้ให้เช่าได้ตกไปอยู่ที่กอง REIT ทั้งหมด การดำเนินการใช่ช่วงแรกอาจมีความซับซ้อนและใช่ระยะเวลานาน

4. ระดมทุนผ่านสินทรัพย์ดิจิทัล (Digital token) โดยการ Real estate-backed ICO

ข้อดี : ของทางเลิกนี้คือ ICO นั้นเป็นการระดมทุนสมัยใหม่ ซึ่งเป็นไปได้ด้วยเทคโนโลยี Blockchain ทำให้ ปัจจุบันไม่จำเป็นต้องผ่านกระบวนการที่ยุ่งยาก และมี Requirement ที่มากเท่าการระดมทุนแบบ IPO บุคคล หรือกลุ่มใดก็ตามที่สนใจจะระดมทุน ICO ก็เพียงแค่สร้างเว็บไซต์ รวบรวมทีม สร้าง Whitepaper และทำการ โปรโหมด เพียงเท่านี้ก็สามารถระดมทุนได้มากมาน โดยใช้ระยะเวลาอันสั้น รวมทั้งการระดมทุนแบบ ICO สามารถทำได้เพียงมีเว็บไซต์ ผู้ลงทุนรายย่อย หรือใครก็ตามสามารถเข้ามาช่วยระดมทุนได้ ทำให้ได้รับเงินมากกว่าการระดมทุน IPO ที่มีจำกัดเพียงวงแคบ เท่านั้น ด้วยเหตุผลดังกล่าวทำให้การระดมทุน ICO เป็นที่นิยมอย่างมากในวงการ ICO เนื่องจากทางฝั่งที่ต้องการระดมทุนก็สามารถระดมทุนได้ง่ายกว่าเมื่อก่อน และฝั่งนักลงทุนก็สามารถสนับสนุนโปรเจกต์ด้านคริปโตใหม่ ๆ ที่จะมาปฏิวัติโลกของเราได้ พร้อมทั้งเป็นการลงทุนที่มีโอกาสได้เงินหลายเท่ากลับมาภายในตัว

ผลตอบแทน Real Estate-backed ICO จะมีความยืดหยุ่นกว่า REIT เพราะผู้ออกโทเคนสามารถ กำหนดผลตอบแทนเป็นเงิน สิทธิ หรือประโยชน์อื่น ๆ ก็ได้ ขณะที่ผลตอบแทนของ REIT จะเป็นเงินปันผล ที่ได้จากการดำเนินงาน

ข้อเสีย : ของทางเลือกนี้คือ โปรเจกต์ ICO ยังมีอัตราการล้มเหลวที่สูง เนื่องจากโปรเจกต์ต่าง ๆ อาจจะไม่ใช่โปรเจกต์ที่มีพื้นฐานดี ดังเช่น บริษัทที่ทำการระดมทุน IPO พื้นฐานในที่นี้หมายถึง ที่ปรึกษา, ประสบการณ์ในอุตสาหกรรม, ความสามารถในการบริหารเงิน, เงินทุน, ฐานลูกค้า และอื่น ๆ อีกมากมาย รวมทั้ง ICO ส่วนใหญ่ที่เกิดขึ้นมานั้น อาจไม่ได้เป็นที่ต้องการ หรือมีคุณค่าต่อผู้บริโภคจริง ๆ

จากนั้นจะกำหนดให้ใช้การประเมินทางเลือกที่เหมาะสมโดยใช้เทคนิคการวิเคราะห์แบบหลายปัจจัย (Multi-Criteria Analysis : MCA) หรือการพิจารณาหลายเกณฑ์ โดยใช้ข้อมูลจากการศึกษาข้อมูลปฐมภูมิ จากการสัมภาษณ์ผู้บริหารสามารถกำหนดเกณฑ์การประเมินทางเลือกในการระดมทุนดังนี้ (1)ต้นทุนทางการเงินในการระดมทุน (2)ความเป็นไปได้ (3)โอกาสทางธุรกิจ (4)ความยืดหยุ่นในการการชำระผลตอบแทน จากเกณฑ์ข้างต้นที่กำหนดถือเป็นเกณฑ์ที่จะช่วยพิจารณา และเป็นเครื่องมือที่ช่วยในการตัดสินทางเลือกในการระดมทุน ให้สอดคล้องกับความต้องการขององค์กรได้ โดยที่ผลรวมมากที่สุด จะถือว่าเป็นทางเลือกการระดมทุนเหมาะสมกับองค์กรมากที่สุด ส่วนผลรวมที่น้อยที่สุดจะถือว่าเป็นทางเลือกการระดมทุนเหมาะสมกับองค์กรน้อยที่สุด

ทางเลือก	ต้นทุนทางการเงินในการระดมทุน (20 %)	ความเป็นไปได้ (20 %)	โอกาสทางธุรกิจ (30 %)	ความยืดหยุ่นในการการชำระผลตอบแทน (30 %)	รวม (100%)
การกู้ยืม	5	14	10	16	45
ตราสารหนี้	14	19	17	18	68
REIT	18	16	19	28	81
Real estate-backed ICO	16	9	16	20	61

จากตารางข้างต้นทำให้ สามารถสรุปผลจากตารางข้างต้องได้ดังนี้ การกู้ยืมรวม 45% ตราสารหนี้รวม 68% REIT รวม 81% Real estate-backed ICOรวม 63% ซึ่งจะเห็นได้ว่าช่องทางการระดมทุนที่ได้ร้อยละมากที่สุดคือ REIT อธิบายได้ว่าการระดุมผ่าน REIT เนื่องจากเป็นการระดุมทุนที่สอดคล้องกับธุรกิจหลักขององค์กร ซึ่งการนำอสังหาริมทรัพย์ที่มีรายได้แล้ว มาระดมทุนเพื่อนำเงินไปใช้ในการลงทุนและพัฒนา โครงการใหม่ได้ และยังไม่เสียสัดส่วนการถือหุ้นในบริษัทฯ อีกทั้งการ การจ่ายเงินเงินปันผลที่กองทุน REIT จะดำเนินการโดย REIT ที่จะต้องเป็นผู้จ่ายลตอบแทนให้แก้ผู้ลงทุน โดยไม่ได้เป็นสัญญาผูกพันทางกฎหมายนั่นหมายถึงต่อผู้ขายสิทธิการเช่าให้กอง REIT เมื่อกองทุน REIT สามารถดำเนินงานมีกำไร จึงจะจ่ายปันผล และยังสามารถถือกรรมสิทธิ์ในกองทุนบางส่วนได้โดยการถือหุ้นในกองทุนREIT นั้นๆได้ องค์กรยังสามารถนำเงินจากการระดมทุนมาใช้เหมาะสม และเกิดประโยชน์สูงสุด ซึ่งการระดมทุนประเภทนี้เป็นการพัฒนารูปแบบของการระดมทุนผ่านอสังหาริมทรัพย์ ให้มีมาตรฐานที่มีความเป็นสากล เพิ่มความคล่องตัวในการระดมทุน โดยทางผู้จัดการกองทรัสต์ (REIT Manager) เป็นผู้เชี่ยวชาญ สามารถให้คำปรึกษา ช่วยเหลือ แนะนำในแต่ละกระบวนการ และราคาที่เหมาะสมให้ทาง Sponsor ได้ตัดสินใจในการขายสิทธิการเช่าให้แก้กองทุนในราคาที่เหมาะสมได้ อีกทั้ง REIT Manager จะเป็นผู้กำหนดกลยุทธ์ กำหนดแผนการดำเนินงานของ และจัดหาผลประโยชน์จากสิทธิการเช่า (Leasehold) บริหารจัดการ ดูแลพื้นที่พร้อมจัดหาผลประโยชน์ พิจารณาการจ่ายส่วนแบ่งกำไรให้แก่ผู้ลงทุน ซึ่งถือว่าเป็นการลดภาระหน้าที่ให้กับองค์กรในการบริหารจัดการทั้งหมด ทำให้องค์สามารถไปลงทุนเพื่อพัฒนาอสังหาริมทรัพย์ต่อไปได้ ทำให้องค์กรสามารถนำเงินที่ได้จากการระดมทุนเพื่อไปพัฒนาอสังหาริมทรัพย์ในโครงการใหม่ๆได้ ลดความยุ่งยากในเรื่องของการหาแหล่งเงินทุน การกู้ยืมกับทางธนาคารและต้นทุนดอกเบี้ยจ่าย และสามารถกลับมาเป็นผู้บริหารอสังหาริมทรัพย์ของโครงการโดยใช้ความเชี่ยวชาญเดิมที่รู้จักโครงการเป็นอย่างดี และได้รับค่าบริหารเป็นการตอบแทนโดยสามารถเข้ามาดำรงตำแหน่งได้ทั้ง REIT Manager และ Property Manager ทำให้สามารถรักษากรรมสิทธิ์ของอสังหาริมทรัพย์นั้นไว้ได้ เนื่องจากเลือกขายทรัพย์สินแบบ Leaseho ทั้งนี้กอง REIT ถือเป็น ทางเลือกในการระดมทุนโดยการนำอสังหาริมทรัพย์ที่จัดหาผลประโยชน์ในรูปแบบ ค่าเช่ามาระดมทุนจากผู้ลงทุน เพื่อนำเงินที่ได้ไปใช้ในการลงทุนและพัฒนาโครงการใหม่ๆ

อภิปรายผลการวิจัย

จากการศึกษา และการอภิปรายผลการศึกษาแนวทางการเพิ่มการระดมทุนเพื่อการพัฒนาอสังหาริมทรัพย์ สามารถสรุปผลจากการวิเคราะห์พบได้ดังนี้ การระดมทุนผ่าน REIT เป็นการระดมทุนที่จะช่วยให้องค์สามารถพัฒนาธุรกิจ และเพิ่มศักยภาพในการพัฒนาอสังหาริมทรัพย์ได้ ซึ่งในการเข้าถึงแหล่งการระดมทุนที่เหมาะสมกับธุรกิจขององค์กรทจะทำให้องค์กรสามารถบริหารจัดการทางการเงินได้เป็นอย่างดี งานวิจัยที่สอดคล้องศศนันท์ ศาสตร์สาระ และกอบชัย เมฆดี (2564) การเข้าถึงแหล่งเงินทุน และปัญหาการเข้าถึงแหล่งเงินทุนของผู้ประกอบการวิสาหกิจชุมชน วัตถุประสงค์การศึกษา เพื่อปัญหาการเข้าถึงแหล่งเงินทุน และแนวทางแก้ไขปัญหา

การจัดหาเงินทุนตามลำดับขั้นทำการพิจารณาแล้วว่าการระดมทุนภายในในขั้นแรกนั้นไม่สามารถเป็นไปได้เนื่องจากมีเงินทุนไม่เพียงพอ จึงพิจารณาให้จัดหาแหล่งเงินทุนเพิ่มจากภายนอกซึ่งผู้ตอบแทนภายนอกมีการรับรู้ข้อมูลที่ไม่เท่าเทียมกับผู้บริหารจึงทำให้นักลงทุนได้ผลตอบแทนที่ดีกว่า โดยสอดคล้องกับทฤษฎีการจัดหาเงินทุนตามลำดับขั้น (Pecking Order Theory) Mayer(1984) ได้มีการตั้งสมมติฐานว่าผู้บริหารเป็นผู้ที่ทราบถึงความสามารถ และข้อมูลภายในขององค์กรมากที่สุด เมื่อจำเป็นที่จะต้องจัดหาแหล่งเงินทุนเพิ่ม จะพิจารณาถึงต้นทุนทางการเงินด้วย ผู้บริหารควรใช้แหล่งเงินทุนภายในเป็นอันดับแรก การจัดหาเงินทุนจากภายใน (Internal financing) และหากจำเป็นต้องใช้แหล่งเงินทุนภายนอก งานวิจัยที่สอดคล้องอัญชิสา นิสพันธุ์ (2562) การทดสอบทฤษฎีการจัดกาเงินทุนตามลำดับขั้นของโครงสร้างเงินทุน (Pecking order theory) รูปแบบการจัดหาแหล่งเงินทุนที่แน่นอนขึ้นอยู่กับสถานการณ์ และโอกาสที่กิจการสามารถทำได้

โครงสร้างทางการเงิน จากการศึกษารายงานทางการเงินขององค์ และบทสัมภาษณ์ผู้บริหารทำให้ทราบว่า แม้ในขนาดนี้องค์กรยังไม่มีรายได้ แต่ไม่มีการก่อหนี้ ทำให้ง่ายต่อการระดุมทุนเนื่องจากไม่มีภาระหนี้สินที่ถือเป็นต้นทุนทางการเงินที่ต้องชำระ ถือเป็นการวางแผนโครงสร้างทางการเงินในอนาคตและบริหารสัดส่วนทางกราเงินไม่ให้ก่อหนี้มากเกินไป โดยสอดคล้องกับทฤษฎีแลกเปลี่ยน (Trade-off Theory) วรรณรพี บานชื่นวิจิตร ,บดินทร์ ธาดากิจวรคุณ (2563) องค์กรควรมีโครงสร้างทางการเงิน และสัดส่วนของหนี้สินที่ดี ต้องหาสมดุลจากประโยชน์ของการก่อหนี้ และความเสี่ยงที่จะทำให้องค์กรล้อมละลาย โครงสร้างทางการเงินที่ดีต้องสามารถทำให้องค์กรมีมูลค่าเพิ่มมากขึ้นจากการประหยัดทางภาษีที่เพิ่มมากขึ้น

เป้าหมายในการดำเนินธุรกิจขององค์กรต้องการพัฒนาพื้นที่ของการรถไฟแห่งประเทศไทยเพื่อให้ได้ประโยชน์สูงสุด เพื่อการฟื้นฟูการรถไฟ และทำประโยชน์ให้แก่ประชาชนทั่วไปได้ด้วย สร้างให้เกิดชุมชน สร้างงาน สร้างความสะดวกสบายให้กับประชาชน ซึ่งในการบริหารจัดการนี้ สอดคล้องกับทฤษฎีผู้พิทักษ์ผลประโยชน์ (Steward-ship Theory) ดร.ธกานต์ ชาติวงค์ (2560)โดย Donaldson, L. และ Davis, J. H. (1991) ทฤษฎีผู้พิทักษ์ผลประโยชน์มีแนวคิดว่า ผู้บริหารที่ไม่มีผลประโยชน์ทับซ้อนจะทำหน้าที่เป็น “ผู้พิทักษ์” (Steward) เพื่อรักษาผลประโยชน์ ขององค์กรมากกว่าผลประโยชน์ส่วนตัว ซึ่งการกระทำดังกล่าวจะก่อให้เกิดประสิทธิผลสูงสุดต่อ ผู้ที่มีส่วนเกี่ยวข้องทุกฝ่าย และจำให้องค์กรบรรลุ วัตถุประสงค์ตามเป้าหมายที่วางไว้

ข้อเสนอแนะ

จากผลการศึกษาสามารถนำผลจากทางเลือกที่แนะนำมามาปรับใช้เป็นทางเลือกการระดมทุนที่เหมาะสม และสอดคล้องกับกลยุทธ์องค์กรจะทำให้การดำเนินงานของกิจการมีประสิทธิภาพจะช่วยให้ธุรกิจดำเนินไปได้อย่างต่อเนื่อง ส่งผลให้กิจการมีเงินทุนเพียงพอต่อการดำเนินงาน และสามารถชำระหนี้ได้ทันตามระยะเวลาที่กำหนด ทั้งนี้องค์กรจะต้องดำเนินการในการระดมทุนผ่าน REIT โดยการติดต่อผู้จัดการกองทรัสต์เพื่อการลงทุนในอสังหาริมทรัพย์ (REIT Manager) ทั้งนี้จะต้องเป็น REIT Manager ที่ได้รับอนุญาตสำนักงานคณะกรรมการกำกับหลักทรัพย์และตลาดหลักทรัพย์ (กลต.) ซึ่งจะเป็นผู้ผู้เชี่ยวชาญ และให้คำปรึกษาให้บริการแบบครบวงจรในการระดมทุนผ่านการออกและเสนอขาย ‘หน่วยทรัสต์ของทรัสต์เพื่อการลงทุนในอสังหาริมทรัพย์ (Real Estate Investment Trust: REIT)’ IFT) ซึ่งเป็นทางเลือกใหม่ที่ดีในการระดมทุนเนื่องจาก องค์กรมีอสังหาริมทรัพย์ที่มีศักยภาพในการสร้างรายได้ ทั้งนี้ REIT Manager จะนำเสนอโครงสร้างและการลงทุนของ REIT ให้สอดคล้องกับระเบียบปฏิบัติของคณะกรรมการกำกับหลักทรัพย์และตลาดหลักทรัพย์ ช่วยตรวจสอบและวิเคราะห์ข้อมูลสำหรับการจัดตั้ง REIT รวมถึงจัดทำประมาณทางการเงิน และประเมินมูลค่าของทรัพย์สินที่จะลงทุนเบื้องต้น ให้ความช่วยเหลือแก่องค์กรในการคัดเลือกและประสานงานกับผู้เชี่ยวชาญด้านต่างๆ ซึ่ง

จากการศึกษาในครั้งนี้ทำให้ทราบว่าแนวทางการระดมทุนที่เหมาะสมกับองค์กรมีมากกว่า 1 ทางเลือก ซึ่งการระดมทุนมากกว่า 1 ทาง อาจจะทำให้องค์กรสามารถเพิ่มขีดความสามารถในการพัฒนา และความสำเร็จในการประกอบกิจการได้ ซึ่งแนวทางในการเพิ่มประสิทธิภาพในการระดมทุนคือทำการระดมทุนผ่าน REIT และ หุ้นกู้ ซึ่งมีการจ่ายผลตอบแทนที่แตกต่างกัน จึงทำให้ในช่วงที่กิจการยังไม่มีรายได้จากการลงทุนไม่ต้องจ่ายผลตอบแทนให้แก่ผู้ลงทุน REIT จ่ายเพียงผลตอบแทนให้แก่ผู้ลงทุนในหุ้นกู้ ซึ่งถือว่าเป็นการชำระต้นทุนทางการเงินคนละรูปแบบ อีกทั้งการระดมทุนเงินจาก 2 ช่องทางจะทำให้กิจการให้นำเงินที่ได้เป็น 2 เท่านี้ ไปพัฒนาในพื้นที่ที่รอคอยความเจริญและการพัฒนาได้อีกมากมายสร้างประโยชน์ให้แก่ผู้ถือหุ้น และผู้ที่เกี่ยวข้อง

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ปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์

The Marketing Mix Factors Affecting on The Decision on Secondhand Clothing In Online Channels.

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บทคัดย่อ

กระแสทางเลือกในการซื้อสินค้าเสื้อผ้ามือสองผ่านช่องทางออนไลน์ของผู้บริโภคในปัจจุบันที่ต่างหันมาให้ความสำคัญกับการซื้อสินค้าผ่านช่องทางออนไลน์มากขึ้น การเกิดขึ้นผลิตภัณฑ์ออนไลน์จำนวนมากหลายตราสินค้าเป็นตัวชี้วัดที่ชัดเจนถึงจำนวนผู้บริโภคที่ยอมตัดสินใจซื้อผลิตภัณฑ์เสื้อผ้ามือสองออนไลน์เหล่านั้น ผู้บริโภคมีวัตถุประสงค์การเลือกซื้อสินค้าเพื่อการตัดสินใจจากการตลาดที่ซื้อสินค้า จากช่องทางออนไลน์ ย่อมแสดงให้เห็นถึงขอบเขตของการใส่ใจในการเลือกซื้อสินค้าและการตัดสินใจของผู้บริโภคในมิติที่กว้างขึ้น แต่ยังหมายรวมไปถึงการมีผลิตภัณฑ์ที่สวยงามและหลากหลายสะอาดและปลอดภัยในช่วงวิกฤตโควิดอีกด้วย คนไทยมีการใช้จ่ายเงินกับผลิตภัณฑ์ทางออนไลน์ ทำให้เป็นที่น่าสนใจว่าปัจจัยทางการตลาดใดที่มีผลทำให้เกิดอัตราการขยายตัวของตลาดเพิ่มขึ้นอย่างรวดเร็ว การศึกษาครั้งนี้เป็นการศึกษาเชิงพรรณนาโดยมีวัตถุประสงค์เพื่อศึกษาปัจจัยส่วนประสมทางการตลาดของผู้บริโภคที่ซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์ ประชากรศาสตร์และพฤติกรรมการบริโภคของผู้บริโภคผลิตภัณฑ์ที่ซื้อสินค้าจากช่องทางออนไลน์ และปัจจัยทางด้านส่วนประสมการตลาดของผลิตภัณฑ์ที่ซื้อสินค้า จากช่องทางออนไลน์ ที่มีผลต่อการตัดสินใจซื้อของผู้บริโภค ที่เคยซื้อผลิตภัณฑ์สินค้า จากช่องทางออนไลน์ เป็นการศึกษาเฉพาะผลิตภัณฑ์สินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์

คำสำคัญ: ส่วนประสมการตลาด

Abstract

The trend of alternatives to buy used clothing through online channels of today's consumers who are paying more and more attention to online shopping. The emergence of many brands of online products is a clear indicator of the number of consumers who choose to buy these used clothes online. Consumers have goals when making decisions, from marketing to buying products. From online channels inevitably shows the scope of care in the selection of products and consumer decision-making in a broader dimension. It also means having beautiful and diverse products that are clean and safe during the COVID crisis. Thai people spend their money on products on the Internet. It is interesting to see what factors are contributing to the rapid growth of the market. This study is a descriptive study that aims to examine the marketing mix of consumers who buy used clothing. From online channels. Demographics and consumer buying behavior. Form online channels and marketing mix factors of purchased products from online channels that influence the purchasing decisions of consumers who purchased the product from online channels It is a study of used clothing products. From online channels.

Keywords: Marketing

บทนำ

ภาวะวิกฤต (Crisis) เป็นเหตุการณ์ หรือสถานการณ์ที่ส่งผลเสียหายอย่างรวดเร็วและรุนแรง ต่อชีวิต ทรัพย์สินของบุคคล ตลอดจนต่อชื่อเสียง และดำเนินการประกอบกิจการขององค์กรหรือสินค้าในระยะยาวซึ่งอาจเกิดจากธรรมชาติและฝีมือมนุษย์ โดยธรรมชาติของวิกฤติ จะส่งผลต่อพฤติกรรมมนุษย์ ทำให้เกิดความ ตระหนก ตื่นกลัว และคิดไปในแง่ร้ายต่างๆหลังการแพร่ระบาดของ

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เชื้อไวรัสโคโรน่า หรือโควิด-19 (COVID-19) ตั้งแต่ต้นปีที่ผ่านมาสร้างความหวั่นวิตกให้กับคนในสังคม มีการหลีกเลี่ยงการเดินทางออกจากบ้าน และหันมาปรับเปลี่ยนพฤติกรรมมาสั่งสินค้าและอาหารผ่านช่องทางออนไลน์มากขึ้น จากเดิมที่นิยมไปเลือกซื้อด้วยตนเองตามห้างสรรพสินค้าหรือนั่งรับประทานอาหารตามร้านอาหารต่าง ๆ ซึ่งพฤติกรรมเหล่านี้ กำลังกลายเป็น New Normal หรือสิ่งปกติที่สร้างอิทธิพลต่อการทำตลาดและการขายยุคใหม่มากขึ้นเรื่อย ๆ ที่แบรนด์และธุรกิจต้องปรับตัวรับมือให้เท่าทัน (แบรนด์บุฟเฟ่,2563)
จากการระบาดของไวรัส COVID-19 ส่งผลให้เกิดผลกระทบด้านเศรษฐกิจคือ ความผันผวนของค่าเงินบาทมาตั้งแต่ช่วงต้นปี 2563 โดยเงินบาทมีแนวโน้มที่จะอ่อนตัวลงอย่างต่อเนื่อง ตัวเลขการนำเข้า-ส่งออกระหว่างไทยกับตลาดการค้าหลักอย่างปจีนมีอัตราลดลงอย่างมีนัยสำคัญนับตั้งแต่ช่วงต้นปีจากมาตรการต่างๆ ของจีนในการลดการแพร่ระบาดของไวรัส อัตราการขยายตัวของเศรษฐกิจโลกรวมถึงประเทศไทยยังมีความไม่แน่นอนสูงมาก จากเดิมที่ก่อนที่ประเทศไทยจะรับผลกระทบจากเหตุการณ์โควิด-19 คาดการณ์แนวโน้มการขยายตัวทางเศรษฐกิจเติบโต 3% ตลอดทั้งปี แต่จากสถานการณ์ปัจจุบันมีทำให้เศรษฐกิจในประเทศเกิดการติดลบ และอาจจะกลับมาเติบโตอีกครั้งตั้งแต่ไตรมาสที่ 2 เป็นต้นไปถ้าสามารถควบคุมการระบาดไม่ยืดเยื้อออกไปในระยะยาว และจะทำให้ในปีนี้

ซึ่งจากเหตุการณ์ดังกล่าวทำให้ผู้คนต้องมีการปรับเปลี่ยนในการดำเนินชีวิตที่รีบเร่ง มีผลทำให้พฤติกรรมของผู้บริโภคมีการเปลี่ยนแปลงไปจากเดิม โดยมุ่งเน้นที่ความสะดวกสบาย รวดเร็ว และทันสมัยเป็นหลัก ขณะเดียวกันธุรกิจหลายแห่งก็ต้องเจอกับภาวะรายได้ศูนย์บาทเป็นครั้งแรกจากนักท่องเที่ยวที่หายไป ลูกค้าที่เข้ามาใช้บริการ รวมทั้งคำสั่งปิดกิจการชั่วคราวเพื่อควบคุมการแพร่ระบาด (เดอะโมเม้นตัม, 2563)

พฤติกรรมผู้บริโภค นับตั้งแต่การระบาดของโควิด-19 คืบคลานเข้ามาในประเทศไทยอย่างต่อเนื่อง และเปลี่ยนพฤติกรรมผู้บริโภคให้ค้นหาข้อมูลเกี่ยวกับโควิด-19 และเรื่องอื่นๆ ที่เกี่ยวข้องอย่างต่อเนื่อง นอกจากโควิด-19 กลายเป็นเทรนด์การค้นหายอดนิยมแล้ว จากการแพร่ระบาดของโควิด-19 ทำให้ผู้บริโภคเลือกที่จะจำกัดตัวเองให้อยู่ในบริเวณบ้านมากขึ้น ซึ่งส่งผลให้จำนวนการติดตามสถานข่าวสารผ่านทางช่องทางสื่อทั้งทางออนไลน์และทีวีสูงขึ้นในช่วงที่ผ่านมา โดยเฉพาะคอนเทนต์ที่เกี่ยวกับความบันเทิง เช่น ภาพยนตร์ ละคร และข่าวบนสื่อทีวี รวมถึงเปลี่ยนพฤติกรรมการซื้อที่เน้นไปที่การซื้อของออนไลน์มากขึ้น

นอกจากนี้ยังพบอีกว่าผู้บริโภคส่วนใหญ่แก้ไขภาวะวิกฤตกับการเปลี่ยนแปลงพฤติกรรมผู้บริโภค หลีกเลี่ยงการออกจากบ้านและไปในพื้นที่แออัด มีอัตราการซื้อสินค้าผ่านร้านค้าลดลง 4% และจับจ่ายผ่านออนไลน์เพิ่มขึ้น 43%ขณะที่ผู้บริโภคในเขตเมืองต่างจังหวัด มีอัตราการซื้อสินค้าผ่านร้านค้าต่อเดือนลดลง 2% และจับจ่าย ออนไลน์เพิ่มขึ้น 70% (มาร์เก็ตเธียร์ออนไลน์, 2563)
การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 (COVID-19) นำไปสู่พฤติกรรมของผู้บริโภคที่เปลี่ยนแปลงไป โดยพบว่ามีการปรับเปลี่ยนไปใช้ e-Commerce มากขึ้น และเร็วขึ้น ผู้บริโภคถูกบังคับให้คุ้นชินและต้องปรับตัวกับการซื้อของใช้ประจำวันและสินค้าอื่น ๆ ผ่านทางออนไลน์แทน เมื่อต้องเผชิญหน้ากับการแพร่ระบาดของ COVID-19 ที่ส่งผลให้เกิดการล็อกดาวน์ และการเว้นระยะห่างทางสังคม ซึ่งเมื่อการซื้อของออนไลน์กลายเป็นกิจวัตรประจำวันของผู้บริโภคแล้วนั้น ทำให้พวกเขาเปิดรับการใช้จ่ายผ่านทาง e-Commerce มากขึ้น ส่งผลต่อผู้ประกอบการดั้งเดิมที่ต้องเร่งปรับตัวโดยหันมาทำ e-Commerce เพื่อรองรับความต้องการด้านนี้ ทำให้มูลค่า e-Commerce เติบโตขึ้นแบบก้าวกระโดด และเชื่อมั่นความต้องการในการซื้อสินค้าและบริการผ่านทางออนไลน์นั้นจะกลายเป็นช่องทางการซื้อที่สำคัญมากขึ้นสำหรับผู้บริโภค แม้เป็นยุคหลังการแพร่ระบาดของ COVID-19 เกิดเป็น New Normal (ผลการสำรวจของ Tofugear ผู้ให้บริการด้าน Digital Solution)

ตามตัวอย่างที่ได้ยกมาให้รับรู้ถึงที่มาจากสถานการณ์โควิดที่ประชากรประเทศไทยที่ปรับตัวที่ ตามสถานการณ์นี้ทำให้ มีการควบคุมทางด้านการเดินทางบ้านที่ไม่สามารถออกไปทำงานได้จึงที่การทำงานที่บ้าน หรือ Work from home และการควบคุมการเปิดปิดของ สถานบริการต่าง ๆ เช่นร้านอาหาร ห้างสรรพสินค้า เป็นต้น ทำให้ธุรกิจการซื้อขายสินค้าฝ่ายทางออนไลน์ตามยุดสมัยที่อินเตอร์เน็ตเป็นช่องทางในการสื่อสารและช่องทางที่ประชากรประเทศไทยสามารถเข้าถึงได้จากสถิติการใช้อินเทอร์เน็ตของคนไทยของปี 2562 ถึง 50.08 ล้านคน ที่มาจาก กสทช. มีนาคม 2536 ทำให้เห็น

ว่าประชากรในเป็นประเทศไทยสามารถเข้าถึงอินเทอร์เน็ตได้มากว่า 50 เปอร์เซ็นของประชากรภายในประเทศจึงทำให้ส่งผลกระทบต่อการใช้ดำเนินชีวิตประจำวัน ที่ต้องเปลี่ยนแปลงไปทั้งการ เดินทาง , การซื้ออาหาร , การซื้อสินค้า เป็นต้น ที่ส่งต่อการเปลี่ยนแปลงพื้นฐานในการดำเนินชีวิต ที่เรียกว่า การดำเนินชีวิตวิถีใหม่ คือ New normal จากการพัฒนาอย่างต่อเนื่องของเทคโนโลยีและระบบเครือข่ายสัญญาณต่าง ๆ รวมถึงอุปกรณ์ที่ใช้การเข้าถึงอินเทอร์เน็ต จึงทำให้การสื่อสารในยุค ปัจจุบัน มีความสะดวกมากยิ่งขึ้นเพราะเหตุนี้จึงเกิดการนำอินเทอร์เน็ตมาประยุกต์ใช้ในเชิงธุรกิจขายสินค้าและบริการผ่านออนไลน์ โดยข้อเด่นชัดของธุรกิจรูปแบบนี้คือ สามารถลดค่าใช้จ่ายและเพิ่มประสิทธิภาพขององค์กร โดยการลดบทบาทของความสำคัญ ขององค์ประกอบทางธุรกิจลง เช่น โกดังเก็บสินค้า รวมถึงพนักงานขาย และพนักงานแนะนำสินค้า เป็นต้น ดังนั้นธุรกิจขายสินค้าและบริการผ่านออนไลน์ จึงช่วยลดข้อจำกัดด้านระยะทาง ด้านเวลา และด้านต้นทุนในการทำธุรกรรมลงได้อย่างมาก

ในขณะเดียวกันได้เชื่อมโยงไปถึงธุรกิจแฟชั่น COVID-19 ได้ส่งผลต่อการเปลี่ยนแปลงในหลากหลายธุรกิจและรวมถึงในธุรกิจแฟชั่น ในรูปแบบที่ใหม่ที่มีความหลากหลาย ตั้งแต่ด้านนวัตกรรมและเทคโนโลยี การเปลี่ยนแปลงด้านพฤติกรรมของผู้บริโภค

ระบบการผลิต วัสดุหรือวัตถุดิบที่ใช้ในการผลิต ระบบการจำหน่าย รวมถึงกระบวนการบริหารจัดการตลอด supply chain ของเทคโนโลยีเข้ามาแทนที่อย่างสมบูรณ์แบบ ธุรกิจแฟชั่นในหลากหลายแบรนด์ต่างจะมุ่งเน้นลงทุนในระยะยาวที่เกี่ยวข้องกับด้านเทคโนโลยี และแน่นอนว่าย่อมจะส่งผลต่อการดำเนินธุรกิจแฟชั่นรูปแบบใหม่ในอนาคต โดยแบรนด์ต่าง ๆ ที่จะประสบความสำเร็จต่อการปรับเปลี่ยนนั้น ต่างต้องยอมรับรูปแบบที่จะเกิดขึ้นใหม่ใน 3 ด้านด้วยกัน คือ เทคโนโลยี พฤติกรรมผู้บริโภค และรูปแบบการดำเนินธุรกิจ สำหรับธุรกิจแฟชั่นมาใช้ในช่วงโรคระบาดได้รับความสนใจจากแบรนด์ต่างๆ เป็นจำนวนมาก เช่น การนำเทคโนโลยี 3D มาใช้ในการออกแบบ หรือการจัดแสดงผลงานแฟชั่นโชว์ในรูปแบบเสมือนจริง หรือ Digital showroom หรือผ่านการใช้ Livestream และรวมถึงการใช้ AI มีการใช้งาน Platform เหล่านี้เพิ่มขึ้นกว่า 20% (Zoom VDO communication) ที่มีการขยายตัวเพิ่มขึ้นมากกว่า 2 เท่าต่อวันตั้งแต่เริ่มมีการแพร่ระบาดของโรค) แบรนด์แฟชั่นจะต้องปรับให้เกิดความยืดหยุ่นใน supply chain มากขึ้น โดยลดเวลาในการออกสู่ตลาดและปรับตัวให้เข้ากับแนวโน้มและความต้องการของผู้บริโภคมากขึ้น ผู้ออกแบบ ผู้ผลิต และผู้จำหน่ายสินค้าจะต้องย่นระยะเวลาในกระบวนการออกแบบ การผลิต ไปจนส่งกระบวนการส่งมอบให้กับลูกค้าใช้ระยะเวลาที่สั้นลง โดยอาศัย Platform เฉพาะสำหรับธุรกิจแฟชั่นเป็นตัวขับเคลื่อน

ในยุคปัจจุบันคงไม่สามารถปฏิเสธได้เลยว่าเทคโนโลยีไม่มีความจำเป็นสำหรับการดำเนินชีวิตของมนุษย์ เพราะทุกคนล้วนใช้เทคโนโลยีเพื่ออำนวยความสะดวกในชีวิตทุกๆ ด้านตั้งแต่การตื่นนอนจนถึงการเข้านอน ดังนั้นเทคโนโลยีจึงเป็นสิ่งที่จำเป็นสำหรับมนุษย์ โดยเฉพาะอย่างยิ่งผู้ที่อาศัยอยู่ในเมืองที่ชีวิตประจำวันมีแต่ความเร่งรีบต้องแข่งขันกับเวลา การนำเทคโนโลยีเข้ามาช่วยจึงมีความจำเป็นอย่างยิ่ง เพราะเทคโนโลยีสมัยใหม่นอกจากจะช่วยอำนวยความสะดวกในการทำงานแล้วยังช่วยย่นระยะเวลาทำกิจกรรมต่างๆ ให้สั้นลง โดยเฉพาะเทคโนโลยีการสื่อสารซึ่งถือได้ว่าเป็นปัจจัยสำคัญอย่างยิ่งในยุคปัจจุบัน ซึ่งคงไม่มีใครปฏิเสธเทคโนโลยีการสื่อสาร ที่ถือได้ว่าเป็นปัจจัยหลักในการติดต่อสื่อสารในสังคมยุคออนไลน์ได้ ไม่ว่าจะเป็นการใช้โทรศัพท์ หรืออินเทอร์เน็ตในสังคมเครือข่าย (Social Network) ซึ่งจะเห็นได้ว่าปัจจุบันเทคโนโลยีการสื่อสารมีการพัฒนาให้ประสิทธิภาพมากขึ้น และอุปกรณ์หลักที่ทุกคนขาดไม่ได้ คือ โทรศัพท์มือถือ อุปกรณ์อิเล็กทรอนิกส์ที่ช่วยให้การติดต่อสื่อสารระหว่างบุคคลให้เป็นเรื่องง่ายขึ้น ซึ่งโทรศัพท์มือถือไม่ได้เป็นเพียงเครื่องมือสื่อสาร แต่ปัจจุบันโทรศัพท์มือถือได้มีการพัฒนารูปแบบ ตลอดจนฟังก์ชั่น การใช้งานที่เพิ่มประสิทธิภาพในการติดต่อสื่อสารมากยิ่งขึ้นจนกลายเป็น “สมาร์ทโฟน” ที่สามารถแลกเปลี่ยนข่าวสาร ค้นหาข้อมูลที่ต้องการ หรือแม้แต่การสั่งซื้อสินค้าผ่านโทรศัพท์สมาร์ทโฟนที่เชื่อมต่อกับเครือข่ายอินเทอร์เน็ต ก็ทำให้ทุกอย่างง่ายเพียงปลายนิ้ว ประเทศไทยได้มีการพัฒนาระบบอินเทอร์เน็ตให้มีสัญญาณการเชื่อมต่อที่มีความเร็วสูงขึ้น ทำให้ผู้ให้บริการสัญญาณเครือข่ายอินเทอร์เน็ตมีการปรับตัวการขยายสัญญาณอินเทอร์เน็ตความเร็วสูงให้ครอบคลุมพื้นที่แก่ผู้ใช้บริการมากยิ่งขึ้น ส่งผลให้มีการใช้งานโทรศัพท์มือถือหรือสมาร์ทโฟนที่มีแนวโน้มเพิ่มสูงขึ้นอย่างต่อเนื่อง

สาเหตุการศึกษาในครั้งนี้ ผู้ศึกษาจึงมีเหตุจูงใจในการศึกษาซึ่งกลยุทธ์ที่สามารถพัฒนาและครอบคลุมในทุก ๆ ด้าน ประกอบไปด้วย ผลิตภัณฑ์ คือ สิ่งที่เสนอขาย โดยธุรกิจเพื่อตอบสนองความจำเป็น หรือความต้องการของลูกค้าให้เกิดความพึงพอใจ ประกอบด้วยสิ่งที่สัมผัสได้และสัมผัส ไม่ได้ เช่น บรรจุภัณฑ์ สี ราคา คุณภาพ ตราสินค้า บริการและชื่อเสียงของผู้ขาย ผลิตภัณฑ์อาจจะเป็น สินค้า บริการ สถานที่ บุคคล หรือความคิด ผลิตภัณฑ์ที่เสนอขายอาจจะมีตัวตนหรือ ไม่มีตัวตนก็ได้ ผลิตภัณฑ์จึงประกอบด้วย สินค้า บริการ ความคิด สถานที่ องค์กรหรือบุคคล ผลิตภัณฑ์ต้องมี อรรถประโยชน์ (Utility) มีคุณค่า (Value) ในสายตาของลูกค้า จึงจะมีผลทำให้ผลิตภัณฑ์สามารถ ขายได้ ราคา คือ ราคาเป็นต้นทุน (Cost) ของลูกค้า ผู้บริโภคจะเปรียบเทียบระหว่างคุณค่า (Value) ของผลิตภัณฑ์กับ ราคา (Price) ของผลิตภัณฑ์นั้น ถ้าคุณค่าสูงกว่าราคา ผู้บริโภคก็จะตัดสินใจซื้อ ดังนั้น ผู้กำหนด กลยุทธ์ด้านราคาต้องคำนึงถึงคุณค่าที่รับรู้ (Perceived Value) ในสายตาของลูกค้า ซึ่งต้องพิจารณา การยอมรับของลูกค้าในคุณค่าของผลิตภัณฑ์ว่าสูงกว่าราคาผลิตภัณฑ์นั้น ต้นทุนสินค้าและ ค่าใช้จ่ายที่เกี่ยวข้อง การแข่งขัน ปัจจัยอื่น ๆ การส่งเสริมการตลาด คือ เป็นเครื่องมือการสื่อสารเพื่อสร้างความพึงพอใจ ต่อตราสินค้า หรือบริการ หรือความคิด หรือต่อบุคคล โดยใช้เพื่อจูงใจ (Persuade) ให้เกิด ความต้องการเพื่อเตือนความทรงจำ (Remind) ในผลิตภัณฑ์ โดยคาดว่าจะมีอิทธิพลต่อความรู้สึก ความเชื่อและพฤติกรรมการซื้อ หรือเป็นการติดต่อสื่อสารเกี่ยวกับข้อมูลระหว่างผู้ขายกับผู้ซื้อ เพื่อสร้างทัศนคติและพฤติกรรมการซื้อ การติดต่อสื่อสารอาจใช้พนักงานขาย (Personal Selling) ทำการขายและการติดต่อสื่อสารโดยไม่ใช้คน (Nonpersonal Selling) เครื่องมือในการติดต่อสื่อสาร มีหลายประการ องค์การอาจเลือกใช้หนึ่งหรือหลายเครื่องมือ ซึ่งต้องใช้หลักการเลือกใช้เครื่องมือ การสื่อสารการตลาดแบบประสมประสานกัน [Integrated Marketing Communication (IMC)] โดย พิจารณาถึงความเหมาะสมกับลูกค้า ผลิตภัณฑ์ คู่แข่งขัน โดยบรรลุจุดมุ่งหมายร่วมกันได้ เครื่องมือ ช่องทางการจัดจำหน่าย คือ โครงสร้างของช่องทางซึ่ง ประกอบด้วยสถาบันและกิจกรรม ใช้เพื่อเคลื่อนย้ายผลิตภัณฑ์และบริการจากองค์การ ไปยังตลาด สถาบันที่นำผลิตภัณฑ์ออกสู่ตลาดเป้าหมาย คือสถาบันการตลาด ส่วนกิจกรรมที่ช่วยใน การกระจายตัวสินค้า ส่วน การส่งเสริมการตลาด คือเป็นเครื่องมือการสื่อสารเพื่อสร้างความพึงพอใจ ต่อตราสินค้า หรือบริการ หรือความคิด หรือต่อบุคคล โดยใช้เพื่อจูงใจ (Persuade) ให้เกิด ความต้องการเพื่อเตือนความทรงจำ (Remind) ในผลิตภัณฑ์ โดยคาดว่าจะมีอิทธิพลต่อความรู้สึก ความเชื่อและพฤติกรรมการซื้อ หรือเป็นการติดต่อสื่อสารเกี่ยวกับข้อมูลระหว่างผู้ขาย

กับผู้ซื้อ เพื่อสร้างทัศนคติและพฤติกรรมการซื้อ กล่าวว่าจากเหตุผลดังกล่าว ทำให้ผู้วิจัยเห็นว่าทุกครั้งที่เกิดการเปลี่ยนแปลงทางสังคม ไม่ว่าจะเกิดจากธรรมชาติหรือการกระทำของมนุษย์ที่สร้างวิกฤตต่างๆให้สังคมล้วนส่งผลให้ผู้บริโภคต้องปรับตัวภายใต้เงื่อนไขสังคม เพื่อความอยู่รอดในแต่ละระดับความรุนแรงของภาวะวิกฤตในแต่ละช่วง ซึ่งในครั้งนี้การเกิดวิกฤตการแพร่ระบาดของเชื้อโควิด -19 จากข้อมูลข้างต้นส่งผลต่อการเปลี่ยนแปลงพฤติกรรมผู้บริโภคในโลกออนไลน์อย่างมาก ผู้ทำวิจัยจึงมีความสนใจทำการศึกษาเรื่อง “ปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการซื้อสินค้าเสื้อผ้ามือสองผ่านช่องทางออนไลน์” เพื่อทราบถึงการเปลี่ยนแปลงของพฤติกรรมผู้บริโภค ลักษณะหรือความคิดเห็นในการตัดสินใจ ปัญหาและข้อจำกัดของการซื้อสินค้าบนช่องทางออนไลน์ในภาวะวิกฤตโควิด -19 และแนวโน้มที่อาจเกิดขึ้นในการวางแผนเตรียมความพร้อมเพื่อรับมือในการแก้ไขภาวะวิกฤตกับการเปลี่ยนแปลงพฤติกรรมผู้บริโภคในการซื้อสินค้าในตลาดอาจเกิดขึ้นอีกในอนาคต รวมถึงการกำหนดกลยุทธ์ทางการตลาดให้กับธุรกิจให้สอดคล้องกับพฤติกรรมผู้บริโภคในบริบทที่เปลี่ยนแปลงไปตามเงื่อนไขทางสังคม และเพื่อนำผลที่ได้จากการศึกษาใช้เป็นประโยชน์ต่อภาคธุรกิจในการวางแผนพัฒนากลยุทธ์ทางการตลาดออนไลน์ให้ธุรกิจมีประสิทธิภาพและสามารถนำไปเป็นแนวทางในการทำวิจัยครั้งต่อไปได้

วัตถุประสงค์ในการวิจัย

จากที่มาและความสำคัญของปัญหาการวิจัย วัตถุประสงค์เพื่อการวิจัยครั้งจึงประกอบไปด้วย 3 ข้อ ดังต่อไปนี้

1. เพื่อศึกษาปัจจัยส่วนประสมทางการตลาดของผู้บริโภคที่ซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์
2. เพื่อศึกษาปัจจัยพฤติกรรมการซื้อสินค้าของผู้บริโภคที่ซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์
3. เพื่อศึกษาความสัมพันธ์ระหว่างส่วนประสมทางการตลาดที่ส่งผลต่อพฤติกรรมการซื้อสินค้าของผู้บริโภคที่ซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์

วิธีการดำเนินการวิจัย

ประชากร ที่ใช้ในการวิจัยครั้งนี้ได้แก่ ผู้บริโภคที่ซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์ จำนวน 400 คน

ตัวแปร สำหรับขนาดตัวอย่างที่เหมาะสม ตัวอย่างที่ใช้ในการศึกษา 400 คน โดยวิเคราะห์จากการเปิดตาราง Morgan (วิชิต อู่อ้น : 2564) การสุ่มตัวอย่างจำนวนดังกล่าวเพื่อมาศึกษานั้น จะใช้วิธีการสุ่มแบบเฉพาะเจาะจง (Purposive Sampling)

1. ตัวแปรอิสระ ได้แก่ ผลิตภัณฑ์ ราคา ช่องทางการจัดจำหน่าย การส่งเสริมการตลาด
2. ตัวแปรตาม ได้แก่ ความพึงพอใจการตัดสินใจซื้อสินค้าเสื้อผ้ามือสองผ่านช่องทางออนไลน์ การรับรู้ปัญหา การแสวงหาข้อมูล การประเมินผลทางเลือก การตัดสินใจซื้อ พฤติกรรม ภายหลังการซื้อ

ขอบเขตด้านเวลา ระยะเวลาในการเก็บข้อมูลคือ เดือน มิถุนายน-กรกฎาคม 2565

เครื่องมือที่ใช้ในการวิจัยครั้งนี้เป็นแบบสอบถาม (questionnaire) โดยได้ ดำเนินการ สร้างแบบสอบถามตามลำดับขั้นตอนดังนี้

1. ศึกษาแนวความคิด ทฤษฎี เอกสารและวรรณกรรมที่เกี่ยวข้องกับส่วนประสมทางการตลาดประกอบไปด้วย ผลิตภัณฑ์ ราคา ช่องทางการจัดจำหน่าย การส่งเสริมการตลาด และ การรับรู้ปัญหา การแสวงหาข้อมูล การประเมินผลทางเลือก การตัดสินใจซื้อ และพฤติกรรม ภายหลังการซื้อ
2. ศึกษาหลักเกณฑ์และวิธีการสร้างแบบสอบถาม จากตำรา เอกสารและ วรรณกรรมที่เกี่ยวข้องกับส่วนประสมทางการตลาดประกอบไปด้วย ผลิตภัณฑ์ ราคา ช่องทางการจัดจำหน่าย การส่งเสริมการตลาด และการรับรู้ปัญหา การแสวงหาข้อมูล การประเมินผลทางเลือก การตัดสินใจซื้อ และพฤติกรรม ภายหลังการซื้อ เพื่อนำมาเป็นแนวทางและสร้างแบบสอบถาม
3. สร้างแบบสอบถามตามหลักเกณฑ์ให้ครอบคลุมเนื้อหาโดยศึกษาจากแบบสอบถาม
4. นำแบบสอบถามที่สร้างขึ้นไปปรึกษากับอาจารย์ที่ปรึกษา เพื่อให้คำแนะนำ ตรวจแก้ไข สำนวนภาษาและความถูกต้องและปรับปรุง ให้เหมาะสมในด้านเนื้อหา ความชัดเจน ความครอบคลุมของเนื้อหา
5. นำแบบสอบถามที่ปรับปรุง ไปเสนอต่ออาจารย์ที่ปรึกษา เพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) และทำการปรับปรุงแก้ไขแบบสอบถามให้ถูกต้องสมบูรณ์ยิ่งขึ้น
6. นำแบบสอบถามที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาแล้ว ไปทดลอง (Try out) ใช้กับกลุ่มตัวอย่างที่ไม่ใช่ประชากรเป้าหมาย แต่มีลักษณะคล้ายคลึงกัน จำนวน 400 คน แล้ว นำมาวิเคราะห์ความเชื่อมั่น (Reliability) ของแบบสอบถาม โดยหาค่าสัมประสิทธิ์แอลฟาของ ครอนบาค (Cronbach’ Alpha) ซึ่งได้ค่าเท่ากับ 0.890 ซึ่งมากกว่า 0.70 จึงถือได้ว่า แบบสอบถามของงานวิจัยนี้มีความถูกต้องและเชื่อถือได้ (ดูภาคผนวก ข)
7. นำแบบสอบถามที่ได้ไปทำการสำรวจเก็บข้อมูลจริง

การเก็บรวบรวมข้อมูลวิจัยครั้งนี้ เพื่อให้ได้ข้อมูลที่ครบถ้วนในทุกๆ ด้าน จึงรวบรวมข้อมูลทั้ง 2 ประเภท

1. ข้อมูลทุติยภูมิ เป็นข้อมูลที่รวบรวมจากเอกสารต่าง ๆ และผลงานทางวิชาการที่ เกี่ยวข้องโดยรวบรวมข้อมูลจากห้องสมุดและหน่วยงานที่เกี่ยวข้อง เพื่อใช้ประกอบในการ กำหนดกรอบความคิดในการวิจัยครั้งนี้ และอ้างอิงในการเขียนรายงานการวิจัย

2. ข้อมูลปฐมภูมิ เป็นข้อมูลเชิงสำรวจ การรวบรวมข้อมูลจากแบบสอบถามดำเนินการดังนี้ คือ

นำแบบสอบถามไปให้กับกลุ่มตัวอย่างด้วยตนเอง และสร้างแบบสอบถามโดยใช้ Google Form แล้วส่งไปยังกลุ่มตัวอย่างโดยใช้ช่องทางออนไลน์ เช่น Line หรือ Facebook

การวิจัยครั้งนี้ทำการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ ด้วยโปรแกรมสำเร็จรูป SPSS ในการประมวลผลและวิเคราะห์ข้อมูล สถิติที่ใช้ในการวิจัย แบ่งออกเป็น 2 กลุ่มดังนี้

1. สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานอธิบายคุณลักษณะของตัวแปรต่างๆ เพื่อตอบวัตถุประสงค์การวิจัย

2. สถิติเชิงอนุมาน (Inferential Statistics) ได้แก่ ค่า t-test ค่า F-test และการวิเคราะห์ถดถอย (Regression Analysis) การวิเคราะห์ความแปรปรวนทางเดียว (One-Way ANOVA) เพื่อใช้ในการทดสอบสมมติฐานการวิจัย (จะใช้สถิติอะไรนั้น ขึ้นอยู่กับสมมติฐานการวิจัย)

สรุปผลการวิจัย

ผลการจากการศึกษา เรื่อง ปัจจัยส่วนประสมทางการตลาดของผู้บริโภคที่ซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชาย มีจำนวน 221 คน คิดเป็นร้อยละ 55.3ส่วนเพศหญิง มีจำนวน 179 คน คิดเป็นร้อยละ 44.8ซึ่งอยู่ในกลุ่มอายุระหว่าง 25-35 ปี จำนวน 288 คน คิดเป็นร้อยละ 72.0 กลุ่มอายุ 36-45ปี จำนวน 48 คน คิดเป็นร้อยละ 12.0 กลุ่มอายุ 46-55 ปีขึ้นไป จำนวน 4 คน คิดเป็นร้อยละ 1.0 และกลุ่มอายุสูงกว่า 55 ปีขึ้นไป จำนวน 3 คน คิดเป็นร้อยละ 0.8 การศึกษาระดับปริญญาตรี จำนวน 290 คน คิดเป็นร้อยละ 72.5 รองลงมาคือ กลุ่มปริญญาโท จำนวน 63คน คิดเป็นร้อยละ 15.8 และกลุ่มปริญญาเอก จำนวน 38 คน คิดเป็นร้อยละ 9.5 ระหว่าง ต่ำกว่ามัธยมศึกษา จำนวน 5 คน คิดเป็นร้อยละ 1.3 และมีกลุ่มระดับการศึกษา มัธยมศึกษาตอนต้น/ตอนปลายจำนวน 4 คน คิดเป็นร้อยละ 1.0 อาชีพข้าราชการพนักงานรัฐวิสาหกิจจำนวน 140 คน คิดเป็นร้อยละ 35.0 รองลงมากลุ่มพนักงานบริษัทเอกชน/รับจ้าง จำนวน 137 คน คิดเป็นร้อยละ 34.3 นักเรียน/นักศึกษา จำนวน 63 คน คิดเป็นร้อยละ 15.8 และกลุ่มเจ้าของกิจการ/ธุรกิจส่วนตัว จำนวน 54 คน คิดเป็นร้อยละ 13.5 และกลุ่มอื่นๆ จำนวน 6 คน คิดเป็นร้อยล่ะ 1.5 และ มีรายได้ต่อเดือน 10,000 -20,000 บาท จำนวน 262 คน คิดเป็นร้อยละ 65.5 รองลงมาคือมีกลุ่มรายได้เฉลี่ยต่อเดือน ต่ำกว่า 10,000 บาท จำนวน 68 คน คิดเป็นร้อยละ 17.0 กลุ่ม 30,001-40,000บาท จำนวน 45คน คิดเป็นร้อยละ 11.3 กลุ่ม 20,001-30,000 บาท จำนวน 21 คน คิดเป็นร้อยละ 5.3 และกลุ่มมากกว่า 40,000บาท จำนวน 4 คน คิดเป็นร้อยล่ะ 1.0 โดยผลการศึกษาตามวัตถุประสงค์และสมมติฐาน มีดังนี้

ผลการวิเคราะห์ปัจจัยส่วนประสมทางการตลาดของผู้บริโภคที่ซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์ ระดับความสำคัญของส่วนประสมทางการตลาด (4Ps) ที่มีผลต่อการตัดสินใจในการซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์ ภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากที่สุดทุกด้าน ภาพรวมผลการวิเคราะห์ตัวแปรส่วนประสมการตลาด ($\overline{x}$ = 4.45 , S.D. = .46) โดยเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ดังนี้อันดับแรก ด้านส่งเสริมการขาย ($\overline{x}$ = 4.45 , S.D. = .46) รองลงมาคือ ปัจจัยด้านสถานที่ ($\overline{x}$ = 4.44 , S.D. = .46) รองลงมาคือ ปัจจัยด้านผลิตภัณฑ์ ($\overline{x}$ = 4.43 , S.D. = .49) และปัจจัยด้านราคา ($\overline{x}$ = 4.42, S.D. = .45) ตามลำดับ

การวิเคราะห์ปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการซื้อสินค้าเสื้อผ้ามือสองผ่านช่องทางออนไลน์ระดับการตัดสินใจในการซื้อปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการซื้อสินค้าเสื้อผ้ามือสองผ่านช่องทางออนไลน์โดยภาพรวม อยู่ในระดับมากที่สุด ($\overline{x}$ = 4.46, S.D. =0.47) เมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากที่สุดเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อยดังนี้ การรับรู้ อยู่ในระดับ ซึ่งอยู่ค่าอยู่ในมากที่สุด ($\overline{x}$ = 4.48, S.D. = 0.59) รองลงมา การแสวงหาข้อมูล ซึ่งอยู่ค่าอยู่ในระดับมาก ($\overline{x}$ = 4.5, S.D. = 0.56) และ ตัดสินใจซื้อ ซึ่งอยู่ค่าอยู่ในระดับน้อย ($\overline{x}$ = 4.4, S.D. = 0.63) และพฤติกรรมภายหลังการซื้อ ซึ่งอยู่ค่าอยู่ในระดับน้อยที่สุด ($\overline{x}$ = 4.46, S.D. = 0.61) ตามลำดับ ความสัมพันธ์ระหว่างส่วนประสมทางการตลาดที่ส่งผลต่อพฤติกรรมการซื้อสินค้าของผู้บริโภคที่ซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์

การวิเคราะห์ความสัมพันธ์ระหว่างส่วนประสมทางการตลาดที่ส่งผลต่อพฤติกรรมการซื้อสินค้าของผู้บริโภคที่ซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์ ส่วนประสมทาการตลาด 4Ps ที่มีผลต่อการตัดสินใจในการซื้อสินค้าเสื้อผ้ามือสอง ผ่านช่องทางออนไลน์ผลการทดสอบสมมติฐาน :ปัจจัยส่วนประสมทางการตลาดของผู้บริโภคที่ซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์ พบว่า

ปัจจัยส่วนประสมทางการตลาด ด้านผลิตภัณฑ์ สามารถทำนาย การตัดสินใจซื้อสินค้า ได้ 31.4% (R2= 0.31) และ ผลิตภัณฑ์ เป็นตัวแปรที่มีอิทธิพลเชิงเส้นตรงต่อการตัดสินใจซื้อสินค้า อย่างมีนัยสำคัญทางสถิติ (F-test= 182.48 Sig.=.000) ด้านราคา สามารถทำนาย การตัดสินใจซื้อสินค้า ได้ 23.9% (R2= 0.23) และ ราคา เป็นตัวแปรที่มีอิทธิพลเชิงเส้นตรงต่อการตัดสินใจซื้อสินค้า อย่างมีนัยสำคัญทางสถิติ (F-test= 125.22 Sig.=.000) สถานที่ สามารถทำนาย การตัดสินใจซื้อสินค้า ได้ 32.2% (R2 = 0.32) และ สถานที่ เป็นตัวแปรที่มีอิทธิพลเชิงเส้นตรงต่อการตัดสินใจซื้อสินค้า อย่างมีนัยสำคัญทางสถิติ (F-test= 188.65 Sig.=.000) และส่งเสริมการขาย สามารถทำนาย การตัดสินใจซื้อสินค้า ได้ 37.3% (R2 = 0.37) และส่งเสริมการขาย เป็นตัวแปรที่มีอิทธิพลเชิงเส้นตรงต่อการตัดสินใจซื้อสินค้า อย่างมีนัยสำคัญทางสถิติ (F-test= 236.87 Sig.=.000) มีความสัมพันธ์กับการตัดสินใจในการซื้อสินค้าเสื้อผ้า มือสองผ่านช่องทางออนไลน์อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

อภิปรายผลการวิจัย

เรื่อง ปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการซื้อสินค้าเสื้อผ้ามือสองผ่านช่องทางออนไลน์ สามารถนำมาอภิปรายผลได้ดังนี้

ระดับความสำคัญของส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจในการซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์ สามารถอภิปรายผลการวิจัยได้ โดยมีรายละเอียดดังนี้

ผลการศึกษาพบว่า ระดับความสำคัญของส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจในการซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์ โดยภาพรวม อยู่ในระดับสำคัญมากที่สุดทุกด้านโดยเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ดังนี้ ลำดับแรก ด้านส่งเสริมการขาย รองลงมาคือ ด้านช่องทางจัดจำหน่าย ด้านผลิตภัณฑ์และด้านราคา ตามลำดับ สอดคล้องกับงานวิจัย ที่ศึกษาเรื่อง โดยได้ศึกษาปัจจัยส่วนบุคคล ปัจจัยส่วนประสมทางการตลาด และการตัดสินใจซื้อสินค้าทาง เฟสบุ๊คผ่านตลาดออนไลน์ในประเทศไทย และใช้แบบสอบถามในการเก็บข้อมูล วิเคราะห์ข้อมูลโดยใช้สถิติ ผลการวิจัยพบว่า ปัจจัยส่วนบุคคลที่แตกต่างกันจะมีผลต่อการตัดสินใจซื้อผ่านตลาดออนไลน์ในประเทศไทย และปัจจัยส่วนประสมทางการตลาดจะมีผลต่อการตัดสินใจซื้อสินค้าผ่านตลาดออนไลน์ในประเทศไทย โดยมีระดับการตัดสินใจเฉลี่ยในระดับมากใกล้เคียงกันทุกด้าน ในทางกลับกันมีความสัมพันธ์อย่างมีนัยสำคัญกับการตัดสินใจซื้อสินค้าของลูกค้า ทั้งนี้สอดคล้องกับศิริวรรณ เสรีรัตน์ และคณะ (2546 : 53-56) ได้กล่าวว่า ปัจจัยส่วนประสมทางการตลาด หมายถึง ตัวแปรทางการตลาดที่ควบคุมได้ ซึ่งบริษัทใช้ร่วมกันเพื่อตอบสนองความพึงพอใจแก่ กลุ่มเป้าหมาย ประกอบด้วยเครื่องมือ ผลิตภัณฑ์ (Product) สิ่งที่เสนอขาย โดยธุรกิจเพื่อตอบสนองความจำเป็น หรือความต้องการของลูกค้าให้เกิดความพึงพอใจ ราคามีอิทธิพลต่อพฤติกรรมการซื้อก็ต่อเมื่อผู้บริโภคทำการประเมินทางเลือก และทำการตัดสินใจ โดยปกติผู้บริโภคชอบผลิตภัณฑ์ราคาต่ำา นักการตลาดจึงควรคิดราคาน้อย ลดต้นทุนการซื้อหรือทำให้ผู้บริโภคตัดสินใจด้วยลักษณะอื่นๆ ช่องทางการจัดจำหน่าย (Placement-channel of distribution) กลยุทธ์ของนักการตลาดในการ ทำให้มีผลิตภัณฑ์ไว้พร้อมจำหน่าย สามารถก่ออิทธิพลต่อการพบผลิตภัณฑ์ และการส่งเสริมการตลาด (Promotion) เป็นเครื่องมือการสื่อสารเพื่อสร้างความพึงพอใจ ต่อตราสินค้า หรือบริการ หรือความคิด หรือต่อบุคคล โดยใช้เพื่อจูงใจ (Persuade) ให้เกิด ความต้องการ

ผลการเปรียบเทียบระดับความคิดเห็นต่อการตัดสินใจในการซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์จำแนกตามปัจจัยส่วนบุคคล สามารถอภิปรายผลการวิจัยได้ โดยมีรายละเอียดดังนี้ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามที่มีเพศ อายุ อาชีพ และรายได้ต่อเดือนที่แตกต่างกันมีการตัดสินใจในการซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์ ไม่แตกต่างกัน ส่วนผู้ตอบแบบสอบถามที่มีระดับการศึกษา แตกต่างกัน จะมีการตัดสินใจในการซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์ที่ แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สอดคล้องกับแนวคิดและทฤษฎีเกี่ยวกับส่วนประสมทางการตลาด อดุลย์ จาตุรงคกุล (2543) กล่าวในเรื่องตัวแปรหรือองค์ประกอบของส่วนผสมทางการตลาด (4P's) ว่าเป็นตัวกระตุ้นหรือสิ่งเร้าทางการตลาดที่กระทบต่อกระบวนการตัดสินใจซื้อ ขณะที่จากการทบทวนวรรณกรรมของธารินี พัชรเจริญพงศ์ (2554) กล่าวว่า การตัดสินใจ เป็นกระบวนการทางเลือก ที่ดีที่สุดจากหลายๆ ทางเลือก ก่อนที่จะนำทางเลือกนั้นไปปฏิบัติ โดยใช้หลักเหตุผลจากทางเลือกหรือ ข้อมูลทั้งหมดที่มีอยู่เพื่อให้เกิดบรรลุวัตถุประสงค์ตามที่ต้องการ ส่วนการตัดสินใจเลือกอาชีพนั้น เป็นกระบวนการที่บุคคลได้พิจารณาไตร่ตรองจากข้อมูลต่างๆ ที่มีอยู่ และเลือกแนวทางที่ตนต้องการ เพื่อนำไปสู่จุดมุ่งหมายที่ตนเองตั้งใจและเกิดความพึงพอใจที่สุดในอาชีพนั้นจากข้อมูลข้างต้น สรุปได้ว่า การตัดสินใจ หมายถึง การเลือกและเปรียบเทียบสิ่งที่ต้องการจาก ทางเลือกมากมายโดยนำมาพิจารณาด้วยกระบวนการเลือกหลักการและเหตุผล รวมถึงการตัดสินใจ เลือก เพื่อให้ได้สิ่งที่จะทำให้บรรลุวัตถุประสงค์ ผลการวิจัย พบว่า ผู้บริโภคส่วนมากนิยมซื้อ สินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์และรับรู้ตราสินค้าอยู่ในระดับมากที่สุด ในขณะเดียวกันผลการศึกษาแสดงให้เห็นว่าคุณภาพบริการผ่านช่องทางออนไลน์มีอิทธิพลทางบวกความพึงพอใจของลูกค้าคุณค่าที่รับรู้ และความภักดีทางช่องทางออนไลน์ นอกจากนี้ผลการวิจัยพบว่าทั้งความพึงพอใจของลูกค้า และการรับรู้คุณค่าส่งผลโดยตรงต่อความต้องการซื้อสินค้าออนไลน์

ข้อเสนอแนะ

ข้อเสนอแนะในการนำผลการวิจัยไปใช้

จากการศึกษาพฤติกรรมความพึงพอใจในการตัดสินใจซื้อสินค้าเสื้อผ้ามือสอง ออนไลน์ พบว่า โดยเน้นพิจารณาปัจจัยด้านคุณภาพประกอบกับราคาที่ถูกกว่าในตลาด ในระดับเดียวกัน และมีความจงรักภักดีกับตราสินค้า และให้ความสำคัญกับช่องทางการจัดจำหน่ายเข้าถึงง่าย ซึ่งแม้ว่าส่วนใหญ่จะเป็นผู้ตัดสินใจซื้อด้วยตนเอง แต่ผู้บริโภคถึง 1 ใน 3 ก็ยังคงเปิดรับคำแนะนำจากผู้จำหน่ายที่ดูแลและเอาใจใส่ และมีการให้ข้อมูล การนำเสนอสินค้าใหม่ๆ ด้วย ควรส่งสินค้าที่มีคุณภาพในระดับที่ดี และโดยอาศัยช่องทางการจัดจำหน่ายที่สอดคล้องกับพฤติกรรมของผู้ใช้เสื้อผ้ามือสอง คือ ช่องทางออนไลน์ที่หลากหลาย นอกจากนี้วิธีการเพิ่มยอดขายที่สำคัญอีกประการหนึ่ง คือ การส่งเสริมการขายที่มุ่งสู่คนกลาง โดยอาจใช้วิธีจูงใจด้วยกลยุทธ์ทางการตลาดต่างๆ เช่น การให้ของสมนาคุณ การให้ส่วนลดในอัตราก้าวหน้า หรือแม้แต่การให้ของแถมไปใช้ก่อนเพื่อแลกกับยอดซื้อ ฯลฯ สิ่งเหล่านี้เป็นส่วนที่นักการตลาดต้องศึกษาเจาะเข้าไปให้ตรงประเด็นอีกครั้งหนึ่ง

สำหรับผู้ที่สนใจศึกษาต่อจากงานศึกษา ควรขยายผลการศึกษาในประเด็นของทิศทางความสัมพันธ์ว่าแต่ละประเด็นมีทิศทางความสัมพันธ์ไปในทางบวกหรือลบมากน้อยเพียงใด นอกจากนี้ยังสามารถเข้าไปศึกษาแบบเจาะประเด็นที่ให้ความสนใจเป็นพิเศษเป็นเรื่องๆ ไปก็ได้ อาทิ ปัจจัยการส่งเสริมการขายที่มีผลต่อการซื้อ การศึกษามุ่งเฉพาะสินค้านั้นๆ เป็นต้น

ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

เนื่องจากการวิจัยครั้งเป็นการศึกษาปัจจัยที่ปัจจัยส่วนประสมทางการตลาดของผู้บริโภคที่ซื้อสินค้าเสื้อผ้ามือสอง จากช่องทางออนไลน์ ควรมีการศึกษาเจาะจงสินค้าที่ได้รับความนิยมจากผู้บริโภค เช่น ปัจจัยที่มีผลต่อการตัดสินใจซื้อสินค้าเสื้อผ้ามือสองจากช่องทางออนไลน์ ของผู้บริโภค ซึ่งจะทำให้ได้ข้อมูลเปรียบเทียบให้กับผู้จัดจำหน่ายในช่องทางออนไลน์ ในการกำหนดกลยุทธ์ส่วนประสมทางการตลาดได้ตรงจุดมากขึ้น

การวิจัยครั้งนี้ ได้ทำการศึกษาปัจจัยส่วนประสมทางการตลาดและการตัดสินใจในการซื้อในโอกาสต่อไป ควรจะศึกษาเรื่องพฤติกรรมของผู้บริโภคและปัจจัยที่มีผลต่อการตัดสินใจในการซื้อสินค้าเสื้อผ้าแฟชั่นของผู้บริโภคในช่องทางออนไลน์ เพราะผลที่ได้จากการวิจัย จะทำให้ทราบถึงแนวโน้มพฤติกรรมของผู้บริโภคในสถานการณ์ทางการตลาดที่เปลี่ยนแปลงอยู่ตลอดเวลา เพื่อให้ผู้จัดจำหน่ายนำมาปรับปรุง กลยุทธ์ให้สอดคล้องและตรงกับความต้องการของผู้บริโภคได้อย่างเหมาะสม

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ทักษะด้านการคิดของนักศึกษาในการพัฒนาโครงงานนวัตกรรม เพื่อแก้ปัญหาในสถานประกอบการ

Thinking Skills of students in project development innovations to solve problems in the workplaces

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาทักษะด้านการคิดพัฒนาโครงงานนวัตกรรมของนักศึกษา และ 2) เพื่อสร้างแผนจัดทำคู่มือด้านการคิดพัฒนาโครงงานนวัตกรรมของนักศึกษา กลุ่มเป้าหมายในการวิจัยนี้ ได้แก่ นักศึกษาที่เคยเรียนในรายวิชาฝึกปฏิบัติ จำนวน 20 คน โดยการสุ่มตัวอย่างแบบเฉพาะเจาะจง พบว่า ส่วนใหญ่เป็นเพศหญิง อายุประมาณ 20-25 ปี เครื่องมือที่ใช้ในการวิจัยครั้งนี้เป็นแบบสัมภาษณ์ ประกอบไปด้วย ข้อมูลทั่วไป ซึ่งมีเพศ อายุ ชั้นปีที่ศึกษา และแบบสัมภาษณ์ทักษะด้านการคิดของนักศึกษาในการพัฒนาโครงงานนวัตกรรม เพื่อแก้ปัญหาในสถานประกอบการ สำหรับสถิติที่ใช้ในการวิเคราะห์ข้อมูล ใช้ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า 1) ทักษะด้านการคิดของนักศึกษาในการพัฒนาโครงงานนวัตกรรม เพื่อแก้ปัญหาในสถานประกอบการ โดยภาพรวมอยู่ในระดับมาก โดยพิจารณารายด้าน พบว่า ระดับทักษะการคิดเชิงวิเคราะห์ มีค่าเฉลี่ยสูงสุดคือ 4.15 รองลงมาคือ ระดับทักษะการคิดอย่างมีเหตุผล มีค่าเฉลี่ยคือ 4.10 และด้านที่มีค่าเฉลี่ยที่น้อยที่สุดคือ ระดับทักษะการคิดเชิงนวัตกรรม มีค่าเฉลี่ยคือ 4.05 ตามลำดับ 2) แผนจัดทำคู่มือด้านการคิดพัฒนาโครงงานนวัตกรรมของนักศึกษา มีผลสรุปว่า 2.1 คู่มือควรมีเนื้อหาทักษะการคิดเชิงวิเคราะห์ (Analytical Thinking) ในการคิดโครงงานนวัตกรรม อาทิเช่น การอธิบายขั้นตอนการคิดเชิงวิเคราะห์ โดยกระตุ้นความคิดสร้างสรรค์ เพื่อแก้ไขปัญหาจากหลายๆ มุมมอง และมีอภิปรายร่วมกันมากขึ้น 2.2 คู่มือควรมีเนื้อหาในส่วนของทักษะการคิดอย่างมีเหตุผล ซึ่งควรมีเนื้อหาที่สามารถทำให้นักศึกษามองเห็นถึงปัญหาที่เกิดขึ้น สามารถมองเห็นปัญหาในภาพรวมมาดำเนินการคิดและตัดสินใจในการคิดโครงงานนวัตกรรมได้ 2.3 คู่มือควรมีเนื้อหาในส่วนของทักษะการคิดเชิงนวัตกรรม (Innovative Thinking) ในการคิดโครงงานนวัตกรรม มีการอธิบายขั้นตอนการคิดเชิงนวัตกรรม โดยเน้นให้สังเกตปัญหา และวางแผนในการคิดโครงงานนวัตกรรม เสริมสร้างความคิดในการค้นพบปัญหาในสถานประกอบการณ์ เพื่อนำไปสู่การคิดแก้ไขปัญหาต่อไป

คำสำคัญ: ทักษะด้านการคิด โครงงาน นวัตกรรม

Abstract

The objectives of this research are

1) to study the core competency skills for developing innovative projects from students

2) to develop the plan for creating a manual for innovative projects development for students

Interned students (20 people) are samples group of this research, selected by specific random sampling, it was found that most of them were female, around 20-25 years old. A questionnaire was the tool used in this consisted of gender, age, and year of study. The statistics used to analyze the data are percentage, mean, S.D.

The research indicates that

1) Thinking skills of students in developing innovative projects to solve problems in the workplace was at a high level overall. By considering in each aspect, it was found that the level of analytical thinking skills reached the highest average of 4.15, followed by the level of rational thinking skills with an average of 4.10 and the innovative thinking skills held the lowest average of 4.05. 2) The plan for creating a manual for innovative projects development for students concluded that 2.1 The manual should include analytical thinking skills in innovative project development, for example, explaining the analytical thinking processes by stimulating creativity to solve

[1] (นักศึกษา) สาขาวิชาการจัดการนวัตกรรมเพื่อธุรกิจและอุตสาหกรรม วิทยาลัยเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยพระจอมเกล้าพระนครเหนือ (โทร. 081-4149331 E-mail: s6303091811014@email.kmutnb.ac.th)

[2] (อาจารย์) สาขาวิชาการจัดการนวัตกรรมเพื่อธุรกิจและอุตสาหกรรม วิทยาลัยเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยพระจอมเกล้าพระนครเหนือ

problems from many perspectives and raise more discussions together. 2.2 The manual should include content in the area of rational thinking skills which should contain content that can make students see the problems as a whole, to decide on innovative projects. 2.3 The manual should include content in the area of innovative thinking skills innovative thinking processes by emphasizing the problem and planning for innovative projects which will reinforce the idea of finding problems in the workplace and lead to thinking about solving problems further.

Keywords: Thinking Skills, Project, Innovation

บทนำ

ความเจริญก้าวหน้าของเทคโนโลยีสารสนเทศทำให้ กระแสของสังคมโลกเปลี่ยนแปลงอย่างรวดเร็ว บุคลากรที่มีทักษะที่ดี ความสามารถ ความคล่องตัวในการทำงานกำลังเป็นที่ต้องการของตลาดแรงงาน การศึกษาแบบเก่าที่เน้นเพียงการบรรยายหรือภาคทฤษฎีไม่ตอบโจทย์ของตลาดแรงงานอีกต่อไป ดังที่ เกียรติศักดิ์ ลำพองชาติ (2564) กล่าวว่า การทำงานในยุคปัจจุบันมีความแตกต่างจากอดีตที่ผ่านมา เนื่องจากในโลกดิจิทัลมีความเจริญก้าวหน้าทางเทคโนโลยีในหลายด้าน ภาคอุตสาหกรรม ภาคการผลิต รวมทั้งลักษณะและรูปแบบการทำงาน โดยสิ่งหนึ่งที่จะสามารถเพิ่มประสิทธิภาพการทำงานให้กับตลาดแรงงานได้นั้นคือ นวัตกรรม ซึ่งหมายถึงการทำงานสิ่งต่าง ๆ ด้วยวิธีใหม่ ๆ และยังอาจหมายถึงการเปลี่ยนแปลงทางความคิด การผลิต กระบวนการ หรือองค์กร ไม่ว่าการเปลี่ยนนั้นจะเกิดขึ้นจากการปฏิวัติ การเปลี่ยนอย่างถอนรากถอนโคน หรือการพัฒนาต่อยอด ทั้งนี้ มักมีการแยกแยะความแตกต่างอย่างชัดเจน ระหว่างการประดิษฐ์คิดค้น ความคิดริเริ่ม และนวัตกรรม อันหมายถึงความคิดริเริ่มที่นำมาประยุกต์ใช้อย่างสัมฤทธิ์ผล (Mckeown, 2008) ดังนั้นนวัตกรรมจึงมีความสำคัญกับตลาดแรงงานกับภาคธุรกิจในปัจจุบัน ตามที่ มหาวิทยาลัยราชภัฏธนบุรี (2560, เว็บไซต์) กล่าวว่า ความสำคัญของนวัตกรรมต่อการพัฒนาองค์กร คือ การปรับเปลี่ยนคุณลักษณะขององค์กร หรือปรับเปลี่ยนพฤติกรรมองค์กร ซึ่งเป็นสิ่งที่ไม่เคยปรับเปลี่ยนมาก่อน เพื่อตอบสนองต่อสิ่งเร้าของบริบทโลกาภิวัตน์ที่มีความรู้และนวัตกรรมเป็นปัจจัยหลักในการเพิ่มคุณค่า พัฒนา ผลิตสินค้า และบริการที่ดีมีคุณภาพเพื่อตอบสนองความต้องการ และความพึงพอใจของลูกค้า ความอยู่รอด และความสามารถเชิงการแข่งขันของ องค์กรในตลาดการค้าโลกเสรี

จากประเด็นดังกล่าว สถาบันการจัดการปัญญาภิวัฒน์ ได้เปิดสอนในคณะการจัดการโลจิสติกส์และคมนาคมขนส่ง ซึ่งได้มีรายวิชาการฝึกปฏิบัติงานโดยเฉพาะ เพื่อสร้างความรู้ ให้กับนักศึกษาในเรื่องเกี่ยวกับการจัดให้นักศึกษาได้บูรณาการความรู้ที่ได้ศึกษามาทั้งหมด เพื่อประยุกต์กับการปฏิบัติงานจริงในสถานประกอบการ จะเป็นการเพิ่มพูนประสบการณ์ตรง ทำงานเป็นทีม เป็นการเตรียมความพร้อมและปรับตัวให้สามารถทำงานได้จริงเมื่อสำเร็จการศึกษา โดยนักศึกษาทุกชั้นปีจะต้องผ่านการเรียนการสอนโดยการเข้าเรียนในห้องเรียนร้อยละ 50 และ ฝึกภาคปฏิบัติในสถานประกอบการ อีกร้อยละ 50 โดยการฝึกปฏิบัติงานทุกรอบจะต้องมีการคิดโครงงานนวัตกรรม สำหรับแก้ปัญหาให้กับสถานประกอบการที่ไปฝึกงาน ซึ่งนวัตกรรมเป็นสิ่งที่สถานประกอบการต้องการให้เกิดขึ้น การคิดโครงงานจึงเป็นการประยุกต์ความรู้ภาคทฤษฎีที่เรียนมากับการปฏิบัติงานจริงในสถานประกอบการ โดยการฝึกภาคปฏิบัติงานในสถานประกอบการของนักศึกษา มีความจำเป็นจะต้องใช้ทักษะต่างๆ เช่น ทักษะการสื่อสารที่ดี ทักษะด้านความรับผิดชอบ ทักษะด้านการทำงานเป็นทีม ทักษะด้านมนุษยสัมพันธ์ และทักษะด้านการคิด ผู้วิจัยมีความสนใจที่จะส่งเสริมทักษะให้กับนักศึกษาโดยสนใจทักษะด้านการคิดเพราะเป็นทักษะที่มีความเกี่ยวข้องกับนวัตกรรม ตามที่ McKeown, Max (2008). กล่าวไว้ว่า นวัตกรรม คือ การทำงานสิ่งต่าง ๆ ด้วยวิธีใหม่ ๆ และยังอาจหมายถึงการเปลี่ยนแปลงทางความคิด การผลิต กระบวนการ หรือองค์กร ไม่ว่าการเปลี่ยนนั้นจะเกิดขึ้นจากการปฏิวัติ การเปลี่ยนอย่างถอนรากถอนโคน หรือการพัฒนาต่อยอด ทั้งนี้ มักมีการแยกแยะความแตกต่างอย่างชัดเจน ระหว่างการประดิษฐ์คิดค้น ความคิดริเริ่ม และนวัตกรรม อันหมายถึงความคิดริเริ่มที่นำมาประยุกต์ใช้อย่างสัมฤทธิ์ผล ซึ่งจะเห็นว่าทักษะด้านการคิดกับนวัตกรรม มีความเกี่ยวข้องกัน โดยทักษะด้านการคิด คือ กิจกรรมที่ใช้ในการประมวลผลข้อมูลแก้ปัญหา ตัดสินใจและสร้างแนวคิดใหม่ ๆ เรามักจะใช้ทักษะด้านการคิดเมื่อพยายามทำความเข้าใจเกี่ยวกับประสบการณ์ การจัดระเบียบข้อมูล การเชื่อมต่อคำถาม การคิดวางแผนหรือตัดสินใจว่าจะทำอะไร (ศศิมา สุขสว่าง, 2021) จึงทำให้ทักษะด้านการคิดเป็นการช่วยพัฒนาศักยภาพในด้านการคิดโครงงานนวัตกรรม เพื่อช่วยในการวัดผลการผ่านการฝึกภาคปฏิบัติในสถานประกอบการนั้น ดังนั้นการศึกษาทักษะของการคิดโครงงานนวัตกรรมในกลุ่มเป้าหมาย จึงมีส่วนสำคัญเป็นอย่างมากในการพัฒนาโครงงานนวัตกรรมไปสู่เป้าหมายที่ตั้งเอาไว้ของสถานประกอบการ การพัฒนาโครงงานนวัตกรรมเพื่อแก้ปัญหาในสถานประกอบการที่ตนเองได้ไปฝึกปฏิบัติ

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาทักษะด้านการคิดพัฒนาโครงงานนวัตกรรมของนักศึกษา
2. เพื่อสร้างแผนจัดทำคู่มือด้านการคิดพัฒนาโครงงานนวัตกรรมของนักศึกษา

วิธีการดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่าง

ประชากร

ประชากรที่ใช้ในการศึกษาวิจัย คือ นักศึกษาระดับปริญญาตรี สถาบันการจัดการปัญญาภิวัฒน์

กลุ่มตัวอย่าง

กลุ่มตัวอย่างในการสัมภาษณ์ใช้การเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling) ได้แก่ นักศึกษาในระดับปริญญาตรี คณะการจัดการโลจิสติกส์และการคมนำคมขนส่ง สถาบันการจัดการปัญญาภิวัฒน์ ที่ลงทะเบียนเรียนในภาคการศึกษาที่ 1 ปีการศึกษา 2565 ที่มีสถานะเรียนปกติ ชั้นปีที่ 1-4 จำนวน 20 คน กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ คือ นักศึกษาที่เคยเรียนในรายวิชาฝึกปฏิบัติ

การเลือกกลุ่มตัวอย่าง

งานวิจัยนี้ใช้การเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling) ได้แก่ นักศึกษาในระดับปริญญาตรี คณะการจัดการโลจิสติกส์และการคมนำคมขนส่ง สถาบันการจัดการปัญญาภิวัฒน์ ที่ลงทะเบียนเรียนในภาคการศึกษาที่ 1 ปีการศึกษา 2565 ที่มีสถานะเรียนปกติและเคยเรียนในวิชาฝึกปฏิบัติ และเต็มใจเข้าร่วมการให้ข้อมูลชั้นปีละ 5 คน จำนวน 20 คน

2. ตัวแปรที่ใช้ในการวิจัย

ตัวแปรที่ใช้ในการศึกษาวิจัยครั้งนี้ ประกอบด้วย

1. ตัวแปรอิสระข้อมูลส่วนบุคคล

1.1 เพศ

1.2 อายุ

1.3 การศึกษา

1.4 ชั้นปีการศึกษา

2. ตัวแปรตาม ทักษะด้านการคิดของนักศึกษา

2.1 ด้านการคิดอย่างมีเหตุผล (Critical Thinking)

2.2 ด้านการคิดเชิงวิเคราะห์ (Analytical Thinking)

2.3 ด้านการคิดเชิงนวัตกรรม (Innovative Thinking)

ซึ่งมีความหมายดังต่อไปนี้

2.1 การคิดอย่างมีเหตุผล (Critical Thinking) หมายถึง การคิดที่ต้องอาศัยหลักการหรือข้อเท็จจริงที่ถูกต้องมาสนับสนุนอย่างเพียงพอ การคิดประเภทนี้มีโอกาสผิดพลาดน้อยและถือว่าเป็นทักษะอย่างหนึ่งที่สามารถพัฒนาให้มีคุณภาพสูงยิ่งขึ้นได้ ผู้ที่มีทักษะในการคิดเชิงเหตุผลสูง ย่อมมีความคิดที่มีคุณภาพสูง ซึ่งความคิดที่มีคุณภาพสูงนั้นย่อมจะช่วยแก้ปัญหานานาประการให้แก่มนุษย์ และย่อมสร้างสรรค์สิ่งอันเป็นประโยชน์ให้แก่มนุษย์ได้นานัปประการเช่นกัน (จำนง วิบูลย์ศรี. 2536 : 29)

2.2 การคิดเชิงวิเคราะห์ (Analytical Thinking) หมายถึง การคิดอย่างถี่ถ้วนมีหลักของการประเมินและหลักการอ้างอิงเพื่อหาข้อสรุปที่มีความเป็นไปได้ และพิจารณาปัจจัยที่เกี่ยวข้องทั้งหมด โดยใช้กระบวนการตรรกวิทยาได้อย่างถูกต้องมีเหตุมีผล (Good, 1973 : 680)

2.3 การคิดเชิงนวัตกรรม (Innovative Thinking) หมายถึง ความสามารถหลากหลายของมนุษย์ที่จะสามารถสร้างสิ่งใหม่ๆ สิ่งใดสิ่งหนึ่งที่อยู่รอบตัวและเป็นที่สนใจ ให้เป็นผลิตภัณฑ์ ในรูปแบบสิ่งประดิษฐ์ หรือรูปแบบอื่นๆ แล้วนำเผยแพร่กับสังคมปัจจุบัน (Amelink, 2013)

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือสำหรับการวิจัยแบบเชิงคุณภาพ คือแนวคำถามกึ่งโครงสร้าง (Semi-Structured Interview) ที่ใช้ในการสัมภาษณ์เชิงลึก (In-depth Interview) และในการวิจัยแบบเชิงคุณภาพนี้ เครื่องมือที่ถือว่าสำคัญที่สุดในการวิจัยเชิงคุณภาพ คือ ตัวผู้วิจัย เนื่องจากผู้วิจัยถือเป็นเครื่องมือหนึ่งที่จะได้มาซึ่งข้อมูลที่มีความน่าเชื่อถือ และได้ตรวจสอบคุณภาพของเครื่องมือในด้านความถูกต้องตรงประเด็น (Validity) และความเชื่อถือได้ (Reliability) โดยนำเครื่องมือแนวคำถามที่ได้สร้างขึ้นให้อาจารย์ที่ปรึกษาได้ทำการตรวจสอบในเบื้องต้น และทำการแก้ไขปรับปรุงตามคำแนะนำของอาจารย์ที่ปรึกษาจำนวน 3 ท่าน ตรวจสอบความตรงเชิงเนื้อหา (Content Validity) และความครอบคลุมของแนวคำถามกับวัตถุประสงค์การวิจัย และเพื่อความน่าเชื่อถือของข้อมูล มีการตรวจสอบความไว้วางใจได้ของข้อมูล (Dependability) ความสามารถในการนำผลการวิจัยไปประยุกต์ใช้ (Transferability และการยืนยันผลการวิจัย (Confirmability)

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสัมภาษณ์ ได้แก่ เพศ อายุ ระดับการศึกษา

ตอนที่ 2 คำถามในส่วนนี้เกี่ยวข้องกับทักษะด้านการคิดของนักศึกษา ความคิดเห็นของนักศึกษา เกี่ยวข้องทักษะด้านการคิดพัฒนาโครงงานนวัตกรรม

การแปลความหมายวิเคราะห์ข้อมูลตอบวัตถุประสงค์ โดยใช้วิธีการหาค่าเฉลี่ย เกี่ยวกับค่าเฉลี่ยโดยกำหนดไว้ตามหลักเกณฑ์ โดยใช้เกณฑ์ในการแปลความหมายเป็นระดับคะแนนเฉลี่ย (มัลลิกา บุนนาค, 2548) และดังตารางต่อไปนี้ ดังนี้

$$\frac{(\text{คะแนนสูงสุด} - \text{คะแนนต่ำสุด})}{(\text{จำนวนช่วงความคิดเห็น})} = \frac{(5-1)}{5} = 0.8$$

มีระดับความคิดเห็นหรือการแปลความหมายระดับคะแนนเฉลี่ย ดังนี้

ค่าเฉลี่ย	ความหมาย
4.21 -5.00	ระดับกระบวนการความคิดพัฒนาโครงงานนวัตกรรมแต่ละด้าน มากที่สุด
3.41 -4.20	ระดับกระบวนการความคิดพัฒนาโครงงานนวัตกรรมแต่ละด้าน มาก
2.61 -3.40	ระดับกระบวนการความคิดพัฒนาโครงงานนวัตกรรมแต่ละด้าน ปานกลาง
1.81 -2.60	ระดับกระบวนการความคิดพัฒนาโครงงานนวัตกรรมแต่ละด้าน น้อย
1.00 -1.80	ระดับกระบวนการความคิดพัฒนาโครงงานนวัตกรรมแต่ละด้าน น้อยที่สุด

ขั้นตอนในการวิจัย

การสร้างเครื่องมือในการวิจัยครั้งนี้ ผู้วิจัยดำเนินการตามขั้นตอนดังนี้

1. ศึกษาค้นคว้าเอกสาร รายละเอียดและแนวคิด ทฤษฎีจากเอกสารและงานวิจัยต่างๆ เกี่ยวกับ ทักษะด้านการคิดของนักศึกษาในการพัฒนาโครงงานนวัตกรรม เพื่อแก้ปัญหาในสถานประกอบการ เพื่อนำมาเป็นข้อมูลในการกำหนดเนื้อหาของแบบสัมภาษณ์

2. ศึกษารูปแบบและวิธีการสร้างแบบสัมภาษณ์จากเอกสารและงานวิจัยที่เกี่ยวกับ ทักษะด้านการคิดของนักศึกษาในการพัฒนาโครงงานนวัตกรรม เพื่อเป็นแนวทางในการสร้างแบบสัมภาษณ์

3. นำแบบสัมภาษณ์ที่สร้างเสร็จแล้ว เสนออาจารย์ที่ปรึกษาสารนิพนธ์ เพื่อพิจารณาตรวจสอบความครอบคลุมของเนื้อหาและความถูกต้องของภาษาและความชัดเจนในข้อความเพื่อนำมาปรับปรุงแก้ไข

4. การนำแบบสอบถามที่ปรับปรุงแก้ไข ไปหาคุณภาพของเครื่องมือ โดยให้ผู้เชี่ยวชาญทางการศึกษาจำนวน 3 ท่าน พิจารณาตรวจสอบความเที่ยงตรงของเนื้อหา (Content Validity) แล้วนำผลการพิจารณาของผู้เชี่ยวชาญตามเนื้อหา ด้วยวิธีการหาค่าดัชนีความสอดคล้อง ระหว่างข้อคำถามกับโครงสร้างหลักของเนื้อหา

4.1 **การวิเคราะห์ที่มาและความสำคัญของปัญหา** โดยทำการศึกษาเอกสารที่เกี่ยวข้องและสอบถามผู้ที่ประสบการณ์ปัญหาจริง เพื่อหาข้อมูลในแต่ละขั้นตอนและนำมาสรุปเป็นที่มาของงานวิจัยเพื่อกำหนดขอบเขตและวัตถุประสงค์ของงานวิจัย

4.2 การกำหนดกรอบแนวคิดในงานวิจัย โดยการทบทวนวรรณกรรมและงานวิจัยที่เกี่ยวข้อง ซึ่งได้ศึกษาทักษะด้านการคิด และได้นำกรอบแนวคิดและทฤษฎีดังกล่าวมาพัฒนาเป็นกรอบงานวิจัย ซึ่งประกอบด้วย 3 กรอบแนวคิด คือ

1. การคิดอย่างมีเหตุผล Critical Thinking
2. การคิดเชิงวิเคราะห์ Analytical Thinking
3. การคิดเชิงนวัตกรรม Innovative Thinking

5. นำแบบสัมภาษณ์ที่ผ่านเกณฑ์คุณภาพ จัดทำเป็นต้นฉบับสมบูรณ์ เพื่อเก็บข้อมูลจากกลุ่มตัวอย่าง

ผลการวิจัย

1. ในด้านศึกษาทักษะด้านการคิดพัฒนาโครงงานนวัตกรรมของนักศึกษา

1.1 ทักษะการคิดอย่างมีเหตุผล (Critical Thinking) ในการคิดโครงงานนวัตกรรม

ระดับทักษะการคิดอย่างมีเหตุผล โดยเฉลี่ยคะแนนอยู่ที่ 4.10 อยู่ในระดับมาก การฝึกปฏิบัติงานแต่ละครั้งจะมีการตระหนักถึงปัญหา ศึกษาปัญหาที่เกิดขึ้น นำปัญหาที่พบ มากลั่นกรองและหาวิธีการแก้ไข เพื่อหาข้อมูลเพิ่มเติมเกี่ยวกับนวัตกรรมที่จะ

เกิดขึ้น จนถึงการทดลองใช้ และสรุปผล ซึ่งนักศึกษามีความคิดอย่างมีเหตุผลอยู่ในเกณฑ์ที่ดี สามารถทราบขั้นตอนในการคิดโครงงานนวัตกรรมได้อย่างถูกต้อง

ตัวอย่างคำถามทักษะการคิดอย่างมีเหตุผล	บทสัมภาษณ์
ท่านคิดว่าโครงงานนวัตกรรมต้องใช้ทักษะการคิดในเรื่อง การคิดอย่างมีเหตุผล Critical Thinking มากน้อยเพียงใด หาก 5 คือต้องใช้ทักษะการคิดอย่างมีเหตุผลในการทำโครงงานนวัตกรรมมากที่สุด ส่วน 0 คือ ไม่ใช้ทักษะการคิดอย่างมีเหตุผลในการทำโครงงานนวัตกรรม หลังจากท่านระบุคะแนนแล้วโปรดให้เหตุผลประกอบว่าเพราะเหตุ ใด	นักศึกษา คนที่ 1 : (4 คะแนน) “เพราะการคิดโครงงานนวัตกรรมอาศัยการมองว่า ปัญหาที่เกิดขึ้นเกิดจากอะไร และสามารถนำเครื่องมือใดมาแก้ไขได้บ้าง และดูว่ามีความเป็นไปได้มากน้อยขนาดไหน” นักศึกษา คนที่ 2 : (5 คะแนน) “การคิดนวัตกรรมต้องวิเคราะห์ความต้องการของลูกค้า วิเคราะห์ความคิดที่เป็นไปได้ เพื่อให้เกิดผลที่ทำให้ปฏิบัติงานได้จริง”

1.2 ทักษะการคิดเชิงวิเคราะห์ (Analytical Thinking) ในการคิดโครงงานนวัตกรรม

ระดับทักษะการคิดเชิงวิเคราะห์ โดยเฉลี่ยคะแนนอยู่ที่ 4.15 อยู่ในระดับมาก การมองปัญหาหรือสังเกตสิ่งแวดล้อมที่เกิดปัญหา คิดวิเคราะห์แนวทางการแก้ไขปัญหาได้อย่างถูกจุด นักศึกษามีความคิดเห็นว่า อาจารย์ควรส่งเสริมให้นักศึกษาระดมความคิดและมีการ Discuss มากขึ้น มีการคิด Project อย่างสม่ำเสมอ เพื่อส่งเสริมกระบวนการคิดให้มากขึ้น

ตัวอย่างคำถามทักษะการคิดเชิงวิเคราะห์	บทสัมภาษณ์
. ท่านคิดว่าโครงงานนวัตกรรมต้องใช้ทักษะการคิดในเรื่อง การคิดเชิงวิเคราะห์ Analytical Thinking มากน้อยเพียงใด หาก 10 คือต้องใช้ทักษะการคิดอย่างมีเหตุผลในการทำโครงงานนวัตกรรมมากที่สุด ส่วน 0 คือ ไม่ใช้ทักษะการคิดอย่างมีเหตุผลในการทำโครงงานนวัตกรรม หลังจากท่านระบุคะแนนแล้วโปรดให้เหตุผลประกอบว่าเพราะเหตุ ใด	นักศึกษา คนที่ 1 : (5 คะแนน) “การคิดวิเคราะห์ปัญหาก่อนจะจัดทำโครงงานเป็นสิ่งสำคัญเสมอค่ะ เราจะได้รู้ว่าปัญหาคืออะไร เราจะได้วิเคราะห์โครงงานได้ดี” นักศึกษา คนที่ 2 : (5 คะแนน) “การคิดโครงงานมาจากการคิดอย่างถี่ถ้วนและวิเคราะห์ปัญหาที่เกิดขึ้น ถ้าไม่สามารถวิเคราะห์ปัญหาที่เกิดขึ้นได้ ก็ไม่สามารถคิดค้นนวัตกรรมได้ ดังนั้นทักษะการคิดเชิงวิเคราะห์จึงมีความสำคัญครับ” นักศึกษา คนที่ 3 : (5 คะแนน) “เนื่องจากการคิดวิเคราะห์นั้นคือทักษสำคัญที่สามารถช่วยลดปัญหาการใช้เหตุผลแบบผิดๆ ได้ ซึ่งสามารถนำมาปรับใช้กับการทำงาน ที่สมาชิกแต่ละคนอาจจะมีทักษะการคิดเชิงวิเคราะห์ไม่เหมือนกัน”

1.3 ทักษะการคิดเชิงนวัตกรรม (Innovative Thinking) ในการคิดโครงงานนวัตกรรม

ระดับทักษะการคิดเชิงนวัตกรรม โดยเฉลี่ยคะแนนอยู่ที่ 4.08 อยู่ในระดับมาก การคิดเชิงนวัตกรรมในส่วนของนักศึกษาการฝึกงาน จะมีการคิดโครงงานนวัตกรรมทุกครั้ง ทำให้มีประสบการณ์ในการคิด วิเคราะห์ข้อมูล แก้ไขปัญหาที่สามารถนำมาจัดทำพัฒนาและคิดค้นโครงงานนวัตกรรม แต่ต้องใช้ระยะเวลาในการคิดหาปัญหาในการแก้ไข หรือใช้เวลาในการค้นหาปัญหาในการคิดแก้ปัญหาในสถานประกอบการนั้นๆ

ตัวอย่างคำถามทักษะการคิดเชิงนวัตกรรม	บทสัมภาษณ์
ท่านคิดว่าโครงงานนวัตกรรมต้องใช้ทักษะการคิดในเรื่อง การคิดเชิงนวัตกรรม (Innovative Thinking) มากน้อยเพียงใด หาก 10 คือต้องใช้ทักษะการคิดอย่างมีเหตุผลในการทำโครงงานนวัตกรรมมากที่สุด ส่วน 0 คือ ไม่ใช้ทักษะการคิดอย่างมีเหตุผลในการทำโครงงานนวัตกรรม หลังจากท่านระบุคะแนนแล้วโปรดให้เหตุผลประกอบว่าเพราะเหตุ ใด	นักศึกษา คนที่ 1 : (5 คะแนน) “การคิดเชิงนวัตกรรมนั้นเป็นการคิดที่ตอบโจทย์วัตถุประสงค์ของการคิดโครงงานนวัตกรรมมากที่สุด อาจจะเป็นการต่อยอดจากสิ่งที่มีอยู่แล้ว หรืออาจจะคิดนวัตกรรมใหม่ขึ้นมาก็ได้” นักศึกษา คนที่ 2 : (3 คะแนน) “เนื่องจากเรามีการมองเห็นถึงปัญหาที่เกิดขึ้นได้ จนนำไปสู่การคิดค้นนวัตกรรมเพื่อนำมาแก้ไข แต่นวัตกรรมที่คิดอาจจะเกิดขึ้นได้ยาก อาจจะยังไม่สามารถเกิดขึ้นได้จริง” นักศึกษา คนที่ 3 : (4 คะแนน) “คิดว่ามีความสามารถด้านนี้ระดับปานกลาง เพราะการที่จะลงมือทำหรือสร้างนวัตกรรมอะไรใหม่ๆ ขึ้นมานั้น ต้องใช้ความรู้ในหลายๆด้าน มาประกอบเพื่อสร้างสรรค์ผลงานให้ดีที่สุด คิดว่ายังขาดทักษะในด้านอื่นๆที่ต้องพัฒนาอีก”

สรุปผลการวิจัย

การวิจัยครั้งนี้ สามารถสรุปผลการวิจัย ได้หัวข้อดังนี้

1. ผลการวิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถามข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีรายละเอียดดังต่อไปนี้

เพศ พบว่า ส่วนใหญ่เป็นเพศหญิง จำนวน 15 คน คิดเป็นร้อยละ 75.00 เพศชาย ร้อยละ 25.00

อายุ พบว่า ส่วนใหญ่มีอายุ 20-25 ปี จำนวน 20 คน คิดเป็นร้อยละ 100.00

ระดับการศึกษา พบว่า ส่วนใหญ่จะมีระดับการศึกษาปริญญาตรี จำนวน 20 คน คิดเป็นร้อยละ 100.00

ตารางที่ 1 แสดงข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ทำเป็น รูป หรือ ชาร์ท

ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม	จำนวน (n=20)	ร้อยละ
1. เพศ		
ชาย	5	25.00
หญิง	15	75.00
2. อายุ		
20-25 ปี	20	100.00
3. ระดับการศึกษา		
ระดับปริญญาตรี	20	100.00
รวม	20	100.00

2. การศึกษาทักษะด้านการคิดของนักศึกษาในการพัฒนาโครงงานนวัตกรรม เพื่อแก้ปัญหาในสถานประกอบการ โดยหลักการด้านการคิดโครงงานนวัตกรรมของนักศึกษา โดยภาพรวมอยู่ในระดับมาก (X = 4.10, S.D.=0.46) เมื่อแยกพิจารณาแต่ละด้าน พบว่า ทุกด้านมีระดับสมรรถนะหลักด้านการคิดโครงงานนวัตกรรมอยู่ในระดับมาก โดยการคิดเชิงวิเคราะห์ (X = 4.15, S.D.=0.57) มีค่าเฉลี่ยสูงสุด รองลงมาคือ การคิดอย่างมีเหตุมีผล (X = 4.10, S.D.=0.44) และการคิดเชิงนวัตกรรม (X = 4.05, S.D.=0.38) ตามลำดับ ดังแสดงจากตารางดังนี้

หลักการด้านการคิด	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	ทักษะด้านการคิด	ลำดับที่
การคิดเชิงวิเคราะห์ Analytical Thinking	4.15	0.57	มาก	1
การคิดเชิงนวัตกรรม Innovative Thinking	4.05	0.38	มาก	3
การคิดการคิดอย่างมีเหตุผล Critical Thinking	4.10	0.44	มาก	2
โดยภาพรวม	**4.10**	**0.46**	**มาก**	

3. การสร้างแผนจัดทำคู่มือด้านการคิดพัฒนาโครงงานนวัตกรรมของนักศึกษา ควรส่งเสริมระดับทักษะการคิดเชิงนวัตกรรม (Innovative Thinking) โดยเสริมทักษะเรียนรู้ สังเกตการณ์ปัญหาในแต่ละด้าน เพราะการสังเกตจะช่วยให้นักศึกษามองหาปัญหาได้ ที่ตนเองทำ เช่น ด้านเอกสาร ด้านการประสานงาน ด้านเทคโนโลยี ด้านการปฏิบัติงาน ที่สามารถนำองค์ความรู้ด้านการจัดการโลจิสติกส์และการคมนาคมขนส่งมาบูรณาการแก้ไขได้ โดยให้เน้นปัญหาที่มีความเป็นไปได้ที่จะแก้ไข เพื่อให้นักศึกษาคิดพัฒนาโครงงานนวัตกรรมได้ดียิ่งขึ้น

2. การสร้างแผนจัดทำคู่มือด้านการคิดพัฒนาโครงงานนวัตกรรมของนักศึกษา (Flow Chart)

รายละเอียดและขั้นตอนในการจัดทำแผนคู่มือการคิดพัฒนาโครงงานนวัตกรรม

จากแบบสัมภาษณ์ที่เก็บ มีทิศทางไปในทางเดียวกัน ควรประกอบด้วยดังนี้

2.1 ระดับทักษะการคิดอย่างมีเหตุผล (Critical Thinking) ในการคิดโครงงานนวัตกรรม

จัดทำคู่มือที่อธิบายขั้นตอนการคิดอย่างมีเหตุผล และให้นักศึกษาทราบว่า ปัญหาที่เกิดขึ้นสามารถมองภาพรวมมาดำเนินการคิด และตัดสินใจในการคิดโครงงานนวัตกรรมได้

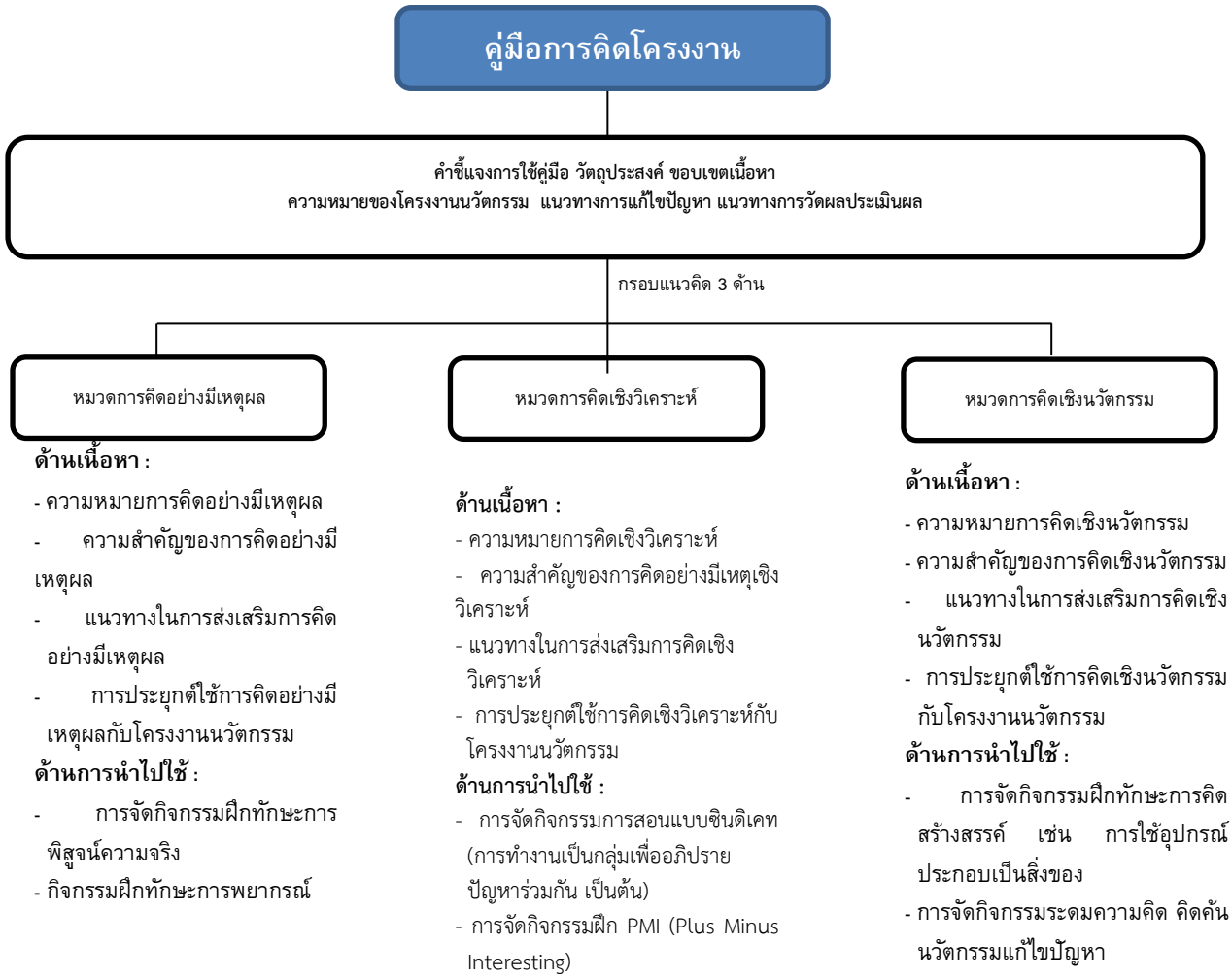
2.2 ระดับทักษะการคิดเชิงวิเคราะห์ (Analytical Thinking) ในการคิดโครงงานนวัตกรรม

จัดทำคู่มือที่อธิบายขั้นตอนการคิดเชิงวิเคราะห์ โดยกระตุ้นความคิดสร้างสรรค์ เพื่อแก้ไขปัญหาจากหลายๆ มุมมอง และมีอภิปรายร่วมกันมากขึ้น

2.3 ระดับทักษะการคิดเชิงนวัตกรรม (Innovative Thinking) ในการคิดโครงงานนวัตกรรม

จัดทำคู่มือที่อธิบายขั้นตอนการคิดเชิงนวัตกรรม โดยเน้นให้สังเกตปัญหา และวางแผนในการคิดโครงงานนวัตกรรม เสริมสร้างความคิดในการค้นพบปัญหาในสถานประกอบการณ์ เพื่อนำไปสู่การคิดแก้ไขปัญหาต่อไป

FlowChart คู่มือการคิดโครงงานนวัตกรรม



อภิปรายผลการวิจัย

จากผลการวิจัย ผู้วิจัยสามารถนำมาอภิปรายผลได้ดังนี้

1. การศึกษาทักษะด้านการคิดของนักศึกษาในการพัฒนาโครงงานนวัตกรรม เพื่อแก้ปัญหาในสถานประกอบการ โดยภาพรวมรายด้านอยู่ในระดับมาก เนื่องจากนักศึกษาได้ประสบการณ์จากการปฏิบัติงานจริงในสถานประกอบการที่ไปฝึกงาน ทำให้ทราบถึงปัญหาในการปฏิบัติงานได้ชัดเจนยิ่งขึ้น ประกอบกับนักศึกษาได้มีการอบรมจากสถาบันก่อนไปฝึกปฏิบัติงานกับสถานประกอบการณ์ ทำให้นักศึกษาได้มีทักษะขั้นตอนการวางแผน วิเคราะห์และแก้ปัญหาอย่างเป็นกระบวนการ

1.1 ทักษะการคิดเชิงวิเคราะห์ (Analytical Thinking Skill) มีค่าเฉลี่ยอยู่ในระดับมาก เพราะในการอบรมนักศึกษาก่อนลงฝึกปฏิบัติงานได้มีการอธิบายถึงขั้นตอน กระบวนการ วิธีทำ วิธีคิด โครงงานนวัตกรรมอย่างเป็นขั้นตอน อีกทั้งองค์ความรู้ด้านโลจิสติกส์และการคมนาคมจะส่งเสริมทักษะการคิดเชิงวิเคราะห์ทำให้นักศึกษาสามารถบูรณาการด้านการคิดโครงงานนวัตกรรมในสถานประกอบการที่ตนเองปฏิบัติงานได้ง่าย นอกจากนี้นักศึกษาที่เป็นกลุ่มเป้าหมายได้ผ่านการศึกษาเล่าเรียนมา ทำให้ผ่านการวิเคราะห์ปัญหาจากการอ่านการฟังมาค่อนข้างมาก ซึ่งเป็นการเสริมสร้างการคิดวิเคราะห์ด้วย ดังที่ ประพันธ์ศิริ สุเลารัจ (2556 :53 – 54) สรุปความหมายของการคิดวิเคราะห์ไว้ คือ ความสามารถในการมองเห็นรายละเอียดและจำแนกแยกแยะข้อมูลองค์ประกอบของสิ่งต่าง ไม่ว่าจะเป็นวัตถุเรื่องราว เหตุการณ์ต่าง ๆ ออกเป็นส่วนย่อยและจัดเป็นหมวดหมู่เพื่อค้นหาความจริง ความสำคัญขององค์ประกอบนั้นๆ รวมทั้งหาความสัมพันธ์และความเชื่อมโยงของสิ่งต่าง ๆ จนได้ ความคิดนำไปสู่การสรุป การประยุกต์ใช้ทำนายหรือคาดการณ์สิ่งต่าง ๆ ได้อย่างถูกต้อง

1.2 ทักษะการคิดอย่างมีเหตุผล (Critical Thinking Skill) มีค่าเฉลี่ยอยู่ในระดับมาก เพราะการศึกษาในระดับปริญญาตรีจะมีรายวิชาที่ส่งเสริมการคิดอย่างมีเหตุผล เช่น การจัดการคลังสินค้า การจัดซื้อ เศรษฐศาสตร์โลจิสติกส์ ซึ่งรายวิชาเหล่านี้ต้องอาศัยการหาข้อเท็จจริงมาสนับสนุน การสืบหาสาเหตุและผลที่ได้ ดังที่ จำนง วิบูลย์ศรี (2536) กล่าวว่า การคิดที่ต้องอาศัยหลักการ

หรือข้อเท็จจริงที่ถูกต้องมาสนับสนุนอย่างเพียงพอ การคิดประเภทนี้มีโอกาสผิดพลาดน้อยและถือว่าเป็นทักษะอย่างหนึ่งที่สามารถพัฒนาให้มีคุณภาพสูงยิ่งขึ้นได้ ผู้ที่มีทักษะในการคิดเชิงเหตุผลสูง ย่อมมีความคิดที่มีคุณภาพสูง

1.3 ทักษะการคิดเชิงนวัตกรรม (Innovative Thinking Skill) มีค่าเฉลี่ยอยู่ในระดับมาก เพราะเนื่องจากสถาบันการจัดการปัญญาภิวัฒน์ มีการเรียนการสอนที่มีการฝึกงานควบคู่ไปด้วย ซึ่งทำให้นักศึกษามีทักษะในการคิดเชิงนวัตกรรม ดังที่ Garrison (2016) กล่าวว่า การที่มนุษย์คิดริเริ่มทำสิ่งใหม่ๆ ที่ดีขึ้นกว่าเดิม และพยายามหาวิธีนำแนวคิดใหม่ (New Idea) เหล่านี้มาทำให้เป็นจริง ซึ่งนำไปสู่การสร้างสิ่งใหม่ ใช้วิธีการใหม่ หรือการประยุกต์ใช้แบบใหม่เพื่อให้เกิดประโยชน์ตามวัตถุประสงค์ ตามเป้าหมายที่ตั้งไว้

2. หลังจากที่ได้ศึกษามา เกี่ยวกับการวางแผนคู่มือ การสร้างแผนจัดทำคู่มือด้านการคิดพัฒนาโครงงานนวัตกรรมของนักศึกษา ควรส่งเสริมระดับทักษะการคิดเชิงนวัตกรรม (Innovative Thinking) โดยเสริมทักษะเรียนรู้ สังเกตการณ์ปัญหาในแต่ละด้าน เพราะการสังเกตจะช่วยให้นักศึกษามองหาปัญหาได้ ที่ตนเองทำ เช่น ด้านเอกสาร ด้านการประสานงาน ด้านเทคโนโลยี ด้านการปฏิบัติงาน ที่สามารถนำองค์ความรู้ด้านการจัดการโลจิสติกส์และการคมนาคมขนส่งมาบูรณาการแก้ไขได้ โดยให้เน้นปัญหาที่มีความเป็นไปได้ที่จะแก้ไข เพื่อให้นักศึกษาคิดพัฒนาโครงงานนวัตกรรมได้ดียิ่งขึ้น

ข้อเสนอแนะ

1. ควรมีการศึกษาแนวคิดของนักศึกษามหาวิทยาลัยอื่นที่มีการฝึกงานในสถานประกอบการณ์อย่างเดียว โดยไม่มีการคิดโครงงานนวัตกรรมว่ามีแนวคิดแตกต่างกันอย่างไร

2. ควรนำผลการศึกษาไปขยายผล ควรนำการศึกษาแนวคิดทักษะด้านความคิดในแต่ละด้าน ไปใช้ในกลุ่มตัวอย่างอื่นๆ เช่น กลุ่มพนักงานบริษัท กลุ่มเจ้าของกิจการ เพื่อเป็นการส่งเสริมแนวคิดการพัฒนานวัตกรรมให้กับองค์กรนั้นๆ

3. ควรมีการศึกษาแนวคิดทักษะด้านอื่นๆ นอกเหนือจากที่ได้ศึกษาในงานวิจัยนี้ เช่น แนวคิดทักษะด้านการมีวิจารณญาณ การคิดเป็นระบบ การคิดในการแก้ไขปัญหา การคิดในการใช้เทคโนโลยี เพื่อสำรวจว่าแนวคิดทักษะด้านใดบ้างที่ช่วยในการคิดโครงงานนวัตกรรมให้กับสถานประกอบการณ์ได้ ยังมีแนวคิดอื่นที่มาส่งเสริมนวัตกรรม

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สมรรถนะของเจ้าหน้าที่ ส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของ สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น

Officer Competence Affects the Efficiency Of Operations To Support The Mission Of The Office Of Disease Prevention And Control 7, Khon Kaen Province

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาปัจจัยสมรรถนะของเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น 2) ศึกษาเปรียบเทียบประสิทธิภาพจำแนกตามปัจจัยส่วนบุคคลของเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น 3) ศึกษาสมรรถนะที่ส่งผลต่อประสิทธิภาพของเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น ใช้วิธีการวิจัยเชิงสำรวจ ประชากร คือ เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น จำนวน 180 คน สามารถกำหนดขนาดกลุ่มตัวอย่างได้ 124 คน จากสูตรการคำนวณของเครซี่ เมอร์แกน วิธีการสุ่มใช้วิธีการสุ่มแบบแบ่งชั้นตามสัดส่วนเครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ร้อยละ ค่าเฉลี่ยส่วนเบี่ยงมาตรฐาน การวิเคราะห์ถดถอยแบบพหุคูณ

ผลการวิจัยพบว่า 1) ปัจจัยส่วนบุคคลจำแนกตามสถานภาพ ประเภทตำแหน่งแตกต่างกันจะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงานที่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 2) ปัจจัยสมรรถนะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงาน จำนวน 2 ด้าน ได้แก่ สมรรถนะทักษะในการทำงานสามารถใช้ทักษะในการ อ่าน พูด ฟัง เขียน ภาษาอังกฤษได้ถูกต้อง และ สมรรถนะพฤตินิสัยที่พึงประสงค์ ด้านแสดงอารมณ์หงุดหงิดเมื่อได้รับความกดดัน จากผู้บังคับบัญชาและเพื่อนร่วมงาน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

คำสำคัญ : สมรรถนะ, ส่งผลต่อประสิทธิภาพในการปฏิบัติงานในการปฏิบัติงาน

Abstract

The purposes of this study were 1) to study the competency factors of the staff of the Office of Disease Prevention and Control 7, Khon Kaen Province, 2) to compare the effectiveness classified by personal factors of the staff of the Office of Disease Prevention and Control 7, Khon Kaen Province, 3) to study the performance affecting Efficiency of the staff of the Office of Disease Prevention and Control 7, Khon Kaen Province A survey research method was used. The population consisted of 180 officers from the Office of Disease Prevention and Control, Khon Kaen Province. The sample size was 124 persons from Crazy Morgan's calculation formula. Random stratified random sampling was used. According to the proportion, the research tool was a questionnaire. Statistics used in data analysis were percentage, mean, standard deviation. Multiple regression analysis.

The research results showed that 1) personal factors classified by status. Different position types will affect operational efficiency to support different office missions. with statistical significance at the 0.05 level. 2) Competency factors affecting operational efficiency in order to support the office's missions in two aspects: competency in work skills, ability to read, speak, listen, write English correctly, and performance, desired behavior The side shows irritability when under pressure. from supervisors and colleagues Statistically significant at the 0.05 level.

Keywords: Performance, Affecting Operational Efficency In Work.

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บทนำ

ปัจจุบันกระทรวงสาธารณสุขได้ดำเนินการตามกรอบและทิศทางภายใต้แผนยุทธศาสตร์ชาติระยะ 20 ปี ด้านสาธารณสุข โดยมีเป้าหมาย “ประชาชนสุขภาพดี เจ้าหน้าที่มีความสุข และระบบสุขภาพยั่งยืน” ได้กำหนดยุทธศาสตร์ที่พัฒนาความเป็นเลิศ 4 ด้าน คือ 1) Prevention& Promotion Excellence (ส่งเสริมสุขภาพและความป้องกันโรคเป็นเลิศ) 2) Service Excellence (บริการเป็นเลิศ) 3) People Excellence (บุคลากรเป็นเลิศ) และ 4) Governance Excellence (บริหารจัดการ เป็นเลิศ) เพื่อขับเคลื่อนทุกหน่วยงานในสังกัดกระทรวงสาธารณสุข ไปสู่เป้าหมาย โดยนำกรอบแนวคิดประเทศไทย 4.0 " สร้างเศรษฐกิจใหม่ ก้าวข้ามกับดักรายได้ปานกลาง เป้าหมายการพัฒนาที่ยั่งยืน (ที่มา : สำนักนโยบายและยุทธศาสตร์ สำนักงานปลัดกระทรวงสาธารณสุข พฤษภาคม 2559) บริบทความเชื่อมโยงแผนยุทธศาสตร์ชาติ ระยะ 20 ปี ด้านการป้องกันควบคุมโรคและภัยสุขภาพของประเทศ พ.ศ.2561 – 2580 เชื่อมโยงแผนปฏิบัติราชการเชิงยุทธศาสตร์ ระยะ 5 ปี (พ.ศ.2561-2565) กรมควบคุมโรค แผนบริหารและพัฒนากำลังคนด้านการป้องกันควบคุมโรค (ที่มา : กลุ่มยุทธศาสตร์และพัฒนาองค์กร กองบริหารทรัพยากรบุคคล) การจัดทำยุทธศาสตร์ด้านทรัพยากรบุคคล กรมควบคุมโรค พ.ศ. 2563 – 2567 ได้พิจารณาจากบริบททางสังคมที่เปลี่ยนแปลงไปจากสถานการณ์ต่าง ๆ อาทิ เช่น สถานการณ์การเปลี่ยนผ่านๆ ไปสู่สังคมผู้สูงอายุ การเข้ามาของเทคโนโลยีใหม่ๆ ที่มีผลต่อทรัพยากรบุคคล ความเป็นสังคมเมือง การสื่อสารที่ไร้พรมแดน เป็นต้น ตามสถานการณ์ประเทศไทยที่เข้าสู่สังคมสูงอายุอย่างสมบูรณ์ในปี พ.ศ. 2564 เนื่องจากมีประชากรอายุ 60 ปีขึ้นไป ถึงร้อยละ 20 ของประเทศ และในช่วงปี พ.ศ. 2562 – 2564 จะมีข้าราชการพลเรือนสามัญเกษียณสะสม จำนวน 92,844 คน การเข้าสู่สังคมสูงอายุอย่างรวดเร็ว ส่งผลกระทบในหลายด้าน อาทิ ความต้องการบริการด้านสุขภาพและบริการสาธารณสุขเพิ่มมากขึ้น ผลกระทบในเชิงเศรษฐกิจ และผลกระทบทางสังคม ทำให้ต้องมีการเตรียมความพร้อมเพื่อรองรับสถานการณ์ดังกล่าวและภาครัฐมีความจำเป็นในการเตรียมความพร้อมให้กับกำลังคนเมื่อเกษียณจากระบบราชการไปแล้วให้เป็นผู้สูงอายุที่มีศักยภาพ (Active Aging) ไม่เป็นภาระของรัฐ สามารถเป็นพลังขับเคลื่อนการพัฒนาประเทศ” การขับเคลื่อนประเทศด้วยนโยบายยกระดับขีดความสามารถของประเทศเป็น Thailand 4.0 และภาวการณ์แข่งขันในระบบเศรษฐกิจของโลกได้เปลี่ยนแปลงอย่างรวดเร็ว โดยเฉพาะอย่างยิ่งอิทธิพลของ Disruptive Technology ที่เปลี่ยนผันกลไกและรูปแบบในการแข่งขันทางธุรกิจ ไม่ว่าจะเป็นโครงสร้างสินค้าบริการ โครงสร้างผู้มีส่วนได้ส่วนเสีย โครงสร้างกำลังคนที่ใช้ในการประกอบการ ระบบนิเวศการจัดการ ขั้นตอน กระบวนการ รวมถึงความรู้ทักษะต่าง ๆ เพื่อให้บุคลากรภาครัฐมีทักษะความรู้ความสามารถ พร้อมที่จะรองรับการเปลี่ยนผ่านไปสู่รัฐบาลดิจิทัลได้ คณะรัฐมนตรีจึงมีมติเมื่อวันที่ 26 กันยายน 2560 เรื่อง แนวทางการพัฒนาทักษะด้านดิจิทัลของข้าราชการและบุคลากรภาครัฐเพื่อการปรับเปลี่ยนภาครัฐเป็นรัฐบาลดิจิทัล โดยทักษะด้านดิจิทัลของข้าราชการและบุคลากรภาครัฐเพื่อการปรับเปลี่ยนเป็นรัฐบาลดิจิทัลเป็นลักษณะทั่วไป (Generic Skills) ไม่คลอบคลุมถึงทักษะเฉพาะทางสำหรับวิชาชีพ (Professional Skills) ประกอบ ด้วย 4 องค์ประกอบ ดังนี้ 1) ความสามารถ 2) ความรู้ 3) ประสบการณ์ 4) คุณลักษณะ เพื่อให้การดำเนินงานด้านทรัพยากรบุคคลกรมควบคุมโรคมีประสิทธิภาพ ตอบสนองต่อการเปลี่ยนแปลงในยุคปัจจุบัน จึงได้กำหนดยุทธศาสตร์ด้านทรัพยากรบุคคล กรมควบคุมโรค ฯ ขึ้นโดยมีรายละเอียด ดังนี้

วิสัยทัศน์ บุคลากรกรมควบคุมโรค เป็นคนดี มีความสุข เชี่ยวชาญในการป้องกันควบคุมโรคและภัยสุขภาพภายในปี 2567 ประเด็นยุทธศาสตร์ที่ 2 การพัฒนาให้มีสมรรถนะสู่การป้องกันควบคุมโรคอย่างมืออาชีพ การพัฒนาบุคลากรให้มีสมรรถนะสู่การป้องกันควบคุมโรคอย่างมืออาชีพ หมายถึง สมรรถนะการป้องกันควบคุมโรค ตามกฎอนามัยระหว่างประเทศ โดยการพัฒนาคนทางด้านสาธารณสุข การฝึกอบรมระบาดวิทยาภาคสนาม (Field Epidemiology Training Program หรือ FETP) หรือหลักสูตรต่าง ที่กรมควบคุมโรค รวมถึงสมรรถนะของบุคลากรตาม Core, Function, Technical ตามที่กรมควบคุมโรคกำหนด มีเป้าประสงค์ 1) บุคลากรมีขีดความสามารถ (สมรรถนะ) ในการดำเนินงานเพื่อเฝ้าระวัง ป้องกันควบคุมโรค ได้ตามมาตรฐานสากล 2) มีแผนการเรียนรู้และพัฒนา (E-Learning and Development) ที่เสริมสมรรถนะด้านการป้องกันควบคุมโรค ที่สอดคล้องกับสถานการณ์และเท่าทันการเปลี่ยนแปลง 3) บุคลการมีทักษะด้านดิจิทัลตามระยะพัฒนาที่กรมควบคุมโรคกำหนด (ที่มา : กลุ่มยุทธศาสตร์และพัฒนาองค์กร กองบริหารทรัพยากรบุคคล กรมควบคุมโรค) ซึ่งได้ถ่ายทอดแผนยุทธศาสตร์ด้านทรัพยากรบุคคล ตามกฎกระทรวงการแบ่งส่วนราชการกรมควบคุมโรค กระทรวงสาธารณสุข พ.ศ.2564 ได้จัดทำโครงสร้างการมอบหมายบทบาทหน้าที่ และอำนาจการบริหารงานหน่วยงานในสังกัดกรมควบคุมโรค ประกอบด้วย 45 หน่วยงาน

สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น เป็นหน่วยงานในสังกัดกรมควบคุมโรค มีฐานะเทียบเท่ากอง ยกความเชื่อมโยงประเด็นยุทธศาสตร์ที่เกี่ยวข้อง จำนวน 3 ประเด็น ได้แก่ ประเด็นยุทธศาสตร์ที่ 1 การยกระดับระบบการจัดการทรัพยากรบุคคลขององค์กรสู่การเป็นองค์กรสมรรถนะสูง หมายถึง องค์กรที่มุ่งเน้นพัฒนาและยกระดับบุคลากรให้มีสมรรถนะและความเชี่ยวชาญในตำแหน่ง ก้าวทันเทคโนโลยี สร้างความรอบรู้ คล่องตัว และมุ่งเน้นผลสัมฤทธิ์ พัฒนาประสิทธิภาพการปฏิบัติงาน โดยใช้เทคโนโลยีมาลดขั้นตอน เสริมสร้างระบบนิเวศในการทำงานเพื่อสร้างสรรค์และพัฒนาผลงานนวัตกรรมของกรมควบคุมโรคระบบการจัดการทรัพยากรบุคคล หมายถึง กระบวนการ การจัดการให้มีบุคลากรที่มีคุณลักษณะที่เหมาะสมอย่างเพียงพอและต่อเนื่อง สามารถ

ใช้ศักยภาพปฏิบัติงานได้อย่างเต็มความสามารถ พร้อมทั้งมีคุณภาพชีวิตการทำงานที่เหมาะสม เพื่อให้องค์การบรรลุตามวัตถุประสงค์ที่กำหนด คลอบคลุม การวางแผนการ สรรหา การคัดเลือก การประเมินผลการปฏิบัติงาน การพัฒนา และการธำรงรักษา เป้าประสงค์ประกอบด้วย 1) มีระบบการจัดการทรัพยากรบุคคลที่มีประสิทธิภาพ 2) มีระบบเทคโนโลยีสารสนเทศด้านบุคลากรที่มีประสิทธิภาพทันสมัย เพียงพอ/ ประเด็นยุทธศาสตร์ที่ 2 การพัฒนาบุคลากรให้มีสมรรถนะสู่การป้องกันควบคุมโรคอย่างมืออาชีพ คำนิยาม การพัฒนาบุคลากรให้มีสมรรถนะสู่การป้องกันควบคุมโรคอย่างมืออาชีพ หมายถึง สมรรถนะด้านการป้องกันควบคุมโรค ตามกฎอนามัยระหว่างประเทศ โดยมีการพัฒนากำลังคนด้านสาธารณสุข การฝึกอบรมระบาดวิทยาภาคสนาม (Field Epidemiology Training Program หรือ FETP) หรือหลักสูตรต่าง ๆ ที่กรมกำหนดรวมถึงสมรรถนะของบุคลากรตาม Core, Function, Technical ตามที่กรมควบคุมโรคกำหนด มีเป้าประสงค์ 1) บุคลากรมีขีดความสามารถ (สมรรถนะ) ในการดำเนินงานเพื่อการเฝ้าระวัง ป้องกัน ควบคุมโรคได้ตามมาตรฐานสากล 2) มีแผนการเรียนรู้และพัฒนา (Learning & Development) ที่เสริมสมรรถนะด้านการป้องกันควบคุมโรคที่สอดคล้องกับสถานการณ์และเท่าทันการเปลี่ยนแปลง 3) บุคลากรมีทักษะด้านดิจิทัลตามระยะพัฒนาที่กรมควบคุมโรคกำหนด/ ประเด็นยุทธศาสตร์ที่ 3 การพัฒนาระบบนิเวศในการทำงาน สู่การเป็นองค์กรแห่งความสุข ความผูกพันและสุขภาวะองค์กรที่ดี มีคำนิยามว่า องค์กรแห่งความสุข หมายถึง หน่วยงานในสังกัด มีการดำเนินการขับเคลื่อนองค์กรแห่งความสุขตามกระบวนการขับเคลื่อน 5 ขั้นได้แก่ ขั้นที่ 1 การประเมินความสุขบุคลากร (Happinometer) และสุขภาวะองค์กร (HPI) ขั้นที่ 2 การวิเคราะห์และแปลผลการประเมินความสุขบุคลากร (Happinometer) และสุขภาวะองค์กร (HP) ขั้นที่ 3 การจัดทำแผนขับเคลื่อนองค์กรแห่งความสุข ขั้นที่ 4 การดำเนินงานตามแผนขับเคลื่อนองค์กรแห่งความสุข ขั้นที่ 5 มีความก้าวหน้าของการขับเคลื่อนองค์กรแห่งความสุขที่เป็นรูปธรรม ความผูกพัน หมายถึง ทัศนคติ ความรู้สึก หรือการแสดงออกของบุคลากรที่มีต่อองค์กร ประกอบด้วย 3 ด้าน คือ 1) พูดถึงองค์กรในแง่ดี (Say) 2) อยากอยู่กับองค์กร (Stay) 3) มุ่งมั่นทุ่มเทเพื่อองค์กร (Strive) สุขภาวะองค์กรที่ดี หมายถึง องค์กรมีการสร้างเสริมคุณภาพชีวิตการทำงานโดยใช้กระบวนการบริหารจัดการที่มีคุณภาพ การจัดสิ่งแวดล้อมที่เอื้อต่อการสร้างสุข ส่งเสริมสุขภาพกาย ใจจิต สังคม จิตวิญญาณ ปัญญา และมีผลลัพธ์ที่ทำให้บุคลากรเกิดความภาคภูมิใจและผูกพันองค์กร ซึ่งจะส่งผลให้บุคลากรทำงานได้อย่างเป็นสุขและมีคุณภาพชีวิตการทำงานที่ดี มีเป้าประสงค์ 1) บุคลากรเป็นคนดี มีคุณธรรม จริยธรรม 2) บุคลากรมีความสุข เกิดความผูกพันต่อองค์กร 3) เกิดองค์กรสร้างสุข โดยสำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น ได้กำหนดโครงสร้างการบริหารงานภายในหน่วยงาน เพื่อขับเคลื่อนประเด็นยุทธศาสตร์ ประกอบด้วย ผู้อำนวยการสำนักงาน จำนวน 1 ราย เป็นผู้บังคับบัญชาหน่วยงาน และคณะผู้บริหารในฐานะรองผู้อำนวยการ จำนวน 2 ราย ผู้ช่วยผู้อำนวยการ จำนวน 7 ราย หัวหน้ากลุ่มงาน จำนวน 15 กลุ่มงาน และเจ้าหน้าที่ประกอบด้วย ข้าราชการ พนักงานราชการ ลูกจ้างประจำ รวมจำนวน 180 ราย มีบทบาทหน้าที่รับผิดชอบ แบ่งออกเป็น 2 สายงานหลัก ได้แก่ 1) สายงานด้านส่งเสริมวิชาการป้องกันควบคุมโรคและภัยสุขภาพ 2) สายงานด้านบริหารจัดการและสนับสนุนการงานวิชาการ ตามภารกิจเชื่อมโยงแผนยุทธศาสตร์ป้องกันควบคุมโรคและภัยสุขภาพในพื้นที่เขตตรวจสุขภาพที่ 7 ประกอบด้วย จังหวัดขอนแก่น สารคาม กาฬสินธุ์ และร้อยเอ็ด ซึ่งมีความจำเป็นอย่างยิ่งในการพัฒนาทักษะความรู้และความเชี่ยวชาญในการสื่อสารองค์ความรู้ด้านการป้องกันควบคุมโรคและภัยสุขภาพให้กับภาคีเครือข่ายด้านสาธารณสุขในพื้นที่รับผิดชอบ

การศึกษาสมรรถนะของเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น เป็นการศึกษาความรู้ (Knowledge) ทักษะ (Skill) พฤตินิสัยที่พึงปรารถนา (Attributes) ที่ส่งผลต่อประสิทธิภาพในการสนับสนุนภารกิจ ประกอบด้วย การกำหนดจุดมุ่งหมายที่ชัดเจน (Clearly Defined Ideal) การใช้หลักเหตุผลทั่วไป (Common Sense) การให้คำแนะนำที่ดี (Competent Counsel) การมีวินัย (Discipline) ความยุติธรรม (Fair Deal) ข้อมูลที่เชื่อถือได้เป็นปัจจุบัน ถูกต้องและแน่นอน ความฉับไวของการจัดส่ง (Dispatching) มาตรฐานและตารางเวลา (Standards and Schedules) สภาพมาตรฐาน (Standardized Conditions) การปฏิบัติการที่มีมาตรฐาน (Standardized Operations การออกคำสั่งการปฏิบัติงานที่มีมาตรฐานระบุไว้ (Written Standard-practice Instructions) และการให้รางวัลที่มีประสิทธิภาพ (Efficiency Reward) ของเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น

ดังนั้น การศึกษาสมรรถนะของเจ้าหน้าที่ ที่ส่งผลต่อประสิทธิภาพในการทำงานเพื่อสนับสนุนภารกิจของสำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น จะสามารถวิเคราะห์ขีดความสามารถของเจ้าหน้าที่ ด้าน ความรู้ (Knowledge) ทักษะ (Skill) พฤตินิสัยที่พึงปรารถนา (Attributes) สู่การพัฒนาองค์ความรู้อย่างต่อเนื่องและยั่งยืน เพื่อบรรลุเป้าหมายของแผนยุทธศาสตร์ชาติระยะ 20 ปี ด้านสาธารณสุข กรมควบคุมโรค ประชาชนมีสุขภาพดีจากระบบป้องกันควบคุมโรค และภัยสุขภาพ โดยเจ้าหน้าที่ที่มีความเชี่ยวชาญตามหลักวิชาการอย่างถูกต้อง ทันสมัย และทั่วถึงพื้นที่รับผิดชอบตามเขตตรวจสุขภาพที่ 7 และการศึกษาครั้งนี้จะเกิดประโยชน์สำหรับกรณีศึกษางานวิจัยที่เกี่ยวข้องในโอกาส ต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยสมรรถนะของเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น
2. เพื่อศึกษาเปรียบเทียบประสิทธิภาพจำแนกตามปัจจัยส่วนบุคคลของเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น
3. เพื่อศึกษาสมรรถนะที่ส่งผลต่อประสิทธิภาพของเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น

วิธีการดำเนินการวิจัย

1. การวิจัยครั้งนี้ใช้รูปแบบการวิจัยเชิงปริมาณ (Quantitative research) โดยใช้รูปแบบการวิจัยเชิงสำรวจ (Survey Research) ประชากรเป้าหมายที่ใช้ในการศึกษาครั้งนี้ คือ สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น จำนวนทั้งหมด 180 คน (งานการเจ้าหน้าที่ สคร.7 ขอนแก่น : 2565)

2. สำหรับขนาดตัวอย่างที่เหมาะสม ตัวอย่างที่ใช้ในการศึกษา 124 คน โดยวิเคราะห์จากการเปิดตารางสำเร็จรูปที่ใช้สูตรของ Morgen (วิชิต อู่อ้น : 2564) การสุ่มตัวอย่างจำนวนดังกล่าวเพื่อมาศึกษานั้น จะใช้วิธีการสุ่มตัวอย่างความน่าจะเป็นแบบง่าย (Simple random Sampling: SRS)

3. เครื่องมือที่ใช้ในการวิจัยครั้งนี้เป็นแบบสอบถาม (questionnaire) โดยได้ดำเนินการ สร้างแบบสอบถามตามลำดับขั้นตอนดังนี้

3.1 ศึกษาแนวความคิด ทฤษฎี เอกสารและวรรณกรรมที่เกี่ยวข้องกับสมรรถนะ ประกอบไปด้วยความรู้ (Knowledge) ทักษะ (Skill) พฤตินิสัยที่พึงปรารถนา (Attributes)

3.2 ศึกษาหลักเกณฑ์และวิธีการสร้างแบบสอบถาม จากตำรา เอกสารและวรรณกรรมที่เกี่ยวข้องกับความรู้ (Knowledge) ทักษะ (Skill) พฤตินิสัยที่พึงปรารถนา (Attributes) การกำหนดจุดมุ่งหมายที่ชัดเจน (Clearly Defined Ideal) การใช้หลักเหตุผลทั่วไป (Common Sense) การให้คำแนะนำที่ดี (Competent Counsel) การมีวินัย (Discipline) ความยุติธรรม (Fair Deal) ข้อมูลที่เชื่อถือได้เป็นปัจจุบัน ถูกต้องและแน่นอน ความฉับไวของการจัดส่ง (Dispatching) มาตรฐานและตารางเวลา (Standards and Schedules) สภาพมาตรฐาน (Standardized Conditions) การปฏิบัติการที่มีมาตรฐาน (Standardized Operations การออกคำสั่งการปฏิบัติงานที่มีมาตรฐานระบุไว้ (Written Standard-practice Instructions) และการให้รางวัลที่มีประสิทธิภาพ (Efficiency Reward) เพื่อนำมาเป็นแนวทางและสร้างแบบสอบถาม

3.3 สร้างแบบสอบถามตามหลักเกณฑ์ให้ครอบคลุมเนื้อหาโดยศึกษาจากแบบสอบถาม

3.4 นำแบบสอบถามที่สร้างขึ้นไปปรึกษากับอาจารย์ที่ปรึกษา เพื่อให้คำแนะนำ ตรวจแก้ไข สำนวนภาษาและความถูกต้อง และปรับปรุง ให้เหมาะสมในด้านเนื้อหา ความชัดเจน ความครอบคลุมของเนื้อหา

3.5 นำแบบสอบถามที่ปรับปรุง ไปเสนอต่อ ผู้ทรงคุณวุฒิจำนวน 3 ท่าน เพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) และทำการปรับปรุงแก้ไขแบบสอบถามให้ถูกต้องสมบูรณ์ยิ่งขึ้น

3.6 นำแบบสอบถามที่ผ่านการตรวจสอบจากผู้ทรงคุณวุฒิและอาจารย์ที่ปรึกษาแล้ว ไปทดลอง (Try out) ใช้กับกลุ่มตัวอย่างที่ไม่ใช่ประชากรเป้าหมายแต่มีลักษณะคล้ายคลึงกัน จำนวน 30 คน แล้ว นำมาวิเคราะห์ความเชื่อมั่น (Reliability) ของแบบสอบถาม โดยหาค่าสัมประสิทธิ์แอลฟาของ ครอนบาค (Cronbrach' Alpha) ซึ่งได้ค่าเท่ากับ 0.78 ซึ่งมากกว่า 0.70 จึงถือได้ว่าแบบสอบถามของงานวิจัยนี้มีความถูกต้องและเชื่อถือได้

4. การเก็บรวบรวมข้อมูลวิจัยครั้งนี้ เพื่อให้ได้ข้อมูลที่ครบถ้วนในทุกๆ ด้าน จึงรวบรวมข้อมูลทั้ง 2 ประเภท

4.1 ข้อมูลทุติยภูมิ เป็นข้อมูลที่รวบรวมจากเอกสารต่าง ๆ และผลงานทางวิชาการที่ เกี่ยวข้องโดยรวบรวมข้อมูลจากห้องสมุดและหน่วยงานที่เกี่ยวข้อง เพื่อใช้ประกอบในการ กำหนดกรอบความคิดในการวิจัยครั้งนี้ และอ้างอิงในการเขียนรายงานการวิจัย

4.2 ข้อมูลปฐมภูมิ เป็นข้อมูลเชิงสำรวจ การรวบรวมข้อมูลจากแบบสอบถาม ดำเนินการ ดังนี้ คือนำแบบสอบถามไปให้กับกลุ่มตัวอย่างด้วยตนเอง และสร้างแบบสอบถามโดยใช้ Google Form แล้วส่งไปยังกลุ่มตัวอย่างโดยใช้ช่องทางออนไลน์ เช่น Line หรือ Facebook

กรณีที่สำรวจด้วยตนเองนั้น จะรอเก็บรวบรวมแบบสอบถามที่กลุ่มตัวอย่างให้ข้อมูลเสร็จสิ้น หรือนัดเก็บแบบสอบถามในภายหลังตามความเหมาะสม

5. การวิจัยครั้งนี้ทำการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ ด้วยโปรแกรมสำเร็จรูป SPSS ในการประมวลผลและวิเคราะห์ข้อมูล สถิติที่ใช้ในการวิจัย แบ่งออกเป็น 2 กลุ่ม ดังนี้

5.1 สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานอธิบายคุณลักษณะของตัวแปรต่างๆ เพื่อตอบวัตถุประสงค์การวิจัย

5.2 สถิติเชิงอนุมาน (Inferential Statistics) ได้แก่ ค่า *t*-test ค่า *F*-test และการวิเคราะห์ถดถอย (Regression Analysis) เพื่อใช้ในการทดสอบสมมติฐานการวิจัย

สรุปผลการวิจัย

1. ปัจจัยส่วนบุคคลกลุ่มตัวอย่างของเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น จำนวน 124 คน พบว่าเป็นเพศหญิงคิดเป็นร้อยละ 55.60 มีอายุที่พบมากที่สุดระหว่าง 46 - 50 ปี คิดเป็นร้อยละ 57.53 รองลงมาคือ อายุ 41 – 45 ปี คิดเป็นร้อยละ 16.10 ส่วนใหญ่เป็นมีสถานภาพสมรสพบมากที่สุด คิดเป็นร้อยละ 62.90 รองลงมาสถานภาพโสด คิดเป็นร้อยละ 27.40 ระดับการศึกษาปริญญาตรีมีจำนวนมากที่สุด คิดเป็นร้อยละ 48.40 รองลงมาคือ ระดับการศึกษาสูงกว่าปริญาตรี คิดเป็นร้อยละ 27.40 ประเภทตำแหน่งเป็นข้าราชการพบมากที่สุดคิดเป็นร้อยละ 61.30 รองลงมาคือ ประเภทตำแหน่งลูกจ้างประจำ คิดเป็นร้อยละ 29.80 ตำแหน่งปฏิบัติงานพบมากที่สุด คิดเป็นร้อยละ 29.00 รองลงมาคือ ตำแหน่งระดับชำนาญการ คิดเป็นร้อยละ 24.20 ตำแหน่งในหน้าที่ผู้ปฏิบัติงานพบมากที่สุด คิดเป็นร้อยละ 84.10 รองลงมาตำแหน่งในหน้าที่หัวกลุ่ม/หัวหน้างาน คิดเป็นร้อยละ 12.90 รายได้เฉลี่ยต่อเดือนพบมากที่สุด ตั้งแต่ 30,001 บาทขึ้นไป คิดเป็นร้อยละ 37.10 รองลงมาคือ รายได้เฉลี่ยต่อเดือนระหว่าง 20,001 – 30,000 บาท คิดเป็นร้อยละ 18.50 และมีประสบการณ์ทำงานตั้งแต่ 26 ปีขึ้นไป พบมากที่สุด คิดเป็นร้อยละ 40.39 รองลงมามีประสบการณ์ทำงานระหว่าง 11 – 20 ปี คิดเป็นร้อยละ 16.10

2. ผลการวิเคราะห์เชิงพรรณนาเกี่ยวกับสมรรถนะของเจ้าหน้าที่ พบว่า ผู้ตอบแบบสอบถามมีระดับความคิดเห็นเกี่ยวกับสมรรถนะของเจ้าหน้าที่ โดยรวม อยู่ในระดับมาก และเมื่อพิจารณาแยกตามรายด้าน พบว่า ผู้ตอบแบบสอบถามมีระดับความคิดเห็นเกี่ยวกับความรู้ในหน้าที่รับผิดชอบ อยู่ในระดับมาก ($\bar{x}$ = 4.11) รองลงมาคือ พฤตินิสัยที่พึงปรารถนา อยู่ในระดับมาก ($\bar{x}$ = 3.95) และทักษะในการทำงานอยู่ในระดับ มาก ($\bar{x}$ = 3.92) ตามลำดับ

3. ผลการวิเคราะห์เชิงพรรณนาเกี่ยวกับประสิทธิภาพต่อการปฏิบัติงาน พบว่า ผู้ตอบแบบสอบถามมีระดับความคิดเห็นเกี่ยวกับประสิทธิภาพต่อการปฏิบัติงานโดยรวม อยู่ในระดับมาก และเมื่อพิจารณาแยกตามรายด้าน พบว่า ความคิดเห็นอยู่ในระดับมากระดับมากคือ การมีวินัย ($\bar{x}$ = 4.39) รองลงมาคือ การกำหนดจุดมุ่งหมายที่ชัดเจนอยู่ในระดับ ($\bar{x}$ = 4.20) ความฉับไวของการจัดส่ง อยู่ในระดับมาก ($\bar{x}$ = 4.10) การให้คำแนะนำที่ดี อยู่ในระดับมาก ($\bar{x}$ = 4.08) ความยุติธรรม อยู่ในระดับมาก ($\bar{x}$ = 4.08) การใช้หลักเหตุผลทั่วไป อยู่ในระดับมาก ($\bar{x}$ = 4.04) ข้อมูลที่เชื่อถือได้เป็นปัจจุบัน ถูกต้องและแน่นอน อยู่ในระดับมาก ($\bar{x}$ = 4.00) สภาพมาตรฐาน อยู่ในระดับมาก ($\bar{x}$ = 3.86) การให้รางวัลที่มีประสิทธิภาพ อยู่ในระดับมาก ($\bar{x}$ = 3.85) การปฏิบัติการที่มีมาตรฐาน อยู่ในระดับมาก ($\bar{x}$ = 3.80) มาตรฐานและตารางเวลา อยู่ในระดับมาก ($\bar{x}$ = 3.79) และ การออกคำสั่งการปฏิบัติงานที่มีมาตรฐานระบุไว้อยู่ในระดับปานกลาง ($\bar{x}$ = 3.49) ตามลำดับ

4. ผลการทดสอบสมมติฐาน ทั้ง 9 ข้อ สรุปได้ดังนี้

สมมติฐานที่ 1 ปัจจัยส่วนบุคคลที่แตกต่างกันจะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงานแตกต่างกัน

4.1 เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น เพศ ที่แตกต่างกันจะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงานไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.2 เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น อายุแตกต่างกันจะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงาน ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.3 เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น สถานภาพส่วนตัวแตกต่างกันจะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงาน ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.4 เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น ระดับการศึกษาแตกต่างกันจะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงาน ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.5 เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น ประเภทตำแหน่งแตกต่างกันจะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงานที่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.6 เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น ระดับตำแหน่งแตกต่างกันจะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงาน ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.7 เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น ปฏิบัติหน้าที่แตกต่างกันจะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงานไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.8 เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น รายได้แตกต่างกันจะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงาน ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.9 เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น ประสบการณ์ทำงานแตกต่างกันจะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงานไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานที่ 2 สมรรถนะส่งผลต่อประสิทธิภาพในการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงาน สรุปได้ว่า สมรรถนะของเจ้าหน้าที่ ส่งผลต่อประสิทธิภาพในการปฏิบัติงาน โดยรวมอยู่ในระดับมาก (R = 0.746) โดยผลการวิเคราะห์ความแปรปรวนของความคิดเห็นเกี่ยวกับสมรรถนะของเจ้าหน้าที่ไม่ส่งผลต่อประสิทธิภาพการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น อย่างมีนัยสำคัญทางสถิติที่ ระดับ 0.05 (α = 0.05) จำนวน 1 ด้านได้แก่ ความรู้ในหน้าที่รับผิดชอบ และด้านที่ส่งผลต่อประสิทธิภาพการปฏิบัติงานเพื่อสนับสนุนภารกิจของสำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น มีจำนวน 2 ด้านได้แก่ ทักษะในการทำงาน และพฤตินิสัยที่พึงปรารถนา

อภิปรายผลการวิจัย

การอภิปรายผลการวิจัยเรื่อง สมรรถนะของเจ้าหน้าที่ ส่งผลต่อประสิทธิภาพการปฏิบัติงานสนับสนุนภารกิจของสำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น มีประเด็นที่น่าสนใจ สามารถอภิปรายผลได้ดังนี้

1. ปัจจัยส่วนบุคคลกลุ่มตัวอย่างของเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น จำนวน 124 คน ส่วนใหญ่เป็นเพศหญิงร้อยละ 55.60 และอายุที่มากที่สุดระหว่าง ระหว่าง 46 - 50 ปี คิดเป็นร้อยละ 57.53 สถานภาพสมรสมากที่สุด คิดเป็นร้อยละ 62.90 ระดับการศึกษาปริญญาตรีมากที่สุด คิดเป็นร้อยละ 48.40 ประเภทตำแหน่งข้าราชการมากที่สุด คิดเป็นร้อยละ 61.30 ตำแหน่งระดับปฏิบัติงานมากที่สุด คิดเป็นร้อยละ 29.00 ตำแหน่งในหน้าที่ผู้ปฏิบัติงานมากที่สุด คิดเป็นร้อยละ 84.10 รายได้เฉลี่ยต่อเดือนมากที่สุด ตั้งแต่ 30,001 บาทขึ้นไป คิดเป็นร้อยละ 37.10 และประสบการณ์ทำงานตั้งแต่ 26 ปีขึ้นไป มากที่สุด คิดเป็นร้อยละ 40.39

2. ผลการวิเคราะห์ข้อมูลระดับความคิดเห็นเกี่ยวกับสมรรถนะของเจ้าหน้าที่ ของสำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น พบว่า โดยรวมมีระดับความคิดเห็นอยู่ในระดับมาก ($\bar{x}$ = 3.99) สอดคล้องกับผลงานวิจัยของ พรพิมล พิทักษธรรม (2559) ได้ศึกษาเรื่อง สมรรถนะในการปฏิบัติงานของพนักงาน กรณีศึกษาโรงแรมคอลัมน์ แบ็งค็อก กรุงเทพมหานคร พบว่า อยู่ในระดับมาก ($\bar{x}$ = 3.54) เมื่อพิจารณารายด้านพบว่า ตัวแปรย่อยสมรรถนะของเจ้าหน้าที่ 2 ด้าน มีระดับความคิดเห็นอยู่ในระดับปานกลาง คือ ด้านทักษะในการทำงาน ตัวแปรย่อยสามารถใช้ทักษะในการ อ่าน พูด ฟัง เขียน ภาษาอังกฤษได้ถูกต้อง และพฤตินิสัยที่พึงปรารถนา ตัวแปรย่อยแสดงอารมณ์หงุดหงิดเมื่อได้รับความกดดัน จากผู้บังคับบัญชาและเพื่อนร่วมงาน โดยอภิปรายได้ ดังนี้

2.1 ด้านความรู้ในหน้าที่รับผิดชอบ มีระดับความคิดเห็นอยู่ในระดับมาก ($\bar{x}$ =4.11) ซึ่งมีรายข้อย่อยของตัวแปรอภิปราย ได้ว่า เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น ส่วนใหญ่ มีความรู้ในหน้าที่รับผิดชอบ โดยเมื่อพิจารณารายข้อพบว่า ข้อที่มีค่าคะแนนเฉลี่ยต่ำสุด ($\bar{x}$ =3.67) คือ ความรู้ เกี่ยวกับแผนยุทธศาสตร์ ภารกิจ แผนงานโครงการ ของหน่วยงาน ซึ่งเจ้าหน้าที่ผู้ปฏิบัติงานที่ไม่ได้ปฏิบัติหน้าที่โดยตรง เกี่ยวกับการจัดแผนยุทธศาสตร์ ภารกิจ แผนงานโครงการ คิดเป็นร้อยละ 84.10 จึงเป็นส่วนสำคัญในการเสริมสร้างการสื่อสารความรู้ เกี่ยวกับแผนยุทธศาสตร์ ภารกิจ แผนงานโครงการให้กับเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น

2.2 ด้านทักษะในการทำงาน มีระดับความคิดเห็นอยู่ในระดับมาก ($\bar{x}$ =3.92) ซึ่งมีรายข้อย่อยของตัวแปรอภิปราย ได้ว่า เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น ส่วนใหญ่ สามารถใช้ทักษะในการทำงาน โดยเมื่อพิจารณารายข้อพบว่า ข้อที่มีค่าคะแนนเฉลี่ยต่ำสุด ($\bar{x}$ =3.26) คือ สามารถใช้ทักษะในการ อ่าน พูด ฟัง เขียน ภาษาอังกฤษได้ถูกต้อง ได้ระดับปานกลาง แสดงว่า เจ้าหน้าที่สักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น ต้องการพัฒนาทักษะในการ อ่าน พูด ฟัง เขียน ภาษาอังกฤษได้ถูกต้อง เพิ่มสูงขึ้น สอดคล้องกับผลงานวิจัยของ พรพิมล พิทักษธรรม (2559) ได้ศึกษาเรื่อง สมรรถนะในการปฏิบัติงานของพนักงาน กรณีศึกษาโรงแรมคอลัมน์ แบ็งค็อก กรุงเทพมหานคร พบว่า ทักษะในการ อ่าน พูด ฟัง เขียน ภาษาอังกฤษได้ถูกต้อง อยู่ในระดับปานกลาง และสอดคล้องกับผลงานวิจัย ของ ธันยนันท์ ทองปานคุณานนท์ (2564) ปัจจัยจูงใจ และปัจจัยวัฒนธรรมองค์การที่ส่งผลต่อสมรรถนะพนักงาน ของ บริษัท ผลิตภัณฑ์ตราเพชร จำกัด (มหาชน) ข้อเสนอแนะทางวิชาการ ผลการวิจัย พบว่า พนักงานมีความคิดเห็นเกี่ยวกับสมรรถนะ ด้านทักษะในการทำงาน สูงสุด ดังนั้น พนักงานควรมีทักษะพื้นฐานความรู้ ความสามารถในการทำงานได้

อย่างคล่องแคล่ว ว่องไว รวดเร็ว ถูกต้องแม่นยำในการปฏิบัติงาน จนเป็นที่น่าเชื่อถือและยอมรับในองค์กร ซึ่งเหมาะสมเป็นเรื่องสำคัญอันดับแรกที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานสนับสนุนภารกิจของสำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น

2.3 พฤตินิสัยที่พึงปรารถนา มีระดับความคิดเห็นอยู่ในระดับมาก ($\bar{x}$ =3.95) ซึ่งมีรายข้อย่อยของตัวแปรอภิปราย ได้ว่า เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น มีพฤตินิสัยที่พึงปรารถนามีค่าคะแนนเฉลี่ยต่ำสุด ($\bar{x}$ =2.98) คือ แสดงอารมณ์หงุดหงิดเมื่อได้รับความกดดัน จากผู้บังคับบัญชาและเพื่อนร่วมงาน แสดงว่า เจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น **อายุมากที่สุด ระหว่าง 46 - 50 ปี คิดเป็นร้อยละ 57.53** ประสบการณ์ทำงานตั้งแต่ 26 ปีขึ้นไป มากที่สุด คิดเป็นร้อยละ **40.39** และปฏิบัติหน้าที่หน้ากลุ่ม หรือ หัวหน้างาน คิดเป็นร้อยละ **12.90** ซึ่งพฤติกรรมที่พึงปรารถนาในการทำงาน การปรับเปลี่ยนพฤติกรรมของวัยทำงาน และเกิดปัญหาช่องว่างการทำงานระหว่างกลุ่มวัย ของแต่ละตำแหน่งในกลุ่มงาน สอดคล้องกับการพัฒนาทักษะด้านความฉลาดทางอารมณ์ (Soft Skills) นำไปประยุกต์ใช้งาน เช่น การติดต่อสื่อสาร การปรับตัว ภาวะผู้นำ การแก้ปัญหาและการตัดสินใจ การคิดเชิงบวก และการสร้างความผูกพันต่อองค์การที่ส่งผลต่อพฤติกรรมการทำงานของบุคลากร ให้เกิดทิศทางด้านปรารถนาอย่างแรงกล้าที่จะเป็นเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น

ข้อเสนอแนะ

จากผลการวิจัย ผู้วิจัยได้นำเสนอแนวทางในด้านการนำผลการวิจัยไปใช้ประโยชน์ โดยมีรายละเอียดดังนี้

1. ผู้บริหารควรสื่อสารนโยบายความรู้ เกี่ยวกับแผนยุทธศาสตร์ ภารกิจ แผนงานโครงการ ของหน่วยงานให้กับเจ้าหน้าที่สักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น รับทราบ และมีส่วนร่วมในการเสนอข้อมูลการจัดทำนโยบาย แผนงานโครงการ อย่างเป็นรูปธรรมและโปร่งใส

2. ผู้บริหารควรจัดให้มีการฝึกอบให้กับเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น หลักสูตรพัฒนาทักษะในการทำงานด้านสามารถใช้ทักษะในการ อ่าน พูด ฟัง เขียน ภาษาอังกฤษได้ถูกต้อง และ พัฒนาศักยภาพด้านอื่นอย่างเหมาะสม สม่ำเสมอ และมีการทดสอบประเมินผลความรู้ที่ได้รับการพัฒนาศักยภาพ หรือทักษะ นั้นๆ

3. ผู้บริหารควรสร้างแรงจูงใจ เสริมสร้างขวัญและกำลังใจ ให้กับผู้ปฏิบัติงาน และสร้างเส้นทางความก้าวหน้าทางสายอาชีพ การวัดและประเมินผลการปฏิบัติงานของเจ้าหน้าที่อย่างเป็นธรรม

4. ผู้บริหารควรจัดหาครุภัณฑ์ คอมพิวเตอร์ หรือ วัสดุอุปกรณ์ในการปฏิบัติงานให้เหมาะสม และเพียงพอต่อเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น

5. ผู้บริหารควรแต่งตั้งคณะกรรมการ หรือเจ้าหน้าที่ตรวจสอบสภาพทางการเงิน หนี้สิน ในการประเมินคุณภาพชีวิตของเจ้าหน้าที่สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น

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คุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่

Service Quality of Ao Luek Tai Municipal Pawn Shop Krabi Province

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ เพื่อศึกษาปัจจัยส่วนบุคคลของผู้ที่มาใช้บริการ ศึกษาคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ และศึกษาความแตกต่างระหว่างปัจจัยส่วนบุคคลกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ กลุ่มตัวอย่าง คือ ประชาชนที่มาใช้บริการสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ โดยใช้วิธีวิจัยเชิงปริมาณ (Quantitative Research) และใช้สถิติเชิงอนุมาน ได้แก่ Independent Sample, t-test, F-test การทดสอบความแปรปรวนแบบทางเดียวและทดสอบรายคู่ด้วยวิธีของเชฟเฟ่ (Scheffe's) และการวิเคราะห์ความสัมพันธ์โดย (Pearson chi square) ผลการวิจัยพบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง อายุระหว่าง 31-40 ปี สถานภาพโสด ระดับการศึกษามัธยมศึกษาหรือปวช. อาชีพลูกจ้างหรือพนักงานเอกชน รายได้ต่อเดือน 10,000 - 20,000 บาท มีระดับความคิดเห็นเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ โดยรวมอยู่ในระดับมากที่สุด ผลการทดสอบสมมติฐาน พบว่า ปัจจัยส่วนบุคคลด้านระดับการศึกษา แตกต่างกัน มีความคิดเห็นต่อคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

คำสำคัญ : คุณภาพการให้บริการ , สถานธนานุบาล

Abstract

The purpose of this research is to study the personal factors of those who use the service A study of service quality of Ao Luek Tai Municipal Pawn Shop Krabi Province and to study the differences between personal factors and service quality of Ao Luek Tai Subdistrict Municipality Pawn Shop Krabi Province. The sample group was people who came to use the services of the Ao Luek Tai Subdistrict Municipality Pawn Shop. Krabi Province using a quantitative research method (Quantitative Research) and used inferential statistics such as Independent Sample, t-test, F-test, one-way test of variance and pairwise test by Scheffe's method and correlation analysis by (Pearson chi square).

The results showed that Most of the respondents were female, aged between 31-40 years old, single, secondary or vocational education level. Occupation employee or private employee Monthly income 10,000 - 20,000 baht. There are opinions about the service quality of the Ao Luek Tai Subdistrict Municipality Pawn Shop. Krabi Province Overall, it was at the highest level. The results of the hypothesis testing found that personal factors in terms of educational level were different. Krabi Province was different with statistical significance at the 0.05 level.

Keywords: Quality of service, Pawn Shop

บทนำ

โรงรับจำนำในประเทศไทย มีตั้งแต่สมัยโบราณ เป็นทางเลือกหนึ่งที่คนจำนวนไม่น้อยนิยมไปใช้บริการเนื่องจากเป็นแหล่งเงินกู้ทางเลือกที่ผู้กู้ไม่จำเป็นต้องมีเครดิต โดยผู้ที่ต้องการเงินจากโรงรับจำนำเพียงแค่ต้องวางทรัพย์สินของตนเองไว้เป็นหลักค้ำประกันเพื่อแลกกับเงินตามที่ต้องการอีกหนึ่งจุดเด่นสำคัญของโรงรับจำนำ คือ มีขั้นตอนไม่ยุ่งยากเท่าธนาคาร และได้เงินอย่างรวดเร็วโรงรับจำนำจึงเป็นทางเลือกสำหรับหลายคนที่ต้องการเงินด่วน โดยเฉพาะผู้ที่ไม่สามารถกู้จากธนาคารได้(longtunman.2563) สำหรับผู้มีรายได้น้อยและผู้ประสบปัญหาทางการเงิน เพื่อบรรเทาปัญหาทางการเงินเฉพาะหน้าในช่วงขาดแคลนเงินหมุนเวียนที่จะนำไปใช้ในการ

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ดำรงชีพหรือประกอบอาชีพโดยเฉพาะอย่างยิ่งในช่วงที่เศรษฐกิจตกต่ำด้วยการนำสิ่งของมาจำนำไว้กับผู้รับจำนำและรับเงินจากผู้รับจำนำเป็นการประกันการชำระหนี้ (สำนักงานธนานุเคราะห์, 2561) สถานธนานุบาลเป็นโรงรับจำนำที่บริหารจัดการโดยองค์การปกครองส่วนท้องถิ่นเป็นกิจการที่อำนวยความสะดวกให้บริการทางด้านการเงินแก่ประชาชนจึงเป็นที่พึ่งในยามยากของประชาชนที่ได้รับการยอมรับ และมีบทบาทที่มีความสำคัญต่อระบบเศรษฐกิจของประเทศ

สถานธนานุบาลเทศบาล จังหวัดกระบี่ ที่ผ่านมาต้องจ่ายเงินให้กับประชาชนที่มาใช้บริการตกวันหนึ่งประมาณ 1ล้าน 5 แสนบาท ถึง 2 ล้านบาท ลูกค้าที่มาใช้บริการวันละ 150 ราย เป็นประชาชนในพื้นที่จังหวัดกระบี่ และอำเภอใกล้เคียง สำหรับสิ่งของที่ประชาชนนำมาจำนำ 90เปอร์เซ็นต์ เป็นทรัพย์สินประเภททองรูปพรรณสำหรับการคิดอัตราดอกเบี้ยของสถานธนานุบาลเทศบาลจังหวัดกระบี่ ปีที่ผ่านมาจะลดดอกเบี้ยเฉพาะในช่วงเปิดภาคเรียน 2 เดือนคือเดือนเมษายนและเดือนพฤษภาคม แต่สำหรับปีนี้เป็นการลดอัตราดอกเบี้ยช่วยเหลือประชาชนผู้ประสบอุทกภัยน้ำท่วม จากอัตราเดิมเงินต้นเกินกว่า 30,000 บาท คิดดอกเบี้ยร้อยละ 1 บาท 25 สตางค์ ขณะนี้ลดลงเหลือร้อยละ 1 บาทจนถึงสิ้นปีงบประมาณ 2561 งบประมาณที่ตั้งไว้ 110 ล้านบาท มีเพียงพอกับการให้บริการประชาชนอย่างแน่นอน (สำนักงานธนานุเคราะห์, 2563)

จากความต้องการด้านการเงินของประชาชนส่งผลให้โรงจำนำอัตราการเติบโตอย่างต่อเนื่องทำให้มีคู่แข่งขันที่เป็นโรงรับจำนำเอกชนมากขึ้น ดังนั้น เพื่อให้สถานธนานุบาลขององค์กรปกครองส่วนท้องถิ่นสามารถแข่งขันกับโรงรับจำนำเอกชนได้จึงต้องมีการพัฒนาการบริการให้ดีขึ้นกว่าเดิมโดยคำนึงถึงการบริหารเชิงธุรกิจและสงเคราะห์เป็นสำคัญควบคู่กันไปและคำนึงถึงความพึงพอใจของประชาชนที่มาใช้บริการด้วยการเป็นสถาบันรับจำนำที่ให้บริการด้วยความทันสมัย สะดวก รวดเร็วและคุณภาพการให้บริการที่ดี องค์กรที่มีภารกิจหลักในการให้บริการมักจะมีการกำหนดเป้าหมายในการปรับปรุงคุณภาพการให้บริการภายในองค์กรความตระหนักถึงความสำคัญของคุณภาพของสินค้าหรือบริการ จากการที่องค์ภาครัฐได้ปรับกระบวนการบริหารงานจากเดิมที่ประชาชนเป็นเพียงผู้รับบริการที่รัฐจัดให้กลายมาเป็นลูกค้าที่องค์การภาครัฐพึงให้ความสนใจจัดบริการสาธารณะตามขอบเขตอำนาจหน้าที่รับผิดชอบอย่างมีคุณภาพการประเมินคุณภาพการให้บริการ จึงเป็นมิติหลักด้านหนึ่งของการประเมินผลการปฏิบัติราชการของหน่วยงานภาครัฐโดยมีตัวชี้วัดที่สำคัญในเรื่องความสำเร็จของการดำเนินงานตามแผนการปรับปรุงแก้ไขบริการ และความพึงพอใจของผู้รับบริการนั้นสามารถวัดผลโดยกำหนดเครื่องมือ เช่นการใช้แบบสอบถามความพึงพอใจของผู้รับบริการที่มาใช้หรือขอรับบริการจากหน่วยงาน เพื่อชี้วัดความพึงพอใจของการให้บริการจากผู้รับบริการ และสามารถให้ผู้รับกลับมาใช้บริการซ้ำ

สถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ เป็นโรงรับจำนำที่เปิดให้บริการแก่ประชาชนทั้งนี้เพื่อให้สามารถแข่งขันกับโรงรับจำนำเอกชนได้จึงต้องมีการพัฒนาการบริการให้ดีขึ้นเพื่อสร้างความพึงพอใจ เพื่อตอบสนองความต้องการของประชาชน อันจะส่งผลให้มีแนวโน้มของการมาใช้บริการที่เพิ่มมากขึ้นจากเหตุผลดังที่กล่าวมา ทำให้ผู้วิจัยเห็นความสำคัญที่จะทำการศึกษาคุณภาพการให้บริการของสถานธนานุบาล เทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ เพื่อนำมาพัฒนาคุณภาพการให้บริการที่ดีมากขึ้นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยส่วนบุคคลของผู้ที่มาใช้บริการสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่
2. เพื่อศึกษาถึงคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่
3. เพื่อศึกษาความแตกต่างระหว่างปัจจัยส่วนบุคคลกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่

เอกสารและงานวิจัยที่เกี่ยวข้อง

ทฤษฎีของคุณภาพการให้บริการ

แนวคิดพื้นฐาน (Basic Concept) เรื่องคุณภาพการให้บริการประกอบไปด้วย 3 แนวคิดหลัก คือแนวคิดความพึงพอใจของลูกค้า (customer satisfaction) คุณภาพการให้บริการ (service quality) และคุณ ค่าของลูกค้า (customer value) (Cronin, and Taylor, 1992; Oliver, 1993; Ziethaml,Parasuraman, and Berry, 1988) เป็นแนวคิดที่ได้รับการเสนอไว้โดยโครนินและเทเลอร์ (Cronin and Taylor, 1992) ในทัศนะของนักวิชาการทั้งสองท่าน ความพึงพอใจหรือไม่พึงพอใจ เป็นเรื่องของการเปรียบเทียบประสบการณ์ของผู้รับบริการได้รับบริการกับความคาดหวังที่ผู้รับบริการนั้นมีในช่วงเวลาที่มารับบริการ และเป็นสิ่งที่ช่วยให้สามารถวัดคุณภาพการให้บริการได้ แนวคิดพื้นฐานที่มองคุณภาพการให้บริการผ่านกรอบการมองด้านความพึงพอใจต่อการให้บริการนี้ได้รับการสนับสนุนจากบิทเนอร์ (Bitner,1992) ซึ่งอธิบายจากผลงานวิจัยที่ได้เคยทำการศึกษาไว้ว่า คุณภาพการให้บริการสามารถวัดโดยผ่านความพึงพอใจของผู้รับบริการได้ เราจะใช้การวัดความพึงพอใจของประชาชนหรือผู้รับบริการที่มีต่อการบริการหรือจะวัดจากคุณภาพ

การให้บริการขึ้นอยู่กับสิ่งที่สำคัญคือ เป้าหมายและวัตถุประสงค์ของการวัดโดยเฉพาะในประเด็นความต้องการนำข้อมูลที่ได้รับจากการประเมินไปใช้ประ

แนวคิดทฤษฎีเกี่ยวกับความพึงพอใจ

Kotler and Armstrong (2002) รายงานว่า พฤติกรรมของมนุษย์เกิดขึ้นต้องมีสิ่งจูงใจ (motive) หรือแรงขับดัน (drive) เป็นความต้องการที่กดดันจนมากพอที่จะจูงใจให้บุคคลเกิดพฤติกรรมเพื่อตอบสนองความต้องการของตนเอง ซึ่งความต้องการของแต่ละคนไม่เหมือนกัน ความต้องการบางอย่างเป็นความต้องการทางชีววิทยา(biological) เกิดขึ้นจากสภาวะตึงเครียด เช่น ความหิว กระหายหรือความลำบากบางอย่าง เป็นความต้องการทางจิตวิทยา (psychological) เกิดจากความต้องการการยอมรับ(recognition) การยกย่อง (esteem) หรือการเป็นเจ้าของทรัพย์สิน (belonging) ความต้องการส่วนใหญ่อาจไม่มากพอที่จะจูงใจให้บุคคลกระทำในช่วงเวลานั้น ความต้องการกลายเป็นสิ่งจูงใจ เมื่อได้รับการกระตุ้นอย่างเพียงพอจนเกิดความตึงเครียด โดยทฤษฎีที่ได้รับความนิยมมากที่สุด มี 2 ทฤษฎี คือ ทฤษฎีของอับราฮัม มาสโลว์ และทฤษฎีของซิกมันด์ ฟรอยด์

งานวิจัยที่เกี่ยวข้อง

วันเพ็ญ เหลืองฤทัย (2561) ศึกษาเรื่อง ความพึงพอใจของผู้ป่วยนอก ต่อมาตรฐานการบริการของหน่วยงานกายภาพบำบัด โรงพยาบาลหัวหิน ผลการศึกษาพบว่า ความพึงพอใจในภาพรวมอยู่ที่ระดับมากที่สุด เมื่อพิจารณารายข้อพบว่า ด้านกระบวนการทางกายภาพบำบัดมีความพึงพอใจสูงที่สุด รองลงมาคือ ด้านบุคลากรที่ให้บริการทางกายภาพบำบัด ด้านการบริการทางกายภาพบำบัด ด้านผลลัพธ์การรักษาและฟื้นฟูทางกายภาพบำบัด ด้านเครื่องมือ อุปกรณ์และสิ่งอำนวยความสะดวกและด้านสิ่งแวดล้อมและความปลอดภัย ด้านบุคลากรที่ให้บริการทางกายภาพบำบัดพบว่า ผู้ป่วยมีความพึงพอใจในหัวข้อนักกายภาพบำบัดมีบุคลิกภาพที่ดี มีความน่าเชื่อถือ ทั้งด้านการแต่งกายสะอาดเรียบร้อย แสดงป้ายชื่อชัดเจนมากที่สุด ด้านสิ่งแวดล้อมและความปลอดภัยพบว่า ผู้ป่วยมีความพึงพอใจในหัวข้อห้องรักษามีความสะอาดเป็นระเบียบเรียบร้อย แสงสว่างเพียงพอมากที่สุด ด้านเครื่องมืออุปกรณ์และสิ่งอำนวยความสะดวกพบว่า ผู้ป่วยมีความพึงพอใจในหัวข้อเครื่องมืออุปกรณ์มีความปลอดภัยมากที่สุด ด้านการบริการทางกายภาพบำบัดพบว่า ผู้ป่วยมีความพึงพอใจในหัวข้อมีการชี้แจงข้อมูลขั้นตอนการรับบริการ กฎระเบียบในการเข้ารับบริการ อย่างครบถ้วนมากที่สุด ด้านกระบวนการทางกายภาพบำบัดพบว่า ผู้ป่วยมีความพึงพอใจในหัวข้อขั้นตอนการบริการไม่ยุ่งยากซับซ้อนมากที่สุด ด้านผลลัพธ์การรักษาและฟื้นฟูทางกายภาพบำบัด พบว่า ผู้ป่วยมีความพึงพอใจในหัวข้อผลการรักษาทางกายภาพบำบัดมีความปลอดภัยไม่เกิดภาวะแทรกซ้อนมากที่สุด

ปิยณัฐ จันทร์เกิด (2560) ศึกษาเรื่อง คุณภาพการให้บริการของเทศบาลนครนครสวรรค์ พบว่า การให้บริการของเทศบาลนครนครสวรรค์ตามการรับรู้ของประชาชนโดยรวมมีคุณภาพอยู่ในระดับมากที่สุด ด้านการตอบสนองต่อ ผู้รับบริการ ด้านการให้ความเชื่อมั่นต่อผู้รับบริการ และด้านความเชื่อถือไว้วางใจได้ มีคุณภาพการ ให้บริการอยู่ในระดับมากที่สุด ส่วนด้านความเป็นรูปธรรมของบริการ และด้านการรู้จักและเข้าใจ ผู้รับบริการ มีคุณภาพการให้บริการอยู่ในระดับมาก คุณภาพการให้บริการของเทศบาลนครนครสวรรค์ ไม่มีความแตกต่างกันตามการรับรู้ของประชาชนเมื่อจำแนกตามอาชีพ แต่มีความแตกต่างกันเมื่อจำแนกตามระดับรายได้ต่อเดือน โดยคุณภาพการให้บริการของเทศบาลนครนครสวรรค์โดยรวม ด้านความเป็นรูปธรรมของบริการ ด้านการให้ความ เชื่อมั่นต่อผู้รับบริการ ด้านการรู้จักและเข้าใจผู้รับบริการ มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .001 ด้านการตอบสนองต่อผู้รับบริการ มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และด้านความเชื่อถือไว้วางใจได้ มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

ภานุพงศ์ ลือฤทธิ์ (2560) ศึกษาเรื่อง คุณภาพการบริการอิเล็กทรอนิกส์ในการสร้างความพึงพอใจของผู้ใช้งาน กรณีตัวอย่างของแอปพลิเคชันกระเป๋าเงินบนโทรศัพท์มือถือ ผลการศึกษาพบว่า ลักษณะประชากรศาสตร์ของกลุ่มตัวอย่าง ผู้ชาย มีจำนวนร้อยละ 62.2 ซึ่งมีจำนวนมากกว่าผู้หญิงที่ร้อยละ 37.8 ซึ่งช่วงอายุที่ตอบแบบสอบถามมากที่สุด คือ ช่วงอายุ 20-29 ปี คิดเป็นร้อยละ 73.1 ทั้งนี้ระดับการศึกษาสูงสุดคือ ระดับปริญญาตรี คิดเป็นร้อยละ 68.7 โดยประกอบอาชีพพนักงานบริษัทมากสุด คิดเป็นร้อยละ 56.2 อาศัยอยู่ในพื้นที่กรุงเทพมหานครมากสุด คิดเป็นร้อยละ 69.2 และสำหรับเครือข่ายโทรศัพท์มือถือที่ใช้งานมากสุดคือ เครือข่าย AIS คิดเป็นร้อยละ 40.8 รองลงมาเป็นเครือข่าย True Move H คิดเป็นร้อยละ 29.8 พฤติกรรมการใช้งานแอปพลิเคชันกระเป๋าเงินบนโทรศัพท์มือถือ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่มีการใช้งานอยู่ในปัจจุบัน คิดเป็นร้อยละ 75.6 แอปพลิเคชันที่มีผู้ใช้งานเป็นประจำมากที่สุดคือ True Money Wallet คิดเป็นร้อยละ 34.3 ส่วนอันดับที่มีผู้ใช้งานรองลงมาคือ แรบบิท-ไลน์ เพย์ Ref. code: 25605902037323ZWP (Rabbit LINE Pay) คิดเป็นร้อยละ 26.9 Airpay ร้อยละ 18.4 ตามลำดับ ในขณะมีประสบการณ์การใช้งานตั้งแต่เริ่มต้นการใช้งานจนถึงปัจจุบันมากที่สุดอยู่ที่ 1-6 เดือน คิดเป็นร้อยละ 37.8 ส่วนความถี่ในการใช้งานต่อเดือนมากที่สุดคือ 1-3 ครั้งต่อเดือน คิดเป็นร้อยละ 37.3

วิธีการดำเนินการวิจัย

1. กลุ่มตัวอย่าง คือ ผู้มาใช้บริการสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่

2. ขอบเขตของการวิจัย การวิจัยครั้งนี้ ทำการศึกษาเฉพาะกลุ่ม คือ ผู้ที่มาใช้บริการสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ โดยแบ่งออกเป็น 2 ส่วน คือ

2.1 ขอบเขตด้านเนื้อหา ในการศึกษาครั้งนี้ผู้ศึกษากำหนดตัวแปรดังต่อไปนี้

ตัวแปรต้น เป็นปัจจัยส่วนบุคคล ประกอบด้วย

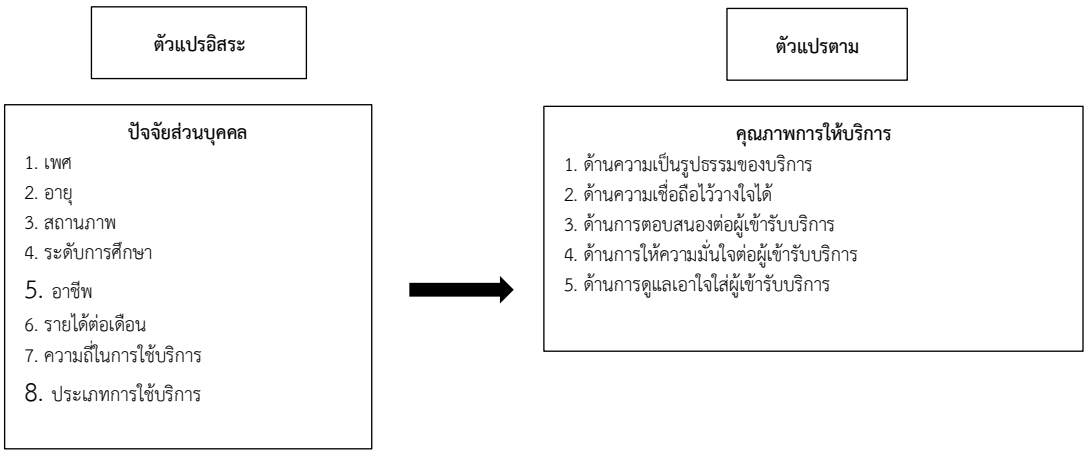
1. เพศ
2. อายุ
3. สถานภาพ
4. ระดับการศึกษา
5. อาชีพ
6. รายได้ต่อเดือน
7. ความถี่ในการใช้บริการ
8. ประเภทการใช้บริการ

ตัวแปรตาม ได้แก่ คุณภาพการให้บริการ แบ่งออกเป็น 5 ด้าน

1. ด้านความเป็นรูปธรรมของบริการ (Tangibility)
2. ด้านความเชื่อถือไว้วางใจได้ (Reliability)
3. ด้านการตอบสนองต่อผู้เข้ารับบริการ (Responsiveness)
4. ด้านการให้ความมั่นใจต่อผู้เข้ารับบริการ (Assurance)
5. ด้านการดูแลเอาใจใส่ผู้เข้ารับบริการ (Empathy)

กรอบแนวคิดการวิจัย

จากการทบทวนแนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง นำมาสู่การกำหนดกรอบแนวคิดงานวิจัย ซึ่งกำหนดตัวแปรที่ใช้ในการวิจัยแบ่งออกเป็น 2 ประเภท ดังแสดงในภาพ ดังนี้



แผนภาพที่ 1 กรอบแนวคิดการวิจัย

เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการศึกษาครั้งนี้ เป็นแบบสอบถามที่ผู้วิจัยสร้างขึ้นโดยอ้างอิงจากกรอบแนวคิดซึ่งได้มาจากแนวคิดทฤษฎี และงานวิจัยที่เกี่ยวข้อง โดยแบ่งคำถามออกเป็น 2 ส่วน ดังนี้

ส่วนที่ 1 แบบสอบถามเกี่ยวกับปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ สถานภาพ ระดับการศึกษา อาชีพ รายได้ต่อเดือน ความถี่ในการใช้บริการ และประเภทการใช้บริการ คำถามแบบให้เลือกตอบ (Checklist)

ส่วนที่ 2 แบบสอบถามเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ แบ่งออกเป็น 5 ด้าน ได้แก่ 1) ด้านความเป็นรูปธรรมของบริการ 2) ด้านการให้ความมั่นใจแก่ผู้มารับบริการ 3) ด้านการตอบสนองต่อผู้มา

รับบริการ 4) ด้านความเข้าใจและเห็นอกเห็นใจในผู้มารับบริการ และ 5) ด้านความน่าเชื่อถือหรือไว้วางใจได้ เป็นคำถามปลายปิด (Close-Ended Question) โดยกำหนดค่าที่เลือกตอบออกเป็น 5 ตัวเลือก

ส่วนที่ 3 ความคิดเห็นและข้อเสนอแนะ ซึ่งจะเป็นคำถามปลายเปิด (Open- Ended Question)

วิธีการเก็บรวบรวมข้อมูล

การเก็บและรวบรวมข้อมูลจากกลุ่มตัวอย่าง โดยมีขั้นตอน ดังนี้

ขั้นตอนที่ 1 กำหนดกลุ่มตัวอย่าง จำนวน 400 คน

ขั้นตอนที่ 2 เตรียมแบบสอบถามที่ใช้เป็นเครื่องมือในการเก็บข้อมูลโดยทำการแจกแบบสอบถามให้แก่ผู้มาใช้บริการสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ให้เป็นผู้ตอบแบบสอบถาม

ขั้นตอนที่ 3 เก็บข้อมูลจากกลุ่มตัวอย่าง

ขั้นตอนที่ 4 เมื่อได้รับแบบสอบถามแล้วนำมาตรวจสอบความสมบูรณ์ความครบถ้วนในเนื้อหาที่ ตอบแบบสอบถามทั้งหมด เพื่อเตรียมการวิเคราะห์ในลำดับถัดไป

ขั้นตอนที่ 5 ดำเนินการรวบรวมข้อมูลจากแบบสอบถามที่ได้รับมาวิเคราะห์ข้อมูลและแปรผล

การวิเคราะห์ข้อมูล

ในการศึกษาครั้งนี้ ทำการวิเคราะห์ข้อมูลโดยการนำข้อมูลที่รวบรวมได้จากแบบสอบถามมาตรวจสอบความสมบูรณ์ความถูกต้องก่อน และใช้คำนวณทางสถิติเชิงพรรณนา (Descriptive Statistics) อธิบายเบื้องต้นการวิเคราะห์จากกลุ่มตัวอย่าง ดังนี้

2.1 วิเคราะห์ข้อมูลแบบสอบถาม ส่วนที่ 1 ปัจจัยส่วนบุคคล โดยนำมาแจกแจงจำนวนความถี่ (Frequency) และค่าร้อยละ (Percentage)

2.2 วิเคราะห์ข้อมูลแบบสอบถาม ส่วนที่ 2 คุณภาพการให้บริการ โดยใช้ค่าเฉลี่ย (Mean) และค่าเบี่ยงเบนมาตรฐาน (Standard Deviation)

2.3 วิเคราะห์ข้อมูลเปรียบเทียบความแตกต่าง โดยใช้ค่าสถิติทดสอบความแตกต่างของเพศชายและเพศหญิง โดยใช้สถิติ Independent Samples t-test และใช้ค่าสถิติทดสอบความแตกต่างของอายุ สถานภาพ ระดับการศึกษา อาชีพ รายได้ต่อเดือน ความถี่ในการใช้บริการ และประเภทการใช้บริการ โดยใช้สถิติ One-way ANOVA (One-way Analysis of Variance) F-Test และเมื่อพบความแตกต่างจึงได้ทดสอบความแตกต่างเป็นรายคู่ด้วยวิธีของ Least significant difference LSD (Post Hoc)

สรุปผลการวิจัย

การนำเสนอผลการวิจัย ผู้วิจัยขอนำเสนอเป็นภาพรวม และขอนำเสนอผลการวิจัยที่เป็นไปตามวัตถุประสงค์ของการวิจัยที่ตั้งไว้ ตามลำดับ ดังนี้

1. ผลการวิเคราะห์ข้อมูลเกี่ยวกับปัจจัยส่วนบุคคล จากกลุ่มตัวอย่าง 400 คน พบว่า ผู้มาใช้บริการสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ส่วนใหญ่เป็นเพศหญิง มีอายุ 31 – 40 ปี มีสถานภาพโสด มีระดับการศึกษามัธยมศึกษาหรือปวช. มีอาชีพลูกจ้างหรือพนักงานเอกชน มีรายได้ต่อเดือน 10,000 - 20,000 บาท มีความถี่ในการใช้บริการ 5 – 7 ครั้ง และมาใช้บริการจำนำ

ตารางที่ 1 ผลการวิเคราะห์ข้อมูลเกี่ยวกับปัจจัยส่วนบุคคลของผู้มาใช้บริการสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่

ปัจจัยส่วนบุคคล	จำนวน/คน	ร้อยละ
เพศหญิง	212	53.0
อายุ31 – 40 ปี	118	29.5
สถานภาพโสด	205	51.2
ระดับการศึกษามัธยมศึกษาหรือปวช.	165	41.3
อาชีพลูกจ้าง/พนักงานเอกชน	121	30.3
รายได้ต่อเดือน 10,000 - 20,000 บาท	188	47.0
มีความถี่ในการใช้บริการ 5 - 7 ครั้ง	133	33.3

ปัจจัยส่วนบุคคล	จำนวน/คน	ร้อยละ
มาใช้บริการจำนำ	171	42.8
รวม	400	100.0

2. ผลการวิเคราะห์ข้อมูลเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่จากกลุ่มตัวอย่าง 400 คน พบว่า ผู้มาใช้บริการสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ มีระดับความคิดเห็นเกี่ยวกับคุณภาพการให้บริการ โดยแบ่งออกเป็น 5 ด้าน ได้แก่ 1) ด้านความเป็นรูปธรรมของบริการ 2) ด้านการให้ความมั่นใจแก่ผู้มารับบริการ 3) ด้านการตอบสนองต่อผู้มารับบริการ 4) ด้านความเข้าใจและเห็นอกเห็นใจในผู้มารับบริการ 5) ด้านความน่าเชื่อถือและไว้วางใจได้ โดยรวมอยู่ในระดับมากที่สุด มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.59) และเมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีระดับความคิดเห็นอยู่ในระดับมากที่สุด คือ ด้านความน่าเชื่อถือและไว้วางใจได้ มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.74) รองลงมา คือ ด้านความเข้าใจและเห็นอกเห็นใจในผู้มารับบริการ มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.68) ด้านการตอบสนองต่อผู้มารับบริการ มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.66) ด้านการให้ความมั่นใจแก่ผู้มารับบริการ มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.46) และด้านความเป็นรูปธรรมของบริการ มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.40) ตามลำดับ

ตารางที่ 2 ผลการวิเคราะห์ข้อมูลเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่

คุณภาพการให้บริการ 5 ด้าน	$\bar{X}$	S.D	ระดับความคิดเห็น
1. ด้านความเป็นรูปธรรมของบริการ	4.40	0.40	มากที่สุด
2. ด้านการให้ความมั่นใจแก่ผู้มารับบริการ	4.46	0.46	มากที่สุด
3. ด้านการตอบสนองต่อผู้มารับบริการ	4.66	0.44	มากที่สุด
4. ด้านความเข้าใจและเห็นอกเห็นใจในผู้มารับบริการ	4.68	0.43	มากที่สุด
5. ด้านความน่าเชื่อถือและไว้วางใจได้	4.74	0.44	มากที่สุด
รวม	**4.59**	**0.32**	**มากที่สุด**

3. ผลการวิเคราะห์ข้อมูลการเปรียบเทียบความแตกต่างระหว่างปัจจัยส่วนบุคคลกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ จากการทดสอบสมมติฐานเพื่อเปรียบเทียบความแตกต่างระหว่างปัจจัยส่วนบุคคลกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ สามารถสรุปผลการวิเคราะห์ในภาพรวมได้ ดังนี้

ปัจจัยส่วนบุคคลด้านเพศกับคุณภาพการให้บริการ ผลการวิเคราะห์ข้อมูลโดยใช้สถิติ Independent Samples t-test พบว่า มีค่า Sig. เท่ากับ 0.850 ซึ่งมีค่ามากกว่า ค่า a = 0.05 แสดงว่า โดยรวมและรายด้าน ผู้มาใช้บริการที่มีเพศ แตกต่างกัน มีระดับความคิดเห็นเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ไม่แตกต่างกัน อย่างมีนัยสำคัญที่สถิติที่ระดับ 0.05

ปัจจัยส่วนบุคคลด้านอายุกับคุณภาพการให้บริการ ผลการวิเคราะห์ข้อมูลโดยใช้สถิติ One-way ANOVA (One-way Analysis of Variance) พบว่า มีค่า Sig. เท่ากับ 0.921 ซึ่งมีค่ามากกว่า ค่า a = 0.05 แสดงว่า โดยรวมทั้ง 5 ด้าน ผู้มาใช้บริการที่มีอายุ แตกต่างกัน มีระดับความคิดเห็นเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ไม่แตกต่างกัน อย่างมีนัยสำคัญที่สถิติที่ระดับ 0.05

ปัจจัยส่วนบุคคลด้านสถานภาพกับคุณภาพการให้บริการ ผลการวิเคราะห์ข้อมูลโดยใช้สถิติ One-way ANOVA (One-way Analysis of Variance) พบว่า มีค่า Sig. เท่ากับ 0.390 ซึ่งมีค่ามากกว่า ค่า a = 0.05 แสดงว่า โดยรวมทั้ง 5 ด้าน ผู้มาใช้บริการที่มีสถานภาพ แตกต่างกัน มีระดับความคิดเห็นเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ไม่แตกต่างกัน อย่างมีนัยสำคัญที่สถิติที่ระดับ 0.05

ปัจจัยส่วนบุคคลด้านระดับการศึกษากับคุณภาพการให้บริการ ผลการวิเคราะห์ข้อมูลโดยใช้สถิติ One-way ANOVA (One-way Analysis of Variance) พบว่า มีค่า Sig. เท่ากับ 0.044 ซึ่งมีค่าน้อยกว่า ค่า a = 0.05 แสดงว่า โดยรวมทั้ง 5 ด้าน ผู้มาใช้บริการที่มีระดับการศึกษา แตกต่างกัน มีระดับความคิดเห็นเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ แตกต่างกัน อย่างมีนัยสำคัญที่สถิติที่ระดับ 0.05 และเมื่อพบความแตกต่างจึงได้ทดสอบความแตกต่างเป็นรายคู่ด้วยวิธี

ของ Least significant difference LSD (Post Hoc) พบว่า ผู้มาใช้บริการที่มีระดับการศึกษามัธยมศึกษาหรือปวช. และอนุปริญญาหรือปวส. กับ ผู้มาใช้บริการที่มีระดับการศึกษาปริญญาตรีและอนุปริญญาหรือปวส. มีความแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

ปัจจัยส่วนบุคคลด้านอาชีพกับคุณภาพการให้บริการ ผลการวิเคราะห์ข้อมูลโดยใช้สถิติ One-way ANOVA (One-way Analysis of Variance) พบว่า มีค่า Sig. เท่ากับ 0.124 ซึ่งมีค่ามากกว่า ค่า a = 0.05 แสดงว่า โดยรวมทั้ง 5 ด้าน ผู้มาใช้บริการที่มีอาชีพ แตกต่างกัน มีความคิดเห็นเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ไม่แตกแตกต่างกัน อย่างมีนัยสำคัญที่สถิติที่ระดับ 0.05

ปัจจัยส่วนบุคคลด้านรายได้ต่อเดือนกับคุณภาพการให้บริการ ผลการวิเคราะห์ข้อมูลโดยใช้สถิติ One-way ANOVA (One-way Analysis of Variance) พบว่า มีค่า Sig. เท่ากับ 0.339 ซึ่งมีค่ามากกว่า ค่า a = 0.05 แสดงว่า โดยรวมทั้ง 5 ด้าน ผู้มาใช้บริการที่มีรายได้ต่อเดือน แตกต่างกัน มีความคิดเห็นเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ไม่แตกแตกต่างกัน อย่างมีนัยสำคัญที่สถิติที่ระดับ 0.05

ปัจจัยส่วนบุคคลด้านความถี่ในการใช้บริการกับคุณภาพการให้บริการ ผลการวิเคราะห์ข้อมูลโดยใช้สถิติ One-way ANOVA (One-way Analysis of Variance) พบว่า มีค่า Sig. เท่ากับ 0.059 ซึ่งมีค่ามากกว่า ค่า a = 0.05 แสดงว่า โดยรวมทั้ง 5 ด้าน ผู้มาใช้บริการที่มีความถี่ในการใช้บริการ แตกต่างกัน มีความคิดเห็นเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ไม่แตกแตกต่างกัน อย่างมีนัยสำคัญที่สถิติที่ระดับ 0.05

ปัจจัยส่วนบุคคลด้านประเภทการใช้บริการกับคุณภาพการให้บริการ ผลการวิเคราะห์ข้อมูลโดยใช้สถิติ One-way ANOVA (One-way Analysis of Variance) พบว่า มีค่า Sig. เท่ากับ 0.137 ซึ่งมีค่ามากกว่า ค่า a = 0.05 แสดงว่า โดยรวมทั้ง 5 ด้าน ผู้มาใช้บริการที่มีประเภทการใช้บริการ แตกต่างกัน มีความคิดเห็นเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ไม่แตกแตกต่างกัน อย่างมีนัยสำคัญที่สถิติที่ระดับ 0.05

อภิปรายผลการวิจัย

จากผลการวิจัยเรื่อง คุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ซึ่งสามารถอภิปรายผลได้ดังนี้

1. ลักษณะการดำเนินงานของสถานธนานุบาลกำหนดนโยบายเพื่อช่วยเหลือคนยากจน โดยมีลักษณะการบริการ คือ การจำนำ การรับชำระดอกเบี้ย การไถ่ถอน และการจำหน่ายทรัพย์หลุดจำนำ สาเหตุที่ผู้ใช้บริการมาจำนำทรัพย์เนื่องจากเป็นการช่วยเหลือบรรเทาปัญหาของสมาชิกในครอบครัวเกี่ยวกับค่าครองชีพ จากผลการศึกษาพบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง อายุระหว่าง 31-40 ปี สถานภาพโสด ระดับการศึกษามัธยมศึกษาหรือปวช. อาชีพลูกจ้างหรือพนักงานเอกชน รายได้ต่อเดือน 10,000 - 20,000 บาท ซึ่งสอดคล้องกับงานวิจัยของ ธมน เครือเนตร (2562) ศึกษาเรื่อง คุณภาพการให้บริการของสถานธนานุบาลเทศบาลเมืองปากช่อง อำเภอปากช่อง จังหวัดนครราชสีมา ผลการศึกษาพบว่า ผู้ใช้บริการโรงรับจำนำส่วนใหญ่เป็นเพศหญิง มีอายุระหว่าง 31 – 40 ปี และมีระดับการศึกษามัธยมศึกษา

2. ผู้มาใช้บริการสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ มีระดับความคิดเห็นเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ โดยออกเป็น 5 ด้าน ได้แก่ 1) ด้านความเป็นรูปธรรมของบริการ 2) ด้านการให้ความมั่นใจแก่ผู้มารับบริการ 3) ด้านการตอบสนองต่อผู้มารับบริการ 4) ด้านความเข้าใจและเห็นอกเห็นใจในผู้มารับบริการ 5) ด้านความน่าเชื่อถือและไว้วางใจได้ โดยรวมอยู่ในระดับมากที่สุด มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.59) ซึ่งสอดคล้องกับงานวิจัยของ วาทิณี นุ้ยแนบ (2564) ศึกษาเรื่อง คุณภาพการให้บริการสินเชื่อโครงการธนาคารประชาชนของธนาคารออมสิน สาขาหาดใหญ่ จังหวัดสงขลา ผลการศึกษาพบว่า คุณภาพการให้บริการสินเชื่อโครงการธนาคารประชาชนโดยภาพรวมอยู่ในระดับมากที่สุด มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.40)

3. การเปรียบเทียบความคิดเห็นของผู้มาใช้บริการเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ที่มีเพศ อายุ สถานภาพและรายได้ต่อเดือน แตกต่างกัน ผลการศึกษาพบว่า ความคิดเห็นเกี่ยวกับคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ที่มีเพศ อายุ สถานภาพ และรายได้ต่อเดือน แตกต่างกัน โดยรวมมีความคิดเห็นไม่แตกต่างกัน ซึ่งเป็นเพราะว่าสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ มีการให้บริการอย่างมีประสิทธิภาพ อำนวยความสะดวกแก่ประชาชนอย่างเท่าเทียมกัน มีเจ้าหน้าที่บริการด้วยมิตรไมตรียิ้มแย้มแจ่มใส ซึ่งสอดคล้องกับงานวิจัยของ ธนกร ณรงค์วานิช (2563) ศึกษาเรื่อง อิทธิพลของคุณภาพการให้บริการที่มีต่อนวัตกรรมการให้บริการของนักท่องเที่ยวผู้สูงอายุ ที่ใช้บริการสนามบินสุวรรณภูมิ ผลการศึกษาพบว่า การเปรียบเทียบความคิดเห็นของผู้มาใช้บริการสนามบินสุวรรณภูมิ พบว่า

ผู้มาใช้บริการที่มีเพศ อายุ และสถานภาพ รายได้ต่อเดือนต่างกัน มีความคิดเห็นต่อคุณภาพการให้บริการของสนามบินสุวรรณภูมิ ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ ระดับ .05

ข้อเสนอแนะ

1. ข้อเสนอแนะผลจากการวิจัย

จากผลการศึกษา พบว่า ระดับความคิดเห็นต่อคุณภาพการให้บริการของสถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ อยู่ในระดับมากที่สุด ดังนั้น ผู้ศึกษาได้นำเสนอข้อเสนอแนะตามความคิดเห็นของผู้ใช้บริการ ทีตอบแบบสอบถาม ดังนี้

1.1 สถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ควรมีความรวดเร็วในการให้บริการและให้บริการบัตรคิวเรียงลำดับก่อนหรือหลัง และการเพิ่มช่องบริการด่วนเพื่ออำนวยความสะดวกให้แก่ลูกค้า

1.2 สถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ควรมีการนำเทคโนโลยีที่ทันสมัยและอุปกรณ์มาใช้ในเกิดประโยชน์ต่อผู้บริการ เช่น การให้ราคารับจำนำ ลดอัตราดอกเบี้ย ขยายวงเงิน และระยะเวลาการไถ่ถอน

1.3 สถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ควรมีเครื่องดื่มชา กาแฟ รองรับลูกค้า

1.4 สถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ควรให้ความสำคัญกับด้านรู้จักและเข้าใจลูกค้าโดยต้องคำนึงถึงผลประโยชน์ของลูกค้าเป็นเรื่องสำคัญที่สุด

2. ข้อเสนอแนะเพื่อการศึกษาวิจัยครั้งต่อไป

การศึกษาครั้งต่อไปควรมีการศึกษาคุณภาพการให้บริการที่ส่งผลต่อความจงรักภักดีของผู้มาใช้บริการและเพื่อให้ผู้มาใช้บริการกลับมาใช้บริการที่สถานธนานุบาลเทศบาลตำบลอ่าวลึกใต้ จังหวัดกระบี่ ซ้ำอีกหลาย ๆ ครั้ง

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BUS-027

ปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี

Factors Affecting Employee Motivation Government Savings Bank Region 16 Mueang Surat Thani District Surat Thani Province

ภิญญาพัชญ์ เกตุแก้ว Pinyapat Katekaew[1]
ทิพวัลย์ พันธ์คง Tippawan Punkong [2]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ เพื่อศึกษาปัจจัยส่วนบุคคล ศึกษาปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานและศึกษาความแตกต่างระหว่างปัจจัยส่วนบุคคลกับปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงาน ประชากรที่ใช้ในการศึกษาครั้งนี้ คือ คือ พนักงานที่ปฏิบัติงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี จำนวน 50 คน โดยใช้วิธีวิจัยเชิงปริมาณ (Quantitative Research) และใช้สถิติเชิงอนุมาน ได้แก่ Independent Sample, t-test, F-test การทดสอบความแปรปรวนแบบทางเดียวและทดสอบรายคู่ด้วยวิธีของเชฟเฟ่ (Scheffe's) และการวิเคราะห์ความสัมพันธ์โดย (Pearson chi square)

ผลการวิจัย พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง อายุ 31 – 40 ปี สถานภาพโสด ระดับการศึกษาปริญญาตรี รายได้ต่อเดือน 30,001 – 40,000 บาท และระยะเวลาในการปฏิบัติงาน 5 – 10 ปี แรงจูงใจในการปฏิบัติงานของพนักงาน โดยรวมอยู่ในระดับมากที่สุด ผลการทดสอบสมมติฐาน พบว่า ปัจจัยส่วนบุคคล ได้แก่ รายได้ต่อเดือน และระยะเวลาในการปฏิบัติงานแตกต่างกัน ส่งผลต่อแรงจูงใจในการปฏิบัติงาน แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

คำสำคัญ : แรงจูงใจในการปฏิบัติงาน , ธนาคารออมสิน

Abstract

The purpose of this research is to study personal factors Study factors affecting job motivation and study the difference between personal factors and factors that affect job motivation. The population used in this study was employees working at the Government Savings Bank Region 16, Mueang Surat Thani District. Surat Thani Province, 50 people using a quantitative research method (Quantitative Research) and used inferential statistics such as Independent Sample, t-test, F-test, one-way test of variance and pairwise test by Scheffe's method and correlation analysis by (Pearson chi square).

The results showed that most of the respondents were female, aged 31-40 years old, single, bachelor's degree. Monthly income 30,001 – 40,000 baht and length of service 5 – 10 years Employee motivation Overall, it was at the highest level. The results of the hypothesis test revealed that personal factors were monthly income. And the duration of the work differently affecting the motivation to work differently at the statistical significance level of 0.05.

Keywords: Performance Motivation, Government Savings Bank

บทนำ

ทุกองค์กรไม่ว่าจะเป็นภาครัฐหรือเอกชน ทรัพยากรมนุษย์เป็นปัจจัยหลักที่มีความสำคัญต่อการขับเคลื่อนองค์กรให้ก้าวไปสู่ความสำเร็จตามเป้าหมายและสร้างความได้เปรียบในการแข่งขัน ดังนั้นแต่ละองค์กรจึงต้องการบุคลากรที่มีความรู้ ความสามารถและทักษะในการปฏิบัติงานที่เหมาะสมและสอดคล้องกับเป้าหมายขององค์กร การที่องค์กรจะดำเนินต่อไปได้ทุกอย่างล้วนมาจากบุคลากรทั้งสิ้น ไม่ว่าจะเป็นเงิน เทคโนโลยี นวัตกรรม ผลงานต่าง ๆ บุคลากรถือว่าเป็นทรัพยากรที่สำคัญล้ำค่าอันเป็นหัวใจขององค์กร ทุกองค์กรเราจึงต้องมีคนที่มีความรับผิดชอบ มีความมานะ มีความพยายาม มีความรู้ความสามารถ และมีความซื่อสัตย์สุจริตอยู่ในองค์กรให้มาก ๆ จึงจะสามารถนำองค์กรไปสู่ความสำเร็จได้

[1] นักศึกษา สาขาวิชาการจัดการทั่วไป คณะวิทยาการจัดการ มหาวิทยาลัยตาปี (093-156-3050)
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การส่งเสริมให้เกิดความผูกพันและแรงจูงใจในการทำงานจึงเป็นสิ่งจำเป็นที่ก่อให้เกิดประโยชน์เพื่อรักษาบุคลากรสำคัญขององค์กร โดยต้องหาหนทางส่งเสริมให้บุคลากรมีความรู้สึกมี ความมั่นคง ความก้าวหน้าในการทำงานเพื่อส่งเสริมให้การบริหารงานขององค์การดำเนินต่อไปได้ อย่างมีประสิทธิภาพและบรรลุวัตถุประสงค์ แรงจูงใจในการทำงานเป็นสิ่งที่มีอิทธิพลต่อการ ปฏิบัติงานของบุคลากรและสมควรได้รับนอกเหนือจากเงินเดือน ค่าจ้างที่ได้รับตามปกติโดยธรรมชาติของมนุษย์เมื่อได้รับการตอบสนองก็ทำให้เกิดความพึงพอใจและแสดงพฤติกรรมในทางบวก ถ้าได้รับแรงจูงใจในการทำงานที่ดีและเหมาะสมก็จะเป็นสิ่งกระตุ้นให้การปฏิบัติงานเป็นไปได้อย่างมีประสิทธิภาพ มีความจงรักภักดีต่อองค์กรและเต็มใจทำงานอยู่กับองค์กรต่อไป ซึ่งจะทำให้องค์กรได้รับประโยชน์จากบุคลากรในด้านคุณภาพของผลการปฏิบัติงานและสามารถพัฒนาองค์กรไปได้ดีอีกด้วย

แรงจูงใจเป็นสาเหตุสำคัญที่ทำให้มนุษย์แสดงพฤติกรรมต่าง ๆ ออกมาในเชิงบวก เช่น มีความมุ่งมั่นที่จะฟันฝ่าอุปสรรคต่าง ๆ ความกระตือรือร้นและทำกิจกรรมนั้น ๆ อย่างทุ่มเทเต็ม กำลังความสามารถ ขณะเดียวกันหากมนุษย์ไม่มีแรงจูงใจและความพึงพอใจจะทำให้มนุษย์แสดงพฤติกรรมต่าง ๆ ออกมาในเชิงลบ เช่น มีสภาพแวดล้อมที่เฉื่อยชาทำกิจกรรมนั้น ๆ ให้ผ่าน ๆ ไปไม่ตั้งใจหรือไม่เอาใจใส่กับการทำกิจกรรมซึ่งการทำให้บุคคลนั้นทำงานได้อย่างมีประสิทธิภาพองค์กรจะต้องส่งเสริมและสร้างแรงจูงใจให้เกิดกับบุคคลเหล่านั้น ซึ่งปัจจุบันการสร้างและส่งเสริมแรงจูงใจให้กับบุคลากรขององค์กรมีด้วยกันหลายปัจจัย เช่น ค่าตอบแทน สวัสดิการ สิ่งแวดล้อมในที่ทำงานเพื่อนร่วมงานหรือผู้บังคับบัญชา เป็นต้น สิ่งเหล่านี้ล้วนส่งผลต่อระดับความต้องการด้านแรงจูงใจของบุคลากรทั้งสิ้น และนับว่าเป็นสิ่งสำคัญที่ผู้บริหารจะต้องคำนึงถึง เพราะเป็นปัจจัยสำคัญประการหนึ่ง ที่จะทำให้องค์กรประสบความสำเร็จได้ ปัญหาการทำงานเกิดขึ้นจากพฤติกรรมของบุคคลในองค์กรเป็นส่วนใหญ่ทำให้องค์กรหรือหน่วยงานต่าง ๆ พยายามที่จะแก้ไขปัญหาส่วนนี้โดยแต่ละองค์กรพยายามศึกษาปัจจัยที่มีผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากรในองค์กรทั้งทางบวกและทางลบ ทั้งนี้หากองค์กรสามารถลดพฤติกรรมที่ไม่พึงประสงค์ลงได้ก็จะช่วยให้หน่วยงานหรือองค์กรสามารถนำเอาความรู้ ความสามารถ ความชำนาญแต่ละบุคคลนำมาใช้ให้เกิดประโยชน์ต่อหน่วยงานหรือองค์กรได้อย่างมีประสิทธิภาพและประสิทธิผล

ดังนั้นผู้วิจัยจึงมีความประสงค์ที่จะทำการศึกษาปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี โดยความรู้ที่ได้จากการวิจัยในครั้งนี้จะช่วยให้องค์กรสามารถสร้าง พัฒนาและให้ความสำคัญกับปัจจัยด้านต่าง ๆ ที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานเพื่อเพิ่มประสิทธิภาพในการทำงานและแก้ไขปัญหาต่าง ๆ ที่อาจเกิดขึ้นจากการขาดแรงจูงใจในการปฏิบัติงาน ส่งผลทำให้องค์กรสามารถบรรลุตามวิสัยทัศน์ที่กำหนดไว้ได้

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยส่วนบุคคลของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี
2. เพื่อศึกษาปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี
3. เพื่อศึกษาความแตกต่างระหว่างปัจจัยส่วนบุคคลกับปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี

เอกสารและงานวิจัยที่เกี่ยวข้อง

แนวคิดและทฤษฎีเกี่ยวกับแรงจูงใจในการปฏิบัติงาน

“การจูงใจ” ตามราชบัณฑิตยสถาน พจนานุกรมฉบับเฉลิมพระเกียรติ พ.ศ.2554 หมายถึง “การชักนำหรือเกลี้ยกล่อมเพื่อให้เห็นคล้อยตาม” ซึ่งการจูงใจนี้ เป็นวิธีการหนึ่งที่จะกระตุ้นให้ผู้ปฏิบัติงานงานเกิดความตื่นตัว มีความกระตือรือร้นและพร้อมที่จะปฏิบัติงานให้กับองค์กรหรือหน่วยงานอย่างเต็มกำลังสุดความสามารถ จึงถือเป็นองค์ประกอบที่สำคัญมากเป็นอย่างยิ่งในการปฏิบัติงานเพื่อให้บรรลุผลสำเร็จตามเป้าหมายที่ได้กำหนดไว้ ดังนั้นการสร้างแรงจูงใจให้เกิดขึ้นในองค์กรหรือหน่วยงานนับว่ามีความสำคัญทางการบริหารงานเป็นอย่างยิ่ง เป็นสิ่งที่ผู้บริหารองค์กรควรจะนำมาใช้เพื่อให้ผู้ปฏิบัติงานเกิดความพึงพอใจในการทำงานส่งผลให้การปฏิบัติงานเกิดประสิทธิภาพสูง ได้มีผู้ศึกษาและนักวิชาการให้ความหมายของแรงจูงใจ สรุปดังนี้

ประเสริฐ อุไร (2560 : 6) ได้ให้ความหมายไว้ว่า แรงจูงใจในการทำงาน หมายถึง แรงขับ ของแต่ละบุคคลเป็นสาเหตุที่ทำให้บุคคลแสดงพฤติกรรม โดยเฉพาะที่เกิดขึ้นในการทำงานให้สำเร็จโดยได้รับอิทธิพลจากการกระทำของคนอื่นในการทำงาน การกำหนดแนวทางในการบริหารโดยผู้บริหารจะจูงใจพนักงานทำงานให้องค์การอย่างมีประสิทธิภาพ แรงจูงใจ แรงกระตุ้นเกิดจากความต้องการที่จะได้รับการตอบสนองต่อสิ่งกระตุ้นที่องค์กรจัดให้ ซึ่งก่อให้เกิดพฤติกรรมในการทำงานประกอบด้วย ปัจจัยแห่งความต้องการพื้นฐาน ความสำเร็จ ความเจริญเติบโต ปัจจัยสุขอนามัยนโยบายการบริหารขององค์กร ค่าจ้างเงินเดือนที่ได้รับ ความสัมพันธ์กับเพื่อนร่วมงาน สภาพการทำงานความสัมพันธ์กับผู้บังคับบัญชา ความมั่นคง เมื่อวิเคราะห์แล้วพบว่า แรงจูงใจใฝ่ สัมฤทธิ์ในการทำงานเหล่านี้เกิดขึ้น ภายในจิตใต้สำนึกของทุกคน

สรุปได้ว่า แรงจูงใจในการปฏิบัติงาน หมายถึง แรงกระตุ้นที่ตอบสนองแก่บุคคลให้แสดงออกพฤติกรรมตามความต้องการนั้นกระทำเพื่อให้ได้ผลงานหรือผลการกระทำบรรลุเป้าหมายตามที่ต้องการและสร้างความพึงพอใจสูงสุดในการปฏิบัติงาน

กระบวนการจูงใจ (Motivation Process)

เริ่มต้นจากความต้องการที่ยังไม่ได้รับการตอบสนองจนทำให้เกิดความตึงเครียด แล้วจะเร้าให้เกิดแรงขับในตัวบุคคล แรงขับเหล่านี้จะแสวงหาพฤติกรรมเพื่อตอบสนองความต้องการและหากความต้องการได้รับการตอบสนองก็จะทำให้ สามารถลดความเครียดให้น้อยลง (พรชัย ลิขิตธรรมโรจน์, 2560)

แนวคิดด้านประชากรศาสตร์

กรรณิการ์ เหมือนประเสริฐ (2560) ได้กล่าวว่า ในหน่วยงานองค์กรต่าง ๆ ประกอบไปด้วย บุคลากรในแต่ละระดับเป็นจำนวนมาก ซึ่งแต่ละคนจะมีพฤติกรรมที่แตกต่างกันออกไปลักษณะพฤติกรรมของบุคคลที่แสดงออกมีสาเหตุมาจากปัจจัยต่าง ๆ ซึ่งได้แก่ อายุ เพศ สถานภาพ ระยะเวลาในการปฏิบัติงานในองค์กร ลักษณะพฤติกรรมในการทำงานของบุคคล จะเป็นดังนี้

1. อายุกับการทำงาน เป็นที่ยอมรับกันว่าผลงานของบุคคลจะลดน้อยลงในขณะที่อายุเพิ่มขึ้น แต่อย่างไรก็ตามบุคคลที่มีอายุมากจะถือว่าเป็นผู้มีประสบการณ์ในการทำงานสูงและสามารถปฏิบัติหน้าที่การงานที่จะก่อให้เกิดผลผลิตสูงได้ นอกจากนี้จะเห็นได้ว่า คนที่อายุมากจะไม่ลาออกจากงานหรือย้ายงานแต่จะทำงานที่เดิม ทั้งนี้เพราะโอกาสในการเปลี่ยนงานมีน้อยประกอบกับช่วงเวลาในการทำงานมานานจะมีผลทำให้ได้รับค่าตอบแทนมากขึ้น ตลอดจนสวัสดิการต่าง ๆ ก็จะได้เพิ่มขึ้นด้วย รวมทั้งพนักงานที่มีอายุมากขึ้นจะปฏิบัติหน้าที่การงานอย่างสม่ำเสมอ ขาดงานน้อยกว่าพนักงานที่มีอายุน้อย

2. เพศกับการทำงาน จากการศึกษาโดยทั่วไปเรื่องความสามารถเกี่ยวกับการแก้ไขปัญหาในการทำงาน แรงจูงใจ การปรับตัวทางสังคม ความสามารถในการเรียนรู้ ระหว่างเพศชายและเพศหญิงไม่มีความแตกต่างกัน แต่อย่างไรก็ตามในการศึกษาของนักจิตวิทยาพบว่า เพศหญิงจะมีลักษณะคล้อยตามมากกว่าเพศชาย และเพศชายจะมีความคิดเชิงรุกความคิดก้าวไกล และมีความคาดหวังในความสำเร็จมากกว่าเพศหญิง แต่จะไม่มีความแตกต่างใน เรื่องผลงานและในเรื่องความพึงพอใจในงาน

3. สถานภาพการสมรสกับการทำงาน พบว่าพนักงานที่สมรสแล้วจะขาดงานและมีอัตราการลาออกจากงานน้อยกว่าผู้ที่เป็นโสด นอกจากนี้ยังมีความพึงพอใจในงานสูงกว่าผู้ที่เป็นโสดตลอดจนมีความรับผิดชอบ เห็นคุณค่าของงานและมีความสม่ำเสมอในการทำงานด้วย

4. ความอาวุโสในการทำงานกับการทำงาน ผู้อาวุโสในการทำงานจะมีผลงานสูงกว่าบรรดาพนักงานใหม่และมีความพึงพอใจในงานสูงกว่าคนที่มีลักษณะประชากรศาสตร์ต่างกันจะมีลักษณะทางจิตวิทยาต่างกัน

5. สถานทางสังคมและเศรษฐกิจ หมายถึง อาชีพ รายได้ เชื้อชาติ ตลอดจนภูมิหลังของครอบครัว เป็นปัจจัยที่ทำให้คนมีประสบการณ์ต่างกัน มีทัศนคติ ค่านิยม เป้าหมายและพฤติกรรมที่แตกต่างกัน

งานวิจัยที่เกี่ยวข้อง

วิไลลักษณ์ ยางงาม (2564) ศึกษาเรื่อง การจัดการภายในองค์กรที่ส่งผลต่อแรงจูงใจในการทำงานของพนักงานนิคมอุตสาหกรรมบางปู จังหวัดสมุทรปราการ ผลการศึกษาพบว่า กลุ่มตัวอย่างส่วนใหญ่เป็นเพศชายมากกว่าเพศหญิง มีอายุ 35–44 ปี มีสถานภาพโสด มีระดับการศึกษาปริญญาตรี มีอัตราเงินเดือนไม่เกิน 15,000 บาท และมีอายุงานที่ทำในองค์การ 2-5 ปี พนักงานมีแรงจูงใจในการปฏิบัติงานนิคมอุตสาหกรรมบางปู จังหวัดสมุทรปราการ โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าพนักงานมีแรงจูงใจในการปฏิบัติงานนิคมอุตสาหกรรมบางปู จังหวัดสมุทรปราการ อยู่ในระดับมากที่สุด อันดับแรกคือ ด้านความมั่นคงในการทำงาน รองลงมาคือ ด้านความก้าวหน้าในการทำงาน ด้านเงินเดือนและสวัสดิการ และอยู่ในระดับมาก คือด้านบรรยากาศในการทำงาน และด้านนโยบายและการบริหาร ตามลำดับ

วัชระ แย้มชู (2563) ศึกษาเรื่อง ปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สำนักงานใหญ่ ผลการศึกษาพบว่า กลุ่มตัวอย่างส่วนใหญ่เป็นเพศชายมากกว่าเพศหญิง มีอายุระหว่าง 30 - 39 ปี มีสถานภาพ โสด มีระดับการศึกษาปริญญาตรี มีรายได้ต่อเดือน 20,000 - 30,000 บาท และมีระยะเวลาปฏิบัติงาน 5 - 10 ปี พนักงานมีแรงจูงใจในการปฏิบัติงานธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สำนักงานใหญ่ โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า พนักงานมีแรงจูงใจในการปฏิบัติงานธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สำนักงานใหญ่ อยู่ในระดับมากที่สุด อันดับแรกคือ ด้านความมั่นคง รองลงมาคือ ด้านสัมพันธภาพต่อเพื่อนร่วมงาน ด้านความก้าวหน้า ด้านการยอมรับนับถือ และอยู่ในระดับมากคือ ด้านสภาพแวดล้อมในการทำงาน และด้านค่าตอบแทนและสวัสดิการ ตามลำดับ

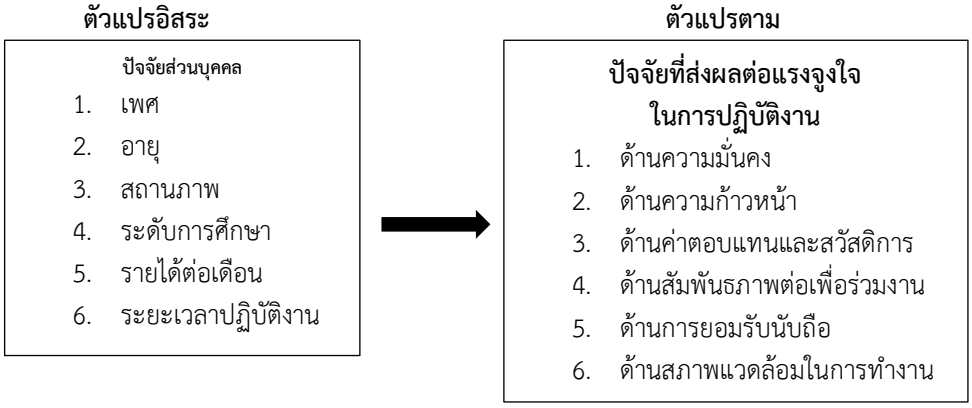
ศรารัตน์ ทับสุข (2562) ศึกษาเรื่อง ปัจจัยที่มีผลต่อการคงอยู่ของพนักงาน กรณีศึกษาบริษัท ผลิตภัณฑ์และวัตถุก่อสร้าง จำกัด ในกรุงเทพมหานครภาค 2 ผลการศึกษาพบว่า กลุ่มตัวอย่างส่วนใหญ่เป็นเพศชายมากกว่าเพศหญิง มีอายุ 40 - 50 ปี มีระดับการศึกษาอยู่ระดับต่ำกว่าปริญญาตรี มีสถานภาพโสด มีตำแหน่งเจ้าหน้าที่บริการจัดส่ง และมีรายได้เฉลี่ยต่อเดือน 10,001 – 20,000

บาท พนักงานมีแรงจูงใจในการปฏิบัติงานบริษัท ผลิตภัณฑ์และวัตถุก่อสร้าง ในจังหวัดกรุงเทพมหานครภาค 2 โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า พนักงานมีแรงจูงใจในการปฏิบัติงานใน บริษัท ผลิตภัณฑ์และวัตถุก่อสร้าง ในจังหวัดกรุงเทพมหานครภาค 2 อยู่ในระดับมากที่สุด อันดับแรกคือ ด้านบรรยากาศในการทำงาน ด้านความก้าวหน้า ด้านผู้บริหารหรือหัวหน้างาน ด้านความรู้ความสามารถ และอยู่ในระดับมาก คือ ด้านผลตอบแทน ตามลำดับ

กรรณิการ์ เจริญทรัพย์ (2560) ศึกษาเรื่อง ความพึงพอใจในการปฏิบัติงานของพนักงานธนาคารออมสิน เขตราชบุรี ผลการศึกษาพบว่า กลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิงมากกว่าเพศชาย มีอายุ 31-40 ปี มีตำแหน่งงานพนักงานปฏิบัติการ 4-7 มีรายได้ต่อเดือน 10,000 – 20,000 บาท มีระดับการศึกษาระดับปริญญาตรี มีสถานภาพสมรส และมีระยะเวลาในการปฏิบัติงานตั้งแต่ 1 ปี 1 เดือน - 5 ปี พนักงานมีแรงจูงใจในการปฏิบัติงานธนาคารออมสิน เขตราชบุรี โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า พนักงานมีแรงจูงใจในการปฏิบัติงานธนาคารออมสิน เขตราชบุรี อยู่ในระดับมากที่สุด อันดับแรกคือ ด้านการยอมรับนับถือ รองลงมาคือ ด้านความรับผิดชอบ ด้านความก้าวหน้า ด้านลักษณะของงานที่ปฏิบัติ และด้านความสำเร็จในงานที่ทำ ตามลำดับ

วิธีการดำเนินการวิจัย

1. กลุ่มตัวอย่าง (Sample size) ที่ใช้ในการศึกษาครั้งนี้ คือ พนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี จำนวน 50 คน ประกอบด้วย 5 หน่วย ได้แก่ หน่วยธุรการ หน่วยแผนและพัฒนางานสาขา หน่วยธุรกิจ หน่วยพัฒนาสังคมและชุมชน และหน่วยตรวจสอบภายในและภูมิภาค
2. ขอบเขตของการวิจัย
   2.1 ตัวแปรอิสระ คือ ปัจจัยส่วนบุคคล ประกอบด้วย
      2.1.1 เพศ
      2.1.2 อายุ
      2.1.3 สถานภาพ
      2.1.4 ระดับการศึกษา
      2.1.5 รายได้ต่อเดือน
      2.1.6 ระยะเวลาในปฏิบัติงาน
   2.2 ตัวแปรตาม คือ ปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงาน ประกอบด้วย
      2.2.1 ด้านความมั่นคง
      2.2.2 ด้านความก้าวหน้า
      2.2.3 ด้านค่าตอบแทนและสวัสดิการ
      2.2.4 ด้านสัมพันธภาพต่อเพื่อนร่วมงาน
      2.2.5 ด้านการยอมรับนับถือ
      2.2.6 ด้านสภาพแวดล้อมในการทำงาน



แผนภาพที่ 1 กรอบแนวคิดการวิจัย

3. เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการศึกษาครั้งนี้ เป็นแบบสอบถามที่ผู้วิจัยสร้างขึ้นโดยอ้างอิงจากกรอบแนวคิดซึ่งได้มาจากแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้อง โดยแบ่งคำถามออกเป็น 2 ส่วน ดังนี้

ส่วนที่ 1 แบบสอบถามเกี่ยวกับปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ สถานภาพ ระดับการศึกษา รายได้ต่อเดือน และระยะเวลาในการปฏิบัติงาน ลักษณะคำถามแบบให้เลือกตอบ (Checklist)

ส่วนที่ 2 แบบสอบถามเกี่ยวกับปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงาน เป็นคำถามปลายปิด (Close-Ended Question) แบ่งออกเป็น 6 ด้าน ได้แก่ ด้านความมั่นคง ด้านความก้าวหน้า ด้านค่าตอบแทนและสวัสดิการ ด้านสัมพันธภาพต่อเพื่อนร่วมงาน ด้านการยอมรับนับถือ และด้านสภาพแวดล้อมในการทำงาน

ส่วนที่ 3 ความคิดเห็นและข้อเสนอแนะ ซึ่งจะเป็นคำถามปลายเปิด (Open- Ended Question)

4. ขั้นตอนในการวิจัย

4.1 เลือกหัวข้อปัญหาที่จะศึกษาวิจัย

4.2 ศึกษาค้นคว้ารวบรวมแนวคิดและทฤษฎี งานวิจัยที่เกี่ยวข้อง

4.3 กำหนดขอบเขตของปัญหา คำถามและวัตถุประสงค์การวิจัย

4.4 ค้นหาและกำหนดสมมติฐานของการวิจัย

4.5 นำแนวคิดและทฤษฎีมาสร้างปัจจัยหรือตัวแปรที่ส่งผลต่องานวิจัย

4.6 สร้างเครื่องมือเพื่อใช้ในการเก็บข้อมูลทั้งเชิงคุณภาพและเชิงปริมาณ

4.7 การเก็บรวบรวมข้อมูลและการตรวจสอบข้อมูล

4.8 การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูลทางสถิติ

4.9 การวิเคราะห์ข้อมูลเพื่อหาบทสรุปของงานวิจัย

4.10 การสรุปผลและการอภิปรายผล

4.11 การจัดทำรายงานวิจัยและรูปเล่มวิจัย

5. การเก็บรวบรวมข้อมูล

การเก็บและรวบรวมข้อมูลจากกลุ่มตัวอย่าง โดยมีขั้นตอน ดังนี้

5.1 เก็บแบบสอบถามจากกลุ่มตัวอย่าง คือ พนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี จำนวน 50 คน

5.2 นำมาตรวจสอบความสมบูรณ์ความครบถ้วนในเนื้อหาที่ตอบแบบสอบถามทั้งหมด เพื่อเตรียมการวิเคราะห์ในลำดับถัดไป

5.3 ดำเนินการรวบรวมข้อมูลจากแบบสอบถามที่ได้รับมาวิเคราะห์ข้อมูลและแปรผล

สรุปผลการวิจัย

ผลการวิเคราะห์ข้อมูลปัจจัยส่วนบุคคลของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิงมากกว่าเพศชาย โดยมีสัดส่วนร้อยละ 40.0 และร้อยละ 60.0 ตามลำดับ มีอายุ 31 – 40 ปี คิดเป็นร้อยละ 54.0 มีสถานภาพโสด คิดเป็นร้อยละ 48.0 มีระดับการศึกษาปริญญาตรี คิดเป็นร้อยละ 82.0 มีรายได้ต่อเดือน 30,001 – 40,000 บาท คิดเป็นร้อยละ 38.0 และส่วนใหญ่มีระยะเวลาในการปฏิบัติงาน 5 – 10 ปี คิดเป็นร้อยละ 34.0

ผลการวิเคราะห์ข้อมูลปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี พบว่า พนักงานมีแรงจูงใจในการปฏิบัติงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี โดยภาพรวมอยู่ในระดับมากที่สุด มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.68) เมื่อพิจารณาเป็นรายด้าน พบว่า พนักงานมีแรงจูงใจในการปฏิบัติงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี อยู่ในระดับมากที่สุด อันดับแรก คือ ด้านความก้าวหน้า มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.78) รองลงมา คือ ด้านสัมพันธภาพกับเพื่อนร่วมงาน มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.77) ด้านความมั่นคง มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.74) ด้านค่าตอบแทนและสวัสดิการ มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.64) ด้านสภาพแวดล้อมในการทำงาน มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.61) และด้านการยอมรับนับถือ มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.52) ตามลำดับ

ผลการวิเคราะห์ข้อมูลจากการทดสอบสมมติฐานเพื่อหาความแตกต่างระหว่างปัจจัยส่วนบุคคลกับปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี

จากการทดสอบสมมติฐานเพื่อหาความแตกต่างระหว่างปัจจัยส่วนบุคคลกับปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี สามารถสรุปผลการวิเคราะห์ในภาพรวมได้ ดังนี้

สมมติฐานข้อที่ 1 พบว่า พนักงานที่มีเพศ แตกต่างกัน ส่งผลต่อแรงจูงใจในการปฏิบัติธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานข้อที่ 2 พบว่า พนักงานที่มีอายุ แตกต่างกัน ส่งผลต่อแรงจูงใจในการปฏิบัติธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานข้อที่ 3 พนักงานที่มีสถานภาพ แตกต่างกัน ส่งผลต่อแรงจูงใจในการปฏิบัติธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานข้อที่ 4 พบว่า พนักงานที่มีระดับการศึกษา แตกต่างกัน ส่งผลต่อแรงจูงใจในการปฏิบัติธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานข้อที่ 5 พบว่า พนักงานที่มีรายได้ต่อเดือน แตกต่างกัน ส่งผลต่อแรงจูงใจในการปฏิบัติธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานข้อที่ 6 พบว่า พนักงานที่มีระยะเวลาในการปฏิบัติงาน แตกต่างกัน ส่งผลต่อแรงจูงใจในการปฏิบัติธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

อภิปรายผลการวิจัย

ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิงมากกว่าเพศชาย โดยมีสัดส่วนร้อยละ 40.0 และร้อยละ 60.0 ตามลำดับ ส่วนใหญ่มีอายุ 31 – 40 ปี คิดเป็นร้อยละ 54.0 มีสถานภาพโสด คิดเป็นร้อยละ 48.0 มีระดับการศึกษาปริญญาตรี คิดเป็นร้อยละ 82.0 มีรายได้ต่อเดือน 30,001 – 40,000 บาท คิดเป็นร้อยละ 38.0 และส่วนใหญ่มีระยะเวลาปฏิบัติงาน 5 – 10 ปี คิดเป็นร้อยละ 34.0

พนักงานมีแรงจูงใจในการปฏิบัติงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี โดยภาพรวมอยู่ในระดับมากที่สุด มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.68) เมื่อพิจารณาเป็นรายด้าน พบว่า พนักงานมีแรงจูงใจในการปฏิบัติงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี อยู่ในระดับมากที่สุด อันดับแรก คือ ด้านความก้าวหน้า มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.78) รองลงมา คือ ด้านสัมพันธภาพกับเพื่อนร่วมงาน มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.77) ด้านความมั่นคง มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.74) ด้านค่าตอบแทนและสวัสดิการ มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.64) ด้านสภาพแวดล้อมในการทำงาน มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.61) และด้านการยอมรับนับถือ มีค่าเฉลี่ยเท่ากับ ($\bar{X}$=4.52)

ด้านความมั่นคง พบว่า พนักงานมีแรงจูงใจในการปฏิบัติงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี โดยภาพรวมอยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับงานวิจัยของวัชระ แย้มชู (2563) ศึกษาเรื่อง ปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของพนักงาน ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สำนักงานใหญ่ ผลการศึกษา พบว่า พนักงานมีแรงจูงใจในการ ปฏิบัติงานธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สำนักงานใหญ่ อยู่ในระดับมากที่สุด และสอดคล้องกับแนวคิดทฤษฎีการจูงใจ (Two-Factor Theory) ของเฮร์ชเบิร์ก (Frederick Herzberg, 1959) กล่าวถึงปัจจัยค้ำจุน (hygiene factors) ด้านความมั่นคงในการทำงานเป็นเครื่องกระตุ้นให้ผู้ปฏิบัติงานมีความขยันหมั่นเพียรในการทำงานซึ่ง ความมั่นคงในการทำงานช่วยให้พนักงานมีขวัญและกำลังใจดีขึ้น ซึ่งขวัญกำลังใจเป็นสิ่งสำคัญทำให้ผลที่ได้รับจากพนักงานมีประสิทธิภาพมากขึ้นและงานที่ปฏิบัติอยู่เป็นงานที่มีความมั่นคงด้านอาชีพ มีความมั่นคงด้านการเงิน รวมถึงด้านนโยบายการบริหารงานของหน่วยงานท่านทำให้ท่านมีความรู้สึกมั่นคงในการทำงาน

ด้านความก้าวหน้า พบว่า พนักงานมีแรงจูงใจในการปฏิบัติงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี โดยภาพรวมอยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับงานวิจัยของ ศรารัตน์ ทับสุข (2562) ศึกษาเรื่อง ปัจจัยที่มีผลต่อการคงอยู่ของพนักงาน กรณีศึกษาบริษัท ผลิตภัณฑ์และวัตถุก่อสร้าง จำกัด ในกรุงเทพมหานครภาค 2 ผลการศึกษาพบว่า แรงจูงใจในการทำงานของพนักงานด้านความก้าวหน้าอยู่ในระดับมากที่สุด และแนวคิดทฤษฎีการจูงใจ (Two-Factor Theory) ของเฮร์ชเบิร์ก (Frederick Herzberg, 1959) กล่าวถึงปัจจัยค้ำจุน (hygiene factors) ด้านความก้าวหน้า คือ การที่ผู้ปฏิบัติงานมีการเปลี่ยนแปลงสถานะหรือตำแหน่งที่สูงขึ้นในองค์กรรวมถึงได้รับการปรับเงินเดือนและค่าจ้างให้สูงขึ้นดังนั้น บริษัทควรมีการสนับสนุนและส่งเสริมให้มีการพัฒนาศักยภาพของบุคลากร เพื่อความก้าวหน้าในตำแหน่งหน้าที่สนับสนุนในด้านการพัฒนา ทักษะ ฝึกอบรม เพื่อเพิ่มพูนความรู้ รวมถึงการ สนับสนุนให้ศึกษาต่อเพื่อเพิ่มวุฒิการศึกษาความเปลี่ยนแปลงให้ดีขึ้นจากเดิมจากการประสบความสำเร็จในการทำงานทำให้ได้เลื่อนขึ้นเลื่อนตำแหน่ง และปรับเงินเดือน มีอำนาจหน้าที่และสถานภาพในการทำงานมีการยกระดับตำแหน่งให้สูงขึ้น

ด้านค่าตอบแทนและสวัสดิการ พบว่า ปัจจัยที่มีผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี โดยภาพรวมอยู่ในระดับมากที่สุด สอดคล้องกับงานวิจัยของ วิไลลักษณ์ ยางงาม (2564) ศึกษาเรื่อง การจัดการภายในองค์กรที่ส่งผลต่อแรงจูงใจในการทำงานของพนักงานในนิคมอุตสาหกรรมบางปู จังหวัดสมุทรปราการ

ผลการศึกษาพบว่า แรงจูงใจในการทำงานของพนักงานด้านการปรับเงินเดือนและด้านโบนัสพิเศษเบี้ยขยัน อยู่ในระดับมากที่สุด และสอดคล้องกับแนวคิดทฤษฎีการจูงใจ (Two-Factor Theory) ของเฮร์ชเบิร์ก (Frederick Herzberg, 1959) กล่าวถึง ปัจจัยค้ำจุน (hygiene factors) ด้านค่าตอบแทน และสวัสดิการ คือ การได้เลื่อนขั้นในหน่วยงานนั้นเป็นที่พอใจ และสอดคล้องกับทฤษฎีลำดับขั้นความต้องการของ A.H.Maslow (1970) ที่สรุปว่า มนุษย์มีความต้องการไม่มีวันสิ้นสุดเมื่อได้รับการ ตอบสนองความต้องการอย่างหนึ่งแล้วก็จะเกิดความต้องการสิ่งอื่นๆต่อไปอีกไม่จบเป็นความ ต้องการขั้นแรกดังนั้น องค์กรควรให้ความสำคัญกับการบริหารค่าตอบแทน ซึ่งอาจจะเป็น ค่าตอบแทนเป็นตัวเงินที่จ่ายค่าตอบแทนหลักให้กับพนักงานในรูปแบบต่าง ๆ ได้แก่ เงินเดือน ค่าจ้างโบนัส และค่าครองชีพ และค่าตอบแทนที่เป็นสวัสดิการ ซึ่งเป็นค่าตอบแทนที่องค์กรกำหนด ขึ้นเพื่อตอบแทนสำหรับพนักงานได้เข้าร่วมงานกับองค์กร อาจจะมีการปรับสวัสดิการและ ค่าตอบแทนพิเศษต่างๆที่ได้รับให้มีความเหมาะสมกับความรู้ ความสามารถที่ปฏิบัติงานอยู่ และพึงพอใจกับเงินเดือนเมื่อเปรียบเทียบกับบุคลากรในสายอาชีพอื่นๆที่มีวุฒิการศึกษาเหมือนกันเพื่อเป็น การช่วยลดภาระค่าใช้จ่ายของพนักงานเกี่ยวกับการทำงานและการดำเนินชีวิต

ด้านสัมพันธภาพต่อเพื่อนร่วมงาน พบว่า ปัจจัยที่มีผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี โดยภาพรวมอยู่ในระดับมากที่สุด สอดคล้องกับงานวิจัยของ ปาริฉัตร พาลุน (2562) ศึกษาเรื่อง แรงจูงใจในการทำงานของพนักงาน บริษัท เอ็น แอนด์ บี พิซซ่า เครป จำกัด ผลการศึกษาพบว่า แรงจูงใจในการทำงานของพนักงานด้านความสัมพันธ์กับบุคคลอื่นในที่ทำงาน อยู่ในระดับมากที่สุด และสอดคล้องกับแนวคิดทฤษฎีการจูงใจ (Two-Factor Theory) ของเฮร์ชเบิร์ก (Frederick Herzberg, 1959) กล่าวถึง ปัจจัยค้ำจุน (hygiene factors) ด้านความสัมพันธ์ระหว่างเพื่อนร่วมงาน หัวหน้างานเป็นการติดต่อพบปะพูดคุยความสัมพันธ์อันดีต่อกันระหว่างเพื่อนร่วมงาน หัวหน้างาน ซึ่งองค์กรควรมีการสร้างบรรยากาศในการทำงานหรือจัดกิจกรรมเพื่อสร้างการทำงานเป็นทีม เพื่อให้เกิดความร่วมมือและการทำงานที่มีคุณภาพมีความสุขในการปฏิบัติงานร่วมกับผู้ร่วมงานและเพื่อนร่วมงานมีความเป็นมิตรต่อกัน ให้ความสนิทสนม ให้ความช่วยเหลือสนับสนุนในการปฏิบัติงานและการปรึกษาหารือการรับฟังความคิดเห็นการแนะนำและให้คำปรึกษาหารือ คำแนะนา ในการปฏิบัติงานให้บรรลุเป้าหมายขององค์กร

ด้านการยอมรับนับถือ พบว่า ปัจจัยที่มีผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี โดยภาพรวมอยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับงานวิจัยของ กรรณิการ์ เจริญทรัพย์ (2560) ศึกษาเรื่อง ความพึงพอใจในการปฏิบัติงานของพนักงานธนาคารออมสิน เขตราชบุรี ผลการศึกษา พบว่า แรงจูงใจในการทำงานของพนักงานด้านการได้รับการยอมรับนับถือ ได้ค่าเฉลี่ยสูงที่สุด และสอดคล้องกับแนวคิดทฤษฎีการจูงใจ (Two-Factor Theory) ของเฮร์ชเบิร์ก (Frederick Herzberg, 1959) กล่าวถึง ปัจจัยค้ำจุน (hygiene factors) ด้านการยอมรับนับถือคือการที่เราได้รับการยกย่องยอมรับทั้งโดยวาจาหรือโดยทางอื่นให้เป็นบุคคลที่มีความสำคัญในกิจการที่ได้รับผิดชอบและสอดคล้องกับกลุ่มทฤษฎีลำดับความต้องการของ A.H.Maslow (1970) ลำดับขั้นที่ 4 ความต้องการเป็นที่ยอมรับยกย่องและเกียรติยศชื่อเสียง (Esteem needs) คือ ความอยากมีชื่อเสียง มีหน้ามีตา มีคนยกย่องเลื่อมใส มีความเด่นดัง และต้องการความรู้สึกที่ดีของคนอื่นต่อตน ดังนั้น เมื่อได้ทำงานตามที่ได้รับมอบหมายประสอบความสำเร็จและเป็นที่น่าพอใจทำได้รับคำชมเชย ความเชื่อถือได้รับการยอมรับนับถือ ได้รับเกียรติ ได้รับการยกย่องและได้รับความวางใจจากผู้บังคับบัญชาว่ามีความรู้ ความสามารถเหมาะสมกับงานที่ได้รับมอบหมาย ได้รับการยอมรับนับถือในความรู้ ผลงาน และความสามารถในการปฏิบัติงานจากเพื่อนร่วมงาน ซึ่งทำให้รู้สึกว่างานที่ปฏิบัติอยู่ช่วยให้มีเกียรติและได้รับการยอมรับจากสังคม

ด้านสภาพแวดล้อมในการทำงาน พบว่า ปัจจัยที่มีผลต่อแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสินภาค 16 อำเภอเมืองสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี โดยภาพรวมอยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับงานวิจัยของ อัครเดช ไม้จันทร์ (2560) ศึกษาเรื่อง ปัจจัยที่มีผลต่อประสิทธิภาพในการปฏิบัติงานของพนักงานกลุ่มอุตสาหกรรมติดตั้งเครื่องจักรสายการผลิตในจังหวัดสงขลา พบว่า ระดับแรงจูงใจในการทำงาน ด้านสภาพแวดล้อมในการทำงาน อยู่ในระดับมากที่สุด และสอดคล้องกับแนวคิดทฤษฎีการจูงใจ (Two-Factor Theory) ของเฮร์ชเบิร์ก (Frederick Herzberg, 1959) กล่าวถึง ปัจจัยค้ำจุน (hygiene factors) ด้านสภาพแวดล้อมของการทำงานถ้าหากไม่เหมาะสมหรือบกพร่องไป จะทำให้บุคคลรู้สึกไม่พอใจในงาน ซึ่งถ้ามีพร้อมสมบูรณ์ก็ไม่สามารถสร้างความพอใจในงานได้ ดังนั้น ควรมีปรับเปลี่ยนรูปโฉม ตกแต่งออฟฟิศใหม่ มีเครื่องมือและวัสดุอุปกรณ์ สิ่งอำนวยความสะดวกที่ใช้ในองค์กรอย่างเพียงพอเหมาะสม สถานที่ทำงานมีแสงสว่าง อากาศถ่ายเท อุณหภูมิที่เหมาะสมในการรวมถึงการควบคุมดูแลด้านสภาพแวดล้อมภายในและภายนอก เพื่อให้มีความเป็นระเบียบ สะอาด มีความปลอดภัยในการปฏิบัติงานเพื่อสร้างความพึงพอใจทำให้พนักงานสามารถปฏิบัติงานได้อย่างเต็มที่ รวมถึงการจัดหาอุปกรณ์อำนวยความสะดวกในการทำงานให้ดียิ่งขึ้นหรือสร้างบรรยากาศในการทำงานเป็นทีมให้เหมาะสม เช่น จัดประชุมเพื่อกระชับความสามัคคีในการท างานจัดประชุมนอก สถานที่เพื่อป้องกันความเบื่อหน่าย ซึ่งจะช่วยในการทำงานของพนักงานได้เป็นอย่างดี รวมถึง สามารถเดินทางไปทา งานสะดวกสบายหรือไม่ลำบากจนเกินไป

ข้อเสนอแนะ

1. จากผลการวิจัยผู้วิจัยมีข้อเสนอแนะรายละเอียดดังนี้

1.1 ด้านค่าตอบแทนและสวัสดิการ ควรพิจารณาเกี่ยวกับโครงสร้างเงินเดือน ค่าตอบแทนของ องค์กรในปัจจุบันให้มีความเหมาะสมกับความรู้ ความสามารถของพนักงานที่ปฏิบัติงานอยู่ เพื่อให้ เป็นแรงผลักดันให้พนักงานภายในองค์กรมีความตั้งใจความกระตือรือร้นที่จะทำงานมากขึ้น รวมถึงการพิจารณาปรับปรุงด้านสวัสดิการและค่าตอบแทนพิเศษต่าง ๆ ให้มีความเหมาะสมกับค่าครองชีพในปัจจุบันและเหมาะสมกับความรู้ ความสามารถความเชี่ยวชาญของพนักงานในองค์กรหรืออาจจะมีการพิจารณาสวัสดิการเพิ่มเติม นอกเหนือจากที่กฎหมายกำหนด เช่น กิจกรรมสันทนาการและการผ่อนคลายการท่องเที่ยวประจำปี เป็นต้น

1.2 ด้านสภาพแวดล้อมในการทำงาน ควรมีเครื่องมือและวัสดุอุปกรณ์ สิ่งอำนวยความสะดวก ที่ใช้ในองค์กรอย่างเพียงพอเหมาะสมสถานที่ทำงานมีแสงสว่าง อากาศถ่ายเท อุณหภูมิที่เหมาะสม

ซึ่งสภาพแวดล้อมในการทำงานจะส่งผลให้การปฏิบัติงานของพนักงาน สถานที่ปฏิบัติงานที่มีความ สะอาด จัดเป็นระเบียบเรียบร้อยและปลอดภัย รวมถึงมีอุปกรณ์ในการทำงานมีความทันสมัยเพื่อช่วยสนับสนุนให้พนักงานมีความสะดวกในการทำงานเพิ่มมากขึ้น

2. ข้อเสนอแนะเพื่อการศึกษาวิจัยครั้งต่อไป

สำหรับการศึกษาวิจัยครั้งต่อไป เพื่อให้ผลการศึกษาในครั้งนี้สามารถขยายต่อไปที่กว้างมากขึ้นอันจะเป็นประโยชน์ ผู้วิจัยขอเสนอแนะเพิ่มเติมดังนี้

2.1 ควรศึกษาเกี่ยวกับปัจจัยที่ส่งผลต่อความผูกพันองค์กร เพื่อที่จะได้ทราบว่ามีปัจจัยใดที่จะช่วยผลักดันให้พนักงานมีความรักและผูกพันต่อองค์กรเพิ่มมากขึ้น

2.2 ควรศึกษาเกี่ยวกับความสุขในการทำงานของพนักงานในองค์กรจะได้ข้อมูลจริงเพื่อนำไปพัฒนาปรับปรุงองค์กรให้พนักงานที่มีความสุขในการทำงานน้อยลงหรือเบื่อหน่ายให้เกิดแรงบันดาลใจในกาทำงาน รวมถึงควรมีการปรับปรุงเป้าหมายในการทำงานให้เหมาะสมกับสภาพความเป็นจริง

2.3 ควรศึกษาเกี่ยวกับทัศนคติที่ส่งผลต่อระดับแรงจูงใจในการปฏิบัติงานเพื่อจะได้ข้อมูลจริง สามารถในไปใช้พัฒนาองค์กรหรือเป็นแนวทางในการปรับเปลี่ยนรูปแบบการดำเนินการให้มีความสอดคล้องกับลักษณะองค์การและความต้องการให้เกิดประสิทธิภาพสูงสุด

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ปัจจัยที่มีอิทธิพลต่อพฤติกรรมการตัดสินใจซื้อของผู้บริโภคร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี

Factors Influencing Determinant of Consumer Behavior while Purchasing Furniture of Mongkhon Wooden Furniture Store, Surat Thani Province

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อการปรับปรุงพัฒนาร้านอย่างต่อเนื่อง จึงต้องการศึกษาข้อมูลปัจจัยส่วนบุคคลของผู้ตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี เพื่อศึกษาปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี และเพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัด สุราษฎร์ธานี โดยใช้การสุ่มตัวอย่างจากลูกค้าจำนวน 400 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลได้แก่ แบบสอบถาม วิเคราะห์ข้อมูลใช้ค่าเฉลี่ยค่าร้อยละ ส่วนเบี่ยงเบนมาตรฐาน และทดสอบสมมติฐานโดยใช้สถิติ Chi Square ผลการศึกษาพบว่า พบว่า ปัจจัยส่วนบุคคลจำแนกตามเพศ อายุ สถานภาพการสมรส ระดับการศึกษา อาชีพ การสนใจชนิดของไม้ รูปแบบเฟอร์นิเจอร์ที่ต้องการ และช่องทางการซื้อเฟอร์นิเจอร์ ไม่มีความสัมพันธ์กับการให้ความสำคัญต่อปัจจัยการตลาดโดยรวม ส่วนปัจจัยส่วนบุคคลด้านรายได้เฉลี่ยต่อเดือน มีความสัมพันธ์ต่อปัจจัยการตลาดมีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี โดยรวม ณ ระดับนัยสำคัญที่ 0.05 ผลการศึกษาในครั้งนี้สามารถนำไปประยุกต์ใช้เป็นข้อมูลประกอบการพัฒนาประสิทธิภาพการให้บริการของร้าน ซึ่งสอดคล้องกับปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อผลิตภัณฑ์ทำให้ผู้บริโภคได้รับบริการที่ดีตรงกับความคาดหวังที่ตั้งไว้

คำสำคัญ: ปัจจัยการตลาด การตัดสินใจซื้อ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี

Abstract

The purposes of this research were to continuously improve and develop the store. Therefore, firstly, the personal determinant factors of the furniture purchase at Mongkhon wooden furniture store, Surat Thani Province was identified, including to study the market factors affecting the decision to buy furniture. Finally, the relationship between personal factors and market factors affecting furniture purchase decisions at Mongkhon wooden furniture store, Surat Thani province was indicated. A simple random sample of 400 customers was used. The research tool for collecting data was questionnaire and statistics used for analyzing data were frequency, percentage, mean, and Standard Deviation. For statistics used for hypothesis testing, the researcher utilized Chi-square. The results revealed the personal factors classified by sex, age, marital status, level of education, occupation, interest in the type of wood, desired furniture styles and channels for purchasing furniture were no correlation with the overall market factors. For the personal factors, the whole average monthly income was a relationship with market factors affecting the decision to purchase furniture at Mongkhon wooden furniture store, Surat Thani Province at the significance level of 0.05. The results of this study can be applied as supporting information to improve the service efficiency of the store corresponds to the marketing factors affecting the decision to buy products. This allows the consumers to receive good services that match their expectations.

Keywords: Marketing Factors, Purchase decision, Mongkhon wooden furniture store, Surat Thani Province

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บทนำ

เฟอร์นิเจอร์หรือเครื่องเรือนมีไว้เพื่อประโยชน์ใช้สอยภายในบ้าน เป็นส่วนประกอบที่สำคัญของบ้าน มีความสัมพันธ์กับชีวิตมนุษย์ในกิจกรรมต่างๆ ตั้งแต่ตื่นนอน รับประทานอาหาร ทำงาน เรียนหนังสือ พักผ่อน จนกระทั่งเข้านอน เฟอร์นิเจอร์เหล่านี้ ได้แก่ เตียงนอน โต๊ะรับประทานอาหาร โต๊ะทำงาน เป็นต้น รวมทั้งเฟอร์นิเจอร์ยังสามารถบ่งบอกถึงรสนิยมของเจ้าบ้านหรือผู้ที่อยู่อาศัยนั้นๆ ได้เป็นอย่างดี เมื่อซื้อบ้านใหม่ก็มีความจำเป็นที่จะต้องซื้อเฟอร์นิเจอร์ใหม่ เพื่อประโยชน์ใช้สอย และตอบสนองความต้องการของตนและคนในครอบครัว ดังนั้น ถ้าตลาดที่อยู่อาศัยเติบโตขึ้น จะส่งผลให้ตลาดเฟอร์นิเจอร์เติบโตตามไปด้วย ดังนั้น เฟอร์นิเจอร์ที่ศึกษาในครั้งนี้เป็นเฟอร์นิเจอร์ไม้ที่ผลิตจากวัสดุจากธรรมชาติและสามารถเข้ากันได้ดีกับบ้านในทุกรูปแบบ สามารถตกแต่งบ้านได้ทุกแบบทุกสไตล์ให้ความรู้สึกที่เป็นธรรมชาติ สวยงาม ซึ่งมีไม้หลายชนิดด้วยกันที่ร้านขายเฟอร์นิเจอร์ได้นิยมนำมาทำเฟอร์นิเจอร์จำหน่าย เช่น ไม้สัก ไม้มะค่า ไม้ประดู่ และไม้ยางพารา เป็นต้น ข้อดีของเฟอร์นิเจอร์ไม้ ก็คือ สามารถทำความสะอาดได้ง่าย มีความทนทาน ทนต่อความร้อนและความเย็น และทนต่อสารเคมีได้ดี ในปัจจุบันเฟอร์นิเจอร์ไม้มีคู่แข่งที่สำคัญคือ เฟอร์นิเจอร์ที่ทำจากวัสดุอื่นๆ เช่น เฟอร์นิเจอร์ที่ทำจากไม้อัด ไม้สังเคราะห์ (MDF Board, HDF Board, Particle Board) วางจำหน่ายในรูปแบบที่หลากหลาย ภายในห้างสรรพสินค้าและร้านจำหน่ายเฟอร์นิเจอร์ทั่วไป ซึ่งมีลวดลายใกล้เคียงกับเฟอร์นิเจอร์ไม้มากแต่น้ำหนักเบากว่า ราคาถูกกว่า ซึ่งทำให้ผู้บริโภคมีทางเลือกในการเลือกซื้อเฟอร์นิเจอร์มากขึ้น อีกทั้งสภาพเศรษฐกิจที่ตกต่ำทำให้ผู้บริโภคมีกำลังซื้อที่ลดลง ผู้ประกอบธุรกิจเฟอร์นิเจอร์ไม้จึงจำเป็นอย่างยิ่งที่จะต้องปรับตัว เพื่อให้สามารถแข่งขันในตลาดเฟอร์นิเจอร์ได้

ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี ได้ดำเนินธุรกิจในอุตสาหกรรมเฟอร์นิเจอร์ที่ผลิตจากไม้ในรูปแบบต่างๆ ประเภท ไม้สัก ที่ครบรูปแบบเกี่ยวกับการตกแต่งบ้าน ราคาปลีกและส่ง ประกอบไปด้วย โต๊ะอาหาร เตียงนอน ตู้เสื้อผ้า โต๊ะเครื่องแป้ง หิ้งพระ ตู้วางหนังสือ ชั้นวางของ ราวแขวนเสื้อผ้า ราวแขวนหมวก ชุดรับแขก เป็นต้น โดยมีให้เลือกหลากหลายชนิดของไม้ และยังมีสินที่กระแสกำลังนิยม โดยเน้นสินที่ค้าที่มีคุณภาพแข็งแรงทนทานเหมาะสมกับราคา และเป็นที่ต้องการของลูกค้า เพื่อตอบสนองความต้องการของลูกค้าให้มากที่สุดทั้งยังมีรับทำเฟอร์นิเจอร์ตามแบบที่ลูกค้าต้องการอีกด้วย โดยที่ตั้งร้านอยู่ที่ 83/86 หมู่ 3 ต.มะขามเตี้ย อ.เมือง จ.สุราษฎร์ธานี 84000 เนื่องจากปัจจุบันการแข่งขันในอุตสาหกรรมเฟอร์นิเจอร์มีแนวโน้มรุนแรงมากขึ้น ประกอบกับพฤติกรรมของผู้บริโภคที่เปลี่ยนแปลงไป รวมทั้งการระบาดของโควิด-19 ส่งผลให้ยอดขายของร้านมงคลเฟอร์นิเจอร์ไม่เป็นไปตามไปที่ตั้งไว้จึงต้องการเพิ่มยอดขายของร้านฯ โดยทางร้านได้ตระหนักถึงการพัฒนากิจการให้ดีขึ้นอย่างต่อเนื่องและยั่งยืนสอดคล้องกับวิสัยทัศน์ของร้านให้เกิดประโยชน์สูงสุดกับผู้บริโภคที่มาเลือกซื้อสินค้า โดยการพัฒนากิจการของร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี ต้องการตอบสนองทั้งในด้านของสินค้า และบริการให้กับผู้บริโภคมากที่สุดเพื่อให้ผู้บริโภคเกิดความพึงพอใจต่อการเลือกซื้อสินค้าและบริการของร้านต่อไป

ในการศึกษาวิจัยครั้งนี้ ผู้วิจัยได้เล็งเห็นถึงความสำคัญและมีความสนใจในการศึกษาความสัมพันธ์ระหว่างตัวแปรต่างๆ ที่มีความเกี่ยวข้องกับการตัดสินใจซื้อสินค้าของร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี กล่าวคือ ผู้วิจัยเลือกศึกษาความสัมพันธ์ระหว่างความแตกต่างในปัจจัยส่วนบุคคลของผู้ใช้บริการที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี และได้ศึกษาปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี ซึ่งผู้วิจัยหวังเป็นอย่างยิ่งว่าผลการศึกษาในครั้งนี้จะเป็นประโยชน์ ต่อการนำไปประยุกต์ใช้ประกอบการวางแผนพัฒนาผลิตภัณฑ์และบริการเชิงกลยุทธ์ของร้านต่อไป

วัตถุประสงค์ของการวิจัย

1.3.1 เพื่อศึกษาข้อมูลปัจจัยส่วนบุคคลของผู้ตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี

1.3.2 เพื่อศึกษาปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี

1.3.3 เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี

วิธีการดำเนินการวิจัย

1. รูปแบบการวิจัยและกลุ่มตัวอย่าง

งานวิจัยนี้ได้กำหนดประชากรและกลุ่มตัวอย่าง ดังนี้

ประชากร (Population) ที่ใช้ในการวิจัยครั้งนี้ คือ ผู้มาเลือกซื้อเฟอร์นิเจอร์ของร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี

กลุ่มตัวอย่าง (Sample groups) ที่ใช้ในการวิจัยครั้งนี้ เลือกกลุ่มตัวอย่างโดยไม่ใช้ทฤษฎีความน่าจะเป็น และใช้วิธีการสุ่มตัวอย่างแบบบังเอิญ (Accidental sampling) โดยการกำหนดขนาดของกลุ่มตัวอย่าง ณ ระดับ ความเชื่อมั่น 95% และ

ค่าความคลาดเคลื่อนจากการสุ่มตัวอย่าง 5% ของ Khazanie Ramakant เพื่อเก็บรวบรวมข้อมูลจากลูกค้าที่มาเลือกซื้อเฟอร์นิเจอร์ของร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี โดยไม่ทราบจำนวนประชากร จึงกำหนดจำนวนกลุ่มตัวอย่างโดยการคำนวณจากสูตร

เมื่อ $$\boldsymbol{n = \frac{p(1-p)(z)^2}{e2}}$$

n แทนขนาดของกลุ่มตัวอย่าง

P แทนค่าเปอร์เซ็นต์ที่ต้องการจะสุ่มจากประชากรทั้งหมด

e แทนค่าเปอร์เซ็นต์ความคลาดเคลื่อนจากการสุ่มตัวอย่าง

Z แทนระดับความเชื่อมั่นที่ผู้วิจัยกำหนดไว้ในที่นี้ใช้ระดับความเชื่อมั่นที่95%

Z มีค่าเท่ากับ 1.96

ซึ่งแทนค่าจากสูตรได้ดังนี้

$$n = \frac{(0.05)\,(1\text{-}0.05)\,(1.96)^{2}}{0.05^{2}}$$

$$= 384.16$$

$$= 385$$

รวมเป็นขนาดตัวอย่างทั้งหมด 385 ตัวอย่าง

การกำหนดเป็นกลุ่มตัวอย่างโดยสุ่มแบบบังเอิญ ได้จำนวนกลุ่มตัวอย่าง 385 ตัวอย่าง แต่เพื่อให้ได้ข้อมูลที่มีความน่าเชื่อถือมากขึ้น การศึกษาครั้งนี้จึงใช้กลุ่มตัวอย่างจำนวน 400 คน

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรอิสระ ได้แก่ ปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ประกอบด้วย

1 . เพศ
2. อายุ
3. สถานะสมรส
4. ระดับการศึกษา
5. อาชีพ
6. รายได้ส่วนบุคคลต่อเดือน
7. ชนิดไม้ที่ใช้ทำเฟอร์นิเจอร์ที่มีความสนใจ
8. ประเภทเฟอร์นิเจอร์ไม้ที่มีความต้องการ
9. ท่านนิยมเลือกซื้อเฟอร์นิเจอร์ไม้จากแหล่งใด

ตัวแปรตาม ได้แก่ ปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี ประกอบด้วย

1. ด้านผลิตภัณฑ์ (Product)
2. ด้านราคา (Price)
3. ด้านช่องทางการจัดจำหน่าย (Place)
4. ด้านการส่งเสริมการตลาด (Promotion)
5. ด้านบุคลากร (People)
6. ด้านลักษณะทางกายภาพ (Physicad Evidence)
7. ด้านกระบวนการ (Process)

2.เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัยครั้งนี้ เป็นแบบสอบถามที่ผู้วิจัยสร้างขึ้น โดยใช้กรอบแนวคิดในการวิจัยเป็นแนวทางในการสร้างแบบสอบถาม เพื่อนำมาใช้เป็นเครื่องมือในการเก็บข้อมูลที่จะนำมาวิเคราะห์ ซึ่งประกอบด้วยรายละเอียด ดังนี้

ส่วนที่ 1 ข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถาม ลักษณะเป็นคำถามแบบมีคำตอบให้เลือกหลายคำตอบ (Multiple Choice) จำนวน 9 ข้อ

ส่วนที่ 2 ข้อมูลเกี่ยวกับปัจจัยที่มีอิทธิพลต่อพฤติกรรมการตัดสินใจซื้อของผู้บริโภคของร้านมงคลเฟอร์นิเจอร์ไม้ จ.สุราษฎร์ธานี ซึ่งมีลักษณะเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ (Rating Scale) มีข้อคำถามจำนวน 29 ข้อ โดยมีเกณฑ์การให้คะแนน ดังต่อไปนี้

5 คะแนน หมายถึง ระดับการให้ความสำคัญ มากที่สุด
4 คะแนน หมายถึง ระดับการให้ความสำคัญ มาก
3 คะแนน หมายถึง ระดับการให้ความสำคัญ ปานกลาง
2 คะแนน หมายถึง ระดับการให้ความสำคัญ น้อย
1 คะแนน หมายถึง ระดับการให้ความสำคัญ น้อยที่สุด

3. การเก็บรวบรวมข้อมูลและวิเคราะห์ข้อมูล

เป็นข้อมูลที่ได้จากการตอบแบบสอบถามของประชากรกลุ่มตัวอย่าง จำนวน 400 ตัวอย่าง และนำข้อมูลที่ได้มาจัดเก็บรวบรวม เพื่อนำไปสู่กระบวนการวิเคราะห์ทางสถิติ ข้อมูลทุติยภูมิ (Secondary Data) เป็นข้อมูลที่รวบรวมจากหนังสือ วารสาร นิตยสาร บทความ เอกสารทางวิชาการ ข้อมูลทางด้านสถิติที่ได้จากหน่วยงานต่างๆ งานวิจัยที่เกี่ยวข้องและแหล่งข้อมูลจากอินเตอร์เน็ต เพื่อนำมาใช้เป็นส่วนประกอบของงานวิจัยและการวิเคราะห์ข้อมูลในการวิจัยครั้งนี้ใช้วิธีวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ (SPSS) ซึ่งค่าสถิติที่ใช้ในการวิเคราะห์ข้อมูล ดังนี้

1. การวิเคราะห์สถานภาพทั่วไปของผู้ตอบแบบสอบถาม จากแบบสอบถามตอนที่ 1 ที่มีลักษณะเป็น แบบตรวจสอบรายการ (Check- List) โดยใช้วิธีการหาค่าความถี่ (Frequency) แล้วสรุปออกมาเป็นค่าค่าร้อยละ (Percentage)

2. การวิเคราะห์ปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อผลิตภัณฑ์ จากแบบสอบถามตอนที่ 2 มีลักษณะเป็นมาตราส่วนประมาณค่า (Rating Scale) ใช้วิธีการหาค่าเฉลี่ย (Mean: X) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation: S.D.)

3. การวิเคราะห์หาความสัมพันธ์ระหว่างสถานภาพทั่วไปกับปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ร้านมงคลเฟอร์นิเจอร์ไม้จังหวัดสุราษฎร์ธานี โดยใช้ค่า chi square ด้วยวิธีของเปียร์สันเพื่อวิเคราะห์ค่าความสัมพันธ์ของตัวแปร

สรุปผลการวิจัย

1. ผลการวิเคราะห์ข้อมูลข้อมูลปัจจัยส่วนบุคคลของผู้ตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี

จากการศึกษา พบว่า กลุ่มตัวอย่างของผู้ตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี ส่วนใหญ่เป็นเพศหญิง มากกว่าเพศชาย มีอายุ 30-40 ปี มีสถานภาพสมรส การศึกษาอยู่ที่ระดับอนุปริญญา/ปวส. อาชีพโดยส่วนใหญ่ประกอบธุรกิจส่วนตัว มีรายได้เฉลี่ยต่อเดือน 20,001-30,000 บาท พฤติกรรมการซื้อของลูกค้าส่วนใหญ่มีความสนใจไม้สัก เฟอร์นิเจอร์ที่เลือกซื้อจะเป็นชุดโต๊ะอาหาร และการตัดสินใจซื้อส่วนใหญ่ซื้อจากร้านเฟอร์นิเจอร์มากกว่าร้านประเภทอื่น

2. ผลการวิเคราะห์ข้อมูลเกี่ยวกับระดับความคิดเห็นต่อปัจจัยที่มีอิทธิพลต่อพฤติกรรมการตัดสินใจซื้อของผู้บริโภคร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี (ตารางที่ 1)

ตารางที่ 1 แสดงค่าเฉลี่ยและค่าส่วนเบี่ยงเบนมาตรฐานของข้อมูลเกี่ยวกับปัจจัยที่มีอิทธิพลต่อพฤติกรรมการตัดสินใจซื้อของผู้บริโภคร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี โดยภาพรวม

โดยภาพรวม	ระดับความคิดเห็น		
	$\overline{X}$	Std. Deviation	ผลลัพธ์
ด้านผลิตภัณฑ์	4.53	0.43	มากที่สุด
ด้านราคา	4.35	0.51	มากที่สุด
ด้านช่องทางการจัดจำหน่ายและสถานที่	4.33	0.62	มากที่สุด
ด้านส่งเสริมการตลาด	4.46	0.48	มากที่สุด
ด้านบุคคลากร	4.51	0.44	มากที่สุด
ด้านสิ่งแวดล้อมทางกายภาพ	4.38	0.56	มากที่สุด
ด้านกระบวนการให้บริการ	4.45	0.52	มากที่สุด
รวม	**4.43**	**0.33**	**มากที่สุด**

จากตารางที่ 1 พบว่า โดยภาพรวมมีผลต่อปัจจัยที่มีอิทธิพลต่อพฤติกรรมการตัดสินใจซื้อของผู้บริโภคร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี ลูกค้าให้ความสำคัญอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.43) และเมื่อแยกเป็นรายข้อ พบว่า ลูกค้าให้ความสำคัญในระดับมากที่สุดในทุกๆ ด้าน โดยมากที่สุดในด้านผลิตภัณฑ์ ($\overline{X}$ = 4.53) รองลงมา คือ ด้านบุคลากร อยู่ ($\overline{X}$ = 4.51) ด้านการส่งเสริมการตลาด($\overline{X}$ = 4.46) ด้านกระบวนการให้บริการ ($\overline{X}$ = 4.45) ด้านลักษณะทางกายภาพ ($\overline{X}$ = 4.38) ด้านราคา ($\overline{X}$ = 4.35) และน้อยที่สุด ด้านช่องทางการจัดจำหน่ายและสถานที่ ($\overline{X}$ = 4.33) ตามลำดับ

3. ผลการวิเคราะห์ความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี (ตารางที่ 2)

ตารางที่ 2 แสดงความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี โดยภาพรวม

ปัจจัยส่วนบุคคล	ด้านผลิตภัณฑ์			
	ค่าสถิติ (X^2)	Df	Asymp.Sig (2-Sided)	ผลลัพธ์
เพศ	2.081	3	0.556	ยอมรับ HO
อายุ	50.113	15	0.000	ปฏิเสธ HO
สถานภาพการสมรส	7.177	9	0.619	ยอมรับ HO
ระดับการศึกษา	14.977	15	0.453	ยอมรับ HO
อาชีพ	28.163	15	0.021	ปฏิเสธ HO
รายได้เฉลี่ยต่อเดือน	26.271	15	0.035	ปฏิเสธ HO
การสนใจชนิดของไม้	16.615	12	0.165	ยอมรับ HO
รูปแบบเฟอร์นิเจอร์ที่ต้องการ	16.936	12	0.152	ยอมรับ HO
ช่องทางการซื้อเฟอร์นิเจอร์	6.216	9	0.718	ยอมรับ HO

จากตารางที่ 2 พบว่า ปัจจัยส่วนบุคคลจำแนกตามเพศ สถานภาพการสมรส ระดับการศึกษา การสนใจชนิดของไม้ รูปแบบเฟอร์นิเจอร์ที่ต้องการ และช่องทางการซื้อเฟอร์นิเจอร์ ไม่มีความสัมพันธ์กับการให้ความสำคัญต่อปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ไม้ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี โดยภาพรวม แต่ปัจจัยส่วนบุคคลจำแนกตามอายุ อาชีพ และรายได้เฉลี่ยต่อเดือน มีความสัมพันธ์กับการให้ความสำคัญต่อปัจจัยการตลาดในในด้านผลิตภัณฑ์ ณ ระดับนัยสำคัญที่ .05

อภิปรายผลการวิจัย

1. ข้อมูลปัจจัยส่วนบุคคลของผู้ตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี ลูกค้าส่วนใหญ่เป็นเพศหญิง ร้อยละ 53.25 มีอายุ 30-40 ปี มีสถานภาพการสมรส มีการศึกษาระดับปริญญาตรี มีอาชีพประกอบธุรกิจส่วนตัว มีรายได้ 20,001-30,000 บาท ชนิดไม้ที่ลูกค้าสนใจ ได้แก่ ไม้สัก ส่วนใหญ่ลูกค้าเลือกซื้อผลิตภัณฑ์คือ ชุดโต๊ะอาหาร และลูกค้าส่วนใหญ่ซื้อผลิตภัณฑ์จากร้านเฟอร์นิเจอร์

2. ข้อมูลระดับปัจจัยการตลาดที่มีอิทธิพลต่อการตัดสินใจซื้อของผู้บริโภคของร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี พบว่า โดยภาพรวมลูกค้าให้ความสำคัญอยู่ในระดับมากที่สุด และเมื่อแยกเป็นประเด็นรายด้าน พบว่า ลูกค้าให้ความสำคัญในระดับมากที่สุดในทุกๆ ด้าน โดยมากที่สุดในด้านผลิตภัณฑ์ รองลงมาในด้านบุคลากร ด้านการส่งเสริมการตลาด ด้านกระบวนการให้บริการ ด้านลักษณะทางกายภาพ ด้านราคา และน้อยที่สุด ด้านช่องทางการจัดจำหน่ายและสถานที่ ซึ่งสอดคล้องกับงานวิจัยของ (วิชัย โถสุวรรณจินดา, 2560) ได้ศึกษาความลับขององค์การ พฤติกรรมและปัจจัยในการตัดสินใจเลือกซื้อเฟอร์นิเจอร์ในเขตกรุงเทพมหานคร พบว่าปัจจัยส่วนประสมทางการตลาด 7ps มีอิทธิพลต่อการตัดสินใจใช้บริการ โดยส่วนประสมทางการตลาดประกอบด้วย ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหนาย ด้านการส่งเสริมการตลาด ด้านบุคลากร ด้านกระบวนการของการให้บริการ และด้านกายภาพ เป็นสิ่งกระตุ้นและจูงใจให้ลูกค้ามาใช้บริการ

3. ผลการวิเคราะห์ความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี พบว่า ปัจจัยส่วนบุคคลจำแนกตามเพศ สถานภาพการสมรส ระดับการศึกษา การสนใจชนิดของไม้ รูปแบบเฟอร์นิเจอร์ที่ต้องการ และช่องทางการซื้อเฟอร์นิเจอร์ ไม่มีความสัมพันธ์กับการให้ความสำคัญต่อปัจจัยการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ไม้ ร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี โดยภาพรวม แต่ปัจจัยส่วนบุคคลจำแนกตามอายุ อาชีพ และรายได้เฉลี่ยต่อเดือน มีความสัมพันธ์กับการให้ความสำคัญต่อปัจจัยการตลาดในในด้านผลิตภัณฑ์ ณ ระดับนัยสำคัญที่ .05 ซึ่งสอดคล้องกับงานวิจัยของ (มนต์ชัย วัฒนเชื้อ, 2561) ได้ศึกษาเรื่องพฤติกรรมการซื้อเฟอร์นิเจอร์ไม้ของผู้บริโภค ในอำเภอเมือง จังหวัดสุราษฎร์ธานี ปัจจัยทางสังคมและเศรษฐกิจกับพฤติกรรมการซื้อเฟอร์นิเจอร์ไม้ของผู้บริโภค พบวา สถานภาพการสมรส รายได้ส่วนบุคคลต่อเดือน และขนาดพื้นที่ใช้สอยของที่อยู่อาศัย มีความสัมพันธ์กับชนิดไม้ที่ใช้ทำเฟอร์นิเจอร์ ด้านสถานภาพการสมรสและระดับการศึกษา มีความสัมพันธ์กับแบบเฟอร์นิเจอร์ไม้อย่างมีนัยสำคัญทางสถิติที่ .05 ส่วนอายุและลักษณะที่อยู่อาศัย มีความสัมพันธ์กับแบบเฟอร์นิเจอร์ไม้อย่างมีนัยสำคัญ ทางสถิติที่ .01 รายได้ครัวเรือนต่อเดือน มีความสัมพันธ์กับงบประมาณ ในการซื้อเฟอร์นิเจอร์ไม้อย่างมีนัยสำคัญทางสถิติที่ .05

ข้อเสนอแนะ

1. จากการศึกษาวิจัย พบว่า ในปัจจัยทางการตลาดที่มีผลต่อการตัดสินใจซื้อของผู้บริโภคของร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี ที่ลูกค้ามีระดับปัจจัยทางการตลาดน้อยที่สุด ได้แก่ ด้านช่องทางการจัดจำหน่าย มีคะแนนน้อยที่สุด ดังนั้น ก็ควรมีการพัฒนา ดูแลเอาใจใส่ในด้านช่องทางการจัดจำหน่ายโดยการหาช่องทางการจัดจำหน่ายให้มากยิ่งขึ้น

2. จากการศึกษาวิจัย พบว่า ในปัจจัยทางการตลาดที่มีผลต่อการตัดสินใจซื้อของผู้บริโภคของร้านมงคลเฟอร์นิเจอร์ไม้ จังหวัดสุราษฎร์ธานี ที่ลูกค้ามีระดับปัจจัยทางการตลาดน้อยได้แก่ ด้านบุคลากร ดังนั้น จากที่ลูกค้าได้เสนอแนะ เช่น คัดเลือกพนักงานที่เหมาะสม ยิ้มแย้มแจ่มใส มีใจรักในงานบริการขายและอบรมให้ความรู้กับพนักงานเกี่ยวผลิตภัณฑ์ทุกชนิดให้ละเอียดอยู่เสมอ เพื่อตอบสนองดูแลความต้องการของลูกค้าได้เป็นอย่างดี

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คุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ)

Service quality for service users of the Provincial Waterworks Authority, Surat Thani branch (special floor)

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) 2) เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) กลุ่มตัวอย่าง คือ ผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) จำนวน 400 คน โดยการสุ่มแบบบังเอิญ (Accidental sampling) เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ทดสอบสมมุติฐานเพื่อหาความสัมพันธ์โดยใช้สถิติ Chi-square ที่ระดับนัยสำคัญทางสถิติ .05

ผลการวิจัย พบว่า ผู้ใช้บริการส่วนใหญ่เป็นเพศหญิง อายุ 20-30 ปี มีสถานภาพสมรส การศึกษาระดับปริญญาตรี มีอาชีพธุรกิจส่วนตัว/ค้าขาย รายได้เฉลี่ยต่อเดือน 10,000-20,000 บาท ผู้ใช้บริการส่วนใหญ่เป็นบุคคลธรรมดา ค่าน้ำประปาต่อเดือน 100-500 บาท โดยชำระผ่านการประปาส่วนภูมิภาคของพื้นที่ที่ใช้บริการ คุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) โดยภาพรวม อยู่ในระดับมากที่สุด ความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับคุณภาพการให้บริการ พบว่า เพศ สถานภาพ และประเภทบุคคล ไม่มีความสัมพันธ์กับความคิดเห็นต่อคุณภาพการให้บริการ แต่ อายุ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน ค่าน้ำประปาต่อเดือน และวิธีการชำระเงิน มีความสัมพันธ์กับความคิดเห็นต่อคุณภาพการให้บริการ อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

คำสำคัญ : ผู้ใช้บริการ , คุณภาพการให้บริการ, การประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ)

Abstract

The purposes of this research were 1) to study the service quality of users of the Provincial Waterworks Authority. Surat Thani branch (special floor) 2) to study the relationship between personal factors and service quality of users of the Provincial Waterworks Authority. Surat Thani branch (special floor) The sample group is the service users of the Provincial Waterworks Authority. Surat Thani branch (special floor) of 400 people by accidental sampling. The instrument used for data collection was a questionnaire. The statistics used in data analysis were frequency, percentage, mean and standard deviation. The hypothesis was tested for correlation using the Chi-square statistic at the .05 statistical significance level.

The results of the research revealed that most service users are female, aged 20-30 years old, and have marital status. Bachelor's degree Have a personal business career / trade average monthly income 10,000-20,000 baht. Most users are natural persons. Water supply fee per month 100-500 baht, paid through the Provincial Waterworks Authority of the service area. Service quality of service users of the Provincial Waterworks Authority Surat Thani branch (special floor) as a whole is at the highest level. The relationship between personal factors and quality of service was found that gender, status and type of person. There was no relationship with opinions on

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service quality, but age, education level, occupation, average monthly income. water bill per month and payment method There is a relationship with opinions on service quality. Statistically significant at the .05 level.
Keywords: Service users, Service quality, Provincial Waterworks Authority Surat Thani branch (special floor)

บทนำ

ปัจจุบันหน่วยงานต่าง ๆ ทั้งภาครัฐและเอกชนให้ความสำคัญในการจัดการองค์กรสมัยใหม่ โดยยึดประชาชนหรือลูกค้าเป็นศูนย์กลาง จึงต้องมีกลยุทธ์โดยเฉพาะกลยุทธ์ด้านการบริการเพื่อตอบสนองความต้องการของลูกค้าหรือประชาชนที่เป็นผู้รับบริการ ทั้งนี้โดยเปรียบเทียบกันระหว่างความคิดเห็นเกี่ยวกับด้านการบริการที่ผู้รับบริการกับผู้ให้บริการขององค์กร ซึ่งหากผลของการประเมินนั้นปรากฏว่าผู้รับบริการมีความคิดเห็นว่าบริการที่ตนได้รับนั้นตรงกับความคาดหวังหรือสร้างความพึงพอใจ ก็แสดงว่าบริการนั้นมีคุณภาพ และสามารถทำให้องค์กรอยู่รอดได้ ดังนั้นการได้รับความร่วมมือในการทำกิจกรรมร่วมกันตั้งแต่ผู้นำขององค์กร ผู้ปฏิบัติงานภายในองค์กร ในเรื่องการบริการต่อผู้ที่มาติดต่อประสานงานหรือผู้รับบริการในองค์กรนั้น ๆ จึงเป็นสิ่งจำเป็น เพราะถ้าองค์กรที่ก่อตั้งขึ้นมาแล้วไม่มีผู้มาติดต่อประสานงานหรือเข้ามาขอใช้บริการ ย่อมหมายถึงการไม่ประสบผลสำเร็จหรือไม่บรรลุตามวัตถุประสงค์เป้าหมายที่กำหนดไว้ ดังนั้น การก่อตั้งองค์กรนอกจากจะคำนึงถึงปัจจัยภายในแล้วยังต้องคำนึงถึงปัจจัยภายนอกที่จะต้องเข้ามามีบทบาทในการที่จะทำให้องค์กรนั้นบรรลุตามวัตถุประสงค์และเป้าหมายที่กำหนดไว้

น้ำเป็นทรัพยากรธรรมชาติที่มีคุณค่ายิ่งต่อมนุษย์ เป็นปัจจัยสำคัญในการดำรงชีวิต ดังนั้นน้ำที่มนุษย์จะนำมาใช้ในการอุปโภคบริโภคจะต้องเป็นน้ำที่สะอาดปราศจากเชื้อโรค การทำให้น้ำสะอาดนั้นจะต้องมีการปรับปรุงคุณภาพน้ำให้เหมาะสมสำหรับการอุปโภคบริโภค น้ำประปาจึงมีความสำคัญต่อประชาชนที่อยู่ในชุมชนต่าง ๆ เป็นอย่างยิ่ง และปัจจุบันการขยายตัวทางด้านเศรษฐกิจและสังคมเป็นไปอย่างรวดเร็วทำให้เกิดการขยายตัวของชุมชนต่าง ๆ และส่งผลทำให้มีความต้องการใช้น้ำประปาเพิ่มมากขึ้น การจัดหาน้ำสะอาดในรูปแบบน้ำประปาสำหรับบริการประชาชนที่ใช้ในการบริโภคอุปโภคนั้น หน่วยงานรัฐวิสาหกิจ สังกัดกระทรวงมหาดไทย ที่ดำเนินการจัดทำน้ำประปา คือ การประปาส่วนภูมิภาค (กปภ.) มีหน้าที่รับผิดชอบในการบริการจัดหาน้ำสะอาดเพื่อตอบสนองความต้องการของประชาชนทั่วประเทศ และการประปานครหลวง (กปน.) ดูแลรับผิดชอบในเขตจังหวัดกรุงเทพฯ นนทบุรีและสมุทรปราการโดยมีขั้นตอนการดำเนินการตั้งแต่การวางแผนจัดหาแหล่งน้ำ จัดหาระบบผลิตและจ่ายน้ำประปา ควบคุมกรรมวิธีในการผลิต การจ่ายน้ำและการควบคุมคุณภาพน้ำประปาให้ได้ตามเกณฑ์มาตรฐาน

การประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) เป็นหน่วยงานสังกัดการประปาส่วนภูมิภาค (กปภ.) มีหน้าที่ในการบริการสาธารณะที่ให้บริการด้านน้ำประปาเป็นหลัก ทั้งนี้ได้นำนโยบายการสร้างความสัมพันธ์กับผู้มีส่วนได้ส่วนเสียและให้บริการลูกค้าของ กปภ. ปี 2564 มาเป็นแนวทางในการปฏิบัติ (การประปาส่วนภูมิภาค, 2564) เพื่อให้ผู้ใช้น้ำมีความสะดวกรวดเร็วและมีความพึงพอใจในการรับบริการมากขึ้น พร้อมทั้งได้นำเทคโนโลยีมาใช้ในกระบวนการทำงาน เพื่อเพิ่มประสิทธิภาพในการบริการให้ดียิ่งขึ้น ดังนั้นผู้ศึกษาจึงมีความสนใจที่จะศึกษาคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) เพื่อนำผลการศึกษาที่ได้มาใช้เป็นแนวทางในการปรับปรุงคุณภาพการให้บริการให้มีประสิทธิภาพมากยิ่งขึ้นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ)
2. เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ)

วิธีการดำเนินการวิจัย

ประชากร (Population) ที่ใช้ในการศึกษาวิจัยครั้งนี้ คือ ผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ)

กลุ่มตัวอย่าง (Sample groups) ที่ใช้ในการวิจัยครั้งนี้ โดยไม่ใช้ทฤษฎีความน่าจะเป็น และใช้วิธีการสุ่มตัวอย่างแบบบังเอิญ (Accidental sampling) โดยการกำหนดขนาดของกลุ่มตัวอย่าง ณ ระดับ ความเชื่อมั่น 95% และ ค่าความคลาดเคลื่อนจากการสุ่มตัวอย่าง 5% ของ Khazanie Ramakant เพื่อเก็บรวบรวมข้อมูลจากผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) โดยไม่ทราบจำนวนประชากร จึงกำหนดจำนวนกลุ่มตัวอย่างโดยการคำนวณจากสูตร

เมื่อ $$n = \frac{p(1-p)(z)^2}{e2}$$

n แทนขนาดของกลุ่มตัวอย่าง

P แทนค่าเปอร์เซ็นต์ที่ต้องการจะสุ่มจากประชากรทั้งหมด

e แทนค่าเปอร์เซ็นต์ความคลาดเคลื่อนจากการสุ่มตัวอย่าง

Z แทนระดับความเชื่อมั่นที่ผู้วิจัยกำหนดไว้ในที่นี้ใช้ระดับความเชื่อมั่นที่95%

Z มีค่าเท่ากับ 1.96

ซึ่งแทนค่าจากสูตรได้ดังนี้

$$n = \frac{(0.05)\ (1\text{-}0.05)\ (1.96)^{2}}{0.05^{2}}$$

= 384.16

= 385

รวมเป็นขนาดตัวอย่างทั้งหมด 385 ตัวอย่าง

การกำหนดเป็นกลุ่มตัวอย่างโดยสุ่มแบบบังเอิญ ได้จำนวนกลุ่มตัวอย่าง 385 ตัวอย่าง แต่เพื่อให้ได้ข้อมูลที่มีความน่าเชื่อถือมากขึ้นการศึกษาครั้งนี้จึงใช้กลุ่มตัวอย่างจำนวน 400 คน

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรอิสระ ปัจจัยส่วนบุคคล ได้แก่ เพศ อายุ สถานภาพ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน ประเภทบุคคล ค่าใช้จ่ายในการใช้น้ำ และ วิธีชำระเงิน

ตัวแปรตาม ได้แก่ คุณภาพการให้บริการ ประกอบด้วย ด้านรูปลักษณ์ (Tangible) ด้านความไว้วางใจ (Reliability) ด้านตอบสนองลูกค้า (Responsiveness) ด้านการให้ความมั่นใจ (Assurance) และด้านการดูแลเอาใจใส่ (Empathy)

ขอบเขตของการวิจัย

1. ขอบเขตด้านประชากร ประชากรที่ศึกษาครั้งนี้ คือ ผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ)

2. ขอบเขตด้านระยะเวลา ระหว่าง 1 มิถุนายน – 31 สิงหาคม 2565

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลการวิจัยครั้งนี้ คือ แบบสอบถาม แบ่งคำถามออกเป็น 3 ส่วน ได้แก่

ส่วนที่ 1 ข้อมูลของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ สถานภาพ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน ประเภทบุคคล ค่าใช้จ่ายในการใช้น้ำ วิธีชำระเงิน มีลักษณะให้เลือกตอบ

ส่วนที่ 2 ความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) ประกอบด้วย 5 ด้าน ได้แก่ ด้านรูปลักษณ์ (Tangible) ด้านความไว้วางใจ (Reliability) ด้านตอบสนองลูกค้า (Responsiveness) ด้านการให้ความมั่นใจ (Assurance) ด้านการดูแลเอาใจใส่ (Empathy) โดยมีเกณฑ์การให้คะแนนตามมาตรวัด (Rating Scale) ของ Likert ซึ่งเป็นคำถามที่เกี่ยวกับระดับความคิดเห็น โดยให้ผู้ตอบแบบสอบถามประเมินความรู้สึกของตนเองตามมาตราส่วน โดยให้เลือกคำตอบที่มี 5 ระดับดังนี้

5 หมายถึง คุณภาพการให้บริการอยู่ในระดับมากที่สุด

4 หมายถึง คุณภาพการให้บริการอยู่ในระดับมาก

3 หมายถึง คุณภาพการให้บริการอยู่ในระดับปานกลาง

2 หมายถึง คุณภาพการให้บริการอยู่ในระดับน้อย

1 หมายถึง คุณภาพการให้บริการอยู่ในระดับน้อยที่สุด

ส่วนที่ 3 ข้อเสนอแนะ เป็นคำถามปลายเปิด

การเก็บรวบรวมข้อมูล

ข้อมูลทุติยภูมิ (Secondary Data) ผู้วิจัยได้ทำการศึกษาค้นคว้าข้อมูลจากแหล่งต่าง ๆ ได้แก่ หนังสือ ตำรา บทความ วารสาร ข้อมูลจากหน่วยงานของภาครัฐและเอกชน ข้อมูลจากอินเตอร์เน็ต

ข้อมูลปฐมภูมิ (Primary Data) ได้จากการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างจำนวน 400 คน โดยมีขั้นตอนในการดำเนินการเก็บข้อมูลโดยใช้แบบสอบถามจากจำนวนตัวอย่างที่ได้กำหนดไว้ตามกระบวนการเลือกกลุ่มตัวอย่างแบบบังเอิญ

การวิเคราะห์ข้อมูล

วิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ (SPSS) ซึ่งสามารถวิเคราะห์ข้อมูลได้ดังนี้

1. การวิเคราะห์ข้อมูลปัจจัยส่วนบุคคลใช้ค่าความถี่ (Frequency) และค่าร้อยละ (Percentage)

2. การวิเคราะห์ความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) ใช้ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

3. การวิเคราะห์หาความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขา สุราษฎร์ธานี (ชั้นพิเศษ) โดยใช้ค่า Chi square ด้วยวิธีของเปียร์สันเพื่อวิเคราะห์ค่าความสัมพันธ์ของตัวแปร

สรุปผลการวิจัย

การวิจัย เรื่อง คุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) สรุปผลการวิจัยได้ดังนี้

ส่วนที่ 1 ผลการวิเคราะห์ปัจจัยส่วนบุคคลผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) พบว่า ส่วนใหญ่ผู้ใช้บริการเป็นเพศหญิง คิดเป็นร้อยละ 76.00 มีอายุ 20-30 ปี คิดเป็นร้อยละ 45.00 สถานภาพสมรส คิดเป็นร้อยละ 41.25 การศึกษาระดับปริญญาตรี คิดเป็นร้อยละ 46.25 มีอาชีพธุรกิจส่วนตัว/ค้าขาย คิดเป็นร้อยละ 38.00 รายได้เฉลี่ยต่อเดือน 10,000-20,000 บาท คิดเป็นร้อยละ 54.00 ส่วนใหญ่ผู้ใช้บริการเป็นบุคคลธรรมดา คิดเป็นร้อยละ 96.25 ค่าน้ำประปาต่อเดือน 100-500 บาท คิดเป็นร้อยละ 66.75 และชำระเงินโดยชำระผ่าน กปภ. พื้นที่ใช้บริการ คิดเป็นร้อยละ 70.00

ส่วนที่ 2 ผลการวิเคราะห์ความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ)

ตารางที่ 1 ระดับความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) โดยภาพรวม

คุณภาพการให้บริการ	$\bar{X}$	S.D.	ระดับคุณภาพ
รูปลักษณ์	4.64	0.43	มากที่สุด
ความเชื่อถือและไว้วางใจ	3.66	1.23	มาก
การตอบสนองต่อลูกค้า	4.71	0.46	มากที่สุด
การให้ความมั่นใจ	4.71	0.41	มากที่สุด
การดูแลเอาใจใส่	4.68	0.52	มากที่สุด
รวม	**4.48**	**0.41**	**มากที่สุด**

จากตารางที่ 1 ระดับความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) โดยภาพรวม อยู่ในระดับมากที่สุด ($\bar{X}$=4.48) และเมื่อแยกประเด็นเป็นรายด้าน พบว่า คุณภาพการให้บริการอยู่ในระดับมากที่สุดในด้านการตอบสนองต่อลูกค้า และด้านการให้ความมั่นใจ โดยมีคะแนนเฉลี่ยเท่ากัน ($\bar{X}$=4.71) รองลงมา ด้านการดูแลเอาใจใส่ ($\bar{X}$=4.68) ด้านรูปลักษณ์ ($\bar{X}$=4.64) และคุณภาพการให้บริการอยู่ในระดับมากในด้านความเชื่อถือและไว้วางใจ ($\bar{X}$=3.66) ตามลำดับ

ส่วนที่ 3 ผลการวิเคราะห์หาความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ)

ตารางที่ 2 แสดงความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) ในภาพรวม

ปัจจัยส่วนบุคคล	คุณภาพการให้บริการในภาพรวม			
	ค่าสถิติ (X^2)	Df	Asymp.Sig (2-Sided)	ผลลัพธ์
เพศ	3.476	2	0.176	ยอมรับ HO
อายุ	13.400	6	0.037	ปฏิเสธ HO
สถานภาพ	6.307	4	0.177	ยอมรับ HO
ระดับการศึกษา	23.217	6	0.001	ปฏิเสธ HO
อาชีพ	43.120	8	0.000	ปฏิเสธ HO
รายได้เฉลี่ยต่อเดือน	17.284	6	0.008	ปฏิเสธ HO
ประเภทบุคคล	5.126	2	0.077	ยอมรับ HO
ค่าน้ำประปาต่อเดือน	37.614	6	0.000	ปฏิเสธ HO
วิธีการชำระเงิน	30.254	8	0.000	ปฏิเสธ HO

จากตารางที่ 2 ความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) พบว่า ปัจจัยส่วนบุคคลจำแนกตามเพศ สถานภาพ และประเภทบุคคล ไม่มีความสัมพันธ์กับความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) แต่ ปัจจัยส่วนบุคคลจำแนกตามอายุ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน ค่าน้ำประปาต่อเดือน และวิธีการชำระเงิน มีความสัมพันธ์กับความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาคสาขาสุราษฎร์ธานี (ชั้นพิเศษ) อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

อภิปรายผลการวิจัย

จากการวิจัยเรื่อง คุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) สามารถอภิปรายผลได้ดังนี้

ระดับความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) โดยภาพรวมอยู่ในระดับมากที่สุด และเมื่อแยกประเด็นเป็นรายด้าน พบว่า อยู่ในระดับมากที่สุด ด้านการตอบสนองต่อลูกค้าและด้านการให้ความมั่นใจ โดยมีคะแนนเฉลี่ยเท่ากัน รองลงมา ด้านการดูแลเอาใจใส่ ด้านรูปลักษณ์ และ คุณภาพการให้บริการอยู่ในระดับมากในด้านความเชื่อถือและไว้วางใจ ตามลำดับ ซึ่งสอดคล้องกับผลการศึกษาของ สุชาดา บุญศรี (2565) ได้ศึกษาเรื่อง คุณภาพการให้บริการที่ส่งผลต่อการตัดสินใจเลือกใช้บริการธนาคารแห่งหนึ่งในจังหวัดสุพรรณบุรี ผลการวิจัยพบว่า ผู้ตอบแบบสอบถามมีระดับความคิดเห็นเกี่ยวกับคุณภาพการให้บริการ และการตัดสินใจเลือกใช้บริการธนาคารแห่งหนึ่งในจังหวัดสุพรรณบุรีโดยภาพรวม อยู่ในระดับมากที่สุด และเมื่อพิจารณา เป็นรายข้อพบว่า มีระดับความคิดเห็นโดยเรียงลำดับข้อที่ค่าเฉลี่ยมากไปหาน้อย ดังนี้คือ ด้านความเชื่อถือไว้วางใจได้ รองลงมา ด้านการให้ความเชื่อมั่นต่อลูกค้า ด้านความเข้าใจและเห็นอกเห็นใจในผู้รับบริการ ด้านความเป็นรูปธรรมของบริการ และด้านการตอบสนองต่อลูกค้า และสอดคล้องกับผลการศึกษาของ ลัดดาวัลย์ โยธาภิรมย์ (2556) ได้ทำการศึกษาเรื่อง คุณภาพการบริการของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขาตราด ผลการศึกษาพบว่า คุณภาพการบริการของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขาตราด ในภาพรวมอยู่ในระดับมากที่สุด ได้แก่ ด้านรับประกัน/ ความมั่นใจ ด้านรูปลักษณ์ด้านการ ตอบสนองลูกค้า ด้านการดูแลเอาใจใส่ลูกค้า และด้านความน่าเชื่อถือและไว้วางใจ ตามลำดับ

ความสัมพันธ์ระหว่างปัจจัยส่วนบุคคลกับความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) พบว่า ปัจจัยส่วนบุคคลจำแนกตามเพศ สถานภาพ และประเภทบุคคล ไม่มีความสัมพันธ์กับความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) แต่ปัจจัยส่วนบุคคลจำแนกตามอายุ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน ค่าน้ำประปาต่อเดือน และวิธีการชำระเงิน มีความสัมพันธ์กับความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาคสาขาสุราษฎร์ธานี (ชั้นพิเศษ) ซึ่งสอดคล้องกับผลการศึกษาของ วัชรินทร์ บัวโทน (2559) ได้ทำการศึกษาเรื่อง คุณภาพการให้บริการของสำนักงานการไฟฟ้าส่วนภูมิภาคต่อผู้ใช้ไฟฟ้า ในเขตพื้นที่การไฟฟ้าส่วนภูมิภาคจอมเทียน จังหวัดชลบุรี ผลการศึกษา พบว่า เพศ สถานภาพ และประเภทการขอรับบริการต่างกัน มีความคิดเห็นต่อคุณภาพการให้บริการ

ของการไฟฟ้าส่วนภูมิภาคจอมเทียน จังหวัดชลบุรีไม่แตกต่างกัน ส่วนผู้ใช้ไฟฟ้าที่มีอายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือนต่างกัน มีความคิดเห็นต่อคุณภาพการให้บริการของการไฟฟ้าส่วนภูมิภาค จอมเทียน จังหวัดชลบุรีแตกต่างกัน และสอดคล้องกับผลการศึกษาของ สาวิณี สุขีวรรณ (2565) ได้ทำการศึกษาเรื่อง คุณภาพการให้บริการธนาคารออมสิน สาขาท็อปส์พลาซ่าสิงห์บุรี จังหวัดสิงห์บุรี ผลการศึกษา พบว่า ปัจจัยที่ส่งผลต่อคุณภาพในการให้บริการของธนาคารออมสิน สาขาท็อปส์ พลาซ่าสิงห์บุรีจังหวัดสิงห์บุรี จำแนกตามปัจจัยส่วนบุคคล พบว่า อายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือนต่างกันมีคุณภาพในการให้บริการของธนาคารออมสิน สาขาท็อปส์พลาซ่าสิงห์บุรีจังหวัดสิงห์บุรีแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

ข้อเสนอแนะ

ข้อเสนอแนะจากการวิจัย

1. ด้านรูปลักษณ์ (Appearance) ควรมีการปรับปรุงอาคารสถานที่และสิ่งอำนวยความสะดวก ต่าง ๆ เช่น สถานที่จอดรถ เก้าอี้ การเว้นระยะห่างของที่นั่งให้เพียงพอรองรับลูกค้าผู้ใช้บริการ และบริเวณอาคารสำนักงานที่มาติดต่อขอรับบริการให้มีความสะอาด สวยงาม ทันสมัย

2. ด้านความเชื่อถือและไว้วางใจ (Reliability and Trust) ควรศึกษาด้านศักยภาพและความพร้อมของการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) ในการผลิตและการจัดหาแหล่งน้ำดิบเพื่อมาผลิตน้ำประปาให้เพียงพอต่อความต้องการ

3. ด้านการตอบสนองต่อลูกค้า (customer response aspect) ควรมีการเพิ่มจุดให้บริการเพื่อให้เพียงพอต่อการให้บริการลูกค้า และควรมีการจัดพนักงานเพิ่มขึ้นเนื่องจากมีผู้ใช้บริการจำนวนมาก ทำให้ผู้ที่มาใช้บริการต้องรอนาน ทั้งนี้เพื่อเป็นการอำนวยความสะดวกในด้านการบริหารเวลาให้แก่ลูกค้า

4. ด้านการให้ความมั่นใจ (aspect of confidence) ควรมีการจัดฝึกอบรมพนักงานที่มีหน้าที่ในการให้บริการเข้ารับการทบทวนความรู้ด้านกฎระเบียบ ให้เกิดความถูกต้อง แม่นยำในการให้บริการมากขึ้น และควรมีการประเมินความพร้อมในการทำหน้าที่ของผู้ให้บริการ เพื่อทำให้ภาพลักษณ์ขององค์กรดูน่าเชื่อถือมากขึ้น

5. ด้านการดูแลเอาใจใส่ (Empathy) ควรมีการแก้ไขปัญหาอย่างรวดเร็วเมื่อได้รับคำขอจากผู้ใช้บริการ และควรมีช่องทางการประชาสัมพันธ์ข้อมูลข่าวสารให้เข้าถึงกลุ่มผู้ใช้บริการได้อย่างรวดเร็ว

ข้อเสนอแนะสำหรับการศึกษาวิจัยครั้งต่อไป

1. ควรมีการศึกษาเพิ่มเติมถึงปัจจัยและความคาดหวังที่มีผลต่อความคิดเห็นต่อคุณภาพการให้บริการผู้ใช้บริการการประปาส่วนภูมิภาค สาขาสุราษฎร์ธานี (ชั้นพิเศษ) เพื่อนำมาผลการศึกษามาปรับปรุงการให้บริการ และขยายผลไปยังการประปาส่วนภูมิภาคอื่น ๆ ต่อไป

2. ผู้วิจัยควรเพิ่มการวิจัยเชิงคุณภาพ เช่น การสัมภาษณ์เชิงลึกหรือการสนทนากลุ่ม เพื่อให้ได้ผลงานวิจัยมีความสมบูรณ์และสามารถนำผลการวิจัยไปพัฒนาให้ตรงกับความพึงพอใช้ของผู้ใช้บริการมากที่สุด

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ปัจจัยที่ส่งผลต่อพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองขอนแก่น

Factors Affecting Decision-Making Behavior to Buy Cosmetics of Consumers in Mueang Khon Kaen District.

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ณัฐสพันธ์ เผ่าพันธ์ Natsapan Paopun[2]

บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1.เพื่อศึกษาปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองจังหวัดขอนแก่น 2.เพื่อศึกษาพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองจังหวัดขอนแก่น 3. เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองขอนแก่น เครื่องมือที่ใช้ในการศึกษาเป็นแบบสอบถามมาตรส่วนประมาณค่า Rating Scale ที่มีค่าความเชื่อมั่น ทั้งฉบับเท่ากับ 0.864 สถิติที่ใช้วิเคราะห์ข้อมูล คือ ค่าร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน จากการสำรวจด้านประชากรกลุ่มตัวอย่าง พบว่าผู้ตอบแบบสอบถามมีจำนวนทั้งสิ้น 400 คน ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง มีจำนวน 297 คน คิดเป็นร้อยละ 74.1 ส่วนเพศชาย มีจำนวน 103 คน คิดเป็นร้อยละ 25.7 อายุอยู่ระหว่าง 20-30 ปี จำนวน 230 คน คิดเป็นร้อยละ 57.5 มีอาชีพอยู่ระหว่างนักเรียน/นักศึกษา จำนวน 105 คน คิดเป็นร้อยละ 26.2 ระดับการศึกษาระดับปริญญาตรี จำนวน 221 คน คิดเป็นร้อยละ 55.1 มีรายได้ต่อเดือน จำนวน 165 คน คิดเป็นร้อยละ 41.**3** และส่วนประสมทางการตลาด มีความสัมพันธ์ต่อพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองขอนแก่น ส่งผลที่ระดับนัยสำคัญทางสถิติ 0.05
คำสำคัญ: พฤติกรรมและการตัดสินใจเลือกซื้อสินค้า

Abstract

This study aims to 1. To study the marketing mix factors affecting the purchasing decision of consumers in the new brand of cosmetics in Muang District, Khon Kaen Province. 2.To study the purchasing decision behavior of consumers in Muang District, Khon Kaen Province 3.To study the relationship between the marketing mix factors affecting the purchasing decision behavior of consumers in Muang District. Khon Kaen The instrument used in the study was a rating scale questionnaire with confidence values. The whole issue was equal to 0.864. The statistics used for data analysis were percentage, mean, standard deviation. from the sample population survey It was found that the respondents had a total of 400 people. Most of the respondents were female, there were 297 people, representing 74.1%, while the number of males was 103 people, representing 25.7 percent, aged between 20-30 years, 230 people thought. is 57.5%, having a career between students / students of 105 people, representing 26.2%, bachelor's degree of 221 people, accounting for 55.1%, with monthly income of 165 people, accounting for 41.3%, and the mix market have a relationship with Cosmetic purchase decision behavior New brands of consumers in Mueang Khon Kaen District resulted at a statistically significant level of 0.05.
Keywords: Behavior and Purchasing Decisions

บทนำ

การผลิตเครื่องสำอางในช่วงแรกๆ นั้น ยังมีกรรมวิธีการผลิตที่ไม่แน่นอน เครื่องสำอางบางประเภทมีขายในร้านขายยา การผลิตเป็นความรู้ส่วนบุคคลที่ได้รับสืบทอดมาหรือได้จากการศึกษาค้นคว้า ลองผิดลองถูก จนถึงปลายศตวรรษที่ 19 ได้มีผู้นำวิธีการทางวิทยาศาสตร์สมัยใหม่เข้ามาช่วยในการผลิตแทนวิธีเก่า และเมื่อผลิตเครื่องสำอางแต่ละชนิดจะมีเครื่องหมายการค้าชัดเจน และมีกรรมวิธีในการผลิตที่แน่นอน ทำให้เครื่องสำอางที่ผลิตขึ้นมีคุณภาพ สามารถเพิ่มรายได้ให้กับผู้ผลิต ทำให้มีการเพิ่มการผลิต และพยายามปรับปรุงคุณภาพของเครื่องสำอางให้มีคุณภาพสูงขึ้น

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[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม

ค่านิยมของคนไทยเกี่ยวกับความสวยงามมองจาก การมีรูปร่างหน้าตาที่ดีท่าทาง กริยามารยาทที่ดีผิวพรรณที่แลดูสะอาดเกลี้ยงเกลา การที่ผู้หญิงมีหน้าตา เมื่อความสวยงามของ ผู้หญิงสาวต้องอาศัยความจำเป็นดังกล่าว การแสวงหาวิธการรักษา ดูแลตัวเองจึงเป็นนเรื่องสำคัญ และการทำให้ตนเองดูดียิ่งขึ้นจึงกลายเป็นเรื่องจาเป็นสาหรับผู้หญิง โดยสิ่งที่นำมาใช้เพื่อส่งเสริม ความงามและบุคคลิกภาพของผู้ใช้เรียกว่า เครื่องสำอาง แม้ว่าเครื่องสำอางจะไม่ จัดเป็นปัจจัยที่สำคัญในการดำรงชีวิตของมนุษย์แต่กเป็นเครื่องมืออย่างหนึ่งที่เสริมสร้างความสุขในชีวิตให้แก่ผู้หญิงตั้งแต่อดีตจนถึง ในปัจจุบันจะเห็นได้ ชัดว่า เครื่องสำอางเข้ามามีบทบาทในชีวิตประจำวันของคนเป็นอย่างมาก ยิ่งในยุคโลกาภิวัฒน์ เช่นนี้ความก้าวหน้าทางด้านเทคโนโลยีด้านต่างๆกมากขึ้น การผลิตเครื่องสำอางจึงได้ถูกพัฒนา ให้ดียิ่งขึ้นตามไปด้วย ธุรกิจต่างมีการผลิตและพัฒนาเครื่องสำอางเพื่อตอบสนองความต้องการ ของสังคมที่ต้องการใช้เครื่องสำอางที่มีคุณภาพและประสิทธิภาพมากยิ่งขึ้น อีกทั้งวัฒนธรรม และ ค่านิยมที่เปลี่ยนแปลงไปตามกาลเวลาก็มีส่วนทำให้ การเลือกใช้เครื่องสำอางเปลี่ยนแปลงไปด้วย เช่นกันแต่ไม่ว่าอย่างไรปัจจัยทางเศรษฐกิจเป็นหนึ่งปัจจัยที่ไม่ค่อยส่งผลกระทบต่อความต้องการ เลือกซื้อเครื่องสำอางมากนัก เพราะเครื่องสำอางเป็นสินค้าที่สามารถที่จะตอบสนองของความต้องการของผู้ที่สนใจซื้อสินค้าได้แทบจะทุกเพศทุกวัย

ต่อมาได้มีการนำความรู้ทางวิทยาศาสตร์สมัยใหม่ เข้ามาปรับปรุงคุณภาพของเครื่องสำอาง โดยเฉพาะอย่างยิ่งวิชาเคมี ได้มีส่วนเข้ามาช่วยในการปรับปรุงคุณภาพของผลิตภัณฑ์เครื่องสำอางให้มีคุณภาพสูง ในการผลิตแต่ละครั้งต้องมีส่วนประกอบที่คงที่ ได้ผลิตภัณฑ์อย่างเดียวกัน มีหลักการเลือกใช้วัตถุดิบที่ได้มาตรฐานในการผลิต และมีการตรวจสอบคุณสมบัติ ตลอดจนการเก็บรักษาผลิตภัณฑ์เครื่องสำอาง ในปี ค.ศ. 1895 ได้มีการเปิดสอนวิชาการเครื่องสำอางในเมืองชิคาโก รัฐอิลลินอย ประเทศสหรัฐอเมริกา เป็นครั้งแรก ทำให้นักศึกษาได้รู้จักวิธีการใช้เครื่องสำอางชนิดต่างๆ ในการรักษาผิวหนังและเส้นผม ต่อมาการศึกษาวิชานี้ได้แพร่หลายไปอย่างรวดเร็วความสวยงามนั้นมีมาตั้งแต่อดีต มีคำกล่าวที่ว่า ไก่งามเพราะขน คนงามเพราะแต่ง เมื่อกล่าวถึงเครื่องสำอางคนมักจะเข้าใจผิดว่าเป็นสินค้าที่ใช้กับใบหน้า แต่จริงๆแล้วผลิตภัณฑ์ที่ใช้ทำความสะอาดร่างกาย เช่น ครีมอาบน้ำ แชมพูสระผม และครีมนวดผมรวมทั้งผลิตภัณฑ์อื่นๆที่ใช้กับภายนอกร่างกายในชีวิตประจำวัน เช่น ครีมทาผิว น้ำยาระงับกลิ่นกาย ก็จัดเป็นกลุ่มเครื่องสำอางเช่นเดียวกัน ตลาดธุรกิจความงามและเครื่องสำอางเป็นอุตสาหกรรมหนึ่ง โดยสภาอุตสาหกรรม (2562) ได้ระบุว่า มียอดขายโตเฉลี่ยไม่ต่ำกว่า 5-6%ต่อปี ในขณะที่ประเทศไทยมีมูลค่ายอดขายรวมไม่ต่ำกว่า สามแสนล้านบาท ในปี 2561 เติบโตเฉลี่ยปีละไม่ต่ำกว่า 10% ปัจจุบันการดูแลความงามมีเพิ่มมากขึ้นไม่ใช่เฉพาะผู้หญิงเท่านั้นที่ให้ความสำคัญกับความงามและต้องการที่จะดูดีขึ้นผู้ชายก็นิยมดูแลตัวเองให้ดูดีด้วยเช่นกันจะเห็นว่ามีการผลิตเครื่องสำอางสำหรับผู้ชายออกมาจำหน่ายมากขึ้น

ปัจจุบันเครื่องสำอาง เข้ามามีบทบาทในชีวิตประจำวันของผู้บริโภคมากขึ้นตลาดสินค้าเครื่อง สำอางจึงมีความหลากหลายทั้งในเรื่องของราคาและคุณภาพที่สามารถตอบสนองความต้องการ ของผู้บริโภคโดยผบริโภคยุคใหม่ได้มีทัศนคติและพฤติกรรมการซื้อสินคาและบริการที่เปลี่ยนไป โดยช่องทางการจำหน่ายเครื่องสำอางมีหลายช่องทางได้แก่การจำหน่ายผ่านห้างสรรพสินค้า (Counter sale) จำหน่ายผ่านซุปเปอร์มาเก็ต ร้านเสริมสวย ระบบออนไลน์และช่องทางอื่นๆอีกหลายช่องทาง ความสวยงามเกิดขึ้นได้จากการปรุงแต่งสะท้อนให้เห็นถึงความรักสวยรักงามของมนุษย์ จากเหตุผลดังกล่าวข้างต้นทำให้ผู้วิจัยสนใจที่จะศึกษาถึงปัจจัยที่มีผลต่อพฤติกรรมการซื้อ เครื่องสำอาง ของผู้บริโภคในจังหวัดขอนแก่น ที่ส่งผลต่อพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองขอนแก่น เพื่อเป็นแนวทางศึกษาให้กับผู้ทำธุรกิจนำเข้าเครื่องสำอาง ในการสร้างกลยุทธ์ทางการตลาดเพื่อตอบสนองความต้องการและจูงใจให้เกิดการตัดสินใจซื้อเครื่องสำอางในปัจจุบัน

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยที่มีผลต่อการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองจังหวัดขอนแก่น
2. เพื่อศึกษาพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองจังหวัดขอนแก่น
3. เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยที่ส่งผลต่อพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองขอนแก่น

วิธีการดำเนินการวิจัย

ขอบเขตด้านเนื้อหาของการวิจัย ตัวแปรอิสระ ปัจจัยทางประชากรศาสตร์ได้แก่ เพศ อายุ อาชีพ ระดับการศึกษา รายได้ต่อเดือน ปัจจัยส่วนประสมทางการตลาด (4Ps) ได้แก่ 1.ด้านผลิตภัณฑ์ 2.ด้านราคา 3.ด้านช่องทางการจัดจำหน่าย 4.ด้านการส่งเสริมการตลาด ตัวแปรตาม พฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองขอนแก่น ขอบเขตด้านประชากรกลุ่มตัวอย่างของการวิจัยที่ใช้ศึกษาในครั้งนี้คือผู้บริโภคในเขตอำเภอเมืองจังหวัดขอนแก่น จำนวน 400 คนขอบเขตด้านพื้นที่ของการวิจัยคือการเก็บข้อมูลภายในเขตอำเภอเมืองจังหวัดขอนแก่น ระยะเวลาการศึกษาวิจัยครั้งนี้ตั้งแต่เดือน พฤษภาคมถึงเดือนกรกฎาคม 2565

เครื่องมือที่ใช้ในการวิจัย และขั้นตอนในการวิจัย

เครื่องมือที่ใช้ในการศึกษา คือ แบบสอบถามซึ่งผู้วิจัยได้สร้างขึ้นเพื่อสอบถามกลุ่มตัวอย่าง โดยศึกษาข้อมูลการวิจัยจากหนังสือ เอกสาร และงานวิจัยที่เกี่ยวข้อง พร้อมทั้ง คำปรึกษาจากผู้เชี่ยวชาญในด้านวิจัย โดยแบบสอบถามที่สร้างขึ้นเป็นแบบสอบถามชนิดปลายปิด(Closed-ended question)ผู้วิจัยดำเนินการสร้างแบบสอบถามโดยมีการสร้างขั้นตอนในการสร้าง ดังนี้

1. ศึกษาค้นคว้ารายละเอียดต่าง ๆ จากหนังสือ เอกสารทางวิชาการ โดยศึกษาหลักการแนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง เพื่อเป็นแนวทางในการสร้างแบบสอบถาม

2. ศึกษาหลักการสร้างแบบสอบถาม โดยกาหนดประเด็นของคำถามให้สอดคล้องครอบคลุมกบวัตถุประสงค์ กรอบแนวคิดของการวิจัย และนำเสนอต่อคณะกรรมการที่ปรึกษา

3. นำแบบสอบถามที่สร้างขึ้นไปเสนอต่ออาจารย์ที่ปรึกษา เพื่อขอคำแนะนำ และตรวจสอบแบบสอบถามวาครอบคลุมกับวัตถุประสงค์และขอบเขตงานวิจัยหรือไม่สำนวนภาษาที่ใช้มีความเหมาะสมมากน้อยเพียงใด พร้อมปรับปรุงแก้ไขแบบสอบถามตามความเห็นของอาจารย์ที่ปรึกษา

สรุปผลการวิจัย

ผลจากการวิจัยวัตถุประสงค์ที่ 1 เพื่อศึกษาปัจจัยที่มีผลต่อการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองจังหวัดขอนแก่น จากการศึกษาด้านประชากรศาสตร์ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นหญิง มีจำนวน 297 คน คิดเป็นร้อยละ 74.1 ส่วนชาย มีจำนวน 103 คน คิดเป็นร้อยละ 25.7 อายุอยู่ระหว่าง 20-30 ปี จำนวน 230 คน คิดเป็นร้อยละ 57.5 มีอาชีพอยู่ระหว่างนักเรียน/นักศึกษา จำนวน 105 คน คิดเป็นร้อยละ 26.2 ระดับการศึกษาระดับปริญญาตรีจำนวน 221 คน คิดเป็นร้อยละ 55.1 มีรายได้ต่อเดือน20,001 – 30,000 บาท จำนวน 165 คน คิดเป็นร้อยละ 41.3 ผู้บริโภคส่วนใหญ่เริ่มหันมาดูแลตัวเองมากขึ้น เพราะฉะนั้น ผู้ประกอบการควรที่จะเลือกกลุ่มเป้าหมายให้ตรงกับสินค้าที่จะจำหน่ายและเลือกขายผ่าน ช่องทางออนไลน์เพื่อให้เกิดความสะดวกสบายแก่ผู้บริโภค

ผลจากการวิจัยวัตถุประสงค์ที่ 2 เพื่อศึกษาพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองจังหวัดขอนแก่น ผลการวิเคราะห์ปัจจัยส่วนบุคคลสำหรับการศึกษานี้ มีความสัมพันธ์ต่อพฤติกรรมการซื้อเครื่องสำอางในเขตจังหวัดขอนแก่นอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ด้านการเลือกซื้อผลิตภัณฑ์ การเลือกตรายี่ห้อ การเลือกผู้จำหน่าย ช่วงเวลาที่ซื้อและปริมาณการซื้อซึ่งสอดคล้องกับ กชพรรณ วิลาวรณ์ (2555) ได้ศึกษาปัจจัยที่มีผลต่อการซื้อเครื่องสำอาง ประเภทผลิตภัณฑ์บำรุงผิวหน้าสำหรับผู้บริโภคในเขตจังหวัดขอนแก่นผลการศึกษาพบว่าปัจจัยส่วนบุคคลมีอิทธิพลต่อการตัดสินใจซื้อเครื่องสำอาง ประเภทผลิตภัณฑ์บำรุงผิวหน้าของผู้บริโภคในเขตกรุงเทพมหานครและสอดคล้องกับ ดุษฎี วิชัยเมฆพัตร (2554) ได้ศึกษาพฤติกรรมผู้บริโภคของสตรีต่อเครื่องสำอางในเขตกรุงเทพมหานคร จำนวนกลุ่มตัวอย่าง 400 ตัวอย่าง ผลการศึกษาพบว่าปัจจัยส่วนบุคคล ด้านอายุ ระดับการศึกษา รายได้ อาชีพ และสถานภาพมีความสัมพันธ์ต่อพฤติกรรมการซื้อเครื่องสำอางเกาหลีอย่างมีนัยสำคัญที่ 0.05

ผลจากการวิจัยวัตถุประสงค์ที่ 3 เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยที่ส่งผลต่อพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองขอนแก่น จากผลการศึกษาปัจจัยด้านส่วนประสมทางการตลาด พบว่า พฤติกรรมการเลือกซื้อเครื่องสำอางของผู้บริโภคในเขตจังหวัดขอนแก่น มีความสัมพันธ์ กับปัจจัยด้านส่วนประสมทางการตลาด ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย ด้านการ ส่งเสริมการตลาด ดังนั้น ในด้านผลิตภัณฑ์ผู้ประกอบการควรเลือกผลิตภัณฑ์เป็นสินค้าใช้วัตถุดิบและ ส่วนผสมในการผลิตที่มีคุณภาพในด้านราคาควรเลือกราคาที่เหมาะสมกับมาตรฐานในด้านช่องทางการจัดจำหน่ายควรหาช่องทางการจัดจำหน่ายที่หลากหลายเพื่อให้ผู้บริโภคสามารถซื้อสินค้าได้สะดวก ด้านการ ส่งเสริมการตลาดควรมีการสื่อสารทางการตลาดในรูปแบบต่างๆเพื่อสร้างการรับรู้ให้กับลูกค้าและเป็นการ เพิ่มคุณค่าให้กับสินค้าเพื่อให้ลูกค้าได้ทราบกันทั่วถึงอย่างรวดเร็ว

อภิปรายผลการวิจัย

จากการศึกษาและวิจัยพบว่า กลุ่มผู้บริโภคให้ความสำคัญกับปัจจัย ปัจจัยที่ส่งผลต่อพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองขอนแก่น จากการศึกษาและวิจัยพบว่ากลุ่มผู้บริโภคให้ความสำคัญกับสถานที่จัดจำหน่ายผลิตภัณฑ์ดังกล่าว คือซื้อจากตัวแทนจำหน่าย มากที่สุดซึ่งเป็นการสะดวก และรวดเร็วในการซื้อสินค้า เพราะตัวแทนจำหน่ายสินค้ามีค่อนข้างมากและพนักงาน ขายจากตัวแทนจำหน่ายจะให้คำแนะนำที่เป็นประโยชน์ต่อกลุ่มผู้บริโภคในการเลือก ซื้อผลิตภัณฑ์ดังกล่าวมากที่สุดจากการวิจัยครั้งนี้ สามารถเป็นแนวทางสำหรับผู้จำหน่ายผลิตภัณฑ์และนำข้อมูลไปพัฒนารูปแบบการให้บริการให้มีคุณภาพยิ่งขึ้น

ด้านผลิตภัณฑ์ พบว่า ทัศนคติของผู้บริโภคด้านผลิตภัณฑ์มีความสัมพันธ์กับพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองขอนแก่น ไปในทิศทางเดียวกัน และมีความสัมพันธ์ในระดับมากในขั้นตอนการรับรู้ปัญหา การค้นหาข้อมูล

การประเมินผลทางเลือก และพฤติกรรม ภายหลังการซื้อ ส่วนขั้นตอนการตัดสินใจซื้อ มีความสัมพันธ์ในระดับต่ำ ไปในทิศทางเดียวกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 เนื่องจากผลิตภัณฑ์เป็นสิ่งที่ผู้บริโภคให้ความสำคัญเป็นอย่างมากโดยเฉพาะในด้านคุณภาพ ที่ทำให้ผู้บริโภคเล็งเห็นถึงประโยชน์ที่ตนเองจะได้รับและ สามารถตอบสนองความต้องการของตนเองได้

ด้านราคา พบว่า ทัศนคติของผู้บริโภคด้านราคามีความสัมพันธ์กับพฤติกรรมการตัดสินใจ ซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองขอนแก่น ไปในทิศทางเดียวกัน และมีความสัมพันธ์ในระดับมาก ในขั้นตอนการค้นหาข้อมูลการประเมินผลทางเลือกและพฤติกรรมภายหลังการซื้อ ส่วนขั้นตอน การรับรู้ปัญหาและขั้นตอนการตัดสินใจซื้อ มีความสัมพันธ์ในระดับต่ำ ไปในทิศทางเดียวกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 เนื่องจากราคาเป็นสิ่งที่ผู้บริโภคให้ความสำคัญพิจารณาก่อนที่จะตัดสินใจซื้อ โดยผู้บริโภคจะมีการเปรียบเทียบความเหมาะสมของราคากับคุณภาพผลิตภัณฑ์

ด้านช่องทางการจัดจำหน่าย พบว่า ทัศนคติของผู้บริโภคด้านช่องทางการจัดจำหน่ายมี ความสัมพันธ์กับพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองขอนแก่น ไปในทิศทางเดียวกันและมีความสัมพันธ์ในระดับมาก ในขั้นตอนการประเมินผลทางเลือก ส่วนขั้นตอน การรับรู้ปัญหา การค้นหาข้อมูล การตัดสินใจซื้อและพฤติกรรมภายหลังการซื้อ มีความสัมพันธ์ในระดับต่ำไปในทิศทางเดียวกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

ด้านการส่งเสริมการตลาด พบว่า ทัศนคติของผู้บริโภคด้านการส่งเสริ มการตลาดมี ความสัมพันธ์กับพฤติกรรมการตัดสินใจซื้อเครื่องสำอางของผู้บริโภคในเขตอำเภอเมืองขอนแก่น ไปในทิศทาง เดียวกันและมีความสัมพันธ์ในระดับมาก ในขั้นตอนการรับรู้ปัญหา และการตัดสินใจซื้อส่วนขั้นตอนการค้นหาข้อมูล และพฤติกรรมภายหลังการซื้อ มีความสัมพันธ์ ในระดับต่ำ ไปในทิศทางเดียวกันอย่างมีนัยสำคัญทางสถิติที่ระดับ

ข้อเสนอแนะ

- ข้อเสนอแนะในการนำผลการวิจัยไปใช้

1. จากผลการวิจัยพบว่า ปัจจัยด้านส่งเสริมการขายมีผลต่อการตัดสินใจซื้อของเพศ หญิงมากกว่าเพศชาย การส่งเสริมการขายด้วยโปโมชันสะสมแต้มหรือรับส่วนลดพิเศษ เป็นที่สนใจมากนัก ผู้บริโภคให้คะแนนการตัดสินใจซื้อสูงที่สุด ดังนั้น ผู้ประกอบการที่ขายเครื่องสำอางควรจดโปรโมชั่นอย่างสม่ำเสมอ เพื่อกระตุ้นให้ ผู้บริโภคตัดสินใจซื้อมากขึ้น

2. จากผลการวิจัยพบว่า ปัจจัยด้านผลิตภัณฑ์ ดานการจัดจำหน่ายและด้านส่งเสริม การขายมีผลต่อการตัดสินใจซื้อของกลุ่ม 20-30 ปี สูงกว่ากลุ่มอายุอื่น ๆ ดังนั้น ผู้ประกอบการ ควรให้ความสำคัญกับคุณภาพของผลิตภัณฑ์ มีสินคาหลากหลาย การเพิ่มความสะดวกในช่องทางการจำหน่ายและการชำระเงิน และการโฆษณาผ่านสื่อออนไลน์ต่างๆให้ตรงกับกลุ่มเป้าหมาย

3. ผลการวิจัยพบว่า บุคคลอื่น ๆ ไม่มีผลต่อการตัดสินใจซื้อเครื่องสำอางในอำเภอเมืองขอนแก่น โดยกลุ่มตวอย่างตัดสินใจซื้อด้วยตนเองและซื้อใช้เอง โดยกลุ่มตัวอย่างที่มีความถี่ในการ ซื้อเครื่องสำอางแบบไม่แน่นอนให้ความสำคัญในปัจจัยด้านการจัดจำหน่ายมากที่สุด ดังนั้น ผู้ประกอบการควรจัดโปรโมชั่นในช่วงปลายเดือนหรือต้นเดือน เนื่องจากเป็นช่วงที่ผู้บริโภคยังมีกำลังซื้อสูง เพื่อกระตุ้นความสนใจแก่กลุ่มผู้บริโภคที่ มีการซื้อแบบไม่แน่นอน

- ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

1 การวิจัยในครั้งนี้ศึกษาปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อพฤติกรรมการตัดสินใจซื้อเครื่องสำอางแบรนด์ใหม่ของผู้บริโภคในเขตอำเภอเมืองขอนแก่นเท่านั้น ไม่ได้ทำการเปรียบเทียบแต่ละแบรนด์ เครื่องสำอางในอำเภอเมืองขอนแก่น ในการศึกษาครั้งต่อไปควรศึกษาประชากรเปรียบเทียบระหว่างแบรนด์ เครื่องสำอางในอำเภอเมืองขอนแก่น เพื่อทราบถึงปัจจัยที่มีผลต่อการตัดสินใจซื้อของแต่ละยี่ห้อ

2 ควรทำการศึกษาตัวแปรอิสระอื่นที่อาจส่งผลต่อการเลือกซื้อเครื่องสำอางใน อำเภอเมืองขอนแก่น เพื่อตอบสนองความต้องการและค่านิยมของผู้บริโภคนำข้อมูลมาพัฒนากลยุทธ์ในการสร้างความแตกต่างกับคู่แข่งต่อไปในอนาคต

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ปัจจัยที่มีผลต่อประสิทธิภาพในการจัดทำรายงานทางการเงินของสำนักงานศาลยุติธรรม

Factors Affecting the Efficiency of Financial Reporting of The Office of The Court of Justice

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นนทิพันธุ์ ประยูรหงษ์ Nontipan Prayurhong[2]

บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1. เพื่อศึกษาปัจจัยที่มีผลต่อประสิทธิภาพในการจัดทำรายงานทางการเงินของสำนักงานศาลยุติธรรม 2. เพื่อศึกษาปัจจัยในการทำงานที่ส่งผลต่อประสิทธิภาพในการจัดทำรายงานทางการเงินของสำนักงานศาลยุติธรรม จำนวน 297 คน เครื่องมือที่ใช้ในการศึกษาเป็นแบบสอบถามมาตรส่วนประมาณค่า Rating Scale ที่มีค่าความเชื่อมั่น ทั้งฉบับเท่ากับ 0.965 สถิติที่ใช้วิเคราะห์ข้อมูล คือ ค่าร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน จากการสำรวจด้านประชากรกลุ่มตัวอย่าง พบว่า ผู้ตอบแบบสอบถามมีจำนวนทั้งสิ้น 297 คน ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง มีจำนวน 234 คน คิดเป็นร้อยละ 78.8 ส่วนเพศชาย มีจำนวน 63 คน คิดเป็นร้อยละ 21.2 ส่วนใหญ่มีอายุอยู่ระหว่าง 20-40 ปี จำนวน 202 คน คิดเป็นร้อยละ 68 มีระดับการศึกษาอยู่ระหว่างปริญญาตรี จำนวน 195 คน คิดเป็นร้อยละ 65.7 จบการศึกษาสาขาวิชา สาขาวิชาบริหารธุรกิจ จำนวน 80 คน คิดเป็นร้อยละ 26.9 อายุงานระหว่าง 6 - 10 ปี จำนวน 107 คน คิดเป็นร้อยละ 36 ตำแหน่งงานอยู่ระหว่าง นักวิชาการเงินและบัญชี จำนวน 131 คน คิดเป็นร้อยละ 44.1 ระดับตำแหน่งงานอยู่ระหว่าง ปฏิบัติการ จำนวน 93 คน คิดเป็นร้อยละ 31.3 ระดับรายได้ในการทำงานรวมต่อเดือน30,000 บาทขึ้นไป จำนวน 207 คน คิดเป็นร้อยละ 69.7 มีเพียงความรู้ความเข้าใจในระบบงาน ส่งผลต่อประสิทธิภาพในการจัดทำรายงานทางการเงินของสำนักงานศาลยุติธรรม เท่านั้นที่ส่งผล ที่ระดับนัยสำคัญทางสถิติ 0.05

คำสำคัญ: ประสิทธิภาพการทำงานรายงานทางการเงิน

Abstract

This study aims to: 1. To study the factors affecting the efficiency of making financial transactions of the Office of the Court of Justice. 2. To study the factors of working that affect the efficiency of making financial transactions of the Office of the Court of Justice, totaling 297 people. The study was a rating scale questionnaire with confidence values. The whole issue was 0.965. The statistics used for data analysis were percentage, mean, standard deviation. from the sample population survey It was found that there were 297 respondents. Most of the respondents were female, with a total of 234 people, representing 78.8 percent, while there were 63 people representing 21.2%, most of them aged between 20-40 years, number 202. 68% of people, 195 people, accounting for 65.7 percent, have graduated in majors. Business Administration, 80 people, representing 26.9 percent, working age between 6 - 10 years, 107 people, accounting for 36%. Financial and accounting scholars of 131 people, representing 44.1%. Position level is in the process of 93 people, accounting for 31.3%. The total monthly working income level is 30,000 baht or more, 207 people, representing 69.7%. There are only Knowledge and understanding of the work system affects the efficiency of financial transaction preparation of the Office of the Court of Justice. only the effect at 0.05 level of statistical significance

Keywords: Financial Reporting Performance

บทนำ

สำนักงานศาลยุติธรรมมีอำนาจ หน้าที่เกี่ยวกับงานธุรการศาลยุติธรรม ได้แก่ การจัดทำงบประมาณรายจ่ายประจำปี การบริหารการเงิน การพัสดุ การวางแผน เกี่ยวกับบุคลากรการบริหารจัดการอาคาร สถานที่งานทางวิชาการและงานส่งเสริมงานตุลาการ ซึ่งลักษณะของงานเหล่านี้เป็นไป ตามลักษณะของการบริหารองค์กรหรือหน่วยงาน และที่สำคัญคือการสนับสนุนงานตุลาการอันเป็นภาระหลักให้ดำเนินไปอย่างเป็นระบบ มีประสิทธิภาพ และเป็นเลิศ ในการอำนวยความยุติธรรมสำนักงานศาลยุติธรรม เป็นองค์กร

[1] หลักสูตรบริหารธุรกิจมหาบัณฑิต วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม
[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม

อิสระที่ดูแลงาน ธุรการของศาลยุติธรรม มีฐานะเป็นนิติบุคคล โดยมีเลขาธิการสำนักงานศาลยุติธรรมเป็น ผู้บังคับบัญชาขึ้นตรงต่อประธานศาลฎีกา ศาลยุติธรรมตามพระธรรมนูญศาลยุติธรรม (สำนักแผนงานและงบประมาณ สำนักงานศาลยุติธรรม) และเพื่อให้การดำเนินงานดังกล่าวของเจ้าหน้าที่มีประสิทธิภาพมากขึ้น จึงมีการกำหนดนโยบาย ในการนำเทคโนโลยีมาสนับสนุน และอำนวยความสะดวกในการปฏิบัติงาน ด้านการบัญชี และแผนยุทธศาสตร์ศาลยุติธรรม พ.ศ.2565 – 2568 กำหนดยุทธศาสตร์ S พัฒนาที่ยั่งยืน (Sustainability) ในสภาพแวดล้อมที่มีการเปลี่ยนแปลงอย่างรวดเร็วก่อให้เกิดวิถีการดำเนินชีวิตของคนไทยในสังคม ในรูปแบบใหม่ที่แตกต่างไปจากเดิม ทั้งทางเศรษฐกิจ สังคม การเมือง และเทคโนโลยี เช่น ระบบเศรษฐกิจ แบบไร้เงินสดหรือทำผ่านระบบอิเล็กทรอนิกส์ สังคมแบบไร้พรมแดน และความคิดเห็นที่แตกต่างทาง การเมือง องค์กรที่เข้มแข็งจะต้องปรับตัวให้เข้ากับสถานการณ์ที่เปลี่ยนแปลงไปได้เป็นอย่างดี เพื่อให้สามารถ พัฒนาได้อย่างต่อเนื่องในระยะยาวภายใต้ข้อจำกัดของทรัพยากรและงบประมาณ

สำนักศาลยุติธรรม มีหน้าที่และความรับผิดชอบ กำกับ ดูแล ให้คำปรึกษาแนะนำ และชี้แจง แก่หน่วยงานในเขตอำนาจอธิบดีผู้พิพากษาภาค เกี่ยวกับการดำเนินการด้านการบริหาร ซึ่งมีศาลในสังกัดจำนวนทั้งสิ้น 32 ศาล และแต่ละศาลมีสำนักอำนวยการประจำศาลหรือสำนักงานประจำศาล ทำหน้าที่สนับสนุนและอำนวยความสะดวกในการพิจารณาพิพากษาคดีของศาลยุติธรรม ปฏิบัติงานด้านธุรการคดีและธุรการทั่วไป มีการแบ่งส่วนงานภายใน ของศาลตามหน้าที่และภารกิจ ที่แตกต่างกัน ส่วนคลังหรือกลุ่มงานคลังในสังกัดสำนักอำนวยการหรือสำนักงานประจำ ศาล มีหน้าที่และความรับผิดชอบ การรับจ่ายเงิน เก็บรักษาเงินและเอกสารทางการเงิน จัดตั้งคำของบประมาณประจำปี บริหารเงินงบประมาณ เงินนอกงบประมาณ เงินในคดี จัดเก็บรวบรวมข้อมูล เกี่ยวกับการใช้จ่ายเงินงบประมาณประจำปี จัดทำรายงานการเงิน การคลังงานพัสดุ อาคารสถานที่และยานพาหนะ ให้เป็นตามระเบียบ และกฎหมายที่กำหนด ส่วนคลังหรือกลุ่มงานคลังในสังกัดสำนักอำนวยการหรือสำนักงานประจำศาล ซึ่งอยู่ภายใต้การกำกับดูแลของสำนักงานศาลยุติธรรม มีบุคลากร ในสังกัดเป็นจำนวนมาก ทำให้มีความแตกต่างทั้งด้านความรู้ ความสามารถ ทักษะ และทัศนคติ จึงอาจทำให้การบริหารงานบางหน่วยงาน การควบคุม การสั่งการอาจไม่บรรลุเป้าหมาย หรือเกิด ความคลาดเคลื่อนได้ ประกอบกับปัจจุบันมีการเปลี่ยนแปลงเกี่ยวกับ กฎ ระเบียบ ข้อบังคับ และแนวทางปฏิบัติของ องค์กร ซึ่งอาจส่งผลต่อประสิทธิภาพการปฏิบัติงานของผู้ปฏิบัติงาน และจากรายงานผลการตรวจสอบของสำนักตรวจสอบภายในสำนักงานศาลยุติธรรม ซึ่งได้ตรวจสอบการปฏิบัติตามนโยบาย ระเบียบ และ วิธีปฏิบัติเกี่ยวกับการ บริหารงบประมาณ การเงิน การทำรายงานทางการเงินของหน่วยงานในสังกัดสำนักงานศาลยุติธรรม ได้ให้ข้อสังเกตเกี่ยวกับ การทำรายงานทางการเงินการควบคุมภายใน การเบิกจ่าย การพัสดุ มีบางหน่วยงานดำเนินการไม่เป็นไปตามระเบียบที่กำหนด การทำรายงานทางการเงินยังมีความผิดพลาดคลาดเคลื่อน และตามที่สำนักการคลังได้ตรวจสอบรายงานการเงินและรายละเอียดประกอบงบการเงินประจำปีงบประมาณ พ.ศ. 2563 พบว่ารายงานงบการเงินของหน่วยงานในสังกัดสำนักงานศาลบางหน่วยงานยังมีความผิดพลาดคลาดเคลื่อนและส่งล้าช้า ทำให้การตรวจสอบการทำรายงานทางการเงินเพื่อจัดส่งรายงานการเงินในภาพรวมของสำนักงานศาลยุติธรรมให้กับสำนักงานการตรวจเงินแผนดินและกรมบัญชีกลางเกิด ความล่าช้าและผู้บริหารไม่สามารถนำข้อมูลต่าง ๆ ที่มีอยู่มาใช้ในการบริหารได้ จากปัญหาดังกล่าว ทำให้ทราบว่า ผู้ปฏิบัติงานการทำรายงานทางการเงินของแต่ละหน่วยงานมีความแตกต่างกัน หากไม่เร่งแก้ไขอย่างถูกต้อง จะทำให้การ ปฏิบัติงานของผู้ปฏิบัติงานการทำรายงานทางการเงินไม่เกิดประสิทธิภาพและประสิทธิผลตามที่องค์กรต้องการ ซึ่งอาจ ก่อให้เกิดปัญหาต่างๆ ตามมา อันจะส่งผลกระทบต่อความมั่นคง ความเชื่อมั่น และความสำเร็จขององค์กรได้

ดังนั้น ผู้วิจัยจึงได้ตระหนักถึงความสำคัญของปัญหาที่เกิดขึ้นต่องานการทำรายงานทางการเงินของศาลยุติธรรม จึงมีความสนใจที่จะศึกษา ถึงปัจจัยที่ส่งผลต่อประสิทธิภาพการทำรายงานทางการเงินของศาลยุติธรรม หรือไม่โดยคาดหวังว่าข้อค้นพบที่ได้จากการศึกษาครั้งนี้ จะสามารถใช้เป็นแนวทางในการพัฒนาและแก้ไขปัญหาการ ปฏิบัติงานการทำรายงานทางการเงินของศาลยุติธรรมให้ถูกต้อง ตามกฎ ระเบียบ และแนวทางปฏิบัติที่องค์กรกำหนด ลดข้อทักท้วงจากการ ตรวจสอบทางการเงินของสำนักตรวจสอบภายในหรือสำนักงานการตรวจเงินแผนดิน สามารถนำไปปรับใช้ในการ บริหารงานภายในเพื่อส่งเสริมประสิทธิภาพการทำงานได้สูงขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยที่มีผลต่อประสิทธิภาพในการจัดทำรายงานทางการเงินของสำนักงานศาลยุติธรรม
2. เพื่อศึกษาปัจจัยในการทำงานที่ส่งผลต่อประสิทธิภาพในการจัดทำรายงานทางการเงินของสำนักงานศาลยุติธรรม

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้เป็นการสุ่มตัวอย่าง ได้แก่ เจ้าหน้าที่การเงินในสำนักงานศาลยุติธรรม จำนวน 297 คน ตัวแปรอิสระ ได้แก่ ปัจจัยที่มีผลต่อประสิทธิภาพในการจัดทำรายงานทางการเงินของสำนักงานศาลยุติธรรม

1.ความก้าวหน้าและมั่นคงในงาน

2. ขวัญและกำลังใจใน การปฏิบัติงาน

3. ความสัมพันธ์ของบุคลากรในหน่วยงาน

4. ความรู้ความเข้าใจในระบบงาน

5. สภาพแวดล้อมในกาปฏิบัติงาน

ตัวแปรตาม ได้แก่ ประสิทธิภาพในการจัดทำรายงานทางการเงินของสำนักงานศาลยุติธรรม การสุ่มตัวอย่างจำนวนดังกล่าวเพื่อมาศึกษานั้น จะใช้วิธีการสุ่มแบบไม่ใช้ความน่าจะเป็น (Non-Probability Sampling) โดยวิธีเฉพาะเจาะจง (Purposive Sampling) ขอบเขตด้านประชากรและกลุ่มตัวอย่าง ประชากรและกลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้เป็นการสุ่มตัวอย่าง ได้แก่ เจ้าหน้าที่การเงินในสำนักงานศาลยุติธรรม ขอบเขตด้านเวลา ระยะเวลาในการเก็บข้อมูลคือ เดือน มิถุนายน 2565 – กรกฎาคม 2565

เครื่องมือที่ใช้ในการวิจัย และขั้นตอนในการวิจัย

1. ศึกษาแนวความคิด ทฤษฎี เอกสารและวรรณกรรมที่เกี่ยวข้องกับ แนวคิดและทฤษฎีเกี่ยวกับประสิทธิภาพ และแนวคิดและทฤษฎีเกี่ยวกับพัฒนาการปฏิบัติงาน

2. ศึกษาหลักเกณฑ์และวิธีการสร้างแบบสอบถาม จากตำรา เอกสารและ วรรณกรรมที่เกี่ยวข้องกับ ประสิทธิภาพการทำงานและหลักการทำงาน เพื่อนำมาเป็นแนวทางและสร้างแบบสอบถาม

3. สร้างแบบสอบถามตามหลักเกณฑ์ให้ครอบคลุมเนื้อหาโดยศึกษาจากแบบสอบถาม

สรุปผลการวิจัย

ผลจากการวิจัยวัตถุประสงค์ที่ 1 เพื่อศึกษาปัจจัยที่มีผลต่อประสิทธิภาพในการจัดทำรายงานทางการเงินของสำนักงานศาลยุติธรรม สอดคล้องกับ การศึกษาวิจัยเรื่องของ สุชาดา กาญจนนิมมาน (2559) ศึกษาเรื่องประสิทธิภาพในการปฏิบัติงานของข้าราชการ พบว่า ปัจจัยที่มีความสัมพันธ์ กับประสิทธิภาพในการปฏิบัติงานของพนักงานของศาลยุติธรรม กับปัจจัยส่วนบุคคลของข้าราชการ ประชากรและกลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้คือ ข้าราชการในศาลยุติธรรม ผลการทดสอบสมมติฐานพบว่า ปัจจัยส่วนบุคคล ได้แก่ เพศ อายุ ระดับการศึกษา ระดับตำแหน่ง ระดับเงินเดือน และระยะเวลาในการ ปฏิบัติงาน มีความสัมพันธ์กับความคิดเห็นเกี่ยวกับประสิทธิภาพในการปฏิบัติงานส่วนปัจจัย ด้านโอกาสความก้าวหน้าในหน้าที่การงาน ท่านมีโอกาสทดลองปฏิบัติงานที่มีความรับผิดชอบสูงกว่าปัจจุบัน ความก้าวหน้าในการทำงานขึ้นอยู่กับความรู้ความสามารถในการทำงาน เป็นสำคัญ

ผลจากการวิจัยวัตถุประสงค์ที่ 2 เพื่อศึกษาปัจจัยในการทำงานที่ส่งผลต่อประสิทธิภาพในการจัดทำรายงานทางการเงินของสำนักงานศาลยุติธรรม สอดคล้องกับ การศึกษาวิจัยเรื่องของ กิติภัส เพ็งศรี(2559) ศึกษาเรื่องปัจจัยที่มีผลต่อประสิทธิภาพในการปฏิบัติงาน ของเจ้าหน้าที่พัฒนาชุมชน พบว่า ประสิทธิภาพในการปฏิบัติงานของเจ้าหน้าที่ในศาลยุติธรรม ส่วนปัจจัยขวัญและกำลังใจใน การปฏิบัติงานก่อให้เกิด ประสิทธิภาพในการปฏิบัติงาน ได้แก่โอกาส ก้าวหน้าในหน้าที่การงาน การมีส่วนร่วมในการ วางแผน มีความมุ่งมั่นที่จะปรับปรุงพัฒนางานในหน้าที่ที่รับผิดชอบให้ดียิ่งขึ้น และการเพิ่มพูนเข้าใจ และสามารถอธิบายได้ถึงกระบวนการ ระบบขั้นตอนหรือมาตรฐานการ ปฏิบัติงานที่รับผิดชอบ ประยุกต์ใช้ความรู้ที่มีในการปฏิบัติงานให้สำเร็จ ได้ด้วยตนเองความรู้ความสามารถมีความสัมพันธ์ เชิงบวกกับ ประสิทธิภาพในการปฏิบัติงานของเจ้าหน้าที่ในศาลยุติธรรม อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

อภิปรายผลการวิจัย

ความก้าวหน้าและมั่นคงในงาน สามารถนำไปพัฒนาตัวบุคลากรในหน่วยงาน การจะทำสิ่งใดให้ได้ดีเราควรทำความรู้จักตัวเองเสียก่อน สิ่งไหนที่เราทำแล้วรู้สึกมี Passion กับมัน รู้สึกมีความสุขและสนุกทุกครั้งที่ได้ลงมือทำ เมื่อรู้จักตัวเองดีพอแล้ว จึงหันมาเรียนรู้และพัฒนาตนเองในสิ่งนั้นให้เชี่ยวชาญชำนาญ ไม่มีสิ่งใดจะดีไปกว่าการได้ทำงานที่รักอย่างเป็นสุขตั้งเป้าหมายในการทำงานอันที่จริงมนุษย์เราตั้งเป้าหมายเรื่องงานให้กับตัวเอง คือการได้มีความก้าวหน้าและความมั่นคงในงาน และเมื่อมีแล้วก็ตั้งเป้าต่อไปว่าจะต้องได้ค่าตอบแทนที่ดีและมีโอกาสได้เลื่อนตำแหน่ง ปัจจัยด้านขวัญและกำลังใจใน การปฏิบัติงานในการทำงานหนึ่ง ๆ นั้น งานจะออกมามีคุณภาพหรือไม่เสร็จทันเวลาหรือได้รับความร่วมมือจากผู้ร่วมงานหรือไม่ส่วนหนึ่งขึ้นอยู่กับสภาพแวดล้อมในการทำงานเพราะสภาพแวดล้อมในการทำงานจะส่งผลต่อความคิด ความรู้สึก อารมณ์ของผู้ปฏิบัติงานซึ่งก็หมายถึงขวัญและกำลังใจในการทำงานด้วย ด้วยเหตุที่บรรยากาศในสถานที่ทำงานความสัมพันธ์ที่ดีของกลุ่มทำงานสนุกกับการทำงานร่วมกันเป็นทีม เห็นประโยชน์ รับฟังความคิดเห็นซึ่งกันและกันช่วยกันแก้ไขปัญหาในงาน พฤติกรรมที่แสดงออกทางสีหน้าและท่าทาง สิ่งเหล่านี้ถ้าทุกคนร่วมมือร่วมใจกันก็จะมีผลให้สถานที่ทำงานน่าทำงานและสามารถทำงานได้ง่ายขึ้น สะดวกสบายขึ้น ปัญหาที่เคยมี เราก็จะมีส่วนในการแก้ไขปัญหาเราก็จะรู้สึกมั่นใจ ภาคภูมิใจได้รับการยอมรับผลก็คือขวัญและกำลังใจในการทำงานที่ดีมากขึ้น ปัจจัยด้านความสัมพันธ์ของบุคลากรในหน่วยงาน เนื่องจากการทำงานของมนุษย์ เป็นการทำงานร่วมกับ ผู้อื่น ไม่สามารถทำงานคนเดียวได้มนุษย์ต้องอาศัยสังคมในการทำงาน ดังนั้นการมีเพื่อนร่วมงาน ที่ดี มีความรู้สึกสนิทสนม เป็นการสร้างความรู้สึกอยากมาทำงาน แม้ว่าบางครั้งจะมีปัญหาหรือ

สาเหตุอื่น ๆ ที่ทำให้ไม่อยากทำงานอีกต่อไป แต่หากได้เพื่อนร่วมงานที่รับฟังได้ทุกเรื่อง ทั้งเรื่องงานเรื่องส่วนตัว มีการช่วยกันระดมความคิดในการสร้างสรรค์ผลงาน ก็จะเป็นการรักษาสถานะ สมาชิกภาพขององค์การของพนักงานให้ดำรงอยู่ต่อไปได้ พร้อมทั้งมีการสร้างสรรค์ผลงานใหม่ ๆ อยู่เสมอ

ข้อเสนอแนะ

1. ควรศึกษาปัจจัยที่ส่งผลต่อแรงจูงใจในตำแหน่งหน้าที่ราชการของ ข้าราชการศาลยุติธรรม เพื่อเสริมสร้างกระตุ้น ให้ข้าราชการศาลยุติธรรมประสบความสำเร็จสูงสุดในการปฏิบัติงานกับองค์กร และเสริมสร้างประสิทธิภาพในการปฏิบัติงานให้มาตรฐานเป็นที่ยอมรับและเชื่อมั่นศรัทธาแก่บุคคลภายนอก

2. ควรศึกษาปัจจัยที่ส่งผลต่อความผูกพันของข้าราชการในกระบวนการยุติธรรม เพื่อพัฒนาสร้างความสัมพันธ์อันดีระหว่างบุคลากร และประสานความร่วมมือระหว่างหน่วยงาน ในกระบวนการยุติธรรม ในการแก้ไขปัญหาข้อข้อง ให้ความร่วมมือกัน ในการปฏิบัติงานเชิงบูรณาการ และปฏิบัติงานร่วมกันอย่างมีประสิทธิภาพ

3. ควรศึกษาปัจจัยที่ส่งผลให้พนักงานหรือผู้มีส่วนเกี่ยวข้องในคดีของศาล สามารถ เข้าถึง การใช้ระบบเทคโนโลยีสารสนเทศในการบริหารจัดการคดีการใช้สื่อดิจิทัลในระบบงาน เพื่ออำนวยความสะดวกแก่ประชาชนลดการเดินทางมาติดต่อราชการที่ศาลยุติธรรม

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หลักธรรมาภิบาลที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม

Good Governance Principles Affecting the Operations Efficiency of Financial And Fiscal in The Office of The Court of Justice

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นนทิพันธุ์ ประยูรหงษ์ Nontipan Prayurhong[2]

บทคัดย่อ

การวิจัยครั้งนี้มีเพื่อศึกษาหลักธรรมาภิบาลที่ส่งผลต่อระดับประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม เพื่อเปรียบเทียบความคิดเห็นต่อหลักธรรมาภิบาล จำแนกตามปัจจัยส่วนบุคคล เพศ อายุ ระดับการศึกษา ตำแหน่ง และระยะเวลาในการปฏิบัติงาน ส่งผลต่อระดับประสิทธิภาพในการปฏิบัติงาน ด้านการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม และเพื่อศึกษาแนวทางในการแก้ไขปรับปรุงเปลี่ยนแปลงเพื่อนำไปสู่การพัฒนาหลักธรรมาภิบาลที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม โดยกลุ่มตัวอย่างที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ การสุ่มตัวอย่างแบบสำรวจ ข้าราชการศาลยุติธรรม ตำแหน่งการเงินและบัญชีในหน่วยงานสำนักงานศาลยุติธรรม จำนวน 299 คน ตัวแปรอิสระ คือ ปัจจัยส่วนบุคคล และหลักธรรมมาภิบาล ตัวแปรตาม คือ ประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง โดยมีเครื่องมือที่ใช้ในการวิจัยคือ แบบสอบถามและวิเคราะห์ข้อมูลด้วยเครื่องมือทางเทคนิคสถิติเชิงพรรณนาและสถิติเชิงอ้างอิง

ผลการวิเคราะห์ข้อมูลด้านประชากรศาสตร์ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็น เพศหญิง ระดับการศึกษาปริญญาตรี จากการศึกษาปัจจัยหลักธรรมาภิบาล พบว่า ระดับความคิดเห็นที่มากที่สุดคือ หลักนิติธรรม ที่เป็นความชอบธรรมทางกฎหมาย กฎระเบียบข้อบังคับและกติกาต่าง ๆโดยมีการยินยอมพร้อมใจและถือปฏิบัติร่วมกัน อย่างเสมอภาคและเป็นธรรม และการศึกษาปัจจัยประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลัง พบว่า ระดับความคิดเห็นที่มากที่สุดคือ คุณภาพงาน ที่เป็นกระบวนการเพื่อให้บรรลุจุดมุ่งหมายโดยมีเป้าหมายที่สนองความต้องการของผู้รับบริการ จึงสรุปได้ว่า หลักธรรมาภิบาลที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม

คำสำคัญ: หลักธรรมาภิบาลและประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลัง

Abstract

The purpose of this research was to study the principles of good governance that affect the level of efficiency in financial performance in the Court of Justice. to compare reviews good governance Classified by personal factors, gender, age, education level, position and length of service affect the level of efficiency in operation Finance and Fiscal in the Office of the Court of Justice and to study the guidelines for amendments and changes in order to lead to the development of good governance that affects the efficiency of financial and fiscal operations in the Office of the Court of Justice The samples used in this research were survey sampling. court officials Financial and accounting positions in the Office of the Court of Justice of 299 people. Independent variables were personal factors. and the principles of good governance. The dependent variable was the efficiency of financial and fiscal operations. The tools used in the research are.

The analysis of demographic data revealed that most of the respondents were female, with bachelor's degree. From the study of the principles of good governance, it was found that the highest level of opinion was the rule of law, which is legal legitimacy, rules, regulations and rules. with mutual consent and adherence equally and fairly and the study of efficiency factors in fiscal and financial performance, it was found that the highest level of opinion was the quality of work, which is a process for achieving the objectives with the goal of meeting the

[1] หลักสูตรบริหารธุรกิจมหาบัณฑิต วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม
[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม

needs of the service recipients. Therefore, it can be concluded that Good Governance Principles Affecting the Efficiency of Financial and Fiscal Operations in the Office of the Court of Justice

Keywords: Good governance principles and efficiency in operations fiscal finance

บทนำ

สำนักงานศาลยุติธรรมยึดมั่นในการดำเนินงานด้วยความซื่อสัตย์สุจริต ตามหลักธรรมาภิบาลมาโดยตลอด จึงได้พัฒนาระบบการประเมินคุณธรรมและความโปร่งใสในการดำเนินงานของศาลยุติธรรม รวมทั้งพัฒนากลไกและระบบงานป้องกันการทุจริตให้มีประสิทธิภาพ เพื่อให้ข้าราชการศาลยุติธรรม พนักงานราชการ และลูกจ้าง ปฏิบัติหน้าที่ตามกฎหมาย ยึดมั่นประมวลจริยธรรมในการดำรงตน และ อำนวยความยุติธรรมให้แก่ประชาชนโดยรวดเร็ว เป็นธรรม ปราศจากอคติ ในการดำเนินงานโดยยึดหลักนิติธรรมเพื่อสร้างความเสมอภาคและความเท่าเทียมกัน และเพื่อแสดงความมุ่งมั่นตั้งใจที่จะดำเนินงานด้วยความซื่อสัตย์สุจริต ปราศจากการทุจริตคอร์รัปชัน และหลักธรรมาภิบาลในด้านใดที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลังในสำนักงานศาลยุติธรรมมากที่สุด

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาหลักธรรมาภิบาลที่ส่งผลต่อระดับประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม

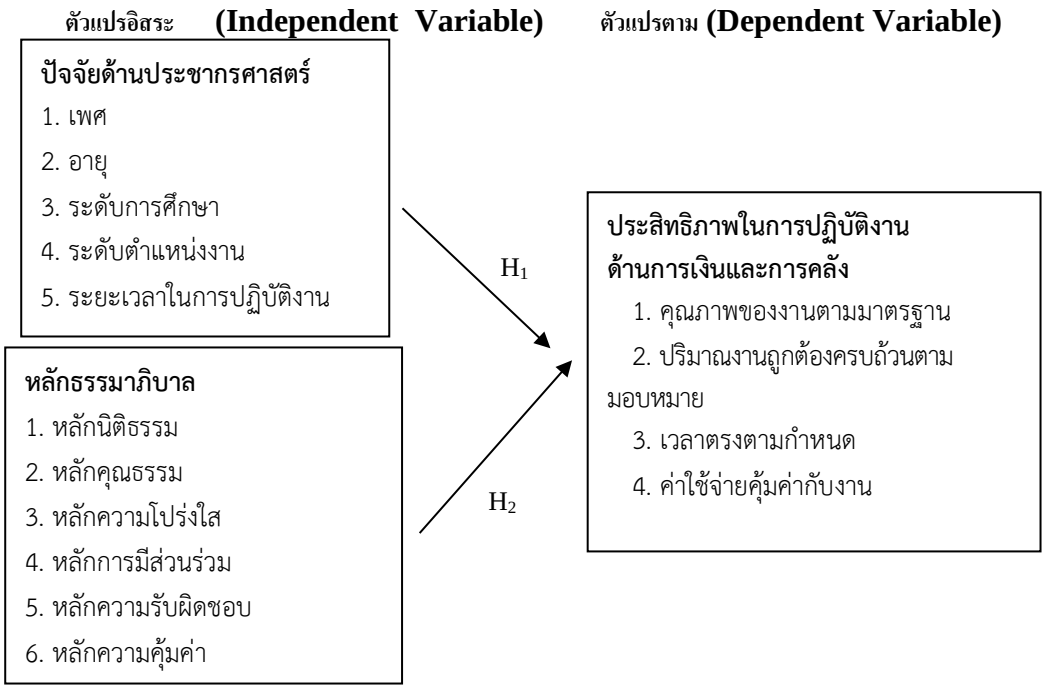
2. เพื่อเปรียบเทียบความคิดเห็นต่อหลักธรรมาภิบาล จำแนกตามปัจจัยส่วนบุคคล เพศ อายุ ระดับการศึกษา ตำแหน่ง และระยะเวลาในการปฏิบัติงาน ส่งผลต่อระดับประสิทธิภาพในการปฏิบัติงาน ด้านการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม

3. เพื่อศึกษาแนวทางในการแก้ไขปรับปรุงเปลี่ยนแปลงเพื่อนำไปสู่การพัฒนาหลักธรรมาภิบาลที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม

วิธีการดำเนินการวิจัย

กรอบแนวคิดในการวิจัย

ความสัมพันธ์ระหว่างตัวแปรที่ต้องการศึกษาตามวัตถุประสงค์การวิจัย แสดงในกรอบแนวคิดการวิจัยได้ดังภาพประกอบที่ 1.1



ภาพที่ 1.1 กรอบแนวคิดการวิจัย (Conceptual Framework)

สมมติฐานการวิจัย

จากกรอบแนวคิดการวิจัยข้างต้น จึงสามารถกำหนดสมมติฐานเพื่อการวิจัยได้ดังนี้

สมมติฐานที่ 1 (H1) ปัจจัยด้านประชากรศาสตร์ที่แตกต่างกัน จะมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังแตกต่างกัน

H1.1 เพศที่ต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังแตกต่างกัน

H1.2 อายุที่ต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังแตกต่างกัน

H1.3 ระดับการศึกษาที่ต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังแตกต่างกัน

H1.4 ระดับตำแหน่งงานที่ต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังแตกต่างกัน

H1.5 ระยะเวลาในการปฏิบัติงานที่ต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังแตกต่างกัน

สมมติฐานที่ 2 (H2) หลักธรรมาภิบาลมีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

H2.1 หลักนิติธรรมมีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

H2.2 หลักคุณธรรมมีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

H2.3 หลักความโปร่งใสมีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

H2.4 หลักการมีส่วนร่วมมีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

H2.5 หลักความรับผิดชอบมีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

H2.6 หลักความคุ้มค่ามีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

1. ขอบเขตด้านเนื้อหา

ในการศึกษาครั้งนี้ ผู้วิจัยมุ่งศึกษาหลักธรรมาภิบาลที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม มีขอบเขตเนื้อหาดังต่อไปนี้

1.1 หลักธรรมาภิบาล 6 ประการ ประกอบด้วย หลักนิติธรรม หลักคุณธรรม หลักความโปร่งใส หลักการมีส่วนร่วม หลักความรับผิดชอบ และหลักความคุ้มค่า (ระเบียบสำนักนายกรัฐมนตรีว่าด้วยการสร้างระบบบริหารกิจการบ้านเมืองและสังคมที่ดี. 2542)

1.2 ประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม ประกอบด้วย คุณภาพของงาน ปริมาณงาน เวลาและค่าใช้จ่าย (กชกร เอ็นดูราษฎ์. 2547: 11)

2. ขอบเขตด้านประชากรและกลุ่มตัวอย่าง (Population and sample)

2.1 ประชากรที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ ข้าราชการศาลยุติธรรม ตำแหน่งการเงินและบัญชี ในหน่วยงานสำนักงานศาลยุติธรรม รวมทั้งสิ้น 987 คน (ที่มา: ส่วนเงินเดือนสำนักการคลัง สำนักงานศาลยุติธรรม ณ 31 ตุลาคม 2564)

2.2 กลุ่มตัวอย่างที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ การสุ่มตัวอย่างแบบสำรวจ ข้าราชการศาลยุติธรรม ตำแหน่งการเงินและบัญชีในหน่วยงานสำนักงานศาลยุติธรรม ขนาดกลุ่มตัวอย่างที่เหมาะสม ที่ใช้ในการศึกษา คือ 284 คน โดยวิเคราะห์จากแนวคิดของ Taro Yamane (1973) ในการนี้ ผู้วิจัยสร้างแบบสอบถาม Google Form แล้วส่งไปยังกลุ่มตัวอย่างโดยใช้ช่องทาง Online ได้แก่ Line หรือ Facebook จึงทำให้มีผู้ตอบกลับแบบสอบถามจำนวนมาก ผู้วิจัยจึงเก็บข้อมูลที่ได้ตามจริง ทั้งหมด 299 คน

3. ขอบเขตด้านตัวแปร

3.1 ตัวแปรอิสระ แบ่งออกได้ 2 กลุ่ม ได้แก่ ปัจจัยส่วนบุคคล และหลักธรรมมาภิบาล

3.1.1 ปัจจัยส่วนบุคคลของบุคลากรด้านการเงินและการคลัง ประกอบด้วย

1) เพศ

2) อายุ

3) ระดับการศึกษา

4) ระดับตำแหน่ง

5) ระยะเวลาในการปฏิบัติงาน

3.1.2 หลักธรรมาภิบาล ผู้วิจัยได้ประยุกต์มาจากระเบียบสำนักนายกรัฐมนตรีว่าด้วยการสร้างระบบบริหารกิจการบ้านเมืองและสังคมที่ดี พ.ศ. 2542 ได้แก่

3.2.1 หลักนิติธรรม

3.2.2 หลักคุณธรรม

3.2.3 หลักความโปร่งใส

3.2.4 หลักการมีส่วนร่วม

3.2.5 หลักความรับผิดชอบ

3.2.6 หลักความคุ้มค่า

3.2 ตัวแปรตาม ประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง ผู้วิจัยได้ประยุกต์แนวคิดเกี่ยวกับประสิทธิภาพ จาก (กชกร เอ็นดูราษฎ์. 2547 : 11) ซึ่งมีองค์ประกอบ ดังนี้

1) คุณภาพของงานตามมาตรฐาน

2) ปริมาณงานครบถ้วนตามมอบหมาย

3) เวลาตรงตามกำหนด

4) ค่าใช้จ่ายคุ้มค่ากับงาน

4. ขอบเขตด้านพื้นที่

ทำการศึกษาในเขตพื้นที่ในหน่วยงานสำนักงานศาลยุติธรรมทั้ง 274 ศาล (9 สาขา) (ที่มา: สำนักแผนงานและงบประมาณ สำนักงานศาลยุติธรรม ณ 1 ตุลาคม 2563)

5. รูปแบบการวิจัย

การวิจัยครั้งนี้ใช้รูปแบบการวิจัยเชิงปริมาณ (Quantitative research) โดยใช้รูปแบบการวิจัยเชิงสำรวจ (Survey Research)

***6.* การวิเคราะห์ข้อมูล**

การวิจัยครั้งนี้ทำการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ ด้วยโปรแกรมสำเร็จรูป SPSS ในการประมวลผลและวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิจัย แบ่งออกเป็น 2 กลุ่มดังนี้

1. สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานอธิบายคุณลักษณะของตัวแปรต่างๆ เพื่อตอบวัตถุประสงค์การวิจัย

2. สถิติเชิงอนุมาน (Inferential Statistics) ได้แก่ ค่า *t*-test ค่า *F*-test และการวิเคราะห์ถดถอย (Regression Analysis) เพื่อใช้ในการทดสอบสมมติฐานการวิจัย (จะใช้สถิติอะไรนั้น ขึ้นอยู่กับสมมติฐานการวิจัย)

สรุปผลการวิจัย

ผู้วิจัยศึกษาเรื่อง หลักธรรมาภิบาลที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรมเพื่อให้ผู้บริหารทราบถึงหลักธรรมาภิบาลที่ส่งผลประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลังซึ่งได้รวบรวมทั้งข้อเสนอแนะในการปรับปรุงและพัฒนาประสิทธิภาพในการทำงานของบุคลากร ซึ่งผู้วิจัยสรุปผลการศึกษาออกเป็น 4 ตอน ดังนี้

ตอนที่ 1 ข้อมูลด้านประชากรศาสตร์ของผู้ตอบแบบสอบถาม

ตอนที่ 2 ข้อมูลปัจจัยหลักธรรมาภิบาล

ตอนที่ 3 ข้อมูลปัจจัยประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลัง

ตอนที่ 4 ผลการวิเคราะห์สมมติฐานการวิจัย

ตอนที่ 1 ข้อมูลด้านประชากรศาสตร์ของผู้ตอบแบบสอบถาม

ผลการวิเคราะห์ข้อมูลด้านประชากรศาสตร์ พบว่าผู้ตอบแบบสอบถามส่วนใหญ่เป็น เพศ หญิง มีจำนวน 154 คน คิดเป็นร้อยละ 51.51 มีอายุอยู่ระหว่าง ต่ำกว่า 30 ปี จำนวน 116 คนคิดเป็นร้อยละ 38.80 ระดับการศึกษา ปริญญาตรี จำนวน 120 คน คิดเป็นร้อยละ 40.13 ระดับตำแหน่งงาน เจ้าพนักงานการเงินและบัญชีปฏิบัติงาน จำนวน 116 คน คิดเป็นร้อยละ 38.80 และ มีอายุการทำงานระหว่าง 1 - 5 ปี จำนวน 129 คน คิดเป็นร้อยละ 43.14

ตอนที่ 2 ข้อมูลปัจจัยหลักธรรมาภิบาล

จากการศึกษาปัจจัยหลักธรรมาภิบาล ในหน่วยงานสำนักงานศาลยุติธรรม พบว่า

ปัจจัยหลักธรรมาภิบาล อยู่ในระดับ มาก ($\bar{x}$ = 4.0621, S.D. = 0.59443) และเมื่อพิจารณาแยกเป็นรายองค์ประกอบ พบว่า ในความคิดเห็นระดับ มาก ค่าเฉลี่ยที่สูงที่สุด คือ หลักนิติธรรม ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.2785, S.D. = 0.72344) รองลงมาคือ หลักความรับผิดชอบ ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.0323, S.D. = 0.82652) หลักความคุ้มค่า ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.0234, S.D. = 0.84158) หลักความโปร่งใส ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.0111, S.D. = 0.7909) หลักการมีส่วน

ร่วม ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.0100, S.D. = 0.91862) และหลักคุณธรรม ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 3.9682, S.D. = 0.90106) ตามลำดับ

ตอนที่ 3 ข้อมูลปัจจัยประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลัง

จากการศึกษาปัจจัยประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลัง ในหน่วยงานสำนักงานศาลยุติธรรม พบว่า

ปัจจัยประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลัง อยู่ในระดับ มาก ($\bar{x}$ = 4.0477, S.D. = 0.63986) และเมื่อพิจารณาแยกเป็นรายองค์ประกอบพบว่า ในความคิดเห็นระดับ มาก ค่าเฉลี่ยที่สูงที่สุด คือ คุณภาพงาน ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.2207, S.D. = 0.77356) รองลงมาคือ ปริมาณงาน ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.0418, S.D. = 0.87992) เวลา ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.0111, S.D. = 0.7909) และคุ้มค่ากับงาน ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 3.8938, S.D. = 0.82116) ตามลำดับ

ตอนที่ 4 ผลการวิเคราะห์สมมติฐานการวิจัย

สมมติฐานที่ 1.1 – 1.5 ปัจจัยด้านประชากรศาสตร์ (ประกอบด้วย เพศ อายุ ระดับการศึกษา ระดับตำแหน่งงาน และระยะเวลาในการปฏิบัติงานต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังแตกต่างกัน ใช้สถิติ t-Test และ One-way ANOVA

สมมติฐานที่ 1.1 เพศที่ต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังแตกต่างกัน

สมมติฐานที่ 1.2 อายุที่ต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังแตกต่างกัน จำแนกอายุ

สมมติฐานที่ 1.3 ระดับการศึกษาที่ต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังแตกต่างกัน

สมมติฐานที่ 1.4 ระดับตำแหน่งงานที่ต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังแตกต่างกัน

สมมติฐานที่ 1.5 ระยะเวลาในการปฏิบัติงานที่ต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังแตกต่างกัน

ผลการวิเคราะห์สามารถสรุปได้ดังนี้ บุคลากรที่มี อายุ ระดับการศึกษา ระดับตำแหน่งงาน และระยะเวลาในการปฏิบัติงานต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังที่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 เพศที่ต่างกันไม่มีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

สมมติฐานที่ 2.1 – 2.6 ปัจจัยหลักธรรมาภิบาล ใช้สถิติ Regression

สมมติฐานที่ 2.1 หลักนิติธรรมมีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

สมมติฐานที่ 2.2 หลักคุณธรรมมีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

สมมติฐานที่ 2.3 หลักความโปร่งใสมีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

สมมติฐานที่ 2.4 หลักการมีส่วนร่วมมีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

สมมติฐานที่ 2.5 หลักความรับผิดชอบมีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

สมมติฐานที่ 2.6 หลักความคุ้มค่ามีความสัมพันธ์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

อภิปรายผลการวิจัย

ผลการวิจัยเรื่อง หลักธรรมาภิบาลที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม

ข้อมูลปัจจัยหลักธรรมาภิบาล สามารถอภิปรายผลได้ดังนี้

บุคลากรในองค์กร ได้ให้ความสำคัญปัจจัยหลักธรรมาภิบาล อันดับแรกคือ หลักนิติธรรม

ข้อมูลปัจจัยประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง สามารถอภิปรายผลได้ดังนี้

บุคลากรในองค์กร ได้ให้ความสำคัญปัจจัยประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลัง มากที่สุดคือ คุณภาพ

ผลการวิเคราะห์สมมติฐานการวิจัย

สมมติฐานที่ 1 การทดสอบความแตกต่างระหว่างปัจจัยด้านประชากรศาสตร์กับประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

ผลการวิเคราะห์สามารถสรุปได้ดังนี้

บุคลากรที่มี อายุ ระดับการศึกษา ระดับตำแหน่งงาน และระยะเวลาในการปฏิบัติงาน ต่างกันมีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลังที่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 เพศที่ต่างกันไม่มีผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินและการคลัง

พระครูปลัดประวิทย์ วรธมฺโมและคณะ (2564 : 45-46)ได้ศึกษา การนำหลักธรรมาภิบาลมาใช้กับการบริหารงานภาครัฐ* พบว่า ธรรมาภิบาลในการบริหารจัดการภาครัฐ จึงหมายถึง ปทัสถาน ค่านิยม และกติกา ในการแข่งขันที่การจัดการภาครัฐจะได้รับการจัดการภาครัฐด้วยรูปแบบที่โปร่งใส มีส่วนร่วม ครอบคลุมอย่างทั่วถึงและรับผิดชอบรายงานต่อสาธารณะ ซึ่งทำให้ได้รับความไว้วางใจจากประชาชน สร้างความเชื่อมั่นต่อสาธารณะ และส่งเสริมการสร้างวัฒนธรรม ความไว้วางใจในสังคม โดยการแสดงข้อมูลที่เปิดเผยต่อสาธารณะ การรายงานความ รับผิดชอบต่อสาธารณะ การบังคับใช้กฎหมายที่เป็นธรรม และการบริหารงานสาธารที่มีคุณภาพและเสมอภาค

สมมติฐานที่ 2 การทดสอบความสัมพันธ์ระหว่างปัจจัยหลักธรรมาภิบาลที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลัง ในหน่วยงานสำนักงานศาลยุติธรรม

ผลการวิเคราะห์ พบว่า ปัจจัยหลักธรรมาภิบาล อันดับแรกคือ หลักนิติธรรม รองลงมาคือ หลักความรับผิดชอบ หลักความคุ้มค่า หลักความโปร่งใส่ หลักมีส่วนร่วม หลักคุณธรรม

ผลการวิเคราะห์ พบว่า ปัจจัยประสิทธิภาพในการปฏิบัติงานด้านการเงินการคลัง อันดับแรกคือ คือ คุณภาพ รองลงมาคือ ปริมาณ เวลา และคุ้มค่ากับงาน

ข้อเสนอแนะการวิจัย

1. ผลการวิจัยในครั้งนี้ สามารถใช้เป็นแนวทางในการส่งเสริมและพัฒนาหลักธรรมาภิบาลที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม

2. ทำให้ทราบถึงผลของหลักธรรมาภิบาลที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานการเงินการคลังในหน่วยงานสำนักงานศาลยุติธรรม

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ศึกษาความสัมพันธ์ระหว่างคุณภาพในการให้บริการกับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น

The Study Relationship Between the Quality of Service and Satisfaction of The People Paying Money Electronically of The Khon Kaen Juvenile and Family Court Administrative Office

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บทคัดย่อ

กลุ่มประชากรใช้ที่ใช้ในการศึกษาวิจัยครั้งนี้ คือ ผู้รับบริการการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น จำนวน 400 คน โดยใช้แบบสอบถามเป็นเครื่องมือในการศึกษาวิจัย รวมไปถึงการใช้สถิติในการวิเคราะห์ข้อมูลและหาค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน เพื่อทดสอบสมมติฐาน

ผลการศึกษาพบว่า (1) จากการวิเคราะห์ด้านคุณภาพในการให้บริการชำระเงินทางอิเล็กทรอนิกส์ ผ่านเครื่อง EDC อยู่ในระดับมากที่สุด มีค่าเฉลี่ยร้อยละ 4.95 (SD= .192) (2) ผลการวิเคราะห์ระดับความพึงพอใจประชาชนที่ใช้บริการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC โดยภาพรวมพบว่าอยู่ในระดับมากที่สุด มีค่าเฉลี่ยร้อยละ 4.95 (SD= .191) (3) จากการวิเคราะห์ความสัมพันธ์ระหว่างคุณภาพในการให้บริการการชำระเงินกับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC โดยรวมพบว่า ความสัมพันธ์อยู่ในระดับสูง มีความสัมพันธ์ในทิศทางเดียวกันในทางบวก อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 สรุปได้ว่า การให้บริการชำเงินที่มีคุณภาพ มีความสัมพันธ์กับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ ผ่านเครื่อง EDC ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น

คำสำคัญ: คุณภาพ, ความพึงพอใจ, การชำระเงินทางอิเล็กทรอนิกส์

Abstract

The population used in this research were 400 recipients of electronic payment services via EDC machines of the Khon Kaen Juvenile and Family Court Administrative Office. The questionnaire was used as a research tool, and the Data were analyzed using Pearson's correlation coefficient to test the hypothesis.

The study results showed that (1) The analysis of the quality of electronic payment services via EDC machines was at the highest level with an average of 4.95 percent (SD = .192), (2) the analysis results of the satisfaction level of the people using electronic payment services via EDC machines. In overview, it was found that the relationship was at the highest level with an average of 4.95 percent (SD = .191), (3) the analysis of the relationship between the quality of payment services and the satisfaction of the people who made electronic payments via EDC machines. In overview, it was found that the relationship was at the high level. It had a positive relationship in the same direction with statistical significance at the 0.01 level. It can be concluded that the quality of payment services was correlated with people's satisfaction with electronic payment via EDC machines of the Khon Kaen Juvenile and Family Court Administrative Office.

Keywords: Quality, Satisfaction, Electronic payment

บทนำ

สำนักงานศาลยุติธรรม เป็นองค์กรอิสระที่ดูแลงานธุรการของศาลยุติธรรม มีภารกิจหน้าที่เกี่ยวกับงานธุรการศาลยุติธรรม อาทิ การจัดทำงบประมาณรายจ่ายประจำปี การบริหารการเงิน การพัสดุ การวางแผนเกี่ยวกับบุคลากร การบริหารจัดการอาคารสถานที่ งานทางวิชาการ และงานส่งเสริม งานตุลาการ ซึ่งลักษณะของงานเหล่านี้เป็นไปตามลักษณะของการบริหารองค์กรหรือหน่วยงาน และที่สำคัญคือการสนับสนุนงานตุลาการอันเป็นภาระหลักให้ดำเนินไปอย่างเป็นระบบ มีประสิทธิภาพ และเป็นเลิศใน

[1] หลักสูตรบริหารธุรกิจมหาบัณฑิต วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม
[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม

กระบวนการด้านการอำนวยความยุติธรรม ซึ่งแสดงถึงเจตจำนงความชอบด้วยเหตุผลที่ดำรงไว้ด้วยความเที่ยงธรรมเพื่อประชาชน และเริ่มแต่แผนยุทธศาสตร์ศาลยุติธรรม ฉบับที่หนึ่ง พุทธศักราช 2545 – พุทธศักราช 2549 (พิจารณาซ้ำครั้งที่หนึ่ง พุทธศักราช 2546) เป็นต้นมาจนถึงแนวทางในการบรรลุจุดหมายหรือแผนยุทธศาสตร์ พุทธศักราช2561 – พุทธศักราช 2564 มีอิทธิพลให้ศาลยุติธรรมมีการสร้างความก้าวหน้าในหลายด้าน รวมไปถึงงานธุรการศาลยุติธรรม เช่น การบริหารงานด้านเอกสาร การติดต่อประสานงานผ่านระบบอิเล็กทรอนิกส์ เป็นต้น ปัจจุบันศาลยุติธรรมมีความท้าทายหลายด้าน เช่น ด้านการเปลี่ยนแปลงทางสภาพเศรษฐกิจ โครงสร้างหรือระบบทางสังคม การเมืองหรือการเรียกร้องสิทธิเสรีภาพ หรือแม้กระทั่งการพัฒนางานธุรการศาลยุติธรรมให้มีเกณฑ์กำหนดสามรถเทียบได้ในระดับสากล และการเปลี่ยนแปลงทางเทคโนโลยีที่สูงขึ้นแบบก้าวกระโดด ทำให้สำนักงานประจำศาลยุติธรรมยังต้องสร้างความเจริญก้าวหน้าให้กับหน่วยงานในอีกหลายด้าน เพื่ออำนวยความยุติธรรมและปฏิบัติภารกิจให้มีความโปร่งใสยุติธรรม ตามที่กฎหมายกำหนด

เพื่อให้ศาลยุติธรรมบรรลุตามจุดหมายปลายทางที่เชื่อมโยงกับพันธกิจ “ศาลยุติธรรมยึดมั่นหลักนิติธรรมด้วยความเชื่อมั่นและศรัทธาจากประชาชน” จึงจำเป็นที่จะต้องกำหนดแบบแผนในการสร้างความก้าวหน้าให้กับศาลยุติธรรมในกรอบเวลา 4 ปี ที่จะทำให้ศาลยุติธรรมสามารถอำนวยความเที่ยงธรรมและเป็นธรรม รวมไปถึงการกระทำตามหน้าที่ตามที่กฎหมายกำหนด ให้แก่ราษฎรได้อย่างเกิดผลสำเร็จและมีคุณภาพ ได้ทันท่วงทีต่อการผลัดเปลี่ยนจากองค์ประกอบภายในและองค์ประกอบภายนอกหน่วยงาน ในทุกรูปแบบ โดยประกอบด้วย 5 ยุทธศาสตร์ (TRUST) ได้แก่

ยุทธศาสตร์ T เชื่อมั่นศรัทธาการอำนวยความยุติธรรม (Trusted Justice)
ยุทธศาสตร์ R เชื่อถือในระดับสากล (Reliability)
ยุทธศาสตร์ U การดำเนินงานอันเป็นมาตรฐานไปในทิศทางเดียวกัน (Uniformity)
ยุทธศาสตร์ S พัฒนาที่ยั่งยืน (Sustainability)
ยุทธศาสตร์ T เปลี่ยนผ่านสู่อนาคต (Transformation)

จากแนวทางในการดำเนินการในยุทธศาสตร์ U โดยการสร้างความก้าวหน้าและการส่งเสริมการนำเทคโนโลยีสารสนเทศเพื่อเพิ่มประสิทธิภาพในการให้บริการและการติดต่อราชการแก่ประชาชนของศาลยุติธรรม เช่น ระบบเครือข่ายคอมพิวเตอร์ หรือการสืบพยานทางจอภาพ เป็นต้น การพัฒนาระบบงานธุรการเพื่อสนับสนุนการพิจารณาพิพากษาคดีของศาลยุติธรรมให้มีประสิทธิภาพยิ่งขึ้น เสริมสร้างมาตรฐานการให้บริการต้อนรับประชาชนและการสื่อสารประชาสัมพันธ์ให้ประชาชน มีการเผยแพร่ประชาสัมพันธ์การพัฒนาพฤติกรรมด้านคุณภาพ และขยายการยอมรับและการรับรู้ออกไปสู่ประชาชนผู้รับบริการในวงกว้าง ปรับรูปแบบการให้บริการของหน่วยงานของรัฐจากรูปแบบเดิมไปสู่การให้บริการผ่านระบบดิจิทัลอย่างเป็นระบบ ลดขั้นตอนการปฏิบัติงานให้สอดคล้องกับวิถีการดำเนินชีวิต และความต้องการของประชาชนผู้รับบริการในยุคดิจิทัล ซึ่งจากแนวโน้มการทำธุรกรรมชำระเงินผ่านระบบการชำระเงินโดยผ่านสื่ออิเล็กทรอนิกส์มีเพิ่มมากขึ้นอย่างต่อเนื่อง โดยเฉพาะธุรกรรมการชำระเงินผ่านเงินอิเล็กทรอนิกส์ (e-Money) เนื่องจากจำนวนผู้ให้บริการที่เพิ่มมากขึ้น รายการส่งเสริมการขาย และการโฆษณาประชาสัมพันธ์ที่แพร่หลายรวมทั้งผู้ใช้บริการสามารถเข้าถึงบริการอิเล็กทรอนิกส์ (e-Money) ที่ได้อย่างสะดวกรวดเร็วไม่ว่าจะใช้บริการผ่านระบบเครือข่ายอินเตอร์เน็ต (Network/Server based) หรือการใช้บริการผ่านบัตรพลาสติก (Card based) โดยผู้ใช้บริการสามารถทำธุรกรรมชำระเงินได้ทุกที่ทุกเวลา และผู้ใช้บริการไม่ต้องเดินทางไปทำธุรกรรมชำระเงินโดยผ่านธนาคารหรือผู้ให้บริการโดยตรงเท่านั้น ซึ่งถือเป็นการอำนวยความสะดวกสบายและความปลอดภัยในการพกพาและใช้บริการ อีกด้วย

ปัจจุบันสำนักงานศาลยุติธรรมได้ร่วมมือกับธนาคารกรุงไทย จำกัด (มหาชน) ทำการติดตั้งเครื่องEDC (Electronic Data Capture) ณ หน่วยงานในสังกัดสำนักงานศาลยุติธรรมทั่วประเทศ เพื่อเพิ่มช่องทางในการรับชำระเงินต่าง ๆ ได้แก่ ค่าปรับและค่าธรรมเนียมศาล ค่าส่งคำคู่ความ เงินกลางวางศาล และค่าปรับผู้ประกัน จากเดิมที่ต้องชำระด้วยเงินสดหรือแคชเชียร์เช็ค มาเป็นการชำระเงินด้วย บัตรเดบิต บัตรเครดิต และที่สำคัญสแกน QR CODE ผ่าน Mobile App ของทุกธนาคาร ซึ่งทำให้ประชาชนมีความปลอดภัยไม่ต้องพกเงินสดจำนวนมาก มาที่หน่วยงานในสังกัดสำนักงานศาลยุติธรรม และสามารถตอบโจทย์การใช้ชีวิตแบบ “New Normal” เพื่อหลีกเลี่ยงการสัมผัสธนบัตร ลดการแพร่กระจายของเชื้อโรคได้อีกด้วย และการชำระค่าธรรมเนียมผ่านเครื่อง EDC เป็นการส่งเสริมสังคม ไม่ใช้เงินสด ลดภาระของประชาชน ลดความยุ่งยากในการชำระเงินสด และสามารถตรวจสอบผลการชำระเงินจากระบบของธนาคารได้ทันที ทั้งนี้ สามารถใช้บริการได้ที่หน่วยงานในสังกัดสำนักงานศาลยุติธรรมทุกแห่งทั่วประเทศ จากการที่สำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น ได้นำระบบบริการรับชำระเงินทางอิเล็กทรอนิกส์ e-Payment มาใช้ในการให้บริการเพื่ออำนวย ความสะดวกให้สอดคล้องกับวิถีการดำเนินชีวิตในปัจจุบัน

ตามแนวทางในการดำเนินการในยุทธศาสตร์ U โดยการพัฒนาและการส่งเสริมการนำ เทคโนโลยีสารสนเทศเพื่อเพิ่มประสิทธิภาพในการให้บริการและการติดต่อราชการแก่ประชาชนของศาลยุติธรรม และงานศึกษาของธนาคารแห่งประเทศไทย (ธปท.) ที่ผ่านมาได้ส่องดูพฤติกรรม การชำระเงินของคนไทยนั้น ผู้ศึกษามีความสนใจที่จะศึกษาถึงคุณภาพในการให้บริการส่งผลต่อ

ความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น เป็นอย่างไร และมีปัจจัยใดบ้างที่มีผลต่อคุณภาพในการให้บริการและความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น เพื่อนำปัจจัยที่มีความสัมพันธ์ระหว่างคุณภาพในการให้บริการและความพึงพอใจประชาชน และนำผลของการให้บริการดังกล่าวไปปรับปรุงหรือพัฒนาการให้บริการทางอิเล็กทรอนิกส์ที่มีประสิทธิภาพและประสิทธิผลยิ่งๆ ขึ้นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาคุณภาพในการให้บริการการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น
2. เพื่อศึกษาความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น
3. เพื่อศึกษาความสัมพันธ์ระหว่างคุณภาพในการให้บริการการชำระเงิน กับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น

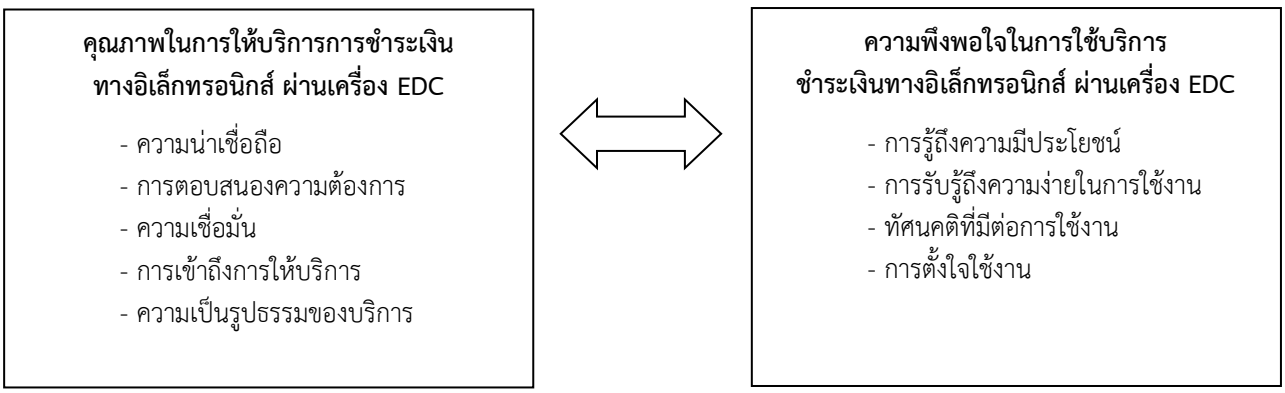
วิธีการดำเนินการวิจัย

ประชากรเป้าหมายและกลุ่มตัวอย่าง

ประชากรเป้าหมายที่ใช้ในการศึกษาครั้งนี้ คือ ประชาชนที่มาใช้บริการสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น ไม่ทราบจำนวนที่แน่นอน สำหรับขนาดตัวอย่างที่เหมาะสม ตัวอย่างที่ใช้ในการศึกษา จำนวนทั้งหมด 400 คน (รศ. ดร.วิชิต อู่อ้น : 2564)

ตัวแปรที่ใช้ในการวิจัย

จากกรอบแนวคิดงานวิจัยเพื่อใช้ในการศึกษาเรื่องการยอมรับการใช้บริการชำระเงินทางอิเล็กทรอนิกส์ ซึ่งสรุปได้ดังนี้



จากกรอบแนวคิดข้างต้นตัวแปรอิสระและตัวแปรตามแสดงถึงการศึกษาความสัมพันธ์ระหว่างคุณภาพในการให้บริการการชำระเงินทางอิเล็กทรอนิกส์ที่ส่งผลต่อความพึงพอใจประชาชนที่ใช้บริการชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น โดยศึกษาจากแนวคิดและทฤษฎีเรื่องปัจจัยคุณภาพบริการ E-Service Quality (Parasuraman, Zeithaml, and Berry, 1988) ประกอบด้วย 5 ด้าน ได้แก่ ด้านความน่าเชื่อถือ ด้านการตอบสนองความต้องการ ด้านความเชื่อมั่น ด้านการเข้าถึงการให้บริการ และด้านความเป็นรูปธรรมของบริการ และทฤษฎีการยอมรับเทคโนโลยี หรือ Technological Acceptance Model (TAM) (Davis,1989) ซึ่งถ้าเกิดการยอมรับเทคโนโลยีก็จะทำให้เกิดความพึงพอใจในการใช้บริการชำระเงินทางอิเล็กทรอนิกส์ คือ การรับรู้ถึงประโยชน์ที่ได้รับจากเทคโนโลยี (Perceived usefulness:PU) การรับรู้ว่าเป็นระบบที่ง่ายต่อการใช้งาน (Perceived ease of use: PEOU) และทัศนคติที่มีต่อการใช้งาน (Attitude toward Using) ที่มีอิทธิพลต่อการยอมรับการใช้บริการชำระเงินทางอิเล็กทรอนิกส์

ขอบเขตการวิจัย

การศึกษาครั้งนี้ เป็นการศึกษาเพื่อศึกษาความสัมพันธ์ระหว่างคุณภาพในการให้บริการกับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น โดยมีขอบเขตการศึกษาดังนี้

1. ด้านเนื้อหา ศึกษาเกี่ยวกับอิทธิพลของความพึงพอใจต่อคุณภาพบริการการชำระเงิน ทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ที่ส่งผลต่อความพึงพอใจการใช้บริการชำระเงินทางอิเล็กทรอนิกส์ โดยศึกษาจากแนวคิดและทฤษฎีเรื่องปัจจัยคุณภาพบริการ E-Service Quality (Parasuraman etal.,1988) ประกอบด้วย 4 ด้าน ได้แก่ ด้านความน่าเชื่อถือ ด้านการตอบสนองความต้องการ ด้านความเชื่อมั่น และด้านการเข้าถึงการให้บริการ และทฤษฎีการยอมรับเทคโนโลยี หรือ Technological Acceptance Model (TAM) (Davis,1989) คือ การรับรู้ถึงประโยชน์ที่ได้รับจากเทคโนโลยี (Perceived usefulness : PU) การรับรู้ว่าเป็นระบบที่ง่ายต่อการใช้งาน (Perceived ease of use : PEOU) และทัศนคติที่มีต่อการใช้งาน (Attitude toward Using) ที่มีอิทธิพลต่อการยอมรับการใช้บริการชำระเงินทางอิเล็กทรอนิกส์ มาเป็นกรอบแนวคิดในการวิจัย

2. ประชากรที่ใช้ศึกษา คือ ประชาชนที่มาใช้บริการสำนักงานประจำศาลเยาวชน และครอบครัวจังหวัดขอนแก่น ไม่ทราบจำนวนที่แน่นอน สำหรับขนาดตัวอย่างที่เหมาะสม ตัวอย่างที่ใช้ในการศึกษา จำนวนทั้งหมด 400 คน (รศ.ดร.วิชิต อู่อ้น : 2564)

3. ขอบเขตด้านเวลา ขอบเขตระยะเวลาในการศึกษาวิจัย ตั้งแต่ เดือน มิถุนายน 2565 ถึง เดือน กรกฎาคม 2565

เครื่องมือที่ใช้ในการวิจัย

รวบรวมข้อมูลจาก เอกสารที่ผู้วิจัยหลายๆท่านได้ศึกษาไว้ก่อนหน้า รวมไปถึงศึกษาแนวคิดทฤษฎีต่างๆที่เกี่ยวข้องจากหนังสือ เอกสาร และตำรา เพื่อเป็นข้อมูลในการศึกษาครั้งนี้

เครื่องมือที่ใช้ในการศึกษาในครั้งนี้ คือ แบบสอบถาม (Questionnaire) โดยได้แบ่งลักษณะของแบบสอบถามออกเป็น 4 ส่วน ได้แก่

แบบสอบถามส่วนที่ 1 เป็นแบบสอบถามเกี่ยวกับปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ ระดับการศึกษา อาชีพ รายได้ เป็นแบบสอบถามรายการ(Check List) กรอกรายละเอียดในช่องที่กำหนด

แบบสอบถามส่วนที่ 2 เป็นแบบสอบถามเกี่ยวกับคุณภาพในการให้บริการชำระเงินทางอิเล็กทรอนิกส์ ผ่านเครื่อง EDC 4 ด้าน คำถามจำนวน 12 ข้อ

1. ตัวแปรด้านความน่าเชื่อถือ(Reliability) โดยมาตราส่วนประมาณ (Rating Scale) ตามแบบของลิเคิร์ท (likert's Scale) 5 ระดับ มีคำถามจำนวน 3 ข้อ

2. ตัวแปรด้านการตอบสนองความต้องการ(Responsiveness) โดยมาตราส่วนประมาณ (Rating Scale) ตามแบบของลิเคิร์ท (likert's Scale) 5 ระดับ มีคำถามจำนวน 3 ข้อ

3. ตัวแปรด้านความเชื่อมั่น(Assurance) โดยมาตราส่วนประมาณ (Rating Scale) ตามแบบของลิเคิร์ท (likert's Scale) 5 ระดับ มีคำถามจำนวน 3 ข้อ

4. ตัวแปรด้านการเข้าถึงการให้บริการ(Empathy) โดยมาตราส่วนประมาณ (Rating Scale) ตามแบบของลิเคิร์ท (likert's Scale) 5 ระดับ มีคำถามจำนวน 3 ข้อ

แบบสอบถามส่วนที่ 3 เป็นแบบสอบถามเกี่ยวกับความพึงพอใจประชาชนที่ใช้บริการชำระเงินทางอิเล็กทรอนิกส์ ผ่านเครื่อง EDC 4 ด้าน คำถามจำนวน 16 ข้อ

1. ตัวแปรด้านการรับรู้ถึงประโยชน์(Perceived Usefulness) โดยใช้แบบสอบถามชนิดมาตราส่วนประมาณ (Rating Scale) ตามแบบของลิเคิร์ท (likert's Scale) 5 ระดับ มีคำถามจำนวน 4 ข้อ

2. ตัวแปรด้านการรับรู้ถึงความง่ายในการใช้งาน(Perceived Ease of Use) โดยใช้แบบสอบถามชนิดมาตราส่วนประมาณ (Rating Scale) ตามแบบของลิเคิร์ท (likert's Scale) 5 ระดับ มีคำถามจำนวน 4 ข้อ

3. ตัวแปรด้านทัศนคติ(Attitude Toward Using) โดยใช้แบบสอบถามชนิดมาตราส่วนประมาณ (Rating Scale) ตามแบบของลิเคิร์ท (likert's Scale) 5 ระดับ มีคำถามจำนวน 4 ข้อ

4. ตัวแปรด้านการตั้งใจใช้งาน(Intention to Use) โดยใช้แบบสอบถามชนิดมาตราส่วนประมาณ (Rating Scale) ตามแบบของลิเคิร์ท (likert's Scale) 5 ระดับ มีคำถามจำนวน 4 ข้อ

แบบสอบถามส่วนที่ 4 ข้อเสนอแนะของผู้ตอบแบบสอบถาม เป็นคำถามปลายเปิดแบบไม่บังคับตอบ จึงไม่นำมาแปรค่า

การวัดตัวแปรทั้ง 8 ด้าน มีเกณฑ์การวัดระดับความคิดเห็น โดยใช้วิธีการวัดแบบมาตราส่วนประมาณค่า (Rating scale) ตามแบบของลิเคิร์ท (likert's Scale) 5 ระดับ ดังนี้

5 หมายถึง เห็นด้วยมากที่สุด

4 หมายถึง เห็นด้วยมาก

3 หมายถึง เห็นด้วยปานกลาง

2 หมายถึง เห็นด้วยน้อย

1 หมายถึง เห็นด้วยน้อยที่สุด

การทดสอบเครื่องมือ

1. สร้างแบบสอบถามตามหลักเกณฑ์ให้ครอบคลุมเนื้อหาโดยศึกษาจากแบบสอบถาม

2. นำแบบสอบถามที่สร้างขึ้นไปปรึกษากับอาจารย์ที่ปรึกษา เพื่อให้คำแนะนำ ตรวจแก้ไข สำนวนภาษาและความถูกต้อง และปรับปรุง ให้เหมาะสมในด้านเนื้อหา ความชัดเจน ความครอบคลุมของเนื้อหา

3. นำแบบสอบถามที่ปรับปรุง ไปเสนอต่อ ผู้ทรงคุณวุฒิจำนวน 3 ท่าน เพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) และทำการปรับปรุงแก้ไขแบบสอบถามให้ถูกต้องสมบูรณ์ยิ่งขึ้น

4. นำแบบสอบถามที่ผ่านการตรวจสอบจากผู้ทรงคุณวุฒิและอาจารย์ที่ปรึกษาแล้ว ไปทดลอง (Try out) ใช้กับกลุ่มตัวอย่างที่ไม่ใช่ประชากรเป้าหมาย แต่มีลักษณะคล้ายคลึงกัน จำนวน 30 คน แล้วนำมาวิเคราะห์ความเชื่อมั่น (Reliability) 95% ของแบบสอบถาม โดยหาค่าสัมประสิทธิ์แอลฟาของ ครอนบาค (Cronbrach' Alpha) (Cronbach,1984:161;อ้างอิงใน กัลยา วาณิชย์บัญชา,2550) นำข้อบกพร่องมาปรับปรุงแก้ไขเพื่อให้แบบสอบถามมีความสมบูรณ์ ก่อนนำไปเก็บข้อมูลจริงจากกลุ่มตัวอย่าง กำหนดค่าความเชื่อมั่นที่ระดับ .75 ซึ่งได้ค่าเท่ากับ เท่ากับ .961 แสดงว่า แบบสอบถามมีความเชื่อถือได้

ตารางแสดงค่าการทดสอบความเชื่อมั่นของตัวแปรแบบสอบถาม โดยวิธีของ Cronbrach' Alpha

ตัวแปร	จำนวนคำถาม (ข้อ)	Cronbach's Alpha Pre-test 30 ชุด
ความน่าเชื่อถือ	3	.932
การตอบสนองความต้องการ	3	.844
ความเชื่อมั่น	3	.822
การเข้าถึงการให้บริการ	3	.846
ความเป็นรูปธรรมของบริการ	3	.854
การรับรู้ถึงความมีประโยชน์	4	.918
การรับรู้ถึงความง่ายในการใช้งาน	4	.918
ทัศนคติ	4	.809
การตั้งใจใช้งาน	4	.935

5. นำแบบสอบถามที่ได้ไปทำการสำรวจเก็บข้อมูลจริงจากกลุ่มตัวอย่าง 400 คน

ขั้นตอนในการวิจัย

การเก็บรวบรวมข้อมูลที่ใช้ในการศึกษาวิจัยครั้งนี้ เพื่อให้ได้ข้อมูลที่ครบถ้วนในทุกๆ ด้าน ผู้วิจัยจึงได้รวบรวมข้อมูลโดยแบ่งเป็น 2 ชนิด ดังนี้

1. ข้อมูลทุติยภูมิ เป็นข้อมูลที่ได้จากการรวบรวมจากแหล่งข้อมูลและเอกสารต่าง ๆ ผลงานการศึกษาทางวิชาการที่เกี่ยวข้องโดยรวบรวมข้อมูลจากห้องสมุด อินเทอร์เน็ต เว็บไซต์หน่วยงานและส่วนงานอื่นๆที่เกี่ยวข้อง เพื่อใช้ประกอบในการกำหนดกรอบความคิดในการวิจัยครั้งนี้ และอ้างอิงในการเขียนรายงานการวิจัย

2. ข้อมูลปฐมภูมิ เป็นข้อมูลเชิงสำรวจ การรวบรวมข้อมูลจากแบบสอบถาม

3. สร้างแบบสอบถามโดยใช้ Google Form แล้วส่งไปยังกลุ่มตัวอย่างโดยใช้ช่องทางออนไลน์ เช่น Line หรือ Facebook ให้กับกลุ่มตัวอย่าง 400 คน

4. นำแบบสอบถามที่ได้รับการตอบกลับทั้งหมดไปวิเคราะห์ข้อมูล

สรุปผลการวิจัย

ผลการศึกษาวิจัยเรื่อง “ความสัมพันธ์ระหว่างคุณภาพในการให้บริการกับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น” สรุปได้ดังนี้

ส่วนที่ 1 การวิเคราะห์ข้อมูลปัจจัยส่วนบุคคล

ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามจำนวน 400 คน พบว่าร้อยละ 51.00 เป็นเพศหญิง จำนวน 204 คน ช่วงอายุ 36-40 ปี ร้อยละ 28.70 จำนวน 115 คน มีการศึกษาในระดับปริญญาตรี มากถึงร้อยละ 38.30 จำนวน 153 คน อาชีพของผู้ตอบแบบสอบถามส่วนใหญ่คือข้าราชการหรือพนักงานรัฐวิสาหกิจ จำนวน 141 คน ร้อยละ 35.30 โดยกลุ่มตัวอย่างส่วนมากมีระดับรายได้เฉลี่ยอยู่ที่ 15,001-20,000 บาท/เดือน ร้อยละ 25.00 จำนวน 100 คน

ส่วนที่ 2 การวิเคราะห์ข้อมูลเกี่ยวกับคุณภาพในการให้บริการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC

ผลการวิเคราะห์ระดับคุณภาพในการให้บริการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC โดยภาพรวม พบว่า กลุ่มตัวอย่างมีความคิดเห็นอยู่ในระดับมากที่สุดทุกด้าน มีค่าเฉลี่ยรวม 4.95 (SD = .192) โดยอันดับที่ 1 ด้านการตอบสนองความต้องการ มีค่าเฉลี่ยเท่ากับ 4.95 (SD = .194) มีค่าเท่ากันกับด้านการเข้าถึงการใช้บริการ มีค่าเฉลี่ยเท่ากับ 4.95 (SD = .214) อันดับรองลงมา คือ ด้านความน่าเชื่อถือ มีค่าเฉลี่ยเท่ากับ 4.94 (SD = .221) มีค่าเท่ากันกับด้านความเชื่อมั่น มีค่าเฉลี่ยเท่ากับ 4.94 (SD = .207) และด้านความเป็นรูปธรรมของบริการ(Tangibles) มีค่าเฉลี่ย 4.94 (SD = .204)

ส่วนที่ 3 การวิเคราะห์ข้อมูลเกี่ยวกับความพึงพอใจของประชาชนที่ใช้บริการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC

ผลการวิเคราะห์ระดับความพึงพอใจของประชาชนที่ใช้บริการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC โดยภาพรวม พบว่าอยู่ในระดับมากที่สุด มีค่าเฉลี่ย 4.95 (SD=.191) เมื่อพิจารณาและจัดอันดับ พบว่าด้านการรับรู้ถึงประโยชน์ เช่น การใช้บริการชำระเงินทางอิเล็กทรอนิกส์ ปลอดภัยไม่ต้องพกเงินสดเป็นจำนวนมาก ซึ่งมีค่าเฉลี่ยเท่ากับ 4.95 (SD = .189) มีค่าเท่ากันกับด้านทัศนคติ เช่น คิดว่าการใช้บริการชำระเงินทางอิเล็กทรอนิกส์เป็นวิธีการที่ทันสมัย และสะดวกสบาย มีค่าเฉลี่ยเท่ากับ 4.95 (SD = .188) และด้านการตั้งใจใช้งาน ซึ่งมีค่าเฉลี่ย 4.95 (SD = .212) ซึ่งทั้งสามด้านผู้ตอบแบบสอบถาม ให้ความสำคัญและพึงพอใจเป็นอันดับที่1 รองลงมาคือด้านการรับรู้ถึงความง่ายการใช้งาน มีค่าเฉลี่ยเท่ากับ 4.94 (SD = .232)

การวิเคราะห์ข้อมูลเพื่อทดสอบสมมติฐาน

สมมติฐานที่1 คุณภาพในการให้บริการการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ด้านความน่าเชื่อถือ (Reliability) มีความสัมพันธ์กับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น อย่างมีนัยสำคัญที่ระดับ 0.01

สมมติฐานที่ 2 คุณภาพในการให้บริการการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ด้านการตอบสนองความต้องการ (Responsiveness) มีความสัมพันธ์กับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น อย่างมีนัยสำคัญที่ระดับ 0.01

สมมติฐานที่ 3 คุณภาพในการให้บริการการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ด้านความเชื่อมั่น (Assurance) มีความสัมพันธ์กับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น อย่างมีนัยสำคัญที่ระดับ 0.01

สมมติฐานที่ 4 คุณภาพในการให้บริการการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ด้านการเข้าถึงการให้บริการ (Empathy) มีความสัมพันธ์กับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น อย่างมีนัยสำคัญที่ระดับ 0.01

สมมติฐานที่ 5 คุณภาพในการให้บริการการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ด้านความเป็นรูปธรรมของบริการ (Tangibles) มีความสัมพันธ์กับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น อย่างมีนัยสำคัญที่ระดับ 0.01

ตารางสรุปผลการทดสอบสมมุติฐานการวิจัย

ข้อที่	สมมุติฐาน	ผลการทดสอบ
1	คุณภาพในการให้บริการการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ด้านความน่าเชื่อถือ (Reliability) มีความสัมพันธ์กับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น	ยอมรับสมมุติฐาน
2	คุณภาพในการให้บริการการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ด้านการตอบสนองความต้องการ (Responsiveness) มีความสัมพันธ์กับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น	ยอมรับสมมุติฐาน
3	คุณภาพในการให้บริการการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ด้านความเชื่อมั่น (Assurance) มีความสัมพันธ์กับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น	ยอมรับสมมุติฐาน
4	คุณภาพในการให้บริการการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ด้านการเข้าถึงการให้บริการ (Empathy) มีความสัมพันธ์กับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น	ยอมรับสมมุติฐาน
5	คุณภาพในการให้บริการการชำระเงินทางอิเล็กทรอนิกส์ ผ่านเครื่อง EDC ด้านความเป็นรูปธรรมของบริการ (Tangibles) มีความสัมพันธ์กับความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น	ยอมรับสมมุติฐาน

ผลการทดสอบสมมติฐานทั้ง 5 ข้อ สรุปได้ว่า คุณภาพในการให้บริการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ทั้ง 5 ด้าน ได้แก่ ด้านความน่าเชื่อถือ ด้านการตอบสนองความต้องการ ด้านความเชื่อมั่น ด้านการเข้าถึงการให้บริการ และด้านความเป็นรูปธรรมของบริการ มีความสัมพันธ์ในทิศทางเดียวกันในทางบวกกับความพึงพอใจของประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์อย่างมีนัยสำคัญทางสถิติ จึงกล่าวได้ว่าคุณภาพในการให้บริการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ส่งผลต่อความพึงพอใจของประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น

อภิปรายผลการวิจัย

ผลการทดสอบคุณภาพในการให้บริการส่งผลต่อความพึงพอใจประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น สามารถอธิบายได้ว่า คุณภาพการให้บริการที่ดีส่งผลต่อระดับความพึงพอใจของประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์ ตามแนวคิดหรือทฤษฎีเกี่ยวกับคุณภาพในการให้บริการทางอิเล็กทรอนิกส์ คุณภาพการบริการเป็นสิ่งที่ชี้วัดถึงระดับขั้นของการบริการที่ส่งมอบโดยผู้ให้บริการกับลูกค้าผู้รับบริการว่ามีความเกี่ยวข้องสัมพันธ์กับความประสงค์ของผู้รับบริการได้ดีเพียงใด การนำส่งบริการซึ่งมีคุณภาพ (Delivering Service Quality) หมายถึง การตอบสนองแก่ผู้รับบริการลูกค้าบนพื้นฐานของ

ความพึงพอใจของผู้รับบริการ (Lewis, 1991) อาจเท่ากับหรือมากกว่าหรือตรงกับระดับความพึงพอใจของผู้รับการบริการ ซึ่งเป็นการแสดงความคิดเห็นหรือในลักษณะของการประเมินด้านคุณภาพการให้บริการ ในภาพรวมหรือในหลายมิติ เช่น การเข้าถึงการให้บริการ ความเป็นรูปธรรมของลักษณะการบริการ เป็นต้น ซึ่งคุณภาพในการให้บริการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC แปลผลมีค่าเท่ากับมากที่สุดทุกด้าน จึงอาจกล่าวได้ว่าคุณภาพในการให้บริการที่สูง มีอิทธิพลต่อการประเมินความพึงพอใจของประชาชนผู้ใช้บริการเป็นอย่างมาก ซึ่งสอดคล้องกับผลงานของกลุ่มนักวิจัยของ Parasuraman et al.,ในปี 2005 ซึ่งแสดงให้ว่าคุณภาพในการให้บริการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ด้านความน่าเชื่อถือ ด้านการตอบสนองความต้องการ ด้านความเชื่อมั่น ด้านการเข้าถึงการให้บริการ รวมไปถึงด้านความเป็นรูปธรรมของบริการ ซึ่งกลุ่มตัวอย่างประเมินระดับความคิดเห็นแปรผลซึ่งมีค่าเท่ากับมากที่สุดทุกด้าน จึงกล่าวได้ว่าการให้การบริการที่มีคุณภาพนั้น เป็นการให้บริการที่สอดคล้องกับความพึงพอใจของลูกค้าหรือผู้เข้ารับบริการอย่างมีเสถียรภาพ ดังนั้น การประเมินลักษณะของความพึงพอใจในของผู้เข้ารับการบริการจึงมีความสัมพันธ์หรือสอดคล้องกับการทำให้เป็นไปตามคุณภาพในการให้บริการเป็นอย่างมาก และผลงานการศึกษาครั้งนี้ยังช่วยให้เห็นว่า การประเมินคุณภาพการให้บริการตามกระบวนการการรับรู้ของผู้บริโภค ในลักษณะการเปรียบเทียบมุมมองความคิดต่อความพึงพอใจในการบริการกับความเป็นรูปธรรมของบริการที่สัมผัสได้ ว่าการบริการนั้นสอดคล้องหรือสัมพันธ์กันมากน้อยเพียงไร ดังนั้น การให้บริการที่มีคุณภาพจึงต้องเป็นการบริการที่มีความสัมพันธ์กันกับความพึงพอใจของผู้เข้ารับการบริการหรือลูกค้าอย่างมีเสถียรภาพ เช่นนั้น ความพึงพอใจต่อการบริการจึงมีความสัมพันธ์กับการทำให้เป็นไปตามคุณภาพในการให้บริการ สอดคล้องกับทฤษฎีเกี่ยวกับแบบจำลองการยอมรับเทคโนโลยี Technology Acceptance Model (TAM) โดย (Davis,1989) ซึ่งประชาชนที่ชำระเงินทางอิเล็กทรอนิกส์เกิดความพึงพอใจในการใช้บริการชำระเงินทางอิเล็กทรอนิกส์ คือ การรับรู้ถึงประโยชน์ที่ได้รับจากเทคโนโลยี (Perceived usefulness:PU) การรับรู้ว่าเป็นระบบที่ง่ายต่อการใช้งาน (Perceived ease of use: PEOU) และทัศนคติที่มีต่อการใช้งาน (Attitude toward Using) ในภาพรวมที่ระดับมากที่สุด จึงกล่าวได้ว่าเมื่อประชาชนเกิดการยอมรับเทคโนโลยีก็จะทำให้เกิดความพึงพอใจในการใช้บริการชำระเงินทางอิเล็กทรอนิกส์ สอดคล้องกับแนวความคิดด้านคุณภาพและความพึงพอใจของลูกค้าของ ธีรกิติ นวรัตน ณ อยุทธยา (2547) ซึ่งกล่าวว่า ความพึงพอใจของผู้เข้ารับบริการหรือผู้บริโภคเกิดจากการได้รับประสบการณ์ในการบริการที่มีมาตรฐานอย่างดีที่สุดของความสามารถในการให้บริการ ณ ขณะห้วงเวลานั้น ผู้เข้ารับบริการหรือผู้บริโภคจะสัมผัสได้ถึงความคุ้มค่าของบริการนั้นๆ ความพึงพอใจสำหรับการบริการนั้นสร้างได้ยากยิ่งกว่าสินค้าอย่างสิ้นเชิงเนื่องจากคุณภาพการให้บริการเกิดขึ้นในภายหลังจากที่ลูกค้าได้รับบริการนั้นๆจึงสะสามารถรับรู้ได้ว่าผู้เข้ารับการบริการมีการประเมินคุณภาพเช่นไร สอดคล้องกับผลงานการวิจัยของ กรณ์ ธาดาฐิติกรณ์ (2562) ผลการศึกษาทำให้มองเห็นได้ว่า คุณภาพในการให้บริการที่ดีมีมาตรฐาน มีผลกับระดับความพึงพอใจของประชาชนผู้ที่ต้องชำระค่าภาษีป้าย สอดคล้องกับผลงานการวิจัยของ ชลิตา ชนะวีรวรรณ (2562) ผลการศึกษาพบว่า ปัจจัยคุณภาพการบริการ ด้านความสมบูรณ์ของการบริการ ปัจจัยการรับรู้คุณค่า ด้านการตอบสนองทางอารมณ์ ภาพลักษณ์ ราคาที่เป็นตัวเงิน และความมีชื่อเสียงส่งผลในทางบวกต่อความพึงพอใจในการใช้บริการส่งพัสดุด่วน สอดคล้องกับงานวิจัย พนิดา เพ็ชร์ศิริ (2557) ซึ่งทำการศึกษาค้นคว้าเกี่ยวกับปัจจัยที่มีผลต่อระดับความพึงพอใจในการใช้บริการe-money โดยผลการค้นคว้าพบว่า คุณค่าและคุณภาพในการบริการ เป็นปัจจัยที่มีผลต่อระดับความพึงพอใจของผู้ที่ใช้บริการ และสอดคล้องกับผลงานของ จิญาดา แก้วแทน (2563) ซึ่งได้ค้นพบว่า ถ้าหากผู้ใช้บริการยอมรับการใช้เทคโนโลยี จึงมีแนวโน้มที่จะเกิดความพึงพอใจในการชำระเงินทางอิเล็กทรอนิกส์

ข้อเสนอแนะ

ข้อเสนอแนะการวิจัย แบ่งเป็น 2 ส่วน ดังนี้

<u>ข้อเสนอแนะในการนำผลการวิจัยไปใช้</u>

<u>ข้อเสนอแนะในการทำวิจัยครั้งต่อไป</u>

<u>ข้อเสนอแนะในการนำผลการวิจัยไปใช้</u>

จากผลงานการวิจัย ผู้วิจัยนำเสนอแนวทางในการนำผลวิจัยไปใช้ประโยชน์ มีรายละเอียด ดังนี้

ผลการวิจัยพบว่าคุณภาพการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น ด้านความน่าเชื่อถือ (Reliability) มีอิทธิพลโดยตรงส่งผลต่อระดับความพึงพอใจ มีนัยสำคัญตามสมมติฐาน ซึ่งองค์กรสามารถนำผลการวิจัยนี้ไปใช้ได้ โดยการเพิ่มคุณภาพของระบบ ใช้ระบบการรับชำระเงินที่มีเสถียรภาพ มีการอัพเดทข้อมูลที่ถูกต้อง จะส่งผลต่อความพึงพอใจของประชาชน ให้มีความเชื่อถือต่อระบบมากยิ่งขึ้น

ผลการวิจัยพบว่าคุณภาพการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น ด้านการตอบสนองความต้องการ(Responsiveness) มีนัยสำคัญตามสมมติฐาน ส่งผลโดยตรงต่อระดับความพึงพอใจ ซึ่งองค์กรสามารถนำผลการวิจัยนี้ไปใช้ได้ โดยมีคำแนะนำในการใช้บริการชำระเงินทางอิเล็กทรอนิกส์ที่ง่ายต่อการใช้งาน ระบบที่ไม่

ซับซ้อนใช้งานง่าย ระบบที่เข้าถึงง่าย และระบบการชำระเงินที่ลดขั้นตอนในการชำระเงิน จะส่งผลต่อความพึงพอใจของประชาชนด้านการตอบสนองความต้องการมากยิ่งขึ้น

ผลการวิจัยพบว่าคุณภาพการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น ด้านความเชื่อมั่น (Assurance) มีนัยสำคัญตามสมมติฐาน ส่งผลโดยตรงต่อระดับความพึงพอใจ ซึ่งองค์กรสามารถนำผลการวิจัยนี้ไปใช้ได้ โดยมีระบบการชำระเงินมีการจัดการที่ดีและระบบตรวจสอบ ที่ได้มาตรฐาน การเพิ่มศักยภาพของบุคลากร และบุคลเจ้าหน้าที่มีการแก้ไขข้อขัดข้องทันที จะส่งผลต่อความพึงพอใจของประชาชนด้านความเชื่อมั่นมากยิ่งขึ้น

ผลการวิจัยพบว่าคุณภาพการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น ด้านการเข้าถึงการให้บริการ (Empathy) มีอิทธิพลโดยตรงส่งผลต่อระดับความพึงพอใจซึ่งมีนัยสำคัญตามสมมติฐาน ซึ่งองค์กรสามารถนำผลการวิจัยนี้ไปใช้ได้ โดยสามารถเลือกช่องทางการชำระที่หลากหลาย ระบบสามารถรองรับอุปกรณ์ในการเข้าถึงได้หลายรูปแบบ จะส่งผลต่อความพึงพอใจของประชาชนด้านการเข้าถึงการให้บริการมากยิ่งขึ้น

ผลการวิจัยพบว่าคุณภาพการชำระเงินทางอิเล็กทรอนิกส์ผ่านเครื่อง EDC ของสำนักงานประจำศาลเยาวชนและครอบครัวจังหวัดขอนแก่น ด้านความเป็นรูปธรรมของบริการ (Tantibles) มีอิทธิพลโดยตรงส่งผลต่อระดับความพึงพอใจซึ่งมีนัยสำคัญตามสมมติฐาน ซึ่งองค์กรสามารถนำผลการวิจัยนี้ไปใช้ได้ โดยสามารถจัดสถานที่ในการให้บริการมีความสะดวก การชำระเงินที่เป็นมาตรฐาน หรือ ทักษะในการให้บริการของเจ้าหน้าที่ ให้เป็นรูปธรรมที่ประชาชนเข้าถึงได้มากขึ้น จะส่งผลต่อความพึงพอใจของประชาชนด้านความเป็นรูปธรรมของบริการมากยิ่งขึ้น

ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

เพื่อให้การทำวิจัยครั้งต่อไป มีทัศนะที่กว้างไกล ที่จะเป็นประโยชน์ในการอธิบายปรากฏการณ์ปัญหาด้านคุณภาพการให้บริการต่อความพึงพอใจ หรือปัญหาอื่นๆที่เกี่ยงข้องกัน ผู้วิจัยจึงขอเสนอแนะประเด็นสำหรับการวิจัยในครั้งต่อไป ดังนี้

1. การวิจัยครั้งต่อไปในอนาคต ควรคำนึงถึงปัจจัยอื่นด้านคุณภาพการบริการที่ส่งผลต่อความพึงพอใจของผู้รับบริการ

2. ควรศึกษาเกี่ยวกับคุณภาพการให้บริการ คุณภาพของระบบในเชิงลึก เพื่อองค์กร จะได้มีองค์ความรู้ใหม่และแนวปฏิบัติเฉพาะสำหรับองค์กร

3.การวิจัยครั้งถัดไปในอนาคตควรศึกษาปัญหาและอุปสรรคของคุณภาพในการให้บริการชำระเงินทางอิเล็กทรอนิกส์เพื่อนำผลการวิจัยมาปรับปรุงคุณภาพการบริขององค์กรให้ดียิ่งขึ้น

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การให้บริการที่ส่งผลต่อความพึงพอใจของผู้ใช้บริการในการยื่นฟ้องคดีผู้บริโภค ผ่านระบบ e-Filing ศาลยุติธรรม : กรณีศึกษาศาลจังหวัดหนองคาย

Service Provision That Affects Customer Satisfaction in Filing Consumer Lawsuits Via E-Filing System Court of Justice: A Case Study of Nong Khai Provincial Court

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นนทิพันธุ์ ประยูรหงษ์ Nontipan Prayurhong[2]

บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1. เพื่อศึกษาปัจจัยของผู้ใช้บริการในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรมในศาลจังหวัดหนองคาย 2. เพื่อศึกษาความพึงพอใจของผู้ใช้บริการในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรมในศาลจังหวัดหนองคาย 3. เพื่อศึกษาความสัมพันธ์ระหว่างการใช้บริการที่ส่งผลต่อความพึงพอใจในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรมในศาลจังหวัดหนองคาย จำนวน 400 คน เครื่องมือที่ใช้ในการศึกษาเป็นแบบสอบถามมาตรส่วนประมาณค่า Rating Scale ที่มีค่าความเชื่อมั่น ทั้งฉบับเท่ากับ 0.965 สถิติที่ใช้วิเคราะห์ข้อมูล คือ ค่าร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน จากการสำรวจด้านประชากรกลุ่มตัวอย่าง พบว่าผู้ตอบแบบสอบถามมีจำนวนทั้งสิ้น 400 คน ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเป็นเพศชาย มีจำนวน 227 คน คิดเป็นร้อยละ 56.8 ส่วนเพศหญิง มีจำนวน 173 คน คิดเป็นร้อยละ 43.3 อายุ อยู่ระหว่าง 25 – 35 ปี จำนวน 179 คน คิดเป็นร้อยละ 44.8 ระดับการศึกษาอยู่ระหว่าง ปริญญาตรี จำนวน 353 คน คิดเป็นร้อยละ 88.3 อาชีพทนายความ จำนวน 145 คน คิดเป็นร้อยละ 36 .3 ระดับรายได้อยู่ระหว่าง 15,001 – 20,000 บาท จำนวน 106 คน คิดเป็นร้อยละ 26.5 มีด้านการจ่ายเงินค่าธรรมเนียม งานยื่นเอกสาร งานยื่นเอกสารฟ้องคดี งานยื่นส่งคำคู่ความ เท่านั้นที่ส่งผล ที่ระดับนัยสำคัญทางสถิติ 0.05
คำสำคัญ: การบริการที่ดีส่งผลต่อความพึงพอใจของประชาชน

Abstract

This study aims to: 1. To study the factors of service users in filing consumer lawsuits through the e-Filing system of the Court of Justice in Nong Khai Provincial Court Nong Khai Provincial Court 3. To study the relationship between the use of services affecting satisfaction in filing consumer lawsuits via e-Filing system, the Court of Justice in Nong Khai Provincial Court, 400 people. The instrument used in the study was an estimation scale questionnaire. Rating Scale with Confidence The whole issue was 0.965. The statistics used for data analysis were percentage, mean, standard deviation. from the sample population survey It was found that the respondents totaled 400 people. Most of the respondents were male, with a total of 227 people, representing 56.8 percent, and females, with a number of 173 people, representing 43.3%, aged between 25-35 years, 179 people. 44.8%, their education level is between bachelor's degree, 353 people, representing 88.3%, profession of lawyer, 145 people, accounting for 36.3%, income level is between 15,001 - 20,000 baht, 106 people, accounting for 26.5 percent. Payment of fees Filing work Filing a lawsuit filing of pleadings only the effect At the statistical significance level of 0.05
Keywords: Good Service Affects the Satisfaction Of The People.

บทนำ

การเปลี่ยนแปลงอย่างรวดเร็วของสภาพแวดล้อมภายนอก โดยเฉพาะอย่างยิ่งด้านเทคโนโลยีสารสนเทศส่งผลกระทบต่อการดำรงชีวิตของประชาชนทุกคน ตลอดจนการพัฒนาประเทศทั้งในด้านเศรษฐกิจ สังคม การเมือง รูปแบบการชำระเงินของไทยมีการเปลี่ยนแปลงไปสู่การชำระเงินทางอิเล็กทรอนิกส์ หรือ Digital Payment อย่างชัดเจน และแพร่หลายมากขึ้น หากการชำระเงินทางอิเล็กทรอนิกส์เป็นวิธีการชำระเงินหลักของประชาชน ภาครัฐ และภาคธุรกิจ ซึ่งกระแสดังกล่าวมีผลกระทบต่อศาลยุติธรรม เพื่อเป็นการรับการเปลี่ยนแปลงเหล่านี้ ศาลยุติธรรมและสำนักงานศาลยุติธรรม จึงจำเป็นต้องขับเคลื่อนการเปลี่ยนแปลงจากศาลยุติธรรม

[1] หลักสูตรบริหารธุรกิจมหาบัณฑิต วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม
[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม

อิเล็กทรอนิกส์ (e – Court) ไปเป็นศาลยุติธรรมดิจิทัล Digital Court 2020 ด้วยการนำเทคโนโลยีดิจิทัลมาปรับใช้เพื่ออำนวยความยุติธรรมและให้บริการประชาชนเข้าถึงความยุติธรรมได้ 24 ชั่วโมง ประหยัดค่าใช้จ่ายเพราะไม่ต้องเดินทางมาศาล ลดขั้นตอนการบริการรวดเร็ว เพิ่มประสิทธิภาพการจัดเก็บข้อมูลและง่ายต่อการสืบค้น และรักษาสิ่งแวดล้อม

สำนักเทคโนโลยีสารสนเทศของสำนักงานศาลยุติธรรม มีการพัฒนาระบบงานและโปรแกรมการทำงานต่าง ๆ ภายในศาลยุติธรรม เพื่อนำมาใช้ในการปฏิบัติงานของศาลยุติธรรมเพื่อก้าวไปสู่ยุคของ “ศาลดิจิทัล” ผ่านระบบต่างๆ โดยการรับและจ่ายเงินในคดี ผ่านระบบ E-PAYMENT CORPORATE BANKING เช่น เรื่องการรับเงินในคดีผ่านระบบ CIOS ระบบ e-Filing ระบบอื่นๆ ได้แก่ QR Code เรื่องการคืนเงินในคดีที่ได้กำหนดระยะเวลาชัดเจน เปลี่ยนระบบการคืนเงินจากเดิมด้วยการจ่ายเช็คเป็นการโอนเข้าบัญชีเงินฝากธนาคารของคู่ความเพื่อลดขั้นตอนต่าง ๆ ให้สามารถจ่ายเงินคืนให้กับคู่ความได้ในเวลาอันรวดเร็ว

จากการนำระบบยื่นฟ้องและส่งคำคู่ความ (e-Filing) และระบบอื่นๆ มาใช้ในศาลจังหวัดหนองคายเป็นการยกระดับระบบศาลดิจิทัล เพื่อเพิ่มประสิทธิภาพในการพิจารณาพิพากษาคดีและความสะดวกสบายให้กับผู้ใช้งานมากยิ่งขึ้น โดยทนายความทั่วประเทศสามารถยื่นคำฟ้องอิเล็กทรอนิกส์ผ่านทางเว็บไซต์ไม่ต้องเดินทางมายื่นฟ้องที่ศาล ขณะที่จำเลยหรือทนายจำเลยสามารถยื่นคำให้การ ขอคัดถ่ายและดูเอกสารในสำนวนคดีได้ตลอดเวลาด้านผู้พิพากษาสามารถรับฟ้องทางอิเล็กทรอนิกส์ หากคดีไม่ยุ่งยากไม่ต้องทำสำนวนกระดาษ ศาลไม่ต้องหาพื้นที่จัดเก็บสำนวนที่มีเพิ่มมากขึ้น และคู่ความยังสามารถติมตามคดีได้ตลอด 24 ชั่วโมง เพื่อให้ก้าวเข้าสู่ยุคของ“ศาลดิจิทัล” ในระยะเวลาอันรวดเร็ว การยื่นฟ้องและส่งคำคู่ความ (e-Filing) ในคดีของศาลจังหวัดหนองคาย การกำหนดข้อจำกัดทางด้านเวลาบนมาตรฐานของความถูกต้องและความยุติธรรม เพื่ออำนวยความสะดวกแก่ประชาชนหรือผู้มาใช้บริการในขณะที่สภาวการณ์ปัจจุบันจำนวนคดีหรือปริมาณงานมีเพิ่มมากขึ้นเรื่อย ๆ แต่จำนวนบุคลากรหรืออัตรากำลังของแต่ละหน่วยงานมีปริมาณเท่าเดิมนั้น ซึ่งอาจ มีผลกระทบที่เกิดขึ้นในใช้บริการผ่านระบบยื่นฟ้องและส่งคำคู่ความ (e-Filing) รวมถึงการปฏิบัติงานของบุคลากรในศาลจังหวัดหนองคาย ผู้ศึกษาจึงมีความสนใจที่จะมีการศึกษาความพึงพอใจของผู้ใช้บริการที่มีต่อการให้บริการผ่านระบบยื่นฟ้องและส่งคำคู่ความ (e-Filing) ในศาลจังหวัดหนองคาย ผลการศึกษาที่ได้สามารถนำไปประยุกต์ใช้เป็นแนวทางในการวางแผนปรับปรุงระบบการบริการ พัฒนาบุคลากรเพื่อให้การปฏิบัติงานของบุคลากรกับระบบงานเป็นไปในทิศทางเดียวกัน ให้ผู้ใช้บริการที่มีต่อการให้บริการผ่านระบบยื่นฟ้องและส่งคำคู่ความ (e-Filing) มีความพึงพอใจทำให้เกิดประสิทธิภาพและประสิทธิผลในการทำงาน

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยของผู้ใช้บริการในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรมในศาลจังหวัดหนองคาย
2. เพื่อศึกษาความพึงพอใจของผู้ใช้บริการในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรมในศาลจังหวัดหนองคาย
3. เพื่อศึกษาความสัมพันธ์ระหว่างการใช้บริการที่ส่งผลต่อความพึงพอใจในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรมในศาลจังหวัดหนองคาย**วิธีการดำเนินการวิจัย**

ขอบเขตด้านเนื้อหา/ตัวแปร ตัวแปรอิสระ ได้แก่ การใช้บริการ 1. งานยื่นเอกสารฟ้องคดี 2.การจ่ายเงินค่าธรรมเนียม 3. งานยื่นส่งคำคู่ความ 4. งานยื่นเอกสาร ตัวแปรตาม ได้แก่ ความพึงพอใจในการยื่นฟ้องคดีของผู้ใช้ ระบบ e-Filing ศาลยุติธรรมในศาลจังหวัดหนองคาย ประชากรที่ใช้ในการวิจัยครั้งนี้ได้แก่ ผู้ใช้บริการระบบการยื่นและส่งคำคู่ความและเอกสารโดยสื่ออิเล็กทรอนิกส์ (e-Filing) จำนวน 400 คน (สถิติการเข้าเว็บไซต์ศาลจังหวัดหนองคายจากการกรอกแบบคัดกรองผู้มีความเสี่ยงต่อการติดเชื้อโควิด - 19 COJPASS, การเข้าห้องพิจารณาคดีผ่านทางอิเล็กทรอนิกส์ line Meeting, บัญชีทนายขอแรง และข้อมูลบุคลากร/ข้าราชการศาลยุติธรรมใน ศาลจังหวัดหนองคาย ปี 2565) กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ได้แก่ ประชาชน ทนายความ ลูกจ้างชั่วคราว ลูกจ้างประจำ พนักงานราชการและข้าราชการศาลยุติธรรม ตั้งแต่ระดับปฏิบัติงาน ระดับชำนาญงาน ระดับปฏิบัติการ และระดับชำนาญการ จำนวน 400 คน ระยะเวลาในการเก็บข้อมูลคือ เดือน มิถุนายน - กรกฎาคม 2565 การสุ่มตัวอย่างจำนวนดังกล่าวเพื่อมาศึกษานั้นจะใช้วิธีการสุ่มแบบเฉพาะเจาะจง (Purposive Sampling)

เครื่องมือที่ใช้ในการวิจัย และขั้นตอนในการวิจัย

1. ศึกษาแนวความคิด ทฤษฎี เอกสารและวรรณกรรมที่เกี่ยวข้องกับ การใช้บริการ ความพึงพอใจของผู้ใช้บริการ
2. ศึกษาหลักเกณฑ์และวิธีการสร้างแบบสอบถาม จากตำรา เอกสารและ วรรณกรรมที่เกี่ยวข้องกับ การใช้บริการ 1. งานยื่นเอกสารฟ้องคดี 2.การจ่ายเงินค่าธรรมเนียม 3. งานยื่นส่งคำคู่ความ 4. งานยื่นเอกสาร และความพึงพอใจของผู้ใช้บริการ
3. สร้างแบบสอบถามตามหลักเกณฑ์ให้ครอบคลุมเนื้อหาโดยศึกษาจากแบบสอบถาม
4. นำแบบสอบถามที่สร้างขึ้นไปปรึกษากับอาจารย์ที่ปรึกษา เพื่อให้คำแนะนำ ตรวจแก้ไข สำนวนภาษาและความถูกต้องและปรับปรุง ให้เหมาะสมในด้านเนื้อหา ความชัดเจน ความครอบคลุมของเนื้อหา

5. นำแบบสอบถามที่ปรับปรุง ไปเสนอต่อ ผู้ทรงคุณวุฒิจำนวน 3 ท่าน เพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) และทำการปรับปรุงแก้ไขแบบสอบถามให้ถูกต้องสมบูรณ์ยิ่งขึ้น

สรุปผลการวิจัย

ผลจากการวิจัยวัตถุประสงค์ที่ 1 เพื่อศึกษาปัจจัยของผู้ใช้บริการในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรมในศาลจังหวัดหนองคาย สอดคล้องกับ การศึกษาวิจัยเรื่อง ธนาธิป สุมาลัย (2561) การใช้บริการที่ส่งผลต่อความพึงพอใจของประชาชนผู้มารับบริการต่อการให้ บริการงานทะเบียนราษฎร เทศบาลตำบลบางนกแขวก อำเภอบางคนที จังหวัดสมุทรสงคราม พบว่า ผลการวิเคราะห์ตัวแปรด้านการใช้บริการในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรม : กรณีศึกษาศาลจังหวัดหนองคาย ด้านงานยื่นเอกสารอยู่ในระดับมากที่สุด โดยมีค่าเฉลี่ย 4.72 อภิปรายได้ว่า งานยื่นเอกสาร ผู้ใช้บริการมีความเข้าใจในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรม เจ้าหน้าที่ศาลให้ข้อมูลและวิธีการดำเนินงานงาน ยื่นเอกสารได้อย่างถูกต้องแม่นยำ

ผลจากการวิจัยวัตถุประสงค์ที่ 2 เพื่อศึกษาความพึงพอใจของผู้ใช้บริการในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรมในศาลจังหวัดหนองคาย สอดคล้องกับ การศึกษาวิจัยเรื่อง สรรเสริญ พงษ์พิพัฒน์ (2560) ศึกษาเรื่อง ปัจจัยที่มีผลต่อความพึงพอใจ ในการให้บริการงาน ทะเบียนราษฎรของสำนักงานเทศบาลตำบลเชียงดาว จังหวัดเชียงใหม่ พบว่า การรับบริการของหน่วยงานอยู่ในระดับมากที่สุด โดยมีค่าเฉลี่ย 4.78 เพราะ เจ้าหน้าที่ศาลให้ข้อมูลและวิธีการดำเนินงานได้อย่าง ถูกต้องแม่นยำ และเจ้าหน้าที่ศาลมีความคล่องแคล่วในการรับเอกสารทางระบบการยื่นฟ้องคดีผ่านระบบ e-Filing ศาลยุติธรรม

ผลจากการวิจัยวัตถุประสงค์ที่ 3. เพื่อศึกษาความสัมพันธ์ระหว่างการใช้บริการที่ส่งผลต่อความพึงพอใจในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรมในศาลจังหวัดหนองคาย สอดคล้องกับ การศึกษาวิจัยเรื่องของ สมพร วัชรปรีชาวงศ์ (2560) ศึกษาเรื่อง ความพึงพอใจของประชาชนต่อการให้บริการ ของ เทศบาลตำบลห้วยขะยุ้งอำเภอวารินชำราบ จังหวัดอุบลราชธานี ผลการศึกษาพบว่า สมุติฐานด้านงานยื่นส่งคำคู่ความ เป็นเพียงด้านเดียวที่ปฏิเสธสมมุติฐาน เพราะผู้ใช้บริการในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรมในศาลจังหวัดหนองคายไม่แตกต่างกัน อย่างมีนัยสำคัญที่ 0.05 อยู่ในระดับ มากที่สุด มีค่าเฉลี่ยเท่ากับ 4.70 มีระบบสารสนเทศที่เอื้ออำนวยต่อการในการให้บริการยื่นส่งคำคู่ความผ่านระบบ ระบบ e-Filing ศาลยุติธรรม แต่ด้านของเจ้าหน้าที่ที่ให้บริการอาจยังมีการฝึกอบรมที่ยังให้บริการที่ไม่ครบถ้วนตามขั้นตอนในการให้บริการแก่ประชาชนที่มาใช้งานระบบ

อภิปรายผลการวิจัย

1. ความคิดเห็นของการให้บริการที่ส่งผลความพึงพอใจของผู้ใช้บริการในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรม : กรณีศึกษาศาลจังหวัดหนองคาย ผลการวิจัย พบว่า ด้านคุณภาพการให้บริการ อยู่ในระดับมาก ทั้งนี้อาจเป็นเพราะหน่วยงานมีการวิเคราะห์และกำหนดตัวชี้วัดและเป้าหมายของแผนงาน/โครงการต่าง ๆ ที่สอดคล้องกับการให้บริการ ยื่นส่งคำคู่ความผ่านระบบ ระบบ e-Filing ศาลยุติธรรมและมีแนวคิดพื้นฐานเรื่องคุณภาพการให้บริการ เป็น แนวคิดที่ได้รับการเสนอไว้โดยโครนินและเทเลอร์ (Cronin and Taylor, 1992) ในทัศนะของ นักวิชาการทั้งสองท่านความพึงพอใจหรือไม่พึงพอใจ เป็นเรื่องของการเปรียบเทียบประสบการณ์ของ ผู้รับบริการได้รับบริการ กับความคาดหวังที่ผู้รับบริการนั้นมีในช่วงเวลาที่มารับบริการ และเป็นสิ่งที่ช่วยให้สามารถวัดคุณภาพการให้บริการได้ ในทำนองเดียวกับนักวิชาการได้กล่าวไว้การบริการ สาธารณะ (Millet, 1954) กล่าวว่าเป้าหมายสำคัญของการบริการคือ การสร้างความพึงพอใจ ในการให้บริการแก่ประชาชน ความเสมอภาคหรือการตรงเวลาจะไม่มีความหมายเลข ถ้าจำนวนการ ให้บริการไม่เพียงพอและสถานที่ตั้งที่ให้บริการ สร้างความไม่ยุติธรรมให้เกิดขึ้นแก่ผู้รับบริการ ผลการวิจัยสอดคล้องกับผลงานของ อริสศา ธนภาวัฒน์ (2556) เรื่องคุณภาพการให้บริการของศาล แรงงานกลาง มีผลการวิจัยคุณภาพการให้บริการอยู่ในระดับมาก ด้านบุคลากร ความถูกต้อง ความ รวดเร็ว และกระบวนการทำงานรวมทั้งด้านสถานที่ของการให้บริการอย่างเหมาะสมและเพียงพอ

ข้อเสนอแนะ

- ข้อเสนอแนะในการนำผลการวิจัยไปใช้

1. จากผลการศึกษาการใช้บริการที่ส่งผลความพึงพอใจของผู้ใช้บริการในการยื่นฟ้องคดีผู้บริโภคผ่านระบบ e-Filing ศาลยุติธรรม: กรณีศึกษาศาลจังหวัดหนองคาย พบว่า โดยรวม อยู่ในระดับมากที่สุด ซึ่งประกอบด้วย 6 ด้าน คือ งานยื่นเอกสารฟ้องคดี การจ่ายเงินค่าธรรมเนียม งานยื่นส่งคำคู่ความ งานยื่นเอกสาร การให้บริการในระบบ การรับบริการของหน่วยงาน ผู้วิจัยขอเสนอแนะ ดังนี้

- ควรมีการจัดอบรมแก่เจ้าหน้าที่ศาลทางด้านงานบริการอยู่เป็นประจำ เพื่อเป็นการเสริมสร้างบุคลิกภาพ ทั้งการแต่งกาย การต้อนรับยิ้มแย้มแจ่มใส การมีอัธยาศัยที่ดี และเป็นการสร้างความพร้อมในการให้บริการด้วยความเต็มใจแก่ผู้มาใช้บริการ

- การจัดให้มีการศึกษาดูงานหน่วยงานอื่นๆ ที่มีความโดดเด่นทางด้านงาน บริการ งานระบบเทคโนโลยีต่างๆ และงานประชาสัมพันธ์ข่าวสาร เพื่อนำความรู้และประสบการณ์ที่ ได้มาปรับปรุงพัฒนาการบริการประชาชนให้มีประสิทธิภาพมากยิ่งขึ้น

- การเพิ่มช่องทางข้อมูลข่าวสารให้มากกว่านี้เพื่อให้ประชาชนได้รับข้อมูล ข่าวสารได้อย่างต่อเนื่อง และเพื่อเป็นการประชาสัมพันธ์ถึงภารกิจและการแจ้งข้อมูลข่าวสาร ต่างๆ ของหน่วยงาน ทั้งนี้เพื่อให้การเข้าถึงข้อมูลกระบวนการที่ง่ายและไม่ซับซ้อน

- การเพิ่มช่องทางการชำระเงินที่หลากหลายมากขึ้น เช่น การชำระเงินผ่าน บัตร ATM บัตรเครดิต/บัตรเดบิต และการสแกนคิวอาร์โค้ดในการชำระเงิน เป็นต้น เพื่อ อำนวยความสะดวกแก่ประชาชนมากขึ้น

- ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

เนื่องจากการศึกษาวิจัยครั้งอาจยังไม่มีความครอบคลุมในทุกประเด็นผู้วิจัยจึงใคร่ขอ เสนอแนะให้ผู้สนใจการวิจัยครั้งต่อไป ดังนี้

1. ควรมีการศึกษาแนวทางการให้บริการของเจ้าหน้าที่ศาลหนิงคายที่เป็น มาตรฐานเพื่อนำมาปรับปรุงเรื่องการบริการที่ครบวงจรมากขึ้นในอนาคต

2. ศึกษาเปรียบเทียบการใช้บริการที่ส่งผลต่อความพึงพอใจต่อการใช้บริการของระบบ e-Filing ศาลยุติธรรม

3. การศึกษาครั้งนี้ ใช้การแจกแบบสอบถามเท่านั้น ควรมีการศึกษาโดยใช้วิธีการ รวบรวมข้อมูลแบบอื่น ๆ ร่วมกับการใช้แบบสอบถาม เช่น การสัมภาษณ์ การสังเกต เพื่อให้ได้ ข้อมูลที่สมบูรณ์มากยิ่งขึ้น

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ปัจจัยที่มีผลต่อความเครียดในการปฏิบัติงานของบุคลากรโรงพยาบาลส่งเสริมสุขภาพตำบล อำเภอศรีบุญเรือง จังหวัดหนองบัวลำภู

Factors Affecting the Stress on Personnel Performance in Sibunruang District Nongbualamhu Province

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บทคัดย่อ

การศึกษาปัจจัยที่มีผลต่อความเครียดในการปฏิบัติงานของบุคลากรโรงพยาบาลส่งเสริมสุขภาพตำบลใน อำเภอศรีบุญเรือง จังหวัดหนองบัวลำภู ในครั้งนี้นั้น ได้ทำการศึกษาภายใต้ขอบเขต การศึกษาปัจจัยที่มีผลต่อ ความเครียดและปัจจัยที่มีผลต่อการปฏิบัติงานของบุคลากร การศึกษาศึกษาอิทธิพลของความเครียด ที่มีต่อการปฏิบัติงานของบุคลากร และการศึกษาความสัมพันธ์ระหว่างความเครียด และการปฏิบัติงานของบุคลากรรวมทั้งผู้ศึกษาได้ทำการสัมภาษณ์เพื่อหาข้อมูลเชิงลึกเพื่อประกอบการวิเคราะห์หาปัจจัยปัญหาและสาเหตุ ของความเครียดในบุคลากรด้านสาธารณสุข ซึ่งพบว่าเพื่อนร่วมงานและครอบครัวมีผลต่อการเกิดภาวะความเครียดในการทำงานของกลุ่มตัวอย่าง อย่างเห็นได้ชัดเจน จากการศึกษาทฤษฎีเกี่ยวกับแรงจูงใจ และสภาพแวดล้อมในการทำงาน ทฤษฎีเกี่ยวกับประสิทธิภาพการปฏิบัติงาน และทฤษฎีความเครียดเกี่ยวกับการปฏิบัติงาน ทำให้ทราบถึงแรงจูงใจที่ทำให้การทำงานบรรลุได้ตามเป้าหมายสภาพแวดล้อมที่เหมาะสมในการทำงาน และสภาวะที่ทำให้เกิดความเครียดในการทำงาน ทำให้ผู้ศึกษาสามารถเก็บแบบสอบถามรวมทั้งการพูดคุยสนทนาเชิงลึกกับกลุ่มตัวอย่างทำให้ทราบถึงปัญหา สาเหตุของการเกิดภาวะเครียดในการทำงาน ส่วนมากจะเกิดจากสภาพแวดล้อมในที่ทำงาน พฤติกรรมของเพื่อนร่วมงาน และบุคคลในครอบครัว ซึ่งตรงกับทฤษฎีสภาพแวดล้อมในการทำงานที่ศึกษาค้นคว้า

คำสำคัญ: แรงจูงใจในการทำงาน

Abstract

Study of Factors Affecting Work Stress of Personnel of Tambon Health Promoting Hospital in Sibunruang District Nong Bua Lamphu Province have been studied under the scope Study of factors affecting Stress and Factors Affecting Personnel Performance This study examines the influence of stress on personnel performance. and the study of the relationship between stress and work performance of personnel, including interviews to seek in-depth information for analyzing factors, problems and causes of stress among health care ersonnel.From studying the theory of motivation and working environment performance theory and operational stress theory It makes us aware of the motivation that makes the work to achieve goals in a suitable working environment. and stressful conditions at work This allows the students to collect questionnaires as well as in-depth discussions with the sample group to know the problems and causes of stress at work. Most of them are caused by the work environment. coworker behavior and family members which corresponds to the working environment theory studied.

Keywords: Motivation to work

บทนำ

ในปัจจุบันการดำเนินงานในโรงพยาบาลส่งเสริมสุขภาพตำบลมีการพัฒนาและแตกต่างจากในอดีตมาก มีการดำเนินงานเชิงรุก โดยมุ่งเข้าหาประชาชนและ ชุมชนเพื่อสร้างสุขภาพเป็นหลัก รวมทั้งมุ่งจัดการกับปัจจัยเสี่ยงที่เป็นต้นเหตุของปัญหาสุขภาพ มีการเชื่อมโยงระบบโดยปรึกษาแพทย์จากโรงพยาบาลพี่เลี้ยงหรือส่งต่อผู้ป่วยได้ตลอดเวลา ผลักดันและเสริมสร้างให้ชุมชนมีส่วนร่วมในการดูแลสุขภาพของตนเอง โดยมีการกำหนดตัวชี้วัดในการประเมินผลการดำเนินงาน ข้อมูลจากสำนัก นโยบายและยุทธศาสตร์กระทรวงสาธารณสุขแสดงให้เห็นว่าในปีงบประมาณ 2558 กระทรวงสาธารณสุขมีการดำเนินงานตาม ยุทธศาสตร์ทั้งสิ้น 3 ยุทธศาสตร์

[1] หลักสูตรบริหารธุรกิจมหาบัณฑิต วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม
[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม

ได้แก่ ยุทธศาสตร์ที่ 1 พัฒนาสุขภาพตามกลุ่มวัย ยุทธศาสตร์ที่2 พัฒนาและจัดระบบบริการที่ มีคุณภาพและมาตรฐาน ครอบคลุมประชาชน สามารถเข้าถึงบริการได้ ยุทธศาสตร์ที่ 3 พัฒนาระบบบริหารจัดการเพื่อสนับสนุนการ จัดบริการ

มีตัวชี้วัดจากกระทรวงสาธารณสุข จำนวน 21 ตัว ซึ่งเจ้าหน้าที่สาธารณสุขที่ปฏิบัติงานในโรงพยาบาลส่งเสริมสุขภาพตำบลต้องมีการดำเนินการเชิงรุกและพัฒนาสมรรถนะตัวเองและคุณภาพการบริการมากยิ่งขึ้น สำนักงานหลักประกันสุขภาพ แห่งชาติ (สปสช.) ได้กำหนดกรอบการบริหารจัดการกองทุนหลักประกันสุขภาพ แห่งชาติประจำปี งบประมาณ 2558 เพื่อ สนับสนุนสนับสนุนงบประมาณ โดยกำหนดให้มีการจ่ายงบประมาณสนับสนุนหน่วยบริการปฐมภูมิที่มีโครงสร้างด้านบุคลากรและโครงสร้างระบบบริการที่มีความพร้อมในหมวดศักยภาพหน่วยบริการและกำหนดให้มีระบบตรวจสอบคุณภาพข้อมูลการ ดังนั้น บุคลากรที่ปฏิบัติงานในโรงพยาบาลส่งเสริมสุขภาพตำบลจึงต้องเผชิญกับความเปลี่ยนแปลง พฤติกรรมการปฏิบัติงาน มีการใช้เทคโนโลยี ต่างๆ มาใช้ในการเก็บข้อมูลและการบริการ ประกอบกับความคาดหวังของผู้ ป่วยและ ญาติต่อโครงการประกันสุขภาพถ้วนหน้าที่จะต้องได้รับบริการที่สะดวก รวดเร็ว ปลอดภัย และหายจากโรคเร็วที่สุด ล้วนแล้วแต่เป็น สาเหตุเสริมที่ก่อให้เกิดความเครียดกับบุคลากรสาธารณสุขที่จะต้องตอบสนองต่อ ผู้รับบริการ เพื่อให้พึงพอใจมากที่สุดเท่าที่จะจะทำได้

จังหวัดหนองบัวลำภู เป็นจังหวัดที่มีจำนวน เจ้าหน้าที่บุคลากรสาธารณสุข ลาออกโยกย้าย จำนวนมากอีกจังหวัดหนึ่งจากข้อมูลของจังหวัด ดังนี้ จังหวัดหนองบัวลำภู มีพื้นที่ทั้งหมด 6 อำเภอ จำนวน 59 ตำบล โดยแบ่ง เขตรับผิดชอบ โรงพยาบาลส่งเสริมสุขภาพตำบล ออกเป็น 83 แห่ง ข้อมูล ปี 2565 จำนวนบุคลากร ด้านสาธารณสุขประจำโรงพยาบาลส่งเสริมสุขภาพตำบล จำนวน 1,284 คน

จากสถิติการลาออก โยกย้าย ของบุคลากรสาธารณสุข ย้อนหลัง 3 ปี ดังนี้

ปี 2562 บุคลากรทั้งหมด 1,263 คน ลาออก 5 คน โยกย้ายไปหน่วยงานอื่น 18 คน ปี 2563 บุคลากรทั้งหมด 1,271 คน ลาออก 7 คน โยกย้ายไปหน่วยงานอื่น 11 คน ปี 2564 บุคลากรทั้งหมด 1,279 คน ลาออก 9 คน โยกย้ายไปหน่วยงานอื่น 13 คน (สำนักสาธารณสุขจังหวัดหนองบัวลำภู)

จากสถิติดังกล่าวทำให้สำนักสาธารณสุขจังหวัดหนองบัวลำภูประสบปัญหาด้านการขาดแคลนบุคลากรที่ให้บริการในโรงพยาบาลส่งเสริมสุขภาพตำบล อย่างต่อเนื่องทุกๆปี ทำให้ขาดคุณภาพในการบริการ ขาดแคลนบุคลาการ ระดับความพึงพอใจของประชาชนผู้มารับบริการ ตามเกณฑ์ตัวชี้วัด ลดลง อย่างชัดเจน

ดังนั้นผู้ศึกษาเห็นปัญหาดังกล่าวว่าน่าจะเกิดภาวะความเครียดในการปฏิบัติหน้าที่ของบุคลากร ในหน่วยงานสาธารณสุขในระดับโรงพยาบาลส่งเสริมสุขภาพตำบล จึงทำให้อัตราการลาออก โยกย้าย ยังมีสูงในทุกๆปี จึงได้ทำการศึกษา วิจัยเรื่องปัจจัยที่มีผลต่อความเครียดในการปฏิบัติงานของบุคลากรโรงพยาบาลส่งเสริมสุขภาพตำบลใน อำเภอศรีบุญเรือง จังหวัดหนองบัวลำภู

วัตถุประสงค์ของการวิจัย

จากที่มาและความสำคัญของปัญหาการวิจัย วัตถุประสงค์เพื่อการวิจัยครั้งจึงประกอบไปด้วย ข้อ ดังต่อไปนี้

1. เพื่อศึกษาปัจจัยที่มีผลต่อ ความเครียดและปัจจัยที่มีผลต่อการปฏิบัติงานของบุคลากร
2. เพื่อศึกษาอิทธิพลของความเครียด ที่มีต่อ การปฏิบัติงานของบุคลากร
3. เพื่อศึกษาความสัมพันธ์ระหว่าง ความเครียด และ การปฏิบัติงานของบุคลากร

วิธีการดำเนินการวิจัย

จากกรอบแนวคิดการวิจัยข้างต้น จึงสามารถกำหนดสมมติฐานเพื่อการวิจัยได้ดังนี้

สมมติฐานที่ 1 ปัจจัยประชากรศาสตร์ที่แตกต่างกันจะมีผลต่อความเครียดในการปฏิบัติงาน

ของบุคคลกร แตกต่างกัน

สมมติฐานที่ 1.1 เพศที่ต่างกันจะมีผลต่อความเครียด การปฏิบัติงาน

ของบุคคลกร แตกต่างกัน

สมมติฐานที่ 1.2 อายุที่ต่างกันจะมีผลต่อความเครียด การปฏิบัติงาน

ของบุคคลกร แตกต่างกัน

สมมติฐานที่ 2 ความเครียด มีอิทธิพลเชิงบวกต่อ การปฏิบัติงานของบุคคลกร

ขอบเขตด้านเนื้อหา/ตัวแปร

1. ตัวแปรอิสระ ได้แก่

1.1 การปฏิบัติงานของบุคคลกร ปัจจัยด้านประชากรศาสตร์ เช่น เพศ อายุ อาชีพ สถานภาพ เป็นต้น

1.2 ความเครียด กลุ่มอ้างอิง เช่นครอบครัว เพื่อนร่วมงาน หัวหน้างาน เป็นต้น

2. ตัวแปรตาม ได้แก่ พฤติกรรมการใช้บริการของผู้รับบริการ และพฤติกรรมการให้บริการของบุคคลากร

ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

1. ประชากรที่ใช้ในการวิจัยครั้งนี้ได้แก่บุคลากรโรงพยาบาลส่งเสริมสุขภาพตำบลในอำเภอศรีบุญเรือง จำนวน 187 คน (สำนักงานสาธารณสุขจังหวัดหนองบัวลำภู)

2. กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ได้แก่บุคลากรโรงพยาบาลส่งเสริมสุขภาพตำบลใน อำเภอศรีบุญเรือง จำนวน N = 56 คน (ใช้วิธีการสุ่มอย่างเป็นระบบ)

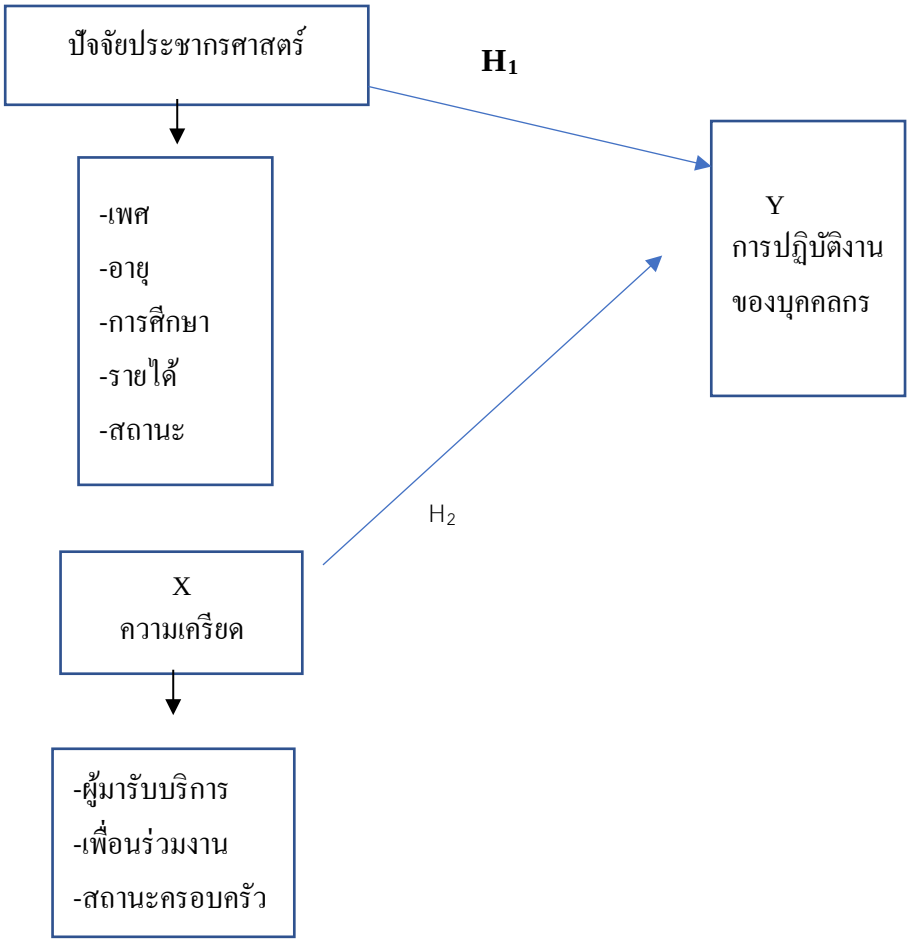
ขอบเขตด้านเวลาและสถานที่ โรงพยาบาลส่งเสริมสุขภาพตำบลในอำเภอศรีบุญเรือง

ระยะเวลาในการเก็บข้อมูลคือ เดือน พฤษภาคม-มิถุนายน 2565

กรอบแนวคิดในการวิจัย

ความสัมพันธ์ระหว่างตัวแปรที่ต้องการศึกษาตามวัตถุประสงค์การวิจัย แสดงในกรอบแนวคิดการวิจัยได้ดังภาพประกอบที่ 1.1

ตัวแปรอิสระ (Independent Variable) **ตัวแปรตาม (Dependent Variable)**



รูปแบบการวิจัย

การวิจัยครั้งนี้ใช้รูปแบบการวิจัยเชิงปริมาณ (Quantitative research) โดยใช้รูปแบบการวิจัยเชิงสำรวจ (Survey Research)

ประชากรเป้าหมายและกลุ่มตัวอย่าง

ประชากรเป้าหมายที่ใช้ในการศึกษาครั้งนี้ คือ บุคลากรโรงพยาบาลส่งเสริมสุขภาพตำบลในอำเภอศรีบุญเรือง1 จำนวนทั้งหมด 187 คน (สำนักงานสาธารณสุขจังหวัดหนองบัวลำภู)

สำหรับขนาดตัวอย่างที่เหมาะสม ตัวอย่างที่ใช้ในการศึกษา 59 คน โดยวิเคราะห์จากสูตรการคำนวณ หรือจากการเปิดตาราง (แล้วแต่กรณีตามความเหมาะสม)

การสุ่มตัวอย่างจำนวนดังกล่าวเพื่อมาศึกษานั้น จะใช้วิธีการสุ่มตัวอย่าง แบบความน่าจะเป็น Probability Sampling

เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการวิจัยครั้งนี้เป็นแบบสอบถาม (questionnaire) โดยได้ดำเนินการ สร้างแบบสอบถามตามลำดับขั้นตอนดังนี้

1. ศึกษาแนวความคิด ทฤษฎี เอกสารและวรรณกรรมที่เกี่ยวข้องกับความเครียดการปฏิบัติงานของบุคลากร
2. ศึกษาหลักเกณฑ์และวิธีการสร้างแบบสอบถาม จากตำรา เอกสารและ วรรณกรรมที่เกี่ยวข้องกับ ความเครียด การปฏิบัติงานของบุคลากร เพื่อนำมาเป็นแนวทางและสร้างแบบสอบถาม
3. สร้างแบบสอบถามตามหลักเกณฑ์ให้ครอบคลุมเนื้อหาโดยศึกษาจากแบบสอบถาม
4. นำแบบสอบถามที่สร้างขึ้นไปปรึกษากับอาจารย์ที่ปรึกษา เพื่อให้คำแนะนำ ตรวจแก้ไข สำนวนภาษาและความถูกต้องและปรับปรุง ให้เหมาะสมในด้านเนื้อหา ความชัดเจน ความครอบคลุมของเนื้อหา
5. นำแบบสอบถามที่ปรับปรุง ไปเสนอต่อ อาจารย์ที่ปรึกษา เพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) และทำการปรับปรุงแก้ไขแบบสอบถามให้ถูกต้องสมบูรณ์ยิ่งขึ้น
6. นำแบบสอบถามที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาแล้ว ไปทดลอง (Try out) ใช้กับกลุ่มตัวอย่างที่ไม่ใช่ประชากรเป้าหมาย แต่มีลักษณะคล้ายคลึงกัน จำนวน 30 คน แล้ว นำมาวิเคราะห์ความเชื่อมั่น (Reliability) ของแบบสอบถาม โดยหาค่าสัมประสิทธิ์แอลฟาของ ครอนบาค (Cronbrach' Alpha) ซึ่งได้ค่าเท่ากับ ...0.78 (ได้จากการคำนวณจากโปรแกรม SPSS) ซึ่งมากกว่า 0.70 จึงถือได้ว่า แบบสอบถามของงานวิจัยนี้มีความถูกต้องและเชื่อถือได้
7. นำแบบสอบถามที่ได้ไปทำการสำรวจเก็บข้อมูลจริง

โครงสร้างของแบบสอบถาม จะแบ่งออกเป็น 4 ตอน ดังนี้

ตอนที่ 1 แบบสอบถามเกี่ยวกับปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุโดยเป็นคำถามแบบเลือกตอบ (check list)

ตอนที่ 2 แบบสอบถามเกี่ยวกับ การปฏิบัติงานของบุคคลกร คุณลักษณะ บทบาทหน้าที่ และขอบเขตของการปฏิบัติงานของบุคคลกรสาธารณสุขจำนวน 15 ข้อ

โดยใช้วิธีการวัดแบบมาตราส่วนประมาณค่า (Rating scale) 5 ระดับ ดังนี้

5 หมายถึง มากที่สุด
4 หมายถึง มาก
3 หมายถึง ปานกลาง
2 หมายถึง น้อย
1 หมายถึง น้อยที่สุด

ตอนที่ 3 แบบสอบถามเกี่ยวกับ พฤติกรรมการใช้บริการของผู้รับบริการ พฤติกรรมการให้บริการ และสถานการณ์ทางครอบครัวที่มีผลต่อเกิดความเครียดในการทำงานของบุคคลากร จำนวน 14 ข้อ โดยใช้วิธีการวัดแบบมาตราส่วนประมาณค่า (Rating scale) 5 ระดับเช่นเดียวกัน

ตอนที่ 4 ข้อเสนอแนะของผู้ตอบแบบสอบถาม โดยเป็นคำถามปลายเปิด และการแปลค่าความหมายของตัวแปรที่วัดแบบมาตรประมาณค่านั้น มีการกำหนดช่วงคะแนนในการแปลค่าดังนี้

ส่วนค่าเฉลี่ยระหว่าง 4.51 - 5.00 หมายถึง ระดับมากที่สุด
ค่าเฉลี่ยระหว่าง 3.51 – 4.50 หมายถึง ระดับมาก
ค่าเฉลี่ยระหว่าง 2.51 – 3.50 หมายถึง ระดับปานกลาง
ค่าเฉลี่ยระหว่าง 1.51 – 2.50 หมายถึง ระดับน้อย
ค่าเฉลี่ยระหว่าง 1.00 – 1.50 มีหมายถึง ระดับน้อยที่สุด

การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลวิจัยครั้งนี้ เพื่อให้ได้ข้อมูลที่ครบถ้วนในทุกๆ ด้าน จึงรวบรวมข้อมูลทั้ง 2 ประเภท

1. ข้อมูลทุติยภูมิ เป็นข้อมูลที่รวบรวมจากเอกสารต่าง ๆ และผลงานทางวิชาการที่ เกี่ยวข้องโดยรวบรวมข้อมูลจากห้องสมุดและหน่วยงานที่เกี่ยวข้อง เพื่อใช้ประกอบในการ กำหนดกรอบความคิดในการวิจัยครั้งนี้ และอ้างอิงในการเขียนรายงานการวิจัย

2. ข้อมูลปฐมภูมิ เป็นข้อมูลเชิงสำรวจ การรวบรวมข้อมูลจากแบบสอบถาม ดำเนินการดังนี้

2.1 นำแบบสอบถามไปให้กับกลุ่มตัวอย่างด้วยตนเอง และสร้างแบบสอบถามโดยใช้ Google Form

การวิเคราะห์ข้อมูล

การวิจัยครั้งนี้ทำการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ ด้วยโปรแกรมสำเร็จรูป SPSS ในการประมวลผลและวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิจัย แบ่งออกเป็น 2 กลุ่มดังนี้

1. สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานอธิบายคุณลักษณะของตัวแปรต่างๆ เพื่อตอบวัตถุประสงค์การวิจัย

2. สถิติเชิงอนุมาน (Inferential Statistics) ได้แก่ ค่า t-test ค่า F-test และการวิเคราะห์ถดถอย (Regression Analysis) เพื่อใช้ในการทดสอบสมมติฐานการวิจัย (จะใช้สถิติอะไรนั้น ขึ้นอยู่กับสมมติฐานการวิจัย)

X = ความเครียดของบุคลากร
- ผู้มารับบริการ
- เพื่อนร่วมงาน
- สถานะครอบครัว

Y = การปฏิบัติงานของบุคคลกร
- เพศ
- อายุ
- การศึกษา
- รายได้
- สถานะ

สรุปผลการวิจัย

การศึกษา ปัจจัยที่มีผลต่อความเครียดในการปฏิบัติงานของบุคลากรโรงพยาบาลส่งเสริมสุขภาพตำบลใน อำเภอศรีบุญเรือง จังหวัดหนองบัวลำภูในครั้งนี้นั้น ได้ทำการศึกษาภายใต้ขอบเขตการศึกษาปัจจัยที่มีผลต่อ ความเครียดและปัจจัยที่มีผลต่อการปฏิบัติงานของบุคลากรการศึกษาศึกษาอิทธิพลของความเครียด ที่มีต่อการปฏิบัติงานของบุคลากร และการศึกษาความสัมพันธ์ระหว่างความเครียดและการปฏิบัติงานของบุคลากรรวมทั้งผู้ศึกษาได้ทำการสัมภาษณ์เพื่อหาข้อมูลเชิงลึกเพื่อประกอบการวิเคราะห์หาปัจจัย ปัญหา และสาเหตุ ของความเครียดในบุคลากรด้านสาธารณสุข ซึ่งพบว่าเพื่อนร่วมงานและครอบครัวมีผลต่อการเกิดภาวะความเครียดในการทำงานของกลุ่มตัวอย่าง อย่างเห็นได้ชัดเจน

อภิปรายผลการวิจัย

เมื่อพิจารณาโดยรวมพบว่ากลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับ.สภาพปัญหาในการปฏิบัติงานของท่าน ...อยู่ในระดับมาก ($\bar{x}$ = 3.89, S.D. = 0.47) และเมื่อพิจารณาแยกเป็นรายองค์ประกอบพบว่า ระดับความคิดเห็นที่มากที่สุดคือ ...ความรู้ ความ

เข้าใจ ระบบงาน กระบวนการทำงาน และทักษะในการปฏิบัติงาน ที่ได้รับมอบหมาย...ซึ่งมีค่าอยู่ในระดับมาก ($\bar{x}$ = 4.03, S.D. = 0.62) รองลงมาคือ...ทักษะในการบริหารเวลาและแรงจูงใจสู่ความสำเร็จในการปฏิบัติงาน...ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.02, S.D. = 0.761) .... และ พี่เลี้ยงหรือที่ปรึกษาช่วยตัดสินใจหรือแก้ปัญหาในงานที่รับผิดชอบและปัญหาคุณภาพงาน งานล่าช้า และไม่ประหยัด...ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.00, S.D. = 0.816) ตามลำดับ

เมื่อพิจารณาโดยรวมพบว่ากลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับ พฤติกรรมของผู้รับบริการที่มีผลต่อเกิดความเครียดของท่านในระดับใด อยู่ในระดับ มาก ($\bar{x}$ = 3.76, S.D. = 0.58) และเมื่อพิจารณาแยกเป็นรายองค์ประกอบพบว่า ระดับความคิดเห็นที่มากที่สุดคือ ...ท่านมักจะเกิดความเครียดกับการประเมินผลงานทุกๆครั้ง ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.26, S.D. = 0.870) รองลงมาคือ...ท่านมักจะเกิดความเครียดเวลาหัวหน้าสั่งงานที่ท่านไม่ได้ได้รับผิดชอบ ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 3.78, S.D. = 0.899) และ ท่านมักจะเกิดความเครียดกับเพื่อนร่วมงานที่ไม่ชอบ ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 3.66, S.D. = 0.870) ตามลำดับ

จากสมมติฐานที่ 1 ปัจจัยประชากรศาสตร์ที่แตกต่างกันจะมีผลต่อความเครียดในการปฏิบัติงานของบุคคลกร แตกต่างกัน

สมมติฐานที่ 1.1 เพศที่ต่างกันจะมีผลต่อความเครียด การปฏิบัติงานของบุคคลกร แตกต่างกัน

ผลการทดสอบสมมติฐานที่ 1.1 ใช้สถิติ t-Test ในการทดสอบ ซึ่งผลการทดสอบแสดงในตารางที่ 4.1.1

สมมติฐานที่ 1.2 อายุที่ต่างกันจะมีผลต่อความเครียด การปฏิบัติงานของบุคคลกร แตกต่างกัน

ผลการทดสอบสมมติฐานที่ 1.2 ใช้สถิติ One-way ANOVA ในการทดสอบ ซึ่งผลการทดสอบแสดงในตารางที่ 4.1.2

สมมติฐานที่ 2 ความเครียด มีอิทธิพลเชิงบวกต่อ การปฏิบัติงานของบุคคลกร

จากการศึกษาทฤษฎีเกี่ยวกับแรงจูงใจ และสภาพแวดล้อมในการทำงาน ทฤษฎีเกี่ยวกับประสิทธิภาพการปฏิบัติงาน และทฤษฎีความเครียดเกี่ยวกับการปฏิบัติงานทำให้ทราบถึงแรงจูงใจที่ทำให้การทำงานบรรลุตามเป้าหมายสภาพแวดล้อมที่เหมาะสมในการทำงาน และสภาวะที่ทำให้เกิดความเครียดในการทำงาน ทำให้ผู้ศึกษาสามารถเก็บแบบสอบถามรวมทั้งการพูดคุยสนทนาเชิงลึกกับกลุ่มตัวอย่างทำให้ทราบถึง ปัญหา สาเหตุ ของการเกิดภาวะเครียดในการทำงาน ส่วนมากจะเกิดจากสภาพแวดล้อมในที่ทำงาน พฤติกรรมของเพื่อนร่วมงาน และบุคคลในครอบครัว ซึ่งตรงกับทฤษฎีสภาพแวดล้อมในการทำงานที่ศึกษาค้นคว้า

ข้อเสนอแนะ

สำหรับผู้ที่จะนำผลการศึกษาในครั้งนี้ปรับใช้ในการจัดการปัญหาการเกิดภาวะความเครียดในการทำงาน ผู้ศึกษามีความเห็นว่าให้เน้นกระบวนการการมีส่วนร่วมของเพื่อนร่วมงานเป็นหลัก โดยให้นำเสนอข้อมูลที่มีอยู่ของชุมชน ประกอบกอบการนำเสนอให้เห็นถึงข้อดี ข้อเสีย ของการเกิดความเครียดในขณะปฏิบัติหน้าที่ จะทำให้การดำเนินงานครั้งนั้นสำเร็จลงด้วยดี ผลการวิจัยในครั้งนี้ สามารถนำไปใช้ประโยชน์ได้ ในการนำผลการวิจัยไปใช้ประโยชน์ ผลการศึกษา ในครั้งนี้สามารถนำไปใช้เป็นข้อมูลสำหรับผู้บริหารและผู้ปฏิบัติงาน โรงพยาบาลส่งเสริมสุขภาพตำบล ในอำเภอศรีบุญเรือง จังหวัดหนองบัวลำภู เพื่อใช้เป็นแนวทางในการป้องกัน ปรับปรุงและแก้ไขปัญหาสาเหตุที่ก่อให้เกิดความเครียดในการทำงานของผู้ปฏิบัติงานใน ผู้ปฏิบัติงาน โรงพยาบาลส่งเสริมสุขภาพตำบล ในอำเภอศรีบุญเรือง จังหวัดหนองบัวลำภู เพื่อช่วยให้ผู้ปฏิบัติงานผู้ปฏิบัติงาน โรงพยาบาลส่งเสริมสุขภาพตำบล ในอำเภอศรีบุญเรือง จังหวัดหนองบัวลำภู เกิด ความเครียดน้อยที่สุดและก่อให้เกิดกำลังใจในการทำงานเพิ่มขึ้นและยังสามารถส่งผลให้การ ปฏิบัติงานมีประสิทธิภาพและประสิทธิผลมากขึ้น

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ประสิทธิภาพการปฏิบัติงานส่งผลต่อคุณภาพงานพัสดุ ของศาลเยาวชนและครอบครัว สังกัดสำนักงานศาลยุติธรรม
Operational Efficiency Affects the Quality of Parcel Work. Of The Juvenile and Family Court Under The Judicial Office

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บทคัดย่อ

การศึกษางานวิจัยในครั้งนี้มีวัตถุประสงค์ เพื่อศึกษาความสัมพันธ์ระหว่างประสิทธิภาพการปฏิบัติงานส่งผลต่อคุณภาพงานพัสดุ ของศาลเยาวชนและครอบครัว สังกัดสำนักงานศาลยุติธรรมผลการทดสอบสมมติฐาน พบว่าลักษณะส่วนบุคคลการปฏิบัติงานพัสดุที่มี ระดับการศึกษาและตำแหน่งงาน ต่างกันจะมีผลต่อคุณภาพงานพัสดุที่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ น้อยกว่า 0.05 ส่วนการปฏิบัติงานพัสดุที่มี เพศ อายุ จบการศึกษาสาขาวิชา อายุงานระดับตำแหน่งงาน รายได้ในการทำงานต่อเดือน ต่างกันไม่มีผลต่อคุณภาพของงานพัสดุที่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับมากกว่า 0.05 และสมมติฐานพบว่า ประสิทธิภาพการปฏิบัติงาน ด้านความรู้ ด้านปริมาณงาน ด้านเวลาและด้านค่าใช้จ่ายหรือความคุ้มค่าในการใช้ทรัพยากร มีความสัมพันธ์ต่อคุณภาพงานพัสดุของศาลเยาวชนและครอบครัว สังกัดสำนักงานศาลยุติธรรม จากผลการวิเคราะห์ประสิทธิภาพการปฏิบัติงาน $R^2 = 0.836$ หมายความว่า ความรู้สามารถทำนายคุณภาพของงานด้านพัสดุได้ 83.60% อย่างมีนัยสำคัญทางสถิต ที่ 0.05

คำสำคัญ: ประสิทธิภาพการปฏิบัติงานส่งผลต่อคุณภาพงานพัสดุ

Abstract

This research study has the objectives to study the relationship between operational efficiency affecting the quality of parcel work. Of the Juvenile and Family Court jurisdiction of the Office of the Judiciary, hypothesis test results It was found that personal characteristics, parcel performance with Level of education and job title different will affect the quality of procurement work that is significantly different at the level of less than 0.05. Job title level monthly working income the differences had no effect on the quality of the parcels which were significantly different at the level greater than 0.05 and the hypothesis was found that performance, knowledge, workload in terms of time and cost or the worthiness of using resources There was a relationship with the quality of procurement works of the Juvenile and Family Courts. Under the judiciary office from the performance analysis results, R2 = 0.836 means that knowledge can predict the quality of the procurement work at 83.60% with a statistical significance of 0.05.

Keywords: Operational efficiency affects the quality of parcel work.

บทนำ

งานพัสดุนับว่าเป็นงานที่สำคัญของหน่วยงาน เพราะว่าเป็นงานที่สนับสนุนการบริหารงานของกลุ่มงานอื่น ๆ ให้สามารถดำเนินงานได้ประสบผลสำเร็จเป็นไปอย่างมีประสิทธิภาพการบริหารงานพัสดุเป็นการดำเนินการให้ได้มาซึ่งวัสดุอุปกรณ์เพื่อสนับสนุนการบริหารงานด้านอื่น ๆ ของหน่วยงาน และเจ้าหน้าที่ผู้ปฏิบัติงานต้องเป็นผู้ที่มีความรู้ความสามารถ และมีความชำนาญอย่างมาก เพราะวิธีการปฏิบัติงานจะต้องปฏิบัติตามกฎหมาย ระเบียบ ข้อบังคับ คำวินิจฉัยของคณะกรรมการวินิจฉัยปัญหาการจัดซื้อจัดจ้างและการบริหารพัสดุภาครัฐ หรือคณะกรรมการนโยบาย การจัดซื้อจัดจ้างและการบริหารพัสดุภาครัฐ รวมทั้งหนังสือชักช่อมแนวปฏิบัติที่วางไว้อย่างเคร่งครัด ดังนั้น การปฏิบัติงานด้านพัสดุนับว่าเป็นงานที่มีความเสี่ยงสูง จึงจำเป็นต้องมีบุคลากรที่ปฏิบัติงานในตำแหน่งงานพัสดุโดยเฉพาะ เนื่องจากงานที่ปฏิบัตินั้นมีความหลากหลายและกฎหมาย หรือระเบียบที่ใช้ในการปฏิบัติงานนั้นก็ไม่ใช่กฎหมาย

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[3] วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม

หรือระเบียบการจัดซื้อจัดจ้างและการบริหารพัสดุภาครัฐ เพียงอย่างเดียว แต่ยังต้องใช้กฎหมาย หรือระเบียบ อื่นๆ ด้วย ขึ้นอยู่กับงานที่ปฏิบัติ เช่นการขายทอดตลาดต้นไม้ การกำหนดราคาขายจะต้องใช้กฎหมาย หรือระเบียบของกรมป่าไม้ด้วย หรือการจัดซื้อและจัดจ้างการกำหนดขอบเขตของงาน หรือรายละเอียดคุณลักษณะ จะต้องใช้บุคคลที่มีความรู้เฉพาะด้าน เช่น งานจ้างก่อสร้าง งานจ้างออกแบบ การจัดซื้อครุภัณฑ์ด้านอิเล็กทรอนิกส์ เป็นต้น นอกจากนี้ ผู้ปฏิบัติงานจะต้องมีความซื่อสัตย์ สุจริต มีประสบการณ์ความแม่นยำ ในระเบียบ ข้อบังคับของทางราชการที่มีการปรับปรุง เปลี่ยนแปลงอยู่ตลอดเวลาและในปัจจุบัน วิธีการดำเนินการจัดซื้อ จัดหาพัสดุของภาครัฐ มีนวัตกรรมด้านเทคโนโลยีเพิ่มขึ้นจะต้องดำเนินการทางระบบอิเล็กทรอนิกส์การจัดซื้อจัดจ้าง ภาครัฐด้วยระบบอิเล็กทรอนิกส์ (Electronic Government Procurement: e-GP) การจัดหาพัสดุ ด้วยวิธีตลาดอิเล็กทรอนิกส์ (Electronic Market: e-market) และวิธีประกวดราคาอิเล็กทรอนิกส์ (Electronic Bidding: e-bidding) ซึ่งมีการพัฒนาระบบตลอดเวลาจะต้องได้รับการอบรมเพิ่มพูดความรู้ทักษะอยู่เสมอ เนื่องจากมีการเพิ่มเติมหรือเปลี่ยนแปลงคำวินิจฉัยของคณะกรรมการนโยบายการจัดซื้อจัดจ้างและการบริหารพัสดุภาครัฐ คณะกรรมการวินิจฉัยปัญหาการจัดซื้อจัดจ้างและการบริหารพัสดุภาครัฐ คณะกรรมการราคากลางและขึ้นทะเบียนผู้ประกอบการ คณะกรรมการความร่วมมือป้องกันการทุจริต และคณะกรรมการพิจารณาอุทธรณ์และข้อร้องเรียนการปฏิบัติงานพัสดุที่มีประสิทธิภาพ ผู้ปฏิบัติงานควรประยุกต์ใช้การบริหารงานพัสดุเป็นแนวทางในการวางแผน ปรับปรุง และพัฒนาการบริหารงานพัสดุ เพื่อให้การปฏิบัติงานพัสดุมีความถูกต้องตามกฎหมาย ระเบียบ ข้อบังคับ คำวินิจฉัยของคณะกรรมการ เกิดความคุ่มค่าในการใช้เงิน และมีความเป็นธรรมและโปร่งใส มีประสิทธิภาพ ประสิทธิผล (ทัศนีย์ เสียงดัง, 2560) และสามารถตรวจสอบได้

ปัจจุบันศาลเยาวชนและครอบครัว ไม่มีโครงสร้างอัตรากำลังตำแหน่งนักวิชาการพัสดุ ดังนั้นงานด้านพัสดุจะมอบหมายให้ตำแหน่งงานอื่นปฏิบัติ หรือให้ข้าราชการภายในกลุ่มงานคลังเป็นผู้ปฏิบัติ จึงทำให้ภาระงานในกลุ่มงานคลังค่อนข้างหนัก ด้วยเหตุนี้จึงเป็นสาเหตุให้ผู้ที่เข้ามาปฏิบัติงานด้านพัสดุยังขาดความรู้ในการปฏิบัติงาน หรือเป็นเหตุให้การปฏิบัติงานผิดหลักการควบคุมตรวจสอบ เนื่องจากผู้ปฏิบัติงานด้านการเงินมาปฏิบัติงานด้านพัสดุเป็นคนเดียวกัน ซึ่งสำนักงานตรวจสอบเงินแผ่นดิน (สตง.) ได้มีรายงานแจ้งว่าระบบการเงินและบัญชีของสำนักงานศาลยุติธรรมต้องแยกเจ้าหน้าที่ด้านการเงินกับเจ้าหน้าที่พัสดุออกจากกัน เพื่อให้ทั้งสองตำแหน่งได้ทำหน้าที่ถ่วงดุลหรือตรวจสอบซึ่งกันและกัน

วัตถุประสงค์ของการวิจัย

จากที่มาและความสำคัญของปัญหาการวิจัย วัตถุประสงค์เพื่อการวิจัยครั้งนี้จึงประกอบไปด้วย 3 ข้อ ดังต่อไปนี้

1. เพื่อศึกษาประสิทธิภาพการปฏิบัติงานส่งผลต่อคุณภาพงานพัสดุ ของศาลเยาวชนและครอบครัว สังกัดสำนักงานศาลยุติธรรม

2. เพื่อศึกษาอิทธิพลของประสิทธิภาพการปฏิบัติงานส่งผลต่อคุณภาพงานพัสดุ ของศาลเยาวชน และครอบครัว สังกัดสำนักงานศาลยุติธรรม

3. เพื่อศึกษาความสัมพันธ์ระหว่างประสิทธิภาพการปฏิบัติงานส่งผลต่อคุณภาพงานพัสดุ ของศาลเยาวชน และครอบครัว สังกัดสำนักงานศาลยุติธรรม

วิธีการดำเนินการวิจัย

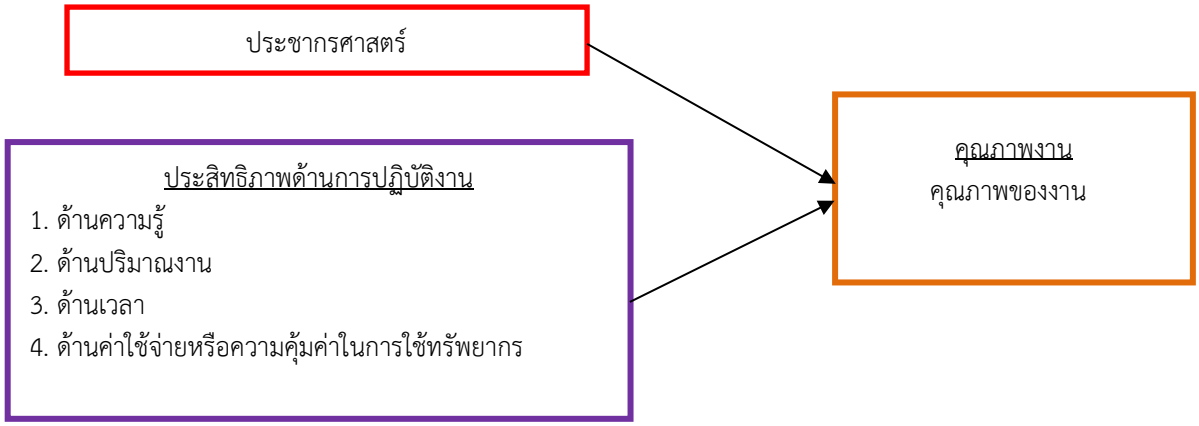
รูปแบบการวิจัย

การวิจัยครั้งนี้ใช้รูปแบบการวิจัยเชิงปริมาณ (Quantitative research) โดยใช้รูปแบบการวิจัยเชิงสำรวจ (Survey Research)

กรอบแนวคิดในการวิจัย

ความสัมพันธ์ระหว่างตัวแปรที่ต้องการศึกษาตามวัตถุประสงค์การวิจัย แสดงในกรอบแนวคิดการวิจัยได้

ตัวแปรอิสระ (Independent Variable) **ตัวแปรตาม (Dependent Variable)**



ประชากรเป้าหมายและกลุ่มตัวอย่าง

ประชากรเป้าหมายที่ใช้ในการศึกษาครั้งนี้ คือ เจ้าหน้าที่ผู้ปฏิบัติงานพัสดุ ของศาลเยาวชนและครอบครัว สังกัดสำนักงานศาลยุติธรรม จำนวน 152 คน สำหรับขนาดตัวอย่างที่เหมาะสม ตัวอย่างที่ใช้ในการศึกษา 108 คน โดยวิเคราะห์จากการเปิดตารางสำเร็จรูปที่ใช้สูตรของ Morgan (วิชิต อู่อ้น : 2564) และการสุ่มตัวอย่างจำนวนดังกล่าวเพื่อมาศึกษานั้น จะใช้วิธีการสุ่มแบบเฉพาะเจาะจง (Purposive Sampling)

ตัวแปรที่ใช้ในการวิจัย

1.ตัวแปรอิสระ (Independent Variable)

1.1 ประชากรศาสตร์ ได้แก่

1.1.1 เพศ

1.1.2 อายุ

1.1.3 ระดับการศึกษา

1.1.4 จบการศึกษาสาขาวิชา

1.1.5 อายุงาน

1.1.6 ตำแหน่งงาน

1.1.7 ระดับตำแหน่งงาน

1.1.8 รายได้ในการทำงานรวม ประกอบด้วย

1.2 ประสิทธิภาพด้านการปฏิบัติงาน ได้แก่

1.2.1 ด้านความรู้

1.2.2 ด้านปริมาณงาน

1.2.3 ด้านเวลา

1.2.4 ด้านค่าใช้จ่ายหรือความคุ้มค่าในการใช้ทรัพยากร

2. ตัวแปรตาม (Dependent Variable)

คุณภาพงาน ได้แก่ คุณภาพของงาน

ขอบเขตการวิจัย

ขอบเขตด้านเนื้อหา/ตัวแปร

1. ตัวแปรอิสระ ได้แก่ ประสิทธิภาพด้านการปฏิบัติงาน ประกอบไปด้วย ด้านความรู้ ด้านปริมาณงาน ด้านเวลา ด้านค่าใช้จ่ายหรือความคุ้มค่าในการใช้ทรัพยากร

2. ตัวแปรตามได้แก่ คุณภาพงาน ประกอบไปด้วย คุณภาพของงาน

ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

1. ประชากรที่ใช้ในการวิจัยครั้งนี้ได้แก่ เจ้าหน้าที่ผู้ปฏิบัติงานพัสดุ ของศาลเยาวชนและครอบครัว สังกัดสำนักงานศาลยุติธรรม จำนวน 152 คน (ให้อ้างอิงที่มาฯ เว็บไซต์ศาลยุติธรรม www.coj.go.th)

2. กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ได้แก่ ศาลเยาวชนและครอบครัว สังกัดสำนักงานศาลยุติธรรม จำนวน 152 คน

เครื่องมือที่ใช้ในการศึกษา

ส่วนเครื่องมือที่ใช้ในการวิจัยครั้งนี้เป็นแบบสอบถาม (questionnaire) โดยได้ดำเนินการสร้างแบบสอบถามตามลำดับขั้นตอนดังนี้

1. ศึกษาแนวความคิด ทฤษฎี เอกสารและวรรณกรรมที่เกี่ยวข้องกับประสิทธิภาพด้านการ ปฏิบัติงาน ประกอบไปด้วย ด้านความรู้ ด้านปริมาณงาน ด้านเวลา ด้านค่าใช้จ่ายหรือ ความคุ้มค่าในการใช้ทรัพยากร และคุณภาพงาน ประกอบไปด้วย คุณภาพของงาน

2. ศึกษาหลักเกณฑ์และวิธีการสร้างแบบสอบถาม จากตำรา เอกสารและวรรณกรรมที่เกี่ยวข้องประสิทธิภาพด้านการปฏิบัติงาน ประกอบไปด้วย ด้านความรู้ ด้านปริมาณงาน ด้านเวลา ด้านค่าใช้จ่ายหรือความคุ้มค่าในการใช้ทรัพยากร และคุณภาพงาน ประกอบไปด้วย คุณภาพของงาน เพื่อนำมาเป็นแนวทางและสร้างแบบสอบถาม

3. สร้างแบบสอบถามตามหลักเกณฑ์ให้ครอบคลุมเนื้อหาโดยศึกษาจากแบบสอบถาม

4. นำแบบสอบถามที่สร้างขึ้นไปปรึกษากับอาจารย์ที่ปรึกษา เพื่อให้คำแนะนำ ตรวจแก้ไข สำนวนภาษาและความถูกต้องและปรับปรุงให้เหมาะสมในด้านเนื้อหา ความชัดเจนความครอบคลุมของเนื้อหา

5. นำแบบสอบถามที่ปรับปรุง ไปเสนอต่ออาจารย์ที่ปรึกษา เพื่อตรวจสอบความเที่ยงตรง เชิงเนื้อหา (Content Validity) และทำการปรับปรุงแก้ไขแบบสอบถามให้ถูกต้องสมบูรณ์ยิ่งขึ้น

6. นำแบบสอบถามที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาแล้ว ไปทดลอง (Try out) ใช้กับกลุ่มตัวอย่างที่ไม่ใช่ประชากรเป้าหมาย แต่มีลักษณะคล้ายคลึงกัน จำนวน 30 คน แล้ว นำมาวิเคราะห์ความเชื่อมั่น (Reliability) ของแบบสอบถาม โดยหาค่าสัมประสิทธิ์แอลฟาของ ครอนบาค (Cronbrach' Alpha) ซึ่งได้ค่าเท่ากับ 0.957 ซึ่งมากกว่า 0.70 จึงถือได้ว่า แบบสอบถามของงานวิจัยนี้มีความถูกต้องและเชื่อถือได้

7. นำแบบสอบถามที่ได้ไปทำการสำรวจเก็บข้อมูลจริง

ขั้นตอนในการวิจัย

การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลวิจัยครั้งนี้ เพื่อให้ได้ข้อมูลที่ครบถ้วนในทุก ๆ ด้าน จึงรวบรวมข้อมูลทั้ง 2 ประเภท

1. ข้อมูลทุติยภูมิ เป็นข้อมูลที่รวบรวมจากเอกสารต่าง ๆ และผลงานทางวิชาการที่ เกี่ยวข้องโดยรวบรวมข้อมูลจากห้องสมุดและหน่วยงานที่เกี่ยวข้อง เพื่อใช้ประกอบในการ กำหนดกรอบความคิดในการวิจัยครั้งนี้ และอ้างอิงในการเขียนรายงานการวิจัย

2. ข้อมูลปฐมภูมิ เป็นข้อมูลเชิงสำรวจ การรวบรวมข้อมูลจากแบบสอบถาม ดำเนินการดังนี้คือนำแบบสอบถามไปให้กับกลุ่มตัวอย่างด้วยตนเอง และสร้างแบบสอบถามโดยใช้ Google Form แล้วส่งไปยังกลุ่มตัวอย่างโดยใช้ช่องทางออนไลน์ เช่น Line หรือ Facebook

การวิเคราะห์ข้อมูล

การวิจัยครั้งนี้ทำการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ ด้วยโปรแกรมสำเร็จรูป SPSS ในการประมวลผลและวิเคราะห์ข้อมูล และสถิติที่ใช้ในการวิจัย แบ่งออกเป็น 2 กลุ่มดังนี้

1. สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานอธิบายคุณลักษณะของตัวแปรต่างๆ เพื่อตอบวัตถุประสงค์การวิจัย

2. สถิติเชิงอนุมาน (Inferential Statistics) ได้แก่ ค่า t-test ค่า F-test และการวิเคราะห์ถดถอย (Regression Analysis) เพื่อใช้ในการทดสอบสมมติฐานการวิจัย (จะใช้สถิติอะไรนั้น ขึ้นอยู่กับสมมติฐานการวิจัย)

สรุปผลการวิจัย

งานวิจัยนี้ มุ่งศึกษาเกี่ยวกับประสิทธิภาพการปฏิบัติงานส่งผลต่อคุณภาพงานพัสดุ ของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม เพื่อศึกษาอิทธิพล และศึกษาความสัมพันธ์ระหว่างประสิทธิภาพการปฏิบัติงานส่งผลต่อคุณภาพงานพัสดุ ของศาลเยาวชนและครอบครัวในสังกัดสำนักงานศาลยุติธรรม เพื่อนำผลจากการศึกษาไปเป็นข้อมูลในการวางแผน พัฒนาศักยภาพผู้ปฏิบัติงานด้านพัสดุ หรือปรับโครงสร้างอัตรากำลังของหน่วยงานศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม เพื่อลดภาระงานอันเกิดจากสภาวะงานล้นมือของกลุ่มงานคลัง นอกจากนี้ ยังทำให้ผู้บริหารทราบถึงทัศนคติของผู้ปฏิบัติงานที่มาช่วยปฏิบัติงานพัสดุ ในกลุ่มงานคลัง ของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม

สำหรับงานวิจัยครั้งนี้ ผู้วิจัยได้กำหนดประชากรเป้าหมายที่ใช้ในการศึกษาครั้งนี้ คือ เจ้าหน้าที่ผู้ปฏิบัติงานพัสดุของศาลเยาวชนและครอบครัวในสังกัดสำนักงานศาลยุติธรรม จำนวน 152 คน โดยวิเคราะห์จากการเปิดตารางสำเร็จรูปที่ใช้สูตรของ Morgan (วิชิต อู่อ้น : 2564) การสุ่มตัวอย่างจำนวนดังกล่าวเพื่อมาศึกษานั้น จะใช้วิธีการสุ่มแบบเฉพาะเจาะจง (Purposive Sampling) และผู้วิจัยได้ทำแบบสอบถามบน Google From แล้วแจกแบบสอบถามให้กลุ่มตัวอย่าง 152 ชุด

แบบสอบถาม (Questionnaire) ในการวิจัยครั้งนี้ผู้วิจัยได้ทำแบบสอบถามให้สอดคล้องกับวัตถุประสงค์และมาจากการทบทวนวรรณกรรม แนวคิดและทฤษฎีเกี่ยวกับสมรรถนะแนวคิดและทฤษฎีเกี่ยวกับประสิทธิภาพในการปฏิบัติงาน ทฤษฎีเกี่ยวกับคุณภาพงานและงานวิจัยที่เกี่ยวข้อง เพื่อใช้ในการเก็บรวบรวมข้อมูล ในงานวิจัย เรื่อง ประสิทธิภาพการปฏิบัติงานส่งผลต่อคุณภาพงานพัสดุ ของศาลเยาวชนและครอบครัวในสังกัดสำนักงานศาลยุติธรรม ซึ่งผู้วิจัย ได้สรุปผลการศึกษาของแบบสอบถามออกเป็น 4 ตอน ดังนี้

ตอนที่ 1 ผลการวิเคราะห์ข้อมูลสมมติฐานการปฏิบัติงานพัสดุที่มีลักษณะส่วนบุคคล (ด้านประชากรศาสตร์) ของผู้ตอบแบบสอบถาม

ตอนที่ 2 ปัจจัยด้านประสิทธิภาพการปฏิบัติงาน

ตอนที่ 3 ปัจจัยด้านคุณภาพงาน

ตอนที่ 4 ผลการวิเคราะห์สมมติฐานการวิจัย

ตอนที่ 1 ผลการวิเคราะห์ข้อมูลสมมติฐานของการปฏิบัติงานพัสดุที่มีลักษณะส่วนบุคคล (ด้านประชากรศาสตร์) ของผู้ตอบแบบสอบถาม

ผลการวิเคราะห์ข้อมูลสมมติฐานด้านการปฏิบัติงานพัสดุที่มีลักษณะส่วนบุคคล (ด้านประชากรศาสตร์) ของผู้ตอบแบบสอบถาม พบว่าผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศ หญิง มีจำนวน 118 คน คิดเป็นร้อยละ 77.60 มีอายุอยู่ระหว่าง 25 -40 ปี จำนวน 97 คน คิดเป็นร้อยละ 63.80 มีระดับการศึกษา ระดับปริญญาตรี จำนวน 120 คน คิดเป็นร้อยละ 78.90 ส่วนใหญ่จบการศึกษาสาขาวิชาการบัญชี จำนวน 88 คน คิดเป็นร้อยละ 57.90 มีอายุงานอยู่ระหว่าง 1-5 ปี จำนวน 85 คน คิดเป็นร้อยละ 55.90 ส่วนใหญ่รับราชการในตำแหน่งนักวิชาการเงินและบัญชี จำนวน 78 คน คิดเป็นร้อยละ 51.30 มีระดับตำแหน่งงานอยู่ระดับปฏิบัติการ จำนวน 61 คน คิดเป็นร้อยละ 40.10 และมีรายได้ในการทำงานรวมต่อเดือน 30,000 บาทขึ้นไป จำนวน 81 คน คิดเป็นร้อยละ 53.30

ตอนที่ 2 ปัจจัยด้านประสิทธิภาพการปฏิบัติงาน

จากการศึกษาปัจจัยด้านประสิทธิภาพการปฏิบัติงาน พบว่าประสิทธิภาพการปฏิบัติงานของผู้ปฏิบัติงานพัสดุของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม มีระดับความคิดเห็นเกี่ยวกับ ประสิทธิภาพด้านการปฏิบัติงาน อยู่ในระดับมาก ($\bar{x}$ = 3.78) และเมื่อพิจารณาแยกเป็นรายองค์ประกอบพบว่า ระดับความคิดเห็นที่มากที่สุดคือ ด้านปริมาณงาน ซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 4.09) รองลงมาคือ ด้านค่าใช้จ่ายหรือความคุ้มค่าในการใช้ทรัพยากร ซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 3.84) ลำดับที่ 3 คือ ด้านเวลา ซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 3.64) และลำดับสุดท้ายคือ ด้านความรู้ ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 3.96) ตามลำดับ

ตอนที่ 3 ปัจจัยด้านคุณภาพงาน

จากการศึกษาปัจจัยด้านคุณภาพงาน พบว่าคุณภาพงานพัสดุ ของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม มีระดับความคิดเห็นเกี่ยวกับคุณภาพของงานอยู่ในระดับมาก ($\bar{x}$ = 3.92)

ตอนที่ 4 ผลการวิเคราะห์สมมติฐานการวิจัยผลการทดสอบสมมติฐาน ทั้ง 2 ข้อ สรุปได้ดังนี้

สมมติฐานที่ 1 ผู้ปฏิบัติงานด้านพัสดุที่มีลักษณะส่วนบุคคล (ด้านลักษณะส่วนบุคคล/ประชากรศาสตร์ ประกอบด้วย เพศ อายุ ระดับการศึกษา จบการศึกษาสาขาวิชา อายุงาน ตำแหน่งงานระดับตำแหน่งงานและรายได้ในการทำงานรวม) ที่แตกต่างกันจะส่งผลต่อคุณภาพงานพัสดุแตกต่างกัน ใช้สถิติ t-Test และ One-way ANOVA โดยสรุปได้ดังนี้

สมมติฐานที่ 1.1 การปฏิบัติงานที่มี**เพศ**แตกต่างกันจะส่งผลต่อคุณภาพงานพัสดุแตกต่างกัน ซึ่งผลการทดสอบ คือ การปฏิบัติงานที่มีเพศแตกต่างกันไม่มีผลต่อคุณภาพงานพัสดุแตกต่างกัน

สมมติฐานที่ 1.2 การปฏิบัติงานที่มี**อายุ**แตกต่างกันจะส่งผลต่อคุณภาพงานพัสดุแตกต่างกัน ซึ่งผลการทดสอบ การปฏิบัติงานที่มีอายุแตกต่างกันจะไม่มีผลต่อคุณภาพงานพัสดุแตกต่างกัน

สมมติฐานที่ 1.3 การปฏิบัติงานที่มี**ระดับการศึกษา**แตกต่างกันจะส่งผลต่อคุณภาพงานพัสดุแตกต่างกัน ซึ่งผลการทดสอบการปฏิบัติงานที่มีระดับการศึกษาแตกต่างกันจะมีผลต่อคุณภาพงานพัสดุแตกต่างกัน

สมมติฐานที่ 1.4 การปฏิบัติงานที่มี**จบการศึกษาสาขาวิชา**แตกต่างกันจะส่งผลต่อคุณภาพงานพัสดุแตกต่างกัน ซึ่งผลการทดสอบ ซึ่งผลการทดสอบ คือ การปฏิบัติงานที่จบการศึกษาสาขาวิชาแตกต่างกันจะไม่มีผลต่อคุณภาพของงานพัสดุแตกต่างกัน

สมมติฐานที่ 1.5 การปฏิบัติงานที่มี**อายุงาน**แตกต่างกันจะส่งผลต่อคุณภาพงานพัสดุแตกต่างกัน ซึ่งผลการทดสอบ ซึ่งผลการทดสอบ คือ การปฏิบัติงานที่มีอายุงานแตกต่างกันจะไม่มีผลต่อคุณภาพงานพัสดุแตกต่างกัน

สมมติฐานที่ 1.6 การปฏิบัติงานที่มี**ตำแหน่งงาน**แตกต่างกันจะส่งผลต่อคุณภาพงานพัสดุแตกต่างกัน ซึ่งผลการทดสอบ คือการปฏิบัติงานที่มีตำแหน่งงานแตกต่างกันจะมีผลต่อคุณภาพของงานพัสดุแตกต่างกัน

สมมติฐานที่ 1.7 การปฏิบัติงานที่มี**ระดับตำแหน่งงาน**แตกต่างกันจะส่งผลต่อคุณภาพงานพัสดุแตกต่างกัน ซึ่งผลการทดสอบ ซึ่งผลการทดสอบ คือ การปฏิบัติงานพัสดุที่มีระดับตำแหน่งงานแตกต่างกันจะไม่มีผลต่อคุณภาพของงานพัสดุแตกต่างกัน

สมมติฐานที่ 1.8 การปฏิบัติงานที่มี**รายได้ในการทำงานรวมต่อเดือน** แตกต่างกันจะส่งผลต่อคุณภาพงานพัสดุแตกต่างกัน ซึ่งผลการทดสอบ ซึ่งผลการทดสอบ คือผู้ปฏิบัติงานที่มีรายได้ในการทำงานรวมต่อเดือนแตกต่างกันจะไม่มีผลต่อคุณภาพของงานพัสดุแตกต่างกัน

ผลการวิเคราะห์สามารถสรุปได้ดังนี้ การปฏิบัติงานด้านพัสดุที่มี ระดับการศึกษา ตำแหน่งงาน ที่แตกต่างกันจะมีผลต่อคุณภาพงานพัสดุที่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับน้อยกว่า 0.05 ส่วนการปฏิบัติงานด้านพัสดุที่มี เพศ อายุ จบการศึกษาสาขาวิชา อายุงานระดับตำแหน่งงาน รายได้ในการทำงานต่อเดือน ต่างกันไม่มีผลต่อคุณภาพงานพัสดุที่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับกว่า 0.05

สมมติฐานที่ 2 ประสิทธิภาพการปฏิบัติงาน (ด้านความรู้ ด้านปริมาณงาน ด้านเวลาและด้านค่าใช้จ่ายหรือความคุ้มค่าในการใช้ทรัพยากร) ส่งผลต่อคุณภาพงานพัสดุของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม ใช้สถิติการวิเคราะห์ถดถอย (Regrssion Analysis) โดยสรุปได้ดังนี้

สมมติฐานที่ 2.1 **ด้านความรู้** ส่งผลต่อคุณภาพงานพัสดุของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม ซึ่งผลการทดสอบ คือด้านความรู้ มีความสัมพันธ์ กับคุณภาพงานพัสดุของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม

สมมติฐานที่ 2.2 **ด้านปริมาณงาน** ส่งผลต่อคุณภาพงานพัสดุของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม ซึ่งผลการทดสอบ คือด้านปริมาณงาน มีความสัมพันธ์กับคุณภาพงานพัสดุของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม

สมมติฐานที่ 2.3 ด้านเวลาส่งผลต่อคุณภาพงานพัสดุของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม ซึ่งผลการทดสอบ คือด้านเวลา มีความสัมพันธ์ กับคุณภาพงานพัสดุของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม

สมมติฐานที่ 2.4 ด้านค่าใช้จ่ายหรือความคุ้มค่าในการใช้ทรัพยากรส่งผลต่อคุณภาพ งานพัสดุของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม ซึ่งผลการทดสอบ คือ ด้านค่าใช้จ่ายหรือความคุ้มค่าในการใช้ทรัพยากร มีความสัมพันธ์กับคุณภาพงานพัสดุของศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม

จากผลการวิเคราะห์ R^2 = 0.836 หมายความว่า ประสิทธิภาพการปฏิบัติงานสามารถทำนายด้านคุณภาพงานพัสดุได้ 83.60% อย่างมีนัยสำคัญทางสถิต ที่ 0.05 โดยสามารถเขียนเป็นสมการถดถอย (Regression Model)

อภิปรายผลการวิจัย

ผลการวิจัยเรื่อง ประสิทธิภาพการปฏิบัติงานพัสดุที่มีต่อคุณภาพงานพัสดุของหน่วยงานศาลเยาวชนและครอบครัว ในสังกัดสำนักงานศาลยุติธรรม โดยพอสรุปได้ดังนี้

การอภิปรายผลตัวแปรประสิทธิภาพการปฏิบัติงาน ประเด็นด้านปริมาณงาน มีค่าเฉลี่ยมากกว่าด้านอื่น หัวข้อคำถามมีค่าเฉลี่ยมากกว่า คือหัวข้อท่านมีภาระงานที่สูงกว่ามาตรฐานตามตำแหน่งเมื่อเทียบกับตำแหน่งงานเดียวกันที่ปฏิบัติงานอยู่กลุ่มงานอื่น

และประเด็นด้านความรู้ มีค่าเฉลี่ยน้อยกว่าด้านอื่น หัวข้อคำถามที่มีค่าเฉลี่ยน้อย คือหัวข้อคำถามท่านมีความรู้ความสามารถตรงกับงานในหน้าที่ ซึ่งสอดคล้องกับการศึกษาของ อลงกรณ์ มีสุทธาและสมิต สัชฌุการ (2539, หน้า 71)

ผลการทดสอบประสิทธิภาพการปฏิบัติงานพัสดุที่มีผลต่อคุณภาพงานด้านพัสดุ ของหน่วยงานศาลเยาวชนและครอบครัวในสังกัดสำนักงานศาลยุติธรรม สามารถอธิบายได้ว่าประสิทธิภาพการปฏิบัติงานพัสดุที่ดีจะส่งผลต่อคุณภาพงานพัสดุ โดยการปฏิบัติงานพัสดุจะต้อง มีปริมาณงานที่รับผิดชอบที่มีความเหมาะสม และค่าตอบแทนและสวัสดิการที่ได้รับมีความเหมาะสมกับปริมาณงานหรือภาระงานที่ได้รับมอบหมายจึงจะทำให้คุณภาพงานพัสดุดีขึ้นพร้อมทั้งยังลดข้อผิดพลาดของการปฏิบัติงานได้ดีอีกด้วย

ข้อเสนอแนะ

จากผลการวิจัย ผู้วิจัยได้นำเสนอแนวทางในด้านการนำผลการวิจัยไปใช้ประโยชน์ โดยมีรายละเอียดดังนี้

ผลการวิจัยพบว่าระดับประสิทธิภาพการปฏิบัติงานพัสดุของหน่วยงานศาลเยาวชนและครอบครัวในสังกัดสำนักงานศาลยุติธรรม ด้านความรู้ ด้านปริมาณงาน ด้านเวลาและด้านค่าใช้จ่ายหรือความคุ้มค่าในการใช้ทรัพยากร ส่งผลต่อคุณภาพงานพัสดุโดยตรง ที่วิเคราะห์แล้วว่ามีนัยสำคัญตามข้อสมมุติฐาน โดยสามารถนำผลการวิจัยไปใช้ได้ หากผู้บริหารของหน่วยงานนำผลของการวิจัยไปใช้จะทำให้งานพัสดุมีคุณภาพงานที่ดียิ่งขึ้น ช่วยลดความเสี่ยงจากข้อผิดพลาดในการปฏิบัติงาน หากมีการปรับเพิ่มโครงสร้างอัตรากำลังของตำแหน่งงานพัสดุ ให้แก่ศาลเยาวชนและครอบครัว หรือศาลอื่นที่ไม่มีตำแหน่งงานด้านพัสดุเพิ่ม เพื่อทำให้ปริมาณงานที่รับผิดชอบมีความเหมาะสมและค่าตอบแทนและสวัสดิการที่ได้รับมีความเหมาะสมกับปริมาณงานหรือภาระงานที่ได้รับมอบหมายด้วย

ผลการวิจัยพบว่าการปฏิบัติงานด้านพัสดุที่มีลักษณะส่วนบุคคล (ด้านประชากรศาสตร์) ที่แตกต่างกันจะส่งผลต่อคุณภาพงานพัสดุแตกต่างกัน คือ ระดับการศึกษา และตำแหน่งงาน ส่งผลต่อคุณภาพงานด้านพัสดุโดยตรง ที่วิเคราะห์แล้วว่ามีนัยสำคัญตามข้อสมมุติฐาน โดยสามารถนำผลการวิจัยไปใช้ได้ หากผู้บริหารของหน่วยงานนำผลของการวิจัยไปใช้จะทำให้งานด้านพัสดุ มีคุณภาพงานที่ดียิ่งขึ้น ช่วยลดความเสี่ยงจากข้อผิดพลาดในการปฏิบัติงาน หากมีการปรับเพิ่มโครงสร้างอัตรากำลังของตำแหน่งงานด้านพัสดุ ให้แก่ศาลเยาวชนและครอบครัว หรือศาลอื่นที่ไม่มีตำแหน่งงานด้านพัสดุเพิ่ม เพื่อทำให้ปริมาณงานที่รับผิดชอบมีความเหมาะสมด้วย

จากแบบสอบถาม **<u>ส่วนที่ 4 ข้อเสนอแนะ หัวข้อคำถาม ท่านคิดว่า “ศาลเยาวชนและครอบครัว” ควรมีตำแหน่งงานพัสดุหรือไหมอย่างไร</u>** ซึ่งมีผู้ตอบแบบสอบถามในส่วนดังกล่าว ดังต่อไปนี้

1 ควรมี เนื่องจากเนื้องานด้านพัสดุ มีความเฉพาะ ผู้ปฏิบัติต้องได้รับการอบรมฝึกฝนจึงจะมีความรู้และสามารถ ได้จริงอย่างมีประสิทธิภาพ

2 ควรมี เนื่องจากเป็นงานที่ต้องใช้ กฎ ระเบียบ ข้อบังคับ และขั้นตอนในการทำงาน ควรมีตำแหน่งโดยตรง ไม่ควรให้การเงินเป็นผู้รับผิดชอบ ซึ่งปัจจุบันบุคลากรงานคลัง รับผิดชอบงานพัสดุ จัดซื้อจัดจ้าง เบิกจ่าย ทำงบ ตอบรายละเอียดปฏิบัติเองทั้งหมด ซึ่งไม่ถูกต้องตรงตามหลักการ และเสี่ยงต่อการถูกตรวจสอบ

3 สมควรมีตำแหน่งพัสดุอย่างยิ่ง เพราะงานพัสดุเป็นงานที่ค่อนข้างละเอียดมีขั้นตอนเยอะแยะ มีพัสดุครุภัณฑ์ที่ไม่ต่างกับศาลจังหวัดต้องมีการติดต่อประสานงานกับหลายฝ่าย

4 ควรจัดสรรและบรรจุตำแหน่งนักวิชาการพัสดุให้ศาลเยาวชนและครอบครัว เนื่องจากภารกิจงานมีปริมาณมาก และในการจัดซื้อจัดจ้างแต่ละครั้งต้องปฏิบัติหลายขั้นตอน อีกทั้งการดูแล บริหาร ควบคุมการใช้ทรัพย์สินของส่วนราชการ ก็เป็นหน้าที่ของพัสดุ

5 ควรมีกรอบอัตรากำลังในตำแหน่งพัสดุเป็นอย่างมาก ศาลเยาวชนและครอบครัวบางศาล ข้าราชการบรรจุใหม่ในตำแหน่งนักวิชาการเงินและบัญชีปฏิบัติการ ต้องรับผิดชอบรักษาการตำแหน่งหัวหน้ากลุ่มงานด้วย ทั้งดูงบประมาณ และทำงานด้านพัสดุ ทำให้ประสิทธิภาพของงานลดน้อยลง

6 ควรมี เพราะปัจจุบันให้ผู้ที่อยู่ตำแหน่งอื่นมาทำงานด้านพัสดุและมีการสับเปลี่ยนหมุนเวียนเจ้าหน้าที่บ่อย ทำให้ขาดเจ้าหน้าที่ ด้านพัสดุที่มีความเชี่ยวชาญในการปฏิบัติงานด้านพัสดุ

7 ควรมีอย่างที่สุด เนื่องจากเจ้าหน้าที่การเงินมีจำนวนน้อยแต่ปริมาณงานมีจำนวนมาก ถ้ามีพัสดุโดยตรงในการปฏิบัติหน้าที่จะทำให้งานมีคุณภาพมากขึ้น ถูกต้อง ทันเวลา งานมีประสิทธิภาพมากขึ้น

8 ควรมี เนื่องจากศาลเยาวชนและครอบครัวไม่มีเจ้าหน้าที่ด้านพัสดุโดยตรง และหน่วยงานในสังกัดสำนักงานศาลยุติธรรมต้องดำเนินการจัดซื้อจัดจ้างเพื่อให้การบริหารพัสดุเป็นไปด้วยความถูกต้อง มีประสิทธิภาพ เกิดผลสัมฤทธิ์และต่อเนื่อง จึงเห็นควรมีเจ้าหน้าที่พัสดุโดยตรงเพื่อลดภาระหน้าที่แก่บุคลากรที่ยังไม่มีเจ้าหน้าที่พัสดุโดยตรง

9 เห็นควรมี เนื่องจากศาลมีการจัดซื้อจัดจ้าง และงานพัสดุเป็นงานที่ต้องมีการศึกษาและการปฏิบัติงานบางอย่างจะต้องมีการใช้ระเบียบของหน่วยงานอื่นเข้ามาใช้ในการปฏิบัติงานนอกจากนี้งานบางงานไม่มีอยู่ในระเบียบจะต้องมีการศึกษาค้นคว้าเพิ่มเติม ซึ่งต้องใช้เวลา จึงต้องมีตำแหน่งงานพัสดุโดยเฉพาะมารับผิดชอบภาระโดยตรง เพื่อลดปัญหาความผิดพลาดในการปฏิบัติงาน

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BUS-037

การจัดการสินค้าคงเหลือสำหรับธุรกิจขายสินค้าที่มีการรับประกัน กรณีศึกษาบริษัทจำหน่ายสินค้าไบโอเมตริกซ์ ซีเคียวริตี้แห่งหนึ่งในเขตกรุงเทพมหานคร

Inventory Management for Warranty Selling Businesses a case study of a company selling biometric products One security in Bangkok

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์ (1) เพื่อศึกษาระบบการจัดการสินค้าคงเหลือที่บริษัทกรณีศึกษาปฏิบัติในปัจจุบัน (2) เพื่อพัฒนาระบบการจัดการสินค้าคงเหลือที่เหมาะสมสำหรับบริษัทกรณีศึกษา โดยใช้แบบสัมภาษณ์ในการเก็บรวบรวมข้อมูลตามโครงสร้างขององค์กร ซึ่งมีผู้ให้ข้อมูลสำคัญ จำนวน 11 คน เพื่อให้ทราบถึงปัญหา และสาเหตุของการเกิดปัญหาที่เกี่ยวข้องในทางการปฏิบัติงานของบริษัทกรณีศึกษา พร้อมทั้งเสนอแนะแนวทางปรับปรุง และวิธีการปฏิบัติงานเกี่ยวกับระบบบัญชีที่เกี่ยวข้อง และการควบคุมภายในของบริษัทกรณีศึกษา

ผลการศึกษาพบว่า ระบบการจัดการสินค้าคงเหลือของบริษัทกรณีศึกษาปฏิบัติในปัจจุบัน ไม่มีการจัดทำเอกสาร ควบคุมการสั่งซื้อไม่ให้เกิดการตกหล่นในการสั่งซื้อสินค้า ไม่มีการบันทึกคำสั่งขาย ไม่มีการจัดทำรายละเอียดเกี่ยวกับการใช้สินค้า รายละเอียดเกี่ยวกับค่าใช้จ่ายสินค้าในแต่ละรายการ การจัดทำงบประมาณการซื้อสินค้า นอกจากนี้บริษัทฯ ไม่มีนโยบายการประมาณการหนี้สินทำให้ไม่ทราบค่าใช้จ่ายที่เกิดขึ้นในการรับประกันสินค้า และบริษัทอาจคำนวณไม่ได้ว่าจะมีผลกำไร หรือขาดทุนแก่บริษัทฯ จึงนำไปสู่การพัฒนาระบบการจัดการสินค้าคงเหลือของบริษัทกรณีศึกษา โดยวางแนวทางการควบคุมภายในที่เหมาะสม เพื่อช่วยในการปฏิบัติงานที่มีประสิทธิภาพและป้องกันการทุจริตที่อาจจะเกิดขึ้น รวมทั้งสามารถควบคุมต้นทุนของสินค้า ซึ่งเป็นหัวใจสำคัญในการดำเนินธุรกิจ และยังสามารถวัดผลการดำเนินงานได้อย่างเหมาะสมน่าเชื่อถือ

คำสำคัญ: การจัดการสินค้าคงเหลือ สินค้ารับประกัน ธุรกิจจำหน่ายสินค้าไบโอเมตริกซ์

Abstract

The purposes of this study were (1) to study the inventory management system currently practiced by the case study company, (2) to develop a suitable inventory management system for the case study company. The interview form was used to collect data according to the organizational structure. which has 11 key informants to know the problem and causes of related problems in the practice of the company's case study along with suggesting ways to improve and procedures related to accounting systems and internal control of a case study company

The study found that Inventory management system of a company, current practice case study no documentation Control orders to avoid missing out on ordering products. Sales orders are not recorded. Details about the use of the product are not provided. Details about the cost of each item budgeting for purchases. In addition, the company There is no policy to estimate liabilities, so the expenses incurred in the product warranty are unknown. And the company may not be able to calculate that it will be profitable. or loss to the Company This led to the development of a case study company's inventory management system. By laying down appropriate internal control guidelines To assist in efficient operations and prevent fraud that may occur. as well as being able to control the cost of the product which is the heart of doing business and can also measure the performance appropriately and reliably

Keywords: Inventory Management Biometric product distribution business

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บทนำ

ในภาวะการแข่งขันภายใต้ยุคโลกาภิวัตน์ ทำให้กิจการต่าง ๆ ไม่ว่าจะเป็นกิจการเชิงธุรกิจของภาคเอกชนหรือกิจการสาธารณประโยชน์ของภาครัฐจำเป็นต้องมีการปรับโครงสร้างองค์กร และรูปแบบการบริหาร ตลอดจนกลยุทธ์ในการดำเนินกิจการเพื่อให้กิจการสามารถเติบโต และมีพื้นฐานที่ดีสำหรับการดำเนินกิจการที่มั่นคงในอนาคต ซึ่งถือเป็นปัจจัยภายในที่ผู้บริหารกิจการสามารถควบคุมได้ ดังนั้นจึงทำให้ผู้บริหารกิจการต่างๆ มีแนวคิดไปในทำนองเดียวกันว่า การที่จะชนะคู่แข่งขันในเชิงธุรกิจนั้นไม่ได้อยู่ที่การแย่งชิงการตลาดหรือลูกค้าซึ่งถือเป็นปัจจัยภายนอกกิจการที่ควบคุมได้ยากแต่เพียงอย่างเดียว แต่จะต้องขึ้นอยู่กับการบริหารกิจการให้มีประสิทธิภาพมากที่สุดด้วย ดังนั้นไม่ว่าจะเป็นการรื้อปรับระบบองค์กร (Re-engineering) การปรับเทคโนโลยีการผลิต การวางแผน และควบคุมต้นทุน ล้วนแต่เป็นเพียงเทคนิคบางตัวอย่างที่ได้ถูกนำมาใช้เพื่อให้เกิดประสิทธิภาพในแต่ละกิจการ ความสำเร็จของการบริหารกิจการให้เกิดประสิทธิภาพขึ้นอยู่กับความสามารถของผู้บริหารในการทำหน้าที่ทางการบริหารได้อย่างสมบูรณ์ที่สำคัญได้แก่ การวางแผน (Planning) การสั่งการ (Directing) การควบคุม (Controlling) และการตัดสินใจ (Decision Making) โดยที่ความสมบูรณ์ในการทำหน้าที่ทางการบริหารจะอยู่ในระดับใดก็จะขึ้นอยู่กับความพร้อม ตลอดจนความสามารถในการจัดหา และใช้ข้อมูล (Information) (สมนึก เอื้อจิระพงษ์พันธ์, 2549)

บริษัท กรณีศึกษา ได้ก่อตั้งมาในปี พ.ศ.2558 โดยประกอบธุรกิจการนำเข้า และจำหน่ายสินค้าไบโอเมตริกซ์ ซิเคียวริตี้ ได้แก่ เครื่องแสกนลายนิ้วมือ เครื่องตรวจจับโลหะ เครื่องตรวจวัดอุณหภูมิ โดยมีการรับประกันคุณภาพสินค้าเป็นเวลา 1 ปี และมีบริการหลังการขาย โดยให้คำปรึกษา อบรมการใช้งานของสินค้า จากการประกอบธุรกิจที่ผ่านมาของบริษัทกรณีศึกษา ฝ่ายบริหารสินค้าคงเหลือประสบปัญหาความล่าช้าในการค้นหาสินค้า สินค้าบางรายการสูญหาย การสำรองชิ้นส่วนไม่สมดุลกับความต้องการของฝ่ายซ่อมบำรุง สินค้าบางกลุ่มมีมากเกินความต้องการของลูกค้า ส่งผลให้สินค้าล้าสมัย เสื่อมคุณภาพส่งผลให้บริษัทต้องเพิ่มค่าใช้จ่ายและพื้นที่ในการจัดเก็บสินค้า สินค้าที่ไม่เพียงพอทำให้บริษัทเสียโอกาสในการจำหน่าย การตรวจนับสินค้าไม่ถูกต้องตรงกับฝ่ายบัญชี

ดังนั้นเพื่อให้ธุรกิจดำเนินการเป็นไปอย่างมีประสิทธิภาพ และประสิทธิผลมากขึ้น ผู้วิจัยจึงสนใจเข้าไปศึกษาเพื่อปรับปรุงและพัฒนาระบบการจัดการสินค้าคงเหลือ และให้ความสำคัญกับระบบการบัญชีมากขึ้น สำหรับผู้ใช้ระบบการบัญชีที่จะต้องนำข้อมูลไปใช้ประโยชน์ได้เพื่อให้ผู้ที่มีหน้าที่โดยตรง และผู้ที่เกี่ยวข้องใช้เป็นแนวทางในการปรับปรุงแก้ไขการทำงานต่าง ๆ อันอาจส่งผลต่อการควบคุม และดำเนินงานขององค์กรให้มีการพัฒนามากยิ่งขึ้น ซึ่งข้อมูลที่มีลักษณะดังกล่าวจะเกิดขึ้นได้จากผลของการพัฒนาระบบบัญชีที่ดี มีคุณภาพรวมถึงมีการปฏิบัติตามระบบที่ได้วางไว้ จึงเกิดแนวคิดที่จะทำการศึกษาและค้นคว้าในเรื่อง การจัดการสินค้าคงเหลือสำหรับธุรกิจขายสินค้าที่มีการรับประกัน บริษัทกรณีศึกษา โดยจะทำการศึกษาระบบบัญชี ได้แก่ ระบบบัญชีซื้อ และเจ้าหนี้ ระบบบัญชีขาย และลูกหนี้ ระบบสินค้าคงเหลือ (สมเดช โรจน์คุรีเสถียร, 2561) และมาตรฐานการบัญชีฉบับที่ 37 เรื่องการประมาณการหนี้สิน ซึ่งช่วยเพิ่มศักยภาพในการแข่งขัน และการบริหารงานที่มีการพัฒนาก้าวหน้ามากยิ่งขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระบบการจัดการสินค้าคงเหลือที่บริษัทกรณีศึกษาปฏิบัติในปัจจุบัน
2. เพื่อพัฒนาระบบการจัดการสินค้าคงเหลือที่เหมาะสมสำหรับบริษัทกรณีศึกษา

วิธีการดำเนินการวิจัย

ในการศึกษาครั้งนี้ ได้ทำการศึกษาจากบริษัทกรณีศึกษา เป็นธุรกิจจำหน่ายสินค้าไบโอเมตริกซ์ โดยมีการกำหนดขอบเขตการศึกษาดังนี้

ขอบเขตด้านเนื้อหา

ศึกษาลักษณะการดำเนินงาน และการจัดการสินค้าคงเหลือสำหรับธุรกิจขายสินค้าที่มีการรับประกันกรณีศึกษาบริษัทจำหน่ายสินค้าไบโอเมตริกซ์ ซีเคียวริตี้ ในเขตกรุงเทพมหานคร แบ่งเป็น

1. ระบบบัญชีซื้อ และเจ้าหนี้
2. ระบบบัญชีขาย และลูกหนี้
3. ระบบบัญชีสินค้าคงเหลือ
4. การประมาณการหนี้สินจากการรับประกันคุณภาพสินค้า

ผู้ให้ข้อมูลสำคัญ

ผู้ให้ข้อมูลสำคัญในการศึกษาครั้งนี้ คือ กรรมการผู้บริหารงาน ผู้จัดการฝ่ายบริหารสำนักงาน หัวหน้าฝ่าย และแผนกที่มีส่วนเกี่ยวข้องที่อยู่ในระบบบัญชีการเงิน รวมทั้งสิ้น 11 คน

เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการศึกษาครั้งนี้เป็นแบบสัมภาษณ์แบบมีโครงสร้าง เพื่อศึกษาลักษณะการดำเนินงาน และศึกษาระบบการจัดการสินค้าคงเหลือสำหรับธุรกิจขายสินค้าที่มีการรับประกัน กรณีศึกษาบริษัทจำหน่ายสินค้าไบโอเมตริกซ์ ซีเคียวริตี้แห่งหนึ่งในเขตกรุงเทพมหานคร เพื่อใช้เป็นข้อมูลในการการจัดการสินค้าคงเหลือสำหรับธุรกิจขายสินค้าที่มีการรับประกันของบริษัทกรณีศึกษา แบ่งออกเป็น 3 ส่วน ดังนี้

ส่วนที่ 1 เป็นข้อมูลทั่วไปของผู้ให้ข้อมูลสำคัญ

ส่วนที่ 2 เป็นแบบสัมภาษณ์การจัดทำบัญชีตามระบบบัญชีการเงินสำหรับธุรกิจขายสินค้าที่มีการรับประกัน ได้แก่ ระบบบัญชีขาย และลูกหนี้ ระบบบัญชีซื้อ และเจ้าหนี้ ระบบบัญชีสินค้าคงเหลือ และประมาณการหนี้สินสินค้ารับประกัน

ส่วนที่ 3 เป็นแบบสัมภาษณ์การจัดทำและปฏิบัติใช้แบบฟอร์มเอกสารที่เกี่ยวข้องของแต่ละฝ่ายงาน

การเก็บรวบรวมข้อมูล

แหล่งข้อมูลปฐมภูมิ (Primary Data) เป็นข้อมูลที่ผู้ใช้หรือหน่วยงานที่ใช้เป็นการเก็บข้อมูลด้วยตนเอง ซึ่งวิธีการเก็บรวบรวมข้อมูลโดยใช้วิธีการสัมภาษณ์ และการสังเกตการณ์ ข้อมูลปฐมภูมิเป็นข้อมูลที่รายละเอียดตรงตามที่ผู้ใช้ต้องการ

การสัมภาษณ์แบบมีโครงสร้าง เป็นการเก็บรวมรวมข้อมูลในส่วนที่เกี่ยวข้องกับการดำเนินงาน โครงสร้างองค์กร ระบบการจัดการสินค้าคงเหลือ และระบบบัญชีที่เกี่ยวข้องของบริษัทกรณีศึกษา โดยการสัมภาษณ์บุคลากรของบริษัทกรณีศึกษา

การสังเกตการณ์ จะทำการสังเกตการณ์ขั้นตอนการปฏิบัติงานของระบบการจัดการสินค้าคงเหลือ และระบบบัญชีที่เกี่ยวข้องทุก ๆ ระบบ เอกสารประกอบการปฏิบัติงานภายในบริษัทกรณีศึกษา และผังบัญชีของกิจการ

แหล่งข้อมูลทุติยภูมิ (Secondary Data) เป็น งานวิจัย หนังสือหรือตำราทางวิชาการ ที่เกี่ยวข้องกับการวางระบบการจัดการสินค้าคงเหลือ และระบบบัญชีที่เกี่ยวข้อง และการควบคุมภายใน เอกสารทางการบัญชี การเก็บรวบรวมข้อมูลจากเอกสารรายงานทางบัญชี แบบฟอร์มทางการบัญชีต่าง ๆ ที่บริษัทได้รับ และจัดทำขึ้นเอง โดยรวบรวมข้อมูลของบริษัทกรณีศึกษา ไว้ดังนี้

1. ข้อมูลทั่วไป และลักษณะการดำเนินงานของบริษัทกรณีศึกษา
2. การจัดสร้างขององค์กร ได้แก่ การจัดสายงาน และการแบ่งหน้าที่ของแต่ละสายงานให้มีความชัดเจน
3. การออกแบบเอกสาร เช่น ใบเสนอราคา ใบสั่งซื้อ ใบกำกับภาษี ใบแจ้งหนี้ ผังบัญชี และเอกสารอื่น ๆ ที่เกี่ยวข้อง

วิธีการวิเคราะห์ข้อมูล และการประมวลผลข้อมูล

1. การรวบรวมข้อมูล ซึ่งที่ได้จากแหล่งข้อมูลปฐมภูมิ และแหล่งทุติยภูมิ ได้จากการสัมภาษณ์กรรมการผู้บริหาร ผู้จัดการฝ่ายบริหารสำนักงาน หัวหน้าฝ่าย และแผนกที่มีส่วนเกี่ยวข้องที่อยู่ในระบบการจัดการสินค้าคงเหลือ และระบบบัญชีที่เกี่ยวข้องของบริษัทกรณีศึกษา และสังเกตการณ์วิธีการปฏิบัติงานของเจ้าหน้าที่ฝ่ายบัญชี

2. ศึกษารวบรวมข้อมูลจากเอกสาร งานวิจัย วารสาร หนังสือหรือตำราทางวิชาการ ที่เกี่ยวข้อง เพื่อให้ทราบถึงทฤษฎีการจัดการระบบสินค้าคงเหลือ และระบบบัญชีที่เกี่ยวข้อง นำมาเปรียบเทียบข้อมูลที่รวบรวมได้จากแหล่งข้อมูลปฐมภูมิ

3. ศึกษาวิเคราะห์ข้อมูลต่าง ๆ เพื่อให้ทราบถึงปัญหา และสาเหตุของการเกิดปัญหาที่เกี่ยวข้องในทางการปฏิบัติงานทางการบัญชี ของบริษัทกรณีศึกษา ที่ควรได้รับการพัฒนาและปรับปรุงแก้ไข

4. เสนอแนะแนวทางปรับปรุง และวิธีการปฏิบัติงานเกี่ยวกับระบบบัญชีการเงิน ระบบบัญชีที่เกี่ยวข้อง และการควบคุมภายในของบริษัทกรณีศึกษา ซึ่งประกอบด้วยวิธีการปฏิบัติ และทางเอกสารทางการบัญชีที่สำคัญ และจำเป็น

สรุปผลการวิจัย

ส่วนที่ 1 ผลการสัมภาษณ์การปฏิบัติงานตามระบบการบัญชีในปัจจุบันสำหรับธุรกิจขายสินค้าที่มีการรับประกัน กรณีศึกษาบริษัทจำหน่ายสินค้าไบโอเมตริกซ์ ซีเคียวริตี้แห่งหนึ่งในเขตกรุงเทพมหานคร ประกอบด้วย การบัญชีซื้อ และเจ้าหนี้ ระบบบัญชีขาย และลูกหนี้ และระบบบัญชีสินค้าคงเหลือ เกี่ยวกับการบริหารสินค้าคงเหลือสำหรับธุรกิจขายสินค้าที่มีการรับประกัน

1. การบัญชีซื้อ และเจ้าหนี้

ผลที่ได้รับจากการสัมภาษณ์ และการสังเกตการณ์จากฝ่ายงานที่เกี่ยวข้อง ได้แก่ ฝ่ายประสานงานต่างประเทศ ฝ่ายขาย ฝ่ายคลังสินค้า และฝ่ายบัญชี เกี่ยวกับระบบบัญชีซื้อ และเจ้าหนี้ สามารถสรุปเป็นขั้นตอนการปฏิบัติงานในปัจจุบันเปรียบเทียบกับทฤษฎี ได้ดังตารางที่ 1

ตารางที่ 1 เปรียบเทียบขั้นตอนการปฏิบัติงานในปัจจุบันกับทฤษฎีการปฏิบัติงานตามระบบบัญชีซื้อ และเจ้าหนี้

ทฤษฎี	การปฏิบัติงานในปัจจุบัน
1. กิจกรรมการขอซื้อ	1. กิจกรรมการขอซื้อ
1.1 การรวบรวมใบขอซื้อ	1.1 การขอซื้อจากฝ่ายประสานงานต่างประเทศ
1.2 การบันทึกคำขอซื้อ	1.2 (ไม่ได้ปฏิบัติ)
2. กิจกรรมการจัดซื้อ	2. กิจกรรมการจัดซื้อ
2.1 การเลือกผู้ขาย	2.1 (ไม่ได้ปฏิบัติ)
2.2 การขออนุมัติสั่งซื้อ	2.2 การขออนุมัติสั่งซื้อ
2.3 การจัดทำใบสั่งซื้อ	2.3 (ไม่ได้ปฏิบัติ)
2.4 การสั่งซื้อ	2.4 การสั่งซื้อ
2.5 การสรุปรายการสั่งซื้อ	2.5 (ไม่ได้ปฏิบัติ)
3. กิจกรรมการรับสินค้า และจัดเก็บสินค้า	3. กิจกรรมการรับสินค้า และจัดเก็บสินค้า
3.1 การตรวจสอบ และตรวจนับสินค้า	3.1 การตรวจสอบ และตรวจนับสินค้า
3.2 การจัดทำใบรับสินค้า (ใบรับของ)	3.2 (ไม่ได้ปฏิบัติ)
3.3 การสรุปรายงานสินค้า (Stock)	3.3 การสรุปรายงานสินค้า (Stock)
4. กิจกรรมการจ่ายเงิน	4. กิจกรรมการจ่ายเงิน
4.1 การตรวจสอบใบเรียกเก็บเงิน	4.1 การตรวจสอบใบเรียกเก็บเงิน
4.2 การจัดทำใบสำคัญจ่าย และบันทึกเจ้าหนี้	4.2 การจัดทำใบสำคัญจ่าย และบันทึกเจ้าหนี้
4.3 การเตรียมจ่าย และสั่งจ่ายเงิน	4.3 การเตรียมจ่าย และสั่งจ่ายเงิน
4.4 การสรุปรายงานจ่ายเงิน	4.4 (ไม่ได้ปฏิบัติ)

2. ระบบบัญชีขาย และลูกหนี้

ผลที่ได้รับจากการสัมภาษณ์ และการสังเกตการณ์จากฝ่ายประสานงานต่างประเทศ ฝ่ายขาย ฝ่ายคลังสินค้า และฝ่ายบัญชี เกี่ยวกับระบบบัญชีขาย และลูกหนี้ สามารถสรุปเป็นขั้นตอนการปฏิบัติงานในปัจจุบันเปรียบเทียบกับทฤษฎี ได้ดังตารางที่ 2

ตารางที่ 2 เปรียบเทียบขั้นตอนการปฏิบัติงานในปัจจุบันกับทฤษฎีตามระบบบัญชีขาย และลูกหนี้

ทฤษฎี	การปฏิบัติงานในปัจจุบัน
1. กิจกรรมการรับคำสั่งซื้อ	1. กิจกรรมรับคำสั่งซื้อ
1.1 การบันทึกคำสั่งซื้อจากลูกค้า	1.1 การบันทึกคำสั่งซื้อ
1.2 การตรวจสอบวงเงินสินเชื่อ	1.2 (ไม่ได้ปฏิบัติ)
1.3 การตรวจสอบสินค้า	1.3 การตรวจสอบสินค้า
1.4 การเตรียมใบเรียกเก็บเงิน	1.4 การเตรียมใบเรียกเก็บเงิน
2. กิจกรรมการจัดส่งสินค้า	2. กิจกรรมการจัดส่งสินค้า
2.1 การจัดเตรียมสินค้า	2.1 การจัดเตรียมสินค้า
2.2 การจัดส่งสินค้า	2.2 การจัดส่งสินค้า
3. กิจกรรมการเรียกเก็บเงิน และลูกหนี้	3. กิจกรรมการเรียกเก็บเงิน และลูกหนี้
3.1 การเรียกเก็บเงิน	3.1 การเรียกเก็บเงิน
3.2 การปรับปรุงบัญชีลูกหนี้ (กรณีส่งคืนสินค้า)	3.2 (ไม่ได้ปฏิบัติ)
3.3 การสรุปรายงานยอดขาย	3.3 (ไม่ได้ปฏิบัติ)
4. กิจกรรมการรับเงิน	4. กิจกรรมการรับเงิน
4.1 การรับเงิน	4.1 การรับเงิน
4.2 การจัดทำใบสำคัญรับ และบันทึกลูกหนี้	4.2 การจัดทำใบสำคัญรับ
4.3 การสรุปรายงานรับเงิน	4.3 การสรุปรายงานรับเงินและติดตามผลการใช้งานสินค้า

3. ระบบสินค้าคงเหลือ

ผลที่ได้รับจากการสัมภาษณ์ และการสังเกตการณ์ฝ่ายประสานงานต่างประเทศ ฝ่ายขาย ฝ่ายคลังสินค้า ฝ่ายเทคนิค ฝ่ายซ่อมบำรุง และฝ่ายบัญชี เกี่ยวกับระบบสินค้าคงเหลือ สามารถสรุปเป็นขั้นตอนการปฏิบัติงานในปัจจุบันเปรียบเทียบกับทฤษฎี ได้ดังตารางที่ 3

ตารางที่ 3 เปรียบเทียบขั้นตอนการปฏิบัติงานในปัจจุบันกับทฤษฎีการปฏิบัติงานตามระบบสินค้าคงเหลือ

ทฤษฎี	การปฏิบัติงานในปัจจุบัน
1. การควบคุมสินค้าคงเหลือ (Inventory Control)	**1. การควบคุมสินค้าคงเหลือ (Inventory Control)**
1.1 การจัดทำรายละเอียดเกี่ยวกับการใช้สินค้า	1.1 (ไม่ได้ปฏิบัติ)
1.2 การจัดทำรายละเอียดเกี่ยวกับค่าใช้จ่าย	1.2 (ไม่ได้ปฏิบัติ)
1.3 การจัดทำงบประมาณการซื้อสินค้าคงเหลือ	1.3 (ไม่ได้ปฏิบัติ)
1.4ประเมินความต้องการด้านจำนวนและชนิด รวมทั้งกำหนดการผลิต	1.4 (ไม่ได้ปฏิบัติ)
1.5 การกำหนดการจัดส่งสินค้า	1.5 การกำหนดการจัดส่งสินค้า
1.6 การควบคุมการจัดส่งสินค้า	1.6 (ไม่ได้ปฏิบัติ)
1.7 รายงานจำนวนสินค้าคงเหลือให้ผู้เกี่ยวข้องได้ทราบ	1.7 รายงานจำนวนสินค้าคงเหลือให้ผู้เกี่ยวข้องได้ทราบ
1.8 การทำประวัติการใช้สินค้าคงเหลือ	1.8 การทำประวัติการใช้สินค้าคงเหลือ
1.9 การออกใบสั่งซื้อหรือใบต้นทุนงานสั่งทำในการผลิตสินค้า	1.9 (ไม่ได้ปฏิบัติ)
1.10 การตรวจสอบจำนวนสินค้าระหว่างผลิต	1.10 (ไม่ได้ปฏิบัติ)
1.11 การประเมินความต้องการในอนาคตของสินค้าคงเหลือ	1.11 (ไม่ได้ปฏิบัติ)
1.12 การกำหนดวิธีการจัดการกับสินค้าที่ไม่มีการเบิกหรือจ่าย	1.12 (ไม่ได้ปฏิบัติ)
2. การจัดหาสินค้า (Procurement)	2. การจัดหาสินค้า (Procurement)
2.1 การทำประวัติของผู้ขายสินค้าให้กับกิจการ	2.1 การทำประวัติของผู้ขายสินค้าให้กับกิจการ
2.2 การจัดหาสินค้าตามใบสั่งซื้อในแต่ละครั้ง	2.2 (ไม่ได้ปฏิบัติ)
2.3 การควบคุมการสั่งซื้อให้ได้คุณภาพและคุณสมบัติที่ดี	2.3 (ไม่ได้ปฏิบัติ)
2.4 การจัดทำมาตรฐานของสินค้า ทะเบียนผู้ขาย และเอกสารประกอบ	2.4 (ไม่ได้ปฏิบัติ)
2.5 การต่อรองสินค้าที่เกิดความเสียหายหรือคุณภาพ	2.5 (ไม่ได้ปฏิบัติ)
2.6 การจัดทำรายงานการจัดหาสินค้า	2.6 (ไม่ได้ปฏิบัติ)
3. การเก็บรักษาสินค้า และวัตถุดิบ (Store and Warehousing Control)	3. การเก็บรักษาสินค้า และวัตถุดิบ (Store and Warehousing Control)
3.1 การควบคุมสินค้าในคลังเก็บสินค้า	3.1 การควบคุมสินค้าในคลังเก็บสินค้า
3.2 การควบคุมการขนย้ายสินค้าภายในคลังสินค้า	3.2 การควบคุมการขนย้ายสินค้าภายในคลังสินค้า
3.3 การจัดทำรายงานการรับ-จ่ายสินค้าและวัตถุดิบ	3.3 การจัดทำรายงานการรับ-จ่ายสินค้าและวัตถุดิบ
3.4 การดำเนินการตรวจนับสินค้าคงเหลือ	3.4 การดำเนินการตรวจนับสินค้าคงเหลือ
3.5 การควบคุมสินค้าที่ค้างคลังสินค้า	3.5 การควบคุมสินค้าที่ค้างคลังสินค้า
3.6 การจัดระบบการขนย้ายสินค้าออกจากคลังสินค้าให้มีประสิทธิภาพ	3.6 การจัดระบบการขนย้ายสินค้าออกจากคลังสินค้าให้มีประสิทธิภาพ
3.7 การตรวจสอบสินค้าที่สูญหายหรือเสื่อมสภาพ	3.7 (ไม่ได้ปฏิบัติ)
3.8 การทำรายงานเกี่ยวกับสถานภาพของสินค้าคงเหลือ	3.8 (ไม่ได้ปฏิบัติ)

4. การประมาณการหนี้สิน

ผลที่ได้รับจากการสัมภาษณ์จากฝ่ายผู้บริหารเกี่ยวกับการประมาณการหนี้สิน สามารถสรุปเป็นขั้นตอนการปฏิบัติงานในปัจจุบันเปรียบเทียบกับทฤษฎี ได้ดังตารางที่ 4

ตารางที่ 4 เปรียบเทียบขั้นตอนการปฏิบัติงานในปัจจุบันกับทฤษฎีตามการประมาณการหนี้สินสินค้ารับประกัน

ทฤษฎี	การปฏิบัติงานในปัจจุบัน
1. นโยบายการประมาณการหนี้สิน	1. (ไม่ได้ปฏิบัติ)
2. สัญญารับประกัน/ใบรับประกันคุณภาพ	2. (ไม่ได้ปฏิบัติ)
3. ระบบการตรวจเช็คสินค้าขอเคลม	3. ระบบการตรวจเช็คสินค้าขอเคลม
4. การประเมินราคาค่าซ่อม	4. การประเมินราคาค่าซ่อม
5. การจัดทำรายงานการสั่งซ่อม	5. (ไม่ได้ปฏิบัติ)
6. การจัดทำรายงานรับสินค้าขอเคลม	6. (ไม่ได้ปฏิบัติ)
7. การบันทึกรายการเกี่ยวกับสินค้ารับประกัน	7. (ไม่ได้ปฏิบัติ)

ส่วนที่ 2 วิเคราะห์การบริหารสินค้าคงเหลือสำหรับธุรกิจขายสินค้าที่มีการรับประกัน กรณีศึกษาบริษัทจำหน่ายสินค้าไบโอเมตริกซ์ ซีเคียวริตี้แห่งหนึ่งในเขตกรุงเทพมหานคร โดยเปรียบเทียบขั้นตอนในการปฏิบัติงานในปัจจุบัน กับทฤษฎี พร้อมการควบคุมภายใน และออกแบบเอกสารที่เกี่ยวข้อง รวมทั้งเสนอแนะการจัดโครงสร้างใหม่ของการบริหารสินค้าคงเหลือสำหรับธุรกิจขายสินค้าที่มีการรับประกัน กรณีศึกษาบริษัทจำหน่ายสินค้าไบโอเมตริกซ์ ซีเคียวริตี้แห่งหนึ่งในเขตกรุงเทพมหานคร

1. ระบบบัญชีซื้อ และเจ้าหนี้ ควรมีการจัดทำและเอกสารประกอบการลงบัญชี ดังนี้

1.1 ควรมีการจัดทำใบขอซื้อในรูปแบบเอกสารให้ชัดเจน และบันทึกคำขอซื้อ เพื่อช่วยควบคุมการขอซื้อในแต่ละครั้ง และสามารถตรวจสอบข้อมูลย้อนหลังได้

1.2 ควรหาผู้ขายเพิ่มเพื่อเปรียบเทียบราคา และประโยชน์ที่ได้รับ ควรจัดทำใบขออนุมัติการขอซื้อ และจัดทำใบสั่งซื้อในรูปแบบของเอกสารไว้เป็นหลักฐาน

1.3 ควรมีการจัดทำรายงานการสั่งซื้อในแต่ละวันเพื่อตรวจสอบรายการสั่งซื้อวัตถุดิบได้ และควรมีการจัดเก็บสำเนาเข้าแฟ้มไว้เป็นหลักฐาน

1.4 ควรมีการตรวจนับสินค้า และจัดทำใบรับสินค้า เพื่อยืนยันจำนวนสินค้าที่รับไว้รวมทั้งการสรุปรายงานสินค้า (Stock) ในรูปแบบของเอกสาร เพื่อให้ทราบสินค้าคงเหลือปัจจุบันได้

1.5 ควรมีการตรวจสอบสินค้ากับรายงานการสั่งซื้อสินค้าที่ได้รับจากฝ่ายจัดซื้อ กับยอดสินค้าตามใบเรียกเก็บเงิน จัดทำรายงานเจ้าหนี้ หรือรายงานการจ่ายเช็ค หรือการโอนเงิน เพื่อใช้เป็นรายงานการเปรียบเทียบประมาณการค่าใช้จ่ายในแต่ละเดือนได้ รวมทั้งการจัดทำเอกสารรายงานสรุปค่าใช้จ่ายทั้งหมดของแต่ละเจ้าหนี้ ส่งเป็นข้อมูลให้ฝ่ายบัญชี เพื่อเป็นหลักฐานในการตรวจสอบและกระทบยอดเงินจ่าย และควรจัดทำรายงานสรุปการจ่ายเงินเพื่อสำรองเงินให้ทันต่อกำหนดการชำระเงิน หรือการขอต่อรองเงื่อนไขในการชำระเงิน

2. ระบบบัญชีขาย และลูกหนี้

2.1 ควรจัดทำบันทึกคำสั่งซื้อจากลูกค้าเป็นรูปแบบเอกสาร ตรวจสอบวงเงินสินเชื่อ หากมีการสั่งซื้อเกินวงเงิน ควรติดตามการรับชำระเพื่อเพิ่มวงเงินในการให้สินเชื่อ ให้ฝ่ายเทคนิคช่วยตรวจสอบเครื่อง และรายงานเก็บเป็นข้อมูลมีการตรวจสอบกับใบกำกับภาษีที่ออกประกอบการจัดส่งสินค้าให้ลูกค้า

2.2 ควรมีการจัดทำรายงานตารางการจัดส่งสินค้า การตรวจสอบรายการ และจำนวน ก่อนการจัดส่งอีกครั้ง และลงบันทึก เวลา วันที่ เดือน ปี จัดส่งโดยพนักงานท่านใดและให้ลูกค้าเซ็นชื่อรับสินค้าจากพนักงานส่งสินค้า เพื่อสามารถตรวจสอบการจัดส่งได้

2.3 ควรมีการตรวจสอบกับใบเรียกเก็บเงิน และใบสั่งซื้อจากลูกค้าอีกครั้ง และจัดทำสรุปรายงานยอดขายเพื่อประโยชน์ในการวางแผนค่าใช้จ่ายและภาษี เก็บเป็นข้อมูลของฝ่ายขาย และฝ่ายบัญชี

2.4 ควรมีการตรวจสอบจำนวนเงินตามหน้าเช็คกับใบเรียกเก็บเงิน และใบเสร็จรับเงิน จัดทำรายงานสรุปการรับเงินรายเดือน รายงานลูกหนี้ และทะเบียนคุมเช็ครับเพื่อใช้เป็นข้อมูลในการตรวจสอบลูกค้า ค้างชำระเงินกับทางบริษัท และสามารถทราบยอดขายในแต่ละเดือนได้

3. ระบบสินค้าคงเหลือ

3.1 การควบคุมสินค้าคงเหลือ ควรจัดทำรายละเอียดเกี่ยวกับการใช้สินค้า และค่าใช้จ่ายเป็นรูปแบบเอกสาร เพื่อป้องการใช้สินค้าสลับกัน จัดทำงบประมาณการสั่งซื้อสินค้า/อะไหล่คงเหลือ เพื่อไม่ต้องสำรองสินค้ามากเกินความต้องการ จัดทำตารางกำหนดวันที่จัดส่งประจำสัปดาห์เพื่อควบคุมค่าใช้จ่ายและง่ายต่อการติดตาม กำหนดวิธีการจัดการสินค้าที่ไม่มีการเบิกหรือจ่าย และจัดทำรายงานเกี่ยวกับสินค้าที่ไม่มีการเบิกจ่ายในรูปแบบเอกสาร ส่งให้แผนกต่าง ๆ ที่เกี่ยวข้อง เมื่อครบกำหนดเวลาการจัดเก็บ ขายซากเพื่อปรับปรุงรายงานสินค้าคงเหลือ

3.2 การจัดหาสินค้า ควรมีการจัดทำทะเบียนผู้ขาย ควรระบุรายละเอียดสินค้าให้ละเอียดครบถ้วนและกำหนดเงื่อนไขในการเปลี่ยนสินค้าในกรณีสินค้าไม่ตรงตามคำสั่งซื้อ ทำสัญญารับรองมาตรฐานสินค้าแต่ละตัวที่จะสั่งซื้อและกำหนดเงื่อนไขในการจัดการสินค้าในกรณีสินค้าไม่ตรงตามมาตรฐานจัดทำในรูปแบบเอกสาร เพื่อเปรียบเทียบค่าใช้จ่ายในการจัดหาสินค้าชนิดเดียวกันจากแหล่งที่ต่างกันเพื่อกำหนดต้นทุนที่ต่ำที่สุด

3.3 การเก็บรักษาสินค้า และอะไหล่ ควรมีการจัดทำป้ายชื่อสินค้า และรายงานสินค้าในคลังรวมถึงตำแหน่งที่วางสินค้า จัดทำเอกสารการขนย้ายสินค้าภายในคลังสินค้า และรายงานการขนย้ายสินค้าประจำเดือน เพื่อตรวจสอบสินค้าที่อยู่ในคลัง และจัดแยกสินค้า และจัดทำรายงานการตรวจนับสต๊อกส่งให้แผนกต่าง ๆ ที่เกี่ยวข้อง จัดทำรายงานสถานภาพของสินค้าคงเหลือเพื่อให้ทราบว่าสินค้าคงเหลือสามารถใช้ได้หรือไม่

3.4 การขนย้ายสินค้า ควรมีการกำหนดวิธีการจัดส่ง การวางแผนการจัดส่ง โดยจัดทำเป็นรูปแบบเอกสาร เพื่อควบคุมค่าใช้จ่ายที่จะเกิดขึ้น และจัดทำรายงาน และตรวจสอบสินค้าก่อนการขนย้ายป้องการสินค้าสูญหาย ในรูปแบบเอกสารเพื่อเป็นหลักฐานสามารถตรวจสอบได้

4. การประมาณการหนี้สินสินค้ารับประกัน

1. นโยบายการประมาณการหนี้สินสินค้ารับประกัน ควรมีการประมาณการหนี้สินเกี่ยวกับสินค้ารับประกัน เพื่อรับรู้ค่าใช้จ่ายในอัตราร้อยละที่ชัดเจน พร้อมจัดทำสัญญารับประกัน/ใบรับประกันคุณภาพ รูปแบบเอกสาร เพื่อใช้เป็นหลักฐานในการตรวจสอบ ประเมินค่าซ่อม และจัดทำรายงานการสั่งซ่อม รายงานรับสินค้าขอเคลมในรูปแบบเอกสารเพื่อใช้ตรวจสอบ

อภิปรายผลการวิจัย

การศึกษาครั้งนี้เป็นการศึกษาเรื่องการจัดการสินค้าคงเหลือสำหรับธุรกิจขายสินค้าที่มีการรับประกัน กรณีศึกษาบริษัทจำหน่ายสินค้าไบโอเมตริกซ์ ซีเคียวริตี้แห่งหนึ่งในเขตกรุงเทพมหานคร ซึ่งผู้ศึกษาได้นำมาอภิปรายผลการศึกษา พบว่า

ระบบการจัดการสินค้าคงเหลือที่บริษัทกรณีศึกษาปฏิบัติ ระบบบัญชีซื้อ และเจ้าหนี้ พบว่ากิจกรรมการขอซื้อ ฝ่ายขายได้รับคำสั่งซื้อจากลูกค้า ฝ่ายขายจะส่งข้อมูลเกี่ยวกับการสั่งซื้อสินค้าให้ทางฝ่ายประสานงานต่างประเทศ โดยไม่มีการจัดทำใบขอซื้อ ไม่มีการบันทึกคำขอซื้อในรูปแบบของเอกสาร เมื่อฝ่ายประสานงานต่างประเทศได้รับแจ้งจากฝ่ายขายในการต้องการสินค้าฝ่ายประสานงานต่างประเทศจะทำการสั่งซื้อโดยการแจ้งทางอีเมล์ให้กับผู้ขายทราบเกี่ยวกับการสั่งซื้อสินค้าและรายละเอียดของสินค้า โดยไม่มีการจัดทำเอกสารการสั่งซื้อสินค้า และไม่มีการสรุปรายงานการสั่งซื้อในรูปแบบของเอกสาร เพื่อใช้เป็นหลักฐาน การควบคุมการสั่งซื้อไม่ให้เกิดการตกหล่นในการสั่งซื้อสินค้า หรือการส่งสินค้ามาเกินกว่าที่สั่งไป และยังสามารถใช้ตรวจสอบการสั่งซื้อได้ อีกทั้งเมื่อมีการรับสินค้าจากผู้ขายฝ่ายคลังสินค้าไม่มีการจัดทำใบรับสินค้า มีการจัดทำเฉพาะรายงานสินค้าคงเหลือ ณ วันสิ้นเดือน จึงไม่มีใบรับสินค้าเพื่อใช้เป็นหลักฐานยืนยันการรับสินค้า การรับจ่ายเงินของฝ่ายบัญชีไม่มีการจัดทำการสรุปรายงานจ่ายเงิน เพื่อตรวจสอบ และกระทบยอดเงินจ่ายจาก Statement ไม่มีการจัดทำรายงานเจ้าหนี้หรือรายงานการจ่ายเช็ค หรือ การโอนเงินแทน เพื่อใช้เป็นรายงานการเปรียบเทียบประมาณการค่าใช้จ่ายในแต่ละเดือนได้ ผลการศึกษาครั้งนี้สอดคล้องกับการศึกษาของภัณฑิลา คำอ้ายปวน (2554) ได้ศึกษาเรื่อง ระบบบัญชีการเงิน และการควบคุมภายในของธุรกิจจำหน่าย และรับซ่อมบำรุงอุปกรณ์ประปา: บริษัทกรณีศึกษา มีวัตถุประสงค์เพื่อศึกษาลักษณะการดำเนินงาน และระบบบัญชีการเงิน และการควบคุมภายในของธุรกิจจำหน่าย และรับซ่อมบำรุงอุปกรณ์ประปาเพื่อนำมาวิเคราะห์ และเสนอแนะระบบบัญชีการเงิน และการควบคุมภายในที่เหมาะสมให้กับบริษัทกรณีศึกษา ด้วยวิธีการศึกษาโดยการรวบรวมข้อมูลปฐมภูมิที่ได้จากการสัมภาษณ์บุคคลที่มีหน้าที่รับผิดชอบ และเกี่ยวข้องกับการดำเนินงานของบริษัทกรณีศึกษา รวมถึงการสังเกตการณ์ขั้นตอนการปฏิบัติงานในส่วนของระบบบัญชีการเงิน เอกสารประกอบการปฏิบัติงานภายในบริษัท และผังบัญชีของบริษัทที่ใช้ปฏิบัติงานในปัจจุบัน และศึกษาข้อมูลทุติยภูมิ โดยค้นคว้าจากเอกสาร และตำราทางวิชาการต่าง ๆ ที่เกี่ยวข้องกับการวางระบบบัญชีและการควบคุมภายใน จากนั้นนำมาวิเคราะห์ด้วยวิธีการบรรยายเชิงพรรณนา และเขียนแผนภาพผัง

ทางเดินเอกสารประกอบการอธิบายจากการศึกษาลักษณะการดำเนินงาน การจัดโครงสร้างองค์กร ระบบบัญชีการเงิน และการควบคุมภายในที่บริษัทกรณีศึกษาใช้อยู่ในปัจจุบัน ผู้ศึกษาพบจุดที่ควรพิจารณาปรับปรุงแก้ไข และได้ให้ข้อเสนอแนะที่เหมาะสมกับบริษัทกรณีศึกษา

ระบบบัญชีขาย และลูกหนี้ เมื่อฝ่ายขายรับคำสั่งซื้อจากลูกค้าแล้วฝ่ายขายไม่มีการบันทึกคำสั่งซื้อจากลูกค้า อาจรับคำสั่งซื้อจากลูกค้าไม่ครบถ้วน และทำให้คำสั่งซื้อสินค้าไม่ตรงกับความต้องการของลูกค้า นอกจากนี้หากมีการเรียกดูข้อมูลย้อนหลังจะไม่สามารถเรียกดูข้อมูลเก่าได้ ฝ่ายขายจะแจ้งกับฝ่ายประสานงานต่างประเทศถึงความต้องการของลูกค้าโดยไม่มีการบันทึกคำสั่งซื้อบริษัทฯ ไม่มีการตรวจสอบวงเงินสินเชื่อ การเตรียมใบเรียกเก็บเงิน ฝ่ายบัญชีจัดทำใบเรียกเก็บเงิน แต่ไม่มีการตรวจสอบรายการจำนวน และราคา หากไม่มีการตรวจสอบอาจทำให้รายการสินค้าตกหล่นไม่ได้เรียกเก็บ บริษัทฯ มีการจัดเตรียมสินค้า เนื่องจากบริษัทฯ ต้องสอบความถูกต้องในการส่งสินค้าให้ลูกค้า เพราะบริษัทฯ ไม่มีการสต๊อกสินค้า/อะไหล่ นอกจากนี้ควรมีการจัดทำรายงานจัดส่งสินค้าเพื่อสามารถตรวจสอบการจัดส่งสินค้าได้ การจัดส่งสินค้าบริษัทฯ จะจัดส่งตามระยะเวลาที่ฝ่ายขายได้แจ้งไว้กับลูกค้า การเรียกเก็บเงิน เมื่อครบกำหนดการเรียกเก็บเงิน โดยฝ่ายบัญชีจัดทำใบเสร็จรับเงิน แต่ไม่มีการตรวจสอบกับใบสั่งซื้อจากลูกค้า การสรุปรายงานยอดขาย ฝ่ายขายไม่มีการสรุปรายงานยอดขายในรูปแบบของเอกสาร หากไม่มีการสรุปรายงานยอดขาย อาจทำให้ไม่สามารถทราบยอดลูกหนี้ค้างรับในปัจจุบันได้ นอกจากนี้อาจทำให้ฝ่ายบัญชีไม่สามารถกระทบยอดขายได้ การรับเงิน ฝ่ายบัญชีจะรับเช็คจากลูกค้า พร้อมนำใบเสร็จรับเงินให้ลูกค้า และเซ็นชื่ออย่างไรก็ตาม ควรมีการตรวจสอบจำนวนเงินตามหน้าเช็คกับใบเรียกเก็บเงิน และใบเสร็จรับเงิน ฝ่ายบัญชีได้รับเช็ค จากนั้นจะจัดทำใบสำคัญรับ และนำเช็คถ่ายสำเนาแนบกับใบสำคัญรับ การติดตามผลการใช้งานสินค้า บริษัทมีการติดตามผลการใช้งานสินค้า เมื่อลูกค้าชำระค่าสินค้ามาแล้ว ฝ่ายขายจะติดตามผลการใช้งานของลูกค้าโดยการเข้าไปพบลูกค้าที่สถานที่ติดตั้งสินค้าเพื่อสอบถามความพึงพอใจของลูกค้าเกี่ยวกับสินค้า ผลการศึกษาครั้งนี้สอดคล้องกับการศึกษาของอรวรรณ โสดกลาง (2559) ได้ศึกษาเรื่อง การวางระบบบัญชี และการควบคุมภายในสำหรับธุรกิจจำหน่ายเครื่องเสียงรถยนต์ กรณีศึกษา :ร้านบิวตี้ฟลู ซาวด์ มีวัตถุประสงค์เพื่อศึกษาลักษณะการดำเนินกิจการ และการจัดโครงสร้างองค์กรเพื่อวางระบบบัญชีและการควบคุมภายในให้เหมาะสมกับกิจการมีปัจจุบัน ผลการศึกษาพบว่ากิจการยังไม่มีการจัดโครงสร้างองค์กร และกำหนดขอบเขตความรับผิดชอบของแต่ละส่วนงานที่ชัดเจน ไม่มีบันทึกเป็นลายลักษณ์อักษร และด้านการจัดทำบัญชีและการควบคุมภายในของกิจการในปัจจุบันไม่มีการจัดทำบัญชี และการควบคุมภายในที่มีประสิทธิภาพและถูกต้องตามมาตรฐานการบัญชีที่รับรองกันโดยทั่วไป ผู้ศึกษาจึงทำการจัดโครงสร้างองค์กรขึ้นใหม่เพื่อให้เหมาะสมกับกิจการและการกำหนดขอบเขตความรับผิดชอบที่ชัดเจนขึ้น มีการลงบันทึกเป็นลายลักษณ์อักษร รวมถึงการออกแบบเอกสารทางบัญชี และการกำหนดผังทางเดินเอกสารและการควบคุมภายใน ให้เหมาะสมกับกิจการและมีประสิทธิภาพมากยิ่งขึ้น

ระบบสินค้าคงเหลือ (Inventory Control) บริษัทฯ ไม่มีการจัดทำรายละเอียดเกี่ยวกับการใช้สินค้า และรายละเอียดเกี่ยวกับค่าใช้จ่ายสินค้าในแต่ละรายการ เนื่องจากการสั่งซื้อสินค้าแต่ละครั้งปริมาณไม่มาก บริษัทไม่มีการจัดทำงบประมาณการซื้อสินค้า ทำให้สินค้าบางรายการมีการสำรองไว้จำนวนมากเกินความต้องการทำให้เกิดสินค้าคงเหลือค้างในสต๊อกจำนวนมาก บริษัทฯ ไม่มีการควบคุมการจัดส่งสินค้า ทำให้เกิดความล่าช้าในการส่งสินค้าให้ลูกค้า รวมถึงบริษัทฯ ไม่มีการจัดทำรายงานจำนวนสินค้าคงเหลือให้ผู้ที่เกี่ยวข้องทราบในรูปแบบ บริษัทฯ ไม่ได้มีวิธีการกำหนดการจัดการกับสินค้าที่ไม่มีการเบิกหรือจ่าย ทำให้การควบคุมสินค้าในคลังเกิดความ ทำให้ไม่สามารถเช็คประวัติการขนย้ายได้ ดังนั้นควรจัดทำเอกสารการขนย้ายสินค้าภายในคลังสินค้า และรายงานไม่ตรงกับสินค้าที่มีอยู่ในคลัง บริษัทฯ ไม่มีการตรวจสอบสินค้าที่สูญหาย หรือเสื่อมสภาพ ทำให้เกิดสินค้าสูญหาย และสินค้า/อะไหล่เสื่อมสภาพในคลังสินค้า ผลการศึกษาครั้งนี้สอดคล้องกับการศึกษาของปฐมพงษ์ หอมศรี และจักรพรรณ คงธนะ (2557) ได้ศึกษา เรื่องการพัฒนาระบบการจัดการสินค้าคงเหลือ : กรณีศึกษาบริษัทติดตั้งและบำรุงรักษาเครื่องจักรของโรงงาน SME ผลการวิเคราะห์พบว่าบริษัทมีปัญหาเรียงตามความสำคัญดังนี้ ปัญหาด้านสินค้าคงเหลือ เกิดจากไม่มีการจัดทาระบบสินค้าคงเหลือ ไม่มีการบันทึกข้อมูลสินค้าคงเหลือ ขาดการวางแผนการจัดซื้อ การจัดสินค้าไม่เป็นหมวดหมู่จากปัญหาดังกล่าวคณะวิจัยได้ทำการใช้เครื่องมือการจัดการ ในการแก้ไขปัญหาดังนี้ การจัดทำใบบันทึกรายการสินค้า (Stock card) การใช้ทฤษฎี ABC Analysis ทฤษฎี EOQ การกำหนดกระบวนการการทำงานของการบริหารสินค้าคงเหลือ แนวคิด 5 ส. สินค้าค้างสต๊อกมีการเปลี่ยนแปลงด้านการบริหารสินค้าคงเหลือสามารถทำงานอย่างเป็นระบบมากขึ้น มีการตรวจนับสินค้าคงเหลือ และจัดทำใบบันทึกรายการสินค้า (Stock card) สินค้าคงเหลือมีการจัดเรียงหมวดหมู่ตามประเภท มีการวางแผนการจัดซื้อที่เหมาะสม และมีการระบายสินค้าค้างสต๊อก และสอดคล้องกับการศึกษาของสุนันทา ศิริเจริญวัฒน์ (2555) ได้ศึกษา เรื่องการศึกษาเพื่อเพิ่มประสิทธิภาพในการให้บริการ ของบริษัท ภูมิไทย คอมซีส จำกัด พบว่าสาเหตุที่ทำให้การให้ดำเนินงานของบริษัทฯ ขาดประสิทธิภาพคือ มีสินค้าคงเหลือปริมาณสูง คลังสินค้ามีวิธีการจัดเก็บ และจัดวางไม่เหมาะสม และกระบวนการเบิกจ่ายอะไหล่ให้ช่างใช้เวลานาน และมีข้อผิดพลาดสูง ดังนั้นวัตถุประสงค์ของงานวิจัย คือ การเพิ่มประสิทธิภาพการจัดการคลังสินค้าของบริษัท ภูมิไทย คอมซีส จำกัดขั้นตอนเริ่มจากการปรับปรุงวิธีการดำเนินงานการรับสินค้า การเบิกจ่าย การ

ปรับปรุงจำนวนรายการอะไหล่ จัดความสำคัญอะไหล่ด้วยวิธี ABC การตั้ง รหัสสินค้า และการตั้งรหัสการจัดเก็บในคลังสินค้า การออกแบบแผนผังการจัดเก็บ ระบุตำแหน่งการจัดเก็บ จากนั้นทำการตรวจนับสินค้าทั้งหมด

การประมาณการหนี้สินสินค้ารับประกัน บริษัทฯ ไม่มีนโยบายการประมาณการหนี้สินทำให้ไม่ทราบค่าใช้จ่ายที่เกิดขึ้นในการรับประกันสินค้า และบริษัทอาจคำนวณไม่ได้ว่าจะมีผลกำไร หรือขาดทุนแก่บริษัทฯ บริษัทมีระบบการตรวจเช็คสินค้าขอเคลม แต่ไม่มีการจัดทำเป็นเอกสาร ทำให้ไม่มีประวัติในการขอเคลม บริษัทฯ มีการประเมินราคาค่าซ่อมก่อนทำการซ่อมให้ลูกค้า โดยลูกค้าจะโทรมาสอบถามเกี่ยวกับสินค้า เมื่อสินค้าเกิดการชำรุด หรือเสียหาย แต่ไม่มีการจัดทำเป็นรูปแบบเอกสาร บริษัทฯ ไม่ได้มีการจัดทำรายงานการสั่งซ่อม ทำให้ไม่ทราบว่าตอนนี้อะไหล่ในคลังสินค้ามีสำรองไหม และในแต่ละเดือนซ่อมสินค้าจำนวนกี่เครื่อง ผลการศึกษาครั้งนี้สอดคล้องกับการศึกษาของวราพร ชัยภักดี ในการศึกษาข้อมูลการเปิดเผยข้อมูลเกี่ยวกับประมาณการหนี้สิน หนี้สินที่อาจเกิดขึ้นและสินทรัพย์ที่อาจเกิดขึ้นตามมาตรฐานการบัญชีฉบับที่ 37 นั้นสามารถสรุปได้ว่าการเปิดเผยประมาณการหนี้สินมากกว่าหนึ่งรายการ ซึ่งรายการนั้นอาจจะเป็นได้ทั้งภาระผูกพันตามกฎหมาย หรือเป็นภาระผูกพันจากการอนุมานที่เกิดจากการกระทำของกิจการเพื่อแสดงให้ฝ่ายอื่นเห็นว่า กิจการจะยอมรับผิดชอบบางประการโดยมีคำแถลงการณ์แบบแผนหรือนโยบายประกาศใช้ในปัจจุบันที่มีความเฉพาะเจาะจงอย่างเพียงพอ เช่น ประมาณการหนี้สินจากการรับประกันสินค้า ประมาณการหนี้สินจากผลกระทบทางสิ่งแวดล้อม ประมาณการหนี้สินจากการรื้อถอนสินทรัพย์ เป็นต้น อีกทั้งการแสดงรายการการประมาณการหนี้สินนั้นจะใช้ชื่อบัญชีให้เข้ากับลักษณะของหนี้สินประเภทนั้น ๆ และสอดคล้องกับลักษณะและนโยบายการประกอบธุรกิจของแต่ละกลุ่มอุตสาหกรรมทั้งนี้บริษัทจะต้องแสดงรายการเปรียบเทียบเกี่ยวกับลักษณะของรายการการประมาณการหนี้สินแต่ละประเภท ณ วันสิ้นรอบระยะเวลารายงานในหมายเหตุประกอบงบการเงิน(สภาวิชาชีพบัญชี, 2560) พร้อมทั้งแสดงรายการแยกบรรทัดต่างออกจากหนี้สินประเภทอื่น ทำให้ผู้ใช้งบการเงินสามารถมองเห็นได้อย่างชัดเจน เช่น ประมาณหนี้สินขั้นต่ำที่ต้องจ่ายตามสัญญาขายสิทธิไฟฟ้า เป็นต้น

ข้อเสนอแนะ

ข้อเสนอแนะจากการศึกษาครั้งนี้

1. ผู้บริหารควรนำระบบบริหารสินค้าคงเหลือสำหรับธุรกิจขายสินค้าที่มีการรับประกัน ที่เสนอแนะไปใช้ภายในองค์กรเพื่อสามารถตรวจสอบการปฏิบัติงานและไม่ให้เกิดช่องว่างในการทุจริตในการปฏิบัติงานของแต่ละฝ่ายได้

2. ผู้บริหารควรมีนโยบายเกี่ยวกับการประมาณการหนี้สินสินค้ารับประกับเพราะจะได้ทราบผลกำไรหรือขาดทุนจากการประมาณการหนี้สิน

3. ฝ่ายต่าง ๆ ที่เกี่ยวข้องกับการบริหารสินค้าคงเหลือควรปฏิบัติตามระบบการบริหารสินค้าคงเหลือทั้ง 3 ระบบที่ได้เสนอแนะไว้แล้ว นอกจากนี้ผู้ที่เกี่ยวข้องต้องเข้ารับการฝึกอบรมความรู้เกี่ยวกับความสำคัญของการบริหารสินค้าคงเหลือ ควรมีการติดตามและประเมินผลเกี่ยวกับการบริหารสินค้าคงเหลือหลังจากมีเสนอแนะการวางระบบบัญชีที่เหมาะสมกับธุรกิจ

4. บริษัทฯ ควรมีการใช้ระบบควบคุมภายในทางด้านเอกสาร เพื่อควบคุมการทำงานให้มีประสิทธิภาพเพิ่มขึ้นและช่วยควบคุมความผิดพลาด ความเสี่ยงในการทุจริตและสามารถตรวจสอบได้

ข้อเสนอแนะในการศึกษาครั้งต่อไป

1. ในการศึกษาครั้งนี้มุ่งเน้นเฉพาะการบริหารสินค้าคงเหลือสำหรับธุรกิจขายสินค้าที่มีการรับประกัน กรณีศึกษาบริษัทจำหน่ายสินค้าไบโอเมตริกซ์ ซีเคียวริตี้แห่งหนึ่งในเขตกรุงเทพมหานคร ผู้ที่สนใจศึกษาครั้งต่อไปจึงควรศึกษาในด้านเอกสารการนำเข้าสินค้า/อะไหล่ ค่าภาษีอากร และเขตปลอดภาษี

2. ควรขยายขอบการศึกษาให้กว้างขึ้น โดยการศึกษาการพัฒนาระบบบัญชีการเงินของธุรกิจ และธุรกิจประเภทอื่น ๆ เพื่อเป็นแนวทางในการจัดทำบัญชีที่ถูกต้อง ตามแนวทางของระบบบัญชีการเงินซึ่งจะเป็นประโยชน์ต่อธุรกิจในการวางแผนทางการเงินและปฏิบัติงานในอนาคต

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(คุณภาพการให้บริการส่งผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long Term Care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด)

(Service Quality Affected On The Patient Satified Long Term Care In Hintalard Primary Care Unit)

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บทคัดย่อ

(ความยาวไม่เกิน 250 คำ หรือ 10 บรรทัด) การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยคุณภาพการให้บริการและความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด เพื่อศึกษาอิทธิพลของคุณภาพการให้บริการที่ส่งผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด และเพื่อศึกษาเปรียบเทียบความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด จำแนกตามตัวแปรปัจจัยส่วนบุคคล เป็นงานวิจัยโดยใช้ระเบียบวิธีวิจัยเชิงปริมาณ โดยมีกลุ่มตัวอย่างเป็นผู้ป่วยภาวะพึ่งพิง ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด จำนวน 400 คน โดยใช้แบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สถิติ t-test สถิติวิเคราะห์ความแปรปรวนแบบทางเดียว และใช้สถิติการวิเคราะห์การถดถอยเชิงพหุคูณ ผลการศึกษา พบว่า ปัจจัยคุณภาพการให้บริการและความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด

คำสำคัญ: คุณภาพการให้บริการ

Abstract

The objective was to study service quality factors and satisfied long term care in Hintalard primary care unit, to study the influence of service quality on satisfied long term care in Hintalard primary care unit, and to compare the satisfied long-term care in Hintalard primary care unit classified by demographic factors by using quantitative research. The sample group was 400 long term care patients in Hintalard primary care unit using the questionnaire. The statistics used in the data analysis were frequency, percentage, mean, standard deviation, t-test, one-way ANOVA, and multiple regression analysis. The results found that the level of service quality factors on satisfied long term care in Hintalard

Keywords: Service Quality

บทนำ

ในปัจจุบันประเทศไทยมีการเปลี่ยนแปลงโครงสร้างของประชากรไปสู่สังคมที่มีผู้สูงอายุจำนวนเพิ่มมากขึ้น ซึ่งถือเป็นส่วนหนึ่งของผู้ป่วยภาวะพึ่งพิง (Long term care) กล่าวคือ เป็นผู้มีภาวะที่ต้องการการช่วยเหลือจากผู้อื่นในการดำรงชีวิต และประกอบกิจกรรมต่างๆ มีปัญหาสุขภาพเรื้อรัง และมีข้อจำกัดในการดูแลตนเอง เช่น อัมพฤกษ์ อัมพาต ความจาเสื่อม อุบัติเหตุ คนพิการ รวมถึงผู้สูงอายุ โดยเฉพาะในกลุ่มผู้ที่มีอายุ 80 ปีขึ้นไป ที่ไม่สามารถปฏิบัติกิจวัตรประจำวันได้ด้วยตนเอง จนกลายเป็นกลุ่มที่ต้องพึ่งพิง และเป็นกลุ่มที่ต้องการการดูแลระยะยาวมากที่สุด โดยข้อมูลจากสำนักงานสถิติแห่งชาติ พบว่า ไทยกำลังก้าวเข้าสู่สังคมผู้สูงอายุ ตั้งแต่ พ.ศ. 2548 ซึ่งมีประชากรผู้สูงอายุร้อยละ 10.4 ของประชากรทั้งประเทศ และคาดว่าจะเข้าสู่สังคมผู้สูงอายุโดยสมบูรณ์ตั้งแต่ พ.ศ. 2567-2568 นอกจากนี้ยังพบว่า อัตราการพึ่งพิงจะเพิ่มสูงขึ้นตามอายุเช่นเดียวกับความสามารถในการทำกิจวัตรประจำวันลดลงทุกกลุ่มอายุ เช่น ความสามารถในการแต่งตัว และรับประทานอาหารที่ต้องการความช่วยเหลือ หรือมีภาวะพึ่งพิงเพิ่มขึ้นจากร้อยละ 99 ในปีพ.ศ. 2550 เป็นร้อยละ 100 ในปีอีก 1 ปีต่อมาขณะเดียวกันนับตั้งแต่ขณะนี้จนถึงปี พ.ศ. 2567 จะมีผู้สูงอายุที่มีภาวะพึ่งพิงมากถึงมากที่สุด (ศิริพันธุ์ สาสัตย์ และคณะ, 2558) จึงทำให้ในสังคมไทยต้องเผชิญกับปัญหาต่างๆ ที่เกี่ยวข้องกับคุณภาพชีวิตของประชากรที่

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[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม

มีผลกระทบต่อด้านเศรษฐกิจ สังคม และสุขภาพ ที่จะนำไปสู่การเกิดโรคภัยไข้เจ็บต่างๆ ที่จำเป็นจะต้องได้รับการรักษา จึงทำให้ประเทศไทย รวมถึงองค์กร ธุรกิจ และผู้ให้บริการทางด้านสุขภาพต่างๆ จำเป็นต้องตระหนักถึงการเตรียมความพร้อมในการพัฒนาระบบการให้บริการ เพื่อรองรับสังคมที่จะมีผู้ป่วยภาวะพึ่งพิง (Long term care) ในทุกมิติ โดยฉพาะระบบการให้บริการสุขภาพที่จะมีผลกระทบต่อผู้ป่วยภาวะพึ่งพิง (Long term care) โดยตรง นำไปสู่ปัญหา และความต้องการด้านสุขภาพที่ซับซ้อนมากขึ้น จากปัญหาสุขภาพของผู้ป่วยภาวะพึ่งพิง (Long term care) ชี้ให้เห็นถึงความสำคัญ และการเปลี่ยนแปลงด้านสุขภาพที่เพิ่มมากขึ้นในอนาคตของสังคมไทย ซึ่งจำเป็นต้องมีการเตรียมระบบการบริการสุขภาพของประชากร โดยนำไปสู่ความต้องการการให้บริการด้านสุขภาพเพิ่มมากขึ้น ได้แก่ การเข้าถึงบริการดูแลระยะยาวอย่างต่อเนื่องการจัดบริการในชุมชน โดยสนับสนุนให้ครอบครัวเป็นผู้ดูแลหลัก การจัดบริการโดยบุคลากรที่ไม่ใช่วิชาชีพ และพื้นที่ที่มีการจัดบริการดูแล ระยะยาวมีการอาศัยต้นทุน หรือทรัพยากรในชุมชน และการมีส่วนร่วมของภาคส่วน ดังนั้นทางภาครัฐจึงให้ความสำคัญกับการดูแลผู้ป่วยภาวะพึ่งพิง (Long term care) และเพื่อไม่ให้เป็นภาระของครอบครัว จึงได้จัดสรรงบเพิ่มเติมจากเงินเหมาจ่ายรายหัวปกติเข้าสู่ระบบหลักประกันสุขภาพถ้วนหน้า

ระบบการให้บริการทางด้านสุขภาพในประเทศไทยในปัจจุบันมีการพัฒนาไปในทุกด้าน โดยการจัดบริการด้านสุขภาพนั้น ประเทศไทยได้ขยายบริการออกไปทุกระดับ ครอบคลุมทุกพื้นที่ และมีระบบการส่งต่อที่ดี ทำให้ประชาชนเข้าถึงบริการได้โดยสะดวก มีผลทำให้เกิดความเป็นธรรมในการเข้าถึงบริการอย่างถ้วนหน้า ประชาชนได้รับการรักษาพยาบาล และการป้องกันโรคที่จำเป็นอย่างทั่วถึง สำหรับผู้ที่มีภาวะพึ่งพิงในระยะยาว จะมีการพัฒนาโครงการระบบบริการดูแลระยะยาวด้านสาธารณสุข โดยมีกลไกที่สำคัญ คือ มีบุคลากรที่คอยช่วยเหลือดูแล และมีแผนการดูแลเป็นรายบุคคล แต่อย่างไรก็ตามยังคงมีบริการที่ความครอบคลุมในระดับที่ต่ำ เนื่องจากการตรวจคัดกรองและการรักษาโรคที่เกี่ยวข้องกับผู้ป่วยภาวะพึ่งพิง (Long term care) เช่นโรคความดันโลหิตสูง โรคเบาหวาน และไขมันในเลือดสูง เป็นต้น ซึ่งหากพบในระยะเริ่มแรกจะทำให้ได้รับการรักษาได้อย่างรวดเร็ว (กระทรวงสาธารณสุข, 2550) นอกจากนี้การให้บริการที่ผ่านมา มุ่งให้บริการหลักแก่ประชาชนส่วนใหญ่ที่ไม่มีภาวะพึ่งพิงไม่ว่าจะเป็นบริการในชุมชน หรือในสถานบริการในชุมชน โดยสำหรับผู้ป่วยภาวะพึ่งพิง (Long term care) จะมีข้อจำกัดมากกว่าไม่ว่าจะเป็นบริการทางด้านสาธารณสุข หรือการบริการทางด้านสังคม และรูปแบบของการช่วยเหลือทางด้านสังคมมักเป็นการสงเคราะห์เป็นครั้งคราวเฉพาะหน้าไม่ใช่เป็นการดูแลอย่างต่อเนื่อง ทำให้ภาระหน้าที่หลักในการดูแลผู้ป่วยภาวะพึ่งพิง (Long term care) ตกเป็นหน้าที่ครอบครัวของของผู้ป่วยเอง ซึ่งบางครอบครัวก็มีศักยภาพในการดูแลที่แตกต่างกัน เนื่องจากความหลากหลายของชุมชน ขนาดของครอบครัว ปัจจัยทางด้านการเงิน ปัจจัยอื่นๆ (ราตรี โพธิ์ระวัช, 2562)

การเข้าถึงบริการสุขภาพสำหรับผู้ป่วยภาวะพึ่งพิง (Long term care) มีความสำคัญเป็นอย่างมากเนื่องจากผู้ป่วยภาวะพึ่งพิง (Long term care) มีความยากลำบากในการดำเนินกิจวัตรประจำวัน จำเป็นต้องพึ่งพาบุคลากรในการดูแลสุขภาพ และต้องใช้เงินจำนวนมากในการเข้าถึงบริการ โดยอย่างยิ่งในเขตพื้นที่ชุมชนชนบทที่ยังไม่มีรถยนต์เข้าถึง การคมนาคมค่อนข้างลำบาก ถึงแม้ว่าจะมีบุคลากรทางการแพทย์ให้บริการในโรงพยาบาลมานานแล้ว แต่ก็ยังเข้าถึงบริการได้น้อยมาก ดังนั้นในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) จำเป็นต้องได้รับความร่วมมือจากครอบครัวในการดูแลและให้บริการ รวมถึงการปรับสภาพแวดล้อมและที่อยู่อาศัยให้เอื้อต่อการดูแลด้วย เช่น ที่นอน พื้นบ้าน ห้องน้ำ เป็นต้น เพื่อให้การดูแลรักษามีประสิทธิผลและมีประสิทธิภาพสูงสุด ดังนั้นทางบุคลากรที่ให้บริการจึงจำเป็นที่จะต้องมีการพัฒนาการให้บริการโดยการลงพื้นที่ เพื่อไปประเมินและให้คำแนะนำในการปรับสภาพแวดล้อมให้เอื้อต่อการดูแล และต้องมีการประสานงานกับหน่วยงานที่ เกี่ยวข้องเพื่อการดูแลด้านสังคมอีกด้วย ดังนั้นความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) จะทำให้สามารถนำมาประเมินถึงการให้บริการของทางโรงพยาบาล พัฒนา และปรับปรุงระบบการจัดการองค์กร และการให้บริการขององค์กร เพื่อให้มีประสิทธิภาพและประสิทธิผล รวมถึงสามารถตอบสนองความต้องการของผู้รับบริการได้

โรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด ตั้งอยู่ในเขตบริการสุขภาพที่ 8 จังหวัดหนองบัวลำภู มีอำนาจหน้าที่รับผิดชอบในการให้บริการดูแลผู้ป่วยภาวะพึ่งพิง (Long term care) ที่ต้องการการดูแลระยะยาวได้รับบริการอย่างต่อเนื่อง ซึ่งดูแลประชากรในพื้นที่ตำบลบ้านหินตลาดทั้งหมด โดยเริ่มมีการให้บริการด้วยระบบการดูแลระยะยาวสำหรับผู้สูงอายุที่มีภาวะพึ่งพิงครอบคลุมในพื้นที่ตำบลบ้านหินตลาด ซึ่งโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด ถือเป็นหน่วยงานที่ใกล้ชิดประชาชนและให้บริการกับประชาชนที่มีความสำคัญที่สุดหน่วยงานหนึ่งของกระทรวงสาธารณสุข โดยภารกิจหลักของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด จะประสบความสำเร็จหรือความล้มเหลวจะขึ้นอยู่กับเจ้าหน้าที่และบุคลากรที่ปฏิบัติหน้าที่ในการสร้างความพึงพอใจให้แก่ผู้มารับบริการเป็นส่วนใหญ่ หากสามารถเพิ่มประสิทธิภาพในการเข้าถึงการให้บริการในทางที่ดีก็จะก่อให้เกิดความพึงพอใจ ความเชื่อถือ ศรัทธามากขึ้น ผลการให้บริการที่มีประสิทธิภาพจะส่งผลให้เกิดภาพลักษณ์ส่วนรวมที่ดีต่อกระทรวงสาธารณสุข ซึ่งจากการศึกษาที่ผ่านมาพบว่า โรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด ไม่สามารถทราบถึงความพึงพอใจของประชาชนผู้รับบริการในด้านการดำเนินงานการให้บริการและการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ขององค์กรว่าอยู่ในระดับใด เนื่องจากการประเมินผลการปฏิบัติงานขององค์กรมักมีการประเมินภายในที่ไม่มีการเปิดเผยต่อสังคม และอาจทำให้ขาดการกำหนด

มาตรฐานและกลไกในการกำกับตรวจสอบคุณภาพมาตรฐานของสถานบริบาลผู้ป่วยภาวะพึ่งพิง (Long term care) ตลอดจนความพึงพอใจในการเข้าถึงการให้บริการขึ้นอยู่กับปัจจัยใดก็ยังไม่มีการทำการศึกษาวิจัยอย่างเพียงพอมาก่อน

ดังนั้นจากความเป็นมาและความสำคัญดังกล่าวข้างต้นผู้วิจัยจึงสนใจที่ทำการศึกษาการให้บริการส่งผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด โดยผู้วิจัยคาดหวังว่าการศึกษาในครั้งนี้จะนำมาซึ่งประโยชน์ของฝ่ายผู้รับบริการที่เป็นผู้ป่วยภาวะพึ่งพิง (Long term care) ที่จะเกิดความพึงพอใจในการได้รับการบริการด้านต่าง ๆ และฝ่ายโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด จะได้รับทราบถึงสาเหตุของปัญหาและความบกพร่องต่าง ๆ เพื่อนำไปปรับปรุงแก้ไขให้ถูกต้องและเหมาะสมสอดคล้องกับความคาดหวังและความต้องการของผู้รับบริการที่มาใช้บริการตลอดจนสามารถตอบสนองต่อวัตถุประสงค์หลักของการประกันสังคมได้อย่างมีประสิทธิภาพยิ่งขึ้นต่อไป

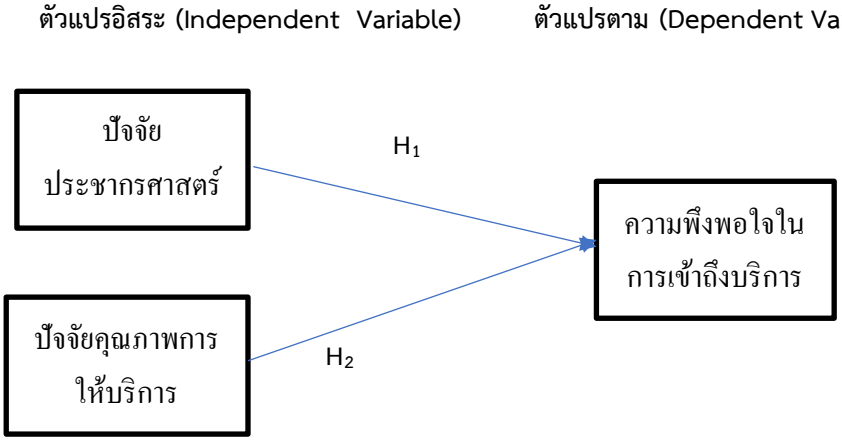
วัตถุประสงค์ของการวิจัย

จากที่มาและความสำคัญของปัญหาการวิจัยการให้บริการส่งผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด วัตถุประสงค์เพื่อการวิจัยครั้งจึงประกอบไปด้วย 3 ข้อ ดังต่อไปนี้

1. เพื่อศึกษาปัจจัยคุณภาพการให้บริการและความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด
2. เพื่อศึกษาอิทธิพลของคุณภาพการให้บริการที่ส่งผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด
3. เพื่อศึกษาเปรียบเทียบความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด จำแนกตามตัวแปรปัจจัยส่วนบุคคล

วิธีการดำเนินการวิจัย

ความสัมพันธ์ระหว่างตัวแปรที่ต้องการศึกษาตามวัตถุประสงค์การวิจัย แสดงในกรอบแนวคิดการวิจัยได้ดังภาพประกอบที่ 1.1



ภาพประกอบที่ 1.1 กรอบแนวคิดการวิจัย (Conceptual Framework)

ขอบเขตของการวิจัย

ขอบเขตด้านเนื้อหา/ตัวแปร

1. ตัวแปรอิสระ ได้แก่

1.1 ปัจจัยด้านประชากรศาสตร์ ได้แก่ เพศ อายุ ระดับการศึกษา และรายได้เฉลี่ยต่อเดือน

1.2 ปัจจัยคุณภาพการให้บริการ ได้แก่ ความเป็นรูปธรรมของบริการ ความน่าเชื่อถือไว้วางใจ การตอบสนองความต้องการ การให้ความมั่นใจ และการเอาใจใส่ผู้รับบริการ

2. ตัวแปรตาม ได้แก่ ความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด

ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

1. ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ กลุ่มผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด ซึ่งไม่ทราบจำนวนประชากรที่แน่นอน

2. กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ได้แก่ ผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด จำนวน 400 คน

ขอบเขตด้านเวลาและสถานที่

ระยะเวลาในการเก็บข้อมูลคือ เดือนกันยายน - ธันวาคม 2565

ประชากรเป้าหมายและกลุ่มตัวอย่าง

ประชากรเป้าหมายที่ใช้ในการศึกษาครั้งนี้ คือ กลุ่มผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด ซึ่งไม่ทราบจำนวนประชากรที่แน่นอนกลุ่มตัวอย่างที่ใช้ในการวิจัยเชิงปริมาณครั้งนี้ ได้แก่ ผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด จำนวน 400 คน กำหนดขนาดของกลุ่มตัวอย่าง โดยใช้สูตรของเครซี่และมอร์แกน (Krejcie & Morgan, 1970) ซึ่งมีขนาดตัวอย่างของประชากรที่ระดับความเชื่อมั่น 95%

เครื่องมือที่ใช้ในการวิจัยครั้งนี้เป็นแบบสอบถาม (questionnaire) โดยได้ดำเนินการสร้างแบบสอบถามตามลำดับขั้นตอนดังนี้

1. ศึกษาแนวความคิด ทฤษฎี เอกสารและวรรณกรรมที่เกี่ยวข้องกับปัจจัยด้านประชากรศาสตร์ ปัจจัยคุณภาพการให้บริการ และความพึงพอใจในการเข้าถึงบริการ

2. ศึกษาหลักเกณฑ์และวิธีการสร้างแบบสอบถาม จากตำรา เอกสารและ วรรณกรรมที่เกี่ยวข้องกับปัจจัยด้านประชากรศาสตร์ ปัจจัยคุณภาพการให้บริการ และความพึงพอใจในการเข้าถึงบริการ เพื่อนำมาเป็นแนวทางและสร้างแบบสอบถาม

3. สร้างแบบสอบถามตามหลักเกณฑ์ให้ครอบคลุมเนื้อหาโดยศึกษาจากแบบสอบถาม

4. นำแบบสอบถามที่สร้างขึ้นไปปรึกษากับอาจารย์ที่ปรึกษา เพื่อให้คำแนะนำ ตรวจแก้ไข สำนวนภาษาและความถูกต้องและปรับปรุง ให้เหมาะสมในด้านเนื้อหา ความชัดเจน ความครอบคลุมของเนื้อหา

5. นำแบบสอบถามที่ปรับปรุง ไปเสนอต่อ ผู้ทรงคุณวุฒิจำนวน 3 ท่าน เพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) และทำการปรับปรุงแก้ไขแบบสอบถามให้ถูกต้องสมบูรณ์ยิ่งขึ้น

6. นำแบบสอบถามที่ผ่านการตรวจสอบจากผู้ทรงคุณวุฒิและอาจารย์ที่ปรึกษาแล้ว ไปทดลอง (Try out) ใช้กับกลุ่มตัวอย่างที่ไม่ใช่ประชากรเป้าหมาย แต่มีลักษณะคล้ายคลึงกัน จำนวน 30 คน แล้ว นำมาวิเคราะห์ความเชื่อมั่น (Reliability) ของแบบสอบถาม โดยหาค่าสัมประสิทธิ์แอลฟาของครอนบาค (Cronbrach’ Alpha) ซึ่งได้ค่าเท่ากับ 0.78 ซึ่งมากกว่า 0.70 จึงถือได้ว่าแบบสอบถามของงานวิจัยนี้มีความถูกต้องและเชื่อถือได้

7. นำแบบสอบถามที่ได้ไปทำการสำรวจเก็บข้อมูลจริง

โครงสร้างของแบบสอบถาม จะแบ่งออกเป็น 4 ตอน ดังนี้

ตอนที่ 1 แบบสอบถามเกี่ยวกับปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ ระดับการศึกษา และรายได้เฉลี่ยต่อเดือน โดยเป็นคำถามแบบเลือกตอบ (check list)

ตอนที่ 2 แบบสอบถามเกี่ยวกับปัจจัยคุณภาพการให้บริการ ได้แก่ ความเป็นรูปธรรมของบริการ ความน่าเชื่อถือไว้วางใจ การตอบสนองความต้องการ การให้ความมั่นใจ และการเอาใจใส่ผู้รับบริการ โดยมีลักษณะคำถามเป็นแบบอัตราส่วนประเมินค่า (Rating Scale) แต่ละคำถามมีคำตอบให้เลือกตามลำดับความสำคัญในความคิดเห็น 5 ระดับ โดยใช้ระดับการวัดข้อมูลแบบอันตรภาคชั้น (Interval Scale) ดังนี้

5 หมายถึง มากที่สุด

4 หมายถึง มาก

3 หมายถึง ปานกลาง

2 หมายถึง น้อย

1 หมายถึง น้อยที่สุด

ตอนที่ 3 แบบสอบถามเกี่ยวกับความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด โดยใช้วิธีการวัดแบบมาตราส่วนประมาณค่า (Rating scale) 5 ระดับเช่นเดียวกัน

ตอนที่ 4 ข้อเสนอแนะของผู้ตอบแบบสอบถาม โดยเป็นคำถามปลายเปิด

และการแปลค่าความหมายของตัวแปรที่วัดแบบมาตรประมาณค่านั้น มีการกำหนดช่วงคะแนนในการแปลค่าดังนี้

ส่วนค่าเฉลี่ยระหว่าง 4.51 – 5.00 หมายถึง ระดับมากที่สุด
ค่าเฉลี่ยระหว่าง 3.51 – 4.50 หมายถึง ระดับมาก
ค่าเฉลี่ยระหว่าง 2.51 – 3.50 หมายถึง ระดับปานกลาง
ค่าเฉลี่ยระหว่าง 1.51 – 2.50 หมายถึง ระดับน้อย
ค่าเฉลี่ยระหว่าง 1.00 – 1.50 หมายถึง ระดับน้อยที่สุด

การเก็บรวบรวมข้อมูล

ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลตามแนวทางที่ใช้ในการวิจัยครั้งนี้คือ การเก็บรวบรวมปริมาณโดยแบ่งลักษณะของการเก็บรวบรวมข้อมูลเป็น 2 ลักษณะ ดังนี้

1. ข้อมูลปฐมภูมิ (Primary Data) เป็นข้อมูลที่ผู้วิจัยได้จากการเก็บรวบรวมข้อมูลจากการตอบแบบสอบถามของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด โดยใช้แบบสอบถามกับกลุ่มตัวอย่าง จำนวนทั้งหมด 400 ชุด

2. ข้อมูลทุติยภูมิ (Secondary Data) เป็นขั้นตอนการเก็บรวบรวมข้อมูล เพื่อใช้ประกอบการกำหนดแนวคิดในการวิจัย (Conceptual Framework) ครั้งนี้ และใช้อ้างอิง (Reference) ในการเขียนรายงานผลการวิจัย (Research Report) ดังนี้

2.1 หนังสือพิมพ์ วารสาร และนิตยสารต่าง ๆ
2.2 หนังสือทางวิชาการ บทความ และรายงานการศึกษาวิจัยที่เกี่ยวข้อง
2.3 สำนักงานสถิติแห่งชาติ
2.4 ข้อมูลจากอินเทอร์เน็ต

การวิเคราะห์ข้อมูล

การวิจัยครั้งนี้ทำการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ ด้วยโปรแกรมสำเร็จรูป SPSS ในการประมวลผลและวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิจัย แบ่งออกเป็น 2 กลุ่มดังนี้

1. สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานอธิบายคุณลักษณะของตัวแปรต่างๆ เพื่อตอบวัตถุประสงค์การวิจัย โดยสามารถแยกการวิเคราะห์ตามแบบสอบถามได้ ดังนี้

ตอนที่ 1 ปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ ระดับการศึกษา และรายได้เฉลี่ยต่อเดือน โดยใช้การแจกแจงความถี่ (Frequency) และการหาค่าร้อยละ (Percentage)

ตอนที่ 2 ปัจจัยคุณภาพการให้บริการ ได้แก่ ความเป็นรูปธรรมของบริการ ความน่าเชื่อถือไว้วางใจ การตอบสนองความต้องการ การให้ความมั่นใจ และการเอาใจใส่ผู้รับบริการ ใช้สถิติการวิเคราะห์เชิงพรรณนา ได้แก่ การหาค่าเฉลี่ย (Mean) และค่าเบี่ยงเบนมาตรฐาน (Standard Deviation)

ตอนที่ 3 ความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด ใช้สถิติการวิเคราะห์เชิงพรรณนา ได้แก่ การหาค่าเฉลี่ย (Mean) และค่าเบี่ยงเบนมาตรฐาน (Standard Deviation)

2. สถิติเชิงอนุมาน (Inferential Analysis) โดยใช้ทดสอบสมมติฐาน เพื่อแสดงถึงความสัมพันธ์ของตัวแปรอิสระและตัวแปรตาม โดยใช้สถิติ t-test, One-Way ANOVA และการวิเคราะห์การถดถอยเชิงพหุคูณ (Multiple Regression Analysis)

สรุปผลการวิจัย

ผลการวิจัยเรื่องการให้บริการส่งผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด จากผู้ตอบแบบสอบถามมีจำนวนทั้งสิ้น 400 คน โดยผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง มีอายุอยู่ระหว่าง 51-60 ปี มีระดับการศึกษาต่ำกว่าปริญญาตรี และมีรายได้เฉลี่ยต่อเดือนไม่เกิน 20,000 บาท สามารถสรุปผลได้ดังนี้

5.1.1 เพื่อศึกษาปัจจัยคุณภาพการให้บริการและความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด ผลการวิจัย พบว่า โดยรวม กลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับคุณภาพการให้บริการอยู่ในระดับมาก ($\bar{x}$ = 4.14, S.D. = 0.618) และเมื่อพิจารณาแยกเป็นรายองค์ประกอบ พบว่า ระดับความคิดเห็นที่มากที่สุดคือ ความน่าเชื่อถือไว้วางใจ ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.20, S.D. = 0.615) รองลงมาคือ การให้ความมั่นใจ ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.15, S.D. = 0.625) การตอบสนองความต้องการ ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.14, S.D. = 0.521) การเอาใจใส่ผู้รับบริการ ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.11, S.D. = 0.641) และความเป็นรูปธรรมของบริการ ซึ่งอยู่ค่าอยู่ในระดับมาก ($\bar{x}$ = 4.10, S.D. = 0.687) ตามลำดับ

5.1.2 เพื่อศึกษาอิทธิพลของคุณภาพการให้บริการที่ส่งผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด ผลการวิจัย พบว่า ปัจจัยคุณภาพการให้บริการ ความเป็นรูปธรรมของบริการ ความน่าเชื่อถือไว้วางใจ การตอบสนองความต้องการ การให้ความมั่นใจ และการเอาใจใส่ผู้รับบริการมีอิทธิพลเชิงบวกต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดในทิศทางเดียวกัน อย่างมีนัยสำคัญทางสถิติที่ 0.05 โดยมีค่าสัมประสิทธิ์ความถดถอย (B) เท่ากับ 0.414, 0.099, 0.433, 0.067 และ 0.088 ตามลำดับ ซึ่งสอดคล้องกับสมมติฐานที่ตั้งไว้ และสามารถสร้างสมการเชิงเส้นตรงได้ ดังนี้

คุณภาพการให้บริการ = 0.401 + 0.414 (ความเป็นรูปธรรมของบริการ) + 0.099 (ความน่าเชื่อถือไว้วางใจ) + 0.433 (การตอบสนองความต้องการ) + 0.067 (การให้ความมั่นใจ) + 0.088 (การเอาใจใส่ผู้รับบริการ)

และค่าสัมประสิทธิ์สหสัมพันธ์พหุคูณ (Adjusted R Square) มีค่าเท่ากับ 0.896 หมายความว่า ตัวแปรอิสระในสมการนี้สามารถทำนายความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด ได้ร้อยละ 89.6

5.1.3 เพื่อศึกษาเปรียบเทียบความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด จำแนกตามตัวแปรปัจจัยส่วนบุคคล ผลการวิจัย พบว่า ปัจจัยประชากรศาสตร์ ได้แก่ เพศ อายุ ระดับการศึกษา และรายได้ต่อเดือนที่แตกต่างกันจะมีความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ 0.05

อภิปรายผลการวิจัย

จากผลการวิจัยเรื่อง การให้บริการส่งผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด สามารถสรุปประเด็นสำคัญ เพื่อนำมาอภิปรายผลได้ดังนี้

5.2.1 เพื่อศึกษาปัจจัยคุณภาพการให้บริการและความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด ผลการวิจัย พบว่า โดยรวม กลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับคุณภาพการให้บริการอยู่ในระดับมาก และเมื่อพิจารณาแยกเป็นรายองค์ประกอบ พบว่า ระดับความคิดเห็นที่มากที่สุดคือ ความน่าเชื่อถือไว้วางใจ รองลงมาคือ การให้ความมั่นใจ การตอบสนองความต้องการ การเอาใจใส่ผู้รับบริการ และความเป็นรูปธรรมของบริการ ซึ่งสอดคล้องกับงานวิจัยของช่อดาว (2562) ที่ได้ทำการศึกษาระดับความพึงพอใจของประชาชนต่อคุณภาพการให้บริการของโรงพยาบาลธนบุรี ผลการวิจัย พบว่า กลุ่มตัวอย่างมีความพึงพอใจต่อคุณภาพการให้บริการของโรงพยาบาลธนบุรีในภาพรวมอยู่ในระดับมาก เมื่อพิจารณาความพึงพอใจเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยมากที่สุดคือ ด้านความน่าเชื่อถือไว้วางใจได้ รองลงมาคือ ด้านการให้ความมั่นใจแก่ผู้รับบริการ ด้านความเป็นรูปธรรมของบริการด้านความเข้าใจและเห็นอกเห็นใจ และด้านการตอบสนองต่อผู้รับบริการอยู่ในระดับมาก และยังสอดคล้องกับแนวคิดของ Parasuraman et al. (1988, อ้างถึงในปราณี เอี่ยมละออ ภักดี, 2550) ได้กล่าวว่า การวัดคุณภาพบริการในกระบวนการของการให้บริการสิ่งที่ธุรกิจคาดหวังก็คือ ความพึงพอใจของลูกค้าที่มีต่อการบริการที่ได้รับ เนื่องจากความน่าเชื่อถือไว้วางใจ เป็นความสม่ำเสมอในการบริการได้อย่างถูกต้องเป็นที่น่าเชื่อถือหรือเป็นที่ไว้วางใจของผู้รับบริการ โดยเป็นสิ่งทำให้ผู้ใช้บริการรับรู้ถึงคุณภาพของการบริการที่ธุรกิจจะสามารถพิจารณาตัวชี้วัดคุณภาพของบริการได้อีกด้วย

5.1.2 เพื่อศึกษาอิทธิพลของคุณภาพการให้บริการที่ส่งผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด ผลการวิจัย พบว่า ปัจจัยคุณภาพการให้บริการ ความเป็นรูปธรรมของบริการ ความน่าเชื่อถือไว้วางใจ การตอบสนองความต้องการ การให้ความมั่นใจ และการเอาใจใส่ผู้รับบริการมีอิทธิพลเชิงบวกต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดในทิศทางเดียวกัน อย่างมีนัยสำคัญทางสถิติที่ 0.05

5.1.2.1 ความเป็นรูปธรรมของบริการ พบว่า ปัจจัยคุณภาพการให้บริการ ด้านความเป็นรูปธรรมของบริการมีอิทธิพลเชิงบวกต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดอย่างมีนัยสำคัญทางสถิติที่ 0.05 ซึ่งสอดคล้องกับงานวิจัยของ Karsana & Murhadi (2021) ที่ได้ทำการศึกษาคุณภาพการบริการ ความพึงพอใจของผู้ป่วย และความตั้งใจเชิงพฤติกรรมในอุตสาหกรรมบริการสุขภาพที่ส่งผลต่อการเข้ารับการตรวจของผู้ป่วย เพื่อกำหนดคุณภาพการบริการและความพึงพอใจของผู้ป่วยต่อความตั้งใจเชิงพฤติกรรมในโรงพยาบาล ผลการวิจัยพบว่า คุณภาพการบริการที่มีความเป็นรูปธรรมมีผลในเชิงบวกต่อความพึงพอใจของผู้ป่วยอย่างมีนัยสำคัญ เนื่องจากเป็นสิ่งที่จับต้องได้และแสดงให้เห็นว่าสามารถสร้างความสะดวกต่างๆ ให้แก้ผู้ป่วยที่มาใช้บริการได้ ไม่ว่าจะเป็นสถานที่ บุคลากร อุปกรณ์เครื่องมือ เอกสารที่ใช้ในการติดต่อสื่อสาร และสัญลักษณ์ รวมทั้งสภาพแวดล้อมต่างๆ

5.1.2.2 ความน่าเชื่อถือไว้วางใจ พบว่า ปัจจัยคุณภาพการให้บริการ ด้านความน่าเชื่อถือไว้วางใจมีอิทธิพลเชิงบวกต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดอย่างมีนัยสำคัญทางสถิติที่ 0.05 ซึ่งสอดคล้องกับงานวิจัยของพัณณิดา (2564) ได้ทำการศึกษาคุณภาพการให้บริการที่ส่งผลต่อความพึงพอใจของผู้ใช้บริการ เทศบาลเมืองปากพนัง จังหวัดนครศรีธรรมราช ผลการวิจัย พบว่า ด้านความน่าเชื่อถือไว้วางใจในการบริการส่งผลต่อความพึงพอใจของผู้ใช้บริการเทศบาลเมืองปากพนัง จังหวัดนครศรีธรรมราช เนื่องจากเจ้าหน้าที่ที่ทำงานให้บริการประชาชนมีการปฏิบัติตามกฎ ระเบียบ และข้อบังคับของหน่วยงานที่ทำงานเป็นสำคัญ ทำให้มีการทำงานที่ง่ายและไม่เกิดปัญหาในขั้นตอนการให้บริการ โดยเจ้าหน้าที่ให้บริการประชาชนได้อย่างเท่าเทียมกันทุกคนและไม่เลือกที่จะปฏิบัติ

5.1.2.3 การตอบสนองความต้องการ พบว่า ปัจจัยคุณภาพการให้บริการ ด้านการตอบสนองความต้องการมีอิทธิพลเชิงบวกต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดอย่างมีนัยสำคัญทางสถิติที่ 0.05 ซึ่งสอดคล้องกับงานวิจัยของพัณณิดา (2564) ได้ทำการศึกษาคุณภาพการให้บริการที่ส่งผลต่อความพึงพอใจของผู้ใช้บริการ เทศบาลเมืองปากพนัง จังหวัดนครศรีธรรมราช ผลการวิจัย พบว่า ผลการวิจัย พบว่า ด้านการตอบสนองต่อผู้รับบริการส่งผลต่อความพึงพอใจของผู้ใช้บริการเทศบาลเมืองปากพนัง จังหวัดนครศรีธรรมราช เนื่องจากผู้มารับบริการได้รับการบริการตามวัตถุประสงค์ของการมาใช้บริการ ประกอบกับมีขั้นตอนการติดต่อรับบริการจากหน่วยงานที่ชัดเจน และเจ้าหน้าที่ให้การบริการด้วยความรวดเร็ว ฉับไว และถูกต้อง

5.1.2.4 การให้ความมั่นใจ พบว่า ปัจจัยคุณภาพการให้บริการ ด้านการให้ความมั่นใจมีอิทธิพลเชิงบวกต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดอย่างมีนัยสำคัญทางสถิติที่ 0.05 ซึ่งสอดคล้องกับงานวิจัยของ Sholeh & Chalidyanto (2021) ได้ทำการศึกษาคุณภาพของการบริการที่ประเมินโดยผู้ป่วยเป็นพื้นฐานสำคัญในการกำหนดความพึงพอใจและความภักดีของผู้ป่วย เพื่อกำหนดผลของคุณภาพการบริการต่อความพึงพอใจ ผลการวิจัย พบว่า คุณภาพการให้บริการด้านความภักดีที่สร้างความมั่นใจให้แก่ผู้ป่วยมีอิทธิพลต่อความพึงพอใจของผู้ป่วย โดยเป็นอิทธิพลที่สำคัญที่สุด และโรงพยาบาลในฐานะผู้ให้บริการด้านสุขภาพจำเป็นต้องปรับปรุงคุณภาพการบริการเพื่อเพิ่มความพึงพอใจและความภักดีของผู้ป่วย เนื่องจากจะสามารถสร้างความเชื่อมั่นให้แก่ผู้ป่วยมาใช้บริการได้อย่างต่อเนื่อง

5.1.2.5 การเอาใจใส่ผู้รับบริการ พบว่า ปัจจัยคุณภาพการให้บริการ ด้านการเอาใจใส่ผู้รับบริการมีอิทธิพลเชิงบวกต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดอย่างมีนัยสำคัญทางสถิติที่ 0.05 ซึ่งสอดคล้องกับแนวคิดของ Ziethaml et al. (2013) ที่ได้กล่าวว่า คุณภาพการบริการ เป็นสิ่งที่ลูกค้าทุกคนคาดหวังที่จะได้รับจากการบริการในการให้บริการ ลูกค้าจะวัดจากเครื่องมือวัดคุณภาพ การบริการซึ่งเป็นการวัดคุณภาพจากการเอาใจใส่ผู้รับบริการ เนื่องจากการที่ให้บริการด้วยความเอาใจใส่และให้ความเป็นกันเอง และดูแลผู้รับบริการเหมือนญาติ และแจ้งข้อมูลข่าวสารต่าง ๆ ให้รับทราบ ศึกษาความต้องการของผู้รับบริการแต่ละรายที่มีความเหมือนและความแตกต่างกัน สิ่งเหล่านี้สามารถใช้เป็นแนวทางการให้บริการผู้รับบริการแต่ละรายในการสร้างความพึงพอใจได้

5.1.3 เพื่อศึกษาเปรียบเทียบความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด จำแนกตามตัวแปรปัจจัยส่วนบุคคล ผลการวิจัย พบว่า ปัจจัยประชากรศาสตร์ ได้แก่ เพศ อายุ ระดับการศึกษา และรายได้ต่อเดือนที่แตกต่างกันจะมีความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ 0.05 ซึ่งสอดคล้องกับแนวคิดของสุนันทา (2550: 13) ที่กล่าวถึงหลักความสอดคล้องกับความต้องการของส่วนบุคคล กล่าวคือ ประโยชน์และบริการที่องค์การจัดให้นั้น จะต้องตอบสนองความต้องการของบุคคลเป็นส่วนใหญ่หรือทั้งหมดมิใช่ เป็นการจัดให้แก่บุคคลกลุ่มใดกลุ่มหนึ่งโดยเฉพาะ ดังนั้นจึงแสดงให้เห็นว่าผู้รับบริการที่มีปัจจัยส่วนบุคคลที่แตกต่างกันจะมีความพึงพอใจในการเข้าถึงบริการที่แตกต่างกันด้วย เนื่องมาจากกลุ่มตัวอย่างของประชากรที่มีความแตกต่างกันไปในแต่ละพื้นที่ทำให้เกิดความพึงพอใจและการให้ความสำคัญกับปัจจัยต่างๆ ในการบริการย่อมแตกต่างกันไปด้วยขึ้นอยู่กับประสบการณ์และภูมิหลังของผู้รับบริการแต่ละบุคคล แต่ไม่สอดคล้องกับงานวิจัยของช่อดาว

(2562) ที่ได้ทำการศึกษาระดับความพึงพอใจของประชาชนต่อคุณภาพการให้บริการของโรงพยาบาลธนบุรี เพื่อเปรียบเทียบระดับความพึงพอใจของประชาชนต่อคุณภาพการให้บริการของโรงพยาบาลธนบุรี จำแนกตามปัจจัยส่วนบุคคล ผลการวิจัย พบว่า ปัจจัยส่วนบุคคล ได้แก่ เพศ อายุ อาชีพและรายได้เฉลี่ยต่อเดือนต่างกัน พบว่า ประชาชนมีระดับความพึงพอใจต่อคุณภาพการให้บริการของโรงพยาบาลธนบุรีที่ไม่แตกต่างกัน ซึ่งไม่เป็นไปตามสมมุติฐานการวิจัยที่กำหนด

ข้อเสนอแนะ

จากการศึกษาวิจัยเรื่อง การให้บริการส่งผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ในเขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด สามารถสรุปข้อเสนอแนะที่ได้ จากการวิจัย ดังนี้

- ข้อเสนอแนะในการนำผลการวิจัยไปใช้

1. ความเป็นรูปธรรมของบริการ จากผลการวิจัย พบว่า มีระดับความคิดเห็นโดยรวมอยู่ในระดับมาก และมีผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ดังนั้นทางโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดควรส่งเสริมให้มีพื้นที่รับส่งผู้ป่วย ที่นั่งรอรับบริการ และห้องน้ำที่มีความสะดวกและเพียงพอต่อผู้ใช้บริการ เนื่องจากเป็นสถานที่ที่มีผู้ป่วยและผู้บกพร่องทางด้านร่างกายเข้าใช้งานเป็นจำนวนมาก

2. ความน่าเชื่อถือไว้วางใจ จากผลการวิจัย พบว่า มีระดับความคิดเห็นโดยรวมอยู่ในระดับมาก และมีผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ดังนั้นทางโรงพยาบาลควรมีการฝึกอบรมและพัฒนาบุคลากรในโรงพยาบาล คือ พยาบาลและเจ้าหน้าที่ของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดให้มีบุคลิกภาพที่น่าเชื่อถือไว้วางใจได้ ทำให้ผู้มาใช้บริการไว้วางใจที่จะติดต่อและใช้บริการด้วย

3. การตอบสนองความต้องการ จากผลการวิจัย พบว่า มีระดับความคิดเห็นโดยรวมอยู่ในระดับมาก และมีผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ดังนั้นทางโรงพยาบาลควรมีการคัดเลือก คัดสรร และฝึกอบรมพยาบาลและเจ้าหน้าที่ของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดให้สามารถตรวจรักษาอาการเบื้องต้นต่างๆ ได้ตรงกับปัญหาของผู้ป่วย เพื่อวางแผนให้การพยาบาลผู้ป่วยได้ตรงตามประเด็นปัญหา

4. การให้ความมั่นใจ จากผลการวิจัย พบว่า มีระดับความคิดเห็นโดยรวมอยู่ในระดับมาก และมีผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ดังนั้นทางโรงพยาบาลควรมีการส่งเสริมความรู้ และรับสมัคร คัดเลือกพยาบาลและเจ้าหน้าที่ในโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดที่ความชำนาญเฉพาะทาง และเป็นผู้เชี่ยวชาญในด้านนั้น เช่น มีการสัมภาษณ์และทดสอบข้อมูลความรู้ความชำนาญเฉพาะทางของพยาบาลและเจ้าหน้าที่ก่อนที่จะรับเข้าทำงานให้มีคุณสมบัติตามต้องการ

5. การเอาใจใส่ผู้รับบริการ จากผลการวิจัย พบว่า มีระดับความคิดเห็นโดยรวมอยู่ในระดับมาก และมีผลต่อความพึงพอใจในการเข้าถึงบริการของผู้ป่วยภาวะพึ่งพิง (Long term care) ดังนั้นทางโรงพยาบาลควรฝึกอบรมและส่งเสริมให้เจ้าหน้าที่โรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาดพูดจาไพเราะและสุภาพกับผู้มาใช้บริการ เช่น การพัฒนาทักษะการสื่อสารของเจ้าหน้าที่ผู้ให้บริการ

- ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

1. ควรศึกษาปัจจัยหรือตัวแปรอื่นๆ เพิ่มเติมที่อาจส่งผลต่อคุณภาพการให้บริการ เช่น ความคาดหวัง และภาวะผู้นำที่มีผลต่อความพึงพอใจในการเข้าถึงบริการ เพื่อให้ผู้บริหารสามารถนำไปใช้เป็นกลยุทธ์ในการวางแผนการดำเนินงานและการบริการได้อย่างมีประสิทธิภาพได้มากยิ่งขึ้น

2. ควรใช้วิธีเก็บข้อมูลด้วยวิธีอื่นประกอบด้วย เช่น วิธีการสัมภาษณ์ เพื่อนำข้อมูลที่ได้มาใช้ได้อย่างหลากหลายและตรงกับประชากรกลุ่มตัวอย่างมากยิ่งขึ้น เนื่องจากการวิจัยในครั้งนี้ใช้แบบสอบถามเป็นเครื่องมือในงานวิจัย

3. การศึกษาในครั้งนี้เป็นการศึกษาในพื้นที่เขตรับผิดชอบของโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด จังหวัดหนองบัวลำภูเท่านั้น จึงควรศึกษาเพิ่มเติมในส่วนพื้นที่อื่นๆ นอกเหนือจากโรงพยาบาลส่งเสริมสุขภาพตำบลบ้านหินตลาด เช่น ในพื้นที่เขตต่างๆ ในจังหวัดกรุงเทพมหานคร หรือในจังหวัดอื่นๆ เป็นต้น

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ปัจจัยที่ส่งผลกระทบต่อการตัดสินใจในการเลือกซื้อสินค้าภายในเกมออนไลน์ของผู้บริโภค เจเนอเรชั่น Y และ Z

Factors affecting the Purchase Intention of Online Game's Goods among Generation Y and Z Customers

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่ส่งผลกระทบต่อการตัดสินใจในการเลือกซื้ออสินค้าภายในเกมออนไลน์ของผู้บริโภค เจเนอเรชั่น Y และ Z โดยมีการเก็บตัวอย่างจากกลุ่มผู้ที่เล่นเกมออนไลน์ในประเทศไทย จำนวน 400 ตัวอย่าง โดยเครื่องมือที่ใช้ในการรวบรวมข้อมูลในครั้งนี้ เป็นแบบสอบถาม (Questionnaire) โดยทำการมีการวิเคราะห์ข้อมูล โดยใช้ข้อมูลทางสถิติ อธิเช่น ค่าร้อยละ, ค่าเฉลี่ย, ค่าเบี่ยงเบนมาตรฐาน, และ สถิติถดถอยลอจิสติกส์ (Logistic Regression) โดยผลการวิจัยเกี่ยวกับปัจจัยที่ส่งผลกระทบต่อการตัดสินใจในการเลือกซื้ออสินค้าภายในเกมออนไลน์ของผู้บริโภค เจเนอเรชั่น Y และ Z พบว่า ปัจจัย ด้านราคาและการจัดโปรโมชั่น และ ด้านความเข้าใจ ส่งผลกระทบต่อการตัดสินใจซื้อสินค้าของกลุ่มผู้บริโภคที่ใช้มียอดการซื้อโดยเฉลี่ยไม่เกิน 3,000 บาทต่อเดือน และปัจจัย ด้านราคาและการจัดโปรโมชั่น, ด้านความปลอดภัย, ด้านความเข้าใจ, ด้านความรู้สึก และ ด้านแรงจูงใจทางด้านสังคม ส่งผลกระทบต่อการตัดสินใจซื้อสินค้าของกลุ่มผู้บริโภคที่ใช้มียอดการซื้อโดยเฉลี่ยมากกว่า 3,001 บาทต่อเดือน

คำสำคัญ : เกมออนไลน์, การตัดสินใจซื้อ, สินค้าภายในเกมออนไลน์, การเติมเงิน

Abstract

The objective of this research was to study on the factors affecting the purchase intention of online game's goods among generation Y and Z customers. The sample of this research were 400 sample, who within generation Y and Z in Thailand the data were analyzed by descriptive statistics Such as Percentage values, mean values, standard deviations. The statistic used to analyze the data was logistic regression. The results showed that factor Price and Promotion affecting to the purchase intention of the customer that spend with online game less than 3,000 THB per month and, the factor about Price and Promotion, Service Provider's safety, understanding to the goods, feeling and social's motivation are affecting to the purchase intention of the customer that spend with online game more than 3,001 THB per month

Keywords: Online Game, Purchase Intention, Online Games Product, Microtransactions

บทนำ

เกมออนไลน์เป็นหนึ่งในประเภทของวิดีโอเกมที่ได้รับความนิยมสูงในปัจจุบันเพราะเป็นสิ่งให้ความบันเทิงอีกรูปแบบหนึ่งที่สามารถเข้าถึงได้ง่าย วีดีโอเกมมีจุดกำเนิดมาจาก "เกม" ที่ได้รับการพัฒนาทั้งกฎและ วิธีการเล่นจากการเล่นทางกายภาพ กลายเป็นการเล่นที่เป็นการส่งข้อมูลดิจิทัลผ่านอุปกรณ์ อิเล็กทรอนิกส์เช่นคอมพิวเตอร์หรือโทรศัพท์มือถือ ภายใต้คำศัพท์ใหม่ที่เรียกว่า "วิดีโอเกม" ("Video Game Consoles", 2017) ตลาดของอุสาหกรรมเกมนั้นมีแนวโน้มการเติบโตที่สูงขึ้นโดยในปี 2020 นี้ ตลาดเกมทั่วโลกสามารถสร้างรายได้ สูงถึง 1.59 แสนล้านเหรียญสหรัฐ หรือประมาณ 4.9 ล้านล้านบาทไทย นอกจากนี้ ตลาดเกมยังมีแนวโน้มเติบโตขึ้นต่อเนื่อง โดยคาดการณ์ว่าในปี 2023 ตลาดเกมจะโตและสร้างเม็ดเงินได้มากกว่า 2 แสนล้านเหรียญสหรัฐ หรือหากพูดถึงอุตสาหกรรมเกมในไทยก็มีการเติบโตที่สูงเช่นกัน โดยในปัจจุบันประชากรไทยทั้งหมด 69.3 ล้านคน มีจำนวน คนเล่นเกมอยู่ที่ 27.8 ล้านคน (คิดเป็น 41% ของประชากรทั้งหมด) โดยในปี 2020 AIS E-Sports ได้คาดการณ์ว่า มูลค่าตลาดเกมในไทย จะเติบโตไปแตะ 2.7 หมื่นล้านบาท ซึ่งเติบโต 15.8% เมื่อเทียบกับปี 2019 ซึ่งสามารถแบ่งสัดส่วนออกเป็น

- เกมบนมือถือและแท็บเล็ต 71%
- เกมบนพีซี 22%

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- เกมบนเครื่องเล่นวีดิโอเกม 7%

(“แนวโน้มตลาดเกมและบิ๊กดาต้ายังโตต่อเนื่อง”, 2561)

โดยปัจจุบันนั้นไม่ใช่เรื่องแปลกหากเราจะเห็นเกมออนไลน์ที่สามารถกอบโกยเงินได้มากมายจากระบบ Microtransaction ที่ดึงดูดให้คนนั้นนำสกุลเงินในชีวิตจริงไปแลกเปลี่ยนเป็นสกุลเงินภายในเกมหรือหรือหากพูดตามประสาของคนทั่วไปที่นิยมเล่นเกมนั้นคือการ “เติมเงิน หรือ เติมเกม” ซึ่งเราจะสามารถเห็นเกมที่ประสบความสำเร็จจากระบบ Microtransaction หรือ เติมเกม ได้ทั่วไป เช่น Genshin Impact ตัวเกมส์ Genshin Impact นั้นเป็นเกม Open world RPG หรือ เกมแนวสำรวจโลกผจนภัยฟอร์มยักษ์ที่สามารถเล่นได้หลายแพลตฟอร์ม อธิเช่น มือถือ คอนโซล และ PC โดยทำรายได้หลังเปิดตัวไปถึง 60 ล้านดอลลาร์ ในเวลาแค่ 1 สัปดาห์ และหลังจากภายในหนึ่งเดือนก็คว้าอันดับ 1 ของเกมที่ทำรายได้เยอะที่สุดของเดือน เพราะทำรายได้ไป 245 ล้านดอลลาร์ และในช่วงเดือนที่สองก็ทำรายได้เพิ่มไปอีกเกือบ 148 ล้านดอลลาร์ ทำให้ Genshin Impact กลายเป็นเกมมือถือที่สร้างรายได้ทั่วโลกมากเป็นอันดับที่ 1 คิดเฉลี่ยแล้ว Genshin Impact มีรายได้มากกว่า 6 ล้านเหรียญต่อวัน หรือคิดเป็นเงินไทยก็ประมาณ 181 ล้านบาทต่อวัน สิ่งนี้แสดงให้เห็นว่าเกมนั้นเป็นอุสาหกรรมที่มีเม็ดเงินหมุนเวียนมากมาย

Microtransactions (ไมโครทรานแซคชั่น) หรือจะเรียกว่า In-App หรือ In-Game Purchased แต่หากเป็นภาษาของกลุ่มคนที่นิยมเล่นเกมคือการเติมเกมนั้นเอง ไมโครทรานแซคชั่นนั้นเป็นระบบ "โมเดลธุรกิจ" ของวิดีโอเกม ที่ให้ผู้เล่นซื้อสินค้าพิเศษในเกมด้วยการจ่ายเงินจริง ผ่านช่องทางบัตรเครดิต/เดบิต หรือ ช่องทางการชำระเงินต่างๆ ระบบไมโครทรานแซคชั่นนั้นมีอยู่ด้วยกันหลายรูปแบบเพื่อดึงดูดให้ลูกค้านั้นทำการ เติมเกม หรือ ไมโครทรานแซคชั่น โดยสิ่งที่ลูกค้านั้นจะได้รับจากการ ไมโครทรานแซคชั่น นั้นอาจจะเป็นสกุลเงินภายในเกมนั้นๆ ที่สามารถซื้อสินค้าพิเศษที่ปกติภายในเกมหาซื้อไม่ได้ หรือ อาจจะเป็นการทำ ไมโครทรานแซคชั่น เพื่อการเปิด กาชาปอง ภายในเกม รวมถึงแพกเก็จสินค้าภายในเกมที่วางขายเป็นสกุลเงินจริง โดยในส่วนของการดึงดูดลูกค้าเพื่อทำการไมโครทรานแซคชั่นนั้นส่วนมากมักจะขึ้นอยู่กับแนวของเกม หรือประเภทของเกมเป็นหลัก

และหากพูดถึงกลุ่มคนที่เป็นกลุ่มผู้บริโภคหลักในอุสาหกรรมก็คือกลุ่มของผู้คนในเจนเนอเรชั่น Y และ Z นั้นเอง กลุ่มคนในเจนเนอเรชั่น Y คือกลุ่มคนที่เกิดระหว่างปี พ.ศ.2524-2543 และ กลุ่มคนในเจอเนอเรชั่น Z ที่เกิดในช่วงปี พ.ศ. 2544 - 2553 เป็นกลุ่มคนที่มีพฤติกรรมที่ผูกติดกับเทคโนโลยี อธิเช่น อุปกรณ์อิเล็กทรอนิกส์ทั้งมือ ถือ สมาร์ทโฟน โทรทัศน์แอลซีดีไอแพด เกม รวมไปถึงสื่อ ออนไลน์อย่างเช่น โซเชียลมีเดียต่างๆ และหากพูดถึงสิ่ง ความสัมพันธ์ระหว่างเกมและ คนใน เจนเนอเรชั่น Y และ Z นั้น พบว่ากลุ่มคนในช่วงเจนเนอเรชั่นนี้ โดยเฉพาะเจนเนอเรชั่น Z ที่มีพฤติกรรมที่จะเสพสื่อในส่วนของของเกมมากถึง 71% และมี การเฉลี่ยเล่นเกมออนไลน์ถึงวันละ 48 นาทีต่อวัน ไม่ว่าจะการใช้สื่อของเกมผ่านทาง สมาร์ทโฟน, คอมพิวเตอร์ หรือ ว่าจะเป็นเครื่อง คอนโซลเช่น เครื่อง PS5 หรือ XBOX เป็นต้น.

(“Generation กับพฤติกรรมการรับขาวสารผ่านสื่อตางๆ”, 2561)

ด้วยเหตุผลดังกล่าวผู้วิจัยจึงได้ทำการศึกษาวิจัยเพิ่มเติมจากงานวิจัยที่มีความเกี่ยวข้องได้แก่ จิตติ ศรีสินธรา (2560) ทำการเกี่ยวกับศึกษาคุณลักษณะของเกมออนไลน์ การรับรู้ข้อมูลข่าวสาร และพฤติกรรม, ถนอม ทยานุวัฒน์ (2553) ศึกษาเกี่ยวกับปัจจัยที่มีผลต่อการเลือกเติมเงินเกม ออนไลน์ ของผู้บริโภคในพื้นที่บริเวณโดยรอบมหาวิทยาลัยหอการค้าไทย ประไพรพรรณ ศุกระศร (2551) ได้ศึกษาในเรื่อง การจัดการกลยุทธ์ทางการตลาดของผู้ให้บริการเกมออนไลน์ออดิชั่น โดยจากข้างต้นนั้นยังไม่มีงานวิจัยที่เกี่ยวข้องโดยตรงทำให้ทางผู้จัดทำที่มีความชื่นชอบในเกมออนไลน์และตระหนักถึงว่าเกมออนไลน์ หรือ อุสาหกรรเกมนั้นอาจเป็น หนึ่งในอุสาหกรรมให้ความบันเทิงที่สำคัญอันดับต้นๆ ในอนาคตอันใกล้นี้ จึงเป็นที่มาในการศึกษาพฤติกรรมหรือปัจจัยต่างๆ ที่ส่งผลกระทบต่อการตัดสินใจในการใช้จ่ายของผู้บริโภคในอุสาหกรรมเกมออนไลน์

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยทางด้านผู้ให้บริการเกมออนไลน์ต่อการตัดสินใจซื้อสินค้าภายในเกมออนไลน์
   1.1 ราคาและการจัดโปรโมชั่น
   1.2 ความปลอดภัย
2. เพื่อศึกษาปัจจัยทางด้านทัศนคติต่อการตัดสินใจซื้อสินค้าภายในเกมออนไลน์
   2.1 ความเข้าใจ
   2.2 ความรู้สึก
3. เพื่อศึกษาปัจจัยทางด้านแรงจูงใจต่อการตัดสินใจซื้อสินค้าภายในเกมออนไลน์
   3.1 แรงจูงใจทางด้านสังคม
   3.2 แรงจูงใจทางด้านการยกย่อง

4. เพื่อศึกษาปัจจัยทางด้านคุณค่าและการรับรู้คุณค่าต่อการตัดสินใจซื้อสินค้าภายในเกมออนไลน์

4.1 คุณค่าของสินค้า

4.2 ความคุ้มค่าของสินค้า

วิธีการดำเนินการวิจัย

ประชากรและการสุ่มตัวอย่าง

กลุ่มตัวอย่าง กลุ่มตัวอย่างสำในงานวิจัยในครั้งนี้ คือ ประชากรใน Generation Y และ Z โดย เจเนอเรชั่น Y ที่เกิดในช่วงปี 2524 - 2543 หรือ ช่วง อายุ 21 - 40 ปี, เจเนอเรชั่น Z ที่เกิดในช่วงปี 2544 - 2553 หรือ ช่วง อายุ 11 - 20 ปี ที่มีความชอบในการเล่นเกมออนไลน์ และ กลุ่มผู้บริโภคในอุสาหกรรมเกมออนไลน์ทั่วประเทศด้วยการเก็บข้อมูลผ่านสื่อออนไลน์ด้วยการสุ่มเก็บตัวอย่างจาก

เครื่องมือที่ใช้ในการศึกษาวิจัย

เครื่องมือที่ทางผู้วิจัยใช้ในการเก็บรวบรวมข้อมูลการศึกษาค้นคว้าครั้งนี้ได้แก่ แบบสอบถามเพื่อใช้ในการเก็บข้อมูลโดยแบบสอบถามนั้นได้ถูกแบ่งเป็น 3 ส่วนคือ

ส่วนที่ 1 แบบสอบถามข้อมูลทั่วไปของผู้ทำแบบสอบถาม

ส่วนที่ 2 แบบสอบถามเกี่ยวกับพฤติกรรมเบื้องต้นของผู้บริโภคต่อเกมออนไลน์

ส่วนที่ 3 แบบสอบถามเกี่ยวกับปัจจัยที่ส่งผลกระทบต่อการตัดสินใจซื้อสินค้าภายในเกมออนไลน์ของผู้บริโภค

โดยจะมีการให้คะแนน ตามระดับของการส่งผลกระตบต่อการตัดสินใจ 5 ระดับดังนี้

5 = ส่งผลกระทบต่อการตัดสินใจมากที่สุด

4 = ส่งผลกระทบต่อการตัดสินใจมาก

3 = ส่งผลกระทบต่อการตัดสินใจปานกลาง

2 = ส่งผลกระทบต่อการตัดสินใจน้อย

1 = ส่งผลกระทบต่อการตัดสินใจมากที่สุด

สถิติที่ใช้ในการเก็บข้อมูล

1. สถิติเชิงพรรณนา (Descriptive Statistics) เพื่อบรรยายลักษณะขอมูลที่ได้รวบรวมมาในแต่ละปัจจัยที่ได้ทำการศึกษาด้วยสถิติพื้นฐาน อธิเช่น การแจงแจงความถี่ (Frequency) ค่าร้อยละ (Percentage) ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตารฐาน (Standard Deviation) เป็นต้น

2. สถิติเชิงอนุมาน (Inferential Statistic) เพื่อทดสอบสมมติฐานความสัมพันธ์ระหว่างตัวแปร โดยกำหนดความเชื่อมั่นเท่ากับ 95% หรือนัยสำคัญทางสถิติเท่ากับ 0.05 โดยใช้สถิติการถดถอยพหุคุณ (Multiple Regression Analysis)

การเก็บรวบรวมข้อมูล

1. การเก็บรวบรวมข้อมูลแบบทุติยภูมิ (Secondary Data) ได้จากการศึกษาและค้นความจากแหล่งข้อมูลต่างๆ เช่น งานวิจัยที่มีความเกี่ยวข้องสอดคล้อง บทความ หนังสือ วารสาร และเว็บไซต์ต่างๆ ที่สามารถเป็นข้อมูลที่เป็นประโยชน์ต่อการศึกษาวิจัยในครั้งนี้

2. การเก็บรวบรวมข้อมูลแบบปฐมภูมิ (Primary Data) ได้จากการเก็บรวบรวมข้อมูลจากการแจกแบบสอบถาม (Questionnaire) ให้กับประชากรกลุ่มตัวอย่างที่เป็นผู้ที่ชื่นชอบการเล่นเกมออนไลน์ผ่านกลุ่ม Community ของเกมออนไลน์ต่างๆ ภายใน Facebook โดยเก็บแบบสอบถามทั้งหมดจำนวน 400 ชุด เพื่อเก็บแบบสอบถามเกี่ยวกับพฤติกรรมและปัจจัยต่างๆ ที่ส่งผลต่อการตัดสินใจซื้อสินค้าภายในเกมออนไลน์ของผู้ทำแบบสอบถาม

สรุปผลการวิจัย

จากผลการสำรวจผู้ตอบแบบสอบถาม เป็นส่วนเพศชาย จำนวน 262 คน โดยส่วนมากเป็นนักเรียนและนักศึกษา รายด้ายเฉลี่ย 10,000 – 17,000 บาท นิยมเล่นเกมผ่านแพลทฟอร์ม PC หรือคอมพิวเตอร์ มากที่สุด เวลาเล่นเฉลี่ยมากที่สุด 1-2 ชม. ต่อวัน โดยแนวเกมที่เล่นส่วนมากเป็น MMO RPG (Massive Multiplayer Online Role-Playing Game)

ผลการวิเคราะห์ปัจจัยทางด้านผู้ให้บริการเกมออนไลน์ต่อการตัดสินใจซื้อสินค้าภายในเกมออนไลน์

ตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และลำดับความสำคัญของปัจจัยด้านความปลอดภัยทางด้านข้อมูลและการให้บริการ

ด้านความปลอดภัย	**ค่าเฉลี่ย**	**SD**	**การแปลผล**
ตัวเกมมีระบบรักษาความปลอดภัยที่ดี	4.52	.500	มากที่สุด
ตัวเกมมีมาตราการจัดการและบทลงโทษต่อผู้ที่ใช้โปรแกรมโกง	4.50	.501	มากที่สุด
ตัวเกมมีการรักษาข้อมูลของผู้เล่นที่ดี	4.55	.525	มากที่สุด
ตัวเกมมีการใช้ระบบป้องกันข้อมูลที่ดี	4.06	.611	มาก
รวม	**4.40**	**.534**	มากที่สุด

จากตารางที่ 1 ผลการวิเคราะห์ระดับความคิดเห็นเกี่ยวกับปัจจัยด้านความปลอดภัย พบว่าภาพรวมนั้นมีความคิดเห็นอยู่ระดับมากที่สุด

ตารางที่ 2 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และลำดับความสำคัญของปัจจัยด้านการตั้งราคาและการจัดโปรโมชั่น

ราคาและการจัดโปรโมชั่น	**ค่าเฉลี่ย**	**SD**	**การแปลผล**
สินค้าหรือ Item มีการจัดโปรโมชั่นลดราคาสินค้า	4.35	.611	มากที่สุด
การเติมเงินหรือชิ้นสินค้านั้นได้ของรางวัล เพิ่มเป็น 2 เท่า	4.38	.740	มากที่สุด
สินค้าหรือแพกเกจชิ้นนั้นมีราคาที่ถูก	4.19	.750	มาก
รวม	**4.30**	**.700**	มากที่สุด

จากตารางที่ 2 ผลการวิเคราะห์ระดับความคิดเห็นเกี่ยวกับปัจจัยด้านราคาและการจัดโปรโมชั่น ในภาพรวมนั้นมีความเห็นอยู่ในระดับมากที่สุด

ผลการวิเคราะห์ข้อมูลเกี่ยวกับปัจจัยด้านทัศนคติต่อการตัดสินใจในการซื้อสินค้าในเกมออนไลน์

ตารางที่ 3 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และลำดับความสำคัญของปัจจัยด้านความเข้าใจ

ความเข้าใจ	**ค่าเฉลี่ย**	**SD**	**การแปลผล**
การแสดงของรางวัลหรือไอเทมต่างๆ ที่ได้รับไว้อย่างชัดเจน เข้าใจง่าย	4.15	.508	มาก
การซื้อสินค้าหรือไอเทมชิ้นนั้น ทำให้สามารถเล่นเกมได้ง่ายมากยิ่งขึ้น	4.31	.669	มากที่สุด
การเติมเงินแล้วจะได้สิทธิพิเศษในเกมมากมาย อธิเช่น VIP Premium	4.29	.653	มากที่สุด
รวม	**4.25**	**.610**	มากที่สุด

จากตารางที่ 3 ผลการวิเคราะห์ระดับความคิดเห็นเกี่ยวกับปัจจัยด้านความเข้าใจ ในภาพรวมนั้นมีความเห็นอยู่ในระดับมากที่สุด

ตารางที่ 4 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และลำดับความสำคัญของปัจจัยด้านความรู้สึก

ความรู้สึก	ค่าเฉลี่ย	SD	การแปลผล
ซื้อสินค้าหรือไอเทมชิ้นนั้น เพื่อที่จะสามารถเล่นเกมได้สนุกมากยิ่งขึ้น	4.43	.605	มากที่สุด
ซื้อสินค้าภายในเกมออนไลน์เพื่อสนับสนุนตัวเกมและผู้พัฒนาเกม	3.91	.534	มาก
หากเล่นเกมโดยที่ไม่เติมเงินซื้อสินค้าพิเศษภายในเกมแล้วจะไม่สามารถสู้กับผู้คนคนอื่นได้	4.18	.916	มาก
ซื้อสินค้าภายในเกมเพื่อเติมเต็มความรู้สึกเพิ่มอรรถรสและความสนุกสนานในการเล่นเกม	4.47	.543	มากที่สุด
รวม	**4.24**	**.650**	มากที่สุด

จากตารางที่ 4 ผลการวิเคราะห์ระดับความคิดเห็นเกี่ยวกับปัจจัยด้านความรู้สึก ในภาพรวมนั้นมีความเห็นอยู่ในระดับมากที่สุด

ผลการวิเคราะห์ข้อมูลเกี่ยวกับปัจจัยด้านคุณค่าและความคุ้มค่าที่มีต่อการตัดสินใจในการซื้อสินค้าในเกมออนไลน์

ตารางที่ 5 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และลำดับความสำคัญของปัจจัยด้านคุณค่าของสินค้า

คุณค่าของสินค้า	ค่าเฉลี่ย	SD	การแปลผล
สินค้าชิ้นนั้นเป็นสินค้า Limited Edition ที่วางจำหน่ายเพียงครั้งเดียว	4.01	.633	มาก
สินค้าชิ้นนั้นมีการ Collaboration กับเกมออนไลน์ เกมอื่น หรืออนิเมะ	3.86	.663	มาก
สินค้าชิ้นนั้นช่วยเพิ่มความโดดเด่น, สวยงาม, น่ารัก	4.11	.587	มาก
รวม	**3.99**	**.627**	มาก

จากตารางที่ 4.5 ผลการวิเคราะห์ระดับความคิดเห็นเกี่ยวกับปัจจัยด้านความรู้สึก ในภาพรวมนั้นมีความเห็นอยู่ในระดับมาก

ตารางที่ 6 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และลำดับความสำคัญด้านความคุ้มค่าของสินค้า

ความคุ้มค่าของสินค้า	ค่าเฉลี่ย	SD	การแปลผล
แพกเกจรายเดือน Battle Pass ที่ให้ความคุ้มค่าที่สูง	4.13	.633	มาก
แพกเพจเติมเงินครั้งแรกทั้งยังได้รับของรางวัลมากมาย	4.54	.678	มากที่สุด
แพกเกจหรือสินค้าชิ้นนั้นได้รับของรางวัลมากกว่าปกติ	4.47	.704	มากที่สุด
รวม	**4.38**	**.671**	มากที่สุด

จากตารางที่ 6 ผลการวิเคราะห์ระดับความคิดเห็นเกี่ยวกับปัจจัยด้านความคุ้มค่าของสินค้า ในภาพรวมนั้นมีความเห็นอยู่ในระดับมากที่สุด

ผลการวิเคราะห์ข้อมูลเกี่ยวกับปัจจัยด้านแรงจูงใจที่มีต่อการตัดสินใจในการซื้อสินค้าในเกมออนไลน์

ตารางที่ 7 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และลำดับความสำคัญของปัจจัยด้านแรงจูงใจทางด้านสังคม

แรงจูงใจทางด้านสังคม	**ค่าเฉลี่ย**	**SD**	**การแปลผล**
การแนะนำของคนใน Community ของเกมนั้นๆ ที่คนส่วนมากคิดว่าดี	4.02	.579	มาก
สินค้าชิ้นนั้นเป็นสินค้าที่มีการแนะนำจาก Gaming Influencer	3.81	.635	มาก
การชักชวนจากกลุ่มเพื่อนที่เล่นเกมด้วยกัน	4.02	.688	มาก
รวม	**3.95**	**.634**	มาก

จากตารางที่ 7 ผลการวิเคราะห์ระดับความคิดเห็นเกี่ยวกับปัจจัยด้านแรงจูงใจทางด้านสังคม ในภาพรวมนั้นมีความเห็นอยู่ในระดับมาก

ตารางที่ 8 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และลำดับความสำคัญของปัจจัยด้านแรงจูงใจทางด้านการยกย่อง

แรงจูงใจทางด้านการยกย่อง	**ค่าเฉลี่ย**	**SD**	**การแปลผล**
ซื้อสินค้าภายในเกมเพื่อไปให้ถึง TOP หรือ จุดสูงสุดของผู้เล่น	3.96	.579	มาก
ซื้อสินค้าที่ แพง หรือ มีมูลค่า เพื่อบงบอกถึง สถาณะ	3.91	.635	มาก
ต้องการเล่นให้นำผู้เล่นคนอื่น หรือ ตามกลุ่มเพื่อนให้ทัน	3.97	.688	มาก
รวม	**3.94**	**.820**	มาก

จากตารางที่ 8 ผลการวิเคราะห์ระดับความคิดเห็นเกี่ยวกับปัจจัยด้านแรงจูงใจทางด้านการยกย่องในภาพรวมนั้นมีความเห็นอยู่ในระดับมาก

ผลการวิเคราะห์การถดถอยพหุคูณหระว่างปัจจัยที่ส่งผลกระทบต่อการตัดสินใจในการเลือกซื้ออสินค้าภายในเกมออนไลน์ของผู้บริโภค เจเนอเรชั่น Y และ Z

ตารางที่ 9 ตารางผลการวิเคราะห์การถดถอยพหุคูณระหว่างปัจจัยที่ส่งผลกระทบต่อการตัดสินใจในการซื้อสินค้าและผลิตภัณฑ์ภายในเกมออนไลน์ของผู้บริโภค เจนเนอเรชั่น Y และ Z ที่มีการใช้จ่ายไม่เกิน 3,000 บาท ต่อเดือน

Variables in the Equation

	B	**S.E.**	**Wald**	**Sig.**
ปัจจัยทางด้านความปลอดภัย	.660	.484	1.859	.173
ปัจจัยทางด้านราคา	-2.348	.480	23.942	.000**
ปัจจัยทางด้านความเข้าใจ	1.697	.503	11.389	.001**
ปัจจัยทางด้านความรู้สึก	-.290	.497	.340	.560
ปัจจัยทางด้านคุณค่าสินค้า	.616	.336	3.365	.067
ปัจจัยทางด้านความคุ้มค่าของสินค้า	-.421	.398	1.119	.290

หมายเหตุ *,** คือระดับนัยสำคัญทางสถิติที่ 0.05 และ 0.01 ตามลำดับ

จากตาราง 9 เมื่อพิจารณาค่าสัมประสิทธิ์ของผลการวิเคราะห์การถดถอยพหุคูณระหว่างปัจจัยด้านต่างๆ ที่มีผลต่อการตัดสินใจซื้อสินค้าในเกมออนไลน์ ของกลุ่มลูกค้าที่มีการใช้จ่ายไม่เกิน 3,000 บาท ต่อเดือน พบว่ามีตัวแปรที่มีนัยสำคัญทางสถิติที่ระดับ 0.05 อยู่เพียง 2 ตัวแปรคือ ปัจจัยทางด้านราคา (B=-2.348, Sig=.000) และปัจจัยด้านความเข้าใจ (B=1.697, Sig=.001) ในขณะที่ตัว

แปร ปัจจัยทางความปลอดภัย ด้านความรู้สึก ด้านคุณค่าทางสินค้า ความคุ้มค่าของสินค้า แรงจูงใจจากการยกย่อง แรงจูงใจทางสังคม ไม่มีนัยสำคัญทางสถิติ

ผลการวิเคราะห์การถดถอยพหุคูณระหว่างปัจจัยด้านต่างๆ ที่มีผลต่อการตัดสินใจซื้อสินค้าในเกมออนไลน์ ของกลุ่มลูกค้าที่มีการใช้จ่ายมากกว่า 3,001 บาทต่อเดือน

ตารางที่ 10 ตารางผลการวิเคราะห์การถดถอยพหุคูณระหว่างปัจจัยที่ส่งผลกระทบต่อการตัดสินใจในการซื้อสินค้าและผลิตภัณฑ์ภายในเกมออนไลน์ของผู้บริโภค เจนเนอเรชั่น Y และ Z ของกลุ่มลูกค้าที่มีการใช้จ่ายมากกว่า 3,001 บาทต่อเดือน

Variables in the Equation

	B	S.E.	Wald	Sig.
ปัจจัยทางด้านความปลอดภัย	2.500	1.016	6.059	.014**
ปัจจัยทางด้านราคา	-5.717	1.262	20.514	.000**
ปัจจัยทางด้านความเข้าใจ	1.957	.912	4.600	.032*
ปัจจัยทางด้านความรู้สึก	-3.644	1.097	11.039	.001**
ปัจจัยทางด้านคุณค่าสินค้า	.284	.569	.249	.618
ปัจจัยทางด้านความคุ้มค่าของสินค้า	1.470	.945	2.419	.120
ปัจจัยทางด้านแรงจูงใจทางสังคม	3.671	1.124	10.662	.001**
ปัจจัยทางด้านแรงจูงใจจากการยกย่อง	-.034	.500	.005	.945
(Constant)	-6.619	4.615	.015	.152

หมายเหตุ *,** คือระดับนัยสำคัญทางสถิติที่ 0.05 และ 0.01 ตามลำดับ

จากตาราง 10 เมื่อพิจารณาค่าสัมประสิทธิ์ของผลการวิเคราะห์การถดถอยพหุคูณระหว่างปัจจัยด้านต่างๆ ที่มีผลต่อการตัดสินใจซื้อสินค้าในเกมออนไลน์ ของกลุ่มลูกค้าที่มีการใช้จ่ายมากกว่า 3,001 บาทต่อเดือนพบว่ามีตัวแปรที่มีนัยสำคัญทางสถิติที่ระดับ 0.05 อยู่ 5 ตัวแปรคือ ปัจจัยทางด้านราคา (B=-5.171, Sig=.000) ปัจจัยด้านความปลอดภัย (B=2.500, Sig=.014) ปัจจัยทางด้านความเข้าใจ (B=1.957, Sig=.032) ปัจจัยทางด้านความรู้สึก (B=-3.644, Sig=.001) และปัจจัยทางด้านแรงจูงใจทางสังคม (B=3.671, Sig=.001) ในขณะที่ตัวแปร ปัจจัยทางด้านคุณค่าทางสินค้า ความคุ้มค่าของสินค้า แรงจูงใจจากการยกย่อง ไม่มีนัยสำคัญทางสถิติ

อภิปรายผลการวิจัย

จากการวิจัยปัจจัยที่ส่งผลกระทบต่อการตัดสินใจในการซื้อสินค้าและผลิตภัณฑ์ภายในเกมออนไลน์ของผู้บริโภค เจนเนอเรชั่น Y และ Z ผู้วิจัยสามารถอภิปรายผลการวิจัยได้ดังนี้

1. ปัจจัยที่ส่งผลกระทบต่อการตัดสินใจในการซื้อสินค้าและผลิตภัณฑ์ภายในเกมออนไลน์ของผู้บริโภค เจนเนอเรชั่น Y และ Z ที่มีการใช้จ่ายไม่เกิน 3,000 บาท ต่อเดือน

1.1 จากผลการสรุปงานวิจัยพบว่าปัจจัยทางด้านผู้ให้บริการเกมออนไลน์ ความปลอดภัย, ราคาและการจัดโปรโมชั่น มีนัยสำคัญทางสถิติ ค่าตัวแปรสัมประสิทธิ์ราคาและการจัดโปรโมชั่นที่ติดลบแสดงให้เห็นการตั้งราคาที่ถูกนั้นส่งผลกระต่อการตัดสินใจซื้อสินค้าททำให้กลุ่มผู้บริโภคนั้นมีการซื้อที่มากขึ้น ซึ่งสอดคลองกับ งานวิจัยของ ประไพพรรณ ศุกระศร (2552) ซึ่งวิจัยเกี่ยวกับ การจัดการกลยุทธ์ทางการตลาดของผู้ให้บริการเกมออนไลน์ออดิชั่น และพบว่าปัจจัยกลยุททางด้านราคาและโปรโมชั่นนั้นส่งผลต่อยอดขายของผู้ให้บริการ และยังสอดคล้องกับ ณนอม ทยานุวัฒน์ (2553) ซึ่งวิจัยเกี่ยวกับ ปัจจัยที่มีผลต่อการเลือกเติมเงินเกมออนไลน์ของผู้บริโภคในพื้นที่บริเวณโดยรอบมหาวิทยลัยหาการค้าไทย ซึ่งปัจจัยทางด้านส่วนประสมทางการตลาด ราคา และ การจัดโปรโมชั่นนั้นส่งผลกระทบต่อกาตัดสินใจเลือกเติมเงินเกมออนไลน์ของผู้บริโภค

1.2 จากผลการสรุปงานวิจัยพบว่าปัจจัยทางด้านทัศนคติในส่วนของตัวแปรความเข้าใจต่อตัวสินนั้นมีนัยสำคัญทางสถิติแสดงให้เห็นถึง ความเข้าใจทัศคติของผู้บริโภคนั้นส่งผลกระทบต่อการตัดสินใจซื้อ ซึ่งสอดคลองกับ นันทพร เขียนดวงจันทร์ (2562) ที่

ศึกษาเกี่ยวกับ ทัศนคติ และความตั้งใจที่มีอิทธิพลต่อพฤติกรรมผู้บริโภคในการซื้อสินค้าผ่านไลน์ ที่ปัจจัยทางด้านทัศนคติความเข้าใจต่อตัวสินค้านั้นมีอิทธิพลตอการตั้งใจซื้อสินค้าออนไลน์ของผู้บริโภคเช่นเดียวกัน

2. ปัจจัยที่ส่งผลกระทบต่อการตัดสินใจในการซื้อสินค้าและผลิตภัณฑ์ภายในเกมออนไลน์ของผู้บริโภค เจนเนอเรชั่น Y และ Z ที่มีการใช้จ่ายมากกว่า 3,001 บาท ต่อเดือน

2.1 จากผลการสรุปงานวิจัยพบว่าปัจจัยทางด้านผู้ให้บริการเกมออนไลน์ ความปลอดภัย, ราคาและการจัดโปรโมชั่น มีนัยสำคัญทางสถิติ ค่าตัวแปรสัมประสิทธิ์ราคาและการจัดโปรโมชั่นที่ติดลบแสดงให้เห็นการตั้งราคาที่ถูกนั้นส่งผลกระต่อการตัดสินใจซื้อสินค้าททำให้กลุ่มผู้บริโภคนั้นมีการซื้อที่มากขึ้น ซึ่งสอดคลองกับ งานวิจัยของ ประไพพรรณ ศุกระศร (2552) ซึ่งวิจัยเกี่ยวกับ การจัดการกลยุทธ์ทางการตลาดของผู้ให้บริการเกมออนไลน์ออดิชั่น และพบว่าปัจจัยกลยุททางด้านราคาและโปรโมชั่นนั้นส่งผลต่อยอดขายของผู้ให้บริการ และยังสอดคล้องกับ ณนอม ทยานุวัฒน์ (2553) ซึ่งวิจัยเกี่ยวกับ ปัจจัยที่มีผลต่อการเลือกเติมเงินเกมออนไลน์ของผู้บริโภคในพื้นที่บริเวณโดยรอบมหาวิทยลัยหาการค้าไทย ซึ่งปัจจัยทางด้านส่วนประสมทางการตลาด ราคา และ การจัดโปรโมชั่นนั้นส่งผลกระทบต่อกาตัดสินใจเลือกเติมเงินเกมออนไลน์ของผู้บริโภค และความปลอดภัยของผู้ให้บริการที่ทำให้ผู้บริโภคนั่นเชื่อมั่นและตัดสินใจซื้อสินค้า ซึ่งสอดคล้องกับงานวิจัยของ Rayasagool, W., & Soontayatron, S. (2019). ความปลอดภัย และ การ ยอมรับเทคโนโลยี ส่งผลต่อการตัดสินใจซื้อตั๋วเครื่องบินผ่านแอพพลิเคชั่น ออนไลน์ ที่แสดงถึงความปลอดภัยของผู้ให้บริการนั้นส่งผลกระทบต่อการตัดสินใจซื้อของผู้บริโภค

2.2 จากผลการสรุปงานวิจัยพบว่าปัจจัยทางด้านทัศนคติในส่วนของตัวแปรความเข้าใจต่อตัวสินนั้นมีนัยสำคัญทางสถิติแสดงให้เห็นถึง ความเข้าใจทัศคติของผู้บริโภคนั้นส่งผลกระทบต่อการตัดสินใจซื้อ ซึ่งสอดคลองกับ นันทพร เขียนดวงจันทร์ (2562) ที่ศึกษาเกี่ยวกับ ทัศนคติ และความตั้งใจที่มีอิทธิพลต่อพฤติกรรมผู้บริโภคในการซื้อสินค้าผ่านไลน์ ที่ปัจจัยทางด้านทัศนคติความเข้าใจต่อตัวสินค้านั้นมีอิทธิพลตอการตั้งใจซื้อสินค้าออนไลน์ของผู้บริโภคเช่นเดียวกัน และ ตัวแปรทางด้านความรู้สึกที่มีนัยสำคัญทางสถิติแสดงให้เห็นถึงความรู้สึกของผู้บริโภคนั้นมีผลต่อการตัดสินใจซื้ออธิเช่นหากซื้อสินค้าแล้วจะเล่นเกมได้สนุกสนานมากยิ่งขึ้น

2.3 จากผลการสรุปงานวิจัยพบว่าปัจจัยทางด้านแรงจูงใจ แรงจูงใจทางสังคมนั้นมีนัยสำคัญทางสถิติแสดงให้เห็นถึงการต้องการความยกย่องภายในสังคมเกมออนไลน์นั้นส่งผลกระทบต่อการตัดสินใจซื้อ อธิเช่น การเติมเงินเพื่อให้ไล่ตามกลุ่มเพื่อนให้ทันหรือ การแนะนำสินค้าจากคนในคอมมูนิตี้ของเกมนั้นๆ สอดคล้องกับ เกรียงศักดิ์ จันทีนอก, และ พลาญ จันทรจตุรภัทร. (2019). ผลกระทบของชนชั้นทางสังคมกับแรงจูงใจทางสังคมที่มีต่อความตั้งใจซื้อสินค้าออนไลน์ ที่กล่าวถึงแรงจูงใจจากสังคมนั้นส่งผลกระทบต่อการตัดสินใจซื้อ

ข้อเสนอแนะ

ทางผู้วิจัยขอเสนอแนะแนวทางในการวิจัยต่อเนื่องในอนาคต เพื่อเป็นการสร้างความรู้ใหม่ๆ ได้ดังต่อไปนี้

1. งานวิจัยชิ้นนี้มีขอบเขตของกลุ่มตัวอย่างที่จำกัดอายุ คือช่วง Generation Y และ Z หรืออายุราว 11-40 เท่านั้น โดยความเป็นจริงแล้วกลุ่มผู้บริโภคในอุตสาหกรรมเกมออนไลน์นั้นอาจจะยังมีผู้คนใน Generation อธิเช่น Baby Boomer หรือ X ที่อาจจะมีกำลังซื้อหรือพฤติกรรมการซื้อที่แตกต่างอย่างมากกับกลุ่มตัวอย่างที่ผู้วิจัยได้ทำการค้นคว้า

2. งานวิจัยชิ้นนี้นั้นมีการมองที่ภาพรวมของประเภทของเกมออนไลน์มิได้มีการเจาะจงประเภทหรือแนวเกม ซึ่งอาจมีการจัดทำงานวิจัยที่มีการเจาะจงประเภทของแนวเกมออนไลน์ เนื้องจากปัจจัยในการตัดสินใจในการซื้อสินค้าของผู้บริโภคนั้นอาจจะขึ้นอยู่ประเภทหรือแนวของเกมออนไลน์ได้

3. ควรมีการทำการสำรวจข้อมูลในเชิงคุณภาพเพื่อให้ได้ทราบถึงข้อมูลของกลุ่มตัวอย่างได้ละเอียดและได้มุมมองในเชิงลึกของกลุ่มตัวอย่างมากยิ่งขึ้น

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สมรรถนะการสอบบัญชีและแรงจูงใจในการปฏิบัติงาน ที่ส่งผลต่อระสิทธิภาพการสอบบัญชี ของบุคลากรผู้ปฏิบัติงานสอบบัญชีสำนักงานในพื้นที่สำนักงานตรวจบัญชีสหกรณ์ที่ 5

Audit Competency and Motivation to Work That Affects Audit Performance Of Personnel Auditor Office in Area Of The Cooperative Auditing Office No. 5

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นนทิพันธุ์ ประยูรหงษ์ Nontipan Prayurhong[2]

บทคัดย่อ

การวิจัยครั้งนี้เพื่อศึกษาสมรรถนะการสอบบัญชีและแรงจูงใจในการปฏิบัติงาน ที่ส่งผลต่อประสิทธิภาพการสอบบัญชีของบุคลากรผู้ปฏิบัติงานสอบบัญชีสำนักงานในพื้นที่สำนักงานตรวจบัญชีสหกรณ์ที่ 5 โดยกลุ่มตัวอย่างที่ใช้ในการวิจัยในครั้งนี้ จำนวน 196 คน ตัวแปรอิสระ คือ ปัจจัยส่วนบุคคล สมรรถนะการสอบบัญชีและแรงจูงใจในการปฏิบัติงาน ตัวแปรตาม คือ ประสิทธิภาพการสอบบัญชี โดยมีเครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถามและวิเคราะห์ข้อมูลด้วยเครื่องมือทางเทคนิคสถิติเชิงพรรณนาและสถิติเชิงอ้างอิง

ผลการวิเคราะห์ข้อมูลด้านประชากรศาสตร์ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่ เป็น เพศหญิง มีอายุอยู่ระหว่าง 30 - 45 ปี ระดับการศึกษาปริญญาตรี ระดับพนักงานราชการ อายุการทำงานระหว่าง 5-15 ปี และมีรายได้เฉลี่ยต่อเดือน ระหว่าง 15,000 – 20,000 บาท ปัจจัยหลักสมรรถนะการสอบบัญชี พบว่า อยู่ในระดับมาก ความคิดเห็นที่มากที่สุดคือ คุณลักษณะ ซึ่งค่าอยู่ในระดับมาก รองลงมาคือ เทคโนโลยี ทักษะการปฏิบัติงาน และความรู้ความสามารถ ปัจจัยหลักแรงจูงใจในการปฏิบัติงาน พบว่าอยู่ในระดับมาก ความคิดเห็นที่มากที่สุดคือ ความสำเร็จ ซึ่งค่าอยู่ในระดับมาก รองลงมาคือ ลักษณะ ความต้องการ และรายได้สวัสดิการ และปัจจัยประสิทธิภาพการสอบบัญชี พบว่า อยู่ในระดับมาก ความคิดเห็นที่มากที่สุดคือ มาตรฐานของผลงานซึ่งค่าอยู่ในระดับมาก รองลงมาคือ ความเชื่อถือได้ และความทันเวลา จึงสรุปได้ว่า สมรรถนะการสอบบัญชีและแรงจูงใจในการปฏิบัติงานส่งผลต่อประสิทธิภาพการสอบบัญชีของบุคลากรผู้ปฏิบัติงานสอบบัญชีสำนักงานในพื้นที่สำนักงานตรวจบัญชีสหกรณ์ที่ 5

คำสำคัญ: สมรรถนะการสอบบัญชีแรงจูงใจในการปฏิบัติงาน ประสิทธิภาพการสอบบัญชี

Abstract

The purpose of this research was to study audit competency and motivation to work. That affects audit performance. Of personnel auditor office of the Cooperative Auditing Office No. 5 The samples used consisted of 196 persons. Independent variables were personal factors. Auditing competency and performance motivation. The dependent variable is audit performance. The research tools were questionnaires and data analysis using technical tools, descriptive statistics, and reference statistics.

The analysis of demographic data revealed that most of the respondents were female, aged between 30-45 years, with a bachelor's degree. government employee level Working age between 5-15 years and average monthly income between 15,000 – 20,000 baht. The main factors of audit competency was found that it was at a high level. The most opinions were attributes, which were valued at a high level, followed by technology, operational skills. and knowledge. The main motivation factor for performance, was found that it was at a high level. The highest opinion was success, which was valued at a high level, followed by characteristics, needs, and welfare income. And audit performance factors, was found that it was at a high level. The most commented is the performance standard, which was at a high level, followed by reliability. and timeliness, so it can be concluded that audit competency and motivation to work. That Affects audit performance. Of personnel auditor office in area of the Cooperative Auditing Office No. 5

Keywords: Audit competency and motivation to work that affects audit performance.

[1] หลักสูตรบริหารธุรกิจมหาบัณฑิต วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม
[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม

บทนำ

ผู้สอบบัญชีสหกรณ์ หมายถึง บุคคลที่นายทะเบียนสหกรณ์แต่งตั้งตามกฎหมายสหกรณ์ ให้ตรวจสอบบัญชีสหกรณ์ตามมาตรฐานการบัญชี และระเบียบนายนายทะเบียนสหกรณ์ การสอบบัญชีสหกรณ์ หมายถึง กระบวนการตรวจสอบและรวบรวมหลักฐานการสอบบัญชี ตามมาตรฐานการสอบบัญชีและระเบียบนายทะเบียนสหกรณ์ เพื่อให้ผู้สอบบัญชีสามารถสรุปผลการตรวจสอบ เพื่อแสดงความเห็นต่องบการเงินสหกรณ์รวมทั้งจัดทำรายงานของผู้สอบบัญชีและรายงานผลการตรวจสอบบัญชีได้ การตรวจสอบเอกสารลงบัญชีและหลักฐานต่างๆ ตลอดจนการใช้วิธีการตรวจสอบอื่นตามแนวทางการปฏิบัติงานที่วิชาชีพได้กำหนด โดยให้ครอบคลุมทั้งในด้านการเงินการบัญชีการปฏิบัติและการบริหารงานของสหกรณ์ และเพื่อแสดงให้เห็นถึงฐานะการเงิน และผลการดำเนินงานของสหกรณ์ที่มีความถูกต้องและเป็นไปตามหลักการบัญชีที่รับรองทั่วไปหรือไม่ และมีความถูกต้องเพียงใด รวมถึงการเสนอข้อสังเกตหรือข้อเสนอแนะอันเป็นประโยชน์ต่อการบริหารงานของสหกรณ์ให้มีประสิทธิภาพมากขึ้น

ปัจจุบันผู้ศึกษาได้ปฏิบัติหน้าที่ตรวจสอบบัญชีสหกรณ์ในพื้นที่จังหวัดขอนแก่น ดังนั้น จึงมีความสนใจทำการศึกษาสมรรถนะการสอบบัญชีและแรงจูงใจในการปฏิบัติงานที่ส่งผลต่อประสิทธิภาพการสอบบัญชี ของบุคลากรผู้ปฏิบัติงานสอบบัญชี ซึ่งผู้ทำการวิจัยหวังอย่างยิ่งว่าจะก่อให้เกิดประโยชน์แก่ตนเองและผู้อื่นต่อไป

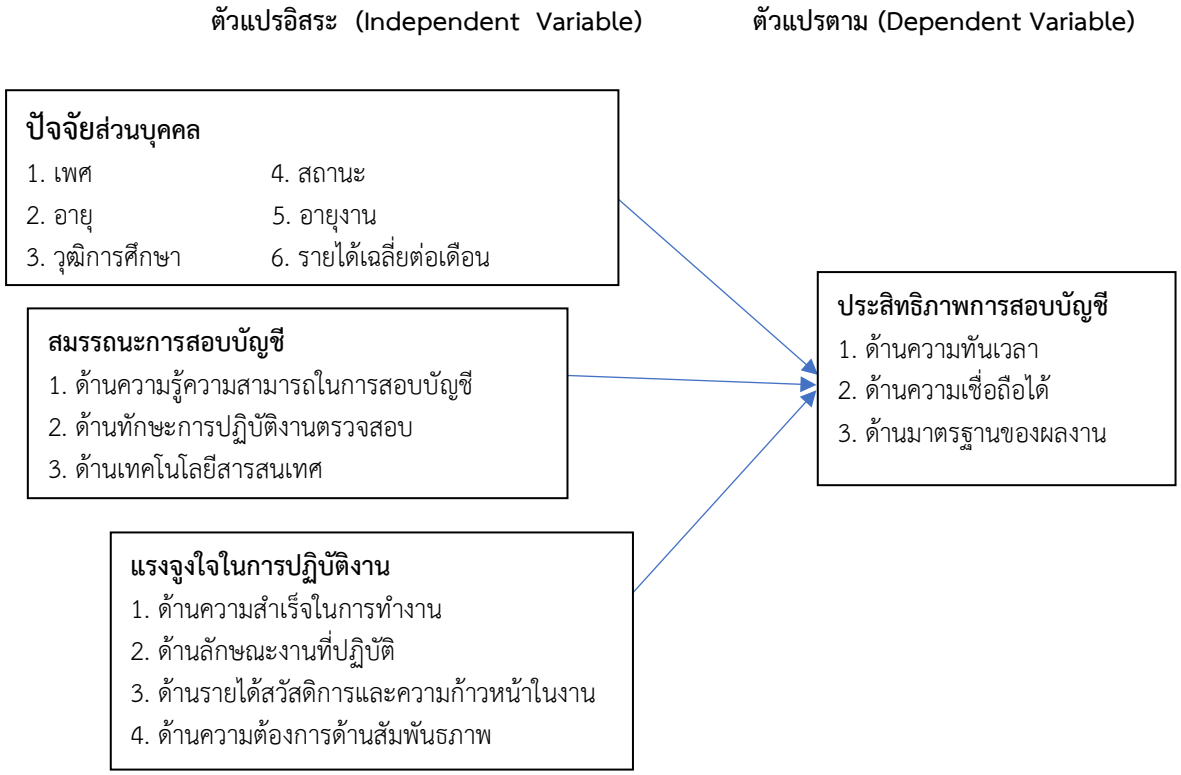
วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสมรรถนะการสอบบัญชีและแรงจูงใจในการปฏิบัติงานของบุคลากรผู้ปฏิบัติงานสอบบัญชี
2. เพื่อศึกษาปัจจัยที่ส่งผลต่อประสิทธิภาพการสอบบัญชี ของบุคลากรผู้ปฏิบัติงานสอบบัญชี
3. เพื่อศึกษาเปรียบเทียบ ประสิทธิภาพการสอบบัญชี ของบุคลากรผู้ปฏิบัติงานสอบบัญชีจำแนกตามปัจจัยส่วนบุคคล

วิธีการดำเนินการวิจัย

1. กรอบแนวคิดในการวิจัย

ความสัมพันธ์ระหว่างตัวแปรที่ต้องการศึกษาตามวัตถุประสงค์การวิจัย แสดงในกรอบแนวคิดการวิจัยได้ดังภาพประกอบที่ 1.1



ภาพประกอบที่ 1.1 กรอบแนวคิดการวิจัย (Conceptual Framework)

2. สมมติฐานการวิจัย

จากกรอบแนวคิดการวิจัยข้างต้น จึงสามารถกำหนดสมมติฐานเพื่อการวิจัยได้ดังนี้

สมมติฐานที่ 1 ปัจจัยส่วนบุคคลที่แตกต่างกันจะมีประสิทธิภาพการสอบบัญชีแตกต่างกัน

สมมติฐานที่ 1.1 เพศที่ต่างกันจะมีประสิทธิภาพการสอบบัญชีแตกต่างกัน

สมมติฐานที่ 1.2 อายุที่ต่างกันจะมีประสิทธิภาพการสอบบัญชีแตกต่างกัน

สมมติฐานที่ 1.3 วุฒิการศึกษาที่ต่างกันจะมีประสิทธิภาพการสอบบัญชีแตกต่างกัน

สมมติฐานที่ 1.4 สถานะที่ต่างกันจะมีประสิทธิภาพการสอบบัญชีแตกต่างกัน

สมมติฐานที่ 1.5 อายุงานที่ต่างกันจะมีประสิทธิภาพการสอบบัญชีแตกต่างกัน

สมมติฐานที่ 1.6 รายได้เฉลี่ยต่อเดือนที่ต่างกันจะมีประสิทธิภาพการสอบบัญชีแตกต่างกัน

สมมติฐานที่ 2 สมรรถนะการสอบบัญชีส่งผลต่อต่อประสิทธิภาพการสอบบัญชี

สมมติฐานที่ 2.1ความรู้ความสามารถในการสอบบัญชี ส่งผลต่อประสิทธิภาพการสอบบัญชี

สมมติฐานที่ 2.2 ทักษะการปฏิบัติงานตรวจสอบ ส่งผลต่อประสิทธิภาพการสอบบัญชี

สมมติฐานที่ 2.3 เทคโนโลยีสารสนเทศ ส่งผลต่อประสิทธิภาพการสอบบัญชี

สมมติฐานที่ 3 แรงจูงใจในการปฏิบัติงานส่งผลต่อต่อประสิทธิภาพการสอบบัญชี

สมมติฐานที่ 3.1 ความสำเร็จในการทำงานส่งผลต่อประสิทธิภาพการสอบบัญชี

สมมติฐานที่ 3.2 ลักษณะงานที่ปฏิบัติส่งผลต่อประสิทธิภาพการสอบบัญชี

สมมติฐานที่ 3.3 รายได้สวัสดิการและความก้าวหน้าในงาน ส่งผลต่อประสิทธิภาพการสอบบัญชี

3. ขอบเขตของการวิจัย

ขอบเขตด้านเนื้อหา/ตัวแปร

1. ตัวแปรอิสระ ได้แก่

1.1. ปัจจัย ส่วนบุคคล เช่น เพศ อายุ วุฒิการศึกษา สถานะ อายุงาน รายได้เฉลี่ยต่อเดือน

1.2. ปัจจัยสมรรถนะการสอบบัญชี ด้านความรู้ความสามารถในการสอบบัญชี ด้านทักษะการการปฏิบัติงานตรวจสอบ ด้านเทคโนโลยีสารสนเทศ ด้านคุณลกัษณะส่วนบุคคล

1.3 ปัจจัย แรงจูงใจในการปฏิบัติงาน ด้านความสำเร็จในการทำงาน ด้านลักษณะงานที่ปฏิบัติ ด้านรายได้สวัสดิการและความก้าวหน้าในงาน ด้านความต้องการด้านสัมพันธภาพ

2. ตัวแปรตาม ได้แก่

ประสิทธิภาพการสอบบัญชี ด้านความทันเวลา ด้านความเชื่อถือได้ ด้านมาตรฐานของผลงาน

ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

1. ประชากรที่ใช้ในการวิจัยครั้งนี้ได้แก่

บุคลากรผู้ปฏิบัติงานสอบบัญชีสำนักงานในพื้นที่สำนักงานตรวจบัญชี สหกรณ์ที่ 5 ประกอบด้วย หน่วยงานสำนักงานในพื้นที่ 8 จังหวัด ได้แก่ สำนักงานตรวจบัญชีสหกรณ์ขอนแก่น สำนักงานตรวจบัญชีสหกรณ์อุดรธานี สำนักงานตรวจบัญชีสหกรณ์เลย สำนักงานตรวจบัญชีสหกรณ์สกลนคร สำนักงานตรวจบัญชีสหกรณ์หนองคาย สำนักงานตรวจบัญชีสหกรณ์บึงกาฬ สำนักงานตรวจบัญชีสหกรณ์หนองบัวลำภู สำนักงานตรวจบัญชีสหกรณ์นครพนม จำนวน 196 คน (ที่มา : เว็บไซต์หน่วยงานสำนักงานในพื้นที่สำนักงานตรวจบัญชีสหกรณ์ที่ 5 กรมตรวจบัญชีสหกรณ์ : กรกฎาคม 2565)

2. กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ได้แก่

บุคลากรผู้ปฏิบัติงานสอบบัญชีสำนักงานในพื้นที่สำนักงานตรวจบัญชีสหกรณ์ที่ 5 ประกอบด้วย หน่วยงานสำนักงานในพื้นที่ 8 จังหวัด ได้แก่ สำนักงานตรวจบัญชีสหกรณ์ขอนแก่น สำนักงานตรวจบัญชีสหกรณ์อุดรธานี สำนักงานตรวจบัญชีสหกรณ์เลย สำนักงานตรวจบัญชีสหกรณ์สกลนคร สำนักงานตรวจบัญชีสหกรณ์หนองคาย สำนักงานตรวจบัญชีสหกรณ์บึงกาฬ สำนักงานตรวจบัญชีสหกรณ์หนองบัวลำภู สำนักงานตรวจบัญชีสหกรณ์นครพนม จำนวน 196 คน โดยใช้วิธีการคำนวณขนาดตัวอย่างของ ทาโร่ ยา-มาเน่ (Taro Tamae) ที่ระดับความเชื่อมนั่น 95% ซึ่งกำหนดค่าความคลาดเคลื่อนของการสุ่มตัวอย่างเท่ากับ 5% ได้กลุ่มตัวอย่างจำนวน 132 คน

ขอบเขตด้านพื้นที่

สำนักงานตรวจบัญชีสหกรณ์ที่ 5 ประกอบด้วย หน่วยงานสำนักงานในพื้นที่ 8 จังหวัด ได้แก่ สำนักงานตรวจบัญชีสหกรณ์ขอนแก่น สำนักงานตรวจบัญชีสหกรณ์อุดรธานี สำนักงานตรวจบัญชีสหกรณ์เลย สำนักงานตรวจบัญชีสหกรณ์สกลนคร สำนักงาน

ตรวจบัญชีสหกรณ์หนองคาย สำนักงานตรวจบัญชีสหกรณ์บึงกาฬ สำนักงานตรวจบัญชีสหกรณ์หนองบัวลำภู สำนักงานตรวจบัญชีสหกรณ์นครพนม

ขอบเขตด้านเวลา

ระยะเวลาในการเก็บข้อมูลคือ เดือน มิถุนายน - กรกฎาคม 2565

4. รูปแบบการวิจัย

การวิจัยครั้งนี้ใช้รูปแบบการวิจัยเชิงปริมาณ (Quantitative research) โดยใช้รูปแบบการวิจัยเชิงสำรวจ (Survey Research)

5. การวิเคราะห์ข้อมูล

การวิจัยครั้งนี้ ทการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ ด้วยโปรแกรมสำเร็จรูป SPSS ในการประมวลผลและวิเคราะห์ข้อมูล **สถิติที่ใช้ในการวิจัย แบ่งออกเป็น 2 กลุ่มดังนี้**

1. สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานอธิบายคุณลักษณะของตัวแปรต่างๆ เพื่อตอบวัตถุประสงค์การวิจัย

2. สถิติเชิงอนุมาน (Inferential Statistics) ได้แก่ ค่า *t*-test ค่า *F*-test และการวิเคราะห์ถดถอย (Regression Analysis) เพื่อใช้ในการทดสอบสมมติฐานการวิจัย (จะใช้สถิติอะไรนั้น ขึ้นอยู่กับสมมติฐานการวิจัย)

สรุปผลการวิจัย

ผู้วิจัยศึกษาเรื่อง สมรรถนะการสอบบัญชีและแรงจูงใจในการปฏิบัติงานที่ส่งผลต่อประสิทธิภาพการสอบบัญชีของบุคลากรผู้ปฏิบัติงานสอบบัญชีสำนักงานในพื้นที่สำนักงานตรวจบัญชีสหกรณ์ ที่ 5 เพื่อศึกษาสมรรถนะการสอบบัญชีและแรงจูงใจในการปฏิบัติงานของบุคลากรผู้ปฏิบัติงานสอบบัญชี เพื่อศึกษาปัจจัยที่ส่งผลต่อประสิทธิภาพการสอบบัญชี ของบุคลากรผู้ปฏิบัติงานสอบบัญชี และเพื่อศึกษาเปรียบเทียบ ประสิทธิภาพการสอบบัญชี ของบุคลากรผู้ปฏิบัติงานสอบบัญชี จำแนกตามปัจจัยส่วนบุคคลซึ่งได้รวบรวมทั้งข้อเสนอแนะในการปรับปรุงและพัฒนาประสิทธิภาพในการทำงานของบุคลากร ซึ่งผู้วิจัยสรุปผลการศึกษาออกเป็น 4 ตอน ดังนี้

ตอนที่ 1 ข้อมูลด้านประชากรศาสตร์ของผู้ตอบแบบสอบถาม

ตอนที่ 2 ข้อมูลปัจจัยหลักสมรรถนะการสอบบัญชีแรงจูงใจในการปฏิบัติงาน

ตอนที่ 3 ข้อมูลปัจจัยประสิทธิภาพการสอบบัญชี

ตอนที่ 4 ผลการวิเคราะห์สมมติฐานการวิจัย

ตอนที่ 1 ข้อมูลด้านประชากรศาสตร์ของผู้ตอบแบบสอบถาม

ผลการวิเคราะห์ข้อมูลด้านประชากรศาสตร์ พบว่าผู้ตอบแบบสอบถามส่วนใหญ่เป็น เพศหญิง มีจำนวน 121 คน คิดเป็นร้อยละ 90.98 ส่วนเพศชาย มีจำนวน 12 คน คิดเป็นร้อยละ 9.02 มีอายุระหว่าง 30 - 45 ปี จำนวน 79 คน คิดเป็นร้อยละ 59.40 รองลงมาคือกลุ่มอายุ 45 ปีขึ้นไป จำนวน 34 คน คิดเป็นร้อยละ 25.56 และมีกลุ่มอายุ ต่ำกว่า 30 ปีจำนวน 20 คน คิดเป็นร้อยละ 15.04 ระดับการศึกษา ปริญญาตรี จำนวน 117 คน คิดเป็นร้อยละ 88.00 รองลงมาคือระดับการศึกษา ต่ำกว่าปริญญาตรี จำนวน 10 คน คิดเป็นร้อยละ 7.50 และดับการศึกษา สูงกว่าปริญญาตรี จำนวน 6 คน คิดเป็นร้อยละ 4.50 ระดับพนักงานราชการ จำนวน 66 คน คิดเป็นร้อยละ 49.62 รองลงมาคือระดับข้าราชการ จำนวน 65 คน คิดเป็นร้อยละ 48.87 และระดับผู้บริหาร จำนวน 2 คน คิดเป็นร้อยละ 1.50

อายุการทำงานระหว่าง 5-15 ปี จำนวน 50 คน คิดเป็นร้อยละ 37.59 รองลงมาคือมีอายุการทำงาน ต่ำกว่า 5 ปี จำนวน 46 คน คิดเป็นร้อยละ 34.59 และอายุการทำงานที่น้อยที่สุด 15 ปีขึ้นไป จำนวน 37 คน คิดเป็นร้อยละ 27.82 มีรายได้เฉลี่ยต่อเดือนระหว่าง 15,000 – 20,000 บาท จำนวน 52 คน คิดเป็นร้อยละ 39.10 รองลงมาคือมีรายได้เฉลี่ยต่อเดือนระหว่าง 20,001 – 30,000 บาท จำนวน 48 คน คิดเป็นร้อยละ 36.09 รองลงมาคือมีรายได้เฉลี่ยต่อเดือนระหว่าง 30,001 – 40,000 บาท บาท จำนวน 19 คน คิดเป็นร้อยละ 14.29 และมีรายได้เฉลี่ยต่อเดือนน้อยที่สุด คือกลุ่ม มากว่า 45,000 บาท จำนวน 14 คน คิดเป็นร้อยละ 10.53

ตอนที่ 2 ข้อมูลปัจจัยหลักสมรรถนะการสอบบัญชีและแรงจูงใจในการปฏิบัติงาน

จากการศึกษาปัจจัยหลักสมรรถนะการสอบบัญชี พบว่า

ปัจจัยหลักด้านสมรรถนะการสอบบัญชี อยู่ในระดับ มาก ($\bar{x}$ = 4.153, S.D. = 0.530) และเมื่อพิจารณาแยกเป็นรายองค์ประกอบพบว่า ระดับความคิดเห็นที่มากที่สุดคือ คุณลักษณะซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 4.383, S.D. = 0.622) รองลงมาคือ เทคโนโลยีซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 4.178, S.D. = 0.574) ทักษะการปฏิบัติงาน ซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 4.011, S.D. = 0.791) และความรู้ความสามารถซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 3.932, S.D. = 0.530) ตามลำดับ

ปัจจัยหลักแรงจูงใจในการปฏิบัติงาน พบว่า

ปัจจัยหลักด้านแรงจูงใจในการปฏิบัติงาน อยู่ในระดับ มาก ($\bar{x}$ = 4.226, S.D. = 0.596) และเมื่อพิจารณาแยกเป็นรายองค์ประกอบพบว่า ระดับความคิดเห็นที่มากที่สุดคือ ความสำเร็จ ซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 4.436, S.D. = 0.635) รองลงมาคือ ลักษณะงานซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 4.411, S.D. = 0. 0.603) ความต้องการ ซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 4.253, S.D. = 0.710) และรายได้สวัสดิการ ซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 3.804, S.D. = 0.781) ตามลำดับ

ตอนที่ 3 ข้อมูลปัจจัยประสิทธิภาพการสอบบัญชี

จากการศึกษาปัจจัยประสิทธิภาพการสอบบัญชี พบว่า

ปัจจัยประสิทธิภาพการสอบบัญชี อยู่ในระดับ มาก ($\bar{x}$ = 4.459, S.D. = 0.609) และเมื่อพิจารณาแยกเป็นรายองค์ประกอบพบว่า ระดับความคิดเห็นที่มากที่สุดคือ มาตรฐานของผลงาน ซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 4.496, S.D. = 0.638) รองลงมาคือ ความเชื่อถือได้ ซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 4.466, S.D. = 0.661) และความทันเวลา ซึ่งค่าอยู่ในระดับมาก ($\bar{x}$ = 4.413, S.D. = 0.635) ตามลำดับ

ตอนที่ 4 ผลการวิเคราะห์สมมติฐานการวิจัย

สมมติฐานที่ 1.1 – 1.6 ปัจจัยด้านประชากรศาสตร์ (ประกอบด้วย เพศ อายุ วุฒิการศึกษาสถานะ อายุงาน และรายได้เฉลี่ยต่อเดือน ต่างกันมีผลต่อประสิทธิภาพการสอบบัญชีแตกต่างกัน ใช้สถิติ t-Test และ One-way ANOVA

สมมติฐานที่ 1.1 เพศที่ต่างกันมีผลต่อประสิทธิภาพการสอบบัญชีแตกต่างกัน

สมมติฐานที่ 1.2 อายุที่ต่างกันมีผลต่อประสิทธิภาพการสอบบัญชีแตกต่างกัน

สมมติฐานที่ 1.3 วุฒิการศึกษาที่ต่างกันมีผลต่อประสิทธิภาพการสอบบัญชีแตกต่างกัน

สมมติฐานที่ 1.4 สถานะที่ต่างกันมีผลต่อประสิทธิภาพการสอบบัญชีแตกต่างกัน

สมมติฐานที่ 1.5 อายุงานที่ต่างกันมีผลต่อประสิทธิภาพการสอบบัญชีแตกต่างกัน

สมมติฐานที่ 1.6 รายได้เฉลี่ยต่อเดือนที่ต่างกันจะมีประสิทธิภาพการสอบบัญชีแตกต่างกัน

ผลการวิเคราะห์สามารถสรุปได้ดังนี้ บุคลากรที่มี อายุ สถานะ และรายได้เฉลี่ยต่อเดือน ต่างกันมีผลต่อประสิทธิภาพการสอบบัญชีที่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 เพศ วุฒิการศึกษา อายุงาน ที่ต่างกันไม่มีผลต่อประสิทธิภาพการสอบบัญชี

สมมติฐานที่ 2 – 3 ข้อมูลปัจจัยหลักสมรรถนะการสอบบัญชีแรงจูงใจในการปฏิบัติงาน ใช้สถิติ Regression

สมมติฐานที่ 2 สมรรถนะการสอบบัญชีส่งผลต่อประสิทธิภาพการสอบบัญชี

ปัจจัยหลักสมรรถนะการสอบบัญชีจากผลการวิเคราะห์สามารถสรุปได้ดังนี้ สมรรถนะการสอบบัญชีส่งผลต่อประสิทธิภาพการสอบบัญชี อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานที่ 3 แรงจูงใจในการปฏิบัติงานมีส่งผลต่อประสิทธิภาพการสอบบัญชี

ปัจจัยหลักแรงจูงใจในการปฏิบัติงานจากผลการวิเคราะห์สามารถสรุปได้ดังนี้ แรงจูงใจในการปฏิบัติงานมีส่งผลต่อประสิทธิภาพการสอบบัญชี อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

อภิปรายผลการวิจัย

ผลการวิจัยเรื่อง สมรรถนะการสอบบัญชีและแรงจูงใจในการปฏิบัติงาน ที่ส่งผลต่อประสิทธิภาพการสอบบัญชีของบุคลากรผู้ปฏิบัติงานสอบบัญชีสำนักงานในพื้นที่สำนักงานตรวจบัญชีสหกรณ์ที่ 5

ข้อมูลปัจจัยหลักสมรรถนะการสอบบัญชี สามารถอภิปรายผลได้ดังนี้

บุคลากรผู้ปฏิบัติงานสอบบัญชี ได้ให้ความสำคัญปัจจัยหลักสมรรถนะการสอบบัญชี อันดับแรกคือ คุณลักษณะ ส่วนบุคคล เชื่อมั่นว่าความรู้ความสามารถและความชำนาญในการปฏิบัติงานสอบบัญชี ทำให้การปฏิบัติงานประสบความสำเร็จ ตามเป้าหมาย ปฏิบัติงานด้วยความซื่อสัตย์สุจริตเที่ยงธรรมมีความเป็นอิสระ มีมนุษยสัมพันธ์ที่ดี กระตือรือร้นย่อมทำให้การปฏิบัติงานตรวจสอบบรรลุวัตถุประสงค์การตรวจสอบ รองลงมาคือ การใช้เทคโนโลยีสารสนเทศ นำมาใช้ในการปฏิบัติงานตรวจสอบ

เพื่อช่วยให้ผลการตรวจสอบมีคุณภาพและมีความน่าเชื่อถือให้ความสำคัญกับการนำเทคโนโลยีมาช่วยในการปฏิบัติงาน ซึ่งสามารถ ลดเวลา และมีความถูกต้องแม่นยำของข้อมูล และตระหนักถึงการเรียนรู้ด้านเทคโนโลยี ทักษะการปฏิบัติงาน ปฏิบัติงานได้ตามขั้นตอนที่กำหนดไว้ มีความรอบรู้ ตรวจสอบได้อย่างรวดสามถูกต้องครบถ้วน และทันเวลา มีวิธีการตรวจสอบที่เหมาะสม ใช้เทคนิคการตรวจสอบตามกับวัตถุประสงค์การตรวจสอบ และความรู้ความสามารถในการสอบบัญชี มีความรู้ความเข้าใจ มาตรฐานการสอบบัญชี ระเบียบที่อธิบดีกรมตรวจบัญชีสหกรณ์กำหนด รวมถึงกฎหมายอื่นที่เกี่ยวข้องกับสหกรณ์ มีความมั่นใจตัดสินใจ

ปฏิบัติงาน สรุปผลการตรวจสอบได้อย่างถูกต้องตามที่ควร สามารถแสดงความเห็นต่องบการเงินได้อย่างน่าเชื่อถือตามมาตรฐานที่กำหนด

สอดคล้องกับงานวิจัย (วนิดา แก้วอินตา, 2564) ที่ได้ทำการศึกษาผลการศึกษาพบว่า สมรรถนะการสอบบัญชีมีความสำคัญต่อการปฏิบัติงานของผู้สอบบัญชี ผู้สอบบัญชีจำเป็นที่จะต้องมีสมรรถนะการสอบบัญชีในทุกๆด้านเพื่อให้งานสอบบัญชีนั้นสำเร็จลุล่วงตามเป้าหมายและมีประสิทธิภาพอย่างสูงสุด สอดคล้องกับงานวิจัย (จิราภรณ์ ปะจันทะสี, 2559) ที่กล่าวไว้ว่าในการปฏิบัติงานด้านการสอบบัญชีนั้น สมรรถนะการสอบบัญชีถือเป็นสิ่งสำคัญ ที่จะทำให้การสอบบัญชีมีประสิทธิภาพและประสบผลสำเร็จ เนื่องจากสมรรถนะการสอบบัญชีนอกจากจะส่งผลต่อคุณภาพของงานตรวจสอบแล้ว ยังมีส่วนช่วยให้องค์กรสามารถดำเนินงานให้เป็นไปตามวัตถุประสงค์ได้อย่างมีประสิทธิภาพสูงสุด

ข้อมูลปัจจัยหลักแรงจูงใจในการปฏิบัติงาน สามารถอภิปรายผลได้ดังนี้

บุคลากรผู้ปฏิบัติงานสอบบัญชี ได้ให้ความสำคัญปัจจัยหลักแรงจูงใจในการปฏิบัติงานอันดับแรกคือ ความสำเร็จในการทำงาน ใช้ความรู้ความสามารถอย่างเต็มที่ในการปฏิบัติงานให้บรรลุตามวัตถุประสงค์ที่กำหนด หาวิธีปรับปรุงและแก้ไขงานที่ปฏิบัติให้ดีขึ้นอยู่เสมอ รองลงมาคือ ลักษณะงานที่ปฏิบัติ ตรงกับความถนัดและความรู้ที่ได้ศึกษามา งานที่ทำสามารถพัฒนาความรู้และเพิ่มพูนประสบการณ์ ได้รับบมอบหมายงานในปริมาณที่เหมาะสมมีอิสระในการปฏิบัติงาน ความต้องการด้านสัมพันธภาพ มีความสัมพันธ์ที่ดีได้รับการยอมรับในความรู้ความสามารถจากผู้บังคับบัญชา มีความสัมพันธ์ที่ดีและได้รับความร่วมมือกับเพื่อนร่วมงานในการปฏิบัติงานให้ประสบผลสำเร็จ มีความรู้สึกเป็นส่วนหนึ่งของหน่วยงาน มีความรู้สึก สบายใจในการปฏิบัติงาน และรายได้สวัสดิการและความก้าวหน้าในงาน เงินเดือนค่าจ้างที่ได้รับพอเพียงต่อการดำรงชีพ ได้รับการจัดสรรสวัสดิการและประโยชน์เกื้อกูลต่างๆ ตามที่รัฐกำหนด ได้ลื่อนตำแหน่งหน้าที่การงานสูงขึ้นตามระยะเวลา และความสามารถ

สอดคล้องกับงานวิจัย (วนิดา แก้วอินตา, 2564) ที่ได้ทำการศึกษาผลการศึกษาพบว่า แรงจูงใจเป็นสิ่งสำคัญในการปฏิบัติงานตรวจสอบ การสอบบัญชีจะสำเร็จหรือบรรลุเป้าหมายได้ ไม่เพียงแต่แค่ความสามารถเพียงอย่างเดียว แรงจูงใจเป็นอีกส่วนที่จะทำให้เกิดความมุ่งมั่นและรับผิดชอบในงาน ทั้งพัฒนาตนเองให้สามารถปฏิบัติงานตรวจสอบได้อย่างมีประสิทธิภาพ และประสิทธิผล สอดคล้องกับงานวิจัย (จามจุรี สุระ, 2557) กล่าวว่าแรงจูงใจของการปฏิบัติงานในวิชาชีพมีความสำคัญ เพราะผู้สอบบัญชีรับอนุญาตที่มีแรงจูงใจในวิชาชีพที่ดีจะแสดงถึงความภาคภูมิใจและความมีเกียรติในวิชาชีพ ความทุ่มเทและความเอาใส่ต่องานมุ่งก้าวหน้าในหน้าที่การงาน ความพยายามในการปฏิบัติงาน รวมถึงความพยายามสร้างโอกาสที่จะได้รับจากการเพิ่มพูนความรู้ความสามารถเพื่อพัฒนาตนเองและสร้างความเจริญก้าวหน้าในการทำงานช่วยให้งานตรวจสอบบัญชีมีมาตรฐานการปฏิบัติงานในวิชาชีพ สอดดคล้องกับงานวิจัย (ชนัญชิดา แคนไธสง, 2557) กล่าวว่า การทำงานด้านการสอบบัญชีจะเกิดประสิทธิภาพสุด ก็ต่อเมื่อผู้ปฏิบัติงานมีแรงจูงใจในการทำงาน มีความสุขในการปฏิบัติหน้าที่และได้รับการยอมรับจากผู้บังคับบัญชา และเพื่อนร่วมงาน

ข้อมูลปัจจัยประสิทธิภาพการสอบบัญชี สามารถอภิปรายผลได้ดังนี้

บุคลากรผู้ปฏิบัติงานสอบบัญชี ได้ให้ความสำคัญปัจจัยประสิทธิภาพการสอบบัญชีมากที่สุดคือ มีความทันเวลาในการปฏิบัติงานตรวจสอบให้สำเร็จลุล่วงตามระยะเวลาและมาตรฐานที่กำหนดไว้ รายงานการสอบบัญชี ที่นำเสนอเพื่อใช้ในการตัดสินใจต้องทันเวลาที่เหมาะสม รองลงมาคือ มีความเชื่อถือได้ ปฏิบัติงานตรวจสอบมีความเป็นกลาง มีความเป็นอิสระไม่ปกปิดข้อเท็จจริงหรือบิดเบือนความจริงอันเป็นสาระสำคัญ นำเสนอข้อมูลการตรวจสอบ รายงานการสอบบัญชี ที่นำเสนอต้องตรงตามความเป็นจริงถูกต้องครบถ้วนและเชื่อถือได้ และมาตรฐานของผลงาน ปฏิบัติงานตรวจสอบทำได้อย่างครบถ้วนเป็นไปตามแผนงาน นโยบาย และเป้าหมายที่กำหนดไว้ รายงานการสอบบัญชีที่นำเสนอ มีความถูกต้องเรียบร้อย สมบูรณ์ เป็นไปตามมาตรฐานการสอบบัญชี

สอดคล้องกับงานวิจัย (วนิดา แก้วอินตา, 2564) ที่ได้ทำการศึกษาผลการศึกษาพบว่าประสิทธิภาพการสอบบัญชีโดยรวม ด้านความทันเวลา ด้านความเชื่อถือได้และ ด้านมาตรฐานของผลงาน มีระดับความคิดเห็นมากที่สุด เนื่องจากผู้สอบบัญชีจะต้องตรวจสอบความถูกต้องและแสดงความเห็นต่องบการเงินอย่างเป็นอิสระ และจะต้องปฏิบัติงานสอบบัญชีให้เป็นไปตามมาตรฐานการสอบบัญชีที่รับรองทั่วไป เพื่อให้ผลงานของผู้สอบบัญชีเป็นที่น่าเชื่อถือต่อผู้ใช้งบการเงินและทันต่อเวลาที่กำหนด สอดคล้องกับงานวิจัย (กรรณิการ์ ผิวสะอาด , 2560) กล่าวว่า ผู้สอบบัญชีภาษีอากรเป็นผู้ที่มีความรู้ความสามารถเป็นบุคคลที่มีการพัฒนาตนเองอยู่เสมอ ติดตามเหตุการณ์และมาตรฐานการปฏิบัติที่เป็นปัจจุบันเป็นอย่างดีมีความเข้าใจระบบการวางแผนการตรวจสอบบัญชี โดยตระหนักถึงความถูกต้องครบถ้วนเป็นไปตามมารตฐานการสอบบัญชีที่รับรองทั่วไปและสอดคล้องกับงานวิจัย (อภิศักดิ์ เจียรสุคนธ์, 2556) กล่าวว่าผู้สอบบัญชีรับอนุญาตให้ความสำคัญในการวางแผนในการปฏิบัติงานสอบบัญชีเป็นอย่างดีรวมถึงการใช้เทคนิคหรือวิธีการตรวจโดยยึดมั่นจรรยาบรรณของผู้สอบบัญชีอยู่ตลอดเวลา เพื่อให้งานสอบบัญชีมีประสิทธิภาพตรงตามเป้าหมายที่กำหนดไว้ซึ่งนอกจากนี้ผู้สอบบัญชียังมีการตรวจสอบการ

ปฏิบัติงานให้ตรงตามมาตรฐานที่กำหนด โดยตระหนักถึงความถูกต้องครบถ้วนเป็นไปตามมาตรฐานการสอบบัญชีที่รับรองทั่วไปซึ่งเป็นการได้มาของการยอมรับของผู้ที่ใช้ข้อมูลทางการเงินที่ตรงตามความเป็นจริงและทันเวลาที่กำหนด

ข้อเสนอแนะการวิจัย

จากผลการวิจัยทำให้ทราบว่า สมรรถนะการสอบบัญชีและแรงจูงใจในการปฏิบัติงานที่ส่งผลต่อประสิทธิภาพการสอบบัญชีของบุคลากรผู้ปฏิบัติงานสอบบัญชีสำนักงานในพื้นที่สำนักงานตรวจบัญชีสหกรณ์ที่ 5 ผลจากการศึกษาในครั้งนี้สามารถนำไปใช้เป็นแนวทางในการส่งเสริมและพัฒนาบุคลากรผู้ปฏิบัติงานสอบบัญชี เพื่อพัฒนาศักยภาพในด้านสมรรถนะการสอบบัญชี เพื่อให้งานสอบบัญชี มีประสิทธิภาพมากยิ่งขึ้น และสามารถนำไปใช้ในการวางแผนเพื่อกำหนดทิศทางสำหรับการสร้างแรงจูงใจในการปฏิบัติงานสอบบัญชี ของบุคลากรผู้ปฏิบัติงานสอบบัญชี ให้มีประสิทธิภาพ ตามมาตรฐาน ที่กำหนด ซึ่งผู้ทำการวิจัยหวังอย่างยิ่งว่าจะก่อให้เกิดประโยชน์แก่ตนเองและผู้อื่นต่อไป

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BUS-041

การพยากรณ์ลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ด้วยเหมืองข้อมูล

The Forecast Loan Customers, Create Jobs, Create Careers Through MyMo by Data Mining

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บทคัดย่อ

การศึกษามีวัตถุประสงค์เพื่อ 1) ศึกษาปัจจัยที่ก่อให้เกิดการอนุมัติสินเชื่อสร้างงานสร้างอาชีพ 2) ประยุกต์ใช้เหมืองข้อมูลในการพยากรณ์ลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo และ 3) หาแนวทางในการเพิ่มยอดลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo รวบรวมข้อมูลทุติยภูมิจากฐานข้อมูลลูกค้าธนาคารออมสิน สำนักพหลโยธิน 797 ราย วิเคราะห์ด้วยโปรแกรม Weka เทคนิคจำแนกข้อมูลโมเดล Random Tree, Naive Bayes และ Bagging ผลการศึกษาพบว่า 1) ปัจจัยที่ก่อให้เกิดการอนุมัติสินเชื่อคือ วงเงินขอกู้ รองลงมา วัตถุประสงค์การกู้ 2) เลือกโมเดล Random Tree มีค่าความถูกต้อง 97.81% ง่ายต่อการเข้าใจด้วยภาพต้นไม้ และประยุกต์ใช้การพยากรณ์พิจารณาจากสาเหตุการอนุมัติส่วนใหญ่วงเงินขอกู้ 50,000 บาท ประกอบอาชีพเดิม อายุ 30-50 ปี และมากกว่า 50 ปี เป็นผู้ประกอบการรายย่อยที่ไม่ใช่ช่าง กิจการมากกว่า 2 ปี และพิจารณาสาเหตุไม่อนุมัติวงเงินขอกู้ 60,000- 250,000 บาท ประกอบอาชีพใหม่ อายุต่ำกว่า 30 ปี ประกอบอาชีพไม่เกิน 6 เดือน อาชีพขับขี่รถสาธารณะ ธุรกิจขนาดเล็ก ร้านค้าปลีก ค้าส่ง โชว์ห่วย ร้านค้าลักษณะแฟรนไชส์ 3) ได้แนวทางในการเพิ่มยอดลูกค้า ธนาคารควรเพิ่มเงื่อนไขทุกอาชีพที่มีรายได้แน่นอน พิจารณารายได้ขั้นต่ำต่อเดือน และกรณีขอกู้มากกว่า 50,000 บาท เพิ่มเงื่อนไขและคุณสมบัติการประกอบอาชีพ ติดตามผู้ไม่ได้รับการอนุมัติ ให้คำปรึกษาแนะนำขออนุมัติซ้ำหรือบอกต่อใช้บริการสินเชื่อ

คำสำคัญ: สินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo, การพยากรณ์ด้วยเหมืองข้อมูล

Abstract

The objectives of this research were to find 1) the factors contributing to the approval of job creation loans 2) applying data mining to forecast loan customers, create jobs, create careers through MyMo and 3) guidelines to increase the number of credit customers, create jobs, create careers through MyMo. Collect data of secondary from database the Government Savings Bank, Phaholyothin office 797 cases, analyzed by Weka program, data classification techniques, random tree, Naive Bayes and bagging models. The results of research showed that 1) the factors that cause credit approval are the factor of the loan amount, followed by the purpose of the loan. 2) choose the random tree model with accuracy 97.81%, easy to understand with tree images. therefore, applied to forecast to increase credit customers that has reasons for approval and disapproval, most of the approval, the loan amount is 50,000 baht for the original occupation, aged 30-50 years, and more than 50 years are small entrepreneurs who are not technicians. the business period is more than 2 years, and the reason for not approving the loan amount is 60,000-250,000 baht for a new career under the age of 30, the occupation period is not more than 6 months, a public transport driving career. small businesses, retail stores, wholesalers, showrooms, franchise stores. 3) guidelines to increase credit customers for those who are not approved the bank should add conditions to support all occupations with stable incomes, and considering the minimum monthly income, the case of requesting a loan of more than 50,000 baht, adding conditions and qualifications for occupation, the disapproved should be tracked, give advice, suggest, request for repeated approval or spread the word on using credit services.

Keywords: loan to create jobs, build careers through MyMo, data mining forecasting

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บทนำ

ธนาคารออมสินตระหนักถึงมาตรฐานสากลลดความเหลื่อมล้ำและสร้างความเป็นธรรมในการสร้างการเข้าถึงแหล่งสินเชื่อเสริมสภาพคล่อง และเปิดโอกาสให้ประชาชนได้รับการอบรมความรู้การประกอบอาชีพ (ธนาคารออมสิน, 2564) ได้เปิดตัวโครงการสินเชื่อสร้างงานสร้างอาชีพตั้งแต่ช่วงปลายเดือนธันวาคม 2564 ถึงวันที่ 30 กันยายน 2565 หรือจนกว่าจะครบจำนวนวงเงินโครงการจำนวน 5,000 ล้านบาท โดยมีวัตถุประสงค์การกู้เพื่อเป็นเงินทุนเริ่มต้นในการประกอบอาชีพหรือเสริมสภาพคล่องในการประกอบอาชีพ และบรรเทาความเดือดร้อนในการประกอบอาชีพจากการได้รับผลกระทบการแพร่ระบาดของ COVID-19 (ธนาคารออมสิน, 2565) แต่จากการดำเนินงานของการพิจารณาอนุมัติสินเชื่อสร้างงานสร้างอาชีพบนระบบ MyMo ของธนาคารออมสิน ภาค 1 ข้อมูลการพิจารณาตั้งแต่เดือนมกราคมถึง 12 มิถุนายน 2565 มีการอนุมัติสินเชื่อไปแล้ว จำนวน 3,153 ราย และสำนักพหลโยธิน มีปริมาณได้รับการอนุมัติสินเชื่อสร้างงานสร้างอาชีพบนระบบ MyMo น้อยที่สุด ซึ่งอาจมีสาเหตุหรือปัญหาต่อความต้องการการเข้าถึงแหล่งสินเชื่อที่อาจเป็นปัญหาในพื้นที่หรือเกิดจากปัจจัยต่าง ๆ ของประชาชน ทั้งจากปัจจัยส่วนบุคคลของผู้ขอสินเชื่อหรือปัจจัยภายนอกที่มีผลต่อการดำรงชีวิต ไม่ว่าจะเป็นปัญหาการแพร่ระบาดของไวรัสโคโรนา COVID-19 และปัญหาเศรษฐกิจที่ส่งผลกระทบต่อรายได้ตลอดถึงปัจจัยการเปลี่ยนแปลงยอมรับนวัตกรรมหรือเทคโนโลยีทางการเงินเข้ามีบทบาทในชีวิตประจำวัน (Neuendorf and Valdiseri, 2016) ทำให้การเข้าถึงแหล่งสินเชื่อได้รวดเร็วผ่านการพิจารณาเบื้องต้นที่ธนาคารสาขาและทำสัญญาอนุมัติผ่านระบบ MyMo ดังนั้นโครงการสินเชื่อสร้างงานสร้างอาชีพที่มีอายุโครงการอยู่ในช่วงระยะสั้นอาจมีผลกระทบต่อความต้องการประชาชนในระยะยาวในพื้นที่กรุงเทพมหานคร และส่งผลต่อผลประกอบการในภาพรวมของธนาคารออมสินและการปล่อยสินเชื่อเพื่อการหมุนเวียนผ่านนวัตกรรมหรือเทคโนโลยีทางการเงิน รวมถึงผลกระทบต่อการกำหนดกลยุทธ์ทางการตลาดในระดับเขตและสาขา จึงเป็นเหตุผลทำให้ผู้สนใจศึกษาการพยากรณ์สินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ด้วยเหมืองข้อมูล

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยที่ก่อให้เกิดการอนุมัติสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ของธนาคารออมสิน สำนักพหลโยธิน
2. เพื่อประยุกต์ใช้เหมืองข้อมูลในการพยากรณ์ลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ของธนาคารออมสิน สำนักพหลโยธิน
3. เพื่อหาแนวทางในการเพิ่มยอดลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ด้วยเหมืองข้อมูลของธนาคารออมสิน สำนักพหลโยธิน

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้รูปแบบการวิจัยเชิงสำรวจข้อมูลทุติยภูมิ มีวิธีการดำเนินการวิจัยดังนี้

1. ประชากรและกลุ่มตัวอย่าง

1.1 ประชากรของการศึกษา เป็นลูกค้าสินเชื่อสร้างงานสร้างอาชีพธนาคารออมสิน สำนักพหลโยธิน จากระบบฐานข้อมูล ณ วันที่ 27 ธันวาคม 2564 - 30 กรกฎาคม 2565 จำนวน 797 ราย (ธนาคารออมสิน ภาค 1, 2565)

1.2 กลุ่มตัวอย่างของการศึกษา เป็นลูกค้าสินเชื่อสร้างงานสร้างอาชีพธนาคารออมสิน สำนักพหลโยธิน ตามข้อ 1.1 จำนวน 797 ราย โดยแบ่งข้อมูลออกเป็น 2 ชุด คือ ชุดข้อมูลสำหรับการเรียนรู้เป็นชุดข้อมูลที่ใช้ในการสร้างโมเดล จำนวน 638 ราย (80%) และเป็นชุดข้อมูลสำหรับทดสอบโมเดล จำนวน 159 ราย (20%)

2. ขอบเขตการวิจัย

การวิจัยมีขอบเขตเนื้อหาคือ ปัจจัยที่ก่อให้เกิดการอนุมัติสินเชื่อสร้างงานสร้างอาชีพ การประยุกต์ใช้เหมืองข้อมูลในการพยากรณ์ลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo และการหาแนวทางในการเพิ่มยอดลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ด้วยเหมืองข้อมูล

3. เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัยเป็นโปรแกรมที่ใช้ในการทำเหมืองข้อมูลและการพยากรณ์สร้างโมเดลจำลองการตัดสินใจคือโปรแกรมทางคอมพิวเตอร์สำเร็จรูป WEKA 3.8.6 (Waikato Environment for Knowledge Analysis) และโปรแกรม Microsoft Excel เพื่อเตรียมข้อมูลสำหรับใช้ในการสร้างโมเดลแบบจำลองการตัดสินใจ

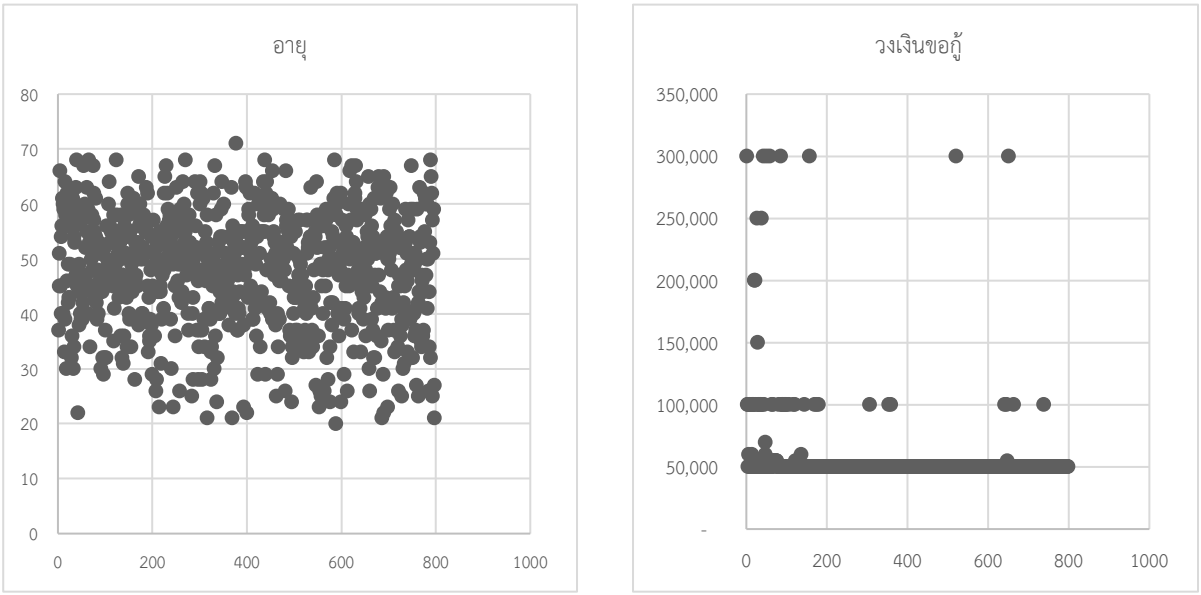
4. ขั้นตอนในการวิจัย

การวิจัยครั้งนี้ผู้วิจัยเก็บรวบรวมข้อมูลจากข้อมูลทุติยภูมิสารสนเทศหรือฐานข้อมูลสินเชื่อสร้างงานสร้างอาชีพระบบ MyMo และนำข้อมูลมาวิเคราะห์ใช้เทคนิคการทำเหมืองข้อมูล โดยมีขั้นตอนในการวิจัยด้วยกระบวนการวิเคราะห์ข้อมูลมาตรฐาน เรียกว่า Cross-Industry Standard Process for Data Mining (CRISP-DM) 6 ขั้นตอน ดังนี้

4.1 การทำความเข้าใจปัญหาของธุรกิจ (Business Understanding) ขั้นตอนนี้เป็นการทำความเข้าใจถึงพฤติกรรมของลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ที่ผู้ขอกู้ได้ลงทะเบียนผ่านเว็บไซต์ธนาคารออมสิน โดยได้ให้ข้อมูล ได้แก่ เลขที่บัตรประชาชนจำนวน 13 หลัก ชื่อ นามสกุล วัน เดือน ปี เกิด เบอร์โทรศัพท์มือถือ ที่อยู่ บ้าน เลขที่ ถนน ตำบล จังหวัด ประเภทการดำเนินกิจการ ระยะเวลาดำเนินกิจการ และจำนวนเงินที่ต้องการกู้ พร้อมแนบหลักฐานการประกอบอาชีพ และทำสัญญาอนุมัติบนระบบ MyMo แต่จากฐานข้อมูลการพิจารณาอนุมัติสินเชื่อสร้างงานสร้างอาชีพบนระบบ MyMo ของธนาคารออมสิน ภาค 1 และพบว่าสำนักพหลโยธินมีการอนุมัติน้อยกว่าเขตสะพานใหม่ เขตราชวัตร เขตห้วยขวาง และเขตบางเขน และผู้ศึกษาเลือกฐานข้อมูลของสำนักพหลโยธิน ณ วันที่ 27 ธันวาคม 2564 - 30 กรกฎาคม 2565 ซึ่งเป็นสาเหตุที่นำมาศึกษาปัจจัยที่ก่อให้เกิดการอนุมัติสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo และการพยากรณ์โดยใช้เหมืองข้อมูลในการการพยากรณ์ลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ของธนาคารออมสิน สำนักพหลโยธิน และเพื่อเสนอแนะแนวทางในการเพิ่มยอดลูกค้าบนระบบ MyMo ให้บรรลุเป้าหมายที่กำหนดไว้

4.2 การทำความเข้าใจข้อมูล (Data Understanding) ผู้ศึกษานำข้อมูลจากการดึงข้อมูลจากสารสนเทศของลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ตั้งแต่เริ่มโครงการสินเชื่อสร้างงานสร้างอาชีพถึงปัจจุบัน ณ 30 กรกฎาคม 2565 จำนวน 797 ราย มาศึกษาและทำการพยากรณ์เหมืองข้อมูลโดยศึกษาทำความเข้าใจข้อมูลแสดงความสัมพันธ์ระหว่างตัวแปรประเภทตัวเลขในลักษณะของ Scatter Plot ใช้โปรแกรม Microsoft Excel โดยจะเห็นว่าอายุจะอยู่ในช่วงอายุ 20-70 ปี แต่ตัวเลขอายุจะกระจุกที่อายุ 40-60 ปี ส่วนวงเงินกู้ จะเห็นว่าจะกระจุกอยู่วงเงินกู้ 50,000 บาท ดังภาพที่ 1

ภาพที่ 1 ความสัมพันธ์ระหว่างตัวแปรประเภทตัวเลขในลักษณะของ Scatter Plot



4.3 การเตรียมข้อมูล (Data Preparation) ขั้นตอนนี้โดยการนำข้อมูลมาทำการตรวจสอบ กรองข้อมูล คัดเลือกข้อมูล และกำจัดข้อมูลที่ผิดปกติออกไปหรือการลดขนาดข้อมูล จากข้อมูลทั้งหมดเพื่อความสมบูรณ์ของข้อมูลที่จะทำไปวิเคราะห์เหมืองข้อมูลได้ และให้มีมาตรฐานเดียวกัน โดยใช้โปรแกรม excel ซึ่งข้อมูลที่จัดเก็บมีทั้งหมด 17 แอตทริบิวต์ ประกอบด้วย วันที่ลงทะเบียน วันที่นัดหมาย เลขบัตรประชาชน คำนำหน้าชื่อ-นามสกุล วันเดือนปีเกิด เบอร์มือถือ ประเภทกิจการ อาชีพย่อย ระยะเวลากิจการ วงเงินขอกู้ วัตถุประสงค์การกู้ จังหวัด ภาค เขต สาขาติดต่อ สถานะการอนุมัติ ที่อยู่ปัจจุบัน และได้คัดกรองเลือกข้อมูลที่จำเป็น และตัดข้อมูลที่ไม่จำเป็นต้องใช้ จำนวน 9 แอตทริบิวต์ ประกอบด้วย วันที่ลงทะเบียน วันที่นัดหมาย เลขบัตรประชาชน เบอร์มือถือ จังหวัด ภาค เขต สาขาติดต่อ ที่อยู่ปัจจุบัน และคงเหลือข้อมูลที่นำไปใช้ จำนวน 8 แอตทริบิวต์ ประกอบด้วย คำนำหน้าชื่อ-นามสกุล วันเดือนปีเกิด ประเภทกิจการ อาชีพย่อย ระยะเวลากิจการ วงเงินขอกู้ วัตถุประสงค์การกู้ สถานะการอนุมัติ หลังจากนั้นเมื่อนำความสะอาดข้อมูลและลดรูปข้อมูล แปลงไฟล์ข้อมูลจากไฟล์ excel นามสกุล .xlsx มาแปลงเป็นไฟล์ข้อมูลนามสกุลรูปแบบ .csv (Comma Delimited) และแปลงชื่อข้อมูลจากภาษาไทยเป็นภาษาอังกฤษ เพื่อนำไปทดสอบและวิเคราะห์ด้วยโปรแกรม Weka ซึ่งข้อมูลที่นำไปทดสอบเพื่อวิเคราะห์โปรแกรม WEKA ดังตารางที่ 1

ตารางที่ 1 ข้อมูลที่จะนำไปทดสอบเหมืองข้อมูล

แอตทริบิวต์	ชื่อคุณลักษณะ	คำอธิบาย	ชนิดข้อมูล
1	sex	เพศ	nominal
2	age	อายุ	nominal
3	business_typ	ประเภทกิจการ	nominal
4	occupation	อาชีพย่อย	nominal
5	Business period	ระยะเวลากิจการ	nominal
6	loan	วงเงินขอกู้	numeric
7	objective	วัตถุประสงค์การกู้	nominal
8	status	สถานะการอนุมัติ	nominal

4.4 แบบจำลอง (Modeling) ขั้นตอนการวิเคราะห์ข้อมูลด้วยเทคนิคเหมืองข้อมูล ได้แก่ แบบจำลองใช้ในการทำนาย โดยใช้เทคนิคการวิเคราะห์การแบ่งกลุ่มข้อมูล/การจำแนกประเภทข้อมูล เทคนิคการจำแนกข้อมูลด้วยวิธีต้นไม้ตันสินใจ (Decision Tree) แบบ Random Tree เทคนิคการจำแนกข้อมูลด้วยวิธี Naive Bayes และเทคนิคการจำแนกข้อมูลด้วยวิธีแบ็กกิง (Bagging)

4.5 การประเมินผล (Evaluation) ขั้นตอนนี้เป็นการประเมินประสิทธิภาพของผลลัพธ์จากแบบจำลอง โดยการพิจารณาค่าสถิติพยากรณ์ ได้แก่ ค่าความถูกต้องที่มีค่าสูงที่สุด (Accuracy) หรือมากกว่า 80% ทั้งนี้เพื่อให้ได้ผลลัพธ์ที่ดีที่สุด เมื่อทำขั้นตอนนี้แล้ว อาจมีการย้อนกลับไปที่ขั้นตอน Data Preparation เพื่อแปลงข้อมูลบางส่วนให้เหมาะสมกับแต่ละเทคนิคด้วย โดยต้องอาศัยทักษะในการวิเคราะห์ข้อมูลเพื่อช่วยให้การทดสอบชุดข้อมูลสำหรับแบบจำลองหรือโมเดลที่เหมาะสมและง่ายต่อการเข้าใจในการนำไปใช้

4.6 การถ่ายทอดเพื่อนำไปปฏิบัติ (Deployment) นำโมเดลแบบจำลองการตัดสินใจที่ได้ มาถ่ายทอดเพื่อนำไปปฏิบัติเพื่อเสนอแนะแนวทางในการเพิ่มยอดลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ด้วยเหมืองข้อมูลของธนาคารออมสินสำนักพหลโยธิน

สรุปผลการวิจัย

ผลการวิจัยนำเสนอตามวัตถุประสงค์ของการวิจัยออกเป็น 4 ส่วน ดังนี้

ส่วนที่ 1 ผลการวิเคราะห์จำนวนและร้อยละของ 8 แอตทริบิวต์ ได้แก่ เพศ อายุ ประเภทกิจการ อาชีพย่อย ระยะเวลากิจการ วงเงินขอกู้ วัตถุประสงค์การกู้ และสถานะการอนุมัติ ของลูกค้าที่ได้ลงทะเบียนเพื่อขอสินเชื่อสร้างงานสร้างอาชีพบนระบบ MyMo ส่วนใหญ่เป็นเพศหญิง (ร้อยละ 64.9) อายุ 30-50 ปี (ร้อยละ 48.8) ประเภทกิจการเป็นผู้ประกอบการรายย่อยที่ไม่ใช่ช่าง (ร้อยละ 83.7) อาชีพย่อยอื่น ๆ ที่ไม่ระบุ (คิดเป็นร้อยละ 88.8) ระยะเวลากิจการ 2 ปีขึ้นไป (ร้อยละ 92.8) วงเงินกู้ 50,000 บาท (ร้อยละ 88.0) วัตถุประสงค์การกู้เพื่อประกอบอาชีพเดิม (ปัจจุบันทำอาชีพนี้อยู่แล้ว) (ร้อยละ 88.6) และสถานะการอนุมัติได้อนุมัติ (ร้อยละ 87.2) และไม่อนุมัติ (ร้อยละ 12.8) และนำข้อมูลมาทดสอบโดยการทดสอบ Classifier วิธี Split Test เป็นการแบ่งข้อมูลด้วยการสุ่มในการสร้างโมเดลและข้อมูลส่วนที่ใช้ในการทดสอบประสิทธิภาพของโมเดล (N =797) แบ่งข้อมูลออกเป็น 2 ชุด คือ ชุดข้อมูลสำหรับการเรียนรู้เป็นชุดข้อมูลที่ใช้ในการสร้างโมเดลด้วยชุดข้อมูลสำหรับการเรียนรู้ (Training) จำนวน 638 ราย (80%) และเป็นชุดข้อมูลสำหรับทดสอบโมเดลด้วยชุดข้อมูลสำหรับการทดสอบ (Testing) จำนวน 159 ราย (20%) โดยใช้เทคนิคการจำแนกข้อมูลด้วยวิธีต้นไม้ตันสินใจ (Decision Tree) แบบจำลอง Random Tree เทคนิคการจำแนกข้อมูลด้วยวิธี Naive Bayes และเทคนิคการจำแนกข้อมูลด้วยวิธีแบ็กกิง (Bagging) เป็นต้น และพิจารณาค่าสถิติพยากรณ์ ได้แก่ ค่าความถูกต้องที่มีค่าสูงที่สุด (Accuracy) ผลดังตารางที่ 2

ตารางที่ 2 ผลการสร้างแบบจำลองด้วยชุดข้อมูลสำหรับการเรียนรู้ (Training)

ค่าของโมเดล	Random Tree	Naive Bayes	Bagging
ค่าความถูกต้อง (Correctly Classified)	96.86%	94.97%	97.48%
ค่าความไม่ถูกต้อง (Incorrectly Classified)	3.14%	5.03%	2.52%
ค่าความแม่นยำ (Precision)	0.95	0.79	1.00
ค่าความระลึก (Recall)	0.83	0.92	0.83
ค่าวัดประสิทธิภาพ (F-measure)	0.89	0.85	0.91

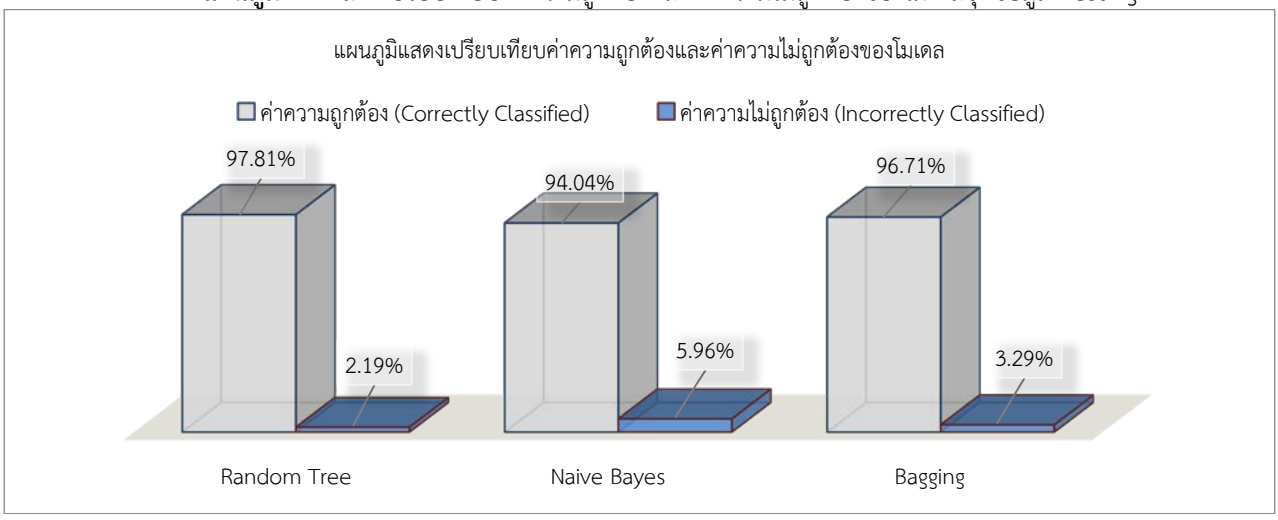
จากตารางที่ 2 ผลการสร้างแบบจำลองด้วยชุดข้อมูลสำหรับการเรียนรู้ (Training) พบว่า ทุกโมเดลมีค่าความถูกต้องสูงกว่า 80% โมเดลที่มีค่าความถูกต้องสูงที่สุดคือ โมเดล Bagging เท่ากับ 97.48% ซึ่งทุกโมเดลสามารถนำไปทดสอบด้วยชุดข้อมูลสำหรับการทดสอบ (Testing) เพื่อเป็นการประเมินความถูกต้องและเลือกใช้โมเดลดังตารางที่ 3

ตารางที่ 3 ผลการสร้างแบบจำลองด้วยชุดข้อมูลสำหรับการทดสอบ (Testing)

ค่าของโมเดล	Random Tree	Naive Bayes	Bagging
ค่าความถูกต้อง (Correctly Classified)	97.81%	94.04%	96.71%
ค่าความไม่ถูกต้อง (Incorrectly Classified)	2.19%	5.96%	3.29%
ค่าความแม่นยำ (Precision)	0.97	0.83	0.89
ค่าความระลึก (Recall)	0.86	0.70	0.86
ค่าวัดประสิทธิภาพ (F-measure)	0.91	0.76	0.88

จากตารางที่ 3 ผลการสร้างแบบจำลองด้วยชุดข้อมูลสำหรับการทดสอบ (Testing) พบว่า ทุกโมเดลมีค่าความถูกต้องสูงกว่า 80% โมเดลที่มีค่าความถูกต้องสูงที่สุดคือ โมเดล Random Tree เท่ากับ 97.81% และเมื่อเปรียบเทียบความแตกต่างค่าความถูกต้อง และค่าความไม่ถูกต้องของแต่ละโมเดลดังแผนภูมิที่ 1

แผนภูมิที่ 1 แสดงเปรียบเทียบค่าความถูกต้องและค่าความไม่ถูกต้องของโมเดลชุดข้อมูล Testing



ดังนั้นเมื่อต้องเลือกโมเดลที่เหมาะสมตัดสินใจ เลือกโมเดล Random Tree ที่เหมาะสมกับการศึกษาครั้งนี้ด้วยชุดข้อมูลสำหรับการทดสอบ (Testing) มีค่าความถูกต้องสูงที่สุด เท่ากับ 97.81% ที่สามารถนำไปใช้หาปัจจัยที่ก่อให้เกิดการอนุมัติและในการพยากรณ์ลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ของธนาคารออมสิน สำนักพหลโยธิน เมื่อพิจารณาจากการประมวลผลข้อมูลและสร้างกฎที่ง่ายต่อการเข้าใจแสดงภาพต้นไม้ด้วยวิธี Visualize tree ของโมเดล Random Tree และสามารถสรุปผลการทดสอบเลือกโมเดล Random Tree ดังตารางที่ 4

ส่วนที่ 2 ผลการวิเคราะห์ตามวัตถุประสงค์ของการศึกษาข้อที่ 1 ปัจจัยที่ก่อให้เกิดการอนุมัติสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ของธนาคารออมสิน สำนักพหลโยธิน จากการตัดสินใจเลือกโมเดล Random Tree ได้จากการทดสอบด้วยชุดข้อมูลสำหรับการทดสอบ (Testing) พบว่าปัจจัยที่ก่อให้เกิดการอนุมัติสินเชื่อสร้างงานสร้างอาชีพคือ ปัจจัยวงเงินขอกู้ รองลงมา ปัจจัยวัตถุประสงค์การกู้ ซึ่งปัจจัยวงเงินขอกู้ได้จำนวน 97 กฎ ปัจจัยวัตถุประสงค์การกู้ได้จำนวน 22 กฎ

ส่วนที่ 3 ผลการวิเคราะห์ตามวัตถุประสงค์ของการศึกษาข้อที่ 2 การพยากรณ์ลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ของธนาคารออมสิน สำนักพหลโยธินด้วยการประยุกต์ใช้เหมืองข้อมูล เลือกตัวแบบทดสอบโมเดล Random Tree สามารถนำไปประยุกต์ใช้การวิเคราะห์ข้อมูลการพยากรณ์ลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ของธนาคารออมสิน สำนักพหลโยธิน เนื่องจากผลการโมเดล Random Tree มีค่าความถูกต้อง (Correctly Classified) มากกว่า 80% ด้วยชุดข้อมูลสำหรับการเรียนรู้ (Training) เท่ากับ 96.86% ด้วยชุดข้อมูลสำหรับการทดสอบ (Testing) เท่ากับ 97.81% และสามารถสรุปผลการทดสอบเลือกโมเดล Random Tree ดังตารางที่ 4 และง่ายต่อการเข้าใจแสดงภาพต้นไม้ จึงตัดสินใจเลือกโมเดล Random Tree ในการนำไปใช้เมื่อพิจารณาจากวงเงินกู้ทั้งที่ได้รับการอนุมัติและไม่อนุมัติ ในส่วนการพิจารณาอนุมัติให้สินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ส่วนใหญ่ผู้ที่ขอกู้วงเงินขอกู้ 50,000 บาท ที่มีวัตถุประสงค์การกู้เพื่อประกอบอาชีพเดิม อายุมากกว่า 50 ปี ประเภทกิจการเป็นผู้ประกอบการรายย่อยที่ไม่ใช่ช่าง ระยะเวลากิจการมากกว่า 2 ปี เป็นเพศชายและเพศหญิง และผู้ที่ได้รับอนุมัติเป็นผู้มีอายุ 30-50 ปี เพศหญิง ประเภทกิจการผู้ประกอบการรายย่อยที่ไม่ใช่ช่าง ระยะเวลาของกิจการ 2 ปีขึ้นไป ส่วนผู้ที่ไม่รับการอนุมัติ จากผู้ที่ขอวงเงินขอกู้ 60,000 บาท 150,000 บาท 200,000 บาท และ 250,000 บาท วัตถุประสงค์การกู้ ประกอบอาชีพใหม่ (เนื่องจากเปลี่ยนอาชีพ) อายุต่ำกว่า 30 ปี อาชีพย่อยผู้ขับขี่รถสาธารณะ ประเภทกิจการ ได้แก่ ผู้ขับขี่รถแท็กซี่/รถตู้สาธารณะ/รถรับจ้างขนส่งสินค้า ผู้ประกอบธุรกิจขนาดเล็ก ร้านค้าปลีก ร้านค้าส่ง ร้านค้าโชว์ห่วย ร้านค้าลักษณะแฟรนไชส์ เป็นต้น ระยะเวลาการประกอบอาชีพไม่เกิน 6 เดือน

ตารางที่ 4 สรุปผลการทดสอบเลือกโมเดล Random Tree

Summary						
Correctly Classified Instances	624	97.81 %				
Detailed Accuracy By Class						
	TP Rate	FP Rate	Precision	Recall	F-Measure	ROC Area
	0.86	0.00	0.97	0.86	0.91	0.94
	1.00	0.14	0.98	1.00	0.99	0.94
Weighted Avg.	0.98	0.12	0.98	0.98	0.98	0.94
Confusion Matrix						
a b <-- classified as						
74 12 | a = no (ไม่อนุมัติ)						
2 550 | b = yes (อนุมัติ)						

ส่วนที่ 4 ตอบวัตถุประสงค์การศึกษาข้อที่ 3 ได้แนวทางในการเพิ่มยอดลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ด้วยเหมืองข้อมูลของธนาคารออมสิน สำนักพหลโยธิน ผู้ที่ไม่ได้รับการอนุมัติ กรณีที่ผู้ขอสินเชื่อวงเงินขอกู้ 50,000 บาท โดยมีวัตถุประสงค์การกู้ ประกอบอาชีพใหม่ (เนื่องจากเปลี่ยนอาชีพ)

อภิปรายผลการวิจัย

1. จากผลการศึกษาชี้ให้เห็นว่าผลการทดสอบเลือกโมเดล Random Tree วิธี Split test เป็นการแบ่งข้อมูลออกเป็น 2 ชุด ทำให้ได้ค่าความถูกต้อง 97.81 % ด้วยชุดข้อมูลสำหรับการทดสอบ (Testing) สอดคล้องกับแนวคิดของเอกสิทธิ์ พัชรวงศ์ศักดา (2556) ที่ว่าการประเมินทดสอบประสิทธิภาพของโมเดลวิธี Split test เป็นการแบ่งข้อมูลออกเป็น 2 ชุดใช้ในการทดสอบประสิทธิภาพของโมเดลและเหมาะกับชุดข้อมูลที่มีขนาดใหญ่ และสอดคล้องกับงานวิจัยของนวลปรางค์ หมื่นโฮ้ง (2565) ที่ว่าการทดสอบประสิทธิภาพอัลกอริทึมด้วยการหารากของค่าความคลาดเคลื่อนกำลังสองเฉลี่ย เพื่อหาอัลกอริทึมที่ดีที่สุด สามารถเป็นอัลกอริทึมพยากรณ์โอกาสได้ถูกต้องมากที่สุด และปัจจัยวงเงินขอกู้เป็นปัจจัยที่ก่อให้เกิดการอนุมัติสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ของธนาคารออมสิน สำนักพหลโยธิน เพราะว่าเงื่อนไขการกำหนดวงเงินให้กู้ของธนาคารกำหนดให้สินเชื่อสร้างงานสร้างอาชีพสามารถกู้ได้ไม่เกิน

50,000 บาทต่อราย และกำหนดวัตถุประสงค์การกู้เพื่อเป็นแหล่งเงินทุนในการประกอบอาชีพหรือเสริมสภาพคล่องและบรรเทาความเดือนร้อนในการประกอบอาชีพ

2. การพยากรณ์โอกาสในการเพิ่มลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ของธนาคารออมสิน สำนักพหลโยธินด้วยการประยุกต์ใช้เหมืองข้อมูลโดยการแบ่งประเภทหรือแยกหมวดหมู่ข้อมูล เป็นวิธีการจำลองจัดหมวดหมู่จากกลุ่มตัวอย่างหรือประชากรข้อมูลทุติภูมิในเชิงปริมาณ และเมื่อนำข้อมูลมาทดสอบกับแบบจำลองโมเดลต่าง ๆ และเลือกพิจารณาจากค่าความถูกต้องที่มีค่าสูงที่สุด (Accuracy) ได้วิธีต้นไม้ตันสินใจ (Decision Tree) แบบ Random Tree เนื่องจากเห็นว่าผลการพิจารณาจากการประมวลผลข้อมูลและสร้างกฎที่ง่ายต่อการเข้าใจ ซึ่งชี้ให้เห็นว่าการทดสอบโมเดล Random Tree สามารถนำไปประยุกต์ใช้การวิเคราะห์ข้อมูลการพยากรณ์โอกาสในการเพิ่มลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ของธนาคารออมสิน สำนักพหลโยธิน สอดคล้องกับงานวิจัยของทิพย์ธิดา วงศ์พิพันธ์ (2556) ที่ว่าทดสอบข้อมูลใช้เทคนิคการจำแนกกลุ่มเพื่อหากฎที่ใช้ในการจำแนกลูกค้าด้วยเทคนิคต่าง ๆ สามารถนำมาแบ่งกลุ่มได้ตามเงื่อนไขที่ชัดเจนมากที่สุดต่อการอนุมัติสินเชื่อออนไลน์ได้อย่างมีประสิทธิภาพเกิดผลประโยชน์ต่อองค์กร

3. จากแนวทางที่ได้ที่มุ่งเป้าผู้ที่ไม่ได้รับการอนุมัติจากผลวิเคราะห์และทดสอบด้วยเทคนิคการทำเหมืองข้อมูล ธนาคารควรเพิ่มเงื่อนไขรองรับผู้ประกอบอาชีพทุกอาชีพที่มีรายได้แน่นอน และควรพิจารณาจากรายได้ขั้นต่ำต่อเดือนของผู้ประกอบอาชีพ ชี้ให้เห็นว่าบุคคลที่มีอาชีพและมีรายได้แน่นอนควรได้รับการอนุมัติ ซึ่งหากธนาคารออมสิน สำนักพหลโยธิน มีการติดตามเพื่อให้คำปรึกษาแนะนำ ซึ่งจะมีโอกาสทำให้ลูกค้าสามารถขออนุมัติซ้ำหรือเลือกตัดสินใจบอกต่อเพื่อให้ตัดสินใจใช้บริการสินเชื่อสร้างงานสร้างอาชีพเพิ่มมากขึ้น สอดคล้องกับงานวิจัยของอรรถไกร พันธ์ภักดี (2564) ที่ว่าเทคนิคการทำเหมืองข้อมูลเพื่อสร้างแบบจำลองการทำนายปัจจัยสำคัญสามารถทำนายความตั้งใจในการซื้อหรือการบริการเพื่อให้ตัดสินใจใช้บริการ ดังนั้นแนวทางเลือกสำหรับการแก้ไขปัญหาของธนาคาร เสนอว่าธนาคารควรเพิ่มเงื่อนไขรองรับผู้ประกอบอาชีพทุกอาชีพที่มีรายได้แน่นอน และควรพิจารณาจากรายได้ขั้นต่ำต่อเดือนของผู้ประกอบอาชีพ ส่วนกรณีจากข้อมูลผู้ขอสินเชื่อวงเงินขอกู้มากกว่า 50,000 บาท หรือผู้ที่ไม่รับการอนุมัติพบว่าผู้ที่ขอวงเงินขอกู้ 60,000 บาท 150,000 บาท 200,000 บาท และ 250,000 บาท เสนอว่าธนาคารมีแนวทางแก้ไข โดยการเพิ่มเงื่อนไขการค้ำประกัน และผู้ประกอบอาชีพมีกิจการหรือดำเนินธุรกิจกิจการขนาดเล็กขนาดกลางและขนาดใหญ่และผู้ขับขี่รถสาธารณะมากกว่า 1 ปี นอกจากนี้เสนอว่า สิ่งที่ธนาคารออมสิน สำนักพหลโยธิน พึ่งกระทำได้เพื่อให้บริการลูกค้า สำหรับการแก้ไขปัญหานั้น ธนาคารออมสิน สำนักพหลโยธิน ควรติดตามและแจ้งประสานผู้ที่ไม่ได้รับการอนุมัติจากระบบ MyMo เพื่อให้คำปรึกษาแนะนำทำให้ลูกค้าสามารถขออนุมัติซ้ำ หากยังสนใจเลือกตัดสินใจใช้บริการสินเชื่อสร้างงานสร้างอาชีพ

ข้อเสนอแนะ

จากผลการวิจัยมีข้อเสนอแนะดังนี้

1. จากผลการศึกษาธนาคารออมสิน สำนักพหลโยธิน สามารถนำข้อมูลวิธีต้นไม้ตันสินใจ (Decision Tree) แบบ Random Tree ไปประยุกต์ใช้พยากรณ์ลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ซึ่งง่ายต่อการเข้าใจด้วยภาพต้นไม้ และเป็นแนวทางสำหรับการพยากรณ์ข้อมูลทุติยภูมิจากการพิจารณาฐานข้อมูลเพื่อการพัฒนาผลิตภัณฑ์ตอบสนองความต้องการของลูกค้า

2. การนำผลการศึกษาการพยากรณ์ลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ด้วยเหมืองข้อมูล หากธนาคารออมสิน สำนักพหลโยธิน นำไปใช้เพื่อแก้ไขปัญหา ธนาคารต้องพิจารณาผู้ที่ไม่ได้การอนุมัติและบอกต่อลูกค้ารายใหม่ โดยวิธีให้ธนาคารสาขาติดตามและให้คำปรึกษาลูกค้าเพื่อให้เกิดการใช้ซ้ำ และบอกต่อในการเพิ่มยอดลูกค้าสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo

ส่วนข้อเสนอแนะสำหรับการศึกษาครั้งต่อไป ควรศึกษาปัจจัยที่ก่อให้เกิดการไม่อนุมัติสินเชื่อสร้างงานสร้างอาชีพผ่าน MyMo ของธนาคารออมสินในระดับภาค หรือระดับเขตที่มีลูกค้าจำนวนมากตัดสินใจเลือกใช้บริการผ่านระบบ MyMo และควรศึกษาผลิตภัณฑ์สินเชื่ออื่น ๆ ที่ขอสินเชื่อระบบ MyMo เพื่อนำมาเปรียบเทียบผลิตภัณฑ์และพิจารณาถึงความเสถียรภาพของระบบแอปพลิเคชันเทคโนโลยีทางการเงินของธนาคารต่อความพึงใจและตัดสินใจใช้บริการ

เอกสารอ้างอิง

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กลยุทธ์ส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ของผู้บริโภคในเขตภาคตะวันออก

Subject: Marketing Mix Strategies Affecting Consumers' 20-Ton Hydraulic Crawler Excavator Hire-Purchase Decision Eastern Region

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บทคัดย่อ

ปัจจุบันมีการลงทุนจากทางภาครัฐและภาคเอกชนในการพัฒนาสาธารณูปโภคต่างๆ ในเขตพื้นที่ภาคตะวันออกอย่างต่อเนื่อง ส่งผลในบางลักษณะงานจะต้องใช้รถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตัน มาใช้เป็นเครื่องมือในการดำเนินการให้บรรลุตามเป้าหมายที่กำหนดไว้ จากสาเหตุข้างต้นผู้ทำวิจัยซึ่งเป็นพนักงานขายเครื่องจักรในเขตภาคตะวันออก ของบริษัทลีดเวย์ เฮฟวี่ แมชชีนเนอร์รี่ จำกัด ซึ่งเป็นหนึ่งในบริษัทตัวแทนจำหน่ายรถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตัน จึงมีความประสงค์ที่จะศึกษาค้นคว้าหาวิธีการรวมทั้งหาแนวทางเพื่อวางแผนกลยุทธ์ เพื่อจะนำเสนอข้อมูลที่ได้ต่อผู้บริหารของบริษัทพิจารณาต่อไป เพื่อพิจารณาพัฒนาสร้างกลยุทธ์ให้สอดคล้องกับวิสัยทัศน์ของบริษัทส่วนหนึ่งที่ว่า “เราจะก้าวขึ้นเป็นหนึ่งในผู้นำตลาดเครื่องจักรกลหนักในประเทศไทย” โดยผู้ทำการวิจัยได้ดำเนินการวิจัยเป็นแบบเชิงคุณภาพ โดยการสอบถามเชิงลึกกับผู้บริโภคและพนักงานจำหน่ายเครื่องจักรเพื่อหาข้อมูลและรวบรวมทั้งข้อมูลจากหน่วยงานต่างๆ ที่เกี่ยวข้องเพื่อนำข้อมูลมาใช้ประกอบการวิเคราะห์ โดยใช้เครื่องมือวิเคราะห์ปัจจัยภายนอก Five Force Model และเครื่องมือวิเคราะห์สภาพองค์การ SWOT จากนั้นจึงวิเคราะห์กำหนดกลยุทธ์โดยใช้ TOWS Matrix ตามกรอบแนวทางในกระบวนการจัดการเชิงกลยุทธ์ เพื่อกำหนดกลยุทธ์ระดับองค์กร กลยุทธ์ระดับธุรกิจ และกลยุทธ์ระดับหน้าที่
คำสำคัญ : ผู้บริโภค, รถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตัน

Abstract

At present, there is investment from the public and private sectors in the development of various public utilities. in the eastern region continuously As a result, some tasks require a 20-ton hydraulic crawler excavator to be used as a tool to achieve the goals set. From the above reasons, the researcher, who is a salesman of machinery in the eastern region of Leadway Heavy Machinery Co., Ltd., which is one of the distributors of 20-ton crawler hydraulic excavators, therefore wishes to study, research methods, and find ways to plan strategies. in order to present the obtained information to the company's executives for further consideration and to develop a strategy that is in line with the company's vision that "We will become one of the leaders in the heavy equipment market in Thailand," the researcher conducting the research used a qualitative model.by conducting in-depth inquiries with consumers and machinery dealers to find out and gathering information from various agencies related to the data used for analysis. By using external factor analysis tools, such as the Five Force Model and SWOT analysis tools, and then analyzing strategies using the TOWS matrix according to the framework of strategic management processes, to formulate an organizational strategy business class strategy and functional level strategies.
Keywords: Consumer, 20-Ton Hydraulic Crawler Excavato

บทนำ

ปัจจุบันในเขตพื้นที่ภาคตะวันออกได้รับการพัฒนาส่งเสริมลงทุนโดยทางภาครัฐ และเอกชนเพื่อพัฒนาปรับปรุงสาธารณูปโภคต่างๆ เพื่อส่งผลพัฒนาคุณภาพชีวิตของประชาชนในเขตพื้นที่ภาคตะวันออกให้ดีขึ้น รวมทั้งยังมีการจัดทำโครงการพัฒนาเขตเศรษฐกิจพิเศษระเบียงตะวันออก (EEC) ที่เป็นการลงทุนเพื่อพัฒนาให้เศรษฐกิจในเขตภาคตะวันออกให้มีโอกาสขยายตัว

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มากขึ้น จากข้อมูลข้างต้นส่งผลให้เกิดงานที่จะต้องปรับแต่งขยายพื้นที่ รวมทั้งยังต้องมีงานก่อสร้างเกิดขึ้น ซึ่งในบางลักษณะหน้างานจำเป็นจะต้องใช้รถขุดตีนตะขาบขนาด 20 ตัน ในการดำเนินงานให้บรรลุเป้าหมายที่กำหนดไว้ ส่งผลให้ยอดจำหน่ายรถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตัน มีอัตราการจำหน่ายเพิ่มขึ้นทุกปี

แต่จากการประชุมพนักงานขายเครื่องจักรของบริษัท ลีดเวย์ เฮฟวี่ แมชชีนเนอร์รี่ จำกัด ในแต่ละครั้งได้มีการแสดงข้อมูลให้เห็นว่ายอดจำหน่ายเครื่องจักรของบริษัท มีอัตราการเพิ่มขึ้นของยอดขายน้อยกว่าบางบริษัทที่จำหน่ายเครื่องจักรรถขุดตีนตะขาบเหมือนกัน ทั้งที่บริษัท ลีดเวย์ เฮฟวี่ แมชชีนเนอร์รี่ จำกัด นั้นมีประสบการณ์ในการจำหน่ายเครื่องจักรมาอย่างยาวนาน มีชื่อเสียงที่ดีกับผู้บริโภค ทั้งเป็นตัวแทนจำหน่ายรถขุดแบรนด์ sumitomo ซึ่งมีต้นกำเนิดมาจากประเทศญี่ปุ่น ที่จำหน่ายเครื่องจักรไปทั่วโลก คุณภาพของเครื่องจักรเป็นที่ยอมรับว่า แข็งแกร่ง ประหยัดน้ำมัน มีความคล่องตัวในการทำงาน นโยบายของบริษัทด้านผลิตภัณฑ์ ด้านราคาสินค้า รวมทั้งด้านการให้บริการหลังการขาย และโปรโมชั่นส่งเสริมการขายต่างๆ ที่บริษัทจัดทำขึ้น ก็ไม่แตกต่างกันมากนักกับบริษัทที่จำหน่ายเครื่องจักรอื่นๆ แต่ยอดขายเครื่องจักรของบริษัทเกือบทุกภาคของประเทศก็ยังไม่สามารถแข่งขันกับบางบริษัทได้

จากสาเหตุนี้ผู้วิจัยซึ่งปฏิบัติงานอยู่ใน บริษัท ลีดเวย์ เฮฟวี่ แมชชีนเนอร์รี่ จำกัด ตำแหน่งพนักงานขายเครื่องจักร รับผิดชอบดูแลให้บริการ และจำหน่ายสินค้าให้กับลูกค้าในเขตพื้นที่ภาคตะวันออก จึงมีความสนใจที่จะศึกษาเกี่ยวกับ กลยุทธ์ส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ของผู้บริโภคในเขตภาคตะวันออก เพื่อให้ทราบถึงกลยุทธ์ส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ของผู้บริโภคในเขตภาคตะวันออก เพื่อนำเสนอผลวิจัยกลยุทธ์ส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ของผู้บริโภคในเขตภาคตะวันออก เสนอต่อผู้บริหารบริษัท ลีดเวย์ เฮฟวี่ แมชชีนเนอร์รี่ จำกัด ต่อไป

เพื่อพิจารณาพัฒนาสร้างกลยุทธ์ให้สอดคล้องกับวิสัยทัศน์ของบริษัทในส่วนหนึ่งที่ว่า “เราจะก้าวขึ้นเป็นหนึ่งในผู้นำตลาดเครื่องจักรกลหนักในประเทศไทย” ซึ่งผลในการศึกษานี้จะนำไปใช้ประโยชน์ต่อในการพัฒนาปรับปรุงการปฏิบัติงาน ในการส่งเสริมการจัดจำหน่ายรถขุดไฮดรอลิคตีนตะขาบ รวมทั้งผลิตภัณฑ์สินค้าชนิดอื่นๆ ของทางบริษัท และนำข้อมูลไปใช้เพื่อพัฒนาบุคลากรของทางบริษัท ให้สามารถตอบสนองตรงความต้องการของลูกค้าเพื่อเสริมสร้างความประทับใจให้เกิดกับลูกค้า เพื่อจะได้ส่งผลต่อการตัดสินใจในการเช่าซื้อเครื่องจักรจากทางบริษัท ซึ่งจะส่งผลให้ธุรกิจจำหน่ายรถขุดไฮดรอลิคตีนตะขาบ ของบริษัท ลีดเวย์ เฮฟวี่ แมชชีนเนอร์รี่ จำกัด ประสบความสำเร็จมากยิ่งขึ้น

วัตถุประสงค์ของการวิจัย

เพื่อศึกษากลยุทธ์ส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ของผู้บริโภคในเขตภาคตะวันออก

วิธีการดำเนินการวิจัย

1. ขอบเขตด้านประชากร การวิจัยครั้งนี้ประชากรผู้ให้ข้อมูลหลักนั้น ผู้ทำการวิจัยได้มีการนำแนวทางตามแนวความคิดของ (Clive Roland Boddy, 2016) ซึ่งได้ระบุไว้ว่าในการสัมภาษณ์ประชากรผู้ให้ข้อมูลหลักในการวิจัยเชิงคุณภาพ เพื่อที่จะทำให้ได้ข้อมูลที่อิ่มตัว สมควรที่จะต้องมีขนาดตัวอย่างวัดอย่างน้อย 12 คน โดยในการดำเนินงานวิจัยในครั้งนี้ผู้ทำการวิจัยใช้วิธีการเลือกประชากรผู้ให้ข้อมูลหลักแบบเจาะจง (Purposive sampling) โดยผู้ทำวิจัยจะทำการเลือกประชากรผู้ให้ข้อมูลโดยที่มีลักษณะสอดคล้องเหมาะสมในการดำเนินงานวิจัย ซึ่งในงานวิจัยครั้งนี้ผู้จัดทำวิจัยนั้นจึงได้มีการดำเนินการสัมภาษณ์ประชากรในส่วนของผู้บริโภค และเจ้าหน้าที่จัดจำหน่ายเครื่องจักรในเขตภาคตะวันออก ดังนี้

1.1. ผู้บริโภคที่มีอำนาจในการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ในเขตภาคตะวันออก จำนวน 24 ราย โดยแบ่งออกเป็น 8 กลุ่ม กลุ่มละ 3 ราย ดังนี้

1.1.1 ผู้บริโภคที่ซื้อเครื่องจักรรถขุดแบรน์ซานี่ มีประสบการณ์ทำธุรกิจมามากกว่า 5 ปี และมีเครื่องจักรในการดำเนินธุรกิจมากกว่า 2 คัน จำนวน 3 ราย

1.1.2 ผู้บริโภคที่ซื้อเครื่องจักรรถขุดแบรน์โกเบลโก้ มีประสบการณ์ทำธุรกิจมามากกว่า 5 ปี และมีเครื่องจักรในการดำเนินธุรกิจมากกว่า 2 คัน จำนวน 3 ราย

1.1.3 ผู้บริโภคที่ซื้อเครื่องจักรรถขุดแบรน์ฮิตาชิ มีประสบการณ์ทำธุรกิจมามากกว่า 5 ปี และมีเครื่องจักรในการดำเนินธุรกิจมากกว่า 2 คัน จำนวน 3 ราย

1.1.4 ผู้บริโภคที่ซื้อเครื่องจักรรถขุดแบรน์สุมิโตโม่ มีประสบการณ์ทำธุรกิจมามากกว่า 5 ปี และมีเครื่องจักรในการดำเนินธุรกิจมากกว่า 2 คัน จำนวน 3 ราย

1.1.5 ผู้บริโภคที่ซื้อเครื่องจักรรถขุดแบรน์ซานี่ มีประสบการณ์ทำธุรกิจมาน้อยกว่า 2 ปี จำนวน 3 ราย

1.1.6 ผู้บริโภคที่ซื้อเครื่องจักรรถขุดแบรนด์โกเบลโก้ มีประสบการณ์ทำธุรกิจมาน้อยกว่า 2 ปี จำนวน 3 ราย

1.1.7 ผู้บริโภคที่ซื้อเครื่องจักรรถขุดแบรนด์ฮิตาชิ มีประสบการณ์ทำธุรกิจมาน้อยกว่า 2 ปี จำนวน 3 ราย

1.1.8 ผู้บริโภคที่ซื้อเครื่องจักรรถขุดแบรนด์สุมิโตโม่ มีประสบการณ์ทำธุรกิจมาน้อยกว่า 2 ปี จำนวน 3 ราย

1.2. เจ้าหน้าที่จัดจำหน่ายเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ในเขตภาคตะวันออก จำนวน 4 แบรนด์ แบรนด์ละ 2 ราย ดังนี้

1.2.1 เจ้าหน้าที่จัดจำหน่ายเครื่องจักรรถขุดแบรนด์ซานี่ จำนวน 2 ราย

1.2.2 เจ้าหน้าที่จัดจำหน่ายเครื่องจักรรถขุดแบรนด์โกเบลโก้ จำนวน 2 ราย

1.2.3 เจ้าหน้าที่จัดจำหน่ายเครื่องจักรรถขุดแบรนด์ฮิตาชิ จำนวน 2 ราย

1.2.4 เจ้าหน้าที่จัดจำหน่ายเครื่องจักรรถขุดแบรนด์สุมิโตโม่ จำนวน 2 ราย

2. ขอบเขตด้านตัวแปรที่ศึกษา ในงานวิจัยนี้มีตัวแปรที่สำคัญ 2 ตัวแปรได้แก่ ตัวแปรต้นและตัวแปรตาม ดังนี้

2.1 ตัวแปรต้น ได้แก่ ปัจจัยทางธุรกิจ ประกอบด้วย วัตถุประสงค์ในการเช่าซื้อ, ระยะเวลาในการประกอบธุรกิจ, ลักษณะธุรกิจ, แบรนด์รถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตันที่ผู้บริโภคมี, จำนวนรถขุดไฮดรอลิคตีนตะขาบ

2.2 ตัวแปรตาม ได้แก่

2.2.1 กลยุทธ์ส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ในเขตภาคตะวันออก ประกอบด้วย 4P คือ 1. Product (สินค้า/บริการ), 2. Price (ราคา), 3. Place (ช่องทางการจัดจำหน่าย รวมทั้งศูนย์บริการ), 4. Promotion (การส่งเสริมการขาย) และ 4C คือ 1.Customer Solution (ตอบสนองลูกค้า), 2. Cost Customer (ต้นทุนของลูกค้า), 3. Convenience (ความสะดวกของลูกค้า), 4. Communication (สร้างการรับรู้สินค้า)

2.2.2. องค์ประกอบของการสื่อสาร

2.2.3. กระบวนการตัดสินใจซื้อของผู้บริโภค

2.2.4. Marketing 4.0

3. ขอบเขตด้านเนื้อหา ศึกษาพฤติกรรมของผู้บริโภคที่มีอำนาจในการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ในเขตภาคตะวันออก และกลยุทธ์ทางการตลาดที่ส่งผลต่อการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ของผู้บริโภคในเขตภาคตะวันออก

4. ขอบเขตทางด้านพื้นที่ ทำการศึกษากับผู้บริโภคที่มีอำนาจในการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ในเขตภาคตะวันออก

5. เครื่องมือที่เก็บรวบรวมข้อมูลในงานวิจัย เป็นแบบสัมภาษณ์ในงานวิจัย (Interview Form) ในการวิจัยครั้งนี้ผู้วิจัยได้จัดทำแบบสัมภาษณ์ประกอบการวิจัยแบบกึ่งโครงสร้าง (Semi-Structured interviews) หรือการสัมภาษณ์แบบที่ชี้นำ (Guided interview) โดยที่ผู้ทำการวิจัยจะได้ใช้วิธีการสัมภาษณ์แบบเชิงลึก (In-Depth Interview) โดยที่ผู้ทำวิจัยได้มีการกำหนดประเด็นในข้อคำถามซึ่งเป็นลักษณะแบบปลายเปิด (Open-Ended) โดยที่ได้เปิดช่องว่างให้ประชากรผู้ให้ข้อมูลหลักนั้นได้สามารถตอบคำถามได้อย่างอิสระ

6. ขั้นตอนในการวิจัย แบ่งออกได้ดังนี้

6.1 ขั้นตอนในการดำเนินการวิจัย

6.1.1 ผู้ทำการวิจัยดำเนินการนัดหมายประชากรผู้ให้ข้อมูลหลักล่วงหน้า โดยทำการกำหนดวัน เวลา และสถานที่

6.1.2 ผู้ทำการวิจัยจะดำเนินการเก็บข้อมูลการสัมภาษณ์ตามหัวข้อต่างๆ ในแบบสัมภาษณ์ที่กำหนด ด้วยการจดบันทึกข้อมูล พร้อมบันทึกภาพ และเสียงของประชากรผู้ให้ข้อมูลที่ให้สัมภาษณ์ เพื่อจะได้เก็บรวบรวมข้อมูลในการสัมภาษณ์ได้อย่างครบถ้วน ตรงตามข้อมูลที่ได้รับจากประชากรผู้ให้สัมภาษณ์

6.1.3 ผู้ทำการวิจัยจะทำการรวบรวมข้อมูลจากการสัมภาษณ์ พิมพ์ออกมาเป็นเอกสารแล้วนำไปให้ประชากรผู้ให้ข้อมูลตรวจสอบยืนยันความถูกต้องอีกครั้ง

6.1.4 ผู้ทำการวิจัยรวบรวมข้อมูลที่ได้รับการยืนยันความถูกต้องจากประชากรผู้ให้ข้อมูลแล้ว มาทำการวิเคราะห์จัดกลุ่มข้อมูลสรุปเนื้อหาเพื่อนำไปวิเคราะห์กลยุทธ์ปัจจัยส่วนประสมทางการตลาดต่อการตัดสินใจเช่าซื้อรถขุดให้ลึกขนาด 20 ตันของผู้บริโภคในเขตภาคตะวันออก

6.2 ขั้นตอนในการเก็บรวบรวมข้อมูล การวิจัยนี้ได้ดำเนินการแบ่งขั้นตอนในการเก็บรวบรวมข้อมูลเพื่อที่จะนำมาใช้ประกอบการวิเคราะห์ในงานวิจัยดังนี้

6.2.1 การเก็บข้อมูลด้านปฐมภูมิ (Primary Data) โดยผู้ทำการวิจัยได้มีการดำเนินการเก็บรวบรวมข้อมูล ซึ่งได้จากการเข้าสัมภาษณ์แบบเชิงลึก (In-Depth Interview) จากแบบสัมภาษณ์แบบกึ่งโครงสร้างจากประชากรผู้ให้ข้อมูลหลัก

6.2.2 การเก็บข้อมูลด้านทุติยภูมิ (Secondary Data) โดยผู้ทำการวิจัยได้ทำการศึกษาค้นคว้าข้อมูลจากแหล่งข้อมูลต่างๆ เช่น หนังสือ บทความวิจัย งานวิทยานิพนธ์ต่างๆ เพื่อผู้ทำวิจัยจะทราบถึงขั้นตอน และข้อควรปฏิบัติในการทำวิจัยซึ่งจะทำให้งานวิจัยมีความครบถ้วนเหมาะสมตามวัตถุประสงค์งานวิจัย

6.3 ขั้นตอนในการตรวจสอบข้อมูล

6.3.1 ขั้นตอนการตรวจสอบความตรง (Validity) ผู้วิจัยตรวจสอบข้อมูลจากการสัมภาษณ์ประชากรโดยการที่ให้ประชากรที่ให้ข้อมูลนั้นตรวจสอบความถูกต้องของข้อมูลที่ผู้ทำวิจัยพิมพ์เรียบเรียงมา หลังจากนั้นผู้ทำวิจัยจะนำข้อมูลที่ได้รับการยืนยันจากประชากรไปให้อาจารย์ที่ปรึกษา และผู้ทรงคุณวุฒิได้พิจารณาถึงความสอดคล้องเหมาะสม ครบถ้วนตามวัตถุประสงค์วิจัย

6.3.2 ขั้นตอนการตรวจสอบด้วยการใช้วิธีแบบสามเส้า (Triangulation) เพื่อให้ได้ข้อมูลประกอบการทำวิจัยที่เหมาะสมถูกต้อง สอดคล้องกับงานวิจัยในเชิงคุณภาพ (Triangulation Method) (สุภางค์ จันทวานิช, 2553: 128-130) และเพื่อจะได้ทำให้งานวิจัยชิ้นนี้มีข้อมูลที่น่าเชื่อถือ ถูกต้อง

6.4 ขั้นตอนในการวิเคราะห์ข้อมูล โดยผู้ทำการวิจัยจะดำเนินการวิเคราะห์ข้อมูลที่ได้จากการสัมภาษณ์กลุ่มประชากรที่ได้ให้ข้อมูลมาแล้วนั้น ผู้ทำการวิจัยจะใช้วิธีการวิเคราะห์ข้อมูลในรูปแบบการวิเคราะห์ข้อมูลเชิงคุณภาพตามขั้นตอน ดังนี้

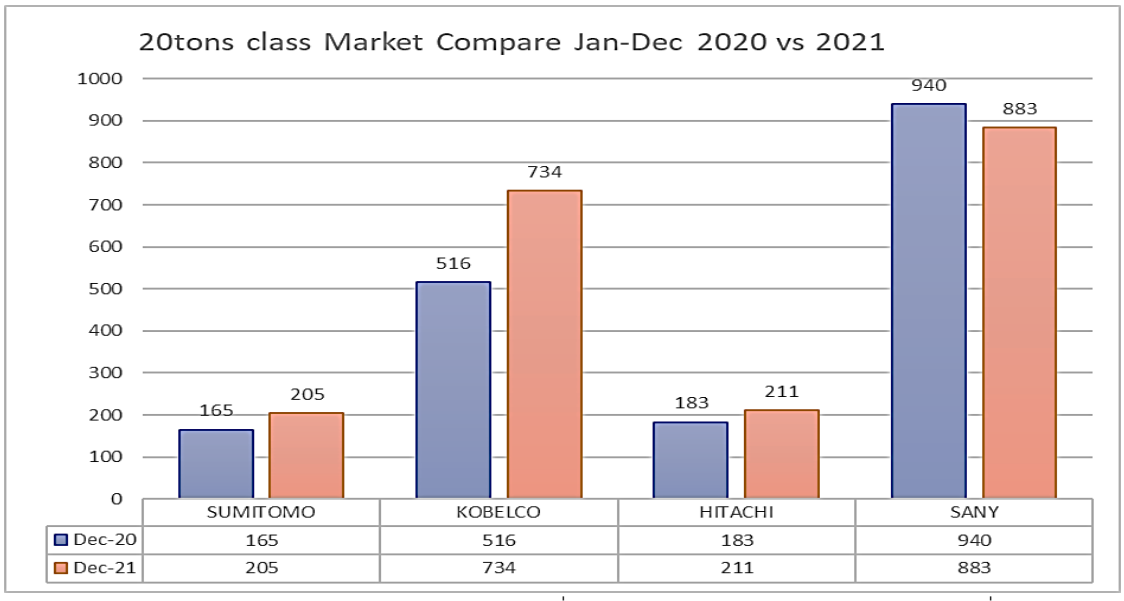
6.4.1 ขั้นตอนการลดทอนข้อมูล (Data Reduction) โดยผู้ทำการวิจัยจะดำเนินการจัดระเบียบข้อมูลต่างๆ เช่น การปรับรายละเอียดเพื่อลดหรือเพิ่มพร้อมหาข้อมูลใหม่มาประกอบจนได้ผลและมีข้อสรุป ซึ่งผู้จัดทำวิจัยจัดการกับข้อมูลให้มีความสอดคล้องเหมาะสมเชื่อมโยงกันของข้อมูลให้เป็นไปตามกรอบแนวความคิดที่ใช้ในการทำการศึกษาวิจัยในครั้งนี้ เพื่อที่จะส่งผลให้ข้อมูลที่ได้รับมาสามารถที่จะนำไปเสนอได้อย่างมีระบบขั้นตอน และสามารถนำข้อมูลที่ได้จากงานวิจัยนี้ไปใช้งานได้ง่ายขึ้น

6.4.2 ขั้นตอนการแสดงข้อมูล (Data Display) โดยผู้ทำการวิจัยจะได้นำข้อมูลที่ได้จากการลดทอนข้อมูลซึ่งจัดระเบียบข้อมูลเป็นที่เรียบร้อยแล้ว มาจัดการเรียงลำดับก่อนหลังให้เป็นหมวดหมู่ ให้ถูกต้องสอดคล้อง เหมาะสม โดยวิธีการพรรณนาเพื่อได้ง่ายต่อผู้ทำการวิจัยที่จะนำข้อมูลที่ทำการสรุปในขั้นตอนต่อไป

6.4.3 ขั้นตอนการสร้างข้อสรุปและยืนยันผลสรุป (Conclusion and Verification) โดยผู้ทำการวิจัย จะได้นำข้อมูลต่างๆ จากการวิเคราะห์เก็บรวบรวมข้อมูลที่ได้ผ่านขั้นตอนการลดทอนข้อมูล ขั้นตอนการแสดงข้อมูล แล้ววิเคราะห์นำมาหาข้อสรุปหรือสิ่งที่ค้นพบที่ได้จากการศึกษานั้น รวมทั้งการเปรียบเทียบความแตกต่าง ความสอดคล้องของข้อมูลที่ได้ศึกษามา เพื่อสรุปให้เป็นประเด็นตรงตามประสงค์ของการศึกษาวิจัยในครั้งนี้ต่อไป

นอกจากนี้ผู้ทำการวิจัยได้ทำการค้นหาข้อมูลเกี่ยวกับธุรกิจการจำหน่ายเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตัน เพิ่มเติมเพื่อให้ได้ข้อมูลรอบด้านเพื่อจะได้ส่งผลให้ได้ข้อมูลที่เป็นประโยชน์เป็นไปตามวัตถุประสงค์ของการวิจัยต่อไป

ภาพแสดงยอดขายเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตัน เปรียบเทียบระหว่างปี 2020 กับ ปี 2021



(ที่มา : การประชุมฝ่ายขายบริษัท ลีดเวย์ เฮฟวี่ แมชชีนเนอร์รี่ จำกัด)

จากภาพยอดขายเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตันในปี 2020 ซึ่งมียอดรวมทั้งสิ้น 1,804 คัน ซึ่งเครื่องจักรแบรนด์ SANY มียอดขายสูงสุดจำนวน 940 คันคิดเป็นร้อยละ 52.11 ยอดขายรองลงมาเป็นเครื่องจักรแบรนด์ KOBELCO จำนวน 516 คันคิดเป็นร้อยละ 28.60 เครื่องจักรแบรนด์ HITACHI จำนวน 183 คันคิดเป็นร้อยละ 10.14 และเครื่องจักรแบรนด์ SUMITOMO จำนวน 165 คันคิดเป็นร้อยละ 9.15 ตามลำดับ

ส่วนยอดขายเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตันในปี 2021 ซึ่งมียอดรวมทั้งสิ้น 2,033 คัน ซึ่งเครื่องจักรแบรนด์ SANY มียอดขายสูงสุดจำนวน 883 คันคิดเป็นร้อยละ 43.43 ยอดขายรองลงมาเป็นเครื่องจักรแบรนด์ KOBELCO จำนวน 734 คันคิดเป็นร้อยละ 36.11 เครื่องจักรแบรนด์ HITACHI จำนวน 211 คันคิดเป็นร้อยละ 10.38 และเครื่องจักรแบรนด์ SUMITOMO จำนวน 205 คันคิดเป็นร้อยละ 10.08 ตามลำดับ

ส่วนอัตราการเจริญเติบโตของยอดขายเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตันในปี 2020 เปรียบเทียบกับปี 2021 จะพบอัตราการเจริญเติบโตของยอดขายเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตันในภาพรวมมีการเจริญเติบโตขึ้นร้อยละ 12 โดยที่เครื่องจักรแบรนด์ KOBELCO มีการเจริญเติบโตของยอดขายมากที่สุดที่ร้อยละ 42 การเจริญเติบโตของยอดขายรองลงมาเป็นเครื่องจักรแบรนด์ SUMITOMO ที่ร้อยละ 24 และเครื่องจักรแบรนด์ HITACHI ที่ร้อยละ 15 ตามลำดับ ส่วนเครื่องจักรแบรนด์ SANY อัตราการเจริญเติบโตของยอดขายเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตันลดลงที่ร้อยละ -6

ตารางแสดงข้อมูลเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตัน

				
แบรนด์	**SUMITOMO**	**KOBELCO**	**SANY**	**HITACHI**
รุ่นเครื่องจักร	SH210F-6	SK200-10 SM	SY215C	ZX200-5G
รุ่นเครื่องยนต์	ISUZU 4HK1X	HINO JO5ETG	MITSUBISHI 6D34/SANY D06S2	ISUZU CC-6BG1T
ชนิดการทำงานเครื่องยนต์	เครื่องยนต์ดีเซลระบายความร้อนด้วยน้ำ, 4 สูบ 4 จังหวะ, ไดเรคอินเจคชั่น เทอร์โบชาร์จ, มีอินเตอร์คูลเลอร์	เครื่องยนต์ดีเซล อินเตอร์คลูเลอร์, โทโบชาร์ตม ระบายความร้อนด้วยน้ำ, 4 สูบ 4 จังหวะ, ไดเรคอินเจคชั่น	เครื่องยนต์ 6 สูบ 4 จังหวะ, ระบายความร้อนด้วยน้ำ, ไดเรคอินเจคชั่น	เครื่องยนต์ 6 สูบ 4 จังหวะ, ระบายความร้อนด้วยน้ำ, ไดเรคอินเจคชั่น, เทอร์โบชาร์จ, มีอินเตอร์คูลเลอร์
แรงม้าเครื่องยนต์	157.9 HP (117.3 kW)	155 HP (114 kW)	152.8 HP (144 kW)	168 HP (125kW)
บุ้งกี๋ขุดดิน	ความจุ 0.9 ลบ.ม.	ความจุ 0.93 ลบ.ม.	ความจุ 1.0 ลบ.ม.	ความจุ 0.80 ลบ.ม.
น้ำหนักปฏิบัติงาน	21,500 kg.	21,600 kg.	21,900 kg.	20,500 kg.

ตารางแสดงข้อมูลผู้แทนในการจำหน่ายเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาด 20 ตัน

					
จุดเด่นของเครื่องจักร		มีปุ่มปรับตั้งโหมดพร้อมกับการเร่งเครื่องยนต์ ช่วยให้เครื่องยนต์และปั๊มไฮดรอลิคทำงานได้อย่างมีประสิทธิภาพ เครื่องยนต์ถูกออกแบบให้ช่วยลดการปล่อยมลพิษ โดยผ่านมาตรฐานการควบคุมมลพิษ (EPA Tier 2, EU Stage 2) มีระบบลดรอบเครื่องยนต์อัตโนมัติ ช่วยลดการสึกหรอ และประหยัดน้ำมัน	ประหยัดน้ำมันเพิ่มขึ้น 16% (เทียบกับรุ่น 8 โหมด H)แต่ไม่ลดประสิทธิภาพในการทำงาน ทำให้งานเสร็จเร็วขึ้น พร้อมได้งานที่เพิ่มขึ้น และช่วยประหยัดต้นทุนได้มากกว่า ด้วยเครื่องยนต์ดีเซล HINO J05E-TG ปั๊มไฮดรอลิก KPM (Kawasaki) และการออกแบบท่อทางที่ช่วยให้การไหลของน้ำมันไฮดรอลิกดีขึ้น พร้อมกับระบบRe-Generation ทำให้ประหยัดเชื้อเพลิงมากขึ้น	รถขุดขนาดกลาง Medium Excavator กำลังขุด 21.5 ตัน รถขุดรุ่นนี้เป็นรุ่นยอดนิยม เหมาะกับงานขุดบ่อ งานท่าทราย งานก่อสร้าง เป็นรถขุดที่สามารถใช้งานได้หลากหลาย	ใช้เทคโนโลยีไฮดรอลิกขั้นสูงของ Hitachi เพื่อให้ปฏิบัติงานได้ง่าย ความเร็ว พละกำลัง และความทนทานของเครื่องจักรกลช่วยเพิ่มประสิทธิภาพในการทำงานและลดค่าใช้จ่ายในการบำรุงรักษา
แบรนด์		SUMITOMO	KOBELCO	SANY	HITACHI
ประเทศต้นกำเนิด		ญี่ปุ่น	ญี่ปุ่น	จีน	ญี่ปุ่น
แหล่งผลิตสินค้า		อินโดนีเซีย	ไทย	จีน	อินโดนีเซีย
ตัวแทนจำหน่าย		บริษัท ลีดเวย์ เฮฟวี่ แมชชีนเนอร์รี่ จำกัด	บริษัท อริยะอีควิปเม้นท์ จำกัด	บริษัท ซานี่ ไทยยนต์ จำกัด	บริษัท ฮิตาชิ คอนสตรัคชัน แมชีเนอรี (ไทยแลนด์) จำกัด
ที่ตั้งสำนักงานใหญ่		1/2 หมู่ที่ 2 ถนนบางนา ตราด กม.41 ต.บางวัว อ.บางปะกง จ. ฉะเชิงเทรา	9/9 หมู่ที่ 1 ถนนบางนา-ตราด ต.ราชาเทวะ อ.บางพลี จ. สมุทรปราการ	70/14 ถนนวิภาวดีรังสิต แขวงสนามบิน เขตดอนเมือง กรุงเทพมหานคร	1858/79,1858/81-82 อาคารอินเตอร์ลิงค์ ทาวเวอร์ ชั้นที่ 17 ถนนเทพรัตน แขวงบางนาใต้ เขตบางนา กรุงเทพมหานคร
ทุนจดทะเบียน		110,000,000.00 บาท	819,000,000.00 บาท	163,000,000.00 บาท	300,000,000.00 บาท
วันที่จดทะเบียนจัดตั้ง		01 ต.ค. 2550	17 มี.ค. 2524	13 ต.ค. 2557	25 พ.ย. 2546
กำไร (ขาดทุน) สุทธิ	**ปี 2561**	27,336,052.00 บาท	37,474,772.08 บาท	60,892,269.00 บาท	214,918,848.00 บาท
	ปี 2562	39,700,139.00 บาท	37,888,967.26 บาท	81,807,322.00 บาท	60,809,945.00 บาท
	ปี 2563	55,982,252.00 บาท	44,169,313.88 บาท	87,118,612.00 บาท	11,035,689.00 บาท
	ปี 2564	91,419,403.00 บาท	55,843,142.98 บาท	-95,218,924.00 บาท	18,435,473.00 บาท

	ปี 2565	94,123,250.00 บาท	-	-	12,274,858.00 บาท
ศูนย์บริการทั้งหมด		14 แห่ง	31 แห่ง	11 แห่ง	18 แห่ง
ศูนย์บริการในภาคตะวันออก		1. จันทบุรี	1. ชลบุรี 2. ระยอง 3. จันทบุรี 4. ปราจีนบุรี	1. ระยอง	1. ชลบุรี 2. จันทบุรี
ช่องทางติดต่อ	☎	1462	02-730-7000	02-996-6100	02-011-9888
	💻	www.leadwayheavy.com	www.ariyagroup.com	www.sanythaiyont.com	www.hitachicm.co.th
	LINE	LEADWAY	Ariyagroup.th	SanyThaiyont	HCMT
	f	Leadway	อริยะอีควิปเม้นท์	SANY THAIYONT CO.,LTD	Hitachi Construction Machinery Thailand

สรุปผลการวิจัย

โดยงานวิจัยนี้สามารถสรุปผลตามวัตถุประสงค์ที่ได้กำหนดไว้ดังนี้

1. สามารถทราบถึงแนวทางในการวางกลยุทธ์ส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ของผู้บริโภคในเขตภาคตะวันออก

2. สามารถกำหนดกลยุทธ์ส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ของผู้บริโภคในเขตภาคตะวันออกในการทำการตลาด พร้อมสามารถสร้างความแตกต่างให้เหนือคู่แข่งขันในการดำเนินธุรกิจเพื่อครองใจลูกค้า รวมทั้งวางแนวทางหาลูกค้ารายใหม่ๆ ให้เกิดความสนใจต้องการเข้ามาใช้สินค้าและบริการของบริษัท และรักษาฐานกลุ่มลูกค้ารายเดิมที่ได้เช่าซื้อเครื่องจักรจากทางบริษัท ไว้ต่อผู้บริหารบริษัท ลีดเวย์ เฮฟวี่ แมชชีนเนอร์รี่ จำกัด ต่อไปเพื่อพิจารณา

อภิปรายผลการวิจัย

โดยวิธีการศึกษาวิจัยในครั้งนี้ คือ เป็นการศึกษาค้นคว้าเก็บรวมรวมด้านข้อมูลทุติยภูมิจากข้อมูลที่เกี่ยวข้องกับการศึกษาในครั้งนี้ เช่น รายงานประจำปีของบริษัท รายงานการประชุมประจำเดือนของบริษัท นโยบายการลงทุนของภาครัฐและภาคเอกชนในเขตภาคตะวันออกของประเทศไทย พร้อมทั้งเอกสารเว็บไซต์ข้อมูลจากบริษัทจำหน่ายเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ของผู้บริโภคในเขตภาคตะวันออก รวมทั้งข้อมูลจากหน่วยงานต่างๆ ที่เกี่ยวข้องที่สามารถนำข้อมูลมาใช้ประกอบการวิเคราะห์สภาพการแข่งขันของอุตสาหกรรมการจัดจำหน่ายรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ของผู้บริโภคในเขตภาคตะวันออก โดยใช้เครื่องมือวิเคราะห์ปัจจัยกดดันทั้ง 5 (Five Force Model) ในการวิเคราะห์ปัจจัยภายนอกและใช้เครื่องมือวิเคราะห์ปัจจัยภายในโดย SWOT จากนั้นวิเคราะห์การกำหนดกลยุทธ์โดยใช้ TOWS Matrix ตามกรอบแนวทางในกระบวนการจัดการเชิงกลยุทธ์

ส่วนการเก็บข้อมูลแบบปฐมภูมิซึ่งในงานวิจัยครั้งนี้ผู้จัดทำวิจัยนั้น ได้มีการดำเนินการสัมภาษณ์ประชากรในส่วนของผู้บริโภค และเจ้าหน้าที่จัดจำหน่ายเครื่องจักรในเขตภาคตะวันออก ตามจำนวนดังนี้

- ผู้บริโภคที่มีอำนาจในการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ในเขตภาคตะวันออก จำนวน 24 ราย โดยแบ่งออกเป็น 8 กลุ่ม กลุ่มละ 3 ราย เพื่อเป็นแนวทางทำให้รับทราบถึงความต้องการ พร้อมทั้งปัญหาที่ส่งผลต่อการตัดสินใจเช่าซื้อเครื่องจักร และการกำหนดแนวทางในการแก้ไขปัญหาของผู้บริโภคที่มีอำนาจในการตัดสินใจเช่าซื้อรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ในเขตภาคตะวันออกต่อไป

- เจ้าหน้าที่จัดจำหน่ายเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ในเขตภาคตะวันออก จำนวน 4 แบรน์ แบรน์ละ 2 เพื่อเป็นแนวทางสำหรับการวิเคราะห์ในการกำหนดกลยุทธ์ และนำข้อสรุปที่ได้ไปใช้ในการแก้ปัญหาเชิงกลยุทธ์ของบริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด

โดยผลจากการศึกษาสามารถสรุปได้ว่า ตลาดเครื่องจักรกลหนักรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ในเขตภาคตะวันออก มีอัตราการเจริญเติบโตขึ้นของยอดจำหน่ายเพิ่มขึ้นอย่างต่อเนื่อง โดยจากการที่มีปริมาณงานเพิ่มมากขึ้นจากนโยบายส่งเสริมการลงทุนจากทางภาครัฐและเอกชนที่มีการขยายโครงการพัฒนาท้องถิ่นเพิ่มมากขึ้นเรื่อยๆ อย่างต่อเนื่องในเขตภาคตะวันออก ส่งผลให้ตลาดเช่าซื้อเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน ในเขตภาคตะวันออก มีการแข่งขันเพื่อจำหน่ายสินค้ากันอย่างรุนแรง และจะคาดว่าจะมีการนำโปรโมชั่นในการส่งเสริมการขายที่ให้ข้อเสนอเพื่อจูงใจลูกค้าให้มาซื้อผลิตภัณฑ์ออกมาจากทุกบริษัทอย่างต่อเนื่อง สาเหตุเนื่องจากมีบริษัทตัวแทนจำหน่ายเครื่องจักรเพิ่มขึ้นอย่างต่อเนื่อง โดยที่ทางบริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด นั้นได้มีการใช้การให้บริการดูแลหลังการขายที่มีศักยภาพ และมีความพร้อมในทุกด้านเพื่อตอบสนองกับความต้องการของลูกค้าได้อย่างทันท่วงที เข้าต่อสู้กับคู่แข่งขัน และทางบริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด ยังมีฐานลูกค้าเดิมที่มีความเชื่อมั่นและเชื่อถือในตัวสินค้ารวมถึงบริษัทอีกด้วย ซึ่งแสดงให้ทราบจากผลประกอบการยอดจำหน่ายสินค้าที่มีการเจริญเติบโตอย่างต่อเนื่องในทุกปี นอกจากนี้บริษัทได้มีการเปลี่ยนภาพลักษณ์ขององค์กรที่ทำให้ทันสมัยมากยิ่งขึ้นรวมทั้งการขยายช่องทางในการให้บริการกับลูกค้าหลังการขายสินค้าไปตามสาขาต่างๆ ทั่วประเทศที่มีการขยายอย่างต่อเนื่อง รวมทั้งช่องทางออนไลน์ที่ผู้บริโภคใช้เป็นเครื่องมือสื่อสารในชีวิตประจำวัน รวมทั้งทางบริษัทได้มีการจัดทำสายด่วน 1462 เพื่อให้ลูกค้าสามารถมีช่องทางในการติดต่อกับทางบริษัทได้รวดเร็วยิ่งขึ้นทำให้บริษัทเข้าถึงดูแลลูกค้าได้ใกล้ชิดมากขึ้น

โดยผลจากการศึกษา เรื่อง ปัจจัยกลยุทธ์ส่วนประสมทางการตลาดต่อการตัดสินใจเช่าซื้อรถขุดขนาด 20 ตัน ของผู้บริโภคในเขตภาคตะวันออก ผู้วิจัยได้สามารถสรุปการกำหนดกลยุทธ์ธุรกิจรวมถึงกลยุทธ์การตลาด โดยศึกษาความต้องการของผู้บริโภค ปัญหาที่ส่งผลต่อการตัดสินใจเช่าซื้อเครื่องจักร พร้อมทั้งการส่งเสริมการขายและบริการแข่งขันของบริษัทที่ทำธุรกิจประเภทเดี่ยวกัน ซึ่งปัจจัยส่วนผสมทางการตลาดต่อการตัดสินใจเช่าซื้อรถขุดตีนตะขาบขนาด 20 ตัน ของผู้บริโภคในเขตภาคตะวันออก โดยการศึกษารวบรวมข้อมูลทั้งจากข้อมูลทุติยภูมิ ข้อมูลปฐมภูมิ จากนั้นผู้ทำการวิจัยได้นำผลการศึกษาที่ได้มาจากข้างต้นมาทำการศึกษาเปรียบเทียบโดยใช้แนวทางจากกระบวนการศึกษาเชิงกลยุทธ์ มีการนำเครื่องมือกำหนดกลยุทธ์มาใช้ในการวิเคราะห์ข้อมูลด้วยการวิเคราะห์เชิงกลยุทธ์แรงกดดันจากปัจจัยภายนอก (Five Forces Model) การวิเคราะห์เชิงกลยุทธ์สภาพแวดล้อมภายในและภายนอกธุรกิจโดยใช้ SWOT Analysis และการกำหนดกลยุทธ์โดยใช้ TOWS Matrix การกำหนดทางเลือกและการตัดสินใจกลยุทธ์ดังนี้

1. กลยุทธ์ระดับองค์กร (Corporate Level Strategy) ซึ่งผู้ทำวิจัยเห็นควรว่าในช่วงเวลานี้บริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด เหมาะที่จะใช้กลยุทธ์การเจริญเติบโตที่มุ่งด้านการกระจายธุรกิจแบบการกระจายธุรกิจแบบเกาะกลุ่ม (Concentric Diversification) เนื่องจากพบว่าความสามารถเด่นหลักของธุรกิจตัวแทนจำหน่ายเครื่องจักรของบริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด คือเครื่องจักรที่นำมาจำหน่ายมีแหล่งต้นกำเนิดมาจากประเทศญี่ปุ่น ตัวผลิตภัณฑ์ที่มีคุณภาพแข็งแรง ทนทาน ประหยัดน้ำมันจนเป็นที่ได้รับการยอมรับจากผู้บริโภคทั่วไปว่าว่าเป็นผลิตภัณฑ์ที่มีคุณภาพดีเหมาะใช้ทำงาน รวมทั้งแบรนด์ของสินค้าที่มีชื่อเสียงมายาวนาน รวมถึงบริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด มีความเชี่ยวชาญ มีความชำนาญในธุรกิจ มีประสิทธิภาพทางการแข่งขันในตลาดเครื่องจักร รวมทั้งบริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด มีความพร้อมในด้านการบริการ ด้วยการมีนโยบายขยายศูนย์บริการเพิ่มขึ้นอย่างต่อเนื่องเพื่อรองรับอำนวยความสะดวกให้ผู้บริโภค และผลิตภัณฑ์ที่บริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด นำออกมาจำหน่ายก็ตรงกับความต้องการเพื่อตอบสนองความต้องการของผู้บริโภค นอกจากนี้ในสภาวการณ์ปัจจุบันมีปริมาณงานในการพัฒนาเขตพื้นที่ภาคตะวันออกจากทั้งทางภาครัฐและเอกชนนั้นได้มีการลงทุนพัฒนาอย่างต่อเนื่องทำให้ต้องมีการใช้เครื่องจักรเข้าไปปฏิบัติงานด้วยลักษณะหน้างานที่หลากหลาย ดังนั้นการเพิ่มสินค้าที่ทำงานในลักษณะที่เกี่ยวข้องกับเครื่องจักรที่ทางบริษัทจำหน่ายอยู่จะช่วยให้บริษัทมีโอกาสที่จะเติบโตทั้งยังทำให้บริษัทมีภาพลักษณ์องค์กรทำให้ดูน่าเชื่อถือมากขึ้น เนื่องจากบริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด ได้รับความเชื่อถือจากบริษัทผู้ผลิตเครื่องจักรให้เป็นตัวแทนจำหน่ายสินค้าให้ ส่งผลต่อการจดจำของผู้บริโภครวมทั้งการบริการอย่างครบวงจรมีสินค้าที่หลากหลาย ผลิตภัณฑ์ที่ครบวงจรและการบริการที่มีประสิทธิภาพที่คู่แข่งไม่สามารถลอกเลียนแบบได้ในระยะเวลาสั้น ทำให้บริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด สามารถขยายตลาดด้านสินค้าและบริการในการใช้เช่าซื้อเครื่องจักรจากบริษัทแบบครบวงจร และจะส่งผลให้องค์กรเติบโตได้

2. กลยุทธ์ระดับธุรกิจ (Business Level Strategy) ซึ่งผู้ทำวิจัยเห็นควรว่าในช่วงเวลานี้บริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด เหมาะที่จะใช้กลยุทธ์ความแตกต่าง (Differentiation Strategy) โดยที่บริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด ใช้จุดแข็งของบริษัทต่อยอดสร้างช่องทางในการสร้างความแตกต่างในการสร้างปฏิสัมพันธ์ติดต่อกลุ่มเป้าหมายในแนวแน่น และบริษัทมีการดำเนินพัฒนาผลิตภัณฑ์และการบริการดูแลลูกค้าหลังการขายในแนวทางใหม่ๆ ให้มีความหลากหลายตรงกับความต้องการของผู้บริโภคให้มากที่สุด ซึ่งจากประสบการณ์ทางด้านการจำหน่ายเครื่องจักรรวมถึงการให้บริการที่ยาวนาน จะทำให้บริษัทสามารถแข่งขันกับบริษัทอื่นได้ และบริษัทยังมีการสร้างเสริมการเป็นพันธมิตรที่ดีเสมอมากับผู้บริโภค เป็นการสร้างความแตกต่างให้เหนือคู่แข่งขันในตลาดด้านการบริการทำการเช่าซื้อเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน และคู่แข่งยากต่อการเรียนแบบได้ในระยะเวลาอันสั้น

3. กลยุทธ์ระดับหน้าที่ (Functional Level Strategy) ผู้ทำการวิจัยพิจารณาว่าในช่วงเวลานี้บริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด เหมาะใช้กลยุทธ์ด้านการตลาดโดยการกำหนดกลุ่มเป้าหมาย และกำหนดกลยุทธ์ส่วนประสมทางการตลาดเพื่อตอบสนองความพึงพอใจให้ตรงกับกลุ่มผู้บริโภคเป้าหมาย เพื่อสร้างการเจริญเติบโตให้กับบริษัท กลยุทธ์การแบ่งส่วนการตลาดเป็นการกำหนดกลุ่มเป้าหมายเพื่อทำการตลาดจำหน่ายเครื่องจักรรถขุดไฮดรอลิคตีนตะขาบขนาดน้ำหนัก 20 ตัน และจะดำเนินการกำหนดสินค้าและการบริการต่างๆ ของบริษัทได้อย่างตรงจุดกลุ่มเป้าหมาย พร้อมทั้งได้มีการนำกลยุทธ์ส่วนประสมทางการตลาดบริการ (7P Marketing Mix) มาใช้เป็นแนวทางเพื่อการพัฒนาในด้านการจำหน่ายสินค้ารวมทั้งการบริการของบริษัท ไม่ว่าจะเป็นด้านสินค้าจะมีการสร้างความแตกต่างเพื่อให้สินค้าเกิดความน่าสนใจต่อผู้บริโภคมากยิ่งขึ้น ด้านราคาสินค้าทางบริษัทจะได้มีการกำหนดราคาให้สามารถแข่งขันในตลาดได้ โดยที่ทางบริษัทและลูกค้าจะได้รับผลตอบแทนที่คุ้มค่า ด้านช่องทางการจัดจำหน่ายบริษัทจะมีการดำเนินการจัดสถานที่ในการให้ลูกค้าเข้าสมาบริการไม่ว่าจะเป็นสำนักงานใหญ่ และศูนย์บริการต่างๆ ให้เป็นที่สะดุดตา และอยู่ในที่เข้าไปใช้บริการได้สะดวก ด้านการจัดโปรโมชั่นเพื่อส่งเสริมการขายบริษัทจะมีการจัดรายการส่งเสริมการขายอย่างต่อเนื่อง ด้านบุคลากรบริษัทจะจัดหาบุคลากรที่มีความเชี่ยวชาญชำนาญในการปฏิบัติงานด้านเครื่องจักรมาไว้คอยอำนวยความสะดวกให้กับลูกค้าในทุกหน่วยงานที่ลูกค้าจะเข้าใช้บริการ ด้านกระบวนการทางบริษัทจะมีการปรับปรุงกระบวนการการทำงานให้มีประสิทธิภาพมากขึ้น ด้านสภาพแวดล้อมบริษัทมีการพัฒนาปรับปรุงสภาพแวดล้อมในองค์กร สำนักงานใหญ่ และศูนย์สาขาบริการต่างๆ ของบริษัทให้ดูทันสมัยมากขึ้นจะได้เป็นที่สนใจของผู้บริโภค โดยที่บริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด นั้นควรเน้นด้านการบริการเป็นหลัก และสร้างความแตกต่างในตัวสินค้าผลิตภัณฑ์ด้วยการโฆษณาตามสื่อต่างๆ มีการจัดรายการส่งเสริมการขายเครื่องจักรอย่างต่อเนื่อง รวมถึงบริษัทต้องมีการบริหารความสัมพันธ์กับผู้บริโภค (CRM) เพื่อให้ผู้บริโภครับรู้ถึงความแตกต่างของสินค้าผลิตภัณฑ์ของบริษัท และการบริการหลังการขายที่บริษัทจัดไว้รองรับลูกค้า รวมทั้งยังเป็นแนวทางที่จะส่งผลทำให้ลูกค้าเกิดความจงรักภักดีต่อตราสินค้าของบริษัทเพื่อเพิ่มโอกาสของบริษัทและทำให้บริษัทความสามารถในการแข่งขันในตลาดเครื่องจักรได้ทั้งระยะสั้นและระยะยาว

นอกจากนี้ผลการศึกษาทำให้ผู้วิจัยทราบว่าผลการศึกษาวิจัยในครั้งนี้มีความสอดคล้องกับทฤษฎีการทำการตลาด และการจัดการสร้างความแตกต่างสร้างช่องทางความสามารถให้บริษัทเหนือคู่แข่ง โดยใช้การวิเคราะห์ข้อมูลความต้องการของผู้บริโภค และการประเมินศักยภาพรวมทั้งแนวทางในการดำเนินธุรกิจของคู่แข่งขัน การศึกษารวบรวมนำข้อมูลมาเพื่อวิเคราะห์สถานการณ์ และสภาพแวดล้อมทั้งภายในองค์กร ภายนอกองค์กร เพื่อที่จะนำมาเป็นแนวทางในการกำหนดกลยุทธ์ที่เหมาะสมกับความสามารถของบริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด ในสถานการณ์การแข่งขันในปัจจุบัน เพื่อให้บริษัทใช้ในการกำหนดกลยุทธ์ระดับองค์กร (Corporate Level Strategy) กลยุทธ์ระดับธุรกิจ (Business Level Strategy) และกลยุทธ์ระดับหน้าที่ (Functional Level Strategy) ต่อไปได้

ข้อเสนอแนะ

โดยบริษัทลีดเวย์ เฮฟวี่ แมชชีน เนอร์รี่ จำกัด จำเป็นต้องมีนโยบายเพื่อการพัฒนาปรับปรุงที่ต่อเนื่องในด้านต่างๆ เพื่อตอบสนองให้สอดคล้องเหมาะสมกับความต้องการของผู้บริโภค เพื่อเสริมสร้างให้เกิดความพึงพอใจของผู้บริโภค เพื่อสร้างแรงจูงใจรวมทั้งเพื่อเป็นการรักษาฐานลูกค้าเดิมไว้ให้อยู่กับบริษัท และเป็นการสร้างโอกาสทำให้บริษัทสามารถเพิ่มลูกค้ารายใหม่จากการแนะนำบอกต่อของลูกค้าฐานเดิมของบริษัทที่เกิดความประทับใจในการเข้ามาซื้อสินค้าและบริการที่ครบวงจร และส่งผลให้ลูกค้ามีความภักดีต่อตราสินค้าของบริษัทมีการกลับซื้อสินค้ารวมทั้งลูกค้ายังมาใช้บริการอย่างต่อเนื่อง

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BUS-043

การศึกษาเปรียบเทียบความคุ้มค่าในการตัดสินใจซื้อรถยนต์ไฟฟ้าในประเทศไทย

A comparative study on the value in the purchase decision for Electric Vehicle (EV) in Thailand

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อเปรียบเทียบความคุ้มค่าและวิเคราะห์ความอ่อนไหวในการตัดสินใจเลือกซื้อรถยนต์ไฟฟ้าในประเทศไทย โดยเปรียบเทียบระหว่างรถยนต์สันดาปภายในรุ่น A (ICE) ของประเทศญี่ปุ่น กับรถยนต์ไฟฟ้าแบตเตอรี่ (BEV) 3 รุ่น ได้แก่ รถยนต์ไฟฟ้ารุ่น B (BEV) ของประเทศจีน รถยนต์ไฟฟ้ารุ่น C (BEV) ของประเทศญี่ปุ่น และรถยนต์ไฟฟ้ารุ่น D (BEV) ของประเทศไทย กำหนดระยะเวลาโครงการ 10 ปี ผลการคำนวณมูลค่าปัจจุบันสุทธิ (NPV) ของรถยนต์ไฟฟ้ารุ่น D (BEV) มีความคุ้มค่ามากที่สุดเท่ากับ -1,170,340.78 บาท รองลงมาคือรถยนต์ไฟฟ้ารุ่น B (BEV) มีค่าเท่ากับ -1,206,649.11 บาท รถยนต์ไฟฟ้ารุ่น C (BEV) มีค่าเท่ากับ -1,324,055.72 บาท และรถยนต์สันดาปภายในรุ่น A (ICE) มีค่าเท่ากับ -1,385,352.09 บาท ตามลำดับ โดยรถยนต์ที่มีค่า NPV ติดลบน้อยกว่าแสดงว่ามีค่าใช้จ่ายสุทธิน้อยกว่าจึงมีความคุ้มค่ามากกว่า ผลการวิเคราะห์ความอ่อนไหว พบว่า รถยนต์ที่มีค่าความอ่อนไหวมากที่สุดคือ รถยนต์ไฟฟ้ารุ่น C (BEV) หากอัตราค่าไฟฟ้าเพิ่มขึ้นมากกว่าร้อยละ 60.05 จะทำให้รถยนต์ไฟฟ้ารุ่น C (BEV) มีความคุ้มค่าน้อยกว่ารถยนต์สันดาปภายในรุ่น A (ICE) โดยที่ราคาน้ำมัน (แก๊สโซฮอล์ 95) คงที่ และหากราคาค่าน้ำมันลดลงมากกว่าร้อยละ 14.45 จะทำให้รถยนต์สันดาปภายในรุ่น A (ICE) มีความคุ้มค่ามากกว่ารถยนต์ไฟฟ้ารุ่น C (BEV) ที่อัตราค่าไฟฟ้าคงที่ ผลการศึกษา ชี้ให้เห็นถึงความคุ้มค่าในการใช้รถยนต์ไฟฟ้ามากกว่ารถยนต์สันดาปภายใน และปัจจุบันเทคโนโลยีการพัฒนาแบตเตอรี่ของรถยนต์ไฟฟ้าที่มากขึ้นทำให้ราคาแบตเตอรี่มีแนวโน้มลดลงอย่างต่อเนื่อง ซึ่งจะส่งผลให้การใช้รถยนต์ไฟฟ้ามีความคุ้มค่ามากขึ้นในอนาคต ดังนั้น รัฐบาลควรกำหนดนโยบายหรือมาตรการส่งเสริมให้ผู้บริโภคหันมาใช้รถยนต์ไฟฟ้า หน่วยงานที่เกี่ยวข้องทั้งภาครัฐและเอกชนควรสร้างการรับรู้และความมั่นใจ รวมทั้งความพร้อมด้านสถานีชาร์จ ศูนย์บริการ และช่างที่มีความชำนาญเพื่อสร้างความมั่นใจให้กับผู้บริโภคมากยิ่งขึ้น

คำสำคัญ: ความคุ้มค่า, รถยนต์ไฟฟ้า, การตัดสินใจซื้อ, ความอ่อนไหว

Abstract

The objectives of this study are to compare cost – effectiveness, and to analyze the sensitivity of decision - making to buy electric vehicles in Thailand. It compares Japan's model A (ICE) internal combustion vehicles with three battery electric vehicles (BEV), namely China's model B (BEV) electric vehicles, Japan's model C (BEV) electric vehicle and Thailand's Model D (BEV) electric vehicle. The project duration is 10 years. The calculation of the net present value (NPV) of the electric model D (BEV) has the highest value of -1,170,340.78 baht, followed by the electric model B (BEV), -1,206,649.11 baht, the electric model C (BEV), -1,324,055.72 baht, and the internal combustion car model A (ICE), -1,385,352.09 baht, respectively. Cars with less negative NPV value show less net cost and therefore have greater value for money. As regards sensitivity analysis results, if the tariff increases above 60.05%, it will make the model C electric vehicle (BEV) less cost - effective than the model A (ICE) internal combustion vehicle, where the price of petrol (gasohol 95) is stable, and if the price of fuel decreases by more than 14.45%, this will make the model A (ICE) internal combustion vehicle more cost - effective than the model C (BEV) electric vehicle at a constant tariff. The study showed that, point to the cost - effectiveness of using electric vehicles rather than internal combustion vehicles, and the current technology of developing batteries of electric vehicles has led to a steady decline in battery prices. This will result in greater cost – effectiveness use of electric vehicles in the future. Therefore, the government should implement policies or measures to encourage consumers to turn to electric vehicles; besides, relevant agencies in both the public and private sectors should

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create awareness and confidence, as well as the availability of charging stations and service centers and skilled technicians to reassure consumers more.
Keywords: Value for Money, Electric Vehicle, Purchase Decision, Sensitivity

บทนำ

อุตสาหกรรมรถยนต์ ถือเป็นอุตสาหกรรมที่ช่วยขับเคลื่อนเศรษฐกิจของประเทศไทยมาเป็นระยะเวลานาน โดยมีส่วนสำคัญทั้งในด้านการลงทุน การสร้างมูลค่าเพิ่ม การจ้างงาน การพัฒนาด้านเทคโนโลยี ฯลฯ รวมถึงการสร้างรายได้ให้กับประเทศไทยและคนไทยเป็นจำนวนมากตลอดระยะเวลากว่า 60 ปีที่ผ่านมา ซึ่งปัจจุบันทิศทางและแนวโน้มของอุตสาหกรรมรถยนต์กำลังอยู่ในช่วงเปลี่ยนผ่าน (Pass Through) จากรถยนต์ที่ขับเคลื่อนด้วยเครื่องยนต์สันดาปภายใน (Internal Combustion Engine : ICE) ไปสู่รถยนต์ที่ขับเคลื่อนด้วยระบบไฟฟ้า (Electric Vehicle : EV) ในทศวรรษที่ผ่านมาการใช้รถยนต์ไฟฟ้า (Electric Vehicle: EV) มีการขยายตัวสูงขึ้น ซึ่งสวนทางกับยอดขายรถยนต์ที่ใช้น้ำมันหรือขับเคลื่อนด้วยเครื่องยนต์สันดาปภายใน (Internal Combustion Engine: ICE) ที่มีแนวโน้มชะลอตัวลง โดยยอดขาย EV ทั่วโลก ซึ่งในที่นี้จะหมายความรวมเฉพาะรถยนต์ที่สามารถอัดประจุไฟฟ้า (Plug-in EVs) ได้แก่ EV ที่ขับเคลื่อนจากแบตเตอรี่ล้วน (Battery EV:BEV) และ EV แบบปลั๊กอินไฮบริด (Plug-in Hybrid EV: PHEV) ที่มียอดจำหน่ายเกิน 2 ล้านคัน เป็นครั้งแรกในปี 2018 เพิ่มขึ้นเป็น 2.3 ล้านคันในปี 2019 และยอดจำหน่ายเพิ่มขึ้นเป็น 3.2 ล้านคันในปี 2020 คิดเป็นการขยายตัวถึงร้อยละ 43 ในขณะที่สถานการณ์ตลาดรถยนต์โดยรวมมียอดจำหน่ายลดลงเป็นปีที่ 3 ติดต่อกันจากสถานการณ์การแพร่ระบาดโรคติดเชื้อไวรัสโคโรนา 2019 (COVID-19) ขณะที่สัดส่วนการจำหน่าย EV เพิ่มขึ้นจากร้อยละ 1.30 ของยอดรวมในปี 2017 เป็นร้อยละ 4.2 ในปี 2020 หรือเพิ่มขึ้นเป็น 3 เท่าตัวภายในช่วง 3 ปีผ่านมา การรับรู้ถึงประโยชน์ของรถยนต์ EV ทั้งในเรื่องความประหยัดค่าเชื้อเพลิงและความเป็นมิตรต่อสิ่งแวดล้อม ซึ่งปัญหาสิ่งแวดล้อมได้ถูกนำขึ้นมาเป็นประเด็นสำคัญต่อการดำเนินกิจกรรมทางเศรษฐกิจในเวทีโลก และหลายประเทศให้การตอบรับที่จะแก้ไขปัญหาดังกล่าว โดยต่างเห็นตรงกันว่าภาคขนส่งเป็นหนึ่งในตัวการของปัญหาสิ่งแวดล้อม โดยเฉพาะมลภาวะที่ปลดปล่อยจากรถยนต์ที่วิ่งบนท้องถนน เช่นนี้ จึงนำมาสู่การส่งเสริมการใช้ยานยนต์ไฟฟ้า (Electric Vehicle: EV) (สำนักงานพัฒนาวิทยาศาสตร์และเทคโนโลยีแห่งชาติ, 2560) ตลอดจนแรงจูงใจและมาตรการจากภาครัฐทำให้หน่วยงานวิจัยหลายแห่งระบุตรงกันว่าโลกกำลังเข้าสู่ “ทศวรรษแห่งการ ปฏิวัติ EV” (EV Revolution) ระหว่างปี 2020 - 2029 (ไทยพับลิก้า, 2564) ประเมินว่ายอดจำหน่าย EV ทั่วโลกอาจเพิ่มสูงขึ้นถึง 14 ล้านคันในปี 2025 ขณะที่ความต้องการใช้น้ำมันของโลกจะเริ่มลดลงเป็นอย่างถาวรหลังราคาเพิ่มสูงถึงระดับ 103 ล้านบาร์เรลต่อวัน ในปี 2027 ปริมาณความต้องการน้ำมันจะเริ่มลดลงของรถยนต์ ICE ที่จะถูกแทนที่ด้วยรถยนต์ EV

การพัฒนาเทคโนโลยีด้านระบบการขับขี่แบบอัตโนมัติและการเชื่อมต่อได้มีการพัฒนาอย่างต่อเนื่องในหลายประเทศ โดยเป็นการพัฒนาจากรถยนต์ในอดีตที่ไม่ได้มีการเชื่อมต่อและเป็นอนาล็อก (Disconnected and Analog) สู่การเชื่อมต่อและเป็นดิจิทัล (Connected and Digital) เป็นการสร้างมูลค่าเพิ่มจากการใช้ประโยชน์จากการเชื่อมโยงข้อมูลข่าวสารหรือที่เรียกว่าระบบเศรษฐกิจที่ขับเคลื่อนด้วยข้อมูล (Data Economy) เช่น ประเทศแถบทวีปยุโรป ประเทศสหรัฐอเมริกา เกาหลีใต้ ไต้หวัน และสิงคโปร์ ได้มีการพัฒนาชิ้นส่วนรถยนต์ พัฒนาระบบเทคโนโลยีในตัวรถโครงสร้างพื้นฐานใหม่ที่เกี่ยวข้อง มีการออกแบบวิจัยและพัฒนาการศึกษาพฤติกรรมผู้ขับขี่และสภาพแวดล้อมต่าง ๆ และการปรับปรุงกฎระเบียบให้เอื้ออำนวยต่อการใช้งานรถยนต์อัตโนมัติ เพื่อยกระดับการขับขี่บนท้องถนนให้มีความปลอดภัยและมีประสิทธิภาพสูงขึ้น สำหรับประเทศไทย ถือเป็น DETROIT OF ASEAN ด้านรถยนต์แบบสันดาปภายในที่สามารถผลิตรถยนต์ได้ปีละ 2,000,000 คัน เพื่อใช้ในประเทศและส่งออก นอกจากนี้ยังมีบริษัทผลิตชิ้นส่วนรถยนต์ที่มีแรงงานอยู่จำนวนมากอยู่ในระบบ การใช้งานรถยนต์ไฟฟ้าภายในประเทศไทย เมื่อพิจารณาจากสถิติการจดทะเบียนใหม่ของรถยนต์ไฟฟ้าแบบปลั๊กอินไฮบริด (Plug-in Hybrid Electric Vehicle: PHEV) และรถยนต์ไฟฟ้าไฮบริด (Hybrid Electric Vehicle: HEV) พบว่าในครึ่งปีแรกของ พ.ศ. 2564 มีจำนวนมากถึง 17,692 คัน ซึ่งคิดเป็นกว่าร้อยละ 54 ของยอดจดทะเบียนปี พ.ศ. 2563 ทั้งปีที่มีจำนวนทั้งสิ้น 32,264 คัน ในส่วนของการจดทะเบียนใหม่ ประเภทรถยนต์ไฟฟ้าแบบแบตเตอรี่ (Battery Electric Vehicle: BEV) ในครึ่งปีแรกของปี พ.ศ. 2564 มีจำนวน 1,667 คัน ซึ่งคิดเป็นกว่าร้อยละ 55 ของยอดจดทะเบียนปี พ.ศ. 2563 ทั้งปีทั้งหมดจำนวนทั้งสิ้น 2,999 คัน และมีสถานีอัดประจุไฟฟ้าสาธารณะประมาณ 664 แห่ง ทั่วประเทศ ดังนั้น จะเห็นได้ว่าตัวเลขการจดทะเบียนรถยนต์ไฟฟ้าใหม่ ในช่วงต้นปี พ.ศ. 2564 มีจำนวนเพิ่มขึ้นอย่างมีนัยสำคัญและมีแนวโน้มการจดทะเบียนจะมีจำนวนมากขึ้นอย่างต่อเนื่อง รถยนต์ที่ขับเคลื่อนด้วยไฟฟ้า อาทิรถยนต์ไฟฟ้าแบบปลั๊กอินไฮบริด (PHEV) และรถยนต์ไฟฟ้าแบบแบตเตอรี่ (BEV) จะเริ่มเข้ามามีบทบาทในประเทศไทย ตั้งแต่นี้เป็นต้นไปโดยรัฐบาลก็ได้ในการสนับสนุนรถยนต์ประเภทดังกล่าวโดยสิ่งที่ภาครัฐและเอกชนต้องร่วมกันพัฒนาเพื่อส่งเสริมรถยนต์ที่ขับเคลื่อนด้วยไฟฟ้า อาทิ การพัฒนาสถานีบริการชาร์จไฟฟ้าแบตเตอรี่ การจัดหาพลังงานไฟฟ้าให้เพียงพอต่อปริมาณการใช้ในอนาคต สอดคล้องกับผลการวิจัยของ Ileana Gavrilescu (2017) พบว่า การพัฒนา

เครือข่ายการชาร์จแบตเตอรี่อัจฉริยะและ การสนับสนุนจากภาครัฐทั้งในส่วนของผู้ผลิต ผู้ซื้อและโครงสร้างพื้นฐาน เช่น สถานีชาร์ต รวมทั้งค่าใช้จ่ายในการชาร์จ เป็นส่วนประกอบที่สำคัญของโมเดลธุรกิจที่มีประสิทธิภาพสำหรับธุรกิจรถยนต์ไฟฟ้า

จากความสำคัญของปัญหาด้านสิ่งแวดล้อมที่เกิดจากการใช้พลังงานน้ำมันและราคาน้ำมันซึ่งส่งผลกระทบต่อค่าใช้จ่ายของผู้ใช้รถยนต์ ประกอบกับการพัฒนาของเทคโนโลยีรถยนต์ไฟฟ้าซึ่งเข้ามาเติมเต็มและแก้ปัญหาในส่วนนี้ ผู้วิจัยได้ทำการศึกษาเปรียบเทียบความคุ้มค่าและความอ่อนไหวในการตัดสินใจซื้อรถยนต์ไฟฟ้าในประเทศไทย โดยผลที่ได้จากการศึกษาวิจัยครั้งนี้จะสามารถนำไปใช้ประโยชน์เพื่อเปรียบเทียบความคุ้มค่าในการเลือกซื้อรถยนต์ไฟฟ้าของผู้บริโภคและเป็นข้อเสนอแนะให้กับหน่วยงานภาครัฐ ภาคเอกชน และหน่วยงานต่างๆ ที่เกี่ยวข้องเพื่อการส่งเสริมการใช้รถยนต์ไฟฟ้าของประเทศไทยในอนาคต

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาเปรียบเทียบความคุ้มค่าในการตัดสินใจเลือกซื้อรถยนต์ไฟฟ้าในประเทศไทย
2. เพื่อวิเคราะห์ความอ่อนไหวในการตัดสินใจเลือกซื้อรถยนต์ไฟฟ้าในประเทศไทย

วิธีการดำเนินการวิจัย

1. การเก็บรวบรวมข้อมูล

การศึกษานี้ได้เก็บข้อมูล 2 ประเภท คือ ข้อมูลปฐมภูมิ (Primary Data) และข้อมูลทุติยภูมิ (Secondary Data) แบบผสมผสานกัน ดังนี้

ข้อมูลปฐมภูมิ (Primary Data) เป็นข้อมูลที่ได้จากการสัมภาษณ์แบบเชิงลึกของบริษัทรถยนต์ D (BEV) ซึ่งเป็นบริษัทนำร่องเรื่องการผลิตและจำหน่ายรถยนต์ไฟฟ้าสัญชาติไทย เป็นการรวบรวมข้อมูลการลงทุนซื้อรถยนต์ไฟฟ้าไทย จุดเด่นของรถยนต์ ทั้งในแง่ของที่มาของรายการเปลี่ยนอะไหล่ตามระยะทาง ประมาณการราคาด้านการบำรุงรักษา รวมทั้งค่าใช้จ่ายอื่นๆ

ข้อมูลทุติยภูมิ (Secondary Data) นำข้อมูลที่ได้มาจากการรวบรวม รายงาน บทความ วิเคราะห์ เอกสาร งานวิจัย และสื่ออิเล็กทรอนิกส์ที่เกี่ยวข้องต่าง ๆ พร้อมทั้งทบทวนแนวคิดทางทฤษฎีเศรษฐศาสตร์ ข้อมูลทั่วไปที่เกี่ยวข้องกับการศึกษา รวบรวมข้อมูลและรายละเอียดของต้นทุนในการเปรียบเทียบการเลือกซื้อรถยนต์ เพื่อนำข้อมูลดังกล่าวประกอบการพิจารณาการวิเคราะห์ข้อมูล โดยใช้ข้อมูลช่วงปี พ.ศ. 2564 ซึ่งประเภทรถยนต์ที่นำมาศึกษา จำนวนทั้งหมด 4 รุ่น กำหนดชื่อกลุ่มตัวอย่างในการศึกษา ดังนี้

1.1 รถยนต์ รุ่น A (ICE) ประเทศญี่ปุ่น
1.2 รถยนต์ รุ่น B (BEV) ประเทศจีน
1.3 รถยนต์ รุ่น C (BEV) ประเทศญี่ปุ่น
1.4 รถยนต์ รุ่น D (BEV) ประเทศไทย

การเลือกตัวอย่างของรถยนต์พิจารณาเฉพาะรถยนต์นั่งส่วนบุคคลไม่เกิน 7 ที่นั่ง และสมรรถนะที่ใกล้เคียงกัน 2 ประเภท คือ รถยนต์แบบสันดาปภายใน (ICE) จำนวน 1 รุ่น และรถยนต์ไฟฟ้าแบบแบตเตอรี่ (BEV) จำนวน 3 รุ่น โดยมีข้อมูลด้านสมรรถนะเครื่องยนต์ แสดงในตารางที่ 1 ดังต่อไปนี้

ตารางที่ 1 ข้อมูลด้านสมรรถนะเครื่องยนต์ของรถยนต์ที่นำมาศึกษา

ประเภท	ข้อมูลจำเพาะ	รถยนต์ A (ICE)	รถยนต์ B (BEV)	รถยนต์ C (BEV)	รถยนต์ D (BEV)
สมรรถนะของเครื่องยนต์	แรงม้าสูงสุด (แรงม้า)	150	150	150	127
	แรงบิดสูงสุด (นิวตัน/เมตร)	340	350	320	220
	ความจุกระบอกสูบ (ซีซี)	1,498	-	-	-
ขนาดและน้ำหนัก	ความยาวทั้งหมด(มม.)	4,678	4,314	4,480	4,530
	ความกว้างทั้งหมด (มม.)	1,802	1,809	1,790	1,730
	ความสูงทั้งหมด (มม.)	1,415	1,624	1,540	1,730
	น้ำหนักรถ (กก.)	1,319	1,532	1,532	1,400

ประเภท	ข้อมูลจำเพาะ		รถยนต์ A (ICE)	รถยนต์ B (BEV)	รถยนต์ C (BEV)	รถยนต์ D (BEV)
ความจุ	ถังน้ำมัน	(ลิตร)	47	-	-	-
	แบตเตอรี่ (kWh)		-	44.5	40	30
ระยะทาง	วิ่งได้ 1 รอบ (กม.)		645	337	311	220

หมายเหตุ จากการรวบรวมโดยผู้ศึกษา

2. ข้อสมมติในการศึกษา

2.1 กำหนดอายุโครงการ 10 ปี ในการประเมินมูลค่าปัจจุบันสุทธิ (NPV)

2.2 ระยะทางในการประเมิน 20,000 กิโลเมตรต่อปี

2.3 การซื้อหรือการจำหน่ายรถยนต์ คำนวณโดยการใช้เงินสดปราศจากภาระดอกเบี้ย

2.4 เบี้ยประกันภัยอ้างอิงจาก บริษัท วิริยะประกันภัย จำกัด และเป็นกรณีที่ผู้ขับขี่มีประวัติการขับขี่ที่ดี

2.5 ประกันรถยนต์ไฟฟ้า D (BEV) ได้เทียบราคาประกันจากรถยนต์ไฟฟ้า C (BEV) จากบริษัท วิริยะประกันภัย จำกัด ในการคำนวณค่าใช้จ่ายรถยนต์ไฟฟ้า D (BEV) เนื่องจากมีสมรรถนะที่ใกล้เคียงกันมากที่สุดจากตัวอย่างที่นำมาศึกษา

2.6 อัตราค่าน้ำมันที่ใช้ในการคำนวณ คือ ราคาแก๊สโซฮอล์ 95 เฉลี่ยย้อนหลัง 10 ปี ตั้งแต่ปี พ.ศ. 2554 ถึงปี พ.ศ. 2563 มีค่าเท่ากับ 31.03 บาทต่อลิตร (สำนักงานนโยบายและแผนพลังงาน กระทรวงพลังงาน, 2564)

2.7 อัตราค่าไฟฟ้าที่ใช้ในการคำนวณ เฉลี่ยย้อนหลัง 10 ปี ตั้งแต่ปี พ.ศ. 2554 ถึงปี พ.ศ. 2563 มีค่าเท่ากับยูนิตละ 4.23 บาท (สำนักงานนโยบายและแผนพลังงาน กระทรวงพลังงาน, 2564)

2.8 อัตราเงินเฟ้อทั่วไป เฉลี่ยย้อนหลัง 10 ปี ตั้งแต่ปี พ.ศ. 2554 ถึงปี พ.ศ. 2563 มีค่าเท่ากับร้อยละ 1.18 (ธนาคารแห่งประเทศไทย, 2564)

2.9 ค่าเสื่อมราคาของรถยนต์มือสอง พบว่ารายได้ในการจำหน่ายรถยนต์ในปีสุดท้าย หรือราคาจำหน่ายรถยนต์มือสองคิดเป็นร้อยละ 40 ของราคาจำหน่ายรถยนต์มือหนึ่ง กรณัฐ (2557)

3. การวิเคราะห์

3.1 การวิเคราะห์ต้นทุน (Total Cost :TC)

3.2 การวิเคราะห์ผลประโยชน์รวม (Total Benefit : TB)

3.3 มูลค่าปัจจุบันสุทธิ (Net Present Value : NPV)

$$NPV = \sum_{t=0}^{n} \frac{(TB_t - TC_t)}{(1+r)^t}$$

โดยที่ NPV = มูลค่าปัจจุบันสุทธิ

TB_t = ผลประโยชน์ในปีที่ t

TC_t = ต้นทุนหรือค่าใช้จ่ายในปีที่ t

t = ปีที่

n = อายุโครงการ 10 ปี

r = อัตราเงินเฟ้อทั่วไป เฉลี่ยย้อนหลัง 10 ปี มีค่าเท่ากับร้อยละ 1.18

3.4 การวิเคราะห์ความอ่อนไหว เป็นการวิเคราะห์เพื่อหามูลค่าปัจจุบันสุทธิ (Net Present Value: NPV) โดยการจำลองสถานการณ์การเปลี่ยนแปลงของราคาพลังงานเพื่อพิจารณาความเปลี่ยนแปลงของมูลค่าปัจจุบันสุทธิ ทั้งนี้ได้จำลองสถานการณ์จำแนกเป็น 2 กรณี ได้แก่

กรณีที่ 1 อัตราค่าไฟฟ้าเพิ่มขึ้น ราคาน้ำมันคงที่ (แก๊สโซฮอล์ 95)

กรณีที่ 2 ราคาน้ำมันลดลง (แก๊สโซฮอล์ 95) อัตราค่าไฟฟ้าคงที่

สรุปผลการวิจัย

1. ผลการวิเคราะห์ต้นทุน (Total Cost :TC)

การคำนวณต้นทุนรวมในการเป็นเจ้าของรถยนต์ประกอบด้วยค่าใช้จ่ายที่เกี่ยวข้องของรถยนต์ทั้ง 4 รุ่นประกอบด้วย 1) ราคารถยนต์ 2) ค่า พรบ. 3) ค่าภาษีประจำปี 4) ค่าบำรุงรักษา 5) ค่าเชื้อเพลิง 6) ค่าประกันภัย มีค่าใช้จ่ายในการซื้อรถยนต์และการใช้รถยนต์ตลอดระยะเวลาโครงการ 10 ปี ของแต่ละรุ่น ซึ่งสามารถแจกแจงดังตารางที่ 2

ตารางที่ 2 แสดงต้นทุนคงที่ ต้นทุนแปรผัน และรายรับในการจำหน่ายรถยนต์ตลอดระยะเวลาโครงการ 10 ปี

หน่วย:บาท

ประเภทต้นทุน	รายละเอียด	รถยนต์ที่ศึกษา			
		รถยนต์ A (ICE)	รถยนต์ B (BEV)	รถยนต์ C (BEV)	รถยนต์ D (BEV)
ต้นทุนคงที่	ราคารถยนต์	1,009,900	1,190,000	1,299,000	1,200,000
ต้นทุนแปรผัน	ค่า พรบ.	6,420	6,420	6,420	6,420
	ค่าภาษีประจำปี	13,999.50	11,050	11,050	8,500
	ค่าบำรุงรักษา	133,208	184,418	197,400	170,981
	ค่าน้ำมัน / ค่าไฟฟ้า	452,220.20	111,712.20	108,810.30	115,363.60
	ค่าประกันภัย	175,447.30	157,464.82	196,300.05	124,141.60
ต้นทุนรวมทั้งหมด		1,791,195	1,661,065.02	1,818,980.35	1,625,406.20

หมายเหตุ จากการคำนวณโดยผู้ศึกษา

2. การวิเคราะห์ผลประโยชน์รวม (Total Benefit : TB)

การวิเคราะห์ผลประโยชน์รวมทางเศรษฐศาสตร์ ในงานวิจัยนี้จะพิจารณาจากรายได้ในการจำหน่ายรถยนต์ ณ ปีสุดท้าย โดยกำหนดให้รถยนต์แต่ละประเภทสามารถขายต่อได้ในราคาร้อยละ 40 ของราคาจำหน่ายรถยนต์มือหนึ่ง กรณัฐ (2557) ดังแสดงในตารางที่ 3

ตารางที่ 3 แสดงการวิเคราะห์ผลประโยชน์รวม

หน่วย:บาท

รถยนต์ที่ศึกษา	รถยนต์ A (ICE)	รถยนต์ B (BEV)	รถยนต์ C (BEV)	รถยนต์ D (BEV)
ราคาจำหน่าย	1,009,900	1,190,000	1,299,000	1,200,000
รายได้ในการจำหน่ายรถยนต์ในปีสุดท้าย (ราคารถยนต์มือหนึ่ง x 40%)	403,960	476,000	519,600	480,000

หมายเหตุ จากการคำนวณโดยผู้ศึกษา

3. ผลการคำนวณกระแสเงินสดสุทธิ

จากการศึกษาวิจัยนี้ ได้นำข้อมูลทางการเงินที่เกิดขึ้นในระหว่างการใช้รถยนต์ทั้ง 4 รุ่น โดยคิดตั้งตั้งแต่เริ่มซื้อรถยนต์ในปีที่ 0 จนกระทั่งครบอายุโครงการ 10 ปี มาคำนวณในรูปแบบของกระเสเงินสดสุทธิ ดังแสดงรายละเอียดดังตารางที่ 4

ตารางที่ 4 กระเสเงินสดสุทธิตลอดระยะเวลาโครงการของรถยนต์ทั้ง 4 รุ่น

หน่วย : บาท

ปีที่	รถยนต์ A (ICE)	รถยนต์ B (BEV)	รถยนต์ C (BEV)	รถยนต์ D (BEV)
0	-1,009,900.00	-1,190,000.00	-1,299,000.00	-1,200,000.00
1	-86,628.94	-44,503.31	-56,936.03	-38,193.67
2	-84,225.09	-38,552.20	-48,045.15	-33,954.12
3	-80,191.32	-34,662.30	-43,644.31	-32,825.76
4	-77,485.35	-37,601.89	-42,027.46	-29,232.57
5	-85,595.37	-43,729.20	-47,275.58	-40,231.05
6	-67,218.62	-23,356.99	-25,281.46	-24,586.47
7	-57,516.25	-20,876.56	-23,112.05	-19,742.73
8	-62,192.65	-143,545.48	-152,929.02	-127,511.26
9	-58,548.65	-19,267.70	-18,369.53	-33,450.54
10	284,150.14	389,446.51	432,564.88	409,387.38

หมายเหตุ จากการคำนวณโดยผู้ศึกษา

จากการศึกษาได้นำกระแสเงินสดสุทธิของรถยนต์ทั้ง 4 รุ่น มาคำนวณความคุ้มค่าในการตัดสินใจเลือกซื้อรถยนต์ ดังขั้นตอนต่อไปนี้

4. ผลการวิเคราะห์ความคุ้มค่า

การวิเคราะห์ความคุ้มค่าในการตัดสินใจซื้อรถยนต์ ทั้ง 4 รุ่น โดยพิจารณาจากมูลค่าปัจจุบันสุทธิ (NPV) คือ ผลต่างระหว่างมูลค่าปัจจุบันของผลการประหยัดต้นทุน พลังงานจากมาตรการ ในรูปตัวเงินที่คาดว่าจะได้รับในแต่ละปี ตลอดอายุของโครงการกับมูลค่าปัจจุบันของเงินที่จ่ายออกไปภายใต้ โครงการที่กำลังพิจารณา ณ อัตราลดค่า (discount rate) หรือค่าของทุน (cost of capital) ซึ่งค่าในการคำนวณครั้งนี้ใช้ อัตราเงินเฟ้อทั่วไปย้อนหลังเฉลี่ย 10 ปี (พ.ศ. 2554 - 2563) มีค่าเท่ากับร้อยละ 1.18 โดยคิดตลอดระยะเวลา 10 ปี เพื่อใช้ในการวิเคราะห์ความคุ้มค่า ผลการศึกษาพบว่า รถยนต์ไฟฟ้าทั้ง 3 ยี่ห้อ มีมูลค่าปัจจุบันสุทธิติดลบน้อยกว่ารถยนต์สันดาปภายใน หรือกล่าวได้ว่ารถยนต์ไฟฟ้าทั้ง 3 ยี่ห้อ มีมูลค่าปัจจุบันสุทธิมากกว่ารถยนต์สันดาปภายใน ดังแสดงรายละเอียดในตารางที่ 5 ต่อไปนี้

ตารางที่ 5 ผลการวิเคราะห์ความคุ้มค่า

รถยนต์ที่นำมาศึกษา	NPV	เกณฑ์การตัดสินใจ	ลำดับความคุ้มค่า
รถยนต์ A (ICE)	-1,385,352.09	พิจารณาจากค่า NPV ที่มีค่าติดลบน้อยที่สุด หมายถึงมีความคุ้มค่าในการตัดสินใจซื้อมากที่สุด	4
รถยนต์ B (BEV)	-1,206,649.11		2
รถยนต์ C (BEV)	-1,324,055.72		3
รถยนต์ D (BEV)	-1,170,340.78		1

หมายเหตุ จากการคำนวณโดยผู้ศึกษา

5. ความอ่อนไหวต่อการเปลี่ยนแปลงอัตราค่าไฟฟ้า และราคาน้ำมันเชื้อเพลิงต่อความคุ้มค่าทางเศรษฐศาสตร์

ในการศึกษาครั้งจะทำการวิเคราะห์ความอ่อนไหว จากการคำนวณหามูลค่าปัจจุบันสุทธิ (NPV) โดยจำแนกเป็น 2 กรณี ได้แก่

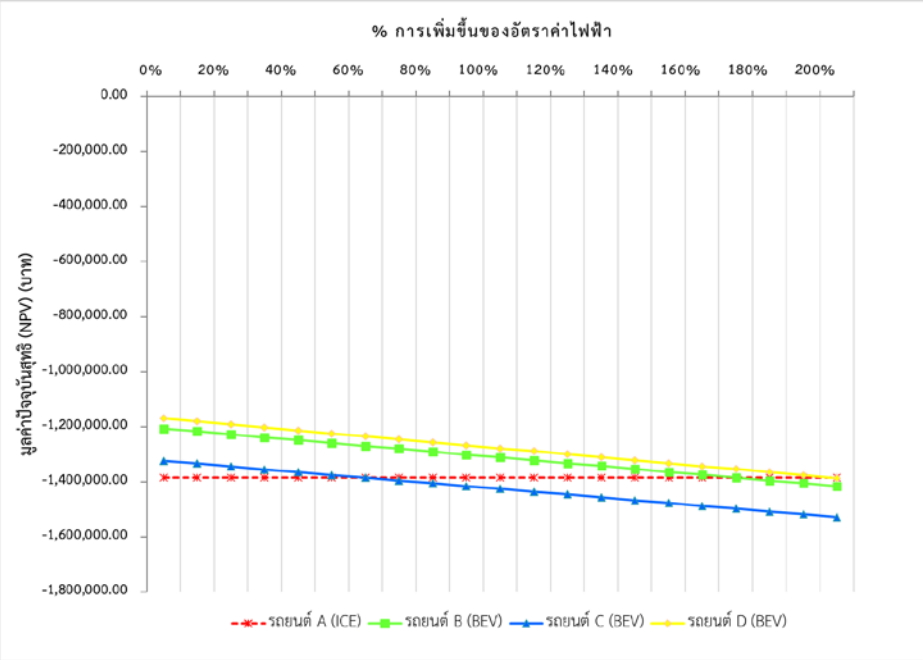
กรณีที่ 1 อัตราค่าไฟฟ้าเพิ่มขึ้น ราคาน้ำมันคงที่ (แก๊สโซฮอล์ 95)

กรณีที่ 2 ราคาน้ำมันลดลง (แก๊สโซฮอล์ 95) อัตราค่าไฟฟ้าคงที่

โดยมีผลการศึกษาดังนี้

5.1 กรณีที่อัตราค่าไฟฟ้าเพิ่มขึ้น ราคาน้ำมันแก๊สโซฮอล์ 95 คงที่

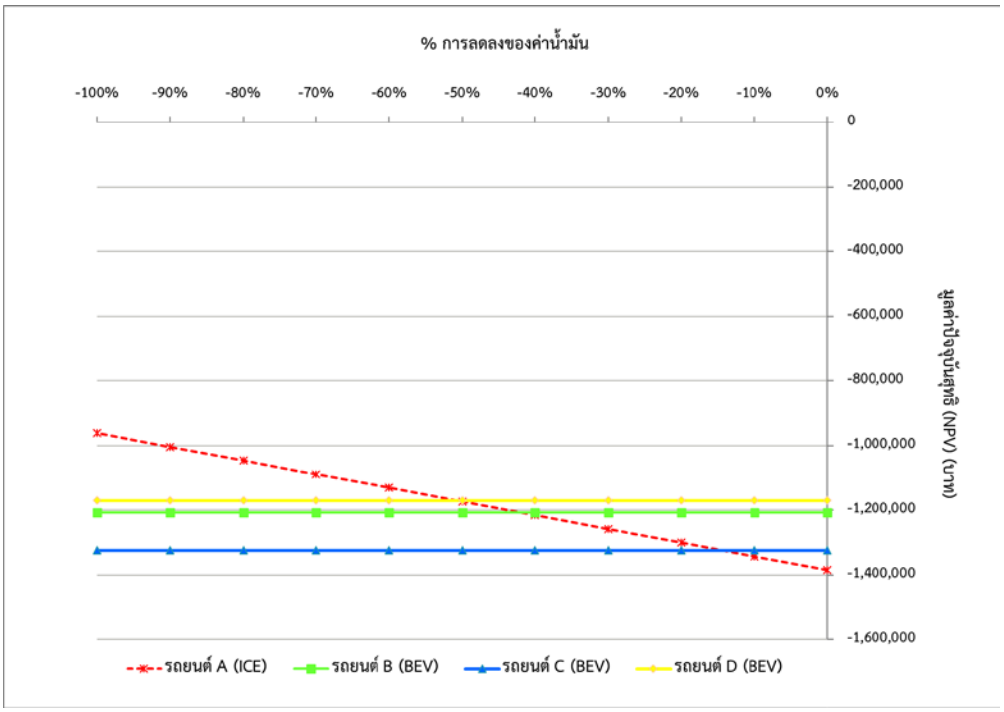
จากรูปที่ 1 เมื่ออัตราค่าไฟฟ้าเปลี่ยนแปลงเพิ่มขึ้น ราคาน้ำมันแก๊สโซฮอล์ 95 คงที่ (31.03 บาทต่อลิตร) ส่งผลต่อรถยนต์ไฟฟ้ารุ่นต่าง ๆ ที่แตกต่างกัน พบว่ารถยนต์ C (BEV) มีความอ่อนไหวมากที่สุด หมายความว่า มีความสามารถในการอดทนต่อการเพิ่มขึ้นของอัตราไฟฟ้าได้น้อยกว่ารถยนต์ไฟฟ้าตัวอย่างยี่ห้ออื่น ๆ โดยสามารถยอมรับการเปลี่ยนแปลงของอัตราค่าไฟฟ้าที่เพิ่มขึ้นไม่เกินร้อยละ 60.05 หรือมีอัตราค่าไฟฟ้าที่เพิ่มขึ้นไม่เกินราคา 6.7701 บาทต่อหน่วย (จากกรณีฐานอัตราค่าไฟฟ้าเท่ากับ 4.23 บาทต่อหน่วย) หากอัตราค่าไฟฟ้าที่เพิ่มขึ้นมากกว่าร้อยละ 60.05 จะทำให้การใช้รถยนต์ไฟฟ้า C (BEV) มีความคุ้มค่าน้อยกว่ารถยนต์สันดาปภายใน A (ICE) ส่วนรถยนต์ D (BEV) มีความอ่อนไหวน้อยที่สุด หมายความว่า มีสามารถในการอดทนต่อการเพิ่มขึ้นของอัตราไฟฟ้าได้มากกว่ารถยนต์ไฟฟ้าตัวอย่างยี่ห้ออื่น ๆ โดยสามารถยอมรับการเปลี่ยนแปลงของอัตราค่าไฟฟ้าที่เพิ่มขึ้นไม่เกินร้อยละ 198.68 หรือมีค่าอัตราไฟฟ้าเพิ่มขึ้นไม่เกินราคา 12.6342 บาทต่อหน่วย หากอัตราค่าไฟฟ้าปรับเพิ่มขึ้นมากกว่าร้อยละ 198.68 จะทำให้การใช้รถยนต์ไฟฟ้า D (BEV) มีความคุ้มค่าน้อยกว่ารถยนต์สันดาปภายใน A (ICE)



รูปที่ 1 แสดง NPV กรณีอัตราค่าไฟฟ้าเพิ่มขึ้น ราคาน้ำมันคงที่

5.2 กรณีที่ราคาน้ำมันแก๊สโซฮอล์ 95 ลดลง อัตราค่าไฟฟ้าคงที่

จากรูปที่ 2 เมื่อการเปลี่ยนแปลงราคาน้ำมันแก๊สโซฮอล์ 95 ลดลง อัตราค่าไฟฟ้าคงที่ (4.23 บาทต่อหน่วย) ส่งผลต่อรถยนต์ไฟฟ้ารุ่นต่าง ๆ ที่แตกต่างกัน พบว่ารถยนต์ C (BEV) มีความอ่อนไหวมากที่สุดเช่นกัน หมายความว่า มีความอดทนต่อการลดลงของราคาน้ำมันแก๊สโซฮอล์ 95 ได้น้อยกว่าตัวอย่างรถยนต์ไฟฟ้ายี่ห้ออื่น ๆ โดยสามารถยอมรับการเปลี่ยนแปลงของราคาน้ำมันแก๊สโซฮอล์ 95 ที่ลดลงไม่เกินร้อยละ 14.45 หรือราคาน้ำมันปรับลดลงไม่เกินราคา 26.5461 บาทต่อลิตร (จากกรณีฐานราคาน้ำมันแก๊สโซฮอล์ 95 เท่ากับ 31.03 บาทต่อลิตร) หากราคาน้ำมันแก๊สโซฮอล์ 95 ลดลงมากกว่าร้อยละ 14.45 จะทำให้การใช้รถยนต์สันดาปภายใน A (ICE) มีความคุ้มค่ามากกว่ารถยนต์ไฟฟ้า C (BEV) ส่วนรถยนต์ D (BEV) มีความอ่อนไหวน้อยที่สุด หมายความว่า มีความสามารถในการอดทนต่อการลดลงของราคาน้ำมันแก๊สโซฮอล์ 95 ได้มากกว่ารถยนต์ไฟฟ้าตัวอย่างยี่ห้ออื่น ๆ โดยสามารถยอมรับราคาน้ำมันแก๊สโซฮอล์ 95 ลดลงไม่เกินร้อยละ 50.69 หรือราคาน้ำมันแก๊สโซฮอล์ 95 ปรับลดลงไม่เกินราคา 15.3009 บาทต่อลิตร หากราคาน้ำมันแก๊สโซฮอล์ 95 ปรับลดลงมากกว่าร้อยละ 50.69 จะทำให้รถยนต์สันดาปภายใน A (ICE) มีความคุ้มค่ามากกว่ารถยนต์ D (BEV)



รูปที่ 2 แสดง NPV อัตราค่าไฟฟ้าคงที่ ราคาน้ำมันลดลง

อภิปรายผลการวิจัย

ผลการวิเคราะห์ความคุ้มค่าทางการเงินในการตัดสินใจซื้อจากคำนวณมูลค่าปัจจุบันสุทธิ (NPV) ผลการศึกษาพบว่า รถยนต์ไฟฟ้ามีความคุ้มค่ามากกว่ารถยนต์สันดาปภายใน โดยรถยนต์ไฟฟ้าที่มีความคุ้มค่าในการตัดสินใจซื้อมากที่สุดคือ รถยนต์ D (BEV) รองลงมาคือ รถยนต์ B (BEV) และ รถยนต์ C (BEV) ทั้งนี้ สาเหตุมาจากราคาซ่อมบำรุงรถยนต์ไฟฟ้า เนื่องจากเป็นรถยนต์ที่ขับเคลื่อนด้วยแบตเตอรี่ มีการตรวจเช็คสภาพตามระยะทางและการเปลี่ยนอะไหล่ที่น้อยกว่ารถยนต์สันดาปภายใน ซึ่งทำให้ราคาบำรุงรักษาน้อยกว่ารถยนต์สันดาปภายใน ประกอบกับปัจจัยทางด้านราคาพลังงานไฟฟ้าที่ใช้ในรถยนต์ไฟฟ้ามีราคาถูกกว่ารถยนต์ที่ใช้น้ำมันเป็นเชื้อเพลิง จึงทำให้รถยนต์ไฟฟ้ามีความคุ้มค่ามากกว่า ส่วนการที่รถยนต์ D (BEV) มีความคุ้มค่ามากที่สุด สาเหตุประการหนึ่งเนื่องมาจากเป็นรถยนต์ไฟฟ้าที่ผลิตในประเทศไทย จึงไม่ต้องเสียภาษีนำเข้ารถยนต์จากต่างประเทศที่ค่อนข้างสูง ต่างจากรถยนต์ไฟฟ้ายี่ห้ออื่นที่เป็นรถยนต์นำเข้าจากต่างประเทศ แต่ผู้บริโภคที่เลือกใช้รถยนต์สันดาปภายในมีค่าใช้จ่ายที่ประหยัดกว่าในช่วงระยะแรก เนื่องจาก รถยนต์สันดาปภายในมีราคาจำหน่ายถูกกว่ารถยนต์ไฟฟ้าที่มีสมรรถนะใกล้เคียงกัน และเบี้ยประกันภัยที่ชำระรายปีของรถยนต์สันดาปภายในน้อยกว่ารถยนต์ไฟฟ้า สิ่งหนึ่งที่ผู้บริโภคควรคำนึงถึงในการจะตัดสินใจเลือกซื้อรถยนต์ไฟฟ้า ก็คือโดยเฉลี่ยจะมี

การเปลี่ยนแบตเตอรี่เมื่อมีอายุการใช้งานในปีที่ 8 ซึ่งแบตเตอรี่ของรถยนต์ไฟฟ้าถือว่ามีราคาค่อนข้างสูง จึงทำให้ค่าใช้จ่ายในส่วนนี้สูงกว่ารถยนต์ประเภทสันดาปภายใน แต่ในอนาคตเทคโนโลยีด้านการพัฒนาแบตเตอรี่มีแนวโน้มจะดีขึ้นทำให้ราคาแบตเตอรี่ลดลง ซึ่งจะส่งผลให้การใช้รถยนต์ไฟฟ้ายิ่งมีความคุ้มค่ามากขึ้นในอนาคต สอดคล้องกับที่ กรณัฐ (2557) ได้ศึกษาความคุ้มค่าทางเศรษฐศาสตร์และการเงินระหว่างการเลือกใช้รถยนต์ไฮบริดกับรถยนต์ไฟฟ้าในประเทศไทย พบว่าการเลือกใช้รถยนต์ไฟฟ้าแทนการใช้รถยนต์ที่ใช้น้ำมันเป็นเชื้อเพลิงจะให้ความคุ้มค่าทางเศรษฐศาสตร์มากที่สุด และยังสอดคล้องกับผลการวิจัยของ Caroline Gustafsson & Asa Thurin (2015) พบว่า ราคาแบตเตอรี่ที่ลดลงจะเป็นปัจจัยสำคัญในการขับเคลื่อนธุรกิจรถยนต์ไฟฟ้า

การวิเคราะห์ความอ่อนไหวของการเปลี่ยนแปลงอัตราค่าไฟฟ้าและราคาน้ำมันเชื้อเพลิง พบว่า รถยนต์ D (BEV) มีความอ่อนไหวน้อยที่สุด ซึ่งเรียกได้ว่ามีความทนทั้งต่อสถานการณ์การเปลี่ยนแปลงของอัตราค่าไฟฟ้าที่เพิ่มขึ้นและราคาน้ำมันแก๊สโซฮอล์ 95 ลดลงมากที่สุด ซึ่งในสถานการณ์ของราคาน้ำมันที่ยังคงผันผวนอยู่ในระดับสูงจึงมีความเป็นไปได้ค่อนข้างน้อยมากที่จะทำให้ราคาน้ำมันลดลง หากสถานการณ์ราคาน้ำมันในอนาคตเพิ่มสูงขึ้น จะส่งผลให้ความต้องการใช้รถยนต์ไฟฟ้าสูงขึ้น เนื่องจากจะทำให้ได้ผลตอบแทนที่คุ้มค่ามากยิ่งกว่าการใช้รถยนต์สันดาปภายในที่สมรรถนะใกล้เคียงกัน สอดคล้องกับแนวคิดของ Kenaphoom (2018) ที่ระบุว่าการตัดสินใจเลือกของผู้บริโภคนั้นจะเกิดขึ้นจากการประเมินทางเลือกต่าง ๆ และจะเลือกทางเลือกที่ก่อให้เกิดอรรถประโยชน์สูงสุดหรือการตัดสินใจเลือกซื้อสินค้าและบริการต่าง ๆ เพื่อให้ได้รับความพอใจสูงสุดจากงบประมาณที่มีอยู่อย่างจำกัด หรือในกรณีนี้คือการตัดสินใจเลือกซื้อรถยนต์ในทางเลือกที่มีมูลค่าปัจจุบันสุทธิ (NPV) สูงที่สุด (ติดลบน้อยที่สุด)

ข้อเสนอแนะ

1. ข้อเสนอแนะต่อหน่วยงานภาครัฐที่เกี่ยวข้อง

ได้แก่ การสร้างมาตรการจูงใจเพื่อกระตุ้น อุตสาหกรรมการผลิตรถยนต์ไฟฟ้าในประเทศมากยิ่งขึ้น เช่น การให้มาตรการจูงใจผู้ผลิตภายในประเทศการลดภาษีการนำเข้าชิ้นส่วนรถยนต์ที่ไม่สามารถผลิตได้เองในประเทศ เป็นต้น รวมทั้งการสร้างมาตรการจูงใจเพื่อเพิ่มจำนวน การใช้รถยนต์ไฟฟ้ามากยิ่งขึ้น เช่น การจ่ายเงินอุดหนุน การออกมาตรการส่งเสริมการติดตั้งสถานี หรือจุดชาร์จไฟฟ้าสำหรับรถยนต์พลังงานไฟฟ้า เป็นต้น

2. ข้อเสนอแนะต่อผู้บริโภคในการตัดสินใจซื้อรถยนต์ไฟฟ้า

ผู้บริโภคควรพิจารณาปัจจัยต่างๆ ก่อนทำการตัดสินใจซื้อรถยนต์แต่ละรุ่น เนื่องจากรถยนต์ไฟฟ้าที่จำหน่ายในประเทศไทยมีหลายรุ่นหลายยี่ห้อ ซึ่งมีความแตกต่างทั้งทางด้านสมรรถนะและราคา เพื่อให้ได้รถยนต์ไฟฟ้าตรงตามวัตถุประสงค์ในการใช้งาน

3. ข้อเสนอต่อผู้ประกอบการในอุตสาหกรรมรถยนต์ไฟฟ้า

ได้แก่ เพิ่มการสร้างการรับรู้และให้ความรู้แก่ผู้บริโภค เตรียมความพร้อมในด้านศูนย์บริการ และช่างที่มีความชำนาญเพื่อสร้างความมั่นใจให้แก่ผู้บริโภคและความพร้อมรองรับการให้บริการในอนาคต เตรียมความพร้อมในการเพิ่มสถานีชาร์จรถยนต์ไฟฟ้าและสร้างความมั่นใจแก่ผู้บริโภคเกี่ยวกับข้อกังวลในอายุการใช้งานและราคาของแบตเตอรี่ เป็นต้น

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ศึกษาปัญหาและแนวทางแก้ไขหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน

Study problems and solutions for outstanding non-performing debt (NPL) of personal loans Govemment Saving Bank

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บทคัดย่อ

รายงานการศึกษาครั้งนี้มีวัตถุประสงค์เพื่อศึกษาปัญหาที่เป็นสาเหตุ และหาแนวทางแก้ไขหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน โดยข้อมูลที่ใช้ศึกษาเป็นข้อมูลปฐมภูมิจากการสอบถามจากพนักงานสินเชื่อ จำนวน 174 คน และสัมภาษณ์หัวหน้าหน่วยงานที่เกี่ยวข้อง 2 คน ซึ่งตรวจสอบความเชื่อมั่นตามหลักวิธีการทางสถิติ การวิเคราะห์ข้อมูลเชิงพรรณนา โดยใช้สถิติเบื้องต้นในรูปแบบร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน จากผลการศึกษาปัญหาที่เป็นสาเหตุทำให้เกิดหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน ผลกระทบจากปัจจัยภายในที่เกิดจากธนาคาร พบว่านโยบายการกำหนดเป้าหมายด้านการอนุมัติสินเชื่อจำนวนมากและ กระบวนการขั้นตอนการปรับปรุงโครงสร้างหนี้ใช้เวลานาน ปัจจัยภายนอกธนาคารและลูกหนี้รายได้ลดลงและค่าใช้จ่ายในครอบครัวสูง และลูกหนี้มีภาระหนี้สินเชื่อเพิ่มขึ้นหลายบัญชีทั้งในและนอกระบบธนาคาร ส่งผลให้ความสามารถในการชำระหนี้ลดลง เพื่อหาแนวทางแก้ไขหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล อธิบายผลการวิเคราะห์ได้ว่า หากธนาคารพัฒนาระบบติดตามหนี้ด้วยเทคโนโลยีสารสนเทศและการสื่อสาร สร้างเครื่องมือที่เป็นมาตรฐานในการจัดทำฐานข้อมูลลูกหนี้ของสินเชื่อบุคคล ช่วยเพิ่มประสิทธิภาพการติดตามหนี้ของสินเชื่อบุคคลได้มากขึ้น สามารถช่วยเหลือลูกหนี้ในการแก้ไขปัญหาก่อนที่จะเกิดเป็นหนี้ค้างชำระไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคลได้

คำสำคัญ: ธนาคารออมสิน, ลูกหนี้, หนี้ที่ไม่ก่อให้เกิดรายได้

Abstract

The purpose of this study report is to study the problems that cause and finding solutions to the non-performing unpaid debts (NPL) of the Government Savings Bank personal loans. The data used for the study were primary data from inquiries from 174 loan officers and interviews with 2 heads of relevant departments. Which examined the confidence based on statistical methods. Descriptive data analysis The preliminary statistics were used in the form of percentage, mean and standard deviation. According to the results of the study of problems that cause non-performing loans (NPL) of personal loans, Government Savings Bank. The impact of internal factors arising from the bank It was found that the large number of credit approval targeting policies and the debt restructuring process took a long time. Factors outside the Bank and Debtors Lower incomes and high family expenses And the debtor has more credit obligations both in and outside the banking system. As a result, the ability to repay debt decreased. To find solutions to the non-performing loans (NPL) of personal loans. Explain the results of the analysis that If the bank develops a debt collection system with information and communication technology. Create a standardized tool for creating a personal loan debtor database. It will increase the efficiency of debt collection of personal loans. Able to assist debtors in resolving problems before incurring non-performing loans (NPLs) of personal loans

Keywords: Government Savings Bank, debtor, non-performing unpaid debts (NPL)

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บทนำ

ตลอดปี 2564 ที่ผ่านมาสถาบันการเงินมีบทบาทสำคัญในการสนับสนุนการฟื้นตัวของเศรษฐกิจอย่างต่อเนื่อง โดยสถานการณ์ปัจจุบันจะเห็นได้ว่าเศรษฐกิจเกิดการชะลอตัวจากวิกฤต ซึ่งส่งผลกระทบโดยตรงต่อธุรกิจธนาคาร เพราะรายได้หลักส่วนใหญ่ของธนาคารมาจาก รายได้ดอกเบี้ยรับจากการปล่อยสินเชื่อเงินกู้ เมื่อเกิดวิกฤต COVID-19 ทำให้การเติบโตทางเศรษฐกิจลดลง เกิดผลกระทบต่อรายได้ทางภาคธุรกิจ ทำให้หลายกิจการมองหามาตรการเพื่อลดค่าใช้จ่ายให้สอดคล้องกับแนวโน้มการดำเนินธุรกิจที่เหมาะสมในอนาคต เช่น การปรับลดค่าจ้างในระยะสั้น หรือ บางกิจการอาจจะพิจารณาปรับโครงสร้าง ธุรกิจและองค์กรให้เหมาะสมผ่านการเลิกจ้าง ไม่ว่าจะเป็นกรณีแบบสมัครใจ หรือแบบไม่สมัครใจ อาจส่งผลกระทบในระยาว ส่งผลให้ประชาชนขาดรายได้หรือรายได้ลดลง เกิดอัตราการว่างงานเพิ่มขึ้น ทำให้ลูกหนี้ธนาคารไม่มีความสามารถในการชำระหนี้คืนได้ จึงเกิดเป็นหนี้ค้างชำระ หรือ NPL เพิ่มมากขึ้น ธนาคารตระหนักถึงปัญหาดังกล่าวโดยหาแนวทางในการให้ความช่วยเหลือลูกหนี้ที่ได้รับผลกระทบจากสถานการณ์การแพร่ระบาดของเชื้อไวรัส COVID-19 และสนับสนุนสินเชื่อแก่ผู้ที่ขาดสภาพคล่องทางการเงินตามมาตรการช่วยเหลือลูกหนี้ต่าง ๆ ของธนาคารแห่งประเทศไทย เช่น มาตรการปรับโครงสร้างหนี้ โครงการพักทรัพย์ พักหนี้ และมาตรการสินเชื่อฟื้นฟู เป็นต้น

ด้วยเหตุนี้ปัญหาการเกิดหนี้ที่ไม่ก่อให้เกิดรายได้ (NPL) จึงส่งผลกระทบให้ธนาคารสูญเสียโอกาสในการทำกำไรโดยตรง ธนาคารมีค่าใช้จ่ายในการตั้งค่าเผื่อหนี้สงสัยจะสูญและต้องปฏิบัติตามหลักเกณฑ์การกันเงินสำรองตามประกาศของธนาคารแห่งประเทศไทยเพิ่มสูงขึ้น ดังนั้นการศึกษาปัญหาที่เป็นสาเหตุทำให้เกิดหนี้ (NPL) ของธนาคารออมสิน จึงเป็นเรื่องที่สมควรศึกษาเพื่อหาแนวทางการแก้ไขปัญหาและลดการเกิดหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) เป็นข้อมูลเสนอแนะและเพื่อเกิดประโยชน์สูงสุดให้แก่ธนาคารออมสิน

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัญหาที่เป็นสาเหตุทำให้เกิดหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน
2. เพื่อหาแนวทางแก้ไขหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

การศึกษาวิจัยครั้งนี้ประชากรที่ใช้ในการศึกษา คือ จากการสัมภาษณ์ผู้บริหาร หัวหน้าหน่วยงานที่เกี่ยวข้อง และพนักงานธนาคารออมสิน สำนักงานใหญ่ ฝ่ายอนุมัติสินเชื่อบุคคล ซึ่งทราบจำนวนประชากร จำนวน 312 คน (ข้อมูลอัตรากำลังพนักงานของฝ่ายอนุมัติสินเชื่อบุคคล ธนาคารออมสิน : วันที่ 01 สิงหาคม 2565) การศึกษาครั้งนี้จึงได้ใช้สูตรการหากลุ่มตัวอย่างของ ทาโร่ ยามาเน่ (Taro Yamane) ที่ระดับค่าความเชื่อมั่น 95% และค่าความคลาดเคลื่อนที่ยอมรับได้ที่ 0.05 หรือคิดเป็นค่าความคลาดเคลื่อนที่ 5% โดยแสดงเป็นสูตรได้ ดังนี้

สูตร $n = \frac{N}{1+N(e)^2}$

กำหนดให้ เมื่อ n = ขนาดของกลุ่มตัวอย่าง

N = ขนาดของประชากรที่ใช้ในการศึกษา

e = ค่าความคลาดเคลื่อนจากการสุ่มตัวอย่างกำหนดให้เท่ากับ 5% หรือ 0.05

เมื่อแทนค่าตัวแปรในสูตรของ Yamane ได้ค่าดังนี้ $n = \frac{312}{1+312(0.05)^2} = 175.28$

ดังนั้น ขนาดตัวอย่างอย่างน้อย n = 175.28 ตัวอย่าง

จากการคำนวณกลุ่มตัวอย่างตามสูตร Toro Yamane ได้จำนวนกลุ่มตัวอย่างจำนวน 175.28 ดังนั้นขนาดตัวอย่างของพนักงานที่ใช้ในการวิจัยครั้งนี้ คือ 176 ตัวอย่าง

ข้อมูลที่ใช้ในการศึกษา เป็นข้อมูลปฐมภูมิ (Primary Data) ทำการเก็บรวบรวมข้อมูล โดยแบ่งออกเป็น 2 กลุ่มตัวอย่างหลักคือ จากการสัมภาษณ์ผู้บริหาร หัวหน้าหน่วยที่เกี่ยวข้อง จำนวนรวม 2 คน และ แบบสอบถาม (Questionnaire) ของพนักงานธนาคารออมสิน สำนักงานใหญ่ ฝ่ายอนุมัติสินเชื่อบุคคล จำนวนรวม 174 ชุด ทำการเก็บรวบรวมข้อมูลแล้วตรวจสอบความถูกต้องและนำข้อมูลไปทำการวิเคราะห์ เพื่อนำมาใช้ในการอภิปรายผล

ในการเก็บข้อมูลและกลุ่มตัวอย่างที่เหมาะสม ผู้ศึกษาได้กำหนดขนาดกลุ่มตัวอย่าง 174 คน โดยใช้วิธีการสุ่มตัวอย่างแบบง่าย (Simple Random Sampling) จากพนักงานธนาคารออมสิน สำนักงานใหญ่ ฝ่ายอนุมัติสินเชื่อบุคคล และ กลุ่มตัวอย่างที่ใช้ใน

การสัมภาษณ์ ประกอบด้วย ผู้บริหารและหัวหน้าหน่วยงานที่เกี่ยวข้อง โดยให้เป็นกลุ่มตัวอย่างแบบเฉพาะเจาะจง (Purposive Sampling) จำนวน 2 คน

ขอบเขตของการวิจัย

เพื่อศึกษาปัญหาและแนวทางแก้ไขหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน ประกอบด้วย ตัวแปรอิสระ ประกอบด้วย ปัจจัยภายในที่เกิดจากธนาคาร ปัจจัยภายนอกธนาคารและ ลูกหนี้
ตัวแปรตาม คือ แนวทางแก้ไขหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน

การเก็บรวบรวมข้อมูล

ผู้ศึกษาได้ทำการเก็บรวบรวมข้อมูล โดยแบ่งออกเป็น 2 กลุ่มตัวอย่าง หลักคือ จากการสัมภาษณ์ผู้บริหาร หัวหน้าหน่วยที่เกี่ยวข้อง จำนวนรวม 2 คน และ แบบสอบถาม (Questionnaire) ของพนักงานธนาคารออมสิน สำนักงานใหญ่ ฝ่ายอนุมัติสินเชื่อบุคคล จำนวนรวม 174 ชุด ทำการเก็บรวบรวมข้อมูลแล้วตรวจสอบความถูกต้อง และนำข้อมูลไปทำการวิเคราะห์ เพื่อนำมาใช้ในการอภิปรายผล

เครื่องมือที่ใช้ในการวิจัย

ผู้ศึกษาได้ใช้ข้อมูลจากการสัมภาษณ์ผู้บริหาร หัวหน้าหน่วยงานที่เกี่ยวข้อง และพนักงานธนาคารออมสิน สำนักงานใหญ่ ฝ่ายอนุมัติสินเชื่อบุคคล ซึ่งผู้ศึกษาได้สร้างและเก็บรวบรวมข้อมูล โดยทำการศึกษาจากเอกสารที่มีอยู่พร้อมทำการปรับปรุงให้เหมาะสม เพื่อการตอบข้อสมมุติฐานของการวิจัยในเรื่องที่กำลังศึกษานี้ ซึ่งการวิจัยนี้เป็นวิธีเชิงสำรวจที่ใช้แบบสอบถามทั้งปลายปิดและปลายเปิด โดยในส่วนของแบบสอบถามปลายปิดผู้ศึกษามีตัวเลือกคำตอบให้ผู้ตอบแบบสอบถามได้เลือกตอบ และในส่วนแบบสอบถามปลายเปิดผู้วิจัยจะกำหนดเฉพาะคำถามให้ผู้ตอบแบบสอบถามสามารถแสดงความคิดเห็นในการตอบโต้ มีการกำหนดกรอบแนวคิดในการศึกษา จากการรวบรวมข้อมูล และทฤษฎีต่างๆ ที่เกี่ยวข้องมาประยุกต์ใช้ ซึ่งสามารถแบ่งออกเป็น 2 กลุ่ม ดังต่อไปนี้

1. แบบสอบถามสำหรับพนักงานธนาคารออมสิน ประกอบด้วย 3 ส่วนดังนี้

ส่วนที่ 1 ข้อมูลด้านประชากรศาสตร์ของผู้ตอบแบบสอบถาม เป็นคำถามที่เกี่ยวข้องกับปัจจัยส่วนบุคคล ประกอบด้วย เพศ อายุ สถานภาพ ระดับการศึกษา และรายได้เฉลี่ยต่อเดือน

ส่วนที่ 2 ข้อมูลเกี่ยวกับระดับความสำคัญของปัจจัยที่เป็นสาเหตุทำให้เกิดหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) เป็นคำถามที่เกี่ยวข้องกับปัจจัยภายในที่เกิดจากธนาคาร ปัจจัยภายนอกธนาคารและลูกหนี้

ส่วนที่ 3 แบบสอบถามเกี่ยวกับระดับความคิดเห็นด้านแนวทางแก้ไขหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน

2. แบบสัมภาษณ์สำหรับผู้บริหารและหัวหน้าหน่วยงานที่เกี่ยวข้อง ซึ่งเป็นคำถามปลายเปิดที่เกี่ยวกับสาเหตุที่เป็นปัญหาและอุปสรรค ที่มีผลต่อการเกิดหนี้ค้างชำระสินเชื่อและแนวทางการแก้ไขปัญหาหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน

การวิเคราะห์ข้อมูล

1. วิธีการวิเคราะห์ข้อมูลเชิงคุณภาพ การวิเคราะห์ความคิดเห็น ปัญหา อุปสรรค และข้อเสนอแนะแนวทางการแก้ไขปัญหาหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล จากการสัมภาษณ์ของกลุ่มตัวอย่าง ผู้บริหาร หัวหน้าหน่วยงานที่เกี่ยวข้อง โดยการวิเคราะห์เนื้อหา (Content Analysis)

2. วิธีการวิเคราะห์ข้อมูลเชิงปริมาณ ผู้ศึกษาดำเนินการประมวลผลและวิเคราะห์ข้อมูลด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์ เมื่อรวบรวมข้อมูลและแจกแจงความถี่แล้วเกณฑ์การแปลค่าเฉลี่ยระดับความคิดเห็น ผู้วิจัยใช้หลักการแบ่งช่วงการแปลผลตามหลักการแบ่งอันตรภาคชั้น (Class Interval) โดยแบ่งระดับคะแนนเป็น 5 ระดับ สูงสุดคือ 5 คะแนน และต่ำสุดคือ 1 คะแนน โดยใช้สูตรคำนวณหาความกว้างของอันตรภาคชั้น

สถิติที่ใช้ในการวิเคราะห์ข้อมูล

ส่วนที่ 1 สถิติเชิงพรรณนาวิเคราะห์ข้อมูลเกี่ยวกับประชากรศาสตร์ของผู้ตอบแบบสอบถามโดยใช้ ค่าความถี่ (Frequency) และร้อยละ (Percentage)

ส่วนที่ 2 วิเคราะห์ข้อมูลเกี่ยวกับระดับความคิดเห็นด้านปัจจัยที่เป็นสาเหตุทำให้เกิดหนี้ (NPL)

ส่วนที่ 3 วิเคราะห์ระดับความคิดเห็นด้านแนวทางแก้ไขหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) โดยใช้ ค่าเฉลี่ย (Mean) และค่าเบี่ยงเบนมาตรฐาน (Standard Deviation : S.D.) เพื่อวัดระดับปัญหาและแนวทางแก้ไขหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล

การวิเคราะห์สาเหตุของปัญหา

ด้วยวิธีการวิเคราะห์ข้อมูลโดยใช้หลัก สถิติเบื้องต้น ในรูปแบบร้อยละ (Percentage) ค่าเฉลี่ย (Average Of Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) ของข้อมูลทั้งหมด โดยมีทั้งข้อมูลเชิงคุณภาพและเชิงปริมาณ นำเครื่องมือแผนภูมิก้างปลา (Fish Bone Diagram) ใช้ในการวิเคราะห์หาสาเหตุของปัญหา

การค้นหาแนวทางการแก้ไขปัญหา

โดยการใช้ข้อมูลการสัมภาษณ์ความคิดเห็น ปัญหา อุปสรรค และข้อเสนอแนะแนวทางการแก้ไขปัญหาหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล จากการสัมภาษณ์ของกลุ่มตัวอย่าง ผู้บริหาร หัวหน้าหน่วยงานที่เกี่ยวข้อง โดยการวิเคราะห์เนื้อหา (Content Analysis)

การประเมินทางเลือก

โดยนำผลการศึกษาปัญหาและแนวทางการแก้ไขปัญหาหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน โดยนำทฤษฎีการวิเคราะห์ TOWS matrix ในการกำหนดแนวทางการป้องกันปัญหาหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล

ผลการศึกษา

ลักษณะประชากรศาสตร์ของกลุ่มตัวอย่าง ของพนักงานที่ปฏิบัติงานด้านสินเชื่อของธนาคารออมสิน สำนักงานใหญ่ จำนวน คน 174 พบว่ากลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิง จำนวน 129 คน คิดเป็นร้อยละ 74.1 และเพศชาย จำนวน 45 คน คิดเป็นร้อยละ 25.9 ตามลำดับ พบว่ากลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิง จำนวน 129 คน คิดเป็นร้อยละ 74.1 และเพศชายจำนวน 45 คน คิดเป็นร้อยละ 25.9 ตามลำดับ

ระดับตัวแปรต้นและตัวแปรตาม

ผลการศึกษาปัญหาที่เป็นสาเหตุทำให้เกิดหนี้ NPL ของสินเชื่อบุคคล ธนาคารออมสิน พบว่าปัจจัยภายในที่เกิดจากธนาคาร และ ปัจจัยภายนอกธนาคารและลูกหนี้มีผลต่อปัญหาการผิดนัดชำระหนี้ โดยอันดับแรก ปัจจัยภายในที่เกิดจากธนาคาร คือ นโยบายการกำหนดเป้าหมายด้านการอนุมัติสินเชื่อจำนวนมาก ส่งผลให้การอนุมัติจ่ายสินเชื่อไม่มีคุณภาพ รองลงมาคือ กระบวนการขั้นตอนการปรับปรุงโครงสร้างหนี้ใช้เวลานาน ปัจจัยภายนอกธนาคารและลูกหนี้คือ รายได้ลดลงและค่าใช้จ่ายในครอบครัวสูง รองลงมาคือ ลูกหนี้มีภาระหนี้สินเชื่อเพิ่มขึ้นหลายบัญชีทั้งในและนอกระบบธนาคาร ส่งผลให้ความสามารถในการชำระหนี้ลดลง

ความสัมพันธ์ระหว่างตัวแปรต้นและตัวแปรตาม

ผลกระทบจากปัจจัยภายในที่เกิดจากธนาคาร พบว่านโยบายการกำหนดเป้าหมายด้านการอนุมัติสินเชื่อจำนวนมาก และกระบวนการขั้นตอนการปรับปรุงโครงสร้างหนี้ใช้เวลานาน ปัจจัยภายนอกธนาคารและลูกหนี้ รายได้ลดลงและค่าใช้จ่ายในครอบครัวสูง และลูกหนี้มีภาระหนี้สินเชื่อเพิ่มขึ้นหลายบัญชีทั้งในและนอกระบบธนาคาร ส่งผลให้ความสามารถในการชำระหนี้ลดลง ทำให้เกิดปัญหาเป็นหนี้ค้างชำระ (NPL) ของสินเชื่อบุคคล ธนาคารจึงควรพัฒนาระบบติดตามหนี้ด้วยเทคโนโลยีสารสนเทศและการสื่อสาร สร้างเครื่องมือที่เป็นมาตรฐานในการจัดทำฐานข้อมูลลูกหนี้ของสินเชื่อบุคคล จะช่วยเพิ่มประสิทธิภาพการติดตามหนี้ของสินเชื่อบุคคลได้มากขึ้น สามารถช่วยเหลือลูกหนี้ในการแก้ไขปัญหาก่อนที่จะเกิดเป็นหนี้ค้างชำระไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคลได้

ผู้ศึกษาใช้แผนภูมิก้างปลา (Fish Bone Diagram) ในการจำแนกหาสาเหตุของปัญหาที่ได้จากการเก็บข้อมูลของแบบสอบถามระดับความสำคัญที่เป็นสาเหตุของปัญหา พบว่า สาเหตุหลักของการเกิดหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน คือ 1) ปัจจัยภายในที่เกิดจากธนาคาร ได้แก่ นโยบายการกำหนดเป้าหมายด้านการอนุมัติสินเชื่อจำนวนมาก ส่งผลให้การอนุมัติจ่ายสินเชื่อไม่มีคุณภาพ ด้านกระบวนการขั้นตอนการปรับปรุงโครงสร้างหนี้ใช้เวลานาน พนักงานไม่เพียงพอในการติดตามและควบคุมหนี้ของธนาคาร วงเงินอนุมัติไม่เหมาะสมต่อความต้องการ และเงินงวดผ่อนชำระสูงเกินไป รวมถึงการตรวจสอบเอกสารคำขอกู้และการวิเคราะห์สินเชื่อไม่เป็นไปตามหลัก 6C’s และ 2) ปัจจัยภายนอกธนาคารและลูกหนี้ ได้แก่ รายได้ลดลงและค่าใช้จ่ายในครอบครัวสูง ลูกหนี้มีภาระหนี้สินเชื่อเพิ่มขึ้นหลายบัญชีทั้งในและนอกระบบธนาคาร ส่งผลให้ความสามารถในการชำระหนี้ลดลงภาวะเศรษฐกิจชะลอตัวจากสถานการณ์การระบาดโควิด-19 และสงครามยูเครน-รัสเซีย ทำให้เกิดปัญหาการลาออกจากงาน / ตกงาน / ว่างงาน รวมถึงการนำเงินกู้ไปใช้ผิดวัตถุประสงค์

การวิเคราะห์สภาพแวดล้อมองค์กรจากปัจจัยภายในที่เกิดจากธนาคาร ปัจจัยภายนอกและของลูกหนี้ โดยใช้เครื่องมือการวิเคราะห์ SWOT ANALYSIS เพื่อนำมาเป็นข้อมูลในการกำหนดแนวทางการป้องกันการเกิดปัญหาหนี้ค้างชำระ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน พบว่า

1. จุดแข็ง ธนาคารออมสินมีความน่าเชื่อถือและเป็นที่รู้จักมายาวนาน ฐานะทางการเงินมีความมั่นคง ทั้งภาพลักษณ์องค์กรซึ่งได้รับการดูแลจากรัฐบาลเป็นอย่างดี มีนโยบายที่ให้ความสำคัญกับการพัฒนาบุคลากร ให้ความรู้และการเพิ่มทักษะในการปฏิบัติงานอย่างต่อเนื่องสม่ำเสมอ

2. จุดอ่อน พนักงานผู้วิเคราะห์สินเชื่อและ พนักงานในการติดตามทวงถามหนี้ ของธนาคารออมสิน ขาดความชำนาญในด้านการวิเคราะห์สินเชื่อ หรืออาจมีการประเมินอนุมัติวงเงินกู้ การอธิบายรายละเอียดสัญญาสินเชื่อ และการอธิบายข้อมูลในการชำระหนี้ไม่ชัดเจน ขาดการเชื่อมโยงกัน และวิธีปฏิบัติการติดตามทวงถามการชำระหนี้จากธนาคารไม่ต่อเนื่อง ขาดทักษะการเจรจาทวงถามหนี้ของพนักงาน รวมถึงสาเหตุลูกหนี้ไม่มีความสามารถในการชำระหนี้เนื่องจากมีหนี้สินที่ต้องผ่อนชำระหลายบัญชี

3. โอกาส นโยบายของภาครัฐที่สนับสนุนในการขยายฐานลูกค้าด้านสินเชื่อ ส่งผลดีต่อการขยายสินเชื่อและพัฒนาผลิตภัณฑ์ที่ตอบสนองความต้องการลูกค้าเพิ่มขึ้น อีกทั้งมีเครือข่ายภาครัฐและเอกชนช่วยสนับสนุน ทำให้สามารถเชื่อมโยงไปสู่บริการประเภทอื่น ๆ ของธนาคารออมสิน

4. อุปสรรค การเปลี่ยนแปลงของนโยบายของรัฐบาล ค่านิยมและเทคโนโลยี สถาบันการเงินอื่นที่มีระบบติดตามหนี้ทันสมัยและรัดกุม ทำให้ลูกค้าของธนาคารชำระหนี้กับสถาบันการเงินอื่นก่อนรวมถึงภาระหนี้สินของลูกค้าสูงขึ้น อัตราการว่างงาน ตกงาน ลาออก เพิ่มสูงขึ้นจากผลกระทบของเศรษฐกิจที่ชะลอตัวในปัจจุบัน ทำให้การติดตามหนี้ได้ค่อนข้างยาก แนวทางประเมินทางเลือกในการแก้ไขปัญหา

การศึกษาแนวทางแก้ไขหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล โดยใช้ทฤษฎีการวิเคราะห์ TOWS matrix ในการกำหนดแนวทางการป้องกันปัญหาหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ได้ดังนี้

1. แนวทางการแก้ไขปัญหาเชิงรุก (SO Strategy) โดยนำข้อมูลการประเมินสภาพแวดล้อมที่เป็นจุดแข็งและโอกาสมาพิจารณาร่วมกัน ใช้กลยุทธ์การจัดฝึกอบรมพนักงงานอย่างต่อเนื่อง เพื่อสร้างทักษะในการวิเคราะห์สินเชื่อและการติดตามทวงถามหนี้ให้รัดกุม เพื่อเป็นการลดขั้นตอนในกระบวนการทำงาน และการกำหนดเงื่อนไขการอนุมัติวงเงินประเภทต่าง ๆ ได้ตรงกับความต้องการของลูกค้าได้ ภายใต้นโยบายของภาครัฐที่สนับสนุนในการขยายฐานลูกค้าด้านสินเชื่อ ส่งผลดีต่อการขยายสินเชื่อและพัฒนาผลิตภัณฑ์ที่ตอบสนองความต้องการลูกค้าเพิ่มขึ้น อีกทั้งการพัฒนาระบบติดตามหนี้ด้วยเทคโนโลยีสารสนเทศและการสื่อสาร โดยการสร้างเครื่องมือที่เป็นมาตรฐานในการจัดทำฐานข้อมูลลูกหนี้สินเชื่อบุคคล ช่วยเพิ่มประสิทธิภาพการติดตามหนี้ของสินเชื่อบุคคลได้มากขึ้นจากการปรับปรุงขั้นตอนการดำเนินงานที่ใช้เวลานาน โดยทำให้มีความรวดเร็วและชัดเจนมากขึ้น สามารถทราบถึงกระบวนการทำงานได้ทุกขั้นตอน เพื่อใช้ในการติดตามหนี้ จะทำให้พนักงานได้ทราบถึงข้อมูลของลูกหนี้ได้เร็ว และสามารถช่วยเหลือลูกหนี้ในการแก้ไขปัญหาก่อนที่จะเกิดเป็นหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคลได้ทันท่วงที

2. แนวทางการแก้ไขปัญหาเชิงแก้ไข (WO Strategy) โดยนำข้อมูลการประเมินสภาพแวดล้อมที่เป็นจุดอ่อนและโอกาสมาพิจารณาร่วมกัน ใช้กลยุทธ์เน้นการนำเทคโนโลยีที่ทันสมัยเพื่อเพิ่มประสิทธิภาพการทำงาน และการสร้างความแตกต่างในการให้บริการ (Service Differentiation)จากสถานการณ์แพร่ระบาดไวรัส COVID-19 ในปัจจุบัน ทำให้พฤติกรรมของผู้บริโภคที่เปลี่ยนแปลงไปเป็นยุค digital banking ธนาคารจึงต้องพัฒนาเทคโนโลยีเพื่อลดขั้นตอนการดำเนินงาน ทั้งในรูปแบบของผลิตภัณฑ์และการบริการ เพื่อเพิ่มโอกาสทางธุรกิจและรองรับการเปลี่ยนแปลงในอนาคต เพื่อให้สอดคล้องกับความต้องการของลูกค้า อันก่อให้เกิดความพึงพอใจทั้งในขั้นตอนการอนุมัติสินเชื่อ การชำระสินเชื่อ การติดตามทวงถามหนี้ เพื่อเป็นการสร้างความสัมพันธ์ที่ดีสามารถทำได้โดยเพิ่มการอบรมให้พนักงาน พัฒนาคุณภาพการให้บริการของพนักงาน รวมถึงการปรับปรุงกระบวนการปฏิบัติงาน (Process Improvement) โดยมุ่งเน้นระบบที่จะสนับสนุนลูกค้า ลดการทำงานที่ซ้ำซ้อน ลดความเสี่ยงที่เกิดจาก Human error และช่วยลดต้นทุนและค่าใช้จ่ายของธนาคาร

3. แนวทางการแก้ไขปัญหาเชิงป้องกัน (ST Strategy) การพัฒนาระบบการให้บริการสินเชื่อตั้งแต่การตรวจสอบเอกสารคำขอกู้ กระบวนการพิจารณาอนุมัติ จะทำให้เกิดความรวดเร็วในการแจ้งผลการอนุมัติสินเชื่อกับลูกค้า มีการกำหนดข้อปฏิบัติการบริหารที่มีประสิทธิภาพควรพิจารณาให้รอบคอบถึงรายได้และหนี้สินของลูกค้าก่อนตัดสินใจอนุมัติสินเชื่อ รวมถึงพนักงานที่ให้ความข้อมูลกับลูกค้าที่ต้องการใช้บริการให้เข้าใจถึงวิธีเงื่อนไขการชำระหนี้ และกระบวนการติดตามชำระหนี้ พร้อมบทลงโทษเพื่อไม่ให้ลูกค้าที่ได้รับอนุมัติหลีกเลี่ยงการชำระเงิน อีกทั้งกลยุทธ์อยู่กับที่ด้วยการรักษาฐานลูกค้าเดิม สร้างความสัมพันธ์อันดีต่อลูกค้า เพิ่มโอกาสในการขยายฐานลูกค้ารายใหม่ และเป็นการดึงลูกค้า จากธนาคารหรือสถาบันการเงินรายอื่น เน้นการสื่อสารกับลูกค้าถึงความคุ้มค่าในผลิตภัณฑ์ของธนาคารออมสิน ในเรื่องผลตอบแทน อัตราดอกเบี้ย และมาตรการคุ้มครองวงเงินสินเชื่อ เพื่อให้ลูกค้ามีความมั่นใจในความมั่นคงของธนาคาร และเพิ่มช่องทางการให้บริการในช่องทางอื่นได้อย่างสะดวกให้รวดเร็ว จะทำให้ลูกค้าเกิดความรู้สึกง่ายและสะดวกในการเข้ามาใช้บริการของธนาคาร

4. แนวทางการแก้ไขปัญหาเชิงรับ (WT Strategy) โดยนำข้อมูลการประเมินสภาพแวดล้อมที่เป็นจุดอ่อนและอุปสรรคมาพิจารณาร่วมกัน ธนาคารควรหลีกเลี่ยงหรือไม่อนุมัติสินเชื่อสำหรับลูกค้าที่มีภาระหนี้สินสูง เพื่อหลีกเลี่ยงการเกิดหนี้ค้างชำระที่จะเกิดขึ้น มีมาตรการปรับปรุงโครงสร้างหนี้ สามารถแก้ไขหนี้ที่ค้างชำระ เช่น การปรับลดอัตราดอกเบี้ย การปรับลดการผ่อนชำระเงินงวดลดลง และการปรับปรุงโครงสร้างหนี้ด้วยวิธีการรวมหนี้ เป็นต้น รวมถึงการจัดอบรมให้ความรู้แก่ลูกหนี้ในเรื่องของการวางแผน

การเงิน อีกทั้งมีการวิจัยและพัฒนาเกี่ยวกับการบริหารลูกค้าสัมพันธ์ ทราบถึงพฤติกรรมและความต้องการของลูกค้าที่มีการเปลี่ยนแปลงตามระยะเวลา

จากการศึกษาทำให้ผู้ศึกษานั้นได้แนวทางเลือกการแก้ไขปัญหาด้วยกัน 3 แนวทางคือ

1. การจัดอบรมพัฒนาศักยภาพให้ความรู้เกี่ยวกับการวิเคราะห์สินเชื่อและพนักงานในการติดตามทวงถามหนี้ให้มีความเชี่ยวชาญและปฏิบัติตามระเบียบข้อบังคับให้เป็นในแนวทางเดียวกัน เพื่อเพิ่มทักษะในการวิเคราะห์สินเชื่อและการติดตามทวงถามหนี้ให้มีประสิทธิภาพมากขึ้น

2. การพัฒนาระบบติดตามหนี้ด้วยเทคโนโลยีสารสนเทศและการสื่อสาร โดยการสร้างเครื่องมือที่เป็นมาตรฐานในการจัดทำฐานข้อมูลลูกหนี้ของสินเชื่อบุคคล

3. โครงการเพื่อช่วยเหลือลูกหนี้ที่ได้รับผลกระทบจาก Covid-19 และปัญหาเศรษฐกิจชะลอตัว โดยลูกหนี้ที่มีความประสงค์ปรับปรุงโครงสร้างหนี้สามารถแก้ไขหนี้ที่ค้างชำระได้

วิเคราะห์ข้อดีและข้อเสียแต่ละทางเลือก

แนวทางที่ 1 การจัดอบรมพัฒนาศักยภาพให้ความรู้เกี่ยวกับการวิเคราะห์สินเชื่อและพนักงานในการติดตามทวงถามหนี้ให้มีความเชี่ยวชาญและปฏิบัติตามระเบียบข้อบังคับให้เป็นในแนวทางเดียวกัน เพื่อเพิ่มทักษะในการวิเคราะห์สินเชื่อและการติดตามทวงถามหนี้ให้มีประสิทธิภาพมากขึ้น

ข้อดี การจัดอบรมเพื่อพัฒนาศักยภาพในการวิเคราะห์สินเชื่อ การติดตามทวงถามหนี้ และหลักเกณฑ์เงื่อนไขการให้สินเชื่อแก่พนักงาน จะช่วยให้พนักงานเกิดความรู้ ความเข้าใจและมีทักษะ ความชำนาญในการอนุมัติสินเชื่อมากขึ้น ทำให้การอนุมัติการจ่ายสินเชื่อของธนาคารมีประสิทธิภาพ สามารถวิเคราะห์ความสามารถในการชำระหนี้ของลูกค้าได้อย่างรอบคอบรัดกุม และการกำหนดวิธีปฏิบัติขั้นตอนในการติดตามทวงถามหนี้เพื่อเจรจากับลูกหนี้ให้ชัดเจน เพื่อที่จะลดความเสี่ยงในการเกิดหนี้ที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อ

ข้อเสีย การจัดอบรมพนักงาน ธนาคารจะต้องมีการจัดสรรงบประมาณ ซึ่งทำให้องค์กรมีค่าใช้จ่ายที่เพิ่มมากขึ้น

แนวทางที่ 2 การพัฒนาระบบติดตามหนี้ด้วยเทคโนโลยีสารสนเทศและการสื่อสาร โดยการสร้างเครื่องมือที่เป็นมาตรฐานในการจัดทำฐานข้อมูลลูกหนี้ของสินเชื่อบุคคล

ข้อดี การพัฒนาระบบสารสนเทศที่สนับสนุนการทำงานจะช่วยให้การบริหารหนี้มีประสิทธิภาพมากขึ้น แสดงให้เห็นชัดในด้านของการประหยัดเวลา ด้านการบันทึกข้อมูล การออกหนังสือติดตาม ตรวจสอบ ส่งออก การค้นหาข้อมูล การดำเนินการทางกฎหมาย การบันทึกปรับปรุงสถานภาพและยังสามารถติดตามหนี้ได้ตามเป้าหมายของสินเชื่อบุคคล จะทำให้พนักงานได้ทราบถึงข้อมูลของลูกหนี้ได้เร็ว สามารถช่วยเหลือลูกหนี้ในการแก้ไขปัญหาก่อนที่จะเกิดเป็นหนี้ค้างชำระ

ข้อเสีย อาจส่งผลกระทบให้ธนาคารจะต้องมีค่าใช้จ่ายในการจัดสรรงบประมาณเพิ่มขึ้น และอาจไม่สามารถทำให้ปัญหาหนี้ค้างชำระค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล หมดไปได้

แนวทางที่ 3 โครงการเพื่อช่วยเหลือลูกหนี้ที่ได้รับผลกระทบจาก Covid-19 และเศรษฐกิจชะลอตัว โดยลูกหนี้ที่มีความประสงค์ปรับปรุงโครงสร้างหนี้ สามารถแก้ไขหนี้ที่ค้างชำระ เช่น การปรับลดอัตราดอกเบี้ย การปรับลดการผ่อนชำระเงินงวดลดลง และการปรับปรุงโครงสร้างหนี้ด้วยวิธีการรวมหนี้ เป็นต้น รวมถึงการจัดอบรมให้ความรู้แก่ลูกหนี้ในเรื่องของการวางแผนการเงิน การลดรายจ่าย เพิ่มรายได้

ข้อดี ช่วยบรรเทาความเดือดร้อน ลดความตรึงเครียดของลูกหนี้ในการบริหารจัดการหนี้ ภายใต้มาตรการความช่วยเหลือของธนาคาร ได้แก่ การปรับลดอัตราดอกเบี้ย การปรับลดการผ่อนชำระเงินงวดลดลง การปรับปรุงโครงสร้างหนี้ด้วยวิธีการรวมหนี้ เป็นต้น และทำให้ลูกหนี้เกิดความเข้าใจและมีการวางแผนการเงินมากยิ่งขึ้น โดยส่วนหนึ่งอาจขาดทักษะความรู้ทางการเงิน ไม่ได้วางแผนทางการเงินเพื่อรองรับความจำเป็นและความไม่แน่นอนในอนาคต การดำเนินชีวิตตามหลักปรัชญาของเศรษฐกิจพอเพียง โดยการลดรายจ่าย - เพิ่มรายได้ เพื่อฝ่าวิกฤติและสถานการณ์เศรษฐกิจในปัจจุบัน

ข้อเสีย ธนาคารจะต้องมีค่าใช้จ่ายในการจัดสรรงบประมาณเพิ่มขึ้น และอาจไม่สามารถทำให้ปัญหาหนี้ค้างชำระค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล หมดไปได้

โดยผู้ศึกษาได้เลือกวิธีการแก้ไขปัญหาเป็นแนวทางที่ 2 การพัฒนาระบบติดตามหนี้ด้วยเทคโนโลยีสารสนเทศและการสื่อสาร โดยการสร้างเครื่องมือที่เป็นมาตรฐานในการจัดทำฐานข้อมูลลูกหนี้ของสินเชื่อบุคคล ช่วยเพิ่มประสิทธิภาพการติดตามหนี้ของสินเชื่อบุคคลได้มากขึ้น จากการปรับปรุงขั้นตอนการดำเนินงานที่ใช้เวลานาน โดยทำให้มีความรวดเร็วและชัดเจนมากขึ้น สามารถทราบถึงกระบวนการทำงานได้ทุกขั้นตอน หรือหากพบข้อผิดพลาดก็จะทราบได้ว่าจะต้องปฏิบัติในขั้นตอนนั้นๆ อย่างไร อีกทั้งพนักงานยังมีความเข้าใจเกี่ยวกับการจัดการติดตามหนี้มากขึ้นโดยสามารถศึกษาจากคู่มือวิธีปฏิบัติที่สร้างไว้ และระบบสารสนเทศที่สนับสนุนการทำงานจะช่วยให้การบริหารหนี้มีประสิทธิภาพมากขึ้น แสดงให้เห็นชัดในด้านของการประหยัดเวลา ด้านการบันทึกข้อมูล

การออกหนังสือติดตาม ตรวจสอบ ส่งออก การค้นหาข้อมูล การดำเนินการทางกฎหมาย การบันทึกปรับปรุงสถานภาพและยังสามารถติดตามหนี้ได้ตามเป้าหมายของสินเชื่อบุคคล จะทำให้พนักงานได้ทราบถึงข้อมูลของลูกหนี้ได้เร็ว สามารถช่วยเหลือลูกหนี้ในการแก้ไขปัญหาก่อนที่จะเกิดเป็นหนี้ค้างชำระ

สรุปผลการวิจัย

1. ผลการวิเคราะห์เปรียบเทียบระดับความสำคัญของปัจจัยที่เป็นสาเหตุทำให้เกิดหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคค สอบถามพนักงานที่ปฏิบัติงานด้านสินเชื่อ ธนาคารออมสิน สำนักงานใหญ่ด้านปัจจัยภายในที่เกิดจากธนาคาร และปัจจัยภายนอกธนาคารและลูกหนี้เมื่อพิจารณาในระดับมากที่สุดทั้งหมด พบว่าระดับความสำคัญของปัจจัยมากที่สุดคือ ปัจจัยภายนอกธนาคารและลูกหนี้ รองลงมาคือ ปัจจัยภายในที่เกิดจากธนาคาร

2. ผลการวิเคราะห์ข้อมูลการสัมภาษณ์เชิงลึกกลุ่มตัวอย่างแต่ละด้านสามารถสรุปผลได้ดังนี้

ด้านปัจจัยภายในที่เกิดจากธนาคาร ผู้บริหารมีความคิดเห็นว่า ปัจจัยภายในที่เกิดจากธนาคารมีผลต่อการเพิ่มขึ้นของหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ค่อนข้างสูง เนื่องจากหากธนาคารมีหลักเกณฑ์และนโยบายการปล่อยสินเชื่อที่รัดกุมและครอบคลุม ทั้งด้านการวิเคราะห์สินเชื่อ การตรวจสอบเอกสาร หลักการวิเคราะห์ การสร้างความเข้าใจและเงื่อนไขของสินเชื่อแก่ลูกค้าอย่างชัดเจนย่อมส่งผลให้เกิดปัญหาของ (NPL) ของสินเชื่อบุคคลลดลง แต่หากธนาคารกำหนดเป้าหมายสินเชื่อเพิ่มมากขึ้น พนักงานไม่อธิบายเงื่อนไขในสัญญากู้ให้ชัดเจน ทำให้การปล่อยสินเชื่อไม่มีคุณภาพย่อมส่งผลให้ปัญหา (NPL) ของสินเชื่อบุคคลเพิ่มสูงขึ้น หากพนักงานวิเคราะห์สินเชื่อขาดความรู้ความสามารถ หรือขาดความละเอียดรอบครอบในการตรวจสอบเอกสาร ขาดประสบการณ์ ก็จะส่งผลต่อความสามารถที่แท้จริงของผู้กู้ ทำให้การอนุมัติสินเชื่อไม่มีคุณภาพก็จะทำให้เกิดหนี้ค้างชำระ (NPL) ของสินเชื่อบุคคลได้

ด้านปัจจัยภายนอกธนาคารและลูกหนี้ผู้บริหารมีความคิดเห็นว่า ปัจจัยภายนอกทั้งหมดที่กล่าวมาข้างต้นมานั้น ส่งผลให้เกิดปัญหาหนี้ค้างชำระแน่นอน เนื่องจากเศรษฐกิจไม่ดี เกิดโรคระบาด เกิดสงคราม ข้าวยากหมากแพง ทำให้ลูกค้ามีเงินน้อยลง รายได้ลดลง และมีค่าใช้จ่ายเพิ่มมากขึ้น อาจส่งผลกระทบให้ลูกค้าไม่สามารถชำระหนี้ได้ เป็นปัจจัยที่สำคัญส่งผลกระทบเชิงลบเกี่ยวกับรายได้ของผู้กู้ ที่ส่งผลกระทบต่อการชำระหนี้ของลูกค้า จากสภาพเศรษฐกิจในปัจจุบันที่ชะลอตัว สภาวะเงินเฟ้อสูงขึ้น มีผลกระทบต่อราคาสินค้าอุปโภคบริโภค และปัญหาสงครามยูเครนรัสเซีย ก็ส่งผลต่อราคาน้ำมันของประเทศ มีกระทบโดยตรงต่อลูกค้าที่จะต้องมีค่าใช้จ่ายที่เพิ่มขึ้น ถึงแม้รายได้จะเท่าเดิมแต่รายจ่ายก็จะสูงขึ้น และเมื่อรายได้ลดลง ค่าใช้จ่ายเพิ่มขึ้น จะทำให้ลูกค้าไม่สามารถชำระหนี้ให้เป็นปกติได้ และจะเกิดปัญหาเป็นหนี้ค้างชำระ (NPL) ของสินเชื่อบุคคล

ข้อเสนอแนะ และแนวทางแก้ไขหนี้ค้างชำระไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ผู้บริหารมีแนวคิดในการหาแนวทางแก้ไขปัญหาว่า ปัจจัยภายในและปัจจัยภายนอก ต่างมีผลกระทบกับปัญหาหนี้ค้างชำระไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล หากธนาคารสามารถลดความเสี่ยงได้ก็จะสามารถลดปัญหาหนี้ได้ เช่นการกำหนดนโยบายการปล่อยสินเชื่อที่เข้มงวดมากขึ้น การมีมาตรการผ่อนปรนช่วยเหลือลูกค้าที่ประสบปัญหามากขึ้น การลดกระบวนการแก้ไขหนี้ การอบรมเพิ่มความรู้ให้แก่พนักงานวิเคราะห์สินเชื่อ และพนักงานติดตามหนี้ พร้อมทั้งอธิบายเงื่อนไขสัญญากู้ให้ชัดเจน รวมถึงการให้ความรู้แก่ลูกค้าในการวางแผนทางการเงิน การเพิ่มรายได้ ลดรายจ่าย และการบริหารจัดการหนี้ ก็จะส่งผลให้ปัญหาหนี้ค้างชำระไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคลลดลงได้ ขั้นตอนและกระบวนการที่เริ่มจากพนักงานวิเคราะห์สินเชื่อ โดยจะต้องมีการจัดอบรม เพิ่มทักษะ เพิ่มความรู้ และประสบการณ์ให้พนักงานวิเคราะห์สินเชื่อมีประสิทธิภาพมากขึ้น เช่น การทำคู่มือในการปฏิบัติงานให้ชัดเจนและครอบคลุม มีแผนการในการปฏิบัติงานถ้ามี (NPL) ของสินเชื่อบุคคล เกิดขึ้นมาแล้วจะทำอย่างไรเพื่อลดปัญหา (NPL) ของสินเชื่อบุคคลได้ ซึ่งปัจจุบันธนาคารก็มีนโยบายช่วยเหลือลูกค้า เช่น นโยบายการพักหนี้ในช่วงสถานการณ์โควิด-19

อภิปรายผลการวิจัย

ผลการศึกษาโดยใช้ทฤษฎีต่างๆ พบว่ามีความสอดคล้องกันกับสาเหตุของปัจจัยของการเกิดปัญหาหนี้ค้างชำระ ตั้งแต่เริ่มพิจารณาอนุมัติปล่อยสินเชื่อโดยใช้แนวคิดเกี่ยวกับการวิเคราะห์สินเชื่อ เพื่อพิจารณาถึงความเสี่ยงหรือโอกาสที่จะได้รับการชำระคืนทั้งเงินต้นและดอกเบี้ย จึงได้นำแนวทางการวิเคราะห์เชิงคุณภาพโดยใช้หลักเกณฑ์ 6C's เพื่อใช้ในการประเมินเครดิตของผู้ขอสินเชื่อร่วมกับการวิเคราะห์โดยใช้ทฤษฎีการวิเคราะห์สภาพแวดล้อมทั่วไป (PEST Environment) คือ ปัจจัยภายในที่เกิดจากธนาคาร และปัจจัยปัจจัยภายนอกธนาคารและลูกหนี้เพื่อให้การอนุมัติจ่ายสินเชื่อของธนาคารเป็นไปอย่างมีประสิทธิภาพ แต่หากเกิดปัญหาหนี้ค้างชำระ จึงต้องควรพิจารณาถึงสาเหตุและปัจจัยที่ทำให้เกิดหนี้ค้างชำระ โดยใช้แนวคิดเกี่ยวกับหนี้ที่ไม่ก่อให้เกิดรายได้พิจารณาว่าลูกหนี้รายใดบ้างที่ควรประนอมหนี้ หรือปรับปรุงโครงสร้างหนี้ และใช้ทฤษฎีแผนผังก้างปลา (Fishbone Diagram) เครื่องมือในการค้นหาสาเหตุและผลกระทบที่เกิดขึ้น ช่วยให้สามารถหาสาเหตุของข้อบกพร่องและความล้มเหลวในกระบวนการต่าง ๆ ของกระบวนการ

พิจารณาการปล่อยสินเชื่อ รวมถึงการวิเคราะห์สภาพแวดล้อมองค์กรโดยใช้เครื่องมือการวิเคราะห์ SWOT ANALYSIS และ ทฤษฎีการวิเคราะห์ TOWS matrix เพื่อนำมาเป็นข้อมูลในการกำหนดแนวทางการป้องกันการเกิดปัญหาหนี้ค้างชำระ (NPL) ของสินเชื่อบุคคล และเป็นแนวทางแก้ไขหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสิน ต่อไป

ข้อเสนอแนะ

1. การอนุมัติสินเชื่อของธนาคาร ต้องใช้ความระมัดระวังในการอนุมัติ พร้อมทั้งมีขั้นตอนการตรวจสอบข้อเท็จจริงเกี่ยวกับผู้ ผู้ค้าประกัน การพิจารณาวงเงินอนุมัติที่เหมาะสมกับรายได้และความสามารถในการชำระหนี้ของลูกค้า รวมถึงการปฏิบัติงานของพนักงานวิเคราะห์สินเชื่อ และพนักงานติดตามหนี้ของธนาคาร ดังนั้นเพื่อให้พนักงานที่ปฏิบัติงานให้มีความชำนาญอย่างเชี่ยวชาญ เข้าใจและปฏิบัติงานได้อย่างมีประสิทธิภาพมากยิ่งขึ้น ธนาคารควรมีการฝึกอบรม เพิ่มความรู้เพิ่มทักษะ เพื่อให้เกิดความเข้าใจหลักเกณฑ์ในการวิเคราะห์สินเชื่อและการติดตามทวงถามหนี้ในการเจรจากับลูกหนี้มากยิ่งขึ้น

2. ธนาคารควรพัฒนาระบบติดตามทวงถามหนี้ที่เป็นมาตรฐานและรัดกุม เพื่อการดำเนินการติดตามทวงถามหนี้ของลูกหนี้หรือลูกค้าได้อย่างรวดเร็ว เป็นการกระตุ้นให้ลูกหนี้ตระหนักและรับรู้ถึงภาระหนี้ที่ต้องรับผิดชอบ และคอยติดตามพฤติกรรมการจ่ายหนี้ของลูกหนี้เป็นระยะ เพื่อดูแนวโน้มการเกิดเป็นหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ เมื่อมีการติดตามเป็นระยะจะทำให้ธนาคารสามารถแก้ไขปัญหาก่อนการเกิดหนี้ค้างชำระได้อย่างรวดเร็วและทันที

ข้อเสนอแนะสำหรับการศึกษาครั้งต่อไป

1. การศึกษาครั้งนี้เป็นการศึกษาเฉพาะปัญหาและแนวทางแก้ไขหนี้ค้างชำระที่ไม่ก่อให้เกิดรายได้ (NPL) ของสินเชื่อบุคคล ธนาคารออมสินสำนักงานใหญ่เพียงอย่างเดียว ควรศึกษาธนาคารออมสินที่สังกัดสาขาอื่นๆ เพื่อศึกษาข้อมูล พฤติกรรมของลูกหนี้ และสาเหตุที่ลูกหนี้ค้างชำระ โดยสามารถนำผลการศึกษาที่ได้ไปปรับใช้ให้ เหมาะสมกับลูกค้ามากยิ่งขึ้น เพื่อเป็นแนวทางในการพัฒนาคุณภาพการปล่อยสินเชื่อของธนาคาร ให้เป็นไปในทิศทางที่มีรูปแบบมาตรฐานเดียวกัน

2. การศึกษาครั้งต่อไปควรศึกษาเรื่องการเพิ่มประสิทธิภาพในการทำงานของพนักงานวิเคราะห์สินเชื่อและพนักงานการติดตามทวงถามหนี้ค้างชำระของลูกหนี้ธนาคาร เพื่อเป็นการหาแนวทางในอนุมัติสินเชื่อได้อย่างมีคุณภาพ รวมถึงการเร่งรัดและติดตามหนี้ให้มีประสิทธิภาพยิ่งขึ้น

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แนวทางการแก้ไขปัญหาการพิจารณาสินเชื่อเคหะเพื่อลดการตั้งสำรองค่าเผื่อหนี้สงสัยจะสูญของธนาคารออมสิน

Guidelines for Solving Housing Loan Consideration Problems in order to Reduce the Provision for Doubtful Debts of the Government Savings Bank

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บทคัดย่อ

การศึกษาครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาปัญหาที่เกิดขึ้นในการพิจารณาสินเชื่อเคหะ ของธนาคารออมสิน เพื่อศึกษาแนวทางการแก้ไขปัญหาการพิจารณาสินเชื่อเคหะเพื่อลดการตั้งสำรองค่าเผื่อหนี้สงสัยจะสูญสินเชื่อเคหะของธนาคารออมสิน เป็นการวิจัยเชิงสำรวจ ประชากรคือ พนักงานฝ่ายอนุมัติสินเชื่อสำนักงานใหญ่ธนาคารออมสิน ใช้แบบสัมภาษณ์เก็บรวบรวมข้อมูลเชิงคุณภาพ และใช้แบบสอบถามเก็บรวบรวมข้อมูลเชิงปริมาณ ผลการศึกษาพบว่า ปัจจัยภายนอกที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ ประกอบด้วย 1) สภาวะเศรษฐกิจชะลอตัว 2) ตลาดอสังหาริมทรัพย์มีปริมาณคงเหลือต่อหน่วยของบ้านจำนวนมาก 3) มาตรการของรัฐที่ช่วยเหลือหรือกระตุ้นให้ซื้อบ้าน 4) ผู้กู้ขอยื่นสินเชื่อต่างธนาคารหลายๆหลักประกันพร้อมกัน ปัจจัยภายในที่เป็นสาเหตุทำให้ธนาคารต้องตั้งกันสำรองค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ ประกอบด้วย 1) ผู้วิเคราะห์สินเชื่อ ขาดทักษะในการกลั่นกรองลูกค้า 2) หลักเกณฑ์นโยบายที่ธนาคารผ่อนปรน แนวทางที่ช่วยลดการตั้งสำรองค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ ประกอบด้วย 1) จัดการให้ความรู้กับพนักงานสินเชื่อ 2) จัดหาเครื่องมือและพัฒนาระบบให้มีประสิทธิภาพและทันสมัยเพิ่มขึ้น 3) ปรับนโยบายของธนาคารให้มีมาตรการการปล่อยสินเชื่อที่รัดกุมมากขึ้น และสอดคล้องกับปัจจุบัน

คำสำคัญ: การพิจารณาสินเชื่อเคหะ, ปัจจัยภายนอก, ปัจจัยภายใน, ธนาคารออมสิน

Abstract

This study the objective of this study was to study the problems that arise in considering the Government Savings Bank's housing loan. and to study the guidelines for solving the problem of housing loan consideration in order to reduce the allowance for doubtful debts of the Government Savings Bank.. The population is an employee of the Credit Approval Department at the Government Savings Bank Headquarters. An interview form for collecting qualitative data and a questionnaire to collect quantitative data. External factors that caused the Bank to set aside allowance for doubtful debts for housing loans consisted of 1) economic slowdown 2) real estate market has a large amount of residual per unit of homes 3) government measures that help or encourage Buying a house 4) The borrower requests to apply for a loan from several banks as collateral at the same time. Internal factors that caused the Bank to set aside allowance for doubtful accounts for housing loans consisted of: 1) Credit analysts; Lack of customer screening skills 2) Policy rules that the Bank has relaxed and ways to reduce the provision for doubtful debts for home loans consist of 1) providing knowledge to credit staff; 2) providing tools and developing systems to be more efficient and up to date; 3) adjusting the Bank's policy to have measures Stronger lending and in accordance with the present.

Keywords: Consideration of housing loans, external factors, internal factors, Government Savings Bank

บทนำ

สถานการณ์การแพร่ระบาดของโควิด – 19 ส่งผลกระทบในทุกภาคส่วนทั่วโลก ทำให้เศรษฐกิจเกิดการชะลอตัว ร่วมถึงอุตสาหกรรมการเงิน การดำเนินธุรกิจและการดำเนินชีวิตมีการเปลี่ยนแปลงไป ซึ่งเป็นปัจจัยเร่งให้ประเทศไทยเข้าสู่ยุคดิจิทัลเร็วมากขึ้นส่งผลให้ธนาคารออมสินนำเทคโนโลยีทางการเงินเข้ามาเพิ่มประสิทธิภาพในการให้บริการทางการเงิน ออกแบบผลิตภัณฑ์ให้สอดคล้องกับความต้องการของผู้บริโภคในยุคปัจจุบัน ธนาคารออมสินได้เร่งดำเนินมาตราการและโครงการต่างๆ เพื่อช่วยเหลือผู้ได้รับ

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[2] อาจารย์ สาขาวิชาการเงิน คณะบริหารธุรกิจ มหาวิทยาลัยหอการค้า

ผลกระทบ ด้วยการสนับสนุนแหล่งเงินทุนกู้ซื้อที่อยู่อาศัย เพื่อเสริมสภาพคล่อง มีการออกมาตราการผ่อนปรนภาระหนี้เพื่อช่วยผู้ที่ได้รับผลกระทบเสียประวัติทางการเงิน และการพัฒนาการให้บริการผ่านช่องทาง Mobile Banking ภายใต้ชื่อ Mymo ซึ่งจะสามารถเป็นช่องทางหลักในการให้บริการ เพื่อสร้างความสะดวก รวดเร็ว และสอดคล้องกับสถานการณ์ในปัจจุบัน สามารถช่วยในการใช้อนุมัติสินเชื่อให้แก่ลูกค้าได้มากกว่า 1.5 ล้านราย ซึ่งการเพิ่มช่องทางการให้บริการ มีผลิตภัณฑ์สินเชื่อเคหะที่ตอบสนองความต้องการของลูกค้านี้ เป็นการเพิ่มรายได้และกำไรให้แก่ธนาคาร แต่ทั้งนี้ธนาคารยังคงต้องพัฒนาศักยภาพบุคลากร พัฒนาและปรับปรุงระบบงานเทคโนโลยีสารสนเทศของธนาคารให้มีประสิทธิภาพมากยิ่งขึ้น มีการวางแผนโครงสร้าง ระบบการดำเนินงาน สร้างการรับรู้ให้แก่บุคลากรอย่างสม่ำเสมอ สร้างแผนรองรับการบริหารจัดการพนักงานให้สามารถปฏิบัติงานที่บ้าน พร้อมทั้งพัฒนาระบบงานเครื่องมือการบริหารความเสี่ยงในด้านต่างๆ เพื่อไม่ให้นำไปสู่ปัญหาความเสี่ยงด้านคุณภาพสินเชื่อเคหะ ธนาคารยังคงสามารถให้บริการทางการเงินได้อย่างต่อเนื่อง และมีประสิทธิภาพสูงสุด สามารถเพิ่มขีดการแข่งขัน สร้างรายได้ให้เป็นไปตามเป้าหมายของธนาคาร (ธนาคารออมสิน, 2564)

ธนาคารมียอดเงินให้สินเชื่อเคหะปี 2562 ถึง ปี 2565 (ไตรมาส 1) จำนวนทั้งสิ้น 348,598.20 ล้านบาท 337,134.79 345,814.28 347,561.88 และ 348,598.20 ล้านบาท ตามลำดับ ซึ่งมียอดให้กู้ยืมสูงขึ้นทุกปีสอดคล้องกับสภาพเศรษฐกิจในปัจจุบันที่กำลังอยู่ในช่วงฟื้นตัวจากการแพร่ระบาดโควิด – 19 และผลจากการปรับโครงสร้างองค์กรโดยการจัดตั้งส่วนงานตรวจสอบและวิเคราะห์สินเชื่อลูกค้าบุคคลผ่านตัวแทนขาย 1 - 2 เพื่อรองรับการเติบโตของยอดสินเชื่อเคหะ และธนาคารยังคงต้องดูแลคุณภาพการให้สินเชื่อและควบคุมการบริหารลูกหนี้อย่างต่อเนื่อง ซึ่งการเติบโตของยอดสินเชื่อนี้จะทำให้รายได้ดอกเบี้ยสุทธิเพิ่มขึ้น และค่าใช้จ่ายสำรองหนี้ลดลง แต่จากยอดเงินให้กู้ยืมสินเชื่อเคหะที่เพิ่มสูงขึ้นนั้นส่งผลให้อัตราการการตั้งสำรองค่าเผื่อหนี้สงสัยจะสูญสินเชื่อเคหะสูงขึ้นเช่นกัน ข้อมูลปี 2562 ถึง ปี 2565 (ไตรมาส 1) จำนวนทั้งสิ้น 4,734.84 4,411.89 5,345.33 และ 5,006.40 ล้านบาท ตามลำกับ คิดเป็นอัตราส่วนการตั้งสำรองค่าเผื่อหนี้สงสัยจะสูญสินเชื่อเคหะต่อเงินให้กู้ยืมสินเชื่อเคหะเป็น 1.404 1.275 1.538 และ 1.436 ซึ่งมีแนวโน้มเพิ่มสูงขึ้น จากผลการดำเนินงานสะท้อนให้เห็นว่าคุณภาพสินการให้สินเชื่อลดลง สาเหตุเกิดจากสิ่งแวดล้อมภายนอก ภาวะเศรษฐกิจถดถอย ผู้มีส่วนเกี่ยวข้องในด้านการพัฒนาอสังหาริมทรัพย์ นโยบายรัฐบาล มาตรการผ่อนปรน ข้อกำหนดกฎหมาย กฎระเบียบต่างๆ และพฤติกรรมของผู้กู้รวมไปถึงสิ่งแวดล้อมภายใน กระบวนการทำงาน ระบบสนับสนุนการให้สินเชื่อ ทักษะประสบการณ์ของผู้วิเคราะห์สินเชื่อในการตรวจสอบเอกสารยื่นขอสินเชื่อและประเมินความสามารถของผู้กู้ นโยบายการผ่อนปรนความสามารถในการชำระหนี้ จากปัจจัยต่างๆนี้ส่งผลให้เกิดหนี้ค้างชำระและธนาคารต้องกันเงินสำรองค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะสูงขึ้นจากการจัดชั้นลูกหนี้และกันสำรองเงินตามอัตราส่วนที่ธนาคารแห่งประเทศไทยกำหนด (ธนาคารแห่งประเทศไทย, 2561)

จากการเติบโตของยอดการให้สินเชื่อที่เพิ่มขึ้นนั้นสะท้อนให้เห็นปริมาณการยื่นขอสินเชื่อของธนาคารเพิ่มสูงขึ้นและมีกลุ่มลูกค้าที่หลากหลายจากการรองรับลูกค้าจากโครงการพัฒนาอสังหาริมทรัพย์ และด้วยปัจจุบันลูกค้าที่มาขอใช้บริการสินเชื่อมีแนวโน้มยื่นเอกสารประกอบการพิจารณาสินเชื่อที่ไม่สอดคล้องกับความเป็นจริง การเป็นลูกค้าจัดตั้ง (Nominee) มีการจัดทำเอกสารสัญญาซื้อขายที่มีราคาขายหลักประกันสูงกว่าความเป็นจริง ประกอบกับเอกสารที่ยื่นขอสินเชื่อในขั้นตอนการพิจารณาเบื้องต้นเป็นเอกสารถ่ายสำเนาทุกฉบับ จึงทำให้เกิดปัญหาในการตรวจสอบความถูกต้องของเอกสาร และหากธนาคารไม่มีแนวทางการในการกลั่นกรองลูกค้าที่มาขอสินเชื่อ อาจทำให้ธนาคารมีความเสี่ยงด้านสินเชื่อสูง อีกทั้งธนาคารมีการผ่อนปรนความสามารถในการชำระหนี้อาจส่งผลให้เกิดหนี้ค้างชำระสูงขึ้นจากการอนุมัติวงเงินสินเชื่อสูงกว่าความสามารถในการชำระหนี้ ซึ่งการให้สินเชื่อที่ผิดพลาดจะทำให้เกิดลูกหนี้ด้อยคุณภาพ และธนาคารต้องตั้งสำรองค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะสูงขึ้นจากการจัดชั้นหนี้ตามหลักเกณฑ์ที่ธนาคารแห่งประเทศไทยกำหนด ซึ่งผลที่ได้จากการศึกษาในครั้งนี้จะเป็นแนวทางแก่ผู้บริหารของธนาคารออมสิน เพื่อนำไปใช้แก้ไขปัญหาการพิจารณาสินเชื่อเคหะของธนาคารออมสิน และลดอัตราส่วนการตั้งสำรองค่าเผื่อหนี้สงสัยจะสูญสินเชื่อเคหะต่อเงินให้กู้ยืมสินเชื่อเคหะ

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัญหาที่เกิดขึ้นในการพิจารณาสินเชื่อเคหะ ของธนาคารออมสิน
2. เพื่อศึกษาแนวทางการแก้ไขปัญหาการพิจารณาสินเชื่อเคหะเพื่อลดการตั้งสำรองค่าเผื่อหนี้สงสัยจะสูญสินเชื่อเคหะของธนาคารออมสิน

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

ประชากรและกลุ่มตัวอย่างสำหรับข้อมูลเชิงคุณภาพ คือ ผู้บริหารและหัวหน้างานธนาคารออมสินสำนักงานใหญ่ โดยจะเก็บตัวอย่างผู้บริหารและหัวหน้าหน่วยงานหน่วยงานวิเคราะห์สินเชื่อเคหะ จำนวน 2 ท่าน

ประชากรและกลุ่มตัวอย่างสำหรับข้อมูลเชิงปริมาณ พนักงานฝ่ายอนุมัติสินเชื่อบุคคลสำนักงานใหญ่ธนาคารออมสิน ซึ่งมีจำนวนทั้งหมด 312 คน จากการคำนวณกลุ่มตัวอย่างใช้สูตรการคำนวณของ Toro Yamane ได้จำนวนกลุ่มตัวอย่างจำนวน 175.28 ตัวอย่าง และเพื่อป้องกันความผิดพลาด จึงเก็บเพิ่มอีก 2 ตัวอย่าง ดังนั้นขนาดตัวอย่างของพนักงานฝ่ายอนุมัติสินเชื่อบุคคลสำนักงานใหญ่ธนาคารออมสินที่ใช้ในการวิจัยครั้งนี้ คือ 178 ตัวอย่าง (Yamane, 1973)

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรอิสระ ได้แก่ 1) คุณลักษณะของเจ้าหน้าที่สินเชื่อเคหะ (ได้แก่ ประสบการณ์การทำงานด้านสินเชื่อ และความถี่ในการได้รับการฝึกอบรมในงานสินเชื่อ) 2) ปัจจัยภายนอกที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ (ได้แก่ สภาพเศรษฐกิจ และผู้ขอสินเชื่อ (ลูกค้า)) และ 3)ปัจจัยภายในที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ (ได้แก่ นโยบายสินเชื่อและหลักเกณฑ์ และพนักงานผู้วิเคราะห์สินเชื่อ)

ตัวแปรตาม ได้แก่ แนวทางการแก้ปัญหาเพื่อลดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะธนาคารออมสิน

ขอบเขตของการวิจัย

ในการศึกษาครั้งนี้ ผู้ศึกษาได้ทำการศึกษามุ่งเน้นไปที่สาเหตุของปัญหาที่เกิดจากการพิจารณาสินเชื่อเคหะ และแนวทางในการแก้ไขปัญหาการพิจารณาสินเชื่อเคหะ โดยมีวัตถุประสงค์เพื่อลดการตั้งค่าสำรองค่าเผื่อหนี้สงสัยจะสูญสินเชื่อเคหะของธนาคารออมสิน

วิธีการเก็บข้อมูล

การเก็บข้อมูลแบบทุติยภูมิ คือ การค้นคว้าข้อมูลจากเอกสารตำราทางวิชาการต่างๆ ที่เกี่ยวข้อง และเอกสารประกอบการปฏิบัติงานในกระบวนการพิจารณาสินเชื่อของธนาคารออมสิน รายงานประจำปี รวบรวมข้อมูลเชิงเอกสาร จากหนังสือ บทความข้อมูลออนไลน์งานวิจัย รายงานที่เกี่ยวข้องกับสินเชื่อ การพิจารณาสินเชื่อของธนาคารเพื่อให้ทราบข้อมูลเกี่ยวกับการบริหารความเสี่ยงในกระบวนการพิจารณาสินเชื่อเคหะ

การเก็บรวบรวมข้อมูลเชิงคุณภาพแบบปฐมภูมิ คือ คือ การสัมภาษณ์ผู้บริหารและหัวหน้าหน่วยงานที่เกี่ยวข้อง เกี่ยวกับปัจจัยภายนอกและปัจจัยภายในที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ และแนวทางการแก้ปัญหาเพื่อลดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะธนาคารออมสินเพื่อลดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะธนาคารออมสิน

การเก็บรวบรวมข้อมูลเชิงปริมาณแบบปฐมภูมิ คือ วิธีการเก็บรวบรวมข้อมูลเชิงปริมาณแบบปฐมภูมิ การสำรวจโดยการใช้แบบสอบถามพนักงานฝ่ายอนุมัติสินเชื่อ เกี่ยวกับคุณลักษณะของเจ้าหน้าที่สินเชื่อเคหะ (ได้แก่ ประสบการณ์การทำงานด้านสินเชื่อและความถี่ในการได้รับการฝึกอบรมในงานสินเชื่อ) ปัจจัยภายนอกที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ (ได้แก่ สภาพเศรษฐกิจ และผู้ขอสินเชื่อ (ลูกค้า)) และปัจจัยภายในที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ (ได้แก่ นโยบายสินเชื่อและหลักเกณฑ์ และพนักงานผู้วิเคราะห์สินเชื่อ) และแนวทางการแก้ปัญหาเพื่อลดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะธนาคารออมสิน

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในศึกษาสำหรับข้อมูลเชิงคุณภาพ คือ การสัมภาษณ์ในการรวบรวมข้อมูลเชิงคุณภาพกับผู้บริหารและหัวหน้าหน่วยงานที่เกี่ยงข้อง จำนวน 2 ท่าน ประกอบด้วยคำถาม 5 ข้อ เป็นคำถามเกี่ยวกับปัจจัยภายนอก ปัจจัยภายในที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ และแนวทางการแก้ปัญหาเพื่อลดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะธนาคารออมสิน

เครื่องมือที่ใช้ศึกษาสำหรับข้อมูลเชิงปริมาณ คือ แบบสอบถามในการรวบรวมข้อมูลเชิงปริมาณกับประชากรเป้าหมายพนักงานฝ่ายอนุมัติสินเชื่อ สำนักงานใหญ่ธนาคารออมสิน ประกอบด้วย 4 ส่วน ดังนี้

ส่วนที่ 1 คุณลักษณะของเจ้าหน้าที่สินเชื่อเคหะ ประกอบด้วย ประสบการการทำงานด้านสินเชื่อ และความถี่ในการได้รับการฝึกอบรมในงานสินเชื่อ ข้อคำถามใช้มาตรวัดแบบลิเคิร์ท (Likert Scale)

ส่วนที่ 2 ปัจจัยภายนอกที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะประกอบด้วย 2 ด้าน ได้แก่ สภาพเศรษฐกิจ และลูกค้า ข้อคำถามใช้มาตรวัดแบบลิเคิร์ท (Likert Scale)

ส่วนที่ 3 ปัจจัยภายในที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะประกอบด้วย 2 ด้าน ได้แก่ นโยบายสินเชื่อและหลักเกณฑ์ และพนักงานผู้วิเคราะห์สินเชื่อ ข้อคำถามใช้มาตรวัดแบบลิเคิร์ท (Likert Scale)

ส่วนที่ 4 แนวทางการแก้ปัญหาเพื่อลดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะธนาคารออมสิน ข้อคำถามใช้มาตรวัดแบบลิเคิร์ท (Likert Scale) (ศิริชัย กาญจนวาสี และคณะ, 2559)

วิธีการวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลเชิงคุณภาพ จากการนำข้อมูลที่ได้จากการสัมภาษณ์มาเรียบเรียงข้อมูลและจำแนก โดยนำทฤษฎีเกี่ยวกับคุณลักษณะของเจ้าหน้าที่วิเคราะห์สินเชื่อและการบริหารความเสี่ยงด้านสินเชื่อเคหะเป็นกรอบการจำแนก จากนั้นทำการตีความหมายเพื่อเชื่อมโยงความสัมพันธ์กับปัญหาของการปล่อยสินเชื่อเคหะ

การวิเคราะห์ข้อมูลเชิงปริมาณ ใช้วิธีการวิเคราะห์ข้อมูลเชิงปริมาณใช้สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ การแจกแจงค่าร้อยละและค่าเฉลี่ย ในการอธิบายและวิเคราะห์คุณลักษณะของเจ้าหน้าที่วิเคราะห์สินเชื่อเคหะ ปัจจัยภายนอกที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ ปัจจัยภายในที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ และแนวทางการแก้ปัญหาเพื่อลดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะธนาคารออมสิน

การวิเคราะห์สาเหตุของปัญหา โดยการนำข้อมูลที่ได้จากการวิเคราะห์ข้อมูลเชิงคุณภาพและการวิเคราะห์ข้อมูลเชิงปริมาณมาสร้างข้อสรุปเป็นปัญหาที่เกิดจากการดำเนินงานการอนุมัติสินเชื่อเคหะ โดยใช้เครื่องมือต่างๆ ได้แก่ PESTEL Analysis, SWOT Analysis, TOWS Matrix และ Fish Bone Diagram

การค้นหาแนวทางการแก้ไขปัญหา ทำการค้นหาแนวทางการแก้ปัญหา โดยการหาความสัมพันธ์ระหว่างปัญหา และสาเหตุของปัญหาที่เป็นไปได้และก่อให้เกิดปัญหานั้น โดยเลือกเครื่องมือต่างๆ ได้แก่ การนำข้อมูลจากการวิเคราะห์เชิงปริมาณและเชิงคุณภาพ และการนำแนวคิด PESTEL Analysis, SWOT Analysis, มาวิเคราะห์ศึกษาสภาพแวดล้อม และการหาแนวทางการแก้ไขปัญหาจากข้อมูลเชิงปริมาณ และการวิเคราะห์ TOWS Matrix

วิธีการประเมินทางเลือก

เปรียบเทียบวิธีการแก้ปัญหาจากการใช้เครื่องมือต่างๆ และเลือกแนวทางที่แก้ปัญหาได้ดีที่สุด โดยการใช้เกณฑ์ต่างๆในการประเมินทางเลือก ได้แก่ ประสิทธิภาพของงาน ค่าเผื่อหนี้สงสัยจะสูญ การปฏิบัติตามหลักเกณฑ์ของธนาคาร

สรุปผลการวิจัย

การวิเคราะห์ข้อมูลเชิงคุณภาพจากการสัมภาษณ์

1. ปัญหาที่เกิดขึ้นในการอนุมัติสินเชื่อเคหะของฝ่ายอนุมัติสินเชื่อ

- ผู้กู้ ส่งเอกสารขอกู้ไม่ครบ เอกสารไม่สอดคล้องกับความเป็นจริง มีการจัดตั้งลูกค้าขึ้นมาเป็น Nominee และปัจจุบันมีเรื่อง Data Privacy ข้อมูลลูกค้าที่จะส่งผลกระทบต่อธนาคารด้วยก็คือธนาคารจะต้องมีตรวจสอบ
- ผู้วิเคราะห์สินเชื่อ พนักงานขาดทักษะในการตรวจสอบเอกสารเพื่อกลั่นกรองลูกค้า และยังขาดเครื่องมือเทคโนโลยีในการวิเคราะห์สินเชื่อเพื่อประเมินความเสี่ยงของผู้กู้
- กระบวนการวิเคราะห์สินเชื่อ ซึ่งมีความเกี่ยวข้องกับนโยบายของธนาคาร การผ่อนปรนหลักเกณฑ์ การปรับหลักเกณฑ์ใหม่ การตรวจสอบเอกสาร เนื่องจากฝ่ายอนุมัติสินเชื่อเคหะเป็นฝ่ายที่ตั้งขึ้นมาใหม่ จะต้องรับเอกสารจากตัวแทนขาย ไม่ได้รับเอกสารจากสาขาโดยตรง และเอกสารที่ได้รับเป็นสำเนาจึงอาจเกิดความเสี่ยงด้านเอกสารที่ไม่ชัดเจน การปลอมแปลงเอกสาร

2. ปัจจัยภายนอกที่เป็นสาเหตุทำให้ธนาคารต้องตั้งกันสำรองค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ

- สภาวะเศรษฐกิจชะลอตัว จากสถานการณ์การระบาดโรคโควิด-19 และสภาวะเงินเฟ้อ ทำให้รายได้ของลูกค้าลดลง หรืออาจจะมีการเลิกจ้างงาน
- ตลาดอสังหาริมทรัพย์ มีปริมาณคงเหลือของหน่วยบ้านสูงมากกว่าปริมาณความต้องการและมีราคาต่อหน่วยที่สูง
- มาตรการของรัฐในการผ่อนปรน ได้แก่ มาตรการลดค่าโอน ลดค่าจดจำนอง หรือมาตรการผ่อนปรน LTV
- ยื่นขอสินเชื่อกับทางธนาคารต่างหลักประกันพร้อมกัน

3. ปัจจัยภายในที่เป็นสาเหตุทำให้ธนาคารต้องตั้งกันสำรองค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ

- ผู้วิเคราะห์สินเชื่อ ผู้วิเคราะห์สินเชื่อขาดทักษะในการคัดกรองเอกสารลูกค้า และการวิเคราะห์รายได้ลูกค้าในกลุ่มอาชีพใหม่ เช่น ผู้ประกอบอาชีพอิสระ Youtuber, influencer
- หลักเกณฑ์นโยบายที่ธนาคารผ่อนปรน ระเบียบคำสั่งและหลักเกณฑ์ยังไม่ครอบคลุมหรือยังไม่รัดกุม ซึ่งทำให้ธนาคารมีหลักเกณฑ์การผ่อนปรนสูงจึงทำให้ผู้กู้มีความสามารถในการชำระหนี้สูงกว่าความเป็นจริง

4. แนวทางที่ช่วยลดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะ

- จัดการให้ความรู้กับพนักงานสินเชื่อ โดยให้มีการฝึกอบรมเพิ่มทักษะความรู้ รวมทั้งจัดทำคู่มือและวิธีการปฏิบัติอย่างชัดเจนและครอบคลุม
- จัดหาเครื่องมือเทคโนโลยีและพัฒนาระบบให้มีประสิทธิภาพและทันสมัยเพื่อช่วยในการวิเคราะห์สินเชื่อ

- ปรับนโยบายของธนาคารให้มีมาตรการการปล่อยสินเชื่อที่เข้มงวดขึ้น มีการเพิ่มมาตราการผ่อนปรนให้กับลูกค้าที่ได้รับผลกระทบที่จะเป็นหนี้ค้างชำระ ปรับลดกระบวนการแก้ไขหนี้ให้รวดเร็ว

การวิเคราะห์ข้อมูลเชิงปริมาณจากแบบสอบถาม

1. ข้อมูลส่วนบุคคลของพนักงานฝ่ายอนุมัติสินเชื่อบุคคลสำนักงานใหญ่ธนาคารออมสิน ส่วนใหญ่เป็นเพศหญิง มีอายุอยู่ในกลุ่ม 30 – 40 ปี ระยะเวลาปฏิบัติงานด้านสินเชื่อในธนาคารออมสินประมาณ 4 – 6 ปี และมีความถี่ในการได้รับอบรมหลักสูตรการพัฒนาบุคลากรด้านสินเชื่อในรูปแบบ E-Learning ประมาณ 3 – 5 ครั้ง/ปี

2. ปัจจัยภายนอกที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะพบว่า ด้านสภาพเศรษฐกิจ มีระดับความสำคัญปัจจัยที่เกิดปัญหามากที่สุด และด้านผู้ขอสินเชื่อ มีระดับความสำคัญปัจจัยที่เกิดปัญหามากที่สุด

3. ปัจจัยภายในที่เป็นสาเหตุทำให้เกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะพบว่า ด้านนโยบายและหลักเกณฑ์การให้สินเชื่อเคหะ มีระดับความสำคัญปัจจัยที่เกิดปัญหามากที่สุด และด้านพนักงานวิเคราะห์สินเชื่อเคหะ มีระดับความสำคัญปัจจัยที่เกิดปัญหามาก

4. แนวทางการแก้ปัญหาเพื่อลดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะธนาคารออมสินพบว่า ผู้ตอบแบบสอบถามเห็นด้วยกับแนวทางการแก้ปัญหาเพื่อลดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อเคหะอยู่ในระดับมากที่สุด โดยลำดับแรกสำหรับแนวทางการแก้ปัญหาที่ผู้ตอบแบบสอบถามเห็นด้วยมากที่สุดคือ การปรับหลักเกณฑ์การพิจารณาสินเชื่อ กลุ่มอาชีพความเสี่ยงต่ำที่ธนาคารผ่อนปรนความสามารถในการชำระหนี้ให้เป็นมาตรฐาน และสอดคล้องกับสถานการณ์ปัจจุบัน รองลงมาคือ การจัดทำฐานข้อมูลรายชื่อโครงการต้องสงสัยเพื่อตรวจสอบ โดยจำกัดสิทธิ์พนักงานที่สามารถเข้าถึงข้อมูลเฉพาะหน่วยงานที่เกี่ยวข้อง และจัดการอบรมอย่างน้อยปีละ 1-2 ครั้ง เกี่ยวกับการตรวจสอบความถูกต้องของเอกสาร หลักการวิเคราะห์สินเชื่อ เพื่อสร้างการรับรู้แนวทางในการปฏิบัติและเรื่องที่ต้องเฝ้าระวัง

ปัญหาที่เกิดขึ้นในกระบวนการพิจารณาอนุมัติสินเชื่อเคหะ

1. สภาพเศรษฐกิจ ที่อยู่ในช่วงชะลอตัว สภาวะเงินเฟ้อ และค่าเงินที่อ่อนตัวลง ทำให้ลูกค้ามีรายได้ลดลง หรืออาจถูกเลิกจ้างงาน ค่าใช้จ่ายทั้งภาคธุรกิจและภาคครัวเรือนเพิ่มสูงขึ้น

2. ผู้ขอสินเชื่อ โดยนำเอกสารรับรองรายได้มายื่นขอกู้ไม่สอดคล้องกับความเป็นจริง หรือสัญญาจะซื้อจะขายหลักทรัพย์ที่นำมายื่นกู้กับธนาคารสูงเกินกว่าความจริง การจัดตั้งผู้กู้หรือที่เรียกกันว่า Nominee และมีการยื่นวัตถุประสงค์ในการขอสินเชื่อไม่ใช่เพื่ออยู่อาศัยและการยื่นขอสินเชื่อพร้อมกันหลายธนาคารทำให้จดจำนองบ้านกับธนาคารได้พร้อมกันหลายที่

3. นโยบายและหลักเกณฑ์การให้สินเชื่อเคหะ ที่มีการผ่อนปรนหลักเกณฑ์ความสามารถในการชำระหนี้มากเกินไป และการปรับปรุงนโยบายความเสี่ยงสินเชื่อเคหะ เพื่อรองรับกฎเกณฑ์ยังไม่เป็นปัจจุบันมากนัก และหลักเกณฑ์และนโยบายของธนาคารที่ยังขาดความรัดกุมและครอบคลุม

4. ด้านพนักงานวิเคราะห์สินเชื่อเคหะ ไม่มีความเข้าใจหลักเกณฑ์และโปรโมชั่นของธนาคารอย่างชัดเจน จึงเกิดความผิดพลาดโดยวิเคราะห์สินเชื่อ และขาดทักษะในการตรวจสอบเอกสารเพื่อกลั่นกรองลูกค้าสินเชื่อ และขาดความระมัดระวังและความรอบคอบในการพิจารณาสินเชื่อ

แนวทางเลือกสำหรับการแก้ไขปัญหา

<u>ทางเลือกที่ 1</u> ปรับหลักเกณฑ์การพิจารณาสินเชื่อ กลุ่มอาชีพความเสี่ยงต่ำที่ธนาคารผ่อนปรนความสามารถในการชำระหนี้ให้เป็นมาตรฐาน เพื่อให้สอดคล้องกับสถานการณ์ปัจจุบัน

<u>ทางเลือกที่ 2</u> จัดทำฐานข้อมูลรายชื่อโครงการหรือบริษัทที่ต้องสงสัย และจัดตั้งหน่วยงานเพื่อทำการตรวจสอบความถูกต้องของข้อมูล โดยจำกัดสิทธิ์พนักงานที่สามารถเข้าถึงข้อมูลเฉพาะหน่วยงานที่เกี่ยวข้อง เพื่อสามารถตรวจสอบข้อมูลโครงการก่อนอนุมัติสินเชื่อ ซึ่งผู้ที่ทำหน้าที่ในการตรวจสอบจะต้องมีความสามารถ ประสบการณ์ และความเชี่ยวชาญอย่างเพียงพอ รวมถึงมีการแบ่งแยกหน้าที่อย่างชัดเจน เพื่อการถ่วงดุลอำนาจอย่างเป็นอิสระ

<u>ทางเลือกที่ 3</u> ปรับปรุงคุณภาพในการทำงานของพนักงาน โดยการจัดอบรมออนไลน์พนักงานในช่วงเวลาหลังเลิกงานอย่างน้อยปีละ 2 ครั้ง เกี่ยวกับการตรวจสอบความถูกต้องของเอกสารต่างๆ ให้มีความครบถ้วนและเป็นไปตามระเบียบของธนาคาร และร่วมกันสรุปปัญญาต่างๆที่เกิดขึ้นในระหว่างการดำเนินงาน รวมถึงให้แนวทางในการปฏิบัติงาน ให้เป็นไปในทิศทางเดียวกัน และให้ความรู้เกี่ยวกับเรื่องที่ต้องเฝ้าระวังเป็นพิเศษพร้อมยกตัวอย่าง Case study และนำเอกสารที่ใช้ในการอบรมมาทำเป็นคู่มือในการปฏิบัติงาน เพื่อลดปัญหาที่จะเกิดขึ้นในระหว่างกระบวนการทำงานของพนักงาน

1. ข้อดีและข้อเสียแต่ละแนวทางเลือก

<u>ทางเลือกที่ 1</u>

ข้อดี

- มีปริมาณยอดให้สินเชื่อเคหะเพิ่มมากขึ้น
- สามารถขยายฐานลูกค้าใหม่ได้เพิ่มขึ้น และได้กลุ่มลูกค้าชั้นดี
- การมีแนวทางและหลักเกณฑ์ในการคัดกรองลูกค้าส่งผลให้สินเชื่อมีคุณภาพที่ดีและช่วยลดการตั้งสำรองค่าเผื่อหนี้สงสัยจะสูญ
- กลุ่มลูกค้าความเสี่ยงต่ำจะได้รับอนุมัติวงเงินตามที่ยื่นขอกู้ เพื่อเพิ่มความสามารถในการแข่งขันกับสถาบันการเงินอื่น

ข้อเสีย

- ขอบเขตของระยะเวลาในการกำหนดหลักเกณฑ์ และการจัดการความเสี่ยงใช้ระยะเวลาดำเนินงานนาน
- การปรับหลักเกณฑ์การพิจารณาสินเชื่อใหม่ ทำให้ธนาคารต้องรองรับความเสี่ยงที่เพิ่มมากขึ้น

<u>ทางเลือกที่ 2</u>

ข้อดี

- สามารถลดความเสี่ยงในการปล่อยสินเชื่อโครงการต้องสงสัย
- การให้สินเชื่อเคหะมีคุณภาพมากขึ้น และช่วยลดการตั้งสำรองค่าเผื่อหนี้สงสัยจะสูญ
- ใช้พนักงานที่มีความเชี่ยวชาญและมีประสบการณ์ทำงานฝ่ายอนุมติสินเชื่อมานาน ในการจัดทำฐานข้อมูล ทำให้ไม่มีค่าใช้จ่ายในการจ้างผู้เชี่ยวชาญจากภายนอก

ข้อเสีย

- เนื่องจากเป็นการแก้ปัญหาในระยะยาว ทำให้ต้องใช้เวลาในการรวบรวมข้อมูลและตรวจสอบความถูกต้องของข้อมูลก่อนอัพโหลดขึ้นระบบ

<u>ทางเลือกที่ 3</u>

ข้อดี

- สามารถแก้ไขปัญหาระดับสายงานและระดับปฏิบัติการได้ระยะสั้น
- พนักงานมีความรู้และแนวทางในการกลั่นกรองลูกค้า และวิเคราะห์สินเชื่อให้เป็นมาตรฐานเดียวกัน
- ใช้พนักงานที่มีความเชี่ยวชาญในการวิเคราะห์เอกสารเป็นผู้อบรมทำไม่มีค่าใช้จ่ายในการจ้างวิทยากร
- สามารถรวบรวมปัญหาและดำเนินการจัดอบรมได้ทันที

ข้อเสีย

- มาตรฐานในการเรียนรู้ของแต่ละบุคคลไม่เท่ากัน

2. ขอบเขตของระยะเวลาในแต่ละทางเลือก

<u>ทางเลือกที่ 1</u> 6 เดือน – 12 เดือน

<u>ทางเลือกที่ 2</u> 6 เดือน

<u>ทางเลือกที่ 3</u> ไม่เกิน 3 เดือน

3. งบประมาณแต่ละแนวทางเลือก

<u>ทางเลือกที่ 1</u> ไม่มีค่าใช้จ่าย

<u>ทางเลือกที่ 2</u> ไม่มีค่าใช้จ่าย

<u>ทางเลือกที่ 3</u> ไม่มีค่าใช้จ่าย

4. การประเมินทางเลือกดำเนินการโดยให้หัวหน้างาน 2 ท่าน ให้คะแนนปัจจัยด้านความสามารถในการแก้ปัญหา ด้านระยะเวลา และด้านงบประมาณ ของแต่ละทางเลือก โดยผู้วิจัยเลือกจากแนวทางเลือกที่ได้คะแนนสูงที่สุด ผลการประเมินพบว่าหัวหน้างานทั้ง 2 ท่านให้คะแนนทางเลือกที่ 2 สูงสุด รองลงมาคือทางเลือกที่ 3 และทางเลือกที่ 1 ตามลำดับ ดังนั้นผู้วิจัยจึงใช้แนวทางเลือกที่ 2 คือ จัดทำฐานข้อมูลรายชื่อโครงการหรือบริษัทที่ต้องสงสัย และจัดตั้งหน่วยงานเพื่อทำการตรวจสอบความถูกต้องของข้อมูล

ทางเลือกที่แนะนำ

จากผลการประเมินทางเลือกของหัวหน้างาน 2 ผู้วิจัยจึงใช้แนวทางเลือกที่ 2 คือ จัดทำฐานข้อมูลรายชื่อโครงการหรือบริษัทที่ต้องสงสัย และจัดตั้งหน่วยงานเพื่อทำการตรวจสอบความถูกต้องของข้อมูล เป็นแนวทางในการแก้ไขปัญหาการพิจารณาสินเชื่อเคหะของธนาคารออมสิน เนื่องจากเป็นแนวทางที่เหมาะสมทั้งในด้านของความสามารถในการแก้ปัญหา ด้านระยะเวลา และด้านงบประมาณที่ใช้ในการดำเนินงาน

ดัชนีชี้วัดความสำเร็จของการแก้ไขปัญหา

1. ฐานข้อมูลรายชื่อโครงการหรือบริษัทที่ต้องสงสัย มีความถูกต้องและแม่นยำ

2. พนักงานสามารถนำข้อมูลรายชื่อโครงการหรือบริษัทที่ต้องสงสัยมาใช้ประกอบการพิจารณาสินเชื่อเคหะได้อย่างถูกต้องและแม่นยำ

3. ธนาคารมีการลดการตั้งสำรองค่าเผื่อหนี้สงสัยจะสูญสินเชื่อเคหะลดน้อยลง

อภิปรายผลการวิจัย

จากผลการวิเคราะห์ข้างต้นผู้วิจัยได้นำแนวคิด SWOT PESTEL และ Fish Bones มาใช้ในการวิเคราะห์ปัญหาพบว่าปัญหาที่เกิดขึ้นในกระบวนการพิจารณาอนุมัติสินเชื่อเคหะธนาคารออมสินที่เป็นสาเหตุทำให้ธนาคารต้องตั้งค่าเผื่อหนี้สงสัยจะสูญสูงขึ้น เกิดขึ้นมาจาก 2 ปัจจัย คือ ปัจจัยภายนอก ได้แก่ สภาพทางเศรษฐกิจที่อยู่ในช่วงชะลอตัว และตัวผู้ขอสินเชื่อที่ไม่ได้ให้ข้อมูลตรงกับความเป็นจริง และปัจจัยภายใน ได้แก่ นโยบายและหลักเกณฑ์การให้สินเชื่อเคหะ ที่มีการผ่อนปรนการชำระหนี้ และพนักงานวิเคราะห์สินเชื่อเคหะที่ยังขาดทักษะในการกลั่นกรองและตรวจสอบเอกสารแหล่งที่มาของรายได้ และเอกสารประกอบคำขอกู้อื่นๆ ทำให้เกิดความผิดพลาดในการวิเคราะห์ข้อมูล ซึ่งผลที่ได้มีความสอดคล้องกับงานวิจัยของ สุทธิพงษ์ มะยอง (2563) ที่พบว่า ปัจจัยที่ก่อให้เกิดหนี้เสีย (NPL) ได้แก่ ปัจจัยจากภายนอกคือ สภาวะทางเศรษฐกิจ และตัวผู้กู้ และปัจจัยภายในได้แก่ นโยบายในการติดตามหนี้ของธนาคาร และความสามารถในการทำงานของพนักงาน และงานวิจัยของ ชนาธิป สกุณา (2564) ที่พบว่าปัญหาหลักของการอนุมัติสินเชื่อเกิดขึ้นมากจาก 4 ปัจจัย ได้แก่ กระบวนการทำงาน พนักงาน หลักประกัน และตัวลูกค้า

สำหรับแนวทางในการในการแก้ไขปัญหาการพิจารณาสินเชื่อเคหะของธนาคารออมสิน ผู้วิจัยได้นำการวิเคราะห์ TOWS มาใช้ในการจัดหากลยุทธ์เพื่อใช้เป็นแนวทางในการแก้ไขปัญหาโดยแบ่งทางเลือกออกเป็น 3 แนวทาง ได้แก่ ทางเลือกที่ 1 ปรับเกณฑ์ในการพิจารณาสินเชื่อ กลุ่มอาชีพความเสี่ยงต่ำที่ธนาคารผ่อนปรนความสามารถในการชำระหนี้ให้เป็นมาตรฐาน ทางเลือกที่ 2 จัดทำฐานข้อมูลรายชื่อโครงการที่ต้องสงสัย และจัดตั้งหน่วยงานเพื่อทำการตรวจสอบความถูกต้องของข้อมูล และทางเลือกที่ 3 ปรับปรุงคุณภาพในการทำงานของพนักงาน โดยการจัดอบรมออนไลน์พนักงานในช่วงเวลาหลังเลิกงาน อย่างน้อยปีละ 2 ครั้ง (ศิริวรรณ เสรีรัตน์, 2550)

ข้อเสนอแนะ

ข้อเสนอแนะสำหรับการศึกษาครั้งนี้

1. ธนาคารออมสินควรมีการปรับนโยบายและหลักเกณฑ์ในการพิจารณาสินเชื่อเคหะให้มีความสอดคล้องกับสภาพเศรษฐกิจในปัจจุบันมากที่สุด

2. ธนาคารออมสินควรเร่งให้มีการจัดอบรมพนักงานโดยเร็ว เพื่อเป็นการเพิ่มประสิทธิภาพในการทำงานกับพนักงาน

3. ธนาคารควรมีระบบติดตามสถานการณ์การผ่อนชำระหนี้อย่างเคร่งครัด เพื่อดูแนวโน้มการเกิดค่าเผื่อหนี้สงสัยจะสูญของสินเชื่อ โดยเมื่อมีการติดตามอย่างเคร่งครัดธนาคารก็จะสามารถแก้ไขปัญหาได้อย่างทันถ่วงที

4. ธนาคารควรมีการปรับปรุงเทคโนโลยีในการวิเคราะห์สินเชื่อให้มีความสะดวก รวดเร็ว และถูกต้องแม่นยำ เพื่อลดปัญหาในการวิเคราะห์ข้อมูลผิดพลาดอันเนื่องมาจากระบบขัดคล่อง

ข้อเสนอแนะสำหรับการศึกษาครั้งต่อไป

1. เนื่องจากในการศึกษาครั้งนี้เป็นการศึกษาจากข้อมูลและความคิดเห็นในช่วงระยะเวลาหนึ่งเท่านั้น ซึ่งในอนาคตอาจมีการเปลี่ยนแปลงไปตามสถานการณ์ และตามหลักเกณฑ์ต่างๆ ดังนั้น จึงควรมีการศึกษาสาเหตุของปัญหาที่เกิดขึ้นเป็นระยะ เพื่อจะได้ทราบถึงปัญหาและแนวทางในการแก้ไขปัญหาการพิจารณาสินเชื่อเคหะของธนาคารออมสินได้ดียิ่งขึ้น

2. เนื่องจากการศึกษาครั้งนี้เป็นการเก็บข้อมูลจากเฉพาะในส่วนของพนักงานฝ่ายอนุมัติสินเชื่อสำนักงานใหญ่ของธนาคารออมสินเท่านั้น ในการศึกษาครั้งต่อไปควรทำการศึกษาเพิ่มเติมในส่วนของตัวผู้กู้ และเจ้าหน้าที่รับเรื่องเพิ่มเติม เพื่อจะได้ทราบถึงปัญหาและแนวทางในการแก้ไขปัญหาการพิจารณาสินเชื่อเคหะของธนาคารออมสินได้ดียิ่งขึ้น

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แรงจูงใจส่งผลต่อการเป็นสมาชิกที่ดีของพนักงานสายการบิน
Motivation Effect to Organizational Citizenship Behavior (Ocb) Of Airline Staff

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บทคัดย่อ

งานวิจัยในหัวข้อการค้นคว้าเรื่องแรงจูงใจส่งผลต่อการเป็นสมาชิกที่ดีของพนักงานสายการบิน งานวิจัยนี้ถูกสร้างขึ้นมาเนื่องจากผู้วิจัยทำงานในแวดวงการบินและใช้เวลาคลุกคลีอยู่กับอาชีพพนักงานต้อนรับบนเครื่องบินมากว่าห้าปี จึงทำให้สนใจที่จะศึกษาเกี่ยวกับแรงจูงใจในการทำงานและพฤติกรรมการเป็นสมาชิกที่ดีขององค์กรของพนักงานสายการบิน โดยได้มีการสุ่มกลุ่มตัวอย่างเป็นพนักงานสายการบินทั้งพนักงานสายการบินที่ให้บริการบนภาคพื้นและพนักงานสายการบินที่บริการบนอากาศยาน โดยได้ทำการออกแบบสำรวจแบบสุ่มกลุ่มตัวอย่างตามความน่าจะเป็นโดยผลการวิจัยของงานวิจัยนี้ที่ทำให้ทราบถึงแรงจูงใจในการทำงานที่มีผลต่อการเป็นสมาชิกที่ดีขององค์กรคือแรงจูงจูงใจในเรื่องของการยอมรับนับถือในที่ทำงาน เพราะผู้ตอบแบบสอบถามส่วนใหญ่คิดว่าการได้เป็นที่ยอมรับและเป็นที่นับถือของคนในองค์กรทำให้มีความสบายใจในการทำงานและสร้างบรรยากาศการทำงานที่ผ่อนคลายมากขึ้น เมื่อสามารถทำงานได้อย่างสบายใจก็ทำให้งานที่ทำมีประสิทธิภาพมากขึ้นซึ่งส่งผลไปถึงองค์กรในภาพรวมที่พัฒนาคุณภาพการทำงานมากขึ้นไปด้วย

คำสำคัญ : แรงจูงใจ / พฤติกรรม

Abstract

Research on the topic of Motivation effect to Organizational Citizenship Behavior (OCB) of airline staff. The research was created because the researcher worked in the aviation industry and spent more than five years in the flight attendant profession. Therefore, it is interesting to study about job motivation and good corporate membership behavior of airline employees. The random sample was airline employees, both airline employees who provide service on the ground and airline employees who serve on the aircraft. A probabilistic randomized survey was designed based on the findings of this research to determine that work motivation affects good organizational membership. of recognition at work Because most of the respondents think that being accepted and respected by people in the organization makes them feel more comfortable working and create a more relaxed work environment. When you can work comfortably, it makes work done more efficiently, which results in the organization as a whole that improves the quality of work as well. From the study of opinions on the careers of airline employees and result in their membership behavior at the organization, that is, income or benefit.

Keywords: Motivation/ Behavior

บทนำ

การแพร่ระบาดของไวรัสโคโรนา 2019 (COVID-19) ถือเป็นการแพร่ระบาดของเชื้อไวรัสกลายพันธุ์ครั้งใหญ่ของโลกที่ส่งผลกระทบขยายไปกว่า 60 ประเทศซึ่งมียอดผู้ติดเชื้อและเสียชีวิตเป็นจำนวนมาก ส่งผลต่อการดำรงชีวิตของมนุษยชาติคาดว่า COVID-19 จะสร้างมูลค่าความเสียหายทางเศรษฐกิจสูงกว่ากรณีของโรคซาร์สที่มีจุดกำเนิดที่ประเทศจีนเช่นกัน ส่งผลกระทบที่สร้างความเสียหายกับทุกภาคส่วนทั่วโลกหากจะฟื้นตัวจะต้องใช้เวลาอีกหลายปีเพราะปัจจุบันนี้ยังไม่สามารถหยุดการแพร่เชื้อของโรคเชื้อโคโรน่าไวรัสได้ Corona Virus และการแพร่ระบาดไวรัสโควิด19ทำให้การเดินทางระหว่างประเทศต้องหยุดชะงักลง เนื่องจากการปิด

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ประเทศของแต่ละประเทศส่งผลกระทบไปยังเศรษฐกิจทั่วโลก รวมถึงประเทศไทยเองด้วย และการหยุดให้บริการของสายการบินต่างๆ ทั่วโลก ทำให้รายได้ในการขนส่งทางอากาศซึ่งเป็นรายได้หลักของสายการบินลดลง สายการบินจึงต้องหาวิธี และวางแผนกลยุทธ์รับมือกับเหตุการณ์นี้เพื่อที่จะทำให้สายการบินสามารถอยู่รอดได้ เช่น การเปลี่ยนเครื่องบินโดยสารให้เป็นเครื่องบินขนส่งสินค้า ในปัจจุบันมีสายการบินต่างๆหลายสายการบิน ได้มีการเปลี่ยนเครื่องบินโดยสารเป็นเครื่องบินขนส่งสินค้าทางอากาศ และสถานการณ์โรคระบาดนี้ก็ยังคงส่งผลกระทบต่อพนักงานบริษัทในหลากหลายสาขาอาชีพไม่ใช่แค่เพียงพนักงานอุตสาหกรรมการบินแต่เพียงเท่านั้น ดังนั้นจึงเป็นปัญหาส่งผลต่อการดำเนินชีวิตของพนักงานสายการบินที่จะต้องวางแผนและจัดการอนาคตอาชีพของตนเองในอนาคตอีกด้วยการคมนาคมขนส่ง จัดว่าเป็นปัจจัยพื้นฐานที่สำคัญทีช่วยให้เกิดการเดินทางท่องเที่ยวได้อย่างสะดวกสบาย และถือเป็นธุรกิจหนึ่งที่ช่วยอำนวยความสะดวกให้แก่นักท่องเที่ยวในการเดินทางจากสถานที่ที่หนึ่งไปอีกสถานที่หนึ่ง ไม่ว่าจะเป็นทางบก ทางน้ำ และทางอากาศ การคมนาคมขนส่งเป็นธุรกิจที่มีความเกี่ยวข้องโดยตรงต่ออุตสาหกรรมการท่องเที่ยว การคมนาคมขนส่ง หมายถึง กระบวนการที่เกี่ยวข้องกับการเคลื่อนย้ายคน สัตว์ สิ่งของ จากที่หนึ่งไปยังอีกที่หนึ่ง โดยอาศัยสื่อกลางต่างๆภายใต้และราคาที่ตกลงกันไว้ การขนส่งนั้นสามารถแบ่งได้เป็น 5 ประเภท ดังนี้

1. การขนส่งทางบก (Road Transportation)
2. การขนส่งทางน้ำ (Water Transportation)
3. การขนส่งทางอากาศ (Air Transportation)
4. การขนส่งผ่านระบบคอนเทนเนอร์ (Container System)
5. การขนส่งแบบท่อ (Pipeline Transportation)

การขนส่งทางบก (Road or Motor Transportation) แบ่งเป็น 2 ประเภท ได้แก่

ทางรถไฟ (Railroads) เป็นเส้นทางลำเลียงที่สำคัญที่สุดของประเทศ เหมาะสำหรับการขนส่งสินค้าที่มีน้ำหนักในปริมาณมากๆ และใช้ระยะทางไกล เพื่อรวดเร็ว ค่าบริการไม่แพง และขนส่งสินค้าได้ในจำนวนมากมายหลากหลายประเภท ทันตามกำหนดเวลาที่ต้องการ แต่ความยืดหยุ่นมีน้อย เพราะมีเส้นทางที่ตายตัว

การขนส่งทางรถยนต์ (Motor Transportation) หรือรถบรรทุก (Truck Transportation) เป็นที่นิยมในปัจจุบัน เหมาะสำหรับของขนาดกลางถึงขนาดใหญ่ ซึ่งสะดวก รวดเร็วขนส่งสินค้าได้ตลอดเวลาตามความต้องการของลูกค้า เหมาะกับการขนส่งระยะสั้นและระยะกลาง แต่ค่าขนส่งสูงเมื่อเทียบกับการขนส่งทางรถไฟ มีความปลอดภัยต่ำ เกิดอุบัติเหตุบ่อย กำหนดเวลาแน่นอนไม่ได้ขึ้นอยู่กับสภาพการจราจรและดินฟ้าอากาศ

การขนส่งทางจักรยานยนต์ เหมาะสำหรับของขนาดเล็กและขนาดกลาง ระยะการขนส่งสั้น ไม่สามารถส่งในระยะไกลได้ ราคาไม่แพงมาก การขนส่งทางจักรยานยนต์เหมาะกับของที่ต้องการความรวดเร็วในระยะการขนส่งระยะสั้น

การขนส่งทางน้ำ (Water Transportation) คือ การขนส่งโดยการใช้แม่น้ำลำคลอง เส้นทางทางทะเลเป็นเส้นทางลำเลียงสินค้า ส่วนใหญ่ใช้สำหรับการขนส่งสินค้าระหว่างประเทศ ซึ่งเหมาะกับสินค้าที่มีขนาดใหญ่มากๆ สามารถขนส่งได้ในปริมาณมากเป็นสินค้าที่เสียหายได้ยาก เช่น ทราย แร่ ข้าวเปลือก เครื่องจักร ยางพารา เป็นต้น ซึ่งขนส่งทางน้ำอัตราค่าขนส่งถูกกว่าเมื่อเทียบกับขนส่งในทางอื่นๆ ทั้งยังขนส่งได้ในปริมาณมาก สามารถส่งได้ระยะไกล ๆ ได้ แต่ไม่สามารถกำหนดเวลาที่แน่นอนในการขนส่งได้ขึ้นอยู่กับสภาพอากาศ และ ภูมิประเทศ

การขนส่งทางอากาศ (Air Transportation) เหมาะสำหรับการขนส่งระหว่างประเทศ การขนส่งที่ผู้ส่งต้องการความรวดเร็วทันใจและปลอดภัย เหมาะสำหรับการขนส่งสินค้าประเภทที่บอบบางเช่น พืช ผลไม้ ผัก เป็นต้น แต่ไม่แนะนำสำหรับสินค้าที่มีขนาดใหญ่ สินค้าที่น้ำหนักมากและสินค้าที่ไม่มีมูลค่า เพราะค่าใช้จ่ายสูงกว่าการขนส่งในประเภทอื่นๆ

การขนส่งด้วยระบบคอนเทนเนอร์ (Container System) คือการขนส่งด้วยการบรรจุสินค้าลงในตู้หรือกล่องเหล็กขนาดใหญ่ แล้วทำการขนส่งโดยรถบรรทุก รถไฟ หรือเครื่องบิน ไปยังจุดหมายปลายทางโดยไม่มีการขนย้ายสินค้าออกจากตู้คอนเทนเนอร์ระหว่างทำการขนส่ง ซึ่งตู้คอนเทนเนอร์มีความทนทานในทุกสภาพอากาศไม่ว่าจะร้อน หนาว แดดหรือฝนตก ก็สามารถวางไว้กลางแจ้งได้ ซึ่งสามารถป้องกันการชำรุดเสียหายของสินค้าได้เป็นอย่างดี

การขนส่งทางท่อ (Pipeline Transportation) คือการขนส่งของเหลวและแก๊สผ่านระบบสายท่อ เช่น ระบบน้ำประปา น้ำมัน แก๊สธรรมชาติ และอื่นๆ ซึ่งการขนส่งแบบนี้จะแตกต่างกับการขนส่งในประเภทอื่น คือ ไม่ต้องเคลื่อนที่อุปกรณ์ที่ใช้ในการขนส่งโดยเส้นทางการขนส่งทางท่ออาจจะอยู่บนดิน ใต้ดินหรือใต้น้ำ ขึ้นอยู่กับสภาพภูมิอากาศ ทำให้กำหนดเวลาขนส่งได้อย่างแน่นอนชัดเจน ประหยัดต้นทุน เวลาในการขนย้ายสินค้า และมีความปลอดภัยสูงจากการสูญหายหรือลักขโมย ใช้กำลังคนน้อย ซึ่งข้อเสีย คือ ขนส่งได้เฉพาะสินค้าที่เป็นของเหลวหรือก๊าซเท่านั้นค่าใช้จ่ายในการลงทุนครั้งแรกสูง ไม่เหมาะกับการขนส่งในภูมิประเทศที่มีแผ่นดินไหวบ่อย

ดังนั้นการคมนาคมขนส่งแต่ล่ะประเภทจึงมีความสำคัญและประโยชน์ที่แตกต่างกันออกไป ขึ้นอยู่กับผู้ใช้บริการจะต้องเลือกใช้ให้ถูกประเภทเพื่อให้เหมาะกับบริการที่ผู้ใช้ต้องการที่จะใช้บริการนั้นเอง

การขนส่งของประเทศไทย ถึงจะความหลากหลายแต่ก็ยังมีความไม่เป็นระบบระเบียบอยู่มาก ซึ่งการขนส่งแต่ละประเภทก็ไม่ได้มีความโดดเด่นเท่าที่ควร เช่น การขนส่งทางถนน ที่เป็นการขนส่งหลักหลักของการคมนาคมขนส่งสินค้าไปทั่วประเทศ การขนส่งสินค้าผ่านทางรถประจำทางที่มีการขนส่งไปยังจังหวัดต่าง ๆ การใช้รถจักรยานยนต์เป็นพาหนะที่ใช้แทนการเดินหรือเดินทางใกล้ๆ การใช้รถยนต์ส่วนตัวที่มีจำนวนเพิ่มขึ้นอย่างรวดเร็ว ซึ่งเป็นส่วนหนึ่งทำให้การจราจรทั้งในเขตจังหวัดกรุงเทพและต่างจังหวัด นอกจากนั้น การคมนาคมขนส่งด้วยรถไฟหรือระบบรางยังมีความล่าช้าอยู่มาก แม้ว่าจะมีโครงการต่อขยายการบริการรถไฟที่มีความเร็วสูงไปยังหลายจังหวัดของประเทศไทยก็ตาม ส่วนการขนส่งทางอากาศ ปัจจุบันสายการบินภายในประเทศยังมีไม่มากนักและไม่เพียงพอต่อความต้องการของผู้ใช้บริการ อีกทั้งราคาค่าขนส่งมีราคาที่สูงเกินไป แต่ยังมีการขนส่งอื่นๆที่น่าสนใจและดึงดูดนักท่องเที่ยวชาวต่างชาติ เช่น สามล้อถีบ รถตุ๊กตุ๊ก เป็นต้น ทั้งนี้ สถาบันการจัดการนานาชาติ (International Institute for Management Development: IMD) ได้จัดอันดับความสามารถในการแข่งขันด้านโครงสร้างพื้นฐานการคมนาคมให้ประเทศไทยอยู่ในอันดับที่ 28 จาก 64 เขตเศรษฐกิจ

การรถไฟแห่งประเทศไทยเปิดให้บริการเดินรถในความยาวเส้นทางทั้งสิ้น 4,507 กิโลเมตร จำนวน 666 สถานี/ที่หยุดรถ ในรางขนาด 1 เมตร (เป็นทางเดี่ยว 4,097 กิโลเมตร ทางคู่ 303 กิโลเมตร และทางสาม 107 กิโลเมตร)

รถไฟความเร็วสูง

ปัจจุบันอยู่ในระหว่างการก่อสร้างรถไฟความเร็วสูง โดยคาดว่าจะสามารถเปิดให้บริการสายแรกได้ภายใน พ.ศ. 2569

รถไฟฟ้าในเขตเมือง ปัจจุบัน ระบบรถไฟฟ้าขนส่งมวลชนมีให้บริการเฉพาในเขตกรุงเทพและปริมณฑลเท่านั้น โดยเปิดให้บริการครั้งแรกเมื่อปี พ.ศ. 2542 ในเส้นทางรถไฟฟ้าบีทีเอส และรถไฟฟ้าเอ็มอาร์ที

รถโดยสารประจำทางเป็นขนส่งมวลชนขนาดใหญ่อย่างหนึ่งของไทย โดยในเขตเมืองหลวงเช่นกรุงเทพฯ รถเมล์ประจำทางซึ่งให้บริการโดย องค์การขนส่งมวลชนกรุงเทพ (ขสมก) เรียกว่าเป็นการคมนาคมขนส่งผู้โดยสารรูปแบบหนึ่ง และยังมีอีกหลายจังหวัดที่โดยสารด้วยรถประจำทาง

รถโดยสารระหว่างจังหวัดให้บริการโดย บริษัท ขนส่ง จำกัด (บขส.) และบริษัทเอกชนอีกหลายบริษัท โดยมีสถานีรถโดยสารในเขตกรุงเทพฯ สามแห่ง คือ สถานีหมอชิด2 สถานีขนส่งสายใต้ และสถานีขนส่งเอกมัย

ท่าอากาศยาน มีจำนวนทั้งสิ้น 74 แห่งทั่วประเทศไทยซึ่งท่าอากาศที่มีขนาดใหญ่ที่สุดและรองรับผู้โดยสารได้มากที่สุดในประเทศไทย คือ ท่าอากาศยานสุวรรณภูมิ โดยท่าอากาศยานแบ่งเป็นสนามบินพาณิชย์และสนามบินรองโดยสนามบินพาณิชย์ในประเทศไทยมี 33 แห่งและสนามบินรอง ไม่มีเที่ยวบินพาณิชย์ 38 แห่ง ซึ่งสนามบินเหล่านี้จะอยู่ในค่ายทหารและหน่วยงานของรัฐ อีกสนามบินอีก 3 แห่งยังอยู่ในการก่อสร้างที่ไม่เสร็จสมบูรณ์จึงไม่สามารถให้บริการได้ในขณะนี้คือ ท่าอากาศยานเบตง อ.เบตง จ.ยะลา, ท่าอากาศยาน อ.ดอยหล่อ จ.เชียงใหม่ และท่าอากาศยานเชียงใหม่ อ.บ้านธิ จ.ลำพูน ในประเทศไทยนั้นโดยทั่วไปแล้วคนส่วนใหญ่จะทราบกันว่า บริษัททท่าอากาศยานไทย จำกัด (มหาชน)หรือ ทอท. เป็นผู้ให้บริการดำเนินท่าอากาศยานทั้งสิ้น 6 แห่ง ได้แก่ ท่าอากาศยานดอนเมือง ,ท่าอากาศยานสุวรรณภูมิ , ท่าอากาศยานเชียงใหม่, ท่าอากาศยานภูเก็ต, ท่าอากาศยานแม่ฟ้าหลวง เชียงราย, ท่าอากาศยานหาดใหญ่ ตั้งแต่เริ่มดำเนินกิจการท่าอากาศยานกรุงเทพ ทอท.ได้มีการปรับเปลี่ยนแนวทางการบริหารเป็นเชิงธุรกิจมากขึ้น โดยการบริหารงานท่าอากาศยานกรุงเทพมีการปรับเปลี่ยนและพัฒนาขึ้นไปอย่างมาก จนทำให้ ทอท.เป็นรัฐวิสาหกิจที่มีฐานะมั่นคง มั่งคั่ง และมีประสิทธิภาพในการพัฒนาท่าอากาศยานของไทยให้ก้าวหน้าขึ้นไปอีก เพื่อท่าอากาศยานเหล่านั้นเพิ่มประสิทธิภาพในการให้บริการทุก ๆ ด้าน อีกทั้ง ทอท.ได้จัดทำแผนพัฒนาท่าอากาศยานเพื่อสอดคล้องกับการเจริญเติบโตของการขนส่งทางอากาศที่เพิ่มขึ้นอย่างรวดเร็ว เมื่อ ทอท.ได้เปิดใช้ท่าอากาศยานสุวรรณภูมิ ในวันที่ 28 กันยายน พ.ศ.2549 ท่าอากาศยานกรุงเทพ จึงเปลี่ยนชื่ออีกครั้งเป็นท่าอากาศยานดอนเมือง เมื่อวันที่ 13 มีนาคม พ.ศ.2550 โดยท่าอากาศยานสุวรรณภูมิ เป็นท่าอากาศยานหลักของประเทศ ซึ่งให้การต้อนรับผู้เดินทางทั่วโลกปีละกว่า 40 ล้านคน

อุตสาหกรรมการบินเป็นเครือข่ายการขนส่งทั่วโลกที่ขนส่งสินค้าและผู้โดยสารทางอากาศ ปัจจุบันอุตสาหกรรมการบินสร้างรายได้หลายพันล้านดอลลาร์ต่อปี นอกจากนี้ยังให้บริการที่จำเป็นแก่อุตสาหกรรมอื่น ๆ อีกมากมายตั้งแต่การแพทย์และการป้องกันประเทศไปจนถึงการท่องเที่ยวและกีฬา อุตสาหกรรมการบินทั่วโลกส่วนใหญ่เกี่ยวข้องกับการใช้และการผลิตเครื่องบิน วัสดุอุตสาหกรรมที่มีน้ำหนักเบามีวางจำหน่ายครั้งแรกในปี 1800 ทำให้สามารถสร้างเครื่องบินที่เก่าแก่ที่สุดอุปกรณ์ที่เบากว่าอากาศเช่นบอลลูน ในปี 1903 American Wright Brothers ได้สร้างยานบินที่มีน้ำหนักมากกว่าอากาศเป็นครั้งแรก อุตสาหกรรมการบินส่วนใหญ่มุ่งเน้นไปที่การท่องเที่ยวและการท่องเที่ยวสร้างรายได้มากกว่า 400,000 ล้านเหรียญสหรัฐ (USD) ทั่วโลกต่อปี การเดินทางทางอากาศหมายถึงสามารถเข้าถึงสถานที่เกือบทุกแห่งในโลกได้ในเวลาไม่กี่ชั่วโมง อีกส่วนหนึ่งของอุตสาหกรรมการบินเกี่ยวข้องกับการ

ขนส่งสินค้า การขนส่งทางอากาศนั้นเร็วกว่าวิธีการอื่น ๆ ในการจัดส่งสินค้าและพร้อมใช้งานในพื้นที่ส่วนใหญ่ ดังนั้นเครื่องบินจึงมีบทบาทสำคัญในการจัดหาเสบียงให้กับอุตสาหกรรมอื่น ๆ ตั้งแต่ความบันเทิงจนถึงการผลิตยารักษาโรค

อุตสาหกรรมการขนส่งเป็นอุตสาหกรรมที่ประเทศไทยมีข้อได้เปรียบทางด้านภูมิศาสตร์ เพราะนอกจากจะเป็นศูนย์กลางของภูมิภาคอาเซียนแล้ว ประเทศไทยยังเป็นจุดเชื่อมต่อกับอินเดียและจีนอีกด้วย นอกจากนี้ยังถือเป็นอุตสาหกรรมสำคัญเพื่อเอื้ออำนวยแก่อุตสาหกรรมอื่นๆ ส่วนในด้านอุตสาหกรรมการบินเป็นอุตสาหกรรมที่คาดว่าจะโตเร็วที่สุดในกลุ่มอุตสาหกรรมใหม่ที่มีขนาดใหญ่ในประเทศ มีรายได้สูง แต่ยังไม่มีในประเทศไทย โดยมีอัตราการขยายตัวอยู่ที่ร้อยละ 3.4 สำหรับด้านการผลิตและซ่อมบำรุงและร้อยละ 2.8 ในด้านการขนส่งทางอากาศ ทั้งนี้ ประเทศไทยมีศักยภาพสูงในการพัฒนาอุตสาหกรรมดังกล่าว เนื่องด้วยภูมิศาสตร์ของไทยเป็นจุดศูนย์กลางของภูมิภาคอาเซียน และยังอยู่ในระยะใกล้ (น้อยกว่า 4-5 ชั่วโมงบิน) กับเมืองใหญ่ของประเทศจีนและประเทศอินเดีย ซึ่งจะมีอัตราการขยายตัวของธุรกิจสายการบินและจำนวนเครื่องบินสูงที่สุดในโลก

ประเทศไทยควรพัฒนาอุตสาหกรรมการขนส่งและการบินแบบครบวงจรซึ่งครอบคลุม 5 ชนิดธุรกิจ คือ

กิจการสาธารณูปโภคและบริการเพื่อการขนส่ง เช่น Inland Container Depot (Icd) กิจการขนถ่ายสินค้าสำหรับเรือบรรทุกสินค้า กิจการขนส่งทางรางและสนามบินพาณิชย์ศูนย์รวมกิจการโลจิสติกส์ทันสมัย เช่น การขนส่งทางอากาศ (Air Cargo) ศูนย์กระจายสินค้าระหว่างประเทศด้วยระบบที่ทันสมัย (International Distribution Center: IDC) การขนส่งแบบ Cold Chain และการขนส่งที่ใช้ Big Data and Analytics ทั้งนี้ เพื่อพัฒนาเป็นศูนย์กลางการขนส่งทางอากาศของอนุภูมิภาคลุ่มน้ำโขงได้

การบริการซ่อมบำรุงอากาศยาน (Maintenance, Repair and Overhaul: MRO) มุ่งเน้นการซ่อมบำรุงโครงสร้างเครื่องบินลำตัวแคบ (Narrow-body Airframe Maintenance) ซึ่งจะมีจำนวนเพิ่มขึ้นอย่างมากในแถบภาคพื้นเอเชีย การซ่อมบำรุงชิ้นส่วน (Component MRO) และการซ่อมบำรุงเครื่องยนต์ (Engine MRO) โดยการร่วมทุนกับสายการบิน ผู้ให้บริการซ่อมบำรุง (Third Party Mro Provider) หรือผู้ผลิตชิ้นส่วน (OEM) นอกจากนี้ ยังควรพัฒนาอุตสาหกรรมผลิตชิ้นส่วนอากาศยาน (OEM) โดยการชักชวนผู้ผลิตระดับที่ 1 และ 2 (Tier 1 and 2) เข้ามาลงทุนในไทย และสนับสนุนให้ ผู้ผลิตที่มีฐานผลิตในไทยอยู่แล้ว แต่ยังไม่มีการผลิตชิ้นส่วนอากาศยานริเริ่มธุรกิจดังกล่าว ส่วนผู้ผลิตระดับ 3 (Tier 3) ควรสนับสนุนผู้ผลิตในไทยให้เริ่มผลิตชิ้นส่วนอากาศยานโดยเริ่มจากชิ้นส่วนที่ไม่เกี่ยวเนื่องกับความปลอดภัยก่อน (Non-safety Parts)

การพัฒนาพื้นที่โดยรอบท่าอากาศยานให้เป็นเขตอุตสาหกรรมสำหรับธุรกิจที่มีมูลค่าสูง (High-value Manufacturing) อาทิ อิเล็กทรอนิกส์ระดับสูงและเวชภัณฑ์และธุรกิจที่ต้องการความเร็วจากการขนส่งทางอากาศ (Time-sensitive Products) เช่น ผลิตภัณฑ์ทางการเกษตร และแฟชั่น ควบคู่กับเพื่อการอยู่อาศัยและอำนวยความสะดวกด้วย

การให้บริการฝึกอบรมนักบินและลูกเรือ (Pilot and Cabin Crew) และบุคลากรด้านเทคนิค (Technician) รวมถึงด้านซ่อมบำรุงและพนักงานภาคพื้น (Ground Staff) ซึ่งสามารถตั้งขึ้นได้โดยร่วมทุนกับสายการบิน ผู้ผลิตและจัดจำหน่ายเครื่องบินผู้ผลิตอุปกรณ์เพื่อการอบรม หรือจัดตั้งโดยรัฐบาล เพื่อตอบสนองต่อความต้องการบุคลากรด้านการบินที่คาดการณ์ว่าจะเพิ่มสูงถึง 460,000 คน ในปี 2577 ในภูมิภาคเอเชียแปซิฟิก

ธุรกิจบริการขนส่งทางอากาศ (Air Transport) มีบทบาทสำคัญต่อระบบเศรษฐกิจของประเทศเป็นอย่างมาก ทั้งยังเป็นหนึ่งในอุตสาหกรรมการบิน (Aviation) ที่มีห่วงโซ่อุปทานเชื่อมโยงกับอุตสาหกรรมอื่นทั้งทางตรง อาทิเช่น การผลิตอากาศยาน การผลิตชิ้นส่วน การซ่อมบำรุงอากาศยาน ท่าอากาศยาน และทางอ้อม เช่น การค้า การลงทุน การท่องเที่ยว โลจิสติกส์ คลังสินค้า การขนส่งทางอากาศมีข้อได้เปรียบด้านความรวดเร็ว และสามารถเข้าถึงพื้นที่ทุรกันดารซึ่งการขนส่งแบบอื่นทำได้ยาก ทั้งยังเป็นรูปแบบการเดินทางที่ปลอดภัยที่สุด[1]ถึงจุดหมายปลายทางได้ตามเวลาที่กำหนด จึงได้รับความนิยมมากขึ้นในทุกภูมิภาคทั่วโลก สะท้อนจากการพัฒนาท่าอากาศยานพาณิชย์ที่ทันสมัย การสร้างอากาศยานขนาดใหญ่และสมรรถนะสูงเพื่อบรรทุกผู้โดยสารและบรรจุสินค้าได้มากขึ้น การพัฒนาเครื่องมือขนส่งที่ทันสมัย ตลอดจนการขยายและปรับปรุงคลังสินค้าบริเวณท่าอากาศยานเพื่ออำนวยความสะดวก และเพิ่มประสิทธิภาพการขนส่งของธุรกิจ อย่างไรก็ตาม จุดด้อยของการขนส่งทางอากาศ อาทิ ค่าใช้จ่ายต่อหน่วยสูง ต้องมีโครงสร้างพื้นฐานที่จำเป็นเพื่อรองรับรูปแบบการขนส่งทั้งระบบ และต้องอาศัยระบบขนส่งทางถนนช่วยเพิ่มความสามารถในการเข้าถึงพื้นที่ต่างๆ

โดยทั่วไป ผู้ประกอบการขนส่งทางอากาศ จำแนกตามประเภทการขนส่ง ได้ดังนี้

กลุ่มขนส่งผู้โดยสาร (Passenger carriers) จะใช้อากาศยานที่มีเครื่องอำนวยความสะดวกต่างๆ ในห้องโดยสาร รายได้หลักมาจากค่าตั๋วโดยสารและบริการเสริมในเที่ยวบิน โดยสายการบินอาจจำหน่ายตั๋วโดยสารบางส่วนแก่ตัวแทนนำเที่ยว (Tour agent) ในราคาพิเศษ (Wholesale price) ตามเส้นทางบินทั้งปี เพื่อให้มีรายได้ที่แน่นอน

กลุ่มขนส่งสินค้า (Cargo services carriers) พัสดุและสินค้าเร่งด่วน (Air express services) จะใช้อากาศยานขนส่ง (Freighter) ที่มีเครื่องมือ อุปกรณ์และเทคโนโลยีในการขนถ่ายสินค้า รายได้หลักมาจากค่าบริการขนส่งสินค้าและพิธีการศุลกากร ส่วนใหญ่ให้บริการแบบเหมาลำ ประเภทของสินค้าที่ขนส่ง ได้แก่ สินค้าทั่วไป (General cargo) สินค้าที่ต้องการดูแลเป็นพิเศษ (Special

cargo) สินค้าของบริษัทสายการบินและพนักงาน (Service cargo) รวมถึงสินค้าและไปรษณียภัณฑ์ทางการทูต (Diplomatic cargo & mail)

กลุ่มรับขนส่งผู้โดยสารและสินค้าควบคู่กัน (Combined carriers) จะใช้พื้นที่ระวางบรรทุกสินค้าใต้ท้องอากาศยานขนส่งผู้โดยสาร (Belly) จึงมีรายได้ทั้งค่าโดยสารและค่าบริการขนส่งสินค้าควบคู่กัน

กลุ่มการบินพาณิชย์อื่น (Other air services) ให้บริการในตลาดเฉพาะ (Niche market) อาทิ บินชมทัศนียภาพ ฝึกบิน ดิ่งพสุธา ถ่ายทำภาพยนตร์ โดยใช้อากาศยานเฉพาะสำหรับบริการแต่ละประเภท เช่น เฮลิคอปเตอร์ บอลลูน เครื่องบินเล็กโดยทั่วไปต้นทุนการขนส่งทางอากาศจะสูงกว่าการขนส่งรูปแบบอื่น แบ่งเป็นต้นทุนการดำเนินงาน มีสัดส่วน 55% ของต้นทุนทั้งหมด อาทิค่าน้ำมันเชื้อเพลิง (มีสัดส่วนประมาณ 30-35% ของต้นทุนรวม แต่อาจสูงถึง 40-45% ช่วงราคาน้ำมันพุ่งสูง ต้นทุนคงที่ (สัดส่วน 33%) อาทิ ค่าจ้างบุคลากรโดยเฉพาะผู้เชี่ยวชาญเฉพาะทาง ค่าซื้อ/เช่าอากาศยาน และค่าบริหารจัดการข้อมูลการบินและระบบสนับสนุน และต้นทุนอื่นๆอาทิการตรวจดูแลอากาศยานประจำวัน การซ่อมบำรุงตามกำหนดเวลา และค่าธรรมเนียมการใช้บริการในท่าอากาศยานและภาคพื้นดินหรือลานจอด ขณะที่รายรับสำหรับบริการประเภทขนส่งผู้โดยสารและสินค้า ได้แก่ ค่าโดยสาร (สัดส่วน 75% ของรายรับทั้งหมด) การให้บริการขนส่งสินค้า (15%) และรายรับอื่นๆ (10%)

กลุ่มบริการขนส่งสินค้า ผู้ประกอบการจำนวน 71 ราย (สัดส่วน 46.7%) โดย 69 รายมีเที่ยวบินประจำ อาทิ บมจ.การบินกรุงเทพ (มีคลังสินค้าที่ท่าอากาศยานสุวรรณภูมิและท่าอากาศยานภายใต้การดูแลของบริษัทฯ อีก 3 แห่ง) บริษัททริพเพิล ไอ เอเชีย คาร์โก บริษัทเฟดเดอรัล เอ็กซ์เพรส (ร่วมทุนกับเนเธอร์แลนด์) และบริษัทดีเอชแอล เอ๊กซ์เพรส อินเตอร์เนชั่นแนล (ร่วมทุนกับเยอรมนี) และอีก 2 รายไม่มีเที่ยวบินประจำ ได้แก่ บริษัทเค-ไมล์ แอร์ และบริษัทไทยเอ็กซ์เพรส แอร์

สินค้าที่ขนส่งส่วนใหญ่มีมูลค่าสูงหรือต้องระวังเป็นพิเศษ อาทิ อัญมณีและเครื่องประดับ ดอกไม้สด วัคซีน ชิ้นส่วนคอมพิวเตอร์และอุปกรณ์อิเล็คทรอนิกส์ ซึ่งประมาณ 95% เป็นการขนส่งเส้นทางระหว่างประเทศ เนื่องจากการขนส่งสินค้าในประเทศมักใช้ทางถนนเป็นหลัก ส่วนการขนส่งไปตลาดต่างประเทศในปริมาณมากมักใช้เส้นทางทางน้ำหรือทะเล อีกทั้งค่าบริการขนส่งทางอากาศยังสูงกว่าแบบอื่น การขนส่งส่วนใหญ่จะผ่านท่าอากาศยานที่ดูแลโดย บมจ. ท่าอากาศยานไทย (สัดส่วนเกือบ 80% ของการขนส่งทั้งหมด) อาทิสนามบินสุวรรณภูมิและสนามบินดอนเมือง

อุตสาหกรรมการบินของไทยได้รับผลกระทบอย่างหนักจากการแพร่ระบาดของไวรัส Covid สายพันธ์เดลต้า ส่งผลให้มีการระงับเที่ยวบินภายในประเทศทั้งขาเข้าและขาออกจากกรุงเทพมหานครฯ และจังหวัดอื่นๆที่จัดเป็นพื้นที่เสี่ยงสูง (โซนสีแดงเข้ม) และเที่ยวบินที่ลดลงกว่า 50% ทั้งนี้เที่ยวบินภายในประเทศสามารถกลับมาให้บริการได้ตามปกติอีกครั้งเมื่อช่วงต้นเดือนกันยายนที่ผ่านมา โดยมีผู้โดยสารแล้วกว่า 7,000 คน เป็นจำนวน 130 เที่ยวบิน หลังจากสนามบิน 14 แห่งทั่วประเทศได้กลับมาเปิดทำการอีกครั้ง

ในสถานการณ์อุตสาหกรรมการบินที่ปั่นป่วนนี้ สายการบินต้นทุนต่ำ เที่ยวบินระยะสั้นมีความได้เปรียบในด้านการปรับตัวต่อสถานการณ์โดยรวม โดยเราได้เห็นถึงการฟื้นตัวของราคาหุ้นบริษัทแม่ของ ไทยแอร์เอเชียและบางกอกแอร์เวย์ในขณะที่นกแอร์และการบินไทยได้เดินหน้าเข้าสู่กระบวนการฟื้นฟูกิจการแล้วโดยแผนปรับโครงสร้างทุนล่าสุดของไทยแอร์เอเชียนั้นช่วยสร้างความมั่นใจต่อสถานะทางการเงินของบริษัทได้เป็นอย่างดี ประกอบกับการปรับตัวต่อสถานการณ์ด้วยแผนการขายและปล่อยเช่าสำหรับฝูงบินประหยัดเชื้อเพลิงจากตระกูลแอร์บัส A320 ปี 2564-2566 ผลประกอบการธุรกิจบริการขนส่งทางอากาศจะฟื้นตัวอย่างช้าๆ โดยการขนส่งผู้โดยสารในประเทศมีแนวโน้มฟื้นตัวได้เร็วกว่า ขณะที่การขนส่งผู้โดยสารระหว่างประเทศจะเติบโตอย่างจำกัด เนื่องจากการแพร่ระบาด COVID-19 และการเปิดเที่ยวบินเชิงพาณิชย์ยังมีความไม่แน่นอน ขณะที่ภาวะเศรษฐกิจโลกและไทยมีแนวโน้มฟื้นตัวเปราะบาง อีกทั้งการแข่งขันด้านราคาของธุรกิจสายการบินมีแนวโน้มรุนแรงมากขึ้น โดยเฉพาะเส้นทางในประเทศผลจากการกำกับดูแลค่าโดยสารและค่าระวาง ทำให้สายการบินต้องปรับกลยุทธ์ด้านราคาเพื่อให้สามารถแข่งขันได้ อย่างไรก็ตาม มาตรการช่วยเหลือจากภาครัฐและการอนุโลมให้ใช้พื้นที่ว่างในการขนส่งผู้โดยสารมารับขนส่งสินค้าอาจช่วยชะลอการทรุดตัวของรายได้จากการขนส่งผู้โดยสารได้บางส่วน

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยแรงจูงใจของพนักงานสายการบิน
2. เพื่อศึกษาปัจจัยการเป็นสมาชิกที่ดีขององค์กรของพนักงานสายการบิน
3. เพื่อศึกษาความสัมพันธ์ระหว่างแรงจูงใจที่ส่งผลต่อการเป็นสมาชิกที่ดีขององค์กรของพนักงานสายการบิน

วิธีการดำเนินการวิจัย

1.ขอบเขตด้านเนื้อหา/ตัวแปร

ตัวแปรอิสระ ได้แก่ แรงจูงใจ ประกอบไปด้วย ความสำเร็จในการทำงาน การยอมรับ ลักษณะงานความรับผิดชอบ ความก้าวหน้า

ตัวแปรตาม ได้แก่ การเป็นสมาชิกที่ดีขององค์กร ประกอบไปด้วย ความสำนึกในหน้าที่ การให้ความช่วยเหลือ การให้ความร่วมมือ ความอดทนอดกลั้น

2. ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

1. ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ พนักงานสายการบินสัญชาติไทย จำนวน 63,345 คน (อ้างอิงที่มาฯ สำนักงานการบินพลเรือนแห่งประเทศไทย CAAT)

2. กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ได้แก่ พนักงานสายการบินบริการภาคพื้นและบนอากาศยานสัญชาติไทย จำนวน 328 คน

3.ขอบเขตด้านเวลา

ระยะเวลาในการเก็บข้อมูลคือ เดือน มิ.ย.- ก.ค. 2565

สรุปผลการวิจัย

ผลการวิเคราะห์เชิงพรรณนาเกี่ยวกับแรงจูงใจในการทำงานส่งผลต่อการเป็นสมาชิกที่ดีของพนักงานสายการบิน แรงจูงใจในการทำงาน พบว่า ผู้ตอบแบบสอบถามมีระดับความคิดเห็นเกี่ยวกับแรงจูงใจในการทำงานของพนักงานสายการบินโดยรวม อยู่ในระดับมาก และเมื่อพิจารณาแยกตามรายด้าน พบว่า ผู้ตอบแบบสอบถามมีระดับความคิดเห็นเกี่ยวกับการได้รับการยอมรับนับถือมากที่สุด รองลงมาคือความรับผิดชอบ ความสำเร็จในการทำงานของบุคคล ความก้าวหน้าและลักษณะของงานที่ปฏิบัติ ตามลำดับ

ผลการวิเคราะห์เชิงพรรณนาเกี่ยวกับแรงจูงใจในการทำงานส่งผลต่อการเป็นสมาชิกที่ดีของพนักงานสายการบิน การเป็นสมาชิกที่ดีขององค์กร พบว่า ผู้ตอบแบบสอบถามมีระดับความคิดเห็นเกี่ยวกับการเป็นสมาชิกที่ดีของพนักงานสายการบินโดยรวม อยู่ในระดับมากที่สุด และเมื่อพิจารณาแยกตามรายด้าน พบว่าผู้ตอบแบบสอบถามมีความสำนึกในหน้าที่ มากที่สุด รองลงมาคือการคำนึงถึงผู้อื่น การให้ความช่วยเหลือ ความอดทนอดกลั้น และการให้ความร่วมมือ ตามลำดับ

อภิปรายผลการวิจัย

ผลการทดสอบแรงจูงใจในการทำงานส่งผลต่อการเป็นสมาชิกที่ดีของพนักงานสายการบิน สามารถอธิบายได้ว่าแรงจูงใจในการทำงานส่งผลต่อการทำงานของพนักงานในองค์กรโดยตรงที่มีผลต่อพฤติกรรมการทำงานของพนักงานแต่ละบุคคล ผลการศึกษาพบว่าการได้รับการยอมรับนับถือในที่ทำงานเป็นปัจจัยแรงจูงใจในการทำงานสูงสุด รองลงมาคือหน้าที่ความรับผิดชอบ และความสำเร็จในการทำงานแต่ละบุคคลตามลำดับ ทั้งนี้แรงจูงใจสอดคล้องกับทฤษฎีของไมเคิลดอมแจน (Domjan 1996) อธิบายว่าการจูงใจเป็นภาวะในการเพิ่มพฤติกรรมการกระทำหรือ กิจกรรมของบุคคล โดยบุคคลจงใจกระทำพฤติกรรมนั้นเพื่อให้เป็นไปตามเป้าหมายที่ตนเองต้องการ ขณะที่จากการทบทวนวรรณกรรมของ กมลทิพย์ รักวงศ์ภัทร (2560) ผลการวิจัยแสดงให้เห็นว่าความต้องการนั้นจะสร้างแรงขับและแรงจูงใจเพื่อจะ กระตุ้น ร่างกายของบุคคลนั้นให้เกิดพฤติกรรมในการมุ่งไปสู่เป้าหมายที่ตั้งไว้ โดยในวิจัยได้มีการให้ความหมายเกี่ยวกับการจูงใจ (Motivation) หมายถึง กระบวนการของการใช้ปัจจัยทั้งหลาย ที่ทำให้เกิดความต้องการเพื่อสร้างแรงขับและแรงจูงใจ ซึ่งจะไปกระตุ้น ต่อร่างกายให้แสดงพฤติกรรมตามจุดเป้าหมาย ที่ได้วางไว้ โดยปัจจัยดังกล่าวนั้นอาจจะเป็นสิ่งเร้าภายนอกกับสิ่งเร้าภายในหรือได้ทั้ง2ประเภท และสิ่งเร้าภายนอก หรือสิ่งเร้าภายในจะทำให้บุคคลเกิดความต้องการและความต้องการนั้นจะสร้างแรงขับและแรงจูงใจเพื่อจะ กระตุ้น ร่างกายของบุคคลนั้นให้เกิดพฤติกรรมในการมุ่งไปสู่เป้าหมายที่ตั้งไว้ สิ่งเร้าภายนอกมีอิทธิพลในการทำให้บุคคลนั้นเกิดความต้องการ จนก่อให้เกิดแรงจูงใจที่จะกระตุ้นกับร่างกายเพื่อให้แสดงพฤติกรรมไปสู่เป้าหมาย ดังนั้นสิ่งล่อใจหรือเครื่องล่อใจนั้น

ข้อเสนอแนะ

ในการวิจัยครั้งต่อไปควรศึกษาปัจจัยที่สำคัญตัวอื่นเพิ่มเติม ที่เป็นปัจจัยที่มีผลต่อแรงจูงใจในการทำงานส่งผลต่อการเป็นสมาชิกที่ดีของพนักงานสายการบิน เนื่องจากยังมีอีกหลายปัจจัยที่มีความน่าสนใจ เช่น ความพอใจ (Satisfaction) ซึ่งหมายถึงทัศนคติอย่างหนึ่ง และเป็นทัศนคติในทางบวกที่บุคคลมีต่องาน ที่ทำอยู่ ความพอใจในงาน อาจกล่าวได้ว่า ความพอใจในงานเกิดขึ้นเฉพาะตัวบุคคลเพียงคนเดียว ความรู้สึกร่วมกับกลุ่ม สะท้อนให้เห็นถึงแรงจูงใจให้ทำงานร่วมกับสมาชิกกลุ่มคนอื่นๆ เพื่อให้บรรลุถึงเป้าหมายขององค์กร

การศึกษาวิจัยนี้เป็นการศึกษาแรงจูงใจในการทำงานที่ส่งผลต่อการเป็นสมาชิกที่ดีของพนักงานสายการบิน ซึ่งได้สุ่มกลุ่มตัวอย่างเป็นพนักงานสายการบินในประเทศไทย หากต้องการข้อมูลที่เฉพาะเจาะจงมากขึ้นอาจจะเลือกบริษัทสายการบินสักหนึ่งแหน่งที่ท่านสนใจ

การวิจัยนี้ ใช้ระเบียบวิจัยเชิงปริมาณเท่านั้น ดังนั้นข้อมูลและเนื้อหาสาระจึง เป็นไปในเชิงปริมาณในการวิจัยครั้งต่อไป ความปรับสู่การวิจัยในเชิงคุณภาพในการเก็บรวบรวมข้อมูล และนำข้อมูลที่ได้มาวิเคราะห์เพื่อให้ได้ข้อมูลที่มีความสมบูรณ์ยิ่งขึ้น ซึ่งอาจใช้วิธีสัมภาษณ์ การสนทนากลุ่ม เป็นต้น เนื่องจากว่าการวิจัยนี้มีเกณฑ์ศึกษาเฉพาะพนักงานองค์กรสายการบินเท่านั้นและเพื่อให้ได้ เป็นข้อค้นพบใหม่ๆควรจัดให้มีการทำการวิจัยต่อเนื่องเพื่อเป็นการพัฒนาองค์กรสายการบิน หรือองค์กรอื่นที่มีรูปแบบลักษณะเฉพาะที่แตกต่างกันออกไปเพื่อประโยชน์แก่ผู้สนใจและการนำไปใช้ที่หลากหลายมากยิ่งขึ้น

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BUS-047

แนวทางการเพิ่มรายได้ค่าธรรมเนียมและบริการของธนาคารออมสินสาขาศรีสัชนาลัย

Guidelines for increasing fee and service income of the Government Savings Bank, Si Satchanalai Branch

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บทคัดย่อ

การศึกษาค้นคว้าอิสระนี้ มีวัตถุประสงค์เพื่อศึกษาปัญหาที่ทำให้รายได้ค่าธรรมเนียมและบริการมีแนวโน้มลดลงไม่เป็นไปตามเป้าหมายของธนาคาร โดยศึกษาจากกลุ่มตัวอย่าง คือ ลูกค้าที่มาใช้บริการของธนาคารออมสินสาขาศรีสัชนาลัย จำนวน 400 คน จากผลการศึกษาพบว่า กลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิง มีอายุระหว่าง 21 – 30 ปี มีระดับการศึกษาอ ยู่ในระดับชั้นมัธยมศึกษา ประกอบอาชีพธุรกิจส่วนตัวและมีรายได้เฉลี่ยต่อเดือน 10,001 – 20,000 บาท โดยปัญหาที่พบ คือ ผู้ใช้บริการส่วนใหญ่เข้ามาใช้บริการน้อยกว่า 2 ครั้ง/เดือนและเข้ามาใช้บริการในเวลา 10.00 – 12.00 น. ทำให้พนักงานไม่เพียงพอต่อการให้บริการ และที่จอดรถภายในบริเวณสาขาไม่เพียงพอกับผู้ใช้บริการ แนวทางในการแก้ไขปัญหา คือ จัดให้มีการหมุนเวียนงานของพนักงานและจัดพนักงานบริการลูกค้าในช่วงเช้าที่ลูกค้าเยอะ จัดอบรมความรู้เพิ่มทักษะในการทำงานให้กับพนักงานมากยิ่งขึ้น โดยกำหนดแนวทางในการปฏิบัติงานที่ชัดเจน มีการวัดผลและประเมินผลสามารถควบคุมผลการปฏิบัติงานของพนักงานทุกคนให้เป็นไปตามเป้าหมายได้ โดยสาขาจะต้องให้ความสำคัญเป็นอย่างมาก เพราะการบริการที่ดีมีคุณภาพจะส่งผลให้ลูกค้าเข้ามาใช้บริการกับทางสาขามากขึ้น จะทำให้พนักงานสามารถนำเสนอผลิตภัณฑ์บริการทางการเงินต่างๆให้กับลูกค้าได้ง่าย ส่งผลให้สาขาได้รับรายได้ค่าธรรมเนียมและบริการมากขึ้นอีกด้วย

คำสำคัญ: รายได้ค่าธรรมเนียมและบริการ, ธนาคารออมสิน

Abstract

This independent study the purpose of this study is to study problems that cause fee and service income to decline in does not line with the Bank's target. The study was conducted from a sample group of 400 customers who use the service of the Government Savings Bank, Si Satchanalai branch. From the results of the study, it was found that Most of the subjects were female. Aged between 21 – 30 years old. have a level of education at the level of secondary education Occupation, private business and have an average monthly income of 10,001 – 20,000 baht. The problem found is that most users use the service less than 2 times/month and use the service between 10:00 a.m. and 12:00 noon. The staff is not enough to provide services. and the parking space within the branch area is insufficient for service users. The way to solve the problem is to arrange for employee rotation and arrange customer service staff during the period when there are many customers. Provide knowledge training to increase work skills for employees even more by setting clear guidelines for work. There are measurements and evaluations to be able to control the performance of all employees to meet the goals. The branch must give great importance. Because good quality service will result in more customers coming to use the service with the branch. It will make it easy for employees to offer various financial services products to customers. As a result, branches receive more fees and service income.

Keywords: Fee and service income, Government Saving Bank

บทนำ

ปัจจุบันแนวโน้มการแข่งขันในธุรกิจสถาบันการเงินในรูปแบบธนาคารมีการแข่งขันกันมากขึ้น โดยในช่วงที่ผ่านมาทุกธนาคารมีการเพิ่มช่องทางการให้บริการและนำเทคโนโลยีเข้ามาใช้ในการบริการ ทั้งในด้านนโยบายของรัฐที่สนับสนุนให้มีการยกเว้นค่าธรรมเนียมการโอนเงินด้วยบริการพร้อมเพย์ ประกอบกับลูกค้ามีพฤติกรรมการใช้บริการที่เปลี่ยนแปลงไปตามเทคโนโลยีในปัจจุบัน

[1] สาขาวิชาการเงิน คณะบริหารธุรกิจ มหาวิทยาลัยหอการค้าไทย (โทร 0835369947 E-mail : joiceticha@gmail.com)
[2] สาขาวิชาการเงิน คณะบริหารธุรกิจ มหาวิทยาลัยหอการค้าไทย

ที่เป็นสังคมไร้เงินสด เพิ่มความรวดเร็วและสะดวกสบายมากขึ้น ส่งผลให้อัตราการเติบโตของรายได้ค่าธรรมเนียมและบริการของธนาคารออมสินมีแนวโน้มลดลง จากปี 2563 มีรายได้ค่าธรรมเนียมและบริการสุทธิ 3,931 ล้านบาท ในปี 2564 มีรายได้ค่าธรรมเนียมและบริการ 3,110 ล้านบาท ซึ่งต่ำกว่าปี 2563 จำนวน 821 ล้านบาท หรือลดลงร้อยละ 20.9% ดังนั้นหากรายได้ส่วนนี้ลดลงก็จะส่งผลกระทบต่อรายได้รวมจากการดำเนินงานของธนาคารเป็นอย่างมาก

ตารางที่ 1 : แสดงรายได้ค่าธรรมเนียมและบริการสุทธิ
ที่มา : รายงานประจำปีธนาคารออมสิน 2561 – 2564

ข้อมูลการเงินที่สำคัญ งบกำไรขาดทุน (ล้านบาท)	2560	2561	2562	2563	2564	เปลี่ยนแปลง (%)
รายได้ดอกเบี้ย	104,302	102,701	103,359	92,815	88,364	(4.8)
ค่าใช้จ่ายดอกเบี้ย	46,418	38,510	44,680	35,899	28,325	(21.1)
รายได้ดอกเบี้ยสุทธิ	57,884	64,191	58,679	56,916	60,039	5.5
รายได้ค่าธรรมเนียมและบริการสุทธิ	5,701	5,973	4,691	3,931	3,110	(20.9)

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัญหาที่ทำให้รายได้ค่าธรรมเนียมและบริการมีแนวโน้มลดลง ไม่เป็นไปตามเป้าหมายของธนาคาร
2. เพื่อหาแนวทางในการเพิ่มรายได้ค่าธรรมเนียมและบริการให้กับสาขา

วิธีการดำเนินการวิจัย

1. วิธีการเก็บข้อมูลในการศึกษา โดยเก็บรวบรวมข้อมูลแบบปฐมภูมิ (Primary Data) จากแบบสอบถามประชากรกลุ่มตัวอย่าง โดยคำนวณหาจำนวนกลุ่มตัวอย่างจากวิธีของ Taro Yamane ได้จำนวนกลุ่มตัวอย่างเท่ากับ 400 ตัวอย่าง

2. ประชากรและกลุ่มตัวอย่าง คือ ลูกค้าที่เข้ามาใช้บริการด้านเงินฝากและสินเชื่อของธนาคารออมสินสาขาศรีสัชนาลัย มีบัญชีเงินฝากและสินเชื่อประมาณ 52,000 คน โดยใช้สูตรการคำนวณของ Yamane’s (Taro Yamane, 1973) มีสูตรการคำนวณ ดังนี้

กำหนดให้ n คือ ขนาดของกลุ่มตัวอย่าง
N คือ จำนวนประชากรทั้งหมด
e คือ ค่าความคาดเคลื่อนกำหนดให้เท่ากับ 0.05

จำนวนของกลุ่มตัวอย่างที่ได้จากการคำนวณ คือ

$$n = \frac{52{,}000}{1+(52{,}000*0.05^2)} = 396.94 \text{ ตัวอย่าง}$$

จากการคำนวณโดยใช้สูตร Yamane จะได้ตัวอย่าง 396.94 ตัวอย่าง ดังนั้นจะกำหนดขนาดตัวอย่างเท่ากับ 400 ตัวอย่าง

3. เครื่องมือที่ใช้ในการศึกษา ผู้ศึกษาได้ทำแบบสอบถามเกี่ยวกับปัจจัยที่มีผลต่อการเพิ่มรายได้ค่าธรรมเนียมและบริการของธนาคารออมสินสาขาศรีสัชนาลัย โดยแบ่งคำถามออกเป็น 4 ส่วน มีแบบทั้งปลายปิดและปลายเปิด กำหนดกรอบแนวคิดในการศึกษาจากการรวบรวมข้อมูลและทฤษฎีที่เกี่ยวข้องต่างๆ มาประยุกต์ใช้ ดังนี้

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม จำนวน 5 ข้อ
ส่วนที่ 2 ข้อมูลด้านพฤติกรรมของผู้ที่มาใช้บริการ จำนวน 4 ข้อ
ส่วนที่ 3 ข้อมูลปัจจัยส่วนประสมทางการตลาด จำนวน 21 ข้อ
ส่วนที่ 4 ปัญหาและอุปสรรคในการใช้บริการ/ข้อเสนอแนะอื่น ๆ

4. วิธีการวิเคราะห์ข้อมูล

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ใช้การวิเคราะห์เชิงพรรณนา (Descriptive Statistic) เพื่ออธิบายข้อมูลด้านประชากรศาสตร์ ซึ่งประกอบด้วยเพศ อายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือน

ส่วนที่ 2 ข้อมูลด้านพฤติกรรมของผู้ที่มาใช้บริการ ใช้การวิเคราะห์ข้อมูลโดยวิธีอัตราส่วนร้อยละ (Percentage)

ส่วนที่ 3 ข้อมูลปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการใช้บริการ จำนวน 21 ข้อ ใช้การวิเคราะห์ข้อมูลโดยวิธีการแจกแจงความถี่ (Frequency) ส่วนเบี่ยงเบนมาตรฐาน (standard deviation) และค่าเฉลี่ย (Mean)

สรุปผลการวิจัย

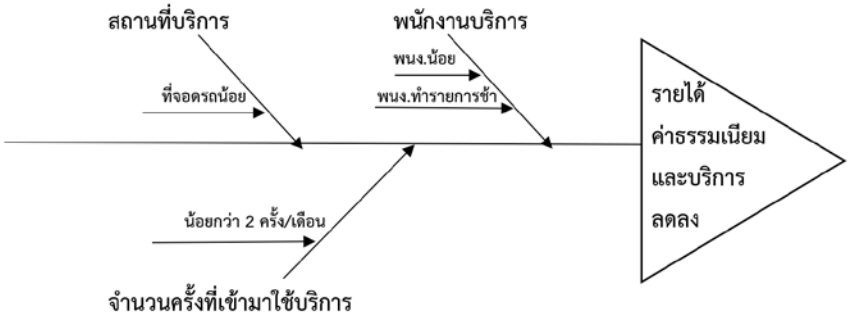
ผลการวิเคราะห์สาเหตุของปัญหา โดยใช้แผนผังก้างปลา (Fishbone Diagram)

สาเหตุหลัก

1. ผู้ใช้บริการส่วนใหญ่เข้ามาใช้บริการน้อยกว่า 2 ครั้ง/เดือน
2. พนักงานไม่เพียงพอต่อการให้บริการ
3. ที่จอดรถภายในบริเวณสาขาไม่เพียงพอกับผู้ใช้บริการ

สาเหตุย่อย

1. ผู้ใช้บริการส่วนใหญ่เข้ามาใช้บริการด้านฝากเงินและถอนเงิน
2. พนักงานบริการช้า



แนวทางเลือกสำหรับการแก้ไขปัญหา โดยใช้เครื่องมือต่างๆ ได้แก่ ทฤษฎี SWOT Analysis คู่กับ ทฤษฎี TOWS Matrix

TOWS Matrix	**จุดแข็ง (Strength)** 1. ชื่อเสียงและภาพลักษณ์ของธนาคารมีความน่าเชื่อถือ 2. ธนาคารมีผลิตภัณฑ์/บริการที่หลากหลายตรงกับความต้องการของลูกค้า 3. รูปแบบการให้บริการมีความสะดวกรวดเร็วในการเข้าถึงข้อมูล 4. ทำเลที่ตั้งของธนาคารมีความเหมาะสม	**จุดอ่อน (Weakness)** 1. จัดบูธประชาสัมพันธ์น้อย ทำให้ผลิตภัณฑ์ใหม่ๆที่ออกมาไม่เป็นที่รู้จักของลูกค้า 2. พนักงานน้อย ไม่เพียงพอต่อการให้บริการ 3. ที่จอดรถไม่เพียงพอต่อการใช้บริการ
โอกาส (Opportunity) 1. ได้รับการสนับสนุนตามมาตรการโครงการต่างๆจากภาครัฐ 2. ความก้าวหน้าของเทคโนโลยีเป็นโอกาสในการสร้างความโดดเด่นเหนือคู่แข่ง	**กลยุทธ์เชิงรุก (SO Strategy)** 1. นำเสนอผลิตภัณฑ์ทางการเงินรูปแบบใหม่ของธนาคาร โดยแนะนำให้ลูกค้าใช้แอพพลิเคชั่นของธนาคาร ในการทำธุรกรรมทั้งเงินฝากและสินเชื่อ	**กลยุทธ์เชิงแก้ไข (WO Strategy)** 1. จัดอบรมพัฒนาทักษะของพนักงานและจัดพนักงานบริการในช่วงที่ลูกค้าเยอะ 2. เพิ่มงบการโฆษณาประชาสัมพันธ์ของธนาคารให้มากขึ้น เพื่อให้ลูกค้าเข้าถึงได้ง่าย
อุปสรรค (Threat) 1. ภาวะเงินเฟ้อที่ส่งผลกระทบต่อระบบเศรษฐกิจ 2. ลูกค้าขาดความเชื่อมั่นในระบบของธนาคาร เนื่องจากมีมิจฉาชีพหลอกหลวงหลายรูปแบบ 3. คู่แข่งในธุรกิจมีจำนวนมาก 4. ลูกค้ามีอำนาจต่อรองมากขึ้น	**กลยุทธ์เชิงป้องกัน (ST Strategy)** 1. ให้ความมั่นใจกับลูกค้าว่าระบบของธนาคารมีความน่าเชื่อถือและมีการป้องกันการทุจริตจากมิจฉาชีพ 2. นำเทคโนโลยีเข้ามาช่วยในการบริการให้มากขึ้น เพื่อความสะดวกและรวดเร็วในการบริการลูกค้า	**กลยุทธ์เชิงรับ (WT Strategy)** 1. จัดบูธประชาสัมพันธ์ตามงาน ตามสถานที่ต่างๆ เพื่อประชาสัมพันธ์ข่าวสารของธนาคารให้เป็นที่รู้จักของลูกค้า 2. จัดพนักงานให้มีการหมุนเวียนงานเพื่อพัฒนาทักษะและความรู้รอบด้าน สามารถแข่งขันกับธนาคารคู่แข่งได้

การประเมินทางเลือก

แนวทางเลือกที่ 1 พัฒนาด้านบุคคล จะเป็นแนวทางในการปรับปรุงคุณภาพการให้บริการให้ดียิ่งขึ้น เพื่อให้ลูกค้าเกิดความพึงพอใจมากที่สุดในการเข้ามาใช้บริการที่สาขา คือ จัดให้มีการหมุนเวียนงานของพนักงาน สามารถปฏิบัติงานแทนกันได้ในกรณีที่พนักงานลาหยุดงานหรือออกเชิงรุกภายนอกธนาคาร อีกทั้งต้องจัดพนักงานบริการลูกค้าในช่วงที่ลูกค้าเข้ามาใช้บริการเยอะ ซึ่งจะทำให้ลูกค้าได้รับการบริการที่เร็วขึ้นและไม่ต้องเสียเวลาในการรอคิวนาน

แนวทางเลือกที่ 2 พัฒนาด้านส่งเสริมการขาย คือ จัดบูธประชาสัมพันธ์ตามงาน ตามสถานที่ต่างๆ เช่น งานของดีประจำจังหวัดหรืองานของดีประจำอำเภอ งานประชุมของข้าราชการในอำเภอ งานประชุมกองทุนหมู่บ้านแต่ละบ้าน เพื่อประชาสัมพันธ์ข่าวสารของธนาคาร

แนวทางเลือกที่ 3 พัฒนาด้านราคา ปัจจุบันธนาคารเปิดให้บริการยื่นกู้ผ่านแอพพลิเคชั่น Mymo โดยไม่ใช้เอกสารและไม่มีหลักประกันในการกู้ อีกทั้งลูกค้าสามารถทำสัญญาเงินกู้ในแอพพลิเคชั่นได้เอง โดยไม่ต้องเดินทางไปที่ธนาคาร เพิ่มความสะดวกสบายมากยิ่งขึ้น และไม่มีค่าธรรมเนียมสินเชื่ออีกด้วย ส่วนค่าธรรมเนียมฝาก-ถอนเงินและค่าธรรมเนียมบัตรเดบิต พนักงานสาขาอาจแนะนำลูกค้าให้ใช้บริการผ่านทางแอพพลิเคชั่น Mymo โดยทำการถอนเงินที่ตู้ ATM หน้าสาขา ก็จะไม่มีค่าธรรมเนียมในการถอนฟรีทั่วประเทศ โดยไม่ต้องใช้บัตรเดบิตของธนาคาร และไม่ต้องเสียค่าธรรมเนียมแรกเข้าและรายปีอีกด้วย

สรุปผลการศึกษา

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม จากผลการศึกษา พบว่า กลุ่มตัวอย่างจำนวน 400 ตัวอย่าง ส่วนใหญ่เป็นเพศหญิง คิดเป็นร้อยละ 55.5 มีอายุระหว่าง 21 – 30 ปี คิดเป็นร้อยละ 31.8 มีระดับการศึกษาอยู่ในระดับชั้นมัธยมศึกษา คิดเป็นร้อยละ 28.0 ส่วนใหญ่ประกอบอาชีพธุรกิจส่วนตัว คิดเป็นร้อยละ 23.5 และมีรายได้เฉลี่ยต่อเดือน 10,001 – 20,000 บาท คิดเป็นร้อยละ 34.3

ส่วนที่ 2 ข้อมูลด้านพฤติกรรมของผู้ที่มาใช้บริการ จากผลการศึกษา พบว่า กลุ่มตัวอย่างส่วนใหญ่เลือกใช้บริการกับทางธนาคารเพราะทำเลที่ตั้งใกล้ที่พักอาศัย คิดเป็นร้อยละ 52.0 โดยเข้ามาใช้บริการด้านฝากเงิน-ถอนเงิน คิดเป็นร้อยละ 47.5 ซึ่งส่วนใหญ่จะเข้ามาใช้บริการน้อยกว่า 2 ครั้งต่อเดือน คิดเป็นร้อยละ 39.5 และช่วงเวลาที่เข้ามาใช้บริการมากที่สุด คือ เวลา 10.00 – 12.00 น. คิดเป็นร้อยละ 29.5

ส่วนที่ 3 ข้อมูลเกี่ยวกับปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการใช้บริการ จากผลการศึกษา พบว่า ความคิดเห็นของกลุ่มตัวอย่างที่มีผลต่อการใช้บริการกับธนาคารออมสินสาขาศรีสัชนาลัย สามารถสรุปได้ดังนี้

ความคิดเห็นด้านผลิตภัณฑ์ พบว่า โดยภาพรวมมีความคิดเห็นอยู่ในระดับมาก โดยหัวข้อรูปแบบการให้บริการมีความสะดวก รวดเร็วในการเข้าถึงข้อมูล มีค่าเฉลี่ยมากที่สุด เท่ากับ 3.62 ส่วนหัวข้อรูปแบบผลิตภัณฑ์มีความสวยงาม ทันสมัย เช่น สมุดบัญชี บัตร ATM มีค่าเฉลี่ยน้อยที่สุด เท่ากับ 3.57

ความคิดเห็นด้านราคา พบว่า โดยภาพรวมมีความคิดเห็นอยู่ในระดับปานกลาง โดยหัวข้อค่าธรรมเนียมบัตรเดบิตแรกเข้าและรายปี มีความเหมาะสม มีค่าเฉลี่ยมากที่สุด เท่ากับ 3.24 ส่วนหัวข้อค่าธรรมเนียมในการฝากเงิน ถอนเงิน โอนเงินมีความเหมาะสม มีค่าเฉลี่ยน้อยที่สุด เท่ากับ 3.22

ความคิดเห็นด้านสถานที่ พบว่า โดยภาพรวมมีความคิดเห็นอยู่ในระดับมาก โดยหัวข้อสถานที่มีความปลอดภัยในการใช้บริการ มีค่าเฉลี่ยมากที่สุด เท่ากับ 3.72 ส่วนหัวข้อที่จอดรถเพียงพอต่อการใช้บริการ มีค่าเฉลี่ยน้อยที่สุด เท่ากับ 3.30

ความคิดเห็นด้านการส่งเสริมการขาย พบว่า โดยภาพรวมมีความคิดเห็นอยู่ในระดับปานกลาง โดยหัวข้อมีการโฆษณาประชาสัมพันธ์ผลิตภัณฑ์ต่างๆให้ลูกค้าทราบสม่ำเสมอ มีค่าเฉลี่ยมากที่สุด เท่ากับ 3.42 ส่วนหัวข้อมีของสมนาคุณแจกให้กับลูกค้า เช่น ร่ม กระเป๋า กระปุกออมสิน มีค่าเฉลี่ยน้อยที่สุด เท่ากับ 3.30

ความคิดเห็นด้านบุคคล พบว่า โดยภาพรวมมีความคิดเห็นอยู่ในระดับมาก โดยหัวข้อพนักงานแต่งกายสุภาพ สะอาดเรียบร้อย มีค่าเฉลี่ยมากที่สุด เท่ากับ 3.69 ส่วนหัวข้อพนักงานมีจำนวนเพียงพอต่อการให้บริการ มีค่าเฉลี่ยน้อยที่สุด เท่ากับ 3.31

ความคิดเห็นด้านกระบวนการ พบว่า โดยภาพรวมมีความคิดเห็นอยู่ในระดับมาก โดยหัวข้อให้บริการด้วยเทคโนโลยีที่ทันสมัย มีค่าเฉลี่ยมากที่สุด เท่ากับ 3.59 ส่วนหัวข้อให้บริการตามลำดับคิว ก่อน-หลัง มีค่าเฉลี่ยน้อยที่สุด เท่ากับ 3.56

ความคิดเห็นด้านลักษณะทางกายภาพ พบว่า โดยภาพรวมมีความคิดเห็นอยู่ในระดับมาก โดยหัวข้อชื่อเสียงและภาพลักษณ์ของธนาคารมีความน่าเชื่อถือ มีค่าเฉลี่ยมากที่สุด เท่ากับ 3.76 ส่วนหัวข้อเครื่องมือและอุปกรณ์ในการให้บริการมีความทันสมัยและรวดเร็ว มีค่าเฉลี่ยน้อยที่สุด เท่ากับ 3.72

โดยผู้ศึกษาได้เลือก แนวทางเลือกที่ 1 คือ พัฒนาด้านบุคคล เนื่องจากธนาคารได้ให้ความสำคัญในการบริการที่มีคุณภาพและเป็นมาตรฐานเดียวกัน เพื่อสร้างความพึงพอใจให้กับลูกค้าและสร้างภาพลักษณ์ที่ดีให้กับองค์กร โดยสาขาจะต้องให้ความสำคัญเป็นอย่างมาก เพราะการบริการที่มีคุณภาพจะส่งผลให้ลูกค้าเข้ามาใช้บริการกับทางสาขามากขึ้น และเมื่อลูกค้าเกิดความพึงพอใจใน

การรับบริการ ก็จะทำให้พนักงานสามารถนำเสนอผลิตภัณฑ์และบริการทางการเงินต่างๆให้กับลูกค้าได้ง่ายขึ้น ส่งผลให้สาขาได้รับรายได้ค่าธรรมเนียมและบริการมากขึ้นอีกด้วย

อภิปรายผลการวิจัย

จากการวิเคราะห์ข้างต้น ผู้วิจัยได้นำแนวคิด SWOT analysis และ TOWS matrix มาใช้ในการวิเคราะห์ปัญหาพบว่าสาเหตุที่ทำให้รายได้ค่าธรรมเนียมและบริการมีแนวโน้มลดลงไม่เป็นไปตามเป้าหมายของธนาคาร คือ ผู้ใช้บริการส่วนใหญ่เข้ามาใช้บริการน้อยกว่า 2 ครั้ง/เดือน พนักงานไม่เพียงพอต่อการให้บริการ และที่จอดรถภายในบริเวณสาขาไม่เพียงพอกับผู้ใช้บริการ แนวทางในการแก้ไขปัญหา คือ จัดให้มีการหมุนเวียนงานของพนักงานและจัดพนักงานบริการลูกค้าในช่วงที่ลูกค้าเยอะ จัดอบรมความรู้เพิ่มทักษะในการทำงานให้กับพนักงานมากยิ่งขึ้น โดยกำหนดแนวทางในการปฏิบัติงานที่ชัดเจน มีการวัดผลและประเมินผล สามารถควบคุมผลการปฏิบัติงานของพนักงานทุกคนให้เป็นไปตามเป้าหมายได้ โดยสาขาจะต้องให้ความสำคัญเป็นอย่างมาก เพราะการบริการที่ดี มีคุณภาพจะส่งผลให้ลูกค้าเข้ามาใช้บริการกับทางสาขามากขึ้น และเมื่อลูกค้าเกิดความพึงพอใจในการรับบริการ ก็จะทำให้พนักงานสามารถนำเสนอผลิตภัณฑ์บริการทางการเงินต่างๆให้กับลูกค้าได้ง่ายขึ้น ส่งผลทำให้สาขาได้รับรายได้ค่าธรรมเนียมและบริการมากขึ้นอีกด้วย ซึ่งผลที่ได้มีความสอดคล้องกับงานวิจัยของทิพกฤตา สายถา (2562) ศึกษาเรื่อง แนวทางการเพิ่มยอดการจัดเก็บค่าธรรมเนียมและค่าบริการของธนาคารออมสินเชียงใหม่ เขตลำพูน ผลการศึกษาพบว่าปัญหาการจัดเก็บค่าธรรมเนียมและค่าบริการไม่ได้ตามเป้าหมายที่กำหนด เกิดจากปัญหาด้านพนักงานและการบริการ

ข้อเสนอแนะ

การศึกษาค้นคว้าอิสระนี้ มีการเก็บข้อมูลจากแบบสอบถามลูกค้า จำนวน 400 คน ในช่วงเวลาที่จำกัด และเนื่องด้วยสถานการณ์การแพร่ระบาดของไวรัสโควิด-19 ทำให้ไม่สามารถสัมภาษณ์ผู้บริหารได้ อาจทำให้เกิดความคาดเคลื่อนของข้อมูล โดยในการศึกษาครั้งต่อไปควรมีระยะเวลาในการทำแบบสอบถามและแบบสัมภาษณ์เพื่อให้ได้ข้อมูลที่สมบูรณ์ยิ่งขึ้น

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ปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนมหาวิทยาลัยราชภัฏเลย
Motivational Factors in Performance of Supporting Employees at Loei Rajabhat University

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อเพื่อศึกษาระดับความคิดเห็นของปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย เพื่อศึกษาการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนมหาวิทยาลัยราชภัฏเลย กลุ่มตัวอย่างที่ใช้ในการศึกษาได้แก่ บุคลากรสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย จำนวน 296 คน เครื่องมือวิจัย คือ แบบสอบถามมาตราส่วนประมาณค่า สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ t-test วิเคราะห์ค่าความแปรปรวนทางเดียว คือ One-way ANOVA ค่าสหสัมพันธ์ เพียร์สัน จากการสำรวจกลุ่มตัวอย่างพบว่าส่วนใหญ่จะเป็นเพศหญิง มีอายุระหว่าง 30 – 45 ปี มีระดับการศึกษาอยู่ระหว่างปริญญาตรีหรือเทียบเท่า และส่วนใหญ่มีประสบการณ์ในการทำงาน 5 – 10 ปี การวิเคราะห์แรงจูงใจในการปฏิบัติงานของพนักงาน โดยภาพรวมอยู่ในระดับมาก เรียงลำดับค่าเฉลี่ยจากสูงไปต่ำ ดังนี้ ด้านสภาพแวดล้อม ด้านผู้บังคับบัญชาและผู้ร่วมงาน ด้านลักษณะงาน ด้านค่าตอบแทนและสวัสดิการด้านรายได้และสวัสดิการที่ได้รับ ด้านความก้าวหน้าและความมั่นคงในหน้าที่การงาน ตามลำดับ ส่วนด้านการปฏิบัติงานของพนักงานสายสนับสนุนมหาวิทยาลัยราชภัฏเลย โดยภาพรวมอยู่ในระดับมาก ปัจจัยจูงใจในการปฏิบัติงาน พบว่าระดับความคิดเห็นเกี่ยวกับปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนมหาวิทยาลัยราชภัฏเลยที่มี เพศ อายุ ระดับการศึกษา ประสบการณ์ในการทำงาน ต่างกันมีแรงจูงใจในการปฏิบัติงานภาพรวมและรายด้านไม่แตกต่างกันที่ระดับนัยสำคัญทางสถิติ .05

คำสำคัญ: แรงจูงใจ,การปฏิบัติงาน

Abstract

The purpose of this research was to study the level of opinions of the motivation factors for the performance of support staff of Loei Rajabhat University. to study the work performance of support staff of Loei Rajabhat University To study the relationship between the performance motivation factors of supporting staff at Loei Rajabhat University. The samples used in the study were: Supporting personnel of Loei Rajabhat University were 296 people. The research tool was the estimation scale questionnaire. Statistics used in data analysis were percentage, mean, standard deviation and t-test. One-way ANOVA was analyzed for Pearson's correlation. female Aged between 30 - 45 years old with a bachelor's degree or equivalent. and most of them have 5-10 years of work experience. Overall, it was at a high level. In order of average from high to low as follows: Supervisors and colleagues' nature of work compensation and welfare income and welfare received in terms of advancement and job security, respectively. Overall, it was at a high level. Motivation factors for performance It was found that the level of opinions about the motivation factors for the performance of support personnel at Loei Rajabhat University were gender, age, education level. work experience They were motivated to perform the overall and each aspect were not different at the statistical significance level of .05.

Keywords: motivation, performance

บทนำ

มนุษย์เป็นทรัพยากรที่มีคุณค่ามีความคิด ซึ่งมีศักยภาพในตัวเองที่แต่ละคนแตกต่างกันทั้งในด้านความรู้ ด้านทักษะและเจตคติและมีความสามารถในการทำงานหรือผลที่ได้จากการทำงานก็แตกต่างกันออกไป ทรัพยากรมนุษย์จึงเป็นปัจจัยที่มีคุณค่ายิ่งของ

[1] หลักสูตรบริหารธุรกิจมหาบัณฑิต วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม
[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม

สังคมและประเทศชาติ ถ้าองค์กรใดที่มีทรัพยากรมนุษย์ที่มีศักยภาพสูงและสามารนำมาใช้ให้เกิดประโยชน์ทางสร้างสรรค์แล้ว องค์กรนั้นก็จะเจริญรุ่งเรืองทางเศรษฐกิจและทางการเมือง แต่ถ้าหากองค์กรใดที่ขาดทรัพยากรมนุษย์ที่มีคุณค่าหรือไม่สามารนำมาใช้ให้เกิดคุณค่าต่อองค์กรได้ องค์กรก็จะพัฒนาไปได้ยากความเจริญหรือไม่มีความก้าวหน้าขององค์กรขึ้นอยู่กับทรัพยากรมนุษย์เป็นสำคัญ เพราะมนุษย์เป็นเหมือนปัจจัยหลักที่ก่อให้เกิดการพัฒนา ดังนั้นจึงมุ่งหวังที่จะมีทรัพยากรมนุษย์ที่มีคุณภาพเพื่อจะก่อให้เกิดประโยชน์สูงสุด เพราะฉะนั้นล้วนต้องอาศัยการจัดการของมนุษย์ที่ดี การบริหารจัดการในด้านความสามารถของบุคลากรนี้เป็นเรื่องที่มองข้ามไม่ได้เพราะนั่นเป็นปัจจัยสำคัญต่อการขับเคลื่อนขององค์กร การบริหารจัดการในส่วนของบุคคลนี้ก็ได้แก่ เรื่องทักษะการทำงาน ประสบการณ์การทำงาน ไปจนถึงเรื่องของลักษณะนิสัย หากทุกอย่างสอดคล้องและเหมาะสมกับการทำงานก็จะยิ่งทำให้ทำงานได้ราบรื่นไม่เกิดปัญหาใดๆ แล้วสิ่งต่างๆ เหล่านี้ก็สามารถฝึกอบรมได้เพื่อให้บุคลากรแต่ละคนพัฒนาความสามารถของตัวเองให้สูงขึ้นได้เช่นกัน เป้าหมายสูงสุดของการบริหารงาน ได้แก่ การจัดการให้ผู้ใต้บังคับบัญชาทำงานเพื่อบรรลุ ตามจุดมุ่งหมายสูงสุดขององค์กร ดังนั้น จึงเป็นหน้าที่และภารกิจที่สำคัญที่สุดของผู้บริหารที่จะต้องเรียนรู้ศาสตร์ในการบริหารบุคคล ที่เน้นเรื่องการศึกษาพฤติกรรมบุคคล กลุ่มและองค์การ ตลอดจนปัจจัยต่าง ๆ ที่ส่งผลกระทบต่อพฤติกรรมในองค์การ เพื่ออธิบายและควบคุมปรากฏการณ์ของการบริหารที่เกิดขึ้น โดยเฉพาะอย่างยิ่ง ความรู้ความเข้าใจแนวคิดเรื่องแรงจูงใจของบุคคล จะช่วยให้ผู้บริหารรู้ถึงความต้องการและแรงจูงใจของผู้ใต้บังคับบัญชาและพร้อมที่จะสร้างแรงจูงใจในการทำงาน เพื่อให้ผู้ใต้บังคับบัญชาดังกล่าว ทำงานอย่างที่เรียกว่า งานก็ได้ผล คนก็เป็นสุขที่ถือว่าเป็น องค์ประกอบสำคัญของความสำเร็จในการบริหารงาน (ทิพย์วรรณ กิตติพร, 2565)

สถาบันอุดมศึกษาเป็นแหล่งพัฒนาทรัพยากรมนุษย์ จัดการศึกษาหลากหลายสาขาวิชาตาม ความต้องการของประเทศ การบริหารงานในสถาบันอุดมศึกษาเพื่อให้บรรลุวัตถุประสงค์ในการผลิต ทรัพยากรมนุษย์ระดับสูงที่มีบทบาทในการชี้นพ ร่วมพัฒนาชุมชนและสังคมไทยในสังคมโลกแห่งการ แข่งขันให้เป็นสังคมแห่งภูมิปัญญา และการเรียนรู้นั้น ทรัพยากรบุคคลในสถาบันอุดมศึกษาเป็นปัจจัย ที่สำคัญที่มีผลต่อความสำเร็จความก้าวหน้าหรือความล้มเหลวขององค์การ เพื่อให้การบริหาร ทรัพยากรมนุษย์บรรลุวัตถุประสงค์ที่ต้องการและสถาบันอุดมศึกษาสามารถปฏิบัติงานได้อย่าง คล่องตัว ยืดหยุ่น หลากหลาย มีระบบจูงใจคนรุ่นใหม่เข้าสู่ระบบ มีการจัดหาคนเข้าทำงานให้ สอดคล้องกับนโยบายและเป้าหมายของหน่วยงานมีกระบวนการสำรวจความต้องการทรัพยากรบุคคล เพื่อให้ได้บุคคลที่มีความสามารถและทักษะในเวลาที่ต้องการ ดังนั้นกระบวนการในการวางแผน อัตรากำลังทรัพยากรบุคคลอุดมศึกษา จึงเป็นหน้าที่สำคัญที่ผู้บริหารของสถาบันอุดมศึกษาจะต้องทำการวางแผนว่าองค์การจะมีความต้องการบุคลากรที่เข้ามาปฏิบัติงานในตำแหน่งต่างๆ เป็นจำนวนมากน้อยเพียงใด รวมทั้งปรับขนาดกำลังคนให้เหมาะสมเพื่อให้มีการใช้กำลังคนที่มีอยู่อย่างคุ้มค่าและ เกิดประโยชน์สูงสุด (สำนักงานคณะกรรมการการอุดมศึกษา. 2553)

จากการศึกษาทฤษฎีที่เกี่ยวข้องกับแรงจูงใจ มาสโลว์ (จอมพงศ์ มงคลวนิช. 2558: 219 – 220; อ้างอิงจาก Maslow. 1943) เริ่มจากสมมติฐานที่มีเหตุผล 2 ประการ คือ มนุษย์มีความต้องการในหลายสิ่งอย่างที่มีความต่างกัน มีช่วงห่างกันนับจากระดับความต้องการขั้นต่ำทางสรีระ จนกระทั่งถึงระดับความต้องการขั้นสูงทางจิตวิทยา และความต้องการของมนุษย์ที่เกิดขึ้นเป็นลำดับขั้นความต้องการ ดังนั้น ก่อนที่จะมีความต้องการในระดับที่สูงขึ้น ก่อนที่จะทำการจูงใจและก่อให้เกิดผลกระทบต่อพฤติกรรมอย่างน้อยที่สุดก็จะต้องทำให้เกิดความรู้สึกบางส่วนที่มีความพอใจในความ ต้องการของมนุษย์ในระดับต่ำและระดับสูง ความต้องการของมนุษย์สามารถแบ่งออกเป็น 5 ลำดับ คือ ความต้องการทางสรีระ ความต้องการความมั่นคงปลอดภัย ความต้องการทางสังคม ความต้องการการยกย่องนับถือ (Esteem Needs) และ ความบรรลุเป้าหมายในชีวิต นอกจากนี้ เฮอร์ซเบอร์ก (จอมพงศ์ มงคลวนิช. 2558: 221; อ้างอิงจาก Hertzberg. n.d.) ทำการศึกษาคุณลักษณะของงานเพื่อให้สามารถระบุได้ว่า 3 ปัจจัยไหนที่จะส่งผลด้านบวกหรือลบต่อแรงจูงใจของพนักงาน ผลการศึกษาระบุว่ามี 2 ปัจจัยที่ เกี่ยวข้องกับกับแรงจูงใจซึ่งได้แก่ ปัจจัยตัวกระตุ้น เป็นปัจจัยที่มีผลกระทบโดยตรงกับการเพิ่มความพอใจในการทำงานซึ่งได้แก่ ความสำเร็จ การเป็นที่ยอมรับ ความรับผิดชอบ การเติบโตในสายงานที่ทำ และโอกาสของความเจริญก้าวหน้า และปัจจัยค้าจุ้น เป็นปัจจัยที่ต้องมีในระดับที่เพียงพอโดยเป็นปัจจัยที่เกี่ยวข้องกับสภาพแวดล้อมในการทำงานของ บุคลากรมากกว่างานที่ทำ ได้แก่ นโยบายขององค์กรการจัดการดูแลที่มีคุณภาพ สภาพการทำงาน ความสัมพันธ์กับเพื่อนร่วมงานในทุกระดับ สถานะความมั่นคงในการทำงาน เงินเดือนและสวัสดิการ ต่างๆ จากการศึกษาแนวคิดและทฤษฎีต่างๆ พบว่าปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากร ประกอบด้วย ด้านสภาพแวดล้อมด้านลักษณะงาน ด้านผู้บังคับบัญชาและผู้ร่วมงาน ด้าน ค่าตอบแทนและสวัสดิการ ด้านความก้าวหน้าและความมั่นคงในหน้าที่การงาน ซึ่งหากบุคลากรใน องค์การมีแรงจูงใจในด้านต่างๆ ที่กล่าวมาข้างต้นจะส่งผลประสิทธิภาพในการปฏิบัติงานของบุคลกร และประสิทธิผลขององค์การ

จากการศึกษาแนวคิดและทฤษฎีต่างๆ พบว่าปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของบุคลากร ประกอบด้วย ด้านสภาพแวดล้อม ด้านลักษณะงาน ด้านผู้บังคับบัญชาและผู้ร่วมงาน ด้าน ค่าตอบแทนและสวัสดิการ ด้านความก้าวหน้าและความมั่นคงในหน้าที่การงาน ซึ่งหากบุคลากรใน องค์การมีแรงจูงใจในด้านต่างๆ ที่กล่าวมาข้างต้นจะส่งผลต่อการปฏิบัติงานของบุคลกร และเป็นแนวทางในการเพิ่มประสิทธิภาพขององค์การต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับความคิดเห็นของปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย
2. เพื่อศึกษาการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย
3. เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนมหาวิทยาลัยราชภัฏเลย

วิธีการดำเนินการวิจัย

ประชากรที่ใช้ในการวิจัยครั้งนี้ได้แก่ พนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย จำนวน 296 คน (มหาวิทยาลัยราชภัฏเลย, 2565)

การเลือกกลุ่มตัวอย่างสาหรับงานวิจัยนี้ ได้จากตารางสำเร็จรูปของ Yamane (1973) (ชัชฎาภรณ์ เดชาเสถียร, 2557) ที่ระดับความเชื่อมั่น 95% และระดับความคลาดเคลื่อน $\pm$5% ค่าที่ได้จากการเปิดตารางมีค่าเท่ากับ 296 ตัวอย่าง

เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการวิจัยครั้งนี้เป็นแบบสอบถาม (questionnaire) โดยได้ดำเนินการสร้างแบบสอบถามตามลำดับขั้นตอนดังนี้

ศึกษาแนวความคิด ทฤษฎี เอกสารและวรรณกรรมที่เกี่ยวข้องปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ใน 5 ด้าน 1. ด้านสภาพแวดล้อม 2. ด้านลักษณะงาน 3. ด้านผู้บังคับบัญชา และผู้ร่วมงาน 4. ด้านค่าตอบแทนและสวัสดิการ 5. ด้านความก้าวหน้าและมั่นคงในงาน ตัวแปรตาม ได้แก่ ปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนมหาวิทยาลัยราชภัฏเลย

ศึกษาหลักเกณฑ์และวิธีการสร้างแบบสอบถาม จากตำรา เอกสารและ วรรณกรรมที่เกี่ยวข้องปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ใน 5 ด้าน 1. ด้านสภาพแวดล้อม 2. ด้านลักษณะงาน 3. ด้านผู้บังคับบัญชาและผู้ร่วมงาน 4. ด้านค่าตอบแทนและสวัสดิการ 5. ด้านความก้าวหน้าและมั่นคงในงาน ปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนมหาวิทยาลัยราชภัฏเลย เพื่อนำมาเป็นแนวทางและสร้างแบบสอบถาม

สร้างแบบสอบถามตามหลักเกณฑ์ให้ครอบคลุมเนื้อหาโดยศึกษาจากแบบสอบถาม

นำแบบสอบถามที่สร้างขึ้นไปปรึกษากับอาจารย์ที่ปรึกษา เพื่อให้คำแนะนำ ตรวจแก้ไข สำนวนภาษาและความถูกต้องและปรับปรุง ให้เหมาะสมในด้านเนื้อหา ความชัดเจน ความครอบคลุมของเนื้อหา

นำแบบสอบถามที่ปรับปรุง ไปเสนอต่อ ผู้ทรงคุณวุฒิจำนวน 3 ท่าน เพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) และทำการปรับปรุงแก้ไขแบบสอบถาม ให้ถูกต้องสมบูรณ์ยิ่งขึ้น

นำแบบสอบถามที่ผ่านการตรวจสอบจากผู้ทรงคุณวุฒิและอาจารย์ที่ปรึกษาแล้ว ไปทดลอง (Try out) ใช้กับกลุ่มตัวอย่างที่ไม่ใช่ประชากรเป้าหมาย แต่มีลักษณะคล้ายคลึงกัน จำนวน 30 คน แล้ว นำมาวิเคราะห์ความเชื่อมั่น (Reliability) ของแบบสอบถามโดยหาค่าสัมประสิทธิ์แอลฟาของครอนบาค (Cronbrach' Alpha) ซึ่งได้ค่าเท่ากับ 0.780 ได้จากการคำนวณจากโปรแกรม SPSS ซึ่งมากกว่า 0.70 จึงถือได้ว่า แบบสอบถามของงานวิจัยนี้มีความถูกต้องและเชื่อถือได้

นำแบบสอบถามที่ได้ไปทำการสำรวจเก็บข้อมูลจริง

เครื่องมือที่ใช้ในการรวบรวมข้อมูล ในการเก็บรวบรวมข้อมูลผู้วิจัยใช้แบบสอบถามที่คณะผู้วิจัยสร้างขึ้น โดยแบบสอบถามแบ่งเป็น 4 ตอน ดังรายละเอียดต่อไปนี้

ตอนที่ 1 แบบสอบถามเกี่ยวกับปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ ระดับการศึกษา ประสบการณ์การทำงาน โดยเป็นคำถามแบบเลือกตอบ (check list)

ตอนที่ 2 แบบสอบถามเกี่ยวกับ 2 แบบสอบถามเกี่ยวกับปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยโดยใช้วิธีการวัดแบบมาตราส่วนประมาณค่า (Rating scale) 5 ระดับ ดังนี้

5 หมายถึง ผู้ตอบเห็นร่วมอยู่ในระดับ มากที่สุด
4 หมายถึง ผู้ตอบเห็นร่วมอยู่ในระดับ มาก
3 หมายถึง ผู้ตอบเห็นร่วมอยู่ในระดับ ปานกลาง
2 หมายถึง ผู้ตอบเห็นร่วมอยู่ในระดับ น้อย
1 หมายถึง ผู้ตอบเห็นร่วมอยู่ในระดับ น้อยที่สุด

ตอนที่ 3 แบบสอบถามเกี่ยวกับ แบบสอบถามเกี่ยวกับปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยโดยใช้วิธีการวัดแบบมาตราส่วนประมาณค่า (Rating scale) 5 ระดับเช่นเดียวกัน

5 หมายถึง ผู้ตอบเห็นร่วมอยู่ในระดับ มากที่สุด

4 หมายถึง ผู้ตอบเห็นร่วมอยู่ในระดับ มาก

3 หมายถึง ผู้ตอบเห็นร่วมอยู่ในระดับ ปานกลาง

2 หมายถึง ผู้ตอบเห็นร่วมอยู่ในระดับ น้อย

1 หมายถึง ผู้ตอบเห็นร่วมอยู่ในระดับ น้อยที่สุด

ตอนที่ 4 ข้อเสนอแนะของผู้ตอบแบบสอบถาม โดยเป็นคำถามปลายเปิด และการแปลค่าความหมายของตัวแปรที่วัดแบบมาตรประมาณค่านั้น มีการกำหนดช่วงคะแนนในการแปลค่า ดังนี้

ส่วนค่าเฉลี่ยระหว่าง	4.51 - 5.00	หมายถึง	ระดับมากที่สุด
ค่าเฉลี่ยระหว่าง	3.51 – 4.50	หมายถึง	ระดับมาก
ค่าเฉลี่ยระหว่าง	2.51 – 3.50	หมายถึง	ระดับปานกลาง
ค่าเฉลี่ยระหว่าง	1.51 – 2.50	หมายถึง	ระดับน้อย
ค่าเฉลี่ยระหว่าง	1.00 – 1.50	หมายถึง	ระดับน้อยที่สุด

การวิเคราะห์ข้อมูล

1. วิเคราะห์ข้อมูลข้อมูลทั่วไปของผู้ตอบแบบสอบถามโดยการแจกแจงความถี่ และร้อยละ

2. วิเคราะห์ข้อมูลแรงจูงใจในการปฏิบัติงานของบุคลากรสายสนับสนุนมหาวิทยาลัยราชภัฏเลย คำนวณหา ค่าร้อยละ (Percentage) ค่าความถี่ (Frequency) ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard deviation) การทดสอบที (t-test) สถิติที่ใช้ในการวิเคราะห์ข้อมูล

ในการวิจัยครั้งนี้สถิติที่ใช้ในการวิเคราะห์ข้อมูล แบ่งออกได้ดังนี้

1. สถิติพื้นฐานได้แก่

1.1 ค่าความถี่ (frequency)

1.2 ร้อยละ (Percentage)

1.3 ค่าเฉลี่ย

1.4 ส่วนเบี่ยงเบนมาตรฐาน (Standard deviation)

2. สถิติทดสอบสมมติฐาน

สรุปผลการวิจัย

การวิจัยเรื่อง ปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุน มหาวิทยาลัยราชภัฏเลย จากผู้ตอบแบบสอบถามจำนวน 296 คน พบว่า ส่วนใหญ่จะเป็นเพศหญิง มีอายุระหว่าง 30 – 45 ปี มีระดับการศึกษาอยู่ระหว่างปริญญาตรีหรือเทียบเท่า และส่วนใหญ่มีประสบการณ์ในการทำงาน 5 – 10 ปี ผู้วิจัยได้ทำการวิเคราะห์แรงจูงใจในการปฏิบัติงานของพนักงาน โดยภาพรวมอยู่ในระดับมาก เรียงลำดับค่าเฉลี่ยจากสูงไปต่ำ ดังนี้ ด้านสภาพแวดล้อม ด้านผู้บังคับบัญชาและผู้ร่วมงาน ด้านลักษณะงาน ด้านค่าตอบแทนและสวัสดิการ ด้านความก้าวหน้าและความมั่นคงในหน้าที่การงาน ตามลำดับ ส่วนตัวแปรด้านการปฏิบัติงานของพนักงานสายสนับสนุนมหาวิทยาลัยราชภัฏเลย โดยภาพรวมอยู่ในระดับมาก ด้านปัจจัยจูงใจในการปฏิบัติงาน พบว่าผลการระดับความคิดเห็นเกี่ยวกับปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนมหาวิทยาลัยราชภัฏเลยที่มี เพศ อายุ ระดับการศึกษา ประสบการณ์ในการทำงาน ต่างกันมีปัจจัยจูงใจในการปฏิบัติงานภาพรวมและรายด้านไม่ต่างกันที่ระดับนัยสำคัญทางสถิติ .05

จากการสำรวจด้านประชากรกลุ่มตัวอย่าง ผู้ตอบแบบสอบถามมีจำนวนทั้งสิ้น 296 คน โดยผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง มีจำนวน 205 คน คิดเป็นร้อยละ 69.3 ส่วนเพศชาย มีจำนวน 91 คน คิดเป็นร้อยละ 30.7 มีอายุอยู่ระหว่าง 30 – 45 ปีจำนวน 183 คน คิดเป็นร้อยละ 61.8 มีระดับการศึกษาอยู่ระหว่างปริญญาตรีหรือเทียบเท่า จำนวน 195 คน คิดเป็นร้อยละ 65.9 มีประสบการณ์การทำงาน5 – 10 ปีจำนวน 147 คน คิดเป็นร้อยละ 49.7

แรงจูงใจในการปฏิบัติงานของพนักงานมหาวิทยาลัยสายสนับสนุน มหาวิทยาลัยราชภัฏเลย (ด้านสภาพแวดล้อม) โดยภาพรวมอยู่ในระดับมาก ($\bar{x}$ = 4.08, S.D. = 1.02) โดยเรียงลำดับความสำคัญจากมากไปน้อย ดังนี้ สำนักงานมีพื้นที่ส่วนกลางเพียงพอ มีค่าเฉลี่ย 4.09 รองลงมาคือ การจัดสถานที่ทำงานมีระเบียบเป็นสัดส่วน มีค่าเฉลี่ย 4.08 สำนักงานมีอุณหภูมิที่เหมาะสม มีค่าเฉลี่ย 4.08 อุปกรณ์สำนักงานอยู่ในสภาพพร้อมใช้ มีค่าเฉลี่ย 4.08 อุปกรณ์สำนักงานอยู่ในสภาพพร้อมใช้ มีค่าเฉลี่ย 4.08 คอมพิวเตอร์และโครงข่ายมีความทันสมัย มีค่าเฉลี่ย 4.08 บรรยากาศในสถานที่ทำงาน มีความเหมาะสม มีค่าเฉลี่ย 4.08 การจัดสิ่งอำนวยความสะดวก

ไว้อย่างครบครัน มีค่าเฉลี่ย 4.07 สำนักงาน มีความร่มรื่นจากธรรมชาติ มีค่าเฉลี่ย 4.07 ไม่มีเสียงรบกวนขณะทำงาน มีค่าเฉลี่ย 4.07 และมีความสะดวกสบายในการเดินทางมาทำงานมีค่าเฉลี่ย 4. 07 ตามลำดับ

แรงจูงใจในการปฏิบัติงานของพนักงานมหาวิทยาลัยสายสนับสนุน มหาวิทยาลัยราชภัฏเลย (ด้านลักษณะงาน) อยู่ในระดับมาก ($\bar{x}$ = 4.06, S.D. = 1.03) โดยเรียงลำดับความสำคัญจากมากไปน้อย ดังนี้ งานที่ท่านได้รับมอบหมายมีปริมาณที่เหมาะสม มีค่าเฉลี่ย 4.08 รองลงมาคือ งานที่ได้รับมอบหมาย มีคำสั่งที่ช่วยให้ท่านปฏิบัติงานได้อย่างสะดวก มีค่าเฉลี่ย 4.08 งานที่ปฏิบัติมีความสำคัญต่อมหาวิทยาลัย มีค่าเฉลี่ย 4.07 งานที่ได้รับมอบหมายทำให้ท่านแสดงศักยภาพได้อย่าง เต็มความสามารถ มีค่าเฉลี่ย 4.07 ท่านทำงานที่ได้รับมอบหมายอย่างอิสระ มีค่าเฉลี่ย 4.06 งานที่ได้รับมอบช่วยให้ท่านพัฒนาความสามารถ มีค่าเฉลี่ย 4.06 งานที่ได้รับมอบหมาย มีขั้นตอนการดำเนินงานชัดเจนไม่ซับซ้อน มีค่าเฉลี่ย 4.06 งานที่ปฏิบัติงานทำให้ท่านรู้สึกว่าเป็นส่วนหนึ่งขององค์การ มีค่าเฉลี่ย 4.05 ท่านสามารถตัดสินใจแก้ปัญหาร่วมตนเองอย่างเต็มที่ มีค่าเฉลี่ย 4.05 และงานที่ท่านได้รับมอบหมายช่วยให้เกิดความคิดสร้างสรรค์ มีค่าเฉลี่ย 4.05 ตามลำดับ

แรงจูงใจในการปฏิบัติงานของพนักงานมหาวิทยาลัยสายสนับสนุน มหาวิทยาลัยราชภัฏเลย (ด้านผู้บังคับบัญชาและผู้ร่วมงาน) อยู่ในระดับมาก ($\bar{x}$ = 4.08, S.D. = 1.02) โดยเรียงลำดับความสำคัญจากมากไปน้อย ดังนี้ ผู้บังคับบัญชามีความยุติธรรมในการพิจารณาผลการปฏิบัติงาน มีค่าเฉลี่ย 4.08 รองลงมาคือ ผู้บังคับบัญชามีความรู้ ความสามารถ เหมาะสมกับตำแหน่ง มีค่าเฉลี่ย 4.08 ผู้บังคับบัญชามีมนุษย์สัมพันธ์ที่ดี มีค่าเฉลี่ย 4.08 ผู้ร่วมงานมีความสามัคคี มีค่าเฉลี่ย 4.08 ผู้ร่วมงานคอยช่วยเหลือและให้คำปรึกษา มีค่าเฉลี่ย 4.08 ผู้ร่วมงานยอมรับในความสามารถของท่าน มีค่าเฉลี่ย 4.08 ผู้ร่วมงานรับฟังความคิดเห็นของท่าน มีค่าเฉลี่ย 4.08 ผู้บังคับบัญชามีความเป็นผู้นำ มีค่าเฉลี่ย 4.07 ผู้บังคับบัญชารับฟังความเห็นของผู้ใต้บังคับบัญชา มีค่าเฉลี่ย 4.07 และผู้ร่วมงานทำงานอย่างเต็มความสามารถ มีค่าเฉลี่ย 4.07 ตามลำดับ

แรงจูงใจในการปฏิบัติงานของพนักงานมหาวิทยาลัยสายสนับสนุน มหาวิทยาลัยราชภัฏเลย (ด้านค่าตอบแทนและสวัสดิการ) อยู่ในระดับมาก ($\bar{x}$ = 4.06, S.D. = 1.05) โดยเรียงลำดับความสำคัญจากมากไปน้อย ดังนี้ เงินเดือนที่ได้รับมีความเหมาะสมกับงาน มีค่าเฉลี่ย 4.07 รองลงมาคือ เงินเดือนที่ได้รับเพียงพอต่อการดำรงชีพ มีค่าเฉลี่ย 4.06 การขึ้นเงินเดือนประจำปีมีความเหมาะสม มีค่าเฉลี่ย 4.06 การขึ้นเงินเดือนประจำปี มีความเหมาะสม มีค่าเฉลี่ย 4.06 สิทธิในการลามีความเหมาะสม มีค่าเฉลี่ย 4.06 กองทุนสำรองเลี้ยงชีพมีความเหมาะสม มีค่าเฉลี่ย 4.06 หอพักบุคลากรมีความเหมาะสม มีค่าเฉลี่ย 4.06 มีความครบครันของพื้นที่ส่วนกลาง อาทิ ห้องสมุด สนามกีฬาศูนย์สุขภาพ ฯลฯ มีค่าเฉลี่ย 4.06 สิทธิเข้าศึกษาโรงเรียนสาธิตของมหาวิทยาลัยมีความเหมาะสม มีค่าเฉลี่ย 4.05 และสวัสดิการเงินอุดหนุนการศึกษาบุตร มีค่าเฉลี่ย 4.05 ตามลำดับ

แรงจูงใจในการปฏิบัติงานของพนักงานมหาวิทยาลัยสายสนับสนุน มหาวิทยาลัยราชภัฏเลย (ด้านความก้าวหน้าและความมั่นคงในหน้าที่การงาน) อยู่ในระดับมาก ($\bar{x}$ = 4.05, S.D. = 1.05) โดยเรียงลำดับความสำคัญจากมากไปน้อย ดังนี้ ระบบในการเลื่อนตำแหน่งมีความเหมาะสม มีค่าเฉลี่ย 4.06 การกำหนดตำแหน่ง ชำนาญการ ชำนาญการพิเศษ เชี่ยวชาญเชี่ยวชาญพิเศษ มีความเหมาะสม มีค่าเฉลี่ย 4.06 ท่านได้รับพิจารณาตำแหน่งอย่างเป็นธรรม มีค่าเฉลี่ย 4.05 สัญญาจ้างมีความเหมาะสม มีค่าเฉลี่ย 4.05 ตำแหน่งงานในปัจจุบัน มีความมั่นคงจนเกษียณ มีค่าเฉลี่ย 4.05 การประเมินงานในรอบปี ทำให้ได้เลื่อนตำแหน่งที่สูงขึ้น มีค่าเฉลี่ย 4.04 การประเมินผลงานประจำปี มีความยุติธรรม มีค่าเฉลี่ย 4.04 หน่วยงานสนับสนุนให้ท่านศึกษาต่อในระดับที่สูงขึ้น มีค่าเฉลี่ย 4.04 หน่วยงานสนับสนุนให้ท่านได้รับการฝึกอบรมหรือการสัมมนาต่างๆ มีค่าเฉลี่ย 4.04 และ มีโครงสร้างการเลื่อนตำแหน่งที่ชัดเจน มีค่าเฉลี่ย 4.04 ตามลำดับ

การปฏิบัติงานของพนักงานสายสนับสนุนมหาวิทยาลัยราชภัฏเลย (ปัจจัยจูงใจในการปฏิบัติงาน) อยู่ในระดับมาก ($\bar{x}$ = 4.05, S.D. = 1.07) โดยเรียงลำดับความสำคัญจากมากไปน้อย ดังนี้ ในการทำงานช่วยเสริมสร้างคุณค่าความเป็นคนที่สมบูรณ์ให้พนักงาน มีค่าเฉลี่ย 4.06 รองลงมาคือ ช่วยให้เกิดการเปลี่ยนแปลงรูปแบบการทำงานของพนักงาน มีค่าเฉลี่ย 4.06 ช่วยเพิ่มความพยายามในการทำงานให้พนักงาน มีค่าเฉลี่ย 4.06 ทำให้มีพลังกระตือรือร้นที่จะทำงานนั้นๆให้สำเร็จ มีค่าเฉลี่ย 4.05 และช่วยเพิ่มพลังในการทำงานให้พนักงาน มีค่าเฉลี่ย 4.04 ตามลำดับ

สมมุติฐานที่ 1 ปัจจัยส่วนบุคคลที่ต่างกันจะมีความคิดเห็นเกี่ยวกับการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลยต่างกัน

สมมุติฐานที่ 1.1 เพศที่ต่างกันจะมีความคิดเห็นเกี่ยวกับการปฏิบัติงานของพนักงาน สายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ต่างกัน

การวิเคราะห์การปฏิบัติงานของพนักงานที่มีความคิดเห็นต่อการปฏิบัติงานของพนักงาน สายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ต่างกันโดยจำแนกตามเพศ โดยใช้สถิติ T-test for Independent sample ในการทดสอบพบว่าในด้านความรู้สึกพอใจจากการปฏิบัติงาน ด้านสภาพแวดล้อม ด้านผู้บังคับบัญชา ด้านลักษณะงาน ด้านรู้สึกผูกพันในการปฏิบัติงาน ด้าน

ความก้าวหน้าและมั่นคงในงาน ด้านกระบวนการในการปฏิบัติงาน ด้านแรงจูงใจในการปฏิบัติงาน ด้านมีทักษะและความสามารถที่จำเป็นสำหรับการปฏิบัติงาน ด้านค่าตอบแทน และสวัสดิการ มีค่า Sig.=.803, .735, .726, .606, .427, .260, .222, .218, .189, .144 ตามลำดับ ซึ่งมีค่ามากกว่า 0.05 นั่นคือปฏิเสธสมมุติฐาน หมายความว่าเพศที่ต่างกันมีความคิดเห็นต่อการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ไม่ต่างกัน

สมมุติฐานที่ 1.2 อายุที่ต่างกันจะมีความคิดเห็นเกี่ยวกับการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ต่างกัน

การวิเคราะห์ ผู้บริโภคที่มีความคิดเห็นต่อการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ต่างกันโดยจำแนกตามอายุ โดยใช้สถิติ One-way ANOVA ในการทดสอบ พบว่า ด้านค่าตอบแทนและสวัสดิการ ด้านความก้าวหน้าและมั่นคงในงาน ด้านรู้สึกผูกพันในการปฏิบัติงาน ด้านมีทักษะและความการปฏิบัติงาน ด้านผู้บังคับบัญชา ด้านลักษณะงาน ด้านแรงจูงใจในการปฏิบัติงาน ด้านสภาพแวดล้อม ด้านความรู้สึกพอใจจากการปฏิบัติงาน ด้านกระบวนการในการปฏิบัติงาน มีค่า Sig.= .793, .788, .708, .700, .697, .653, .624, .601, .587, .303 ตามลำดับ ซึ่งมีค่ามากกว่า 0.05 นั่นคือปฏิเสธสมมุติฐาน หมายความว่าอายุที่ต่างกันมีความคิดเห็นต่อการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ไม่ต่างกัน

สมมุติฐานที่ 1.3 ระดับการศึกษาที่ต่างกันจะมีความคิดเห็นเกี่ยวกับการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ต่างกัน

การวิเคราะห์ ผู้บริโภคที่มีความคิดเห็นต่อการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ต่างกันโดยจำแนกตามอายุ โดยใช้สถิติ One-way ANOVA ในการทดสอบพบว่า ด้านผู้บังคับบัญชา ด้านสภาพแวดล้อม ด้านค่าตอบแทนและสวัสดิการ ด้านกระบวนการในการปฏิบัติงาน ด้านความรู้สึกพอใจจากการปฏิบัติงาน ด้านลักษณะงาน ด้านมีทักษะและความการปฏิบัติงานสามารถที่จำเป็นสำหรับการปฏิบัติงาน ด้านแรงจูงใจในการปฏิบัติงาน ด้านรู้สึกผูกพันในการปฏิบัติงาน ด้านความก้าวหน้าและมั่นคงในงาน มีค่า Sig.= .535, .483, .475, .474, .469, .439, .434, .433, .400, .334 ตามลำดับ ซึ่งมีค่ามากกว่า 0.05 นั่นคือปฏิเสธสมมุติฐาน หมายความว่าระดับการศึกษาที่ต่างกันมีความคิดเห็นต่อการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ไม่ต่างกัน

สมมุติฐานที่ 1.4 ประสบการณ์การทำงานที่ต่างกันจะมีความคิดเห็นเกี่ยวกับการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ต่างกัน

การวิเคราะห์ ผู้บริโภคที่มีความคิดเห็นต่อการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ต่างกันโดยจำแนกตามอายุ โดยใช้สถิติ One-way ANOVA ในการทดสอบพบว่า ด้านสภาพแวดล้อม ด้านลักษณะงาน ด้านผู้บังคับบัญชา ด้านความก้าวหน้าและมั่นคงในงานด้านค่าตอบแทนและสวัสดิการ ด้านรู้สึกผูกพันในการปฏิบัติงานด้านแรงจูงใจในการปฏิบัติงาน ด้านมีทักษะและความจำเป็นการปฏิบัติงาน ด้านความรู้สึกพอใจจากการปฏิบัติงาน ด้านกระบวนการในการปฏิบัติงาน มีค่า Sig.= .885, .848, .807, .748, .745, .675, .618, .616, .531, .466 ตามลำดับ ซึ่งมีค่ามากกว่า 0.05 นั่นคือปฏิเสธสมมุติฐาน หมายความว่าประสบการณ์การทำงานที่ต่างกันมีความคิดเห็นต่อการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย ไม่ต่างกัน

สมมุติฐานที่ 2 ปัจจัยจูงใจในการปฏิบัติงานของพนักงานมีความสัมพันธ์ต่อการปฏิบัติงานของพนักงานสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย

การวิเคราะห์ความสัมพันธ์ระหว่างปัจจัยจูงใจในการปฏิบัติงานของพนักงาน และด้านแรงจูงใจในการปฏิบัติงาน จากการใช้สถิติ ค่าสหสัมพันธ์ เพียร์สัน (Pearson ProDuct Moment Correlation) โดยพบว่า ด้านความก้าวหน้าและมั่นคงในงาน มีค่า r= .947 มีค่า Sig.= 0.00 ด้านลักษณะงาน มีค่า r= .926 มีค่า Sig.= 0.00 ด้านค่าตอบแทนและสวัสดิการมีค่า r= .915 มีค่า Sig.= 0.00

ด้านสภาพแวดล้อมมีค่า r= .906 มีค่า Sig.= 0.00 ด้านผู้บังคับบัญชา และผู้ร่วมงาน มีค่า r= .903 มีค่า Sig.= 0.00

อภิปรายผลการวิจัย

1. จากผลการวิจัย พบว่า ปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนมหาวิทยาลัยราชภัฏเลย ภาพรวมอยู่ในระดับมาก ทั้งนี้อาจเป็นเพราะว่า มหาวิทยาลัยราชภัฏเลยให้ความสำคัญกับบุคลากรสายสนับสนุน ผู้บังคับบัญชามีมนุษย์สัมพันธ์ที่ดีต่อผู้ใต้บังคับบัญชาและเปิดโอกาสให้บุคลากรได้ขอคำแนะนอกเหนือจากเวลาปฏิบัติงาน มีอุปกรณ์เครื่องมือที่ทันสมัยในการทำงานและมีจำนวนเพียงพอต่อการปฏิบัติงาน นอกจากนี้ยังได้รับการช่วยเหลือจากเพื่อนร่วมงานเมื่อมีภาระงานที่เร่งด่วน ซึ่งสอดคล้องกับทฤษฎีของชาญศิลป์ วาสบุญมา (2546) กล่าวว่า แรงจูงใจในการทำงานหมายถึง พลังทั้ง จากภายในและภายนอกซึ่งช่วยกระตุ้นพฤติกรรมให้บุคคลทำในสิ่งต่าง ๆ ให้สำเร็จตามเป้าหมาย ร่วมความเต็มใจ และเป็นตามกระบวนการจูงใจของแต่ละบุคคล ซึ่งเป็น

องค์ประกอบที่ช่วยป้องกันการปฏิบัติงานของบุคลากรที่จะเกิดความไม่ชอบงานหรือหย่อนประสิทธิภาพลงในเรื่องความสัมพันธ์กับผู้บังคับบัญชา ผู้ใต้บังคับบัญชา เพื่อนร่วมงานมีความสัมพันธ์อันดีต่อกันสามารถทำงานร่วมกัน มีความเข้าใจซึ่งกันและกัน นอกจากยังสอดคล้องในเรื่องสภาพการทำงาน นอกจากนี้ผลการวิจัยยังสอดคล้องกับ พลอยภัสสรณ์ สุจันทร์ศรี (2561) ได้ศึกษาเรื่อง แรงจูงใจในการปฏิบัติงานของบุคลากรสายสนับสนุน มหาวิทยาลัยราชภัฏเลย จำแนกตามปัจจัยส่วนบุคคล กลุ่มตัวอย่างที่ใช้ในการศึกษาได้แก่ บุคลากรสายสนับสนุนของมหาวิทยาลัยราชภัฏเลย จำนวน 181 คน เครื่องมือวิจัย คือ แบบสอบถามมาตราส่วนประมาณค่า สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบสมมติฐาน การทดสอบที และการทดสอบเอฟ ผลการวิจัยพบว่า

1. ปัจจัยจูงใจในการปฏิบัติงานของบุคลากรสายสนับสนุนมหาวิทยาลัยราชภัฏเลย โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านเรียงลำดับค่าเฉลี่ยจากสูงไปต่ำ คือ ด้านความสัมพันธ์กับผู้บังคับบัญชา ด้านสภาพแวดล้อม ในการทำงาน ด้านความสัมพันธ์กับเพื่อนร่วมงาน ด้านความก้าวหน้าในตำแหน่งงาน ด้านรายได้และสวัสดิการที่ได้รับ ตามลำดับ

2. ผลการเปรียบเทียบปัจจัยจูงใจในการปฏิบัติงานของบุคลากร โดยจำแนกตามปัจจัยส่วนบุคคล พบว่า บุคลากรสายสนับสนุนมหาวิทยาลัยราชภัฏเลย สถานภาพ ระดับการศึกษา และรายได้ต่อเดือน ต่างกัน มีปัจจัยจูงใจในการปฏิบัติงานไม่ต่างกัน

3. แนวทางส่งเสริมการปฏิบัติงานของบุคลากร คือ ควรมีการพิจารณาการเลื่อนขั้นหรือตำแหน่งในระดับที่สูงขึ้น ผู้บังคับบัญชาควรรับฟังความคิดเห็นของบุคลากรสายสนับสนุน จัดหาสวัสดิการช่วยเหลือค่าเล่าเรียนบุตรของบุคลากรสายสนับสนุน ควรมีการจัดการศึกษาดูงานของบุคลากรสายสนับสนุนทั้งในและต่างประเทศ บุคลากรสายสนับสนุนสามารถศึกษาต่อได้ และควรเพิ่มเงินเดือนให้ตามวุฒิการศึกษา

ข้อเสนอแนะ

จากการศึกษาปัจจัยจูงใจในการปฏิบัติงานของพนักงานสายสนับสนุนมหาวิทยาลัยราชภัฏเลยโดยภาพรวมและรายด้าน มีแรงจูงในในการปฏิบัติงานอยู่ในระดับมาก เรียงจากสูงไปต่ำ คือด้านสภาพแวดล้อม ด้านผู้บังคับบัญชาและผู้ร่วมงาน ด้านลักษณะงาน ด้านค่าตอบแทนและสวัสดิการด้านรายได้และสวัสดิการที่ได้รับ ด้านความก้าวหน้าและความมั่นคงในหน้าที่การงาน ตามลำดับ ส่วนตัวแปรด้านการปฏิบัติงานของพนักงาน โดยภาพรวมอยู่ในระดับมาก เรียงลำดับค่าเฉลี่ยจากสูงไปต่ำ ดังนี้ ด้านมีทักษะและความสามารถที่จำเป็นสำหรับการปฏิบัติงาน ด้าน ความรู้สึกพอใจจากการปฏิบัติงาน ด้านกระบวนการในการปฏิบัติงาน ด้านแรงจูงใจในการปฏิบัติงาน ด้านรู้สึกผูกพันในการปฏิบัติงาน ดังนี้

1. ด้านปัจจัยจูงใจในการปฏิบัติงาน ควรมีการปรับปรุงเป้าหมายในการทำงานให้ เหมาะสมกับสภาพความเป็นจริง เนื่องจากปัจจุบันการตั้งเป้าหมายในการทำงานไว้สูง จนทำให้ หลายครั้งๆ พนักงานไม่สามารถปฏิบัติงาน ได้บรรลุเป้าหมายที่ทางหน่วยงานกำหนดไว้ได้ ในส่วน นี้ทำให้พนักงานมีแรงจูงใจในการปฏิบัติงานน้อยลง และอาจส่งต่อการเบื่อหน่าย คับข้องใจในการทำงานได้อย่างเต็มประสิทธิภาพ

2. การปฏิบัติงาน ควรปรับปรุงในเรื่องการมีส่วนร่วมในการทำงานใหม่ๆ ให้พนักงานได้ทราบ เนื่องจากปัจจุบันการสร้างงานใหม่ๆ จะอยู่ที่ผู้บังคับบัญชา ควรต่อยอดความรู้ให้กับพนักงานระดับปฏิบัติงานได้รับทราบร่วม

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การศึกษาสาเหตุและแนวทางแก้ไขปัญหาสินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ไม่ผ่านการพิจารณาอนุมัติของธนาคารออมสิน กรณีสินเชื่อธุรกิจวงเงินเกิน 20 - 100 ล้านบาท ในพื้นที่รับผิดชอบหน่วยงานในสังกัดสายงานกิจการสาขา 1 – 6

Study on the Cause and Solution for SMEs Credit Rejection by the Government Saving Bank: Business Credit of 20-100 Million Baht Under Jurisdiction of Branch Affairs Divisions 1-6.

นพัฐรัตน์ กระบวนรัตน์ Naphattharat Krabuanra[1]
วรรณรพี บานชื่นวิจิตร Wanrapee Banchuenvijit[2]

บทคัดย่อ

การศึกษาครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาสาเหตุและแนวทางแก้ไขปัญหาที่สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ไม่ผ่านการพิจารณาอนุมัติของธนาคารออมสิน โดยใช้แนวคิดเกี่ยวกับนโยบายสินเชื่อธุรกิจของธนาคารออมสิน แนวคิดเกี่ยวกับการวิเคราะห์สินเชื่อ 5C และแนวคิดการวิเคราะห์อัตราส่วนทางการเงิน กลุ่มตัวอย่างที่ใช้ในการศึกษา คือ ผู้บริหารและพนักงานวิเคราะห์ความเสี่ยงสินเชื่อ (CR) ฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า (SMEs) ของธนาคารออมสิน เครื่องมือที่ใช้การศึกษา คือ การสัมภาษณ์ผู้บริหาร 5 คน และแบบสอบถามพนักงาน จำนวน 50 คน ผลการศึกษา พบว่า สาเหตุที่ทำให้สินเชื่อธุรกิจ SMEs ไม่ผ่านการพิจารณาอนุมัติของธนาคาร ดังนี้ 1. ปัจจัยภายในจากพนักงานผู้วิเคราะห์สินเชื่อนำเสนอข้อมูลที่สำคัญไม่ครบถ้วน เช่น ข้อมูลผู้บริหาร ธุรกิจของผู้กู้ การวิเคราะห์งบการเงิน การประมาณการทางการเงิน ทำให้ขาดข้อมูลที่สำคัญต่อการพิจารณา 2. ปัจจัยภายนอกจากสภาวะเศรษฐกิจชะลอตัว และสถานการณ์การแพร่ระบาดของ COVID-19 ทำให้ผู้ขอสินเชื่อมีคุณสมบัติไม่ผ่านเกณฑ์ของธนาคาร และ 3. ปัจจัยหลักการวิเคราะห์สินเชื่อ 5C ด้านความสามารถในการชำระหนี้ (Capacity) และอัตราส่วนทางการเงิน ด้านอัตราส่วนเพื่อการวิเคราะห์ความสามารถในการชำระหนี้ (Laverage Ratio or Financial Ratio) มีผลต่อการอนุมัติสินเชื่อธุรกิจของธนาคารออมสิน ดังนั้น จึงเสนอแนวทางเลือกออกผลิตภัณฑ์สินเชื่อธุรกิจใหม่ที่ผ่อนปรนหลักเกณฑ์เงื่อนไข โดยยกเว้นหลักเกณฑ์เงื่อนไขอื่นพิจารณาเฉพาะข้อมูลประวัติการชำระหนี้ดี มีแหล่งที่มาของรายได้ที่แน่นอนสามารถชำระหนี้คืนธนาคารได้ และมีหลักประกันเป็นไปตามที่ธนาคารกำหนด เพื่อให้ธนาคารสามารถพิจารณาอนุมัติสินเชื่อได้ ส่งผลให้มียอดสินเชื่อธุรกิจเพิ่มขึ้น

คำสำคัญ : การวิเคราะห์สินเชื่อ, สินเชื่อธุรกิจ SMEs, การอนุมัติสินเชื่อธุรกิจของธนาคารออมสิน

Abstract

This study aims to examine the cause and make a guideline to solve the credit application rejection problem in the Government Saving Bank, using the concept pertaining to the Government Saving bank's business credit policy, 5C analysis, and financial ratio analysis. The sample group used in this study consisted of members of the credit risk management and staff and SME risk assessment in Government Saving Bank. The tools used in this study were interviews and surveys with 50 staff and management embers. The study found that the reasons for SME credits failing to get approval by the bank are 1. Incomplete presentation of crucial information on behalf of the credit analyst, such as the management, business, budget analysis and estimation and thus such information are missing. 2. External factors such as economic slowdowns and the COVID-19 pandemic which resulted in the applicant failing to meet bank requirements, and 3. The 5C Credit analysis principle, namely Capacity and Leverage Ratio or Financial Ratio, affected approval by the Government Saving Bank. Therefore, this work proposes a new business credit product with relaxed requirements, focusing on good repayment history, stable income, and requirement-compliant securities, so the bank can approve the credit, increasing the amount of business credit.

Keywords: Credit assessment, Credits for SMEs, Credit Approval by the Government Saving Bank.

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บทนำ

ธนาคารออมสินเป็นสถาบันการเงินเฉพาะกิจ (SFIs) เพื่อดำเนินงานตามนโยบายรัฐ เพื่อพัฒนาและส่งเสริมธุรกิจ มีสถานะเป็นนิติบุคคลภายใต้การกำกับดูแลของกระทรวงการคลัง (กค.) และธนาคารแห่งประเทศไทย (ธปท.) โดยตั้งแต่ปี 2542 ธนาคารออมสินนำส่งเงินเป็นรายได้ เพื่อให้รัฐใช้ในการบริหารและพัฒนาประเทศ ดังนั้น เพื่อรองรับการดำเนินกิจกรรมต่าง ๆ ของธนาคาร ไม่ว่าจะเป็นไปเพื่อการตอบสนองต่อนโยบายของภาครัฐ หรือการสนับสนุนสินเชื่อให้กับภาคเอกชน แม้ว่าเงินฝากจะเป็นแหล่งเงินทุนที่สำคัญของธนาคาร แต่ธนาคารย่อมมีค่าใช้จ่ายในรูปของดอกเบี้ย ทำให้ธนาคารต้องมีแหล่งรายได้สำหรับชดเชยต้นทุนในส่วนดังกล่าว ซึ่งรายได้ส่วนหนึ่งมาจากดอกเบี้ยรับจากการให้สินเชื่อธุรกิจ SMEs

ดังนั้น เพื่อให้การพิจารณาสินเชื่อมีประสิทธิภาพ และไม่เกิดหนี้สูญ ในกระบวนการพิจารณาอนุมัติสินเชื่อ สำหรับสินเชื่อธุรกิจที่มีภาระสินเชื่อธุรกิจเกินกว่า 20 ล้านบาท จึงต้องมีหน่วยงานทำหน้าที่วิเคราะห์ความเสี่ยงสินเชื่อธุรกิจ (CR) วิเคราะห์และให้ข้อมูลประเด็นความเสี่ยงของผู้ขอสินเชื่อธุรกิจแต่ละราย เพื่อให้ผู้มีอำนาจอนุมัติใช้ข้อมูลดังกล่าวประกอบการพิจารณาสินเชื่อ ทั้งนี้จากข้อมูลผลการพิจารณาอนุมัติสินเชื่อธุรกิจของคณะกรรมการสินเชื่อส่วนกลาง และคณะกรรมการสินเชื่อ SMEs 2 - 6 เฉพาะการขออนุมัติวงเงินสินเชื่อธุรกิจใหม่ ในช่วงปี 2562 - 2565 มีจำนวนรายที่ไม่ผ่านการพิจารณาอนุมัติ มีสัดส่วนเพิ่มขึ้นทุกปีจาก 4.69%, 11.08%, 25.65% และ 32.02% ตามลำดับ ซึ่งส่งผลกระทบโดยตรงต่อผลการดำเนินงานของธนาคาร เนื่องจาก หากยอดการให้สินเชื่อธุรกิจไม่เป็นไปตามเป้าหมายที่กำหนด ก็จะกระทบต่อรายได้ดอกเบี้ยของธนาคาร ดังนั้น จึงต้องการศึกษาหาสาเหตุ และแนวทางการแก้ไขปัญหาสินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ไม่ผ่านการพิจารณาอนุมัติของธนาคารออมสิน

วัตถุประสงค์ของการวิจัย

เพื่อศึกษาหาสาเหตุของปัญหาที่ทำให้สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ไม่ผ่านการพิจารณาอนุมัติของธนาคารออมสิน พร้อมหาแนวทางในการแก้ไขปัญหาดังกล่าว

วิธีการดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่าง

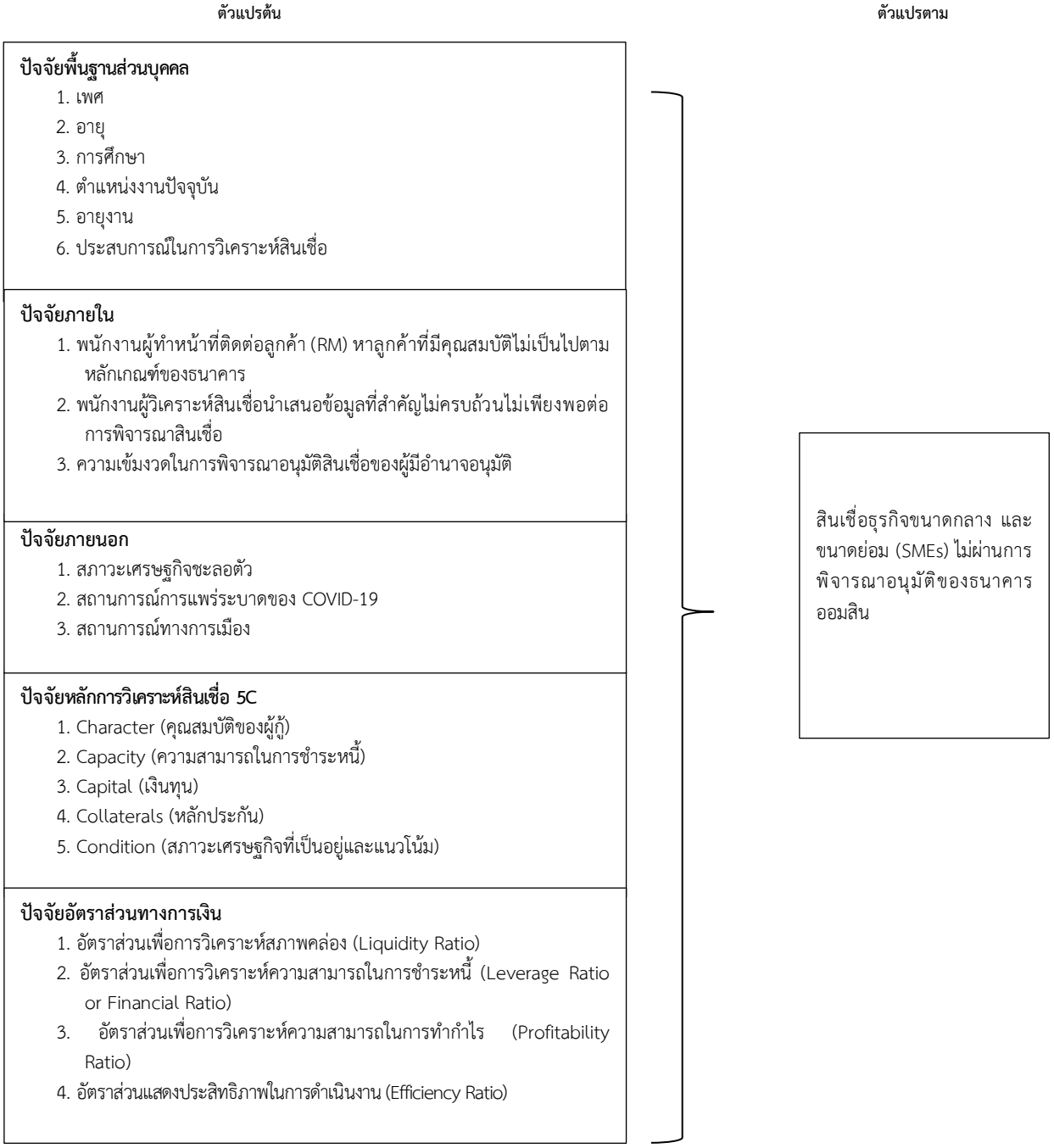
1.1 จำนวนประชากรและกลุ่มตัวอย่างสำหรับข้อมูลเชิงคุณภาพ

ประชากรที่ใช้ในการศึกษาครั้งนี้ คือ ผู้บริหารภายในฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs ของธนาคารออมสิน จำนวน 5 คน เป็นการเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling) ซึ่งพิจารณาจากผู้ศึกษาเองให้ตรงตามหลักเกณฑ์หรือจุดมุ่งหมายของการศึกษา

1.2 จำนวนประชากรสำหรับข้อมูลเชิงปริมาณ

ประชากรที่ใช้ในการศึกษาครั้งนี้ คือ พนักงานวิเคราะห์ความเสี่ยงสินเชื่อ (CR) ภายในฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1 และฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 2 ของธนาคารออมสิน ซึ่งทำหน้าที่วิเคราะห์ความเสี่ยงสินเชื่อ และจัดทำรายงานกลั่นกรองสินเชื่อ (Credit underwriting Report หรือ CR) เพื่อใช้ประกอบการพิจารณาสินเชื่อ สำหรับสินเชื่อธุรกิจที่มาภาระสินเชื่อธุรกิจ หรือเงินลงทุนรวม/ Total Exposure เกินกว่า 20 ล้านบาท โดยกำหนดขนาดของกลุ่มตัวอย่างจากสูตรการคำนวณของ ทาโร ยามาเน่ (Yamane, 1973) และยอมรับให้เกิดความคลาดเคลื่อนจากกลุ่มตัวอย่างได้ 10% ดังนั้น การศึกษาครั้งนี้จึงใช้กลุ่มตัวอย่างเป็นพนักงานวิเคราะห์ความเสี่ยงสินเชื่อ (CR) ของธนาคารออมสิน จำนวน 50 คน

กรอบแนวคิดวิจัย และตัวแปรที่ใช้ในการในการศึกษา



ขอบเขตการวิจัย

ขอบเขตด้านประชากร คือ พนักงานวิเคราะห์ความเสี่ยงสินเชื่อธุรกิจ (CR) และผู้บริหารภายในฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs ของธนาคารออมสิน ซึ่งทำหน้าที่วิเคราะห์ความเสี่ยงสินเชื่อ และจัดทำรายงานกลั่นกรองสินเชื่อ (Credit underwriting Report หรือ CR) สำหรับสินเชื่อธุรกิจที่มีภาระสินเชื่อธุรกิจ/หรือเงินลงทุนรวม (Total Exposure) เกินกว่า 20 ล้านบาท

ขอบเขตด้านพื้นที่ คือ ธนาคารออมสินสำนักงานใหญ่ ฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1 และฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 2 ทำหน้าที่วิเคราะห์ความเสี่ยงสินเชื่อธุรกิจในพื้นที่รับผิดชอบหน่วยงานในสังกัดสายงานกิจการสาขา 1 – 6

ขอบเขตด้านเวลา โดยเริ่มเก็บตั้งแต่เดือนสิงหาคม 2565 ถึง เดือนตุลาคม 2565

เครื่องมือที่ใช้ในการวิจัย

การศึกษาครั้งนี้เครื่องมือที่ใช้ 2 เครื่องมือ คือ แบบสอบถามสำหรับข้อมูลเชิงปริมาณ และแบบสัมภาษณ์สำหรับการเก็บข้อมูลเชิงคุณภาพ ดังนี้

1. การทำแบบสอบถาม (Questionnaire) โดยกำหนดแบบสอบถามจะมีลักษณะเป็นปลายเปิด และปลายปิด ซึ่งจำกัดคำตอบให้ผู้ตอบเลือกคำตอบตามแบบที่กำหนดให้ และในตอนท้ายของแบบสอบถามจะมีลักษณะเป็นคำถามปลายเปิดเพื่อให้ผู้ตอบแบบสอบถามแสดงความคิดเห็น แบ่งออกเป็น 4 ส่วน คือ ส่วนที่ 1 เป็นข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถาม ส่วนที่ 2 เป็นคำถามประเมินความคิดเห็นเกี่ยวกับสาเหตุที่ทำให้สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ไม่ผ่านการพิจารณาอนุมัติของธนาคาร ส่วนที่ 3 ปีนคำถามประเมินความคิดเห็นเกี่ยวกับปัจจัยหลักการวิเคราะห์สินเชื่อ 5C และปัจจัยอัตราส่วนทางการเงิน ที่มีความสำคัญต่อการอนุมัติสินเชื่อธุรกิจของธนาคารออมสิน แบบสอบถามส่วนที่ 2 - 3 ใช้เกณฑ์แบบมาตราส่วนประเมินค่า (Rating Scale) ซึ่งให้ผู้ตอบแบบสอบถามประเมินระดับความสำคัญและระดับความคิดเห็น ตั้งแต่ระดับน้อยที่สุด (1 คะแนน) ถึงระดับมากที่สุด (5 คะแนน)

2. การสัมภาษณ์ (Interview) จะเป็นไปในรูปแบบคำถามปลายเปิด เพื่อให้ผู้ถูกสัมภาษณ์ ใช้ความรู้ แสดงความคิดเห็นเกี่ยวกับสาเหตุและปัจจัยสำคัญที่มีผลต่อการพิจารณาอนุมัติสินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ในพื้นที่รับผิดชอบหน่วยงานในสังกัดสายงานกิจการสาขา 1 - 6 กรณีสินเชื่อธุรกิจวงเงินเกิน 20 - 100 ล้านบาท ไม่ผ่านการพิจารณาอนุมัติของธนาคารออมสิน พร้อมเสนอแนวทางในการแก้ไขปัญหา แบ่งเป็น 5 ส่วน คือ ส่วนที่ 1 ประวัติส่วนตัว ประวัติการศึกษา และประวัติการทำงาน ส่วนที่ 2 คำถามปลายเปิด เกี่ยวกับสาเหตุที่ทำให้สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ไม่ผ่านการพิจารณาอนุมัติของธนาคาร ส่วนที่ 3 คำถามปลายเปิด เกี่ยวกับปัจจัยหลักการวิเคราะห์สินเชื่อ 5C ที่มีความสำคัญต่อการอนุมัติสินเชื่อธุรกิจของธนาคารออมสิน ส่วนที่ 4 คำถามปลายเปิด เกี่ยวกับปัจจัยอัตราส่วนทางการเงิน ที่มีความสำคัญต่อการอนุมัติสินเชื่อธุรกิจของธนาคารออมสิน ส่วนที่ 5 คำถามปลายเปิดเกี่ยวกับข้อเสนอแนะ และความคิดเห็นต่อการแก้ไขปัญหา

ขั้นตอนการวิจัย

1. การวิเคราะห์ข้อมูลเชิงคุณภาพ เป็นการนำข้อมูลปฐมภูมิที่มาจากการสัมภาษณ์ผู้บริหารระดับกลางภายในฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs ได้แก่ รองผู้อำนวยการฝ่าย จำนวน 5 คน มาวิเคราะห์ร่วมกับแนวคิดทฤษฎีเกี่ยวกับนโยบายสินเชื่อธุรกิจของธนาคารออมสิน แนวคิดการวิเคราะห์สินเชื่อ 5C และแนวคิดการวิเคราะห์อัตราส่วนทางการเงิน โดยนำข้อมูลที่ได้จากการสัมภาษณ์ซึ่งมีลักษณะคำตอบในรูปแบบการใช้ความรู้ ประสบการณ์ และแสดงความคิดเห็น มาจัดลำดับความสำคัญ และจัดกลุ่มตามคุณลักษณะของข้อมูล เพื่อพิจารณาความสอดคล้อง และความแตกต่างของข้อมูล

2. การวิเคราะห์ข้อมูลเชิงปริมาณ เป็นการนำข้อมูลปฐมภูมิที่มาจากการทำแบบสอบถาม จากพนักงานวิเคราะห์ความเสี่ยงสินเชื่อ (CR) จำนวน 50 คน มาวิเคราะห์ข้อมูลเชิงพรรณนา (Descriptive Statistics) โดยประมวลผลด้วยวิธีการทางสถิติ ประกอบด้วย การแจกแจงความถี่ (Frequency) ค่าร้อยละ (Percentage) ค่าเฉลี่ยเลขคณิต (Mean) และส่วนเบี่ยงเบนมาตรฐาน

3. การวิเคราะห์หาสาเหตุของปัญหาที่ได้โดยใช้เครื่องมือผังก้างปลา (Fish Bone) จากความคิดเห็นและข้อเสนอแนะเพิ่มเติมจากการสัมภาษณ์ (Interview) และการทำแบบสอบถาม (Questionnaire) มาสรุปประเด็นสำคัญของสาเหตุที่ทำให้สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ไม่ผ่านการพิจารณาอนุมัติของธนาคารออมสิน

4. สรุปผลการศึกษา โดยการนำข้อมูลที่ได้จากการสัมภาษณ์ และการทำแบบสอบถาม มาทำการวิเคราะห์และพิจารณาข้อมูลร่วมกัน

สรุปผลการวิจัย

จากข้อมูลที่ได้จากสัมภาษณ์ และแบบสอบถาม นำมาวิเคราะห์ข้อมูลร่วมกัน เพื่อสรุปสาเหตุปัญหาสินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ไม่ผ่านการพิจารณาอนุมัติของธนาคารออมสิน กรณีสินเชื่อธุรกิจวงเงินเกิน 20 - 100 ล้านบาท ในพื้นที่รับผิดชอบหน่วยงานในสังกัดสายงานกิจการสาขา 1 - 6 ดังนี้

1. จากข้อมูลสัมภาษณ์ผู้บริหารรองผู้อำนายการฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs ของธนาคารออมสิน ที่มีส่วนเกี่ยวข้องกับการวิเคราะห์สินเชื่อและการพิจารณาสินเชื่อ พบว่า สาเหตุปัญหาสินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ไม่ผ่านการพิจารณาอนุมัติของธนาคารออมสิน ได้แก่ พนักงานผู้วิเคราะห์สินเชื่อ นำเสนอข้อมูลที่สำคัญไม่ครบถ้วนต่อการพิจารณาสินเชื่อ เช่น ข้อมูลผู้บริหาร ธุรกิจของผู้กู้ การวิเคราะห์งบการเงิน การประมาณการทางการเงิน ทำให้ขาดข้อมูลที่สำคัญต่อการพิจารณา อีกทั้งการจัดสรรวงเงินไม่สอดคล้องกับธุรกิจของลูกค้า หรือกำหนดเงื่อนไขสินเชื่อที่ไม่เหมาะสม ประกอบกับในช่วงปี 2563 – 2565 เกิดสถานการณ์การแพร่ระบาดของ COVID-19 และสภาวะเศรษฐกิจชะลอตัว เช่น ธุรกิจโรงแรม ในช่วงปี 2563 – 2564 ได้รับผลกระทบจาก COVID-19 อย่างมาก ถึงแม้ว่าจะอยู่ในเกณฑ์ที่ธนาคารสามารถพิจารณาสินเชื่อให้ได้ แต่การพิจารณาก็จะต้องเพิ่มความ

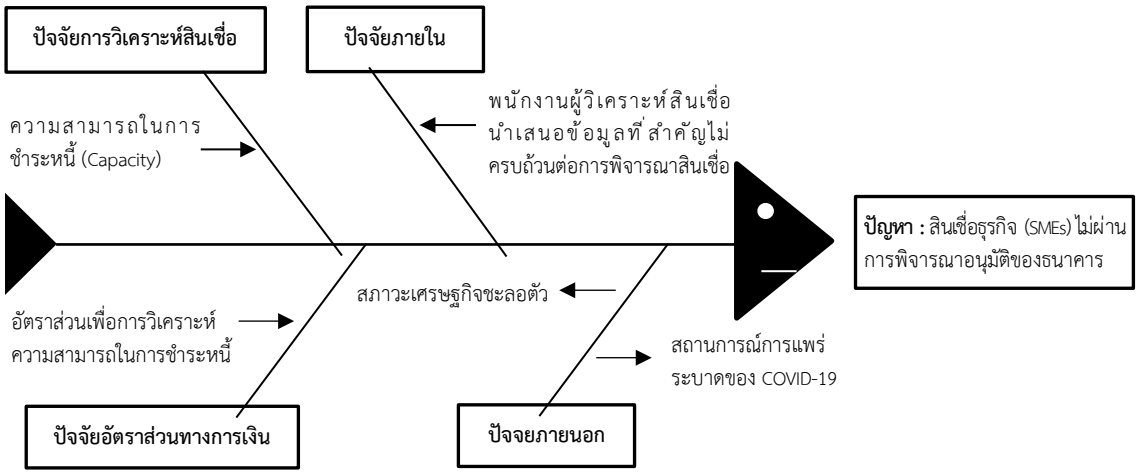
ระมัดระวังมากขึ้น เนื่องจาก หากพิจารณาอนุมัติให้สินเชื่อแล้ว ลูกค้าอาจมีปัญหาการชำระหนี้ได้ เพราะแหล่งที่มาของรายได้มาจากการเข้าพักของนักท่องเที่ยว ซึ่งในช่วงสถานการณ์ดังกล่าว ไม่มีนักท่องเที่ยวจากมาตรการป้องกันการแพร่โรคระบาดของ COVID-19

2. จากข้อมูลแบบสอบถามพนักงานวิเคราะห์ความเสี่ยงสินเชื่อ (CR) ภายในฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1 และฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 2 ของธนาคารออมสิน จำนวน 50 คน พบว่า สภาวะเศรษฐกิจชะลอตัว เป็นสาเหตุสำคัญที่สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ไม่ผ่านการพิจารณาอนุมัติของธนาคารออมสิน

3. ปัจจัยหลักการวิเคราะห์สินเชื่อ 5C ที่มีความสำคัญต่อการอนุมัติสินเชื่อในการพิจารณาอนุมัติสินเชื่อ ได้แก่ ความสามารถในการชำระหนี้ (Capacity) เช่น แหล่งที่มาของรายได้ ยอดขายกิจการ รายได้ธุรกิจเมื่อหักค่าใช้จ่ายต่าง ๆ แล้ว ยังมีกระแสเงินสดคงเหลือเพียงพอชำระหนี้คืนธนาคารได้ ความแน่นอนของรายได้

4. ปัจจัยการวิเคราะห์อัตราส่วนทางการเงิน (Financial Ratio Analysis) ที่มีความสำคัญต่อการอนุมัติสินเชื่อในการพิจารณาอนุมัติสินเชื่อ ได้แก่ อัตราส่วนเพื่อการวิเคราะห์ความสามารถในการชำระหนี้ (Leverage Ratio or Financial Ratio)

สามารถเขียนแผนภูมิเพื่อระบุปัญหาได้ดังนี้



สาเหตุที่ 1 ปัจจัยภายใน จากพนักงานผู้วิเคราะห์สินเชื่อ นำเสนอข้อมูลที่สำคัญไม่ครบถ้วนต่อการพิจารณาสินเชื่อ ส่งผลให้ไม่ผ่านการพิจารณาอนุมัติจากธนาคาร เนื่องจาก ตามนโยบายสินเชื่อธุรกิจของธนาคารกำหนดให้ในการวิเคราะห์และพิจารณาสินเชื่อทุกรายต้องวิเคราะห์อย่างรอบคอบ ครบถ้วน โดยใช้ทักษะ ความรู้ความชำนาญ และมีความรัดกุมเข้มงวด มีความระมัดระวัง ที่ควรพิจารณาถึงคุณสมบัติผู้กู้ วัตถุประสงค์การขอกู้ สถานะความมั่นคงทางการเงิน การประมาณการทางการเงิน การกำหนดวงเงินและเงื่อนไขสินเชื่อที่เหมาะสมสอดคล้องกับธุรกิจ และสถานะความเสี่ยง และสภาพตลาดในปัจจุบัน

สาเหตุที่ 2 ปัจจัยภายนอก จากสภาวะเศรษฐกิจชะลอตัว และสถานการณ์การแพร่ระบาดของ COVID-19 ทำให้ธุรกิจประสบปัญหาในการดำเนินธุรกิจ มีรายได้ลดลง ทำให้ผู้ขอสินเชื่อมีคุณสมบัติไม่ผ่านเกณฑ์ของธนาคาร อีกทั้ง จากสถานการณ์ดังกล่าว การพิจารณาสินเชื่อจะต้องเพิ่มความระมัดระวังมากขึ้น เนื่องจาก หากพิจารณาอนุมัติให้สินเชื่อแล้ว ลูกค้าอาจมีปัญหาการชำระหนี้คืนธนาคารได้

สาเหตุที่ 3 ปัจจัยการวิเคราะห์สินเชื่อ 5C ด้านความสามารถในการชำระหนี้ (Capacity) เนื่องจาก ตามเกณฑ์ CPP ของธนาคารกำหนดให้ธุรกิจแต่ละประเภทต้องมี DSCR ไม่ต่ำกว่า 1 เท่า ทั้งนี้ หากผู้กู้มีความสามารถชำระหนี้ไม่เป็นไปตามเกณฑ์ที่ธนาคารกำหนด หรือไม่สามารถพิสูจน์แหล่งที่มาของรายได้ที่นำมาชำระหนี้ได้ หรืออาจมีปัจจัยที่ส่งผลกระทบต่อรายได้และต้นทุนของกิจการที่ทำให้ความสามารถชำระหนี้ไม่เป็นไปตามเกณฑ์ ส่งผลให้ไม่ผ่านการพิจารณาอนุมัติจากธนาคาร

สาเหตุที่ 4 ปัจจัยอัตราส่วนทางการเงิน ด้านอัตราส่วนเพื่อการวิเคราะห์ความสามารถในการชำระหนี้ เนื่องจาก ลูกค้าเป็นธุรกิจขนาดกลางและขนาดย่อม (SMEs) ส่วนใหญ่งบการเงินไม่สะท้อนผลการดำเนิน และฐานะการเงินที่แท้จริงของกิจการ หรือกิจการใช้ข้อมูลงบภายในมาประกอบการพิจารณาสินเชื่อ และส่วนหนึ่งลูกค้าสินเชื่อธุรกิจของธนาคารออมสิน เป็นบุคคลธรรมดาที่ไม่มีงบการเงินที่น่าเชื่อถือ จึงทำให้ไม่สามารถวิเคราะห์ความสามารถชำระหนี้ที่แท้จริงได้ ส่งผลให้ไม่ผ่านการพิจารณาอนุมัติจากธนาคาร

จากการศึกษาถึงสาเหตุของปัญหาสินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ไม่ผ่านการพิจารณาอนุมัติของธนาคารออมสินที่มีสัดส่วนเพิ่มขึ้นต่อเนื่อง ผลการศึกษานี้ จึงเสนอทางเลือกในการแก้ไขปัญหา 3 แนวทาง โดยใช้เครื่องมือ TOWS Matrix ได้แก่

แนวทางที่ 1 กลยุทธ์เชิงรุก (SO) ออกผลิตภัณฑ์สินเชื่อธุรกิจใหม่ที่ผ่อนปรนหลักเกณฑ์เงื่อนไข

แนวทางที่ 2 กลยุทธ์เชิงแก้ไข (WO) พัฒนาระบบงานกลั่นกรองการวิเคราะห์สินเชื่อธุรกิจเบื้องต้น ที่สามารถวิเคราะห์และคัดกรองลูกค้าที่คุณสมบัติเป็นไปตามเกณฑ์ของธนาคาร

แนวทางที่ 3 กลยุทธ์เชิงป้องกัน (ST) จัดการประชุมสัมมนาร่วมกันระหว่างผู้ที่มีประสบการณ์ในการวิเคราะห์ธุรกิจ และวิเคราะห์สินเชื่อ กับผู้ประกอบการ SME เพื่อแลกเปลี่ยนความรู้ และความคิดเห็น เพื่อให้ผู้ประกอบการได้เตรียมความพร้อมรับมือภาวะเศรษฐกิจ และการเปลี่ยนแปลงของธุรกิจในปัจจุบัน รวมถึงสร้างการรับรู้ในการพิจารณาสินเชื่อของธนาคารให้ความสำคัญในเรื่องใด

จากแนวทางทั้ง 3 แนวทาง ได้ทำการประเมินทางเลือกที่สุด จากการให้คะแนนจากผู้บริหารระดับหัวหน้างาน พบว่า แนวทางที่ 1 มีคะแนนรวมสูงสุด คือ การออกผลิตภัณฑ์สินเชื่อธุรกิจใหม่ที่ผ่อนปรนหลักเกณฑ์เงื่อนไข เพื่อให้ธนาคารสามารถพิจารณาอนุมัติสินเชื่อได้มากขึ้น โดยยกเว้นหลักเกณฑ์เงื่อนไขอื่น พิจารณาเฉพาะข้อมูลประวัติการชำระหนี้ดี มีแหล่งที่มาของรายได้ที่แน่นอนสามารถชำระหนี้คืนธนาคารได้ โดยมีหลักประกันเป็นไปตามคำสั่งของธนาคาร ทำให้ธนาคารสามารถพิจารณาอนุมัติสินเชื่อให้ได้ ส่งผลให้ยอดสินเชื่อธุรกิจเพิ่มขึ้น

อภิปรายผลการวิจัย

ผลการศึกษานี้ สามารถนำมาอภิปรายผล ดังต่อไปนี้

1. หลักการวิเคราะห์สินเชื่อ 5C ที่มีผลต่อการอนุมัติสินเชื่อธุรกิจของธนาคารออมสิน พบว่า ด้านความสามารถในการชำระหนี้ (Capacity) อยู่ในระดับสำคัญมากที่สุด สำหรับด้านอื่น ๆ อยู่ในระดับมาก ได้แก่ สภาวะเศรษฐกิจและแนวโน้ม (Condition), ด้านหลักประกัน (Collaterals), ด้านเงินทุน (Capital) และด้านคุณสมบัติของผู้กู้ (Character) ตามลำดับ ซึ่งสอดคล้องกับงานวิจัยของหนึ่งฤทัย อามาตย์ (2563) ศึกษาเรื่องปัจจัยที่มีผลต่อการพิจารณาสินเชื่อของธนาคารออมสิน ในเขตธนาคารออมสินภาค 3, ชุดาภา ผิวเผือก (2562) ศึกษาเรื่องปัจจัยที่ใช้ในการวิเคราะห์สินเชื่อของธนาคารพาณิชย์ในประเทศไทย, ฐิติพร ลวดทอง (2554) ศึกษาเรื่องปัจจัยที่มีผลต่อการวิเคราะห์สินเชื่อของอุตสาหกรรม กรณีศึกษาธนาคารพัฒนาวิสาหกิจขนาดกลางและขนาดย่อมแห่งประเทศไทย และ เนตรชนก สุริยวโรภาส (2563) ศึกษาเรื่องปัจจัยที่มีผลต่อการพิจารณาสินเชื่อ SME ของธนาคารกรุงศรีอยุธยา จำกัด (มหาชน)

2. อัตราส่วนทางการเงิน (Financial Ratio Analysis) ที่มีผลต่อการอนุมัติสินเชื่อธุรกิจของธนาคารออมสิน พบว่า อยู่ในระดับสำคัญมากในทุกด้าน ซึ่งสอดคล้องกับงานวิจัยของ ระพีพรรณ อุดมรัตน์ (2562) ศึกษาเรื่อง การศึกษาลักษณะลูกค้าของลูกค้าธุรกิจขนาดกลางที่มีโอกาสเป็นหนี้ที่ไม่ก่อให้เกิดรายได้ (NPL)

3. ผลการศึกษาสอดคล้องกับทฤษฎีแนวคิดเกี่ยวกับการให้สินเชื่อ SMEs ของธนาคารออมสิน ด้านกระบวนการพิจารณาสินเชื่อ ซึ่งการให้สินเชื่อควรดำเนินการภายใต้โปรแกรมผลิตภัณฑ์สินเชื่อ (Credit Product Program : CPP) ซึ่งต้องกำหนดหลักเกณฑ์ และเงื่อนไขที่รัดกุม และเป็นมาตรฐานในแนวทางเดียวกัน เพื่อให้มีความเสี่ยงอยู่ในระดับที่ยอมรับได้ และเพื่อเพิ่มความสามารถในการแข่งขัน โดยผู้ขอสินเชื่อควรมีคุณสมบัติตรงตามหลักเกณฑ์ และเงื่อนไขที่กำหนดไว้ในโปรแกรมผลิตภัณฑ์สินเชื่อประเภทต่าง ๆ ซึ่งเกณฑ์การพิจารณาสินเชื่อในแต่ละธุรกิจจะแตกต่างกันออกไป แต่สิ่งที่ธนาคารให้ความสำคัญมาก ที่ธุรกิจทุกประเภทต้องมีสำหรับการพิจารณาเบื้องต้น คือ ความสามารถในการชำระหนี้ (Capacity) และอัตราส่วนเพื่อการวิเคราะห์ความสามารถในการชำระหนี้ (Leverage Ratio or Financial Ratio) ตามหลักเกณฑ์ CPP ระบุไว้ชัดเจนว่า ผู้ประกอบการธุรกิจต้องมี DSCR ไม่ต่ำกว่า 1 เท่า เพื่อแสดงให้เห็นว่าผู้ประกอบการธุรกิจจะมีรายได้เพียงพอสามารถชำระหนี้คืนธนาคาร

ข้อเสนอแนะ

ธนาคารสามารถนำข้อมูลที่ได้จากการศึกษาครั้งนี้ไปประยุกต์ใช้ในการบริหารจัดการ หรือพัฒนาผลิตภัณฑ์สินเชื่อธุรกิจเพิ่มเติมให้มีเงื่อนไขหลักเกณฑ์ที่สอดคล้องกับภาวะเศรษฐกิจ สังคม ณ ปัจจุบัน เพื่อให้สามารถพิจารณาสินเชื่อได้ และยังเป็นการขยายฐานลูกค้ารายใหม่ หรือลูกค้าเดิมให้มาใช้สินเชื่อกับธนาคารเพิ่มมากขึ้น

สำหรับการศึกษาวิจัยในอนาคตควรศึกษาโดยพิจารณาปัจจัยอื่น ๆ เพิ่มเติมนอกเหนือจากปัจจัยที่ได้ทำการศึกษาแล้วในการศึกษาวิจัยครั้งนี้ เพื่อให้ได้งานวิจัยที่สมบูรณ์แบบขึ้น สำหรับกลุ่มตัวอย่างของประชากรอาจขยายในส่วนของขอบเขตตัวแปรหรืออาจเพิ่มเติมด้วยการวิเคราะห์เชิงคุณภาพในการให้บริการสินเชื่อ อาจทำให้ผลการวิจัยแตกต่างกันออกไป ซึ่งเป็นสิ่งที่น่าสนใจที่จะนำไปศึกษาเพิ่มเติมต่อไปในอนาคต

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การศึกษาสาเหตุ และแนวทางการแก้ไขปัญหาการเพิ่มขึ้นของหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) กรณีศึกษา ธนาคารออมสิน สำนักงานใหญ่ ฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1

The Study on Causes and Guidelines to Solve the Problems of Higher NPLs in SME Loans: A Case Study of Government Savings Bank (Head Office), SME 1 Credit Risk Analysis Department

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อศึกษาสาเหตุที่ทำให้ปริมาณหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) มีแนวโน้มปรับตัวเพิ่มสูงขึ้น โดยใช้แนวคิดนโยบายสินเชื่อธุรกิจของธนาคารออมสิน และวิเคราะห์สาเหตุด้วยผังก้างปลา และใช้ SWOT Analysis และ TOWS Matrix เพื่อหาแนวทางในการแก้ปัญหา โดยเก็บข้อมูลปฐมภูมิ กลุ่มตัวอย่างจากแบบสัมภาษณ์ผู้บริหารระดับกลาง แบบสอบถามพนักงานในฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1 และแบบสัมภาษณ์ลูกหนี้สินเชื่อธุรกิจที่มีสถานะบัญชีค้างชำระมากกว่า 90 วัน และวิเคราะห์ผลทางสถิติเชิงพรรณนา โดยผลการศึกษา พบว่า สาเหตุหลักที่ทำให้การเพิ่มขึ้นของหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) เรียงตามลำดับ ดังนี้ (1) ปัจจัยสภาวะแวดล้อม-สภาพเศรษฐกิจชะลอตัว (2) ปัจจัยลูกหนี้ – ด้านการเงิน เช่น ผู้กู้นำเงินไปใช้ผิดวัตถุประสงค์ เป็นต้น (3) ปัจจัยลูกหนี้ – ด้านธุรกิจ เช่น ลูกหนี้การค้าขอขยายเครดิตเทอม เป็นต้น (4) ปัจจัยลูกหนี้ – ด้านการบริหาร เช่น ผู้บริหารธุไม่มีประสบการณ์ในธุรกิจ เป็นต้น และ (5) ปัจจัยธนาคาร เช่น ผู้วิเคราะห์สินเชื่อยังขาดความเชี่ยวชาญในการวิเคราะห์สินเชื่อ เป็นต้น ดังนั้น ผู้ศึกษาจึงเสนอแนวทางการจัดงานอบรม สัมมนา สำหรับกลุ่มลูกค้า SMEs เพื่อให้ความรู้แก่ลูกค้า นอกจากนี้จะทำให้เกิดการจับคู่ทางธุรกิจ ที่ส่งผลดีต่อห่วงโซ่อุปทาน รวมทั้งให้ความรู้ในเรื่องของการบริหารความเสี่ยง พร้อมทั้งจัดทำคลิปวิดีโอ เพื่อให้กลุ่มลูกค้าสามารถเข้ามาเรียนรู้ได้ตลอดเวลา ซึ่งจะช่วยให้ผู้ประกอบการมีความรู้ ความเข้าใจในเงื่อนไขสินเชื่อที่ธนาคารกำหนด และแก้ปัญหาการเพิ่มขึ้นของหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) ของธนาคารออมสิน

คำสำคัญ : หนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs), สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs)

Abstract

This study aimed to study the causes and factors of the tendency of higher non-performing loans (NLPs) in small and medium enterprises (SMEs) loans and to suggest guidelines for reducing NPLs in SMEs by using the concept of business credit policy of the Government Savings Bank. The cause was analyzed with a fishbone diagram. SWOT Analysis and TOWS Matrix were used to find solutions to the problem. Primary data was collected from the samples by the interview form with middle executives, the questionnaire for employees at SME 1 Credit Risk Analysis Department, and the interview form with business loan receivables under outstanding/overdue balance over 90 days. Descriptive statistics analyzed the results. It was found that the key factors causing higher NPLs in SMEs could be arranged respectively as follows, i.e., (1)environmental factors such as economic deceleration; (2) receivable factors – Financial aspects such as misuse of the loan; (3) receivable factors – Business aspect such as a request for credit term extension from account receivables; (4) receivable factors – Administrative aspect such as lack of business experiences among business administrators; and (5) bank factors such as lack of loan analysis expertise among loan analysts. Thus, the researcher suggested guidelines on setting training and seminars for SMEs

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group to transfer knowledge to customers as well as making video clips so that customers can come to learn at all times. By doing so, business matching can also occur, which generates advantages for the supply chain. Knowledge of risk management should also be transferred so that entrepreneurs will recognize and understand the terms & conditions of loans regulated by the bank and that the problems of higher NPLs at Government Savings Bank will be solved.

Keywords: Non-Performing Loan (NPLs), Small and Medium Enterprises (SMEs) loan

บทนำ

ธนาคารออมสิน ปัจจุบันดำเนินบทบาทการเป็นธนาคารเพื่อสังคม (Social Bank) โดยมีเป้าหมายที่สำคัญเพื่อช่วยลดความเหลื่อมล้ำและสร้างการเข้าถึงแหล่งทุนที่เป็นธรรมแก่ประชาชนฐานรากและผู้ประกอบการรายย่อย การให้สินเชื่อจึงเป็นธุรกรรมหลักที่ส่งผลสำคัญต่อกำไรและความเสี่ยงด้านเครดิตของธนาคาร โดยคุณภาพสินเชื่อที่ด้อยลงจะทำให้ความเสี่ยงด้านเครดิตของธนาคารสูงขึ้น ทั้งนี้ จากข้อมูลหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจของธนาคารออมสิน ตั้งแต่ ปี 2563 - ปี 2565 (กุมภาพันธ์ 2565) มีแนวโน้มเพิ่มสูงขึ้น โดย ณ เดือนธันวาคม 2563 เท่ากับ 5.10% เดือนธันวาคม 2564 เท่ากับ 5.18% เดือนมกราคม 2565 เท่ากับ 5.22% และเดือนกุมภาพันธ์ 2565 เท่ากับ 5.39% การเพิ่มขึ้นของหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) จะส่งผลกระทบต่อปริมาณการกันเงินสำรองของธนาคาร ซึ่งเป็นรายการหนึ่งในหมวดค่าใช้จ่ายในงบกำไรขาดทุน ทำให้ธนาคารต้องสำรองหนี้สงสัยจะสูญเพิ่มขึ้น ส่งผลต่อฐานะและความมั่นคงของธนาคาร ดังนั้น จึงต้องการศึกษาสาเหตุที่ทำให้ปริมาณหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ของธนาคารออมสิน มีแนวโน้มปรับตัวเพิ่มสูงขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสาเหตุ และปัจจัยที่ทำให้ปริมาณหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ของธนาคารออมสิน มีแนวโน้มปรับตัวเพิ่มสูงขึ้น
2. เพื่อพิจารณาเสนอแนะแนวทางในการลดปริมาณหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ที่สอดคล้องและเหมาะสม สามารถนำไปใช้แก้ไขปัญหา และเกิดประโยชน์สูงสุดต่อธนาคารออมสิน

แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง

แนวคิดเกี่ยวกับนโยบายสินเชื่อธุรกิจของธนาคารออมสิน

ตามระเบียบธนาคารออมสิน ฉบับที่ 732 ว่าด้วย นโยบายสินเชื่อธุรกิจ (2565) กล่าวว่านโยบายสินเชื่อธุรกิจได้จัดให้มีแนวทางการบริหารความเสี่ยงที่ครอบคลุม เช่น การกำหนดขนาดธุรกิจ หน้าที่ความรับผิดชอบของพนักงานและหน่วยงานที่เกี่ยวข้องกับกระบวนการสินเชื่อขอบเขตการให้สินเชื่อ สินเชื่อต้องห้ามและสินเชื่อที่ต้องพิจารณาเป็นพิเศษ การอนุมัติสินเชื่อ กระบวนการพิจารณาสินเชื่อ การประเมินและติดตามคุณภาพสินเชื่อ

หนี้ที่ไม่ก่อให้เกิดรายได้ หรือ Non-Performing Loans (NPLs) หมายถึง ปริมาณเงินให้สินเชื่อที่ถูกจัดชั้นต่ำกว่ามาตรฐาน สงสัย สงสัยจะสูญ และสูญ ตามประกาศธนาคารแห่งประเทศไทย ว่าด้วยหลักเกณฑ์การจัดชั้นและการกันเงินสำรองของสถาบันการเงิน

การวิเคราะห์สาเหตุด้วยผังก้างปลา สถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี (2562) กล่าวว่า ผังก้างปลา (fishbone diagram) เป็นผังที่แสดงถึงความสัมพันธ์ระหว่างปัญหากับสาเหตุของปัญหาทั้งหมด โดยระบุปัญหาที่หัวปลา ระบุสาเหตุหลักของปัญหาเป็นลูกศรเข้าสู่กระดูกแกนกลาง และระบุสาเหตุย่อยที่เป็นไปได้ที่ส่งผลกระทบให้เกิดปัญหานั้นเป็นลูกศรเข้าสู่สาเหตุหลัก

การวิเคราะห์ SWOT Analysis และ TOWS Matrix

การวิเคราะห์ SWOT เป็นการวิเคราะห์กลยุทธ์ที่ช่วยจัดลำดับความสำคัญของสิ่งที่องค์กรต้องทำ เพื่อให้ธุรกิจสามารถเติบโตขึ้นได้ และประสบความสำเร็จ นอกจากนี้ ยังเป็นการวิเคราะห์เพื่อมองหาภาพรวมของธุรกิจ เพื่อใช้ในการวางกลยุทธ์ และกำหนดทิศทางขององค์กรในอนาคต ประกอบด้วย Strengths (จุดแข็ง) Weakness (จุดอ่อน) Opportunities (โอกาส) และ Threats (อุปสรรค)

TOWS Matrix เป็นการนำ จุดแข็ง จุดอ่อน โอกาส และ อุปสรรค ที่ได้จากกระบวนการวิเคราะห์ SWOT Analysis มาทำการจับคู่เข้าด้วยกัน แบ่งเป็น กลยุทธ์เชิงรุก (SO) กลยุทธ์เชิงแก้ไข (WO) กลยุทธ์เชิงรับ (ST) และกลยุทธ์เชิงป้องกัน (WT)

งานวิจัยที่เกี่ยวข้อง

สิทธิศักดิ์ ศรีเสาวนันท์ (2560) ศึกษาปัจจัยที่มีผลต่อหนี้ที่ไม่ก่อให้เกิดรายได้ของธนาคารออมสิน โดยเก็บรวบรวมข้อมูลปริมาณเงินให้สินเชื่อของธนาคารออมสิน (LOAN) อัตราดอกเบี้ยเงินกู้ (MLR) ปริมาณเงินในระบบ (SUP) ดัชนีราคาผู้บริโภค (CPI) ระยะเวลา 60 เดือน ตั้งแต่ปี 2555 ถึงปี 2559 แล้วจึงนำมาวิเคราะห์ข้อมูลโดยใช้สมการถดถอยเชิงซ้อน (Multiple Regression) และวิธีกำลังสองน้อยที่สุด (Ordinary Least Square : OLS) เพื่อคำนวณหาค่าความสัมพันธ์ของตัวแปรผลการศึกษาพบว่า ณ ความเชื่อมั่น 95% ปริมาณเงินในระบบ และดัชนีผู้บริโภคมีความสัมพันธ์ต่อหนี้ที่ไม่ก่อให้เกิดรายได้ของธนาคารออมสิน ในทิศทางเดียวกัน ส่วนปริมาณเงินให้สินเชื่อของธนาคารออมสิน และอัตราดอกเบี้ยเงินกู้ ไม่มีความสัมพันธ์ต่อหนี้ที่ไม่ก่อให้เกิดรายได้ของธนาคารออมสิน

ณัทริยา พนิชนาพันธุ์ (2564) ศึกษาแนวทางลดหนี้ที่ไม่ก่อให้เกิดรายได้ของลูกหนี้สินเชื่อธุรกิจของธนาคารออมสิน สำนักงานเขตมหาสารคาม โดยใช้ค่าสถิติ ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน และการสัมภาษณ์พนักงานธนาคารออมสิน สำนักงานเขตมหาสารคาม จำนวน 10 ราย ผลการศึกษาพบว่า สาเหตุเกิดจากปัจจัยภายนอกธนาคาร รองลงมาคือด้านลูกหนี้ และปัจจัยภายในตามลำดับ ได้แก่ ภาวะเศรษฐกิจ นโยบายรัฐบาล และรายได้ของธุรกิจลดลง จึงได้เสนอแนวทางการตลาดแบบสานสัมพันธ์เพื่อส่งเสริมศักยภาพของธุรกิจของลูกหนี้

นลัทพร ศรีดำ (2562) ศึกษาแนวทางการลดปริมาณหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) บัตรสินเชื่อบุคคลของธนาคารออมสิน จากการสอบถามลูกค้าบัตรสินเชื่อบุคคล จำนวน 150 ราย และสัมภาษณ์พนักงานฝ่ายวิเคราะห์สินเชื่อบัตรฯ จำนวน 15 ราย ค่าสถิติที่ใช้ในการวิเคราะห์ ได้แก่ ค่าร้อยละ และค่าเฉลี่ย ผลการศึกษาพบว่า สาเหตุเกิดจากพฤติกรรมของลูกหนี้ที่ไม่ชำระหนี้ และยังมีปัจจัยอื่น เช่น หลักเกณฑ์การอนุมัติสินเชื่อที่ผ่อนปรนมากเกินไป โดยมีแนวทางการแก้ไข ด้านลูกค้า ควรสอบถามลูกหนี้เพื่อกำหนดวันตัดรอบการชำระหนี้ ให้สะดวกและมีการแจ้งเตือนวันครบกำหนดชำระหนี้ รวมทั้งปรับหลักเกณฑ์การอนุมัติให้เป็นมาตรฐานเดียวกัน ไม่มีการผ่อนปรนให้กับลูกค้าบางประเภท

บุษยารัตน์ เชวงเศรษฐกุล (2562) ศึกษาแนวทางการควบคุมการเกิดหนี้ค้างชำระ NPLs สินเชื่อรวมของธนาคารออมสิน สาขาบางเขนที่เพิ่มสูงขึ้น โดยเก็บรวบรวมข้อมูลแบบทุติยภูมิ (Secondary Data) จากรายงานหนี้ค้างชำระ ผ่านระบบ Report Server ของธนาคารออมสิน สาขาบางเขน จำนวน 310 ราย และใช้ค่าสถิติ ความถี่ ร้อยละ แบบจำลอง Logistic Regression Analysis ใช้ทฤษฎี PESTLE Analysis และทฤษฎีก้างปลา ผลการศึกษาพบว่า ที่ระดับความเชื่อมั่น 95% ปัจจัยที่มีผลต่อหนี้ NPLs ประกอบด้วย สถานภาพ วงเงินกู้ อาชีพ เพศ หลักประกัน รายได้ต่อเดือน ทั้งนี้ สาเหตุของปัญหามาจากสภาพเศรษฐกิจ ลูกหนี้ พนักงานวิเคราะห์สินเชื่อ ระบบวิเคราะห์สินเชื่อ หลักเกณฑ์วิเคราะห์สินเชื่อ รวมทั้ง การปรับปรุงโครงสร้างหนี้ สภาพแวดล้อมของธนาคาร และขั้นตอนการวิเคราะห์สินเชื่อ อย่างไรก็ตามแนวทางในการควบคุม คือ การเพิ่มมาตรการในการพิจารณาอนุมัติสินเชื่อ เพราะเป็นการแก้ปัญหาที่ต้นเหตุและมีค่าใช้จ่ายต่ำ และแนวทางเพิ่มขั้นตอนการปฏิบัติในการปรับปรุงโครงสร้างหนี้ เพราะช่วยลด ชะลอปริมาณหนี้ และพนักงานสามารถเริ่มปฏิบัติตามแผนงานได้ทันที

สุพัตรา ลักษณ์แสงวิไล (2564) ศึกษาการลดความสูญเสียรายได้จากการผิดนัดชำระหนี้ และหนี้ NPLs เก็บข้อมูลโดยใช้แบบสอบถามลูกหนี้ที่เป็นหนี้ค้าง 0 -3 เดือน และลูกค้าที่เป็นหนี้ NPLs โดยการสุ่มตัวอย่างจำนวน 140 ราย ตามหลักของ Taro Yamane ซึ่งนำข้อมูลไปหาค่าทางสถิติ ได้แก่ ความถี่ ค่าร้อยละ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน ตามหลักการของ Likert Scale ผลการศึกษาพบว่า สาเหตุการผิดนัดชำระหนี้ เกิดจากสถานการณ์วิกฤตเศรษฐกิจโควิด 19 และภัยธรรมชาติ ทำให้รายได้ลดลง และมีค่าใช้จ่ายเพิ่มขึ้น สภาพเศรษฐกิจที่ไม่ดี ราคาสินค้าอุปโภคบริโภคที่สูงขึ้น จึงได้เสนอแนวทางการแก้ไขโดยการจัดโปรโมชั่นใหม่ ๆ การคืนดอกเบี้ย และการให้ส่วนลดในการชำระหนี้

ยุทธศักดิ์ ตันบริภัณฑ์ (2562) ศึกษาสาเหตุ แนวทางการแก้ไขปัญหาการเพิ่มขึ้นของ NPLs ธนาคารออมสิน โดยเก็บรวบรวมข้อมูลจากแบบสอบถาม 100 ชุด และการสัมภาษณ์ในลักษณะเจาะลึกรายบุคคล (In-depth interview) กับข้อมูลทุติยภูมิที่ได้จากการศึกษาค้นคว้าเอกสารงานวิจัย รายงาน หนังสือ ข้อมูลจากระบบสารสนเทศเพื่อการบริหาร (Cognos) ของธนาคารออมสิน ผลการศึกษาพบว่า ลูกหนี้ NPLs ส่วนใหญ่เป็น บริษัทที่ก่อตั้งไม่เกิน 5 ปี มีส่วนร่วมทุนไม่เพียงพอดำเนินธุรกิจ รวมถึงการนำเงินสินเชื่อไปใช้ผิดวัตถุประสงค์ จนเกิดปัญหาค้างชำระจนเป็นหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) ซึ่งเกิดจากการวิเคราะห์สินเชื่อที่ขาดประสบการณ์ ทักษะในการวิเคราะห์ไม่สามารถตรวจสอบข้อมูลที่แท้จริงของลูกค้าได้ ทำให้การวิเคราะห์ความสามารถชำระหนี้ผิดพลาด ส่งผลให้ลูกค้าไม่สามารถชำระหนี้ได้ตามเงื่อนไขที่กำหนด จึงควรจัดทำรายละเอียดแผนปฏิบัติงาน และติดตามผลการดำเนินงาน และประเมินผลอย่างต่อเนื่อง

วิธีการดำเนินการวิจัย

การศึกษาครั้งนี้เป็นการเก็บรวบรวมข้อมูลปฐมภูมิ (Primary Data) โดย (1) การจัดทำแบบสัมภาษณ์ (Interview) ประกอบด้วย การสัมภาษณ์ผู้บริหารระดับกลาง ของฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1 การสัมภาษณ์กลุ่มลูกค้าที่มีสถานะบัญชีค้างชำระมากกว่า 90 วัน และ (2) การจัดทำแบบสอบถาม (Questionnaire) พนักงานวิเคราะห์ความเสี่ยงสินเชื่อและผู้บริหารระดับต้นของฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1

ประชากร และกลุ่มตัวอย่าง

ประชากร กลุ่มที่ 1 พนักงานและผู้บริหารระดับต้น - ระดับกลาง ของฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1 จำนวน 35 ราย และฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 2 จำนวน 35 ราย รวมทั้งสิ้น 70 ราย **กลุ่มที่ 2** กลุ่มลูกค้าที่มีสถานะบัญชีค้างชำระมากกว่า 90 วัน จำนวน 6.53 ล้านบัญชี (ณ 28 ก.พ. 2565)

กลุ่มตัวอย่าง เลือกกลุ่มตัวอย่าง แบบเฉพาะเจาะจง (Purposive Sampling) โดยไม่ใช้ความน่าจะเป็น (Nonprobability Sampling) ประกอบด้วย **กลุ่มที่ 1** พนักงานและผู้บริหารระดับต้น จำนวน 25 ราย ผู้บริหารระดับกลาง จำนวน 4 ราย ของฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1 **กลุ่มที่ 2** กลุ่มลูกค้าที่มีสถานะบัญชีค้างชำระมากกว่า 90 วัน จำนวน 20 ราย

ตัวแปรที่ใช้ในการวิจัยนี้ประกอบด้วย ตัวแปรต้น และตัวแปรตาม ดังนี้

ตารางที่ 1 ตัวแปรต้น และตัวแปรตามที่ใช้ในการศึกษาครั้งนี้

ตัวแปรต้น Independent Variables	ตัวแปรตาม Dependent Variables
1.ปัจจัยภายในธนาคาร - ประสบการณ์ของผู้วิเคราะห์สินเชื่อ - อัตราดอกเบี้ยเงินกู้	หนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ของธนาคารออมสิน

ตัวแปรต้น Independent Variables	ตัวแปรตาม Dependent Variables
- การกำหนดวงเงินและเงื่อนไขสินเชื่อ - กรอบหลักเกณฑ์ในการพิจารณาสินเชื่อ - การติดตามทวงถามหนี้ค้างชำระ - มาตรการให้ความช่วยเหลือ/การให้สินเชื่อเพิ่ม	หนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ของธนาคารออมสิน
2.ปัจจัยภายนอกธนาคาร - ประสบการณ์ของผู้บริหารธุรกิจ - การนำสินเชื่อไปใช้ตามวัตถุประสงค์ - การชำระหนี้ล่าช้าของคู่ค้า - มีการก่อหนี้สูง - ไม่มีส่วนร่วมทุนในการดำเนินธุรกิจ - สภาพเศรษฐกิจ - สัดส่วนรายได้ต่อต้นทุนขาย	

ขอบเขตการศึกษา

ขอบเขตด้านประชากร : ประชากรที่ใช้ในการศึกษาครั้งนี้ ประกอบด้วย พนักงานธนาคารออมสิน สำนักงานใหญ่ ภายในฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1 จำนวน 35 ราย และฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 2 จำนวน 35 ราย รวมทั้งสิ้น 70 ราย และกลุ่มลูกค้าธนาคารออมสิน ที่มีสถานะบัญชีค้างชำระเกินกว่า 90 วัน จำนวน 6.53 ล้านบัญชี (ข้อมูล ณ 28 ก.พ. 2565)

ขอบเขตด้านพื้นที่ : ฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1 ที่มีหน้าที่วิเคราะห์ความเสี่ยงสินเชื่อ และให้ความเห็นในการอำนวยสินเชื่อธุรกิจ SMEs ของลูกค้าในพื้นที่สายงานกิจการสาขา 1-3

ขอบเขตด้านเวลา : ในการเก็บรวบรวมข้อมูลครั้งนี้ ผู้วิจัยได้ทำการศึกษาและเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง โดยเริ่มเก็บข้อมูลตั้งแต่เดือน กันยายน 2565 ถึงเดือน ตุลาคม 2565

เครื่องมือที่ใช้ในการวิจัย

การสัมภาษณ์ (Interview) กลุ่มตัวอย่างที่ 1 เป็นการสัมภาษณ์ด้วยลักษณะคำถามปลายเปิด ผู้บริหารระดับกลางภายในฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs1 จำนวน 4 ราย เพื่อให้ผู้ถูกสัมภาษณ์ สามารถแสดงความคิดเห็น เกี่ยวกับปัจจัยที่มีผลต่อหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) รวมถึงแนวทางในการแก้ไขปัญหา **กลุ่มตัวอย่างที่ 2** เป็นการสัมภาษณ์ด้วยลักษณะคำถามปลายปิด (Close Form) กลุ่มลูกค้าที่มีสถานะบัญชีค้างชำระมากกว่า 90 วัน จำนวน 20 ราย

การทำแบบสอบถาม (Questionnaire) พนักงานและผู้บริหารระดับต้น ของฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1 จำนวน 25 ราย โดยแบบสอบถามจะมีลักษณะเป็นปลายปิด (Close Form) ผู้ตอบแบบสอบถามจะต้องเลือกคำตอบตามแบบที่กำหนด

การวิเคราะห์ข้อมูล (Data Analysis)

การวิจัยครั้งนี้ได้นำข้อมูลที่ได้จากแบบสัมภาษณ์ และแบบสอบถาม มาวิเคราะห์ข้อมูลเชิงปริมาณ โดยได้รวบรวมข้อมูลมาวิเคราะห์ผลทางสถิติเชิงพรรณนา (Descriptive Statistic) เป็นการวิเคราะห์ข้อมูลปัจจัยที่เกี่ยวข้องกับธุรกิจ โดยใช้การแจกแจงความถี่ (Frequencies) ค่าสถิติร้อยละ (Percentage) ค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) และนำข้อมูลที่ได้มาวิเคราะห์หาสาเหตุของปัญหาโดยใช้เครื่องมือผังก้างปลา (Fish Bone) และสรุปผลการศึกษา พร้อมทั้งนำเสนอแนวทางการแก้ไขปัญหาที่เหมาะสมและเป็นประโยชน์สูงสุดต่อธนาคารออมสิน

สรุปผลการวิจัย

จากข้อมูลที่ได้จากการสัมภาษณ์ และแบบสอบถาม นำมาทำการวิเคราะห์ข้อมูลร่วมกันและนำข้อมูลมาเชื่อมโยงเข้าด้วยกัน เพื่อสรุปสาเหตุของปัญหาการเพิ่มขึ้นของหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ดังนี้

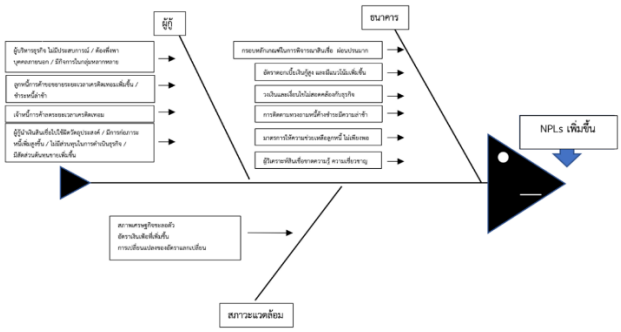
ตารางที่ 2 แสดงการจัดอันดับตามระดับความเห็นต่อปัจจัยที่ทำให้เกิดหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) แยกตามกลุ่มตัวอย่าง

รายการ	ฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1		กลุ่มลูกค้า
	ผู้บริหารระดับกลาง	กลุ่มพนักงาน	
อันดับที่ 1	ปัจจัยสภาวะแวดล้อม	ปัจจัยสภาวะแวดล้อม	ปัจจัยสภาวะแวดล้อม
อันดับที่ 2	ปัจจัยลูกหนี้ - ด้านการเงิน	ปัจจัยลูกหนี้ - ด้านการเงิน	ปัจจัยลูกหนี้ - ด้านธุรกิจ
อันดับที่ 3	ปัจจัยลูกหนี้ - ด้านธุรกิจ	ปัจจัยลูกหนี้ - ด้านธุรกิจ	ปัจจัยลูกหนี้ - ด้านการเงิน
อันดับที่ 4	ปัจจัยลูกหนี้ - ด้านการบริหาร	ปัจจัยลูกหนี้ - ด้านการบริหาร	ปัจจัยธนาคาร
อันดับที่ 5	ปัจจัยธนาคาร	ปัจจัยธนาคาร	ปัจจัยลูกหนี้ - ด้านการบริหาร

ผลการศึกษาพบว่าสาเหตุหลักที่ทำให้การเพิ่มขึ้นของหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) เรียงตามลำดับ ดังนี้

1. **ปัจจัยสภาวะแวดล้อม** ได้แก่ สภาพเศรษฐกิจชะลอตัว อัตราเงินเฟ้อที่เพิ่มขึ้น และการเปลี่ยนแปลงของอัตราแลกเปลี่ยน
2. **ปัจจัยลูกหนี้ - ด้านการเงิน** ได้แก่ ผู้กู้นำเงินไปใช้ผิดวัตถุประสงค์ มีการก่อภาระหนี้เพิ่มขึ้น ไม่มีส่วนทุนในการดำเนินธุรกิจมีสัดส่วนต้นทุนขายเพิ่มขึ้น
3. **ปัจจัยลูกหนี้ - ด้านธุรกิจ** ได้แก่ ลูกหนี้การค้ามีการขอขยายระยะเวลาเครดิตเทอม / ชำระหนี้ล่าช้า และเจ้าหนี้การค้าลดระยะเวลาเครดิตเทอม
4. **ปัจจัยลูกหนี้ - ด้านการบริหาร** ได้แก่ ผู้บริหารธุรกิจไม่มีประสบการณ์ในธุรกิจ / มีกิจการในกลุ่มเดียวกันจำนวนมากและหลากหลายประเภทธุรกิจผู้กู้ต้องพึ่งพาทีมงาน / ผู้บริหารหลัก (Key Man) ที่เป็นบุคคลภายนอก /ผู้บริหารมีความขัดแย้งกันภายใน
5. **ปัจจัยธนาคาร** ได้แก่ ผู้วิเคราะห์สินเชื่อยังขาดความรู้ ความเชี่ยวชาญ ในการวิเคราะห์สินเชื่อ /อัตราดอกเบี้ยเงินกู้สูง / การกำหนดวงเงินและเงื่อนไขสินเชื่อไม่สอดคล้องกับลักษณะการดำเนินธุรกิจ / กรอบหลักเกณฑ์ในการพิจารณาสินเชื่อมีการผ่อนปรนมาก / การติดตามทวงถามหนี้ค้างชำระมีความล่าช้า / และมาตรการการให้ความช่วยเหลือแก่ลูกหนี้ที่ได้รับผลกระทบจากสถานการณ์การแพร่ระบาดของ COVID-19 มีไม่เพียงพอ

ผลการวิเคราะห์สาเหตุของปัญหา



ภาพที่ 1 การวิเคราะห์สาเหตุของปัญหาโดยใช้แผนผังก้างปลา

แนวทางเลือกสำหรับการแก้ไขปัญหา จากข้อมูลการวิเคราะห์ TOWS Matrix สามารถสร้างทางเลือกในการแก้ไขปัญหา 3 แนวทาง ดังนี้

1. กลยุทธ์เชิงรุก (SO) : เพิ่มผลิตภัณฑ์สินเชื่อใหม่
2. กลยุทธ์เชิงแก้ไข (WO) : จัดทำเครื่องมือ (Tools) / แอพพลิเคชั่น เพื่อช่วยในการปฏิบัติงาน
3. กลยุทธ์เชิงรับ (WT) : จัดงานอบรม สัมมนา สำหรับกลุ่มลูกค้า SMEs พร้อมทั้งจัดทำคลิปวิดิโอ เพื่อให้กลุ่มลูกค้าสามารถเข้ามาเรียนรู้ได้ตลอดเวลา

แนวทางเลือกที่แนะนำ

ผู้ศึกษาเลือกแนวทางเลือกที่ 3 คือ จัดงานอบรม สัมมนา สำหรับกลุ่มลูกค้า SMEs เนื่องจาก ตามข้อมูลที่ได้วิเคราะห์สาเหตุการเพิ่มขึ้นของหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) นอกจากปัจจัยด้านสภาพแวดล้อม เช่น สภาวะเศรษฐกิจชะลอตัว อัตราเงินเฟ้อที่เพิ่มขึ้น และการเปลี่ยนแปลงของอัตราแลกเปลี่ยน เป็นต้น ซึ่งเป็นปัจจัยที่ธุรกิจควบคุมได้ยากแล้ว ปัจจัยที่มีผลต่อสาเหตุการเพิ่มขึ้นของ NPLs รองลงมา คือ ปัจจัยลูกหนี้ - ด้านการเงิน ได้แก่ ผู้กู้นำเงินไปใช้ผิดวัตถุประสงค์ มีการก่อภาระหนี้เพิ่มขึ้น ไม่มีส่วนทุนในการดำเนินธุรกิจ มีสัดส่วนต้นทุนขายเพิ่มขึ้น ซึ่งโดยส่วนใหญ่ ปัจจัยด้านการเงิน ธนาคารจะมีการกำหนดเงื่อนไขในการให้สินเชื่อไว้แล้ว ณ วันที่พิจารณาสินเชื่อ เช่น

(1) กรณี ต้องการควบคุมให้กิจการนำเงินกู้ไปใช้ให้ตรงตามวัตถุประสงค์ จะมีการกำหนดเงื่อนไข ห้ามให้เงินกู้ยืมกรรมการ/บุคคลที่เกี่ยวข้อง/บริษัทที่เกี่ยวข้อง ก่อนได้รับความยินยอม จากธนาคาร

(2) กรณี ต้องการควบคุมการก่อภาระหนี้เพิ่มขึ้นของกิจการ และส่วนร่วมทุนในการดำเนินธุรกิจ จะมีการกำหนดเงื่อนไขให้ผู้กู้เพิ่มทุนจดทะเบียน โดยให้สัดส่วน D/E Ration ตามงบการเงิน ไม่เกิน 2 เท่า

ดังนั้น เงื่อนไขการให้สินเชื่อและการปฏิบัติตามเงื่อนไขสินเชื่อที่ธนาคารกำหนดจึงมีความสำคัญ ผู้ศึกษาจึงเลือก “การจัดงานอบรม สัมมนา สำหรับกลุ่มลูกค้า SMEs” เพื่อให้ความรู้แก่ลูกค้า ทั้งในด้านเงื่อนไขสินเชื่อที่ธนาคารกำหนด เหตุผลที่ธนาคารกำหนดเงื่อนไขสินเชื่อ ข้อดีของการปฏิบัติตามเงื่อนไขสินเชื่อ นอกจากนี้ การอบรม / สัมมนาจะทำให้เกิดการจับคู่ทางธุรกิจ (Business Matching) เพื่อให้เกิดการเจรจาทางธุรกิจกับคู่ค้า ที่จะส่งผลดีต่อห่วงโซ่อุปทาน (Supply Chain) รวมทั้งอาจมีการให้ความรู้ในเรื่องการบริหารความเสี่ยง เช่น การบริหารจัดการความเสี่ยงจากอัตราแลกเปลี่ยน โดยใช้วงเงิน Forward Contract เป็นต้น พร้อมทั้งจัดทำคลิปวิดิโอ เพื่อให้กลุ่มลูกค้าสามารถเข้ามาเรียนรู้ได้ตลอดเวลา ซึ่งจะช่วยให้ผู้ประกอบการมีความรู้ความเข้าใจในเงื่อนไขสินเชื่อที่ธนาคารกำหนด และให้ความร่วมมือกับธนาคารในการปฏิบัติตามเงื่อนไขสินเชื่อ

อภิปรายผลการวิจัย

ผลการศึกษาครั้งนี้สอดคล้องกับแนวคิดเกี่ยวกับนโยบายสินเชื่อธุรกิจของธนาคารออมสินเรื่องการติดตามและดูแลลูกหนี้ หน่วยงานที่ทำหน้าที่ติดต่อลูกค้าจะต้องมีการติดตามดูแลลูกหนี้อย่างใกล้ชิด เพื่อรับรู้การเปลี่ยนแปลงของธุรกิจที่อาจส่งผลกระทบต่อฐานะทางการเงินและความสามารถในการชำระหนี้ของลูกหนี้ได้อย่างทันท่วงที (Early Warning Sign) โดยให้มีการออกตรวจเยี่ยมกิจการของลูกหนี้อย่างสม่ำเสมอ เพื่อป้องกันความเสี่ยง และในการออกตรวจเยี่ยมหรือติดตามลูกหนี้จะต้องจัดทำเอกสารในการออกติดตามไว้เป็นหลักฐานด้วย ทั้งนี้ ระบบการติดตามสินเชื่อที่มีประสิทธิผล จะต้องมีการติดตามในประเด็นดังนี้

1. การปฏิบัติตามข้อตกลงหรือข้อกำหนดและเงื่อนไขของสินเชื่อ

2. การประเมินความเพียงพอของหลักประกันตามหลักเกณฑ์ของธนาคาร

3. การระบุปัญหาที่อาจเกิดขึ้น ซึ่งอาจมีผลต่อความสามารถในการชำระหนี้ของลูกหนี้

4. การประเมินความสามารถในการชำระหนี้คืนของผู้ค้ำประกัน

5. การติดตามสถานภาพของลูกค้านิติบุคคลที่เปลี่ยนแปลงไป เช่น เลิก (ยังไม่เสร็จการชำระบัญชี) เลิก (เสร็จการชำระบัญชี) เป็นต้น

นอกจากนี้ ผลการศึกษาครั้งนี้ยังสอดคล้องกับงานวิจัยของ ณัทริยา พนิชนาพันธุ์ (2564) ที่ศึกษาเรื่องแนวทางการตลาดเพื่อลดหนี้ที่ไม่ก่อให้เกิดรายได้ของลูกหนี้สินเชื่อธุรกิจธนาคารออมสิน สำนักงานเขตมหาสารคาม ผลการศึกษาพบว่า สาเหตุปัจจัยที่ทำให้ลูกหนี้ขาดการชำระหนี้ของลูกหนี้ค้างชำระสินเชื่อธุรกิจของธนาคารออมสินเขตมหาสารคาม เกิดจากปัจจัยภายนอกธนาคารรองลงมาคือปัจจัยด้านลูกหนี้ และปัจจัยภายในธนาคาร ตามลำดับ โดยมีหัวข้อที่อยู่ในระดับมากที่สุด ได้แก่ ภาวะเศรษฐกิจซบเซา นโยบายรัฐบาล เช่น มาตรการล็อคดาวน์ เป็นต้น และมีรายได้จากการประกอบธุรกิจลดลง

ข้อเสนอแนะ

ในการศึกษาครั้งต่อไป ควรพิจารณาเพิ่มปัจจัยอื่นๆ ที่คาดว่าจะส่งผลต่อหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) และมีการวิเคราะห์ความสัมพันธ์ของแต่ละปัจจัยนั้นว่าส่งผลต่อการเพิ่มขึ้นของหนี้ที่ไม่ก่อให้เกิดรายได้สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) หรือไม่ นอกจากนี้ สำหรับกลุ่มตัวอย่างครั้งนี้ ประกอบด้วยพนักงาน จำนวน 25 ราย และผู้บริหารระดับกลาง จำนวน 4 ราย สังกัดฝ่ายวิเคราะห์ความเสี่ยงสินเชื่อลูกค้า SMEs 1 และกลุ่มลูกค้าที่มีสถานะบัญชีค้างชำระมากกว่า 90 วัน จำนวน 20 ราย นั้น ในครั้งถัดไปอาจมีการขยายขอบเขตสำหรับกลุ่มตัวอย่างเพิ่มเติม ซึ่งอาจทำให้ผลการศึกษาแตกต่างกันออกไป รวมทั้งควรนำข้อมูล NPLs สินเชื่อธุรกิจขนาดกลางและขนาดย่อม (SMEs) ซึ่งเป็นข้อมูลเชิงทุติยภูมิมาร่วมในการวิเคราะห์ข้อมูล เช่น ประเภทธุรกิจ ระยะเวลาดำเนินธุรกิจ ทุนจดทะเบียน เป็นต้น เพื่อใช้กำหนดแนวทางในการแก้ไขปัญหาให้สามารถเลือกกลุ่มลูกค้าที่มีความเฉพาะเจาะจงมากขึ้น ในการอบรม สัมมนา ซึ่งจะช่วยทำให้ธนาคารสามารถควบคุมต้นทุนและค่าใช้จ่ายของธนาคารได้

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BUS-051

พฤติกรรมและความพึงพอใจของผู้ใช้งานแอปพลิเคชั่น ธ.ก.ส. A-Mobile ของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ

BEHAVIOR AND SATISFACTION OF USERS OF BACC A-MOBILE APPLICATION OF Bank for Agriculture and Agricultural Cooperatives, Nafai Branch, Chaiyaphum

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อศึกษาพฤติกรรมและความพึงพอใจของผู้ใช้งานแอปพลิเคชั่น ธ.ก.ส. A-Mobile ของลูกค้าธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ เป็นการศึกษาจากกลุ่มตัวอย่าง 400 คน จากลูกค้าธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ ที่ได้ลงทะเบียนใช้บริการแอปพลิเคชั่นแล้ว โดยใช้แบบสอบถามเป็นเครื่องมือในการศึกษา และวิเคราะห์ข้อมูลด้วยสถิติเชิงพรรณนา ได้แก่ ร้อยละ ค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า พฤติกรรมการใช้งานแอปพลิเคชั่น ธ.ก.ส. A-Mobile ของลูกค้าธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ ส่วนใหญ่มีความถี่ในการใช้งาน 1-5 ครั้งต่อเดือน มีการทำธุรกรรม คือ โอนเงินระหว่างบัญชี และประโยชน์ที่ได้รับจากการใช้บริการ คือ ประหยัดเวลา และระดับความพึงพอใจในการใช้งานแอปพลิเคชั่น ธ.ก.ส. A-Mobile ในภาพรวมอยู่ในระดับมาก และด้านที่ดีค่าเฉลี่ยมากที่สุด คือ ด้านการส่งเสริมการตลาด รองลงมา คือ ด้านราคา ส่วนด้านที่มีคะแนนเฉลี่ยน้อยที่สุด คือ ด้านผลิตภัณฑ์ ซึ่งผลจากการวิจัยดังกล่าวสามารถนำไปใช้ประโยชน์เพื่อพัฒนาและปรับปรุงแอปพลิเคชั่น ธ.ก.ส. A-Mobile ให้สอดคล้องและรองรับกับการเติบโตของผู้ใช้งานอินเทอร์เน็ตที่จะเพิ่มจำนวนมากขึ้นในอนาคต

คำสำคัญ: พฤติกรรม ความพึงพอใจ แอปพลิเคชั่น ธ.ก.ส. A-Mobile

Abstract

The objectives of this study was to study the behavior and satisfaction of users of the BACC A-Mobile users of the BACC A-Mobile of Bank for Agriculture and Agricultural Cooperatives, Nafai branch . The research was from 400 users of Bank for Agriculture and Agricultural Cooperatives, Nafai branch who registered for BACC A-Mobile. These samples are collected and analyzed from the questionnaire in order to achieve these factors: percentage, mean, standard and deviation. The results showed that Behavior of using the BAAC A-Mobile of Bank for Agriculture and Agricultural Cooperatives customers, Na Fai Branch, Chaiyaphum Province. Most of them have a frequency of use 1-5 times a month. There are transactions, i.e. transfers between accounts. And the benefit of using the service is saving time and the overall level of satisfaction in using the BAAC A-Mobile is at a high level. and the best aspect with the highest average score was the marketing promotion aspect, followed by the price aspect, and the aspect with the lowest average score was the product aspect.

Keywords: Behaviors, satisfaction, BACC A-Mobile Application

บทนำ

ในปัจจุบันเทคโนโลยีสารสนเทศ (Information Technology : IT) มีบทบาทสำคัญต่อการดำเนินชีวิตประจำวันเป็นอย่างมากในการเข้ามาเสริมปัจจัยพื้นฐานการดำรงชีวิตผ่านคอมพิวเตอร์ เช่น การใช้อินเทอร์เน็ตเพื่อสืบค้นข้อมูลทางการศึกษาการ

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ติดต่อสื่อสารหรือรับ ส่งข้อมูลในภาคธุรกิจ ตลอดจนผู้ใช้งานอินเทอร์เน็ตผ่านโทรศัพท์เคลื่อนที่หรือที่เรียกกันว่า สมาร์ทโฟน (Smart Phone) ส่งผลให้เกิดการปรับตัวต่อการเปลี่ยนแปลงเทคโนโลยีตามนโยบายของภาครัฐที่ส่งเสริมการขับเคลื่อนประเทศไทยเข้าสู่ยุคดิจิตอล (Digital) ผ่านนโยบายดิจิตอลเพื่อเศรษฐกิจและสังคมนโยบายไทยแลนด์ 4.0 และแผนยุทธศาสตร์ National E-Payment ทำให้ผู้บริโภคตอบรับเทคโนโลยีสารสนเทศที่เปลี่ยนแปลงไปได้อย่างรวดเร็ว โดยเฉพาะเทคโนโลยีที่เกี่ยวข้องกับบริการด้านการเงินซึ่งส่งผลต่อการดำเนินธุรกิจของธนาคารในปัจจุบันก่อให้เกิดการแข่งขันในการตอบสนองความต้องการของลูกค้าในสังคมยุคใหม่ให้ได้มากขึ้น จึงส่งผลให้หลายธนาคารในประเทศไทยมีการพัฒนาเทคโนโลยีทางการเงิน (Fintech) เพื่อเปิดให้บริการการทำธุรกรรมทางการเงินผ่าน Mobile Banking เพื่อให้เกิดความสะดวกในการทำธุรกรรมทางการเงินของลูกค้าและตอบสนองความต้องการของลูกค้าให้ได้มากที่สุดโดยการให้บริการ Mobile Banking ของแต่ละธนาคารได้ให้บริการหลัก ได้แก่ ตรวจสอบยอดเงินคงเหลือ โอนเงิน ชำระค่าสินค้าบริการ เติมเงินมือถือ และการทำธุรกรรมชาระเงินและชาระใบแจ้งหนี้ เป็นอีกหนึ่งทางเลือกให้กับลูกค้าในการทำธุรกรรมทางการเงินที่สามารถช่วยลดระยะเวลาในการเดินทางและการรอคิวที่สาขา ช่วยประหยัดค่าใช้จ่ายในการเดินทางของลูกค้าไม่ต้องมาทำธุรกรรมทางการเงินที่สาขาหรือผ่านเครื่องอัตโนมัติ ATM และ CDM เพียงแค่ลูกค้ามีโทรศัพท์เคลื่อนที่แบบสมาร์ทโฟนก็สามารถทาธุรกรรมทางการเงินได้ทุกที่และทุกเวลา รวมไปถึงการลดต้นทุนค่าใช้จ่ายค่าธรรมเนียมต่างๆ ที่เกิดขึ้นจากการโอนเงิน เป็นต้น รวมไปถึงในส่วนของธนาคารเองก็สามารถลดต้นทุนในการให้บริการลูกค้า เนื่องจากการทาธุรกรรมทางการเงินผ่านระบบโทรศัพท์มือถือ ซึ่งไม่มีพนักงานธนาคารและเอกสารเข้ามาเกี่ยวข้องจะส่งผลให้ลูกค้าได้รับความสะดวกและรวดเร็วยิ่งขึ้น นอกจากนี้แต่ละธนาคารได้พัฒนาบริการและนำเสนอกลยุทธ์เพื่อสร้างความแตกต่างของบริการ เช่น การถอนเงินข้ามเขต การโอนเงินข้ามเขต และการโอนเงินต่างธนาคารโดยไม่เรียกเก็บค่าธรรมเนียมจากลูกค้าทั้งนี้เพื่อให้ทันต่อการแข่งขันทางธุรกิจและสร้างความพึงพอใจต่อลูกค้าที่ใช้บริการ (มัณฑนา ผลารุจิ, 2562)

ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร (ธ.ก.ส.) เป็นธนาคารของรัฐ ที่มุ่งพัฒนาชนบทที่ยั่งยืนมุ่งสนับสนุนการพัฒนาเศรษฐกิจฐานราก เพื่อยกระดับคุณภาพชีวิตของคนในชนบท จากสภาพเศรษฐกิจที่ตกต่ำเนื่องจากการแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 (COVID - 19) รวมทั้งเร่งพัฒนาบริการและนำเทคโนโลยีมาใช้เพื่อรองรับสถานการณ์ดังกล่าว ในขณะเดียวกัน ธ.ก.ส. ได้พัฒนาคุณภาพงาน โดยมุ่งเน้นการพัฒนาคุณภาพการบริการ และปรับเปลี่ยนรูปแบบการดำเนินงานโดยดำรงรูปแบบการดำเนินงานแบบธนาคารดั้งเดิม (Traditional Banking) เพื่อให้บริการลูกค้าที่ยังคุ้นเคยกับรูปแบบการให้บริการแบบเดิมโดยเฉพาะกลุ่มเปราะบางและในพื้นที่ชนบท ควบคู่กับการปรับเปลี่ยนสู่การเป็นธนาคารดิจิทัล (Digital Banking) เพื่อรองรับสังคมยุคดิจิทัลและวิถีชีวิตของคนรุ่นใหม่ มีการขยายเครือข่ายบริการทางการเงินในรูปแบบต่าง ๆ เพื่อเพิ่มความสะดวกแก่ผู้ใช้บริการ โดยลูกค้าสามารถทำธุรกรรมได้เสมือนธนาคารที่ออกบัตรซึ่งจะทำให้ค่าธรรมเนียมถูกลง ยกระดับแอปพลิเคชัน ธ.ก.ส.A-Mobile ให้สามารถรองรับการให้บริการที่หลากหลายและใช้งานสะดวกยิ่งขึ้น เช่น การให้บริการสินเชื่อออนไลน์ เป็นต้น รวมทั้งการเพิ่มประสิทธิภาพการดำเนินงานในการให้บริการผ่านช่องทางเทคโนโลยี เพื่อรองรับการเปลี่ยนแปลงเทคโนโลยีทางการเงิน (Fintech) และพฤติกรรมตามความต้องการของลูกค้า (ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร, 2564)

ดังนั้นจากข้อมูลข้างต้น ผู้วิจัยจึงสนใจที่จะทำการศึกษาถึงพฤติกรรมและความพึงพอใจของผู้ใช้งานแอปพลิเคชั่น ธ.ก.ส. A-Mobile ของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ โดยเก็บข้อมูลในเขตพื้นที่สาขานาฝาย จังหวัดชัยภูมิ เพื่อที่จะหาจุดแข็งและจุดอ่อนของการให้บริการ ที่จะช่วยในการพัฒนาปรับปรุงบริการให้มีประสิทธิภาพตอบสนองความต้องการของผู้บริโภคได้และบริการในส่วนใดที่เป็นที่พึงพอใจจนทำให้เกิดการใช้อย่างต่อเนื่องและใช้เป็นแนวทางในการวางแผนการให้บริการแอปพลิเคชั่น ธ.ก.ส. A-Mobile ที่เหมาะสมต่อไปในอนาคต

วัตถุประสงค์ของการวิจัย

เพื่อศึกษาพฤติกรรมและความพึงพอใจของผู้ใช้งานแอปพลิเคชั่น ธ.ก.ส. A-Mobile ของลูกค้าธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

ประชากรในการวิจัยครั้งนี้ คือ ลูกค้าของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรที่เคยใช้แอปพลิเคชัน ธ.ก.ส. A – Mobile สาขานาฝาย จังหวัดชัยภูมิ ขนาดกลุ่มตัวอย่างที่ใช้ในการวิจัย คือ 400 ตัวอย่าง ซึ่งขนาดของตัวอย่างที่ถูกกำหนดโดยหลักการที่ไม่ทราบขนาดของประชากรที่แน่นอน เนื่องจากจำนวนลูกค้าที่ใช้บริการมีการเปลี่ยนแปลงตลอดเวลา (บุญธรรม กิจปรีดาบริสุทธิ์, 2543). การเก็บข้อมูลกลุ่มตัวอย่าง โดยไม่ใช้หลักความน่าจะเป็น (Non Probability Sampling) ด้วยวิธีการสุ่มตัวอย่างแบบตามสะดวก (Convenience Sampling)

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรอิสระ ได้แก่ ด้านประชากรศาสตร์ คือ เพศ อายุ สถานภาพ ระดับการศึกษา และรายได้เฉลี่ยต่อเดือนและอาชีพ ด้านพฤติกรรมการใช้แอพพลิเคชั่น ธ.ก.ส. A-Mobile คือ ความถี่ในการใช้บริการ ประเภทธุรกรรมที่ใช้บริการ และประโยชน์ที่ได้รับจากการใช้บริการ

ตัวแปรตาม คือ ความพึงพอใจของผู้ใช้แอพพลิเคชั่น ธ.ก.ส. A-Mobile ได้แก่ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย และด้านการส่งเสริมการตลาด

ขอบเขตการวิจัย

1. ขอบเขตด้านเนื้อหา ศึกษาพฤติกรรมและความพึงพอใจของผู้ใช้งานแอพพลิเคชั่น ธ.ก.ส. A-Mobile ของลูกค้าธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ

2. ขอบเขตด้านประชากร คือ ลูกค้าของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรที่เคยใช้แอปพลิเคชั่น ธ.ก.ส. A – Mobile สาขานาฝาย จังหวัดชัยภูมิ

3. ขอบเขตด้านพื้นที่ ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้เก็บรวบรวมข้อมูลคือแบบสอบถาม (Questionnaire) ผู้วิจัยสร้างขึ้นจากการทบทวนวรรณกรรม ทฤษฎี และงานวิจัยที่เกี่ยวข้องเพื่อให้ครอบคลุมตามวัตถุประสงค์ของงานวิจัยเครื่องมือในการวิจัยครั้งนี้ โดยแบบสอบถามแบ่งออกเป็น 4 ส่วน รายละเอียดดังนี้

ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม โดยลักษณะคำถามที่ใช้จะเป็นคำถามที่มีหลายคำตอบให้เลือก (Multiple choices questions) มีคำถามจำนวน 6 ข้อ ได้แก่ เพศ อายุ สถานภาพ ระดับการศึกษา รายได้เฉลี่ยต่อเดือน และอาชีพ

ส่วนที่ 2 เป็นแบบสอบถามเกี่ยวกับพฤติกรรมในการใช้แอพพลิเคชั่น ธ.ก.ส. A-Mobile จำนวน 3 ข้อ ประกอบด้วย ความถี่ในการใช้บริการ ประเภทธุรกรรมที่ใช้บริการ และประโยชน์ที่ได้รับจากการใช้บริการ ซึ่งลักษณะคำถามที่ใช้จะเป็นคำถามปลายปิด (Closed-ended Questions)

ส่วนที่ 3 ความคิดเห็นเกี่ยวกับความพึงพอใจของผู้ใช้แอพพลิเคชั่น ธ.ก.ส. A-Mobile ซึ่งลักษณะคำถามที่ใช้จะเป็นคำถามปลายปิด (Closed-ended Questionsลักษณะแบบสอบถามเป็นแบบมาตราส่วนประเมินค่า (Rating scale) ซึ่งมีเกณฑ์ในการกำหนดค่าน้ำหนักของการประเมินเป็น 5 ระดับตามวิธีของลิเคิร์ท (Likert’s scale) คือ มากที่สุด มาก ปานกลาง น้อย และน้อยที่สุด

ส่วนที่ 4 ความคิดเห็น ข้อเสนอแนะอื่นๆเพิ่มเติม โดยลักษณะคาถามแบบปลายเปิด (Open-ended Question)

การตรวจสอบคุณภาพของเครื่องมือ โดยการหาค่าความเชื่อมั่นของเครื่องมือ (Reliability test) ใช้ค่าสัมประสิทธิ์ครอนบาคแอลฟ่า (Cronbach’s alpha coefficient) โดยนำข้อมูลจากแบบสอบถามที่แก้ไขปรับปรุง ไปทดสอบใช้กับกลุ่มตัวอย่างที่มีลักษณะประชากรคล้ายกับกลุ่มตัวอย่างจริง จำนวน 30 ชุด ซึ่งค่าความเชื่อมั่น (Reliability) ของแบบสอบถามทั้งฉบับ เท่ากับ 0.86 จึงถือว่าแบบสอบถามมีความเชื่อถือได้ในระดับสูงมาก และทุกข้อคำถามมีค่าความเชื่อมั่นมากกว่า 0.7 (กัลยา วานิชย์บัญชา, 2556) และสามารถนำไปใช้กับกลุ่มตัวอย่างจริงได้

การวิเคราะห์ข้อมูล

หลังจากการรวบรวมจากแบบสอบถาม คณะผู้วิจัยจะนำข้อมูลมาทำการวิเคราะห์เพื่อหาค่าสถิติต่างๆ ตามลำดับขั้นตอนดังนี้

1. การวิเคราะห์ด้วยสถิติเชิงพรรณนา ได้แก่ ร้อยละ (Percentage) ค่าเฉลี่ย (X) และค่าส่วนเบี่ยงเบนมาตรฐาน (S.D.) สำหรับวิเคราะห์เกี่ยวกับข้อมูลพฤติกรรมและความพึงพอใจของผู้ใช้งานแอพพลิเคชั่น ธ.ก.ส. A-Mobile ของลูกค้าธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ

2. สำหรับการวัดระดับความพึงพอใจต่างๆ จะใช้มาตราส่วนแบบประเมินค่า (Likert Scale) โดยแบ่งออกเป็น 5 ระดับ คือ พอใจมากที่สุด พอใจมาก พอใจปานกลาง พอใจน้อย พอใจน้อยที่สุด

และในเกณฑ์การแปลความหมาย เกณฑ์ค่าเฉลี่ยในการแปลความหมายมี 5 ตัวเลือก ช่วงคะแนนค่าเฉลี่ยระดับความสำคัญมีดังนี้

4.21-5.00	มีความพอใจมากที่สุด
3.41-4.20	มีความพอใจมาก
2.61-3.40	มีความพอใจปานกลาง
1.81-2.60	มีความพอใจน้อย
1.00-1.80	มีความพอใจน้อยที่สุด

สรุปผลการวิจัย

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตารางที่ 1 แสดงจำนวนและร้อยละปัจจัยส่วนบุคคล

ปัจจัยส่วนบุคคล	จำนวน(คน)	ร้อยละ
เพศ		
หญิง	255	64.0
อายุ		
41- 50 ปี	189	47.3
สถานภาพ		
สมรส	182	45.5
ระดับการศึกษา		
ปริญญาตรี	224	56.0
อาชีพ		
พนักงานบริษัทเอกชน	116	29.0
รายได้เฉลี่ยต่อเดือน		
10,001 – 20,000 บาท	194	48.5

จากตารางที่ 1 ข้อมูลปัจจัยส่วนบุคคลของลูกค้าผู้ใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ พบว่า ส่วนใหญ่เป็นเพศหญิง มีอายุ 41 – 50 สถานภาพสมรส จบการศึกษาระดับปริญญาตรี มีอาชีพพนักงานบริษัทเอกชน และมีรายได้เฉลี่ยต่อเดือน 10,001 – 20,000 บาท

ตารางที่ 2 จำนวนและร้อยละพฤติกรรมการใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile

พฤติกรรมการใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile	จำนวน(คน)	ร้อยละ
ความถี่ในการใช้บริการ		
1-5 ครั้ง/เดือน	187	46.8
ประเภทธุรกรรมที่ใช้บริการ		
โอนเงินระหว่างบัญชี	189	47.3
ประโยชน์ที่ได้รับจากการใช้บริการ		
ประหยัดเวลา	184	46.0

จากตารางที่ 2 พฤติกรรมการใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ พบว่า ลูกค้าผู้ใช้บริการแอปพลิเคชั่น ธ.ก.ส. A-Mobile ส่วนใหญ่มีความถี่ในการใช้บริการ 1-5 ครั้ง/เดือน ประเภทธุรกรรมที่ใช้บริการ คือ โอนเงินระหว่างบัญชี และประโยชน์ที่ได้รับจากการใช้บริการ คือ ประหยัดเวลา

ตอนที่ 2 ผลการวิเคราะห์ระดับความพึงพอใจการแอปพลิเคชั่น ธ.ก.ส. A-Mobile

ตารางที่ 3 คะแนน ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานของความพึงพอใจของผู้ใช้งานแอพพลิเคชั่น ธ.ก.ส. A-Mobile ของลูกค้าธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ ในภาพรวม

ความพึงพอใจของผู้ใช้งานแอพพลิเคชั่น ธ.ก.ส. A-Mobile	X	S.D.	ระดับความคิดเห็น	ลำดับที่
ด้านผลิตภัณฑ์	3.57	0.92	มาก	4
ด้านราคา	3.61	0.91	มาก	2
ด้านการจัดจำหน่าย	3.59	0.92	มาก	3
ด้านการส่งเสริมการตลาด	4.28	0.39	มากที่สุด	1
รวม	**3.76**	**0.70**	**มาก**	

จากตารางที่ 3 ผลการศึกษาความพึงพอใจของผู้ใช้งานแอพพลิเคชั่น ธ.ก.ส. A-Mobile ของลูกค้าธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ ในภาพรวม พบว่า ความพึงพอใจของผู้ใช้งานแอพพลิเคชั่น ธ.ก.ส. A-Mobile ทั้ง 4 ด้าน อยู่ในระดับมาก คือ มีค่าเฉลี่ยเท่ากับ 3.76 และด้านที่มีค่าเฉลี่ยมากที่สุด คือ ด้านการส่งเสริมการตลาด มีค่าเฉลี่ย 4.28 รองลงมา คือ ด้านราคา มีค่าเฉลี่ย 3.61 ส่วนด้านที่มีค่าเฉลี่ยน้อยที่สุด คือ ด้านผลิตภัณฑ์ มีค่าเฉลี่ย 3.57

ตารางที่ 4 แสดงค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และความคิดเห็นของปัจจัยด้านผลิตภัณฑ์

ความพึงพอใจของผู้ใช้งานแอพพลิเคชั่น ธ.ก.ส. A-Mobile	X	S.D.	ระดับความคิดเห็น	ลำดับที่
ด้านผลิตภัณฑ์				
1. บริการ ธ.ก.ส A-Mobile มีความน่าเชื่อถือ ถูกต้อง แม่นยำ ปลอดภัย	3.58	0.94	มาก	1
2. มีธุรกรรมทางการเงินที่หลากหลายทันสมัย ตรงความต้องการ	3.58	0.94	มาก	2
3. การทำรายการง่าย ไม่ซับซ้อน สะดวก รวดเร็วในการใช้บริการ	3.55	0.94	มาก	4
4. บริการช่วยให้ประหยัดเวลาและค่าใช้จ่าย	3.57	0.96	มาก	3
รวม	**3.76**	**0.92**	**มาก**	

ตารางที่ 5 แสดงค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และความคิดเห็นของปัจจัยด้านราคา

ความพึงพอใจของผู้ใช้งานแอพพลิเคชั่น ธ.ก.ส. A-Mobile	X	S.D.	ระดับความคิดเห็น	ลำดับที่
5. ค่าธรรมเนียมในการทำธุรกรรมต่อครั้งต่ำกว่าช่องทางอื่น	3.61	0.93	มาก	1
6. ค่าธรรมเนียมในการทำธุรกรรมต่อครั้งต่ำกว่าธนาคารอื่น	3.60	0.94	มาก	3
7. ค่าบริการมีความเหมาะสมกับคุณสมบัติของบริการผ่าน ธ.ก.ส. A-Mobile	3.61	0.91	มาก	2
รวม	**3.61**	**0.91**	**มาก**	

ตารางที่ 6 แสดงค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และความคิดเห็นของปัจจัยด้านช่องทางการจัดจำหน่าย

ความพึงพอใจของผู้ใช้งานแอพพลิเคชั่น ธ.ก.ส. A-Mobile	X	S.D.	ระดับความคิดเห็น	ลำดับที่
8. บริการ ธ.ก.ส A-Mobile สามารถเข้าถึงได้ทุกที่ ทุกเวลา	3.60	0.93	มาก	1
9. ความสะดวกในการสมัครใช้บริการ ธ.ก.ส A-Mobile	3.58	0.94	มาก	3
10. สอบถามการใช้งานผ่านคลอเซ็นเตอร์ตลอด 24 ชั่วโมง	3.59	0.94	มาก	2
รวม	**3.59**	**0.92**	**มาก**	

ตารางที่ 7 แสดงค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และความคิดเห็นของปัจจัยด้านการส่งเสริมการตลาด

ความพึงพอใจของผู้ใช้งานแอพพลิเคชั่น ธ.ก.ส. A-Mobile	X	S.D.	ระดับความคิดเห็น	ลำดับที่
11. พนักงานธนาคารให้คำแนะนำการใช้งานอย่างถูกต้อง	4.41	0.56	มาก	1
12. มีการให้ข้อมูลครบถ้วน สม่ำเสมอ	4.26	0.59	มาก	2
13. มีการประชาสัมพันธ์โดยการแจกแผ่นพับ มีป้ายโฆษณา	4.25	0.65	มาก	3
14. มีการจัดกิจกรรมเพื่อสังคม (CSR) เพื่อการประชาสัมพันธ์ให้ธนาคาร	4.21	0.69	มาก	4
รวม	**4.28**	**0.39**	**มาก**	

อภิปรายผลการวิจัย

ผลการศึกษาพฤติกรรมการใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ ส่วนใหญ่มีความถี่ในการใช้บริการ 1-5 ครั้ง/เดือน ประเภทธุรกรรมที่ใช้บริการ คือ โอนเงินระหว่างบัญชี และประโยชน์ที่ได้รับจากการใช้บริการ คือ ประหยัดเวลา สอดคล้องกับงานวิจัยของพิณรัตน์ นุชโพธิ์ และคุณธรรม สิทธิศักดิ์ (2562) พบว่า ลูกค้ามาใช้บริการ 3-5 ครั้ง/เดือน ทำธุรกรรมในการโอนเงินผ่านระบบพร้อมเพย์ และแอปพลิเคชั่นมีความสะดวกในการใช้งาน และยังสอดคล้องกับการศึกษาของมยุรา สาลี และสิริพันธ์ วงศ์อินทวัง (2561) พบว่า ส่วนใหญ่มีความถี่ในการใช้บริการ มากกว่า 6 ครั้งต่อเดือน ช่วงเวลาในการใช้บริการบ่อย คือ ช่วงกลางวันระหว่าง 11.01 – 15.00 น. สถานที่ในการใช้บริการ คือที่ทำงาน เหตุผลสำคัญในการใช้บริการ คือ โอนเงิน สิ่งที่มีผลต่อการตัดสินใจในการใช้บริการ คือ ความสะดวก รวดเร็ว

ระดับความพึงพอใจในการใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ พบว่า ความพึงพอใจในการใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile ทุกด้าน อยู่ในระดับมาก และด้านที่มีค่าเฉลี่ยมากที่สุด คือ ด้านการส่งเสริมการตลาด รองลงมา คือ ด้านราคา ส่วนด้านที่มีคะแนนเฉลี่ยน้อยที่สุด คือ ด้านผลิตภัณฑ์ ซึ่งสอดคล้องกับฌิลลิฌา รักษาชลและพิศมร กิเลนทอง (2561) ศึกษาเกี่ยวกับความพึงพอใจในการใช้บริการ I-Banking ธนาคารออมสิน สาขาพุนพิน จังหวัดสุราษฎร์ธานี พบว่า ความพึงพอใจในการใช้บริการ I-Banking ทุกด้าน อยู่ในระดับมาก และด้านที่มีค่าเฉลี่ยมากที่สุด คือ ด้านการส่งเสริมการตลาด รองลงมา คือ ด้านการจัดจำหน่าย ส่วนด้านที่มีคะแนนเฉลี่ยน้อยที่สุด คือ ด้านผลิตภัณฑ์ และยังสอดคล้องกับการศึกษาของณวัฏภูมิ ลี้เจริญกวีคุณ (2561) พบว่า ปัจจัยด้านการตลาดที่มีผลต่อการใช้บริการ Mobile Banking ของลูกค้าธนาคารกรุงเทพ ได้แก่ ปัจจัยด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย ด้านการส่งเสริมการขาย ด้านบุคลากร ด้านภาพลักษณ์และการนำเสนอ ด้านกระบวนการให้บริการ และด้านประสิทธิภาพ เมื่อมีการพิจารณาเป็นภาพรวม ส่วนใหญ่ให้ระดับความสาคัญอยู่ในระดับมากทุกด้าน

ระดับความพึงพอใจในการใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile ด้านผลิตภัณฑ์ อยู่ในระดับมาก โดยมีค่าเฉลี่ยเท่ากับ 3.76 ทั้งนี้ลูกค้าที่ใช้แอปพลิเคชั่น ธ.ก.ส A-Mobile เนื่องจากมีบริการที่มีความน่าเชื่อถือ ถูกต้อง แม่นยำ ปลอดภัย มีธุรกรรมทางการเงินที่หลากหลายทันสมัย ตรงความต้องการ มีบริการช่วยให้ประหยัดเวลาและค่าใช้จ่าย และการทำรายการง่าย ไม่ซับซ้อน สะดวก รวดเร็วในการใช้บริการซึ่งสอดคล้องกับวรลักษณ์ เจริญผลและคณะ (2561) พบว่า ระดับทัศนคติการใช้แอปพลิเคชัน ธ.ก.ส. A – Mobile ด้านผลิตภัณฑ์ โดยภาพรวมอยู่ในระดับมาก ทั้งนี้ลูกค้ามีทัศนคติต่อการใช้แอปพลิเคชั่น ธ.ก.ส. A – Mobile เนื่องจากแอปพลิเคชั่นทำงานได้ถูกต้อง แม่นยำ มีความรวดเร็ว มีความปลอดภัยในการทำธุรกรรมทางการเงิน และแอปพลิเคชั่น ธ.ก.ส. A – Mobile มีบริการที่ครอบคลุมความต้องการของผู้ใช้งาน และยังสอดคล้องกับงานของกรกมล จำรัส (2560) พบว่า ปัจจัยด้านผลิตภัณฑ์ที่มีผลต่อการใช้บริการธุรกรรมทางการเงินผ่านอินเตอร์เน็ตแบงก์กิ้งของลูกค้าธนาคารกรุงเทพ สาขาพิษณุโลก อำเภอเมืองพิษณุโลก จังหวัดพิษณุโลก เนื่องจากสามารถใช้บริการได้ทุกที่ที่สามารถเชื่อมต่ออินเตอร์เน็ต การมีช่องทางการใช้งานหลากหลายตรงกับความต้องการและการมี SMS/Email แจ้งให้ทราบหลังการใช้บริการ อยู่ในระดับมาก

ระดับความพึงพอใจในการใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile ด้านราคา อยู่ในระดับมาก โดยมีค่าเฉลี่ย เท่ากับ 3.61 ทั้งนี้ลูกค้าที่ใช้แอปพลิเคชั่น ธ.ก.ส A-Mobile มีความพึงพอใจในค่าธรรมเนียมในการทำธุรกรรมต่อครั้งต่ำกว่าช่องทางอื่น ค่าบริการมีความเหมาะสมกับคุณสมบัติของบริการผ่าน ธ.ก.ส. A-Mobile และค่าธรรมเนียมในการทำธุรกรรมต่อครั้งต่ำกว่าธนาคารอื่น ซึ่งสอดคล้องกับภูมิภควัธจ์ ภูมพงศ์คชศร จอมภัค จันทะคัตและอัจฉราพรรณ ตั้งจาตุรโสภณ (2562) กรกมล จำรัส (2560) และวรลักษณ์ เจริญผลและคณะ (2561) พบว่า ปัจจัยด้านราคาที่มีผลต่อการใช้บริการธุรกรรมทางการเงินผ่านอินเตอร์เน็ตแบงก์กิ้ง อยู่ในระดับมาก ในเรื่องการไม่มีค่าธรรมเนียมในการสมัครใช้ทำธุรกรรมทางการเงิน การไม่มีค่าธรรมเนียมรายปี ไม่เรียกเก็บค่าธรรมเนียมรายปี อัตรา

ค่าธรรมเนียมในการใช้บริการแอปพลิเคชั่นมีความเหมาะสม ค่าธรรมเนียมในการทำธุรกรรมต่อครั้งต่ำกว่าธนาคารอื่น และค่าธรรมเนียมในการทำธุรกรรมต่อครั้งต่ำกว่าช่องทางอื่น

ระดับความพึงพอใจในการใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile ด้านช่องทางการจัดจำหน่าย อยู่ในระดับมาก โดยมีค่าเฉลี่ยเท่ากับ 4.31 ทั้งนี้ลูกค้าที่ใช้แอปพลิเคชั่น ธ.ก.ส A-Mobile มีความพึงพอใจในการใช้แอปพลิเคชั่นในเรื่องที่สามารถเข้าถึงได้ทุกที่ ทุกเวลา สอบถามการใช้งานผ่านคลอเซ็นเตอร์ตลอด 24 ชั่วโมง และความสะดวกในการสมัครใช้บริการ ธ.ก.ส A-Mobile ซึ่งสอดคล้องกับวรลักษณ์ เจริญผลและคณะ (2561) พบว่าระดับทัศนคติการใช้แอปพลิเคชั่น ธ.ก.ส. A – Mobile ด้านช่องทางการบริการ โดยภาพรวมอยู่ในระดับมาก ทั้งนี้ลูกค้ามีทัศนคติต่อการใช้แอปพลิเคชั่น ธ.ก.ส. A – Mobile เนื่องจากแอปพลิเคชั่นมีวิธีการสมัครใช้งานมีความสะดวกและรวดเร็วดี และใช้บริการได้ทุกที่ทุกเวลา เมื่อมีการเชื่อมต่ออินเทอร์เน็ต อยู่ในระดับมาก

ระดับความพึงพอใจในการใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile ด้านการส่งเสริมการตลาด อยู่ในระดับมากที่สุด โดยมีค่าเฉลี่ยเท่ากับ 3.70 ทั้งนี้ลูกค้าที่ใช้แอปพลิเคชั่น ธ.ก.ส A-Mobile มีความพึงพอใจในเรื่องที่พนักงานธนาคารให้คำแนะนำการใช้งานอย่างถูกต้อง มีการให้ข้อมูลครบถ้วน สม่ำเสมอ มีการประชาสัมพันธ์โดยการแจกแผ่นพับ มีป้ายโฆษณา และมีการจัดกิจกรรมเพื่อสังคม (CSR) เพื่อการประชาสัมพันธ์ให้ธนาคาร ซึ่งสอดคล้องกับมณฑิรา น้อยจีน (2562) พบว่า ปัจจัยส่วนผสมทางการตลาดที่ส่งผลต่อการเลือกใช้บริการ Krungthai NEXT ของธนาคารกรุงไทย จำกัด (มหาชน) จังหวัดนครปฐม ด้านการส่งเสริมการตลาด โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายข้อ พบว่า มีการประชาสัมพันธ์เกี่ยวกับระบบรักษาความปลอดภัยที่เพียงพอ และมีการโฆษณาผ่านสื่อต่าง ๆ ทางหนังสือพิมพ์ วิทยุ โทรทัศน์และสื่ออินเตอร์เน็ต เป็นต้น

ข้อเสนอแนะ

1. ความถี่ในการใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ พบว่า ลูกค้าผู้ใช้บริการ A-Mobile ที่ใช้บริการจำนวน 1-5 ครั้ง/เดือน ดังนั้น ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ ควรแนะนำการใช้งานให้กับลูกค้าให้เกิดความเข้าใจในการใช้แอพพลิเคชั่นถึงประโยชน์ที่เกิดจากการใช้งานหรือบอกถึงความสามารถในการใช้บริการแอพพลิเคชั่นว่าสามารถใช้งานในการทำธุรกรรมอะไรได้บ้าง เพื่อให้ลูกค้าเข้าใช้บริการจำนวนครั้งที่เพิ่มขึ้น

2. ประโยชน์ที่เกิดจากการใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขานาฝาย จังหวัดชัยภูมิ พบว่า ผู้ตอบแบบสอบถามที่ใช้แอปพลิเคชั่น เพราะประหยัดค่าใช้จ่าย ดังนั้น ธนาคารออมสิน ควรมีการพัฒนาแอปพลิเคชั่นให้มีความเสถียรอยู่ตลอดเวลา ให้ลูกค้าสามารถใช้งานได้โดยไม่สะดุด หรือต้องค่อยตรวจสอบการติดตามการใช้งานของลูกค้าเป็นประจำ และธนาคารผู้ให้บริการจำเป็นต้องมีการประชาสัมพันธ์ถึงประโยชน์ในเชิงเปรียบเทียบให้กับลูกค้าได้เห็นอย่างเด่นชัดเพื่อสร้างความมั่นใจและเพื่อสร้างความจูงใจให้กับลูกค้าที่ใช้บริการ

3. การศึกษาวิจัยนี้เป็นการศึกษาเพียงสาขาเดียว จึงควรทำการศึกษาทุกสาขาของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรในจังหวัดชัยภูมิ เพื่อให้ได้ผลการวิเคราะห์ที่เจาะลึกถึงผู้ใช้แอปพลิเคชั่น ธ.ก.ส. A-Mobile มากขึ้น และใช้เป็นแนวทางในการพัฒนาแอปพลิเคชั่น ธ.ก.ส. A-Mobile ในอนาคตต่อไป

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อิทธิพลของเนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจ ต่อการตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้าต่อธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย

The Influence of Content Generated by Users and Entrepreneurs towards Brand Awareness and Brand Identity of Famous Brand of Motorcycle Business among Generation Y Population in the Southern Gulf of Thailand

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ เพื่อศึกษา 1) ระดับความสำคัญของเนื้อหาที่ถูกสร้างจากผู้ใช้ เนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจ การตระหนักรู้ในตราสินค้าและอัตลักษณ์ตราสินค้าต่อธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย และ 2) อิทธิพลของเนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจ ต่อการตระหนักรู้ในตราสินค้าและอัตลักษณ์ตราสินค้าตของธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย ซึ่งเป็นผู้ใช้รถจักรยานยนต์ในพื้นที่ภาคใต้ฝั่งอ่าวไทย จำนวน 400 คน ที่ได้มาโดยวิธีการสุ่มตัวอย่างแบบเจาะจง เก็บรวบรวมข้อมูลโดยใช้แบบสอบถาม และดำเนินการวิเคราะห์ข้อมูลโดยใช้สถิติพื้นฐาน ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และการวิเคราะห์แบบจำลองโครงสร้าง จากผลการวิจัยพบว่า 1) ผู้ใช้รถจักรยานยนต์ให้ความสำคัญต่อเนื้อหาที่ถูกสร้างจากทั้งผู้ใช้และเจ้าของธุรกิจ ความสำคัญการตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้า 2) เนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจมีอิทธิพลต่อการตระหนักในตราสินค้าอย่างมีนัยสำคัญ รวมถึงมีอิทธิพลต่ออัตลักษณ์ตราสินค้าทั้งทางตรงและทางอ้อมอย่างมีนัยสำคัญ นอกจากนั้นการตระหนักรู้ในตราสินค้ามีอิทธิพลต่ออัตลักษณ์ตราสินค้าอย่างมีนัยสำคัญ

คำสำคัญ: เนื้อหาที่ถูกสร้างจากผู้ใช้ เนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจ การตระหนักรู้ในตราสินค้า อัตลักษณ์ตราสินค้า

Abstract

The purposes of the research were 1) to study the important level of content generated by users and entrepreneurs, brand awareness and brand identity of famous brand of motorcycle business among the generation Y population in the southern gulf of Thailand. 2) to study the influence of content generated by users and entrepreneurs towards brand awareness and brand identity of famous brand of motorcycle business among generation Y population in the southern gulf of Thailand. Four hundred of motorcycle riders in the southern gulf of Thailand were selected by the purposive sampling. Data were collected by the questionaries which were analyzed by using the basic statistics, namely frequency, percentage, mean, standard deviation, and Structural Equation Model Analysis. The findings were that 1) the content generated by both the users and the entrepreneurs was important to motorcycle riders as well as the importance of brand awareness and brand identity. 2)The content generated by the users and the entrepreneurs influenced the brand awareness in a significant level. It also influenced significantly the brand identity in both direct and indirect ways. Additionally, brand awareness was also influenced brand identity at a significant level.

Keywords: Content generated by users, content generated by entrepreneurs, brand awareness, brand identity

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[3] อาจารย์ประจำวิทยาลัยนานาชาติการท่องเที่ยว มหาวิทยาลัยราชภัฏสุราษฎร์ธานี

บทนำ

ในปัจจุบันโลกถูกขับเคลื่อนโดยเศรษฐกิจดิจิทัล (Digital Economy) บริษัทและองค์กรต่าง ๆ จึงใช้ประโยชน์จากเทคโนโลยีสารสนเทศและการสื่อสารเพื่อพัฒนาธุรกิจให้ทันต่อสถาณการณ์ในปัจจุบัน เพิ่มศักยภาพในทุก ๆ มิติ ทั้งด้านคุณภาพชีวิต ด้านการแข่งขัน ด้านต้นทุน และที่สำคัญเพื่อปรับตัวให้ก้าวทันพฤติกรรมของผู้บริโภค ก่อให้เกิดปรากฏการณ์ตลาดการค้าออนไลน์ (Digital Ecommerce) และการประยุกต์ใช้ดิจิทัลกับองค์กร (Digital Transformation) (สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคม, 2559)พฤติกรรมผู้บริโภคในปัจจุบันมีการแบ่งปันข้อมูลข่าวสารที่เกี่ยวข้องกับผลิตภัณฑ์ การบริการ และตราสินค้า ผ่านทางสื่อสังคมออนไลน์หรือสื่อสังคมออนไลน์ (Social Media) และสื่อสังคมออนไลน์แพลตฟอร์ม (Social Media Platform) และเลือกซื้อผลิตภัณฑ์โดยเชื่อถือคำแนะนำจากผู้มีประสบการณ์มากกว่าโฆษณา โดยข้อมูลข่าวสารต่าง ๆ ที่ผู้บริโภคได้สร้าง ถูกให้คำจำกัดความว่า เนื้อหาที่ถูกสร้างจากผู้ใช้ (User-Generated Content) ซึ่งเนื้อหาที่ถูกสร้างจากผู้บริโภคส่งผลให้เกิดโซเชียลโนมิกส์ เนชั่น (Socialnomics Nation) หรืออุปนิสัยใหม่ของผู้บริโภค กล่าวคือ สถาณการณ์ที่ผู้บริโภคจะค้นพบ และเลือกใช้สินค้าและบริการผ่านสื่อสังคมออนไลน์ (กรุงเทพธุรกิจออนไลน์, 2559) ซึ่งสอดคล้องกับผลการสำรวจข้อมูลพฤติกรรมการซื้อสินค้าและใช้บริการทางออนไลน์ของคนไทยโดยสำนักงานพัฒนาธุรกรรมทางอิเล็กทรอนิกส์ (สพธอ.) หรือ ETDA ปี พ.ศ. 2560 พบว่าผู้บริโภคร้อยละ 55.9 ผู้บริโภคตัดสินใจเข้าเยี่ยมชมเว็บไซต์ซื้อ-ขายของออนไลน์จากโฆษณาและสื่อสังคมออนไลน์ โดยพิจารณาจากข้อมูลและความคิดเห็นของผู้บริโภคที่มีประสบการณ์มาก่อน ในขณะที่ด้านธุรกิจก็ได้ปรับเปลี่ยนการบริหารธุรกิจ และการตลาดอย่างรวดเร็ว โดยทุ่มเงินไปกับโฆษณาดิจิทัล เพื่อส่งเสริมการขาย ส่งเสริมตราสินค้า และกระตุ้นยอดขาย ซึ่งทุกหมวดหมู่สินค้าต่างใช้จ่ายเงินผ่านโฆษณาดิจิทัลที่เป็นช่องทางในการประชาสัมพันธ์คอนเทนต์ ที่เรียกว่า เนื้อหาที่ถูกสร้างขึ้นจากผู้ประกอบการหรือเจ้าของธุรกิจผ่านสื่อสังคมออนไลน์ (Firm-Generated Content) ที่เกี่ยวข้องกับตราสินค้า ผลิตภัณฑ์ใหม่ และโปรโมชั่นต่าง ๆ นอกจากนี้ข้อมูลของสมาคมโฆษณาดิจิทัลแห่งประเทศไทย หรือ DAAT(2562) รายงานว่ามูลค่าตลาดโฆษณาดิจิทัลที่ผ่านมามีอัตราการเติบโตเพิ่มขึ้นอย่างต่อเนื่อง โดยมูลค่าตลาด 3 ปีล่าสุด (พ.ศ.2560-พ.ศ.2562) คือ 12,402 16,928 และ 19,555 ล้านบาท ตามลำดับ ซึ่งเพิ่มขึ้นจากปีก่อนหน้าร้อยละ 31 36 และ16 ตามลำดับ และในปี พ.ศ. 2563 จากภาวะการระบาดของไวรัสโควิด-19 หรือ COVID-19 ทั่วโลก ที่ส่งผลกระทบอย่างมหาศาลต่อประชาชน เศรษฐกิจ และอุตสาหกรรมต่าง ๆรวมถึงภาพรวมอุตสาหกรรมโฆษณาหลายแสนล้านบาท แต่อย่างไรก็ตามสำหรับเม็ดเงินโฆษณาผ่านสื่อดิจิทัลยังเติบโตได้ดีกว่าที่คาดการไว้ ซึ่งสวนทางเม็ดเงินโฆษณาสื่อประเภทอื่นที่ติดลบถ้วนหน้าๆ (ธนาคารแห่งประเทศไทย, 2563; กรุงเทพธุรกิจ, 2563) ดังนั้นสื่อสังคมออนไลน์จึงเป็นช่องทางสำคัญที่ได้รับความนิยมและยอมรับในการสื่อสารในยุคปัจจุบัน อีกทั้งยังเป็นช่องทางในการทำความเข้าใจถึงความชอบและการยอมรับของผู้บริโภคต่อผลิตภัณฑ์และตราสินค้า ซึ่งเนื้อหาที่มีความเหมาะสมทั้งที่ถูกสร้างจากผู้ใช้และธุรกิจเมื่อถูกประชาสัมพันธ์อย่างเหมาะสมสามารถชักจูงผู้บริโภคให้ตัดสินใจซื้อสินค้า เกิดการซื้อซ้ำ มีการบอกต่อจนเกิดความภักดีต่อตราสินค้า และกลายเป็นแฟนคลับของตราสินค้าได้ อย่างไรก็ตามก็สามารถก่อความเสียหายแก่ตราสินค้าและธุรกิจได้ เพราะธุรกิจไม่สามารถควบคุมผู้บริโภคให้แสดงความคิดเห็นเฉพาะในทางบวกต่อตราสินค้าได้ สื่อสังคมออนไลน์จึงจัดเป็นช่องทางการตลาดสมัยใหม่ในยุคดิจิทัลที่ถูกใช้ในการสื่อสารระหว่างผู้บริโภค-ผู้บริโภค และผู้บริโภค-ผู้ประกอบการ ที่มีทั้งผู้ได้ประโยชน์และผู้เสียประโยชน์ ธุรกิจจึงควรตระหนักถึงอิทธิพลผลของเนื้อหาที่ถูกสร้างขึ้นทั้งจากตัวผู้ประกอบการเอง และจากตัวผู้บริโภคเองที่มีต่อตราสินค้าที่เปรียบเป็นตัวแทนองค์กร

ในขณะเดียวกัน ภายใต้การวิวัฒนาการของการตลาดในอดีตจนมาถึงยุคปัจจุบันซึ่งเป็นยุคของดิจิทัล กลุ่มองค์กรและธุรกิจไม่อาจหลีกเลี่ยงสภาวะการแข่งขันภายใต้การเปลี่ยนแปลงทางเศรษฐกิจ การเมือง และสังคมไปได้ ไม่ว่าองค์กร หรือ ธุรกิจนั้นจะอยู่ในภาครัฐ หรือ เอกชน มีขนาดใหญ่ หรือ ขนาดเล็ก การสร้างตราสินค้า หรือ แบรนด์ (Brand) ให้แข็งแกร่งจึงเป็นสิ่งจำเป็นอย่างยิ่ง เนื่องจากตราสินค้า คือ สิ่งที่แสดงถึงตัวตน คุณค่า และเอกลักษณ์ขององค์กรหรือธุรกิจ อีกทั้งสามารถถ่ายทอดหรือสื่อถึงผู้บริโภคได้ว่าตราสินค้ามีความหมายและจุดยืนอย่างไร เป็นผลิตภัณฑ์หรือการบริการอะไร และคำสัญญาที่ให้แก่ผู้บริโภคคืออะไร ซึ่งหลอมรวมเป็นอัตลักษณ์ตราสินค้า (Brand Identity) ที่เป็นอีกหนึ่งปัจจัยสำคัญของธุรกิจให้มีความโดดเด่นและเป็นที่ยอมรับ (Aaker, 1996; Kapferer, 2012) และตราสินค้าถูกสื่อสารไปยังกลุ่มผู้บริโภคอย่างเหมาะสมสามารถสร้างภาพลักษณ์ตราสินค้าที่ดีในความคิดของผู้บริโภคได้ (Urde, 2013) เป็นผลให้นักการตลาดในปัจจุบันปรับเปลี่ยนรูปแบบเป็นการตลาดออนไลน์ที่ไม่เพียงการใช้อินเตอร์เน็ตและสื่อสังคมออนไลน์เป็นเครื่องมือในการสื่อสารตราสินค้า ข้อเสนอต่าง ๆ และกระจายเนื้อหาทางการตลาด (Content Marketing) (Comscore Media, 2017) แต่ยังใช้เป็นเครื่องมือในการสร้างและเพิ่มการรับรู้ในตราสินค้า (Brand Awareness) ซึ่งการรับรู้ในตราสินค้าเปรียบเป็นจุดแข็งที่แสดงถึงตัวตนของตราสินค้าในความคิดของผู้บริโภค และสามารถสร้างความได้เปรียบแก่ตราสินค้าในการเรียนรู้ และความรู้ที่เกี่ยวข้องกับตราสินค้าจนถึงระดับผลิตภัณฑ์ (Aaker, 1996; Keller, 2013) นอกจากนั้นสามารถส่งผลต่อกระบวนการการตัดสินใจซื้อของผู้บริโภคได้เช่นกัน ด้วยเหตุนี้การบริหารตราสินค้าให้ประสบความสำเร็จและมีมูลค่ายิ่งขึ้น โดยเฉพาะในยุคดิจิทัลที่เป็นศูนย์รวมแหล่งข้อมูลต่าง ๆ ขนาดใหญ่ (Bid data) และช่องทางที่ใช้ในการสื่อสารทางการตลาด (Digital Channel) ถูกนำมาใช้เป็นกลยุทธ์เพื่อเพิ่มศักยภาพกิจกรรมทางการตลาด (Marketing Activities) จึงทำให้เกิดการแข่งขันที่เข้มข้นและรุนแรง

ผู้บริหารและนักการตลาดจึงควรให้ความสำคัญต่อการจัดการมูลค่าตราสินค้า การเพิ่มการตระหนักรู้ในตราสินค้า (Brand Awareness) และการบริหารจัดการอัตลักษณ์ตราสินค้า (Brand Identity) ที่เป็นปัจจัยสำคัญในการสร้างความสำเร็จและการขยายตราสินค้าต่อไป (Erkollar and Oberer, 2016)

การตลาดยุคดิจิตอล ผลลัพธ์ที่นักการตลาดคาดหวังมากที่สุด คือ กลยุทธ์ต่าง ๆ สามารถส่งสารไปถึงกลุ่มผู้บริโภคเป้าหมายได้จึงต้องทำการศึกษาและทำความเข้าใจถึงความต้องการของผู้บริโภค โดยกลุ่มผู้บริโภคเป้าหมายอาจแบ่งได้ตามเพศ ความชอบและกลุ่มช่วงอายุ ซึ่งในขณะนี้นักเศรษฐศาสตร์และนักการตลาดทั่วโลกให้ความสนใจกลุ่มผู้บริโภคที่เกิดในช่วงปี พ.ศ 2523 – 2543 หรือกลุ่มเจเนอเรชั่นวาย (Generation Y: GenY) เนื่องจากเป็นกลุ่มประชากรจำนวนมากสุดซึ่งในทวีปเอเชียที่มีประชากรเจเนอเรชั่นวายมากที่สุดในโลกโดยประเทศไทยมีประชากรเจเนอเรชั่นวายมากติดอันดับ 1 ใน 3 ของอาเซียน และเป็นกลุ่มวัยทำงาน ดังนั้นจึงเป็นกลุ่มแรงงานหลักในการผลักดันเศรษฐกิจและการพัฒนาประเทศต่อไปแทนประชาการกลุ่มเจเนอเรชั่นเอ็กซ์ และเบบี้บูมที่เข้าสู่วัยเกษียณ จึงมีรายได้มั่นคง และมีกำลังซื้อ อีกทั้งประชากรกลุ่มเจเนอเรชั่นวายเติบโตมาพร้อมกับเทคโนโลยีจึงคุ้นเคย มีความเชี่ยวชาญและปรับตัวเข้ากับเทคโนโลยีใหม่ ๆ ตลอดเวลาจึงเข้าถึงข้อมูลข่าวสารได้ง่าย และชอบแสดงความคิดเห็นเกี่ยวกับผลิตภัณฑ์ การบริการ และตราสินค้า อีกทั้งเป็นกลุ่มที่ใช้งานอินเตอร์เน็ตมากที่สุด ถูกจัดเป็นกลุ่มที่เสพติดการบริโภคข้อมูลผ่านอินเตอร์เน็ตและสื่อสังคมออนไลน์ จึงนำประโยชน์จากเทคโนโลยีและข้อมูลดังกล่าวมาใช้พิจารณาและเปรียบเทียบผลิตภัณฑ์แต่ละตราสินค้าเพื่อใช้ประกอบการตัดสินใจซื้อผลิตภัณฑ์ประเภทนั้น ๆ (ธนาคารกรุงเทพ, 2563) ดังนั้น ผู้ประกอบการและนักการตลาดควรตระหนักถึงบทบาทการตลาดออนไลน์ พฤติกรรม และกำลังซื้อของผู้บริโภคเจเนอเรชั่นวายในการสร้างกลยุทธ์ทางการตลาดผ่านข้อได้เปรียบจากอุปนิสัยผู้บริโภคเจเนอเรชั่นวายในการสร้างคอนเทนต์ที่สามารถตอบสนองความต้องการได้ตรงจุดประสงค์ของผู้บริโภค และศึกษาและใช้ประโยชน์จากการแสดงความคิดเห็นของผู้บริโภคให้เกิดประโยชน์สูงสุดต่อผลิตภัณฑ์ การบริการ และตราสินค้า

แม้ว่าประเทศไทยกลุ่มธุรกิจที่มูลค่าตลาดมากที่สุดเป็นกลุ่มธุรกิจเชื้อเพลิงและพลังงาน กลุ่มธนาคาร และกลุ่มธุรกิจอาหารและเครื่องดื่ม แต่กลุ่มธุรกิจที่ใช้งบประมาณและมีอัตราการเติบโตในการใช้งบประมาณผ่านโฆษณาดิจิทัลมากที่สุด 3 ปีติดต่อกันตั้งแต่ปี พ.ศ. 2560-2562 คือ กลุ่มธุรกิจยานยนต์ (DAAT, 2562) โดยธุรกิจยานยนต์ในไทยประกอบด้วย 3 ประเภทใหญ่ ได้แก่รถยนต์ รถจักรยานยนต์ และชิ้นส่วนยานยนต์ ซึ่งสัดส่วนผู้จดทะเบียนรถยนต์และรถจักรยานยนต์ใหม่ของครึ่งปีของ พ.ศ. 2563 คือ 606,319 คัน และ 1,123,961 คัน ซึ่งเป็นรถจักรยานยนต์มากกว่ารถยนต์ร้อยละ 85 และยอดจำหน่ายรถจักรยายนต์ภายในประเทศในช่วง 8 เดือนแรกของปี พ.ศ. 2564 เติบโตขึ้นจากปีก่อนร้อยละ 7.9 ในขณะที่ยอดจำหน่ายรถยนต์เติบโตจากปีก่อนเพียงร้อยละ 2.4 จากตัวเลขจะเห็นได้ว่าคนไทยตัดสินใจซื้อรถจักรยานยนต์ได้ง่ายกว่าเนื่องจากกำลังซื้อ ราคา และสภาวะเศรษฐกิจรวมถึงราคาผลผลิตเกษตร รวมถึงผลพวงจากการผลกระทบโรคติดเชื้อไวรัสโคโรนา 2019 (COVID-2019) ที่ประชากรปฏิบัติตามมาตรการโรคติดต่อของกระทรวงสาธารณาสุขจึงทำให้พึ่งพาการบริการส่งอาหารเพิ่มสูงขึ้น (Food Delivery) ซึ่งเป็นผลให้มีผู้สนใจประกอบอาชีพผู้รับ-ส่งอาหาร (Rider) เป็นจำนวนมากจึงมีการซื้อ-ขายรถจักรยานยนต์เพิ่มขึ้นเช่นกัน (กลุ่มสถิติการขนส่ง, 2563; ศูนย์วิจัยกรุงศรี, 2565; สภาอุตสาหกรรม, 2564) จึงส่งผลให้เกิดการแข่งขันอย่างรุนแรงระหว่างผู้ประกอบรถจักรยานยนต์เพื่อที่จะครอบครองตลาดให้ได้มากที่สุด ซึ่งจากการแข่งขันของธุรกิจในปัจจุบันพบว่าการสื่อสารทางการตลาดส่งผลอย่างมีนัยสำคัญต่อการแข่นขันเพื่อช่วงชิงส่วนแบ่งการตลาด โดยเฉพาะการตลาดออนไลน์ ดังนั้นเจ้าของธุรกิจและนักการตลาดต้องวางแผนและกำหนดกลยุทธ์การตลาดที่มีประสิทธิภาพเพื่อเป็นผู้นำในส่วนแบ่งทางการตลาด เพิ่มยอดขาย และบริหารธุรกิจให้อยู่รอด

จากการทบทวนวรรณกรรมที่ผ่านมามีการศึกษาอย่างจำกัดในแง่อิทธิพลของเนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจต่อการตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้าในกลุ่มประชากรเจเนอเรชั่นวาย และแม้ว่า**ไทยมีสถานะเป็นประเทศผู้ผลิตรถจักรยานยนต์สำคัญอันดับ 5 ของโลก**แต่กลับพบงานวิจัยน้อยมากที่ศึกษาในขอบเขตธุรกิจรถจักรยานยนต์ (ศูนย์วิจัยวิจัยกรุงศรีอยุธยา, 2562) และมีงานวิจัยเพียงเล็กน้อยที่ศึกษาลงลึกในพื้นที่ภาคใต้ฝั่งอ่าวไทย ทั้ง ๆ ที่ภาคใต้ฝั่งอ่าวไทยมีความหนาแน่นของประชากรมากกว่าร้อยละ 50 ของจำนวนประชากรภาคใต้ทั้งหมด อีกทั้งกลุ่มจังหวัดภาคใต้ฝั่งอ่าวไทยมีจำนวนรถจดทะเบียนใหม่ โดยในปี พ.ศ. 2560-2562 มีจำนวน 139,722 คัน 122,585 คัน และ 121,156 คัน ตามลำดับ ในขณะที่ภาคใต้ฝั่งอันดามันมีจำนวนรถจดทะเบียนใหม่น้อยกว่า โดยปี พ.ศ พ.ศ. 2560-2562 มีจำนวน 86,576 คัน 81,739 คัน และ 78,519 คัน ตามลำดับ (กลุ่มงานบริหารยุทธศาสตร์กลุ่มจังหวัดภาคใต้ฝั่งอ่าวไทย, 2561; กลุ่มสถิติการขนส่ง, 2563) ดังนั้นผู้วิจัยจึงมีความสนใจในการศึกษาอิทธิพลของเนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจต่อการตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้าต่อธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาความสำคัญของเนื้อหาที่ถูกสร้างจากผู้ใช้ เนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจ การตระหนักรู้ในตราสินค้าและอัตลักษณ์ตราสินค้าต่อธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย

2. เพื่อศึกษาอิทธิพลของเนื้อหาที่ถูกสร้างจากผู้ใช้ เนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจ การตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้าต่อธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย

วิธีการดำเนินการวิจัย

งานวิจัยในครั้งนี้เป็นการศึกษาตัวแปรเนื้อหาที่ถูกสร้างจากผู้ใช้ เนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจ การตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้า และจัดเป็นวิจัยเชิงปริมาณ (Quantitative Research) ซึ่งดำเนินการเก็บข้อมูลโดยใช้แบบสอบถาม (Questionnaire) ซึ่งมี 2 รูปแบบ ดังนี้ แบบสอบถามทางอิเล็กทรอนิกส์ และแบบสอบถามในลักษณะเขียนตอบ โดยข้อมูลถูกรวบรวมจากผู้ใช้รถจักรยานยนต์กลุ่มเจเนอเรชั่นวายในเขตภาคใต้ฝั่งอ่าวไทย เพื่อมายืนยันสมมติฐาน ประชากรในงานวิจัยนี้ ประกอบด้วย ผู้ใช้รถจักรยานยนต์กลุ่มเจเนอเรชั่นวายที่อาศัยในเขตภาคใต้ฝั่งอ่าวไทย ซึ่งเป็นลักษณะของประชากรที่ไม่ทราบจำนวนประชากรที่แน่นอน จึงกำหนดกลุ่มตัวอย่างที่ระดับความเชื่อมั่นที่ 95 ได้จำนวน 385 ตัวอย่าง โดยมีความผิดพลาดไม่เกินร้อยละ 5 (Cochran, 1997) เพื่อความน่าเชื่อถือและความสะดวกในการวิเคราะห์ผล และเพื่อใช้วิเคราะห์ข้อมูลด้วยสมการโครงสร้าง ผู้วิจัยจึงใช้ขนาดกลุ่มตัวอย่างทั้งหมด 400 คน ซึ่งขนาดกลุ่มตัวอย่างจัดอยู่ในเกณฑ์ ดี ถึง ดีมาก (Comrey and Lee, 1992) ซึ่งแบบสอบถาม ประกอบด้วย 3 ส่วน ดังนี้ ส่วนที่ 1 เป็นคำถามสำหรับคัดกรองคุณสมบัติผู้ตอบแบบสอบถาม จำนวน 2 ข้อ เพื่อต้องการให้ได้กลุ่มตัวอย่างที่ต้องการศึกษา ส่วนที่ 2 คือ คำถามที่เกี่ยวข้องกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม จำนวน 9 ข้อ ส่วนที่ 3 ประกอบด้วยคำถามที่เกี่ยวข้องกับตัวแปรเนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจ เนื้อหาที่ถูกสร้างจากผู้ใช้ การตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้า จำนวน 52 ข้อ ซึ่งเกณฑ์การวัดจะเป็นแบบประเมิน 5 ระดับ (Rating Scale) ตามแบบ Linkert Scale คือ 5 = มากที่สุด 4 = มาก 3 = ปานกลาง 2 = น้อย และ 1 = น้อยที่สุด และเก็บรวบรวมข้อมูลรูปแบบอิเล็กทรอนิกส์ผ่านช่องทางออนไลน์และกระดาษเขียนตอบจากการลงพื้นที่ โดยเก็บข้อมูลจากกลุ่มตัวอย่างดำเนินการด้วยวิธีสุ่มตัวอย่างแบบเจาะจงที่เป็นผู้ใช้รถจักรยานยนต์ในพื้นที่ภาคใต้ฝั่งอ่าวไทย ซึ่งในขั้นแรกทำการรวบรวมจำนวนประชากรกลุ่มเจเนอเรชั่นวายในแต่ละจังหวัดของเขตภาคใต้ฝั่งอ่าวไทยจากสำนักงานสถิติแห่งชาติของปี พ.ศ. 2563 จากนั้นคำนวณสัดส่วนกลุ่มตัวอย่างตามกลุ่มประชากรได้ผลลัพธ์ ดังนี้ จังหวัดชุมพร 39 คน จังหวัดสุราษฎร์ธานี 84 คน จังหวัดนครศรีธรรมราช 123 คน จังหวัดพัทลุง 40 คน และจังหวัดสงขลา 114 คน ซึ่งดำเนินการจัดเก็บข้อมูล 20 พฤษภาคม – 30 กรกฎาคม 2565 โดยเก็บทั้งหมด 417 ตัวอย่าง ซึ่งข้อมูลที่สมบูรณ์และสามารถนำมาวิเคราะห์ผลต่อไปได้มีทั้งหมด 400 ตัวอย่าง

ขั้นตอนในการวิจัยข้อมูลถูกนำมาวิเคราะห์ด้วยโปรแกรม SPSS 22 และ AMOS 24 การตรวจสอบคุณภาพเครื่องมือ ผู้วิจัยตรวจสอบคุณภาพของเครื่องมือวัด ดังนี้ การตรวจสอบความเที่ยงตรงของแบบสอบถามด้วยวิธีดัชนีค่าสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ (Index of Item – Objective Congruence หรือ IOC) โดยนำเสนอแบบสอบถามแก่ผู้ทรงคุณวุฒิจำนวน 3 ท่าน และการตรวจสอบความเชื่อมั่น (Reliability) เพื่อทดสอบความเที่ยงตรง (Validity) ของแบบสอบถามก่อนนำไปใช้จริงจำนวน 30 ตัวอย่าง คำนวณด้วยสูตรสัมประสิทธิ์แอลฟา (Alpha Coefficient) ตามวิธีการของ Cronbach ทั้งนี้ตัวแปรเนื้อหาที่ถูกสร้างจากผู้ใช้มีค่า 0.851 เนื้อที่ถูกสร้างจากเจ้าของธุรกิจมีค่า 0.906 การตระหนักรู้ในตราสินค้ามีค่า 0.945 และอัตลักษณ์ตราสินค้ามีค่า 0954 ซึ่งทุกตัวมีค่าสัมประสิทธิ์อัลฟ่ามีค่ามากกว่า 0.70 เป็นที่ยอมรับได้ (Nunnally, 1978; Hair, 2010) นอกจากนั้น ผู้วิจัยได้คำนึงถึงจริยธรรมจรรยาบรรณนักวิจัย และสิทธิมนุษยชนของผู้ตอบแบบสอบถาม จึงมีการพิทักษ์สิทธิกลุ่มตัวอย่าง โดยยื่นส่งโครงร่างวิจัยเพื่อพิจารณาต่อคณะกรรมการประเมินงานวิจัยด้านจริยธรรมของสถาบันวิจัยและพัฒนา มหาวิทยาลัยราชภัฏสุราษฎร์ธานี ซึ่งได้หนังสือรับรองรหัส SRU-EC2021/040 อีกทั้ง ก่อนการดำเนินการวิเคราะห์องค์ประกอบเชิงยืนยันและการวิเคราะห์แบบจำลองสมการโครงสร้าง ผู้วิจัยได้ตรวจสอบข้อมูลที่เก็บจากผู้ใช้รถจักรยายนต์กลุ่มเจเนอเรชั่นวายในเขตภาคใต้ฝั่งอ่าวไทย 400 ตัวอย่าง ทั้งนี้ ตัวแปรแฝงทุกตัวมีค่า Corrected item-total correlation มากกว่า 0.3 (Field, 2005) ค่า Kaiser-Olkin measure of sampling adequacy เท่ากับ 0.751 ซึ่งมากกว่า 0.5 ที่ถือว่ายอมรับได้ (Kaiser, 1974) และค่า Bartlett's of sphericity มีค่าสูง

สรุปผลการวิจัย

การวิเคราะห์ความสำคัญของเนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจ การตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้า ต่อธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย

จากการวิเคราะห์ข้อมูลตารางที่ 1 ความสำคัญของเนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจ การตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้าของธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย พบว่า เนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจ การตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้า พบว่า กลุ่มตัวอย่างมีความคิดเห็นด้านเนื้อหาที่ถูกสร้างจากผู้ใช้ ค่าเฉลี่ยเท่ากับ 4.128 ด้านเนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจ ค่าเฉลี่ยเท่ากับ 4.180 ด้านการตระหนักรู้ในตราสินค้า ค่าเฉลี่ยเท่ากับ 4.336 และด้านอัตลักษณ์ตราสินค้า ค่าเฉลี่ยเท่ากับ 4.176 โดยผู้ใช้รถจักรยายนต์ให้ความสำคัญกับการตระหนักรู้ในตราสินค้ามากที่สุด โดยเฉพาะอย่างยิ่งในด้านตราสินค้าที่ตนเองจดจำได้ และคุ้นเคยเป็นอย่างดี รวมถึง

เนื้อหาที่ถูกสร้างจากผู้ใช้ และเนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจในระดับที่มากในการหาข้อมูลรถจักรยานยนต์เพื่อใช้ในการพิจารณาเลือกซื้อ นอกจากนั้นด้านอัตลักษณ์ตราสินค้ากลุ่มตัวอย่างให้ความสำคัญต่อตราสินค้าที่คนรอบตัวมีทัศนคติในเชิงบวกต่อตราสินค้านั้น

ตารางที่ 1 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของเนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจ การตระหนักรู้ในตราสินค้าและอัตลักษณ์ตราสินค้า

ตัวแปร	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	แปลผล
เนื้อหาที่ถูกสร้างจากผู้ใช้ (UGC)	4.128	.763	มาก
เนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจ (FGC)	4.180	.720	มาก
การตระหนักรู้ในตราสินค้า (AW)	4.336	.726	มากที่สุด
อัตลักษณ์ตราสินค้า (BI)	4.176	.717	มาก

การวิเคราะห์องค์ประกอบเชิงยืนยัน (Confirmatory Factor Analysis: CFA)

การวิเคราะห์องค์ประกอบเชิงยืนยันจะดำเนินการวิเคราะห์องค์ประกอบเชิงยืนยันอันดับที่ 1 และอันดับที่ 2 ในระหว่างการวิเคราะห์ได้ทำการการปรับโมเดลการวัดจึงมีตัววัดถูกตัดออกทั้งหมด 23 ตัว จึงเหลือตัววัด 29 ตัว ซึ่งมีค่า Factor loading มีค่ามากกว่า 0.5 ทุกตัว ขั้นตอนต่อไป เพื่อตรวจความถูกต้องของตัววัดทุกตัวที่ใช้วัดตัวแปรแฝงจึงวัดความตรงเชิงโครงสร้าง โดยการทำการตรวจสอบความตรงแบบสู่สมบูรณ์และความตรงเชิงจำแนก ผ่านการวัดค่าความเชื่อมั่นเชิงองค์ประกอบ (Composite Reliability: CR) ซึ่งมีค่าระหว่าง 0.920-0.987 ซึ่งมีค่ามากกว่า 0.70 ที่เป็นค่ายอมรับได้ ค่าเฉลี่ยของความแปรปรวนที่ถูกสกัดได้ (Average Variance Extracted: AVE) มีค่าระหว่าง 0.616-0.963 ซึ่งมีค่ามากกว่า 0.5 ที่เป็นค่าที่ยอมรับได้ และค่า maximum shared squared variance (MSV) ของงานวิจัยมีค่าต่ำกว่าค่า CR และค่า AVE (Hair et al., 2014) ซึ่งค่าเที่ยงตรงจากงานวิจัยนี้แสดงในตารางที่ 2 ดังนั้น จากผลการวัดโมเดลจึงได้สร้างความน่าเชื่อถือและความเที่ยงตรงต่อโมเดลการวัด ซึ่งนำไปสู่การขั้นตอนการวิเคราะห์ยืนยันโมเดลสมการโครงสร้างต่อไป

ตารางที่ 2 ความตรงแบบสู่สมบูรณ์ และความตรงเชิงจำแนกของตัววัดตัวแปรแฝง

Variables	Factor loading	CR	AVE	MSV	MaxR(H)	BA	UGC	FGC	BI
UGC	0.555-0.743	0.961	0.860	0.629	0.980	**0.927**			
FGC	0.602-0.697	0.927	0.616	0.493	0.931	0.566	**0.785**		
BA	0.555-0.779	0.920	0.622	0.518	0.924	0.717	0.702	**0.789**	
BI	0.531-0.717	0.987	0.963	0.629	1.182	0.793	0.529	0.720	**0.981**

หมายเหตุ UGC = User-generated Contents; FGC = Firm-generated Contents; BA = Brand Awareness; BI = Brand Identity; CR = Composite Reliability; AVE = Average Variance Extracted; MSV = Maximum Shared Squared Variance; MaxR(H) = Maximal Reliability

การวิเคราะห์แบบจำลองสมการโครงสร้าง (Structural Equation Model Analysis: SEM**)**

เพื่อวิเคราะห์ความสัมพันธ์ระหว่างตัวแปร ยืนยันและตรวจสอบว่าโมเดลมีความสอดคล้องกับข้อมูลเชิงประจักษ์ และทดสอบสมมติฐาน ผู้วิจัยจึงใช้ SEM โปรแกรม AMOS 24 โดยกระบวนการวิเคราะห์ทำภายใต้ดัชนีความสอดคล้องของโมเดลตามแนวคิดของ Hair et al., (2010) [31] ซึ่ง พบว่า โมเดลมีความสอดคล้องและกลมกลืนกับข้อมูลเชิงประจักษ์ดีถึงดีมาก โดยค่า CMIN/DF = 1.95, CFI = 0.98, GFI = 0.94, AGFI = 0.87, TLI = 0.96, NFI = 0.96, RMSEA = 0.049 และ RMR= 0.023 ดังในตารางที่ 3

ตารางที่ 3 ค่าความสอดคล้องกลมกลืนของแบบจำลองตามค่าดัชนีความสอดคล้องของแบบจำลอง

ค่าดัชนี (Goodness of Fit Indices)	ค่าที่ได้ (Observed Values)	เกณฑ์ที่ยอมรับได้ (Accepted Thresholds Reference)
CMIN/DF	1.96	< 3.00 (Hair et al., 2010) [31]
CFI	0.98	≥0.90 (Schumacker and Lomax, 2010; Hair et al., 2010) [35] [31]
GFI	0.94	≥0.90 (Schumacker and Lomax, 2010; Hair et al., 2010) [35] [31]
AGFI	0.87	≥ 0.80 (Schermelleh-Engle et.al, 2003; Hair et al., 2010) [36] [31]
TLI	0.96	≥ 0.90 (Hair et al., 2010) [31]
NFI	0.96	≥ 0.90 (Hair et al., 2010) [31]
RMSEA	0.049	<0.05 (MacCallum and Browne, 1993; Kline, 2005) [37] [38]
RMR	0.023	<0.05 (Hair et al., 2010) [31]

หมายเหตุ CMIN/DF = The Ratio of Chi-square Value to Degree of Freedom; CFI = The Comparative Fit Index; GFI = The Good-of-Fit Index; AGFI = The Adjusted Goodness-of-Fit Index; TLI = The Tucker-Lewis Index; NFI = The Normalized Fit Index; RMSEA = The Root Mean Square Error of Approximation; RMR = The Root Mean Square Residual

การทดสอบสมติฐาน (Hypothesis Testing) และวิเคราห์แบบจำลองโครงสร้างเนื้อหาที่ถูกสร้างจากผู้ใช้ และเจ้าของธุรกิจ ต่อการตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้าต่อธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย (Research Structural Model)

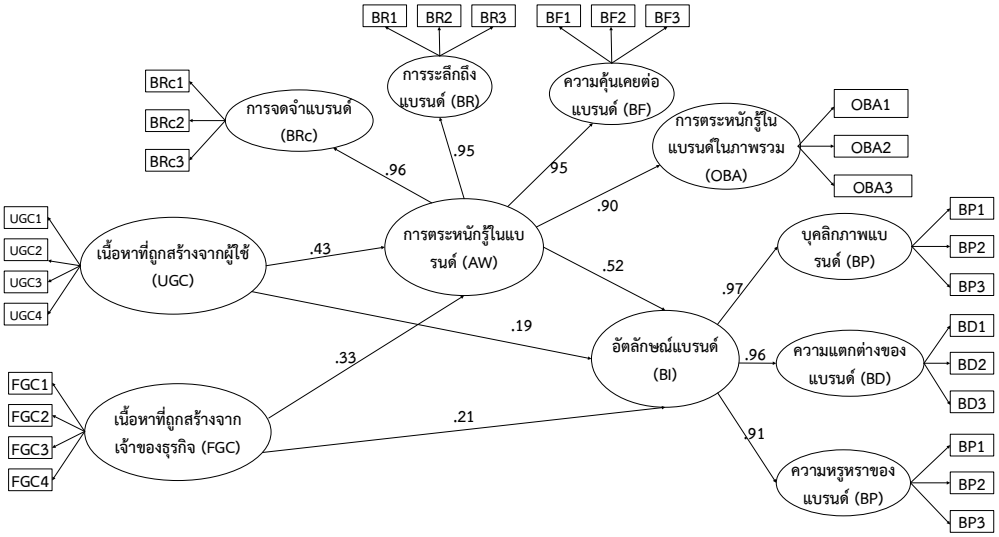
การวิเคราะห์ความสัมพันธ์ระหว่างตัวแปรผ่านการประเมินจากค่าน้ำหนักความสัมพันธ์ (Regression Weights) ซึ่งยอมรับทุกสมมติฐาน ผลจะถูกแสดงในตารางที่ 4 และ จากการวิเคราะห์แบบจำลองโครงสร้างสามารถแสดงความสัมพันธ์ระหว่างตัวแปรทั้งทางตรงและทางอ้อม ซึ่งความสัมพันธ์ทางตรง หมายถึง อิทธิพลระหว่างตัวแปรโดยไม่มีตัวแปรคั่นกลาง ในขณะที่ความสัมพันธ์ทางอ้อม หมายถึง อิทธิพลของตัวแปรอิสระผ่านตัวแปรคั่นกลาง จากรูปภาพที่ 1 แสดงให้เห็นว่าเนื้อหาที่ถูกสร้างจากจากผู้ใช้ (β =0.43) และเนื้อหาที่ถูกสร้างเจ้าของธุรกิจ (β =0.33) มีอิทธิพลโดยตรงในเชิงบวกต่อการตระหนักรู้ในตราสินค้า ในขณะเดียวกันเนื้อหาที่ถูกสร้างจากผู้ใช้ (β =0.19) เนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจ (β =0.21) และการตระหนักรู้ในตราสินค้า (β =0.52) มีอิทธิพลโดยตรงในเชิงบวกต่ออัตลักษณ์ตราสินค้า รวมถึงเนื้อหาที่ถูกสร้างจากผู้ใช้ (β =0.17) และเนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจ (β =0.23) มีอิทธิพลในเชิงบวกต่ออัตลักษณ์ตราสินค้าผ่านตัวแปรคั่นกลาง ดังนั้น จากผลการวิเคราะห์ชี้ให้เห็นว่าการสื่อสารการตลาดในยุคดิจิทัล เนื้อหาที่มาจากเจ้าของธุรกิจและผู้ใช้มีผลต่อการสร้างการตระหนักรู้ตราสินค้า รวมถึงส่งผลต่ออัตลักษณ์ตราสินค้าทั้งทางตรงและทางอ้อม ผู้ประกอบการและนักการตลาดจึงควรให้ความสำคัญในการผลิตเนื้อหาที่จะเผยแพร่แก่ผู้บริโภคให้มีความน่าสนใจและความเหมาะสม เพื่อสร้างความประทับใจและส่งผลให้สามารถจดจำตราสินค้าในทางบวกได้และเพื่อไม่ให้เกิดกระแสต่อต้านซึ่งจะส่งผลลบต่อตราสินค้า เนื่องจากการสื่อสารแบบปากต่อปากบนอินเตอร์เน็ตเป็นไปแบบรวดเร็วในวงกว้าง นอกจากนั้นการตระหนักรู้ในตราสินค้ามีอิทธิพลต่ออัตลักษณ์ตราสินค้า ซึ่งผู้ประกอบการและนักการตลาดสามารถสื่อสารถึงผู้บริโภคเป้าหมายและ

สร้างความเชื่อมโยงระหว่างตราสินค้าและผู้บริโภค จนตราสินค้าเปรียบเป็นตัวแทนของผู้บริโภคนำมาซึ่งความสำเร็จของการส่งผ่านจุดเด่น วิสัยทัศน์ และวัฒนธรรมองค์กร ดังนั้น อัตลักษณ์ตราสินค้าจึงเป็นจุดเริ่มต้นที่นำเสนอคุณลักษณะต่าง ๆ ต่อผู้บริโภค และเป็นจุดแข็งเพื่อบริหารตราสินค้าให้ประสบความสำเร็จ เพิ่มมูลค่าตราสินค้าและความได้เปรียบทางการแข่งขัน

ตารางที่ 4 ผลการทดสอบสมมติฐาน

สมมุติฐาน	เส้นทาง	ค่าสัมประสิทธิ์เส้นทาง (β)	ค่าความคลาดเคลื่อนมาตรฐาน (S.E.)	*t*-value	*p*-value	ผลการทดสอบ
สมมุติฐาน 1	AW <-- UGC	.431	.084	4.668	***	ยอมรับ
สมมุติฐาน 2	AW <-- FGC	.327	.062	3.819	***	ยอมรับ
สมมุติฐาน 3	BI <-- AW	.522	.184	4.863	***	ยอมรับ
สมมุติฐาน 4	BI <-- UGC	.193	.129	2.332	*	ยอมรับ
สมมุติฐาน 5	BI <-- FGC	.205	.090	2.860	**	ยอมรับ

หมายเหตุ * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$



รูปภาพที่ 1 แบบจำลองโครงสร้างเนื้อหาที่ถูกสร้างจากผู้ใช้ และเจ้าของธุรกิจ ต่อการตระหนักรู้ในตราสินค้า และอัตลักษณ์ตราสินค้าต่อธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากร เจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย (Research Structural Model)

อภิปรายผลการวิจัย

ผลการวิเคราะห์ความสำคัญของเนื้อหาที่ถูกสร้างจากผู้ใช้ในธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย พบว่า ผู้ตอบแบบสอบถามให้ความสำคัญต่อเนื้อหาที่ถูกสร้างจากผู้ใช้ในระดับมาก ซึ่งเนื้อหาที่ผู้ตอบแบบสอบถามให้ความสำคัญมากที่สุด คือเนื้อหาที่มีประโยชน์ และเนื้อหาที่สร้างความมั่นใจได้ ซึ่งสอดคล้องกับงานวิจัยของ Sethana, Hazari and Bergie, (2017); Nosita and Lestari, (2019) ซึ่งชี้ให้เห็นว่าการค้นคว้าหาข้อมูลเกี่ยวกับผลิตภัณฑ์จากผู้บริโภคที่มีประสบการณ์หรือกำลังใช้ผลิตภัณฑ์ในรูปแบบต่าง ๆ บนสื่อสังคมออนไลน์ เช่น การให้คะแนนสินค้า การเขียนความคิดเห็น รูปภาพ เป็นต้น มีความน่าเชื่อถือซึ่งสามารถสร้างทัศนคติต่อตราสินค้าในทางที่ดี จึงถูกนำมาใช้ในการเปรียบเทียบและประกอบการตัดสินใจในการเลือกซื้อผลิตภัณฑ์ รวมถึงมีอิทธิพลต่อความตั้งใจซื้อและเพิ่มความต้องการซื้อผลิตภัณฑ์ได้

ผลการวิเคราะห์ความสำคัญของเนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจในธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่ให้ความสำคัญต่อเนื้อหาที่มาจากเจ้าของธุรกิจหรือตัวแทนจัดจำหน่ายมาก ในระดับมากที่สุด คือ เนื้อหาในโลกออนไลน์ที่มาจากบริษัทผู้ผลิตหรือผู้จัดจำหน่ายรถจักรยานยนต์สามารถสร้างความพึงพอใจต่อผู้บริโภคได้ ซึ่งสอดคล้องกับงานวิจัยของ Schivinski and Dabrowski, (2016) ทั้งนี้เพราะ ข้อมูลที่มา

จากเจ้าของธุรกิจจะถูกนำเสนอโดยผู้เชี่ยวชาญผ่านการตรวจสอบความถูกต้อง และมีการนำเสนอนวัตกรรมใหม่ และความรู้ใหม่ๆ ซึ่งอัพเดทได้ตลอดเวลาและเป็นประโยชน์แก่ผู้บริโภค

ผลการวิเคราะห์ความสำคัญด้านการตระหนักรู้ในตราสินค้าธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่ให้ความสำคัญต่อการตระหนักรู้ในตราสินค้ารถจักรยานยนต์เป็นอย่างยิ่ง ในระดับมากสุด คือ การจดจำตราสินค้าและความคุ้นเคย ซึ่งผู้บริโภคสามารถจดจำและแยกแยะตราสินค้าที่มีการสร้างการรับในตราสินค้าสูง จากการประชาสัมพันธ์ การให้บริการ และชื่อเสียงของตราสินค้า ซึ่งสอดคล้องกับงานวิจัยของ Kim, Choe and Petrick (2018) และ Seo and Park (2018)

ผลการวิเคราะห์ความสำคัญอัตลักษณ์ตราสินค้าของธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่ให้ความสำคัญต่ออัตลักษณ์ตราสินค้าในระดับมากซึ่งให้ความสำคัญมากที่สุด คือ ความหรูหราของตราสินค้า ซึ่งสอดคล้องกับงานวิจัยของ Mayasari and Wiadi (2017) ทั้งนี้อัตลักษณ์ตราสินค้าเป็นสิ่งที่ธุรกิจสร้างขึ้นเพื่อถ่ายทอดความพิเศษของผลิตภัณฑ์และตราสินค้า จึงเปรียบเป็นตัวแทนผู้บริโภคขณะใช้ซึ่งทำให้ผู้บริโภคยินดีที่ใช้ตราสินค้าที่สามารถสะท้อนความเป็นตัวตนของผู้บริโภคในแง่มุมที่แสดงถึงความสำเร็จ ความมีระดับ และภาพลักษณ์ที่ดี

ผลการวิเคราะห์อิทธิพลของเนื้อหาที่ถูกสร้างจากผู้ใช้ เนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจ การตระหนักรู้ในตราสินค้าและอัตลักษณ์ตราสินค้าต่อธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงของกลุ่มประชากรเจเนอเรชั่นวายในพื้นที่ภาคใต้ฝั่งอ่าวไทย พบว่า จากสมมติฐานที่ 1 และ 2 เนื้อหาที่ถูกสร้างจากผู้ใช้รถจักรยานยนต์ และเจ้าของธุรกิจมีอิทธิพลเชิงบวกต่อการตระหนักรู้ในตราสินค้า ซึ่งสอดคล้องกับงานวิจัยของ Colicev, Kumar and O'Connor (2019) ที่ระบุว่า การสื่อสารทางการตลาดที่ประกอบด้วยข้อมูลและสาระสำคัญของผลิตภัณฑ์ การบริการ และตราสินค้ามีบทบาทสำคัญต่อการตระหนักรู้ในตราสินค้าของผู้บริโภค โดยเฉพาะอย่างยิ่งด้านการจดจำได้ ในขณะเดียวกัน Schivinski and Dabrowski (2015) พบว่า การสื่อสารบนสื่อสังคมออนไลน์ที่ประกอบด้วยเนื้อหาต่าง ๆ จากผู้ใช้รถจักรยานยนต์และเจ้าของธุรกิจที่ส่งผลต่อการตระหนักรู้ในตราสินค้า ผ่านเนื้อหาที่สามารถสร้างความพึงพอใจแก่ผู้บริโภค เช่น เนื้อหารูปภาพ ความคิดเห็น และวิดีโอ เนื่องจากแสดงออกถึงภาพลักษณ์ตราสินค้า และคุณค่าตราสินค้าในมุมมองผู้บริโภค ในส่วนงานวิจัยของ Grubor, Djokic and Milovanov (2017) และ ธาดาธิเบศร์ ภูทอง และจิโรจ โชติศิริคุณวัฒน์ (2561) พบว่า เนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจมีอิทธิพลเชิงบวกต่อการตระหนักรู้ในตราสินค้า ผ่านทางข้อมูลต้องมีประโยชน์ที่นำมาซึ่งการสร้างและเพิ่มระดับการตระหนักรู้จึงทำให้สามารถแยกแยะตราสินค้าออกจากคู่แข่งได้ อีกทั้ง Poulis, Rizomyliotis and Konstantoulaki (2019) พบว่า การเพิ่มระดับการตระหนักรู้ยังสามารถส่งผลต่อการตั้งใจซื้อผลิตภัณฑ์ จากสมมติฐานที่ 3 การตระหนักรู้ตราสินค้ามีอิทธิพลเชิงบวกต่ออัตลักษณ์ตราสินค้า ซึ่งสอดคล้องกับงานวิจัยของ Switała, Reformat, Gamrot and Bilinska-Reformat (2018) พบว่า การสร้างการตระหนักรู้ในตราสินค้าอย่างถูกต้องและเหมาะสมมีผลต่ออัตลักษณ์ตราสินค้าเช่นเดียวกันกับงานวิจัยของ Chen (2019) พบว่า การสร้างการตระหนักรู้ในตราสินค้าจนสามารถทำให้ผู้บริโภครับรู้และจดจำตราสินค้าที่มีอัตลักษณ์โดดเด่น ส่งผลให้ผู้บริโภคเกิดความพึงพอใจและภาคภูมิใจเมื่อใช้ผลิตภัณฑ์ เพราะตราสินค้าสามารถสื่อและบ่งบอกถึงเอกลักษณ์เฉพาะตัวของผู้ใช้ได้ ในขณะที่สมมติฐานที่ 4 และ 5 เนื้อหาที่ถูกสร้างจากผู้ใช้และเนื้อหาที่ถูกสร้างจากธุรกิจมีอิทธิพลเชิงบวกต่ออัตลักษณ์ตราสินค้าทางตรง นอกจากนั้นจากผลการวิเคราะห์แสดงให้เห็นว่า เนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจมีอิทธิพลเชิงบวกต่ออัตลักษณ์ตราสินค้าทางอ้อมเช่นกัน ซึ่งสอดคล้องกับงานวิจัยของ Alakkas, Vivek, Paul, Nabi and Khan (2022) กล่าวว่า เมื่อนักการตลาดสื่อสารถึงผู้บริโภคผ่านเนื้อหาบนโลกออนไลน์ได้อย่างมีประสิทธิภาพเป็นผลให้อัตลักษณ์ตราสินค้ามีภาพลักษณ์ที่ดีในมุมมองของผู้บริโภคได้ และแบบจำลองที่ได้มีความสามารถในการวัดอัตลักษณ์ตราสินค้าของธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียงกลุ่มประชากรเจเนอเรชั่นวายในภาคใต้ฝั่งอ่าวไทยได้ดีและยอมรับได้

ข้อเสนอแนะ

ในทางทฤษฎี ผลที่ได้จากการวิจัยสามารถเพิ่มองค์ความรู้ในเรื่องการสื่อสารการตลาดในยุคดิจิทัลที่ด้วยเนื้อหาที่ถูกสร้างจากผู้ใช้และเนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจ ที่ส่งผลต่อการตระหนักรู้ตราสินค้าและอัตลักษณ์ตราสินค้าของธุรกิจรถจักรยานยนต์ตราสินค้าที่มีชื่อเสียง การเข้าใจในเรื่องการรับข้อมูลข่าวสารของผู้บริโภคผ่านสื่อสังคมออนไลน์มีประโยชน์อย่างมากต่อผู้ประกอบการและนักการตลาด เพื่อสร้างกลยุทธ์การตลาดให้เหมาะสมกับกลุ่มผู้บริโภคเป้าหมายโดยเฉพาะประชากรเจเนอเรชั่นวายที่มีพฤติกรรมการเลือกซื้อผลิตภัณฑ์ผ่านการสืบค้นข้อมูลออนไลน์ นอกจากนั้น เพื่อเน้นย้ำถึงความสำคัญของการตระหนักรู้ในตราสินค้าและอัตลักษณ์ตราสินค้าซึ่งเป็นองค์ประกอบสำคัญในการสร้างตราสินค้า ดังนั้น ผู้ประกอบการและนักการตลาดควรใช้ประโยชน์จากเนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจ ในการสร้างความโดดเด่นและสร้างจุดขายให้ผลิตภัณฑ์ การบริการและตราสินค้า และสร้างการตระหนักรู้และอัตลักษณ์ตราสินค้าผ่านเนื้อหาต่าง ๆ

ในทางปฏิบัติ เนื้อหาที่ถูกสร้างจากผู้ใช้และเจ้าของธุรกิจทุกรูปแบบได้เข้ามามีบทบาทสำคัญต่อการตลาดยุคใหม่ ซึ่งเนื้อหาที่ถูกสร้างจากผู้ใช้เป็นที่นิยมเนื่องจากผู้บริโภคสามารถเข้ามามีส่วนร่วมในการผลิตและออกแบบเพื่อสร้างสรรค์เนื้อหาและกระตุ้นให้ผู้บริโภคอื่น ๆ เข้ามามีส่วนร่วม อีกทั้งยังได้รับสิ่งตอบแทนกลับมาเช่นกัน ในส่วนเนื้อหาที่ถูกสร้างจากเจ้าของธุรกิจก็ต้องมีความจริงใจควบคู่ไปกับความซื่อสัตย์กับลูกค้า ความรู้ที่เกี่ยวข้องกับผลิตภัณฑ์ การบริการ และตราสินค้า จึงมีความถูกต้องแม่นยำ เนื้อหาต่าง ๆ สามารถเพิ่มระดับการตระหนักรู้และถ่ายทอดอัตลักษณ์แบรนด์ต่อมุมมองผู้บริโภค นักการตลาดสามารถใช้ประโยชน์จากการสื่อสารผ่านสื่อสังคมออนไลน์ที่ประชากรเจเนอเรชั่นวายสามารถค้นหาข้อมูลได้ในทุก ๆ รายละเอียดที่เกี่ยวกับธุรกิจรถจักรยานยนต์ ซึ่งสามารถส่งผลให้ต่อการตัดสินใจซื้อผลิตภัณฑ์

อย่างไรก็ตามงานวิจัยนี้มีข้อจำกัดบางประการที่สามารถศึกษาต่อยอดสำหรับงานวิจัยในอนาคตได้ งานวิจัยนี้ได้ศึกษาเนื้อหาที่ถูกสร้างจากผู้ใช้ในรูปแบบจำพวกการแสดงความคิดเห็น การให้คะแนน บทความ และรูปภาพ เป็นส่วนใหญ่ ซึ่งไม่ได้ศึกษาในขอบเขตการแลกเปลี่ยนความคิดเห็นในเชิงรูปแบบของการตั้งคำถามและการตอบ (Questions and Answers: Q&A) ที่มาจากการปฏิสัมพันธ์ของผู้บริโภคด้วยกันหรือกับเจ้าของธุรกิจกำลังเป็นที่นิยม เช่น การตั้งกระทู้ถามตามสื่อสังคมออนไลน์ต่าง ๆ กระทู้ตามเพจตราสินค้าและตัวแทนจัดจำหน่าย ควรศึกษาเพิ่มในขอบเขตของเนื้อหาในลักษณะโฆษณาแฝง (Content Seeding) การศึกษาเนื้อหาในลักษณะนี้สามารถเพิ่มความเข้าใจด้านการสื่อสารการตลาดในโลกออนไลน์ได้ดียิ่งขึ้น อีกทั้งในงานวิจัยนี้ไม่ได้ศึกษาเฉพาะเจาะจงประเภทสื่อสังคมออนไลน์ เนื่องจากงานวิจัยชิ้นให้ความสำคัญของลักษณ์เนื้อหา ซึ่งในแต่ละแพลตฟอร์มสื่อสังคมออนไลน์มีหลักการใช้งานลักษณะเฉพาะตัว และจุดเด่น-จุดด้อยต่างกันออกไป ซึ่งสามารถนำมาใช้เป็นข้อมูลในการเปรียบเทียบและเป็นตัวเลือกในการแสดงเนื้อหาให้เหมาะสมเพื่อให้เข้าถึงกลุ่มผู้บริโภคกลุ่มเป้าหมายได้อย่างรวดเร็ว นอกจากนี้ในงานวิจัยนี้มุ่งเน้นในธุรกิจรถจักรยานยนต์ โดยงานวิจัยในอนาคตควรมุ่งเน้นไปธุรกิจอื่น ๆ เนื่องจากในแต่ละธุรกิจ เนื้อหา การสร้างการรับรู้แบรนด์ และอัตลักษณ์แบรนด์มีความแตกต่างกันตามกลุ่มผู้บริโภคเป้าหมาย

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BUS-053

การศึกษาสาเหตุและปัจจัยที่ส่งผลต่อการตัดสินใจของผู้ปกครองในการส่งบุตรหลานศึกษาต่อระดับชั้นมัธยมศึกษาตอนปลาย: กรณีศึกษา โรงเรียนต้นกล้าวิทยา

Study on Cause and Factors in Decision to Send Children to High School: Ton Khla Wittaya School

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ 3 ประการ 1)เพื่อศึกษาสาเหตุที่ผู้ปกครองไม่ส่งบุตรหลานศึกษาต่อในระดับชั้นมัธยมศึกษาตอนปลายของโรงเรียนต้นกล้าวิทยา 2) ศึกษาปัจจัยที่มีผลต่อการตัดสินใจของผู้ปกครองโรงเรียนต้นกล้าวิทยาในการเลือกสถานศึกษาระดับชั้นมัธยมศึกษาตอนปลาย 3) นำเสนอกลยุทธ์การตลาดในการเพิ่มจำนวนนักเรียนในระดับชั้นมัธยมศึกษาตอนปลายของโรงเรียนต้นกล้าวิทยา โดยใช้แนวคิด ทฤษฎีส่วนประสมทางการตลาดบริการ ทฤษฎีพฤติกรรมผู้บริโภค ทฤษฎีการตัดสินใจซื้อ กระบวนการตัดสินใจ ทฤษฎีลักษณะประชากรศาสตร์ แนวคิดเกี่ยวกับการจัดการศึกษา ประชากรที่ใช้ในการศึกษาครั้งนี้คือ ผู้ปกครองนักเรียนระดับชั้นมัธยมศึกษาปีที่ 1 - มัธยมศึกษาปีที่ 3 จำนวน 106 คน เครื่องมือที่ใช้ในการเก็บข้อมูลคือแบบสอบถามและแบบสัมภาษณ์ วิเคราะห์โดยใช้สถิติเชิงพรรณนา ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตฐาน และ สถิติเชิงอนุมาน การวิเคราะห์การถดถอยพหุคูณ t-test ANOVA วิเคราะห์สาเหตุด้วยแผนผังสาเหตุและผล

ผลการวิจัยพบว่า สาเหตุที่ผู้ปกครองไม่ส่งบุตรหลานศึกษาต่อชั้นมัธยมศึกษาตอนปลายเพราะ ขาดความเชื่อมั่นด้านหลักสูตรและการเรียนการสอน ผลการเปรียบเทียบ ปัจจัยส่วนบุคคลที่ส่งผลต่อการตัดสินใจ พบว่า ผู้ปกครองที่มีอายุแตกต่างกัน มีการตัดสินใจที่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และผลการเปรียบเทียบปัจจัยส่วนประสมทางการตลาดบริการกับการตัดสินใจ พบว่า ปัจจัยด้านการจัดการเรียนการสอน มีผลต่อการค้นหาข้อมูล การประเมินทางเลือก การตัดสินใจ และทัศนคติหลังการศึกษาต่อระดับมัธยมศึกษาตอนต้น ด้านบุคลากร มีผลต่อการรับรู้ปัญหา และ ด้านกระบวนการ มีผลต่อการตัดสินใจเลือกเรียนต่อระดับมัธยมศึกษาตอนปลาย และทัศนคติหลังการศึกษาต่อระดับมัธยมศึกษาตอนต้น แนวทางสำหรับกลยุทธ์การตลาดในการเพิ่มจำนวนนักเรียนเพื่อศึกษาต่อในระดับมัธยมศึกษาตอนปลาย เสนอแนะว่าควรจัดบุคลากรทำกิจกรรมแนะแนวการศึกษาต่อตามโรงเรียนในจังหวัดกาญจนบุรี

คำสำคัญ: ส่วนประสมทางการตลาดบริการ(7 Ps), การตัดสินใจ, ระดับมัธยมศึกษาตอนปลาย, จังหวัดกาญจนบุรี

Abstract

This study had three objectives 1) examine the reasons for the parents' decision not to send their children to Ton Khla Wittaya School's high-school program, 2) examine factors in the decision of Ton Khla Wittya School parents/guardians to select high schools, 3) propose a service market strategy to increase the number of high school students in Ton Khla Wittaya School, using the concepts of service marketing mix theory, consumer behavior theory, purchase decision theory, demographic theory, purchase decision theory and learning management theory. Population used in this study were 106 parents/guardians of Grade 7-9 students. Data collection was done through survey and interview forms. Analysis was done using descriptive statistics, such as percentage, mean, standard deviation and inferential statistics, along with multiple regression. Hypothesis test was done using ANOVA t-test. Causal analysis was done using a cause-and-effect diagram.

The study found that the reason for the parents/guardians not sending their children to high school was lack of confidence in the program and education. The 7P marketing mix factors were rate high by the parents/guardians generally. Comparison of service marketing mix level with personal factors in decision revealed that age of the parents affected the decision significantly at 0.05. Comparison of service marketing mix factors and

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decision revealed that learning management affected information searching related with high school education, choice assessment, and decision to continue with high school education. Attitude after middle school education, namely personnel, affected problem perception, while process affected decision and attitude after middle school education. The marketing strategy for increasing the number of high school students was that education counseling activities should be held in schools in Kanchanaburi Province.
Keywords: Service Marketing Mix (7Ps), Decision, High School Education, Kanchanaburi Province

บทนำ

ปัจจุบันสถาบันการศึกษาเอกชน ในระดับมัธยมศึกษาได้มีการก่อตั้งขึ้นอย่างมากในจังหวัดต่าง ๆ โรงเรียนเอกชนได้เข้ามามีบทบาททางการศึกษาทั้ง ๆ ที่มีโรงเรียนในสังกัดรัฐบาล เป็นเพราะเพื่อตอบสนองความต้องการที่แตกต่างของนักเรียนและผู้ปกครองในด้านการเรียนการสอน การดูแลเอาใจใส่บุตรหลาน ด้านสภาพแวดล้อมในโรงเรียน ผู้ปกครองจะเลือกสถาบันการศึกษาที่คาดหวังให้บุตรหลานได้รับการศึกษาและสังคมที่ดี

โรงเรียนต้นกล้าวิทยา (นามสมมติ) เป็นโรงเรียนเอกชนที่มีชื่อเสียง ของอำเภอท่ามะกา จังหวัดกาญจนบุรี โรงเรียนต้นกล้าวิทยา ก่อตั้งเมื่อปีการศึกษา 2556 มีบุคลากรทั้งหมด 94 คน และมีนักเรียนทั้งหมด 656 คน มีการจัดการศึกษาตั้งแต่ระดับชั้นอนุบาล - มัธยมศึกษาตอนปลาย และเปิดการศึกษาระดับมัธยมศึกษาตอนปลายเมื่อปีการศึกษา 2557 ลักษณะเด่นของโรงเรียนคือการสอนแบบสองภาษา ระยะเวลา 3 ปีการศึกษาที่ผ่านมา คือปีการศึกษา 2563 - 2565 พบว่า จำนวนนักเรียนระดับชั้นมัธยมศึกษาตอนต้นที่เข้าศึกษาต่อระดับชั้นมัธยมศึกษาตอนปลายของโรงเรียนต้นกล้าวิทยา มีจำนวนลดลงมากกว่าร้อยละ 50 จากปัญหาการลดลงของนักเรียนอย่างต่อเนื่อง คณะผู้บริหารของโรงเรียนต้นกล้าวิทยา มีความวิตกกังวล และเห็นความจำเป็นที่จะต้องศึกษาวิจัยเพื่อหาข้อมูลเกี่ยวกับสาเหตุของการที่นักเรียนไม่ศึกษาต่อในระดับมัธยมศึกษาตอนปลายของโรงเรียน คาดหวังว่าจะนำข้อมูลดังกล่าวมาใช้ในการปรับปรุงด้านวิชาการ คือการจัดการเรียนการสอน และด้านการบริหารจัดการ โดยเฉพาะด้านการทำการตลาดให้เหมาะสมกับความต้องการของผู้ปกครองและตัวนักเรียนเอง ผู้บริหารของโรงเรียนเห็นความสำคัญที่โรงเรียนควรจะมีการสร้างกลยุทธ์ทางการตลาดบริการที่เหมาะสม เพื่อสร้างความสามารถทางการแข่งขันให้กับโรงเรียนในระยะยาว

วัตถุประสงค์ของงานวิจัย

1. เพื่อศึกษาสาเหตุที่ผู้ปกครองไม่ส่งบุตรหลานศึกษาต่อในระดับชั้นมัธยมศึกษาตอนปลายของโรงเรียนต้นกล้าวิทยา
2. ศึกษาปัจจัยที่มีผลต่อการตัดสินใจของผู้ปกครองโรงเรียนต้นกล้าวิทยาในการเลือกสถานศึกษาระดับชั้นมัธยมศึกษาตอนปลาย
3. นำเสนอกลยุทธ์การตลาดในการเพิ่มจำนวนนักเรียนในระดับชั้นมัธยมศึกษาตอนปลายของโรงเรียนต้นกล้าวิทยา

วิธีการดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่าง

จำนวนประชากรและกลุ่มตัวอย่างสำหรับข้อมูลเชิงคุณภาพ

ประชากรที่ใช้ในการศึกษาครั้งนี้ คือ คณะผู้บริหารโรงเรียนต้นกล้าวิทยา และ ผู้ปกครองที่ไม่ส่งบุตรหลานศึกษาต่อระดับชั้นมัธยมศึกษาตอนปลายโรงเรียนต้นกล้าวิทยา ทั้งนี้ ได้กลุ่มตัวอย่างที่เป็นผู้บริหารของโรงเรียนต้นกล้า ที่ดำรงตำแหน่งผู้อำนวยการ และ ผู้ช่วยผู้อำนวยการ จำนวน 2 คน และผู้ปกครอง ได้จากการติดต่อผู้ปกครองที่ยินดีที่ให้ข้อมูล จำนวน 5 คน

จำนวนประชากรสำหรับข้อมูลเชิงปริมาณ

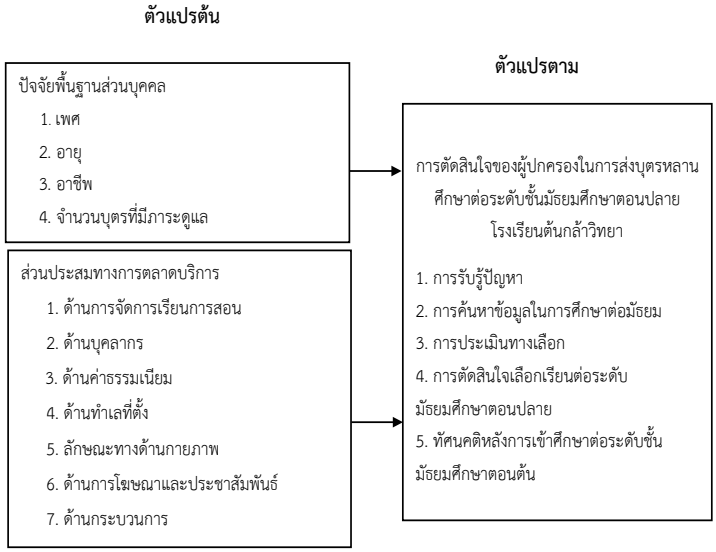
การศึกษาครั้งนี้ใช้ประชากรทั้งหมดในการเก็บข้อมูลเชิงปริมาณ คือ ผู้ปกครองนักเรียนระดับชั้นมัธยมศึกษาปีที่ 1 – มัธยมศึกษาปีที่ 3 จำนวน 106 คน รายละเอียดดังนี้

ตารางที่ 1 จำนวนประชากรที่เป็นผู้ปกครองนักเรียน จำแนกตามชั้นปี

ระดับชั้น	จำนวน (คน)
มัธยมศึกษาปีที่ 1	30
มัธยมศึกษาปีที่ 2	37
มัธยมศึกษาปีที่ 3	39
รวม	**106**

ที่มา: บุคลากรฝ่ายสนับสนุนระดับมัธยม, ก.ย. 2565.

2 กรอบแนวคิด และตัวแปรที่ใช้ในการศึกษา



3. ขอบเขตการวิจัย

ขอบเขตด้านพื้นที่

สถานที่ในการทำการศึกษา คือ โรงเรียนต้นกล้าวิทยา อำเภอท่ามะกา จังหวัดกาญจนบุรี

ขอบเขตด้านประชากร

การศึกษานี้ ศึกษาเฉพาะผู้ปกครองของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 1 - 3 ที่กำลังศึกษาอยู่ในโรงเรียนต้นกล้าวิทยา ในภาคต้น ปีการศึกษา 2565

ขอบเขตด้านตัวแปร

ตัวแปรต้นที่ใช้ศึกษา ประกอบด้วย 2 ส่วน คือ ปัจจัยด้านประชากรศาสตร์ และ ปัจจัยด้านส่วนประสมการตลาดบริการ (7Ps)

เครื่องมือที่ใช้ในการวิจัย

การศึกษานี้ ใช้เครื่องมือ 2 เครื่องมือ คือ แบบสอบถามสำหรับการเก็บข้อมูลเชิงปริมาณ และ แบบสัมภาษณ์สำหรับการเก็บข้อมูลเชิงคุณภาพ ดังนี้

เครื่องมือแบบสอบถาม แบบมีโครงสร้าง เป็นแบบสอบถามปลายปิด (Close-Ended Question) แบ่งออกเป็น 3 ตอน คือ ตอนที่ 1 สอบถามเกี่ยวกับปัจจัยส่วนบุคคล ตอนที่ 2 คำถามเกี่ยวกับการประเมินความคิดเห็นของผู้ปกครองภายใต้ปัจจัยส่วนประสมทางการตลาดบริการ ตอนที่ 3 คำถามเกี่ยวกับกระบวนการตัดสินใจของผู้ปกครอง แบบสอบถามตอน 2 - 3 ให้เกณฑ์การวัดแบบมาตราส่วนประเมินค่า (Rating Scale) 5 ระดับตั้งแต่ระดับน้อยที่สุด (1 คะแนน) ถึง มากที่สุด (5 คะแนน)

นำแบบสอบถามที่ได้ออกแบบให้ผู้ทรงคุณวุฒิจำนวน 3 คน ตรวจความเที่ยงตรงของวัตถุ ประสงค์เนื้อหาและภาษาที่ใช้ หลังจากนั้นนำข้อเสนอแนะของผู้เชี่ยวชาญมาปรับปรุงเนื้อหาของคำถามแต่ละข้อของแบบสอบถามให้มีความเหมาะสมตรงตามวัตถุประสงค์ของคำถามวิจัย โดยมีดัชนีความสอดคล้อง (IOC) อยู่ระหว่าง 0.7 – 1.00

การศึกษานี้ได้ทำการวิเคราะห์ความน่าเชื่อถือของแบบสอบถามโดยทดลองใช้ (Try out) กับผู้ปกครองที่ไม่ใช่กลุ่มตัวอย่างในการวิจัย จำนวน 30 คน จากนั้นทำการหาค่าความเชื่อมั่น (Reliability) ของแบบสอบถามโดยวิธีการหาค่าสัมประสิทธิ์แอลฟาครอน

บาค (Cronbach's Alpha Coefficient : **α**) (Cronbach, 1990) โดยค่าสัมประสิทธิ์แอลฟาของครอนบาคของตัวแปรส่วนประสมทางการตลาด มีค่าเท่ากับ 0.81

2. แบบสัมภาษณ์เชิงลึก (In-depth Interview) มี 2 แบบ คือ แบบสัมภาษณ์เชิงลึกสำหรับผู้บริหารโรงเรียนต้นกล้าวิทยา ประกอบด้วยการสอบถามข้อมูลส่วนบุคคล เกี่ยวกับ เพศ อายุ อาชีพ ตำแหน่งงาน และคำถามเกี่ยวกับ ข้อได้เปรียบภายในองค์กร ข้อเสียเปรียบภายในองค์กร ปัจจัยภายนอกองค์กรที่ส่งผลดีต่อองค์กร ปัจจัยภายนอกองค์กรที่ส่งผลเสียต่อองค์กร แบบสัมภาษณ์ผู้ปกครองที่ไม่ส่งบุตรหลานเข้าศึกษาต่อ ประกอบด้วยการสอบถามข้อมูลส่วนบุคคล เกี่ยวกับ เพศ อายุ อาชีพ และคำถามเกี่ยวกับการรับรู้ปัญหา การค้นหาข้อมูลในการศึกษาต่อมัธยม การประเมินทางเลือก การตัดสินใจเลือกเรียนต่อระดับมัธยมศึกษาตอนปลาย ทัศนคติหลังการเข้าศึกษาต่อระดับชั้นมัธยมศึกษาตอนต้น

4. วิธีการเก็บข้อมูล

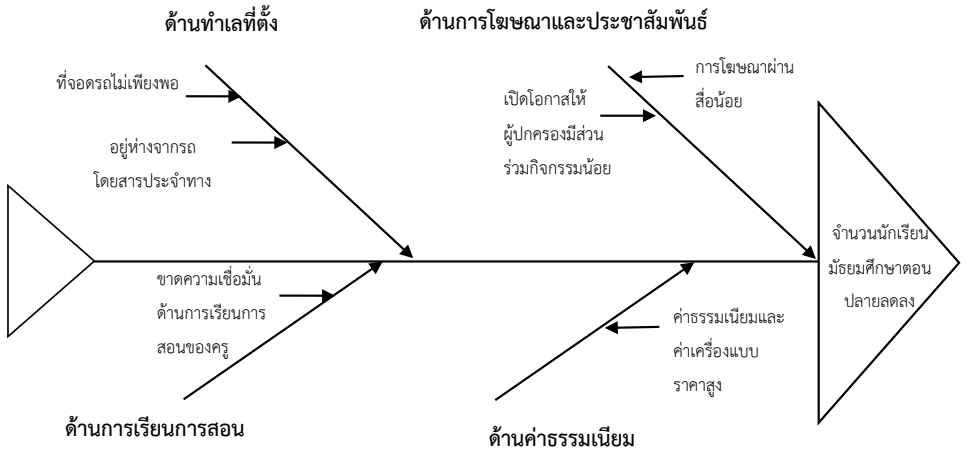
เก็บรวบรวมข้อมูลแบบสอบถามในรูปแบบออนไลน์ผ่าน Link จาก Google From โดยดำเนินการส่ง Link ผ่านทาง Line Group สัมภาษณ์ผู้บริหารของโรงเรียนต้นกล้าวิทยา และผู้ปกครองที่ไม่ส่งบุตรหลานศึกษาต่อระดับชั้นมัธยมศึกษาตอนปลายที่โรงเรียนต้นกล้าวิทยาจำนวน 5 ราย โดยทำการเก็บข้อมูลระหว่างเดือน 1กันยายน – 31 ตุลาคม 2565

ผลการวิจัย

จากการวิเคราะห์ข้อมูล สรุปผลตามวัตถุประสงค์ได้ดังนี้

1. สาเหตุที่ผู้ปกครองไม่ส่งบุตรหลานศึกษาต่อในระดับชั้นมัธยมศึกษาตอนปลายของโรงเรียนต้นกล้าวิทยา

การวิเคราะห์สาเหตุของปัญหาในการวิจัยครั้งนี้ได้จากการเก็บรวบรวมข้อมูลแบบสอบถามผู้ปกครองที่กำลังศึกษาอยู่ระดับชั้นมัธยมศึกษาปีที่ 1 – 3 และแบบสัมภาษณ์ผู้ปกครองที่ไม่ตัดสินใจเลือกเรียนต่อระดับชั้นมัธยมศึกษาตอนปลายโรงเรียนต้นกล้าวิทยา สามารถเขียนแผนภูมิเพื่อระบุปัญหาได้ดังนี้



สาเหตุที่ 1 ด้านการโฆษณาและประชาสัมพันธ์ เนื่องจากโรงเรียนยังมีการโฆษณาประชาสัมพันธ์ด้วยสื่อป้ายโฆษณาน้อยและขาดความต่อเนื่อง จึงยังไม่สามารถสร้างการรับรู้ในบางประเด็นที่โรงเรียนต้องการสื่อสารถึงผู้ปกครองและบุคคลภายนอก

สาเหตุที่ 2 ด้านค่าธรรมเนียม เนื่องจากโรงเรียนต้นกล้าวิทยาเป็นโรงเรียนสองภาษา แบบมีครูต่างชาติที่เป็นเจ้าของภาษาประจำอยู่ที่โรงเรียน มีวุฒิการศึกษาด้านการสอน ครูได้รับเงินเดือนสูงจึงทำให้ค่าธรรมเนียมการเรียนสูงกว่าโรงเรียนบริเวณรอบข้าง และค่าเครื่องแบบมีเนื้อผ้าที่มีความพิเศษเรื่องการสวมใส่สบายและระบายอากาศดี ทำให้มีต้นทุนสูง

สาเหตุที่ 3 ด้านทำเลที่ตั้ง เนื่องจากโรงเรียนต้นกล้าวิทยามีทำเลที่ตั้งอยู่ในซอยเล็ก ทำให้การเดินทางด้วยรถโดยสารประจำทางไม่ได้รับความสะดวก อีกทั้งโรงเรียนมีพื้นที่จำกัดจึงทำให้มีที่จอดรถไม่เพียงพอต่อความต้องการ

สาเหตุที่ 4 ด้านการเรียนการสอน เนื่องจากโรงเรียนต้นกล้าวิทยา เพิ่งเปิดการเรียนการสอนระดับชั้นมัธยมศึกษาตอนปลายได้เพียงไม่กี่ปี ผลงานด้านวิชาการ และการเรียนการสอนยังมีน้อย ประกอบกับมีครูใหม่ที่ยังขาดประสบการณ์ด้านการสอน จึงทำให้ผู้ปกครองยังขาดความเชื่อมั่น และโรงเรียนของรัฐในจังหวัด มีระยะเวลาเปิดมานานมากกว่าโรงเรียนต้นกล้า

2. ปัจจัยที่มีผลต่อการตัดสินใจของผู้ปกครองโรงเรียนต้นกล้าวิทยาในการเลือกสถานศึกษาระดับชั้นมัธยมศึกษาตอนปลาย

จากตารางที่ 2 ผลการวิเคราะห์ปัจจัยที่ส่งผลต่อผลต่อการตัดสินใจของผู้ปกครองในการส่งบุตรหลานศึกษาต่อระดับชั้นมัธยมศึกษาตอนปลายโรงเรียนต้นกล้าวิทยา โดยใช้สถิติเชิงอนุมาน ด้วยการวิเคราะห์สมการถดถอยพหุคูณ และการทดสอบสมมติฐานว่ามีตัวแปรใดที่ส่งผลต่อการตัดสินใจของผู้ปกครอง ผลการศึกษาพบว่า ปัจจัยด้านการจัดการเรียนการสอน (β เท่ากับ 0.067) มีผลต่อการค้นหาข้อมูลในการศึกษาต่อมัธยม การประเมินทางเลือก การตัดสินใจเลือกเรียนต่อระดับมัธยมศึกษาตอนปลาย และทัศนคติหลังการเข้าศึกษาต่อระดับมัธยมศึกษาตอนต้น ด้านบุคลากร (β เท่ากับ 0.091) มีผลต่อการรับรู้ปัญหา ด้านกระบวนการ (β เท่ากับ 0.086) มีผลต่อการตัดสินใจเลือกเรียนต่อระดับมัธยมศึกษาตอนปลาย และทัศนคติหลังการเข้าศึกษาต่อระดับมัธยมศึกษาตอนต้น

ตารางที่ 2 ผลการทดสอบสมมติฐาน

ปัจจัยส่วนประสมทางการตลาดบริการ	Unstandardized Coefficients		Standardized Coefficients		
	B	**Std. Error**	**Beta**	**t**	**Sig**
ค่าคงที่	0.315	0.186		1.695	0.093
ด้านการจัดการเรียนการสอน	0.205	0.067	0.232	3.049	0.003*
ด้านค่าธรรมเนียม	0.030	0.075	0.030	0.400	0.690
ด้านทำเลที่ตั้ง	0.127	0.077	0.148	1.653	0.101
ด้านการโฆษณาและประชาสัมพันธ์	0.084	0.083	0.096	1.006	0.317
ด้านบุคลากร ครูไทย ครูต่างชาติ เจ้าหน้าที่	0.187	0.091	0.210	2.055	0.041*
ลักษณะทางด้านกายภาพ	0.054	0.068	0.062	0.792	0.430
ด้านกระบวนการ	0.236	0.086	0.263	2.752	0.007*
R = 0.886, R^2 = 0.786, Adjusted R^2 = 0.771, SEE=0.319, F=53.301 Sig(F) = 0.000					

* มีนัยสำคัญทางสถิติที่ระดับ 0.05

3 นำเสนอกลยุทธ์การตลาดในการเพิ่มจำนวนนักเรียนในระดับชั้นมัธยมศึกษาตอนปลายของโรงเรียนต้นกล้าวิทยา

จากการศึกษาถึงสาเหตุของปัญหาจำนวนนักเรียนระดับชั้นมัธยมศึกษาตอนปลายลดลงอย่างต่อเนื่อง ผลการศึกษานี้ เสนอกลยุทธ์การตลาดในเพิ่มจำนวนนักเรียนระดับชั้นมัธยมศึกษาตอนปลายให้กับโรงเรียนต้นกล้าวิทยา ดังนี้

กลยุทธ์ทางเลือกที่ 1 การซื้อโฆษณาผ่านสื่อออนไลน์ เพื่อสร้างโอกาสในการขยายตลาด ประชาสัมพันธ์โรงเรียนผ่านสื่อออนไลน์ เป็นการเพิ่มกลุ่มเป้าหมายที่ยังไม่รู้จักโรงเรียนหรือไม่มีข้อมูลเกี่ยวกับโรงเรียนได้เกิดการรับรู้ข้อมูลหลักสูตรการจัดการเรียนการสอน เพื่อให้กลุ่มเป้าหมายเกิดความสนใจโรงเรียนมากขึ้น

กลยุทธ์ทางเลือกที่ 2 จัดอบรมครูในช่วงปิดภาคเรียน จัดอบรมครูในช่วงปิดภาคเรียน โดยเชิญวิทยากรจากภายนอกที่มีความชำนาญเรื่องแผนการสอนแต่ละรายวิชา ได้แก่ คณิตศาสตร์ วิทยาศาสตร์ ภาษาไทย เพื่อพัฒนาทักษะการสอนของครู

กลยุทธ์ทางเลือกที่ 3 จัดกิจกรรมแนะแนวการศึกษาให้กับโรงเรียนในจังหวัดกาญจนบุรี จัดกิจกรรมแนะแนวการศึกษาให้กับโรงเรียนมัธยมศึกษาตอนต้นในจังหวัดกาญจนบุรี เป็นการกระตุ้นให้เกิดความสนใจจากนักเรียนโดยตรงหากนักเรียนมีความสนใจสามารถเขียนใบสมัครได้ทันที เนื่องจากผลจากการสัมภาษณ์ปกครองพบว่าการตัดสินใจของนักเรียนมีผลต่อการตัดสินใจของผู้ปกครองด้วยเช่นกัน

จากแนวทางทั้ง 3 แนวทาง ได้ทำการประเมินทางเลือกที่เหมาะสมที่สุด โดยใช้เกณฑ์การให้คะแนนจากผู้บริหารโรงเรียนต้นกล้าวิทยา พบว่า กลยุทธ์ที่ 3 การจัดกิจกรรมแนะแนวการศึกษาให้กับโรงเรียนมัธยมศึกษาตอนต้นในจังหวัดกาญจนบุรี เหมาะสมที่สุด

อภิปรายผล

ผลการศึกษานี้ พบว่ามีประเด็นสำคัญ ที่นำมาอภิปรายผล ดังต่อไปนี้

1. ด้านปัจจัยส่วนประสมทางการตลาด ผลการศึกษานี้ พบว่า ปัจจัยด้านลักษณะทางกายภาพมีค่าเฉลี่ยสูงที่สุด รองลงมา คือ ด้านบุคลากร ด้านการจัดการเรียนการสอน ด้านกระบวนการ ด้านการโฆษณาและประชาสัมพันธ์ ด้านค่าธรรมเนียม และด้านทำเลที่ตั้งตามลำดับ ซึ่งสอดคล้องกับแนวคิดของ ศิริวรรณ เสรีรัตน์ และ ศุภร เสรีรัตน์ (2552) กล่าวว่า การจัดสิ่งกระตุ้นภายนอกเพื่อให้ผู้บริโภคเกิดความต้องการผลิตภัณฑ์ สิ่งกระตุ้นนั้นจะเป็นเหตุจูงใจที่ทำให้เกิดการซื้อสินค้าหรือบริการ นักการตลาดควรจัดการให้มีสิ่งกระตุ้นทางการตลาดเกิดขึ้น

2. ด้านการตัดสินใจ ผู้ตอบแบบสอบถามส่วนใหญ่มีระดับความคิดเห็นของการตัดสินใจโดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านโดยเรียงจากมากไปน้อย ได้แก่ ด้านการรับรู้ปัญหาอยู่ในระดับมาก รองลงมาคือ ด้านการประเมินทางเลือก การตัดสินใจเลือกเรียนมัธยมศึกษาตอนปลาย ตามลำดับ และด้านการค้นหาข้อมูลในการศึกษาต่อมัธยมศึกษาตอนปลาย และทัศนคติหลังการเข้าศึกษาต่อระดับมัธยมศึกษาตอนต้น อยู่ในระดับปานกลาง สอดคล้องกับผลการศึกษาของ กันตรัตน์ สุจิตวนิช (2563) ศึกษาปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจเลือกโรงเรียนสองภาษาเอกชน A ของผู้ปกครองสำหรับบุตรหลานในจังหวัดปทุมธานี พบว่า ผู้ปกครองมีระดับการตัดสินใจด้านการรับรู้ปัญหา มีค่าเฉลี่ยสูงที่สุด

3. การตัดสินใจกับปัจจัยด้านประชากรศาสตร์ของผู้ปกครอง พบว่า ผู้ปกครองที่มี อายุแตกต่างกัน มีระดับการการตัดสินใจที่แตกต่างกัน ส่วนตัวแปรด้านเพศ อาชีพ และรายได้ต่อเดือนของผู้ปกครองที่แตกต่างกัน มีผลต่อการตัดสินใจไม่แตกต่างกัน ซึ่งตัวแปรด้าน เพศ มีความแตกต่างจากผลการศึกษาของ นิศาชล สืบแจ้ (2560) ศึกษาเรื่อง “ปัจจัยที่มีอิทธิพลต่อการตัดสินใจของผู้ปกครองในการส่งบุตรหลานเข้าเรียนในโรงเรียนพระราม 9 กาญจนาภิเษก” พบว่า ผู้ตอบแบบสอบถามที่มีเพศ อายุ อาชีพ ที่อยู่ปัจจุบัน และรายได้รวมของครอบครัวต่อเดือนต่างกัน มีระดับการตัดสินใจที่ไม่แตกต่างกัน

4. การตัดสินใจกับปัจจัยส่วนประสมทางการตลาดบริการ (7Ps) ผลการศึกษา พบว่า 1) ปัจจัยด้านการจัดการเรียนการสอน มีผลต่อ การค้นหาข้อมูลในการศึกษาต่อมัธยม การประเมินทางเลือก การตัดสินใจเลือกเรียนต่อระดับมัธยมศึกษาตอนปลาย และทัศนคติหลังการศึกษาระดับมัธยมศึกษาตอนต้น 2) ด้านบุคลากร ครูไทย ครูต่างชาติ เจ้าหน้าที่ มีผลต่อการรับรู้ปัญหา 3) ด้านกระบวนการ มีผลการตัดสินใจเลือกเรียนต่อระดับมัธยมศึกษาตอนปลาย และทัศนคติหลังการศึกษาระดับมัธยมศึกษาตอนต้น ซึ่งไม่สอดคล้องกับ กันตรัตน์ สุจิตวนิช (2563) ศึกษาเรื่อง “ปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจเลือกโรงเรียนสองภาษาเอกชน A ของผู้ปกครองสำหรับบุตรหลานในจังหวัดปทุมธานี” พบว่า ปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจของผู้ปกครองมากที่สุด คือ ด้านทำเลที่ตั้ง

ข้อเสนอแนะ

ข้อเสนอแนะจากการศึกษา นำเสนอให้ทางผู้บริหารของโรงเรียน ให้ความสำคัญกับปัจจัยส่วนประสมการตลาดบริการในด้าน การสื่อสารการตลาด และ การพัฒนาบุคลากรครู เรียงตามลำดับความสำคัญ ดังนี้

1. ควรจัดกิจกรรมสื่อสารการตลาด ด้วยกิจกรรมแนะแนวตลอดปี เนื่องจากผลจากการสัมภาษณ์ผู้ปกครองพบว่าการตัดสินใจของนักเรียนมีผลต่อการตัดสินใจของผู้ปกครอง จึงควรมีการจัดกิจกรรมแนะแนวการศึกษาโรงเรียนต่างๆ ในจังหวัดกาญจนบุรี เป็นการกระตุ้นให้เกิดความสนใจจากนักเรียนโดยตรง หากนักเรียนมีความสนใจ จะส่งผลต่อการบอกต่อผู้ปกครองให้ตัดสินใจด้วยเช่นกัน

2. ควรให้ความสำคัญและเพิ่มความหลากหลายของสื่อออนไลน์ในการประชาสัมพันธ์ เช่น Facebook Line กลุ่ม Tik Tok เป็นการเพิ่มกลุ่มเป้าหมายที่ยังไม่รู้จักโรงเรียนหรือไม่มีข้อมูลเกี่ยวกับโรงเรียนได้เกิดการรับรู้ข้อมูลหลักสูตรการจัดการเรียนการสอน เพื่อให้กลุ่มเป้าหมายเกิดความสนใจโรงเรียนมากขึ้น

3. ควรจัดการงฝึกอบรม พัฒนาบุคลากรครู จากผลการศึกษานี้พบว่า ความรู้ ความสามารถด้านการสอนของบุคลากรครูมีผลต่อการรับรู้ปัญหา โรงเรียนควรมีการจัดอบรมพัฒนาครูในด้านการจัดการเรียนการสอน เพื่อยกระดับความรู้ความสามารถของครูให้เกิดการเปลี่ยนแปลงภายในองค์กรเป็นการสร้างความเชื่อมั่นให้ผู้ปกครอง

ข้อเสนอแนะสำหรับการศึกษาครั้งต่อไป

การศึกษาในครั้งนี้มีข้อเสนอแนะสำหรับการศึกษาครั้งต่อไป ดังนี้

1. การวิจัยเชิงปริมาณ ควรมีการศึกษาปัจจัยด้านอื่นที่มีผลต่อการตัดสินใจเพิ่มเติมด้วย เช่น ด้านคุณภาพบริการ ด้านการรักษาความสัมพันธ์ระหว่างโรงเรียนและผู้ปกครอง เพื่อนำผลการศึกษาที่ได้ใช้เป็นแนวทางในการบริหารจัดการโรงเรียนให้มีประสิทธิภาพและสร้างความพึงพอใจต่อผู้ปกครองและนักเรียนให้ตัดสินใจศึกษาต่อระดับชั้นมัธยมศึกษาตอนปลายโรงเรียนต้นกล้าให้มากที่สุด

2. การวิจัยเชิงคุณภาพ ควรมีการทำสัมภาษณ์เชิงลึกโดยการสัมภาษณ์กลุ่ม แบบ Focus group เพื่อให้เข้าใจถึงปัญหา สาเหตุ ความต้องการของผู้ปกครองได้หลากหลายมากขึ้น

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ผลกระทบการประยุกต์ใช้ TFRS 15 ต่อคุณภาพกำไรของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย
Effect of TFRS 15 adoption on profit qualityof listed companies on the Stock Exchange of Thailand

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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลกระทบการประยุกต์ใช้ TFRS 15 ต่อคุณภาพกำไรของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย จัดเก็บข้อมูลจากงบการเงิน รายงานประจำปีและแบบแสดงรายการข้อมูลประจำปี (แบบ 56-1) ที่เปิดเผยในเว็บไซต์ของตลาดหลักทรัพย์แห่งประเทศไทย และเว็บไซต์สำนักงานคณะกรรมการกำกับหลักทรัพย์และตลาดหลักทรัพย์ (ก.ล.ต) พ.ศ. 2564 จำนวน 541 บริษัท ผลการศึกษาพบว่าการประยุกต์ใช้ TFRS15 ซึ่งวัดการเปลี่ยนแปลงของรายได้ของกิจการมีอิทธิพลต่อคุณภาพกำไรที่วัดจากรายการคงค้างตามดุลยพินิจผู้บริหาร

คำสำคัญ: TFRS 15, คุณภาพกำไร, รายการคงค้างตามดุลยพินิจผู้บริหาร

Abstract

The purpose of this research was to study the Effect of TFRS 15 adoption on profit quality of listed companies on the Stock Exchange of Thailand. 541 listed companies on the Stock Exchange of Thailand were samples. Data collected from financial statement Annual report and Form 56-1 on 2022. The results found that TFRS 15 adoption were affected on profit quality that measure by discretionary accrual.

Keywords: TFRS 15, Profit Quality, Discretionary Accrual

บทนำ

ตั้งแต่วันที่ 1 มกราคม พ.ศ. 2562 เป็นต้นมา การรับรู้รายได้สำหรับบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทยได้เปลี่ยนแปลงไปจากเดิม อันเนื่องมาจากการบังคับใช้มาตรฐานการรายงานทางการเงิน ฉบับที่ 15 เรื่อง รายได้จากสัญญาที่ทำกับลูกค้า โดย TFRS 15 ถูกนำมาใช้แทนมาตรฐานการบัญชี 2 ฉบับ และการตีความ 4 ฉบับ ได้แก่ มาตรฐานการบัญชีฉบับที่ 11 (ปรับปรุง 2560 เรื่องสัญญาก่อสร้าง มาตรฐานการบัญชีฉบับที่ 18 (ปรับปรุง 2560) เรื่องรายได้การตีความ มาตรฐานการบัญชีฉบับที่ 31 (ปรับปรุง 2560) เรื่อง รายได้ - รายการแลกเปลี่ยนเกี่ยวกับบริการโฆษณา การตีความมาตรฐานการรายงานทางการเงินฉบับที่ 13 (ปรับปรุง 2560) เรื่องโปรแกรมสิทธิพิเศษแก่ลูกค้า การตีความมาตรฐานการรายงานทางการเงิน ฉบับที่ 15 (ปรับปรุง 2560) เรื่องสัญญาสำหรับการก่อสร้างอสังหาริมทรัพย์ และการตีความมาตรฐานการรายงานทางการเงินฉบับที่ 18 (ปรับปรุง 2560) เรื่องการโอนสินทรัพย์จากลูกค้า

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[3] นักศึกษาสาขาวิชาการบัญชี คณะบริหารธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา
[4] นักศึกษาสาขาวิชาการบัญชี คณะบริหารธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา
[5] นักศึกษาสาขาวิชาการบัญชี คณะบริหารธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา
[6] นักศึกษาสาขาวิชาการบัญชี คณะบริหารธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา
[7] นักศึกษาสาขาวิชาการบัญชี คณะบริหารธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา
[8] อาจารย์สาขาวิชาการบัญชี คณะบริหารธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา

จากการยกเลิกมาตรฐานการบัญชีและการตีความดังกล่าว เกณฑ์ในการรับรู้รายได้ของบริษัทในตลาดหลักทรัพย์แห่งประเทศไทยจะสอดคล้องกับมาตรฐานรายงานทางการเงินฉบับที่ 15 (TFRS 15) ซึ่งได้มีการเปลี่ยนแปลงให้สอดคล้องกับมาตรฐานการรายงานทางการเงินระหว่างประเทศ อย่างไรก็ตามยังมีความกังวลในการใช้มาตรฐานดังกล่าว โดยเฉพาะในปีแรกเนื่องจากการประยุกต์ใช้มาตรฐานรายงานทางการเงินดังกล่าว อาจส่งผลกระทบต่อการรับรู้รายได้ของกิจการซึ่งเป็นรายการหลักของธุรกิจและมีผลกระทบต่องบการเงิน โดยเมื่อทุกกิจการต้องเปลี่ยนการรับรู้รายได้ตามมาตรฐานฉบับใหม่ จึงน่าจะมีการเปลี่ยนแปลงที่อาจจะส่งผลต่อข้อมูลในรายงานทางการเงิน

งานวิจัยนี้จึงมีวัตถุประสงค์เพื่อศึกษาผลกระทบของการนำ TFRS 15 มาใช้กับบริษัทที่จดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทยที่มีต่อคุณภาพกำไร โดยมีคำถามวิจัยว่าการเปลี่ยนแปลงของรายได้จากการนำ TFRS 15 มาประยุกต์ใช้จะส่งผลต่อคุณภาพของรายงานทางการเงินที่วัดจากคุณภาพกำไรของกิจการที่แสดงต่อผู้ใช้งบการเงินหรือไม่

วัตถุประสงค์ของการวิจัย

เพื่อศึกษาผลกระทบการประยุกต์ใช้ TFRS 15 ต่อคุณภาพกำไร ของบริษัทที่จดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

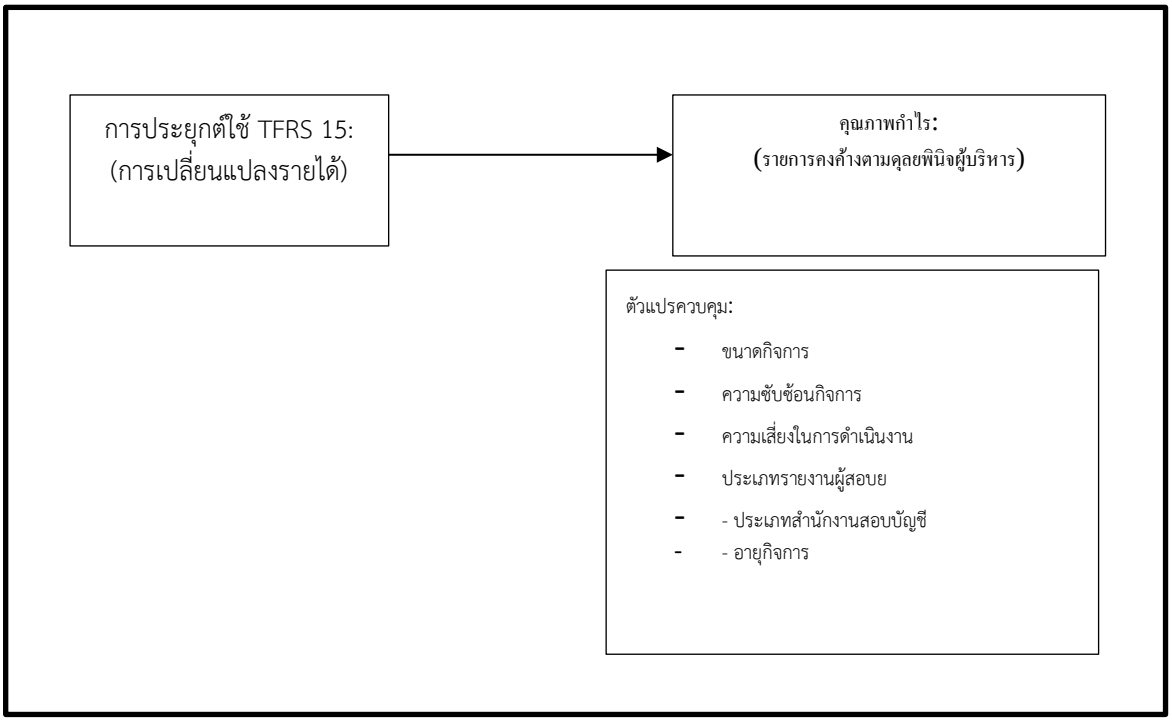
แนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้อง

การนำมาตรฐานการรายงานทางการเงินระหว่างประเทศ (International Financial Reporting Standards: IFRS) มาใช้จะช่วยเพิ่มคุณภาพของตัวเลขในงบการเงินและลดความไม่เท่าเทียมกันของข้อมูล (Healy & Palepu, 2001; Barth et al., 2008; Turki et al., 2017) ส่งผลต่อคุณภาพของรายงานทางการเงินที่เพิ่มขึ้น โดยเฉพาะการประยุกต์ใช้ TFRS 15 น่าจะส่งผลต่อความระมัดระวังทางบัญชี โดยผ่านตัวแบบการรับรู้ผลขาดทุนอย่างทันเวลา ซึ่งจะช่วยเพิ่มคุณภาพของงบการเงินรวมทั้งหลักการรับรู้รายได้ของ TFRS 15 เป็นการยึดหลักความระมัดระวังทางบัญชี โดยกิจการจะไม่รับรู้กำไรหรือสินทรัพย์ที่สูงเกินไปหากมีความไม่แน่นอน (Song, 2015; Xu & Lu, 2008) ซึ่งเป็นไปตามเป้าหมายของคณะกรรมการกำหนดมาตรฐานการบัญชีระหว่างประเทศ (The International Accounting Standards Board: IASB) และ คณะกรรมการกำหนดมาตรฐานการรายงานทางการเงินของสหรัฐอเมริกา (The Financial Accounting Standards Board: FASB) งานวิจัยของ Iatridis (2010) พบว่า IFRS ช่วยเพิ่มการรับรู้ผลขาดทุนอย่างทันเวลา (Timely Loss Recognition) อันจะนำมาซึ่งการเพิ่มคุณภาพกำไร

ในเนื้อหาของมาตรฐานรายงานทางการเงิน (TFRS 15) ได้กล่าวถึงการรับรู้รายได้จะมี 2 ทางเลือก ได้แก่ การรับรู้รายได้ ณ จุดของเวลา (Point in time) และการรับรู้รายได้ตลอดช่วงเวลา (Over time) งานวิจัยในต่างประเทศพบว่าบริษัทพัฒนาอสังหาริมทรัพย์เปลี่ยนวิธีการรับรู้รายได้ เมื่อทยอยโอนเป็นการรับรู้ตลอดช่วงเวลา ทำให้บริษัทสามารถรับรู้รายได้เร็วขึ้นและมีกำไรเพิ่มขึ้น จากนั้นการรับรู้รายได้และการจัดประเภทรายการทางบัญชีของธุรกิจ เปลี่ยนไปจากเดิมหลายประเด็นจึงน่าสนใจที่จะศึกษาว่ามีรายการอะไรบ้างที่เปลี่ยนแปลงไปเมื่อนำมาตรฐานฉบับใหม่มาใช้จากประเด็นที่น่าสนใจตามที่กล่าว

จากการทบทวนวรรณกรรม พบว่าผลการศึกษาของศิลปพร ศรีจั่นเพชร และ อนุวัฒน ภักดี (2563) การนำ TFRS 15 มาถือปฏิบัติในปีแรกส่งผลกระทบต่องบการเงินโดยการนำ TFRS 15 มาถือปฏิบัติช่วยเพิ่มคุณภาพของงบการเงิน
และงานวิจัยของ กรัษนีย์ กรัษนัย รวิวงค์ และศิลปพร ศรีจั่นเพชร (2563) พบความสัมพันธ์ของการเปลี่ยนแปลงของรายได้เมื่อมาตราฐานการรายงานทางการเงินไทยฉบับที่ 15 เรื่องรายได้จากสัญญาที่ทำกับลูกค้าที่มีต่อคุณภาพกำไรของบริษัทในกลุ่มอสังหาริมทรัพย์และก่อสร้างในตลาดหลักทรัพย์ประเทศไทยครั้งแรกกับคุณภาพกำไรผ่านรายการคงค้างของบริษัทกลุ่มอุตสาหกรรมอสังหาริมทรัพย์และก่อสร้างในตลาดหลักทรัพย์แห่งประเทศไทย

จากข้อมูลดังกล่าวข้างต้น จึงนำไปสู่กรอบแนวคิดในการวิจัย ดังภาพที่ 1 ดังนี้



วิธีดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

งานวิจัยนี้ทำการศึกษาจากกลุ่มตัวอย่างบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทยปี พ.ศ. 2564 จำนวน 541 บริษัท ไม่รวมบริษัทที่อยู่ระหว่างฟื้นฟูการดำเนินงานและบริษัทที่มีข้อมูลไม่ครบถ้วน

การเก็บรวบรวมข้อมูล

งานวิจัยชิ้นนี้ใช้แหล่งข้อมูลทุติยภูมิ (Secondary Date) โดยทำการเก็บรวบรวมรายงานข้อมูลทางการเงิน รายงานประจำปี (แบบ 56-1) จากเว็บไซต์ของสำนักงานคณะกรรมการกำกับหลักทรัพย์และตลาดหลักทรัพย์แห่งประเทศไทย (ก.ล.ต.) และจากฐานข้อมูลตลาดหลักทรัพย์ออนไลน์ (SETSMART)

ตัวแปรและการวัดค่า

ตัวแปรที่ใช้ในการศึกษาครั้งนี้ ประกอบด้วย

(1) ตัวแปรตาม

คุณภาพกำไร วัดจากค่าสัมบูรณ์ของรายการคงค้างตามดุลยพินิจผู้บริหาร ซึ่งใช้แบบจำลองของ Yoon, Miller, Jiraporn (2006) ดังนี้

$$TAi,t/REVi,t = \beta0 + \beta1 (\Delta REVi,t - \Delta RECi,t)/REVi,t + \beta2 (\Delta EXPi,t - \Delta PAYi,t)/REVi,t + \beta3(DEPi,t + RETi,t)/REVi,t + \varepsilon i,t$$

โดย

Tai,t (Total Accruals) = กำไรสุทธิหักด้วยกระแสเงินสดจากการดำเนินงาน

REVi,t = รายได้สุทธิ (Net revenue)

RECi,t = ลูกหนี้การค้า (Receivables)

EXPi,t = ผลรวมของต้นทุนขายและค่าใช้จ่ายในการขายและบริหารเฉพาะค่าใช้จ่ายที่เป็นเงินสด

PAYi,t = เจ้าหนี้การค้า (Payables)

DEPi,t = ค่าเสื่อมราคา (DEperciation expenses)

RETi,t = ค่าใช้จ่ายผลประโยชน์หลังเกษียณ (Retirement)

Δ = การเปลี่ยนแปลง

(2) ตัวแปรอิสระ

การเปลี่ยนแปลงรายได้ (CI) วัดจากรายได้ปีปัจจุบันลบรายได้ปีก่อน ประกอบด้วย รายได้ปี 2563 ลบรายได้ปี 2562 และรายได้ปี 2564 ลบรายได้ปี 2563 (หน่วย: พันบาท)

(3) ตัวแปรควบคุม ประกอบด้วย

1. ขนาดของกิจการ วัดจาก จำนวนรายได้รวม (หน่วย : บาท)
2. ความซับซ้อนของกิจการ วัดจาก จำนวนบริษัทย่อย (หน่วย : บาท)
3. ความเสี่ยงในการดำเนินงาน คำนวณจาก อัตราส่วนหนี้สินและส่วนของผู้ถือหุ้น (หน่วย : เท่า)
4. ประเภทรายงานของผู้สอบบัญชี แทนค่าด้วยตัวแปรหุ่น (Dummy Variables) กำหนดให้งบการเงินที่แสดงความเห็นของผู้สอบแบบไม่มีเงื่อนไขแทนค่า = 1 หากไม่ใช่ = 0
5. ประเภทสำนักงานสอบบัญชี แทนค่าด้วยตัวแปรหุ่น (Dummy Variables) กำหนดให้สำนักงานสอบบัญชีในกลุ่ม Big4 แทนค่า= 1 หากไม่ใช่ = 0
6. อายุของกิจการ วัดจาก จำนวนปีที่จดทะเบียน (หน่วย : ปี)

ผลลัพธ์การวิจัย

1. ผลการวิเคราะห์เชิงสถิติพรรณนา (Descriptive Statistic)

ข้อมูลทั่วไปของกลุ่มตัวอย่าง แสดงในตารางที่ 1 ประกอบด้วยค่าเฉลี่ย ค่าสูงสุด ค่าต่ำสุด และส่วนเบี่ยงเบนมาตรฐาน ดังนี้

ตารางที่ 1 ข้อมูลสถิติเชิงพรรณนาของกลุ่มตัวอย่าง

ตัวแปร	ค่าต่ำสุด	ค่าสูงสุด	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน
CI 63-62	-170387706.00	115677113.00	-957233.20	12468411.21
CI 64-63	-20670400.00	112117853.00	670900.69	6076189.78
DA	-133306132.30	169969219.28	259570.92	14937398.94
SIZE	-132067411.00	194259688.00	1628133.89	15636603.53
COMPLEX	0.00	358.00	13.27	22.97
LEV	-519.20	11409.75	163.14	581.87
POB	1.00	146.00	35.28	19.67

จากตารางที่ 1 พบว่าค่าสมบรูณ์ของรายกการคงค้างที่ขึ้นอยู่กับดุลยพินิจของผู้บริหาร (DA) มีค่าเฉลี่ยอยู่ที่ประมาณ 259570.92 การเปลี่ยนแปลงรายได้ของปี 2564 มีค่าเฉลี่ยที่ 670,900.69 พันบาท และการเปลี่ยนแปลงรายได้ของปี 2563 มีค่าเฉลี่ยที่ -657,233.20 พันบาท

ข้อมูลทั่วไปแสดงด้วยค่าความถี่ ได้แก่ ประเภทรายงานของผู้สอบบัญชี (TOAR) และประเภทสำนักงานสอบบัญชี (AUDITOR) ปรากฏในตารางที่ 2 ดังนี้

ตารางที่ 2 แสดงความถี่ของกลุ่มตัวอย่าง

ตัวแปร	ค่าตัวแปร	จำนวน	เปอร์เซ็น
ประเภทรายงาน ผู้สอบบัญชี (TOAR)	0=ความเห็นของผู้สอบแบบอื่น	11	2.20
	1=ความเห็นของผู้สอบแบบไม่มีเงื่อนไข	493	97.80
		504	100.00
ประเภทผู้สอบบัญชี (AUDITOR)	0=ตรวจสอบบัญชีโดยสำนักงานสอบบัญชีที่ไม่อยู่ในกลุ่ม BIG 4	192	38.10
	1=ตรวจสอบบัญชีโดยสำนักงานสอบบัญชีในกลุ่ม BIG 4	312	61.90
รวม		504	100.00

จากตารางที่ 2 พบว่ากลุ่มตัวอย่างส่วนใหญ่ มีประเภทรายงานผู้สอบบแบบไม่มีเงื่อนไข จำนวน 493 บริษัท คิดเป็นร้อยละ 97.80 และใช้บริการตรวจสอบโดยสำนักงานสอบบัญชีในกลุ่ม BIG 4 จำนวน 312 บริษัท คิดเป็นร้อยละ 61.90

2. ผลการวิเคราะห์สัมประสิทธิ์สหสัมพันธ์ (Correlation Analysis)

ตารางที่ 3 การวิเคราะห์สัมประสิทธิ์สหสัมพันธ์ (Correlation Analysis)

	CI 64-63	DA	SIZE	COMPLEX	LEV	TOAR	AUDITOR	POB
CI 64-63	1	-.184**	.663**	.618**	-.012	.006	-.006	.004
DA		1	.469**	-.319**	-.013	.000	.013	-.001
SIZE			1	.365**	-.012	.009	-.028	-.020
COMPLEX				1	.023	-.026	.073	.046
LEV					1	.015	-.021	-.003
TOAR						1	.079	.019
AUDITOR							1	.062
POB								1

**. Correlation is significant at the 0.01 level (2-tailed).

จากตารางที่ 3 ผลการวิเคราะห์ค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างตัวแปร พบว่าค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างตัวแปรแต่ละคู่มีค่าอยู่ระหว่าง 0.001 - 0.618 ซึ่งไม่สูงเกินไป จึงไม่ก่อให้เกิดปัญหาภาวะร่วมเส้นตรงเชิงพหุ ที่อาจจะส่งผลกระทบต่อผลลัพธ์การวิจัยที่อาจคลาดเคลื่อนไปจากความเป็นจริง

3. ผลการวิเคราะห์สมการถดถอยเชิงพหุ (Multiple Regression Analysis)

ตารางที่ 4 ผลการวิเคราะห์สมการถดถอยเชิงพหุ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1955885.474	2574277.057		0.760	0.448
	CI	-1.736	0.096	-0.706	-18.148	0.000
	SIZE	0.991	0.031	1.037	31.602	0.000
	COMPLEX	-173678.516	20472.475	-0.267	-8.484	0.000
	LEV	-22.384	629.406	-0.001	-0.036	0.972
	TOAR	-1796152.019	2511916.842	-0.018	-0.715	0.475
	AUDITOR	1721549.124	760336.979	0.056	2.264	0.024
	POB	24264.472	18655.796	0.032	1.301	0.194
a. Dependent Variable: DA						
R^2		0.703				
Adjusted R^2		0.698				
F Statistic		167.429				
Significant F		0.000b				

จากตารางที่ 4 ผลการวิเคราะห์ทางสถิติพบว่าค่าสถิติเอฟ (F Statistic) มีค่าเท่ากับ 167.429 และค่า Significant F มีค่าเท่ากับ 0.000^b แสดงว่าสมการที่ได้จากการวิเคราะห์มีตัวแปรอิสระอย่างน้อยหนึ่งตัวที่มีความสัมพันธ์กับตัวแปรตาม โดยค่า R^2 มีค่าเท่ากับ 0.703 แสดงว่าตัวแปรอิสระในสมการสามารถอธิบายการเปลี่ยนแปลงของตัวแปรตามได้ 70.3 % และผลการวิเคราะห์ทางสถิติพบว่าการเปลี่ยนแปลงรายได้ (CI) มีความสัมพันธ์ต่อคุณภาพกำไร (DA) อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.001 และตัวแปรควบคุมที่มีความสัมพันธ์ต่อคุณภาพกำไร ได้แก่ ขนาดกิจการ (SIZE) และความซับซ้อนกิจการ (COMPLEX)

อภิปรายผลการวิจัย

จากผลการศึกษาผลกระทบของการประยุกต์ใช้ TFRS15 ต่อคุณภาพกำไรของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยแทนค่าการประยุกต์ใช้TFRS 15 ด้วยการวัดการเปลี่ยนแปลงของรายได้ของกิจการซึ่งเกิดจากการนำ TFRS15 มาใช้จัดเก็บข้อมูลจากการเปลี่ยนแปลงรายได้ของปี 2564 และการเปลี่ยนแปลงรายได้ของปี 2563 ส่วนคุณภาพกำไรวัดจากรายการคงค้างตามดุลยพินิจผู้บริหาร

ผลการวิจัยพบว่าการประยุกต์ใช้ TFRS15 มีผลกระทบต่อคุณภาพกำไรของกิจการ หมายความว่ากิจการที่มีการประยุกต์ใช้ TFRS 15 ซึ่งวัดจากการเปลี่ยนแปลงรายได้จากปีก่อน มีผลต่อคุณภาพกำไรของกิจการวัดจากจำนวนรายการคงค้างตามดุลยพินิจผู้บริหาร แสดงให้เห็นว่าการนำ TFRS15 มาใช้ช่วยเพิ่มคุณภาพของงบการเงินรวมทั้งหลักการรับรู้รายได้ของ TFRS15 เป็นการยึดหลักความระมัดระวังทางบัญชี และช่วยเพิ่มการรับรู้ผลขาดทุนอย่างทันเวลา อันจะนำมาซึ่งการเพิ่มคุณภาพกำไร ซึ่งสอดคล้องกับงานวิจัยของ ศิลปพร ศรีจั่นเพชร และอนุวัฒนา ภักดี (2563)

ข้อจำกัดการวิจัยและข้อเสนอแนะสำหรับงานวิจัยในอนาคต

การศึกษาครั้งนี้จัดเก็บข้อมูลจากบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยจัดเก็บข้อมูลเพียง 3 ปี เพื่อยืนยันผลการวิจัยอาจศึกษาจากกลุ่มตัวอย่างอื่น และจัดเก็บข้อมูลระยะยาวมากกว่า 3 ปี

ข้อเสนอแนะสำหรับการนำผลการวิจัยไปใช้

ผลการวิจัยในครั้งนี้สามารถใช้เป็นแนวทางให้กับหน่วยงานที่เกี่ยวข้อง เพื่อเป็นข้อมูลพื้นฐานในการส่งเสริมให้มีการใช้ TFRS 15 เพิ่มขึ้น หน่วยงานที่เกี่ยวข้องสามารถนำผลการวิจัยไปเป็นแนวทางในการวางแผนและปรับปรุงการปฏิบัติงาน

กิตติกรรมประกาศ

การวิจัยนี้เป็นส่วนหนึ่งของการศึกษารายวิชาวิจัยการบัญชีในหลักสูตรบัญชีบัณฑิตของมหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน ผู้วิจัยขอขอบคุณอาจารย์ผู้สอน อ.ดร.จันทร์เพ็ญ ธงไชย ที่ให้คำแนะนำในการทำวิจัยครั้งนี้สำเร็จได้ด้วยดี

เอกสารอ้างอิง

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ความสัมพันธ์ระหว่างข้อมูลทางการบัญชีและราคาหุ้นของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

The relationship between Accounting Data and Stock Prices of companies listed on the Stock Exchange of Thailand

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นุสรา ขามกระโทก Nusara Khamkrathok [3]
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ทิพวรรณ สุขสมนาค Thiphawan Suksomnak [5]
ชนม์นิภา ภู่ครบุรี Chonnipa Phukhonburi [6]
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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความสัมพันธ์ของข้อมูลทางการบัญชีต่อราคาหุ้นของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย จัดเก็บข้อมูลจากงบการเงิน รายงานประจำปีและแบบแสดงรายการข้อมูลประจำปี (แบบ 56-1) ที่เปิดเผยในเว็บไซต์ของตลาดหลักทรัพย์แห่งประเทศไทย และเว็บไซต์สำนักงานคณะกรรมการกำกับหลักทรัพย์และตลาดหลักทรัพย์ (ก.ล.ต) พ.ศ. 2564 จำนวน 517 บริษัท ผลการศึกษาพบว่าข้อมูลทางการบัญชีที่ส่งผลต่อราคาหุ้น คือกำไรต่อหุ้นและกระแสเงินสดจากกิจกรรมดำเนินงาน ขณะที่ข้อมูลทางบัญชีอื่น ได้แก่ มูลค่าราคาตามบัญชีต่อหุ้น กำไรก่อนรายการพิเศษต่อหุ้น กระแสเงินสดสุทธิ ผลการวิจัยไม่พบว่ามีความสัมพันธ์กับราคาหุ้น

คำสำคัญ: ข้อมูลทางการบัญชี, กำไรต่อหุ้น, มูลค่าตามราคาบัญชี

Abstract

The purpose of this research was to study the relativity of accounting data to stock prices of companies listed on the Stock Exchange of Thailand (SET). The target population for the study was the companies listed on the Stock Exchange of Thailand, in the annual financial statement reports and the annual registration statements (Form 56-1), which disclosed on the Stock Exchange of Thailand website, and the Office of the Commission Securities and Exchange Commission (SEC) website, for the period of 1 year of 2021, totaling 517 companies from 8 industry groups. The study found that accounting data on net cash flowing and operational risks were negatively correlated to stock prices. But in terms of book value per share and profit before the special items per share, found non-relativity of accounting data to share prices. The earnings per share aspect had a positive correlation with prices per share, and in terms of cash flow from operating activities and business sizes found non-correlative of accounting data to share prices. The relativity affects investor decisions. The studied independent variables were lower than the statistical significance level. Therefore, each independent variable had a relativity with the accounting data to the stock prices. The study also found that the performance in terms of the relativity of accounting data to stock prices affects investor decisions with statically significant.

Keywords: Accounting Data, Earnings Per Share, Book value

[1] นักศึกษาสาขาวิชาการบัญชี คณะบริหารธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา (หมายเลขโทรศัพท์ 0902892233 Email: Phetrada.na@rmuti.ac.th)
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[6] นักศึกษาสาขาวิชาการบัญชี คณะบริหารธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา
[7] นักศึกษาสาขาวิชาการบัญชี คณะบริหารธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา

บทนำ

บริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทยต้องจัดทำและนำเสนองบการเงินให้เป็นไปตามมาตรฐานรายงานทางการเงินและข้อกำหนดของคณะกรรมการกำกับหลักทรัพย์ ดังนั้น บริษัทควรจัดทำงบการเงินใช้ข้อมูลที่เป็นประโยชน์ ซึ่งมีความเกี่ยวกับการตัดสินใจของผู้ใช้ข้อมูล เพื่อสะท้อนถึงฐานะทางการเงินในงบการเงิน ผลการดำเนินงานและกระแสเงินสดของกิจการ รวมทั้งให้ผู้ใช้งบการเงินสามารถนำข้อมูลไปใช้ในการประเมินมูลค่ากิจการเพื่อให้ได้มูลค่าที่แท้จริง (Intrinsic Value) ข้อมูลทางบัญชี (Accounting Information) นักลงทุนทั่วไปสามารถนำข้อมูลพื้นฐานมาใช้ประกอบการตัดสินใจ

จากการศึกษาของ Ball and Brown (1968) พบว่ากำไรทางบัญชีมีความสัมพันธ์ในทิศทางบวกกับราคาหลักทรัพย์ ซึ่งถือเป็นข้อมูลทางบัญชีที่ผู้ถือหุ้นและนักลงทุนนำมาใช้ตัดสินใจ แต่งานวิจัยของ Lev (1989) กับพบว่าข้อมูลกำไรทางบัญชีไม่มีประโยชน์ต่อการตัดสินใจ จึงเกิดคำถามที่ว่าข้อมูลทางบัญชีซึ่งเป็นข้อมูลที่นักลงทุนให้ความสนใจมีประโยชน์ต่อนักลงทุนหรือไม่ งานวิจัยในอดีต Ohlson (1995) และ Feltham พบว่ากำไรทางบัญชี มูลค่าตามบัญชีส่วนของผู้ถือหุ้น และกระแสเงินสดจากกิจกรรมดำเนินงานมีความสัมพันธ์เป็นบวกกับราคาหลักทรัพย์อย่างมีนัยสำคัญทางสถิติ

การศึกษาประโยชน์ของข้อมูลบัญชีเพื่อใช้ในการตัดสินใจของนักลงทุนที่เกี่ยวข้องกับข้อมูลและธุรกิจในประเทศไทย ในการลงทุนข้อมูลถือว่าเป็นสิ่งสำคัญที่ต้องนำมาพิจารณา ไม่ว่าจะเป็นข้อมูลพื้นฐานของกิจการ นโยบายการขยายกิจการ กรอบแนวคิดสำหรับการรายงานทางการเงิน กรอบแนวคิดได้กำหนดความเกี่ยวข้องกับการตัดสินใจ (Relevance) ซึ่งข้อมูลเหล่านี้ถือเป็นสิ่งที่นักลงทุนควรคำนึงถึง หากต้องการเข้าไปลงทุนในกิจการ

งานวิจัยในครั้งนี้มีวัตถุประสงค์ศึกษาความสัมพันธ์ของข้อมูลทางการบัญชีต่อราคาหุ้นของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยมีความสนใจที่จะศึกษาข้อมูลทางการบัญชีในด้านมูลค่าตามบัญชี กำไรต่อหุ้น กำไรก่อนรายการพิเศษต่อหุ้น กระแสเงินสดจากการดำเนินงานและกระแสเงินสดสุทธิที่มีต่อการตัดสินใจของนักลงทุน

วัตถุประสงค์

เพื่อศึกษาความสัมพันธ์ของข้อมูลทางการบัญชีต่อราคาหุ้นของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

ทบทวนวรรณกรรม

กษิดิ์เดช ตรังเกษตรสิน เจษฎา ประสมศรี และอานนท์ ถนอมรูป (2563) ได้ทำการวิเคราะห์ปัจจัยที่ ส่งผลกระทบต่อมูลค่าของอัตราส่วนทางการเงิน เนื่องจากในปัจจุบันการลงทุนเข้ามามีบทบาทใน ชีวิตประจำวันของผู้คนมากขึ้น ทำให้การลงทุนข้อมูลเป็นสิ่งที่สำคัญต่อนักลงทุน ส่งผลให้ผู้คนที่สนใจในการ ลงทุนไม่ว่าจะเป็นข้อมูลพื้นฐานของกิจการ ผลประกอบการ นโนบายการขยายกิจการ ตลอดจนกระทั่งการ เปลี่ยนแปลงผู้บริหารเป็นสิ่งที่นักลงทุนควรคำนึงถึงหากต้องการเข้าไปลงทุนในกิจการ แต่ถ้าหากไม่คำนึงถึง ผลกระทบที่อาจจะเกิดขึ้นก็อาจจะทำให้เกิดปัญหาของความเสี่ยงในการดำเนินงานที่จะส่งผลกระทบไปสู่ทุก ประเภทของความเสี่ยงและนำไปสู่ความล้มเหลวของกิจการที่จะลงทุนได้ จากการศึกษาของจิราพร สุเมธีประสิทธิ์ และคณะ (2556) ปัญหาที่เกิดขึ้นของความเสี่ยงในการ ดำเนินงานสามารถแบ่งออกเป็น 4 ประเภท ดังนี้ 1. ความเสี่ยงด้านกลยุทธ์ (Strategic Risk) เป็นความเสี่ยงที่เกิดจากการกำหนดกลยุทธ์ แผนการ ดำเนินงาน และการนำไปปฏิบัติไม่เหมาะสมกับปัจจัยในองค์กร และสภาพแวดล้อมภายนอก 2. ความเสี่ยงด้านการปฏิบัติการ (Operational Risk) เป็นความเสี่ยงที่เกิดจากการดำเนินงานที่ อาจเกิดข้อผิดพลาดขึ้นจากการดำเนินงาน และระบบขององค์กร 3. ความเสี่ยงด้านการเงิน (Financial Risk) เป็นความเสี่ยงที่เกี่ยวข้องกับด้านการเงินทั้งหมด เช่น สภาพคล่องทางการเงิน ความน่าเชื่อถือทางบัญชี อัตราแลกเปลี่ยนเงินตรา การรายงานทางการเงินที่ผิดปกติ เป็นต้น 4. ความเสี่ยงด้านการปฏิบัติตามกฎเกณฑ์ (Compliance Risk) เป็นความเสี่ยงที่เกี่ยวข้องกับการปฏิบัติตามกฎระเบียบและกฎหมาย จากแนวคิดข้างต้นจะเห็นได้ว่า ทุกการลงทุนย่อมมีความเสี่ยงซึ่งอาจจะส่งผลกระทบต่อกิจการ โดยผลการดำเนินงานที่เกิดแก่กิจการ หากกิจการมีแนวทางในการหากลยุทธ์หรือการจัดการกับความเสี่ยงที่เกิดขึ้น ก็อาจจะทำให้กิจการสามารถดำเนินงานต่อไปได้ในอนาคตและสามารถลดความเสี่ยงที่จะเกิดขึ้นลงได้ ซึ่งจะเป็นประโยชน์ต่อนักลงทุนที่เลือกใช้ตัวชี้วัดพื้นฐานทางการบัญชีไปใช้ในการตัดสินใจและสะท้อนให้เห็นถึงประโยชน์ของข้อมูลทางบัญชี งานวิจัยในอดีตที่ผ่านมาพบว่า การลงทุนเป็นพื้นฐานของกิจการที่ส่งผลกระทบที่อาจจะก่อให้เกิดความเสี่ยงหากลดความเสี่ยงที่เกิดในกิจการได้ก็จะเป็นประโยชน์ต่อนักลงทุนที่จะเป็นตัวชี้วัดในการตัดสินใจ โดยใช้แบบจำลอง Ohlson Model

วิธีการวิจัย

ประชากรและกลุ่มตัวอย่างที่ใช้ในการศึกษา

งานวิจัยนี้ทำการศึกษาจากกลุ่มตัวอย่าง บริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทยปี พ.ศ. 2564 จำนวน 517 ตัวอย่าง ยกเว้นบริษัทในกลุ่มสถาบันการเงิน เงินทุนหลักทรัพย์ ประกันชีวิต และประกันภัย ยกเว้นกองทุนรวมอสังหาริมทรัพย์ เนื่องจากบริษัทเหล่านี้มีโครงสร้างทางการเงินแตกต่างจากบริษัทประเภทอื่นๆ และตัดบริษัทที่มีข้อมูลไม่ครบถ้วนและบริษัทที่มีข้อมูลค่าผิดปกติ (Outlier) ออกจากกลุ่มตัวอย่าง ปรากฏดังตารางที่ 1

ตารางที่ 1 แสดงจำนวนกลุ่มตัวอย่างที่ใช้ในการวิจัย

รายละเอียด	จำนวนตัวอย่าง
บริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทยในปี พ.ศ. 2564	541
หัก บริษัทที่มีข้อมูลไม่ครบถ้วน	17
บริษัทที่มีข้อมูลสูงหรือต่ำเกินไป	7
รวมจำนวนตัวอย่าง	**517**

การเก็บรวบรวมข้อมูล

งานวิจัยชิ้นนี้ใช้แหล่งข้อมูลทุติยภูมิ ในการศึกษาความสัมพันธ์ของข้อมูลทางการบัญชีต่อราคาหุ้น โดยทำการเก็บรวบรวมข้อมูลทางการเงิน จากงบการเงินรายงานประจำปี และแบบแสดงรายการข้อมูลประจำปี (แบบ 56-1) พ.ศ. 2564 ของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรที่ใช้ในการวิจัย ประกอบด้วย ตัวแปรอิสระ ซึ่งเป็นตัวแทนของข้อมูลทางการบัญชี ได้แก่ มูลค่าราคาตามบัญชีต่อหุ้น กำไรต่อหุ้น กำไรก่อนรายการพิเศษต่อหุ้น กระแสเงินสดจากกิจกรรมดำเนินงาน และกระแสเงินสดสุทธิ สำหรับตัวแปรตาม ได้แก่ ราคาต่อหุ้น และตัวแปรควบคุม ได้แก่ ขนาดกิจการ และความเสี่ยงในการดำเนินงาน ดังปรากฏในตารางที่ 2

ตารางที่ 2 แสดงการวัดค่าตัวแปร

	ตัวแปรและวิธีการวัดค่า		ทิศทางความสัมพันธ์
ตัวแปรตาม (ราคาหุ้น)			
MKTP ราคาหุ้น	ราคาต่อหุ้น	ราคาหุ้น ณ วันสิ้นปี (ดูข้อมูลจากเว็บตลาดหลักทรัพย์ โดยใช้ราคาปิด)	
ตัวแปรอิสระ (ข้อมูลทางบัญชี):			
BVS	มูลค่าราคาตามบัญชีต่อหุ้น	สินทรัพย์รวม หัก หนี้สินรวม หารด้วยจำนวนหุ้นสามัญทั้งหมดที่บริษัทออกและเรียกชำระ	-
EPS	กำไรต่อหุ้น	กำไรสุทธิ หารด้วยจำนวนหุ้นที่ออกจำหน่าย	+
NIS	กำไรก่อนรายการพิเศษต่อหุ้น	กำไรก่อนรายการพิเศษ หารด้วยจำนวนหุ้นที่ออกจำหน่าย	-
CFO	กระแสเงินสดจากกิจกรรมดำเนินงาน	จำนวนเงินของกระแสเงินสดจากกิจกรรมดำเนินงาน	+
NCF	กระแสเงินสดสุทธิ	จำนวนเงินของกระแสเงินสดสุทธิ	-
ตัวแปรควบคุม:			

	ตัวแปรและวิธีการวัดค่า		ทิศทางความสัมพันธ์
SIZE	ขนาดกิจการ	จำนวนสินทรัพย์รวม	
OTR	ความเสี่ยงในการดำเนินงาน	หนี้สินรวมหารด้วยส่วนของผู้ถือหุ้น	

แบบจำลองงานวิจัย

การศึกษาความสัมพันธ์ของข้อมูลทางการบัญชีต่อราคาหุ้น ใช้แบบจำลองที่ใช้ในการศึกษาเป็นไปตามสมการดังนี้

$$MKTP = \beta_0 + \beta_1 BVS_1 + \beta_2 EPS_2 + \beta_3 NIS_3 + \beta_4 CFO_4 + \beta_5 NCF_5 + \beta_6 SIZE_6 + \beta_7 OTR_7 + \varepsilon$$

ผลการศึกษา

ผลการศึกษาความสัมพันธ์ของข้อมูลทางการบัญชีต่อราคาหุ้นของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย ใช้การวิเคราะห์ข้อมูลเชิงสถิติพรรณนา การวิเคราะห์สหสัมพันธ์ และการวิเคราะห์สมการถดถอยเชิงพหุ ปรากฏดังนี้

ผลการวิเคราะห์เชิงสถิติพรรณนา

ข้อมูลทั่วไปของกลุ่มตัวอย่างแสดงค่าต่ำสุด ค่าสูงสุด ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ปรากฏในตารางที่ 3 ดังนี้

ตารางที่ 3 ค่าต่ำสุด ค่าสูงสุด ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของตัวแปรที่ใช้ในการศึกษา

ตัวแปร	ค่าต่ำสุด	ค่าสูงสุด	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน
MKTP	0.03	391.00	21.20	46.95
BVS	-6578.66	375.00	-3.79	304.65
EPS	-41.10	45.61	0.78	4.54
NIS	-417.65	1534.70	5.75	83.69
CFO	-19712410.39	110068815.00	25223205.16	9813828.52
NCF	-326785658.00	111731021.55	-101626.19	16420985.54
OTR	-3.26	17.11	1.20	1.74
LN_SIZE	8.78	21.26	15.75	1.67

จากตารางที่ 3 พบว่ากลุ่มตัวอย่างมีราคาหุ้น (MKTP) เฉลี่ยที่ 21.20 บาทต่อหุ้น มูลค่าราคาตามบัญชีต่อหุ้น (BVS) เฉลี่ยที่ -3.79 บาทต่อหุ้น กำไรต่อหุ้น (EPS) เฉลี่ยที่ 0.78 บาท

ผลการวิเคราะห์สัมประสิทธิสหสัมพันธ์

จากตารางที่ 4 แสดงการวิเคราะห์สัมประสิทธิสหสัมพันธ์ของตัวแปร พบว่าตัวแปรข้อมูลทางการบัญชี ประกอบด้วย มูลค่าราคาตามบัญชีต่อหุ้น (BVS) กำไรต่อหุ้น (EPS) กำไรก่อนรายการพิเศษต่อหุ้น (NIS) และ กระแสเงินสดจากกิจกรรมดำเนินงาน (CFO) มีความสัมพันธ์เชิงบวกกับราคาหุ้น MKTP โดยในตารางที่ 4 ยังพบว่าค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างตัวแปรแต่ละคู่มีค่าระหว่าง 0.004 - 0.518 ซึ่งไม่สูงจนเกินไป ที่จะเกิดปัญหาภาวะร่วมเส้นตรงเชิงหพุ อันอาจจะส่งผลกระทบต่อผลการวิเคราะห์ทางสถิติที่คลาดเคลื่อนได้

ตารางที่ 4 แสดงผลการวิเคราะห์สัมประสิทธิสหสัมพันธ์

Pearson Correlation	MKTP	BVS	EPS	NIS	CFO	NCF	OTR	LN_SIZE
MKTP	1							
BVS	0.088*	1						
EPS	0.514**	0.058	1					
NIS	0.023	0.007	0.049	1				
CFO	0.241**	0.031	0.228**	0.015	1			
NCF	-0.500	-0.008	-0.034	0.014	-0.013	1		
OTR	-0.064	-0.008	-0.026	0.004	0.064	0.019	1	
LN_SIZE	0.218**	0.014	0.179**	0.000	0.407**	0.023	0.178**	1

* ความสัมพันธ์มีนัยสำคัญที่ระดับ 0.05 (95%)

** ความสัมพันธ์มีนัยสำคัญที่ระดับ 0.01 (99%)

ผลการวิเคราะห์สมการถดถอยเชิงพหุ

ตารางที่ 5 ผลการวิเคราะห์สมการถดถอยเชิงพหุ

ตัวแปรตาม : MKTP				
	Coef.	**Std.Error**	**t-stat**	**p-value**
BVS	0.006	0.048	1.267	0.206
EPS	0.444	0.453	11.440	0.000
NIS	0.021	0.002	0.060	0.952
CFO	0.000	0.090	2.131	0.034
NCF	0.000	-0.032	-0.850	0.396
OTR	1.037	-0.080	-2.072	0.039
LN_SIZE	1.185	0.110	2.572	0.010
N	517			
R^2	0.285			
Adjustde R^2	0.275			
F Statistic	28.236			
Significant F	0.000			

จากตารางที่ 5 แสดงผลการวิเคราะห์ความสัมพันธ์ของข้อมูลทางการบัญชีต่อราคาหุ้น ซึ่งสามารถสรุปผลการวิจัยตามสมมติฐานได้ดังนี้

ผลการทดสอบสมมติฐานที่ 1 ไม่พบความสัมพันธ์อย่างมีนัยสำคัญระหว่างมูลค่าราคาตามบัญชีต่อหุ้นกับราคาหุ้น สามารถอธิบายได้ว่า มูลค่าราคาตามบัญชีต่อหุ้นไม่ส่งผลต่อการตัดสินใจลงทุนของนักลงทุน ซึ่งไม่เป็นไปตามสมมติฐานที่ 1 และไม่สอดคล้องกับงานวิจัยของ Ball & Brown, 1968 ที่พบว่าข้อมูลทางบัญชีจะมีความสัมพันธ์กับราคาหลักทรัพย์ นอกจากนั้น Barth (2000) พบว่าหากข้อมูลกำไรสุทธิและสินทรัพย์สุทธิมีความเกี่ยวข้องกับราคาหุ้นจะถือว่าข้อมูลดังกล่าวมีประโยชน์ในการตัดสินใจ

ผลการทดสอบสมมติฐานที่ 2 พบความสัมพันธ์อย่างมีนัยสำคัญระหว่างกำไรต่อหุ้นกับราคาหุ้น สามารถอธิบายได้ว่า กำไรต่อหุ้นส่งผลต่อการตัดสินใจลงทุนของนักลงทุน ซึ่งเป็นไปตามสมมติฐานที่ 2 และสอดคล้องกับงานวิจัยของ Ball and Brown (1968) พบว่ากำไรทางบัญชีมีความสัมพันธ์ในทิศทางบวกกับราคาหลักทรัพย์ ซึ่งถือเป็นข้อมูลทางบัญชีที่ผู้ถือหุ้นและนักลงทุนนำมาใช้ตัดสินใจ แต่งานวิจัยของ Lev (1989) กับพบว่าข้อมูลกำไรทางบัญชีไม่มีประโยชน์ต่อการตัดสินใจ จึงเกิดคำถามที่ว่าข้อมูลทางบัญชีซึ่งเป็นข้อมูลที่นักลงทุนให้ความสนใจมีประโยชน์ต่อนักลงทุนหรือไม่

ผลการทดสอบสมมติฐานที่ 3 ไม่พบความสัมพันธ์อย่างมีนัยสำคัญระหว่างกำไรก่อนรายการพิเศษต่อหุ้นกับราคาหุ้น สามารถอธิบายได้ว่า กำไรก่อนรายการพิเศษต่อหุ้นส่งผลต่อการตัดสินใจลงทุนของนักลงทุน ซึ่งพิจารณาได้จากค่า p-value มีค่าเท่ากับ 0.952 นั่นคือกำไรก่อนรายการพิเศษมีความสัมพันธ์ที่ไม่สอดคล้องกับการตัดสินใจของนักลงทุน ดังนั้นจึงปฏิเสธสมมติฐานที่ 3

ผลการทดสอบสมมติฐานที่ 4 พบความสัมพันธ์อย่างมีนัยสำคัญระหว่างกระแสเงินสดจากกิจกรรมดำเนินงานกับราคาหุ้น สามารถอธิบายได้ว่ากำไรต่อหุ้นส่งผลต่อการตัดสินใจลงทุนของนักลงทุน ซึ่งเป็นไปตามสมมติฐานที่ 4 และสอดคล้องกับงานวิจัยของ Ohlson (1995) และ Feltham โดยพบว่ากำไรทางบัญชี มูลค่าตามบัญชีของส่วนของผู้ถือหุ้น และกระแสเงินสดจากกิจกรรมดำเนินงานมีความสัมพันธ์เป็นบวกกับราคาหลักทรัพย์อย่างมีนัยสำคัญทางสถิติ

ผลการทดสอบสมมติฐานที่ 5 ไม่พบความสัมพันธ์อย่างมีนัยสำคัญกระแสเงินสดสุทธิกับราคาหุ้น สามารถอธิบายได้ว่ากระแสเงินสดสุทธิส่งผลต่อการตัดสินใจลงทุนของนักลงทุน ซึ่งพิจารณาได้จากค่า p-value มีค่าเท่ากับ 0.396 นั่นคือกระแสเงินสดสุทธิมีความสัมพันธ์ที่ไม่สอดคล้องกับการตัดสินใจของนักลงทุน ดังนั้นจึงปฏิเสธสมมติฐานที่ 5

สำหรับตัวแปรควบคุม ประกอบด้วย ขนาดกิจการ และความเสี่ยงในการดำเนินงาน พบว่า ตัวแปรทั้งสองมีความสัมพันธ์อย่างมีนัยสำคัญกับราคาหุ้น โดยขนาดกิจการและความเสี่ยงในการดำเนินงานเป็นข้อมูลทางการบัญชีที่อาจมีผลต่อการตัดสินใจลงทุนของนักลงทุน จึงส่งผลต่อราคาหุ้นในที่สุด

อภิปรายผล

การศึกษาความสัมพันธ์ของข้อมูลทางการบัญชีต่อราคาหุ้น โดยมีวัตถุประสงค์เพื่อศึกษาความสัมพันธ์ของข้อมูลทางการบัญชีต่อราคาหุ้นของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยกลุ่มตัวอย่างที่ใช้ในการศึกษา จำนวน 517 บริษัท โดยเก็บรวบรวมข้อมูลจากงบการเงินรายงานประจำปี และแบบแสดงรายการข้อมูลประจำปี (แบบ 56-1) ในปี พ.ศ. 2564 จากการวิจัยพบว่าข้อมูลทางการบัญชีที่ส่งผลต่อราคาหุ้นคือ กำไรต่อหุ้นและกระแสเงินสดจากกิจกรรมดำเนินงาน ซึ่งหมายถึงนักลงทุนใช้ข้อมูลนี้ในการพิจารณาตัดสินใจเลือกลงทุนในกิจการต่างๆ จึงส่งผลต่อราคาหุ้นในขณะนั้น ขณะที่ข้อมูลทางบัญชีอื่น ได้แก่ มูลค่าราคาตามบัญชีต่อหุ้น กำไรก่อนรายการพิเศษต่อหุ้น กระแสเงินสดสุทธิ ผลการวิจัยไม่พบว่ามีความสัมพันธ์กับราคาหุ้น หมายความว่านักลงทุนมีการใช้ข้อมูลทางบัญชีประเภทนี้น้อยในการตัดสินใจเลือกลงทุนซื้อหุ้นในกิจการ

ข้อเสนอแนะสำหรับงานวิจัยในอนาคต

สำหรับการศึกษาต่อไปในอนาคต ควรเพิ่มระยะเวลาในการจัดเก็บข้อมูล เช่น จัดเก็บข้อมูลในระยะยาว มากกว่า 1 ปี และอาจเพิ่มตัวแปรในการวิจัย เช่น นโยบายการจ่ายเงินปันผล ซึ่งผลการวิจัยจะเป็นประโยชน์ต่อผู้ลงทุนในการตัดสินใจในการลงทุนมากขึ้น

กิตติกรรมประกาศ

การวิจัยนี้เป็นส่วนหนึ่งของการศึกษารายวิชาวิจัยการบัญชีในหลักสูตรบัญชีบัณฑิตของมหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน ผู้วิจัยขอขอบคุณอาจารย์ผู้สอน อ.ดร.จันทร์เพ็ญ ธงไชย ที่ให้คำแนะนำในการทำวิจัยครั้งนี้สำเร็จได้ด้วยดี

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BUS-056

ปัจจัยที่ส่งผลต่ออัตราการจ่ายเงินปันผล
The Factors Affecting Dividend Payout Rate

มนัสวี ชมทองประจักษ์ Manassawee Chomtongprajuk[1]
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เบญจมาภรณ์ กลับกระโทก Benjamaporn Klabkrathok[3]
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อภิญญา ทิศกระโทก Aphinya Thitkrathok[5]
ศิริภา ถากกระโทก Siripha Thakkrathok[6]
ภิสรา เทียมกระโทก Suphisara Thiamkrathok[7]
จันทร์เพ็ญ ธงไชย janpen thongchai[8]

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อปัจจัยที่มีอิทธิพลต่ออัตราการจ่ายเงินปันผลของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย กลุ่มตัวอย่างบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทยปี พ.ศ. 2564 จำนวน 485 บริษัท จัดเก็บข้อมูลจากงบการเงินประจำปี วิเคราะห์ข้อมูลโดยใช้สมการถดถอยพหุคูณ ผลการวิจัยพบว่าความสามารถในการดำเนินงาน ความสามารถในการทำกำไรและความสามารถในการชำระหนี้และขนาดของกิจการมีอิทธิพลกับอัตราการจ่ายเงินปันผล อย่างไรก็ตามงานวิจัยนี้ไม่พบอิทธิพลของความเสี่ยงจากการลงทุนและประสิทธิภาพการบริหารงานต่ออัตราการจ่ายเงินปันผล

คำสำคัญ: อัตราการจ่ายเงินปันผล ผลการดำเนินงาน บริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

Abstract

The purpose of this study was to analyze the performance that influences the dividend payout ratio of companies listed on the Stock Exchange of Thailand. A sample of 485 companies listed on the Stock Exchange of Thailand from 2020 - 2021 by collecting data from the annual budget and analyzing the data by using multiple regression equations.

The results showed that companies with the ability to operate, make profits, pay debts and the size of the business had an influence on the dividend payment rate. However, this study found no influences between investment risk and management efficiency with dividend payout ratio.

Keywords: Dividend Payout, Performance, the listed companies in the stock exchange of Thailand

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[8] อาจารย์สาขาการบัญชี คณะบริหารธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา

บทนำ

รายงานทางการเงิน (Financial Reporting) เป็นข้อมูลสำคัญที่สะท้อนถึงสุขภาพทางการเงินของธุรกิจ ข้อมูลในรายงานทางการเงินจึงมีประโยชน์ในการตัดสินใจเกี่ยวกับการขยายและการจัดหาเงินทุน ช่วยให้ผู้บริหารสามารถทำความเข้าใจเกี่ยวกับความก้าวหน้าและโอกาสทางธุรกิจที่มีต่อธุรกิจ กำหนดนโยบายและแนวทางปฏิบัติงานที่เหมาะสมในอนาคตได้

การวิเคราะห์เปรียบเทียบงบการเงินมีความสำคัญอย่างยิ่ง เพราะทำให้รู้ถึงความคืบหน้าในการดำเนินการและฐานะของกิจการ ทำให้ผู้บริหารสามารถปรับเปลี่ยนนโยบายที่เหมาะสม เพื่อหลีกเลี่ยงสถานการณ์ที่ไม่เอื้ออำนวยได้ และยังเป็นประโยชน์ต่อผู้ถือหุ้น ผู้ให้กู้หรือเจ้าหนี้และต่อสาธารณะ เพื่อให้ทราบประสิทธิภาพและประสิทธิผล ตลอดจนความสามรถในการสร้างรายได้ และความแข็งแกร่งทางการเงิน ซึ่งจะช่วยวิเคราะห์เปรียบเทียบเพื่อการตัดสินใจในอนาคต

การเกิดวิกฤตโรคระบาดในช่วงปี 2562 เป็นต้นมาประเทศไทยประสบกับปัญหาทางการเงิน และการดำเนินงานในระดับที่รุนแรงมาก เมื่อเกิดวิกฤตแบบนี้ทางเศรษฐศาสตร์ เรียกว่า Systematic Risk คือ ความเสี่ยงที่มีผลกระทบต่อตลาดทั้งระบบ ทำให้ส่งผลกระทบกับธุรกิจอย่างหลีกเลี่ยงไม่ได้ ดังนั้นบริษัทที่มีงบการเงินที่แข็งแกร่ง ก็ไม่ได้แปลว่าธุรกิจนั้นมีความเสี่ยงต่ำ การบริหารจัดการความเสี่ยงและการสื่อสารข้อมูลที่ถูกต้องเป็นสิ่งสำคัญมาก เพื่อความอยู่รอดของธุรกิจ

นโยบายเงินปันผล (Dividend Policy) เป็นการตัดสินใจที่สุดอีกอย่างหนึ่งของผู้บริหาร เพราะการจ่ายเงินปันผลในอัตราหรือมูลค่าที่เหมาะสม ช่วยให้ฐานะของกิจการและราคาหุ้นของกิจการปรับตัวสูงขึ้น เงินปันผลเป็นเรื่องที่ถูกตระหนักเป็นเรื่องที่สำคัญอันดับต้น ๆ ของนักลงทุน สำหรับการลงทุนในหุ้นดอกผลที่ได้รับ คือเงินปันผล ซึ่งเป็นเงินที่บริษัทนำกำไรส่วนหนึ่งที่เก็บสะสมไว้ออกมาจ่ายให้กับผู้ถือหุ้นของบริษัท โดยจะจ่ายออกมาเป็นเงินปันผลต่อหุ้น

ผู้วิจัยมีความสนใจที่จะศึกษาปัจจัยที่ส่งผลต่ออัตราการจ่ายเงินปันผลของบริษัทที่จดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยผลการศึกษาที่ได้จะสามารถนำไปใช้เพื่อประโยชน์แก่ผู้บริหารและนักลงทุนในการวิเคราะห์ผลการดำเนินงานและพิจารณาทางเลือกลงทุนในหลักทรัพย์ที่ได้ผลตอบแทนที่ยั่งยืน ป้องกันการตัดสินในการลงทุนที่ผิดพลาด และใช้เป็นแนวทางในการพิจารณาให้นักลงทุนตัดสินใจลงทุนได้อย่างชาญฉลาด

วัตถุประสงค์ของการวิจัย

เพื่อตรวจสอบปัจจัยที่มีผลต่ออัตราการจ่ายเงินปันผลของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

แนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้อง

การจ่ายเงินปันผลบ่งชี้ว่ากำไรของบริษัทและการจัดสรรกระแสเงินสดของบริษัทในรูปของผลตอบแทนให้กับผู้ถือหุ้นเงินปันผล โดยบริษัทจ่ายสิ่งตอบแทนให้แก่ผู้ถือหุ้น เมื่อบริษัทได้กำไรจ่ายเป็นรูปแบบเงินสดหรือหุ้นสามัญ การนำเงินปันผลไปลงทุนต่ออัตราการจ่ายค่าตอบแทนเป็นรูปแบบของหุ้น หรือการซื้อคืนหุ้นบริษัทจะจ่ายให้มากหรือน้อยก็ขึ้นอยู่กับกำไรสะสมและนโยบายการจ่ายปันผลที่แตกต่างกันไป ทฤษฎีที่เกี่ยวข้องกับการจ่ายเงินปันผล ประกอบด้วย

ทฤษฎีนโยบายปันผลที่ไม่แตกต่าง (Dividend Irrelevance Theory) หรือทฤษฎี MM

แนวคิดของ Merton Miller และ Franco Modigliani การจ่ายเงินปันผลไม่ควรเกี่ยวข้องหรือมีผลกระทบต่อราคาหุ้นของบริษัท นักลงทุนไม่สนใจว่าบริษัทจะมีการจ่ายเงินปันผล นักลงทุนเชื่อว่ามูลค่าของกิจการขึ้นอยู่กับความสามารถในการทำกำไรและขึ้นอยู่กับการแบ่งผลกำไรหากไม่ต้องการเงินปันผลก็นำเงินปันผลมาลงทุนใหม่

ทฤษฎีการส่งสัญญาณของเงินปันผล (Dividend Signaling Theory)

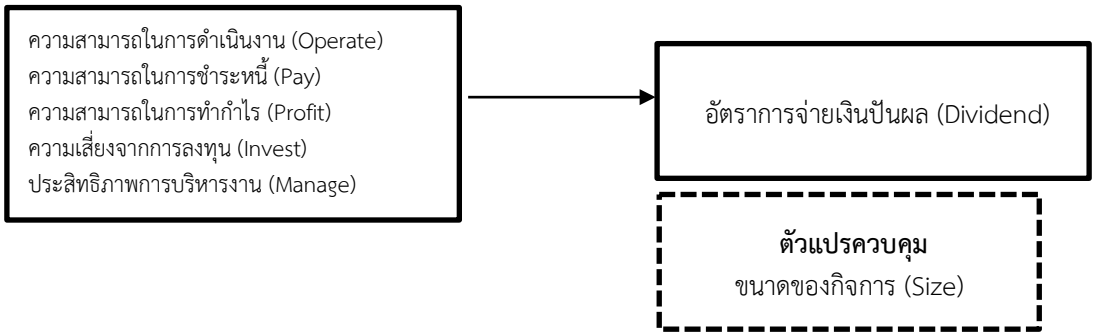
กล่าวว่านักลงทุนจะใช้ข้อมูลที่ตนเองมีอยู่ในการตัดสินใจ ในการซื้อขายหลักทรัพย์แต่ละคนนั้นมีข้อมูลไม่เท่ากันผู้บริหารจึงจะต้องสร้างความเชื่อมั่นให้กิจการของตนเอง โดยการเปิดเผยข้อมูลต่อสาธารณะและการส่งสัญญาณให้แก่ผู้ถือหุ้น โดยการประกาศเงินปันผลสูงหรือต่ำหรืออาจจะสม่ำเสมอตามผลประกอบการของบริษัท

ทฤษฎีต้นทุนการทำธุรกรรม (Transaction cost theory)

กล่าวว่าต้นทุนในการซื้อขายหลักทรัพย์ (Transaction cost) เป็นอีกปัจจัยหนึ่งที่บริษัทใช้พิจารณาการจ่ายเงินปันผล เนื่องจากผู้ลงทุนอาจทำรายการซื้อขายลดลงหากได้กำไรราคาไม่คุ้มกับค่าใช้จ่ายในการทำธุรกรรม ดังนั้น เพื่อให้หลักทรัพย์ของตนเองเป็นที่น่าสนใจของผู้ลงทุนบริษัท จึงมีแนวโน้มจ่ายเงินปันผลมากขึ้น เพื่อชดเชยผลตอบแทนที่ผู้ลงทุนได้รับน้อยลงจากส่วนต่างราคา (Capital gain) ส่วนบริษัทของตนเองมีต้นทุนในการซื้อขายต่ำ หรือหุ้นของบริษัทมีสภาพคล่องสูงอันทำให้ผู้ลงทุนได้รับกำไรส่วนต่างราคาคุ้มค่ากับต้นทุนการทำธุรกรรมบริษัทเหล่านี้ จึงมีแนวโน้มของการจ่ายเงินปันผลต่ำ เพราะไม่มีความจำเป็นต้องจ่ายเงินปันผลให้สูงขึ้น เพื่อชดเชยต้นทุนทางธุรกรรมให้กับผู้ลงทุน

กรอบแนวคิดของงานวิจัย

จากแนวคิดทฤษฎีและงานวิจัยในอดีต ผู้วิจัยจึงนำมากำหนดกรอบแนวคิดงานวิจัย ได้ดังรูปภาพที่ 1



รูปที่ 1 กรอบแนวคิดของงานวิจัย

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

การวิจัยในครั้งนี้ศึกษาปัจจัยที่ส่งผลต่ออัตราการจ่ายปันผล กรณีศึกษาบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยประชากรและกลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้เป็นบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย จำนวน 485 บริษัท จาก 7 กลุ่มอุตสาหกรรม ประกอบด้วย กลุ่มเกษตรและอุตสาหกรรมอาหาร กลุ่มทรัพยากร กลุ่มเทคโนโลยี กลุ่มบริการ กลุ่มสินค้าอุตสาหกรรม กลุ่มสินค้าอุปโภคและบริโภค และกลุ่มอสังหาริมทรัพย์ก่อสร้าง ที่ใช้ในการสุ่มตัวอย่างประชากรที่ใช้ในการศึกษาครั้งนี้ มีดังนี้

1. กลุ่มเกษตรและอุตสาหกรรมอาหาร	จำนวน	60	บริษัท
2. กลุ่มทรัพยากร	จำนวน	61	บริษัท
3. กลุ่มเทคโนโลยี	จำนวน	36	บริษัท
4. กลุ่มบริการ	จำนวน	107	บริษัท
5. กลุ่มสินค้าอุตสาหกรรม	จำนวน	85	บริษัท
6. กลุ่มสินค้าอุปโภคและบริโภค	จำนวน	40	บริษัท
7. กลุ่มอสังหาริมทรัพย์ก่อสร้าง	จำนวน	96	บริษัท
รวมทั้งหมด	จำนวน	485	บริษัท

วิธีการเก็บรวบรวมข้อมูล

การศึกษาวิจัยในครั้งนี้เป็นการศึกษาข้อมูลทุติยภูมิ (Secondary Data) โดยเก็บรวบรวมข้อมูลจากบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย จำนวน 485 บริษัท จาก 7 กลุ่มอุตสาหกรรม ซึ่งเก็บข้อมูลจากงบการเงิน ที่บริษัทได้เปิดเผยข้อมูลไว้ในเว็บไซต์ของตลาดหลักทรัพย์แห่งประเทศไทย และสำนักงานคณะกรรมการกำกับหลักทรัพย์และตลาดหลักทรัพย์ โดยการศึกษาครั้งนี้ทำการเก็บข้อมูลจากงบการเงินของบริษัทในปี พ.ศ. 2563-2564

ตัวแปรและการวัดค่าตัวแปร

ตัวแปรที่ใช้ในงานวิจัยครั้งนี้ ประกอบด้วย

1. ตัวแปรตาม

อัตราการจ่ายเงินปันผล

อัตราการจ่ายเงินปันผลที่บริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย ให้แก่ผู้ถือหุ้นเป็นอัตราส่วนทางการเงินที่เปรียบเทียบระหว่างเงินปันผลต่อหุ้นกับราคาหุ้น ณ วันที่คำนวณเป็นอัตราส่วนที่บ่งบอกถึงว่าหากซื้อหุ้น ณ ราคาปัจจุบันจะมีโอกาสได้รับอัตราร้อยละเท่าไรของราคาหุ้น คำนวณจาก เงินปันผลต่อหุ้น/ราคาหุ้น *100

2. ตัวแปรอิสระ

(1) ความสามารถในการดำเนินงาน

วัดค่าด้วยอัตราการเติบโตของกิจการ เป็นการเปรียบเทียบยอดขายของธุรกิจในระยะเวลาต่าง ๆ เพื่อบอกถึงความก้าวหน้าของธุรกิจโดยเปรียบเทียบยอดขายที่เกิดขึ้นในปัจจุบันกับยอดขายในปีที่ผ่านมา คำนวณจาก ยอดขายปีปัจจุบัน-ยอดขายปีก่อน /ยอดขายปีก่อน*100

(2) ความสามารถในการชำระหนี้

วัดค่าด้วยอัตราส่วนหนี้สินต่อสินทรัพย์รวม เพื่อหาว่ากิจการมีหนี้สินของกิจการเป็นกี่เท่าของสินทรัพย์รวม ถ้าอัตราส่วนหนี้สินต่อสินทรัพย์รวมต่ำ จะเกิดผลดีกับกิจการ เนื่องจากทำให้กิจการมีภาระในการจ่ายชำระคืนหนี้สินได้น้อย ในทางตรงกันข้ามถ้าอัตราส่วนหนี้สินต่อสินทรัพย์รวมสูง จะเกิดผลเสียเนื่องจากทำให้กิจการมีภาระในการจ่ายชำระคืนหนี้สินได้มาก บริษัทที่มีอัตราส่วนหนี้สินต่อส่วนของสินทรัพย์รวมสูงจะมีการจ่ายเงินปันผลที่ต่ำ ซึ่งบริษัทมีนโยบายการจ่ายเงินปันผลนั้น จะต้องจ่ายชำระหนี้สินของบริษัทก่อนที่จะจ่ายเงินปันผล คำนวณจาก หนี้สินรวม/สินทรัพย์รวม (หน่วย : เท่า)

(3) ความสามารถในการทำกำไร

วัดค่าด้วยอัตราส่วนกำไรสุทธิ บริษัทนั้นมีความสามารถในการทำกำไร หากอัตรากำไรสุทธิสูงแสดงถึงความสามารถในการทำกำไรและควบคุมค่าใช้จ่ายต่าง ๆ ได้ดี หากอัตรากำไรสุทธิต่ำจะแสดงถึงการควบคุมค่าใช้จ่ายต่าง ๆ และการบริหารที่ไม่มีประสิทธิภาพ หากกำไรที่สูงอัตราการจ่ายปันผลให้ผู้ถือหุ้นก็จะสูงตามกำไรที่กิจการได้จากดำเนินงาน คำนวณจาก กำไรสุทธิ/ยอดขาย*100 (หน่วย : ร้อยละ)

(4) ความเสี่ยงจากการลงทุน

วัดค่าด้วย กระแสเงินสดจากกิจกรรมดำเนินงาน กระแสเงินสดจากกิจกรรมหลักที่ก่อให้เกิดรายได้และค่าใช้จ่ายของกิจการ เป็นผลมาจากรายการต่าง ๆ ที่ใช้ในการคำนวณกำไรหรือขาดทุน สะท้อนถึงเงินสดที่แท้จริงจากกิจกรรมดำเนินงานใช้ข้อมูลจากงบกระแสเงินสด

(5) ประสิทธิภาพการบริหารงาน

วัดค่าด้วยอัตราหมุนเวียนของลูกหนี้ เป็นอัตราส่วนที่ใช้วัดความสามารถในการเรียกเก็บหนี้ของบริษัท แสดงถึงประสิทธิภาพในการใช้หรือบริหารสินเชื่อที่ขยายให้กับลูกค้าและการรวบรวมหรือจัดการหนี้ระยะสั้นของบริษัท คำนวณจากยอดขายรวม/ลูกหนี้รวมถัวเฉลี่ย

3. ตัวแปรควบคุม

ขนาดของกิจการ วัดค่าด้วยรายได้รวมของกิจการ ณ วันสิ้นงวด

ตารางที่ 1 แสดงการวัดค่าตัวแปร

ประเภทตัวแปร	ชื่อตัวแปร	การวัดค่า	ทิศทางความสัมพันธ์
ตัวแปรตาม			
Dividend	อัตราการจ่ายเงินปันผล	เงินปันผลต่อหุ้นหารด้วยราคาหุ้นคูณหนึ่งร้อย	
ตัวแปรอิสระ			
Operate	ความสามารถในการดำเนินงาน	อัตราการเติบโตของกิจการ	+
Pay	ความสามารถในการชำระหนี้	อัตราส่วนหนี้สินต่อสินทรัพย์รวม	-
Profit	ความสามารถในการทำกำไร	อัตรากำไรสุทธิ	+
Invest	ความเสี่ยงจากการลงทุน	กระแสเงินสดจากกิจกรรมดำเนินงาน	-
Manage	ประสิทธิภาพการบริหารงาน	อัตราหมุนเวียนของลูกหนี้	+
ตัวแปรควบคุม			
Size	ขนาดของกิจการ	รายได้รวมของกิจการ	+

แบบจำลองงานวิจัย

การศึกษาปัจจัยที่ส่งผลต่ออัตราการจ่ายเงินปันผล โดยใช้สมการเพื่อทดสอบสมมติฐานดังนี้

Dividend = β_0 + β_1 Operate + β_2 pay + β_3 Profit + β_4 Invest + β_5 Manage + β_6 Size + ε

โดยที่

Dividend	คือ อัตราการจ่ายเงินปันผล วัดจากเงินปันผลต่อหุ้นหารด้วยราคาหุ้นคูณหนึ่งร้อย
Operate	คือ ความสามารถในการดำเนินงาน วัดจากอัตราการเติบโตของกิจการ
Pay	คือ ความสามารถในการชำระหนี้ วัดจากอัตราส่วนหนี้สินต่อสินทรัพย์รวม
Profit	คือ ความสามารถในการทำกำไร วัดจากอัตรากำไรสุทธิ
Invest	คือ ความเสี่ยงจากการลงทุน วัดจากกระแสเงินสดจากกิจกรรมดำเนินงาน
Manage	คือ ประสิทธิภาพการบริหารงาน วัดจากอัตราหมุนเวียนของลูกหนี้
Size	คือ ขนาดของกิจการ วัดจากรายได้รวมของกิจการ

ผลการวิจัย

ผลการวิเคราะห์ทางสถิติประกอบด้วย การวิเคราะห์ด้วยสถิติเชิงพรรณนา (Descriptive Statistics) การวิเคราะห์สหสัมพันธ์ (Correlation) และการวิเคราะห์สมการถดถอยเชิงพหุ (Multiple Regression Analysis) ดังต่อไปนี้

1. ผลการวิเคราะห์สถิติเชิงพรรณนา

เพื่อวิเคราะห์ข้อมูลทั่วไปของกลุ่มตัวอย่าง โดยใช้สถิติเชิงพรรณนา ได้แก่ ค่าต่ำสุด ค่าสูงสุด ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ดังตารางที่ 2

ตารางที่ 2 แสดงค่าสูงสุด ค่าต่ำสุด ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานของตัวแปร

	Minimum	Maximum	Mean	Std. Deviation
Operate	-99.98	392.01	11.75	42.80
pay	0.01	6.54	0.45	0.42
Profit	-167.13	171.09	5.47	26.23
Invest	-73872225.71	324767353.00	3514994.19	26353694.94
Manage	0.90	1318.46	20.86	87.13
LN_Size	8.46	21.55	15.04	1.71
Dividend	0.00	34.15	2.80	3.41

จากตารางที่ 2 แสดงข้อมูลทั่วไปของกลุ่มตัวอย่าง พบว่าความสามารถในการดำเนินงานของกลุ่มตัวอย่างโดยมีอัตราการเติบโตของกิจการมีค่าเฉลี่ยเท่ากับ 11.75% ความสามารถในการชำระหนี้มีอัตราส่วนหนี้สินต่อสินทรัพย์รวม ค่าเฉลี่ยเท่ากับ 0.45 เท่า ความสามารถในการทำกำไรมีอัตรากำไรสุทธิค่าเฉลี่ยเท่ากับ5.47% ความเสี่ยงจากการลงทุนมีกระแสเงินสดจากกิจกรรมดำเนินงานค่าเฉลี่ยเท่ากับ 3,514,994.19 พันบาท และประสิทธิภาพการบริหารงานมีอัตราการหมุนเวียนของลูกหนี้ค่าเฉลี่ยเท่ากับ 20.86 เท่าและอัตราการจ่ายเงินปันผลมีค่าเฉลี่ยเท่ากับ 2.80 %

2. ผลการวิเคราะห์สหสัมพันธ์

ผลการวิเคราะห์สหสัมพันธ์ระหว่างตัวแปร ปรากฏดังตารางที่ 3

ตารางที่ 3 แสดงผลการวิเคราะห์สหสัมพันธ์ระหว่างตัวแปร

	Operate	pay	Profit	Invest	Manage	LN_Size	Dividend
Operate	1						
pay	0.069	1					
Profit	0.213**	-0.127**	1				
Invest	0.067	0.024	0.014	1			
Manage	0.077	-0.036	0.040	0.004	1		
LN_Size	0.222**	0.096*	0.200**	0.290**	0.125**	1	
Dividend	0.215**	-0.137**	0.223**	0.069	-0.008**	0.235**	1

** นัยสำคัญที่ระดับความเชื่อมั่นร้อยละ 99, * นัยสำคัญที่ระดับความเชื่อมั่นร้อยละ 95

จากตารางที่ 3 พบว่าค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างตัวแปรแต่ละคู่มีค่าอยู่ระหว่าง 0.008 – 0.235 ซึ่งไม่สูงเกินไป จึงไม่มีปัญหาภาวะร่วมเส้นตรงเชิพหุที่อาจส่งผลให้ผลการวิเคราะห์ทางสถิติคลาดเคลื่อนไปจากความจริง นอกจากนั้นยังพบว่าตัวแปรที่มีอิทธิพลต่ออัตราการจ่ายปันผล Dividend อย่างมีนัยสำคัญ ประกอบด้วย ความสามารถในการดำเนินงาน (Operate) ความสามารถในการชำระหนี้ (pay) ความสามารถในการทำกำไร (Profit) และประสิทธิภาพการบริหารงาน (Manage)

3. ผลการวิเคราะห์สมการถดถอยเชิงพหุ

การศึกษาผลกระทบของปัจจัยที่ส่งผลต่ออัตราการจ่ายเงินปันผล โดยการวิเคราะห์สมการถดถอยเชิงพหุ แสดงในตารางที่ 4

ตารางที่ 4 ผลการวิเคราะห์สมการถดถอยเชิงพหุคูณ

ตัวแปรตาม : Dividend				
	Coef.	**Std. Error**	**t-stat**	**p-value**
Operate	0.159	0.004	3.554	0.000**
pay	-0.152	0.315	-3.486	0.001**
Profit	0.133	0.006	2.964	0.003**
Invest	0.005	0.000	0.103	0.918
Manage	-0.056	0.002	-1.291	0.197
LN_Size	0.194	0.093	4.136	0.000**
N	485			
R^2	0.131			
Adjusted R^2	0.120			
F Statistic	11.999			
Significant F	0.000			

**มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 4 พบว่า F-Statistic มีค่าเท่ากับ 11.999 และค่า Significant F มีค่าเท่ากับ 0.000 แสดงว่ามีตัวแปรอิสระอย่างน้อยหนึ่งตัวที่สามารถอธิบายความแปรปรวนของตัวแปรตามได้ เมื่อวิเคราะห์อิทธิพลของตัวแปรอิสระแต่ละตัวที่มีผลต่ออัตราเงินปันผลตอบแทน สามารถสรุปได้ดังนี้

H1: ความสามารถในการดำเนินงานมีอิทธิพลต่ออัตราการจ่ายเงินปันผล มีระดับนัยสำคัญทางสถิติเนื่องจากค่า p-value มีค่าเท่ากับ 0.000 ซึ่งมีค่าน้อยกว่าระดับนัยสำคัญ 0.05 ดังนั้นจึงยอมรับสมมติฐานที่ 1

H2: ความสามารถในการชำระหนี้มีอิทธิพลต่ออัตราการจ่ายเงินปันผล มีระดับนัยสำคัญทางสถิติเนื่องจากค่า p-value มีค่าเท่ากับ 0.000 ซึ่งมีค่าน้อยกว่าระดับนัยสำคัญ 0.05 ดังนั้นจึงยอมรับสมมติฐานที่ 2

H3: ความสามารถในการทำกำไรมีอิทธิพลต่ออัตราการจ่ายเงินปันผล มีระดับนัยสำคัญทางสถิติเนื่องจากค่า p-value มีค่าเท่ากับ 0.000 ซึ่งมีค่าน้อยกว่าระดับนัยสำคัญ 0.05 ดังนั้นจึงยอมรับสมมติฐานที่ 3

H4: ความเสี่ยงจากการลงทุนไม่มีอิทธิพลต่ออัตราการจ่ายเงินปันผล มีโดยค่า p-value มีค่าเท่ากับ 0.918 ซึ่งมีค่ามากกว่าระดับนัยสำคัญ 0.05 ดังนั้นจึงปฏิเสธสมมติฐานที่ 3

H5: ประสิทธิภาพการบริหารงานมีอิทธิพลต่ออัตราการจ่ายเงินปันผล มีโดยค่า p-value มีค่าเท่ากับ 0.197 ซึ่งมีค่ามากกว่าระดับนัยสำคัญ 0.05 ดังนั้นจึงปฏิเสธสมมติฐานที่ 5

H6: ขนาดของกิจการมีอิทธิพลต่ออัตราการจ่ายเงินปันผล มีระดับนัยสำคัญทางสถิติเนื่องจากค่า p-value มีค่าเท่ากับ 0.000 ซึ่งมีค่าน้อยกว่าระดับนัยสำคัญ 0.05 ดังนั้นจึงยอมรับสมมติฐานที่ 6

อภิปรายผลการวิจัย

การศึกษาปัจจัยที่ส่งผลต่ออัตราการจ่ายเงินปันผลของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยปัจจัยที่ใช้ในการศึกษาคือความสามารถของกิจการประเภทต่างๆ ประกอบด้วย ความสามารถในการดำเนินงาน ความสามารถในการชำระหนี้ ความสามารถในการทำกำไร ความเสี่ยงจากการลงทุน ประสิทธิภาพการบริหารงาน ผลจากการศึกษาพบว่าความสามารถในการดำเนินงาน ความสามารถในการทำกำไรมีความสัมพันธ์เชิงบวกอย่างมีนัยสำคัญกับอัตราการจ่ายเงินปันผล ซึ่งสะท้อนให้เห็นว่าบริษัทมีความสามารถในการดำเนินงานที่สูง หรือบริษัทที่มีความสามารถทำกำไรสูง จะมีการจ่ายเงินปันผลในอัตราที่สูงตาม เนื่องจากกิจการที่มีความสามารถในการดำเนินงานสูง หรือกิจการที่สามารถทำกำไรได้สูง จะสามารถนำผลกำไรดังกล่าวในการจ่ายเงินปันผลให้แก่ผู้ถือหุ้นเพิ่มขึ้น สอดคล้องกับทฤษฎีการส่งสัญญาณของเงินปันผล (Dividend Signaling Theory)

ส่วนความสามารถในการชำระหนี้มีความสัมพันธ์เชิงลบอย่างมีนัยสำคัญกับอัตราการจ่ายเงินปันผล แสดงให้เห็นว่าบริษัทที่มีความสามารถในการจ่ายชำระหนี้สูง จะมีการจ่ายเงินปันผลในอัตราที่ต่ำ เนื่องจากกิจการอาจมีการนำสินทรัพย์บางส่วนไปใช้ในการจ่ายชำระหนี้แก่เจ้าหนี้ จึงส่งผลต่อผลกำไรที่ลดลง และทำให้กิจการมีการจ่ายเงินปันผลที่ต่ำ สอดคล้องกับทฤษฎีทฤษฎีต้นทุนการทำธุรกรรม (Transaction cost theory)

ข้อจำกัดการวิจัยและข้อเสนอแนะสำหรับการวิจัยในอนาคต

การวิจัยครั้งนี้จัดเก็บข้อมูลจากงบการเงินของกลุ่มตัวอย่างเพียง 2 ปี ซึ่งเป็นการศึกษาข้อมูลภาคตัดขวาม Cross-sectional data ผลการวิจัยอาจจะไม่สามารถนำไปอ้างอิงกับช่วงเวลาอื่นได้ การวิจัยในอนาคตอาจศึกษาข้อมูลในช่วงเวลาที่ยาวขึ้น (longitudinal data) เพื่อยืนยันผลการศึกษาให้ชัดเจนมากขึ้น

กิตติกรรมประกาศ

การวิจัยนี้เป็นส่วนหนึ่งของการศึกษารายวิชาวิจัยทางการบัญชีในหลักสูตรบัญชีบัณฑิตของมหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน ผู้วิจัยขอขอบคุณอาจารย์ผู้สอน อ.ดร.จันทร์เพ็ญ ธงไชย ที่ให้คำแนะนำในการทำวิจัยครั้งนี้สำเร็จได้ด้วยดี

เอกสารอ้างอิง

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ความสัมพันธ์ของคุณภาพการสอบบัญชีและคุณภาพรายงานทางการเงิน
The relationship between audit quality and financial report quality

รัตน์ฤทัย แนมชัยภูมิ Ratruthai Naemchaiyaphum [1]
พนิดา จันทร์ตรี Panida Jantree[2]
ธิดารัตน์ อ่ำเคลือบ Thidarat Amklueb[3]
อรยา ควบพิมาย Oraya Khuabphimai[4]
ปิยธิดา พิทยานานนท์ Piyathida Pittayananint[5]
สลิลทิพย์ ผายพิมาย Salintip Phaiphimai[6]
อนิสรา เสงี่ยมโคกกรวด Anisara Sangiemkokkuad [7]
จันทร์เพ็ญ ธงไชย Chanpen Thongchai [8]

บทคัดย่อ

งานวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความสัมพันธ์ของคุณภาพการสอบบัญชีและคุณภาพรายงานทางการเงิน (การบริหารกำไร) ของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย จำนวน 541 บริษัท ในปี 2564 โดยคุณภาพของงานสอบบัญชีวัดจากค่าธรรมเนียมการสอบบัญชี ระยะเวลาการเป็นผู้สอบบัญชีในบริษัทลูกค้า ประเภทความเห็นของผู้สอบบัญชี ขนาดสำนักงานสอบบัญชี และบริการอื่นนอกเหนือจากงานสอบบัญชี ส่วนคุณภาพของรายงานทางการเงินวัดจากรายการคงค้างทางบัญชีที่ขึ้นอยู่กับดุลยพินิจของผู้บริหารคำนวณตามแบบจำลองของ Modified Jones Model (1995 ผลการศึกษาพบว่าค่าธรรมเนียมการสอบบัญชีมีความสัมพันธ์เชิงบวกอย่างมีนัยสำคัญกับคุณภาพรายงานทางการเงินของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย ส่วนตัวแปรอื่น ได้แก่ ระยะเวลาการเป็นผู้สอบบัญชีในบริษัทลูกค้า ประเภทความเห็นของผู้สอบบัญชี ขนาดสำนักงานสอบบัญชี บริการอื่นนอกเหนือจากสอบบัญชีไม่พบความสัมพันธ์อย่างมีนัยสำคัญกับคุณภาพรายงานทางการเงิน

คำสำคัญ : คุณภาพการสอบบัญชี, รายการคงค้างตามดุลยพินิจผู้บริหาร, บริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

Abstract

The purpose of this research was to study the relationship between audit quality and financial report quality. 480 listed companies on the Stock Exchange of Thailand on 2021 were samples. Audit Quality were measurement by audit fees, tenure, type of opinion auditor, type of auditor and Non-audit fee. Financial report quality was measurement by discretionary accruals with Modified Jones Model (1995). The results found that audit fees had a significant positive correlation with financial report quality. However, The results not found tenure, type of opinion auditor, type of auditor and Non-audit fee had a significant positive correlation with financial report quality.

Keywords: Audit Quality, Discretionary Accrual**,** Listed company in the Stock Exchange of Thailand

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บทนำ

การดำเนินงานธุรกิจในปัจจุบันของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย มีการรายงานผลการดำเนินงานฐานะการเงินหรือการเปลี่ยนแปลงฐานะการเงินของบริษัท ซึ่งเป็นข้อมูลสำคัญในการตัดสินใจของผู้ถือหุ้นในบริษัทได้อย่างมีประสิทธิภาพ พร้อมทั้งตลาดหลักทรัพย์แห่งประเทศไทยยังเป็นอีกหนึ่งตลาดที่เปิดโอกาสให้กับผู้ลงทุนหรือบริษัทที่มีศักยภาพ สามารถระดมทุนผ่านตลาดทุนได้ โดยตลาดหลักทรัพย์แห่งประเทศไทยประกอบไปด้วยกลุ่มอุตสาหกรรมเกษตรและอุตสาหกรรมอาหาร กลุ่มสินค้าอุปโภคบริโภค กลุ่มธุรกิจการเงิน กลุ่มธุรกิจวัตถุดิบและสินค้าอุตสาหกรรม กลุ่มอสังหาริมทรัพย์และก่อสร้าง กลุ่มทรัพยากร กลุ่มบริการ และกลุ่มเทคโนโลยี ทั้งนี้การสอบบัญชีถือว่าเป็นกระบวนการหนึ่งที่รวบรวมข้อมูลหลักฐาน และการประเมินหลักฐานเกี่ยวกับงบการเงินในแต่ละรอบบัญชี เพื่อระบุและรายงานเกี่ยวกับระดับความน่าเชื่อถือของงบการเงิน

ความสำคัญของคุณภาพงานสอบบัญชีในบริษัทประกอบไปด้วยส่วนต่าง ๆ ซึ่งนำมาใช้ในการตรวจสอบบัญชีและการจัดทำรายงานทางการเงินที่มีความถูกต้องและครบถ้วนตามมาตรฐานที่สภาวิชาชีพบัญชีในพระบรมราชูปถัมภ์กำหนดไว้ เพื่อหลีกเลี่ยงข้อมูลที่ไม่เป็นจริงตามสถานการณ์ของบริษัทและเกิดความคิดที่มุ่งจะศึกษาความสัมพันธ์ของคุณภาพการสอบบัญชีและคุณภาพรายงานทางการเงินในบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย (SET) หรือย่อมาจาก Stock Exchange of Thailand เนื่องจากเป็นบริษัทที่มีมูลค่าตลาดรวม Market Capitalization มากกว่า 7,500 ล้านบาท รองรับเฉพาะธุรกิจขนาดใหญ่ซึ่งมีทุนชำระแล้วขั้นต่ำ 300 ล้านบาทขึ้นไปเท่านั้น ต้องมีผลการดำเนินงานมากกว่า 3 ปี ก่อนการยื่นขอจดทะเบียน บริษัทที่มีกำไรสุทธิในระยะเวลา 2-3 ปีล่าสุดก่อนยื่นคำขอรวมกันมากกว่า 50 ล้านบาท ดังนั้นผลการวิเคราะห์ถึงความสัมพันธ์จะก่อให้เกิดผลประโยชน์ต่อการนำไปประยุกต์ใช้เพื่อลดผลกระทบจากความเสี่ยงที่จะเกิดการบริการกำไรต่อไป

งานวิจัยในครั้งนี้มีวัตถุประสงค์ เพื่อตรวจสอบปัจจัยที่ส่งผลต่อคุณภาพการสอบบัญชีของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยกำหนดตัววัดคุณภาพการสอบบัญชีออกเป็น 5 ตัวแปร ได้แก่ ค่าธรรมเนียมการสอบบัญชี ระยะเวลาการเป็นผู้สอบบัญชีในบริษัทลูกค้า ประเภทความเห็นของผู้สอบบัญชี ขนาดสำนักงานสอบบัญชี และค่าบริการอื่นนอกเหนือจากงานสอบบัญชี ผลการศึกษาในครั้งนี้จะเป็นข้อมูลที่มีประโยชน์ เพื่อให้เกิดความตระหนักถึงความสำคัญของคุณภาพการสอบบัญชี ที่จะส่งผลต่อคุณภาพรายงานทางการเงิน จะเป็นข้อมูลที่มีประโยชน์ต่อผู้ใช้งบการเงินในไปใช้ในการตัดสินใจเชิงเศรษฐกิจ และเป็นประโยชน์ต่อบริษัทในการเลือกสำนักงานสอบบัญชี รวมถึงเป็นข้อมูลต่อสำนักงานสอบบัญชีในการวางแผนการปฏิบัติงานด้านสอบบัญชีให้เกิดประสิทธิภาพและประสิทธิผลเพิ่มขึ้น

วัตถุประสงค์ของงานวิจัย

เพื่อตรวจสอบความสัมพันธ์ของคุณภาพการสอบบัญชีต่อคุณภาพรายงานทางการเงินของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

ทบทวนวรรณกรรม

Jensen and Meckling (1976) อธิบายถึง ความสัมพันธ์ระหว่างตัวการ (Principal) ซึ่งเป็นบุคคลหรือกลุ่มบุคคลผู้เป็นเจ้าของกิจการ และตัวแทน (Agent) ซึ่งเป็นผู้ได้รับมอบอำนาจในการดำเนินกิจการแทนจากตัวการ โดยความสัมพันธ์ของทั้ง 2 ฝ่ายจะดำเนินไปอย่างมีประสิทธิภาพตราบเท่าที่ผู้บริหารมีวัตถุประสงค์ในการบริหารงานเพื่อประโยชน์สูงสุดแก่ผู้ถือหุ้น แต่หากเมื่อใดมีความขัดแย้งกันในเรื่องของผลประโยชน์และจุดมุ่งหมายในการบริหารงานจะนำไปสู่ปัญหาตัวแทน หรือ Agency Problem หรือการที่ผู้บริหารไม่ได้ดำเนินงานโดยยึดความต้องการหรือความคาดหวังของผู้ถือหุ้นมาเป็นหลักในการบริหาร เนื่องจากผู้บริหารเป็นเพียงบุคคลที่ได้รับการแต่งตั้งมาไม่มีส่วนได้เสียโดยตรงกับบริษัทจึงอาจมีความต้องการที่จะเสาะแสวงหาลู่ทางในการกอบโกยผลประโยชน์ส่วนตนมากกว่า ซึ่งอาจทำได้โดยการปกปิดข้อมูลหรือการกระทำใดๆ ที่ขัดต่อหลักจริยธรรม เช่น การตกแต่งกำไรจากดุลยพินิจของตน ซึ่งนำไปสู่แนวคิดการบริหารกำไร

DeAngelo (1981, pp. 183-199) ได้ให้คำนิยามคุณภาพการสอบบัญชีว่า “เป็นการประเมินร่วมกันทั้งในด้านการตรวจสอบข้อเท็จจริง และการแสดงความเห็นในรายงานทางการเงินของลูกค้า ดังนั้นคุณภาพการสอบบัญชีจึงหมายถึงความสามารถและความเป็นอิสระของผู้สอบบัญชีในการตรวจสอบ และการรายงานข้อมูลที่ขัดต่อข้อเท็จจริงอย่างมีนัยสำคัญ

Reyad (2013, pp. 83-93) ได้กล่าวถึง คุณภาพการสอบบัญชีว่าเป็นความสามารถในกระบวนการตรวจสอบที่จะตรวจสอบและรายงานข้อมูลที่ข้อต่อข้อเท็จจริงในรายงานทางการเงิน และลดความไม่สมดุลของข้อมูลระหว่างผู้บริหารและผู้ถือหุ้น ซึ่งระดับคุณภาพการสอบบัญชีนั้นจะสัมพันธ์ที่ระดับคุณภาพของข้อมูลในรายงานทางการเงินเนื่องจากข้อมูลในรายงานทางการเงินได้รับการตรวจสอบจากผู้สอบบัญชีที่มีคุณภาพสูงจะสะท้อนถึงต้นทุนตัวแทนที่จะต่ำลงระหว่างผู้บริหารกับผู้ถือหุ้น

งานวิจัยในอดีตที่ผ่านมาพบว่า คุณภาพการสอบบัญชีถือว่าเป็นสิ่งที่จำเป็นสำหรับกลุ่มต่างๆ ที่ผู้บริหารของบริษัทต้องการให้เกิดความเชื่อมั่นและเชื่อถือได้ในรายงานทางการเงิน ซึ่งคุณภาพการสอบบัญชีจะกลายเป็นปัจจัยที่เป็นส่วนหนึ่งในการสร้างความแตกต่างในการแข่งขันของบริษัทที่สำคัญส่งผลกระทบต่อคุณภาพรายงานทางการเงิน ซึ่งอาจจะวัดจากจำนวนรายการคงค้างที่ขึ้นอยู่กับดุลยพินิจของผู้บริหาร จึงนำไปสู่การพัฒนาสมมติฐานการวิจัย ได้ดังนี้

การพัฒนาสมมติฐานการวิจัย

2.1 ความสัมพันธ์ระหว่างค่าธรรมเนียมการสอบบัญชีกับการบริหารกำไร

Simunic (1980) กล่าวว่าค่าธรรมเนียมการสอบบัญชี เป็นการรวบรวมต้นทุนของทรัพยากรที่ผู้สอบบัญชีจำเป็นต้องใช้สำหรับการดำเนินงานตรวจสอบและมูลค่าปัจจุบันที่คาดว่าจะเกิดขึ้นของความสูญเสียในอนาคตที่อาจเกิดขึ้นกับผู้มีส่วนได้เสียของลูกค้าซึ่งเป็นผลมาจากการตรวจสอบรายงานทางการเงิน และเพื่อลดความเสี่ยงให้อยู่ในระดับที่ยอมรับได้ที่คาดว่าจะเกิดขึ้นของผู้สอบบัญชี (Sengupta & Shen, 2007) ดังนั้นจึงทำการกำหนดสมมติฐาน ดังนี้

H1: ค่าธรรมเนียมการสอบบัญชีมีความสัมพันธ์เชิงบวกกับจำนวนรายการคงค้างที่ขึ้นอยู่กับดุลยพินิจของผู้บริหาร

2.2 ความสัมพันธ์ระหว่างระยะเวลาการเป็นผู้สอบบัญชีในบริษัทลูกค้ากับการบริหารกำไร

งานวิจัยของ รำไพพิมพ์ จีระกุล (2562) บางส่วนที่ได้ทำการศึกษาแล้ว พบว่าการใช้บริการผู้สอบบัญชีที่ยาวนานส่งผลให้คุณภาพของงานสอบบัญชีลดลงเนื่องจากระยะเวลาการให้บริการสอบบัญชีที่ยาวนานนำมาซึ่งความสัมพันธ์ที่ใกล้ชิดกับลูกค้ามากขึ้นและส่งผลโดยตรงต่อความเป็นอิสระของผู้สอบบัญชี (Menon and Williams, 2004) ดังนั้นจึงทำการกำหนดสมมติฐาน ดังนี้

H2: ระยะเวลาการเป็นผู้สอบบัญชีในบริษัทลูกค้ามีความสัมพันธ์เชิงบวกกับจำนวนรายการคงค้างที่ขึ้นอยู่กับดุลยพินิจของผู้บริหาร

2.3 ความสัมพันธ์ระหว่างประเภทความเห็นของผู้สอบบัญชีในบริษัทลูกค้ากับการบริหารกำไร

งานวิจัยในอดีตที่ผ่านมาของ Butler, Leone, & Willenborg (2004, p. 139) พบว่ารูปแบบรายงานของผู้สอบบัญชีที่แสดงความเห็นแบบไม่มีเงื่อนไข และความเห็นแบบมีเงื่อนไข ไม่มีความแตกต่างกันในการสะท้อนการบริหารกำไรในรายงานของผู้สอบบัญชีอย่างมีนัยสำคัญทางสถิติ ดังนั้นจึงทำการกำหนดสมมติฐาน ดังนี้

H3: ประเภทความเห็นของผู้สอบบัญชีมีความความสัมพันธ์เชิงบวกกับจำนวนรายการคงค้างที่ขึ้นอยู่กับดุลยพินิจของผู้บริหาร

2.4 ความสัมพันธ์ระหว่างขนาดสำนักงานสอบบัญชีในบริษัทลูกค้ากับการบริหารกำไร

งานวิจัยจำนวนมากที่อ้างถึงใน รำไพ พิมพ์จีระกุล (2562) เช่น Becker et al (1998) เน้นการใช้เครื่องมือทางอ้อมในการวัดคุณภาพของงานสอบบัญชีเป็นหลัก ที่ทำการศึกษาเกี่ยวกับคุณภาพการสอบบัญชีที่วัดจากขนาดของสำนักงานสอบบัญชีมักพบว่าคุณภาพการรายงานทางการเงินได้รับผลกระทบอย่างมีนัยสำคัญเชิงบวก จึงทำการกำหนดสมมติฐาน ดังนี้

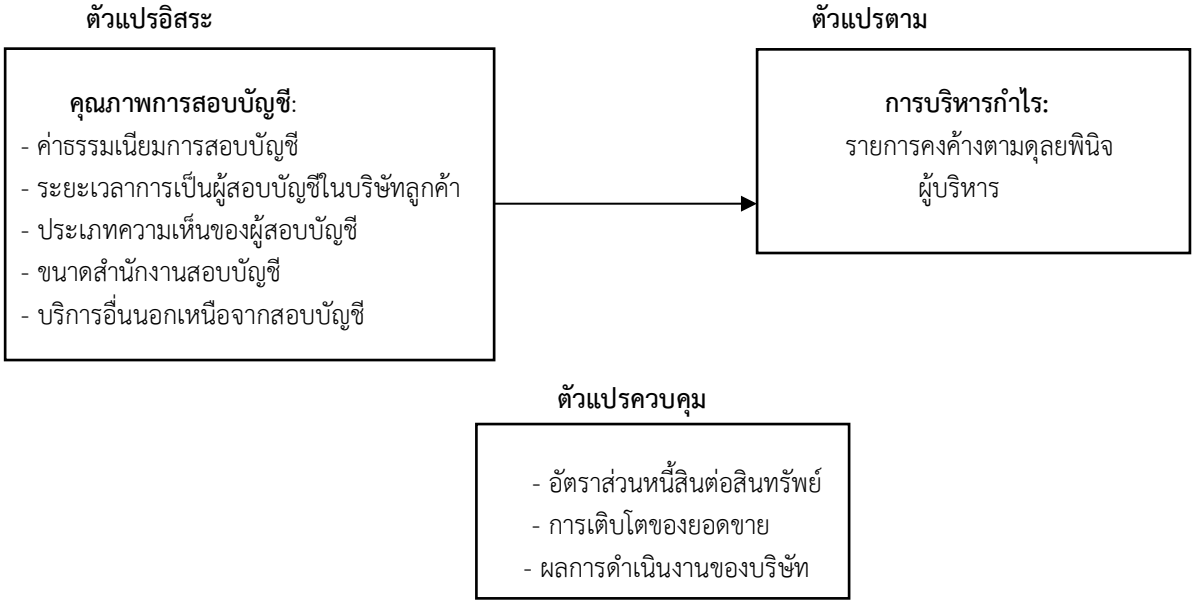
H4: ขนาดสำนักงานสอบบัญชีมีความความสัมพันธ์เชิงบวกกับจำนวนรายการคงค้างที่ขึ้นอยู่กับดุลยพินิจของผู้บริหาร

2.5 ความสัมพันธ์ระหว่างบริการอื่นนอกเหนือจากงานสอบบัญชีในบริษัทลูกค้ากับการบริหารกำไร

งานวิจัยของ Nam and Ronen (2012) ที่ได้ทำการศึกษาผลกระทบของบริการอื่นนอกเหนือจากงานสอบบัญชีที่มีต่อคุณภาพของรายงานทางการเงิน พบว่าสัดส่วนของค่าธรรมเนียมบริการอื่นนอกเหนือจากงานสอบบัญชีมีความสัมพันธ์เชิงบวกกับความสามารถในการคาดการณ์และคุณภาพของการรายงานทางการเงิน จึงทำการกำหนดสมมติฐาน ดังนี้

H5: การให้บริการอื่นนอกเหนือจากงานสอบบัญชีมีความความสัมพันธ์เชิงบวกกับจำนวนรายการคงค้างที่ขึ้นอยู่กับดุลยพินิจของผู้บริหาร

กรอบแนวคิดการวิจัย (Conceptual Model)



วิธีดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่างที่ใช้ในการศึกษา

งานวิจัยนี้จัดเก็บข้อมูลจากบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทยปี พ.ศ.2564 ในทุกกลุ่มอุตสาหกรรม ยกเว้นกลุ่มการเงิน กลุ่มกองทุนรวมอสังหาริมทรัพย์และทรัสต์เพื่อการลงทุนในอสังหาริมทรัพย์ กลุ่มบริษัทที่อยู่ระหว่างการฟื้นฟูการดำเนินงาน เนื่องจากบริษัทเหล่านี้มีโครงสร้างทางการเงินแตกต่างจากบริษัทในกลุ่มอื่นๆ และตัดบริษัทที่มีข้อมูลไม่ครบถ้วนออก โดยมีจำนวนกลุ่มตัวอย่างทั้งสิ้น 480 บริษัท

การเก็บรวบรวมข้อมูล

งานวิจัยนี้ทำการศึกษาและเก็บรวบรวมข้อมูลจากงบการเงินของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทยที่เผยแพร่ผ่านทางเว็บไซต์ https://www.set.or.th โดยเก็บข้อมูลจากแบบแสดงรายการข้อมูลประจำปี 56-1 และงบการเงินของกิจการ

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรที่ใช้ในการวิจัย ประกอบด้วย ตัวแปรอิสระคุณภาพการสอบบัญชี ได้แก่ ค่าธรรมเนียมการสอบบัญชี ระยะเวลาเป็นผู้สอบบัญชีในบริษัทลูกค้า ประเภทความเห็นของผู้สอบบัญชี ขนาดสำนักงานสอบบัญชี และบริการอื่นนอกเหนือจากสอบบัญชี สำหรับตัวแปรตาม ได้แก่ คุณภาพรายงานทางการเงินที่วัดจากจำนวนรายการคงค้างทางการบัญชีขึ้นอยู่กับดุลยพินิจของผู้บริหาร โดยคำนวณตามแบบจำลอง Modified Jones Mode (1995) และตัวแปรควบคุม ได้แก่ อัตราส่วนหนี้สินต่อสินทรัพย์ การเติบโตของยอดขาย และผลการดำเนินงานของบริษัท ปรากฏดังตารางที่ 1

ตัวแปรและการวัดค่า			ทิศทางความสัมพันธ์
ตัวแปรตาม คุณภาพรายงานทางการเงิน (AbsDA)	ค่าสมบูรณ์ของรายการคงค้างตามดุลยพินิจของผู้บริหาร	คำนวณตามแบบจำลอง Modified Jones Mode (1995)	
ตัวแปรอิสระ คุณภาพการสอบบัญชี:			
Auditfee	ค่าธรรมเนียมการสอบบัญชี	ค่าธรรมเนียมการสอบ (หน่วย:พันบาท)	+

ตัวแปรและการวัดค่า			ทิศทางความสัมพันธ์
Tenare	ระยะเวลาการเป็นผู้สอบบัญชีในบริษัทลูกค้า	กำหนดเป็นตัวแปรหุ่น (Dummy variables) โดยแทนค่าเป็น 1 เมื่อบริษัทใช้บริการจากสำนักงานสอบบัญชีบริษัทเดิมติดต่อกันเป็นระยะเวลาตั้งแต่ 3 ปีขึ้นไป แทนค่าเป็น 0 ในกรณีที่ใช้บริการจากสำนักงานสอบบัญชีบริษัทเดิมติดต่อกันเป็นระยะเวลาไม่เกิน 3 ปี	+
Opinion	ประเภทความเห็นของผู้สอบบัญชี	กำหนดเป็นตัวแปรหุ่น (Dummy variables) โดยแทนค่าเท่ากับ 1 รายงานผู้สอบบัญชีแบบไม่มีเงื่อนไขและแทนค่าเท่ากับ 0 รายงานผู้สอบบัญชีแบบอื่น ๆ	+
Size	ขนาดของสำนักงานสอบบัญชี	กำหนดเป็นตัวแปรหุ่น (Dummy variables) โดยแทนค่าเป็น 1 เมื่อบริษัทใช้บริการของสำนักงานสอบบัญชี Big4 และแทนค่าเป็น 0 เมื่อใช้บริการของสำนักงานสอบบัญชี Non-Big4	+
Non-Auditfee	การให้บริการอื่นนอกจากการสอบบัญชี	กำหนดเป็นตัวแปรหุ่น (Dummy variables) โดยแทนค่าเป็น 1 เมื่อบริษัทมีการให้บริการด้านอื่นนอกจากการสอบบัญชี และแทนค่าเป็น 0 เมื่อบริษัทไม่มีการให้บริการอื่น	+
ตัวแปรควบคุม			
LEV	อัตราส่วนหนี้สินต่อสินทรัพย์	คำนวณจากหนี้สินรวมของกิจการหารด้วยสินทรัพย์รวมของกิจการ	
SG	การเติบโตของยอดขาย	คำนวณจากยอดขายของบริษัทในปีปัจจุบันหารด้วยยอดขายปีก่อน	
PFM	ผลการดำเนินงานของบริษัท	กำไร(ขาดทุน)สุทธิ	

ตารางที่ 1 แสดงการวัดค่าตัวแปร

แบบจำลองงานวิจัย

การศึกษาความสัมพันธ์ระหว่างคุณภาพงานสอบบัญชีกับคุณภาพรายงานทางการเงิน โดยใช้แบบจำลองที่ใช้ในการศึกษาตามสมการดังนี้

$$AbsDAi,t = \beta_0 + \beta_1 Auditfeei,t + \beta_2 Tenarei,t + \beta_3 Opinioni,t + \beta_4 Sizei,t + \beta_5 Non - Auditfeei,t + \beta_6 Levi,t + \beta_7 SGi,t + \beta_8 PFMi,t + \in i,t$$

ผลการวิจัย

การศึกษาความสัมพันธ์ระหว่างคุณภาพงานสอบบัญชีกับคุณภาพรายงานทางการเงิน ของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยแสดงผลวิเคราะห์ทางสถิติ ประกอบด้วยการวิเคราะห์ข้อมูลเชิงพรรณนา (Descriptive Statistic) การวิเคราะห์สหสัมพันธ์ (Correlation Analysis) และการวิเคราะห์ความถดถอยเชิงพหุคูณ (Multiple Regression Analysis) ดังนี้

1. ผลการวิเคราะห์เชิงสถิติพรรณนา (Descriptive Statistics)

การวิเคราะห์ข้อมูลทั่วไปของกลุ่มตัวอย่าง ใช้สถิติเชิงพรรณนา ได้แสดงในตารางที่ 2 และ 3 ดังนี้

ตารางที่ 2 แสดงความถี่ของตัวแปรจากกลุ่มตัวอย่างจำนวน 480 บริษัท พบว่ากลุ่มตัวอย่างส่วนใหญ่ใช้บริการจากสำนักงานสอบบัญชีขนาดใหญ่ (Big4) จำนวน 314 บริษัท คิดเป็นร้อยละ 65.40 ระยะเวลาการเป็นผู้สอบบัญชีในบริษัทลูกค้าที่น้อยกว่า 3 ปี จำนวน 252 บริษัท คิดเป็นร้อยละ 52.50 ไม่มีการใช้บริการอื่นนอกเหนือจากงานสอบบัญชี จำนวน 317 บริษัท คิดเป็นร้อยละ 66.00

ประเภทความเห็นของผู้สอบบัญชีพิจารณาจากรายงานผู้สอบบัญชีแบบไม่มีเงื่อนไข (Unqualified) จำนวน 442 บริษัท คิดเป็นร้อยละ 92.10

ตารางที่ 2 แสดงความถี่ของข้อมูลกลุ่มตัวอย่าง

ตัวแปร	จำนวน	ร้อยละ
ขนาดสำนักงานสอบบัญชี		
สำนักงานสอบบัญชีขนาดใหญ่ (Big4)	314	65.40
สำนักงานสอบบัญชีขนาดกลางและเล็ก (Non-Big4)	166	34.60
รวม	480	100.00
ระยะเวลาการเป็นผู้สอบบัญชีในบริษัทลูกค้า		
น้อยกว่า 3 ปี (Less than 3 years)	252	52.50
3 ปี (3 years)	228	47.50
รวม	480	100.00
บริการอื่นนอกเหนือจากงานสอบบัญชี		
มีการใช้บริการอื่นนอกเหนือจากงานสอบบัญชี	163	34.00
ไม่มีการใช้บริการอื่นนอกเหนือจากงานสอบบัญชี	317	66.00
รวม	480	100.00
ประเภทความเห็นของผู้สอบบัญชี		
รายงานผู้สอบบัญชีแบบไม่มีเงื่อนไข	442	92.10
รายงานผู้สอบบัญชีแบบอื่น ๆ	38	7.90
รวม	480	100.00

ข้อมูลทั่วไปของกลุ่มตัวอย่างทั้งหมด 480 ตัวอย่าง แสดงในตารางด้วยค่าเฉลี่ย ค่าสูงสุด ค่าต่ำสุด และส่วนเบี่ยงเบนมาตรฐาน ในตารางที่ 3 ดังนี้

ตารางที่ 3 แสดงค่าค่าเฉลี่ย ค่าสูงสุด ค่าต่ำสุด และส่วนเบี่ยงเบนมาตรฐาน

Variables	Minimum	Maximum	Mean	Std. Deviation
Dependent Variable				
AbsDA	-73,615,307.49	18,475,199.63	929,280.74	6,206,475.26
Independent Variables				
Auditfee	415.00	26,700.00	4,261.60	4,298.84
Control Variables				
LEV	0.00	5.74	0.45	0.42
SG	0.00	4.64	1.00	0.46
PFM	-16,371,864.93	45,550,080.25	1,232,721.40	4,315,778.55

จากตารางที่ 3 แสดงค่าสถิติเชิงพรรณนาของตัวแปรที่เกี่ยวข้อง ซึ่งประกอบไปด้วยค่าต่ำสุด (Minimum) ค่าสูงสุด (Maximum) ค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) ของกลุ่มตัวอย่างคือ รายการคงค้างที่ขึ้นอยู่กับดุลยพินิจของผู้บริหาร มีค่าเฉลี่ยอยู่ที่ประมาณ 929,280.74 ค่าธรรมเนียมการสอบบัญชี (AuditFee) มีค่าเฉลี่ยเท่ากับ 4,261.60 ล้านบาท สำหรับตัวแปรควบคุม อัตราหนี้สินต่อสินทรัพย์ (LEV) มีค่าเฉลี่ยเท่ากับ 0.45 เท่า อัตราการเติบโตของยอดขาย (SG) มีค่าเฉลี่ยเท่ากับ 1.00 เท่า และผลการดำเนินงานของบริษัท (PFM) มีค่าเฉลี่ยเท่ากับ 1,232,721.40 ล้านบาท

ตารางที่ 4 แสดงค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างตัวแปร

	DA	Auditfee	Tenure	Opinion	Size	Non-Audit	LEV	SG	PFM
DA	1								
Auditfee	-0.235**	1							
Tenure	0.048	0.020	1						
Opinion	-0.042	0.003	0.047	1					
Size	-0.102*	0.254**	0.043	0.079	1				
Non-Audit	-0.030	0.185**	0.014	-0.050	0.161**	1			
LEV	-0.051	0.113*	-0.018	-0.044	0.028	-0.026	1		
SG	-0.093*	0.024	-0.020	0.033	-0.033	-0.102*	-0.047	1	
PFM	-0.143**	0.272**	0.061	0.035	0.139**	0.211**	0.004	-0.197**	1

ผลการวิเคราะห์สัมประสิทธิ์สหสัมพันธ์ระหว่างตัวแปรจากตาราง พบว่าตัวแปรแต่ละคู่มีค่าอยู่ระหว่าง 0.004 ถึง 0.272 ซึ่งไม่เกิน 0.7 ดังนั้นงานวิจัยนี้จึงไม่ปรากฏปัญหาภาวะร่วมเส้นตรงเชิงพหุ (Multicollinearity Problem) ซึ่งอาจส่งผลให้ผลการวิเคราะห์ทางสถิติคลาดเคลื่อนจากความเป็นจริง (Hair et al., 2010)

ตารางที่ 5 แสดงผลการวิเคราะห์สมการถดถอยเชิงพหุ (Multiple Regression Analysis)

Coefficients(a)					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2754845.507	1275087.872		2.161	0.031
AUDITFEE	-277.101	69.287	-0.192	-3.999	0.000
TENARE	727475.528	550422.671	0.059	1.322	0.187
OPINION	-759845.835	1023254.868	-0.033	-0.743	0.458
SIZE	-563853.408	6032261.827	-0.043	-0.935	0.350
NON-AUDIT	284929.006	604455.782	0.022	0.471	0.638
LEV	-481297.814	665983.160	-0.032	-0.723	0.470
SG	-1457326.547	609385.269	-0.109	-2.391	0.017
PFM	-0.163	0.069	-0.113	-2.369	0.018
R^2		**0.081**			
Adjusted R^2		**0.065**			

จากตารางที่ 5 แสดงผลการวิเคราะห์สมการถดถอยแบบพหุคูณ (Multiple Regression Analysis) เพื่อหาความสัมพันธ์ระหว่างตัวแปร โดยผลการวิเคราะห์พบว่า ค่าธรรมเนียมผู้สอบบัญชีมีความสัมพันธ์ในเชิงบวกอย่างมีนัยสำคัญที่ระดับนัยสำคัญทางสถิติที่ 0.01กับคุณภาพรายงานทางการเงินที่วัดจากจำนวนรายการคงค้างตามดุลยพินิจผู้บริหาร ส่วนตัวแปรระยะเวลาการเป็นผู้สอบบัญชีในบริษัทลูกค้า ประเภทความเห็นของผู้สอบไม่มีความสัมพันธ์อย่างมีนัยสำคัญที่ทางสถิติกับคุณภาพรายงานทางการเงิน และตัวแปรควบคุม การเติบโตของยอดขายและผลการดำเนินงานของบริษัทมีความสัมพันธ์ในเชิงบวกมีนัยสำคัญกับคุณภาพรายงานทางการเงินที่ระดับนัยสำคัญทางสถิติที่0.05

อภิปรายผลการวิจัย

การศึกษาเรื่องความสัมพันธ์ของคุณภาพการสอบบัญชีและคุณภาพรายงานทางการเงิน มีวัตถุประสงค์เพื่อตรวจสอบลักษณะความสัมพันธ์ของคุณภาพการสอบบัญชีที่วัดจากค่าธรรมเนียมการสอบบัญชี ระยะเวลาการเป็นผู้สอบบัญชีในบริษัทลูกค้า

ประเภทความเห็นของผู้สอบบัญชี ขนาดสำนักงานสอบบัญชี และบริการอื่นนอกเหนือจากงานสอบบัญชีของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย จากข้อมูลของกลุ่มตัวอย่าง 480 บริษัทในตลาดหลักทรัพย์แห่งประเทศไทย ประจำปี พ.ศ. 2564

ผลจากการศึกษาครั้งนี้ได้ทดสอบสมมติฐานงานวิจัย ด้วยการวิเคราะห์สมการถดถอยเชิงพหุ (Multiple Regression Analysis) เพื่อทดสอบความสัมพันธ์ระหว่างตัวแปรอิสระและตัวแปรตาม ผลการศึกษาพบว่าค่าธรรมเนียมการสอบบัญชีมีความสัมพันธ์เชิงบวกกับคุณภาพรายงานทางการเงิน ที่วัดจากการบริหารกำไรโดยใช้จำนวนรายการคงค้างตามดุลยพินิจของผู้บริหาร ส่วนระยะเวลาการเป็นผู้สอบบัญชีในบริษัทลูกค้า ประเภทความเห็นของผู้สอบบัญชี ขนาดสำนักงานสอบบัญชี และการให้บริการอื่นนอกเหนือจากงานสอบบัญชีพบว่าไม่มีความสัมพันธ์อย่างมีนัยสำคัญทางสถิติกับคุณภาพรายงานทางการเงิน

ข้อจำกัดของงานวิจัย

การศึกษาครั้งนี้มีข้อจำกัดข้อมูลบางประเภทเป็นข้อมูลส่วนบริษัทจึงไม่สามารถจัดเก็บได้จากฐานข้อมูลที่เปิดเผยทั่วไป และการศึกษาในครั้งนี้วัดคุณภาพรายงานทางการเงินโดยใช้ตัวแบบ The Modified Jones (1995) ในการคำนวณหาจำนวนรายการคงค้างตามดุลยพินิจผู้บริหารเพียงวิธีเดียว

ข้อเสนอแนะในการวิจัยในอนาคต

การศึกษาในครั้งนี้มีกลุ่มตัวอย่างจากบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย งานวิจัยในอนาคตอาจศึกษาจากกลุ่มตัวอย่างอื่น เช่น กิจการที่ไม่ได้จดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย และอาจเพิ่มตัวแปรที่ใช้ในการวัดคุณภาพงานสอบบัญชีที่นอกเหนือไปจากค่าธรรมเนียมการสอบบัญชี ระยะเวลาการเป็นผู้สอบบัญชีในบริษัทลูกค้า ประเภทความเห็นของผู้สอบบัญชี ขนาดสำนักงานสอบบัญชี และค่าบริการอื่นนอกเหนือจากงานสอบบัญชีที่ใช้ในการศึกษาครั้งนี้ เช่น ประสบการณ์และความเชี่ยวชาญของผู้สอบบัญชี และกำหนดวิธีการวัดค่าคุณภาพรายงานทางการเงินโดยใช้แบบจำลองของนักวิจัยอื่น เช่น Kothari (2005) เพื่อยืนยันผลการวิจัยให้ชัดเจนมากขึ้น

กิตติกรรมประกาศ

การวิจัยนี้เป็นส่วนหนึ่งของการศึกษารายวิชาวิจัยทางการบัญชีในหลักสูตรบัญชีบัณฑิตของมหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา ผู้วิจัยขอขอบคุณอาจารย์ผู้สอน อ.ดร.จันทร์เพ็ญ ธงไชย ที่ให้คำแนะนำในการทำวิจัยครั้งนี้สำเร็จได้ด้วยดี

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อิทธิพลของการวางแผนภาษีต่อผลการดำเนินงาน: กรณีศึกษาบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

The Influence of Tax Planning on Performance: A Case Study of The Listed Companies on The Stock Exchange of Thailand

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ เพื่อทดสอบอิทธิพลของการวางแผนภาษีต่อผลการดำเนินงาน ของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย จากกลุ่มตัวอย่างจำนวนรวมทั้งสิ้น 938 ข้อมูล ระหว่างปี พ.ศ. 2563 - 2564 ซึ่งจะเก็บข้อมูลจากงบการเงินและมูลค่าหลักทรัพย์ทางการตลาด จากเว็บไซต์ www.setsmart.com และในการศึกษาครั้งนี้ผู้วิจัยได้นำตัวแปรการวางแผนภาษี และผลการดำเนินงาน เพื่อนำไปใช้ในการวิเคราะห์ข้อมูลโดยใช้เทคนิคสหสัมพันธ์และการวิเคราะห์ความถดถอยเชิงพหุคูณ

ผลการศึกษาพบว่า การวางแผนภาษีที่วัดค่าจากอัตราภาษีเงินได้นิติบุคคลที่แท้จริง (ETR) และอัตราส่วนภาษีเงินได้นิติบุคคลต่อสินทรัพย์รวม (T-ASSET) มีความสัมพันธ์กับผลการดำเนินงาน (FP)

คำสำคัญ: การวางแผนภาษี, ผลการดำเนินงาน

Abstract

The purpose of this research is to determine the influence of tax planning on performance of listed companies in the market Stock Exchange of Thailand. From a sample of 938 firm-year between the years 2020-2021. Which will collect data from financial statements and market capitalization from www.setsmart.com. And in this study, the researcher used the variables of tax planning and performance for data analysis using correlation techniques and multiple regression analysis.

The study found that tax planning measured by effective corporate income tax rate (ETR) and corporate income tax ratio to total assets (T-ASSET) correlated with operating results (FP).

Keywords: Tax planning, Performance

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บทนำ

ภาษีอากร เป็นภาระผูกพันหรือปัญหาทางด้านรายจ่ายที่เกิดขึ้นควบคู่ไปกับการดำเนินธุรกิจ เช่นเดียวกับรายจ่ายหรือต้นทุนทางธุรกิจอื่น ๆ ทั่วไป ซึ่งไม่อาจเลื่อนหรือผัดผ่อนเวลาออกไปได้ เพราะภาษีอากรเป็นหนี้ที่เกิดขึ้นโดยผลของกฎหมาย ซึ่งผู้เสียภาษีต้องชำระตามกำหนดเวลา การวางแผนภาษีจึงเป็นอีกทางเลือกหนึ่งที่จะช่วยให้กิจการประหยัดค่าใช้จ่ายทางภาษี การวางแผนภาษีมิใช่การหลีกเลี่ยงภาษี แต่เป็นการเตรียมการวางโครงสร้างธุรกิจให้สอดคล้องกับกฎหมายภาษีอากร ซึ่งก่อให้เกิดปัจจัยที่เอื้อต่อการลงทุน เช่น ผลเป็นการยกเว้น หรือลดหย่อนภาษีอากร หรือหักค่าใช้จ่ายได้มากขึ้นเป็นการใช้สิทธิประโยชน์ต่าง ๆ ทางภาษีได้อย่างคุ้มค่าและถูกต้องตามประมวลรัษฎากร จะทำให้บริษัทไม่ต้องเสียเบี้ยปรับและเงินเพิ่มในภายหลัง แต่หากบริษัทมีการวางแผนภาษีผิดพลาดอาจส่งผลให้มีค่าใช้จ่ายภาษีเพิ่มขึ้น รวมทั้งมีเบี้ยปรับและเงินเพิ่มที่เพิ่มขึ้นหากเจ้าหน้าที่รัฐตรวจพบ ตลอดจนทำให้บริษัทเสียชื่อเสียงเมื่อมีข่าวกระทำความผิดและอาจนำไปสู่การมีความน่าเชื่อถือและความมั่งคงที่ลดลงได้เช่นกัน งานวิจัยจำนวนมากได้ศึกษาเกี่ยวกับการวางแผนภาษี ซึ่งผลการศึกษานั้นมีความขัดแย้งกันโดย Tang และ Firth (2006) พบว่า การวางแผนภาษีจะทำให้นักลงทุนตอบสนองในทางลดลงเพราะเป็นรายการที่ไม่มีความยั่งยืน (Transitory) ซึ่งส่งผลกระทบในเชิงลบกับผลตอบแทนของหลักทรัพย์ นอกจากนั้นในประเทศไทยผลการศึกษายังมีความขัดแย้งกันโดยการศึกษาของ Thanjunpong (2015) ที่พบว่าการวางแผนภาษีทำให้บริษัทมีมูลค่ากิจการและผลการดำเนินงานที่ลดลง ขณะที่ Tantiyavarong (2009) กลับพบว่าการวางแผนภาษีไม่มีผลกระทบต่อมูลค่ากิจการ

ดังนั้นเพื่อให้มีความชัดเจนและเพิ่มความมีประสิทธิผลมากยิ่งขึ้น จึงทำให้นักวิจัยต้องการศึกษา อิทธิพลของการวางแผนภาษีต่อผลการดำเนินงาน : กรณีศึกษาบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

วัตถุประสงค์ของการวิจัย

เพื่อทดสอบอิทธิพลของการวางแผนภาษีที่มีผลต่อผลการดำเนินงาน ของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

ทบทวนวรรณกรรม

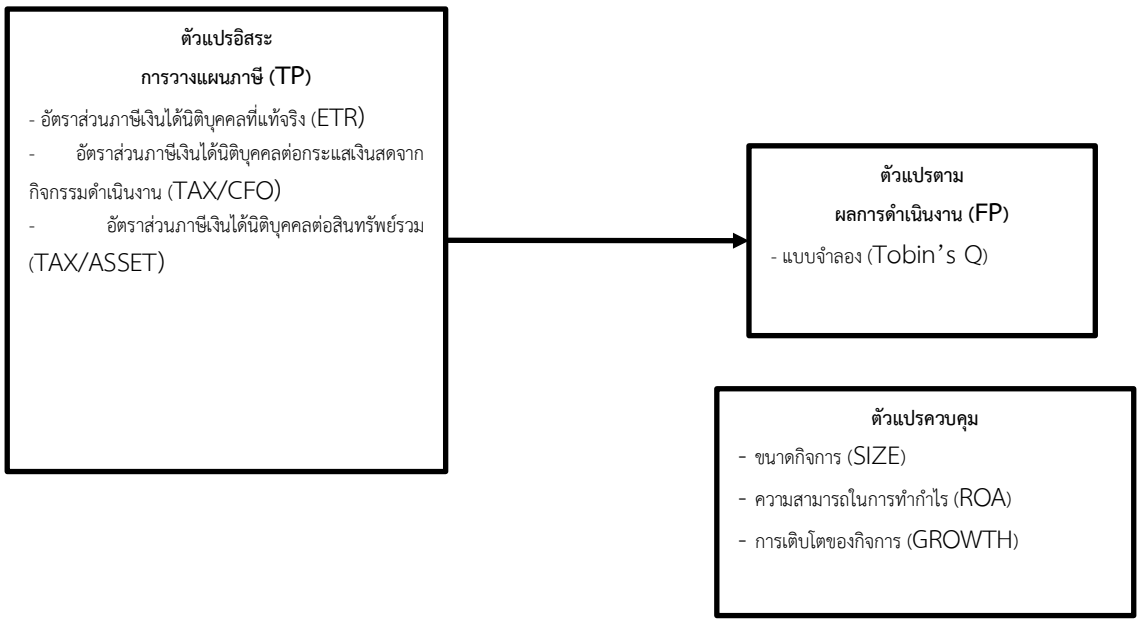
การวางแผนภาษี หมายถึง กิจกรรมที่เกิดจากกลยุทธ์ทางภาษีซึ่งทำให้ค่าใช้จ่ายภาษีลดลง ที่รวมถึงการหลีกเลี่ยงภาษีโดยอาศัยช่องโหว่ของกฎหมาย หรือการทำธุรกรรม หรือจากการเลือกนโยบายในการจัดการธุรกิจ หรือวิธีปฏิบัติทางบัญชี ทั้งที่เจตนาและไม่มีเจตนาเพื่อที่จะไม่ต้องเสียภาษีหรือเสียภาษีน้อยลง (Dyreng, Hanlon, & Maydew, 2008; Tantiyavarong, 2009) การวางแผนภาษีจะทำให้กำไรทางภาษีลดลงแต่ไม่กระทบกับกำไรทางบัญชีโดยตัววัดค่าการวางแผนภาษีที่นิยมใช้ คือ อัตราภาษีเงินได้นิติบุคคลที่แท้จริง (ETR) ซึ่งถ้าค่า ETR มีค่าต่ำแสดงว่าบริษัทมีการวางแผนภาษี (Armstrong et al.,2012) อัตราส่วนภาษีเงินได้นิติบุคคลต่อกระแสเงินสดจากกิจกรรมดำเนินงาน (TAX/CFO) ซึ่งการใช้ค่ากระแสเงินสดเป็นฐานในการคำนวณ จะช่วยทำให้ไม่ได้รับผลกระทบจากการบริหารกำไรตามเกณฑ์คงค้างในทางบัญชี (ศฐา วรุณกูล, 2562) และอัตราส่วนภาษีเงินได้นิติบุคคลต่อสินทรัพย์รวม (TAX/ASSET) ซึ่งการใช้ค่าสินทรัพย์รวมเป็นตัวปรับลดขนาด หากค่า TAX/ASSET มีค่าต่ำ แสดงว่าบริษัทมีการวางแผนภาษีในระดับที่สูง (สัตยา ตันจันทร์พงศ์, 2557)

ผลการดำเนินงาน การวัดผลการดำเนินงานของบริษัทเป็นสิ่งสำคัญที่ทำให้ทราบถึงความสามารถของผู้บริหารในการบริหารงาน โดยการวัดผลการดำเนินงานทางด้านบัญชีจะอาศัยข้อมูลจากงบการเงิน แต่ตัวชี้วัดทางด้านบัญชีนั้นไม่คำนึงถึงมูลค่าของเงินตามเวลาและความเสี่ยง ดังนั้นเพื่อลดข้อบกพร่องของตัวชี้วัดทางด้านบัญชีงานวิจัยส่วนใหญ่จึงนิยมวัดผลการดำเนินงานทางด้านเศรษฐศาสตร์ โดยใช้ตัวชี้วัดที่นิยมคือ Tobin's Q ซึ่งคำนวณจากมูลค่าตลาดของหลักทรัพย์บวกมูลค่าทางบัญชีของหนี้สินทั้งหมดหารด้วยมูลค่าตามบัญชีของสินทรัพย์รวมตามแนวทางของ Chung และ Pruitt (1994)

จากหลักการและทฤษฎีที่เกี่ยวข้อง ร.ท.หญิง ฐิติรัตน์ จิตต์คำ (2565) พบว่า การวางแผนภาษีและการบริหารกำไรมีความสัมพันธ์เชิงบวกกับผลการดำเนินงานอย่างมีนัยสำคัญทางสถิติ และในงานวิจัยอื่นยังพบ ความสัมพันธ์ของการวางแผนภาษีกับผลการดำเนินงานในทิศทางเดียวกัน (เชิงบวก) เนื่องจากการวางแผนภาษีที่เพิ่มขึ้น (โดยการใช้สิทธิประโยชน์ทางภาษี เพื่อลดค่าใช้จ่ายกิจการ) จะส่งผลให้บริษัทมีกำไรสุทธิและกระแสเงินสดเพิ่มขึ้น และส่งผลให้ผลการดำเนินงานเพิ่มขึ้น (Sribunruang & Sutthi, 2021) การศึกษาครั้งนี้จึงมุ่งทดสอบว่าการวางแผนภาษีมีผลเชิงบวกต่อผลการดำเนินงาน จึงกำหนดเป็นสมมติฐาน ดังนี้

H1: การวางแผนภาษีมีความสัมพันธ์ต่อผลการดำเนินงาน

จากเหตุผลดังกล่าว ผู้วิจัยจึงได้กำหนดกรอบแนวคิดในการวิจัยได้ดังภาพที่ 1



ภาพที่ 1 แสดงกรอบแนวคิดการวิจัย

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

การวิจัยในครั้งนี้ศึกษาอิทธิพลของการวางแผนภาษีต่อผลการดำเนินงาน : กรณีศึกษา บริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยเลือกกลุ่มตัวอย่างจำนวนรวมทั้งสิ้น 938 ข้อมูล จากทุกกลุ่มอุตสาหกรรม ซึ่งยกเว้นบริษัทจดทะเบียนกลุ่มธุรกิจการเงิน และบริษัทที่แก้ไขการดำเนินงานไม่ได้ตามกำหนด รวมถึงบริษัทจดทะเบียนที่เข้าข่ายถูกเพิกถอนและบริษัทที่อยู่ในกลุ่มเอ็ม เอ ไอ ดังแสดงตารางที่ 1

ตารางที่ 1 ตารางสรุปจำนวนประชากร

ลักษณะบริษัท	จำนวนบริษัท		จำนวนข้อมูลรายปีของบริษัท
	2563	2564	
จำนวนบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย	670	670	1,340
หัก : บริษัทที่อยู่ในกลุ่มการเงิน	67	67	134
กลุ่มกองทุนรวมอสังหาริมทรัพย์และทรัสต์เพื่อการลงทุน	68	68	136
กลุ่มบริษัทที่อยู่ระหว่างการฟื้นฟูการดำเนินธุรกิจ	3	3	6
คงเหลือ	532	532	1,064
หัก : บริษัทที่มีข้อมูลไม่ครบถ้วน	38	26	64
บริษัทข้อมูลที่ผิดปกติ	24	38	62
จำนวนกลุ่มตัวอย่างสุทธิ	470	468	938

การเก็บรวบรวมข้อมูล

การศึกษาวิจัยในครั้งนี้เป็นการศึกษาข้อมูลทุติยภูมิ (Secondary Data) โดยเก็บรวบรวมข้อมูลจากบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย จำนวนรวมทั้งสิ้น 938 ข้อมูล ทุกกลุ่มอุตสาหกรรมซึ่งจะเก็บข้อมูลจากงบการเงินและมูลค่า

หลักทรัพย์ทางการตลาด จากเว็บไซต์ www.setsmart.com โดยในการศึกษาครั้งนี้ทำการเก็บข้อมูลจากรายงานประจำปีของบริษัท เพื่อใช้ในการวิจัยเป็นระยะเวลา 2 ปี เริ่มตั้งแต่ ปี 2563–2564

ตัวแปรที่ใช้ในการวิจัย

(1) ตัวแปรตาม ได้แก่ ผลการดำเนินงาน ซึ่งวัดค่าโดยใช้แบบจำลอง (Tobin's Q)

(2) ตัวแปรอิสระ

(2.1) อัตราภาษีเงินได้นิติบุคคลที่แท้จริง (ETR) ภาษีเงินได้นิติบุคคลในงวดปัจจุบัน/กำไรก่อนหักภาษีเงินได้นิติบุคคล

(2.2) อัตราส่วนภาษีเงินได้นิติบุคคลต่อกระแสเงินสดจากกิจกรรมดำเนินงาน (TAX/CFO) ภาษีเงินได้นิติบุคคล/กระแสเงินสดจากกิจกรรมดำเนินงาน

(2.3) อัตราส่วนภาษีเงินได้นิติบุคคลต่อสินทรัพย์รวม (TAX/ASSET) ภาษีเงินได้นิติบุคคล/สินทรัพย์รวม

(3) ตัวแปรควบคุม

(3.1) ขนาดของกิจการ (SIZE) วัดจากค่าลอการิทึมธรรมชาติของมูลค่าตามบัญชีของสินทรัพย์รวม

(3.2) ความสามารถในการทำกำไร (ROA) กำไรทางบัญชีก่อนหักภาษีเงินได้/สินทรัพย์รวม

(3.3) การเติบโตของกิจการ (GROWTA) สินทรัพย์รวมปีปัจจุบัน - สินทรัพย์รวมปีก่อน/สินทรัพย์รวมปีก่อน

ขอบเขตที่ใช้ในการวิจัย

การวิจัยในครั้งนี้ศึกษาอิทธิพลของการวางแผนภาษีต่อผลการดำเนินงาน : กรณีศึกษา บริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย เป็นระยะเวลา 2 ปี คือปี พ.ศ. 2563 – 2564

เครื่องมือที่ใช้ในการวิจัย

สถิติที่ใช้ในการวิจัย การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics) การวิเคราะห์สหสัมพันธ์ (Correlation Analysis) และการวิเคราะห์ความถดถอยเชิงพหุคูณ (Multiple Linear Regression Analysis) โดยใช้แบบจำลองที่ใช้ในการศึกษาเป็นไปตามการ ดังนี้

$$FP = a + b_1\,ETR + b_2\,T - CFO + b_3\,T - ASSET + b_4\,SIZE + b_5\,ROA + b_6\,GROWTH + e$$

ขั้นตอนในการวิจัย

(1) การทบทวนวรรณกรรมและงานวิจัย โดยผู้วิจัยได้ทบทวนวรรณกรรม 25 เรื่อง จากวารสาร บทความวิจัย รายงานวิจัย และวิทยานิพนธ์ โดยพิจารณาจากประสบการณ์ของผู้เขียน ตรวจสอบความถูกต้องของเนื้อหา อีกทั้งต้องเป็นข้อมูลที่ทันสมัยมีการตีพิมพ์ล่าสุดไม่เกิน 10 ปี ที่มีการเรียบเรียบที่ดีไม่ซับซ้อนมาก และเข้าใจง่าย

(2) กำหนดหัวข้อปัญหางานวิจัย โดยผู้วิจัยกำหนดปัญหาและคำถามของการวิจัยให้อยู่ในรูปแบบของความสัมพันธ์ระหว่างตัวแปรสองตัว

(3) กำหนดวัตถุประสงค์งานวิจัย ผู้วิจัยมีการเขียนวัตถุประสงค์งานวิจัยเพื่อเป็นการกำหนดแนวทางในการวิจัยและในหลักการเขียน โดยกำหนดวัตถุประสงค์เพื่อทดสอบอิทธิพลของการวางแผนภาษีที่มีผลต่อผลการดำเนินงาน ของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

(4) ตั้งกรอบแนวคิดของงานวิจัย โดยผู้วิจัยตั้งกรอบแนวคิดจากการที่ได้ทบทวนวรรณกรรมในอดีต พบว่าเรื่องอิทธิพลของการวางแผนภาษีมีความน่าสนใจ ผู้วิจัยจึงเลือกมาทำวิจัยในครั้งนี้

(5) เก็บข้อมูลงานวิจัย โดยผู้วิจัยเก็บข้อมูลจากบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย รวมทั้งสิ้น 938 ข้อมูล ทุกกลุ่มอุตสาหกรรม ซึ่งจะเก็บข้อมูลจากงบการเงินและมูลค่าหลักทรัพย์ทางการตลาด จากเว็บไซต์ www.setsmart.com

(6) วิเคราะห์ข้อมูลที่ได้จากการเก็บข้อมูล โดยผู้วิจัยวิเคราะห์ข้อมูลเชิงปริมาณจากการใช้การวิเคราะห์สถิติเชิงพรรณนา การวิเคราะห์สหสัมพันธ์ และการวิเคราะห์ความถดถอยเชิงพหุคูณ

(7) แปลผลการวิจัย โดยผลการวิจัยเป็นไปตามวัตถุประสงค์ที่กล่าวไว้ว่า อิทธิพลของการวางแผนภาษีมีผลต่อผลการดำเนินงานและสอดคล้องกับทฤษฎีที่เกี่ยวข้อง

(8) เสนอแนะผลการวิจัย ผู้วิจัยแนะสำหรับการทำวิจัยในครั้งต่อไปในอนาคตควรมีการเพิ่มช่วงเวลาที่ใช้ในการศึกษาและอาจจะขยายกลุ่มตัวอย่างที่ใช้ในการวิจัยให้มากขึ้น

(9) เขียนเอกสารอ้างอิง ผู้วิจัยเขียนเอกสารอ้างอิงจากวารสาร บทความวิจัย รายงานวิจัย และวิทยานิพนธ์ ที่ผู้วิจัยได้นำข้อมูลมาใช้ในการประกอบการทำวิจัยในครั้งนี้

(10) เผยแพร่ผลการวิจัย ผู้วิจัยได้เผยแพร่ผลการวิจัยต่อคณะอาจารย์ เพื่อให้เกิดกระบวนการวิพากษ์วิจารณ์ที่อาจส่งผลให้เกิดคำถามหรือปัญหาการวิจัยใหม่ ๆ ให้บุคคลที่สนใจได้นำไปศึกษาต่อ

ผลการวิจัย

การศึกษาอิทธิพลของการวางแผนต่อผลการดำเนินงาน : กรณีศึกษาบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยการวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics) การวิเคราะห์สหสัมพันธ์ (Correlation Analysis) และการวิเคราะห์ความถดถอยเชิงพหุคูณ (Multiple Linear Regression Analysis) ดังนี้

ผลการวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics)

งานวิจัยครั้งนี้ประกอบด้วยกลุ่มตัวอย่างจำนวนรวมทั้งสิ้น 938 ข้อมูล ในช่วงระยะเวลา 2 ปี ในระหว่าง พ.ศ. 2563-2564 ของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยตารางที่ 2 แสดงค่าเฉลี่ย ค่าสูงสุด ค่าต่ำสุด และส่วนเบี่ยงเบนมาตรฐานของตัวแปรที่ใช้ในการศึกษา ดังนี้

ตารางที่ 2 แสดงค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานของตัวแปร

	N	Minimum	Maximum	Mean	Std. Deviation
ETR	938	-3.1657	5.5347	0.1141	0.3685
T-CFO	938	-3.0000	9.4848	0.0963	0.6277
T-ASSET	938	-0.0091	0.1006	0.0087	0.0121
FP	938	128400.3500	453600000.4700	14576136.5300	32672325.3000
SIZE	938	13.0739	20.4348	15.6922	1.3900
ROA	938	-0.3648	0.4502	0.0445	0.0864
GROWTH	938	476323.0000	749380877.0000	20859199.8500	53777429.5700
Valid N (listwise)	938				

จากตารางที่ 2 พบว่าอิทธิพลของการวางแผนภาษีต่อผลการดำเนินงานมีค่าเฉลี่ยดังนี้ อัตราส่วนภาษีเงินได้นิติบุคคลที่แท้จริงเฉลี่ยแล้วอยู่ที่ 0.1141 อัตราส่วนภาษีต่อกระแสเงินสดสุทธิจากกิจกรรมดำเนินงานเฉลี่ยแล้วอยู่ที่ 0.0963 อัตราส่วนภาษีต่อสินทรัพย์รวมเฉลี่ยแล้วอยู่ที่ 0.0087 ผลการดำเนินงานรวมเฉลี่ยแล้วอยู่ที่ 14576136.53 ขนาดของกิจการเฉลี่ยแล้วอยู่ที่ 15.6922 ความสามารถในการทำกำไรเฉลี่ยแล้วอยู่ที่ 0.0445 อัตราการเติบโตเฉลี่ยแล้วอยู่ที่ 20859199.85

ผลการวิเคราะห์ค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน (Pearson's Correlation)

ตารางที่ 3 การวิเคราะห์สัมประสิทธิ์สหสัมพันธ์ (Correlation Analysis)

Pearson Correlation	ETR	T-CFO	T-ASSET	FP	SIZE	ROA	GROWTH
ETE	1	0.058	0.150**	0.095**	0.048	0.113**	0.037
T-CFO		1	0.129**	0.021	0.046	0.067*	0.003
T-ASSET			1	0.049	-0.093**	0.726**	-0.088**
FP				1	0.615**	0.097**	0.855**
SIZE					1	-0.003	0.664**
ROA						1	-0.035
GROWTH							1

จากตารางที่ 3 แสดงการวิเคราะห์สัมประสิทธิ์สหสัมพันธ์ของตัวแปร พบว่าค่าสหสัมพันธ์ของตัวแปรอิสระระหว่าง T-ASSET กับ ROA ที่มีค่าสูงสุดเท่ากับ 0.726 จึงยังถือว่าอยู่ในระดับไม่สูงมากนัก นอกจากนั้นเพื่อให้เกิดความเชื่อมั่นมากยิ่งขึ้น ผู้วิจัยจึงทำการตรวจสอบโดยการคำนวณค่า Variance Inflation Factor (VIF) และค่า Tolerance พบว่าค่า Tolerance ทุกค่ามีค่ามากกว่า 0.10 และค่า VIF ทุกค่ามีค่าไม่เกิน 10 แสดงว่าตัวแปรอิสระทั้งหมดไม่มีความสัมพันธ์กันเองคือ ไม่มีปัญหา Multicollinearity (Hair, Black, Babin, & Anderson, 2010)

ผลการวิเคราะห์สมการถดถอยพหุคูณ (Multiple Linear Regression Analysis)

ตารางที่ 4 การวิเคราะห์เชิงถดถอยพหุคูณของอิทธิของการวางแผนภาษีต่อผลการดำเนินงาน

ตัวแปรตาม: FP				
	Coef.	**Std. Error**	**t-stat**	**p-value**
ETR	.043	1455746.751	2.624	.009
T-CFO	-.001	853102.404	-.077	.939
T-ASSET	.071	64976528.561	2.934	.003
SIZE	.083	512971.595	3.825	.000
ROA	.070	8950576.994	2.948	.003
GROWTH	.807	.013	37.218	.000
N		938		
R^2		.756		
Adjusted R^2		.754		
F Statistic		480.795		
Significant F		.000[b]		

จากตารางที่ 4 แสดงผลการวิเคราะห์อิทธิพลของการวางแผนภาษีต่อผลการดำเนินงานของกลุ่มตัวอย่าง ซึ่งสามารถสรุปผลการวิจัยตามสมมติฐานได้ดังนี้

พบความสัมพันธ์อย่างมีนัยสำคัญระหว่างการวางแผนภาษีที่วัดค่าจากอัตราภาษีเงินได้นิติบุคคลที่แท้จริง และอัตราส่วนภาษีเงินได้นิติบุคคลต่อสินทรัพย์รวมกับผลการดำเนินงาน ซึ่งเป็นไปตามสมมุติฐานและสอดคล้องกับทฤษฎีการวางแผนภาษี (Tax Planning Theory) แสดงว่าบริษัทที่มีการวางแผนภาษีจะมีผลกระทบต่อผลการดำเนินงานที่เพิ่มขึ้นและงานวิจัยของ Noga (2010) การวางแผนภาษีจะมีผลทำให้ค่าใช้จ่ายภาษีลดลงและมีผลต่อกำไรสุทธิและกระแสเงินสดที่เพิ่มขึ้น

อภิปรายผลการวิจัย

การศึกษาอิทธิพลของการวางแผนภาษีต่อผลการดำเนินงาน: กรณีศึกษาบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย ผลการวิจัยพบว่าการวางแผนภาษีที่วัดค่าจากอัตราภาษีเงินได้นิติบุคคลที่แท้จริง (ETR) และอัตราส่วนภาษีเงินได้นิติบุคคลต่อสินทรัพย์รวม (T-ASSET) มีความสัมพันธ์เชิงบวกอย่างมีนัยสำคัญกับผลการดำเนินงาน (FP) และยังพบว่าตัวแปรควบคุม ได้แก่ ขนาดกิจการ ความสามารถในการทำกำไร และอัตราการเติบโตมีความสัมพันธ์ในเชิงบวกกับผลการดำเนินงานอย่างมีนัยสำคัญทางสถิติ แสดงถึงบริษัทที่มีขนาดใหญ่ และมีความสามารถในการทำกำไรสูง จะส่งผลให้มีผลการดำเนินงานที่เพิ่มขึ้น อีกทั้งการเติบโตของบริษัทแสดงให้เห็นว่าบริษัทที่มีการลงทุนในสินทรัพย์ที่มีตัวตนประเภทอาคาร เครื่องมือ เครื่องจักร และอุปกรณ์ที่เพิ่มขึ้น นอกจากจะส่งผลให้เกิดความมั่นคงมากขึ้นแล้วบริษัทยังสามารถใช้ประโยชน์จากสินทรัพย์ที่เพิ่มขึ้นได้มากยิ่งขึ้น เช่น สามารถหักค่าเสื่อมราคาทางภาษีได้เร็วกว่าอายุการใช้ประโยชน์ของสินทรัพย์ ซึ่งทำให้ค่าใช้จ่ายภาษีลดลง ส่งผลให้มีผลการดำเนินงานที่เพิ่มขึ้น สอดคล้องกับงานวิจัยของ Thanjunpong (2014)

ผลการศึกษาจากงานวิจัยนี้มีประโยชน์ทางด้านทฤษฎี สามารถอธิบายในบริษัทของตลาดหลักทรัพย์แห่งประเทศไทย ซึ่งพบว่า อิทธิพลของการวางแผนภาษีการวิจัย มีความสอดคล้องกับทฤษฎี Legitimacy Theory และทฤษฎีการวางแผนภาษี (Tax Planning Theory) กล่าวคือ หากบริษัทที่มีการวางแผนภาษีสูง โดยใช้สิทธิประโยชน์ทางภาษีสูงสุดและมีการปฏิบัติอย่างถูกต้องตาม

กฎหมายภาษี จะเป็นผลทำให้ค่าใช้จ่ายภาษีที่ต้องเสียนั้นลดลง นอกจากนี้ยังพบว่า ผลการวิจัยสอดคล้องกับทฤษฎีทางเลือก (Trade-off Theory) โดยการที่ผู้บริหารพิจารณาระหว่างต้นทุนที่เสียไปกับประโยชน์ที่ได้รับจากการวางแผนภาษี และเลือกวิธีที่เกิดประโยชน์สูงสุด ส่งผลให้ผลการดำเนินงานสูงขึ้น ซึ่งสอดคล้องกับงานวิจัยของ Thanjunpong and Dechsiri (2018) และ Sribunruang and Sutthi (2018)

การศึกษาครั้งนี้ เป็นประโยชน์ให้แก่นักลงทุน สามารถนำไปใช้ประกอบการตัดสินใจลงทุน โดยเลือกลงทุนกับบริษัทที่มีการวางแผนภาษี เพราะช่วยประหยัดภาษีส่งผลให้มีผลการดำเนินงานเพิ่มขึ้น ซึ่งอาจจะช่วยลดความเสี่ยงให้แก่นักลงทุนและทำให้นักลงทุนได้รับผลตอบแทนเพิ่มขึ้น และเป็นประโยชน์ในด้านการเพิ่มความรู้เกี่ยวกับการวางแผนภาษีต่อผลการดำเนินงาน และเป็นฐานข้อมูลให้แก่นักศึกษา บุคคลทั่วไปและนักวิจัยที่สามารถนำผลวิจัยที่ได้ไปศึกษาต่อยอด เพื่อเพิ่มองค์ความรู้ในงานวิจัยทางด้านภาษีต่อไปได้

อย่างไรก็ตามการศึกษานี้มีข้อจำกัดของกลุ่มตัวอย่างไม่ครอบคลุมถึงบริษัทที่อยู่ในตลาดหลักทรัพย์ เอ็ม เอ ไอ และการศึกษาครั้งนี้เก็บข้อมูลเพียง 2 ปี คือ ปี พ.ศ. 2563-2564 ซึ่งอาจจะไม่มากพอเมื่อเปรียบเทียบกับงานวิจัยแบบเดียวกัน

ข้อเสนอแนะ

สำหรับการการศึกษาครั้งต่อไปในอนาคตควรมีการเพิ่มช่วงเวลาที่ใช้ในการศึกษา และอาจจะขยายกลุ่มตัวอย่างที่ใช้ในการวิจัยให้มากขึ้น อาจจะเลือกกลุ่มบริษัทที่จดทะเบียนในตลาดหลักทรัพย์ เอ็ม เอ ไอ หรือบริษัทที่จดทะเบียนในตลาดหลักทรัพย์ของต่างประเทศ เพื่อเปรียบเทียบข้อมูลผลการดำเนินงาน เช่น ผลการดำเนินงานอาจจะเลือกวัดค่าจาก กำไรต่อหุ้น (EPS) ผลตอบแทนของส่วนของผู้ถือหุ้น (ROE) และผลตอบแทนจากการลงทุน (ROI)

กิตติกรรมประกาศ

การวิจัยนี้เป็นส่วนหนึ่งของการศึกษารายวิชาวิจัยทางการบัญชีในหลักสูตรบัญชีบัณฑิตของมหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา คณะผู้วิจัยขอขอบคุณอาจารย์ผู้สอน อ.ดร.จันทร์เพ็ญ ธงไชยที่ให้ความรู้ในการทำวิจัยจนสามารถนำมาประยุกต์ใช้ในการดำเนินงานให้สำเร็จลุล่วงไปได้ด้วยดี

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ความสัมพันธ์ระหว่างการกำกับดูแลกิจการกับผลการดำเนินงาน ของบริษัทที่จดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

THE RELATIONSHIP BETWEEN CORPORATE GOVERNANCE AND FIRM PERFORMANCE OF LISTED COMPANY IN THE STOCK EXCHANGE OF THAILAND

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความสัมพันธ์ระหว่างการกำกับดูแลกิจการกับผลการดำเนินงาน โดยเก็บรวบรวมข้อมูลทุติยภูมิจากแบบแสดงรายการและงบการเงินประจำปีของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย 2564 จำนวน 541 บริษัท ตัวแปรการกำกับดูแลกิจการประกอบด้วย คะแนนการกำกับดูแลกิจการ การถือหุ้นในครอบครัว การถือหุ้นนักลงทุนสถาบัน การถือหุ้นนักลงทุนต่างชาติ ส่วนตัวแปรผลการดำเนินงานใช้อัตราส่วนผลตอบแทนต่อสินทรัพย์

ผลการวิจัยพบว่า คะแนนการกำกับดูแลกิจการและการถือหุ้นโดยนักลงทุนสถาบันมีความสัมพันธ์ในทิศทางบวกกับผลการดำเนินงานของกิจการ ณ ระดับนัยสำคัญทางสถิติที่ 0.10 อย่างไรก็ตามโครงสร้างการถือหุ้นโดยนักลงทุนต่างชาติไม่มีความสัมพันธ์กับผลการดำเนินงานของกิจการ

คำสำคัญ : การกำกับดูแลกิจการ , ผลการดำเนินงาน , บริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

Abstract

The purpose of this research was to study the relationship between corporate governance and firm performance. By collecting secondary data from the forms 56-1 and annual financial statements of 541 listed companies on the Stock Exchange of Thailand 2021. Corporate governance measured by corporate governance score, family ownership, institutional investors, and foreign ownership. Firm performance measured by return on asset ratio. The results found that the relationship between corporate governance (measured by corporate governance score and institutional investors) and firm performance. However, the results not found that the relationship between foreign ownership and firm performance.

Keywords: Corporate Governance, Performance, Listed Companies in the Stock Exchange of Thailand.

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บทนำ

หลักการกำกับดูแลกิจการที่ดีกำหนดขึ้นเป็นข้อพึงปฏิบัติที่ดีสำหรับกรรมการบริษัทจดทะเบียน (Code of Best Practice for Directors of Listed Companies) เพื่อมาใช้ในการควบคุมและตรวจสอบการปฏิบัติงานของผู้บริหาร ใช้เป็นแนวทางสำหรับการปฏิบัติงานของกรรมการและผู้บริหารสามารถปฏิบัติหน้าที่ในการรักษาผลประโยชน์ของกิจการและผู้ถือหุ้นอย่างเต็มที่ มีการดำเนินงานตามนโยบายที่กำหนดด้วยความซื่อสัตย์สุจริต มีรูปแบบการบริหารงานเป็นที่ยอมรับทั้งเรื่องของกลยุทธ์และการจัดการเพื่อสร้างความเชื่อมั่นให้แก่นักลงทุนรวมถึงการลดความเสี่ยงที่เกิดจากการแสวงหาผลประโยชน์ของผู้บริหาร

สำนักงานคณะกรรมการกำกับหลักทรัพย์และตลาดหลักทรัพย์ร่วมมือกับองค์กรในตลาดทุนที่เกี่ยวข้องสำหรับการออกหลักการกำกับดูแลกิจการที่ดีของบริษัทจดทะเบียน โดยมีวัตถุประสงค์ที่จะสนับสนุนคณะกรรมการบริษัทจดทะเบียนให้มีการเสริมสร้างหรือพัฒนากลไกกำกับดูแลกิจการที่ดี อันจะส่งผลให้เกิดการสร้างคุณค่าแก่กิจการอย่างยั่งยืน โดยบริษัทจดทะเบียนต้องเปิดเผยผลของการนำหลักการกำกับดูแลกิจการที่ดีไปปรับใช้ตามบริบทของธุรกิจ หรืออธิบายเหตุผลของการที่บริษัทไม่สามารถนำหลักการไปปรับใช้หรืออธิบายการมีมาตรการอื่นที่บริษัทนำมาใช้ทดแทนในรายงานประจำปีและแบบแสดงรายการข้อมูลประจำปี (แบบ 56-1)

จากความสำคัญดังกล่าวส่งผลให้มีการศึกษาอย่างแพร่หลายในประเด็นประโยชน์ของการกำกับดูแลกิจการ ซึ่งผลการวิจัยยังไม่ชัดเจน ดังนั้น ผู้วิจัยจึงสนใจที่จะทำการศึกษาความสัมพันธ์ระหว่างการกำกับดูแลกิจการกับผลการดำเนินงานของบริษัทที่จดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยมุ่งเน้นด้านโครงสร้างผู้ถือหุ้น และผลการดำเนินงานจะพิจารณาข้อมูลทางการเงินจากตัวเลขกำไรทางบัญชี

วัตถุประสงค์ของการวิจัย

เพื่อศึกษาความสัมพันธ์ระหว่างการกำกับดูแลกิจการกับผลการดำเนินงานบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย

แนวคิดทฤษฎีและงานวิจัยในอดีต

แนวคิดเกี่ยวกับการกำกับดูแลกิจการ

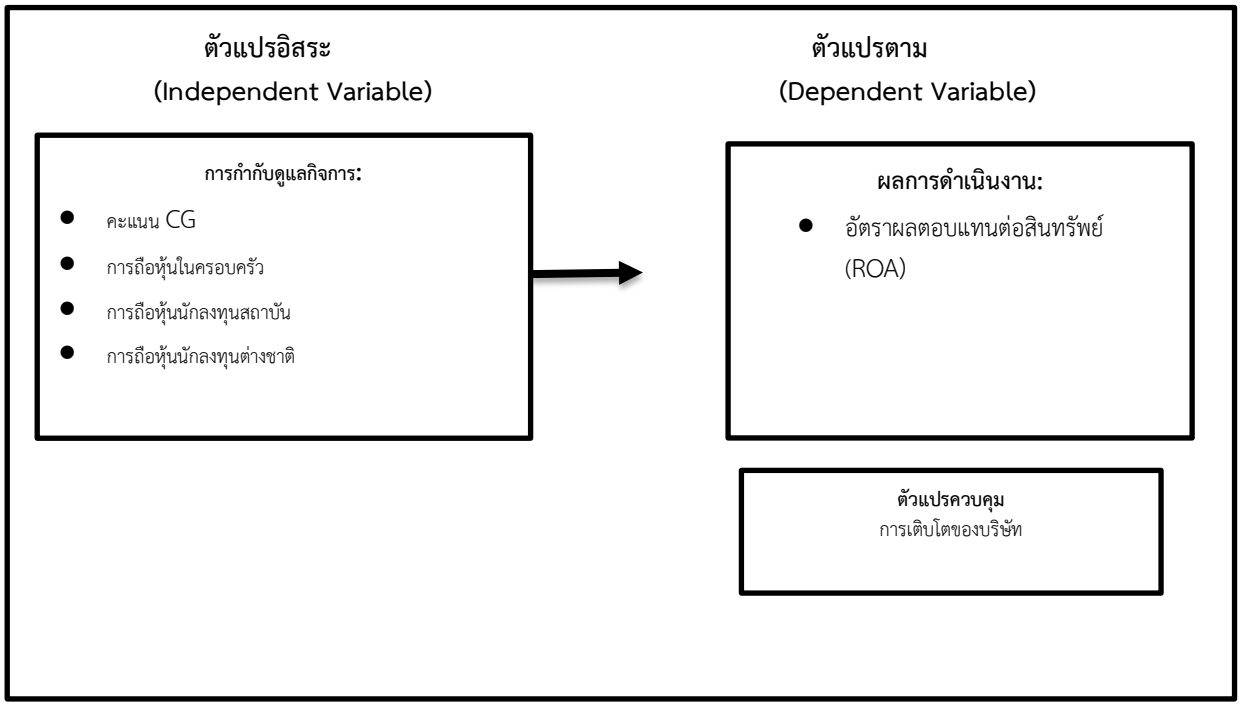
การกำกับดูแลกิจการ (Corporate Governance) เป็นเครื่องมือหนึ่งที่ใช้วัดผลการดำเนินงานที่สามารถตรวจสอบได้ เพื่อปรับปรุงแก้ไขการดำเนินงานให้มีประสิทธิภาพยิ่งขึ้นซึ่งมีความสำคัญต่อบริษัทจดทะเบียนหรือบริษัทมหาชนที่เข้าจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย อันเนื่องมาจากเป็นบริษัทที่ระดมทุนจากประชาชนหรือบุคคลภายนอกมาใช้เป็นแหล่งเงินทุนในการดำเนินธุรกิจ ทำให้ต้องแต่งตั้งคณะกรรมการให้เป็นผู้บริหารกิจการแทนเพื่อให้มั่นใจว่ากิจการได้ดำเนินไปเพื่อประโยชน์ในระยะยาวของผู้ลงทุน ผู้ถือหุ้น ผู้มีส่วนได้เสียต่อการดำเนินธุรกิจทุกฝ่ายทั้งภายในและภายนอกประเทศอันจะนำไปสู่การเติบโตของบริษัทอย่างยั่งยืน

การส่งเสริมให้องค์กรมีบรรษัทภิบาลหรือการกำกับดูแลกิจการที่ดี เพื่อให้บริษัทสามารถสร้างมูลค่าเพิ่มให้กับทั้งตนเองและสังคมได้อย่างยั่งยืน โดยต้องมีการวางโครงสร้างและระบบการกากับดูแลกิจการอย่างมีประสิทธิภาพทั้งด้านการกำกับดูแล การติดตามและการประเมินผล เพื่อให้ทุกฝ่ายมีแนวปฏิบัติไปในทิศทางเดียวกันตามหลักพื้นฐานการกำกับดูแลกิจการที่ดี

โครงสร้างความสัมพันธ์ระหว่างผู้มีส่วนได้เสียตามหลักการกากับดูแลกิจการที่ดี

ผู้มีส่วนได้เสียที่เกี่ยวข้องกับธุรกิจมีทั้งภายในและภายนอกองค์กร โดยกลุ่มหลักประกอบด้วย ผู้ถือหุ้น (Shareholder) ซึ่งแต่งตั้ง คณะกรรมการ (Board) เข้ามาทาหน้าที่ควบคุมและกากับดูแลการทำงานของ ฝ่ายจัดการ (Management) ให้บรรลุเป้าหมายที่กำหนดไว้ รวมถึงคณะกรรมการ ยังต้องทำหน้าที่สานประโยชน์ระหว่างผู้มีส่วนได้เสียกลุ่มต่าง ๆ ไม่ให้เกิดความขัดแย้งทางผลประโยชน์และให้เกิดความสมดุล ดังนั้นนอกจากบริษัทควรเข้าใจความต้องการและความคาดหวังของผู้มีส่วนได้เสียที่มีความแตกต่างกันแล้ว ยังต้องกำหนดบทบาทหน้าที่และความรับผิดชอบของแต่ละกลุ่มในระบบการกำกับดูแลกิจการไว้อย่างชัดเจนและอย่างมีจริยธรรม รวมถึงสอดคล้องตามที่กฎหมายกำหนดและตามแนวทางการกำกับดูแลกิจการที่ดีด้วย

จากเหตุผลดังกล่าว ผู้วิจัยจึงได้กำหนดกรอบแนวคิดในการวิจัยได้ดังภาพที่ 1



ภาพที่ 1 แสดงกรอบแนวคิดการวิจัย

วิธีดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการศึกษาคือบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทยปี พ.ศ.2564 โดยมีจำนวน 541 บริษัท

การเก็บรวบรวมข้อมูล

การวิจัยครั้งนี้เก็บรวบรวมข้อมูลข้อมูลทุติยภูมิ (Secondary Data) จากงบการเงินแบบ แสดงรายการข้อมูลประจำปี และรายงานประจำปีจากเว็บไซต์ตลาดหลักทรัพย์แห่งประเทศไทย

ตัวแปรและการวัดค่า

ตัวแปรที่ใช้ในการศึกษาครั้งนี้ ประกอบด้วย

1. ตัวแปรตาม (Dependent Variables) ผลการดำเนินงาน วัดค่าโดยใช้อัตราผลตอบแทนต่อสินทรัพย์ (ROA) คำนวณจาก กำไรสุทธิ x 100/สินทรัพย์รวม

2. ตัวแปรอิสระ การกำกับดูแลกิจการ ประกอบด้วย 4 ตัวแปร ได้แก่

1) คะแนน CG ใช้ผลการประเมินประจำปี 2565 ของสมาคมส่งเสริมสถาบันกรรมการบริษัทไทย โดยกำหนดเป็นตัวแปรหุ่น แทนค่าเท่ากับ 1 หากมีผลการประเมินระดับ 4 และ 5 และแทนค่าเท่ากับ 0 หากมีผลการประเมินต่ำกว่าระดับ 4

2) การถือหุ้นในครอบครัว (FAMILY) พิจารณาจากรายชื่อผู้ถือหุ้นสูงสุด 5 อันดับแรกที่มีนามสกุลเดียวกัน กำหนดเป็นตัวแปรหุ่น โดยแทนค่าเท่ากับ 1 หากมีเปอร์เซ็นการถือหุ้นของบุคคลในครอบครัวเกินร้อยละ 50 และแทนค่าเท่ากับ 0 หากไม่ใช่

3) การถือหุ้นนักลงทุนสถาบัน (HII) พิจารณาจากมีการถือหุ้นโดยนักลงทุนสถาบัน กำหนดเป็นตัวแปรหุ่น โดยแทนค่าเท่ากับ 1 หากมีการถือหุ้นโดยนักลงทุนสถาบัน และแทนค่าเท่ากับ 0 หากไม่ใช่

4) การถือหุ้นนักลงทุนต่างชาติ (FS) มีพิจารณาจากมีการถือหุ้นโดยนักลงทุนต่างชาติ กำหนดเป็นตัวแปรหุ่น โดยแทนค่าเท่ากับ 1 หากมีการถือหุ้นโดยนักลงทุนต่างชาติ และแทนค่าเท่ากับ 0 หากไม่ใช่

3. ตัวแปรควบคุม (Control Variables) ประกอบด้วย 1 ตัวแปร ได้แก่ การเติบโตของบริษัท (GROWTH) วัดจากอัตราส่วนราคาตลาดต่อมูลค่าตามบัญชี

วิธีการวิเคราะห์ข้อมูล

การวิจัยครั้งนี้ ผู้วิจัยใช้การวิเคราะห์การถดถอยเชิงเส้นพหุคูณ (Stepwise Multiple Regression Analysis) เพื่อหาความสัมพันธ์และทดสอบสมมติฐานของการวิจัย

$ROA_{it} = CG_{it} + FAMILY_{it} + HII_{it} + FS_{it} + GROWTH_{it} + e$

โดยที่

ROA_{it}	แทน	อัตราผลตอบแทนต่อสินทรัพย์ของบริษัท i ในปีที่ t
CG_{it}	แทน	คะแนน CG ของบริษัท i ในปีที่ t
$FAMILY_{it}$	แทน	การถือหุ้นในครอบครัว(% นามสกุล) ของบริษัท i ในปีที่ t
HII_{it}	แทน	การถือหุ้นนักลงทุนสถาบันของบริษัท i ในปีที่ t
FS_{it}	แทน	การถือหุ้นนักลงทุนต่างชาติของบริษัท i ในปีที่ t
$GROWTH_{it}$	แทน	การเติบโตของบริษัทของบริษัท i ในปีที่ t

ผลการวิจัย

1. ผลการวิเคราะห์ค่าสัมประสิทธิ์สหสัมพันธ์ (Correlation Coefficient Analysis)

เบื้องต้นจะทำการวิเคราะห์ความสัมพันธ์ของตัวแปรอิสระที่ใช้ในการศึกษา เพื่อป้องกันการเกิด Multicollinearity คือ การมีสหสัมพันธ์กันเองระหว่างตัวแปรอิสระมากกว่า 2 ตัว ซึ่งการที่ตัวแปรอิสระ มีความสัมพันธ์กันในระดับที่สูง อาจส่งผลให้สมการตัวแบบที่ใช้ในการพยากรณ์ ตัวแปรตามมีความคลาดเคลื่อน ปรากฏในตารางที่ 2

ผลการวิเคราะห์สถิติในตารางที่ 2 พบว่า ค่าค่าสัมประสิทธิ์สหสัมพันธ์ของตัวแปรแต่ละคู่มีอยู่ระหว่าง 0.017 – 0.718 ซึ่งไม่สูงจนเกินไปที่จะละเมิดสมมติฐานการวิเคราะห์สมการถดถอยที่จะนำเสนอในลำดับถัดไป

		CG	FAMILY	HII	FS	NPM	ROE	ROA	GROWTH
CG	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	541							
FAMILY	Pearson Correlation	.034	1						
	Sig. (2-tailed)	.425							
	N	541	541						
HII	Pearson Correlation	.067	-.089*	1					
	Sig. (2-tailed)	.122	.039						
	N	541	541	541					
FS	Pearson Correlation	.173**	-.117**	.209**	1				
	Sig. (2-tailed)	.000	.006	.000					
	N	541	541	541	541				
NPM	Pearson Correlation	.127**	-.020	-.026	.017	1			
	Sig. (2-tailed)	.003	.640	.549	.697				
	N	540	540	540	540	540			
ROE	Pearson Correlation	.091*	.007	-.022	.042	.386**	1		
	Sig. (2-tailed)	.035	.880	.606	.333	.000			
	N	540	540	540	540	540	540		
ROA	Pearson Correlation	.110*	-.038	-.038	.048	.409**	.718**	1	
	Sig. (2-tailed)	.011	.384	.379	.264	.000	.000		
	N	541	541	541	541	540	540	541	
GROWTH	Pearson Correlation	.118**	-.026	.124**	-.029	.126**	.173**	.204**	1
	Sig. (2-tailed)	.006	.550	.004	.505	.003	.000	.000	
	N	541	541	541	541	540	540	541	541

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

2. ผลการวิเคราะห์การถดถอยเชิงเส้นพหุคูณ (Multiple Regression Analysis)

การวิเคราะห์การถดถอยเชิงเส้นพหุคูณ เป็นวิธีการทางสถิติที่ใช้ศึกษาความสัมพันธ์ระหว่างตัวแปรอิสระ (Independent Variable) กับตัวแปรตาม (Dependent Variable) แสดงในตารางที่ 3

ผลการวิเคราะห์สถิติในตารางที่ 3 พบว่า การกำกับดูแลกิจการ ซึ่งวัดจาก คะแนนการกำกับดูแลกิจการ (CG) และการถือหุ้นโดยนักลงทุนสถาบัน (Hil) มีความสัมพันธ์ในทิศทางบวกกับผลการดำเนินงานของกิจการ (ROA) ณ ระดับนัยสำคัญทางสถิติที่ 0.10 อย่างไรก็ตามโครงสร้างการถือหุ้นโดยนักลงทุนต่างชาติ (FS) ไม่มีความสัมพันธ์กับผลการดำเนินงานของกิจการ (ROA)

ส่วนตัวแปรควบคุม พบว่ามีความสัมพันธ์กับตัวแปรตามอย่างมีนัยสำคัญทางสถิติได้แก่ การเติบโตของกิจการ (GROWTH) ส่งผลต่อผลการดำเนินงาน (ROA)

ตารางที่ 3 แสดงผลการวิเคราะห์การถดถอยเชิงเส้นพหุคูณ

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.128	.945		5.428	.000
	CG	1.899	.981	.083	1.935	.053
	FAMILY	-1.274	1.489	-.036	.855	.393
	HIl	-1.056	.918	.083	-1.914	.056
	FS	1.114	.927	.053	1.201	.230
	GROWTH	.036	.008	.205	4.799	.000

a. Dependent Variable: ROA

อภิปรายผลการวิจัย

การศึกษาความสัมพันธ์ระหว่างการกำกับดูแลกิจการกับผลการดำเนินงานของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทย โดยกำหนดตัวแปรการกำกับดูแลกิจการ ประกอบด้วย คะแนนการกำกับกิจการ โครงสร้างการถือหุ้นโดยครอบครัว การถือหุ้นโดยนักลงทุนสถาบัน และการถือหุ้นโดยนักลงทุนต่างชาติ ผลการวิจัยพบว่ากิจการที่มีคะแนนการกำกับดูแลกิจการ (CG) ที่สูง จะมีผลการดำเนินงานที่เพิ่มขึ้น และกิจการที่มีการถือหุ้นโดยนักลงทุนสถาบัน จะมีผลการดำเนินงานของกิจการที่เพิ่มขึ้น ซึ่งสอดคล้องกับผลการศึกษาของ มนฑกาล พงษ์เกษม (2562) ที่พบคะแนนCG มีความสัมพันธ์อย่างมีนัยสำคัญต่อ อัตราผลตอบแทนต่อสินทรัพย์

ข้อจำกัดการวิจัยและข้อเสนอแนะสำหรับงานวิจัยในอนาคต

การวิจัยครั้งนี้ จัดเก็บข้อมูลงบการเงินจากแบบแสดงรายการข้อมูลประจำปี (แบบ56-1) ของบริษัทจดทะเบียนในตลาดหลักทรัพย์แห่งประเทศไทยในปี พ.ศ. 2565 เพียงปีเดียว งานวิจัยในอนาคตอาจทำการศึกษาจากข้อมูลระยะยาวโดยจัดเก็บมากกว่า 1 ปี และกำหนดการวัดค่าตัวแปรผลการดำเนินงานจากตัววัดอื่นเพื่อยืนยันผลการวิจัยให้ชัดเจน

ข้อเสนอแนะสำหรับการนำผลการวิจัยไปใช้

ผู้บริหารกิจการสามารถนำผลการศึกษาในครั้งนี้ ไปใช้ในการวางแผนการดำเนินงานเพื่อส่งเสริมการกำกับดูแลกิจการ เพื่อเพิ่มประสิทธิภาพและประสิทธิผลในการดำเนินงานที่ดีขึ้น

กิตติกรรมประกาศ

การวิจัยนี้เป็นส่วนหนึ่งของการศึกษารายวิชาวิจัยทางการบัญชีในหลักสูตรบัญชีบัณฑิตของมหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา ผู้วิจัยขอขอบคุณอาจารย์ผู้สอน ดร.จันทร์เพ็ญ ธงไชย ที่ให้คำแนะนำในการทำวิจัยครั้งนี้สำเร็จได้ด้วยดี

เอกสารอ้างอิง

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BUS-060

การจัดการโซ่อุปทานและโลจิสติกส์โรงแรม หลังสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 กรณีศึกษาโรงแรมแห่งหนึ่งในจังหวัดลำปาง

Hotel Supply Chain and Logistics Management After the Coronavirus 2019 Pandemic in case of Hotel in Lampamg Province

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บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อวิเคราะห์โซ่อุปทานและกิจกรรมโลจิสติกส์โรงแรมหลังสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 กรณีศึกษาโรงแรมแห่งหนึ่งในจังหวัดลำปาง และเพื่อเป็นแนวทางในการปรับปรุงของภาคเอกชนในการบริหารธุรกิจโรงแรมในยุคปกติใหม่ โดยเริ่มจากการสัมภาษณ์เชิงลึกผู้ที่มีส่วนเกี่ยวข้องในโซ่อุปทานกรณีศึกษาเพื่อศึกษาและวิเคราะห์ปัญหา จากนั้นวิเคราะห์ด้วยแบบจำลองอ้างอิงการดำเนินงานในโซ่อุปทาน แล้วจึงจัดการสนทนากลุ่มโดยอิงถึงแนวคิดการจัดการโซ่อุปทานและโลจิสติกส์เพื่อหาแนวทางในการปรับปรุง ผลการวิจัยได้สรุปแนวทางการแก้ปัญหาโดยเน้นถึงการเพิ่มช่องทางติดต่อสื่อสารออนไลน์เพื่อแบ่งปันข้อมูลและรับความคิดเห็นภายในโซ่อุปทาน การติดตามความต้องการที่ผันผวนของลูกค้าและโซ่อุปทานเสมอ การวิเคราะห์มาตรฐานการทำงานเพื่อลดความสูญเปล่า การนำแนวคิดโลจิสติกส์มาประยุกต์ใช้อื่นๆ เช่น รูปแบบการจัดการสินค้าคงคลัง ระดับอัตราหมุนเวียนวัตถุดิบ การจัดระบบการรับและการกระจายสินค้ามาวางแผนร่วมเพื่อไม่ให้เกิดต้นทุนที่ไม่จำเป็น และการเพิ่มมาตรฐานความปลอดภัยโควิด-19 เป็นต้น

คำสำคัญ: การจัดการโซ่อุปทานและโลจิสติกส์ กิจกรรมโลจิสติกส์ แบบจำลองอ้างอิงการดำเนินงานในโซ่อุปทาน

Abstract

This research article aims to analyze hotel supply chain and logistics activities after the Coronavirus Disease 2019 pandemic, a case study of a hotel in Lampang province and provide hotel business management in the new normal era guideline improvement. The instruments used for data collection and problem analysis were in-depth interviews. Then, Supply Chain Operations Reference was applied for delineating supply chain operation. After that, we conducted focus-group based on the concept of supply chain and logistics management. The results revealed that emphasis is placed on increasing online communication channels to share information and gain feedback within the supply chain, always keep track of the fluctuating customer demand and supply chain, analysis work standards to reduce waste and applying logistics concepts to other applications such as inventory management model, level of raw material turnover, arranging system for receiving and distributing goods to avoid unnecessary costs and increasing safety standards for COVID-19, etc.

Keywords: Supply Chain and Logistics Management, Logistics Activities, SCOR Model

บทนำ

จากการระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 (Coronavirus Disease 2019: COVID-19) ได้ส่งผลต่อการเติบโตของประเทศหลายด้าน เช่น ระบบสาธารณสุข ระบบเศรษฐกิจ การท่องเที่ยวในประเทศ วิถีปฏิบัติในชีวิตประจำวัน เป็นต้น ทั้งยังส่งผลต่อผลิตภัณฑ์มวลรวม (Gross Domestic Product: GDP) ของนานาประเทศทั่วโลก ซึ่งผลิตภัณฑ์มวลรวมของประเทศทั่วโลกนั้นถูกจัดอยู่ในระดับต่ำสุดหากพิจารณานับตั้งแต่สิ้นสุดสงครามโลกครั้งที่ 2 (กรมควบคุมโรค, 2564) และถึงแม้ว่าในช่วงกลางปี พ.ศ. 2564 สถานการณ์เริ่มมีแนวโน้มที่ดีขึ้น แต่ไวรัสได้เพิ่มการแพร่กระจายในสายพันธุ์ใหม่มาอย่างต่อเนื่องเช่นกัน ส่งผลให้เศรษฐกิจและการท่องเที่ยวในภาพรวมยังคงชะลอตัวอย่างต่อเนื่อง ทั้งนี้ในด้านของธุรกิจการท่องเที่ยวและโรงแรม ถือเป็นหนึ่งในส่วนสำคัญสำหรับการ

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ขับเคลื่อนเศรษฐกิจทั่วโลกนั้นได้รับผลกระทบโดยตรงจากการขาดลูกค้าเป็นระยะเวลายาวนาน ภาวะห้องพักล้นตลาด ตลอดจนแบกรับภาระเงินเดือนพนักงาน และค่าใช้จ่ายที่เกี่ยวข้องจำนวนมาก เป็นเหตุทำให้ขาดสภาพคล่องทางการเงิน และจากรายงานของธนาคารแห่งประเทศไทย (2564) กล่าวว่า ในประเทศไทยธุรกิจโรงแรมได้รับผลกระทบมากที่สุด โดยกลุ่มนักท่องเที่ยวทั้งในและภายนอกประเทศหายไปอย่างเฉียบพลัน ในการผ่อนคลายมาตรการช่วงแรกมีผู้เข้าพักไม่ถึงร้อยละ 10 ผู้บริหารต้องตัดสินใจปิดกิจการชั่วคราวกว่าร้อยละ 20 ประกอบกับมีสภาพคล่องทางการเงินไม่ถึง 3 เดือน จากวิกฤติโรคระบาดในครั้งนี้ทำให้พฤติกรรมของภาคธุรกิจต่างๆ รวมถึงโรงแรมต้องปรับเปลี่ยนไปอย่างสูงและรวดเร็ว (มนสิชา ชาวคำ, 2564)

จากเหตุการณ์ที่หลายประเทศทั่วโลกรวมทั้งประเทศไทยออกมาตรการปิดเมือง (Lockdown) ในช่วงเริ่มต้นปี พ.ศ. 2563 เพื่อควบคุมการแพร่ระบาด ต่อมาเริ่มมีมาตรการเว้นระยะห่างทางสังคม และนับแต่นั้นมาการดำเนินชีวิตของประชาชนได้เปลี่ยนแปลงไปจนทำให้เกิดการเปลี่ยนแปลงการใช้วิถีชีวิตแบบปกติใหม่ (New Normal) ดังนั้นจึงเป็นความท้าทายของภาครัฐ เอกชน และประชาชนต้องปรับเปลี่ยนพฤติกรรมอย่างกะทันหัน รวมถึงการที่ภาคธุรกิจต้องปรับเปลี่ยนการบริการให้ทันต่อสถานการณ์ปัจจุบันที่เปลี่ยนแปลงไปได้อย่างทันท่วงที

โรงแรมกรณีศึกษานี้ อยู่ในพื้นที่จังหวัดลำปาง เป็นธุรกิจประเภทวิสาหกิจขนาดกลางและขนาดย่อม (Small and Medium Enterprises: SMEs) ให้บริการห้องพัก อาหาร เบเกอรี่ และเครื่องดื่ม ซึ่งในช่วงของการระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 ได้รับผลกระทบจากการที่มีลูกค้าน้อยลง การแบกรับค่าใช้จ่ายของพนักงาน กลุ่มลูกค้าหลักเปลี่ยนไป และพฤติกรรมการอุปโภคบริโภคของลูกค้าได้เปลี่ยนไปเช่นเดียวกัน อีกทั้งยังต้องติดตามดำเนินงานตามมาตรการของรัฐบาลอยู่ตลอดเวลา ทำให้ผู้บริหารไม่สามารถวางแผนการทำงานได้เป็นระบบ เกิดต้นทุนที่ไม่จำเป็นมากขึ้น จากปัญหาดังกล่าวจึงเป็นที่มาของการวิเคราะห์โซ่อุปทานและกิจกรรมโลจิสติกส์โรงแรม ซึ่งเน้นถึงการวางแผนกลยุทธ์ตั้งแต่ต้นน้ำไปจนถึงปลายน้ำ เพื่อให้มีการทำงานที่ราบรื่นทั้งระบบ อีกทั้งยังเน้นถึงการลดต้นทุนในองค์กร ซึ่งต่างจากกลยุทธ์ทางการตลาดที่เน้นการเพิ่มรายได้ เพื่อเป็นแนวทางในการปรับปรุงของภาคเอกชนในการบริหารธุรกิจโรงแรมในยุคปกติใหม่ต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อวิเคราะห์โซ่อุปทานและกิจกรรมโลจิสติกส์โรงแรม หลังสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 กรณีศึกษาโรงแรมแห่งหนึ่งในจังหวัดลำปาง
2. เพื่อเป็นแนวทางในการปรับปรุงของภาคเอกชนในการบริหารธุรกิจโรงแรมในยุคปกติใหม่ต่อไป

วรรณกรรมที่เกี่ยวข้อง

การจัดการโซ่อุปทานและโลจิสติกส์

Council of Supply Chain Management Professionals: CSCMP (2010) กล่าวว่า การจัดการโซ่อุปทาน (Supply Chain Management: SCM) เป็นการวางแผนและการดำเนินงานทั้งหมดที่เกี่ยวข้องกับการจัดซื้อจัดหา การปรับปรุง และการพัฒนา เน้นถึงการครอบคลุมกิจกรรมจัดการโลจิสติกส์ทั้งหมด ใต้พื้นฐานของการประสานงานและร่วมมือกับคู่ค้า ซึ่งอาจเป็นผู้จัดหาวัตถุดิบ (Suppliers) คนกลาง ผู้ให้บริการบุคคลที่สาม (Third Parties) และลูกค้าสุดท้าย (End Users) ส่วนการจัดการโลจิสติกส์ (Logistics Management) หมายถึง การวางแผน แล้วนำไปปฏิบัติ โดยควบคุมการไหลไปข้างหน้าและย้อนกลับ (Reverse logistics) ตลอดจนการจัดเก็บสินค้า บริการ และข้อมูลที่เกี่ยวข้อง มีจุดเริ่มต้นตั้งแต่ผู้จัดหาวัตถุดิบของโซ่อุปทานไปจนถึงปลายทางสู้ผู้บริโภค โดยดำเนินงานอย่างมีประสิทธิภาพและประสิทธิผล กิจกรรมโลจิสติกส์แบ่งออกได้เป็น 13 กิจกรรม ดังนี้

1. การบริการลูกค้า (Customer Service) เป็นกิจกรรมการตอบสนองความต้องการของผู้อุปโภคหรือบริโภค
2. การดำเนินการตามคำสั่งซื้อของลูกค้า (Order Processing) เริ่มตั้งแต่การรับคำสั่งซื้อจนกระทั่งสามารถส่งมอบสินค้าหรือบริการแก่ลูกค้า
3. การพยากรณ์ความต้องการของลูกค้า (Demand Forecasting) เป็นกิจกรรมสำหรับการคาดการณ์ความต้องการของลูกค้าในอนาคต สามารถพิจารณาจากข้อมูลในอดีตสามารถใช้แบบจำลองทางคณิตศาสตร์หรือประสบการณ์ในการคาดการณ์ได้
4. การจัดการสินค้าคงคลัง (Inventory Management) กิจกรรมจัดการจำนวนสินค้าเข้า-ออก คลังสินค้า และบริหารสินค้าภายในคลัง
5. การขนส่งสินค้า (Transportation) เป็นกิจกรรมการเคลื่อนย้ายตัวสินค้า ผลิตภัณฑ์ อุปกรณ์เครื่องมือ เครื่องจักร วัสดุหรือวัตถุดิบและบริการจากสถานที่หนึ่งไปยังสถานที่หนึ่ง
6. การบริหารคลังสินค้า (Warehousing) ถือเป็นการดำเนินงานเคลื่อนย้ายเพื่อออกแบบ วางแผน การจัดเก็บสินค้าผลิตภัณฑ์ วัตถุดิบ และอุปกรณ์เครื่องมือที่เกี่ยวข้อง

7. โลจิสติกส์ย้อนกลับ (Reverse Logistics) การไหลย้อนกลับของผลิตภัณฑ์หรือบริการ จากการพบของเสียหรือจำนวนสินค้าไม่ถูกต้อง

8. การจัดซื้อ (Procurement) เป็นกิจกรรมการจัดซื้อจัดหาวัตถุดิบและบริการ เพื่อผลิตสินค้าหรือบริการ หรือนำมาสนับสนุนสถานประกอบการ

9. การจัดเตรียมอะไหล่และชิ้นส่วนต่างๆ Parts and Service Support) เพื่อรองรับความเสียหายจากตัวสินค้า

10. การเลือกทำเลที่ตั้งโรงงาน และคลังสินค้า (Plant and Warehouse Site Selection) เพื่อดำเนินงานให้บรรลุวัตถุประสงค์องค์กร

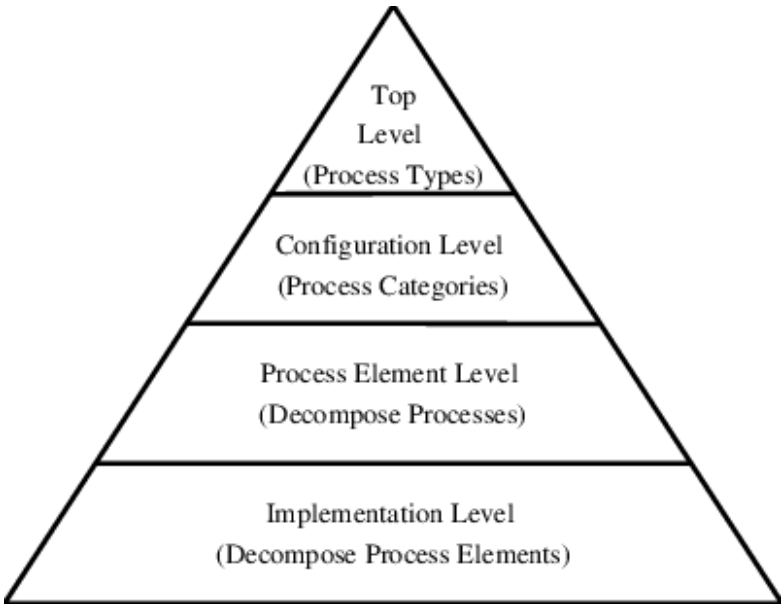
11. การขนถ่ายวัสดุ (Material Handling) เป็นการเคลื่อนย้ายวัตถุดิบ อุปกรณ์ เครื่องมือและสินค้าในสถานที่หนึ่ง

12. บรรจุภัณฑ์ (Packaging) การดำเนินการด้านบรรจุภัณฑ์เพื่อห่อหุ้มผลิตภัณฑ์ รวมไปถึงการจัดเก็บ กระจายสินค้า และขนส่งสินค้าไปยังผู้รับ

13. การติดต่อสื่อสารทางด้านโลจิสติกส์ (Logistics Communications) เป็นการแลกเปลี่ยนข้อมูลในโซ่อุปทานอย่างรวดเร็ว และถูกต้อง มีวัตถุประสงค์ให้แต่ละห่วงในโซ่อุปทานสามารถวางแผนการทำงานได้อย่างราบรื่น เช่น ข้อมูลความต้องการสินค้า ข้อมูลการติดตามสินค้า เป็นต้น

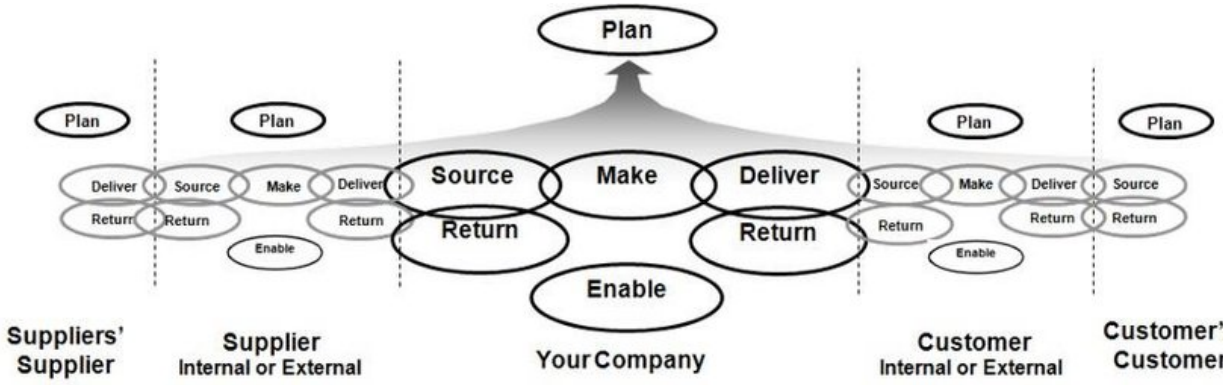
แบบจำลองอ้างอิงการดำเนินงานในโซ่อุปทาน (Supply Chain Operations Reference: SCOR Model)

แบบจำลองอ้างอิงการดำเนินงานในโซ่อุปทาน หรือ SCOR Model ถูกพัฒนาในปี ค.ศ. 1996 โดย Council of Supply Chain Management Professionals (2010) กล่าวว่า แบบจำลองประกอบด้วย 4 ระดับ ได้แก่ ระดับที่ 1 ระดับบนสุด เป็นการกำหนดการเชื่อมโยงในภาพรวมของโซ่อุปทาน ระดับที่ 2 การระบุกระบวนการปฏิบัติงานที่เหมาะสม ระดับที่ 3 การกำหนดรายละเอียดของกระบวนการปฏิบัติงาน และระดับที่ 4 การกำหนดเพื่อปรับปรุงพัฒนากิจกรรมย่อยของการดำเนินงานหลัก แสดงได้ดังภาพที่ 1



ภาพที่ 1 ขั้นตอนกระบวนการแบบจำลองอ้างอิงการดำเนินงานในโซ่อุปทาน (Anna et al., 2014)

โดยในส่วนของระดับที่ 1 ประกอบด้วย 5 กิจกรรมหลักสำคัญ ได้แก่ ขั้นตอนการวางแผน (Plan) การจัดซื้อจัดหา (Source) การผลิตสินค้า (Make) การขนส่ง (Delivery) การส่งกลับ (Return) และกระบวนการที่ทำให้เกิดขึ้น (Enable Process) จากแบบจำลองข้างต้นเป็นแนวคิดที่ใช้ในการวิเคราะห์กรอบการทำงาน รวมทั้งกระบวนการ กิจกรรมต่างๆ ในโซ่อุปทาน เพื่อตอบสนองความต้องการให้กับลูกค้าให้เกิดความพึงพอใจภายใต้ความต้องการ (Demand) ที่มีความผันผวน ดังภาพที่ 2



ภาพที่ 2 โครงสร้างแบบจำลองอ้างอิงการดำเนินงานในโซ่อุปทาน (Kusrini et al., 2019)

สามารถอธิบายได้ดังนี้

1. การวางแผน เป็นกระบวนการที่เกี่ยวข้องกับการวางแผนกำหนดระบบการทำงาน ให้สอดคล้องกับเป้าหมายภายในโซ่อุปทาน อีกทั้งให้เกิดความสมดุลระหว่างความต้องการและความสามารถในการจัดส่งหรือผลิตวัตถุดิบ สินค้า และบริการ

2. การจัดซื้อจัดหา เป็นกระบวนการจัดซื้อและจัดหาวัตถุดิบหรือบริการ เพื่อเป็นปัจจัยนำเข้าสู่กระบวนการแปรสภาพ (Transformation Process) ให้ได้มาซึ่งสินค้าหรือบริการซึ่งเป็นปัจจัยนำออก

3. การผลิตสินค้า เป็นกระบวนการที่เกี่ยวกับการแปรสภาพสินค้าหรือบริการ โดยมีปัจจัยนำเข้า (Input) เช่น แรงงาน วัตถุดิบ การเงิน เครื่องจักรและอุปกรณ์ เป็นต้น แล้วนำเข้าสู่กระบวนการแปรสภาพ ให้ได้มาซึ่งปัจจัยนำออก (Output) คือ สินค้าหรือบริการนั่นเอง

4. การขนส่ง เป็นกระบวนการจัดส่งรวมถึงกระจายสินค้าหรือบริการ โดยเริ่มตั้งแต่การรับสินค้าเข้าสู่องค์กรซึ่งเป็นกิจกรรมโลจิสติกส์ขาเข้า (Inbound Logistics) และการกระจายสินค้าจากองค์กรใดๆ ออกไป ซึ่งเป็นกิจกรรมโลจิสติกส์ขาออก (Outbound Logistics)

5. การส่งกลับ เป็นกระบวนการที่มีส่วนเกี่ยวข้องกับการส่งคืนหรือการรับคืนสินค้าที่ไม่ถูกต้อง หรือมีตำหนิ

6. กระบวนการที่ทำให้เกิดขึ้น เป็นกระบวนการในการจัดเตรียมความพร้อม ระเบียบ กฎ ขั้นตอนการปฏิบัติงาน กระบวนการสรรหาเงินทุน ระบบเทคโนโลยีสารสนเทศ ทรัพยากรบุคคล และเรื่องอื่นๆ ที่เกี่ยวข้อง

งานวิจัยนี้มีการพิจารณาถึงการจัดการโซ่อุปทานและโลจิสติกส์ โดยอิงแบบจำลองอ้างอิงการดำเนินงานในโซ่อุปทานในการวิเคราะห์โซ่อุปทานและกิจกรรมโลจิสติกส์โรงแรม หลังสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 กรณีศึกษาโรงแรมแห่งหนึ่งในจังหวัดลำปาง เพื่อเป็นแนวทางในการปรับปรุงของภาคเอกชนในการบริหารธุรกิจโรงแรมในยุคปกติใหม่ต่อไป

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

มีการคัดเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling) จากผู้ที่มีส่วนเกี่ยวข้องในโซ่อุปทานกรณีศึกษา ดังนี้

1. ต้นน้ำ ประกอบด้วย ผู้มีส่วนเกี่ยวข้องในการดำเนินงานของซูเปอร์มาร์เก็ตสำหรับซื้อวัตถุดิบประกอบขนมและอาหาร ร้านขายส่งอุปกรณ์สำหรับเครื่องใช้ภายในโรงแรม จำนวน 6 ท่าน

2. กลางน้ำ ได้แก่ พนักงานและผู้บริหารโรงแรมกรณีศึกษา 10 ท่าน

3. ปลายน้ำ ได้แก่ ลูกค้าที่เข้ามาใช้บริการโรงแรมและเบเกอรี่ 20 ท่าน

ขอบเขตการวิจัย

วิเคราะห์โซ่อุปทานและกิจกรรมโลจิสติกส์โรงแรม หลังสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 กรณีศึกษาโรงแรมแห่งหนึ่งในจังหวัดลำปาง ซึ่งเป็นโรงแรมประเภทธุรกิจวิสาหกิจขนาดกลางและขนาดย่อม รวมทั้งเก็บข้อมูลจากผู้จัดหาวัตถุดิบ (Suppliers) โรงแรมกรณีศึกษา และลูกค้าสุดท้าย (End Users)

เครื่องมือที่ใช้ในการวิจัย

1. การสัมภาษณ์เชิงลึกตั้งแต่ ต้นน้ำ กลางน้ำ และปลายน้ำ โดยแบบสัมภาษณ์มีการหาค่าความเที่ยงตรงของเนื้อหา (Content Validity) ที่ใช้ค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ (Item-Objective Congruence Index: IOC) จากการประเมินของผู้เชี่ยวชาญ ซึ่งทำงานวิจัยด้านโลจิสติกส์และโซ่อุปทานมาเป็นระยะเวลาไม่น้อยกว่า 10 ปี ทั้งหมด 3 ท่าน

2. การประยุกต์ใช้แบบจำลองอ้างอิงการดำเนินงานในโซ่อุปทาน เพื่อวิเคราะห์โซ่อุปทานและกิจกรรมโลจิสติกส์โรงแรมหลังสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019

3. การนำแนวคิดการจัดการโซ่อุปทานและโลจิสติกส์ มาประยุกต์ใช้ร่วมกับการสนทนากลุ่ม (Focus Group) ในการพิจารณาหาแนวทางในการปรับปรุงของภาคเอกชนในการบริหารธุรกิจโรงแรมในยุคปกติใหม่ต่อไป

ขั้นตอนในการวิจัย

1. สัมภาษณ์เชิงลึกผู้ที่มีส่วนเกี่ยวข้องในโซ่อุปทานกรณีศึกษา เพื่อศึกษาและวิเคราะห์ปัญหา กระบวนการ ที่เกิดขึ้นท่ามกลางสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 โดยแบบสัมภาษณ์มีการหาค่าความเที่ยงตรงของเนื้อหา โดยใช้ค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ จากการประเมินของผู้เชี่ยวชาญซึ่งทำงานวิจัยด้านโลจิสติกส์และโซ่อุปทานมาเป็นระยะเวลาไม่น้อยกว่า 10 ปี ทั้งหมด 3 ท่าน โดยครั้งนี้มีค่า IOC ที่ระดับ 1.00 หมายถึง ข้อคำถามในแบบสัมภาษณ์สอดคล้องกับวัตถุประสงค์งานวิจัย

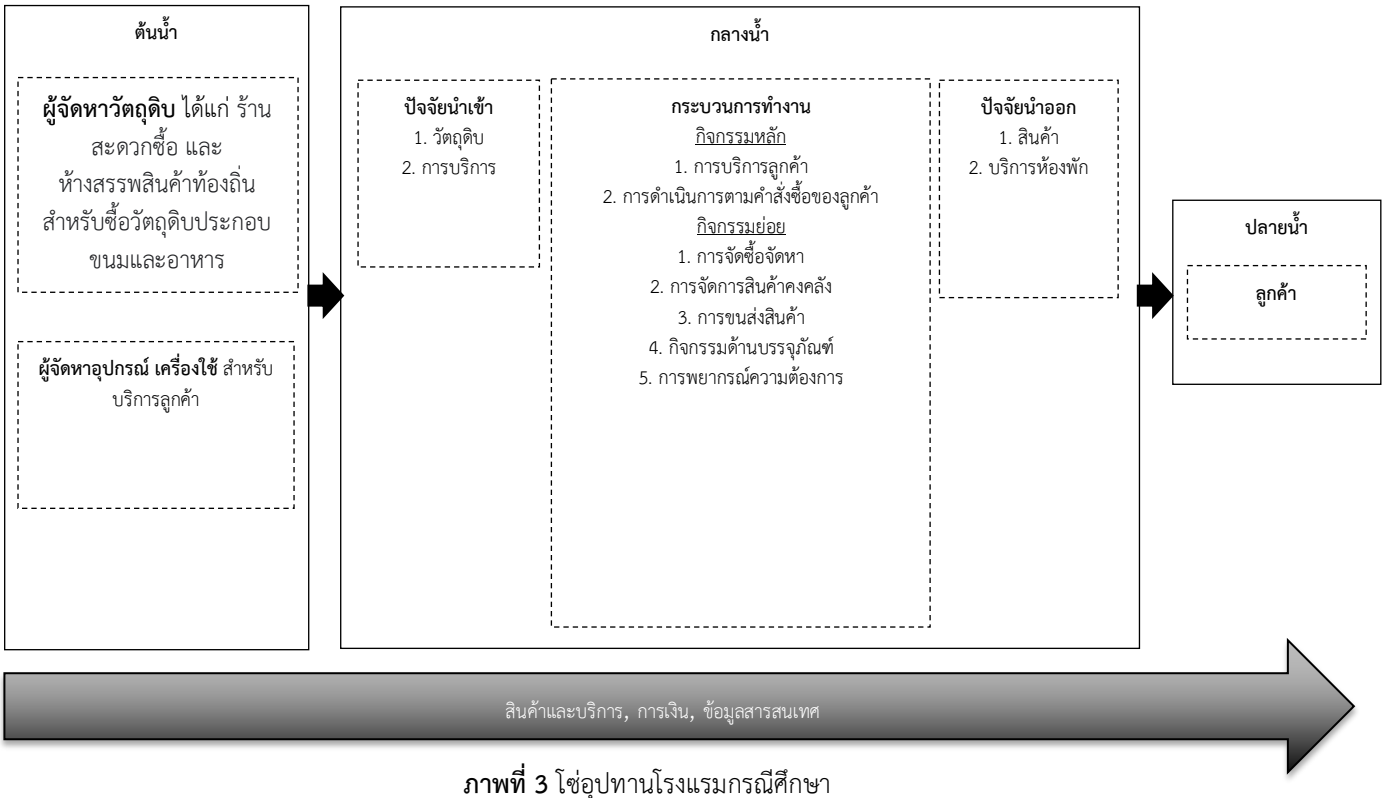
2. วิเคราะห์โซ่อุปทานด้วยแบบจำลองอ้างอิงการดำเนินงานในโซ่อุปทานทั้ง 4 ระดับ ได้แก่ ระดับที่ 1 ระดับบนสุด ระดับที่ 2 การระบุกระบวนการปฏิบัติงานที่เหมาะสม ระดับที่ 3 การกำหนดรายละเอียดของกระบวนการปฏิบัติงาน และระดับที่ 4 การพัฒนาปรับปรุงกิจกรรมย่อย

3. ทำการสนทนากลุ่มโดยอิงถึงแนวคิดการจัดการโซ่อุปทานและโลจิสติกส์ เพื่อหาแนวทางในการปรับปรุงของภาคเอกชนในการบริหารธุรกิจโรงแรมในยุคปกติใหม่ต่อไป โดยต้องทำให้เกิดกิจกรรมที่สร้างคุณค่าอย่างต่อเนื่องในโซ่อุปทาน เพื่อให้เกิดผลประโยชน์ร่วมกัน

ผลการวิจัยและสรุปผลการวิจัย

ผลการวิจัย

1. จากการสัมภาษณ์เชิงลึกผู้ที่มีส่วนเกี่ยวข้องในโซ่อุปทานกรณีศึกษา พบว่า ต้นน้ำโซ่อุปทาน ประกอบด้วย ร้านสะดวกซื้อและห้างสรรพสินค้าท้องถิ่นสำหรับซื้อวัตถุดิบประกอบขนมและอาหาร ร้านขายส่งอุปกรณ์สำหรับเครื่องใช้ภายในโรงแรม กลางน้ำ ได้แก่ โรงแรมกรณีศึกษา และปลายน้ำ ได้แก่ ลูกค้าที่เข้ามาใช้บริการโรงแรมและเบเกอรี่



ภาพที่ 3 โซ่อุปทานโรงแรมกรณีศึกษา

จากภาพที่ 3 การดำเนินงานโซ่อุปทานเริ่มจากโรงแรมกรณีศึกษาได้จัดซื้อจัดหาวัตถุดิบจากร้านสะดวกซื้อ และห้างสรรพสินค้าท้องถิ่น รวมทั้งอุปกรณ์ เครื่องใช้โรงแรม โดยโรงแรมเป็นผู้เข้ารับสินค้าและวัตถุดิบเอง ทั้งนี้ภายในโรงแรมได้ดำเนินกิจกรรมหลัก ได้แก่ การบริการลูกค้า และการดำเนินการตามคำสั่งซื้อของลูกค้า รวมทั้งกิจกรรมย่อย ได้แก่ การจัดซื้อจัดหา การจัดการสินค้าคงคลัง การขนส่งสินค้า และกิจกรรมด้านบรรจุภัณฑ์ โดยโรงแรมมีปัจจัยนำเข้าเป็นวัตถุดิบและการบริการซึ่งสรรหาจากองค์กรต้นน้ำ จากนั้นได้ผ่านกระบวนการทำงาน แล้วได้ผลผลิตเป็นสินค้า ประกอบด้วย อาหาร เครื่องดื่ม ขนมเบเกอรี่ ตลอดจนการบริการลูกค้าให้เข้าพักอย่างพึงพอใจ

ประเด็นถัดไป พบว่า ปัญหาที่เกิดระหว่างการระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 ของโซ่อุปทานกรณีศึกษามีดังนี้

ในภาพรวมการไหลของข้อมูลสารสนเทศเป็นไปในทิศทางจากต้นน้ำเข้าสู่กลางน้ำและจากกลางน้ำสู่ปลายน้ำเท่านั้น ไม่มีการแบ่งปันถึงข้อมูลสารสนเทศที่จำเป็น ซึ่งโดยปกติโซ่อุปทานที่มีคุณค่าจะต้องมีการไหลของข้อมูลสองทิศทาง นอกจากนี้ยังสามารถอธิบายถึงปัญหาเป็นส่วนต้นน้ำ กลางน้ำ และปลายน้ำ ได้ดังนี้

1) ต้นน้ำ ในการระบาดช่วงแรกเกิดการขาดแคลนวัตถุดิบ อันเนื่องมาจากส่วนประกอบบางอย่างต้องนำเข้ามาจากต่างประเทศ เช่น แป้งฝรั่งเศส เนยฝรั่งเศส อุปกรณ์สิ่งอำนวยความสะดวกที่นำเข้ามาจากประเทศจีน เป็นต้น รวมทั้งการจัดหาวัตถุดิบที่ซื้อภายในประเทศ แต่เกิดการแข่งขันจัดซื้อกับผู้ประกอบการรายอื่นๆ เนื่องจากผู้ประกอบการหลายรายไม่สามารถนำเข้าวัตถุดิบจากต่างประเทศได้

2) กลางน้ำ

<u>กิจกรรมหลัก</u> ได้แก่ การบริการลูกค้าและการดำเนินการตามคำสั่งซื้อของลูกค้า เกิดปัญหาสืบเนื่องจากไม่สามารถคาดการณ์จำนวนลูกค้าในแต่ละวันได้ ส่งผลให้การเตรียมวัตถุดิบและสิ่งอำนวยความสะดวกยังไม่ราบรื่นเท่าที่ควร บางครั้งเกิดการรอคอยบริการด้านห้องพักและอาหารที่นานเกินไป รวมทั้งมีกระบวนการผลิตบริการที่ไม่ได้มาตรฐานด้วยข้อกำหนดต่างๆ

<u>กิจกรรมย่อย</u> ประกอบด้วย

- การจัดซื้อจัดหาเกิดปัญหาจากการรอคอยสินค้า
- การจัดการสินค้าคงคลัง ความสูญเปล่าเนื่องจากการเตรียมวัตถุดิบ บริการ ที่ไม่พอดีกับความต้องการของลูกค้า และความสูญเสียเนื่องจากการเก็บวัสดุคงคลัง และโรงแรมไม่สามารถจัดสรรอาหารได้ครบถ้วนตามจำนวน
- การขนส่งสินค้า เกิดปัญหาจากการที่ในอดีตมีการส่งอาหาร ขนม เครื่องดื่ม ทางดิลิเวอรี (Delivery) สัปดาห์ละครั้ง แต่จากวิกฤตการณ์ครั้งนี้ลูกค้ามีความต้องการสินค้าทุกวัน จึงต้องจัดระบบการกระจายสินค้าใหม่
- กิจกรรมด้านบรรจุภัณฑ์ เกิดปัญหาจากการเตรียมวัสดุเพื่อใช้ในการบริการสินค้าทางดิลิเวอรีไม่ทันต่อความต้องการ
- การพยากรณ์ความต้องการของลูกค้า โรงแรมไม่สามารถพยากรณ์ความต้องการของลูกค้าได้ ทำให้เกิดปรากฏการณ์แส้ม้า (Bullwhip Effect) จากความผันผวนของความต้องการในโซ่อุปทาน ความต้องการของลูกค้าเปลี่ยนแปลงไปกะทันหัน ส่งผลให้มีปัญหาสินค้าประเภทขนมเบเกอรี่ขาดแคลนหรือล้นตลาดในบางประเภท

3) ปลายน้ำ

พฤติกรรมลูกค้าเปลี่ยนแปลงไปจากการวิกฤตการณ์โรคระบาด ลูกค้ามีความต้องการบริการในเชิงของระยะห่างทางสังคมมากขึ้น มีอุปกรณ์ด้านสุขภาพรองรับ แต่ต้องการซื้อบริการในราคาที่ต่ำลง หรือซื้อในราคาโปรโมชัน เนื่องจากลูกค้าส่วนใหญ่มองว่าขณะนี้โรงแรมมีทางเลือกไม่มากนัก อีกทั้งคู่แข่งค่อนข้างมาก จึงเป็นโอกาสสำหรับการเลือกบริการในราคาที่ต่ำลงมาและมีคุณภาพได้

2. การศึกษากระบวนการดำเนินงานโดย SCOR ทั้งหมด 4 ระดับ ได้แก่ ระดับที่ 1 การวิเคราะห์พื้นฐานภาพรวมโซ่อุปทาน ระดับที่ 2 การระบุโครงร่างหลักโซ่อุปทาน ระดับที่ 3 รายละเอียดของกระบวนการปฏิบัติงาน และระดับที่ 4 การนำไปปฏิบัติ อธิบายได้ดังนี้

ระดับที่ 1 ระดับบนสุด (Top Level) การวิเคราะห์พื้นฐานภาพรวมโซ่อุปทาน ซึ่งอยู่ในระดับกระบวนการ (Process Type) เป็นการระบุถึงขอบเขตและส่วนประกอบต่างๆ ของโซ่อุปทาน

โรงแรมกรณีศึกษาได้จัดซื้อจัดหาวัตถุดิบ และอุปกรณ์อำนวยความสะดวกภายในโรงแรม จากร้านสะดวกซื้อ และห้างสรรพสินค้าท้องถิ่น ทั้งนี้วัตถุดิบแล้วสินค้าร้อยละ 50 มีการนำเข้าจากต่างประเทศ สำหรับกระบวนการขนส่งโรงแรมเป็นผู้รับสินค้าเองเพื่อดำเนินการตามคำสั่งซื้อของลูกค้า เมื่อแปรสภาพสินค้าและบริการแล้ว ได้ดำเนินการบริการลูกค้าให้เข้าพักอย่างพึงพอใจมากที่สุด มีการไหลของข้อมูล การเงิน และสินค้าหรือบริการไปข้างหน้าเพียงทิศทางเดียว

ระดับที่ 2 การระบุกระบวนการที่เหมาะสม (Configuration Level) เป็นระดับประเภทกระบวนการ (Process Categories) ระดับนี้จะมีการระบุว่ากิจกรรมทั้งหมดเป็นไปตามขอบเขตการดำเนินงานมากน้อยเพียงใด

จากการวิเคราะห์พบว่า มีกิจกรรมหลักที่ควรปรับปรุง ได้แก่

1) การแลกเปลี่ยนข้อมูลโลจิสติกส์มีความล่าช้า ควรแลกเปลี่ยนข้อมูลกันทั้งโซ่อุปทาน เพื่อให้การดำเนินงานเป็นไปอย่างราบรื่น

2) ส่วนของการบริการและดำเนินการตามคำสั่งซื้อของลูกค้านั้น เกิดการรอคอยบริการด้านห้องพักและอาหารที่นานเกินไปบางช่วงเวลา การบริการไม่เป็นมาตรฐาน ส่งผลให้ลูกค้าไม่สามารถเข้าพักตรงตามเวลาที่แจ้งในใบจองห้อง อีกทั้งบริการยังไม่สอดรับกับนโยบายทางสุขภาพของรัฐบาล

กิจกรรมย่อยที่ควรปรับปรุง ได้แก่

1) การจัดซื้อจัดหา การรอคอยสินค้า และไม่ได้รับสินค้าตามกำหนด

2) การจัดการสินค้าคงคลัง โดยการเตรียมวัตถุดิบ บริการ ที่ไม่พอดีกับความต้องการของลูกค้า

3) การขนส่งสินค้า พฤติกรรม ความต้องการลูกค้าเปลี่ยนแปลงไป จึงต้องจัดระบบการกระจายสินค้าใหม่ รวมถึงรอบการที่โรงแรมต้องเข้ารับวัตถุดิบจากผู้จัดหาวัตถุดิบ

4) กิจกรรมด้านบรรจุภัณฑ์ เกิดปัญหาจากการเตรียมวัสดุเพื่อใช้ในการบริการสินค้าทางดิลิเวอรีไม่ทันต่อความต้อง

5) การพยากรณ์ความต้องการได้ไม่แน่นอนจากปรากฏการณ์แส้ม้า

ระดับที่ 3 การกำหนดรายละเอียดของกระบวนการปฏิบัติงาน (Process Element Level) จากการวิเคราะห์ส่วนประกอบกระบวนการหลักที่ควรปรับปรุง และทำการสนทนากลุ่มร่วมกับผู้ที่มีส่วนเกี่ยวข้องในโซ่อุปทาน ได้แสดงแนวทางการแก้ปัญหาดังตารางที่ 1

ตารางที่ 1 แนวทางการแก้ปัญหาในโซ่อุปทานโรงแรม หลังสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019

กิจกรรม	ปัญหา	แนวทางการแก้ปัญหา
1. กระบวนการโซ่อุปทาน		
1.1 การไหลของข้อมูล	ขาดการแลกเปลี่ยนข้อมูลด้านความต้องการของลูกค้าทำให้เกิดปรากฏการณ์แส้ม้า	มีการแบ่งปันข้อมูลทั้งโซ่อุปทานเพื่อทราบความต้องการที่แท้จริง ประกอบกับแต่ละองค์กรในโซ่จะสามารถพยากรณ์ความต้องการได้อย่างแม่นยำ ทั้งนี้โซ่อุปทานสามารถแลกเปลี่ยนข้อมูลผ่านระบบอิเล็กทรอนิกส์ได้ โดยผู้นำเข้าวัตถุดิบ อุปกรณ์ต่างๆ เพิ่มการให้ข้อมูลการติดตามสถานะการจัดส่งจากต่างประเทศ และในประเทศ
2. กิจกรรมโลจิสติกส์ของโรงแรมกรณีศึกษา		
2.1 กิจกรรมหลัก		
2.1.1 การบริการและดำเนินการตามคำสั่งซื้อของลูกค้า	เกิดการรอคอยบริการด้านห้องพักและอาหารที่นานเกินไปบางช่วงเวลา การบริการไม่เป็นมาตรฐาน รวมทั้งความต้องการด้านสุขอนามัย	สร้างมาตรฐานและคู่มือรายละเอียดการปฏิบัติงาน การจัดประชุมระยะสั้น 15 นาทีในทุกวัน ตลอดจนติดตามสถานการณ์ที่เปลี่ยนแปลงไปอยู่เสมอ เพื่อสอดรับแนวปฏิบัติที่เปลี่ยนไป พร้อมทั้งวางแผนการเงินอยู่เสมอ ประการสำคัญเร่งด่วนคือ เตรียมพร้อมขอรับมาตรฐานด้านสาธารณสุข รวมทั้งเพิ่มช่องทางออนไลน์ในการสื่อสาร น้อมรับความคิดเห็นและติดตามแนวโน้มความต้องการของลูกค้าที่มีความผันผวน
2.2 กิจกรรมย่อย		
2.2.1 การจัดซื้อจัดหา	การรอคอยสินค้า และไม่ได้รับสินค้าตามกำหนด	การกระจายความเสี่ยงด้วยการพิจารณาผู้จัดจัดหาวัตถุดิบเพิ่มเติมเพื่อไม่ให้เกิดเหตุการณ์ค้า

กิจกรรม	ปัญหา	แนวทางการแก้ปัญหา
		ขาดมือ (Out-of-Stock) และเตรียมแผนการจัดหาสินค้าทดแทน (Substitute Products) ที่มีคุณสมบัติ คุณภาพ ใกล้เคียงกับอุปกรณ์และวัตถุดิบเดิม
2.2.2 การจัดการสินค้าคงคลัง	การเตรียมวัตถุกดิบ บริการ ที่ไม่พอดีกับความต้องการของลูกค้า และความสูญเสียเนื่องจากการเก็บวัสดุคงคลัง	เพิ่มระดับสินค้าคงคลังขั้นต่ำ (Safety Stock) เพื่อรองรับระดับความต้องการที่ผันผวน และเพิ่มอัตราการหมุนเวียนของวัตถุดิบในคลัง โดยแนะนำให้จัดเตรียมสินค้าคงคลังตามฐานข้อมูลลูกค้าในแต่ละช่วง นอกจากนี้ก่อนการเข้าพักควรให้ลูกค้าได้เลือกเมนูอาหารล่วงหน้า เพื่อการเตรียมวัตถุดิบ/อุปกรณ์ได้ในจำนวนที่เหมาะสม ทั้งนี้การควบคุมวัตถุดิบสด เครื่องปรุงอาหาร น้ำดื่ม ควรเป็นรูปแบบการเข้าก่อนออกก่อน (First In First Out: FIFO) เนื่องจากมีอายุจำกัด โดยทำการบันทึกการนำสินค้าเข้า/ออกทางระบบอิเล็กทรอนิกส์
2.2.3 การขนส่งสินค้า	พฤติกรรม ความต้องการลูกค้าเปลี่ยนแปลงไป	จัดระบบการกระจายสินค้า รวมถึงรอบการเข้ารับวัตถุดิบจากผู้จัดหาวัตถุดิบใหม่ตามสถานการณ์ที่เปลี่ยนแปลงไปแต่ละวัน ประการสำคัญต้องมีกระบวนการจัดส่งที่น่าเชื่อถือ โดยพนักงานปฏิบัติตามมาตรฐานโควิด-19
2.2.4 กิจกรรมด้านบรรจุภัณฑ์	การเตรียมวัสดุเพื่อใช้ในการบริการสินค้าทางเดลิเวอรีไม่ทันต่อความต้อง	สรรหาผู้จัดหาวัตถุดิบหลายราย เพื่อรองรับการจัดส่งสินค้าออนไลน์ เพิ่มความมั่นใจด้านความปลอดภัยแก่ผู้บริโภคด้วยกาประยุกต์ใช้บรรจุภัณฑ์ที่เชื้อไวรัสไม่สามารถอยู่ได้นาน และเป็นวัสดุที่สามารถฆ่าเชื้อด้วยแอลกอฮอล์ได้ง่าย
2.2.5 การพยากรณ์	เกิดความไม่แน่นอนในโซ่อุปทาน	จัดทำฐานข้อมูลลูกค้าย้อนหลังและสำหรับอนาคต ร่วมกับการวิเคราะห์สถานการณ์ปัจจุบันอยู่เสมอ

สรุปผลการวิจัย

ปัญหางานวิจัยครั้งนี้มาจากการแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 ทำให้โซ่อุปทานธุรกิจโรงแรมได้รับผลกระทบโดยตรง คณะผู้วิจัยได้ร่วมวิเคราะห์ร่วมกับผู้ที่มีส่วนเกี่ยวข้องในโซ่อุปทาน จึงนำแนวคิดของการจัดการโซ่อุปทานและโลจิสติกส์ และแบบจำลองอ้างอิงการดำเนินงานในโซ่อุปทานมาประยุกต์ใช้เพื่อหาแนวทางการแก้ปัญหา ซึ่งแนวคิดดังกล่าวเน้นถึงกลยุทธ์ด้านประสิทธิภาพของต้นทุน (Cost Efficient) และกลยุทธ์ด้านการตอบสนองลูกค้า (Responsiveness) จึงแตกต่างจากกลยุทธ์ทางการตลาดที่เน้นการเพิ่มยอดขายที่สามารถทำได้ยากในช่วงวิกฤตนี้ โดยผลการวิจัยได้รายงานถึงแนวทางต่างๆ สรุปได้ดังนี้

1. การเพิ่มช่องทางติดต่อสื่อสารออนไลน์ เพื่อแบ่งปันข้อมูล และรับความคิดเห็นภายในโซ่อุปทาน
2. การติดตามความต้องการที่ผันผวนของลูกค้า และโซ่อุปทานเสมอ
3. การวิเคราะห์มาตรฐานการทำงานเพื่อลดความสูญเปล่าที่เกิดขึ้น
4. การนำแนวคิดโลจิสติกส์มาประยุกต์ใช้ เช่น รูปแบบการจัดการสินค้าคงคลัง ระดับอัตราหมุนเวียนวัตถุดิบ การจัดระบบการรับและการกระจายสินค้ามาวางแผนร่วมเพื่อไม่ให้เกิดต้นทุนที่ไม่จำเป็น
5. การเพิ่มมาตรฐานความปลอดภัยโควิด-19

ทั้งนี้เพื่อเป็นแนวทางในการปรับปรุงของภาคเอกชนในการบริหารธุรกิจโรงแรมในยุคปกติใหม่ต่อไป

อภิปรายผลการวิจัย

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ข้อเสนอแนะ

1. ผู้ที่สนใจสามารถนำไปพิจารณาศึกษาในโรงแรมขนาดใหญ่ที่มีกระบวนการซับซ้อนมากกว่า ซึ่งจะทำให้เห็นถึงมุมมองและแนวทางการแก้ไขปัญหากับโซ่อุปทานที่มีขนาดใหญ่ขึ้น
2. งานวิจัยในอนาคตสามารถต่อยอดวิธีการลดความสูญเปล่าในกระบวนการโซ่อุปทาน หลังสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 เพื่อเพิ่มแนวทางการลดต้นทุนโลจิสติกส์แก่ผู้ประกอบการ

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แนวทางการพัฒนาระบบการซื้อขายสินค้าและบริการสำหรับตลาดชุมชนออนไลน์

Guidelines for Developing the Buying System for Goods and Services for Online Community Markets.

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ศจีมาจ ณ วิเชียร Sageemas Na Wichian [2]

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ได้แก่ 1) เพื่อศึกษาสภาพปัญหาและความต้องการในการซื้อขายสินค้าและบริการ 2) เพื่อเป็นแนวทางพัฒนาระบบการซื้อสินค้าและบริการสำหรับตลาดชุมชนออนไลน์ดำเนินการวิจัยเชิงออกแบบ (Design Thinking Research) โดยเก็บข้อมูลจากผู้ให้ข้อมูลสำคัญซึ่งเป็นผู้ที่อาศัยอยู่ในหมู่บ้านแห่งหนึ่งในจังหวัดนนทบุรีที่มีคุณลักษณะเป็นผู้มีประสบการณ์ในการซื้อขายสินค้าและบริการในหมู่บ้านมาไม่น้อยกว่า 1 ปี อายุตั้งแต่ 19 ขึ้นไป จำนวน 14 คน แบ่งออกเป็น 2 กลุ่มได้แก่ 1) ผู้ขายสินค้าและบริการในหมู่บ้านจำนวน 8 คน และ 2) ผู้ซื้อสินค้าและบริการในหมู่บ้านจำนวน 6 คน ใช้การสัมภาษณ์เชิงลึกแบบกึ่งโครงสร้าง ผลการวิจัยนี้พบว่า ปัญหาและความต้องการของผู้ขายและผู้ซื้อสินค้าและบริการ มี 2 ประเด็นหลักได้แก่ 1.ขาดการสื่อสารข้อมูลจำเป็นในการซื้อขายสินค้าและบริการ และ 2.ขาดการจัดการออเดอร์ และต้องการระบบการซื้อขายสินค้าและบริการ เพื่อรับข้อมูลข่าวสารของสินค้าและบริการ และอำนวยความสะดวกในการซื้อสินค้าและบริการ แนวทางการพัฒนาระบบการซื้อขายสินค้าและบริการที่เหมาะสมควรเป็นรูปแบบการขายผ่านไลน์ OA ช่วยให้ร้านค้าสื่อสาร และส่งข้อมูลทางการขายถึงลูกค้าทางไลน์ รวมทั้งช่วยให้ร้านค้าสามารถบริหารจัดการการขายได้อย่างมีประสิทธิภาพ

คำสำคัญ: แนวทางการพัฒนา , ระบบการซื้อขายสินค้าและบริการ , ตลาดชุมชนออนไลน์

Abstract

The objective of this research is to study the problems and needs of goods and services trading on online community market.in order to improve and develop the trading system for goods and services on online community market. The researcher conducted Design Thinking research by collecting data from key informants who live in one village in Nonthaburi. The key informants have at least 1 year of experience in buying/selling goods and services in the village and aged not less than 19 years. There are 14 persons of key informants which are divided into 2 groups: 1) 8 sellers of goods and services in the village and 2) 6 buyers of goods and services in the village. The researcher used a semi-structured in-depth interview. The results of this research showed that the problems and needs of buyers and sellers, 2 main issues are: 1.Lack of communication of information necessary to trade goods and services and 2.Lack of order management. Guidelines for Developing the Buying System for Goods and Services for Online Community Markets should be on LINE OA (LINE Official Account) for businesses that allows sellers to communicate, transmit information, and arrange Sales-to-customer , as well as helping sellers manage sales effectively.

Keywords: Guidelines for Developing**,** Buying System for Goods and Services, Online Community Market

บทนำ

ในสถานการณ์การแพร่ระบาดของโรคโควิด-19 ทั้งภาครัฐและภาคเอกชนต่างมีมาตรการการทำงานจากบ้าน เพื่อเป็นการเว้นระยะห่างและป้องกันการแพร่ระบาด**ของโรค** ข้อกำหนดออกตามความในมาตรา 9 แห่งพระราชกำหนดการบริหารราชการในสถานการณ์ฉุกเฉิน พ.ศ. 2548 (ฉบับที่ 1) (2563) ส่งผลให้คนมีความเป็นอิสระและมีความยืดหยุ่นในการทำงานมากขึ้น สามารถอยู่กับครอบครัวได้มากขึ้น เนื่องจากไม่ต้องเสียเวลาในการเดินทาง รวมทั้งมีเวลาในการทำกิจกรรมอื่นๆ มากขึ้น อย่างเช่น ทำอาหารขายในหมู่บ้านเป็นการหารายได้เสริมที่มีแนวโน้มสูงขึ้น ก่อเกิดเป็นวิถีชีวิตแนวใหม่ (New Normal) ที่เปลี่ยนไปตลอดกาลเป็นจุดเริ่มต้นใน

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การขายอาหารในหมู่บ้าน อย่างเช่น ร้านอาหารตามสั่ง ร้านขายขนมหวาน ร้านขายผลไม้ ร้านขายกาแฟและเบเกอรี่ รวมถึงการรับหิ้วอาหารที่มีชื่อเสียงในย่านต่างๆ เป็นต้น ซึ่งอำนวยความสะดวกและตอบโจทย์คนในหมู่บ้านได้เป็นอย่างดีเพราะในบางครั้งไม่อยากออกไปซื้ออาหารด้วยตนเองเพราะรถติดประสบปัญหาในการหาที่จอดรถ ต้องต่อคิวนาน ไม่อยากไปในที่ที่มีคนหนาแน่นซึ่งเสี่ยงต่อการติดโรคโควิด-19

ในยุคดิจิทัลที่เทคโนโลยีเข้ามามีบทบาทในชีวิตประจำวัน ส่งผลให้พฤติกรรมการใช้ชีวิตของประชาชนเปลี่ยนไป การพัฒนาเทคโนโลยีจะมาช่วยให้ทุกอย่างเป็นเรื่องที่ง่ายขึ้น อย่างเช่น การทำธุรกิจขายอาหารผ่านช่องทางแอปพลิเคชันเพื่อให้ลูกค้ามีความสะดวกในการซื้อสินค้ามากขึ้น (ชุมศักดิ์ สีบุญเรือง,2559) การสั่งอาหารผ่านทางออนไลน์ มีแนวโน้มสูงขึ้นสอดคล้องกับมูลค่าตลาดธุรกิจฟู้ดเดลิเวอรี่ในประเทศไทยมีมูลค่าประมาณ 29.2 พันล้านบาท ซึ่งมีอัตราการเติบโตสูงสุดร้อยละ 10 ทุกปี และมีแนวโน้มเติบโตอย่างต่อเนื่อง คาดว่าจะสูงถึง 46 พันล้านบาท ในปี 2565 (Euromonitor, 2018) โดย**สำนักงานพัฒนาธุรกรรมทางอิเล็กทรอนิกส์**ได้สำรวจพฤติกรรมการใช้บริการ Online Food Delivery ของคนไทย พบว่าผู้บริโภคกลุ่ม Gen X ช่วงอายุ 19-38 ปี เป็นกลุ่มผู้บริโภคที่มีการใช้บริการสั่งอาหารออนไลน์มากที่สุดถึง 51.09% รองลงมาคือกลุ่ม Gen X ช่วงอายุ 39-54 ปี และกลุ่มเบบี้บูมเมอร์ (ช่วงอายุ 55-73 ปี) ตามลำดับ โดยเลือกสั่งผ่านแพลตฟอร์ม (Platform) หรือแอปพลิเคชัน (Application) ที่เป็นตัวกลางในการช่วยสั่งอาหารมากที่สุดถึง 88.47% (**สำนักงานพัฒนาธุรกรรมทางอิเล็กทรอนิกส์,2563) จากข้อมูลข้างต้นแสดงเห็นว่าการสั่งอาหารออนไลน์ได้รับความนิยมเป็นอย่างมาก และเหตุผลที่ใช้บริการสั่งอาหารออนไลน์ 3 อันดับแรก ได้แก่ 1) ไม่อยากจะเดินทางไปนั่งกินที่ร้านเองมากถึง 80.37 % 2) ไม่อยากเสียเวลาไปนั่งต่อคิวถึง 57.63 % และ 3) มีส่วนลดในแอปพลิเคชันให้เลือกใช้ถึง 47.04 %**

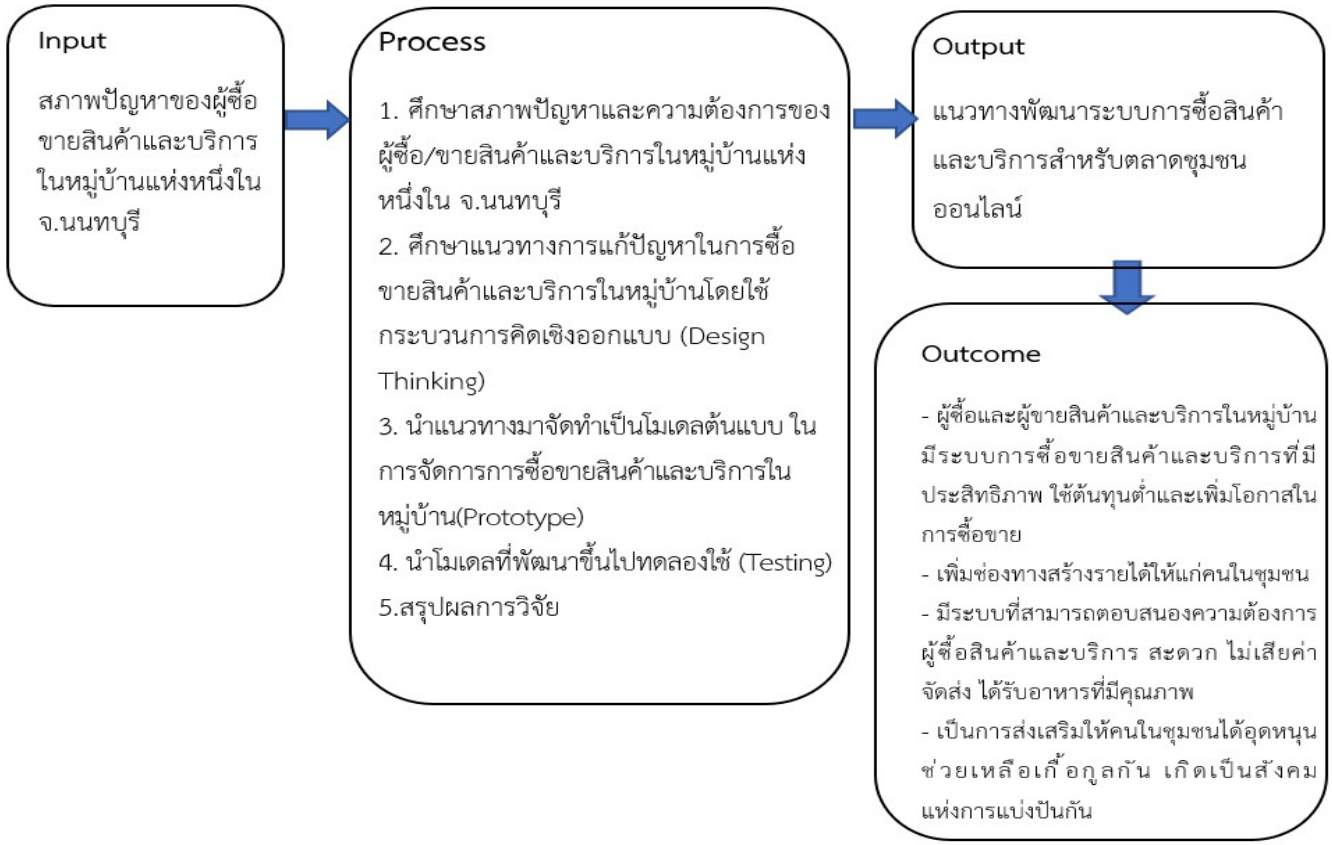
ผู้วิจัยสังเกตเห็นว่า **ปัจจุบันรูปแบบตลาดชุมชนออนไลน์ที่ใช้ในหมู่บ้านแห่งหนึ่งในจังหวัดนนทบุรี เป็นการ**ขายผ่านช่องทางไลน์แอปพลิเคชัน เฟซบุ๊กและโทรศัพท์ ซึ่งมีหลายช่องทาง ทำให้ผู้ขายเกิดความสับสนในการสื่อสารและการจัดการออเดอร์ ส่งผลให้การเตรียมสินค้าผิด การจัดส่งผิดบ้าน คิดราคาที่ผิดพลาด สำหรับลูกค้าประสบปัญหา ได้แก่ ได้รับอาหารผิด การคิดราคาผิด การส่งล่าช้า การจัดส่งผิดบ้านรวมถึงไม่มีความเป็นส่วนตัวในการสั่งอาหาร การเห็นข้อมูลส่วนบุคคลในช่องทางการขายต่างๆ และยังพบว่า ยังไม่มีช่องทางการให้บริการช่างชุมชนเพื่ออำนวยความสะดวกให้แก่คนในหมู่บ้าน อย่างเช่น ช่างไฟฟ้า ช่างประปา ช่างซ่อมเครื่องใช้ไฟฟ้า ช่างต่อเติมบ้าน เป็นต้น หรือมองหาบริการหรือกิจกรรมใดที่ทำให้เกิดการช่วยเหลือซึ่งกันและกันในหมู่บ้านเพื่อให้เกิดสังคมที่พึ่งพาอาศัยกัน และอยู่ร่วมกันอย่างมีความสุข หากมีระบบที่สามารถจัดการการซื้อขายสินค้าและบริการจะทำให้คนในชุมชนสามารถซื้อขายสินค้าและบริการได้สะดวกมากยิ่งขึ้น อีกทั้งยังเป็นช่องทางการสร้างรายได้ให้แก่คนในชุมชน

ดังนั้นผู้วิจัยจึงมีความสนใจที่จะศึกษา**แนวทางการปรับปรุงและพัฒนาระบบการซื้อสินค้าและบริการสำหรับตลาดชุมชนออนไลน์** เพื่อที่จะแก้ไขปัญหาและอำนวยความสะดวกให้แก่ผู้ซื้อและผู้ขายสร้างระบบการจัดการที่มีต้นทุนในการจัดการต่ำ นำไปใช้ได้จริง และเป็นช่องทางในการสร้างรายได้ให้กับคนในหมู่บ้าน ซึ่งหากวิเคราะห์ประเภทของนวัตกรรมที่ผู้วิจัยศึกษาประกอบด้วยนวัตกรรมกระบวนการและ นวัตกรรมบริการ นวัตกรรมกระบวนการเกี่ยวข้องในเรื่องกระบวนการจัดการของผู้ขายสินค้าและบริการให้มีความสะดวกตั้งแต่การรับออเดอร์ การคิดเงิน ไปจนถึงจัดส่งสินค้าและบริการถึงมือลูกค้าได้อย่างมีประสิทธิภาพ นอกจากนี้การจัดการการขายให้เป็นระบบยังสามารถเพิ่มโอกาสในการขายสำหรับนวัตกรรมบริการเกี่ยวข้องในการที่เรามีระบบในการจัดการการขาย ที่มีประสิทธิภาพจะส่งผลให้ผู้ซื้อได้รับสินค้าและบริการที่รับสินค้าและบริการตอบสนองความต้องการของลูกค้ามากที่สุด

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัญหาและความต้องการในการซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์
2. เพื่อเป็นแนวทางพัฒนาระบบการซื้อสินค้าและบริการสำหรับตลาดชุมชนออนไลน์

กรอบกระบวนการวิจัย



รูปที่ 1 แผนภาพกรอบกระบวนการวิจัย

นิยามศัพท์เฉพาะ

ระบบการซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์ หมายถึง ระบบการจัดการการซื้อขายสินค้าและบริการของคนในหมู่บ้านหรือในพื้นที่เฉพาะ เพื่ออำนวยความสะดวกและเพิ่มโอกาสในการขาย และอำนวยความสะดวกให้แก่ผู้ซื้อ**แอปพลิเคชัน** หมายถึง แอปพลิเคชันที่มีคุณสมบัติในการจัดการการซื้อขายสินค้าและบริการในหมู่บ้านหรือพื้นที่เฉพาะ**ไลน์ OA (Line Official Account)** หมายถึง บัญชีทางการของ LINE สร้างขึ้นเพื่อธุรกิจหรือเชิงพาณิชย์ รูปแบบการสื่อสาร เช่น การพูดคุย ส่งรูปภาพและวิดีโอ ไม่แตกต่างจาก LINE ส่วนบุคคลแต่ ไลน์ OA มีคุณสมบัติมากมายที่สร้างขึ้นมารองรับสำหรับการทำธุรกิจต่าง ๆ เช่น การบรอดแคสต์ข้อความ ข้อความตอบกลับอัตโนมัติ คูปองสะสมแต้ม สามารถเพิ่มเพื่อนได้แบบไม่จำกัด เพื่อตอบโจทย์การใช้งานด้านธุรกิจให้มีประสิทธิเพิ่มภาพมากขึ้น

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง แนวทางการพัฒนาระบบการซื้อขายสินค้าและบริการสำหรับตลาดชุมชนออนไลน์เป็นการวิจัยเชิงออกแบบ (Design Thinking Research) โดยใช้วิธีสัมภาษณ์เพื่อศึกษาสภาพปัญหาและความต้องการ (pain point) ในการซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์ นำข้อมูลที่ศึกษาได้มาเสนอแนวทางการปรับปรุงและพัฒนาระบบการซื้อขายสินค้าและบริการสำหรับตลาดชุมชนออนไลน์ โดยมีผู้ให้ข้อมูลสำคัญ (key informant) ในประเด็นที่ศึกษาใช้วิธีการคัดเลือกแบบเจาะจง โดยกำหนดเกณฑ์คือ 1) เป็นผู้ที่อาศัยอยู่ในหมู่บ้านขนาดใหญ่แห่งหนึ่งในจังหวัดนนทบุรี 2) มีคุณลักษณะเป็นผู้มีประสบการณ์ในการซื้อขายสินค้าและบริการในหมู่บ้านไม่น้อยกว่า 1 ปี และ 3) มีอายุตั้งแต่ 19 ขึ้นไป ผู้ให้ข้อมูลแบ่งออกเป็น 2 กลุ่มได้แก่ 1) ผู้ขายสินค้าและบริการในหมู่บ้านจำนวน 8 คน และ 2) ผู้ซื้อสินค้าและบริการในหมู่บ้านจำนวน 6 คน หรือจนกว่าข้อมูลจะอิ่มตัว

เครื่องมือที่ใช้วิจัย

การวิจัยครั้งนี้เป็นดำเนินการวิจัยเชิงคุณภาพ (Qualitative Research) เครื่องมือที่ใช้ในงานวิจัยคือ การสัมภาษณ์แบบกึ่งโครงสร้าง (Semi – Structured) สำหรับการนำไปใช้การสัมภาษณ์เชิงลึก (In – Depth Interview) ซึ่งมีทั้งหมด 2 ชุดคำถามแบบ

สัมภาษณ์ ได้แก่ แบบสัมภาษณ์ชุดที่ 1 สำหรับผู้ขายสินค้าและบริการในหมู่บ้าน แบบสัมภาษณ์ชุดที่ 2 สำหรับผู้ซื้อสินค้าและบริการในหมู่บ้าน โดยแบบสัมภาษณ์มีทั้งหมด 2 ส่วน ได้แก่ ส่วนที่ 1 : ข้อมูลทั่วไปของผู้ตอบแบบสัมภาษณ์ และ ส่วนที่ 2 : สภาพปัญหาและความต้องการในการซื้อขายสินค้าและบริการในหมู่บ้าน

วิธีการสร้างและตรวจสอบในคุณภาพเครื่องมือวิจัย

การสร้างเครื่องมืองานวิจัยครั้งนี้ ผู้วิจัยออกแบบแบบสัมภาษณ์โดยการประมวลข้อมูลจากการสังเกตและจากการอยู่ในกลุ่มไลน์ตลาดชุมชนเฉพาะกิจของหมู่บ้าน เพจเฟซบุ๊กซื้อขายสินค้าและบริการของหมู่บ้าน นำเอาข้อมูลที่ได้ดังกล่าวมาจัดทำแนวทางในการสร้างคำถาม ซึ่งใช้วิธีการสร้างเครื่องมือแบบสอบถามเชิงลึก (In-Depth Interview) โดยลักษณะคำถามที่ใช้ในการสัมภาษณ์จะมุ่งเน้นไปที่การศึกษาสภาพปัญหาและความต้องการในการซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์ เน้นการทำความเข้าใจผู้ใช้ตามหลักการ Empathize เพื่อค้นหา pain point ใช้การตรวจสอบคุณภาพเครื่องมือจากผู้เชี่ยวชาญ 3 ด้านได้แก่ 1.ด้านการออกแบบประสบการณ์ผู้ใช้และส่วนติดต่อผู้ใช้ จำนวน 1 คน 2.ด้านการตลาด จำนวน 1 คน และ 3.ด้านการออกแบบวิธีวิจัย จำนวน 1 คน และสอบถามความเข้าใจในข้อคำถามจากตัวแทนผู้ให้ข้อมูลสำคัญ เพื่อตรวจสอบความสอดคล้องของคำถามและแสดงความคิดเห็นและข้อเสนอแนะต่าง ๆ เพิ่มเติมในประเด็นที่ยังไม่สมบูรณ์เพื่อปรับปรุงเครื่องมือให้มีคุณภาพมากยิ่งขึ้น เพื่อให้มีความสอดคล้องและเหมาะสมกับเรื่องที่ศึกษา ได้ข้อมูลที่ตรงจุดและสามารถนำข้อมูลที่ได้มาพัฒนาเป็นแนวทางการพัฒนาระบบการซื้อสินค้าและบริการสำหรับตลาดชุมชนออนไลน์ ต่อไป

วิธีการเก็บรวบรวมข้อมูล

วิธีการเก็บข้อมูลการวิจัยเชิงคุณภาพนี้ใช้การสัมภาษณ์ด้วยวิธีการสัมภาษณ์เชิงลึก (In-depth interview) เป็นการสัมภาษณ์รายบุคคล ผู้ให้ข้อมูลสำคัญมี 2 ประเภท ได้แก่ 1.ผู้ขายสินค้าและบริการในหมู่บ้าน 2.ผู้ซื้อสินค้าและบริการในหมู่บ้าน ดำเนินการสัมภาษณ์โดยผู้วิจัย และอาศัยบุคคลที่เป็นที่รู้จักและเป็นศูนย์กลางของคนในหมู่บ้าน ให้ความอนุเคราะห์ในการช่วยประสานและกลุ่มเป้าหมายจะได้รับการสัมภาษณ์จำนวน 1 ครั้ง ใช้เวลา 30 นาที ซึ่งจะมีการนัดหมายสัมภาษณ์ในช่วงวันหยุดเนื่องจากเป็นวันที่ ทุกคนอยู่บ้าน และเพื่อให้สอดคล้องกับสถานการณ์การเว้นระยะห่างทางสังคม ผู้วิจัยจะนัดหมายกลุ่มเป้าหมายเป็นช่วงเวลายินดีให้การสัมภาษณ์ข้อมูล เพื่อลดการแออัดและเว้นระยะห่างในการรอสัมภาษณ์ เมื่อจบการสัมภาษณ์จะให้คูปองเงินสดเพื่อแทนคำขอบคุณที่ได้สละเวลา และให้ข้อมูลที่มีประโยชน์ต่อการวิจัย

หลังจากได้การตรวจสอบข้อมูลที่ได้รวบรวมมาแล้วทั้งหมดนั้น ผู้วิจัยวิเคราะห์ข้อมูลจากการสัมภาษณ์ ใช้การวิเคราะห์เชิงเนื้อหา (Content Analysis) โดยเริ่มจากการสรุปข้อมูลที่ได้เก็บรวบรวมมาให้เป็นประเด็นสำคัญ คัดแยกประเด็นสำคัญจัดหมวดหมู่ในกลุ่มประเด็นที่มีความหมายเหมือนกันหรือคล้ายคลึงกัน ทำตารางข้อมูลตามกลุ่มที่มีแบบแผนเดียวกัน เพื่อให้ได้ปัจจัยที่เกี่ยวข้องกัน และนำมาเชื่อมโยงความสัมพันธ์ของแต่ละปัจจัยเพื่อนำมาทำตามสรุปผล ตามกรอบวิจัยของการศึกษา

การดำเนินการศึกษาแนวทางการปรับปรุงและพัฒนาระบบการซื้อสินค้าและบริการสำหรับตลาดชุมชนออนไลน์โดยประยุกต์ใช้กระบวนการคิดเชิงออกแบบ ผู้วิจัยนำข้อมูลสภาพปัญหาและความต้องการในการซื้อขายสินค้าและบริการในแที่ได้จากการสัมภาษณ์มาศึกษาวิธีการแก้ปัญหาโดยใช้กระบวนการของการคิดเชิงออกแบบ (Design Thinking Process) ดังต่อไปนี้

1. Empathize – เข้าใจปัญหา โดยศึกษาสภาพปัญหาและความต้องการของผู้ซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์ เพื่อเข้าใจ painpoint ในการซื้อขายสินค้าและบริการ

2. Define – กำหนดปัญหาให้ชัดเจน โดยการนำรวบรวมปัญหาและความต้องการของผู้ซื้อผู้ขายสินค้าและบริการจากการสัมภาษณ์ นำมาวิเคราะห์ข้อมูล จัดกลุ่มประเด็นปัญหาสำคัญเพื่อนำมาใช้เป็นข้อมูลในการศึกษาแนวทางแก้ไขปัญหา

3. Ideate – ระดมความคิด นำปัญหาที่แท้จริงมาศึกษาหาวิธีแก้ปัญหาและเลือกวิธีแก้ปัญหาที่เหมาะสมเพื่อเป็นแนวทางปรับปรุงและพัฒนาระบบการซื้อสินค้าและบริการสำหรับตลาดชุมชนออนไลน์

4. Prototype – สร้างต้นแบบที่เลือกโดยการนำแนวทางมาจัดทำเป็นโมเดลต้นแบบในการจัดการการซื้อขายสินค้าและบริการในหมู่บ้าน (Prototype)

5. Test – ทดสอบ โดยการทำ A/B Testing เพื่อเปรียบเทียบวิธีที่เหมาะสมสำหรับระบบการซื้อสินค้าและบริการสำหรับตลาดชุมชนออนไลน์

ผลการวิจัย

สภาพปัญหาในการซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์

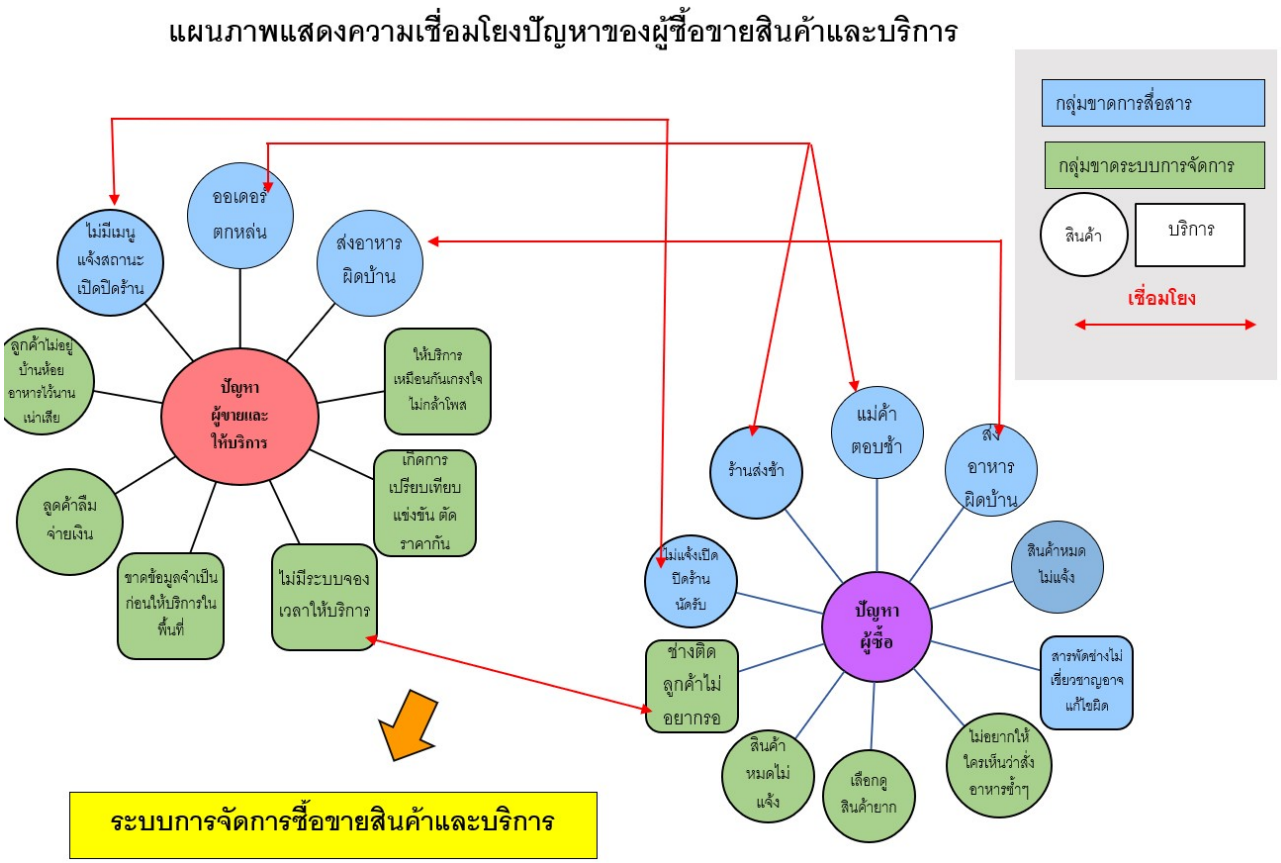
ขั้นตอนแรกคือการทำความเข้าใจปัญหา (Empathize) โดยการวิจัยประสบการณ์ของผู้ใช้ (UX research) ในการซื้อขายสินค้าและบริการในหมู่บ้านขนาดใหญ่แห่งหนึ่งในจังหวัดนนทบุรี ผ่านช่องทางการขายในไลน์ เพจเฟซบุ๊ก และมือถือ ในขั้นนี้ผู้วิจัย

ทำความเข้าใจเนื้อหาวิชาว่าแท้จริงแล้ว พบว่า ผู้ให้ข้อมูลสำคัญกลุ่มที่ 1 ผู้ขายสินค้าและบริการในหมู่บ้าน โดยพบปัญหาในการขาย ได้แก่ การส่งอาหารผิดบ้าน การทำออเดอร์ตกหล่นเนื่องจากมีช่องทางในการขายหลายช่องทางและไม่มีระบบแจ้งเตือน ไม่มีการระบุสถานะเปิดปิดร้าน การส่งอาหารแขวนไว้หน้าบ้านเวลาที่ลูกค้าไม่อยู่อาจจะทำให้อาหารและสินค้าเน่าเสีย และลูกค้าลืมจ่ายเงิน สำหรับปัญหาที่พบในการให้บริการ ได้แก่ ไม่กล้าโพสบริการเพราะความเกรงใจเมื่อเพื่อนบ้านให้บริการเหมือนกัน ในขณะเดียวกัน การให้บริการเหมือนกันจะทำให้เกิดการเปรียบเทียบ แข่งขันและตัดราคากัน การขาดข้อมูลจำเป็นก่อนเข้าให้บริการ ลูกค้ามารับบริการพร้อมกันช่างเสริมสวยทำคนเดียวไม่ทันทำให้เสียโอกาสในการให้บริการ รวมถึง การรีบให้บริการเพื่อรับลูกค้าอีกคนทำให้งานไม่ได้คุณภาพส่งผลให้ลูกค้าไม่กลับมาใช้บริการซ้ำ และเมื่อวิเคราะห์จากการตอบของผู้ให้ข้อมูลสำคัญกลุ่มที่ 2 ผู้ซื้อสินค้าและบริการในหมู่บ้าน มีความสัมพันธ์ไปในทางเดียวกับผู้ให้ข้อมูลสำคัญกลุ่มที่ 1 ผู้ขายสินค้าและบริการในหมู่บ้าน โดยปัญหาที่พบในการซื้อสินค้า ได้แก่ การส่งสินค้าผิดบ้าน แม่ค้าตอบช้า ร้านปิดแต่ทางร้านไม่มีสถานะแจ้งเตือน การส่งสินค้าและบริการช้า การเลือกหาอาหารและสินค้าได้ยากและเห็นสินค้าไม่ครบ เนื่องจาก ผู้ขายไม่โพสร้านค้าในโน้ตและมาโพสในช่องแชทของไลน์เวลามีข้อความอื่นทำให้ดันโพสร้านค้าตกไปเลื่อนดูลำบาก ผู้ขายไม่ลบโพสร้านค้าอันเก่าออก การคิดราคาผิด สินค้าหมดและไม่แจ้ง รวมถึงการสั่งอาหารซ้ำๆ ไม่อยากให้คนอื่นเห็นต้องการความเป็นส่วนตัว สำหรับปัญหาที่พบในการใช้บริการ ได้แก่ ช่างไม่เห็นข้อความจองคิวผ่านไลน์ช่างรับลูกค้าซ้อนทำให้ต้องเสียเวลารอ การใช้ช่างที่ไม่มีความชำนาญแก้ไขผิดจุดและมีปัญหาในระยะยาว

ความต้องการในการซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์

ความต้องการในการซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์ของผู้ให้ข้อมูลสำคัญกลุ่มที่ 1 ผู้ขายสินค้าและบริการในหมู่บ้าน ได้แก่ ต้องการระบบการซื้อขายสินค้าและบริการในหมู่บ้าน ที่มีเมนูหรือฟังก์ชัน ดังนี้ มีแผนผังหมู่บ้าน มีระบบแจ้งเตือนออเดอร์ จ่ายเงิน และรับของ แสดงสถานะแจ้งเวลาเปิด-ปิดร้านได้ มีปฏิทินนัดหมายวันและเวลาให้บริการ สามารถระบุเวลานัดรับสินค้าหรือจองคิวให้บริการได้ ต้องการให้มีโฆษณาร้าน โปรโมชัน ระบบสะสมแต้ม สามารถแสดงสินค้าที่ขายในหมู่บ้านทั้งหมดโดยแยกประเภทสินค้า สามารถเลือกแสดงสินค้าพร้อมขายได้ สามารถเลือกช่องทางชำระเงินได้ มีช่องทางแชทกับลูกค้า ควรสร้างระบบการจัดการการซื้อขายขึ้นมาให้สามารถเข้าไปใช้งานได้ง่าย เข้าถึงคนทุกวัย มีรูปภาพใหญ่ๆชัดเจน สื่อถึงเมนูว่าทำอะไรเพื่อทำให้ผู้ใหญ่สามารถใช้ได้ง่ายขึ้น จากข้อมูลแสดงให้เห็นว่า ผู้ขายสินค้าและบริการในหมู่บ้าน มีความมุ่งหมายสำคัญ คือ ต้องการระบบการซื้อขายสินค้าและบริการในหมู่บ้าน เพื่อเพิ่มโอกาสในการขาย อำนวยความสะดวกการจัดการการขายสินค้าและบริการ

สำหรับความต้องการในการซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์ของผู้ให้ข้อมูลสำคัญกลุ่มที่ 2 ผู้ซื้อสินค้าและบริการในหมู่บ้าน มีความสัมพันธ์ไปในทางเดียวกับผู้ให้ข้อมูลสำคัญกลุ่มที่ 1 ได้แก่ แสดงแจ้งเตือนออเดอร์ สถานะจัดส่ง สถานะเปิด-ปิดของร้าน มีปุ่มเมนูให้เลือกเวลารับได้ มีช่องทางการชำระเงินชัดเจน มีการสะสมแต้ม มีอาหารให้เลือกหลากหลาย รูปภาพชัดเจน จัดสินค้าเป็นกลุ่มหมวดหมู่ เป็นประเภท เพิ่มการให้บริการ และมีช่องทางการแชทกับร้านค้าโดยตรง จากข้อมูลแสดงให้แห็นว่า ผู้ซื้อสินค้าและบริการในหมู่บ้าน มีความมุ่งหมายสำคัญ คือ ต้องการระบบการซื้อขายสินค้าและบริการในหมู่บ้าน เพื่ออำนวยความสะดวกและตอบสนองความต้องการของลูกค้า



รูปที่ 2 แผนภาพแสดงความเชื่อมโยงปัญหาและความต้องการของผู้ซื้อและผู้ขายสินค้าและบริการในหมู่บ้าน

ผู้วิจัยทำความเข้าใจประเด็นปัญหาและความต้องการต่าง ๆ โดยใช้หลักการกำหนดปัญหาให้ชัดเจน (define) นำผลการสัมภาษณ์ทั้ง 2 กลุ่มมาวิเคราะห์ พบปัญหาและความต้องการใน 2 ประเด็นหลักได้แก่ 1.ขาดการสื่อสารข้อมูลจำเป็นในการซื้อขายสินค้าและบริการ เช่น การแสดงสินค้าและบริการโดยแยกหมวดหมู่ แผนผังหมู่บ้าน ข้อมูลการเปิดปิดร้าน โปรโมชั่น เป็นต้น และ 2.ขาดการจัดการออเดอร์ เช่น การแจ้งเตือนออเดอร์ การเลือกเวลานัดรับ การเลือกเวลาให้บริการ การแชทเพื่อขอข้อมูลเพิ่มเติมก่อนการให้บริการในพื้นที่ เป็นต้น

แนวทางพัฒนาระบบการซื้อสินค้าและบริการสำหรับตลาดชุมชนออนไลน์

จากนั้นนำผลการวิเคราะห์สภาพปัญหาและความต้องการในการซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์จากการวิจัยประสบการณ์ของผู้ใช้ (UX research) พบว่า ทั้งผู้ซื้อและผู้ขายสินค้าและบริการต้องการระบบการซื้อขายสินค้าและบริการในชุมชนตลาดออนไลน์ โดยสำหรับขั้นตอนต่อมาผู้วิจัยให้ผู้ถูกสัมภาษณ์พิจารณาแนวทางหรือสร้างทางเลือกใหม่ที่เหมาะสมกับประสบการณ์ผู้ใช้ของแต่ละกลุ่ม พบว่าทั้ง 2 กลุ่มให้ความเห็นไปในแนวทางเดียวกันคือการสื่อสารผ่านช่องทางที่ง่ายที่สุด สามารถแจ้งข้อมูลที่จำเป็นในการซื้อขายสินค้าและบริการได้และสามารถจัดการออเดอร์เพื่ออำนวยความสะดวกให้แก่ผู้ซื้อและผู้ขาย รวมถึงไม่ต้องการเปิดเผยที่อยู่หรือตัวตนในการสั่งอาหารกับบุคคลอื่น ผู้วิจัยศึกษางานวิจัยที่เกี่ยวข้องหลังจากได้ข้อมูลเบื้องต้น หรือเรียกว่า **การวิจัยแบบตั้งโต๊ะ (desk research)** ที่อิงจากเนื้อหาที่ตีพิมพ์ในรายงานและเอกสารที่คล้ายกันที่มีอยู่ในเว็บไซต์ หรือการสืบค้นข้อมูลทางการตลาดที่ได้จากการสำรวจหรือดำเนินการไปแล้ว และสอบถามข้อมูลจากหมู่บ้านหรือชุมชนอื่นที่มีการซื้อขายสินค้าและบริการที่มีลักษณะใกล้เคียงกัน เป็นต้น พบแนวทางในการพัฒนาระบบการซื้อสินค้าและบริการสำหรับตลาดชุมชนออนไลน์ (ขั้นตอน Ideate) จำนวน 2 วิธี ได้แก่ 1.การทำแอปพลิเคชันสำหรับซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์ และ 2.การใช้ไลน์ OA (Line Official Account) นำทั้ง 2 วิธีไปเก็บข้อมูลโดยการทำ A/B Testing เพื่อเปรียบเทียบรวมทั้งสร้างสถานการณ์จำลองการใช้วิธีต่างๆ ให้กับผู้ซื้อผู้ขายทดสอบ (prototype & test) ผลของการเก็บข้อมูลการใช้ต้นแบบ พบว่า ทั้งผู้ซื้อและผู้ขายสินค้าและบริการในหมู่บ้านเลือก การใช้ไลน์ OA (Line Official Account) เนื่องจากการใช้ไลน์ OA (Line Official Account) ช่วยให้ร้านค้าสื่อสารและส่งข้อมูลทางการขายถึงลูกค้าทางไลน์ รวมทั้งช่วยให้ร้านค้าสามารถบริหารจัดการการขายได้อย่างมีประสิทธิภาพ แอปพลิเคชันไลน์ผู้ซื้อและผู้ขายเป็นแอปพลิเคชันที่มีความคุ้นเคย ใช้งานง่ายไม่เสียค่าใช้จ่ายในการใช้บริการ และยอมรับได้หากเกิดความผิดพลาดในการสั่งซื้อเพราะเป็นเรื่องเล็กน้อย สามารถติดต่อผู้ขายได้ง่ายหากมีความผิดพลาดเกิดขึ้น

สรุปผลการวิจัย

ปัญหาและความต้องการในการซื้อขายสินค้าและบริการสรุปได้ 2 ประเด็นหลัก ได้แก่ 1. การขาดระบบสื่อสารระหว่างผู้ซื้อและผู้ขาย 2.การขาดระบบจัดการออเดอร์ และต้องการระบบการซื้อขายสินค้าและบริการ เพื่อรับข้อมูลข่าวสารของสินค้าและบริการและอำนวยความสะดวกในการซื้อสินค้าและบริการ เมื่อนำปัญหาข้างต้นมาศึกษาหาแนวทางในการแก้ปัญหา (ขั้นตอน Ideate) พบว่าระบบการซื้อสินค้าและบริการสำหรับตลาดชุมชนออนไลน์ (ขั้นตอน Ideate) มี 2 วิธี ได้แก่ 1.การทำแอปพลิเคชันซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์ และ 2.การใช้ไลน์ OA (Line Official Account) จากการทำ A/B Testing เพื่อเปรียบเทียบระบบการจัดการการซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์ พบว่าผู้ให้ข้อมูลสำคัญทั้ง 2 กลุ่ม ประสงค์ที่จะใช้ไลน์ OA (Line Official Account) มากกว่าการใช้แอปพลิเคชัน เนื่องจากผู้ซื้อและผู้ขายมีความคุ้นเคยกับการใช้ไลน์ ใช้งานง่ายไม่เสียค่าใช้จ่ายในการใช้บริการ และยอมรับได้หากเกิดความผิดพลาดในการสั่งซื้อเพราะเป็นเรื่องเล็กน้อย สามารถติดต่อผู้ขายได้ง่ายหากมีความผิดพลาดเกิดขึ้น และบริการใหม่ของไลน์ OA (Line Official Account) ช่วยให้ร้านค้าสื่อสาร และส่งข้อมูลทางการขายถึงลูกค้าทางไลน์ รวมทั้งช่วยให้ร้านค้าสามารถบริหารจัดการการขายได้อย่างมีประสิทธิภาพ

อภิปรายผลการวิจัย

สามารถอภิปรายผลการวิจัยได้ดังนี้

1. ผู้ซื้อและผู้ขายสินค้าและบริการในชุมชนตลาดออนไลน์มีปัญหาที่สอดคล้องและเชื่อมโยงกัน เช่น ผู้ซื้อพบปัญหาผู้ขายตอบการออเดอร์ช้า เนื่องจากผู้ขายมีช่องทางในการขายหลายช่องทาง และไม่มีระบบแจ้งเตือนออเดอร์จึงทำให้ไม่เห็นออเดอร์ของผู้ซื้อและตอบออร์เดอร์ช้า

2.ผู้ซื้อและผู้ขายมีความคุ้นเคยใช้ไลน์เป็นพื้นฐาน และจึงเลือกใช้ ไลน์ OA (Line Official Account) เป็นระบบการจัดการการซื้อขายสินค้าและบริการในตลาดชุมชนออนไลน์

3. ผู้ซื้อและผู้ขายปัญหาในการซื้อขายสินค้าและบริการ ยอมรับความเสี่ยงของการคลาดเคลื่อนของออเดอร์ได้

4. ผู้ซื้อและผู้ขายสินค้าและบริการปฏิเสธการสมัครที่มีการเสียค่าใช้จ่ายในการใช้แอปพลิเคชัน

5. การขายสินค้าและบริการในหมู่บ้านที่มีขนาดกลุ่มเป้าหมายไม่ใหญ่มากจะสามารถใช้บริการไลน์ OA (Line Official Account) ได้โดยไม่เสียค่าใช้จ่ายในการใช้บริการ

6. การทำแอปพลิเคชันเพื่อใช้ในการจัดการสินค้าและบริการในหมู่บ้านสามารถใช้แก้ไขปัญหาและความต้องการของผู้ซื้อและผู้ขายสินค้าและบริการในหมู่บ้านได้ตรงจุด แต่หากพิจารณาในเรื่องค่าใช้จ่ายจำนวนมากในการทำแอปพลิเคชันขึ้นมา เป็นการลงทุนที่ไม่คุ้มค่าเพราะใช้ในพื้นที่เฉพาะ

7. การซื้อสินค้าและบริการจากคนในหมู่บ้านเดียวกัน จะเป็นการช่วยอุดหนุนกัน ทำให้คนในชุมชนมีรายได้ สร้างสังคมแห่งการเกื้อหนุน และทำให้คนในชุมชนมีความรู้จัก คุ้นเคยกัน

8.การใช้บริการช่างในหมู่บ้าน ทำให้คนในหมู่บ้านรู้สึกปลอดภัย โดยเฉพาะลูกค้าที่เป็นผู้หญิงอยู่บ้านตามลำพัง และหากเกิดปัญหาก็สามารถปรึกษาหรือซักถามได้

9. ผู้ให้บริการด้านช่างจะรู้ลักษณะโครงสร้างของบ้านเป็นอย่างดี ทำให้มีความเข้าใจปัญหาของขบ้านได้ดี

10. การซื้อสินค้าและบริการในหมู่บ้านไม่ต้องเสียค่าส่งและค่าธรรมเนียมการซื้อขั้นต่ำแตกต่างจากการซื้อสินค้าและบริการผ่านแอปพลิเคชันเดลิเวอรี่

10. การขายสินค้าและบริการในหมู่บ้านผู้ขายสามารถลดต้นทุนในการเช่าหน้าร้าน การเสียค่าธรรมเนียมการส่งเดลิเวอรี่ และสามารถจัดส่งโดยร้านค้าเองโดยไม่มีค่าจัดส่ง

ข้อเสนอแนะ

1. ควรออกแบบการใช้ user interface (UI) ของไลน์ OA (Line Official Account) ให้เหมาะสมกับผู้ใช้งานทุกเพศทุกวัย มีขนาดตัวอักษร รูปภาพที่เห็นเด่นชัด รูปภาพสื่อถึงฟังก์ชันการใช้งาน

2. การออกแบบแอปพลิเคชันต้องคำนึงถึงผู้ใช้งานเป็นหลัก คำนึงถึงความต้องการของลูกค้า แต่ไม่ใช่การพัฒนาตามความต้องการของลูกค้าทั้งหมดต้องวิเคราะห์ความเป็นไปได้ และออกแบบการใช้งานให้เป็น มิตรต่อผู้ใช้ User Friendly

3. ควรมีการศึกษากิจกรรมหรือบริการใด จะช่วยให้เกิดการแลกเปลี่ยน แบ่งปัน ช่วยเหลือซึ่งกันและกัน ในชุมชน และเพิ่มฟังก์ชันนี้ลงไปในระบบการจัดการการซื้อขายสินค้าและบริการ

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การปรับตัวและทัศนคติที่ส่งผลต่อความคาดหวังในชีวิตของกลุ่มแรงงานต่างด้าวจังหวัดสมุทรปราการ

Adaptation and Attitudes Affecting Life Expectancy of Migrant Workers in Samut Prakan Province

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บทคัดย่อ

การวิจัยครั้งนี้เป็นการศึกษาการปรับตัวและทัศนคติที่ส่งผลต่อความคาดหวังในชีวิตของกลุ่มแรงงานต่างด้าวจังหวัดสมุทรปราการ มีวัตถุประสงค์ 1) เพื่อศึกษาความคาดหวังในชีวิตของกลุ่มแรงงานต่างด้าว จังหวัดสมุทรปราการ 2) เพื่อศึกษาการจำแนกลักษณะประชากรศาสตร์ที่ส่งผลต่อการปรับตัวและทัศนคติ 3) เพื่อศึกษาปัจจัยสภาพการทำงานที่ส่งผลต่อการปรับตัวและทัศนคติ 4)เพื่อศึกษาปรับตัวและทัศนคติส่งผลต่อความคาดหวังในชีวิต โดยศึกษาจากกลุ่มตัวอย่างของกลุ่มแรงงานต่างด้าว จังหวัดสมุทรปราการ จำนวน 400 คน ใช้วิธีการวิจัยเชิงปริมาณ เก็บข้อมูลแบบวิธีโดยใช้แบบแบบบังเอิญ (Accidental Sampling) โดยนำผลมาวิเคราะห์ด้วยค่าสถิติต่างๆ ได้แก่ การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน t-test และสถิติ One-Way ANOVA ใช้ในการเปรียบเทียบกลุ่มที่พบความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และทำการทดสอบสมมติฐานด้วยค่าสถิติ t-test การวิเคราะห์ความแปรปรวนแบบทางเดียว (One-Way ANOVA) และการวิเคราะห์การถดถอยพหุคูณ (Multiple regression)

ผลการศึกษาพบว่า 1) ลักษณะทางประชากรศาสตร์ที่แตกต่างกันไม่ส่งผลต่อการปรับตัวและทัศนคติที่แตกต่างกัน ได้แก่ เพศ อายุ อายุงาน และความสามารถ ที่ระดับนัยสำคัญทางสถิติ 0.05 2) ปัจจัยสภาพการทำงานที่ส่งผลต่อการปรับตัวและทัศนคติ พบว่า ลักษณะงาน และความก้าวหน้าในการทำงานส่งผลต่อการปรับตัวและทัศนคติ และ 3)การปรับตัวและทัศนคติที่ส่งผลต่อความคาดหวังในชีวิต พบว่า ด้านการทำงาน และด้านภาษาส่งผลต่อความคาดหวังในชีวิต

คำสำคัญ : ปัจจัยสภาพการทำงาน,การปรับตัว, ทัศนคติ, ความคาดหวังในชีวิต

Abstract

This research is a study of adaptation and attitudes that affect life expectancy among migrant workers. Samut Prakan Province Objectives 1) to study the life expectancy of a group of migrant workers Samut Prakan Province 2) to study the demographic characteristics that affect work adaptation and attitude 3) to study the factors of working conditions that affect work adaptation and attitude 4) To study, adapt and attitudes that affect life expectancy The study was conducted from a sample of migrant workers in Bangplee district. Samut Prakan Province, totaling 400 people using quantitative research method. The data collection method was used by accidental sampling. The results were analyzed by various statistical values, including descriptive statistics, including frequency, percentage, mean and standard deviation. Independent sample t-test and One-Way ANOVA statistical analysis were used to compare groups with statistically significant differences at the 0.05 level, and hypotheses were tested using Multiple regression analysis.

The results of the study showed that 1) Different demographic characteristics did not affect work adaptation and different attitudes, namely gender, age, working age and ability. at the statistical significance level of 0.05. 2) Working conditions factors affecting adaptation and work attitudes. It was found that there were 2

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independent variables, namely job characteristics, progress in work. affecting adaptation and attitude 3) Adaptations and attitudes affecting life expectancies It was found that the two independent variables, i.e. work and language, affected life expectancies.
Keywords: working condition factors, adaptation, attitude, Life Expectancy

ความเป็นมาและความสำคัญของปัญหา

ปัจจุบันประเทศไทยมีการเจริญทางด้านเศรษฐกิจเป็นอย่างมากในแถบเอเชีย และยังทีลักษณะทางภูมิประเทศโดยมีพรมแดนติดต่อกับประเทศเพื่อนบ้าน ทำให้เป็นที่ดึงดูดแรงงานจากประเทศเพื่อนบ้านเพื่อเข้ามาทำงานภายในประเทศได้ เนื่องจากค่าจ้างต่ำากว่า ทำให้แรงงานต่างด้าวแฝงตัวเข้ามาบริเวณรอยต่อชายแดนไทยเป็นจำนวนมาก ดังนั้นรัฐบาลจึงต้องมีมาตรการสำหรับการบริหารจัดการแรงงานข้ามชาติให้เกิดประสิทธิภาพ สำรับประเทศไทย เริ่มมีการจัดการระบบแรงงานต่างด้าวปี พ.ศ. 2535 - ปัจจุบัน จำนวนคนต่างด้าวที่ได้รับอนุญาตให้เข้ามาทำงานในประเทศมีจำนวนเพิ่มขึ้นเรื่อย ๆ หลังจากสถานการณ์โควิด-19(สำนักงานบริหารแรงงานต่างด้าว, 2563-2565) แรงงานต่างด้าวมีหลายประเภท เช่น แรงงานต่างด้าวที่ประกอบอาชีพเป็นชาวประมง ก่อสร้าง เกษตรกรรม เป็นต้น

จังหวัดสมุทรปราการนั้นมีชุมชนแรงงานทั้งไทยและต่างด้าวกระจายอยู่โดยรอบพื้นที่ (ษัษฐรัมย์ ธรรมบุษดี, 2555) แรงงานไร้ฝีมือหรือแรงงานนอกระบบที่เป็นกลุ่มแรงงานหลักในพื้นที่เขตจังหวัดสุมทรปราการมีจำนวน 258,477 คน โดยเป็นแรงงานต่างด้าวทั้งหมดจำนวน 150,017 คน เป็นแรงงานต่างด้าวพิสูจน์สัญชาติ6จำนวน 58,557 คน เป็นแรงงานเข้าเมืองมาอย่างผิดกฎหมายที่ได้รับการผ่อนผันให้อยู่และรอการพิสูจน์สัญชาติ ให้แล้วเสร็จภายใน มีนาคม พ.ศ.2561 จำนวน 57,525 คน 8ด้านหนึ่งของเมืองคือความเป็นชุมชนน่าอยู่ ความทันสมัย ความสะดวกสบาย แต่อีกด้านของเมืองคือชุมชนแรงงานที่มีคุณภาพชีวิตที่ไม่ค่อยดีนัก โดยเฉพาะแรงงานต่างด้าวที่มีรายได้ต่ำและเป็นแรงงานหลักของพื้นที่นี้ ที่กระจายตัวพักอาศัยกลายเป็นชุมชนย่อย ๆ อยู่โดยรอบ (อุทุมพร พลางกูร, 2558) แต่ผู้ประกอบการก็ยังประสบ ปัญหาเกี่ยวกับแรงงานต่างด้าวชาวเมียนมาร์ที่ทิ้งงานบ้าง เมื่อทำงานจนชำนาญแล้วก็เปลี่ยนงานบ้าง ย้ายที่อยู่บ้าง ย้ายกลับประเทศเมียนมาร์บ้าง ตลอดจนเกิดข้อเรียกร้องต่างๆของแรงงานต่างด้าวชาวเมียนมาร์ ซึ่งจากปัญหาต่างๆได้ส่งผลให้ผู้ประกอบการไม่สามารถจัดการแรงงานต่างด้าวให้เกิดประสิทธิภาพในการทำงานได้ ผู้ประกอบการเองก็ไม่ได้ศึกษาถึงปัญหาแท้จริงเพื่อจะจัดการกับปัญหาต่างๆเหล่านั้น

จากการศึกษาที่ผ่านมาผู้วิจัยจึงมีความสนใจเรื่องการปรับตัวและทัศนคติของกลุ่มแรงงานที่ส่งผลต่อความคาดหวังในชีวิตของกลุ่มแรงงานต่างด้าว โดยสถาณที่ที่แรงงานส่วนใหญ่ จังหวัดสมุทรปราการ เพื่อที่จะศึกษาเกี่ยวกับการปรับตัวและทัศนคติของกลุ่มแรงงาน เพื่อประโยชน์ต่อผู้เกี่ยวข้อง และใช้เป็นแนวทางในการศึกษาต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาความคาดหวังในชีวิตของกลุ่มแรงงานต่างด้าว จังหวัดสมุทรปราการ
2. เพื่อศึกษาการจำแนกลักษณะประชากรศาสตร์ที่ส่งผลต่อการปรับตัวและทัศนคติ
3. เพื่อศึกษาปัจจัยสภาพการทำงานที่ส่งผลต่อการปรับตัวและทัศนคติ
4. เพื่อศึกษาปรับตัวและทัศนคติในการทำงานที่ส่งผลต่อความคาดหวังในชีวิต

ประโยชน์ของวิจัย

1. ทำให้ทราบถึงความคาดหวังในชีวิตของกลุ่มแรงงานต่างด้าว จังหวัดสมุทรปราการ
2. ทำให้ทราบถึงการจำแนกลักษณะประชากรศาสตร์ที่ส่งผลต่อการปรับตัวและทัศนคติ
3. ทำให้ทราบถึงปัจจัยสภาพการทำงานที่ส่งผลต่อการปรับตัวและทัศนคติ
4. ทำให้ทราบถึงการปรับตัวและทัศนคติที่ส่งผลต่อความคาดหวังในชีวิต

นิยามศัพท์

ปัจจัยสภาพการทำงาน คือ สิ่งต่างๆ ที่อยู่ล้อมรอบตัวผู้ปฏิบัติงานในขณะที่ทำงาน เป็นสิ่งที่บ่งชี้ ความรู้สึกของพนักงานที่มีต่องานที่ทำและสมาชิกร่วมงาน โดยสมาชิกทุกคนมีความรู้สึกที่ดีทุ่มเททั้งกายใจ ความคิด และร่วมกันและช่วยกันแก้ไขปัญหานั้น ๆ ได้การทางานจะมีคุณภาพเพิ่มขึ้นแต่ในทางตรงข้ามสภาพแวดล้อมในการทำงานอาจเป็นปัจจัยที่ส่งผลให้เกิดภาวะกดดันและเกิดความเหนื่อยล้าในการทำงาน เช่น เพื่อนร่วมงานเครื่องจักร อุปกรณ์ต่างๆอากาศที่หายใจ เสียง แสงสว่าง ความร้อน สารเคมี และรวมถึงเชื้อโรคต่างๆ

การปรับตัว คือ การที่บุคคลพยายามปรับสภาพปัญหาที่เกิดขึ้นแก่ตน และพยายามปรับเปลี่ยน พฤติกรรมของตนให้เข้ากับสภาพแวดล้อมและความต้องการของตนเอง จนสามารถดำเนินชีวิตได้อย่างมีความสุขปราศจากความคับข้องใจ

ทัศนคติ คือ ความรู้สึก ความคิดหรือความเชื่อ และแนวโน้มที่จะแสดงออกซึ่งพฤติกรรมของบุคคล เป็นปฏิกิริยาโต้ตอบโดยการประมาณค่าว่าชอบหรือไม่ชอบ ที่จะส่งผลกระทบต่อการตอบสนองของบุคคลในเชิงบวกหรือเชิงลบต่อบุคคล สิ่งของ และสถานการณ์ ในสภาวะแวดล้อมของบุคคลนั้นๆ โดยที่ทัศนคตินี้ สามารถเรียนรู้ หรือจัดการได้โดยใช้ประสบการณ์ และทัศนคตินั้นสามารถที่จะรู้ หรือถูกตีความได้จากสิ่งที่คนพูดออกมาอย่างไม่เป็นทางการ หรือจากการสำรวจที่เป็นทางการ หรือจากพฤติกรรมของบุคคลเหล่านั้น

ความคาดหวัง คือ ความเชื่อหรือความคิดอย่างมีเหตุผล ในแนวทางที่เป็นไปได้ หรือเป็นความหวังที่คาดการณ์ว่าต้องการจะได้ในอนาคตของบุคคล ความคาดหวังจึงเป็นสภาวะทางจิตที่บุคคลคาดคะเนล่วงหน้าแต่บางสิ่งบางอย่างว่าควรจะมี ควรจะเป็นหรือควรจะเกิดขึ้นตามความหมาย

ขอบเขตการวิจัย

ขอบเขตด้านเนื้อหา การวิจัยครั้งนี้เป็นการศึกษาเชิงปริมาณ เพื่อศึกษาลักษณะทางประชากรศาสตร์ ปัจจัยสภาพการทำงานที่แตกต่างกัน ทำให้ส่งผลต่อการปรับตัวและทัศนคติ

ตัวแปรที่ใช้ในการวิจัย

- ตัวแปรอิสระ ได้แก่
  - ลักษณะทางประชากรศาสตร์ เช่น เพศ อายุ อายุงาน ความสามารถ
  - ปัจจัยสภาพการทำงาน เช่น ลักษณะงาน เงินรายวัน/เงินเดือน สวัสดิการต่างๆ ความก้าวหน้าในการทำงาน
- ตัวแปรคั่นกลาง ได้แก่
  - การปรับตัวและทัศนคติ เช่น ด้านการทำงาน ด้านสังคม ด้านภาษา ด้านปัญญา
- ตัวแปรตาม ได้แก่
  - ความคาดหวังในชีวิต เช่น ค่าตอบแทน ความมั่นคงในการทำงาน สิ่งแวดล้อมในสถานที่ทำงาน สังคมในการทำงาน

ประชากรและกลุ่มตัวอย่าง

ขอบเขตด้านประชากร ได้แก่ กลุ่มแรงงานต่างด้าว จังหวัดสมุทรปราการ โดยคำนวณขนาดกลุ่มตัวอย่างตามสูตร ของคอแครน (Cochran) ได้ขนาดตัวอย่าง 400 คน

กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ใช้วิธีการเลือกกลุ่มตัวอย่างแบบบังเอิญ (Accidental Sampling) เป็นการเลือกกลุ่มตัวอย่างเพื่อให้ได้จำนวนตามต้องการโดยไม่มีหลักเกณฑ์

ขอบเขตด้านเนื้อหา

เป็นการศึกษาการปรับตัวและทัศนคติที่ส่งผลต่อความคาดหวังในชีวิตของกลุ่มแรงงานต่างด้าว จังหวัดสมุทรปราการ เพื่อให้เข้าใจและนำไปเป็นแรงจูงใจในการทำงานของกลุ่มแรงงานต่างชาติต่อไป

ขอบเขตด้านพื้นที่

ผู้วิจัยใช้พื้นที่ศึกษา คือ จังหวัดสมุทรปราการ เป็นหน่วยวิเคราะห์

ขอบเขตด้านระยะเวลา

ในการศึกษาวิจัยครั้งนี้ ใช้เวลา ตั้งแต่ เดือนกันยายน 2565 - เดือนมกราคม 2566 รวมระยะเวลา 5 เดือน

แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง

กลุ่มแรงงานต่างด้าวต้องรับกับการเปลี่ยนแปลงกับสิ่งแวดล้อมใหม่รอบตัว เช่น ที่อยู่อาศัย งานที่ทำ สังคม และวัฒนธรรม เป็นต้น การปรับตัวมีความสำคัญต่อการดำรงชีวิตของมนุษย์เมื่อต้องเผชิญปัญหา แต่ละคนมีแบบแผนการปรับตัวที่ต่างกัน ถ้าไม่สามารถปรับตัวให้เข้ากับสิ่งแวดล้อม ย่อมเกิดความขัดแย้ง นำไปสู่การเกิดโรคเครียดและโรคซึมเศร้าที่อาจก่อให้เกิดอาชญากรรมที่นำไปสู่ปัญหาด้านความสัมพันธ์ระหว่างประเทศได้(จามะรี พิทักษ์วงศ์, 2549) ยังพบว่า แรงงานลาวที่เข้ามาทำงานในจังหวัดสงขลามีการปรับตัวแบ่งเป็น 3 ด้าน คือ การปรับตัวด้านสังคม วัฒนธรรม และภาษา รวมทั้งสามารถปรับตัวได้อย่างรวดเร็ว เพราะมีความคล้ายคลึงกัน (บัญญัติ ยงย่วน, 2544) ทั้งนี้ยังต้องมีทัศนคติที่ดี โดยทัศนคติคือความรู้สึกท่าทีความคิดเห็นและพฤติกรรมของคนงาน

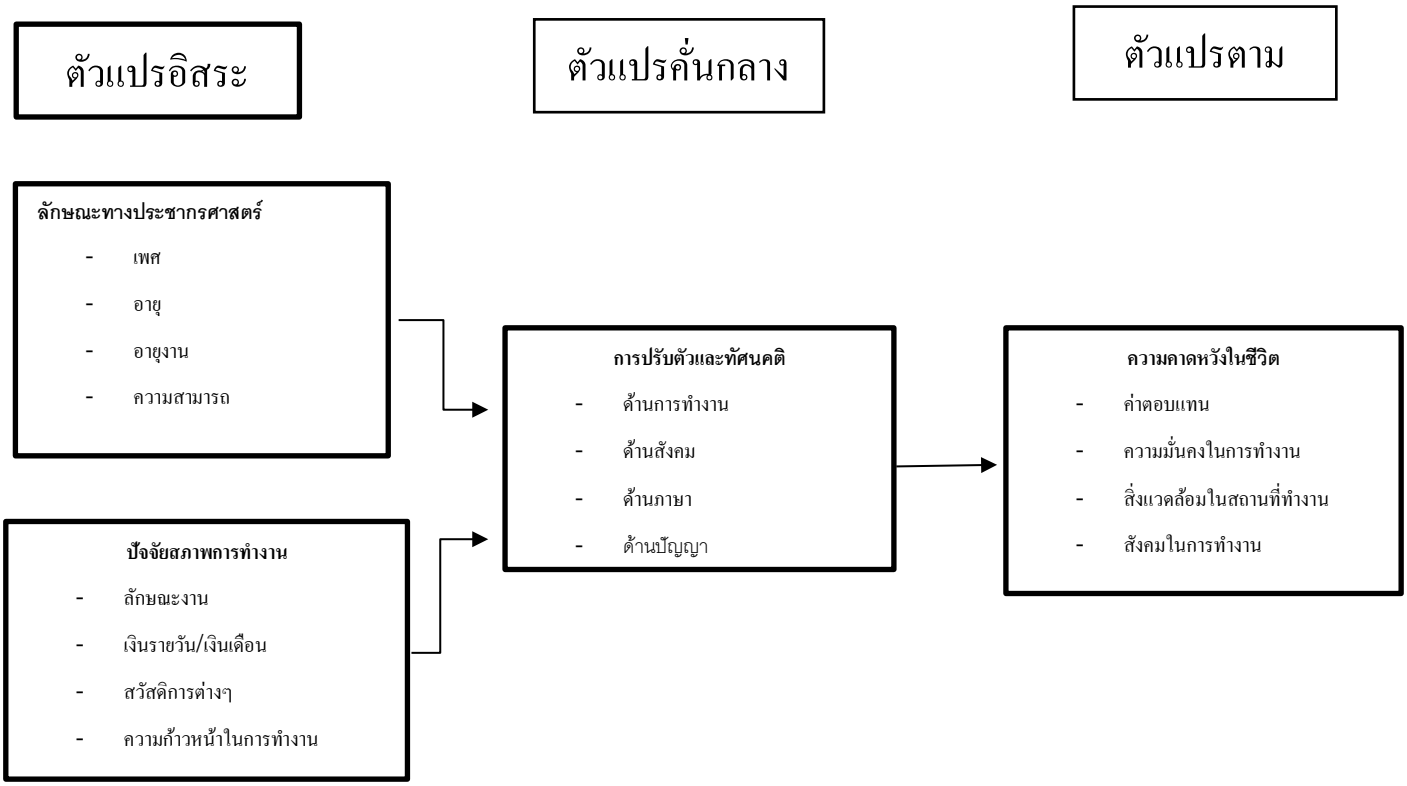
ที่มีต่อเพื่อนร่วมงานผู้บริหารกลุ่มคนองค์กรหรือสภาพแวดล้อมอื่น ๆ โดยการแสดงออกในลักษณะของความรู้สึกหรือท่าทีในทางยอมรับหรือปฏิเสธ (พงศ์ หรดาล,2540: 42)

การปรับตัวของแรงงานต่างด้าวชาวกัมพูชาจะเป็นกระบวนการการปรับตัวแบบเป็นลำดับขั้น โดยเริ่มจากการปรับตัวแบบผู้ย้ายถิ่นปรับตนเอง ผู้ย้ายถิ่นปรับตนเองให้สอดคล้องกับสังคมปลายทาง และผู้ย้ายถิ่นปรับตนเองให้เป็นส่วนใดส่วนหนึ่งของสังคมปลายทาง ซึ่งการปรับตัวของแรงงานต่างด้าวนี้มีทั้งแบบรู้ตัวและไม่รู้ตัว โดยแรงงานต่างด้าวจะเริ่มปรับตัวจากวิถีชีวิตดั้งเดิมทั้งในด้านการทำงาน สังคม และวัฒนธรรมไปสู่วิถีชีวิตใหม่ที่สอดคล้องกับพื้นที่ท างานของแรงงานทั้งนี้สิ่งสำคัญคือ เป้าหมายหรือความคาดหวังในการเข้ามาทำงาน (ยลภัทร ภู่ระหงษ และคณะ,2563)

สมมติฐานการวิจัย

1. ลักษณะทางประชาการศาสตร์ที่แตกต่างกันส่งผลต่อการปรับตัวและทัศนคติแตกต่างกัน
2. ปัจจัยสภาพการทำงานกันส่งผลต่อการปรับตัวและทัศนคติ
3. การปรับตัวและทัศนคติส่งผลต่อความคาดหวังในชีวิต

กรอบแนวคิดความวิจัย



ระเบียบวิธีวิจัย

งานวิจัยนี้เป็นการวิจัยเชิงปริมาณ(Quantitative Research)โดยเก็บรวบรวมข้อมูลจากการสำรวจ กลุ่มตัวอย่างที่เป็นแรงงานต่างด้าวโดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างที่มีประสบการณ์ในการลงทุน ดำเนินการรวบรวมข้อมูลจากแบบสอบถามที่เป็นแบบออนไลน์

ประชากรที่ใช้ในการวิจัย คือ แรงงานต่างด้าวภายในจังหวัดสมุทรปราการ คำนวณกลุ่มตัวอย่างตามสูตรของ คอแครน (Cochran, 1977) ที่ระดับความเชื่อมั่นร้อยละ 95 ได้ขนาดตัวอย่าง 400 คน โดยใช้การเลือกกลุ่มตัวอย่างแบบบังเอิญ (Accidental Sampling) เป็นการเลือกกลุ่มตัวอย่างเพื่อให้ได้จำนวนตามต้องการโดยไม่มีหลักเกณฑ์

ขั้นตอนการสร้างเครื่องมือและตรวจสอบคุณภาพเครื่องมือ มีดังนี้

ผู้วิจัยได้ศึกษาข้อมูลจากเอกสาร หนังสือ วารสาร แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้องเพื่อนำมากำหนดโครงสร้างแบบสอบถาม นำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นมาเสนอต่ออาจารย์ที่ปรึกษา ปรับปรุงแก้ไขตามคำแนะนำ รวมทั้งปรับปรุงแก้ไขแบบสอบถามตามคำแนะนำของอาจารย์ผู้ทรงคุณวุฒิในคณะวิทยาการจัดการ หลังจากนั้นจึงนำแบบสอบถามที่ผ่านการตรวจสอบและปรับปรุงแก้ไขให้สมบูรณ์แล้ว นั้นนำไปทดลองใช้กับกลุ่มตัวอย่าง จำนวน 30 ตัวอย่าง ในเขตกรุงเทพมหานคร เพื่อทดสอบความเชื่อมั่น(Reliability) ซึ่งค่าที่ได้ไม่ควรต่ำกว่า 0.70 ซึ่งจะถือว่าแบบสอบถามมีความเชื่อมั่น (สมคิด เทียร พิสุทธิ์, 2007) จากการคำนวณหาค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ผลการคำนวณค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ในภาพรวมเท่ากับ 0.968 ดังนั้นแบบสอบถามมีค่าความเชื่อมั่นในระดับที่ยอมรับได้จึงสามารถนำไปใช้เป็นเครื่องมือในการเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลงานวิจัยนี้จะทำการเก็บตัวอย่างจากกลุ่มตัวอย่างที่เป็นแรงงานต่างด้าวภายในจังหวัดสมุทรปราการโดยใช่แบบสอบถามเอกสารออนไลน์(Google Forms) และได้รับคืนเป็นจำนวนกลุ่มตัวอย่าง 400 ตัวอย่าง หลังจากกลุ่มตัวอย่างได้ตอบแบบสอบถามแล้ว ผู้วิจัยจึงนำข้อมูลที่ได้มาวิเคราะห์ด้วยโปรแกรมสำเร็จรูปทางสถิติ

วิธีวิเคราะห์ข้อมูลและสถิติที่ใช้

งานวิจัยนี้หลังจากได้รับแบบสอบถามกลับคืนมาแล้วจะทำการตรวจสอบเพื่อให้คะแนนและทำการประมวลผลด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์โดยวิเคราะห์ข้อมูลแบ่งเป็น 3 ส่วน

1. การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

2. การวิเคราะห์สถิติ Independent sample t-test และสถิติ One-Way ANOVA ใช้ในการเปรียบเทียบกลุ่มที่พบความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สำหรับการทดสอบสมมติฐาน ลักษณะทางประชาการศาสตร์ที่แตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกัน

3. การวิเคราะห์สมการถดถอยพหุคูณ (Multiple Regression) เพื่อวิเคราะห์หาความสัมพันธ์ของปัจจัยต่าง ๆ ตามสมมติฐานการวิจัยดังนี้

- ปัจจัยสภาพการทำงานส่งผลต่อการปรับตัวและทัศนคติ
- การปรับตัวและทัศนคติที่ส่งผลต่อความคาดหวังในชีวิต

ผลการวิจัย

แบ่งออกเป็น 4 ส่วน

ส่วนที่ 1 ลักษณะทางประชากรศาสตร์

ผู้ตอบแบบสอบถามส่วนใหญ่จะเป็นเพศหญิง(ร้อยละ 74.7) รองลงมาเป็นเพศชาย (ร้อยละ 25.3) โดยส่วนใหญ่จะมีอายุช่วง 18-20ปี (ร้อยละ 54.7) รองลงมาเป็นอายุ 21-30ปี (ร้อยละ 19.3) โดยจะมีอายุงาน 1-6เดือน (ร้อยละ41.3) รองลงมาจะมีอายุงานประมาณ3ปีขึ้นไป (ร้อยละ35.3) ซึ่งโดยความสามารถจะมีพูดภาษาไทยได้ พูดภาษาอังกฤษได้ ที่ทักษะด้านคอมพิวเตอร์ และอื่นๆ เป็นต้น ส่วนใหญ่จะมีความสามารถได้อย่างใดอย่างหนึ่ง (ร้อยละ 66.7)

ส่วนที่ 2 ผลจากการศึกษาข้อมูลปัจจัยสภาพการทำงาน

ข้อมูลปัจจัยส่วนบุคคลของกลุ่มตัวอย่าง จำแนกออกเป็น 4 ประเภท ได้แก่ ลักษณะงาน เงินรายวัน/เงินเดือน สวัสดิการต่างๆ และความก้าวหน้าในการทำงาน พบว่าภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นประเภทพบว่าลักษณะงาน($\bar{x}$ = 3.969, SD = 0.58) รองลงมาคือความก้าวหน้า ($\bar{x}$ = 3.74, SD = 0.66) เงินรายวัน/เงินเดือน($\bar{x}$ = 3.66, SD = 1.06) และสวัสดิการต่างๆ($\bar{x}$ = 3.62, SD = 0.77) ตามลำดับ

ส่วนที่ 3 ผลจากการปรับตัวและทัศนคติ

ข้อมูลปัจจัยส่วนบุคคลของกลุ่มตัวอย่าง จำแนกออกเป็น 4 ด้าน ได้แก่ ด้านการทำงาน ด้านสังคม ด้านภาษา และด้านปัญญา พบว่าภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้านพบว่าด้านปัญญา ($\bar{x}$ = 3.93, SD = 0.67) รองลงมาจะเป็นด้านสังคม ($\bar{x}$ = 3.83, SD = 0.76) ด้านการทำงาน ($\bar{x}$ = 3.82, SD = 0.70) และด้านภาษา ($\bar{x}$ = 3.76, SD = 0.68) ตามลำดับ

ส่วนที่ 4 ความคาดหวังในชีวิต

ข้อมูลปัจจัยส่วนบุคคลของกลุ่มตัวอย่าง จำแนกออกเป็น ค่าตอบแทน ความมั่นคงในการทำงาน สิ่งแวดล้อมในสถานที่ทำงาน สังคมในการทำงาน โดยผลการวิจัยพบว่า ภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นประเภทพบว่า สิ่งแวดล้อมในสถาณ

ที่ทำงาน ($\bar{x}$ = 3.85, SD = 0.68) นั้นมากที่สุด รองลงมาคือความมั่นคงในการทำงาน($\bar{x}$ = 3.81, SD = 0.67) ต่อมาสังคมในการทำงาน ($\bar{x}$ = 3.79, SD = 0.67) สุดท้ายคือค่าตอบแทน ($\bar{x}$ = 3.70, SD = 0.83) ตามลำดับ

ผลการทดสอบสมมติฐาน

สมมติฐานที่ 1 ลักษณะทางประชาการศาสตร์ที่แตกต่างกันส่งผลต่อการปรับตัวและทัศนคติในการทำงาน

สมมติฐานที่ 1.1 เพศแตกต่างกันส่งผลต่อการปรับตัวและทัศนคติ

ตารางที่ 1 แสดงความแปรปรวนของเพศแตกต่างกันส่งผลต่อการปรับตัว

เพศ	$\bar{x}$	SD	T	P
ชาย	3.722	0.665	-1.352	0.178
หญิง	3.877	0.592		

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 1 แสดงผลการทดสอบสมมติฐานเพศแตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกัน ด้วย t-test พบว่า การปรับตัวและทัศนคติไม่ขึ้นอยู่กับเพศแตกต่างกันที่ระดับนัยสำคัญทางสถิติ 0.05 กล่าวคือ เพศแตกต่างกันไม่ส่งผลต่อการปรับตัวและทัศนคติแตกต่างกัน

สมมติฐานที่ 1.2 อายุแตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกัน

ตารางที่ 2 แสดงความแปรปรวนของอายุแตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกัน

ความแปรปรวน	Ss	Df	Ms	F	Sig
ระหว่างกลุ่ม	0.958	3	0.319	0.847	0.470
ภายในกลุ่ม	55.035	146	0.377		
รวม	55.993	149			

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

ตารางที่ 2 แสดงผลการทดสอบสมติฐานอายุแตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกันด้วย One-Way ANOVA โดยจำแนกตามอายุ พบว่า F = 0.847 Sig = 0.470 จึงไม่มีความแตกต่างกัน ซึ่งปฏิเสธสมมติฐาน

สมมติฐานที่ 1.3 อายุงานแตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกัน

ตารางที่ 3 แสดงความแปรปรวนของอายุงานแตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกัน

ความแปรปรวน	Ss	Df	Ms	F	Sig
ระหว่างกลุ่ม	1.181	3	0.394	1.048	0.373
ภายในกลุ่ม	54.812	146	0.375		
รวม	55.993	149			

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

ตารางที่ 3 แสดงผลการทดสอบสมติฐานอายุงานแตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกันด้วย One-Way ANOVA โดยจำแนกตามอายุ พบว่า F = 1.048 Sig = 0.373 จึงไม่มีความแตกต่างกัน ซึ่งปฏิเสธสมมติฐาน

สมมติฐานที่ 1.4 ความสามรถแตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกัน

ตารางที่ 4 แสดงความแปรปรวนของความสามรถแตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกัน

ความแปรปรวน	Ss	Df	Ms	F	Sig
ระหว่างกลุ่ม	1.161	2	0.580	1.556	0.214
ภายในกลุ่ม	54.832	147	0.373		
รวม	55.993	149			

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

ตารางที่ 4 แสดงผลการทดสอบสมติฐานความสามรถแตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกันด้วย One-Way ANOVA จำแนกตามอายุ พบว่า F = 1.556 Sig = 0.214 จึงไม่มีความแตกต่างกัน ซึ่งปฏิเสธสมมติฐาน

สมมติฐานที่ 2 ปัจจัยสภาพการทำงานส่งผลต่อการปรับตัวและทัศนคติ

ตารางที่ 5 ผลการวิเคราะห์ ปัจจัยสภาพการทำงานส่งผลต่อกับการปรับตัวและทัศนคติ

ปัจจัยสภาพการทำงาน	B	Std.Error	β	t	sig
ค่าคงที่	0.872	0.230		3.797	0.000
ลักษณะงาน	0.142	0.063	0.137	2.245	0.026
เงินรายวัน/เงินเดือน	-0.020	0.035	-0.034	-0.551	0.582
สวัสดิการต่างๆ	0.087	0.069	0.111	1.265	0.208
ความก้าวหน้าในการทำงาน	0.576	0.78	0.629	7.414	0.000
F-Value = 57.944					
Adjusted R^2 = 0.605					

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y} = 0.872 + 0.142X_1 + 0.576X_2$

จากตารางที่ 5 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 57.944 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลทดสอบค่า Durbin-Watson เท่ากับ 1.744 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.605 แสดงว่า ปัจจัยสภาพการทำงานสามารถอธิบายความผันแปรของการปรับตัวและทัศนคติได้ร้อยละ 60.5 โดยความก้าวหน้าในการทำงาน(B = 0.576)เป็นปัจจัยส่งผลต่อการปรับตัวและทัศนคติมากที่สุด รองลงมาลักษณะงาน (B = 0.142) การทดสอบค่าด้วย One-Way ANOVA ที่ระดับนัยสำคัญ 0.05 ส่วนปัจจัยไม่ส่งผลต่อการปรับตัว มีจำนวน 2 ตัวแปรได้แก่ เงินรายวัน/เงินเดือน สวัสดิการต่างๆ

สมมติฐานที่ 3 การปรับตัวและทัศนคติส่งผลต่อความคาดหวังในชีวิต

ตารางที่ 6 ผลการวิเคราะห์ การปรับตัวและทัศนคติส่งผลต่อความคาดหวังในชีวิต

การปรับตัวและทัศนคติ	B	Std.Error	β	t	Sig
ค่าคงที่	1.004	0.220		4.572	0.000
ด้านการทำงาน	0.214	0.077	0.242	2.780	0.006
ด้านสังคม	0.043	0.080	0.052	0.531	0.596
ด้านภาษา	0.455	0.097	0.501	4.680	0.000
ด้านปัญญา	0.025	0.063	0.027	0.392	0.696
F-Value = 50.851					
Adjusted R^2 = 0.572					

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{Y} = 1.004 + 0.214\ X_1 + 0.455\ X_2$

จากตารางที่ 6 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 50.851 944 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลทดสอบค่า Durbin-Watson เท่ากับ 1.714 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.572 แสดงว่าการปรับตัวและทัศนคติสามารถอธิบายความผันแปรของความคาดหวังในชีวิตได้ร้อยละ 57.2 โดยด้านภาษา(B = 0.455)เป็นปัจจัยที่ส่งผลต่อการปรับตัวและทัศนคติมากที่สุด รองลงมาด้านการทำงาน(B = 0.214) ทดสอบค่าด้วย One-Way ANOVA ที่ระดับนัยสำคัญ 0.05 ส่วนตัวแปรอิสระไม่ส่งผลต่อการปรับตัวในการทำงาน มีจำนวน 2 ตัวแปรได้แก่ ด้านสังคม ด้านปัญญา

สรุปและอภิปรายผล

สมมติฐานที่1 ลักษณะทางประชากรศาสตร์แตกต่างกันส่งผลต่อการปรับตัวและทัศนคติแตกต่างกัน ได้แก่ เพศ อายุ อายุงาน และความสามารถ โดยจากการทดสอบสมมติฐาน 1 จากตารางที่ 1-4 โดยใช้วิธีคิด t-test และ ANOVA พบว่าลักษณะทางประชาการศาสตร์แตกต่างกันส่งผลต่อการปรับตัวและทัศนคติที่ไม่แตกต่างกัน ที่ระดับนัยสำคัญทางสถิติ 0.05

สมมติฐานที่ 2 ปัจจัยสภาพการทำงานแตกต่างกันส่งผลกับการปรับตัวและทัศนคติ พบว่าภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้านพบว่า ความก้าวหน้าในการทำงานเป็นปัจจัยส่งผลต่อการปรับตัวและทัศนคติมากที่สุด รองลงมาลักษณะงานส่งผลต่อการปรับตัวและทัศนคติ ที่ระดับนัยสำคัญทางสถิติ 0.05 สอดคล้องกับ Hackman & Oldham (1980) ที่พบว่าสิ่งที่ส่งผลต่อความก้าวหน้า ได้แก่ ด้านความหลากหลายด้านทักษะ ด้านความสำคัญของงาน ด้านความมีอิสระในงาน และด้านผลสะท้อนจากงาน ซึ่งมาจากการปรับตัวและการมีทัศนคติที่ดี ทั้งกับเพื่อนร่วมงาน และงานที่ทำ

สมมติฐาน 3 การปรับตัวและทัศนคติส่งผลต่อความคาดหวังในชีวิต จำแนกออกเป็น ด้านการทำงาน ด้านสังคมด้านภาษา และด้านปัญญา พบว่าภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นประเภทพบว่า ด้านภาษา เป็นปัจจัยส่งผลต่อความคาดหวังในชีวิตมากที่สุด รองลงมาคือด้านการทำงาน ที่ระดับนัยสำคัญทางสถิติ 0.05 สอดคล้องกับงานวิจัยของ ยลภัทร ภู่ระหงษ์ และคณะ (2563) ที่พบว่าด้านภาษามีการเรียนรู้ภาษาไทยผ่านการจำ การฟัง การบันทึก การอ่าน การฝึกพูด การสอบถามคนรอบข้าง เพื่อสื่อสารให้ดีขึ้น ทำให้สามารถแสดงความต้องการ และสามารถคาดหวังกับงานที่ทำได้มากขึ้นตามไปด้วย

ข้อเสนอแนะที่ได้จากผลวิจัย

เนื่องจากปัจจัยการปรับตัวและทัศนคติที่ส่งผลมากที่สุดต่อความคาดหวังในชีวิต คือ ด้านภาษา ดังนั้น ผู้ว่าจ้างควรส่งเสริมเกี่ยวด้านภาษาให้กับแรงงานต่างด้าวมากขึ้น เช่น อาจใช้ชาวต่างด้าวที่เข้าใจภาษาไทยเป็นตัวแทนในการสื่อสารกับแรงงานเหล่านี้

ผลการวิจัยพบว่า ลักษณะงาน และความก้าวหน้าในการทำงาน ส่งผลต่อการปรับตัวและทัศนคติ ดังนั้น นายจ้างและผู้เกี่ยวข้องควรส่งเสริมลักษณะงานที่สอดคล้องกับทักษะของแรงงานต่างชาติ ตลอดจนพัฒนาระดับฝีมือแรงงานเพื่อให้สามารถทำงานที่มีความก้าวหน้าได้มากขึ้น

ข้อเสนอแนะสำหรับการทำวิจัยครั้งต่อไป

ควรมีการศึกษาข้อมูลในเชิงลึกเช่น การสัมภาษณ์ผู้ตอบแบบสอบถามเชิงลึกหรือเข้าไปมีส่วนร่วมในพื้นที่สำรวจในลักษณะของการวิจัยเชิงคุณภาพเพื่อให้ทราบผลวิจัยในลักษณะของการอธิบายด้วยเหตุและผลของการศึกษาในประเด็นนั้น ๆ อย่างชัดเจน

ควรทำการศึกษาในประเด็นเดียวกันนี้กับกลุ่มตัวอย่างแรงงานต่างชาติในหลายพื้นที่ เพื่อเปรียบเทียบผลของการศึกษาว่ามีความแตกต่างกันหรือไม่ ด้วยสาเหตุใด และอาจใช้ผลการศึกษาเป็นแนวทางในการศึกษากับกลุ่มแรงงานสัญชาติอื่นๆ ด้วย

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BUS-063

อิทธิพลของการสื่อสารการตลาดดิจิทัลและการรับรู้ต่อโฆษณาผ่านสื่อโซเชียลที่มีต่อกระบวนการตัดสินใจซื้อเบเกอรี่ช่องทางออนไลน์ในภาวะโควิด-19

The Influence of Digital Marketing and Perception of Social Media Advertising Towards Decision Making Process of Bakery Online in The Admidst of Covid-19

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บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์ (1) เพื่อศึกษาระดับความคิดเห็นของผู้บริโภคที่มีต่อการสื่อสารการตลาดดิจิทัลของธุรกิจผลิตภัณฑ์เบเกอรี่ออนไลน์ (2) เพื่อศึกษาการรับรู้ของผู้บริโภคต่อโฆษณาผ่านสื่อโซเชียลของธุรกิจผลิตภัณฑ์เบเกอรี่ออนไลน์ (3) เพื่อศึกษากระบวนการตัดสินใจซื้อเบเกอรี่ผ่านช่องทางออนไลน์ (4) เพื่อศึกษาอิทธิพลของความคิดเห็นการสื่อสารการตลาดดิจิทัลของผู้บริโภคที่มีต่อกระบวนการตัดสินใจซื้อเบเกอรี่ผ่านช่องทางออนไลน์ และ (5) เพื่อศึกษาอิทธิพลการรับรู้โฆษณาผ่านสื่อโซเชียลของผู้บริโภคที่มีต่อกระบวนการตัดสินใจซื้อเบเกอรี่ผ่านช่องทางออนไลน์ ซึ่งสรุปผลการวิเคราะห์ดังนี้ (1) ความคิดเห็นการสื่อสารการตลาดดิจิทัลของผู้บริโภคมีผลต่อกระบวนการตัดสินใจซื้อผลิตภัณฑ์เบเกอรี่ออนไลน์ มีค่าสัมประสิทธิ์เส้นทางหรือค่าอิทธิพลเท่ากับ 0.213 (2) การรับรู้ของผู้บริโภคต่อโฆษณาผ่านสื่อโซเชียลมีผลต่อกระบวนการตัดสินใจซื้อผลิตภัณฑ์เบเกอรี่ออนไลน์ มีค่าสัมประสิทธิ์เส้นทางหรือค่าอิทธิพลเท่ากับ 0.448 อย่างมีนัยสำคัญทางสถิติที่ 0.001

คำสำคัญ: การสื่อสารการตลาดดิจิทัล, การรับรู้โฆษณาผ่านสื่อโซเชียล, กระบวนการตัดสินใจซื้อ

Abstract

This research has objectives to (1) Study levels on consumers' digital marketing of online bakery (2) Study the consumer perception of online advertising of online bakery (3) Study levels of the consumers' buying decision process of online bakery (4) Study the influence of levels on consumers' digital marketing on the consumers' buying decision process of online bakery (5) Study the influence of consumer perception of online advertising on the consumers' buying decision process of online bakery. The analysis summary was (1) levels on consumers' digital marketing on the consumers' buying decision process of online bakery with the path coefficient at 0.213 and (2) consumer perception of online advertising on the consumers' buying decision process of online bakery with the path coefficient at 0.448 that was statically significant at 0.001.

Keyword: Digital Marketing, Perception of Online Advertising, Buying Decision Process.

1บทนำ

ปัจจุบันคนไทยทุกคนได้ประสบปัญหาโควิด-19 ทำให้พฤติกรรมในการบริโภคอาหารนั้นเปลี่ยนแปลงไปเนื่องจากผู้คนต้องอยู่บ้านกันมากขึ้น มีการทำงานอยู่ที่บ้านและทำให้เกิดความรู้สึกเหนื่อยล้าและอ่อนเพลีย ด้วยเหตุนี้จึงทำให้เกิดคำพูดติดปากที่ว่าร่างกายต้องการของหวาน เนื่องจากการที่เราได้ทานขนมหวานนั้นช่วยให้ร่างกายสดชื่น กระปรี้กระเปร่า และอารมณ์ดีขึ้น นอกจากนั้นผลิตภัณฑ์เบเกอรี่ก็ยังเป็นอีกทางเลือกหนึ่งในการรับประทานเพื่อทดแทนอาหารในมื้อหลักได้อีกด้วย รวมไปถึงมูลค่าตลาดผลิตภัณฑ์เบเกอรี่ในประเทศไทยมีการเติบโตและขยายตัว เนื่องจากเป็นธุรกิจที่ใช้เงินลงทุนไม่มากนัก จึงเป็นที่สนใจของผู้ประกอบการ ดังนั้นผู้ประกอบการในธุรกิจเบเกอรี่จึงจะต้องมีการวางแผนกลยุทธ์ทางการตลาดเพื่อทำให้ธุรกิจประสบความสำเร็จและเพิ่มส่วนแบ่งทางการตลาดให้มากยิ่งขึ้น

จากสถานการณ์โควิด-19 ที่เกิดขึ้นในประเทศไทยทำให้เห็นว่าแต่ละธุรกิจจะต้องมีการปรับเปลี่ยนกลยุทธ์ในการทำการตลาดเพื่อเข้าสู่รูปแบบออนไลน์และมีการคำนึงถึงความสำคัญของการตลาดดิจิทัล ซึ่งสำนักงานพัฒนาธุรกรรมทางอิเล็กทรอนิกส์

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[2] คณะบริหารธุรกิจ มหาวิทยาลัยเกษตรศาสตร์

[3] คณะบริหารธุรกิจ มหาวิทยาลัยเกษตรศาสตร์

(สพธอ.) ได้มีการสำรวจจำนวนผู้ใช้อินเทอร์เน็ตในประเทศไทยนั้นมีมากถึง 50.1 ล้านราย เป็นสัดส่วนกว่า 75% ของประชากร และมีอัตราการเติบโตเฉลี่ยอยู่ที่ 13.9% ต่อปี คาดว่าเป็นผลกระทบจากโควิด-19 ที่ช่วยกระตุ้นให้ผู้คนนั้นหันมาเลือกทำกิจกรรมผ่านทางออนไลน์เพิ่มมากขึ้น ซึ่งจะสะท้อนถึงการเปลี่ยนแปลงในการแข่งขันและพัฒนาสินค้าต่างๆ โดยใช้อินเทอร์เน็ตในการเป็นสื่อกลางระหว่างผู้ซื้อและผู้ขาย (สำนักงานพัฒนาธุรกรรมทางอิเล็กทรอนิกส์, 2563) รวมถึงภาพรวมโฆษณาออนไลน์ในประเทศไทยนั้นทางสมาคมโฆษณาดิจิทัลแห่งประเทศไทย Digital Advertising Association (Thailand) หรือ DAAT ได้กล่าวว่า การโฆษณาดิจิทัลนั้นจะเติบโตเพิ่มขึ้นเป็น 11% เนื่องจากนโยบายของภาครัฐนั้นส่งผลให้ภาคธุรกิจต้องมีการปรับตัวและหันมาสนใจกับการโฆษณาทางดิจิทัลเพิ่มมากขึ้นจึงทำให้โฆษณาดิจิทัลนั้นยังเติบโตไปได้

ดังนั้นจะเห็นได้ว่าผลกระทบจากโควิด-19 นั้นช่วยเร่งให้ธุรกิจนั้นต้องเข้าไปสู่โลกดิจิทัลอย่างหลีกเลี่ยงไม่ได้ และยังส่งผลให้การใช้โซเชียลมีเดียและอินเทอร์เน็ตนั้นเพิ่มมากขึ้น การโฆษณาผ่านช่องทางดิจิทัลจึงมีการเติบโตตามไปด้วย จึงทำให้ผู้วิจัยสนใจที่จะศึกษาอิทธิพลของการสื่อสารการตลาดดิจิทัลและการรับรู้ต่อโฆษณาผ่านสื่อโซเชียลที่มีต่อกระบวนการตัดสินใจซื้อเบเกอรี่ช่องทางออนไลน์ในภาวะโควิด-19 เพื่อนำผลที่ได้จากการศึกษามาใช้ให้เกิดประโยชน์ต่อผู้ประกอบการในธุรกิจผลิตภัณฑ์เบเกอรี่ ในการวางแผนและพัฒนากลยุทธ์ทางการตลาดดิจิทัลและสื่อโฆษณาให้มีประสิทธิภาพ

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับความคิดเห็นของผู้บริโภคที่มีต่อการสื่อสารการตลาดดิจิทัลของธุรกิจผลิตภัณฑ์เบเกอรี่ออนไลน์
2. เพื่อศึกษาการรับรู้ของผู้บริโภคต่อโฆษณาผ่านสื่อโซเชียลของธุรกิจผลิตภัณฑ์เบเกอรี่ออนไลน์
3. เพื่อศึกษากระบวนการตัดสินใจซื้อเบเกอรี่ผ่านช่องทางออนไลน์
4. เพื่อศึกษาอิทธิพลของความคิดเห็นการสื่อสารการตลาดดิจิทัลของผู้บริโภคที่มีต่อกระบวนการตัดสินใจซื้อเบเกอรี่ผ่านช่องทางออนไลน์
5. เพื่อศึกษาอิทธิพลการรับรู้โฆษณาผ่านสื่อโซเชียลของผู้บริโภคที่มีต่อกระบวนการตัดสินใจซื้อเบเกอรี่ผ่านช่องทางออนไลน์

วิธีการดำเนินการวิจัย

งานวิจัยเรื่อง “เรื่อง อิทธิพลของการสื่อสารการตลาดดิจิทัลและการรับรู้ต่อโฆษณาผ่านสื่อโซเชียลที่มีต่อกระบวนการตัดสินใจซื้อเบเกอรี่ช่องทางออนไลน์ในภาวะโควิด-19” ทำโดยการวิจัยเชิงสำรวจ (Survey Research) จากกลุ่มผู้ที่มีประสบการณ์ในการซื้อเบเกอรี่ผ่านทางช่องทางออนไลน์ อย่างน้อย 1 เดือน ใช้วิธีเก็บข้อมูลจากแบบสอบถามออนไลน์ผ่านช่องทาง Google Form เพื่อที่จะสามารถส่งและเก็บแบบสอบถามจากกลุ่มตัวอย่างได้อย่างสะดวก โดยจะทำการเก็บข้อมูลจากกลุ่มตัวอย่างจำนวน 385 คน โดยคำนวณจากสูตรการสุ่มตัวอย่างของ Cochran (1977) ในกรณีไม่ทราบจำนวนประชากรที่แน่นอน เพื่อนำไปวิเคราะห์และสรุปผลทางสถิติต่อไป

1 ขอบเขตการวิจัย

1. การศึกษาในครั้งนี้มุ่งศึกษาจากผู้บริโภคที่ซื้อผลิตภัณฑ์เบเกอรี่ออนไลน์ในประเทศไทย
2. ตัวแปรต้นและตัวแปรตามที่ใช้ในการศึกษา มีดังนี้

2.1 ตัวแปรต้น (Independent Variable) ได้แก่

2.1.1 การสื่อสารการตลาดดิจิทัล ได้แก่ การตลาดเชิงเนื้อหา (Content Marketing), ครองหน้าแรก (Search Engine Optimization: SEO), สื่อสังคม (Social Media Marketing), จดหมายอิเล็กทรอนิกส์ (E-Mail Marketing)

2.1.2 การรับรู้สื่อโฆษณาบนเครือข่ายสังคมออนไลน์ ได้แก่ การเลือกสรรการรับรู้ (Perceptual Selection), การเลือกประมวลข้อมูล (Perceptual Organization), การเลือกตีความ (Perceptual Interpretation)

2.2 ตัวแปรตาม (Dependent Variable) ได้แก่

2.2.1 กระบวนการตัดสินใจซื้อผลิตภัณฑ์เบเกอรี่ออนไลน์ ได้แก่ การตระหนักถึงความต้องการ (Need Recognition), การค้นหาข้อมูล (Information Search), การประเมินทางเลือก (Evaluation of Alternatives), การตัดสินใจซื้อ (Purchase Decision), พฤติกรรมหลังการซื้อ (Post-purchase Behaviour)

3. การศึกษาครั้งนี้ใช้วิธีการวิจัยเชิงปริมาณ (Quantitative Research) โดยวิธีการเก็บข้อมูลจากแบบสอบถามออนไลน์

2. เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการเก็บข้อมูลในการวิจัยครั้งคือ แบบสอบถามออนไลน์ (Questionnaires) เป็นเครื่องมือในการวิจัย โดยผู้วิจัยได้สร้างแบบสอบถามมาจากการใช้แนวคิด ทฤษฎี และผลการศึกษางานวิจัยที่เกี่ยวข้องมาใช้ในการสร้างเครื่องมือ ซึ่งมีลักษณะคำถามเป็นแบบให้เลือกตอบเพียงข้อเดียวและเป็นคำถามแบบปลายปิด โดยแบ่งคำถามออกเป็น 4 ส่วนมีรายละเอียดดังนี้

ส่วนที่ 1 คำถามคัดกรองข้อมูลก่อนทำแบบสอบถามในส่วนอื่นๆ โดยจะเป็นคำถามเกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบสอบถามเลือกตอบ ประกอบไปด้วย เพศ อายุ อาชีพ รายได้ และสภาพสมรส

ส่วนที่ 2 คำถามเกี่ยวกับระดับความคิดเห็นของผู้บริโภคที่มีต่อการสื่อสารการตลาดดิจิทัลของธุรกิจผลิตภัณฑ์เบเกอรี่ออนไลน์ ได้แก่ การตลาดเชิงเนื้อหา การครองหน้าแรก สื่อสังคม และจดหมายอิเล็กทรอนิกส์ จำนวนทั้งหมด 15 ข้อ

ส่วนที่ 3 คำถามเกี่ยวกับการรับรู้ของผู้บริโภคต่อโฆษณาผ่านสื่อโซเชียลของธุรกิจผลิตภัณฑ์เบเกอรี่ออนไลน์ ได้แก่ การเลือกสรรการรับรู้ การเลือกประมวลข้อมูล การเลือกตีความ จำนวนทั้งหมด 10 ข้อ

ส่วนที่ 4 คำถามเกี่ยวกับกระบวนการตัดสินใจซื้อเบเกอรี่ผ่านช่องทางออนไลน์ ได้แก่ การรับรู้ปัญหา ค้นหาข้อมูล ประเมินผลก่อนการตัดสินใจ ตัดสินใจซื้อ พฤติกรรมหลังการซื้อ จำนวนทั้งหมด 16 ข้อ

3. วิธีการเก็บรวบรวมข้อมูล

ผู้วิจัยได้ทำการศึกษาและเก็บรวบรวมข้อมูล โดยแบ่งข้อมูลเป็น 2 แหล่ง คือ แหล่งข้อมูลทุติยภูมิและข้อมูลปฐมภูมิ โดยมีรายละเอียดดังต่อไปนี้

1. ข้อมูลทุติยภูมิ (Secondary Data)

เป็นข้อมูลที่ผู้วิจัยเก็บรวบรวมข้อมูลจากเอกสารต่าง ๆ ที่มีเนื้อหาเกี่ยวข้องกับงานวิจัยที่ศึกษา ซึ่งได้มาจาก หนังสือ ตำราเรียนการตลาด บทความ งานวิจัยระดับวิทยานิพนธ์ทั้งในประเทศและต่างประเทศที่ได้รับการตีพิมพ์ในวารสารทางวิชาการ และการสืบค้นจากสารสนเทศอิเล็กทรอนิกส์

2. ข้อมูลปฐมภูมิ (Primary Data)

เป็นข้อมูลที่ผู้วิจัยเก็บรวบรวมข้อมูลจากการตอบแบบสอบถามกับกลุ่มตัวอย่างที่มีประสบการณ์ในการซื้อเบเกอรี่ผ่านทางช่องทางออนไลน์ อย่างน้อย 1 เดือน โดยจัดทำแบบสอบถามในรูปแบบ Google Form และให้กลุ่มตัวอย่างตอบแบบสอบถามเอง จำนวน 385 ชุด

4. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลงานวิจัยในครั้งนี้ ผู้วิจัยได้ใช้วิธีการทางสถิติในการวิเคราะห์และทดสอบสมมติฐานในการวิจัยโดยกำหนดให้ระดับความเชื่อมั่นที่ 95% โดยใช้สถิติที่นำมาใช้ในการวิจัยมีดังต่อไปนี้

1. สถิติเชิงพรรณนา (Descriptive Statistics)

ใช้ในการวิเคราะห์ข้อมูลปัจจัยส่วนบุคคล การสื่อสารการตลาดดิจิทัล การรับรู้โฆษณาผ่านสื่อโซเชียล และกระบวนการตัดสินใจซื้อ โดยใช้การบรรยายข้อมูลและอธิบายลักษณะของตัวแปรหรือกลุ่มข้อมูลที่เป็นตัวเลขโดยใช้ตารางแจกแจงความถี่ ร้อยละ ค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน ดังนี้

1.1 การหาค่าร้อยละ (Percentage) ใช้วิเคราะห์และรายงานข้อมูลทั่วไปของผู้ตอบแบบสอบถาม โดยสามารถหาค่าร้อยละจากการเปรียบเทียบอัตราส่วน

1.2 ค่าเฉลี่ย หรือค่ากลางเลขคณิต (Mean) ค่าเฉลี่ยของกลุ่มตัวอย่าง หรือค่าที่แสดงว่าส่วนใหญ่แล้วข้อมูลมีค่าเป็นเท่าใด

1.3 ค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) ใช้ร่วมกับค่าเฉลี่ยเพื่อแสดงลักษณะการกระจายของข้อมูล หากข้อมูลมีการกระจายมาก แสดงว่าข้อมูลชุดนั้นประกอบขึ้นด้วยตัวเลขที่มีความแตกต่างกันมาก หากกระจายน้อย แสดงว่าข้อมูลชุดนั้นมีตัวเลขที่ใกล้เคียงกัน หรือมีความแตกต่างกันน้อย

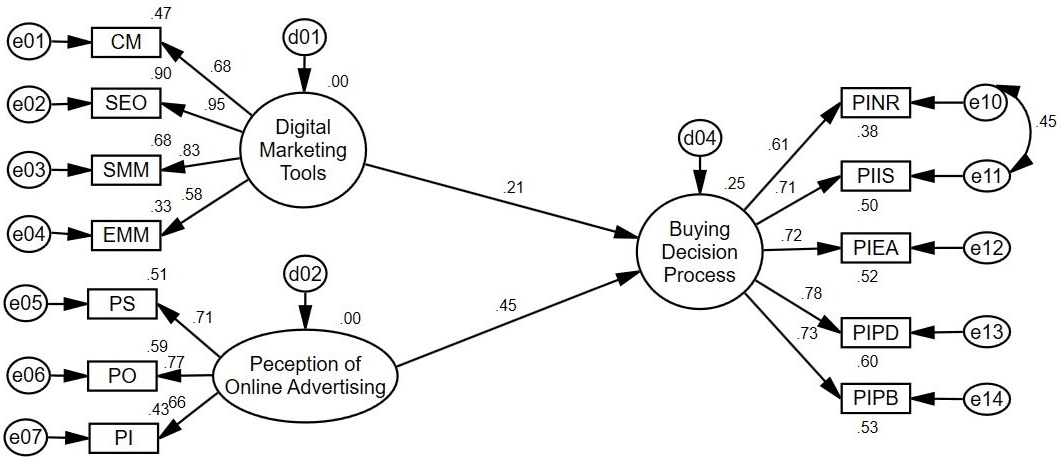
1.4 สถิติตรวจสอบคุณภาพเครื่องมือโดยวิธีครอนบัค (Cronbach's Alpha Coefficient) ค่าแอลฟาครอนบัคเป็นค่าที่เกิดจากค่าเฉลี่ยของสัมประสิทธิ์สหสัมพันธ์ของคำถามทุกคำถาม โดยค่าอัลฟ่าจะแสดงถึงระดับความคงที่ของแบบสอบถามหากค่าใกล้เคียง 1 มาก แสดงว่ามีความเชื่อมั่นสูง และค่าแอลฟาครอนบัคควรจะมากกว่า 0.70 จึงจะอยู่ในระดับที่มีความน่าเชื่อถือได้ เพื่อนำไปใช้จริง

2. สถิติเชิงอนุมาน (Inferential Statistic)

2.1 เป็นสถิติที่ผู้วิจัยใช้เพื่อการทดสอบสมมติฐานและสรุปลักษณะจากการศึกษาข้อมูลของกลุ่มตัวอย่าง ตลอดจนสามารถสรุปผลด้านประชากรได้ โดยใช้การทดสอบสมมติฐาน การใช้วิธีสมการโครงสร้าง (Structural Equation Modeling: SEM)

ซึ่งเกิดจากการรวมสถิติวิเคราะห์เชิงเส้น 2 ประเภทเข้าด้วยกัน ได้แก่ การวิเคราะห์เส้นทางหรือการวิเคราะห์อิทธิพล (Path Analysis) และการวิเคราะห์องค์ประกอบ (Factor Analysis) ทั้งนี้ผู้วิจัยเลือกใช้โปรแกรมวิเคราะห์ทางสถิติ Amos ในการวิเคราะห์ โดยมีขั้นตอนดังต่อไปนี้

ขั้นตอนที่ 1 การกำหนดหรือระบุลักษณะของโมเดล ซึ่งผู้วิจัยได้สร้างโมเดลตามแนวคิดและทฤษฎีที่ได้จากการทบทวนวรรณกรรม เพื่อนำมาสร้างเป็นแผนภาพเส้นทางที่แสดงถึงความสัมพันธ์ระหว่างตัวแปร โดยจากการวิจัยในครั้งนี้ผู้วิจัยได้ระบุลักษณะของโมเดลดังภาพที่ 1



จากภาพที่ 1 การแสดงเส้นทางของโมเดลสมการโครงสร้างพบว่ามีตัวแปรแฝง 3 ตัวแปร คือ Digital Marketing Tools, Perception of Online Advertising, Buying Decision Process โดยโมเดลการวัดประกอบไปด้วย 3 โมเดล ดังนี้

1. ความคิดเห็นการสื่อสารการตลาดดิจิทัล (Digital Marketing) มีตัวแปรสังเกตได้จำนวน 4 ตัวแปร
2. การรับรู้โฆษณาผ่านสื่อโซเชียล (Perception of Online Advertising) มีตัวแปรสังเกตได้จำนวน 3 ตัวแปร
3. กระบวนการตัดสินใจซื้อ (Buying Decision Process) มีตัวแปรสังเกตได้จำนวน 5 ตัวแปร

ขั้นตอนที่ 2 การเตรียมข้อมูล การกลั่นกรองหรือการคัดเลือกข้อมูล เพื่อไม่ให้มีปัญหาในการวิเคราะห์ โดยจะต้องพิจารณาดังต่อไปนี้

1. คุณสมบัติของเมทริกซ์ค่าแปรปรวน-ค่าแปรปรวนร่วมของตัวแปรสังเกตได้ โดยจะต้องมีคุณสมบัติที่เป็นบวกแน่นอน (Positive Definite: PD) จึงจะประมาณค่าพารามิเตอร์ได้ หากเมทริกซ์ค่าแปรปรวน-ค่าแปรปรวนร่วมเป็นเมทริกซ์ที่ไม่เป็นบวกแน่นอน (Non-Positive Definite: NPD) จะทำให้ไม่สามารถประมาณค่าพารามิเตอร์ได้

2. การมีข้อมูลสูญหาย ซึ่งกรณีที่มีข้อมูลสูญหายเป็นสาเหตุหนึ่งที่ทำให้เมทริกซ์ของค่าแปรปรวน-แปรปรวนร่วมเป็น NPD ได้ หากพบข้อมูลสูญหายผู้วิจัยอาจแก้ได้ 2 วิธี คือ การตัดหน่วยตัวอย่างที่มีข้อมูลสูญหายออก หรือการประมาณค่าของข้อมูลที่สูญหาย

3. การตรวจสอบการแจกแจงแบบปกติของตัวแปรแต่ละตัว โดยทั่วไปนิยมใช้ค่าความเบ้และค่าความโด่งในการตรวจสอบโดยให้ตัวแปรแต่ละตัวมีการแจกแจงข้อมูลแบบปกติสามารถพิจารณาได้จาก

3.1 ค่าดัชนีความเบ้ (Skew Index: SI)

ถ้า SI = 0 แสดงว่า ข้อมูลมีความสมมาตร

SI > 0 แสดงว่า ข้อมูลมีความเบ้บวก

SI < 0 แสดงว่า ข้อมูลมีความเบ้ซ้ายบ

โดยที่ | SI | > 3 หมายถึง ข้อมูลที่ไม่มีความสมมาตรหรือมีความเบ้มาก

3.2 ค่าดัชนีความโด่ง (Kurtosis Index: KI)

ถ้า KI = 0 แสดงว่า ข้อมูลมีการแจกแจงแบบปกติ

KI > 0 แสดงว่า หางของกราฟจะหนา และจุดยอดจะสูง

KI < 0 แสดงว่า หางของกราฟจะบาง และจุดยอดจะต่ำ

โดยที่ | KI | > 10 หมายถึง ข้อมูลไม่มีการแจกแจงแบบปกติ

นอกจากนี้ยังต้องมีการหาค่าความน่าเชื่อถือ (Reliability) โดยใช้ค่าสัมประสิทธิ์แอลฟาของครอนบาค (Cronbach's Alpha Coefficient) ซึ่งค่าสัมประสิทธิ์แอลฟาจะต้องมีค่ามากกว่า 0.7 และมีการวัดความเที่ยงตรง (Validity) ว่าแต่ละคำถามและคำตอบที่ได้สามารถวัดสิ่งที่ต้องการได้หรือไม่

ขั้นตอนที่ 3 การตรวจสอบการระบุความเป็นค่าเดียวของโมเดล เป็นการตรวจสอบว่าโมเดลที่ระบุในขั้นตอนที่1 สามารถหาผลลัพธ์ได้เพียงคำตอบเดียวหรือไม่ (Unique Solution) ซึ่งจะต้องทำการทดสอบสมมติฐานเกี่ยวกับความกลมกลืนของโมเดลที่ผู้วิจัยได้กำหนดในขั้นตอนที่ 1 รวมไปถึงข้อมูลเชิงประจักษ์ จึงต้องใช้โมเดลที่มีค่าองศาอิสระมากกว่าศูนย์ หรือเป็นโมเดลที่ระบุความเป็นค่าเดียวได้ กรณีที่โมเดลมีค่าองศาอิสระติดลบหรือศูนย์ ผู้วิจัยจะต้องทำการปรับปรุงโมเดลโดยการลดพารามิเตอร์ที่ไม่ทราบค่าโดยการกำหนดเงื่อนไขหรือกำหนดค่าคงที่ให้พารามิเตอร์บางตัว เพื่อทำให้ค่าองศาอิสระมีค่ามากกว่าศูนย์ หากค่าองศาอิสระเป็นศูนย์จะทำให้ไม่สามารถทดสอบความกลมกลืนของโมเดลได้

ขั้นตอนที่ 4 การประมาณค่าพารามิเตอร์ของโมเดล สามารถสร้างได้หลายวิธี ซึ่งในการวิจัยครั้งนี้ผู้วิจัยใช้วิธีความน่าจะเป็นสูงสุด (Maximum Likelihood: ML) ซึ่งเป็นวิธีมาตรฐานที่นิยมใช้ทั่วไป โดยค่าประมาณพารามิเตอร์จากวิธีนี้ จะเรียกว่าค่าประมาณความน่าจะเป็นสูงสุด (Maximum Likelihood Estimation: MLE) และมีคุณสมบัติที่เหมาะสมคือ เป็นค่าที่มีความคงเส้นคงวา มีประสิทธิภาพ และเป็นอิสระจากหน่วยของข้อมูล โดยวิธีนี้จะมีเงื่อนไขคือ ตัวแปรสังเกตได้จะต้องมีการแจกแจงแบบปกติเชิงพหุ และต้องมีตัวอย่างขนาดใหญ่

ขั้นตอนที่ 5 การตรวจสอบความกลมกลืนและความสอดคล้องของโมเดลที่กำหนดไว้ในขั้นตอนที่ 1 กับข้อมูลเชิงประจักษ์มี 2 ขั้นตอน ดังนี้

5.1 การตรวจสอบความกลมกลืนของโมเดลในภาพรวม โดยใช้ค่าสถิติในการตรวจสอบ ดังต่อไปนี้

5.1.1 ค่าดัชนีที่ใช้ในการเปรียบเทียบความกลมกลืนของโมเดลกับข้อมูลเชิงประจักษ์ Relative Chi-square หรือที่เรียกว่า CMIN/DF เป็นสถิติที่ทำการปรับลดอิทธิพลของขนาดตัวอย่างที่มีต่อสถิติไซสแควร์ในการตัดสินใจว่าโมเดลมีความกลมกลืนกับข้อมูลเชิงประจักษ์หรือไม่ โดยการพิจารณาจากค่า CMIN/DF มีหลายแนวคิด ดังนี้

CMIN/DF ≤ 2 แสดงว่า ยอมรับว่าโมเดลมีความกลมกลืนกับข้อมูลเชิงประจักษ์

CMIN/DF ≤ 3 แสดงว่า ยอมรับว่าโมเดลมีความกลมกลืนกับข้อมูลเชิงประจักษ์ในภาพรวม

CMIN/DF ≤ 5 แสดงว่า ยอมรับว่าโมเดลมีความกลมกลืนกับข้อมูลเชิงประจักษ์จะขึ้นกับขนาดของโมเดลว่ามีจำนวนตัวแปร จำนวนพารามิเตอร์ที่ต้องการประมาณมากน้องเพียงใด Hair et al., (2014)

5.1.2 ค่าดัชนีรากของค่าเฉลี่ยกำลังสองของความคาดเคลื่อนโดยประมาณ Root Mean Square Error of Approximation (RMSEA) แสดงถึงค่าเฉลี่ยของความแตกต่างต่อองศาอิสระ ดังนั้นค่า RMSEA ของโมเดลที่กลมกลืนควรมีค่าเข้าใกล้ศูนย์ พิจารณาได้จาก

RMSEA ≤ 0.08	แสดงว่า โมเดลมีความกลมกลืนดีกับข้อมูลเชิงประจักษ์
0.05< RMSEA ≤ 0.08	แสดงว่า โมเดลมีความกลมกลืนกับข้อมูลเชิงประจักษ์
RMSEA > 0.08	แสดงว่า โมเดลไม่มีความกลมกลืนดีกับข้อมูลเชิงประจักษ์ จึงควรมีการปรับปรุงโมเดล

5.1.3 ค่าดัชนีวัดความกลมกลืน Goodness of Fit Index (GFI) เป็นค่าที่ใช้วัดความสัมพันธ์ระหว่างค่าแปรปรวน-ค่าแปรปรวนร่วมในเมทริกซ์ที่คาดไว้ที่สามารถอธิบายได้ด้วยเมทริกซ์ข้อมูลเชิงประจักษ์โดยทั่วไปจะกำหนดว่า GFI ≥ 0.95 หรือ GFI ≥ 0.9 จะถือว่าโมเดลมีความกลมกลืนกับข้อมูลเชิงประจักษ์ Hair et al., (2016)

5.1.4 ค่าดัชนีวัดระดับความกลมกลืนเปรียบเทียบ Comparative Fit Index (CFI) ค่าของ CFI มีค่าระหว่าง 0 ถึง 1 โดยทั่วไปจะกำหนดค่า CFI > 0.90 ซึ่งจะถือว่าโมเดลมีความกลมกลืนกับข้อมูลเชิงประจักษ์ และหากค่าของ CFI เข้าใกล้ 1 แสดงว่าโมเดลมีความกลมกลืนกับข้อมูลเชิงประจักษ์

5.1.5 ค่าดัชนี Incremental Fit index (IFI) โดยค่า IFI มีค่าระหว่าง 0 ถึง 1 หากค่า IFI ≥ 0.90 ซึ่งจะถือว่าโมเดลมีความกลมกลืนกับข้อมูลเชิงประจักษ์ โดย IFI ไม่ขึ้นกับขนาดของตัวอย่างจึงเป็นที่นิยมในการใช้วัดความกลมกลืน (Ho, 2006)

5.2 การตรวจสอบความตรงของค่าพารามิเตอร์ในแต่ละตัว เมื่อตรวจสอบความกลมกลืนหรือความสอดคล้องของโมเดลกับข้อมูลเชิงประจักษ์ในภาพรวมแล้ว จะต้องตรวจสอบค่าความสัมพันธ์และค่าอิทธิพลระหว่างตัวแปรแต่ละค่าในโมเดล ทั้งนี้อาจเป็นไปได้ว่าในภาพรวมของโมเดลอาจมีความกลมกลืนกับข้อมูลเชิงประจักษ์ แต่อาจมีพารามิเตอร์บางตัวไม่มีนัยสำคัญ (Non-Significance) โดยสถิติที่ใช้ทดสอบ คือ สถิติ Z หรือ Critical Ratio (C.R.) นอกนี้ผู้วิจัยยังพิจารณาค่าคลาดเคลื่อนมาตรฐาน (Standard Error: SE) ของค่าประมาณพารามิเตอร์ด้วย หากค่า SE สูงจะแสดงให้เห็นว่า ค่าประมาณนั้นยังมีความไม่แน่นอน

ขั้นตอนที่ 6 การปรับโมเดล กรณีที่เมทริกซ์ค่าแปรปรวน-ค่าแปรปรวนร่วมของโมเดลไม่มีความกลมกลืนกับเมทริกซ์ค่าแปรปรวน-ค่าแปรปรวนร่วมของข้อมูลเชิงประจักษ์ ผู้วิจัยอาจทำการปรับโมเดล ซึ่งทำได้โดยใช้ดุลยพินิจของผู้วิจัยเองในการพิจารณาค่าสถิติต่าง ๆ ในการตรวจสอบความสอดคล้องในภาพรวมในขั้นตอนที่ 1 และขั้นตอนที่ 2 หรือการตรวจสอบอิทธิพลของของตัวแปรต้นที่มีต่อตัวแปรตาม หรือการทดสอบสัมประสิทธิ์ความถดถอย การทดสอบน้ำหนัก หรือสัมประสิทธิ์สหสัมพันธ์ นอกจากนี้ยังสามารถใช้ค่าดัชนีเปลี่ยนแปลง (Modification Index: MI) ซึ่งเป็นอีกวิธีที่ใช้ในการตัดสินใจสำหรับการปรับโมเดล

ขั้นตอนที่ 7 การแปลผลลัพธ์จากการวิเคราะห์ข้อมูลหลังจากที่ทำการปรับโมเดลที่คาดไว้จนมีความกลมกลืนกับข้อมูลเชิงประจักษ์ ผู้วิจัยจะต้องแปรผลลัพธ์โดยอธิบายความกลมกลืนในภาพรวม และอธิบายค่าประมาณพารามิเตอร์แต่ละตัว ยกตัวอย่างเช่น ความหมายของค่าสัมประสิทธิ์ความถดถอยในโมเดลโครงสร้างค่าน้ำนักปัจจัยในโมเดลการวัดค่าสัมประสิทธิ์สหสัมพันธ์ เป็นต้น พร้อมทั้งเขียนสรุปเพื่อตอบวัตถุประสงค์ของงานวิจัยที่ผู้วิจัยต้องการ

สรุปผลการวิจัย

จากผลการวิเคราะห์ปัจจัยส่วนบุคคลของกลุ่มตัวอย่างพบว่า จากกลุ่มตัวอย่างทั้งหมด 385 คน กลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิงสถานภาพโสด มีอายุระหว่าง 21-25 ปี และส่วนใหญ่ประกอบอาชีพเป็นพนักงานบริษัท โดยมีรายได้เฉลี่ยต่อเดือนเท่ากับ 10,001-20,000 บาท

1. การสื่อสารการตลาดดิจิทัล ในภาพรวมระดับของความคิดเห็นในด้านการสื่อสารการตลาดดิจิทัลอยู่ในระดับมาก โดยมีค่าเฉลี่ยเท่ากับ 4.11 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.52 ซึ่งเมื่อพิจารณาปัจจัยย่อยในแต่ละส่วนของการสื่อสารการตลาดดิจิทัลพบว่า การตลาดเชิงเนื้อหา มีระดับความคิดเห็นอยู่ในระดับมาก โดยมีค่าเฉลี่ยเท่ากับ 4.08 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.65 ส่วนในด้านการครองหน้าแรก มีระดับความคิดเห็นอยู่ในระดับมาก โดยมีค่าเฉลี่ยเท่ากับ 4.16 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.61 ด้านสื่อสังคม มีระดับความคิดเห็นอยู่ในระดับมาก โดยมีค่าเฉลี่ยเท่ากับ 4.11 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.61 และในด้านจดหมายอิเล็กทรอนิกส์ มีระดับความคิดเห็นอยู่ในระดับมาก โดยมีค่าเฉลี่ยเท่ากับ 4.11 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.64

2. การรับรู้สื่อโฆษณาในเครือข่ายสังคมออนไลน์ ในภาพรวมมีระดับความคิดเห็นเกี่ยวกับการรับรู้สื่อโฆษณาในเครือข่ายสังคมออนไลน์อยู่ในระดับมาก โดยมีค่าเฉลี่ยเท่ากับ 4.17 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.54 ซึ่งเมื่อพิจารณาปัจจัยย่อยในแต่ละส่วนของการรับรู้สื่อโฆษณาในเครือข่ายสังคมออนไลน์พบว่า ในด้านการเลือกสรรการรับรู้ มีระดับความคิดเห็นอยู่ในระดับมาก โดยมีค่าเฉลี่ยเท่ากับ 4.17 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.66 ถัดมาในด้านการเลือกประมวลผล มีระดับความคิดเห็นอยู่ในระดับมาก โดยมีค่าเฉลี่ยเท่ากับ 4.16 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.67 และในด้านการเลือกตีความ มีระดับความคิดเห็นอยู่ในระดับมาก โดยมีค่าเฉลี่ยเท่ากับ 4.18 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.63

3. กระบวนการตัดสินใจซื้อผลิตภัณฑ์เบเกอรี่ผ่านช่องทางออนไลน์ ในภาพรวมมีระดับความคิดเห็นอยู่ในระดับมากที่สุด โดยมีค่าเฉลี่ยเท่ากับ 4.27 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.49 ซึ่งเมื่อพิจารณาปัจจัยย่อยในแต่ละส่วนของกระบวนการตัดสินใจซื้อพบว่า ในด้านการรับรู้ความต้องการ มีระดับความคิดเห็นอยู่ในระดับมากที่สุด โดยมีค่าเฉลี่ยเท่ากับ 4.28 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.59 ถัดมาในด้านการค้นหาข้อมูล มีระดับความคิดเห็นอยู่ในระดับมากที่สุด โดยมีค่าเฉลี่ยเท่ากับ 4.26 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.60 ในด้านการประเมินทางเลือก มีระดับความคิดเห็นอยู่ในระดับมากที่สุด โดยมีค่าเฉลี่ยเท่ากับ 4.32 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.62 ด้านการตัดสินใจซื้อ มีระดับความคิดเห็นอยู่ในระดับมากที่สุด โดยมีค่าเฉลี่ยเท่ากับ 4.25 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.64 และในด้านพฤติกรรมหลังการซื้อ มีระดับความคิดเห็นอยู่ในระดับมากที่สุด โดยมีค่าเฉลี่ยเท่ากับ 4.26 และมีส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.66

4. การตรวจสอบผลกระทบ พบว่า อิทธิพลทางตรงของการสื่อสารการตลาดดิจิทัลที่มีต่อกระบวนการตัดสินใจซื้อมีค่าเท่ากับ 0.21 และพบว่าตัวแปรองค์ประกอบที่สำคัญที่สุดที่สามารถอธิบายองค์ประกอบของการสื่อสารการตลาดดิจิทัลมากที่สุดคือการครองหน้าแรก มีค่าสัมประสิทธิ์เส้นทางเท่ากับ 0.95

5. การตรวจสอบผลกระทบ พบว่า อิทธิพลทางตรงของการรับรู้โฆษณาผ่านสื่อโซเชียลที่มีต่อกระบวนการตัดสินใจซื้อมีค่าเท่ากับ 0.45 และพบว่าตัวแปรองค์ประกอบที่สำคัญที่สุดที่สามารถอธิบายองค์ประกอบของการรับรู้โฆษณาผ่านสื่อโซเชียลมากที่สุดคือด้านการประมวลข้อมูล มีค่าสัมประสิทธิ์เส้นทางเท่ากับ 0.77

การตรวจสอบความสอดคล้องของโมเดลการสื่อสารการตลาดดิจิทัล และการรับรู้สื่อโฆษณาบนเครือข่ายสังคมออนไลน์ที่ส่งผลต่อกระบวนการตัดสินใจซื้อผลิตภัณฑ์เบเกอรี่ผ่านช่องทางออนไลน์ในยุคโควิด-19 พบว่า โมเดลสมมติฐานที่ผู้วิจัยได้พัฒนาขึ้นกับข้อมูลเชิงประจักษ์มีความสอดคล้องกัน โดยได้พิจารณาจากค่าดัชนีที่ใช้ในการเปรียบเทียบความกลมกลืนของโมเดลกับข้อมูลเชิงประจักษ์ (CMIN/DF) เท่ากับ 2.152 ค่ารากของค่าเฉลี่ยกำลังสองของความคลาดเคลื่อนโดยประมาณ (RMSEA) เท่ากับ 0.055 ค่าดัชนีวัดระดับความสอดคล้อง (GFI) เท่ากับ 0.956 ค่าดัชนีความสอดคล้องเปรียบเทียบ (CFI) เท่ากับ 0.970 ค่าดัชนีความกลมกลืนเชิง

เปรียบเทียบกับรูปแบบพื้นฐาน (IFI) เท่ากับ 0.970 ซึ่งทุกค่าดัชนีที่ผู้วิจัยได้กล่าวไปข้างต้น ทุกค่ามีความกลมกลืนละผ่านตามเกณฑ์ที่กำหนด จึงสรุปได้ว่าแบบจำลององค์ประกอบเชิงยืนยันทุกตัวมีความเที่ยงตรงสูงในเชิงประจักษ์

อภิปรายผลการวิจัย

การสื่อสารการตลาดดิจิทัล จากผลการศึกษาพบว่า ระดับความคิดเห็นของผู้บริโภค โดยส่วนใหญ่พบว่าระดับความคิดเห็นในด้านการสื่อสารการตลาดดิจิทัลนั้นอยู่ในระดับมาก โดยมีอิทธิพลที่ทำให้เกิดกระบวนการตัดสินใจซื้อเบเกอรี่ผ่านช่องทางออนไลน์ในเชิงบวก **สอดคล้อง**กับงานวิจัยผ่านมาของ พรพรรณ ตาลประเสริฐ (2559) ได้ทำการศึกษาอิทธิพลของการตลาดแบบดิจิทัลต่อการตัดสินใจซื้อของผู้บริโภคกลุ่มธุรกิจการพาณิชย์อิเล็กทรอนิกส์ในเขตจังหวัดกรุงเทพมหานคร ผลการศึกษาพบว่า ระดับความคิดเห็นของการตลาดแบบดิจิทัลอยู่ในระดับมีความสำคัญมาก และค่าเฉลี่ยด้าน การตลาดเชิงเนื้อหา ด้านสื่อสังคม ด้านครองหน้าแรกอยู่ในระดับมีความสำคัญมากและการตลาดแบบดิจิทัลนั้นมีอิทธิพลต่อการตัดสินใจซื้อ

การรับรู้โฆษณาผ่านสื่อโซเชียล จากผลการศึกษาพบว่า ระดับความคิดเห็นของผู้บริโภค โดยส่วนใหญ่พบว่าระดับความคิดเห็นในด้านการรับรู้ของผู้บริโภคต่อโฆษณาผ่านสื่อโซเชียลนั้นอยู่ในระดับมาก และมีอิทธิพลที่ทำให้เกิดกระบวนการตัดสินใจซื้อเบเกอรี่ผ่านช่องทางออนไลน์ในเชิงบวก **สอดคล้อง**กับงานวิจัยผ่านมาของ มงคล เอกพันธ์ (2560) ซึ่งได้ทำศึกษาเกี่ยวกับอิทธิพลการรับรู้สื่อโฆษณาในเครือข่ายสังคมออนไลน์ที่มีผลต่อกระบวนการตัดสินใจซื้อของนักศึกษาคณะบริหารธุรกิจและการบัญชี มหาวิทยาลัยราชภัฏร้อยเอ็ด ผลการศึกษาพบว่า ระดับความคิดเห็นเกี่ยวกับการรับรู้สื่อโฆษณาในเครือข่ายสังคมออนไลน์และกระบวนการตัดสินใจซื้อทั้งรายด้านและโดยรวมนั้นอยู่ในระดับมาก และจากการศึกษาอิทธิพลของการรับรู้สื่อโฆษณาในเครือข่ายสังคมออนไลน์นั้นมีอิทธิพลเชิงบวกต่อกระบวนการตัดสินใจซื้อ

ค่า R Square เท่ากับ 0.25 แสดงว่าปัจจัยที่ส่งผลต่อกระบวนการตัดสินใจซื้อผลิตภัณฑ์เบเกอรี่ผ่านช่องทางออนไลน์ นั่นคือ การสื่อสารการตลาดออนไลน์ และการรับรู้สื่อโฆษณาในเครือข่ายสังคมออนไลน์ สามารถอธิบายถึงกระบวนการตัดสินใจซื้อผลิตภัณฑ์เบเกอรี่ผ่านช่องทางออนไลน์ได้เท่ากับร้อยละ 25 อย่างมีนัยสำคัญทางสถิติที่ 0.001

ข้อเสนอแนะจากการวิจัย

จากการศึกษาอิทธิพลของการสื่อสารการตลาดดิจิทัลและการรับรู้ต่อโฆษณาผ่านสื่อโซเชียลที่มีต่อกระบวนการตัดสินใจซื้อเบเกอรี่ช่องทางออนไลน์ในภาวะโควิด-19 ซึ่งผลจากการวิเคราะห์พบว่า

1. ด้านการสื่อสารการตลาดดิจิทัลพบว่าผู้ตอบแบบสอบถามให้ความสำคัญในด้านการครองหน้าแรก โดยสิ่งที่สำคัญที่สุดที่เจ้าของกิจการเบเกอรี่ควรให้ความสำคัญคือการทำให้ร้านค้าตนเองนั้นอยู่ในอันดับต้นๆในการค้นหา โดยที่ผู้บริโภคนั้นสามารถเข้ามายังหน้าร้านบนโลกออนไลน์ได้อย่างง่าย และยังเป็นการสร้างความน่าเชื่อถือให้กับผู้ที่ค้นหาร้านค้า

2. ด้านการรับรู้โฆษณาผ่านสื่อโซเชียลพบว่าผู้ตอบแบบสอบถามให้ความสำคัญในด้านการเลือกประมวลข้อมูล โดยที่การนำเสนอข้อมูลของร้านค้าผ่านการโฆษณาควรจะนำเสนอข้อมูลที่เป็นรูปภาพหรือวิดีโอที่มีองค์ประกอบเกี่ยวกับผลิตภัณฑ์เบเกอรี่นั้นๆ เพื่อให้ตรงตามความต้องการของผู้บริโภค โดยที่ข้อมูลนั้นจะต้องมีรายละเอียดหรือโปรโมชั่น เพื่อดึงดูดความสนใจของผู้บริโภค

ข้อเสนอแนะในงานวิจัยครั้งถัดไป

1. สำหรับงานวิจัยนี้ในครั้งนี้ ผู้วิจัยได้ทำการศึกษา กระบวนการตัดสินใจซื้อของผลิตภัณฑ์เบเกอรี่ ซึ่งในปัจจุบันได้มีร้านเบเกอรี่เกิดขึ้นอย่างมากมาย ดังนั้นในอนาคตผู้ที่ต้องการที่จะทำการศึกษาต่อสามารถศึกษาแยกย่อยหรือระบุร้านค้าที่ต้องการศึกษา เพื่อจะสามารถนำข้อมูลที่ได้มาใช้ในการกำหนดกลยุทธ์ให้ตรงตามความต้องการของผู้บริโภคมากยิ่งขึ้น

2. ควรมีการเก็บข้อมูลจากกลุ่มผู้ที่ไม่เคยซื้อผลิตภัณฑ์เบเกอรี่ผ่านช่องทางออนไลน์เพื่อจะได้ทราบถึงข้อมูลและสามารถนำมาเป็นแนวทางในการปรับกลยุทธ์เพื่อให้กลุ่มผู้ที่ไม่เคยซื้อผลิตภัณฑ์ผ่านช่องทางออนไลน์หันมาลองสั่งซื้อผ่านช่องทางออนไลน์ รวมทั้งยังสามารถขยายฐานลูกค้าได้มากขึ้นอีกด้วย

3. ควรมีการวิจัยเชิงคุณภาพควบคู่กันไป เพื่อที่จะสามารถทำให้ทราบถึงความคิดเห็นและการรับรู้ของผู้บริโภคอย่างละเอียดและลึกซึ้ง รวมถึงได้รับคำแนะนำหรือความคิดเห็นใหม่ๆ เพื่อนำมาแก้ไขให้ดีมากยิ่งขึ้น

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ความพึงพอใจในการทำงานของพนักงาน : กรณีศึกษาสถานประกอบการผลิตผลิตภัณฑ์จากสำลี

Job Satisfaction of Employees: A Case Study of Cotton Products Manufacturing Enterprises

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาระดับความพึงพอใจในการทำงานของพนักงาน และเพื่อเปรียบเทียบความพึงพอใจในการทำงานของพนักงานจำแนกตามปัจจัยพื้นฐานส่วนบุคคล เป็นการวิจัยเชิงปริมาณ กลุ่มตัวอย่างได้แก่พนักงานในสถานประกอบการผลิตผลิตภัณฑ์จากสำลีจำนวน 89 คน เครื่องมือในการวิจัยคือแบบสอบถาม วิเคราะห์ข้อมูลด้วยสถิติค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน การทดสอบทีและการวิเคราะห์ความแปรปรวนทางเดียว ผลการวิจัยพบว่าพนักงานที่จำนวน 86 คน ส่วนใหญ่เป็นเพศชาย มีอายุระหว่าง 21-30 ปี สำเร็จการศึกษาระดับต่ำกว่าปริญญาตรี ทำงานในฝ่ายผลิต มีรายได้ต่อเดือนต่ำกว่า 15,000 บาท และมีระยะเวลาในการปฏิบัติงานต่ำกว่า 5 ปี โดยพนักงานมีระดับความพึงพอใจในการปฏิบัติในภาพรวมอยู่ในระดับมาก ($\bar{X}$=3.76) และทั้ง 5 ด้านอยู่ในระดับมาก ได้แก่ ด้านความก้าวหน้าในตำแหน่งงาน ($\bar{X}$=3.93) ด้านค่าจ้างและสวัสดิการ ($\bar{X}$=3.87) ด้านความมั่นคงในงาน ($\bar{X}$=3.70) ด้านลักษณะงาน ($\bar{X}$=3.68) และด้านความสัมพันธ์กับเพื่อนร่วมงานและผู้บังคับบัญชา ($\bar{X}$=3.67) ตามลำดับ ผลการเปรียบเทียบความพึงพอใจในการทำงานพบว่า พนักงานที่มีอายุและระยะเวลาในการปฏิบัติงานแตกต่างกัน มีความพึงพอใจในการทำงานแตกต่างกันที่ระดับนัยสำคัญทางสถิติ .05

คำสำคัญ: ความพึงพอใจในการทำงาน, ลักษณะงาน, ความสัมพันธ์ในที่ทำงาน, ค่าจ้างและสวัสดิการ, ความก้าวหน้าในงาน

Abstract

The purpose of this research were to study level of the job satisfaction of employee, and to compare the job satisfaction classified by personal factor. It was Quantitative research. The sample consisted of 89 employees in cotton products manufacturing enterprises. The questionnaires was the research instrument. The statistics tool for data analysis were percentage, mean, standard deviation, t-test, and One-way ANOVA. The results of this research revealed that: most of the 86 employees were male, between the ages of 21-30, graduated below a bachelor's degree, work in production department, a monthly income of less than 15,000 baht, and have a working experience less than 5 years. The employees' job satisfaction level in overall was at a high level ($\bar{X}$=3.76) and all 5 aspects were at a high level, namely job advancement ($\bar{X}$= 3.93), wages and benefits ($\bar{X}$=3.87), job security ($\bar{X}$=3.70), Job characteristics ($\bar{X}$=3.68), and relationship with colleagues and supervisors ($\bar{X}$=3.67), respectively. The results of the comparison of job satisfaction found that employees with different age and work experience were differences in job satisfaction at the statistical significance level of .05.

Keywords: job satisfaction, job characteristics, workplace relationship, wages and benefits, job advancement

บทนำ

ในปัจจุบันทุกองค์กรต่างให้ความสำคัญต่อทรัพยากรมนุษย์ ซึ่งถือเป็นต้นทุน (capital) และเป็นทรัพยากร (resource) ขององค์กรที่มีความสำคัญที่สุด องค์กรจะสามารถทำงานบรรลุเป้าหมายได้หรือไม่นั้นขึ้นอยู่กับมนุษย์ เพราะมนุษย์เป็นผู้กำหนดเป้าหมาย วางแผน และลงมือปฏิบัติ ดังนั้นงานสำคัญอย่างหนึ่งของผู้บริหารก็คือ การเอาใจใส่ ดูแล และกระตุ้นให้ผู้ปฏิบัติงานทุกคนทำงานอย่างดีที่สุด ส่วนผู้ปฏิบัติงานก็ต้องทำงานเพื่อตอบสนองความต้องการของตนเองและองค์กร แต่การที่จะทำงานให้ได้ผลการปฏิบัติที่ดีนั้น

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ผู้ปฏิบัติงานแต่ละบุคคลย่อมทำได้แตกต่างกันไป แม้ว่าพวกเขาจะมีความสามารถเท่าเทียมกันและอยู่ในสิ่งแวดล้อมที่เหมือนกัน โดยสิ่งหนึ่งที่เป็นตัวกำหนดพฤติกรรมและผลงานของบุคคลคือ “ความพึงพอใจในการทำงาน” (ณัฐวุฒิ ชมภูพงษ์, 2553, น.7)

“ความพึงพอใจในการทำงาน (job satisfaction)” หมายถึง ความรู้สึกพอใจในงานที่ทำและเต็มใจที่จะปฏิบัติงานนั้นให้สำเร็จตามวัตถุประสงค์ขององค์กร บุคคลจะรู้สึกพอใจในงานที่ทำเมื่องานนั้นให้ผลประโยชน์ตอบแทนทั้งด้านวัตถุประสงค์และทางด้านจิตใจ เพื่อสามารถสนองความต้องการขั้นพื้นฐานของตนเองได้ (Struass and Sayles, 1960, p.19) ความพึงพอใจในการทำงานของบุคคลในองค์กรจึงมีผลต่อความสำเร็จของงานและองค์กรนั้นเป็นอย่างมาก หากบุคลากรในองค์กรไม่มีความพึงพอใจในการทำงาน ก็จะเป็นสาเหตุหนึ่งที่ทำให้ผลงานและการปฏิบัติงานตกต่ำ คุณภาพลดลง มีปัญหาด้านวินัย แต่ในทางตรงกันข้าม หากองค์กรมีบุคลากรที่มีความพึงพอใจในการทำงานสูง จะมีผลทางบวกต่อการปฏิบัติงาน (ปรียาพร วงศ์อนุตรโรจน์, 2543, น.124) ดังนั้นองค์กรจึงควรพิจารณาว่ามีปัจจัยอะไรบ้างที่มีส่วนสำคัญในการสร้างความรู้สึกการมีส่วนร่วม สร้างความผูกพัน สร้างขวัญและกำลังใจให้เกิดแก่บุคลากร ทั้งนี้เพื่อเป็นการสร้างความพึงพอใจในการที่จะส่งเสริมให้พนักงานปฏิบัติงานได้อย่างเต็มความสามารถ เพื่อให้งานมีประสิทธิภาพ ส่งผลให้องค์กรประสบความสำเร็จตามเป้าหมาย กล่าวได้ว่า ปัจจัยที่สำคัญที่สุดในความยั่งยืนก็คือทรัพยากรมนุษย์ ซึ่งองค์กรจะเจริญก้าวหน้าและอยู่รอดได้นั้น บุคลากรในองค์กรจะต้องมีประสิทธิภาพในการทำงาน ซึ่งต้องมาจากความพึงพอใจในการทำงานนั่นเอง

การที่องค์กรใดจะประสบความสำเร็จหรือเจริญก้าวหน้าได้ ต้องประกอบด้วยเงื่อนไขและองค์ประกอบ 2 ประการ คือ ระบบการบริหารงานที่มีประสิทธิภาพ และบุคลากรในองค์กรนั้นมีความพึงพอใจสูง (อนุสรณ์ ทองสำราญ, 2541) ซึ่งทั้ง 2 องค์ประกอบถือเป็นหัวใจสำคัญของทุกองค์กร ในส่วนของการบริหารงานที่มีประสิทธิภาพ เป็นปัจจัยภายในที่ผู้บริหารองค์กรต้องเป็นผู้จัดกระบวนการต่างๆ ให้มีความสอดคล้องสัมพันธ์กับสภาพแวดล้อมขององค์กร โดยใช้ความรู้ ความสามารถและประสบการณ์ของผู้บริหาร ในส่วนของการสร้างความพึงพอใจให้เกิดขึ้นกับบุคลากรทุกคนในองค์กรนั้น เป็นสิ่งที่กระทำได้ไม่ง่ายนัก เพราะความต้องการของบุคลากรแต่ละคนมีความแตกต่างกันตามสถานภาพของบุคคลนั้นๆ แต่ในขณะเดียวกันความก้าวหน้า หรือการพัฒนาองค์กรให้ได้รับความสำเร็จสูงสุด ก็มาจากประสิทธิภาพของบุคลากรในองค์กร ดังนั้นความพึงพอใจในการทำงานจึงเป็นสิ่งที่แสดงถึงประสิทธิภาพของการทำงานและภาวะผู้นำของผู้บริหารองค์กร หากหน่วยงานใดได้เห็นความสำคัญของการสร้างความพึงพอใจในการทำงานให้เกิดขึ้นกับบุคลากรในหน่วยงานของตน และมีความเข้าใจในปัจจัยหรือองค์ประกอบที่ส่งผลต่อความพึงพอใจในการทำงานอีกทั้งตระหนักอยู่เสมอว่าความรู้สึกพึงพอใจนั้นสามารถเปลี่ยนแปลงได้อยู่ตลอดเวลาตามสถานการณ์หรือตามเวลา จะช่วยให้หน่วยงานสามารถปฏิบัติงานได้อย่างมีประสิทธิภาพและประสบความสำเร็จได้ (Davis and Newstrom, 1985, p.109) การบริหารทรัพยากรมนุษย์ให้มีประสิทธิภาพ รวมทั้งการรักษาไว้ซึ่งบุคคลที่มีความสามารถให้อยู่กับองค์กรให้นานที่สุด จึงเป็นสิ่งสำคัญที่สุดและเป็นปัจจัยหนึ่งที่จะทำให้ธุรกิจดำเนินต่อไปได้อย่างคล่องตัวอย่างต่อเนื่อง

จากแนวคิดที่ได้รับการยอมรับอย่างกว้างขวางว่าความพึงพอใจของบุคลากรนำไปสู่ผลการปฏิบัติงาน เมื่อผู้ปฏิบัติงานพอใจในงานที่ทำ ผลผลิตที่ได้จะสูงขึ้นด้วย (เทพพนม เมืองแมน และสวิง สุวรรณ, 2540, น.105) จึงนำสู่แนวคิดในการศึกษาความพึงพอใจในการทำงานของพนักงานของศึกษาสถานประกอบการผลิตผลิตภัณฑ์จากสำลีแห่งหนึ่ง ที่ดำเนินการผลิตสำลี (cotton) จากเส้นใยที่ได้จากปุยของดอกฝ้าย (cotton flower) นำมาผ่านกระบวนการทำความสะอาด ฟอกขาว และอบแห้ง ก่อนแปรสภาพหรือขึ้นรูปให้เป็นผลิตภัณฑ์ทั้งในรูปแบบสำลีแผ่น สำลีก้อน รวมทั้งสำลีที่มีก้าน โดยการนำสำลีไปประกอบร่วมกับวัสดุชนิดอื่นเพื่อให้สะดวกต่อการใช้งาน รวมเรียกว่าผลิตภัณฑ์จากสำลี (cotton products) ผลการศึกษาจะเป็นพื้นฐานที่นำไปสู่การปรับปรุงการทำงานของพนักงานให้มีประสิทธิภาพ โดยเฉพาะทางด้านการบริหารทรัพยากรมนุษย์ขององค์กร ช่วยให้พนักงานมีขวัญ กำลังใจ มีความก้าวหน้า และมีความมั่นคงในหน้าที่การงาน เกิดแรงจูงใจและความพึงพอใจในการทำงาน อีกทั้งผลของการศึกษาเรื่องความพึงพอใจในการทำขององค์กร สามารถใช้เป็นข้อมูลพื้นฐานที่นำสู่การวางแผนและพัฒนาการปฏิบัติงานของพนักงาน เป็นแนวทางการปรับปรุงองค์กรด้านการวางแผนการบริหารงาน และเป็นแนวทางในการพัฒนาองค์กรต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับความพึงพอใจในการทำงานของพนักงานสถานประกอบการผลิตผลิตภัณฑ์จากสำลี
2. เพื่อเปรียบเทียบความพึงพอใจในการทำงานของพนักงานสถานประกอบการผลิตผลิตภัณฑ์จากสำลี จำแนกตามข้อมูลพื้นฐานส่วนบุคคล

วิธีการดำเนินการวิจัย

1. ประชากรที่ใช้ในการศึกษาครั้งนี้คือพนักงานของสถานประกอบการผลิตผลิตภัณฑ์จากสำลีแห่งหนึ่ง จำนวน 110 คน กลุ่มตัวอย่างจำนวน 86 คน กำหนดขนาดของกลุ่มตัวอย่างโดยการคำนวณจากสูตรดังนี้ (Taro Yamane, 1973)

$$n = \frac{N}{1+Ne^2} \quad = \frac{110}{1+110(.05^2)} \quad = 86.27 = 86$$

เมื่อ n = ขนาดของกลุ่มตัวอย่าง

N = ขนาดของประชากร

e = ระดับความคลาดเคลื่อนของการสุ่มตัวอย่างที่ยอมรับได้ (0.05)

หลังจากนั้นคำนวนสัดส่วนจากจำนวนพนักงานจำแนกตามฝ่าย ดังแสดงตามตารางที่ 1

ตารางที่ 1 จำนวนประชากรและกลุ่มตัวอย่างจำแนกตามฝ่าย

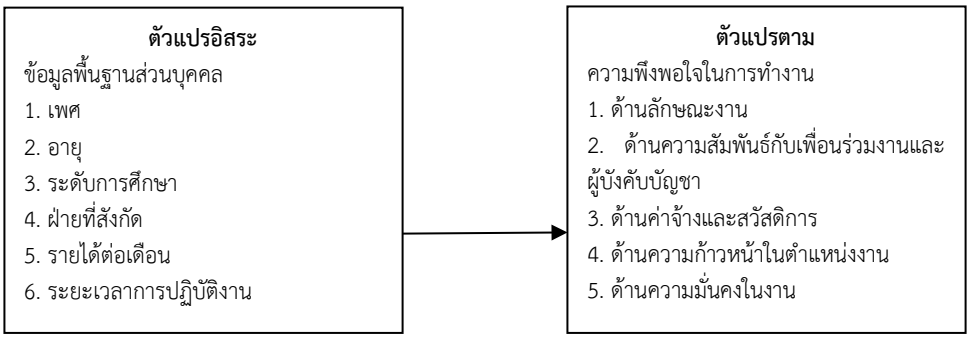
ฝ่าย	จำนวนประชากร	จำนวนกลุ่มตัวอย่าง
1. ฝ่ายสำนักงาน (Office)	30	23
2. ฝ่ายผลิต (Production department)	80	63
รวม	110	86

การเลือกตัวอย่างใช้วิธีการสุ่มตัวอย่างแบบง่าย (Simple random sampling) ด้วยการจับสลาก (Lottery method) ตามจำนวนกลุ่มตัวอย่างที่คำนวนได้

2. ตัวแปรที่ใช้ในการวิจัย มีดังนี้ และแสดงกรอบแนวคิดของการวิจัยตามภาพที่ 1

2.1 ตัวแปรอิสระ ได้แก่ ข้อมูลพื้นฐานส่วนบุคคล จำนวน 6 ด้าน ได้แก่ เพศ อายุ ระดับการศึกษา ฝ่ายที่สังกัด รายได้ต่อเดือน และระยะเวลาการปฏิบัติงาน

2.2 ตัวแปรตาม ได้แก่ ความพึงพอใจในการทำงานแบ่งเป็น 5 ด้าน ได้แก่ (1) ด้านลักษณะงาน (2) ด้านความสัมพันธ์กับเพื่อนร่วมงานและผู้บังคับบัญชา (3) ด้านค่าจ้างและสวัสดิการ (4) ด้านความก้าวหน้าในตำแหน่งงาน และ (5) ด้านความมั่นคงในงาน



ภาพที่ 1 กรอบแนวคิดในการวิจัย

3. เครื่องมือที่ใช้ในการวิจัย ในการวิจัยครั้งนี้เก็บรวบรวมข้อมูลโดยใช้แบบสอบถาม (Questionnaire) ที่สร้างขึ้นและทดสอบคุณภาพโดยวิธีการหาค่าดัชนีความสอดคล้อง (Index of Item Objective Congruence; IOC) จากคณะกรรมการจำนวน 3 ท่าน และหาค่าความเชื่อมั่น (Reliability) ของแบบสอบถามจากการทดลองเก็บจากพนักงานของสถานประกอบการที่ไม่ใช่กลุ่มตัวอย่างจำนวน 35 คน นำผลมาคำนวณโดยใช้สูตรการหาค่าสัมประสิทธิ์แอลฟ่าของครอนบัค (Cronbach, 1970, p.161) ได้ค่าสัมประสิทธิ์แอลฟ่า (α-Coefficient) เท่ากับ 0.921 ได้แบบสอบถามเพื่อใช้ในการวิจัยที่แบ่งเป็น 2 ตอน ดังนี้

ตอนที่ 1 เป็นแบบสอบถามข้อมูลพื้นฐานส่วนบุคคล จำนวน 6 ข้อ สอบถามเกี่ยวกับเพศ อายุ ระดับการศึกษา ฝ่ายที่สังกัด รายได้ต่อเดือน และระยะเวลาการปฏิบัติงาน ลักษณะการตอบเป็นแบบตรวจสอบรายการ (Check list)

ตอนที่ 2 เป็นแบบสอบถามเกี่ยวกับความพึงพอใจในการทำงานของพนักงาน จำนวน 30 ข้อ ประกอบด้วย 5 ด้านดังนี้ ด้านลักษณะงานจำนวน 7 ข้อ ด้านความสัมพันธ์กับเพื่อนร่วมงานและผู้บังคับบัญชาจำนวน 8 ข้อ ด้านค่าจ้างและสวัสดิการจำนวน 5

ข้อ ด้านความก้าวหน้าในตำแหน่งงานจำนวน 6 ข้อ และด้านความมั่นคงในงานจำนวน 4 ข้อ ลักษณะการตอบใช้มาตรวัดแบบมาตราส่วนประมาณค่า (Rating scale) จำนวน 5 ระดับ ใช้วิธีการจัดลำดับทัศนคติแบบลิเคิร์ท (Likert's Scale) มีเกณฑ์การให้คะแนนได้แก่ 5 คะแนนหมายถึงพึงพอใจมากที่สุด 4 คะแนนหมายถึงพึงพอใจมาก 3 คะแนนหมายถึงพึงพอใจปานกลาง 2 คะแนนหมายถึงพึงพอใจน้อย และ 1 คะแนนหมายถึงพึงพอใจน้อยที่สุด (Likert, 1967, pp. 90-95)

4. การวิเคราะห์และแปลผลข้อมูล มีดังนี้

4.1 การวิเคราะห์แบบสอบถามตอนที่ 1 ข้อมูลพื้นฐานส่วนบุคคล โดยใช้สถิติหาค่าความถี่ (Frequency) และค่าร้อยละ (Percentage)

4.2 การวิเคราะห์แบบสอบถามตอนที่ 2 ความพึงพอใจในการทำงานของพนักงาน โดยใช้สถิติหาค่าเฉลี่ย (Mean) และค่าเบี่ยงเบนมาตรฐาน (Standard deviation) รายข้อ รายด้าน และในภาพรวม โดยมีเกณฑ์การแปลค่าเฉลี่ยดังนี้ ค่าเฉลี่ย 4.41-5.00 หมายถึงมีความพึงพอใจมากที่สุด ค่าเฉลี่ย 3.41-4.40 หมายถึงมีความพึงพอใจมาก ค่าเฉลี่ย 2.61-3.40 หมายถึงมีความพึงพอใจปานกลาง ค่าเฉลี่ย 1.81-2.60 หมายถึงมีความพึงพอใจน้อย และค่าเฉลี่ย 1.00-1.80 หมายถึงมีความพึงพอใจน้อยที่สุด

4.3 การเปรียบเทียบความพึงพอใจในการทำงานของพนักงานจำแนกตามข้อมูลพื้นฐานส่วนบุคคล โดยใช้สถิติ t-test ทดสอบความแตกต่างของประชากรสองกลุ่ม ใช้การวิเคราะห์ความแปรปรวนทางเดียว (F-test) กรณีมากกว่า 2 กลุ่ม และหากพบความแตกต่างใช้สถิติ LSD (least significant difference) ของฟิชเชอร์ (Fisher's Least Significant Difference) เพื่อเปรียบเทียบความแตกต่างเป็นรายคู่ที่ระดับนัยสำคัญทางสถิติ .05

สรุปผลการวิจัย

จากการเก็บรวบรวมข้อมูลโดยแจกแบบสอบถามและรอรับกลับด้วยตนเอง ตรวจสอบความครบถ้วนของแบบสอบถามนำมาวิเคราะห์ข้อมูล พบว่ามีผู้ตอบแบบสอบถามจำนวน 86 คน คิดเป็นร้อยละ 100 ของจำนวนตัวอย่าง มีผลการวิจัยดังต่อนี้

1. ผลวิเคราะห์พื้นฐานส่วนบุคคล พบว่าพนักงานผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชาย (จำนวน 59 คน หรือร้อยละ 68.60) จำนวนเกินครึ่งเล็กน้อยมีอายุระหว่าง 21-30 ปี (จำนวน 45 คน หรือร้อยละ 52.33) รองลงมาเป็นพนักงานที่มีอายุระหว่าง 31-40 ปี (จำนวน 25 คน หรือร้อยละ 29.07) สำเร็จการศึกษาระดับต่ำกว่าปริญญาตรีมากที่สุด (จำนวน 47 คน หรือร้อยละ 54.65) รองลงมาสำเร็จการศึกษาระดับปริญญาตรี (จำนวน 36 คน หรือร้อยละ 41.86) โดยส่วนมากเป็นพนักงานสังกัดฝ่ายผลิต (จำนวน 67 คน หรือร้อยละ 77.91) ส่วนที่เหลือสังกัดฝ่ายสำนักงาน (จำนวน 19 คน หรือร้อยละ 22.09) พนักงานจำนวนเกินครึ่งเล็กน้อยมีรายได้ต่อเดือนต่ำกว่า 15,000 บาท (จำนวน 47 คน หรือร้อยละ 54.65) รองลงมามีรายได้ต่อเดือน 15,000-25,000 บาท (จำนวน 30 คน หรือร้อยละ 34.88) มีระยะเวลาในการปฏิบัติงานต่ำกว่า 5 ปี (จำนวน 45 คน หรือร้อยละ 52.33) และมีระยะเวลาในการปฏิบัติงาน 5-10 ปี (จำนวน 31 คน หรือร้อยละ 36.05) ดังแสดงรายละเอียดตามตารางที่ 1

ตารางที่ 1 แสดงข้อมูลพื้นฐานส่วนบุคคล

ข้อมูลพื้นฐานส่วนบุคคล		จำนวน (คน)	ร้อยละ
เพศ	ชาย	59	68.60
	หญิง	27	31.40
	รวม	**86**	**100.00**
อายุ	21-30 ปี	45	52.33
	31-40 ปี	25	29.07
	41-50 ปี	12	13.95
	51 ปี ขึ้นไป	4	4.65
	รวม	**86**	**100.00**
ระดับการศึกษา	ต่ำกว่าปริญญาตรี	47	54.65
	ปริญญาตรี	36	41.86
	ปริญญาโท	3	3.49
	รวม	**86**	**100.00**
ฝ่ายที่สังกัด	ฝ่ายผลิต	67	77.91

ข้อมูลพื้นฐานส่วนบุคคล		จำนวน (คน)	ร้อยละ
	ฝ่ายสำนักงาน	19	22.09
	รวม	**86**	**100.00**
รายได้ต่อเดือน	ต่ำกว่า 15,000 บาท	47	54.65
	15,000-25,000 บาท	30	34.88
	25,001-35,000 บาท	6	6.98
	35,001 บาทขึ้นไป	3	3.49
	รวม	**86**	**100.00**
ระยะเวลาในการปฏิบัติงาน	ต่ำกว่า 5 ปี	45	52.33
	5-10 ปี	31	36.05
	11-15 ปี	7	8.14
	มากกว่า 15 ปี	3	3.49
	รวม	**86**	**100.00**

2. ผลวิเคราะห์ความพึงพอใจในการทำงานของพนักงาน

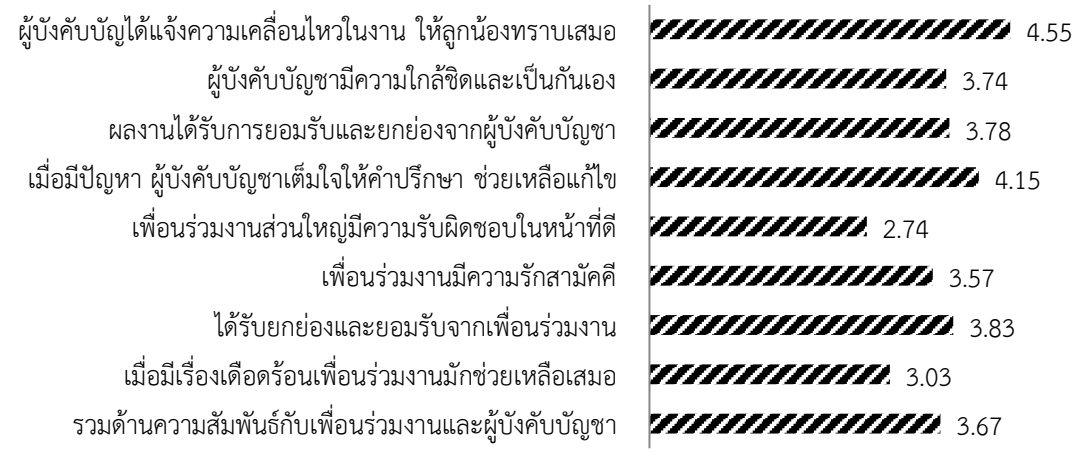
2.1 ความพึงพอใจในการทำงานของพนักงานในภาพรวม พบว่าอยู่ในระดับมาก ($\bar{X}$=3.76) เมื่อพิจารณาเป็นรายด้าน พบว่าทั้ง 5 ด้าน มีความพึงพอใจในระดับมาก โดยด้านที่มีผลต่อความพึงพอใจในการทำงานสูงที่สุด ได้แก่ ด้านความก้าวหน้าในตำแหน่งงาน ($\bar{X}$=3.93) รองลงมาได้แก่ ด้านค่าจ้างและสวัสดิการ ($\bar{X}$=3.87) ด้านความมั่นคงในงาน ($\bar{X}$=3.70) ด้านลักษณะงาน ($\bar{X}$=3.68) และด้านความสัมพันธ์กับเพื่อนร่วมงานและผู้บังคับบัญชา ($\bar{X}$=3.67) ตามลำดับ ดังแสดงตามตารางที่ 2

ตารางที่ 2 แสดงความพึงพอใจในการทำงานของพนักงานในภาพรวม

ความพึงพอใจในการทำงาน	$\bar{X}$	S.D.	แปลผล	ลำดับ
1. ด้านลักษณะงาน	3.68	0.583	มาก	4
2. ด้านความสัมพันธ์กับเพื่อนร่วมงานและผู้บังคับบัญชา	3.67	0.513	มาก	5
3. ด้านค่าจ้างและสวัสดิการ	3.87	0.512	มาก	2
4. ด้านความก้าวหน้าในตำแหน่งงาน	3.93	0.526	มาก	1
5. ด้านความมั่นคงในงาน	3.70	0.543	มาก	3
ในภาพรวม	**3.76**	**0.352**	**มาก**	-

2.2 ความพึงพอใจในการทำงานของพนักงานด้านลักษณะงาน พบว่าในภาพรวมพนักงานมีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$=3.68) เมื่อพิจารณาเป็นรายข้อ พบว่ามีจำนวน 5 ข้อที่พนักงานมีความพึงพอใจในการทำงานอยู่ในระดับมาก ($\bar{X}$ ระหว่าง 3.41-4.40) โดยพอใจในงานที่ทำอยู่ในปัจจุบันมีค่าเฉลี่ยสูงที่สุด ($\bar{X}$=4.19) รองลงมาได้แก่ พอใจในการแบ่งหน้าที่และความรับผิดชอบอย่างชัดเจนของหน่วยงาน ($\bar{X}$=3.86) และงานที่รับผิดชอบเหมาะกับความรู้ความสามารถ ($\bar{X}$=3.71) อีกจำนวน 2 ข้ออยู่ในระดับปานกลาง ($\bar{X}$ ระหว่าง 2.61-3.40) ได้แก่ความน่าสนใจแปลกใหม่และท้าทายของงานที่ได้รับมอบหมาย ($\bar{X}$=3.35) และงานที่ทำอยู่เหมาะสมกับสุขภาพร่างกาย ($\bar{X}$=3.31) ตามลำดับ ดังแสดงตามภาพที่ 2

2.3 ความพึงพอใจในการทำงานของพนักงานด้านความสัมพันธ์กับเพื่อนร่วมงานและผู้บังคับบัญชา พบว่า ในภาพรวม

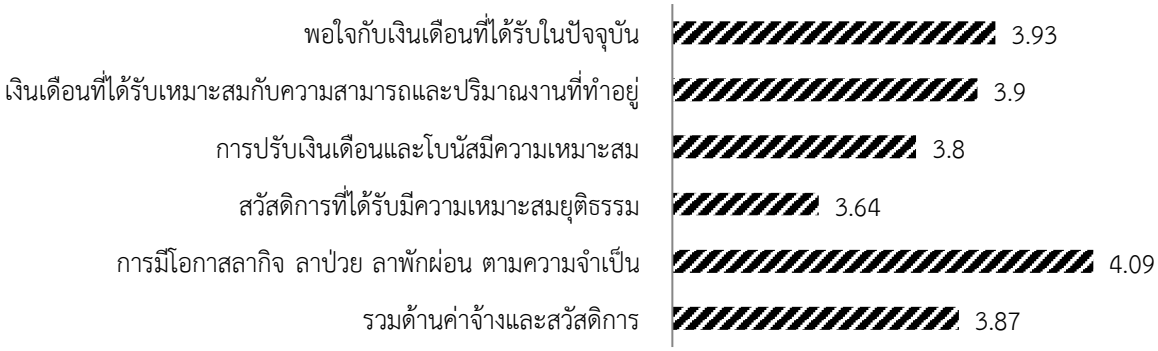


ภาพที่ 2 แสดงค่าเฉลี่ยของความพึงพอใจในการทำงานของพนักงาน ด้านลักษณะงาน

พนักงานมาความพึงพอใจอยู่ในระดับมาก ($\bar{X}$=3.67) เมื่อพิจารณาเป็นรายข้อ พบว่าในประเด็นผู้บังคับบัญชาแจ้งความเคลื่อนไหวในงานให้ลูกน้องทราบเสมอ มีความพึงพอใจสูงที่สุด และอยู่ในระดับมากที่สุดเพียงข้อเดียว ($\bar{X}$=4.55) อีกจำนวน 5 ข้อ พนักงานมีความพึงพอใจในการทำงานอยู่ในระดับมาก ($\bar{X}$ ระหว่าง 3.41-4.40) และมีจำนวน 2 ข้อ ที่พนักงานมีความพึงพอใจในระดับปานกลาง ($\bar{X}$ ระหว่าง 2.61-3.40) ได้แก่เมื่อมีเรื่องเดือนร้อนเพื่อนร่วมงานมักช่วยเหลือกันเสมอ ($\bar{X}$=3.03) และเพื่อนร่วมงานส่วนใหญ่มีความรับผิดชอบในหน้าที่ดี ($\bar{X}$=2.74) ตามลำดับ ดังแสดงตามภาพที่ 3

ภาพที่ 3 แสดงค่าเฉลี่ยของความพึงพอใจในการทำงานของพนักงาน ด้านความสัมพันธ์กับเพื่อนร่วมงานและผู้บังคับบัญชา

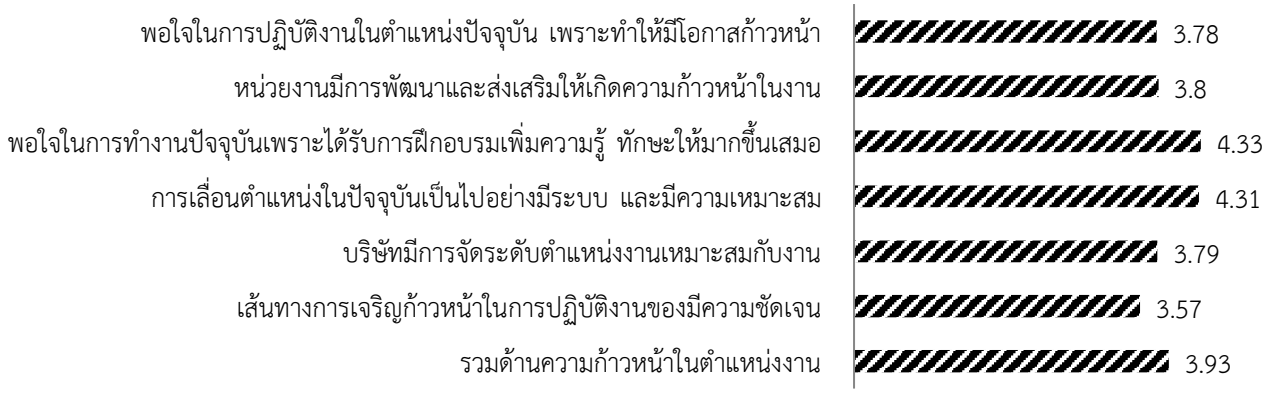
2.4 ความพึงพอใจในการทำงานของพนักงานด้านค่าจ้างและสวัสดิการ พบว่า ในภาพรวมอยู่ในระดับมาก ($\bar{X}$=3.87) เมื่อพิจารณาเป็นรายข้อพบว่า ทั้ง 5 ข้อพนักงานมีความพึงพอใจในการทำงานอยู่ในระดับมาก ($\bar{X}$ ระหว่าง 3.41-4.40) โดยพึงพอใจต่อการมีโอกาสลากิจ ลาป่วย ลาพักผ่อนตามความจำเป็น มีค่าเฉลี่ยสูงที่สุด ($\bar{X}$=4.09) รองลงมาได้แก่ พอใจกับเงินเดือนที่ได้รับในปัจจุบัน ($\bar{X}$=3.93) และเงินเดือนที่ได้รับเหมาะสมกับความสามารถและปริมาณงานที่ทำอยู่ ($\bar{X}$=3.90) ตามลำดับ ดังแสดงตามภาพที่ 4



ภาพที่ 4 แสดงค่าเฉลี่ยของความพึงพอใจในการทำงานของพนักงาน ด้านค่าจ้างและสวัสดิการ

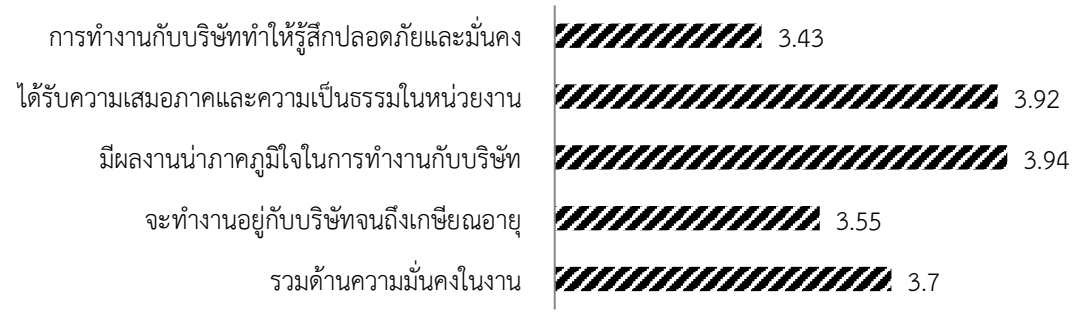
2.5 ความพึงพอใจในการทำงานของพนักงานด้านความก้าวหน้าในตำแหน่งงาน พบว่าในภาพรวมพนักงานมีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$=3.93) เมื่อพิจารณาเป็นรายข้อ พบว่าทั้ง 6 ข้อพนักงานมีความพึงพอใจในการทำงานอยู่ในระดับมาก ($\bar{X}$ ระหว่าง

3.41-4.40) โดยพนักงานพอใจในการทำงานปัจจุบันเพราะได้รับการฝึกอบรมเพิ่มความรู้และทักษะให้มากขึ้นเสมอ มีค่าเฉลี่ยสูงที่สุด ($\bar{X}$=4.33) รองลงมาได้แก่การเลื่อนตำแหน่งในปัจจุบันเป็นไปอย่างมีระบบและมีความเหมาะสม ($\bar{X}$=4.31) และหน่วยงานมีการพัฒนา



ภาพที่ 5 แสดงค่าเฉลี่ยของความพึงพอใจในการทำงานของพนักงาน ด้านความก้าวหน้าในตำแหน่งงาน

2.6 ความพึงพอใจในการทำงานของพนักงานด้านความมั่นคงในงาน พบว่า ในภาพรวมพนักงานมีความพึงพอใจอยู่ในระดับมาก ($\bar{X}$=3.70) เมื่อพิจารณาเป็นรายข้อ พบว่า ทั้ง 4 ข้อพนักงานมีความพึงพอใจในการทำงานอยู่ในระดับมาก ($\bar{X}$ ระหว่าง 3.41-4.40) โดยพนักงานมีผลงานน่าภาคภูมิใจในการทำงานกับบริษัท มีความพึงพอใจสูงที่สุด ($\bar{X}$=3.94) รองลงมาได้แก่ พนักงานได้รับความเสมอภาคและความเป็นธรรมในหน่วยงาน ($\bar{X}$=3.92) พนักงานจะทำงานอยู่กับบริษัทจนถึงเกษียณอายุ ($\bar{X}$=3.55) และการทำงานกับบริษัททำให้รู้สึกปลอดภัยและมั่นคง ($\bar{X}$=3.43) ตามลำดับ ดังแสดงตามภาพที่ 6



ภาพที่ 6 แสดงค่าเฉลี่ยของความพึงพอใจในการทำงานของพนักงาน ด้านความมั่นคงในงาน

3. ผลการเปรียบเทียบความพึงพอใจในการทำงานของพนักงาน พบว่า

3.1 พนักงานที่มีเพศ ระดับการศึกษา ฝ่ายที่สังกัด และรายได้ต่อเดือนแตกต่างกัน มีความพึงพอใจในการทำงานไม่แตกต่างกันทั้ง 5 ด้าน และในภาพรวม ที่ระดับนัยสำคัญทางสถิติ .05

3.2 พนักงานที่มีอายุ และระยะเวลาในการปฏิบัติงานแตกต่างกัน มีความพึงพอใจในการทำงานไม่แตกต่างกันจำนวน 1 ด้าน ได้แก่ ด้านค่าจ้างและสวัสดิการ ส่วนอีกจำนวน 4 ด้านและในภาพรวมพนักงานที่มีอายุและระยะเวลาในการปฏิบัติงานแตกต่างกัน มีความพึงพอใจในการทำงานแตกต่างที่ระดับนัยสำคัญทางสถิติ .05 ดังแสดงรายละเอียดตามตารางที่ 3

ตารางที่ 3 ผลการเปรียบเทียบความพึงพอใจในการทำงานของพนักงาน จำแนกตามข้อมูลพื้นฐานส่วนบุคคล

ความพึงพอใจในการทำงาน / ข้อมูลพื้นฐานส่วนบุคคล	ด้านลักษณะงาน	ด้านความสัมพันธ์กับเพื่อนร่วมงานและผู้บังคับบัญชา	ด้านค่าจ้างและสวัสดิการ	ด้านความก้าวหน้าในตำแหน่งงาน	ด้านความมั่นคงในงาน	ในภาพรวม
เพศ	✗ (sig=0.836)	✗ (sig=0.093)	✗ (sig=0.130)	✗ (sig=0.479)	✗ (sig=0.882)	✗ (sig. = 0.201)
อายุ	✓ (sig=0.031)	✓ (sig=0.011)	✗ (sig=0.581)	✓ (sig=0.000)	✓ (sig=0.014)	✓ (sig=0.000)
ระดับการศึกษา	✗ (sig=0.517)	✗ (sig=0.338)	✗ (sig=0.751)	✗ (sig=0.499)	✗ (sig=0.801)	✗ (sig=0.717)
ฝ่ายที่สังกัด	✗ (sig=0.518)	✗ (sig=0.731)	✗ (sig=0.260)	✗ (sig=0.218)	✗ (sig=0.914)	✗ (sig=0.816)
รายได้ต่อเดือน	✗ (sig=0.240)	✗ (sig=0.136)	✗ (sig=0.337)	✗ (sig=0.385)	✗ (sig=0.326)	✗ (sig=0.102)
ระยะเวลาในการปฏิบัติงาน	✓ (sig=0.014)	✓ (sig=0.017)	✗ (sig=0.169)	✓ (sig=0.000)	✓ (sig=0.021)	✓ (sig=0.000)

✓ หมายถึง แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ✗ หมายถึง ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

อภิปรายผลการวิจัย

1. ผลการวิจัยพบว่า พนักงานมีระดับความพึงพอใจในการทำงานในภาพรวมและทุกด้านทั้ง 5 ด้านอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อจากจำนวน 30 ข้อ พบว่าพนักงานมีความพึงพอใจสูงที่สุด และอยู่ในระดับมากที่สุดเพียง 1 ข้อ คือผู้บังคับบัญชาแจ้งความเคลื่อนไหวในงานให้ลูกน้องทราบเสมอ อีกจำนวน 25 ข้อ มีความพึงพอใจระดับมาก และพนักงานมีความพึงพอใจระดับปานกลางจำนวน 4 ข้อ โดยประเด็นที่มีค่าเฉลี่ยต่ำที่สุดคือ เพื่อนร่วมงานส่วนใหญ่มีความรับผิดชอบในหน้าที่ดี และเมื่อมีเรื่องเดือนร้อนเพื่อนร่วมงานมักช่วยเหลือกันเสมอ ซึ่งอยู่ในด้านความสัมพันธ์กับเพื่อนร่วมงานและผู้บังคับบัญชา ที่อาจกล่าวได้ว่าพนักงานมีความสัมพันธ์ที่ดีกับหัวหน้างาน แต่ยังพบสภาวะความคับข้องใจสำหรับความสัมพันธ์กับเพื่อนร่วมงาน ทั้งนี้มีผลการวิจัยที่พบว่าสัมพันธภาพกับเพื่อนร่วมงานส่งผลกระทบเชิงบวกต่อความพึงพอใจในการทำงาน (จีรนุช เกลียวทอง และอังศุธร ศรีสุทธิสอาด, 2560) นอกจากนี้มีผลการวิจัยที่พบว่า ความสัมพันธ์กับเพื่อนร่วมงานเป็นปัจจัยระดับองค์กรที่มีอิทธิพลต่อการปฏิบัติงาน และส่งผลถึงระดับความพึงพอใจสูง (ณัฐณรัณ คุ้มวงศ์, 2564) ทั้งนี้เพราะความสัมพันธ์ที่ดีต่อกันในที่ทำงานช่วยส่งเสริมให้มีบรรยากาศที่เป็นมิตร มีความเอื้อเฟื้อเผื่อแผ่ซึ่งกันและกัน มีความสามัคคีในการปฏิบัติงานร่วมกัน มีการปรึกษาและให้คำปรึกษาระหว่างเพื่อนร่วมงาน

2. จากผลการวิจัยพบว่าพนักงานที่มีอายุและระยะเวลาในการปฏิบัติงานแตกต่างกัน มีความพึงพอใจในการทำงานแตกต่างกันจำนวน 4 ด้านและในภาพรวม มีเพียง 1 ด้าน ที่พนักงานที่มีอายุและระยะเวลาในการปฏิบัติงานแตกต่างกัน มีมีความพึงพอใจในการทำงานไม่แตกต่างกัน ได้แก่ ด้านค่าจ้างและสวัสดิการ ซึ่งสอดคล้องกับผลการวิจัยที่พบว่าพนักงานมีความพึงพอใจด้านความก้าวหน้าในตำแหน่งงานและด้านค่าจ้างและสวัสดิการ อยู่ในระดับสูงที่สุดสองลำดับแรก ที่อาจหมายถึงแม้พนักงานจะมีอายุที่แตกต่างกันและมีประสบการณ์ในการทำงานที่แตกต่างกัน ต่างได้รับค่าและสวัสดิการที่เหมาะสมยุติธรรมจึงมีความพึงพอใจไม่แตกต่างกัน

นอกจากนี้จากผลการวิจัยที่พบว่าพนักงานที่มีเพศ ระดับการศึกษา ฝ่ายที่สังกัด และรายได้ต่อเดือนแตกต่างกัน มีความพึงพอใจในการทำงานของพนักงานไม่แตกต่างกันทุกด้าน และในภาพรวม ซึ่งในประเด็นนี้พบว่ามีผลการวิจัยที่ศึกษาความพึงพอใจของพนักงานจากสถานประกอบการที่แตกต่างกัน และมีผลการวิจัยที่สอดคล้องกันจำนวนมาก เช่นผลการวิจัยที่พบว่าพนักงานธนาคารที่มีเพศ อายุ สถานภาพการสมรส และอายุการทำงานแตกต่างกัน มีความพึงพอใจในการทำงานไม่แตกต่างกัน (กวิสรา กิ่งทอง, ทิฆัมพร พันลึกเดช และปณิตา ราชแพทยาคม, 2564) รวมทั้งผลการวิจัยที่พบว่าพนักงานสถานประกอบการผลิตในนิคมอุตสาหกรรมบางพลี จังหวัดสมุทรปราการ ที่มีเพศและรายได้เฉลี่ยของพนักงานแตกต่างกัน มีความพึงพอใจในการทำงานไม่แตกต่างกัน (จรัญ ชาตัน,

2560) และพนักงานบริษัทที่ประกอบธุรกิจด้านการขายส่งและขายปลีกวัสดุที่มีเพศ อายุ อายุงาน และรายได้ต่อเดือนต่างกัน มีความพึงพอใจในการทำงานไม่แตกต่างกัน (พิพัฒน์ มีเถื่อน, 2562) เป็นต้น

ข้อเสนอแนะ

จากผลการวิจัยพบว่าพนักงานมีความพึงพอใจต่อความรับผิดชอบในหน้าที่ของเพื่อนร่วมงาน รวมทั้งความพึงพอใจต่อการช่วยเหลือกันเมื่อมีเรื่องเดือนร้อนในกลุ่มของเพื่อนร่วมงานอยู่ในระดับปานกลางและมีค่าเฉลี่ยต่ำที่สุด ดังนั้นบริษัทอาจจำเป็นต้องสร้างความสัมพันธ์ที่ดีระหว่างเพื่อนร่วมโดยผ่านการจัดกิจกรรมต่างๆ อย่างต่อเนื่อง สม่ำเสมอ นอกจากนี้พบว่าพนักงานมีความพึงพอใจด้านลักษณะงาน ในประเด็นความน่าสนใจแปลกใหม่และท้าทายของงานที่ได้รับมอบหมาย และงานที่ทำอยู่เหมาะสมกับสุขภาพร่างกาย อยู่ในระดับปานกลางเช่นกัน ในกรณีนี้บริษัทควรศึกษาเชิงลึกในประเด็นดังกล่าวนี้เพื่อค้นหาสาเหตุของความคับข้องใจที่เกิดขึ้น นำสู่การปรับปรุงและจัดการเพื่อไม่ให้กระทบต่อความพึงพอใจในอนาคต

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การศึกษาปัจจัยที่ส่งผลต่อการผิดนัดชำระหนี้ของลูกหนี้ธนาคารออมสิน: กรณีศึกษาของสาขาในอำเภอสามพราน จังหวัดนครปฐม

THE STUDY OF THE FACTORS THAT AFFECT DEBTORS' DEFAULT OF THE GOVERNMENT SAVINGS BANK: A CASE STUDY IN SAM PHRAN, NAKHON PATHOM

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บทคัดย่อ

เนื่องด้วยธนาคารออมสิน เริ่มประสบปัญหาที่ ลูกหนี้เริ่มผิดนัดชำระหนี้ และทำให้เกิดปัญหาหนี้ไม่ก่อให้เกิดรายได้ (NPLs) การบริการด้านสินเชื่อเป็น ส่วนหนึ่งของงานบริการ การศึกษาค้นคว้าอิสระในครั้งนี้ จึงได้มีการศึกษาถึงปัจจัยที่มีผลต่อการผิดนัดชำระหนี้ของลูกหนี้ ที่มีแนวโน้มเพิ่มขึ้น

จากการศึกษากลุ่มตัวอย่าง จำนวน 475 ราย ลูกหนี้ เพศชาย จำนวน 235 ราย คิดเป็นร้อยละ 49.47 อายุ 31-40 ปี จำนวน 216 ราย คิดเป็นร้อยละ 45.47 สถานภาพ สมรส จำนวน 242 ราย คิดเป็นร้อยละ 50.95 มีระดับการศึกษาปริญญาตรี จำนวน 286 ราย คิดเป็นร้อยละ 60.21 อาชีพ ประกอบกิจการส่วนตัว, ค้าขาย จำนวน 343 ราย คิดเป็นร้อยละ 72.21 รายได้ต่อเดือน 20,000–40,000 บาท จำนวน 216 ราย คิดเป็นร้อยละ 45.47 วงเงินกู้ที่ได้ 500,000–1,000,000 บาท จำนวน 195 ราย คิดเป็นร้อยละ 41.05 และวิเคราะห์ข้อมูล สรุปว่า ปัจจัยที่ทำให้ลูกหนี้ที่อยู่ในความดูแลของธนาคารออมสิน มียอดค้างชำระเพิ่มขึ้น มาจากปัจจัยปัญหาภายในธนาคาร มาจากความไม่สะดวกเมื่อติดต่อธนาคาร เงินงวดผ่อนชำระสูงเกินไป และ อัตราดอกเบี้ยปรับเพิ่มสูงขึ้น ในส่วนปัจจัยปัญหาภายนอกเกิดจาก ภัยธรรมชาติและเหตุการณีที่เกิดขึ้นโดยไม่คาดคิด โรคระบาด สภาวะเศรษฐกิจ และ การเมือง รัฐบาล การบริหารงานที่ไม่ต่อเนื่อง ปัจจัยลักษณะของลูกหนี้ เกิดจากรายได้จากการประกอบอาชีพลดลง มีรายจ่ายมากกว่ารายได้ และ สภาพคล่องทางการเงิน

คำสำคัญ: ลูกหนี้, หนี้ไม่ก่อให้เกิดรายได้ (NPLs), ธนาคารออมสิน

Abstract

The Government Savings Bank of Thailand began to face the problem that the debtors begin to default on their debt payments causing the problems of the non-performing loans (NPLs) and the loan service is a part of the services. This independent study investigated the factors that affect the debtors default payment with an increasing trend.

From the study of a sample group of normal and overdue debtors in a total of 475 cases, male debtors 235, represent 49.47 percent, aged 31-40 years, 216 represent 45.47 percent, marital status, 242 represent 50.95 percent. 286 graduated with a bachelor's degree, represent 60.21 percent. Self-employed, trading 343 cases, representing 72.21 percent. 216 cases with monthly income between 20,000–40,000 THB. represent 45.47 percent. The amount of the loan is between 500,000-1,000,000 THB. 195 cases, representing 41.05 percent of the total subject.

The study found that the factors that produce the debtors in the care of the Government Savings Bank increase their outstanding balance due to the internal factors from the bank, the inconvenience when contacting the bank, installment payments being too high, and interest rates rising. The external factors are natural disasters and unexpected events such as epidemics, economic and political crisis, government, and discontinuous administration. The debtors' characteristic factors by reduced income from their occupation, more expenses than income, and financial liquidity.

Keywords: the debtors, the non-performing loans (NPLs), The Government Savings Bank

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บทนำ

ธนาคารออมสินเป็นธนาคารเพื่อสังคมของคนไทย 108 ปี ธนาคารตอบโจทย์ด้านการเงินของทุกกลุ่มลูกค้า นำมาซึ่งความพึงพอใจสูงสุดของผู้ใช้บริการ และพร้อมที่จะร่วมกับภาครัฐ ภาคเอกชน และภาคประชาชน ในการขับเคลื่อนประเทศไทยเข้าสู่ยุค Digital Economy และ Thailand 4.0 เพื่อก้าวสู่ศตวรรษที่ 2 ของธนาคารออมสินอย่างสง่างาม เป็นธนาคารของคนไทย มากกว่าการธนาคาร ธนาคารเพื่อสังคม

ปัญหาและลักษณะปัญหา (Problem Identification)

จากภาวะเศรษฐกิจภายในประเทศที่มีแนวโน้มหดตัว รวมทั้งการแพร่ระบาดของเชื้อไวรัสโคโรนา ส่งผลให้ การปล่อยสินเชื่อของภาคธนาคารคาดว่าจะหดตัวสูง ประกอบกับการออกมาตรการช่วยเหลือ พักชำระเงินต้นและดอกเบี้ยของสถาบันการเงิน รวมถึงการปรับลดอัตราดอกเบี้ยและการใช้มาตรฐาน IFRS9 จะส่งผลให้รายได้ดอกเบี้ยของธนาคารลดลงและมีค่าใช้จ่ายในการกันเงินสำรองฯ เพิ่มขึ้น ซึ่งล้วนแต่เป็นปัจจัยที่ท้าทายต่อความสามารถ ในการทำกำไรของสถาบันการเงินเป็นอย่างมาก ธนาคารออมสิน เริ่มประสบปัญหาดังนี้

1) ลูกหนี้เริ่มผิดนัดชำระหนี้ และทำให้เกิดปัญหาหนี้ไม่ก่อให้เกิดรายได้ (NPLs) ให้แก่ธนาคาร และธนาคารต้องกันเงินสำรองเพิ่มขึ้น

2) ไม่สามารถโทรศัพท์ติดต่อลูกค้าได้ เนื่องจากข้อมูลที่บันทึกลงในระบบไม่ครบถ้วน หรือกระบวนการการทำงานของพนักงานปฏิบัติงานไม่ครบถ้วนตามระเบียบคำสั่งธนาคาร

3) สาขาต้องการปล่อยสินเชื่อให้ได้จำนวนมากเพื่อประสบความสำเร็จตามผลการดำเนินงาน แต่ไม่คำนึงถึง NPLS ในระยะยาว

4) ลูกค้านำเอกสารรายได้ที่ไม่เป็นความจริง มายื่นกู้สินเชื่อ ทำให้การให้บริการด้านสินเชื่อเริ่มประสบปัญหาลูกค้า ผิดนัดชำระหนี้ และทำให้เกิดปัญหาหนี้ไม่ก่อให้เกิดรายได้ (NPLs) ให้แก่ธนาคาร และธนาคารต้องกันเงินสำรองเพิ่มขึ้น

แม้ว่าหลักเกณฑ์การให้สินเชื่อนั้นมีการกำหนดระเบียบ ข้อบังคับและมีการกำหนด ผังโครงสร้างการปฏิบัติงานด้านสินเชื่ออย่างชัดเจน แต่การให้บริการสินเชื่อแก่ลูกค้านั้นมี ความเสี่ยง โดยเฉพาะอย่างยิ่งหากการบริการจัดการสินเชื่อพบว่ามีสินเชื่อที่ไม่ก่อให้เกิดรายได้ (Non-Performing Loan : NPL) หรือ หนี้เสีย ซึ่งลูกหนี้เหล่านี้ไม่สามารถจะชำระดอกเบี้ยและเงินต้นคืนให้ธนาคารเป็นระยะเวลาเกินกว่า 3 เดือนขึ้นไป สถาบันการเงินนั้นจะมองว่าเป็นหนี้เสียทันที โดยหากตัวบุคคลถูกตีว่าติด NPL จะส่งผลต่อความน่าเชื่อถือทางการเงินอย่างมาก การเกิดวิกฤต ในหนี้ NPL ที่ผ่านมา ทำให้ธนาคารต้องตั้งสำรองเผื่อหนี้จัดชั้นหนี้ที่สงสัยจะสูญเพิ่มขึ้นเป็น จำนวนมาก รวมถึงต้องมีการเพิ่มทุนด้วย

จากผลการดำเนินงานด้านสินเชื่อ พบว่ามีปัญหาหนี้ค้างชำระเพิ่มขึ้นทุกปี ทำให้ธนาคารมีปัญหาหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) และส่งผลกระทบของปัญหา ได้แก่

1) ค่าใช้จ่ายในการดำเนินคดีและค่าทนายความ

2) การกันเงินสำรองเผื่อหนี้สูญของสถาบันการเงินเฉพาะกิจตามที่กำหนดในประกาศธนาคารแห่งประเทศไทย คิดในอัตราร้อยละ 100 ของหนี้ค้างชำระ

เมื่อศึกษาข้อมูลจำนวนบัญชีลูกหนี้สถานะปกติ และบัญชีลูกหนี้ NPLs ของธนาคารออมสิน ย้อนหลังเป็นเวลาทั้งหมด 2 ปี 2 ไตรมาส ตั้งแต่ เดือนมกราคม 2563 ถึงเดือนมิถุนายน 2565 ต่อจำนวนลูกหนี้ทั้งหมด

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสาเหตุที่ทำให้เกิดปัจจัยการผิดนัดของลูกหนี้ที่อยู่ในความดูแล เกิดหนี้ค้างชำระ (NPLs) เพิ่มขึ้น
2. เพื่อศึกษาแนวทางแก้ไขปัญหาหนี้ค้างชำระ (NPLs) ที่ทำให้ลูกหนี้ที่อยู่ในความดูแล เกิดหนี้ค้างชำระ (NPLs) ลดลง

ประโยชน์ที่คาดว่าจะได้รับ (The Expected Benefit)

1. ได้แนวทางการปล่อยสินเชื่อ ให้เกิดหนี้ค้างชำระ (NPLs) ลดลง ทำให้ทราบแนวทางที่ทำให้ลูกค้าสามารถผ่อนชำระได้ในระยะยาว หรือความพร้อมก็สามารถทำการปิดบัญชีสินเชื่อได้ทันที
2. ได้แผนการในการแก้ไขปัญหาหนี้ค้างชำระ (NPLs) ที่ทำให้ลูกหนี้ที่อยู่ในความดูแลที่เกิดหนี้ค้างชำระ (NPLs) ลดลง

วิธีการดำเนินการวิจัย

การศึกษาครั้งนี้ ใช้วิธีการเก็บข้อมูล ลูกหนี้ธนาคารออมสิน ดังนี้

ข้อมูลลูกหนี้ที่อยู่ในความดูแลของธนาคารออมสิน กรณีศึกษาของสาขาในอำเภอสามพราน จังหวัดนครปฐม ที่เก็บรวมรวบจากรายงานลูกหนี้ทั้งหมด ประจำเดือน มกราคม ปี 2563 ถึง ตั้งแต่ปี 2565 ไตรมาส 2 จำนวน 824 คน ข้อมูลที่ลูกหนี้ค้างชำระ (NPLs) โดยเก็บรวบรวมจากรายงานลูกหนี้ค้างชำระธนาคารออมสิน ประจำเดือน มกราคม ปี 2563 ถึง ตั้งแต่ปี 2565 ไตรมาส 2 จำนวน 408 คน

<u>กลุ่มตัวอย่าง</u>

จากขนาดกลุ่มตัวอย่าง ลูกหนี้ปกติและลูกหนี้ค้างชำระ กรณีศึกษาของสาขาในอำเภอสามพราน จังหวัดนครปฐม นี้ มาคำนวณหาขนาดกลุ่มตัวอย่างที่ต้องการ จากสูตรของ ทาโร่ ยามาเน่ ที่ระดับความเชื่อมั่นร้อยละ 95 จะได้กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ตามสูตร

$$n = \frac{N}{1 + N(e)^2}$$

เมื่อ n = ขนาดของกลุ่มตัวอย่าง

N = จำนวนประชากรทั้งหมด (824 และ 408 ราย)

e = ค่าเปอร์เซ็นต์ความคลาดเคลื่อนจากการสุ่มตัวอย่าง

โดยใช้แบบสอบถามกับลูกหนี้ที่อยู่ในความดูแลของธนาคารออมสิน โดยวิธีให้ลูกค้าตอบแบบสอบถาม ลูกหนี้ปกติ จำนวน 270 ราย จำนวน 205 ราย รวมเป็น 475 ราย ระยะเวลาประมาณ 2 เดือน ตั้งแต่วันที่ 1 สิงหาคม ถึง 30 กันยายน 2565

เครื่องมือที่ใช้ในการศึกษา (Study Instrument)

1 แบบสัมภาษณ์ หัวหน้าหน่วยงาน / พนักงาน ที่เกี่ยวข้องกับลูกหนี้ที่อยู่ในความดูแลเกี่ยวข้อง ในหน่วยงานที่ตนเองปฏิบัติงาน ณ ปัจจุบัน โดยการสัมภาษณ์หัวหน้างานและพนักงานระดับปฏิบัติการในลักษณะ Focus group โดยสัมภาษณ์หัวหน้าหน่วยงานและพนักงานที่เกี่ยวข้องในการดูแลลูกหนี้ที่อยู่ในความดูแลของหน่วยงานที่ตนเองปฏิบัติงาน โดยสุ่มแบบอิสระ จำนวน 5 ท่าน

ข้อคำถามสำหรับการสัมภาษณ์แบบ Focus group

1. ลูกหนี้(สินเชื่อธนาคารประชาชน,สินเชื่อธุรกิจ,สินเชื่อเคหะ) ที่อยู่ในความดูแลของท่านมีปัญหาหนี้ค้างชำระ เพิ่มขึ้นมากน้อยเพียงใด และเพิ่มขึ้นจากสาเหตุใด

2. ท่านคิดว่าพนักงานอำนวยสินเชื่อ หรือตรวจสอบสินเชื่อ มีคุณสมบัติเพียงพอหรือไม่ เช่น ขาดความรู้ด้านการวิเคราะห์สินเชื่อ ขาดประสบการณ์ ไม่รอบคอบ เป็นต้น หากไม่เพียงพอ ท่านมีข้อเสนอแนะอย่างไร

3. ท่านคิดว่าพนักงานอำนวยสินเชื่อธุรกิจ อธิบายเงื่อนไขวิธีปฏิบัติเงื่อนไขในสัญญากู้ให้แก่ลูกค้าทราบ อย่างชัดเจนหรือไม่

4. ท่านสามารถควบคุมและดูแลสถานะบัญชีลูกหนี้ที่อยู่ในความดูแลให้อยู่ในสถานะบัญชีปกติได้หรือไม่ อย่างไร

5. ถ้าท่านไม่สามารถควบคุมหรือดูแลลูกหนี้ที่อยู่ในความดูแลของท่าน ให้มีสถานะบัญชีปกติ ท่านจะทำอย่างไร

6. ท่านมีแนวทาง หรือข้อเสนอแนะในการดูแลลูกหนี้ให้มีสถานะบัญชีปกติอย่างไร

7. ท่านคิดว่าธนาคารมีระบบติดตามและควบคุมหนี้ค้างชำระที่ดีหรือไม่ อย่างไร

8. ท่านทราบหรือไม่ว่า ถ้าจำนวนลูกหนี้ค้างชำระเพิ่มขึ้น อาจทำให้ธนาคารต้องสูญเสียต้นทุน และไม่สามารถสร้างกำไรจากการปล่อยสินเชื่อได้

9. ท่านมีข้อเสนอแนะในการปล่อยสินเชื่อ เพื่อป้องกันการเกิดปัญหาหนี้ค้างชำระอย่างไร

<u>การเก็บรวบรวมข้อมูล</u>

ส่วนที่ 1 เป็นข้อมูลทั่วไปเกี่ยวกับลูกหนี้ ประกอบด้วย เพศ อายุ สถานภาพ ระดับการศึกษา อาชีพ รายได้ต่อเดือน วงเงินกู้ที่ได้รับ

ส่วนที่ 2 ข้อมูลเกี่ยวกับปัจจัยยการผิดนัดชำระหนี้ที่เพิ่มขึ้นของลูกหนี้ที่อยู่ในความดูแล จำนวน 18 ข้อ คำชี้แจงโปรดเติมเครื่องหมาย / โดยมีคะแนนเรียงจากมากไปหาน้อย

2.1 ปัจจัยภายในธนาคาร เป็นข้อคำถามที่นำมาจากปัจจัยที่เกิดขึ้นภายในธนาคารที่เป็นผู้ปล่อยสินเชื่อเอง และสามารถควบคุมการเปลี่ยนแปลงได้ ได้แก่ นโยบายหลักการการปล่อยสินเชื่อของธนาคารหลักเกณฑ์พิจารณาการอนุมัติวงเงินกู้ การติดตามและควบคุมหนี้ของธนาคาร และลักษณะการทวงถามหนี้ของพนักงาน จำนวน 8 ข้อ

2.2 ปัจจัยภายนอกธนาคารซึ่งเป็นปัจจัยที่ไม่สามารถควบคุมได้ หากปัจจัยดังกล่าวเปลี่ยนแปลงย่อมส่งผลกระทบต่อตัวลูกหนี้ ได้แก่ ภาวะเศรษฐกิจ การเมือง ค่านิยมและเทคโนโลยี ภัยธรรมชาติหรือเหตุการณ์ที่เกิดขึ้นโดยไม่คาดคิด โรคระบาด และคู่แข่งขันในธุรกิจเดียวกัน จำนวน 5 ข้อ

2.3 ลักษณะของลูกหนี้ที่เกิดปัญหาหนี้ค้างชำระ โดยนำมาจากแนวคิดพฤติกรรมการชำระหนี้ของลูกหนี้ ได้แก่ รายได้จากการประกอบธุรกิจ สภาพคล่องทางการเงิน นำเงินกู้ธนาคารไปใช้ผิดวัตถุประสงค์ กิจการมีรายจ่ายมากกว่ารายได้ ผู้บริหารประสบปัญหาด้านสุขภาพ ปัญหาครอบครัว การลงทุนเกินตัว ลูกหนี้ในกิจการไม่ชำระหนี้ จึงทำให้ธุรกิจขาดสภาพคล่อง และเจตนาจะไม่ชำระหนี้ จำนวน 5 ข้อ

โดยแบบสอบถามในส่วนนี้ ใช้มาตราส่วนประมาณค่า (Rating Scale) ของ Likert มี 5 ระดับ โดยกำหนดคะแนนดังนี้

ระดับ 5 ระดับความสำคัญของปัจจัยที่ทำให้เกิดปัญหามากที่สุด
ระดับ 4 ระดับความสำคัญของปัจจัยที่ทำให้เกิดปัญหามาก
ระดับ 3 ระดับความสำคัญของปัจจัยที่ทำให้เกิดปัญหาปานกลาง
ระดับ 2 ระดับความสำคัญของปัจจัยที่ทำให้เกิดปัญหาน้อย
ระดับ 1 ระดับความสำคัญของปัจจัยที่ทำให้เกิดปัญหาน้อยที่สุด

ส่วนที่ 3 ความคิดเห็น ข้อเสนอแนะ เพื่อการปรับปรุงการบริการ

<u>วิธีการวิเคราะห์</u> (Data Analysis)

1 การวิเคราะห์ข้อมูลเชิงพรรณนา (Descriptive Statistics)

ใช้สถิติเชิงพรรณนา แจกแจงความถี่ (Frequency) และร้อยละ (Percentage) ในการวิเคราะห์ในแบบสอบถามส่วนที่ 1 ลักษณะคำถามปลายปิด สำหรับอธิบายลักษณะทางประชากรศาสตร์ของกลุ่มตัวอย่าง ได้แก่ เพศ อายุ สถานภาพ ระดับการศึกษา อาชีพ รายได้ต่อเดือน วงเงินกู้ที่ได้รับ เพื่อใช้อธิบายความถี่และร้อยละของระดับความสำคัญของปัญหาที่ทำให้เกิดหนี้ค้างชำระเพิ่มขึ้น และแนวทางในการแก้ไขปัญหาที่ต้องการ

ใช้สถิติเชิงพรรณนา ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) ในการศึกษานี้ขอให้ตัวย่อ (S.D.) เพื่อวัดระดับปัจจัยยการผิดนัดชำระหนี้เพื่อใช้อธิบายการกระจายของข้อมูลที่ได้จากแบบสอบถาม และการวิเคราะห์ในแบบสอบถามส่วนที่ 2 จำนวน 18 ข้อ

2 การวิเคราะห์ข้อมูลแบบ Likert's Scale

สำหรับในส่วนของแบบสอบถามส่วนที่ 2 ใช้การกำหนดช่วงชั้นตามสูตรการคำนวณความกว้างของอันตรภาคชั้น แบ่งระดับปัจจัยที่ทำให้เกิดปัญหาตามระดับชั้นของคะแนนเฉลี่ย ได้ดังนี้ คือ

ช่วงชั้นของคะแนน	ระดับความพึงพอใจ
4.21-5.00	มากที่สุด
3.41-4.20	มาก
2.61-3.40	ปานกลาง
1.81-2.60	น้อย
1.00-1.80	น้อยที่สุด

3 การทดสอบความสัมพันธ์ โดยใช้ค่า t-test

เพื่อดูความสัมพันธ์กันระหว่างตัวแปร 2 ตัว เนื่องจากค่า t-test สถิติที่ใช้ทดสอบความแตกต่างค่าเฉลี่ย ของกลุ่มตัวอย่างที่มีเพียงกลุ่มหรือสองกลุ่ม จะใช้ทดสอบด้วยค่า Z-test หรือ T-test ทดสอบว่าตัวแปร (Variable) มีความสัมพันธ์กันหรือไม่ หากตัวแปรที่ทดสอบมีความสัมพันธ์กันคือส่งผลต่อการค้างชำระหนี้ แต่ถ้าไม่สัมพันธ์กันตัวแปรนี้ไม่ส่งผลต่อการชำระหนี้

สรุปผลการวิจัย

กลุ่มตัวอย่างของลูกหนี้ธนาคารออมสินที่นำมาศึกษา พบว่า เพศชาย จำนวน 235 ราย คิดเป็นร้อยละ 49.47 เพศหญิง จำนวน 240 ราย คิดเป็นร้อยละ 50.53 อายุ 31-40 ปี จำนวน 216 ราย คิดเป็นร้อยละ 45.47 รองลงมาคือ อายุ 41-50 ปี จำนวน 125 ราย คิดเป็นร้อยละ 26.32 อายุน้อยกว่าหรือเทียบเท่า 30 ปี จำนวน 80 ราย คิดเป็นร้อยละ 16.84 และอายุมากกว่า 51 ปีขึ้นไป จำนวน 54 ราย คิดเป็นร้อยละ 11.37 สถานภาพ สมรส จำนวน 242 ราย คิดเป็นร้อยละ 50.95 รองลงมาคือ โสด จำนวน 191 ราย คิดเป็นร้อยละ 40.21 และ หม้าย, หย่าร้าง จำนวน 42 ราย คิดเป็นร้อยละ 8.84 มีระดับการศึกษา ปริญญาตรี จำนวน 286 ราย คิดเป็นร้อยละ 60.21 รองลงมาคือต่ำกว่าอนุปริญญา จำนวน 101 ราย คิดเป็นร้อยละ 21.26 และ สูงกว่าปริญญาตรี จำนวน 88 ราย คิด

เป็นร้อยละ 18.53 มีอาชีพ ประกอบกิจการส่วนตัว, ค้าขาย จำนวน 343 ราย คิดเป็นร้อยละ 72.21 และผู้มีรายได้ประจำ เช่น ข้าราชการ, พนักงาน, รัฐวิสาหกิจ ฯ จำนวน 132 ราย คิดเป็นร้อยละ 27.29 มีรายได้ต่อเดือน 20,000–40,000 บาท จำนวน 216 ราย คิดเป็นร้อยละ 45.47 รองลงมาคือรายได้ต่อเดือน 40,000–60,000บาท จำนวน 125 ราย คิดเป็นร้อยละ 26.32 รายได้ต่อเดือนต่ำกว่า 20,000 บาท จำนวน 95 ราย คิดเป็นร้อยละ 20.00 และรายได้ต่อเดือนมากกว่า 60,000 บาท จำนวน 39 ราย คิดเป็นร้อยละ 8.21 มีวงเงินกู้ที่ได้ 500,000–1,000,000 บาท จำนวน 195 ราย คิดเป็นร้อยละ 41.05 รองลงมาคือวงเงินกู้ที่ได้ 1,000,001–2,000,000 บาท จำนวน 139 ราย คิดเป็นร้อยละ 29.26 วงเงินกู้ที่ได้ต่ำกว่า 500,000 จำนวน 84 ราย คิดเป็นร้อยละ 17.68 และวงเงินกู้ที่ได้มากกว่า 2,000,000 บาท จำนวน 57 ราย คิดเป็นร้อยละ 12.00

ปัจจัยที่ส่งผลต่อการค้างชำระหนี้ ด้านปัจจัยภายในธนาคารโดยรวมอยู่ในระดับมากที่สุด ($\bar{x}$ = 4.41, S.D. = .583) เมื่อพิจารณาเป็นรายปัจจัย พบว่า ความไม่สะดวกเมื่อติดต่อธนาคาร ($\bar{x}$ = 4.78, S.D. = .418) รองลงมาคือ เงินงวดผ่อนชำระสูงเกินไป ($\bar{x}$ = 4.68, S.D. = .472) และ อัตราดอกเบี้ยปรับเพิ่มสูงขึ้น ($\bar{x}$ = 4.67, S.D. = .472) สำหรับปัจจัยที่มีค่าเฉลี่ยน้อยที่สุด ได้แก่ หลักประกันที่ธนาคารรับไว้ (โฉนดที่ดิน,สลากออมสิน,สมุดเงินฝาก) ($\bar{x}$ = 3.81, S.D. = .752)

ปัจจัยที่ส่งผลต่อการค้างชำระหนี้ ด้านปัจจัยภายนอกธนาคารโดยรวมอยู่ในระดับมากที่สุด ($\bar{\boldsymbol{x}}$ = 4.27, S.D. = .626) ภัยธรรมชาติและเหตุการณีที่เกิดขึ้นโดยไม่คาดคิด โรคระบาด ($\bar{\boldsymbol{x}}$ = 4.68, S.D. = .443) รองลงมาคือ สภาวะเศรษฐกิจ ($\bar{\boldsymbol{x}}$ = 4.67, S.D. = .449) และ การเมือง รัฐบาล การบริหารงานที่ไม่ต่อเนื่อง ($\bar{\boldsymbol{x}}$ = 4.12, S.D. = .739) สำหรับปัจจัยที่มีค่าเฉลี่ยน้อยที่สุด ได้แก่ ค่านิยมและเทคโนโลยี ($\bar{\boldsymbol{x}}$ = 3.81, S.D. = .752)

ปัจจัยที่ส่งผลต่อการค้างชำระหนี้ ด้านลักษณะของลูกหนี้โดยรวมอยู่ในระดับมากที่สุด ($\bar{\boldsymbol{x}}$ = 4.27, S.D. = .634) รายได้จากการประกอบอาชีพลดลงและมีรายจ่ายมากกว่ารายได้ ($\bar{\boldsymbol{x}}$ = 4.67, S.D. = .472) และ สภาพคล่องทางการเงิน นำเงินไปใช้จ่ายก่อนชำระหนี้และนำเงินกู้ธนาคารไปใช้ผิดวัตถุประสงค์ ($\bar{\boldsymbol{x}}$ = 4.11, S.D. = .739) สำหรับปัจจัยที่มีค่าเฉลี่ยน้อยที่สุด คือ เจตนาไม่ชำระหนี้ ($\bar{\boldsymbol{x}}$ = 3.81, S.D. = .752)

การทดสอบ Independent Samples t-test เพื่อทดสอบว่า สถานะลูกหนี้ที่แตกต่างกันมีผลต่อปัจจัยที่ส่งผลต่อการค้างชำระหนี้หรือไม่ จากการทดสอบพบว่า ค่า t-test เท่ากับ .410, .566 และ .566 ค่า p-value เท่ากับ .995, .997 และ .997 ซึ่งมีค่ามากกว่าระดับนัยสำคัญในการทดสอบที่ 0.05 แสดงว่า สถานะลูกหนี้ที่แกต่างกันไม่มีผลต่อการเกิดหนี้ค้างชำระ

ผลการวิเคราะห์ข้อมูลจากการสัมภาษณ์ Focus group ตามแนวข้อคำถาม 9 ข้อ สรุปได้ ดังนี้

1. ลูกค้าบางส่วนเริ่มชำระหนี้ล่าช้า ไม่ตรงตามกำหนด

2. ลูกหนี้เริ่มมีปัญหาหนี้ค้างชำระเพิ่ม เนื่องจากภาวะเศรษฐกิจชะลอตัว จากสถานการณ์สงครามการค้า ภัยแล้ง และการแพร่ระบาดของไวรัส Covid-19 การประกาศขอความร่วมมือจากรัฐบาล Work from Home ที่ให้งดการเดินทาง การส่งสินค้าหลีกเลี่ยงการใช้พื้นที่สาธารณะ ห้างสรรพสินค้า ส่งผลกระทบต่อเป็นลูกโซ่ การหมุนเวียนรายได้ต่ำ ส่งผลให้ขาดรายได้แต่มีค่าใช้จ่าย อาทิ ค่าจ้าง ค่าเช่า ที่ต้องสำรองจ่ายไปก่อน

3. พนักงานอำนวยสินเชื่อธุรกิจธนาคารออมสิน พบว่าส่วนใหญ่ มีคุณสมบัติความรู้ การวิเคราะห์สินเชื่อ แต่ยังขาดประสบการณ์เนื่องจากสินเชื่อ SMEs

4. พนักงานอำนวยสินเชื่อธุรกิจทุกท่าน อธิบายเงื่อนไขวิธีปฏิบัติเงื่อนไขในสัญญากู้ให้ลูกค้าทุกครั้ง เนื่องจาก ทางธนาคารมีหน่วยงานพิธีการสินเชื่อ ตรวจสอบเอกสารก่อนการเบิกจ่ายวงเงินกู้ทุกครั้ง ผู้กู้เป็นที่ทราบดี

5. การควบคุมและการดูแลสถานะบัญชีลูกหนี้ที่อยู่ในความดูแลให้อยู่ในสถานะปกติทุก ๆ 15 วัน ของเดือน หน่วยงานมีการควบคุมดูแลบัญชีและนำส่งรายงาน มีการติดตามโดยตลอดแต่ไม่สามารถควบคุมบัญชีให้ปกติได้ทั้งหมด เนื่องจากเกิดปัญหาทางการเงินของผู้กู้เอง

6. แนวทางในการดูแลในการดูแลลูกหนี้ให้มีสถานะบัญชีปกติ ต้องติดตามรายการบัญชีลูกค้าที่แนวโน้มว่าจะค้างชำระตั้งแต่เริ่มส่งสัญญา ติดตามผลการนัดชำระลูกค้าตลอดทุกสัปดาห์ จากเดิมทุก ๆ 15 วัน ของเดือน

7. ธนาคารมีระบบติดตามและควบคุมหนี้ค้างชำระค่อนข้างล่าช้า ต้องผ่านขั้นตอน หน่วยงานอื่น ๆ เพื่อพิจารณา ทำให้ไม่สามารถช่วยเหลือลูกค้าได้อย่างรวดเร็ว จนกระทั่งลูกค้ามีหนี้ค้างชำระเกิน 3 เดือนขึ้นไป อาทิ ลูกค้าต้องมียอดค้างเกิน 3 เดือนขึ้นไปถึงจะทำการปรับโครงสร้างหนี้ได้

8. พนักงาน หัวหน้างาน ทุกท่านทราบดีว่า จำนวนลูกค้าค้างชำระเพิ่มขึ้น ทำให้ธนาคารต้องสูญเสียต้นทุน ไม่สามารถสร้างกำไรในการปล่อยสินเชื่อ และต้องกันเงินสำรอง ทำให้ผลประกอบการธนาคาร ไม่เป็นไปตามเป้าหมาย ส่งผลกระทบต่อรายได้ของธนาคาร ผลตอบแทนจากโบนัสพิเศษจะลดลงไปด้วยเช่นกัน

9. หัวหน้างานและพนักงาน ส่วนใหญ่ให้ความเห็นในด้านแนวทางการป้องกันการเกิดปัญหาหนี้ค่อนค้างข้างยาก เพราะสาเหตุส่วนใหญ่เกิดจากปัจจัยภายนอก ที่ธนาคารไม่สามารถควบคุมได้ ส่วนทางด้านการวิเคราะห์สินเชื่อ การป้องกันความเสี่ยง สอบทานสินเชื่อ ด้านพนักงานจะใช้ความระมัดระวัง รอบคอบในการอนุมัติสินเชื่ออยู่แล้ว เนื่องจากทางธนาคารมีการตรวจสอบการให้สินเชื่อลูกค้าทุกราย

อภิปรายผลการวิจัย

ข้อมูลส่วนบุคคลของลูกหนี้ธนาคารออมสินสอดคล้องกับการศึกษา ชลธิชา สุวรรณพิทักษ์ และพัฒน์ พัฒนรังสรรค์ (2560) ได้ศึกษาวิจัยเรื่อง ปัจจัยที่มีผลต่อ การชำระหนี้ตามสัญญาปรับปรุงโครงสร้างหนี้ของลูกหนี้สินเชื่อบุคคล กรณีศึกษา: ธนาคารกสิกรไทย จำกัด มหาชนหน่วยบริหารคุณภาพสินทรัพย์ พัทยากลาง โดยใช้ข้อมูลที่ได้มาจากการสำรวจด้วยแบบสอบถามลูกหนี้ที่ทำสัญญาปรับปรุง โครงหนี้ จำนวน 240 คน และนำมาทำการวิเคราะห์ด้วยแบบจำลอง ผลการศึกษาเชิงพรรณนาพบว่า กลุ่มตัวอย่างส่วนใหญ่มีช่วงอายุระหว่าง 31-40 ปี และมีสถานภาพสมรสส่วนใหญ่ประกอบอาชีพ เจ้าของกิจการ และมีรายได้เฉลี่ยต่อเดือนมากกว่า 25,000 บาท เป็นกลุ่มตัวอย่างที่ใกล้คียงกัน อายุ เพศ สถานะ อาชีพ และรายได้

ปัจจัยที่ส่งผลต่อการค้างชำระหนี้ สอดคล้องกับการศึกษาของ ศุภภร อิ่มสุข (2561) ได้ศึกษาเรื่อง ปัจจัยที่มีอิทธิพลต่อการผิดนัดชำระหนี้ของลูกหนี้สินเชื่อสถาบันบริหารจัดการธนาคารที่ดิน (องค์การมหาชน) กล่าวว่า รายได้ของลูกหนี้ ต่อเดือน และรายจ่ายของลูกหนี้ต่อเดือนมีผลกระทบต่อปัจจัยที่ทำให้เกิดการผิดนัดชำระหนี้ โดยรายได้ของลูกหนี้ต่อเดือน มีความสัมพันธ์ในทิศทางบวก คือ เมื่อมีรายได้ต่ำจะมีโอกาสที่ลูกหนี้สินเชื่อจะเกิดการผิดนัดชำระหนี้สูง และรายจ่ายของลูกหนี้ต่อเดือนมีความสัมพันธ์ในทิศทางลบ คือ การที่มีรายจ่ายต่อเดือนสูงจะทำให้เกิดการผิดนัดชำระหนี้สูงนั้นย่อมไม่เป็นจริงเสมอไป ส่วนตัวแปรอายุ อาชีพ สถานภาพ จำนวนบุคคลที่อยู่ในอุปการะวงเงินกู้ สัดส่วนเงินผ่อนชำระต่อรายได้ ระยะเวลาในการชำระคืนเงินต้น การแบ่งงวด การชำระ และวัตถุประสงค์การใช้สินเชื่อไม่มีผลกระทบต่อปัจจัยที่ทำให้เกิดการผิดนัดชำระหนี้ ปัจจัยหลายข้อสอดคล้องกับผลการศึกษานี้

ข้อเสนอแนะ

ขอให้ปรับปรุงคุณภาพและการให้บริการของพนักงาน รวมไปถึงระบบธนาคาร การกำหนดเงื่อนไขในการใช้วงเงิน ลูกหนี้ได้ผลกระทบจากโรคระบาด ปัญญาด้านเศรษฐกิจ คู่แข่งขัน ทำให้รายได้กิจการลดลง

แนวทางการแก้ปัญหา เพื่อลดการผิดนัดชำระหนี้ของลูกหนี้ค้างชำระของธนาคารออมสิน ดังต่อไปนี้

1 แก้ไขปัญหาเกี่ยวกับสินเชื่อธุรกิจเพื่อกำหนดนโยบายการให้สินเชื่อ การปรับปรุงหลักการวิเคราะห์สินเชื่อ การพิจารณาด้านหลักประกัน เพื่อช่วยลดความเสียหาย กรณีที่ลูกหนี้ค้างชำระไม่สามารถชำระหนี้คืนธนาคารได้ สิ่งที่ควรพึงระมัดระวังในการกู้แบบไม่มีหลักประกัน โดยผู้กู้ควรหลักประกันที่ให้ไว้กับธนาคาร ดังนี้

- อสังหาริมทรัพย์ ควรมีสภาพคล่องสูง อยู่ในทำเลดี การคมนาคมสะดวก มีสาธารณูปโภค สภาพแวดล้อมที่ดี และมีศักยภาพในการพัฒนา
- เงินสด เงินฝาก สลากออมสิน มูลค่าคุ้มมูลหนี้

ลูกหนี้ค้างชำระ ส่วนใหญ่เป็นการกู้แบบไม่มีหลักประกัน โดยใช้บรรษัทประกันสินเชื่ออุตสาหกรรมขนาดย่อม เป็นผู้ค้ำประกันสินเชื่อร่วมกับหลักประกันของผู้กู้สัดส่วนไม่ต่ำกว่าร้อยละ 30 ของวงเงินกู้ เป็นโครงการที่หากลูกหนี้มีปัญหาเรื่องการผ่อนชำระหรือผิดนัดชำระหนี้ ธนาคารจะสามารถเรียกเก็บเงินจากบรรษัทประกันสินเชื่ออุตสาหกรรมขนาดย่อมได้ จึงก่อให้เกิดเจตนาไม่ชำระหนี้ในอนาคต การป้องกันควรปรับปรุงเงื่อนไข นโยบายสินเชื่อเพิ่มสัดส่วนหลักประกันให้คุ้มมูลหนี้ ให้ลูกหนี้หวงแหนสินทรัพย์ของตนเพื่อลดการผิดนัดชำระหนี้

2 แก้ไขโดยปรับปรุงหลักเกณฑ์การกำหนดเงินงวดและระยะเวลาชำระคืน โดยพิจารณาความสามารถชำระหนี้และระยะเวลาของโครงการ หากธนาคารกำหนดเข้มงวดเกินไป เมื่อผู้ขอสินเชื่อประสบปัญหา ด้านเศรษฐกิจ โรคระบาด ภัยธรรมชาติ และสงครามทางการค้าไม่สามารถ ชำระหนี้คืนธนาคารได้ แก้ไขโดยมีมาตรการให้ความช่วยเหลือลูกหนี้ที่ได้รับผลกระทบจากสถานการณ์ที่ส่งผลกระทบต่อเศรษฐกิจไทย

- ผ่อนผันขยายระยะเวลาการชำระหนี้ เพื่อให้ค่างวดลดลง
- ผ่อนผันพักชำระเงินต้น

3 แนวทางเพิ่มประสิทธิภาพ ปรับปรุงระบบเตือนข้อความเสียงอัตโนมัติเมื่อครบกำหนดชำระหนี้ของลูกค้าสินเชื่อธุรกิจระบบสายเรียกข้อความเสียงอัตโนมัติ แจ้งยอดชำระหนี้ประจำเดือนให้แก่ลูกค้าสินเชื่อธุรกิจของธนาคารทั้งหมด ส่ง SMS แจ้งเตือนและให้พนักงานโทรศัพท์ติดตามลูกหนี้ภายใน 3 วันทันทีหลังจากครบกำหนดชำระหนี้ ซึ่งปัจจุบันธนาคารมีกระบวนการติดต่อกับ

ลูกหนี้ จะติดต่อลูกหนี้ทางโทรศัพท์ กรณีที่ลูกหนี้มียอดค้างชำระเกินบางรายเท่านั้น เพื่อกระตุ้นลูกหนี้สินเชื่อธุรกิจทุกรายให้ชำระหนี้ทุกเดือน เพื่อป้องกันแก้ปัญหาหนี้ค้างชำระสูงเกินที่เกิดขึ้นในอนาคต

4 นำนวัตกรรมเทคโนโลยีสมัยใหม่มาประยุกต์ใช้ โดยการติดตั้งระบบวิเคราะห์สินเชื่อ พิจารณาสินเชื่อ เพื่อช่วยบริหารจัดการ การบันทึกและวิเคราะห์งบการเงิน ผู้ขอสินเชื่อผ่านระบบงานอิเล็กทรอนิกส์และแจ้งผลการอนุมัติให้แก่ลูกค้าผ่านระบบ Application GSB Loan และระบบงานอิเล็กทรอนิกส์ให้แก่พนักงานสามารถส่งฟ้องดำเนินคดี ผ่านระบบงานอิเล็กทรอนิกส์ให้พนักงาน และผู้บริหาร สามารถทำงานตามขั้นตอนพิจารณาตามลำดับตำแหน่ง ผ่านระบบงานอิเล็กทรอนิกส์

ผู้ศึกษาจึงนำเสนอแนวทางเลือกในการแก้ไขปัญหา ดังนี้

แนวทางเลือกที่เสนอพร้อมเหตุผล (The Purpose Solution)

จัดการประชุมเกี่ยวกับนโยบายการให้สินเชื่อ พิจารณาหลักเกณฑ์ วงเงิน หลักประกัน การวิเคราะห์ สินเชื่อที่เหมาะสม จัดการประชุมเพิ่มความถี่มากขึ้น จนกระทั่งได้ข้อสรุปถึงปัญหา ทำให้แก้ไขปัญหาจากสถานการณ์ต่าง ๆ ได้ทันท่วงที การดำเนินธุรกิจธนาคารต้องเผชิญกับความเสี่ยงเนื่องจากสภาวะเศรษฐกิจที่เปลี่ยนแปลงตลอดเวลา และต้องหาวิธีจัดการกับความเสี่ยง และการปฏิรูปนโยบายการให้สินเชื่อธนาคาร

แผนการปฏิบัติงาน (Action Plan)

โดยใช้แนวทางการปรับปรุง แก้ไขการทำงาน เพื่อผลประกอบการของธนาคารกำไรที่เพิ่มขึ้น การเติบโตสินเชื่อ คุณภาพสินเชื่อ และลดต้นทุนค่าใช้จ่ายในการติดตามหนี้ค้างชำระ ดังนี้

1. การจัดประชุมกำหนดนโยบายการให้สินเชื่อ แก้ไขปรับปรุงหลักเกณฑ์ การพิจารณาให้เหมาะสมต่อสภาวะปัจจุบัน เช่น ปัจจุบันมีลูกหนี้ค้างชำระเพิ่มขึ้นส่วนใหญ่เป็นลูกค้าที่ปลอดหลักประกันและใช้บรรษัทประกันสินเชื่ออุตสาหกรรมขนาดย่อมค้ำประกันร่วมกันสำหรับสินเชื่อธุรกิจ โดยกำหนดหลักเกณฑ์ให้เข้มงวดเพิ่มขึ้น เพื่อป้องกันลูกค้าปล่อยหนี้เสีย และได้ข้อยุติจนกระทั่งประกาศเป็นระเบียบวิธีปฏิบัติคำสั่งธนาคาร

2. จัดประชุมแลกเปลี่ยนความคิดเห็นระหว่างผู้บริหารระดับสูงและระดับผู้บังคับบัญชาแสดงความคิดเห็นแบบเปิดกว้าง โดยนำประสบการณ์ที่ผ่านมา ปรับปรุงแก้ไขให้เกิดประสิทธิผลที่ดียิ่งขึ้น ทุก ๆ 6 เดือน

3. จัดประชุมพนักงานที่อยู่ในศูนย์ธุรกิจทุก ๆ 3 เดือน โดยให้พนักงานจัดทำรายงานเพื่อทราบถึงปัญหาและอุปสรรคในการทำไปใช้ในการปฏิบัติงานจริง นำเสนอการประชุมให้แก่ผู้บริหารลำดับถัดไปตามข้อ 2.

4. ให้พนักงานที่วิเคราะห์สินเชื่อที่อนุมัติไปแล้ว ติดตามดูแลสถานะบัญชีลูกหนี้ทุก 15 วันโดยกำหนดให้นำส่งรายงานทุกวันที่ 1 และ 16 กรณีลูกหนี้มีประวัติค้างชำระให้ติดตามและทวงถามทุกสัปดาห์อย่างรัดกุมและดำเนินการตั้งแต่ระยะแรก ๆ เพื่อเป็นการกระตุ้นให้ลูกค้าตระหนักถึงภาระหนี้สินในอนาคต

แผนสำรอง (Contingency Plan)

ในกรณีที่สถานการณ์หรือการดำเนินงานไม่เป็นไปตามแผนปฏิบัติการป้องกันการแก้ไขปัญหาหนี้ค้างชำระ (NPLs) ของธนาคารออมสิน ตามที่คาดไว้ จึงต้องมีแผนสำรองที่จะทำให้จำนวนลูกหนี้สินเชื่อธุรกิจ ค้างชำระลดลง ดังนี้

1. ปรับลดเป้าหมาย KPI ยอดปล่อยอนุมัติสินเชื่อธุรกิจให้ลดลง เพื่อลดความกดดันพนักงานที่ต้องทำให้ได้ตาม KPI ยอดอนุมัติสินเชื่อที่ทางธนาคารกำหนด เป็นการลดคสวามเสี่ยงของธนาคารจากต้นเหตุโดยตรง จากการชะลอการปล่อยสินเชื่ออาจส่งผลส่งผลลบแก่การดำเนินงานของธนาคารลดลง

2. มุ่งเน้นรักษาฐานลูกค้าเดิม โดยลูกค้าที่ยังมีสถานะบัญชีปกติอยู่ สามารถเข้าร่วมมาตรการพักชำระหนี้ได้ทันทีเป็นระยะเวลา 9 เดือน และไม่มีผลกระทบกับรายงานเครดิตบูโรแห่งชาติ โดยลูกหนี้มีประวัติการชำระหนี้เป็นปกติ ส่งผลลัพธ์ให้ธนาคารมีรายรับจะน้อยลง จากการพักชำระหนี้ แต่ค่าใช้จ่ายในการดำเนินงานของธนาคารยังคงเดิม เพื่อเป็นการพยุงธนาคารสามารถดำเนินกิจการต่อไป

ข้อเสนอแนะสำหรับการศึกษาครั้งต่อไป

1. ศึกษาแนวทางการจัดการหนี้ให้กับลูกหนี้ทั้งลูกหนี้ปกติและลูกหนี้ผิด

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อิทธิพลของส่วนประสมทางการตลาดและการสื่อสารการตลาดออนไลน์ที่มีผลต่อการตัดสินใจใช้บริการรับส่งอาหารของผู้บริโภคในจังหวัดสุราษฎร์ธานี

The Influence of Marketing Mix and Online Marketing Communication on Decision-Making Choosing a Food Delivery Application

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษา 1) ระดับส่วนประสมทางการตลาด การสื่อสารการตลาด และการตัดสินใจใช้บริการรับส่งอาหารของผู้บริโภคในจังหวัดสุราษฎร์ธานี และ 2) อิทธิพลของส่วนประสมทางการตลาดและการสื่อสารการตลาดออนไลน์ ที่มีผลต่อการตัดสินใจเลือกใช้บริการรับส่งอาหารของผู้บริโภคในจังหวัดสุราษฎร์ธานี กลุ่มตัวอย่าง คือ ผู้บริโภคในจังหวัดสุราษฎร์ธานีที่เคยใช้บริการรับส่งอาหาร จำนวน 400 คน โดยวิธีการสุ่มตัวอย่างแบบเจาะจง รวบรวมข้อมูลโดยใช้แบบสอบถาม ซึ่งมีค่าความเชื่อมั่นที่ระดับ 0.95 ดำเนินการวิเคราะห์ข้อมูลโดยใช้สถิติพื้นฐาน ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติเชิงอนุมาน ได้แก่ การวิเคราะห์การถดถอยพหุคูณ

ผลการวิจัยพบว่า 1) ระดับส่วนประสมทางการตลาดในภาพรวมอยู่ในระดับมากที่สุด ระดับการสื่อสารการตลาดออนไลน์ในภาพรวมอยู่ในระดับมาก และระดับการตัดสินใจใช้บริการรับส่งอาหารของผู้บริโภคในจังหวัดสุราษฎร์ธานีในภาพรวมอยู่ในระดับมากที่สุด และ 2) ปัจจัยด้านการสื่อสารการตลาด ได้แก่ การส่งเสริมการตลาด การนำเสนอลักษณะทางกายภาพ และปัจจัยด้านการสื่อสารการตลาดออนไลน์ ได้แก่ ด้านการตลาดเชิงเนื้อหา การตลาดผ่านผู้มีอิทธิพลทางความคิดและการกระทำต่อผู้บริโภค และการตลาดผ่านเครื่องมือค้นหาบนอินเทอร์เน็ต มีอิทธิพลเชิงบวกต่อการตัดสินใจเลือกใช้บริการรับส่งอาหารในจังหวัดสุราษฎร์ธานี อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลการวิจัยนี้สามารถนำไปใช้เป็นแนวทางในการดำเนินธุรกิจรับส่งอาหารเดลิเวอรี่ในอนาคตได้

คำสำคัญ: ส่วนประสมทางการตลาด การสื่อสารการตลาดออนไลน์ การตัดสินใจเลือกใช้บริการ

Abstract

The purpose of this research was to study 1) the level of marketing mix, online marketing communication, and the decision on choosing food delivery services of the customers in Surat Thani Province. 2) the influence of marketing mix and online marketing communication on the decision on choosing food delivery services of the customers in Surat Thani Province. The samples of this study were 400 people who ordered foods through food delivery applications and lived in Surat Thani province. The instrument used for data collection was the questionnaires with a confidence value of 0.95. Descriptive statistics were used to estimate the frequencies, percentage, mean, and standard deviation of the sample data while Multiple Linear Regression was used as the statistical test.

The research found that 1) the marketing mix was at the highest level in all areas, online marketing communication was at high level and the overall decision on choosing food delivery services of the customers in Surat Thani Province was at the highest level. 2) the influence of marketing mix in the area of promotion and physical evidence , and online marketing communication in the form of online marketing search engine marketing, content marketing, and influencer marketing in online marketing communication affected the decision-making, significantly at 0.01. The results can give clear implications for food delivery businesses in the future.

Keywords: Marketing mix, online marketing communication, decision making.

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บทนำ

โลกทุกวันนี้จากกระแสของการเปลี่ยนแปลงทางเทคโนโลยี (Digital Disruption) นำมาซึ่งการเปลี่ยนแปลงรูปแบบโลกธุรกิจ (Hirschberg et al., 2016) รวมไปถึงธุรกิจร้านอาหารที่ได้รับผลกระทบในช่วง 5 ปีที่ผ่านมา ก่อให้เกิดการเปลี่ยนแปลงภายในห่วงโซ่ธุรกิจร้านอาหาร (ศูนย์วิจัยกสิกรไทย, 2562) อันเนื่องมาจากพฤติกรรมที่เปลี่ยนแปลงไปของผู้บริโภค พฤติกรรมของมนุษย์ในยุคปัจจุบันมีความต้องการความสะดวกสบายขั้นสุด โดยผู้บริโภคยินดีจ่ายเงินหากสินค้าหรือบริการนั้น ๆ ทำให้รู้สึกว่าได้รับความสะดวกสบายมากกว่าเดิม เกิดเป็นความเคยชิน โดยเฉพาะในเรื่องของการประหยัดเวลาและแรงงาน (Statista, 2020) ความเคยชินเหล่านั้นส่งผลให้กลายเป็นความขี้เกียจและก่อให้เกิดแนวโน้มเศรษฐกิจขี้เกียจขึ้น หรือที่เรียกว่า “Lazy Economy” (วิทยาลัยการจัดการ, 2562) ส่งผลให้หลายธุรกิจมีการปรับตัวเพื่อให้สามารถมองเห็นโอกาสของตลาดของธุรกิจ ซึ่งหนึ่งในธุรกิจที่ตอบโจทย์ความต้องการดังกล่าว และได้รับความนิยมสูงขึ้นอย่างต่อเนื่องในปัจจุบัน คือ ธุรกิจบริการรับส่งอาหาร หรือ Food Delivery

ธุรกิจบริการรับส่งอาหาร ได้เข้ามามีบทบาทเพิ่มมากขึ้นในการดำเนินชีวิตของผู้บริโภคยุคใหม่ ส่งผลให้มีอัตราการเติบโตอย่างต่อเนื่อง โดยในปี พ.ศ. 2562 ศูนย์วิจัยกสิกรไทย ประเมินธุรกิจบริการรับส่งอาหาร (Food Delivery) ในประเทศไทย มีมูลค่ารวมอยู่ที่ 3.3 – 3.5 หมื่นล้านบาท มีอัตราการเติบโตเพิ่มขึ้นจากปี พ.ศ. 2561 ถึงร้อยละ 14 (ศูนย์วิจัยกสิกรไทย, 18 พฤษภาคม 2563) อีกทั้ง จากสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนาสายพันธุ์ใหม่ 2019 หรือ COVID – 19 ส่งผลกระทบต่อการเปลี่ยนแปลงของผู้บริโภค (Laato et al., 2020) เนื่องมาจากผู้บริโภคมีความกังวลต่อสถานการณ์การแพร่ระบาดและเพื่อลดความเสี่ยงจากการได้รับเชื้อไวรัสดังกล่าว โดยมีค่าเฉลี่ยถึงร้อยละ 34 (Electronic Transactions Development Agency, 2020) ส่งผลให้มูลค่าการตลาดธุรกิจบริการรับส่งอาหาร ในปี พ.ศ. 2564 คาดว่าจะมีมูลค่ารวมสูงถึง 5.31 - 5.58 หมื่นล้านบาท หรือขยายตัวสูงถึงร้อยละ 18.4 - 24.4 เมื่อเทียบกับปี พ.ศ. 2563 (ศูนย์วิจัยกสิกรไทย, 19 สิงหาคม 2564) และไม่เพียงแต่ผู้บริโภคที่มีการปรับตัวจากสถานการณ์ที่เกิดขึ้นเท่านั้น ผู้ประกอบการร้านอาหารต่าง ๆ ที่ให้บริการเพียงหน้าร้านเป็นหลักต้องหันมาปรับเปลี่ยนช่องทางจากการขายรูปแบบออฟไลน์มาเป็นรูปแบบออนไลน์เพิ่มมากขึ้น (Gavilan et al., 2021) จากแนวโน้มการเติบโตของธุรกิจบริการรับส่งอาหารที่ได้กล่าวมาข้างต้น ส่งผลให้มีผู้ประกอบการธุรกิจรายใหม่เข้ามาเป็นส่วนแบ่งทางการตลาดและมีการแข่งขันที่รุนแรง ยกตัวอย่างเช่น Food Panda, Grab Food และ Line Man เป็นต้น การกำหนดกลยุทธ์การตลาดที่ตอบสนองความต้องการของผู้บริโภคจึงเป็นสิ่งสำคัญเพื่อรักษายอดขายและให้ธุรกิจสามารถดำรงอยู่รอดได้

จากการทบทวนวรรณกรรมที่ผ่านมาพบว่า กลยุทธ์ส่วนประสมทางการตลาดมีความสำคัญต่อธุรกิจเป็นอย่างมาก ช่วยเพิ่มยอดขาย (Burlea-Schiopoiu et al., 2021) เพิ่มลูกค้าใหม่ (Maida, 2020) เพิ่มอัตราการซื้อซ้ำหรือจงรักภักดี (Ilham, Romi, 2018) เพิ่มขีดความสามารถทางการแข่งขันและการอยู่รอดของธุรกิจ (Altay et al., 2022) โดยการศึกษางานวิจัยที่ผ่านมาส่วนใหญ่ประยุกต์ใช้กลยุทธ์ 7Ps Service marketing mix (Altay et al., 2022; กัญสพัฒน์ นับถือตรง, 2564; Anjani et al. 2018) นอกจากนี้ ยังพบว่าองค์ประกอบการสื่อสารการตลาดออนไลน์ยังขาดความชัดเจน โดยการศึกษางานวิจัยที่ผ่านมาส่วนใหญ่ใช้องค์ประกอบที่แตกต่างกัน เช่น งานวิจัยของ Halik, & Nugroho (2022) ใช้ตัวแปรการตลาดเชิงเนื้อหา (Content Marketing) ในการศึกษาการสื่อสารตลาดออนไลน์ ซึ่งแตกต่างกับงานวิจัยของ อรวรรณ สุทธิพงศ์สกุล และสมชาย เล็กเจริญ (2563) ใช้ตัวแปรการสื่อสารแบบปากต่อปากทางอิเล็กทรอนิกส์ การตลาดผ่านการแสดง ความคิดเห็นออนไลน์ (Feedback online) และเมื่อพิจารณาการศึกษาด้านความสัมพันธ์กับกระบวนการตัดสินใจซื้อ พบว่า งานวิจัยที่ผ่านมายังมองข้ามการศึกษาผลกระทบของส่วนประสมทางการตลาดและการสื่อสารการตลาดออนไลน์ในเวลาเดียวกัน โดยการศึกษาของ กัญสพัฒน์ นับถือตรง (2564); ณัฐศาสตร์ ปัญญานะและวัชรพจน์ ทรัพย์สงวนบุญ (2562) ศึกษาเกี่ยวกับส่วนประสมทางการตลาดกับกระบวนการตัดสินใจ และงานวิจัยของ ธัญญกัญน์ แท่งทอง และกรเอก กาญจนาโภคิน (2562); ธนิดา อัศวโยธิน (2562) ศึกษาเกี่ยวกับ การสื่อสารการตลาดออนไลน์กับกระบวนการตัดสินใจ ซึ่งนับว่าเป็นช่องว่างงานวิจัยที่ควรให้ความสนใจถึงผลกระทบของทั้งส่วนประสมทางการตลาดและการสื่อสารตลาดออนไลน์ในเวลาเดียวกัน

ด้วยเหตุนี้ผู้วิจัยจึงได้เห็นถึงความสำคัญและสนใจที่จะศึกษาเรื่องอิทธิพลของส่วนประสมทางการตลาดและการสื่อสารการตลาดออนไลน์ที่มีผลต่อการตัดสินใจใช้บริการรับส่งอาหารของผู้บริโภคในจังหวัดสุราษฎร์ธานี เนื่องด้วยจังหวัดสุราษฎร์ธานีแสดงให้เห็นถึงอัตราเติบโตและการได้รับความนิยมของธุรกิจบริการรับส่งอาหาร ถือเป็นธุรกิจใหม่ที่ส่งผลให้ส่วนแบ่งทางการตลาดมีการขยายตัวอย่างต่อเนื่องและมีการแข่งขันสูง อีกทั้งผลการศึกษาในครั้งนี้สามารถเป็นประโยชน์ต่อผู้ประกอบการธุรกิจบริการรับส่งอาหารหรือผู้ที่สนใจในช่องทางการดำเนินธุรกิจด้านนี้ ซึ่งนอกจากจะเป็นการเพิ่มองค์ความรู้เกี่ยวกับพฤติกรรมและมุมมองของผู้บริโภคแล้ว ยังสามารถนำข้อมูลที่ได้ไปเป็นแนวทางประกอบการวางแผนเชิงกลยุทธ์และนำมาปรับปรุงพัฒนาแผนการตลาดให้สอดคล้องกับความต้องการของผู้บริโภคต่อไป

วัตถุประสงค์ของการวิจัย

1) เพื่อศึกษาระดับส่วนประสมทางการตลาด การสื่อสารการตลาด และการตัดสินใจใช้บริการรับส่งอาหารของผู้บริโภคในจังหวัดสุราษฎร์ธานี

2) ศึกษาอิทธิพลของส่วนประสมทางการตลาดและการสื่อสารการตลาดออนไลน์ ที่มีผลต่อการตัดสินใจเลือกใช้บริการรับส่งอาหารของผู้บริโภคในจังหวัดสุราษฎร์ธานี

วิธีการดำเนินการวิจัย

งานวิจัยในครั้งนี้เป็นการวิจัยเชิงปริมาณ (Quantitative Research) วิธีเชิงสำรวจ (Survey Research) โดยเก็บแบบสอบถามรูปแบบอิเล็กทรอนิกส์ (Google forms) จากประชากรที่ใช้ในการศึกษาครั้งนี้ คือ ผู้บริโภคที่เคยใช้บริการรับส่งอาหารในเขตพื้นที่อำเภอเมือง จังหวัดสุราษฎร์ธานี อย่างน้อย 2 ครั้ง และกลุ่มตัวอย่างที่ใช้ในการศึกษาในครั้งนี้ เนื่องจากธุรกิจให้บริการรับส่งอาหารเป็นธุรกิจใหม่ในเขตพื้นที่อำเภอเมือง จังหวัดสุราษฎร์ธานี จึงไม่มีศูนย์กลางรวบรวมสถิติข้อมูลที่แน่ชัด ทำให้ไม่สามารถทราบจำนวนที่แน่นอนของประชากร ดังนั้น ผู้วิจัยจึงพิจารณาเลือกขนาดกลุ่มตัวอย่างเพื่อให้เหมาะสมกับขนาดของประชากร โดยคำนวณวิธีการสุ่มกลุ่มตัวอย่างแบบชั้นภูมิอย่างเป็นสัดส่วน (Proportional Stratified Random Sampling) คำนวณจากสูตรไม่ทราบขนาดกลุ่มประชากรของ Cochran (Cochran, 1977) กำหนดระดับค่าความเชื่อมั่นที่ร้อยละ 95 และระดับค่าความคลาดเคลื่อนที่ร้อยละ 5 จะได้ขนาดของกลุ่มตัวอย่างที่เหมาะสมที่สามารถนำมาอ้างอิงเป็นตัวแทนประชากรของกลุ่มเป้าหมายทั้งหมด เท่ากับ 385 ตัวอย่าง และเพื่อเป็นการป้องกันความผิดพลาดและความสะดวกในการวิเคราะห์ผล ผู้วิจัยจึงใช้ขนาดกลุ่มตัวอย่างทั้งหมด 400 ตัวอย่าง

การเก็บรวบรวมข้อมูลงานวิจัยในครั้งนี้ ผู้วิจัยได้ดำเนินการเก็บข้อมูลจากแบบสอบถาม ซึ่งประกอบด้วยข้อมูลด้านประชากรศาสตร์ ปัจจัยด้านส่วนประสมทางการตลาด ปัจจัยด้านการสื่อสารทางการตลาดออนไลน์ การตัดสินใจเลือกใช้บริการรับส่งอาหาร และข้อเสนอแนะ แบบสอบถามใช้มาตรวัดจำแนกระดับ (Rating Scale) โดยแบ่งเป็น 5 ระดับ ตามแนวคิดของ Likert Scale (Likert, 1932) คือ ระดับ 5 = สำคัญมากที่สุด ระดับ 4 = สำคัญมาก ระดับ 3 = สำคัญปานกลาง ระดับ 2 = สำคัญน้อย ระดับ 1 = สำคัญน้อยที่สุด เพื่อศึกษาระดับความสำคัญของประเด็นตัวแปรส่วนประสมทางการตลาด (ประกอบด้วย 7 ตัวแปร 53 ประเด็น) ประเด็นตัวแปรการสื่อสารทางการตลาดออนไลน์ (ประกอบด้วย 36 ประเด็น) และประเด็นตัวแปรการตัดสินใจเลือกใช้บริการรับส่งอาหาร (ประกอบด้วย 5 ตัวแปร 25 ประเด็น)

ขั้นตอนในการวิจัย ประกอบด้วย 4 ขั้นตอน ดังนี้ 1) ศึกษาและรวบรวมแนวคิดทฤษฎี งานวิจัยที่เกี่ยวข้องเพื่อสังเคราะห์ตัวแปรในการสร้างแบบสอบถามให้สอดคล้องเป็นไปตามวัตถุประสงค์ของงานวิจัยที่กำหนด 2) ตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อพิจารณาค่าความเที่ยงตรง ความเหมาะสมของเนื้อหา และความเหมาะสมของการใช้ภาษา เพื่อให้สอดคล้องกับค่าดัชนีความสอดคล้องกับวัตถุประสงค์ของการศึกษา (Index of Item - Objective Congruence: IOC) โดยผ่านการตรวจสอบจากผู้เชี่ยวชาญด้านวิชาการจำนวน 2 ท่าน และผู้เชี่ยวชาญด้านการตลาด จำนวน 1 ท่าน ผลการตรวจสอบคุณภาพของเครื่องมือที่ใช้ในการเก็บข้อมูลวิจัยในครั้งนี้ ข้อคำถามทั้งหมดมีค่าอยู่ระหว่าง 0.67 - 1.00 ซึ่งอธิบายได้ว่า เครื่องมือมีความสอดคล้องกับกรอบแนวคิดที่ใช้ในการวิจัย 3) ประเมินจริยธรรมการวิจัยในมนุษย์และได้รับอนุมัติผ่านการรับรองโดยคณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยราชภัฏสุราษฎร์ธานี จังหวัดสุราษฎร์ธานี รหัสเอกสารรับรองเลขที่ SRU-EC2021/028 และ 4) ทดสอบแบบสอบถามกับกลุ่มประชากรที่ไม่ใช่กลุ่มตัวอย่าง (Try out) จำนวน 30 คน เพื่อทดสอบค่าความเที่ยงตรง (Validity) และทดสอบค่าความเชื่อมั่น (Reliability) ของแบบสอบถาม โดยวิเคราะห์ค่าสัมประสิทธิ์แอลฟ่าของครอนบาค (Cronbach's Alpha Coefficient) ทั้งนี้ ตัวแปรแฝงทุกตัวมีค่าสัมประสิทธิ์อัลฟ่ามีค่าอยู่ระหว่าง 0.705 - 0.964 ซึ่งมากกว่า 0.70 เป็นที่ยอมรับได้ (Nunnally, 1978; Hair et al., 2010; Panayides, 2013) และในการแปลผลค่าสัมประสิทธิ์ความสัมพันธ์ระหว่างคะแนนรวมกับคำถามรายข้อคำถาม (Corrected Item-Total Correlation) จะต้องมีค่าตั้งแต่ 0.3 ขึ้นไป (Field, 2005) โดยผู้วิจัยได้ตรวจสอบความเที่ยงตรงของข้อมูลทดลองใช้ (n = 36) และข้อมูลที่เก็บจริงของกลุ่มตัวอย่างผู้บริโภคที่ใช้บริการรับส่งอาหารในเขตพื้นที่อำเภอเมือง จังหวัดสุราษฎร์ธานี (n = 400) ผลการทดสอบ พบว่า ผู้วิจัยไม่ได้ทำการตัดข้อคำถามใดออกจากตัวแปร เนื่องจากผลการวิเคราะห์ความเที่ยงตรงของคำถามในแต่ละตัวแปรได้ค่ามาตรฐานตามที่กำหนด ทั้งนี้ ผู้วิจัยได้ดำเนินการเก็บข้อมูลแบบสอบถามในช่วงระหว่างเดือนมิถุนายน - กรกฎาคม 2564 และมีการคัดกรองผู้ตอบแบบสอบถามเพื่อให้แน่ชัดว่าเป็นผู้มีประสบการณ์ในการเลือกใช้บริการรับส่งอาหารผ่านแอพพลิเคชันออนไลน์รับส่งอาหาร

สรุปผลการวิจัย

1. สรุปผลข้อมูลสภาพส่วนบุคคล

กลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิง ร้อยละ 62 ซึ่งมีอายุระหว่าง 21 - 30 ปี ร้อยละ 49 และมีสถานภาพโสด ร้อยละ 67.80 ระดับการศึกษาอยู่ในระดับปริญญาตรี ร้อยละ 70 มีอาชีพเป็นพนักงานของรัฐฯ ร้อยละ 42.80 รายได้เฉลี่ยต่อเดือนอยู่ที่ 10,000 - 20,000 บาท ร้อยละ 51.20 โดยพักอาศัยเป็นประเภทบ้าน ร้อยละ 76.80 และมีสมาชิกอาศัยร่วมกันจำนวน 2 - 3 คน ร้อยละ 47 ขณะเดียวกันผลการวิเคราะห์พฤติกรรมของกลุ่มตัวอย่าง พบว่า ส่วนใหญ่นิยมเลือกใช้บริการแอปพลิเคชันฟู้ดแพนด้า (Food Panda) ร้อยละ 46 โดยรู้จักแอปพลิเคชันรับส่งอาหารผ่านสื่อสังคมออนไลน์ ร้อยละ 32.20 ซึ่งความถี่ในการใช้บริการประมาณ 2 - 3 ครั้งต่อสัปดาห์ ร้อยละ 41.50 มีเหตุผลในการเลือกใช้บริการเนื่องจากต้องการประหยัดค่าใช้จ่ายและเวลา ร้อยละ 32.80 ประเภทอาหารที่สั่ง คือ อาหารจานหลัก

ร้อยละ 64.30 ซึ่งนิยมใช้บริการในวันเสาร์ ร้อยละ 40 ในช่วงเวลา 12.01 - 14.00 น. ร้อยละ 32.50 โดยมีค่าใช้จ่ายเฉลี่ยแต่ละครั้งประมาณ 101 - 200 บาท ร้อยละ 54 และส่วนใหญ่สั่งอาหารมารับประทานกับครอบครัว ร้อยละ 46.80

2. ผลการศึกษาระดับส่วนประสมทางการตลาดของธุรกิจบริการรับส่งอาหารในจังหวัดสุราษฎร์ธานี

ผู้วิจัยได้ทำการวิเคราะห์ประเด็นส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจเลือกใช้บริการรับส่งอาหารในจังหวัดสุราษฎร์ธานี พบว่า กลุ่มตัวอย่างมีระดับความคิดเห็นโดยภาพรวมอยู่ที่ระดับ มากที่สุด (ค่าเฉลี่ยเท่ากับ 4.29) เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านกระบวนการ มีค่าเฉลี่ยมากที่สุด (ค่าเฉลี่ยเท่ากับ 4.40) รองลงมา คือ ด้านผลิตภัณฑ์ (ค่าเฉลี่ยเท่ากับ 4.39) ด้านช่องทางการจัดจำหน่าย (ค่าเฉลี่ยเท่ากับ 4.28) ด้านบุคคล (ค่าเฉลี่ยเท่ากับ 4.27) ด้านการนำเสนอลักษณะทางกายภาพ (ค่าเฉลี่ยเท่ากับ 4.26) ด้านการส่งเสริมการตลาด (ค่าเฉลี่ยเท่ากับ 4.21) และด้านราคา (ค่าเฉลี่ยเท่ากับ 4.19) ตามลำดับ ดังแสดงผลการวิเคราะห์ข้อมูลในตารางที่ 1

ตารางที่ 1 แสดงระดับความคิดเห็นของส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจเลือกใช้บริการรับส่งอาหาร โดยภาพรวม

ส่วนประสมทางการตลาด	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	แปลผล
ด้านผลิตภัณฑ์	4.39	0.53	เห็นด้วยมากที่สุด
ด้านราคา	4.19	0.67	เห็นด้วยมาก
ด้านช่องทางการจัดจำหน่าย	4.28	0.58	เห็นด้วยมากที่สุด
ด้านการส่งเสริมการตลาด	4.21	0.59	เห็นด้วยมากที่สุด
ด้านบุคคล	4.27	0.58	เห็นด้วยมากที่สุด
ด้านกระบวนการ	4.40	0.56	เห็นด้วยมากที่สุด
ด้านการนำเสนอลักษณะทางกายภาพ	4.26	0.57	เห็นด้วยมากที่สุด
ภาพรวมทั้งหมด	**4.29**	**0.51**	**เห็นด้วยมากที่สุด**

3. ผลการศึกษาระดับการสื่อสารการตลาดออนไลน์ของธุรกิจบริการรับส่งอาหารในจังหวัดสุราษฎร์ธานี

ก่อนทำการวิเคราะห์องค์ประกอบของการสื่อสารการตลาดออนไลน์ จำนวน 36 ตัวแปร ผู้วิจัยได้ทำการตรวจสอบข้อมูลตามเงื่อนไขทางสถิติ โดยการวิเคราะห์ข้อมูลด้วยการวิเคราะห์องค์ประกอบเชิงสำรวจ (Exploratory Factor Analysis: EFA) โดยใช้วิธีสกัดปัจจัยหลัก (Principal Component Analysis) เพื่อจัดกลุ่มองค์ประกอบใหม่ที่มีความสัมพันธ์กันทั้งทางบวกและทางลบให้อยู่ในกลุ่มปัจจัย (Factor) เดียวกันได้อย่างเหมาะสม โดยมีการวิเคราะห์ข้อมูลดังนี้ 1) ตรวจสอบค่า KMO (Kaiser-Meyer-Olkin) มีค่าเท่ากับ 0.950 ซึ่งมีค่าเข้าใกล้ 1 แสดงถึงความเหมาะสมของข้อมูลทั้งหมดและประเด็นตัวแปรต่าง ๆ ที่สามารถใช้วิเคราะห์องค์ประกอบได้ในระดับดีมาก เนื่องจากมีค่าที่มากกว่า 0.5 (Kaiser, 1970) และจากผลการทดสอบค่า Bartlett's Test of Sphericity พบว่าประเด็นตัวแปรต่าง ๆ มีความสัมพันธ์กันอย่างมีนัยสำคัญทางสถิติ โดยค่า Chi – Square เท่ากับ 18240.506 ค่า df เท่ากับ 630 และ p-value < 0.01 จึงสามารถอธิบายได้ว่า ประเด็นตัวแปรทั้ง 36 ตัวแปร มีความเหมาะสมและสัมพันธ์กันเพียงพอที่จะนำไปวิเคราะห์องค์ประกอบเชิงสำรวจได้ 2) ตรวจสอบค่าความร่วมกันก่อนและหลังการสกัดองค์ประกอบ (Communalities Analysis) ซึ่งใช้วิธี Principal Component Analysis (PCA) ของทุกข้อคำถามที่มีค่าเท่ากับ 1.000 และหลังการสกัดองค์ประกอบ มีค่ามากกว่า 0.50 ทุกข้อคำถาม แสดงว่า ข้อคำถามมีความเหมาะสมในการวิเคราะห์องค์ประกอบในลำดับถัดไป 3) ตรวจสอบค่าความแปรปรวน (Total Vicariance Explained) เมื่อพิจารณาองค์ประกอบที่มีค่าความแปรปรวนของตัวแปร (Eigenvalue) ที่มีค่ามากกว่า 1 พบว่า มีทั้งหมด 5 องค์ประกอบ โดยมีค่าความแปรปรวนของตัวแปร ตั้งแต่ 1.111 - 20.339 และร้อยละของการอธิบายค่าความแปรปรวนสะสม (Cumulative Percentage of Variance) ขององค์ประกอบที่ 1 ถึง 5 เท่ากับร้อยละ 79.44 4) ตรวจสอบผลจากการหมุนแกนองค์ประกอบ ผู้วิจัยเลือกใช้วิธีการหมุนแกนแบบออโธกอนอล (Orthogonal Rotation) ด้วยวิธีวาริแมกซ์ (Varimax Method) เพื่อแจกแจงให้ชัดเจนยิ่งขึ้นว่าตัวแปรใดมีความเหมาะสมอยู่ในองค์ประกอบใด พบว่า สามารถจัดกลุ่มองค์ประกอบใหม่ได้ จำนวน 5 องค์ประกอบ ได้แก่

องค์ประกอบที่ 1 การโฆษณาผ่านสื่อออนไลน์
องค์ประกอบที่ 2 การตลาดเชิงเนื้อหา
องค์ประกอบที่ 3 การตลาดผ่านผู้มีอิทธิพลทางความคิดและการกระทำต่อผู้บริโภค
องค์ประกอบที่ 4 การตลาดผ่านเครือข่ายสื่อสังคมออนไลน์
องค์ประกอบที่ 5 การตลาดผ่านเครื่องมือค้นหาบนอินเทอร์เน็ต

โดยเรียงตามค่าน้ำหนักองค์ประกอบ ดังแสดงผลการวิเคราะห์ตัวแปรในตารางที่ 2 - 6

ตารางที่ 2 แสดงผลการวิเคราะห์ตัวแปร ค่าน้ำหนักและค่าความแปรปรวนสะสม ขององค์ประกอบที่ 1 การโฆษณาผ่านสื่อออนไลน์

ตัวแปร	ข้อคำถามที่ใช้ในการวิจัย	น้ำหนักองค์ประกอบ
X28	ผู้บริโภคให้ความสนใจเข้าชมโฆษณาทุกครั้ง เมื่อมีการแจ้งเตือน (Notification) บนสื่อออนไลน์	0.860
X29	ผู้บริโภคให้ความสนใจเข้าร่วมกิจกรรมส่งเสริมการขายจากโฆษณาผ่านสื่อออนไลน์	0.834
X31	การโฆษณาผ่านสื่อออนไลน์ช่วยให้สามารถพูดคุย โต้ตอบหรือแสดงความคิดเห็นที่เกี่ยวข้องกับการบริการได้ทันที	0.809
X27	ผู้บริโภคให้ความสนใจเข้าชมโฆษณาทุกครั้ง เมื่อพบเห็นโฆษณาบนสื่อออนไลน์ เช่น Facebook Instagram เป็นต้น	0.793
X30	การโฆษณาผ่านสื่อออนไลน์ กระตุ้นให้ผู้บริโภคค้นหาหรือเชื่อมต่อไปยังแอปพลิเคชันให้บริการรับส่งอาหารได้สะดวกและรวดเร็วขึ้น	0.790
X33	ผู้บริโภคมีการค้นหาคำแนะนำหรือข้อความแสดงความคิดเห็นจากคนรู้จักผ่านทางอินเทอร์เน็ตก่อนตัดสินใจเลือกใช้บริการรับส่งอาหาร	0.776
X15	ผู้บริโภคมีการพูดคุยแลกเปลี่ยนเกี่ยวกับบริการรับส่งอาหารกับบุคคลที่ท่านไม่รู้จักผ่านสื่อออนไลน์	0.715
X32	ผู้บริโภคให้ความสนใจต่อการโฆษณาผ่านสื่อออนไลน์ด้วยภาพหรือวิดีโอ	0.682

ค่า Eigenvalue เท่ากับ 20.339 และค่าร้อยละความแปรปรวน เท่ากับ 56.497

ตารางที่ 3 แสดงผลการวิเคราะห์ตัวแปร ค่าน้ำหนักและค่าความแปรปรวนสะสม ขององค์ประกอบที่ 2 การตลาดเชิงเนื้อหา

ตัวแปร	ข้อคำถามที่ใช้ในการวิจัย	น้ำหนักองค์ประกอบ
X6	ผู้บริโภคสนใจเนื้อหาที่มีการนำเสนอเชื่อมโยงกับเรื่องต่าง ๆ ที่กำลังเป็นกระแสสังคมหรือสำนวนภาษาตามสมัยนิยม	0.824
X3	ผู้บริโภคสนใจกราฟิกที่มีเนื้อหาสั้น กระชับ เข้าใจง่าย	0.810
X4	ผู้บริโภคสนใจเนื้อหาที่มีสาระและความบันเทิงควบคู่กันไป	0.805
X5	ผู้บริโภคสนใจเนื้อหาที่มีการนำเสนอจุดเด่นของแบรนด์ธุรกิจให้บริการรับส่งอาหารที่เข้ากับรูปแบบของการทำการตลาดเชิงเนื้อหา	0.779
X7	ผู้บริโภคสนใจการนำเสนอของเนื้อหาที่แปลกใหม่ มีความสร้างสรรค์และมีเอกลักษณ์ของแบรนด์ธุรกิจให้บริการรับส่งอาหาร	0.759
X9	ผู้บริโภคคิดว่าการนำเสนอเนื้อหา รูปภาพหรือวิดีโอกราฟิกที่มีความแตกต่าง ทำให้เกิดความได้เปรียบกว่าแบรนด์อื่น ๆ ในตลาด	0.755
X2	ผู้บริโภคสนใจเนื้อหาที่มีการสื่อสารด้วยภาพหรือวิดีโอมากกว่าข้อความ	0.753
X8	ผู้บริโภคสนใจเข้าร่วมกิจกรรมส่งเสริมการขาย (ลด แลก แจก แถม) จากเนื้อหาที่สร้างขึ้น	0.700
X36	ผู้บริโภคให้ความสนใจในการแสดงความคิดเห็นออนไลน์ผ่านอินเทอร์เน็ตทำให้ท่านรู้ถึงประสิทธิภาพของการให้บริการของแบรนด์ให้บริการรับส่งอาหาร	0.557
X1	ผู้บริโภคได้รับข้อมูลข่าวสารประชาสัมพันธ์การให้บริการรับส่งอาหาร เนื้อหาผ่านเว็บไซต์หรือช่องทางออนไลน์ เช่น Facebook, Instagram เป็นต้น	0.444
X16	ผู้บริโภคคิดว่าการใช้สื่อสังคมออนไลน์ช่วยสร้างความสัมพันธ์กับลูกค้าได้ง่ายขึ้น เช่น การสนทนาการโต้ตอบ เป็นต้น	0.403

ค่า Eigenvalue เท่ากับ 3.884 และค่าร้อยละความแปรปรวน เท่ากับ 10.788

ตารางที่ 4 แสดงผลการวิเคราะห์ตัวแปร ค่าน้ำหนักและค่าความแปรปรวนสะสม ขององค์ประกอบที่ 3 การตลาดผ่านผู้มีอิทธิพลทางความคิดและการกระทำต่อผู้บริโภค

ตัวแปร	ข้อคำถามที่ใช้ในการวิจัย	น้ำหนักองค์ประกอบ
X25	รูปแบบการนำเสนอของผู้ทรงอิทธิพล ผ่านการเขียนบทความบน Blog บอกเล่าข้อมูลและประสบการณ์การใช้จริง ทำให้ผู้บริโภคสนใจและตัดสินใจเลือกใช้บริการรับส่งอาหาร	0.818
X26	รูปแบบการนำเสนอของผู้ทรงอิทธิพล ผ่านการรีวิวภาพหรือโพสต์คลิปวิดีโอการใช้บริการรับส่งอาหาร ทำให้ผู้บริโภคสนใจและตัดสินใจเลือกใช้บริการรับส่งอาหาร	0.813
X22	ผู้ทรงอิทธิพลที่มีทัศคติและค่านิยมคล้ายคลึงกับผู้บริโภค ทำให้เกิดการคล้อยตามและตัดสินใจเลือกใช้บริการรับส่งอาหาร	0.782
X21	บุคลิกภาพของผู้ทรงอิทธิพลที่มีความโดดเด่นเฉพาะตัว ทำให้ผู้บริโภครู้สึกประทับใจและตัดสินใจเลือกใช้บริการรับส่งอาหาร	0.711
X24	รูปแบบการนำเสนอของผู้ทรงอิทธิพล ผ่านสื่อสังคมออนไลน์ เช่น Live ผ่านทาง Facebook หรือ Instagram ทำให้ผู้บริโภคสนใจและตัดสินใจเลือกใช้บริการรับส่งอาหาร	0.656
X23	เนื้อหา ภาพหรือวิดีโอที่นำเสนอเกี่ยวกับแบรนด์ให้บริการรับส่งอาหารผ่านผู้ทรงอิทธิพลส่งผลให้ผู้บริโภคค้นหาข้อมูลเกี่ยวกับแบรนด์นั้น ๆ	0.597
X35	ผู้บริโภคเชื่อถือคำแนะนำหรือคำบอกกล่าวข้อมูลเกี่ยวกับการใช้บริการรับส่งอาหารจากผู้ใช้บริการจริงผ่านทางอินเทอร์เน็ต	0.469
X34	ผู้บริโภคมีการค้นหาคำแนะนำหรือการแสดงความคิดเห็นจากผู้มีประสบการณ์การใช้บริการรับส่งอาหารผ่านทางอินเทอร์เน็ตก่อนตัดสินใจเลือกใช้บริการรับส่งอาหาร	0.460

ค่า Eigenvalue เท่ากับ 1.966 และค่าร้อยละความแปรปรวน เท่ากับ 5.460

ตารางที่ 5 แสดงผลการวิเคราะห์ตัวแปร ค่าน้ำหนักและค่าความแปรปรวนสะสม ขององค์ประกอบที่ 4 การตลาดผ่านเครือข่ายสื่อสังคมออนไลน์

ตัวแปร	ข้อคำถามที่ใช้ในการวิจัย	น้ำหนักองค์ประกอบ
X14	ผู้บริโภคมีความสนใจเข้าร่วมกิจกรรมส่งเสริมการขาย (ลด แลก แจก แถม) จากการโฆษณาผ่านสื่อสังคมออนไลน์	0.650
X12	ผู้บริโภคมีความสนใจเมื่อเห็นโฆษณาหรือโปรโมชั่นผ่านสื่อสังคมออนไลน์	0.645
X10	ผู้บริโภคกดติดตามแฟนเพจ (Fan page) ของสื่อสังคมออนไลน์เพื่อรับข้อมูลข่าวสารของแบรนด์ให้บริการรับส่งอาหารที่ชื่นชอบ	0.632
X13	ผู้บริโภคใช้ช่องทางสื่อสังคมออนไลน์ค้นหาข้อมูลก่อนตัดสินใจเลือกใช้บริการจัดส่งอาหาร	0.544
X11	ผู้บริโภครู้สึกว่าสื่อสังคมออนไลน์มีการอัปเดตข้อมูลข่าวสารต่าง ๆ ที่สะดวกและสามารถเข้าถึงแบรนด์บริการรับส่งอาหารได้อย่างรวดเร็ว	0.538

ค่า Eigenvalue เท่ากับ 1.301 และค่าร้อยละความแปรปรวน เท่ากับ 3.614

ตารางที่ 6 แสดงผลการวิเคราะห์ตัวแปร ค่าน้ำหนักและค่าความแปรปรวนสะสม ขององค์ประกอบที่ 5 การตลาดผ่านเครื่องมือค้นหาบนอินเทอร์เน็ต

ตัวแปร	ข้อคำถามที่ใช้ในการวิจัย	น้ำหนักองค์ประกอบ
X17	การค้นหาข้อมูลข่าวสารต่าง ๆ ของแบรนด์ให้บริการรับส่งอาหารที่ผู้บริโภคสนใจบนอินเทอร์เน็ต เช่น Google ทำให้สามารถเข้าถึงข้อมูลได้อย่างสะดวกและรวดเร็ว	0.726
X19	ส่วนใหญ่ผู้บริโภคมีการใช้ช่องทางการค้นหาข้อมูลบนอินเทอร์เน็ตก่อนตัดสินใจเลือกใช้บริการรับส่งอาหาร	0.552
X20	ผู้บริโภคให้ความสนใจเข้าร่วมกิจกรรมส่งเสริมการขาย (ลด แลก แจก แถม) จากการค้นหาข้อมูลบนอินเทอร์เน็ต	0.507
X18	ผู้บริโภคมีความสนใจเมื่อเห็นการโฆษณาหรือโปรโมชั่นผ่านการค้นหาบนอินเทอร์เน็ต	0.446

ค่า Eigenvalue เท่ากับ 1.111 และค่าร้อยละความแปรปรวน เท่ากับ 3.085

4. ผลการศึกษาระดับการตัดสินใจเลือกใช้บริการรับส่งอาหารในจังหวัดสุราษฎร์ธานี

ผลการวิเคราะห์ระดับการตัดสินใจเลือกใช้บริการรับส่งอาหารในจังหวัดสุราษฎร์ธานี พบว่า กลุ่มตัวอย่างมีระดับความคิดเห็นโดยภาพรวมอยู่ที่ระดับมาก (ค่าเฉลี่ยเท่ากับ 4.20) เมื่อพิจารณาเป็นรายด้าน พบว่า การตัดสินใจซื้อมีค่าเฉลี่ยมากที่สุด (ค่าเฉลี่ยเท่ากับ 4.25) รองลงมา คือ การตระหนักถึงปัญหาและการประเมินทางเลือก (ค่าเฉลี่ยเท่ากับ 4.24) พฤติกรรมหลังการซื้อ (ค่าเฉลี่ยเท่ากับ 4.19) และการแสวงหาข้อมูล (ค่าเฉลี่ยเท่ากับ 4.07) ตามลำดับ ดังแสดงผลการวิเคราะห์ข้อมูลในตารางที่ 7

ตารางที่ 7 แสดงระดับความคิดเห็นของการตัดสินใจเลือกใช้บริการรับส่งอาหารในจังหวัดสุราษฎร์ธานี โดยภาพรวม

การตัดสินใจเลือกใช้บริการ	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	แปลผล
1. การตระหนักถึงปัญหา	4.24	0.54	เห็นด้วยมากที่สุด
2. การแสวงหาข้อมูล	4.07	0.69	เห็นด้วยมาก
3. การประเมินทางเลือก	4.24	0.63	เห็นด้วยมากที่สุด
4. การตัดสินใจซื้อ	4.25	0.57	เห็นด้วยมากที่สุด
5. พฤติกรรมหลังการซื้อ	4.19	0.56	เห็นด้วยมาก
ภาพรวมทั้งหมด	**4.20**	**0.52**	**เห็นด้วยมาก**

5. ผลการวิเคราะห์อิทธิพลของส่วนประสมทางการตลาดและการสื่อสารการตลาดออนไลน์ที่มีผลต่อการตัดสินใจเลือกใช้บริการรับส่งอาหารจังหวัดสุราษฎร์ธานี

ผู้วิจัยทำการตรวจสอบข้อมูลเบื้องต้นทางสถิติของข้อมูลตามเงื่อนไขความสัมพันธ์ระหว่างตัวแปรอิสระ เพื่อป้องกันการเกิดความสัมพันธ์ร่วมเชิงพหุเชิงเส้น (Multicollinearity) ซึ่งตรวจสอบโดยใช้สถิติ Collinearity โดยการวิเคราะห์ค่าความคงทนหรือความคลาดเคลื่อนยินยอม (Tolerance) ซึ่งไม่ควรเข้ามีค่าเข้าใกล้ 0 และควรมีค่ามากกว่า 0.10 (Hair et al., 2006) พบว่า ค่าที่ได้อยู่ระหว่าง 0.201 - 0.339 และวิเคราะห์ค่าปัจจัยการขยายตัวของความแปรปรวน หรือ VIF (Variance Inflation Factor) ของตัวแปรอิสระทุกตัว ควรมีค่าน้อยกว่า 10 (Hair et al., 2006; Gujarati and Porter, 2009) พบว่า ค่าที่ได้อยู่ระหว่าง 2.953 - 4.986 จากผลการตรวจสอบแสดงว่าตัวแปรอิสระทุกตัวเป็นอิสระจากกันและไม่มีความสัมพันธ์ร่วมเชิงพหุเชิงเส้น (Multicollinearity)

ผลการวิเคราะห์ความสัมพันธ์ของอิทธิพลของส่วนประสมทางการตลาดและการสื่อสารการตลาดออนไลน์ที่มีผลต่อการตัดสินใจเลือกใช้บริการรับส่งอาหารในจังหวัดสุราษฎร์ธานี พบว่า ตัวแปรที่มีนัยสำคัญทางสถิติที่ระดับ 0.05 ประกอบด้วย 5 ตัวแปร ได้แก่ ด้านการส่งเสริมการตลาด (X_4) (Sig. = 0.001) ด้านลักษณะทางกายภาพ (X_7) (Sig. = 0.001) การตลาดเชิงเนื้อหา (X_9) (Sig. = 0.000) การตลาดผ่านผู้มีอิทธิพลทางความคิดและการกระทำต่อผู้บริโภค (X_{10}) (Sig. = 0.007) และการตลาดผ่านเครื่องมือค้นหาบนอินเทอร์เน็ต (X_{12}) (Sig. = 0.018) ส่วนตัวแปรอื่น ๆ ไม่มีอิทธิพลต่อการตัดสินใจเลือกใช้บริการรับส่งอาหารในจังหวัดสุราษฎร์ธานี ทั้งนี้ สามารถพยากรณ์การตัดสินใจเลือกใช้บริการรับส่งอาหาร ได้เท่ากับร้อยละ 69.50 แสดงให้เห็นว่า มีความเป็นไปได้ในการตั้งสมมติฐานต่อการตัดสินใจเลือกใช้บริการรับส่งอาหารของผู้บริโภคในจังหวัดสุราษฎร์ธานี ดังแสดงผลการวิเคราะห์ข้อมูลในตารางที่ 8

ตารางที่ 8 แสดงผลการวิเคราะห์ความสัมพันธ์ของอิทธิพลของส่วนประสมทางการตลาดและการสื่อสารการตลาดออนไลน์ที่มีผลต่อการตัดสินใจเลือกใช้บริการรับส่งอาหารจังหวัดสุราษฎร์ธานี (n = 400)

ตัวแปร	B	S.E.	β	t	Sig.
ค่าคงที่ (Constant)	0.598	0.139		4.300	0.000**
ส่วนประสมทางการตลาด					
ด้านผลิตภัณฑ์ (X_1)	0.019	0.049	0.020	0.394	0.694
ด้านราคา (X_2)	-0.028	0.040	-0.038	-0.707	0.480
ด้านช่องทางการจัดจำหน่าย (X_3)	0.089	0.054	0.102	1.635	0.103
ด้านการส่งเสริมการตลาด (X_4)	0.148	0.043	0.173	3.474	0.001**
ด้านบุคคล (X_5)	0.018	0.049	0.020	0.358	0.720
ด้านกระบวนการ (X_6)	0.076	0.057	0.084	1.339	0.181
ด้านการนำเสนอลักษณะทางกายภาพ (X_7)	0.180	0.053	0.204	3.423	0.001**
การสื่อสารการตลาดออนไลน์					
การโฆษณาผ่านสื่อออนไลน์ (X_8)	0.022	0.039	0.035	0.577	0.564
การตลาดเชิงเนื้อหา (X_9)	0.206	0.051	0.233	4.073	0.000**
การตลาดผ่านผู้มีอิทธิพลทางความคิดและการกระทำต่อผู้บริโภค (X_{10})	0.114	0.042	0.158	2.697	0.007**
การตลาดผ่านเครือข่ายสื่อสังคมออนไลน์ (X_{11})	-0.067	0.039	-0.096	-1.710	0.088
การตลาดผ่านเครื่องมือค้นหาบนอินเทอร์เน็ต (X_{12})	0.082	0.035	0.114	2.368	0.018*
F=73.382, Sig.=0.000, R=0.833, R^2=0.695, Adj. R^2=0.685, Durbin – Watson=1.860					

* Sig < 0.05, ** < 0.01

อภิปรายผลการวิจัย

จากการศึกษางานวิจัย เรื่อง อิทธิพลของส่วนประสมทางการตลาดและการสื่อสารการตลาดออนไลน์ที่มีผลต่อธุรกิจบริการรับส่งอาหารในจังหวัดสุราษฎร์ธานี สรุปผลการวิจัยได้ดังนี้

ผลการวิเคราะห์ระดับส่วนประสมทางการตลาดที่มีผลต่อธุรกิจบริการรับส่งอาหารของผู้บริโภคในจังหวัดสุราษฎร์ธานี พบว่า ผู้ตอบแบบสอบถามให้ความสำคัญโดยค่าเฉลี่ยภาพรวมกับส่วนประสมทางการตลาด ด้านการส่งเสริมทางการตลาดในระดับมากที่สุด เกี่ยวกับกิจกรรมส่งเสริมการขายที่น่าสนใจ เช่น คูปองส่วนลด, สั่งซื้ออาหาร 1 แถม 1, โค้ดส่วนลด, บัตรสะสมแต้ม, ฟรีค่าจัดส่งเมื่อสั่งอาหารถึงขั้นต่ำที่กำหนด เป็นต้น โดยประชาสัมพันธ์ผ่านช่องทางออนไลน์ต่าง ๆ เพื่อเข้าถึงผู้บริโภคได้อย่างรวดเร็ว ซึ่งสอดคล้องกับการศึกษาของ ธนรัตน์ ศรีสำอาง (2558) กลุ่มตัวอย่างให้ความสำคัญในเรื่องส่วนลดในการซื้อครั้งถัดไปและโปรโมชั่นแถมสินค้า และผลการศึกษาของ ณัฐศาสตร์ ปัญญานะและวัชรพจน์ ทรัพย์สงวนบุญ (2562) กลุ่มตัวอย่างให้ความสำคัญในเรื่องการจัดโปรโมชั่นและการจัดส่งสินค้าฟรีเมื่อซื้อครบตามจำนวน สอดคล้องกับผลการศึกษาของ ศิริกัญญา อินทร์ขำวงค์ (2561) กลุ่มตัวอย่างให้ความสำคัญกับส่วนลดพิเศษเนื่องในวันพิเศษต่าง ๆ อีกทั้งจากผลการศึกษาของ สุรภี ฤทธิ์มาก, สมบูรณ์ ศรีอนุรักษ์วงศ์ และประภัสสร วิเศษประภา (2562) ผู้บริโภคให้ความสำคัญในเรื่องการประชาสัมพันธ์ผ่านช่องทางสื่อต่าง ๆ มีสิทธิพิเศษส่วนลดให้กับลูกค้าในวันพิเศษต่าง ๆ และมีส่วนลดค่าอาหาร และค่าบริการจัดส่ง รวมถึงงานวิจัยของ วสุดา รังสิเสนา ณ อยุธยาและอาษา ตั้งจิตสมคิด (2560) กลุ่มตัวอย่างให้ความสำคัญในเรื่องการประชาสัมพันธ์ผ่านช่องทางสื่อต่าง ๆ นอกจากนี้ ผู้ตอบแบบสอบถามให้ความสำคัญกับด้านการนำเสนอลักษณะทางกายภาพในระดับมากที่สุด เกี่ยวกับแอปพลิเคชันที่มีความทันสมัยและน่าสนใจ มีการจัดหมวดหมู่ประเภทของรายการอาหารและค่าบริการจัดส่งอาหารไว้อย่างชัดเจนและครบถ้วน รวมไปถึงรูปภาพเมนูรายการอาหารที่มีความสวยงาม น่ารับประทาน และให้ความสำคัญในเรื่องของบรรจุภัณฑ์ในการจัดส่งอาหารที่มีความสะอาดและปลอดภัย สอดคล้องกับผลการศึกษาของ ณัฐศาสตร์ ปัญญานะ และวัชรพจน์ ทรัพย์สงวนบุญ (2562) กลุ่มตัวอย่างให้ความสำคัญในเรื่องความสะอาดและปลอดภัยของอุปกรณ์ในการขนส่ง และผลการวิจัยของ พิมพุมผกา บุญธนาพีรัชต์ (2560) กลุ่มตัวอย่างให้ความสำคัญในเรื่องข้อมูลบนเว็บไซต์ที่มีความทันสมัย เช่นเดียวกับผลการวิจัยของ มัติเศษมา (2562) กลุ่มตัวอย่างให้ความสำคัญกับเว็บไซต์ที่มีความสวยงาม ทันสมัย และมีรายละเอียดข้อมูลครบถ้วน

ผลการวิเคราะห์ระดับการสื่อสารทางการตลาดออนไลน์ในการตัดสินใจเลือกใช้บริการรับส่งอาหารของผู้บริโภคในจังหวัดสุราษฎร์ธานี พบว่า ผู้ตอบแบบสอบถามให้ความสำคัญโดยภาพรวมกับการสื่อสารทางการตลาดออนไลน์ ด้านการตลาดเชิงเนื้อหามากที่สุด

โดยผู้บริโภคให้ความสนใจในเรื่องของการสื่อสารด้วยรูปภาพหรือวิดีโอกราฟิกที่มีเนื้อหาสั้นและกระชับ นำเสนอเนื้อหาที่มีความแปลกใหม่ มีความสร้างสรรค์และมีเอกลักษณ์ของแบรนด์ธุรกิจนั้น ๆ รวมถึงสามารถเชื่อมโยงกับเรื่องราวต่าง ๆ ที่กำลังเป็นกระแสสังคมหรือสำนวนภาษาตามสมัยนิยม สอดคล้องกับผลการศึกษาของ ธนิดา อัศวโยธิน (2562) กลุ่มตัวอย่างให้ความสำคัญในเรื่องการนำเสนอรูปแบบการนำเสนอที่ตรงจุด เนื้อหามีความโดดเด่นน่าสนใจ และมีความแตกต่างจากคู่แข่งในตลาด ขณะเดียวกันงานวิจัยของ จุฬารัตน์ ขันแก้ว (2562) พบว่า ความสามารถในการสร้างเนื้อหาทางการตลาดมีความสัมพันธ์และผลกระทบเชิงบวกระหว่างผู้ซื้อและผู้ขาย เนื่องจากอินเทอร์เน็ตเป็นตัวเชื่อมต่อและติดต่อสื่อสารกับลูกค้า จึงต้องจำเป็นในการปรับปรุงข้อมูลให้มีความทันสมัยและน่าติดตามอยู่เสมอ และผลการศึกษาของ จรัสกร วรวสุนธรา (2560) พบว่า การนำเสนอเนื้อหารูปแบบที่ดีและมอบประโยชน์ให้แก่ผู้บริโภคโดยตรง ส่งผลให้เกิดความรู้สึกดี และตัดสินใจเลือกซื้อสินค้า นอกจากนี้ ผู้ตอบแบบสอบถามให้ความสำคัญกับการตลาดผ่านผู้มีอิทธิพลทางความคิดและการกระทำต่อผู้บริโภคในทิศทางบวก โดยผู้บริโภคให้ความสำคัญเกี่ยวกับรูปแบบการนำเสนอประสบการณ์การใช้บริการจริงที่มีการรีวิวหรือโพสต์คลิปวิดีโอการใช้บริการของผู้ทรงอิทธิพลผ่านสื่อสังคมออนไลน์ เช่น Live ผ่านทางสื่อสังคมออนไลน์ต่าง ๆ เช่น Facebook หรือ Instagram ซึ่งหากบุคคลนั้นมีบุคลิกภาพที่โดดเด่น มีทัศนคติและค่านิยมคล้ายคลึงกับผู้บริโภค จะส่งผลให้เกิดความคล้อยตามและตัดสินใจเลือกใช้บริการรับส่งอาหารของแบรนด์ธุรกิจนั้น ๆ สอดคล้องกับผลการศึกษาของ รัฐญา มหาสมุทรและวรัชญ์ ครุจิต (2559) พบว่า การร่วมกิจกรรมกับผู้ทรงอิทธิพลในโลกออนไลน์ ทำให้ผู้ติดตามรู้สึกถึงความใกล้ชิดสนิทสนม เกิดความเชื่อใจและไว้วางใจในตัวผู้ทรงอิทธิพล และยังพบว่าผู้ทรงอิทธิพลสามารถสร้างแรงจูงใจให้เกิดการคล้อยตามและตัดสินใจเลือกใช้บริการนั้น ๆ ได้ ขณะเดียวกันผลการศึกษาของ กิติยา สุริวรรณ, พิชามน พวงสุวรรณ และอุรพี จุลิมาศาสตร์ (2559) ที่พบว่า ความสัมพันธ์ระหว่างตราสินค้า ผู้ทรงอิทธิพลทางความคิด และผู้บริโภคเป็นไปอย่างพึ่งพาอาศัยกัน โดยตราสินค้ามีการวางตำแหน่งและคุณลักษณะของผู้ทรงอิทธิพลทางความคิดให้เหมาะสม ไม่ยัดเยียดตราสินค้าให้กับผู้บริโภคมากเกินไป ทำให้ผู้บริโภครู้สึกเชื่อถือและยอมให้ผู้ทรงอิทธิพลมีส่วนในการตัดสินใจเลือกใช้บริการ อีกทั้งผู้ตอบแบบสอบถามให้ความสำคัญในทิศทางบวกกับการตลาดผ่านเครื่องมือค้นหาบนอินเทอร์เน็ต โดยผู้บริโภคมีการค้นหาข้อมูลข่าวสารต่าง ๆ ของแบรนด์ธุรกิจให้บริการรับส่งอาหารที่สนใจผ่านอินเทอร์เน็ตก่อนตัดสินใจเลือกใช้บริการ เนื่องจากสามารถเข้าถึงข้อมูลได้อย่างสะดวกและรวดเร็ว นอกจากนี้ให้ความสนใจเมื่อเห็นโฆษณาหรือการส่งเสริมการขายผ่านการค้นหาผ่านอินเทอร์เน็ต สอดคล้องกับงานวิจัยของ ธนิดา อัศวโยธิน (2562) พบว่า การตลาดผ่านเครื่องมือค้นหาบนอินเทอร์เน็ตมีผลต่อพฤติกรรมการซื้อสินค้าออนไลน์ของผู้บริโภค ตัวอย่างให้ความสำคัญในการค้นหาสินค้าก่อนตัดสินใจซื้อสินค้านั้น ๆ เนื่องจากสามารถเข้าถึงได้สะดวกและรวดเร็ว และผลการศึกษาของ ณัฐวศา สุทธิธาดา (2559) พบว่า การตลาดผ่านเครื่องมือค้นหาบนอินเทอร์เน็ตเป็นการเพิ่มโอกาสในการขายและทำให้ธุรกิจเป็นที่รู้จักมากขึ้น

ข้อเสนอแนะ

จากการทบทวนวรรณกรรมและผลการศึกษางานวิจัยในครั้งนี้ สามารถเพิ่มองค์ความรู้และต่อยอดสำหรับผู้ประกอบการธุรกิจบริการรับส่งอาหาร เกี่ยวกับอิทธิพลของส่วนประสมทางการตลาดและการสื่อสารทางการตลาดออนไลน์ที่มีผลต่อการตัดสินใจเลือกใช้บริการรับส่งอาหารของผู้บริโภค โดยมีรายละเอียดดังนี้

ด้านส่วนประสมทางการตลาด ที่มีผลต่อการตัดสินใจเลือกใช้บริการรับส่งอาหารของผู้บริโภค ผู้ประกอบการควรให้ความสำคัญกับการจัดกิจกรรมส่งเสริมทางการตลาดเชิงบูรณาการ ซึ่งประกอบด้วย 3 ส่วน ได้แก่ 1) การจัดโปรโมชันลดราคา 2) การอัปเดตข้อมูล Feed Recommendation ของเมนูในแอปพลิเคชัน และ 3) การจัดทำโปรโมชันร่วมกับร้านค้าพันธมิตร เพื่อเป็นประโยชน์ในการตัดสินใจเลือกใช้บริการรับส่งอาหารของผู้บริโภค รวมไปถึงผู้ประกอบการควรให้ความสำคัญกับการนำเสนอลักษณะทางกายภาพในเรื่องการจัดเซ็ตรายการอาหาร ซึ่งถือว่าเป็นกลยุทธ์การเพิ่มยอดขายให้กับผู้ประกอบการแอปพลิเคชันและร้านค้าพันธมิตร เนื่องจากผู้บริโภคมองว่าการสั่งอาหารแบบเซ็ตรายการอาหาร มีความคุ้มค่า ทั้งในด้านราคาและปริมาณของอาหาร โดยสามารถจัดเซ็ตรายการอาหารตามวัตถุประสงค์ของร้านค้า ยกตัวอย่างเช่น การจัดเซ็ตรายการอาหารคู่กับเครื่องดื่ม การจัดเซ็ตรายการอาหาร ซื้อ 1 แถม 1 ด้วยรายการอาหารเดียวกันหรือต่างรายการอาหาร และการจัดเซ็ตรายการอาหารที่มีความหลากหลายรวมกัน เป็นต้น ทั้งนี้ ผู้ประกอบการแอปพลิเคชันและร้านค้าพันธมิตร อาจต้องพิจารณาถึงราคาต้นทุนของอาหารและการจัดเตรียมอาหารของเซ็ตรายการอาหาร นอกจากนี้ ผู้ประกอบการควรให้ความสำคัญกับการให้บริการของพนักงานรับส่งอาหาร ผู้ที่มีบทบาทสำคัญในการมอบประสบการณ์และคุณค่าการบริการให้แก่ผู้บริโภค ควรมีการส่งมอบการบริการด้วยความเป็นมิตร มีอัธยาศัยดี และสุภาพ สามารถแก้ปัญหาเฉพาะหน้าได้ เพื่อให้ผู้บริโภคเกิดความประทับใจ เกิดการบอกต่อและตัดสินใจกลับมาใช้บริการซ้ำในครั้งต่อไป

ด้านการสื่อสารทางการตลาดออนไลน์ ที่มีผลต่อการตัดสินใจเลือกใช้บริการรับส่งอาหารของผู้บริโภค ผู้ประกอบการควรให้ความสำคัญโดยเฉพาะเครื่องมือในการสื่อสารด้านการตลาดเชิงเนื้อหา เพื่อเป็นการส่งสารไปยังผู้บริโภคให้เข้ามามีส่วนร่วมกับตราสินค้า สร้างการรับรู้และสื่อสาระสำคัญตามวัตถุประสงค์ทางการตลาดที่ตราสินค้าต้องการ การนำเสนอเนื้อหาที่มีความแปลกใหม่ มีความสร้างสรรค์ และมีเอกลักษณ์ของตราสินค้านั้น ๆ รวมถึงสามารถเชื่อมโยงกับเรื่องราวที่กำลังเป็นกระแสสังคมหรือสำนวนภาษาตามสมัยนิยม เน้นสร้างความ

แตกต่างเพื่อมอบประสบการณ์ให้กับผู้บริโภค จะสามารถช่วยในการนำเสนอตราสินค้า ส่งผลให้ผู้บริโภคมีความคุ้นเคยกับตราสินค้า และกระตุ้นให้เกิดการตัดสินใจเลือกใช้บริการ อีกทั้งเครื่องมือการสื่อสารด้านการตลาดผ่านผู้ทรงอิทธิพลทางความคิดและการกระทำต่อผู้บริโภค ถือเป็นกลยุทธ์ที่สำคัญในการทำการตลาดออนไลน์ควบคู่ไปกับการตลาดเชิงเนื้อหา เนื่องจากผู้บริโภคมีความเชื่อมั่นในการนำเสนอเชิญชวนและแนะนำจากประสบการณ์ของผู้ทรงอิทธิพลที่คุ้นเคยและกำลังติดตาม ส่งผลให้ผู้บริโภครู้สึกถึงความใกล้ชิดมากกว่าได้รับโฆษณาจากตราสินค้าเอง และการสร้างสรรค์ในการนำเสนอตัวตนของตราสินค้าเพื่อให้เข้าถึงกลุ่มเป้าหมาย ผู้ทรงอิทธิพลถือเป็นกำลังสำคัญในการค้นพบฐานลูกค้าใหม่ได้มากขึ้น โดยมุ่งเน้นที่คุณค่ามากกว่ามูลค่าของตราสินค้า นอกจากนี้ ผู้ประกอบการควรให้ความสำคัญกับการตลาดผ่านเครื่องมือค้นหาบนอินเทอร์เน็ต ในเรื่องช่องทางการค้นหาข้อมูลข่าวสารต่าง ๆ ของตราสินค้า เนื่องจากผู้บริโภคสามารถเข้าถึงข้อมูลได้อย่างสะดวกและรวดเร็ว

ในงานวิจัยนี้มีข้อจำกัดบางประการที่สามารถศึกษาต่อยอดสำหรับงานวิจัยในอนาคตได้ โดยการศึกษาครั้งต่อไปควรมีการทำวิจัยแบบผสมผสาน (Mixed Method) ทั้งการวิจัยเชิงคุณภาพและการวิจัยเชิงปริมาณ เพื่อยืนยันองค์ความรู้ใหม่และทราบถึงเหตุผลในเชิงลึกที่แท้จริงเกี่ยวกับการตัดสินใจเลือกใช้บริการรับส่งอาหารของผู้บริโภคมากยิ่งขึ้น รวมไปถึงควรทำการศึกษาในเรื่องของขอบเขตพื้นที่ของกลุ่มตัวอย่างให้กว้างขึ้น เช่น ศึกษาพื้นที่ระดับภูมิภาคหรือระดับประเทศ เพื่อให้ได้ข้อมูลที่มีความหลากหลายและมีความน่าเชื่อถือ นอกจากนี้ ควรทำการศึกษาตัวแปรอื่นที่อาจจะมีความเกี่ยวข้องกับการตัดสินใจเลือกใช้บริการรับส่งอาหาร เช่น ทัศนคติต่อการใช้งาน ปัญหาและความต้องการของผู้ใช้บริการ ซึ่งข้อมูลเหล่านี้จะเป็นประโยชน์ในการสร้างกลยุทธ์ให้กับธุรกิจบริการรับส่งอาหารต่อไป

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แนวทางการเพิ่มจำนวนลูกหนี้ให้สมัครเข้ามาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-Npls) ของธนาคารออมสิน เขตเชียงราย

Guideline On Increasing the Number of Applicant in Debt Relief Measure for Non-Npls Status Debtors of Government Savings Bank, Chiang Rai Region

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บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาสาเหตุและกลยุทธ์ทางเลือกในการแก้ไขปัญหาลูกหนี้ไม่เข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) เพื่อศึกษาปัจจัยที่ส่งผลต่อความตั้งใจของลูกหนี้ที่จะเข้าร่วมมาตรการ ดำเนินการแจกแบบสอบถามกับลูกหนี้ที่มีหนี้ค้างชำระไม่เกิน 90 วัน ของธนาคารออมสินเขตเชียงราย ในปี 2565 จำนวน 368 ราย และสัมภาษณ์เชิงลึกผู้บริหารและพนักงานศูนย์ควบคุมและบริหารหนี้เขตเชียงรายและลูกหนี้ที่มีหนี้ค้างชำระไม่เกิน 90 วัน จำนวน 32 ราย สถิติ คือ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การวิเคราะห์ถดถอยเชิงเส้นพหุคูณ การวิเคราะห์แผนผังสาเหตุและผล SWOT และ TOWS Matrix

ผลการศึกษา พบว่า สาเหตุ คือ จากลูกหนี้ไม่เข้าร่วมมาตรการ จากกระบวนการแจ้งการเข้ารับมาตรการ และจากจำนวนพนักงานติดตามหนี้ไม่เพียงพอ ปัจจัยที่ส่งผลต่อความตั้งใจของลูกหนี้ที่จะเข้าร่วมมาตรการ คือ การขยายเวลาชำระหนี้ การลดเงินต้นหรือลดดอกเบี้ย และการพักชำระหนี้ กลยุทธ์ที่เหมาะสม คือ ด้านลูกหนี้ ทางธนาคารควรทำโครงการหรือกิจกรรมเพื่ออบรมการบริหารจัดการรายได้ ให้กับลูกหนี้ ด้านธนาคาร ควรจัดโครงการหรือกิจกรรม นัดพบผู้ประกอบการที่เป็นลูกหนี้ให้มีโอกาสแลกเปลี่ยนทางด้านธุรกิจ เพื่อเพิ่มช่องทางการตลาด สร้างรายได้ให้กับลูกหนี้ เสนอแนะให้ดำเนินการเสนอเงื่อนไข ถ้าลูกหนี้ตกลงเข้าร่วมมาตราการสามารถเข้าร่วมกิจกรรม/โครงการของธนาคารออมสินได้โดยไม่มีค่าใช้จ่าย

คำสำคัญ: กลยุทธ์ทางเลือก ลูกหนี้ มาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ธนาคารออมสินเขตเชียงราย

Abstract

This study investigates the reasons non-NPLs status debtors decide against applying for debt relief programs as well as the factors affecting that decision. It also presents a solution. The concept of this study includes debtor intention, overdue debt, the pattern of debt collection, and factors that affect debtor's intention to be part of the scheme. A random sample of 368 non-NPLs status debtors' data was collected. Additionally, 32 executives, employees of the Debt Control and Management Center, and debtors with non-NPL status were interviewed. The data was analyzed using percentages, means, standard deviations, multiple regression, fish bone diagram, swot analysis, and tows matrix analysis.

The results demonstrated that non-NPL debtors' decision not to apply to the debt relief program was due to the debtors themselves, the application process, and a shortage of staff members responsible for debt collection. The factors that affect debtors' intention were extension of repayment period, reduction of principle or interest, and debt service suspension. The suggested solutions where the bank was advised to offer borrowers a financial management courses as a possible option as well as establish a forum for business owners who are

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debtors to network and share ideas in order to increase the debtor's marketing channels and boost sales. Offer terms if the debtor agrees to participate in the events or programs without making a payment.
Keywords: Guideline, Increasing, Debt relief measure, Debt Relief Measure for NON-NPLs Status, Government Savings Bank, Chiang Rai Region

บทนำ

จากสถานการณ์โรคระบาดโควิด-19 ทำให้เกิดผลกระทบต่างๆ รวมถึงการใช้จ่ายครัวเรือน การลดค่าจ้างแรงงาน และการเลิกจ้างงานมากขึ้น เกิดสภาวะเศรษฐกิจตกต่ำมากขึ้น การเกิดหนี้ค้างชำระของลูกหนี้ธนาคารมีอัตราที่สูงขึ้น ธนาคารออมสินได้กำหนดมาตรการให้ความช่วยเหลือลูกหนี้ที่ค้างชำระเกิน 90 วัน (สถานะ Non-NPLs) โดยกำหนดวิธีการปรับปรุงโครงสร้างหนี้ให้เป็นไปตามแนวทางของธนาคารแห่งประเทศไทย เพื่อช่วยเหลือลูกหนี้ที่ประสบปัญญาหา โดยกำหนดมาตรการให้ความช่วยเหลือโดยแบ่งส่วนต่างๆ เช่น ลดเงินงวด (พักชำระเงินต้นและดอกเบี้ยบางส่วน) ลดเงินงวด(พักชำระเงินต้น) เป็นมาตรการที่ออกมาเพื่อช่วยไม่ให้ลูกค้ามีประวัติหนี้เสียหรือถึงขั้นตอนการดำเนินคดี และลดการกันสำรองที่ธนาคารต้องกันสำรองจ่ายให้ธนาคารแห่งประเทศไทย เมื่อลูกหนี้ค้างชำระเกิน 90 วัน

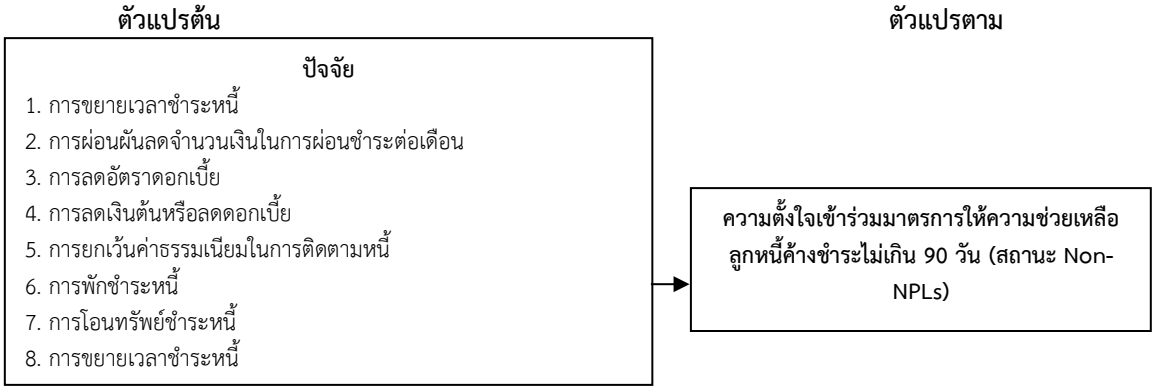
ในปี 2564 ศูนย์ควบคุมและบริหารหนี้ เขตเชียงรายธนาคารออมสินเขตเชียงราย สามารถติดตามลูกหนี้มาเข้าร่วมมาตรการได้เพียง ร้อยละ 47.5 ทำให้ธนาคารออมสินเขตเชียงรายประสบปัญหายอดหนี้ค้างชำระสูง และเกินเป้าหมายที่ธนาคารออมสินกำหนด จำนวนลูกหนี้ที่ยังไม่เข้ามาตรการจำนวน 1,932 ราย (ธนาคารออมสิน, 2565) อาจจะเป็นหนี้ค้างชำระเกิน 90 วัน ส่งผลกระทบต่อการดำเนินงานและผลประกอบการในปี 2565 อีกทั้งธนาคารออมสินต้องมีการสำรองหนี้เพิ่มขึ้น ดังนั้น การศึกษานี้ จึงเห็นความสำคัญที่ศึกษาแนวทางการเพิ่มจำนวนลูกหนี้ให้สมัครเข้ามาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย เพื่อนำผลการศึกษามาประยุกต์ใช้ในการติดตามลูกหนี้ให้เข้ามาตรการให้ความช่วยเหลือ

วัตถุประสงค์ของการวิจัย

การศึกษานี้มีวัตถุประสงค์ในการศึกษา 3 ประการ คือศึกษาสาเหตุที่ลูกหนี้ไม่เข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) เพื่อศึกษาปัจจัยที่ส่งผลต่อความตั้งใจของลูกหนี้ที่จะเข้าร่วมมาตรการให้ความช่วยเหลือ และเพื่อนำเสนอกลยุทธ์ทางเลือกในการแก้ไขปัญหา

วิธีการดำเนินการวิจัย

1) กรอบแนวคิด



2) สมมติฐานการวิจัย

การขยายเวลาชำระหนี้ การผ่อนผันลดจำนวนเงินในการผ่อนชำระต่อเดือน การลดอัตราดอกเบี้ย การลดเงินต้นหรือลดดอกเบี้ย การยกเว้นค่าธรรมเนียมในการติดตามหนี้ การพักชำระหนี้ การโอนทรัพย์ชำระหนี้ และการขยายเวลาชำระหนี้ส่งผลต่อความตั้งใจเข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs)

3) ประชากรและกลุ่มตัวอย่าง

การวิจัยเชิงปริมาณ ประชากรที่ใช้ในการศึกษาครั้งนี้ ได้แก่ ลูกหนี้ที่มีหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย ในปี 2565 จำนวน 3,680 ราย โดยกำหนดขนาดกลุ่มตัวอย่าง จากสูตรคำนวณของ Taro Yamane (Yamane, 1973) กำหนดสัดส่วนการสุ่มตัวอย่างเป็น 50% หรือ 0.50 จากประชากรทั้งหมด ที่ระดับความเชื่อมั่น 95% และยอมให้คาดเคลื่อนได้ 5% ได้ขนาดกลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ทั้งสิ้น 368 รายและใช้วิธีการเลือกตัวอย่างตามความสะดวก เก็บรวบรวมข้อมูลในรูปแบบออนไลน์ผ่าน Link จาก Google From คือhttps://forms.gle/41gLKo5Y5DSFqvTa7 โดยดำเนินการส่ง Link ผ่านอีเมล์ของลูกหนี้ที่มีหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย ในปี 2565 ในระหว่างวันที่ 1 – 30 ตุลาคม 2565

การวิจัยเชิงคุณภาพ กำหนดผู้ให้ข้อมูลสำคัญ 4 กลุ่ม จากผู้ที่มีส่วนเกี่ยวข้อง คือ ผู้ช่วยผู้จัดการศูนย์ควบคุมและบริหารหนี้เขตเชียงราย และพนักงานที่มีหน้าที่ในการดูแลจัดการติดตามลูกหนี้ จำนวน 12 คน และลูกหนี้ที่มีหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย ในปี 2565 จำนวน 20 คน

4) เครื่องมือที่ใช้ในการศึกษา

การศึกษานี้ ใช้เครื่องมือ 2 ส่วน คือ แบบสอบถามสำหรับการเก็บข้อมูลเชิงปริมาณ และ แบบสัมภาษณ์สำหรับการเก็บข้อมูลเชิงคุณภาพ ดังนี้

เครื่องมือแบบสอบถามแบบมีโครงสร้าง เป็นแบบสอบถามปลายปิด (Close-Ended Question) แบ่งออกเป็น 4 ตอน คือ ตอนที่ 1 สอบถามเกี่ยวกับปัจจัยส่วนบุคคล ตอนที่ 2 ปัจจัยที่ส่งผลต่อความตั้งใจของลูกหนี้ที่จะเข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย ตอนที่ 3 สอบถามเกี่ยวกับความคิดเห็นที่มีต่อมาตรการให้ความช่วยเหลือลูกหนี้ และ ตอนที่ 4 สอบถามเกี่ยวกับความตั้งใจเข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) แบบสอบถามตอน 2 -4 ให้เกณฑ์การวัดแบบมาตราส่วนประเมินค่า (Rating Scale) 5 ระดับตั้งแต่ระดับน้อยที่สุด (1 คะแนน) ถึง มากที่สุด (5 คะแนน)

ผู้วิจัยได้ตรวจสอบความถูกต้องเที่ยงตรงของเนื้อหา (Content Validity) ผู้วิจัยนำแบบสอบถามไปให้อาจารย์ที่ปรึกษาเพื่อตรวจสอบโครงสร้างของแบบสอบถาม ความถูกต้องเที่ยงตรงของเนื้อหา ภาษาที่ใช้และปรับปรุงแก้ไข จากนั้นนำไปให้ ผู้เชี่ยวชาญจำนวน 3 ท่านของธนาคารตรวจสอบ โดยพบค่า IOC ในภาพพรวมเท่ากับ 0.88

การศึกษานี้ได้ทำการวิเคราะห์ความน่าเชื่อถือของ แบบสอบถาม (Reliability) โดยใช้วิธีหาค่าสัมประสิทธิ์แอลฟา (Coefficient Alpha) ของครอนบาค (Cronbach) จากการ วิเคราะห์ความน่าเชื่อถือของแบบสอบถาม (Cronbach. 1990) จำนวน 30 ชุด ทำการทดสอบความสม่ำเสมอของมาตรวัดที่ใช้ ในการศึกษา ปรากฏว่าได้ผลเท่ากับ 0.812 ซึ่งโดยปกติถ้าค่าความเชื่อมั่นต้องมีค่าเกิด 0.80 ขึ้นไป ถือว่าใช้ได้ (Nunnally, 1987)

2. แบบสัมภาษณ์เชิงลึก (In-depth Interview) เครื่องมือแบบสัมภาษณ์เชิงลึก ประกอบด้วยการสอบถามข้อมูลส่วนบุคคลเกี่ยวกับ เพศ อายุ ประสบการณ์ทำงานในตำแหน่ง อาชีพ หรือตำแหน่งงาน และคำถามเกี่ยวกับมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย มีประเด็นศึกษา หลัก ๆ 3 ด้านคือ สาเหตุที่ลูกหนี้ไม่เข้าร่วมมาตรการ ปัจจัยที่ส่งผลต่อความตั้งใจของลูกหนี้ที่จะเข้าร่วมมาตรการ และข้อเสนอแนะในการแก้ไขปัญหาการติดตามลูกหนี้เพื่อให้เข้าร่วมมาตรการ

สถิติและเครื่องมือที่ใช้ในการวิเคราะห์ข้อมูล

การศึกษานี้วิเคราะห์ข้อมูลเชิงปริมาณ ด้วยโปรแกรมสำเร็จรูปทางสถิติ เชิงพรรณนาใช้สถิติ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เชิงอนุมาน ด้วยการวิเคราะห์การถดถอยพหุคูณ (Multiple Regression Analysis: MRA) เพื่อตอบสมมติฐานที่ตั้งไว้ ที่ระดับนัยสำคัญ 0.05 นอกจากนี้นำข้อมูลที่ได้จากการวิเคราะห์ข้อมูลเชิงคุณภาพ ร่วมกับผลการวิเคราะห์เชิงปริมาณ มาวิเคราะห์ด้วยแผนผังสาเหตุและผล SWOT และ TOWS Matrix

สรุปผลการวิจัย

1. ผลการวิเคราะห์ข้อมูลเชิงปริมาณ ของกลุ่มตัวอย่างลูกหนี้ สรุปได้ดังนี้

1.1 ปัจจัยส่วนบุคคล พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชาย (ร้อยละ 61.9) อายุระหว่าง 31 - 40 ปี (ร้อยละ 47.4) มีรายได้เฉลี่ยต่อเดือน 20,001-40,000 บาท (ร้อยละ 57.3) มีหนี้สินเฉลี่ยต่อเดือน ต่ำกว่า 20,000 บาท (ร้อยละ 47.2) และมีอาชีพข้าราชการ/รัฐวิสาหกิจ (ร้อยละ 44.8)

1.2 ผลการวิเคราะห์เกี่ยวกับความคิดเห็นที่มีต่อมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) พบว่า มาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ในภาพรวม พบว่า ผู้ตอบแบบสอบถาม มีความคิดเห็นว่า มีความเหมาะสมในระดับมากที่สุด (ค่าเฉลี่ย = 4.43 S.D. = 0.661) เมื่อพิจารณาเป็นรายข้อเรียงลำดับจากค่าเฉลี่ยมากที่สุด มีดังนี้ ความเหมาะสมของการสมัครมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ผ่านแอพพลิเคชั่น Mymo (ค่าเฉลี่ย = 4.57, S.D. = 0.882) รองลงมาคือ ความเหมาะสมของมาตรการให้ความช่วยเหลือ (ค่าเฉลี่ย = 4.48, S.D. = 0.900) ความเหมาะสมของลูกหนี้ทุกประเภทสินเชื่อต้องเข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) เหมือนกันทุกประเภท (ค่าเฉลี่ย = 4.24, S.D. = 0.984) ถ้าลูกหนี้เข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) สามารถยกเว้นดอกเบี้ยผิดรับชำระหนี้ (ค่าเฉลี่ย = 4.19, S.D. = 0.966) อย่างไรก็ตามผู้ตอบแบบสอบถามเห็นว่า ความเหมาะสมของค่าบริการ ค่าธรรมเนียมต่าง ๆ (สถานะ Non-NPLs) มีความเหมาะสมในระดับมาก (ค่าเฉลี่ย = 3.90, S.D. = 0.914)

1.3 ผลการวิเคราะห์เกี่ยวกับความตั้งใจในการเข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) พบว่า ความตั้งใจในการเข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) มีความตั้งใจในระดับมากที่สุด (ค่าเฉลี่ย = 4.44, S.D. = 0.729)

1.4 ผลการวิเคราะห์เกี่ยวกับปัจจัยที่ส่งผลต่อความตั้งใจของลูกหนี้ที่จะเข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) โดยใช้สถิติเชิงอนุมาน ด้วยการวิเคราะห์สมการถดถอยพหุคูณ และการทดสอบสมมติฐานว่ามีตัวแปรใดที่ส่งผลต่อความตั้งใจชำระหนี้ พบว่า การขยายเวลาชำระหนี้ ส่งผลต่อความตั้งใจเข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) (β เท่ากับ 0.142) รองลงมา คือ การลดเงินต้นหรือลดดอกเบี้ย (β เท่ากับ 0.112) และการพักชำระหนี้ (β เท่ากับ 0.060)

ตารางที่ 1 ผลการทดสอบสมมติฐาน

ตัวแปร	B	Std.	β	t	Sig.
ค่าคงที่	2.861	0.423		6.770	0.000
1. การขยายเวลาชำระหนี้	1.521	0.142	1.043	10.681	0.000
2. การผ่อนผันลดจำนวนเงินในการผ่อนชำระต่อเดือน	-0.119	0.092	-0.094	-1.296	0.196
3. การลดอัตราดอกเบี้ย	-0.987	0.150	-0.642	-6.561	0.100
4. การลดเงินต้น	1.030	0.112	1.116	9.198	0.000
5. การยกเว้นค่าธรรมเนียมในการติดตามหนี้	-0.107	0.075	-0.086	-1.431	0.153
6. การพักชำระหนี้	0.689	0.097	0.683	7.092	0.000
7. การโอนทรัพย์ชำระหนี้	-0.285	0.060	-0.360	-4.752	0.320

R = 0.548 R2 = 0.301 Adjusted R2= 0.288 * Sig.< 0.05

* มีนัยสำคัญทางสถิติที่ระดับ 0.05

2) ผลการวิจัยเชิงคุณภาพ

ผลการสัมภาษณ์เชิงลึกกับกลุ่มตัวอย่าง 2 กลุ่ม จำนวน 32 คน สรุปข้อมูลจากการประมวลผลในภาพรวม ในแต่ละกลุ่มด้านสาเหตุของปัญหา ดังนี้

ตารางที่ 2 สรุปผลการวิเคราะห์สาเหตุหลักและสาเหตุรองของปัญหา

สาเหตุหลัก	สาเหตุรอง	ความถี่ (คน)	
		กลุ่มที่ 1 (12 คน)	กลุ่มที่ 2 (20 คน)
ลูกหนี้	- ลูกหนี้ตั้งใจไม่จ่ายหนี้ เพื่อจะเข้ารับการไกล่เกลี่ยหนี้ที่ศาล หรือส่งฟ้องเพราะคิดว่าเมื่อเข้าสู่กระบวนการศาลอาจไม่ต้องชำระหนี้หรืออาจลดเงินต้นได้ ร้อยละ 50	12	8
	- ลูกหนี้ที่ไม่ได้รับเอกสารที่ติดต่อให้เข้ามารับการปรับปรุงโครงสร้างหนี้	12	-
	- ลูกหนี้มีปัญหาส่วนตัว เช่น ขาดรายได้ ตกงาน หรือเจ็บป่วย การขาดทุนของธุรกิจ การตกงาน การมีปัญหาในด้านสุขภาพ การมีหนี้สินหลายทาง	-	20
	- ลูกหนี้คิดว่าไม่สามารถชำระหนี้ได้ แม้จะมีมาตรการช่วยเหลือต่าง ๆ	-	12
	- ลูกหนี้คิดว่าธนาคารออมสินไม่จริงใจในการช่วยเหลือ เพราะยังคิดดอกเบี้ยสินเชื่ออยู่	-	5
	- ลูกหนี้เข้าใจผิดเกี่ยวกับมาตรการ เช่น ลูกหนี้ยังขาดความเข้าใจในการรวมเงินต้น ดอกเบี้ยคงค้าง และค่าปรับเป็นจำนวนหนี้ที่ทำสัญญาใหม่	-	16
พนักงานของศูนย์ฯ	- พนักงานในการติดตามหนี้ขาดความเชี่ยวชาญ	12	-
	- พนักงานติดตามหนี้จากศูนย์บริหารหนี้มีจำนวนคนไม่เพียงพอเมื่อเทียบกับจำนวนลูกหนี้ที่ต้องติดตาม	12	-
	- พนักงานทำงานหลายหน้าที่	12	-
กระบวนการแจ้งการเข้ารับมาตราการ	- ติดต่อลูกหนี้ไม่ได้	12	-
	- ลูกหนี้เปลี่ยนที่อยู่อาศัย เปลี่ยนเบอร์โทรศัพท์	12	-

กลุ่มที่ 1 ผู้บริหารและผู้แทนศูนย์ควบคุมและบริหารหนี้เขตเชียงราย จำนวน 12 ราย ให้ข้อมูลสรุปได้ว่า สาเหตุที่ลูกหนี้ไม่เข้าร่วมมาตรการ มี 3 สาเหตุ คือ 1) สาเหตุจากลูกหนี้ ได้แก่ ลูกหนี้ตั้งใจไม่จ่ายหนี้ เพื่อจะเข้ารับการไกล่เกลี่ยหนี้ที่ศาล หรือส่งฟ้องเพราะคิดว่าเมื่อเข้าสู่กระบวนการศาลอาจไม่ต้องชำระหนี้ ลูกหนี้ที่ไม่ได้รับเอกสารที่ติดต่อให้เข้ามารับการปรับปรุงโครงสร้างหนี้ 2) สาเหตุจากพนักงานของศูนย์ ได้แก่ พนักงานในการติดตามหนี้ขาดความเชี่ยวชาญ และ พนักงานติดตามหนี้จากศูนย์บริหารหนี้ไม่เพียงพอ และ3) สาเหตุจากกระบวนการแจ้งการเข้ารับมาตราการ ได้แก่ ติดต่อลูกหนี้ไม่ได้และ ลูกหนี้เปลี่ยนที่อยู่อาศัย เปลี่ยนเบอร์โทรศัพท์

กลุ่มที่ 2 คือ ลูกหนี้ที่มีหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย ในปี 2565 จำนวน 20 ราย สรุปได้ว่า สาเหตุที่ลูกหนี้เข้าร่วมมาตรการที่เกิดจากปัญหาจากลูกหนี้เอง ได้แก่ ลูกหนี้ตั้งใจไม่จ่ายหนี้ เพื่อจะเข้ารับการไกล่เกลี่ยหนี้ที่ศาล หรือส่งฟ้องเพราะคิดว่าเมื่อเข้าสู่กระบวนการศาลอาจไม่ต้องชำระหนี้ ลูกหนี้ที่ไม่ได้รับเอกสารที่ติดต่อให้เข้ามารับการปรับปรุงโครงสร้างหนี้ ลูกหนี้มีปัญหาส่วนตัว เช่น ขาดรายได้ ตกงาน หรือเจ็บป่วย การขาดทุนของธุรกิจ การตกงาน การมีปัญหาในด้านสุขภาพ การมีหนี้สินหลายทาง ลูกหนี้คิดว่าไม่สามารถชำระหนี้ได้ แม้จะมีมาตรการช่วยเหลือต่าง ๆ ลูกหนี้คิดว่าธนาคารออมสินไม่จริงใจในการช่วยเหลือ เพราะยังคิดดอกเบี้ยสินเชื่ออยู่ ลูกหนี้เข้าใจผิดเกี่ยวกับมาตรการ เช่น ลูกหนี้ยังขาดความเข้าใจในการรวมเงินต้น ดอกเบี้ยคงค้าง และค่าปรับเป็นจำนวนหนี้ที่ทำสัญญาใหม่ ส่วนมาตรการที่ลูกหนี้ส่วนใหญ่มีความต้องการ คือ การขยายเวลาชำระหนี้ การลดเงินต้นหรือลดดอกเบี้ย และ การพักชำระหนี้

ปัจจัยที่ส่งผล พบว่า ทั้ง 2 กลุ่มมีความคิดเห็นว่าสาเหตุที่ลูกหนี้ไม่เข้าร่วมมาตรการเกิดจาก ตัวลูกหนี้เอง จากพนักงานของธนาคารออมสิน และ สาเหตุจากกระบวนการแจ้งการเข้ารับบาตราการ

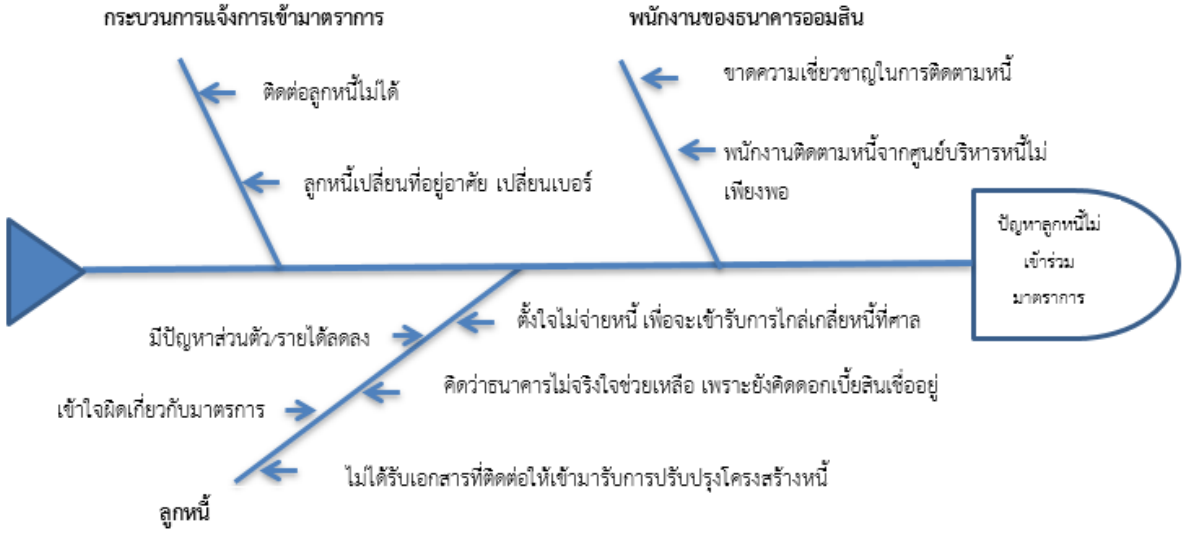
กลุ่มที่ 1 ได้นำเสนอแนวทางในการเพิ่มยอดผู้สมัคร ดังนี้ ศูนย์ควบคุมและบริหารหนี้เขตเชียงราย ควรพัฒนาและปรับปรุงการแก้ปัญหาเกี่ยวกับจำนวนพนักงานที่ไม่เพียงพอ และทำงานหลายหน้าที่ พนักงานขาดประสบการณ์ในการติดตาม ทวงถามหนี้ และควรมีการพัฒนาระบบการแจ้งข้อมูลมาตรการช่วยเหลือ การนัดหมาย หรือการส่งหนังสือเชิญลูกหนี้ผ่านระบบApplication Mymo เพราะลูกหนี้ทุกรายจะมีการใช้งาน Application Mymo ถ้ามีการแจ้งเตือนการชำระ แจ้งเตือนการเข้ามาตราการ หรือเสนอเงื่อนไขมาตรการ ผ่านทางสื่ออนไลน์ หรือสามารถเข้าร่วมมาตราการผ่านทาง Mymo โดยไม่ต้องมาที่ธนาคารออมสินสาขา จะทำให้ลดภาระของพนังาน และอำนวยความสะดวกให้กับลูกหนี้ได้

กลุ่มที่ 2 ได้นำเสนอแนวทางในการเพิ่มยอดผู้สมัคร ดังนี้ ศูนย์ควบคุมและบริหารหนี้เขตเชียงราย ควรเพิ่มมาตรการที่ลูกหนี้ส่วนใหญ่มีความต้องการ คือ การขยายเวลาชำระหนี้ การลดเงินต้นหรือลดดอกเบี้ย และ การพักชำระหนี้

3) สรุปผลตามวัตถุประสงค์ ดังนี้

วัตถุประสงค์ข้อที่ 1 เพื่อศึกษาสาเหตุที่ลูกหนี้ไม่เข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย

ผลการศึกษาตามวัตถุประสงค์ พบว่า สาเหตุที่ลูกหนี้ไม่เข้าร่วมมาตรการ มี 3 สาเหตุ คือ จากลูกหนี้ จากพนักงาน และสาเหตุจากกระบวนการแจ้งการเข้ามาตรการ ดังแสดงผลในแผนผังวิเคราะห์สาเหตุและผล



จากการวิเคราะห์แผนผังก้างปลาถึงสาเหตุที่ลูกหนี้ไม่เข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) เกิดจากปัญหาจากลูกหนี้ ปัญหาบุคลากรของธนาคารออมสิน และ ปัญหากระบวนการแจ้งการเข้ารับมาตราการ ได้แก่ ติดต่อลูกหนี้ไม่ได้ และลูกหนี้เปลี่ยนที่อยู่อาศัย เปลี่ยนเบอร์โทรศัพท์

วัตถุประสงค์ข้อที่ 2 เพื่อศึกษาปัจจัยที่ส่งผลต่อความตั้งใจของลูกหนี้ที่จะเข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย

ผลการศึกษาตามวัตถุประสงค์ พบว่าปัจจัยที่ส่งผลต่อความตั้งใจของลูกหนี้ที่จะเข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย ได้แก่ การขยายเวลาชำระหนี้ การลดเงินต้นหรือลดดอกเบี้ย และ การพักชำระหนี้

วัตถุประสงค์ข้อที่ 3 เพื่อนำเสนอแนวทางการเพิ่มจำนวนลูกหนี้สมัครเข้ามาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย

ผลการศึกษาตามวัตถุประสงค์ พบว่า

กลยุทธ์เลือกที่ 1 การแก้ปัญหากระบวนการติดตามลูกหนี้ ธนาคารออมสินควรมีการพัฒนาระบบการแจ้งข้อมูลมาตรการช่วยเหลือ การนัดหมาย หรือการส่งหนังสือเชิญลูกหนี้ผ่านระบบแอพพลิเคชั่น Mymo เพราะลูกหนี้ทุกรายจะมีการใช้งาน

แอพพลิเคชั่น Mymo ถ้ามีการแจ้งเตือนการชำระ แจ้งเตือนการเข้ามาตราการ หรือเสนอเงื่อนไขมาตรการ ผ่านทางสื่อออนไลน์ หรือสามารถเข้าร่วมมาตราการผ่านทาง Mymo โดยไม่ต้องมาที่ธนาคารออมสินสาขา

กลยุทธ์เลือกที่ 2 การแก้ปัญหาลูกหนี้

1. ธนาคารออมสินจัดทำโครงการ/กิจกรรมเพื่ออบรมการบริหารจัดการรายได้ ให้กับลูกหนี้

2. ธนาคารออมสินจัดโครงการ/กิจกรรม นัดพบผู้ประกอบการที่เป็นลูกหนี้ จัดเวทีให้ผู้ประกอบการที่เป็นลูกหนี้ ได้พบแลกเปลี่ยนทางด้านธุรกิจ เพื่อเพิ่มช่องทางการตลาด สร้างรายได้ให้กับลูกหนี้

กลยุทธ์เลือกที่ 3 การแก้ปัญหาความไม่เหมาะสมของมาตรการ

ธนาคารออมสิน ควรแก้ไขเงื่อนไขของมาตรการช่วยเหลือฯ จากการที่ให้ลูกหนี้จ่ายเฉพาะดอกเบี้ย เป็นการให้ลูกหนี้สามารถขยายเวลาชำระหนี้ พักการจ่ายหนี้ และลดอัตราดอกเบี้ย แทน

กลยุทธ์เลือกที่ 4 การแก้ปัญหาด้านพนักงาน

1. ธนาคารออมสินจัดทำหลักสูตรพัฒนาพนักงานธนาคารออมสินในการติดตามหนี้ บุคลิกภาพ การเพิ่มประสิทธิภาพด้านการสื่อสาร การเจรจากับลูกหนี้เพื่อเข้าร่วมมาตรการ เป็นต้น

2. ธนาคารออมสินควรจัดจ้างพนักงานที่มีหน้าที่ให้การติดตามลูกหนี้โดยเฉพาะ เพื่อเพิ่มจำนวนพนักงาน พร้อมกับการสร้างพนักงานที่มีความเชี่ยวชาญเฉพาะด้าน

จากแนวทางทั้ง 4 แนวทาง ได้ทำการประเมินทางเลือกที่เหมาะสมที่สุด โดยใช้เกณฑ์แบบประเมินของ Richard Rumelt (Nunnally, 1987) พบว่า กลยุทธ์ทางเลือกที่ 3 การแก้ปัญหาลูกหนี้ เหมาะสมที่สุด

อภิปรายผลการวิจัย

1. ด้านสาเหตุที่ลูกหนี้ไม่เข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย ผลการศึกษานี้พบว่า เกิดจากปัญหา 3 ด้าน คือ สาเหตุจากปัญหาหนี้สิน สภาพคล่องของลูกหนี้ สาเหตุจากกระบวนการแจ้งการเข้ารับมาตรการ และสาเหตุจากจำนวนบุคลากรติดตามหนี้ไม่เพียงพอ สอดคล้องกับงานวิจัยของหทัยชนก เลี่ยวศิริชัย (2562) การแก้ไขปัญหาลูกหนี้สินเชื่อที่ค้างชำระหนี้ภายใน 1 ปีนับตั้งแต่วันเบิกจ่ายเงินกู้ของธนาคารออมสินสังกัดภาค 3 ผลการศึกษา พบว่า ส่วนหนึ่งเกิดจากปัญหาของลูกหนี้เอง และสอดคล้องกับงานวิจัยณิฐากร มินมุนินท์ (2561) ที่ศึกษาแนวทางการแก้ปัญหาการไม่เข้ารับการปรับปรุงโครงสร้างหนี้ของลูกหนี้ ธนาคารออมสินศูนย์ควบคุมและบริหารหนี้ เขตลำพูน ที่พบว่า สาเหตุของปัญหามาจากด้านลูกหนี้ และสาเหตุอีก 3 ประการมาจากปัจจัยภายในของธนาคารคือ ด้านนโยบายการรวมยอด ด้านบุคลากรของธนาคารออมสิน และ ด้านกระบวนการแจ้งการเข้ารับการปรับปรุงโครงสร้างหนี้

2. ด้านปัจจัยที่ส่งผลต่อความตั้งใจของลูกหนี้ที่จะเข้าร่วมมาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย ได้แก่ การขยายเวลาชำระหนี้ การลดเงินต้นหรือลดดอกเบี้ย และ การพักชำระหนี้ สอดคล้องกับรายงานของ ธนาคารแห่งประเทศไทย (2551) ได้กำหนดแนวทางมาตรการให้ความช่วยเหลือลูกหนี้/การปรับปรุงโครงสร้างหนี้ให้เป็นแนวทางแก่สถาบันการเงินเพื่อให้สามารถแก้ไขปัญหาของลูกหนี้ และสอดคล้องกับงานวิจัยของณิฐากร มินมุนินท์ (2561) รายงานว่า ปัจจัยที่ส่งผลให้ลูกหนี้ตัดสินใจเข้าโครงการช่วยเหลือลูกหนี้ คือ การขยายระยะเวลาการผ่อนชำระหนี้ การปรับลดค่างวดในการผ่อนชำระให้ลดลง การลดอัตราดอกเบี้ย การลดเงินต้น การพักชำระดอกเบี้ย

3. ด้านกลยุทธ์การเพิ่มจำนวนลูกหนี้เพื่อให้สมัครเข้ามาตรการให้ความช่วยเหลือลูกหนี้ค้างชำระไม่เกิน 90 วัน (สถานะ Non-NPLs) ของธนาคารออมสินเขตเชียงราย ประกอบด้วย (1) การแก้ปัญหากระบวนการติดตามลูกหนี้ (2) การแก้ปัญหาลูกหนี้ (3) การแก้ปัญหาความไม่เหมาะสมของมาตรการ (4) การแก้ปัญหาด้านพนักงาน สอดคล้องกับงานวิจัยของหทัยชนก เลี่ยวศิริชัย (2562) พบว่า แนวทางการแก้ปัญหา ธนาคารควรพิจารณาอนุมัติสินเชื่อโดยพิจารณาความน่าเชื่อถือของสถานที่ทำงาน ตรวจสอบคุณสมบัติของผู้ขอกู้ เพื่อให้ได้ข้อมูลความสามารถในการวางแผนทางการเงินเพื่อรับสถานการณ์ฉุกเฉินและพิจารณาวัตถุประสงค์การขอกู้ว่าสามารถสร้างประโยชน์ทางการเงินให้กับผู้ขอกู้หรือไม่ สอดคล้องกับงานวิจัยของสุพัตรา บุญมา (2561) พบว่า แนวทางการแก้ปัญหาจากเจ้าหน้าที่ของธนาคารออมสิน เพราะเจ้าหน้าที่สามารถออกไปพบเจอกับลูกหนี้และสามารถพูดคุยและให้คำปรึกษาถึงปัญหาที่ทำให้ลูกหนี้เกิดหนี้ค้างชำระ โดยทางสาขาได้มีแนวทางร่วมกับการจัดฝึกอบรมพนักงานในเรื่องของการติดตามทวงถามหนี้ เพื่อเป็นการเพิ่มทักษะในการติดตามทวงถามหนี้ การเจรจากับลูกหนี้และให้ความรู้เพิ่มเติมเกี่ยวกับการบริหาร การจัดการ และความรู้ในเรื่องการการชำระสินเชื่อเพื่อไม่ให้ลูกค้าต้องกลายเป็นหนี้ค้างชำระและเพื่อไม่ให้เกิดเป็นหนี้เสีย หรือหนี้ที่ไม่ก่อให้เกิดรายได้ (NPLs) ของธนาคาร สอดคล้องกับงานวิจัยณิฐากร มินมุนินท์ (2561) พบว่า แนวทางการแก้ปัญหา คือ 1) ปรับปรุงกระบวนการสื่อสารระหว่างธนาคารออมสินศูนย์ควบคุมและบริหารหนี้เขตลำพูน กับลูกหนี้ธนาคารออมสิน โดยมีการจัดทำเอกสารชี้แจงการปรับปรุงโครงสร้างหนี้ เน้นย้ำที่มาของการรวมยอดหนี้ และข้อดีของกระบวนการรวมยอดหนี้ 2) การกำหนดมาตรการเงื่อนไขการปรับปรุงโครงสร้างหนี้

ตามความต้องการของลูกหนี้ ได้แก่ การจัดทำโครงการที่เน้นช่วยเหลือลูกหนี้ในด้านการขยายระยะเวลาการผ่อนชำระหนี้ การปรับลดค่างวดในการผ่อนชำระให้ลดลง การลดอัตราดอกเบี้ย การลดเงินต้น และ การพักชำระดอกเบี้ย และ 3) การจัดอบรมพัฒนาพนักงานออมสิน เพื่อเพิ่มทักษะใน การเจรจากับลูกหนี้ ควบคู่กับการจัดทีมออกไปพบลูกหนี้นอกสถานที่ เพื่อให้ความรู้ด้านการบริหาร ด้านการจัดการ และความรู้ในการชำระหนี้ และสอดคล้องกับงานวิจัยของภาสกร บุญชื่น (2559) พบว่า แนวทางในการแก้ปัญหา คือ (1) การสร้างมาตรการกระตุ้นให้ลูกหนี้ให้ชำระหนี้ เช่น การขยายระยะเวลาการผ่อนชำระหนี้ การลดจำนวนเงินผ่อน การลดอัตราดอกเบี้ย การลดเงินต้น และการพักชำระดอกเบี้ย (2) การปรับปรุงขั้นตอนการทำงานและระบบติดตามการทวงหนี้ และ (3) การบริหารจัดการความเสี่ยงในการปล่อยสินเชื่อ

ข้อเสนอแนะ

1. ผู้บริหารของศูนย์ฯ ควรประสานงานกับทางธนาคารออมสิน สำนักงานใหญ่ ให้มีการเพิ่มข้อมูลผ่านระบบ Application Mymo ให้มีระบบการแจ้งข้อมูลมาตรการช่วยเหลือ การนัดหมาย หรือการส่งหนังสือเชิญลูกหนี้ เพราะลูกหนี้ทุกรายจะมีการใช้งาน Application Mymo ถ้ามีการแจ้งเตือนการชำระ แจ้งเตือนการเข้ามาตราการ หรือเสนอเงื่อนไขมาตรการ ผ่านทางสื่อออนไลน์ หรือสามารถเข้าร่วมมาตราการผ่านทาง Mymo โดยไม่ต้องมาที่ธนาคารออมสินสาขา

2. ทางศูนย์ฯ ควรจัดสรรงบประมาณ ในการจัดทำโครงการ/กิจกรรมเพื่ออบรมการบริหารจัดการรายได้ ให้กับลูกหนี้

3. ทางศูนย์ฯ อาจจะร่วมกับทางธนาคารออมสิน เขตภาคเหนือ จัดโครงการ/กิจกรรม นัดพบผู้ประกอบการที่เป็นลูกหนี้ จัดเวทีให้ผู้ประกอบการที่เป็นลูกหนี้ ได้พบ แลกเปลี่ยนทางด้านธุรกิจ เพื่อเพิ่มช่องทางการตลาด สร้างรายได้ให้กับลูกหนี้

4. ควรประสานงานนำเสนอให้ทางธนาคารออมสิน สำนักงานใหญ่ พิจารณา แก้ไขเงื่อนไขของมาตรการช่วยเหลือฯ จากการที่ให้ลูกหนี้จ่ายเฉพาะดอกเบี้ย เป็นการให้ลูกหนี้สามารถขยายเวลาชำระหนี้ พักการจ่ายหนี้ และลดอัตราดอกเบี้ย แทน

5. ทางศูนย์ฯ ควรจัดทำหลักสูตรพัฒนาพนักงานธนาคารออมสินในการติดตามหนี้ บุคลิกภาพ การเพิ่มประสิทธิภาพด้านการสื่อสาร การเจรจากับลูกหนี้เพื่อเข้าร่วมมาตรการ เป็นต้น

6. ผู้บริหารของศูนย์ ควรพิจารณาเกี่ยวกับมาตรการ การจัดจ้างพนักงานที่มีหน้าที่ให้การติดตามลูกหนี้โดยเฉพาะ เพื่อเพิ่มจำนวนพนักงาน พร้อมกับการสร้างพนักงานที่มีความเชี่ยวชาญเฉพาะด้าน

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การลดเวลาการค้นหาสินค้าไม่ตรงโลเคชั่น โดยใช้หลักการจัดวางตำแหน่งตายตัวบริษัทกรณีศึกษา : บริษัทอัพ อีคอมเมิร์ซ จำกัด

Reducing the Search time for products that do notmacth the principle of Fixed positioning Case Study: Up Ecommerce Co Ltd.

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บทคัดย่อ

ผู้วิจัยได้ทราบปัญหาแล้วจึงได้เก็บรวบรวมข้อมูล 5 สัปดาห์เห็นได้ว่าสินค้าไม่ตรงโลเคชั่น 60 รายการใช้ระยะเวลาหาสินค้า 223.74 นาที รายการสินค้าที่ส่งออก 14,558 รายการและสินค้าที่ค้างหยิบจะอยู่ที่ 3,597 รายการ หลังจากที่ได้ทำการเก็บรวบรวมข้อมูลจึงได้ทำการหาสาเหตุที่แท้จริงของปัญหาด้วย (Why Why Analysis) พบสาเหตุของปัญหาไม่มีการจัดวางตำแหน่งสินค้าที่ตายตัวและไม่มีป้ายบ่งบอกติดที่รายการสินค้าที่จะต้องจัดเก็บ เพื่อหาแนวทางแก้ไขปัญหาได้มีการระดมสมอง (Brian Storming) ดำเนินกิจกรรม 5ส และใช้หลักการ (Fixed Location System) จัดเก็บสินค้าตำแหน่งแบบตายตัว พร้อมทั้งนำแนวคิดเกี่ยวกับการควบคุมการมองเห็น (Visual Control) บ่งบอกติดตามรายการสินค้าที่จะต้องจัดเก็บ หลังการปรับปรุงพบว่าสินค้าไม่ตรงโลเคชั่น 25 รายการใช้ระยะเวลาหาสินค้าคิดเป็นร้อยละ 93.17 นาทีรายการสินค้าที่ส่งออกเพิ่มขึ้น 16,547 รายการ สินค้าค้างหยิบลดลง 1,705 รายการ

คำสำคัญ: การลดเวลาค้นหาสินค้า , การจัดวางตำแหน่งตายตัว , คิดเป็นร้อยละ

Abstract

The researcher has known the problem and collected data for 5 weeks. It can be seen that 60 items do not match the location, take 223.74 minutes to find the product. There are 14,558 exported items and 3,597 backlog items. Collecting data, therefore, the real cause of the problem was found (Why Why Analysis). To find a solution to the problem, brainstorming (Brian Storming) was carried out in 5S activities and the principle (Fixed Location System) was used to store fixed location products. Along with the concept of visual control (Visual Control), there are signs to indicate the items that must be stored. After the adjustment, it was found that the product did not match the location of 25 items, the search time was 93.17 minutes, the exported product list increased by 16,547 items, and the backlog decreased by 1,705 items.

Keywords: Reduction of product search time, Fixed positioning, Percentage

บทนำ

การบริหารจัดการคลังสินค้ามีบทบาทสำคัญในการดำเนินกิจการเพื่อจัดการคลังสินค้าให้เหมาะสมที่สุด รวมไปถึงการจัดพื้นที่ตำแหน่งการจัดวางสินค้าภายในคลังสินค้า และเป็นกิจกรรมที่มีความสำคัญอย่างมากต่อองค์กรบริษัทกรณีศึกษา ทำหน้าที่จัดเก็บสินค้าตั้งแต่ต้นทางจนถึงปลายทางปลายทาง จัดเก็บสินค้าทุกรายการที่ลูกค้าได้นำสินค้าเข้ามาเก็บไว้ที่คลังของเราจากการศึกษาและสังเกตการณ์การทำงานภายในคลังสินค้าพบเจอปัญหาภายในคลังสินค้าไม่ตรงโลเคชั่น (Location) พนักงานไม่ทราบตำแหน่งสินค้าที่จัดเก็บในบางรายการจึงทำให้เสียเวลาในการค้นหาสินค้าผู้วิจัยจึงศึกษาการจัดการคลังสินค้าโดยดำเนินกิจกรรม 5ส เพื่อจัดการสินค้า

[1] นักศึกษาปริญญาตรี สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น E-mail: Buakanok.tha@spumail.net
[2] นักศึกษาปริญญาตรี สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
[3] นักศึกษาปริญญาตรี สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
[4] อาจารย์ประจำสาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่

ให้เป็นระเบียบและพื้นที่ภายในคลังและใช้หลักการ (Fixed Location System) ลดปัญหาไม่ทราบตำแหน่งสินค้าและจัดการคลังสินค้าให้เป็นระเบียบพร้อมทั้งนำแนวคิดเกี่ยวกับการควบคุมการมองเห็น (Visual Control) เข้ามาใช้เพื่อควบคุมด้วยการมองเห็นเพื่อการบริหารสินค้าคงคลัง

วัตถุประสงค์ของการวิจัย

1. เพื่อลดระยะเวลาให้กับพนักงานในการค้นหาสินค้า
2. เพื่อเพิ่มรายการสินค้าในการจัดส่งให้กับกรณีศึกษา

วิธีการดำเนินการวิจัย

1. สำรวจเก็บรวบรวมข้อมูล ได้แก่ รายการสินค้าที่มีการนำจ่ายเยอะที่สุดต่อวัน
2. ศึกษาทฤษฎีและงานวิจัยที่เกี่ยวข้อง ได้แก่ ระบบจัดเก็บสินค้าตำแหน่งแบบตายตัว (Fixed Location System)
3. หาสาเหตุของปัญหาโดยใช้หลักการวิเคราะห์ทำการ (Why Why Analysis)
4. หาแนวทางการแก้ไขปัญหาโดยวิธีการระดมสมอง (Brian Storming)
5. ดำเนินการแก้ไขปัญหาในข้อที่ 4
6. วิเคราะห์เปรียบเทียบผลก่อน และหลังปรับปรุง
7. สรุปและข้อเสนอแนะ

ผลการดำเนินงาน

ขั้นตอนที่ 1 ผู้วิจัยได้ทำการเก็บรวบรวมข้อมูลและได้ทำการวิเคราะห์เขียนผังงาน (Flow chart) เพื่อให้ทราบถึงระบบการทำงานที่ก่อให้เกิดสินค้าไม่ตรงโลเคชั่นและใช้ระยะการใช้เวลาในการหาสินค้านาน

ขั้นตอนที่ 2 เก็บรวบรวมข้อมูลเป็นระยะเวลา 5 สัปดาห์แต่ละสัปดาห์จะมีการตรวจสอบหรือเก็บรวบรวมข้อมูลสินค้าที่ไม่ตรงโลเคชั่นรวมไปถึงจำนวนสินค้าที่จัดส่งออกไปแต่ละวันและที่ยังตกค้างกี่รายการต่อวัน จะเห็นได้ว่ารายการสินค้าไม่ตรงโลเคชั่นอยู่ที่ 60 รายการเวลาที่ใช้ค้นหาสินค้าจะอยู่ที่ 223.74 นาทีส่วนรายการสินค้าที่ส่งออกต่อวันจะอยู่ที่ 14,558 รายการสินค้าค้างหยิบ 3,597 รายการ

ขั้นตอนที่ 3 วิเคราะห์สาเหตุปัญหาด้วยการวิเคราะห์ทำการ Why Why Analysis วิเคราะห์หาสาเหตุที่แท้จริงของปัญหาที่ใช้ระยะเวลาในการหยิบสินค้านาน

ตารางที่ 1 วิเคราะห์สาเหตุปัญหาด้วย Why Why Analysis

ลักษณะของปัญหา	ทำไม(1)	ทำไม(2)	ทำไม(3)	ทำไม(4)	แนวทางการแก้ไขปัญหา
สินค้าไม่ตรงโลเคชั่น	พนักงานจัดเก็บสินค้าผิดโลเคชั่น	การเกิดจัดเก็บผิดพลาดในบางครั้ง	เพราะในโลเคชั่นเดียวมีหลายรายการจัดเก็บอยู่	ไม่มีการจัดวางตำแหน่งสินค้าที่ตายตัวและชัดเจน	มีการจัดวางตำแหน่งสินค้าไว้ในโลเคชั่นเดียว

จากตารางที่ 1 วิเคราะห์สาเหตุปัญหาด้วย Why Why Analysis วิเคราะห์หาสาเหตุที่แท้จริงของปัญหาสินค้าไม่ตรงโลเคชั่น สาเหตุของปัญหาในการจัดเก็บสินค้าไม่ตรงตามรายการสินค้าเพราะไม่มีตำแหน่งการจัดเก็บสินค้าที่ชัดเจนและไม่มีการจัดแยกประเภทสินค้าไว้ในโซน

ตารางที่ 2 วิเคราะห์สาเหตุปัญหาด้วย Why Why Analysis

ลักษณะของปัญหา	ทำไม(1)	ทำไม(2)	ทำไม(3)	ทำไม(4)	ทำไม(5)	แนวทางแก้ไขปัญหา
ใช้ระยะเวลาค้นหาสินค้านาน	พนักงานหาสินค้าไม่เจอ	สินค้าไม่ตรงตำแหน่งโลเคชั่นที่บันทึกไว้	พนักงานจัดเก็บสินค้าผิดโลเคชั่น	ไม่ทราบตำแหน่งจัดเก็บสินค้าเข้าโลเคชั่นไหน	ไม่มีป้ายบอกชนิดของโลเคชันแต่ละรายการ	มีป้ายติดไว้กับรายการสินค้าทุกรายการและทุกครั้งเวลาจัดเก็บสินค้าเข้าโลเคชั่น

จากตารางที่ 2 วิเคราะห์สาเหตุปัญหาด้วย Why Why Analysis วิเคราะห์หาสาเหตุที่แท้จริงของปัญหาที่ใช้ระยะเวลาในการหยิบสินค้านาน ซึ่งมีแนวทางการแก้ไขคือจะมีป้ายติดกับรายการสินค้าที่จะจัดเก็บทุกครั้งเพื่อบ่งบอกว่าควรจะจัดเก็บเข้าโลเคชั่นไหน

ขั้นตอนที่ 4 จากผู้วิจัยได้ทราบปัญหา และสาเหตุของปัญหาจากหลักการ Why Why Analysis ผู้วิจัยจึงได้ทำการระดมสมองกับทางผู้จัดการและพนักงานที่มีส่วนเกี่ยวข้องในแผนก เพื่อหาแนวทางการปัญหาที่เกิดขึ้น

ตารางที่ 3 แนวทางการแก้ไขปัญหา

ปัญหา	สาเหตุ	แนวทางการแก้ไขปัญหา
สินค้าไม่ตรงโลเคชั่น	ไม่มีการจัดวางตำแหน่งสินค้าที่ตายตัวและชัดเจน	จัดเก็บสินค้าแต่ละรายการไว้ในโลเคชั่นเดียวกันและกำหนดตำแหน่งการจัดเก็บสินค้าให้ชัดเจน
ใช้ระยะเวลาค้าหาสินค้านาน	ไม่มีป้ายบ่งบอกติดที่รายการสินค้าที่จะต้องจัดเก็บ	ทำป้ายบ่งบอกโลเคชั่นและรหัสสินค้า (SKU) ติดไว้กับรายการสินค้าทุกรายการและทุกครั้งเวลาจัดเก็บสินค้าเข้าโลเคชั่นเพื่อป้องกันการทำงานผิดพลาด

จากตารางที่ 3 แนวทางการแก้ไขปัญหาจะแสดงให้เห็นถึงแนวทางการแก้ไขปัญหาที่ผู้วิจัยและผู้ประกอบการพนักงานที่มีส่วนเกี่ยวข้องในแผนกได้ทำการระดมสมองที่จะแก้ไขปัญหาที่เกิดขึ้น

ขั้นตอนที่ 5 ดำเนินการแก้ไขเมื่อทราบถึงปัญหาสินค้าไม่ตรงโลเคชั่นแล้วว่าเกิดจากปัญหาตรงไหน ผู้วิจัยจึงได้นำกิจกรรม 5 ส.และใช้หลักการ (Fixed Location System) จัดตำแหน่งสินค้าให้อยู่ในรูปแบบที่ตายตัวจากนั้นผู้วิจัยจึงได้นำ (Visual control) เข้ามาใช้ทำป้ายติดที่รายการสินค้าที่จะจัดเก็บสินค้าเข้าโลเคชั่น ดังภาพที่ 1 และภาพที่ 2



ภาพที่1 ก่อนทำ 5 ส.

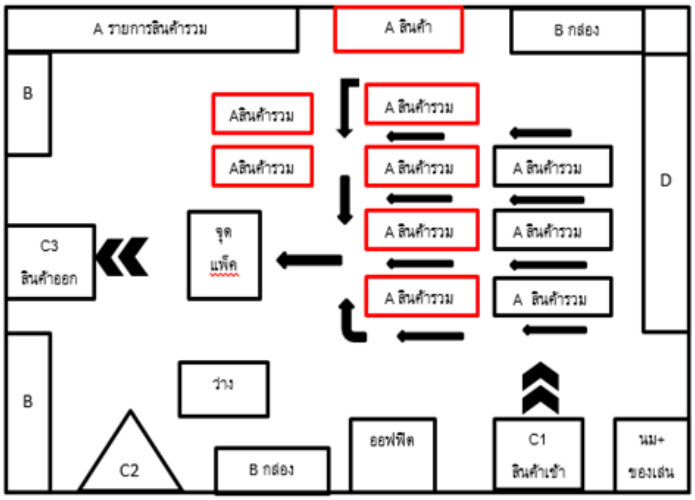
ภาพที่1 ก่อนทำ 5 ส.จะเห็นได้ว่าภายในช่องหยิบสินค้าจะมีสินค้ารายการอื่นเข้ามาปะปนและไม่มีการจัดวางที่เป็นระเบียบเรียนร้อย ยากต่อการหยิบและหาสินค้า



ภาพที่ 2 หลังทำ 5 ส.

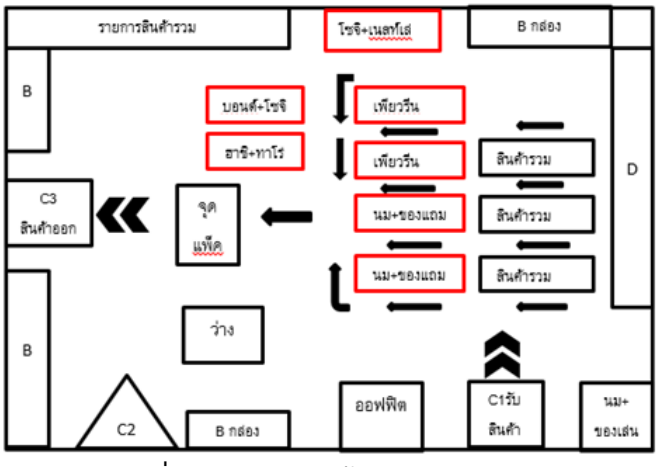
ภาพที่ 2 หลังทำ 5 ส.กล่องสินค้าที่ไม่ได้ใช้มีการวางไว้ตรงทางเดินในการหยิบสินค้าจึงได้ทำการจัดเก็บให้เป็นระเบียบเรียบร้อยจึงง่ายต่อการเดินหยิบสินค้าหรือหาสินค้า

หลังจากที่ได้ทำการแก้ไขด้วยกิจกรรม 5 ส ผู้วิจัยจึงได้ใช้หลักการ (Fixed Location System) จัดตำแหน่งสินค้าให้อยู่ในรูปแบบที่ตายตัว ดังภาพที่ 3 และภาพที่ 4



ภาพที่3 แผนผังคลังสินค้าก่อนทำการปรับปรุง

จากภาพที่ 3 แผนผังคลังสินค้าก่อนทำการปรับปรุงจะเห็นได้ว่าตามโลเคชั่นจะมีสินค้าหลายรายการที่อยู่ในโลเคชั่นเดียวกันและไม่มีการจัดวางหรือแยกรายการสินค้าให้เป็นโซนและไม่มีการจัดตำแหน่งสินค้าที่ตายตัว



ภาพที่ 4 แผนผังคลังสินค้าหลังทำการปรับปรุง

ภาพที่ 4 การจัดตำแหน่งสินค้าที่ตายตัวมีการจัดวางรายการสินค้าเป็นหมวดหมู่และมีการจัดแยกประเภทสินค้าภายในโลเคชั่นเพื่อที่จะง่ายต่อการหยิบสินค้าหรือการจัดเก็บสินค้าเข้าโลเคชั่นแต่ละรายการ

จากนั้นผู้วิจัยจึงได้นำ (Visual control) เข้ามาใช้ทำป้ายติดที่รายการสินค้าที่จะจัดเก็บสินค้าเข้าโลเคชั่น ปัญหาที่พบในปัจจุบันทางบริษัทกรณีศึกษาไม่มีป้ายบ่งชี้ที่ชัดเจนในการจัดเก็บสินค้าเข้าโลเคชั่น ดังภาพที่ 5 และ ภาพที่ 6



ภาพที่ 5 ไม่มีป้ายบ่งชี้ติดกับรายการสินค้าที่จะเก็บสินค้าเข้าโลเคชั่น (ก่อนปรับปรุง)

ภาพที่ 5 จะเห็นได้ว่าพนักงานตักสินค้าลงมาหรือจะจัดเก็บสินค้าเข้าโลเคชั่นจะไม่มีป้ายติดกับรายการสินค้าว่าจะจัดเก็บสินค้าเข้าโลเคชั่นจะเห็นได้ว่าตามโลเคชั่นจะมีสินค้าหลายรายการที่อยู่ในโลเคชั่นเดียวกันและไม่มีการจัดวางหรือแยกรายการสินค้าให้เป็นโซนและไม่มีการจัดตำแหน่งสินค้าที่ตายตัว



ภาพที่ 6 ทำการติดป้ายกับรายการสินค้าที่จะจัดเก็บเข้าโลเคชั่นทุกครั้ง

ภาพที่ 6 ทำการติดป้ายกับรายการสินค้าที่จะจัดเก็บเข้าโลเคชั่นทุกครั้ง ผู้วิจัยจึงได้นำ (Visual control) เข้ามาใช้ในส่วนการติดป้ายบ่งบอกในการจะจัดเก็บสินค้าเข้าโลเคชั่นเพื่อลดการผิดพลาดในการจัดเก็บสินค้า

รายการสินค้า	ก่อน				หลัง				ผลต่าง			
	ไม่ตรงโลเคชั่น	เวลาเฉลี่ย (นาที)	สินค้าส่งออก	สินค้าค้างหยิบ (ต่อวัน)	ไม่ตรงโลเคชั่น	เวลาเฉลี่ย (นาที)	สินค้าส่งออก (ต่อวัน)	สินค้าค้างหยิบ (ต่อวัน)	ไม่ตรงโลเคชั่น	เวลาเฉลี่ย (นาที)	สินค้าส่งออก (ต่อวัน)	สินค้าค้างหยิบ (ต่อวัน)
Puree n	20	73.6			7	25.75			13	47.85		
MJ	14	51.38	14,558	3,597	4	14.68	16,547	1,705	10	36.7	1,989	1,892
ZOJIR	13	49.79			6	22.98			7	26.81		
Nestle	9	36.99			6	24.66			3	12.33		
BOND	1	2.64			1	2.64			-	-		
Hashi	2	6.88			0	0			2	6.88		
Taro	1	2.46			1	2.46			-	-		
รวม	60	223.74	14,558	3,597	25	93.17	16,547	1,705	35	130.57	1,989	1,892

ตารางที่4 แสดงผลเปรียบเทียบร้อยละก่อนและหลังปรับปรุง

ผู้วิจัยได้เปรียบเทียบผลก่อนปรับปรุง และหลังปรับปรุงพบว่ารายการสินค้าไม่ตรงโลเคชั่นลดลงจากเดิม 60 รายการหลังทำการปรับปรุงเหลือ 25 รายการลดลงจากเดิม 35 รายการคิดเป็นร้อยละ ระยะเวลาที่ใช้หยิบสินค้าจากเดิม 223.74 นาที หลังทำการปรับปรุงอยู่ที่ 93.17 นาที ลดลงจากเดิม 130.57 นาที คิดเป็นร้อยละ ในส่วนของรายการส่งออกเพิ่มขึ้น 1,989 รายการและที่ค้างหยิบลดลง 1,892 รายการหลังทำการแก้ไข 5 สัปดาห์

สรุปผลการวิจัย

จากที่ผู้วิจัยได้ทำการศึกษาและหาแนวทางการแก้ไขปัญหาเรื่อง สินค้าไม่ตรงโลเคชั่นจึงทำให้เกิดระยะเวลาในการหยิบสินค้านาน กรณีศึกษาบริษัทอัพ อีคอมเมิร์ซ จำกัด โดยใช้หลักการวิเคราะห์ในรูปแบบการเขียนผังงาน (Flow chart) เพื่อให้ทราบถึงระบบการทำงานที่ก่อให้เกิดสินค้าไม่ตรงโลเคชั่นใช้ระยะเวลาในการหาสินค้านานหลังจากนั้นได้ทำการเก็บรวบรวมข้อมูลในส่วนของสินค้าที่ไม่ตรงโลเคชั่นจะอยู่ที่ 60 รายการระยะเวลาในการหาสินค้ารวม 223.74 นาทีและยอดที่จัดส่ง 14,558 รายการค้างหยิบสินค้าในแต่ละวันรวม 3,597 รายการทำการเก็บข้อมูลเป็นระยะเวลา5 สัปดาห์ หลังจากนั้นผู้วิจัยจึงได้หาสาเหตุของปัญหาด้วย Why Why Analysis เพื่อหาสาเหตุที่แท้จริงของปัญหาสินค้าไม่ตรงโลเคชั่นจึงทำให้เกิดระยะเวลาในการหยิบสินค้านาน เมื่อทราบถึงสาเหตุของปัญหาแล้วผู้วิจัยจึงได้ทำการระดมสมอง (Brainstorming) กับทางผู้จัดการหรือหัวหน้าแผนกที่มีส่วนเกี่ยวข้องทุกท่าน สามารถหาแนวทางการแก้ไขโดยนำกิจกรรม 5 ส.เข้ามาใช้ในส่วนของการจัดเก็บสินค้าไม่เป็นระเบียบไม่มีการจัดเก็บหรือทำความสะอาดในส่วนของช่องที่จะหยิบสินค้าหรือตามโลเคชั่น และได้มีการจัดตารางตำแหน่งหน้าที่ในการรับผิดชอบงานในส่วนของแผนกจัดเก็บสินค้าเข้าโลเคชั่นและหยิบ

สินค้าเพื่อการทำงานจะได้เป็นระบบ หลังจากที่ได้ทำ 5 ส.ผู้วิจัยจึงได้นำผู้วิจัยจึงได้นำหลักการ (Fixed Location System) เพื่อจัดตำแหน่งสินค้าให้อยู่ในรูปแบบที่ตายตัวและจัดรายการสินค้าให้มีตำแหน่งที่ชัดเจนจัดหมวดหมู่สินค้าให้อยู่ในรูปแบบเดียวกันให้เกิดการทำงานที่สะดวกและไม่ประสบปัญหาหาสินค้าไม่เจอ พร้อมทั้งนำ (Visual control) เข้ามาใช้ในส่วนการติดป้ายบ่งบอกในการจะจัดเก็บสินค้าเข้าโลเคชั่นเพื่อลดการผิดพลาดในการจัดเก็บสินค้าหรือการหาสินค้าตามโลเคชั่นจะทำให้ง่ายต่อการทำงาน หลังทำการ

ดำเนินการแก้ไขจะเห็นได้ว่าสินค้าไม่ตรงโลเคชั่นจะอยู่ที่ 25 รายการเวลาในการหาสินค้ารวม 93.17 นาทียอดในการจัดส่งสินค้า 16,547 ยอดค้างหยิบจะอยู่ที่ 1,705 รายการ จะเห็นได้ว่าหลังทำการปรับปรุงยอดสินค้าที่ไม่ตรงโลเคชั่นจะลดจากเดิม 35 รายการ ระยะเวลาในการหยิบสินค้ารวมจะลดลงจากเดิม 130.57 นาทีและยอดในการจัดส่งจะเพิ่มขึ้นจากเดิม 1,989 รายการรวมไปถึงยอดค้างหยิบจะลดลงจากเดิม 1,892 รายการ หลังทำการแก้ไขแนวทางการแก้ไขปัญหาสินค้าไม่ตรงโลเคชั่นก่อให้เกิดระยะเวลาในการหยิบสินค้านานเป็นอีกหนึ่งแนวทางที่จะช่วยให้การทำงานในส่วนของแผนกหยิบสินค้าและแผนกจัดเก็บสินค้าทำงานได้เร็วขึ้นและสามารถจัดส่งสินค้าได้ตามยอดที่ลูกค้าต้องการ

ข้อเสนอแนะ

การวิจัยครั้งนี้ผู้วิจัยได้ค้นพบปัญหาส่วนใหญ่เกิดจากการทำงานที่ไม่เป็นระบบและไม่ชัดเจนในส่วนของการจัดเก็บสินค้าเข้าโลเคชั่นพนักงานไม่มีการติดป้ายบ่งบอกทุกครั้งหลังจากที่จัดเก็บสินค้าเข้าโลเคชั่นหรือนำสินค้าลงมาจากโลเคชั่นจึงทำให้เกิดการทำงานที่ผิดพลาดได้ในการเก็บสินค้าผิดโลเคชั่น ผู้วิจัยจึงคิดว่าควรจะมีการติดป้ายบ่งบอกทุกครั้งที่จัดเก็บสินค้าหรือนำสินค้าลงมาเพื่อที่จะได้ทำงานที่สะดวกและลดข้อผิดพลาดในการทำงานได้

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BUS-069

รูปแบบและพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐสังกัดสำนักงานเขตบางขุนเทียน กรุงเทพมหานคร

Patterns and behaviors of saving for retirement of government personnel at Bang Khun Thian District Office, Bangkok

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษารูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐ 2) เพื่อศึกษาพฤติกรรมการออมเงินของบุคลากรภาครัฐ 3) เพื่อศึกษาความแตกต่างของพฤติกรรมการออมเงินจำแนกตามปัจจัยด้านประชากรศาสตร์ 4) เพื่อศึกษาความแตกต่างของรูปแบบการออมเงินจำแนกตามปัจจัยด้านประชากรศาสตร์ โดยศึกษาจากกลุ่มตัวอย่างบุคลากรภาครัฐ สังกัดสำนักงานเขตบางขุนเทียน จังหวัดกรุงเทพมหานคร จำนวน400คน ใช้วิธีการวิจัยเชิงปริมาณเก็บข้อมูลแบบวิธีเจาะจงโดยใช้แบบสอบถามออนไลน์ โดยนำผลมาวิเคราะห์ด้วยค่าสถิติต่างๆ ได้แก่ การวิเคราะห์สถิติพรรณนา (Descriptive Statistics) ด้วยค่าสถิติพื้นฐานต่างๆ และทำการทดสอบสมมติฐานด้วยการวิเคราะห์ความแปรปรวน t-test (เพศ) และ ANOVA

ผลการศึกษาพบว่า (1) ปัจจัยด้านประชากรศาสตร์ ได้แก่ เพศ อายุ ไม่ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐที่ระดับนัยสำคัญทางสถิติ 0.05 แต่รายได้ต่อเดือน สถานภาพส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐที่ระดับนัยสำคัญทางสถิติ 0.05 (2) ปัจจัยด้านประชากรศาสตร์ ได้แก่ เพศ อายุ ไม่ส่งผลต่อรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐที่ระดับนัยสำคัญทางสถิติ 0.05 แต่รายได้ต่อเดือน สถานภาพส่งผลต่อรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐที่ระดับนัยสำคัญทางสถิติ 0.05

คำสำคัญ: พฤติกรรมการออมเงิน, รูปแบบการออมเงิน

abstract

The objectives of this research were 1) to study the retirement savings model of government personnel, 2) to study the savings behavior of government personnel, and 3) to study the differences in savings behavior classified by factors. Demographics 4) To study the differences of savings patterns classified by demographic factors. by studying from a sample of government personnel Under the Bang Khun Thian District Office, Bangkok, 400 people, using a quantitative research method to collect data using online questionnaires. The results were analyzed with various statistical values, such as descriptive statistics analysis with various basic statistics. Hypotheses were tested by analysis of variance, t-test (sex) and ANOVA.

The results of the study showed that (1) demographic factors such as gender, age, did not affect the retirement saving behavior of government personnel at the statistical significance level of 0.05. Status affected the retirement savings behavior of government personnel at the statistical significance level of 0.05. (2) Demographic factors such as gender, age did not affect the retirement savings patterns of government personnel at the significant level. Statistics 0.05 but monthly income Status affects retirement savings patterns of government personnel at the statistical significance level of 0.05.

Keywords: saving behavior, saving pattern

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ที่มาและความสำคัญ

ในปัจจุบันนั้นโลกเราได้มีการพัฒนาก้าวหน้าอย่างรวดเร็ว ทั้งด้านสังคม การศึกษา การเมือง และด้านเศรษฐกิจ เป็นต้น ก็ได้มีการเปลี่ยนแปลงไปตามยุคตามสมัยเช่นกัน ซึ่งด้านเศรษฐกิจในประเทศไทยในปัจจุบันนี้ค่อนข้างที่จะถดถอยลงเรื่อยๆ ส่งผลให้มนุษย์ต้องมีการปรับตัวในการใช้ชีวิตที่ลำบากมากขึ้น โดยผู้คนที่อยู่ในช่วงวัยทำงานที่ทำงานในภาครัฐและเอกชนก็โดนผลกระทบนี้ด้วยเป็นอย่างมาก แต่ในส่วนของการทำงานในภาครัฐค่อนมีปัจจัยหลายอย่างในทั้งเรื่องของเงินเดือน ตำแหน่ง และการสนับสนุนต่างจากภาครัฐ ซึ่งอาจจะไม่ได้ปรับเปลี่ยนไปตามสภาพสังคมและเศรษฐกิจ ดังนั้นจึงจะต้องมีการศึกษาเรื่องรูปแบบและพฤติกรรมในการออมเงิน เพื่อที่จะได้วางแผนในการใช้ชีวิตให้คงดำรงอยู่รอดได้ตั้งแต่ปัจจุบันจนถึงเกษียณอายุ

การทำงานในสังกัดภาครัฐนั้นค่อนข้างที่จะมีกฎเกณฑ์หรือข้อจำกัดมากมาย แต่ก็ยังมีสวัสดิการต่างๆมาช่วยในเรื่องของการเงิน ในส่วนของเงินเดือนนั้น ซึ่งสวนทางกับเศรษฐกิจตอนนี้เป็นอย่างมาก บุคลากรภาครัฐจึงพึ่งแต่สวัสดิการของภาครัฐเป็นส่วนใหญ่ แต่บุคลากรภาครัฐบางคนไม่ได้ตระหนักถึงการออมสักเท่าไหร่ เมื่อเกิดเหตุการณ์ฉุกเฉินที่เป็นสาเหตุให้ต้องใช้จ่ายเงินที่นอกเหนือจากสวัสดิการของภาครัฐ อาจจะเกิดปัญหาเรื่องค่าใช้จ่ายที่ไม่เพียงพอและนำไปสู่การกู้ยืมได้ จึงควรมีการคิดและวางแผนการอออมเงินขึ้นเพื่อป้องกันการเกิดปัญหาเรื่องการเงิน และเพื่อเป้าหมายในการใช้จ่ายต่างๆและการนำไปลงทุนในอนาคต ทำให้บุคลากรภาครัฐสามารถมีรายได้เพียงพอสำหรับใช้จ่ายยามเกษียณอายุโดยไม่เป็นภาระของครอบครัวและสังคม

ดังนั้นผู้วิจัยจึงได้มีความสนใจที่จะศึกษาเรื่องรูปแบบและพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐ เพื่อให้ทราบถึงพื้นฐานในการวางแผนทางการเงินของบุคลากรภาครัฐ สำนักงานเขตบางขุนเทียน กรุงเทพมหานคร ว่ามีพฤติกรรมและรูปแบบการออมเงินเป็นอย่างไร โดยผลการศึกษานอกจากจะเป็นประโยชน์โดยตรงกับคุณภาพชีวิตของกลุ่มตัวอย่างแล้ว ยังมีส่วนในการสร้างเงินออมของประเทศในภาพรวมด้วย

วัตถุประสงค์ของการวิจัย

1.เพื่อศึกษารูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐ

2.เพื่อศึกษาพฤติกรรมการออมเงินของบุคลากรภาครัฐ

3.เพื่อศึกษาความแตกต่างของพฤติกรรมการออมเงินจำแนกตามปัจจัยด้านประชากรศาสตร์

4.เพื่อศึกษาความแตกต่างของรูปแบบการออมเงินจำแนกตามปัจจัยด้านประชากรศาสตร์

นิยามศัพท์

1.พฤติกรรมการออมเงินเพื่อเกษียณอายุ คือ การกระทำหรือนิสัยส่วนบุคคลที่แสดงออกในลักษณะของจำนวนเงินออมที่มาจากรายได้มาเก็บสะสมไว้ เพื่อมีไว้ใช้จ่ายในตอนเกษียณอายุ โดยพฤติกรรมการออมเงินเพื่อเกษียณอายุแต่ละบุคคลจะมีรูปแบบที่แตกแต่งกันออกไป เช่น ความถี่ในการออม จำนวนเงินในการออมระยะเวลาในการออม และวัตถุประสงค์ในการออม

2. รูปแบบการออมเงินเพื่อเกษียณอายุ คือ ลักษณะการออมเงินของแต่ละบุคคล ซึ่งรูปแบบจะแตกต่างกันไปตามปัจจัยต่างๆ โดยแบ่งออกเป็น 5 รูปแบบ ดังนี้

2.1) การฝากเงินกับธนาคาร คือ เงินฝากที่ฝากไว้กับธนาคาร หรือสถาบันการเงินต่างๆ ซึ่งเป็นวิธีการที่มีความสะดวกและง่าย และมีความมั่นคงสูง เนื่องจากสถาบันหรือธนาคารนั้นมีการให้บริการที่กว้างขวาง เงินฝากจะได้รับผลตอบแทนเป็นดอกเบี้ยซึ่งอยู่กับประเภทของบัญชีเงินฝาก เช่น บัญชีเงินฝากออมทรัพย์ บัญชีเงินฝากประจำ และบัญชีเงินฝากกระแสรายวัน

2.2) การประกันชีวิต คือ เป็นเครื่องมือการออมที่สร้างหลักประกันความมั่นคงให้กับชีวิต เพื่อป้องกันความเสี่ยงจากเหตุการณ์ที่ไม่คาดคิด การทำประกันชีวิตจึงเป็นการลดความเสี่ยงที่จะเกิดขึ้น โดยมีประกันชีวิตที่สำคัญ ได้แก่ ประกันชีวิตแบบตลอดชีวิต ประกันชีวิตแบบสะสมทรัพย์ ประกันชีวิตแบบบำนาญ และประกันชีวิตควบการลงทุน

2.3) ตราสารหนี้ คือ สินทรัพย์ทางการเงินที่ให้สิทธิการเป็นเจ้าหนี้แก่ผู้ลงทุน ซึ่งผู้ลงทุนจะได้ผลตอบแทนเป็นดอกเบี้ยอย่างสม่ำเสมอตามระยะเวลาที่กำหนด และเมื่อถึงวันครบอายุที่กำหนดไว้ ผู้ลงทุนก็จะได้รับเงินต้นคือ โดยแบ่งตราสารหนี้ออกเป็น 2 ประเภท ได้แก่

- ตราสารหนี้ที่ออกโดยรัฐบาล เช่น พันธบัตรรัฐบาล ตั๋วเงินคลัง
- ตราสารหนี้ที่ออกโดยเอกชน หรือหุ้นกู้

2.4) กองทุนรวม คือ การลงทุนในรูปแบบหนึ่งที่ผู้ลงทุนนำเงินของตนมาลงทุนร่วมกัน โดยมีผู้จัดการกองทุนนำเงินไปลงในหลักทรัพย์หรือสินทรัพย์ประเภทต่างๆตามนโยบายการลงทุนที่ได้ตกลงกันไว้ และได้รับผลตอบแทนก็จะสะสมไว้ในกองทุนรวม ซึ่งผู้ลงทุนจะได้รับผลตอบแทนในรูปของกำไรที่จะได้รับจากการขายหน่วยลงทุนที่มีมูลค่าเพิ่มขึ้น หรือการได้รูปรับเงินปันผล โดยที่ผู้ลงทุนจะได้รับผลตอบแทนมากหรือน้อยขึ้นอยู่กับจำนวนเงินที่ได้ลงทุนไป

2.5) ตราสารอื่นๆ เช่น ตราสารทุน ตราสารอนุพันธ์ และตราสารกึ่งหนี้กึ่งทุน

ขอบเขตของการวิจัย

ขอบเขตด้านประชากร

ประชากรที่ใช้ในการวิจัยคือบุคลากรภาครัฐสังกัดสำนักงานเขตบางขุนเทียน กรุงเทพมหานครคำนวณขนาดกลุ่มตัวอย่างโดยใช้สูตรของ (Yamane) ได้ขนาดตัวอย่าง 400 คน

กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ใช้วิธีการเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling)

ขอบเขตด้านเนื้อหา

การวิจัยครั้งนี้เป็นการศึกษาเชิงปริมาณ เพื่อศึกษาปัจจัยด้านประชากรศาสตร์ที่ส่งผลต่อพฤติกรรมการออมเงินและรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐ และศึกษาพฤติกรรมการออมเงินที่มีความสัมพันธ์กับรูปแบบการออมเงินเพื่อเกษียณอายุของภาครัฐ

1. ตัวแปรอิสระ ได้แก่

1.1 ข้อมูลปัจจัยด้านประชากรศาสตร์ ประกอบด้วย เพศ อายุ รายได้ต่อเดือน สถานภาพ

2. ตัวแปรตาม ได้แก่

1.2 พฤติกรรมการออมเงินเพื่อเกษียณอายุ ประกอบด้วย ความถี่ในการออม จำนวนเงินในการออม ระยะเวลาในการออม วัตถุประสงค์ในการออม

1.3 รูปแบบการออมเงินเพื่อเกษียณอายุ ประกอบด้วย การฝากเงินกับธนาคาร การประกันชีวิต ตราสารหนี้ กองทุนรวม ตราสารอื่นๆ

ขอบเขตด้านพื้นที่

ผู้วิจัยใช้พื้นที่ศึกษา คือ สำนักงานเขตบางขุนเทียน จังหวัดกรุงเทพมหานคร

ขอบเขตด้านระยะเวลา

ในการศึกษาวิจัยครั้งนี้ ใช้เวลาตั้งแต่ เดือนกันยายน 2565 - เดือนมกราคม 2566 รวมระยะเวลา 5 เดือน

แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง

<u>แนวคิดเกี่ยวกับพฤติกรรมการออม</u>

แนวคิดเกี่ยวกับพฤติกรรมการออม ทำให้ทราบว่า การออมทำให้ผู้ออมสามารถบรรลุเป้าหมายตามที่วางไว้ได้ ไม่ว่าจะออมเพื่อเก็บไว้ใช้ในยามเจ็บป่วยหรือชรา เพื่อการศึกษา เพื่อเป็นมรดกให้ลูกหลาน เพื่อเป็นหลักประกันความมั่นคงของชีวิตหรือเพื่อเก็บไว้ใช้ในอนาคตหรือหลังเกษียณอายุก็ตาม (ปิยกานต์ อาจารียวุฒิ, 2554)

การออมจะเกิดขึ้นไม่ได้หากผู้ออมไม่มีพฤติกรรมการออม ผู้ออมควรมีระเบียบวินัยในการออม ไม่ใช้จ่ายอย่างฟุ่มเฟือย ควรมีการวางแผนหรือการบริหารการเงินของตนเองแก้ปัญหาได้โดยใช้แนวทางการเพิ่มรายได้และลดรายจ่าย โดยหากผู้ออมมีการปรับเปลี่ยนพฤติกรรมการออมจะส่งผลให้เกิดความมั่งคั่งในชีวิต ซึ่งอันดับแรกนั้น ผู้ออมสามารถกำหนดการออม รูปแบบการออมต่างๆ ได้แรงบันดาลใจหรือเป้าหมายในการออมของตนเองและปัจจัยสำคัญที่สุดสำหรับการออมนั่นคือ การมีรายได้ หากมีรายได้มากก็จะทำให้ผู้ออมเกิดสภาพคล่องทางการเงินสูงและผู้ออมควรจัดทำแผนสำรองเพื่อรองรับความเสี่ยงต่างๆ ที่จะก่อให้เกิดสภาพคล่องทางการเงินที่ลดลง เช่น การเกิดปัญหาการเมือง ภาวะเศรษฐกิจที่ไม่แน่นอนของประเทศ ความเสี่ยงและความมั่นคงของสถาบันการเงินต่างๆ เป็นต้น (ใจเดียว โกมลเพ็ชร์, 2554)

<u>แนวคิดเกี่ยวกับรูปแบบการออม</u>

รายได้ที่ผู้ออมได้รับถือว่าเป็นตัวกำหนดรูปแบบการออมของแต่ละบุคคล โดยส่วนใหญ่มีการออมเงินในรูปแบบของการฝากเงินกับธนาคารพาณิชย์หรือสถาบันการเงินต่างๆ ซึ่งผู้ออมจำเป็นต้องคำนึงถึงปัจจัยด้านผลตอบแทนที่จะได้จากการออมด้วย อาทิเช่น การได้รับยกเว้นภาษีดอกเบี้ยเงินฝาก (สุภาวดี ฮะมะณี, 2556)

รัตนา สายคณิต (2543) ได้ให้ความหมายของการออม หมายถึง ส่วนที่เหลือของรายได้หักค่าใช้จ่ายหรือการบริโภคและภาษี ซึ่งก็คือ รายได้สุทธิหลังหักภาษี โดยการออมมีความสัมพันธ์ไปในทิศทางเดียวกันกับรายได้ กล่าวคือ ถ้ารายได้สุทธิหลังหักภาษีต่ำการออมย่อมต่ำด้วยเช่นกัน

นวพร เรืองสกุล (2549) ได้ให้ความหมายของการออม หมายถึง รายได้ส่วนที่เหลืออยู่หลังหักค่าใช้จ่าย โดยที่รายได้ส่วนที่เหลือนั้นเรียกว่าเงินออม

แนวคิดเกี่ยวกับปัจจัยด้านประชากรศาสตร์

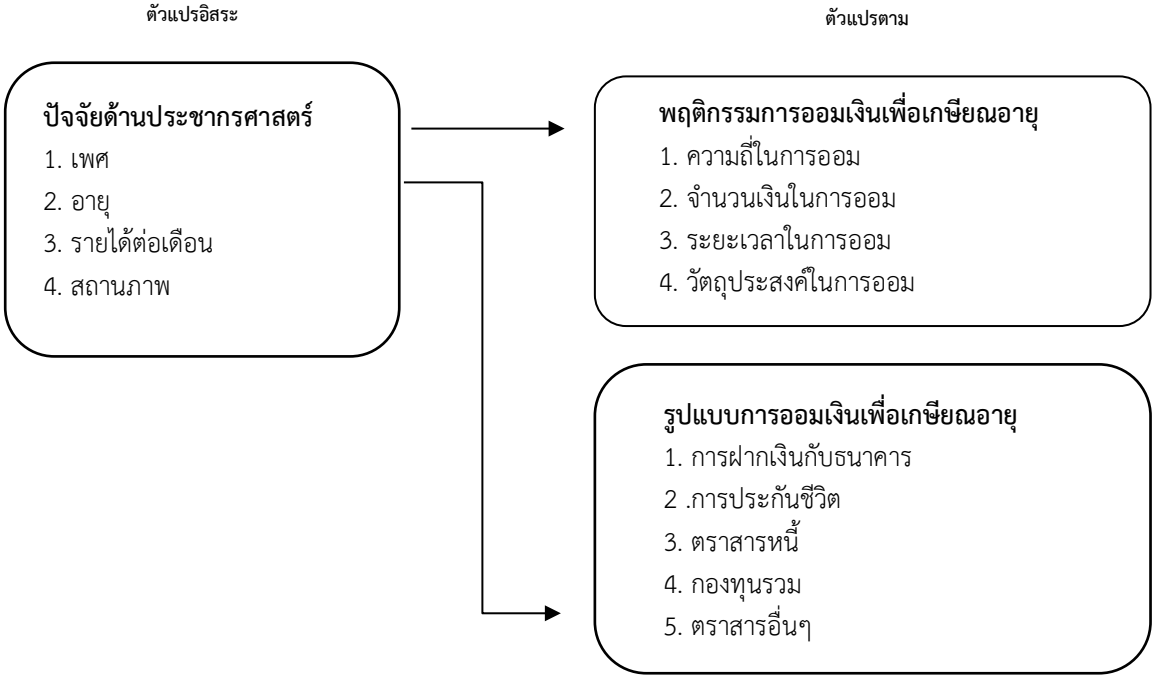
ทางด้านปัจจัยด้านประชากรศาสตร์ Pomsuwan กล่าวว่า เป็นเรื่องความหลากหลายด้านภูมิหลังของบุคคล เช่น เพศ อายุ สถานภาพ ลักษณะโครงสร้างของร่างกาย ความอาวุโสในการทำงานเป็นต้น และรวมถึงการเชื่อมต่อของภูมิหลังของบุคคลกับสภาพแวดล้อมต่างๆ เช่น อาชีพ ระดับรายได้ ระดับการศึกษา เป็นผลรวมทำให้สามารถใช้ประเด็นดังกล่าวในการศึกษาเชื่อมต่อถึงผลลัพธ์ที่เกิดขึ้นในงานวิจัยทางธุรกิจที่เกิดขึ้นกับพนักงานหรือบุคลากรในระดับต่างๆ ซึ่งมีลักษณะพฤติกรรมการแสดงออกที่แตกต่างกัน โดยมีสาเหตุมาจากความแตกต่างทางด้านประชากรศาสตร์หรือภูมิหลังของบุคคลนั้นเอง (Pomsuwan, 2017)

สมมติฐานของการวิจัย

สมมติฐานที่ 1 ปัจจัยด้านประชากรศาสตร์ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน

สมมติฐานที่ 2 ปัจจัยด้านประชากรศาสตร์ส่งผลต่อรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน

กรอบแนวคิดการวิจัย



ระเบียบวิธีวิจัย

งานวิจัยนี้เป็นการวิจัยเชิงปริมาณ (Quantitative Research) โดยเก็บรวบรวมข้อมูลจากการสำรวจกลุ่มตัวอย่าง คือ บุคลากรภาครัฐที่ทำงานในสังกัดสำนักงานเขตบางขุนเทียน จังหวัดกรุงเทพมหานคร เพื่อมุ่งหาปัจจัยที่ส่งผลต่อพฤติกรรมและรูปแบบการออมเงินเพื่อเกษียณอายุ โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างที่มีประสบการณ์ในการออมเงินเพื่อเกษียณอายุ ดำเนินการรวบรวมข้อมูลจากแบบสอบถามที่เป็นแบบออนไลน์

ประชากรที่ศึกษา คือ บุคลากรภาครัฐสังกัดสำนักงานเขตบางขุนเทียน จังหวัดกรุงเทพมหานคร คำนวณขนาดกลุ่มตัวอย่างตามสูตรของยามาเน่ (Yamane, 1973) ที่ระดับความเชื่อมั่นร้อยละ 95 โดยใช้การเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling) ได้ขนาดตัวอย่าง 400 คน

ขั้นตอนการสร้างเครื่องมือและตรวจสอบคุณภาพเครื่องมือ มีดังนี้

ผู้วิจัยได้ศึกษาข้อมูลจากเอกสาร หนังสือ วารสาร แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้องเพื่อนำมากำหนดโครงสร้างแบบสอบถาม นำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นมาเสนอต่ออาจารย์ที่ปรึกษาปรับปรุงแก้ไขตามคำแนะนำรวมทั้งปรับปรุงแก้ไขแบบสอบถามตามคำแนะนำของอาจารย์ผู้ทรงคุณวุฒิในคณะวิทยาการจัดการ หลังจากนั้นจึงนำแบบสอบถามที่ผ่านการตรวจสอบและปรับปรุงแก้ไขให้สมบูรณ์แล้วนั้นนำไปทดลองใช้กับกลุ่มตัวอย่างจำนวน 30 ตัวอย่างในเขตกรุงเทพมหานครเพื่อทดสอบความเชื่อมั่น (Reliability) ซึ่งค่าที่ได้ไม่ควรต่ำกว่า 0.70 ซึ่งจะถือว่าแบบสอบถามมีความเชื่อมั่น (ลัดดาวัลย์ เพชรโรจน์และอัจฉรา ชำนิประศาสน์, 2547) จากการคำนวณหาค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ผลการคำนวณค่าสัมประสิทธิ์ ได้ค่าความเชื่อมั่น

ในภาพรวมเท่ากับ 0.913 ดังนั้นแบบสอบถามมีค่าความเชื่อมั่นในระดับที่ยอมรับได้ จึงสามารถนำไปใช้เป็นเครื่องมือในการเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลงานวิจัยนี้จะทำการเก็บตัวอย่างที่มีประสบการณ์หรือเคยลงทุนในสินทรัพย์สินดิจิทัลโดยใช้แบบสอบถามเอกสารออนไลน์ (Google Forms) และได้รับคืนเป็นจำนวนกลุ่มตัวอย่าง 400 ตัวอย่าง หลังจากกลุ่มตัวอย่างได้ตอบแบบสอบถามแล้ว ผู้วิจัยจึงนำข้อมูลที่ได้มาวิเคราะห์ด้วยโปรแกรมสำเร็จรูปทางสถิติ

การวิเคราะห์และสถิติที่ใช้

การวิจัยครั้งนี้วิเคราะห์ข้อมูลทางสถิติด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์ โดยได้นำข้อมูลจากแบบสอบถามที่เก็บรวบรวมได้มาตรวจสอบความถูกต้องของข้อมูล โดยวิเคราะห์ข้อมูลแบ่งเป็น 3 ส่วน

1. การวิเคราะห์สถิติพรรณนา (Descriptive Statistics) ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

2. การวิเคราะห์ความแปรปรวน t-test (เพศ) ในกรณี 2 กลุ่มที่พบความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 จึงทำการเปรียบเทียบความแตกต่างค่าเฉลี่ยรายคู่ด้วยวิธี Least Significance Difference (LSD)

3. การวิเคราะห์ความแปรปรวน (ANOVA) ในกรณีที่พบความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 จึงทำการเปรียบเทียบความแตกต่างค่าเฉลี่ยรายคู่ด้วยวิธี Least Significance Difference (LSD)

ผลการวิจัย

แบ่งออกเป็น 3 ส่วน

ส่วนที่ 1 ปัจจัยด้านประชากรศาสตร์ ผู้ตอบแบบสอบถามส่วนใหญ่เป็นผู้หญิง คิดเป็นร้อยละ 52.5 กลุ่มตัวอย่างส่วนใหญ่มีอายุที่อยู่ในช่วง 51 – 60 ปี คิดเป็นร้อยละ 40.5 อายุระหว่าง 41 – 50 ปี คิดเป็นร้อยละ 25.5 อายุต่ำกว่า 30 ปี คิดเป็นร้อยละ 17.5 และอายุระหว่าง 30 – 40 ปี คิดเป็นร้อยละ 16.5 ส่วนใหญ่มีรายได้ต่อเดือนอยู่ที่ระหว่าง 15,001 – 30,000 บาท คิดเป็นร้อยละ 37 และส่วนใหญ่มีสถานภาพสมรส คิดเป็นร้อยละ 47

ส่วนที่ 2 พฤติกรรมการออมเงินเพื่อเกษียณอายุ ผู้ตอบแบบสอบถามส่วนใหญ่มีความถี่ในการออมเงินทุกเดือนในรอบหนึ่งปี คิดเป็นร้อยละ 47 กลุ่มตัวอย่างส่วนใหญ่มีการออมเงินเฉลี่ยต่อครั้งเป็นจำนวนต่ำกว่า 15,000 บาท คิดเป็นร้อยละ 66 ส่วนใหญ่ทำการออมเพื่อเกษียณอายุเป็นระยะเวลา 1-5 ปี คิดเป็นร้อยละ 39.5 และส่วนใหญ่วัตถุประสงค์สำคัญในการออมเงินเพื่อเกษียณอายุคือเรื่องเพื่อสร้างหลักประกันความมั่นคงในชีวิตตนเองและครอบครัว คิดเป็นร้อยละ 46

ส่วนที่ 3 รูปแบบการออมเงินเพื่อเกษียณอายุ พบว่าผู้ตอบแบบสอบถามส่วนใหญ่ให้ความสำคัญกับรูปแบบการออมเงินอยู่ในระดับมาก โดยให้ความสำคัญกับ การประกันชีวิตมากที่สุด ($\bar{x}$ = 3.73, SD = 0.65) รองลงมา คือ การฝากเงินกับธนาคาร ($\bar{x}$ = 3.70, SD = 0.60) กองทุนรวม ($\bar{x}$ = 3.60, SD = 0.65) ตราสารอื่นๆ ($\bar{x}$ = 3.44, SD = 0.63) และตราสารหนี้ ($\bar{x}$ = 3.37, SD = 0.72) ตามลำดับ

รูปแบบการออมเงิน	$\bar{x}$	SD
การประกันชีวิต	3.73	0.65
การฝากเงินกับธนาคาร	3.70	0.60
กองทุนรวม	3.60	0.65
ตราสารอื่นๆ	3.44	0.63
ตราสารหนี้	3.37	0.72

ผลการทดสอบสมมติฐาน

สมมติฐานที่ 1 ปัจจัยด้านประชากรศาสตร์ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน

ตารางที่ 1 แสดงความแปรปรวนของเพศที่ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน

เพศ	$\bar{x}$	SD	t	P
หญิง	2	.525	1.426	.155
ชาย	1.895	.518		

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 1 พบว่าพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐไม่ขึ้นอยู่กับเพศอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 กล่าวคือ เพศชายและเพศหญิงที่ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐไม่แตกต่างกัน

ตารางที่ 2 แสดงความแปรปรวนของอายุที่ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน

ความแปรปรวน	Ss	df	Ms	F	Sig.
ระหว่างกลุ่ม	1.982	3	.661	2.472	.063
ภายในกลุ่ม	52.393	196	.267		
รวม	54.375	199			

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 2 แสดงผลการทดสอบสมมติฐานอายุที่ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกันด้วย One-Way ANOVA จำแนกตามอายุ พบว่า F = 2.472 Sig. = 0.063 จึงไม่มีความแตกต่างกัน ซึ่งปฏิเสธสมมติฐาน

ตารางที่ 3 แสดงความแปรปรวนของรายได้ต่อเดือนที่ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน

ความแปรปรวน	Ss	df	Ms	F	Sig.
ระหว่างกลุ่ม	2.652	3	.884	3.350	.020
ภายในกลุ่ม	51.723	196	.264		
รวม	54.375	199			

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 3 แสดงผลการทดสอบสมมติฐานรายได้ต่อเดือนที่ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน ด้วย One-Way ANOVA จำแนกตามรายได้ต่อเดือน พบว่า F = 3.350 Sig. = 0.020 จึงมีความแตกต่างกัน ซึ่งยอมรับสมมติฐาน คู่ที่มีความแตกต่างกัน ได้แก่ รายได้ต่อเดือนต่ำกว่า 15,000 บาท กับ 45,000 บาทขึ้นไป และ รายได้ต่อเดือน 45,001 บาทขึ้นไป กับ 30,001 – 45,000 บาท

ตารางที่ 4 แสดงความแปรปรวนของสถานภาพที่ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน

ความแปรปรวน	Ss	df	Ms	F	Sig.
ระหว่าง	5.514	2	2.757	11.115	.000
ภายในกลุ่ม	48.861	197	.248		
รวม	54.375	199			

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 4 แสดงผลการทดสอบสมมติฐานสถานภาพที่ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน ด้วย One-Way ANOVA จำแนกตามสถานภาพ พบว่า F = 11.115 Sig. = 0.000 จึงมีความแตกต่างกัน ซึ่งยอมรับสมมติฐาน คู่ที่มีความแตกต่างกัน ได้แก่ โสดกับสมรส และ โสดกับหย่าร้าง

สมมติฐานที่ 2 ปัจจัยด้านประชากรศาสตร์ส่งผลต่อรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน

ตารางที่ 5 แสดงความแปรปรวนของเพศที่ส่งผลรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน

เพศ	$\bar{x}$	SD	t	P
หญิง	3.565	.526	.181	.857
ชาย	3.578	.524		

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 5 พบว่ารูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐไม่ขึ้นอยู่กับเพศอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 กล่าวคือ เพศชายและเพศหญิงที่ส่งผลต่อรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐไม่แตกต่างกัน

ตารางที่ 6 แสดงความแปรปรวนของอายุที่ส่งผลรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน

ความแปรปรวน	Ss	df	Ms	F	Sig.
ระหว่างกลุ่ม	1.625	3	.542	2.004	.115
ภายในกลุ่ม	52.989	196	.270		
รวม	54.614	199			

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 6 แสดงผลการทดสอบสมมติฐานอายุที่ส่งผลต่อรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน ด้วย One-Way ANOVA จำแนกตามสถานภาพ พบว่า F = 2.004 Sig. = 0.115 จึงไม่มีความแตกต่างกัน ซึ่งปฏิเสธสมมติฐาน

ตารางที่ 7 แสดงความแปรปรวนของรายได้ต่อเดือนที่ส่งผลรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน
*มีนัยสำคัญทางสถิติที่ระดับ .05

ความแปรปรวน	Ss	df	Ms	F	Sig.
ระหว่างกลุ่ม	3.331	3	1.110	4.243	.006
ภายในกลุ่ม	51.284	196	.262		
รวม	54.614	199			

จากตารางที่ 7 แสดงผลการทดสอบสมมติฐานรายได้ต่อเดือนที่ส่งผลต่อรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน ด้วย One-Way ANOVA จำแนกตามรายได้ต่อเดือน พบว่า F = 4.243 Sig. = 0.006 จึงมีความแตกต่างกัน ซึ่งยอมรับสมมติฐาน คู่ที่แตกต่างกัน ได้แก่ รายได้ต่อเดือนต่ำกว่า 15,000 บาท กับ 30,001 – 45,000 บาท และ รายได้ต่อเดือน 15,001 – 30,000 บาท กับ 30,001 – 45,000 บาท

ตารางที่ 8 แสดงความแปรปรวนของสถานภาพที่ส่งผลรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน

ความแปรปรวน	Ss	df	Ms	F	Sig.
ระหว่างกลุ่ม	2.190	2	1.095	4.116	.018
ภายในกลุ่ม	52.424	197	.266		
รวม	54.614	199			

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 8 แสดงผลการทดสอบสมมติฐานสถานภาพที่ส่งผลต่อรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน ด้วย One-Way ANOVA จำแนกตามสถานภาพ พบว่า F = 4.116 Sig. = 0.018 จึงมีความแตกต่างกัน ซึ่งยอมรับสมมติฐาน คู่ที่แตกต่างกัน ได้แก่ โสดกับสมรส

สรุปและอภิปรายผลการวิจัย

สมมติฐานที่ 1 ปัจจัยด้านประชากรศาสตร์ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน ได้แก่ เพศ อายุ รายได้ต่อเดือน และสถานภาพ ผลการศึกษาข้อมูลทั่วไปเกี่ยวกับสถานภาพของกลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิง มีอายุอยู่ในช่วง 51-60 ปี รายได้ต่อเดือน 15,001-30,000 บาท และมีสถานภาพสมรส โดยเพศ อายุ ไม่ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐ แต่รายได้ต่อเดือน สถานภาพส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐที่ระดับนัยสำคัญทางสถิติ 0.05 สอดคล้องกับ บุศย์น้ำเพชร คัมภิรานนท์ และนลิน เพ็งนวล (2557 : 87-89) ที่กล่าวว่า พฤติกรรมการออมขึ้นอยู่กับเพศและอายุ โดยเพศและอายุที่แตกต่างกัน มีทัศนคติด้านการออมที่แตกต่างกัน จึงส่งผลให้เกิดพฤติกรรมการออมที่แตกต่างกัน

สมมติฐานที่ 2 ปัจจัยด้านประชากรศาสตร์ส่งผลต่อรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐต่างกัน ได้แก่ เพศ อายุ รายได้ต่อเดือน และสถานภาพ ผลการศึกษาข้อมูลทั่วไปเกี่ยวกับสถานภาพกลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิง มีอายุอยู่ในช่วง 51-60 ปี รายได้ต่อเดือน 15,001-30,000 บาท และมีสถานภาพสมรส โดยเพศ อายุ ไม่ส่งผลต่อพฤติกรรมการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐ แต่รายได้ต่อเดือน สถานภาพส่งผลต่อรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐที่ระดับนัยสำคัญทางสถิติ 0.05 ซึ่งสอดคล้องกับงานวิจัยของ ดลพร ศิริสารกูล (2554) ที่ศึกษาเรื่อง ปัจจัยที่มีผลต่อการออมของพนักงานธนาคารในเขตอำเภอเมือง จังหวัดลำปาง ซึ่งพบว่าปัจจัยด้านรายได้ สถานภาพสมรส ส่งผลต่อรูปแบบการออม และสอดคล้องกับแนวคิดเกี่ยวกับสมมติฐานเรื่องการบริโภคแบบช่วงอายุขัย โดยฟรังโก โมดิกเลียนี (Franco Modigliani) อัลเบิร์ต อันโด (Albert Ando) และริชาร์ด บรัมเนริ์ก (Richard Brumberg) ซึ่งแสดงให้เห็นปริมาณการออมจะแตกต่างกันตามช่วงอายุของคน

ข้อเสนอแนะที่ได้จากผลการวิจัย

1. ผลการวิจัยพบว่า ส่วนใหญ่บุคลากรภาครัฐมีความถี่ในการออมเป็นประจำมีเพียงแค่ 47% ดังนั้นองค์กรควรมีการสนับสนุนและส่งเสริมเกี่ยวกับการออมเงินของบุคลากรให้ตระหนักถึงความสำคัญของการออมเงิน เพื่อสร้างคุณภาพชีวิตที่ดีขึ้น องค์กรควรจัดให้มีบำนาญให้แก่ข้าราชการหรือควรออกมาตรการในการเพิ่มรายได้ เพื่อส่งผลให้มีพฤติกรรมการออมเงินที่ดีมากขึ้น

2. รูปแบบการออมเงินเพื่อเกษียณอายุ จากการศึกษาพบว่าตราสารหนี้ อยู่ในระดับน้อยที่สุด ส่วนใหญ่ไม่ได้ให้ความสนใจและไม่ค่อยมีความรู้ในเรื่องของตราสารหนี้ ดังนั้นองค์กรควรมีการจัดอบรมในการให้ความรู้เกี่ยวกับการออมในเรื่องของตราสารหนี้ให้แก่บุคลากรภาครัฐ เพื่อจะได้เตรียมพร้อมในการออมเงินและรับมือกับปัญหาหลังจากเกษียณอายุได้

ข้อเสนอแนะในการศึกษาวิจัยครั้งต่อไป

1. เนื่องจากการทำวิจัยครั้งนี้มีข้อจำกัดเฉพาะกลุ่มตัวอย่างวิจัย ในการทำวิจัยครั้งต่อไปควรมีการศึกษาในกลุ่มวิจัยอื่นๆ เพื่อสำรวจหรือเปรียบเทียบได้ว่าว่าผลการศึกษาจากกลุ่มตัวอย่างมีความแตกต่างกันหรือไม่แตกต่างกันอย่างไร

2. เนื่องจากวิจัยนี้มีการทดสอบสมมติฐานในเรื่องของปัจจัยด้านประชากรศาสตร์ที่ส่งผลต่อพฤติกรรมการออมเงินและรูปแบบการออมเงินเพื่อเกษียณอายุของบุคลากรภาครัฐเพียงเท่านั้น ดังนั้นในการทำวิจัยครั้งต่อไปอาจจะมีการทดสอบสมมติฐานเพิ่มเติม เช่น พฤติกรรมการออมเงินเพื่อเกษียณอายุมีความสัมพันธ์กับรูปแบบการออมเงินเพื่อเกษียณอายุ

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การจัดการความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุของข้าราชการครู ในพื้นที่เขตภาษีเจริญ กรุงเทพมหานคร

Risk Management for Retirement Investment of Government Teachers in Phasi Charoen District, Bangkok

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ฐิดาทิพ ปานโรจน์ Thidatip Panrot[3]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาการจัดการความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุของข้าราชการครูในเขตภาษีเจริญจังหวัดกรุงเทพมหานคร 2) เพื่อศึกษาการจัดการความเสี่ยงสำหรับการลงทุนจำแนกตามปัจจัยด้านประชากรศาสตร์ 3) เพื่อศึกษาปัจจัยเสี่ยงที่ส่งผลต่อความเสี่ยงสำหรับการลงทุน 4) เพื่อศึกษาความความเสี่ยงสำหรับการลงทุนที่ส่งผลต่อการจัดการความเสี่ยง โดยศึกษาจากกลุ่มตัวอย่างข้าราชการครูในพื้นที่เขตภาษีเจริญ กรุงเทพมหานคร จำนวน 400 คน ใช้วิธีการวิจัยเชิงปริมาณ เก็บข้อมูลแบบวิธีเจาะจง โดยใช้แบบสอบถาม โดยนำผลมาวิเคราะห์ด้วยค่าสถิติต่างๆ ได้แก่ การวิเคราะห์สถิติพรรณนา (Descriptive Statistics) ด้วยค่าสถิติพื้นฐานต่างๆ และทำการทดสอบสมมติฐานด้วยการวิเคราะห์การความแปรปรวน (ANOVA) และ การวิเคราะห์การถดถอยพหุคูณ (Multiple regression)

ผลการศึกษาพบว่า 1) ปัจจัยด้านประชากรศาสตร์ที่แตกต่างกันส่งผลต่อการจัดการความเสี่ยงสำหรับการลงทุนเพื่อการเกษียณอายุไม่แตกต่างกัน ยกเว้นรายได้เฉลี่ยต่อเดือนที่จะส่งผลต่อการจัดการความเสี่ยงสำหรับการลงทุนเพื่อการเกษียณอายุเท่านั้น 2) ปัจจัยเสี่ยง ได้แก่ ปัจจัยสภาพแวดล้อมการลงทุนและปัจจัยส่วนบุคคลส่งผลต่อความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุ 3) ความเสี่ยงสำหรับการลงทุน ประเภทความเสี่ยงที่ไม่เป็นระบบส่งผลต่อการจัดการความเสี่ยง

คำสำคัญ : ปัจจัยเสี่ยง, ความเสี่ยงสำหรับการลงทุน, การจัดการความเสี่ยง, เกษียณอายุ

Abstract

The objectives of this research were 1) To study risk management for retirement investment of government teachers in Phasi Charoen District, Bangkok Province. 2) To study risk management for investment classified by demographic factors. 3) To study risk factors that affect investment risks. 4) To study investment risks that affect risk management. The study was conducted from a sample group of teacher civil servants in Phasi Charoen District. Bangkok, 400 people, using quantitative research method. Specific method data was collected using a questionnaire. The results were analyzed with various statistical values, such as descriptive statistics analysis with various basic statistics. The hypothesis was tested by analysis of variance (ANOVA) and multiple regression analysis.

The Research results demonstrated that 1) Different demographic factors have no different effect on risk management for retirement investments. Except for the average monthly income that only affects risk management for retirement investments. 2) Risk factors include investment environment factors and personal factors affecting the risk of retirement investment. 3) Investment risk, especially Unsystematic risk types affect risk management.

Keywords: Risk Factors, Investment Risks, Risk Management, Retirement

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ความเป็นมาและความสำคัญของปัญหา

ในประเทศไทยในกลุ่มประชากรที่มีอายุ 60 ปีขึ้นไป ข้าราชการผู้สูงอายุถือได้ว่าเป็นกลุ่มบุคคลที่มีคุณภาพกลุ่มหนึ่ง เนื่องจากมีทักษะและความเชี่ยวชาญหลากหลายแขนงและหลากหลายระดับในทุกส่วนภาคของระบบเศรษฐกิจ จึงถือว่าเป็นมันสมอง เป็นคลังแห่งภูมิปัญญาที่สั่งสมประสบการณ์จากการทำงานที่ผ่านมา มีศักยภาพที่สามารถสร้างผลผลิต (Productivity) ให้กับประเทศหรือชุมชนได้อย่างมากแต่เมื่อถึงวัยเกษียณอายุด้วยระเบียบของทางราชการจะส่งผลให้ศักยภาพที่สามารถสร้างผลผลิตจากบุคคลกลุ่มดังกล่าวลดลงทันที(สุภาพร ยั่งยืน และปริณภา จิตรภัณฑ์,2018)

การลงทุนตั้งแต่ก่อนเกษียณเป็นอีกหนึ่งวิธีในการเก็บออมเงินเพื่อเตรียมเกษียณอายุ ซึ่งทุกการลงทุนนั้นย่อมมี ปัจจัยเสี่ยง และ ความเสี่ยงต่างๆ ที่อาจทำให้ไม่ได้รับผลตอบแทนตามที่คาดหวังหรือขาดทุนจากการลงทุน ทำให้ต้องศึกษาทำความรู้จัก ทำความเข้าใจกับความเสี่ยงประเภทต่างๆ และทำการบริหารความเสี่ยงหรือจัดการความเสี่ยงที่เกิดขึ้น การจัดการความเสี่ยงนั้นถือเป็นเครื่องมือหนึ่งที่ช่วยป้องกันและเป็นอีกแนวทางนึงในการรู้เท่าทันความเสี่ยง เพื่อช่วยในการตัดสินใจที่จะหาวิธีการที่ดีที่สุด ในการตัดสินใจลงทุนเพื่อเกษียณอายุ เพื่อลดความเสียหายที่อาจเกิดขึ้นให้น้อยที่สุด และเนื่องด้วยส่วนใหญ่ข้าราชการครูผู้เกษียณอายุที่ไม่มีรายได้ ต้องนำเงินบำนาญออกมาใช้จ่ายในการดำรงชีพ ทำให้ข้าราชการครูผู้เกษียณอายุส่วนใหญ่ไม่มีเงินเก็บเอาไว้ใช้อย่างเพียงพอหรือเอาไว้ใช้ในยามฉุกเฉิน ทำให้ต้องมีปัญหาเรื่องการกู้ยืม มีหนี้สิน ซึ่งอาจทำให้เป็นปัญหาทางครอบครัวได้

ดังนั้น ผู้วิจัยจึงมีความสนใจเรื่องการจัดการความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุของข้าราชการครู ในพื้นที่เขตภาษีเจริญ กรุงเทพมหานคร เพื่อที่จะศึกษาเกี่ยวกับการจัดการความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุของข้าราชการครู โดยหวังว่าผลการศึกษาอาจใช้เป็นข้อเสนอแนะสำหรับข้าราชการครูและหน่วยงานที่เกี่ยวข้อง เพื่อให้เกิดประโยชน์ต่อการลงทุนเพื่อเกษียณอายุต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาการจัดการความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุของข้าราชการครูในเขตภาษีเจริญ กรุงเทพมหานคร
2. เพื่อศึกษาการจัดการความเสี่ยงสำหรับการลงทุนจำแนกตามปัจจัยด้านประชากรศาสตร์
3. เพื่อศึกษาปัจจัยเสี่ยงที่ส่งผลต่อความเสี่ยงสำหรับการลงทุน
4. เพื่อศึกษาความความเสี่ยงสำหรับการลงทุนที่ส่งผลต่อการจัดการความเสี่ยง

ประโยชน์ของการวิจัย

1. เพื่อให้ทราบถึงการจัดการความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุของข้าราชการครูในเขตภาษีเจริญจังหวัดกรุงเทพมหานคร
2. เพื่อให้ทราบถึงการจัดการความเสี่ยงสำหรับการลงทุนจำแนกตามปัจจัยด้านประชากรศาสตร์
3. เพื่อให้ทราบถึงปัจจัยเสี่ยงที่ส่งผลต่อความเสี่ยงสำหรับการลงทุน
4. เพื่อให้ทราบถึงความความเสี่ยงสำหรับการลงทุนที่ส่งผลต่อการจัดการความเสี่ยง

นิยามศัพท์

ปัจจัยเสี่ยง หมายถึง ต้นเหตุหรือสาเหตุที่มาของความเสี่ยง ที่จะทำให้ไม่บรรลุวัตถุประสงค์ที่กำหนดไว้

ปัจจัยสภาพแวดล้อมการลงทุน หมายถึง ปัจจัยที่ส่งผลให้เกิดผลกระทบต่ออัตราผลตอบแทนโดยรวม ยกตัวอย่างเช่น การเปลี่ยนแปลงทางการเมือง อัตราดอกเบี้ย สภาวะตลาด ภาวะเศรษฐกิจ สภาวะการณ์ที่ไม่คาดคิด เป็นต้น

ปัจจัยส่วนบุคคล หมายถึง ปัจจัยที่เกิดจากผู้ลงทุนเองและจะส่งผลให้เกิดความเสี่ยงในการลงทุน ยกตัวอย่างเช่น รายได้ต่อเดือน อาชีพการงาน เงินออม/เงินทุน พฤติกรรมการลงทุน การขาดความรู้ความเข้าใจในหลักการ/ระบบการลงทุน เป็นต้น

ความเสี่ยงสำหรับการลงทุน หมายถึง ความไม่แน่นอนหรือโอกาสที่จะไม่ได้รับผลตอบแทนตามที่คาดหวังไว้จากการลงทุน

ความเสี่ยงที่เป็นระบบ หมายถึง ความเสี่ยงที่ไม่สามารถควบคุมได้ และมีผลกระทบกับทั้งตลาดในทิศทางความสัมพันธ์เดียวกัน เช่น ความเสี่ยงทางเศรษฐกิจทางการเมือง ของประเทศหรือภูมิภาคหรือแม้กระทั่งผลกระทบจากปัจจัยภายนอกที่มีผลต่อความไม่แน่นอนกับกิจกรรมทางเศรษฐกิจภายในประเทศ ดังนั้นการลงทุนจึงจะส่งผลกระทบกับหลักทรัพย์หรือสินทรัพย์ที่ผู้ลงทุนถือครองแทบทั้งหมดขึ้นอยู่กับความรุนแรงจากปัจจัยต่างๆ

ความเสี่ยงที่ไม่เป็นระบบ หมายถึง ความเสี่ยงที่สามารถกำจัดมันทิ้งหรือลดมันได้ เป็นความเสี่ยงที่เกิดขึ้นเฉพาะกิจการหนึ่งหรือ อุตสาหกรรมใดอุตสาหกรรมหนึ่ง ซึ่งเมื่อเกิดเหตุการณ์นี้แล้วจะมีผลกระทบต่อราคาหลักทรัพย์ของธุรกิจนั้น ไม่มีผลกระทบต่อราคาหลักทรัพย์อื่นในตลาด

การจัดการความเสี่ยง หมายถึง กระบวนการวางแผนการบริหารและการจัดการความเสี่ยง เพื่อช่วยในการตัดสินใจของบุคคลหรือธุรกิจใดๆ ในอันที่จะหาวิธีการที่ดีที่สุด เพื่อใช้เป็นแนวทางในการตัดสินใจแก้ไขปัญหาต่างๆ ที่อาจเกิดขึ้นในอนาคต เพื่อลดความเสียหายที่อาจเกิดขึ้นให้น้อยที่สุด

ขอบเขตการวิจัย

ขอบเขตด้านประชากร

ประชากรที่ใช้ในการวิจัย คือ ข้าราชการครูในพื้นที่เขตภาษีเจริญ กรุงเทพมหานคร คำนวณขนาดกลุ่มตัวอย่างตามสูตร ของยามาเน่ (Yamane, 1973) ได้ขนาดตัวอย่างจำนวน 400 คน

กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ใช้วิธีการเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling) เป็นการเลือกกลุ่มตัวอย่างเพื่อให้ได้จำนวนตามต้องการ

ขอบเขตด้านเนื้อหา

การวิจัยครั้งนี้เป็นการศึกษาเชิงปริมาณ เพื่อศึกษาลักษณะทางประชากรศาสตร์ ปัจจัยเสี่ยง ที่ส่งผลต่อความเสี่ยงสำหรับการลงทุนและเพื่อการจัดการความเสี่ยงในการลงทุน โดยมีตัวแปรต่างๆ ดังนี้

1. ตัวแปรต้น ได้แก่

1.1 ปัจจัยด้านประชากรศาสตร์ ประกอบด้วย เพศ อายุ สถานภาพสมรส ระดับการศึกษา รายได้ เฉลี่ยต่อเดือน ค่าใช้จ่ายต่อเดือน

1.2 ปัจจัยเสี่ยง ประกอบด้วย ปัจจัยสภาพแวดล้อมการลงทุน ปัจจัยส่วนบุคคล

2. ตัวแปรคั่นกลาง ได้แก่

2.1 ความเสี่ยงสำหรับการลงทุน ประกอบด้วย ความเสี่ยงที่เป็นระบบ ความเสี่ยงที่ไม่เป็นระบบ

3. ตัวแปรตาม ได้แก่

3.1 การจัดการความเสี่ยง ประกอบด้วย กำหนดเป้าหมายการลงทุน กระจายการลงทุน ประเมินความเสี่ยงที่รับได้ กำหนดกลยุทธ์การจัดการ

ขอบเขตด้านพื้นที่

ผู้วิจัยใช้พื้นที่ศึกษา คือ เขตภาษีเจริญ กรุงเทพมหานคร เป็นหน่วยวิเคราะห์

ขอบเขตด้านระยะเวลา

ในการศึกษาวิจัยครั้งนี้ ใช้เวลา ตั้งแต่ เดือน กันยายน 2565 - เดือนมกราคม 2566 รวมระยะเวลา 5 เดือน

แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้อง

การบริหารความเสี่ยงถือได้ว่าเป็นส่วนหนึ่งของการกำกับดูแลกิจการที่ดี เพราะกิจการทุกกิจการจะต้องเผชิญกับความเสี่ยงหลากหลายรูปแบบ การทำความเข้าใจถึงความสัมพันธ์ระหว่างความเสี่ยงกับผลประกอบการของธุรกิจ ผลตอบแทนแก่ผู้ถือหุ้นและผลกระทบต่อผู้มีส่วนได้ส่วนเสียอื่น จึงเป็นสิ่งที่สำคัญมากการบริหารความเสี่ยงที่มีประสิทธิภาพ (Crockford andNeil, 1986:3-6)

การบริหารความเสี่ยงในการลงทุนเป็นสิ่งสำคัญที่ผู้ลงทุนตลอดจนผู้ที่เกี่ยวข้องต้องทำความเข้าใจเพื่อให้การบริหารการลงทุนสอดคล้องกับระดับความเสี่ยงที่ต้องการตลอดจนเพื่อให้ระดับความเสี่ยงอยู่ในระดับที่ต้องการในกระบวนการบริหารความเสี่ยงนั้นการวัดความเสี่ยงเป็นสิ่งที่สำคัญเป็นอย่างยิ่งเนื่องจากจะทำให้ผู้บริการความเสี่ยงทราบถึงระดับความเสี่ยงของตน (วิษฐา พฤกษศศิริไพบูลย,2563)

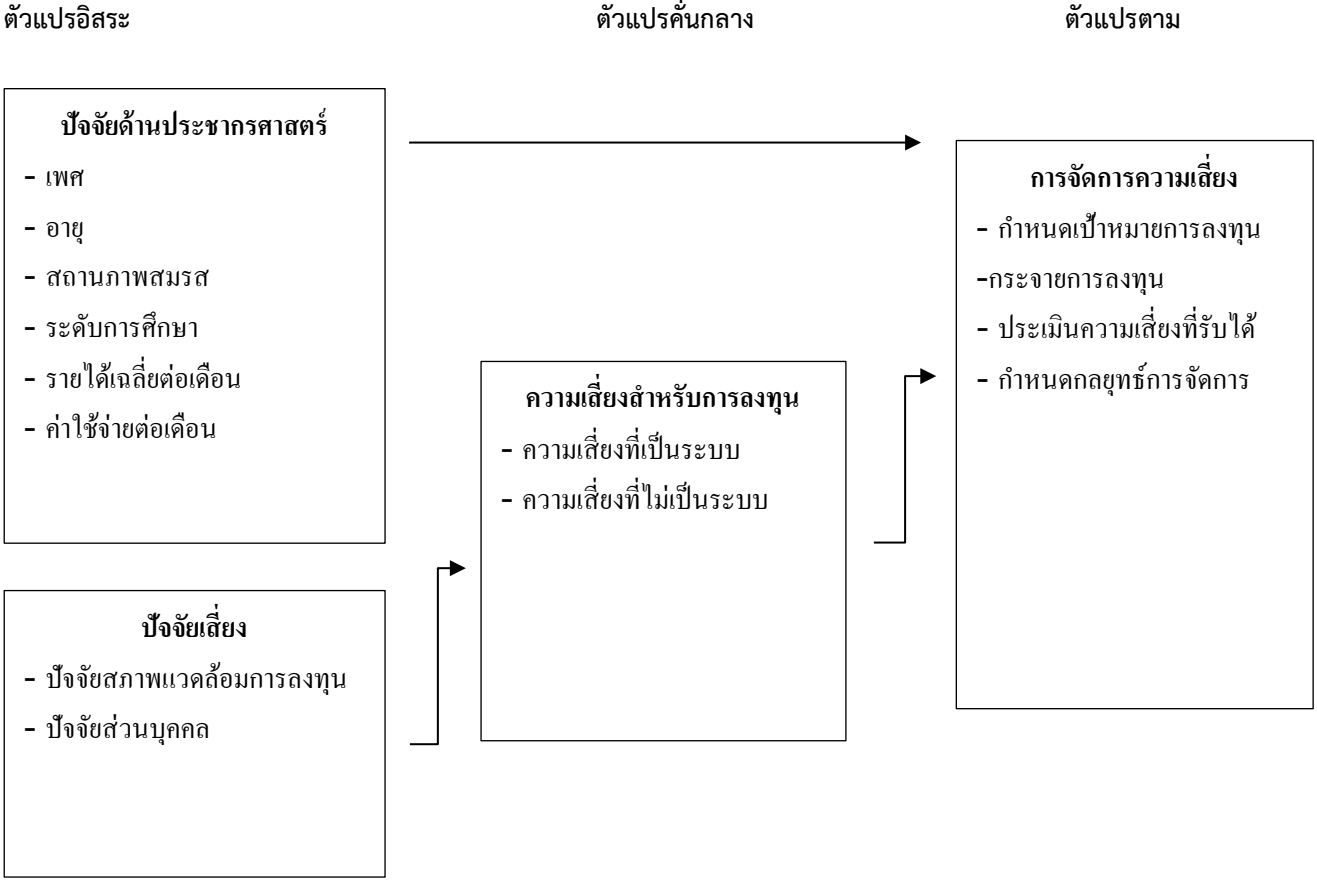
การลงทุน (Investment) หมายถึง การซื้ออสังหาริมทรัพย์หรือหลักทรัพย์ของบุคคล หรือสถาบัน ซึ่งให้ผลตอบแทนเป็นสัดส่วนกับความเสี่ยงตลอดเวลาอันยาวนานประมาณ 10 ปี แต่อย่างน้อยไม่ต่ำกว่า 3 ปี การลงทุนแบ่งเป็นประเภทใหญ่ๆ ได้ 3 ประเภทคือ 1. การลงทุนเพื่อการบริโภค (Consumer Investment) 2. การลงทุนในธุรกิจ (Business Investment) 3. การลงทุนในหลักทรัพย์ (Securities Investment) (ผศ.เฉลิมขวัญ ครุธบุญยงค์,2557)

จุดมุ่งหมายในการลงทุนของผู้ลงทุนแตกต่างกันไป ผู้ลงทุนส่วนมากลงทุนเพื่อหวัง รายได้หรือหวังผลกำไร ซึ่งได้จากการขายหลักทรัพย์ หรือต้องการได้ทั้งสองอย่าง ผู้ลงทุนต่างมีวัตถุประสงค์ในการลงทุนตามความต้องการและภาวะแวดล้อมของผู้ลงทุนซึ่งจะแบ่งจุดมุ่งหมาย ดังกล่าวในลักษณะต่างๆ ดังนี้ 1. ความปลอดภัยของเงินลงทุน 2. เสถียรภาพของรายได้ 3. ความเพิ่มพูนของเงินทุน 4. ความคล่องตัวในการซื้อขาย 5. ความสามารถในการเปลี่ยนเป็นเงินสดได้ทันที 6. การกระจายเงินลงทุน 7. ความพอใจในด้านภาษี (ผศ.เฉลิมขวัญ ครุธบุญยงค์, 2557)

สมมติฐานการวิจัย

1. ปัจจัยด้านประชากรศาสตร์ที่แตกต่างกันส่งผลต่อการจัดการความเสี่ยงสำหรับการลงทุนเพื่อการเกษียณอายุที่แตกต่างกัน
2. ปัจจัยเสี่ยงส่งผลต่อความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุ
3. ความเสี่ยงสำหรับการลงทุนส่งผลต่อการจัดการความเสี่ยง

กรอบแนวคิดการวิจัย



ระเบียบวิธีวิจัย

งานวิจัยนี้เป็นการวิจัยเชิงปริมาณ(Quantitative Research)โดยเก็บรวบรวมข้อมูลจากการสำรวจ กลุ่มตัวอย่างข้าราชการครูในพื้นที่เขตภาษีเจริญ กรุงเทพมหานคร โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างข้าราชการครู โดยดำเนินการรวบรวมข้อมูลจากแบบสอบถามที่เป็นแบบเอกสาร

ประชากรที่ใช้ในการวิจัย คือ ข้าราชการครูในพื้นที่เขตภาษีเจริญ กรุงเทพมหานคร คำนวณกลุ่มตัวอย่างตามสูตรของ ยามาเน่ (Yamane, 1977) ที่ระดับความเชื่อมั่นร้อยละ 95 ได้ขนาดตัวอย่าง 400 คน โดยใช้การเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling) เป็นการเลือกกลุ่มตัวอย่างเพื่อให้ได้จำนวนตามต้องการ

ขั้นตอนการสร้างเครื่องมือและตรวจสอบคุณภาพเครื่องมือ มีดังนี้

ผู้วิจัยได้ศึกษาข้อมูลจากเอกสาร หนังสือ วารสาร แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้องเพื่อนำมากำหนดโครงสร้างแบบสอบถาม นำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นมาเสนอต่ออาจารย์ที่ปรึกษา ปรับปรุงแก้ไขตามคำแนะนำ รวมทั้งปรับปรุงแก้ไขแบบสอบถามตามคำแนะนำของอาจารย์ผู้ทรงคุณวุฒิในคณะวิทยาการจัดการ หลังจากนั้นจึงนำแบบสอบถามที่ผ่านการตรวจสอบและปรับปรุงแก้ไขให้สมบูรณ์แล้ว นั้นนำไปทดลองใช้กับกลุ่มตัวอย่าง จำนวน 30 ตัวอย่าง ในเขตอื่นๆ ของกรุงเทพมหานคร เพื่อทดสอบความเชื่อมั่น(Reliability) ซึ่งค่าที่ได้ไม่ควรต่ำกว่า 0.70 ซึ่งจะถือว่าแบบสอบถามมีความเชื่อมั่น (สมคิด เทียร พิสุทธิ์, 2007) จากการคำนวณหาค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ผลการคำนวณค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ในภาพรวมเท่ากับ 0.968 ดังนั้นแบบสอบถามมีค่าความเชื่อมั่นในระดับที่ยอมรับได้จึงสามารถนำไปใช้เป็นเครื่องมือในการเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลงานวิจัยนี้จะทำการเก็บตัวอย่างจากกลุ่มตัวอย่างที่เป็นข้าราชการครูในพื้นที่เขตภาษีเจริญ กรุงเทพมหานคร โดยใช่แบบสอบถามเอกสาร และได้รับคืนเป็นจำนวนกลุ่มตัวอย่าง 400 ตัวอย่าง หลังจากกลุ่มตัวอย่างได้ตอบแบบสอบถามแล้ว ผู้วิจัยจึงนำข้อมูลที่ได้มาวิเคราะห์ด้วยโปรแกรมสำเร็จรูปทางสถิติ

วิธีวิเคราะห์ข้อมูลและสถิติที่ใช้

งานวิจัยนี้หลังจากได้รับแบบสอบถามกลับคืนมาแล้วจะทำการตรวจสอบเพื่อให้คะแนนและทำการ ประมวลผลด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์โดยวิเคราะห์ข้อมูลแบ่งเป็น 3 ส่วน

1. การวิเคราะห์สถิติพรรณนา (Descriptive Statistics) ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วน เบี่ยงเบนมาตรฐาน

2. การวิเคราะห์ความแปรปรวน (ANOVA) ในกรณีที่พบความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 จึงทำการเปรียบเทียบความแตกต่างค่าเฉลี่ยรายคู่ด้วยวิธี Least Significance Difference (LSD) เพื่อทดสอบสมมติฐาน ปัจจัยด้านประชากรศาสตร์ที่แตกต่างกันส่งผลต่อการจัดการความเสี่ยงสำหรับการลงทุนเพื่อการเกษียณอายุที่แตกต่างกัน

3. การวิเคราะห์สมการถดถอยพหุคูณ (Multiple Regression) เพื่อวิเคราะห์หาความสัมพันธ์ของปัจจัย ต่าง ๆ ตามสมมติฐานการวิจัย ดังนี้

- ปัจจัยเสี่ยงส่งผลต่อความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุ
- ความเสี่ยงสำหรับการลงทุนส่งผลต่อการจัดการความเสี่ยง

ผลการวิจัย

แบ่งออกเป็น 4 ส่วน ได้แก่

ส่วนที่ 1 ปัจจัยด้านประชากรศาสตร์

ผู้ตอบแบบสอบถามส่วนใหญ่จะเป็นเพศหญิง(ร้อยละ 78.5) รองลงมาเป็นเพศชาย(ร้อยละ 21.5) โดยส่วนใหญ่จะมีอายุช่วง 41-50ปี(ร้อยละ 37.6) รองลงมาเป็นอายุ 31-40ปี(ร้อยละ 25.5) 20-30ปี(ร้อยละ23.5) และสุดท้าย 51ปีขึ้นไป(ร้อยละ13.4) ส่วนใหญ่จะมีสถานภาพโสด(ร้อยละ49.7) รองลงมาเป็นสมรส(ร้อยละ 45.6) หย่าร้าง(ร้อยละ2.7) และหม้าย(ร้อยละ2.0) โดยจะจบปริญญาตรี(ร้อยละ55.7) ปริญญาโท(ร้อยละ42.3) และปริญญาเอก(ร้อยละ2.0) รายได้เฉลี่ยส่วนใหญ่จะอยู่ที่ 30,000-50,000 บาท(ร้อยละ 42.3) 15,000-30,000 บาท(ร้อยละ 39.6) 50,000 บาทขึ้นไป(ร้อยละ 11.4) และสุดท้ายต่ำกว่า 15,000 บาท(ร้อยละ 6.7) โดยจะมีค่าใช้จ่ายต่อเดือนมากที่สุดคือ 10,000-25,000 บาท(ร้อยละ48.3) รองลงมาจะเป็น 25,000-40,000 บาท(ร้อยละ28.2) ต่อมา40,001 บาทขึ้นไป (ร้อยละ 14.1) และ ค่าใช้จ่ายต่ำกว่า 10,000 บาท(ร้อยละ9.4)

ส่วนที่ 2 ผลจากการศึกษาข้อมูลปัจจัยเสี่ยง

ข้อมูลปัจจัยเสี่ยงของกลุ่มตัวอย่าง จำแนกออกเป็น 2 ปัจจัย ได้แก่ ปัจจัยสภาพแวดล้อมการลงทุนและปัจจัยส่วนบุคคล พบว่าภาพรวมอยู่ในระดับดี เมื่อพิจารณาเป็นปัจจัยพบว่าปัจจัยสภาพแวดล้อมการลงทุน($\bar{x}$ = 4.29, SD = 0.48) รองลงมาคือปัจจัยส่วนบุคคล ($\bar{x}$ = 4.21, SD = 0.49) ตามลำดับ

ส่วนที่ 3 ผลจากการศึกษาข้อมูลความเสี่ยงสำหรับการลงทุน

ข้อมูลความเสี่ยงสำหรับการลงทุนของกลุ่มตัวอย่าง จำแนกออกเป็น 2 ระบบ ได้แก่ ความเสี่ยงที่เป็นระบบ และความเสี่ยงที่ไม่เป็นระบบ พบว่าภาพรวมอยู่ในระดับดี เมื่อพิจารณาเป็นระบบพบว่าปัจจัยสภาพแวดล้อมการลงทุน ($\bar{x}$ = 4.21, SD = 0.42) รองลงมาคือปัจจัยส่วนบุคคล ($\bar{x}$ = 4.06, SD = 0.52) ตามลำดับ

ส่วนที่ 4 ผลจากการศึกษาข้อมูลการจัดการความเสี่ยง

ข้อมูลการจัดการความเสี่ยงของกลุ่มตัวอย่าง จำแนกออกเป็น 4 วิธี ได้แก่ กำหนดเป้าหมายการลงทุน กระจายการลงทุน ประเมินความเสี่ยงที่รับได้ และกำหนดกลยุทธ์การจัดการ พบว่าภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นแต่ละวิธีบพบว่าประเมินความเสี่ยงที่รับได้($\bar{x}$ = 4.13, SD = 0.54) รองลงมาคือกระจายการลงทุน($\bar{x}$ = 3.80, SD = 0.76) กำหนดเป้าหมายการลงทุน ($\bar{x}$ = 3.77, SD = 0.81) และสุดท้าย กำหนดกลยุทธ์การจัดการ($\bar{x}$ = 3.59, SD = 0.86) ตามลำดับ

ผลการทดสอบสมมติฐาน

สมมติฐานที่ 1 ปัจจัยด้านประชากรศาสตร์ที่แตกต่างกันส่งผลต่อการจัดการความเสี่ยงสำหรับการลงทุนเพื่อการเกษียณอายุที่แตกต่างกัน

ปัจจัยด้านประชากรศาสตร์	Sig
เพศ	0.487
อายุ	0.483
สถานภาพสมรส	0.548
ระดับการศึกษา	0.124
รายได้เฉลี่ยต่อเดือน ต่ำกว่า 15,000บาท แตกต่าง 15,000-30,000บาท 30,001-50,000บาท 50,001บาทขึ้นไป	0.009*
ค่าใช้จ่ายต่อเดือน	0.148

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 1 ตัวแปรอิสระจำนวน 7 ตัวได้แก่ เพศ อายุ สถานภาพสมรส ระดับการศึกษา รายได้เฉลี่ยต่อเดือน และค่าใช้จ่ายต่อเดือน พบว่า ลักษณะทางประชาการศาสตร์ที่แตกต่างกันส่งผลต่อการจัดการความเสี่ยงสำหรับการลงทุนเพื่อการเกษียณอายุไม่แตกต่างกัน ที่ระดับนัยสำคัญทางสถิติ 0.05 ยกเว้นรายได้เฉลี่ยต่อเดือนที่จะส่งผลต่อการจัดการความเสี่ยงสำหรับการลงทุนเพื่อการเกษียณอายุเท่านั้น โดยแบ่งเป็น 3 คู่ ที่แตกต่าง ได้แก่ ต่ำกว่า 15,000บาท แตกต่าง 15,000-30,000บาท, ต่ำกว่า 15,000บาท แตกต่าง 30,001-50,000บาท, ต่ำกว่า 15,000บาท แตกต่าง 50,001บาทขึ้นไป

สมมติฐานที่ 2 ปัจจัยเสี่ยงส่งผลต่อความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุ

ตารางที่ 2 แสดงผลการทดสอบสมติฐานปัจจัยเสี่ยงส่งผลต่อความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุ

ปัจจัยเสี่ยง	B	Std.Error	β	t	sig
ค่าคงที่	1.473	0.280		5.252	0.000
ปัจจัยสภาพแวดล้อมการลงทุน	0.274	0.064	0.314	4.290	0.000
ปัจจัยส่วนบุคคล	0.354	0.063	0.411	5.619	0.000
F-Value = 46.366					
Adjusted R^2 = 0.380					

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 2 ตัวแปรอิสระจำนวน 2 ตัวแปร พบว่าปัจจัยสภาพแวดล้อมการลงทุน และปัจจัยส่วนบุคคล ส่งผลต่อความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลทดสอบค่า Durbin-Watson เท่ากับ 2.044 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การตัดสินใจ (R square) เท่ากับ 0.388 แสดงว่าตัวแปรทั้ง 2 ตัว ร่วมกันพยากรณ์ปัจจัยเสี่ยงส่งผลต่อความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุ ได้ร้อยละ 38.8 โดยปัจจัยส่วนบุคคล (β = 0.354) ส่งผลต่อความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุมากที่สุด และรองลงมาคือปัจจัยสภาพแวดล้อมการลงทุน (β = 0.274) สามารถเขียนเป็นสมการพยากรณ์เชิงเส้นตรง ในรูปได้ดังนี้ คือ $\hat{y} = 1.473 + 0.274X_1 + 0.354X_2$

สมมติฐานที่ 3 ความเสี่ยงสำหรับการลงทุนส่งผลต่อการจัดการความเสี่ยง

ตารางที่ 3 แสดงผลการทดสอบสมติฐานความเสี่ยงสำหรับการลงทุนส่งผลต่อการจัดการความเสี่ยง

ความเสี่ยงสำหรับการลงทุน	B	Std.Error	β	t	sig
ค่าคงที่	1.497	0.482		3.107	0.002
ความเสี่ยงที่เป็นระบบ	0.076	0.136	0.051	0.556	0.579
ความเสี่ยงที่ไม่เป็นระบบ	0.494	0.109	0.413	4.525	0.000
F-Value = 17.951					
Adjusted R^2 = 0.186					

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 3 ตัวแปรอิสระจำนวน 2 ตัวแปร พบว่าความเสี่ยงที่เป็นระบบ และความเสี่ยงที่ไม่เป็นระบบ ส่งผลต่อการจัดการความเสี่ยงอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลทดสอบค่า Durbin-Watson เท่ากับ 1.565 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 ค่าสัมประสิทธิ์การตัดสินใจ (R square) เท่ากับ 0.197 แสดงว่าตัวแปร 2 ตัว ร่วมกันพยากรณ์ความเสี่ยงสำหรับการลงทุนส่งผลต่อการจัดการความเสี่ยง ได้ร้อยละ 19.7 โดยความเสี่ยงที่ไม่เป็นระบบ(β = 0.413) ส่งผลต่อการจัดการความเสี่ยง สามารถเขียนเป็นสมการพยากรณ์เชิงเส้นตรง ในรูปได้ดังนี้ คือ $\hat{y}$ = 1.497 + 0.494 X_1 ส่วนปัจจัยที่ไม่ส่งผลต่อการจัดการความเสี่ยง มีจำนวน 1 ตัวแปร คือ ความเสี่ยงที่เป็นระบบ

สรุปและอภิปรายผล

สมมติฐานที่ 1 ปัจจัยด้านประชากรศาสตร์ที่แตกต่างกันส่งผลต่อการจัดการความเสี่ยงสำหรับการลงทุนเพื่อการเกษียณอายุที่แตกต่างกัน ได้แก่ เพศ อายุ สถานภาพสมรส ระดับการศึกษา รายได้เฉลี่ยต่อเดือน ค่าใช้จ่ายต่อเดือน โดยจากสมมติฐานที่ 1 จากตารางที่ 1 -7 โดยใช้วิธี t-test และ ANOVA พบว่าลักษณะทางประชาการศาสตร์ที่แตกต่างกันส่งผลต่อการจัดการความเสี่ยงสำหรับการลงทุนเพื่อการเกษียณอายุไม่แตกต่างกัน ที่ระดับนัยสำคัญทางสถิติ 0.05 ยกเว้นรายได้เฉลี่ยต่อเดือนที่จะส่งผลต่อการจัดการความเสี่ยงสำหรับการลงทุนเพื่อการเกษียณอายุเท่านั้น

สมมติฐานที่ 2 ปัจจัยเสี่ยงส่งผลต่อความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุ เมื่อพิจารณาเป็นรายด้านพบว่าปัจจัยสภาพแวดล้อมการลงทุนจะอยู่ในระดับที่ดีกว่าปัจจัยส่วนบุคคลส่งผลต่อความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุที่ระดับนัยสำคัญทางสถิติ 0.05 ซึ่งสอดคล้องกับงานวิจัย ของ วิศรุต ศรีบุญนาคม(2556) กล่าวว่า นักลงทุนควรมีความเข้าใจลักษณะการดำเนินงานของธุรกิจและอุตสาหกรรม เพื่อประเมินว่าธุรกิจและอุตสาหกรรมที่วิเคราะห์อยู่นั้นมีความอ่อนไหวต่อปัจจัยใดในระบบเศรษฐกิจ เช่น อัตราการเติบโตของระบบเศรษฐกิจ อัตราแลกเปลี่ยนเงินตราต่างประเทศ อัตราดอกเบี้ย อัตราเงินเฟ้อ อัตราการว่างงาน เป็นต้น รวมถึงปัจจัยอื่นในสภาพแวดล้อมที่เกี่ยวข้องกับการดำเนินธุรกิจโดยตรง เช่น การเปลี่ยนแปลงด้านเทคโนโลยี สังคม วัฒนธรรม กฎหมาย การเมือง ประชากร และอื่นๆ ซึ่งปัจจัยสภาพแวดล้อมสำหรับการลงทุนสามารถนำมาวิเคราะห์ อ้างอิง ในการลงทุนได้

สมมติฐานที่ 3 ความเสี่ยงสำหรับการลงทุนส่งผลต่อการจัดการความเสี่ยง โดยจำแนกออกได้ 2 ประเภท คือ ความเสี่ยงที่เป็นระบบ และความเสี่ยงที่ไม่เป็นระบบ เมื่อพิจารณาเป็นวิธีพบว่า ความเสี่ยงที่ไม่เป็นระบบส่งผลต่อการจัดการความเสี่ยง ที่ระดับนัยสำคัญทางสถิติ 0.05 ซึ่งสอดคล้องกับบทความของ โพสต์ ทูเดย์(2562) กล่าวว่า ความเสี่ยงที่ไม่เป็นระบบ เป็นความเสี่ยงที่เกิดขึ้นจากภายในตัวของหลักทรัพย์หรือสินทรัพย์ที่ลงทุน ที่อาจจะส่งผลให้มีผลตอบแทนไม่เป็นไปตามที่ผู้ลงทุนคาดหวังไว้ ยกตัวอย่างเช่น ความเสี่ยงจากการหยุดงานของสหภาพแรงงานบริษัท ความสามารถของกลุ่มผู้บริหารภายในบริษัท กิจกรรมการตลาดเพื่อโปรโมตสินค้า โดยความเสี่ยงดังกล่าวล้วนแล้วแต่ส่งผลกระทบต่อบริษัทใดบริษัทหนึ่งเท่านั้น ไม่ได้กระทบกับผู้คนหรือบริษัทที่ไม่เกี่ยวข้อง เป็นความเสี่ยงที่สามารถขจัด ควบคุม หรือลดไปได้โดยการจัดการความเสี่ยง เช่น กำหนดเป้าหมายการลงทุน กระจายความเสี่ยงอย่างสม่ำเสมอ(Diversification) ประเมินความเสี่ยงที่รับได้ กำหนดกลยุทธ์การจัดการ

ข้อข้อเสนอแนะที่ได้จากผลวิจัย

เนื่องจากความเสี่ยงสำหรับการลงทุนส่งผลต่อการจัดการความเสี่ยง คือ ความเสี่ยงที่ไม่เป็นระบบ ซึ่งสามารถแก้ไขได้โดยการกระจากความเสี่ยง ดังนั้น ผู้ลงทุนควรศึกษาการกระจายความเสี่ยงที่หลากหลายทาง เช่น การลงทุนแบบเฉลี่ย หรือ การจัดสรรสินทรัพย์ลงทุน เป็นต้น

ผลการศึกษาพบว่า ปัจจัยส่วนบุคคลส่งผลต่อความเสี่ยงสำหรับการลงทุนเพื่อเกษียณอายุ มากกว่าปัจจัยสภาพแวดล้อมการลงทุน ดังนั้น การให้ความรู้ หรือส่งเสริมพัฒนาทักษะการลงทุนจะเป็นประโยชน์ต่อกลุ่มตัวอย่างได้มากขึ้นสำหรับการบริหารความเสี่ยงในการลงทุนเพื่อเกษียณอายุ

ข้อเสนอแนะสำหรับการทำวิจัยครั้งต่อไป

งานวิจัยนี้เป็นการศึกษาเชิงปริมาณ ดังนั้น ในการศึกษาต่อไป อาจใช้วิธีการศึกษาเชิงคุณภาพ ด้วยการสัมภาษณ์เชิงลึกหรือการสังเกตปรากฏการณ์ เพื่อค้นหาคำตอบในเชิงของเหตุผลมากขึ้น

งานวิจัยนี้ทำการศึกษาเฉพาะกลุ่มข้าราชการครู ดังนั้น ในการศึกษาต่อไป ควรทำการศึกษาในกลุ่มตัวอย่างอาชีพอื่นๆ เพื่อเปรียบเทียบผลของการวิจัย

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ปัจจัยส่วนบุคคลและปัจจัยสมรรถนะทางการเงินที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ใน จังหวัดนนทบุรี

Personal and Financial Competency Factors Affecting to Personal Financial Planning Attitudes of Generation Z in Nonthaburi Province

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ในจังหวัด นนทบุรี 2) เพื่อศึกษาปัจจัยส่วนบุคคลที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ในจังหวัด นนทบุรี 3) เพื่อศึกษาปัจจัยสมรรถนะทางการเงินที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ในจังหวัดนนทบุรี โดยศึกษาจากกลุ่มตัวอย่าง Generation Z ในจังหวัดนนทบุรี จำนวน400คน ใช้วิธีการวิจัยเชิงปริมาณเก็บข้อมูลแบบวิธีเจาะจงโดยใช้แบบสอบถามออนไลน์ โดยนำผลมาวิเคราะห์ด้วยค่าสถิติต่างๆ ได้แก่ การวิเคราะห์สถิติพรรณนา (Descriptive Statistics) ด้วยค่าสถิติพื้นฐานต่างๆ และทำการทดสอบสมมติฐานด้วยการวิเคราะห์ความแปรปรวน t-test (เพศ) และ ANOVA และวิเคราะห์การถดถอยพหุคุณ (Multiple regression)

ผลการศึกษาพบว่า (1) ปัจจัยส่วนบุคคล ได้แก่ เพศ สถานภาพ และรายได้ต่อเดือน ไม่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ที่ระดับนัยสำคัญทางสถิติ 0.05 แต่อายุ ส่งผลต่อส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ที่ระดับนัยสำคัญทางสถิติ 0.05 (2) ปัจจัยสมรรถนะทางการเงิน ได้แก่ ด้านรายจ่าย ด้านการออมและด้านการลงทุน ไม่ส่งผลต่อต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ที่ระดับนัยสำคัญทางสถิติ 0.05 แต่ด้านรายรับ ส่งผลส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ต่อที่ระดับนัยสำคัญทางสถิติ 0.05
คำสำคัญ: ปัจจัยส่วนบุคคล, ปัจจัยสมรรถนะทางการเงิน, ทัศนคติ, การวางแผนทางการเงินส่วนบุคคล

Abstract

The objectives of this research were 1) to study the personal financial planning attitudes of Generation Z people in Nonthaburi Province., 2) to study personal factors affecting personal financial planning attitudes of Generation Z people in Nonthaburi Province, and 3) to study the financial competency factors that affect personal financial planning attitudes of Generation Z people in Nonthaburi Province. By studying from a sample group of Public Health officers in Phetchaburi Province, 400 people were used quantitative research methods. Data were collected using a specific methodology using online questionnaires. The result was analyzed with various statistical values such as descriptive statistics with various basic statistics. Hypotheses were tested by analysis of variance, t-test (sex), ANOVA and multiple regression analysis.

The results of the study showed that (1) personal factors were gender, status, and monthly income. It does not affect the attitude of financial planning. Personal knowledge of Generation Z at the statistical significance level of 0.05, but age affects attitudes in financial planning. (2) Financial competency factors were expenditure, saving and investment. It did not affect the personal financial planning attitude of Generation Z people at the statistical significance level of 0.05. Affecting the personal financial planning attitude of Generation Z at the statistical significance level of 0.05.
Keywords: Personal, Financial Competency Factors, Attitudes, Personal Financial Planning

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ที่มาและความสำคัญ

เนื่องจากสภาพสังคมในปัจจุบันได้มีการเปลี่ยนแปลงจากสังคมในอดีตที่คนส่วนใหญ่นิยมใช้ชีวิตแบบ ครอบครัวใหญ่โดยทุกคนมีการแบ่งปันและช่วยเหลือเกื้อกูลซึ่งกันและกัน แต่ในปัจจุบันขนาดของแต่ละครอบครัวเริ่มมีขนาดเล็กลง การช่วยเหลือแบ่งปันต่าง ๆ ก็ลดน้อยลง อีกทั้งค่าครองชีพที่เพิ่มขึ้น อาหาร สินค้าและบริการต่าง ๆ มีราคาสูงขึ้น รวมถึงกระแสสื่อโฆษณาต่าง ๆ ที่กระตุ้นให้บุคคลมีค่านิยมในเรื่องการบริโภคนิยมและวัตถุนิยมมากขึ้น ทำให้บุคคลส่วนใหญ่ไม่คำนึงถึงการประหยัดขาดการเก็บออมและใช้จ่ายอย่างไม่ระมัดระวังจนทำให้ประสบปัญหาเกี่ยวกับการเงินและจากงานวิจัยของ (รักษ์สุดา เหล่าคา,2563) ได้กล่าวถึงการวางแผนทางการเงินส่วนบุคคล คือปัจจุบันคนมีอัตราหนี้สินที่เพิ่มมากขึ้น เนื่องจากไม่มีการวางแผนการเงินและขาดวินัยในการใช้จ่าย ถึงแม้ว่าคนเราจะมีรายรับเข้ามาแต่ก็ย่อมมีภาระค่าใช้จ่ายต่าง ๆ ที่เกิดขึ้นนอย่างมากมาย การวางแผนทางการเงินส่วนบุคคล เป็นเครื่องมือที่ทำให้สามารถใช้จ่ายเงินอย่างมีประสิทธิภาพและเป็นระบบ ซึ่งเป็นสิ่งสำคัญในการบรรลุเป้าหมายชีวิตในเรื่องของการเงินและเป็นการวางแผนขั้นแรก

การรู้จักจัดสรรหรือจัดการรายได้โดยแบ่งเป็นการออมเงินสำหรับใช้จ่ายในอนาคต การลงทุนเผื่อผลตอบแทนที่ดีกว่าหรือจะเป็น การนำเงินไปเที่ยวพักผ่อนตามความต้องการนั้นจะทำให้ก่อเกิดความรู้สึกถึงความมั่นคงทางด้านการเงิน และรู้สึกถึงความปลอดภัยในการดำรงชีวิต โดยบุคคลที่ได้รับอิทธิพลมากที่สุดคือกลุ่มคนที่ยังไม่สามารถหารายได้ด้วยตัวเอง มีความอยากได้อยากทำในสิ่งที่นำมาตอบสนองความต้องการของตนเอง และแสดงตนเองให้เห็นถึงความมีฐานะทางครอบครัว หรือคนที่ยังไม่มีความรู้ความเข้าใจและขาดประสบการณ์ในการวางแผนการเงิน โดยเฉพาะกลุ่มคน Generation Z ซึ่งเป็นกลุ่มคนที่อยู่ในช่วงอายุ 13-25 ปี โดยลักษณะพื้นฐานทั่วไปของคนกลุ่มนี้คือจะเติบโตมากับอุปกรณ์อิเล็กทรอนิกส์และเทคโนโลยีรอบตัว เช่น คอมพิวเตอร์ โทรศัพท์สมาร์ทโฟน และการเข้าถึงอินเทอร์เน็ต และเมื่อเติบโตขึ้นและมีหรือไม่มีคู่ชีวิตก็น่าจะมีลูกน้อยมากหรืออาจจะไม่มีเลยและนั่นทำให้การวางแผนการเงินสำหรับคน Gen Z เป็นเรื่องที่จำเป็นอย่างยิ่ง

จากประเด็นปัญหาที่กล่าวมาข้างต้นทำให้ผู้วิจัยสนใจที่จะศึกษาถึงปัจจัยส่วนบุคคลและปัจจัยสมรรถนะทางการเงินที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคล โดยเน้นศึกษากลุ่มบุคคล Generation Z ในจังหวัดนนทบุรี เพื่อที่จะศึกษาเกี่ยวกับปัจจัยส่วนบุคคลและปัจจัยสมรรถนะทางการเงินที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคล.

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคนGeneration Z ในจังหวัดนนทบุรี
2. เพื่อศึกษาปัจจัยส่วนบุคคลที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคนGeneration Z ในจังหวัดนนทบุรี
3. เพื่อศึกษาปัจจัยสมรรถนะทางการเงินที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคนGeneration Z ในจังหวัดนนทบุรี

นิยามศัพท์

ปัจจัยส่วนบุคคล หมายถึง เพศ อายุ ระดับการศึกษา อาชีพ และรายได้ สถานภาพ ลักษณะปัจจัยส่วนบุคคลเป็นลักษณะที่สำคัญช่วยในการกำหนดเป้าหมาย ในขณะที่ลักษณะด้านจิตวิทยา ช่วยอธิบายถึงความคิดและความรู้สึกของกลุ่มเป้าหมายนั้นๆ ได้อย่างดี

การวางแผนการเงินส่วนบุคคล หมายถึง กระบวนการในการประเมินและปรับปรุงเพื่อให้เกิดฐานะการเงินที่มั่นคงของบุคคลด้วยการศึกษาปัจจัยทางเศรษฐกิจที่เกี่ยงข้องและการตัดสินใจของแต่ละบุคคล

ทัศนคติ หมายถึง ความรู้สึก ความคิดหรือความเชื่อ และแนวโน้วที่จะแสดงออกซึ่งพฤติกรรมของบุคคล เป็นปฏิกริยาโต้ตอบ โดยการประมานค่าว่าชอบหรือไม่ชอบ ที่จะส่งผลกระทบต่อการตอบสนองของบุคคลในเชิงบวกหรือเชิงลบต่อบุคคล สิ่งของและสถานการณ์ ในสภาวะแวดล้อมของบุคคลนั้นๆ

ขอบเขตของการวิจัย

ขอบเขตด้านประชากร

ประชากรที่ใช้ในการวิจัยคือกลุ่มคนGeneration Z ในจังหวัดนนทบุรีคำนวณขนาดกลุ่มตัวอย่างโดยใช้สูตรของ (Cochran) ได้ขนาดตัวอย่าง 400 คน

กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ใช้วิธีการเลือกกลุ่มตัวอย่างแบบบังเอิญ (Accidental Sampling) เป็นการเลือกกลุ่มตัวอย่างเพื่อให้ได้จำนวนตามความต้องการโดยไม่มีเกณฑ์

ขอบเขตด้านเนื้อหา

การวิจัยครั้งนี้เป็นการศึกษาเชิงปริมาณเพื่อศึกษาปัจจัยส่วนบุคคลและปัจจัยสมรรถนะทางการเงินที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ในจังหวัด นนทบุรี โดยมีตัวแปรต่างๆ ดังนี้

1. ตัวแปรอิสระ ได้แก่

1.1 ข้อมูลปัจจัยส่วนบุคคล ประกอบด้วย เพศ อายุ สถานภาพ รายได้ต่อเดือน

1.2 ข้อมูลปัจจัยสมรรถนะทางการเงิน ประกอบด้วย ด้านรายรับ ด้านรายจ่าย ด้านการออม ด้านการลงทุน

2. ตัวแปรตาม ได้แก่

2.2 ทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ในจังหวัด นนทบุรี ประกอบด้วย ความเชื่อ ความรู้ความเข้าใจ พฤติกรรมและประสบการณ์

ขอบเขตด้านพื้นที่

ผู้วิจัยใช้พื้นที่ศึกษา คือ อำเภอ ปากเกร็ด จังหวัดนนทบุรี

ขอบเขตด้านระยะเวลา

ในการศึกษาวิจัยครั้งนี้ ใช้เวลาตั้งแต่ เดือนกันยายน 2565 - เดือนมกราคม 2566 รวมระยะเวลา 5 เดือน

แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง

ผู้วิจัยได้ศึกษาแนวคิดและทฤษฎีที่เกี่ยวข้อง โดยสามารถแยกปัจจัยสมรรถนะทางการเงินออกได้เป็น 4 ด้าน ดังนี้

ด้านรายได้

พัฒนี ทองทึง, 2556 (อ้างถึงใน ปิยนันท์ แจ้งอักษร, 2563) รายได้ หมายถึง เงินที่ได้รับมาเป็นเงินสด เช่น เงินเดือน ค่าจ้าง เงินโบนัส เงินประจำตำแหน่ง ค่าคอมมิชชั่น เงินปันผล ดอกเบี่ยเงินรับ เงินค่าสวัสดิการ เงินช่วยเหลือ ค่ากรมธรรม์ประกันชีวิต เงินบำเหน็จบำนาญ กองทุนสำรองเลี้ยงชีพ เงินประกันสังคม และรายได้อื่นๆ

นันทพร จรัสสุขสวัสดิ์, 2560 (อ้างถึงใน ปิยนันท์ แจ้งอักษร, 2563) รายได้ หมายถึง รายได้ที่มาจากการประกอบอาชีพ โดยสามารถแบ่งออกได้เป็น 2 รูปแบบ คือ

(1) รายได้หลัก เป็นรายได้ที่ได้รับมาจากการประกอบอาชีพประจำ ซึ่งจะได้รับมาในรูปแบบของเงินเดือนและค่าจ้าง

(2) รายได้อื่น เป็นรายได้พิเศษซึ่งอาจเกิดจากแหล่งที่มาอื่นๆ เป็นรายได้ซึ่งได้มาจากการประกอบอาชีพเสริม โดยการหารายได้พิเศษหลังจากว่างจากงานประจำเป็นรายได้ที่ช่วยส่งเสริมให้บุคคลนั้นมีรายได้ที่เพิ่มขึ้นจากรายได้ประจำ โดยรายได้ทั้งสองรูปแบบที่ได้กล่าวมาข้างต้น จะได้รับมาในรูปที่เป็นตัวเงินนอกจากนี้แล้วยังถือได้ว่าการมีรายได้ที่ดี ถือเป็นสิ่งสำคัญสามารถช่วยสร้างความสะดวกสบายและช่วยให้บุคคลสามารถดำรงชีวิตได้อย่างมีความสุข มีชีวิตความเป็นอยู่ที่ดีขึ้นได้และถือเป็นส่วนหนึ่งในการวางแผนทางการเงินที่ช่วยให้บุคคลสามารถบรรลุเป้าหมายทางการเงินได้

ด้านรายจ่าย

กมลทิพย์ ขันสังข์, 2561 (อ้างถึงใน ปิยนันท์ แจ้งอักษร, 2563) ด้านรายจ่าย คือ กระแสเงินสดที่อยู่ในรูปแบบการจ่ายเพื่อใช้ในการดำรงชีวิต หรือสร้างความสะดวกสบาย หรือเพื่อสร้างความมั่นคงมั่งคั่ง ซึ่งเกิดจากการตัดสินใจของบุคคลดันนั้น หากบุคคลที่มีการจัดทำงบประมาณส่วนบุคคลและมีการกำหนดวัตถุประสงค์และเป้าหมายที่ดี จะทำให้การใช้จ่ายเกิดประโยชน์และมีความคุ้มค่าสูงสุด

พัฒนี ทึงทอง, 2555, หน้า 6 (อ้างถึงใน ปิยนันท์ แจ้งอักษร, 2563) ด้านรายจ่าย หมายถึง ค่าใช้จ่ายที่จ่ายไปในรูปของเงินสด เช่น การใช้จ่ายเพื่อการดำรงชีวิตประจำวัน การใช้จ่ายเพื่อซื้อสินทรัพย์ การใช้จ่ายในการชำระหนี้ (ค่าผ่อนบ้าน ค่าผ่อนรถ) ค่าเบี้ย ประกัน ค่าใช้ จ่ายในการดูแลสุขภาพและรักษาพยาบาล ค่าใช้จ่ายเพื่อการท่องเที่ยวและพักผ่อน รวมถึง ค่าใช้จ่ายเพื่อการลงทุนต่างๆ ด้วย เช่น การลงทุนในหุ้น การ ลงทุนในกองทุน)

(ภทัรพร กจิชัยนุกล, 2556) ค่าใช้จ่าย หมายถึง มูลค่าเงินที่ใช้เป็นค่าบริการหรือสินค้าต้องจ่ายเมื่อต้องทำกิจกรรมใด ๆ เพื่อการอุปโภคบริโภค และที่ไม่เกี่ยวกับการอุปโภคบริโภค

ด้านการออม

(ทิพวรรณ เกตุทอง, 2561) การออม คือ ส่วนที่เหลืออยู่ของรายได้เมื่อหักรายจ่ายแล้ว หรือ คือ การกันทรัพย์สินบางส่วนเอาไว้ไม่นำมาใช้จ่ายในการอุปโภคบริโภคในปัจจุบัน เพื่อให้เกิดความสามารถใน การที่จะบริโภคในยามจำเป็นหรือในอนาคต การออมอาจอยู่ในรูปแบบต่างๆ เช่น การฝากเงินไว้กับธนาคาร ในรูปของการฝากออมทรัพย์ การฝากประจำหรือการออมในรูปแบบตราสารทางการเงิน เช่น พันธบัตร หุ้น กู้ หุ้นบุรินทร์สิทธิ์ หุ้นสามัญ ประกันชีวิต กองทุนรวม สลากออมสิน หรือการออมในรูปแบบสินทรัพย์ เช่น อสังหาริมทรัพย์ สังหาริมทรัพย์ เป็นต้น

พัฒนี ทองทึง, 2556 (อ้างถึงใน ปิยนันท์ แจ้งอักษร, 2563) การออม หมายถึง การนำเงินที่ได้รับเก็บไว้ทันทีก่อนจะนำเงินไปจ่าย ซึ่งสามารถเขียนเป็นสมการการออมได้ดังนี้ รายได้ – เงินออม=รายจ่าย

ด้านการลงทุน

ตลาดการเงินและการลงทุนในหลักทรัพย์, 2557 (อ้างถึงใน รุ่งตะวัน แซ่พัว , 2560) การลงทุน (Investment) หมายถึง ความต้องการซื้อสินทรัพย์หรือหลักทรัพย์โดยการนำเงินออม (Saving) สะสม หรือ เงินกู้ยืมจากธนาคาร (Bank Credit) มาซื้อสินทรัพย์และหลักทรัพย์ตามที่ต้องการเพื่อสร้างผลตอบแทนใน รูปแบบที่แตกต่างกันไป เช่น การลงทุนในหุ้นสามัญจะได้เงินปันผล (Dividend) และส่วนต่างของราคา (Capital Gain) การลงทุนพันธบัตรรัฐบาล (Bond) ได้ ผลตอบแทนในรูปอัตราดอกเบี้ย (Interest) การ ลงทุนในอสังหาริมทรัพย์ (Real estate) ได้ ผลตอบแทนในรูป (Capital Gain) เป็นต้น

รูปแบบของการลงทุน สามารถแบ่งออกได้เป็น 2 ประเภท โดยรูปแบบการลงทุนแต่ละประเภทมี ลักษณะ ดังต่อไปนี้

1. การลงทุนทางตรง (Direct Investment) คือ การลงทุนที่เจ้าของเงินลงทุนต้องทำการตัดสินใจในการลงทุนเอง แบ่งออกเป็น 3 ประเภท ได้แก่ การลงทุนในทรัพย์สินที่รู้มูลค่าของเงินที่จะได้รับคืน ณ วันสิ้นสุดสัญญา (Fixed principal investment) โดยได้รับผลตอบแทนระหว่างที่ลงทุน เช่น ตั๋วเงินคลัง พันธบัตรรัฐบาล หุ้น กู้ เป็นต้น การลงทุนในหลักทรัพย์ที่ไม่รู้มูลค่าที่จะได้รับคืนในอนาคต (Variable principal securities) ซึ่งไม่มีอายุไถ่ถอนที่แน่นอน เช่น หุ้นสามัญ หลักทรัพย์ที่แปลงสภาพได้ใบสำคัญ แสดงสิทธิ์ในการจะซื้อหุ้นสามัญ เป็นต้น และ การลงทุนในสินทรัพย์อื่นๆ (Non-securities investment) เช่น การลงทุนในอสังหาริมทรัพย์ การซื้อสินค้าคงทน เป็นต้น

2. การลงทุนทางอ้อม (Indirect investment) คือ การลงทุนที่มีสถาบันอื่นลงทุนแทนและ ตัดสินใจแทนเจ้าของเงินออม เช่น การลงทุนในกองทุนต่างๆ โดยกองทุนเหล่านั้นจะนำเงินไปลงทุนใน ตราสารทุน และตราสารหนี้ในสัดส่วนที่แตกต่างกันออกไป ทำให้แต่ละกองทุนมีระดับความเสี่ยงไม่เท่ากัน

แนวคิดเกี่ยวกับทัศนคติ

ทัศนคติ หมายถึง ระดับของความรู้สึกนึกคิดที่เกี่ยวข้องกับภาวะทางจิตใจของบุคคลที่มีต่อตนเอง ต่อบุคคลอื่น และต่อสถานการณ์ต่างๆ ที่เกี่ยวข้อง อันเป็นผลมาจากการเรียนรู้ ประสบการณ์ และเป็นตัวกำหนดพฤติกรรมหรือแนวโน้มที่จะตอบสนองต่อสิ่งเร้าต่างๆ ไปในทิศทางใดทิศทางหนึ่ง ซึ่งอยู่ในรูปแบบของการสนับสนุนหรือคัดค้านก็ได้

สร้อยตระกูล (ติวยานนท์) อรรถมานะ (2541,หน้า 64) ให้ความหมายของทัศนคติไว้ว่า ทัศนคติ คือ ผลผสมผสานระหว่างความนึกคิด ความเชื่อ ความคิดเห็น ความรู้ และความรู้สึกของบุคคลที่มีต่อสิ่งใดสิ่งหนึ่ง คนใดคนหนึ่ง สถานการณ์ในสถานการณ์หนึ่งๆ ซึ่งออกมาในทางประเมินค่าอันอาจเป็นไปในทางยอมรับหรือปฏิเสธก็ได้ และความรู้สึกเหล่านี้มีแนวโน้มที่จะก่อให้เกิดพฤติกรรมใดพฤติกรรมหนึ่งขึ้น

(ธีระพรอุวรรณโณ, 2528, หน้า 162 - 163) เสนอว่า ทัศนคติมี 3 องค์ประกอบ ได้แก่

1. องค์ประกอบด้านปัญญา (Cognitive Component) ประกอบด้วย ความเชื่อ ความรู้ ความคิด และความคิดเห็น
2. องค์ประกอบด้านอารมณ์ ความรู้สึก (Affective Component) หมายถึง ความรู้สึกชอบ-ไม่ชอบ หรือท่าทางที่ดี-ไม่ดี
3. องค์ประกอบด้านพฤติกรรม (Behavioral Component) หมายถึง แนวโน้มหรือความพร้อมที่บุคคลจะปฏิบัติ

แนวคิดเรื่อง กลุ่มคนเจเนอเรชั่นซี (Generation Z)

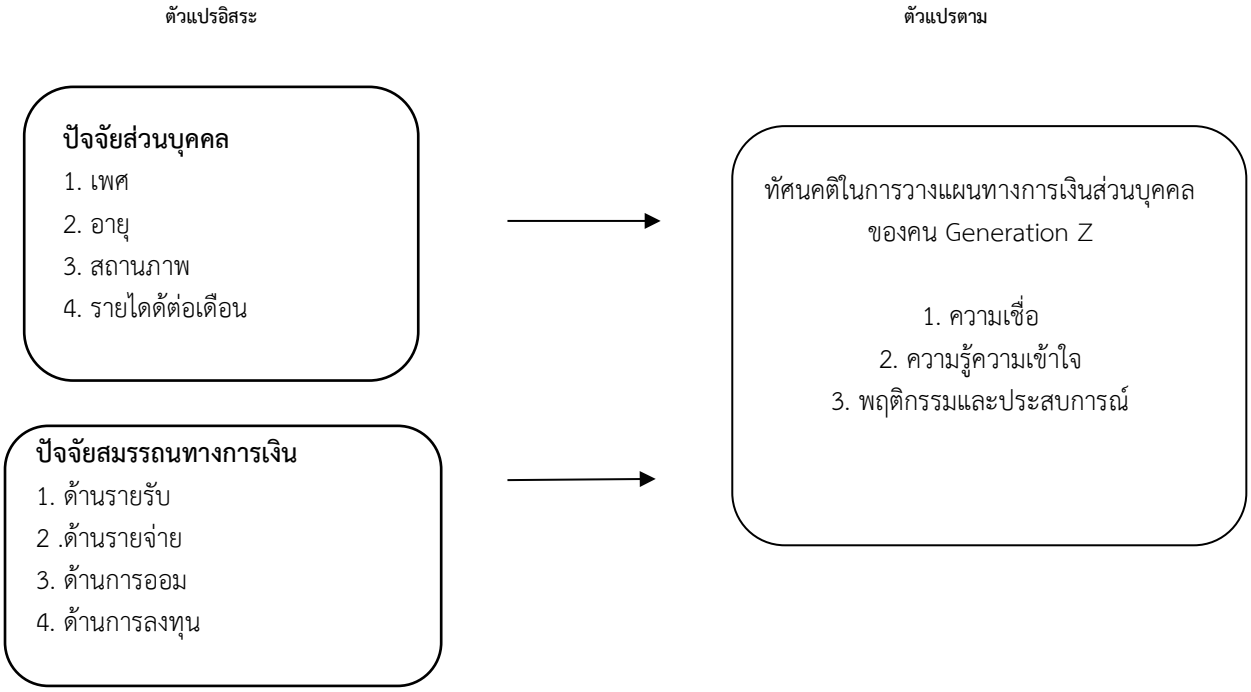
Generation Z หรือ Gen Z เป็นผู้ที่เกิด Z คือคนที่เกิดระหว่างปี 2540-2552 หรือมีอายุระหว่าง 13-25ปี ก็คือน้องๆ ในกลุ่มนักศึกษา หรือกลุ่มคนที่เพิ่งเริ่มทำงาน โดยในปี 2564 ทีมวิจัยพบว่าคน Gen Z เป็นประชากรที่มีขนาดค่อนข้างใหญ่เมื่อเทียบกับเจนอื่นในภูมิภาคอาเซียน คิดเป็นร้อยละ 24% ของจำนวนประชากรทั้งหมด ซึ่งเจเนอเรชั่นนี้ มีความสำคัญที่เป็นพลังในการขับเคลื่อนสังคมและเศรษฐกิจของประเทศเป็นอย่างมาก จึงถูกขนานนามว่ากลุ่มชินเนอร์ไจเซอร์” (SynergiZers) อีกทั้ง**คนเจนนี้เติบโตมาพร้อมกับสิ่งอำนวยความสะดวกมากมาย มีความสามารถในการใช้งานเทคโนโลยีต่าง** ๆ จากงานวิจัยหลายๆ อย่างจะเห็นได้ว่าจากกรอบความคิดเดิมๆ ที่คนเจเนอเรชั่นก่อนๆ กล่าวถึงคน Gen Z ว่าเป็นกลุ่มคนที่เพิกเฉยและไม่สนใจสิ่งรอบตัว แต่จากงานวิจัยพบว่า แม้พวกเขาจะให้ความสำคัญกับการให้คุณค่ากับตัวเอง แต่ในขณะเดียวกันเขาก็ยังให้ความร่วมมือและผสานการมีส่วนร่วมกันทั้งในครอบครัวและในสังคม ขณะที่จากความเชื่อเดิมๆ ที่ว่าคนเจน Z มีพฤติกรรมที่สุดโต่งและนึกถึงแต่ตัวเองเพียงอย่างเดียว แต่แท้ที่จริงเราพบว่าพวกเขาเหล่านี้แสวงหาความลงตัวในทุกด้านๆ ของชีวิต ไม่ว่าจะเป็นกับตัวเองและสังคมรอบตัว

สมมติฐานของการวิจัย

สมมติฐานที่ 1 ปัจจัยส่วนบุคคลที่ต่างกันส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคนGeneration Z ในจังหวัดนนทบุรีต่างกัน

สมมติฐานที่ 2 ปัจจัยสมรรถนะทางการเงินส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคนGeneration Z ในจังหวัดนนทบุรี

กรอบแนวคิดการวิจัย



ระเบียบวิธีวิจัย

งานวิจัยนี้เป็นการวิจัยเชิงปริมาณ (Quantitative Research) โดยเก็บรวบรวมข้อมูลจากการสำรวจกลุ่มตัวอย่างของกลุ่มคน Generation Z ในจังหวัด นนทบุรี เพื่อมุ่งค้นหาคำตอบเกี่ยวกับปัจจัยส่วนบุคคล ปัจจัยสมรรถนะทางการเงินที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคล โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล จากกลุ่มตัวอย่างที่มีลักษณะแตกต่างกันประสบการณ์และช่วงอายุที่แตกต่างกัน ดำเนินการรวบรวมข้อมูลจากแบบสอบถามที่เป็นออนไลน์

ประชากรที่ใช้ในการวิจัย คือ กลุ่มคน Generation Z ในจังหวัด นนทบุรี จำนวนขนาดกลุ่มตัวอย่างตามสูตรของ คอแครน (Cochran,1977) ที่ระดับความเชื่อมั่นร้อยละ 95 ได้ขนาดตัวอย่าง 400 คน โดยใช้การเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling) เป็นการเลือกกลุ่มตัวอย่างเพื่อให้ได้จำนวนที่ต้องการ

<u>ขั้นตอนการสร้างเครื่องมือและตรวจสอบคุณภาพเครื่องมือ</u> มีดังนี้

ผู้วิจัยได้ศึกษาข้อมูลจากเอกสาร หนังสือ วารสาร แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้องเพื่อนำมากำหนดโครงสร้างแบบสอบถาม นำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นมาเสนอต่ออาจารย์ที่ปรึกษาปรับปรุงแก้ไขตามคำแนะนำรวมทั้งปรับปรุงแก้ไขแบบสอบถามตามคำแนะนำของอาจารย์ผู้ทรงคุณวุฒิในคณะวิทยาการจัดการ หลังจากนั้นจึงนำแบบสอบถามที่ผ่านการตรวจสอบและปรับปรุงแก้ไขให้สมบูรณ์แล้วนั้นนำไปทดลองใช้กับกลุ่มตัวอย่างจำนวน 30 ตัวอย่างในเขตกรุงเทพมหานครเพื่อทดสอบความเชื่อมั่น (Reliability) ซึ่งค่าที่ได้ไม่ควรต่ำกว่า 0.70 ซึ่งจะถือว่าแบบสอบถามมีความเชื่อมั่น (ลัดดาวัลย์ เพชรโรจน์และอัจฉรา ชำนิประศาสน์, 2547) จากการคำนวณหาค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ผลการคำนวณค่าสัมประสิทธิ์ ได้ค่าความเชื่อมั่นในภาพรวมเท่ากับ 0.950 ดังนั้นแบบสอบถามมีค่าความเชื่อมั่นในระดับที่ยอมรับได้ จึงสามารถนำไปใช้เป็นเครื่องมือในการเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลงานวิจัยนี้จะทำการเก็บตัวอย่างจากกลุ่มตัวอย่างกลุ่มคน Generation Z ในจังหวัดนนทบุรี โดยใช้แบบสอบถามออนไลน์ (Google Forms) และได้รับคืนเป็นจำนวนกลุ่มตัวอย่าง 400 ตัวอย่าง หลังจากกลุ่มตัวอย่างได้ตอบแบบสอบถามแล้วผู้วิจัยจึงนำข้อมูลที่ได้มาวิเคราะห์ด้วยโปรแกรมสำเร็จรูปทางสถิติ

การวิเคราะห์และสถิติที่ใช้

งานวิจัยนี้หลังจากได้รับแบบสอบถามกลับคืนมาแล้วจะทำการตรวจสอบเพื่อให้คะแนนและทำการประมวลผลด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์ โดยวิเคราะห์ข้อมูลแบ่งเป็น 3 ส่วน

1. การวิเคราะห์สถิติพรรณนา (Descriptive Statistics) ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

2. การวิเคราะห์ความแปรปรวน (ANOVA) ในกรณีที่พบความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 จึงทำการเปรียบเทียบความแตกต่างค่าเฉลี่ยรายคู่ด้วยวิธี Least Significance Difference (LSD) และความแปรปรวน t-test ใช้ในการทดสอบสมมติฐาน ปัจจัยส่วนบุคคลที่ต่างกันส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ในจังหวัดนนทบุรีต่างกัน

3. การวิเคราะห์สมการถดถอยพหุคูณ (Multiple Regression) เพื่อวิเคราะห์หาความสัมพันธ์ของปัจจัยต่างๆ ตามสมมติฐานการวิจัย ปัจจัยสมรรถนะทางการเงินส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคนGeneration Z ในจังหวัดนนทบุรี

ผลการวิจัย

แบ่งออกเป็น 3 ส่วน

ส่วนที่ 1 ลักษณะทางประชากรศาสตร์

ผู้ตอบแบบสอบถามส่วนใหญ่เป็นผู้หญิง คิดเป็นร้อยละ 70.5 กลุ่มตัวอย่างส่วนใหญ่มีอายุที่อยู่ในช่วง 21-25 ปี คิดเป็นร้อยละ 66.5 และอายุต่ำกว่า 20 คิดเป็นร้อยละ 33.5 ส่วนใหญ่มีสถานะโสด คิดเป็นร้อยละ 96 และส่วนใหญ่มีรายได้ต่อเดือนอยู่ที่ระหว่าง 5,001 – 10,000 บาท คิดเป็นร้อยละ 42

ส่วนที่ 2 ปัจจัยสมรรถนะทางการเงิน

ข้อมูลปัจจัยสมรรถนะทางการเงินของกลุ่มตัวอย่าง จำแนกออกเป็น 4 ประเภท ได้แก่ ด้านรายรับ ด้านรายจ่าย ด้านการออม และด้านการลงทุน พบว่าภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่า ด้านการลงทุน ($\bar{x}$ = 3.79 , SD = 0.85) นั้นมากที่สุด รองลงมาคือ ด้านรายจ่าย ($\bar{x}$ = 3.72 , SD = 0.79) ต่อมาด้านการออม ($\bar{x}$ = 3.65 , SD = 0.81) สุดท้ายคือด้านรายรับ ($\bar{x}$ = 3.55 , SD = 0.90) ตามลำดับ

ส่วนที่ 3 ทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z

ข้อมูลทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z จำแนกออกเป็น 3 ประเภท ได้แก่ ด้านความเชื่อ ด้านความรู้ความเข้าใจ และด้านพฤติกรรมและประสบการณ์ พบว่าภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นประเภทพบว่า ด้านความเชื่อ ($\bar{x}$ = 4.02 , SD = 0.80) มากที่สุด รองลงมาคือ ด้านพฤติกรรมและประสบการณ์ ($\bar{x}$ = 3.53 , SD = 0.89) และด้านความรู้ความเข้าใจ ($\bar{x}$ = 3.47 , SD = 0.85) ตามลำดับ

ผลการทดสอบสมมติฐาน

สมมติฐานที่ 1 ปัจจัยส่วนบุคคลที่ต่างกันส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ในจังหวัดนนทบุรีต่างกัน

ตารางที่ 1 แสดงผลปัจจัยส่วนบุคคลปัจจัยส่วนบุคคลที่ต่างกันส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ในจังหวัดนนทบุรีต่างกัน

ตัวแปร	Sig	แปรความ
เพศ	0.999	ไม่ส่งผล
อายุ	0.003	ส่งผล
สถานภาพ	0.713	ไม่ส่งผล
รายได้ต่อเดือน	0.098	ไม่ส่งผล

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 1 แสดงผลการทดสอบปัจจัยส่วนบุคคลที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ในจังหวัดนนทบุรี โดย อายุ ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคล โดยช่วงอายุต่ำกว่า 20 ปี กับ 21-25 ปี ต่างกัน

สมมติฐานที่ 2 ปัจจัยสมรรถนะทางการเงินส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคนGeneration Z ในจังหวัดนนทบุรี

ตารางที่ 2 ผลการวิเคราะห์ ปัจจัยสมรรถนะทางการเงินส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ในจังหวัดนนทบุรี

ปัจจัยสมรรถนะทางการเงิน	B	Std.Error	Beta	t	Sig.
ค่าคงที่	1.073	0.224		4.789	0.00
ด้านรายรับ(a1)	0.076	0.050	0.094	1.538	0.126
ด้านรายจ่าย(a2)	0.194	0.071	0.210	2.723	0.007*
ด้านการออม(a3)	0.249	0.073	0.275	3.413	0.001*
ด้านทางลงทุน(a4)	0.185	0.063	0.214	2.947	0.004*
F-Value = 46.254					
Adjusted R^2 = 0.417					

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 1.073 + 0.194($a2$)+ 0.249($a3$)+0.185($a4$)

จากตารางที่ 2 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 46.254 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญ ผลทดสอบค่า Durbin-Watson เท่ากับ 1.917 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.417 แสดงว่า ปัจจัยสมรรถนะทางการเงินสามารถส่งผลถึงทัศนคติในการวางแผนทางการเงินส่วนบุคคลร้อยละ 41.4 การทดสอบค่าด้วยสถิติ t-test ที่ระดับนัยสำคัญ 0.05 พบว่าตัวแปรอิสระ 3 ตัวแปร คือ ด้านรายจ่าย ด้านการออม และด้านการลงทุน ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคล อย่างมีนัยสำคัญทางสถิติที่ 0.05 และมี 1 ตัวแปรอิสระ คือ ด้านรายรับ ที่ไม่ส่งผลต่อส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคล

สรุปและอภิปรายผลการวิจัย

1. ปัจจัยส่วนบุคคลส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลไม่ต่างกัน ยกเว้นอายุที่แตกต่างกันส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลต่างกัน จากการทดสอบสมมติฐานที่ 1 พบว่าปัจจัยส่วนบุคคลด้านอายุที่แตกต่างกันส่งผลต่อทักษะทางการเงินต่างกัน ที่ระดับนัยสำคัญทางสถิติ 0.05 ซึ่งไม่สอดคล้องกับงานวิจัยของ ปิยนันท์ แจ้งอักษร,2563 ได้ศึกษาเรื่อง พฤติกรรมการการบริหารการเงินส่วนบุคคลในช่วงสถานการณ์โควิด -19 ของคน Generation Y ในเขตกรุงเทพมหานคร ผลการศึกษาสรุปได้ดังนี้ คนGeneration Y ในเขตกรุงเทพมหานคร ที่มีอายุต่างกัน ทำให้พฤติกรรมการบริหารการเงินส่วนบุคคลในช่วงสถานการณ์โควิด-19 ไม่ต่างกัน และสอดคล้องกับงานวิจัยชานียะฮ์ช่างวัฒนกุล, 2559 (อ้างถึงในปิยนันท์ แจ้งอักษร, 2563) ได้ทำการศึกษาเรื่องปัจจัยที่มีอิทธิพลต่อพฤติกรรมการออมของประชาชนจังหวัดสตูล ผลการวิจัยพบว่า ประชาชนจังหวัดสตูลที่มีอายุต่างกัน มีพฤติกรรมการออมที่แตกต่างกัน

2. ปัจจัยสมรรถนะทางการเงินส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคล ของคนGeneration Z ในจังหวัดนนทบุรี จากการทดสอบสมมติฐานที่ 2 พบว่าหากพิจารณาเป็นรายด้าน ปัจจัยสมรรถนะทางการเงินด้านรายรับ ไม่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคล ซึ่งไม่สอดคล้องกับงานวิจัยของผลงานวิจัยของ อดิศร โชคชัยสิริ (2563) ผลจากศึกษา พบว่าพนักงานบริษัทในเครือ คาราบาว กรุ๊ป จำกัด (มหาชน) ที่มีสถานภาพ ระดับการศึกษา และรายได้เฉลี่ยต่อเดือนต่างกัน ทำให้มีพฤติกรรมการบริหารจัดการเงินส่วนบุคคล แตกต่างกัน ส่วนด้านรายจ่าย ด้านการออม และด้านการลงทุน ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคล ซึ่งในส่วนของด้านการลงทุนสอดคล้องกับงานวิจัยของผลงานวิจัยของ ธนพร จันทร์สว่าง, 2561 หน้า 120 (อ้าง

ถึงใน อาทิตา ทับทิม, 2563) ท วิจัยเรื่อง ปัจจัยที่มีอิทธิพลต่อพฤติกรรมการวางแผนทางการเงินส่วนบุคคลของ นักศึกษาระดับปริญญาตรี มหาวิทยาลัยสยาม พบว่าปัจจัยด้านการลงทุนมีผลต่อพฤติกรรมการวางแผนทางการเงินส่วนบุคคลของนักศึกษาระดับปริญญาตรี มหาวิทยาลัยสยาม

ข้อเสนอแนะ

<u>ข้อเสนอแนะที่ได้จากผลการศึกษาวิจัย</u>

1. จากผลการวิจัยพบว่า ปัจจัยสมรรถนะทางการเงินส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคน Generation Z ในจังหวัดนนทบุรี ด้านที่มีอิทธิพลมากที่สุดคือ ด้านการออม ดังนั้น หน่วยงานรัฐที่เกี่ยวข้องควรส่งเสริมการศึกษาเพื่อให้กลุ่มตัวอย่างมีความรู้เกี่ยวกับประโยชน์ของการออม และช่องทางการออมการลงทุน เพื่อให้สามารถสร้างเงินออมได้มากขึ้น อันจะเป็นประโยชน์ต่อการวางแผนทางการเงินของกลุ่มตัวอย่าง

2. ผลการวิจัยพบว่า กลุ่มคน Generation Z ในจังหวัดนนทบุรี ที่มีอายุต่างกันจะมีทัศนคติต่อการวางแผนทางการเงินส่วนบุคคลที่ต่างกันออกไปโดยกลุ่มคน Gen Z คือกลุ่มคนที่มีอายุ 13 – 25 ปี ในกลุ่มคนที่มีช่วงอายุต่ำกว่า 20 ปี อาจยังขาดความรู้ประสบการณ์ และยังอยู่ในช่วงที่ยังคงต้องพึ่งพาครอบครัวซึ่งยังไม่สามารถหารายได้ด้วยตัวเองมากกว่าผู้ที่มีอายุในช่วง 21 – 25 ปี ดังนั้น นำผลการวิจัยเสนอเป็นแนวทางในการจัดอบรมให้แก่นักเรียน นักศึกษาหรือบุคคลทั่วไปในกลุ่ม Generation Z เพื่อให้เห็นประโยชน์ของการจัดการทางการเงินส่วนบุคคลให้มากยิ่งขึ้น

<u>ข้อเสนอแนะเพื่อการศึกษาต่อไป</u>

1. การวิจัยในครั้งนี้ยังมิได้ศึกษาถึงปัจจัยด้านอื่น ๆ ที่น่าจะมีผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคล ของคน Generation Z ในจังหวัดนนทบุรี เช่น ปัจจัยด้านแรงจูงใจ ปัจจัยด้านความรู้ทางการเงิน จึงควรมีการศึกษาเพิ่มเติมในปัจจัยเหล่านี้ด้วย เพื่อให้เข้าใจปัจจัยที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคล ของคนGeneration Z ได้ดียิ่งขึ้น

2. การวิจัยในครั้งนี้เป็นการศึกษาปัจจัยที่ส่งผลต่อทัศนคติในการวางแผนทางการเงินส่วนบุคคล ของคนGeneration Z ในจังหวัดนนทบุรีเพียงกลุ่มเดียวเท่านั้น หากมีการศึกษาทัศนคติในการวางแผนทางการเงินส่วนบุคคลของคนหลาย Generation จะทำให้ทราบข้อมูลทัศนคติในการวางแผนทางการเงินส่วนบุคคลที่ครอบคลุมและหลากหลายมากขึ้น

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แนวทางการแก้ปัญหากระบวนการขนส่งสินค้าล่าช้าโดยใช้หลักการ ECRS กรณีศึกษา : บริษัท สิทธิ โลจิสติกส์ (ประเทศไทย) จำกัด

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อลดเวลาในการทำงานและขั้นตอนการทำงานของบริษัทกรณีศึกษา ผู้วิจัยได้ค้นพบความซ้ำซ้อนในกระบวนการทำงานด้านการขนส่งบางส่วนจากผลการศึกษา ทำให้เกิดการรอในที่ทำงานและทำให้เกิดความล่าช้าในการขนส่ง เพื่อลดความสูญเปล่าในกระบวนการ นักวิจัยได้หาทางออกและปรับปรุงกระบวนการทำงาน เริ่มจากการศึกษาทฤษฎีผังกระบวนการไหล (Flow Process Chart) เพื่อเขียนรายละเอียดขั้นตอนการทำงานของกระบวนการ ค้นหาสาเหตุของปัญหาด้วยแผนภาพก้างปลา (Fishbone Diagram) จากนั้นระดมสมองกับทีมเพื่อแก้ไขปัญหาและปรับปรุงกระบวนการโดยใช้หลักการลดความสูญเปล่า ECRS ผลการศึกษาพบกระบวนการทำงานขนส่งก่อนปรับปรุงมี 21 ขั้นตอน รวมระยะเวลา 41,555 นาที ระยะทาง 1,500,000 เมตร อย่างไรก็ตาม หลังจากปรับปรุงกระบวนการ ขั้นตอนในงานขนส่งลดลงเหลือ 20 ขั้นตอน คิดเป็นร้อยละ 3.6 และลดเวลาในการทำงานลงเหลือ 40,115 นาที คิดเป็นร้อยละ 5

คำสำคัญ: การลดความสูญเปล่า, การขนส่งสินค้าล่าช้า

Abstract

This research aims to reduce the working time and the working process of the case study company. The researcher discovered redundancy in some transport work processes as a result of the study, resulting in waiting at work and causing transportation delays. To reduce waste in the process, researchers find solutions and improve work processes. Starting from studying the flow process chart theory to detail the workflow of the process, finding the root cause of the problem with a fishbone diagram, and then brainstorming with the team to find solutions by using ECRS.

The results of the study found 21 steps in the transport work process before improvement, totaling 41,555 minutes and 1,500,000 meters. However, after improving the process, the steps in the transportation work were reduced to 20 steps, equivalent to 3.6 percent, and the working time was reduced to 40,115 minutes, equivalent to 5 percent.

Keywords: Waste Reduction, Transport

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[2] สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
[3] สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
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บทนำ

เนื่องจากประเทศไทยให้ความสำคัญกับระบบการขนส่งมากขึ้นเพื่อยกระดับและพัฒนาระบบการขนส่งในประเทศไทยให้กลายเป็นศูนย์กลางด้านขนส่งในประชาคมอาเซียนและพัฒนาขนส่งให้สามารถเชื่อมต่อกันได้หลากหลายรูปแบบเพื่ออำนวยความสะดวกในการขนส่ง อีกทั้งยังเป็นระบบที่ทันสมัย การขนส่งยังหลากหลายรูปแบบ ทั้งทางเรือ ทางราง ทางท่อ ทางอากาศ และทางถนน แต่จะใช้ระบบขนส่งทางถนนเป็นหลักในการขนส่งสินค้าทั่วประเทศ

ปัจจุบัน บริษัท สิทธิ โลจิสติกส์ (ประเทศไทยจำกัด) เป็นบริษัทขนส่งสินค้าคือผู้ให้บริการด้านการขนส่งในทุกธุรกิจ การมีระบบการจัดการบริหารลำดับการวางแผนในกระบวนการขั้นตอนการทำงาน คือขั้นตอนการทำงานที่สร้างคุณค่าที่สำคัญ ที่สุดให้กับองค์กร ปัญหาที่พบปัจจุบันคือ มีบางขั้นตอนกระบวนการทำงานที่ซ้ำซ้อนจึงส่งผลให้เกิดการรอคอยทำให้การส่งสินค้าล่าช้าและการเกิดเวลาที่สูญเปล่าในขั้นตอนการทำงานขั้นตอนที่ไม่จำเป็นจะต้องทำ

ดังนั้นในงานศึกษานี้การเห็นความสำคัญของปัญหาของกระบวนการขนส่งสินค้าสามารถเขียนแผนภูมิกระบวนการไหล (Flow Process Chart) เพื่อให้ทราบถึงรายละเอียดกระบวนการขั้นตอนการทำงานและเก็บรวบรวมข้อมูลของกระบวนการทำงานเพื่อหาสาเหตุที่เกิดขึ้นของปัญหาด้วย แผนผังก้างปลา (Fishbone Daigram) จากนั้นหาแนวทางการแก้ไขโดยการระดมสมองร่วมกับหลักการลดความสูญเปล่าด้วย ECRS

วัตถุประสงค์ของการวิจัย

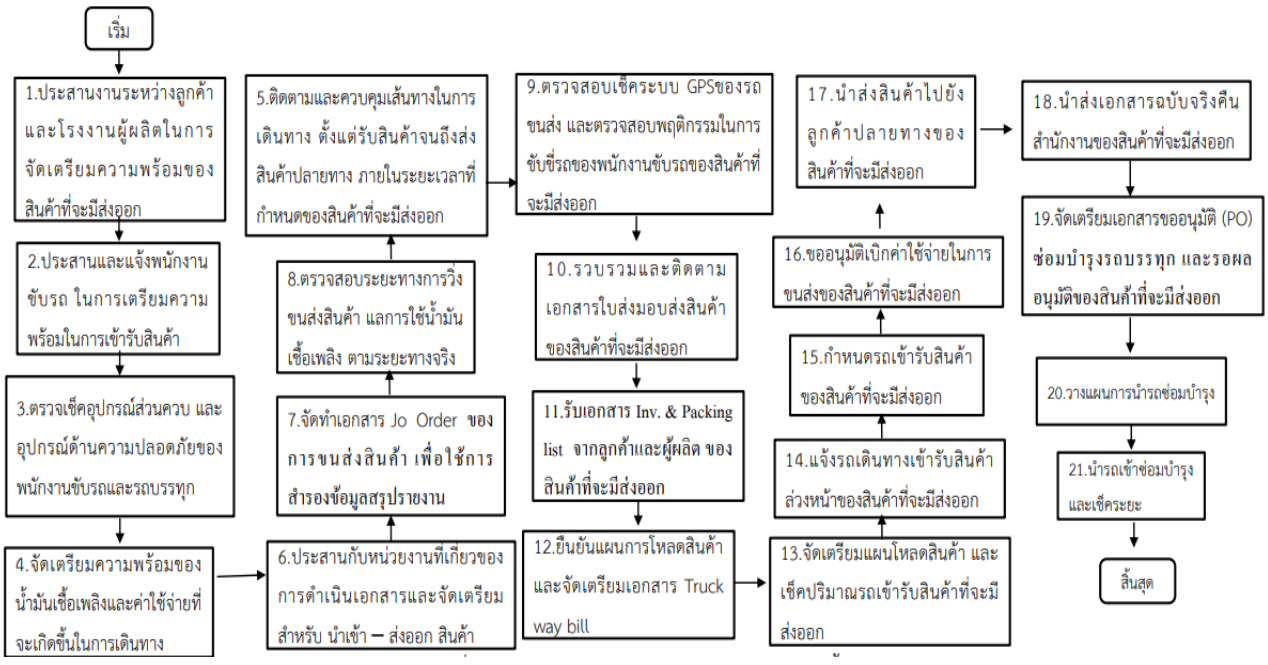
1) เพื่อศึกษาขั้นตอนกระบวนการขนส่งสินค้า

2) เพื่อลดขั้นตอนและลดเวลาของกระบวนการขนส่งสินค้าให้กับบริษัทกรณีศึกษา

วิธีการดำเนินการวิจัย

1. สืบค้น สำรวจ และเก็บรวบรวมข้อมูล

1.1 ข้อมูลกระบวนการทำงานทั้งหมด



ภาพที่ 1.1 ขั้นตอนกระบวนการทำงานขนส่งสินค้าทั้งหมดหลังปรับปรุง

1.2 แผนภูมิกระบวนการไหลของขั้นตอนการทำงานของกระบวนการขนส่งสินค้า

ตารางที่ 1.1 แผนภูมิกระบวนการทำงานทั้งหมดหลังทำการปรับปรุง

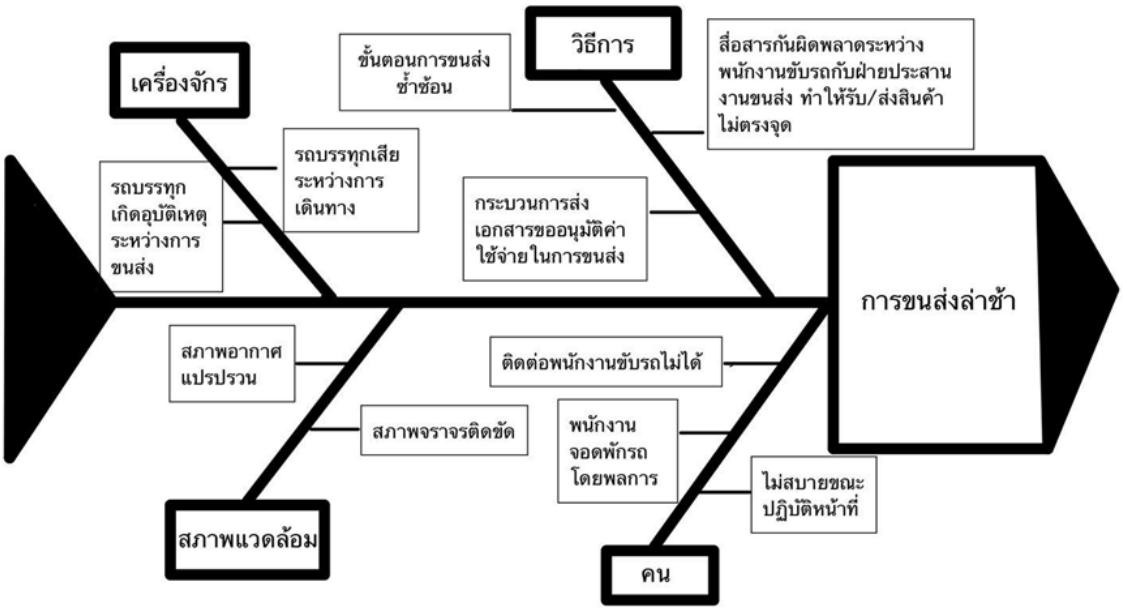
แผนภูมิการไหลของกระบวนการ							
แผนภูมิติดตาม ☐ **ผลิตภัณฑ์/วัสดุ** ☑			**กิจกรรม**		**ปัจจุบัน**	**ปรับปรุง**	**ลดลง**
			○	**การปฏิบัติงาน**	**8**	**-**	**-**
			⇨	**การเคลื่อนที่**	**3**	**-**	**-**
รายละเอียด ขั้นตอนการขนส่งสินค้า			D	**การรอคอย**	**6**	**5**	**1**
ชื่อกระบวนการทำงานการขนส่งสินค้า			□	**การตรวจสอบ**	**4**	**-**	**-**
ชื่อผู้ปฏิบัติงาน สุชาดา พุทธโก			▽	**การเก็บ**	**-**	**-**	**-**
กระบวนการ ☐ **ปัจจุบัน** ☑ **ปรับปรุง**			เวลารวม (นาที)		41,555	40,115	1,440
คำอธิบาย			ระยะทางรวม (เมตร)		1,500,000	1,500,000	0
			VA		4,445	4,445	0
			NNVA		37,110	35,670	1,440
			NVA		0	0	0

คำอธิบาย	ระยะทางรวม (เมตร)	เวลารวม (นาที)	สัญลักษณ์					หมายเหตุ
			○	⇨	D	□	▽	
1.ประสานงานระหว่างลูกค้าและโรงงานผู้ผลิตในการจัดเตรียมความพร้อมของสินค้าที่จะมีส่งออก			●	⇨	D	□	▽	VA
2.ประสานและแจ้งพนัก งานขับรถเตรียมความพร้อมในการเข้ารับสินค้า แยกตามประเภทสินค้า			●	⇨	D	□	▽	VA
3.ตรวจเช็คอุปกรณ์ส่วนควบ และอุปกรณ์ด้านความปลอดภัย ของพนักงานขับรถและรถบรรทุก			○	⇨	D	■	▽	VA
4.จัดเตรียมความพร้อมของน้ำมันเชื้อเพลิงและค่าใช้จ่ายที่จะเกิดขึ้นในการเดินทาง แยกตามประเภทของงาน			●	⇨	D	□	▽	NNVA
5.ติดตามและควบคุมเส้นทางในการเดินทางตั้งแต่รับสินค้าจนถึงส่งสินค้าปลายทาง ภายในระยะเวลาที่กำหนด			○	⇨	D	■	▽	VA
6.ประสานกับหน่วยงานที่เกี่ยวข้องการดำเนินเอกสารและจัดเตรียมสำหรับ นำเข้า – ส่งออกสินค้า			●	⇨	D D	□	▽	NNVA
7.จัดทำเอกสาร Job Order ของการขนส่งสินค้าเพื่อใช้การสำรองข้อมูลสรุปรายงาน			●	⇨	D	□	▽	VA
8.ตรวจสอบระยะทางการวิ่งขนส่งสินค้า และการใช้น้ำมันเชื้อเพลิง ตามระยะทางจริง			○	⇨		■	▽	NNVA

9.ตรวจสอบเช็คระบบ GPS ของรถขนส่ง และตรวจสอบพฤติกรรมในการขับขี่รถของพนักงานขับรถ	○	⇨	■	□	▽	VA
10.รวบรวมและติดตามเอกสารใบส่งมอบส่งสินค้า	■	⇨	D	□	▽	NNVA
11.รับเอกสาร Inv. & Packing list จากลูกค้าและผู้ผลิต	■	⇨	D	□	▽	NNVA
12.ยืนยันแผนการโหลดสินค้า และจัดเตรียมเอกสาร Truck way bill	■	⇨	D	□	▽	NNVA
13.จัดเตรียมแผนโหลดสินค้า และ เช็คปริมาณรถเข้ารับสินค้า	■	⇨	D	□	▽	VA
14.แจ้งรถเดินทางเข้ารับสินค้าล่วงหน้า	○	⇨	■	□	▽	NNVA
15.กำหนดรถเข้ารับสินค้า	○	⇨	■	□	▽	NNVA
16.ขออนุมัติเบิกค่าใช้จ่ายในการขนส่ง	○	⇨	■	□	▽	NNVA
17.นำส่งสินค้าไปยังลูกค้าปลายทาง	○	➡	D	□	▽	NNVA
18.นำส่งเอกสารฉบับจริงคืนสำนักงาน	○	➡	D	□	▽	NNVA
19.จัดเตรียมเอกสารขออนุมัติ (PO) ซ่อมบำรุงรถบรรทุก และรอผลอนุมัติ	○	⇨	■	□	▽	NNVA
20.วางแผนนำรถเข้าซ่อมบำรุงและเช็คระยะ	○	⇨	■	□	▽	NNVA

จากตารางที่ 1.1 แสดงขั้นตอนการทำงานของกระบวนการทำงานของการขนส่งสินค้าหลังปรับปรุงทำให้ทราบว่ามีขั้นตอนในกระบวนการทำงานหลังปรับปรุง ขั้นตอนแบ่งเป็นการปฏิบัติงาน 8 ขั้นตอน, เคลื่อนย้าย 2 ขั้นตอน, รอคอย 6 ขั้นตอน, ตรวจสอบ 4 ขั้นตอน และเก็บรักษา 0 ขั้นตอน มีระยะเวลาทั้งหมด 34,230 นาที

2. วิเคราะห์หาสาเหตุ หาสาเหตุของปัญหาของกระบวนการทำงานของการทำงานขนส่งที่ล่าช้า โดยใช้ทฤษฎีผังก้างปลา (fishbone diagram) โดยผู้วิจัยได้ทำการศึกษา และวิเคราะห์โดยการระดมสมองกับเจ้าหน้าที่ที่เกี่ยวข้องในแผนกขนส่ง



ภาพที่ 1.2 วิเคราะห์สาเหตุของปัญหาการขนส่งสินค้าล่าช้า

จากภาพที่ 1.2 แสดงถึงสาเหตุที่หลากหลายของปัญหากระบวนการขนส่งสินค้าที่ล่าช้า ซึ่งปัญหาข้างต้นต่างๆ บางขั้นตอนในกระบวนการทำงานที่มีความซ้ำซ้อน

3. การระดมสมอง (Brainstorming) ระดมสมองหาแนวทางการแก้ไขกับเจ้าหน้าที่แผนกขนส่งและผู้ที่เกี่ยวข้อง เพื่อหาแนวทางการแก้ไขปัญหา และใช้ทฤษฎีการลดความสูญเปล่า (ECRS) เข้ามาช่วยในการลดความสูญเปล่า หลังจากที่ได้ระดมสมองแล้ว พบว่าปัญหานี้สามารถที่จะแก้ไขได้และสามารถลดระยะเวลาและขั้นตอนในกระบวนการทำงานได้ แสดงดังตารางที่ 1.3

ตารางที่ 1.3 แนวทางการแก้ปัญหา

ปัญหา	สาเหตุ	แนวทางแก้ไข
วิธีการ	ขั้นตอนการขนส่งซ้ำซ้อน	นำขั้นตอนที่ซ้ำซ้อนมาทำในขั้นตอนเดียวกัน เพื่อลดเวลาและขั้นตอนในกระบวนการขนส่งสินค้า
	กระบวนการส่งเอกสารขออนุมัติค่าใช้จ่ายในการขนส่ง	ฝ่ายประสานงานควรชี้แจงให้ชัดเจนกับพนักงานขับรถทุกครั้ง หรือย้ำซ้ำอีกครั้ง
	ฝ่ายประสานงานขนส่งกับพนักงานขับรถสื่อสารกันผิดพลาด ทำให้รับ-ส่งสินค้าไม่ตรงจุด	ประสานงานขนส่งเช็คกับลูกค้าอีกทีว่าโลเคชั่นที่ส่งให้ถูกต้องหรือไม่หากผิดพลาด ขอให้ลูกค้าส่งมาให้ใหม่ และคนขับรถควรศึกษาข้อมูลให้ละเอียดก่อนเดินทาง
เครื่องจักร	รถบรรทุกเสียระหว่างการเดินทาง	โทรแจ้งเหตุกับเจ้าหน้าที่ประสานงานขนส่ง รายงานทันทีเมื่อรถมีความผิดปกติ ติดต่อหารถมารับสินค้าเพื่อไปส่งแทน
	รถบรรทุกเกิดอุบัติเหตุระหว่างการขนส่ง การวางแผนซ่อมบำรุงรถ	ติดต่อประสานงานกับฝ่ายขนส่งแจ้งว่ารถไม่สามารถเดินทางไปต่อได้นำรถคันใหม่มาเปลี่ยนถ่ายเพื่อรับสินค้าในการขนส่งแทน
สภาพแวดล้อม	สภาพอากาศแปรปรวน	เช็คสถานการณ์ก่อนว่าสามารถไปต่อได้หรือไม่
	สภาพการจราจรติดขัด	ให้ทางพขร.แจ้งกลับมาทางเจ้าหน้าที่ประสานงานขนส่ง อาจขอใช้เส้นทางใหม่เพื่อใช้เดินทางไปถึงปลายทาง
คน	พนักงานจอดรถโดยพลการ	หากในกรณีที่จอดโดยพลการโดยไม่แจ้งสาเหตุ ทางบริษัทจะต้องทำการออกหนังสือตักเตือน เพื่อไม่ให้เกิดการทุจริตเกิดขึ้น
	ไม่สบายขณะปฏิบัติหน้าที่	จัดเตรียมชุดปฐมพยาบาลเบื้องต้น และพักดูอาการเบื้องต้นก่อน
	ติดต่อไม่ได้	ให้ทางเจ้าหน้าที่เช็ค GPS ว่ารถยังวิ่งหรือจอดอยู่หรือเปล่า เพราะจะสามารถตรวจสอบได้ว่ารถอยู่จุดไหนนะตอนนั้น

จากตารางที่ 1.3 จะแสดงให้เห็นถึงแนวทางการแก้ไขปัญหาที่ผู้วิจัยและเจ้าหน้าที่ที่เกี่ยวข้องระดมสมองร่วมกันแก้ไขปัญหาในเบื้องต้น ส่วนใหญ่จะมีปัญหาในการทำงานเป็นเวลานาน จากปัญหาเบื้องต้นที่ได้กล่าวต่างใช้เวลานานทั้งสิ้น ดังนั้นผู้วิจัยจึงใช้ทฤษฎีลดความสูญเปล่า (ECRS) เข้ามาช่วยในการลดขั้นตอนการทำงานที่สูญเปล่า โดยใช้การรวมกัน (Combine) มีรายละเอียดดังนี้

4. หลักการลดความสูญเปล่า (ECRS) ผลการแก้ปัญหาโดยใช้หลักการลดความสูญเปล่า (ECRS) ได้ผลการวิเคราะห์ข้อมูลแสดงดังตารางที่ 1.4

ตารางที่ 1.4 แสดงผลการแก้ปัญหาโดยใช้หลักการลดความสูญเปล่า (ECRS)

สาเหตุ	แนวทางแก้ไข	ขั้นตอน	ECRS
ขั้นตอนการขนส่งซ้ำซ้อน	นำขั้นตอนที่ซ้ำซ้อนมาทำในขั้นตอนเดียวกันเพื่อลดเวลาและขั้นตอนในกระบวนการขนส่งสินค้า	20.วางแผนการนำรถซ่อมบำรุง 21.นำรถเข้าซ่อมบำรุงและเช็คระยะ	การรวมกัน (Combine)

จากตารางที่ 1.4 ผู้วิจัยได้ทำการใช้หลักการลดความสูญเปล่า (ECRS) เข้ามาใช้ในการแก้ไขปัญหาที่เกิดขึ้น คือ การรวมกัน (Combine)ที่เป็นขั้นตอนที่ไม่ก่อให้เกิดคุณค่าในการทำงานโดยเลือกนำขั้นตอนที่ทำให้เกิดความซ้ำซ้อนกันมารวมเข้าด้วยกันสามารถนำผลการปรับปรุงที่ได้มาเขียนแผนอนาคต เพื่อแสดงให้เห็นถึงการไหลของขั้นตอนการทำงานของกระบวนการ ในกระบวนการทำงานการขนส่งสินค้าปรับปรุง

เปรียบเทียบผลการดำเนินงานวิจัย

ผลการเปรียบเทียบขั้นตอนการทำงานก่อนและหลังปรับปรุง

ผู้วิจัยได้ทำการนำผลก่อนและหลังปรับปรุงมาเปรียบเทียบเพื่อหาผลลัพธ์ที่ลดลงของขั้นตอนการทำงาน และระยะเวลาเฉลี่ย แสดงดังตารางที่ 1.5

ตารางที่ 1.5 ตารางการเปรียบเทียบผลลัพธ์และระยะเวลาเฉลี่ย

รายการ	ก่อน	หลัง	ผลต่าง (นาที)	ร้อยละ
ขั้นตอน	21	20	1	5
เวลา (นาที)	41,555	40,115	1,440	3.6

จากตารางที่ 1.5 ผู้วิจัยได้ศึกษาหลักการลดความสูญเปล่าด้วย ECRS ,แผนภูมิกระบวนการไหล (Flow Process Chart), ทฤษฎีผังก้างปลาและการระดมสมอง(Brainstorming) โดยทำการเก็บข้อมูลทั้งหมด 4 ครั้งเพื่อหาเวลาเฉลี่ยและนำมาหาสาเหตุของปัญหา ด้วยหลักการใช้ทฤษฎีผังก้างปลาหาแนวทางการแก้ปัญหาด้วยการระดมสมอง และแก้ปัญหาด้วย หลักการ (ECRS) หลังจากนั้นผู้วิจัยได้ทำการเปรียบเทียบผลก่อนปรับปรุง และหลังปรับปรุง พบว่ามีขั้นตอนการทำงานลดลงจาก 21 ขั้นตอน เหลือ 20 ขั้นตอน ลดลง 1 ขั้นตอน คิดเป็นร้อยละ 5 เวลาลดลงจาก 41,555 นาที เหลือ 40,115 นาที ลดลง 1,440 คิดเป็นร้อยละ 3.6

อภิปรายและสรุปผลการวิจัย

ผู้วิจัยได้ทำการศึกษาเรื่องการแนวทางการแก้ปัญหากระบวนการขนส่งสินค้าล่าช้า กรณีศึกษา: บริษัทสิทธิ โลจิสติกส์ (ประเทศไทย) จำกัด โดยใช้หลักการลดความสูญเปล่า (ECRS) ผู้วิจัยได้ดำเนินขั้นตอนการวิจัย ตามลำดับ โดยมีวัตถุประสงค์เพื่อหาแนวทางลดขั้นตอนการทำงานซ้ำซ้อน และลดระยะเวลาของขั้นตอนการทำงานในกระบวนการขนส่งสินค้า

การวิเคราะห์กระบวนการขนส่งสินค้าของกระบวนการขนส่งสินค้าทั้งหมด ทำให้เห็นภาพรวมการไหลของขั้นตอนการทำงานต่างๆรวมถึงระยะเวลาในแต่ละขั้นตอนทำให้เห็นความสูญเปล่าที่เกิดขึ้นดังนั้นผู้วิจัยจึงนำขั้นตอนที่ซ้ำซ้อนบางขั้นตอนในกระบวนการขนส่งสินค้าที่พบมาเขียนในรูปแบบแผนภูมิกระบวนการไหล (Flow Process Chart) พบว่ามีกิจกรรมไม่กิจกรรมไม่ก่อให้เกิดคุณค่าแต่จำเป็นต้องทำ (NNVA) มี 14 กิจกรรม รวม 37,110 นาที แต่เกิดความซ้ำซ้อนในกิจกรรม (NNVA) มี 2 กิจกรรม ผู้วิจัยจะนำมาพัฒนาเพื่อสร้างเป็นแนวทางในการปรับปรุงให้สามารถขั้นตอนระยะเวลาการทำงานและลดความสูญเปล่าลงได้

การระดมสมอง (Brainstorming) ระหว่างผู้วิจัยกับเจ้าหน้าที่ที่มีส่วนเกี่ยวข้อง จำนวน 4 คน สามารถหาแนวทางการแก้ไขปัญหาได้คือ การรวมกัน (Combine) ในการวิเคราะห์ปัญหาที่เกิดขึ้นในขั้นตอนการทำงาน ผู้วิจัยได้สังเกตว่าในขั้นตอนดังกล่าวสามารถที่จะนำขั้นตอนในการทำงานบางขั้นตอนมารวมให้เป็นขั้นตอนเดียวได้ โดยมีขั้นตอนที่ 20 วางแผนนำรถเข้าซ่อมบำรุงและ 21

นำรถเข้าซ่อมบำรุงและเช็คระยะ ผู้วิจัยจึงได้ระดมสมองกับผู้ประกอบการเจ้าหน้าที่ที่เกี่ยวข้อง ผลปรากฏว่าเพื่อลดขั้นตอนการทำงานที่ทำให้เกิดความซ้ำซ้อนผู้วิจัยจึงเสนอการแก้ปัญหานี้ เพื่อลดขั้นตอนอื่นบางขั้นตอนที่เกิดความสูญเปล่า

การนำหลักการลดความสูญเปล่า (ECRS) เข้ามาช่วยการหาแนวทางการแก้ไขปัญหาโดยการรวมกัน (Combine) ที่มีความซ้ำซ้อนและเกิดความสูญเปล่าโดยการรอคอยในขั้นตอนการทำงานบางขั้นตอนเป็นเวลานาน วางแผนนำรถเข้าซ่อมบำรุงและ นำรถเข้าซ่อมบำรุงและเช็คระยะ

การเปรียบเทียบผล ก่อนปรับปรุง และหลังปรับปรุง พบว่ามีขั้นตอนการทำงานลดลงจาก 21 ขั้นตอน เหลือ 20 ขั้นตอน ลดลง 1 ขั้นตอน คิดเป็นร้อยละ 5 เวลาลดลงจาก 41,555 นาที เหลือ 40,115 นาที ลดลง 1,440 คิดเป็นร้อยละ 3.6

จากการปรับปรุงกระบวนการขั้นตอนการทำงานในกระบวนการขนส่งสินค้า โดยการขจัดความสูญเปล่าและการรอคอยในกระบวนการทำงานเป็นอีกแนวทางหนึ่งที่จะช่วยให้ลดระยะเวลาในและขั้นตอนการทำงานให้ดียิ่งขึ้น

ข้อเสนอแนะ

ในการวิจัยครั้งนี้ผู้วิจัยได้พบว่าปัญหาว่าเกิดจากทางบริษัทไม่มีระบบการจัดการบริหารลำดับการวางแผนในกระบวนการขั้นตอนการทำงาน จึงทำให้เกิดการรอคอย และการเกิดเวลาที่สูญเปล่าในขั้นตอนการทำงานขั้นตอนที่ไม่จำเป็นจะต้องทำ ผู้วิจัยจึงคิดว่า..ในการวิจัยครั้งถัดไป ควรมีการรวมขั้นตอนบางขั้นตอนในกระบวนการทำงานเข้าด้วยกัน จะได้ลดเวลาที่สูญเปล่าและช่วยลดเวลาใน กระบวนการทำงานได้

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BUS-074

ปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อความพึงพอใจในการใช้บริการผ่านแอพพลิเคชั่น Ghb All ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น

Marketing Mix Factors That Affect Service Satisfaction Through the Ghb All Application of The Government Housing Bank CustomerKhon Kaen Province

นงนุช คงชัย Nongnuch Kongchai [1]
นนทิพันธุ์ ประยูรหงษ์ Nontipan Prayurhong[2]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาปัจจัยทางประชากรศาสตร์ที่ส่งผลต่อความพึงพอใจในการใช้บริการแอพพลิเคชั่น GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น 2) เพื่อศึกษาปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อความพึงพอใจในการใช้บริการแอพพลิเคชั่น GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น 3) เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยส่วนประสมทางการตลาดและประชากรศาสตร์ที่ส่งผลความพึงพอใจในการใช้บริการแอพพลิเคชั่น GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น จากกลุ่มลูกค้าที่ใช้งานแอพพลิเคชั่น GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น ทั้งหมด 400 คน วิเคราะห์ข้อมูลเพื่อหาค่าความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์ถดถอยพหุคูณแบบขั้นตอน ผลการทดสอบสมมุติฐานพบว่าปัจจัยประชากรศาสตร์ด้านอายุ ระดับการศึกษา อาชีพ และรายได้ จะเห็นได้ว่าระดับการศึกษาที่แตกต่างกันส่งผลต่อความพึงพอใจในการใช้บริการแอพพลิเคชั่น GHB ALL ที่แตกต่างกัน ส่วนอายุ อาชีพ และรายได้ที่แตกต่างกันไม่ส่งผลต่อความพึงพอใจในการใช้บริการแอพพลิเคชั่น GHB ALL ที่แตกต่างกัน ผลการวิเคราะห์ข้อมูลในด้านปัจจัยส่วนประสมทางการตลาด พบว่า ด้านการส่งเสริมการตลาด และด้านลักษณะทางกายภาพ ส่งผลต่อความพึงพอใจในการใช้บริการแอพพลิเคชั่น GHB ALL ที่แตกต่างกัน

คำสำคัญ: ความพึงพอใจ, แอพพลิเคชั่น GHB ALL, ธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น

Abstract

This research aims to. 1)To study demographic factors affecting satisfaction in using the GHB ALL application of GHB customers. Khon Kaen Province.2) To study the marketing mix factors that affect satisfaction in using the GHB ALL application of GHB customers. Khon Kaen Province.3) To study the relationship between marketing mix and demographic factors affecting satisfaction of GHB ALL application service of GHB customers. Khon Kaen Province. From the group of customers who use the GHB ALL application of the Government Housing Bank customers. Khon Kaen Province, all 400 people. Data were analyzed for frequency, percentage, mean, and standard deviation. and stepwise multiple regression analysis. The results of the hypothesis test were found. Age demographic factors Level of education, occupation and income It can be seen that different levels of education have different effects on satisfaction with using the GHB ALL application service. As for age, occupation and different income does not affect Satisfaction with different GHB ALL application services. The results of data analysis in terms of marketing mix factors found that. Marketing Promotion and physical characteristics affect satisfaction To use different GHB ALL application services.

Keywords: Satisfaction, GHB ALL application, GHB Khon Kaen Province

บทนำ

ปัจจุบันสถานการณ์การแพร่ระบาดของโรคโควิด-19 ยังถือว่ารุนแรงมากในประเทศไทย และมียอดผู้ติดเชื้อเพิ่มขึ้นทุกวัน แต่การดำรงชีวิตของประชาชนเริ่มมีการปรับตัวกับสถานการณ์ปัจจุบัน ทำให้เกิดแนวทางที่เรียกว่า วิถีชีวิตใหม่ (New Normal) เป็นแนวทางที่หลาย ๆ คนจะต้องปรับเปลี่ยนพฤติกรรม ปรับเปลี่ยนรูปแบบวิถีชีวิตไปพร้อมกันทั่วประเทศและทั่วทุกมุมโลก จากการที่

[1] หลักสูตรบริหารธุรกิจมหาบัณฑิต วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม

ต้องออกจากบ้านเพื่อไปทำงาน หรือไปโรงเรียน เปลี่ยนเป็นหันมาทำทุกอย่างที่บ้านแทน หากมีความจำเป็นต้องออกจากบ้านไปจับจ่ายซื้อสินค้าหรือบริการ หรือจนกระทั่งไปพบแพทย์ จำเป็นต้องใส่หน้ากากอนามัยเพื่อป้องกันโรค การเว้นระยะห่างสำหรับบุคคล การล้างมือบ่อยๆ การเช็ดมือด้วยแอลกอฮอล์ รวมถึงการปรับเปลี่ยนทางด้านธุรกิจและบริการอื่น ๆ ให้ทันต่อสถานการณ์ปัจจุบัน จึงต้องปรับเปลี่ยนไปสู่การเปิดระบบลงทะเบียนออนไลน์ การใช้ระบบซื้อขายและบริการทางออนไลน์ สิ่งนี้เกิดเป็นวิถีใหม่ในการดำรงชีวิต ซึ่งเมื่อเราจำต้องปฏิบัติกันเป็นปกติต่อเนื่องในระยะเวลาหนึ่งจนเกิดเป็นความพอใจ ในที่สุดทั้งหมดนี้ก็ได้กลายเป็น New Normal ในสังคมของปัจจุบัน การดำเนินการทางธุรกรรมอิเล็กทรอนิกส์ Online Business ด้วยพฤติกรรมการบริโภคที่เปลี่ยนแปลง จนส่งผลทำให้ระบบการสั่งซื้อสินค้าและบริการ ระบบการขนส่ง ระยะสั้นและการจัดส่งแบบรวดเร็ว เป็นที่ต้องการและมีความสำคัญมากยิ่งขึ้น ซึ่งภายหลังจากนี้ การขอรับบริการจากผู้บริโภคจะเริ่มหันมาให้ความสำคัญกับสุขภาพมากยิ่งขึ้น ระบบบริการต้องสร้างความมั่นใจมากขึ้นว่าสินค้าหรือบริการจะต้องมีมาตรฐาน ปลอดภัย และมีความสะอาด ซึ่งมีการคาดการณ์ว่าการเปลี่ยนแปลงในเรื่องของการลงทุนของภาคเอกชนห้างร้านต่าง ๆ หันมาจริงจังกับการทำธุรกิจ Online กันมากขึ้น

ปัจจุบันเทคโนโลยีสารสนเทศเข้ามามีบทบาทสำคัญต่อชีวิตประจำวันของมนุษย์ ในหลาย ๆ ด้าน ทั้งในส่วนตัวบุคคลเองและรวมทั้งองค์กรต่าง ๆ ในการดำเนินธุรกิจ เพื่อให้มี ความรวดเร็วทันต่อเหตุการณ์ รวมทั้งเป็นผู้นำด้านเทคโนโลยีให้ก้าวหน้าข้ามคู่แข่งทางธุรกิจ เพื่อหวังให้มีส่วนแบ่งทางการตลาดในธุรกิจมากกว่าผู้อื่นในตลาด การนำเทคโนโลยีมาใช้เป็นเพียงจุดเริ่มต้นในการพัฒนาธุรกิจส่วนหนึ่งเท่านั้น อย่างไรก็ตามเทคโนโลยีที่นำมาใช้ต้องมีการปรับปรุงพัฒนาอยู่เสมอเพื่อตอบสนองต่อความต้องการของลูกค้าอย่างหลากหลาย และเกิดความพึงพอใจ ต่อการบริการสูงสุด (ภิญญาภัทร ศิริโต) อ้างอิงจากการสำรวจของสำนักงานสถิติแห่งชาติ ในปี 2564 ไตรมาส 4 การใช้เทคโนโลยีของปนะชาชนในประเทศไทย จากการสำรวจครัวเรือนประมาณ 22.6 ล้านครัวเรือน พบว่า ครัวเรือนที่มีเครื่องคอมพิวเตอร์ 5.8 ล้านครัวเรือน (25.8%) มีการเชื่อมต่ออินเตอร์เน็ต 20.1 ล้านครัวเรือน (88.7%) และมีโทรศัพท์มือถือ 21.9 ล้านครัวเรือน (96.7%) และ ผลสำรวจประชาชนอายุ 6 ปีขึ้นไป ประมาณ 64.0 ล้านคน พบว่า มีผู้ใช้อินเตอร์เน็ต 54.6 ล้านคน (85.3%) ผู้ใช้โทรศัพท์มือถือ 60.6 ล้านคน (94.7%) และผู้มีโทรศัพท์มือถือ 55.5 ล้านคน (86.7%) และประเภทการใช้โทรศัพท์มือถือ Smart Phon (93.0%) Feature Phone (7.1%)

ธนาคารตามความเข้าใจของผู้วิจัยคือสถานที่ฝากเงิน ถอนเงิน กู้เงิน และเป็นแหล่งลงทุน แต่ถ้าอธิบายอย่างจริงจังของความหมายธนาคารตามราชบัณฑิตยสถาน นั้นได้ระบุบว่า ‘ธนาคาร’ มาจากคำว่า ‘ธน’ แปลว่าเงินทอง ทรัพย์สิน และคำว่า ‘อาคาร’ มารวมกันเป็น ‘อาคารที่ทำกิจการเกี่ยวกับการเงิน’ ซึ่งนี่คือนิยามคำจำกัดความที่ถูกต้องที่สุดของธนาคาร

แต่เมื่อเทคโนโลยีเข้ามามีส่วนร่วมในการพัฒนาด้านต่าง ๆ ธนาคารจึงไม่ได้จำกัดอยู่ในรูปแบบการให้บริการแบบเดิม ดังนั้นบริบทของธนาคารในอนาคตจึงอาจไม่ได้เหมือนเดิมอีกต่อไป แต่โดยนัยยะและความสำคัญแล้วธนาคารก็ยังมีความสำคัญในฐานะตัวกลางทางการเงิน ทว่าเมื่ออินเตอร์เน็ตเข้ามามีบทบาทมากขึ้น ธนาคารจึงมีการปรับเปลี่ยนหน้าที่ไปตามเทคโนโลยีสมัยใหม่อยู่เสมอ

ปัจจุบันนี้มีธนาคารออนไลน์ที่ไม่ต้องมีสาขาแต่สามารถให้บริการลูกค้าสามารถ ทำธุรกรรมทางการเงินได้ผ่านแอปพลิเคชันและกำลังได้รับความนิยมขึ้นเรื่อย จากประชาชน คนรุ่นใหม่ที่ไม่ต้องการธนาคารไว้ฝากเงินแต่อยากมีธนาคารไว้บริหารรายรับรายจ่ายที่สะดวก และรวดเร็วแทน ซึ่งอนาคตการใช้เงินสดจะน้อยลงไปเนื่องจากมีการพัฒนาระบบการจ่ายเงิน ผ่านทางออนไลน์มากขึ้นโดยรัฐบาลเป็นผู้สนับสนุน ซึ่งธนาคารต่าง ๆ ได้ตั้งหน่วยพัฒนา FinTech เพื่อพัฒนาระบบจ่ายเงินของตัวเอง และเป็นหนึ่งในตัวกลางหลักที่ผลักดันให้ลดการใช้เงินสด แล้วใช้โทรศัพท์มือถือทำหน้าที่แทนทั้งหมด

ดังนั้นจะเห็นได้ว่าจากข้อมูลอ้างอิงข้างต้น ปัจจุบันประชาชนส่วนใหญ่หันมาใช้มือถือ Smart Phon ซึ่งมีสัดส่วนการเปลี่ยนแปลงมากที่สุด และเป็นกลุ่มที่เป็นเป้าหมายหลักในการใช้บริการ แอปพลิเคชัน GHB ALL แม้ว่า แอปพลิเคชัน GHB ALL ของธนาคารอาคารสงเคราะห์ จะเริ่มเปิดให้บริการได้ไม่นานเมื่อเทียบกับ แอปพลิเคชันของธนาคารอื่น แต่ธนาคารอาคารสงเคราะห์ ได้มีการปรับปรุงระบบอยู่ตลอดเวลา และลูกค้าธนาคารได้เริ่มเปิดใช้งานแอปพลิเคชันของธนาคารเพิ่มมากขึ้นทุกปี

เพื่อให้ได้ตามเป้าหมายการใช้งานธุรกรรมผ่านแอปพลิเคชัน GHB ALL เพิ่มมากขึ้น ตลอดทั้งปีควรได้ไม่ต่ำกว่า 75% และในปี ต่อ ๆ ไปมีการคาดการณ์ว่าผู้ใช้งาน แอปพลิเคชัน GHB ALL ต้องเพิ่มสูงขึ้นอย่างต่อเนื่อง ทั้งนี้ เพื่อลดปริมาณการทำธุรกรรมผ่านเคาร์เตอร์ธนาคาร และธุรกรรมผ่านเคาร์เตอร์เซอร์วิส ส่วนข้อมูลปริมาณการใช้แอปพลิเคชัน GHB ALL และการสมัครแอปพลิเคชัน GHB ALL ของสาขา ขอนแก่นนั้น มีส่วนสำคัญที่ก่อให้เกิดการจัดทำวิจัยเป็นอย่างมาก เนื่องจากปริมาณรายการการใช้ แอปพลิเคชันและการสมัคร แอปพลิเคชันของสาขายังไม่สูงมากและยังไม่เป็นไปตามเป้าหมายของธนาคารที่กำหนดไว้ จึงทำให้เกิดความต้องการในการหาสาเหตุ และปัจจัยอื่น ๆ ที่มีผลต่อการใช้งานแอปพลิเคชัน หากได้ทราบข้อมูลที่แท้จริง อาจส่งผลให้ปริมาณการใช้งานแอปพลิเคชัน GHB ALL จังหวัดขอนแก่นเพิ่มมากขึ้นได้ และการพัฒนาระบบแอปพลิเคชันธนาคารจะเป็นการพัฒนาระบบที่สามารถตอบสนองความต้องการของลูกค้าได้ในอนาคต

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยทางประชากรศาสตร์ที่ส่งผลต่อความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น

2. เพื่อศึกษาปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น

3. เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยส่วนประสมทางการตลาดและประชากรณ์ศาสตร์ที่ส่งผลความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น

สมมติฐานการวิจัย

ในการศึกษาเรื่อง การศึกษาเรื่องปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อความ พึงพอใจในการใช้บริการ ผ่านแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น จากกรอบแนวคิดการวิจัยข้างต้น จึงสามารถกำหนดสมมติฐานเพื่อการวิจัยได้ดังนี้

สมมติฐานที่ 1 ลักษณะทางประชากรศาสตร์แตกต่างกันประกอบไปด้วย เพศ อายุ การศึกษา อาชีพ รายได้ ส่งผลต่อความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น ที่แตกต่างกัน

สมมติฐานที่ 2 ปัจจัยทางด้านส่วนประสมทางการตลาด 7P’s ส่งผลต่อความพึงพอใจ ในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์จังหวัดขอนแก่น ที่แตกต่างกัน

ขอบเขตของการวิจัย

การศึกษาครั้งนี้เป็นการวิจัยเชิงปริมาณ (Quantitative Research) รูปแบบการวิจัยเชิงสำรวจ (Survey Research Method) ผู้ศึกษาแบ่งขอบเขตการดำเนินงาน ดังนี้

1. ขอบเขตด้านเนื้อหา/ตัวแปร

1.1 ตัวแปรอิสระ ซึ่งเป็นปัจจัยที่มีผลต่อความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์จังหวัดขอนแก่น ได้แก่

1.1.1 ลักษณะทางด้านประชากรศาสตร์ได้แก่ เพศ อายุ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน

1.1.2 ปัจจัยทางด้านส่วนประสมทางการตลาด 7P’s ได้แก่ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย ด้านการส่งเสริมการตลาด ด้านบุคคล ด้านสิ่งแวดล้อมลักษณะทางกายภาพ ด้านกระบวนการ

1.2 ตัวแปรตาม ได้แก่ ความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น

2. ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

2.1 ขอบเขตประชากรสำหรับการวิจัยครั้งนี้ ได้แก่ ลูกค้าที่ใช้บริการแอปพลิเคชัน GHB ALL ของธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น ทั้งหมด 37,340 ราย

2.2 กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ได้แก่ ลูกค้าที่เข้ามาสมัครใช้งาน แอปพลิเคชันหรือเคยใช้งานและพนักงานธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น จำนวน 400 คน

3. ขอบเขตด้านเวลาและสถานที่

3.1 ระยะเวลาในการเก็บข้อมูลคือ เดือน มิถุนายน – สิงหาคม 2565 รวมระยะเวลาทั้งหมด 3 เดือน

3.2 ลูกค้าที่ทำธุรกรรมผ่านทางสาขาของธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่นโดยการทำแบบสอบถามออนไลน์ผ่าน Google Forms

ประโยชน์ที่คาดว่าจะได้รับ

1. ผลการวิจัยครั้งนี้จะทำให้ผู้ที่อ่านได้ทราบถึง ปัจจัยทางด้านส่วนประสมทางการตลาด 7Ps ได้แก่ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย ด้านการส่งเสริมการตลาด ด้านบุคคล ด้านสิ่งแวดล้อมลักษณะทางกายภาพ ด้านกระบวนการ

2. ผลการวิจัยครั้งนี้ หน่วยงานที่เกี่ยวข้อง เช่น ธนาคารอาคารสงเคราะห์ สามารถนำข้อมูลที่ได้ไปปรับปรุง แอปพลิเคชันธนาคารได้

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้ใช้รูปแบบการวิจัยเชิงปริมาณ (Quantitative research) โดยใช้รูปแบบ การวิจัยเชิงสำรวจ (Survey Research) ซึ่งเก็บรวบรวมข้อมูลโดยใช้เครื่องมือแบบสอบถาม (Questionnaire) จากกลุ่มเป้าหมาย ประชากรเป้าหมายที่ใช้ในการศึกษาครั้งนี้ คือ ลูกค้าที่ใช้งานแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น ซึ่งกลุ่มตัวอย่างในการศึกษาครั้งนี้คือกลุ่มลูกค้าที่ใช้งานแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น ซึ่งได้คำนวณจากลูกค้าที่ใช้งานแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น คือ 37,340 ราย (ที่มา : ฐานข้อมูล GHB ALL DASHOARD ธนาคารอาคารสงเคราะห์ 2564) โดยขนาดกลุ่มตัวอย่างคำนวณจากสูตรของ ทาโร่ยามาเน่ (Yamane) กำหนดค่าความคลาดเคลื่อนที่ระดับนัยสำคัญ + - 0.05 ณ ระดับความเชื่อมั่น 95% ดังนั้น ขนาดของกลุ่มตัวอย่างที่ได้จากการคำนวณเท่ากับ 400 ตัวอย่าง

เครื่องมือที่ใช้ในการวิจัยครั้งนี้เป็นแบบสอบถาม (Questionnaire) โดยได้ดำเนินการ สร้างแบบสอบถามตามลำดับขั้นตอนดังนี้

1. ศึกษาแนวความคิด ทฤษฎี เอกสารและวรรณกรรมที่เกี่ยวข้องกับ คุณภาพการใช้บริการ ประกอบด้วย ความสะดวก ความปลอดภัย ความเป็นส่วนตัว ประหยัดเวลา คุณภาพ และ ศึกษาการให้บริการ ประกอบด้วย ด้านผลิตภัณฑ์ ด้านบริการของระบบ ด้านส่งเสริมการตลาด การพัฒนาระบบการใช้งาน ความน่าเชื่อถือ

2. ศึกษาหลักเกณฑ์และวิธีการสร้างแบบสอบถาม จากตำรา เอกสารและ วรรณกรรมที่เกี่ยวข้องกับ คุณภาพการใช้บริการ ประกอบด้วย ความสะดวก ความปลอดภัย ความเป็นส่วนตัว ประหยัดเวลา คุณภาพ และ ศึกษาการให้บริการ ประกอบด้วย ด้านผลิตภัณฑ์ ด้านบริการของระบบ ด้านส่งเสริมการตลาด การพัฒนาระบบการใช้งาน ความน่าเชื่อถือ เพื่อนำมาเป็นแนวทางและสร้างแบบสอบถาม

3. สร้างแบบสอบถามตามหลักเกณฑ์ให้ครอบคลุมเนื้อหาโดยศึกษาจากแบบสอบถาม

4. นำแบบสอบถามที่สร้างขึ้นไปปรึกษากับอาจารย์ที่ปรึกษา เพื่อให้คำแนะนำ ตรวจแก้ไขสำนวนภาษา และความถูกต้องแล้วนำมาปรับปรุงให้เหมาะสมในด้านเนื้อหา เพื่อ ความชัดเจน ถูกต้อง และครอบคลุมของเนื้อหา

5. นำแบบสอบถามที่ปรับปรุง ไปเสนอต่อ ผู้ทรงคุณวุฒิจำนวน 3 ท่าน เพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) และทำการปรับปรุงแก้ไขแบบสอบถามให้ถูกต้องสมบูรณ์ยิ่งขึ้น

6. นำแบบสอบถามที่ผ่านการตรวจสอบจากผู้ทรงคุณวุฒิ และอาจารย์ที่ปรึกษาแล้ว ไปทดลอง (Try Out) ใช้กับกลุ่มตัวอย่างที่ไม่ใช่ประชากรเป้าหมาย แต่มีลักษณะคล้ายคลึงกัน จำนวน 30 คน แล้ว นำมาวิเคราะห์ความเชื่อมั่น (Reliability) ของแบบสอบถาม โดยหาค่าสัมประสิทธิ์แอลฟาของ ครอนบาค (Cronbrach' Alpha) ซึ่งได้ค่าเท่ากับ ...0.78 (ได้จากการคำนวณจากโปรแกรม SPSS) ซึ่งมากกว่า 0.70 จึงถือได้ว่า แบบสอบถามของงานวิจัยนี้มีความถูกต้องและเชื่อถือได้

7. นำแบบสอบถามที่ได้ไปทำการสำรวจเก็บข้อมูลจริง

การเก็บรวบรวมข้อมูลวิจัยครั้งนี้ เพื่อให้ได้ข้อมูลที่ครบถ้วนในทุก ๆ ด้าน จึงรวบรวมข้อมูลทั้ง 2 ประเภท

1. ข้อมูลทุติยภูมิ เป็นข้อมูลที่รวบรวมจากเอกสารต่าง ๆ และผลงานทางวิชาการที่ เกี่ยวข้องโดยรวบรวมข้อมูลจากห้องสมุด และหน่วยงานที่เกี่ยวข้อง เพื่อใช้ประกอบในการ กำหนดกรอบความคิดในการวิจัยครั้งนี้ และอ้างอิงในการเขียนรายงานการวิจัย

2. ข้อมูลปฐมภูมิ เป็นข้อมูลเชิงสำรวจ

การวิเคราะห์ข้อมูล การวิจัยครั้งนี้ทำการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ ด้วยโปรแกรมสำเร็จรูป SPSS ในการประมวลผลและวิเคราะห์ข้อมูล สถิติที่ใช้ในการวิจัย แบ่งออกเป็น 2 กลุ่มคือ

1. สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานอธิบายคุณลักษณะของตัวแปรต่าง ๆ เพื่อตอบวัตถุประสงค์การวิจัย

2. สถิติเชิงอนุมาน (Inferential Statistics) ได้แก่ ค่า *t*-test ค่า One-way ANOVA และการวิเคราะห์สมการถดถอยเชิงพหุคูณ (Multiple Linear Regression) เพื่อใช้ในการทดสอบสมมติฐานการวิจัย

สรุปผลการวิจัย

1. ข้อมูลทั่วไปเกี่ยวกับลักษณะทางประชากรศาสตร์ ผลการวิจัยพบว่าผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศ หญิงมีจำนวน 289 คน คิดเป็นร้อยละ 78.2 มีอายุอยู่ระหว่าง 31-40 ปี จำนวน 251 คน คิดเป็นร้อยละ 62.7 ระดับการศึกษาอยู่ในระดับปริญญาตรี จำนวน 349 คน คิดเป็นร้อยละ 87.3 ประกอบอาชีพพนักงานบริษัท จำนวน 256 คน คิดเป็นร้อยละ 64.0 ส่วนใหญ่มีรายได้ 25,001-35,000 บาท จำนวน 208 คน คิดเป็นร้อยละ 23.8

2. ข้อมูลเรื่องของปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อความพึงพอใจ ในการใช้บริการผ่านแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น ผลจากการวิจัย พบว่า ผู้ตอบแบบสอบถามมีระดับความคิดเห็นด้านปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น โดยรวมอยู่ในระดับมาก ($\bar{X}$=4.16, S.D.=0.45) เมื่อพิจารณา เป็นรายด้าน พบว่า ด้านมีค่าเฉลี่ยมากที่สุด คือ ด้านผลิตภัณฑ์อยู่ในระดับมาก ($\bar{X}$ =4.25, S.D.=0.43) และด้านลักษณะทางกายภาพอยู่ในระดับมาก ($\bar{X}$ =4.25, S.D.=0.44) รองลงมาด้านการส่งเสริมทางการตลาดอยู่ในระดับมาก ($\bar{X}$=4.16, S.D.=0.47) ด้านพนักงานอยู่ในระดับมาก ($\bar{X}$=4.12, S.D.=0.41) ด้านกระบวนการให้บริการอยู่ในระดับมาก ($\bar{X}$ =4.12, S.D.=0.39) และค่าเฉลี่ยน้อยที่สุด คือ ด้านราคาอยู่ในระดับมาก ($\bar{X}$ =4.08, S.D.=0.54) ตามลำดับดังนี้

ด้านผลิตภัณฑ์ โดยรวมอยู่ในระดับมาก ($\bar{X}$=4.25, S.D.=0.62) เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านมีค่าเฉลี่ยมากที่สุด คือ ด้านภาพลักษณ์ของธนาคารอาคารสงเคราะห์ในการเป็นสถาบันการเงินที่มั่นคงอยู่ในระดับมาก ($\bar{X}$ =4.49, S.D.=0.58) รองลงมาด้านแอปพลิเคชัน GHB ALL มีผลิตภัณฑ์และบริการที่หลากหลายอยู่ในระดับมาก ($\bar{X}$=4.24, S.D.=0.58) และค่าเฉลี่ยน้อยที่สุด คือ ด้านแอปพลิเคชัน GHB ALL มีผลิตภัณฑ์หรือรูปแบบแอปพลิเคชัน GHB ALL ที่ตรงกับความต้องการอยู่ในระดับมาก ($\bar{X}$=4.02, S.D.=0.70)

ด้านราคา โดยรวมอยู่ในระดับมาก ($\bar{X}$=4.09, S.D.=0.73) เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านมีค่าเฉลี่ยมากที่สุด คือ ด้านไม่มีค่าธรรมเนียมในการทำธุรกรรมต่าง ๆ เช่น การโอนเงิน ชำระสินเชื่ออยู่ในระดับมาก ($\bar{X}$ =4.28, S.D.=0.78) รองลงมาด้านไม่มีค่าธรรมเนียมรายปีในการใช้บริการอยู่ในระดับมาก ($\bar{X}$=4.09, S.D.=0.66) และไม่มีค่าธรรมเนียมแรกเข้าในการใช้บริการธุรกรรมการเงินผ่านแอปพลิเคชันอยู่ในระดับมาก ($\bar{X}$=3.89, S.D.=0.74)

ด้านช่องทางการจัดจำหน่าย โดยรวมอยู่ในระดับมาก ($\bar{X}$=4.12, S.D.=0.64) เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านมีค่าเฉลี่ยมากที่สุด คือ ด้านแอปพลิเคชัน GHB ALL สามารถสมัครใช้งานได้ที่ธนาคารทุกสาขาอยู่ในระดับมาก ($\bar{X}$ =4.25, S.D.=0.75) รองลงมา ด้านแอปพลิเคชัน GHB ALL สามารถใช้งานได้ทุกเครือข่ายอยู่ในระดับมาก ($\bar{X}$=4.15, S.D.=0.54) และค่าเฉลี่ยน้อยที่สุด คือ ด้านแอปพลิเคชัน GHB ALL สามารถรองรับการใช้งานโทรศัพท์เคลื่อนที่ได้หลายรุ่นอยู่ในระดับมาก ($\bar{X}$=3.96, S.D.=0.63)

ด้านการส่งเสริมการตลาด โดยรวมอยู่ในระดับมาก ($\bar{X}$=4.16, S.D.=0.63) เมื่อพิจารณา เป็นรายด้าน พบว่า ด้านมีค่าเฉลี่ยมากที่สุด คือ ด้านแอปพลิเคชัน GHB ALL มีการสะสมคะแนน เมื่อมีการชำระเงินผ่านแอปพลิเคชันอยู่ในระดับมาก ($\bar{X}$ =4.25, S.D.=0.70) รองลงมาด้านแอปพลิเคชัน GHB ALL มีการโฆษณา ประชาสัมพันธ์ของการให้บริการอย่างต่อเนื่องอยู่ในระดับมาก ($\bar{X}$=4.15, S.D.=0.60) และค่าเฉลี่ยน้อยที่สุด คือ แอปพลิเคชัน GHB ALL มีการให้ข้อมูลข่าวสารด้านการให้บริการครบถ้วน ทันสมัยอย่างสม่ำเสมออยู่ในระดับมาก ($\bar{X}$=4.08, S.D.=0.60)

ด้านบุคลากร โดยรวมอยู่ในระดับมาก ($\bar{X}$=4.12, S.D.=0.61) เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านมีค่าเฉลี่ยมากที่สุด คือ ด้านพนักงานมีการเอาใจใส่ดูแล รวมถึงอำนวยความสะดวกในการให้บริการลูกค้าอยู่ในระดับมาก ($\bar{X}$ =4.19, S.D.=0.63) รองลงมาด้านพนักงานสามารถแก้ไขปัญหาได้ถูกต้องตรงความต้องการของลูกค้าอยู่ในระดับมาก ($\bar{X}$=4.15, S.D.=0.60) ด้านพนักงาน มีการให้บริการเพื่อแก้ปัญหาให้คำปรึกษาการใช้งานโดยเฉพาะอยู่ในระดับมาก ($\bar{X}$=4.09, S.D.=0.57 และค่าเฉลี่ยน้อยที่สุด คือ ด้านพนักงานมีเพียงพอต่อจำนวนลูกค้าที่ใช้บริการอยู่ในระดับมาก ($\bar{X}$=4.04, S.D.=0.63)

ด้านกระบวนการให้บริการ โดยรวมอยู่ในระดับมาก ($\bar{X}$=4.12, S.D.=0.65) เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านมีค่าเฉลี่ยมากที่สุด คือ ด้านแอปพลิเคชัน GHB ALL มีระบบความปลอดภัยของข้อมูลที่น่าเชื่อถืออยู่ในระดับมาก ($\bar{X}$ =4.22, S.D.=0.73) รองลงมา ด้านแอปพลิเคชัน GHB ALL ทำรายการธุรกรรมการเงินได้ถูกต้องแม่นยำและรวดเร็วอยู่ในระดับมาก ($\bar{X}$=4.16, S.D.=0.63) ด้านแอปพลิเคชัน GHB ALL สามารถทำธุรกรรมทางการเงินผ่านทางโทรศัพท์มือถือได้ตลอด 24 ชั่วโมงอยู่ในระดับมาก ($\bar{X}$=4.15, S.D.=0.60) ด้านแอปพลิเคชัน GHB ALL มีขั้นตอนในการใช้งานที่ง่ายไม่ยุ่งยาก หรือซับซ้อนอยู่ในระดับมาก ($\bar{X}$ =4.12, S.D.=0.60) ด้านแอปพลิเคชัน GHB ALL สามารถทำการติดตั้งได้ง่ายไม่ยุ่งยากอยู่ในระดับมาก ($\bar{X}$ =4.08, S.D.=0.66) และค่าเฉลี่ยน้อยที่สุด คือ ด้านแอปพลิเคชัน GHB ALL มีระบบเทคโนโลยีที่ทันสมัยอยู่ในระดับมาก ($\bar{X}$=3.99, S.D.=0.70)

ด้านลักษณะทางกายภาพ โดยรวมอยู่ในระดับมาก ($\bar{X}$=4.25, S.D.=0.59) เมื่อพิจารณา เป็นรายด้าน พบว่า ด้านมีค่าเฉลี่ยมากที่สุด คือ ด้านแอปพลิเคชัน GHB ALL มีรูปลักษณ์ที่ดูน่าเชื่อถืออยู่ในระดับมาก ($\bar{X}$ =4.46, S.D.=0.62) รองลงมาด้านแอปพลิเคชัน GHB ALL มีรูปลักษณ์ที่สวยงาม ทันสมัย น่าใช้งานอยู่ในระดับมาก ($\bar{X}$=4.17, S.D.=0.58) และค่าเฉลี่ยน้อยที่สุด คือ ด้านแอปพลิเคชัน GHB ALL มีโครงสร้างของเมนู ลำดับขั้นตอน การทำรายการได้อย่างเหมาะสมอยู่ในระดับมาก ($\bar{X}$=4.11, S.D.=0.57)

ผลจากการวิจัย พบว่า ผู้ตอบแบบสอบถามมีระดับความคิดเห็นด้านความพึงพอใจ ในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่นโดยรวมอยู่ในระดับมาก ($\bar{X}$=4.35, S.D.=0.59)

สมมุติฐานที่ 1 ผลจากการวิจัย พบว่า ด้านเพศกับความพึงพอใจด้วยการหาค่าความแตกต่างระหว่างค่าเฉลี่ยของกลุ่มตัวอย่าง 2 กลุ่มที่เป็นอิสระต่อกัน แสดงให้เห็นค่า Sig. เท่ากับ 0.000 ซึ่งมีค่า น้อยกว่า 0.05 จึงยอมรับสมมุติฐานที่ 1 ดังนั้นจึงสรุปได้ว่า เพศที่แตกต่างกันส่งผลต่อความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่น แตกต่างกัน

ผลจากการวิจัย พบว่า การหาค่าความแตกต่างระหว่างค่าเฉลี่ยของกลุ่มตัวอย่างแต่ละกลุ่ม สถิติที่ใช้ในการวิเคราะห์ คือ การวิเคราะห์ค่าความแปรปรวนทางเดียว ด้านอายุ ระดับการศึกษา อาชีพ และรายได้ มีค่า Sig. เท่ากับ 0.17, 0.00, 0.132 และ 0.179 ตามลำดับ ซึ่งใน ด้านระดับการศึกษามีค่าน้อยกว่า 0.05 จึงยอมรับสมมุติฐานที่ 1 ส่วนอายุ อาชีพ และรายได้ มีค่ามากกว่า 0.05 จึงปฏิเสธสมมุติฐานที่ 1

จึงสรุปได้ว่าระดับการศึกษาที่แตกต่างกันส่งผลต่อความพึงพอใจในการใช้บริการ แอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่นที่แตกต่างกัน ส่วน อายุ อาชีพ และรายได้ที่แตกต่างกันไม่ส่งผลต่อความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่นที่แตกต่างกัน

สมมุติฐานที่ 2 ผลจากการวิจัยการถดถอยพหุคูณ พบว่าปัจจัยทางการตลาดในด้านการส่งเสริมการตลาด และด้านลักษณะทางกายภาพ มีค่า Sig. เท่ากับ 0.01 และ 0.00 ตามลำดับ ซึ่งมีค่าน้อยกว่า 0.05 จึงยอมรับสมมุติฐานที่ 2 ดังนั้นจึงสรุปได้ว่า ปัจจัยทางการตลาด ในด้านการส่งเสริมการตลาด และด้านลักษณะทางกายภาพ ส่งผลต่อความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่นที่แตกต่างกัน ส่วนปัจจัยทางการตลาด ในด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย ด้านพนักงาน และกระบวนการให้บริการ มีค่า Sig. เท่ากับ 0.204, 0.595, 0.136, 0.390 และ 0.520 ตามลำดับ ซึ่งมีค่ามากกว่า 0.05 จึงปฏิเสธสมมุติฐานที่ 2 ดังนั้นจึงสรุปได้ว่าปัจจัยทางการตลาด ในด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทาง การจัดจำหน่าย ด้านพนักงานและกระบวนการให้บริการ ไม่ส่งผลต่อความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่นที่แตกต่างกัน

อภิปรายผลการวิจัย

1.ข้อมูลทั่วไปเกี่ยวกับลักษณะทางประชากรศาสตร์ ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศ หญิง มีอายุอยู่ระหว่าง 31-40 ปี มีระดับการศึกษาอยู่ในระดับปริญญาตรี ประกอบอาชีพพนักงานบริษัท ส่วนใหญ่มีรายได้ประมาณ 25,001-35,000 บาท

2.ข้อมูลเรื่องของปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อความพึงพอใจ ในการใช้บริการผ่านแอปพลิเคชัน GHB ALL ผลการค้นคว้าปัจจัยการทางการตลาดพบว่าในทุกๆด้านมีภาพรวมอยู่ในระดับมาก เช่นเดียวกัน แสดงให้เห็นได้ว่าลูกค้านั้นให้ความสำคัญในแต่ละด้านพอๆกัน แต่ถ้าเมื่อเทียบค่าคะแนนที่ลูกค้าให้ในแต่ละด้านจะพบว่าด้านที่ลูกค้าให้ความสำคัญเป็นอับดับแรก คือผลิตภัณฑ์ และด้านลักษณะทางกายภาพ รองลงมาคือด้านการส่งเสริมการตลาด ด้านบุคลากร ด้านช่องทาง การจัดจำหน่ายด้านราคา ด้านกระบวนการให้บริการ และสุดท้ายคือด้านราคาในระดับความพึงพอใจในการใช้บริการผ่านแอปพลิเคชัน GHB ALL อยู่ในระดับมาก สอดคล้องกับข้อมูลข้างต้นที่ลูกค้าให้คะแนนแต่ละด้านอยู่ในระดับมาก แสดงให้เห็นถึงความพึงพอใจของลูกค้าต่อแอปพลิเคชัน GHB ALL ว่ามีความประทับใจในการใช้บริการ แอปพลิเคชัน GHB ALL ของธนาคารอาคารสงเคราะห์

3. ผลการวิเคราะห์สมมติฐานการวิจัย สมมติฐานที่ 1 ผลการทดสอบสมมุติฐานพบว่าปัจจัยประชากรศาสตร์ด้านเพศที่แตกต่างกันส่งผลให้มีการตัดสินใจเลือกใช้บริการธนาคารออมสินในเขตอำเภอเมือง จังหวัดขอนแก่นที่แตกต่างกัน อาจเกิดจากรูปลักษณ์หรือรูปแบบการใช้งานของแอปพลิเคชัน GHB ALL ยังไม่สามารถตอบสนองได้ต่อเพศชายและเพศหญิงในระดับที่เท่ากัน ผลการทดสอบสมมุติฐานพบว่าปัจจัยประชากรศาสตร์ด้านอายุ การศึกษา อาชีพ รายได้ที่แตกต่างกัน จะเห็นได้ว่าระดับการศึกษาที่แตกต่างกันส่งผลต่อความพึงพอใจในการใช้บริการ แอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่นที่แตกต่างกัน อาจเพราะแอปพลิเคชัน GHB ALL เป็นการนำเอาเทคโนโลยีใหม่ๆเข้ามามีเป็นหลักในการใช้งานทำให้อาจมีความซับซ้อนในการใช้งาน หรือมีความยากง่ายในการใช้งานต่อระดับการศึกษาที่แตกต่างกันไป ส่วน อายุ อาชีพ และรายได้ที่แตกต่างกันไม่ส่งผลต่อความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่นที่แตกต่างกันสมมติฐานที่ 2 ผลการทดสอบสมมุติฐานพบว่าปัจจัยทางการตลาดในด้านการส่งเสริมการตลาด และด้านลักษณะทางกายภาพ ส่งผลต่อความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่นที่แตกต่างกัน ส่วนปัจจัยทางการตลาด ในด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย ด้านบุคลากรและกระบวนการให้บริการ ไม่ส่งผลต่อความพึงพอใจในการใช้บริการแอปพลิเคชัน GHB ALL ของลูกค้าธนาคารอาคารสงเคราะห์ จังหวัดขอนแก่นที่แตกต่างกัน

ข้อเสนอแนะ

1. ธนาคารควรให้ความสำคัญกับการพัฒนาระบบการใช้งานของแอปพลิเคชัน GHB ALL ให้มีคุณสมบัติและประสิทธิภาพเทียบเท่าหรือเหนือกว่าธนาคารคู่แข่งขันเพื่อให้สามารถแบ่งส่วนแบ่งทางการตลาดของผลิตภัณฑ์ประเภท Mobile Application เป็นการสร้างความเชื่อมั่นต่อผลิตภัณฑ์ และภาพลักษณ์ของธนาคาร

2. จากผลการศึกษาพบว่า ผู้ใช้งานแอปพลิเคชัน GHB ALL มีความพึงพอใจในด้านผลิตภัณฑ์และด้านลักษณะทางกายภาพเป็นอันดับแรก ทางธนาคารอาคารสงเคราะห์ควรมีการพัฒนารูปแบบการใช้งานให้มีความหลากหลาย สามารถใช้งานได้ง่ายสำหรับลูกค้าทุกเพศทุกวัย และสามารถตอบสนองพฤติกรรมการใช้งานของลูกค้าให้มากที่สุด

ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

1. การเลือกประชากรและกลุ่มตัวอย่างควรมีขอบเขตและขนาดที่กว้างมากขึ้น เนื่องจากการศึกษาในครั้งนี้เฉพาะผู้ใช้บริการธนาคารอาคารสงเคราะห์สาขาในเขตขอนแก่นเท่านั้น ซึ่งอาจทำให้ผลการศึกษาไม่สามารถวัดภาพรวมของกลุ่มผู้ใช้บริการได้ และเพื่อให้ได้ผลสรุปที่ไม่คลาดเคลื่อน และใกล้เคียงกับความเป็นจริงมากที่สุด

2. การศึกษาครั้งต่อไปควรศึกษาปัจจัยที่ส่งผลต่อการตัดสินใจในการยอมรับนวัตกรรมแอปพลิเคชัน GHB ALL โดยเป็นการศึกษาความสัมพันธ์ของปัจจัยต่าง ๆ ในการต่อยอดการศึกษาครั้งนี้

3. ควรเปรียบเทียบความคาดหวังก่อนการใช้งาน และหลังการใช้งานแอปพลิเคชัน GHB ALL ว่าผู้ใช้บริการมีความคิดเห็นอย่างไร เพื่อการพัฒนาที่ตรงจุด และตอบสนองความต้องการของผู้ใช้บริการ

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ความพึงพอใจของผู้ใช้บริการต่อส่วนผสมทางการตลาดของสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น

CONSUMER SATISFACTION WITH THE MARKETING MIX OF PTT GAS STATION, BAN TUM, KHON KAEN

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บทคัดย่อ

การศึกษางานวิจัยในครั้งนี้ มีวัตถุประสงค์เพื่อศึกษา ความพึงพอใจของผู้ใช้บริการต่อส่วนผสมทางการตลาดของสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น ผู้วิจัยได้กำหนดประชากรเป้าหมายที่ใช้ในการศึกษาครั้งนี้ เป็นผู้เข้าใช้บริการ จำนวน 300 คน การสุ่มตัวอย่างดังกล่าวเพื่อมาศึกษานั้นจะใช้วิธีการสุ่มแบบไม่ใช้ความน่าจะเป็น (Non-Probability Sampling)โดยการเลือกกลุ่มตัวอย่างแบบเจาะจง (Prepositives sampling) เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ประกอบด้วย ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่า t-test ค่า F-test การวิเคราะห์ถดถอย และ One-way ANOVA เพื่อใช้ในการทดสอบสมมติฐานการวิจัย

จากการศึกษาปัจจัยด้านประชากรศาสตร์ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชาย อายุผู้ใช้บริการมีเท่ากัน 2 กลุ่ม คือ ระหว่าง 18 -25 ปี และ ระหว่าง 26 - 35 ปีมีการศึกษาระดับปริญญาตรีขึ้นไป รถที่ใช้งานส่วนใหญ่ใช้งานรถจักรยานยนต์ (มอเตอร์ไซค์)มีความถี่ในการเข้าใช้บริการต่อเดือน 6 - 10 ครั้ง

การศึกษาเกี่ยวกับส่วนผสมทางการตลาด ได้แก่ ผลิตภัณฑ์ (Product) ราคา (Price)ช่องทางการจัดจำหน่าย (Place) การส่งเสริมการตลาด (Promotion) คนหรือพนักงาน (People) กระบวนการ (Process) และสิ่งแวดล้อมทางกายภาพ (Physical Evidence) มีค่า Sig.น้อยกว่าระดับนัยสำคัญที่ระดับ 0.05 จึงสามารถสรุปได้ว่า ส่วนผสมทางการตลาดทั้ง 7 ด้าน ส่งผลต่อความพึงพอใจของผู้ใช้บริการต่อส่วนผสมทางการตลาดของสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น

คำสำคัญ: ส่วนผสมทางการตลาด, ความพึงพอใจ, ผู้ใช้บริการสถานีบริการน้ำมัน

Abstract

The research objective was to study service user satisfaction with the marketing mix of the PTT Gas Station Ban Tum, Khon Kaen Province. The target population was selected from service users of 300 people. A sample of the target case was drawn from non-probability sampling, using the prepositives sampling method. The instruments used were questionnaires. Data were analyzed using percentage, mean, standard deviation, t-test, F-test, regression analysis, and one-way ANOVA for research hypothesis testing.

The study of demographic factors found that most of the respondents were males. The users were between 18 - 25 years old and 26 - 35 years old. They graduated bachelor's degree or higher. Most vehicles used were motorcycles. The frequency of accessing the service per month was 6 - 10 times.

The study on marketing mixes, which are product, price, place, promotion, people, process, and physical evidence. The significance was statistically less than the significant level at 0.05. The result concluded that the seven marketing mixes affected the satisfaction of service users towards the marketing mix of the PTT Gas Station Ban Tum, Khon Kaen Province.

Keywords: Marketing Mix, Satisfaction, Customer, Gas Station

[1] หลักสูตรบริหารธุรกิจมหาบัณฑิต วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม
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บทนำ

สำหรับประเทศไทยนั้น มีหลักฐานปรากฏเป็นเวลานานกว่า 100 ปีมาแล้วว่า เจ้าหลวงเชียงใหม่ได้รับรายงานการไหลซึมออกมาของปิโตรเลียมที่ฝาง และชาวบ้านในบริเวณใกล้เคียง ก็ได้ใช้น้ำมันดิบดังกล่าวนี้ เป็นยาทาแก้โรคผิวหนัง ต่อมาเจ้าหลวงเชียงใหม่ก็ได้สั่งให้มีการขุดบ่อตื้นขึ้น เพื่อกักเก็บน้ำมันดิบที่ไหลซึมออกมา ในพื้นที่ดังกล่าว และบ่อน้ำมันแห่งนี้ จึงเป็นที่เรียกขานกันในเวลาต่อมาว่า "บ่อหลวง" ต่อมาภายหลัง คือ ในปี พ.ศ. 2464 พระเจ้าบรมวงศ์เธอ กรมพระกำแพงเพ็ชรอัครโยธินเมื่อครั้งทรงดำรงตำแหน่งผู้บัญชาการรถไฟ ได้ทรงริเริ่มนำเอาเครื่องเจาะ มาทำการเจาะสำรวจหาน้ำมันดิบ ในบริเวณที่มีผู้พบน้ำมันดิบไหลขึ้นมาบนผิวดินที่บ่อหลวง ในพื้นที่อำเภอฝาง จังหวัดเชียงใหม่ นอกจากนี้ ยังทรงว่าจ้างนักธรณีวิทยาชาวอเมริกัน เข้ามาสำรวจธรณีวิทยา เพื่อค้นหาน้ำมันดิบ และถ่านหินในประเทศไทยอีกด้วย

ปิโตรเลียม คือ สารที่เกิดขึ้นตามธรรมชาติ เป็นของผสมของโฮโดรคาร์บอนชนิดต่างๆที่ยุ่งยาก และซับซ้อน ทั้งที่อยู่ในสภาพของแข็ง ของเหลว และแก๊ส หรือทั้งสามสภาพปะปนกันแต่เมื่อต้องการจะแยกประเภทออกเป็นปิโตรเลียมชนิดต่างๆ จะใช้คำว่า น้ำมันดิบ (Crude oil) แก๊สธรรมชาติ (Natural gas) และแก๊สธรรมชาติเหลว (Condensate) โดยปกตินำ้มันดิบ และแก๊สธรรมชาติมักจะเกิดร่วมกัน ในแหล่งปิโตรเลียม แต่บางแหล่งอาจมีเฉพาะน้ำมันดิบ บางแหล่งอาจมีเฉพาะแก๊สธรรมชาติก็ได้ ส่วนแก๊สธรรมชาติเหลวนั้น หมายถึง แก๊สธรรมชาติในแหล่งที่อยู่ลึกลงไปใต้ดินภายใต้สภาพอุณหภูมิ และความกดดันที่สูง เมื่อถูกนำขึ้นมาถึงระดับผิวดินในขั้นตอนของการผลิต อุณหภูมิ และความกดดันจะลดลง ทำให้แก๊สธรรมชาติกลายสภาพไปเป็นของเหลว เรียกว่าแก๊สธรรมชาติเหลว (ศูนย์การเรียนรู้วิทยาศาสตร์โลกและดาราศาสตร์/(2565)/วิทยาศาสตร์โลก/ธรณีภาค/เชื้อเพลิงธรรมชาติ/https://www.saranukromthai.or.th)

การปิโตรเลียมแห่งประเทศไทย จัดตั้งขึ้นเมื่อวันที่ 29 ธันวาคม 2521 ตามพระราชบัญญัติการปิโตรเลียมแห่งประเทศไทย พ.ศ. 2521 เพื่อดำเนินธุรกิจหลักด้านปิโตรเลียมและธุรกิจอื่นที่เกี่ยวเนื่องกับปิโตรเลียม อย่างไรก็ตามภายใต้สภาวะการแข่งขันที่สูงขึ้น รัฐบาลได้เล็งเห็นความจำเป็นในการเพิ่มบทบาทของภาคเอกชนในกิจการพลังงาน คณะรัฐมนตรีจึงมีมติเมื่อวันที่ 21 สิงหาคม 2544 เห็นชอบแผนการจัดตั้งบริษัทเพื่อรองรับการแปรรูปการปิโตรเลียมแห่งประเทศไทย และในวันที่ 25 กันยายน 2544 คณะรัฐมนตรีมีมติเห็นชอบเรื่องการแปลงทุนเป็นทุนเรือนหุ้นของการปิโตรเลียมแห่งประเทศไทย โดยให้จัดตั้ง บริษัท ปตท. จำกัด (มหาชน) (ปตท.) โดยให้ภาครัฐคงสัดส่วนการถือหุ้นใน ปตท.ในสัดส่วนไม่น้อยกว่าร้อยละ 51 ให้ ปตท.คงสถานะเป็นบริษัทน้ำมันแห่งชาติและได้รับสิทธิพิเศษตามสถานะดังกล่าว รวมทั้งให้รัฐมนตรีว่าการกระทรวงอุตสาหกรรมกำกับดูแลในด้านนโยบายของ ปตท. จนกว่าพระราชบัญญัติบรรษัทวิสาหกิจแห่งชาติจะมีผลใช้บังคับ จนปัจจุบันเมื่อมีการปรับโครงสร้างหน่วยงานรัฐ ปตท.จึงมาอยู่ภายใต้การกำกับดูแลของกระทรวงพลังงาน ปตท.แปลงสภาพเป็นบริษัทมหาชนจำกัด ภายใต้พระราชบัญญัติทุนรัฐวิสาหกิจ พ.ศ. 2542 โดยได้จัดตั้งบริษัท ปตท.จำกัด (มหาชน) เมื่อวันที่ 1 ตุลาคม 2544

ทั้งนี้ โดยกำหนดให้อำนาจ สิทธิ และประโยชน์ดังกล่าว สิ้นสุดลงเมื่อ ปตท.สิ้นสภาพการเป็นรัฐวิสาหกิจ ตามกฎหมายว่าด้วยวิธีงบประมาณ และต่อมาเมื่อวันที่ 16 กุมภาพันธ์ 2550 ได้มีการประกาศพระราชกฤษฎีกากำหนดอำนาจ สิทธิ และประโยชน์ของบริษัท ปตท. จำกัด (มหาชน) (ฉบับที่ 2) พ.ศ. 2550 ในราชกิจจานุเบกษา โดยเนื้อหาสาระสำคัญของพระราชกฤษฎีกาฯ ดังกล่าว เป็นการงดหรือจำกัดอำนาจ สิทธิ และประโยชน์บางประการที่ บมจ.ปตท. ได้รับตามกฎหมายว่าด้วยการปิโตรเลียมแห่งประเทศไทย และกำหนดให้อำนาจ สิทธิ และประโยชน์ ของ บมจ.ปตท. เช่น การสำรวจและประกาศเขตระบบขนส่งปิโตรเลียมทางท่อ การวางระบบขนส่งปิโตรเลียมทางท่อ ไปใต้ เหนือ หรือข้ามที่ดินของบุคคลใดๆ ฯลฯ ตามกฎหมายว่าด้วยการปิโตรเลียมแห่งประเทศไทยไปเป็นของคณะกรรมการกำกับการใช้อำนาจของบริษัท ซึ่งประกอบด้วย ปลัดกระทรวงพลังงานเป็นประธาน ผู้แทนกระทรวงมหาดไทย ผู้แทนสำนักงานคณะกรรมการกฤษฎีกา และผู้ทรงคุณวุฒิไม่เกิน 3 คน ซึ่งรัฐมนตรีแต่งตั้งเป็นกรรมการ และมีผู้อำนวยการสำนักงานนโยบายและแผนพลังงานเป็นกรรมการและเลขานุการ(ประวัติความเป็นมา บริษัท ปตท. จำกัด(มหาชน)/(2565)/พีเดีย/ประวัติความเป็นมา บริษัท ปตท. จำกัด(มหาชน)/https://guru.sanook.com/9290/)

ปัจจุบันธุรกิจน้ำมันมีผู้ค้ามากราย อันเป็นผลจากนโยบายภาครัฐในการเปิดเสรีธุรกิจน้ำมันที่ได้ดำเนินการมาอย่างต่อเนื่องจนเกิดกลไกการตลาดที่มีประสิทธิภาพคอยผลักดันให้เกิดการแข่งขันระหว่างผู้ค้าแต่ละราย จนกล่าวได้ว่าเป็นธุรกิจเสรีอย่างสมบูรณ์ ดังนั้น เพื่อให้หน่วยธุรกิจน้ำมันมีศักยภาพและความคล่องตัวสูงขึ้น ปตท. จึงปรับโครงสร้างบริษัทด้วยการโอนกิจการของหน่วยธุรกิจน้ำมัน ตลอดจนหุ้นของบริษัทที่เกี่ยวข้องให้แก่ บริษัท ปตท. น้ำมันและการค้าปลีก จำกัด (มหาชน) หรือ OR เมื่อวันที่ 1 กรกฎาคม 2561

OR ดำเนินธุรกิจน้ำมันและธุรกิจค้าปลีกในฐานะเป็นบริษัท Flagship ของกลุ่ม ปตท.มุ่งแสวงหาโอกาสใหม่ในการดำเนินธุรกิจ คิดค้นและพัฒนาคุณภาพของสินค้าและบริการ เพื่อส่งมอบประสบการณ์ที่ดีและตรงใจให้แก่ผู้บริโภคอย่างต่อเนื่อง พร้อมทั้งช่วยเสริมสร้างความแข็งแกร่งทางธุรกิจให้แก่ผู้ประกอบการไทยรายย่อย (SMEs) สร้างการเติบโตร่วมกันอีกทั้งให้ OR มุ่งสู่เป้าหมายใน

การเป็นบริษัทไทยชั้นนำระดับสากลที่สร้างคุณค่าร่วมให้เกิดแก่ผู้มีส่วนได้ส่วนเสียทุกกลุ่มอย่างสมดุลและยั่งยืน เพื่อนำความภาคภูมิใจมาสู่คนไทย โดย OR ดำเนินธุรกิจอยู่ 4 ประเภทหลักๆ คือ1. ธุรกิจน้ำมัน 2. ธุรกิจค้าปลีก 3.ธุรกิจต่างประเทศ 4. ธุรกิจสนับสนุน

ธุรกิจน้ำมันของ OR จะการจำหน่ายผลิตภัณฑ์ปิโตรเลียมแบบค้าปลีก OR จำหน่ายน้ำมันเชื้อเพลิง อาทิ น้ำมันเบนซิน น้ำมันดีเซล ทั้งยังจำหน่ายก๊าซปิโตรเลียมเหลว ผลิตภัณฑ์น้ำมันหล่อลื่น น้ำมันก๊าด และผลิตภัณฑ์อื่น ๆ ให้แก่ผู้บริโภคโดยตรง รวมถึงจำหน่ายผ่านผู้แทนจำหน่าย โดย OR เป็นผู้นำในการคิดค้นนวัตกรรมน้ำมันเชื้อเพลิงของประเทศ อาทิ น้ำมันเบนซินไร้สารตะกั่ว น้ำมันแก๊สโซฮอล์ (E10 E20 และ E85) น้ำมันไบโอดีเซล (B7 B10 และ B20) ที่ล้วนมีคุณภาพสูง สามารถตอบสนองความต้องการของผู้ใช้รถที่มีความแตกต่างกันได้อย่างลงตัว และปัจจุบัน OR มีสถานีบริการน้ำมันภายใต้แบรนด์ พีทีที สเตชั่น กว่า 1,900 สาขา ครอบคลุมทั่วประเทศไทย

นอกจากการจำหน่ายน้ำมันเชื้อเพลิงแล้ว OR ยังเป็นผู้ริเริ่มในการนำธุรกิจค้าปลีกประเภทต่าง ๆ เข้ามาช่วยเติมเต็มความต้องการของผู้บริโภคที่มาใช้บริการที่สถานีบริการน้ำมันพีทีที สเตชั่น อาทิ ร้านกาแฟ คาเฟ่ อเมซอน ร้านอาหาร ศูนย์บริการยานยนต์ ฯลฯ อีกทั้งยังเปิดโอกาสให้เกษตรกรนำผลิตผลทางการเกษตรมาจำหน่ายให้แก่ผู้บริโภคโดยตรงตามแนวคิด ลิฟวิ่ง คอมมิวนิตี้ (Living Community) ของ OR ที่มุ่งคำนึงถึงความต้องการและการสร้างประโยชน์ให้แก่สังคมชุมชนโดยรอบ โดยให้ชุมชนมีส่วนร่วมในการออกแบบรูปแบบการดำเนินธุรกิจ เพื่อร่วมกันพัฒนาคุณภาพชีวิตและเศรษฐกิจชุมชน และให้สถานีบริการน้ำมัน พีทีที สเตชั่น เป็นศูนย์กลางของชุมชนอย่างแท้จริง นอกจากนี้ สถานีบริการน้ำมัน พีทีที สเตชั่น ยังได้รับการออกแบบตามแนวคิดอารยสถาปัตย์ (Friendly Design) ประกอบด้วยทางลาดที่เชื่อมต่อทุกพื้นที่บริการ ห้องน้ำที่มีอุปกรณ์อำนวยความสะดวกและความปลอดภัย ที่จอดรถสำหรับสตรีและผู้ต้องการความช่วยเหลือ ปุ่มกดแจ้งเหตุฉุกเฉิน และกล้องวงจรปิด เพื่อความสะดวกและความปลอดภัยของผู้ใช้บริการทุกเพศ ทุกวัย ทุกสภาพร่างกาย

ธุรกิจค้าปลีกของ OR เพื่อตอบสนองผู้บริโภคมีความต้องการที่แตกต่างหลากหลาย OR คือผู้บุกเบิกธุรกิจค้าปลีกภายในสถานีบริการน้ำมันเป็นรายแรกของประเทศไทย OR ทำให้สถานีบริการน้ำมันพีทีที สเตชั่น เป็นมากกว่า “สถานีบริการน้ำมัน” เพื่อเติมเต็มทุกความต้องการและส่งมอบประสบการณ์ที่ดีให้แก่ผู้บริโภค อาทิ ร้านค้าสะดวกซื้อ ร้านค้าปลีก อาหารและเครื่องดื่มภายใต้แบรนด์ที่หลากหลาย ศูนย์บริการยานยนต์ ธนาคารสาขา ฯลฯ โดยปัจจุบันธุรกิจค้าปลีกของ OR เติบโตและมีการขยายสาขาทั้งในและนอกสถานีบริการน้ำมัน พีทีที สเตชั่น รวมถึงขยายสาขาไปยังต่างประเทศอีกด้วย

ธุรกิจร้านกาแฟ คาเฟ่ อเมซอน เป็นธุรกิจที่ OR ได้สร้างและพัฒนาขึ้นเองมาตั้งแต่พ.ศ. 2545 จนได้รับการตอบรับเป็นอย่างดีจากผู้บริโภคและยังถือว่าเป็นร้านกาแฟที่มีจำนวนสาขามากที่สุดในประเทศไทยกว่า 3,000 สาขา ทั้งยังมีร้านสะดวกซื้อภายใต้แบรนด์ จิฟฟี่ ธุรกิจเครื่องดื่มแบรนด์ เพิร์ลลี่ ที นอกจากนี้ OR ยังเป็นมาสเตอร์แฟรนไชส์ของธุรกิจอาหารและเครื่องดื่มภายใต้แบรนด์ เท็กซัส ชิกเก้น ฮั่วเซ่งฮง ติ่มซำ รวมทั้งยังมีพันธมิตรทางธุรกิจทั้งแบรนด์ระดับโลกและแบรนด์ไทยชั้นนำอีกมากมาย ที่ได้เข้าร่วมให้บริการอาหารและเครื่องดื่มในสถานีบริการน้ำมัน พีทีที สเตชั่น (PTTOR/(2565)/เกี่ยวกับเรา/ธุรกิจของเรา/ https://www.pttor.com/th/about/business)

จากข้อมูลที่กล่าวมาข้างต้น ทำให้ทราบว่า จำนวนคู่แข่งขันในตลาดสถานีบริการน้ำมันในปัจจุบันมีการแข่งขันที่สูงมาก ดังนั้นจึงเห็นควรศึกษา เรื่อง ความพึงพอใจของผู้ใช้บริการต่อส่วนผสมทางการตลาด ของสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น เพื่อนำผลที่ได้ไปปรับปรุงและพัฒนาการให้บริการของสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น ต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยด้านประชากรศาสตร์ ของผู้ใช้บริการสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น
2. เพื่อศึกษาส่วนผสมทางการตลาด ของสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น
3. เพื่อศึกษาความพึงพอใจ ของผู้ใช้บริการต่อส่วนผสมทางการตลาด ของสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น

วิธีการดำเนินการวิจัย

ประชากรเป้าหมายและกลุ่มตัวอย่าง ประชากรที่ใช้ในการวิจัยครั้งนี้ได้แก่ ผู้ใช้บริการสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น จำนวน 300 คน การสุ่มตัวอย่างดังกล่าวเพื่อมาศึกษานั้นจะใช้วิธีการสุ่มแบบไม่ใช้ความน่าจะเป็น (Non-Probability Sampling) โดยการเลือกกลุ่มตัวอย่างแบบเจาะจง (Prepositives sampling)

เครื่องมือที่ใช้ในการวิจัยครั้งนี้เป็นแบบสอบถาม (questionnaire)

1. ศึกษาแนวความคิด ทฤษฎี เอกสารและวรรณกรรมที่เกี่ยวข้องกับส่วนผสมทางการตลาดและความพึงพอใจ

2. ศึกษาหลักเกณฑ์และวิธีการสร้างแบบสอบถาม จากตำรา เอกสารและ วรรณกรรมที่เกี่ยวข้องกับส่วนผสมทางการตลาดและความพึงพอใจ เพื่อนำมาเป็นแนวทางและสร้างแบบสอบถาม

3. สร้างแบบสอบถามตามหลักเกณฑ์ให้ครอบคลุมเนื้อหาโดยศึกษาจากแบบสอบถาม

4. นำแบบสอบถามที่สร้างขึ้นไปปรึกษากับอาจารย์ที่ปรึกษา เพื่อให้คำแนะนำ ตรวจแก้ไขสำนวนภาษาและความถูกต้อง และปรับปรุง ให้เหมาะสมในด้านเนื้อหา ความชัดเจน ความครอบคลุมของเนื้อหา

5. (การทำIOC) นำแบบสอบถามที่ปรับปรุง ไปเสนอต่อ ผู้ทรงคุณวุฒิจำนวน 3 ท่านเพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) และทำการปรับปรุงแก้ไขแบบสอบถามให้ถูกต้องสมบูรณ์ยิ่งขึ้น

6. (การทำ Pilot Test) นำแบบสอบถามที่ผ่านการตรวจสอบจากผู้ทรงคุณวุฒิและอาจารย์ที่ปรึกษาแล้ว ไปทดลอง (Try out) ใช้กับกลุ่มตัวอย่างที่ไม่ใช่ประชากรเป้าหมาย แต่มีลักษณะคล้ายคลึงกัน จำนวน 30 คน แล้ว นำมาวิเคราะห์ความเชื่อมั่น (Reliability) ของแบบสอบถาม โดยหาค่าสัมประสิทธิ์แอลฟาของ ครอนบาค (Cronbrach' Alpha) ซึ่งได้ค่าเท่ากับ 0.845 ซึ่งมากกว่า 0.70 จึงถือได้ว่า แบบสอบถามของงานวิจัยนี้มีความถูกต้องและเชื่อถือได้

7. นำแบบสอบถามที่ได้ไปทำการสำรวจเก็บข้อมูลจริง

การเก็บรวบรวมข้อมูล

1. ข้อมูลทุติยภูมิ เป็นข้อมูลที่รวบรวมจากเอกสารต่าง ๆ และผลงานทางวิชาการที่ เกี่ยวข้องโดยรวบรวมข้อมูลจากห้องสมุดและหน่วยงานที่เกี่ยวข้อง เพื่อใช้ประกอบในการ กำหนดกรอบความคิดในการวิจัยครั้งนี้ และอ้างอิงในการเขียนรายงานการวิจัย

2. ข้อมูลปฐมภูมิ เป็นข้อมูลเชิงสำรวจ การรวบรวมข้อมูลจากแบบสอบถาม ดำเนินการดังนี้

2.1 นำแบบสอบถามไปให้กับกลุ่มตัวอย่างด้วยตนเอง และสร้างแบบสอบถามโดยใช้ Google Form ส่งไปยังกลุ่มตัวอย่าง

2.2 กรณีที่สำรวจด้วยตนเองนั้น จะรอเก็บรวบรวมแบบสอบถามที่กลุ่มตัวอย่างให้ข้อมูลเสร็จสิ้น หรือนัดเก็บแบบสอบถามในภายหลังตามความเหมาะสม

การวิเคราะห์ข้อมูล

การวิจัยครั้งนี้ทำการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ ด้วยโปรแกรมสำเร็จรูป SPSS ในการประมวลผลและวิเคราะห์ข้อมูล สถิติที่ใช้ในการวิจัย แบ่งออกเป็น 2 กลุ่มดังนี้

1. สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานอธิบายคุณลักษณะของตัวแปรต่างๆ เพื่อตอบวัตถุประสงค์การวิจัย

2. สถิติเชิงอนุมาน (Inferential Statistics) ได้แก่ ค่า t-test ค่า F-test การวิเคราะห์ถดถอย และ One-way ANOVA เพื่อใช้ในการทดสอบสมมติฐานการวิจัย

สรุปผลการวิจัย

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ได้แก่ ได้แก่ เพศ อายุ ระดับการศึกษารถที่ใช้งาน และความถี่ในการเข้าใช้บริการต่อเดือน พบว่า

1) เพศ ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชาย ร้อยละ 66.7 และเพศหญิงร้อยละ 33.3

2) อายุ ผู้ตอบแบบสอบถามส่วนใหญ่มีอายุอยู่ระหว่าง 18 - 25 ปี ร้อยละ 33.3 และ 26 - 35 ปี ร้อยละ 33.3 รองลงมาคือกลุ่มอายุ 46 - 55 ปี ร้อยละ 13.3 และ กลุ่มอายุ 56 ปีขึ้นไปร้อยละ 13.3 และสุดท้ายคือกลุ่มอายุ 36 – 45 ปี ร้อยละ 6.7 ตามลำดับ

3) ระดับการศึกษา ผู้ตอบแบบสอบถามส่วนใหญ่มีการศึกษาระดับปริญญาตรีขึ้นไปร้อยละ 53.3 รองลงมาคือ ปวช. / ปวส. หรือเทียบเท่า ร้อยละ 33.3 และ 2 อันดับสุดท้ายที่เท่ากันคือประถมศึกษา ร้อยละ 6.7 มัธยมศึกษาตอนต้น ร้อยละ 6.7 ตามลำดับ

4) รถที่ใช้งาน ผู้ตอบแบบสอบถามส่วนใหญ่ใช้รถจักรยานยนต์ (มอเตอร์ไซค์) ร้อยละ 43.3 รองลงมาคือ รถยนต์นั่งส่วนบุคคล (รถเก๋ง) ร้อยละ 33.3 รถบรรทุกส่วนบุคคล (รถกระบะ) ร้อยละ 20.0 และรถประเภทอื่นๆ (รถสามล้อ,หกล้อ ฯลฯ) ร้อยละ 3.3 ตามลำดับ

5) ความถี่ในการเข้าใช้บริการต่อเดือน ผู้ตอบแบบสอบถามส่วนใหญ่เข้าใช้บริการ 6 - 10 ครั้ง ร้อยละ 40.0 รองลงมา คือ 1 - 5 ครั้ง ร้อยละ 26.7 11 – 15 ครั้ง ร้อยละ 20.0 และมากกว่า 15 ครั้ง ร้อยละ 13.3 ตามลำดับ

ตอนที่ 2 แบบสอบถามเกี่ยวกับส่วนผสมทางการตลาด

พบว่า กลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับส่วนผสมทางการตลาด อยู่ในระดับมาก และเมื่อพิจารณาแยกเป็นรายองค์ประกอบพบว่า ระดับความคิดเห็นที่มากที่สุดคือ ด้านราคา (price) ซึ่งค่าอยู่ในระดับมาก รองลงมาคือ ด้านสถานที่ (place) ค่าอยู่ในระดับมากด้านสัญลักษณ์ (symbols) ค่าอยู่ในระดับมาก ด้านเครื่องมือ (equipment) ค่าอยู่ในระดับมากด้านบุคคล (people) ค่าอยู่ในระดับมาก และด้านวัสดุสื่อสาร (communication material)ค่าอยู่ในระดับมาก ตามลำดับ

ตอนที่ 3 แบบสอบถามเกี่ยวกับความพึงพอใจ

พบว่า กลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับส่วนผสมทางการตลาด อยู่ในระดับมาก และเมื่อพิจารณาแยกเป็นรายองค์ประกอบพบว่า ระดับความคิดเห็นที่มากที่สุด คือ (Process) ขั้นตอนการให้บริการ สะดวก ง่าย และรวดเร็ว อยู่ในระดับมากที่สุด รองลงมาคือ(Physical Evidence) ภายในสถานีบริการ สะอาด สวยงาม อยู่ในระดับมาก (Product) สินค้าและบริการมีคุณภาพ อยู่ในระดับมาก (Place) ตำแหน่งที่ตั้ง สะดวกต่อการมาใช้บริการ อยู่ในระดับมาก (Promotion) กิจกรรม การจัดโปรโมชั่นต่างๆ น่าสนใจ อยู่ในระดับมาก (Price) ราคาสินค้าเหมาะสมกับคุณภาพ อยู่ในระดับมาก และ(People) พนักงานให้บริการ สุภาพและรวดเร็ว อยู่ในระดับปานกลาง ตามลำดับ

อภิปรายผลการวิจัย

สมมติฐานที่ 1 ปัจจัยด้านประชากรศาสตร์ ที่แตกต่างกัน ส่งผลต่อความพึงพอใจ ของผู้ใช้บริการสถานีบริการน้ำมัน ปตท. บ้านตูม จังหวัดขอนแก่น แตกต่างกัน

ผลการวิจัยจากสมมติฐานที่ 1.1 – 1.5 ได้แก่ เพศ อายุ ระดับการศึกษา รถที่ใช้งาน และความถี่ในการเข้าใช้บริการต่อเดือน พบว่า ปัจจัยด้านประชากรศาสตร์ที่แตกต่างกันมีความสัมพันธ์กับความพึงพอใจต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 เพศชายจะเข้าใช้บริการในสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น มากกว่าเพศหญิง ซึ่งสะท้อนผลการวิเคราะห์ได้ว่า เพศชายจะใช้รถมากกว่าเพศหญิง และผู้ใช้บริการจะมีอายุระหว่าง 18 – 35 ปี (อันดับแรกเท่ากัน2กลุ่ม คือ 18 – 25 ปี และ 26 – 35 ปี) ซึ่งวัยนี้จะเป็นวัยทำงาน แสดงว่าผู้ที่ใช้รถส่วนใหญ่คือวัยทำงาน และส่วนใหญ่มีการศึกษาระดับปริญญาตรีขึ้นไป ใช้รถจักรยานยนต์เป็นส่วนใหญ่ เนื่องจากสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น ตั้งอยู่ในชุมนุมเขตเทศบาลนครขอนแก่น อำเภอเมืองขอนแก่น ซึ่งมีประชากรและรถยนต์สัญจรจำนวนมาก
ด้วยลักษณะที่เป็นสังคมเมืองแบบนี้ คนจึงนิยมใช้รถจักรยานยนต์มากที่สุด เนื่องจากมีความคล่องตัวและสะดวกรวดเร็ว ความถี่ในการเข้าใช้บริการจะอยู่ที่ 6 – 10 ครั้ง สอดคล้องกับรถที่ใช้งาน คือ รถจักรยานยนต์ ที่ต้องเติมน้ำมันบ่อยๆ เนื่องจากถังน้ำมันมีขนาดเล็ก อีกทั้ง ผู้คนในปัจจุบันไม่นิยมเติมน้ำมันเต็มถัง ทำให้ต้องเข้ามาใช้บริการเติมน้ำมัน เฉลี่ย 6 – 10 ครั้ง ต่อเดือน

สมมติฐานที่ 2 ส่วนผสมทางการตลาดต่างกัน ส่งผลต่อความพึงพอใจของผู้ใช้บริการต่างกัน

ส่วนผสมทางการตลาด ได้แก่ ผลิตภัณฑ์ (Product) ราคา (Price) ช่องทางการจัดจำหน่าย (Place) การส่งเสริมการตลาด (Promotion) คนหรือพนักงาน (People) กระบวนการ (Process) และสิ่งแวดล้อมทางกายภาพ (Physical Evidence) มีค่า Sig.น้อยกว่าระดับนัยสำคัญที่ระดับ 0.05 จึงสามารถสรุปได้ว่า ตัวแปรส่วนผสมทางการตลาดทั้ง 7 ด้าน ส่งผลต่อความพึงพอใจของผู้ใช้บริการต่อส่วนผสมทางการตลาดของสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น

ข้อเสนอแนะ

ผลของการวิจัยนี้ เป็นข้อมูลที่สามารถนำไปเป็นข้อมูลในการวางแผนหรือต่อยอดแผนการปรับปรุงการให้บริการในธุรกิจขายสินค้าและบริการ หรือสถานีบริการน้ำมันอื่นๆได้

ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

การทำวิจัยครั้งต่อไปควรศึกษาวิจัยต่อจากการวิจัยครั้งนี้ ดังนั้น ควรศึกษาเกี่ยวกับปัจจัยที่ส่งผลต่อการตัดสินใจเข้าใช้บริการสถานีบริการน้ำมัน ในเขตอำเภอเมืองขอนแก่นจังหวัดขอนแก่น การศึกษาในครั้งนี้ศึกษาเฉพาะผู้มาใช้บริการในสถานีบริการน้ำมัน ปตท.บ้านตูม จังหวัดขอนแก่น เท่านั้น ดังนั้น ในการศึกษาวิจัยในครั้งต่อไปควรมีการขยายขอบเขตการศึกษาให้กว้างและครอบคลุมยิ่งขึ้น เป็น สถานีบริการน้ำมันทุกแห่ง ในอำเภอเมืองขอนแก่นจังหวัดขอนแก่น

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การออกแบบพื้นที่การจัดวางสินค้าของคลังวัสดุโดยใช้ทฤษฎีการกำหนดตำแหน่งตายตัว กรณีศึกษา บริษัท ซันคิน (ประเทศไทย) จำกัด

Design of warehouse storage space Using Fixed location system, case study, Sankin (Thailand) Co., Ltd.

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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อออกแบบแผนผังคลังสินค้าและลดเวลาการค้นหาสินค้าภายในคลังสินค้าของบริษัทกรณีศึกษา จากการเก็บรวบรวมข้อมูลพบว่าลูกค้ามีคำสั่งซื้อที่แตกต่างกันทั้งจำนวนและขนาดของท่อเหล็กทำให้มีปัญหาด้านในเวลาการค้นหาสินค้าภายในคลังสินค้า จากปัญหาข้างต้นจึงทำการศึกษาขั้นตอนการปฏิบัติงานในปัจจุบันทำการเก็บข้อมูล ขั้นตอนการดำเนินงานด้วยแผนภูมิการไหล (Flow Process Chart) วิเคราะห์หาสาเหตุด้วยแผนผังก้างปลา (Fishbone Diagram) และได้นำเมื่อเครื่องมือการควบคุมการมองเห็น (Visual Control) ติดป้ายระบุประเภทของวัสดุให้ชัดเจนเพื่อทราบตำแหน่งจัดเก็บสินค้าง่ายต่อการค้นหาสินค้าและออกแบบพื้นที่การจัดวางสินค้าให้เหมาะสมโดยใช้ระบบจัดเก็บกำหนดตำแหน่งตายตัว (Fixed Location System) ผลจากการวิจัยผู้วิจัยพบว่าก่อนปรับปรุงมีเวลาเฉลี่ย 501.7 วินาที และระยะเวลาในการค้นหาสินค้าภายในคลังวัสดุหลังปรับปรุงมีเวลาเฉลี่ย 360.5 ผลต่าง 141.2 วินาที คิดเป็นร้อยละ 28 สรุปว่า เมื่อค่าเฉลี่ยน้อยลง ทำให้ลดเวลาการค้นหาสินค้า

คำสำคัญ: การออกแบบพื้นที่จัดเก็บสินค้า,ระบบการกำหนดตำแหน่งตายตัว

Abstract

The purpose of this research was to design a warehouse layout and reduce search time for products within a case study company's warehouse. From the data collection, it was found that customers had different orders in terms of the number and size of steel pipes, causing problems in the time of searching for products in the warehouse. Based on the above problems, the current operational procedures were studied to collect data. Operational procedures with flow charts (Flow Process Chart) Analyze causes with fishbone diagrams (Fishbone Diagram) and lead when visual control tools (Visual Control) clearly label the type of material to know the location. Keep products easy to find products and design a suitable product placement area by using a fixed position system (Fixed Location System). The research results found that the researcher had an average time of 501.7 seconds before improvement and search time. Goods in the material warehouse after adjustment had an average time of 360.5, a difference of 141.2 seconds, representing 28%.

Keywords: Design of warehouse storage space, Fixed location system

บทนำ

คลังวัสดุเป็นส่วนสำคัญกับการดำเนินธุรกิจอุตสาหกรรมทุกประเภท เนื่องจากคลังวัสดุมีหน้าที่ในการรับวัสดุและการจัดเก็บสินค้าสำเร็จรูป โดยมีการแยกประเภทของสินค้าและจัดเป็นหมวดหมู่ซึ่งการมีระบบการจัดการคลังวัสดุที่ดีย่อม ทำให้สะดวกต่อการค้นหาสินค้าการตรวจสอบสินค้าและการเคลื่อนย้ายเพื่อสนับสนุนกระบวนการการผลิตและการกระจายสินค้า เพื่อตอบสนองความต้องการของลูกค้าได้อย่างรวดเร็วดังนั้นการจัดการคลังวัสดุให้มีประสิทธิภาพ จะต้องมีการจัดวางแผนผังคลังวัสดุให้เหมาะสมเพื่อช่วย

[1] สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
[2] สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
[3] สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
[4] อาจารย์ สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

ให้ประหยัดเวลาและค่าใช้จ่ายในการดำเนินงาน เช่น การกำหนดระบบการจัดเก็บสินค้าแต่ละประเภท การจัดสรรพื้นที่ในการจัดเก็บ การกำหนดทิศทางในการเคลื่อนย้ายสินค้าและการเข้าถึงสินค้าได้อย่างรวดเร็ว

บริษัท ซันคิน (ประเทศไทย) จำกัด ดำเนินการประกอบธุรกิจ นำเข้าวัตถุดิบ ผลิตชิ้นส่วนของเครื่องคอมเพรสเซอร์ (COMPRESSOR PARTS) และผลิตท่อดึงเย็น (COLD DRAWN PIPE & TUBE) สำหรับนำมาเป็นสิ้นส่วนประกอบของชิ้นส่วนรถยนต์ และชิ้นส่วนรถจักรยายนต์ การสั่งท่อเหล็กเพื่อนำไปใช้เป็นชิ้นส่วนในการผลิตในอุตสาหกรรมต่างๆ เป็นสถานประกอบการผลิตท่อเหล็กที่มีฐานลูกค้าจำนวนมากทั้งในประเทศและต่างประเทศ แต่ละลูกค้ามีคำสั่งซื้อที่แตกต่างกันทั้งจำนวนและขนาดของท่อเหล็ก จึงมีการจัดเก็บวัสดุที่ใช้ในการผลิตเป็นจำนวนมาก เพื่อให้เพียงพอต่อความต้องการของลูกค้า จากการทำงานพบว่าพื้นที่จัดเก็บสินค้าไม่มีการกำหนดตำแหน่งในการจัดวางสินค้าทำให้ผู้วิจัยทราบถึงปัญหาคือการค้นหาสินค้าภายในคลังวัสดุล่าช้า เนื่องจากภายในคลังวัสดุมีสินค้าเป็นจำนวนมากและมีสินค้าเข้ามาภายในคลังวัสดุทุกวัน ส่งผลให้ตำแหน่งการจัดวางสินค้าไม่ชัดเจน จากนั้นผู้วิจัยทำการเก็บข้อมูลภายในคลังวัสดุ พื้นที่การจัดวางสินค้า ประเภทของสินค้าภายในคลังวัสดุ ขั้นตอนการทำงานและระยะเวลาในการทำงานภายในคลังวัสดุ

ดังนั้นงานวิจัยนี้มีความสนใจที่จะศึกษาการออกแบบแผนผังการจัดวางสินค้าภายในคลังวัสดุของบริษัท ซันคิน (ประเทศไทย) จำกัด โดยการศึกษาขั้นตอนการดำเนินงานภายในคลังวัสดุเก็บรวบรวมข้อมูลด้านเวลา นำข้อมูลมาเขียนในรูปแบบแผนภูมิกระบวนการไหล (Flow Process Chart)ทำการหาสาเหตุของปัญหาด้วยแผนผังก้างปลา (Fish Bone Diagram) เมื่อทราบสาเหตุทำการประชุมระดมสมองเพื่อหาแนวทางการแก้ไข (Brainstorming) และดำเนินการแก้ไขปัญหาตามแนวทางที่ได้จากการประชุมระดมสมอง เพื่อลดเวลาค้าหาสินค้าภายในคลังวัสดุให้ทันต่อความต้องการของลูกค้า

วัตถุประสงค์ของการวิจัย

1. เพื่อออกแบบพื้นที่การจัดวางสินค้าภายในคลังวัสดุให้กับกรณีศึกษา
2. เพื่อลดเวลาการค้นหาสินค้าภายในคลังวัสดุ

วิธีการดำเนินการวิจัย

1. สำรวจ สืบค้น และเก็บรวบรวมข้อมูลที่เกี่ยวข้องกับการจัดเก็บสินค้าภายในคลังวัสดุ ระยะทางในกระบวนการเบิกจ่ายวัสดุและเวลาในการเบิกจ่ายวัสดุของบริษัทกรณีศึกษา

ตารางที่ 1 แสดงการเก็บข้อมูลขั้นตอนการทำงานและเวลาในการทำงาน

ขั้นตอนการดำเนินงาน	จำนวนครั้ง										เวลาเฉลี่ย
	1	2	3	4	5	6	7	8	9	10	
1.แผนก PC ออก Work Sheet	120	158	200	187	132	145	174	133	153	160	157.1
2.แผนก PC แจ้งแผนก PD ไปรับ Work Sheet โดยการโทร	23	35	27	22	32	33	21	25	36	21	27.5
3.พนักงาน PD เดินไปรับ Work Sheet ที่สำนักงาน	180	120	180	110	135	145	137	137	120	111	137.5
4.พนักงาน PD เดินไปที่คลังวัสดุ	128	130	110	118	156	178	135	143	110	120	132.8
5.พนักงาน PD ตรวจสอบ Receive ใน Work sheet	120	118	119	120	125	122	121	119	123	117	120.4
6.พนักงานทำการค้นหาสินค้าตามเลข Receive	457	509	417	558	567	493	539	427	477	573	501.7
7.พนักงาน PD เขียนตำแหน่งของ Raw mat ลงใน Work Sheet	57	43	69	83	79	55	59	63	73	58	63.9
8.พนักงานเดินไปหยิบเบล	120	130	121	110	119	99	134	89	117	138	117.7
9.พนักงานเดินกลับไปที่ Rack	136	113	151	101	115	107	96	109	120	111	115.9
10.พนักงานขึ้นไปบน Rack	137	130	127	110	221	112	151	137	133	157	141.5

ตารางที่ 1 (ต่อ)

ขั้นตอนการดำเนินงาน	จำนวนครั้ง										เวลาเฉลี่ย
	1	2	3	4	5	6	7	8	9	10	
11. พนักงานคล้องเบลเส้นที่1	75	66	120	137	151	84	93	120	131	111	108.8
12. พนักงานทำการคล้องเบลเส้นที่ 2	151	75	75	120	152	133	73	60	120	75	103.4
13. พนักงานนำสายเบลเกี่ยวกับเครนเคลื่อนย้ายวัสดุ	30	45	60	38	35	45	45	78	75	62	51.3
14. พนักงาน PD ทำการย้ายวัสดุไปที่จุดวางหน้าเตาด้วยเครน	138	135	125	263	189	253	198	184	201	223	190.9
15. พนักงานเดินไปที่จุดวางหน้าเตา	120	115	138	133	120	127	98	135	119	96	120.1
16. พนักงาน PD ทำการตัดสายรัดวัสดุ	270	210	200	250	260	190	199	187	205	173	214.4
17. พนักงาน PD ทำการตรวจสอบวัสดุก่อนเข้าเตาอบ	300	150	225	172	128	327	112	250	275	177	211.6
18. บันทึกรายการเบิกจ่าย	180	120	180	110	230	112	151	137	133	157	151

2. ศึกษาทฤษฎีและงานวิจัยที่เกี่ยวข้องในการทำวิจัยได้แก่ ทฤษฎีแผนภูมิการไหล (Flow Process Chart) ทฤษฎีแผนผังแสดงเหตุและผล (Cause and Effect Diagram) การระดมสมอง (Brainstorming) ระบบจัดเก็บโดยกำหนดตำแหน่งตายตัว (Fixed Location System) และการควบคุมด้วยการมองเห็น (Visual Control)

3. นำข้อมูลจากข้อ 1 มาเขียนแผนภูมิกระบวนการไหล (Flow Process chart)

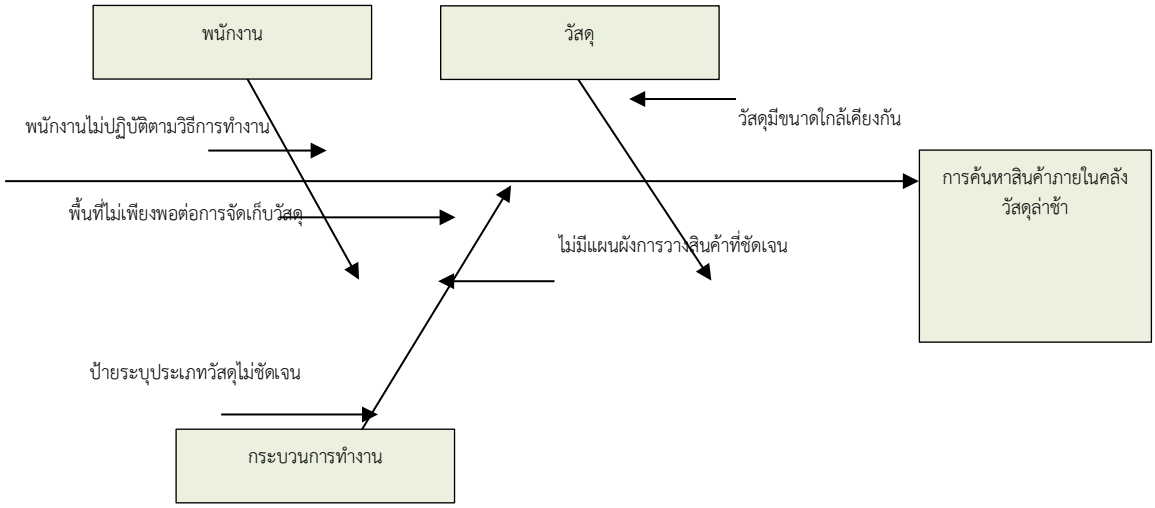
ตารางที่ 2 แผนภูมิกระบวนการไหล

ตารางแผนภูมิการไหล							
วิธีการ : ■ ก่อน □ หลัง			สรุปผล				
ชื่อเรื่อง:ขั้นตอนการเบิกจ่ายวัสดุ			กิจกรรม		ก่อนปรับปรุง	หลังปรับปรุง	ผลต่าง
ผู้เขียน:ปริฉัตร สุขโพธิ์เพชร			ปฏิบัติงาน ○		826.1		
แผนก: QC			เคลื่อนย้าย ⇨		1,509.4		
วันที่:			ตรวจสอบ □		332		
			รอคอย D		-		
			เก็บรักษา ▽		-		
			รวม (วินาที)		2,667.5		
คำอธิบาย	ระยะทาง (เมตร)	เวลา (วินาที)	สัญลักษณ์				หมายเหตุ
			○	⇨	□	D	▽	
1.แผนก PC ออก Work Sheet	-	157.1	●	⇨	□	D	▽	
2.แผนก PC แจ้งแผนก PD ไปรับ Work Sheet โดยการโทร	-	27.5	●	⇨	□	D	▽	
3.พนักงาน PD เดินไปรับ Work Sheet ที่สำนักงาน	96	137.5	○	➡	□	D	▽	
4.พนักงาน PD เดินไปที่คลังวัสดุ	96	132.8	○	➡	□	D	▽	
5.พนักงาน PD ตรวจสอบ Receive ใน Work sheet	-	120.4	○	⇨	■	D	▽	
6.พนักงานทำการเดินค้นหาสินค้าตามเลข Receive	50	501.7	○	➡	□	D	▽	
7.พนักงาน PD เขียนตำแหน่งของ Raw mat ลงใน Work Sheet	-	63.9	●	⇨	□	D	▽	
8.พนักงานเดินไปหยิบเบล	50.3	117.7	○	➡	□	D	▽	
9.พนักงานเดินกลับไปที่ Rack	50.3	115.9	○	➡	□	D	▽	
10.พนักงานขึ้นไปบน Rack	3	141.5	○	➡	□	D	▽	
11.พนักงานคล้องสายรัดเส้นที่1	-	108.8	●	⇨	□	D	▽	

ตารางที่ 2 (ต่อ)

ตารางแผนภูมิการไหล							
วิธีการ : ■ ก่อน □ หลัง			สรุปผล				
ชื่อเรื่อง:ขั้นตอนการเบิกจ่ายวัสดุ			กิจกรรม		ก่อนปรับปรุง	หลังปรับปรุง	ผลต่าง
ผู้เขียน:ปริฉัตร สุขโพธิ์เพชร			ปฏิบัติงาน ○		826.1		
แผนก: QC			เคลื่อนย้าย ⇨		1,509.4		
วันที่:			ตรวจสอบ □		332		
			รอคอย D		-		
			เก็บรักษา ▽		-		
			รวม (วินาที)		2,667.5		
คำอธิบาย	ระยะทาง (เมตร)	เวลา (วินาที)	สัญลักษณ์				หมายเหตุ
			○	⇨	□	D	▽	
12.พนักงานทำการคล้องสายรัดเส้นที่ 2	-	103.4	●	⇨	□	D	▽	
13.พนักงานนำสายรัดเกี่ยวกับเครนเคลื่อนย้ายวัสดุ	2	51.3	○	➡	□	D	▽	
14.พนักงาน PD ทำการย้ายวัสดุไปที่จุดวางหน้าเตาด้วยเครน	20.3	190.9	○	➡	□	D	▽	
15.พนักงานเดินไปที่จุดวางหน้าเตา	3.6	120.1	○	➡	□	D	▽	
16.พนักงาน PD ทำการตัดสายรัดวัสดุ	-	214.4	●	⇨	□	D	▽	
17.พนักงาน PD ทำการตรวจสอบวัสดุก่อนเข้าเตาอบ	1	211.6	○	⇨	■	D	▽	
18.บันทึกรายการเบิกจ่าย	-	151	●	⇨	D	□	▽	
รวม	372.5	2,667.5						

4. หาสาเหตุโดยใช้แผนผังก้างปลา



ภาพที่ 1 แผนผังก้างปลาหาสาเหตุที่ทำให้การค้นหาสินค้าภายในคลังวัสดุล่าช้า

5.ทำการประชุมระดมสมองเพื่อหาแนวทางการแก้ไข

ตารางที่ 3 แสดงกลุ่มปัจจัย สาเหตุและแนวทางการแก้ไขปัญหา

กลุ่มปัจจัย	สาเหตุ	แนวทางการแก้ไขปัญหา
พนักงาน	พนักงานไม่ปฏิบัติตามวิธีการทำงาน	จัดทำการประชุมก่อนเริ่มงาน เพื่อพูดคุยถึงปัญหาที่เกิดขึ้นในแต่ละวัน วางแผนการทำงาน
วัสดุ	วัสดุมีขนาดใกล้เคียงกัน	จัดทำป้ายข้อควรระวัง โดยใช้เครื่องมือควบคุมการมองเห็น
กระบวนการทำงาน	ป้ายระบุประเภทวัสดุไม่ชัดเจน	จัดทำป้ายใหม่ให้สังเกตุได้ง่ายและติดในตำแหน่งที่มองเห็นได้ชัด
	ไม่มีแผนผังการวางวัสดุที่ชัดเจน	ออกแบบแผนผังคลังวัสดุเพื่อกำหนดตำแหน่งตายตัวด้วย (Fixed Location System) ให้เหมาะสมกับการเบิกจ่ายวัสดุ
	พื้นที่ไม่เพียงพอต่อการจัดเก็บวัสดุ	ทำการตรวจเช็คสต๊อกจริงทุกเดือน เพื่อลดจำนวนการสั่งซื้อวัสดุซ้ำ

6. ดำเนินการแก้ไขพร้อมเก็บข้อมูลหลังปรับปรุง

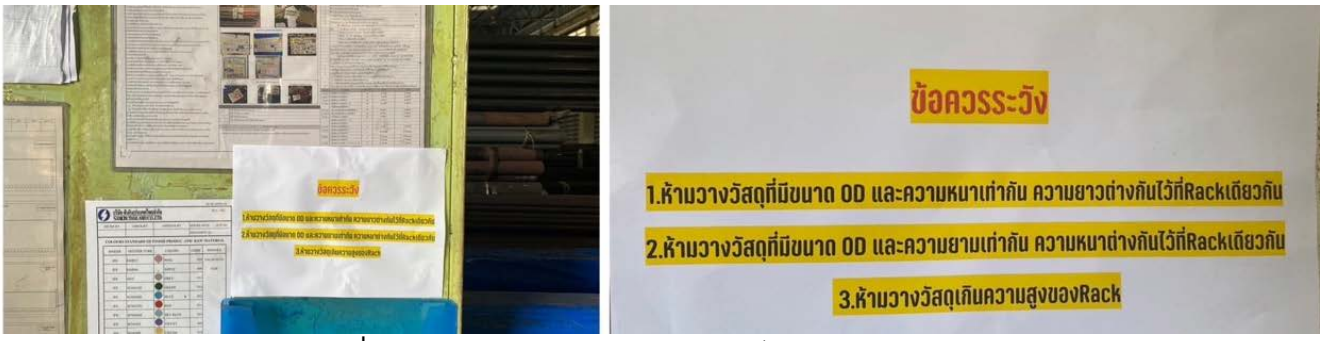
เมื่อทราบถึงแนวทางการแก้ไข ผู้วิจัยได้จัดทำป้ายข้อควรระวังการจัดเก็บสินค้าภายในคลังวัสดุจัดทำป้ายระบุประเภทของวัสดุใหม่ให้มีความชัดเจน และกำหนดตำแหน่งพื้นที่คลังวัสดุให้เหมาะสมกับการเบิกจ่ายวัสดุจากการระดมสมอง จากนั้นทำการเก็บรวบรวมข้อมูลการเบิกจ่ายวัสดุย้อนหลัง 6 เดือนดำเนินการแก้ไขตามแนวทาง และหลังการปรับปรุงใช้เวลาในการเก็บข้อมูล 1 เดือน

ตารางที่ 4 ตารางแสดงข้อมูลการเบิกจ่ายวัสดุย้อนหลัง 6 เดือน

ลักษณะของงานที่มีการเบิกวัสดุ	วัสดุประเภท E (ครั้ง)	วัสดุประเภท S (ครั้ง)	วัสดุประเภท T (ครั้ง)
Cold drawn	4,080	2,125	1,020
Cut part	1,020	5,525	1,377
Cold drawn Cut part	15,300	850	2,703

จากตารางที่ 2 แสดงถึงข้อมูลการเบิกจ่ายย้อนหลัง 6 เดือน มีการเบิกจ่ายวัสดุ 34,000 ครั้ง ลักษณะงาน Cold drawn เบิกวัสดุประเภท E จำนวน 4,080 ครั้ง วัสดุประเภท S จำนวน 2,125 ครั้ง วัสดุประเภท T จำนวน 1,020 ครั้ง ลักษณะงาน Cut part เบิกวัสดุประเภท E จำนวน 1,020 ครั้ง วัสดุประเภท S จำนวน 5,525 ครั้ง วัสดุประเภท T จำนวน 1,377 ครั้งและลักษณะงาน Cold drawn Cut part เบิกวัสดุประเภท E จำนวน 15,300 ครั้ง วัสดุประเภท S จำนวน 850 ครั้ง วัสดุประเภท T จำนวน 2,703 ครั้ง

แนวทางแก้ไขปัญหาที่ 1 จัดทำป้ายข้อควรระวัง



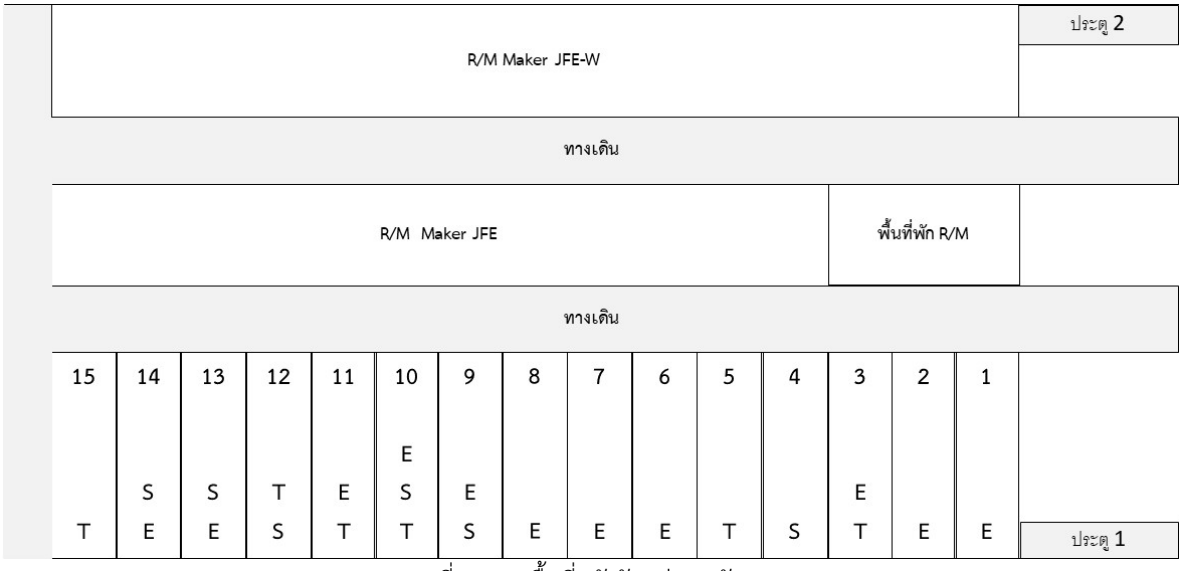
ภาพที่ 2 ภาพแสดงป้ายข้อควรระวังในการจัดเก็บวัสดุภายในคลังวัสดุ

แนวทางแก้ไขปัญหาที่ 2 ติดป้ายระบุประเภทของวัสดุและปรับเปลี่ยนตำแหน่งใหม่

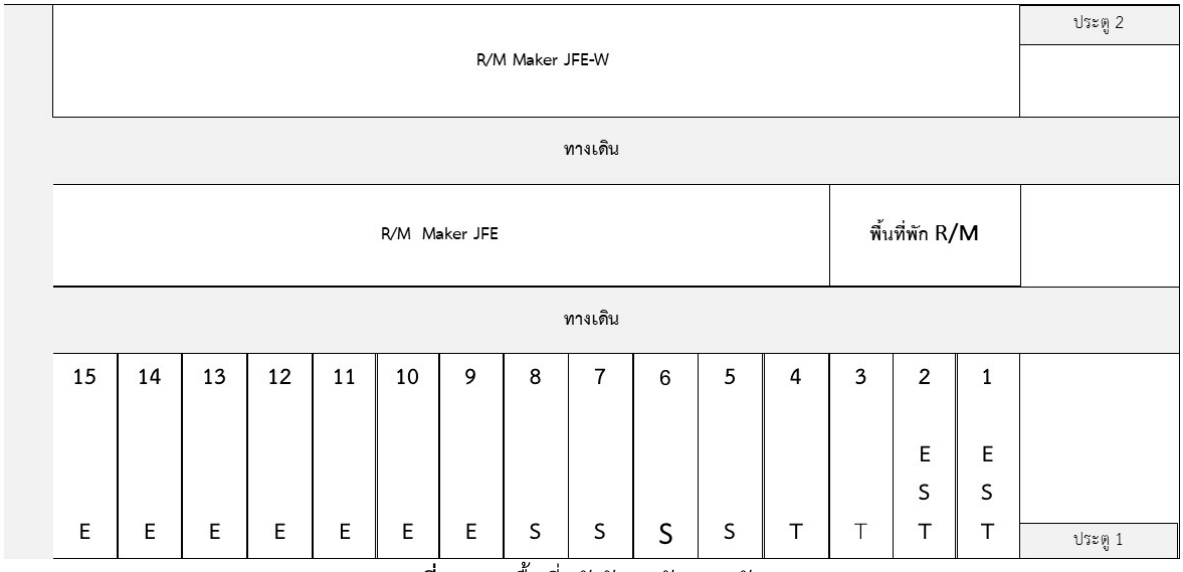


ภาพที่ 3 ภาพแสดงป้ายระบุประเภทเพื่อใช้ระบุตำแหน่งของวัสดุ

แนวทางการแก้ไขปัญหาที่ 3 คือการกำหนดตำแหน่งพื้นที่การจัดเก็บวัสดุให้เหมาะสม



ภาพที่ 6 ภาพพื้นที่คลังวัสดุก่อนปรับปรุง



ภาพที่ 7 ภาพพื้นที่คลังวัสดุหลังการปรับปรุง

7. วิเคราะห์เปรียบเทียบผลการดำเนินการก่อนและหลังการปรับปรุง

ตารางที่ 5 ผลการเปรียบเทียบก่อนและหลังการปรับปรุง

รายละเอียด	ก่อนปรับปรุง (วินาที/ครั้ง)	หลังปรับปรุง (วินาที/ครั้ง)	ลดลง (วินาที/ครั้ง)	คิดเป็นร้อยละ
ระยะเวลาการค้นหาสินค้าภายในคลังวัสดุ	501.7	360.5	141.2	28

สรุปผลการวิจัย

ผลจากการวิจัยผู้วิจัยได้ทำแก้ไขปัญหาตามแนวทางการแก้ไขปัญหา ได้ทำการออกแบบแผนผังการจัดวางสินค้าในคลังวัสดุจากการระดมสมอง จัดทำป้ายระบุประเภทของวัสดุเพื่อระบุตำแหน่งของวัสดุและจัดทำป้ายข้อควรระวัง จากนั้นทำการเก็บรวบรวมข้อมูลด้านเวลาก่อนปรับปรุงของขั้นตอนการค้นหาสินค้าภายในคลังวัสดุใช้เวลา 501.7 วินาทีต่อครั้ง และหลังปรับปรุงการค้นหาสินค้าภายในคลังวัสดุใช้เวลา 360.5 วินาทีต่อครั้ง ลดลง 141.2 วินาทีต่อครั้ง คิดเป็นร้อยละ 28 พบว่าหลังการแก้ไขปัญหาจากการประชุมระดมสมองสามารถลดเวลาค้นหาสินค้าภายในคลังวัสดุได้จริงและการค้นหาสินค้าภายในคลังวัสดุสะดวกมากยิ่งขึ้น

อภิปรายผลการวิจัย

จากการศึกษาเรื่องการออกแบบพื้นที่การจัดวางสินค้าภายในคลังวัสดุโดยใช้ทฤษฎีกำหนดตำแหน่งตายตัว กรณีศึกษา บริษัท ซันคิน (ประเทศไทย) จำกัก ผู้วิจัยได้ดำเนินงานวิจัยตามลำดับขั้นตอน โดยมีวัตถุประสงค์เพื่อออกแบบแผนผังคลังสินค้าสามารถลดเวลาในการค้นหาสินค้าภายในคลังวัสดุลงได้ โดยนำทฤษฎีการกำหนดตำแหน่งตายตัว แผนผังก้างปลา แผนภูมิกระบวนการไหล กการระดมสมอง และการควบคุมการมองเห็น จากการศึกษาสามารถสรุปผลได้ดังนี้

จากการเก็บรวบรวมข้อมูลขั้นตอนการดำเนินงานการเบิกจ่ายวัสดุภายในคลังสินค้าจากบริษัทกรณีศึกษา ตั้งแต่เดือนตุลาคม พ.ศ. 2565 ถึงเดือน พฤศจิกายน พ.ศ.2565 ผลลัพธ์จากการเก็บข้อมูล มีขั้นตอนการดำเนินงานทั้งหมด 17 ขั้นตอน ทำการจับเวลาในแต่ละขั้นตอนเป็นจำนวน 10 ครั้ง พบว่าการค้นหาสินค้าภายในคลังสินค้าใช้เวลาในการดำเนินงานมากที่สุด เมื่อทราบถึงปัญหาการค้นหาสินค้าภายในคลังวัสดุล่าช้าจึงนำทฤษฎีแผนผังก้างปลา มาวิเคราะห์แก้ไขปัญหาโดยมีหัวปลาคือการค้นหาสินค้าล่าช้า จากนั้นทำการหาสาเหตุรองพบว่ามีสาเหตุ 4 สาเหตุคือ 1.คน 2.วัสดุ 3.กระบวนการทำงาน และ 4.สิ่งแวดล้อม เมื่อทราบปัญหาแล้วนำปัญหามาทำการประชุมระดมสมอง หาแนวทางการแก้ไขปัญหาได้ทำการระดมสมองเห็นตรงกันว่าควรแก้ไขกระบวนการทำงาน วัสดุ และสิ่งแวดล้อมซึ่งส่งผลให้การค้นหาสินค้าล่าช้าโดยสาเหตุรอง 3 สาเหตุคือวัสดุมีขนาดใกล้เคียงกัน แนวทางการแก้ไขปัญหาคือจัดทำป้ายข้อควรระวัง โดยใช้เครื่องมือควบคุมการมองเห็น ป้ายระบุประเภทของวัสดุไม่ชัดเจน แนวทางการแก้ไขปัญหาคือการจัดทำป้ายระบุประเภทของวัสดุให้สังเกตุได้ง่ายและติดในตำแหน่งที่มองเห็นได้ชัดไม่มีแผนผังการวางวัสดุที่ชัดเจน แนวทางการแก้ไขปัญหาคือออกแบบแผนผังคลังวัสดุเพื่อกำหนดตำแหน่งตายตัว ผู้วิจัยดำเนินการแก้ไขปัญหาตามแนวทางจากการประชุมระดมสมอง เป็นการจัดทำป้ายระบุประเภทเพื่อใช้ในการระบุตำแหน่งของสินค้าภายในคลังวัสดุและจัดทำป้ายข้อควรระวังโดยใช้การควบคุมด้วยการมองเห็น และการออกแบบแผนผังการจัดวางสินค้าภายในคลังวัสดุให้เหมาะสมกับการเบิกจ่ายวัสดุซึ่งงานวิจัยนี้จะสอดคล้องกับกนกสม ชุติโสวรรณ,จิราวุธ สุวัชระกุลธรและอุษาวดี อินทร์คล้าย (2564) ศึกษาเรื่องการปรับปรุงคลังสินค้า กรณีศึกษาอุตสาหกรรมกล่องกระดาษมีวัตถุประสงค์เพื่อปรับปรุงระบบการจัดเก็บสินค้าและเพื่อลดเวลาในการค้นหาสินค้า

ผลจากการวิจัยผู้วิจัยได้ทำแก้ไขปัญหาตามแนวทางการแก้ไขปัญหา ได้ทำการออกแบบแผนผังการจัดวางสินค้าในคลังวัสดุจากการระดมสมอง จัดทำป้ายระบุประเภทของวัสดุเพื่อระบุตำแหน่งของวัสดุและจัดทำป้ายข้อควรระวัง จากนั้นทำการเก็บรวบรวมข้อมูลด้านเวลาก่อนปรับปรุงของขั้นตอนการค้นหาสินค้าภายในคลังวัสดุใช้เวลา 501.7 วินาทีต่อครั้ง และหลังปรับปรุงการค้นหาสินค้าภายในคลังวัสดุใช้เวลา 360.5 วินาทีต่อครั้ง ลดลง 141.2 วินาทีต่อครั้ง คิดเป็นร้อยละ 28 พบว่าหลังการแก้ไขปัญหาจากการประชุมระดมสมองสามารถลดเวลาค้นหาสินค้าภายในคลังวัสดุได้จริงและการค้นหาสินค้าภายในคลังวัสดุสะดวกมากยิ่งขึ้น

ข้อเสนอแนะ

1. บริษัทกรณีศึกษาจัดทำการประชุมก่อนเริ่มงาน เพื่อพูดคุยถึงปัญหาที่เกิดขึ้นในแต่ละวัน วางแผนการทำงาน
2. บริษัทกรณีศึกษาควรมีการตรวจเช็คสต๊อกจริงเพื่อลดปัญหาการสั่งซื้อวัสดุซ้ำและลดปัญหาพื้นที่จัดเก็บสินค้าไม่เพียงพอ
3. บริษัทกรณีศึกษาควรตรวจสอบคุณภาพของสินค้าที่มีการเก็บรักษานานและนำสินค้าที่เสื่อมสภาพออกจากพื้นที่การจัดเก็บสินค้า เพื่อเพิ่มพื้นที่การจัดเก็บสินค้าที่เข้ามาใหม่

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การจัดการแบบลีนเพื่อเพิ่มประสิทธิภาพกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์

Lean Management to Increasing the Work Process Efficiency of Faculty Industrial Technology Library, University Rajabhat University

วันนิสา เมฆทับ Wannisa Maktup[1]
อิราวัฒน์ ชมระกา Irawat Chomraka[2]
ดุษฎี บุญธรรม Dussadee Buntam[3]

บทคัดย่อ

งานวิจัยครั้งนี้มีวัตถุประสงค์ 1. เพื่อวิเคราะห์ความสูญเปล่าที่เกิดขึ้นในกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ 2. เพื่อปรับปรุงขั้นตอนกระบวนการทำงานโดยผ่านการจัดการแบบลีนของห้องสมุดคณะเทคโนโลยีอุตสาหกรรมมหาวิทยาลัยราชภัฏอุตรดิตถ์ และ 3. เพื่อเปรียบเทียบประสิทธิภาพกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ก่อนและหลังการจัดการแบบลีน เป็นการวิจัยแบบผสมผสาน ประชากรผู้ให้ข้อมูลเชิงคุณภาพ ได้แก่ คณบดี รองคณบดีฝ่ายวิชาการ ตัวแทนจำหน่าย ประธานหลักสูตร ตัวแทนนักศึกษา รวมจำนวน 13 คน ส่วนข้อมูลเชิงปริมาณ ได้แก่ อาจารย์ และนักศึกษา คณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ที่มาใช้บริการห้องสมุด จำนวน 176 คน เครื่องมือที่ใช้ในการศึกษาคือ แบบสัมภาษณ์เชิงลึก ผังการไหลกระบวนการทำงานปัจจุบัน (Flowchart) หลักการ ECRS และแบบสอบถาม สถิติที่ใช้ คือ ความถี่ ร้อยละ ค่าเฉลี่ย วิเคราะห์เปรียบเทียบก่อนและหลังการปรับปรุง โดยใช้การเปรียบเทียบค่าเฉลี่ยระหว่างกลุ่มตัวอย่างสองกลุ่มที่เป็นอิสระจากกัน คือ สถิติ t-test ที่ระดับนัยสำคัญทางสถิติ 0.05

ผลการวิจัยพบว่า จากการนำแนวคิดการจัดการแบบลีนมาปรับปรุงกระบวนการทำงาน ร่วมกับหลักการ ECRS สามารถลดขั้นตอนและระยะเวลาในการทำงานได้ โดยจากการปรับปรุงงานจัดหาและคัดเลือกทรัพยากรสารสนเทศ สามารถลดขั้นตอนลงเหลือ 7 ขั้นตอน และลดระยะเวลาการทำงานเหลือ 18,761 นาที คิดเป็นร้อยละ 30.86 งานวิเคราะห์หมวดหมู่ทรัพยากรสารสนเทศ สามารถลดขั้นตอนเหลือ 7 ขั้นตอน และลดระยะเวลาการทำงานเหลือ 24 นาที คิดเป็นร้อยละ 34.28 งานงานเตรียมทรัพยากรสารสนเทศ สามารถลดขั้นตอนลงเหลือ 8 ขั้นตอน และลดระยะเวลาการทำงานเหลือ 28 นาที คิดเป็นร้อยละ 33.73 งานบริการยืมทรัพยากรสารสนเทศ สามารถลดขั้นตอนลงเหลือ 8 ขั้นตอน และลดระยะเวลาการทำงานเหลือ 16 นาที คิดเป็นร้อยละ 35.55 จากผลการเปรียบเทียบระดับความคิดเห็นเกี่ยวกับการจัดการแบบลีนของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ก่อนและหลังการปรับปรุงพบว่า ระดับความคิดเห็นเกี่ยวกับการจัดการแบบลีน และระดับความคิดเห็นเกี่ยวกับการจัดการความสูญเปล่าของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ก่อนการปรับปรุง แตกต่างกับหลังการปรับปรุง อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

คำสำคัญ: การจัดการแบบลีน, ประสิทธิภาพกระบวนการทำงาน, การจัดการความสูญเปล่า

Abstract

This purpose of this research was to analyze the waste in the library work process of Faculty Industrial Technology Library, University Rajabhat University, to improve work processes through lean management of Faculty Industrial Technology Library, University Rajabhat University, and to compare the work Process Efficiency of Faculty Industrial Technology Library, University Rajabhat University before and after lean management. This research is mixed method research based on the quantitative and qualitative research. The qualitative samples were 13 Dean, Vice-Dean for academic affairs, book dealer, the heads of the departments, college student representative. The quantitative samples were 176 teachers and college students of the Faculty of Industrial Technology Uttaradit

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Rajabhat University who use library services. The research instruments were in-depth interview, flowchart, ECRS and questionnaire. The statistics used were frequency, percentage, mean, standard deviation, and t-test at a significance level of 0.05

The study found that the applying lean management concepts to improving work processes with ECRS method could decrease steps in the process. From improving the procurement and selection of information resources could decrease 7 steps in the process and reduce the working time to 18,761 minutes by 30.86 per cent, The Classification could decrease 7 steps in the process and reduce the working time to 24 minutes by 34.28 per cent, The information resource preparation could decrease 8 steps in the process and reduce the working time to 28 minutes by 33.73 per cent, The Circulation service could decrease 8 steps in the process and reduce the working time to 16 minutes by 35.55 per cent. It was found that comparison based on comment level of Lean management of Faculty Industrial Technology Library, University Rajabhat University before and after the improvement found that Lean management comment level and comment level on waste management it is different before and after improvement at a significance level of 0.05

Keywords: Lean Management, Work Process Efficiency, Waste Management

บทนำ

ห้องสมุดมหาวิทยาลัยในปัจจุบันนับว่าเป็นองค์กรให้บริการที่มุ่งเน้นให้ความสำคัญกับผู้ใช้บริการ เนื่องจากเป็นศูนย์กลางทางวิชาการที่ให้บริการสารสนเทศ เพื่อสนับสนุนการเรียนการสอน และการวิจัยของอาจารย์ เจ้าหน้าที่ และนักศึกษา จึงต้องตระหนักถึงคุณภาพการให้บริการ อย่างไรก็ตามในสภาพปัจจุบันพบว่าบทบาทของห้องสมุดได้มีการเปลี่ยนแปลงไปตามกระแสของเทคโนโลยีและหลักการบริหารจัดการยุคใหม่ ท่ามกลางสถานการณ์ ความเปลี่ยนแปลง บรรณารักษ์หรือผู้ปฏิบัติงานในห้องสมุดจึงต้องพัฒนาปรับเปลี่ยนและปรับปรุงกระบวนการทำงานให้มีประสิทธิภาพยิ่งขึ้น (ระเบียบ แสงจันทร์, 2558) ปัจจุบันมีหน่วยงานหลายหน่วยงานได้นำแนวคิดการจัดการแบบลีนมาใช้ในการบริหารจัดการองค์กร ซึ่งแนวคิดลีนเป็นแนวทางที่ช่วยขจัดความสิ้นเปลืองและสูญเปล่า (Wastes) ของทุกกิจกรรม และกระบวนการดำเนินงานที่ไม่ได้ก่อให้เกิดมูลค่า โดยการทำให้ต้นทุนต่ำลง และจัดเรียงทุก ๆ กิจกรรมที่สร้างคุณค่า (Value) ให้กับกระบวนการทำงานให้มีประสิทธิภาพด้วยต้นทุนที่น้อยที่สุด เพื่อสร้างมูลค่าให้กับผู้ใช้บริการโดยการใช้ทรัพยากรอย่างจำกัด ซึ่งแนวคิดนี้สามารถนำไปประยุกต์ใช้ได้กับทั้งภาคธุรกิจ ภาครัฐ และภาคอุตสาหกรรม (เพียร์ พาวเวอร์ ทีม, 2561)

ห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ เป็นส่วนงานหนึ่งของคณะเทคโนโลยีอุตสาหกรรม มีหน้าที่รวมรวบทรัพยากรสารสนเทศทางด้านเทคโนโลยีและวิศวกรรม สนับสนุนการเรียนการสอน การวิจัยของอาจารย์และนักศึกษา โดยงานที่พิจารณาแล้วมีขั้นตอนการทำงานหลายขั้นตอน ประกอบด้วย 4 กระบวนงาน ประกอบด้วย 1. งานจัดหาและคัดเลือกทรัพยากรสารสนเทศ 2. งานวิเคราะห์หมวดหมู่ทรัพยากรสารสนเทศ 3. งานเตรียมทรัพยากรสารสนเทศ และ 4. งานให้บริการยืมทรัพยากรสารสนเทศ โดยทุกกระบวนการมีความสัมพันธ์เกี่ยวเนื่องกันและมีความเกี่ยวข้องกับผู้มีส่วนได้ส่วนเสีย (Stakeholder) อย่างยิ่ง โดยแต่ละงานล้วนแต่มีความละเอียด ซับซ้อน และมีขั้นตอนที่หลากหลายแตกต่างกันตามกระบวนการทางเทคนิค ทำให้บางครั้งผลผลิตจากการปฏิบัติงานอาจเกิดความล่าช้า เนื่องจากปัจจัยต่าง ๆ ได้แก่ การมีขั้นตอนการทำงานที่ซ้ำซ้อน การสูญเสียเวลาไปจากการรอคอยงาน ความล่าช้าจากการประสานงาน ความล่าช้าจากกระบวนการ ฯลฯ ซึ่งส่งผลต่อประสิทธิภาพการให้บริการ

ดังนั้นการศึกษาในครั้งนี้ ผู้วิจัยจึงสนใจที่จะศึกษา การจัดการแบบลีนเพื่อเพิ่มประสิทธิภาพกระบวนการทำงานของห้องสมุด คณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ เพื่อศึกษากระบวนการทำงาน และพิจารณากระบวนการทำงานที่สำคัญ (Work Process) เพื่อลดขั้นตอน ระยะเวลา ความซ้ำซ้อน เพื่อปรับปรุงกระบวนการอย่างเป็นระบบ โดยนำแนวคิดการจัดการแบบลีนมาใช้ปรับปรุงและเพิ่มประสิทธิภาพของกระบวนการทำงาน และกระบวนการที่ได้รับการปรับปรุงแล้ว จะเป็นประโยชน์กับห้องสมุดคณะเทคโนโลยีอุตสาหกรรม และบรรณารักษ์สามารถนำขั้นตอนการทำงานที่ได้รับการปรับปรุงแล้วไปใช้ในการปฏิบัติงานเพื่อให้เกิดประสิทธิภาพต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษากระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์
2. เพื่อปรับปรุงขั้นตอนกระบวนการทำงานโดยผ่านการจัดการแบบลีนของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์

3. เพื่อเปรียบเทียบประสิทธิภาพกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ก่อนและหลังการจัดการแบบลีน

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

1. การวิจัยเชิงคุณภาพ ประชากรผู้ให้ข้อมูลที่มีส่วนเกี่ยวข้องกับกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ในครั้งนี้ ได้แก่ คณบดี รองคณบดีฝ่ายวิชาการ คณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ตัวแทนจำหน่าย ประธานหลักสูตร และตัวแทนนักศึกษา รวมทั้งหมด 13 คน ผู้วิจัยใช้วิธีการสุ่มแบบเจาะจงเลือก (Purposive Sampling)

2. การวิจัยเชิงปริมาณ ประชากรที่ใช้ในการวิจัย ได้แก่ อาจารย์ และนักศึกษา คณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ จำนวน 6,054 คน ที่เข้ามาใช้บริการห้องสมุด ตั้งแต่เดือนมิถุนายน 2564 ถึงเดือนมิถุนายน 2565 (ห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์, 2565) โดยการกำหนดขนาดกลุ่มตัวอย่างใช้โปรแกรมสำเร็จรูป G* Power 3.1 (Faul, Erdfelder, Lang, & Buchner, 2007; Faul, Erdfelder, Buchner, & Lang, 2009) ได้กลุ่มตัวอย่างจำนวน 176 คน

ขอบเขตการวิจัย

ขอบเขตด้านเนื้อหา คือ 1) ศึกษาสภาพปัจจุบันในกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ 4 กระบวนงาน ได้แก่ งานจัดหาและคัดเลือกทรัพยากรสารสนเทศ งานวิเคราะห์หมวดหมู่ทรัพยากรสารสนเทศ งานเตรียมทรัพยากรสารสนเทศ และงานบริการยืมทรัพยากรสารสนเทศ 2) วิเคราะห์ความสูญเปล่าที่เกิดขึ้นในกระบวนการทำงาน 3) ปรับปรุงกระบวนการทำงานโดยใช้แนวคิดการจัดการแบบลีนเพื่อเพิ่มประสิทธิภาพในกระบวนการทำงานของห้องสมุด 4) เปรียบเทียบระดับความคิดเห็นเกี่ยวกับการจัดการแบบลีนและการจัดการความสูญเปล่าก่อนและหลังการปรับปรุง

ขอบเขตด้านพื้นที่ พื้นที่ที่ใช้ในการศึกษาวิจัยครั้งนี้ คือ ห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์

ขอบเขตด้านระยะเวลาที่ใช้ในการศึกษา คือ ช่วงเดือนมิถุนายน - ธันวาคม พ.ศ. 2565

เครื่องมือที่ใช้ในการวิจัย

1. เครื่องมือในการวิจัยเชิงคุณภาพ เป็นแบบสัมภาษณ์แบบมีโครงสร้าง (Structured Interview) ซึ่งแบบออกเป็น 3 ส่วน ดังนี้ ส่วนที่ 1 ข้อมูลผู้ให้สัมภาษณ์ ส่วนที่ 2 แนวคำถามเกี่ยวกับปัญหาและสาเหตุของปัญหาในการกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ในปัจจุบัน มีอะไรบ้าง ส่วนที่ 3 แนวคำถามเกี่ยวกับการนำแนวคิดการจัดการแบบลีนมาใช้ในการปรับปรุงกระบวนการทำงานในอนาคตของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ได้อย่างไรบ้าง และได้ทำการตรวจสอบคุณภาพเครื่องมือ โดยให้ผู้ทรงคุณวุฒิจำนวน 3 ท่าน พิจารณาและตรวจสอบความเที่ยงตรงตามเนื้อหา (Content validity) และความเหมาะสมของภาษาที่ใช้ (Wording) ให้มีความถูกต้องสอดคล้องกับวัตถุประสงค์ของการวิจัยเพื่อนำไปปรับปรุงแก้ไขและหาค่าดัชนีความสอดคล้อง (IOC) ก่อนนำไปสัมภาษณ์ในการเก็บข้อมูลจริง โดยเลือกข้อคำถามที่มีค่าเท่ากับ 1 มาใช้เป็นข้อคำถาม (Rovinelli & Hambleton, 1997) ซึ่งค่าดัชนีความสอดคล้องของแบบสัมภาษณ์อยู่ที่ 1.00

2. เครื่องมือในการวิจัยเชิงปริมาณ 1) ผังการไหลกระบวนการทำงานปัจจุบัน (Flowchart) เพื่อแสดงให้เห็นขั้นตอนการทำงานตั้งแต่ต้นจนจบกระบวนการทำงานของห้องสมุด 4 กระบวนการ 2) ECRS เป็นเทคนิคที่ใช้ในการปรับปรุงงานที่ประกอบด้วยหลักการตัด การแยก/รวม การเปลี่ยนขั้นตอน และการทำกระบวนการให้ง่ายขึ้น 3) แบบสอบถามระดับความคิดเห็นด้านการจัดการแบบลีนเพื่อเปรียบเทียบระดับความคิดเห็นเกี่ยวกับการจัดการแบบลีนก่อนและหลังการปรับปรุง โดยให้ผู้ทรงคุณวุฒิจำนวน 3 ท่าน พิจารณาตรวจสอบความตรงเชิงเนื้อหา เลือกเฉพาะคำถามที่ได้ค่า IOC ที่มีค่ามากกว่า 0.5 ขึ้นไปมาใช้เป็นข้อคำถาม (ระพินทร์ โพธิ์ศรี, 2551) และทำการทดสอบเครื่องมือเพื่อหาค่าความเชื่อมั่น (Reliability) โดยทดลองใช้ (Try Out) กับประชากรที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน โดยพิจารณาค่าสัมประสิทธิ์อัลฟ่าของครอนบัค (Cronbach's Alpha) โดยค่าจะต้องไม่ต่ำกว่า 0.70 (Nunnally & Bernstein, 1994) ผลการวิเคราะห์เครื่องมือของการวิจัยครั้งนี้ได้ค่าความเชื่อมั่นเท่ากับ 0.89 ซึ่งมีค่ามากกว่า 0.70 ตามเกณฑ์ที่กำหนด

วิธีการเก็บรวบรวมข้อมูล

ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลด้วยตนเอง โดยผู้วิจัยใช้แบบสัมภาษณ์และแบบสอบถาม ดำเนินการรวบรวมข้อมูลจากกลุ่มตัวอย่างที่มีส่วนเกี่ยวข้องกับกระบวนการทำงานและใช้บริการของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ทั้งนี้ผู้ให้สัมภาษณ์และตอบแบบสอบถามตอบด้วยความสมัครใจ

การวิเคราะห์ข้อมูล

1. การวิเคราะห์ข้อมูลการวิจัยเชิงคุณภาพ หลังจากได้ข้อสรุปจากการสัมภาษณ์และการสนทนากลุ่ม ผู้วิจัยนำข้อมูลสรุปนั้นกลับไปให้ผู้ให้ข้อมูลสำคัญอ่าน เพื่อให้ผู้ให้ข้อมูลสำคัญยืนยันความถูกต้องหรือปรับข้อมูลให้ถูกต้อง ภายหลังจากการสัมภาษณ์นำข้อมูลไปตรวจสอบด้านวิธีรวบรวมข้อมูลแบบสามเส้า (Methodological Triangulation) เพื่อตรวจสอบด้านข้อมูล ด้านการทบทวนข้อมูล และด้านวิธีการเก็บข้อมูล (Denzin, 1989)

2. การวิเคราะห์ข้อมูลการวิจัยเชิงปริมาณ

ผู้วิจัยได้ศึกษาสภาพปัจจุบันของกระบวนการทำงานทั้ง 4 กระบวนการ เพื่อวิเคราะห์ระบุปัญหาและความสูญเปล่าที่เกิดขึ้น โดยนำผังการไหลกระบวนการทำงานปัจจุบัน (Flowchart) มาใช้ในการวิเคราะห์ และหาแนวทางปรับปรุงกระบวนการทำงานของห้องสมุดร่วมกับหลักการ ECRS ในการขจัดขั้นตอนหรือกิจกรรมที่ไม่ก่อให้เกิดคุณค่า และการสอบถามระดับความคิดเห็นด้านการจัดการแบบลีนเพื่อเปรียบเทียบระดับความคิดเห็นเกี่ยวกับการจัดการแบบลีนก่อนและหลังการปรับปรุง โดยใช้การทดสอบค่าที (t-test) ทำวิเคราะห์ข้อมูลด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์

สรุปผลการวิจัย

วัตถุประสงค์ที่ 1 เพื่อวิเคราะห์ความสูญเปล่าที่เกิดขึ้นในกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์

จากการศึกษาสภาพปัจจุบันในกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ 4 กระบวนงาน และวิเคราะห์ความสูญเปล่าที่เกิดขึ้นในกระบวนการทำงาน ก่อนการปรับปรุงพบว่า

1. งานจัดหาและคัดเลือกทรัพยากรสารสนเทศ มีขั้นตอนของการทำงานทั้งหมด 10 ขั้นตอน พบขั้นตอนที่เพิ่มคุณค่า 2 ขั้นตอน ขั้นตอนที่ไม่ได้เพิ่มคุณค่าแต่ต้องทำ 7 ขั้นตอน และขั้นตอนที่ไม่ได้เพิ่มคุณค่า 1 ขั้นตอน โดยพบความสูญเปล่าเนื่องมาจากการรอคอย 3 ขั้นตอน ได้แก่ ขั้นตอนการสำรวจความต้องการทรัพยากรสารสนเทศจากอาจารย์และนักศึกษาที่มาใช้บริการห้องสมุด ติดต่อตัวแทนจำหน่ายเพื่อขอรายชื่อทรัพยากรสารสนเทศใหม่ รับแบบฟอร์มและรวบรวมรายชื่อทรัพยากรสารสนเทศ ความสูญเปล่าเนื่องมาจากการเคลื่อนย้ายงาน 2 ขั้นตอน ได้แก่ ขั้นตอนการติดต่อตัวแทนจำหน่ายดำเนินการจัดส่งรายการทรัพยากรสารสนเทศเพื่อสั่งซื้อ และแจ้งผลการจัดซื้อทรัพยากรสารสนเทศ ความสูญเปล่าเนื่องมาจากการทำงานซ้ำซ้อน 3 ขั้นตอน ได้แก่ ขั้นตอนการสืบค้นรายการทรัพยากรสารสนเทศออกใหม่จากแหล่งข้อมูลอิเล็กทรอนิกส์ ทำหนังสือภายในเชิญอาจารย์เสนอรายชื่อทรัพยากรสารสนเทศและตรวจสอบความซ้ำซ้อนทรัพยากรสารสนเทศกับฐานข้อมูลห้องสมุด ส่งผลให้กระบวนการทำงานมีระยะเวลาในการทำงานทั้งสิ้น 42,020 นาที

2. งานวิเคราะห์หมวดหมู่ทรัพยากรสารสนเทศ มีขั้นตอนของการทำงานทั้งหมด 9 ขั้นตอน พบขั้นตอนที่เพิ่มคุณค่า 1 ขั้นตอน ขั้นตอนที่ไม่ได้เพิ่มคุณค่าแต่ต้องทำ 8 ขั้นตอน โดยพบความสูญเปล่าเนื่องมาจากการรอคอย 5 ขั้นตอน ได้แก่ ขั้นตอนการตรวจรับทรัพยากรสารสนเทศ วิเคราะห์เนื้อหาทรัพยากรสารสนเทศ วิเคราะห์หมวดหมู่ทรัพยากรสารสนเทศโดยใช้ระบบทศนิยม ดิวอี้ (Dewey) กำหนดเลขผู้แต่ง และกำหนดหัวเรื่องทรัพยากรสารสนเทศ ความสูญเปล่าเนื่องมาจากการแก้ไขข้อผิดพลาด 1 ขั้นตอน ได้แก่ ขั้นตอนการตรวจสอบและปรับปรุงระเบียน (Item Record) ความสูญเปล่าเนื่องมาจากการทำงานซ้ำซ้อน 2 ขั้นตอน ได้แก่ ขั้นตอนการตรวจสอบชื่อเรื่องจากฐานข้อมูลระบบห้องสมุดอัตโนมัติ Walai AutoLib และพิมพ์ระเบียน ส่งผลให้กระบวนการทำงานมีระยะเวลาในการทำงานทั้งสิ้น 46 นาที

3. งานเตรียมทรัพยากรสารสนเทศ มีขั้นตอนของการทำงานทั้งหมด 11 ขั้นตอน พบขั้นตอนที่เพิ่มคุณค่า 6 ขั้นตอน ขั้นตอนที่ไม่ได้เพิ่มคุณค่าแต่ต้องทำ 4 ขั้นตอน โดยพบความสูญเปล่าเนื่องมาจากการทำงานซ้ำซ้อน 2 ขั้นตอน ได้แก่ ขั้นตอนการตรวจสอบความถูกต้องของข้อมูลในระเบียนกับตัวเล่ม และถ่ายภาพทรัพยากรสารสนเทศเพื่อจัดเก็บในฐานข้อมูลห้องสมุดอัตโนมัติ ความสูญเปล่าเนื่องมาจากการเคลื่อนไหวที่ไม่จำเป็น 2 ขั้นตอน ได้แก่ ขั้นตอนการจัดเก็บระเบียนเข้าแฟ้ม และนำหนังสือจัดเข้าชั้นพร้อมให้บริการ ส่งผลให้กระบวนการทำงานมีระยะเวลาในการทำงานทั้งสิ้น 55 นาที

4. งานบริการยืมทรัพยากรสารสนเทศ มีขั้นตอนของการทำงานทั้งหมด 10 ขั้นตอน พบขั้นตอนที่เพิ่มคุณค่า 2 ขั้นตอน ขั้นตอนที่ไม่ได้เพิ่มคุณค่าแต่จำเป็นต้องทำ 8 ขั้นตอน โดยพบความสูญเปล่าเนื่องมาจากการรอคอย 1 ขั้นตอน ได้แก่ ขั้นตอนผู้ใช้บริการติดต่อเคาน์เตอร์บริการยืมคืน ความสูญเปล่าเนื่องมาจากการเคลื่อนย้ายงาน 1 ขั้นตอน ได้แก่ ขั้นตอนผู้ใช้บริการรับหนังสือ ความสูญเปล่าเนื่องมาจากการแก้ไขข้อผิดพลาด 1 ขั้นตอน ได้แก่ ขั้นตอนตรวจสอบข้อมูลสมาชิก ความสูญเปล่าเนื่องมาจากการทำงานซ้ำซ้อน 2 ขั้นตอน ได้แก่ ขั้นตอนเจ้าหน้าที่แนะนำการสืบค้นทรัพยากรสารสนเทศ และกรณีไม่เป็นสมาชิก/บัตรสมาชิกหมดอายุขอสมัครสมาชิกห้องสมุด ส่งผลให้กระบวนการทำงานมีระยะเวลาในการทำงานทั้งสิ้น 29 นาที

จากการสัมภาษณ์ผู้ให้ข้อมูลเกี่ยวกับการนำแนวคิดการจัดการแบบลีนมาใช้ในการปรับปรุงกระบวน การทำงานในอนาคตของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์พบว่า การนำแนวคิดการจัดการแบบลีนมาปรับปรุงกระบวนการทำงานของห้องสมุด โดยนำหลักการ ECRS สามารถช่วยเพิ่มประสิทธิภาพการทำงานและแก้ปัญหาในเรื่องของการลดความสูญเปล่า ตัดขั้นตอนการทำงานที่ไม่สร้างคุณค่าออก ทำให้ลดขั้นตอนในการทำงาน และลดระยะเวลาในการทำงานหรือการให้บริการได้

วัตถุประสงค์ข้อที่ 2 เพื่อปรับปรุงขั้นตอนกระบวนการทำงานโดยผ่านการจัดการแบบลีนของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์

ผลการปรับปรุงกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ 4 กระบวนงาน สามารถกำจัดและลดขั้นตอนซึ่งเป็นกิจกรรมที่ไม่เพิ่มคุณค่า (NVA) และกิจกรรมที่ไม่เพิ่มคุณค่าแต่จำเป็นต้องทำ (NNVA) ออกจากกระบวนการ โดยใช้หลักการ ECRS เป็นเทคนิคที่ใช้ในการปรับปรุงงานประกอบด้วยการกำจัด การรวมกัน การเปลี่ยนขั้นตอนและการทำกระบวนการให้ง่ายขึ้น โดยมีรายละเอียดดังนี้

1) จากการปรับปรุงงานจัดหาและคัดเลือกทรัพยากรสารสนเทศ สามารถกำจัดขั้นตอนที่ไม่เพิ่มคุณค่า 1 ขั้นตอน และลดขั้นตอนที่ไม่เพิ่มคุณค่าแต่จำเป็นต้องทำ 2 ขั้นตอน โดยขั้นตอนก่อนการปรับปรุงมีทั้งหมด 10 ขั้นตอน ลดลงเหลือ 7 ขั้นตอน สามารถลดระยะเวลาการทำงานจาก 42,020 นาที ลดลงเหลือ 18,761 นาที ดังแสดงในตารางที่ 1

2) จากการปรับปรุงงานวิเคราะห์หมวดหมู่ทรัพยากรสารสนเทศ สามารถลดขั้นตอนที่ไม่เพิ่มคุณค่าแต่จำเป็นต้องทำ 2 ขั้นตอน โดยขั้นตอนก่อนการปรับปรุงมีทั้งหมด 9 ขั้นตอน ลดลงเหลือ 7 ขั้นตอน สามารถลดระยะเวลาการทำงานจาก 46 นาที ลดลงเหลือ 24 นาที ดังตารางที่ 2

3) จากการปรับปรุงงานงานเตรียมทรัพยากรสารสนเทศ สามารถลดขั้นตอนที่ไม่เพิ่มคุณค่าแต่จำเป็นต้องทำ 2 ขั้นตอน โดยขั้นตอนก่อนการปรับปรุงมีทั้งหมด 10 ขั้นตอน ลดลงเหลือ 8 ขั้นตอน สามารถลดระยะเวลาการทำงานจาก 55 นาที ลดลงเหลือ 28 นาที ดังตารางที่ 3

4) จากการปรับปรุงงานบริการยืมทรัพยากรสารสนเทศ สามารถลดขั้นตอนที่ไม่เพิ่มคุณค่าแต่จำเป็นต้องทำ 2 ขั้นตอน โดยขั้นตอนก่อนการปรับปรุงมีทั้งหมด 10 ขั้นตอน ลดลงเหลือ 8 ขั้นตอน และลดระยะเวลาการทำงานจาก 29 นาที ลดลงเหลือ 16 นาที ดังตารางที่ 4

ตารางที่ 1 สรุปขั้นตอนงานจัดหาและคัดเลือกทรัพยากรสารสนเทศก่อนและหลังการปรับปรุง

ก่อนการปรับปรุง				หลังการปรับปรุง			
ที่	**ขั้นตอน**	**เวลา (นาที)**	**ประเภทงาน**	**ที่**	**ขั้นตอน**	**เวลา (นาที)**	**ประเภทงาน**
1	สำรวจความต้องการทรัพยากรสารสนเทศ	10,080	NNVA	1	ทำหนังสือภายในสำรวจความต้องการและเชิญอาจารย์เสนอรายชื่อทรัพยากรสารสนเทศ	10,080	NNVA
2	ติดต่อตัวแทนจำหน่ายเพื่อขอรายชื่อทรัพยากรสารสนเทศใหม่	20	NNVA	2	ติดต่อประสานงานกับตัวแทนจำหน่ายเพื่อขอรายชื่อทรัพยากรสารสนเทศ	8	NNVA
3	สืบค้นรายการทรัพยากรสารสนเทศออกใหม่จากแหล่งข้อมูลอิเล็กทรอนิกส์	10,080	NNVA	3	สืบค้นรายการทรัพยากรสารสนเทศออกใหม่จากแหล่งข้อมูลอิเล็กทรอนิกส์และจัดพิมพ์ข้อมูล	4,320	NNVA
4	รวบรวมและจัดพิมพ์รายชื่อทรัพยากรสารสนเทศ	180	VA	4	ตรวจสอบความซ้ำซ้อนทรัพยากรสารสนเทศกับระบบฐานข้อมูลห้องสมุด	4,320	NNVA
5	ทำหนังสือภายในเชิญอาจารย์เสนอรายชื่อทรัพยากรสารสนเทศ	20	NNVA	5	สรุปรายชื่อทรัพยากรสารสนเทศที่ต้องการจัดซื้อสรุปรายชื่อทรัพยากร	15	VA
6	รับแบบฟอร์มและรวบรวมรายชื่อทรัพยากรสารสนเทศ	10,080	NVA	6	ติดต่อตัวแทนจำหน่ายดำเนินการจัดส่งรายการทรัพยากรสารสนเทศเพื่อสั่งซื้อ	8	NNVA
7	ตรวจสอบความซ้ำซ้อนทรัพยากรสารสนเทศกับฐานข้อมูลห้องสมุด	10,080	NNVA	7	แจ้งผลการจัดซื้อทรัพยากรสารสนเทศ	10	NNVA
8	สรุปรายชื่อทรัพยากรสารสนเทศเสนอต่อคณบดีเพื่อพิจารณาอนุมัติจัดซื้อ	1,440	VA				
9	ติดต่อตัวแทนจำหน่ายดำเนินการจัดส่งรายการทรัพยากรสารสนเทศเพื่อสั่งซื้อ	20	NNVA		รวม	18,761	
10	แจ้งผลการจัดซื้อทรัพยากรสารสนเทศ	20	NNVA				
รวม		42,020					

ตารางที่ 2 สรุปขั้นตอนงานวิเคราะห์หมวดหมู่ทรัพยากรสารสนเทศก่อนและหลังการปรับปรุง

ก่อนการปรับปรุง				หลังการปรับปรุง			
ที่	**ขั้นตอน**	**เวลา (นาที)**	**ประเภทงาน**	**ที่**	**ขั้นตอน**	**เวลา (นาที)**	**ประเภทงาน**
1	ตรวจรับทรัพยากรสารสนเทศ	3	NNVA	1	ตรวจรับทรัพยากรสารสนเทศ	1	NNVA
2	ตรวจสอบชื่อเรื่องจากฐานข้อมูลระบบห้องสมุดอัตโนมัติ Walai AutoLib	5	NNVA	2	ตรวจสอบชื่อเรื่องจากฐานข้อมูลระบบห้องสมุดอัตโนมัติ Walai AutoLib	3	NNVA
3	วิเคราะห์เนื้อหาทรัพยากรสารสนเทศ	3	NNVA	3	วิเคราะห์เนื้อหาทรัพยากรสารสนเทศ	1	NNVA
4	วิเคราะห์หมวดหมู่ทรัพยากรสารสนเทศโดยใช้ระบบทศนิยมดิวอี้ (Dewey)	10	NNVA	4	วิเคราะห์หมวดหมู่และกำหนดหัวเรื่องทรัพยากรสารสนเทศโดยใช้ระบบทศนิยมดิวอี้ (Dewey)	8	NNVA
5	กำหนดเลขผู้แต่ง	5	NNVA	5	กำหนดเลขผู้แต่ง	2	NNVA
6	กำหนดหัวเรื่องทรัพยากรสารสนเทศ	5	NNVA	6	ลงรายการระเบียนบรรณานุกรมทรัพยากรสารสนเทศ รูปแบบ MARC21 ลงในระบบห้องสมุดอัตโนมัติ Walai AutoLib ตรวจสอบและปรับปรุงระเบียน	8	VA
7	ลงรายการบรรณานุกรมทรัพยากรสารสนเทศรูปแบบ MARC21 ลงในระบบห้องสมุดอัตโนมัติ Walai AutoLib	10	VA	7	จัดเก็บไฟล์ระเบียนบรรณานุกรม	1	NNVA
8	ตรวจสอบและปรับปรุงระเบียน (Item Record)	3	NNVA	รวม		24	
9	พิมพ์ระเบียน	2	NNVA				
รวม		46					

ตารางที่ 3 สรุปขั้นตอนงานเตรียมทรัพยากรสารสนเทศก่อนและหลังการปรับปรุง

ก่อนการปรับปรุง				หลังการปรับปรุง			
ที่	ขั้นตอน	เวลา (นาที)	ประเภทงาน	ที่	ขั้นตอน	เวลา (นาที)	ประเภทงาน
1	แทรกใบรองปกด้านหลังของหนังสือ (กรณีหนังสือไม่มีใบรองปกหลัง)	15	VA	1	ถ่ายภาพทรัพยากรสารสนเทศเพื่อจัดเก็บในฐานข้อมูลห้องสมุดอัตโนมัติ	5	NNVA
2	ประทับตราทรัพยากรสารสนเทศ	3	VA	2	แทรกใบรองปกด้านหลังของหนังสือ (กรณีหนังสือไม่มีใบรองปกหลัง)	1	VA
3	กรอกข้อมูลจากระเบียนในขั้นตอนวิเคราะห์ทรัพยากรลงในตัวเล่ม	5	VA	3	ประทับตราทรัพยากรสารสนเทศ	5	VA
4	ประทับเลขทะเบียนทรัพยากรสารสนเทศในตัวเล่ม และระเบียน	3	VA	4	กรอกข้อมูลจากระเบียนในขั้นตอนวิเคราะห์ทรัพยากรลงในตัวเล่ม พร้อมตรวจสอบความถูกต้อง	1	VA
5	จัดเก็บระเบียนเข้าแฟ้ม	1	NNVA	5	ประทับเลขทะเบียนทรัพยากรสารสนเทศในตัวเล่ม	8	VA
6	จัดทำบาร์โค้ด, Label สันหนังสือ และดำเนินการติดที่ตัวเล่ม	10	VA	6	จัดทำบาร์โค้ด, Label สันหนังสือ และดำเนินการติดที่ตัวเล่ม	3	VA
7	ติดแถบสีบอกประเภทของหนังสือ	5	VA	7	ติดแถบสีบอกประเภทของหนังสือ	3	VA
8	ตรวจสอบความถูกต้องของข้อมูลในระเบียนกับตัวเล่ม	5	NNVA	8	นำหนังสือจัดเข้าชั้น พร้อมให้บริการ	2	NNVA
9	ถ่ายภาพทรัพยากรสารสนเทศ เพื่อจัดเก็บในฐานข้อมูลห้องสมุดอัตโนมัติ	5	NNVA	รวม		28	
10	นำหนังสือจัดเข้าชั้น พร้อมให้บริการ	3	NNVA				
รวม		55					

ตารางที่ 4 สรุปขั้นตอนงานบริการยืมทรัพยากรสารสนเทศก่อนและหลังการปรับปรุง

ก่อนการปรับปรุง				หลังการปรับปรุง			
ที่	**ขั้นตอน**	**เวลา (นาที)**	**ประเภทงาน**	**ที่**	**ขั้นตอน**	**เวลา (นาที)**	**ประเภทงาน**
1	ผู้ใช้บริการติดต่อเคาน์เตอร์บริการยืมคืน	1	NNVA	1	ผู้ใช้บริการติดต่อเคาน์เตอร์บริการยืมคืน	1	NNVA
2	เจ้าหน้าที่แนะนำการสืบค้นทรัพยากรสารสนเทศ	5	NNVA	2	เจ้าหน้าที่แนะนำการสืบค้นทรัพยากรสารสนเทศ	3	NNVA
3	ผู้ใช้บริการนำทรัพยากร ยืมที่เคาน์เตอร์	10	VA	3	ผู้ใช้บริการนำทรัพยากร ยืมที่เคาน์เตอร์	5	VA
4	ตรวจสอบข้อมูลสมาชิก	3	NNVA	4	ตรวจสอบข้อมูลสมาชิก	1	NNVA
5	กรณีไม่เป็นสมาชิก/บัตรสมาชิกหมดอายุ ขอสมัครสมาชิกห้องสมุด	3	NNVA	5	สมัครสมาชิกโดยการกรอกข้อมูลของผู้ในลงในระบบ	3	VA
6	ผู้ใช้บริการกรอกข้อมูลลงแบบฟอร์มสมัครสมาชิก	1	VA	6	สแกนบาร์โค้ดหนังสือ	1	VA
7	คีย์ข้อมูลสมาชิกเข้าระบบ	3	VA	7	ประทับตรากำหนดวันส่งคืน	1	VA
8	สแกนบาร์โค้ดหนังสือ	1	VA	8	ผู้ใช้บริการรับหนังสือ	1	NNVA
9	ประทับตรากำหนดวันส่งคืน	1	VA				
10	ผู้ใช้บริการรับหนังสือ	1	NNVA	รวม		16	
รวม		29					

วัตถุประสงค์ข้อที่ 3 เพื่อเปรียบเทียบประสิทธิภาพกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ก่อนและหลังการจัดการแบบลีน

ตารางที่ 5 เปรียบเทียบขั้นตอนการทำงานและระยะเวลาดำเนินงานก่อนและหลังการปรับปรุง

กระบวนการทำงาน	**ขั้นตอนการทำงาน (ขั้นตอน)**		**ระยะเวลาดำเนินงาน (นาที)**		**ลดระยะเวลาดำเนินงานได้เฉลี่ย**
	ก่อนการปรับปรุง	หลังการปรับปรุง	ก่อนการปรับปรุง	หลังการปรับปรุง	
งานจัดหาและคัดเลือกทรัพยากรสารสนเทศ	10	7	42,020	18,761	30.86
งานวิเคราะห์หมวดหมู่ทรัพยากรสารสนเทศ	9	7	46	24	34.28
งานเตรียมทรัพยากรสารสนเทศ	10	8	55	28	33.73
งานบริการยืมทรัพยากรสารสนเทศ	10	8	29	16	35.55
รวม	39	30	42,150	18,829	30.87

จากตารางที่ 5 เปรียบเทียบขั้นตอนการทำงานและระยะเวลาดำเนินงานก่อนและหลังการปรับปรุง โดยรวมงานทั้งหมด 4 กระบวนการทำงาน พบว่า ก่อนการปรับปรุงมีทั้งหมด 39 ขั้นตอน สามารถลดขั้นตอนลงเหลือ 30 ขั้นตอน ระยะเวลาดำเนินงานก่อนการปรับปรุงรวมทั้งหมด 42,150 นาที สามารถลงเวลาลงเหลือ 18,829 คิดเป็นร้อยละ 30.87% ของเวลาที่สามารถลดได้ทั้งหมด เมื่อแยกแต่ละกระบวนการทำงาน พบว่า งานงานจัดหาและคัดเลือกทรัพยากรสารสนเทศ ก่อนการปรับปรุงมีทั้งหมด 10 ขั้นตอน สามารถลดขั้นตอนลงเหลือ 7 ขั้นตอน ระยะเวลาดำเนินงานก่อนการปรับปรุงรวมทั้งหมด 42,020 นาที สามารถลงเวลาลงเหลือ 18,761 นาที คิดเป็นร้อยละ 30.86% งานวิเคราะห์หมวดหมู่ทรัพยากรสารสนเทศ ก่อนการปรับปรุงมีทั้งหมด 9 ขั้นตอน สามารถลดขั้นตอนลงเหลือ 7 ขั้นตอน ระยะเวลาดำเนินงานก่อนการปรับปรุงรวมทั้งหมด 46 นาที สามารถลงเวลาลงเหลือ 24 นาที คิดเป็น

ร้อยละ 34.28% งานเตรียมทรัพยากรสารสนเทศ ก่อนการปรับปรุงมีทั้งหมด 10 ขั้นตอน สามารถลดขั้นตอนลงเหลือ 8 ขั้นตอน ระยะเวลาดำเนินงานก่อนการปรับปรุงรวมทั้งหมด 55 นาที สามารถลงเวลาลงเหลือ 28 นาที คิดเป็นร้อยละ 33.73% งานบริการยืมทรัพยากรสารสนเทศ ก่อนการปรับปรุงมีทั้งหมด 10 ขั้นตอน สามารถลดขั้นตอนลงเหลือ 8 ขั้นตอน ระยะเวลาดำเนินงานก่อนการปรับปรุงรวมทั้งหมด 29 นาที สามารถลงเวลาลงเหลือ 16 นาที คิดเป็นร้อยละ 35.55%

ตารางที่ 6 เปรียบเทียบระดับความคิดเห็นเกี่ยวกับการจัดการแบบลีนของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ก่อนและหลังการปรับปรุง

การเปรียบเทียบ	N	$\overline{X}$	S.D.	t	p
ก่อนการปรับปรุง	176	2.53	.157	-162.007	.000
หลังการปรับปรุง	176	4.60	.138	(df = 175)	

จากตารางที่ 6 พบว่า ระดับความคิดเห็นเกี่ยวกับการจัดการแบบลีนของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ก่อนและหลังการปรับปรุง ซึ่งวิเคราะห์ด้วยสถิติ t-test แบบสองกลุ่มไม่อิสระกัน (สัมพันธ์กัน) พบว่า ความคิดเห็นเกี่ยวกับการจัดการแบบลีนของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ก่อนการปรับปรุง แตกต่างกับ หลังการปรับปรุง อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

ตารางที่ 7 เปรียบเทียบความคิดเห็นเกี่ยวกับการจัดการความสูญเปล่าของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ก่อนและหลังการปรับปรุง

การเปรียบเทียบ	N	$\overline{X}$	S.D.	t	p
ก่อนการปรับปรุง	176	2.46	.13	-163.124	.000
หลังการปรับปรุง	176	4.43	.12	(df = 175)	

จากตารางที่ 7 เปรียบเทียบความคิดเห็นเกี่ยวกับการจัดการความสูญเปล่าของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ก่อนและหลังการปรับปรุง ซึ่งวิเคราะห์ด้วยสถิติ t-test แบบสองกลุ่มไม่อิสระกัน (สัมพันธ์กัน) พบว่า ความคิดเห็นเกี่ยวกับการจัดการความสูญเปล่าของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ก่อนการปรับปรุง แตกต่างกับหลังการปรับปรุง อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

อภิปรายผลการวิจัย

ระบบการจัดการแบบลีนเป็นเครื่องมือในการจัดการกระบวนการทำงานที่จะช่วยเพิ่มประสิทธิภาพให้กับหน่วยงานหรือองค์กรโดยพิจารณาคุณค่าในการดำเนินงาน และมุ่งกำจัดความสูญเปล่าที่เกิดขึ้นในกระบวนการทำงานอย่างต่อเนื่อง การแก้ไขปัญหาในกระบวนงานจึงมีการผสมผสานการใช้เครื่องมือลีนที่หลากหลาย การจัดการแบบลีนเพื่อเพิ่มประสิทธิภาพกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ มีการนำเทคนิคในการศึกษาสภาพการทำงานปัจจุบัน แผนภูมิกระบวนการไหล (Flowchart) ผังสายธารคุณค่ามาใช้ในการวิเคราะห์ปัญหาและระบุความสูญเปล่า จากนั้นใช้หลักการ ECRS ในการวิเคราะห์และหาแนวทางในการปรับปรุงกระบวนการ ซึ่งผลลัพธ์ที่ได้เป็นไปตามวัตถุประสงค์ดังนี้

1) จากการศึกษาผังการไหลกระบวนการทำงานปัจจุบัน และวิเคราะห์ปัญหาและระบุความสูญเปล่าที่เกิดขึ้นกับกระบวนทำงานตั้งแต่ต้นจนจบกระบวนการทำงาน พบว่า งานจัดหาและคัดเลือกทรัพยากรสารสนเทศ มีขั้นตอนของการทำงานทั้งหมด 10 ขั้นตอน พบขั้นตอนที่เพิ่มคุณค่า 2 ขั้นตอน ขั้นตอนที่ไม่ได้เพิ่มคุณค่าแต่ต้องทำ 7 ขั้นตอน และขั้นตอนที่ไม่ได้เพิ่มคุณค่า 1 ขั้นตอน โดยพบความสูญเปล่าเนื่องจากการรอคอย ความสูญเปล่าเนื่องจากการเคลื่อนย้ายงาน ความสูญเปล่าเนื่องจากการทำงานซ้ำซ้อน มีระยะเวลาในการทำงานทั้งสิ้น 42,020 นาที งานวิเคราะห์หมวดหมู่ทรัพยากรสารสนเทศ มีขั้นตอนของการทำงานทั้งหมด 9 ขั้นตอน พบขั้นตอนที่เพิ่มคุณค่า 1 ขั้นตอน ขั้นตอนที่ไม่ได้เพิ่มคุณค่าแต่ต้องทำ 8 ขั้นตอน โดยพบความสูญเปล่าเนื่องจากการรอคอย

ความสูญเปล่าเนื่องจากการแก้ไขข้อผิดพลาด ความสูญเปล่าเนื่องจากการทำงานซ้ำซ้อน มีระยะเวลาในการทำงานทั้งสิ้น 46 นาที งานเตรียมทรัพยากรสารสนเทศ มีขั้นตอนของการทำงานทั้งหมด 11 ขั้นตอน พบขั้นตอนที่เพิ่มคุณค่า 6 ขั้นตอน ขั้นตอนที่ไม่ได้เพิ่มคุณค่าแต่ต้องทำ 4 ขั้นตอน โดยพบความสูญเปล่าเนื่องจากการทำงานซ้ำซ้อน ความสูญเปล่าเนื่องจากการเคลื่อนไหวไม่จำเป็น มีระยะเวลาในการทำงานทั้งสิ้น 55 นาที งานบริการยืมทรัพยากรสารสนเทศ มีขั้นตอนของการทำงานทั้งหมด 10 ขั้นตอน พบขั้นตอนที่เพิ่มคุณค่า 2 ขั้นตอน ขั้นตอนที่ไม่ได้เพิ่มคุณค่าแต่จำเป็นต้องทำ 8 ขั้นตอน โดยพบความสูญเปล่าเนื่องจากการรอคอย ความสูญเปล่าเนื่องจากการเคลื่อนย้ายงาน ความสูญเปล่าเนื่องจากการแก้ไขข้อผิดพลาด ความสูญเปล่าเนื่องจากการทำงานซ้ำซ้อน มีระยะเวลาในการทำงานทั้งสิ้น 29 นาที ซึ่งสอดคล้องกับแนวคิดลีนของ Womack & Jones (2003) กล่าวว่า แนวคิดแบบลีนเป็นสิ่งที่ช่วยกำจัดความสูญเปล่า โดยวิธีการระบุคุณค่า ช่วยจัดลำดับการดำเนินการสร้างคุณค่าที่ดีที่สุดให้ควบคุมดูแลกิจการต่าง ๆ ไม่ให้หยุดชะงัก และมีประสิทธิภาพมากยิ่งขึ้น ในขณะเดียวกันสามารถนำไปสู่การผลิตในสิ่งที่ตรงตามความต้องการของลูกค้าหรือผู้ใช้บริการได้มากขึ้นด้วย และสอดคล้องกับงานวิจัยของณัฐชา ฮุนพานิช และภาณุ บูรณจารุกร (2564) ได้ศึกษาการปรับปรุงการเดินเอกสารงานวิจัย โดยใช้แนวคิดลีน กรณีศึกษา คณะวิศวกรรมศาสตร์ มหาวิทยาลัยนเรศวร พบว่า จากการศึกษาเอกสารงานวิจัยของคณะฯ ประกอบด้วย เอกสารสองประเภทหลัก อันได้แก่ เอกสารประชาสัมพันธ์ และเอกสารด่วน (เอกสารด่วนมาก และเอกสารด่วนที่สุด) ผลการวิเคราะห์ปัญหาความสูญเปล่า 7 ประการ พบว่า ความสูญเปล่าเกิดขึ้นจากการรอคอย การทำงานที่ไม่เหมาะสม และของเสียในขั้นตอนการเดินเอกสารงานวิจัย

2) จากการปรับปรุงขั้นตอนกระบวนการทำงานโดยผ่านการจัดการแบบลีนของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ โดยใช้หลักการ ECRS เป็นเทคนิคที่ใช้ในการปรับปรุงงานประกอบด้วยการกำจัด การรวมกัน การเปลี่ยนขั้นตอน และการทำกระบวนการให้ง่ายขึ้น พบว่า จากการปรับปรุงงานจัดหาและคัดเลือกทรัพยากรสารสนเทศ สามารถลดขั้นตอตลงเหลือ 7 ขั้นตอน และลดระยะเวลาการทำงานเหลือ 18,761 นาที งานวิเคราะห์หมวดหมู่ทรัพยากรสารสนเทศ สามารถลดขั้นตอนเหลือ 7 ขั้นตอน และลดระยะเวลาการทำงานเหลือ 24 นาที งานงานเตรียมทรัพยากรสารสนเทศ สามารถลดขั้นตอนลงเหลือ 8 ขั้นตอน และลดระยะเวลาการทำงานเหลือ 28 นาที งานบริการยืมทรัพยากรสารสนเทศ สามารถลดขั้นตอนลงเหลือ 8 ขั้นตอน และลดระยะเวลาการทำงานเหลือ 16 นาที สอดคล้องกับงานวิจัยของอติกานต์ ม่วงเงิน (2562) ได้ศึกษาการประยุกต์ใช้เทคนิคแบบลีน (ECRS+IT) เพื่อเพิ่มประสิทธิภาพของกระบวนการทำงานระบบตู้รับคืนหนังสืออัตโนมัติ สำนักบรรณสารการพัฒนา สถาบันบัณฑิตพัฒนบริหารศาสตร์ พบว่า การประยุกต์ใช้เทคนิคแบบลีน (ECRS+IT) สามารถลดจำนวนขั้นตอนของกระบวนการทำงานลงคิดเป็นร้อยละ 58.824 ลดรอบเวลาทั้งหมดของกระบวนการทำงานได้คิดเป็นร้อยละ 88.634 ลดรอบเวลาการรอคอยทั้งหมดของกระบวนการทำงานได้คิดเป็นร้อยละ 89.501 เพิ่มเวลาของขั้นตอนที่มีคุณค่าทั้งหมดของกระบวนการทำงานได้คิดเป็นร้อยละ 96.109 และลดเวลาของขั้นตอนที่ไม่มีคุณค่าทั้งหมดของกระบวนการทำงานได้คิดเป็นร้อยละ 100.00

3) จากเปรียบเทียบประสิทธิภาพกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ก่อนและหลังการจัดการแบบลีน พบว่า เปรียบเทียบขั้นตอนการทำงานและระยะเวลาดำเนินงานก่อนและหลังการปรับปรุง โดยรวมงานทั้งหมด 4 กระบวนการทำงาน พบว่า ก่อนการปรับปรุงมีทั้งหมด 39 ขั้นตอน สามารถลดขั้นตอนลงเหลือ 30 ขั้นตอน ระยะเวลาดำเนินงานก่อนการปรับปรุงรวมทั้งหมด 42,150 นาที สามารถลงเวลาลงเหลือ 18,829 คิดเป็นร้อยละ 30.87% ของเวลาที่สามารถลดได้ทั้งหมด สอดคล้องกับงานวิจัยของวรธิดา รัตนโค้น (2559) ได้ศึกษาการประยุกต์ใช้แนวความคิดแบบลีนมาปรับปรุงกระบวนการทำงานของแผนกบัญชี กรณีศึกษาของบริษัท เอ็มเอ็มทีเอช เอ็นจิ้น จำกัด จังหวัดชลบุรี พบว่า หลังจากการวิเคราะห์ปัญหา อุปสรรค และนำมาปรับปรุงกระบวนการทำงานของแผนกบัญชีต้นทุน สามารถลดเวลาในการปฏิบัติงานโดยรวมของขั้นตอนทั้ง 8 กระบวนการลงจาก 475 นาที เหลือ 365 นาที ลดลงทั้งสิ้น 110 วัน คิดเป็นร้อยละ 23.16 และจากการปรับปรุงเพื่อลดความซ้ำซ้อนของรายงานทางบัญชีโดยนำเอาหลักการ ECRS มาใช้ในการจัดการนั้นพบว่า สามารถลดจำนวนรายงานของเอกสารจากทั้งหมด 39 รายงาน เหลือ 32 รายงาน ลดลงทั้งสิ้น7 รายงาน คิดเป็นร้อยละ 18

จากผลการการเปรียบเทียบระดับความคิดเห็นเกี่ยวกับการจัดการแบบลีนของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ก่อนและหลังการปรับปรุงพบว่า ระดับความคิดเห็นเกี่ยวกับการจัดการแบบลีน และระดับความคิดเห็นเกี่ยวกับการจัดการความสูญเปล่า ของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ ก่อนการปรับปรุง แตกต่างกับหลังการปรับปรุง อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 สอดคล้องกับงานวิจัยของอติกานต์ ม่วงเงิน (2562) พบว่าการนำเครื่องมือลีนมาใช้ในการพัฒนา/ปรับปรุงกระบวนการทำงานทำให้เวลาของการรอคอยและรอบเวลาการทำงานก่อนและหลังการปรับปรุงกระบวนการทำงานลดลง เพื่อให้กระบวนการทำงานมีประสิทธิภาพได้อย่างมีนัยสำคัญของสถิติที่ระดับ .05 และยังสอดคล้องกับงานวิจัยของดามธรรม จินากูล และน้ำฝน ทีโคกกรวด (2561) ศึกษากระบวนการทำงานอุดหนุนการทำวิทยานิพนธ์ มหาวิทยาลัยเทคโนโลยีสุรนารี พบว่าการทดสอบความแตกต่างก่อนและหลังกระบวนการทำงานด้วยลีน พบว่า มีความแตกต่างกันอย่างมีนัยสำคัญที่ระดับ 0.05

ข้อเสนอแนะ

ข้อเสนอแนะที่ได้จากการวิจัย

งานวิจัยครั้งนี้ศึกษาเฉพาะในส่วนของกระบวนการทำงานของห้องสมุดคณะเทคโนโลยีอุตสาหกรรม มหาวิทยาลัยราชภัฏอุตรดิตถ์ 4 กระบวนการเท่านั้น ซึ่งมีข้อจำกัดด้านเวลาของการดำเนินงานวิจัย โดยเฉพาะการวิเคราะห์กระบวนการทำงาน ผลจากการปรับปรุง จะเน้นการลดความสูญเปล่าในการทำงานเป็นหลักเพื่อให้การทำงานมีประสิทธิภาพ ดังนั้น ในการศึกษาวิจัยครั้งต่อไป ควรมีการเก็บข้อมูลด้านเวลาและควรศึกษาให้ครอบคลุมทุกกระบวนงาน เพื่อให้เกิดประสิทธิภาพของการดำเนินงานอย่างแท้จริง

ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

ควรมีการจัดอบรมให้ความรู้เกี่ยวกับระบบลีนกับเจ้าหน้าที่ในส่วนงานอื่นเพื่อให้กระบวนการทำงานเกิดประสิทธิภาพ ทั่วทั้งองค์กร และนำเครื่องมือลีนอื่นมาใช้ในการทำวิจัยเพิ่มเติม เช่น Kaizen, 6W-1H

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การหาปริมาณการสั่งซื้อวัสดุบรรจุที่เหมาะสม โดยการใช้เทคนิค EOQ กรณีศึกษา : บริษัท บีจีซี กล๊าส โซลูชั่น จำกัด

Finding the Right Packing Material Order Quantity Using EOQ TechniquesCase Study: BGC Glass Solution Company Limited

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ 1) เพื่อพยากรณ์หาปริมาณสั่งซื้อวัสดุบรรจุที่เหมาะสม ให้กับบริษัท กรณีศึกษา 2)เพื่อหาจุดสั่งซื้อวัสดุบรรจุใหม่ ให้กับบริษัทกรณีศึกษา 3) เพื่อเปรียบเทียบต้นทุนสินค้าคง ระหว่าง วิธีการสั่งซื้อรูปแบบปัจจุบัน และ วิธีการสั่งซื้อที่ประหยัดที่สุด ของปี พ.ศ. 2566 จากนั้นนำค่าพยากรณ์ที่ได้มาทำการหาค่าสัมประสิทธิ์ความแปรปรวน แล้วคำนวณหาปริมาณการสั่งซื้อวัสดุบรรจุที่เหมาะสม โดยการประยุกต์ใช้ปริมาณการสั่งซื้อที่ประหยัดที่สุด (EOQ) พร้อมทั้งหาจุดสั่งซื้อวัสดุบรรจุใหม่ (ROP)

ผลจากการคำนวณต้นทุนรวมจากการใช้ (EOQ) เท่ากับ 5,808,183.12 บาทต่อปี และต้นทุนรวมการสั่งซื้อในปัจจุบัน เท่ากับ 13,723,909 บาทต่อปี ซึ่งวิธี (EOQ) น้อยกว่าต้นทุนที่เกิดขึ้นจริงในบริษัทกรณีศึกษาที่ 7,915,725.88 บาทต่อปี คิดเป็นร้อยละ 57.68 โดย (ROP) รายการ Cardboard Tray C-234 (ชิ้น) เท่ากับ 58,325 แผ่น รอบเวลาการสั่งซื้อต่อปี คือ 17 วัน PLASTC FASTENER (PET 12 mm) เท่ากับ 2,105 ม้วน รอบเวลาการสั่งซื้อต่อปี คือ 365 วัน และ STRETCH FILM 20 MIC. เท่ากับ 2,946 ม้วน รอบเวลาการสั่งซื้อต่อปี คือ 182 วัน สรุปได้ว่า จำนวนการสั่งซื้อของทั้ง 3 รายการ เท่ากับ 24 ครั้งต่อปี

คำสำคัญ: สินค้าคงคลัง, ปริมาณการสั่งซื้อที่ประหยัด, จุดสั่งซื้อใหม่

Abstract

The objectives of this research are 1) to forecast the appropriate amount of packing material purchase for the company, a case study, 2) to find the point of purchase of new packing material. 3) to compare the fixed product cost between the current ordering method and the most economical ordering method of the year 2023, then use the obtained forecast value to find the coefficient of variance. Then calculate the appropriate purchase quantity of packing materials. By applying the most economical order quantity (EOQ) and finding the point of purchase of repackaged material (ROP).

The result from the calculation of total cost of use (EOQ) is 5,808,183.12 baht per year and the current total cost of ordering is 13,723,909 baht per year, which (EOQ) is less than the actual cost in the case study company at 7,915,725.88 baht per year. year, 57.68% by (ROP) Item Cardboard Tray C-234 (piece) equal to 58,325 sheets, ordering cycle per year is 17 days, PLASTC FASTENER (PET 12 mm) is equal to 2,105 rolls, ordering cycle per year is 365 days and STRETCH FILM 20 MIC., equal to 2,946 rolls, ordering cycle per year is 182 days, it can be concluded that the number of orders for all 3 items is 24 times per year.

Keywords: inventory control, economical order quantity, reorder points

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บทนำ

เนื่องจากแนวโน้มปริมาณความต้องการใช้บรรจุภัณฑ์แก้วได้รับความนิยมเพิ่มสูงขึ้นอย่างต่อเนื่อง ตลาดบรรจุภัณฑ์แก้วในประเทศไทยจะเติบโตขึ้นเป็น 84.5 พันล้านบาท และมีการใช้บรรจุภัณฑ์จำนวนทั้งสิ้น 11,826 ล้านหน่วย ในปี 2566 หรือคิดเป็นอัตราการเติบโตเฉลี่ยต่อปี (CAGR) ร้อยละ 3.2 และร้อยละ 3.3ต้นทุนการบริหารจัดการร้อยละ 1.2 ของผลิตภัณฑ์มวลรวมของประเทศ (GDP) หรือคิดเป็นประมาณร้อยละ 9.1 ของต้นทุนโลจิสติกส์ทั้งหมดการผลิตจึงมีขั้นตอนการบรรจุหีบห่อขวดแก้วเพื่อการจัดเก็บในคลังและจัดส่งให้ลูกค้า วัสดุบรรจุมีความสำคัญและเกี่ยวข้องในกระบวนการผลิตบรรจุภัณฑ์แก้วตั้งแต่ขั้นตอนการบรรจุไปจัดเก็บในคลังสินค้าการจัดส่งสินค้าไปถึงบริษัทหรือโรงงานลูกค้า และอยู่ในคลังของลูกค้าจนถึงกระบวนการผลิตของลูกค้า

ปัจจุบัน บริษัท บีจีซี กล๊าส โซลูชั่น จำกัด มีอัตราการผลิตเฉลี่ย 400 พาเลท ต่อวันซึ่งมีการเบิกจ่าย วัสดุบรรจุทุกวันผู้ วิจัยจึงเห็นความสำคัญของวัสดุบรรจุ ปัจจุบันปัญหาที่พบ คือ วัสดุบรรจุมีการสั่งซื้อหลายครั้งไม่มีการวางแผนในการสั่งซื้อสินค้า สั่งซื้อจากผู้ผลิตโดย ไม่ได้คำนึงถึงต้นทุนการสั่งซื้อในแต่ละครั้ง ดังนั้นเมื่อมีการปรับแผนการผลิตกระทันหันจึงทำให้วัสดุบรรจุสต็อกเหลือจำนวนมาก ต้องเก็บไว้ใช้ในการผลิตครั้งถัดไป ซึ่งต้นทุนในการจัดเก็บสูงดังนั้น วิจัยครั้งนี้ได้มีการศึกษารูปแบบและวิธีการบริหารจัดการเพื่อให้สามารถจัดหาปัจจัยการสั่งซื้อวัสดุบรรจุให้อยู่ในปริมาณที่เหมาะสม

ดังนั้น การบริหารจัดการเพื่อให้สามารถจัดหาปัจจัยการผลิตและสำรองวัสดุบรรจุให้อยู่ในปริมาณที่เหมาะสมโดยการพยากรณ์ความต้องการ แล้วนำมาคำนวณหาปริมาณการสั่งซื้อวัสดุบรรจุด้วยเทคนิคปริมาณการสั่งซื้อที่ประหยัดที่สุด (Economic Order Quantity: EOQ) และคำนวณหาจุดสั่งซื้อวัสดุบรรจุใหม่ (Reorder Point: ROP) โดยจัดทำวัสดุบรรจุที่ต้องสั่งซื้อบ่อยครั้งจำนวน 3 รายการ คือ 1. ถาดกระดาษ 2.แผ่นฟิล์ม และ 3. สายรัดถาดกระดาษ

วัตถุประสงค์ของการวิจัย

1. เพื่อหาปริมาณสั่งซื้อวัสดุบรรจุที่เหมาะสม
2. เพื่อเปรียบเทียบต้นทุนสินค้าคงคลัง ระหว่าง วิธีการสั่งซื้อรูปแบบปัจจุบัน และ วิธีการสั่งซื้อที่ประหยัดที่สุด ให้กับบริษัทกรณีศึกษา

วิธีการดำเนินการวิจัย

1. ศึกษาทฤษฎีและวรรณกรรมที่เกี่ยวข้อง ได้แก่ 1.)วิธีค่าเฉลี่ยเคลื่อนที่ (Moving Average Method) 2.)การพยากรณ์แบบปรับเรียบเอกซ์โพเนนเชียล (Exponential Smoothing) 3.)การหาค่าสัมประสิทธิ์ความแปรปรวน (Variability Coefficient: VC) 4.) การหาปริมาณการสั่งซื้อวัสดุบรรจุด้วยเทคนิค (Economic Order Quantity : EOQ) 5.) การหาปริมาณการสั่งซื้อวัสดุบรรจุใหม่ (Reorder Point : ROP)
2. สืบค้น สำรวจ และเก็บรวบรวมข้อมูลเกี่ยวกับรายการอัตราการเบิก-จ่าย รายการต้นทุนการสั่งซื้อ รายการต้นทุนการเก็บรักษา และปริมาณการสั่งซื้อวัสดุบรรจุในแต่ละรายการ ของแผนกคลังสินค้า และวัสดุบรรจุ
3. หาวิธีการพยากรณ์ที่เหมาะสม
4. การทดสอบความเหมาะสมของรูปแบบความต้องการด้วย (Peterson -Silver Rule) สมการในขั้นตอนนี้หาค่าสัมประสิทธิ์ความแปรปรวน(Variability Coefficient: VC)
5. คำนวณหาปริมาณการสั่งซื้อวัสดุบรรจุด้วยเทคนิคปริมาณการสั่งซื้อที่ประหยัดที่สุด (Economic Order Quantity: EOQ)
6. คำนวนการหาปริมาณการสั่งซื้อวัสดุบรรจุใหม่ (Reorder Point : ROP)
7. เปรียบเทียบต้นทุนสินค้าคงคลัง (Total Cost)ระหว่างวิธีการสั่งซื้อที่ประหยัดที่สุด กับวิธีการสั่งซื้อรูปแบบปัจจุบัน
8. สรุปและข้อเสนอแนะ

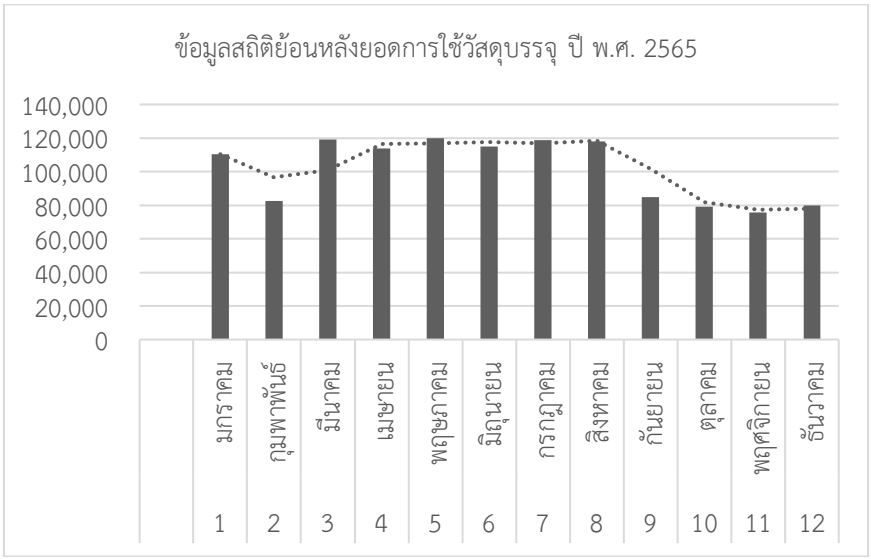
สรุปผลการวิจัย

การศึกษาการบริหารจัดการคลังวัสดุบรรจุ กรณีศึกษา บริษัท บีจีซี กล๊าสโซลูชั่น จำกัด ผู้วิจัยทำการเก็บรวบรวมข้อมูลเกี่ยวกับรายการอัตราเบิก-จ่าย ต้นทุนการสั่งซื้อ วัสดุบรรจุ และแผนกจัดซื้อจัดหา จำนวน 12 เดือน ตั้งแต่เดือนมกราคม - ธันวาคม พ.ศ.2566 พบว่าจำนวนการเบิกจ่ายรายการวัสดุบรรจุทั้ง 3 รายการ รวม 468 ครั้งต่อปี ดังตารางที่ 1

ตารางที่ 1 แสดงข้อมูลสถิติย้อนหลังยอดการใช้วัสดุบรรจุ ปี พ.ศ. 2565

ช่วงเวลา	เดือน	ยอดผลิตสินค้าที่ต้องใช้วัสดุบรรจุ (พาเลท)	Cardboard Tray C-234 (ชิ้น)	PLASTC FASTENER (PET 12 mm) (ม้วน)	STRETCH FILM 20 MIC. (ม้วน)
1	มกราคม	13,816	110,528	144	282
2	กุมพาพันธ์	10,331	82,648	108	211
3	มีนาคม	14,893	119,144	155	304
4	เมษายน	14,212	113,696	148	290
5	พฤษภาคม	15,010	120080	156	306
6	มิถุนายน	14,374	114,992	150	293
7	กรกฎาคม	14,847	118,776	155	303
8	สิงหาคม	14,753	118,024	154	301
9	กันยายน	10,612	84,896	111	217
10	ตุลาคม	9,877	79,016	103	202
11	พฤศจิกายน	9,451	75,608	98	193
12	ธันวาคม	10,001	80,008	104	204
ผลรวมความต้องการใช้ต่อปี			1,217,416	1,586	3,106

จากตารางที่ 1 ผู้วิจัยใช้ข้อมูลข้อมูลปฐมภูมิและทุติยภูมิที่ได้ เลือกใช้วิธีการพล็อตกราฟเพื่อหาวิธีการพยากรณ์ที่เหมาะสม ข้อมูลแสดงสถิติย้อนหลังยอดการใช้วัสดุบรรจุ ปี พ.ศ. 2566จำนวน 12 เดือนเพื่อนำไปหาแนวโน้มในโปรแกรม Microsoft Excel วิเคราะห์กราฟได้ ดังภาพที่ 1



ภาพที่ 1 ลักษณะแนวโน้มยอดการใช้วัสดุบรรจุ ปี พ.ศ. 2565

ผู้วิจัยเลือกใช้โปรแกรม Microsoft Excel ในการวิเคราะห์ลักษณะของกราฟพยากรณ์จากผลการศึกษาลักษณะของกราฟสินค้าทั้ง 3 รายการ ข้อมูลมีลักษณะแบบแนวราบ ไม่มีแนวโน้มและไม่ฤดูการณ์หรือเหตุการณ์ เป็นแบบสุ่มที่ไม่อาจคาดการณ์ได้ บรรจุและหาความคลาดเคลื่อน โดยใช้ MAD MSE และ MAPE สรุปได้ว่าการศึกษาครั้งนี้จะใช้การวิเคราะห์อนุกรมเวลา (Time Series Analysis) ของ 2 รูปแบบคือค่าเฉลี่ย (Average Methods) มีความคลาดเคลื่อนจำนวน 3 รายการ และวิธีปรับเรียบ (Exponential

Smoothing Method) มีความคลาดเคลื่อนจำนวน 7 รายการ ดังนั้น การพยาการณ์ความต้องการสินค้าของสินค้าทั้ง 3 รายการของปี 2566 ด้วยวิธี การพยากรณ์แบบปรับเรียบเอกซ์โพเนนเชียล ดังตารางที่ 2

ตารางที่ 2 ผลลัพธ์การพยากรณ์ด้วยเทคนิคที่เหมาะสมปี 2566

Exponential Smoothing	
รายงาน	**ค่าพยากรณ์ความต้องการปี 2566**
Cardboard Tray C-234	1,246,733 แผ่น
PLASTC FASTENER (PET 12 mm)	1,624 ม้วน
STRETCH FILM 20 MIC.	3,181 ม้วน

การทดสอบความเหมาะสมของรูปแบบความต้องการด้วย (Peterson -Silver Rule) สมการในขั้นตอนนี้หาค่าสัมประสิทธิ์ความแปรปรวน(Variability Coefficient: VC) ด้วยโปรแกรม Microsoft Excel โดยใช้สูตร $\mathrm{VC} = \frac{\mathrm{Est.Var\,D}}{\overline{\mathrm{d}^2}}$ สมการที่ 1 ดังตารางที่ 3

ตารางที่ 3 แสดงค่าสัมประสิทธิ์ความแปรปรวนวัสดุบรรจุทั้ง 3 รายการ

ลำดับ	รายการวัสดุบรรจุ	VC	ความต้องการ	วิธีที่ใช้
1	Cardboard Tray C-234	0.007	คงที่	EOQ
2	PLASTC FASTENER (PET 12 mm)	0.006	คงที่	EOQ
3	STRETCH FILM 20 MIC.	0.007	คงที่	EOQ

การทดสอบความเหมาะสมของรูปแบบความต้องการด้วย Peterson -Silver Rule แสดงค่าสัมประสิทธิ์ความแปรปรวนวัสดุบรรจุทั้ง 3 รายการมีความต้องการคงที่ ดังนั้นผู้วิจัยจึงใช้วิธี เทคนิคปริมาณการสั่งซื้อที่ประหยัดที่สุด (Economic Order Quantity: EOQ)

การหาปริมาณการสั่งซื้อที่ประหยัดที่สุด (EOQ) แสดงตัวอย่างการหาค่า Cardboard Tray C-234

สูตร = $\frac{\sqrt{2DS}}{H}$ สมการที่ 2

D = ปริมาณความต้องการต่อปี (หน่วย)

Cardboard Tray C-234 = 1,246,733 แผ่น

S = ต้นทุนการสั่งซื้อ (บาท) = 5,184 บาท

H = ต้นทุนการจัดเก็บวัสดุบรรจุต่อหน่วยต่อปี (บาท/ชิ้น/ปี) = 3.80

$$= \sqrt{\frac{2\times1,246,733\times5184}{3.80}}$$

= 58325.34 หรือ 58325 แผ่น

คำนวณหาจำนวนครั้งในการสั่งซื้อต่อปี

สูตร $\frac{D}{EOQ} = \frac{1,246,733}{58,325}$ สมการที่ 3

= 21 ครั้ง / ปี

คำนวณหาระยะเวลาในครั้งการสั่งซื้อ

สูตร $\frac{\text{จำนวนวันทำงานในปีนั้น}}{\text{จำนวนครั้งที่สั่ง}} = \frac{365}{21}$ สมการที่ 4

= 17 วัน

ผู้วิจัยได้เลือกพิจารณาจุดสั่งซื้อวัสดุบรรจุใหม่ (Reorder Point: ROP) จุดสั่งซื้อใหม่ในอัตราความต้องการวัสดุคงคลัง คงที่และรอบเวลาคงที่เป็นสภาวะที่ไม่เสี่ยงที่จะเกิดสินค้าขาดมือเลยเพราะทุกสิ่งทุกอย่างแน่นอน แสดงตัวอย่างการหาค่า Cardboard Tray C-234

จุดสั่งซื้อใหม่ (ROP) = d x LT สมการที่ 5

D = อัตราความต้องการเบิกใช้วัสดุบรรจุต่อวัน

= 1,246,733/365

= 3,416

(ROP) = 3,416 หน่วยต่อวัน ×3 วัน

= 10,248

ดังนั้นจะทำการสั่งซื้อวัสดุบรรจุ Cardboard Tray C-234 เมื่อระดับวัสดุบรรจุคงคลังลดลงมาจนถึง 10,248 หน่วยจึงจะทำสั่งสินค้าครั้งถัดไป ดังรางรางที่ 4

ตารางที่ 4 สรุปผลผลการคำนวนปริมาณการสั่งซื้อวัสดุบรรจุเทคนิคปริมาณการสั่งซื้อที่ประหยัดที่สุด (Economic Order Quantity : EOQ) และจุดสั่งซื้อวัสดุบรรจุใหม่ (Reorder Point: ROP)

ลำดับ	รายการวัสดุบรรจุ	ปริมาณการใช้ต่อปี (ชิ้น)	ค่าใช้จ่ายในการสั่งซื้อ (Ordering Cost) บาท / ครั้ง	ค่าใช้จ่ายในการเก็บรักษา (Holding Cost) บาท/ชิ้น	EOQ = $\sqrt{\frac{2DO}{H}}$	จำนวนการสั่งซื้อ ครั้งต่อปี	รอบเวลาการสั่งซื้อต่อปี (วัน)	ROP
		D	O	H	EOQ	D/Q		
1	Cardboard Tray C-234 (ชิ้น)	1,246,733	5,184	3.80	58,325 แผ่น	21	17	10,248
2	PLASTC FASTENER (PET 12 mm)	1,624	5,184	3.80	2105 ม้วน	1	365	13
3	STRETCH FILM 20 MIC.	3,181	5184	3.80	2946 ม้วน	2	182	26
ผลรวม						24	564	10,287

การเปรียบเทียบต้นทุนรวมวัสดุบรรจุคงคลัง(Total Cost)ระหว่าง วิธีการสั่งซื้อรูปแบบปัจจุบัน กับ วิธีการสั่งซื้อที่ประหยัดที่สุด เพื่อให้เห็นจำนวนเงินการสั่งซื้อวัสดุบรรจุในแต่ละครั้ง ดังตารางที่ 5

ตารางที่ 5 แสดงข้อมูลจำนวนการสั่งซื้อแบบ EOQ ต้นทุนการสั่งซื้อต่อครั้ง และต้นทุนการเก็บรักษาต่อครั้ง ต้นทุนรวมทั้งหมด

ต้นทุนรวมเทคนิคปริมาณการสั่งซื้อที่ประหยัดที่สุด (Economic Order Quantity: EOQ)						
ลำดับ	**รายการวัสดุบรรจุ**	**ปริมาณการใช้ต่อปี (ชิ้น)**	**Q***	**ต้นทุนการสั่งซื้อต่อครั้ง (บาท)**	**ต้นทุนการเก็บรักษาต่อครั้ง (บาท)**	**ต้นทุนรวมต่อครั้ง (บาท)**
1	Cardboard Tray C-234 (ชิ้น)	1,246,733	58,325 แผ่น	110,811.21	110817.5	221,628.71
2	PLASTC FASTENER (PET 12 mm)	1,624	2105 ม้วน	5,184	4,000	9,184
3	STRETCH FILM 20 MIC.	3,181	2946 ม้วน	5,597.52	5,597.40	230,812.71
ผลรวม				121,592.73	120,414.90	461,625.42

ผู้วิจัยคำนวณต้นทุนรวมของสินค้าคงคลังแบบการสั่งซื้อวัสดุบรรจุด้วยเทคนิคปริมาณการสั่งซื้อที่ประหยัดที่สุด (Economic Order Quantity: EOQ) เพื่อให้การเปรียบเทียบเห็นความแตกต่างของทั้งสองรูปแบบได้อย่างชัดเจนยิ่งขึ้น ผู้วิจัยจึงนำเสนอในรูปแบบตารางที่ 6

ตารางที่ 6 สรุปผลการคำนวนปริมาณการสั่งซื้อวัสดุบรรจุเทคนิคปริมาณการสั่งซื้อที่ประหยัดที่สุด (Economic Order Quantity : EOQ)

วิธี	**ต้นทุนในการเก็บรักษา (บาทต่อปี)**	**ต้นทุนในการสั่งซื้อ (บาทต่อปี)**	**ต้นทุนรวมทั้งหมด (บาทต่อปี)**	**จำนวนในการสั่งซื้อ (ครั้ง)**
วิธีปัจจุบัน	9,079,899	4,644,010	13,723,909	84
EOQ	2,918,225.52	2,889,957.60	5,808,183.12	24
ลดลง	6,161,673.48	1,754,052.4	7,915,725.88	60

อภิปรายผลการวิจัย

จากการที่ผู้วิจัยได้ทำการศึกษาเรื่อง การหาปริมาณการสั่งซื้อวัสดุบรรจุที่เหมาะสม โดยการใช้เทคนิค EOQ กรณีศึกษา : แผนกวัสดุบรรจุ บริษัท บีจีซี กล๊าส โซลูชั่น จำกัด ผู้วิจัยได้ดำเนินการตามลำดับ โดยมีวัตถุประสงค์เพื่อหาปริมาณการสั่งซื้อวัสดุบรรจุที่เหมาะสมที่สุด (Economic Order Quantity: EOQ) และหาจุดสั่งซื้อวัสดุบรรจุใหม่ (Reorder Point: ROP) เพื่อเป็นแนวทางการสั่งสินค้าและช่วยลดต้นทุนการสั่งซื้อในแต่ละปี แผนกวัสดุบรรจุ บริษัท บีจีซี กล๊าส โซลูชั่น จำกัด โดยได้นำ เทคนิคและทฤษฎีมาประยุกต์ใช้ในงานวิจัยนี้ ได้แก่ การศึกษาความต้องการสินค้าวิธีการพล็อตกราฟเพื่อหาวิธีการพยากรณ์ที่เหมาะสม ,การเลือกวิธีการพยากรณ์ที่เหมาะสมของแต่ละรายการ , วิธีค่าเฉลี่ยเคลื่อนที่ (Moving Average Method) , การพยากรณ์แบบปรับเรียบเอกซ์โพเนนเชียล (Exponential Smoothing) , การทดสอบความเหมาะสมของรูปแบบความต้องการด้วย (Peterson -Silver Rule) สมการในขั้นตอนนี้หาค่าสัมประสิทธิ์ความแปรปรวน(Variability Coefficient: VC) , การหาปริมาณการสั่งซื้อวัสดุบรรจุด้วยเทคนิค (Economic Order Quantity : EOQ) , การหาปริมาณการสั่งซื้อวัสดุบรรจุใหม่ (Reorder Point : ROP) จากผลวิจัยสามารถสรุปได้ดังนี้

ผู้วิจัยได้ทำการเปรียบเทียบระหว่าง การพยากรณ์วิธีค่าเฉลี่ยเคลื่อนที่ (Moving Average Method)และการพยากรณ์แบบปรับเรียบเอกซ์โพเนนเชียล (Exponential Smoothing) พบว่า การพยากรณ์แบบปรับเรียบเอกซ์โพเนนเชียล (Exponential

Smoothing) มีจำนวนรายการผลิตภัณฑ์ที่มีค่าความคลาดเคลื่อนน้อยที่สุด ผลลัพธ์ที่ได้เท่ากับความต้องการใช้ของวัสดุบรรจุ ทั้ง 3 รายการ อยู่ที่ 1,251,538 ชิ้นต่อปี

การทดสอบความเหมาะสมของรูปแบบความต้องการด้วย (Peterson -Silver Rule) สมการในขั้นตอนนี้หาค่าสัมประสิทธิ์ความแปรปรวน(Variability Coefficient: VC) จากการคำนวณค่าสัมประสิทธิ์ความแปรปรวนของวัสดุบรรจุทั้ง 3รายการ พบว่า Cardboard Tray C-234 ค่า (VC) เท่ากับ 0.007 PLASTC FASTENER (PET 12 mm) ค่า (VC) เท่ากับ 0.006 และ STRETCH FILM 20 MIC. ค่า (VC) เท่ากับ 0.007 ดังนั้น ทั้ง 3 รายการมีค่าสัมประสิทธิ์ความแปรปรวนน้อยกว่า 0.25 แสดงว่ามีความต้องการคงที่ ดังนั้นจึง ใช้ เทคนิค EOQ

การหาปริมาณการสั่งซื้อวัสดุบรรจุด้วยเทคนิคปริมาณการสั่งซื้อที่ประหยัดที่สุด (Economic Order Quantity: EOQ) ซึ่งประกอบด้วยต้นทุนการเก็บวัสดุบรรจุต่อปี (Carrying cost : CC) เท่ากับ 5,184 บาทต่อครั้ง และต้นทุนการจัดซื้อวัสดุบรรจุต่อครั้ง Ordering cost : OC) เท่ากับ 3.80 บาทต่อชิ้น จากนั้นผู้วิจัยจึงนำการคำนวณต้นทุนที่ได้ คำนวณหาปริมาณการสั่งซื้อแบบประหยัด โดยรายการ Cardboard Tray C-234 (ชิ้น) เท่ากับ 58,325 แผ่น รอบเวลาการสั่งซื้อต่อปี คือ 17 วัน PLASTC FASTENER (PET 12 mm) เท่ากับ 2,105 ม้วน รอบเวลาการสั่งซื้อต่อปี คือ 365 วัน และ STRETCH FILM 20 MIC. เท่ากับ 2,946 ม้วน รอบเวลาการสั่งซื้อต่อปี คือ 182 วัน สรุปได้ว่า จำนวนการสั่งซื้อของทั้ง 3 รายการ เท่ากับ 24 ครั้งต่อปี

การหาปริมาณการสั่งซื้อวัสดุบรรจุใหม่ (Reorder Point : ROP) จากผลการวิจัยพบว่า รายการ Cardboard Tray C-234 ROP เท่ากับ 10,248 แผ่น PLASTC FASTENER (PET 12 mm) ROP เท่ากับ 13 ม้วน STRETCH FILM 20 MIC. ROP เท่ากับ 26 ม้วน

จากผลการวิจัยซึ่งผู้วิจัยได้ทำการเปรียบเทียบต้นทุนวัสดุบรรจุคงคลัง ระหว่างวิธีการสั่งซื้อที่ประหยัดที่สุด กับ วิธีการสั่งซื้อรูปแบบปัจจุบัน สามารถลดต้นทุนการต้นทุนในการเก็บรักษา ได้จาก 9,079,899 บาทต่อปี เหลือ 2,918,225.52 บาทต่อปี และสามารถลดต้นทุนการสั่งซื้อ จาก 4,644,010 บาทต่อปี เหลือ 2,889,957.60 บาทต่อปี ผู้วิจัยสามารถลดต้นทุนรวมทั้งหมด 7,915,725.88 บาทต่อปี คิดเป็นร้อยละ 57.68

ข้อเสนอแนะ

การปรับปรุงกระบวนการทำงานนี้เป็นการปรับปรุงกระบวนการสั่งซื้อสินค้าของแผนกวัสดุบรรจุเพียงกระบวนการเดียว แผนกวัสดุบรรจุยังมีหน้าที่และกระบวนการอื่นๆที่ควรจำทำการปรับปรุงแก้ไข เพื่อเพิ่มประสิทธิ์ภาพของแผนกวัสดุบรรจุ บริษัท บีจีซี กล๊าส โซลูชั่น จำกัด

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การบริหารความเสี่ยงกับ Big Data
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ธันยพร เทศสูงเนิน Tunyaporn Tessungnoen
นวรินทร์ พงษ์สีมา Navarin Pongseema
พร้อมพร ภูวดิน Promporn Poowadin
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บทคัดย่อ

การบริหารความเสี่ยงภายใต้การเปลี่ยนแปลงของเทคโนโลยี ในองค์กรที่แวดล้อมไปด้วยแหล่งข้อมูลขนาดใหญ่ (Big Data) ซึ่งการบริหารความเสี่ยงถูกนำมาประยุกต์ใช้ในการกำหนดกลยุทธ์ที่มีการปฏิบัติจริงในทุกระดับทั่วทั้งองค์กร ไม่เพียงกำหนดเป็นนโยบายที่อยู่ในเอกสารเท่านั้น จุดประสงค์เพื่อบริหารจัดการความเสี่ยงให้อยู่ในระดับที่ยอมรับได้ นำไปสู่การสร้างมูลค่าสูงสุดแก่องค์กรซึ่งความสำคัญของการใช้ประโยชน์จาก Big Data อย่างเหมาะสมในบริบทของการบริหารความเสี่ยงจะสร้างความมั่นใจในความสำเร็จตามกลยุทธ์ที่กำหนด ดังนั้น เพื่อประโยชน์ของการบริหารความเสี่ยงในองค์กรที่มีการใช้ข้อมูลขนาดใหญ่อย่าง Big data บทความวิชาการนี้ผู้เขียนมีจุดประสงค์ที่จะอภิปราย และนำเสนอทัศนคติเกี่ยวกับการวิเคราะห์การบริหารความเสี่ยง ซึ่งเป็นสิ่งสำคัญที่จะเข้าไปดูแลองค์กร ที่มีการใช้ Big data ในการดำเนินธุรกิจ และข้อเสนอแนะเกี่ยวกับแนวทางบูรณาการ การใช้ข้อมูล Big Data กับการบริหารความเสี่ยงภายในองค์กรอย่างมีประสิทธิภาพ

คำสำคัญ : การบริหารความเสี่ยง ข้อมูลขนาดใหญ่

Abstract

Managing Risks Under Technological Changes In organizations surrounded by big data sources (Big Data), risk management is applied to formulate strategies that are practical at all levels across the organization. It is not only defined as a policy that is in the document only. The objective is to manage the risk to an acceptable level, leading to the creation of maximum value for the organization. The importance of proper utilization of Big Data in the context of risk management will ensure the success of a given strategy. The purpose of this academic article is to discuss and presenting an analytical attitude on risk management This is important to take care of organizations that use Big data in their business operations. and suggestions on ways to integrate the use of Big Data with effective internal risk management.

Keywords: Risk Management, Big Data

การบริหารความเสี่ยงกับ Big Data

1. บทนำ

ประเทศไทยให้ความสำคัญกับการพัฒนาประเทศชาติให้เจริญก้าวหน้าในทุกด้าน ซึ่งการบริหารจัดการ ทั้งภาครัฐและเอกชนย่อมมีความเสี่ยง การบริหารองค์กรในยุคปัจจุบันจัดว่ามีความสำคัญเป็นอย่างมากต่อการบริหารจัดการองค์กรที่มีการเปลี่ยนแปลงอย่างรวดเร็วในทุกๆ ด้าน ทั้งภายในองค์กร คือ 1) ความเสี่ยงด้านกลยุทธ์ 2) ด้านปฏิบัติการ 3) ด้านการเงิน 4) ด้านการกำกับการปฏิบัติตามกฎเกณฑ์ ส่วนความเสี่ยงจากภายนอกองค์กร ซึ่งอยู่เหนือการควบคุม เช่น ความไม่แน่นอนทางการเมือง ปัญหาด้านเศรษฐกิจ ปัญหาด้านนโยบาย เหล่านี้ล้วนส่งผลให้องค์กรต้องมีกลยุทธ์ในการบริหารความเสี่ยง เพื่อรับมือกับความเสี่ยงที่อาจจะมีผลกระทบกับองค์กร (วิจิตรา สีแดงกำ่า, 2562) โดย COSO ได้กล่าวไว้ว่า ความเสี่ยง หมายถึง โอกาสที่จะเกิดข้อผิดพลาด ความเสียหาย การรั่วไหล ความสูญเปล่า หรือเหตุการณ์ซึ่งไม่พึงประสงค์ที่จะทำให้งานไม่ประสบความสำเร็จตามวัตถุประสงค์และเป้าหมายที่กำหนด ซึ่งได้กำหนดความเสี่ยงไว้ 4 ประเภทดังที่กล่าวข้างต้น นอกจากนั้นยังมีความเสี่ยงอื่นๆ เช่น ความเสี่ยงด้านภัยพิบัติ ความเสี่ยงด้านเทคโนโลยี เป็นต้น ซึ่งจะสอดคล้องกับ มัทนียา เพ็ชรนอก (2563) ที่ได้ให้ความหมายว่า ความเสี่ยง หมายถึง เหตุการณ์หรือการกระทำใดๆ ที่อาจเกิดขึ้นและไม่แน่นอน ส่งผลกระทบต่อการบรรลุวัตถุประสงค์ขององค์กรทั้งด้านบวกและด้านลบ ซึ่งหากเกิดขึ้นแล้วมีผลในทางบวกถือว่าเป็นโอกาสที่จะสามารถแสวงหาผลประโยชน์และความได้เปรียบ ขณะที่ผลกระทบทางลบสามารถทำให้เกิด

ความสูญเสียต่อองค์กรได้เช่นกัน ดังนั้น องค์กรต้องให้ความสำคัญในการกำหนดกระบวนการที่ใช้ในการบริหารจัดการที่เป็นระบบ เพื่อลดมูลเหตุ ลดโอกาสที่จะก่อให้เกิดความเสียหาย และเพื่อประเมิน ติดตาม จัดการความเสี่ยงที่จะส่งผลกระทบหรือความเสียหายต่อองค์กรน้อยที่สุด (อัมพร ดวงเกตุ, 2562) โดยนำหลักการบริหารความเสี่ยงตามแนวคิด COSO-ERM มาใช้ ประกอบด้วย 5 องค์ประกอบ คือ 1) การกำกับดูแลกิจการและวัฒนธรรมองค์กร (Governance and Culture) 2) กลยุทธ์และวัตถุประสงค์องค์กร (Strategy & Objective Setting) 3) เป้าหมายผลการดำเนินงาน (Performance) 4) การทบทวนและปรับปรุง (Review & Revision) และ 5) สารสนเทศ การสื่อสาร และการรายงาน (Information, Communication & Reporting) สิ่งที่ COSO พยายามมุ่งเน้นคือการแสดงให้เห็นว่าการบริหารความเสี่ยงองค์กรนั้น เกี่ยวข้องเชื่อมโยงกับการสร้างคุณค่าผ่านกลยุทธ์และตัวแบบธุรกิจขององค์กรอย่างแท้จริง

การบริหารความเสี่ยงในปัจจุบันมีความสำคัญและมีบทบาทในทุกด้านขององค์กร ซึ่งช่วยให้บรรลุวัตถุประสงค์หรือกลยุทธ์ทางธุรกิจที่กำหนดไว้ ช่วยให้เกิดผลการดำเนินงานที่ดี และปฏิบัติงานตามกฎระเบียบ องค์กรที่มีความเจริญก้าวหน้าด้านเทคโนโลยีทำให้เกิดข้อมูลหลากหลาย มีปริมาณข้อมูลมหาศาล ที่เพิ่มขึ้นอย่างรวดเร็ว เช่น ข้อมูลดัชนีการค้นคืนเว็บ ข้อมูลการสื่อสารทางโทรศัพท์เคลื่อนที่ ข้อมูลในเครือข่ายสังคม ข้อมูลการพยากรณ์อากาศ ข้อมูลภาพถ่ายดาวเทียม ฯลฯ ทำให้เกิดความเสี่ยงทางด้านเทคโนโลยี ส่วนสำคัญคือข้อมูลขนาดใหญ่ (big data) Dumbill (2012) ได้ให้ความหมาย Big data คือ การนำข้อมูลที่มีปริมาณมากๆ มาผ่านการประมวลการวิเคราะห์ และแสดงผลด้วยวิธีที่เหมาะสม ไม่ว่าจะเป็นข้อมูลด้านการเงิน ข้อมูลการดำเนินงาน ข้อมูลเกี่ยวกับผู้รับบริการ ข้อมูลเกี่ยวกับบุคลากร รวมไปถึงข้อมูลที่ได้มีการจัดเก็บในระบบฐานข้อมูลซึ่งจะมีปริมาณเพิ่มมากขึ้นเรื่อย ๆ จนมากมายมหาศาลทำให้ไม่สามารถใช้วิธีการจัดการทั่วไปได้อย่างมีคุณภาพ จึงต้องใช้แนวคิด Big Data ในการจัดการแทน ในปัจจุบันขนาดข้อมูลที่ถือว่ามีขนาดใหญ่มากเริ่มต้นที่ขนาดมากกว่า Terabyte ขึ้นไป ถัดไปเป็น Petabyte และ Exabyte ซึ่งธุรกิจให้ความสำคัญกับการวิเคราะห์ข้อมูลขนาดใหญ่ (Big Data Analytics) เป็นขั้นตอนของการตรวจจับชุดข้อมูลโดยใช้ประโยชน์จาก Big Data เป็นเครื่องมือที่ช่วยให้เกิดความเข้าใจในข้อมูลที่เกี่ยวข้องกับลูกค้าและองค์กร ทำให้องค์กรดำเนินการและพัฒนารูปแบบของกระบวนการทางธุรกิจภายนอกและภายในที่เกี่ยวข้องกับการขับเคลื่อนกลยุทธ์ การตลาด และการจัดการบุคลากร สามารถกระตุ้นองค์กรให้ตัดสินใจได้ดีขึ้น เปลี่ยนจากการพัฒนาแบบดั้งเดิมไปสู่ความคล่องตัว และเปลี่ยนเป็นองค์กรที่ขับเคลื่อนด้วยข้อมูล การวิเคราะห์เหล่านี้ทำให้องค์กรสามารถดึงประโยชน์มาใช้ได้มากขึ้น และสามารถสร้างคุณค่าให้องค์กรด้วย big data Analytics (Mirarab, A, 2019) เมื่อเข้าสู่การตลาดในยุค 5.0 สิ่งที่จำเป็นอย่างยิ่งสำหรับผู้ประกอบการคือ การนำข้อมูลใน Big Data มาใช้ให้เกิดคุณค่า (Value) มากที่สุด (เสรี วงษ์มณฑา, 2562) ยิ่งย้ำชัดว่า Big Data ทำให้ธุรกิจที่มีข้อมูลจำนวนมหาศาลอยู่ในมือและสามารถจับความเชื่องโยงภายในกลุ่มข้อมูลเหล่านั้นออกมาได้ จะสามารถสร้างกลยุทธ์ที่เหนือกว่าคู่แข่งได้ อย่างไรก็ดี การใช้ประโยชน์จากข้อมูลย่อมมีความเสี่ยง หากขาดการบริหารอย่างเป็นระบบอาจเกิดความเสียหายต่อองค์กร เช่น ข้อมูลส่วนบุคคลที่เป็นเรื่องส่วนตัวโดยแท้ของบุคคล แต่มีความละเอียดอ่อนและสุ่มเสี่ยงต่อการถูกใช้ในการเลือกปฏิบัติอย่างไม่เป็นธรรมจึงจำเป็นต้องดำเนินการด้วยความระมัดระวังเป็นพิเศษ (ปิยะบุตร บุญอร่ามเรือง, 2561)

บทความวิชาการนี้มีวัตถุประสงค์เพื่อนำเสนอข้อมูลพื้นฐานเกี่ยวกับ Big Data ในบริบทของการบริหารความเสี่ยงของภาคธุรกิจที่ใช้ประโยชน์จาก Big Data และอภิปรายเกี่ยวกับการวิเคราะห์การบริหารความเสี่ยงมีความจำเป็น และเป็นสิ่งสำคัญที่จะช่วยดูแลองค์กรที่ใช้ข้อมูลขนาดใหญ่ ซึ่งช่วยลดโอกาสที่จะเกิดความสูญเสีย หรือช่วยเพิ่มโอกาสของความสำเร็จ เป็นการบูรณาการร่วมกันนำไปสู่การสร้างมูลค่าให้กับองค์กร

2. วัตถุประสงค์

1. เพื่อนำเสนอความรู้ความเข้าใจพื้นฐานเกี่ยวกับ Big Data ในบริบทของการบริหารความเสี่ยงของภาคธุรกิจที่ใช้ประโยชน์จาก Big Data

2. เพื่ออภิปราย และให้ความเห็นเกี่ยวกับความสัมพันธ์ของการบริหารความเสี่ยงมีสำคัญที่จะช่วยดูแลองค์กรที่ใช้ข้อมูลขนาดใหญ่

3. แนวคิดเกี่ยวกับการบริหารความเสี่ยง

การบริหารความเสี่ยงเป็นวิธีการสำคัญในการบริหารองค์กร ดังนักวิชาการได้ให้ความหมายของการบริหารความเสี่ยงไว้ดังนี้

กมลพร บุญนนทารมย์ (2564) ได้กล่าวไว้ว่า การบริหารความเสี่ยง คือ กระบวนการดำเนินงานขององค์กรหรือการกำหนดวิธีการที่เป็นระบบ และต่อเนื่องอย่างเหมาะสม และลดเหตุของความเสี่ยงที่เกิดขึ้น หรือโอกาสของเหตุการณ์ที่เกิดในอนาคตให้อยู่ในระดับที่องค์กรยอมรับได้ มีการประเมิน ควบคุม และตรวจสอบอย่างเป็นระบบ เพื่อให้เกิดความเชื่อมั่นต่อองค์กร เช่นเดียวกับ จุฑามน

สิทธิผลวนิชกุล (2561) การบริหารความเสี่ยงองค์กร หมายถึง วัฒนธรรมองค์กร ความสามารถ และการปฏิบัติ บูรณาการร่วมกับการกำหนดกลยุทธ์และผลการดำเนินงาน ซึ่งองค์กรต่างๆ ต้องใช้ในการจัดการความเสี่ยงเพื่อสร้าง รักษา และตระหนักถึงการเพิ่มคุณค่า

ดังนั้นสรุปได้ว่า การบริหารความเสี่ยงในองค์กร จึงเป็นวิธีการบริหารจัดการ และควบคุมกระบวนการดำเนินงานต่างๆ ที่มีผลกระทบต่อองค์กร และสามารถจัดการความเสี่ยงให้อยู่ในระดับที่องค์กรยอมรับ เพื่อให้ได้รับความมั่นใจอย่างสมเหตุสมผล ในการบรรลุวัตถุประสงค์ที่องค์กรกำหนดไว้ ซึ่งสอดคล้องกับนิยามของการบริหารความเสี่ยงองค์กร (Enterprise Risk Management) ตามกรอบของ COSO-ERM (2017) หมายถึง วัฒนธรรม ความรู้ ความสามารถ และแนวปฏิบัติที่บูรณาการร่วมกับการกำหนดกลยุทธ์และผลการปฏิบัติงาน ซึ่งองค์กรใช้ในการบริหารความเสี่ยงเกี่ยวกับการสร้าง การรักษา และการทำให้คุณค่าเกิดขึ้นจริง



ภาพที่ 1 กรอบการบริหารความเสี่ยง (A Focus Framework Enterprise Risk Management 2017)
ที่มา : https://www.coso.org/Shared%20Documents/2017-COSO-ERM-Integrating-with-Strategy-and-Performance-Executive-Summary.pdf

จากภาพที่ 1 องค์ประกอบของ COSO เดิมมีการปรับปรุงครั้งแรกในปี 2547 มีการปรับปรุงอีกครั้งในปี 2556 และต่อมาในปี 2560 ได้มีการปรับปรุงกรอบแนวคิดใหม่ เพื่อให้กรอบมีส่วนช่วย และสนับสนุนในการจัดการยุทธศาสตร์และการดำเนินงานโดยการอธิบายให้เกิดความชัดเจนว่าการบริหารความเสี่ยงทั่วทั้งองค์กร มีส่วนช่วยให้มีการเพิ่มมูลค่าให้กับองค์กรได้อย่างไร โดยการปรับปรุงกรอบแนวคิดใหม่เป็น 5 องค์ประกอบ (The Committee of Sponsoring Organizations of the Treadway Commission (COSO), 2017) มีดังนี้

1. การกำกับดูแลกิจการและวัฒนธรรมองค์กร (Governance & Culture) กรรมการบริษัทหรือผู้บริหารทำหน้าที่กำกับดูแลความเสี่ยงภายในองค์กร โครงสร้างสายบังคับบัญชาที่เหมาะสมกับองค์กร การจัดให้มีวัฒนธรรมองค์กร เพื่อนำมาใช้ในองค์กรอย่างเหมาะสม กำหนดให้องค์กรมีค่านิยมที่ดี รวมทั้งมีการจูงใจ พัฒนาและรักษาไว้ซึ่งบุคลากรที่มีความสามารถให้อยู่กับองค์กร

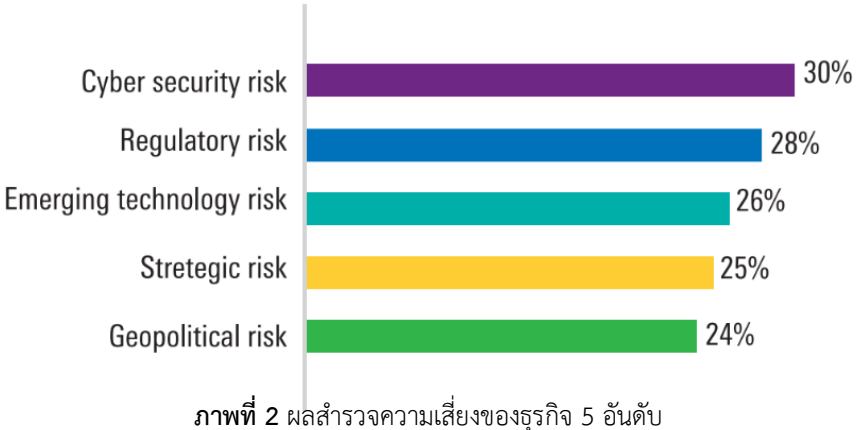
2. การกำหนดกลยุทธ์ และวัตถุประสงค์ขององค์กร (Strategy and Objective Setting) การวิเคราะห์โครงสร้างของธุรกิจมีโครงสร้างเป็นอย่างไร การกำหนดวัตถุประสงค์ของธุรกิจ รวมทั้งการกำหนดกลยุทธ์ในรูปแบบต่างๆ ที่สอดคล้องกับโครงสร้างขององค์กรและวัตถุประสงค์ของการดำเนินธุรกิจ ทั้งนี้ต้องมีการกำหนดความเสี่ยงขององค์กร เพื่อให้บรรลุวัตถุประสงค์และกลยุทธ์ขององค์กร

3. เป้าหมายผลการดำเนินงาน (Performance) การระบุความเสี่ยงที่อาจเกิดขึ้นขององค์กร รวมทั้งมีการประเมินความรุนแรงของความเสี่ยงที่เกิดขึ้น มีการจัดลำดับของความเสี่ยง รวมทั้งการดำเนินการตอบสนองความเสี่ยง และการพัฒนาภาพรวมของการบริหารความเสี่ยงขององค์กร เพื่อให้การบริหารความเสี่ยงมีประสิทธิภาพ

4. การทบทวนและแก้ไข (Review & Revision) มีการประเมินการเปลี่ยนแปลงที่มีสาระสำคัญของการบริหารความเสี่ยงเพื่อปรับปรุงแผนการบริหารความเสี่ยง รวมทั้งการสอบทานความเสี่ยง ผลการจัดการสอบทานความเสี่ยง และการหาทางปรับปรุงการบริหารความเสี่ยงขององค์กรอย่างเหมาะสม

5. ข้อมูล การสื่อสาร และการรายงานผล (Information, Communication & Reporting) มีการผลักดันในเรื่องของข้อมูลและเทคโนโลยีสารสนเทศที่เกี่ยวข้องกับการบริหารความเสี่ยง มีการสื่อสารที่มีประสิทธิผลที่สามารถสื่อสารให้ทุกคนในองค์กรรับรู้เรื่องการบริหารความเสี่ยง และมีการรายงานผลการบริหารความเสี่ยง รายงานผลของวัฒนธรรมขององค์กร รวมทั้งการรายงานผลประกอบการอย่างถูกต้อง (ธีระศักดิ์ ใจห้าว, 2560)

ปัจจุบันทั่วโลกให้ความสำคัญกับความเสี่ยงที่องค์กรต้องเผชิญ KPMG International (2017) ได้ทำการสำรวจมุมมองของ CEO ทั่วโลกเกี่ยวกับความเสี่ยงที่บริษัทต้องเผชิญใน 5 อันดับแรก โดยผลการสำรวจพบว่า ความเสี่ยงที่พบมากที่สุด คือ ความเสี่ยงด้านความมั่นคงปลอดภัยทางไซเบอร์ (Cyber security risk) รองลงมาคือ ความเสี่ยงด้านการกำกับดูแล (Regulatory risk) ตามมาด้วยความเสี่ยงด้านเทคโนโลยีเกิดใหม่ (Emerging technology risk), ความเสี่ยงด้านกลยุทธ์ (Strategic risk) และความเสี่ยงด้านการเมืองโลก (Geopolitical risk) ตามลำดับ ดังแสดงในภาพที่ 2



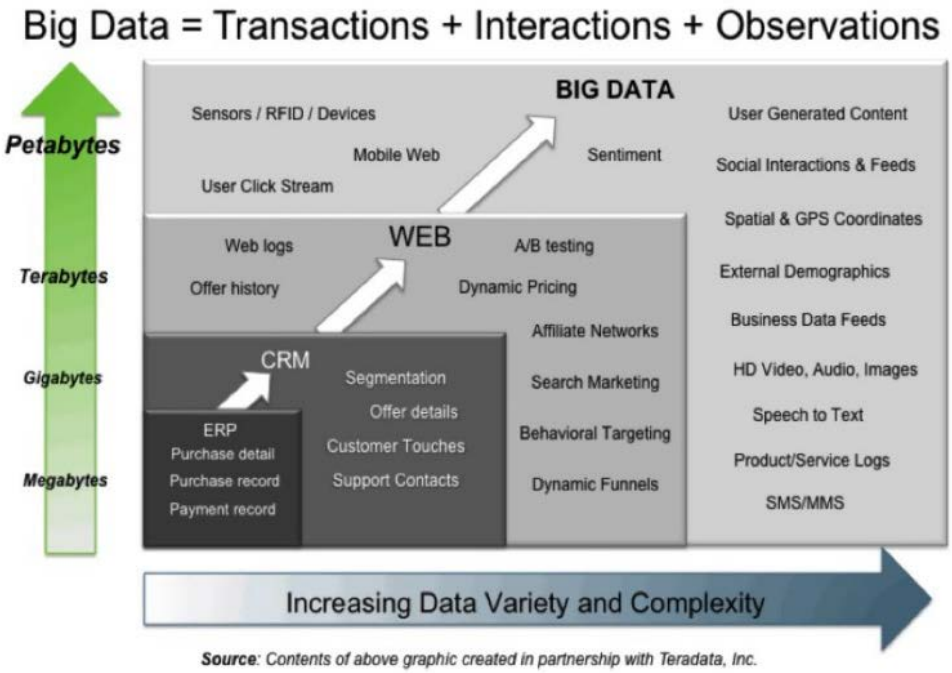
ภาพที่ 2 ผลสำรวจความเสี่ยงของธุรกิจ 5 อันดับ
ที่มา : KPMG International (2017) Emerging trends in risk management.

จากภาพที่ 2 จะเห็นได้ว่าความเสี่ยงที่พบมากที่สุดเป็นเรื่องเกี่ยวกับด้านความปลอดภัยทางไซเบอร์ ตามมาด้วยความเสี่ยงด้าน เทคโนลียีที่เกิดขึ้นใหม่ เป็นผลมาจากโลกดิจิทัลที่มีการพัฒนาเทคโนโลยีอยู่ตลอดเวลา องค์กรที่มีความเจริญก้าวหน้าด้านเทคโนโลยีจึงเกิดข้อมูลหลากหลาย ที่มีปริมาณข้อมูลมหาศาล เพิ่มขึ้นอย่างรวดเร็ว หรือที่เรียกว่า “Big Data” โดย Katalyst (2562) กล่าวและให้ความหมายว่า Big Data มีลักษณะการจัดเก็บข้อมูลออกเป็น 3 แบบ ซึ่งสามารถแบ่งเป็นหมวดหมู่ตามโครงสร้างของชุดข้อมูลได้ดังนี้

1. ข้อมูลที่มีโครงสร้างชัดเจน (Structured Data) หมายถึง ชุดข้อมูลที่มีการจัดเรียงโครงสร้างอย่างเป็นระเบียบ มีความชัดเจน หรือระบุได้ด้วยตัวเลข พร้อมใช้งานได้ทันที เช่น จำนวนการซื้อขายกับลูกค้า เปอร์เซ็นค์ความเคลื่อนไหวภายในตลาดหุ้น

2. ข้อมูลที่ไม่มีโครงสร้าง (Unstructured Data) หมายถึง ชุดข้อมูลที่มีโครงสร้างไม่ชัดเจน หรือไม่สามารถระบุความแน่นอนของข้อมูลนั้นๆ ได้ ยังไม่สามารถประมวลผลเพื่อนำไปใช้ได้ทันที เช่น บทสนทนาโต้ตอบกับลูกค้าทาง social media

3. ข้อมูลกึ่งมีโครงสร้าง (Semi-Structured Data) หมายถึง ชุดข้อมูลที่มีโครงสร้างระดับหนึ่งแต่ยังไม่สมบูรณ์ เช่น สเตตัสใน Social Media เป็นข้อมูลที่ไม่มีโครงสร้าง แต่ในกรณีที่มี Hashtag (#) เข้ามาช่วยในการจัดหมวดหมู่ จะทำให้ข้อมูลมีความเป็นระเบียบขึ้นมาเล็กน้อย ตัวอย่างข้อมูลที่เป็น Big Data ประกอบด้วย ข้อมูลเครือข่ายสังคมออนไลน์ (Social Network), ข้อมูลการบริการทางเว็บไซต์ (Web Server Log), ข้อมูลจากอุปกรณ์ตรวจตราการจราจร (Traffic Flow Sensors), ข้อมูลภาพถ่ายดาวเทียม (Satellite Imagery), ข้อมูลการสื่อสารจากโทรศัพท์เคลื่อนที่ (Telemetry from Automobiles), ข้อมูลด้านการตลาดการเงิน (Financial Market Data) และข้อมูลการแสดงความคิดเห็นของลูกค้าทั้งหมด (Customer feedback) เป็นต้น



ภาพที่ 3 เปรียบเทียบปริมาณข้อมูลที่เพิ่มขึ้นจนถึงระดับ Big Data

ที่มา : Alles, M., and Gray, G. L. (2015). The Pros and Cons of Using Big Data in Auditing

ประกอบกับ Somkiat (2558) ได้ให้คุณสมบัติของ Big Data ว่ามีลักษณะ 6 ประการดังนี้

1. ข้อมูลที่มีปริมาณมาก (Volume) หมายถึงมีปริมาณข้อมูลอยู่มาก มีขนาดใหญ่ สามารถนับรวมได้ทั้งข้อมูลแบบออนไลน์และแบบออฟไลน์ โดยข้อมูลต้องมีขนาดเกินกว่า Terabyte ดังแสดงในภาพที่ 3

2. ข้อมูลที่มีความหลากหลาย (Variety) หมายถึง ข้อมูลแต่ละชนิดนั้นมีความหลากหลาย รวมกันทั้งรูปแบบมีโครงสร้าง ไม่มีโครงสร้าง และกึ่งโครงสร้าง

3. ข้อมูลที่มีการเพิ่มขึ้นอย่างรวดเร็ว (Velocity) หมายถึง ข้อมูลที่มีการเพิ่มขึ้นและเกิดความเปลี่ยนแปลงอย่างรวดเร็ว ทำให้เกิดข้อมูลแบบ Real-time มากมาย

4. ข้อมูลที่สร้างประโยชน์นำไปใช้ในทางธุรกิจได้ (Value) หมายถึง ข้อมูลที่มีคุณค่าต่อการนำไปใช้งาน สามารถก่อให้เกิดประโยชน์ทางธุรกิจได้เป็นอย่างดี

5. ข้อมูลต้องมีความถูกต้องชัดเจน (Veracity) เนื่องจาก Big Data นั้นรวบรวมข้อมูลไว้เป็นจำนวนมหาศาล เพราะฉะนั้นสิ่งสำคัญที่สุดคือความถูกต้องชัดเจนของข้อมูล ซึ่งจะเป็นส่วนสำคัญที่จะสามารถนำข้อมูลเหล่านั้นมาประมวลผลเพื่อการใช้งานต่อในอนาคตได้

6. ข้อมูลต้องมีความเชื่อมโยงกัน (Complexity) การจะใช้ประโยชน์จาก Big Data ได้นั้น มีอีกหนึ่งปัจจัยสำคัญนั่นคือความเชื่อมโยงกันของข้อมูล หากสิ่งที่รวบรวมมานั้นไม่สามารถหาจุดเชื่อมโยงกันได้ ข้อมูลเหล่านั้นก็ไร้ประโยชน์ การเก็บ Data ที่มีประสิทธิภาพจึงต้องคำนึงถึงความสัมพันธ์กันของข้อมูล (ธนาวุฒิ ผ่องเกษม, 2564)

4. ความสำคัญของ Big Data กับองค์กร

สำหรับการประยุกต์ใช้ Big Data ในประเทศไทยถูกนำมาพัฒนาในหลายองค์กร เช่น ภาครัฐพัฒนาการบริการให้ตรงต่อความต้องการของประชาชนให้มีประสิทธิภาพที่สูงขึ้น และใช้งบประมาณน้อยลง ซึ่งเห็นผลในหลายด้าน อาทิ

- ข้อมูลสภาพอากาศ ที่มีปริมาณมหาศาล เพื่อให้เห็นความรู้ที่ซ่อนอยู่ลึกจากเครื่องตรวจวัดจำนวนมากบนโลก ทั้งดาวเทียมเรดาห์ บอลลูน ยานตรวจอากาศ และทุ่นลอยในมหาสมุทร ข้อมูลจำนวนมหาศาลที่ได้รับเหล่านี้นำมาสู่การพยากรณ์อากาศที่แม่นยำ
- ด้านสาธารณสุข เช่น พยากรณ์แนวโน้มผู้ป่วย การรักษาพยาบาล หรือการเกิดโรคระบาด
- ด้านคมนาคม กรมทางหลวงมีการจัดเก็บข้อมูลกล้องวงจรปิดและข้อมูลจากจุดสำรวจปริมาณจารจรชนิดติดตั้งถาวรจำนวนมาก รวมถึงข้อมูลอื่นๆที่เกี่ยวข้อง สามารถวิเคราะห์และรายงานสภาพการจราจร online ผ่านแอปปพลิเคชั่นแบบ real-time หรือเสมือนจริงใช้กับประชาชนได้ และทำให้ได้ข้อมูลเชิงลึก

- ด้านการจัดการ วิเคราะห์การตรวจสอบการเสียภาษีของประชาชนหรือบริษัทห้างร้านต่างๆ ภาครัฐสามารถตรวจสอบข้อมูลการใช้งบประมาณได้ดียิ่งขึ้น (สำนักวิชาการ สำนักงานเลขาธิการสภาผู้แทนราษฎร, 2559)

ในส่วนของภาคธุรกิจคงปฏิเสธไม่ได้ว่า Big data ทำให้โลกธุรกิจต้องเปลี่ยนโฉมการทำงานไม่สามารถทำงานในรูปแบบเดิม ๆ ได้อีกต่อไป การวางกลยุทธ์ การทำการตลาด การเข้าถึงลูกค้า กระบวนการทำงานระบบในการจัดเก็บข้อมูล ระบบการประมวลผลข้อมูลจำเป็นต้องรองรับและสนองตอบความต้องการของลูกค้าที่มีความหลากหลายและเปลี่ยนแปลงอย่างรวดเร็ว (ชลิตพันธ์ บุญมีสุวรรณ, 2562) เช่น บริษัท ผู้ให้บริการเครือข่าย มีการปรับปรุงการให้บริการของผู้ประกอบการโทรคมนาคม เพื่อให้สามารถตอบสนองความต้องการของลูกค้าเฉพาะกลุ่ม รวมถึงปรับปรุงประสิทธิภาพการทำงานขององค์กร หรือบริษัทพลังงานรายใหญ่ของไทยที่นำเทคโนโลยี Big Data Analytics มาเสริมศักยภาพในการจัดการและวิเคราะห์ข้อมูลเชิงลึกที่มีจำนวนมหาศาลได้อย่างรวดเร็ว ช่วยเก็บและวิเคราะห์ข้อมูลเชิงลึกของผู้บริโภค ช่วยวางแผนธุรกิจทั้งหมดอยู่บนฐานของข้อมูล (Fact Based) ที่ครบถ้วน รวมทั้งการบริหารต้นทุนตลอดทั้งกระบวนการ ซึ่งจะผลักดันให้กิจการก้าวสู่การเป็น Data-Driven Organization รวมถึงองค์กรในต่างประเทศที่มีการใช้ Big Data เช่น สหรัฐอเมริกา ใช้เสริมสร้างการรักษาความปลอดภัยและป้องกันการทุจริต สามารถเข้ามาช่วยในการตรวจสอบการทุจริต วิเคราะห์รูปแบบและกิจกรรรมที่ผิดปกติ เพื่อป้องกันภัยคุกคามได้ทันการณ์

การนำ Big Data มาใช้ประโยชน์ในธุรกิจค้าปลีกออนไลน์ เช่น เครื่องมือวิเคราะห์พฤติกรรมลูกค้าบนหน้าร้านออนไลน์ ผู้ประกอบการที่เปิดหน้าร้านออนไลน์บนเว็บไซต์ของตนเอง สามารถใช้เครื่องมือที่ไม่มีค่าใช้จ่ายอย่าง Google Analytics ในเวอร์ชั่นพื้นฐานที่สามารถรวบรวมข้อมูลและวิเคราะห์สถิติเส้นทางการเดินทาง และพฤติกรรมของลูกค้าบนหน้าร้านออนไลน์ ข้อจำกัดคือข้อมูลเป็นลักษณะภาพรวมของธุรกิจและพฤติกรรมผู้บริโภคแบบทั่วไป ระบบ Big data ของแพลตฟอร์ม e-Marketplace มีระบบบริหารการจัดการข้อมูลธุรกิจต่างๆ ตั้งแต่ข้อมูลสินค้า ลูกค้า การซื้อขาย การทำการตลาดอย่างครบวงจร มีการวิเคราะห์ข้อมูลเชิงลึกเพื่อเสริมศักยภาพทางการแข่งขันให้แก่ผู้ประกอบการ การผ่านระบบ cloud computing Big Data บริการระบบสำหรับการจัดการทางเทคโนโลยีสารสนเทศผ่านอินเทอร์เน็ต ครอบคลุมตั้งแต่การจัดเก็บข้อมูลไปจนถึงการวิเคราะห์ข้อมูลเชิงลึก โดยมักอยู่ในรูปแบบการเช่าใช้บริการ ทำให้ผู้ประกอบการไม่ต้องมีภาระค่าใช้จ่ายในการลงทุนวางระบบไอทีทั้งระบบ ผลกระทบเชิงลบ คือ ข้อมูลทั้งหมดถูกจัดเก็บบน cloud computing ทำให้เกิดประเด็นความกังวลเรื่องการควบคุมการเข้าถึงข้อมูล (ศูนย์วิจัยกสิกรไทย, 2561)

5. การนำกระบวนการบริหารความเสี่ยงมาใช้ควบคุมดูแลธุรกิจที่มีการใช้ข้อมูลขนาดใหญ่

จากการศึกษาทฤษฎี ข้อมูลและงานที่เกี่ยวข้องต่าง ๆ ได้ข้อความคิดเห็นกับการบริหารความเสี่ยงทั่วทั้งองค์กร มีความสำคัญ และมีส่วนช่วยให้มีการเพิ่มมูลค่าให้กับองค์กรที่มีการใช้ข้อมูลขนาดใหญ่ตามกรอบแนวคิดของ COSO 5 องค์ประกอบดังนี้

1. ด้านการกำกับดูแลกิจการและวัฒนธรรมองค์กร (Governance & Culture) ความหมายของการกำกับดูแลกิจการที่ปรากฏในหลักการกำกับดูแลกิจการที่ดีในภาคธุรกิจ คือ ความสัมพันธ์ในเชิงการกำกับดูแล รวมทั้งกลไกมาตรการที่ใช้กับการกำกับการตัดสินใจของคนในองค์กรให้เป็นไปตามวัตถุประสงค์ ซึ่งรวมถึง (1) การกำหนดวัตถุประสงค์และเป้าหมายหลัก (2) การกำหนดกลยุทธ์ นโยบาย และพิจารณาอนุมัติแผนงานและงบประมาณ และ (3) การติดตาม ประเมิน และดูแลการรายงานผลการดำเนินงาน (Corporate Governance Code for Listed Companies, 2560) ผู้บริหารควรตระหนัก และให้ความสำคัญกับการจัดการข้อมูลขนาดใหญ่ขององค์กร ดูแลควบคุมให้มีการเปิดเผยข้อมูลสำคัญที่เกี่ยวข้องกับกิจการ ทั้งข้อมูลด้านการเงิน และข้อมูลที่มิใช่ข้อมูลทางการเงินอย่างถูกต้อง ครบถ้วน ทันเวลา โปร่งใส ผ่านช่องทางที่เข้าถึงข้อมูลได้ง่าย มีความเท่าเทียมกัน และน่าเชื่อถือ (กุลยา จันทะเดช , 2561)

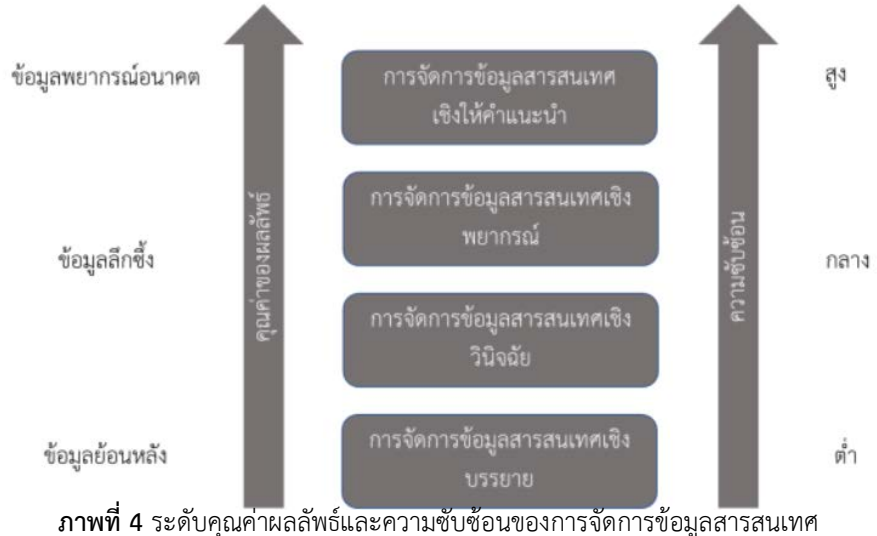
2. ด้านการกำหนดกลยุทธ์ และวัตถุประสงค์ขององค์กร (Strategy and Objective Setting) กลยุทธ์องค์กรส่งผลต่อความมีประสิทธิผลและประสิทธิภาพในการดำเนินงาน ความเชื่อถือได้ของรายงานทางการเงินและการปฏิบัติตามกฎระเบียบและนโยบายที่ใช้บังคับองค์กร และกิตติพงศ์ จิรวัสวงศ์ (2558) กล่าวว่า การวางแผนกลยุทธ์จะเป็นการดำเนินการวางแผนถึงสิ่งที่องค์กรจะต้องดำเนินการเพื่อให้บรรลุเป้าหมายที่ต้องการการรับมือกับความท้าทายต่างๆ ที่จะเกิดขึ้น การสร้างความได้เปรียบเชิงกลยุทธ์และสมรรถนะหลักขององค์กร การถ่ายทอดแผนกลยุทธ์ไปสู่การปฏิบัติและการติดตามวัดผลการดำเนินการอย่างต่อเนื่อง รวมถึงการคาดการณ์ถึงผลการดำเนินงานที่จะเกิดขึ้นทั้งกับองค์กร แน่นอนว่า Big Data ช่วยวิเคราะห์ธุรกิจ ระบุความเสี่ยง และประเมินกลยุทธ์เพื่อกำหนดวัตถุประสงค์ขององค์กรได้ ดังคำกล่าวของ สุภัค ลายเลิศ (2558) กล่าวว่า แนวโน้มในการนำ Big data Analytics มาใช้งานนั้นมีเป้าหมายรองรับการขยายตัวของธุรกิจอย่างชัดเจน คือ ต้องมีความรวดเร็วในการนำข้อมูลมาวิเคราะห์และใช้งานได้รวดเร็วและง่ายพอที่จะรับมือกับผู้ใช้งาน รวมถึงวิเคราะห์เพื่อตอบโจทย์การสร้างความแตกทางทางธุรกิจ ยิ่งเป็นการต่อยอดธุรกิจให้เหนือกว่าคู่แข่งขั้น ประกอบกับ ปาณัท เงาฉาย (2555) กล่าวว่า กลยุทธ์การบริหารจัดการองค์กรเป็นกลยุทธ์ในการจัดการชื่อเสียงองค์กร รวมทั้งยังใช้เป็นกรอบในการตอบสนองความคาดหวังของผู้มีส่วนได้ส่วนเสียกลุ่มต่างๆ อีกด้วย

3. ด้านการกำหนดเป้าหมายของผลการดำเนินงาน (Performance) ควรมีการระบุความเสี่ยง ซึ่งปัจจุบันหลายองค์กรมีการนำเทคโนโลยีมาใช้ควบคู่กับการบริหารองค์กร โดยมีแนวโน้มไปในทิศทางเดียวกัน ทั้งยังมีความเชื่อว่าข้อมูลในรูปแบบของ Big data นั้นจะนำมาสู่ข้อเท็จจริงของสาธารณชนที่เปิดเผยผ่านสื่อออนไลน์ โดยสามารถสังเกตุเห็นได้ทั้งความคิด ทัศนคติ และพฤติกรรมในเชิงสถิติที่สามารถนำมาวิเคราะห์และให้ความหมายได้ ผ่านการเก็บข้อมูลในปริมาณมาก มีชนิดของข้อมูลอันหลากหลาย และมีการส่งผ่านข้อมูลอย่างต่อเนื่อง (Russom, 2011) ซึ่งความเสี่ยงจากแหล่งที่มาอันหลากหลาย การจัดการกับข้อมูลเหล่านี้ต้องพิจารณาจากแหล่งที่ตรงกับความต้องการนำไปใช้ประโยชน์ ซึ่งข้อมูลประเภทต่างๆ อาจมีลักษณะเฉพาะ มีจุดกำเนิดและแหล่งที่มาต่างกัน ส่งผลให้อำนาจในการควบคุมและความสามารถในการเข้าถึงข้อมูลแต่ละประเภทก็ต้องใช้วิธีการที่แตกต่างกัน รวมทั้งวิธีการที่ใช้ในการวิเคราะห์ข้อมูลเพื่อนำไปใช้ก็แตกต่างกันไปด้วย (จุติพร ปริญโญกุล, 2563)

4. การทบทวนและแก้ไข (Review & Revision) การนำ Big Data มาใช้ในการขับเคลื่อนธุรกิจจากประเด็นต่างๆ ที่นำเสนอไปแล้วดูเหมือนว่า Big Data กับการบริหารความเสี่ยงจะสร้างประโยชน์ให้แก่องค์กรอย่างปฏิเสธไม่ได้ และแนวโน้มการใช้งาน Big Data ยังแผ่ขยาย วงกว้างไปแทบทุกวงการ อย่างไรก็ดี องค์กรควรพึงระวังข้อจำกัดของการใช้ Big Data หากมีไม่การบริหารความเสี่ยงที่รัดกุมพอก็อาจทำให้เกิดความผิดพลาดได้ ประเด็นน่าสนใจสำคัญอย่างประเด็น *ด้านความถูกต้องแม่นยำของข้อมูล* ผู้นำ Big Data มาใช้งานจะมั่นใจได้อย่างไรว่าข้อมูลที่นำมาใช้นั้นมีความถูกต้องโดยแท้จริง ซึ่งในขณะที่มีการพัฒนาการใช้งาน Big Data อย่างต่อเนื่อง อีกด้านหนึ่งกลับมีการโต้แย้งว่าการใช้งาน Big Data เพียงอย่างเดียวอาจทำให้การวิเคราะห์ผลไม่เป็นไปตามความเป็นจริงได้ ดังคำกล่าวของ Kaisler (2013) ถึงการใช้งาน Big Data เป็นความท้าทายใหม่สำหรับผู้ใช้ข้อมูลในการเลือกเปรียบเทียบกันระหว่างข้อมูลเชิงปริมาณและคุณภาพ ซึ่งผู้ที่สนใจในเชิงปริมาณอาจเชื่อว่าพวกเขามีข้อมูลเพียงพอที่จะสามารถอธิบายปรากฏการณ์ที่สนใจได้อย่างสมบูรณ์แบบแล้ว แต่ในทางกลับกันผู้ที่สนใจในเชิงคุณภาพ อาจคิดว่า Big Data จะเต็มไปด้วยข้อมูลที่มีคุณภาพสูงจำนวนมากที่สามารถนำมาใช้ตีความสถานการณ์ต่างๆ ได้อย่างแม่นยำ ซึ่งจะนำไปสู่ข้อสรุปที่ถูกต้องและมีมูลค่าสูง ซึ่งนี่คืออันตรายจากความเข้าใจที่คลาดเคลื่อน สอดคล้องกับ Boyd และ Crawford (2012) ที่มีความคิดต่อประเด็นดังกล่าวว่าในความเป็นจริงการทำงานกับ Big Data ยังคงเป็นเรื่องของการประเมินจากบุคคล (Subjective) และสิ่งที่สะท้อนผ่านข้อมูลปริมาณมากนั้นไม่สามารถนำมาใช้อ้างว่าเป็นข้อมูลที่แท้จริงตามที่เกิดขึ้นได้ (Objective) โดยเฉพาะอย่างยิ่งเมื่อถูกพิจารณาโดยมนุษย์ทั้งเชิงปริมาณและคุณภาพแล้วย่อมเกิดความผิดพลาดได้เสมอ

ดังนั้น เมื่อนำศาสตร์ของการจัดการด้านการบริหารความเสี่ยงเข้ามาควบคุมปัญหาที่อาจเกิดจากความไม่แน่นอนของการใช้ข้อมูล Big Data ดังกล่าวข้างต้น จะสามารถระบุความเสี่ยง และประเมินการเปลี่ยนแปลงที่สำคัญ นำไปสู่การทบทวนความเสี่ยงที่ก่อให้เกิดการปรับปรุง แก้ไขข้อผิดพลาด ตามหลักของการบริหารความเสี่ยงที่สามารถนำไปปฏิบัติและสร้างผลลัพธ์ที่พึงประสงค์แก่องค์กรได้

5. ข้อมูล การสื่อสาร และการรายงานผล (Information, Communication & Reporting) การยกระดับระบบสารสนเทศนำไปสู่การใช้ประโยชน์จากเทคโนโลยีเพื่อสนับสนุนการบริหารความเสี่ยงขององค์กรที่มีข้อมูลขนาดใหญ่ มีการสื่อสารสารสนเทศด้านความเสี่ยงเกี่ยวกับการใช้ข้อมูลภายในองค์กรในการรายงานความเสี่ยง วัฒนธรรม และผลการปฏิบัติงานในระดับต่างๆ และครอบคลุมทั่วทั้งองค์กร (พรรคพงศ์ วุฒิวงศ์, 2565)



ภาพที่ 4 ระดับคุณค่าผลลัพธ์และความซับซ้อนของการจัดการข้อมูลสารสนเทศ

ที่มา : ปรับปรุงจาก Big Data Fundamentals Concepts, Drivers & Techniques (p.8)

ดังนั้น เพื่อบูรณาการ การบริหารความเสี่ยงเข้ากับ Big Data ได้อย่างมีประสิทธิภาพ ความสามารถขององค์กรในการจัดการข้อมูลขนาดใหญ่ที่มีความซับซ้อน ช่วยให้ธุรกิจจัดการข้อมูลให้พร้อมประมวลผลได้โดยใช้เทคโนโลยีและคำสั่งแบบจำลองที่สร้างขึ้น เพื่อนำข้อมูลที่ผ่านการวิเคราะห์แล้วมาใช้ หรือแปรความหมายตามรูปแบบของการวิเคราะห์ข้อมูลนำไปสู่การสร้างมูลค่าให้แก่องค์กร ดังภาพที่ 4

6. สรุป

จากความก้าวหน้าด้านเทคโนโลยีในยุคข้อมูลข่าวสารและดิจิทัล ทำให้ภาคธุรกิจเกิดการพัฒนากระบวนการบริหารงานจากการใช้ข้อมูลให้สามารถสร้างความได้เปรียบเหนือคู่แข่งขันได้ โดยเฉพาะอย่างยิ่งการใช้ Big Data ที่รวมเอาข้อมูลต่างๆ ที่เกี่ยวข้องมาประมวลผลและวิเคราะห์ร่วมกัน ก็จะช่วยให้องค์กรหรือธุรกิจนั้นๆ มีข้อมูลเชิงลึก (insight) ประกอบการวางแผนหรือตัดสินใจ ช่วยให้สามารถนำมาปรับปรุงการดำเนินงาน หรือสร้างแผนงานเตรียมพร้อมรับมือกับความท้าทายและโอกาสใหม่ รวมถึงช่วยให้สามารถแก้ปัญหาได้อย่างรวดเร็ว มีประสิทธิภาพ และตรงจุด แน่นอนว่าองค์กรที่เล็งเห็นถึงประโยชน์ดังกล่าว ย่อมให้ความสำคัญกับ Big Data ดังนั้น บทความฉบับนี้จึงจัดทำขึ้นเพื่อนำเสนอภาพรวมของการบริหารความเสี่ยงที่มีความสำคัญกับองค์กรที่ใช้ Big Data โดยครอบคลุมหัวข้อที่สำคัญคือ แนวคิดเกี่ยวกับการบริหารความเสี่ยง ความสำคัญของ Big Data กับองค์กร และการนำกระบวนการบริหารความเสี่ยงมาใช้ควบคุม ดูแลธุรกิจที่มีการใช้ข้อมูลขนาดใหญ่ตามกรอบแนวคิดของ COSO-ERM 2017 ทั้ง 5 องค์ประกอบ ซึ่งเชื่อมโยงให้เห็นความสำคัญของการบริหารความเสี่ยงทั่วทั้งองค์กร (Enterprise Risk Management : ERM) ในหลากมิติ ทั้งความเป็นมาและความหมายเชิงหลักการ ประโยชน์ที่พึงได้รับตลอดจนบทบาทหน้าที่ของผู้บริหารและคนในองค์กร ด้านการกำหนดกลยุทธ์และวัตถุประสงค์ขององค์กร ด้านการกำหนดเป้าหมายของผลการดำเนินงาน การทบทวนและแก้ไข ข้อมูล การสื่อสาร และการรายงานผล ตอบสนองปัจจัยแห่งความสำเร็จ ในการนำพาธุรกิจสู่ความก้าวหน้า ทั้งนี้ เพื่อเป็นการสร้างความเข้าใจที่ถูกต้องให้แก่ผู้ที่สนใจเทคนิคการบริหารความเสี่ยงทั่วทั้งองค์กรไปปรับใช้กับองค์กรที่มีข้อมูลขนาดใหญ่ ซึ่งถือว่าเป็นการเปิดประตูแห่งความสำเร็จให้กับองค์กรได้อย่างยั่งยืน

7. ข้อเสนอแนะ

การบริหารความเสี่ยงกับ Big Data ในบริบทของ COSO-ERM 2017 เป็นหัวข้อการศึกษาที่เป็นเรื่องใหม่ และมีความจำเป็น ไม่น้อยกับองค์กร ซึ่งต้องได้รับการพัฒนาอีกมาก จึงเป็นโอกาสสำหรับการวิจัยในอนาคต เนื่องจากความเปลี่ยนแปลงของข้อมูลที่มาจากความก้าวหน้าของเทคโนโลยี โดยหัวข้อการศึกษาที่น่าสนใจ เช่น การกำกับดูแลกิจการในองค์กรที่ใช้ Big Data , ผลกระทบของ Big Data ที่มีต่อการบริหารความเสี่ยง , การกำหนดกลยุทธ์เพื่อจัดการความเสี่ยงในยุค Big Data หรือทักษะที่จำเป็นของผู้บริหารและผู้ปฏิบัติงานในองค์กรที่ใช้ Big Data เพื่อลดโอกาสที่จะเกิดความสูญเสีย หรือช่วยเพิ่มโอกาสของความสำเร็จ เป็นการบูรณาการร่วมกันนำไปสู่การสร้างมูลค่าให้กับองค์กร ผู้เขียนมุ่งหวังว่าบทความฉบับนี้จะก่อให้เกิดประโยชน์แก่ผู้เกี่ยวข้องขององค์กรที่ใช้ประโยชน์จาก Big Data ที่จะได้เห็นความสำคัญของการบริหารความเสี่ยง ตลอดจนเชื่อมโยงกระบวนการจัดการทั่วทั้งองค์กรให้เกิดการบูรณาการร่วมกันอย่างเป็นรูปธรรม รวมถึงผู้ที่สนใจทั่วไปจะได้รับทราบกระบวนการบริหารความเสี่ยงกับการจัดการข้อมูลขนาดใหญ่ เพื่อเตรียมรับมือกับความเปลี่ยนแปลง ในอนาคตต่อไป

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ปัจจัยด้านประชากรศาสตร์และพฤติกรรมการออมที่ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี

Demographic Factors and Saving Behavior Affecting the Savings Factors of Private Workers in Muang District, Lop Buri Province

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บทคัดย่อ

การศึกษาครั้งนี้เป็นการศึกษาปัจจัยด้านประชากรศาสตร์และพฤติกรรมการออมที่ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี มีวัตถุประสงค์ คือ 1.เพื่อศึกษารูปแบบการออมเงินเพื่อเตรียมความพร้อมก่อนเกษียณกลุ่มคนทำงานเอกชนในจังหวัดลพบุรี 2. เพื่อศึกษาปัจจัยการออมจำแนกตามประชากรศาสตร์ 3. เพื่อศึกษาปัจจัยการออมจำแนกตามพฤติกรรมการออม การศึกษาครั้งนี้เป็นการศึกษาเชิงปริมาณ ซึ่งใช้แบบสอบถามเป็นเครื่องมือในการเก็บข้อมูล กลุ่มตัวอย่างคือ กลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี จำนวน 400 คน วิเคราะห์ข้อมูลด้วยสถิติเชิงพรรณนา (Descriptive statistic) ได้แก่ ค่าความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สถิติเชิงอนุมาน (Inferential statistic) ได้แก่ สถิติทดสอบ Oneway ANOVA และ T-test

ผลการวิจัย พบว่า (1) ปัจจัยประชากรศาสตร์ ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง ส่วนใหญ่มีอายุระหว่าง 20-30 ปี มีการศึกษาระดับปริญญาตรี ส่วนใหญ่มีรายได้ต่ำกว่า 20,000 บาท และมีสถานภาพเป็นโสด (2) พฤติกรรมการออม ผู้ตอบแบบสอบถามส่วนใหญ่มีความถี่ในการออมมากกว่า 4 ครั้งต่อปี โดยส่วนใหญ่มีจำนวนเงินออมต่อเดือน 1,001-3,000 บาท และมีระยะเวลาในการออม 11 ปีขึ้นไป (3) ปัจจัยการออม พบว่า ปัจจัยการออมด้านอัตราผลตอบแทนโดยรวมมีความสำคัญอยู่ในระดับมาก ปัจจัยด้านเศรษฐกิจ

โดยรวมมีความสำคัญอยู่ในระดับมาก ปัจจัยด้านทัศนคติการออมโดยรวมมีความสำคัญอยู่ในระดับมาก และปัจจัยด้านการยอมรับความเสี่ยง โดยรวมมีความสำคัญอยู่ในระดับปานกลาง (4) รูปแบบการออมเพื่อเตรียมความพร้อมก่อนเกษียณ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่มีการออมในรูปแบบของเงินฝาก ประเภทเงินฝากประจำ ส่วนใหญ่ไม่มีการออมในรูปตราสารหนี้ ไม่มีการออมในรูปตราสารทุน มีการออมในรูปอสังหาริมทรัพย์ คือ ที่ดิน และส่วนใหญ่มีการออมในรูปทรัพย์สิน

ผลการทดสอบสมมติฐานพบว่า (1) ปัจจัยด้านประชากรศาสตร์ โดยเพศ ระดับการศึกษา สถานภาพสมรส ไม่ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี ขณะที่อายุ รายได้เฉลี่ยต่อเดือนส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี (2) พฤติกรรมการออม โดยความถี่ของการออม จำนวนเงินออมเฉลี่ยต่อเดือน ระยะเวลาในการออม ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี

คำสำคัญ : พฤติกรรมการออม ปัจจัยการออม การออมเพื่อเตรียมความพร้อมก่อนเกษียณ

Abstract

This study was to study demographic factors and saving behaviors that affected the savings of private sector workers in Muang District, Lop Buri Province. The objectives were: (1) to study patterns of savings for retirement preparation among private workers in Lop Buri Province, (2) to study the savings factors classified by demographics, (3) to study the savings factors classified by saving behavior This study was a quantitative study. The

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questionnaire was used as a tool for collecting data.The sample is A group of 400 private workers in Muang District, Lopburi Province were analyzed by descriptive statistic, including frequency, percentage, mean, standard deviation. Inferential statistic including Oneway ANOVA and T-test.

The results of the research revealed that (1) demographic factors Most of the respondents were female. Most of them are between 20-30 years old with a bachelor's degree. Most of them had an income below 20,000 baht and were single (2) saving behavior. Most of the respondents had a frequency of saving more than 4 times a year, most of which had monthly savings of 1,001-3,000 baht and had a savings period of 11 years or more (3) Saving Factors Study Results It was found that the overall savings rate of return factor was at a high level. economic factor Overall, it is important at a high level. The overall savings attitude factor was at a high level. and risk acceptance factors Overall, the importance was at a moderate level. (4) Savings patterns for preparation before retirement the study found that most respondents had savings in the form of deposits. Type of fixed deposit Most of them do not have savings in the form of debt instruments. No savings in the form of equity There is saving in the form of real estate, namely land, and most of them are saving in the form of assets.

The results of the hypothesis testing revealed that (1) demographic factors such as gender, education level, and marital status did not affect the savings factor of private sector workers in Muang District, Lopburi Province, while age, average monthly income affected the savings factor. of private workers in Muang District, Lop Buri Province (2) saving behavior by the frequency of savings Average amount of savings per month Time to save Affecting the savings factor of the private working group in Muang District, Lop Buri Province.
Key words: saving behavior, saving factors, saving for retirement preparation

ความเป็นมาและความสำคัญ

การออม คือ การใช้สิ่งที่มีคุณค่าทั้งหลายอย่างไม่ประมาท ระมัดระวัง ในขณะเดียวกัน ทรัพย์สินเงินทอง ซึ่งเป็นปัจจัยในการดำรงชีวิต ต้องให้ความสำคัญ ไม่ปล่อยปละละเลย การออมเกิดขึ้นที่ “คน” การออมจะเกิดขึ้นได้เพราะ คนได้รับการศึกษาเรียนรู้จากพ่อแม่ ครอบครัว และคุณครู เป็นผู้แนะนำสั่งสอน การออมจึงเป็นเรื่องของการศึกษา การพัฒนาชีวิตของคนในลักษณะหนึ่ง ฝึกรู้คิด ทำในสิ่งที่มีประโยชน์

ในยุคปัจจุบันได้เข้าสู่ช่วงเปลี่ยนผ่านของปี 2023 เป็นปีที่เปลี่ยนผ่านจาก “ยุคดอกเบี้ยต่ำ-เศรษฐกิจเติบโตต่ำ” ในปี 2010-2019 สู่ “ยุคCOVID” ในปี 2020-2022 ที่การระบาดของ COVID นำไปสู่การล็อคดาวน์ทั่วโลก การใช้จ่ายด้านการคลังจำนวนมหาศาล ยอดหนี้พุ่งสูงขึ้น และโรคระบาดครั้งใหญ่ในรอบศตวรรษ การเติบโตของเศรษฐกิจโลกลดลงอย่างมีนัยสำคัญ สถิติการออมเงินของคนไทย หลังพ้นสถานการณ์โควิด-19 ปรับตัวลดลงต่อเนื่อง หากเทียบก่อนเกิดการระบาดของโควิด 19 ข้อมูลจากสำนักงานสถิติแห่งชาติ สัดส่วนการออมของคนไทยมี 74.1% ของจำนวนประชากรทั้งหมด และครัวเรือนที่ไม่มีการออมมีถึง 25.9% แต่ปัจจุบัน พบว่า ระดับครัวเรือนที่ไม่มีการออมมีแนวโน้มสูงขึ้น เพราะปัญหารายได้ไม่พอกับรายจ่าย และยังต้องเผชิญกับค่าครองชีพที่เร่งตัวขึ้น ส่งผลต่อความสามารถการชำระหนี้ทำให้คนไทยจำเป็นต้องนำเงินออมมาเพื่อชำระหนี้ และบางรายยกเลิกการออม รวมถึงยังไร้แรงจูงใจในการออม หลังจากที่รัฐบาลยกเลิกมาตรการลดหย่อนภาษีในการลงทุนเพื่อการออมระยะยาว ทำให้กลุ่มรายได้ปานกลางลดการออมลง หรือหยุดการออมลง สิ่งเหล่านี้ส่งผลให้พฤติกรรมของมนุษย์มีการปรับตัว เปลี่ยนค่านิยมใหม่ๆ เช่น การใช้จ่ายอย่างระมัดระวัง การวางแผนออมเงิน ดังนั้นจึงจำเป็นต้องบริหารจัดการรายได้-รายจ่ายให้เพียงพอเหมาะสมกับเพศ วัย อาชีพ และรายได้ ให้มีเงินเหลือเพื่อเตรียมการวางแผนด้านค่าใช้จ่าย ด้านการลงทุนภายใต้ความเสี่ยงที่ยอมรับได้

ดังนั้นจากที่กล่าวมาข้างต้นจึงเป็นเหตุผลที่ทำให้มีความสนใจทำการศึกษาเรื่องปัจจัยด้านประชากรศาสตร์และพฤติกรรมการออมที่ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี ซึ่งผลการวิจัยนี้จะทำให้สามารถเข้าใจถึงปัจจัยด้านประชากรศาสตร์ พฤติกรรมการออม มีผลต่อปัจจัยการออมหรือไม่

วัตถุประสงค์การวิจัย

1. เพื่อศึกษาปัจจัยประชากรศาสตร์ (ปัจจัยส่วนบุคคล) ที่ส่งผลต่อรูการออมเงินเพื่อเตรียมความพร้อมก่อนเกษียณกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี

2. เพื่อศึกษาพฤติกรรมที่ส่งผลต่อรูการออมเงินเพื่อเตรียมความพร้อมก่อนเกษียณกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี

3. เพื่อศึกษาปัจจัยการออมจำแนกตามพฤติกรรมการออม

นิยามศัพท์

พฤติกรรมการออม หมายถึง การแสดงออกหรือนิสัยส่วนบุคคล ในการเก็บสะสมเงินไว้ เพื่อวัตถุประสงค์บางอย่าง ซึ่งพฤติกรรมการออมของแต่ละคนจะแตกต่างกันออกไป

ปัจจัยด้านผลตอบแทน หมายถึง สิ่งดึงดูดใจที่ช่วยให้ผู้ออมตัดสินใจออม ยิ่งผลตอบแทนสูง ปริมาณการออมก็จะสูงตามไปด้วย

ปัจจัยด้านเศรษฐกิจ หมายถึง ปัจจัยที่มีผลต่อการออม ไม่ทางตรงก็ทางอ้อม ซึ่งอาจจะทำให้การออมเพิ่มขึ้นหรือลดลงก็ได้

ปัจจัยด้านทัศนคติการออม หมายถึง ปัจจัยที่ส่งผลกระทบโดยตรงแก่ผู้ออม อาจกล่าวได้ว่า ถ้าผู้ออมมีทัศนคติการออมเชิงบวก การออมจะเพิ่มขึ้น แต่ในขณะเดียวกัน ถ้าผู้ออมมีทัศนคติในการออมเชิงลบ การออมจะลดลง

ปัจจัยด้านการยอมรับความเสี่ยง หมายถึง ปัจจัยที่มีผลต่อรูปแบบการออม กล่าวคือ ลักษณะนิสัยของผู้ออม

รูปแบบการออม หมายถึง ลักษณะการออมเงินของแต่ละบุคคล ซึ่งรูปแบบจะแตกต่างกันไปตามปัจจัยต่างๆ เช่น ปัจจัยส่วนบุคคล อัตราผลตอบแทน เป็นต้น

การออมในรูปแบบอื่นๆ หมายถึง การออมในรูปทรัพย์สิน กองทุนรวมเพื่อการเลี้ยงชีพ (RMF) กองทุนรวมหุ้นระยะยาว (LTF) กองทุนสำรองเลี้ยงชีพ เป็นต้น

ขอบเขตการวิจัย

ขอบเขตด้านประชากร

ประชากรและกลุ่มตัวอย่างที่ใช้ในการวิจัย คือ กลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี กำหนดกลุ่มตัวอย่างโดยคำนวณขนาดกลุ่มตัวอย่างตามสูตร ของคอแครน (Cochran) ได้ขนาดตัวอย่าง 400 คน กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ใช้วิธีการเลือกกลุ่มตัวอย่างแบบบังเอิญ (Accidental Sampling) เป็นการเลือกกลุ่มตัวอย่างเพื่อให้ได้จำนวนตามต้องการ

ขอบเขตด้านเนื้อหา

เป็นการศึกษาปัจจัยด้านประชากรศาสตร์และพฤติกรรมการออมที่ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี

ขอบเขตด้านพื้นที่

ผู้วิจัยใช้พื้นที่ศึกษา คือ เขตอำเภอเมือง จังหวัดลพบุรี

ขอบเขตด้านระยะเวลา

ในการศึกษาวิจัยครั้งนี้ ใช้เวลาตั้งแต่เดือนกันยายน 2565 – เดือนมกราคม 2566 รวมระยะเวลา 5 เดือน

แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง

ปัจจัยสำคัญในการออม โดยทั่วไปการออมจะเกิดขึ้นก็ต่อเมื่อบุคคลนั้นมีรายได้มากกว่าการจ่าย และต้องอาศัยปัจจัยสำคัญในการออม ดังนี้

1. ผลตอบแทนที่ได้รับ ถ้าผลตอบแทนในการออมเพิ่มขึ้น ก็จะเป็นสิ่งจูงใจให้บุคคลมีการออมเพิ่มมากขึ้นเท่านั้น เช่น รัฐบาลกำหนดให้ธนาคารพาณิชย์ทุกแห่งลดอัตราดอกเบี้ยเงินฝากประจำลง และยังเก็บดอกเบี้ยภาษีเงินฝากอีก จึงทำให้ระดับเงินออมของธนาคารพาณิชย์มีแนวโน้มลดลงมาก

2. มูลค่าของอำนาจซื้อของเงินในปัจจุบัน ผู้ออมจะตัดสินใจออมเงินมากขึ้น หลังจากพิจารณาถึงอำนาจซื้อของเงินที่มีอยู่ในปัจจุบันว่าจะมีความแตกต่างจากมูลค่าของเงินในอนาคต เช่น จำนวนเงิน 1 บาท ซื้อสินค้าหรือบริการได้ในจำนวนใกล้เคียงหรือเท่ากับการใช้เงิน 1 บาท ซื้อสินค้าหรือบริการใน 2-3 ปีข้างหน้าหรือมากกว่านั้น

3. รายได้ส่วนบุคคลสุทธิ ผู้ที่มีรายได้แน่นอนทุกเดือนในจำนวนไม่สูงมาก จำนวนเงินออมที่กันไว้อาจเป็นเพียงจำนวนน้อยตามอัตราส่วนของรายได้ที่มีอยู่ นอกจากนั้นการเปลี่ยนแปลงรายได้เนื่องจากการเลื่อนตำแหน่ง โยกย้ายงาน ถูกปลดออกจากตำแหน่งหน้าที่ที่มีผลต่อระดับการออม ทำให้มีการออมเพิ่มขึ้น หรือลดลงจากระดับเดิมได้ ในระหว่างที่บุคคลมีรายได้มากกว่าปกติ หรือขณะที่มีความสามารถหารายได้อยู่จึงควรจะมีการออมไว้เพื่อป้องกันปัญหาทางการเงินที่อาจเกิดขึ้นได้

4. ความแน่นอนของจำนวนรายได้ในอนาคตหลังเกษียณอายุ ถ้าทุกคนทราบว่าเมื่อใดก็ตามที่แต่ละบุคคลไม่มีความสามารถหารายได้ต่อไป ก็จะไม่มีปัญญาการเงินเกิดขึ้น เนื่องจากหน่วยงานที่ทำงานอยู่อาจมีนโยบายช่วยเหลือในวัยชราหลังเกษียณอายุ หรือภายหลังออกจากงานก่อนกำหนด เช่น การให้บำนาญ บำเหน็จ เงินชดเชย เป็นต้น

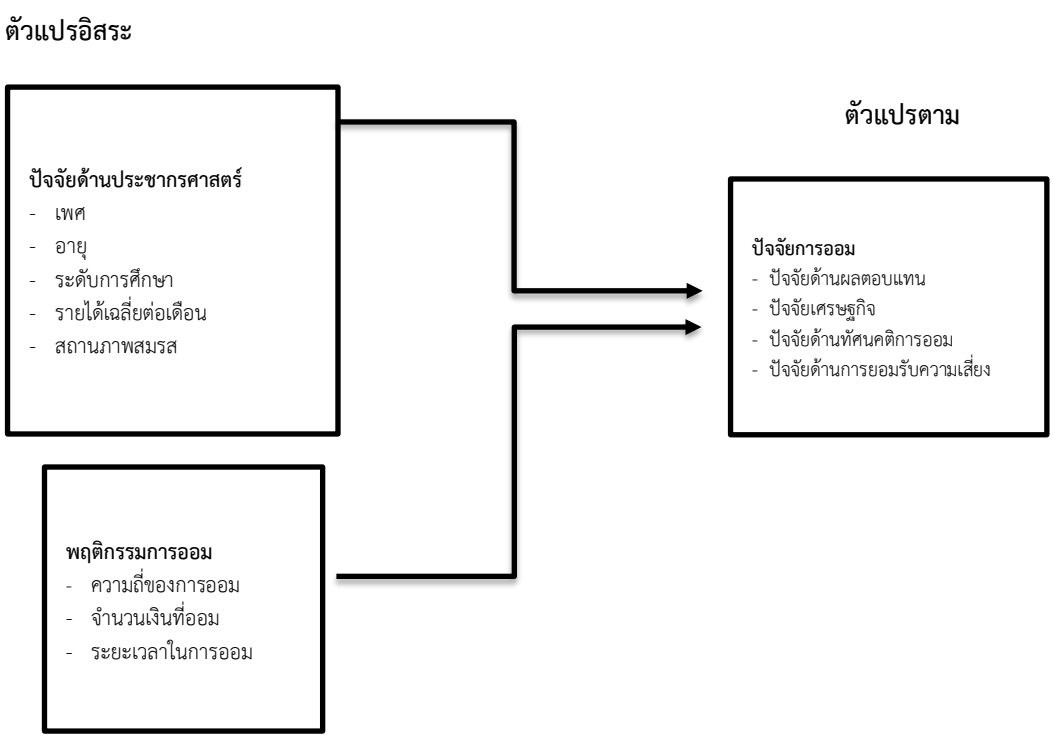
วราภรณ์ กิติวรบุตร (2549) ได้ทำการศึกษาเรื่อง ปัจจัยที่มีผลต่อการออมของพนักงานธนาคารกสิกรไทยจำกัด (มหาชน) ในกรุงเทพมหานคร โดยมีวัตถุประสงค์เพื่อศึกษาปัจจัยที่มีผลกระทบต่อการออมและพฤติกรรมการออมของพนักงานธนาคารกสิกรไทย จำกัด (มหาชน) ในกรุงเทพมหานคร จากการศึกษาพบว่าปัจจัยที่มีผลต่อการออม ดังนี้ ปัจจัยด้านรูปแบบการออมที่มีผลต่อการออม พบว่ามีค่าเฉลี่ยรวมอยู่มาก ได้แก่ ปัจจัยด้านรูปแบบการออมในตลาดเงิน ส่วนปัจจัยย่อย คือ สามารถฝาก/ถอน ได้ทุกวัน ปัจจัยด้านรูปแบบการออมในตลาดตราสารหนี้ ปัจจัยย่อย คือ ชื่อเสียงและความมั่นคงของสถาบันที่ออกตราสาร และปัจจัยด้านรูปแบบการออมในตลาดทุน ปัจจัยย่อย คือ ส่วนต่างราคาหลักทรัพย์ที่ซื้อขาย ปัจจัยด้านความเสี่ยงที่มีผลต่อการออม พบว่าค่าเฉลี่ยรวมอยู่ในระดับมาก ได้แก่ ปัจจัยด้านความเสี่ยงของการออมในตลาดเงิน ปัจจัยย่อย คือ ระยะเวลาในการออม ปัจจัยด้านความเสี่ยงของการออมในตราสารหนี้ คือ ระยะเวลาในการออม ปัจจัยด้านความเสี่ยงของการออมในตลาดทุน ปัจจัยย่อย คือ ความเสี่ยงที่เกิดจากสภาวะตลาด ปัจจัยภายนอกที่มีผลต่อการออมมีค่าเฉลี่ยรวมอยู่ในระดับมาก โดยปัจจัยย่อยที่สำคัญ คือ ภาวะเศรษฐกิจ

สมมติฐานของการวิจัย

สมมติฐานที่ 1 ปัจจัยด้านประชากรศาสตร์ที่แตกต่างกัน ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน

สมมติฐานที่ 2 พฤติกรรมการออมที่แตกต่างกัน ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน

กรอบแนวคิดการวิจัย



วิธีดำเนินการวิจัย

งานวิจัยครั้งนี้เป็นการวิจัยเชิงปริมาณ (Quantitative Research) โดยเก็บรวบรวมข้อมูลจากการสำรวจกลุ่มตัวอย่างที่ใช้ในการวิจัย คือ กลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี เพื่อศึกษาปัจจัยด้านประชากรศาสตร์และพฤติกรรมการออมที่ส่งผลต่อปัจจัยการออม โดยแบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างที่ทำงานเอกชน ดำเนินการรวบรวมข้อมูลจากแบบสอบถามที่เป็นแบบออนไลน์

ประชากรที่ศึกษา คือ กลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี คำนวณขนาดกลุ่มตัวอย่างตามสูตรของคอแครน (Cochran, 1977) ที่ระดับความเชื่อมั่นร้อยละ 95 ได้ขนาดตัวอย่าง 400 คน โดยใช้การเลือกกลุ่มตัวอย่างแบบบังเอิญ (Accidental Sampling) เป็นการเลือกกลุ่มตัวอย่างเพื่อให้ได้จำนวนตามต้องการ

ขั้นตอนการสร้างเครื่องมือและตรวจสอบคุณภาพเครื่องมือ

ผู้วิจัยได้ศึกษาข้อมูลจากเอกสาร หนังสือ วารสาร แนวคิด ทฤษฎี และ งานวิจัยที่เกี่ยวข้องเพื่อนำมากำหนดโครงสร้างแบบสอบถาม นำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นมาเสนอต่ออาจารย์ที่ปรึกษาปรับปรุงแก้ไขตามคำแนะนำรวมทั้งปรับปรุงแก้ไขแบบสอบถามตามคำแนะนำของอาจารย์ผู้ทรงคุณวุฒิในคณะวิทยาการจัดการหลังจากนั้นจึงนำแบบสอบถามที่ผ่านการตรวจสอบและปรับปรุงแก้ไขให้สมบูรณ์แล้วนั้นนำไปทดลองใช้กับกลุ่มตัวอย่างจำนวน 30 ตัวอย่างในเขตกรุงเทพมหานครเพื่อทดสอบความเชื่อมั่น (Reliability) ซึ่งค่าที่ได้ไม่ควรต่ำกว่า 0.70 ซึ่งจะถือว่าแบบสอบถามมีความเชื่อมั่น (ลัดดาวัลย์ เพชรโรจน์และอัจฉรา ชำนิประศาสน์, 2547) จากการคำนวณหาค่าสัมประสิทธิ์แอลฟาของครอนบาค (Cronbach Alpha Coefficient) ผลการคำนวณค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ผลการคำนวณค่าสัมประสิทธิ์ในภาพรวมเท่ากับ 0.940 เรียงตามลำดับกลุ่มตัวแปรคือ ปัจจัยด้านผลตอบแทนเท่ากับ 0.887 เศรษฐกิจเท่ากับ 0.821 ทัศนคติการออมเท่ากับ 0.871 การยอมรับความเสี่ยงเท่ากับ 0.803 ดังนั้นแบบสอบถามมีค่าความเชื่อมั่นในระดับที่ยอมรับได้จึงสามารถนำไปใช้เป็นเครื่องมือในการเก็บรวบรวมข้อมูล

การวิเคราะห์และสถิติที่ใช้

การวิจัยครั้งนี้วิเคราะห์ข้อมูลทางสถิติด้วยโปรแกรมสำเร็จรูป โดยได้นำข้อมูลจากแบบสอบถามที่เก็บรวบรวมได้มาตรวจสอบความถูกต้องของข้อมูล และตัดชุดแบบสอบถามที่ไม่สมบูรณ์ออกเพื่อให้ได้ข้อมูลที่ถูกต้องมากที่สุด ผู้วิจัยจะบันทึกข้อมูลตามรหัสข้อมูล (Code) ที่ได้กำหนดไว้ โดยดำเนินการวิเคราะห์ข้อมูลด้วยสถิติความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และทดสอบสมมติฐาน โดยใช้สถิติ One-way ANOVA, T-test ที่ระดับนัยสำคัญ 0.05

ผลการวิจัย

ส่วนที่ 1 ผลจากการศึกษาข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถาม

เพศ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง คิดเป็นร้อยละ 54.2 เพศชาย คิดเป็นร้อยละ 45.8

อายุ พบว่า ส่วนใหญ่มีอายุระหว่าง 20-30 ปี คิดเป็นร้อยละ 40.8 รองลงมาคือ 41-50 ปี คิดเป็นร้อยละ 23.3 อายุ 51 ปีขึ้นไป คิดเป็นร้อยละ 22.5 และอายุ 31-40 ปี คิดเป็นร้อยละ 13.3 ตามลำดับ

ระดับการศึกษา พบว่า ส่วนใหญ่เป็นปริญญาตรี คิดเป็นร้อยละ 57.5 รองลงมาคือ ต่ำกว่าปริญญาตรี คิดเป็นร้อยละ 34.2 และสูงกว่าปริญญาตรี คิดเป็นร้อยละ 8.3

รายได้เฉลี่ยต่อเดือน พบว่า ส่วนใหญ่ต่ำกว่า 20,000 บาท คิดเป็นร้อยละ 45.8 รองลงมาคือ 20,001-40,000 คิดเป็นร้อยละ 28.3 จำนวน 50,001 บาทขึ้นไป คิดเป็นร้อยละ 19.2 และจำนวน40,001-50,000 คิดเป็นร้อยละ 6.7 ตามลำดับ

สถานภาพสมรส พบว่า ส่วนใหญ่เป็นโสด คิดเป็นร้อยละ 62.5 รองลงมาคือ สมรส คิดเป็นร้อยละ 34.2 หม้าย คิดเป็นร้อยละ 2.5 และหย่าร้าง คิดเป็นร้อยละ 0.8 ตามลำดับ

ส่วนที่ 2 ผลการศึกษาพฤติกรรมการออมของผู้ตอบแบบสอบถาม

ความถี่ในการออมต่อปี พบว่า ส่วนใหญ่มีการออมมากกว่า 4 ครั้งต่อปี คิดเป็นร้อยละ 61.7 รองลงมาคือ 1-2 ครั้งต่อปี คิดเป็นร้อยละ 25.8 และ 3-4 ครั้งต่อปี คิดเป็นร้อยละ 12.5

จำนวนเงินออมเฉลี่ยต่อเดือน พบว่า ส่วนใหญ่มีจำนวนเงินออมต่อเดือน 1,001-3,000 บาท คิดเป็นร้อยละ 50.8 รองลงมาคือ ต่ำกว่า 1,000 บาท คิดเป็นร้อยละ 18.3 จำนวน 5,001 บาทขึ้นไป คิดเป็นร้อยละ 15.8และจำนวน 3,001-5,000 บาท คิดเป็นร้อยละ 15.0 ตามลำดับ

ระยะเวลาในการออม พบว่า ส่วนใหญ่มีระยะเวลาในการออม 11 ปีขึ้นไป คิดเป็นร้อยละ 38.3 รองลงมาคือ 1-5 ปี คิดเป็นร้อยละ 29.2 ระยะเวลา 6-10 ปี คิดเป็นร้อยละ 18.3 และน้อยกว่า 1 ปี คิดเป็นร้อยละ 14.2 ตามลำดับ

ส่วนที่ 3 ผลการศึกษาปัจจัยการออม

การศึกษาปัจจัยการออม มีทั้งหมด 4 ด้าน คือ ปัจจัยด้านอัตราผลตอบแทน ปัจจัยด้านเศรษฐกิจ ปัจจัยด้านทัศนคติการออม และปัจจัยด้านการยอมรับความเสี่ยง

พบว่า ปัจจัยด้านอัตราผลตอบแทนโดยรวมมีความสำคัญอยู่ในระดับมาก ($\bar{X}$ = 4.1875, SD = 0.7385) ซึ่งทุกข้อมีความสำคัญอยู่ในระดับมาก ตามลำดับดังนี้ คือ อัตราดอกเบี้ย ($\bar{X}$ = 4.2583, SD = 0.8147) รองลงมาคือ ระยะเวลาที่ได้รับผลตอบแทน

($\bar{X}$ = 4.2083, SD = 0.8391) อัตราการจ่ายเงินปันผล ($\bar{X}$ = 4.1750, SD = 0.8467) และสิทธิประโยชน์ที่ได้รับจากการออม ($\bar{X}$ = 4.1083 , SD = 0.9148) ตามลำดับ

ปัจจัยด้านเศรษฐกิจ โดยรวมมีความสำคัญอยู่ในระดับมาก ($\bar{X}$ = 4.1383, SD = 0.6785) โดยแต่ละข้อมีความสำคัญเรียงลำดับ จากมากไปน้อย ดังนี้ ผู้ออมควรได้รับอัตราดอกเบี้ยซึ่งเป็นผลตอบแทนที่เหมาะสม ($\bar{X}$ = 4.2667, SD = 0.7963) อัตราเงินเฟ้อ ($\bar{X}$ = 4.1750 , SD = 0.8467) ความผันผวนทางเศรษฐกิจ ($\bar{X}$ = 4.1667 , SD = 0.8631) อัตราภาษีเงินได้ ($\bar{X}$ = 4.0917 , SD = 0.8300) และอัตราแลกเปลี่ยนเงินต่างประเทศที่ผันผวน ($\bar{X}$ = 3.9917, SD = 0.9393)

ปัจจัยด้านทัศนคติการออม โดยรวมมีความสำคัญอยู่ในระดับมาก ($\bar{X}$ = 4.3167, SD = 0.6447) ซึ่งทุกข้อมีความสำคัญอยู่ในระดับมาก ตามลำดับดังนี้ คือ ท่านคิดว่าการออมเป็นการเตรียมความพร้อมสำหรับใช้จ่ายในกรณีฉุกเฉินได้ ($\bar{X}$ = 4.4167 , SD = 0.6931) รองลงมาคือ ท่านคิดว่าการออมเป็นการเตรียมความพร้อมสำหรับการเกษียณอายุ ($\bar{X}$ = 4.400 , SD = 0.7492) ท่านคิดว่าการออมเป็นการเพิ่มความมั่งคั่งให้กับตัวท่านได้ ($\bar{X}$ = 4.2750 , SD = 0.7329) และท่านคิดว่าการออมเป็นการบรรลุวัตถุประสงค์ชีวิต ($\bar{X}$ = 4.1750 , SD = 0.8855)

ปัจจัยด้านการยอมรับความเสี่ยง โดยรวมมีความสำคัญอยู่ในระดับปานกลาง ($\bar{X}$ = 3.9944, SD = 0.6722) โดยแต่ละข้อมีความสำคัญเรียงลำดับจากมากไปน้อย ดังนี้ ท่านสามารถยอมรับได้หากการลงทุนเน้นความปลอดภัยของเงินลงทุนจะให้ผลตอบแทนในระดับต่ำ ($\bar{X}$ = 4.1250 , SD = 0.7397) ท่านคิดว่าความเสี่ยงจากการออมและการลงทุนสามารถบริหารจัดการได้ ($\bar{X}$ = 3.9833 , SD = 0.7776) และท่านสามารถยอมรับความเสี่ยงจากการขาดทุนได้ ($\bar{X}$ = 3.8750 , SD = 0.8654)

ส่วนที่ 4 รูปแบบการออมเพื่อเตรียมความพร้อมก่อนเกษียณ

ผลการศึกษาข้อมูลรูปแบบการออมของผู้ตอบแบบสอบถามมีรายละเอียดดังนี้

การออมในรูปแบบของเงินฝาก พบว่า ส่วนใหญ่มีการออมในรูปแบบเงินฝากประจำ คิดเป็นร้อยละ 60.0 รองลงมาคือ การประกันแบบเงินได้ประจำ คิดเป็นร้อยละ 29.7 และไม่มีการออมในรูปแบบเงินฝาก คิดเป็นร้อยละ 10.3

การออมในรูปตราสารหนี้ พบว่า ส่วนใหญ่ไม่มีการออมในรูปตราสารหนี้ คิดเป็นร้อยละ 37.1 รองลงมาคือ พันธบัตรรัฐบาล คิดเป็นร้อยละ 24.5 หุ้นกู้เอกชน คิดเป็นร้อยละ 13.2 ตั๋วเงินคลัง คิดเป็นร้อยละ 13.2 และพันธบัตรรัฐวิสาหกิจ คิดเป็นร้อยละ 11.9

การออมในรูปตราสารทุน พบว่า ส่วนใหญ่ไม่มีการออมในรูปตราสารทุน คิดเป็นร้อยละ 46.6 รองลงมาคือ หุ้นสามัญ คิดเป็นร้อยละ 27.5 และหน่วยลงทุน คิดเป็นร้อยละ 26.0

การออมในรูปอสังหาริมทรัพย์ พบว่า ส่วนใหญ่มีการออมในรูปอสังหาริมทรัพย์ คือ ที่ดิน คิดเป็นร้อยละ 33.9 รองลงมาคือ บ้าน คิดเป็นร้อยละ 25.7 ไม่มีการออมในรูปอสังหาริมทรัพย์ คิดเป็นร้อยละ 25.1 และคอนโด คิดเป็นร้อยละ 15.2

การออมในรูปแบบอื่นๆ พบว่า ส่วนใหญ่มีการออมในรูปทรัพย์สิน คิดเป็นร้อยละ 23.3 รองลงมาคือสลากออมสิน/ธกส. คิดเป็นร้อยละ 20.4 กองทุนรวมเพื่อการเลี้ยงชีพ (RMF)/กองทุนรวมเพื่อการออม (SSF) คิดเป็นร้อยละ 13.6 กองทุนฌาปนกิจสงเคราะห์ คิดเป็นร้อยละ 11.2 กองทุนรวมหุ้นระยะยาว (LTF) คิดเป็นร้อยละ 9.2 กองทุนสำรองเลี้ยงชีพ คิดเป็นร้อยละ 8.7 สินทรัพย์ใหม่ๆในยุคดิจิทัล คิดเป็นร้อยละ 8.3 ไม่มีการออมในรูปแบบอื่นๆ คิดเป็นร้อยละ 4.9 และการออมในรูปแบบอื่นๆ คิดเป็นร้อยละ 0.5

ผลการทดสอบสมมติฐาน

สมมติฐานที่ 1 ปัจจัยด้านประชากรศาสตร์ที่แตกต่างกัน ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน

ตารางที่ 1 แสดงผลการทดสอบสมมติฐานปัจจัยด้านประชากรศาสตร์ที่แตกต่างกัน ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีที่แตกต่างกัน

ปัจจัยด้านประชากรศาสตร์	Sig.	แปลผล
เพศ	0.299	ไม่ส่งผล
อายุ	0.005	ส่งผล
ระดับการศึกษา	0.197	ไม่ส่งผล
รายได้เฉลี่ยต่อเดือน	0.001	ส่งผล
สถานภาพสมรส	0.701	ไม่ส่งผล

จากตารางที่ 1 แสดงผลการทดสอบสมมติฐานปัจจัยด้านประชากรศาสตร์ที่แตกต่างกัน ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน พบว่า

เพศที่แตกต่างกันส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีที่แตกต่างกัน ด้วยสถิติ T-test จำแนกตามเพศ พบว่า t = -1.042, Sig. = 0.299 ซึ่งไม่มีความแตกต่างกันจึงปฏิเสธสมมติฐาน

อายุที่แตกต่างกันส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน ด้วยสถิติ One-Way ANOVA จำแนกตามอายุ พบว่า F = 4.507, Sig. = 0.005 มีความแตกต่างกัน ซึ่งยอมรับสมมติฐาน แสดงว่ามีค่าเฉลี่ยอย่างน้อย 1 คู่ที่แตกต่างกันจึงทำการเปรียบเทียบรายคู่โดยใช้ตาราง LSD พบว่า ผู้ตอบแบบสอบถามที่มีอายุ 20 - 30 ปีมีปัจจัยการออมแตกต่างจากผู้ตอบแบบสอบถามที่มีอายุ 51 ปีขึ้นไป และผู้ตอบแบบสอบถามที่มีอายุ 31 - 40 ปีมีปัจจัยการออมแตกต่างจากผู้ตอบแบบสอบถามที่มีอายุ 41 - 50 ปี และผู้ตอบแบบสอบถามที่มีอายุ 51 ปีขึ้นไป

ระดับการศึกษาที่แตกต่างกันส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน ด้วยสถิติ One-Way ANOVA จำแนกตามระดับการศึกษา พบว่า F = 1.649, Sig. = 0.197 ซึ่งไม่มีความแตกต่างกัน จึงปฏิเสธสมมติฐาน

รายได้เฉลี่ยต่อเดือนที่แตกต่างกันส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีที่แตกต่างกัน ด้วยสถิติ One-Way ANOVA จำแนกตามรายได้เฉลี่ยต่อเดือน พบว่า F = 5.937, Sig. = 0.001 มีความแตกต่างกัน ซึ่งยอมรับสมมติฐาน แสดงว่ามีค่าเฉลี่ยอย่างน้อย 1 คู่ที่แตกต่างกันจึงทำการเปรียบเทียบรายคู่โดยใช้ตาราง LSD พบว่า ผู้ตอบแบบสอบถามที่มีรายได้เฉลี่ยต่อเดือนต่ำกว่า 20,000 บาทมีปัจจัยการออมแตกต่างจากผู้ตอบแบบสอบถามที่มีรายได้เฉลี่ยต่อเดือน 50,001 บาทขึ้นไป และผู้ตอบแบบสอบถามที่มีรายได้เฉลี่ยต่อเดือน 20,000 - 40,000 บาทมีปัจจัยการออมแตกต่างจากผู้ตอบแบบสอบถามที่มีรายได้เฉลี่ยต่อเดือน 50,001 บาทขึ้นไป

สถานภาพสมรสที่แตกต่างกันส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน ด้วยสถิติ One-Way ANOVA จำแนกตามสถานภาพสมรส พบว่า F = 0.474, Sig. = 0.701 ซึ่งไม่มีความแตกต่างกัน จึงปฏิเสธสมมติฐาน

สมมติฐานที่ 2 พฤติกรรมการออมที่แตกต่างกัน ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน

ตารางที่ 2 แสดงผลการทดสอบสมมติฐานพฤติกรรมการออมที่แตกต่างกัน ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน

พฤติกรรมการออม	Sig.	แปลผล
ความถี่ของการออม	0.003	ส่งผล
จำนวนเงินออม	0.000	ส่งผล
ระยะเวลาในการออม	0.011	ส่งผล

จากตารางที่ 2 แสดงผลการทดสอบสมมติฐานพฤติกรรมการออมที่แตกต่างกัน ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน พบว่า

ความถี่ของการออมที่แตกต่างกันส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน ด้วยสถิติ One-Way ANOVA จำแนกตามความถี่ของการออม พบว่า F = 6.049, Sig. = 0.003 มีความแตกต่างกัน ซึ่งยอมรับสมมติฐาน แสดงว่ามีค่าเฉลี่ยอย่างน้อย 1 คู่ที่แตกต่างกันจึงทำการเปรียบเทียบรายคู่โดยใช้ตาราง LSD พบว่า ผู้ตอบแบบสอบถามที่ออม 1 - 2 ครั้ง/ปีมีปัจจัยการออมแตกต่างจากผู้ตอบแบบสอบถามที่ออม 3-4 ครั้ง/ปี และมากกว่า 4 ครั้ง/ปี

จำนวนเงินออมที่แตกต่างกันส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน ด้วยสถิติ One-Way ANOVA จำแนกตามจำนวนเงินออม พบว่า F = 11.066, Sig. = 0.000 มีความแตกต่างกัน ซึ่งยอมรับสมมติฐาน แสดงว่ามีค่าเฉลี่ยอย่างน้อย 1 คู่ที่แตกต่างกันจึงทำการเปรียบเทียบรายคู่โดยใช้ตาราง LSD พบว่า ผู้ตอบแบบสอบถามที่ออมเฉลี่ยต่อเดือนต่ำกว่า 1,000 บาทมีปัจจัยการออมแตกต่างจากผู้ตอบแบบสอบถามที่ออมเฉลี่ยต่อเดือน 3,001 - 5,000 บาท และ 5,001 บาทขึ้นไป และผู้ตอบแบบสอบถามที่ออมเฉลี่ยต่อเดือน 1,001 - 3,000 บาทมีปัจจัยการออมแตกต่างจากผู้ตอบแบบสอบถามที่ออมเฉลี่ยต่อเดือน 3,001 - 5,000 บาท และ 5,001 บาทขึ้นไป

ระยะเวลาในการออมที่แตกต่างกันส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน ด้วยสถิติ One-Way ANOVA จำแนกตามจำนวนเงินระยะเวลาในการออม พบว่า F = 3.901, Sig. = 0.011 มีความแตกต่างกัน ซึ่งยอมรับสมมติฐาน แสดงว่ามีค่าเฉลี่ยอย่างน้อย 1 คู่ที่แตกต่างกันจึงทำการเปรียบเทียบรายคู่โดยใช้ตาราง LSD พบว่า

ผู้ตอบแบบสอบถามที่ออมในระยะเวลาน้อยกว่า 1 ปีมีปัจจัยการออมแตกต่างจากผู้ตอบแบบสอบถามที่ออมในระยะเวลา 6 - 10 ปี และ 11 ปีขึ้นไป

สรุปและอภิปรายผลการวิจัย

ข้อมูลด้านประชากรศาสตร์ของผู้ตอบแบบสอบถาม

ผลการศึกษา พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง คิดเป็นร้อยละ 54.2 เพศชาย คิดเป็นร้อยละ 45.8 ส่วนใหญ่มีอายุระหว่าง 20-30 ปี มีการศึกษาระดับปริญญาตรี คิดเป็นร้อยละ 57.5 ส่วนใหญ่มีรายได้ต่ำกว่า 20,000 บาท คิดเป็นร้อยละ 45.8 และมีสถานภาพเป็นโสด คิดเป็นร้อยละ 62.5

พฤติกรรมการออมของผู้ตอบแบบสอบถาม

ผลการศึกษา พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่มีความถี่ในการออมมากกว่า 4 ครั้งต่อปี คิดเป็นร้อยละ 61.7 โดยส่วนใหญ่มีจำนวนเงินออมต่อเดือน 1,001-3,000 บาท คิดเป็นร้อย ละ 50.8 และมีระยะเวลาในการออม 11 ปีขึ้นไป คิดเป็นร้อยละ 38.3

ปัจจัยการออมของผู้ตอบแบบสอบถาม

ผลการศึกษา พบว่า ปัจจัยการออมด้านอัตราผลตอบแทนโดยรวมมีความสำคัญอยู่ในระดับมาก ปัจจัยด้านเศรษฐกิจโดยรวมมีความสำคัญอยู่ในระดับมาก ปัจจัยด้านทัศนคติการออมโดยรวมมีความสำคัญอยู่ในระดับมาก และปัจจัยด้านการยอมรับความเสี่ยง โดยรวมมีความสำคัญอยู่ในระดับปานกลาง

รูปแบบการออมของผู้ตอบแบบสอบถาม

ผลการศึกษา พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่มีการออมในรูปแบบของเงินฝาก ประเภทเงินฝากประจำ คิดเป็นร้อยละ 60.0 ส่วนใหญ่ไม่มีการออมในรูปตราสารหนี้ คิดเป็นร้อยละ 37.1 ส่วนใหญ่ไม่มีการออมในรูปตราสารทุน คิดเป็นร้อยละ 46.6 ส่วนใหญ่มีการออมในรูปอสังหาริมทรัพย์ คือ ที่ดิน คิดเป็นร้อยละ 33.9 และส่วนใหญ่มีการออมในรูปทรัพย์สิน คิดเป็นร้อยละ 23.3

สมมติฐานที่ 1 ปัจจัยด้านประชากรศาสตร์ที่แตกต่างกัน ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน

ผลการทดสอบสมมติฐาน พบว่า ปัจจัยด้านประชากรศาสตร์ โดยเพศ ระดับการศึกษา สถานภาพสมรส ไม่ส่งผลต่อปัจจัยการออม ขณะที่อายุ รายได้เฉลี่ยต่อเดือนส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี ซึ่งสอดคล้องกับ ภัทรพร กิจชัยนุกูล (2556) ที่ศึกษาเรื่อง ปัจจัยที่มีผลต่อค่าใช้จ่ายของประชาชนในกรุงเทพมหานคร พบว่า ปัจจัยด้านประชากรศาสตร์ ประกอบไปด้วย เพศ ระดับการศึกษา สถานภาพสมรส รายได้ ส่งผลต่อค่าใช้จ่าย ทั้งนี้เป็นผลเนื่องมาจากประชาชนกรุงเทพมหานครได้ ให้ความสำคัญด้านรายได้ ค่าใช้จ่ายเป็นหลักในการดำเนินชีวิต ซึ่งลักษณะค่าใช้จ่าย เป็นค่าใช้จ่ายด้านต่างๆเช่น ที่อยู่อาศัย ค่าใช้จ่ายส่วนบุคคล ค่าตรวจรักษาพยาบาล เมื่อรายได้เพิ่มขึ้นหรือมากเพียงพอก็จะสามารถมีเงินใช้จ่ายได้ และมีเงินเหลือที่จะเก็บออม

สมมติฐานที่ 2 พฤติกรรมการออมที่แตกต่างกัน ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรีแตกต่างกัน

ผลการทดสอบสมมติฐาน พบว่า พฤติกรรมการออม โดยความถี่ของการออม จำนวนเงินออมเฉลี่ยต่อเดือน ระยะเวลาในการออม ส่งผลต่อปัจจัยการออมของกลุ่มคนทำงานเอกชนในเขตอำเภอเมืองจังหวัดลพบุรี ซึ่งสอดคล้องกับ กฤตภาส เลิศสงคราม (2555) ได้ศึกษาเรื่อง พฤติกรรมการออมและปัจจัยที่มีผลต่อการออมของพนักงานบริษัทพัฒนาอสังหาริมทรัพย์ พบว่า พฤติกรรมการออม โดยจำนวนเงินออมเฉลี่ยต่อเดือนของพนักงานบริษัทพัฒนาอสังหาริมทรัพย์กลุ่มตัวอย่างมีรายได้ที่ไม่สูงมาก ทำให้เงินเก็บออมมีจำนวนน้อยลงตามไปด้วย จึงส่งผลต่อการออม

ข้อเสนอแนะที่ได้จากผลการวิจัย

1. ผลการวิจัยพบว่า รายได้ต่อเดือนที่แตกต่างกันส่งผลต่อปัจจัยการออมให้แตกต่างกัน ดังนั้น การที่จะส่งเสริมให้บุคคลเหล่านี้ทำการออมมากขึ้น หน่วยงานภาครัฐบาลที่เกี่ยวข้อง และสถานประกอบการเอกชน อาจกระทำด้วยการปรับอัตราเงินเดือนหรือค่าจ้างให้สูงขึ้น หรือมากกว่ารายจ่ายจึงจะทำให้มีเงินเหลือเก็บออม ขณะเดียวกันก็ควรส่งเสริมความรู้ในเรื่องช่องทางการออมการลงทุน รวมทั้งการเข้าถึงแหล่งข้อมูลเพื่อการตัดสินใจลงทุนทางการเงินเพื่อสร้างความมั่งคั่งส่วนบุคคล อันจะเป็นการเพิ่มเงินออมของประเทศในภาพรวม

2. ผลการวิจัยพบว่า พฤติกรรมการออม ประกอบด้วยความถี่ จำนวน และระยะเวลาในการออมที่แตกต่างกันส่งผลต่อปัจจัยการออมให้แตกต่างกัน ดังนั้น หน่วยงานภาครัฐ สถาบันการศึกษา ควรมีบทบาทในการส่งเสริมการเรียนรู้ถึงความสำคัญ รวมทั้งประโยชน์ของการออมที่จะมีต่อบุคคล สังคม และระบบเศรษฐกิจ โดยอาจร่วมมือกับสถาบันการเงินในระบบเผยแพร่ความรู้ความ

เข้าใจที่ถูกต้อง เหมาะสม และสอดคล้องกับวิถีชีวิตของแต่ละชุมในการเรียนรู้ถึงเครื่องมือทางการเงินสำหรับการออมเงินของบุคคลแต่ละรับรายได้

ข้อเสนอแนะเพื่อการศึกษาต่อไป

1. เนื่องจากการศึกษาครั้งนี้ให้ความสนใจกับปัจจัยการออมเป็นหลัก ดังนั้น ในการศึกษาต่อไปควรมีการศึกษาตัวแปรอื่นๆ เพิ่มเติม ที่จะส่งผลต่อปัจจัยการออมของกลุ่มคนทำเอกชนในเขตอำเภอเมือง จังหวัดลพบุรี เช่น แรงจูงใจในการออม ความรู้เกี่ยวกับการออม และเครื่องมือหรือตราสารทางการเงินสำหรับการออม เป็นต้น

2. เนื่องจากการศึกษาครั้งนี้ให้ความสนใจกับกลุ่มตัวอย่างเพียงกลุ่มเดียว ดังนั้น ในการศึกษาต่อไปควรขยายขอบเขตวิจัยให้กว้างขวางขึ้น โดยทำการศึกษาเปรียบเทียบกับกลุ่มตัวอย่างในอาชีพอื่นๆ หรือทำการศึกษาในหลากหลายพื้นที่เพื่อเปรียบเทียบผลการศึกษา และจะได้นำผลการศึกษาเหล่านี้มาประกอบการส่งเสริมการออมในระดับประเทศ

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แนวทางการกำกับดูแลกิจการของกลุ่มธุรกิจพลังงานสะอาดในประเทศไทย ภายใต้แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13

Corporate Governance Guidelines of the Clean Energy Business Group In Thailand under The Thirteen National Economic and Social Development Plan (2023-2027)

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บทคัดย่อ

หลักการกำกับดูแลกิจการได้เข้ามามีบทบาทกับธุรกิจในปัจจุบันและเป็นคู่มือจริยธรรมทางธุรกิจที่สำคัญยิ่งที่ครอบคลุมแนวปฏิบัติต่าง ๆ ให้เป็นไปตามหลักสากล แนวคิดในด้านการกำกับดูแลกิจการที่ดีจึงถูกนำมาประยุกต์ใช้ในการกำหนดกลยุทธ์ภายในองค์กร เพื่อเป็นแนวทางปฏิบัติให้เป็นไปในทิศทางเดียวกัน มีจุดประสงค์เพื่อนำองค์ความรู้ทางด้านวิทยาศาสตร์ เทคโนโลยี และความคิดสร้างสรรค์ มาเป็นส่วนหนึ่งของหลักการกำกับดูแลกิจการที่ดี นำไปสู่การสร้างคุณค่าหรือมูลค่าเพิ่มแก่กิจการและผู้ถือหุ้น รวมไปถึงการสร้างความเชื่อมั่นให้กับผู้มีส่วนได้เสียทุกฝ่าย ซึ่งความสำคัญของการนำหลักการกำกับดูแลกิจการที่ดีมาใช้ประโยชน์ในองค์กร ทำให้มีโอกาสประสบผลสำเร็จตามกลยุทธ์ที่กำหนดไว้ และสามารถจัดทำรายงานได้อย่างมีคุณภาพ ควบคู่กับการใช้ประโยชน์จากฐานทรัพยากรธรรมชาติและความหลากหลายทางชีวภาพ เพื่อลดผลกระทบต่อสิ่งแวดล้อม ซึ่งบทความนี้ผู้เขียนได้อภิปรายและนำเสนอทัศนคติเกี่ยวกับการวิเคราะห์หลักการกำกับดูแลกิจการที่ดีของธุรกิจพลังงานสะอาดในประเทศไทย โดยค้นคว้าจากทฤษฎีและข้อมูลในงานวิจัยที่เกี่ยวข้อง และข้อเสนอแนะเกี่ยวกับแนวทางบูรณาการเกี่ยวกับหลักการกำกับดูแลกิจการที่ดีในประเทศไทยภายใต้แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 พ.ศ.2566 – 2570 ภายในองค์กรได้อย่างมีประสิทธิภาพ

คำสำคัญ: การกำกับดูแลกิจการ ธุรกิจพลังงานสะอาด แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13

Abstract

The Principles of Corporate Governance play into today's business and are a comprehensive, essential handbook of business ethics various practices in accordance with international principles. The concept of good corporate governance is therefore applied in setting strategies within the organization as a guideline to follow in the same direction. The purpose is to bring knowledge in science, technology and creativity. There is a part of the principles of good corporate governance are leading to create value or adding value to the business and shareholders, including building confidence among all stakeholders. The importance of applying good corporate governance principles in the organization gives an opportunity to succeed in accordance with the established strategy and able to produce quality reports coupled with the utilization of the natural resource base and biodiversity to reduce the impact on the environment. Which this article, discussed and presented attitudes about the analysis of good corporate governance principles of clean energy businesses in Thailand. By researching from the theory and information in related research and suggestions on the integrated guidelines for good corporate

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governance in Thailand under the National Economic and Social Development Plan No. 13, 2023 - 2027, within the organization effectively.
Keywords: Corporate Governance, Clean Energy Business, The Thirteen National Economic and Social Development Plan (2023-2027)

บทนำ

การกำกับดูแลกิจการ เป็นแนวคิดและกระบวนการหรือข้อพึงปฏิบัติขององค์กร ซึ่งไม่มีรูปแบบที่เป็นมาตรฐาน โดยมีผู้ให้คำจำกัดความของการกำกับดูแลกิจการไว้หลายความหมายด้วยกัน โดยองค์กรเพื่อความร่วมมือทางเศรษฐกิจและพัฒนา (Organization for Economic Co-operation and Development : OECD) ได้ให้ความหมายของการกำกับดูแลกิจการ คือ ความสัมพันธ์ระหว่าง ฝ่ายจัดการ คณะกรรมการ เจ้าของ และผู้มีส่วนได้เสียอื่น โดยการกำกับดูแลกิจการที่ดีถือเป็นกลไกในการกำหนดวัตถุประสงค์ของกิจการที่จะส่งผลต่อการบริหารงานภายในองค์กรให้บรรลุเป้าหมายและมีประสิทธิภาพเพิ่มมากขึ้น ส่วนตลาดหลักทรัพย์แห่งประเทศไทย ได้ให้ความหมายไว้ว่า การกำกับดูแลกิจการ หมายถึง ความสัมพันธ์ในเชิงการกำกับดูแล รวมทั้งกลไกมาตรการที่ใช้กำกับการตัดสินใจของคนในองค์กรให้เป็นไปตามวัตถุประสงค์ การกำหนดวัตถุประสงค์และเป้าหมายหลัก การกำหนดกลยุทธ์ นโยบาย และพิจารณาอนุมัติแผนงานและงบประมาณ และการติดตาม ประเมิน และดูแลการรายงานผลการดำเนินงาน (ตลาดหลักทรัพย์แห่งประเทศไทย, 2560 ที่มา : www.set.or.th) ซึ่งจากความหมายข้างต้นสามารถสรุปได้ว่า การกำกับดูแลกิจการที่ดีเป็นเครื่องมือที่ช่วยให้บุคลากรในองค์กรมีการดำเนินงานภายในองค์กรร่วมกัน เพื่อให้บรรลุตามวัตถุประสงค์ที่ตั้งไว้และมีประสิทธิภาพ ช่วยเพิ่มมูลค่าให้แก่องค์กรได้ในระยะยาว รวมทั้งมีการจัดทำรายงานเพื่อเปิดเผยข้อมูลเกี่ยวกับการกำกับดูแลกิจการที่ดีที่ได้กำหนดไว้ในกลยุทธ์ขององค์กร เพื่อให้สังคมหรือผู้มีส่วนได้เสียทุกฝ่ายสามารถนำรายงานมาวิเคราะห์เพื่อตัดสินใจได้อย่างถูกต้อง จะช่วยให้องค์กรได้รับความเชื่อมั่นและเป็นที่ยอมรับจากผู้มีส่วนได้เสียทุกกลุ่ม ทั้งนี้หากองค์กรมีการเปิดเผยที่สอดคล้องกับการรายงานความยั่งยืนที่อาจส่งผลกระทบต่อกิจการไม่ว่าจะทางบวกหรือทางลบ จำเป็นอย่างมากที่จะต้องมีการเปิดเผยข้อมูลรายงานให้ครบถ้วน ถูกต้อง สามารถตรวจสอบได้ เพราะจะเป็นประเด็นที่ผู้สอบบัญชีใช้พิจารณา (สภาวิชาชีพการบัญชี, 2565) นอกจากนี้การกำกับดูแลกิจการที่ดีของธุรกิจยังเป็นการสนับสนุนและตอบสนองนโยบายของภาครัฐที่กำหนดไว้ในแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 พ.ศ.2566 – 2570 ว่าด้วยเรื่องการพัฒนาเทคโนโลยี นวัตกรรมและกลไกสนับสนุนเศรษฐกิจหมุนเวียนและสังคมคาร์บอนต่ำ โดยปรับพฤติกรรมทางเศรษฐกิจและการดำรงชีพเข้าสู่วิถีชีวิตใหม่อย่างยั่งยืน (หลักการกำกับดูแลกิจการที่ดีสำหรับบริษัทจดทะเบียน ปี 2560, ที่มา : www.sec.or.th/cgthailand) ในปัจจุบันนั้น ธุรกิจต่าง ๆ เริ่มนำแนวทางการกำกับดูแลกิจการมาใช้เป็นกลยุทธ์ในการดำเนินธุรกิจ โดยมีการประยุกต์ใช้กับองค์ความรู้ทางด้านวิทยาศาสตร์ เพื่อสร้างนวัตกรรมและพัฒนาเทคโนโลยีใหม่ ๆ ทำให้ธุรกิจนั้นสามารถลดต้นทุนของพลังงานสิ้นเปลืองได้เป็นอย่างมาก หากธุรกิจใดนำทรัพยากรที่มีอยู่มาพัฒนาเป็นเทคโนโลยีใหม่ มีความเหมาะสมกับสภาพแวดล้อมในปัจจุบันและความต้องการของสังคม จะส่งผลให้ธุรกิจนั้นมีความสามารถทางการแข่งขันมากยิ่งขึ้น

สำหรับประเทศไทย มีการกระตุ้นให้เกิดการลงทุนด้านพลังงานราว 260,000 ล้านบาท โดยทิศทางปี 2566 ในแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 พ.ศ.2566 – 2570 มีแผนงานด้านพลังงานใน 4 มิติ ทั้งสร้างความมั่นคงสู่สังคมคาร์บอนต่ำ เสริมสร้างเศรษฐกิจ ลดความเหลื่อมล้ำ และพัฒนาองค์กรเพื่อให้บริการ ทั้งนี้เพื่อบรรลุเป้าหมายความเป็นกลางทางคาร์บอน ในปี ค.ศ. 2050 และลดการปล่อยก๊าซเรือนกระจกเป็นศูนย์ (Net Zero) ในปี ค.ศ.2065 จึงทำธุรกิจในกลุ่มพลังงานสะอาด มีแนวโน้มเจริญเติบโตทางด้านเศรษฐกิจอย่างมาก โดยในปี 2565 ที่ผ่านมา ประเทศไทยต้องเผชิญภาวะความผันผวนด้านพลังงานจากหลายๆ ปัจจัย กระทรวงพลังงานจึงได้ดำเนินมาตรการต่างๆ เพื่อลดภาระค่าใช้จ่ายของประชาชนและเพื่อให้เศรษฐกิจของประเทศมีการขยายตัวที่ดีขึ้น โดยคาดการณ์ว่าในปี 2566 เศรษฐกิจไทยจะขยายตัวเพิ่มขึ้น 3 – 4% จากการฟื้นตัวของการท่องเที่ยว การบริโภค การลงทุน และการผลิตภาคเกษตร เพราะฉะนั้น การพัฒนาเทคโนโลยีพลังงานสะอาดจะเป็นหัวใจสำคัญของการดำเนินนโยบายด้านพลังงานเพื่อเปลี่ยนผ่านไปใช้พลังงานอย่างยั่งยืนควบคู่ไปการดูแลผลกระทบจากสถานการณ์ราคาพลังงานที่ผันผวนต่อเนื่อง ให้แก่ประชาชนทุกกลุ่มอย่างทั่วถึง (กระทรวงพลังงาน ที่มา : www.energy.go.th/th/minister-news) ทั้งนี้หากทางภาครัฐมีการสนับสนุนงบประมาณด้านการลงทุนในพลังงานสะอาดให้กับทุกภาคส่วน จะช่วยให้ภาครัฐบรรลุวัตถุประสงค์ตามนโยบายด้านการพัฒนาเทคโนโลยี นวัตกรรมและกลไกสนับสนุนเศรษฐกิจหมุนเวียนและสังคมคาร์บอนต่ำ โดยปรับพฤติกรรมทางเศรษฐกิจและการดำรงชีพเข้าสู่วิถีชีวิตใหม่อย่างยั่งยืน ได้เร็วขึ้น ก่อให้เกิดการสร้างนวัตกรรมและพัฒนาเทคโนโลยีสมัยใหม่ให้มีการใช้พลังงานสะอาดเพิ่มมากขึ้น และเพื่อเป็นการเตรียมตัวเพื่อขับเคลื่อนให้ประเทศไทยให้เป็นประเทศที่มีคาร์บอนต่ำหรือปราศจากมลภาระจากสภาพแวดล้อม นอกจากนี้ยังช่วยลดภาระค่าใช้จ่ายสำหรับค่าสาธารณูปโภคให้กับประชาชนทุกระดับได้อย่างมหาศาล

ปัจจุบันมีกลุ่มธุรกิจที่กำลังเป็นที่น่าสนใจเป็นอย่างมากและได้รับการสนับสนุนตามนโยบายของภาครัฐ คือ กลุ่มธุรกิจพลังงานสะอาด ซึ่งเป็นพลังงานทางเลือก ไม่มีผลกระทบต่อสิ่งแวดล้อมเหมือนกับพลังงานเชื้อเพลิงฟอสซิล (Fossil Fuel) นอกจากนี้พลังงานสะอาดยังเป็นที่ยอมรับโดยทั่วไป บางธุรกิจนำไปใช้เป็นกลยุทธ์ในการกำหนดวัตถุประสงค์ขององค์กร บางธุรกิจนำไปเพิ่มมูลค่าให้กับองค์กร เช่น ธุรกิจอสังหาริมทรัพย์ โครงการบ้านจัดสรรได้ติดตั้งแผงโซล่าเซลล์บนหลังคาเพื่อให้ลูกค้าได้ลดค่าใช้จ่ายได้มากขึ้น (ปุณชญา ปัทม์กชกร, 2562) อย่างไรก็ตามการใช้พลังงานสะอาดส่วนใหญ่ยังคงต้องอาศัยสภาพแวดล้อมของแต่ละพื้นที่ด้วย เช่น พลังงานแสงอาทิตย์ หากบางวันไม่มีแสงแดดมากพออาจทำให้กระแสไฟฟ้าไม่เพียงพอต่อการใช้ยามจำเป็น

อาจกล่าวได้ว่า พลังงานสะอาดจัดเป็นพลังงานแห่งยุคอนาคตที่จะช่วยขับเคลื่อนโลกธุรกิจยุคใหม่ให้มีการขับเคลื่อนต่อไปได้อย่างยั่งยืน และพลังงานสะอาดได้เปลี่ยนมาเป็นเมกะเทรนด์ของโลกที่ทุกธุรกิจต่างมุ่งเข้าสู่อุตสาหกรรมนี้ ในบทความนี้ได้ทำการค้นคว้าข้อมูลและได้ทำการรวบรวมบริษัทพลังงานในประเทศไทยที่เกี่ยวข้องกับพลังงานสะอาด 10 อันดับ ได้แก่ บี.กริม เพาเวอร์, บริษัท กัลฟ์ เอ็นเนอร์จี ดีเวลลอปเมนท์ จำกัด, บริษัท โกลบอล เพาเวอร์ ซินเนอร์ยี่ จำกัด (มหาชน), บริษัท ผลิตไฟฟ้า จำกัด (มหาชน) หรือ EGCO, บริษัท ราช กรุ๊ป จำกัด (มหาชน), บริษัท บ้านปู เพาเวอร์ จำกัด (มหาชน), บริษัท พลังงานบริสุทธิ์ จำกัด (มหาชน), บริษัท กันกุลเอ็นจิเนียริ่ง จำกัด (มหาชน) (GUNKUL), บริษัท แอ็บโซลูท คลีน เอ็นเนอร์จี้ จำกัด (มหาชน) หรือ ACE และ บริษัท ทีพีไอ โพลีน เพาเวอร์ จำกัด (มหาชน) ตามลำดับ (Tecsauce Teem, 2022)



รูปที่ 1 บริษัทพลังงานสะอาดชั้นนำของไทย
ที่มา : www.techsauce.co/news/10-renewable-energy-companies-in-thailand

จากข้อมูลข้างต้นแสดงให้เห็นว่าพลังงานสะอาดนั้นมีโอกาสที่จะเปลี่ยนสถานะจากพลังงานสำรองเป็นพลังงานหลักได้ในอนาคตอันใกล้ โดยคำนึงถึงความสอดคล้องกับสถานการณ์ระดับประเทศและระดับโลกทั้งในปัจจุบันและอนาคต (รัชดา เจียสกุล, 2561) ความสำคัญกับการเสริมสร้างความสมดุลทางธรรมชาติ เพื่อให้คนอยู่ร่วมกับทรัพยากรธรรมชาติและสิ่งแวดล้อมได้อย่างยั่งยืน และการมุ่งส่งต่อไปยังคนรุ่นต่อไป โดยให้ความสำคัญกับการประยุกต์ใช้องค์ความรู้ทางด้านวิทยาศาสตร์ เทคโนโลยีสมัยใหม่และความคิดสร้างสรรค์ เพื่อสร้างมูลค่าเพิ่มทางเศรษฐกิจให้กับสังคมไทย ควบคู่กับการรักษาความสมดุลระหว่างการอนุรักษ์และการใช้ประโยชน์และความหลากหลายทางชีวภาพ เพื่อขับเคลื่อนการพัฒนาเศรษฐกิจและสังคมของประเทศ ตามแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 พ.ศ.2566 – 2570 ซึ่งเป็นแผนหลักเพื่อให้องค์กรทุกระดับสามารถเชื่อมโยงภารกิจภายใต้กรอบสนับสนุนเป้าหมายของแผนพัฒนาฯ เพื่อมุ่งหมายให้เกิดผลสัมฤทธิ์ตามวัตถุประสงค์ที่กำหนดไว้ (แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 พ.ศ.2566 – 2570 หน้า 2) และข้อมูลจาก Tecsauce ยังได้กล่าวว่า ต้นทุนผลิตพลังงานจากพลังงานสะอาดถูกลงอย่างมีนัยสำคัญด้วยการพัฒนาของเทคโนโลยี นำมาซึ่งประสิทธิภาพที่สูงขึ้น จึงมีความสามารถในการผลิตพลังงานทดแทนแหล่งพลังงานดั้งเดิม อีกทั้งสังคมมีทัศนคติและพฤติกรรมที่มีแนวโน้มรักษ์โลก กังวลถึงปัญหาสิ่งแวดล้อมและมีการแสดงออกที่ชัดเจนมากยิ่งขึ้น รวมทั้งภาครัฐฯ ได้มีการสนับสนุนพลังงานสะอาดมากกว่าพลังงานรูปแบบเดิม ด้วยปัจจัยเหล่านี้ทำให้พื้นฐานของพลังงานสะอาดได้เปลี่ยนแปลงไป

ซึ่งบทความนี้จะเสนอข้อมูลแนวคิดและบทความวิชาการที่เกี่ยวข้องกับการประยุกต์ใช้กลไกการกำกับดูแลกิจการการกำกับดูแลกิจการ (Corporate Governance : CG) เพื่อกำหนดกลยุทธ์ภายในองค์กร เพื่อเน้นให้บุคลากรในองค์กรมีการปฏิบัติไปในทิศทางเดียวกัน โดยมีจุดประสงค์เพื่อนำความรู้ทางด้านวิทยาศาสตร์ เทคโนโลยี และความคิดสร้างสรรค์ มาเป็นส่วนหนึ่งของการกำกับดูแลกิจการที่ดี เพื่อเพิ่มมูลค่าให้กับองค์กรในระยะยาว และสอดคล้องกับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 พ.ศ. 2566 – 2570 ว่าด้วยเรื่องการบริหารจัดการเกี่ยวกับการประหยัดพลังงานและสนับสนุนให้ธุรกิจเลือกใช้พลังงานทดแทนและพลังงานสะอาด

วัตถุประสงค์

1. เพื่อนำเสนอความรู้ ความเข้าใจพื้นฐานเกี่ยวกับการกำกับดูแลกิจการของธุรกิจพลังงานสะอาด
2. เพื่อนำแนวคิดการกำกับดูแลกิจการมาประยุกต์ใช้ในการกำหนดกลยุทธ์ภายในองค์กรที่ใช้เป็นแนวทางปฏิบัติภายในองค์กร
3. เพื่ออภิปรายและให้ความเห็นเกี่ยวกับความสัมพันธ์ของการกำกับดูแลกิจการที่ดีของธุรกิจพลังงานสะอาดภายใต้แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 พ.ศ. 2566 – 2570

พลังงานสะอาด

พลังงานอาจเป็นเรื่องสำคัญในการดำเนินชีวิตของมนุษย์ในปัจจุบันและอนาคตที่หมุนวนอยู่รอบตัวเราตลอดเวลา โดยเฉพาะเป็นแหล่งขับเคลื่อนให้มนุษย์มีชีวิตอยู่ได้ในปัจจุบัน จากสัญญาณของภัยธรรมชาติและภาวะโลกร้อนที่ทวีความรุนแรงขึ้น ได้มีการเปลี่ยนแหล่งพลังงานที่เป็นมิตรต่อสิ่งแวดล้อมและหมุนเวียนใช้ได้หลายครั้งนั้นเป็นที่นิยมมากยิ่งขึ้น โดยเฉพาะในกลุ่มประเทศที่พัฒนาแล้ว เช่น ประเทศสหรัฐอเมริกา มีการใช้พลังงานสะอาดหรือพลังงานหมุนเวียนเพิ่มมากขึ้นถึง 90% ตั้งแต่ปี 2000 – 2020 เป็นต้น (อนาคตโลกพลังงานจะเป็นอย่างไร, 2565 ที่มา : www.springnews.co.th)

สำหรับประเทศไทยมีแนวโน้มในการใช้พลังงานสะอาดมากขึ้นในอนาคตเช่นกัน ด้วยการพยายามนำทรัพยากรธรรมชาติเข้ามาสู่กระบวนการผลิตพลังงาน ให้กลายมาเป็นแหล่งพลังงานหลักในอนาคต ด้วยพลังงานสะอาด (Green Energy) หรือ พลังงานสีเขียว (Green Energy) คือ พลังงานที่ได้มาจากธรรมชาติ เป็นมิตรกับสิ่งแวดล้อม ไม่ก่อให้เกิดมลพิษที่เป็นอันตรายเช่นเดียวกับพลังงานชนิดอื่น ๆ (กนกพันธรน์ โลกุตรวงศ, 2562) ดังที่กล่าวมาแล้ว ซึ่งอาจจะมีก๊าซคาร์บอนไดออกไซด์จากกระบวนการผลิต แปรรูป การนำไปใช้ประโยชน์ และจัดการกากหรือของเสีย อันเป็นสาเหตุหนึ่งของภาวะโลกร้อน และพลังงานจากธรรมชาติก็ยังสามารถนำมาใช้ได้ไม่มีวันหมด แตกต่างจากเชื้อเพลิงที่ได้จากฟอสซิล อย่างเช่นน้ำมันดิบและถ่านหินที่มีทรัพยากรอย่างจำกัด ใช้แล้วอาจหมดไปได้ในวันหนึ่ง และยังปล่อยก๊าซเรือนกระจกออกมาในระหว่างการเผาไหม้อีกด้วย เป็นสาเหตุที่ทำให้เห็นถึงความสำคัญกับพลังงานสะอาด เนื่องจากว่าพลังงานสะอาดมีความสำคัญต่อการพัฒนาเศรษฐกิจควบคู่ไปกับการรักษาสิ่งแวดล้อม ช่วยรักษาสมดุลทางธรรมชาติไม่ให้ถูกทำลายจากก๊าซพิษต่าง ๆ ที่ทำให้เกิดภาวะโลกร้อน อย่างฝุ่นละออง ก๊าซคาร์บอนมอนอกไซด์ และก๊าซคาร์บอนไดออกไซด์ อีกทั้งยังช่วยลดผลกระทบกับระบบนิเวศ และยังเป็นการช่วยยกระดับคุณภาพชีวิตและสุขภาพของผู้คนให้ดีขึ้นในระยะยาว แหล่งพลังงานสะอาดที่มาจากธรรมชาติต่างก็มีข้อดีและคุณสมบัติแตกต่างกันไป โดยสามารถแบ่งได้ดังนี้



รูปที่ 2 ประเภทและประโยชน์ของพลังงานสะอาด
ที่มา : https://hilight.kapook.com/view/208539

1. พลังงานแสงอาทิตย์ เป็นพลังงานที่ได้จากแสงอาทิตย์ ในปัจจุบันมี 2 รูปแบบ ประกอบด้วย 1) การใช้พลังงานแสงอาทิตย์ เพื่อผลิตความร้อน เช่น การผลิตน้ำร้อนและการอบแห้ง และ 2) การใช้พลังงานแสงอาทิตย์เพื่อผลิตเป็นไฟฟ้า โดยอาศัยอุปกรณ์เป็นตัวกลางที่เรียกว่า “เซลล์แสงอาทิตย์” หรือ “โซลาร์เซลล์” (Solar Cell) ตัวอย่างการใช้ประโยชน์จากพลังงานแสงอาทิตย์ของบริษัท ปตท. จำกัด (มหาชน) ที่ได้คิดค้น “โซลาร์ชนิดลอยน้ำทะเล” (Floating Solar on Sea) นวัตกรรมใหม่เพื่อพัฒนาการใช้พลังงานหมุนเวียนของประเทศไทย เป็นโครงการนำร่องในการติดตั้งระบบผลิตไฟฟ้าจากพลังงานแสงอาทิตย์ชนิดลอยน้ำทะเล ขนาด 100 กิโลวัตต์ โดยจุดที่น่าสนใจของโซลาร์ชนิดลอยน้ำทะเลนี้ คือ การใช้เม็ดพลาสติกเกรดพิเศษ “InnoPlus HD8200B” เป็นวัสดุหลักในการผลิตทุ่นลอยน้ำ มีคุณสมบัติแข็งแรง ทนทาน ขึ้นรูปง่าย เป็นมิตรต่อสิ่งแวดล้อม ปลอดภัยต่อมนุษย์ สัตว์น้ำ และพืชในทะเล ลดการสะสมของเพรียงทะเล และเพิ่มสารป้องกันรังสียูวี จึงช่วยยืดอายุการใช้งานได้นานถึง 25 ปี

2. พลังงานลม เป็นพลังงานที่ได้มาจาก “ลม” โดยอาศัย “กังหันลม” เป็นตัวกลางในการเปลี่ยนพลังงานจลน์ หรือการเคลื่อนที่ของลมให้กลายเป็นพลังงานกล นำไปใช้สูบน้ำ บดเมล็ดพืช และผลิตไฟฟ้า ต้องเป็นพื้นที่ที่มีความเร็วลมสม่ำเสมอ ซึ่งในประเทศไทยมีแค่บางพื้นที่และยังอยู่ในช่วงพัฒนาและสาธิตเป็นส่วนใหญ่ ตัวอย่างเช่น โครงการกังหันลมผลิตไฟฟ้าลำตะคอง จังหวัดนครราชสีมา ของการไฟฟ้าฝ่ายผลิตแห่งประเทศไทย ที่ช่วยลดการนำเข้าน้ำมันดิบ 0.82 ล้านลิตรต่อปี ลดการปล่อยก๊าซคาร์บอนไดออกไซด์ได้ 2,011 ตันต่อปี และโครงการสาธิตกังหันลมผลิตไฟฟ้าขนาดใหญ่ ในอำเภอหัวไทร จังหวัดนครศรีธรรมราช ของกรมพัฒนาพลังงานทดแทนและอนุรักษ์พลังงาน ที่ตั้งเป้าผลิตไฟฟ้าประมาณ 3.4 ล้านหน่วยต่อปี เพื่อใช้แทนน้ำมันเชื้อเพลิงแบบเทียบเท่าน้ำมันดิบประมาณ 290 ล้านตันต่อปี และลดการปล่อยก๊าซคาร์บอนไดออกไซด์ 1,000 ตันต่อปี

3. พลังงานน้ำ พลังงานสะอาดที่ได้มาจาก “น้ำ” โดยอาศัย “กังหันน้ำ” ในการเปลี่ยนพลังงานจลน์ (การไหลของน้ำ) ให้กลายเป็นพลังงานกล หลักการเดียวกับการผลิตพลังงานด้วยกังหันลม ก่อนจะนำไปใช้ประโยชน์ เช่น ผลิตกระแสไฟฟ้า เริ่มจากทำการเก็บน้ำไว้ในเขื่อน ฝาย หรืออ่างเก็บน้ำ ก่อนจะปล่อยกระแสน้ำจากที่สูงลงไปหมุนกังหันน้ำเพื่อผลิตเป็นไฟฟ้า ซึ่งปริมาณของพลังงานที่ได้จะขึ้นอยู่กับหลายปัจจัย เช่น ระดับน้ำ ปริมาณน้ำ และประสิทธิภาพของกังหันน้ำ เป็นต้น ตัวอย่างเช่น เขื่อนภูมิพล บริเวณเขาแก้ว จังหวัดตาก ที่มาพร้อมโรงไฟฟ้าพลังน้ำขนาดใหญ่ มีกำลังผลิตไฟฟ้าสูงที่สุดในประเทศไทย อยู่ที่ 779.2 เมกะวัตต์ และให้พลังงานไฟฟ้าปีละ 1,062 ล้านกิโลวัตต์ต่อชั่วโมง

4. พลังงานชีวมวล ได้มาจากวัสดุเหลือใช้ทางการเกษตร หรือกากจากกระบวนการผลิตทางอุตสาหกรรม เช่น เศษไม้ ฟาง ข้าว ชานอ้อย ซังข้าวโพด กะลามะพร้าว น้ำเสียจากโรงงาน หรือมูลสัตว์ต่าง ๆ สามารถนำไปใช้ประโยชน์ได้หลากหลาย เช่น นำไปหมักเพื่อดูดก๊าซชีวภาพมาใช้ การเผาเพื่อเอาความร้อนเป็นกระแสไฟฟ้า และการใช้เป็นเชื้อเพลิงเพื่อผลิตไฟฟ้าหรือไอน้ำในโรงงาน เป็นต้น ตัวอย่างเช่นในพื้นที่ ตำบลแสงสว่าง อำเภอหนองแสง จังหวัดอุดรธานี ที่ก่อนหน้านี้ชาวบ้านมีปัญหามูลสัตว์เรี่ยราดในหมู่บ้าน จนได้บริษัท ปตท.สำรวจและผลิตปิโตรเลียม จำกัด (มหาชน) หรือ ปตท.สผ. เข้ามาช่วยสนับสนุนให้ทำบ่อหมักก๊าซชีวภาพด้วยการขุดหลุม ลงถุงก๊าซ แล้วหมั่นใส่มูลสัตว์และวัสดุเหลือใช้ลงไปเรื่อย ๆ จนทำให้ชาวบ้านหลายครัวเรือนมีก๊าซใช้ในชีวิตประจำวัน ช่วยประหยัดเงินและประหยัดการเติมแก๊สในครัวเรือน

5. พลังงานความร้อนใต้พิภพ ได้มาจาก “ความร้อนใต้ผิวโลก” ที่เห็นกันได้ชัดในรูปแบบของน้ำพุร้อน ไอน้ำร้อน และโคลนเดือด โดยอาศัย “กังหันไอน้ำ” เปลี่ยนความร้อนเป็นพลังงาน มีหลักการคือ ใช้แรงดันจากไอน้ำร้อนที่จะเคลื่อนตัวไปหมุนกังหันจนเกิดเป็นพลังงาน ก่อนนำไปใช้ประโยชน์ในด้านต่าง ๆ เช่น ผลิตไฟฟ้า ด้านอุตสาหกรรม เกษตรกรรม และยังเป็นแหล่งท่องเที่ยวอีกด้วย ตัวอย่างเช่น โรงไฟฟ้าสาธิต ณ บ่อน้ำพุร้อนฝาง จังหวัดเชียงใหม่ ของการไฟฟ้าฝ่ายผลิตแห่งประเทศไทย ที่เป็นการนำพลังงานความร้อนใต้พิภพ มาใช้ผลิตกระแสไฟฟ้าด้วยระบบ 2 วงจรโดยตรงแห่งแรกของไทยและอาเซียน มีขนาดกำลังผลิต 300 กิโลวัตต์ สามารถผลิตกระแสไฟฟ้าได้ปีละประมาณ 1,200,000 กิโลวัตต์ต่อชั่วโมง

6. ก๊าซธรรมชาติ เป็นเชื้อเพลิงที่ผ่านการคัดแยกสิ่งเจือปนและองค์ประกอบก่อนนำมาใช้ประโยชน์ ทำให้เป็นก๊าซที่ไม่มีสี ไม่มีกลิ่น ไม่มีพิษ น้ำหนักเบา ติดไฟยาก มีความปลอดภัย มีการเผาไหม้แบบสมบูรณ์ เป็นพลังงานสะอาด ส่งผลกระทบกับสิ่งแวดล้อมน้อยกว่าเมื่อเทียบกับเชื้อเพลิงฟอสซิลชนิดอื่น ๆ อย่างน้ำมันดิบหรือถ่านหิน อีกทั้งยังสามารถนำมาประยุกต์ใช้งานทดแทนได้หลากหลาย เช่น ใช้เป็นเชื้อเพลิงผลิตโรงไฟฟ้าแทนถ่านหิน และใช้เป็นเชื้อเพลิงสำหรับยานยนต์แทนน้ำมันเบนซินหรือดีเซล หรือที่เรียกว่า NGV มีประสิทธิภาพ ไร้เขม่า ควันดำ และสารพิษ แถมปริมาณ ไอเสียที่ออกมาก็ยังน้อยกว่าเชื้อเพลิงชนิดอื่นอีกด้วย (สถาบันวิจัยสภาวะแวดล้อม จุฬาลงกรณ์มหาวิทยาลัย. ที่มา : http://www.ej.eric.chula.ac.th/content/6127/246)

จากบทความข้างต้นจะเห็นได้ว่า พลังงานสะอาด มีส่วนช่วยในการอนุรักษ์และดูแลสิ่งแวดล้อม ทั้งยังช่วยแก้ไขปัญหาภาวะโลกร้อนที่เกิดขึ้นในปัจจุบัน และช่วยให้ธุรกิจทุกภาคส่วนสามารถลดต้นทุนด้านสาธารณูปโภคซึ่งเป็นต้นทุนที่ไม่สามารถหลีกเลี่ยงได้ นอกจากนี้ยังทำให้เกิดการพัฒนานวัตกรรมและเทคโนโลยีสมัยใหม่รวมทั้งเกิดการลงทุนด้านพลังงานสะอาด มีการผลิตสินค้าและบริการ เช่น รถยนต์ไฟฟ้า การเปลี่ยนขยะเป็นพลังงานไฟฟ้า เป็นต้น อย่างไรก็ตาม การลงทุนในธุรกิจพลังงานสะอาดนั้นมีค่าใช้จ่าย

ในการลงทุนที่สูงมาก แต่หากธุรกิจมีงบประมาณเพียงพอต่อการลงทุนอาจส่งผลให้เป็นผู้นำในด้านเทคโนโลยีพลังงานสะอาด ซึ่งก็จะถือว่าเป็นการสนับสนุนการพัฒนาพลังงานทดแทนและพลังงานทางเลือกที่สอดคล้องกับนโยบายของกระทรวงพลังงานอีกด้วย

การกำกับดูแลกิจการที่ดี

สรียา พันธุ์ณรงค์ (2553) ได้กล่าวไว้ว่า การกำกับดูแลกิจการ (Corporate Governance: CG) เป็นความสัมพันธ์ที่เกี่ยวกับการกำกับดูแลกิจการ รวมทั้งกลไกมาตรการที่ใช้กำกับการตัดสินใจของคนในองค์กร ให้เป็นไปตามวัตถุประสงค์ รวมถึงการสร้างความสัมพันธ์ที่ดีระหว่างคณะกรรมการบริษัท ฝ่ายบริหาร และผู้ถือหุ้น เพื่อเพิ่มศักยภาพทางการแข่งขันให้องค์กร โดยต้องมีการวางโครงสร้างและระบบการกำกับดูแลกิจการอย่างมีประสิทธิภาพทั้งด้านการกำกับดูแล การติดตาม และการประเมินผล เพื่อให้ฝ่ายต่าง ๆ มีการบริหารงานตามหน้าที่ที่ได้รับมอบหมายด้วยความโปร่งใส อันจะนำไปสู่การสร้างความเติบโตให้กับกิจการ และเพิ่มคุณค่าให้กับผู้ถือหุ้นในระยะยาวโดยคำนึงถึงสังคมโดยรวมและผู้มีส่วนได้เสียอื่น

พิมล เลิศทรัพย์อนันต์ (2565) ได้ให้ความคิดเห็นด้านการบริหารจัดการความยั่งยืนด้านสิ่งแวดล้อมและสังคมไว้ว่า การบริหารจัดการความยั่งยืน ด้านสิ่งแวดล้อม (environmental) สังคม (social) และการกำกับดูแลกิจการ (governance) หรือ ESG เข้ามาใช้เป็นส่วนหนึ่งของกลยุทธ์ในการดำเนินธุรกิจ เพื่อมุ่งเน้นการเติบโตของธุรกิจ โดยอาศัยการนำเทคโนโลยีทางด้านวิทยาศาสตร์เข้ามาช่วยในการบริหารจัดการในธุรกิจ เพื่อสร้างผลตอบแทนอย่างมั่นคงและต่อเนื่อง และการดำเนินธุรกิจอย่างมีจริยธรรม รวมถึงการบริหารจัดการความยั่งยืน (sustainability management) หมายถึง การดำเนินธุรกิจควบคู่กับการพัฒนาความยั่งยืนทั้ง 3 ด้านอย่างต่อเนื่อง คือ ด้านสิ่งแวดล้อม (environmental) ด้านสังคม (social) และด้านการกำกับดูแลกิจการ (governance) หรือ ESG โดยสรุปได้ว่า การบริหารจัดการความยั่งยืนนี้ จะส่งผลให้ธุรกิจมีการเติบโตอย่างต่อเนื่องและมีผลตอบแทนให้แก่ผู้ถือหุ้นอย่างยั่งยืน ความยั่งยืนทางการเงินของกิจการ รวมไปถึงการอนุรักษ์สิ่งแวดล้อม โดยการใช้พลังงานทดแทน หรือพลังงานสะอาดเพื่อตอบสนองให้กับเจ้าของธุรกิจ ผู้ถือหุ้น ผู้มีส่วนได้เสียและสังคม การกำกับดูแลกิจการที่ดีของธุรกิจในด้านของฝ่ายต่าง ๆ ตลอดจนการเผยแพร่ข้อมูลและการส่งเสริมความรู้ให้แก่ผู้ลงทุน และผู้มีส่วนได้เสีย

จากข้อมูลข้างต้น อาจเห็นได้ว่า การกำกับดูแลกิจการที่ดีมีความสำคัญธุรกิจเป็นอย่างมาก โดยแสดงให้เห็นถึงการมีระบบบริหารจัดการที่มีประสิทธิภาพ โปร่งใส ความซื่อสัตย์ ความยุติธรรม และภาระรับผิดชอบ ซึ่งสามารถตรวจสอบได้ ทั้งยังสร้างความเชื่อมั่นและความมั่นใจต่อผู้ถือหุ้น ผู้ลงทุน ผู้มีส่วนได้เสีย รวมทั้งคำนึงถึงสังคมและสิ่งแวดล้อม จึงกล่าวได้ว่าหากบริษัทตระหนักถึงผู้ที่เกี่ยวข้องทุกฝ่าย และมีการกำกับดูแลกิจการที่ดี ก็จะสามารถใช้เป็นเครื่องมือเพื่อเพิ่มมูลค่าและส่งเสริมการเติบโตอย่างยั่งยืน

ธุรกิจที่มีการกำกับดูแลกิจการที่ดีและมีการปรับตัวตามสถานการณ์ของสภาพแวดล้อมได้ตลอดเวลาและสามารถปรับธุรกิจให้เหมาะสมกับเทคโนโลยีใหม่และจะส่งผลให้ธุรกิจนั้นมีการเติบโตมากขึ้น ซึ่งหลายธุรกิจหรือในตลาดหลักทรัพย์แห่งประเทศไทยได้เล็งเห็นถึงความสำคัญของแนวคิดและเป้าหมายของการพัฒนาอย่างยั่งยืน (SDGs) มากขึ้น จึงได้กำหนดหลักการและแนวทางปฏิบัติแก่บริษัทจดทะเบียน ให้นำไปใช้เป็นแนวทางในการดำเนินธุรกิจเพื่อมุ่งสู่ความยั่งยืน โดยมุ่งเน้นคำนึงถึงความสำคัญของ 3 ด้าน คือ 1) ด้านสิ่งแวดล้อม (environ-mental) 2) ด้านสังคม (social) และ 3) ด้านการกำกับดูแลกิจการ (governance) หรือ ESG โดยจากการศึกษาและค้นคว้า ด้านทฤษฎีที่สำคัญและมีความเกี่ยวข้องกับการบริหารจัดการความยั่งยืนด้านสิ่งแวดล้อมและสังคมและการพัฒนาอย่างยั่งยืนรวมถึงแนวทางการกำกับดูแลกิจการนั้น มีดังนี้

ทฤษฎีตัวแทน (Agency Theory) คือ ทฤษฎีที่แสดงถึงความสัมพันธ์ระหว่างตัวการ (principal) กับตัวแทน (agency) ซึ่ง Jensenand Meckling (1976) ได้กล่าวว่า ตัวการ (เจ้าของบริษัท/ผู้ถือหุ้น) ไม่สามารถบริหารงานได้ทั้งหมด จึงจำเป็นต้องให้ตัวแทน (ฝ่ายบริหาร/ผู้จัดการ) เข้ามาช่วยบริหารกิจการ โดยมอบทรัพยากรและสิทธิในการจัดการทรัพยากรที่ตนมีอยู่ให้ตัวแทนไปบริหารจัดการ เพื่อให้บรรลุวัตถุประสงค์ตามที่ตัวการกำหนดไว้และได้รับผลตอบแทนที่สูงที่สุด และตัวแทนจะได้รับค่าตอบแทนจากการบริหารจัดการนั้น ๆ ซึ่งในบางครั้งผู้ถือหุ้นไม่สามารถรับรู้ข้อมูลการตัดสินใจต่าง ๆ ของตัวแทนได้ทั้งหมด จึงทำให้เกิดข้อขัดแย้ง (conflict of interest) ขึ้น

อย่างไรก็ตาม ตัวการส่วนใหญ่จะเพิ่มการมอบหมายให้ตัวแทนดูแลรับผิดชอบต่อความยั่งยืนของกิจการให้มากขึ้น เนื่องจากการกำกับดูแลกิจการหรือบรรษัทภิบาล (corporate governance) สามารถช่วยทำหน้าที่เป็นกลไกควบคุมฝ่ายบริหารหรือตัวแทนได้ ทำให้ระบบการบริหารจัดการมีประสิทธิภาพเพิ่มมากขึ้น มีความโปร่งใสและสามารถตรวจสอบได้ ซึ่งสอดคล้องกับแนวคิดของการพัฒนาอย่างยั่งยืน หรือการบริหารจัดการความยั่งยืนที่ต้องให้ความสำคัญต่อสิ่งแวดล้อม สังคม และการกำกับดูแลกิจการพร้อมทั้งทำหน้าที่ในการบริหารและควบคุมดูแลกำกับกิจการให้เป็นไปตามนโนบายของบริษัท (พิมล เลิศทรัพย์อนันต์, 2565)

ทฤษฎีผู้มีส่วนได้เสีย (Stakeholder Theory) คือ ทฤษฎีที่ได้อธิบายในมุมของผู้มีส่วนได้เสียของบริษัท (Freeman,1994) ทั้งกลุ่มผู้มีส่วนได้เสียภายในกิจการ เช่น พนักงาน ผู้ถือหุ้น เป็นต้น และกลุ่มผู้มีส่วนได้เสียภายนอกกิจการ เช่น ลูกค้า คู่ค้า คู่แข่งขัน ภาครัฐและชุมชน เป็นต้น โดยกิจการต้องให้ความสำคัญต่อผู้มีส่วนได้เสียทุกกลุ่ม ดังนั้น ผู้บริหารจึงต้องทำหน้าที่

ในการดูแลสิทธิผลประโยชน์ของกิจการและการปกป้องผลประโยชน์อันชอบธรรมของผู้มีส่วนได้เสียที่เกี่ยวข้องกับกิจการด้วย ผู้บริหารต้องให้ความสำคัญต่อการดำเนินกิจกรรมทางสังคม โดยเฉพาะการมีส่วนร่วมของผู้มีส่วนได้เสียซึ่งมีผลกระทบต่อการดำเนินธุรกิจให้มากขึ้น เพื่อที่จะตอบสนองต่อความต้องการของผู้มีส่วนได้เสียทุกกลุ่ม และเพื่อให้กิจการสามารถดำเนินธุรกิจควบคู่กับการอยู่ร่วมกันได้ทั้งธุรกิจ สังคม ชุมชน และสิ่งแวดล้อมอย่างยั่งยืน (จินดา สุจินรัตน์, 2560)

การกำกับดูแลที่ดีของธุรกิจพลังงานสะอาดในประเทศไทย

ดังที่กล่าวและอ้างอิงมาแล้วข้างต้นว่า การกำกับดูแลกิจการ (Corporate Governance: CG) ในส่วนของพลังงานของชาติ พลังงานสะอาดได้เข้ามามีบทบาทในการเสริมสร้างความสามารถในการแข่งขันทางธุรกิจทั้งด้านภาคอุตสาหกรรม ภายใต้แนวคิดเศรษฐกิจชีวภาพ เศรษฐกิจหมุนเวียน และเศรษฐกิจสีเขียว (Bio-Circular-Green) (BCG) Economy ซึ่งนำเทคโนโลยีและนวัตกรรมมาพัฒนาและสร้างมูลค่าเพิ่ม โดยส่งเสริมทุกภาคส่วนให้นำพลังงานทดแทนมาใช้ เพื่อลดผลกระทบทางสิ่งแวดล้อมและสุขภาพ (กระทรวงพลังงาน, 2564)

โดยนโยบายของรัฐบาลด้านพลังงานของประเทศภายใต้แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 พ.ศ.2566 – 2570 นั้น สามารถสรุปใจความในประเด็นที่เกี่ยวข้องกับการกำกับดูแลกิจการและส่งเสริมในธุรกิจทางด้านนี้ คือ เพิ่มศักยภาพทางเศรษฐกิจของประเทศให้มีความเติบโตในระยะยาว มีการส่งเสริมการลงทุนด้านพลังงานสะอาด ระบบราง ยานยนต์ไฟฟ้า การจัดการน้ำ และการจัดการขยะ โดยให้นำประโยชน์จากวิทยาศาสตร์ เทคโนโลยี การวิจัยและพัฒนาและนวัตกรรม เข้ามาช่วยในการดำเนินงานทั้งภาครัฐและเอกชน และต้องเปิดเผยข้อมูล โปร่งใส เป็นธรรมและเป็นมิตรต่อสิ่งแวดล้อม (แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13) โดยในบทความนี้ขอแสดงความคิดเห็นในปัญหาและแนวทางการดำเนินการด้วยกลไกการกำกับดูแลกิจการของธุรกิจพลังงานสะอาดในประเทศไทย ดังนี้

ปัญหาและแนวทางการดำเนินการด้วยกลไกการกำกับดูแลกิจการของธุรกิจพลังงานสะอาดในประเทศไทย

สถานการณ์พลังงานในประเทศไทย มีแนวโน้มการใช้พลังงานเพิ่มสูงขึ้นทุกปี ถึงแม้ว่าจะมีการพัฒนาเทคโนโลยีเพื่อให้การใช้พลังงานเป็นไปอย่างมีประสิทธิภาพสูงสุดแล้วก็ตาม ทั้งนี้เนื่องจากเศรษฐกิจที่มีการเติบโตขึ้น จำนวนประชากรที่เพิ่มขึ้น รวมไปถึงการพัฒนาโครงการขนาดใหญ่ของประเทศที่ผ่านมา ประเทศไทยต้องพึ่งพาการนำเข้าพลังงานจากต่างประเทศเป็นหลัก การพัฒนาระบบพลังงานของประเทศไทย เน้นเพียงการสร้างโครงการพลังงานขนาดใหญ่ เช่น เขื่อน หรือโรงงานไฟฟ้าที่ใช้เชื้อเพลิงฟอสซิล เช่น ถ่านหิน น้ำมัน และก๊าซธรรมชาติ เป็นต้น แม้ว่าระบบพลังงานหลักจะสามารถตอบสนองความต้องการการใช้ไฟฟ้าที่แน่นอน แต่พบว่าก่อให้เกิดผลกระทบในหลายๆ ด้าน เช่น ก่อให้เกิดสิ่งแวดล้อมเป็นพิษ ส่งผลกระทบต่อสุขภาพของประชาชนที่อาศัยอยู่ในบริเวณใกล้โรงงานผลิตไฟฟ้า ผลกระทบทางสังคมที่เกิดขึ้นจากความแตกแยก ความรุนแรง และความเครียดจากการค้นคว้าโครงการต่าง ๆ ดังนั้น การพัฒนาพลังงานสะอาดอย่างจริงจังจะช่วยลดผลกระทบต่าง ๆ เหล่านี้ และหลักการที่สำคัญคือ สามารถลดการพึ่งพาการนำเข้าน้ำมันเชื้อเพลิงและพลังงานอื่น ๆ รวมทั้งยังช่วยกระจายความเสี่ยงในการจัดหาเชื้อเพลิง เพื่อการผลิตไฟฟ้าของประเทศไทย พลังงานสะอาดโดยเฉพาะพลังงานแสงอาทิตย์ พลังงานลม พลังงานชีวมวลและก๊าซชีวมวล สามารถพัฒนาให้เป็นพลังงานหลักในการผลิตไฟฟ้าสำหรับประเทศไทยในอนาคต

ทั้งนี้ที่ผ่านมา ภาครัฐมีความพยายามในการขับเคลื่อน นโยบายด้านพลังงานทดแทนโดยเน้นความสำคัญด้านความมั่นคงทางพลังงานในการตอบสนองต่อปริมาณความต้องการพลังงานให้สอดคล้องกับอัตราการเติบโตของเศรษฐกิจ อัตราการเพิ่มของประชากรอัตราการขยายเขตเมือง และด้านเศรษฐกิจที่ต้องคำนึงถึงต้นทุนพลังงานที่มีความเหมาะสมสอดคล้องกับต้นทุนเพื่อเพิ่มประสิทธิภาพการใช้พลังงานของประเทศไม่ให้เกิดการใช้พลังงานอย่างฟุ่มเฟือย รวมถึงส่งเสริมการใช้พลังงานอย่างมีประสิทธิภาพในด้านสิ่งแวดล้อม เน้นการเพิ่มสัดส่วนการผลิตพลังงานหมุนเวียนภายในประเทศและการผลิตพลังงานด้วยเทคโนโลยีประสิทธิภาพสูงตลอดจนแนวทางการส่งเสริมกลุ่มผู้ประกอบการอุตสาหกรรมผลิตไฟฟ้าทดแทน โดยภาครัฐได้วางกรอบตามแผนพัฒนาพลังงานทดแทนและพลังงานทางเลือกในระยะยาวยี่สิบห้าปีรวมถึงการรับซื้อไฟฟ้าในราคาอุดหนุนพิเศษ ภายหลังจากที่มีการแก้ไขข้อจำกัดต่าง ๆ อย่างไรก็ตามภาครัฐต่างมีความพยายามที่จะร่วมมือกันดำเนินงานตามกรอบของแผนพัฒนาพลังงานทดแทนและพลังงานทางเลือกเพื่อให้บรรลุผลตามเป้าหมายสู่การพัฒนาพลังงานหมุนเวียนที่ยั่งยืนในอนาคตภายใต้แผนพัฒนาพลังงานสะอาดและพลังงานทางเลือกเป้าหมายเพื่อเพิ่มสัดส่วนการผลิตไฟฟ้าพลังงานทดแทนของประเทศ แต่อาจมีปัญหาเกิดขึ้นในการดำเนินการ (วารสารวิจัย และพัฒนาวไลยอลงกรณ์ในพระบรมราชูปถัมภ์, ชาณิกา ปัญจพุทธานนท์) โดยสรุปได้ดังนี้

1. ปัญหาต้นทุนการผลิตต่อหน่วยโดยเฉพาะการผลิตไฟฟ้าจากพลังงานแสงอาทิตย์ จะเห็นได้ว่า แหล่งพลังงานสะอาดหลายชนิด มีต้นทุนการผลิตที่สูงกว่าก๊าซธรรมชาติและถ่านหิน รวมถึงความไม่แน่นอนของ ดังนั้น ภาครัฐจึงกำหนดมาตรการเพิ่มสัดส่วนการผลิตไฟฟ้าจากพลังงานทดแทนให้สูงขึ้นเรื่อย ๆ และจะปรับปรุงราคารับซื้อไฟฟ้าอุดหนุนพิเศษ เพื่อให้สอดคล้องกับต้นทุนการผลิตที่แท้จริง

2. ปัญหาด้านข้อกฎหมาย ประกาศ กฎหรือระเบียบ ที่เกี่ยวข้องกับธุรกิจพลังงานสะอาด ซึ่งมีจำนวนมากและสร้างความยุ่งยาก เกิดความล่าช้าในการปฏิบัติงานด้านเอกสารและขั้นตอนที่มีความยุ่งยากซับซ้อนและหลายขั้นตอน

3. ปัญหาในขั้นการบริหารจัดการและการขอใบอนุญาตตามข้อกำหนดโดยเฉพาะใบอนุญาตประกอบกิจการโรงงาน (รง.4) ให้กับผู้ประกอบการด้านพลังงานสะอาดซึ่งมีหลายหน่วยงานเข้ามาเกี่ยวข้องทำให้เกิดความซ้ำซ้อนและล่าช้ามาก

4. ปัญหาการจัดโครงสร้างองค์กรด้านพลังงานทดแทนที่มีความทับซ้อน มีการแทรกแซงจากฝ่ายการเมืองทำให้มีกรณีที่เรียกว่า “ล้วงลูก” จนทำให้กระบวนการต่าง ๆ เป็นไปอย่างล่าช้าและไม่โปร่งใส

5. องค์กรที่มีหน้าที่กำกับดูแลด้านพลังงานสะอาดขาดความเป็นอิสระ เพราะอยู่ภายใต้การกำกับของกระทรวงพลังงาน รวมทั้งยังถูกลดทอนอำนาจการตัดสินใจ

6. ข้อจำกัดของระบบสายส่งไม่สามารถรับรองการรับซื้อไฟฟ้าจากโรงไฟฟ้าที่ผลิตจากพลังงานสะอาดได้เต็มศักยภาพที่ผลิตได้ การไฟฟ้าฝ่ายผลิตแห่งประเทศไทย เป็นหน่วยงานผู้รับผิดชอบหลักที่จะสามารถดำเนินการวางระบบผลิตไฟฟ้าเพื่อขยายและเพิ่มความสามารถของระบบสายส่งไฟฟ้าให้เกิดความคล่องตัวและสอดคล้องกับการเติบโตของพลังงานทดแทน

7. การวิจัยและพัฒนางานกำกับกิจการพลังงานยังไม่เพียงพอตลอดจนการเผยแพร่ความรู้ความเข้าใจแก่ประชาชนให้เข้ามา มีส่วนร่วมในการดำเนินงานโครงการพลังงานสะอาดในท้องถิ่น เพื่อลดกระแสการต่อต้านจากชุมชน

แนวความคิดเห็นและมาตรการต่าง ๆ ที่ได้จากการศึกษาและค้นคว้าด้านทฤษฎีที่สำคัญและมีความเกี่ยวข้องกับการบริหารจัดการความยั่งยืนด้านสิ่งแวดล้อมและสังคม และการพัฒนาอย่างยั่งยืน รวมถึงแนวทางการกำกับดูแลกิจการ ที่อาจนำมาช่วยแก้ไขปัญหาและอุปสรรคต่าง ๆ เพื่อลดผลกระทบต่อโครงการพัฒนาพลังงานสะอาด ให้เกิดความยั่งยืนสู่อนาคต และยังสอดคล้องกับเป้าหมายหลักของแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 ในหมุดหมายที่ 10 ไทยมีเศรษฐกิจหมุนเวียนและสังคมคาร์บอนต่ำ ซึ่งความท้าทายในการขับเคลื่อนหมุดหมายคือรักษาความอุดมสมบูรณ์ของทรัพยากรธรรมชาติ ปัญหามลพิษและสิ่งแวดล้อม ปัญหาการปล่อยก๊าซเรือนกระจก ปัญหามลพิษด้านฝุ่นละออง การจัดการขยะพลาสติก (แผนยุทธศาสตร์ชาติ 20 ปี (พ.ศ.2561 – 2580) หน้า 105 -112) ทั้งนี้หน่วยงานที่เกี่ยวข้องด้านพลังงานต่างมีความพยายามที่จะร่วมมือกันให้เกิดผลในเรื่องสำคัญ ดังนี้

1. พัฒนาปรับปรุงกฎหมายประกาศกฎหรือระเบียบเพื่อควบคุมการกำกับดูแลซึ่งเป็นช่องทางที่สำคัญที่สามารถแก้ไขปัญหาความล่าช้า และยังช่วยสร้างกลไกการบังคับใช้กฎหมายให้มีประสิทธิภาพและเหมาะสมต่อสถานการณ์การเปลี่ยนแปลงด้านพลังงาน ได้อย่างทันท่วงที

2. ผลักดันกระบวนการออกใบอนุญาตประกอบกิจการพลังงานและการอนุญาตตั้งโรงงานเพื่อประกอบกิจการพลังงานให้มีมาตรฐานที่เป็นธรรม ตรวจสอบได้

3. การส่งเสริมการให้ข้อมูลความรู้ความเข้าใจซึ่งภาครัฐจะมีมากกว่าภาคเอกชน เจ้าหน้าที่ระดับบริหารของหน่วยงานต่าง ๆ ที่เกี่ยวข้องกับการปฏิบัติตามนโยบายและกฎหมายต้องเข้าใจในกฎระเบียบให้มีความชัดเจนของแต่ละหน่วยงาน และปรับลดขั้นตอนการปฏิบัติงานลงให้เหลือน้อยที่สุด

4. พัฒนาโครงข่ายระบบสายส่งไฟฟ้าแรงสูงที่ทำให้ศักยภาพด้านพลังงานหมุนเวียนของประเทศไทย และสนับสนุนการพัฒนาการผลิตไฟฟ้าได้อย่างกว้างขวางมากขึ้น การพัฒนาโครงข่ายไฟฟ้าจะเป็นปัจจัยหลักในการผลักดันเทคโนโลยีพลังงานหมุนเวียนในท้องถิ่นที่มีศักยภาพเพียงพอและพร้อมต่อการขยายกำลังการไฟฟ้า การพัฒนาโครงข่ายไฟฟ้าเพื่อรองรับการเติบโตระยะยาว

5. การเพิ่มเป้าหมายการใช้พลังงานทดแทนเป็นร้อยละยี่สิบห้าของพลังงานในขั้นสุดท้าย เพื่อสร้างความมั่นใจให้กับผู้ประกอบการภาคเอกชนและสถาบันการเงินต่าง ๆ รวมทั้งการสร้างมาตรการส่งเสริมผู้ประกอบการผลิตไฟฟ้าจากพลังงานแสงอาทิตย์ในระยะยาวอย่างเป็นรูปธรรม

6. เพิ่มแหล่งผลิตพลังงานทดแทนให้เปิดแบบเสรีมีเป้าหมายให้ผลิตสำหรับใช้เอง เพื่อลดการใช้ไฟฟ้าในระดับหน่วยย่อยและเพื่อส่งเสริมการมีส่วนร่วมของภาคประชาชนให้ครอบคลุมทั่วทุกภาคของประเทศ

7. สนับสนุนด้านการเงินเพื่อการศึกษาวิจัยและพัฒนาเสริมสร้างความรู้และเผยแพร่ข้อมูลในเรื่องการใช้พลังงานทดแทนอย่างมีประสิทธิภาพเนื่องจากชุมชนโดยส่วนใหญ่ยังขาดความรู้ความเข้าใจ

จากข้อมูลข้างต้นที่กล่าวมา จะเห็นได้ว่าภาคธุรกิจได้มีการทบทวนกระบวนการทำธุรกิจตลอดห่วงโซ่คุณค่าตั้งแต่ต้นน้ำและปลายน้ำ ซึ่งธุรกิจสามารถเลือกพลังงานสะอาดมาใช้ทดแทนพลังงานจากฟอสซิลได้ ขึ้นอยู่กับบริบทของธุรกิจที่มีทรัพยากรที่เกี่ยวข้องกับประเภทของพลังงานทดแทนในรูปแบบไหนเพื่อให้เหมาะสมกับกิจการ ซึ่งการที่ธุรกิจใส่ใจในเรื่องของการมีส่วนร่วมแก้ปัญหาโลกร้อนนั้น ถือเป็นการทำธุรกิจที่มีความรับผิดชอบต่อสังคม และจะสะท้อนออกมาเป็นมุมมองเชิงบวกกับผู้ที่เกี่ยวข้องในระยะยาวและส่งผลดีต่อการเติบโตและความยั่งยืนขององค์กรในอนาคต

สรุป

จากรายงานสถิติของกระทรวงพลังงาน กลุ่มพลังงานสะอาดในประเทศไทยมีแนวโน้มที่จะเติบโตทางด้านเศรษฐกิจเป็นอย่างมาก ทั้งนี้ยังทำให้เกิดการวิจัยพัฒนานวัตกรรมและเทคโนโลยีสมัยใหม่ที่สามารถเปลี่ยนพลังงานจากพลังงานสำรองเป็นพลังงานหลัก เพื่อเพิ่มมูลค่าทางเศรษฐกิจให้กับองค์กรควบคู่ไปกับการดูแลและลดผลกระทบต่อสิ่งแวดล้อม ซึ่งหากองค์กรมีการกำกับดูแลกิจการที่ดีเกี่ยวกับการดูแลด้านสิ่งแวดล้อม มีการจัดทำรายงานการกำกับดูแลกิจการ และมีการจัดทำรายงานการเปิดเผยข้อมูลก็จะทำให้นักลงทุนและผู้มีส่วนได้เสียอื่นเกิดความเชื่อมั่นและทำให้เกิดการลงทุนในประเทศเพิ่มมากขึ้น ตามบทความหรืองานวิจัยอื่นที่ได้กล่าวไว้ บทความดังกล่าวมีความสอดคล้องกับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 พ.ศ.2566 – 2570 ที่ภาครัฐมีนโยบายสนับสนุนให้ทุกภาคส่วนลดการใช้พลังงานเชื้อเพลิงที่ส่งผลกระทบต่อสภาพแวดล้อมและหันมาใช้พลังงานสะอาดที่เป็นมิตรกับสิ่งแวดล้อม

อย่างไรก็ตาม บางธุรกิจในประเทศไทยยังไม่สามารถนำพลังงานสะอาดมาประยุกต์ใช้ในธุรกิจได้ เนื่องจากต้นทุนในการลงทุนสูงและหากธุรกิจมีรายงานการกำกับดูแลกิจการก็ยังไม่สามารถการันตีได้ว่า ธุรกิจนั้นจะประสบผลสำเร็จได้ ทั้งนี้จะต้องประเมินสถานการณ์ทางธุรกิจต่างๆ ทั้งภายในและภายนอกองค์กร เพื่อประกอบการตัดสินใจในการลงทุนกับธุรกิจพลังงานสะอาดในอนาคต

ข้อเสนอแนะ

การกำกับดูแลกิจการที่ดีของธุรกิจพลังงานสะอาดในประเทศไทยภายใต้แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 พ.ศ.2566 – 2670 เป็นหัวข้อการศึกษาที่เป็นเรื่องใหม่และมีความสำคัญไม่น้อยในการนำเทคโนโลยีด้านพลังงานสะอาดมาเพิ่มมูลค่าให้กับองค์กร จึงเป็นโอกาสสำหรับนักลงทุนที่สนใจลงทุนกับธุรกิจพลังงานในอนาคต เนื่องจากปัจจุบันธุรกิจพลังงานสะอาดได้รับ ความสนใจเป็นอย่างมาก โดยมีภาครัฐเข้ามาสนับสนุนและขับเคลื่อนให้ประเทศไทยใช้พลังงานสะอาดแทนพลังงานสิ้นเปลือง แต่ยังคงใช้งบลงทุนที่สูงมากเช่นกัน โดยมีหัวข้อการศึกษาที่น่าสนใจ เช่น การบริหารความเสี่ยงกับธุรกิจพลังงานสะอาดในบริบทของ COSO-ERM 2017 เป็นต้น การกำกับดูแลกิจการที่ดีจะนำธุรกิจไปสู่ความเป็นมาตรฐานระดับโลก เพื่อให้ธุรกิจพลังงานสะอาดมีแนวทางการปฏิบัติและการประเมินที่สอดคล้องกับมาตรฐานสากลอย่างยั่งยืน การเปลี่ยนพลังงานสะอาดจากพลังงานรองให้เป็นพลังงานหลักถือเป็นจุดสำคัญที่ทำให้ประเทศไทยหันกลับมาให้ความสนใจที่จะพัฒนาและนำไปใช้จริงในภาคธุรกิจเพื่อให้เกิดประสิทธิภาพ ทั้งนี้เพื่อให้เกิดความเชื่อมั่นกับธุรกิจพลังงานสะอาดของไทยให้สามารถยืนหยัดและยั่งยืนได้อย่างถาวร โดยมีหัวข้อการศึกษาที่น่าสนใจ เช่น แนวคิดการรายงานเพื่อความยั่งยืนของธุรกิจพลังงานสะอาด (ESG) เป็นต้น

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การบริหารความเสี่ยงในการเปลี่ยนแปลงเทคโนโลยีทางการเงินในยุคดิจิทัล

The Risk Management in Financial Technology Changes in The Digital Age

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บทคัดย่อ

บทความนี้มีวัตถุประสงค์ 2 ประการ คือ 1) เพื่อศึกษาทบทวนพื้นฐานความรู้เกี่ยวกับแนวคิด ทฤษฎีงานวิจัยและรูปแบบข้อเสนอของการบริหารความเสี่ยงในการเปลี่ยนแปลงเทคโนโลยีทางการเงินในยุคดิจิทัล 2) เพื่อการเสนอกรอบแนวคิดการบริหารความเสี่ยงในการเปลี่ยนแปลงเทคโนโลยีทางการเงินในยุคดิจิทัล จากการทบทวนวรรณกรรมต่างๆที่เกี่ยวข้อง เพื่อหาองค์ความรู้เบื้องต้นเกี่ยวกับกรอบแนวคิดการบริหารความเสี่ยงในการเปลี่ยนแปลงเทคโนโลยีทางการเงินในยุคดิจิทัล จากการศึกษาพบว่าการบริหารจัดการความเสี่ยงและการบริหารการเปลี่ยนแปลงมีความสำคัญมากสำหรับทุกภาคส่วนไม่ว่าจะเป็นภาครัฐและภาคเอกชนล้วนแต่ต้องมีการปรับเปลี่ยนให้ทันกับเทคโนโลยีที่เข้ามามีบทบาทมากยิ่งขึ้นและเพื่อที่จะนำองค์กรไปในทิศทางที่เหมาะสมกับการพัฒนาในยุคดิจิทัลให้ยั่งยืนต่อไป

คำสำคัญ : การบริหารความเสี่ยง , เทคโนโลยีทางการเงิน , ยุคดิจิทัล

Abstract

This article has two objectives: 1) to study and review the basic knowledge of the concept research theories and proposed models of risk management in financial technology change in the digital age; 2) for proposing a risk management framework in financial technology change in the digital age from the review of relevant literature. To find basic knowledge about the conceptual framework of risk management in financial technology changes in the digital age. The study found that risk management and change management are very important for all sectors, whether in the public and private sectors. All of them need to be adjusted to keep up with the ever-increasing role of technology and to lead the organization in the right direction with development in the digital age to be sustainable.

Keywords: Risk Management, Financial Technology, Digital Age

บทนำ

การบริหารความเสี่ยง (Risk Management) เป็นกลวิธีที่เป็นเหตุเป็นผลที่นำมาใช้ในการบ่งชี้ วิเคราะห์ ประเมิน จัดการ ติดตามและสื่อสารกับความเสี่ยงที่เกี่ยวข้องกับกิจกรรมในหน่วยงาน ฝ่ายงาน หรือกระบวนการดำเนินงานขององค์กรเพื่อช่วยลดความสูญเสียในการไม่บรรลุเป้าหมายให้เหลือน้อยที่สุดและเพิ่มโอกาสแก่องค์กรมากที่สุด อีกทั้งยังหมายความถึงการประกอบกันอย่างลงตัวของวัฒนธรรมองค์กร กระบวนการและโครงสร้างองค์กร ซึ่งมีผลโดยตรงต่อประสิทธิภาพการบริหารและผลได้ผลเสียขององค์กรอีกด้วย โดยความสำคัญของการบริหารความเสี่ยงในองค์กรนั้นซึ่งถือเป็นความสำคัญของทุกภาคธุรกิจในปัจจุบันและมีความสำคัญเป็นอย่างมากที่มีต่อในทุกระดับขององค์กรและทุกระดับภาคส่วน สำหรับความหมายและความสำคัญของการบริหาร

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ความเสี่ยงนั้น (วิจิตรา สีแดงก่ำ , 2562) ได้กล่าวไว้ว่า การบริหารความเสี่ยง หมายถึง กระบวนการดำเนินงานหรือวิธีการจัดการองค์กรที่เป็นระบบซึ่งช่วยให้ความเสียหายที่อาจจะเกิดขึ้นในอนาคตอยู่ในระดับที่องค์กรหรือธุรกิจสามารถยอมรับได้ เพื่อให้เกิดความเชื่อมั่นแก่องค์กรอันเนื่องมาจากภัยที่องค์กรต้องเผชิญ

การบริหารความเสี่ยงถือว่าอยู่ในทุกมิติขององค์กรทั้งในภาคธุรกิจและภาคอุตสาหกรรม ซึ่งการบริหารความเสี่ยงนั้นอาจกล่าวได้ว่าในทุก ๆ องค์กรในภาคธุรกิจนั้นได้ให้ความสำคัญเป็นอย่างมาก โดยเฉพาะในปัจจุบันเทคโนโลยีได้เข้ามามีบทบาทอย่างมากมาย โดยการเปลี่ยนแปลงทางเทคโนโลยีนั้นเริ่มเปลี่ยนแปลงโดยเริ่มพัฒนาในช่วงต้นทศวรรษ 1967 ที่อินเทอร์เน็ตได้ถูกคิดค้นขึ้น หลังจากนั้นโลกได้มีการคิดค้นพัฒนาทางเทคโนโลยีอย่างก้าวกระโดด จึงส่งผลให้อินเทอร์เน็ตกลายเป็นสื่อกลางในการติดต่อสื่อสาร การแลกเปลี่ยนข้อมูลข่าวสารและสารสนเทศ จนทำให้ระบบเทคโนโลยีสารสนเทศมีการพัฒนาอย่างก้าวไกลและถูกนำไปใช้เพื่อพัฒนาทางด้านเศรษฐกิจและสังคม โดยเฉพาะภาคเศรษฐกิจที่มีการดำเนินธุรกิจในรูปแบบพาณิชย์อิเล็กทรอนิกส์ (ชญาพัฒน์ เลิศอำนาจกิจเสรี, 2565) และเหตุนี้เอง ผลที่เกิดจากการเปลี่ยนแปลงทางเทคโนโลยีที่เกิดขึ้นแบบฉับพลันจนถึงปัจจุบันส่งผลต่อการดำเนินงานทางธุรกิจรวมไปถึงพฤติกรรมของผู้บริโภคที่ทำธุรกรรมด้านการเงินก็ได้เปลี่ยนไปเช่นเดียวกัน

ซึ่งพฤติกรรมของผู้บริโภคที่เปลี่ยนไปโดยปรับเปลี่ยนให้ทันกับเทคโนโลยีใหม่ ๆ ที่เกิดขึ้นอยู่เสมอไม่ว่าจะเป็นในเรื่องของการซื้อขายสินค้า การชำระค่าบริการ รวมไปถึงการทำธุรกรรมด้านการเงินประเภทต่าง ๆ ซึ่งส่งผลมาจากการขยายตัวของเศรษฐกิจและความเจริญก้าวหน้าทางเทคโนโลยีที่ส่งผลให้มีการพัฒนารูปแบบการชำระเงินให้มีความหลากหลายและสะดวกมากยิ่งขึ้น ดังนั้นเทคโนโลยีทางการเงินจึงเป็นหนึ่งในทิศทางการพัฒนาระบบการเงินที่ธนาคารแห่งประเทศไทยให้ความสำคัญ โดยมุ่งให้เกิดการนำเทคโนโลยีมาสนับสนุนและส่งเสริมการพัฒนานวัตกรรมทางการเงินที่หลากหลาย รวมถึงผลักดันให้เกิดระบบนิเวศที่เอื้อต่อการประยุกต์ใช้เทคโนโลยีในการพัฒนาบริการทางการเงินอย่างเป็นรูปธรรมในหลายมิติเพื่อให้สามารถตอบสนองความต้องการของผู้ใช้บริการได้ดีขึ้น โดยในปัจจุบันมีผลิตภัณฑ์หรือการให้บริการทางการเงินเกิดขึ้นใหม่เป็นจำนวนมาก และที่ได้รับความนิยมในการใช้งานอย่างสูงในปัจจุบันนี้ เช่น Mobile banking เป็นต้น

วัตถุประสงค์

1. เพื่อศึกษาทบทวนพื้นฐานความรู้เกี่ยวกับแนวคิด ทฤษฎีงานวิจัยและรูปแบบข้อเสนอของการบริหารความเสี่ยงในการเปลี่ยนแปลงเทคโนโลยีทางการเงินในยุคดิจิทัล
2. เพื่อการเสนอกรอบแนวคิดการบริหารความเสี่ยงในการเปลี่ยนแปลงเทคโนโลยีทางการเงินในยุคดิจิทัล

การบริหารความเสี่ยงด้วย COSO-ERM 2017 นั้นถือเป็นการบริหารความเสี่ยงที่เป็นหนึ่งในระบบงานที่สำคัญขององค์กรทุกประเภท โดยเฉพาะอย่างยิ่งในยุคแห่งความไม่แน่นอนในปัจจุบันองค์กรทั่วโลกส่วนใหญ่ได้ใช้กรอบการบริหารความเสี่ยงตามแนวทางของ COSO หรือ COSO-ERM Framework เนื่องด้วยแนวทางนี้เป็นการต่อยอดต่อเนื่องจากการบริหารความเสี่ยงด้านการปฏิบัติงานตามกรอบการควบคุมภายในหรือ Internal Control ที่มุ่งสร้างความน่าเชื่อถือสนับสนุนรายงานทางการเงินให้กับบริษัทผู้ตรวจสอบบัญชี โดยเป็นข้อมูลสำคัญในกระบวนการตรวจสอบทางการเงินและบัญชีของกิจการต่างๆ ในการเปลี่ยนแปลงครั้งนั้นจึงนำมาซึ่งความตื่นตัวขององค์กร รวมทั้งแรงกดดันจากผู้มีส่วนได้ส่วนเสียกลุ่มต่างๆ ต่อการบริหารกิจการของฝ่ายบริหารและคณะกรรมการให้มีความมั่นคงซึ่งมีการตระหนักต่อความเสี่ยงต่างๆ ที่เกี่ยวข้องกับการเติบโตและความยั่งยืนขององค์กรมากขึ้น กรอบการบริหารความเสี่ยงองค์กร (Enterprise Risk Management, ERM) จึงได้ถูกนำเสนอโดย COSO ในชื่อของ COSO-ERM Integrated Framework-2004 ซึ่งองค์กรต่างๆ ทั่วโลกนำมาปรับใช้เป็นแนวทางในการบริหารความเสี่ยงองค์กรของตน รวมถึงหน่วยงานรัฐที่มีหน้าที่กำกับดูแลกิจการประเภทต่างๆ ในประเทศของตนอีกด้วย โดยเหตุผลสำคัญที่ทำให้ COSO-ERM เป็นกรอบการบริหารความเสี่ยงองค์กรที่ได้รับความนิยม คือ การแสดงความชัดเจนของวัตถุประสงค์ในการบริหารความเสี่ยงที่เชื่อมโยงกับวัตถุประสงค์ขององค์กร 4 ด้าน ได้แก่ ด้านกลยุทธ์ ด้านการปฏิบัติงาน ด้านการรายงาน และด้านการปฏิบัติตามกฎระเบียบซึ่งช่วยให้องค์กรสามารถพิจารณาวิเคราะห์ระบุความเสี่ยงอย่างรอบด้านได้มากยิ่งขึ้น (สุรเดช จองวรรณศิริ ,2561)



รูปภาพที่ 1 การบริหารความเสี่ยงด้วย COSO-ERM 2017 5 องค์ประกอบและ 20 หลักการ
ที่มา (สุรเดช จองวรรณศิริ , 2561)
บทความจาก TRIS Academy Club Issue4 January 2018, "Organizational Excellence"

โดยการเปลี่ยนแปลงที่สำคัญของ COSO-ERM 2017 ที่มีการเปลี่ยนแปลงองค์ประกอบของกระบวนการใหม่ให้มีความละเอียดชัดเจนขึ้นโดยสามารถแบ่งออกเป็น 20 หลักการใน 5 องค์ประกอบ ได้แก่ Governance and Culture (การกำกับดูแลกิจการและวัฒนธรรมองค์กร) , Strategy & Objective Setting (กลยุทธ์และวัตถุประสงค์องค์กร), Performance (เป้าหมายผลการดำเนินงาน) , Review & Revision (การทบทวนและปรับปรุง) และ Information Communication & Reporting (สารสนเทศการสื่อสาร และการรายงาน)

ประเภทของความเสี่ยง

การบริหารความเสี่ยงนั้นสามารถสะท้อนให้เห็นถึงนโยบายการบริหารจัดการและการกำกับดูแลกิจการของแต่ละองค์กร หากองค์กรมีการบริหารความเสี่ยงอย่างมีประสิทธิภาพและมีประสิทธิผลจะส่งผลทำให้สามารถบรรลุวัตถุประสงค์ขององค์กร สำหรับประเภทของความเสี่ยงนั้น (วิทยา อินทร์สอน , ปัทมาพร ท่อชู , สุรพงศ์ บางพาน,2564) ได้กล่าวถึงประเภทของความเสี่ยงไว้ว่า

1. ความเสี่ยงทางด้านกลยุทธ์ (Strategic Risk: SR) เป็นความเสี่ยงที่เกิดจากการกำหนดแผนกลยุทธ์ แผนดำเนินงาน และนำไปปฏิบัติไม่เหมาะสม หรือไม่สอดคล้องกับปัจจัยภายในและสภาพแวดล้อมภายนอกอันส่งผลกระทบต่อการบรรลุวิสัยทัศน์ พันธกิจหรือสถานะขององค์กร โดยแหล่งที่มาของความเสี่ยงด้านกลยุทธ์สามารถจำแนกได้ 2 ประเภท คือ ปัจจัยความเสี่ยงภายนอก ได้แก่ ภาวการณ์การแข่งขัน การเปลี่ยนแปลงนโยบาย กระแสสังคม การเปลี่ยนแปลงทางเทคโนโลยี ปัจจัยทางเศรษฐกิจ และปัจจัยทางการเมือง และปัจจัยความเสี่ยงภายใน ได้แก่ ปัจจัยภายในที่องค์กรสามารถควบคุมได้ แต่สามารถส่งผลกระทบหรือเป็นอุปสรรคต่อการดำเนินการตามแผนกลยุทธ์เพื่อให้บรรลุเป้าหมาย ได้แก่ โครงสร้างองค์กร กระบวนการและวิธีปฏิบัติงาน ความเพียงพอของข้อมูลและเทคโนโลยีสำหรับการให้บริการ เป็นต้น

2. ความเสี่ยงทางด้านการเงิน (Financial Risk: FR) เป็นความเสี่ยงที่เกิดจากการที่การเบิกจ่ายงบประมาณที่ไม่สอดคล้องกับการดำเนินงานของสถานการณ์หรือภารกิจ

3. ความเสี่ยงทางด้านการปฏิบัติงาน (Operation Risk: OR) หรือความเสี่ยงด้านการดำเนินงาน เป็นความเสี่ยงที่จะเกิดความเสียหายอันเนื่องมาจากขาดการควบคุมที่ดี โดยอาจเกี่ยวข้องกับกระบวนการปฏิบัติงานภายในหรือเหตุการณ์ภายนอกองค์กร

4. ความเสี่ยงทางด้านกฎหมายและข้อกำหนดผูกพันองค์กร (Compliance Risk: CR) เป็นความเสี่ยงที่เกิดจากการไม่สามารถปฏิบัติตามกฎระเบียบหรือกฎหมายที่เกี่ยวข้อง หรือกฎหมายที่มีอยู่นั้นไม่เหมาะสมและเป็นอุปสรรคต่อการปฏิบัติงาน

โดยสามารถอภิปรายในเรื่องของการบริหารความเสี่ยงทางด้านการเงินในปัจจุบันได้ว่า ความเสี่ยงในการเปลี่ยนแปลงเทคโนโลยีทางการเงินในยุคดิจิทัลนั้นล้วนมีความเกี่ยวข้องกับชีวิตประจำวันอยู่เสมอไม่ว่าจะเป็นในเรื่องของการชำระเงินเพื่อซื้อสินค้า/บริการ การโอนเงิน หรือการทำธุรกรรมการเงินอื่นใด การขยายตัวของเศรษฐกิจและความก้าวหน้าทางเทคโนโลยีจึงเป็นปัจจัยที่ส่งผลให้การบริการด้านการชำระเงินมีการพัฒนาอย่างต่อเนื่องโดยรูปแบบการชำระเงินก็มีความหลากหลายและซับซ้อนมากยิ่งขึ้น โดยการพัฒนาด้านการเงินนั้นจึงมีการนำเทคโนโลยีเข้ามาช่วยเพื่อก่อให้เกิดความสะดวกสบาย รวดเร็วกับผู้ใช้บริการ ซึ่งบริการทางด้านการเงินนั้นได้มีวิวัฒนาการขึ้นจากเมื่อก่อนมากและมีการผูกกับระบบออนไลน์หรืออินเทอร์เน็ตเข้าไปรองรับการใช้งานของผู้บริโภคมากขึ้น นอกจากนี้ธนาคารต่าง ๆ ก็ยังมีการนำเทคโนโลยีด้านอินเทอร์เน็ตเข้ามาช่วยในการบริการเพื่อรองรับการใช้งานได้ตลอด 24 ชั่วโมง อีกทั้งระบบการเงินของธนาคารได้เริ่มเข้าสู่บทบาทใหม่ครั้งสำคัญซึ่งมีการเปลี่ยนแปลงในเรื่องของเทคโนโลยีโดยเฉพาะเทคโนโลยีทางการเงินซึ่งเป็นการสร้างผลกระทบต่อระบบการเงินการธนาคารทั่วโลก การนำเทคโนโลยีมาประยุกต์ใช้ในชีวิตประจำวันในธุรกิจการเงินสำหรับการทำธุรกรรมในภาคส่วนต่าง ๆ นั้นได้อาศัยความก้าวหน้าทางด้านเทคโนโลยีสารสนเทศที่มีประสิทธิภาพโดยเริ่มมีการพัฒนาในรูปแบบของแอพพลิเคชั่นบนสมาร์ทโฟนที่เห็นได้ทั่วไปในปัจจุบัน การดูแลและป้องกันในเรื่องของความเสี่ยงก็ถือว่าเป็นเรื่องที่สำคัญเพื่อเป็นการสร้างภูมิคุ้มกันลดความเสี่ยงที่อาจจะคาดไม่ถึงและเป็นการป้องกันมิจฉาชีพทางการเงิน การเรียนรู้ด้านเทคโนโลยีทางการเงินจึงถือเป็นการปรับตัวและรับมือกับความเสี่ยงที่เกิดขึ้นในปัจจุบันซึ่งเป็นสิ่งที่สำคัญมากต่อผู้ใช้บริการ โดยธนาคารแห่งประเทศไทยจึงได้มีการตระหนักและให้ความสำคัญในเรื่องของการบริหารจัดการความเสี่ยงที่จะมีบทบาทสำคัญเป็นอย่างมากในด้านของการเงินหากมีการเปลี่ยนแปลงทางเทคโนโลยีที่เริ่มเข้ามามีบทบาทเพิ่มมากยิ่งขึ้นที่จะกลายเป็นตัวกำหนดทิศทางของการพัฒนาตลาดการเงินในยุคดิจิตอลต่อไป

การเปลี่ยนแปลงเทคโนโลยีทางการเงิน

ปัจจุบันเทคโนโลยีได้มีการพัฒนาและเปลี่ยนแปลงไปจากอดีต ซึ่งเทคโนโลยีต่าง ๆ ได้เข้ามามีบทบาทในการดำรงชีวิตของมนุษย์ทำให้มนุษย์มีความสะดวกสบายมากขึ้นและหนึ่งในการเปลี่ยนแปลงทางเทคโนโลยีที่เห็นได้อย่างชัดเจนคือเทคโนโลยีทางการเงินซึ่งดูจากพฤติกรรมที่เปลี่ยนแปลงไปของผู้บริโภคที่มีการทำธุรกรรมทางการเงินผ่านแอพพลิเคชั่นที่ถูกพัฒนาจากเทคโนโลยีการนำเทคโนโลยีมาพัฒนาทางด้านการเงินหรือเรียกว่า ฟินเทค (Financial Technology : FinTech) นั้นได้เข้ามาพัฒนาระบบการเงิน ซึ่งเป็นการนำเทคโนโลยีมาใช้พัฒนาผลิตภัณฑ์บริการและนวัตกรรมทางการเงินเพื่อเพิ่มประสิทธิภาพ ความสะดวก รวดเร็ว ความปลอดภัย ลดต้นทุนที่เกิดขึ้นและตอบสนองต่อความต้องการของผู้ใช้บริการและผู้ให้บริการได้ดียิ่งขึ้น ความก้าวหน้าของเทคโนโลยีทางการเงินของประเทศไทยนั้น สถาบันการเงินในไทยได้มีการเปลี่ยนแปลงและพัฒนารูปแบบธุรกิจ ของตัวเองเพื่อให้แข่งขันในยุคดิจิทัล (ธนาคารแห่งประเทศไทย, 2562) การลงทุนด้านเทคโนโลยีทางการเงินเพื่อให้สามารถนำเสนอบริการที่ตอบโจทย์ผู้บริโภคได้อย่างมีประสิทธิภาพและมีต้นทุนที่ต่ำลง โดยเทคโนโลยีที่นำมาใช้ในการให้บริการทางการเงิน ได้แก่ บล็อกเชน (Blockchain) ระบบฐานข้อมูลขนาดใหญ่ (Big Data) การเรียนรู้ของเครื่องจักร (Machine Learning) และปัญญาจากฝูงชน (Crowdsourcing) (ปิติพัฒน์ นิตยกมลพันธุ์, 2565) ซึ่งเทคโนโลยีต่างเข้ามามีบทบาทในภาคธุรกิจการเงินและในการพัฒนาเพิ่มช่องทางในการเข้าถึงและขยายกลุ่มลูกค้าและให้ลูกค้าที่ยังเข้าไม่ถึงบริการทางการเงินสามารถเข้าถึงการบริการทางการเงินได้ดียิ่งขึ้นดูจากการเปลี่ยนแปลงพฤติกรรมของผู้บริโภคในการทำธุรกรรมทางการเงินที่เปลี่ยนแปลงไปดูจากรายงานการทำธุรกรรมผ่านอินเตอร์และโทรศัพท์เคลื่อนที่ในช่วงปี พ.ศ. 2560-2564 ของธนาคารแห่งประเทศไทย พบว่าผู้บริโภคมีการทำธุรกรรมทางการเงินผ่านช่องทางอินเตอร์และโทรศัพท์เคลื่อนที่เพิ่มขึ้นอย่างต่อเนื่อง ซึ่งในอนาคตการทำธุรกรรมทางการเงินอาจไม่ต้องพกเงินสดแต่โทรศัพท์มือถือนั้นจะกลายเป็นกระเป๋าสตางค์ใบใหม่ของคนในยุคปัจจุบัน เรียกอีกอย่างหนึ่งว่าสังคมไร้เงินสด (Cashless Society) เป็นแนวคิดการขับเคลื่อนสังคมเศรษฐกิจที่ปราศจากเงินสด ลดการจับต้องเงินสด โดยการใช้เทคโนโลยีในการทำธุรกรรมทางการเงิน



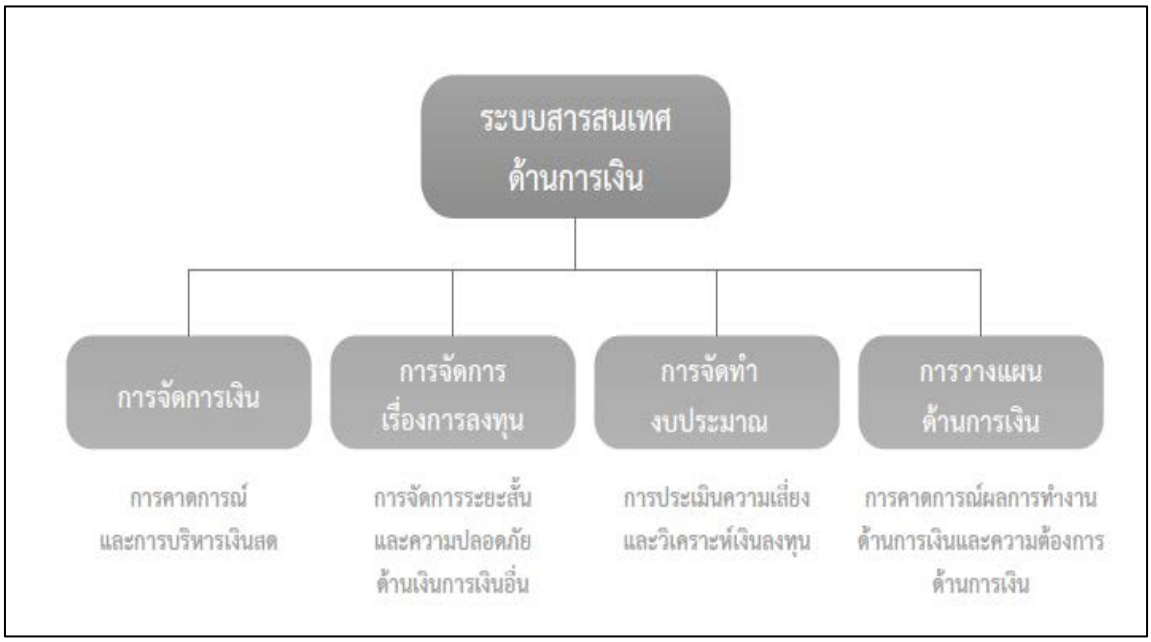
รูปภาพที่ 2 การทำธุรกรรมผ่านอินเตอร์และโทรศัพท์เคลื่อนที่ ในช่วงปี พ.ศ. 2560-2564
ที่มา : ธนาคารแห่งประเทศไทย, 2564

แนวคิดและทฤษฎีการยอมรับเทคโนโลยี

จากแนวคิดทฤษฎีการยอมรับเทคโนโลยีการเปลี่ยนแปลงเทคโนโลยีทางการเงินในยุคดิจิทัลนั้น ต้องคำนึงถึงเหตุผลและวิธีในการยอมรับการใช้งานของแต่ละบุคคลหรือแต่ละองค์กร ทฤษฎีแบบจำลองการยอมรับเทคโนโลยี (Technology Acceptance Model:TAM) (Davis, 1989) มีปัจจัยหลักที่เกี่ยวข้องซึ่งสามารถอธิบายความหมายของปัจจัยการยอมรับเทคโนโลยีได้ดังนี้ (1) ตัวแปรภายนอก หมายถึง ตัวแปรที่มีอิทธิพลต่อการรับรู้ถึงประโยชน์ที่จะได้รับ เช่น ข้อมูลประชากรศาสตร์ เพศ อายุ ระดับการศึกษา อาชีพ และรายได้ (2) การรับรู้ถึงประโยชน์ หมายถึง การรับรู้ว่าเทคโนโลยี หรือนวัตกรรมมีส่วนช่วยพัฒนาประสิทธิภาพการปฏิบัติงาน ซึ่งส่งผลทำให้เกิดประโยชน์ต่อการดำเนินชีวิต เช่น ลดความเสี่ยง ลดค่าใช้จ่าย มีความสะดวก รวดเร็วขึ้น และมีความทันสมัยมากยิ่งขึ้น (3) การรับรู้ถึงความง่ายต่อการใช้งาน หมายถึง ปัจจัยที่กำหนดในแง่ปริมาณหรือความสำเร็จที่ได้รับว่าตรงกับความต้องการหรือสิ่งที่คาดหวังไว้หรือไม่ มีความง่ายในการเรียนรู้ที่จะใช้งาน ขั้นตอนการใช้งานไม่ยุ่งยากซับซ้อน ลดระยะเวลาในการทำงาน (4) ทัศนคติที่มีต่อการใช้งาน หมายถึง ความคิด ความเข้าใจ ความคิดเห็น ความรู้สึกว่าเห็นด้วยหรือไม่เห็นด้วย ซึ่งเป็นภาวะทางจิตใจของการเตรียมพร้อมที่จะเรียนรู้และถูกปรับตัวต่อการใช้เทคโนโลยี (5) ความตั้งใจแสดงพฤติกรรมการใช้ หมายถึง การแสดงออกการปฏิบัติหรือการทำกิจกรรมเพื่อจัดสรรเวลาสำหรับการจัดการกับภาระหน้าที่ต่างๆ ที่ต้องปฏิบัติในแต่ละวัน มีความพร้อมความตั้งใจที่ผู้ใช้พยายามใช้งานเทคโนโลยีและ (6) การยอมรับหรือการใช้ระบบจริง เป็นการยอมรับและการตัดสินใจที่จะนำเทคโนโลยีหรือนวัตกรรมนั้นไปใช้จริงอย่างเต็มที่และสม่ำเสมอ (ชุติมา ปะติกานัง, วิไลลักษณ์ รักบำรุง, 2563) ซึ่งจากทฤษฎีข้างต้นปัจจัยต่าง ๆ มีอิทธิพลต่อการยอมรับการเปลี่ยนแปลงเทคโนโลยีทางการเงินของผู้ใช้บริการ ที่มุ่งเน้นในเรื่องของการใช้งานและการรับรู้ถึงประโยชน์ที่จะได้รับจากการใช้งาน ซึ่งเมื่อผู้ใช้งานรับรู้ถึงความง่ายต่อการใช้เทคโนโลยีหรือนวัตกรรมใหม่ ๆ ก็จะทำให้ผู้ใช้งานมีทัศนคติที่ดีต่อการใช้งานและเป็นปัจจัยที่ส่งผลต่อความตั้งใจเชิงพฤติกรรมในการเข้าถึงการใช้เทคโนโลยีใหม่ ๆ

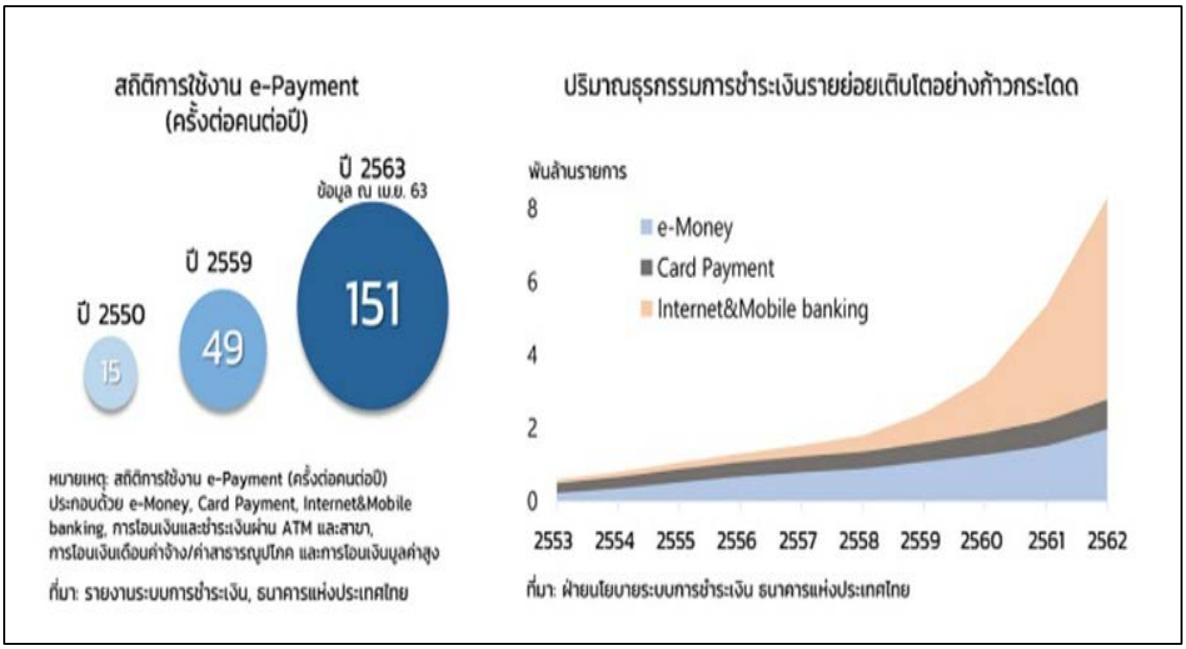
การบริหารความเสี่ยงจากเทคโนโลยีทางการเงินในโลกยุคดิจิตอล

ในอดีตการทำธุรกรรมทางการเงินและการลงทุนถือเป็นเรื่องที่ค่อนข้างยากและซับซ้อนสำหรับผู้บริโภคทั้งเงื่อนไขและบริการต่าง ๆ นับไม่ถ้วนที่เป็นอุปสรรคต่อความเข้าใจและการเข้าถึงบริการที่ได้มาตรฐานทำให้ในปัจจุบันได้มีผู้พัฒนานวัตกรรมทางการเงิน หรือ Financial Innovation เพื่อแก้ไขปัญหาเหล่านี้โดยผสานความรู้ด้านการเงิน (Financial) เข้ากับเทคโนโลยี (Technology) จนกลายเป็นธุรกิจ Fintech โดย Fintech นั้น ได้เข้ามามีบทบาทในการลดต้นทุน การทำธุรกรรมทางการเงิน และสร้างโอกาสให้ผู้บริโภคจำนวนมากสามารถเข้าถึงบริการทางการเงินที่ได้มาตรฐานมากยิ่งขึ้น (กนกกาญจน์ เสน่ห์ นมะหุต, 2564)



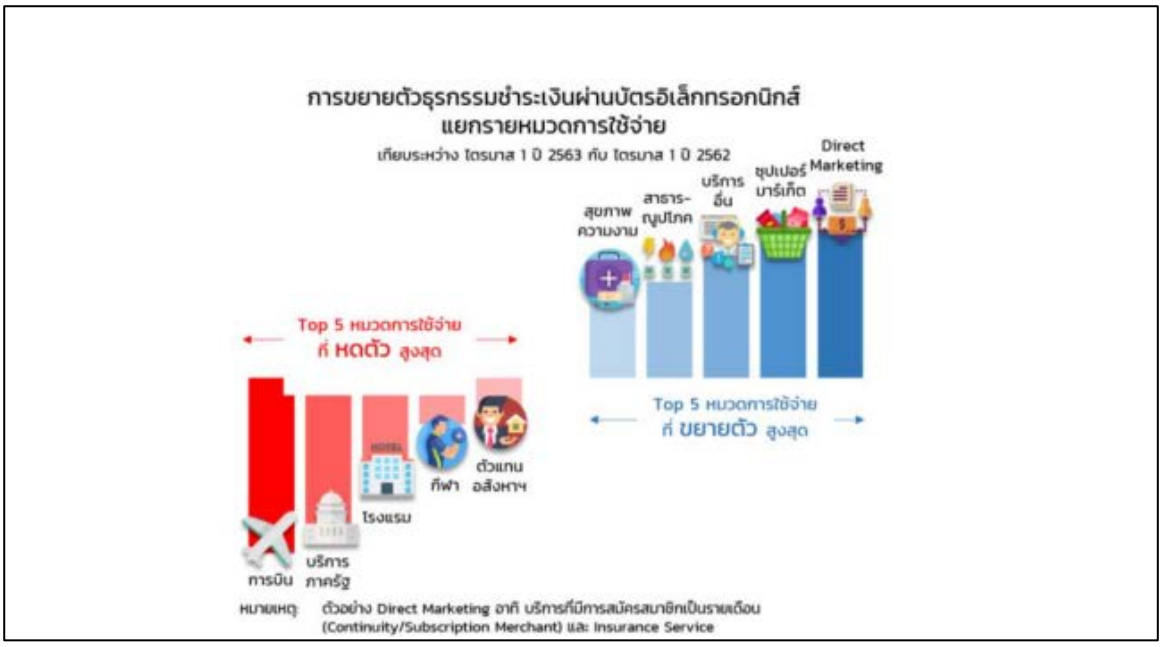
รูปภาพที่ 3 แสดงระบบสารสนเทศทางการเงิน
ที่มา : (รุจิจันทร์ วิชิวานิเวศน์, 2560)

นอกจากนี้เทคโนโลยียังเป็นส่วนสำคัญที่ช่วยให้สถาบันการเงินพัฒนาผลิตภัณฑ์และบริการทางด้านการเงินที่เข้าถึงผู้บริโภค ซึ่งตอบสนองต่อความต้องการอย่างรวดเร็วมากยิ่งขึ้น โดยเฉพาะการนำเสนอการชำระเงินผ่านช่องทางอิเล็กทรอนิกส์ “ฟินเทค” อย่างไรก็ตามหากสถาบันการเงินขาดการบริหารความเสี่ยงที่ดีการใช้เทคโนโลยีสารสนเทศดังกล่าวก็อาจจะก่อให้เกิดความเสี่ยงทางด้านเทคโนโลยีสารสนเทศ (IT Risk) และภัยคุกคามทางไซเบอร์ (cyber threat) ทำให้มีความเสี่ยงด้านการเงินมีหลากหลายรูปแบบ เช่น Phishing การกรอกข้อมูลที่เว็บไซต์ที่มิจฉาชีพสร้างขึ้น ให้ดูคล้ายกับเว็บไซต์จริงของผู้ให้บริการข้อมูลดังกล่าวจะถูกส่งต่อไปยังมิจฉาชีพทันที BIN attack มิจฉาชีพจะทำโดยการสุ่มเลขบัตรไปเรื่อย ๆ แล้วลองกดซื้อของเพื่อใช้งาน หากสำเร็จก็จะทำต่อไปเรื่อย ๆ รวมไปถึงแอพพลิเคชั่นเงินกู้ซึ่งการกู้เงินในยุคปัจจุบันทำได้ง่ายและรวดเร็วโดยทำผ่านสมาร์ทโฟนที่ส่งผลกระทบต่อสถาบันทางการเงินทั้งในด้านความเสียหายที่เป็นจำนวนเงินและอาจส่งผลกระทบต่อการให้บริการทางการเงิน (ธนาคารแห่งประเทศไทย (BOT ZINE (BOT MAGAZINE. ฉบับที่ 3 ปี 2562) : 1 - 2) ซึ่งนโยบายของธนาคารแห่งประเทศไทยนั้นได้มีกระบวนการทดสอบและเรียนรู้เพื่อหากฎเกณฑ์และกลไกที่สามารถบริหารจัดการความเสี่ยงที่มากับเทคโนโลยีได้อย่างมีประสิทธิผลและประสิทธิภาพตามที่ต้องการ ซึ่งตัวอย่างเทคโนโลยี Biometrics มีความหลากหลายเป็นอย่างมาก ในช่วงหลังนั้นเทคโนโลยีที่ได้รับความนิยมมากที่สุดในเอเชีย คือ เทคโนโลยีจดจำใบหน้า (Face Recognition) แม้ว่าจะมีพัฒนาการดีขึ้นแต่ก็ยังต้องมีการยืนยันตัวตน 2 - 3 ขั้นตอน โดยเฉพาะสำหรับธุรกรรมมูลค่าสูงเพื่อเป็นการบริหารความเสี่ยงให้ดีขึ้นและอีกเรื่องที่สำคัญที่หลายคนอาจมองข้ามไป คือ การจำกัดความเสี่ยงด้วยตัวของผู้ใช้บริการเอง เช่น เราสามารถกำหนดวงเงินสำหรับการโอนไปยังบัญชีของตนเองและบัญชีของบุคคลอื่นได้ ในการใช้ Mobile Banking ซึ่งควรมีการเข้าไปกำหนดวงเงินให้สอดคล้องกับความเสี่ยงที่ยอมรับได้ การเท่าทันกับความเสี่ยงทางด้านเทคโนโลยีทางการเงินใหม่ ๆ นั้นเป็นหน้าที่ของคนทุกคนตั้งแต่ผู้ใช้บริการ ผู้ให้บริการ ผู้กำกับดูแล รวมทั้งหน่วยงานที่เกี่ยวข้องโดยตรง อาทิเช่น หน่วยงานทางด้านโทรคมนาคม ซึ่งถือเป็นสื่อกลางสำคัญของการให้บริการทางการเงินสมัยใหม่โดยการใช้ e-Payment ในช่วงที่ผ่านมาเพิ่มขึ้นจากระดับปกติจากธุรกรรมอินเตอร์เน็ตและโมบายแบงก์กิ้งที่ขยายตัวสูงขึ้นกว่า 72% ขณะที่มีการชำระเงินผ่านพร้อมเพย์สูงสุดถึง 16.3 ล้านรายการต่อวัน (เม.ย. 63) และคาดว่าในอนาคตข้างหน้าการใช้งานยังคงเติบโตอย่างก้าวกระโดดโดยเป็นผลจากความคุ้นชินในการใช้ e-Payment ภายใต้บริบทใหม่การใช้จ่ายผ่านบัตรอิเล็กทรอนิกส์ที่ปรับลดลง แต่ธุรกิจบางประเภทยังขยายตัวได้ เช่น ธุรกิจซุปเปอร์มาร์เก็ต ธุรกิจสุขภาพและความงาม ซึ่งมีนัยยะสำคัญต่อเศรษฐกิจ (ธนาคารแห่งประเทศไทย ,2563)



รูปภาพที่ 4 สถิติการใช้งาน e-Payment และปริมาณธุรกรรมการชำระเงินรายย่อย
ที่มา : ธนาคารแห่งประเทศไทย ,2563)

สถาบันการเงินจึงจำเป็นต้องจัดให้มีโครงสร้างองค์กรที่เอื้อต่อการบริหารความเสี่ยงด้านเทคโนโลยีสารสนเทศที่เหมาะสมและสอดคล้องตามหลักการแบ่งแยกหน้าที่ความรับผิดชอบ 3 ระดับ (three lines of defence) โดยมีการแบ่งแยกหน้าที่ตามความรับผิดชอบอย่างชัดเจนระหว่าง (1) ปฏิบัติงานด้านเทคโนโลยีสารสนเทศ (2) บริหารความเสี่ยงด้านเทคโนโลยีสารสนเทศ และ (3) ตรวจสอบด้านเทคโนโลยีสารสนเทศ โดยเฉพาะอย่างยิ่งการทำหน้าที่ตรวจสอบ ด้านเทคโนโลยีสารสนเทศ การทำหน้าที่ปฏิบัติงานด้านเทคโนโลยีสารสนเทศและการทำหน้าที่บริหารความเสี่ยงด้านเทคโนโลยีสารสนเทศสถาบันการเงินต้องจัดให้มีนโยบายการรักษาความมั่นคง ปลอดภัยด้านเทคโนโลยีสารสนเทศ (IT security policy) และนโยบายการบริหารความเสี่ยงด้านเทคโนโลยีสารสนเทศ (IT risk management) ที่เป็นลายลักษณ์อักษรและอยู่ภายใต้กรอบหลักการที่สำคัญทั้ง 3 ประการ ได้แก่ (1) การรักษาความลับของระบบและข้อมูล (confidentiality) (2) ความถูกต้องเชื่อถือได้ของระบบและข้อมูล (integrity) และ (3) ความพร้อมใช้งานของเทคโนโลยีสารสนเทศ (availability) โดยนโยบายดังกล่าวต้องสอดคล้องกับกลยุทธ์ของสถาบันการเงินในการนำเทคโนโลยีสารสนเทศมาใช้ในการดำเนินธุรกิจและนโยบายการบริหารความเสี่ยงของสถาบันการเงินรวมทั้งสอดคล้องกับแนวทางการบริหารความเสี่ยงและการรักษาความมั่นคงปลอดภัยตามมาตรฐานสากลหรือมาตรฐานที่ได้รับการยอมรับโดยทั่วไป ซึ่งที่ผ่านมาดูพฤติกรรมการชำระเงินของผู้บริโภคพบว่า ยังนิยมใช้เงินสดแต่การใช้e-Payment ก็มีแนวโน้มเพิ่มมากขึ้นและเติบโตอย่างก้าวกระโดดโดยเฉพาะในช่วง 2 - 3 ปี ที่ผ่านมาจากรูปภาพที่ 4 พบว่าปริมาณการใช้ e-Payment เพิ่มขึ้นกว่า 3 เท่า จาก 49 ครั้ง/คน/ปี ในปี 2559 เป็น 151 ครั้งต่อ คนต่อปีในปี 2563 (ข้อมูล ณ เม.ย. 63) สอดคล้องกับพัฒนาการทางเทคโนโลยีตลอดจนนโยบายสนับสนุนจากภาครัฐอย่างเป็นรูปธรรมโดยเฉพาะโครงการพร้อมเพย์ของธนาคารแห่งประเทศไทยในปี 2560 ที่จะช่วยทำให้ต้นทุนการโอน e-Payment ถูกลงขณะเดียวกันก็ยังมีฟังก์ชั่นการใช้งานที่หลากหลายเพราะเป็นโครงสร้างพื้นฐานที่สามารถต่อยอดบริการต่าง ๆ เพิ่มเติมได้ เช่น การโอนเงินภาครัฐ การโอนเงินรายย่อยและธุรกิจ ระบบบริจาคอิเล็กทรอนิกส์ (e-Donation) รวมถึง QR Payment พฤติกรรมของผู้บริโภคที่คุ้นชินกับ e-Payment ตลอดจนนโยบายสนับสนุนจากภาครัฐจึงเป็นปัจจัยสำคัญที่ทำให้ประเทศไทยก้าวเข้าสู่เศรษฐกิจดิจิทัลที่เร็วขึ้น โดยธนาคารแห่งประเทศไทยและสถาบันทางการเงินของประเทศไทยพร้อมสนับสนุนและพัฒนาระบบการชำระเงินให้ทันสมัย มีประสิทธิภาพ และปลอดภัยพร้อมรับการเปลี่ยนแปลงของพฤติกรรมผู้ใช้บริการรวมไปถึงเทคโนโลยีการชำระเงินอิเล็กทรอนิกส์ที่จะพัฒนามากยิ่งขึ้นต่อไปในอนาคต (ธนาคารแห่งประเทศไทย ,2563)



รูปภาพที่ 5 อัตราการขยายตัวธุรกรรมชำระเงินผ่านบัตรอิเล็กทรอนิกส์
ที่มา : ธนาคารแห่งประเทศไทย ,2563)

สรุป

การเปลี่ยนแปลงสภาวะเศรษฐกิจ สังคม ธุรกิจ และวิวัฒนาการเปลี่ยนแปลงด้านเทคโนโลยีทางการเงินที่เกิดขึ้นไม่ได้เป็นเรื่องใหม่สำหรับผู้คนในยุคปัจจุบัน เนื่องจากความก้าวหน้าของเทคโนโลยีในปัจจุบันนั้นได้เปลี่ยนแปลงวิถีชีวิตและพฤติกรรมของผู้คนมาอย่างต่อเนื่อง เช่น การทำธุรกรรมทางการเงินในอดีตจากที่ต้องเดินทางไปที่ธนาคารเพื่อทำธุรกรรมการเงิน การใช้เหรียญธนบัตรในการจ่ายชำระค่าสินค้าหรือบริการ ปัจจุบันก็การทำธุรกรรมทางการเงินสามารถโอนเงินซื้อของ หรือทำธุรกรรมการเงินอื่น ๆ จากที่ไหนก็ได้ผ่านอินเทอร์เน็ตผ่านช่องทางสมาร์ทโฟน คอมพิวเตอร์หรือโน๊ตบุ๊ค ซึ่งทำให้สะดวกสบายมากขึ้นแต่ความสะดวกสบายเหล่านี้หากใช้อย่างไม่ระมัดระวังก็อาจทำให้เกิดปัญหาตามมาได้ ดังนั้นเมื่อเทคโนโลยีนำความสะดวกสบายมาแทนที่ทุกองค์กรจะต้องตระหนักถึงและมองข้ามไม่ได้คือความเสี่ยงที่อาจจะเกิดขึ้นจากการเปลี่ยนแปลง ซึ่งในอนาคตเทคโนโลยีทางการเงินจะพัฒนาระบบขึ้นมาอีกมากมายเพื่อตอบสนองความต้องการของผู้บริโภค เทคโนโลยีจะเข้ามาเติมเต็มความต้องการของมนุษย์มากขึ้นและในอนาคตอีกไม่นานเชื่อว่าสังคมไทยจะเข้าสู่สังคมที่ไร้เงินสด (Cashless Society) อย่างเต็มตัวและในขณะเดียวกันอาจทำให้อาชีพหรือวัฒนธรรมบางส่วนหายไปเนื่องจากการเปลี่ยนแปลงพฤติกรรมของผู้คนในอนาคต

ข้อเสนอแนะ

จากการสรุปผลการศึกษารายงานวิชาการข้างต้น ผู้จัดทำมีข้อเสนอแนะในการผลักดัน ให้เกิดนวัตกรรมทางการเงินในยุคดิจิทัล ดังนี้

1. ภาคการเงินและสถาบันการเงิน ควรปรับปรุงลักษณะการให้บริการทางการเงินให้ ตอบโจทย์ความต้องการของผู้ใช้บริการ ควรปรับปรุงกฎเกณฑ์ในการกำกับดูแลให้เอื้อต่อการพัฒนา นวัตกรรมทางการเงินที่ก้าวหน้าและเป็นมาตรฐานสากล รวมถึงควรจัดให้มีหน่วยงานกำกับดูแล Startup และผู้ที่เกี่ยวข้องกับ FinTech เพื่อให้การดำเนินการเป็นไปในทิศทางเดียวกัน

2. ภาครัฐ ควรปรับปรุงโครงสร้างพื้นฐานทางด้านอินเทอร์เน็ตให้ครอบคลุมทั่วถึง ควรส่งเสริมทักษะของเจ้าหน้าที่ภาครัฐทางด้านเทคโนโลยีและนวัตกรรมเพื่อพัฒนากระบวนการ ทำงานให้มีประโยชน์สูงสุด ควรให้ความรู้และแนะแนวทางการใช้ประโยชน์จากเทคโนโลยีสารสนเทศ เพื่อการเข้าถึงบริการภาครัฐแก่ประชาชน รวมถึงปรับปรุงกฎหมายให้ชัดเจนไม่ซ้ำซ้อน และมีความทันสมัยสอดคล้องกับการพัฒนาด้านเทคโนโลยีสารสนเทศที่มีการเปลี่ยนแปลงอยู่ตลอดเวลา

3. ภาคประชาชน ควรเปิดใจรับรู้การเปลี่ยนแปลงและยอมรับนวัตกรรมทางการเงิน รูปแบบใหม่ ๆ โดยการพัฒนาตนเองให้รู้ดิจิทัล (Digital literacy) คือ ให้มีการพัฒนาทักษะความเข้าใจ และการใช้งานเทคโนโลยีดิจิทัล

ดังนั้นจากบทความข้างต้นการเปลี่ยนแปลงเทคโนโลยีทางการเงินส่งผลต่อการทำธุรกรรมทางการเงินที่สะดวกสบายมากขึ้น แต่หากพูดถึงความปลอดภัยในการทำธุรกรรมทางการเงินอาจจะยังไม่ปลอดภัยทั้งหมด และการทำธุรกรรมที่มีเทคโนโลยีเข้ามา

ช่วยนั้นผู้ปฏิบัติงานหรือผู้ใช้งานควรจะต้องมีการศึกษาข้อมูล ขั้นตอนการใช้งานเพื่อให้เข้าใจในเทคโนโลยีทางการเงินเกี่ยวกับระบบต่าง ๆ ของเทคโนโลยีทางการเงินที่เลือกใช้เพื่อป้องกันไม่ให้เกิดข้อผิดพลาดในการทำรายการ ควรมีความละเอียดรอบครอบเพิ่มขึ้นในการใช้เทคโนโลยีทางการเงิน และหากเกิดข้อผิดพลาดขึ้นควรรีบติดต่อผู้ดูแลระบบเพื่อแก้ไขข้อผิดพลาด เนื่องจากธุรกรรมทางการเงินบางรายการเราไม่สามารถแก้ไขข้อผิดพลาดเองได้

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กลยุทธ์การแข่งขันในธุรกิจนวดไทยในประเทศออสเตรเลียในช่วงวิถีชีวิตใหม่

Competitive strategies in the Thai massage businesses in Australia during the new normal

ปนัดดา ชื่นสิริสุนทร Panatda Chuensirisunthon[1]
ผุสดี พลสารัมย์ Pussadee Polsaram[2]
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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาปัญหาอุปสรรคและสาเหตุที่อาจจะเกิดขึ้นกับธุรกิจร้านนวดสปาไทยในประเทศออสเตรเลียช่วงวิถีชีวิตใหม่กรณีศึกษาร้านฮาร์โมนี่ทรี 2) ศึกษาพฤติกรรมและการตัดสินใจของลูกค้าผู้ใช้บริการ 3) ศึกษากลยุทธ์การตลาดของคู่แข่งขันของธุรกิจนวดสปา และ 4) นำเสนอแนวทางในการพัฒนากลยุทธ์การตลาดเพื่อสร้างความสามารถในการแข่งขันและรักษาความจงรักภักดีของลูกค้า โดยใช้ทฤษฎีพฤติกรรมผู้บริโภค ทฤษฎีส่วนประสมทางการตลาดบริการ ทฤษฎีคุณภาพบริการ ทฤษฎีความภักดี และแรงผลักดัน 5 ประการ ศึกษาสภาพแวดล้อมมหภาคโดยใช้ แนวคิดการวิเคราะห์สภาพแวดล้อมภายนอก (PESTEL Analysis) เครื่องมือแผนผังสาเหตุและผล และการวิเคราะห์จุดแข็งจุดอ่อน อุปสรรค์ โอกาศ (SWOT Analysis) ประชากรที่ใช้ในการศึกษาข้อมูลเชองปริมาณคือผู้ที่มาใช้บริการร้านนวดสปาไทย โดยมีกลุ่มตัวอย่างจำนวน 200 คน และจากการสัมภาษณ์เชิงลึกผู้ใช้บริการ 10 คนและผู้จัดการร้าน 1 คน วิเคราะห์โดยใช้สถิติพรรณนา หาค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์ความสัมพันธ์เชิงพยากรณ์ด้วยการทดสอบสถิติเชิงอนุมาน (t-test ANOVA Multiple Regression Analysis และมีการทดสอบรายคู่ด้วยวิธีของ Least Significant Difference (LSD))

ผลการศึกษาพบว่า ด้านปัญหาอุปสรรคและสาเหตุที่อาจจะเกิดขึ้นมาจาก 7 สาเหตุ คือ ด้านการส่งเสริมการตลาด กระบวนการให้บริการ บุคลากร ผลิตภัณฑ์ ราคา ลักษณะกายภาพ และด้านคู่แข่ง ในด้านพฤติกรรมพบว่า ลูกค้าส่วนใหญ่เป็นเพศหญิงมีอายุ 31-40 ปี อาชีพรับราชการ รายได้อยู่ระหว่าง $3,001-4,000/เดือน ด้านการตัดสินใจเลือกใช้บริการ พบว่าต้องการนวดเพื่อการผ่อนคลาย ใช้บริการเพราะ พนักงานนวดดี ด้านความภักดี พบว่า ปัจจัยด้านประชากรศาสตร์ กลุ่มที่มีรายได้เฉลี่ยต่อเดือน 4,001-5,000 ดอลลาร์ออสเตรเลีย มีความภักดีในด้านการบอกต่อและการซื้อซ้ำมากกว่าทุกกลุ่ม ผลการศึกษาความสัมพันธ์ระหว่างปัจจัยต่างๆ กับความภักดี พบว่าด้านพฤติกรรมผู้บริโภค ระยะเวลาการเป็นลูกค้า มีผลต่อความภักดีในด้านการบอกต่อ ปัจจัยด้านส่วนประสมการตลาดบริการ (7Ps) ด้านราคามีผลต่อความภักดีทั้งในด้านการบอกต่อและการซื้อซ้ำ ปัจจัยด้านคุณภาพบริการ พบว่าด้านความไว้วางใจ มีผลต่อการบอกต่อและการซื้อซ้ำ และการตอบสนอง มีผลต่อการซื้อซ้ำ กลยุทธ์การตลาดของคู่แข่งขันหลัก พบว่ามีคู่แข่งหลัก 2 ราย คู่แข่งใช้กลยุทธ์ด้านการจัดจำหน่าย ด้านการส่งเสริมการตลาด และด้านลักษณะทางกายภาพ แนวทางในการพัฒนากลยุทธ์การตลาดเพื่อสร้างความสามารถทางการแข่งขันเสนอแนะว่าควรใช้กลยุทธ์การเจาะตลาดเฉพาะเจาะจง (Niche Market)

คำสำคัญ: กลยุทธ์การแข่งขัน ความภักดี ธุรกิจนวดไทย วิถีชีวิตใหม่ ออสเตรเลีย

Abstract

This study has four objectives: 1) examine problems and causes of the problems with the business of Harmony Tree, 2) examine behavior and decision to use the service, 3) examine marketing strategy of competitors and 4) propose a guideline for marketing strategy.

Using concepts and theories related with consumer behavior, marketing mix (7Ps), service quality, PESTEL, loyalty, and Five Force Model. The data was collected through survey of 200 customers, and in-depth interview of 10 customers and one shop manager. The data was analyzed using descriptive statistics such as frequency, percentage, average, and standard deviation. Predictive relationship was analyzed using t-test ANOVA Multiple Regression Analysis and pairwise analysis using Least Significant Difference (LSD).

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The study found that problems and causes of the problems came from seven causes 1) Promotion, 2) Provision of service, 3) Personnel, 4) Product, 5) Price, 6) Physical Evidence and 7) Competitor. Regarding consumer behavior, most of the sampled customers were female, aged between 31-40 years, earning between $3,001 – 4,000/month. Regarding decision to use the service, the study found that most used the service for relaxation. The reason for using the service was good massage skills. Regarding the loyalty, it was found that demographic factors like income, especially those earning between 4,001 – 5,000 AUD per month, led to the highest loyalty in terms of word-of-mouth marketing and repeated purchase. Regarding consumer behavior, it was found that duration affected word-of-mouth marketing. Furthermore, the price also affected loyalty in terms of word-of-mouth marketing and repeated purchase. Regarding service quality, trust affected word-of-mouth marketing and repeated purchase, and response affected repeated purchase. Regarding marketing strategy of the competitor, this study picked the third approach: Niche Market
Keywords: Competition Strategy, Loyalty, Thai Massage Business, New Normal, Australia

1. บทนำ

ธุรกิจนวดและสปาได้รับความนิยมทั่วโลก เช่นเดียวกับที่ประเทศออสเตรเลีย ร้านฮาร์โมนี่ทรี เทอราพอยทิคมาสสาจ แอนด์ เดย์สปา ตั้งอยู่ในเมืองหลวงแคนเบอรร่า (Canberra) โดยเมืองนี้อยู่ภายในรัฐนิวเซาท์เวลส์ ประเทศออสเตรเลีย เปิดให้บริการในรูปแบบเดย์สปา มีพนักงานทั้งหมด 4 คน บริการหลักคือการนวดตัว (Body Massage) ผลจากการสำรวจข้อมูลในอินเทอร์เน็ตในช่วง 3 ปีย้อนหลังตั้งแต่เดือนมิถุนายน 2562 - มิถุนายน 2565 พบว่าในช่วง 3 ปีนี้ได้มีมีธุรกิจนวดและสปาในเมืองหลวงแคนเบอร่าเปิดใหม่มากกว่า 20 แห่ง

ซึ่งการแข่งขันในธุรกิจที่เพิ่มมากขึ้นจากการขยายตัวของธุรกิจในอุตสาหกรรมเดียวกันนี้เองได้ส่งผลทำให้ส่วนแบ่งของตลาดลดลง เนื่องจากธุรกิจของคู่แข่งที่เปิดใหม่มีการขยายเตียงนวดที่เพิ่มขึ้น มีการแข่งขันด้านรูปแบบของการให้บริการที่แตกต่างกันทั้งในเรื่องของการตั้งราคา การรับสมัครบุคลากร การส่งเสริมการขาย ช่องทางการจัดจำหน่าย รูปแบบสภาพแวดล้อมของร้าน และทำเลที่ตั้ง เป็นต้น ตลอดจนมีการขยายการประกาศเปิดรับสมัครพนักงานนวดเพิ่มขึ้น สิ่งนี้ได้ส่งผลกระทบโดยตรงทำให้เกิดการแข่งขันกันอย่างดุเดือดในการหาพนักงานนวดเข้ามาทำงานในองค์กร

2. วัตถุประสงค์ของงานวิจัย

2.1 เพื่อศึกษาปัญหาอุปสรรคและสาเหตุที่อาจจะเกิดขึ้นกับธุรกิจ นวดสปาไทย (กรณีศึกษาร้านฮาร์โมนี่ทรี ออสเตรเลีย)

2.2 เพื่อศึกษาพฤติกรรมและการตัดสินใจของผู้ใช้บริการ

2.3 เพื่อศึกษากลยุทธ์การตลาดของคู่แข่งขันหลัก

2.4 เพื่อนำเสนอแนวทางในการพัฒนากลยุทธ์การตลาดเพื่อสร้างความสามารถในการแข่งขันและรักษาความจงรักภักดีของลูกค้า

3. วิธีการดำเนินการวิจัย

3.1 ประชากร

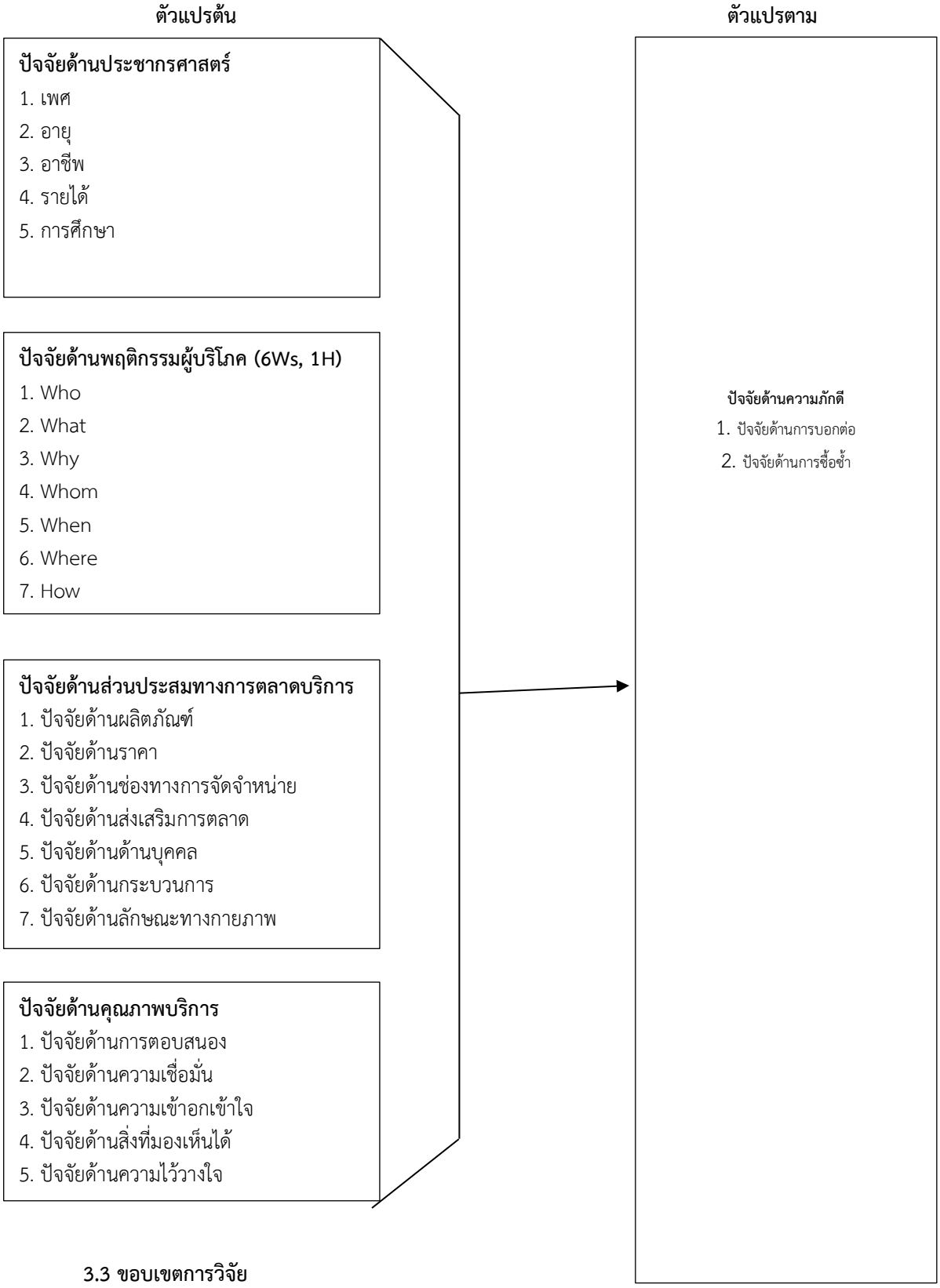
จำนวนประชากรสำหรับข้อมูลเชิงคุณภาพ

ประชากรที่ใช้ในการศึกษาครั้งนี้ ลูกค้าผู้ใช้บริการ 10 คน และผู้จัดการร้าน 1 คน

จำนวนประชากรสำหรับข้อมูลเชิงปริมาณ

ประชากรที่ใช้ในงานวิจัยครั้งนี้คือ ผู้ใช้บริการร้านฮาร์โมนี่ทรีที่มีประวัติมาใช้บริการนวดที่ร้านฮาร์โมนี่ทรีตั้งแต่ก่อนปี พ.ศ. 2562-2564 จำนวน 322 คน โดยทำการศึกษากลุ่มตัวอย่างจำนวน 200 คน

3.2 ตัวแปรที่ใช้ในงานวิจัย



3.3 ขอบเขตการวิจัย

ขอบเขตด้านพื้นที่

สถานที่ในการทำการศึกษา คือ ร้านฮาร์โมนี่ทรี เมืองหลวงแคนแบอร์ร่า ประเทศออสเตรเลีย

ขอบเขตด้านประชากร

ประชากรที่ใช้ในงานวิจัยครั้งนี้คือ ผู้ใช้บริการร้านฮาร์โมนี่ทรีที่มีประวัติมาใช้บริการนวดที่ร้านฮาร์โมนี่ทรีในช่วง ปี พ.ศ. 2562 -2564

เครื่องมือที่ใช้ในการวิจัย

การศึกษานี้ ใช้เครื่องมือ 2 ส่วน คือ แบบสอบถามสำหรับการเก็บข้อมูลเชิงปริมาณ และ แบบสัมภาษณ์สำหรับการเก็บข้อมูลเชิงคุณภาพ ดังนี้

1. เครื่องมือแบบสอบถาม แบบมีโครงสร้าง เป็นแบบสอบถามปลายปิด (Close-Ended Question) แบ่งออกเป็น 5 ส่วน คือ ส่วนที่ 1 สอบถามด้านประชากรศาสตร์ ส่วนที่ 2 คำถามเกี่ยวกับด้านพฤติกรรม ส่วนที่ 3 ด้านปัจจัยส่วนประสมทางการตลาด ส่วนที่ 4 ด้านคุณภาพบริการ ส่วนที่ 5 ด้านความภักดี แบบสอบถามตอน 3 – 5 ให้เกณฑ์การวัดแบบมาตราส่วนประเมินค่า (Rating Scale) 5 ระดับตั้งแต่ระดับไม่เห็นด้วยอย่างยิ่ง (1 คะแนน) ถึง เห็นด้วยอย่างยิ่ง (5 คะแนน)

นำแบบสอบที่ได้ให้ผู้ทรงคุณวุฒิจำนวน 3 ท่านตรวจสอบความเที่ยงตรงของวัตถุประสงค์เนื้อหาและการใช้ภาษาของแบบสอบถาม จากนั้นนำข้อเสนอแนะของผู้เชี่ยวชาญมาทำการปรับแก้ให้มีความเหมาะสมตรงตามวัตถุประสงค์ของคำถามวิจัยโดยมีความดัชนีความสอดคล้อง (IOC) อยู่ที่ระหว่าง 0.7-1.00

การศึกษาครั้งนี้ผู้วิจัยได้ทำแบบทดสอบ pre-test 30 ฉบับในกลุ่มผู้มาใช้บริการ และได้มีการตรวจสอบหาค่าความเชื่อมั่นหรือ Reliability ของแบบสอบถามโดยวิธีการหาค่าสัมประสิทธิ์แอลฟาครอนบาค (Cronbach's Alpha Coefficient : α) (Cronbach, 1990) ของแบบสอบถามซึ่งพบว่าค่าความเชื่อมั่นโดยรวมเท่ากับ 0.88

2. แบบสัมภาษณ์เชิงลึก (In-depth Interview) และการเก็บข้อมูลเชิงคุณภาพ คือ แบบสัมภาษณ์เชิงลึกสำหรับลูกค้าผู้ใช้บริการ ประกอบด้วยการสอบถามข้อมูลทั่วไปและคำถามเกี่ยวกับปัจจัยในการตัดสินใจเลือกใช้บริการโดยใช้แบบสอบถามเกี่ยวกับปัจจัยที่ใช้ในการตัดสินใจเลือกใช้บริการ และแบบสัมภาษณ์เชิงลึกสำหรับผู้จัดการร้านเกี่ยวกับข้อมูลทั่วไป ข้อมูลเกี่ยวกับด้านสภาพแวดล้อมทางการตลาด วิเคราะห์โดยการใช้หลักการวิเคราะห์สภาพแวดล้อมหรือปัจจัยการแข่งขัน Five Forces Model

3.4 วิธีการเก็บข้อมูล

การการสุ่มตัวอย่างครั้งนี้ใช้วิธีแบบมีเกณฑ์โดยให้กลุ่มตัวอย่างตอบแบบสอบถามผ่านช่องทางออนไลน์ หรือ Google Form ทำการคัดเลือกลูกค้าผู้ใช้บริการรายเดิมที่มีประวัติมาใช้บริการนวดที่ร้านฮาร์โมนี่ทรีตั้งแต่ก่อนปี พ.ศ. 2562 โดยส่งแบบสอบถามผ่าน email ให้กับกลุ่มตัวอย่างจำนวน 200 คน

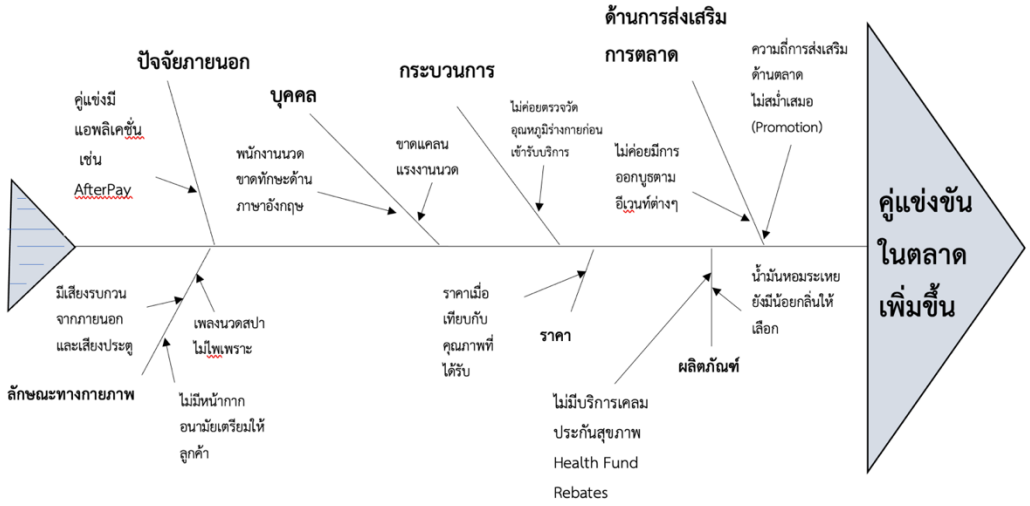
4. ผลการวิจัย

จากการวิเคราะห์ข้อมูล สรุปผลตามวัตถุประสงค์ได้ดังนี้

1. ปัญหาอุปสรรคและสาเหตุที่อาจจะเกิดขึ้นกับธุรกิจฮาร์โมนี่ทรี

จากการวิเคราะห์สภาพแวดล้อมภายนอก และสภาพแวดล้อมภายใน โดยใช้แนวคิดส่วนประสมการตลาดบริการ (7Ps) PESTEL ด้วยเครื่องมือ SWOT และการวิเคราะห์สาเหตุด้วยแผนภูมิสาเหตุและผล พบว่า ปัจจัยที่อาจจะมีผลกระทบต่อการประกอบการโดยเฉพาะการแข่งขัน มี 7 สาเหตุ มาจากปัจจัยภายในกิจการ 6 ด้าน และปัจจัยภายนอกด้านคู่แข่ง 1 ด้าน เรียงตามลำดับความสำคัญดังนี้ 1) ด้านการส่งเสริมการตลาด มีจุดอ่อนในด้านการประชาสัมพันธ์เกี่ยวกับกิจกรรมส่งเสริมการตลาด อาทิ การมีบัตรสะสมแต้มเพื่อแลกส่วนลด ขาดการออกบู้ธตามอีเว้นท์เพื่อสร้างความตระหนักในการให้บริการของร้าน 2) ด้านกระบวนการให้บริการ โดยเฉพาะการรักษาสุขอนามัยเกี่ยวกับโควิด -19 ขาดการตรวจวัดอุณหภูมิร่างกายของลูกค้าก่อนรับบริการการนวด 3) ด้านบุคคลากร/พนักงาน ขาดแคลนพนักงานและพนักงานเป็นคนไทยมีปัญหาการพูดคุยกับลูกค้าเป็นภาษาอังกฤษ 4) ด้านผลิตภัณฑ์ ไม่สามารถให้ลูกค้าเคลมประกันสุขภาพได้ครบทุกบริษัท ได้แก่บริษัท Medibank HCF และ AHM ส่งผลให้ธุรกิจฮาร์โทนี่ทรีสูญเสียลูกค้ากลุ่มนี้ไป 5) ด้านราคา ราคาที่ลูกค้าจ่ายไปเมื่อเทียบกับบริการที่ลูกค้าได้รับนั้นยังคงต้องเพิ่มคุณภาพบริการให้มากขึ้น 6) ด้านลักษณะกายภาพ ห้องนวดไม่สามารถเก็บเสียงได้ทำให้ลูกค้าและทุกคนได้ยินเสียงทุกอย่างภายในร้าน ประตูบานเลื่อนมีเสียงดัง เพลงในร้านเปิดแต่เพลงเดิมๆซ้ำๆ และเพลงก็ไม่ค่อยไพเราะ และด้านปัจจัยสภาพแวดล้อมภายนอกพบว่าสภาพแวดล้อมด้านการเมือง เศรษฐกิจ สังคม เทคโนโลยี หรือสภาพแวดล้อมภายหลังการคลี่คลายของสถานการณ์โควิด – 19 ไม่ได้สร้างอุปสรรค มีเพียงอุปสรรคที่สำคัญ คือด้านที่ 7) คือ ด้านคู่แข่ง ที่มีจำนวนปริมาณร้านเพิ่มขึ้นอย่างมาก คู่แข่งมีการนำเทคโนโลยีมาใช้ทั้งด้านการสื่อสารการตลาด การใช้แอพลิเคชันที่ทันสมัย เช่น มี After Pay, Online Client Intake Form หรือการสร้างพันธมิตร กับ Spa & Beauty Gift Card เพราะ Spa & Beauty Gift Card เป็นบริการที่ชาวออสเตรเลียนิยมใช้กันอย่างกว้างขวาง ซึ่งถ้าเราเป็นพันธมิตรร่วมกับองค์กรนี้ ลูกค้าที่ถือบัตรนี้ก็จะสามารถมาใช้บริการที่ร้านเราได้ซึ่งเราก็จะได้กลุ่มลูกค้าจากกลุ่มนี้ด้วย

แผนผังแสดงสาเหตุที่ทำให้คู่แข่งขันในตลาดเพิ่มขึ้น มี 7 สาเหตุ มาจากปัจจัยภายในกิจการ 6 ด้าน และปัจจัยภายนอกด้านคู่แข่ง 1 ด้านดังนี้



2. พฤติกรรมและการตัดสินใจของผู้ใช้บริการ ผลการศึกษา พบว่า กลุ่มตัวอย่างที่ตอบแบบสอบถาม ส่วนใหญ่เป็นเพศหญิง (ร้อยละ 73.50) ส่วนมากมีอายุระหว่าง 31-40 ปี (ร้อยละ 37.50) มีอาชีพรับราชการ (ร้อยละ 34.00) มีรายได้ระหว่าง $3,001-4,000 (ร้อยละ 20.0) และสำเร็จการศึกษาระดับปริญญาตรี (ร้อยละ 39.5) ทั้งนี้ ด้านพฤติกรรมและการตัดสินใจใช้บริการ สรุปได้ดังนี้

ด้านพฤติกรรมการใช้บริการ กลุ่มตัวอย่างส่วนมาก รู้จักร้านฮาร์โมนี่ทรี จากการเดินผ่านร้าน (ร้อยละ 28.50) เป็นลูกค้ามาเป็นระยะเวลานาน 2-3 ปีแล้ว (ร้อยละ 27.50) วันที่ชอบมาใช้บริการที่ร้าน Harmony Tree มากที่สุดคือ วันเสาร์ (ร้อยละ 31) ช่วงเวลาที่ชอบมาใช้บริการ คือช่วงเวลา 17.01-19.00 น. (ร้อยละ 23.50) ส่วนใหญ่ใช้บริการโดยเฉลี่ยครั้งละ 60 นาที (ร้อยละ 66.50) และใช้บริการน้อยกว่า 1 ครั้ง/เดือน (ร้อยละ 68.50) ค่าใช้จ่ายเฉลี่ยในการนวดต่อครั้ง $51-$100 (ร้อยละ 56)

ด้านการตัดสินใจเลือกใช้บริการ พบว่า วัตถุประสงค์ของการใช้บริการที่ร้าน ส่วนใหญ่ ระบุว่าต้องการใช้บริการนวดเพื่อการผ่อนคลาย (ร้อยละ 80.50) บริการที่ชอบใช้เป็นประจำคือ การนวดตัว (Body Massage) (ร้อยละ 100) เหตุผลที่กลุ่มตัวอย่างที่เป็นลูกค้าเลือกใช้บริการร้าน Harmony Tree คือ พนักงานนวดดี (ร้อยละ 87) ส่วนมาก ตนเองเป็นผู้ตัดสินใจเลือกใช้บริการร้านเอง (ร้อยละ 41.00)

3. การวิเคราะห์กลยุทธ์การตลาดของคู่แข่งขันหลัก ผลการวิเคราะห์สภาพแวดล้อมการแข่งขันโดยใช้ Five Forces Model และวิเคราะห์คู่แข่งทางตรงโดยปัจจัยส่วนประสมการตลาดบริการ (7Ps) กับคู่แข่งทางตรง 2 ร้าน คือ ร้าน A และร้าน B พบว่า ด้านผลิตภัณฑ์ คู่แข่งขันหลักร้าน A และร้าน B มีสินค้าและบริการน้อยกว่าร้านฮาร์โมนี่ทรี (ร้าน C) ด้านราคา พบว่าร้านฮาร์โมนี่ทรี มีการตั้งราคาที่ใกล้เคียงกับราคาของคู่แข่งขัน B แต่ราคาโดยรวมยังคงต่ำกว่าราคาสินค้าและบริการของร้าน A ถึงแม้ว่าราคาร้าน C จะถูกกว่าร้าน A ด้านการจัดจำหน่าย พบว่าร้านคู่แข่ง A และ B มีจำนวนสาขามากกว่า ด้านการส่งเสริมการตลาด พบว่าร้านคู่แข่ง A ให้ความสำคัญในการทำโฆษณาผ่านช่องทางต่างๆ ด้านบุคลากร พบว่าร้านคู่แข่ง B ไม่มีการจ้างพนักงานต้อนรับ เทียบคุณภาพด้านการนวดของพนักงาน การนวดของร้าน C มีคุณภาพสูงกว่า ด้านลักษณะทางกายภาพ พบว่าร้านคู่แข่ง A มีการจัดแต่งร้านสไตล์ไทยอย่างสวยงาม ส่วนร้านคู่แข่ง B ไม่ได้มีการตกแต่งร้านมากแค่เป็นร้านที่เรียบง่าย โดยภาพรวม ร้านฮาร์โมนี่ทรี (ร้าน C) มีข้อได้เปรียบในด้านผลิตภัณฑ์ ด้านราคา ด้านบุคลากร คุณภาพด้านการนวด และมีข้อเสียเปรียบในด้านการจัดจำหน่าย ด้านการส่งเสริมการตลาด ด้านลักษณะทางกายภาพ

4. นำเสนอแนวทางในการพัฒนากลยุทธ์การตลาดเพื่อสร้างความสามารถในการแข่งขันและรักษาความจงรักภักดีของลูกค้า จากการศึกษาถึงสาเหตุของปัญหาที่คู่แข่งขันในตลาดเพิ่มขึ้น ผู้ศึกษาขอนำเสนอแนวทางการพัฒนากลยุทธ์การตลาด ผลการศึกษานี้ได้มีการศึกษาความคิดเห็นของกลุ่มตัวอย่างที่ตอบแบบสอบถามเกี่ยวกับปัจจัยที่มีความสัมพันธ์กับความภักดี (การบอกต่อและการซื้อซ้ำ) ด้วยการทดสอบสถิติเชิงอนุมาน (t-test ANOVA Multiple Regression Analysis และมีการทดสอบรายคู่ด้วยวิธีของ Least Significant Difference (LSD)) พบว่า ปัจจัยประชากรศาสตร์ ตัวแปรรายได้เฉลี่ยต่อเดือนของกลุ่มตัวอย่างที่แตกต่างกัน โดยเฉพาะกลุ่มที่มีรายได้เฉลี่ยต่อเดือน 4,001-5,000 ดอลลาร์ มีความภักดีในด้านการบอกต่อและการซื้อซ้ำมากกว่าทุกกลุ่ม ด้าน

พฤติกรรมผู้บริโภค พบว่า ระยะเวลาการเป็นลูกค้า มีผลต่อความภักดีในด้านการบอกต่อ ปัจจัยด้านส่วนประสมการตลาดบริการ ด้านราคา มีผลต่อความภักดีทั้งในด้านการบอกต่อและการซื้อซ้ำ ปัจจัยด้านคุณภาพบริการพบว่า ด้านความไว้วางใจ มีผลต่อการบอกต่อและการซื้อซ้ำ และการตอบสนอง มีผลต่อการซื้อซ้ำ

การศึกษานี้ได้นำเสนอกลยุทธ์การตลาดให้กับทางร้านไว้ทั้งหมด 3 ทางเลือก คือ

แนวทางเลือกที่ 1) กลยุทธ์การตลาดบริการ 7Ps

แนวทางเลือกที่ 2) กลยุทธ์ผู้นำตลาด แบบผู้ใช้รายใหม่ (New users)

แนวทางเลือกที่ 3) กลยุทธ์การเจาะตลาดเฉพาะเจาะจง (Niche Market)

จากผลการวิเคราะห์ทางเลือกที่ดีที่สุด โดยใช้เกณฑ์ ระยะเวลา งบประมาณ ความเป็นไปได้ ร่วมกับเจ้าของร้าน และมีการให้คะแนนพบว่า ทางเลือกที่เหมาะสมและควรดำเนินการคือ แนวทางเลือกที่ 3 กลยุทธ์การเจาะตลาดเฉพาะเจาะจง (Niche Market) โดยการเน้นการเจาะตลาดการนวดสำหรับ “กลุ่มผู้ที่ทำงานในออฟฟิศ” หรือ คนที่ต้องนั่งทำงานตลอดทั้งวัน เพราะในเมืองแคนเบอร์ร่า มีจำนวนผู้ที่ทำงานออฟฟิศเป็นจำนวนมาก และเหตุผลที่เลือกกลยุทธ์นี้เพราะทางเลือกนี้มีค่าใช้จ่ายน้อยที่สุด ซึ่งการนวดรักษาเป็นทางเลือกที่พนักงานทุกคนมีทักษะเฉพาะทางและมีประสบการณ์อยู่แล้ว ทำให้ไม่ต้องเสียเวลามากในการฝึกอบรมพนักงาน

5. อภิปรายผล

ผลการศึกษานี้ พบว่ามีประเด็นสำคัญ ที่นำมาอภิปรายผล ดังต่อไปนี้

1. ด้านปัญหาอุปสรรคและสาเหตุที่อาจจะเกิดขึ้นกับธุรกิจฮาร์โมนี่ทรี

จากการวิเคราะห์ข้อมูลปัจจัยสภาพแวดล้อมภายนอกที่ส่งผลต่อธุรกิจสปาในเมืองแคนเบอร์ร่า ประเทศออสเตรเลีย พบว่า ปัจจัยที่เป็นอุปสรรคต่อธุรกิจที่มีอยู่ในอุตสาหกรรมสปาจากแรงกดดันทางการแข่งขันในอุตสาหกรรมทั้ง 5 (Five Forces Model) พบว่า แรงกดดันสูง มาจากการสภาพการแข่งขันที่รุนแรงของธุรกิจปัจจุบันในอุตสาหกรรมเดียวกัน ซึ่งสอดคล้องกับงานวิจัยของ ศิริวรรณ วรรณศิริ (2564) ที่ได้กล่าวว่า แรงกดดันที่เป็นอุปสรรคต่อธุรกิจสปามากที่สุดคือ ความรุนแรงทางการแข่งขันด้านราคาของธุรกิจที่มีอยู่ในปัจจุบัน ทำให้ธุรกิจไม่สามารถทำกำไรสูงสุดได้และไม่คุ้มกับการลงทุนในระยะยาว อย่างไรก็ตามผลการศึกษาจากงานวิจัยนี้พบว่าปัจจัยแวดล้อมภายนอก (PESTEL) เกี่ยวกับปัจจัยด้านเศรษฐกิจและการเมืองของประเทศออสเตรเลียไม่ได้เป็นอุปสรรคในการดำเนินธุรกิจ เนื่องจากรัฐบาลออสเตรเลีย มีการสนับสนุนและช่วยเหลือทุกธุรกิจที่มีการจ่ายภาษีอย่างถูกต้องตามกฎหมาย ซึ่งไม่สอดคล้องกับงานวิจัยของ ศิริวรรณ วรรณศิริ (2564) ที่กล่าวว่าเศรษฐกิจและนโยบายของรัฐบาลไทยเป็นอุปสรรคต่อการดำเนินธุรกิจ ทั้งนี้อาจเป็นเพราะสภาพแวดล้อมในระดับมหภาค คือนโยบายภาครัฐต่อการให้การสนับสนุนกลุ่มธุรกิจมีความแตกต่างกัน นอกจากนี้ผลการศึกษานี้พบว่า มีสาเหตุด้านบุคลากร คือการขาดแคลนพนักงานนวด ซึ่งสอดคล้องกับงานวิจัยของ เอกนันท์ ทองแย้ม (2561) ที่กล่าวว่าในด้านการจัดองค์กร พบว่า มีการขาดแคลนบุคลากรที่มีทักษะความชำนาญในการนวด และพนักงานลาออกจากงานบ่อย

2. ด้านพฤติกรรมผู้บริโภคและการตัดสินใจของผู้ใช้บริการ

จากการวิเคราะห์พฤติกรรมลูกค้าร้านฮาร์โมนี่ทรีพบว่าลูกค้ามาใช้บริการเฉลี่ยครั้งละ 1 ชั่วโมง โดยวัตถุประสงค์ที่มาใช้บริการคือ นวดเพื่อการผ่อนคลาย ซึ่งสอดคล้องกับงานวิจัยของพลอยไพลิน หัตถกิจ (2564) ที่ได้กล่าวไว้ว่าลูกค้าที่มาใช้บริการร้านนวดแผนไทย Royal Thai Massage ในประเทศ South Africa มีการใช้บริการนวดเฉลี่ยครั้งละ 1 ชั่วโมง โดยสาเหตุที่มาใช้บริการคือนวดเพื่อผ่อนคลายความเครียด อย่างไรก็ตามผลการศึกษาครั้งนี้สิ่งที่แตกต่างกันคือ ความถี่ในการใช้บริการของลูกค้าร้านฮาร์โมนี่ทรี คือ น้อยกว่า 1 ครั้ง/เดือน ช่องทางที่ลูกค้ารู้จักร้านฮาร์โมนี่ทรีคือ จากการเดินผ่านร้าน ซึ่งไม่สอดคล้องกับงานวิจัยของพลอยไพลิน หัตถกิจ (2564) ที่กล่าวว่าลูกค้ามีความถี่ในการใช้บริการนวด 1 ครั้ง/สัปดาห์ และช่องทางที่ลูกค้ารู้จักร้านคือ เว็ปไซต์

3. ด้านความภักดี

จากการวิเคราะห์ความภักดีของลูกค้าร้านฮาร์โมนี่ทรี โดยจำแนกตามรายได้เฉลี่ยต่อเดือนพบว่า รายได้เฉลี่ยต่อเดือนที่แตกต่างกัน พบว่ามีนัยสำคัญทางสถิติโดยเฉพาะกลุ่มที่มีรายได้เฉลี่ยต่อเดือน 4,001-5,000 ดอลลาร์ นั้นมีความภักดีในด้านการบอกต่อและการซื้อซ้ำมากกว่าทุกกลุ่ม ซึ่งสอดคล้องกับงานวิจัยของนภาวรรณ เนตรประดิษฐ์ พอใจ สิงหเนตร และนิลวรรณ ประแกกัน (2560) ในด้านความจงรักภักดีโดยจำแนกตามรายได้เฉลี่ยต่อเดือนพบว่า รายได้เฉลี่ยต่อเดือน ที่แตกต่างกัน นั้นมีนัยสำคัญทางสถิติเช่นเดียวกันแต่ไม่สอดคล้องในเรื่องของรายได้ เนื่องจากสภาพแวดล้อมที่อยู่กันคนละประเทศ โดยพบว่ากลุ่มลูกค้าที่มีรายได้ 20,000 บาทขึ้นไป และกลุ่มที่มีรายได้ต่ำกว่า 10,000 บาท มีความจงรักภักดีในการใช้บริการนวดแผนไทยสูงกว่ากลุ่มลูกค้าที่มีรายได้ 10,001-20,000 บาท

4. ด้านกลยุทธ์การตลาดของคู่แข่งขัน

จากการวิเคราะห์ข้อมูลพบว่าคู่แข่งขันหลักได้เปรียบร้านฮาร์โมนี่ทรีด้านการจัดจำหน่าย ด้านการส่งเสริมการตลาด ด้านลักษณะทางกายภาพ ซึ่งสอดคล้องกับงานวิจัยของ เอกนันท์ ทองแย้ม (2561) ที่พบว่าปัจจัยที่มีความสำคัญต่อการเลือกใช้บริการที่ลูกค้าผู้ใช้บริการให้ความสำคัญมากเป็นอันดับต้นๆคือ ด้านลักษณะทางกายภาพ ในส่วนของปัจจัยทางด้านราคาพบว่าลูกค้าผู้ใช้บริการเพศชายให้ความสำคัญกับปัจจัยด้านราคา ลูกค้าให้ความสำคัญกับการตั้งราคาที่เหมาะสมและมีราคาถูกกว่าที่อื่น ซึ่งสอดคล้องกับร้านฮาร์โมนี่ทรีที่ได้เปรียบในเรื่องของราคาที่ถูกกว่าคู่แข่งขันหลัก

6. ข้อเสนอแนะ

จากการศึกษาครั้งนี้ มีข้อเสนอแนะให้กับผู้ประกอบการเจ้าของธุรกิจนวดฮาร์โมนี่ทรี ดังนี้

1. การเจาะกลุ่มลูกค้าใหม่แบบเฉพาะเจาะจง ผลการศึกษานี้พบว่าปัจจัยที่ส่งผลต่อความภักดีต่อร้านฮาร์โมนี่ทรีนั้นคือคุณภาพการบริการ มีผลต่อความภักดีทั้งในด้านการบอกต่อและการซื้อซ้ำ ดังนั้นควรมุ่งเน้นทำการตลาดเจาะกลุ่มที่มีรายได้ เฉลี่ยต่อเดือน 4,001-5,000 ดอลลาร์ ซึ่งผลการทดสอบสมมติฐานพบว่าเป็นกลุ่มที่มีความสัมพันธ์กับปัจจัยด้านความภักดีอย่างมีนัยสำคัญทางสถิติ

2. การรักษากลุ่มลูกค้าเก่า ผลการศึกษาพบว่าระยะเวลาการเป็นลูกค้า โดยเฉพาะกลุ่มที่มีการใช้บริการ น้อยกว่า 6 เดือน มีความภักดีในด้านการบอกต่อ ดังนั้นควรให้ความสำคัญกับลูกค้าเก่าที่มีอยู่ โดยนำเสนอกิจกรรมที่สร้างความสัมพันธ์กับลูกค้ากลุ่มนี้ให้มากและต่อเนื่อง เช่น การส่งอีเมลล์ขอบคุณลูกค้าทุกครั้งที่มาหลังใช้บริการ การมอบสิทธิพิเศษในวันเกิดทุกๆปี และการแจ้งส่งเสริมการขายหรือโปรโมชั่นลด แลก แจก แถม ให้ลูกค้าทราบเป็นรายเดือน เป็นต้น

3. การปรับเปลี่ยนราคาค่าบริการ ต้องกระทำด้วยความรอบคอบและระมัดระวัง ทั้งนี้ผลการศึกษาพบว่าปัจจัยด้านส่วนประสมการตลาดบริการ ด้านราคา มีผลต่อความภักดีทั้งในด้านการบอกต่อและการซื้อซ้ำ ดังนั้นหากในอนาคต จำเป็นที่ทางร้านจะปรับราคาค่าบริการต่าง ๆ อาทิ ค่านวดเพิ่มขึ้น ขอให้ทำด้วยความระมัดระวัง ควรค่อยๆ ปรับเพิ่มราคาในบางรายการ มิใช่ทั้งหมดพร้อมกัน เพื่อไม่ให้ลูกค้าตกใจ ซึ่งอาจจะส่งผลไปใช้บริการกับคู่แข่ง

4. การรักษาคุณภาพการให้บริการ ปัจจัยด้านคุณภาพบริการ ด้านความไว้วางใจมีผลต่อการบอกต่อและการซื้อซ้ำ และการตอบสนอง มีผลต่อการซื้อซ้ำ ดังนั้นการให้ความสำคัญต่อการรักษาคุณภาพบริการ และพัฒนาคุณภาพการให้บริการให้ดียิ่งขึ้นมีความจำเป็นอย่างยิ่ง เช่น ให้ความสำคัญด้านสุขอนามัยทั้งพนักงานและลูกค้า เพราะการปรับตัวในช่วงสถานการณ์โควิดตามแนววิถีชีวิตใหม่หรือ New normal ด้วยการสวมใส่หน้ากากอนามัย การตรวจวัดอุณหภูมิ มีการใช้เจลล้างมือ การรักษาความสะอาด ป้ายระบุเรื่องมาตรการการป้องกันโควิด และเว้นระยะห่างจะช่วยสร้างความเชื่อมั่นให้กับผู้มาใช้บริการมากขึ้นโดยผู้ประกอบการสามารถนำผลการศึกษาวิจัยครั้งนี้นำไปเป็นแนวทางในการวางกลยุทธ์เพื่อสร้างความได้เปรียบทางการแข่งขันและเพิ่มส่วนแบ่งทางการตลาดรวมไปถึงการเพิ่มกำไรให้กับธุรกิจ

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ส่วนประสมทางการตลาดมีอิทธิพลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อก ของผู้ประกอบการรับเหมาก่อสร้าง อำเภอภูเวียง จังหวัดขอนแก่น

Marketing Mix Influences the Decision to Purchase Construction Materials. Brick Blocks of Construction Operators, Phu Wiang District, Khon Kaen Province.

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บทคัดย่อ

การศึกษาเรื่อง ส่วนประสมทางการตลาดมีอิทธิพลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้างอ.ภูเวียง จ.ขอนแก่น มีวัตถุประสงค์เพื่อเพื่อศึกษากระบวนการตัดสินใจซื้ออิฐบล็อกของกลุ่มผู้ประกอบการรับเหมาในพื้นที่อ.ภูเวียง จ.ขอนแก่น เพื่อศึกษาถึงปัจจัยทางด้านส่วนประสมทางการตลาดที่มีอิทธิพลต่อการเลือกซื้ออิฐบล็อกของกลุ่มผู้ประกอบการรับเหมาในพื้นที่อ.ภูเวียง จ.ขอนแก่น และเพื่อเปรียบเทียบการตัดสินใจซื้ออิฐบล็อกของกลุ่มผู้ประกอบการรับเหมาในพื้นที่อ.ภูเวียง จ.ขอนแก่น โดยศึกษาจากพฤติกรรมการเลือกซื้อของกลุ่มผู้รับเหมาห่อสร้าง ซึ่งข้อมูลที่ใช้ในการศึกษาเป็นข้อมูลปฐมภูมิที่ได้จากการเก็บแบบสอบถามจากกลุ่มผู้รับเหมาก่อสร้างในเขตอ.ภูเวียง จ.ขอนแก่น จำนวน 400ตัวอย่าง และทำการวิเคราะห์ข้อมูลโดยใช้แบบหาข้อมูล T-test, F-test One-way ANOVE ผลการศึกษาพบว่า ปัจจัยที่มีผลต่อการเลือกซื้ออิฐบล็อกของกลุ่มผู้ประกอบการรับเหมาในพื้นที่อ.ภูเวียง จ.ขอนแก่น ที่มีความสัมพันธ์ในทิศทางเดียวกันได้แก่ รายได้เฉลี่ยต่อเดือน ส่วนความสัมพันธ์ในทิศทางตรงกันข้ามได้แก่ โดยมีรายละเอียดดังนี้ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามที่มีเพศ สถานะ ระดับการศึกษา มีการตัดสินใจในการการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้างอ.ภูเวียง จ.ขอนแก่น ไม่แตกต่างกัน ส่วนผู้ตอบแบบสอบถามที่มีประสบการณ์ทำงาน แตกต่างกัน จะมีการตัดสินใจในการซื้อสินค้าการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น แตกต่างกัน

คำสำคัญ: ผู้รับเหมาก่อสร้าง, อิฐบล็อก

Abstract

Study of the marketing mix influences the decision to purchase construction materials in the category of brick blocks of construction operators in Phu Wiang District, Khon Kaen Province. The purpose of this study is to study the decision-making process of brick block purchase among contractors in Phu Wiang District. Khon Kaen Province, to study the marketing mix factors that influence the purchase of bricks among contractors in Phu Wiang District, Khon Kaen Province. Khon Kaen and to compare the buying decision of brick blocks among contractors in Phu Wiang District, Khon Kaen Province by studying the purchasing behavior of the construction Contractors group. The data used in this study were primary data collected from questionnaires from a group of construction contractors in Phu Wiang District, Khon Kaen Province, totaling 400 samples. samples and analyzed the data using the information form. t-test,f-test One-way ANOVE Factors affecting the purchase of brick blocks among contractors in Phu Wiang District, Khon Kaen Province that have a relationship in the same direction are average monthly income. The relationship in the opposite direction namely, the details are as follows: Respondents with gender, status, level of education There was no difference in decision-making in buying construction materials in the category of brick blocks of construction operators in Phu Wiang District, Khon Kaen Province. As for the respondents with different work experiences, they will decide to purchase products. The decision to purchase construction

[1] หลักสูตรบริหารธุรกิจมหาบัณฑิต วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม
[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม
[3] วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม

materials in type of brick block of construction entrepreneurs in Phu Wiang District, Khon Kaen Province was different.

Keywords: Contractor, Brick Block.

บทนำ

ขั้นตอนการคัดเลือกสินค้าของผู้รับเหมาจะช่วยให้เจ้าของโครงการได้คัดเลือกสินค้าที่มีมาตรฐาน ขนาด จำนวนผลิตภัณฑ์ ความสามารถในการดำเนินโครงการเข้ามาสู่ขั้นตอนการประกวดราคา และช่วยลดปัญหาที่จะเกิดขึ้นระหว่างการก่อสร้าง ซึ่งจะส่งผลให้เกิดความล่าช้าของโครงการหรือละทิ้งงานได้ ในการคัดเลือกสินค้าของผู้รับเหมาจะใช้ข้อมูลเบื้องต้นในการทำงาน โดยผ่านกระบวนการและปัจจัยที่ใช้ในการพิจารณาคัดเลือกที่เจ้าของโครงการจัดตั้งไว้ โดยข้อกำหนดนั้นหากมีความเข้มงวดหรือจำกัดขอบเขตเกินไป จะทำให้มีผู้รับเหมาที่เข้าสู่กระบวนการคัดเลือกน้อย ทำให้เกิดสภาวะผูกขาดของร้านวัสดุก่อสร้างกับผู้รับเหมา ในทางกลับกันหากข้อกำหนดหละหลวมเกินไป อาจทำให้ผู้รับเหมาเลือกสินค้าที่มีคุณภาพ มาตรฐาน ไม่เพียงพอผ่านการคัดเลือกสินค้าซึ่งอาจก่อให้เกิดปัญหาและอุปสรรคระหว่างดำเนินการก่อสร้าง จากเหตุผลดังกล่าวข้างต้น ทำให้ผู้ศึกษาสนใจที่จะศึกษาปัจจัยและอิทธิพลต่อการเลือกซื้ออิฐบล็อกของกลุ่มผู้ประกอบการรับเหมา เพื่อนำข้อมูลที่ได้จากการศึกษามาใช้เป็นแนวทางในการตรวจสอบกระบวนการตัดสินใจซื้ออิฐบล็อกของกลุ่มผู้ประกอบการรับเหมาในพื้นที่อ.ภูเวียง จ.ขอนแก่น และศึกษาถึงปัจจัยทางด้านส่วนประสมทางการตลาดที่มีอิทธิพลต่อการเลือกซื้ออิฐบล็อคของกลุ่มผู้ประกอบการรับเหมาเพื่อเกิดประสิทธิภาพการดำเนินงานมากที่สุด

วัตถุประสงค์ของการวิจัย

จากที่มาและความสำคัญของปัญหาการวิจัย วัตถุประสงค์เพื่อการวิจัยครั้งนี้จึงประกอบไปด้วย 3 ข้อ ดังต่อไปนี้

1. เพื่อศึกษากระบวนการตัดสินใจซื้ออิฐบล็อกของกลุ่มผู้ประกอบการรับเหมาในพื้นที่ อ.ภูเวียง จ.ขอนแก่น
2. เพื่อศึกษาถึงปัจจัยทางด้านส่วนประสมทางการตลาดที่มีอิทธิพลต่อการตัดสินใจซื้ออิฐบล็อกของกลุ่มผู้ประกอบการรับเหมาในพื้นที่ อ.ภูเวียง จ.ขอนแก่น
3. เพื่อเปรียบเทียบการตัดสินใจซื้ออิฐบล็อกของกลุ่มผู้ประกอบการรับเหมาในพื้นที่ อ.ภูเวียง จ.ขอนแก่น

วิธีการดำเนินการวิจัย

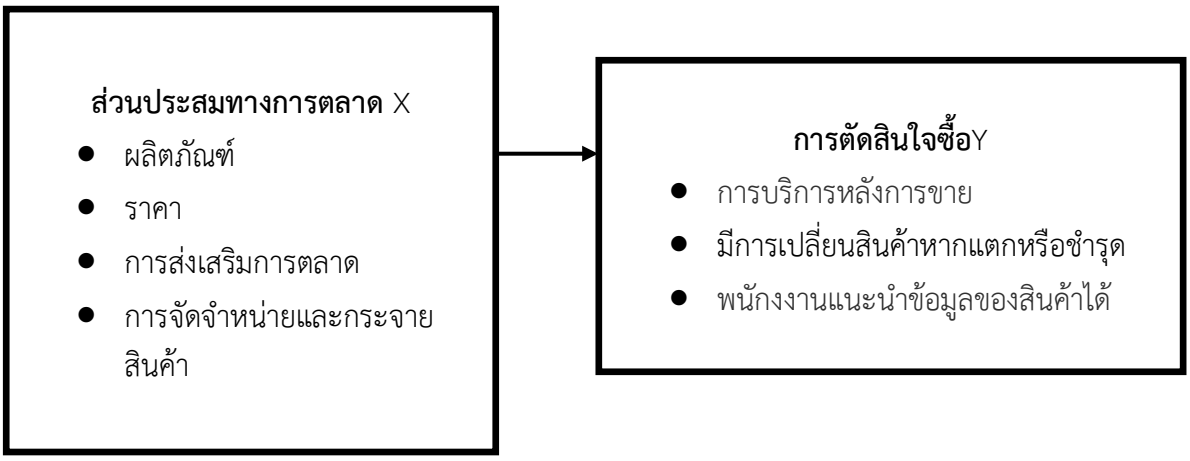
รูปแบบการวิจัย

การวิจัยครั้งนี้ใช้รูปแบบการวิจัยเชิงปริมาณ (Quantitative research) โดยใช้รูปแบบการวิจัยเชิงสำรวจ (Survey Research)

กรอบแนวคิดในการวิจัย

ความสัมพันธ์ระหว่างตัวแปรที่ต้องการศึกษาตามวัตถุประสงค์การวิจัย แสดงในกรอบแนวคิดการวิจัยได้

ตัวแปรอิสระ (Independent Variable) **ตัวแปรตาม (Dependent Variable)**



ประชากรเป้าหมายและกลุ่มตัวอย่าง

ประชากรเป้าหมายที่ใช้ในการศึกษาครั้งนี้ คือ ผู้รับเหมากก่อสร้างในพื้นที่ อ.ภูเวียง จ.ขอนแก่น จำนวน 400คน โดยวิเคราะห์จากการเปิดตารางสำเร็จรูปที่ใช้สูตรของ Morgan (วิชิต อู่อ้น : 2564) และการสุ่มตัวอย่างจำนวนดังกล่าวเพื่อมาศึกษานั้นจะใช้วิธีการสุ่มแบบเฉพาะเจาะจง (Purposive Sampling)

ตัวแปรที่ใช้ในการวิจัย

1. ตัวแปรอิสระ (Independent Variable)
   1.1 ส่วนประสมทางการตลาด ได้แก่
      1.1.1 ผลิตภัณฑ์
      1.1.2 ราคา
      1.1.3 ด้านการส่งเสริมการตลาด
      1.1.4 การจัดจำหน่ายและกระจายสินค้า
2. ตัวแปรตาม (Dependent Variable)
   2.2 การตัดสินใจซื้อ ได้แก่
      2.2.1 การบริการหลังการขาย
      2.2.2 มีการเปลี่ยนสินค้าหากแตกหรือชำรุด
      2.2.3 พนักงงานแนะนำข้อมูลของสินค้าได้

ขอบเขตการวิจัย

ขอบเขตด้านเนื้อหา/ตัวแปร

1. ตัวแปรอิสระ ได้แก่ ส่วนประสมทางการตลาด ประกอบไปด้วย ผลิตภัณฑ์ ราคา การส่งเสริม การตลาดการจัดจำหน่ายและกระจ่าย

2. ตัวแปรตามได้แก่ การเลือกซื้อ

ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการวิจัยครั้งนี้ได้แก่ กลุ่มผู้รับเหมากก่อสร้างในพื้นที่ อ.ภูเวียง จ.ขอนแก่น จำนวน 400 คน ส่วนเครื่องมือที่ใช้

การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลวิจัยครั้งนี้ เพื่อให้ได้ข้อมูลที่ครบถ้วนในทุกๆ ด้าน จึงรวบรวมข้อมูลทั้ง 2 ประเภท

1. ข้อมูลทุติยภูมิ เป็นข้อมูลที่รวบรวมจากเอกสารต่าง ๆ และผลงานทางวิชาการที่ เกี่ยวข้องโดยรวบรวมข้อมูลจากห้องสมุดและหน่วยงานที่เกี่ยวข้อง เพื่อใช้ประกอบในการ กำหนดกรอบความคิดในการวิจัยครั้งนี้ และอ้างอิงในการเขียนรายงานการวิจัย

2. ข้อมูลปฐมภูมิ เป็นข้อมูลเชิงสำรวจ การรวบรวมข้อมูลจากแบบสอบถาม ดำเนินการ ดังนี้ นำแบบสอบถามไปให้กับกลุ่มตัวอย่างด้วยตนเอง และสร้างแบบสอบถามโดยใช้ Google Form แล้วส่งไปยังกลุ่มตัวอย่างโดยใช้ช่องทางออนไลน์ เช่น Line หรือ Facebook

การวิเคราะห์ข้อมูล

การวิจัยครั้งนี้ทำการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ ด้วยโปรแกรมสำเร็จรูป SPSS ในการประมวลผลและวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิจัย แบ่งออกเป็น 2 กลุ่มดังนี้

1. สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐานอธิบายคุณลักษณะของตัวแปรต่างๆ เพื่อตอบวัตถุประสงค์การวิจัย

2. สถิติเชิงอนุมาน (Inferential Statistics) ได้แก่ ค่า t-test ค่า F-test และการวิเคราะห์ถดถอย (Regression Analysis) เพื่อใช้ในการทดสอบสมมติฐานการวิจัย

สรุปผลการวิจัย

การศึกษาเรื่องส่วนประสมทางการตลาดมีอิทธิพลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น 1.เพื่อศึกษากระบวนการตัดสินใจซื้ออิฐบล็อกของกลุ่มผู้ประกอบการรับเหมาในพื้นที่ อ.ภูเวียง จ.ขอนแก่น 2.เพื่อศึกษาถึงปัจจัยทางด้านส่วนประสมทางการตลาดที่มีอิทธิพลต่อการเลือกซื้ออิฐบล็อกของกลุ่มผู้ประกอบการรับเหมาในพื้นที่ อ.ภูเวียง จ.ขอนแก่น 3.เพื่อเปรียบเทียบการตัดสินใจซื้ออิฐบล็อกของกลุ่มผู้ประกอบการรับเหมาในพื้นที่ อ.ภูเวียง จ.ขอนแก่น ในการศึกษาครั้งนี้ ผู้วิจัยได้เก็บรวบรวมข้อมูลด้วยเทคนิคการวิจัยเชิงผสม(Mixed methods research) ซึ่งเป็นการรวมเอาข้อดีของวิธีวิจัยเชิงปริมาณ (Quantitative research)และเชิงคุณภาพ (Qualitative research) เข้าด้วยกัน เพื่อให้ได้ผลการวิจัยที่สมบูรณ์มากยิ่งขึ้น โดยผู้วิจัยได้ดำเนินการทำการวิจัยเชิงปริมาณก่อน เพื่อให้ได้ข้อมูลเชิงโครงสร้างที่เป็นภาพกว้าง และทราบถึงความสัมพันธ์ของแต่ละตัวแปรต้นที่มีต่อตัวแปรตาม จากนั้นจึงนำข้อมูลที่ได้ไปขยายผลในเชิงลึกด้วยการทำวิจัยเชิงคุณภาพ เพื่อให้ได้ข้อมูลที่น่าเชื่อถือและมีน้ำหนักมากยิ่งขึ้น โดยกลุ่มตัวอย่างสำหรับการวิจัยเชิงปริมาณ

สำหรับงานวิจัยครั้งนี้ ผู้วิจัยได้กำหนดประชากรเป้าหมายที่ใช้ในการศึกษาครั้งนี้ คือเจ้าหน้าที่ประชากรที่ใช้ในการวิจัยครั้งนี้ได้แก่ กลุ่มผู้รับเหมากก่อสร้างในพื้นที่ อ.ภูเวียง จ.ขอนแก่น ในช่วงระหว่างวันที่ เดือน พฤษภาคม-มิถุนายน 2565 โดยวิเคราะห์จากการเปิดตารางสำเร็จรูปที่ใช้สูตรของ Morgan (วิชิต อู่อ้น : 2564) การสุ่มตัวอย่างจำนวนดังกล่าวเพื่อมาศึกษานั้น จะใช้วิธีการสุ่มแบบเฉพาะเจาะจง (Purposive Sampling) และผู้วิจัยได้ทำแบบสอบถามบน Google From แล้วแจกแบบสอบถามให้กลุ่มตัวอย่าง 400 ชุด

แบบสอบถาม (Questionnaire) ในการวิจัยครั้งนี้ ผู้วิจัยได้ทำแบบสอบถามให้สอดคล้องกับวัตถุประสงค์ และมาจากการทบทวนวรรณกรรม แนวคิดและทฤษฎีเกี่ยวกับสมรรถนะ แนวคิดและทฤษฎีเกี่ยวกับประสิทธิภาพในการปฏิบัติงาน ทฤษฎีเกี่ยวกับคุณภาพงาน และงานวิจัยที่เกี่ยวข้อง เพื่อใช้ในการเก็บรวบรวมข้อมูล ในงานวิจัย เรื่อง ประสิทธิภาพของผู้ปฏิบัติงานด้านพัสดุที่มีต่อคุณภาพของงานด้านพัสดุของผู้ปฏิบัติงานของหน่วยงานศาลเยาวชนและครอบครัวในสังกัดสำนักงานศาลยุติธรรมที่ไม่มีตำแหน่งงานพัสดุโดยตรง ซึ่งผู้วิจัยได้สรุปผลการศึกษาของแบบสอบถามออกเป็น 3ส่วน ดังนี้

ส่วนที่ 1 ผลการวิเคราะห์ข้อมูลสมมติฐานด้านผู้รับเหมาก่อสร้างที่เลือกซื้อบริการอิฐบล็อกที่มีลักษณะส่วนบุคคล(ด้านประชากรศาสตร์) ของผู้ตอบแบบสอบถาม พบว่า ผู้ตอบแบบสอบถามมีจำนวนทั้งสิ้น 400คน โดยผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชายมีจำนวน263คน คิดเป็นร้อยละ 65.3 ส่วนเพศหญิง มีจำนวน137 คน คิดเป็นร้อยละ34.7

ผู้ตอบแบบสอบถามส่วนใหญ่มีสถานะผู้บริหาร จำนวน 169คน คิดเป็นร้อยละ42.25 รองลงมาคือสถานะลูกจ้าง จำนวน 90คน คิดเป็นร้อยละ 22.5 สถานะผู้บริหารจำนวน 78คน คิดเป็นร้อยละ 19.5 และสถานะประชาชนทั่วไปจำนวน 63คน คิดเป็นร้อยละ15.75

ผู้ตอบแบบสอบถามส่วนใหญ่มีระดับการศึกษาปริญญาตรีจำนวน 193คน คิดเป็นร้อยละ47.9 รองลงมาคือระดับการศึกษาต่ำกว่าปริญญาตรี จำนวน 176คน คิดเป็นร้อยละ 43.7 และระดับการศึกษาสูงกว่าปริญญาตรี 31คน คิดเป็นร้อยละ 8.4

ผู้ตอบแบบสอบถามส่วนใหญ่มีประสบการณ์ทำงานอยู่ระหว่าง 6-10 ปีจำนวน 153คน คิดเป็นร้อยละ 38.25 รองลงมาคือกลุ่มประสบการณ์ทำงานอยู่ระหว่าง 11 ปีขึ้นไป จำนวน 132คน คิดเป็นร้อยละ 33 และกลุ่มที่มีประสบการณ์ทำงานอยู่ระหว่าง ต่ำกว่า 5 ปี จำนวน 115 คน คิดเป็นร้อยละ 28.75

ส่วนที่ 2 แบบสอบถามเกี่ยวกับ ส่วนประสมทางการตลาด โดยจะแบ่งดังนี้ ผลิตภัณฑ์ ราคา การส่งเสริมการตลาด และการจัดจำหน่ายและกระจาย พบว่าผู้รับเหมาก่อสร้างที่กลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับ ด้านผลิตภัณฑ์ อยู่ในระดับ มากที่สุด ($\bar{x}$ = 4.73, S.D. = .423) กลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับ ด้านราคา อยู่ในระดับ มากที่สุด ($\bar{x}$ = 4.62, S.D. = .498) กลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับ ด้านการส่งเสริมการตลาด อยู่ในระดับ มากที่สุด ($\bar{x}$ = 4.53, S.D. = .603) กลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับด้านการจัดจำหน่ายและกระจาย อยู่ในระดับ มากที่สุด ($\bar{x}$ = 4.54, S.D. = .569)

ส่วนที่ 3 แบบสอบถามเกี่ยวกับการเลือกซื้อ ผลิตภัณฑ์ที่ต้องสามารถแก้ไขปัญหาลูกค้าได้ ราคาผลิตภัณฑ์ที่ลูกค้าจ่ายต้องถูกว่าคู่แข่ง การส่งเสริมการตลาดที่สื่อสารตรงเป้าหมาย และสถานที่/เวลาใช้ผลิตมีความสะดวก โดยใช้วิธีการวัดแบบมาตราส่วนประมาณค่า (Rating scale) 5 ระดับ

พบว่ากลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับผลิตภัณฑ์ที่ต้องสามารถแก้ไขปัญหาลูกค้าได้ อยู่ในระดับ มากที่สุด ($\bar{x}$ = 4.21, S.D. = 1.01) กลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับราคาผลิตภัณฑ์ที่ลูกค้าจ่ายต้องถูกว่าคู่แข่ง อยู่ในระดับ น้อย ($\bar{x}$ = 2.02, S.D. = 1.16) กลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับด้านการส่งเสริมการตลาดอยู่ในระดับน้อย ($\bar{x}$ = 1.96, S.D. = .987)กลุ่มตัวอย่างมีระดับความคิดเห็นเกี่ยวกับด้านการจัดจำหน่ายและกระจายอยู่ในระดับน้อย ($\bar{x}$ = 1.961, S.D. = .987)

ผลสรุปตามสมมุติฐาน

สมมุติฐานที่1 สมมติฐานผู้ใช้บริการต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ได้แก่ เพศ อายุ ระดับการศึกษา รายได้ต่อเดือน มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ที่แตกต่างกันได้ดังนี้

สมมุติฐานที่1.1 เพศที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านผลิตภัณฑ์) ที่แตกต่างกัน ซึ่งมีผลทดสอบ มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

เพศที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านราคา) ที่แตกต่างกัน ซึ่งมีผลทดสอบ มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

เพศที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านการส่งเสริมการตลาด) ที่แตกต่างกัน ซึ่งมีผลทดสอบ มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

เพศที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านการจัดจำหน่ายและกระจาย) มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

สมมุติฐานที่1.2 สถานะที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านผลิตภัณฑ์) มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

สถานะที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านราคา) มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

สถานะที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านการส่งเสริมการตลาด) มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

สถานะที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านการจัดจำหน่ายและกระจาย) มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

สมมุติฐานที่1.3 ระดับการศึกษาที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านผลิตภัณฑ์) ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

ระดับการศึกษาที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านราคา) มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

ระดับการศึกษาที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านการส่งเสริมการตลาด) มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

ระดับการศึกษาที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านการจัดจำหน่ายและกระจาย) มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

สมมุติฐานที่ 1.4 ประสบการณ์ทำงานที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านผลิตภัณฑ์) ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

ประสบการณ์ทำงานที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านราคา) ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

ประสบการณ์ทำงานที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านการส่งเสริมการตลาด) ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

ประสบการณ์ทำงานที่แตกต่างกันมีให้ความสำคัญต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น (ด้านการจัดจำหน่ายและกระจาย) ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

ผลสรุปสมมติฐานที่ 2 จากกรอบแนวคิดการวิจัยข้างต้น จึงสามารถกำหนดสมมติฐานเพื่อการวิจัยได้สมมติฐานผู้ใช้บริการต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ได้แก่ ผลิตภัณฑ์ ราคา การส่งเสริมการตลาด การจัดจำหน่ายและกระจ่าย มีผลต่อการตัดสินใจซื้อ ในการเลือกซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ที่แตกต่างกันมีผลดังนี้

สมมุติฐานที่ 2.1 ผลิตภัณฑ์ที่แตกต่างกันส่งผลต่อส่งผลต่อการบริการหลังการขายของการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่นไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

ผลิตภัณฑ์ที่แตกต่างกันส่งผลต่อส่งผลต่อมีการเปลี่ยนสินค้าหากแตกหรือชำรุดของการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

ผลิตภัณฑ์ที่แตกต่างกันส่งผลต่อพนักงงานแนะนำข้อมูลของสินค้าได้ของการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

สมมุติฐานที่ 2.2 ราคาที่แตกต่างกันส่งผลต่อส่งผลต่อการบริการหลังการขายของการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

ราคาที่แตกต่างกันส่งผลต่อส่งผลต่อมีการเปลี่ยนสินค้าหากแตกหรือชำรุดของการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

ราคาที่แตกต่างกันส่งผลต่อพนักงงานแนะนำข้อมูลของสินค้าได้ของการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

สมมุติฐานที่ 2.3 การส่งเสริมการตลาดที่แตกต่างกันส่งผลต่อส่งผลต่อการบริการหลังการขายของการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

การส่งเสริมการตลาดที่แตกต่างกันส่งผลต่อส่งผลต่อมีการเปลี่ยนสินค้าหากแตกหรือชำรุดของการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

การส่งเสริมการตลาดที่ที่แตกต่างกันส่งผลต่อพนักงงานแนะนำข้อมูลของสินค้าได้ของการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

สมมุติฐานที่ 2.4 การจัดจำหน่ายและกระจ่ายที่แตกต่างกันส่งผลต่อส่งผลต่อการบริการหลังการขายของการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

การจัดจำหน่ายและกระจ่ายที่แตกต่างกันส่งผลต่อส่งผลต่อมีการเปลี่ยนสินค้าหากแตกหรือชำรุดของการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

การจัดจำหน่ายและกระจ่ายที่แตกต่างกันส่งผลต่อพนักงงานแนะนำข้อมูลของสินค้าได้ของการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ไม่มีผลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง

อภิปรายผลการวิจัย

ผลการวิจัยอิทธิพลต่อการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น โดยพอสรุปได้ดังนี้

ผลการวิเคราะห์ข้อมูลสมมติฐานด้านผู้รับเหมาก่อสร้างที่เลือกซื้อบริการอิฐบล็อกที่มีลักษณะส่วนบุคคล(ด้านประชากรศาสตร์) ของผู้ตอบแบบสอบถาม พบว่า ผู้ตอบแบบสอบถามมีจำนวนทั้งสิ้น 400คน โดยผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชายมีจำนวน 263คน ส่วนเพศหญิง มีจำนวน 137คน ผู้ตอบแบบสอบถามส่วนใหญ่มีสถานะผู้บริหาร จำนวน 169คน สถานะลูกจ้าง จำนวน 90คน สถานะผู้บริหารจำนวน 78คน และสถานะประชาชนทั่วไปจำนวน 63คน ผู้ตอบแบบสอบถามส่วนใหญ่มีระดับการศึกษาปริญญาตรีจำนวน 193คน คิดเป็นร้อยละ47.9 รองลงมาคือระดับการศึกษาต่ำกว่าปริญญาตรี จำนวน 176คน และระดับการศึกษาสูงกว่าปริญญาตรี 31คน ผู้ตอบแบบสอบถามส่วนใหญ่มีประสบการณ์ทำงานอยู่ระหว่าง 6-10 ปี จำนวน 153คน รองลงมาคือกลุ่มประสบการณ์ทำงานอยู่ระหว่าง 11 ปีขึ้นไป จำนวน 132คน และกลุ่มที่มีประสบการณ์ทำงานอยู่ระหว่าง ต่ำกว่า 5 ปี จำนวน 115 คน มีความซึ่งสอดคล้องกับการศึกษาซึ่งสอดคล้องกับการศึกษาของนันทิยา ตันตราสืบ.(2555).

ผลการเปรียบเทียบระดับความคิดเห็นต่อการตัดสินใจในการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น จำแนกตามปัจจัยส่วนบุคคลสามารถอภิปรายผลการวิจัยได้ โดยมีรายละเอียดดังนี้ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามที่มีเพศ สถานะ ระดับการศึกษา มีการตัดสินใจในการการตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น ไม่แตกต่างกัน ส่วนผู้ตอบแบบสอบถามที่มีประสบการณ์ทำงาน แตกต่างกัน จะมีการตัดสินใจในการซื้อสินค้า การตัดสินใจซื้อวัสดุก่อสร้างประเภทอิฐบล็อกของผู้ประกอบการรับเหมาก่อสร้าง อ.ภูเวียง จ.ขอนแก่น แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สอดคล้องกับแนวคิดและทฤษฎีเกี่ยวกับส่วนประสมทางการตลาด อดุลย์ จาตุรงคกุล (2543) กล่าวในเรื่องตัวแปรหรือองค์ประกอบของส่วนผสมทางการตลาด (4P's) ว่าเป็นตัวกระตุ้นหรือสิ่งเร้าทางการตลาดที่กระทบต่อกระบวนการตัดสินใจซื้อ ขณะที่จากการทบทวนวรรณกรรม ของธารินี พัชรเจริญพงศ์ (2554) กล่าวว่า การตัดสินใจ เป็นกระบวนการทางเลือกที่ดีที่สุดจากหลายๆ ทางเลือกก่อนที่จะนำทางเลือกนั้นไปปฏิบัติ โดยใช้หลักเหตุผลจากทางเลือกหรือข้อมูลทั้งหมดที่มีอยู่เพื่อให้เกิดบรรลุวัตถุประสงค์ตามที่ต้องการส่วนการตัดสินใจเลือกนั้นเป็นกระบวนการที่บุคคลได้พิจารณาไตร่ตรองจากข้อมูลต่าง ๆ ที่มีอยู่และเลือกแนวทางที่ตนต้องการ เพื่อนำไปสู่จุดมุ่งหมายที่ตนเองตั้งใจและเกิดความพึงพอใจที่สุดในอาชีพนั้นจากข้อมูลข้างต้น สรุปได้ว่า การตัดสินใจ หมายถึงการเลือกและเปรียบเทียบสิ่งที่ต้องการจากทางเลือกมากมาย โดยนำมาพิจารณาด้วยกระบวนการเลือกหลักการและเหตุผล รวมถึงการตัดสินใจเลือก เพื่อให้ได้สิ่งที่จะทำบรรลุวัตถุประสงค์ ผลการวิจัย พบว่า ผู้บริโภคส่วนมากนิยมซื้อ วัสดุก่อสร้างประเภทอิฐบล็อก จากเมื่อมีการบริการหลังการขาย เมื่อมีการเปลี่ยนสินค้าหากแตกหรือชำรุดเมื่อมีพนักงงานแนะนำข้อมูลของสินค้าได้ ในขณะเดียวกันผลการศึกษาแสดงให้เห็นว่าคุณภาพบริการมีอิทธิพลทางบวกความพึงพอใจของลูกค้าคุณค่าที่รับรู้และความภักดีคุณภาพสินค้า

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลการวิจัยไปใช้ในการเลือกซื้ออิฐบล็อกที่ได้มาตรฐานตามที่ลูกค้าต้องการ
2. ข้อมูลที่ได้สามารถให้ร้านขายอิฐบล็อกนำไปปรับปรุงและพัฒนาตามความต้องการของผู้บริโภคได้

เอกสารอ้างอิง

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ลักษณะทางประชากรศาสตร์และบริบททางสังคมที่ส่งผลต่อทักษะทางการเงินของบุคลากรสาธารณสุขในจังหวัดเพชรบุรี

The Demographic Characteristics and Social context affecting financial literacy of Public Health officers in Phetchaburi province

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสุขภาพทางการเงินของบุคลากรสาธารณสุขในจังหวัดเพชรบุรี 2) เพื่อศึกษาทักษะทางการเงินจำแนกตามลักษณะประชากรศาสตร์ 3) เพื่อศึกษาบริบททางสังคมที่ผลต่อทักษะทางการเงินของบุคลากร โดยศึกษาจากกลุ่มตัวอย่างกลุ่มบุคลากรสาธารณสุขในจังหวัดเพชรบุรี จำนวน 400 คน ใช้วิธีการวิจัยเชิงปริมาณ เก็บข้อมูลแบบวิธีเจาะจงโดยใช้แบบสอบถามออนไลน์ โดยนำผลมาวิเคราะห์ด้วยค่าสถิติต่างๆ ได้แก่ การวิเคราะห์พรรณนา (Descriptive Statistics) ด้วยค่าสถิติพื้นฐานต่างๆ และทำการทดสอบสมมติฐานด้วยค่า สถิติ t-test การวิเคราะห์ความแปรปรวนแบบทางเดียว (ANOVA) และวิเคราะห์การถดถอยพหุคุณ (Multiple regression)

ผลการศึกษาพบว่า (1) ลักษณะทางประชากรณ์ศาสตร์ ได้แก่ เพศ อายุ ระดับการศึกษา สถานภาพ และตำแหน่งในการปฏิบัติงาน ไม่ส่งผลต่อทักษะทางการเงินที่ระดับนัยสำคัญทางสถิติ 0.05 ยกเว้นระดับเงินเดือน ส่งผลต่อทักษะทางการเงินที่ระดับนัยสำคัญทางสถิติ 0.05 (2) บริบททางสังคม ได้แก่ ด้านการเมือง ด้านเศรษฐกิจ และด้านสังคม ส่งผลต่อทักษะทางการเงินที่ระดับนัยสำคัญทางสถิติ 0.05

คำสำคัญ: บริบททางสังคม, ทักษะทางการเงิน บุคลากรสาธารณสุข

Abstract

The objectives of this research were 1) to study the financial health of Public Health officers in Phetchaburi Province, 2) to study financial literacy classified by the demographic characteristics, and 3) to study the social context that affects financial literacy of personnel. By studying from a sample group of Public Health officers in Phetchaburi Province, 400 people were used quantitative research methods. Data were collected using a specific methodology using online questionnaires. The result were analyzed with various statistical values such as descriptive statistics with various basic statistics. Hypotheses were tested by analysis of variance, t-test, one-way analysis of variance (ANOVA) and multiple regression analysis.

The results of the study showed that (1) The demographic characteristics were sex, age, education level, status and position in work. It did not affect financial literacy at the statistical significance level of 0.05, but the salary level (2) Social contexts, i.e. politics, economy and society, had an effect on financial literacy at a statistical significance level of 0.05.

Keywords: Social contexts, financial literacy, Public Health officers

ความเป็นมาและความสำคัญ

ทักษะทางการเงิน เป็นทักษะที่สำคัญต่อการตัดสินใจในเรื่องการเงินของแต่ละบุคคล หากบุคคลนั้นมีทักษะทางการเงินที่ดีจะทำให้บุคคลนั้นมีความสามารถในการตัดสินใจทางการเงินในด้านต่างๆได้ดี และยังส่งผลดีต่อการจัดการทางการเงินของครัวเรือนที่จะเกิดผลดีต่อเศรษฐกิจและสังคมในประเทศ (ศิรินุช อินละคร,2563) ทำให้ประชาชนในประเทศจำเป็นต้องศึกษา เรียนรู้และมีทักษะทางการเงินเพื่อจัดการสถานะทางการเงินส่วนบุคคลให้ดี สร้างการมีชีวิตความเป็นอยู่ดีที่ดีขึ้น และจากการศึกษางานวิจัยของ (กานต์

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พิชชา กองคนขวา,2565) ได้กล่าวถึงสุขภาพทางการเงิน คือการวัดระดับสุขภาพทางการเงินเป็นการตรวจสอบสภาวะทางการเงินเพื่อให้ทราบถึงความพอเพียงและความมั่นคงทางการเงิน โดยวัดจากรายได้หลัก รายได้เสริม เงินสำรองฉุกเฉิน การออมเงิน พฤติกรรมการออมเงิน พฤติกรรมการใช้จ่าย จำนวนแหล่งเงินกู้ ภาระหนี้สิน รวมถึงเป้าหมายจำนวนเงินสำหรับวัยเกษียณ

สังคมไทยในปัจจุบันมีการเปลี่ยนแปลงเกิดขึ้นในหลายๆด้าน ไม่ว่าจะเป็นด้านการเมือง ด้านเศรษฐกิจ ด้านสังคม และรวมถึงด้านเทคโนโลยี ปัจจัยเหล่านี้ก่อให้เกิดการเปลี่ยนแปลงต่อพฤติกรรมการบริโภค การใช้จ่ายของประชาชนในประเทศไทย จากความต้องการเพียงปัจจัยห้าในการดำรงชีวิตกลายเป็นสังคมบริโภคนิยมขึ้น โดยมีลักษณะการบริโภคเกินความจำเป็นและมีความฟุ่มเฟือย ซึ่งส่งผลต่อปัญหาการเงินส่วนบุคคล เมื่อไม่มีการบริหารเงินที่ดีหรือขาดความรู้ในการบริหารเงินจะส่งผลกระทบต่อสภาพคล่องทางการเงินขึ้น (กานต์พิชชา กองคนขวา,2565) โดยองค์กรเพื่อความร่วมมือทางเศรษฐกิจและการพัฒนา Organization for Economic Co-operation and Development (OECD) ให้ความสำคัญกับการวัดระดับทักษะทางการเงิน ได้แบ่งโครงสร้างการวัดเป็น 3 ด้าน คือ ด้านความรู้ทางการเงิน ด้านพฤติกรรมทางการเงิน และด้านทัศนคติทางการเงิน จากผลสำรวจทัศนคติและพฤติกรรมการออม ของธนาคารแห่งประเทศไทยในปี 2563 พบว่าคนส่วนใหญ่มีความตระหนักเรื่องการออมเงินเพื่อใช้ในยามฉุกเฉิน และการออมเพื่อการเกษียณ จากการแพร่ระบาดของโรคโควิด 19 เป็นสาเหตุที่ทำให้ประชาชนตระหนักถึงความจำเป็นของการเก็บเงินสำรองมากขึ้น นอกจากนี้จากผลสำรวจสำรวจยังพบว่าคนไทยมีการพัฒนาการระดับทักษะทางการเงินดีขึ้นที่ร้อยละ 71.0 ซึ่งสูงกว่าการสำรวจในปี 2561 ที่ร้อยละ 66.2 และสูงกว่าค่าเฉลี่ยการสำรวจทักษะทางการเงินครั้งล่าสุดของ OECD ในปี 2563 ที่ร้อยละ 60.5 ในองค์กรประกอบของทักษะทางการเงินทั้ง 3 ด้านพบว่าด้านความรู้ทางการเงินอยู่ที่ร้อยละ 62.9 ด้านพฤติกรรมทางการเงินอยู่ที่ร้อยละ 71.1 และทัศนคติทางการเงินอยู่ที่ร้อยละ 82.0 ซึ่งคนไทยมีพัฒนาการดีขึ้นในทุกด้าน (ธนาคารแห่งประเทศไทย, 2564)

จากสาเหตุและปัญหาที่กล่าวมาข้างต้นทำให้ผู้วิจัยสนใจที่จะศึกษาถึงลักษณะทางประชากรณ์ศาสตร์และบริบททางสังคมที่ส่งผลต่อทักษะทางการเงิน โดยเน้นศึกษากลุ่มบุคลากรสาธารณสุขในจังหวัดเพชรบุรี เพื่อที่จะศึกษาเกี่ยวกับลักษณะทางประชากรศาสตร์และบริบททางสังคมที่ส่งผลต่อทักษะทางการเงิน เพื่อประโยชน์ต่อผู้เกี่ยวข้อง และใช้เป็นแนวทางในการศึกษาต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสุขภาพทางการเงินของบุคลากรสาธารณสุขในจังหวัดเพชรบุรี
2. เพื่อศึกษาทักษะทางการเงินจำแนกตามลักษณะทางประชากรศาสตร์
3. เพื่อศึกษาบริบททางสังคมที่ผลต่อทักษะทางการเงิน

นิยามศัพท์

ทักษะทางการเงิน หมายถึง องค์ประกอบโดยรวมของ ทัศนคติทางการเงิน พฤติกรรมทางการเงินและความรู้ทางการเงิน ซึ่งเป็นทักษะที่จำเป็นต่อการตัดสินใจในเรื่องที่เกี่ยวข้องกับการเงินของแต่ละบุคคล รวมถึงเป็นทักษะที่กำหนดความเป็นอยู่ทางการเงินหรือสถานภาพการเงินของแต่ละบุคคล (ณฐมน เพิ่มสุข, 2562) สามารถแบ่งได้ 3 ด้าน ดังนี้

ด้านความรู้ทางการเงิน (Financial Knowledge) หมายถึง ความรู้ความเข้าใจของแต่ละบุคคล ในเรื่องที่เกี่ยวข้องกับการคำนวณ อัตราดอกเบี้ย

ด้านพฤติกรรมทางการเงิน (Financial Behavior) หมายถึง ลักษณะการกระทำของบุคคลอันเกี่ยวเนื่องกับการวางแผนทางการเงิน การใช้จ่าย การกู้ยืมเงิน การออมและการลงทุน

ด้านทัศนคติทางการเงิน (Financial Attitude) หมายถึง ความรู้สึกนึกคิดที่อยู่ภายในของบุคคลหรือแนวความคิดบุคคล ที่มีต่อเรื่องที่เกี่ยวข้องกับการใช้จ่าย กู้ยืมเงิน การออมเงิน และการลงทุน

บริบททางสังคม หมายถึง บริบทของสภาพแวดล้อมภายนอกที่ส่งผลต่อสุขภาพทางการเงิน ซึ่งเป็นสิ่งที่ไม่สามารถควบคุมได้ ประกอบไปด้วย ด้านการเมือง ด้านเศรษฐกิจและด้านสังคม

ขอบเขตการวิจัย

ขอบเขตด้านเนื้อหา

การวิจัยครั้งนี้เป็นการศึกษาเชิงปริมาณ เพื่อศึกษาลักษณะทางประชากรศาสตร์และบริบททางสังคมที่ส่งผลต่อทักษะทางการเงินของบุคลากรสาธารณสุขในจังหวัดเพชรบุรี

ตัวแปรที่ใช้ในการวิจัย

1. ตัวแปรอิสระ ได้แก่

1.1 ข้อมูลลักษณะทางประชากรศาสตร์ ประกอบด้วย เพศ อายุ ระดับการศึกษา สถานภาพ ตำแหน่งในการปฏิบัติงาน เงินเดือน

1.2 บริบททางสังคม ประกอบด้วย ด้านเศรษฐกิจ ด้านสังคม ด้านการเมือง

2. ตัวแปรตาม ได้แก่

2.1 ทักษะทางการเงิน ประกอบด้วย ความรู้ทางการเงิน พฤติกรรมทางการเงิน ทัศนคติทางการเงิน

ประชากรและกลุ่มตัวอย่าง ขอบเขตด้านประชากร ได้แก่ กลุ่มบุคคลกรสาธารณสุขในจังหวัดเพชรบุรี คำนวณขนาดกลุ่มตัวอย่างตามสูตรของคอแครน (Cochran) ได้ขนาดตัวอย่าง 400 คน กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ใช้วิธีการเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling)

ขอบเขตด้านพื้นที่ ผู้วิจัยใช้พื้นที่ศึกษา คือ จังหวัดเพชรบุรี เป็นหน่วยวิเคราะห์

ขอบเขตด้านระยะเวลา ในการศึกษาวิจัยครั้งนี้ใช้เวลา ตั้งแต่เดือนกันยายน 2565 – เดือนมกราคม 2566 รวมระยะเวลา 5 เดือน

แนวคิด ทฤษฎีที่ และงานวิจัยเกี่ยวข้อง

แนวคิดเกี่ยวกับทัศนคติ

ทัศนคติ หมายถึง ความรู้สึก ความคิดหรือความเชื่อ และแนวโน้มที่จะแสดงออกซึ่งพฤติกรรมของบุคคล เป็นปฏิกิริยาโต้ตอบ โดยการประมาณค่าว่าชอบหรือไม่ชอบ ที่จะส่งผลกระทบต่อการตอบสนองของบุคคลในเชิงบวกหรือเชิงลบต่อบุคคล สิ่งของ และสถานการณ์ ในสภาวะแวดล้อมของบุคคลนั้นๆ โดยที่ทัศนคตินี้ สามารถเรียนรู้ หรือจัดการได้โดยใช้ประสบการณ์ และทัศนคตินั้นสามารถที่จะรู้ หรือถูกตีความได้จากสิ่งที่คนพูดออกมาอย่างไม่เป็นทางการ หรือจากการสำรวจที่เป็นทางการ หรือจากพฤติกรรมของบุคคลเหล่านั้น (แพรภัทร ยอดแก้ว, 2555)

ศักดิ์ไทย สุรกิจบวร (2545: 138) ให้ความหมายของทัศนคติไว้ว่า ทัศนคติ คือ สภาวะความพร้อมทางจิตที่เกี่ยวข้องกับความคิด ความรู้สึก และแนวโน้มของพฤติกรรมบุคคลที่มีต่อบุคคล สิ่งของ สถานการณ์ต่าง ๆ ไปในทิศทางใดทิศทางหนึ่ง และสภาวะความพร้อมทางจิตนี้จะต้องอยู่นานพอสมควร

สร้อยตระกูล (ติวยานนท์) อรรถมานะ (2541: 64) ให้ความหมายของทัศนคติไว้ว่าทัศนคติ คือผลผสมผสานระหว่างความนึกคิดความเชื่อความคิดเห็น ความรู้ และความรู้สึกของบุคคลที่มีต่อสิ่งหนึ่งสิ่งใด คนใดคนหนึ่ง สถานการณ์ใดสถานการณ์หนึ่ง ๆ ซึ่งออกมาในทางประเมินค่าอันอาจเป็นไปในทางยอมรับหรือปฏิเสธก็ได้ และความรู้สึกเหล่านี้มีแนวโน้มที่จะก่อให้เกิดพฤติกรรมใดพฤติกรรมหนึ่งขึ้น

Sharon และ Saul (1996: 370) กล่าวว่า ทัศนคติ มี 3 องค์ประกอบ คือ

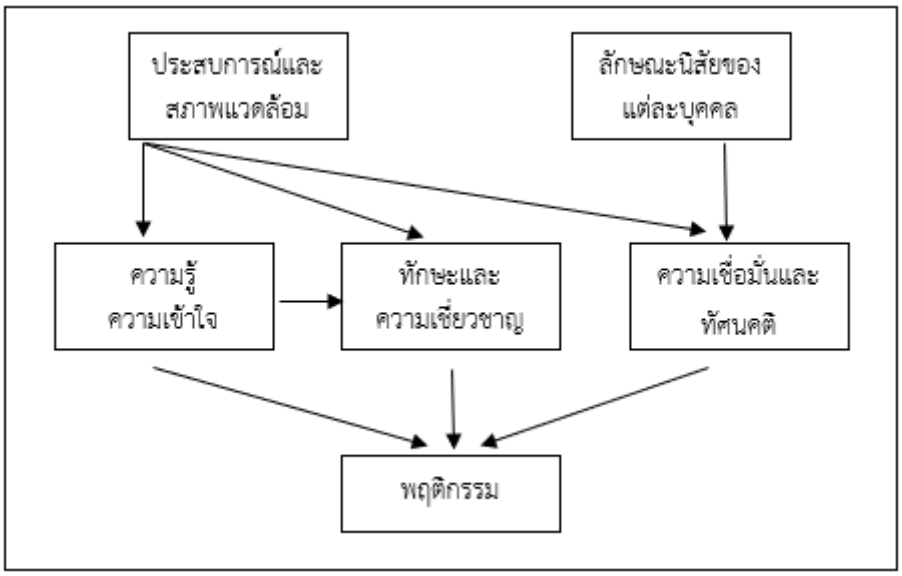
1. **องค์ประกอบด้านปัญญา (Cognitive Component)** หมายถึง ความเชื่อเชิงการประเมินเป้าหมาย โดยอยู่บนพื้นฐานของความเชื่อ จินตนาการ และการจำ

2. **องค์ประกอบด้านอารมณ์ ความรู้สึก (Affective Component)** ความรู้สึกในทางบวก หรือลบ หรือทั้งบวก และลบต่อเป้าหมาย

3. **องค์ประกอบด้านพฤติกรรม (Behavioral Component)** แนวโน้มของพฤติกรรม หรือ แนวโน้มของการแสดงออกต่อเป้าหมาย

แนวคิดทักษะทางการเงิน

ทักษะทางการเงิน มีลักษณะเป็นนามธรรม ไม่สามารถจับต้องได้ เช่นเดียวกับความฉลาด หรือลักษณะเฉพาะของบุคคล ดังนั้นทักษะทางการเงินจึงไม่สามารถวัดได้โดยตรงแต่สามารถวัดได้จากตัวแปรหรือปัจจัยต่างๆ ที่บ่งบอกว่าเป็นลักษณะของผู้มีทักษะทางการเงิน โดยตัวแปรหรือปัจจัยต่างๆ ที่เกี่ยวข้องกับการวัดทักษะทางการเงินได้ถูกศึกษาและสะท้อนเป็นแผนภาพกรอบแนวคิดโดย Financial Services Authority [FSA] ซึ่งได้ทำการศึกษาและสำรวจระดับทักษะทางการเงินของบุคคล ประกอบด้วย 3 ปัจจัยหลัก คือความรู้ความเข้าใจ ทักษะและความเชี่ยวชาญ ความเชื่อมั่นและทัศนคติ ซึ่งปัจจัยเหล่านี้ได้รับอิทธิพลมาจากประสบการณ์ และสภาพแวดล้อม รวมถึงลักษณะนิสัยและความเป็นตัวตนของแต่ละบุคคล (ธนาคารแห่งประเทศไทย, 2556, น.5 อ้างถึงใน ณฐมน เพิ่มสุข, 2562)



ภาพที่ 1.1 กรอบแนวคิดทักษะทางการเงิน
(Financial Services Authority (FSA), 2005 อ้างถึงใน ธนาคารแห่งประเทศไทย, 2556)

การวัดทักษะทางการเงินของธนาคารแห่ประเทศไทย (ธปท.) ในปี พ.ศ. 2559 ตามแบบขององค์การเพื่อความร่วมมือทางเศรษฐกิจและการพัฒนา (The Organization for Economic Cooperation and Development (OECD)) แบ่งโครงสร้างการวัดเป็น 3 ด้าน คือ ด้านความรู้ทางการเงิน ด้านพฤติกรรมทางการเงิน และด้านทัศนคติทางการเงิน โดยผลรวมของคะแนนจากทั้ง 3 ด้านจะเป็นคะแนนของทักษะทางการงิน ทั้งนี้การประเมินในแต่ละด้านจะมีข้อคำถามย่อยซึ่งเป็นปัจจัยที่จะส่งผลต่อทักษะทางการเงินของบุคคล (ธนาคารแห่งประเทศไทย (ธปท.), 2559, น.11 อ้างถึงใน ณฐมน เพิ่มสุข, 2562)

ทักษะทางการเงิน (21 คะแนน)		
ความรู้ทางการเงิน (7 คะแนน)	**พฤติกรรมทางการเงิน (9 คะแนน)**	**ทัศนคติทางการเงิน (5 คะแนน)**
1. การหาร (ไม่คิดคะแนน)	1. ตัดสินใจทางการเงินและจัดสรรเงินก่อนใช้	1. ท่านมีความสุขในการใช้เงินมากกว่าเก็บออมเพื่ออนาคต
2. มูลค่าเงินตามกาลเวลา	2. เลือกวิธีการออมที่เหมาะสม	2. ฉันมีชีวิตอยู่เพื่อวันนี้และไม่ได้คิดวางแผนเพื่ออนาคต
3. คำนวณดอกเบี้ยสินเชื่อ	3. ไตร่ตรองก่อนซื้อ	3. มีเงินต้องรีบใช้
4. คำนวณเงินต้นและดอกเบี้ยเงินฝาก	4. ชำระค่าใช้จ่ายตรงเวลา	
5. คำนวณดอกเบี้ยเงินฝากทบต้น	5. ดูแลการเงินของตนเองอย่างใกล้ชิด	
6. นิยามเงินเฟ้อ	6. ตั้งเป้าหมายระยะยาว	
7. ความเสี่ยงและผลตอบแทน	7. เปรียบเทียบข้อมูลก่อนการซื้อและศึกษาข้อมูลจากแหล่งที่เหมาะสมก่อนตัดสินใจ	
8. การกระจายความเสี่ยงในการลงทุน	8. ไม่กู้เมื่อเงินไม่พอใช้	

ภาพที่ 1.2 โครงสร้างการวัดทักษะทางการเงินและคำถามในแบบสอบถาม
(ธนาคารแห่งประเทศไทย (ธปท.), 2559, น.11 อ้างถึงใน ณฐมน เพิ่มสุข, 2562)

Agarwalla, Barua, Jacob and Varma (2015) ทักษะทางการเงิน (Financial Literacy) ตามนิยามของ The Organization for Economic Cooperation and Development (OECD) ซึ่งเป็นนิยามสากลนิยามหนึ่งและมีแนวทางการประมวลผลการวัดทักษะทางการเงินที่ยอมรับในหลายประเทศ คือ การตระหนัก ความรู้ความเข้าใจ ความเชี่ยวชาญความชำนาญ ทัศนคติ และพฤติกรรม ในลักษณะที่มีผลให้บุคคลเกิดการตัดสินใจทางการเงินที่ดีและในที่สุดจะช่วยส่งผลให้บุคคลมีสุขภาพทางการเงินที่ดี โดยโครงสร้างการวัดทักษะทางการเงินแบบ OECD ได้แบ่งการวัดออกเป็น 3 ด้าน คือ (ณฐมน เพิ่มสุข, 2562)

1. **ด้านความรู้ทางการเงิน (Financial Knowledge)** หมายถึง ความรู้ความเข้าใจของแต่ละบุคคล ในเรื่องที่เกี่ยวข้องกับการคำนวณ อัตราดอกเบี้ย
2. **ด้านพฤติกรรมทางการเงิน (Financial Behavior)** หมายถึง ลักษณะการกระทำของบุคคลอันเกี่ยวเนื่องกับการวางแผนทางการเงิน การใช้จ่าย การกู้ยืมเงิน การออมและการลงทุน
3. **ด้านทัศนคติทางการเงิน (Financial Attitude)** หมายถึง ความรู้สึกนึกคิดที่อยู่ภายในของบุคคลหรือแนวความคิดบุคคล ที่มีต่อเรื่องที่เกี่ยวข้องกับการใช้จ่าย กู้ยืมเงิน การออมเงิน และการลงทุน

ในงานวิจัยครั้งนี้ ผู้วิจัยได้นำแนวคิดทักษะทางการเงินมาใช้อธิบายในด้านความรู้ทางการเงิน พฤติกรรมทางการเงิน และทัศนคติทางการเงิน ตามแนวคิดจากงานวิจัยของ ณฐมน เพิ่มสุข, 2562 และ นิศานาถ มั่งศิริและธิดารัตน์ ตันนิรัตร์, 2561

ปัจจัยด้านสังคม

ลักษณะทางสังคมเป็นปัจจัยที่เกี่ยวข้องในชีวิตประจำวันและมีอิทธิพลต่อพฤติกรรมการซื้อ ลักษณะทางสังคมประกอบด้วยกลุ่มอ้างอิง ครอบครัว บทบาททางสังคม และสถานภาพของ ผู้ซื้อ อย่างไรก็ตาม ปัจจัยด้านสังคม เป็นอีกปัจจัยที่ส่งผลให้บุคคลแสดงพฤติกรรมต่างๆออกมาทั้งเชิงบวกและเชิงลบ เช่น หากบุคคลที่เราเคารพนับถือแสดงพฤติกรรมหรือกระทำการใดๆ ย่อมที่จะส่งผลให้ตัวเราอยากที่จะแสดงพฤติกรรมนั้นๆ ออกมา หรือที่เรียกว่าเป็นพฤติกรรมการเลียนแบบ เป็นต้น (กานต์มณี การินทร์ , 2565)

ทฤษฎี PEST Analysis

เป็นทฤษฎีที่ใช้ในการวิเคราะห์สภาพแวดล้อมภายนอกขององค์กร เป็นปัจจัยภายนอกในระดับกว้างและมีผลกระทบโดยอ้อมต่อการปฏิบัติการขององค์กร ทั้งที่เป็นองค์กรภาคเอกชนและองค์กรภาครัฐ ประกอบด้วยปัจจัย 4 ด้าน คือ

1. **ปัจจัยด้านการเมืองและกฎหมาย (Political and Legal Factors)** เช่น นโยบายและเสถียรภาพของรัฐบาล การแก้ไขกฎหมาย และการปรับปรุงระเบียบต่างๆที่มีผลต่อการปรับเปลี่ยนวิธีการทางการบริหาร เป็นต้น
2. **ปัจจัยด้านเศรษฐกิจ (Economic Factors)** เช่น อัตราเงินเฟ้อ อัตราดอกเบี้ย อัตราภาษีและอัตราการว่างงาน เป็นต้น
3. **ปัจจัยด้านสังคมวัฒนธรรม (Socio-Cultural Factors)** เช่น โครงสร้างทางเพศและอายุ ระดับการศึกษา ค่านิยม ความเชื่อ ขนบธรรมเนียมและประเพณีตลอดจนพฤติกรรมการอุปโภคบริโภค เป็นต้น
4. **ปัจจัยด้านเทคโนโลยี (Technological Factors)** เช่น การผลิตคิดค้นทางเทคโนโลยีต่างๆ เครื่องจักรกลอุตสาหกรรม เครื่องจักรสมองกล และเทคโนโลยีสารสนเทศ เป็นต้น (Thomas L. Wheelen and J. David Hunger (2002:11) อ้างถึงในมธุรดา สมัยกุล,2556)

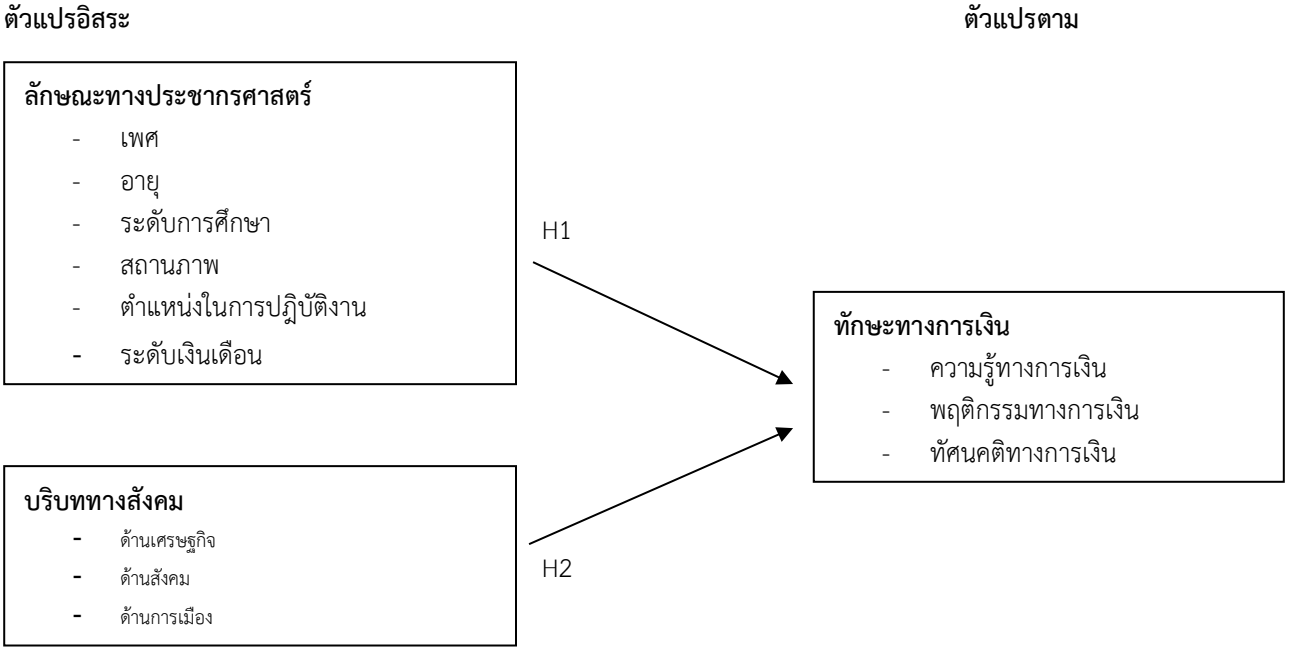
ในงานวิจัยครั้งนี้ ผู้วิจัยได้นำมาใช้อธิบายปัจจัยด้านการเมือง ด้านเศรษฐกิจและด้านสังคม ตามแนวคิดจากงานวิจัยของ กานต์มณี การินทร์ , 2565 และ มยุรี สุวรรนาวุธ และอุษณากร ทาวะรมย์, 2558

สมมติฐานของการวิจัย

สมมติฐานที่ 1 ลักษณะทางประชากรศาสตร์ที่แตกต่างกันส่งต่อทักษะทางการเงินต่างกัน

สมมติฐานที่ 2 บริบททางสังคมส่งผลต่อทักษะทางการเงิน

กรอบแนวคิดการวิจัย



วิธีดำเนินการวิจัย

งานวิจัยนี้เป็นการวิจัยเชิงปริมาณ (Quantitative Research) โดยเก็บรวบรวมข้อมูลจากการสำรวจกลุ่มตัวอย่างของบุคลากรสาธารณสุขในจังหวัดเพชรบุรี เพื่อมุ่งค้นหาคำตอบเกี่ยวกับลักษณะทางประชากรศาสตร์และบริบททางสังคม ที่ส่งผลต่อทักษะทางการเงิน โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล จากกลุ่มตัวอย่างที่มีลักษณะแตกต่างกันประสบการณ์การทำงานในองค์กรและมีช่วงอายุแตกต่างกัน ดำเนินการรวบรวมข้อมูลจากแบบสอบถามที่เป็นแบบออนไลน์ ประชากรที่ใช้ในการวิจัย คือ บุคลากรสาธารณสุข ภายในจังหวัดเพชรบุรี คำนวณกลุ่มตัวอย่างตามสูตรของ ยามาเน่ (Yamane, 1973) ที่ระดับความเชื่อมั่นร้อยละ 95 ได้ขนาดตัวอย่าง 400 คน โดยใช้การเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling)

<u>ขั้นตอนการสร้างเครื่องมือและตรวจสอบคุณภาพเครื่องมือ</u> มีดังนี้

ผู้วิจัยได้ศึกษาข้อมูลจากเอกสาร หนังสือ วารสาร แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้องเพื่อนำมากำหนดโครงสร้างแบบสอบถาม นำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นมาเสนอต่ออาจารย์ที่ปรึกษา ปรับปรุงแก้ไขตามคำแนะนำ รวมทั้งปรับปรุงแก้ไขแบบสอบถามตามคำแนะนำของอาจารย์ผู้ทรงคุณวุฒิในคณะวิทยาการจัดการ หลังจากนั้นจึงนำแบบสอบถามที่ผ่านการตรวจสอบและปรับปรุงแก้ไขให้สมบูรณ์แล้วนั้น นำไปทดลองใช้กับกลุ่มตัวอย่าง จำนวน 30 ตัวอย่าง ในเขตกรุงเทพมหานคร เพื่อทดลองความเชื่อมั่น (Reliability) ซึ่งค่าที่ได้ไม่ควรต่ำกว่า 0.70 ซึ่งจะถือว่าแบบสอบถามมีความเชื่อมั่น (สมคิด เทียร พิสุทธิ์, 2007) จากการคำนวณหาค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ผลการคำนวณค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ในภาพรวมเท่ากับ 0.952 ดังนั้นแบบสอบถามมีค่าความเชื่อมั่นในระดับที่ยอมรับได้ จึงสามารถนำไปใช้เป็นเครื่องมือในการเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลงานวิจัยนี้จะทำการเก็บตัวอย่างจากกลุ่มตัวอย่างกลุ่มบุคลากรสาธารณสุขในจังหวัดเพชรบุรี โดยใช้แบบสอบถามออนไลน์ (Google Forms) และได้รับคืนเป็นจำนวนกลุ่มตัวอย่าง 400 ตัวอย่าง หลังจากกลุ่มตัวอย่างได้ตอบแบบสอบถามแล้วผู้วิจัยจึงนำข้อมูลที่ได้มาวิเคราะห์ด้วยโปรแกรมสำเร็จรูปทางสถิติ

<u>วิธีวิเคราะห์ข้อมูลและสถิติที่ใช้</u>

งานวิจัยนี้หลังจากได้รับแบบสอบถามกลับคืนมาแล้วจะทำการตรวจสอบเพื่อให้คะแนนและทำการประมวลผลด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์ โดยวิเคราะห์ข้อมูลแบ่งเป็น 2 ส่วน

1. การวิเคราะห์สถิติพรรณนา (Descriptive Statistics) ได้แก่ ค่าความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน
2. การวิเคราะห์สุขภาพทางการเงิน ใช้การวิเคราะห์ด้วย ค่าความถี่ ร้อยละ โดยมีผลการทดสอบคือ 0-6 คะแนน คือ สุขภาพการเงินอ่อนแอ, 7-15 คะแนน คือ สุขภาพการเงินปานกลาง และ 16 คะแนนขึ้นไป คือ สุขภาพการเงินดีมาก (ตลาดหลักทรัพย์แห่งประเทศไทย, 2562)

3. การวิเคราะห์ ค่าสถิติ t-test และการวิเคราะห์ความแปรปรวนแบบทางเดียว (ANOVA) เพื่อทดสอบสมมติฐานลักษณะทางประชากรศาสตร์ที่แตกต่างกันส่งต่อทักษะทางการเงินต่างกัน

4. การวิเคราะห์สมการถดถอยพหุคูณ (Multiple Regression) เพื่อทดสอบสมมติฐาน บริบททางสังคมส่งผลต่อทักษะทางการเงิน

ผลการวิจัย

แบ่งออกเป็น 3 ส่วน ดังนี้

ส่วนที่ 1 ลักษณะทางประชากรศาสตร์ พบว่าผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง คิดเป็นร้อยละ 79 กลุ่มตัวอย่างส่วนใหญ่มีอายุ 50 ปีขึ้นไป คิดเป็นร้อยละ 33 ส่วนใหญ่มีสถานภาพแต่งงานแล้ว คิดเป็นร้อยละ 55.5 ส่วนใหญ่ระดับการศึกษาปริญญาตรี คิดเป็นร้อยละ 80 กลุ่มตัวอย่างส่วนใหญ่ทำงานในตำแหน่งพยาบาลวิชาชีพ คิดเป็นร้อยละ 30 และส่วนใหญ่มีรายได้ต่อเดือนอยู่ที่ 10,001-30,000 บาท คิดเป็นร้อยละ 40

ส่วนที่ 2 สุขภาพทางการเงิน

หัวข้อ		ร้อยละ
1.รายได้หลัก	เงินเดือนประจำ	97.5
2.รายได้เสริม	ไม่มีรายได้เสริม	55
3. เงินออม	มากกว่าร้อยละ 10 ของรายได้	43.5
4. พฤติกรรมการออมเงิน	แบ่งเงินออมไว้ก่อนเหลือเท่าไรค่อยใช้จ่าย	57
5. พฤติกรรมการใช้จ่าย	พิจารณาและไตร่ตรองถึงความจำเป็นก่อนซื้อของ	57
6. ประเภทหนี้สิน	ไม่มีหนี้สิน	46
7. ภาระหนี้สิน	ร้อยละ 0-25	70
8. เงินสำรองยามฉุกเฉิน	มีเพียงพอมากกว่า 6 เดือน	37
9. การทำประกันชีวิต	ทำประกันเพิ่มจากสวัสดิการของที่ทำงาน	58.5
10. แหล่งเงินกู้	ไม่มี	53
11. กำหนดจำนวนเงินสำหรับวัยเกษียณ	ยังไม่ได้กำหนด	37.5
12. การเก็บเงินสำหรับวัยเกษียณ	ยังไม่ได้เริ่มเก็บเงิน	42

สุขภาพทางการเงิน พบว่าผู้ตอบแบบสอบถามส่วนใหญ่มีระดับสุขภาพทางการเงินในปานกลาง โดยผู้ตอบแบบสอบถามส่วนใหญ่มีรายได้หลักมาจากเงินเดือนประจำ ไม่มีรายได้เสริม มีการออมเงินมากกว่าร้อยละ 10 ของรายได้ มีพฤติกรรมการออมคือการแบ่งเงินออมไว้ก่อน เหลือเท่าไรค่อยใช้จ่าย มีการพิจารณาและไตร่ตรองถึงความจำเป็นการซื้อของ ส่วนใหญ่ไม่มีหนี้สินและมีหนี้สินเพียงร้อยละ 0-25 ส่วนใหญ่มีเงินสำรองยามฉุกเฉินเพียงพอมากกว่า 6 เดือน มีการทำประกันชีวิตเพิ่มจากสวัสดิการของที่ทำงาน ส่วนใหญ่ไม่กู้เงิน และส่วนใหญ่ยังไม่ได้กำหนดจำนวนเงินไว้ใช้สำหรับวัยเกษียณ รวมถึงส่วนใหญ่ยังไม่ได้เริ่มเก็บเงินสำหรับวัยเกษียณ

ส่วนที่ 3 บริบททางสังคม พบว่าผู้ตอบแบบสอบถามส่วนใหญ่ให้ความสำคัญกับบริบททางสังคมอยู่ในระดับมาก โดยให้ความสำคัญกับ ด้านสังคมมากที่สุด ($\bar{x}$ = 4.02 , SD = 1.36) รองลงมาคือ ด้านเศรษฐกิจ ($\bar{x}$ = 3.93 , SD = 0.59) และ ด้านการเมือง ($\bar{x}$ = 3.87 , SD = 0.50) ตามลำดับ

ส่วนที่ 4 ทักษะทางการเงิน พบว่าผู้ตอบแบบสอบถามส่วนใหญ่ให้ความสำคัญกับปัจจัยด้านทักษะทางการเงินอยู่ในระดับมาก โดยให้ความสำคัญด้านทัศนคติทางการเงินมากที่สุด ($\bar{x}$ = 4.02 , SD = 0.63) รองลงมาคือ พฤติกรรมทางการเงิน ($\bar{x}$ = 3.91 , SD = 0.64) และความรู้ทางการเงิน ($\bar{x}$ = 3.72 , SD = 0.82) ตามลำดับ

ผลการทดสอบสมมติฐาน

สมมติฐานที่ 1 พบว่าลักษณะทางประชากรศาสตร์ส่งผลต่อทักษะทางการเงินไม่ต่างกัน ยกเว้นเงินเดือนที่แตกต่างกันส่งผลต่อทักษะทางการเงินต่างกัน ที่ระดับนัยสำคัญ 0.05

สมมติฐานที่ 2 บริบททางสังคมส่งผลต่อทักษะทางการเงิน

ตารางที่ 1 ผลการวิเคราะห์ บริบททางสังคมส่งผลต่อทักษะทางการเงิน

บริบททางสังคม	B	Std. Error	Beta	t	Sig.
ค่าคงที่	0.757	0.271		2.788	0.006
ด้านการเมือง (a1)	0.246	0.072	0.219	3.418	0.001*
ด้านเศรษฐกิจ (a2)	0.293	0.062	0.310	4.755	0.000*
ด้านสังคม (a3)	0.260	0.067	0.272	3.870	0.000*
F-Value = 47.786					
Adjusted R^2 = 0.414 Durbin-Watson = 1.698					

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.757+0.246(a1)+0.293(a2)+0.260(a3)

จากตารางที่ 1 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 47.786 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญ ผลทดสอบค่า Durbin-Watson เท่ากับ 1.698 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.414 แสดงว่า บริบททางสังคมสามารถอธิบายความผันแปรของสุขภาพทางการเงินได้ร้อยละ 41.4 การทดสอบค่าด้วยสถิติ t-test ที่ระดับนัยสำคัญ 0.05 พบว่าตัวแปรอิสระ 3 ตัวแปร คือ ด้านการเมือง ด้านเศรษฐกิจ และด้านสังคม ส่งผลต่อทักษะทางการเงิน อย่างมีนัยสำคัญทางสถิติที่ 0.05

สรุปและอภิปรายผลการวิจัย

1. ลักษณะทางประชากรศาสตร์ส่งผลต่อทักษะทางการเงินไม่ต่างกัน ยกเว้นเงินเดือนที่แตกต่างกันส่งผลต่อทักษะทางการเงินต่างกัน จากการทดสอบสมมติฐานที่ 1 พบว่าลักษณะทางประชากรณ์ศาสตร์ที่แตกต่างกันส่งผลต่อทักษะทางการเงินไม่ต่างกันที่ระดับนัยสำคัญทางสถิติ 0.05 ซึ่งไม่สอดคล้องกับงานวิจัยของกานต์พิชชา กองคนขวา (2565) ศึกษาเรื่องปัจจัยเชิงสาเหตุต่อสุขภาพทางการเงินของประชาชนในจังหวัดพะเยา พบว่า อายุ ระดับการศึกษา สถานภาพ และรายได้ต่อเดือนมีผลต่อทักษะทางการเงินต่างกัน โดยผลการวิจัยที่แตกต่างกันอาจเนื่องมาจากกลุ่มตัวอย่างและพื้นที่วิจัยที่แตกต่างกัน

2. บริบททางสังคมส่งผลต่อทักษะทางการเงินต่างกัน จากการทดสอบสมมติฐานที่ 2 พบว่าบริบททางสังคมที่แตกต่างกันส่งผลต่อทักษะทางการเงิน ที่ระดับนัยสำคัญทางสถิติ 0.05 ซึ่งสอดคล้องกับงานวิจัยของอาระยา พิมพ์ตะคุ (2565) ศึกษาเรื่องกระบวนการวางแผนการลงทุนที่ส่งผลต่ออิสรภาพทางการเงินของกลุ่มคนทำงานธุรกิจเอกชน ในพื้นที่เขตกรุงเทพฯ และปริมณฑล พบว่าปัจจัยทางเศรษฐกิจต่างๆ เช่น อัตราดอกเบี้ย ในเรื่องของการวางแผนการออมและการลงทุนมีผลต่อการวางแผนการเงินส่วนบุคคล และนพเก้า สุวรรณปักษ์ (2565) ศึกษาเรื่องปัจจัยที่จำเป็นและปัจจัยที่เพียงพอสำหรับการลงทุนในสินทรัพย์ดิจิทัลของนักลงทุน พบว่าการรับรู้ถึงประโยชน์ และการรับรู้ความเสี่ยง เป็นปัจจัยสำคัญที่ทำให้นักลงทุน สามารถเตรียมความพร้อมกับการลงทุนได้อย่างหลากหลาย

ข้อเสนอแนะ

ข้อเสนอแนะที่ได้จากผลการศึกษาวิจัย

1. ผลการวิจัยพบว่า บริบททางสังคม ประกอบด้วย ด้านการเมือง , ด้านเศรษฐกิจ และด้านสังคมส่งผลต่อทักษะทางการเงิน ดังนั้น บุคคลควรจะเตรียมตัวรับมือกับบริบททางสังคมที่เป็นสภาพแวดล้อมภายนอกที่ควบคุมได้ยาก คอยติดตามข่าวสารและปรับตัวให้ทันต่อการแก้ไขปัญหาที่จะส่งผลต่อความรู้ พฤติกรรม และทัศนคติทางการเงินต่อตัวบุคคล

2. ผลการวิจัยพบว่า สุขภาพทางการเงิน กลุ่มตัวอย่างส่วนใหญ่มีระดับสุขภาพทางการเงินในปานกลาง และมิได้มีการเตรียมพร้อมด้านการออมเงินเพื่อเกษียณอายุ ดังนั้น หน่วยงานที่เกี่ยวข้องควรให้คำแนะนำสำหรับการวางแผนทางการเงินในระยะยาว เพื่อลดปัญหาทางเศรษฐกิจและสังคมของประชากรในกลุ่มนี้

ข้อเสนอแนะเพื่อการศึกษาต่อไป

3. เนื่องด้วยงานวิจัยชิ้นนี้ มีข้อจำกัดศึกษาเฉพาะกลุ่มบุคลากรสาธารณสุขในจังหวัดเพชรบุรี ดังนั้นผู้สนใจจึงควรนำวิธีการศึกษานี้ไปศึกษากับกลุ่มอื่นๆ เพื่อเปรียบเทียบผลการวิจัยว่า สอดคล้องกันหรือไม่

4. เนื่องด้วยงานวิจัยชิ้นนี้ให้ความสนใจเฉพาะตัวแปรลักษณะประชากรศาสตร์และบริบททางสังคม ซึ่งในการศึกษาครั้งนี้อาจจะมีตัวแปรอื่นๆที่เกี่ยวข้องอีก ดังนั้นในการศึกษาต่อไปผู้สนใจอาจจะทำการศึกษาตัวแปรอื่นๆเพิ่มเติม เช่น ปัจจัยด้านทัศนคติของผู้ลงทุน และความรู้ด้านเทคโนโลยีเพื่อการออมการลงทุน

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การทำนายผลการพยากรณ์ปัจจัยการยื่นขอสินเชื่อของลูกค้าธนาคารออมสินสาขาถนนประดิพัทธ์ ด้วยวิธีการทำเหมืองข้อมูล

Prediction the results of the forecasting factors of the loan application in the Government Savings Bank Thanon Pradiphat Branch customers. Using data mining technique.

ณัฐวรา กิตติกูล Nathawara Kittigul[1]
ชัชชัย หวังวิวัฒนา [2]

บทคัดย่อ

การศึกษาครั้งนี้เป็นการศึกษาการทำนายผลการการพยากรณ์ปัจจัยในการตัดสินใจยื่นขอสินเชื่อ สำหรับกลุ่มลูกค้าสินเชื่อของธนาคารออมสิน สาขาถนนประดิพัทธ์ เพื่อนำเสนอผลิตภัณฑ์สินเชื่อของธนาคารออมสินได้อย่างทั่วถึงและรวดเร็ว ในการศึกษาครั้งนี้เป็นการวิเคราะห์ข้อมูลเชิงปริมาณ(quantitative analysis) ใช้ข้อมูลทุติยภูมิ แบบอนุกรมเวลา เป็นรายปี ระหว่างเดือนพฤษภาคม ปี2563 ถึงสิ้นเดือนมีนาคม2565 โดยใช้ข้อมูลเอกสาร(Written materials) เป็นรายงานข้อมูลลูกหนี้รายตัวสินเชื่อรายย่อยนโยบายรัฐ(COVID-19) ปี2563

ผลการศึกษา พบว่า Logistic Regression เครื่องมือที่มีความถูกต้อง และประสิทธิภาพสูงที่สุด เหมาะจะใช้ในการพยากรณ์กลุ่มลูกค้าที่มีแนวโน้มไม่ต้องการการยื่นขอสินเชื่อกับธนาคารออมสิน สาขาถนนประดิพัทธ์ จากการพยากรณ์ข้อมูลพบว่ากลุ่มลูกค้าชั้นดีที่มีความน่าจะเป็นที่จะไม่ประสงค์ขอสินเชื่อ คือกลุ่มลูกค้าที่มีช่วงอายุ 51-60ปี, มีเงินฝากกับธนาคารน้อยกว่า1,000 บาท, มีรายได้ตั้งแต่ 20,001-30,000บาท, เพศหญิง, ไม่ได้รับการศึกษา, มีสถาณภาพแยกกันอยู่ (ร้าง), ประกอบอาชีพเป็นผู้ประกอบธุรกิจ/เจ้าของกิจการ และมีที่ขอสินเชื่อเดิม คือโดนให้ออกจากงาน ควรพิจารณานำเสนอสินเชื่อให้เป็นลำดับสุดท้าย

คำสำคัญ: เหมืองข้อมูล, ต้นไม้ตัดสินใจ, เพื่อบ้านที่ใกล้ที่สุด, การถดถอยโลจีสติก, ซัพพอร์ตเวกเตอร์แมทชีน

Abstract

This research is a predictive study about factors affecting loan application decision-making and tools for forecasting loan applications for credit customers of the Government Savings Bank, Thanon Pradiphat Branch for the purpose to introduce the Government Savings Bank's loan products thoroughly and instantly. In this study, quantitative data analysis was conducted by using time-series secondary data annually between May 2020 to the end of March 2022. Written materials were applied as the 2020 Government Policy Retail Loan Debtors Report (COVID-19).

The results of the study expressed that Logistic Regression was an accurate and highest efficient tool as it is suitable for forecasting the group of customers who are likely to not wish to apply for a loan with the Government Savings Bank, Thanon Pradiphat Branch. Based on the data forecast, it was revealed that the group of good customers who are likely to not wish to apply for loans are those aged 51-60 years, a group of customers with deposits with banks less than 1,000 baht, and those with income from 20,001-30,000 baht. They are the group of female customers who are uneducated and mostly have a divorce status/separated from their partners. They are a group of customers who are entrepreneurs/business owners. Those that wished to apply for loans with the original reason that they were fired from work will be a group that is likely to not want to apply for loans. The group should be considered giving credit for loans the last.

Keywords: Data Mining, Decision Tree, K-nearest Neighbors, Logistic Regression, Support Vector Machine

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บทนำ

ยุทธศาสตร์การดำเนินงานของธนาคารออมสิน ปี 2562-2566 มีแนวทางการดำเนินงานที่จะมุ่งเน้นการบริหารจัดการองค์กรที่มีประสิทธิภาพ ลดต้นทุน บริหารผลตอบแทนและความเสี่ยง เพื่อเพิ่มความมั่นคงทางการเงิน และขีดความสามารถในการแข่งขันเชิงพาณิชย์ (Traditional Banking) ผนวกกับการดำเนินงานในเชิงสังคมและตอบสนองนโยบายรัฐอย่างมีธรรมาภิบาลด้วยการยกระดับการส่งเสริมการออม การสร้างวินัยทางการเงิน สร้างโอกาสในการเข้าถึงบริการทางการเงินพื้นฐาน และแหล่งเงินทุนในระบบให้แก่เศรษฐกิจฐานรากและวิสาหกิจขนาดกลางและขนาดย่อมเยาวชนและผู้สูงวัย รวมถึงพัฒนาให้มีความเข้มแข็งอย่างยั่งยืน (Social Banking) ควบคู่กับการยกระดับองค์กรสู่ Digital Banking โดยนำเทคโนโลยีทางการเงินมาพัฒนาผลิตภัณฑ์บริการ ช่องทางการให้บริการ เพื่อเพิ่มโอกาสทางธุรกิจ และรองรับทิศทางการเปลี่ยนแปลงในอนาคต ภายใต้โครงสร้างพื้นฐานที่มีศักยภาพ (Fundamental Capabiltities) ที่เป็นกลไกสนับสนุนที่สำคัญในการผลักดันให้การดำเนินงานบรรลุเป้าหมาย ได้อย่างยั่งยืน

โดยในช่วงปี 2563-2564 เกิดการแพร่ระบาดของเชื้อไวรัส COVID-19 ส่งผลให้ภาวะเศรษฐกิจ ทั้งภายในประเทศและภายนอกประเทศไม่สู้ดีนัก โดยกลุ่มที่ทางภาครัฐเป็นกังวลมากที่สุดคือ กลุ่มประชาชนฐานราก ซึ่งเป็นกลุ่มประชากรที่มีรายได้น้อย ด้อยโอกาสในหลายด้าน โดยเฉพาะการเข้าถึงสินเชื่อของสถาบันการเงินภายในระบบ ธนาคารออมสิน จึงได้รับมอบนโยบายให้เข้ามาช่วยเหลือลูกค้าโดยเร่งด่วน โดยเริ่มจากการ พักชำระหนี้, การให้สินเชื่อแก่ผู้ประกอบการ SMEs และที่สำคัญคือการให้สินเชื่อรายย่อยนโยบายรัฐ (COVID-19) ปี 2563 ซึ่งเป็นสินเชื่อที่ไม่มีหลักประกัน (Clean-Loan) แก่ประชาชนฐานรากใช้ในการอุปโภค-บริโภคในครัวเรือนจากการปิดตัวลงของกิจการ ส่งผลให้อัตราการจ้างงานลดลง ประชาชนฐานรากขาดรายได้ แต่ในขณะเดียวกัน ธนาคารออมสินเองก็ยังคงต้องปล่อยสินเชื่อห่วงใย (เพื่อสู้ภัย COVID-19) ในปี 2565 ซึ่งสอดคล้องกับการคาดการณ์ของศูนย์วิจัยกสิกรไทยนั้น อัตราการเติบโตของสินเชื่อรายย่อยนั้นจะมีบทบาทมากขึ้นจากปี 2564 ที่อัตราการเติบโตอยู่ที่ 4% ในขณะที่ปี 2565 อาจเติบโตได้สูงถึง 6% ทำให้ธนาคารออมสินควรที่จะคัดกรองลูกค้าเดิมที่มีประวัติดีในการปล่อยสินเชื่อนโยบายรัฐในปี 2565 ซึ่งเป็นสินเชื่อรายย่อย ซึ่งลูกค้ากลุ่มนี้ของธนาคารออมสิน เป็นกลุ่มที่เข้าถึงข้อมูลผลิตภัณฑ์สินเชื่อของธนาคารได้ยาก ทำให้พนักงานจำเป็นที่จะต้องติดต่อลูกค้าเป็นรายบุคคลเพื่อนำเสนอสินเชื่อ ซึ่งจำนวนลูกค้าที่พนักงานจะต้องนำเสนอสินเชื่อนั้นมีปริมาณที่มากเกินกว่าอัตรากำลังของพนักงานธนาคารออมสิน สาขาถนนประดิพัทธ์ จะสามารถนำเสนอและเบิกจ่ายเงินกู้ได้สำเร็จทันระยะเวลาตามเป้าหมายที่ได้รับมอบหมาย

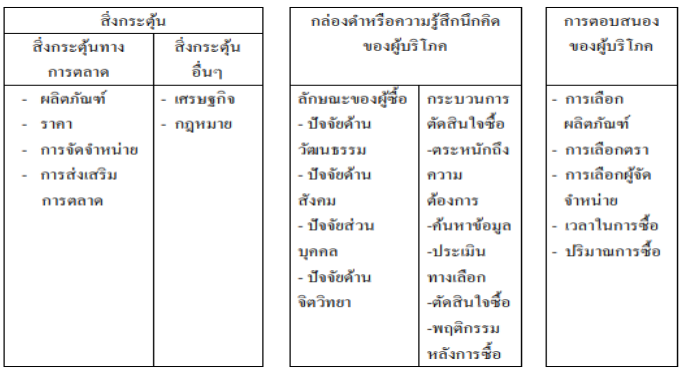
วัตถุประสงค์

1. ศึกษาการทำนายการตัดสินใจยื่นขอสินเชื่อสำหรับกลุ่มลูกค้าสินเชื่อธนาคารออมสิน สาขาถนนประดิพัทธ์
2. ศึกษาการพยากรณ์การยื่นขอสินเชื่อสำหรับกลุ่มลูกค้าสินเชื่อธนาคารออมสิน สาขาถนนประดิพัทธ์

แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้อง

ทฤษฎีโมเดลพฤติกรรมของผู้บริโภค (SR-Theory)

การศึกษาแรงจูงใจที่ทำให้เกิดการซื้อสินค้าหรือบริการ โดยเริ่มจากเมื่อมีสิ่งกระตุ้นเข้ามาในความคิดของผู้บริโภคจนเกิดเป็นความต้องการ แล้วมีการตอบสนองเป็นการตัดสินใจซื้อของผู้บริโภค ซึ่งจะเป็นทฤษฎีที่อธิบายถึงพฤติกรรมในการบริโภคสินค้าหรือบริการ โดยมีปัจจัยอื่นๆเข้ามาเกี่ยวข้อง เช่น ราคา รายได้ หรือปัจจัยแวดล้อมอื่นๆ



ภาพที่ 1 โมเดลพฤติกรรมของผู้บริโภค (SR-Theory)

ปัจจัยที่มีอิทธิพลต่อพฤติกรรมผู้บริโภค ได้แก่

- ปัจจัยด้านวัฒนธรรม เป็นสิ่งที่รวมกลุ่มบุคคลเข้าไว้ด้วยกัน ไม่ว่าจะเป็นวัฒนธรรมพื้นฐาน, วัฒนธรรมกลุ่มย่อย ที่มีรากฐานมากจากศาสนา เชื้อชาติ ภูมิศาสตร์ที่แตกต่างกัน ซึ่งปัจจัยเหล่านี้คอยกำหนดวัฒนธรรมประเพณี และชนชั้นทางสังคม ซึ่งมีสวนในการกำหนดเป้าหมาย ส่วนแบ่งทางการตลาด และตำแหล่งของผลิตภัณฑ์

- ปัจจัยด้านสังคม เป็นปัจจัยที่เกี่ยวกับชีวิตประจำวัน ซึ่งกลุ่มอ้างอิงของปัจจัยนี้ ได้แก่ ครอบครัว, เพื่อนสนิท, เพื่อร่วมอาชีพ, เพื่อร่วมสถาบัน และกลุ่มชนชั้นนำ

- ปัจจัยส่วนบุคคล เป็นลักษณะส่วนบุคคลที่มีส่วนในการตัดสินใจซื้อสินค้า หรือบริการ เช่น เพศ, อายุ, อาชีพ, การศึกษา, สภาพเศรษฐกิจ และพฤติกรรมการดำรงชีวิต

ส่วนประสมทางการตลาด (Marketing Mix) เป็นเครื่องมือทางการตลาดที่นำมาใช้เพื่อตอบสนองความต้องการของลูกค้า เดิมส่วนผสมทางการตลาดจะมีเพียงแค่ 4 ตัวแปร (4Ps) คือ ผลิตภัณฑ์ (Product), ราคา (Price), สถานที่หรือช่องทางการจัดจำหน่ายผลิตภัณฑ์ (Place) และการส่งเสริมการตลาด (Promotion) ต่อมามีการเพิ่มตัวแปรอีก 3 ตัวแปร เป็นส่วนประสมทางการตลาดแบบ 7Ps ได้แก่ บุคคล (People), ลักษณะทางกายภาพ (Physical Evidence) และกระบวนการ (Process) เพื่อให้สอดคล้องกับการตลาดสมัยใหม่

เครื่องมือในการวิเคราะห์ที่เกี่ยวข้อง

เทคนิคการทำเหมืองข้อมูลด้วยกระบวนการวิเคราะห์ข้อมูลมาตรฐาน เรียกว่า Cross-Industry Standard Process for Data Mining (CRISP-DM)

- การทำความเข้าใจข้อมูล (Data Understanding) การเก็บรวบรวมข้อมูลพฤติกรรมลูกค้าสินเชื่อห่วงใย (เพื่อสู้ภัย COVID-19) ของธนาคารออมสิน ได้ดำเนินการศึกษาโครงสร้างของฐานข้อมูล หลังจากนั้นจะดำเนินการตรวจสอบข้อมูลความถูกต้องของข้อมูล

- การเตรียมข้อมูล (Data Preparation) หลังจากที่ได้ศึกษาและรวบรวมข้อมูล ในขั้นตอนนี้จะต้องมีการจัดเตรียมข้อมูลและคัดเลือกข้อมูลที่จะนำมาใช้งานให้เป็นไปตามมาตรฐานเดียวกัน และคัดเลือกข้อมูลที่มีความถูกต้อง สมบูรณ์มากที่สุด

- แบบจำลอง (Modeling) ขั้นตอนการวิเคราะห์ข้อมูลด้วยเทคนิคเหมืองข้อมูล ได้แก่ แบบจำลองใช้ในการทำนาย ในการศึกษาครั้งนี้ เลือกใช้ Decision tree เปรียบเทียบกับเทคนิค K-nearest Neighbors, เทคนิค Logistic Regression และเทคนิค Support Vector Machine (SVM) เพื่อดูว่าเครื่องมือใดที่มีความแม่นยำมากที่สุด ทั้งนี้เพื่อให้ได้ผลลัพธ์ที่ดีที่สุด

- การประเมินผล (Evaluation) ขั้นตอนนี้เป็นการประเมินประสิทธิภาพของผลลัพธ์จากแบบจำลอง โดยนำผลลัพธ์ที่ได้มาวิเคราะห์ความถูกต้องจากข้อมูลที่นำมาทดสอบ

- การถ่ายทอดเพื่อนำไปปฏิบัติ (Deployment) ดำเนินการเพื่อตอบสนองข้อกำหนดในเกณฑ์ การถ่ายทอดเพื่อนำไปปฏิบัติ

ซอฟต์แวร์ Weka (Waikato Environment for Knowledge Analysis) เป็นโปรแกรมที่ถูกพัฒนาโดยมหาวิทยาลัย Waikato ประเทศนิวซีแลนด์ในปี 1997 ใช้ในการศึกษาด้วยMachine Learning และการทำเหมืองข้อมูล



ภาพที่ 2 ภาพหน้าจอโปรแกรม Weka

วิธีการศึกษา

การเก็บข้อมูลในการศึกษา

การศึกษาครั้งนี้เป็นการวิเคราะห์ข้อมูลเชิงปริมาณ (quantitative analysis) ใช้ข้อมูล ทุติยภูมิ แบบอนุกรมเวลา เป็นรายปี ระหว่างเดือนพฤษภาคม ปี 2563 ถึงสิ้นเดือนมีนาคม 2565 โดยใช้ข้อมูลเอกสาร (written materials) เป็นรายงานข้อมูลลูกหนี้

รายตัวสินเชื่อรายย่อยนโยบายรัฐ(COVID-19) ปี 2563 คู่กับรายงานประวัติการรับชำระสินเชื่อของลูกค้า และรายงานข้อมูลเงินฝากของลูกค้ามาคัดกรองกลุ่มลูกค้าชั้นดีให้ตรงกับกลุ่มเป้าหมายที่จะนำเสนอสินเชื่อ พร้อมทั้งติดตามผลการการยื่นขอสินเชื่อของลูกค้ากลุ่มเป้าหมาย เป็นระยะเวลา 4 เดือน จนถึงสิ้นเดือนสิงหาคม 2565

ประชากรและกลุ่มตัวอย่าง

- จำนวนประชากร ประชากรที่ใช้ในการศึกษาครั้งนี้ คือผู้ใช้บริการสินเชื่อรายย่อยนโยบายรัฐ (COVID-19) ปี 2563 ของธนาคารออมสิน สาขาถนนประดิพัทธ์ จำนวน 807 ราย

- กลุ่มตัวอย่าง ลูกหนี้สินเชื่อรายย่อยนโยบายรัฐ (COVID-19) ปี 2563 ที่เป็นลูกหนี้ชั้นดีไม่มีประวัติผิดนัดชำระหนี้ ตั้งแต่ปี 2563 ถึงสิ้นเดือนมีนาคม 2565 และมีเงินฝากกับธนาคารออมสิน จำนวน 428 ราย

เครื่องมือที่ใช้ในการศึกษาสำหรับข้อมูลเชิงปริมาณ

การคัดกรองข้อมูล ทำการตรวจสอบข้อมูลที่ได้รวบรวมจากรายงานข้อมูลลูกหนี้รายตัวสินเชื่อรายย่อยนโยบายรัฐ(COVID-19) ปี2563 คู่กับรายงานประวัติการรับชำระสินเชื่อ จากนั้นทำการคัดกรองประวัติลูกค้าชั้นดีจำนวน 428 ราย จากระบบฐานข้อมูลของธนาคารเพื่อตรวจสอบความต้องการในการยื่นขอสินเชื่อของลูกค้ากลุ่มนี้ โดยข้อมูลที่ไม่เกี่ยวข้อง เช่น ชื่อนามสกุล เลขที่บัญชี จะถูกคัดออก เมื่อทำการคัดกรองข้อมูลแล้ว จะต้องมีการทำการเตรียมข้อมูล (Data Preparation) ด้วยวิธีการทำความสะอาดข้อมูลเพื่อให้ข้อมูลเป็นไปตามมาตรฐานเดียวกัน และคัดเลือกข้อมูลที่มีความถูกต้อง สมบูรณ์มากที่สุด ด้วยการลบข้อมูลที่มีข้อผิดพลาดซ้ำซ้อน และไม่สมบูรณ์ออก เพื่อให้ได้ผลการทดสอบที่มีประสิทธิภาพ

เทคนิคการทำเหมืองข้อมูลด้วยกระบวนการวิเคราะห์ข้อมูลมาตรฐาน เรียกว่า Cross-Industry Standard Process for Data Mining (CRISP-DM) ในการศึกษาครั้งนี้ เลือกใช้เทคนิคต้นไม้ตัดสินใจ (Decision tree) ซึ่งเป็นแบบจำลองทางคณิตศาสตร์ เพื่อการหาทางเลือกที่ดีที่สุด โดยการนำข้อมูลมาสร้างแบบจำลองการพยากรณ์ในรูปแบบของโครงสร้างต้นไม้ และเปรียบเทียบกับเทคนิค K-nearest Neighbors, เทคนิค Logistic Regression และเทคนิค Support Vector Machine (SVM) เพื่อดูว่าเครื่องมือใดที่มีความแม่นยำมากที่สุด

วิธีการวิเคราะห์ข้อมูล

หลักจากรวบรวม และจัดเตรียมข้อมูลเรียบร้อย จะได้ฐานข้อมูลเพื่อเข้าสู่กระบวนการทดสอบโมเดล ในโปรแกรม Weka ดังนี้

- เลือกเครื่องมือที่ใช้ในการ Training และ Testing ได้แก่ Decision tree (J48), K-nearest Neighbors (Ibk), Support Vector Machines (SMO) และLogistic Regression (Logistic) เพื่อนำมาเปรียบเทียบดูว่าเครื่องมือใดที่มีความแม่นยำมากที่สุดเหมาะสมที่จะใช้ในการพยากรณ์

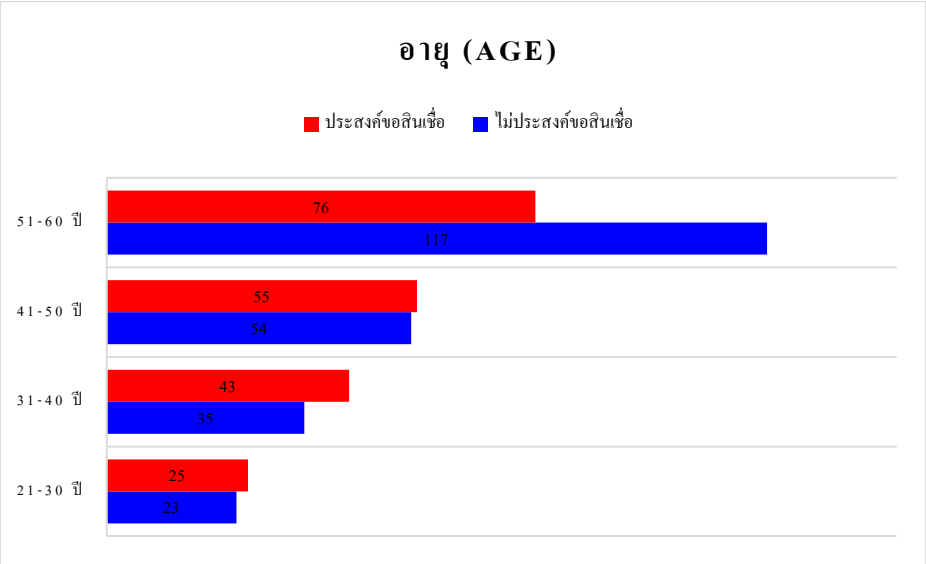
- สร้างแบบจำลอง นำข้อมูลมาสร้างการแบ่งประเภท ดังนี้

➢ ข้อมูลนำเข้า กำหนดข้อมูลที่นำมาสร้างแบบจำลอง และแสดงข้อมูลที่นำมาสร้างแบบจำลอง ดังตารางต่อไปนี้

ตารางที่ 1 ชื่อข้อมูล ชนิดของข้อมูล และรายละเอียดของข้อมูลที่สร้างแบบจำลอง

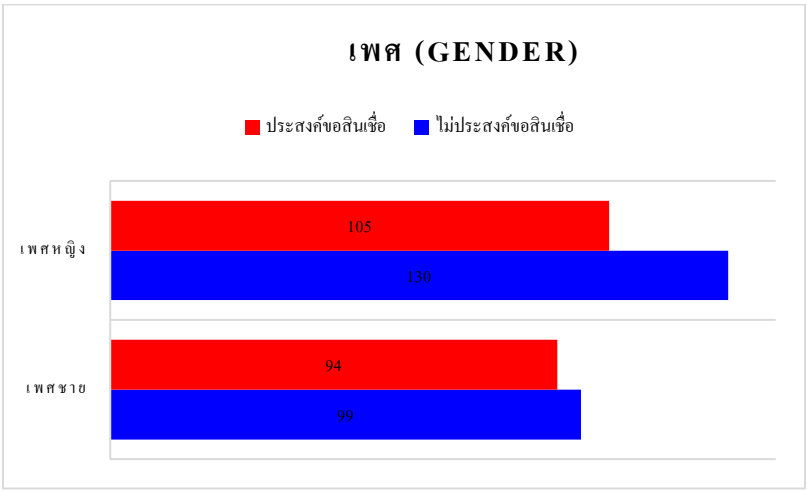
ลำดับ	ชื่อข้อมูล	ชนิดข้อมูล	รายละเอียด
1	Age	Nominal	อายุ
2	Gender	Nominal	เพศ
3	Deposit	Nominal	จำนวนเงินฝาก
4	Income	Nominal	รายได้เฉลี่ยต่อเดือน
5	Education	Nominal	ระดับการศึกษา
6	Status	Nominal	สถานภาพ
7	Career	Nominal	อาชีพ
8	Reason for applying Loan	Nominal	เหตุผลที่ขอสินเชื่อเดิม

เมื่อนำเข้าข้อมูลในโปรแกรม Weka จะแสดงข้อมูลในรูปแบบกราฟแท่ง โดยแบ่งเป็น 2 สี โดยสีแดงแสดงผลของกลุ่มลูกค้าที่ประสงค์ขอยื่นสินเชื่อ และสีน้ำเงินแสดงผลของกลุ่มลูกค้าที่ไม่ประสงค์ขอสินเชื่อตามรูปภาพต่อไปนี้



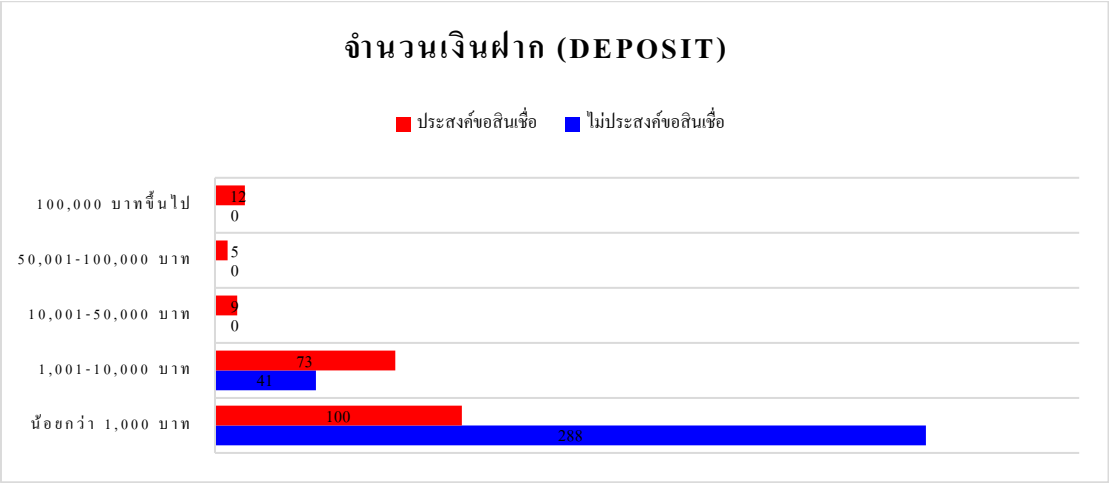
ภาพที่ 3 แสดงข้อมูลอายุ ในโปรแกรม Weka

จากภาพที่ 3 แสดงให้เห็นว่าหากแบ่งลูกค้าออกเป็นกลุ่ม โดยใช้อายุเป็นเกณฑ์ กลุ่มที่มีจำนวนมากที่สุดคือ กลุ่มที่มีอายุระหว่าง 51-60 ปี จำนวน 193 ราย เป็นผู้ที่ขอสินเชื่อต่อ จำนวน 76 ราย และไม่ขอสินเชื่อต่อจำนวน 117 ราย



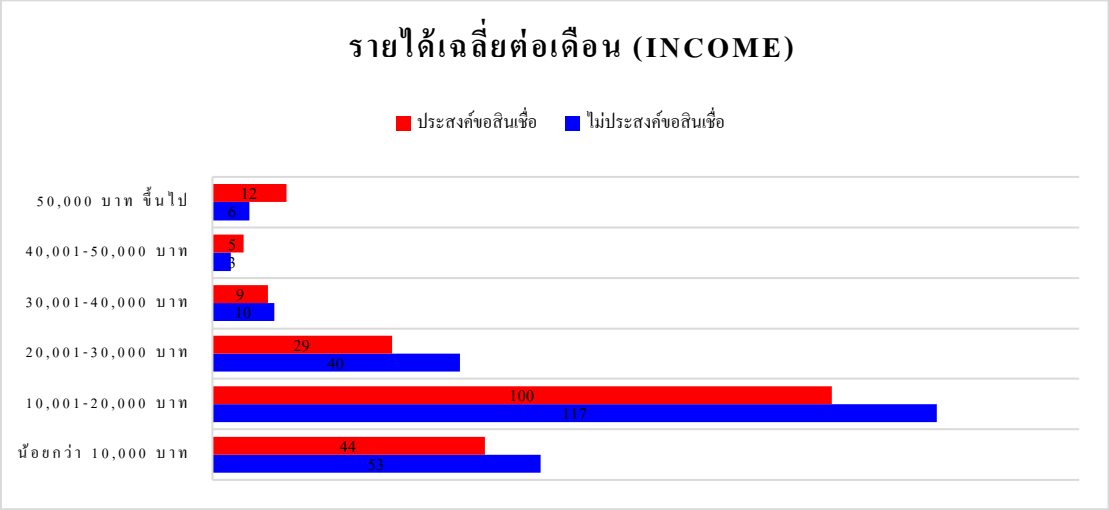
ภาพที่ 4 แสดงข้อมูลเพศ ในโปรแกรม Weka

จากภาพที่ 4 แสดงให้เห็นว่าหากแบ่งลูกค้าออกเป็นกลุ่ม โดยใช้เพศเป็นเกณฑ์ กลุ่มที่มีจำนวนมากที่สุดคือ กลุ่มเป็นเพศหญิง จำนวน 235 ราย เป็นผู้ที่ขอสินเชื่อต่อ จำนวน 105 ราย และไม่ขอสินเชื่อต่อจำนวน 130 ราย



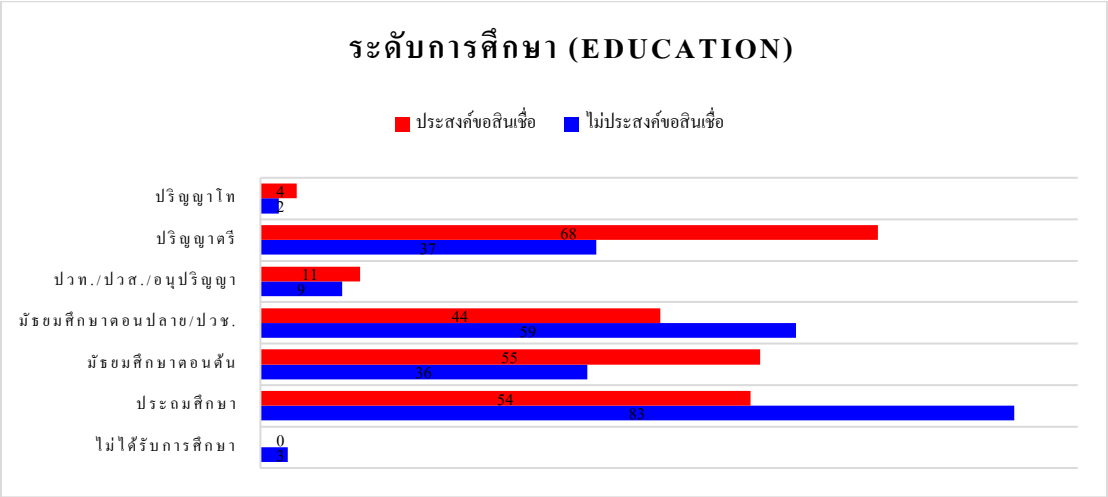
ภาพที่ 5 แสดงข้อมูลจำนวนเงินฝาก ในโปรแกรม Weka

จากภาพที่ 5 แสดงให้เห็นว่าหากแบ่งลูกค้าออกเป็นกลุ่ม โดยใช้จำนวนเงินฝากเป็นเกณฑ์ กลุ่มที่มีจำนวนมากที่สุดคือ กลุ่มที่มีจำนวนเงินฝากน้อยกว่า 1,000 บาท จำนวน 288 ราย เป็นผู้ที่ขอสินเชื่อต่อ จำนวน 100 ราย และไม่ขอสินเชื่อต่อจำนวน 188 ราย



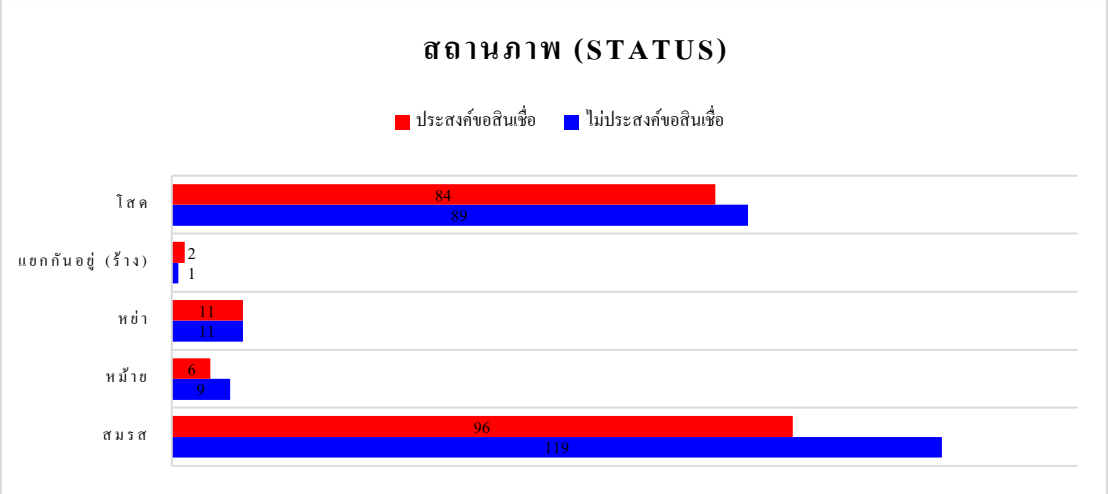
ภาพที่ 6 แสดงข้อมูลรายได้เฉลี่ยต่อเดือน ในโปรแกรม Weka

จากภาพที่ 6 แสดงให้เห็นว่าหากแบ่งลูกค้าออกเป็นกลุ่ม โดยใช้รายได้เป็นเกณฑ์ กลุ่มที่มีจำนวนมากที่สุดคือ กลุ่มที่มีรายได้ระหว่าง 10,001-20,000 บาท จำนวน 217 ราย เป็นผู้ที่ขอสินเชื่อต่อ จำนวน 100 ราย และไม่ขอสินเชื่อต่อจำนวน 117 ราย



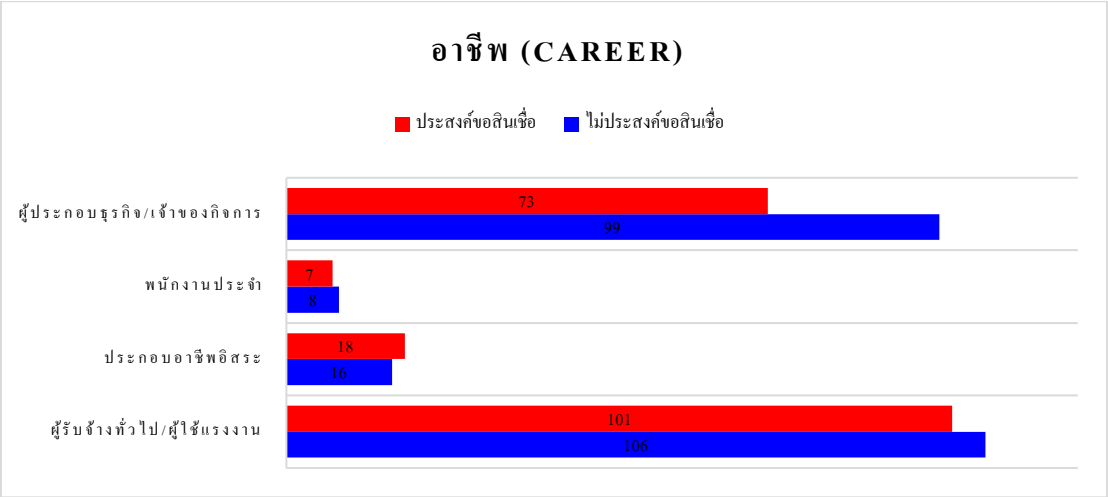
ภาพที่ 7 แสดงข้อมูลระดับการศึกษา ในโปรแกรม Weka

จากภาพที่ 7 แสดงให้เห็นว่าหากแบ่งลูกค้าออกเป็นกลุ่ม โดยใช้ระดับการศึกษาเป็นเกณฑ์ กลุ่มที่มีจำนวนมากที่สุดคือ กลุ่มระดับประถมศึกษา จำนวน 137 ราย เป็นผู้ที่ขอสินเชื่อต่อ จำนวน 54 ราย และไม่ขอสินเชื่อต่อจำนวน 83 ราย



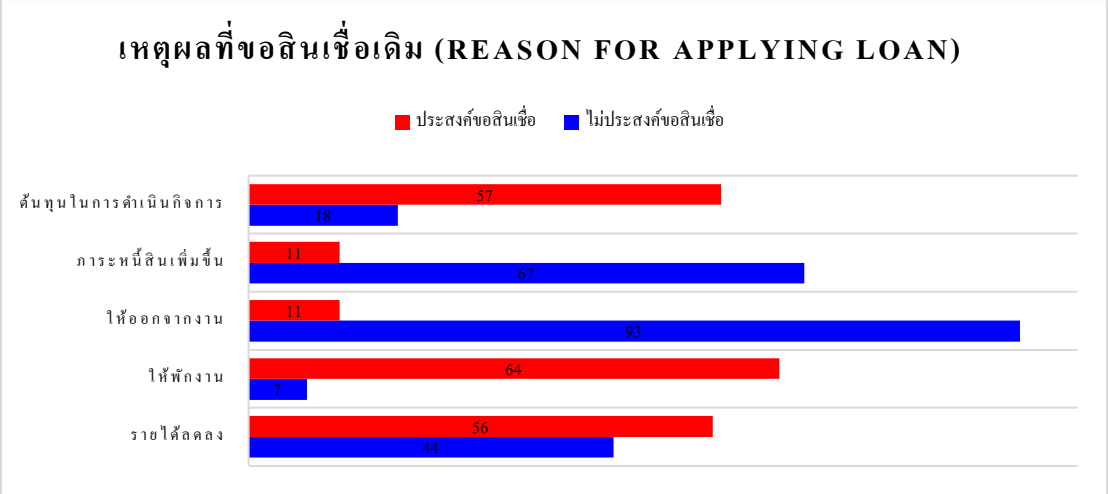
ภาพที่ 8 แสดงข้อมูลสถาณภาพ ในโปรแกรม Weka

จากภาพที่ 8 แสดงให้เห็นว่าหากแบ่งลูกค้าออกเป็นกลุ่ม โดยใช้สถาณภาพเป็นเกณฑ์ กลุ่มที่มีจำนวนมากที่สุดคือ กลุ่มที่สมรส จำนวน 215 ราย เป็นผู้ที่ขอสินเชื่อต่อ จำนวน 96 ราย และไม่ขอสินเชื่อต่อจำนวน 119 ราย



ภาพที่ 9 แสดงข้อมูลอาชีพ ในโปรแกรม Weka

จากภาพที่ 9 แสดงให้เห็นว่าหากแบ่งลูกค้าออกเป็นกลุ่ม โดยใช้อาชีพเป็นเกณฑ์ กลุ่มที่มีจำนวนมากที่สุดคือ กลุ่มผู้รับจ้างทั่วไป/ผู้ใช้แรงงานจำนวน 207 ราย เป็นผู้ที่ขอสินเชื่อต่อ จำนวน 101 ราย และไม่ขอสินเชื่อต่อจำนวน 106 ราย



ภาพที่ 10 แสดงข้อมูลเหตุผลที่ขอสินเชื่อเดิม ในโปรแกรม Weka

จากภาพที่ 10 แสดงให้เห็นว่าหากแบ่งลูกค้าออกเป็นกลุ่ม โดยใช้เหตุผลที่ขอสินเชื่อเดิมเป็นเกณฑ์ กลุ่มที่มีจำนวนมากที่สุด คือ กลุ่มที่โดนให้ออกจากงาน จำนวน 104 ราย เป็นผู้ที่ขอสินเชื่อต่อ จำนวน 11 ราย และไม่ขอสินเชื่อต่อจำนวน 93 ราย

จะสามารถสรุปได้ว่า กลุ่มลูกหนี้ชั้นดี จำนวน 428 ราย นั้น กลุ่มที่เป็นลูกค้าส่วนใหญ่ มีอายุตั้งแต่ 51-60 ปี, เพศหญิง, สถาณภาพสมรส, จบชั้นประถมศึกษา, ประกอบอาชีพเป็นผู้รับจ้างทั่วไป/ผู้ใช้แรงงาน, มีรายได้ตั้งแต่ 10,001-20,000 บาท และมีเงินฝากน้อยกว่า 1,000 บาท

นำผลที่ได้มาเปรียบเทียบโมเดลที่สร้างขึ้นจากทั้ง 4 อัลกอริทึม ได้ดังนี้

ตารางที่ 2 เปรียบเทียบโมเดล

ผลเปรียบเทียบ	Decision Tree	K-NN	SVM	Logistic Regression
TP Rate	0.8253	0.8297	0.8340	0.8689
FP Rate	0.1457	0.2362	0.1457	0.1156
Precision	0.8669	0.8017	0.8681	0.8963
Recall	0.8253	0.8297	0.8340	0.8689
Accuracy	0.8389	0.7991	0.8435	0.8762
F1 Score	0.8460	0.8154	0.8507	0.8824

จากตารางเปรียบเทียบค่า Accuracy และF1 Score ของทั้ง 4 โมเดลมีความใกล้เคียงกันแต่เมื่อพิจารณาจากค่า Accuracy และ F1 Score แล้วโมเดล Logistic Regression มีค่าความถูกต้องของโมเดล และค่าประสิทธิภาพของโมเดลมากที่สุด ผู้วิจัยจึงเลือกโมเดล Logistic Regression ในการศึกษาการพยากรณ์ข้อมูล เนื่องจากเป็นเครื่องมือที่มีค่า Precision = 0.8963, ค่าRecall = 0.8689, ค่า Accuracy = 0.8762 และค่า F1-score = 0.8824

ผลการศึกษา

การศึกษาเครื่องมือที่ใช้ในการพยากรณ์การยื่นขอสินเชื่อสำหรับกลุ่มลูกค้าสินเชื่อของธนาคารออมสิน สาขาถนนประดิพัทธ์ เพื่อเข้าถึงกลุ่มลูกค้าสินเชื่อ รายย่อยนโยบายรัฐ พบว่าค่า Accuracy และF1 Score ของทั้ง 4 โมเดลมีความใกล้เคียงกัน แต่เมื่อพิจารณาจากค่า Accuracy และF1 Score แล้วโมเดล Logistic Regression มีค่าความถูกต้องของโมเดล และค่าประสิทธิภาพของโมเดลมากที่สุด ผู้วิจัยจึงเลือกโมเดล Logistic Regression ในการศึกษาการพยากรณ์ข้อมูล จากการพยากรณ์ข้อมูลพบว่ากลุ่มลูกค้าชั้นดีที่มีความน่าจะเป็นที่จะไม่ประสงค์ขอสินเชื่อ คือกลุ่มลูกค้าที่มีช่วงอายุ 51-60ปี, กลุ่มลูกค้าที่มีเงินฝากกับธนาคารน้อยกว่า1,000 บาท, กลุ่มที่มีรายได้ตั้งแต่ 20,001-30,000บาท, กลุ่มลูกค้าเพศหญิง, กลุ่มลูกค้าที่ไม่ได้รับการศึกษา, กลุ่มลูกค้ามีที่มีสถาณภาพแยกกันอยู่ (ร้าง), กลุ่มลูกค้าที่ประกอบอาชีพเป็นผู้ประกอบธุรกิจ/เจ้าของกิจการ และหากเหตุผลที่ขอสินเชื่อเดิม คือโดนให้ออกจากงาน จะเป็นกลุ่มที่มีความน่าจะเป็นที่จะไม่ประสงค์ขอสินเชื่อ ดังตารางที่11

ตารางที่ 3 ข้อมูลจากโมเดล Logistic Regression

Variable	Result:No
Age	
41-50	0.81
31-40	1.09
51-60	1.13
21-30	0.98
Deposit	
less than1000	5.25
10001-50000	0.00
1001-10000	0.00
more than100000	0.00
50001-100000	0.00
Reason for applying Loan	
Lay off	21.46
Decrease income	0.57
Cost	0.05
Increase debt	2.70
Suspended	0.30

Variable	Result:No
Income	
100001-20000	0.00
30001-40000	2.26
less than10000	0.00
20001-30000	701,656.18
more than50000	7.40
40001-50000	4.25
Gender	
Women	1.26
Education	
High school	1.50
Bachelors degree	1.25
Junior high school	0.29
Diploma	0.74
Primary school	1.06
Masters degree	0.17
No education	138,980,241.56

Variable	Result:No
Status	
separated	3,127.39
single	0.13
married	0.03
divorced	1.35
widowed	1.82
Career	
Worker	0.22
Freelance	0.57
Business Owner	3.94
Employee	1.01

ผลการวิเคราะห์สาเหตุของปัญหา

จากการศึกษาการพยากรณ์การยื่นขอสินเชื่อสำหรับกลุ่มลูกค้าสินเชื่อ ธนาคารออมสิน สาขาถนนประดิพัทธ์ พบว่าการที่ธนาคารออมสิน สาขาถนนประดิพัทธ์ ไม่สามารถปล่อยสินเชื่อรายย่อยตามนโยบายรัฐได้ตามเกณฑ์ และระยะเวลาที่กำหนด เนื่องจาก

พนักงานไม่สามารถคัดกรองกลุ่มลูกค้าที่มีแนวโน้มไม่ประสงค์จะขอสินเชื่อออกไปได้ ทำให้ต้องใช้เวลามากในการติดต่อนำเสนอสินเชื่อให้แก่ลูกค้า

แนวทางเลือกสำหรับแก้ไขปัญหา

จากการศึกษาวิจัย ผู้วิจัยมีแนวทางเลือกในการแก้ไขปัญหาการปล่อยสินเชื่อรายย่อยตามนโยบายรัฐไม่ถึงเกณฑ์ที่กำหนดไว้ รวมถึงการนำเสนอสินเชื่อให้กับลูกค้าใช้ระยะเวลานาน และไม่ตรงกับความต้องการของกลุ่มลูกค้า จึงวางแผนการดำเนินงาน ในการประชาสัมพันธ์นำเสนอสินเชื่อให้แก่ลูกค้า โดยเริ่มจากการนำข้อมูลที่ได้จากการศึกษาในครั้งนี้ มาคัดกรองกลุ่มลูกค้าที่แนวโน้มไม่ประสงค์จะขอสินเชื่อออกไป และเริ่มการประชาสัมพันธ์ผลิตภัณฑ์ของธนาคารกับลูกค้าเดิมชั้นดีที่ธนาคารสามารถให้สินเชื่อได้ ด้วยการส่งจดหมาย หรือโทรศัพท์นำเสนอผลิตภัณฑ์ใหม่ให้แก่ลูกค้ากลุ่มนี้ เมื่อทราบจำนวนที่สามารถปล่อยสินเชื่อได้แล้ว จึงเริ่มทำการตลาดกับลูกค้าใหม่ของธนาคาร

ดัชนีวัดความสำเร็จของการแก้ไขปัญหา

กลุ่มลูกค้าที่มีประวัติส่งชำระหนี้ดี และมีแนวโน้มจะขอยื่นสินเชื่อ ที่ได้จากการพยากรณ์ จำนวน 224 ราย ยื่นขอสินเชื่อรายย่อยตามนโยบายรัฐสำเร็จ ภายในระยะเวลา 4 เดือน จนถึงสิ้นเดือนสิงหาคม 2565 เกินกว่า 50% ซึ่งตรงกับเป้าหมาย (KPI) ที่ได้รับมอบหมาย จำนวน 100 ราย

สรุปผลการศึกษาและข้อเสนอแนะ

สรุปผลการศึกษา

จากงานวิจัยได้แสดงให้เห็นถึงการพยากรณ์ และการทดสอบประสิทธิภาพของโมเดล โดยใช้เทคนิคเหมืองข้อมูล ด้วยโปรแกรม Weka ด้วยการสร้างแบบจำลองการยื่นขอสินเชื่อสำหรับกลุ่มลูกค้าสินเชื่อ ธนาคารออมสิน สาขาถนนประดิพัทธ์ ด้วยอัลกอริทึม 4 แบบ และวัดประสิทธิภาพของโมเดลจาก Confusion Matrix เพื่อดูว่าเครื่องมือใดที่มีประสิทธิภาพมากที่สุด จากตารางเปรียบเทียบค่า Accuracy และF1 Score ของทั้ง 4 โมเดลมีความใกล้เคียงกัน แต่เมื่อพิจารณาจากค่า Accuracy และ F1 Score แล้ว โมเดล Logistic Regression มีค่าความถูกต้องของโมเดล และค่าประสิทธิภาพของโมเดลมากที่สุด ผู้วิจัยจึงเลือกโมเดล Logistic Regression ในการศึกษาการพยากรณ์ข้อมูล

อภิปรายผลของการศึกษา

จากงานวิจัยพบว่าเมื่อประมวลผลข้อมูลกลุ่มลูกค้าชั้นดีที่เป็นลูกค้าสินเชื่อรายย่อยเดิมของธนาคารโดยมีแนวโน้มจะขอสินเชื่อด้วยโมเดลจากเทคนิค Decision tree ซึ่งให้พิจารณาจากกลุ่มลูกค้าที่มีเหตุผลในการยื่นขอสินเชื่อเดิม ร่วมกับข้อมูลกลุ่มลูกค้าชั้นดีที่มีแนวโน้มจะไม่ขอสินเชื่อออก ด้วยโมเดลจากเทคนิค Logistic Regression ซึ่งให้ตัดกลุ่มลูกค้าที่มีเหตุผลในการยื่นขอสินเชื่อเดิมคือโดนให้ออกจากงานออก ทำให้ได้กลุ่มตัวอย่างออกมา จำนวน 224 ราย ที่มีแนวโน้มว่าจะยื่นขอสินเชื่อใหม่ เมื่อผู้วิจัยได้นำเสนอผลิตภัณฑ์สินเชื่อรายย่อยตามนโยบายรัฐให้แก่กลุ่มลูกค้าที่ได้คัดเลือกออกมาจำนวน 224 ราย พบว่าลูกค้าแจ้งความประสงค์ยื่นขอสินเชื่อรายย่อยตามนโยบายรัฐ และสามารถจ่ายเงินกู้ได้สำเร็จ ภายในระยะเวลา 4 เดือน จนถึงสิ้นเดือนสิงหาคม 2565 มีจำนวน 132 ราย ซึ่งคิดเป็น 58.93%ของลูกค้าที่ได้จากการพยากรณ์ ผลที่ได้เกินกว่า 50% ซึ่งตรงกับเป้าหมาย (KPI) ที่ได้รับมอบหมาย จำนวน 100 ราย

ข้อเสนอแนะสำหรับการศึกษาครั้งนี้

1. ปริมาณกลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ค่อนข้างน้อย ทำให้ค่าความแม่นยำของโมเดลที่ใช้ต่ำกว่า 90% ซึ่งอาจส่งผลให้การพยากรณ์ไม่แม่นยำเท่าที่ควร

2.ระยะเวลาที่ใช้ในการวัดผลความสำเร็จค่อนข้างน้อย และข้อมูลที่ใช้ในการวิจัยเป็นการเก็บรวบรวมข้อมูลภายในระยะเวลาหนึ่งเท่านั้น รวมไปถึงงานวิจัยในครั้งนี้ไม่ได้มีการพิจารณาปัจจัยด้านอื่นๆ ที่เป็นปัจจัยที่ควบคุมไม่ได้ จึงอาจส่งผลให้ข้อมูลไม่เพียงพอต่อการพยากรณ์ที่แม่นยำ

ข้อเสนอแนะสำหรับการศึกษาในครั้งต่อไป

1. ควรเพิ่มปริมาณกลุ่มตัวอย่างที่ใช้ในการวิจัยเพื่อทำให้ค่าความแม่นยำของโมเดลมากขึ้น จะทำให้การพยากรณ์แม่นยำมากขึ้น

2. ควรขยายระยะเวลาที่ใช้ในการศึกษา และวัดผลความสำเร็จ อาจเพิ่มเติมข้อมูลแวดล้อมเพื่อประกอบการวิจับ อาจส่งผลให้การพยากรณ์แม่นยำขึ้น

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แนวทางการเพิ่มความผูกพันในองค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่

Guidelines to develop organizational commitment of employee in the Government Savings Bank, Head office

จนัญญา ภู่ศิริวัฒน์ Jananya Poosiriwat [1]
ศุภสัณห์ ปรีดาวิภาต[2]

บทคัดย่อ

การศึกษาแนวทางการเพิ่มความผูกพันในองค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่ มีวัตถุประสงค์ (1) เพื่อศึกษาสาเหตุของปัญหาการลาออกของพนักงานธนาคารออมสินสำนักงานใหญ่ (2) เพื่อศึกษาแนวทางการแก้ปัญหาการลาออกของพนักงานธนาคารออมสินสำนักงานใหญ่ (3) เพื่อศึกษาปัจจัยที่มีอิทธิพลต่อการลาออกของพนักงานธนาคารออมสินสำนักงานใหญ่ และสัมภาษณ์ตัวแทนของพนักงานธนาคารออมสินสำนักงานใหญ่ โดยแจกแบบสอบถามและสัมภาษณ์ตัวแทนของพนักงานฯ ที่ต้องการลาออก ผลการศึกษา พบว่า ผู้ตอบแบบสอบถามที่มีอายุ เงินเดือน ระดับการศึกษาสูงสุด และประสบการณ์ทำงานที่แตกต่างกันมีความผูกพันขององค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่ แตกต่างกัน ส่วนสาเหตุของปัญหาการลาออกของพนักงานธนาคารออมสินสำนักงานใหญ่ คือ ปัญหาด้านประสบการณ์ในงาน ปัญหาด้านลักษณะการทำงาน ปัญหาความพึงพอใจต่อการปฏิบัติงาน และปัญหาด้านความผูกพันต่อองค์กร มีแนวทางที่เหมาะสมในการแก้ปัญหา คือ ธนาคารออมสินควรเพิ่มจำนวนพนักงานให้สอดคล้องกับปริมาณงาน กำหนดแผนการทำงานในวันหยุดล่วงหน้าอย่างน้อย 3 เดือน เป็นต้น

คำสำคัญ: ประสบการณ์ในงาน ลักษณะการทำงาน ความพึงพอใจต่อการปฏิบัติงาน ความผูกพันต่อองค์กร

Abstract

This study aims to (1) find causes of employee resignation, (2) study guideline on resigning employee problem, and (3) explore influencing factors of employee resignation of the Government Savings Bank, head office. The questionnaires were delivered to employees of the bank, together with interviewed with resigning employees. The findings revealed that organizational commitment is associated with several background characteristics including age, salary, education, and work experiences. As well, the reason of resignation was addressed as work experiences, nature of work, work satisfaction, and employee engagement. The proper guideline was suggested as describes: The GSB should recruit more employee based on the workload along with creates workplan on holiday at least 3 months in advance.

Keywords: Work experiences, Nature of work, Satisfaction, Employee engagement

บทนำ

ปัจจุบันกลุ่มสถาบันการเงินที่อยู่ภายใต้การดูแลของรัฐบาลจะมีสวัสดิการและความมั่นคงค่อนข้างสูง มีความแน่นอนของการเลื่อนขั้นเงินเดือนและมีวันหยุดประจำสัปดาห์ จำนวน 2 วัน ส่วนสถาบันการเงินทั่วไป ถ้าเป็นบริษัทขนาดใหญ่มีทุนจดทะเบียนสูงและมีการดำเนินงานมากกว่า 10 ปี จะมีความมั่นคงเช่นเดียวกับสถาบันการเงินที่อยู่ภายใต้การดูแลของรัฐบาล ส่วนบริษัทสินเชื่อท้องถิ่นและบริษัทบัญชีทั่วไป จะพบว่า มีความมั่นคงต่ำกว่าและไม่มีสวัสดิการด้านการรักษาพยาบาลของบิดา มารดา ภรรยา สามี และบุตร ซึ่งจากรายงานของธนาคารออมสินสำนักงานใหญ่ พบว่า ตั้งแต่ปี 2560 -2564 มีจำนวนพนักงานธนาคารออมสินสำนักงานใหญ่ขอลาออกต่อเนื่องทุกปี โดยเฉพาะตั้งแต่ปี 2563 – 2564 จะพบจำนวนพนักงานขอลาออก ร้อยละ 3.5 โดยในปี 2562 มีจำนวนพนักงานขอลาออกสูงที่สุด คือ ร้อยละ 4.48 ดังนั้นในการศึกษาครั้งนี้ ผู้วิจัยจึงมีความต้องการศึกษาถึงแนวทางในการเพิ่มความผูกพันให้กับพนักงานสำนักงานใหญ่ โดยทำการศึกษากับพนักงานที่ต้องการลาออก เพื่อให้ผู้วิจัยทราบถึงสาเหตุในการลาออกของพนักงานและนำผลการศึกษามาสร้างแนวทางการแก้ปัญหาการลาออกของพนักงานธนาคารออมสินสำนักงานใหญ่ ซึ่งการที่หน่วยงานที่พนักงานธนาคารออมสินสังกัดอยู่ขาดบุคลากรในการทำงาน เพราะการจัดสรรพนักงานใหม่ ต้องใช้ระยะเวลา ส่งผลกระทบต่อคุณภาพ

[1] สาขาวิชาการจัดการ คณะบริหารธุรกิจ มหาวิทยาลัยหอการค้าไทย (086-9533860 E-mail : JananyaP2@gmail.com)
[2] สาขาวิชาการจัดการ คณะบริหารธุรกิจ มหาวิทยาลัยหอการค้าไทย

การบริการของหน่วยงานนั้น โดยเฉพาะธนาคารออมสินสาขา ที่จะทำให้ภาระงานของพนักงานที่อยู่มีมากขึ้น การบริการลูกค้ามีคุณภาพลดลง ส่งผลต่อจำนวนลูกค้าที่เข้ามาใช้บริการที่ต้องใช้เวลาในการเข้ารับบริการมากขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสาเหตุของปัญหาการลาออกของพนักงานธนาคารออมสินสำนักงานใหญ่
2. เพื่อศึกษาแนวทางการแก้ปัญหาการลาออกของพนักงานธนาคารออมสินสำนักงานใหญ่
3. เพื่อศึกษาปัจจัยที่มีอิทธิพลต่อการลาออกของพนักงานธนาคารออมสินสำนักงานใหญ่
4. เพื่อศึกษาแนวทางในการเพิ่มความผูกพันธ์ต่อองค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่

วิธีการดำเนินการวิจัย

<u>ขอบเขตประชากร</u> คือ จำนวนพนักงานธนาคารออมสินสำนักงานใหญ่ จำนวน 5,188 ราย โดยกลุ่มตัวอย่างได้มาจาก

1. การวิจัยเชิงปริมาณ ได้มีการคำนวณขนาดของกลุ่มตัวอย่างโดยใช้สูตรของยามาเน่ (Yamane, 1973) ที่ระดับความเชื่อมั่น 95 %

$$n = \frac{N}{1+Ne^2}$$

โดยที่ n = ขนาดของกลุ่มตัวอย่าง
N = จำนวนประชากร คือ 5,188 คน
E = 0.05 ที่ระดับความเชื่อมั่น ร้อยละ 95

สามารถคำนวณขนาดกลุ่มตัวอย่างตามสูตรดังกล่าวได้ดังนี้

$$n = \frac{5,188}{1+ 5,188\ (0.05)\ 2}$$

$$n = 371.2$$

แต่เพื่อความครบถ้วนและป้องกันความผิดพลาดของข้อมูลในแบบสอบถาม ผู้วิจัยจึงเพิ่มจำนวนกลุ่มตัวอย่าง ร้อยละ 10 ดังนั้นจะได้ขนาดกลุ่มตัวอย่างเท่ากับ 408 ราย

2. การวิจัยเชิงคุณภาพ สัมภาษณ์เชิงลึกกับพนักงานธนาคารออมสินสำนักงานใหญ่ที่ต้องการลาออก จำนวน 10 ราย

<u>วิธีการสุ่มตัวอย่าง</u> ขนาดของกลุ่มตัวอย่างในการวิจัยครั้งนี้ จะดำเนินการสุ่มตัวอย่างดังนี้

ขั้นตอนที่ 1 การสุ่มตัวอย่างแบบเจาะจง โดยเลือกเฉพาะพนักงานธนาคารออมสินสำนักงานใหญ่

ขั้นตอนที่ 2 การสุ่มตัวอย่างโดยใช้แบบสะดวก หลังจากได้กำหนดตัวอย่างตามขั้นตอนที่ 1 ผู้วิจัยได้ดำเนินการแจกแบบสอบถามผ่านรูปแบบออนไลน์ (QR Code)

ขั้นตอนที่ 3 ดำเนินการขอความร่วมมือในการตอบแบบสอบถามผ่านทางกลุ่มไลน์ของพนักงานธนาคารออมสินสำนักงานใหญ่

<u>ตัวแปรที่ใช้ในการวิจัย</u>

1. ปัจจัยส่วนบุคคล
2. ปัจจัยด้านประสบการณ์ในงานของพนักงานธนาคารออมสินสำนักงานใหญ่
3. ปัจจัยด้านลักษณะการทำงานของพนักงานธนาคารออมสินสำนักงานใหญ่
4. ความพึงพอใจต่อการปฏิบัติงานของพนักงานธนาคารออมสินสำนักงานใหญ่
5. แรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสินสำนักงานใหญ่

<u>ขอบเขตการวิจัย</u>

ขอบเขตเนื้อหา คือ

1. การวิจัยเชิงปริมาณ ดำเนินการแจกแบบสอบถามกับกลุ่มตัวอย่าง มีเครื่องมือที่ใช้ศึกษา คือ แบบสอบถามปลายปิด

2. การวิจัยเชิงคุณภาพ มีประเด็นการสัมภาษณ์ ดังนี้

2.1 สาเหตุของปัญหาการลาออกของพนักงานธนาคารออมสินสำนักงานใหญ่

2.2 แนวทางการแก้ปัญหาการลาออกของพนักงานธนาคารออมสินสำนักงานใหญ่

ขอบเขตพื้นที่ คือ ธนาคารออมสินที่อยู่ภายใต้การดูแลของธนาคารออมสินสำนักงานใหญ่

ขอบเขตระยะเวลา คือ สิงหาคม - พฤศจิกายน 2565

<u>เครื่องมือที่ใช้ในการวิจัย</u>

1. <u>ข้อมูลเชิงปริมาณ</u> เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลในการศึกษาวิจัยครั้งนี้ คือ แบบสอบถาม (Questionnaire) ที่มีคำถามชนิดปลายปิด โดยแบ่งโครงคำถามออกเป็น 5 ส่วน ได้แก่

ส่วนที่ 1 คำถามเกี่ยวกับปัจจัยส่วนบุคคล จำนวน 5 ข้อ

ส่วนที่ 2 คำถามเกี่ยวกับปัจจัยด้านประสบการณ์ในงานของพนักงานธนาคารออมสิน จำนวน 5 ข้อ โดยใช้มาตราส่วนประมาณค่า (Rating Scale) ใช้ระดับการวัดข้อมูลประเภทอันตรภาค (Interval Scale) ตามวิธีของลิเคอร์ท (Likert)

ส่วนที่ 3 คำถามเกี่ยวกับปัจจัยด้านลักษณะการทำงานของพนักงานธนาคารออมสิน จำนวน 12 ข้อ โดยใช้มาตราส่วนประมาณค่า (Rating Scale) ใช้ระดับการวัดข้อมูลประเภทอันตรภาค (Interval Scale) ตามวิธีของลิเคอร์ท (Likert)

ส่วนที่ 4 คำถามเกี่ยวกับความพึงพอใจต่อการปฏิบัติงานของพนักงานธนาคารออมสิน จำนวน 9ข้อ โดยใช้มาตราส่วนประมาณค่า (Rating Scale) ใช้ระดับการวัดข้อมูลประเภทอันตรภาค (Interval Scale) ตามวิธีของลิเคอร์ท (Likert)

ส่วนที่ 5 คำถามเกี่ยวกับแรงจูงใจในการปฏิบัติงานของพนักงานธนาคารออมสิน จำนวน 9 ข้อ โดยใช้มาตราส่วนประมาณค่า (Rating Scale) ใช้ระดับการวัดข้อมูลประเภทอันตรภาค (Interval Scale) ตามวิธีของลิเคอร์ท (Likert)

ส่วนที่ 6 คำถามเกี่ยวกับความผูกพันขององค์กรของพนักงานธนาคารออมสิน จำนวน 5 ข้อ โดยใช้มาตราส่วนประมาณค่า (Rating Scale) ใช้ระดับการวัดข้อมูลประเภทอันตรภาค (Interval Scale) ตามวิธีของลิเคอร์ท (Likert) เกณฑ์การให้คะแนน ลักษณะแบบสอบถามเป็นแบบมาตราส่วนประมาณค่า Rating scale 5 ระดับ ตามมาตราวัดแบบลิเคิร์ท (Likert's Scale)

เกณฑ์การให้คะแนน ลักษณะแบบสอบถามเป็นแบบมาตราส่วนประมาณค่า Rating scale 5 ระดับ ตามมาตราวัดแบบลิเคิร์ท (Likert's Scale)โดยกำหนดเกณฑ์การให้คะแนนในแต่ละระดับมีเกณฑ์การให้คะแนน ดังนี้

ระดับคะแนน		แปลความหมาย
1	หมายถึง	น้อยที่สุด
2	หมายถึง	น้อย
3	หมายถึง	ปานกลาง
4	หมายถึง	มาก
5	หมายถึง	มากที่สุด

2. <u>ข้อมูลเชิงคุณภาพ</u> เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลในการศึกษาวิจัยครั้งนี้ คือ แบบสัมภาษณ์เชิงลึก มีประเด็นศึกษา ดังนี้

1. ปัจจัยด้านประสบการณ์ในงานของพนักงานธนาคารออมสินสำนักงานใหญ่
2. ปัจจัยด้านลักษณะการทำงานของพนักงานธนาคารออมสินสำนักงานใหญ่
   - 2.1 สภาพแวดล้อมในการทำงาน
   - 2.2 รูปแบบการทำงานในปัจจุบัน
   - 2.3 ความก้าวหน้าและความมั่นคงในงาน
   - 2.4 โอกาสในการพัฒนาขีดความสามารถของตนเอง
   - 2.5 การทำงานร่วมกันและความสัมพันธ์กับบุคคลอื่น
3. ความพึงพอใจต่อการปฏิบัติงานของพนักงานธนาคารออมสินสำนักงานใหญ่
   - 3.1 ค่าตอบแทนที่เพียงพอและยุติธรรม
   - 3.2 สิทธิส่วนบุคคล
   - 3.3 ความสมดุลของชีวิต
4. ความผูกพันต่อองค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่

ขั้นตอนในการวิจัย

1. การเก็บข้อมูลแบบปฐมภูมิ (Primary Study) ผู้ค้นคว้าทำการเก็บรวบรวมข้อมูลเป็นแบบ Mix Method ทั้งเชิงปริมาณและคุณภาพ โดยดำเนินการดังนี้

1) การเก็บรวบรวมข้อมูลเชิงปริมาณ

1. ผู้ค้นคว้าขอหนังสืออนุญาตเก็บข้อมูลจากทางมหาวิทยาลัยหอการค้าไทยถึงผู้อำนวยการธนาคารออมสิน สำนักงานใหญ่ เพื่อทำการเก็บข้อมูลกับกลุ่มตัวอย่าง

2. ผู้ค้นคว้าดำเนินการแจกแบบสอบถามกับพนักงานธนาคารออมสินสำนักงานใหญ่ โดยดำเนินการแจกแบบสอบถามผ่านรูปแบบ Qr-Code ที่สร้างจากแบบสอบถามออนไลน์ โดยดำเนินการแจกผ่านทาง Line ของพนักงานธนาคารออมสินสำนักงานใหญ่

3. ผู้ค้นคว้านำแบบสอบถามที่กรอกข้อมูลเรียบร้อยแล้วนำไปวิเคราะห์ข้อมูลตามวิธีการทางสถิติ

2) การเก็บรวบรวมข้อมูลเชิงคุณภาพ

1. ผู้ค้นคว้าขอหนังสืออนุญาตเก็บข้อมูลจากทางมหาวิทยาลัยหอการค้าไทยถึงผู้อำนวยการธนาคารออมสิน สำนักงานใหญ่ เพื่อทำการเก็บข้อมูลกับกลุ่มตัวอย่าง

2. ผู้ค้นคว้าดำเนินการสัมภาษณ์ด้วยตนเอง โดยใช้แบบสัมภาษณ์แบบมีโครงสร้างและบันทึกเสียงการสัมภาษณ์ไว้

3. ผู้ค้นคว้านำข้อมูลที่ได้จากการบันทึกเสียงสัมภาษณ์มาถอดเทป สรุปประเด็นที่ได้เพื่อนำมาวิเคราะห์สรุปผล

2. การเก็บข้อมูลแบบทุติยภูมิ (Secondary Study) ศึกษาแนวคิดเกี่ยวกับความผูกพันขององค์กร แนวคิดเกี่ยวกับคุณภาพชีวิตของพนักงาน แนวคิดเกี่ยวกับความพึงพอใจในการทำงาน แนวคิดเกี่ยวกับลักษณะงาน และงานวิจัยที่เกี่ยวข้อง รวมถึงรายงานผลการดำเนินงานของธนาคารออมสินในปี 2564 และ ปี 2565 และข้อมูลการรายงานผลการปฏิบัติการของบุคลากรธนาคารออมสินสำนักงานใหญ่ ประจำปี 2564

วิธีการวิเคราะห์ข้อมูล

1. การวิเคราะห์ข้อมูลในเชิงปริมาณ

หลังจากผู้วิจัยได้แบบสอบถามครบตามจำนวนที่กำหนดไว้แล้ว ผู้วิจัยจึงทำการตรวจสอบความถูกต้อง สมบูรณ์ของข้อมูล และแยกแบบสอบถามที่ไม่สมบูรณ์ออก หลังจากนั้นนำข้อมูลมาจัดระเบียบกลุ่มข้อมูล ลงรหัส นำไปบันทึกผลลงในคอมพิวเตอร์ และวิเคราะห์ประมวลผลโดยใช้โปรแกรมสำเร็จรูป

2. การวิเคราะห์ข้อมูลเชิงคุณภาพ

การวิเคราะห์ผลเชิงคุณภาพวิเคราะห์โดยการสร้างรหัส และลงรหัสข้อมูลนั้นโดยใช้เทคนิคการวิเคราะห์เนื้อหา (Content analysis) โดยวิเคราะห์ความหมายทางภาษา (Manifest) โดยตรงของตัวบทและเนื้อใน ของบท (Text) และวิเคราะห์ความหมายทางความรู้สึก หรือวิเคราะห์นัยที่แอบแฝงอยู่ (Latent) ซึ่งจะรวมการตีความและนัยทางบริบท (Context) ของภาษาและผู้ใช้ภาษาไว้ด้วย

3. วิเคราะห์สาเหตุของปัญหาการย้ายสาขาของพนักงาน ด้วยแผนผังก้างปลาหรือเรียกเป็นทางการว่า แผนผังสาเหตุและผล (Cause and Effect Diagram)

ขั้นตอนที่ 1 สรุปผลการศึกษาจากการแจกแบบสอบถาม โดยดูคำตอบของข้อคำถามที่มีระดับคะแนนอยู่ระหว่าง น้อยที่สุด ถึงปานกลาง นำมาสรุปผลในภาพรวม

ขั้นตอนที่ 2 สรุปผลจากแบบสอบถามในประเด็นสาเหตุของปัญหาการลาออกของพนักงานธนาคารออมสิน สำนักงานใหญ่

ขั้นตอนที่ 3 ดำเนินการวิเคราะห์ผลจากผลการสรุปข้อมูลจากขั้นตอนที่ 1 และ 2 มาวิเคราะห์ด้วยแผนผังสาเหตุและผล (Cause and Effect Diagram) เพื่อวิเคราะห์หาสาเหตุที่แท้จริงของปัญหาการลาออกของพนักงาน

ขั้นตอนที่ 4 นำข้อมูลที่ได้จากการวิเคราะห์หาสาเหตุที่แท้จริงของปัญหาการลาออกของพนักงาน มาหาแนวทางในการแก้ไขปัญหา

4. วิธีการค้นหาแนวทางการแก้ไขปัญหา

ดำเนินการวิเคราะห์ข้อมูลองค์กรด้วย SWOT Analysis ดังนี้

S = Strengths หมายถึงจุดแข็งขององค์กร

W = Weaknesses หมายถึงจุดอ่อนขององค์กร

O = Opportunities หมายถึงโอกาสขององค์กร

T = Threats หมายถึงปัญหาหรืออุปสรรคขององค์กร

จากนั้นนำมาสร้างแนวทางเลือกด้วยการวิเคราะห์ TOW Matrix จำนวน 4 แนวทาง

5. วิธีการประเมินทางเลือก ด้วยเงื่อนไข ข้อดี ข้อเสีย งบประมาณ และระยะเวลาในการดำเนินการ

สรุปผลการวิจัย

พนักงานธนาคารออมสินสำนักงานใหญ่ส่วนใหญ่เป็นเพศหญิง มีอายุ 31 – 40 ปี มีประสบการณ์ในงานเกี่ยวกับเมื่อมีเหตุการณ์คับขันหรือร้ายแรงเกิดขึ้น มั่นใจว่าสามารถควบคุมอารมณ์ได้ สามารถแก้ไขปัญหาต่างๆ ที่เกิดขึ้นในระหว่างปฏิบัติงานได้ และมีความเชี่ยวชาญในงานที่ทำ ส่วนใหญ่พอใจในสภาพแวดล้อมของสถานที่ทำงาน มีการพัฒนาตนเองผ่านการอบรม การศึกษาต่อในระดับที่สูงขึ้น แต่บางส่วนรู้สึกไม่พึงพอใจในค่าตอบแทนเพราะคิดว่า ค่าตอบแทนไม่พอต่อการดำรงชีพในปัจจุบัน โดยในความผูกพันที่มีต่อองค์กร จะพบว่าส่วนใหญ่พนักงานธนาคารออมสินยังมีความต้องการในการทำงานที่ธนาคารออมสินต่อ ยกเว้นกลุ่มพนักงานที่มีอายุการทำงานเหลือน้อย จะมีความคิดที่ลาออกเพราะได้รับบำเหน็จ บำนาญจากการปฏิบัติงานตามเกณฑ์ขั้นต่ำที่องค์กรกำหนด คือ ต้องทำงานมากกว่า 25 ปี ส่วนผลการศึกษาเชิงปริมาณจะพบว่า ปัจจัยส่วนบุคคลด้านอายุ เงินเดือน ระดับการศึกษา และประสบการณ์ทำงานที่แตกต่างกันส่งผลต่อความผูกพันขององค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่แตกต่างกัน และพบว่าปัจจัยด้านประสบการณ์ในงาน ปัจจัยด้านลักษณะการทำงาน ความพึงพอใจต่อการปฏิบัติงานและแรงจูงใจในการปฏิบัติงานมีอิทธิพลต่อความผูกพันขององค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่ ที่ระดับนัยสำคัญ 0.05

การวิเคราะห์ปัญหาจะพบว่า ปัญหาของพนักงานธนาคารออมสินสำนักงานใหญ่ คือ

1. ปัญหาด้านประสบการณ์ในงานของพนักงานธนาคารออมสินสำนักงานใหญ่ ได้แก่ ลักษณะงานที่ทำไม่ตรงกับวุฒิการศึกษา การขาดอิสระในการตัดสินใจในการทำงาน การถูกควบคุมการทำงานจากระบบอาวุโส

2. ปัญหาด้านลักษณะการทำงานของพนักงานธนาคารออมสินสำนักงานใหญ่ คือ ลักษณะงานมีความจำเจ ขาดความท้าทาย ขาดการควบคุมการทำงาน ด้วยตนเอง ธนาคารออมสินไม่มีนโยบายให้พนักงานพัฒนาตนเองจากการศึกษาต่อ ธนาคารออมสินขาดการส่งเสริมให้เพื่อนร่วมงานมีความสามัคคี มีการทำงานร่วมกัน

3. ปัญหาความพึงพอใจต่อการปฏิบัติงานของพนักงานธนาคารออมสินสำนักงานใหญ่ คือ ค่าตอบแทนที่เพียงพอไม่เพียงพอต่อการดำรงชีพในปัจจุบัน ปริมาณงานไม่สอดคล้องกับเงินเดือนและค่าตอบแทนที่ได้รับ และการบังคับให้ทำงานในวันหยุด/ล่วงเวลา

4. ปัญหาด้านความผูกพันต่อองค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่ คือ ปัญหาความไม่เป็นธรรมในการเลื่อนตำแหน่ง และความรู้สึกเบื่อหน่ายกับการทำงานของธนาคารออมสิน

ดังนั้น ผู้วิจัยจึงกำหนดแนวทางในการปฏิบัติดังนี้

ขั้นตอนที่ 1 ธนาคารออมสินสำนักงานใหญ่ดำเนินการประชุมบุคลากรในธนาคารออมสินสำนักงานใหญ่ เพื่อวิเคราะห์ความต้องการ ความสามารถในการทำงานของพนักงานแต่ละคน และมีการกำหนดแผนการทำงานที่ชัดเจน และสร้างเป็นเงื่อนไขในการเลื่อนตำแหน่งแบบลายลักษณ์อักษร ร่วมกับการแผนการทำงานล่วงหน้า 3 เดือนและวางแนวทางการแก้ปัญหา นอกจากนี้ ควรวางแผนการทำงานของพนักงานที่ใกล้เกษียณอายุ หรือมีอายุการทำงานมากกว่า 20 ปี เพื่อวิเคราะห์ความสามารถในการเป็นพี่เลี้ยงให้กับพนักงานบรรจุใหม่

ขั้นตอนที่ 2 จัดทำคำสั่งแบ่งการทำงานที่เหมาะสมกับพนักงานตามตำแหน่ง วุฒิการศึกษาและความเชี่ยวชาญ ร่วมกับแผนการทำงานแบบรายปี รายไตรมาส รายเดือนและรายสัปดาห์ จัดวางอัตรากำลังในการทำงานล่วงเวลาให้ชัดเจน สอบถามความพอใจของพนักงานก่อนการประกาศให้พนักงานทราบ

ขั้นตอนที่ 3 พนักงานปฏิบัติงานตามหน้าที่ได้รับมอบหมาย

ขั้นตอนที่ 4 ประเมินผลการทำงานและเลื่อนตำแหน่งให้พนักงานตามผลงานที่ปรากฏ

อภิปรายผลการวิจัย

จากผลการศึกษา แนวทางการเพิ่มความผูกพันในองค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่ สามารถอภิปรายผลตามสมมติฐานการศึกษาดังนี้

สมติฐานข้อที่ 1 ปัจจัยส่วนบุคคล ด้านอายุ รายได้ต่อเดือน ระดับการศึกษาและประสบการณ์ในงานที่แตกต่างกันส่งผลต่อความผูกพันขององค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่แตกต่างกัน สอดคล้องกับงานวิจัยของดวงใจ มงคลเจริญสุข (2559) ศึกษาความสัมพันธ์ของคุณภาพชีวิตการทำงานและความพึงพอใจในการทำงาน ของพนักงานธนาคารออมสินสาขาในเขตชลบุรี พบว่ากลุ่มตัวอย่างที่มีเพศ อายุ ระดับการศึกษา ตำแหน่งและอายุงาน ที่ต่างกันมีความพึงพอใจและความผูกพันในองค์กรในภาพรวมแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สอดคล้องกับงานวิจัยของศุภยา ชูอินทร์ (2559) ศึกษาผลกระทบของความพึงพอใจของพนักงานต่อการตัดสินใจลาออก ผลการศึกษาพบว่า ลุ่มตัวอย่างที่มีอายุแตกต่างกัน ส่งผลกระทบต่อการตัดสินใจลาออก แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และสอดคล้องกับงานวิจัยของณัฐชนา งานดี (2559) ศึกษาคุณภาพชีวิตในการทำงานที่มีอิทธิพล

ต่อความผูกพันของพนักงานและลูกจ้าง ธนาคารออมสินเขตหนองบัวลำภู พบว่า กลุ่มตัวอย่างที่มี อายุ รายได้ต่อเดือน ระดับการศึกษาที่ต่างกัน ส่งผลต่อความผูกพันขององค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่แตกต่างกัน

สมมติฐานข้อที่ 2 ปัจจัยด้านประสบการณ์ในงานมีอิทธิพลต่อความผูกพันขององค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่ สอดคล้องกับผลการศึกษาเชิงปริมาณ พบว่า ธนาคารออมสินสำนักงานใหญ่ควรเสริมสร้างการพัฒนาพนักงานในด้านบุคลิกภาพ ความเชี่ยวชาญในงานที่พนักงานทำและสร้างความก้าวหน้าในสายงานที่พนักงานมีความเชี่ยวชาญและความถนัด ปิยาภรณ์ ประทุมสังข์ (2559) ศึกษาคุณภาพชีวิตการทำงานในองค์กรกับการลาออกก่อนเกษียณอายุของพนักงานธนาคารออมสิน ภาค 16-18 ผลการวิจัยพบว่า พนักงานธนาคารออมสิน ภาค 16-18 ให้ความสำคัญกับค่าตอบแทน ความสุขในการทำงาน และสภาพแวดล้อมในการทำงาน มากที่สุด อีกทั้งยังพบว่า ปัจจัยด้านผู้บังคับบัญชา ปัจจัยด้านค่าตอบแทน ปัจจัยด้านหน้าที่การงาน ปัจจัยด้านเพื่อนร่วมงาน และปัจจัยด้านองค์กร ส่งผลต่อแนวโน้มการลาออกของพนักงานธนาคารออมสิน อย่างมีนัยสำคัญที่ระดับ 0.05 สอดคล้องกับงานวิจัยวราภรณ์ นราพงษ์ (2559) ศึกษาความสัมพันธ์ระหว่างปัจจัยด้านบุคคลและความพึงพอใจด้านคุณภาพชีวิตการทำงาน ของพนักงานและลูกจ้างธนาคารออมสิน ในจังหวัดขอนแก่น ผลการศึกษา พบว่า กลุ่มตัวอย่าง มี ความภูมิใจในองค์กรมากที่สุด รองลงมาคือ ด้านโอกาสพัฒนาขีดความสามารถของผู้ปฏิบัติงานด้านรายได้และผลประโยชน์ตอบแทนที่ยุติธรรมและเพียงพอ ด้านความก้าวหน้า ด้านการบริหารงานที่เป็นธรรมและเสมอภาค ด้านความสัมพันธ์ภายในหน่วยงาน ด้านความสมดุลของช่วงเวลาที่ใช้ในการทำงานและช่วงเวลาที่พักผ่อนมีความเป็นส่วนตัว ด้านสภาพที่ทำงานถูกสุขลักษณะและปลอดภัย ตามลำดับ

สมมติฐานข้อที่ 3 ปัจจัยด้านลักษณะการทำงานมีอิทธิพลต่อความผูกพันขององค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่ สอดคล้องกับผลการศึกษาเชิงปริมาณ พบว่า ธนาคารออมสินสำนักงานใหญ่ควรมีการจัดบริเวณหน่วยงานมีแสงสว่าง มีความสะอาด ปกรณ์เครื่องมือเครื่องใช้ในการทำงานอย่างเพียงพอ ร่วมกับการสร้างความก้าวหน้าของตำแหน่งหน้าที่ในองค์กร เหมาะสม เปิดโอกาสให้พนักงานทุกคนได้ศึกษาต่อในระดับที่สูงขึ้น ควบคุมการทำงาน ด้วยตนเอง สอดคล้องกับแนวคิดของHackman and Oldham (2000 อ้างถึงใน ธาราทิพท์ พจน์สุภาพ, 2560) กล่าวว่า ปัจจัยที่จะส่งผลกระทบต่อประสิทธิภาพของคุณลักษณะงานคือภาวะทางจิตวิทยา เพราะเป็นสิ่งที่ทำให้บุคลากรเกิดแรงจูงใจในการทำงาน ความพึงพอใจในงาน และประสิทธิผลในการทำงาน สอดคล้องกับงานวิจัยของ สร้อยฟ้า กามนต์ (2561) ศึกษาแนวโน้มที่มีอิทธิพลต่อความตั้งใจลาออก ของพนักงานสังกัดกลุ่มบริหารความเสี่ยง ธนาคารออมสิน ผลการวิจัย พบว่า ปัจจัยด้านลักษณะของงานที่ปฏิบัติ ด้านโอกาสและความก้าวหน้าในการปฏิบัติงาน ด้านนโยบาย และการบริหารงาน ด้านความสัมพันธ์ต่อหัวหน้างาน ด้านความสัมพันธ์ต่อเพื่อนร่วมงาน ด้านผลตอบแทนและสวัสดิการ มีอิทธิพลต่อความตั้งใจลาออก ของพนักงานสังกัดกลุ่มบริหารความเสี่ยง ธนาคารออมสิน

สมมติฐานข้อที่ 4 ความพึงพอใจต่อการปฏิบัติงานมีอิทธิพลต่อความผูกพันขององค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่สอดคล้องกับผลการศึกษาเชิงปริมาณ พบว่า ธนาคารออมสินสำนักงานใหญ่ควรให้ค่าตอบแทนที่เพียงพอสำหรับการใช้จ่ายตามภาวะเศรษฐกิจการครองชีพในปัจจุบัน สิทธิในการปกป้องข้อมูลเกี่ยวกับการทำงาน ฎระเบียบขององค์กรฯ สร้างความเสมอภาคในการทำงาน และให้เวลาพักผ่อนอย่างเพียงพอ สอดคล้องกับแนวคิดของ Locke (2000 อ้างถึงใน กอบชัย อ้นนาค 2560) ได้เสนอองค์ประกอบที่ส่งผลต่อความพึงพอใจในการปฏิบัติงาน ไว้ 9 ด้าน คือ ตัวงาน เงินเดือน การเลื่อนตำแหน่ง การได้รับการยอมรับนับถือ ผลประโยชน์เกื้อกูล สภาพการทำงาน การนิเทศงาน เพื่อนร่วมงาน องค์การและการบริหารงาน ซึ่งวิธีการจูงใจที่กล่าวข้างต้นเป็นองค์ประกอบพื้นฐานที่นักพฤติกรรมศาสตร์เห็นว่า มีส่วนในการจูงใจให้คนหรือบุคคลพึงพอใจในการปฏิบัติงาน โดยแต่ละคนจะมีความต้องการแตกต่างกันไป สอดคล้องกับงานวิจัยของศุภยา ชูอินทร์ (2559) ศึกษาผลกระทบของความพึงพอใจของพนักงานต่อการตัดสินใจลาออก ผลการศึกษาพบว่า ปัจจัยที่ส่งผลต่อความพึงพอใจในการทำงานของกลุ่มตัวอย่าง คือ ความเป็นอิสระในการทำงาน ความยุติธรรมในการทำงาน ความสามารถของพนักงาน และค่าตอบแทนกับสวัสดิการนอกจากนี้ ยังพบผลการทดสอบสมมติฐานพบว่า ความพึงพอใจในการทำงานมีอิทธิพลต่อการตัดสินใจลาออกของพนักงาน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานข้อที่ 5 แรงจูงใจในการปฏิบัติงานมีอิทธิพลต่อความผูกพันขององค์กรของพนักงานธนาคารออมสินสำนักงานใหญ่ สอดคล้องกับแนวคิดของ Yousef (2020 อ้างถึงใน ดวงใจ มงคลเจริญสุข, 2559) กล่าวว่า ความผูกพันต่อองค์การ โดยปกติแล้วมีความสัมพันธ์กันอย่างมากกับความพึงพอใจในงาน ซึ่งทำให้อัตราการลาออกของบุคลากรน้อยลง สอดคล้องกับงานวิจัยของณัฐชนา งานดี (2559) ศึกษาคุณภาพชีวิตในการทำงานที่มีอิทธิพลต่อความผูกพันของพนักงานและลูกจ้าง ธนาคารออมสินเขตหนองบัวลำภู ผลการวิจัยพบว่า ลุ่มตัวอย่างมีความผูกพันองค์กรมากที่สุดในด้าน ผลประโยชน์ตอบแทน ความก้าวหน้าในงานและโอกาสพัฒนาศักยภาพ การให้อำนาจ และสภาพแวดล้อมในการทำงาน ข้อเสนอแนะ ธนาคารควรเก็บรวบรวมข้อมูลเพื่อวิเคราะห์ ในเรื่องของการกำหนดหลักเกณฑ์การปรับขึ้นเงินเดือน ค่าตอบแทนพิเศษ และสวัสดิการอื่นๆ เพื่อให้บุคลากรเกิดความเท่าเทียมและมีความเหมาะสมกับงานในแต่ล่ะตาแหน่ง เพื่อช่วยลดค่าใช้จ่ายให้แก่บุคลากรที่มีเงินเดือนน้อย

ข้อเสนอแนะ

สำหรับผลการศึกษาจะพบว่าความผูกพันในองค์กรมีความเกี่ยวพันกับการขอลาออกของพนักงาน ดังนั้นองค์กร ต้องมีส่วนช่วยแก้ไขหรือขจัดสาเหตุที่พนักงานลาออก ไม่ควรผลักภาระให้คนใดคนหนึ่งหรือหน่วยงานใด การแก้ไขที่ดีก็คือการป้องกันไม่ให้เกิดสาเหตุที่จะทาให้พนักงานลาออก ในส่วนของพนักงานหากมีความคิดที่จะช่วยแก้ไขสาเหตุของการลาออก สามาถทำได้ด้วยการทำงานเป็นทีม สร้างความสัมพันธ์อันดีกับเพื่อนร่วมงาน

ส่วนผู้บังคับบัญชาก็ต้องปรับปรุงวิธีการปกครองบังคับบัญชาให้ถูกต้องเหมาะสม ให้ความเป็นธรรม แบ่งงานอย่างยุติธรรม ไม่เลือกที่รักมักที่ชังและไม่เลือกปฏิบัติ ระมัดระวังการเกิดอคติและความลำเอียง ประเมินผลการปฏิบัติงานอย่างถูกต้องเชื่อถือได้และเที่ยงตรง ส่งเสริมความก้าวหน้าให้แก่พนักงานผู้มีศักยภาพสูง และมีผลการปฏิบัติงานสูง เป็นพี่เลี้ยงเอาใจใส่ดูแลทุกข์สุขและช่วยแก้ไขปัญหาและอุปสรรคในการทำงาน เสริมสร้างขวัญกำลังใจ ให้ผู้ใต้บังคับบัญชามีความสุขจากความสำเร็จในการทำงาน เป็นแบบอย่างแก่ผู้อื่น ทำให้ผู้ใต้บังคับบัญชารู้สึกตนว่ามีคุณค่าต่องาน สร้างความยึดเหนี่ยวทางจิตใจและให้ความเป็นกันเอง ทำให้ทุกคนสนุกกับงาน ให้คำชี้แนะสอนงานให้ทำงานได้ถูกต้องสะดวกรวดเร็วและปลอดภัย ให้คำปรึกษาแนะนำ สร้างแรงจูงใจในการทำงาน ให้โอกาสแสดงความคิดเห็น มีโครงสร้างการทำงานและโอกาสความก้าวหน้าชัดเจน

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แนวทางการเพิ่มประสิทธิภาพการขนส่ง กรณีศึกษา:บริษัทสิทธิโลจิสติกส์(ประเทศไทย)จำกัด

Guidelines for optimizing transport efficiency Case Study: Sitthi Logistics (Thailand) Co., Ltd.

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อศึกษาปัญหาและหาสาเหตุที่ก่อให้เกิดการขนส่งล่าช้าในการขนส่งและเพื่อหาแนวทางในการแก้ไขปัญหาโดยงานวิจัยนี้จะศึกษาดูงานในปัญหาของการขนส่งสินค้าล่าช้าและหาแนวทางปรับปรุงประสิทธิภาพให้ดียิ่งขึ้นโดยใช้เครื่องมือได้แก่แผนผังก้างปลา (Fishbone Diagram) ในการวิเคราะห์หาสาเหตุของปัญหา และเครื่องมือการควบคุมด้วยการมองเห็น (Visual Control) มาเพื่อใช้ในการแก้ไขปัญหาการขนส่งล่าช้า ซึ่งพบว่า สาเหตุของปัญหาเกิดขึ้นจากคำสั่งเรียกของลูกค้าส่งผลให้เกิดความล่าช้าในการขนส่งสินค้าไปยังปลายทาง ส่งผลต่อความเชื่อถือที่มีต่อการให้บริการขนส่งสินค้าซึ่งจะส่งผลให้ระยะเวลาในการขนส่งในแต่ละครั้งไม่มีความแน่นอนดังนั้นผู้วิจัยได้ใช้แผนผังก้างปลา (Fishbone Diagram) มาวิเคราะห์สาเหตุของปัญหาที่แท้จริง และหาแนวทางการปรับปรุงปัญหาการส่งสินค้าล่าช้าด้วยวิธีการระดมสมองและได้ใช้หลักการการควบคุมด้วยการมองเห็น (Visual Control) ในการแก้ไขปัญหาด้วยการจัดทำบอร์ดติดตามคำสั่งเรียกของลูกค้า ผลการวิจัยและการรวบรวมข้อมูลพบว่าจำนวนการขนส่งล่าช้าลดลงจาก12ครั้งในเดือนกันยายน ค่าใช้จ่ายที่สูญเสียในการขนส่งล่าช้า12,000บาท ลดเหลือ7ครั้งในเดือนตุลาคม ค่าใช้จ่ายที่สูญเสียในการขนส่งล่าช้า7,000บาท แสดงว่าหลังปรับปรุงจำนวนการส่งสินค้าล่าช้าเพิ่มขึ้นร้อยละ 41.66

คำสำคัญ: การขนส่งสินค้าล่าช้า,ค่าใช้จ่ายสูญเสีย,เครื่องมือการควบคุมด้วยการมองเห็น

Abstract

The purpose of this study is to study the problem and find out the causes that caused the delay in transportation and to find ways to solve the problem. This research will study the problem of delayed transportation and find solutions. Improved efficiency by using tools such as the Fishbone Diagram for root cause analysis. and visual control tools (Visual Control) to be used to solve the problem of delayed shipments It was found that the cause of the problem arose from the customer's order resulting in a delay in the delivery of the goods to the destination. This affects the reliability of the freight service, which will result in the uncertainty of the duration of each transportation. Therefore, the researcher used a fishbone diagram to analyze the root cause of the problem and finding ways to improve the problem of delayed delivery by brainstorming and using the principle of visual control to solve the problem by creating a board to track customer orders. The results of research and data collection showed that the number of shipment delays decreased from 12 in September. The cost of loss in transportation delays is 12,000 baht. Reduced to 7 times in October. The cost of loss in transportation delays is 7,000 baht. It shows that after adjusting the number of late shipments increased by 41.66 percent.

Keywords: Cargo delays, lost costs, vision control tools

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บทนำ

การคมนาคมขนส่งเป็นปัจจัยพื้นฐานที่สำคัญในการ ขับเคลื่อนการพัฒนาเศรษฐกิจสังคม และเพิ่มขีดความสามารถ ในการแข่งขันบนเวทีการค้าที่เป็นการเชื่อมโยงจากธุรกิจ กระจายไปสู่ตลาดต่างๆ สำหรับภาคการคมนาคมขนส่ง จะมีลักษณะพิเศษที่เกิดขึ้นจากกิจกรรม หรือปัจจัยอื่นๆ ที่เป็นการ ให้บริการตอบสนองความต้องการของผู้บริโภคต่างๆ ซึ่งผล กระทบ และความท้าทายที่ได้รับจากกระแสโลกาภิวัตน์ในด้าน ต่างๆ ตลอดจนความเปลี่ยนแปลงทางด้านอุตสาหกรรมเพื่อส่งเสริมสร้างประสิทธิภาพในการแข่งขัน ดังนั้นการพัฒนาภาคการคมนาคมการขนส่ง ที่ชัดเจนและทัน ต่อการเปลี่ยนแปลง ช่วยให้สามารถรองรับ ระบบการขนส่ง ได้อย่างมีประสิทธิภาพ และยั่งยืนสามารถพัฒนาเศรษฐกิจ และสังคมได้ ทั้งการนำ เทคโนโลยีต่าง ๆ มาใช้ในการพัฒนาระบบการขนส่ง เพื่อพัฒนาองค์กรและเพิ่มขีดความสามารถในการแข่งขันให้สามารถ ตอบสนองต่อความต้องการต่างๆ ที่เพิ่มขึ้นอย่างรวดเร็ว ต่อเนื่องเพื่อความอยู่รอดขององค์กรการบริการขนส่ง และการ ส่งมอบสินค้าที่ล่าช้าย่อมส่งผลกระทบทำให้มีความสูญเสีย เกิดขึ้นที่ไม่สามารถอย่างหลีกเลี่ยงได้ ส่งผลต่อการบริการขนส่ง สินค้าที่ไม่ได้ประสิทธิภาพ ไม่ได้รับความเชื่อถือในการบริการ ขนส่ง ซึ่งส่งผลต่อกำไรของสถานประกอบการรวมทั้ง การเกิดต้นทุนค่าใช้จ่ายที่เพิ่มขึ้นในการดำเนินงาน สำหรับความเสียหายที่เกิดจากการขนส่ง หรือเกิดการส่งมอบสินค้าที่ล่าช้า ที่ส่งผลให้เกิดความสูญเสีย และไม่สามารถแข่งขัน เพื่อยกระดับการให้บริการขนส่ง ที่มี ประสิทธิภาพอย่างเต็มที่ได้

การปฏิบัติงานในบริษัทกรณีศึกษา บริษัท สิทธิ โลจิสติกส์ (ประเทศไทย) จำกัด จากงานของแผนกขนส่งและบริการเป็นการขนส่งเกี่ยวกับมีการขนส่งสินค้า ให้กับบริษัทต่าง ๆ และมีการร้องเรียนจากลูกค้าเรื่องการขนส่งสินค้าล่าช้าส่งผลต่อความน่าเชื่อถือของบริษัท ปัญหาที่พบบ่อยส่วนใหญ่ จะอยู่ในกระบวนการทำงาน คือ ไม่มีการติดตามสถานะ คำสั่งเรียกของลูกค้าและโรงงานไม่ได้ทำการเตรียมสินค้าไว้ล่วงหน้า ส่งผลให้เกิดความล่าช้าในการ ขนส่งสินค้าไปยังปลายทางและจำนวนการขนส่งล่าช้า12ครั้งในเดือนกันยายน ค่าใช้จ่ายที่สูญเสียในการขนส่งล่าช้า12,000 บาท ซึ่งจะส่งผลให้เส้นทางในการขนส่งและระยะเวลาในการขนส่งในแต่ละครั้งไม่มีความแน่นอนและทำให้ต้นทุนการขนส่งเพิ่มขึ้น

งานวิจัยนี้ได้นำเครื่องมือ 7QC Tools ได้แก่ ใบตรวจสอบ(Check sheet) ใช้ในการเก็บข้อมูล หาสาเหตุโดยใช้แผนผังก้างปลา (Fishbone Diagram) จากนั้นได้ทำการระดมสมอง (Brainstorming)กับผู้ที่มีส่วนเกี่ยวข้องเพื่อหาแนวทางการแก้ไขปัญหา

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัญหาและหาสาเหตุที่ก่อให้เกิดการขนส่งล่าช้าในการขนส่งสินค้า
2. เพื่อหาแนวทางการเพิ่มประสิทธิภาพการขนส่งสินค้าให้กับบริษัทกรณีศึกษา

วิธีการดำเนินการวิจัย

ขอบเขตของเรื่อง

1. ด้านเนื้อหา

งานวิจัยครั้งนี้จะทำการศึกษาข้อมูลการขนส่งสินค้าประเภทสินค้าอุปโภค บริโภค น้ำมัน และไม้,ท่อนไม้ของ บริษัท สิทธิ โลจิสติกส์ (ประเทศไทย) จำกัด

2. ด้านเวลา

งานวิจัยนี้จะเก็บข้อมูลตั้งแต่ วันที่ 26 สิงหาคม 2565 ถึง 2 ธันวาคม 2565

3. ด้านสถานที่

ฝ่ายปฏิบัติการขนส่งบริษัทสิทธิ โลจิสติกส์ (ประเทศไทย) จำกัด

ขั้นตอนดำเนินงาน

1. สำรวจสืบค้นและเก็บข้อมูลเกี่ยวกับการขนส่งสินค้าล่าช้าของแผนกขนส่งสินค้า

ได้แก่ ข้อมูลจำนวนครั้ง จำนวนค่าใช้จ่ายที่สูญเสีย และประเภทของสินค้าที่ทำการขนส่งสินค้าล่าช้า และจำนวนครั้งที่โดนลูกค้าร้องเรียน

2. ศึกษาทฤษฎีและงานวิจัยที่เกี่ยวข้องได้แก่

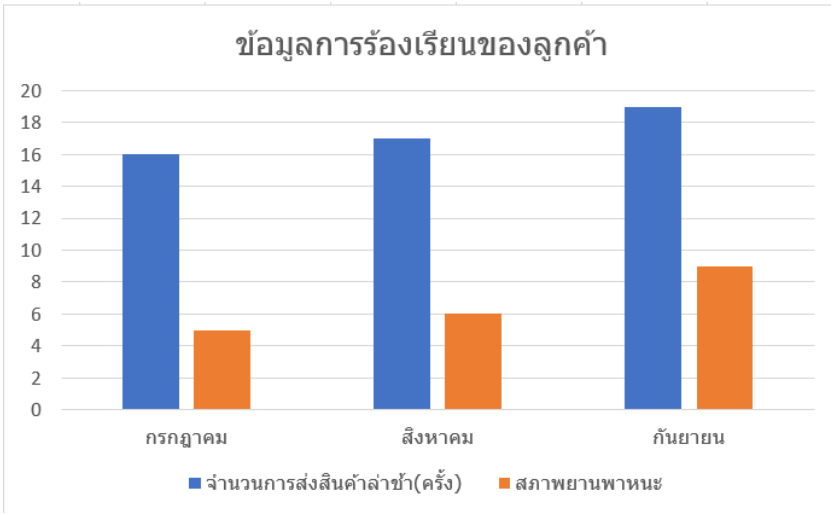
1. เครื่องมือการควบคุมด้วยการมองเห็น (Visual Control)
2. เครื่องมือคุณภาพ7ชนิด 7QC (Tools) ได้แก่
   (1) กราฟ (Graph)ใช้เพื่อแสดงข้อมูลเป็นรูปภาพเพื่อให้เข้าใจง่ายและรวดเร็ว
   (2) ใบตรวจสอบ (Check Sheet) ใช้เพื่อเก็บข้อมูล
   (3) แผนผังก้างปลา(Fishbone Diagram)
3. เครื่องมือระดมสมอง (Brain Storming)

3. นำข้อมูลที่ได้ในข้อ 1 มาวิเคราะห์และหาสาเหตุโดยใช้แผนผังก้างปลา (Fishbone diagram)
4. หาแนวทางการแก้ไขปัญหาโดยการระดมสมอง
5. ดำเนินการแก้ไขปัญหาตามแนวทางการแก้ไขปัญหา
6. วิเคราะห์เปรียบเทียบผลการวิจัยก่อนและหลังปรับปรุง
7. สรุปผลและข้อเสนอแนะ

ผลการวิจัย

1 สำรวจสืบค้นและเก็บข้อมูลเกี่ยวกับการขนส่งสินค้าล่าช้าของแผนกขนส่งสินค้า ได้แก่ ข้อมูลจำนวนครั้ง จำนวนค่าใช้จ่ายที่สูญเสีย และประเภทของสินค้าที่ทำการขนส่งสินค้าล่าช้า และจำนวนครั้งที่โดนลูกค้าร้องเรียน

ผู้วิจัยได้ทำการเก็บข้อมูลเกี่ยวกับข้อมูลการโดนลูกค้าร้องเรียนโดยเก็บข้อมูลย้อนหลัง3เดือนตั้งแต่เดือนกรกฎาคมถึงเดือนกันยายน แสดงดังภาพที่ 1



ภาพที่ 1 แสดงข้อมูลการร้องเรียนของลูกค้าเป็นระยะเวลา 3 เดือน

จากภาพที่ 1 แสดงให้เห็นถึงจำนวนครั้งที่ลูกค้าร้องเรียนเรื่องการขนส่งสินค้าล่าช้าของบริษัทกรณีศึกษาพบว่าในเดือนกันยายนมีจำนวนการร้องเรียนเรื่องการขนส่งสินค้าล่าช้าจำนวน19ครั้งผู้วิจัยจึงทำการเก็บข้อมูลการขนส่งสินค้าล่าช้าโดยแบ่งเป็นประเภทสินค้า 3 ประเภทดังนี้ 1.สินค้าอุปโภค บริโภค 2.น้ำมัน 3.ไม้,ท่อนไม้ แสดงดังตารางที่ 1

ตารางที่ 1 แสดงรายระเอียดสินค้าแต่ละประเภทในการขนส่งสินค้าล่าช้า

รายการ	จำนวนครั้งการขนส่งสินค้าล่าช้าในเดือน(ครั้ง)			รวมจำนวนการขนส่งสินค้าล่าช้า(ครั้ง)	ร้อยละจำนวนการขนส่งสินค้าล่าช้า
	ก.ค.	ส.ค.	ก.ย.		
สินค้าอุปโภค บริโภค	9	10	12	31	70.45
น้ำมัน	1	3	5	9	20.45
ไม้,ท่อนไม้	1	1	2	4	9.10
รวม	11	14	19	44	100

ตารางที่ 2 แสดงการศึกษาข้อมูลจำนวนค่าใช้จ่ายที่สูญเสีย (บาท)

รายการ	จำนวนค่าใช้จ่ายสูญเสียจากขนส่งสินค้าล่าช้าในเดือน(บาท)			จำนวนค่าใช้จ่ายรวม(บาท)	ร้อยละจำนวนการขนส่งสินค้าล่าช้า
	ก.ค.	ส.ค.	ก.ย.		
สินค้าอุปโภค บริโภค	9,000	10,000	12,000	31,000	70.45
น้ำมัน	1,000	3,000	5,000	9,000	20.45
ไม้,ท่อนไม้	1,000	1,000	2,000	4,000	9.10
รวม	11,000	14,000	19,000	44,000	100

ข้อมูลจากตารางที่ 1 พบว่า สินค้าอุปโภค บริโภค ควรได้รับการพิจารณาแก้ไขเป็นอันดับแรกเนื่องจากมีจำนวนและมูลค่าความเสียหายมากที่สุดร้อยละ 70.45 รองลงมาเป็นน้ำมัน และไม้,ท่อนไม้ ตามลำดับ ซึ่งในขั้นตอนนี้ผู้วิจัยเลือกที่จะดำเนินการวิเคราะห์แก้ไขคือสินค้าอุปโภคบริโภค

ผู้วิจัยจึงได้เก็บข้อมูลการขนส่งสินค้าล่าช้าของสินค้าอุปโภค บริโภคที่ทำการขนส่งสินค้าล่าช้าของบริษัทกรณีศึกษาโดยข้อมูลของการสินค้าที่จัดส่ง จะประกอบไปด้วยสินค้าหลายชนิดหรือเป็นชุด รายการสินค้าเวลาลูกค้าออกคำสั่งเรียกสินค้า ลูกค้าจะเรียกสินค้าเป็นชุดส่วนคือ A,B,C,D,E,F,G,H และ J แสดงดังต่อไปนี้

นิยามศัพท์

A คือ กะทิ
B คือ ครีมเทียม
C คือ ซอส HI-Q
D คือ ซอสเด็กสมบูรณ์
E คือ น้ำดื่มมองต์เฟลอ
F คือ น้ำตาลกระสอบ
G คือ มาม่า
H คือ BABY LOVE
I คือ MEIJI

แสดงดังตารางตารางที่ 3 และตารางที่ 4

ตารางที่ 3 ข้อมูลจำนวนส่งมอบงานให้ลูกค้าไม่ทันตามเวลา(ครั้ง) ของเดือนกันยายน

รถขนส่งสินค้า	**จำนวนการส่งมอบสินค้าล่าช้าที่เกิดขึ้นในเดือนกันยายน(ครั้ง)**
A	2
B	5
C	0
D	0
E	0
F	1
G	1
H	2
I	1
รวม	**12**

จากตารางที่3 พบว่า จำนวนการส่งมอบสินค้าล่าช้าที่เกิดขึ้นในเดือนกันยายนมีจำนวนรวม12ครั้งของสินค้าทั้งหมด

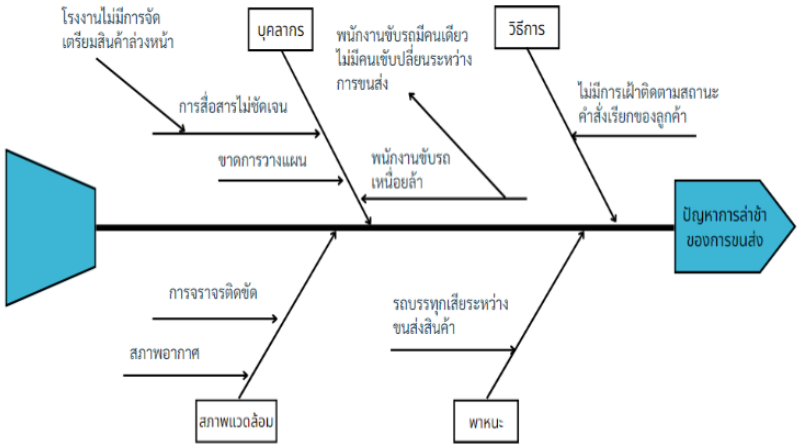
ตารางที่ 4 แสดงข้อมูลจำนวนค่าใช้จ่ายที่สูญเสียของเดือนกันยายนที่เกิดจากการขนส่งสินค้าล่าช้า

รถขนส่งสินค้า	จำนวนค่าใช้จ่ายที่สูญเสียที่เกิดจากความล่าช้าในเดือนกันยายน(บาท)
A	2,000
B	5,000
C	0
D	0
E	0
F	1,000
G	1,000
H	2,000
I	1,000
รวม	**12,000**

จากตารางที่ 4 พบว่า จำนวนค่าใช้จ่ายที่สูญเสียที่เกิดจากความล่าช้าในเดือนกันยายนมีมูลค่าสูญเสียรวม12,000บาทของสินค้าทั้งหมด

2 นำข้อมูลที่ได้ในข้อ 1 มาวิเคราะห์และหาสาเหตุโดยใช้แผนผังก้างปลา (Fishbone diagram) แสดงดังภาพที่ 2

หลังจากที่ผู้วิจัยได้ทำการเก็บข้อมูลจำนวนครั้งและมูลค่าความเสียหายที่ทำการขนส่งสินค้าล่าช้าแล้วนำมาวิเคราะห์เพื่อหาสาเหตุของปัญหาที่ทำให้เกิดการขนส่งสินค้าล่าช้าแสดงดังภาพที่ 2



3 หาแนวทางการแก้ไขปัญหาโดยการระดมสมอง

เมื่อทราบสาเหตุของปัญหาแล้วจะทำการระดมสมองกับผู้ที่เกี่ยวข้องและหาแนวทางการแก้ไขปัญหาแสดงดังตารางที่ 5

ตารางที่ 5 แนวทางการแก้ไขปัญหาโดยการระดมสมองกับผู้ที่เกี่ยวข้อง

ปัญหาด้าน	สาเหตุ	แนวทางการแก้ปัญหา
บุคลากร	1.พนักงานขาดการวางแผน 2.พนักงานสื่อสารไม่ชัดเจนกับโรงงาน ปลายทางทำให้โรงงานไม่ได้เตรียมสินค้าไว้ล่วงหน้า 3.พนักงานเหนื่อยล้าเนื่องจากมีคนขับรถคนเดียว	1.ผู้จัดการจัดประชุมและวางแผนการทำงานของพนักงานในบริษัท 2.จัดอบรมการทำงานเรื่องการสื่อสารการติดต่อประสานงานให้แก่พนักงานฝ่ายการติดต่อประสานงาน 3.จัดให้มีเด็กรถในการขนส่งสินค้าเพื่อให้มีการสลับตัวขับรถเพื่อลดความเหนื่อยล้าและลดเวลาพักของคนขับ
วิธีการ	4.ไม่มีการเฝ้าติดตามสถานะคำสั่งเรียกของลูกค้า	4.การจัดทำบอร์ดการติดตามสถานะคำสั่งสินค้าของลูกค้า (Customer Order Board) ในแต่ละคำสั่งใหม่
พาหนะ	5.รถบรรทุกเสียระหว่างการขนส่งสินค้า	5.จัดอบรมให้ความรู้ ดูแลบำรุงรักษา กับพนักงานขับรถในการตรวจสอบสภาพเบื้องต้น เข้าซ่อมบำรุงตรวจสภาพตามระยะที่กำหนด การจัดให้มีช่างซ่อมที่เพียงพอพร้อมบริการได้มาตรฐานอยู่เป็นประจำ และตรวจสภาพรถความพร้อมก่อนการเดินทางทั้งยังเตรียมเครื่องมือที่จำเป็นในการแก้ไขปัญหาเบื้องต้นและการให้มีช่างซ่อมภายนอกสถานที่กรณีฉุกเฉิน
สภาพแวดล้อม	6.การจราจรติดขัด 7.สภาพอากาศ	6.จัดให้มีการจัดเส้นทางการเดินรถสำหรับยานพาหนะ (Vehicle Routing Problem, VRP) มาใช้เพื่อจัดเส้นทางการขนส่ง

จากตาราง 5 ปัญหาด้านวิธีการถูกนำเสนอให้แก้ไขเป็นลำดับแรกโดยผู้จัดการของบริษัทกรณีศึกษา เนื่องจากแนวทางในการแก้ไขดังกล่าวมีความสอดคล้องกับปัญหาการขนส่งสินค้าเสียหายมากที่สุด อีกทั้ง แนวทางนี้ไม่ต้องมีการลงทุนเพิ่ม ดังนั้น จึงดำเนินการแก้ไขปัญหาด้วยวิธีการดังกล่าวและประเมินประสิทธิภาพของการดำเนินการแก้ไขด้วยการวัดสัดส่วนของจำนวนการขนส่งสินค้าล่าช้าต่อไป

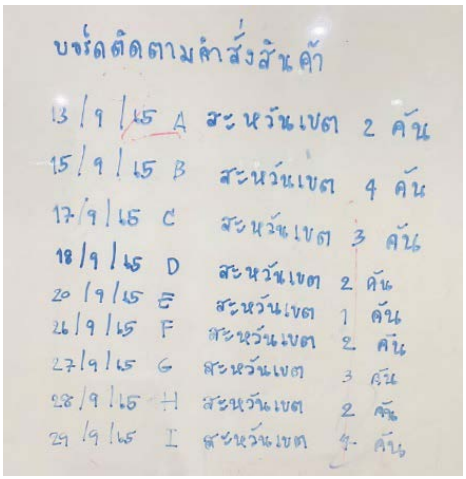
4 ดำเนินการแก้ไขปัญหาตามแนวทางการแก้ไขปัญหา

ปัญหาไม่มีการเฝ้าติดตามสถานะคำสั่งสินค้าของลูกค้าทำให้พนักงานไม่ทราบถึงสถานะของคำสั่งสินค้านั้นนั้นว่าขณะนี้อยู่ในสถานะใดเช่นสถานะรถตอนนี้ลงของส่งมอบสินค้าเสร็จแล้วเหลือเวลาในการส่งมอบสินค้าเท่าไหร่หรือสั่งงานในเร่งด่วนและในบางครั้งพนักงานมีการหลงลืมคำสั่งงานทำให้ลืมการติดตามการขนส่งสินค้าและไม่มีการประสานงาน

แนวทางการปรับปรุงกระบวนการดำเนินการ ใช้ระบบการควบคุมด้วยประสาทสัมผัส (Visual Control) โดยการจัดทำบอร์ดการติดตามสถานะคำสั่งสินค้าของลูกค้า (Customer Order Board) ในแต่ละคำสั่งใหม่ การควบคุมคำสั่งงานของลูกค้าด้วยการมองดู มีข้อมูลหลัก 4 ข้อ ดังนี้

1. เวลาที่ได้รับคำสั่งงานจากลูกค้า (Requested Time)
2. เวลาเริ่มจัดสินค้า (Start Pick)
3. เวลาที่จัดสินค้า(Completed pick/Pack)
4. เวลาที่ส่งมอบสินค้า (Delivered Time)

โดยบอร์ดติดตามคำสั่งสินค้า (Customer Ord Control Board) จะเป็นบอร์ดสีขาวขนาดใหญ่ที่ติดตั้งอยู่แผนกขนส่ง โดยมีพนักงานแต่ละส่วนที่รับผิดชอบจะคอยปรับข้อมูลแจ้งสถานะของคำสั่งสินค้าเวลา ทำให้พนักงานทุกส่วนโดยเฉพาะหัวหน้างานได้รับทราบ และสามารถควบคุมสิ่งผิดปกติที่อาจเกิดขึ้นได้โดยดูข้อมูลที่ปรากฏอยู่ที่บอร์ด ซึ่งสามารถติดตามคำสั่งต่างๆ ได้ทันทีโดยเฉพาะกรณีเกิดความล่าช้าหรือใกล้เวลาส่งมอบ รวมถึงปริมาณคำสั่งที่ต้องจัดและส่งสินค้า แสดงดังภาพที่ 3



ภาพที่ 3 บอร์ดติดตามคำสั่งสินค้าของลูกค้า (Customer Ord Control Board)

จากภาพที่ 3 เป็นข้อมูลการเขียนบอร์ดติดตามคำสั่งสินค้า สามารถแสดงได้ดังตารางที่ 6

ตารางที่ 6 แสดงตัวอย่างข้อมูลในบอร์ดติดตามคำสั่งสินค้าของลูกค้า

วันที่	รายการ	ปลายทาง	จำนวน
13/9/65	A	สะหวันเขต	2 คัน
15/9/65	B	สะหวันเขต	4 คัน
17/9/65	C	สะหวันเขต	3 คัน
18/9/65	D	สะหวันเขต	2 คัน
20/9/65	E	สะหวันเขต	1 คัน
26/9/65	F	สะหวันเขต	2 คัน
27/9/65	G	สะหวันเขต	3 คัน
28/9/65	H	สะหวันเขต	2 คัน
29/9/65	I	สะหวันเขต	4 คัน

จากภาพที่ 4 ทำให้พนักงานจัดสินค้าสามารถทำการจัดสินค้าได้ตามใบ PO คือ ตามวัน เวลา ไว้ล่วงหน้าได้ โดยมีการติดตามกระบวนการในการขนส่งสินค้า พร้อมกำหนดให้พนักงานติดต่อคนขับรถและคนขนสินค้า ขึ้น – ลง ว่าต้องจัดเตรียมสินค้าไว้ล่วงหน้าอย่างน้อย 1 วัน ดังนั้น เมื่อลูกค้ามีคำสั่งเรียกสินค้าเข้ามาทางบริษัทจะสามารถจัดส่งมอบสินค้าให้ลูกค้าได้ใน1-2 วัน โดยที่พนักงานจะยังคงต้องทำการจัดเตรียมเอกสารการขนส่งสินค้าเพื่อให้การจัดส่งสินค้านั้นเกิดข้อผิดพลาดน้อยที่สุดเวลาที่ส่งมอบสินค้าให้ลูกค้า

5 วิเคราะห์เปรียบเทียบผลการวิจัยก่อนและหลัง

หลังการดำเนินการในเดือนตุลาคมแสดงผลในการส่งมอบสินค้าไม่ทัน ดังตารางที่ 7

ตารางที่ 7 ข้อมูลจำนวนครั้งการส่งมอบสินค้าไม่ทันตามเวลา (ครั้ง) ของเดือนตุลาคม

รถขนส่งสินค้า	จำนวนการส่งมอบสินค้าล่าช้าที่เกิดขึ้นในเดือนตุลาคม(ครั้ง)
A	2
B	3
C	0
D	0

ตารางที่ 7 (ต่อ)

E	0
F	0
G	0
H	0
I	2
รวม	**7**

จากตารางที่ 7 พบว่า จำนวนการส่งมอบสินค้าล่าช้าที่เกิดขึ้นในเดือนตุลาคมลดเหลือ7ครั้งของสินค้าทั้งหมด

ตารางที่ 8 แสดงการศึกษาข้อมูลจำนวนค่าใช้จ่ายที่สูญเสีย (บาท) ของ เดือนตุลาคม ที่เกิดจากการขนส่งสินค้าล่าช้า

รถขนส่งสินค้า	**จำนวนค่าใช้จ่ายที่สูญเสียที่เกิดจากความล่าช้าในเดือนตุลาคม(บาท)**
A	2,000
B	3,000
C	0
D	0
E	0
F	0
G	0
H	0
I	2,000
รวม	**7,000**

จากตารางที่ 8 พบว่า จำนวนค่าใช้จ่ายที่สูญเสียที่เกิดจากความล่าช้าในเดือนตุลาคมลดเหลือ 7,000 บาทของสินค้าทั้งหมด

ตารางที่ 9 เปรียบเทียบผลก่อน-หลังการดำเนินงาน

รายละเอียด	ก่อน	หลัง	ผลต่าง	ร้อยละ
จำนวนการขนส่งล่าช้า(ครั้ง)	12	7	5	41.66
มูลค่าความเสียหาย(บาท)	12,000	7,000	5,000	

จากตารางที่ 9 แสดงผลการดำเนินงานก่อนและหลังการแก้ไขจะเห็นได้ว่าผลการปรับปรุงการขนส่งสินค้าล่าช้าลดลงจากเดือนกันยายน จำนวน 12ครั้ง จำนวนค่าใช้จ่ายที่สูญเสีย 12,000บาทเหลือการขนส่งสินค้าล่าช้า 7 ครั้ง จำนวนค่าใช้จ่ายที่สูญเสีย 7,000บาทแสดงว่าหลังปรับปรุงจำนวนการขนส่งสินค้าล่าช้าลดลง และดีขึ้นคิดเป็นร้อยละ 41.66 ทำให้แผนกขนส่งสินค้า มีคุณภาพมากขึ้นสามารถตอบสนองต่อความต้องการลูกค้าให้รวดเร็ว และตรงต่อเวลาที่กำหนดยิ่งขึ้นและบริษัทมีมูลค่าความเสียหายลดลงทำให้บริษัทมีกำไรเพิ่มมากขึ้น

สรุปผลการวิจัย

จากที่ผู้วิจัยได้ดำเนินงานวิจัยเรื่องแนวทางการปรับปรุงเพื่อเพิ่มประสิทธิภาพการติดตามการขนส่งกรณีศึกษา:บริษัทสิทธิโลจิสติกส์(ประเทศไทย)จำกัดผู้วิจัยได้ดำเนินขั้นตอนในการทำวิจัยตามลำดับ โดยมีวัตถุประสงค์ เพื่อศึกษาปัญหาและหาสาเหตุที่ก่อให้เกิดการขนส่งล่าช้าในการขนส่งและเพื่อหาแนวทางในการแก้ไขปัญหาและข้อเสนอแนะในกระบวนการขนส่งสินค้าภายในบริษัทสิทธิโลจิสติกส์(ประเทศไทย)จำกัด โดยได้นำเครื่องมือ7QC Tools ได้แก่ใบตรวจสอบ(Check sheet) ใช้ในการเก็บข้อมูล กราฟ

(Graph)ใช้แสดงข้อมูลเป็นรูปภาพเพื่อให้เข้าใจได้ง่ายขึ้นและรวดเร็วและแผนผังก้างปลา (Fishbone Diagram) เพื่อใช้ในการวิเคราะห์หาสาเหตุของปัญหาที่ก่อให้เกิดปัญหา การระดมสมอง (Brainstorming) ใช้เพื่อระดมความคิด และหาแนวทางการแก้ไขปัญหาร่วมกับผู้ที่มีส่วนเกี่ยวข้อง และเครื่องมือการควบคุมด้วยการมองเห็น (Visual Control)เพื่อเป็นการทำสื่อเพื่อสื่อสารให้พนักงานและบุคลากรที่เกี่ยวข้องทุกคนทราบถึงข้อมูลการขนส่งสินค้าของบริษัทกรณีศึกษาจากผลการวิจัย ผู้วิจัยสามารถสรุปได้ดังนี้

1 จากที่ผู้จัดทำวิจัยได้เก็บรวบรวมข้อมูลการร้องเรียนของลูกค้าย้อนหลัง3เดือนตั้งแต่เดือนกรกฎาคมถึงเดือนกันยายน พบว่าในเดือนกันยายนมีการร้องเรียนเรื่องการขนส่งสอนค้าล่าช้าเป็นจำนวน19ครั้ง จึงได้ทำการเก็บข้อมูลประเภทสินค้าที่มีการขนส่งสินค้าล่าช้าพบว่าสินค้าประเภทอุปโภค บริโภคมีจำนวนการขนส่งสินค้าล่าช้ามากที่สุดอยู่ที่70.45เปอร์เซ็นสาเหตุการเกิดการขนส่งสินค้าล่าช้าตั้งแต่วันที่ 1 กันยายน พ.ศ.2565จนถึงวันที่30 ตุลาคม พ.ศ.2565 โดย หลังจากเก็บรวบรวมข้อมูลการเกิดสินค้าเสียหายแล้วได้นำปัญหามาวิเคราะห์สาเหตุที่แท้จริงของปัญหาแล้วนำมาหาแนวทางการแก้ไขโดยการระดมสมองกับพนักงานและบุคคลที่เกี่ยวข้อง ผู้จัดทำวิจัยได้ทำการเปรียบเทียบผลก่อนและหลังการปรับปรุง พบว่ามีจำนวนการขนส่งสินค้าล่าช้าก่อนการปรับปรุง 12ครั้ง มูลค่าความเสียหาย12,000บาทและหลังปรับปรุง เหลือจำนวนการขนส่งสินค้าล่าช้าเหลือ7ครั้ง มูลค่าความเสียหายเหลือ 7,000 บาท ทำให้บริษัทกรณีศึกษามีจำนวนการขนส่งสินค้าล่าช้าและมูลค่าความสูญเสียลดลงและส่งผลให้บริษัทกรณีศึกษามีความน่าเชื่อถือและลูกค้าพึงพอใจมากขึ้นสำหรับการบริการการขนส่ง

2 ผู้วิจัยได้วิเคราะห์หาสาเหตุของปัญหาโดยใช้แผนผังก้างปลา (Fish bone diagram) และได้หาแนวทางการแก้ไขปัญหาด้วยการระดมสมองกับพนักงานที่เกี่ยวข้องปัญหาด้านวิธีการได้รับเลือกให้แก้ไขปัญหาเป็นอันนดับแรกเนื่องจากไม่ได้ลงทุนเพิ่มในการแก้ไขปัญหาและสามารถสรุปแนวทางการแก้ไขปัญหาได้ดังนี้

ปัญหาไม่มีการเฝ้าติดตามสถานะคำสั่งสินค้าของลูกค้าทำให้พนักงานไม่ทราบถึงสถานะของคำสั่งสินค้านั้นนั้นว่าขณะนี้อยู่ในสถานะใดเช่นสถานะรถตอนนี้ลงของส่งมอบสินค้าเสร็จแล้วไหมเหลือเวลาในการส่งมอบสินค้าเท่าไหร่หรือสั่งงานในเร่งด่วนและในบางครั้งพนักงานมีการหลงลืมคำสั่งงานทำให้ลืมการจัดสินค้าจนทำให้ไม่มีการจัดและส่งสินค้าให้ลูกค้า

แนวทางการปรับปรุงกระบวนการดำเนินการ ใช้ระบบการควบคุมด้วยประสาทสัมผัส (Visual Control) โดยการจัดทำบอร์ดการติดตามสถานะคำสั่งสินค้าของลูกค้า (Customer Order Board) ในแต่ละคำสั่งใหม่

อภิปรายผลการวิจัย

จากข้อค้นพบจากงานวิจัยครั้งนี้ผู้วิจัยได้นำประเด็นสำคัญมาอภิปรายผล พบว่าจากที่ผู้จัดทำวิจัยได้เก็บรวบรวมข้อมูลการร้องเรียนของลูกค้าย้อนหลัง3เดือนตั้งแต่เดือนกรกฎาคมถึงเดือนกันยายนพบว่าในเดือนกันยายนมีการร้องเรียนเรื่องการขนส่งสอนค้าล่าช้าเป็นจำนวน19ครั้ง จึงได้ทำการเก็บข้อมูลประเภทสินค้าที่มีการขนส่งสินค้าล่าช้าพบว่าสินค้าประเภทอุปโภค บริโภคมีจำนวนการขนส่งสินค้าล่าช้ามากที่สุดอยู่ที่70.45เปอร์เซ็นสาเหตุการเกิดการขนส่งสินค้าล่าช้าตั้งแต่วันที่ 1 กันยายน พ.ศ.2565จนถึงวันที่30 ตุลาคม พ.ศ.2565 โดย หลังจากเก็บรวบรวมข้อมูลการเกิดสินค้าเสียหายแล้วได้นำปัญหามาวิเคราะห์สาเหตุที่แท้จริงของปัญหาแล้วนำมาหาแนวทางการแก้ไขโดยการระดมสมองกับพนักงานและบุคคลที่เกี่ยวข้อง ผู้จัดทำวิจัยได้ทำการเปรียบเทียบผลก่อนและหลังการปรับปรุงดังตารางที่ 3.11 พบว่ามีจำนวนการขนส่งสินค้าล่าช้าก่อนการปรับปรุง 12ครั้ง มูลค่าความเสียหาย12,000บาทและหลังปรับปรุง เหลือจำนวนการขนส่งสินค้าล่าช้าเหลือ7ครั้ง มูลค่าความเสียหายเหลือ 7,000 บาท ทำให้บริษัทกรณีศึกษามีจำนวนการขนส่งสินค้าล่าช้าและมูลค่าความสูญเสียลดลงและส่งผลให้บริษัทกรณีศึกษามีความน่าเชื่อถือและลูกค้าพึงพอใจมากขึ้นสำหรับการบริการการขนส่งซึ่งสอดคล้องกับ[1]ประจักษ์ พรมงาม,ศักดิ์ กองสุวรรรณ,เชษฐ์ภณัฏ ลีลาศรีสิริ (2559)แนวทางพัฒนาลดความล่าช้าในการขนส่งสินค้าปูนซีเมนต์ผง กรณีศึกษา บริษัท มีนาทรานสปอร์ต จำกัดได้สร้างกรอบแนวคิดในการศึกษาปัญหา และแนวทางพัฒนา ลดความล่าช้าในการขนส่งสินค้าปูนซีเมนต์ผงของ บริษัทมีนาทรานสปอร์ต จำกัด โดยการประยุกต์แนวคิด การศึกษาศักยภาพของการขนส่งสินค้าปูนซีเมนต์ผง และ ข้อร้องเรียนการดำเนินการขนส่งจัดส่งรอบ 6 เดือน ตามภาพที่ 1 เป็นกรอบแนวคิดในการศึกษาปัญหาและแนวทางพัฒนาการขนส่งซึ่งจากภาพที่ 1 แสดงข้อร้องเรียนการดำเนินงานการจัดส่งรอบ 6 เดือน พบว่า ปัญหาการขนส่งสินค้าไม่ตรงเวลา มีอัตราสูงที่สุดเท่ากับ 75 ครั้ง คิดเป็นร้อยละ 46.30 รองลงมาปัญหาการขนส่งสินค้าไม่ครบตามปริมาณเท่ากับ 38 ครั้ง คิดเป็นร้อยละ 23.46 และปัญหาสภาพยานพาหนะเท่ากับ 35 ครั้ง คิดเป็นร้อยละ 21.60 ตามลำดับ ซึ่งปัญหาการส่งสินค้าไม่ตรงเวลาส่งผลต่อลูกค้าทำให้ขาดวัตถุดิบในการผลิตหล่อขึ้นรูปของแผ่นปูนของลูกค้าในหลายๆรายเนื่องมาจากการบริการขนส่งที่ล่าช้าอย่างต่อเนื่องส่งผลให้ความเชื่อถือที่มีต่อการให้บริการขนส่งสินค้าของบริษัท มีนาทรานสปอร์ต จำกัด ลดลงอย่างต่อเนื่องส่งผลกระทบต่อกำไร ทำให้การดำเนินงานธุรกิจเป็นไปด้วยความยากลำบาก ซึ่งจากข้อร้องเรียนในปัญหาการขนส่งสินค้าที่ไม่ตรงตามกำหนดเวลาจึงมีความสำคัญที่ผู้บริหารเล็งเห็นและจำเป็นต้องเร่งหาสาเหตุ และปัญหารวมทั้งหาแนวทางพัฒนาลดความล่าช้าในการขนส่งสินค้าที่ล่าช้าเพื่อให้สามารถตอบสนองต่อความต้องการลูกค้าให้รวดเร็ว และตรงต่อเวลาที่กำหนดยิ่งขึ้น

ข้อเสนอแนะ

ในการวิจัยครั้งนี้ผู้วิจัยพบว่าสาเหตุที่ทำให้ส่งสินค้าล่าช้ามาจากกระบวนการทำงานที่ไม่มีการติดตามการขนส่ง ทำให้การขนส่งสินค้าไม่มีประสิทธิภาพอาจจะหลงลืมคำสั่งซื้อหรือลืมสภานะการขนส่งสินค้า ผู้วิจัยจึงคิดว่าควรมีการติดตามการขนส่งที่เป็นระบบจะช่วยให้ตรวจสอบสถานะการขนส่งได้และทำงานเป็นระบบมากขึ้นและมีการจัดเส้นทางการขนส่งเพื่อให้มีระยะทางการขนส่งที่รวดเร็วมากขึ้น

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แนวทางการเพิ่มอัตราการซื้อประกันสุขภาพของประชากรในภาคใต้ตอนล่าง กรณีศึกษา: หน่วยงาน A บริษัท A

Guidelines for increasing the purchase rate of health insurance among the population in the Deep South Case Study: Agency A Company A

สุริวัสสา สมุทวงศ์วิริยะ[1]
ผุสดี พลสารัมย์[2]

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ เพื่อศึกษา 1) สาเหตุที่ทำให้อัตราการซื้อประกันสุขภาพของประชากรในภาคใต้ตอนล่าง ไม่เป็นไปตามเป้าหมายที่ตั้งไว้ 2) ปัจจัยส่วนประสมทางการตลาดบริการ (7Ps) ที่มีความสำคัญต่อการตัดสินใจซื้อ 3) การบริหารจัดการลูกค้าสัมพันธ์ (CRM) ที่มีความสำคัญต่อการตัดสินใจซื้อ 4) นำเสนอทางเลือกในการแก้ไขปัญหา เพื่อเพิ่มอัตราการซื้อประกันสุขภาพของประชากรในภาคใต้ตอนล่าง การศึกษานี้ใช้แนวคิด ทฤษฎีส่วนประสมทางการตลาดบริการ กระบวนการตัดสินใจซื้อ การจัดการลูกค้าสัมพันธ์ เครื่องมือในการเก็บข้อมูลคือ แบบสอบถามและแบบสัมภาษณ์ กลุ่มตัวอย่างคือผู้ที่คาดว่าจะเป็นลูกค้าในอนาคตจำนวน 218 คน และสัมภาษณ์เชิงลึกกับผู้บริหารและพนักงาน 6 คน กลุ่มลูกค้าที่ตัดสินใจซื้อและปฏิเสธการซื้อประกันสุขภาพ 10 คน สถิติที่ใช้วิเคราะห์ สถิติเชิงพรรณาคือ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติเชิงอนุมานคือ Multiple Regression การทดสอบสมมติฐานด้วยค่า t-test ANOVA

ผลการวิจัยพบว่า สาเหตุที่ทำให้อัตราการซื้อประกันสุขภาพของประชากรในภาคใต้ตอนล่าง ไม่เป็นไปตามเป้าหมายที่ตั้งไว้เกิดจากสาเหตุหลัก 4 ด้าน คือ ด้านบุคคล ด้านการส่งเสริมการตลาด ด้านผลิตภัณฑ์ และด้านการติดตามลูกค้า ปัจจัยส่วนประสมทางการตลาดบริการ 7 ด้าน พบว่ามีเพียง 4 ด้าน คือ ด้านการส่งเสริมการตลาด ด้านบุคคล และด้านกระบวนการ มีความสัมพันธ์กับกระบวนการการตัดสินใจซื้อประกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

ปัจจัยด้านการจัดการลูกค้าสัมพันธ์พบว่ามีเพียงปัจจัยเดียวคือ การสร้างสัมพันธภาพ มีความสัมพันธ์ต่อปัจจัยด้านการตัดสินใจซื้อ อย่างมีนัยสำคัญทางสถิติที่ 0.05 การศึกษานี้นำเสนอแนวทางเลือก และประเมินทางเลือกไว้ 3 แนวทาง ผลการวิเคราะห์นำเสนอว่าแนวทางที่เหมาะสมที่สุด คือ การจัดอบรมตัวแทนจำหน่ายในรูปแบบปฏิสัมพันธ์ และการกำหนดดัชนีชี้วัดผลงานให้เป็นรูปธรรม

คำสำคัญ : ส่วนประสมทางการตลาดบริการ การบริหารจัดการลูกค้าสัมพันธ์ การตัดสินใจซื้อ ประกันสุขภาพ ภาคใต้ตอนล่าง

Abstract

The purpose of this study is to study 1) why the health insurance purchase rate of the population in the lower areas of the south has not reached the target. 2) Service marketing portfolio (7Ps) that is critical to purchase decision 3) Customer relationship management (CRM) that is critical to purchase decision. 4) Propose solutions to improve the medical insurance purchase rate of the population in the lower areas of the south Service marketing portfolio theory, purchase decision-making process, customer relationship management. Data collection tools are questionnaires and interviews. The sample was 218 prospective customers, and in-depth interviews were conducted with 6 executives and employees. 10 customers who decide to buy and refuse to buy health insurance. The statistics used to analyze descriptive statistics are frequency and percentage. Mean, standard deviation and inferential statistics are multivariate hypothesis tests with t-test ANOVA values.

The study found that the main reasons why the population in the lower areas in the south failed to reach the goal of purchasing health insurance were: Four aspects are personal, marketing promotion, product and customer tracking. Seven service marketing factors found that only The four aspects are marketing promotion,

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human resources and processes related to the decision-making process of insurance purchase. The statistical significance is 0.05.

The customer relationship management factor found that only one factor is relationship building, which is related to purchase decision factors. The statistical significance is 0.05. Three alternative methods are proposed and evaluated in this study. The analysis results show that the most appropriate method It is to train dealers in an interactive way and determine specific performance indicators.
Keywords: marketing mix, customer relationship management, purchase decision Southern Health Insurance

1. บทนำ

บริษัท A เริ่มต้นทำธุรกิจครั้งแรกในเมืองเซี่ยงไฮ้ ประเทศจีน และได้เริ่มต้นธุรกิจในประเทศไทย ตั้งแต่ ปี 2481 ตามข้อมูล ณ วันที่ 1 มิถุนายน 2565 บริษัท A มีสำนักงานตัวแทนจำหน่ายประกันชีวิตทั่วประเทศเป็นจำนวน 484 สำหนักงาน แบ่งเป็นสำนักงานในภาคใต้จำนวน 87 สำนักงาน และสำนักงานตัวแทนจำหน่ายประกันชีวิตบริษัท เอไอเอ จำกัด หน่วยงาน A ที่จะใช้เป็นกรณีศึกษาในครั้งนี้ ตั้งอยู่ที่จังหวัดตรัง เริ่มต้นทำธุรกิจเมื่อวันที่ 1 มกราคม 2560 เป็นหน่วยงานภายใต้สำนักงานจังหวัดตรัง กฤตภาส 2 โดยมี นายปิยะศักดิ์ ศิรเศรษฐบุตร เป็นผู้จัดการหน่วย

ผลจากการสัมภาษณ์ผู้จัดการหน่วยงาน A บริษัท A (วันที่ 26 มิถุนายน 2565) ทำให้ทราบถึงปัญหาของหน่วยงานที่มียอดขายตั้งแต่เดือนมกราคม - มิถุนายน 2565 ไม่ตรงไปตามเป้าที่ตั้งไว้ ผู้จัดการหน่วยงาน A ได้ตั้งเป้ายอดขายประกันสุขภาพรวมทั้งปีไว้ที่ 10,000,000 บาท หรือเฉลี่ยต่อเดือนคือ 830,000 บาท ซึ่งหน่วยงาน A มียอดขายไม่เป็นไปตามเป้าที่ผู้จัดการหน่วยตั้งไว้ คือ เดือนมกราคม มียอดขาย 293,864 บาท เดือนกุมภาพันธ์ มียอดขาย 270,039 บาท เดือนมีนาคม มียอดขาย 372,113 บาท เดือนเมษายน มียอดขาย 241,318 บาท เดือนพฤษภาคม มียอดขาย 84,155 บาท และเดือนมิถุนายน มียอดขาย 213,790 บาท ส่งผลให้ 6 เดือนหลังเป็นเรื่องที่น่ากังวล จึงต้องศึกษาหาข้อมูล และสาเหตุของปัญหา เพื่อที่จะนำมาปรับแผนในการวางกลยุทธ์

การศึกษานี้มีวัตถุประสงค์ในการศึกษา 4 ประการ คือศึกษาสาเหตุที่ทำให้อัตราการซื้อประกันสุขภาพของประชากรในภาคใต้ตอนล่างไม่เป็นไปตามเป้าหมายที่ตั้งไว้ ศึกษาปัจจัยส่วนประสมทางการตลาดบริการ (7Ps) ที่มีความสำคัญต่อการตัดสินใจซื้อ ศึกษาการบริหารจัดการลูกค้าสัมพันธ์ (CRM) ที่มีความสำคัญต่อการตัดสินใจซื้อ และเพื่อนำเสนอทางเลือกในการแก้ไขปัญหา เพื่อเพิ่มอัตราการซื้อประกันสุขภาพของประชากรในภาคใต้ตอนล่าง

2. แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง

2.1 แนวคิด และทฤษฎีที่เกี่ยวข้อง

2.1.1 ทฤษฎีส่วนประสมทางการตลาดบริการ (Service Marketing 7 Ps)

Kotler (1997, อ้างใน โสภิตา รัตนสมโชค, 2558, หน้า 10) ได้กล่าวไว้ว่า ส่วนประสมทางการตลาด หมายถึง เครื่องมือทางการตลาด เดิมมีเพียง 4 ตัวแปร ได้แก่ ผลิตภัณฑ์ ราคา ช่องทางการจัดจำหน่ายผลิตภัณฑ์ และการส่งเสริมการตลาด ต่อมาได้มีการคิดตัวแปรเพิ่มมาอีก 3 ตัวแปร ได้แก่ บุคคล ลักษณะทางกายภาพ และกระบวนการ เพื่อให้ครอบคลุมสำหรับธุรกิจที่เป็นการบริการ

2.1.2 แนวคิดและทฤษฎีเกี่ยวกับการตัดสินใจซื้อ

ศิริวรรณ เสรีรัตน์ และคณะ (2541 อ้างใน กัลยรัตน์ โตสุขศรี 2552) ให้ความหมายเกี่ยวกับการตัดสินใจซื้อไว้ว่า กระบวนการในการเลือกที่จะกระทำสิ่งใดสิ่งหนึ่งจากทางเลือกต่างๆที่มีอยู่ ซึ่งผู้บริโภคมักจะต้องตัดสินใจในทางเลือกต่างๆของสินค้าและบริการอยู่เสมอ โดยที่เขาจะเลือกสินค้า หรือบริการตามข้อมูล และข้อจำกัดของสถานการณ์ โดยขั้นตอนของกระบวนการตัดสินใจซื้อของฟิลลิป คอตเลอร์ มี 5 ขั้นตอน คือ การรับรู้ถึงปัญหาที่เกิดขึ้น การค้นหาข่าวสารข้อมูล การประเมินผลทางเลือก การตัดสินใจซื้อ และการประเมินผลภายหลังการซื้อ

2.1.3 การสร้างความสัมพันธ์กับลูกค้า (CRM)

ชื่นจิตต์ แจ้งเจนกิจ (2546) ได้ให้ความหมายของการสร้างความสัมพันธ์กับลูกค้าไว้ว่า เป็นกิจกรรมทางการตลาดที่องค์กรต้องการสื่อสาร หรือกระทำต่อลูกค้า โดยมุ่งให้ลูกค้าเกิดความเข้าใจต่อตัวสินค้า หรือองค์กรมากยิ่งขึ้น มีการรับรู้ที่ดี รวมถึงรู้สึกชื่นชอบ ไว้ใจในบริษัท และสินค้า หรือการบริการของบริษัท โดยมุ่งเน้นกิจกรรมการสื่อสารแบบสองทาง องค์ประกอบหลักของการบริหารลูกค้าสัมพันธ์ คือ การสร้างสัมพันธภาพ การรักษาลูกค้า การรับฟังข้อมูลความคิดเห็น การติดตามลูกค้า การเสนอแนะบริการที่เป็นประโยชน์ การบริหารการสื่อสารระหว่างกัน รวมถึงช่องทางในการให้บริการ

2.2 เครื่องมือในการวิเคราะห์ที่เกี่ยวข้อง

แผนภูมิก้างปลา (Fishbone diagram) คาโอรุ อิชิกาว่า (1943, อ้างถึงใน ลลัลดา ชมโฉม, 2559 หน้า 5) แผนภูมิก้างปลาเป็นผังที่แสดงถึงความสัมพันธ์ระหว่างปัญหากับสาเหตุของปัญหาทั้งหมด เพื่อหาสาเหตุที่แท้จริง ผังนี้มีลักษณะคล้ายปลาที่ประกอบด้วย หัวปลา โครงร่างกระดูก แกนกลาง และก้างปลา โดยระบุปัญหาที่หัวปลา ระบุสาเหตุหลักของปัญหาเป็นลูกศรเข้าสู่กระดูกแกนกลาง และระบุสาเหตุย่อยที่เป็นไปได้ที่ ส่งผลกระทบให้เกิดปัญหานั้นเป็นลูกศรเข้าสู่สาเหตุหลัก

2.3 งานวิจัยที่เกี่ยวข้อง

ฐิติวรรณ หาจันดา (2563) ศึกษาค้นคว้าเรื่อง “ปัจจัยที่มีความสัมพันธ์ต่อการตัดสินใจเลือกซื้อประกันสุขภาพ กรณีศึกษาแบบประกันสุขภาพ ของบริษัท เมืองไทยประกันภัย จำกัด (มหาชน)” ผลการศึกษาพบว่า ปัจจัยที่สำคัญในการตัดสินใจเลือกซื้อประกันสุขภาพ คือ ด้านพนักงานบริการ และ ด้านการบริการ

สรฤทธิ์ ทรัพย์สมบัติ (2562) ศึกษาค้นคว้าเรื่อง “การกำหนดแนวทางการตลาดเพื่อการตัดสินใจเลือกซื้อกรมธรรม์ประกันชีวิตของผู้บริโภค ในเขตจังหวัดขอนแก่น” ผลการศึกษาพบว่า ปัจจัยส่วนประสมทางการตลาดที่มีอิทธิพลต่อการตัดสินใจซื้อในด้านของผลิตภัณฑ์ คือ มีแบบการประกันชีวิตให้เลือกหลายรูปแบบ ด้านราคา คือ อัตราค่าเบี้ยประกันชีวิตมีหลากหลายราคาตามช่วงอายุ ด้านช่องทางการจัดจำหน่าย คือ มีตัวแทน และสาขากระจายอยู่ทั่วประเทศ ด้านบุคลากร คือ ความน่าเชื่อถือของตัวแทน ด้านลักษณะทางกายภาพ คือ ผู้บริหารเป็นที่รู้จักทางสังคม และบริษัทประกันมีความมั่นคง ด้านกระบวนการ คือ มีระบบบริการการอนุมัติกรมธรรม์ที่รวดเร็ว และถูกต้อง

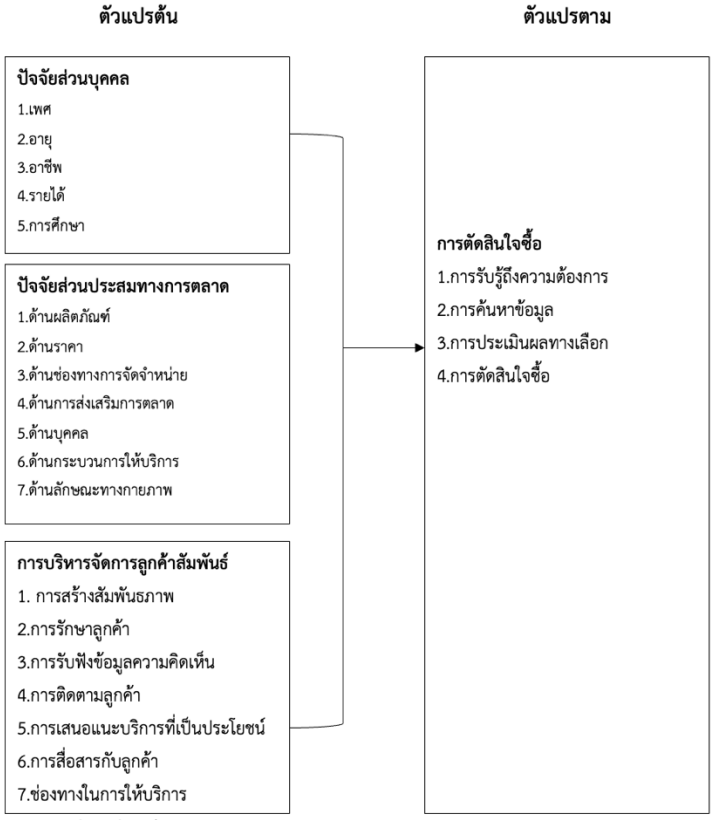
อาลิษา ชัชวาล (2562) ศึกษาค้นคว้าเรื่อง “การบริหารความสัมพันธ์กับลูกค้าเพื่อการเติบโตอย่างยั่งยืน : กรณีศึกษาบริษัทประกันชีวิตในจังหวัดภูเก็ต” ผลการศึกษาพบว่า การบริหารความสัมพันธ์กับลูกค้าที่ส่งผลต่อการเติบโตอย่างยั่งยืน ในภาพรวมอยู่ในระดับมาก โดยการรักษาลูกค้า และการสื่อสารกับลูกค้า ส่งผลต่อการเติบโตอย่างยั่งยืนมากที่สุด รองลงมาคือ การสร้างความสัมพันธ์ และน้อยที่สุดคือ การเสนอแนะบริการที่เป็นประโยชน์

นัฏฐภัค ผลาชิต (2560) ศึกษาค้นคว้าเรื่อง “ปัจจัยที่มีผลต่อการตัดสินใจซื้อประกันชีวิตแบบสะสมทรัพย์ ผ่านช่องทางธนาคารกรุงไทย ภายในสำนักงานเขตปทุมธานี” ผลการศึกษาพบว่า ปัจจัยส่วนบุคคลที่มีผลต่อการตัดสินใจซื้อประกันชีวิตแบบสะสมทรัพย์ คือ เพศ อายุ สถานภาพและระดับการศึกษา ปัจจัยทางด้านสังคม มีผลต่อการตัดสินใจซื้อประกันชีวิตแบบสะสมทรัพย์ ผ่านช่องทางธนาคารกรุงไทย มีความสำคัญระดับปานกลาง และมีโอกาสที่จะตัดสินใจซื้อประกันชีวิตแบบสะสมทรัพย์ ผ่านช่องทางธนาคารกรุงไทยมากขึ้นเป็น 3.181 เท่า ปัจจัยทางด้านการตลาด ด้านผลิตภัณฑ์บริการ ด้านช่องทางการจัดจำหน่าย ด้านการส่งเสริมทางการตลาด ด้านผลผลิตและคุณภาพ โดยทุกส่วนมีระดับความสำคัญในระดับการตัดสินใจมาก มีผลต่อการตัดสินใจทำประกันชีวิตแบบสะสมทรัพย์ ผ่านช่องทางธนาคารกรุงไทยอย่างมีนัยสำคัญ

ณัฐิยา ภัทรกิจจานุรักษ์ (2560) ศึกษาค้นคว้าเรื่อง “ปัจจัยที่มีผลต่อการเลือกซื้อประกันชีวิตของผู้บริโภค ในเขตกรุงเทพมหานครและปริมณฑล” ผลการศึกษาพบว่า ปัจจัยที่มีผลต่อการเลือกซื้อประกันชีวิตของผู้บริโภค ในเขตกรุงเทพมหานครและปริมณฑลของกลุ่มตัวอย่าง ประกอบด้วย 4 ปัจจัย ได้แก่ ปัจจัยด้านบุคคลและกระบวนการ ปัจจัยด้านผลิตภัณฑ์และราคา ปัจจัยด้านช่องทางการจัดจำหน่ายและการส่งเสริมการตลาด และปัจจัยด้านลักษณะทางกายภาพ สำหรับปัจจัยด้านประชากรศาสตร์พบว่า สถานภาพ ระดับการศึกษา และรายได้ต่อเดือนที่แตกต่างกัน มีผลต่อการ เลือกซื้อประกันชีวิตที่แตกต่างกัน อย่างไรก็ตาม เพศ อายุ อาชีพ ที่แตกต่างกัน ไม่มีผลต่อการเลือกซื้อประกันชีวิตที่แตกต่างกัน

จิรดา จติตะสัมพันธ์พร (2559) ศึกษาค้นคว้าเรื่อง “การตัดสินใจซื้อประกันชีวิตของคนวัยทำงานในเขตกรุงเทพมหานครและปริมณฑล”ผลการศึกษาพบว่า การตัดสินใจซื้อประกันชีวิตของคนวัยทำงานในเขต กรุงเทพมหานครและปริมณฑล ด้าน ปัจจัยประชากรศาสตร์ ประกอบด้วย เพศ อายุ สถานภาพ ระดับการศึกษา อาชีพ และ รายได้ต่อเดือน ที่ต่างกัน ไม่ส่งผลต่อการตัดสินใจซื้อประกันชีวิต ที่ต่างกัน และปัจจัยส่วนประสมทางการตลาด ด้านการส่งเสริมการตลาด ด้านลักษณะทางกายภาพ ด้านราคา และ ด้านกระบวนการ มีอิทธิพลต่อ การตัดสินใจซื้อ

กรอบแนวคิดงานวิจัย



3. ระเบียบวิธีการศึกษา

3.1 การเก็บข้อมูล

การวิจัยนี้ใช้ระเบียบการวิจัยแบบเชิงปริมาณ และเชิงคุณภาพ การวิจัยเชิงปริมาณผู้วิจัยใช้แบบสอบถามในการเก็บข้อมูลจากกลุ่มที่คาดว่าจะมาเป็นลูกค้าในอนาคตโดยจัดส่งแบบสอบถามผ่าน Google Form และมอบให้ตัวแทนจำหน่ายที่เข้าพบผู้ที่คาดว่าจะเป็นลูกค้ากรอกข้อมูล การเก็บข้อมูลเชิงคุณภาพ ผู้วิจัยเก็บข้อมูลด้วยตนเอง ด้วยการสัมภาษณ์ผู้จัดการหน่วย ตัวแทนจำหน่ายลูกค้าที่ซื้อ และปฏิเสธการซื้อประกันสุขภาพ การเก็บข้อมูลทั้ง 2 ส่วน ดำเนินการระหว่างวันที่ 1 กันยายน ถึง 31 ตุลาคม 2565

3.2 การกำหนดประชากร และกลุ่มตัวอย่าง

3.2.1 ประชากร

ประชากรที่ใช้ในการวิจัยครั้งนี้แบ่งออกเป็น 4 กลุ่ม ประกอบไปด้วย ผู้จัดการหน่วยงาน A จำนวน 1 คน ตัวแทนจำหน่ายของหน่วยงาน A จำนวน 8 คน และกลุ่มที่คาดว่าจะมาเป็นลูกค้าในอนาคตทั้งหมด 480 คน ซึ่งกลุ่มนี้ได้มาจากการตั้งดัชนีชี้วัดผลงานที่ผู้จัดการหน่วยตั้งไว้ว่าให้ตัวแทนจำหน่ายทั้ง 8 คน ออกไปพบลูกค้าเพื่อเสนอขายเดือนละ 60 คน

3.2.2 การกำหนดขนาดกลุ่มตัวอย่าง

3.2.2.1 การกำหนดกลุ่มตัวอย่างเชิงคุณภาพ ประกอบไปด้วย 4 กลุ่ม ดังนี้ ผู้จัดการหน่วยงาน A จำนวน 1 คน ตัวแทนจำหน่ายของหน่วยงาน A จำนวน 5 คน คัดเลือกโดยผู้จัดการหน่วย โดยส่วนนึงคัดเลือกจากประสบการณ์การทำงาน และอีกส่วนนึงคัดเลือกจากความสามารถในการขาย กลุ่มลูกค้าที่ตัดสินใจซื้อประกันสุขภาพ จำนวน 5 คน และกลุ่มลูกค้าที่ตัดสินใจปฏิเสธการซื้อประกันสุขภาพ จำนวน 5 คน โดยกลุ่มลูกค้า ได้จากการที่ตัวแทนจำหน่ายได้พบผู้ที่คาดว่าจะเป็นลูกค้า จากนั้นได้นำข้อมูลผู้ที่ตัดสินใจซื้อและปฏิเสธการซื้อแจ้งกลับให้ผู้วิจัยทราบ

3.2.2.2 การกำหนดกลุ่มตัวอย่างเชิงปริมาณ

กลุ่มตัวอย่างเชิงปริมาณ งานวิจัยครั้งนี้ใช้กลุ่มตัวอย่างทั้งหมด 218 คน โดยได้มาจากสูตรการคำนวณของ Taro Yamane (1967)

3.3 เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลสำหรับการศึกษาในครั้งนี้มีจำนวน 2 เครื่องมือ คือ แบบสอบถาม และแบบสัมภาษณ์ โดยแบบสอบถามมีการตรวจสอบคุณภาพเครื่องมือวิจัย โดยผู้ทรงคุณวุฒิ 3 ท่านได้แก่ ผู้ช่วยศาสตราจารย์ ดร.ฐานิตา ฆ้องฤกษ์ หัวหน้าหลักสูตรการจัดการธุรกิจระหว่างประเทศ คณะบริหารธุรกิจ มหาวิทยาลัยหอการค้าไทย คุณบุณญาพร ต่ายแพร ผู้จัดการฝ่ายการตลาด บริษัท 2T Multimedia and Marketing จำกัด และคุณชุติมณฑน์ ฟ้าภิญโญ ผู้จัดการทั่วไป บริษัท 2T Multimedia and Marketing

3.3.1 เครื่องมือสำหรับเก็บข้อมูลเชิงปริมาณ

เครื่องมือสำหรับการเก็บข้อมูลเชิงปริมาณ คือ แบบสอบถาม แบ่งออกเป็น 4 ส่วน ดังนี้

ส่วนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถามเป็นข้อมูลทั่วไปทางด้านประชากรศาสตร์มีลักษณะเป็นคำถามปลายปิด แบบคำตอบหลายตัวเลือก (Multiple choices) จำนวน 5 ข้อ รวมถึงคำถามคัดกรองลูกค้าที่ซื้อ และไม่ซื้อประกัน จำนวน 3 ข้อ

ส่วนที่ 2 แบบสอบถามเกี่ยวกับระดับความสำคัญด้านปัจจัยส่วนประสมทางการตลาดบริการ โดย ใช้แบบสอบถามแบบปลายปิด ให้คะแนนน้ำหนักแบ่งออกเป็น 5 ระดับ ตามมาตรวัดประเมินค่า (Rating scale) จำนวน 30 ข้อ

ส่วนที่ 3 แบบสอบถามเกี่ยวกับระดับความสำคัญด้านการจัดการลูกค้าสัมพันธ์ โดยใช้แบบสอบถามแบบปลายปิดโดยให้คะแนนน้ำหนักแบ่งออกเป็น 5 ระดับ ตามมาตรวัดประเมินค่า (Rating scale) จำนวน 26 ข้อ

ส่วนที่ 4 แบบสอบถามเกี่ยวกับระดับความคิดเห็นด้านการตัดสินใจซื้อ ซึ่งใช้แบบสอบถามแบบปลายปิดโดยให้คะแนนน้ำหนักแบ่งออกเป็น 5 ระดับ ตามมาตรวัดประเมินค่า (Rating scale) จำนวน 12 ข้อ

3.3.2 เครื่องมือสำหรับเก็บข้อมูลเชิงคุณภาพ

เครื่องมือสำหรับเก็บข้อมูลเชิงคุณภาพ ประกอบด้วยแบบสัมภาษณ์ทั้งหมด 4 แบบ คือแบบสัมภาษณ์สำหรับผู้จัดการหน่วยงาน A แบบสัมภาษณ์ตัวแทนจำหน่ายของหน่วยงาน A กลุ่มลูกค้าที่ตัดสินใจซื้อประกันสุขภาพ และกลุ่มลูกค้าที่ตัดสินใจปฏิเสธการซื้อประกันสุขภาพ โดยแต่ละแบบประกอบด้วย โครงสร้างคำถามแบ่งออกเป็น 3 ส่วน คือ ข้อมูลทั่วไปของผู้ให้สัมภาษณ์ ปัจจัยด้านการตัดสินใจซื้อ และการจัดการลูกค้าสัมพันธ์

ส่วนที่ 5 วิเคราะห์สถิติอนุมาน การวิเคราะห์สมการถดถอย

การทดสอบความแตกต่างของค่าที (t-Test) และทดสอบค่าเอฟ (F-Test) ด้วยการวิเคราะห์ความแปรปรวน สำหรับวิเคราะห์ปัจจัยประชากรศาสตร์กับกระบวนการตัดสินใจซื้อและวิเคราะห์หาค่าถดถอยแบบพหุคูณ สำหรับวิเคราะห์ความสัมพันธ์ระหว่างตัวแปรต้น /ตัวแปรอิสระ ได้แก่ ปัจจัยส่วนประสมทางการตลาด การบริหารจัดการลูกค้าสัมพันธ์ และกระบวนการตัดสินใจซื้อ

3.4.2 วิธีการวิเคราะห์ข้อมูลเชิงคุณภาพ

นำข้อมูลจากการสัมภาษณ์เชิงลึกจากการสัมภาษณ์ผู้จัดการหน่วย ตัวแทนจำหน่าย ลูกค้าที่ซื้อประกันสุขภาพ และลูกค้าที่ปฏิเสธการซื้อประกันสุขภาพ มาวิเคราะห์แล้วนำข้อมูลที่ได้ไปเป็นส่วนนึงในการนำไปวิเคราะห์ในแผนผังก้างปลา เพื่อหาสาเหตุอันแท้จริงของปัญหาต่อไป

4. ผลการศึกษา

การนำเสนอผลการศึกษาในครั้งนี้ จะแบ่งออกเป็นทั้งหมด 6 ส่วน โดยมีรายละเอียด ดังนี้

ส่วนที่ 1 การวิเคราะห์ข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถามพบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง (ร้อยละ 60.10) อายุ 20 – 30 ปี และ 31 – 40 ปี จำนวนเท่า ๆ กัน (ร้อยละ 34.9) ทำงานในบริษัทเอกชน (ร้อยละ 35.8) มีรายได้ต่อเดือน 25,001 – 35,000 บาท (ร้อยละ 35.8) จบการศึกษาระดับปริญญาตรี (ร้อยละ 85.8) มีการตัดสินใจซื้อประกันสุขภาพ 121 คน คิดเป็นร้อยละ 55.5 และตัดสินใจไม่ซื้อจำนวน 97 คน คิดเป็นร้อยละ 44.5 และพบว่าผู้ตอบแบบสอบถามส่วนใหญ่ตัดสินใจซื้อประกันเพราะกรมธรรม์ตอบโจทย์ความต้องการของลูกค้า (ร้อยละ 95) รวมถึงลูกค้าส่วนใหญ่ตัดสินไม่ใจซื้อประกัน เพราะรายรับ และรายจ่ายส่วนตัวของลูกค้า ทำให้ไม่สะดวกในการซื้อกรมธรรม์ (ร้อยละ 70)

ส่วนที่ 2 การวิเคราะห์ข้อมูลส่วนประสมทางการตลาดบริการ วิเคราะห์โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) พบว่าผู้ตอบแบบสอบถามส่วนใหญ่มีความคิดเห็นต่อส่วนประสมทางการตลาดบริการทุกด้านในระดับมาก ด้านช่องทางการจัดจำหน่ายมีค่าคะแนนเฉลี่ยในระดับมากสูงกว่าด้านอื่น ๆ คือ มีค่าเฉลี่ยอยู่ที่ 4.39 รองลงมาคือ ด้านราคา มีค่าเฉลี่ยใกล้เคียงกันอยู่ที่ 4.36 ในขณะที่ลำดับรองลงมาคือ ด้านสิ่งแวดล้อมทางกายภาพ มีค่าเฉลี่ยอยู่ที่ 4.07 ด้านกระบวนการ มีค่าเฉลี่ยอยู่ที่ 4.06 ด้านส่งเสริมการตลาด มีค่าเฉลี่ยอยู่ที่ 4.00 ด้านผลิตภัณฑ์ มีค่าเฉลี่ยอยู่ที่ 3.93 และด้านบุคลากรหรือพนักงานมีค่าเฉลี่ยต่ำที่สุดที่ 3.81

ส่วนที่ 3 การวิเคราะห์ข้อมูลการจัดการลูกค้าสัมพันธ์ วิเคราะห์โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) พบว่าผู้ตอบแบบสอบถามส่วนใหญ่มีความคิดเห็นว่ามีความพึงพอใจในเรื่องการจัดการลูกค้าสัมพันธ์ด้านการเสนอแนะบริการที่เป็นประโยชน์ อยู่ในระดับมากที่สุด มีค่าเฉลี่ยอยู่ที่ 4.54 ซึ่งมากที่สุดเมื่อเปรียบเทียบเป็นรายข้อ รองลงมาเป็นด้านช่องทางในการให้บริการอยู่ในระดับมาก มีค่าเฉลี่ยอยู่ที่ 4.39 การสร้างความสัมพันธ์ อยู่ในระดับมาก ค่าเฉลี่ยที่ 4.30 การรักษาลูกค้าอยู่ในระดับมาก ค่าเฉลี่ยที่ 4.22 การรับฟังข้อมูลความคิดเห็น อยู่ในระดับมาก ค่าเฉลี่ยที่ 3.80 การสื่อสารกับลูกค้า อยู่ในระดับมาก ค่าเฉลี่ยที่ 3.64 และด้านการติดตามลูกค้าอยู่ในระดับปานกลาง ค่าเฉลี่ยที่ 3.41 ซึ่งน้อยที่สุดเมื่อเปรียบเทียบเป็นรายข้อ

ส่วนที่ 4 การวิเคราะห์ข้อมูลกระบวนการตัดสินใจซื้อ วิเคราะห์โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) พบว่าผู้ตอบแบบสอบถามส่วนใหญ่มีความคิดเห็นว่าขั้นตอนการประเมินผลทางเลือกเป็นขั้นตอนที่ผู้ตอบแบบสอบประเมินให้อยู่ในระดับที่มากที่สุด โดยมีค่าเฉลี่ยอยู่ที่ 4.75 รองลงมาคือการรับรู้ถึงปัญหาที่เกิดขึ้น และการค้นหาข่าวสารข้อมูลโดยมีค่าเฉลี่ยอยู่ที่ 3.76 และรองลงมาคือการตัดสินใจซื้อ มีค่าเฉลี่ยอยู่ที่ 4.04 ซึ่งน้อยที่สุด เมื่อเปรียบเทียบเป็นรายข้อ

ส่วนที่ *5* สถิติอนุมาน การวิเคราะห์สมการถดถอย *(Multiple Regression Analysis)* จากข้อมูลที่ได้จากการเก็บแบบสอบถามทั้งหมด 218 ชุด ผลการทดสอบความแตกต่างของค่าที (t-Test*)* และทดสอบค่าเอฟ (F-Test) ด้วยการวิเคราะห์ความแปรปรวน สำหรับวิเคราะห์ปัจจัยด้านประชากรศาสตร์กับกระบวนการตัดสินใจซื้อ และวิเคราะห์ความสัมพันธ์เชิงพยากรณ์ระหว่างปัจจัยส่วนประสมทางการตลาดกับกระบวนการตัดสินใจซื้อด้วยการวิเคราะห์ Multiple Regression Analysis พบว่า กลุ่มตัวอย่างที่มีเพศ อายุ อาชีพ รายได้เฉลี่ยต่อเดือน และระดับการศึกษาที่ต่างกันมีผลต่อกระบวนการตัดสินใจซื้อประกันไม่แตกต่างกัน

ผลการวิเคราะห์ Multiple Regression Analysis ระหว่างปัจจัยส่วนประสมทางการตลาดบริการกับกระบวนการการตัดสินใจซื้อ พบว่า ปัจจัยส่วนประสมทางการตลาดบริการ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย และด้านลักษณะทางกายภาพไม่มีความสัมพันธ์กับกระบวนการการตัดสินใจซื้อประกัน ส่วนปัจจัยด้านส่วนประสมทางการตลาดบริการด้านการส่งเสริมการตลาด ด้านบุคคล และด้านกระบวนการมีความสัมพันธ์กับกระบวนการการตัดสินใจซื้อประกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

ตารางที่ 1 ผลการวิเคราะห์ความสัมพันธ์เชิงพยากรณ์ระหว่างปัจจัยด้านการจัดการลูกค้าสัมพันธ์กับปัจจัยด้านกระบวนการการตัดสินใจซื้อ

ปัจจัยด้านการจัดการลูกค้าสัมพันธ์	Beta	t	p-value
ด้านการสร้างสัมพันธภาพ	.469	5.375	.000
ด้านการรักษาลูกค้า	-.102	-.938	.349
ด้านการรับฟังข้อมูลความคิดเห็น	.051	.542	.589
ด้านการติดตามลูกค้า	-.114	-1.242	.215
ด้านการเสนอแนะบริการที่เป็นประโยชน์	-.054	-.660	.510
ด้านการสื่อสารกับลูกค้า	.006	.058	.953
ด้านช่องทางในการให้บริการ	.120	1.491	.137
R^2 = .200	SEE = .255	F = 7.491	

*** มีระดับนัยสำคัญทางสถิติ** *P < 0.05*

ผลการวิเคราะห์ Multiple Regression Analysis ระหว่างปัจจัยการจัดการลูกค้าสัมพันธ์กับกระบวนการการตัดสินใจซื้อ พบว่า ปัจจัยการจัดการลูกค้าสัมพันธ์ ด้านการรักษาลูกค้า ด้านการรับฟังข้อมูลความคิดเห็น ด้านการติดตามลูกค้าด้านการเสนอแนะบริการที่เป็นประโยชน์ ด้านการสื่อสารกับลูกค้า ด้านช่องทางในการให้บริการไม่มีความสัมพันธ์กับกระบวนการการตัดสินใจซื้อประกัน ส่วนปัจจัยการจัดการลูกค้าสัมพันธ์ ด้านการสร้างสัมพันธภาพมีความสัมพันธ์กับกระบวนการการตัดสินใจซื้อประกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

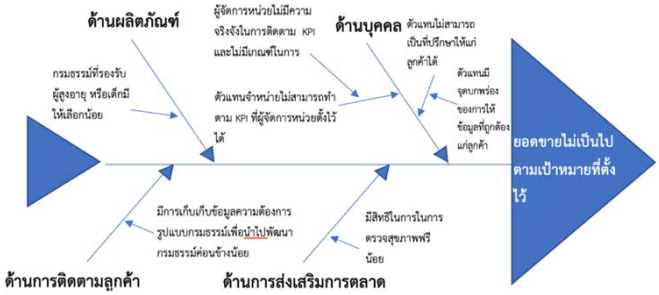
ส่วนที่ 6 วิเคราะห์การสัมภาษณ์เชิงลึก

จากการสัมภาษณ์ผู้จัดการหน่วย พบว่า ปัจจัยที่ทำให้ลูกค้าตัดสินใจซื้อประกัน คือ การให้ข้อมูลที่ถูกต้องของตัวแทนจำหน่าย ปัจจุบันบริษัทมีการเปิดอบรมตัวแทนจำหน่ายอย่างต่อเนื่อง แต่จะมีตัวแทนจำหน่ายบางกลุ่มที่ละเลย จึงทำให้ไม่สามารถอธิบายให้ลูกค้าเข้าใจได้ และตัวแทนที่ทำงานแบบไม่เต็มเวลา จะพบปัญหาในเรื่องนี้มากกว่าตัวแทนแบบเต็มเวลา เพราะฉะนั้นสิ่งที่หน่วยงาน A ต้องเร่งแก้ไข คือเรื่องของการให้บริการของตัวแทนจำหน่าย โดยเฉพาะในเรื่องของการให้ข้อมูล ที่สำคัญจะต้องเร่งหาวิธีที่จะยกระดับตัวแทนแบบเต็มเวลา และไม่เต็มเวลา ให้มีศักยภาพที่เท่ากันหรือใกล้เคียงกันมากที่สุด พร้อมกับผู้จัดการหน่วย จะต้องเร่งหาตัวแทนแบบเต็มเวลาเพิ่ม เพื่อเพิ่มโอกาสในการเจอลูกค้าคนใหม่ ๆ จากการสัมภาษณ์ตัวแทนจำหน่าย พบว่าปัจจัยที่มีผลต่อการ

ตัดสินใจซื้อประกันสุขภาพของลูกค้ามากที่สุดคือ การให้ข้อมูลที่ถูกต้องและการบริการที่ดี ตัวแทนจำหน่ายทุกคนมีความคิดเห็นตรงกันเรื่องของการจัดการลูกค้าสัมพันธ์ ว่าส่งผลต่อให้ตัดสินใจซื้อของลูกค้าในปัจจุบัน และการซื้อซ้ำในอนาคต และสิ่งที่ตัวแทนจำหน่ายส่วนใหญ่มีความคิดเห็นว่าควรจะปรับปรุง คือต้องพัฒนาตัวเองในเรื่องของความรู้ ความเข้าใจในผลิตภัณฑ์ และบริการ จากการสัมภาษณ์ลูกค้าที่ตัดสินใจซื้อประกันสุขภาพกับหน่วยงาน A พบว่าลูกค้าต้องการการบริการที่ดี ติดตามความพึงพอใจของลูกค้า และการให้ข้อมูลที่ถูกต้อง ลูกค้าบางส่วนมีความคิดเห็นว่าตัวแทนของหน่วยงาน A มีการให้ข้อมูลที่ดี และมีการให้บริการที่ดีเยี่ยม แต่มีลูกค้าอีกส่วนหนึ่งมองว่าตัวแทนจำหน่ายของหน่วยงาน A ควรปรับปรุงเพิ่มเติม และนอกจากนี้ลูกค้ายังมีความคิดเห็นว่าการรักษาลูกค้าสัมพันธ์มีผลต่อการซื้อในปัจจุบัน และการซื้อซ้ำในอนาคต จากการสัมภาษณ์ลูกค้าที่ตัดสินใจไม่ซื้อประกันสุขภาพกับหน่วยงาน A พบว่า ลูกค้าส่วนใหญ่มีความคิดเห็นว่าต้องการการบริการที่ดีจากตัวแทน การติดตามลูกค้า การพัฒนาสินค้าให้ตอบโจทย์ความต้องการของลูกค้า การจัดโปรโมชั่น รวมถึงการให้ข้อมูลที่ถูกต้อง และแม่นยำ และปัจจัยที่ทำให้ลูกค้าปฏิเสธการซื้อประกันสุขภาพกับตัวแทนจำหน่ายหน่วยงาน A คือการให้ข้อมูลที่ไม่ชัดเจนของตัวแทนจำหน่าย และปัญหาส่วนตัวในเรื่องของรายรับ รายจ่าย โดยภาพรวมอาจสรุปได้ว่า ผลจากการสัมภาษณ์ผู้จัดการหน่วย ตัวแทนจำหน่าย ลูกค้าที่ตัดสินใจซื้อประกัน และลูกค้าที่ตัดสินใจไม่ซื้อประกัน พบว่า ด้านสาเหตุการซื้อประกันสุขภาพของประชากรในภาคใต้ตอนล่าง ไม่เป็นไปตามเป้าหมายที่ตั้งไว้ โดยใช้กรอบแนวคิดส่วนประสมทางการตลาดบริการ 7 ด้าน และปัจจัยด้านการจัดการลูกค้าสัมพันธ์ วิเคราะห์ด้วยแผนผังสาเหตุและผล สรุปได้ว่า มีสาเหตุ 4 ด้าน เรียงตามลำดับสาเหตุหลักและรองลงไป คือ ด้านบุคลากร ด้านการส่งเสริมการตลาด ด้านผลิตภัณฑ์ และด้านการติดตามลูกค้า

5. สรุปผลการศึกษา และข้อเสนอแนะ

ผลการศึกษาพบว่า สาเหตุที่หน่วยงาน A มียอดขายไม่เป็นไปตามเป้าหมาย มี 4 สาเหตุ คือ ปัญหาด้านบุคลากร ด้านการส่งเสริมการตลาด ด้านผลิตภัณฑ์ และด้านการติดตามลูกค้า ดังการแสดงผลในแผนผัง



5.2 แนวทางเลือกในการแก้ไขปัญหา

แนวทางเลือกในการแก้ไขปัญหาในครั้งนี้มีทั้งหมด 3 ทางเลือก คือ

1. จัดอบรมตัวแทนจำหน่ายในรูปแบบปฏิสัมพันธ์ เนื่องจากมีตัวแทนบางส่วนมีความคิดเห็นว่าการเรียนรู้ทฤษฎี ในบางครั้งไม่สามารถนำข้อมูล ไปปรับใช้ในการทำงานได้ เพราะฉะนั้นจากการวิเคราะห์สาเหตุของปัญหา ผู้วิจัยมีความคิดเห็นว่าควรเพิ่มการจัดการอบรมแบบปฏิสัมพันธ์ เนื่องจากการอบรมในรูปแบบนี้ ตัวแทนจำหน่ายจะได้รับประสบการณ์จากการเรียนรู้ในรูปแบบที่หลากหลายมากยิ่งขึ้น เช่น การจำลองสถานการณ์เสมือนจริง เพื่อให้ตัวแทนจำหน่ายได้ลองให้ข้อมูลและตอบคำถาม

2. กำหนดดัชนีชี้วัดผลงานให้ชัดเจน และสามารถวัดผลได้เป็นรูปธรรม เนื่องจากการกำหนดดัชนีชี้วัดผลงาน ในปัจจุบันของหน่วยงาน A ไม่มีการวัดผลที่ชัดเจนเป็นรูปธรรม อาจเป็นผลให้ตัวแทนจำหน่ายบางส่วนไม่ได้ให้ความสำคัญต่อการดำเนินงานให้บรรลุตามวัตถุประสงค์ที่หน่วยงานตั้งไว้

3. หาตัวแทนจำหน่ายที่ทำงานเต็มเวลาเพิ่มมากขึ้น เนื่องจากตัวแทนจำหน่ายแบบเต็มเวลา สามารถควบคุมดูแลได้ง่ายกว่าตัวแทนจำหน่ายแบบบางเวลา

5.3 ทางเลือกที่แนะนำ

การเลือกแนวทางที่เหมาะสมที่สุด การศึกษานี้ได้ทำการปรึกษากับหัวหน้าหน่วยงาน และกำหนดเกณฑ์ในการคัดเลือก 3 เกณฑ์ คือ ด้านระยะเวลา ด้านงบประมาณ และด้านความเป็นไปได้ และจัดทำตารางวิเคราะห์ โดยให้คะแนน 1 คะแนน หมายถึง เป็นไปได้น้อยหรือไม่เหมาะสม ไปจนถึง 5 คะแนน หมายถึง มีความเหมาะสม เป็นไปได้มากที่สุด

ผลการประเมินพบว่า ทางเลือก ที่ 1 ได้คะแนนสูงสุด คือ 9 คะแนน รองลงมาเป็นทางเลือกที่ 3 คือ 3 คะแนน และน้อยที่สุดคือทางเลือกที่ 2 คือ 4 คะแนน ดังนั้น ทางเลือกที่แนะนำ คือ จัดอบรมตัวแทนจำหน่ายในรูปแบบปฏิสัมพันธ์และกำหนดดัชนีชี้วัดผลงานให้ชัดเจน และสามารถวัดผลได้เป็นรูปธรรม ผู้วิจัยมีความคิดเห็นว่าหน่วยงาน A สามารถใช้ 2 ทางเลือกในการแก้ไขปัญหานี้ไปพร้อม ๆ กันได้ โดยให้ความสำคัญกับการจัดอบรมตัวแทนจำหน่ายในรูปแบบปฏิสัมพันธ์มากกว่า เป็นวิธีที่สามารถแก้ไขปัญหาได้อย่างตรงจุดมากที่สุด โดยสามารถทำร่วมกับการกำหนดดัชนีชี้วัดผลงานให้ชัดเจนและสามารถวัดผลได้เป็นรูปธรรมของหน่วยงานได้ เพราะทั้ง 2 วิธีนี้จะช่วยส่งเสริมให้การแก้ไขปัญหามีประสิทธิภาพมากยิ่งขึ้น และไม่ได้มีค่าใช้จ่ายเพิ่มมากขึ้นอีกด้วย

5.4 อภิปรายผลของการศึกษา

อภิปรายผลของการศึกษาข้อมูลประชากรศาสตร์ ผลการศึกษานี้ พบว่าผู้ตอบแบบสอบถามที่มีเพศ อายุ อาชีพ รายได้เฉลี่ยต่อเดือน และระดับการศึกษาที่ต่างกันมีผลต่อกระบวนการตัดสินใจซื้อประกันแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งสอดคล้องกับงานวิจัยของ นัฏฐภัค ผลาชิต (2560) ที่ได้ศึกษาเรื่อง ปัจจัยที่มีผลต่อการตัดสินใจซื้อประกันชีวิตแบบสะสมทรัพย์ ผ่านช่องทางธนาคารกรุงไทย ภายในสำนักงานเขตปทุมธานี ผลการศึกษาพบว่า ปัจจัยส่วนบุคคลที่มีผลต่อการตัดสินใจซื้อประกันชีวิตแบบสะสมทรัพย์ คือ เพศ อายุ สถานภาพและระดับการศึกษาเช่นเดียวกัน อาจเป็นเพราะผู้ตอบแบบสอบถามต่างให้ความสำคัญกับการทำประกันชีวิตหรือประกันด้านต่าง ๆ เนื่องจากมองเห็นว่าประกันเป็นสิ่งที่สำคัญต่อการดำรงชีวิตในช่วงวัยนั้น ๆ

ด้านส่วนประสมทางการตลาดบริการ ผลการศึกษานี้ พบว่าส่วนประสมทางการตลาดบริการด้านช่องทางการจัดจำหน่ายมากที่สุด รองลงมาคือ ด้านราคา ด้านสิ่งแวดล้อมทางกายภาพ ด้านกระบวนการ ด้านส่งเสริมการตลาด ด้านผลิตภัณฑ์ และด้านบุคลากรหรือพนักงาน ตามลำดับ ซึ่งสอดคล้องกับงานวิจัยของ นัฏฐภัค ผลาชิต (2560) ที่ได้ศึกษาเรื่อง ปัจจัยที่มีผลต่อการตัดสินใจซื้อประกันชีวิตแบบสะสมทรัพย์ ผ่านช่องทางธนาคารกรุงไทย ภายในสำนักงานเขตปทุมธานี ผลการศึกษาพบว่า ปัจจัยทางด้านการตลาด ด้านผลิตภัณฑ์บริการ ด้านช่องทางการจัดจำหน่าย ด้านการส่งเสริมทางการตลาด ด้านผลผลิตและคุณภาพ โดยทุกส่วนมีระดับความสำคัญในระดับการตัดสินใจมาก มีผลต่อการตัดสินใจทำประกันชีวิตแบบสะสมทรัพย์ ผ่านช่องทางธนาคารกรุงไทยอย่างมีนัยสำคัญเช่นเดียวกัน อาจเป็นเพราะผู้ตอบแบบสอบถามส่วนใหญ่ให้ความสำคัญกับการเข้าถึงที่ง่าย มีความสะดวก สามารถติดต่อสอบถามได้ตลอด ดังนั้น การที่พนักงานหรือตัวแทนจำหน่ายประกันสามารถทำงานทั้งในออฟไลน์และออนไลน์ และมีเวลาในการทำงานแบบเต็มเวลาจะสามารถทำให้ผู้ตอบแบบสอบถามมีการตัดสินใจซื้อประกันได้ง่ายยิ่งขึ้น

ด้านการจัดการลูกค้าสัมพันธ์ ผลการศึกษานี้ พบว่าการจัดการลูกค้าสัมพันธ์ ด้านการสร้างความสัมพันธ์มีความสัมพันธ์ต่อกระบวนการการตัดสินใจซื้อ ผู้วิจัยได้ผลลัพธ์ว่าผู้ตอบแบบสอบถามส่วนใหญ่มีความคิดเห็นว่ามีความพึงพอใจในเรื่องการจัดการลูกค้าสัมพันธ์ด้านการเสนอแนะบริการที่เป็นประโยชน์และมีความพึงพอใจด้านการติดตามลูกค้าน้อยที่สุด แต่งานวิจัยที่เกี่ยวข้องได้ผลการวิจัยว่าการรักษาลูกค้า และการสื่อสารกับลูกค้า ส่งผลต่อการเติบโตอย่างยั่งยืนมากที่สุด รองลงมาคือ การสร้างความสัมพันธ์และน้อยที่สุด คือ การเสนอแนะบริการที่เป็นประโยชน์ ซึ่งสอดคล้องกับงานวิจัยของ อาลิษา ชัชวาล (2562) ที่ได้ศึกษาเรื่องการบริหารความสัมพันธ์กับลูกค้าเพื่อการเติบโตอย่างยั่งยืน: กรณีศึกษา บริษัทประกันชีวิตในจังหวัดภูเก็ต ผลการวิจัยพบว่า การเสนอแนะบริการที่เป็นประโยชน์ อยู่ในระดับน้อยที่สุดเช่นเดียวกัน อาจเป็นเพราะโดยภาพรวมของผลิตภัณฑ์ประกันมีความเหมาะสมและเป็นประโยชน์ต่อผู้ซื้อประกัน

ด้านปัจจัยส่วนประสมทางการตลาดบริการที่ส่งผลต่อกระบวนการตัดสินใจซื้อ ผลการศึกษานี้ พบว่าปัจจัยส่วนประสมทางการตลาดบริการ ด้านการส่งเสริมการตลาด ด้านบุคคล และด้านกระบวนการมีความสัมพันธ์กับกระบวนการการตัดสินใจซื้อประกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งสอดคล้องกับงานวิจัยของ จิรดา จิตตะสัมพันธ์พร (2559) ที่ได้ศึกษาการตัดสินใจซื้อประกันชีวิตของคนวัยทำงานในเขตกรุงเทพมหานครและปริมณฑล ผลการทดสอบสมมติฐานพบว่า การตัดสินใจซื้อประกันชีวิตของคนวัยทำงานในเขตกรุงเทพมหานครและปริมณฑล ด้านการส่งเสริมการตลาดมีอิทธิพลต่อการตัดสินใจซื้อที่เป็นเช่นนี้ อาจเป็นเพราะผู้ตอบแบบสอบถามให้ความสำคัญกับรูปแบบประกันที่มีความเหมาะสมและสอดคล้องกับรูปแบบการใช้ชีวิตของตนเองมากกว่า รวมถึงการจัดทำโปรโมชั่นและเงื่อนไขต่าง ๆ ที่มีความน่าสนใจ จะสามารถทำให้ผู้ตอบแบบสอบถามมีการตัดสินใจซื้อประกันเพิ่มมากขึ้น

ด้านการบริหารความสัมพันธ์กับลูกค้าส่งผลต่อกระบวนการตัดสินใจซื้อ ผลการศึกษานี้พบว่ามีเพียงตัวแปรด้านเดียว คือ ด้านการสร้างสัมพันธภาพที่มีความสัมพันธ์กับกระบวนการการตัดสินใจซื้อประกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งสอดคล้องกับงานวิจัยของ อาลิษา ชัชวาล (2562) ที่ได้ศึกษาเรื่องการบริหารความสัมพันธ์กับลูกค้าเพื่อการเติบโตอย่างยั่งยืน : กรณีศึกษา บริษัทประกันชีวิตในจังหวัดภูเก็ต ผลการวิจัยพบว่าการบริหารความสัมพันธ์กับลูกค้าที่ส่งผลต่อการเติบโตอย่างยั่งยืน โดยภาพรวมอยู่ในระดับมาก โดยการรักษาลูกค้าและการสื่อสารกับลูกค้า ส่งผลต่อการเติบโตอย่างยั่งยืนมากที่สุด รองลงมาคือ การสร้างความสัมพันธ์และน้อยที่สุด คือ การเสนอแนะบริการที่เป็นประโยชน์

5.5 ข้อเสนอแนะสำหรับการศึกษาครั้งนี้

ข้อเสนอแนะสำหรับผู้บริหาร

1. ผู้บริหาร ควรให้ความสำคัญกับการกำหนดนโยบายและเงื่อนไขสำหรับประกันรูปแบบต่าง ๆ ให้มีละเอียด ชัดเจน และเข้าใจง่าย เพื่อให้ลูกค้าสามารถทำความเข้าใจได้ด้วยตนเอง เช่น รายละเอียดกรมธรรม์ การชำระเบี้ยประกัน จำนวนการจ่ายเบี้ยประกัน หรือเงื่อนไขเพิ่มเติม เป็นต้น

2. หน่วยงาน A ควรมุ่งเน้นให้ตัวแทนจำหน่ายเข้าถึงลูกค้ารายบุคคลอย่างสม่ำเสมอ เพื่อให้ข้อมูลและติดตามผลหลังการขาย รวมถึงเพื่อนำเสนอผลิตภัณฑ์ประกันรูปแบบใหม่ ๆ แก่ลูกค้าที่ยังไม่มีการตัดสินใจซื้อ
เพื่อเป็นอีกหนึ่งทางเลือกในการตัดสินใจ

5.6 ข้อเสนอแนะสำหรับการศึกษาในครั้งต่อไป

1. ด้านพื้นที่ในการทำวิจัยพื้นที่ศึกษาในครั้งนี้เฉพาะประชากรที่อาศัยอยู่ในภาคใต้ตอนล่างของประเทศไทย ประกอบด้วย 7 จังหวัดจึงอาจทำให้มีกลุ่มตัวอย่างที่ยังครอบคลุมต่อการศึกษาไม่ทั่วทั้งภาคใต้หรือในระดับประเทศ ดังนั้นในการศึกษาครั้งต่อไป ผู้สนใจศึกษา ควรขยายพื้นที่ศึกษาในพื้นที่อื่นมากยิ่งขึ้น เพื่อนำผลการวิจัยที่ได้มาใช้ในการเปรียบเทียบวางแผน และพัฒนา

2. ด้านวิธีการเก็บข้อมูล และการเลือกกลุ่มตัวอย่าง การเก็บข้อมูลด้วยการระดมสมอง (focus group) อาจจะเป็นวิธีที่จะทำให้ได้ข้อมูลที่หลากหลายมากขึ้น โดยแนะนำว่าอาจจะเลือกกลุ่มตัวอย่าง โดยใช้เกณฑ์ เพศ อายุ อาชีพ รายได้เฉลี่ยต่อเดือน เพื่อศึกษาเปรียบเทียบ เนื่องจากการศึกษานี้พบว่ากลุ่มตัวอย่างที่มีปัจจัยด้านประชากรศาสตร์ดังกล่าว มีความแตกต่างกันในด้านความคิดเห็นอย่างมีนัยสำคัญทางสถิติ

3. ด้านตัวแปรในการศึกษาการศึกษานี้ ได้ศึกษาปัจจัยส่วนประสมทางการตลาดและการจัดการความสัมพันธ์กับลูกค้าที่ส่งผลต่อการตัดสินใจซื้อประกันสุขภาพของประชากรในภาคใต้ตอนล่าง การศึกษาครั้งต่อไปควรเพิ่มปัจจัยอื่นด้วย เช่น คุณภาพบริการ ซึ่งอาจมีผลต่อการตัดสินใจซื้อประกันสุขภาพของประชากรในภาคใต้ตอนล่าง

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ความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา

The Expectations of abandoned temple land tenant to the service quality of the personnel of Phangnga provincial office of Buddhism

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บทคัดย่อ

การศึกษาวิจัยนี้มีวัตถุประสงค์ 1) เพื่อศึกษาความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา และ 2) เพื่อเปรียบเทียบความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา จำแนกตามปัจจัยด้านประชากรศาสตร์และปัจจัยด้านประสบการณ์ส่วนบุคคล ตัวอย่างที่ใช้ในการศึกษาคือ ผู้เช่าที่ดินวัดร้างในเขตจังหวัดพังงา จำนวน 107 ตัวอย่าง ผลการศึกษาพบว่า 1) ความคาดหวังของผู้เช่าที่ดินวัดร้างที่มีต่อคุณภาพการให้บริการในภาพรวมอยู่ในระดับมาก (2) ผู้เช่าที่ดินวัดร้างที่มีปัจจัยด้านประชากรศาสตร์ด้านเพศและอาชีพที่แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการไม่แตกต่างกัน แต่ด้านอายุและระดับการศึกษาที่แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการด้านความน่าเชื่อถือแตกต่างกัน และผู้เช่าที่ดินวัดร้างที่มีปัจจัยด้านประสบการณ์ส่วนบุคคลด้านสถานะผู้เช่า วัตถุประสงค์การเช่า ที่แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการไม่แตกต่างกัน แต่ด้านสถานการณ์เช่าพื้นที่ที่แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการด้านความรับผิดชอบแตกต่างกัน

คำสำคัญ: ความคาดหวัง, ผู้เช่าที่ดินวัดร้าง, คุณภาพการให้บริการ

Abstract

The objectives of this research were 1) to study the expectations of tenants of abandoned temple land on the service quality of personnel of the Office of Buddhism in Phang Nga Province and 2) to compare the expectations of tenants of abandoned temple land on service quality. of personnel of the Office of Buddhism in Phang Nga Province Classified according to demographic factors and personal experience factors. The sample used in the study was tenants of abandoned temple land in Phang Nga Province, totaling 107 The results of the study revealed that 1) expectations of land tenants in abandoned temples on the service quality were generally at a high level; (2) land tenants in abandoned temples with demographic factors Regarding gender and different occupations, there were no differences in the quality of service, but in terms of age and level of education there were different expectations on the service quality in terms of credibility and tenants of abandoned temple land with personal experience factors tenant status Rental purpose There was no difference in the expectations of the service quality but the status of renting space The expectations of the service quality were different in terms of responsibility.

Keywords: Expectations, abandoned temple land tenants, service quality

บทนำ

รัฐบาลกำหนดให้คุณภาพการให้บริการประชาชน เป็นนโยบายสำคัญประเด็นหนึ่งที่อยู่ในแผนแม่บทภายใต้ยุทธศาสตร์ชาติ 20 ปี ประเด็นการบริการประชาชนและประสิทธิภาพภาครัฐ เพื่อให้งานราชการทั้งส่วนกลางและส่วนภูมิภาค เป็นไปตามหลักธรรมาภิบาลของการบริหารกิจการบ้านเมืองที่ดี (Good governance) หน่วยงานภาครัฐหลายหน่วยงานจึงมุ่งพัฒนาศักยภาพด้านการให้บริการต่อประชาชน เพื่อให้เป็นไปตามความคาดหวังและตรงต่อความต้องการของประชาชนให้ได้มากที่สุด (สำนักงานสภาพัฒนาการเศรษฐกิจและสังคมแห่งชาติ, 2565)

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สำนักงานพระพุทธศาสนาแห่งชาติ เป็นหน่วยงานที่ไม่สังกัดกระทรวง ทบวง ขึ้นตรงต่อนายกรัฐมนตรีมีภารกิจหลักคือการสนองงานคณะสงฆ์และรัฐ (สำนักงานพระพุทธศาสนาแห่งชาติ, 2565) นอกจากนี้ยังมีหน้าที่สำคัญในการดูแล รักษา และจัดการวัดร้างและศาสนสมบัติกลาง ถือเป็นงานหลักที่มีการให้บริการต่อประชาชนโดยตรงได้กำหนดให้มีการจัดประโยชน์ในที่ดินศาสนสมบัติกลางและวัดร้างทั่วประเทศ มุ่งหวังให้ผู้ปฏิบัติงานในราชการส่วนภูมิภาคมีความพร้อมความสามารถในการให้คำแนะนำ ช่วยเหลือและสามารถพิจารณาด้านการจัดประโยชน์ให้เป็นไปอย่างถูกต้องตามระเบียบของทางราชการ (ฝ่ายจัดการศาสนสมบัติส่วนภูมิภาค, มปป) โดยสำนักงานพระพุทธศาสนาแห่งชาติ ถือเป็นราชการส่วนกลาง มีราชการส่วนภูมิภาค คือ สำนักงานพระพุทธศาสนาจังหวัด ทั้ง 76 จังหวัด ซึ่งสำนักงานพระพุทธศาสนาจังหวัดพังงาถือหนึ่งในเป็นราชการส่วนภูมิภาคของสำนักงานพระพุทธศาสนาแห่งชาติ

ในบรรดาภาคใต้ฝั่งตะวันตก ประกอบด้วยจังหวัด ภูเก็ต พังงา กระบี่ ระนอง ตรัง และสตูลนั้น มีเพียงจังหวัดพังงาที่มีวัดร้างมากถึง 43 วัดร้าง มีผู้เช่าที่ดินวัดร้างทั้งหมดจำนวน 146 ราย ข้อมูล ณ วันที่ 12 พฤษภาคม 2565 ปัจจุบันสำนักงานพระพุทธศาสนาจังหวัดพังงาให้บริการประชาชนผู้เช่าด้วยการลงพื้นที่ออกหน่วยให้บริการในการจัดเตรียมสัญญาเช่ารวมถึงบริการด้านต่างๆ เนื่องจากเห็นว่าการให้บริการประชาชนของหน่วยงานภาครัฐนั้นต้องคำนึงถึงประชาชนเป็นหลักเพราะการให้บริการที่เป็นไปตามความคาดหวังจากบริการที่จะได้รับนั้น ถือเป็นการสะท้อนให้เห็นถึงคุณภาพของการให้บริการอย่างแท้จริง

ดังนั้น เพื่อให้เป็นไปตามค่านิยมของสำนักงานพระพุทธศาสนาแห่งชาติ ด้านการมีจิตบริการมีความเข้าใจต่อความต้องการของผู้รับบริการอย่างถูกต้อง รวดเร็ว ช่วยเหลือผู้รับบริการด้วยความยิ้มแย้มแจ่มใส และเพื่อเป็นการยกระดับคุณภาพการบริการภาครัฐให้มีมาตรฐาน มีประสิทธิภาพ ผู้วิจัยจึงมีความสนใจที่จะศึกษาความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา เพื่อนำผลการวิจัยนี้ไปใช้ในการพัฒนา ปรับปรุง แก้ไข ด้านการให้บริการ สร้างความประทับใจในการรับบริการ เพื่อประโยชน์สูงสุดต่อผู้รับบริการในกาลต่อไป

วัตถุประสงค์

1. เพื่อศึกษาความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา

2. เพื่อเปรียบเทียบความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา จำแนกตามปัจจัยด้านประชากรศาสตร์และปัจจัยด้านประสบการณ์ส่วนบุคคล

เอกสารและงานวิจัยที่เกี่ยวข้อง

ทฤษฎีความคาดหวัง (Expectancy theory) ของวิคเตอร์วรูม (Vroom, V. H. 1964) ได้นำเสนอความคาดหวังไว้ว่าเป็นความรู้สึกของบุคคลถึงสิ่งที่เหมาะสมกับตนเองหรือสิ่งที่ตนจะพึงได้รับ ซึ่งทฤษฎีความคาดหวังนี้เป็นประโยชน์ต่อการดำเนินงานของผู้ปฏิบัติงานในฐานะที่เป็นผู้ให้บริการต่อประชาชนเพื่อศึกษาและรับรู้ถึงความต้องการที่ผู้รับบริการคาดหวังว่าตนพึงจะได้รับจากการใช้บริการในสถานบริการของภาครัฐ เมื่อทราบถึงความต้องการของประชาชนผู้มารับบริการยังหน่วยงานแล้ว ย่อมส่งผลให้เกิดการพัฒนาปรับปรุงระบบการทำงานของหน่วยงานนั้นๆ และยังเป็นตัวแปรที่สำคัญในการประเมินคุณภาพบริการของหน่วยงาน

การบริการ เป็นการปฏิบัติงานที่กระทำหรือติดต่อและเกี่ยวข้องกับผู้ใช้บริการ การให้บุคคลต่างๆได้ใช้ประโยชน์ในทางใดทางหนึ่ง ทั้งด้วยความพยายามใดๆ ก็ตามด้วยวิธีการที่หลากหลาย ในการทำให้คนต่างๆที่เกี่ยวข้องได้รับความช่วยเหลือ จัดได้ว่าเป็นการให้บริการทั้งสิ้น (สมิต สัชฌุกร, 2545)

สำหรับงานบริการนั้น บุคลากรในงานบริการ (People) ถือเป็นทรัพยากรที่มีคุณค่าขององค์กร เป็นตัวแทนของกิจการและเป็นส่วนหนึ่งของการบริการ มีส่วนสำคัญต่อความสำเร็จในการให้บริการ พนักงานมีหน้าที่ในการปฏิสัมพันธ์โดยตรงกับผู้รับบริการไม่เพียงให้บริการแก่ผู้มารับบริการเท่านั้น ยังต้องแก้ไขปัญหาเฉพาะหน้าให้กับผู้รับบริการด้วย หน่วยงานภาครัฐจึงจำเป็นต้องมีการพัฒนาบุคลากรผู้ให้บริการอยู่เสมอ (จิระภรณ์ ตันติชัยรัตนกูล, 2558)

Parasuraman, Zeithaml and Berry (1985) กล่าวว่า ความคาดหวังต่อคุณภาพบริการไม่ได้แสดงถึงการคาดการณ์ของบริการที่จะได้รับ แต่ความคาดหวังของผู้รับบริการเกิดจากความปรารถนาหรือความต้องการของผู้รับบริการ ซึ่งได้รับอิทธิพลจากพื้นฐานทางวัฒนธรรม สภาพครอบครัว บุคลิกภาพ ประสบการณ์การใช้บริการที่คล้ายๆกัน

Parasuraman, Zeithaml and Berry (1988) ได้นำปัจจัยมิติคุณภาพบริการได้ศึกษาและพัฒนาเกณฑ์ตัวชี้วัดคุณภาพบริการหรือมิติของคุณภาพบริการที่ประเมินจากผู้รับบริการ เรียกเครื่องมือนี้ว่า SERVQUAL แบ่งเป็นมิติคุณภาพบริการ 10 มิติ และได้เสนอการรวมมิติคุณภาพบริการจากเดิม 10 มิติ เป็น 5 มิติ เพื่อลดความซ้ำซ้อนในการวัด ดังนี้

มิติที่ 1 ความเป็นรูปธรรมของบริการ (Tangibles of service) แม้ว่าบริการจะเป็นสิ่งที่จับต้องไม่ได้ แต่สามารถทำให้ผู้รับบริการรู้สึกได้และสัมผัสได้จากสิ่งอำนวยความสะดวกทางกายภาพ

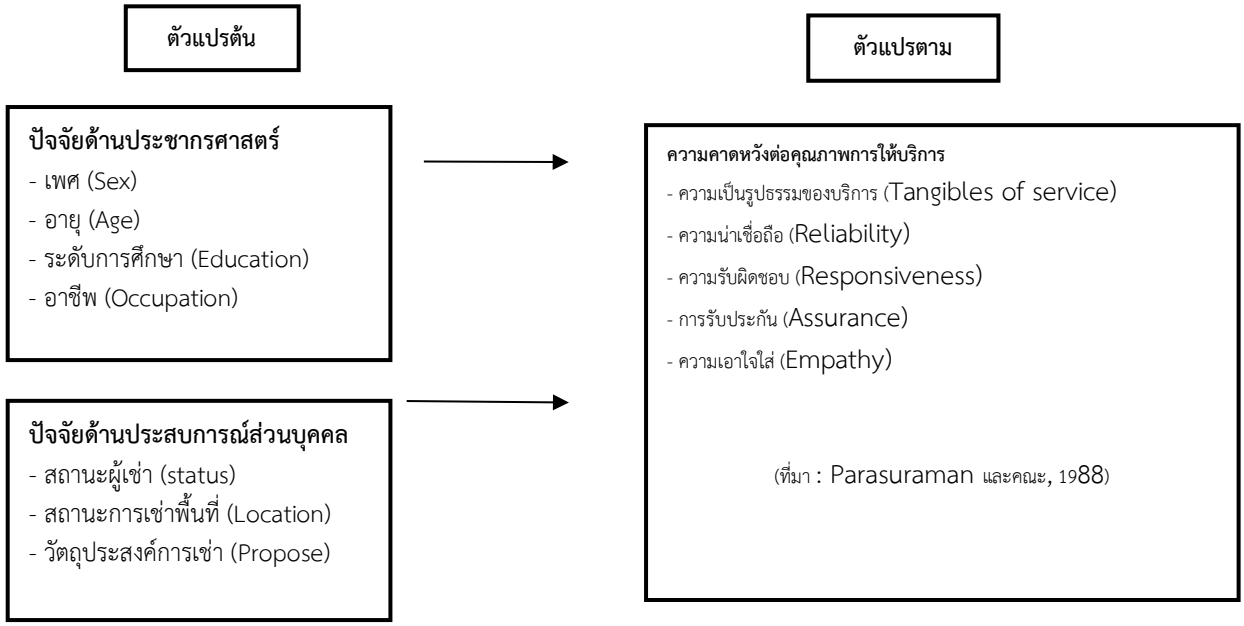
มิติที่ 2 ความน่าเชื่อถือ (Reliability) เป็นความสามารถในการทำตามสัญญาของการบริการเกี่ยวกับความไว้วางใจได้และความแน่นอน ความคาดหวังของผู้รับบริการที่มีต่อการบริการที่ได้รับ ความสม่ำเสมอในการให้บริการ ทำให้ผู้รับบริการรู้สึกว่าบริการที่ได้รับนั้นมีความน่าเชื่อถือ

มิติที่ 3 ความรับผิดชอบ (Responsiveness) การตอบสนองต่อผู้รับบริการคือความพร้อมและความเต็มใจที่จะช่วยเหลือผู้รับบริการให้ได้รับบริการที่รวดเร็ว สามารถแก้ไขปัญหาได้ทันทีและมีความเป็นมืออาชีพ

มิติที่ 4 การรับประกัน (Assurance) การสร้างความไว้วางใจและความเชื่อมั่นให้แก่ผู้รับบริการ ในงานบริการพนักงานผู้ให้บริการจะสามารถปฏิบัติงานบริการได้อย่างมีประสิทธิภาพต้องเป็นผู้ที่มีความรู้ ความสามารถ มีความเชี่ยวชาญ มีทักษะ และให้บริการด้วยความสุภาพอ่อนโยน

มิติที่ 5 ความเอาใจใส่ (Empathy) ความเอาใจใส่ของพนักงานผู้ให้บริการที่มีต่อผู้รับบริการ ความพยายามเข้าใจในความจำเป็นและความต้องการของผู้รับบริการที่มีความแตกต่างกันไปในแต่ละบุคคล

จากแนวคิดดังกล่าว จึงสนใจศึกษาความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา และเพื่อนำผลการวิจัยนี้ไปใช้ในการพัฒนา ปรับปรุง แก้ไข ด้านการให้บริการ เพื่อยกระดับคุณภาพบริการภาครัฐให้มีประสิทธิภาพ สามารถสรุปเป็นกรอบแนวคิดได้ ดังภาพที่ 1



ภาพที่ 1 กรอบแนวคิดการวิจัย

วิธีดำเนินการวิจัย

การวิจัยครั้งนี้เป็นการวิจัยเชิงปริมาณ โดยประชากรในงานวิจัยนี้ คือ ผู้เช่าที่ดินวัดร้างที่มารับบริการการจัดประโยชน์ในที่ดินวัดร้างกับสำนักงานพระพุทธศาสนาจังหวัดพังงา ทั้งเพศชายและเพศหญิง ครอบคลุมทุกอำเภอที่มีวัดร้างที่ได้รับการจัดประโยชน์ของจังหวัดพังงา จำนวน 146 คน กลุ่มตัวอย่างในงานวิจัยครั้งนี้ได้กำหนดโดยใช้สูตรทาโร่ยามาเน่ (Yamane, 1970) ที่ระดับความเชื่อมั่นร้อยละ 95 โดยกำหนดความคาดเคลื่อนที่ระดับ 0.05 เนื่องจากทราบจำนวนประชากรที่ชัดเจน

เครื่องมือที่ใช้ในการวิจัย ในการวัดความคาดหวังต่อคุณภาพการให้บริการของบุคลากรใช้แบบสอบถามเป็นเครื่องมือสำหรับการวิจัยวัดคุณภาพการให้บริการทั้งนี้ผู้วิจัยแบ่งแบบสอบถามออกเป็น 3 ส่วน ดังนี้

ส่วนที่ 1 คำถามลักษณะทางปัจจัยด้านประชากรศาสตร์ และปัจจัยด้านประสบการณ์ส่วนบุคคล ได้แก่ เพศ อายุ ระดับการศึกษา อาชีพ สถานะผู้เช่า สถานะการเช่าพื้นที่ วัตถุประสงค์การเช่า โดยจะมีตัวเลือกหลายคำตอบแต่ให้เลือกเพียงคำตอบเดียว

ส่วนที่ 2 คำถามเพื่อใช้วัดความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา ซึ่งเป็นคำถามแบบมาตราส่วนประมาณค่า 5 ระดับ ตามแบบมาตราวัดของลิเคอร์ท เป็นการวัดข้อมูลประเภทอันตรภาคชั้น แบ่งระดับการวัดและเกณฑ์การให้คะแนนเป็น 5 ระดับ

ส่วนที่ 3 เป็นลักษณะคำถามแบบปลายเปิด ให้ผู้ตอบแบบสอบถามได้แสดงความคิดเห็นถึงปัญหาอุปสรรค ข้อเสนอแนะในการปรับปรุงพัฒนา จำนวน 1 ข้อ

การวิเคราะห์ข้อมูลผู้วิจัยดำเนินการวิเคราะห์ผลข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ โดยมีขั้นตอนดังนี้

- วิเคราะห์โดยใช้สถิติเชิงพรรณนา ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตราฐาน เพื่อวิเคราะห์ข้อมูลด้านปัจจัยด้านประชากรศาสตร์ ปัจจัยด้านประสบการณ์ส่วนบุคคล และความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา

- วิเคราะห์โดยใช้สถิติเชิงอนุมาน (Inferential Statistic) โดยการทดสอบสมมติฐานด้วยการ Independent Samples (t-test) เพื่อเปรียบเทียบตัวแปรต้นกับตัวแปรตาม โดยมีนัยสำคัญทางสถิติที่ระดับ 0.05 และการวิเคราะห์ความแปรปรวนทางเดียว One-way ANOVA (Analysis of variance: ANOVA f-Test) ในการวิเคราะห์เปรียบเทียบตัวแปรต้นที่แบ่งได้มากกว่า 2 กลุ่ม

สรุปผลการวิจัย

1. ผลการวิจัยพบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง จำนวน 66 คน คิดเป็นร้อยละ 61.68 มีอายุมากกว่า 65 ปีขึ้นไป จำนวน 30 คน คิดเป็นร้อยละ 28.04 มีระดับการศึกษาระดับต่ำกว่าปริญญาตรี จำนวน 95 คน คิดเป็นร้อยละ 88.79 ประกอบอาชีพ เกษตร/ประมง จำนวน 41 คน คิดเป็นร้อยละ 38.32 ส่วนใหญ่มีสถานะผู้เช่า เป็นผู้เช่ารายเก่า 106 คน คิดเป็นร้อยละ 99.07 มีสถานะการเช่าพื้นที่วัดบางม่วง(ร้าง) จำนวน 59 คน คิดเป็นร้อยละ 55.14 และมีวัตถุประสงค์การเช่าเพื่ออยู่อาศัย จำนวน 105 คน คิดเป็นร้อยละ 98.13

2. ผลการวิจัยพบว่า ผู้เช่าที่ดินวัดร้างจังหวัดพังงา มีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาอยู่ในระดับมาก ดังตารางที่ 1 ดังนี้

ตารางที่ 1 ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และการแปลผลของความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา โดยจำแนกตามความคาดหวังต่อคุณภาพการให้บริการของบุคลากร

ความคาดหวังต่อคุณภาพการให้บริการของบุคลากร	$(\bar{X})$	S.D.	ระดับ	อันดับ
ความเป็นรูปธรรมของบริการ	4.05	0.55	มาก	4
ความน่าเชื่อถือ	4.40	0.48	มากที่สุด	2
ความรับผิดชอบ	4.51	0.52	มากที่สุด	1
การรับประกัน	4.29	0.45	มากที่สุด	3
ความเอาใจใส่	3.72	0.69	มาก	5
รวม	**4.19**	**0.54**	**มาก**	

จากตารางที่ 1 พบว่า ผู้มารับบริการมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา ในภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าอยู่ในระดับมากที่สุด 3 ด้าน ระดับมาก 2 ด้าน โดยเรียงตามลำดับค่าเฉลี่ยได้ดังนี้ ความรับผิดชอบ ความน่าเชื่อถือ การรับประกัน ความเป็นรูปธรรมของบริการ และความเอาใจใส่

3. ผลการวิจัยตามสมมติฐาน พบว่าปัจจัยด้านประชากรศาสตร์ด้านเพศและอาชีพ ที่แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาไม่แตกต่างกัน แต่ด้าน อายุ และ ระดับการศึกษา ที่แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาด้านความน่าเชื่อถือแตกต่างกัน และผู้เช่า

ที่ดินวัดร้างที่มีปัจจัยด้านประสบการณ์ส่วนบุคคล ด้านสถานะผู้เช่า วัตถุประสงค์การเช่า ที่แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาไม่แตกต่างกัน แต่ด้านสถานะการเช่าพื้นที่ ที่แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาด้านความรับผิดชอบแตกต่างกัน ดังตารางที่ 2 – 8 ดังนี้

ตาราง 2 ข้อมูลเปรียบเทียบความแตกต่างความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา จำแนกตามเพศ

ความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรฯ	t-test for Equality Mean					
	เพศ	$\bar{x}$	S.D.	T	df	Sig.
ความเป็นรูปธรรมของบริการ	ชาย	4.06	0.60	0.204	105	0.838
	หญิง	4.04	0.52			
ความน่าเชื่อถือ	ชาย	4.46	0.28	1.135	101.07	0.259
	หญิง	4.37	0.56			
ความรับผิดชอบ	ชาย	4.59	0.41	1.258	105	0.211
	หญิง	4.46	0.57			
การรับประกัน	ชาย	4.37	0.38	1.470	105	0.145
	หญิง	4.24	0.48			
ความเอาใจใส่	ชาย	3.85	0.71	1.626	105	0.107
	หญิง	3.63	0.67			

*****มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 2 พบว่าผู้มารับบริการที่มีเพศแตกต่างกัน มีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา ในภาพรวมไม่แตกต่างกัน

ตาราง 3 ข้อมูลเปรียบเทียบความแตกต่างความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา จำแนกตามอายุ

ความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรฯ	SS	Df	MS	F	Sig.
ความเป็นรูปธรรมของบริการ					
ระหว่างกลุ่ม	1.336	4	0.334	1.118	0.352
ภายในกลุ่ม	30.472	102	0.299		
รวม	31.808	106			
ความน่าเชื่อถือ					
ระหว่างกลุ่ม	2.753	4	0.688	3.295	0.014*
ภายในกลุ่ม	21.300	102	0.209		
รวม	24.053	106			
ความรับผิดชอบ					
ระหว่างกลุ่ม	0.401	4	0.100	0.367	0.832
ภายในกลุ่ม	27.884	102	0.273		
รวม	28.285	106			
การรับประกัน					
ระหว่างกลุ่ม	1.096	4	0.274	1.384	0.245

ความคาดหวังของผู้เช่าที่ดินวัดร้าง ต่อคุณภาพการให้บริการของบุคลากรฯ	SS	Df	MS	F	Sig.
ภายในกลุ่ม	20.198	102	0.198		
รวม	21.294	106			
ความเอาใจใส่					
ระหว่างกลุ่ม	2.114	4	0.529	1.105	0.358
ภายในกลุ่ม	48.786	102	0.478		
รวม	50.901	106			

*มีนัยสำคัญทางสถิติที่ระดับ .05 **มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 3 พบว่าผู้มารับบริการที่มีอายุแตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาในภาพรวมไม่แตกต่างกัน เมื่อพิจารณาเป็นรายด้านพบว่าผู้มารับบริการที่มีอายุต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาด้านความน่าเชื่อถือแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

เนื่องจากพบความแตกต่างเป็นรายกลุ่ม ผู้วิจัยจึงทำการทดสอบความแตกต่างรายกลุ่มเป็นรายคู่ต่อไป พบว่า ผู้เช่าที่ดินวัดร้างอายุ 36 – 45 ปี มีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา ด้านความน่าเชื่อถือน้อยกว่าอายุ 46 – 55 ปี ผู้เช่าที่ดินวัดร้างอายุ 36 – 45 ปี มีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา ด้านความน่าเชื่อถือ น้อยกว่า อายุ 56 – 65 ปี ผู้เช่าที่ดินวัดร้างอายุ 36 – 45 ปี มีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา ด้านความน่าเชื่อถือ น้อยกว่า อายุ 65 ปีขึ้นไป

ตาราง 4 ข้อมูลเปรียบเทียบความแตกต่างความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา จำแนกตามระดับการศึกษา

ความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรฯ	t-test for Equality Mean					
	ระดับการศึกษา	$\bar{x}$	S.D.	T	df	Sig.
ความเป็นรูปธรรมของบริการ	ต่ำกว่าระดับปริญญาตรี	4.06	0.51	0.942	12.175	0.365
	ระดับปริญญาตรี	3.85	0.79			
ความน่าเชื่อถือ	ต่ำกว่าระดับปริญญาตรี	4.47	0.36	2.280	11.483	0.043*
	ระดับปริญญาตรี	3.89	0.87			
ความรับผิดชอบ	ต่ำกว่าระดับปริญญาตรี	4.52	0.51	0.099	105	0.921
	ระดับปริญญาตรี	4.50	0.58			
การรับประกัน	ต่ำกว่าระดับปริญญาตรี	4.30	0.42	0.613	12.308	0.551
	ระดับปริญญาตรี	4.19	0.63			
ความเอาใจใส่	ต่ำกว่าระดับปริญญาตรี	3.75	0.68	1.451	105	0.150
	ระดับปริญญาตรี	3.44	0.74			

**มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 4 พบว่าผู้มารับบริการที่มีระดับการศึกษาแตกต่างกัน มีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาในภาพรวมไม่แตกต่างกัน เมื่อพิจารณาเป็นรายด้านพบว่าผู้มารับบริการที่มีระดับการศึกษาต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาด้านความน่าเชื่อถือแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดย ระดับปริญญาตรี มีความคาดหวังต่อคุณภาพบริการด้านความน่าเชื่อถือมากกว่า ระดับต่ำกว่าปริญญาตรี

ตาราง 5 ข้อมูลเปรียบเทียบความแตกต่างความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา จำแนกตามอาชีพ

ความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรฯ	SS	df	MS	F	Sig.
ความเป็นรูปธรรมของบริการ					
ระหว่างกลุ่ม	1.344	4	0.336	1.125	0.349
ภายในกลุ่ม	30.464	102	0.299		
รวม	31.808	106			
ความน่าเชื่อถือ					
ระหว่างกลุ่ม	2.063	4	0.516	2.392	0.056
ภายในกลุ่ม	21.990	102	0.216		
รวม	24.053	106			
ความรับผิดชอบ					
ระหว่างกลุ่ม	0.372	4	0.093	0.340	0.851
ภายในกลุ่ม	27.913	102	0.274		
รวม	28.285	106			
การรับประกัน					
ระหว่างกลุ่ม	0.427	4	0.107	0.522	0.720
ภายในกลุ่ม	20.867	102	0.205		
รวม	21.294	106			
ความเอาใจใส่					
ระหว่างกลุ่ม	4.081	4	1.020	2.223	0.072
ภายในกลุ่ม	46.820	102	0.459		
รวม	50.901	106			

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 5 พบว่าผู้มารับบริการที่มีอาชีพแตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาในภาพรวมไม่แตกต่างกัน

ตาราง 6 ข้อมูลเปรียบเทียบความแตกต่างความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา จำแนกตามสถานะผู้เช่า

ความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรฯ	t-test for Equality Mean					
	สถานะผู้เช่า	$\bar{x}$	S.D.	T	df	Sig.
ความเป็นรูปธรรมของบริการ	รายเก่า รายใหม่	4.04 4.63	0.55	- 1.055	105	0.294
ความน่าเชื่อถือ	รายเก่า รายใหม่	4.40 4.83	0.48	- 0.909	105	0.365
ความรับผิดชอบ	รายเก่า รายใหม่	4.51 4.67	0.52	- 0.296	105	0.768
การรับประกัน	รายเก่า รายใหม่	4.29 4.50	0.45	- 0.472	105	0.638

ความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรฯ	t-test for Equality Mean					
	สถานะผู้เช่า	$\bar{x}$	S.D.	T	df	Sig.
ความเอาใจใส่	รายเก่า รายใหม่	3.71 4.50	0.69	- 1.138	105	0.258

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 6 พบว่าผู้มารับบริการที่มีสถานะผู้เช่าแตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาในภาพรวมไม่แตกต่างกัน

ตาราง 7 ข้อมูลเปรียบเทียบความแตกต่างความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา จำแนกตามสถานะการเช่าพื้นที่

ความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรฯ	SS	Df	MS	F	Sig.
ความเป็นรูปธรรมของบริการ					
ระหว่างกลุ่ม	1.607	2	0.803	2.766	0.068
ภายในกลุ่ม	30.202	104	0.290		
รวม	31.808	106			
ความน่าเชื่อถือ					
ระหว่างกลุ่ม	0.072	2	0.036	0.115	0.856
ภายในกลุ่ม	23.981	104	0.231		
รวม	24.053	106			
ความรับผิดชอบ					
ระหว่างกลุ่ม	2.664	2	1.332	5.407	0.006*
ภายในกลุ่ม	25.620	104	0.246		
รวม	28.285	106			
การรับประกัน					
ระหว่างกลุ่ม	0.293	2	0.147	0.727	0.486
ภายในกลุ่ม	21.001	104	0.202		
รวม	21.294	106			
ความเอาใจใส่					
ระหว่างกลุ่ม	1.360	2	0.680	1.428	0.244
ภายในกลุ่ม	49.540	104	0.476		
รวม	50.901	106			

*มีนัยสำคัญทางสถิติที่ระดับ .05 **มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 7 พบว่าผู้มารับบริการที่มีสถานการณ์เช่า (พื้นที่เช่า) แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาในภาพรวมไม่แตกต่างกัน เมื่อพิจารณาเป็นรายด้านพบว่าผู้มารับบริการที่มีระดับการศึกษาต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาด้านความรับผิดชอบแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

เนื่องจากพบความแตกต่างเป็นรายกลุ่ม ผู้วิจัยจึงทำการทดสอบความแตกต่างรายกลุ่มเป็นรายคู่ต่อไป พบว่า ผู้เช่าที่ดินวัดบางม่วง(ร้าง) มีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา ด้านความรับผิดชอบน้อยกว่าผู้เช่าวัดควนป้อม (ร้าง)

ตาราง 8 ข้อมูลเปรียบเทียบความแตกต่างความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา จำแนกตามวัตถุประสงค์การเช่า

ความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรฯ	t-test for Equality Mean					
	วัตถุประสงค์	$\bar{x}$	S.D.	T	df	Sig.
ความเป็นรูปธรรมของบริการ	อยู่อาศัย	4.04	0.53	- 1.340	105	0.183
	ทำสวน (พืชล้มลุก)	4.56	0.19			
ความน่าเชื่อถือ	อยู่อาศัย	4.40	0.05	- 0.542	105	0.589
	ทำสวน (พืชล้มลุก)	4.58	0.25			
ความรับผิดชอบ	อยู่อาศัย	4.51	0.05	- 0.882	105	0.380
	ทำสวน (พืชล้มลุก)	4.83	0.17			
การรับประกัน	อยู่อาศัย	4.28	0.45	- 0.672	105	0.503
	ทำสวน (พืชล้มลุก)	4.50	0.18			
ความเอาใจใส่	อยู่อาศัย	3.73	0.70	0.961	105	0.339
	ทำสวน (พืชล้มลุก)	3.25	0.12			

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 8 พบว่าผู้มารับบริการที่มีวัตถุประสงค์การเช่า แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาในภาพรวมไม่แตกต่างกัน

การอภิปรายผล

ผลการศึกษาความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา สามารถอภิปรายผลได้ ดังนี้

1. ผลการวิจัย พบว่า ลักษณะของผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง มีอายุมากกว่า 65 ปี ขึ้นไป มีระดับการศึกษาต่ำกว่าระดับปริญญาตรี ประกอบอาชีพเกษตร/ประมง เป็นผู้เช่ารายเก่า เป็นผู้เช่าวัดบางม่วง(ร้าง) และมีวัตถุประสงค์การเช่าเพื่ออยู่อาศัย

2. ผลการวิจัย พบว่า ความคาดหวังของผู้เช่าที่ดินวัดร้างต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา สามารถอภิปรายผลเป็นรายด้านได้ดังนี้

2.1) ด้านความเป็นรูปธรรมของบริการ อภิปรายผลได้ว่าผู้เช่าที่ดินวัดร้างมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงา ในด้านความเป็นรูปธรรมของบริการ อยู่ในระดับมาก สอดคล้องกับงานวิจัยของผุสดี แสนเสนาะ (2556) ได้ศึกษาเรื่อง คุณภาพการให้บริการงานจัดเก็บภาษีขององค์การบริหารส่วนตำบลตะปอน อำเภอขลุง จังหวัดจันทบุรี พบว่า คุณภาพในการให้บริการงานจัดเก็บภาษีขององค์การบริหารส่วนตำบลปอน อำเภอขลุง จังหวัดจันทบุรี โดยรวมอยู่ในระดับสูง ดังนั้นจึงควรให้ความสำคัญในเรื่องของการอำนวยความสะดวกในการเดินทางมาติดต่อราชการของผู้รับบริการเป็นหลัก การจัดการเรื่องของสถานที่และความพร้อมต่อการให้บริการ

2.2) ด้านความน่าเชื่อถือ (Reliability) อภิปรายผลได้ว่าผู้เช่าที่ดินวัดร้างมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรฯ ในด้านความน่าเชื่อถือ อยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับงานวิจัยของณิศภัค ดีแปลง (2558) ได้ศึกษาเรื่อง การศึกษาความคาดหวังและความพึงพอใจของผู้รับบริการต่อคุณภาพการบริการของแผนกผู้ป่วยนอกของโรงพยาบาลบ้านแพ้วจังหวัดสมุทรสาคร กล่าวว่า ความน่าเชื่อถือ เป็นความสามารถในการกระทำตามสัญญาที่ได้แจ้งไว้ให้ตรงกับสัญญาที่ให้ไว้กับผู้รับบริการ และสร้างความไว้วางใจ ความถูกต้องและความสม่ำเสมอ ดังนั้นจึงควรส่งเสริมให้มีการจัดอบรมเพื่อพัฒนาความรู้ความสามารถของบุคลากรอยู่เสมอ มุ่งพัฒนาทักษะในการแก้ปัญหา รวมทั้งให้ความสำคัญต่อการพัฒนาด้านบุคลิกภาพของบุคลากรในสำนักงานฯ

2.3) ด้านความรับผิดชอบ (Responsiveness) อภิปรายผลได้ว่าผู้เช่าที่ดินวัดร้างมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรฯ ในด้านความรับผิดชอบ อยู่ในระดับมากที่สุด สอดคล้องกับงานวิจัยผุสดี แสนเสนาะ (2556) ได้ศึกษาเรื่อง คุณภาพการให้บริการงานจัดเก็บภาษีขององค์การบริหารส่วนตำบลตะปอน อำเภอขลุง จังหวัดจันทบุรี พบว่าในด้านกระบวนการ

ให้บริการคุณภาพด้านความสะดวกที่ได้รับจากการบริการแต่ละขั้นตอนถือเป็นอันดับแรก ดังนั้นผู้ให้บริการจึงควรให้ความสำคัญในเรื่องของเวลาและความพร้อมในการให้บริการรวมถึงความสามารถในการตอบสนองความต้องการของผู้รับบริการ

2.4) ด้านการรับประกัน (Assurance) อภิปรายผลได้ว่า ผู้เช่าที่ดินวัดร้างมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรฯ ในด้านการรับประกัน อยู่ในระดับมากที่สุด สอดคล้องกับประภาศรี พงศ์ธนาพาณิ (2558) กล่าวถึงลักษณะที่บ่งบอกถึงคุณภาพของบริการตามความคาดหวังของผู้รับบริการ ได้แก่ 1) เวลาและความทันเวลา 2) ความสมบูรณ์และการตอบสนอง 3) อัธยาศัยไมตรี 4) ความถูกต้อง ดังนั้นหน่วยงานผู้ให้บริการของภาครัฐจึงควรมีการจัดอบรมความรู้และมุ่งเน้นการพัฒนาทักษะความสามารถด้านการจัดประโยชน์ ด้านข้อกฎหมาย ระเบียบที่เกี่ยวข้องกับงาน กำหนดมาตรฐานกระบวนการในการปฏิบัติงานของบุคลากร

2.5) ด้านความเอาใจใส่ (Empathy) อภิปรายผลได้ว่า ผู้เช่าที่ดินวัดร้างมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรในด้านความเอาใจใส่ อยู่ในระดับมาก สอดคล้องกับงานวิจัยของร้อยโทหญิงพัชรมน เชื้อนาคะ (2560) ได้ศึกษาเรื่อง คุณภาพการบริการที่มีผลต่อความพึงพอใจของผู้รับบริการในแผนกผู้ป่วยนอกของโรงพยาบาลพระมงกุฎเกล้า พบว่าคุณภาพการบริการด้านการเข้าถึงจิตใจของผู้รับบริการมีความสัมพันธ์กับความพึงพอใจของผู้รับบริการ หน่วยงานผู้ให้บริการควรมุ่งเน้นให้บุคลากรทุกคนในหน่วยงานมีทักษะในการแก้ปัญหา ใส่ใจต่อความต้องการของผู้รับบริการและปลูกฝังทัศนคติด้านงานบริการ

3. จากการทดสอบสมมติฐานของการศึกษาวิจัย สามารถอภิปรายผล ดังนี้

3.1) ผู้เช่าที่ดินวัดร้างที่มีเพศ อาชีพ สถานะผู้เช่า วัตถุประสงค์การเช่า ที่แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการของบุคลากรสำนักงานพระพุทธศาสนาจังหวัดพังงาไม่แตกต่าง ทั้งนี้เนื่องจาก ความคาดหวังเป็นการคาดการณ์ถึงสิ่งที่ตนต้องการซึ่งอยู่ภายในจิตใจของมนุษย์ทุกคน ดังนั้นไม่ว่าจะเป็นเพศใด อาชีพใด หรือเคยมีประสบการณ์เช่ามาก่อนหรือไม่นั้นย่อมมีความคาดหวังต่อบริการที่ตนจะได้รับ สอดคล้องกับงานวิจัยของกาญจนา คงวารี (2556) ได้ศึกษาเรื่องความคาดหวังและการรับรู้ของประชาชนที่มีต่อคุณภาพบริการของโรงพยาบาลส่งเสริมสุขภาพตำบล ในเขตอำเภอคลองลาน จังหวัดกำแพงเพชร พบว่า ค่าเฉลี่ยความคาดหวังตามลักษณะของผู้รับบริการพบว่าผู้รับบริการที่มีเพศที่ต่างกัน ไม่มีผลทำให้ความคาดหวังของผู้รับบริการที่มีต่อคุณภาพบริการแตกต่างกัน

3.2) ผู้เช่าที่ดินวัดร้างที่มีอายุ ระดับการศึกษาแตกต่างกัน มีความคาดหวังต่อคุณภาพการให้บริการด้านความน่าเชื่อถือแตกต่างกัน ดังนี้ อายุที่แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการด้านความน่าเชื่อถือแตกต่างกัน ทั้งนี้เนื่องจากอายุแต่ละช่วงวัยนั้นบ่งบอกถึงประสบการณ์ที่สั่งสมมาในอดีต สอดคล้องกับงานวิจัยของกาญจนา คงวารี (2556) ได้ศึกษาเรื่องความคาดหวังและการรับรู้ของประชาชนที่มีต่อคุณภาพบริการของโรงพยาบาลส่งเสริมสุขภาพตำบล ในเขตอำเภอคลองลาน จังหวัดกำแพงเพชร พบว่า อายุของผู้รับบริการโรงพยาบาลส่งเสริมสุขภาพตำบลในเขตอำเภอคลองลาน จังหวัดกำแพงเพชรที่แตกต่างกันมีผลทำให้ความคาดหวังและการรับรู้ที่มีต่อคุณภาพบริการแตกต่างกัน และระดับการศึกษาที่แตกต่างกันมีความคาดหวังต่อคุณภาพการให้บริการด้านความน่าเชื่อถือแตกต่างกัน

3.3) ผู้เช่าที่ดินวัดร้างที่มีสถานะการเช่าพื้นที่ที่แตกต่างกัน

- มีความคาดหวังต่อคุณภาพการให้บริการด้านความรับผิดชอบ แตกต่างกันทั้งนี้พบว่าผู้เช่าที่ดินวัดบางม่วง(ร้าง) ซึ่งผู้เช่าอยู่ในพื้นที่เช่าให้คาดหวังในเรื่องของระยะเวลาและความรวดเร็วในการตอบสนองความต้องการน้อยกว่าผู้เช่าที่ดินวัดควนป้อม(ร้าง) ซึ่งผู้เช่าบางส่วนไม่ได้อาศัยอยู่ในพื้นที่วัดควนป้อม(ร้าง) จึงมีความคาดหวังเรื่องความพร้อมในการให้บริการของบุคลากรผู้ให้บริการแตกต่างกัน สอดคล้องกับแนวคิดและทฤษฎีของ Parasuraman, Zeithaml and Berry (1988) กล่าวว่า ความรับผิดชอบคือการตอบสนองต่อผู้รับบริการ เป็นลักษณะที่บ่งบอกถึงความพร้อมและความเต็มใจในการให้บริการได้อย่างรวดเร็ว ตามความต้องการของผู้รับบริการ ซึ่งมีความคาดหวังแตกต่างกันไปตามแต่ละเหตุปัจจัยนั้น

ข้อเสนอแนะ

1. บุคลากรผู้ให้บริการ ควรให้ความสำคัญด้านความรับผิดชอบ ผู้ให้บริการต้องเตรียมพร้อมในเรื่องความสามารถในการตอบสนองความต้องการของผู้รับบริการได้อย่างรวดเร็ว

2. บุคลากรผู้ให้บริการ ควรให้ความสำคัญด้านความน่าเชื่อถือ ควรมีการอบรมความรู้ด้านศาสนสมบัติ เพื่อให้ผู้ให้บริการมีความรู้ความสามารถในการชี้แจงค่าใช้จ่ายอื่นใดได้อย่างถูกต้องและเป็นไปตามระเบียบของทางราชการ

3. บุคลากรผู้ให้บริการ ควรให้ความสำคัญด้านการรับประกัน ผู้ให้บริการต้องเตรียมพร้อมในเรื่องการให้บริการและการปฏิบัติงานโดยตั้งอยู่บนพื้นฐานของระเบียบทางราชการอย่างเคร่งครัดและเป็นไปโดยถูกต้อง

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กลยุทธ์การจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรมยุค New Normal ในเขตจังหวัดนครราชสีมา

The Strategies of Human Resource Management for Hotel Business in the Era of New Normal Contexts in Nakhon Ratchasima Province

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บทคัดย่อ

บทความวิจัยนี้มีวัตุประสงค์ 1) เพื่อศึกษาศึกษาลักษณะประชากรศาสตร์ พฤติกรรมการจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรม ในเขตพื้นที่จังหวัดนครราชสีมา 2) เพื่อศึกษาการเปลี่ยนแปลงการดำเนินงานด้านการจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรม ในเขตพื้นที่จังหวัดนครราชสีมา และ 3) เพื่อเสนอกลยุทธ์การจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรมยุค New Normal ในเขตพื้นที่จังหวัดนครราชสีมา โดยใช้รูปแบบการวิจัยแบบผสม (Mixed Method) ประกอบด้วยการวิจัยเชิงคุณภาพ (Qualitative Research) ใช้การสัมภาษณ์เชิงลึก (In-Depth Interview) กับผู้มีส่วนเกี่ยวข้องกับงานบริการโรงแรมซึ่งเป็นกลุ่มตัวอย่างจำนวน 12 คน โดยใช้วิธีการสุ่มแบบเฉพาะเจาะจง (Purposive Sampling) และการวิจัยเชิงปริมาณ (Quantitative Research) ใช้เป็นแบบสอบถาม (Questionnaire) กับผู้ให้ข้อมูลสำคัญ ได้แก่ พนักงานโรงแรมตั้งแต่ระดับ นักศึกษาฝึกงานขึ้นไป จำนวน 400 คน และใช้วิธีการสุ่มตัวอย่างแบบตามสะดวก (Convenience Sampling Random) สำหรับข้อมูลที่รวบรวมได้นำมาวิเคราะห์โดยใช้สถิติซึ่งประกอบด้วย การแจกแจงความถี่ (Frequency) ร้อยละ (Percentage) ค่าเฉลี่ย (Mean) ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation: SD) และการวิเคราะห์ในเนื้อหา (Content Analysis) โดยใช้วิธีประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistics) ผลการวิจัยพบว่า

1. การเรียนรู้จากคู่มือซึ่งเป็นรูปแบบหนึ่งของการพัฒนาทรัพยากรมนุษย์ มีค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน อยู่ในระดับที่มากที่สุด

2. รูปแบบอื่นๆ ได้แก่ การอบรมขณะทำงาน และการสัมนา มีค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน มากเป็นอันดับรองลงมา ค่าเฉลี่ย ระหว่าง 4.31 –4.52 และค่าเบี่ยงเบนมาตรฐาน ระหว่าง 0.73 –1.00

องค์ความรู้จากงานวิจัยนี้พบว่า ตัวแปรการเรียนรู้ด้วยตัวเองจากคู่มือ มีความสำคัญอย่างมากสำหรับการพัฒนาทรัพยากรมนุษย์ของธุรกิจโรงแรม เพราะพนักงานสามารถทำความเข้าใจ ทดสอบความรู้ก่อน-หลัง ปฏิบัติงานได้ด้วยตนเอง และถือเป็นการปรับตัวในสภาวะ New Normal ธุรกิจโรงแรมหรือส่วนที่เกี่ยวข้องสามารถนำผลสรุปนี้ไปปรับใช้เพื่อสนับสนุนและพัฒนาแผนการจัดการทรัพยากรมนุษย์ เนื่องจากตัวแปรภายนอกทั้ง 3 ของรูปแบบการพัฒนาทรัพยากรมนุษย์มีผลต่อตัวพนักงานเป็นอย่างมากและจากความคิดเห็นส่วนมากของกลุ่มสำรวจต่างแสดงความคิดเห็นว่า เห็นด้วยที่สุดกับการที่ธุรกิจโรงแรมควรใช้หลักการการเรียนรู้ด้วยตัวเองจากคู่มือ (E-book) เพราะเป็นการใช้เทคโนโลยีให้เหมาะสมกับสภาวะ New Normal เป็นต้น

คำสำคัญ: การจัดการทรัพยากรมนุษย์, กำลังคน, ยุค New Normal, อัตราการเข้าออกของพนักงาน

Abstract

This research aimed 1) to study the specific nature of Human resource management for hotel business in Nakhon Ratchasima Municipality 2) to study the resource change in human resource management for hotel business in Nakhon Ratchasima Province and 3) to propose human resource management strategies for the New Normal era in the area of Nakhon Ratchasima Province. The research used a mixed research model which consists

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of qualitative research. Qualitative Research used in-depth interviews with a sample of 12 people, using purposive sampling and quantitative research used a questionnaire with important information providers, including hotel staff from internship students and above which were 400 people, and used a convenience sampling random method for the collected data to be analyzed using statistics consisting of Frequency distribution, Percentage, Mean, Standard Deviation, and Content Analysis using Descriptive Statistics. The results found that

1. Learning from a Manual, which is a form of human resource development, had the highest mean and standard deviation

2. Other formats, including on-the-job training and seminars, had mean and standard deviation, followed by the mean between 4.31 -4.52 and the standard deviation between 0.73 -1.00

The knowledge of this research found that self-learning variable from a manual is very important for the human resource development of the hotel business because employees can understand by testing their knowledge before and after. Also, they are able to work independently which is considered as an adjustment in the New Normal situation of the hotel business. Hotel businesses or related sectors can apply the summary to support and develop human resource management plans. The 3 external variables of the human resource development model have a great effect on employees and most people agree that the hotel business should use self-learning (E-book) because it is the way to apply technology for the New Normal era.
Keywords: Human Resource Management, Manpower, New Normal, Turnover rate

บทนำ

ธุรกิจภาคการท่องเที่ยวและโรงแรมเป็นบทบาทหลักของเศรษฐกิจประเทศไทยกว่าร้อยละ 20 ของผลิตภัณฑ์มวลรวมของประเทศ (Bank of Thailand, 2018) ซึ่งมีมูลค่ากว่า 1.03 ล้านล้านบาท คิดเป็นสัดส่วนร้อยละ 6.1 ของ GDP ทั้งประเทศ (Krungsri Research, 2022) ที่กำลังมีแนวโน้มการเติบโตอย่างรวดเร็วต้องเผชิญกับภาวะวิกฤตที่ไม่เคยเจอมาก่อนจากการแพร่ระบาดของโควิด-19 ทำให้รัฐบาลทั่วโลกออกมาตรการปิดเมือง (lock down) งดการเดินทางระหว่างประเทศส่งผลให้ปริมาณนักท่องเที่ยวทั่วโลกหดตัวลงและทำให้รายได้ลดลงถึงร้อยละ 72.7 (Ministry of Tourism and Sports, 2021) ในขณะที่ตลาดต่างชาติยังคงกลับมาไม่ได้ ทำให้เมืองที่พึ่งพาการท่องเที่ยวอย่างภูเก็ตและชลบุรีได้รับผลกระทบจากสถานการณ์สูงในขณะเมืองท่องเที่ยวที่อยู่ใกล้กรุงเทพฯ อย่างพัทยามีแนวโน้มที่จะฟื้นตัวสูงจากศักยภาพการเป็นเมืองท่องเที่ยวและเศรษฐกิจในอนาคตถึงแม้ว่าจะมีโอกาสฟื้นตัวแต่ทางโรงแรมก็ต้องมีการปรับตัวเพื่อให้ดำเนินธุรกิจในสถานการณ์หลังโควิด-19 ได้

ในขณะที่อุตสาหกรรมบริการของประเทศไทยยังจะต้องให้ความสำคัญกับการพัฒนา ทักษะการบริการที่เป็นหัวใจสำคัญต่อการต้อนรับ โดยเฉพาะกลุ่มธุรกิจโรงแรมเป็นหนึ่งในองค์ประกอบของนักท่องเที่ยวให้เกิดความสะดวกสบาย แต่เนื่องจากการแพร่ระบาดของเชื้อไวรัสโควิด-19 ในปี พ.ศ. 2563 ทำให้การดำเนินงานของธุรกิจโรงแรมหยุดชะงัก ส่งผลกระทบทั้งด้านรายได้และอัตราการจ้างงาน และในปลายปี 2564 อุตสาหกรรมโรงแรมได้กลับมาดำเนินธุรกิจอีกครั้ง โดยบางโรงแรมได้ให้บริการอย่างเต็มรูปแบบและเกิดวิกฤติ นิว นอร์มอล (New Normal) คือการปรับตัวเข้ากับสถานการณ์ อาทิ การเว้นระยะห่างทางสังคม ลดการสัมผัส และการรักษาสุขอนามัยของตัวเอง (Hareebin, Thongkaemkaew, & Seeduka, 2022) ฉะนั้นธุรกิจโรงแรมจะต้องปรับตัว จัดเตรียมแรงงานหรือทรัพยากรมนุษย์ให้มีความพร้อมอยู่เสมอ โดยอาจเลือกใช้วิธีที่เหมาะสมกับสภาพแวดล้อมปัจจุบันของธุรกิจเอง เช่น การสอนงาน การหมุนเวียนงาน การประชุมสัมนา การแสดงบทบาทสมมติ หรือการสาธิต นอกจากนั้นการเรียนรู้ด้วยตัวเองจากคู่มือ หรือ การสังเกตุการ ก็เป็นอีกรูปแบบของการเรียนรู้

ดังนั้นองค์ความรู้ในการบริหารจัดการทรัพยากรมนุษย์ภาคธุรกิจโรงแรม ในภาวะระหว่างและหลังวิกฤต จึงมีความสำคัญต่อธุรกิจโรงแรมเป็นอย่างยิ่ง สำหรับในเรื่องการเตรียมความพร้อมรับมือกับการเปลี่ยนแปลง (Boonrod, Phonchot, & Kamnuan, 2021) ผู้ประกอบการต้องบริหารความเสี่ยงในเรื่องของจัดสรร พัฒนากำลังคน ในครั้งนี้ให้ได้ และมีการนำเทคโนโลยีมาใช้ในองค์กรมากขึ้น เพื่อให้พนักงานโรงแรมสามารถเรียนรู้งาน เตรียมตัวทำงาน ได้อย่างมีประสิทธิภาพตามเกณฑ์มาตราฐานของโรงแรมและความสะอาดปลอดภัย ควรมีวิธีการและแนวทางในการวางแผน บริหารจัดการธุรกิจโรงแรมแบบยืดหยุ่นและทันสมัย เพื่อปรับตัวเข้ากับยุคหลังโควิด 19 นี้ไปได้

วัตถุประสงค์

1) เพื่อศึกษาศึกษาลักษณะประชากรศาสตร์ พฤติกรรมการจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรม ในเขตพื้นที่จังหวัดนครราชสีมา

2) เพื่อศึกษาการเปลี่ยนแปลงการดำเนินงานด้านการจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรม ในเขตพื้นที่จังหวัดนครราชสีมา

3) เพื่อเสนอกลยุทธ์การจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรมยุค New Normal ในเขตพื้นที่จังหวัดนครราชสีมา

ทบทวนวรรณกรรม

ธุรกิจโรงแรมปี 2564 มีแนวโน้มซบเซาต่อเนื่อง คาดว่าทยอยฟื้นตัวในปี 2565-2566 อาจใช้เวลาอย่างน้อย 4 ปี จำนวนนักท่องเที่ยวต่างชาติจึงจะฟื้นตัวกลับมาเท่ากับระดับช่วงก่อน COVID-19 ขณะที่จำนวนนักท่องเที่ยวไทยจะฟื้นตัวเร็วกว่า จากมาตรการกระตุ้นการท่องเที่ยวในประเทศอย่างต่อเนื่อง โดยในช่วงครึ่งหลังของปี 2564 การผลิตวัคซีนและนำมาใช้ได้อย่างแพร่หลายจะหนุนให้นักท่องเที่ยวต่างชาติมีจำนวนเพิ่มขึ้นต่อเนื่อง ซึ่งได้รับปัจจัยหนุนจากภาวะเศรษฐกิจโลกทยอยฟื้นตัว รวมถึงศักยภาพด้านการท่องเที่ยวของไทยในระยะยาว อย่างไรก็ตาม ภายใต้ฐานวิถีชีวิตใหม่หลังวิกฤต COVID-19 (Škare, & Porada-Rochon, 2021) ผู้ประกอบการธุรกิจท่องเที่ยวและโรงแรมควรเร่งปรับตัวเพื่อให้สามารถดำเนินธุรกิจต่อไปได้อย่างยั่งยืน เช่นการวางแผนกลยุทธ์ทางการตลาดเน้นการวิเคราะห์ความต้องการของนักท่องเที่ยวที่แตกต่างและหลากหลายเพื่อเสนอบริการที่ตอบโจทย์รายบุคคล การให้ความสำคัญกับด้านทรัพยากรมนุษย์โดยพัฒนาทักษะด้านการบริการและจัดสรรกำลังคนของแต่ละแผนก รวมถึงความปลอดภัยด้านสุขภาพและอนามัยของผลิตภัณฑ์และบริการมากขึ้น ดังนั้นการเร่งปรับตัวทั้งให้เข้ากับสถานการณ์เพื่อให้กลับมามีสภาพคล่องอีกครั้งจำเป็นต้องใช้กลยุทธ์ต่างๆเข้ามาช่วย

การจัดการทรัพยากรมนุษย์ (Human Resource Management) คือ กลยุทธ์ตลอดจนกระบวนการในการจัดการบุคลากรในองค์กรตามมิติต่างๆ เพื่อให้บุคลากรสามารถดำเนินการทำงานตามหน้าที่ของตนให้เกิดประสิทธิภาพสูงสุด และเกิดปัญหาให้น้อยที่สุด รวมถึงการพัฒนาให้บุคลากรมีศักยภาพเพิ่มขึ้น เพื่อการปฏิบัติงานที่มีประสิทธิภาพยิ่งขึ้น และเพื่อความสำเร็จขององค์กรที่เพิ่มขึ้นตามไปด้วย

การพัฒนาทรัพยากรมนุษย์มีวัตถุประสงค์ 1) เพื่อปรับปรุงประสิทธิภาพด้านผลผลิตและเพิ่มผลกำไรให้แก่องค์การ ความสัมพันธ์อย่างใกล้ชิดระหว่างความอยู่รอดทางเศรษฐกิจและผลผลิตขององค์การในทศวรรษนี้เด่นชัดขึ้นและยังผลทำให้การเพิ่มผลผลิตกลายเป็นเป้าหมายเชิงกลยุทธ์ขององค์การ วิธีการที่ใช้ในการพัฒนาทรัพยากรมนุษย์จะช่วยพัฒนาทักษะในด้านการปฏิบัติงาน กระตุ้นให้มีแรงจูงใจในการทำงาน ซึ่งจะนำไปสู่การปรับปรุงด้านผลผลิตของพนักงานและมีการผลิตที่เพิ่มสูงขึ้นทำให้ผลกำไรขององค์การสูงตามไปด้วย 2) เพื่อหลีกเลี่ยงการใช้วิธีการ ทักษะ และเทคโนโลยีที่ล้าสมัยในการปฏิบัติงานของทุกระดับในองค์การ โปรแกรมการพัฒนาทรัพยากรมนุษย์จะช่วยพัฒนาทักษะในการทำงานตามความถนัดและความสนใจของพนักงานทุกระดับให้ทันสมัยควบคู่ไปกับความก้าวหน้าทางเทคโนโลยีที่เปลี่ยนไปและบรรลุวัตถุประสงค์ขององค์การ 3) เพื่อพัฒนาศักยภาพของพนักงานให้ก้าวหน้าขึ้นไปดำรงตำแหน่งที่สูงขึ้นในสายงานโดยการสนับสนุนและส่งเสริมให้พนักงานที่มีความสามารถได้พัฒนาให้มีความรู้ในงานสูงขึ้นตามขีดศักยภาพสูงสุดที่มีอยู่ ตลอดจนให้มีทัศนคติที่เอื้อต่อการไปปฏิบัติในตำแหน่งที่สูงขึ้น (Laonhunt, 2003)

วิธีการพัฒนาบุคลากรมีหลายวิธีได้แก่ การฝึกอบรม การประชุมเชิงวิชาการ การอนุญาต ให้ศึกษาต่อ ฯลฯ แต่วิธีการที่นิยมกันมากที่สุดคือ การฝึกอบรม เพราะองค์กรสามารถกำหนดหลักสูตรการฝึกอบรม เป้าหมายและการประเมินผลการอบรมได้อย่างเป็นระบบ เช่น 1) การอบรม (Training) แบ่งได้เป็น 2 ส่วนคือ การฝึกอบรมภายนอกองค์กรหรือบางแห่งเรียกว่าการส่งอบรมภายนอกร่วมกับหน่วยงานอื่น ๆ 2) การให้การศึกษาต่อเนื่องเป็นโครงการเพิ่มพูนความรู้ ทักษะและความสามารถของบุคลากรในองค์กรโดยให้ศึกษาทั้งในระยะยาวและระยะสั้น 3) การจัดกิจกรรมเสริมเป็นการให้ความรู้เพิ่มเติม เช่น การให้ข่าวสาร ข้อมูล กฎระเบียบ กติกา วัฒนธรรมองค์กร นโยบายใหม่ ๆ การจัดทำคู่มือปฏิบัติการ การสร้างขวัญและกำลังใจ การพัฒนาทีมงาน รวมถึงการจัดสวัสดิการต่าง ๆ เพื่อพัฒนาบุคลากรให้มีความรู้ความเข้าใจที่ถูกต้อง

ชีวิตวิถีใหม่ (New Normal) เป็นแนวทางที่ต้องปรับเปลี่ยนชุดพฤติกรรม ในช่วงไวรัสโควิด 19 ระบาดแล้วเปลี่ยนชีวิตผู้คนไปหรือรูปแบบวิถีชีวิตไปพร้อมกันทั่วโลก จากที่เคยออกจากบ้าน เพื่อไปทำงาน ไปโรงเรียน เราต้องหันมาทำทุกอย่างที่บ้าน หากมีความจำเป็นต้องออกจากบ้านไปใช้จ่ายซื้อสอย หรือแม้กระทั่งไปพบแพทย์ เราต้องใส่หน้ากากเพื่อป้องกันโรค ต้องเว้นระยะห่างสำหรับบุคคล ล้างมือบ่อยๆนาน 20 วินาที เช็ดมือด้วยแอลกอฮอร์ ฯ รวมถึงการปรับเปลี่ยนทางด้านธุรกิจและบริการต่าง ๆ ให้ทันต่อสถานการณ์ปัจจุบัน จึงต้องปรับเปลี่ยนไปสู่การเปิดระบบลงทะเบียนออนไลน์ การใช้ระบบซื้อขายและบริการทางออนไลน์ สิ่งนี้ เกิดเป็นวิถีใหม่ในการดำรงชีวิต ซึ่งเมื่อเราจำต้องปฏิบัติกันเป็นปกติต่อเนื่องในระยะเวลาหนึ่งจนเกิดเป็นความพอใจ ในที่สุดทั้งหมดนี้ก็ได้กลายเป็น New Normal ในสังคมของเราไปนั่นเอง (TOSH, n.d.)

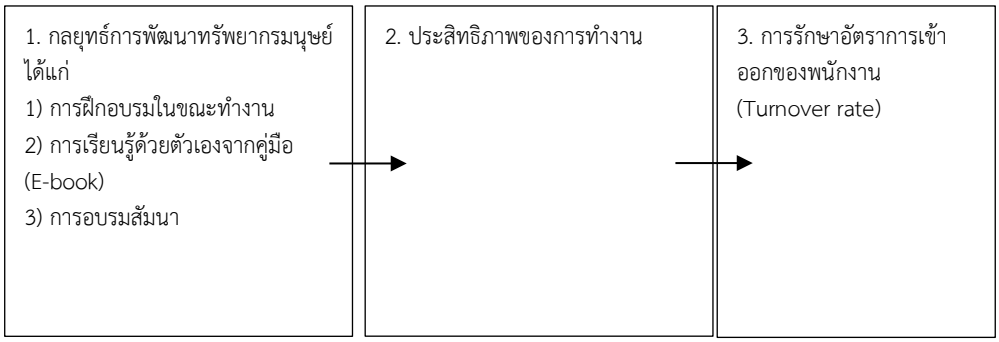
กำลังคน (Manpower) คือ กำลังคนและแรงงานมนุษย์ซึ่งเป็นสิ่งสำคัญในการขับเคลื่อนองค์กรให้บรรลุเป้าหมาย บรรลุวัตถุประสงค์ และสร้างผลประโยชน์ให้แก่องค์กรได้สูงสุด หากกำลังคนในองค์กรได้รับการอบรมและพัฒนาศักยภาพอยู่เสมอ ก็ย่อมส่งผลให้ผลการปฏิบัติงานออกมาอย่างมีประสิทธิภาพ (Randhave, 2018)

อัตราการเข้าออกงาน (Turnover rate) คือ อัตราการหมุนเวียนของพนักงาน หรือถ้าให้อธิบายง่ายๆ ก็คือเปอร์เซ็นต์ ที่พนักงาน เข้าทำงาน หรือลาออก ของแต่ละบริษัทนั่นเอง (Ronra & Chaisawat, n.d.)

จากการทบทวนทฤษฎี/วรรณกรรม/แนวความคิด กล่าวคือ รูปแบบการพัฒนาทรัพยากรมนุษย์ของธุรกิจโรงแรมอาจมีการเปลี่ยนแปลงในสภาวะ New Normal เช่น ลดการสัมผัส ลดการพบเจอทางสังคม การใช้ระยะการสอนงานให้น้อยลงและมีประสิทธิภาพมากขึ้น และการนำเทคโนโลยีเข้ามาใช้ ผ่านการสอนงานในรูปแบบต่างๆ ในการวิจัยนี้วิเคราะห์จาก กลยุทธ์หรือรูปแบบการพัฒนาทรัพยากรมนุษย์ของโรงแรมที่ส่งผลกระทบต่ออัตราการเข้าออกงาน(Turnover rate) ได้แก่ 1) การฝึกอบรมในขณะทำงาน 2) การเรียนรู้ด้วยตัวเองจากคู่มือ 3) การอบรมสัมนา

กรอบแนวคิดการวิจัย

การวิจัยครั้งนี้ ต้องการศึกษารูปแบบการพัฒนาทรัพยากรมนุษย์ 1) การฝึกอบรมในขณะทำงาน 2) การเรียนรู้ด้วยตัวเองจากคู่มือ 3) การอบรมสัมนา ที่อาจส่งผลให้ธุรกิจโรงแรมสามารถพัฒนาและบริหารจัดการกำลังให้เตรียมพร้อมทำงานได้อย่างมีประสิทธิภาพ เช่น การลดการสัมผัส การประหยัดเวลา และตรงตามมาตราฐานของโรงแรม โดยมีแนวคิดมาจากการศึกษาวิจัยของ Wongchareon (2015) ที่กล่าวว่ารูปแบบการพัฒนาทรัพยากรมนุษย์ในภาพรวมมีอิทธิพลต่อองค์กรมาก การเป็นองค์กรแห่งการเรียนรู้ให้แก่บุคลากรก็มีความสำคัญเช่นกัน ทั้งนี้ขึ้นอยู่กับ ปัจจัยส่วนบุคคล ได้แก่ อายุ ระดับการศึกษา และประสบการณ์ทำงาน ดังนั้นจึงสรุปความสัมพันธ์ระหว่างตัวแปรดังปรากฏในแผนภาพดังนี้



แผนภาพที่ 1 แสดงความสัมพันธ์ระหว่างตัวแปร

ขอบเขตการวิจัย

ขอบเขตด้านเนื้อหาและปัจจัย

การวิจัยครั้งนี้มุ่งศึกษากลยุทธ์สำคัญในการจัดการทรัพยากรมนุษย์ของธุรกิจโรงแรม ในเขตพื้นที่จังหวัดนครราชสีมา โดยแบ่งเป็น 3 ด้านตามวัตถุประสงค์ ได้แก่ 1. เพื่อศึกษาศึกษาลักษณะประชากรศาสตร์ พฤติกรรมการจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรม ในเขตพื้นที่จังหวัดนครราชสีมา 2. เพื่อศึกษาการเปลี่ยนแปลงการดำเนินงานด้านการจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรม ในเขตพื้นที่จังหวัดนครราชสีมา 3. เพื่อเสนอกลยุทธ์การจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรมยุค New Normal ในเขตพื้นที่จังหวัดนครราชสีมา

ขอบด้านตัวแปร

เนื่องจากการวิจัยนี้เน้นการศึกษาเพื่อพัฒนากลยุทธ์ทางการจัดการทรัพยากรมนุษย์ของโรงแรม จึงมีตัวแปรที่เกี่ยวข้องดังนี้

1. รูปแบบการพัฒนาทรัพยากรมนุษย์ ได้แก่ 1) การฝึกอบรมในขณะทำงาน 2) การเรียนรู้ด้วยตัวเองจากการสังเกตุการ 3) การอบรมสัมนา 2. ประสิทธิภาพของการทำงาน 3. การลดอัตราการเข้าออกของพนักงาน (Turnover rate)

ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

การวิจัยเก็บข้อมูลจากกลุ่มตัวอย่างจำนวน 12 คน โดยใช้วิธีการสุ่มแบบเฉพาะเจาะจง (Purposive Sampling) และพนักงานโรงแรมตั้งแต่ระดับ นักศึกษาฝึกงานขึ้นไป จำนวน 400 คน และใช้วิธีการสุ่มตัวอย่างแบบตามสะดวก (Convenience Sampling Random)

ขอบเขตด้านระยะเวลา

ตั้งแต่เดือน ตุลาคม พ.ศ.2565 ถึง ธันวาคม พ.ศ. 2565

ระเบียบการวิจัย

การวิจัยครั้งนี้ใช้วิธีการศึกษาข้อมูลโดยใช้ระเบียบวิธีวิจัยวิจัยเชิงคุณภาพ (Qualitative Research) ใช้การสัมภาษณ์เชิงลึก (In-Depth Interview) กับกลุ่มตัวอย่างที่เกี่ยวข้องกับงานโรงแรม จำนวน 12 คน โดยใช้วิธีการสุ่มแบบเฉพาะเจาะจง (Purposive Sampling) และการวิจัยเชิงปริมาณ (Quantitative Research) ใช้เป็นแบบสอบถาม (Questionnaire) กับผู้ให้ข้อมูลสำคัญ ได้แก่ พนักงานโรงแรมตั้งแต่ระดับ นักศึกษาฝึกงานขึ้นไป จำนวน 400 คน และใช้วิธีการสุ่มตัวอย่างแบบตามสะดวก (Convenience Sampling Random) เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลคือ แบบสอบถามการวิจัย และศึกษาข้อมูลทุติยภูมิจากการเก็บรวบรวมข้อมูล ศึกษา ค้นคว้า และทบทวนเอกสารที่เกี่ยวข้อง และการวิเคราะห์ข้อมูลเชิงปริมาณด้วยสถิติพรรณนาได้แก่ ค่าร้อยละ (Percentage) ค่าเฉลี่ย (mean) และค่าเบี่ยงเบนมาตรฐาน (Standard Deviation: S.D.) โดยใช้การนำเสนอด้วยตาราง และพรรณนาข้อมูลดังกล่าว เพื่ออธิบายและวิเคราะห์ข้อมูลที่ได้ทำการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง ไปทำการเปรียบเทียบกับเกณฑ์เพื่อใช้ในการแปลความหมายเป็นรายข้อ ความหมายของแบบสอบถามมีมาตราส่วนประมาณค่าในการแปลความหมายของความคิดเห็นในแต่ละด้าน โดยแต่ละข้อคำถามมีคำตอบให้เลือก 5 ระดับตามวิธีของ Likert scales (Likert,1970)

ประชากรและกลุ่มตัวอย่าง

พนักงานโรงแรมที่ทำงานโรงแรมในเขตพื้นที่จังหวัดนครราชสีมา โดยแบ่งเป็น 1. กลุ่มตัวอย่างจำนวน 12 คน โดยใช้วิธีการสุ่มแบบเฉพาะเจาะจง (Purposive Sampling) 2. พนักงานโรงแรมตั้งแต่ระดับ นักศึกษาฝึกงานขึ้นไป จำนวน 400 คน และใช้วิธีการสุ่มตัวอย่างแบบตามสะดวก (Convenience Sampling Random) อย่างไรก็ตาม สถานการณ์การแพร่ระบาดโรคไวรัสโควิด-19 ทำให้ธุรกิจโรงแรมมีการชะลอ และปิดตัวลง รวมถึงจำนวนผู้ใช้บริการที่ยังไม่มากเพียงพอ ทำให้จำนวนประชากรไม่สามารถระบุจำนวนที่ชัดเจนได้ การวิจัยครั้งนี้จึงจำเป็นต้องเลือกใช้วิธีการสุ่มตัวอย่างจากการคำนวณปริมาณกลุ่มตัวอย่างที่ไม่ทราบจำนวนที่แน่นอน โดยมีระดับความเชื่อมั่นอยู่ที่ 95% ที่เหลือ 5% คือความคลาดเคลื่อนในการเลือกตัวอย่าง ผู้วิจัยใช้สูตรการหา Cochran Unknown Population (Kunlaya, 2006) จากการคำนวณได้จำนวนการสุ่มตัวอย่างขั้นต่ำเท่ากับ 360 ราย เพื่อให้ข้อมูลมีความถูกต้องและแม่นยำมากยิ่งขึ้น

เครื่องมือการวิจัย

ผู้วิจัยได้ใช้แบบสอบถาม (Questionnaire) และแบบสัมภาษณ์แบบกึ่งโครงสร้าง (Semi Interview) โดยแบบสอบถามจะถามความคิดเห็นพนักงานโรงแรมประกอบด้วย ข้อมูลส่วนบุคคลของพนักงาน และ ข้อมูลความคิดเห็นเกี่ยวกับรูปแบบการพัฒนาทรัพยากรมนุษย์ที่มีประสิทธิภาพสูงสุดในยุค New Normal โดยคำถามแบบการประเมินค่าระดับความคิดเห็น Rating scale จำนวน 5 ระดับ โดย 5 หมายถึง ระดับการประเมินค่าความคิดเห็นสูงที่สุด, 4 หมายถึงระดับการประเมินค่าความคิดเห็นมาก, 3 หมายถึงระดับความคิดเห็นปานกลาง, 2 หมายถึง ระดับความคิดเห็นน้อย และ 1 หมายถึง ระดับความคิดเห็นน้อยที่สุด (Ongiem& Vichitvejpaisal, 2018) ส่วนแบบสัมภาษณ์แบบกึ่งโครงสร้าง ผู้ให้ข้อมูลลสำคัญ จำนวน 12 คน เป็นผู้ตอบแบบสัมภาษณ์คำถามเชิงลึก

การเก็บรวบรวมข้อมูล

ดำเนินการแจกแจงแบบสอบถามอิเล็กทรอนิกส์แบบสะดวกทั้ง 400 ชุดผ่านโรงแรมแบรนด์สัญชาติไทยและต่างชาติในพื้นที่จังหวัดนครราชสีมาผ่านแผนกฝ่ายงานบุคลากร ทำการรวบรวมข้อมูล และตรวจสอบความถูกต้อง หลังจากนั้นประมวณผลโดยการใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป และนำข้อมูลที่ได้ไปทำการวิเคราะห์และสรุปผลข้อมูลการตรวจสอบคุณภาพของเครื่องมือการตรวจสอบคุณภาพของเครื่องมือ แบบสอบถามตรวจสอบความเที่ยงตรงจากความคิดเห็นของผู้เชี่ยวชาญจากการแต่งตั้ง 3ท่าน คำนวณหาค่า IOC โดยใช้ดัชนีความสอดคล้อง แล้วเลือกค่าดัชนีความสอดคล้องตั้งแต่ 0.5 ขึ้นไป โดยมีการกำหนดเกณฑ์การพิจารณาคือ (Rovinelli & Hambleton, 1977) การหาความเชื่อมั่นโดยใช้สัมประสิทธิ์แอลฟาของครอนบาค และใช้เกณฑ์สัมประสิทธิ์แอลฟา (Cortina, 1993) โดยค่าความเชื่อมั่นของแบบสอบถามอยู่ที่ 0.78เกณฑ์การแปลค่าเฉลี่ยแบบสอบถามตามการแจกแจงความถี่ (Bohrnstedt & Knoke, 1988)

การวิเคราะห์ข้อมูล

ข้อมูลเชิงปริมาณ โดยนำเสนอข้อมูลสถิติคือ นำเสนอค่าร้อยละ (Percentage) ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) พรรณนาข้อมูลดังกล่าว เพื่ออธิบายและวิเคราะห์ข้อมูลที่ได้ทำการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง ไปทำการเปรียบเทียบกับเกณฑ์เพื่อใช้ในการแปลความหมายเป็นรายข้อ

ผลการวิจัย

ตามวัตถุประสงค์วิจัยข้อที่ 1. เพื่อศึกษาศึกษาลักษณะประชากรศาสตร์ พฤติกรรมการจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรม ในเขตพื้นที่จังหวัดนครราชสีมา พบว่า ผู้ตอบแบบสอบถามเป็นเพศชายจำนวน167 คน เพศหญิง จำนวน 233 คนส่วนใหญ่มีอายุระหว่าง 31-40 ปี มีสถานภาพสมรส การศึกษาระดับปริญญาตรีหรือเทียบเท่า ประกอบอาชีพพนักงานโรงแรม และมีรายได้เฉลี่ยต่อเดือนเท่ากับ 20,001-30,000 บาทข้อมูลพฤติกรรมผู้ใช้บริการ พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่มีประสบการณ์งานโรงแรม 2 ปี ผ่านการอบรม 1 ครั้งก่อนทำงาน และได้รับการสอนงานระหว่างการทำงาน และถูกประเมินทุกๆ 3 เดือน ปัจจัยที่มีผลกับรูปแบบการพัฒนาทรัพยากรมนุษย์ที่พนักงานโรงแรมได้รับเพื่อให้สามารถเตรียมกำลังคนได้อย่างมีประสิทธิภาพ อันดับหนึ่งคือ การประหยัดเวลา จำนวน 265 รายอันดับรองลงมาคือ การนำเทคโนโลยีเข้ามาใช้ จำนวน 115 รายหรือร้อยละ 19และ อันดับสามคือ การลดการสัมผัส จำนวน 20 ราย

ตามวัตถุประสงค์วิจัยข้อที่ 2 เพื่อศึกษาการเปลี่ยนแปลงการดำเนินงานด้านการจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรม ในเขตพื้นที่จังหวัดนครราชสีมา สามารถวิเคราะห์ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานมุมมองของพนักงานโรงแรมที่มีต่อกลยุทธ์การพัฒนาทรัพยากรมนุษย์ได้ดังตารางที่ 1

ตารางที่ 1 ตารางแสดงผลวิเคราะห์ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานมุมมองพนักงานโรงแรมต่อกลยุทย์การพัฒนาทรัพยากรมนุษย์

กลยุทธ์การพัฒนาทรัพยากรมนุษย์	$\overline{X}$	SD	แปลความ
1) การฝึกอบรมในขณะทำงาน			
การฝึกอบรมในขณะทำงานโดยมีเพื่อนร่วมงานสอนงาน	4.70	0.90	มาก
การฝึกอบรมในขณะทำงานโดยมีพนักงานระดับสูงกว่าสอนงาน	4.49	0.87	มาก
รวม	4.58	0.87	มาก
2) การเรียนรู้ด้วยตัวเองจากคู่มือพนักงาน (E-book)			
อ่านคู่มือก่อนเริ่มงาน	4.42	0.93	มาก
ประเมินประสิทธิภาพหลังอ่านคู่มือ	4.48	0.91	มาก
รวม	4.47	0.92	มาก
3) การอบรมสัมนา			
อบรมสัมนาก่อนเริ่มงาน	4.31	1.04	น้อย
อบรมสัมนาระหว่างการทำงาน	4.45	0.87	มาก
รวม	4.38	0.92	มาก
รวมทั้งหมด	4.42	0.94	มาก

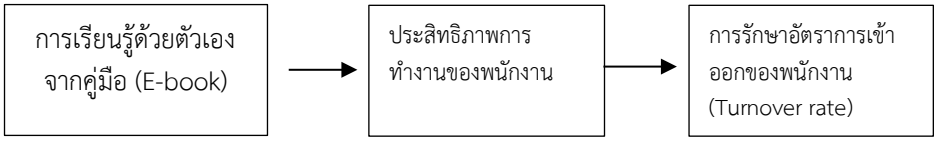
จากตารางที่1 กลยุทธ์การพัฒนาทรัพยากรมนุษย์ทุกรูปแบบมีความสำคัญอย่างมาก สังเกตุได้ว่าค่ารวมของค่าเบี่ยงเบนมาตรฐานจะต่ำ 1 ทั้งหมด อยู่ที่ระหว่าง 0.85-0.95 ซึ่งแปลความหมายได้ว่าอยู่ในระดับมาก 1) การฝึกอบรมในขณะทำงาน มีค่าเฉลี่ยและเบี่ยงเบนมาตรฐานโดยรวมอยู่ที่ (= 4.58, S.D.= 0.87) อยู่ในระดับที่มาก ซึ่งสรุปได้ว่าส่วนประกอบย่อย ได้แก่ การฝึกอบรมในขณะทำงานโดยมีเพื่อนร่วมงานสอนงาน และการฝึกอบรมในขณะทำงานโดยมีพนักงานระดับสูงกว่าสอนงาน ถือว่าเป็นกลยุทธ์ที่สำคัญสำหรับการเทรนพนักงานโรงแรม 2) การเรียนรู้ด้วยตัวเองจากคู่มือพนักงาน (E-book) มีค่าเฉลี่ยและเบี่ยงเบนมาตรฐานโดย

รวมอยู่ที่ (= 4.47 , S.D.= 4.92) อยู่ในระดับที่มาก ทำให้ทราบว่าพนักงานต่างให้ความสำคัญกับคู่มือเช่นกัน ทั้งการเตรียมตัว ขั้นตอนก่อน ระหว่าง และหลังปฏิบัติงาน บทสนทนาและคำศัพท์ภาษาอังกฤษที่จำเป็น และมีการทดสอบเพื่อประเมินประสิทธิภาพการทำงานพนักงานอาจได้รับประสบการณ์ที่แตกต่าง 3) การอบรมสัมนา มีค่าเฉลี่ยและเบี่ยงเบนมาตรฐานโดยรวมอยู่ที่ (= 4.38, S.D.= 0.92)อยู่ในระดับที่มาก พบว่าส่วนประกอบย่อย ได้แก่ อบรมสัมนาก่อนเริ่มงาน และอบรมสัมนาระหว่างการทำงาน ยังคงมีความสำคัญ แต่อย่างไรก็ตามในการอบรมทุกครั้ง ทางโรงแรมจะต้องจัดตามนโยบายความสะอาดปลอดภัยอย่างเคร่งครัด และสามารถวัดผลในการรับรู้ของพนักงานได้

วัตถุประสงค์วิจัยข้อที่ 3 เพื่อเสนอกลยุทธ์การจัดการทรัพยากรมนุษย์สำหรับธุรกิจโรงแรมยุค New Normal ในเขตพื้นที่จังหวัดนครราชสีมา พบว่าค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐานของรูปแบบการพัฒนาทรัพยากรมนุษย์ทั้ง 3 แบบมีความสอดคล้องกับผลสรุปแบบสอบถามจำนวน 400 ชุด สามารถสรุปว่ารูปแบบ 3 แบบ ช่วยพัฒนา เพิ่มความรู้ทักษะ และส่งเสริม การทำงานของพนักงานโรงแรมได้อย่างมีประสิทธิภาพ และช่วยรักษาอัตราการเข้าออกงาน (Turnover rate) ให้คงที่ เพราะการเรียนรู้งานสามารถรับความรู้ได้จากหลากหลายช่องทาง รวมถึง อายุ ประสบการณ์ และความถนัด ของแต่ละบุคคล ดังนั้นธุรกิจโรงแรมควรมีแนวทางคือ (1)ปรับตัวเพื่อให้ธุรกิจสามารถดำเนินต่อไปได้อย่างมีประสิทธิภาพ (2)พัฒนาองค์กรและบุคคลากรและขับเคลื่อนอย่างเป็นรูปธรรม (3)มอบประสบการณ์และการบริการที่มีคุณภาพให้แก่ผู้ใช้บริการ (4)มีระบบการบริหารการตลาดและการบริหารความเสี่ยงอย่างมีประสิทธิภาพ โรงแรมต้องคำนึงถึงการจัดการแบบองค์รวมควบคู่กับการดำเนินงานอย่างมีความรับผิดชอบต่อสังคมและสิ่งแวดล้อม

องค์ความรู้ใหม่

จากการวิจัยผู้วิจัยสามารถกำหนดเป็นแผนภาพได้ดังนี้แผนภาพที่ 2



แผนภาพที่ 2 แบบจำลองแสดงความสัมพันธ์ระหว่างตัวแปรตัว

แบบจำลองโครงสร้างมีความสอดคล้องกับข้อมูลเชิงประจักษ์ที่ผู้วิจัยได้ทำการเก็บรวบรวมแบบสอบถามจากพนักงานโรงแรมจำนวน 400 ราย เมื่อพิจารณาจากแบบสอบถามพบว่า ตัวแปรดังปรากฏรายละเอียดในแผนภาพที่ 2 มีความสัมพันธ์อย่างมีนัยสำคัญกล่าวคือตัวแปรภายนอกเช่น การเรียนรู้ด้วยตัวเองจากคู่มือพนักงาน (E-book) ต่างมีผลกระทบไปยังตัวแปรภายในคือประสิทธิภาพการทำงานของตัวพนักงาน ส่งผลให้แนวโน้มของการเข้าออกงานมีอัตราคงที่ ดังนั้นผู้ประกอบการโรงแรมควรคำนึงถึงแนวทางกลยุทธ์อื่นๆ ที่สามารถแปรผลลัพธ์ให้ไปในทิศทางที่วางแผนไว้ด้วย อย่างไรก็ตาม ผลปรากฏว่าตัวแปรภายนอกทั้ง 3 ของกลยุทธ์การพัฒนาทรัพยากรมนุษย์มีผลต่อการทำงานของพนักงานเป็นอย่างมากและจากความคิดเห็นส่วนมากของกลุ่มสำรวจต่างแสดงความคิดเห็นว่า เห็นด้วยที่สุดกับการที่ธุรกิจโรงแรมควรใช้คู่มือพนักงานควบคู่กับการนำมาใช้ของเทคโนโลยี เพื่อก่อให้เกิดประโยชน์อันสูงสุดในการพัฒนาทรัพยากรมนุษย์ในสภาวะ New Normal นี้

สรุป

การวิเคราะห์ผลสรุปของข้อมูลเชิงปริมาณทำให้ทราบว่าตัวแบบจำลองกรอบแนวคิดการวิจัย (Research Model) กับข้อมูลที่เก็บรวบรวมจากภาคสนามซึ่งเป็นข้อมูลเชิงประจักษ์ (Empirical Data) มีความเหมาะสมและสอดคล้องกัน ในส่วนของผลกระทบของตัวแบบจำลองในกรอบแนวคิดการวิจัยพบว่า กลยุทธ์การพัฒนาทรัพยากรมนุษย์ของพนักงานโรงแรมในรูปแบบการเรียนรู้ด้วยตัวเองจากคู่มือพนักงาน และส่งผลกระทบโดยรวม (Total Effect) ต่อตัวพนักงานและประสิทธิภาพการทำงาน เป็นอันดับที่ 1 โดยมีค่าผลเฉลี่ยและค่าเบี่ยงเบนมาตรฐานอยู่ที่ (X= 4.47 , S.D.= 0.92) อยู่ในระดับที่มากที่สุด นอกจากนี้ปัจจัยอื่นๆ ได้แก่ การฝึกอบรมในขณะทำงาน การเรียนรู้ด้วยตัวเองจากคู่มือพนักงาน การอบรมสัมนา มีผลต่อการเปลี่ยนแปลงระดับประสิทธิภาพพนักงานโรงแรมเพิ่มขึ้น และอัตราการเข้าออกงาน(Turnover rate) คงที่ เนื่องจากมีผลสรุปที่ชัดเจนมากโดยค่าอยู่ที่ 0.85-0.95 จึงสรุปได้ว่าธุรกิจโรงแรมควรคำนึงถึงทุกรูปแบบของกลยุทธ์การพัฒนาทรัพยากรมนุษย์

ข้อเสนอแนะ

ข้อเสนอแนะเพื่อนำผลการวิจัยไปใช้

1. ควรศึกษาเพื่อวิเคราะห์หากลยุทธ์ที่เกี่ยวข้องเพิ่มเติมกับผลกระทบที่มีต่อพนักงานโรงแรม และส่งผลต่อการรักษาอัตราการเข้าออกงาน (Turnover rate) เพื่อยืนยันผลและเพิ่มระดับความน่าเชื่อถือ

2. ควรศึกษาวิจัยในอุตสาหกรรมอื่น ๆ ที่มีลักษณะงานที่คล้ายคลึงกัน อาจทำการการปรับหรือเพิ่มตัวแปรอื่น ๆ ตามวิจารณญาณและความเหมาะสมกับบริบทในอุตสาหกรรมนั้น ๆ

3. ไม่เพียงแค่ให้ความสำคัญกับกลยุทธ์การจัดการทรัพยากรมนุษย์เท่านั้น แต่ควรคำนึงถึงองค์ประกอบของกลยุทธ์นั้นๆ ด้วย เช่น เทคนิคการถ่ายทอดความรู้ ระยะเวลาทำงาน สิ่งแวดล้อมภายในองค์กร ตลอดไปจนถึงความมั่นใจ มาตราฐานการบริการและความสะอาด

4. แผนกทรัพยากรมนุษย์ (Human Resource Department) ต้องมีการระดมความคิดเกี่ยวกับแบบแผนการพัฒนาพนักงานใหม่ๆ และจัดสรรกำลังให้เหมาะสมกับช่วงเวลาของธุรกิจ เช่น High season เป็นต้น รวมถึงการเลือกใช้เครื่องมือที่มีประสิทธิภาพ

5. ผู้บริหารธุรกิจโรงแรมต้องให้ความสำคัญในเรื่องการตั้งรับมือกับทุกสถานการณ์ หรือจัดตั้งนักวิเคราะห์ธุรกิจ (Business Analysis) เพื่อวิเคราะห์กลยุทธ์ต่างๆมีนโยบายการสร้างความมั่นคงในมั่นคงในองค์กรทั้งในสภาวะปกติ สถานการณ์ฉุกเฉินที่ไม่คาดคิด รวมถึงภายหลังเหตุการณ์ฉุกเฉิน

ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

ควรทำการวิจัยโดยมีจุดประสงค์เพื่อค้นหาปัจจัยใหม่ๆ ที่ทำให้เกิดกลยุทธ์แปลกใหม่ของพนักงานโรงแรมและอุตสาหกรรมอื่นๆที่มีลักษณะสภาพแวดล้อมที่คล้ายคลึงกันหรือสามารถนำไปใช้ในสถานการณ์อื่นได้ด้วยทั้งนี้ควรทำการวิจัยในสถานการณ์ที่มีการเปิดบริการโรงแรมอย่างเต็มรูปแบบเพื่อเป็นการเปรียบเทียบผลสรุปและความเที่ยงตรงของข้อมูล และควรทำการวิจัยเพื่อค้นหากลยุทธ์การบริหารจัดการโรงแรมในเรื่องของทรัพยากรมนุษย์ที่มีประสิทธิภาพ และส่งผลให้อัตราการเข้าออกงาน (Turnover rate) คงที่หรือลดลง โดยเฉพาะก่อน ระหว่าง และหลังจากเหตุการณ์สภาพแวดล้อมภายนอกต่างๆ

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BUS-093

การเตรียมความพร้อมสำหรับธุรกิจโรงแรมในยุค New Normal เพื่อรองรับนักท่องเที่ยวกลุ่ม Neo Traveler

Preparing the hotel industry for the New Normal in order to host the Neo Traveler Toursit

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บทคัดย่อ

บทความวิชาการนี้มีวัตถุประสงค์ในการศึกษาการเปลี่ยนแปลงของพฤติกรรมนักท่องเที่ยวยุค New Normal ที่ส่งผลกระทบต่อธุรกิจโรงแรมในประเทศไทยหลัง COVID-19 ได้ทำการศึกษาผ่านการทบทวนวรรณกรรมและเอกสารงานวิจัยที่เกี่ยวข้องกับพฤติกรรมนักท่องเที่ยวยุค New Normal และสถานการณ์การท่องเที่ยวในยุคโควิด19 โดยผลการศึกษาพบว่า นักท่องเที่ยวหลังยุค COVID-19 ถูกเรียกว่า “นักท่องเที่ยวกลุ่ม Neo Traveler” สามารถจำแนกได้ 2 กลุ่มใหญ่ๆ คือ กลุ่มคนรุ่นใหม่ (Young Neo Traveler) และ กลุ่มครอบครัว (Family Neo Traveler) ซึ่งนักท่องเที่ยวทั้ง 2 กลุ่มนี้ เป็นกลุ่มนักท่องเที่ยวที่มีอัตราความต้องการในการท่องเที่ยวที่สูงมากและจะให้ความสำคัญกับ 3 ประเด็นในการตัดสินใจออกเดินทางท่องเที่ยว ได้แก่ 1. ตามหาธรรมชาติ (Nature Seeking) 2. ติดสะอาด (Hygiene Holic) และ 3. ต้องการความยืดหยุ่น (Flexi Needed) พฤติกรรมและความต้องการดังกล่าวเป็นส่งผลถึงการปรับตัวของธุรกิจโรงแรม หรือผู้ที่มีส่วนได้ส่วนเสียในอุตสาหกรรมการท่องเที่ยวได้นำไปปรับใช้และเตรียมพร้อมรับมือกับนักท่องเที่ยวกลุ่ม Neo Traveler ต่อไป

คำสำคัญ: นักท่องเที่ยวกลุ่ม Neo Traveler, ธุรกิจโรงแรม, การท่องเที่ยววิถีใหม่ New Normal

Abstract

This academic article aims to investigate whether, after COVID-19, changes in tourist behavior during the New Normal era have an impact on the hotel business. A review of a literature and research papers on tourist behavior in the New Normal era and the situation of tourism in the COVID-19 were used to conduct the study. According to the findings, travelers who traveled after COVID-19 are referred to as "Neo Travelers" and can be divided into two main categories: young travelers and family travelers. It has a significant need for tourism and will prioritize these 3 factors when deciding where to go: 1.Nature Seeking 2.Hygiene Holic and 3. Flexi Needed. Businesses in the tourism industry have had to adjust in response to these behaviors and demands or the tourism industry stakeholders have adapted to the Neo Traveler era and thus are prepared to deal with tourists.

Keywords: Neo Traveler Tourist, Hotel Business, New Normal

บทนำ

ไวรัสโคโรนา (COVID-19) สายพันธุ์ใหม่ที่แพร่กระจายจากคนสู่คน ที่กำลังแพร่ระบาดในหลาย ๆ ประเทศทั่วโลก ณ ขณะนี้ นับได้ว่าเป็นสถานการณ์ที่ร้ายแรงที่สุดในรอบหลายทศวรรษ เมื่อเทียบกับโรคระบาด อื่น ๆ ที่เกิดขึ้นในที่ต่าง ๆ ทั่วโลกการระบาดของไวรัสโคโรนา (COVID-19) นี้ได้ส่งผลกระทบต่อสุขภาพและชีวิตของประชาชนทั่วโลกจำนวนมาก และยังไม่นับรวมถึงมูลค่าความเสียหายทางเศรษฐกิจที่เกิดขึ้นทั่วโลก จนเป็นผลทำให้รัฐบาลหลายประเทศได้ยกระดับมาตรการควบคุม และป้องกันการระบายของไวรัสโคโรนา (COVID-19) ซึ่งความเข้มข้นของมาตรการจะแตกต่างกันในแต่ละประเทศ โดยมาตรการที่หลายประเทศส่วนใหญ่นำมาใช้ เช่น การขอความร่วมมือให้ประชาชนอยู่ในที่อยู่อาศัย การให้ร้านค้าหลายประเภทหยุดการให้บริการชั่วคราว ภาคธุรกิจส่วนใหญ่ใช้นโยบายให้พนักงานทำงานที่บ้าน หรือ Work from home (ทวีศิลป์ วิษณุโยธิน, 2563) และบางประเทศมีการประกาศจำกัด

[1] อาจารย์ประจำสาขาการจัดการการท่องเที่ยวและไมซ์ วิทยาลัยการท่องเที่ยวและการบริการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น (หมายเลขโทรศัพท์ 095-224-4820 E-mail : pirapim.ta@spu.ac.th)
[2] อาจารย์ประจำสาขาการจัดการการท่องเที่ยวและไมซ์ วิทยาลัยการท่องเที่ยวและการบริการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
[3] อาจารย์ประจำสาขาการจัดการการท่องเที่ยวและไมซ์ วิทยาลัยการท่องเที่ยวและการบริการ มหาวิทยาลัยศรีปทุม

การเดินทางระหว่างเมืองในประเทศ นอกจากนี้ยังมีมาตรการปิดประเทศ โดยมีทั้งการปิดพรมแดนระหว่างประเทศรวมถึงการปิดน่านฟ้า โดยระงับการเดินเข้าประเทศเป็นการชั่วคราว (กระทรวงการท่องเที่ยวและกีฬา, 2563)

จากการแพร่ระบาดไวรัสโคโรนา (COVID-19) ที่ส่งผลต่อประเทศไทย จนทำให้จำนวนนักท่องเที่ยวทั้งชาวไทยและชาวต่างชาติลดลงเป็นจำนวนมากในช่วงไตรมาสที่ 1 ปี พ.ศ.2563 ส่งผลให้ประเทศไทยมีรายได้ที่เกิดจากนักท่องเที่ยวต่างชาติเป็นจำนวน 332.01 พันล้านบาท ลดลงจากช่วงเวลาเดียวกันของปี 2562 ถึงร้อยละ 40.39 โดยเป็นรายได้ที่เกิดจากนักท่องเที่ยวเอเชียตะวันออก มากที่สุดถึง 141.23 พันล้านบาท (กระทรวงการท่องเที่ยวและกีฬา, 2563) ถือว่าเป็นผลกระทบครั้งใหญ่ที่เกิดขึ้นในอุตสาหกรรมการท่องเที่ยวของประเทศไทย และเป็นจุดเปลี่ยนให้อุตสาหกรรมการท่องเที่ยวของไทยก้าวข้ามจากยุค New Normal ไปสู่ Next Normal เรียกได้ว่าเป็นการเปลี่ยนแปลงของภาคอุตสาหกรรมการท่องเที่ยวโดยแท้จริง คือการท่องเที่ยวที่เข้าสู่ยุค “Next Normal” หรือยุค “การเปลี่ยนแปลง” เพราะ พฤติกรรมนักท่องเที่ยวที่เปลี่ยนไป ส่งผลให้อุตสาหกรรมการท่องเที่ยวต้องปรับตัวตามไปด้วย” (การท่องเที่ยวแห่งประเทศไทย, 2564) ภาคอุตสาหกรรมการท่องเที่ยวในยุคหลัง COVID-19 ถือเป็นบริบทการท่องเที่ยวในรูปแบบการท่องเที่ยววิถีใหม่ หรือ New Normal คือรูปแบบการท่องเที่ยวที่ไม่เคยมีมาก่อน เกิดจากการเปลี่ยนแปลงครั้งยิ่งใหญ่ของกระบวนทัศน์ทางเศรษฐกิจ สังคม และวัฒนธรรมของโลกที่ส่งผลถึงภาคอุตสาหกรรมการท่องเที่ยว (Korea Tourism Organization, 2564) สอดคล้องกับนโยบายการเปิดประเทศของภาครัฐตั้งแต่วันที่ 1 พฤศจิกายน 2564 ที่ผ่านมา กลายเป็นการปลดล็อกการท่องเที่ยวให้สามารถกลับมาเดินหน้าต่อได้ ภายหลังจากเผชิญกับการล็อกดาวน์ การจำกัดการเดินทาง การเว้นระยะห่างทางสังคม อันเนื่องมาจากสถานการณ์การแพร่ระบาดของเชื้อไวรัส COVID-19 มาหลายเดือน (การท่องเที่ยวแห่งประเทศไทย, 2021) บุญยิ่ง คงอาชาภัทร. (2564) กล่าวว่าหลังจากมีกระแสการกลับมาท่องเที่ยวได้ตามปกติสิ่งหนึ่งที่จะเปลี่ยนแปลงไปนั้นก็คือ พฤติกรรมของนักท่องเที่ยวหลังเกิดการแพร่ระบาดของโรค COVID-19 รูปแบบการท่องเที่ยวก็เปลี่ยนแปลงไป โดยหันมาให้ความสำคัญกับสุขอนามัยของตนเองมากยิ่งขึ้น และนักท่องเที่ยวจะแสวงหาแหล่งท่องเที่ยวที่เป็นธรรมชาติ มากกว่าสังคมเมืองใหญ่ๆ หรือที่เราเรียกกันว่านักท่องเที่ยวกลุ่ม Neo Traveler

ดังนั้นเพื่อให้ภาคธุรกิจโรงแรมในประเทศไทยยังคงเดินหน้าต่อไปได้ ต้องอาศัยการเรียนรู้จากการเปลี่ยนแปลงของรูปแบบพฤติกรรมนักท่องเที่ยวกลุ่ม Neo Traveler ที่มีพฤติกรรมการท่องเที่ยวเปลี่ยนไปจากเดิมโดยสิ้นเชิง เนื่องจากนักท่องเที่ยวกลุ่มนี้เป็นนักท่องเที่ยวกลุ่มใหญ่ ที่จะกลับมาสร้างรายได้และปลุกกระแสความต้องการเดินทางท่องเที่ยวอีกครั้ง อีกทั้งยังส่งผลดีต่อการฟื้นฟูธุรกิจโรงแรมและธุรกิจบริการในอุตสาหกรรมการท่องเที่ยวไทยให้กลับมาคึกคัก และพร้อมที่จะรับมือกับสถานการณ์การท่องเที่ยวในยุคหลัง COVID-19 ได้ในอนาคต

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาพฤติกรรมของนักท่องเที่ยวกลุ่ม Neo Traveler
2. เพื่อเสนอแนวทางในการเตรียมความพร้อมสำหรับธุรกิจโรงแรมในยุค New Normal เพื่อรองรับนักท่องเที่ยวกลุ่ม Neo Traveler

วิธีการดำเนินการวิจัย

ผู้เขียนบทความศึกษาวิจัยโดยอาศัยการวิเคราะห์ข้อมูลด้านเอกสารเป็นหลัก (Documentary Research) โดยทำการศึกษาผ่านการทบทวนวรรณกรรมและเอกสารงานวิจัยที่เกี่ยวข้องกับพฤติกรรมนักท่องเที่ยวกลุ่ม Neo Traveler และสถานการณ์การท่องเที่ยวในยุคโควิด19 และศึกษาผลกระทบและแนวโน้มที่จะเกิดขึ้นจากพฤติกรรมนักท่องเที่ยวที่เปลี่ยนแปลงไปหลังสถานการณ์โควิด19 เพื่อใช้เป็นแนวทางในการฟื้นฟูธุรกิจในอุตสาหกรรมการท่องเที่ยวไทยให้กลับมาคึกคัก และพร้อมที่จะรับมือกับสถานการณ์การท่องเที่ยวในยุคหลัง COVID-19 ต่อไปในอนาคต

สรุปผลการวิจัย

นับตั้งแต่เกิดเหตุการณ์ระบาดของเชื้อไวรัส COVID-19 ในช่วงต้นปี 2563 อุตสาหกรรมการเดินทางท่องเที่ยวก็ได้รับผลกระทบอย่างรุนแรงทั้งการท่องเที่ยวภายในประเทศและการท่องเที่ยวระหว่างประเทศตลอดเวลาเกือบ 2 ปีที่ผ่านมา นักท่องเที่ยวทั่วโลกต้องเรียนรู้ที่จะปรับตัวให้เข้ากับสถานการณ์อันไม่แน่ไม่นอนในทุกๆ ด้าน รวมทั้งนักท่องเที่ยวชาวไทย แล้วพฤติกรรมที่เปลี่ยนไปของนักท่องเที่ยวไทยท่ามกลางสถานการณ์ New normal (World Tourism Organization, 2563) ในบริบทของการท่องเที่ยววิถีใหม่ (New normal) ที่เป็นคำนิยามใหม่ของรูปแบบการท่องเที่ยวหลังยุคโรคระบาด ผ่านการถอดบทเรียนจากพฤติกรรมนักท่องเที่ยวและสถานการณ์การท่องเที่ยวในยุค COVID-19 ซึ่ง บุญยิ่ง คงอาชาภัทร. (2564) ได้ทำการศึกษาพฤติกรรมการท่องเที่ยวของคนไทยหลัง COVID-19 หรือนักท่องเที่ยวยุค Neo Tourism ผ่านกลุ่มตัวอย่าง ได้แก่ คนรุ่นใหม่ (Young Neo Traveler) คือ

กลุ่มคนที่มีอายุระหว่าง 18-35 ปี และกลุ่มครอบครัว (Family Neo Traveler) คือ กลุ่มคนที่มีบุตรหรือมีสมาชิกมากกว่า 2 เจนเนอเรชั่น โดยใช้วิธีการสัมภาษณ์เชิงลึก (In-Depth Interview) กับกลุ่มตัวอย่างทั้ง 2 กลุ่ม

จากผลการศึกษาพบว่า 48% กลุ่มนักเดินทางที่พร้อมออกเดินทางหลังได้รับวัคซีนทันที หรือเมื่อจำนวนผู้ติดเชื้อในประเทศต่ำกว่า 500 คน คือ กลุ่มคนรุ่นใหม่ (Young Neo Traveler) และกลุ่มครอบครัว (Family Neo Traveler) โดยการท่องเที่ยวเชิงธรรมชาติจะได้ความนิยมสูงสุด ในด้านจังหวัดท่องเที่ยวที่จะได้รับความนิยมสูงสุด 3 จังหวัดแรกในกลุ่มคนรุ่นใหม่ (Young Neo Traveler) ได้แก่ เชียงใหม่ ภูเก็ต ชลบุรี และจะเลือกวางแผนการเที่ยว 3-4 วัน ด้วยงบสูงถึง 5,000 บาท และในกลุ่มครอบครัว (Family Neo Traveler) ได้แก่ เชียงใหม่ ประจวบคีรีขันธ์ ชลบุรี โดยที่งบลดลงเหลือ 3,000-5,000 บาทต่อครอบครัวและการที่ตนเองได้รับวัคซีนที่มั่นใจก่อนการออกเดินทาง สำหรับ 3 จังหวัดแรกที่จะได้รับความนิยมสูงสุด ได้แก่ เชียงใหม่ ภูเก็ต ชลบุรี และรูปแบบการท่องเที่ยวที่ทั้งคนรุ่นใหม่และครอบครัวอยากไปมากที่สุด คือ “การท่องเที่ยวธรรมชาติ” มีสัดส่วนอยู่ที่ 70% และ 92% ตามลำดับ เนื่องจากการกักตัวอยู่บ้านเป็นเวลานาน ทำให้มีความรู้สึกเบื่อหน่าย เครียดสะสม จึงต้องการเปลี่ยนบรรยากาศและพักผ่อน รวมถึงปรากฏการณ์ที่แหล่งท่องเที่ยวทางธรรมชาติฟื้นตัวกลับมาอุดมสมบูรณ์ระหว่างการหยุดชะงักของการท่องเที่ยว ก็เป็นอีกเหตุผลสำคัญที่ทำให้บรรดานักท่องเที่ยวอยากเยี่ยมชมความสวยงามตามแหล่งธรรมชาติต่าง ๆ ด้วยเช่นกันกลุ่มคนรุ่นใหม่ 45% และกลุ่มครอบครัว 61% ต้องการออกไปสัมผัสธรรมชาติเนื่องจากอยู่ที่บ้านมาระยะนาน และการท่องเที่ยวในประเทศจะเป็นตัวเลือกที่นักเดินทางต้องการมากที่สุด นอกจากนี้ ยังมีข้อมูลแนวโน้มการท่องเที่ยวของนักท่องเที่ยวไทยในช่วงท้ายปี 2564-2565 ที่น่าสนใจอีกหลายประเด็น เช่น

- คนรุ่นใหม่ 71% และครอบครัว 92% ต้องการเดินทางท่องเที่ยวภายในประเทศมากกว่าเดินทางไปต่างประเทศ โดยเฉพาะในระยะแรกเมื่อโควิด-19 คลี่คลาย กลุ่มคนรุ่นใหม่มักมีพฤติกรรมตระเวนหาอาหารโดยจะเลือกร้านที่ไม่แออัด มีพื้นที่นั่งด้านนอก เหมาะแก่การเลี่ยงการนั่งทานอาหารที่ทุกคนต้องถอดหน้ากาก หรือเน้นแบบธรรมชาติ ชมวิวทิวทัศน์ ขณะที่กลุ่มครอบครัวให้ความสำคัญต่อการพักผ่อนในที่พักเป็นหลักมากกว่า โดยเปลี่ยนเป็นทานอาหารในโรงแรมเป็นหลัก เพราะเชื่อมั่นในการรักษาความสะอาดของภาชนะในโรงแรม และจะเลือกทำกิจกรรมในโรงแรมมากขึ้น เพื่อลดความเสี่ยงในการเดินทาง
- ช่องทางออนไลน์ในการใช้หาข้อมูลก่อนการเดินทาง พบว่า กลุ่มคนรุ่นใหม่ นิยมดูผ่าน Facebook 31.1%, Google 29.4% และ YouTube 21.9% ด้านกลุ่มครอบครัว นิยมดูผ่าน Google 38.6%, Facebook 29.8% และ YouTube 19.8% และข้อมูลเพิ่มเติมก่อนไปเที่ยว คือ มาตรการป้องกัน Covid-19 ของสถานที่ จำนวนผู้ติดเชื้อในพื้นที่ และ ข้อมูลการให้บริการ เช่น การปรับเปลี่ยนเวลาเปิด-ปิด เป็นต้น เรียกได้ว่า Facebook เป็นแพลตฟอร์มที่คนรุ่นใหม่เลือกใช้ค้นหาข้อมูลการท่องเที่ยวมากที่สุด รองลงมาคือ Google และ YouTube ในขณะที่กลุ่มครอบครัวมักเลือกใช้ Google มากเป็นอันดับหนึ่ง อันดับสอง คือ Facebook และอันดับสาม คือ YouTube
- มาตรการป้องกันโควิด-19 จำนวนผู้ติดเชื้อในพื้นที่ และข้อมูลการให้บริการ เช่น เวลาเปิด-ปิด การยกเลิกการจอง เป็นข้อมูลเพิ่มเติมที่บรรดานักท่องเที่ยวคนรุ่นใหม่และครอบครัวค้นหามากที่สุด ซึ่งมาตรการรักษาความสะอาด บรรยากาศของสถานที่และบริการของพนักงาน จะเป็นสิ่งสำคัญที่นักเดินทางพิจารณามากขึ้นและพร้อมบอกต่อเมื่อรู้สึกประทับใจ อีกหนึ่งการค้นพบที่น่าสนใจคือ ธุรกิจประกันเดินทางเสริมเรื่องโควิด-19 อาจจะเป็นบริการที่มาแรง เพราะกลุ่มคนรุ่นใหม่สนใจซื้อประกันมากถึง 59.4% ขณะที่กลุ่มครอบครัวสนใจซื้อประกัน พุ่งสูงถึง 71.7%
- กิจกรรมท่องเที่ยวที่คนรุ่นใหม่สนใจมากที่สุด คือ การไปคาเฟ่และตระเวนกินตามร้านอาหาร ส่วนครอบครัวต้องการพักผ่อนในที่พัก ซึมซับบรรยากาศ และเปลี่ยนที่นอนเท่านั้น เพื่อเป็นการลดความเสี่ยง
- กลุ่มคนรุ่นใหม่และครอบครัวจะเน้นจองที่พักผ่านทางโรงแรมโดยตรงมากขึ้น ในขณะที่จองผ่านตัวกลางในการขายที่พักอย่าง Agoda หรือ Booking.com ลดลง เนื่องจากจะทำให้ได้รับข้อมูลเชิงลึกมากขึ้น และสามารถสอบถามเรื่องมาตรการความสะอาดได้โดยตรง
- นักท่องเที่ยวคนรุ่นใหม่กว่า 75.2% และกลุ่มครอบครัว 70.2% ยินดีที่จะจ่ายค่าที่พักและค่าเดินทางที่สูงกว่าปกติ เพื่อแลกกับความสบายใจในการยกเลิกหรือปรับเปลี่ยนฉุกเฉิน โดยเฉพาะในปี 2565 ที่สถานการณ์โรคระบาดยังไม่แน่นอน นักท่องเที่ยวเลือกติดต่อตรงกับโรงแรม (Direct To Hotel: D2H) เพิ่มขึ้น โดยกลุ่มคนรุ่นใหม่เพิ่มขึ้น 2% และกลุ่มครอบครัวเพิ่มขึ้น 6% ขณะที่การจองผ่าน Online Travel Agent เช่น Booking.com หรือ Agoda ลดน้อยลง กลุ่มคนรุ่นใหม่ ลดลง 5% และกลุ่มครอบครัวลดลง 3% ซึ่งทั้ง 2 กลุ่มคิดเห็นตรงกันว่ายอมจ่ายแพงเพื่อให้ยกเลิกการจองได้ ดีกว่าการจองถูกกว่าแต่ยกเลิกไม่ได้ ทั้งนี้ทั้งสองกลุ่มมีความกังวลเล็กน้อยในการเดินทางโดยเครื่องบิน ในขณะที่โดยรถสาธารณะ กลุ่มคนรุ่นใหม่กังวลเล็กน้อย แต่กลุ่มครอบครัวกังวลมาก และมองว่าการเดินทางโดยรถยนต์ส่วนตัวปลอดภัยกว่า โดย บุญยิ่ง คงอาชาภัทร (2564) กล่าวว่าธุรกิจโรงแรมนับจากนี้ควรเสริมทำ D2H หรือ Direct To Hotel เพิ่มมากขึ้น ให้สอดรับกับพฤติกรรมนักเดินทางที่เปลี่ยนไป โดยเลือกติดต่อการจองที่พักหรือสอบถามข้อมูลกับโรงแรมโดยตรงมากขึ้น อาทิ ข้อมูลมาตรการด้านสุขอนามัย การปรับเปลี่ยนวันเวลา และเงื่อนไขการจองต่างๆ ทดแทนการจองผ่าน

แอปพลิเคชันเอเจนท์ออนไลน์ที่อาจไม่สามารถให้ข้อมูลเพิ่มเติมกับนักเดินทางได้ ดังนั้นกลุ่มธุรกิจการท่องเที่ยวควรชูจุดขายด้านการสื่อสารกับนักเดินทางโดยตรงผ่านแพลตฟอร์มต่างๆ เช่น LINE OA, Facebook, Instagram เป็นต้น เพื่ออำนวยความสะดวกรับพฤติกรรมดังกล่าวแบบไร้รอยต่อ หรือที่เรียกว่า Frictionless Contact นอกจากนี้ การติดต่อลูกค้าโดยตรง (Direct to Customer) จากผลการสำรวจช่องทางที่ใช้ในการหาข้อมูลในการท่องเที่ยว การโฆษณาออนไลน์ (Online Advertising) ไปยังนักเดินทางกลุ่มเป้าหมายโดยตรง จะยังช่วยเพิ่มแรงบันดาลใจ (Inspiration) และการพิจารณาตัดสินใจ (Consideration) เพื่อสร้างโอกาสสำหรับธุรกิจโรงแรมอีกด้วย สอดคล้องกับรูปแบบพฤติกรรมการท่องเที่ยววิถีใหม่ที่นักท่องเที่ยวมีแนวโน้มเปลี่ยนพฤติกรรมและจะให้ความสำคัญกับ 3 ประเด็นในการตัดสินใจออกเดินทางท่องเที่ยว ดังนี้

1. ตามหาธรรมชาติ (Nature Seeking) การล็อกดาวน์ทำให้ธรรมชาติฟื้นฟูกลับมาอุดมสมบูรณ์ กลายเป็นจุดหมายปลายทางที่นักท่องเที่ยวอยากไป เมื่อเปิดประเทศ ผู้คนจึงต้องการกลับไปใกล้ชิดธรรมชาติ เปลี่ยนบรรยากาศจากการอยู่บ้านเป็นเวลานาน นักท่องเที่ยวมองว่าธรรมชาติบำบัดจะช่วยคลายเครียด ช่วยให้ได้พักผ่อน เปลี่ยนบรรยากาศให้รู้สึกผ่อนคลาย

2. ติดสะอาด (Hygiene Holic) หากสถานการณ์ยังไม่คลี่คลาย นักท่องเที่ยวจะยังคงให้ความสำคัญเรื่องสุขอนามัยและความสะอาด สถานที่ท่องเที่ยว การให้บริการหรือที่พักที่มีมาตรการป้องกันโรคที่ดี จะตอบโจทย์ความต้องการและสร้างความมั่นใจให้นักท่องเที่ยวได้ดีกว่า ซึ่งมาตรฐานสุขอนามัยต้องเป็นระดับสากล เช่น โครงการยกระดับอุตสาหกรรมท่องเที่ยวไทยมาตรฐานความปลอดภัยด้านสุขอนามัย (Amazing Thailand Safety & Health Administration : SHA)

3. ต้องการความยืดหยุ่น (Flexi Needed) ความไม่แน่นอนเรื่องโรคระบาด การเตรียมความพร้อมในการรับมือแต่ละสถานการณ์จึงมีความสำคัญ ทำให้นักท่องเที่ยวมองหาบริการที่มีการประกันความเสี่ยง รวมถึงต้องการทริปที่มีความยืดหยุ่นสูง โดยเฉพาะบริการที่ปรับเปลี่ยนได้ตามสถานการณ์ จะได้รับความนิยมมากขึ้น

ในแนวทางการเตรียมความพร้อมของธุรกิจเพื่อจะรองรับนักท่องเที่ยวกลุ่ม Neo Traveler โดยใช้กลยุทธ์ “ROADMAP STRATEGIES” ที่จะเป็นแนวทางการรับมือของธุรกิจในภาคอุตสาหกรรมบริการไทยสู่ยุคการท่องเที่ยววิถีใหม่ (New Normal) ประกอบด้วย

• R: Reliable Service ยกระดับความน่าเชื่อถือในการบริการ ธุรกิจต้องมีมาตรการรองรับที่ชัดเจน ทั้งในด้านสุขอนามัย ความปลอดภัย คุณภาพของสินค้าและบริการ รวมถึงศักยภาพของบุคลากรที่แสดงถึงความพร้อมในการให้บริการ

• O: Optimized Experience ประสบการณ์ที่แปลกใหม่ ปรับให้โดนใจนักท่องเที่ยว ธุรกิจต้องสร้างประสบการณ์ท่องเที่ยวรูปแบบใหม่โดยปรับให้เหมาะกับพฤติกรรมการท่องเที่ยวที่เปลี่ยนแปลงไป

• A: Anti-Disease ปลอดเชื้อ ปลอดโรค ปลอดโปร่ง และปลอดภัย ธุรกิจต้องเน้นเรื่องความสะอาด ปลอดภัย มีแนวทางการปฏิบัติที่ชัดเจน เพื่อแสดงความมั่นใจต่อนักเดินทาง เช่น เปลี่ยนจาก Welcoming Drink เป็น Welcoming hygienic kit set มอบหน้ากากผ้าสกรีนโลโก้โรงแรม หรือ ATK (home use) เป็นของที่ระลึก

• D: Direct to Hotel ดีลตรงกับโรงแรม แต้มต่อโดนใจ จัดให้ไม่อั้น ธุรกิจต้องรู้จักสร้างช่องทางการขายที่เข้าถึงผู้บริโภคโดยตรง ตัดคนกลางออกจากกระบวนการซื้อขาย เพื่อลดช่องว่างในการสื่อสาร และมอบบริการที่ตรงตามความต้องการของลูกค้าได้มากขึ้น

• M: Media Matching ใช้สื่อหลากหลายเพื่อกระจายความเสี่ยง เจาะกลุ่มเป้าหมายต่างวัยต่างสไตล์ โดยการใช้ช่องทางการสื่อสารที่หลากหลาย

• A: Alliance กระชับมิตรกับคู่ค้า เพื่อจัดการบริการแบบเกื้อหนุน สร้างเครือข่ายทางธุรกิจเพื่อผนึกกำลัง รังสรรค์บริการที่ครบครันสมบูรณ์แบบ

• P: Part of Community ขับเคลื่อนชุมชน ควบคู่กับพัฒนาธุรกิจตนให้ยั่งยืน การที่ธุรกิจเป็นส่วนหนึ่งในการขับเคลื่อนชุมชนผ่านรูปแบบการให้บริการที่กระจายรายได้สู่ท้องถิ่น ให้บริการบนพื้นฐานที่เป็นมิตรต่อสิ่งแวดล้อมและสังคมโดยรอบ รวมไปถึงการพัฒนาธุรกิจของตนเพื่อให้พร้อมรับกับการเปลี่ยนแปลง สู่การเป็นธุรกิจที่ยั่งยืน

อภิปรายผลการวิจัย

พฤติกรรมการท่องเที่ยวของคนไทยหลัง COVID-19 มีการเปลี่ยนแปลงไปโดยสิ้นเชิง นักท่องเที่ยวจะมีพฤติกรรมหันมาให้ความสำคัญกับสุขอนามัยของตนเองมากยิ่งขึ้น และนักท่องเที่ยวจะแสวงหาแหล่งท่องเที่ยวที่เป็นธรรมชาติ มากกว่าสังคมเมืองใหญ่ๆ สอดคล้องกับแนวคิดการท่องเที่ยววิถีใหม่ Neo Tourism ซึ่งนักท่องเที่ยว ที่หรือเรียกว่า “นักท่องเที่ยวกลุ่ม Neo Tourism หรือ Neo Traveler” เป็นนักท่องเที่ยวรุ่นใหม่ที่ยังคงมีความต้องการในการเดินทางท่องเที่ยวทันทีภายหลังจากสถานการณ์การการแพร่ระบาดของ COVID-19 คลี่คลายขึ้น หรือหลังได้รับวัคซีนทันที เป็นนักท่องเที่ยวที่มีความอึดอัด และ เบื่อหน่ายกับกิจวัตรประจำวันที่ต้องพบเจอกับโรคระบาด อยากจะเสาะแสวงหาสถานที่หรือกิจกรรมที่จะทำให้กิจวัตรประจำวันเปลี่ยนแปลงไป อีกทั้งยังเป็นกลุ่มคนที่หวน

ระลึกถึงอดีต หรือ ประสบการณ์การท่องเที่ยวก่อนจะเกิดสถานการณ์การระบาดของ COVID-19 ถือได้ว่า “นักท่องเที่ยวกลุ่ม Neo Traveler” เป็นกลุ่มนักท่องเที่ยวที่มีอัตราความต้องการในการท่องเที่ยวที่สูงมาก (บุญยิ่ง คงอาชาภัทรและคณะ, 2564) สามารถจำแนกได้ 2 กลุ่ม คือ 1. คนรุ่นใหม่ (Young Neo Traveler) และ 2. กลุ่มครอบครัว (Family Neo Traveler) ซึ่งพฤติกรรมนักท่องเที่ยวทั้ง 2 กลุ่มนี้มีรูปแบบความต้องการในการท่องเที่ยว และพฤติกรรมทางการท่องเที่ยวที่มีต่อบริบทการท่องเที่ยวไทยหลัง COVID-19 แตกต่างกัน ดังนี้

1. พฤติกรรมนักท่องเที่ยวกลุ่มคนรุ่นใหม่ (Young Neo Traveler)

นักท่องเที่ยวกลุ่มคนรุ่นใหม่ (Young Neo Traveler) มักจะหาแสวงหาแรงบันดาลใจในการเดินทางท่องเที่ยวผ่านการนั่งดูรูปเก่าๆ หรือดูสื่อที่เกี่ยวข้องกับการท่องเที่ยวผ่านรายการท่องเที่ยว ส่องเพจรีวิวท่องเที่ยว นิยมค้นหาข้อมูลสถานที่ท่องเที่ยวผ่านสื่อออนไลน์โดยใช้ Facebook มากที่สุด โดยหาข้อมูลเกี่ยวกับมาตรการป้องกันโควิด จำนวนผู้ติดเชื้อในพื้นที่ การบริการต้องการจองผ่านโรงแรมโดยตรงมากขึ้น แต่ต้องสามารถยกเลิกการจองได้ แม้ว่าจะมีราคาแพงกว่า ส่วนแพลนทริปเที่ยว จำกัดจำนวนสมาชิกที่ไปเที่ยวด้วยกันเฉพาะเพื่อนสนิท และงบค่าใช้จ่ายเท่าเดิม คือ 3,000 - 4,000 บาท และใช้เวลาเที่ยว 3-4 วัน อีกทั้ง รูปแบบท่องเที่ยว มักจะตระเวนร้านอาหารและคาเฟ่ในจุดท่องเที่ยวนั้นๆ และเมื่อกลับจากทริป ต้องการตรวจหาเชื้อโควิด-19

2. พฤติกรรมนักท่องเที่ยวกลุ่มครอบครัว (Family Neo Traveler)

กลุ่มครอบครัว (Family Neo Traveler) จะเน้นเดินทางท่องเที่ยวอย่างระมัดระวังและให้ความสำคัญกับเรื่องความปลอดภัยมาเป็นอันดับแรก โดยกลุ่มนักท่องเที่ยวแบบครอบครัวจะทำการซื้อประกันการเดินทางก่อนการออกเดินทางจริง เพื่อให้เกิดความมั่นใจในชีวิตและทรัพย์สินของสมาชิกในครอบครัว นิยมค้นหาข้อมูลสถานที่ท่องเที่ยวผ่านสื่อออนไลน์โดยใช้ Google มากที่สุด โดยหาข้อมูลเกี่ยวกับมาตรการป้องกันโควิด จำนวนผู้ติดเชื้อในพื้นที่ การบริการต้องการจองผ่านโรงแรมโดยตรงมากขึ้น แต่ต้องสามารถยกเลิกการจองได้ แม้ว่าจะมีราคาแพงกว่า ส่วนรูปแบบกิจกรรมการท่องเที่ยวทางกลุ่มครอบครัวต้องการพักผ่อนในที่พัก ชึมซับบรรยากาศ และเปลี่ยนที่นอนเท่านั้น เพื่อเป็นการลดความเสี่ยง และจะเลือกวางแผนการเที่ยวโดยที่งบลดลงเหลือ 3,000-5,000 บาทต่อครอบครัว

อีกทั้งแนวโน้มการเปลี่ยนแปลงทางพฤติกรรมของนักท่องเที่ยวทำให้เกิดเป็นรูปแบบการท่องเที่ยว 3 ประเด็นหลัก ยังสอดคล้องกับการวิจัยของ บุญยิ่ง คงอาชาภัทรและคณะ, (2564) ที่ได้ทำการศึกษาพฤติกรรมการท่องเที่ยวของคนไทยหลัง COVID-19 ผ่านกลุ่มตัวอย่าง ได้แก่ คนรุ่นใหม่ (Young Neo Traveler) คือ กลุ่มคนที่มีอายุระหว่าง 18-35 ปี และกลุ่มครอบครัว (Family Neo Traveler) คือ กลุ่มคนที่มีบุตรหรือมีสมาชิกมากกว่า 2 เจนเนอเรชั่น โดยใช้วิธีการสัมภาษณ์เชิงลึก(In-Depth Interview) กับกลุ่มตัวอย่างทั้ง 2 กลุ่ม จำนวน 50 คน แบ่งเป็นกลุ่มคนรุ่นใหม่ เพศชายและหญิงจำนวน 25 คน และกลุ่มครอบครัว เพศชายและหญิงจำนวน 25 คน และเก็บข้อมูลจากแบบสอบถาม (Questionnaire) กลุ่มตัวอย่างทั้ง 2 กลุ่ม อีกจำนวน 1,048 คน แบ่งเป็นกลุ่มคนรุ่นใหม่ เพศชายและหญิงจำนวน 498 คน และกลุ่มครอบครัว เพศชายและหญิงจำนวน 322 คน จากผลการศึกษาพบว่า รูปแบบการท่องเที่ยววิถีใหม่ที่นักท่องเที่ยวมีแนวโน้มเปลี่ยนพฤติกรรมและจะให้ความสำคัญกับ 3 ประเด็นในการตัดสินใจออกเดินทางท่องเที่ยวดังนี้ที่นักท่องเที่ยวจะให้ความสำคัญในการตัดสินใจออกเดินทางท่องเที่ยว ดังนี้

1. ตามหาธรรมชาติ (Nature Seeking)
2. ติดสะอาด (Hygiene Holic)
3. ต้องการความยืดหยุ่น (Flexi Needed)

จากพฤติกรรมเหล่านี้จึงนำมาสู่แนวทางในการรับมือของธุรกิจโรงแรมและธุรกิจบริการในอุตสาหกรรมบริการ เพื่อรับมือกับการเปลี่ยนแปลงในอนาคตโดยใช้กลยุทธ์ “ROADMAP STRATEGIES” 7 แนวทาง ประกอบด้วย

- R: Reliable Service
- O: Optimized Experience
- A: Anti-Disease
- D: Direct to Hotel
- M: Media Matching
- A: Alliance
- P: Part of Community

ถือเป็นการเตรียมตัวให้พร้อมของผู้ประกอบการจะเป็นผลดีต่อการฟื้นฟูธุรกิจโรงแรมและธุรกิจบริการให้กลับมาคึกคักอีกครั้ง เมื่อสถานการณ์การแพร่ระบาดของเชื้อ COVID-19 เริ่มคลี่คลายและมีแนวโน้มที่ดีขึ้น โดยเฉพาะในช่วงต้นปีหน้าที่คาดการณ์ว่านักท่องเที่ยวในประเทศจะเริ่มออกเดินทางมากที่สุด เรียกได้ว่านี้คือโอกาสทองของภาคธุรกิจการท่องเที่ยวและบริการ ที่กำลังจะมาถึงกับเทรนด์ NEO Tourism การท่องเที่ยววิถีใหม่ หลังยุคโรคระบาด ผู้ประกอบการ ภาครัฐและภาคเอกชนต้องไม่พลาดที่จะคว้าเอาไว้ เพื่อเป้าหมายสำคัญในการช่วยกันผลักดันให้การท่องเที่ยวกลับมาเดินหน้าต่ออย่างมั่นคงอีกครั้ง

ข้อเสนอแนะ

ในการศึกษาครั้งนี้เป็นการศึกษาข้อมูลผ่านการทบทวนวรรณกรรม เอกสารงานวิจัยที่เกี่ยวข้องกับแนวคิดการท่องเที่ยววิถีใหม่ (New Normal) เป็นการศึกษาพฤติกรรมการท่องเที่ยวของนักท่องเที่ยวยุคหลังโควิดที่เปลี่ยนแปลงไป ข้อมูลที่ได้จากการศึกษาเพื่อเป็นประโยชน์ต่อผู้ประกอบการธุรกิจในอุตสาหกรรมการท่องเที่ยวในการปรับตัวให้ทันต่อความต้องการของนักท่องเที่ยววิถีใหม่ (Neo Tourism) และในอนาคตควรมีการเก็บข้อมูลเชิงปริมาณและเชิงคุณภาพ เพื่อนำไปสู่การปรับใช้ให้เป็นแบบแผนหลักในการพัฒนาธุรกิจในอุตสาหกรรมการท่องเที่ยวไทย เพื่อรองรับการเปลี่ยนแปลงสู่การท่องเที่ยววิถีใหม่ (Neo Tourism) ในประเทศไทยต่อไป

กิตติกรรมประกาศ

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BUS-094

การเพิ่มประสิทธิภาพการตีกลับสินค้าโดยใช้ทฤษฎีโลจิสติกส์ย้อนกลับกรณีศึกษา บริษัท ดับเบิ้ลยู เอส ซี อาร์ โลจิสติกส์ จำกัด

Increasing Product Bounce Efficiency Using Reverse Logistics Theory W S C R Logistics Co., Ltd.

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อลดจำนวนสินค้าตีกลับเพื่อเพิ่มประสิทธิภาพมิติด้านความน่าเชื่อถือและลดต้นทุนในการแพ็คสินค้าให้กับบริษัทกรณีศึกษาโดยใช้ทฤษฎีโลจิสติกส์ย้อนกลับจากการเก็บข้อมูลเบื้องต้นพบว่ามีปัญหาการตีกลับพัสดุของสินค้าที่ส่งไปยังลูกค้าและเกิดความเสียหายเนื่องจากการแพ็คจัดส่งไม่มีความรอบคอบและจัดส่งสินค้าผิดจึงได้ทำการแก้ไขในการแพ็คสินค้าคือนำแผ่นพลาสติกกันกระแทกมาห่อกับสินค้าทำให้ลดการกระแทกของสินค้าได้และนำโลจิสติกส์ย้อนกลับ (ReverseLogistics) มาวัดค่าก่อนและหลังปรับปรุงผลวิจัยแสดงว่าการตีกลับของสินค้าก่อนปรับปรุงซึ่งอยู่ในเดือนพฤษภาคมมีการตีกลับจำนวน 19 กล่อง จากจำนวนสินค้าที่ส่งไปทั้งหมด 3,252 กล่อง คิดเป็นร้อยละ 1.26 หลังปรับปรุงลดลงเหลือ 11 กล่อง จากจำนวนสินค้าที่ส่งทั้งหมด 6,131 กล่อง คิดเป็นร้อยละ 0.47

คำสำคัญ: โลจิสติกส์ย้อนกลับ,การเพิ่มประสิทธิภาพโลจิสติกส์ย้อนกลับ

Abstract

The purpose of this research was to reduce the number of bounced products to optimize the reliability dimension. And reduce the cost of packing products for a case study company using the reverse logistics theory. From the preliminary data collection, it was found that there was a problem with the returned parcel of the product sent to the customer and caused damage. Because the packing is not careful and the wrong product is delivered. Therefore, an amendment has been made to pack the product, which is to bring a plastic shockproof sheet to wrap with the product. This can reduce the impact of the product. and bring reverse logistics to measure before and after improvement The research shows that The bounce of goods before improvement, which was in May, there were 19 bounces from a total of 3,252 boxes of products sent, representing 1.26 percent. 0.47 percent

Keywords: Reverse Logistics, Optimization Reverse Logistics

บทนำ

ในปัจจุบันจะเห็นได้ว่ามีธุรกิจค้าขายสินค้าออนไลน์เกิดขึ้นเป็นจำนวนมากและมีแนวโน้มที่จะเพิ่มขึ้นเรื่อยๆในอนาคต เพราะเพียงแค่มีอินเตอร์เน็ตและช่องทางโซเชียลมีเดียก็สามารถขายสินค้าได้แล้ว แต่ผู้ประกอบการหลายคนมักจะประสบปัญหาในเรื่องของพื้นที่ในการจัดเก็บสินค้า ขั้นตอนในการทำงาน การแพ็คสินค้าและการจัดส่งสินค้าในเวลาที่มีออเดอร์มากๆ ก่อให้เกิดความผิดพลาด และความล่าช้าในการทำงานในหลายๆจุด ทำให้ผู้ประกอบการคลังสินค้าเลือกกักเก็บสินค้าในรูปแบบฟลูฟิลล์เม้นท์ Fulfillment คือ บริการคลังสินค้า เพื่อเก็บสินค้า แพ็คสินค้าลงกล่อง นำส่งพัสดุ ทำหน้าที่จัดการงานหลังบ้านแทนพ่อค้าแม่ค้า

[1] นักศึกษาปริญญาตรี สาขาการจัดการโลจิสติกส์และโซ่อุปทาน คณะวิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น หมายเลขโทรศัพท์ 093-5641156 E-mail: Suphinya.junt@gmail.com
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[3] นักศึกษาปริญญาตรี สาขาการจัดการโลจิสติกส์และโซ่อุปทาน คณะวิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น หมายเลขโทรศัพท์ 093-5641156 E-mail: Suphinya.junt@gmail.com
[4] อาจารย์ สาขาการจัดการโลจิสติกส์และโซ่อุปทาน คณะวิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น หมายเลขโทรศัพท์ 087-9467681 E-mail: Phanupong.sr@spu.ac.th

ออนไลน์ เรียกได้ว่าเป็นบริการที่ถูกออกแบบมาเพื่อการขายของออนไลน์โดยเฉพาะ หลายๆร้านที่ประสบปัญหาการจัดการหลังบ้าน จัดการสต็อก แพ็คสินค้า ไม่สะดวกนำพัสดุไปส่งเอง ก็หันมาใช้บริการ Fulfillment เพื่อความสะดวกในการบริหารร้านออนไลน์มากขึ้น

บริษัทกรณีศึกษาประกอบธุรกิจหลักคือ ให้บริการเช่าคลังเก็บสินค้าในรูปแบบธรรมดาและรูปแบบฟลูฟิลล์เม้นท์ บริการแพ็คสินค้า ส่งออกสินค้าทั้งในและต่างประเทศ จากที่ผู้วิจัยได้ลงพื้นที่ศึกษางานบริษัทกรณีศึกษา ได้มองเห็นถึงปัญหาและพบว่ามีปัญหาการตีกลับพัสดุของสินค้าที่ส่งไปยังลูกค้าและสินค้าเกิดความเสียหาย เนื่องจากการแพ็คสินค้าไม่มีความรอบครอบและจัดส่งสินค้าผิด ซึ่งจากสาเหตุดังกล่าวอาจส่งผลให้ความเชื่อมันของลูกค้าลดลง ต้นทุนการจัดส่งเพิ่มขึ้นและเกิดการสูญเสียโอกาสทางการขาย ดังนั้นจึงได้ทำการวิเคราะห์หาสาเหตุที่แท้จริงของปัญหาในกระบวนการจัดส่งสินค้า เพื่อลดปัญหาการตีกลับของสินค้า และเพิ่มประสิทธิภาพในการขนส่ง เพื่อตอบสนองความต้องการของลูกค้า (วรรณะ กรุดภู่, 2560)

ผู้วิจัยจึงได้ทำการแก้ไขในส่วนของการแพ็คสินค้า คือการนำแผ่นพลาสติกกันกระแทกมาห่อกับสินค้า ทำให้สินค้าเสียหายลดลงจากขั้นตอนการ์ขนส่ง และนำโลจิสติกส์ย้อนกลับ (Reverse Logistics) มาวัดค่าก่อนและหลังปรับปรุงดังนั้นงานวิจัยนี้จึ้งมีวัตถุประสงค์เพื่อหาแนวทางการเพิ่มประสิทธิภาพการตีกลับสินค้าโดยใช้ทฤษฎีโลจิสติกส์ย้อนกลับ

วัตถุประสงค์ของการวิจัย

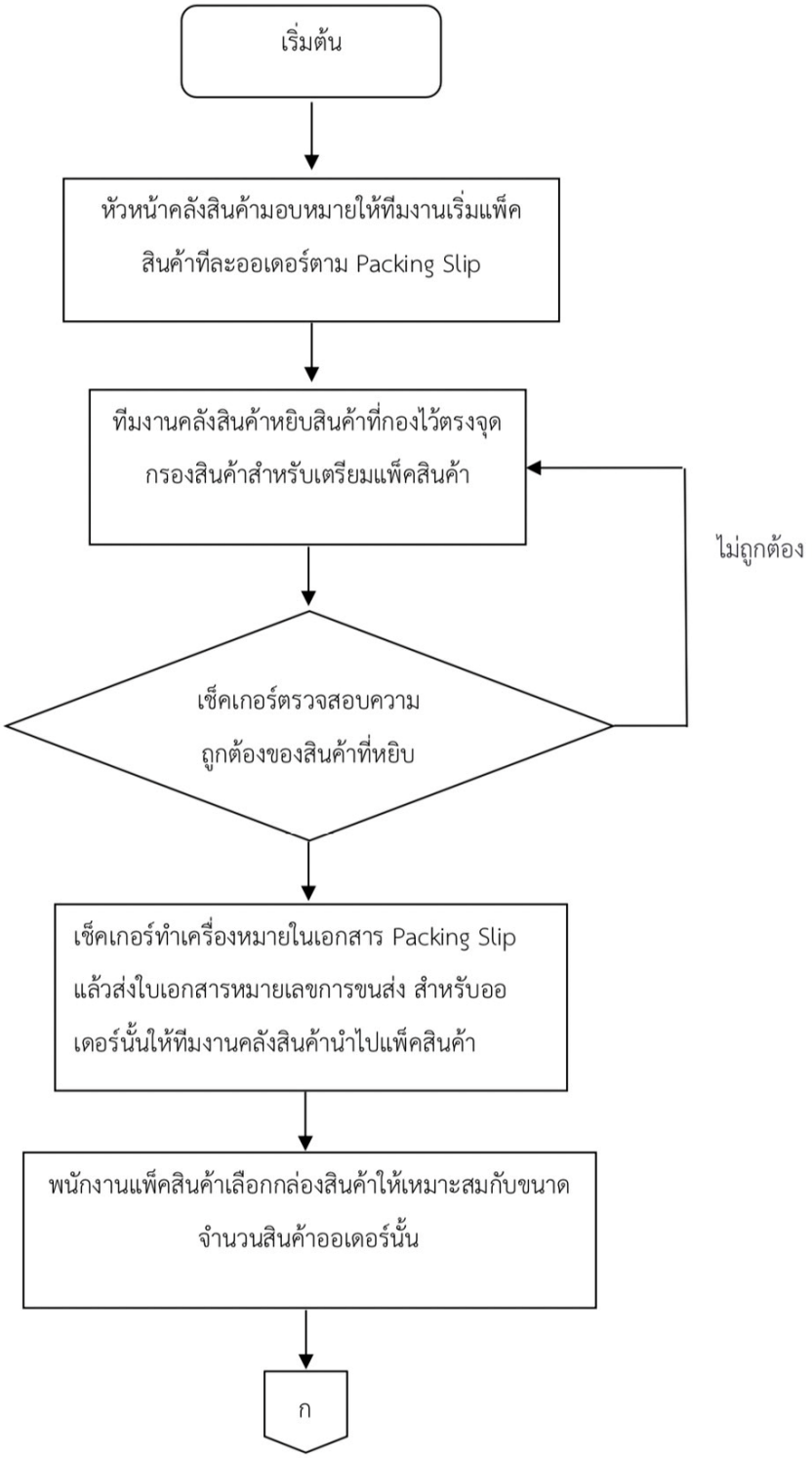
1. เพื่อลดจำนวนสินค้าที่ถูกตีกลับ
2. เพื่อเพิ่มประสิทธิภาพมิติด้านความน่าเชื่อถือให้กับบริษัทกรณีศึกษา

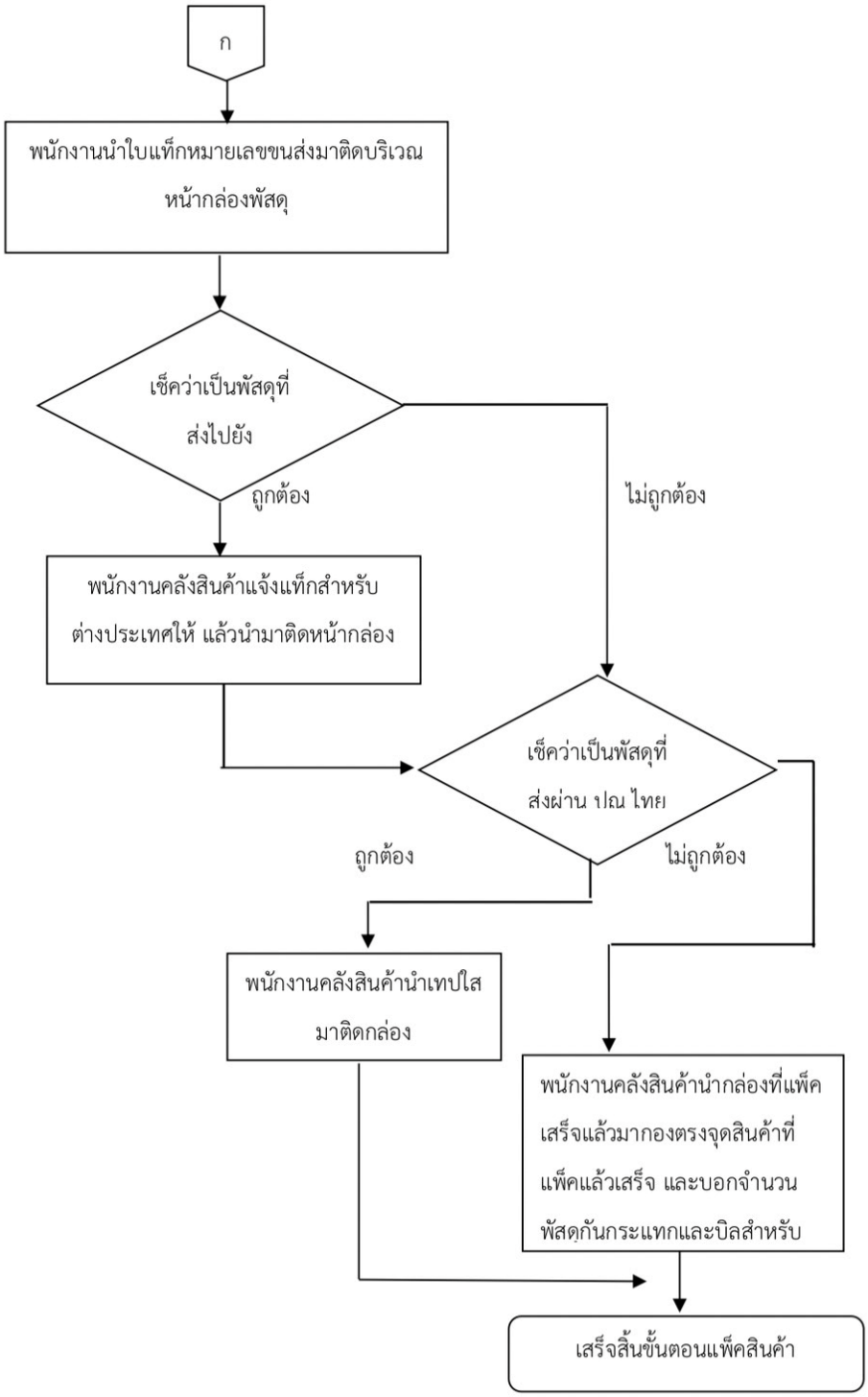
วิธีการดำเนินการวิจัย

เก็บรวบรวมข้อมูลขั้นตอนการเบิกจ่ายและการบรรจุสินค้าลงกล่องสำหรับเตรียมจัดส่งสินค้าจะแสดงในรูปแบบของแผนผังขั้นตอนการแพ็คสินค้าของบริษัทกรณีศึกษาในปัจจุบันด้วยวิธีการสอบถามผู้ที่เกี่ยวข้อง ซึ่งประกอบด้วยพนักงานฝ่ายหัวหน้าคลังจำนวน 1 คน รองหัวหน้า พนักงานแพ็คสินค้าจำนวน 2 คน รวมจำนวน 4 คน เมื่อทราบขั้นตอนการแพ็คสินค้าของบริษัทกรณีศึกษาแล้วจะดำเนินการเก็บรวมรวบข้อมูลต่างๆ ศึกษาทฤษฎีและวรรณกรรมที่เกี่ยวข้องวิเคราะห์ข้อมูลต่างๆ เพื่อเพิ่มประสิทธิภาพการตีกลับของสินค้าและสรุปผลการวิจัยตามลำดับ ดังภาพที่ 1

1. ขั้นตอนการเบิกจ่ายและการบรรจุสินค้าลงกล่อง สำหรับเตรียมจัดส่งสินค้า ซึ่งจะแสดงในรูปแบบของแผนผังขั้นตอนการแพ็คสินค้า

แผนผังขั้นตอนการแพ็คสินค้า





ภาพที่ 1 แผนผังขั้นตอนการเบิกจ่ายและการบรรจุสินค้าลงกล่อง

จากภาพที่ 1 เริ่มต้นจากพนักงานคลังสินค้ารับ Packing Slip จากนั้นทำการระบุสินค้าที่จัดเตรียมสินค้าตามออเดอร์และนำไปวางไว้ตรงจุดกองสินค้าเพื่อรอการตรวจเช็คสินค้า จากนั้นส่งไปยังเช็คเกอร์ ซึ่งเช็คเกอร์จะทำการตรวจรายละเอียดของสินค้าและทำเครื่องหมายลงใน Packing Slip แล้วส่งใบแท็กหมายเลขการขนส่งสำหรับออเดอร์นั้นๆให้พนักงานคลังสินค้านำสินค้าไปแพ็ค จากนั้นพนักงานคลังสินค้าต้องเลือกกล่องพัสดุที่มีขนาดพอดีกับสินค้าและแพ็คสินค้า จากนั้นนำใบแท็กหมายเลขการขนส่งมาติดหน้ากล่องพัสดุ และทำการเช็คว่าพัสดุที่แพ็คไปอยู่ขนส่งไหน พร้อมกับดูว่าขนส่งในประเทศหรือต่างประเทศ หลังจากที่เช็คขนส่งเสร็จนำกล่องพัสดุมาวางไว้ตรงจุดที่รอรถของขนส่งนั้นๆมารับและดำเนินการส่งสินค้าไปยังที่หมายได้ตามที่กำหนด แสดงดังตารางที่ 1

ตารางที่ 1 แสดงข้อมูลจำนวนสินค้าที่ส่งมอบให้แก่ลูกค้า ตั้งแต่เดือนพฤษภาคม ถึงเดือนตุลาคม 2565

จำนวนสินค้าที่มีการส่งมอบทั้งหมด (กล่อง)	เดือน				
	พฤษภาคม 2565	มิถุนายน 2656	กรกฎาคม 2565	สิงหาคม 2565	ตุลาคม 2565
	3,252	4,491	7,903	9,748	6,875

ตารางที่ 2 แสดงข้อมูลแสดงจำนวนสินค้าที่ถูกตีกลับ ตั้งแต่เดือนพฤษภาคม ถึงเดือนตุลาคม 2565

จำนวนสินค้าถูกตีกลับ (กล่อง)	เดือน				
	พฤษภาคม 2565	มิถุนายน 2656	กรกฎาคม 2565	สิงหาคม 2565	ตุลาคม 2565
สินค้าที่ชำรุด แตกหัก	19	23	25	29	18
ผู้รับปฏิเสธการรับสินค้า	22	11	32	48	29
รวม	41	34	57	77	47

ตารางที่ 3 แสดงการคำนวณประสิทธิภาพการจัดการโลจิสติกส์ในกิจกรรมโลจิสติกส์ย้อนกลับ (Reverse Logistics) ในด้านมิติความน่าเชื่อถือ คือ อัตราการถูกตีกลับของสินค้า **(RRG)**

อัตราการถูกตีกลับของสินค้า (RRG)	เดือน					
	พฤษภาคม 2565	มิถุนายน 2656	กรกฎาคม 2565	สิงหาคม 2565	ตุลาคม 2565	เฉลี่ย
	$\frac{41}{3,252}$ *100 = 1.26%	$\frac{34}{4,491}$ *100 = 0.75%	$\frac{57}{7,903}$ *100 = 0.72%	$\frac{77}{9,748}$ *100 = 0.78%	$\frac{47}{6,875}$ *100 = 0.68%	$\frac{256}{32,269}$ *100 = 0.79%

จากตารางที่ 1-3 แสดงให้เห็นถึงข้อมูลจำนวนสินค้าที่ส่งมอบ จำนวนสินค้าที่ถูกตีกลับ และตารางแสดงผลอัตราที่ถูกตีกลับของสินค้า โดยมีจำนวนสินค้าที่ส่งมอบตั้งแต่เดือนพฤษภาคมถึงเดือนตุลาคม จำนวน 3,252 4,491 7,903 9,748 6,875 กล่อง ตามลำดับ จำนวนสินค้าที่ถูกตีกลับตั้งแต่เดือนพฤษภาคมถึงเดือนตุลาคม 41 34 57 77 47 กล่องตามลำดับ อัตราการตีกลับเฉลี่ยอยู่ที่ร้อยละ 0.79

5. ต้นทุนในการบรรจุสินค้าลงกล่อง ประกอบไปด้วย

5.1 ค่ากล่องพัสดุ กล่องละ 2 บาท

5.2 ค่าเทปใสปิดกล่อง ราคา 0.33 สตางค์

รวม 2.33 บาท

สินค้าราคากล่อง 1,690 บาท

ข้อมูลแสดงจำนวนต้นทุนการแพ็คสินค้า ตั้งแต่เดือนพฤษภาคม ถึงเดือนตุลาคม 2565

ตารางที่ 4 ตารางต้นทุนการแพ็คสินค้า

ต้นทุนการแพ็คสินค้า	เดือน					
	พฤษภาคม 2565	มิถุนายน 2656	กรกฎาคม 2565	สิงหาคม 2565	ตุลาคม 2565	เฉลี่ย
	19 * 2.33 = 44.27	23*2.33 =53.59	25*2.33 =58.25	29*2.33 =67.57	18*2.33 =41.94	$\frac{265.62}{5}$ = 53.124

จากตารางที่ 4 แสดงให้เห็นถึงจำนวนต้นทุนการแพ็คสินค้า ซึ่งมีต้นทุนอยู่ที่กล่องละ 2.33 บาท ดั้งนั้นในแต่ละเดือนจะมีต้นทุนเท่ากับ 2.33 X จำนวนสินค้าที่แตกหักเสียหายของแต่ละเดือนมีหน่วยเป็นบาท จะได้ต้นทุนตั้งแต่เดือนพฤษภาคมถึงเดือนตุลาคม ดังนี้ 44.27 53.59 58.25 67.57 41.94 บาทตามลำดับ ซึ่งเฉลี่ยอยู่ที่ 53.124 บาท

ตารางที่ 5 แสดงข้อมูลจำนวนต้นทุนที่ส่งมอบให้แก่ลูกค้า ตั้งแต่เดือนพฤษภาคม ถึงเดือนตุลาคม 2565

จำนวนต้นทุนที่ส่งมอบให้แก่ลูกค้า	เดือน				
	พฤษภาคม 2565	มิถุนายน 2656	กรกฎาคม 2565	สิงหาคม 2565	ตุลาคม 2565
	3,252*2.33 =7,577.16	4,491*2.33 =10,464.03	7,903*2.33 =18,413.99	9,748*2.33 =22,712.84	6,875*2.33 =16,018.75

จากตารางที่ 5 แสดงให้เห็นถึงจำนวนต้นทุนที่ส่งมอบทั้งหมดในเดือนพฤษภาคม ถึงเดือนตุลาคม ซึ่งในแต่ละเดือนจะมีต้นทุนในการแพ็คเท่ากับ 2.33 X สินค้าที่ส่งมอบทั้งหมดในแต่ละเดือนมีหน่วยเป็นบาท

ตารางที่ 6 ตารางเทียบอัตราส่วนต้นทุนที่ส่งมอบให้แก่ลูกค้า

จำนวนอัตราส่วนต้นทุนที่ส่งมอบให้แก่ลูกค้า	เดือน				
	พฤษภาคม 2565	มิถุนายน 2656	กรกฎาคม 2565	สิงหาคม 2565	ตุลาคม 2565
	$\frac{3,252}{7,577.16}$ = 0.43	$\frac{4,491}{10,464.03}$ =0.43	$\frac{7,903}{18,413.99}$ = 0.43	$\frac{9,748}{22,712.84}$ = 0.43	$\frac{6,875}{16,018.75}$ =0.43

จากตารางที่ 6 ตารางเทียบอัตราส่วนต้นทุนที่ส่งมอบตั้งแต่เดือนพฤษภาคม ถึงเดือนตุลาคม ซึ่งแสดงผลอัตราส่วนที่เท่ากัน 0.43

ตารางที่ 7 แสดงข้อมูลจำนวนสินค้าแตกหัก ชำรุดมูลค่าความเสียหาย ตั้งแต่เดือนพฤษภาคม ถึงเดือนตุลาคม 2565

จำนวนสินค้าถูกตีกลับ (บาท)	เดือน				
	พฤษภาคม 2565	มิถุนายน 2656	กรกฎาคม 2565	สิงหาคม 2565	ตุลาคม 2565
มูลค่าเสียหายสินค้าที่ชำรุด แตกหัก (บาท)	19 * 1,690 =32,110	23 *1,690 =38,870	25*1,690 =42,250	29*1,690 =49,010	18*1,690 =30,420

จากตารางที่ 7 ตารางแสดงมูลค่าที่เสียสินค้าชำรุด แตกหัก โดยสินค้าหนึ่งกล่องมีมูลค่า 1,690 บาท ดังนั้นในแต่ละเดือนจะมูลค่าความเสียหายเนื่องจากสินค้าชำรุด เท่ากับ 1,690 x จำนวนสินค้าที่ชำรุด แตกหักในแต่ละเดือน หน่วยเป็นบาท

เก็บข้อมูลหลังการดำเนินการแก้ไข

ตารางที่ 8 แสดงข้อมูลแสดงจำนวนสินค้าที่ตีกลับหลังปรับปรุงมายังบริษัทกรณีศึกษา เนื่องจากสินค้าชำรุด แตกหัก เดือนพฤศจิกายน 2565 ได้ผลดังนี้

จำนวนสินค้าที่ถูกตีกลับ (กล่อง)	เดือน
	พฤศจิกายน
สินค้าชำรุด แตกหัก	11
ผู้รับปฏิเสธการรับสินค้า	18
รวม	29

จากตารางที่ 8 ตารางจำนวนสินค้าที่ถูกตีกลับหลังการปรับปรุง ซึ่งสินค้าชำรุด แตกหัก มีการตีกลับมาจำนวน 11 กล่อง ผู้รับปฏิเสธการรับสินค้าจำนวน 18 กล่อง รวมการตีกลับของทั้งสองปัญหามีจำนวน 29 กล่อง

ตารางที่ 9 แสดงการคำนวณประสิทธิภาพการจัดการโลจิสติกส์ในกิจกรรมโลจิสติกส์ย้อนกลับ (Reverse Logistics) ในมิติด้านความน่าเชื่อถือ คือ อัตราการถูกตีกลับของสินค้า หลังแก้ไขปรับปรุง

อัตราการถูกตีกลับของสินค้า (RRG)	เดือน
	พฤศจิกายน
	$\frac{29}{6,131} * 100$ = 0.47%

จากตารางที่ 9 อัตราการตีกลับของสินค้าหลังปรับปรุง ที่มีการแผ่นพลาสติกกันกระแทกมาห่อกับสินค้าแล้วมีจำนวนการตีกลับลดลงอย่างเห็นได้ชัดอยู่ที่ร้อยละ 0.47

เป็นตัวชี้วัดหลักสัดส่วนการถูกตีกลับของสินค้าจากลูกค้า หลังจากได้ทำการส่งสินค้าเรียบร้อยแล้ว ซึ่งคำนวณตามจำนวนสินค้าที่มีการส่งมอบทั้งหมด

11 คือ จำนวนสินค้า ที่ลูกค้าแจ้งส่งคืนเนื่องจากสินค้าชำรุด แตกหัก

6,131 คือ จำนวนรวมของสินค้า ตามคำสั่งซื้อทั้งหมดของเดือนพฤศจิกายน

อัตราการถูกตีกลับหลังปรับปรุงแก้ไขอยู่ที่ 0.47%

4) ต้นทุนในการบรรจุลงกล่อง

4.1) ค่ากล่อง ราคา 2 บาท

4.2) ค่าเทปใส ราคา 0.33 บาท

4.3) ค่าแผ่นพลาสติกกันกระแทก กว้าง 65 เซนติเมตร ยาว 100 เมตร ซึ่งตัดแบ่งมาห่อได้จำนวน 400 แผ่น ราคาม้วนละ 190 บาท ตกแผ่นละ 0.47 บาท

รวม 2.80 บาท

ข้อมูลแสดงจำนวนต้นทุนการแพ็คสินค้า เดือนพฤศจิกายน 2565

ตารางที่ 10 ตารางแสดงข้อมูลต้นทุนความเสียหายการแพ็คสินค้าเดือนพฤศจิกายน

ต้นทุนการแพ็คสินค้าที่ถูกตีกลับ	เดือน
	พฤศจิกายน
สินค้าชำรุด แตกหัก	11*2.80 = 30.8

จากตารางที่ 10 แสดงให้เห็นถึงจำนวนต้นทุนความเสียหายในการแพ็คสินค้าหลังปรับปรุง ซึ่งมีการตีกลับมาเพียงแค่ 11 กล่อง และมีความเสียหายในการแพ็คสินค้าของเดือนพฤศจิกายนอยู่ที่ 30.8 บาท

ตารางที่ 11 ตารางจำนวนต้นทุนที่ส่งมอบให้แก่ลูกค้า เดือนพฤศจิกายน 2565

จำนวนต้นทุนที่ส่งมอบให้แก่ลูกค้า (กล่อง)	เดือน
	พฤศจิกายน
	6,131*2.80 = 17,166.8

จากตารางที่ 11 แสดงให้เห็นถึงจำนวนต้นทุนที่ส่งมอบทั้งหมดในเดือนพฤศจิกายน ซึ่งในแต่ละเดือนจะมีต้นทุนในการแพ็คเท่ากับ 2.80 X สินค้าที่ส่งมอบทั้งหมดในแต่ละเดือนมีหน่วยเป็นบาท

วิเคราะห์ข้อมูลเปรียบเทียบข้อมูลก่อนและหลังดำเนินการแก้ไขปรับปรุง

หลังการปรับปรุงเพื่อแก้ไข เพื่อแก้ปัญหาสินค้าถูกตีกลับในระหว่างเดือนพฤษภาคม ถึงเดือนพฤศจิกายน ผลปรากฏว่าอัตราการถูกตีกลับของสินค้าลดลงอย่างเห็นได้ชัด ดังตารางที่ 12 และ 13

ตารางที่ 12 ตารางอัตราการตีกลับ (RRG) เปรียบเทียบผลก่อนและหลังปรับปรุง

อัตราการถูกตีกลับสินค้า (RRG)	ก่อนปรับปรุง	หลังปรับปรุง
	0.79%	0.47%

จากตารางที่ 12 แสดงข้อมูลสินค้าที่แตกหัก ชำรุดเสียหายโดยการนำข้อมูลก่อนปรับปรุงในเดือนพฤษภาคมถึงเดือนตุลาคมเฉลี่ยอัตราการตีกลับของสินค้าคิดเป็นร้อยละ 0.79% หลังจากการปรับปรุงทำให้จำนวนการตีกลับของสินค้าลดลงอย่างเห็นได้ชัด คิดเป็นร้อยละ 0.47%

ตารางที่ 13 จำนวนต้นทุนเปรียบเทียบการส่งมอบก่อนและหลังปรับปรุง

จำนวนต้นทุนที่ส่งมอบให้แก่ลูกค้า (กล่อง)	ก่อนปรับปรุง	หลังปรับปรุง
	53.124	30.80

จากตารางที่ 13 แสดงให้เห็นถึง อัตราต้นทุนการส่งมอบแก่ลูกค้าทั้งก่อนและหลังปรับปรุงในเดือนพฤษภาคมถึงเดือนตุลาคมเฉลี่ย 53.124 บาท หลังทำการปรับปรุงทำให้จำนวนต้นทุนของการตีกลับลดลงอยู่ที่ 30.80 บาท มีผลต่างอยู่ที่ 22.32 สามารถลดต้นทุนได้ปีล่ะ 267.88 บาทต่อปี

อภิปรายผลการวิจัย

จากผลการดำเนินงานวิจัยพบว่าการลดจำนวนสินค้าตีกลับโดยใช้ทฤษฎีโลจิสติกส์ย้อนกลับ ของบริษัทกรณีศึกษา มีการแจกแจงของปัญหาหลักของการตีกลับของสินค้า มีปัญหาหลักๆคือ สินค้าที่ชำรุด แตกหัก ผู้รับปฏิเสธการรับสินค้า จึงได้ทำการวิเคราะห์ถึงสาเหตุที่แท้จริงและสามารถแก้ไขได้จริงและหาแนวทางการแก้ไขปัญหา จึงเลือกปัญหาสินค้าที่แตกหักชำรุดเสียหายมาวิเคราะห์แผนผังก้างปลาอีกครั้ง เพื่อหาปัญหาที่แก้ไขและปรับปรุง ได้ผลจากการปรับปรุงดังนี้ มีการอบรมพนักงานเดือนละ 2 ครั้ง เพื่อเพิ่มประสิทธิภาพในการทำงานมากขึ้น ห่อแผ่นพลาสติกกันกระแทกช่วยลดการแตกหักของสินค้า และนำโลจิสติกส์ย้อนกลับ (Reverse Logistics) มาวัดค่าก่อนและหลังปรับปรุง ซึ่งสรุปผลออกมาได้คือมีจำนวนการตีกลับของสินค้าลดลง ซึ่งก่อนปรับปรุงมีอัตราการตีกลับของสินค้าคิดเป็นร้อยละ 0.79 และต้นทุนในการแพ็กสินค้าอยู่ที่กล่องละ 2.33 บาท และต้นทุนความเสียหายในการแพ็กสินค้าเฉลี่ยอยู่ที่ 53.124 บาท หลังจากการปรับปรุงทำให้จำนวนสินค้าตีกลับลดน้อยลง คิดเป็นร้อยละ 0.47 และต้นทุนการแพ็กสินค้าซึ่งได้เพิ่มแผ่นพลาสติกกันกระแทกอยู่ที่กล่องละ 2.80 บาท และต้นทุนความเสียหายในการแพ็คสินค้าเฉลี่ยอยู่ที่ 30.80 บาท ซึ่งต้นทุนความเสียหายของการแพ็กสินค้าลดลงอยู่ที่ 22.324 บาท สามารถลดต้นทุนให้กับบริษัทกรณีศึกษาปีละ 267.888 บาท

ข้อเสนอแนะ

ในการวิจัยครั้งนี้ผู้วิจัยได้พบว่าปัญหาส่วนใหญ่เกิดจากขั้นตอนการแพ็คสินค้า พนักงานไม่มีความรอบครอบ จึงควรมีการจัดอบรมพนักงานเดือนละ 2 ครั้ง เพื่อให้พนักงานตระหนักถึงการทำงานให้มีความกะตือรือล้นในการทำงานและมีการนำตราสัญลักษณ์ที่เกี่ยวกับบรรจุภัณฑ์มาติดข้างกล่อง เช่น ห้ามโยน ห้ามเปียกน้ำ วางสินค้าในแนวนอนเท่านั้นเพื่อลดปัญหาการวางการบุบแตกเสียทรงของกล่องบรรจุภัณฑ์

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BUS-095

ปัจจัยที่ส่งผลต่อการเลือกซื้อรถยนต์ไฟฟ้าของผู้หญิงในจังหวัดสมุทรสาคร

Factors Affecting Women's Choice to Buy Electric Cars in Samut Sakhon Province

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1.เพื่อศึกษาปัจจัยทางด้านการตลาด ปัจจัยด้านสังคม ปัจจัยด้านจิตวิทยาและปัจจัยด้านสิ่งแวดล้อมที่ส่งผลต่อการเลือกซื้อรถยนต์ไฟฟ้าของผู้หญิงในจังหวัดสมุทรสาคร 2.เพื่อศึกษาระดับปัจจัยด้านการตลาด ปัจจัยด้านสังคม ปัจจัยด้านจิตวิทยาและปัจจัยด้านสิ่งแวดล้อม กลุ่มตัวอย่างได้แก่ คุณผู้หญิง อายุตั้งแต่ 18ปีขึ้นไป ในจังหวัดสมุทรสาคร จำนวน 400 คน เครื่องมือวิจัยคือ แบบสอบถาม สถิติที่ใช้ในการวิจัยได้แก่ สถิติเชิงพรรณนา (Descriptive Statistics) และสมการถดถอยพหุคูณ (Multiple Regression) จากผลการวิจัยพบว่า ปัจจัยทางด้านการตลาด ปัจจัยด้านสังคม ปัจจัยด้านจิตวิทยาและปัจจัยด้านสิ่งแวดล้อมส่งผลต่อการเลือกซื้อรถยนต์ไฟฟ้าของผู้หญิงในจังหวัดสมุทรสาคร และระดับปัจจัยด้านการตลาด มีความสำคัญมากที่สุด

Abstract

The purpose of this research is 1. To study marketing factors social factors Psychological and Environmental Factors Affecting Women's Choice of Electric Vehicle Purchases in Samut Sakhon Province 2. To study the level of marketing factors social factors psychological factors and environmental factors. The sample group consisted of 400 women aged 18 years and over in Samut Sakhon Province. The research tool was a questionnaire. The statistics used in the research were: descriptive statistics and multiple regression equations. marketing factors social factors Psychological and environmental factors influence women's purchasing preferences for electric cars in Samut Sakhon. and the level of marketing factors is most important.

บทนำ

การพัฒนาเศรษฐกิจและสังคมเป็นไปอย่างรวดเร็วมีส่วนสำคัญที่ทำให้เกิดปัญหา พลังงานและสิ่งแวดล้อมที่เสื่อมโทรมตามมารวดเร็วเช่นกัน ส่งผลให้ในปัจจุบันกระแสของการรักษาสิ่งแวดล้อม ได้แพร่กระจายไปใน ทุกสังคม และหลายประเทศทั่วโลก การผลิตและพัฒนานวัตกรรมใหม่ๆ โดยใช้เทคโนโลยีเพื่อรักษาสิ่งแวดล้อมได้ถูกนำมาใช้ในธุรกิจอุตสาหกรรมต่าง ๆจะเห็นได้ว่าผู้ประกอบธุรกิจหลายประเภทใน ประเทศไทยได้มีการนำหลักของความรับผิดชอบต่อสังคมรวมไปถึงแนวความคิดของการพัฒนาที่ยั่งยืนและการรักษาสิ่งแวดล้อม เข้ามาประยุกต์ใช้ในการดำเนินธุรกิจประจำวัน ไม่ว่าจะเป็นกลุ่มธุรกิจ ยานยนต์ กลุ่มอุตสาหกรรมต่าง ๆ หรือแม้กระทั่งในหน่วยงานของราชการก็ตาม

ปัญหามลพิษทางอากาศส่วนใหญ่ในประเทศไทยเกิดจากการปล่อยของเสียจากภาคส่วนอุตสาหกรรมต่าง ๆ ทั้งภาคการผลิตไฟฟ้า อุตสาหกรรม โดยเฉพาะการคมนาคมขนส่งที่มีการปล่อยก๊าซคาร์บอนไดออกไซด์เพิ่มมากขึ้น เชื้อเพลิงที่ทำให้เกิดการปล่อยก๊าซดังกล่าว คือ น้ำมันสำเร็จรูป (น้ำมันเบนซิน ดีเซล น้ำมันเตา น้ำมันเครื่องบินและ LPG) การปล่อยก๊าซ CO2 จากการใช้พลังงานของประเทศในช่วงที่ผ่านมามีแนวโน้มเพิ่มขึ้นอย่างต่อเนื่อง โดย การปล่อยก๊าซ CO2 จากการใช้พลังงาน 6 เดือนแรกของปี 2565 อยู่ที่ 131.8 ล้านตัน CO2 ซึ่งเพิ่มขึ้นร้อยละ 6.7 เมื่อเทียบกับช่วงเดียวกันของปีก่อน โดยเพิ่มขึ้นจากภาคขนส่ง ภาคอุตสาหกรรม และภาคเศรษฐกิจอื่นๆ ในขณะที่ภาคการผลิตไฟฟ้าลดลง สำหรับการปล่อยก๊าซ CO2 จากการใช้พลังงาน ของประเทศในช่วงอดีตที่ผ่านมานั้น มีแนวโน้มเพิ่มขึ้นนับตั้งแต่หลังภาวะเศรษฐกิจตกต่ำจาก 145.5 ล้านตัน CO2 ในปี 2541 เป็น 263.4 ล้านตัน CO2 ในปี 2561 หรือเพิ่มขึ้นเฉลี่ยร้อยละ 3.0 ต่อปี สอดคล้องกับการใช้พลังงานของประเทศที่เพิ่มขึ้นเฉลี่ยร้อยละ 3.7 ต่อปี ส่วนปี 2562 การปล่อยก๊าซ CO2 จากการใช้พลังงานอยู่ที่ 257.4 ล้านตัน CO2 ซึ่งลดลงร้อยละ 2.3 เมื่อเทียบกับปีก่อนหน้า เนื่องจากการใช้พลังงานทดแทน

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ที่เพิ่มมากขึ้นตามนโยบายส่งเสริมพลังงานทดแทนของรัฐบาล จึงท่าให้การปล่อยก๊าซ CO2 จากการใช้พลังงานลดลงแม้ว่าจะมีการใช้พลังงานเพิ่มขึ้น อย่างไรก็ตามในปี 2564 การปล่อยก๊าซ CO2 จากการใช้พลังงานอยู่ที่ 244.0 ล้านตัน CO2 ซึ่งลดลงร้อยละ 1.5 เมื่อเทียบกับปีก่อนหน้า เนื่องจากปัญหาการแพร่ระบาดของโรคโควิด – 19 สำหรับการปล่อยก๊าซ CO2 จากการใช้พลังงานแยกรายชนิดเชื้อเพลิง เชื้อเพลิงหลักที่ก่อให้เกิดการปล่อยก๊าซ CO2 ได้แก่ น้ำมันสำเร็จรูป ก๊าซธรรมชาติ และถ่านหิน/ลิกไนต์ โดยช่วง 6 เดือนแรกของปี 2565 พบว่า น้ำมันสำเร็จรูปมีสัดส่วนการปล่อยก๊าซ CO2 สูงที่สุด คือ ร้อยละ 40 รองลงมา คือ ถ่านหิน/ลิกไนต์ ร้อยละ 31 และก๊าซธรรมชาติ ร้อยละ 29 ทั้งนี้ น้ำมันสำเร็จรูป มีการปล่อยก๊าซ CO2 เพิ่มขึ้นจากช่วงเดียวกันของปีก่อนร้อยละ 13.1 ถ่านหิน/ลิกไนต์ มีการปล่อยมีการปล่อยก๊าซ CO2 เพิ่มขึ้นร้อยละ 9.8 ในขณะที่ก๊าซธรรมชาติมีการปล่อยก๊าซ CO2 ลดลงร้อยละ 3.6

จากปริมาณการปล่อยก๊าซคาร์บอนไดออกไซด์อยู่ในระดับสูงขึ้นทุกวันดังกล่าวทำให้อุณหภูมิในโลกสูงขึ้นเนื่องจากก๊าซคาร์บอนไดออกไซด์เป็นหนึ่งในก๊าซเรือนกระจก ที่ดูดซับคลื่นอินฟาเรท ซึ่งเป็นคลื่น ความร้อนจากแสงอาทิตย์ เก็บสะสมความร้อนไว้ในชั้นบรรยากาศ และเป็นเสมือนกำแพงกันรังสี ความร้อนที่สะท้อนจากพื้นโลกมิให้แผ่ออกไปนอก ชั้นบรรยากาศของโลก ซึ่งมีส่วนทำให้อุณหภูมิของโลกเพิ่มสูงขึ้น และในปัจจุบันการเกิดการเผาไหม้ของเชื้อเพลิงที่ไม่เพียงพอส่งผลทำให้เกิดฝุ่นละอองชนิดใหม่ PM2.5 ซึ่งมีความอันตรายต่อสุขภาพ ด้วยเหตุนี้องค์กรทั้งภาครัฐและเอกชนในหลายประเทศจึงได้ให้ความสำคัญในการลดผลกระทบต่อสิ่งแวดล้อมดังกล่าว โดยในอุตสาหกรรมยานยนต์ ได้มีการคิดค้นและพัฒนารถยนต์ไฟฟ้าที่ใช้พลังงานไฟฟ้าทดแทนพลังงานน้ำมันเชื้อเพลิงและช่วยลดการเผาไหม้อันส่งผลกระทบต่อสิ่งแวดล้อมและมนุษย์

รถยนต์ไฟฟ้า ข้อดีของรถพลังงานไฟฟ้าเหนือกว่าเครื่องยนต์สันดาปรวมถึงการลดการใช้มลพิษทางอากาศเพราะในการปล่อยไอเสียจะไม่มีไอเสียจากท่อไอเสีย ช่วยลดกรณีแก๊สเรือนกระจกโดยรวมเป็นจำนวนมากยังทำให้ราคาน้ำมันอ่อนตัวลงและการใช้ด้านอุปทานของน้ำมันหยุดชะงักเพราะถ้าเราใช้รถยนต์ไฟฟ้ามากขึ้นการปล่อยมลพิษทางท่อไอเสียจะลดลงและจะช่วยท าให้ลดภาวะการเกิดก๊าซเรือนกระจกโดยรวมได้เป็นจำนวนมาก

ทั้งนี้ทั่วโลกเริ่มตระหนักถึงปัญหาสิ่งแวดล้อม และการใช้พลังงานมากขึ้น รัฐบาลหลายประเทศจึงเริ่มปรับเปลี่ยนนโยบายเพื่อเกื้อหนุนรถยนต์พลังงานไฟฟ้า ทำให้มีโอกาสเป็นไปได้ที่จะเห็น รถยนต์ไฟฟ้า วิ่งตามท้องถนนในเร็ววัน โดยยานยนต์ไฟฟ้าแบ่งออกเป็น 4 ประเภทด้วยกันคือ

1. ยานยนต์ไฟฟ้าไฮบริด หรือ (HEV, Hybrid electric vehicle) รถยนต์ไฮบริด เป็นยานยนต์ไฟฟ้าแบบลูกผสม (Hybrid) มีทั้งเครื่องยนต์ที่ใช้น้ำมันเชื้อเพลิงทั่วไปและมอเตอร์ไฟฟ้าพร้อมแบตเตอรี่ จึงมีความสิ้นเปลืองเชื้อเพลิงต่ำกว่ายานยนต์ปกติ รวมทั้งยังสามารถนำพลังงานกลที่เหลือหรือไม่ใช้ประโยชน์เปลี่ยนเป็นพลังงานไฟฟ้าเก็บในแบตเตอรี่ แต่ไม่มีช่องเสียบปลั๊กเพื่อชาร์จไฟฟ้า

2. ยานยนต์ไฟฟ้าไฮบริดปลั๊กอิน (PHEV, Plug-in Hybrid Electric Vehicle) เป็นยานยนต์ไฟฟ้าที่พัฒนาต่อยอดมาจาก HEV ซึ่งมีการทำงานทั้ง 2 ระบบ (น้ำมันและไฟฟ้า) แต่เพิ่มระบบเสียบปลั๊กชาร์จไฟขึ้นมา (plug-in) การอัดประจุไฟฟ้าจากภายนอกและนำมาเก็บไว้ที่แบตเตอรี่นั้น ทำให้ PHEV สามารถวิ่งได้ในระยะทางที่ไกลกว่า HEV

3. ยานยนต์ไฟฟ้าแบตเตอรี่ (BEV, Battery Electric Vehicle) เป็นรถยนต์ไฟฟ้าที่ไม่มีการปล่อยไอเสียออกมาเลย เนื่องจากเป็นรถที่ขับเคลื่อนด้วยมอเตอร์ไฟฟ้า และใช้พลังงานแบตเตอรี่ไฟฟ้า ซึ่งมาจากการเสียบปลั๊กชาร์จไฟฟ้าอย่างเดียว ไม่มีการปล่อยมลพิษทางอากาศจากยานยนต์โดยตรง

4. ยานยนต์ไฟฟ้าเซลล์เชื้อเพลิง (FCEV, Fuel Cell Electric Vehicle) ไฟฟ้าที่มีเซลล์เชื้อเพลิง เป็นยานยนต์ไฟฟ้าที่ได้พลังงานมาจากเซลล์เชื้อเพลิง (fuel cell) โดยเติมเชื้อเพลิงไฮโดรเจนจากภายนอก มีความจุพลังงานจำเพาะที่สูงกว่าแบตเตอรี่ที่มีอยู่ในปัจจุบัน เชื่อว่าเป็นคำตอบที่แท้จริงของพลังงานสะอาดในอนาคต แต่อย่างไรก็ตามยังมีข้อจำกัดอย่างสถานีเชื้อเพลิงไฮโดรเจน (Hydrogen Fuel Station) มีน้อยมาก เหมือนที่รถ BEV มี Charging Station ที่น้อยเมื่อหลายปีก่อน

ถึงแม้ EV ทั้ง 4 ประเภทจะมีคุณสมบัติที่แตกต่างกัน แต่ทุกประเภทล้วนมีเป้าหมายเดียวกัน นั่นคือ มุ่งลดการใช้เชื้อเพลิงฟอสซิล และลดการปล่อยก๊าซเรือนกระจกซึ่งเป็นสาเหตุหลักของการเกิดภาวะโลกร้อน

วัตถุประสงค์งานวิจัย

1. เพื่อศึกษาปัจจัยทางด้านการตลาด ปัจจัยด้านสังคม ปัจจัยด้านจิตวิทยา ปัจจัยด้านสิ่งแวดล้อมที่ส่งผลต่อการตัดสินใจเลือกซื้อรถยนต์ไฟฟ้าของผู้หญิงในจังหวัดสมุทรสาคร

2. เพื่อศึกษาระดับปัจจัยด้านการตลาด ปัจจัยด้านสังคม ปัจจัยด้านจิตวิทยาและปัจจัยด้านสิ่งแวดล้อม

นิยามศัพท์

ทัศนคติ หมายถึง เป็นสิ่งที่มนุษย์สร้างขึ้นเพื่อช่วยในการอำนวยความสะดวกในการแสดงพฤติกรรมต่าง ๆโดยอาศัยทัศนคติของตัวบุคคลประเมินทางเลือกของตัวบุคคลเอง

บริการหลังการขาย หมายถึง การกระทำกิจกรรมหลังการขายที่จะก่อให้เกิดการขายเพิ่มมากขึ้น กิจกรรมหลังการขายเริ่มตั้งแต่การสร้างความสัมพันธ์ที่ดีอย่างต่อเนื่องหลังการขายไปจนถึงบริการหลังการขาย

รถยนต์ไฟฟ้า หมายถึง รถยนต์ที่ขับเคลื่อนด้วยมอเตอร์ไฟฟ้าโดยใช้พลังงานไฟฟ้าซึ่งเก็บอยู่ในแบตเตอรี่หรืออุปกรณ์เก็บพลังงานไฟฟ้าแบบอื่น ๆ

การตัดสินใจซื้อ หมายถึง การตัดสินใจนำเข้าสู่กระบวนการจัดซื้อของร้านหรือบริษัทการสั่งซื้อ การซื้อซ้ำและการเปลี่ยนยี่ห้อเมื่อมีการสั่งซื้อทุกครั้ง

สิ่งแวดล้อม คือ ทุกสิ่งทุกอย่างที่อยู่รอบตัวมนุษย์ทั้งที่มีชีวิตและไม่มีชีวิต รวมทั้งที่เป็นรูปธรรม (สามารถจับต้องและมองเห็นได้) และนามธรรม(ตัวอย่างเช่นวัฒนธรรมแบบแผน ประเพณี ความเชื่อ) มีอิทธิพลเกี่ยวโยงถึงกัน เป็นปัจจัยในการเกื้อหนุนซึ่งกันและกัน

ขอบเขตการวิจัย

<u>ขอบเขตด้านเนื้อหา</u> การวิจัยครั้งนี้เป็นการศึกษาเชิงปริมาณ เพื่อศึกษาปัจจัยที่ส่งผลต่อการเลือกซื้อรถยนต์ไฟฟ้า ปัจจัยทางด้านการตลาด ปัจจัยทางด้านสังคม ปัจจัยทางด้านจิตวิทยา และปัจจัยทางด้านสิ่งแวดล้อม

<u>ตัวแปรที่ใช้ในการวิจัย</u>

- **ตัวแปรอิสระ** ได้แก่

ปัจจัยทางด้านการตลาด เช่น ประเภทของรถยนต์ไฟฟ้า ราคารถยนต์ไฟฟ้า บริกการหลังการขาย ช่องทางการจัดจำหน่าย

ปัจจัยด้านสังคม เช่น ค่านิยมของคนส่วนใหญ่ กลุ่มอ้างอิง กลุ่มครอบครัว

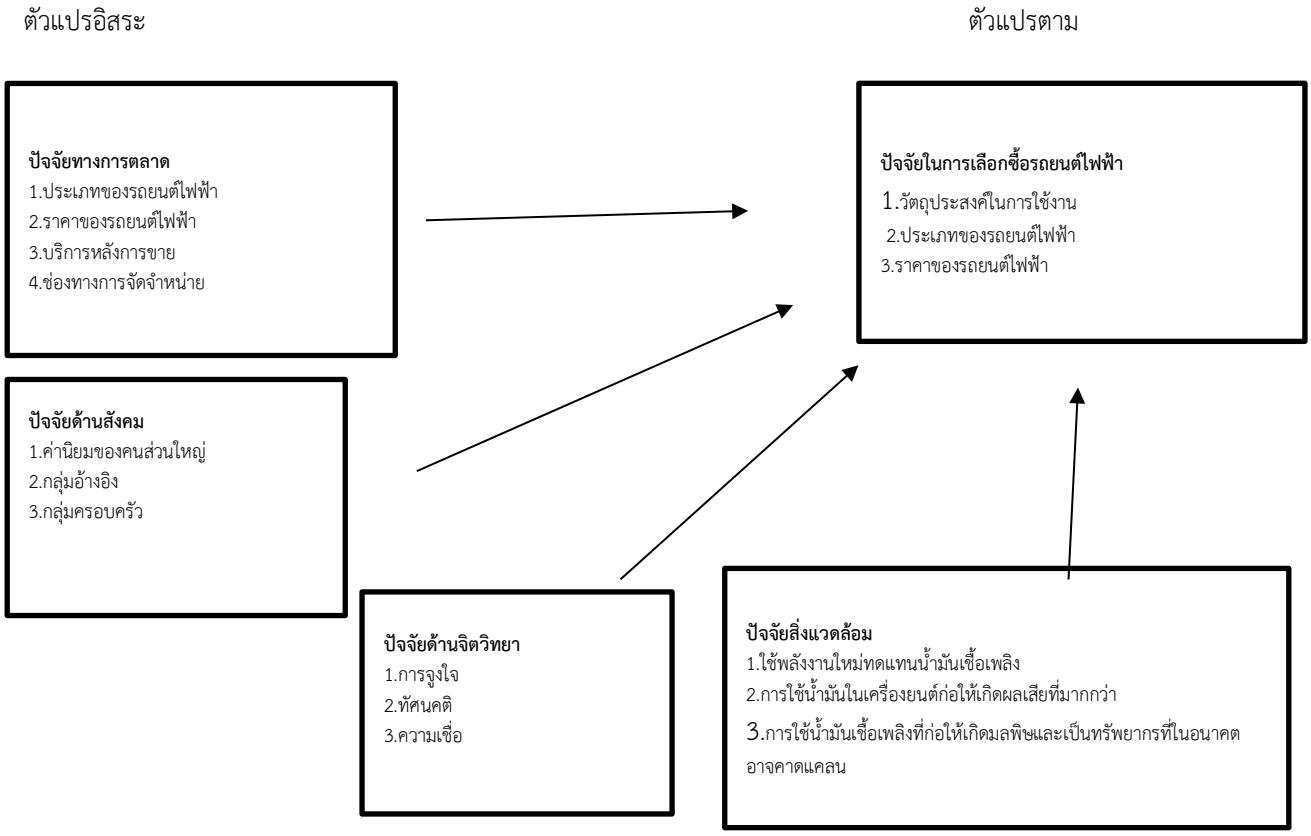
ปัจจัยด้านจิตวิทยา เช่น การจูงใจ ทัศนคติ ความเชื่อ

ปัจจัยสิ่งแวดล้อม เช่น ใช้พลังงานใหม่ทดแทนน้ำมันเชื้อเพลิง การใช้น้ำมันในเครื่องยนต์ก่อให้เกิดผลเสียที่มากกว่าการใช้น้ำมันเชื้อเพลิงที่ก่อให้เกิดมลพิษและเป็นทรัพยากรที่ในอนาคตอาจคาดแคลน

- **ตัวแปรตาม** ได้แก่

ปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้า เช่น วัตถุประสงค์ในการใช้งาน ประเภทของรถยนต์ไฟฟ้า ราคาของรถยนต์ไฟฟ้า

กรอบแนวคิด



สมมติฐาน

งานวิจัยเรื่อง ปัจจัยที่ส่งผลต่อการเลือกซื้อรถยนต์ไฟฟ้าของผู้หญิง มีการกำหนด สมมติฐานดังนี้

สมมติฐานที่ 1 ปัจจัยทางด้านการตลาดส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้า

สมมติฐานที่ 2 ปัจจัยด้านสังคมส่งผลต่อการเลือกซื้อรถยนต์ไฟฟ้า

สมมติฐานที่ 3 ปัจจัยด้านจิตวิทยาส่งผลต่อการเลือกซื้อรถยนต์ไฟฟ้า

สมมติฐานที่ 4 ปัจจัยสิ่งแวดล้อมส่งผลต่อการตัดสินใจเลือกซื้อรถยนต์ไฟฟ้า

แนวคิดและทฤษฎีเรื่องการสื่อสารทางการตลาดแบบบูรณาการ

ฟิลลิป คอทเลอร์ (2550, น.496) ได้ให้คำนิยามเกี่ยวกับเรื่องการสื่อสารการตลาดบรูณาการว่าเป็นการวางแผนการสื่อสารทั้งทางตรงและทางอ้อมเพื่อสร้างความสัมพันธ์กับผู้ซื้อสินค้าโดยใช้วิธีการสื่อสารแบบครบวงจรตั้งแต่การโฆษณาและแนะนำการสื่อสารแบบต่างๆเพื่อให้สอดคล้องและเพื่อให้กลมกลืนโดยผ่านข่าวสารต่างๆ

เสรี วงษ์มณฑา (2547) ให้คำนิยามการสื่อสารทางการตลาดบรูณการโดยแบ่งการเปิดรับการสื่อสารของมนุษย์เป็นช่องทางการสื่อสารได้ดังนี้

1. การโฆษณา (Advertising) หมายถึง การสื่อสารอีกรูปแบบหนึ่งที่สามารถนำข้อมูลนำกลับไปจัดท าเป็นสื่อโดยส่งผ่านตามสื่อที่เป็นดิจิตอลและอนาล็อกเช่น หนังสือพิมพ์ โบว์ชัวร์ สื่อวิทยุ สื่อออนไลน์ เป็นต้น

2. ประชาสัมพันธ์ (Public Relation) หมายถึง การใช้การสื่อสารกับกลุ่มองค์กรหรือกลุ่มคนต่างๆโดยสร้างภาพลักษณ์องค์กรหรือผลิตภัณฑ์ตลอดจนเป็นการให้ความรู้เรื่องหนึ่งเพื่อนำเสนอแก่ผู้ซื้อสินค้าเพื่อให้เข้าใจกับการสื่อสารที่ทำการสื่อสารออกไปให้รับรู้

3. การส่งเสริมการขาย (Sale Promotion) หมายถึง การใช้การสื่อสารโดยใช้เครื่องมือระยะสั้นทางการตลาด เพื่อกระตุ้นให้เกิดการขายผลิตภัณฑ์โดยใช้วิธีการจูงใจกระตุ้นกับผู้จัดจำหน่ายไปถึงผุ้บริโภคสุดท้าย โดยตั้งเป้าหมายเพื่อให้เกิดการขายอย่างทันทีทันใด

4. การขายโดยพนักงานขาย (Personal selling) หมายถึง รูปแบบการติดต่อสื่อสารจากผู้ส่งสารไปถึงผู้รับสาร โดยใช้การติดต่อสื่อสารระหว่างบุคคล โดยทำให้ผู้รับสารและยังสามารถรับรู้และเข้าใจสารนั้นได้ทันที

5. การตลาดทางตรง (Direct Marketing) หมายถึง การติดต่อสื่อสารของบริษัทไปยังลูกค้ากลุ่มเป้าหมายโดยตรงเพื่อให้เกิด การตอบสนองการซื้อสินค้าของลูกค้าทันที โดยทางผู้ขายอาจทำสื่อ เช่น แคดตาล็อก การส่งไปรษณีย์ การจัดทำกิจกรรม เพื่อทำให้ผู้ซื้อสินค้ามีการตอบสนองโดยการซื้อสินค้าเป็นขั้นตอนสุดท้ายเพื่อปิดการขาย

6. การจัดกิจกรรมพิเศษ หมายถึง การตลาดและเกี่ยวข้องกับการกิจกรรมกับชุมชนให้ประชาชนมีความสัมพันธ์กับชุมชนโดยเป็นเครื่องมือประชาสัมพันธ์ โดยตั้งเป้าหมายให้มีเป็นนโยบายและจัดกิจกรรมพิเศษท าให้มีหลายรูปแบบและส่งเสริมภาพพจน์ที่ดีต่อสินค้าและบริษัทโดยการจัดกิจกรรมพิเศษนั้นจะมีกลุ่มเป้าหมายที่แตกต่างกัน โดยแบ่งออกเป็น 3 กลุ่มต่อไปนี้

- กลุ่มสื่อมวลชน (Press) โดยส่วนมากแล้วการจัดกิจกรรมพิเศษจะมาในลักษณะของงานแถลงข่าว โดยเผยแพร่ผ่านสื่อมวลชนเป็นสื่อกลางเผยแพร่

- กลุ่มผู้ขาย (Dealer) เป็นการจัดกิจกรรมพิเศษโดยมีวัตถุประสงค์เพื่อสร้างความน่าเชื่อถือให้กับตัวสินค้าเป็นการเสนอแผนงานการตลาดและสร้างความเข้าใจให้และทัศนคติที่ดีต่อการตลาดของสินค้า

- กลุ่มผู้บริโภค (Consumer) เป็นการมุ่งสร้างความ ประทับใจและบอกคุณประโยชน์ของสินค้าที่ดีกว่าคู่แข่งขัน เช่น งานนำเสนอตัวผลิตภัณฑ์โดยสร้างให้เกิดประโยชน์แก่ผู้ซื้อสินค้าอย่างสูงที่สุด

7. เครื่องมือในการใช้การตลาด เป็นการสื่อสารทางตลาดโดยการนำเครื่องมือการตลาดมาใช้ให้สอดคล้องกับผู้ซื้อสินค้าที่สนใจกับผลิตภัณฑ์สินค้าเพื่อตอบสนองความต้องการของผู้ซื้อสินค้าได้ตามที่ลูกค้าต้องการ (เพิ่มเพื่อนำข้อมูลอ้างอิงจากทฤษฎีมาใช้)

แนวคิดและทฤษฎีเกี่ยวกับทัศนคติ

ทัศนคติ (Attitude) คือ ความรู้สึก ความคิดหรือความเชื่อและแนวโน้ม ที่จะแสดงออกซึ่งพฤติกรรมของบุคคล เป็นปฏิกิริยาโต้ตอบ โดยการประมาณค่าว่าชอบหรือไม่ชอบ ที่จะส่งผลกระทบต่อการตอบสนองของบุคคลในเชิงบวกหรือเชิงลบต่อบุคคล สิ่งของ และสถานการณ์ดังนั้น การเข้าใจความหมายของทัศคติรวมถึงกระบวนการเปลี่ยนแปลงก็จะช่วยให้คาดการณ์แนวโน้ม การแสดงออกของบุคคลได้ ซึ่งได้มีนักวิชาการหลายท่านให้ความหมายไว้ ดังนี้

ศิริวรรณ เสรีรัตน์ (2550, น. 166) ได้ให้ความหมายว่า ทัศนคติหมายถึงความโน้มเอียงที่จะ เรียนรู้เพื่อให้มีพฤติกรรมที่สอดคล้องกับลักษณะที่พึงพอใจหรือไม่พึงพอใจที่มีต่อสิ่งใดสิ่งหนึ่งชิพ แมนและคานุก (Schiffman; & Kanuk, 2008, p. 282) หรือ

อาจหมายถึงการแสดงความรู้สึกภายในที่ สะท้อนว่าบุคคลมีความโน้มเอียง พอใจ หรือไม่พอใจต้อบางสิ่ง เช่น บริการร้านค้าปลีก เนื่องจากเป็นผลของกระบวนการทางจิตวิทยา ทัศนคติไม่สามารถสังเกตเห็นได้โดยตรงแต่ต้องแสดง ว่าบุคคลกล่าวถึงอะไร และทำอะไร

Schermerhorn (2000) ให้ความหมายของทัศนคติไว้ว่า ทัศนคติ คือ แนวความคิดความรู้สึกให้ตอบสนองในเชิงบวกหรือเชิงลบต่อบุคคลหรือต่อสิ่งของ ในสภาวะแวดล้อม ของบุคคลนั้นๆ และทัศนคติสามารถที่จะรู้หรือถูกตีความได้จากสิ่งที่พูดออกมาอย่างไม่เป็นทางการหรือจากการสำรวจที่เป็นทางการ หรือจากพฤติกรรมของบุคคลเหล่านั้น

นอกจากนี้ ผู้ประกอบการธุรกิจควรให้ความสำคัญเกี่ยวกับเครื่องมือที่ใช้ในการสื่อสารทางการตลาดเป็นสำคัญ (ศิริวรรณ เสรีรัตน์และคณะ, 2552) เพื่อให้เกิดประโยชน์ทางการแข่งขันสูงสุด และการเข้าถึงผู้บริโภคมากที่สุด โดยเครื่องมือสื่อสารทางการตลาดมี 4 ด้าน ดังนี้

1. การโฆษณาเป็นวิธีการนำเสนอที่มีค่าใช้จ่าย โดยไม่ใช้บุคคลเพื่อนำเสนอแนวคิดสินค้า หรือบริการโดยระบุผู้ให้การสนับสนุนชัดเจน องค์กรที่ใช้การโฆษณามีทั้งองค์การภาคเอกชน องค์การกุศล หน่วยงานรัฐบาลที่ต้องการส่งข่าวสารสู่กลุ่มเป้าหมาย เป็นการสื่อสารข้อมูล โดยมีวัตถุประสงค์เพื่อแจ้งข่าวสาร จูงใจ และเตือนความทรงจำเกี่ยวกับสินค้า และบริการหรือความคิดที่มีความแตกต่างจากคู่แข่งขัน

2. การประชาสัมพันธ์ คือ ลักษณะของการบริหารงานส่งเสริมการตลาดที่เป็นเอกลักษณ์เหมาะสม เพื่อมุ่งให้เกิดความรู้สึกหรือภาพลักษณ์ที่ดีระหว่างองค์การภาคเอกชนองค์การกุศล หน่วยงานรัฐบาลเป็นกิจกรรมซึ่งมีการวางแผนและใช้ความพยายามที่จะสร้างสรรค์ผลงาน รวมทั้งรักษาความนิยมและเข้าใจอันดีระหว่างบริษัทเจ้าของสินค้า กลุ่มผู้บริโภคเป้าหมายประชาชนทั่วไปตลอดจนผู้ที่มีส่วนได้ส่วนเสียในแต่ละธุรกิจนอกจากนี้ การสื่อสารข้อมูลข่าวสารเกี่ยวกับบริษัทผู้ผลิตสินค้าไปยังผู้บริโภคและกลุ่มต่างๆ ที่เกี่ยวข้องกับบริษัท เช่น สื่อมวลชนชุมชนหรือมวลชนสัมพันธ์ เป็นต้น เพื่อสร้างความสัมพันธ์ที่ดีให้แก่องค์กร รวมไปถึงภาพลักษณ์และตราสินค้าของบริษัทอีกด้วยที่เกี่ยวข้องกับการพัฒนาและการสื่อสารด้านกลยุทธ์ขององค์กรธุรกิจ

3. การตลาดทางตรง จัดเป็นเครื่องมือสื่อสารการตลาดที่ได้รับความสนใจมากขึ้นและมีการประยุกต์ใช้การตลาดทางตรงในวงกว้างขึ้นในธุรกิจประเภทต่างๆ เนื่องจากมีค่าใช้จ่ายที่ถูกและเป็นกิจกรรมที่สามารถวัดผลได้ดีและมีความครอบคลุม ซึ่งจัดเป็นช่องทางการสื่อสารการตลาดรูปแบบใหม่ที่กำลังได้รับความนิยมมากขึ้นในปัจจุบัน 105วารสารวิทยาการจัดการมหาวิทยาลัยราชภัฏเชียงรายปีที่ 9 ฉบับที่ 2 (กรกฎาคม - ธันวาคม 2557)

4. การส่งเสริมการขาย เป็นการจูงใจที่เสนอคุณค่าพิเศษ โดยสื่อสารผ่านสื่อแต่ละประเภทหรือบุคคลโดยใช้เทคนิคการโฆษณาและการส่งเสริมขายเข้ามาประยุกต์ใช้ในกระบวนการตลาดการส่งเสริมการขายอาจจะท าให้โดยวิธีทางไปรษณีย์ แคตตาล็อค สิ่งพิมพ์จากบริษัทผู้ผลิตการจัดแสดงสินค้า การแข่งขันการขายและเครื่องมือขายอื่นๆ โดยมีจุดมุ่งหมาย คือ เพิ่มความพยายามในการขายของพนักงานขาย ผู้จำหน่ายและผู้ขาย เพื่อให้ผลิตภัณฑ์มียอดขายที่มากขึ้นสินค้ายี่ห้อใดยี่หนึ่งมีศักยภาพมากขึ้นและเพื่อทำให้ลูกค้าต้องการซื้อผลิตภัณฑ์ยี่ห้อนั้นเพิ่มขึ้น(Kotler & Keller, 2012)

วิธีวการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการวิจัยครั้งนี้ คือ ประชากรกลุ่มผู้หญิงอายุตั้งแต่ 18 ปีขึ้นไปในจังหวัดสมุทรสาคร ที่มีประสบการณ์ในการขับรถยนต์มาก่อนและกลุ่มผู้หญิงที่ไม่เคยมีประสบการณ์การขับรถยนต์แต่ต้องการเลือกซื้อรถยนต์ไฟฟ้า คนกลุ่มนี้เห็นถึงปัญหาด้านสิ่งแวดล้อมในเรื่องมลพิษทางอากาศ ภาวะโลกร้อน จึงอยากใช้ผลิตภัณฑ์ที่เป็นมิตรกับสิ่งแวดล้อมเพื่อลดมลพิษต่างๆ งานวิจัยนี้ผู้วิจัยใช้การทดสอบสมมติฐาน และการวิเคราะห์ผลการวิจัยด้วย แบบจาลองเชิงโครงสร้าง (Structural Equation Model: SEM) ซึ่งจานวนกลุ่มตัวอย่างที่ใช้ในการวิเคราะห์ของ Hair, Black, Babin & Anderson (2010) ที่เหมาะสมกับการสมการโครงสร้างควรมีจำนวนอย่างน้อย 10-20 เท่า ของจำนวนตัวแปรที่สังเกตได้ ซึ่งการศึกษาวิจัยในครั้งนี้มีจำนวน 13 ตัวแปร จานวนกลุ่มตัวอย่างขั้นต่ำจึงควรมี ประมาณ 130 - 260 ตัวอย่าง ดังนั้น ผู้วิจัยจึงใช้กลุ่มตัวอย่างไม่ต่ำกว่า 260 ตัวอย่าง และใช้วิธีการสุ่มตัวอย่าง แบบง่าย (simple random sampling)

การเก็บรวบรวมข้อมูล

การครั้งการวิจัยนี้เก็บรวมรวมข้อมูลโดยการใช้แบบสอบถามตั้งแต่ตุลาคม 2565 ถึงเดือนมกราคม 2566 จาก การแจกแบบสอบถามจำนวน 400 ฉบับได้รับแบบสอบถามคืนทั้งสิ้นจานวน 280 ฉบับ คิดเป็นอัตราการตอบกลับ (Response Rate) ร้อยละ 75 โดยมีแบบสอบถามฉบับสมบูรณ์จานวน 260 ฉบับ ซึ่งกลุ่มตัวอย่างดังกล่าวเกินกว่า กลุ่มตัวอย่างขั้นต่ำที่กำหนดตามเกณฑ์ของ Hair, Black, Babin & Anderson (2010)

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการศึกษาครั้งนี้ คือ แบบสอบถาม โดยประกอบไปด้วย 6 ส่วนคือ

ส่วนที่ 1 เป็นแบบสอบถามปัจจัยด้านการตลาด 4 ด้าน ได้แก่ ประเภทของรถยนต์ไฟฟ้า ราคาของรถยนต์ไฟฟ้า บริการหลังการขาย และช่องทางการจัดจำหน่าย ที่พัฒนามาจากงานวิจัยของ นายธีรพัฒน์ บุญญอารักษ์ (2560),ภานุวัฒน์ ชุ่มชื่น(2555) , นางสาวจารุพันธ์ ยาชมภู(2559) จำนวน 10 ข้อ

ส่วนที่ 2 เป็นแบบสอบถามปัจจัยด้านสังคม 3 ด้าน ได้แก่ ค่านิยมของคนส่วนใหญ่ กลุ่มอ้างอิง กลุ่มครอบครัว ที่พัฒนามาจากงานวิจัยของ เจนจิรา ภาคบุบผา (2559),ธนชัย เฉลิมชัย(2558),สิรภพ ชมเย็น (2560) จำนวน 8 ข้อ

ส่วนที่ 3 เป็นแบบสอบถามปัจจัยด้านจิตวิทยา 3 ด้าน ได้แก่ การจูงใจ ทัศนคติ ความเชื่อ ที่พัฒนามาจากงานวิจัยของ Black, K. (2006), สิรภพ ชมเย็น(2560),ศรีสุภา สหชัยเสรี(2558) จำนวน 7 ข้อ

ส่วนที่ 4 เป็นแบบสอบถามปัจจัยด้านสิ่งแวดล้อม ได้แก่ การใช้พลังงานใหม่ทดแทนน้ำมันเชื้อเพลิง การใช้น้ำมันในเครื่องยนต์ก่อให้เกิดผลเสียที่มากกว่า และการใช้น้ำมันเชื้อเพลิงที่ก่อให้เกิดมลพิษและทรัพยากที่ในอนาคตอาจคาดแคลน ที่พัฒนามาจากงานวิจัยของ เอกชัย ศิริกิจพาณิชย์กูล(2560), จิรายุ สติณวรรธนกุล (2553), Kanchanik Kumnerdpetch (2020),ตฤณ ธนานุศักดิ์(2561),ชลธิชา บุญปลูก (2561) จำนวน 7 ข้อ

ส่วนที่ 5 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

การตรวจสอบคุณภาพของเครื่องมือ

ทดสอบเครื่องมือ โดยทาการตรวจสอบคุณภาพของแบบสอบถามโดยให้ผู้เชี่ยวชาญจำนวน 3 ท่าน เพื่อ พิจารณาความเที่ยวตรงตรงเชิงเนื้อหา (content validity) พบว่าทุกข้อนั้นมีค่าดัชนีความสอดคล้อง (IOC) มากกว่า 0.5 หลังจากนั้นทำการเก็บข้อมูลเพื่อทดสอบความเหมาะสมเบื้องต้น (pilot test) กับกลุ่มตัวอย่างอีก 30 คน โดยทำการวิเคราะห์ค่าสัมประสิทธิ์อัลฟ่าของ ครอนบาค (Cronbach's alpha) เพื่อวัดความน่าเชื่อถือของ แบบสอบถาม (reliability) ใช้เกณฑ์ยอมรับที่ค่ามากกว่า 0.7 ได้ค่าความเชื่อมั่นของแบบสอบถามอยู่ระหว่าง 0.71 – 0.91 ซึ่งชุดคาถามในแบบสอบถามดังกล่าวมีความน่าเชื่อถือ

การวิเคราะห์ข้อมูล

งานวิจัยนี้หลังจากได้รับแบบสอบถามกลับคืนมาแล้วจะทำการตรวจสอบเพื่อให้คะแนนและทำการประมวลผลด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์โดยวิเคราะห์ข้อมูลบ่งเป็น 2 ส่วน

1. การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

2. การวิเคราะห์สมการถดถอยพหุคูณ (Multiple Regression) เพื่อวิเคราะห์หาความสัมพันธ์ของปัจจัยต่าง ๆ ตามสมมติฐานการวิจัยดังนี้

- ปัจจัยทางด้านการตลาด
- ปัจจัยทางด้านสังคม
- ปัจจัยทางด้านจิตวิทยา
- ปัจจัยทางด้านสิ่งแวดล้อม

ผลการวิจัย

แบ่งออกเป็น 5 ส่วน

ส่วนที่ 1 ผลจากการศึกษาข้อมูลปัจจัยทางด้านการตลาด

ข้อมูลปัจจัยส่วนบุคคลของกลุ่มตัวอย่าง จำแนกออกเป็น 4 ประเภท ได้แก่ ประเภทของรถยนต์ไฟฟ้า ราคาของรถยนต์ไฟฟ้า บริการหลังการขาย และช่องทางการจัดจำหน่าย เมื่อพิจารณาเป็นประเภทพบว่า ราคาของรถยนต์ไฟฟ้าอยู่ในระดับมากที่สุด ($\bar{x}$ = 4.08, SD = 0.715) รองลงมาคือ ประเภทของรถยนต์ไฟฟ้า ($\bar{x}$ = 4.07, SD = 0.819) รองลงมาคือ บริการหลังการขาย ($\bar{x}$ = 4.05, SD = 0.654) และสุดท้ายคือช ช่องทางการจัดจำหน่าย ($\bar{x}$ = 3.85, SD = 0.729)

ส่วนที่ 2 ผลจากการศึกษาข้อมูลปัจจัยทางด้านสังคม

ข้อมูลปัจจัยส่วนบุคคลของกลุ่มตัวอย่าง จำแนกออกเป็น 3 ประเภท ได้แก่ ค่านิยมของคนส่วนใหญ่ กลุ่มอ้างอิง และกลุ่มครอบครัว เมื่อพิจารณาเป็นประเภทพบว่า กลุ่มครอบครัวอยู่ในระดับมากที่สุด ($\bar{x}$ = 3.99, SD = 0.782) รองลงมาคือ กลุ่มอ้างอิง ($\bar{x}$ = 2.83, SD = 1.011) และสุดท้ายคือค่านิยมของคนส่วนใหญ่ ($\bar{x}$ = 2.63, SD = 1.257)

ส่วนที่ 3 ผลจากการศึกษาข้อมูลปัจจัยทางจิตวิทยา

ข้อมูลปัจจัยส่วนบุคคลของกลุ่มตัวอย่าง จำแนกออกเป็น 3 ประเภท ได้แก่ การจูงใจ ทัศนคติ และความเชื่อ เมื่อพิจารณาเป็นประเภทพบว่า ความเชื่ออยู่ในระดับมากที่สุด ($\bar{x}$ = 4.11, SD = 0.839) รองลงมาคือ ทัศนคติ ($\bar{x}$ = 4.10, SD = 670) และสุดท้ายคือ การจูงใจ ($\bar{x}$ = 4.03, SD = 0.753)

ส่วนที่ 4 ผลจากการศึกษาข้อมูลปัจจัยทางด้านสิ่งแวดล้อม

ข้อมูลปัจจัยส่วนบุคคลของกลุ่มตัวอย่าง จำแนกออกเป็น 3 ประเภท ได้แก่ ใช้พลังงานใหม่ทดแทนน้ำมันเชื้อเพลิง การใช้น้ำมันในเครื่องยนต์ก่อให้เกิดผลเสียที่มากกว่า และการใช้น้ำมันเชื้อเพลิงที่ก่อให้เกิดมลพิษและเป็นทรัพยากรที่ในอนาคตอาจคาดแคลน เมื่อพิจารณาเป็นประเภทพบว่า การใช้น้ำมันเชื้อเพลิงที่ก่อให้เกิดมลพิษและเป็นทรัพยากรที่ในอนาคตอาจคาดแคลนอยู่ในระดับมากที่สุด ($\bar{x}$ = 4.34, SD = 0.576) รองลงมาคือ ใช้พลังงานใหม่ทดแทนน้ำมันเชื้อเพลิง ($\bar{x}$ = 4.24, SD = 0.694) และสุดท้ายคือ การใช้น้ำมันในเครื่องยนต์ก่อให้เกิดผลเสียที่มากกว่า ($\bar{x}$ = 4.15, SD = 0.736)

ส่วนที่ 5 ผลจากการศึกษาข้อมูลปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้า

ข้อมูลปัจจัยส่วนบุคคลของกลุ่มตัวอย่าง จำแนกออกเป็น 3 ประเภท ได้แก่ วัตถุประสงค์ในการใช้งาน ประเภทของรถยนต์ไฟฟ้า และราคาของรถยนต์ไฟฟ้า เมื่อพิจารณาเป็นประเภทพบว่า ประเภทของรถยนต์ไฟฟ้า อยู่ในระดับมากที่สุด ($\bar{x}$ = 4.14, SD = 0.626) รองลงมาคือ วัตถุประสงค์ในการใช้งาน ($\bar{x}$ = 4.06, SD = 0.633) และสุดท้ายคือราคาของรถยนต์ไฟฟ้า ($\bar{x}$ = 4.00, SD = 0.677)

ผลทดสอบสมมติฐาน

สมมติฐานที่ 1 ปัจจัยทางด้านการตลาดที่ส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้า

ตารางที่ 1 ผลวิเคราะห์ ปัจจัยทางด้านการตลาดที่ส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้า

ปัจจัยทางด้านการตลาด	B	Std. Error	Beta	t	Sig
ค่าคงที่	1.476	0.299		4.936	0.000
ประเภทของรถยนต์ไฟฟ้า	0.427	0.070	0.633	6.095	0.000
ราคาของรถยนต์ไฟฟ้า	0.209	0.080	0.270	2.601	0.013
F-Value = 6.764					
Adjusted R^2 =0.643					

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 1.476 + 0.209X1+ 0.209X2

จากตารางที่ 1 ผลการทดสอบสมมติฐานพบว่าผลการทดสอบค่า F-test เท่ากับ 6. 764 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญทางสถิติที่ระดับ0.05ผลทดสอบค่าDurbin-Watson เท่ากับ 1.805 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.643 แสดงว่า ปัจจัยทางด้านการตลาดสามารถอธิบายความผันแปรของปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้าได้ร้อยละ64.3โดยประเภทของรถยนต์ไฟฟ้าน(B=0.427) เป็นปัจจัยส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้ามากที่สุดรองลงมาราคาของรถยนต์ไฟฟ้า(B=0.209)

สมมติฐานที่ 2 ปัจจัยทางด้านสังคมที่ส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้า

ตารางที่ 2 ผลวิเคราะห์ ปัจจัยทางด้านสังคมที่ส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้า

ปัจจัยทางด้านสังคม	B	Std. Error	Beta	t	Sig
ค่าคงที่	2.390	0.341		7.001	0.000
กลุ่มครอบครัว	0.420	0.084	0.594	5.005	0.000
F-Value = 25.051					
Adjusted R^2 = 0.338					

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 2.390 + 0.420X1

จากตารางที่ 2 ผลการทดสอบสมมติฐานพบว่าผลการทดสอบค่า F-test เท่ากับ 25.051 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลทดสอบค่าDurbin-Watson เท่ากับ 1.763 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.338 แสดงว่า ปัจจัยทางด้านสังคมสามารถอธิบายความผันแปรของปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้าได้ร้อยละ 33.8 โดยกลุ่มครอบครัว (B=0.420) เป็นปัจจัยส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้ามากที่สุด

สมมติฐานที่ 3 ปัจจัยทางด้านการจิตวิทยาที่ส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้า

ตารางที่ 3 ผลวิเคราะห์ ปัจจัยทางด้านการจิตวิทยาที่ส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้า

ปัจจัยทางด้านการจิตวิทยา	B	Std. Error	Beta	t	Sig
ค่าคงที่	0.914	0.247		3.703	0.001
ทัศนคติ	0.469	0.066	0.567	7.151	0.000
ความเชื่อ	0.300	0.052	0.454	5.729	0.000
F-Value = 32.824					
Adjusted R^2 = 0.781					

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.914 + 0.469X1+ 0.300X2

จากตารางที่ 3 ผลการทดสอบสมมติฐานพบว่าผลการทดสอบค่า F-test เท่ากับ 32.824แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลทดสอบค่าDurbin-Watson เท่ากับ 1.725 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.781 แสดงว่า ปัจจัยทางด้านการจิตวิทยาสามารถอธิบายความผันแปรของปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้าได้ร้อยละ 78.1 โดยทัศนคติ (B=0.469) เป็นปัจจัยส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้ามากที่สุด รองลงมาคือความเชื่อ(B=0.300)

สมมติฐานที่ 4 ปัจจัยทางด้านสิ่งแวดล้อมที่ส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้า

ตารางที่ 4 ผลวิเคราะห์ ปัจจัยทางด้านสิ่งแวดล้อมที่ส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้า

ปัจจัยทางด้านสิ่งแวดล้อม	B	Std. Error	Beta	T	Sig
ค่าคงที่	0.869	0.412		2.109	0.041
การใช้น้ำมันในเครื่องยนต์ก่อให้เกิดผลเสียที่มากกว่า	0.344	0.084	0.457	4.084	0.000
การใช้น้ำมันเชื้อเพลิงที่ก่อให้เกิดมลพิษและเป็นทรัพยากรที่ในอนาคตอาจคาดแคลน	0.408	0.108	0.424	3.791	0.000
F-Value = 14.372					
Adjusted R^2 = 0.578					

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.869 + 0.344X1+ 0.408X2

จากตารางที่ 4 ผลการทดสอบสมมติฐานพบว่าผลการทดสอบค่า F-test เท่ากับ 14.372แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลทดสอบค่าDurbin-Watson เท่ากับ 2.200 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.578 แสดงว่า ปัจจัยทางด้านสิ่งแวดล้อมสามารถอธิบายความผันแปรของปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้าได้ร้อยละ 57.8 โดยการใช้น้ำมัน

เชื้อเพลิงที่ก่อให้เกิดมลพิษและเป็นทรัพยากรที่ในอนาคตอาจคาดแคล(B=0.408) เป็นปัจจัยส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้ามากที่สุด รองลงมาคือการใช้น้ำมันในเครื่องยนต์ก่อให้เกิดผลเสียที่มากกว่า(B=0.344)

สรุปและอภิปรายผล

สมมติฐานที่ 1 ปัจจัยทางด้านการตลาดที่ส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้าพบว่าภาพรวมอยู่ในระดับสูงเมื่อพิจารณาเป็นรายด้านพบว่า ประเภทของรถยนต์ไฟฟ้าเป็นปัจจัยส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้ามากที่สุด รองลงมาคือราคาของรถยนต์ไฟฟ้าส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้าที่ระดับนัยสำคัญทางสถิติ 0.05 สอดคล้องกับ นายธีรพัฒน์ บุญญอารักษ์ (2560),นางสาวจารุพันธ์ ยาชมภู(2559)

สมมติฐานที่ 2 ปัจจัยทางด้านสังคมที่ส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้าพบว่าภาพรวมอยู่ในระดับปานกลางเมื่อพิจารณาเป็นรายด้านพบว่า กลุ่มครอบครัวเป็นปัจจัยส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้ามากที่สุด รองลงมาคือ กลุ่มอ้างอิงส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้าที่ระดับนัยสำคัญทางสถิติ 0.05 สอดคล้องกับ เจนจิรา ภาคบุบผา(2559),สิรภพ ชมเย็น (2560)

สมมติฐานที่ 3 ปัจจัยทางด้านจิตวิทยาที่ส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้าพบว่าภาพรวมอยู่ในระดับสูงเมื่อพิจารณาเป็นรายด้านพบว่า ทัศนคติเป็นปัจจัยส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้ามากที่สุด รองลงมาคือ ความเชื่อส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้าที่ระดับนัยสำคัญทางสถิติ 0.05 สอดคล้องกับ Black, K. (2006),ศรีสุภา สหชัยเสรี(2558)

สมมติฐานที่ 4 ปัจจัยทางด้านสิ่งแวดล้อมที่ส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้าพบว่าภาพรวมอยู่ในระดับสูงเมื่อพิจารณาเป็นรายด้านพบว่า การใช้น้ำมันเชื้อเพลิงที่ก่อให้เกิดมลพิษและเป็นทรัพยากรที่ในอนาคตอาจคาดแคลนเป็นปัจจัยส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้ามากที่สุด รองลงมาคือ การใช้น้ำมันในเครื่องยนต์ก่อให้เกิดผลเสียที่มากกว่าส่งผลต่อปัจจัยในการเลือกซื้อรถยนต์ไฟฟ้าที่ระดับนัยสำคัญทางสถิติ 0.05 สอดคล้องกับ เอกชัย ศิริกิจพาณิชย์กูล(2560),จิรายุ สติณวรรธนกุล (2553),ชลธิชา บุญปลูก (2561)

ข้อเสนอแนะที่ได้จากการวิจัย

- ผลวิการวิจัยพ พบว่า การเลือกซื้อรถยนต์ไฟฟ้าขึ้นอยู่กับปัจจัยทางการตลาด โดยเฉพาะประเภทของรถยนต์ไฟฟ้า ดังนั้นผู้ประกอบการควรให้ความสำคัญกับการนำเสนอประเภทของรถยนต์ที่หลากหลายเพื่อตอบสนองความต้องการของลูกค้า
- ผลการวิจัย พบว่า ในบรรดาปัจจัยการเลือกซื้อรถยนต์ไฟฟ้า ปัจจัยทางด้านจิตวิทยาซึ่งประกอบด้วย การจูงใจ ทัศนคติและความเชื่อส่งผลต่อการเลือกซื้อรถยนต์ไฟฟ้ามากที่สุด ดังนั้นการส่งสริมการขายของผู้ประกอบการควรเน้นกลยุทธ์ที่จูงใจทางด้านจิตวิทยาเป็นหลัก

ข้อเสนอแนะสำหรับการทำวิจัยครั้งต่อไป

- เนื่องจากการวิจัยครั้งนี้ทำการศึกษากับกลุ่มตัวอย่างในเขตจังหวัด สมุทรสาคร ดังนั้น ในการศึกษาต่อไปอาจขยายพื้นที่การวิจัยให้กว้างขึ้น หรือทการศึกษากับกลุ่มตัวอย่างในพื้นที่อื่น ๆ เพื่อเปรียบเทียบผลการวิจัย
- เนื่องจากการวิจัยครั้งนี้พบว่า ปัจจัยทางด้านจิตวิทยามีความสำคัญต่อการเลือกซื้อรถยนต์ไฟฟ้า ดังนั้น ในการศึกษาต่อไป ผู้ที่สนใจอาจใช้วิธีการวิจัยเชิงคุณภาพเพื่อศึกษาสาเหตุของปัจจัยทางด้านจิตวิทยาเพิ่มเติม

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ตฤณ ธนานุศักดิ์(2561) ชลธิชา บุญปลูก (2561) **ปัจจัยที่ส่งผลต่อการตัดสินใจซื้อรถยนต์ไฟฟ้าของเพศหญิง Generation X และ Generation Y ในกรุงเทพมหานคร**. สืบค้นเมื่อวันที่ 29 ธันวาคม 2565. จากเว็บไซต์ https://archive.cm.mahidol.ac.th/handle/123456789/3282

BUS-097

ปัจจัยที่มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

Decision for Stock Investment in Case of Population of Gen Z

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาถึงปัจจัยที่มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z 2) เพื่อศึกษาปัจจัยที่มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z จำแนกตามปัจจัยด้านประชากรศาสตร์ 3) เพื่อศึกษาถึงปัจจัยด้านความยากง่ายต่อการซื้อ-ขายหุ้น ปัจจัยด้านทัศนคติต่อการลงทุนในหุ้นปัจจัยด้านทัศนคติต่อสถานการณ์โควิด-19 ที่มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z กลุ่มตัวอย่างได้แก่ กลุ่ม Gen Z จำนวน 400 คน เครื่องมือวิจัยคือ แบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ สถิติเชิงพรรณนา สถิติการทดสอบแบบ t-test สถิติความแปรปรวนทางเดียว (One-way ANOVA) และการวิเคราะห์ถดถอยพหุ (Multiple Regression)

ผลการศึกษาพบว่า ปัจจัยด้านประชากรณ์ศาสตร์ ไม่ส่งผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม **Gen Z** ส่วนปัจจัยด้านความยากง่ายต่อการซื้อ-ขายหุ้น ปัจจัยด้านทัศนคติต่อการลงทุนในหุ้น และปัจจัยด้านทัศนคติหลังสถานการณ์โควิด-19 ส่งผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

คำสำคัญ: กลุ่ม Gen Z การซื้อ-ขายหุ้น ความเสี่ยงและผลตอบแทน ทัศนคติต่อการลงทุนในหุ้น ทัศนคติต่อสถานการณ์โควิด-19 การตัดสินใจ การลงทุนในหุ้น

Abstract

The objective of this research were 1) to study the factors affecting the decision to invest in stocks among Gen Z 2) to study the factors affecting the decision to invest in stocks of Gen Z by demographic factors 3) to study the difficulty of buying-selling shares Factors of Attitude to Equity Investments Attitude Factors on the COVID-19 Situation That affect the decision to invest in stocks of Gen Z, the sample groups are 400 of Gen Z. The research tool was questionnaire. The statistics used to analyze data were Descriptive statistics, t-test statistics, one-way ANOVA statistics and multiple regression analysis

The results of the study showed that Demographic factors will not affect the investment decisions of Gen Z stocks. Difficult factors are easy to buy and sell stocks. The attitude and attitude towards stock investment after the COVID-19 affected the stock investment decision of Generation Z.

Keyword: Stock trading Risk and reward Attitude towards investing in stocks Attitude to the COVID19 situation, decision making to invest in stocks

ความเป็นมาและความสำคัญ

นักลงทุนหลายคนคงรู้ดีว่า “ช่วงวัย” และ “อายุ” เป็นตัวแปรสำคัญในการจัดสรรเงินลงทุน แต่ที่จริงแล้วปัจจัยที่มีผลกระทบต่อการจัดสรรเงินลงทุนของแต่ละคนไม่ได้ขึ้นอยู่กับเรื่องนี้เพียงเรื่องเดียว แต่ยังมีตัวแปรอีกหลายอย่างไม่ว่าจะเป็นสถานภาพทางการเงิน วัตถุประสงค์การลงทุน ระยะเวลาในการลงทุนอาชีพ หน้าที่การงานไปจนถึงภาระค่าใช้จ่ายต่างๆ การลงทุนไม่ใช่เรื่องของผู้ใหญ่เท่านั้น แต่วัยรุ่นก็สามารถทำได้เช่นเดียวกัน โดยเฉพาะในเรื่องของการลงทุนในหุ้น หรือ การเล่นหุ้น เชื่อว่าวัยรุ่นหลายคนก็อยากลองเล่นหุ้นดูบ้าง อยากลองลงทุนอะไรสักอย่างบ้าง แต่ก็ยังไม่รู้วิธีการเล่นที่ดี กลัวว่าจะขาดทุน กลัวจะเสียเงินเยอะ

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จากการทำวิจัยของบริษัท เอ็นไวโรเซล (ประเทศไทย) จำกัด มีการระบุอย่างชัดเจนว่า เด็กรุ่นใหม่มีค่านิยมที่จะไม่ยอมทนกับสิ่งที่ตัวเองไม่ชอบ หรือรู้สึกว่าไม่ใช่ มีความเป็นตัวของตัวเองสูง และต้องการรวยทางลัดแบบไม่ต้องทำงานหนัก ฉะนั้นคนกลุ่มนี้จะมีความต้องการในการทำงานออฟฟิศน้อยลง ความอดทน ความเอาจริงเอาจัง ก็น้อยลงเช่นกัน ซึ่งต้องยอมรับว่า ส่วนหนึ่งเป็นเพราะนิสัยของผู้บริโภคทุกวันนี้ซึ่งมีความใจร้อน ขี้หงุดหงิด ไม่สามารถอดทนรออะไรได้นาน เนื่องจากพวกเขาเติบโตมาในยุคที่ทุกอย่างทำได้ตลอด 24 ชั่วโมง แต่ทั้งนี้ทั้งนั้น ความต้องการรวยของคนกลุ่มนี้ เขาไม่ได้ต้องการจะรวยขนาดร้อยล้านพันล้าน แต่ต้องแลกมากับการทำงานหนัก จนไม่มีเวลาทำอะไร เหมือนคนรุ่นก่อนๆ แต่เขาต้องการเพียงแค่รวยแบบที่สามารถใช้ชีวิตได้อย่างสบายๆ ไม่ต้องทำงานหลัก ไม่เครียด ได้ท่องเที่ยว มีบ้านอยู่ มีรถขับ ซึ่งคนเหล่านี้จะถูกเรียกว่า RICHFICIENCY ซึ่งมาจากคำว่า RICH บวก SUFFICIENCY หรือการรวยแบบพอเพียงนั่นเอง

จากที่กล่าวมา จึงเป็นการตอบคำถามได้เป็นอย่างดีว่า ทำไมช่วงหลังๆ มานี้วัยรุ่นหรือคนรุ่นใหม่ จึงหันไป ลงทุนในหุ้นกันเป็นจำนวนมาก ซึ่งสอดคล้องไปกับความเห็นของ กฤษณ์ จันทโนทก ผู้ช่วยกรรมการผู้จัดการใหญ่ สายงาน กลยุทธ์ลูกค้าบุคคลและบริหารผลิตภัณฑ์เงินฝาก การลงทุน ประกันภัยและธนบดี ธนาคารกรุงศรีอยุธยา จำกัด (มหาชน) ที่แม้จะไม่ได้มีตัวเลขยืนยันชัดเจนว่า ปัจจุบันมีคนรุ่นใหม่หันมาเปิดพอร์ตเล่นหุ้นเป็นจำนวนเท่าไรกันแน่ แต่จากประสบการณ์โดยตรงทำให้ได้เห็นว่า มีกลุ่มเด็กรุ่นใหม่ๆ หันมาลงทุนในหุ้นเป็นจำนวนเพิ่มขึ้นอย่างมาก และที่สำคัญเป็นลักษณะของการเล่นหุ้นเป็นอาชีพเลยทีเดียว “เด็กรุ่นใหม่มองว่า ตลาดหุ้นเป็นเรื่องง่าย บางคนแค่ไปเรียนมา 2 เดือน ก็มานั่งเฝ้าน่าจอเทรดหุ้นกันจริงๆ จังๆ โดย ไม่ทำงานแล้วซึ่งมันไม่ถูกต้อง การลงทุนในตลาดหุ้น ต้องเข้าใจว่าการลงทุน เราคือผู้ถือหุ้นเขา ไม่ใช่ซื้อวันนี้ พรุ่งนี้ ขาย ต้องดูว่า คุณเข้าใจธุรกิจนี้หรือเปล่า ผลตอบแทนระยะยาวคุณคาดว่าจะเป็นอย่างไร และตอบโจทย์ตามเงื่อนไข ของผลตอบแทนและระยะเวลาตามที่คุณต้องการซื้อหรือเปล่า การที่เราอยากจะรวยทางลัด แต่ความเป็นจริงมันไม่ได้ ง่ายอย่างนั้น แต่ก็ไม่ได้ปฏิเสธว่า คนเล่นหุ้นแล้วรวยก็มี เพียงแต่ว่าต้องตั้งเป้าและวางแผนในการลงทุนให้เป็น กิจจะลักษณะ มากกว่าที่จะมานั่งเฝ้าว่าชั่วโมงนี้ซื้ออะไร ชั่วโมงนี้ขายอะไร ถึงตรงนี้ ต้องบอกเลยว่าแนวโน้มพฤติกรรมของคนที่เปลี่ยนไปนี้ ไม่ได้เป็นแค่ในเมืองไทยเท่านั้น เป็นค่านิยมที่เกิดขึ้น ทั่วโลก โดยเฉพาะกลุ่ม Gen Z คำนิยามล่าสุดของคนรุ่นใหม่ในยุคปัจจุบัน หมายถึงคนที่เกิดหลังจากปี ค.ศ. 1995 หรือปี พ.ศ. 2538 เป็นต้นมา เด็ก ๆ กลุ่ม Gen Z นี้จะเติบโตมาพร้อมกับสิ่งอำนวยความสะดวกมากมายที่อยู่แวดล้อม มีความสามารถในการใช้งานเทคโนโลยีต่าง ๆ และเรียนรู้ได้เร็ว คนกลุ่ม Gen Z เป็นประชากรกลุ่มอายุน้อยที่สุดในปัจจุบัน โดยในเจเนอเรชั่นนี้จะเป็นช่วงที่มีประชากรเกิดใหม่น้อยลง เนื่องจากเป็นเมืองเพิ่มขึ้นทำให้มีภาระด้านการดำเนินชีวิต การทำงาน ที่อยู่อาศัย ค่าใช้จ่าย และอื่น ๆ

อีกทั้งปัจจุบันที่มักจะมีการเผยแพร่ข้อมูล หรือมีหนังสือของบุคคลที่ประสบความสำเร็จตั้งแต่อายุยังน้อย ไม่ว่าจะเป็นไอดอลของคนยุคใหม่อย่าง Mark Zuckerburg เจ้าพ่อ Facebook ซึ่งเป็นแรงจูงใจให้กับคนวัยหนุ่มสาวที่ อยากประสบความสำเร็จด้วยการออกจากงานประจำและหันมาทำธุรกิจกันมากขึ้น และด้วยสไลฟ์ไตล์การใช้ชีวิตของ วัยรุ่นยุคนี้ที่ให้ความสำคัญกับความเป็นปัจเจกบุคคลส่วนใหญ่จึงต้องการใช้เงินเพื่อส่งเสริมการใช้ชีวิตการเข้าสังคม การจับจ่ายใช้สอยมากกว่าการเก็บหอมรอมริบ ซึ่งต่างจากคนในยุคก่อน จะเห็นได้ว่า จากการเปลี่ยนไปทางด้านพฤติกรรมและค่านิยมของคนยุคนี้ ได้กลายเป็นโจทย์ที่ท้าทายอย่างมากให้กับทั้งนักการตลาด ที่จะต้องหากลยุทธ์ใหม่ๆ เพื่อมาสนองตอบกับพฤติกรรมที่เปลี่ยนนี้

จากข้างต้นทำให้เห็นว่ากลุ่ม Gen Z มีความสนใจต่อตลาดหุ้นเพิ่มมากขึ้น แต่สถานการณ์ตลาดหุ้น ณ ปัจจุบันได้รับผลกระทบจากวิกฤตการระบาดของโรคโควิด - 19 ที่แพร่ระบาดกระจายไปทั่วโลกโดย ณ วันที่ 25 มกราคม 2564 มีผู้ติดเชื้อโควิด - 19 สะสมทั่วโลกถึงหนึ่งร้อยล้านคน โดยประเทศที่มีอันดับผู้เสียชีวิตมากที่สุด คือ ประเทศสหรัฐอเมริกา 4.28 แสนคน ซึ่งสหรัฐอเมริกาตรวจพบผู้ติดเชื้อโควิด - 19 รายแรกเมื่อวันที่ 20 มกราคม 2563 (วันเดียวกับเกาหลีใต้) ในช่วงแรก รัฐบาลกลางไม่ได้คาดคิดว่าโควิด - 19 จะเป็นภัยร้ายแรงของประเทศ รัฐบาลจึงไม่ได้ประกาศใช้มาตรการป้องกันและรับมือการแพร่ระบาดอย่างเข้มงวดนัก จวบจนกระทั่งในช่วงปลายเดือนมีนาคมถึงต้นเมษายน 2563 ซึ่ง สหรัฐอเมริกามียอดผู้ติดเชื้อต่อวันและยอดผู้เสียชีวิตเพิ่มสูงขึ้นอย่างเห็นได้ชัด รัฐต่างๆ จึงออกมาตรการปิดเมือง (lockdown) ในเวลาไล่เลี่ยกัน หลังจากนั้น จำนวนผู้ติดเชื้อต่อวันก็อยู่ในระดับที่คงที่หรือลดลงเล็กน้อยจวบจนถึงปัจจุบัน นอกจากนี้ รัฐบาลได้เพิ่มการตรวจคัดกรองผู้ติดเชื้อขึ้นมาเป็นประมาณ 2 แสนคนต่อวันและเร่งจ้างนักแกะ รอยการประวัติการติดต่อ (Contact Tracers) เพิ่มขึ้นด้วย ส่วนผลกระทบของโรคระบาดโควิด - 19 ต่อเศรษฐกิจไทย ส่งผลให้รัฐบาลต้องใช้มาตรการที่เข้มข้นเพื่อควบคุมการระบาด โดยได้เริ่มใช้มาตรการล็อกดาวน์ในวันที่ 26 มีนาคม 2563 ไปจนถึงสิ้นเดือนเมษายน 2563 เป็นอย่างน้อย ส่งผลให้เศรษฐกิจหยุดชะงัก ซึ่งมาตรการต่างๆ นอกจากจะส่งผลกระทบต่อการดำเนินชีวิตของเราแล้ว ยังส่งผลกระทบต่อภาคธุรกิจ และเศรษฐกิจโดยรวมของประเทศไทย และทำให้ตลาดหลักทรัพย์แห่งประเทศไทย ดัชนีตลาดหลักทรัพย์มีความผันผวนอย่างมากในช่วงเดือนกุมภาพันธ์ถึง มีนาคม 2563 ซึ่งมีการหยุดการซื้อขายเป็นการชั่วคราวหรือ circuit breaker ถึง 3 ครั้ง โดยดัชนีตลาดหลักทรัพย์ใน เดือนกุมภาพันธ์ปรับตัวลดลง 173.62 จุด หรือคิดเป็น -11.47% และในเดือนมีนาคมปรับตัวลดลงอีก 214.86 จุด หรือคิดเป็น -16.01% ก่อนจะค่อย ๆ ทยอยฟื้นตัว ในช่วงเดือนเมษายนต่อเนื่องมาจนถึงต้นเดือนมิถุนายน 2563 แต่อย่างไรก็ดี หุ้นไทยได้ร่วงลงอีกครั้งในช่วงเดือน ธันวาคมปี 2563 จากความกังวลเกี่ยวกับสถานการณ์การระบาดของโควิด - 19 ใน

ประเทศ ประกอบกับมีแรงกดดัน จาก FTSE rebalance ซึ่งทำให้มีการลดน้ำหนักลงทุนหุ้นไทยหลังยอดผู้ติดเชื้อรายใหม่พุ่งสูงขึ้นก่อนจะแกว่งตัวไร้ ทิศทางระหว่างรอติดตามมาตรการดูแลสถานการณ์ แต่ท้ายที่สุดหุ้นไทยดีดตัวขึ้นอีกครั้ง หลังรัฐบาลยังไม่ประกาศใช้ มาตรการล็อกดาวน์ทั้งประเทศ ประกอบกับมีปัจจัยบวกเพิ่มเติมจากการบรรลุข้อตกลงการค้าระหว่างอียูและอังกฤษ แม้วัคซีนที่คิดค้นได้จะให้ความหวังในการต่อสู้กับโรคระบาดนี้ แต่การแพร่ระบาดของโรคโควิด - 19 จะยังไม่สิ้นสุดลงง่ายๆ และเรายังไม่น่าจะกลับไปใช้ชีวิตได้ตามเดิมได้ในเร็วๆ นี้ เพราะต้องรอคอยจากจุดปัจจุบันไปจนถึงวันที่คนทั่ว โลกมีภูมิคุ้มกันโรคโควิด - 19 และวัคซีนผลิตให้เพียงพอสำหรับทุกคนบนโลกยังเป็นเรื่องที่ต้องใช้เวลา และจะต้องมีมาตรการบางอย่างมาควบคุมไม่ให้ไวรัสแพร่กระจาย และเศรษฐกิจต่างๆทั่วโลกกลับมาดีขึ้น ทำให้ผู้ลงทุนต่างๆมี ความมั่นใจในการลงทุนมากยิ่งขึ้น

จากความสำคัญของปัญหาข้างต้นผู้วิจัยจึงได้ศึกษาถึง ปัจจัยที่มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z โดยผู้วิจัยได้นำองค์ความรู้กรอบแนวคิดและทฤษฎีต่างๆ ที่ศึกษามาใช้ในการเก็บรวบรวมข้อมูล และวิเคราะห์เพื่อให้ได้มาซึ่งข้อมูลที่มีความสัมพันธ์กัน และผลประโยชน์ที่ได้รับจากการศึกษาจะเป็นประโยชน์ต่อหน่วยงานที่เกี่ยวข้องได้นำข้อมูลไปพัฒนาผลิตภัณฑ์ที่สอดคล้องกับการตัดสินใจของกลุ่มวัยนี้

วัตถุประสงค์

1. เพื่อศึกษาปัจจัยที่มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z จำแนกตามปัจจัย ด้านประชากรศาสตร์
2. เพื่อศึกษาถึงปัจจัยด้านความยากง่ายต่อการซื้อ-ขายหุ้น ปัจจัยด้านทัศนคติต่อการลงทุนในหุ้นปัจจัยด้าน ทัศนคติต่อสถานการณ์โควิด-19 ที่มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

นิยามศัพท์

ประชากร Gen Z หมายถึง คนรุ่นใหม่ในยุคปัจจุบัน หมายถึงคนที่เกิดหลังจากปี ค.ศ. 1995 หรือปี พ.ศ. 2538 เป็น ต้นมา เด็ก ๆ กลุ่ม Gen Z นี้จะเติบโตมาพร้อมกับสิ่งอำนวยความสะดวกมากมายที่อยู่แวดล้อม มีความสามารถในการใช้งานเทคโนโลยีต่าง ๆ และเรียนรู้ได้เร็ว

ความยากง่ายต่อการซื้อ-ขายหุ้น หมายถึง “ซื้อหุ้นให้เป็น” นักลงทุนยังต้อง “ขายหุ้นให้เป็น” ด้วย เพราะการซื้อและขายหุ้นอย่างเหมาะสมเป็นกระบวนการทำกำไรสำคัญไม่ยิ่งหย่อนไปกว่ากัน อย่าลืมว่า “จุดที่ทำกำไร คือ จุดในการขาย” แต่เมื่อซื้อแล้วขายไม่เป็น โอกาสขาดทุนก็ย่อมสูงกว่าได้กำไร

การลงทุนในหุ้น หมายถึง การซื้อหุ้นของบริษัทที่จดทะเบียนในตลาดหลักทรัพย์ ในการเทรดหุ้นนั้นมีอยู่ด้วยกันสองตลาด คือ ตลาดแรก และตลาดรอง การซื้อขายในตลาดแรก หรือการเทรดหุ้นหุ้น IPO (Initial Public Offering) เกิดจากการที่บริษัทต้องการระดมทุนจากนักลงทุนเพื่อขยายกิจการ

สถานการณ์โควิด-19 หมายถึง โรคติดต่อซึ่งเกิดจากไวรัสโคโรนาชนิดที่มีการค้นพบล่าสุด ไวรัสและโรคอุบัติใหม่นี้ไม่เป็นที่รู้จักเลยก่อนที่จะมีการระบาดในเมืองอู่ฮั่น ประเทศจีนในเดือนธันวาคมปี 2019 ขณะนี้โรคโควิด 19 มีการระบาดใหญ่ไปทั่ว ส่งผลกระทบแก่หลายประเทศทั่วโลก

การตัดสินใจลงทุนในหุ้น หมายถึง นักลงทุนที่ตัดสินใจลงทุนอย่างมีเหตุผลย่อมตัดสินใจลงทุนในหลักทรัพย์ที่ก่อให้เกิดสิ่งตอบแทนไม่ต่ำกว่าเงินลงทุนที่จ่ายไป หากค่าคาดหวังของกระแสเงินสดจากเงินปันผลและรายรับที่คาดว่าจะได้รับจากการขายหลักทรัพย์คิดลดเป็นมูลค่าปัจจุบันด้วยอัตราผลตอบแทนที่นักลงทุนต้องการ

ขอบเขตการวิจัย

<u>ขอบเขตด้านเนื้อหา</u>

การวิจัยครั้งนี้เป็นการศึกษาเชิงปริมาณ เพื่อศึกษาลักษณะทางประชากรศาสตร์และที่มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

<u>ตัวแปรที่ใช้ในการวิจัย</u>

1. ตัวแปรอิสระ ได้แก่

1.1 ข้อมูลลักษณะทางประชากรศาสตร์ ประกอบด้วย เพศ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือนของท่าน (ซึ่งรวมทั้งเงินเดือนละรายได้จากแหล่งอื่น)

1.2 ข้อมูลความยากง่ายต่อการซื้อ-ขายหุ้น ประกอบด้วย การเปิดบัญชีซื้อ-ขายหุ้น การเข้าถึงข้อมูลความรู้การลงทุน ระยะเวลากับการลงทุน

1.3 ข้อมูลทัศนคติต่อการลงทุนในหุ้น ประกอบด้วย ความรู้ความเข้าใจเกี่ยวกับความเสี่ยงและผลตอบแทน ความต้องการประสบความสำเร็จในชีวิต

1.4 ข้อมูลทัศนคติหลังสถานการณ์โควิด-19 ประกอบด้วย ความไม่มั่นใจต่อสถานะทางการเงินความกังวลเกี่ยวกับราคาของหุ้น วิกฤติบทเรียนสอนใจในการลงทุนในยุคนี้

2. ตัวแปรตาม ได้แก่

2.1 การตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ได้แก่ รูปแบบการลงทุน วัตถุประสงค์ในการลงทุน ผู้มีส่วนร่วมในการตัดสินใจ ลงทุน

ขอบเขตด้านระยะเวลา ในการศึกษาวิจัยครั้งนี้ใช้เวลา ตั้งแต่เดือนตุลาคม 2565 – เดือนมกราคม 2566 รวมระยะเวลา 4 เดือน

แนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้อง

แนวคิดและทฤษฎีเกี่ยวกับความยากง่ายต่อการซื้อ - ขายหุ้น

Aliphatic Rojanawutthitikun. (2011) คิดว่าราคาจะสามารถสูงขึ้นไปได้อีกเมื่อเห็นราคาหุ้นที่ซื้อไว้กำลังปรับตัวสูงขึ้น อารมณ์และความโลภ จะทำให้นักลงทุนเริ่มมองโลกในแง่ดี ว่าราคาจะปรับตัวขึ้นไป อย่างต่อเนื่องตามที่เราต้องการ จึงตัดสินใจถือต่อไป แม้ว่าขาย ตั้งแต่ตอนนี้จะได้กำไร 10-15% แล้วก็ตามแน่นอน หากราคาปรับขึ้นไปเรื่อยๆ ตามที่คาดไว้ ก็ไม่เสียหายอะไร แต่หากวันดีคืนดี ราคาหุ้นปรับตัวลดลงรวดเร็วจากปัจจัยลบหรือปัจจัยพื้นฐานที่ เปลี่ยนแปลงจนขายไม่ทัน อาจเกิดความเสียหายเจ็บตัวหนัก ถึงขั้นขาดทุนเลยทีเดียว

ในโลกความเป็นจริง ไม่มีใครที่สามารถมองอนาคตได้อย่างแม่นยำ ดังนั้น นักลงทุนที่ **“ซื้อในราคาต่ำที่สุด แล้วขายในราคาสูงที่สุด”** จึงหาได้ยากมาก แม้แต่ วอร์เรน บัฟเฟตต์ และปีเตอร์ ลินช์ ยังยอมรับว่าไม่สามารถทำได้ ทางเลือกที่ดีที่สุดก็คือ ซื้อและขายในราคาที่เหมาะสม แต่ไม่ใช่ในราคาที่ดีที่สุดจะเห็นว่านอกจากการ **“ซื้อหุ้นให้เป็น”** นักลงทุนยังต้อง **“ขายหุ้นให้เป็น”** ด้วย เพราะการซื้อและขายหุ้นอย่างเหมาะสมเป็นกระบวนการทำกำไรสำคัญไม่ยิ่งหย่อนไปกว่ากัน อย่าลืมว่า **“จุดที่ทำกำไร คือ จุดในการขาย”** แต่เมื่อซื้อแล้วขายไม่เป็น โอกาสขาดทุนก็ย่อมสูงกว่าได้กำไร

แน่นอนว่าการซื้อหุ้นนอกจากจะต้องซื้อในราคาเหมาะสมแล้ว ยังต้องซื้อในจังหวะที่ดีด้วย แต่กำไรจะเกิดขึ้นได้ก็ต่อเมื่อมีการขายหุ้นออกไป หากยังไม่ขายหุ้น กำไรที่เห็นก็เป็นเพียงกำไรทางบัญชีเท่านั้น ดังนั้น เมื่อนักลงทุนเห็นความสำคัญของการขายแล้ว เทคนิคถัดมาที่ต้องเรียนรู้ก็คงหนีไม่พ้นการ **“ขายให้ถูกที่ถูกเวลา”** เพื่อทำให้ผลตอบแทนที่จะได้รับอยู่ในระดับที่พึงพอใจ

แนวคิดเกี่ยวกับทัศนคติต่อการลงทุนในหุ้น

Henrikki Tikkanen (2010), Jaakko Aspara (2010) ปัจจัยลักษณะของนักลงทุน ตามระดับความสามารถใน การรับความเสี่ยง (IP) และปัจจัยแหล่งข้อมูลที่นักลงทุนให้ความสนใจ (SI) มีอิทธิพลทางตรงต่อความตั้งใจ ลงทุนในหลักทรัพย์ของบริษัท (ICS) และมีอิทธิพลทางอ้อมผ่านปัจจัยการรับรู้ต่อปัจจัยทางการบริหารของ บริษัท (PCM) และปัจจัยความคาดหวังต่อผลการดำเนินงานของบริษัทและหลักทรัพย์ (EFR) หรืออธิบายได้อีกนัย หนึ่งว่าความตั้งใจลงทุนในหลักทรัพย์ของบริษัท (ICS) ของนักลงทุนบุคคลจะขึ้นกับปัจจัยลักษณะของนักลงทุนตาม ระดับความสามารถในการรับความเสี่ยง (IP) ปัจจัยแหล่งข้อมูลที่นักลงทุนให้ความสนใจ (SI) ปัจจัยการรับรู้ต่อปัจจัย ทางการบริหารของบริษัท (PCM) และปัจจัยความคาดหวังต่อผลการดำเนินงานของบริษัทและหลักทรัพย์ (EFR)

แนวคิดเกี่ยวกับทัศนคติต่อสถานการณ์โควิด-19

ธนาคารแห่งประเทศไทย รายงาน มูลค่าการส่งออกสินค้าหดตัวร้อยละ 4.2 จากระยะเดียวกันปี 2562 หากไม่รวมการส่งออกทองคำมูลค่าการส่งออกหดตัวที่ร้อยละ 3.7 ปรับดีขึ้นมากจากที่หดตัวถึงร้อยละ 13.6 ในเดือนก่อน ตามการส่งออกในเกือบทุกหมวดสินค้า สอดคล้องกับอุปสงค์ของประเทศคู่ค้าที่ฟื้นตัว โดยเฉพาะเครื่องใช้ไฟฟ้าที่ขยายตัวได้ต่อเนื่อง อิเล็กทรอนิกส์ และเครื่องจักรและอุปกรณ์ที่กลับมาขยายตัวได้ ขณะที่ยานยนต์และชิ้นส่วนหดตัวน้อยลง ทั้งนี้ การผลิตภาคอุตสาหกรรมหดตัวน้อยลงตามการ ผลิตที่ปรับดีขึ้นในเกือบทุกหมวดสินค้า สอดคล้องกับทิศทางการส่งออกและการใช้จ่ายภายในประเทศ และ มีผลของฐานต่ำในปีก่อนในหมวดการผลิตยานยนต์และปิโตรเลียม

ในยามวิกฤตเช่นนี้ การมีเงินสดอยู่กับตัวนั้นเป็นเรื่องอุ่นใจ เพราะหากมีเหตุจำเป็นที่ต้องใช้เงินเรา สามารถจะเอาเงินส่วนนี้ออกมาใช้ โดยที่ไม่จำเป็นต้องไปแตะเงินในส่วนอื่นๆเลย ไม่ว่าจะเป็นเงินที่เราเก็บไว้เพื่อยามเกษียณ หรือแม้แต่เงินลงทุนต่าง ๆ ที่เก็บไว้เพื่อเป้าหมายในอนาคต ดังนั้นลักษณะของเงินก้อนนี้จึงต้องมีสภาพคล่องที่สูง และสามารถเอาออกมาใช้ได้ในทันที

แนวคิดเกี่ยวกับการตัดสินใจและกระบวนการตัดสินใจ

สมฤดี ใยดี (2014:172) ได้สรุปไว้ว่า แบบจำลอง พฤติกรรมผู้บริโภคนั้นเป็นการศึกษาเหตุจูงใจที่ทำให้เกิดการบริโภคโดยมีจุดเริ่มต้นจากการที่เกิดสิ่งกระตุ้น (Stimulus) ทั้งภายใน (ตัวเรา) และภายนอก (สิ่งเร้าต่างๆ คนรอบข้าง เป็นต้น) ที่ทำให้เกิดความต้องการสิ่งกระตุ้นนั้นจะเข้ามาในความรู้สึกนึกคิดของผู้ซื้อ (Buyer's black box) ซึ่งเปรียบเสมือนกล่องดำเป็นปริศนา ความรู้สึกนึกคิดของผู้ซื้อจะรับอิทธิพลจากลักษณะต่างๆของผู้ซื้อ แล้วจะมีการตอบสนองของผู้ซื้อ (Buyer's response) หรือการตัดสินใจของผู้ซื้อ (Buyer's purchase decision)

จากแนวคิดด้านการตัดสินใจและกระบวนการตัดสินใจสามารถสรุปได้ว่า การที่จะตัดสินใจในการลงทุน ควรผ่านขั้นตอนการวิเคราะห์และศึกษาความเป็นไปได้ในการลงทุนเสียก่อน ที่จะเลือกและตัดสินใจในโครงการที่ตนมั่นใจ เพราะการลงทุนมีความเสี่ยง ทั้งนั้น การตัดสินใจลงทุนควรใช้ข้อมูลทั้งในเชิง คุณภาพและเชิงปริมาณ ในเชิงคุณภาพจะประกอบไปด้วยข้อมูลเรื่องการตลาด เทคโนโลยี เศรษฐกิจ บุคลากร การจัดการ กฎหมายและระเบียบข้อบังคับต่างๆ สำหรับการตัดสินใจในเชิงปริมาณก็จะดูตัวเลข จากตัวชี้วัดด้านการเงิน 4 ตัวชี้วัดค่า Return on investment, Return on asset, มีการจัดทำ sensitivity study, cost of risk, Break even analysis และดูข้อมูลสถิติต่างๆด้านตลาดด้วย ยิ่งเงินลงทุนจำนวนมากการตัดสินใจยิ่งยาก จึงต้องใช้เครื่องมือและเทคนิคต่างๆ ให้มากเพื่อลดความเสี่ยงในการขาดทุน

สมมติฐาน

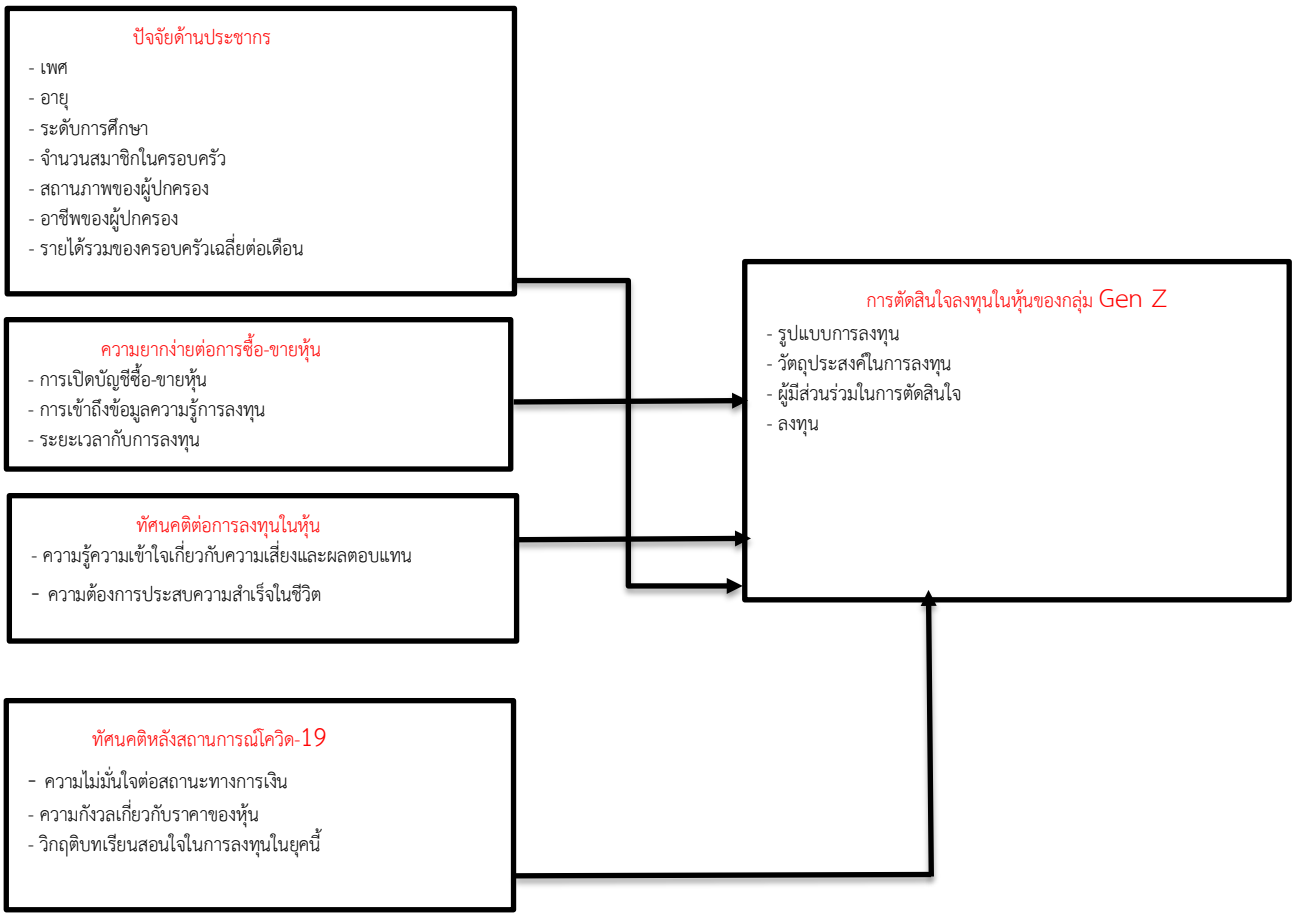
สมมติฐานที่ 1 ปัจจัยด้านประชากรศาสตร์ส่งผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

สมมติฐานที่ 2 ปัจจัยด้านความยากง่ายต่อการซื้อ - ขายหุ้นส่งผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

สมมติฐานที่ 3 ปัจจัยด้านทัศนคติต่อการลงทุนในหุ้นส่งผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

สมมติฐานที่ 4 ปัจจัยด้านทัศนคติหลังสถานการณ์โควิด-19 ส่งผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

กรอบแนวคิดการวิจัย



วิธีการดำเนินวิจัย

ประชากรและกลุ่มตัวอย่าง

กลุ่มตัวอย่างที่ผู้วิจัยเลือกศึกษาในครั้งนี้ คือ ประชากรของกลุ่ม GEN Z ที่มีผลต่อการตัดสินใจลงทุนในหุ้น ซึ่งไม่ทราบขนาดกลุ่มตัวอย่างที่แน่ชัด จึงกำหนดขนาดของกลุ่มตัวอย่างจากทฤษฎีไม่ทราบขนาดกลุ่มตัวอย่างของ W.G.cochran ใช้วิธีการสุ่มตัวอย่างแบบง่าย (simple random sampling) โดนเฉพาะจงเฉพาะกลุ่มตัวอย่างเป็นของกลุ่ม GEN Z ซึ่งงานวิจัยนี้ใช้ความคลาดเคลื่อนที่ 0.5 ที่ระดับความเชื่อมั่น 95%

การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลงานวิจัยนี้จะทำการเก็บตัวอย่างจากกลุ่มตัวอย่างกลุ่ม GEN Z ผู้วิจัยได้เก็บรวบรวมข้อมูลด้วยตนเองโดยใช้แบบสอบถามออนไลน์ (Google Forms) โดยผู้วิจัยได้ทดสอบเครื่องมือโดยทดสอบความเหมาะสมของแบบสอบถามงานวิจัยกับกลุ่มตัวอย่าง จำนวน 10 คน เพื่อประเมินถึงความเข้าใจและความง่ายและความง่ายของคำถาม หลังจากปรับปรุงแบบสอบถามแล้วและได้รับคืนเป็นจำนวนกลุ่มตัวอย่าง 400 ตัวอย่าง หลังจากกลุ่มตัวอย่างได้ตอบแบบสอบถามแล้วผู้วิจัยจึงนำข้อมูลที่ได้มาวิเคราะห์ด้วยโปรแกรมสำเร็จรูปทางสถิติ

เครื่องมือที่ใช้ในการวิจัย

ส่วนที่ 1 เป็นแบบสอบถามปัจจัยด้านความยากง่ายต่อการซื้อ-ขายหุ้น ได้แก่ การเปิดบัญชีซื้อ-ขายหุ้น การเข้าถึงข้อมูลความรู้การลงทุน ระยะเวลากับการลงทุน พัฒนามาจากงานวิจัยของ Aliphatic Rojanawutthitikun. (2011), Jenter, Dirk C. (2004) จำนวน 8 ข้อ

ส่วนที่ 2 เป็นแบบสอบถามปัจจัยด้านทัศนคติต่อการลงทุนในหุ้น ได้แก่ ความรู้ความเข้าใจเกี่ยวกับความเสี่ยงและผลตอบแทน ความต้องการประสบความสำเร็จในชีวิต พัฒนามาจากงานวิจัยของ Henrikki Tikkanen (2010), Jaakko Aspara (2010) จำนวน 5 ข้อ

ส่วนที่ 3 เป็นแบบสอบถามปัจจัยด้านทัศนคติหลังสถานการณ์โควิด-19 ได้แก่ ความไม่มั่นใจต่อสถานะทางการเงิน ความกังวลเกี่ยวกับราคาของหุ้น วิกฤติบทเรียนสอนใจในการลงทุนในยุคนี้ พัฒนามาจากงานวิจัยของ Bashir et al. (2020), Gupta et al. (2020) จำนวน 8 ข้อ

ส่วนที่ 4 เป็นแบบสอบถามการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ได้แก่ รูปแบบการลงทุน วัตถุประสงค์ในการลงทุน ผู้มีส่วนร่วมในการตัดสินใจ ลงทุน พัฒนามาจากงานวิจัยของ James A. Hendricks (2010), Somrudee Yaidee (2014) จำนวน 3 ข้อ

ส่วนที่ 5 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ผลการวิจัย

แบ่งออกเป็น 2 ส่วน ดังนี้

ส่วนที่ 1 ลักษณะทางประชากรศาสตร์ พบว่าผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง คิดเป็นร้อยละ 46 เพศชาย คิดเป็นร้อยละ 54 ส่วนใหญ่ระดับการศึกษาปริญญาตรี คิดเป็นร้อยละ 76 กลุ่มตัวอย่างส่วนใหญ่นักเรียน / นิสัตนักศึกษา คิดเป็นร้อยละ 48 และส่วนใหญ่มีรายได้ต่อเดือนอยู่ที่ 10,001- 15,000 บาท คิดเป็นร้อยละ 24

ส่วนที่ 2

ตารางที่ 1 ระดับปัจจัยด้านความยากง่ายต่อการซื้อ-ขายหุ้น ด้านทัศนคติต่อการลงทุนในหุ้น ด้านทัศนคติหลังสถานการณ์โควิด-19 และการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

ตัวแปร	Mean	S.D.	ระดับ
ด้านความยากง่ายต่อการซื้อ-ขายหุ้น	**4.27**	**0.716**	**มาก**
การเปิดบัญชีซื้อ-ขายหุ้น	4.28	0.678	มาก
การเข้าถึงข้อมูลความรู้การลงทุน	4.35	0.755	มาก
ระยะเวลากับการลงทุน	4.19	0.714	มาก
ด้านทัศนคติต่อการลงทุนในหุ้น	**4.20**	**0.806**	**มาก**
ความรู้ความเข้าใจเกี่ยวกับความเสี่ยงและผลตอบแทน	4.15	0.828	มาก
ความต้องการประสบความสำเร็จในชีวิต	4.24	0.783	มาก
ด้านทัศนคติหลังสถานการณ์โควิด-19	**4.18**	**0.853**	**มาก**

ตัวแปร	Mean	S.D.	ระดับ
ความไม่มั่นใจต่อสถานะทางการเงิน	4.18	0.820	มาก
ความกังวลเกี่ยวกับราคาของหุ้น	4.17	0.898	มาก
วิกฤติบทเรียนสอนใจในการลงทุนในยุคนี้	4.20	0.841	มาก
ด้านการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z	**4.45**	**0.702**	**มาก**
รูปแบบการลงทุน	4.45	0.702	มาก
วัตถุประสงค์ในการลงทุน	4.45	0.702	มาก
ผู้มีส่วนร่วมในการตัดสินใจ	4.45	0.702	มาก
ลงทุน	4.45	0.702	มาก

จากตารางที่ 1 พบว่าผู้ตอบแบบสอบถามส่วนใหญ่มีปัจจัยด้านความยากง่ายต่อการซื้อ-ขายหุ้น ด้านทัศนคติต่อการลงทุนในหุ้น ด้านทัศนคติหลังสถานการณ์โควิด-19 และ ด้านการตัดสินใจลงทุน อยู่ในระดับมาก

ผลการทดสอบสมมติฐาน

สมมติฐานที่ 1 ด้านประชากรศาสตร์ต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

ตารางที่ 2 ผลการวิเคราะห์_ปัจจัยด้านประชากรศาสตร์

ปัจจัยด้านประชากรศาสตร์	Sig.
เพศ	0.266
ระดับการศึกษา	0.479
อาชีพ	0.553
รายได้เฉลี่ยต่อเดือนของท่าน	0.632

จากตารางที่ 2 พบว่าปัจจัยด้านประชากรศาสตร์ส่งผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ไม่ต่างกัน ที่ระดับนัยสำคัญทางสถิติที่ 0.05 หมายความว่า เพศ ระดับการศึกษา อาชีพ และรายได้เฉลี่ยที่แตกต่างกันไม่ได้ส่งผลให้ตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ที่แตกต่างกัน

สมมติฐานที่ 2 ความยากง่ายต่อการซื้อ – ขายหุ้น ต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

ตารางที่ 3 ผลการวิเคราะห์ความยากง่ายต่อการซื้อ – ขายหุ้น ต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

ความยากง่ายต่อการซื้อ-ขายหุ้น	B	Std.Error	Beta	t	Sig.
ค่าคงที่	0.806	0.314		15.314	
การเปิดบัญชีซื้อ-ขายหุ้น	0.061	0.091	0.133	0.668	0.007**
การเข้าถึงข้อมูลความรู้การลงทุน	0.140	0.066	-0.343	-2.137	0.038*
ระยะเวลากับการลงทุน	0.035	0.084	0.081	-0.416	0.680
F-Value = 1.536					
Adjusted R^2 = 0.31 Durbin – Watson = 2.199					

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.806+0.061(X1)+ 0.140(X2)

จากตารางที่ 3 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 1.536 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญ ผลทดสอบค่า Durbin-Watson เท่ากับ 2.199 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.31 แสดงว่า ความยากง่ายต่อการซื้อ – ขายหุ้น ต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ได้ร้อยละ 31 การทดสอบค่าด้วยสถิติ t-test ที่ระดับนัยสำคัญ

0.05 พบว่าตัวแปรอิสระ 2 ตัวแปร คือ การเปิดบัญชีซื้อ-ขายหุ้น การเข้าถึงข้อมูลความรู้การลงทุน ต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z อย่างมีนัยสำคัญทางสถิติที่ 0.05

สมมติฐานที่ 3 ทัศนคติต่อการลงทุนในหุ้น ต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

ตารางที่ 4 ผลการวิเคราะห์ทัศนคติต่อการลงทุนในหุ้น ต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z

ทัศนคติต่อการลงทุนในหุ้น	B	Std.Error	Beta	t	Sig.
ค่าคงที่	0.207	0.240		17.527	
ความรู้ความเข้าใจเกี่ยวกับความเสี่ยงและผลตอบแทน	0.063	0.103	0.169	0.613	0.042*
ความต้องการประสบความสำเร็จในชีวิต	0.032	0.109	0.080	0.292	0.021*
F-Value = 1.486					
Adjusted R^2 = 0.45	Durbin – Watson = 1.935				

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.207+0.063(X1)+ 0.032(X2)

จากตารางที่ 4 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 1.486 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญ ผลทดสอบค่า Durbin-Watson เท่ากับ 1.935 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.45 แสดงว่า ทัศนคติต่อการลงทุนในหุ้นต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ได้ร้อยละ 45 การทดสอบค่าด้วยสถิติ t-test ที่ระดับนัยสำคัญ 0.05 พบว่าตัวแปรอิสระ 2 ตัวแปร คือ ความรู้ความเข้าใจเกี่ยวกับความเสี่ยงและผลตอบแทน ความต้องการประสบความสำเร็จในชีวิต ต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z อย่างมีนัยสำคัญทางสถิติที่ 0.05

สมมติฐานที่ 4 ทัศนคติหลังสถานการณ์โควิด-19 ต่อการตัดสินใจลงทุนในหุ้น ของกลุ่ม Gen Z

ตารางที่ 5 ผลการวิเคราะห์ทัศนคติหลังสถานการณ์โควิด-19 ต่อการตัดสินใจลงทุนในหุ้น ของกลุ่ม Gen Z

ทัศนคติหลังสถานการณ์โควิด-19	B	Std.Error	Beta	t	Sig.
ค่าคงที่	0.773	0.247		19.314	
ความไม่มั่นใจต่อสถานะทางการเงิน	0.132	0.066	-0.349	-1.979	0.012*
ความกังวลเกี่ยวกับราคาของหุ้น	0.073	0.100	0.213	0.736	0.031*
วิกฤติบทเรียนสอนใจในการลงทุนในยุคนี้	0.018	0.109	0.048	0.161	0.009**
F-Value = 1.397					
Adjusted R^2 = 0.37	Durbin – Watson = 1.813				

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.773+0.132(X1)+ 0.073 (X2) + 0.018(X3)

จากตารางที่ 5 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 1.397 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญ ผลทดสอบค่า Durbin-Watson เท่ากับ 1.813 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.37 แสดงว่า ทัศนคติหลังสถานการณ์โควิด-19 ต่อการตัดสินใจลงทุนในหุ้น ของกลุ่ม Gen Z ได้ร้อยละ 37 การทดสอบค่าด้วยสถิติ t-test ที่ระดับนัยสำคัญ 0.05 พบว่าตัวแปรอิสระ 3 ตัวแปร คือ ความไม่มั่นใจต่อสถานะทางการเงิน ความกังวลเกี่ยวกับราคาของหุ้น วิกฤติบทเรียนสอนใจในการลงทุนในยุคนี้ ต่อการตัดสินใจลงทุนในหุ้น ของกลุ่ม Gen Z อย่างมีนัยสำคัญทางสถิติที่ 0.05

สรุปและอภิปรายผลการวิจัย

1. ปัจจัยประชากรศาสตร์มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ไม่ต่างกันสถาบันทางการเงินหรือซื้อขายหลักทรัพย์อาจจะไม่ต้องเน้นประเด็นด้านประชากรศาสตร์ เนื่องจากการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z นั้นไม่มีความแตกต่างกันในแต่ละเพศเพราะการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ด้านรูปแบบการลงทุน ด้านวัตถุประสงค์ในการลงทุน และด้านผู้มีส่วนร่วมในการลงทุน เกิดขึ้นได้กับทุกเพศ ของกลุ่ม Gen Z อยู่แล้ว ปัจจัยที่มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ประกอบไปด้วย ด้านความยากง่ายต่อการซื้อ-ขายหุ้น ด้านทัศนคติต่อการลงทุนในหุ้น ด้านทัศนคติหลังสถานการณ์โควิด-19 มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ซึ่งสอดคล้องกับงานวิจัย Demographic Factors ของ สุวสา ชัยสุรัตน์ (2016)

2. ด้านความยากง่ายต่อการซื้อ-ขายหุ้น จากการวิจัย พบว่า ด้านความยากง่ายต่อการซื้อ-ขายหุ้น มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ดังนั้นจึงควรให้ความสำคัญกับด้านเผยแพร่ข้อมูลที่เกี่ยวกับรูปแบบการลงทุนต่างๆโดยคำนึงผลตอบแทนที่จะได้รับ ความเสี่ยงจากการลงทุน รูปแบบการออมและการลงทุนที่ให้ผลตอบแทนที่แตกต่างกัน สิทธิประโยชน์ของการลงทุน ระยะเวลาในการลงทุน สภาวการณ์ทางเศรษฐกิจและการเมือง ที่ถูกต้องและน่าเชื่อถือได้ เข้าถึงได้กับกลุ่มของกลุ่ม Gen Z ซึ่งสอดคล้องกับงานวิจัย Difficulty Buying and selling shares ของ Aliphatic Rojanawutthitikun (2011)

3. ด้านทัศนคติต่อการลงทุนในหุ้น จากการวิจัย พบว่าด้านทัศนคติต่อการลงทุนในหุ้น มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ดังนั้นจึงควรให้ความสำคัญกับด้านทัศนคติต่อการลงทุนในหุ้น ซึ่งอาจจะเป็นการแนะนำการลงทุนของกลุ่ม Gen Z ให้เห็นถึงข้อดีและข้อเสียของการลงทุน จุดประสงค์หรือเป้าหมายของการลงทุนของแต่ละบุคคล ซึ่งนักลงทุนสามารถได้ผลตอบแทนในรูปของ ดอกเบี้ย หรือเงินปันผลแล้วแต่ประเภทหลักทรัพย์ที่ลงทุน นอกจากนี้ผู้ลงทุนอาจได้ผลตอบแทน อีกลักษณะ หนึ่งคือกำไรจากการขายหลักทรัพย์ แต่ทุกการลงทุนย่อมมีความเสี่ยงเสมอ ซึ่งสอดคล้องกับงานวิจัย Attitude towards investing in stocks ของ Henrikki Tikkanen (2010)

4. ด้านทัศนคติหลังสถานการณ์โควิด-19 จากการวิจัย พบว่าทัศนคติหลังสถานการณ์โควิด-19 มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z ดังนั้นจึงควรให้ความสำคัญกับแนวโน้มของการลงทุนในหุ้นของวัยรุ่น ให้สอดคล้องกับสถานการณ์ในปัจจุบันเกี่ยวกับการแพร่ระบาดของโรคโควิด-19 ที่ส่งผลกระทบต่อ ภาวะเงินเฟ้อ ภาวะเงินฝืด อัตราดอกเบี้ย ภาวะเศรษฐกิจของประเทศ อัตราแลกเปลี่ยน การขึ้นลงของราคาทองคำในตลาด หรือสถานการณ์ทางการเมือง นโยบายจากภาครัฐต่างๆ ซึ่งส่งผลโดยตรงต่อดัชนีราคาในตลาดหลักทรัพย์ และภาวะของเศรษฐกิจ เพื่อให้กลุ่ม Gen Z เข้าใจและสามารถตัดสินใจในการลงทุนได้อย่างถูกต้อง ซึ่งสอดคล้องกับงานวิจัย Covid-19 situation ของ Gupta et al. (2020)

ข้อเสนอแนะ

1. จากผลการวิจัยในครั้งนี้ มีข้อเสนอแนะในการวิจัยเพื่อใช้ให้เป็นประโยชน์และแนวทางสำหรับ สถาบันการเงินต่างๆหรือซื้อขายหลักทรัพย์ โดยปัจจัยด้านประชากรศาสตร์ แบ่งเป็น ด้านระดับการศึกษา ด้านอาชีพ ด้านรายได้รวมของครอบครัวเฉลี่ยต่อเดือน ไม่มีผลต่อการตัดสินใจลงทุนในหุ้นของกลุ่ม Gen Z แต่ปัจจัยด้านทัศนคติต่อการลงทุนในหุ้นเป็นปัจจัยที่สถาบันการลงทุนต่างๆ ควรให้ความสำคัญมากที่สุด อาจมีการให้ข้อมูลข่าวสาร การนำเสนอ การโฆษณาเพื่อให้สามารถเข้าถึงกลุ่ม Gen Z ได้อย่างง่าย และมีประสิทธิภาพมากยิ่งขึ้น

2. การวิจัยครั้งนี้มุ่งเน้นที่กลุ่ม GEN Z ที่มีความสนใจในการลงทุนในหุ้นเป็นหลัก ผู้ที่สนใจทำวิจัยครั้งต่อไปสามารถวิจัยกลุ่มตัวอย่างในช่วงอายุวัยอื่นๆเพิ่มเติม เพื่อจะได้เป็นฐานข้อมูลที่ สามารถสนับสนุนการวิจัยในกลุ่มการลงทุนในทุกช่วงวัย และเป็นประโยชน์สำหรับการนำไปใช้ต่อไป

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BUS-098

ปัจจัยที่มีอิทธิพลต่อการติดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่น (Shopee)ในจังหวัด กรุงเทพมหานคร

Factors influencing Thai people's decision to buy online products via an application (Shopee) in the province of Bangkok

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บทคัดย่อ

การวิจัยครั้ง นี้มีวัตถุประสงค์ 1) เพื่อศึกษาลักษณะประชากรศาสตร์ ได้แก่ เพศ อายุ ระดับการศึกษา อาชีพ ระดับรายได้ต่อเดือน ที่มีผลต่อการตัดสินใจซื้อสินค้าผ่านแอพพลิเคชั่นช้อปปี้ในกรุงเทพมหานคร 2) เพื่อศึกษาปัจจัยด้านส่วนประสมทางการตลาดที่มีผลต่อการตัดสินไงซื้อสินค้าผ่านแอพพลิเคชั่นช้อปปี้ในกรุงเทพมหานคร กลุ่มตัวอย่างที่ใช้ในการศึกษา คือ ผู้ที่ใช้หรือซื้อสินค้าผ่านแอพพลิเคชั่นช้อปปี้ในกรุงเทพมหานคร จำนวน 400 ตัวอย่าง เครื่องมือในการเก็บรวบรวมข้อมูลใช้แบบสอบถาม สถิติที่ใช้ในการวิจัย คือสถิติเชิงพรรณา สถิติการทดสอบแบบ Test และ การวิเคราะห์ความแปรปรวนทางเดียว (One-way ANOVA) และ การวิเคาระห์ทดถอยพหุ (Multiple Regression)

ผลการศึกษาพบว่า ลักษณะทางประชากรศาสตร์ ไม่ส่งผลการตัดสินใจเลือกซื้อสินค้าสินค้าผ่านแอพพลิเคชั่นช้อปปี้ แต่ปัจจัยด้านส่วนประสมทางการตลาด และปัจจัยทางด้านจิตวิทยามีผลต่อการตัดสินใจซื้อสินค้าผ่านแอพพลิเคชั่นช้อปปี้

คำสำคัญ : การตัดสินใจซื้อ แอพพลิเคชั่นช้อปปี้ ส่วนประสมทางการตลาด

Abstract

The objectives of this research were 1) to study the demographic characteristics such as gender, age, education level, occupation and monthly income level that affect the decision to purchase products through the shopping application in Bangkok; Marketing mix that affects the decision to buy products through shopping applications in Bangkok The sample used in the study were 400 people The data collection tool uses a questionnaire. research statistics is descriptive statistics Test statistics, one-way ANOVA, and multiple regression analysis.

The study found that Demographic characteristics Does not affect the decision to buy products through the shopping application in Bangkok and marketing mix factors And psychological factors affect the decision to buy products through the shopping application.

Keywords: purchase decision shopping application marketing mix

ความเป็นมาและความสำคัญของปัญหา

โลกก้าวเข้าสู่ยุคดิจิทัลอย่างเต็มตัวด้วยเทคโนโลยีและนวัตกรรมใหม่ ๆ ที่เกิดขึ้นเพื่ออำนวยความสะดวกให้มนุษย์เพิ่มขึ้นทุกวัน ทำให้พฤติกรรมการใช้ชีวิตประจำวันเปลี่ยนแปลงไปด้วย โดยเฉพาะอินเตอร์เน็ตใน 2 มิติ คือ 1) ในฐานะการปฏิวัติด้าน "เทคโนโลยี" ที่สามารถนำไปใช้ได้หลากหลายรูปแบบ 2) ในฐานะการปฏิวัติสู่ "ผลลัพธ์ทางสังคม" ทั้งในด้านเศรษฐกิจ สังคม การเมือง รวมถึงชีวิตประจำวันของผู้คน อินเตอร์เน็ตเป็นเครื่องมือที่เปิดให้ใครก็ตามที่มีความคิดสร้างสรค์ด้านนวัตกรรมสามารถสร้างสรรค์ผลงานบนแพลตฟอร์มดิจิทัลได้ อินเตอร์เน็ตช่วยสร้างวัฒนธรรมแห่งโอกาสขึ้นใหม่ในหลากหลายด้าน เกิดวัฒนธรรมการเป็นผู้ประกอบการในตลาด การบริโภคตื่นตัว เกิดการเปิดเผยและแบ่งปันข้อมูลซึ่งกันและกันพนักงานเงินเดือนสามารถพันตัวมาเป็นผู้ประกอบการ ผู้ประกอบการเดิมก็สามารถพัฒนาธุรกิจสร้างแอพพลิชั่นต่างๆ แบ่งปั่นไปยังตลาดลูกค้กลุ่มใหญ่ที่มีความหลากหลาย

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แลกเปลี่ยนแชร์ประสบการณ์การบริโภคผ่านเครือข่ายสังคมออนไลน์อย่างสาธารณะ หรือแม้แต่ผู้บริโภคยังสร้างสรรค์คอนเทนต์ด้วยตนเองเพื่อแบ่งปันส่งต่อแก่ผู้บริโภคคนต่อไป(วรพจน์ วงศ์กิจรุ่งเรือง, 256 1)

อย่างไรก็ตามการพัฒนาด้านเทคโนโลยีอินเตอร์เน็ตที่ทุกคนมองว่าส่งผลดีต่อผู้ประกอบการและผู้บริโภคนั้น แต่ท้ายที่สุดก็ยังไม่สามารถตอบโจทย์ความต้องการของผู้บริโภคได้อย่างสมบูรณ์แบบจากปัญหาการขาดความรู้ความเข้าใจในความต้องการของผู้บริโภคที่แท้จริง ขาดความรู้ความเข้าใจในการใช้เทคโนโลยีอย่างถูกต้องส่งผลกระทบต่อการทำธุรกิจและทำให้ผู้บริโภคเกิดความรู้สึกในด้านลบ โดยผลสรุปสาเหตุการไม่ซื้อสินค้าผ่านทางออนไลน์ปี 2560 ได้แก่ 1) กลัวโดนหลอก (ร้อยละ 51. 1) 2) ไม่ได้สัมผัสและลองสินค้าก่อนซื้อ (ร้อยละ 39.9) 3) ไม่พบสินค้าที่ต้องการ (33.9) 4) ชอบการเดินชอปปิ้งมากกว่าสั่งซื้อสินค้าทางออนไลน์ (3 1.1) และ 5) ไม่ได้เจอผู้ขายสินค้าโดยตรง ซึ่งปัญหาเหล่านี้เกิดจากประสบการณ์การซื้อสินค้าทางออนไลน์แล้วไม่เป็นไปตามความคาดหวังของผู้บริโภค เช่น การได้รับสินค้าที่ด้อยคุณภาพหรือไม่ ตรงตามที่โฆษณา ได้รับสินค้าล่าช้ากว่ากำหนด ซึ่งปัจจัยเหล่านี้จะมีผลถึงการที่ผู้บริโภคจะส่งผ่านข้อมูลข่าวสารทางอินเตอร์เน็ตอย่างรวดเร็วเป็นรูปแบบการส่งต่อประสบการณ์แบบปากต่อปาก (Word of Mouth) (รายงานผลการสำรวจพฤติกรรมผู้ใช้อินเตอร์เน็ตในประเทศไทย, 2560)

พฤติกรรมการใช้อินเทอร์เน็ตและการดำเนินชีวิตในด้านการซื้อสินค้าของคนไทยที่ เปลี่ยนแปลงไปส่งผลให้ธุรกิจการค้าต้องปรับตัวตามอย่างต่อเนื่องเพื่อตอบโจทย์ผู้บริโภคได้อย่างทั่วถึงจึงทำให้เกิดช่องทางการขายสินค้าที่หลากหลายมากขึ้น เช่น เว็บไซต์ที่มีการปรับเปลี่ยน รูปแบบให้เหมาะสมกบสมาร์ทโฟน และแอพพลิเคชั่น สำหรับสมาร์ทโฟน เป็นต้น จากพฤติกรรมการซื้อและขายสินค้าของผู้บริโภคและผู้ค้าที่เปลี่ยนไปส่งผลให้เกิดแอพพลิเคชั่นที่ตอบสนองความต้องการระหว่างผู้ขายสินค้ากับผู้บริโภคโดยตรงอย่างแอพพลิเคชั่นช้อปปี้

ธุรกิจการค้าในยุคปัจจุบันอาจเรียกอีกนัยหนึ่งว่า พาณิชย์อิเล็กทรอนิกส์ (E-Commerce) คือ การใช้อินเทอร์เน็ตเป็นสื่อกลางในการค้าระหว่างผู้ค้ากับลูกค้า ในยุคที่เรียกได้ว่าเป็นสังคมไร้พรหมแดนที่กล่าวมานั้นถือเป็นสังคมที่มีความเพียบพร้อมทางด้านของเทคโนโลยี ในการทำธุรกิจการค้าโดยการใช้รูปแบบของพาณิชย์อิเล็กทรอนิกส์ถือว่ากำลังเป็นที่นิยมอย่างมากในสังคมไทยยุคปัจจุบัน เพราะทำให้ผู้ค้าและลูกค้าสามารถซื้อและขายสินค้าได้อย่างสะดวกรวดเร็วมากยิ่งขึ้น จากความก้าวหน้าของเทคโนโลยีด้านการสื่อสารที่มีประสิทธิภาพมากขึ้นทำให้ผู้คนเริ่มเรียนรู้การใช้ช่องทางในการสื่อสารระหว่างบุคลคน กลุ่มคนรวมไปถึงการหาช่องทางในการเข้าถึงสินค้าและบริการต่างๆบนอินเทอร์เน็ตมากขึ้น โดยการนำสื่อสังคมออนไลน์ (Social Media) มาเป็นช่องทางในการสนทนารวมไปถึงการขายสินค้า ธุรกิจการค้าในปัจจุบันมีการนำสื่อสังคมออนไลน์หลากหลายช่องทางรวมถึงแอพพลิเคชั่นที่ถูกสร้างขึ้นเพื่อใช้สำหรับการขายสินค้าโดยตรง

บริษัทช้อปปี้(ประเทศไทย)จำกัด จึงได้ทำพาณิชย์อิเล็กทรอนิกส์ขึ้นมาในรูปของแอพพลิเคชันที่สามารถดาวน์โหลด เรียกว่าแอพพลิเคชันช้อปปี้ เป็นตลาดซื้อขายในรูปแบบของ การใช้โซเชียลที่มุ่งเน้นการใช้งานผานโทรศัพท์มือถืออันดับแรก ว่า (Mobile First) เพื่อให้ผู้บริโภค สามารถเลือกสรรสิ่งที่ต้องการซื้อและผู้ขายสามารถขายสินค้าได้อย่างอิสระ ถือเป็นตลาดที่มี ลักษณะผู้บริโภคถึงผู้บริโภค คือการที่ผู้ขายสามารถเป็นผู้ซื้อได้ในเวลาเดียวกัน ผู้จัดทำได้รวบรวมร้านค้าที่สะดวกซื้อไว้ในแอพพลิเคชันนี้โดยผู้ใช้จะต้องดาวน์โหลดและสมัครใช้บริการขึ้นมาก่อน และเมื่อสมัครเรียบร้อยแล้วทางผู้จัดทำก็มีการส่งเสริมการตลาด เพื่อเป็นการเปิดตัวให้ผู้ใช้ใหม่ๆได้ รู้จักและแนะนำเพื่อนหรือคนรู้จักมาใช้อย่างต่อเนื่อง แอพพลิเคชั่นนี้จึงตอบสนองทั้งผู้ซื้อและผู้ขาย ได้เป็นอย่างดี การชำระเงินก็ทำได้สะดวกและง่ายดายเพราะทางแอพพลิเคชั่นนี้สามารถจ่ายเงินได้ หลายช่องทาง ทั้งทางบัตรเครดิต และ การชำระเงินผ่านแอพพลิเคชันของธนาคารได้ สร้างความสะดวกสบายในการจ่ายเงินและได้รับสินค้าหลังจากที่ชำระเงินไม่เกิน 7 วันจากร้านที่นำมาจัดจำหน่าย แอพพลิเคชันช้อปปี้เป็นแอพพลิเคชั่นในโทรศัพท์มือถือที่บุคคลทั่วไปสามารถดาวน์โหลดมาใช้งานได้อย่างง่ายและสะดวก ภายในแอพพลิเคชันช้อปปี้จะประกอบไปด้วยร้านค้าหลากหลายร้าน เช่น ร้านค้าจำหน่ายเสื้อผ้าผู้ชายและเสื้อผ้าผู้หญิง เครื่องสำอางค์ อุปกรณ์การแต่งกายต่างๆ อุปกรณ์เสริมต่างๆ ที่จำเป็นต้องใช้ในชีวิตประจำวัน นอกจากนั้นบริษัทยังได้ทำการกำหนดปัจจัย ส่วนประสมทางการตลาดสำหรับธุรกิจที่จำหน่ายสินค้าผานทางพาณิชย์อิเล็กทรอนิกส์ เพื่อจะทำให้เกิดการซื้อขายที่เพิ่มมากขึ้น เช่น จัดโปรโมชั่นพิเศษเพื่อลูกค้าเป้าหมายและลูกค้ากลุ่มใหม่ๆอยู่ ตลอดเวลาเพื่อรักษากลุ่มลูกค้าเป้าหมายและทำให้แอพพลิเคชั่นช้อปปี้เป็นที่รู้จักอย่างกว้างขวาง

จากที่ได้กล่าวมาข้างต้นดังนั้นผู้วิจัยจึงทำการศึกษาเรื่อง “ปัจจัยที่มีอิทธิพลต่อการติดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่น (Shopee) ” เนื่องจากผู้วิจัยเล็งเห็นว่าธุรกิจพาณิชย์ อิเล็กทรอนิกส์ (E-commerce) ในประเทศไทยในปัจจุบันมีการแข่งขันสูงขึ้นและขยายตัวอย่าง ต่อเนื่องจึงน่าจะเป็นโอกาสที่ดีสำหรับผู้ประกอบการในการทำธุรกิจการค้าผ่านแอพพลิเคชั่นช้อปปี้เพื่อเป็นแนวทางในการปรับปรุงและพัฒนาการขายสินค้าผ่านทางแอพพลิเคชั่นช้อปปี้ และตอบสนองความต้องการของกลุ่มเป้าหมายและสามารถแข่งขันในตลาดธุรกิจขายสินค้าออนไลน์ ของแอพพลิเคชันแอพพลิเคชั่นช้อปปี้ที่มีการแข่งขันสูงได้

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยด้านประชากรศาสตร์ที่มีอิทธิพลต่อการติดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่น (Shopee)
2. เพื่อศึกษาปัจจัยด้านส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจซื้อสินค้าผ่านแอพพลิเคชั่น (Shopee)
3. เพื่อศึกษาปัจจัยด้านจิตวิทยาที่มีอิทธิพลต่อการติดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่น (Shopee)

ประโยชน์ของวิจัย

1. เพื่อทราบถึงลักษณะทางประชากรศาสตร์ของผู้ซื้อสินค้าที่มีผลต่อการตัดสินใจซื้อ สินค้าผานแอพพลิเคชั่นช้อปปี้ในกรุงเทพมหานคร
2. เพื่อทราบถึงปัจจัยที่มีผลต่อการตัดสินใจซื้อสินค้าผ่านแอพพลิเคชั่นช้อปปี้ในกรุงเทพมหานคร
3. เพื่อให้ผู้ประกอบธุรกิจร้านค้าออนไลน์ได้เข้าใจผู้บริโภคมากยิ่งขึ้น และสามารถปรับปรุงพัฒนาแอพพลิเคชั่นให้สอดคล้องกับผู้ใช้บริการในปัจจุบัน

นิยามคำศัพท์

ผู้วิจัยได้นำตัวแปรมากำหนดคำนิยามศัพท์เพื่อนำไปสร้างเครื่องมือวิจัยให้ได้คำตอบตามวัตถุประสงค์ที่ต้องการ ดังต่อไปนี้

ปัจจัยด้านผลิตภัณฑ์ หมายถึง สินค้าที่ขายผ่านแอพพลิเคชั่นช้อปปี้ ซึ่งเป็นสินค้าคุณภาพมีความหลากหลาย และเป็นที่ต้องการของลูกค้า

ปัจจัยด้านราคา หมายถึง ราคาสินค้าที่กำหนดขึ้นโดยผู้ขายสินค้า

ด้านช่องทางการจัดจำหน่าย หมายถึง ร้านค้าที่ขายสินค้าภายในแอพพลิเคชั่นช้อปปี้

ปัจจัยด้านส่งเสริมการตลาด หมายถึง การใช้วิธีการต่างๆเพื่อดึงดูดให้ผู้ใช้บริการเกิดความสนใจ เช่น การแจกโค้ดลดราคาสินค้า แถม เป็นต้น และมีผู้ขายให้คำแนะนำและสร้างความเข้าใจเกี่ยวกับสินค้าให้แก่ลูกค้าก่อนตัดสินใจซื้อ

การตัดสินใจซื้อ หมายถึง กระบวนการขั้นสุดท้ายหลังจากที่ลูกค้าพิจารณาถึงปัจจัยต่างๆเรียบร้อยแล้วและเลือกสิ่งที่ตรงตามความต้องการมากที่สุด (เจษฎากรณ์ ศรศรีเกิด,2555)

ประชากร หมายถึง ผู้ที่อาศัยอยู่ในเขตกรุงเทพมหานครที่ซื้อสินค้าผ่านทางแอพพลิเคชั่น

แอพพลิเคชั่นช้อปปี้ หมายถึง แอพพลิเคชั่นที่ดำเนินการโดยบริษัท Sea Group เกี่ยวข้องกับการซื้อและขายสินค้าโดยมุ่งเน้นผู้ที่ใช้งานผ่านโทรศัพท์มือถืออันดับแรก

ขอบเขตการวิจัย

<u>ตัวแปรที่ใช้ในการวิจัย</u>

- **<u>ตัวแปรอิสระ ได้แก่</u>**

o ลักษณะทางประชากรศาสตร์ เช่น เพศ อายุ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน

o ปัจจัยส่วนประสมทางการตลาด(4P)

1. ปัจจัยด้านผลิตภัณฑ์
2. ปัจจัยด้านราคา
3. ปัจจัยด้านช่องทางการจัดจำหน่าย
4. ปัจจัยการส่งเสริมการตลาด

o ปัจจัยด้านจิตวิทยา

1. การจูงใจ
2. การรับรู้
3. การเรียนรู้
4. ความเชื่อและทัศนคติ

o การตัดสินใจซื้อ

1. ด้านการรับรู้ถึงปัญหา
2. ด้านการเสาะแสวงหาข้อมูล
3. ด้านการประเมินผลทางเลือก
4. ด้านการตัดสินใจซื้อ

5. ด้านพฤติกรรมหลังการซื้อ

ประชากรและกลุ่มตัวอย่าง

ขอบเขตด้านประชากรได้แก่ กลุ่มบุคคลในกรุงเทพมหานคร คำนวณขนาดกลุ่มตัวอย่างตามสูตรของคอแครน (Cochran) ได้ขนาดตัวอย่าง 400 กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ใช้วิธีการเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling)

ขอบเขตด้านพื้นที่

ผู้วิจัยใช้พื้นที่ศึกษา คือ จังหวัดกรุงเทพมหานคร เป็นหน่วยวิเคราะห์

ขอบเขตด้านระยะเวลา

ในการศึกษาวิจัยครั้งนี้ ใช้เวลา ตั้งแต่ เดือนกันยายน 2565 - เดือนมกราคม 2566 รวมระยะเวลา 5 เดือน

แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง

แนวคิดและทฤษฎีเกี่ยวกับด้านประชากรศาสตร์

การศึกษาด้านลักษณะประชากรศาสตร์เป็นสิ่งสำคัญ เนื่องจากความแตกต่างของประชากร ในแต่ละด้านจะทำให้มีการเลือกซื้อสินค้าที่แตกต่างกน ลักษณะทางประชากรศาสตร์ มีความหลากหลายและแตกต่างเกี่ยวกับบุคคล เช่น เพศ อายุ ระดับการศึกษา อาชีพ รายได้ต่อเดือน เป็นต้น โดยแสดงถึงความเป็นมาของแต่ละบุคคลจากอดีตถึงปัจจุบัน ซึ่งความแตกต่างและหลากหลาย ของบุคคลสามารถบ่งชี้ลักษณะพฤติกรรมการแสดงออกที่แตกต่างกัน การตัดสินใจที่แตกต่างกัน สาเหตุมาจากความแตกต่างทางด้านประชากรศาสตร์หรือความเป็นมาของบุคคลนั้น (วชิรวัชร งามละม่อม, 2558)

แนวคิดและทฤษฎีเกี่ยวกับส่วนประสมทางการตลาด

ความหมายเกี่ยวกับส่วนประสมทางการตลาด Kotler (2012) กล่าวว่า ปัจจัยส่วนประสมทางการตลาด หมายถึง สินค้าที่ตอบสนองความต้องการของลูกค้ากลุ่มเป้าหมายและได้ขายในราคาที่ผู้บริโภคยอมรับและยินดีจ่าย เพราะมองเห็นว่าคุ้มค่า รวมถึงมีการจัดจำหน่ายและกระจายสินค้า ซึ่งสอดคล้องกบพฤติกรรมการซื้อหาเพื่อความสะดวกแก่ลูกค้า ด้วยความพยายามจูงใจให้เกิดความชอบในสินค้า และเกิดพฤติกรรมอยางถูกต้อง

1. ด้านผลิตภัณฑ์ หมายถึง สิ่งที่ธุรกิจได้ทำการนำสิ่งที่เสนอขายมาเปิดตัวสู่ตลาดให้เป็นที่รู้จักอยางกว้างขวางและเกิดความสนใจ ค้นหานำมาสู่ผลกระทบต่อพฤติกรรมของผู้ใช้บริการทำให้ เกิดความพึงพอใจ (Armstrong & Kotler, 2009) ประกอบด้วยสิ่งที่จับต้องได้และจับต้องไม่ได้เช่น รูปแบบบรรจุภัณฑ์สีสัน ราคา คุณภาพสินค้า ตราสินค้า ความปลอดภัยและความน่าเชื่อถือ

2. ด้านราคา หมายถึง คุณค่าของผลิตภัณฑ์ ค่าบริการ หรือค่าธรรมเนียมที่ผู้บริโภคต้องจ่ายเพื่อให้ได้สินค้านั้น ซึ่งราคามีความสำคัญต่อการรับรู้ในคุณค่าว่าการบริการหรือสินค้าคุ้มกับเงินที่จ่าย (Armstrong & Kotler, 2009) โดยผู้ใช้บริการจะเปรียบเทียบระหว่างระหว่างคุณค่าของสินค้ากับราคา ดังนั้น ราคาเป็นตัวกำหนดต้นทุนของสินค้า สินค้าถูกจัดราคาแตกต่างกันไปเพื่อวัดคุณค่าของสินค้าเหล่านั้น ผู้บริโภคจะตัดสินใจซื้อในทันทีเพราะได้รับความคุ้มคำมากกว่าเงินที่จ่ายราคาเป็นจุดสำคัญในการจูงใจให้เกิดการซื้อหรือขายผู้บริโภคก็ยังคงตัดสินใจซื้อสินค้าโดยผู้บริโภคส่วนใหญ่เปรียบเทียบราคาเป็นลำดับแรกก่อนตัดสินใจซื้อสินค้า โดยยุคปัจจุบันการตลาดออนไลน์ราคาของสินค้าถูกนำมาใช้เป็นกลยุทธ์หลักที่สำคัญในการทำตลาด เนื่องจากผู้บริโภคสามารถเปรียบเทียบราคาสินค้าได้จากทางหน้าเว็บไซต์ ไม่จำเป็นต้องเดินทางไปตรวจสอบราคาสินค้าที่หน้าร้านเหมือนเช่นในอดีต ผู้บริโภคจึงเป็นผู้มีอำนาจในการตัดสินใจสูงสุดว่าจะเลือกซื้อสินค้ากับร้านค้าใด จึงทำให้ตลาดตั้งราคาเพื่อตัดราคาสินค้ากันเพียงเล็กน้อยเพื่อเรียกผู้บริโภคเข้ามาซื้อสินค้ากับร้านตัวเอง

3. ด้านช่องทางการจัดจำหน่าย เป็นส่วนประกอบของช่องทางที่ประกอบไปด้วยสถานที่วัตถุดิบ อุปกรณ์ที่ใช้ในการเคลื่อนย้ายสินค้าและบริการจากองค์กร ไปสู่ตลาดหรือเป็นตัวช่วยในการกระจายสินค้า ไม่ว่าจะเป็นการขนส่งคลังเก็บสินค้า และการเก็บสินค้าคงเหลือ

4. ด้านการส่งเสริมทางการตลาด เป็นเครื่องมือในการสื่อสาร การประชาสัมพันธ์ที่องค์กรเพื่อสื่อสารไปยังผู้บริโภคในการสร้างความพอใจต่อผลิตภัณฑ์ บริการ หรือความเห็นส่วนบุคคลโดยมีการเชื้อเชิญจูงใจให้เกิดความต้องการหรือการรับรู้ว่าเป็นสิ่งที่จำเป็นและมีประโยชน์ในการใช้จนเกิดความทรงจำในตัวสินค้าและบริการ โดยส่งผลต่อความรู้สึก ความเชื่อ และพฤติกรรมในการใช้บริการ (Etzel, Walker & Stanton, 2009) การสื่อสารต้องใช้ข้อมูลระหว่างผู้ขายสินค้าและผู้ซื้อสินค้ามีการสร้างทัศนคติ พฤติกรรมการซื้อ โดยการให้พนักงานขาย เป็นผู้ประสานงานในการติดต่อสื่อสารจนผู้ใช้บริการเลือกใช้บริการ หรือการสื่อสารที่ไม่ใช่คนในการสื่อสาร หรือวิธีการต่างๆ มากมายในปัจจุบันมีเครื่องมือที่ช่วยในการติดต่อสื่อสารเข้าถึงกลุ่มเป้าหมายขององค์กรได้มากยิ่งขึ้น โดยการเลือกใช้เครื่องมือสื่อสารการตลาดแบบประสมประสานกัน ในการสื่อสารนั้นต้องพิจารณาถึงความเหมาะสมของผู้ใช้บริการ สังเกตสินค้าของคู่แข่งให้สามารถบรรลุจุดหมาย

จากแนวคิดเกี่ยวกับส่วนประสมทางการตลาดสามารถสรุปได้ว่า ปัจจัยทางการตลาดได้แก่ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย และด้านส่งเสริมการตลาด มีความสำคัญกับนักการตลาดในการจูงใจเพื่อสร้างความพึงพอใจและสามารถตอบสนองความต้องการให้กับผู้บริโภคในการตัดสินใจซื้อสินค้า

แนวคิดและทฤษฎีเกี่ยวกับการตัดสินใจซื้อของผู้บริโภค

Walters (1978) อธิบายว่า การตัดสินใจ (Decision) หมายถึง การเลือกทำสิ่งใดสิ่งหนึ่ง โดยเลือกจากทางการเลือกที่มีอยู่หลายทางเลือก

Kotler (2000) อธิบายว่า การตัดสินใจของผู้บริโภคจากปัจจัยภายใน คือ แรงจูงใจ การรับรู้การเรียนรู้ บุคลิกภาพและทัศนติซึ่งจะแสดงให้เห็นถึงความต้องการและตระหนักว่ามีสินค้าให้เลือกมากมาย กิจกรรมที่ผู้บริโภคเข้ามาเกี่ยวข้องสัมพันธ์กับข้อมูลที่มีอยู่หรือข้อมูลที่ฝ่ายผู้ผลิตให้มาและสุดท้ายคือการประเมินค่าทางเลือกเหล่านั้น

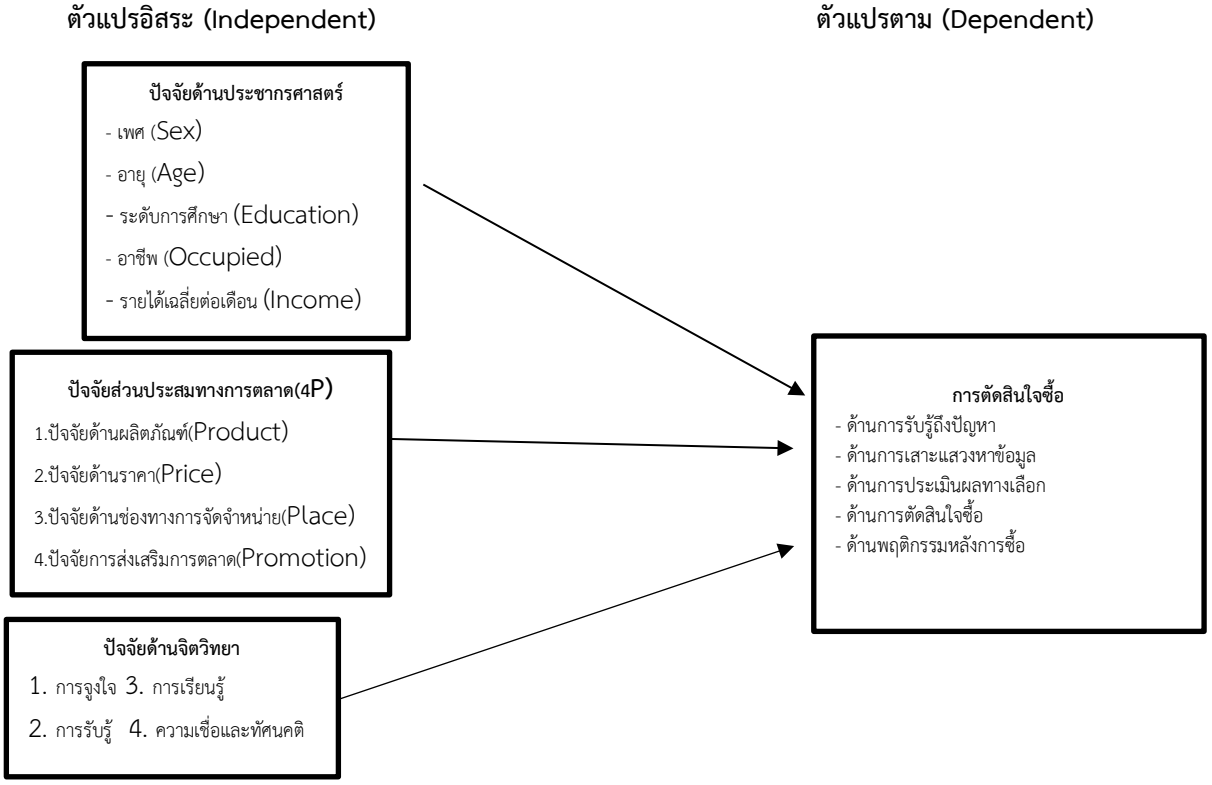
กระบวนการตัดสินใจซื้อของผู้บริโภค (Schiffinan & Kanuk, 1944) คือกระบวนการในการเลือกซื้อสินค้าจากทางเลือกที่มีตั้งแต่สองทางขึ้นไป โดยให้ผู้บริโภคพิจารณาในส่วนที่เกี่ยวข้องกับกระบวนการตัดสินใจ ทั้งด้านจิตใจ (ด้านความรู้สึกนึกคิด) และพฤติกรรมทางกายภาพ เป็นกิจกรรมทางด้านจิตใจและกายภาพซึ่งเกิดขึ้นในช่วงระยะเวลาหนึ่ง ทั้งสองกิจกรรมนี้ทำให้เกิดการซื้อและพฤติกรรมการซื้อตามบุคคลอื่น

จากแนวคิดเกี่ยวกับการตัดสินใจซื้อ สรุปได้ว่า การตัดสินใจซื้อ หมายถึง การเลือกและการเปรียบเทียบสิ่งที่ต้องการจากหลากหลายทางเลือก ทำให้ผู้บริโภคสามารถพิจารณา วิเคราะห์ รวบรวมข้อมูลด้วยเหตุผลก่อนตัดสินใจซื้อสินค้า เพื่อให้ได้สิ่งที่จะทำให้บรรลุวัตถุประสงค์ และ พฤติกรรมการใช้จ่ายของคนไทยเปลี่ยนแปลงไป ตามสังคมและวัตถุนิยม ค่านิยมต่างๆ ที่เกิดขึ้น ภายในสังคม โดยพบว่าการซื้อขายแบบออนไลน์มีแนวโน้มการขยายตัวรวดเร็ว คนไทยนิยมซื้อของ ออนไลน์เพิ่มขึ้นเพราะตอบโจทย์ทางด้านการอำนวยความสะดวก คนไทยชอบอะไรที่ง่ายและไม่ ซับซ้อนให้เกิดเป็นความยุงยากส่งผลให้การค้าขายออนไลน์เป็นที่นิยมมากในขณะนี้

สมมติฐานการวิจัย

1. ลักษณะทางประชากรที่แตกต่างกันมีปัจจัยส่วนประสมทางการตลาดในการตัดสินใจเลือกซื้อสินค้าแตกต่างกัน
2. ปัจจัยส่วนประสมทางการตลาด มีอิทธิพลต่อการตัดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่น
3. ปัจจัยทางด้านจิตวิทยามีอิทธิพลต่อการตัดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่น

กรอบแนวความคิด



ขั้นตอนการสร้างเครื่องมือและตรวจสอบคุณภาพเครื่องมือ มีดังนี้

ผู้วิจัยได้ศึกษาข้อมูลจากเอกสาร หนังสือ วารสาร แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้องเพื่อนำมากำหนดโครงสร้างแบบสอบถาม นำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นมาเสนอต่ออาจารย์ที่ปรึกษา ปรับปรุงแก้ไขตามคำแนะนำ รวมทั้งปรับปรุงแก้ไขแบบสอบถามตามคำแนะนำของอาจารย์ผู้ทรงคุณวุฒิในคณะวิทยาการจัดการ หลังจากนั้นจึงนำแบบสอบถามที่ผ่านการตรวจสอบและปรับปรุงแก้ไขให้สมบูรณ์แล้ว นั้นนำไปทดลองใช้กับกลุ่มตัวอย่าง จำนวน 400 ตัวอย่าง ในเขตกรุงเทพมหานคร เพื่อทดสอบความเชื่อมั่น(Reliability) ซึ่งค่าที่ได้ไม่ควรต่ำกว่า 0.70 ซึ่งจะถือว่าแบบสอบถามมีความเชื่อมั่น (สมคิด เทียร พิสุทธิ์, 2007) จากการคำนวณหาค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ผลการคำนวณค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ในภาพรวมเท่ากับ 0.955 ดังนั้นแบบสอบถามมีค่าความเชื่อมั่นในระดับที่ยอมรับได้จึงสามารถนำไปใช้เป็นเครื่องมือในการเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลงานวิจัยนี้จะทำการเก็บตัวอย่างจากกลุ่มตัวอย่าง ปัจจัยที่มีอิทธิพลต่อการติดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่น (Shopee) โดยใช่แบบสอบถามเอกสารออนไลน์(Google Forms) และได้รับคืนเป็นจำนวนกลุ่มตัวอย่าง 400 ตัวอย่าง หลังจากกลุ่มตัวอย่างได้ตอบแบบสอบถามแล้ว ผู้วิจัยจึงนำข้อมูลที่ได้มาวิเคราะห์ด้วยโปรแกรมสำเร็จรูปทางสถิติ

วิธีวิเคราะห์ข้อมูลและสถิติที่ใช้

งานวิจัยนี้หลังจากได้รับแบบสอบถามกลับคืนมาแล้วจะทำการตรวจสอบเพื่อให้คะแนนและทำการประมวลผลด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์โดยวิเคราะห์ข้อมูลแบ่งเป็น 3 ส่วน

1. การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

2. การวิเคราะห์สถิติ Independent sample t-test และสถิติ One-Way ANOVA ใช้ในการเปรียบเทียบกลุ่มที่พบความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สำหรับการทดสอบสมมติฐาน ลักษณะทางประชาการศาสตร์ที่แตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกัน

3. การวิเคราะห์สมการถดถอยพหุคูณ (Multiple Regression) เพื่อวิเคราะห์หาความสัมพันธ์ของปัจจัยต่าง ๆ ตามสมมติฐานการวิจัยดังนี้

- ปัจจัยสภาพการทำงานส่งผลต่อการปรับตัวและทัศนคติ
- การปรับตัวและทัศนคติที่ส่งผลต่อความคาดหวังในชีวิต

ผลการวิจัย

แบ่งออกเป็น 4 ส่วน ดังนี้

ส่วนที่ 1 ลักษณะทางประชากรณ์ศาสตร์ พบว่าผู้ตอบแบบสอบถาม ส่วนใหญ่เป็นเพศหญิงร้อยละ 60 เพศชาย ร้อยละ 40 กลุ่มตัวอย่างส่วนใหญ่มีอายุ 22-24 ปี คิดเป็นร้อยละ 51.7 ส่วนใหญ่ระดับการศึกษาปริญญาตรีคิดเป็นร้อยละ 85 กลุ่มตัวอย่างส่วนใหญ่ประกอบอาชีพ นักเรียน/นักศึกษา คิดเป็นร้อยละ 60 และส่วนใหญ่มีรายได้ต่อเดือนอยู่ที่ 10,001-15,000 บาท คิดเป็นร้อยละ 25

ส่วนที่ 2 ปัจจัยส่วนประสมทางการตลาด(4P) พบว่าผู้ตอบแบบสอบถามส่วนใหญ่ให้ความสำคัญกับปัจจัยส่วนประสมทางการตลาด(4P)อยู่ในระดับมาก โดยให้ความสำคัญกับปัจจัยด้านช่องทางการจัดจำหน่ายมากที่สุด ($\bar{x}$ = 4.150 , SD = 0.627)รองลงมาปัจจัยด้านผลิตภัณฑ์ ($\bar{x}$ = 4.050 , SD = 0.594) และปัจจัยการส่งเสริมการตลาด ($\bar{x}$ = 4.022 , SD = 0.699) และปัจจัยด้านราคา ($\bar{x}$ = 3.961 , SD = 0.542) ตามลำดับ

ส่วนที่ 3 ปัจจัยด้านจิตวิทยา พบว่าผู้ตอบแบบสอบถามส่วนใหญ่ให้ความสำคัญกับปัจจัยด้านจิตวิทยาอยู่ในระดับมาก โดยให้ความสำคัญกับความเชื่อกับทัศนคติมากสุด ($\bar{x}$ = 4.194 , SD = 0.678) รองลงมาการรับรู้ ($\bar{x}$ = 4.016 , SD = 0.586) และการจูงใจ ($\bar{x}$ = 4.000 , SD = 0.637) และ การรับรู้ ($\bar{x}$ = 3.966 , SD = 0.586) ตามลำดับ

ส่วนที่ 4 การตัดสินใจซื้อ พบว่าผู้ตอบแบบสอบถามส่วนใหญ่ให้ความสำคัญกับการตัดสินใจซื้ออยู่ในระดับมาก โดยให้ความสำคัญด้านการประเมินผลทางเลือกมากที่สุด ($\bar{x}$ = 4.166 , SD = 0.583) รองลงมาด้านการรับรู้ถึงปัญหา ($\bar{x}$ = 4.116 , SD = 0.541)และด้านการเสาะแสวงหาข้อมูล ($\bar{x}$ = 4.088 , SD = 0.637) และด้านพฤติกรรมหลังการซื้อ ($\bar{x}$ = 4.022 , SD = 0.704) และด้านการตัดสินใจซื้อ ($\bar{x}$ = 3.983 , SD = 0.605)

ผลการทดสอบสมมุติฐาน

สมมุติฐานที่ 1 ลักษณะทางประชากรศาสตร์ที่แตกต่างกันมีผลต่อการตัดสินใจเลือกซื้อสินค้าที่แตกต่างกัน

ปัจจัยด้านลักษณะทางประชากรศาสตร์	P - Value
เพศ	0.942
อายุ	0.457
ระดับการศึกษา	0.888
อาชีพ	0.273
รายได้เฉลี่ยต่อเดือน	0.110

จากผลการวิจัยพบว่าลักษณะทางประชากรศาสตร์ที่แตกต่างกันมีผลต่อการตัดสินใจเลือกซื้อสินค้าไม่แตกต่างกัน ที่ระดับนัยสำคัญที่ 0.05

สมมุติฐานที่ 2 ปัจจัยส่วนประสมทางการตลาด (4P)

ตารางที่ 1 ผลการวิเคราห์ ปัจจัยส่วนประสมทางการตลาด (4P)

ปัจจัยส่วนประสมทางการตลาด (4P)	B	Std. Error	Beta	t	Sig
ค่าคงที่	0.692	0.385		1.797	0.078
ปัจจัยด้านผลิตภัณฑ์	0.262	0.075	0.314	3.501	0.001*
ปัจจัยด้านราคา	0.343	0.111	0.375	3.077	0.003*
ปัจจัยด้านช่องทางจัดจำหน่าย	0.390	0.073	0.493	5.358	0.000*
ปัจจัยการส่งเสริมการตลาด	0.175	0.064	0.246	2.716	0.009*
F-Value = 42.938					
Adjusted R^2 = 0.569		Durbin-Watson = 1.805			

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางสามารถแสดงเป็นสมการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.692 + 0.262(a1) + 0.343(a1) + 0.390(a1) + 0.175(a1)

จากตารางที่ 1 ผลการวิเคราห์ ปัจจัยส่วนประสมทางการตลาด(4P) พบว่าค่า F-test เท่ากับ 42.938 ผลทดสอบค่า Durbin-Watson เท่ากับ 1.805 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่า ความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว Adjusted R^2 มีค่าเท่ากับ 0.569 แสดงว่า ผลการวิเคราห์ ปัจจัยส่วนประสมทางการตลาด(4P)ได้ ร้อยละ 56.9 การทดสอบค่าด้วยสถิติ t-test ที่ระดับนัยสำคัญ 0.05 พบว่า ตัวแปรอิสระ ด้านปัจจัยด้านผลิตภัณฑ์ ปัจจัยด้านราคา ปัจจัยด้านช่องทางจัดจำหน่าย ปัจจัยการส่งเสริมการตลาด ส่งผลต่อ การตัดสินใจที่ระดับนัยสำคัญ 0.05

สมมุติฐานที่ 3 ปัจจัยด้านจิตวิทยา

ตารางที่ 2 ผลการวิเคราะห์ ปัจจัยด้านจิตวิทยา

ปัจจัยด้านจิตวิทยา	B	Std. Error	Beta	t	Sig
ค่าคงที่	0.927	0.277		3.352	0.001
การจูงใจ	0.415	0.087	0.0533	4.793	0.000*
การรับรู้	0.262	0.077	0.309	3.390	0.001*
การเรียนรู้	0.208	0.076	0.263	2.731	0.008*
ความเชื่อและทัศนคติ	0.303	0.074	0.414	4.097	0.000*
F-Value = 80.508					
Adjusted R^2 = 0.694		Durbin-Watson = 1.870			

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางสามารถแสดงเป็นสมการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.927 + 0.415(e1) + 0.262(f1) + 0.208(g1) + 0.303(h1)

จากตารางที่ 2 ผลการวิเคราะห์ ปัจจัยด้านจิตวิทยาพบว่าค่า F-test เท่ากับ 80.508 ผลทดสอบค่า Durbin-Watson เท่ากับ 1.870 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่า ความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว Adjusted R^2 มีค่าเท่ากับ 0.694 แสดงว่า ผลการวิเคราห์ ปัจจัยด้านจิตวิทยาได้ ร้อยละ 96.4 การทดสอบค่าด้วยสถิติ t-test ที่ระดับนัยสำคัญ 0.05 พบว่า ตัวแปรอิสระ การจูงใจ การรับรู้ การเรียนรู้ ความเชื่อและทัศนคติ ส่งผลต่อ การตัดสินใจที่ระดับนัยสำคัญ 0.05

สรุปและอภิปรายผลการวิจัย

ผลการศึกษาเรื่อง ปัจจัยที่มีอิทธิพลต่อการติดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่น (Shopee) มีประเด็นสำคัญที่จะนำมาอภิปรายได้ 2 ส่วนดังนี้

1. ลักษณะทางประชากรที่แตกต่างกันการติดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่น (Shopee) แตกต่างกัน จากการทดสอบสมมุติฐานที่ 1 พบว่าลักษณะทางประชากรศาสตร์ที่แตกต่างกันส่งผลให้การตัดสินใจเลือกซื้อสินค้าไม่แตกต่างกัน ที่ระดับนัยสำคัญที่ 0.05 ซึ่งไม่สอดคล้องกับงานวิจัยของ ดลนภัส ภู่เกิด(2562) ศึกษาเรื่อง ปัจจัยที่มีผลต่อการตัดสินใจซื้อสินค้าผ่านแอพพลิเคชั่นช้อปปี้ ในกรุงเทพมหานคร พบว่าลักษณะทางประชากรศาสตร์ด้านระดับการศึกษาที่ แตกต่างกัน มีผลต่อการการตัดสินใจซื้อสินค้าผ่านแอพพลิเคชั่นช้อปปี้ในกรุงเทพมหานครที่ แตกต่างกัน โดยผลการวิจัยที่แตกต่างกันอาจเนื่องมาจากกลุ่มตัวอย่างและพื้นที่วิจัยที่แตกต่างกัน

2. ปัจจัยส่วนประสมทางการตลาด มีอิทธิพลต่อการตัดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่น จากการทดสอบสมมุติฐานที่ 2 พบว่า ปัจจัยส่วนประสมทางการตลาด มีอิทธิพลต่อการตัดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่นต่างกัน ที่ระดับนัยสำคัญ 0.05 ซึ่งสอดคล้องกับงานวิจัยของ ดลนภัส ภู่เกิด(2562) ศึกษาเรื่อง ปัจจัยที่มีผลต่อการตัดสินใจซื้อสินค้าผ่านแอพพลิเคชั่น (Shopee) ในกรุงเทพมหานคร พบว่า ส่วนประสมทางการตลาด ได้แก่ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย และด้านการส่งเสริมการตลาด มีผลต่อการตัดสินใจซื้อสินค้าผ่าน แอพพลิเคชันช้อปปี้ที่แตกต่างกัน

3. ปัจจัยทางด้านจิตวิทยาที่ส่งผลต่อการตัดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่น จากการทดสอบสมมุติฐานที่ 3 พบว่า ปัจจัยทางด้านจิตวิทยาที่ส่งผลต่อการตัดสินใจซื้อสินค้าออนไลน์ผ่านทางแอพพลิเคชั่นต่างกัน ที่ระดับนัยสำคัญ 0.05 สอดคล้องกับงานวิจัยของ กฤตกรวชิต ชนาถกนุตสกุล (2563) แต่ไม่สอดคล้องกับงานวิจัยของ เปรมกมล หงษ์ยนต์ (2562) ที่พบว่า ปัจจัยทางด้านจิตวิทยา ได้แก่ การจูงใจ การรับรู้ การเรียนรู้ ความเชื่อและทัศนคติ ไม่มีผลต่อการตัดสินใจซื้อสินค้าผ่าน แอพพลิเคชันช้อปปี้ที่แตกต่างกัน

ข้อเสนอแนะ

ข้อเสนอแนะที่ได้จากผลการศึกษาวิจัย

1. ผลการวิจัยนี้ สามารถระบุปัจจัยส่วนประสมทางการตลาดและปัจจัยด้านจิตวิทยามีผลต่อการตัดสินใจซื้อสินค้าผ่านแอพพลิเคชั่นช้อปปี้ในกรุงเทพมหานคร โดยปัจจัยทางด้านทัศนคติมีผลมากที่สุด ดังนั้นผู้ประกอบการธุรกิจดังกล่าวจึงควรให้ความสำคัญกับปัจจัยด้านทัศนคติของผู้บริโภค โดยเฉพาะอย่างยิ่งในด้านความเชื่อที่ผู้ประกอบควรให้ความสำคัญเป็นพิเศษ

ข้อเสนอแนะเพื่อการศึกษาต่อไป

1. เนื่องด้วยงานวิจัยชิ้นนี้ มีข้อจำกัดศึกษาเฉพาะกลุ่มบุคคลในจังหวัดกรุงเทพมหานคร ดังนั้นผู้สนใจจึงควรนำวิธีการศึกษานี้ไปศึกษากับกลุ่มตัวอย่างในพื้นที่อื่นเพื่อเปรียบเทียบกับผลการวิจัยในครั้งนี้

2. ควรศึกษาให้ละเอียดมากกว่านี้ในส่วนของกลุ่มตัวอย่างที่จะศึกษา เช่น ศึกษาเฉพาะกลุ่มผู้บริโภค Gen Y และ Gen X ที่ถือว่าเป็นกลุ่มตัวอย่างที่มีความสำคัญกับการพัฒนาประเทศ

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ปัจจัยที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

Factors affecting the decision to use the service of a major cinema Cineplex of GEN Z

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ 1.เพื่อศึกษาระดับปัจจัยทางด้านประชากรศาสตร์ ปัจจัยทางด้านการตลาด ปัจจัยทางด้านสภาพแวดล้อม ปัจจัยด้านรูปแบบการดำเนินชีวิตของผู้บริโภค และด้านการตัดสินใจเลือกใช้บริการ 2.เพื่อศึกษาปัจจัยทางด้านประชากรศาสตร์ ปัจจัยทางด้านการตลาด ปัจจัยทางด้านสภาพแวดล้อม ปัจจัยด้านรูปแบบการดำเนินชีวิตของผู้บริโภค ที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Zในเขตอำเภอชะอำ จังหวัดเพชรบุรี กลุ่มตัวอย่างที่ใช้ คือผู้บริโภค GEN Z ที่มีอายุตั้งแต่ 14-26 ในเขตอำเภอชะอำ จังหวัดเพชรบุรี เลือกกลุ่มตัวอย่างโดยวิธีการสุ่มแบบบังเอิญ สถิติที่ใช้ในวิจัยได้แก่ สถิติเชิงพรรณนา ทดสอบสมมติฐานด้วยสถิติ One-way-ANOVA และสมการถดถอยพหุคูณ (Multiple Regression) ผลการวิจัยพบว่า ลักษณะทางประชากรศาสตร์ไม่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ต่างกัน แต่ปัจจัยทางด้านการตลาด ปัจจัยทางด้านสภาพแวดล้อม และปัจจัยด้านรูปแบบการดำเนินชีวิตของผู้บริโภคส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

Abstract

This research aims to 1. To study the level of demographic factors marketing factors environmental factors lifestyle factors of consumers and the decision to use the service 2. To study demographic factors marketing factors environmental factors lifestyle factors of consumers That affects the decision to use the service of a major cinema. Cineplex of GEN Z in Cha-Am District Phetchaburi Province The sample used were GEN Z consumers aged 14-26 in Cha-am district. Phetchaburi Province The sample was selected by random random method. The statistics used in the research are: Descriptive statistics Test hypotheses with statistics. One-way-ANOVA and multiple regression equations (Multiple Regression). Demographic characteristics did not affect the decision to use the service of major cinemas. GEN Z's cineplex is different, but the marketing factor environmental factors and lifestyle factors of consumers affecting the decision to use the service of major cinemas Cineplex of GEN Z.

บทนำ

ความเป็นมาและความสำคัญของปัญหา

ธุรกิจโรงภาพยนตร์นั้นอยู่คู่กับสังคมในประเทศไทยมานานกว่าหลายสิบ ยี่สิบปี ผ่านวิกฤติมากมายในสังคมไทย แต่ธุรกิจโรงภาพยนตร์ก็อยู่รอดมาได้จนถึงปัจจุบัน และมีการเจริญเติบโตอย่างต่อเนื่อง เพราะจากการดำเนินชีวิตประจำวันของคนสมัยนี้มีการเปลี่ยนแปลงไป วัฒนธรรมต่างชาติต่างเข้ามาทำให้มีบทบาทในการดำเนินชีวิตมาก จึงทำให้สื่อบันเทิงต่าง ๆ ได้รับความนิยมเป็นอย่างมากเพื่อการพักผ่อนหย่อนใจ สนุกสนานและคลายเครียดจากการดำเนินชีวิตที่เร่งรีบและเคร่งเครียดในชีวิตประจำวัน ปัจจุบันเมเจอร์ ซีนีเพล็กซ์ (Major Cineplax) คือผู้ให้บริการโรงภาพยนตร์รายใหญ่ในประเทศไทย โดยเปิดบริการครั้งแรกที่สาขาปิ่นเกล้า เป็นอาคารที่มีโรงภาพยนตร์และศูนย์การค้าครบวงจรในรูปแบบ Stand Alone ที่แรกในประเทศไทย และเป็นเครือข่ายโรงภาพยนตร์ที่มีการเติบโตสูงเป็นอันดับหนึ่งของประเทศ ปัจจุบันเมเจอร์ ซีนีเพล็กซ์มุ่งเน้นการเปิดสาขาควบคู่กับการสร้างศูนย์การค้า ห้างสรรพสินค้าและห้างค้าปลีกขนาดใหญ่เพื่อลดต้นทุนในการดำเนินการ โดยมีโรงภาพยนตร์ตั้งแต่ 2 ถึง 7 โรงภาพยนตร์และขึ้นอยู่กับสถานที่ตั้งกับพื้นที่

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ที่มีหากเป็นสาขาที่มีขนาดใหญ่และมีความสำคัญสูง สามารถมีโรงภาพยนตร์ได้สูงถึง 8 ถึง 16 โรงภาพยนตร์ต่อหนึ่งสาขา ปัจจุบันมีเครือข่ายของโรงภาพยนตร์ทั้งในประเทศและต่างประเทศจำนวน 163 สาขา คิดเป็น 791 2 โรง จำนวนของที่นั่ง 177,952 ที่นั่ง และมีเป้าหมายในอนาคตจะขยายโรงภาพยนตร์ทั่วประเทศให้ได้ มากถึง 1,000 โรง ธุรกิจของเมเจอร์ ซีนีเพล็กซ์ นั้นไม่ได้มีแค่โรงภาพยนตร์เพียงอย่างเดียวแต่ได้มีการผสมผสานระหว่างธุรกิจโรงภาพยนตร์รวมกับกิจกรรมบันเทิงอื่น ๆ ที่เกี่ยวข้องจนเกิดเป็น “ เมเจอร์ ซีนีเพล็กซ์ ” เป็นศูนย์รวมความบันเทิงหลายรูปแบบไว้ในที่เดียวโดยมีโรงภาพยนตร์ “เมเจอร์ ซีนีเพล็กซ์” หลากหลายประเภทเพื่อให้เกิดความสะดวกสบาย และตอบสนองความต้องการของกลุ่มลูกค้าที่เข้าใช้บริการโรงภาพยนตร์ ดังนั้นผู้วิจัยจึงมีความสนใจที่จะวิจัยเรื่องพฤติกรรมและความพึงพอใจในการใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ ของ GEN Z

วัตถุประสงค์งานวิจัย

1. เพื่อศึกษาระดับปัจจัยทางด้านประชากรศาสตร์ ปัจจัยทางด้านการตลาด ปัจจัยทางด้านสภาพแวดล้อม ปัจจัยด้านรูปแบบการดำเนินชีวิตของผู้บริโภค และด้านการตัดสินใจเลือกใช้บริการ
2. เพื่อศึกษาปัจจัยทางด้านประชากรศาสตร์ ปัจจัยทางด้านการตลาด ปัจจัยทางด้านสภาพแวดล้อม ปัจจัยด้านรูปแบบการดำเนินชีวิตของผู้บริโภค ที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

ประโยชน์ของวิจัย

1. ทำให้ทราบถึงการศึกษาปัจจัยทางด้านประชากรศาสตร์ ปัจจัยทางด้านการตลาด ปัจจัยทางด้านสภาพแวดล้อม ปัจจัยด้านรูปแบบการดำเนินชีวิตของผู้บริโภค ที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z
2. ทำให้ผู้ประกอบการสามารถปรับปรุงและพัฒนาการบริการให้แก่ผู้บริโภคที่มีการเปลี่ยนแปลงความต้องการได้ในปัจจุบัน
3.

นิยามศัพท์

งานวิจัยฉบับนี้ ผู้วิจัยได้กำหนดความหมายและคำศัพท์ที่เกี่ยวข้อง มีวัตถุประสงค์เพื่อให้ ผู้อ่านมีความเข้าใจงานวิจัยนี้ไปในแนวทางเดียวกัน ดังนี้

โรงภาพยนตร์ หมายถึง เป็นสถานที่สร้างขึ้นเพื่อการรับชมภาพยนตร์ ดังนั้นผู้ประกอบการ จะต้องมีใบอนุญาตประกอบกิจการโรงภาพยนตร์ โรงภาพยนตร์เป็นธุรกิจที่ให้ผู้บริโภคจ่ายเงินเพื่อเข้า 7 มาชมภาพยนตร์ ฟิล์มของภาพยนตร์จะถูกฉายจากเครื่องฉาย ไปที่จอและปรากฏภาพบนจอที่ด้าน หน้าที่นั่งชมภายในโรงภาพยนตร์ นิยมสร้างเก้าอี้ที่นั่งบนพื้นแบบขั้นบันไดและไล่ระดับลงมาจาก ด้านหลังลงไปยังด้านหน้าของโรงภาพยนตร์

GEN Z หมายถึง คำเรียกขานกลุ่มคนรุ่นใหม่ที่เกิดในช่วงปี พ.ศ.2538 – 2552 อายุระหว่าง 12-26 ปี พวกเขาเหล่านี้เติบโตมาพร้อมกับเทคโนโลยี อินเทอร์เน็ต และสิ่งอำนวยความสะดวกมากมายรายล้อมตัว เรียนรู้ไว และกล้าตัดสินใจทำอะไรอย่างรวดเร็ว เมื่อมองในมุมการเลือกซื้อสินค้าและบริการ พวกเขาคือคนที่ทำการศึกษาข้อมูล ดูรีวิวต่าง ๆจากโลกออนไลน์ด้วยตัวเอง และในแง่กำลังซื้อแล้ว นักการตลาดมองว่า กลุ่มคน Gen Z พร้อมเปย์ขั้นสุด หากว่าสินค้าและบริการเหล่านั้นบ่งบอกถึงตัวตน บุคลิกภาพ หรือแม้แต่สนับสนุนประเด็นที่พวกเขาสนใจ

ภาพยนตร์หรือหนัง หมายถึง กระบวนการบันทึกภาพด้วยฟิล์ม แล้วนำออกฉายให้เห็นภาพเคลื่อนไหว ภาพที่ปรากฏบนฟิล์มภาพยนตร์หลังจากผ่านกระบวนการถ่ายทำแล้วเป็นเพียงภาพนิ่งจำนวนมากที่มีอิริยาบถหรือแสดงอาการเคลื่อนไหวเปลี่ยนแปลงไปทีละน้อยต่อเนื่องกันเป็นช่วง ๆ ตามเรื่องราวที่ได้รับการถ่ายทำและตัดต่อมา ซึ่งอาจเป็นเรื่องราวหรือเหตุการณ์ที่เกิดขึ้นจริง หรือเป็นการแสดงให้เหมือนจริง หรืออาจเป็นการแสดงและสร้างภาพจากจินตนาการของผู้สร้างก็ได้

ขอบเขตการวิจัย

งานวิจัยฉบับนี้จัดทำขึ้นเพื่อศึกษาพฤติกรรมและรูปแบบการดำเนินชีวิตของผู้บริโภค GEN Z ต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์
มีขอบเขตการวิจัยดังนี้

<u>ขอบเขตด้านเนื้อหา</u> การวิจัยครั้งนี้เป็นการศึกษาเชิงพรรณนา เพื่อศึกษาปัจจัยที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

<u>ตัวแปรที่ใช้ในการวิจัย</u>

- ตัวแปรอิสระ ได้แก่
  - ปัจจัยทางด้านประชากรศาสตร์ เช่น เพศ ระดับการศึกษา รายได้ และอาชีพ

- ปัจจัยทางด้านการตลาด เช่น ผลิตภัณฑ์ ราคา ช่องทางการจัดจำหน่าย และการส่งเสริมการตลาด
- ปัจจัยทางด้านสภาพแวดล้อม เช่น สถานที่การเลือกใช้บริการ และสภาพแวดล้อม
- ปัจจัยด้านรูปแบบการดำเนินชีวิตของผู้บริโภค เช่น กิจกรรม ความสนใจ และความคิดเห็น

- ตัวแปรตาม ได้แก่

o ปัจจัยที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z เช่น การรับรู้ปัญหา การแสวงหาข้อมูล การประเมินผลทางเลือก และพฤติกรรม ภายหลังการซื้อ

ประชากรและกลุ่มตัวอย่าง

ขอบเขตด้านประชากร ได้แก่ ผู้บริโภค GEN Z ในเขตอำเภอชะอำ จังหวัดเพชรบุรี โดยคำนวณขนาดกลุ่มตัวอย่างตามสูตรของคอแครน (Cochran) ได้ขนาดตัวอย่าง 400 คน

กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ใช้วิธีการเลือกกลุ่มตัวอย่างแบบบังเอิญ (Accidental Sampling) เป็นการเลือกกลุ่มตัวอย่างเพื่อให้ได้จำนวนตามต้องการโดยไม่มีหลักเกณฑ์

ขอบเขตด้านเนื้อหา

เป็นการศึกษาปัจจัยที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ในเขตอำเภอชะอำ จังหวัดเพชรบุรี

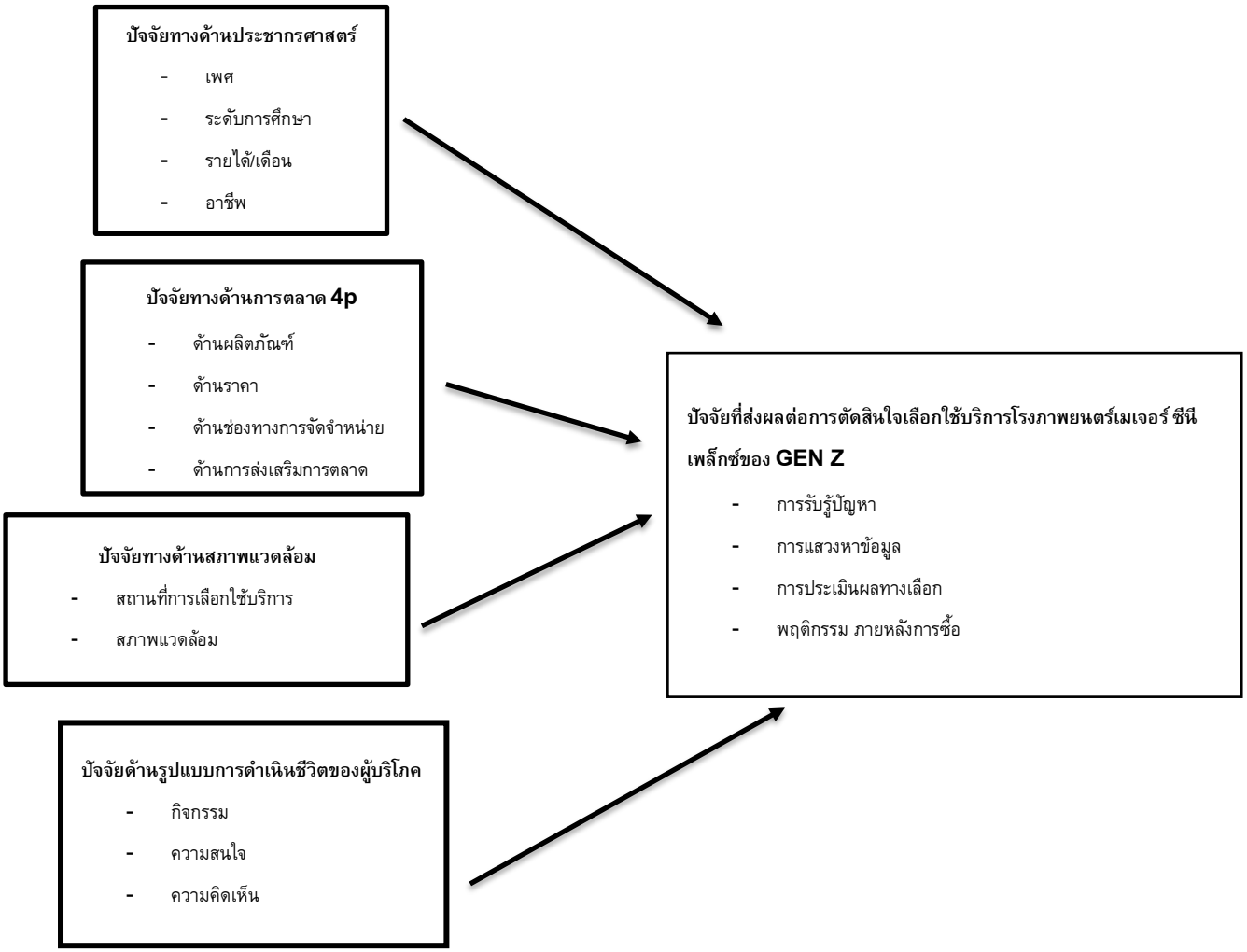
ขอบเขตด้านพื้นที่

ผู้วิจัยใช้พื้นที่ศึกษา คืออำเภอชะอำ จังหวัดเพชรบุรี เป็นหน่วยวิเคราะห์

ขอบเขตด้านระยะเวลา

ในการศึกษาวิจัยครั้งนี้ ใช้เวลา ตั้งแต่ เดือนกันยายน 2565 - เดือนมกราคม 2566 รวมระยะเวลา 5 เดือน

กรอบแนวคิด



สมมติฐานการวิจัย

สมมติฐานที่ 1 ปัจจัยทางด้านประชากรศาสตร์ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

สมมติฐานที่ 2 ปัจจัยทางด้านการตลาดส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

สมมติฐานที่ 3 ปัจจัยทางด้านสภาพแวดล้อมส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

สมมติฐานที่ 4 ปัจจัยทางด้านรูปแบบการดำเนินชีวิตของผู้บริโภคส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

เอกสารเกี่ยวกับส่วนประสมทางการตลาด (4P)

1. ด้านผลิตภัณฑ์ (Product)

สำหรับธุรกิจบริการจะอยู่ในประเภทผลิตภัณฑ์ที่จับต้องไม่ได้ ซึ่งจะต้องตอบสนองความต้องการของมนุษย์ หรือลูกค้าได้เรียกง่าย ๆว่าเป็นการวิเคราะห์จากสิ่งที่ผู้ขายต้องการจะมอบให้ผู้ซื้อนั่นเอง ถือเป็นสิ่งแรกที่ต้องเอามาเป็นตัวกำหนดกลยุทธ์ทางการตลาดหากจะเจาะในส่วนของโรงภาพยนตร์ก็คงต้องเลือกก่อนว่าคุณจะทำโรงภาพยนตร์ประเภทไหน มาตรฐานระดับดาว เท่าไหร่

2. ด้านราคา (Price)

คุณค่าที่ลูกค้าจะได้รับที่จะได้กลับมาในรูปแบบของเงิน ลูกค้าจะทำการไตร่ตรองระหว่าง ประโยชน์และความบันเทิงที่จะได้รับกับราคาที่ต้องจ่ายของบริการเสมอและอาจจะมีการเปรียบเทียบกับบริการของที่อื่นด้วย ในด้านนี้คุณต้องคำนึงถึงความเหมาะสมและสำรวจคู่แข่งก่อนที่จะปล่อยการบริการนั้นออกสู่ตลาดเต็มตัว หรือจะมีหลายระดับราคาเพื่อให้ลูกค้าได้เลือกก็เป็นอีกหนึ่งกลยุทธ์ที่นักการตลาดนำมาใช้กันราคาถือว่ามีความสำคัญมากเพราะลูกค้าสามารถหา 9 ข้อมูล และเปรียบเทียบราคาออนไลน์ได้สะดวก และรวดเร็วมากขึ้น เงื่อนไขการชำระเงินก็เป็นอีกเรื่องที่ต้องบริหารให้ดี เพราะมีเรื่องของการชำระล่วงหน้า

3. ด้านช่องทางการจัดจำหน่าย (Place)

เป็นสื่อกลางในการบริการให้ลูกค้า กลยุทธ์ในด้านนี้ก็จะต้องพิจารณาด้านทำเลที่ให้คนมาใช้บริการ (Location) และช่องทางในการนำเสนอบริการ (Channels) ในที่นี้ช่องทางหลักๆ

1. การจองผ่าน AppicationMajor
2. การขายตั๋วหน้าเคาน์เตอร์โรงภาพยนตร์

4. ด้านส่งเสริมการตลาด (Promotion)

กลยุทธ์เบสิคที่ไม่มีไม่ได้ แต่การคิดกลยุทธ์ไม่ง่าย เพราะจำเป็นต้องวิเคราะห์พฤติกรรมผู้บริโภค แล้วยังต้องสื่อสารชักจูงเพื่อให้ผู้ที่สนใจมาใช้บริการมากยิ่งขึ้น ถือเป็นด้านที่จะต้องทำความเข้าใจ และมีความละเอียดอ่อนในการทำงานให้ประสบความสำเร็จอย่างโรงภาพยนต์ เช่น สำหรับนักเรียน นักศึกษา ก็จะมีบัตร M GEN เพื่อลดราคา 100 บาททุกวันพุธ เมื่อเข้าใช้บริการโรงภาพยนตร์เพื่อให้ได้ราคาพิเศษ และส่วนลด

เอกสารเกี่ยวกับพฤติกรรม

ความหมายของพฤติกรรม

พฤติกรรม หมายถึงการกระทำหรือการแสดงออกของสิ่งมีชีวิตทั้งที่ปรากฏออกมาให้เห็น หรือสัมผัสได้ และไม่สามารถเห็นหรือสัมผัสได้ เป็นสิ่งที่สิ่งมีชีวิตกระทำหรือปฏิกิริยาต่าง ๆ แสดงออกซึ่งแสดงออกทั้งภายในและภายนอก ทั้งนี้พฤติกรรมสามารถสังเกตได้และสังเกตไม่ได้ หรือสัมผัสได้ด้วยประสาทสัมผัสทั้ง 5 หรือสามารถวัดได้ด้วยเครื่องมือ (suntha chai ,2552)

องค์ประกอบของพฤติกรรม

ตามทฤษฎีของ Bloom ประกอบด้วย 3 ส่วนด้วยกันคือ (suntha chai ,2552)

1. ด้านความรู้หรือพุทธิปัญญา เป็นพฤติกรรมที่เกี่ยวข้องกับความรู้ ความเข้าใจ ความคิด
2. ด้านความรู้สึกนึกคิดหรือเจตคติพิสัย บ่งชี้ถึงสภาพจิตใจที่มีต่อสิ่งใดสิ่งหนึ่งเป็นนามธรรม เป็นพฤติกรรมที่เกิดขึ้นภายในจิตใจของบุคคล มีรายส่วนประกอบย่อย ๆอีก 3 ประการ คือ ทัศนคติ/เจตคติ ค่านิยม และความเชื่อ
3. ด้านการปฏิบัติหรือทักษะพิสัย คือพฤติกรรมที่แสดงออกทางร่างกาย

ลักษณะของพฤติกรรม

1. พฤติกรรมที่ไม่สามารถควบคุมได้เรียกว่า เป็นปฏิกิริยาสะท้อน เช่น การสะดุ้งเมื่อถูก เข็มแทง การกระพริบตา เมื่อมีสิ่งมากระทบกับสายตา ฯลฯ

2. พฤติกรรมที่สามารถควบคุมและจัดระเบียบได้เนื่องจากมนุษย์มีสติปัญญาและอารมณ์ (EMOTION) เมื่อมีสิ่งเร้ามากระทบสติปัญญา หรืออารมณ์ จะเป็นตัวตัดสินว่าควรจะปล่อยกิริยาใดออกไป ถ้าสติปัญญาควบคุมการปล่อยกิริยาเราเรียกว่าเป็นการกระทำตามความคิดหรือ ทำด้วยสมอง แต่ถ้าอารมณ์ควบคุมเรียกว่าเป็นการทำตามอารมณ์ หรือปล่อยตามใจ นักจิตวิทยาส่วนใหญ่เชื่อว่าอารมณ์อิทธิพลหรือพลังมากกว่าสติปัญญา ทั้งนี้เพราะมนุษย์ทุกคนยังมีความโลภ ความ โกรธ ความหลง ทำให้พฤติกรรมส่วนใหญ่เป็นไปตามความรู้สึกและอารมณ์เป็นพื้นฐาน

งานวิจัยที่เกี่ยวข้อง

อนัญญา จันทร์แก้ว (2559) ศึกษาเรื่องความพึงพอใจในการใช้บริการโรงภาพยนตร์ในเครือเมเจอร์ ซีนีเพล็กซ์ในเขตกรุงเทพมหานครและปริมณฑล ผลการวิจัยพบว่า มีปัจจัยที่ส่งผลต่อความพึงพอใจในการใช้บริการมีทั้งหมด 8 ปัจจัย ซึ่งสามารถเรียงลำดับจากมากไปน้อยได้แก่ ปัจจัยด้านระบบการฉายภาพยนตร์ อาหาร และเครื่องดื่ม ปัจจัยด้านราคาและความยาวของโฆษณาก่อนชมภาพยนตร์ ปัจจัยด้านการส่งเสริมการตลาด ปัจจัยด้านช่องทางการจัดจำหน่าย ขั้นตอนการจำหน่ายบัตรชมภาพยนตร์ และความตรงเวลาในการฉายภาพยนตร์ ปัจจัยด้านผลิตภัณฑ์ภาพยนตร์และโรงภาพยนตร์ ปัจจัยด้านลักษณะทางกายภาพในส่วนที่นอกเหนือจากโรงภาพยนตร์ และขั้นตอนการซื้ออาหารและเครื่องดื่ม ปัจจัยด้านลักษณะทางกายภาพของโรงภาพยนตร์ ปัจจัยด้านบุคลากร รวมทั้งมีปัจจัยลักษณะทางประชากรศาสตร์ด้านอายุที่แตกต่างกันส่งผลต่อความพึงพอใจในการใช้บริการโรงภาพยนตร์ในเครือเมเจอร์ ซีนีเพล็กซ์ในเขตกรุงเทพมหานคร และปริมณฑล

สาริศา คาโสภณ (2555) ศึกษาเรื่องปัจจัยที่มีผลต่อการเลือกชมภาพยนตร์ของนักศึกษามหาวิทยาลัยรามคำแหง พบว่าด้านการโฆษณาประชาสัมพันธ์ภาพยนตร์ ประกอบด้วย ด้านสื่อ โฆษณา ด้านตัวอย่าง และการเปิดรับตัวภาพยนตร์ มีความสัมพันธ์กับการเลือกชมภาพยนตร์ โดยกลุ่มที่รับสารวารสารมีความสัมพันธ์กับการเลือกชมภาพยนตร์มากที่สุดรองลงมาเป็นสื่อจากโทรทัศน์ ส่วนด้านภาพยนตร์ตัวอย่าง และการเปิดตัวภาพยนตร์เห็นว่าความสำคัญของภาพยนตร์เป็นปัจจัยที่สัมพันธ์กับการเลือกชมภาพยนตร์ในลำดับสูงสุดรองลงมาคือการฉายตัวอย่างในโรงภาพยนตร์เป็นปัจจัยทางบวกกับการเลือกชมภาพยนตร์การศึกษาดังกล่าวนี้เป็นการศึกษาที่เก็บข้อมูลจากนักศึกษาระดับมหาวิทยาลัยซึ่งเป็นวัยรุ่นและทำการศึกษาเฉพาะการฉายภาพยนตร์ในระบบฟิล์มเท่านั้น

ชาญวิทย์ พรหมพิทักษ์ (2551) ศึกษาเรื่องภาพยนตร์ดิจิทัล 2.0K กับการเลือกชมของวัยรุ่นเขตบางกะปิ กรุงเทพมหานคร พบว่าเพศ การศึกษา รายได้ ภูมิลำเนาของวัยรุ่นที่แตกต่างกัน โดยวัยรุ่นอายุ 21 ปี เลือกชมภาพยนตร์ดิจิทัลมากที่สุด ส่วนใหญ่มีการศึกษาในระดับอุดมศึกษา และมีรายได้ต่อเดือนโดยเฉลี่ยประมาณ 10,000 บาทขึ้นไป ภูมิลำเนาอยู่ในเขตกรุงเทพฯ และปริมณฑล งานวิจัยดังกล่าวชี้ให้เห็นว่าวัยรุ่นเป็นวัยที่เลือกชมภาพยนตร์ลักษณะของวัยที่แตกต่างกัน มีผลต่อการเลือกชมภาพยนตร์ที่แตกต่างกันชอบความทันสมัยและเทคโนโลยีสมัยใหม่ของภาพยนตร์ที่เป็นระบบดิจิทัล

เบญจวรรณ สุจิตประภากร (2550) ศึกษาเรื่องพฤติกรรมการเปิดรับสารโฆษณาภาพยนตร์ที่มีผลต่อการตัดสินใจชมภาพยนตร์ในโรงภาพยนตร์ของประชาชนในกรุงเทพมหานครโดยใช้แบบสอบถามในการเก็บรวบรวมข้อมูลจำนวน 400 คน ด้านลักษณะประชากรกับการเปิดรับเนื้อหาในสื่อโฆษณาภาพยนตร์พบว่ากลุ่มตัวอย่างผู้เลือกชมภาพยนตร์พบว่าเพศชายมากกว่าเพศหญิง อายุ อาชีพ ระดับการศึกษาที่แตกต่างกันจะเปิดรับองค์ประกอบด้านดารา สื่อภาพนิ่ง โครงเรื่องภาพยนตร์ตัวอย่างด้านผู้กำกับ รายได้ที่แตกต่างกัน ชื่อเรื่อง และองค์ประกอบของภาพยนตร์ ตัวอย่างที่แตกต่างงานวิจัยดังกล่าวชี้ให้เห็นว่าลักษณะประชากรที่แตกต่างกันมีผลในการเลือกชมภาพยนตร์ที่แตกต่างกันและพฤติกรรมการเปิดรับสาร

นรินทร์ แก้วแท้ (2550) ได้วิจัยเรื่องปัจจัยทางการตลาดบริการที่สัมพันธ์กับพฤติกรรมการ ใช้บริการโรงภาพยนตร์เมเจอร์ซีนีเพล็กซ์สาขารัชโยธิน พบว่าปัจจัยส่วนบุคคลที่มีความสัมพันธ์กับพฤติกรรมการใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์สาขารัชโยธิน ได้แก่ อายุ ระดับการศึกษา และรายได้ส่วนบุคคลต่อเดือน ส่วนเพศ สถานภาพการสมรส และอาชีพไม่มีความสัมพันธ์กับพฤติกรรมการใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์สาขารัชโยธิน และปัจจัยทางการตลาดบริการที่มีความสัมพันธ์กับพฤติกรรมการใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์สาขารัชโยธิน ได้แก่ปัจจัยราคาและปัจจัยช่องทางการจัดจำหน่าย ส่วนปัจจัยผลิตภัณฑ์ ปัจจัยการส่งเสริมการตลาด ปัจจัยบุคลากร ปัจจัยการนำเสนอลักษณะทางกายภาพและปัจจัยกระบวนการไม่มีความสัมพันธ์กับพฤติกรรมการใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์สาขารัชโยธิน

วิธีการดำเนินวิจัย

1. ประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการวิจัยครั้งนี้ คือผู้บริโภค GEN Z ที่ใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ ซึ่งไม่ทราบประชากรที่แน่นอน

กลุ่มตัวอย่างที่ใช้ในการวิจัย คือผู้บริโภค GEN Z ที่มีอายุตั้งแต่ 14-26 ในเขตอำเภอชะอำ จังหวัดเพชรบุรี เลือกกลุ่มตัวอย่างแบบไม่ทราบขนาดของจำนวนประชากร จึงใช้วิธีการคำนวณสูตร การวิเคราะห์ความแปรปรวนทางเดียว (One-Way ANOVA) โดยทำการสุ่มตัวอย่าง ที่ระดับความเชื่อมั่น 95% ความคลาดเคลื่อน ± 5% จึงได้ขนาดของกลุ่มตัวอย่างเท่ากับ 45 คน เพื่อความถูกต้องและความสมบูรณ์ของข้อมูลผู้วิจัยจะทำการเก็บแบบสอบถามจำนวน 50 คน

2. เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลในการวิจัยครั้งนี้เป็นแบบสอบถามจำนวน 50 ชุด โดยลักษณะของแบบสอบถามที่ใช้เป็นลักษณะของแบบสอบถามปลายปิดโดยแบบสอบถามแบ่งออกเป็น 3 ส่วนคือ

แบบสอบถามตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับข้อมูลทางด้านปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถามเป็นแบบสอบถามปลายปิดจำนวน 4 ข้อ ได้แก่ เพศ ระดับการศึกษา อาชีพ และรายได้เฉลี่ยต่อเดือน

แบบสอบถามตอนที่ 2 เป็นแบบสอบถามเกี่ยวกับการพฤติกรรมการใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ในเขตอำเภอชะอำ จังหวัดเพชรบุรีโดยลักษณะแบบสอบถามเป็นแบบสอบถามปลายปิดจำนวน 6 ข้อได้แก่ ความถี่การใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ที่ใช้บริการ วันที่ใช้บริการ ช่วงเวลาใช้บริการ ค่าใช้จ่ายในการใช้บริการเฉลี่ยต่อครั้ง และเหตุผลในการชมภาพยนตร์ที่โรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์

แบบสอบถามตอนที่ 3 เป็นแบบสอบถามเกี่ยวกับปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อการเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ในเขตอำเภอชะอำ จังหวัดเพชรบุรีโดยลักษณะเป็นแบบ Likert Scale เป็นระดับการวัดข้อมูลประเภทอันตรภาค (Interval Scale) โดยกำหนดคะแนนไว้ 5 ระดับดังนี้

คะแนน 5 หมายถึงมีความสำคัญมากที่สุด
คะแนน 4 หมายถึงมีความสำคัญมาก
คะแนน 3 หมายถึงมีความสำคัญปานกลาง
คะแนน 2 หมายถึงมีความสำคัญน้อย
คะแนน 1หมายถึงมีความสำคัญน้อยที่สุด

3. การเก็บรวบรวมข้อมูล

การวิจัยในครั้งนี้เป็นการวิจัยปัจจัยที่ส่งผลต่อการเลือกใช้บริการโรงภาพยนตร์ในเขตภาคกลาง ประเทศไทย โดยมีแหล่งข้อมูลในการศึกษาประกอบด้วย 2 ส่วนคือ

ข้อมูลปฐมภูมิ

การเก็บข้อมูลในช่วงเดือนพฤษภาคม พ.ศ.2561 ถึง เดือนกรกฎาคม พ.ศ.2561 ผู้วิจัยทำการแจกแบบสอบถามแก่ผู้บริโภค GEN Z ที่ใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ในเขตอำเภอชะอำ จังหวัดเพชรบุรีจำนวน 50 คน โดยมีขั้นตอนในการดำเนินการดังนี้

ผู้วิจัยเลือกกลุ่มตัวอย่างโดยวิธีการสุ่มแบบบังเอิญ และเก็บข้อมูลโดยส่งแบบสอบถามแก่ตัวอย่าง และอธิบายวิธีการตอบในแบบสอบถาม

ข้อมูลทุติยภูมิ

เอกสารอื่น ๆที่ได้จากการศึกษาค้นคว้ารวบรวมงานวิจัย บทความ วารสาร เอกสาร สัมมนา สถิติในรายงานต่าง ๆทั้งของภาครัฐ และเอกชน เพื่อเป็นส่วนประกอบของเนื้อหา

4. การวิเคราะห์ผลการวิจัย

งานวิจัยนี้หลังจากได้รับแบบสอบถามกลับคืนมาแล้วจะทำการตรวจสอบเพื่อให้คะแนนและทำการประมวลผลด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์โดยวิเคราะห์ข้อมูลแบ่งเป็น 3 ส่วน

1. การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

2. การวิเคราะห์สถิติ Independent sample t-test และสถิติ One-Way ANOVA ใช้ในการเปรียบเทียบกลุ่มที่พบความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สำหรับการทดสอบสมมติฐาน ลักษณะทางประชาการศาสตร์ที่แตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกัน

3. การวิเคราะห์สมการถดถอยพหุคูณ (Multiple Regression) เพื่อวิเคราะห์หาความสัมพันธ์ของปัจจัยต่าง ๆ ตามสมมติฐานการวิจัยดังนี้

- ปัจจัยทางด้านการตลาดส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z
- ปัจจัยทางด้านสภาพแวดล้อมส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

- ปัจจัยทางด้านรูปแบบการดำเนินชีวิตของผู้บริโภคส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

ผลการวิจัย

แบ่งออกเป็น 4 ส่วน

ส่วนที่ 1 ปัจจัยทางด้านประชากรศาสตร์

ผู้ตอบแบบสอบถามส่วนใหญ่จะเป็นเพศหญิง (ร้อยละ 67.2) รองลงมาเป็นเพศชาย (ร้อยละ 32.8) โดยส่วนใหญ่ระดับการศึกษาจะเป็นระดับปริญญาตรี (ร้อยละ 78.7) ระดับสูงกว่าปริญญาตรี (ร้อยละ 8.2) ระดับมัธยมต้น และมัธยมปลายซึ่งมีค่าที่เท่ากัน (ร้อยละ 4.9) และระดับประถมศึกษามีค่าน้อยที่สุด (ร้อยละ 3.3)

ส่วนที่ 2 ปัจจัยทางด้านการตลาด 4p

ข้อมูลปัจจัยทางด้านการตลาดจำแนกออกเป็น 4 ประเภท ได้แก่ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย และด้านการส่งเสริมการตลาด เมื่อพิจารณาปัจจัยแต่ละด้านพบว่า ด้านผลิตภัณฑ์ ($\bar{x}$=4.21, SD=0.63) ด้านราคา($\bar{x}$=3.98, SD=0.81) ด้านช่องทางการจัดจำหน่าย ($\bar{x}$=4.41, SD=0.53) และด้านการส่งเสริมการตลาด ($\bar{x}$=4.24, SD=0.78) ตามลำดับ

ส่วนที่ 3 ปัจจัยทางด้านสภาพแวดล้อม

ข้อมูลปัจจัยทางด้านสภาพแวดล้อมจำแนกออกเป็นสถานที่การเลือกใช้บริการ และสภาพแวดล้อม เมื่อพิจารณาปัจจัยแต่ละด้านพบว่า ด้านสถานที่การเลือกใช้บริการ ($\bar{x}$=4.33, SD=0.61) และด้านสภาพแวดล้อม ($\bar{x}$=4.40, SD=0.59) ตามลำดับ

ส่วนที่ 4 ปัจจัยด้านรูปแบบการดำเนินชีวิตของผู้บริโภค

ข้อมูลด้านรูปแบบการดำเนินชีวิตของผู้บริโภคจำแนกออกเป็น กิจกรรม ความสนใจ และความคิดเห็น เมื่อพิจารณาปัจจัยแต่ละด้านพบว่า ด้านกิจกรรม ($\bar{x}$=4.23, SD=0.86) ด้านกิจกรรม ($\bar{x}$=4.22, SD=0.77) และด้านความสนใจ ($\bar{x}$=4.28, SD=0.73)

ผลการทดสอบสมมติฐาน

สมมติฐานที่ 1 ปัจจัยทางด้านประชากรศาสตร์ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

ปัจจัยทางด้านประชากรศาสตร์	Sig
เพศ	0.878
ระดับการศึกษา	0.067
รายได้	0.404
อาชีพ	0.633

*ที่ระดับนัยยะสำคัญ 0.05

จากตารางที่ 1 พบว่าปัจจัยทางด้านประชากรศาสตร์ที่แตกต่างกัน ไม่ได้ทำให้การตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z แตกต่างกันอย่างมีนัยสำคัญทางสถิติ 0.05 กล่าวคือ เพศ ระดับการศึกษา รายได้ และอาชีพ แตกต่างกันไม่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

สมมติฐานที่ 2 ปัจจัยทางด้านการตลาดส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

ปัจจัยทางด้านการตลาด	B	Std.Error	β	t	Sig
ค่าคงที่	0.414	0.394			
ด้านผลิตภัณฑ์	0.343	0.092	0.359	3.737	0.000
ด้านราคา	0.030	0.074	0.039	0.399	0.691
ด้านช่องทางการจัดจำหน่าย	0.198	0.109	0.174	1.814	0.075
ด้านการส่งเสริมการตลาด	0.349	0.074	0.451	4.700	0.000
F-Value = 31.166					
Adjusted R^2 = 0.668 Durbin-Watson = 1.884					

*ที่ระดับนัยยะสำคัญ 0.05

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.414 + 0.343 X_1+ 0.349 X_2

จากตารางที่ 2 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 31.166 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลทดสอบค่า Durbin-Watson เท่ากับ 1.884 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.668 แสดงว่าการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ได้ร้อยละ 66.8 โดยด้านผลิตภัณฑ์ (B = 0.343) และด้านการส่งเสริมการตลาด (B = 0.349) เป็นปัจจัยที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ส่วนปัจจัยที่ไม่ส่งผล คือด้านราคา และด้านช่องทางการจัดจำหน่าย

สมมติฐานที่ 3 ปัจจัยทางด้านสภาพแวดล้อมส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

ปัจจัยทางด้านสภาพแวดล้อม	B	Std.Error	β	t	Sig
ค่าคงที่	0.053	0.444			
สถานที่การเลือกใช้บริการ	0.153	0.138	0.154	1.107	0.273
สภาพแวดล้อม	0.594	0.142	0.581	4.172	0.000
F-Value = 28.294					
Adjusted R^2 = 0.476 Durbin-Watson = 2.211					

*ที่ระดับนัยยะสำคัญ 0.05

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 1.053 + 0.594 X_1

จากตารางที่ 3 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 28.294 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลทดสอบค่า Durbin-Watson เท่ากับ 2.211 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.476 แสดงว่าการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ได้ร้อยละ 47.6 โดยด้านสภาพแวดล้อม (B = 0.594) เป็นปัจจัยที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ส่วนปัจจัยที่ไม่ส่งผล คือสถานที่การเลือกใช้บริการ

สมมติฐานที่ 4 ปัจจัยทางด้านรูปแบบการดำเนินชีวิตของผู้บริโภคส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z

ปัจจัยทางด้านรูปแบบการดำเนินชีวิตของผู้บริโภค	B	Std.Error	β	t	Sig
ค่าคงที่	.966	0.237			
กิจกรรม	.090	0.058	0.122	1.543	0.128
ความสนใจ	.261	0.085	0.328	3.068	0.003
ความคิดเห็น	.438	0.080	0.530	5.496	0.000
F-Value = 72.076					
Adjusted R^2 = 0.780 Durbin-Watson = 1.945					

*ที่ระดับนัยยะสำคัญ 0.05

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y} = 0.966 + 0.261\ X_1 + 0.438\ X_2$

จากตารางที่ 4 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 72.076 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลทดสอบค่า Durbin-Watson เท่ากับ 1.945 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.780 แสดงว่าการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ได้ร้อยละ 78.0 โดยด้านความคิดเห็น (B = 0.438) และความสนใจ (B = 0.261) เป็นปัจจัยที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ส่วนปัจจัยที่ไม่ส่งผล คือกิจกรรม

สรุปและอภิปรายผล

สมมติฐานที่ 1 ปัจจัยทางด้านประชากรศาสตร์ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ได้แก่ เพศ ระดับการศึกษา รายได้ และอาชีพ โดยจากการทดสอบสมมติฐาน 1 โดยใช้วิธีคิด t-test และ ANOVA พบว่าลักษณะทางประชากรศาสตร์แตกต่างกันส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ต่างกัน ที่ระดับนัยสำคัญทางสถิติ 0.05

สมมติฐานที่ 2 ปัจจัยทางด้านการตลาดส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z เมื่อพิจารณาเป็นรายด้านพบว่า แสดงว่าการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ได้ โดยด้านผลิตภัณฑ์และด้านการส่งเสริมการตลาด เป็นปัจจัยที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ที่ระดับนัยสำคัญทางสถิติ 0.05 (ศศิพิมพ์ อังศุสิงห์, 2557) กล่าวว่า พฤติกรรมของผู้บริโภคที่มีการปรับตัวเข้ากับภาวะเศรษฐกิจ อาทิ การค้นหาข้อมูลสินค้าเพื่อเทียบราคาประกอบการตัดสินใจซื้อ เพื่อต้องการลดเวลาและค่าใช้จ่ายของการเดินทางไปซื้อสินค้า การซื้อสินค้าที่มีการจัดโปรโมชันออนไลน์ที่คุ้มค่ากว่าโดยมีการใช้เว็ปไซต์หรือโมบายแอพพลิเคชั่นที่ช่วยเปรียบเทียบก่อนตัดสินใจซื้อ ดังนั้นเจ้าของธุรกิจจึงต้องปรับตัวตามสภาพปัจจุบันรวมถึงเข้าใจพฤติกรรมผู้บริโภคเพื่อแข่งขันกับคู่แข่งได้เลือกช่องทางที่เหมาะสมและเสนอโปรโมชั่นที่คุ้มค่าเพื่อให้ผู้บริโภคเลือกซื้อสินค้าเรามากขึ้น (สมภพ อดุงจงรักษ์, 2561)

สมมติฐานที่ 3 ปัจจัยทางด้านสภาพแวดล้อมส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z เมื่อพิจารณาเป็นประเภทพบว่า สภาพแวดล้อม เป็นปัจจัยที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ที่ระดับนัยสำคัญทางสถิติ 0.05

สมมติฐานที่ 4 ปัจจัยทางด้านรูปแบบการดำเนินชีวิตของผู้บริโภคส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z เมื่อพิจารณาเป็นประเภทพบว่า แสดงว่าการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์

ของ GEN Z โดยด้านความคิดเห็น และความสนใจ เป็นปัจจัยที่ส่งผลต่อการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ ของ GEN Z ที่ระดับนัยสำคัญทางสถิติ 0.05

ข้อเสนอแนะที่ได้จากผลวิจัย

เนื่องจากปัจจัยทางด้านสภาพแวดล้อมส่งผลต่อการตัดสินใจในการเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ของ GEN Z ทางโรงภาพยนตร์ควรให้ความสนใจเกี่ยวกับสภาพแวดล้อมในโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ เช่น ความสะอาด คุณภาพของเครื่องเสียง และเก้าอี้ เพื่อช่วยในการตัดสินใจเลือกใช้บริการโรงภาพยนตร์เมเจอร์ ซีนีเพล็กซ์ต่อไป

ข้อเสนอแนะสำหรับการทำวิจัยครั้งต่อไป

ผู้วิจัยขอเสนอข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป เพื่อเป็นแนวทางในการนำไปศึกษาในครั้งต่อไป ควรศึกษาตัวแปรอื่น เช่น ปัจจัยทางการตลาด (7P's) เป็นต้น เนื่องจากปัจจุบันคู่แข่งทางธุรกิจที่ได้มีโรงภาพยนตร์ที่ให้บริการทางด้านการชมภาพยนตร์ ที่สามารถชมได้ทุกที่ สะดวกสบาย เกิดการแข่งขันและดึงดูดลูกค้าบางกลุ่มเลือกที่จะไปใช้บริการ รับชมภาพยนตร์ที่โรงภาพยนตร์อื่น ดังนั้นปัจจัยทางการตลาด (7P's) จึงเป็นปัจจัยสำคัญที่จะช่วยให้เข้าถึงผู้บริโภค และตอบสนองความต้องการของผู้บริโภคได้ดียิ่งขึ้น

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การศึกษาความพึงพอใจในสวัสดิการที่ได้รับของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

A study of satisfaction with the welfare received by factory workers, Tha Muang District, Kanchanaburi Province.

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บทคัดย่อ

การศึกษาเรื่องความพึงพอใจในสวัสดิการที่ได้รับของพนักงานโรงงาน อำเภอท่าม่วง จังหวัด

กาญจนบุรี มีวัตถุประสงค์เพื่อศึกษา 1. เพื่อศึกษาปัจจัยด้านประชากรศาสตร์ที่แตกต่างส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน 2. เพื่อศึกษาการรับรู้เกี่ยวกับสวัสดิการของพนักงาน ส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน 3. เพื่อศึกษาปัจจัยด้านกายภาพ และสถานภาพการทำงาน ส่งผลต่อความพึงพอใจในการทำงานของโรงงาน กลุ่มตัวอย่างในการศึกษาวิจัยครั้งนี้เป็นพนักงานโรงงานอำเภอท่าม่วง จังหวัดกาญจนบุรี สถิติที่ใช้ในการศึกษา ได้แก่ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน การวิเคราะห์ความแปรปรวนแบบทางเดียว (One way ANOVA) และการวิเคราะห์การถดถอยเชิงพหุคูณ (Multiple regression)

ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง มีอายุระหว่าง 26 -35 ปีมีสถานภาพสมรส การศึกษา ต่ำกว่าปริญญาตรี มีรายได้เฉลี่ยเดือนละ 10,001 – 20,000 บาท และส่วนใหญ่มีอายุการทำงาน 3 – 6 ปี ปัจจัยด้านประชากรศาสตร์ไม่ส่งผลต่อความพึงพอใจในการทำงาน แต่ความพึงพอใจในสวัสดิการด้านเศรษฐกิจ สวัสดิการด้านความมั่นคงปลอดภัย ด้านสวัสดิการสุขภาพ และด้านสวัสดิการนันทนาการ ส่งผลต่อความพึงพอใจในการปฏิบัติงาน โดยที่การรับรู้เกี่ยวกับ สวัสดิการที่ได้รับของพนักงานโรงงาน สวัสดิการด้านเศรษฐกิจ มีระดับมากที่สุด

คำสำคัญ : ความพึงพอใจ/สวัสดิการ/ปัจจัยด้านกายภาพในการทำงาน

Abstract

A Study on Welfare Satisfaction of Factory Employees in Tamang District Kanchanaburi's goal is to study 1. Study the different demographic factors that affect the job satisfaction of factory employees. 2. Study the welfare consciousness of employees and influence their job satisfaction. 3. Study the physical factors and working conditions that affect the job satisfaction of the factory. The sample of this study is a factory employee in Tha Muang District, Kanchanaburi Province. The statistical data used in the study is the average value. Standard deviation, one-way ANOVA analysis and multiple regression analysis

The study found that Most of the respondents were female. Aged between 26 -35 years, marital status, education below bachelor's degree They have an average monthly income of 10,001 – 20,000 baht and most of them work for 3 – 6 years. Demographic factors do not affect job satisfaction. but satisfaction in economic welfare security welfare health welfare and recreational welfare affecting job satisfaction by the awareness about Welfare received by factory employees economic welfare most level

Keywords: satisfaction/welfare/Working physical factors

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ความเป็นมาและความสำคัญของปัญหา

ในปัจจุบันนี้เป็นสังคมโลกยุคโลกาภิวัฒน์และมีความเปลี่ยนแปลงเกิดขึ้นอย่างรวดเร็ว ซึ่งได้ส่ง

ผลอย่างมากต่อการดำเนินธุรกิจในทุกภาคส่วน ทำให้เกิดการแข่งขันกันอย่างมาก เมื่อบริบทของการดำเนินธุรกิจเปลี่ยนแปลงไปเช่นนี้ การบริหารทรัพยากรบุคคลก็ต้องมีการปรับตัวตนไปด้วยเช่นกัน เพราะคนคือหัวใจสำคัญในการขับเคลื่อนองค์กร ทุกองค์กรจึงต้องหันมาปรับกลยุทธ์กันอีกครั้งในช่วงเวลาของการเปลี่ยนเข้าสู่ยุคสมัยนี้ เพื่อให้สอดรับกับกระแสโลกและทิศทางการดำเนินงานขององค์กให้เติบโตได้อย่างยั่งยืนและมีประสิทธิภาพสูงสุด นอกจากนี้อัตราการลาออกหรือย้ายงานขององค์กรต่างๆ ทั่วโลกนั้นเพิ่มสูงขึ้นเรื่อย ๆ นั่นทำให้ฝ่ายทรัพยากรบุคคล (HR) หันมาใส่ใจกับกลยุทธ์รักษาพนักงานกันอย่างจริงจัง ซึ่งสวัสดิการถือเป็นอีกปัจจัยหลักหนึ่งที่ส่งผลต่อความพึงพอใจในงานที่ทำและองค์กรที่ตนทำงานอยู่ ทำให้เกิดการทำงานในระยะยาว ซึ่งสอดคล้องกับทฤษฎีลำดับขั้นความต้องการของ Maslow (1984) และทฤษฎีสองปัจจัยของ Herberg (1969) พบว่า สวัสดิการเป็นสิ่งที่มีอิทธิพลต่อการปฏิบัติงานของพนักงาน และเป็นสิ่งที่พนักงานควรได้รับนอกเหนือจากเงินเดือนและค่าจ้างที่ได้รับตามปกติ เมื่อมนุษย์ได้รับการตอบสนองก็ทำให้เกิดตวามพึงพอใจและแสดงพฤติกรรมที่เป็นบวก ถ้ามนุษย์ได้รับสวัสดิการที่ดีและเหมาะสมก็จะเป็นสิ่งที่กระตุ้นให้การปฏิบัติงานเป็นไปอย่างมีประสิทธิภาพและเต็มใจที่จะทำงานอยู่กับองค์กรต่อไป องค์กรจะได้รับประโยชน์จากพนักงานในด้านผลการปฏิบัติงานในด้านการปฏิบัติงานที่มีคุณภาพ สามารถพัฒนาองค์กรให้ได้ดีขึ้น อีกทั้งการที่องค์กรมีสวัสดิการที่ดีตอบโจทย์ได้ทั้งพนักงานภายในองค์กรได้อย่างถูกต้องเหมาะสม และมีความยุติธรรมก็ยังช่วยส่งเสริมองค์กรให้มีภาพลักษณ์ที่ดีในสายตาของผู้คนภายนอกองค์กรได้อีกด้วย เพราะเมื่อใดกตามที่พนักงานในองค์กรเกิดความพึงพอใจในชีวิตการทำงานและการใช้ชีวิตของตนเอง พนักงานจะมีการพูดถึงองค์กรในแง่มุมที่ดีและเต็มเปี่ยมไปด้วยความสุข ความภาคภูมิใจ อันเป็นสิ่งที่จะเป็นประโยชน์ต่อองค์กรทั้งในปัจจุบันและอนาคต

การเอาใจใส่พนักงานมีความจำเป็นอย่างยิ่ง ซึ่งประสิทธิภาพในการปฏิบัติงานของพนักงานเป็นผลมาจากความรู้ความสามารถ ประสบการณ์ ได้ชีวิตความเป็นอยู่ส่วนตัวของพนักงาน ดังนั้นการให้ความช่วยเหลือแก่พนักงาน เพื่อให้พนักงานมีสุขภาพจิตดีดี ลดการคับข้องใจ และความเครียดลงได้ อันส่งผลดีต่อกระบวนการปฏิบัติงาน เพื่อให้มีประสิทธิภาพ การกระตุ้นชักจูงให้พนักงานในองค์กรเกิดความพึงพอใจในการทำงานนับเป็นลักษณะที่สำคัญอีกประการหนึ่ง ซึ่งคนโดยทั่วไปมักจะนึกถึงเงินเดือน ค่าจ้าง ตำแหน่งการงาน ความสะดวกในการทำงานเป็นสำคัญ โดยปัจจัยหนึ่งอาจจะมีความสำคัญที่สุดกับบุคคลหนึ่งหรือกลุ่มบุคคลหนึ่งในสภาพแวดล้อม และวัฒนธรรมอีกอย่างหนึ่ง ในการปฏิบัติทั่วไปพนักงานจะเกิดความรู้สึกพึงพอใจ และเต็มใจที่จะปฏิบัติงานให้สำเร็จตามจุดมุ่งหมาย ได้ก็ต่อเมื่องานนั้นให้ผลประโยชน์ตอบแทนทางด้านวัตถุ และด้านจิตใจ ซึ่งสามารถตอบสนองความต้องการขั้นพื้นฐานของพนักงานได้ เพราะความต้องการดังกล่าวนี้จะเป็นพลังผลักดันให้มนุษย์เราต้องต่อสู้ดิ้นรน โดยมีความทะเยอทะยาน การที่ผู้ปฏิบัติงานจะเกิดความพอใจในการทำงานมากหรือน้อยนั้นขึ้นอยู่กับแรงจูงใจที่มีอยู่ในองค์กร ถ้าองค์กร มีปัจจัยที่เป็นแรงจูงใจในการทำงานถือเป็นการสร้างส่วนประกอบในการทำงานเพื่อโน้มน้าวจิตใจให้ผู้ปฏิบัติงาน มีความเต็มใจที่จะใช้พลังในการทำงานให้ประสบความสำเร็จตามเป้าหมายที่วางไว้

สวัสดิการถือเป็นส่วนหนึ่งของแรงจูงใจในการทำงานของพนักงาน ซึ่งองค์กรตระหนักดีว่าพนักงานเป็นกุญแจสำคัญในการสร้างคุณภาพของผลผลิต เพื่อตอบสนองนโยบายขององค์กร และในขณะเดียวกันก็มีความเชื่อว่าสวัสดิการพนักงานเป็นปัจจัยสำคัญในการสร้างขวัญและกำลังใจให้พนักงานปฏิบัติหน้าที่อย่างทุ่มเท โปร่งใส บริสุทธิ์ ยุติธรรม ดังนั้นจึงต้อง มีการกำหนดสวัสดิการในด้านต่างๆให้พนักงาน อย่างเต็มศักยภาพและบรรลุเป้าหมายขององค์กร

ดังนั้น จึงสนใจศึกษาความพึงพอใจในสวัสดิการของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี ซึ่งผลการวิจัยในครั้งนี้จะทำให้ทราบถึงความพึงพอใจและสวัสดิการที่ได้รับของพนักงาน ว่าได้รับสวัสดิการและสิทธิประโยชน์ต่างๆเพียงพอและตรงกับความต้องการมากน้อยเพียงใด เพื่อนำผลวิจัยนี้มา ใช้ให้เกิดประโยชน์ นำมาเสนอแนะ ให้กับองค์กรสามารถดำเนินการปรับปรุงกำหนดกลยุทธ์ที่เหมาะสมในการสร้างสวัสดิการที่ดีก่อให้เกิดความพึงพอใจแก่พนักงานอย่างสูงสุด ทำให้รักษาและจูงใจให้พนักงานปฏิบัติงานได้อย่างเต็มประสิทธิภาพมากยิ่งขึ้น แต่เพื่อเป็นแนวทางในการเสริมสร้างความผูกพันต่อองค์กรให้พนักงานอยู่กับองค์กรในระยะยาว รวมถึงเป็นแนวทางให้เกิดการพัฒนาผลักดันให้องค์กรขับเคลื่อนไปสู่เป้าหมายที่องค์กรตั้งไว้ได้

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยด้านประชากรศาสตร์ที่แตกต่างส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

2. เพื่อศึกษาการรับรู้เกี่ยวกับสวัสดิการของพนักงาน ส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

3. เพื่อศึกษาปัจจัยด้านกายภาพ และสถานภาพการทำงาน ส่งผลต่อความพึงพอใจในการทำงานของโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

ประโยชน์ที่คาดว่าจะได้รับ

1. เพื่อทราบถึงความพึงพอใจและสวัสดิการที่ได้รับของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี
2. เพื่อนำผลการวิจัยในการจัดสวัสดิการ ไปเป็นแนวทางในการพัฒนาการจัดสวัสดิการของพนักงานให้มีความสอดคล้องกับความต้องการของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี
3. เพื่อนำผลการวิจัยในด้านความพึงพอใจในการทำงาน ไปใช้ในการส่งเสริมให้พนักงานมีความสะดวกสบายในการทำงานยิ่งขึ้น

นิยามศัพท์

ความพึงพอใจ หมายถึง ความมู้สึก (feeling) ในเชิงบวกของพนักงานที่มีต่อสิ่งใดสิ่งหนึ่ง ซึ่งความรู้สึกพอใจจะเกิดขึ้นต่อเมื่อพนักงานนั้น/ด้รับในสิ่งที่ตนเองต้องการ ได้รับความสำเร็จตามความมุ่งหมาย หรือเป็นไปตามเป้าหมายที่ตนเองต้องการซึ่งระดับความพึงพอใจจะแตกต่างกันย่อมขึ้นอยู่กับหรือองค์ประกอบที่ต้างกันแล้วแต่ละบุคคล (วรรณพร พูลคุณานุกูร,2554)

สวัสดิการ หมายถึง ผลประโยชน์ต่างๆ ที่บริษัทจัดให้แก่พนักงานนอกเหนือจากค่าจ้างหรือเงินเดือนเพื่อเป็นขวัญและกำลังใจในการทำงาน อีกทั้งเปผ้นการเสริมสร้างความเป็นอยู่ของพนักงานให้ดีขึ้น ซึ่งอาจอยู่ในรูปของเงิน สิ่งของ และสวัสดิการที่บริษัทจัดให้พนักงานนอกเหนือที่กฎหมายกำหนด เช่น ประกันสุขภาพ ห้องอาหาร เครื่องแบบพนักงาน เป็นต้น โดยคำว่าสวัสดิการนี้อาจเรียกได้หลายชื่อ ได้แก่ เงินชวยเหลือ ประโยชน์และบริการ เป็นต้น สำหรับการวิจัยครั้งนี้จะใช้คำว่า สวัสดิการ

ขอบเขตงานวิจัย

ขอบเขตด้านเนื้อหาการศึกษา การทำวิจัยในครั้งนี้เพื่อศึกษาความพึงพอใจในสวัสดิการที่ได้รับของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี โดยกำหนดตัวแปรศึกษา ดังนี้

- ต้นแปรต้น (Independent Variable) ได้แก่
  - การรับรู้เกี่ยวกับสวัสดิการที่ได้รับของพนักงาน โดยแบ่งเป็นสวัสดิการ 4 ด้าน เช่น ด้านเศรษฐกิจ ด้านความมั่นคงปลอดภัย ด้านสุขภาพ และด้านนันทนาการ
  - ปัจจัยด้านกายภาพในการทำงาน สภาพการทำงาน เช่น การเดินทางมาทำงาน สถานที่ทำงาน
- ตัวแปรตาม (Dependent Variable) ได้แก่
  - ความพึงพอใจในการทำงาน เช่น ด้านการจูงใจ และด้านการค้ำจุน

ประชากรและกลุ่มตัวอย่าง

ขอบเขตด้านประชากร ได้แก่ กลามพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี โดยคำนวณขนาดตัวอย่างตามสูตร

กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ใช้วิธีการเลือกกลุ่มตัวอย่างแบบบังเอิญ (Accidental Sampling) เป็นการเลือกกลุ่มตัวอย่าง เพื่อให้ได้จำนวนตามต้องการโดยไม่มีหลักเกณฑ์

ขอบเขตด้านระยะเวลา

ในการศึกษาวิจัยครั้งนี้ ใช้เวลาตั้งแต่ เดือนกันยายน 2565 - เดือนมกราคม 2566 รวมระยะเวลา 5 เดือน

แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง

การศึกษาเรื่อง “ ความพึงพอใจในสวัสดิการของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี ” การวิจัยในครั้งนี้ได้ศึกษาและรวบรวม แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง เพื่อเป็นแนวทางกำหนดกรอบแนวคิดในการวิจัย โดยจะเสนอตามลำดับหัวข้อ ดังนี้

แนวคิดเกี่ยวกับสวัสดิการ

ความหมายของสวัสดิการ

“ สวัสดิการ ” หมายถึง บริการหรือกิจกรรมใดๆ ที่หน่วยงานราชการ หรือองค์กรธุรกิจเอกชนจัดให้มีขึ้นเพื่อให้ข้าราชการ พนักงาน หรือผู้ที่ปฏิบัติงานอยู่ในองค์กรนั้นๆ ได้รับความสะดวกสบายในการทำงาน มีความมั่นคงในอาชีพ มีหลักประกันที่แน่นอนในการดำเนินชีวิต หรือได้รับประโยชน์อื่นใดนอกเหนือจาก เงินเดือน หรือค่าจ้างที่ได้รับอยู่เป็นประจำ ทั้งนี้เพื่อเป็นสิ่งจูงใจให้ผู้ปฏิบัติงานมีขวัญและกำลังใจที่ดี เพื่อจะได้ใช้กำลังกาย กำลังใจ และสติปัญญาความสามารถของตนในการปฏิบัติงานอย่างเต็มที่ไม่ต้องวิตกกังวลปัญหา ยุ่งยากทั้งในทางส่วนตัวและครอบครัวทำให้มีความพอใจในงาน มีความรักงานและตั้งใจที่จะทำงานนั้นให้นานที่สุด

ประเภทของสวัสดิการ

สวัสดิการที่องค์กรให้กับพนักงานมีหลายลักษณะ ขึ้นอยู่กับการเกิดขึ้นวัตถุประสงค์ และ

ความต้องการที่สอดคล้องกับลักษณะของการปฏิบัติงานหรือการดำเนินงานขององค์กรซึ่งสามารถจำแนกได้หลายประเภท ดังนี้

1. สวัสดิการตามที่กฎหมายกำหนด (Legally Required Benefits) คือ สวัสดิการที่ได้มีการ

พิจารณาแล้วว่าเป็นสิ่งที่จำเป็นพื้นฐานสำหรับพนักงานขององค์กรโดยทั่วไป ซึ่งกฎหมายได้บังคับใช้เพื่อให้องค์กรหรือสถานประกอบการที่มีลูกจ้างตั้งแต่ 1 คนขึ้นไป ต้องมีการจัดสวัสดิการประเภทนี้ ได้แก่ การบริการด้านสุขอนามัยในองค์กร น้ำดื่ม ห้องน้ำ ห้องพยาบาล ปัจจัยในการปฐมพยาบาลพื้นฐานการประกันสังคม เงินทดแทนกรณีพนักงานประสบอันตรายหรือบาดเจ็บ สูญเสียอวัยวะ ทุพพลภาพหรือเสียชีวิต เนื่องจากการปฏิบัติงาน เป็นต้น ทั้งนี้เป็นการตอบสนองคุณภาพชีวิตพื้นฐานและส่งเสริมสวัสดิภาพและความปลอดภัยในการปฏิบัติงานประจำวัน

2. สวัสดิการที่เป็นการจ่ายหรือให้ด้วยความเต็มใจโดยองค์กรเอง (Voluntary Benefits)

เป็นสวัสดิการในรูปแบบต่างๆ ที่องค์กรหรือนายจ้างเป็นผู้ให้ เนื่องจากพนักงานอาจไม่ได้รับความสะดวกหรือเห็นว่าเป็นสิ่งจำเป็น เป็นการช่วยคลายความกังวลใจ และรู้สึกปลอดภัย ได้แก่

2.1 สวัสดิการด้านสุขภาพ การรักษาพยาบาลเมื่อยามเจ็บไข้ได้ป่วย การจัดหน่วยแพทย์มาทำการตรวจรักษาภายในองค์กร การทำประกันสุขภาพประกันชีวิต หรืออุบัติเหตุ เป็นต้น

2.2 สวัสดิการด้านนันทนาการ เช่น องค์กรอาจจัดให้มีอุปกรณ์กีฬาภายในองค์กรการจัดสถานที่สำหรับการทำกิจกรรมนันทนาการ เพื่อให้พนักงานได้ผ่อนคลายจากความเครียด และยังเป็นการสร้างสรรค์ความสัมพันธ์อันดี ความคุ้นเคย ใกล้ชิดสนิทสนม และความเป็นกันเองระหว่างพนักงานและผู้บริหารอีกทางหนึ่งด้วย

2.3 สวัสดิการเกี่ยวกับการเงิน คือ ผลประโยชน์เกื้อกูลที่มีมูลค่าทางการเงินหรือเกี่ยวข้องกับตัวเงิน เช่น เงินให้กู้ยืมแก่พนักงาน โดยไม่คิดดอกเบี้ยหรือคิดดอกเบี้ยในอัตราที่ต่ำ เงินรางวัลอายุงาน เบี้ยขยัน เงินอุดหนุนการศึกษา เงินชดเชยแก่สมาชิกในครอบครัวกรณีพนักงานเสียชีวิตระหว่างการปฏิบัติงาน

2.4 สวัสดิการเพื่ออำนวยความสะดวกแก่พนักงาน เป็นการบริหารจัดการให้พนักงานเกิดความสะดวกในด้านต่างๆ ทั้งในการปฏิบัติงานแบะการดำเนินชีวิตประจำวัน เช่น การบริหารเครื่องดื่มหรืออาหาร เครื่องแบบสำหรับการปฏิบัติงาน การจัดร้านค้าสวัสดิการร้านอาหารที่มีคุณภาพในราคาประหยัด การจัดให้มีรถรับส่ง การจัดให้มีที่จอดรถ

3. สวัสดิการเกิดขึ้นโดยความร่วมมือระหว่างองค์กรและพนักงาน (Mutual Benefits) ซึ่งส่วนมากมักจะเป็นการให้เพื่อส่งเสริมความมั่นคง เพื่อรองรับการเกษียณอายุ หรือเมื่อต้องออกจากงาน เช่น เงินสะสมกองทุนสำรองเลี้ยงชีพ

4. การจ่ายเงินให้พนักงานสำหรับเวลาที่ไม่ต้องทำงาน (Paid Time Off) ได้แก่ วันหยุดตามประเพณี วันหยุดพักผ่อน วันหยุดหรือวันลาพิเศษโดยองค์กรอนุญาตให้หยุด เพื่อให้พนักงานได้ใช้สิทธิตามกฎหมายวันลาพักงาน เพื่อไปศึกษาความรู้เพิ่มเติม

5. สวัสดิการเชิงบรารอื่นๆ (Services) เป็นการให้บริการขององค์กรแก่พนักงานในรูปแบบของสวัสดิการโดยมีวัตถุประสงค์สำคัญ คือ ช่วยส่งเสริมขวัญกำลังใจ สร้างความรู้สึกที่ดีร่วมกันระหว่างองค์กรและพนักงาน และมุ่งเสริมสร้างพันธะสัญญาทางใจ เช่น การสนับสนุนกิจกรรมต่างๆ ในองค์กร การบริการให้คำปรึกษาแนะนำ การอบรมหรือให้ความรู้เพิ่มเติม ห้องสมุด สมาชิกสถานที่ออกกำลังกาย การให้บริการอาหารว่างและเครื่องดื่ม การบริการเก้าอี้นวด เป็นต้น

<u>แนวคิดและทฤษฎีที่เกี่ยวกับความพึงพอใจ</u>

แนวคิดที่เกี่ยวกับความพึงพอใจ

พวงทอง ตั้งธิติกุล (2542) กล่าวว่าความพึงพอใจ เป็นการแสดงออกซึ่งความสุขสมหวังของมนุษย์เมื่อได้รับการตอบสนองตามความต้องการ

ธารกมล อูปแก้ว (2544) กล่าวว่า ความพึงพอใจ หมายถึง ความรู้สึกที่เกิดจากการได้รับการตอบสนองต่อความต้องการของตนอย่างสมบูรณ์ที่สุด

จรัญ พานิช (2550) กล่าวว่า ความพึงพอใจเป็นความรู้สึก 2 แบบของมนุษย์ คือความรู้สึกในทางบวก และความรู้สึกในทางลบ ความรู้สึกในทางบวกเป็นความรู้สึกที่เกิดขึ้นแล้วทำให้เกิดความสุข ความสุขนี้ เป็นความรู้สึกที่แตกต่างจากความรู้สึกทางบวกอื่นๆ ดังนั้น จะเห็นได้ว่าความสุขนี้มีผลต่อบุคคลมากกว่าความรู้สึกทางบวกอื่นๆ

Strauss and Sayles (1967) ให้ความหมายว่า ความพึงพอใจในการปฏิบัติงาน เป็นความรู้สึกพอใจในงานที่ทำ มีความเต็มใจที่จะปฏิบัติงานที่ได้รับมอบหมายนั้น ให้สำเร็จตามวัตถุประสงค์ขององค์กร แต่บุคคลจะรู้สึกพอใจในงานที่ทำเมื่องานนั้นให้ประโยชน์ ตอบแทนทางด้านวัตถุและจิตใจ ทั้งยังสามารถตอบสนองความต้องการขั้นพื้นฐานของบุคคลได้อีกด้วย

<u>ทฤษฎีเกี่ยวกับความพึงพอใจ</u>

- ทฤษฎีลำดับขั้นความต้องการของมาสโลว์

ทฤษฎีลำดับขั้นความต้องการของมาสโลว์ (Maslow's hierarchy of needs theory) ได้แบ่งความต้องการของมนุษย์ (Hierarchy of need theory) ตั้งแต่ลำดับต่ำสุดถึงลำดับสูงสุด เป็น 5 ขั้น โดยมาสโลว์ได้จำแนกความต้องการทั้ง 5 ขั้นของมนุษย์เป็น 2 ลำดับใหญ่ๆ คือ ลำดับต่ำ (Lower – order) ได้แก่ ความต้องการทางกายภาพ ความต้องการทางสังคม ความต้องการได้รับการยกย่อง และความต้องการความสำเร็จในชีวิต ซึ่งแตกต่างของความต้องการทั้ง2 ระดับ คือ ความต้องการในระดับสูง เป็นความพึงพอใจที่เกิดขึ้นภายในตัวบุคคล ขณะที่ความต้องการระดับต่ำ เป็นความพึงพอใจที่เกิดจากภายนอก เช่น ค่าตอบแทน เป็นต้น (พงศกร แมฮะ, 2561)

1. ความต้องการระดับกายภาพ (Physiological Needs) เป็นความต้องการทางร่างกายขั้นพื้นฐานของมนุษย์และเป็นสิ่งที่จำเป็นที่สุดสำหรับการดำรงชีวิต ความต้องการเหล่านี้ ได้แก่ อากาศ น้ำ เครื่องนุ่งห่ม ยารักษาโรค ที่อยู่อาศัย ความต้องการทางเพศ เป็นต้น มนุษย์จะมีความต้องการในลำดับถัดไป เมื่อความต้องการระดับกายภาพได้รับการตอบสนองแล้ว ดังนั้น ในขั้นแรกองค์กรจะต้องตอบสนองความต้องการของพนักงาน โดยการจ่ายค่าจ้าง และผลตอบแทนเพื่อให้พนักงานสามารถนำเงินไปใช้จ่าย เพื่อแสวงหาสิ่งจำเป็นพื้นฐานในการดำรงชีวิตของแต่ละคน

2. ความต้องการความมั่นคงปลอดภัย (Safety or Security Needs) เมื่อความต้องการด้านร่างกายได้รับการตอบสนองแล้ว ความต้องการความมั่นคงปลอดภัยก็จะเข้ามามีบทบาทในพฤติกรรมของมนุษย์ ความปลอดภัยดังกล่าวมี 2 รูปแบบ คือ ความต้องการความปลอดภัยทางด้านร่างกาย และความมั่นคงทางด้านเศรษฐกิจ ซึ่งความต้องการความปลอดภัยทางด้านร่างกาย ได้แก่ การมีความปลอดภัยในชีวิต การมีสุขภาพดี เป็นต้น ส่วนความมั่นคงทางเศรษฐกิจ ได้แก่ การมีอาชีพการงานมั่นคง การทำงานที่มีหลักประกันอย่างเพียงพอ จะส่งผลต่อการตัดสินใจในการทำงานต่อไป อันจะเป็นข้อมูลในการตัดสินใจลาออกจากงาน หรือการพิจารณาเลือกงานใหม่ แต่ตราบใดที่ความต้องการด้านร่างกายยังไม่ได้รับการตอบสนอง ความต้องการที่จะได้รับความมั่นคงปลอดภัยก็ค่อนข้างน้อย

3. ความต้องการทางสังคม (Social Needs) เมื่อความต้องการทั้ง 2 ประการได้รับการตอบสนองแล้ว ความต้องการในระดับที่สูงกว่า จะเข้ามามีบทบาทต่อพฤติกรรมของมนุษย์ ความต้องการทางสังคม ได้แก่ ความต้องการยอมรับในผลงาน ความเอื้ออาทร ความเป็นมิตรที่ดี ความมีมนุษย์สัมพันธ์ที่ดี และความรักจากผู้บังคับบัญชาและเพื่อร่วมงาน องค์กรสามารถตอบสนองความต้องการของพนักงานได้ โดยการให้ลูกจ้างมีส่วนในการแสดงความคิดเห็น ให้ลูกจ้างทำงานเป็นกระบวนกลุ่ม (Group Process) และมีลักษณะเป็นการร่วมใจ (Collaboration) ในการทำงานมากกว่าที่มุ่งการแข่งขัน (Competition) ตลอดจนองค์กรต้องมองเห็นคุณค่าของพนักงาน ยอมรับความคิดเห็นของเขาเหล่านั้น ด้วยการยกย่องชมเชยเมื่อมีโอกาสอันควร

4. ความต้องการได้รับการยกย่องสรรเสริญในสังคม (Esteem Needs) หมายรวมถึงความเชื่อมั่นในตนเอง ความสำเร็จ ความรู้ความสามารถ การนับถือตนเอง ความเป็นอิสระและเสรีภาพในการทำงาน ตลอดจนต้องการมีฐานะเป็นที่ยอมรับนับถือของคนทั้งหลาย การมีตำแหน่งสูงในองค์กรหรือการที่สามารถใกล้ชิดบุคคลสำคัญๆ ล้วนเป็นการส่งเสริมให้ฐานะของบุคคลเด่นขึ้นทั้งสิ้น

5. ความต้องการความสำเร็จในชีวิต (Self – actualization Needs) เมื่อมนุษย์ได้รับการตอบสนองทั้ง 4 ระดับแล้ว มนุษย์จะทำงานเพื่ออยากรู้ว่า ตอนเองมีศักยภาพแค่ไหน และพยายามพัฒนาศักยภาพของตอนเองไปสู่จุดสูงสุด การทำงานเกิดจากสนใจ และรักในงานที่ทำและทำเพราะได้มีโอกาสพัฒนาศักยภาพของตนให้ถึงจุดสูงสุด

สรุปได้ว่าทฤษฎีลำดับขั้นความต้องการของมาสโลว์ เป็นความต้องการของมนุษย์จะเรียงลำดับตามขั้นตอน การจำแนกความต้องการของมนุษย์ขึ้นอยู่กับเป้าหมายในขณะนั้น ซึ่งพฤติกรรมที่แสดงออกทุกรูปแบบจะแสดงถึงแรงจูงใจของแต่ละตัวบุคคล รวมทั้งยังเป็นตัวชี้ความพึงพอใจต่อความต้องการขั้นพื้นฐาน ดังนั้น ต้องให้ความสนใจในสถานการณ์ทุกด้านที่ก่อให้เกิดการกระทำหรือกิริยาอาการที่แสดงออกทางร่างกาย ความคิด หรือความรู้สึกเพื่อตอบสนองต่อสิ่งเร้านั้นๆ

- ทฤษฎีปัจจัยจูงใจ

ทฤษฎีปัจจัยจูงใจของ Herzberg นั้นให้ความสำคัญแก่ปัจจัยซึ่งมีอิทธิพลต่อการทำงานของพนักงาน 2 ปัจจัย (สุรางค์รัตน์ วศินารมณ, 2540) ดังนี้

1. ปัจจัยค้ำจุน (Hygiene factors)

เป็นปัจจัยที่ไม่ได้จูงใจให้ผลิตมากขึ้น แต่จะเป็นตัวป้องกันไม่ให้พนักงานเกิดความรู้สึก

ไม่พอใจในการทำงาน เป็นสภาพแวดล้อมนอกเหนืองาม เป็นปัจจัยพื้นฐานที่สามารถจูงใจให้พนักงานทำงานกับนายจ้างได้ระดับหนึ่งเท่านั้น ถ้านายจ้างไม่สามารถตอบสนองความต้องการได้อย่างเพียงพอ พนักงานก็จะลาออกจากสถานประกอบการ และ

ไปทำงานที่อื่น ปัจจัยค้ำจุน ได้แก่ นโยบายบริษัท สถานภาพการทำงานที่มั่นคง ความสัมพันธ์ระหว่างหัวหน้ากับลูกน้อง เงินเดือน เป็นต้น โดยปัจจัยคำจุดนี้จะรักษาแรงจูงใจให้อยู่ในระดับสูงแล้วป้องกันแรงจูงใจให้เกิดในทางลบ

2. ปัจจัยกระตุ้น (Motivation factor)

เป็นลักษณะ ในเนื้องานที่ส่งผลจูงใจในการทำงานเพื่อเพิ่มผลผลิต ได้แก่ โอกาส

เจริญเติบโตลักษณะความสำเร็จ ลักษณะของงาน คำชมเชย ความก้าวหน้า เป็นต้น ปัจจัยจูงใจนี้มีอิทธิพลในการสร้างความพึงพอใจในการทำงานสามารถเปรียบเทียบความต้องการของมนุษย์ตามทฤษฎีของ Maslow และ Herzberg

<u>งานวิจัยที่เกี่ยวข้องกับความพึงพอใจ</u>

สมรัตน์ เชาวมัน (2557, บทคัดย่อ) “ ความพึงพอใจของพนักงานวิชาชีพต่อการจัดสวัสดิการในโรงพยาบาลนครธน” ผลการศึกษาภาพรวมความพึงพอใจของพนักงานวิชาชีพต่อสวัสดิการภาคบังคับ พบว่า พนักงานวิชาชีพมีความพึงพอใจต่อสวัสดิการพระบังคับมากกว่าสวัสดิการเพิ่มเติม ในระดับปานกลาง โดย พนักงานวิชาชีพมีความพึงพอใจต่อสวัสดิการภาคบังคับสวัสดิการที่ไม่เป็นตัวเงินมากที่สุด และเมื่อพิจารณาเป็นราย ด้านของสวัสดิการเพิ่มเติม สวัสดิการที่ไม่เป็นตัวเงิน พบว่าพนักงานวิชาชีพมีความพึงพอใจต่อสวัสดิการเพิ่มเติม ได้สุขภาพอนามัยมากที่สุด ผลการศึกษาเปรียบเทียบว่า แตกต่าง ข้อมูลทั่วไปกับความพึงพอใจของพนักงานวิชาชีพต่อสวัสดิการที่ได้รับของโรงพยาบาลนครธน พบว่า อายุ ระดับการศึกษา สถานภาพการสมรส ตำแหน่งงาน ลักษณะงานที่รับผิดชอบ ระยะเวลาที่ปฏิบัติงาน และรายได้รวมต่อเดือนที่แตกต่างกัน ทำให้พนักงานมีความพึงพอใจต่อการจัดสวัสดิการภาคบังคับที่ได้รับของ โรงพยาบาลแตกต่างกัน ยังมีนัยสำคัญทางสถิติที่ลำดับ 0.05 และเพศ อายุ สถานภาพการสมรส ระยะเวลาปฏิบัติงาน และรายได้รวมต่อเดือนที่แตกต่างกัน ทำให้พนักงานมีความพึงพอใจต่อการจัดสวัสดิการเพิ่มเติม ที่ได้รับของโรงพยาบาล แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ลำดับ 0.05

ณัฏฐชุดา หรั่งเพชร (2548) ศึกษาเรื่องความสัมพันธ์ระหว่างการรับรู้สวัสดิการที่ได้รับกับความผูกพันต่อองค์กรของพนักงานระดับปฏิบัติการ กรณีศึกษาบริษัท ทีโอทีจำกัด (มหาชน) พบว่าพนักงานมีการรับรู้สวัสดิการด้านสุขภาพอยู่ในระดับสูง และพนักงานมีการรับรู้สวัสดิการด้านความมั่นคงในงาน สวัสดิการด้านเศรษฐกิจ สวัสดิการด้านการศึกษา สวัสดิการด้านนันทนาการและสวัสดิการด้านความสะดวกสบายอยู่ในลำดับปานกลาง

กิตตินันท์ พิศสุวรรณ (2553) ศึกษาเรื่อง “ ความต้องการสวัสดิการของบุคลากร กรณีศึกษา บริษัท ลานอุตสาหกรรมเกษตร จำกัด” ผลการศึกษาพบว่า ความต้องการในสวัสดิการของกลุ่มตัวอย่างมีความต้องการโดยรวมอยู่ในระดับปานกลาง โดยกลุ่มตัวอย่างมีความต้องการด้านสุขภาพอนามัยมากที่สุดตกลงมาคือด้านเศรษฐกิจ ด้านสังคมและนันทนาการ และด้านการศึกษาตามลำดับ รวมถึงการศึกษาอย่างพบอีกว่า บุคลากรที่มีภูมิลำเนา ระยะเวลาในการทำงานประเภทการจ้างงาน เพศ อายุ ระดับการศึกษา สถานะภาพ สังกัดแผนก และรายได้ที่แตกต่างกันมีความต้องการในสวัสดิการที่แตกต่างกัน

สมมุติฐานการวิจัย

1. ปัยจัยด้านประชากรศาสตร์ที่แตกต่างส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

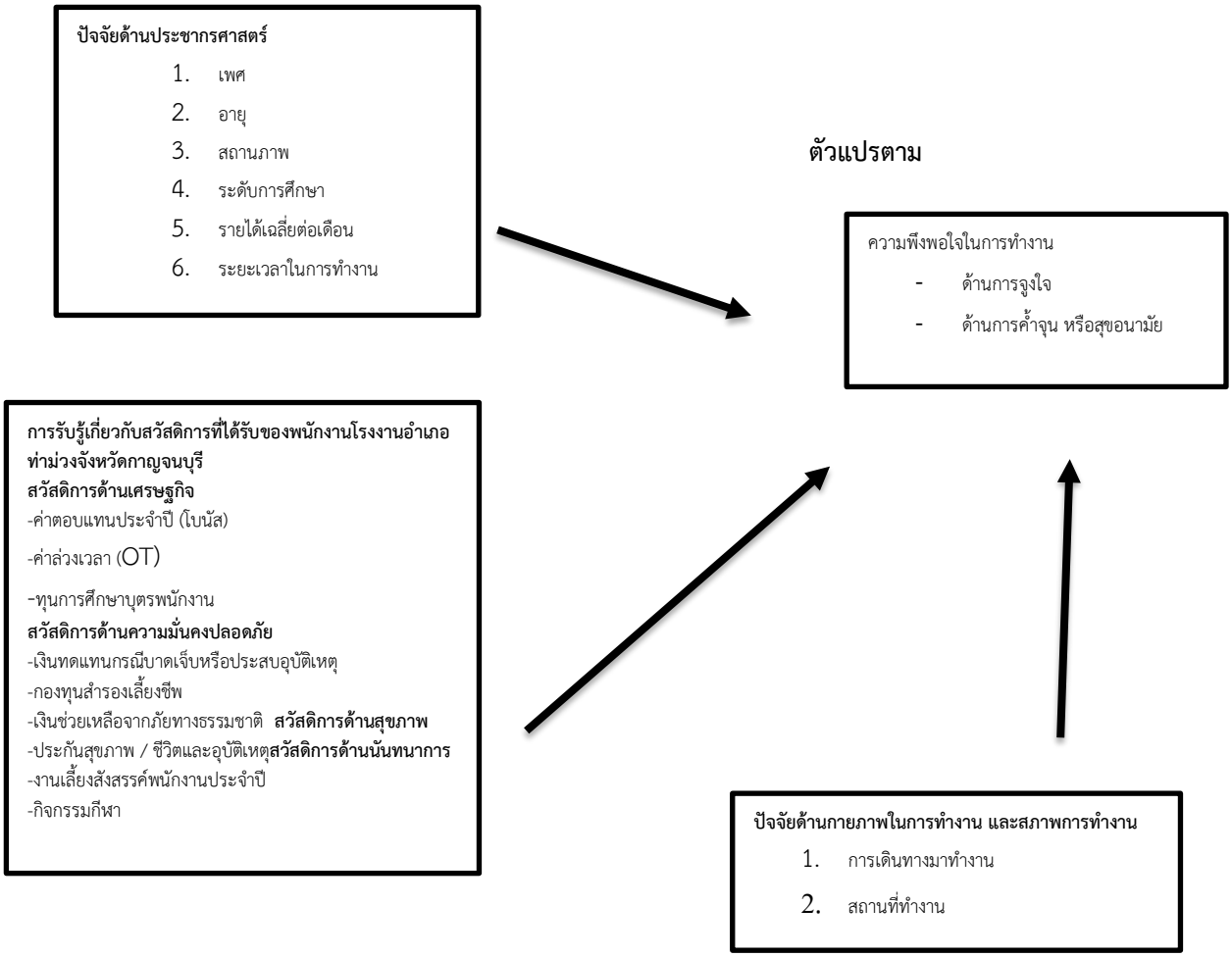
2. การรับรู้เกี่ยวกับสวัสดิการของพนักงาน ส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

3. ปัจจัยด้านกายภาพ และสถานภาพการทำงาน ส่งผลต่อความพึงพอใจในการทำงานของโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

กรอบแนวคิดในการวิจัย

การศึกษาครั้งนี้มีวัตถุประสงค์ เพื่อศึกษาความพึงพอใจในสวัสดิการที่ได้รับของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี โดยมีตัวแปรอิสระ และตัวแปรตามที่ใช้ในการศึกษา ดังนี้

ตัวแปรต้น



ขั้นตอนการสร้างเครื่องมือและตรวจสอบคุณภาพเครื่องมือ มีดังนี้

ผู้วิจัยได้ศึกษาข้อมูลจากเอกสาร หนังสือ รายงานผลการวิจัย บทความ และการสืบค้นข้อมูลเพิ่มเติมทางอินเทอร์เน็ต เพื่อนำมากำหนดโครงสร้างแบบสอบถาม นำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นเพื่อนำเสนออาจารย์ที่ปรึกษา ปรับปรุงแก้ไขตามคำแนะนำของอาจารย์ผู้ทรงคุณวุฒิในคณะวิทยาการจัดการ หลังจากนั้นจึงนำแบบสอบถามที่สมบูรณ์แบบแล้ว นำไปทดลองใช้กับกลุ่มตัวอย่าง

การเก็บรวบรวมข้อมูลงานวิจัยนี้จะทำการเก็บตัวอย่างจากกลุ่มตัวอย่างที่เป็นพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี โดยใช้แบบสอบถามออนไลน์ (Google forms) และได้รับการตอบกลับเป็นจำนวน 84 ตัวอย่าง หลังจากนั้นจึงนำข้อมูลที่ได้มาวิเคราะห์ด้วยโปรแกรมสำเร็จรูปทางสถิติ

วิธีการวิเคราะห์ข้อมูลและสถิติที่ใช้

งานวิจัยนี้หลังจากได้รับแบบสอบถามกลับคืนมาแล้วจะทำการตรวจสอบเพื่อให้คะแนนและทำการประมวลด้วยโปรแกรมสำเร็จทางคอมพิวเตอร์โดยวิเคราะห์ข้อมูลแบ่งเป็น 3 ส่วน

1. การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าเฉลี่ย ร้อยละ และส่วนเบี่ยงเบนมาตรฐาน

1. การวิเคราะห์สถิติ Independent sample t-test และสถิติ One-Way ANOVA ใช้ในการเปรียบเทียบกลุ่มที่พบความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สำหรับการทดสอบสมมติฐาน ลักษณะทางประชาการศาสตร์ที่แตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกัน

2. การวิเคราะห์สมการถดถอยพหุคูณ (Multiple Regression) เพื่อวิเคราะห์หาความสัมพันธ์ของปัจจัยต่างๆ ตามสมมติฐานการวิจัยดังนี้

- ปัจจัยด้านประชากรศาสตร์ที่แตกต่างส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี
- การรับรู้เกี่ยวกับสวัสดิการของพนักงาน ส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี
- ปัจจัยด้านกายภาพ และสถานภาพการทำงาน ส่งผลต่อความพึงพอใจในการทำงานของโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

ผลการศึกษา

แบ่งออกเป็น 4 ส่วน

ส่วนที่ 1 แบบสอบถามเกี่ยวกับด้านประชากรศาสตร์

ผู้ตอบแบบสอบถามส่วนใหญ่จะเป็นเพศหญิงหญิง(ร้อยละ 77.9) รองลงมาเป็นเพศชาย(ร้อยละ 22.1) โดยส่วนใหญ่จะมีอายุช่วง 26 – 35 ปี(ร้อยละ 43.0) รองลงมาเป็นอายุ 19 - 25 ปี(ร้อยละ 29.1) โดยจะมีสถานภาพ สมรส(ร้อยละ52.3)รองลงมาจะเป็นสถานภาพ โสด(ร้อยละ38.4) โดยระดับการศึกษาต่ำกว่าปริญญาตรี(ร้อยละ48.8)จะมากที่สุด รองลงมาเป็นระดับปริญญาตรี(ร้อยละ 23.3) ต่อมารายได้อยู่ที่ 10,001 – 20,000 บาทต่อเดือน(ร้อยละ47.7) รองลงมาจะเป็นรายได้เฉลี่ย 5,001 – 10,000 บาทต่อเดือน สุดท้ายอายุการทำงานโดยส่วนใหญ่จะเป็นระยะเวลา 3 – 6 ปี(ร้อยละ43.0) รองลงมาคือ 7 – 10 ปี(ร้อยละ22.1) ตามลำดับ

ส่วนที่ 2 การรับรู้เกี่ยวกับ สวัสดิการที่ได้รับของพนักงานโรงงาน

ข้อมูลปัจจัยส่วนบุคคลของกลุ่มตัวอย่าง จำแนกออกเป็น 4 ประเภท ได้แก่ สวัสดิการด้านเศรษฐกิจ สวัสดิการด้านความมั่นคงปลอดภัย สวัสดิการด้านสุขภาพ สวัสดิการด้านนันทนาการ เมื่อพิจารณาเป็นประเภทพบว่า สวัสดิการด้านสุขภาพ ($\bar{x}$ = 3.8750 , SD = 0.79105) รองลงมาคือสวัสดิการด้านนันทนาการ ($\bar{x}$ = 3.6875, SD = 0.88143) สวัสดิการด้านความมั่นคงปลอดภัย ($\bar{x}$ = 3.5397, SD = 0.81511) และสวัสดิการด้านเศรษฐกิจ ($\bar{x}$ = 3.4722, SD = 0.80362) ตามลำดับ

ส่วนที่ 3 ปัจจัยด้านกายภาพในการทำงาน และสภาพการทำงาน

ข้อมูลปัจจัยส่วนบุคคลของกลุ่มตัวอย่าง จำแนกออกเป็น 2 ด้าน ได้แก่ การเดินทางมาทำงาน และสถานที่ทำงาน เมื่อพิจารณาแล้วพบว่า($\bar{x}$ =3.6032 , SD = 0.81728) รองลงมาจะเป็นด้านสังคม($\bar{x}$ = 3.5536, SD = 0.92169) ตามลำดับ

ส่วนที่ 4 ความพึงพอใจในการทำงาน

ข้อมูลความพึงพอใจส่วนบุคคลของกลุ่มตัวอย่าง จำแนกออกเป็น ด้านการจูงใจ และ ด้านการค้ำจุน โดยผลการวิจัยพบว่าด้านการค้ำจุน ($\bar{x}$ = 3.6429, SD = 0.86240) นั้นมากที่สุด และด้านการจูงใจ ($\bar{x}$ = 33.5929, SD = 0.80507)

ผลการทดสอบสมมติฐาน

สมมติฐานที่ 1 ปัจจัยด้านประชากรศาสตร์ที่แตกต่างส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

ตารางที่ 1 แสดงความแปรปรวนปัจจัยด้านประชากรศาสตร์ที่แตกต่างส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

ปัจจัยด้านประชากรศาสตร์	Sig
เพศ	0.005*
อายุ	0.009*
สถานภาพ	0.420
ระดับการศึกษา	0.014*
รายได้เฉลี่ยต่อเดือน	0.000*
อายุการทำงาน	0.044*

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 1 แสดงผลการทดสอบสมมติฐานเพศ อายุ ระดับการศึกษา รายได้เฉลี่ยต่อเดือน อายุการทำงานแตกต่างกันส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี ที่ระดับนัยสำคัญ 0.05 ยกเว้น สถานภาพที่แตกต่างที่ไม่ส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

สมมติฐานที่ 2 การรับรู้เกี่ยวกับสวัสดิการของพนักงาน ส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

ตารางที่ 2 แสดงความแปรปรวนของการรับรู้เกี่ยวกับสวัสดิการของพนักงาน ส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

การรับรู้เกี่ยวกับสวัสดิการ	B	Std.Error	β	t	sig
ค่าคงที่	0.467	0.255		1.830	0.071
สวัสดิการด้านเศรษฐกิจ	0.060	0.087	0.070	0.692	0.491
สวัสดิการด้านความมั่นคง	0.190	0.113	0.201	1.675	0.098
สวัสดิการด้านสุขภาพ	0.403	0.115	0.432	3.516	0.001
สวัสดิการร้านนันทนาการ	0.218	0.84	0.227	2.587	0.012
F-Value = 44.602					
Adjusted R^2 = 0.678					

*มีนัยสำคัญที่สถิติที่ระดับ 0.05

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y} = 0.467 + 0.403X_1 + 0.218X_2$

จากตารางที่ 2 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 44.602 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลทดสอบค่า Durbin-Watson เท่ากับ 1.913 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.678

แสดงว่า ปัจจัยสภาพการทำงานสามารถอธิบายความพึงพอใจในสวัสดิการได้ร้อยละ 67.8 โดยสวัสดิการด้านสุขภาพ(B = 0.403) เป็นปัจจัยส่งผลต่อความพึงพอใจมากที่สุด รองลงมาสวัสดิการด้านนันทนาการ(B = 0.218) ส่วนปัจจัยที่ไม่ส่งผลต่อความพึงพอใจ คือ สวัสดิการด้านเศรษฐกิจ และ สวัสดิการด้านความมั่นคง

สมมติฐานที่ 3 ปัจจัยด้านกายภาพ และสถานภาพการทำงาน ส่งผลต่อความพึงพอใจในการทำงานของโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

ตารางที่ 3 แสดงความแปรปรวนปัจจัยด้านกายภาพ และสถานภาพการทำงาน ส่งผลต่อความพึงพอใจในการทำงานของโรงงาน อำเภอท่าม่วง จังหวัดกาญจนบุรี

ปัจจัยส้านกายภาพและสถานภาพการทำงาน	B	Std.Error	β	t	sig
ค่าคงที่	0.972	0.254		3.823	0.000
การเดินทางมาทำงาน	0.333	0.079	0.403	4.219	0.000
สถานที่	0.406	0.89	0.436	4.562	0.000
F-Value = 56.666					
Adjusted R^2 = 0.577					

*มีนัยสำคัญที่สถิติที่ระดับ 0.05

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.972 + 0.406 + 0.333

จากตารางที่ 3 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 56.666 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลทดสอบค่า Durbin-Watson เท่ากับ 2.149 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคลาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R^2) มีค่าเท่ากับ 0.577 แสดงว่า ปัจจัยสภาพการทำงานสามารถอธิบายความพึงพอใจในสวัสดิการได้ร้อยละ 57.7 โดยสถานที่(B = 0.406) เป็นปัจจัยส่งผลต่อความพึงพอใจมากที่สุด รองลงมาเป็นการเดินทางมาทำงาน(B = 0.333)

สรุปและอภิปรายผล

สมมติฐานที่ 1 ปัจจัยด้านประชากรศาสตร์ที่แตกต่างส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน ได้แก่ เพศ อายุ สถานภาพ ระดับการศึกษา รายได้เฉลี่ยต่อเดือน และระยะเวลาในการทำงาน โดยจากการทดสอบสมมติฐาน 1 จากตารางที่ 1-4 โดยใช้วิธีคิด t-test และ ANOVA พบว่า ปัจจัยด้านประชากรศาสตร์ที่แตกต่างส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงานที่แตกต่างกัน กัน ที่ระดับนัยสำคัญทางสถิติ 0.05

สมมติฐานที่ 2 การรับรู้เกี่ยวกับสวัสดิการของพนักงาน ส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน พบว่าภาพรวมอยู่ในระดับสูง เมื่อพิจารณาแล้วพบว่าสวัสดิการด้านสุขภาพเป็นปัจจัยส่งผลต่อความพึงพอใจมากที่สุด รองลงมาสวัสดิการด้านนันทนาการ ส่งผลต่อความพึงพอใจในการทำงานของพนักงานโรงงาน ที่ระดับนัยสำคัญทางสถิติ 0.05 สอดคล้องกับงานวิจัยของ ขวัญชนก อินทะพงษ์ (2552: 82) ศึกษาเรื่อง ความสัมพันธ์ระหว่างกำลังขวัญในการปฏิบัติงานกับความพึงพอใจ ในการได้รับสวัสดิการของพนักงานบริษัทการบินไทยจำกัดมหาชน: กรณีศึกษาสายทรัพยากรบุคคลและบริหารทั่วไป ผลการศึกษาพบว่า ความสัมพันธ์ระหว่างความพึงพอใจในการได้รับสวัสดิการของพนักงานบริษัทการบินไทยฯในด้สนการรักษาพยาบาลกับกำลังขวัญในการปฏิบัติงานมีความสัมพันธ์อย่างมีนัยสำคัญทางสถิติ

สมมติฐานที่ 3 ปัจจัยด้านกายภาพ และสถานภาพการทำงาน ส่งผลต่อความพึงพอใจในการทำงานของโรงงาน พบว่าภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาแล้วพบว่าสถานที่ เป็นปัจจัยส่งผลต่อความพึงพอใจมากที่สุด รองลงมาเป็นการเดินทางมาทำงาน ที่ระดับนัยสำคัญทางสถิติ 0.05 สอดคล้องกับ ทินกร รังมาตย์ (2543) ที่พบว่า ปัจจัยด้านสภาพแวดล้อมของงานนั้นส่งผลต่อความพึงพอใจในการทำงาน โดยปัจจัยสภาพแวดล้อมไม่ว่าจะเป็นสถานที่ทำงานที่เป็นสัดส่วน สะอาด แสง เสียง อุณหภูมิมีความ

เหมาะสม เอื้ออำนวยติ่การทำงาน รวมไปถึงวัสดุอุปกรณ์และสิ่งอำนวยความสะดวกในการทำงาน ควรมีให้เพียงพอและอยู่ในสภาพที่ใช้งานได้ ทำนองเดียวกับการศึกษาความพึงพอใจในการปฏิบัติงานาของพนักงานบริษัทบริหารสินทรัพย์ไทย

ข้อเสนอแนะที่ได้จากผลวิจัย

- เนื่องจากปัจจัยด้านกายภาพและสภาพการทำงาน ส่งผลต่อความพึงพอใจในการทำงานมากที่สุด ดังนั้น ผู้ว่าจ้างควรส่งเสริมเกี่ยวกับสภาพแวดล้อม เช่น การมีห้องน้ำที่สะอาด มีที่พักกผ่อน และมีน้ำดื่มให้พนักงาน เป็นต้น
- ผลการวิจัยพบว่า สวัสดิการด้านสุขภาพ ส่งผลต่อความพึงพอใจในการทำงามากที่สุดดังนั้น สถานประกอบการควรส่งเสริมให้มีหลักประกัน สวัสดิการด้านสุขภาพ เช่น การตรวจร่างกายประจำปี สิทธิในการรักษาพยาบาล และการปฐมพยาบาลเบื้องต้น ให้กับพนักงาน

ข้อเสนอแนะสำหรับการทำวิจัยครั้งต่อไป

- เนื่องจากงานวิจัยครั้งนี้ ทำการศึกษาความพึงพอใจในการทำงาน ที่ขึ้นอยู่กับ ปัจจัยด้านประชากรศาสตร์ การรับรู้เกี่ยวกับสวัสดิการที่ได้รับของพนักงาน และปัจจัยด้านกายภาพในการทำงาน และสภาพการทำงาน ดังนั้น ในการศึกษาต่อไปควรทำการศึกษาตัวแปรอื่นๆ เช่น ความก้าวหน้าในอาชีพการทำงาน(Career Pats) เพิ่มเติม เพื่อสร้างแรงจูงใจในการทำงาน
- เนื่องจากงานวิจัยครั้งนี้ ทำการศึกษาเฉพาะกลุ่มอาชีพพนักงานโรงงานทั่วไป ในเขตอำเภอท่าม่วง จังหวัดกาญจนบุรี ดังนั้น ในการศึกษาต่อไปผู้สนใจอาจทำการศึกษา กลุ่มตัวอย่างเดียวกันในเขตอำเภออื่นของจังหวัดกาญจนบุรี เพื่อยืนยันผลการศึกษาว่าสอดคล้องกันของผลการวิจัยหรือไม่

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ปัจจัยด้านพฤติกรรมที่มีผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)

Behavioral factors affecting investment decisions in cryptocurrencies (Cryptocurrency)

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ฐิดาทิพ ปานโรจน์ Thidatip Panrot[2]
ธนินท์รัฐ รัตนพงศ์ภิญโญ Taninrat Rattanapongpinyo[3]

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ 1) เพื่อศึกษาปัจจัยด้านประชากร ที่ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) 2) เพื่อศึกษาปัจจัยการคาดหวัง ที่ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) **3)** เพื่อศึกษาปัจจัยพฤติกรรมการแห่ตามกัน ที่ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) 4) เพื่อศึกษาปัจจัยการใช้ทางลัดในการตัดสินใจ ที่ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) การวิจัยนี้เป็นงานวิจัยเชิงปริมาณ เก็บรวบรวมข้อมูลด้วยแบบสอบถามแบบออนไลน์ จากกลุ่มตัวอย่างที่มีประสบการณ์ในการลงทุนในสกุลเงินดิจิทัลจำนวน 390 คน โดยนำผลมาวิเคราะห์ด้วยค่าสถิติต่างๆ ได้แก่ การวิเคราะห์พรรณนา (Descriptive Statistics) ด้วยค่าสถิติพื้นฐานต่างๆ และทำการทดสอบสมมติฐานด้วยค่า สถิติ t-test การวิเคราะห์ความแปรปรวนแบบทางเดียว (ANOVA) และวิเคราะห์การถดถอยพหุคุณ (Multiple regression)

ผลการศึกษาพบว่า 1) ปัจจัยทางประชากรศาสตร์ ได้แก่ เพศ อายุ สถานภาพ ระดับการศึกษา ไม่ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล ที่ระดับนัยสำคัญ 0.05 ยกเว้น อาชีพและรายได้ ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัลต่างกัน ที่ระดับนัยสำคัญ 0.05 2) ความสัมพันธ์ระหว่างพฤติกรรมการคาดหวังกับการตัดสินใจลงทุนในสกุลเงินดิจิทัลต่างกัน ที่ระดับนัยสำคัญ 0.05 3) ความสัมพันธ์ระหว่างพฤติกรรมการแห่ตามกันกับการตัดสินใจลงทุนต่างกัน ที่ระดับนัยสำคัญ 0.05 4) ความสัมพันธ์ระหว่างพฤติกรรมการใช้ทางลัดในการตัดสินใจกับการตัดสินใจลงทุนต่างกัน ที่ระดับนัยสำคัญ 0.05

คำสำคัญ : พฤติกรรมการคาดหวัง, พฤติกรรมการแห่ตามกัน, พฤติกรรมการใช้ทางลัดในการตัดสินใจ

Abstract

The objectives of this research were 1) to study population factors. That affects investment decisions in cryptocurrencies (Cryptocurrency) 2) to study the expectation factor That affects investment decisions in cryptocurrencies (Cryptocurrency) 3) to study the behavioral factors of parade That affects investment decisions in cryptocurrencies (Cryptocurrency) 4) to study the factor of shortcuts in decision making That affects investment decisions in cryptocurrencies (Cryptocurrency) This research is a quantitative research. Data was collected using online questionnaires. From a sample group of 390 people who have experience investing in cryptocurrencies, the results were analyzed with various statistics, including descriptive statistics with various basic statistics. The hypothesis was tested by t-test, one-way analysis of variance (ANOVA), and multiple regression analysis.

The results showed that 1) Demographic factors were sex, age, status, education level. Does not affect investment decisions in cryptocurrencies at the significance level of 0.05 except occupation and income Affects investment decisions in different cryptocurrencies. At the significance level of 0.05 2) The relationship between behavioral expectations and investment decisions in different cryptocurrencies. at the significance level of 0.05; 3) the relationship between flock behavior and different investment decisions; at the significance level of 0.05. at the significance level of 0.05

Keyword: Cryptocurrency/ Herding behavior/ Prospect behavior/ Heuristic behavior

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บทนำ

ปัจจุบันเทคโนโลยีมีการพัฒนาไปอย่างต่อเนื่องและมีบทบาทกับการใช้ชีวิตประจำวันของมนุษย์มากขึ้น โดยเฉพาะเทคโนโลยีด้านการเงินที่มีการพัฒนาอย่างมาก เช่น การทำธุรกรรมทางการเงินผ่านโทรศัพท์เคลื่อนที่ โดยไม่จำเป็นต้องไปที่ธนาคาร และเทคโนโลยีที่กำลังได้รับความสนใจจากทั่วโลกในตอนนี้ คือ Cryptocurrency หรือ สกุลเงินดิจิทัล

Cryptocurrency มาจากการผสมคำของคำว่า Cryptography และ Currency ซึ่งเป็นสกุลเงินเสมือนจริงที่ใช้การเข้ารหัส เป็นสิ่งที่ไม่มีตัวตน และจับต้องไม่ได้ มีการทำงานบนเทคโนโลยีที่เรียกว่า Blockchain ซึ่ง Blockchain ถูกสร้างขึ้นในปี 2552 จากนักพัฒนาซอฟต์แวร์ที่ใช้นามแฝงว่าSatoshi Nakamoto โดยมีแนวคิดมาจากระบบธนาคารที่ใช้อยู่ในปัจจุบันที่การบริหารจัดการแบบรวมศูนย์ (Centralized Ledger) คือ การที่ ธนาคารเป็นผู้ที่เก็บข้อมูลและรายการเดินบัญชีของลูกค้าทำให้ธนาคารเป็นตัวกลางในการทำธุรกรรมให้กับลูกค้า การทำงานด้วยระบบนี้ทำให้การทำธุรกรรมมีความยุ่งยาก ล่าช้า ทางการสามารถเห็นความเคลื่อนไหวของเงินในบัญชี ตรวจสอบได้และอาจเกิดเหตุการณ์ปลอมแปลงข้อมูลของลูกค้าได้ ดังนั้น คุณ Satoshi จึงเกิดแนวคิดในการสร้างระบบการเงินที่ไม่ต้องมีตัวกลางมาควบคุม แต่ใช้โปรแกรม Algorihm ที่มีเสถียรภาพแบบเดียวกันของทุกคนในเครือข่าย เก็บข้อมูลธุรกรรมแบบกระจายศูนย์ (Dccentralized Database) โดยการทำธุรกรรมทุกอย่างที่เกิดขึ้นต้องให้ทุกคนรับรู้ แล้วบันทึกธุรกรรมทุกอย่างเก็บใน Block และบันทึกต่อ ๆ ไปเป็นลูกโซ่ เรียกว่า Blockchain นั่นเอง ระบบแบบใหม่นี้ทำให้ตัวกลางอย่างธนาคารหายไปไม่มีการตรวจสอบจากตัวกลาง ทำให้การทำธุรกรรมมีความสะดวกรวดเร็ว ปลอดภัย และยากต่อการปลอมแปลงข้อมูล โดยสกุลเงินดิจิทัลตัวแรกที่คุณ Satoshi สร้างขึ้นจากเทคโนโลยีนี้ คือ Bitcoinโดยถูกสร้างขึ้นมาให้มีเพียงแค่ 21 ล้านหน่วยเท่านั้น เพื่อป้องกันการเกิดภาวะเงินเฟ้อ

ในปัจจุบัน ทั่วโลกมีสกุลเงินดิจิทัลมากกว่า 10,000 สกุลเงิน โดยสกุลเงินที่มีมูลค่าตลาดมากที่สุดในตอนนี้ คือ Bitcoin (BTC) โดยมูลค่าตลาดในเดือนพฤษภาคมอยู่ที่ประมาณ 23ล้านล้านบาท และยังมีสกุลเงินดิจิทัลอื่น ๆ ที่เป็นที่นิยม เช่น Etercum (ETH), Ripple (XRP) และBinance Coin (BNB) เป็นต้น นอกจากนี้ ยังมีสกุลเงินที่ก่อตั้งโดยคนไทย ได้แก่ Zcoin (XZC) ซึ่งเป็นเหรียญแรกของไทยที่ออกสู่ตลาดโลก, Band Protocol (BAND) OMG Network (OMG) และBikub Coin (KUB) เป็นต้น ซึ่งสกุลเงินดิจิทัลแต่ละตัวจะมีลักษณะเกพาะตัว หน้าที่ และประโยชน์ที่แตกต่างกันไป เช่น บางสกุลเงินมีการเผาเหรียญเพื่อไม่ให้มีเหรียญในระบบมากจนเกินไป บางสกุลเงินไม่มีการจำกัดปริมาณเหรียญ บางสกุลเงินใช้เป็นสื่อกลางในการเชื่อมระหว่างCryptocurrency และเงินตราปกติ เป็นต้น แต่สิ่งที่ทุกสกุลเงินสามารถทำได้เหมือนกัน คือ สามารถใช้เป็นสื่อกลางในการแลกเปลี่ยนสินค้าและบริการต่าง ๆ ได้ หากคู่ค้ายอมรับในตัวสกุลเงินดิจิทัลนั้น ๆ ถึงแม้ว่า Cryptocurrency จะยังไม่ใช่เงินที่ธนาการกลางใดในโลกรับรองว่าสามารถใช้ชำระหนี้ได้ตามกฎหมาย แต่ในปัจจุบันมีหลายบริษัททั่วโลกที่มีนโยบายรับ Cryptocurrency แทนเงินตราปกติแล้ว และด้วยความน่าสนใจของเทคโนโลยีนี้ทำให้นักลงทุนหลายคนเชื่อว่า Cryptocurrency จะเป็นตัวเปลี่ยนแปลงระบบการเงินทั่วโลกในอนาคต

สำหรับสถานการณ์ในประเทศไทย ในช่วงหลายปี ที่ผ่านมาคนไทยเริ่มให้ความสนใจและหันไปลงทุนใน Cryptocurrency มากขึ้น มีการประกอบธุรกิจที่เกี่ยวข้องกับสินทรัพย์ดิจิทัลนี้มากขึ้น ซึ่งรัฐบาลมองว่าอาจส่งผลกระทบต่อเสถียรภาพทางการเงิน ระบบเศรษฐกิจของประเทศและเกิดผลกระทบต่อประชาชนในวงกว้าง จึงได้มีการออกพระราชกำหนด การประกอบธุรกิจสินทรัพย์ดิจิทัล พ.ศ. 2561 ขึ้น ให้อยู่ภายใต้การดูแลของสำนักงานคณะกรรมการกำกับหลักทรัพย์และตลาดหลักทรัพย์ (ก..ต.) เพื่อกำกับดูแลการระดมทุนผ่านสินทรัพย์ดิจิทัลรวมทั้งการประกอบธุรกิจและการดำเนินกิจกรรมเกี่ยวกับสินทรัพย์ดิจิทัล ให้การซื้อขายมีความเป็นธรรม โปร่งใส และตรวจสอบได้ เพื่อคุ้มครองผู้ลงทุนไม่ให้ถูกหลอกหรือถูกเอาเปรียบ และป้องกันการนำสินทรัพย์ดิจิทัลไปใช้ในทางที่ผิดกฎหมาย อีกทั้งยังมีการให้ความรู้แก่ประชาชนเกี่ยวกับ Cryptocurrency เพื่อเป็นข้อมูลประกอบการตัดสินใจลงทุน ทำให้นักลงทุนชาวไทยรู้สึกปลอดภัยในการลงทุนมากขึ้น

กระแสการลงทุนในสกุลเงินดิจิทัลของประเทศไทยเริ่มมีมากขึ้นหลังจากเกิดสถานการณ์การแพร่ระบาดของโรค COVID-19 ที่ส่งผล โดยตรงกับระบบเศรษฐกิจของประเทศธนาคารแห่งประเทศไทยต้องออกมาตรการลดอัตราดอกเบี้ย (Interest Rate) ทำให้ดอกเบี้ยเงินฝากไม่เป็นที่จูงใจของประชาชน ในขณะที่ร้ายได้ลดลงแต่ค่าใช้จ่ายเพื่อการครองชีพคงที่หรืออาจสูงกว่าเดิม ประชาชนจึงต้องมองหาทางเลือกอื่นเพื่อนำมาชดเชยร้ายได้ และจากการที่มีข่าวอย่างแพร่หลายเกี่ยวกับการลงทุนในสกุลเงินดิจิทัลแล้วได้กำไรอย่างมหาศาล ซึ่งมี การวิเคราะห์ว่าผลตอบแทนนั้นสูงกว่าการลงทุนในหลักทรัพย์และทองคำอีกด้วย ประกอบกับเป็นช่วงที่ประชาชนกำลังมองหาทางเลือกในการออมเงินและลงทุนที่ให้ผลตอบแทนสูง จึงเป็นเหตุให้ประชาชนเริ่มหันไปศึกษาและลงทุนในสกุลเงินดิจิทัลมากขึ้น

ในปี 2564 นี้ ประชาชนให้ความสนใจในการลงทุน Cryptocurrency มากเป็นประวัติการณ์ สังเกตุได้จากสื่อ social media ต่าง ๆ ที่มีการนำเสนอข้อมูลเกี่ยวกับ Cryptocurrencyมากขึ้นอย่างเห็นได้ชัด ประกอบกับข้อมูลของสำนักงานคณะกรรมการกำกับหลักทรัพย์และตลาดหลักทรัพย์ (ก.ล.ต.) ณ วันที่ 24 พฤษภาคม 2564 พบว่า มีจำนวนบัญชีซื้อขายสินทรัพย์ดิจิทัลในประเทศไทยทั้งหมดประมาณ 1.27 ล้านบัญชี โดยในปี 2564 มีผู้เปิดบัญชีมากถึง 1.165 ล้านบัญชีมูลค่าการซื้อขาย Cryptocurrency ในไทย

ปี 2563 จำนวน 44 ล้านบาท ปี 2564 จำนวน 632 ล้านบาทและสกุลเงินดิจิทัลที่มีการซื้อขายมากที่สุด 3 อันดับแรก คือ Bicoin, Dogccoin และ Ethereumตามลำดับ

การลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) นั้นมีความเสี่ยงและราคามีความผันผวนสูงกว่าหลักทรัพย์ชนิดอื่น ทำให้ผู้ลงทุนต้องใช้กระบวนการตัดสินใจลงทุนภายใต้สถานการณ์ที่มีความเสี่ยงและความผันผวนอยู่บ่อยครั้ง โดยนักลงทุนส่วนใหญ่ มักคิดว่าทุกครั้งที่ตัดสินใจลงทุนเป็นการตัดสินใจที่มีเหตุผล แต่ความจริงแล้วอาจเป็นการตัดสินใจโดยอยู่บนทฤษฎีของความไม่มีเหตุผล ซึ่งถูกอธิบายไว้ในทฤษฎีการเงินเชิงพฤติกรรม ว่านักลงทุนมักจะไม่ลงทุนด้วยเหตุผล ขาดการวิเคราะห์ที่ลึกซึ้ง แต่จะลงทุนด้วยอิทธิพลของจิตใจและอารมณ์ เนื่องจากยังไม่มีผู้ที่ศึกษาเกี่ยวกับพฤติกรรมทางจิตวิทยาที่มีผลต่อการลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) ดังนั้น ผู้วิจัยจึงสนใจศึกษาถึงปัจจัยด้านพฤติกรรมที่มีผลต่อการตัดสินใจการลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) ซึ่งผลการวิจัยสามารถบ่งบอกได้ว่าผู้ลงทุนส่วนใหญ่มีพฤติกรรมการลงทุนอย่างไร เพื่อเป็นแนวทางในการปรับพฤติกรรมการลงทุน นอกจากนี้ ยังสามารถนำไปประยุกต์ใช้กับสถาบันการเงินและบริษัทต่าง ๆ เพื่อที่จะสามารถปรับตัวให้ทันต่อสถานการณ์และสามารถรับมือกับการเปลี่ยนแปลงที่อาจเกิดขึ้นในอนาคตได้อย่างทันท่วงที

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยด้านประชากร ที่ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)
2. เพื่อศึกษาปัจจัยการคาดหวัง ที่ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)
3. เพื่อศึกษาปัจจัยพฤติกรรมการแห่ตามกัน ที่ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)
4. เพื่อศึกษาปัจจัยการใช้ทางลัดในการตัดสินใจ ที่ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)

นิยามศัพท์เฉพาะ

1. Cryptocurrency คือ หน่วยข้อมูลอิเล็กทรอนิกส์ที่สร้างขึ้นเพื่อใช้เป็นสื่อกลางในการแลกเปลี่ยนสินค้าบริการ สินทรัพย์ดิจิทัลอื่น หรือสิทธิอื่นใด โดยสามารถใช้เป็นสื่อกลางในการแลกเปลี่ยนสินค้าและบริการได้หากผู้ใช้ยอมรับ

2. Blockchainคือ ระบบฐานข้อมูลแบบกระจายศูนย์ มีกลไกที่ทำให้เกิดการทำธุรกรรมได้โดยไม่ต้องอาศัยคนกลาง หากเป็น Blockchain แบบสาธารณะ (Public Blockchain) ทุกคนสามารถมีส่วนร่วมในการยืนยันธุรกรรมและเข้าถึงข้อมูลบน Blockchain ได้ ธุรกรรมต่างๆ ที่ถูกบันทึกบน Blockchainแล้วนั้น ยากที่จะเปลี่ยนแปลงแก้ไขหรือทำลาย จึงเป็นระบบที่มีความโปร่งใสและความปลอดภัยสูง

3. Smart Contact คือ ชุดคำสั่งโปรแกรมคอมพิวเตอร์ที่ถูกเขียนลงไปควบคุมการทำงานของชุดข้อมูลบนระบบ Blockchain เพื่อให้การดำเนินการต่างๆ เป็นไปตามโปรแกรมที่เขียนไว้ Smart Contract จะทำงานด้วยตัวเองแบบอัตโนมัติเมื่อเหตุการณ์ตามที่ระบุไว้ในเงื่อนไขสัญญาเกิดขึ้น โดยที่มนุษย์ไม่สามารถเข้าไปแก้ไขหรือโกงสัญญาที่ถูกเขียนไว้ได้เทคโนโลยีนี้สามารถนำไปประยุกต์ใช้ได้ในหลายด้านตั้งแต่เรื่องของการยืนยันตัวตนทางดิจิทัล, การกู้ยืม, การตรวจสอบติดตามผล, การซื้อขายประกัน, การจัดเก็บ ตลอดจนการแพทย์

4. ICO (Initial Coin Offering) คือการระดมทุนของบริษัท หรือ สตาร์ทอัพ ที่ต้องการนำไปลงทุนในโครงการใหม่ ผลิตภัณฑ์ใหม่ หรือ บริการใหม่ โดยการออก Coins หรือ Tokens (ซึ่งอาจจะเรียกว่า เหรียญดิจิทัลหรือ ดิจิทัลโทเคน) ผ่านระบบ Blockchain ต่อสาธารณชน โดยนักลงทุนจะต้องชำระด้วยเงินดิจิทัล(cryptocurrency) สกุลหลัก เช่น Bitcoin หรือ Ethereum โดยนักลงทุนจะได้สิทธิบางอย่างที่นักพัฒนาก าหนดขึ้นมา เช่น สิทธิในการใช้ซื้อสินค้า หรือ ใช้บริการ สิทธิในทรัพย์สินบางอย่าง เช่น ทองค า อาคาร หรือ สิทธิในส่วนแบ่งรายได้ หรือ กำไร แต่ไม่ใช่ผู้ถือหุ้น ไม่ได้เป็นเจ้าของร่วม เป็นต้น

5. Bitcoin คือ สกุลเงินดิจิทัลตัวแรกที่ถูกสร้างขึ้นจากเทคโนโลยี Blockchain ในปี 2552 โดยบุคคลที่ใช้นามแฝงว่า Satoshi Nakamoto มีชื่อย่อของสกุลเงินคือ “BTC” วัตถุประสงค์ของเหรียญคือ ใช้เป็นตัวกลางแลกเปลี่ยนสินค้าและบริการเท่านั้น

6. Ethereum เป็นหนึ่งในสกุลเงินดิจิทัล (Cyptocurrency) ที่ใช้เทคโนโลยี Blockchain ท างานอยู่เบื้องหลัง ถูกพัฒนาขึ้นโดย ชาวรัสเซีย ชื่อ Vitalik Buterin เขาเคยอยู่ในทีมพัฒนาของ Bitcoin และได้แยกตัวออกมาสร้าง Ethereum ในปี 2556 นอกจากเหรียญจะสามารถใช้เป็นตัวกลางแลกเปลี่ยนสินค้าและบริการแล้ว ยังเป็นสกุลเงินดิจิทัลแรกที่มีระบบ Smart Contract ที่ทำให้มีรูปแบบการใช้งานที่หลากหลาย ต่างจาก Bitcoin ที่เน้นการทำธุรกรรมทางการเงินเพียงอย่างเดียว

ขอบเขตการวิจัย

1. ตัวแปรอิสระ ได้แก่

1.1 ข้อมูลลักษณะทางประชากรศาสตร์ ประกอบด้วย เพศ อายุ ระดับการศึกษา สถานภาพ ตำแหน่งในการปฏิบัติงาน เงินเดือน

1.2 ข้อมูลลักษณะทางคาดหวัง ได้แก่ การประสบความสำเร็จในการลงทุน , ความมั่นใจในสถานะทางการเงิน

1.3 ข้อมูลลักษณะทางการแห่ตามกัน ได้แก่ การตัดสินใจซื้อ – ขายตามผู้อื่น , การคิดให้ถี่ถ้วนก่อนการลงทุน

1.4 ข้อมูลลักษณะทางการใช้ทางลัดในการตัดสินใจ ได้แก่ ความรู้ความเข้าใจกับความเสี่ยงในการลงทุน , การเปลี่ยนแปลงสกุลเงินดิจิทัล

2. ตัวแปรตาม ได้แก่

2.1 ข้อมูลลักษณะทางการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) ประกอบไปด้วย การรับรู้ถึงปัญหา , การแสวงหาข้อมูล , การประเมินผลทางเลือก , การตัดสินใจ , พฤติกรรม ภายหลังการซื้อ

ประชากรและกลุ่มตัวอย่าง ขอบเขตด้านประชากร ได้แก่ โดยทำการเก็บข้อมูลจากแบบสอบถาม แบบออนไลน์ จากกลุ่มตัวอย่างที่มีประสบการณ์ ในการลงทุนในสกุลเงินดิจิทัล ตามสูตรของคอแครน (Cochran) ได้ขนาดตัวอย่าง 400 คน กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ใช้วิธีการเลือกกลุ่มตัวอย่างแบบบังเอิญ(Accidental Sampling)

ขอบเขตด้านระยะเวลา ในการศึกษาวิจัยครั้งนี้ใช้เวลา ตั้งแต่เดือนกันยายน 2565 – เดือนมกราคม 2566 รวมระยะเวลา 5 เดือน

แนวคิดและทฤษฎีการลงทุน

ตลาดหลักทรัพย์แห่งประเทศไทย, ศูนย์ส่งเสริมการพัฒนาความรู้ตลาดทุน สถาบันกองทุนเพื่อพัฒนาตลาดทุน (2553) ได้ให้ความหมายของการลงทุนไว้ว่า เป็นกระบวนการที่ผู้ลงทุนนำเงินที่ชะลอจากการใช้จ่ายไปลงทุน ไม่ว่าจะเป็นหลักทรัพย์ ตราสารการเงินประเภทต่าง ๆ หรือด้วยวิธีอื่น ๆ โดยหวังว่าจะได้รับกระแสเงินสดจากการลงทุนนั้น ๆ กลับคืนมา และมุ่งหวังให้หลักทรัพย์หรือตราสารการเงินที่ลงทุนไปมีมูลค่าสูงขึ้น เพื่อให้คุ้มกับต้นทุนค่าเสียโอกาสที่ไม่ได้ใช้จ่ายเงินในส่วนนั้น และเพื่อชดเชยอำนาจซื้อที่สูญเสียไปจากภาวะเงินเฟ้อ และชดเชยความเสี่ยงที่อาจเกิดขึ้นจากการลงทุนตลอดช่วงระยะเวลาที่ลงทุน

ชิติพัทธ์ วรารัตน์นิธิกุล (2550: 5) ได้เสนอแนวคิดการลงทุนไว้ว่า การลงทุนเกิดขึ้นเมื่อผู้มีเงินออมนำเงินออมของตนไปลงทุนในรูปแบบที่ต่างกันไปตามความสามารถและประสบการณ์ที่แต่ละคนถนัด เช่น ลงทุนในสินทรัพย์ นำเงินไปฝากไว้กับสถาบันการเงิน หรือนำเอาเงินออมไปซื้อหลักทรัพย์ประเภทต่าง ๆ เป็นต้น ซึ่งการนำเงินไปลงทุนในหลักทรัพย์นั้นเป็นการช่วยให้ธุรกิจต่าง ๆ สามารถขยายตัวได้เพิ่มขึ้น เนื่องจากเป็นการเพิ่มทุนของกิจการจนกิจการมีขนาดใหญ่ขึ้น ส่งผลให้ระบบเศรษฐกิจของประเทศโดยรวมขยายตัวดีขึ้นตามไปด้วย

เพชรี ขุมทรัพย์ (2528: 1) ได้ให้ค านิยามของการลงทุนไว้ว่า การลงทุน หมายถึง การซื้อทรัพย์สิน จะเป็นสินทรัพย์ที่มีตัวตนหรือไม่มีตัวตนก็ตาม ผู้ลงทุนจะได้รับผลตอบแทนจากการลงทุนในรูปแบบรายได้ (Income) หรือกำไร (Profit) หรือทั้งสองอย่าง

จิรัตน์สังข์แก้ว (2544: 6) การลงทุน หมายถึงการกันเงินไว้จำนวนหนึ่ง ในช่วงระยะเวลาหนึ่ง เพื่อก่อให้เกิดกระแสเงินสดรับในอนาคต ซึ่งจะชดเชยให้แก่ผู้กันเงิน โดยกระแสเงินสดรับนี้ควรคุ้มกับอัตราเงินเฟ้อและคุ้มกับความไม่แน่นอนที่จะเกิดขึ้นกับกระแสเงินสดรับในอนาคต

แนวคิดทฤษฎีการเงินเชิงพฤติกรรม

การเงินเชิงพฤติกรรม เป็นศาสตร์ที่รวมทฤษฎีทางเศรษฐศาสตร์การเงินและทฤษฎีทางจิตวิทยาไว้ด้วยกัน เพื่อทำความเข้าใจพฤติกรรมของนักลงทุนและนักค้าเงินในตลาดการเงิน โดยพบว่านักลงทุนจะไม่ลงทุนด้วยเหตุผล ขาดการคิดวิเคราะห์ที่ลึกซึ้ง แต่จะถูกอิทธิพลของจิตใจและอารมณ์มากำหนดวิธีการตัดสินใจลงทุน ซึ่งขัดแย้งกับทฤษฎีทางการเงินแบบมาตรฐาน เช่น ทฤษฎีตลาดมีประสิทธิภาพ และทฤษฎีการกำหนดราคาสินทรัพย์ ที่ตั้งบนสมมุติฐานว่าคนมักจะตัดสินใจทางการเงินด้วยพฤติกรรมแบบมีเหตุผล ไม่มีอคติหรืออารมณ์มาเกี่ยวข้อง

การเงินเชิงพฤติกรรมเริ่มเป็นที่รู้จักแพร่หลายและยอมรับมากขึ้นในแวดวงวิชาการเมื่อแดเนียล คอนนิแมน (Daniel Kahneman) ได้รับรางวัลโนเบลสาขาเศรษฐศาสตร์ในปี 2002 โดยเขาได้ทำการวิจัยร่วมกับ แอมอส ทเวิร์สกี (Amos Tversky) และได้เสนอทฤษฎีความคาดหวัง (Prospect Theory) ซึ่งเป็นทฤษฎีที่ได้จากการสังเกตพฤติกรรมที่เกิดขึ้นจริงของมนุษย์ในการตัดสินใจภายใต้ความไม่แน่นอน

1. ทฤษฎีคาดหวัง (Prospect theory)

Kahneman และ Tversky (1979) ได้นำเสนอทฤษฎีคาดหวัง โดยกล่าวว่ามนุษย์ไม่ได้ใช้เหตุผลเสมอไป จิตใจของมนุษย์นั้นเสพติดการได้มากกว่าการสูญเสีย ดังนั้นในสถานการณ์ที่มีการสูญเสีย มนุษย์จะไม่ชอบ จะชอบสถานการณ์ที่มีการได้รับมากกว่า โดยทฤษฎีความคาดหวังนี้ได้อธิบายพฤติกรรมของมนุษย์ที่เกิดขึ้นเป็นปกติเมื่อมีการประเมินความเสี่ยงภายใต้ความไม่แน่นอน ตามคำกล่าวของ Kahneman และ Tversky ว่า มนุษย์มักจะไม่ชอบเสี่ยงในสิ่งที่อาจจะได้มา แต่กลับกล้าเสี่ยงเพื่อหลีกเลี่ยงการสูญเสียไป เพราะมนุษย์เกลียดการเสียมากกว่า ชอบการได้ กล่าวคือ ส่วนใหญ่เวลาที่เราจำเป็นต้องตัดสินใจระหว่างการได้รับผลตอบแทนที่แน่นอนหรือการเสี่ยงเพื่อที่จะให้ได้ผลตอบแทนที่เยอะกว่าหรือไม่ได้อะไรเลย คนส่วนใหญ่มักจะหลีกเลี่ยงการเสี่ยง (Risk Aversion) และเวลาที่เราจำเป็นต้องตัดสินใจระหว่างการเสียผลตอบแทนที่แน่นอนหรือการเสี่ยงเพื่อที่จะต้องเสียมากกว่าหรือไม่ต้องเสียอะไรเลย คนส่วนใหญ่มักจะเลือกการเสี่ยงมากกว่า เพราะหวังว่าจะมีโอกาสที่ไม่ต้องเสียผลตอบแทนไป (Loss Aversion)

2. ทฤษฎีแห่ตามกัน (Herding Theory)

พฤติกรรมแห่ตามกัน เป็นพฤติกรรมที่เกิดจากการเลียนแบบพฤติกรรมของคนส่วนใหญ่ ซึ่งสามารถอธิบายด้วยหลักจิตวิทยาได้ 2 ประการ คือ การต้องการเป็นที่ยอมรับในสังคม จึงตัดสินใจทำตามคนส่วนใหญ่ อีกประการหนึ่ง คือ บุคคลอาจมีข้อมูลไม่เพียงพอที่จะใช้ในการตัดสินใจ จึงอาศัยข้อมูลที่คนส่วนมากมี แม้ว่าข้อมูลที่คนส่วนมากรู้อาจไม่ใช่ข้อมูลที่ถูกต้องเสมอไป

3. ทฤษฎีทางลัดการตัดสินใจ (Heuristic Theory)

Heuristics มาจากรากศัพท์ภาษากรีกหมายถึง การค้นพบ เป็นการค้นพบแบบรู้ขึ้นมาเอง ซึ่งเกิดจากความรู้สึก หรือความเชื่อส่วนบุคคล ซึ่งก็คือความคิดแรกที่ผุดขึ้นมาในสมองโดยไม่ได้ไตร่ตรอง ความคิดชนิดนี้เกิดจากประสบการณ์ของแต่ละคนที่สั่งสมมาเป็นทางลัดทางจิตวิทยาอย่างหนึ่งที่ช่วยให้มนุษย์สามารถแก้ปัญ หาและตัดสินใจได้อย่างรวดเร็วและมีประสิทธิภาพ ช่วยลดระยะเวลาในการตัดสินใจ Heuristics เป็นประโยชน์ในหลาย ๆ สถานการณ์แต่ในอีกมุมหนึ่งก็สามารถนำไปสู่การเกิดอคติทางความคิดซึ่งจะทำให้เราตัดสินใจผิดพลาดได้เช่นกัน

วิธีดำเนินการวิจัย

งานวิจัยเรื่อง ปัจจัยด้านพฤติกรรมที่มีผลต่อการตัดสินใจการลงทุนสกุลเงินดิจิทัล (Cryptocurrency) ใช้วิธีวิจัยเชิงปริมาณ (Quantitative Research) โดยทำการเก็บข้อมูลจากแบบสอบถามแบบออนไลน์จากกลุ่มตัวอย่างที่มีประสบการณ์ในการลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) จากนั้นได้นข้อมูลมาทำการวิเคราะห์หาค่าทางสถิติตามวัตถุประสงค์ของการวิจัยซึ่งมีระเบียบวิธีการวิจัยดังนี้

สมมติฐานงานวิจัย

งานวิจัยเรื่อง ปัจจัยด้านพฤติกรรมที่มีผลต่อการตัดสินใจการลงทุนสกุลเงินดิจิทัล(Cryptocurrency) มีการกำหนดสมมติฐานดังนี้

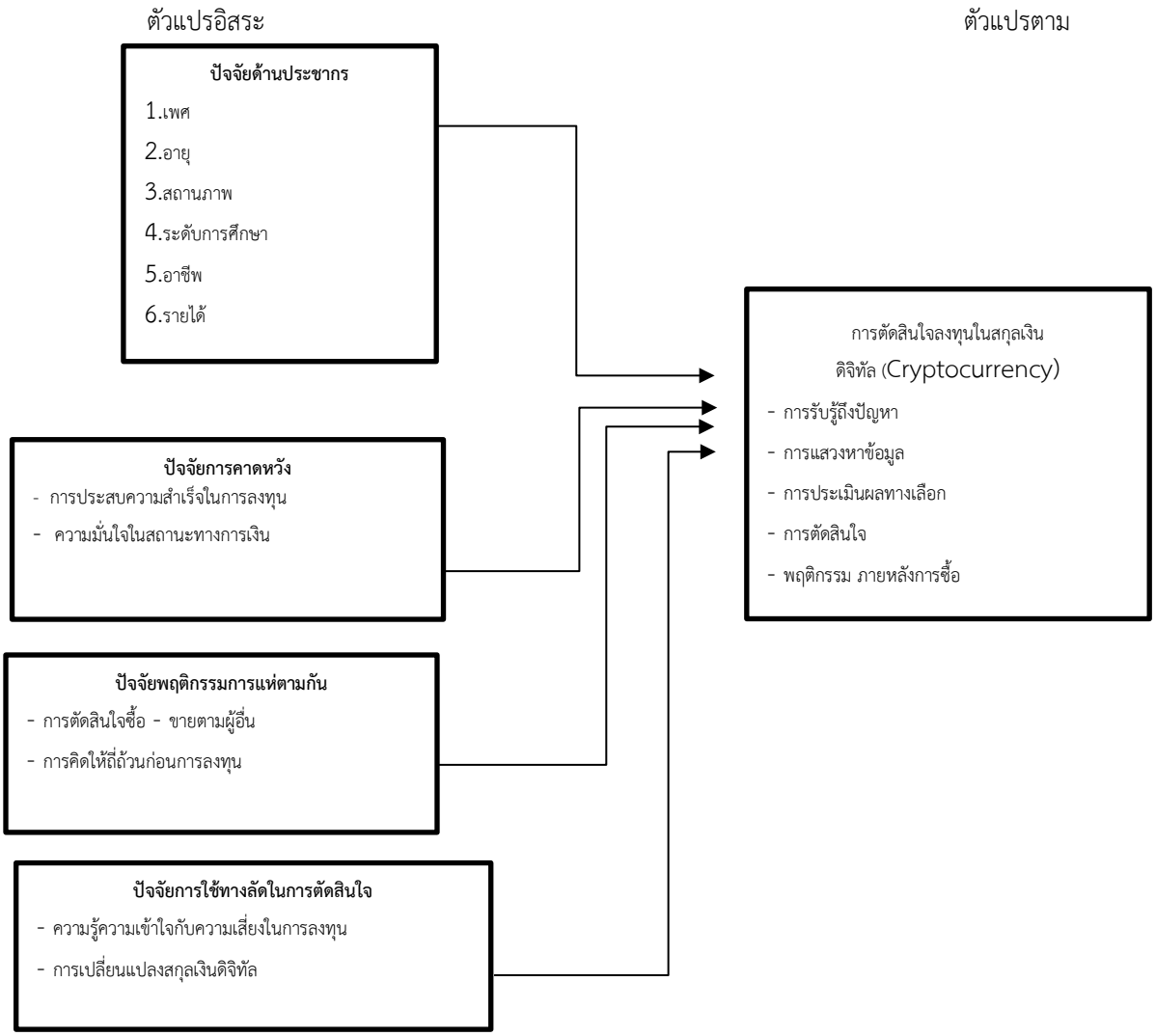
สมมติฐานที่ 1 ความสัมพันธ์ระหว่างพฤติกรรมด้านประชากรกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)

สมมติฐานที่ 2 ความสัมพันธ์ระหว่างพฤติกรรมการคาดหวังกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)

สมมติฐานที่ 3 ความสัมพันธ์ระหว่างพฤติกรรมการแห่ตามกันกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)

สมมติฐานที่ 4 ความสัมพันธ์ระหว่างพฤติกรรมการใช้ทางลัดในการตัดสินใจกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)

กรอบแนวคิด



งานวิจัยนี้เป็นการวิจัยเชิงปริมาณ (Quantitative Research) โดยเก็บรวบรวมข้อมูลจากการสำรวจกลุ่มตัวอย่างของบุคลากรสาธารณสุขในจังหวัดเพชรบุรี เพื่อมุ่งค้นหาคำตอบเกี่ยวกับปัจจัยด้านพฤติกรรมที่มีผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล จากกลุ่มตัวอย่างที่มีลักษณะแตกต่างกันประสบการณ์การทำงานในองค์กรและมีช่วงอายุแตกต่างกัน ดำเนินการรวบรวมข้อมูลจากแบบสอบถามที่เป็นแบบออนไลน์ ประชากรที่ใช้ในการวิจัย คือ คำนวณกลุ่มตัวอย่างตามสูตรของ ยามาเน่ (Yamane, 1973) ที่ระดับความเชื่อมั่นร้อยละ 95 ได้ขนาดตัวอย่าง 400 คน โดยใช้การเลือกกลุ่มตัวอย่างแบบบังเอิญ(Accidental Sampling)

<u>ขั้นตอนการสร้างเครื่องมือและตรวจสอบคุณภาพเครื่องมือ</u> มีดังนี้

ผู้วิจัยได้ศึกษาข้อมูลจากเอกสาร หนังสือ วารสาร แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้องเพื่อนำมากำหนดโครงสร้างแบบสอบถาม นำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นมาเสนอต่ออาจารย์ที่ปรึกษา ปรับปรุงแก้ไขตามคำแนะนำ รวมทั้งปรับปรุงแก้ไขแบบสอบถามตามคำแนะนำของอาจารย์ผู้ทรงคุณวุฒิในคณะวิทยาการจัดการ หลังจากนั้นจึงนำแบบสอบถามที่ผ่านการตรวจสอบและปรับปรุงแก้ไขให้สมบูรณ์แล้วนั้น นำไปทดลองใช้กับกลุ่มตัวอย่าง จำนวน 30 ตัวอย่าง ในเขตกรุงเทพมหานคร เพื่อทดลองความเชื่อมั่น (Reliability) ซึ่งค่าที่ได้ไม่ควรต่ำกว่า 0.70 ซึ่งจะถือว่าแบบสอบถามมีความเชื่อมั่น (สมคิด เทียร พิสุทธิ์, 2007) จากการคำนวณหาค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ผลการคำนวณค่าสัมประสิทธิ์แอลฟาของครอนบาค (Alpha Coefficient) ในภาพรวมเท่ากับ 0.983 ดังนั้นแบบสอบถามมีค่าความเชื่อมั่นในระดับที่ยอมรับได้ จึงสามารถนำไปใช้เป็นเครื่องมือในการเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลงานวิจัยนี้จะทำการเก็บตัวอย่างจากกลุ่มตัวอย่างกลุ่มบุคลากรสาธารณสุขในจังหวัดเพชรบุรี โดยใช้แบบสอบถามออนไลน์ (Google Forms) และได้รับคืนเป็นจำนวนกลุ่มตัวอย่าง 400 ตัวอย่าง หลังจากกลุ่มตัวอย่างได้ตอบแบบสอบถามแล้วผู้วิจัยจึงนำข้อมูลที่ได้มาวิเคราะห์ด้วยโปรแกรมสำเร็จรูปทางสถิติ

วิธีวิเคราะห์ข้อมูลและสถิติที่ใช้

งานวิจัยนี้หลังจากได้รับแบบสอบถามกลับคืนมาแล้วจะทำการตรวจสอบเพื่อให้คะแนนและทำการประมวลผลด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์โดยวิเคราะห์ข้อมูลแบ่งเป็น 3 ส่วน

1. การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

2. การวิเคราะห์สถิติ Independent sample t-test และสถิติ One-Way ANOVA ใช้ในการเปรียบเทียบกลุ่มที่พบความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สำหรับการทดสอบสมมติฐาน ลักษณะทางประชาการศาสตร์ที่แตกต่างกันส่งผลต่อการปรับตัวและทัศนคติต่างกัน

3. การวิเคราะห์สมการถดถอยพหุคูณ (Multiple Regression) เพื่อวิเคราะห์หาความสัมพันธ์ของปัจจัยต่าง ๆ ตามสมมติฐานการวิจัยดังนี้

- ความสัมพันธ์ระหว่างพฤติกรรมการคาดหวังกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล
- ความสัมพันธ์ระหว่างพฤติกรรมการแห่ตามกันกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล
- ความสัมพันธ์ระหว่างพฤติกรรมการใช้ทางลัดในการตัดสินใจกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล

ผลการวิจัย

แบ่งออกเป็น 4 ส่วน

ส่วนที่ 1 ปัจจัยด้านประชากร

ผู้ตอบแบบสอบถามส่วนใหญ่จะเป็นเพศหญิง(ร้อยละ 70.3) รองลงมาเป็นเพศชาย(ร้อยละ 29.7) โดยส่วนใหญ่จะมีอายุช่วง 15-20ปี(ร้อยละ 37.8) รองลงมาเป็นอายุ 21-25ปี(ร้อยละ 31.1) โดยจะมีอายุงาน 26-30(ร้อยละ18.9)และระดับอายุงานประมาณ31-35มีค่าน้อยที่สุด(ร้อยละ12.2)

ส่วนที่ 2 ปัจจัยการคาดหวัง

ข้อมูลปัจจัยปัจจัยการคาดหวังของกลุ่มตัวอย่าง จำแนกออกเป็น 2 ประเภท ได้แก่ การประสบความสำเร็จในการลงทุน , ความมั่นใจในสถานะทางการเงิน พบว่าภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นประเภทพบว่าความมั่นใจในสถานะทางการเงิน ($\bar{x}$ = 4.29, SD = 0.307) รองลงมาคือการประสบความสำเร็จในการลงทุน ($\bar{x}$ = 3.92, SD = 0.681)

ส่วนที่ 3 ปัจจัยพฤติกรรมการแห่ตามกัน

ข้อมูลปัจจัยพฤติกรรมการแห่ตามกันของกลุ่มตัวอย่าง จำแนกออกเป็น 2 ด้าน ได้แก่ ซื้อ การตัดสินใจ– ขายตามผู้อื่น, การคิดให้ถี่ถ้วนก่อนการลงทุน พบว่าภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้านพบว่าด้านการตัดสินใจ– ขายตามผู้อื่น($\bar{x}$ = 4.57, SD = 0.259) รองลงมาจะเป็นด้านการคิดให้ถี่ถ้วนก่อนการลงทุน ($\bar{x}$ = 3.92, SD = 0.681)

ส่วนที่ 4 ปัจจัยการใช้ทางลัดในการตัดสินใจ

ข้อมูลปัจจัยการใช้ทางลัดในการตัดสินใจของกลุ่มตัวอย่าง จำแนกออกเป็น 2 ด้าน ความรู้ความเข้าใจกับความเสี่ยงในการลงทุน , การเปลี่ยนแปลงสกุลเงินดิจิทัล โดยผลการวิจัยพบว่า ภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นประเภทพบว่าการเปลี่ยนแปลงสกุลเงินดิจิทัล($\bar{x}$ = 4.27, SD = 0.275) รองลงมาคือความรู้ความเข้าใจกับความเสี่ยงในการลงทุน ($\bar{x}$ = 4.18, SD = 0.444) **ผลการทดสอบสมมติฐาน**

สมมติฐานที่ 1 ปัจจัยทางประชากรศาสตร์ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)

ตารางที่ 1 ผลการวิเคราะห์ปัจจัยทางประชากรศาสตร์ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)

ปัจจัยทางด้านประชากรศาสตร์	p - Value
เพศ	0.955
อายุ	0.302
สถานภาพ	0.465
ระดับการศึกษา	0.525
อาชีพ	0.004*
รายได้	0.012*

จากผลการวิจัยพบว่าลักษณะทางประชากรศาสตร์ในด้านอาชีพ และรายได้ที่แตกต่างกันส่งผลต่อการตัดสินใจลงทุนในสกุลเงินที่แตกต่างกัน ที่ระดับนัยสำคัญทางสถิติที่ 0.05 กล่าวคือ หากนักลงทุนมีอาชีพ และระดับรายได้ที่แตกต่างกัน จะส่งผลให้การตัดสินใจลงทุนแตกต่างกันไป

สมมติฐานที่ 2 ความสัมพันธ์ระหว่างพฤติกรรมการคาดหวังกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล

ตารางที่ 2 ผลการวิเคราะห์ ความสัมพันธ์ระหว่างพฤติกรรมการคาดหวังกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล

ปัจจัยการคาดหวัง	B	Std.Error	β	t	Sig
ค่าคงที่	0.421	0.361		11.128	.0000
การประสบความสำเร็จในการลงทุน	0.082	0.077	0.167	1.064	0.024
ความมั่นใจในสถานะทางการเงิน	0.031	0.127	-0.039	-0.246	0.006
F-Value = 0.974					
Adjusted R^2 = 0.43 Durbin-watson1.825					

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.421+0.082(x1)+ 0.031(x2)

จากตารางที่ 2 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 0.974 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญ ผลทดสอบค่า Durbin-Watson เท่ากับ 1.825 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R2) มีค่าเท่ากับ 0.43 แสดงว่าความสัมพันธ์ระหว่างพฤติกรรมการคาดหวังกับการตัดสินใจลงทุนในสกุลเงินดิจิทัลได้ร้อยละ 43 การทดสอบค่าด้วยสถิติ t-test ที่ระดับนัยสำคัญ 0.05 พบว่าตัวแปรอิสระ 2 ตัวแปร คือ การประสบความสำเร็จในการลงทุน,ความมั่นใจในสถานะทางการเงินส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัลอย่างมีนัยสำคัญทางสถิติที่ 0.05

สมมติฐานที่ 3 ความสัมพันธ์ระหว่างพฤติกรรม การแห่ตามกันกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)

ตารางที่ 3 ผลการวิเคราะห์ ความสัมพันธ์ระหว่างพฤติกรรมการแห่ตามกันกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)

ปัจจัยพฤติกรรมการแห่ตามกัน	B	Std.Error	β	t	Sig
ค่าคงที่	0.54	0.461		9.853	.0000
การตัดสินใจซื้อ - ขายตามผู้อื่น	0.046	0.037	0.125	-1.251	0.021
การคิดให้ถี่ถ้วนก่อนการลงทุน	0.028	0.096	0.03	.0295	0.018
F-Value = 0.831					
Adjusted R^2 = 0.38 Durbin-watson1.895					

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.54+0.046(a1)+ 0.028(a2)

จากตารางที่ 3 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 0.831 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญ ผลทดสอบค่า Durbin-Watson เท่ากับ 1.895 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R2) มีค่าเท่ากับ 0.38 แสดงว่า

ความสัมพันธ์ระหว่างพฤติกรรม การแห่ตามกันกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล ได้ร้อยละ 38 การทดสอบค่าด้วยสถิติ t-test ที่ระดับนัยสำคัญ 0.05 พบว่าตัวแปรอิสระ 2 ตัวแปร คือ การตัดสินใจซื้อ - ขายตามผู้อื่น การ,คิดให้ถี่ถ้วนก่อนการลงทุนส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัลอย่างมีนัยสำคัญทางสถิติที่ 0.05

สมมติฐานที่ 4 ความสัมพันธ์ระหว่างพฤติกรรมการใช้ทางลัดในการตัดสินใจกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล

ตารางที่ 4 ผลการวิเคราะห์ ความสัมพันธ์ระหว่างพฤติกรรมการคาดหวังกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล

ปัจจัยการใช้ทางลัดในการตัดสินใจ	B	Std.Error	β	t	Sig
ค่าคงที่	0.383	0.395		8.574	.0000
ความรู้ความเข้าใจกับความเสี่ยงในการลงทุน	0.019	0.059	0.033	0.314	0.044
การเปลี่ยนแปลงสกุลเงินดิจิทัล	0.181	0.095	0.201	1.904	0.030
F-Value = 2.371					
Adjusted R^2 = 0.427 Durbin-watson1.802					

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางสามารถแสดงเป็นสมการการพยากรณ์ ได้ดังนี้ $\hat{y}$ = 0.383+0.019 (a1)+ 0.181(a2)

จากตารางที่ 4 ผลการทดสอบสมมติฐานพบว่า ผลการทดสอบค่า F-test เท่ากับ 2.371 แสดงให้เห็นว่าตัวแปรอิสระอย่างน้อย 1 ตัวส่งผลต่อค่าตัวแปรตามอย่างมีนัยสำคัญ ผลทดสอบค่า Durbin-Watson เท่ากับ 1.802 ซึ่งอยู่ระหว่าง 1.5 ถึง 2.5 แสดงว่าค่าความคาดเคลื่อนเป็นอิสระต่อกัน ค่าสัมประสิทธิ์การพยากรณ์ที่ปรับค่าแล้ว (Adjusted R2) มีค่าเท่ากับ 0.427 แสดงว่าความสัมพันธ์ระหว่างพฤติกรรมการใช้ทางลัดในการตัดสินใจกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล ได้ร้อยละ 42.7 การทดสอบค่าด้วยสถิติ t-test ที่ระดับนัยสำคัญ 0.05 พบว่าตัวแปรอิสระ 2 ตัวแปร คือ ความรู้ความเข้าใจกับความเสี่ยงในการลงทุน ,การเปลี่ยนแปลงสกุลเงินดิจิทัลอย่างมีนัยสำคัญทางสถิติที่ 0.05

สรุปและอภิปรายผลการวิจัย

สมมติฐานที่ 1 ปัจจัยทางประชากรศาสตร์ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) ไม่ต่างกัน ยกเว้น อาชีพ และ รายได้ ที่แตกต่างกัน ส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัลต่างกัน จากการทดสอบสมมุติฐานที่ 1 พบว่าปัจจัยทางประชากรศาสตร์ที่แตกต่างกันส่งผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัลต่างกัน ไม่ต่างกัน ที่ระดับนัยสำคัญ 0.05 ซึ่งสอดคล้องกับงานวิจัยของ กษิดิศ สังสีเพชร (2564) ศึกษาเรื่อง การตัดสินลงทุนในสกุลเงินดิจิทัลของประชากรกรุงเทพมหานคร พบว่า อาชีพ และ รายได้ ทำให้การตัดสินใจลงทุนในสกุลเงินดิจิทัลโดยรวมแตกต่างกัน

สมมติฐานที่ 2 ความสัมพันธ์ระหว่างพฤติกรรมการคาดหวังกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล จากสมมุติฐานที่ 2 พบว่าความสัมพันธ์ระหว่างพฤติกรรมการคาดหวังกับการตัดสินใจลงทุนในสกุลเงินดิจิทัลต่างกัน ที่ระดับนัยสำคัญ 0.05 ซึ่งไม่สอดคล้องกับงานวิจัยของ ขวัญชนก โชคชัยวงค์ (2565) ศึกษาเรื่อง ปัจจัยด้านพฤติกรรมที่มีผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)ของคนไทย พบว่า ปัจจัยพฤติกรรมการคาดหวังไม่มีผลมีผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)

สมมติฐานที่ 3 ความสัมพันธ์ระหว่างพฤติกรรม การแห่ตามกันกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) จากสมมุติฐานที่ 3 พบว่าความสัมพันธ์ระหว่างพฤติกรรมการแห่ตามกันกับการตัดสินใจลงทุนต่างกัน ที่ระดับนัยสำคัญ 0.05 ซึ่งสอดคล้องกับงานวิจัยของ ขวัญชนก โชคชัยวงค์ (2565) ศึกษาเรื่อง ปัจจัยด้านพฤติกรรมที่มีผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)ของคนไทย พบว่า ปัจจัยด้านพฤติกรรมแห่ตามกันมีผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัลของนักลงทุนในประเทศไทย

สมมติฐานที่ 4 ความสัมพันธ์ระหว่างพฤติกรรมการใช้ทางลัดในการตัดสินใจกับการตัดสินใจลงทุนในสกุลเงินดิจิทัล จากสมมุติฐานที่ 4พบว่าความสัมพันธ์ระหว่างพฤติกรรมการใช้ทางลัดในการตัดสินใจกับการตัดสินใจลงทุนต่างกัน ที่ระดับนัยสำคัญ 0.05

ซึ่งไม่สอดคล้องกับงานวิจัยของ ขวัญชนก โชคชัยวงค์ (2565) ศึกษาเรื่อง ปัจจัยด้านพฤติกรรมที่มีผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) ของคนไทย พบว่า ปัจจัยพฤติกรรมการใช้ทางลัดในการตัดสินใจไม่มีผลมีผลต่อการตัดสินใจลงทุนในสกุลเงินดิจิทัล (Cryptocurrency)

ข้อเสนอแนะ

ข้อเสนอแนะที่ได้จากผลการศึกษาวิจัย

1. ผลการวิจัยพบว่า พฤติกรรมการคาดหวัง และ พฤติกรรมการใช้ทางลัดในการตัดสินใจ มีความสำคัญ ดังนั้น บุคคลควรจะให้ความสำคัญกับการเปลี่ยนแปลงสกุลเงินดิจิทัล

2. ผลการวิจัยพบว่า พฤติกรรมการคาดหวัง ส่งผลต่อการตัดสินใจในการลงทุนในสกุลเงินดิจิทัล ดังนั้นนักลงทุนควรให้ความสำคัญกับความเสี่ยงเพื่อให้ ประสบความสำเร็จในการลงทุนในสกุลเงินดิจิทัล

ข้อเสนอแนะเพื่อการศึกษาต่อไป

1. เนื่องด้วยงานวิจัยชิ้นนี้ มีข้อจำกัดศึกษาเฉพาะกลุ่มที่สนใจในการลงทุนในสกุลเงินดิจิทัล (Cryptocurrency) ดังนั้นผู้สนใจจึงควรนำวิธีการศึกษานี้ไปศึกษากับกลุ่มอื่นๆ เพื่อเปรียบเทียบผลการวิจัยว่า สอดคล้องกันหรือไม่

2. เนื่องด้วยงานวิจัยชิ้นนี้ให้ความสนใจเฉพาะตัวแปรปัจจัยด้านประชากร ปัจจัยการคาดหวัง ปัจจัยพฤติกรรมการแห่ตามกันปัจจัยการใช้ทางลัดในการตัดสินใจ ซึ่งในการศึกษาครั้งนี้อาจจะมีตัวแปรอื่นๆที่เกี่ยวข้องอีก ดังนั้นในการศึกษาต่อไปผู้สนใจอาจจะทำการศึกษาตัวแปรอื่นๆเพิ่มเติม เช่น ปัจจัยด้าน และความรู้ด้านเทคโนโลยีเพื่อการออมการลงทุน

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การศึกษาปัจจัยเสี่ยงที่ส่งผลกระทบต่อการนำเข้ารถบรรทุกไฟฟ้าจากจีน
The Study of Risk Factors Effecting Import Truck from China

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยความเสี่ยงที่ส่งผลกระทบการนำเข้ารถบรรทุกไฟฟ้าจากจีน ใช้รูปแบบการวิจัยการวิจัยแบบผสมผสาน (Mix Method Research) ในการศึกษา นำหลักการบริหารความเสี่ยงและการวิเคราะห์ความล้มเหลวและผลกระทบ (Failure Mode and Effect Analysis : FMEA) ปัจจัยเสี่ยงที่ได้มาจากการสัมภาษณ์แบบกึ่งโครงสร้าง (Semi-structured Interview) และคำนวณหาดัชนีความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ (Index of Item-Objective Congruence) โดยผู้เชี่ยวชาญ 3 ท่าน ค่าดัชนีความสอดคล้องที่ยอมรับได้ตั้งแต่ 0.67-1.00 ทำการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างแบบเฉพาะเจาะจงจากพนักงานที่อยู่ในกระบวนการนำเข้า จำนวน 10 ราย โดยใช้แบบประเมินความเสี่ยงพิจารณา ระดับความรุนแรง โอกาสที่จะเกิดและความสามารถในการตรวจพบ ผลการศึกษา พบว่า การนำเข้ารถบรรทุกไฟฟ้าจากจีนมีปัจจัยเสี่ยง รวมจำนวน 17 ด้าน ผลการประเมินค่าดัชนีความเสี่ยงของข้อบกพร่อง (Risk Priority Number: RPN) 3 อันดับแรก ได้แก่ (1) การดำเนินพิธีการศุลกากรของตัวแทนออกของ (Shipping) มีค่า RPN 225.14 (2) การจัดทำข้อมูลเกี่ยวกับสินค้าของบริษัทผู้ผลิตรถบรรทุกไฟฟ้า มีค่า RPN 198 (3) ความชำนาญของตัวแทนออกของ (Shipping) มีค่า RPN 171.4

คำสำคัญ: ปัจจัยเสี่ยง, การนำเข้ารถบรรทุกไฟฟ้าจากจีน, การวิเคราะห์ความล้มเหลวและผลกระทบ

Abstract

This research aims to study the risk factors affecting the import of electric trucks from China. use the research model Mixed Method Research in the study applied the principles of risk management and failure mode and effect analysis (FMEA) risk factors derived from semi-structured interviews. (Semi-structured Interview) and calculate the index of item-objective congruence (Index of Item-Objective Congruence) by 3 experts. The acceptable index is from 0.67-1.00. Data is collected from a specific sample. from 10 employees in the import process by using the risk assessment form to consider level of severity chance of occurrence The results of the study revealed that the import of electric trucks from China has a total of 17 risk factors. The results of the risk priority number (RPN) evaluation of the top 3 are: (1) Customs clearance of customs brokers (Shipping) is valued at RPN 225.14 (2) Product information preparation of electric truck manufacturers is valued at RPN 198 (3) Expertise of customs brokers (Shipping) is valued RPN 171.4

Keywords: Risk Factors / Import Truck from China / Failure Mode and Effect Analysis

บทนำ

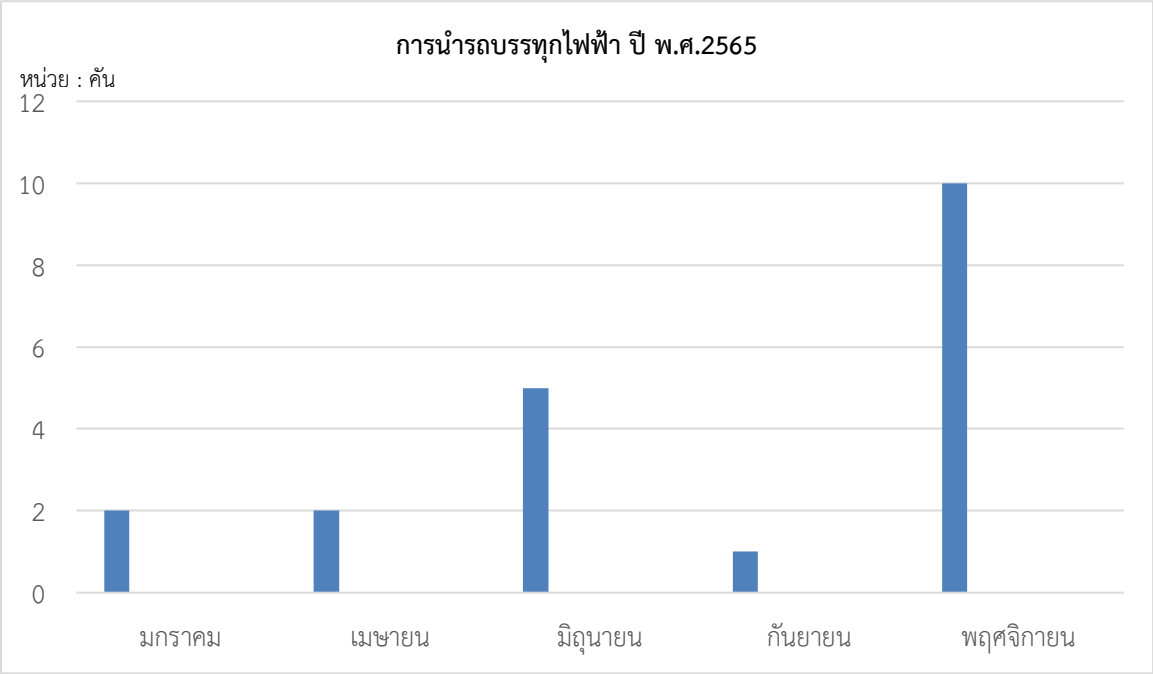
มีการคาดการณ์ว่าภายในปี 2023 จำนวนรุ่นรถบรรทุกไฟฟ้าจะเพิ่มขึ้นถึง 195 รุ่น ซึ่งเพิ่มขึ้นเป็นสองเท่าจากปี 2019 การสำรวจของแซมซารา (Samsara Inc.) บริษัท IoT (Internet of Things) สัญชาติอเมริกัน เผยว่า บริษัทขนส่งและภาคอุตสาหกรรมกว่า 90% ระบุว่า รถไฟฟ้าจะเข้ามามีบทบาทธุรกิจยานพาหนะมากขึ้นอย่างหลีกเลี่ยงไม่ได้ โดยมีแรงจูงใจภายใน คือ “เงิน” โดยการ

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จะรักษาสถานะธุรกิจที่แข็งแกร่ง และยั่งยืนได้ จะต้องพิจารณาจากความสามารถในการลดค่าใช้จ่ายหลักออกไป เช่น การลดต้นทุนเชื้อเพลิง, การลดต้นทุนการบำรุงรักษา และการลดต้นทุนการดำเนินงานโดยรวม ส่วนแรงจูงใจภายนอกที่ทำให้การนำรถ EV มาใช้ในภาคธุรกิจขนส่งเกิดขึ้น คือ นโยบายส่งเสริมและกฎหมายควบคุมอัตราการปล่อยมลพิษของทางการ (TNN ONLINE, 2565) ทั้งนี้ บริษัทนำเข้ารถบรรทุกไฟฟ้าจากจีนเปิดดำเนินกิจการตั้งแต่ปี พ.ศ. 2555 มีการนำเข้าประกอบรถยนต์ ทดสอบและจำหน่ายรถหรือยานพาหนะทุกชนิดทุกประเภท ครอบคลุมการใช้งานขนส่งเชิงพาณิชย์ทุกรูปแบบ ตั้งแต่รถบรรทุกไฟฟ้า หกล้อ สิบล้อ หัวลากไฟฟ้า รถปิคอัพ รถตู้ไฟฟ้าขนาด ใหญ่-เล็ก ทั้งเพื่องานโดยสารขนส่งคนและขนส่งสินค้า โดยประเทศจีนเป็นผู้ผลิตรถยนต์ไฟฟ้าที่ใหญ่สุดในปัจจุบัน สำหรับประเทศไทยผู้ประกอบการมีการนำข้ารถไฟฟ้าจากจีนเป็นอันดับ 3 ของโลก ที่ผ่านมาบริษัทต้องเผชิญกับปัญหาความล่าช้าที่เกิดจากความผิดพลาดของส่วนงานต่างๆ ที่เกี่ยวข้องกับการนำเข้า จนทำให้การส่งมอบรถให้ลูกค้าล่าช้ากว่ากำหนด ลูกค้าขาดความเชื่อมั่นในตัวบริษัท



จากเหตุผลดังกล่าวข้างต้น ผู้ศึกษาจึงได้ทำการศึกษาปัจจัยเสี่ยงที่ส่งผลกระทบต่อการนำเข้ารถบรรทุกไฟฟ้าจากประเทศจีน เพื่อเป็นแนวทางสำหรับผู้ประกอบการที่มีความสนใจและบริษัทกรณีศึกษาในการพัฒนากระบวนการทำงานให้มีประสิทธิภาพมากยิ่งขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยเสี่ยงที่เกิดขึ้นในกระบวนการนำเข้ารถบรรทุกไฟฟ้าจากประเทศจีน
2. เพื่อวิเคราะห์ระดับความเสี่ยงที่เกิดขึ้นในกระบวนการนำเข้ารถบรรทุกไฟฟ้าจากประเทศจีน
3. เพื่อนำเสนอแนวทางการบริหารความเสี่ยงในกระบวนการนำเข้ารถบรรทุกไฟฟ้าจากประเทศจีน

วิธีการดำเนินการวิจัย

1. รูปแบบการวิจัยแบบผสมผสาน (Mix Method Research) เป็นการวิจัยที่ใช้ทั้งเชิงปริมาณและเชิงคุณภาพร่วมกัน
2. ประชากรและกลุ่มตัวอย่าง

2.1 ประชากร คือ พนักงานในแผนกนำเข้าและแผนกจัดซื้อบริษัทกรณีศึกษา จำนวน 10ราย

2.2 กลุ่มตัวอย่าง คือ ใช้วิธีการคัดเลือกแบบเจาะจง (Purposive Sampling) จากพนักงานในแผนกนำเข้าและจัดซื้อซึ่งมีประสบการณ์ทำงานตั้งแต่ 2 ปี จำนวน 10 ราย

3. เครื่องมือที่ใช้ในการวิจัย

3.1 แบบประเมินความสี่ยง โดยใช้ทฤษฎีเกี่ยวกับการวิเคราะห์ความล้มเหลวและผลกระทบ (Failure Mode and Effect Analysis: FMEA) โดยมีขั้นตอนการสร้างดังนี้

3.2 การสัมภาษณ์แบบกึ่งโครงสร้าง (Semi - Structured Interview) การสัมภาษณ์ที่มีการวางแผนการสัมภาษณ์ไว้ก่อนล่วงหน้าอย่างเป็นขั้นตอนเกี่ยวกับกระบวนการนำเข้ารถบรรทุกไฟฟ้าจากจีน เพื่อระบุปัจจัยเสี่ยง

3.3 การหาค่าความเที่ยงตรงของแบบประเมินความเสี่ยง การคำนวณหาดัชนีความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ (Index of Item-Objective Congruence) โดยผู้เชี่ยวชาญงานนำเข้าและจัดซื้อต่างประเทศ จำนวน 3 ราย ค่าดัชนีความสอดคล้องที่ยอมรับได้ตั้งแต่ 0.67-1.00

4. การเก็บรวบรวมข้อมูล

วิธีเก็บรวบรวมข้อมูลในครั้งนี้เป็นการเก็บรวบรวมข้อมูลภาคสนามการสัมภาษณ์พนักงานเกี่ยวข้องในกระบวนการนำเข้าเพื่อระบุปัจจัยเสี่ยงและแจกแบบประเมินความเสี่ยง กับพนักงานจำนวน 10 ราย และนำแบบประเมินความเสี่ยงที่ได้มาวิเคราะห์ข้อมูลโดยใช้ทฤษฎีการวิเคราะห์ความล้มเหลวและผลกระทบ (Failure Mode and Effect Analysis: FMEA)

5. การวิเคราะห์ข้อมูล

การวิเคราะห์ความล้มเหลวและผลกระทบ (Failure Mode and Effect Analysis: FMEA) คำนวณค่า (Risk Priority Number: RPN) จากคะแนนความรุนแรง โอกาสที่จะเกิด ความสามารถในการตรวจพบ และจัดลำดับความเสี่ยงจากค่ามากไปหาค่าน้อย คัดเลือกปัจจัยเสี่ยงสูงสุดมาวิเคราะห์ และนำเสนอแนวทางการบริหารความเสี่ยง

สรุปผลการวิจัย

1. ปัจจัยเสี่ยงที่เกิดขึ้นในกระบวนการนำเข้ารถบรรทุกไฟฟ้าจากประเทศจีน ประกอบด้วย 16 ด้าน เกิดจากปัจจัยภายในด้านกระบวนการทำงานและพนักงาน จำนวน 9 ด้าน และปัจจัยภายนอก ด้านสิ่งแวดล้อม สังคมและวัฒนธรรม โรคระบาด การขนส่ง กฎหมาย เทคโนโลยี คู่แข่งและเศรษฐกิจ จำนวน 7 ด้าน

2. วิเคราะห์ระดับความเสี่ยงที่เกิดขึ้นในกระบวนการนำเข้ารถบรรทุกไฟฟ้าจากประเทศจีน

ตารางที่ 1 ผลการประเมินความเสี่ยงในการกระบวนการนำเข้ารถบรรทุกไฟฟ้าจากประเทศจีน

ความเสี่ยงในกระบวนการนำเข้ารถบรรทุกไฟฟ้า	**เกณฑ์การให้คะแนน**			
	ระดับความรุนแรง (S) 1-10คะแนน	โอกาสในการเกิด (O) 1-10คะแนน	โอกาสที่พบ (D) 1-10 คะแนน	ค่าความเสี่ยง (RPN)
1.บริษัทผู้ผลิตจัดทำใบข้อมูลสินค้าในการนำเข้าต่างๆใน การดำเนินพิธีศุลกากรผิดพลาด เช่นน้ำหนักในใบB/L	7.6	5.5	5	198
2.ตัวแทนออกของ (Shipping) จัดส่งเอกสารในการดำเนินพิธีศุลกากรช้ากว่ากำหนด	7.2	5.9	5.3	225.14
3.ตัวแทนออกของ (Shipping) ขาดความชำนาญในการทำงาน	6.6	4.9	5.3	171.1
4.ขาดการประสานงานระหว่าในขั้นตอนการขนส่งทำให้เรือเข้ามารับสินค้าช้ากว่ากำหนด	6.5	4.6	5.7	170.43
5.การบริหารด้านการจัดซื้อขาดความชำนาญ	6.5	4.2	5.7	155.61
6.ภาษาที่ใช้ในการสื่อสารแตกต่างจึงทำให้ความเข้าใจในการทำงานผิดพลาด	5.7	4	5.6	127.68
7.พนักงานขาดความชำนาญในด้านการต่อรอง	4.8	4.2	5.1	102.81
8.พายุและฝนตกทำให้เกิดคลื่นแรง ทำให้การขนส่งช้ากว่ากำหนด	5	4	5.7	114
9.วันหยุดเทศกาลทำให้การติดต่อไม่ต่อเนื่อง	5.2	3.6	4.5	84.24
10. ความเสี่ยงจากการแพร่ระบาดของโรคไวรัสโคโรนา2019	5.2	5.1	4.6	121.99
11.การขนส่งล่าช้า	6.3	4.4	4.6	127.51

ความเสี่ยงในกระบวนการนำเข้ารถบรรทุกไฟฟ้า	เกณฑ์การให้คะแนน			
	ระดับความรุนแรง (S) 1-10คะแนน	โอกาสในการเกิด (O) 1-10คะแนน	โอกาสที่พบ (D) 1-10 คะแนน	ค่าความเสี่ยง (RPN)
12.ข้อระเบียบการลดอัตราอากรและยกเว้นอากรศุลกากรรถบรรทุกไฟฟ้าที่ซับซ้อน	4.7	3.9	4.8	87.98
13.การเปลี่ยนแปลงข้อระเบียบทางพิธีศุลกากร	5.4	3.5	5.1	96.39
14.ระบบการดำเนินงานของกรมศุลการขัดข้อง	5.2	3.3	4.9	84.08
15.อัตราค่าแลกเปลี่ยน ทำให้มีความผันผวน	5.2	3.3	5	85.8
16.อุบัติเหตุทางทะเล เช่น เรือบรรทุกสินค้าชนกันทำให้การขนส่งล่าช้ากว่ากำหนด	5.6	3	5.7	95.76

ตารางที่ 2 การจัดลำดับความเสี่ยงในการกระบวนการนำเข้ารถบรรทุกไฟฟ้าจากประเทศจีน

ปัจจัยเสี่ยง	RPN
1. การดำเนินพิธีศุลกากรของตัวแทนออกของ (Shipping)	225.14
2. การจัดทำข้อมูลเกี่ยวกับสินค้าของบริษัทผู้ผลิตรถบรรทุกไฟฟ้า	198
3. ตัวแทนออกของ (Shipping) ขาดความชำนาญในการทำงาน	171.4
4. การประสานงานขั้นตอนการขนส่งทางเรือ	170.43
5. การบริหารด้านการจัดซื้อ	155.61
6. ภาษา	127.68
7. การขนส่ง	127.51
8. การแพร่ระบาดของโรคไวรัสโคโรนา2019	121.99
9. การเจรจาต่อรอง	120.81
10. ภัยธรรมชาติ	114
11. ระเบียบการพิธีศุลกากร	96.36
12. อุบัติเหตุจากการขนส่งทางทะเล	95.76
13. ระเบียบการลดอัตราอากรและยกเว้นอากรศุลกากรรถบรรทุกไฟฟ้า	87.98
14. อัตราค่าแลกเปลี่ยน	85.80
15. วันหยุดเทศกาล	84.24
16. ระบบสารสนเทศของกรมศุลกากร	84.08

จากตารางที่ 2 การจัดลำดับความเสี่ยงจากค่าคะแนน RPN มากไปหาน้อย ดังนี้ (1) การดำเนินพิธีการศุลกากรของตัวแทนออกของ (Shipping) มีค่า RPN 225.14 (2) การจัดทำข้อมูลเกี่ยวกับสินค้าของบริษัทผู้ผลิตรถบรรทุกไฟฟ้า มีค่า RPN 198 (3) ความชำนาญของตัวแทนออกของ (Shipping) มีค่า RPN 171.4 (4) การประสานงานขั้นตอนการขนส่งทางให้เรือ มีค่า RPN 170.43 (5) การบริหารด้านการจัดซื้อ มีค่า RPN 155.61 (6) ภาษา มีค่า RPN 127.68 (7) การขนส่ง มีค่า RPN 127.51 (8) การแพร่ระบาดของโรคไวรัสโคโรนา 2019 มีค่า RPN 121.99 (9) การเจรจาต่อรอง มีค่า RPN 120.81 (10) ภัยธรรมชาติ มีค่า RPN 114 (11) ระเบียบการศุลกากร มีค่า RPN 96.36 (12) อุบัติเหตุจากการขนส่งทางทะเล มีค่า RPN 95.76 (13) ระเบียบการลดอัตราอากรและยกเว้นอากรศุลกากรรถบรรทุกไฟฟ้า มีค่า RPN 87.98 (14) อัตราแลกเปลี่ยน มีค่า RPN 85.80 (15) วันหยุดเทศกาล มีค่า RPN 84.24 และ (16) ระบบสารสนเทศของกรมศุลกากร มีค่า RPN 84.08

3. การนำเสนอแนวทางการบริหารความเสี่ยง 3 ลำดับแรก ดังนี้ (1) การดำเนินพิธีการศุลกากรของตัวแทนออกของ (Shipping) แนวทางการบริหารความเสี่ยง การลด/การควบคุมความเสี่ยง โดยการกำหนดตัวชี้วัดประสิทธิภาพการดำเนินงาน (2) การจัดทำข้อมูลเกี่ยวกับสินค้าของบริษัทผู้ผลิตรถบรรทุกไฟฟ้า การลด/การควบคุมความเสี่ยง โดยการใช้แบบฟอร์มตรวจสอบข้อมูลการนำเข้า เช่น การตรวจสอบใบกำกับสินค้า (INVOICE) (3) ความชำนาญของตัวแทนออกของ (Shipping) การลด/การควบคุมความเสี่ยง โดยการกำหนดตัวชี้วัดประสิทธิภาพการดำเนินงาน สามารถแสดงผลการวิเคราะห์ปัจจัยเสี่ยงโดยนำหลักบริหารความเสี่ยงดังตารางที่ 3

ตารางที่ 3 แนวทางการบริหารความเสี่ยง 3 ลำดับแรก

การบริหารความเสี่ยง			
ความเสี่ยง		**แนวทางการบริหารความเสี่ยง**	**วิธีการบริหารจัดการความเสี่ยง**
ปัจจัยภายใน	การดำเนินการพิธีการศุลกากรของตัวแทนออกของ (Shipping)	การลด/การควบคุมความเสี่ยง	โดยกำหนดตัวชี้วัดประสิทธิภาพการดำเนินงาน
	การจัดทำข้อมูลเกี่ยวกับสินค้าของบริษัทผู้ผลิตรถบรรทุกไฟฟ้า	การลด/การควบคุมความเสี่ยง	โดยการใช้แบบฟอร์มตรวจสอบข้อมูลการนำเข้า เช่น การตรวจสอบใบกำกับสินค้า (INVOICE)
	ความชำนาญของตัวแทนออกของ (Shipping)	การลด/การควบคุมความเสี่ยง	โดยกำหนดตัวชี้วัดประสิทธิภาพการดำเนินงาน

อภิปรายผลการวิจัย

จากผลการวิจัยที่ได้ทำการศึกษาปัจจัยเสี่ยงที่ส่งผลต่อการนำเข้ารถบรรทุกไฟฟ้าจากประเทศจีน พบว่า การวิเคราะห์ความเสี่ยงและป้องกันความเสี่ยงต่าง ๆ ของกระบวนการนำเข้า โดยการประยุกต์ใช้ FMEA ซึ่งเป็นเครื่องมือสำหรับการวิเคราะห์และป้องกันความเสี่ยงต่าง ๆ ที่อาจส่งผลกระทบให้ผลลัพธ์ของกระบวนการไม่เป็นไปตามเป้าหมาย FMEA สามารถนำมาปรับใช้ได้กับทุกกระบวนการทุกประเภท สอดคล้องกับ (สถาบันเพิ่มผลผลิตแห่งชาติ, 2558)

ข้อเสนอแนะ

บริษัทกรณีศึกษาควรนำ FMEA มาใช้ในการออกแบบกระบวนการทำงานใหม่ หรือปรับปรุงกระบวนการทำงานเดิมให้มีประสิทธิผลมากขึ้น

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การเพิ่มประสิทธิภาพการจัดการสินค้าคงคลังด้วยแนวคิด Fixed Location Systemกรณีศึกษา : บริษัท เอบีซี จำกัด

Inventory Management Optimization with Fixed Location System Concept Case Study: Abc Co., Ltd.

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บทคัดย่อ

งานวิจัยนี้จึงมีวัตถุประสงค์ 1) เพื่อปรับปรุงประสิทธิภาพการจัดเก็บสินค้าคงคลังด้วยเทคนิค ABC Classification Analysis 2) เพื่อระบุตำแหน่งการจัดเก็บวัตถุดิบด้วยแนวคิด Fixed Location System 3) เพื่อลดระยะเวลาในการค้นหาวัตถุดิบของแผนกคลังสินค้า จากการปฏิบัติงานพบว่า คลังสินค้ามีขนาดเล็กมีพื้นที่ในการจัดเก็บสินค้าแบบจำกัดและในการจัดวางวัตถุดิบนั้นไม่ได้มีการกำหนดรูปแบบการจัดวางเป็นหมวดหมู่ที่ชัดเจนทำให้วัตถุดิบปะปนกันรวมถึงมีวัตถุดิบวางกองที่พื้นและทางเดินในคลังสินค้าทำให้การค้นหาวัตถุดิบใช้ระยะเวลามากเกินความจำเป็นส่งผลให้การส่งวัตถุดิบไปกระบวนการผลิตล่าช้า จึงทำการปรับปรุงแก้ไขปัญหาโดยทำการปรับปรุงแผนผังคลังสินค้าด้วยแนวคิด Fixed Location System และจัดวางวัตถุดิบแบบเป็นหมวดหมู่ด้วยการวิเคราะห์แบ่งกลุ่มด้วยเทคนิค ABC Classification Analysis เมื่อทำการจัดแผนผังใหม่แล้วจากนั้นทำการจับเวลาการในการเบิก-จ่ายวัตถุดิบ ผลการวิจัยพบว่าสามารถลดระยะเวลาในการค้นหาวัตถุดิบได้ โดยก่อนการปรับปรุงแก้ไข พนักงานคนที่ 1 ใช้ระยะเวลาในการค้นหาวัตถุดิบเฉลี่ย 16.17 นาที หลังทำการปรับปรุงแก้ไขลดเหลือ 7.3 นาที คิดเป็นร้อนละ 57.33 ต่อใบเบิก และ พนักงานคนที่ 2 ก่อนทำการปรับปรุงแก้ไขใช้ระยะเวลาในการค้นหาวัตถุดิบเฉลี่ย 31.2 นาที หลังทำการปรับปรุงแก้ไขลดเหลือ 9.2 นาที คิดเป็นร้อยละ 70.51 ต่อใบเบิก

คำสำคัญ: การวิเคราะห์การจัดกลุ่ม,การกำหนดตำแหน่งตายตัว,การควบคุมด้วยการมองเห็น

Abstract

The objectives of this research were 1) to improve the efficiency of inventory storage by ABC Classification Analysis technique, 2) to identify the storage location of raw materials according to the Fixed Location system concept, and 3) to reduce the time to search for raw materials. warehouse department from the performance it was found that the warehouse is small, with limited storage space and in the placement of raw materials there is no clear classification of the layout, resulting in mixed materials both on the floor and on the way. Walking in the warehouse makes searching for raw materials taking longer than necessary. As a result, the delivery of raw materials into the production process was delayed. Therefore, improvements have been made to fix the problem. By improving the warehouse model with the concept of Fixed Location System and arranging raw materials into categories by ABC Classification Analysis technique. Before improvement, employee 1 spent an average of 16.17 minutes after editing, reduced to 7.3 minutes or 57.33% per item, and employee 2 before editing spent an average of 31.2 minutes searching for raw materials, after editing reduced to 9.2 minutes, thinking to 70.51% per card

Keywords: ABC Classification Analysis, Fixed Location System, Visual Control

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[4] (นักศึกษา) สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุมวิทยาเขตขอนแก่น

บทนำ

ระบบจัดเก็บโดยกำหนดตำแหน่งตายตัว (Fixed Location System) เป็นแนวความคิดในการจัดเก็บสินค้ารูปแบบนี้ สินค้าทุกชนิดหรือทุก SKU นั้นจะมีตำแหน่งจัดเก็บที่กำหนดไว้ตายตัวอยู่แล้ว ซึ่งการจัดเก็บรูปแบบนี้เหมาะสำหรับคลังสินค้าที่มีขนาดเล็ก มีจำนวนพนักงานที่ปฏิบัติงานไม่มากและมีจำนวนสินค้าหรือจำนวน SKU ที่จัดเก็บน้อยด้วย โดยจากการศึกษาพบว่าแนวคิดการจัดเก็บสินค้านี้จะมีข้อจำกัดหากเกิดกรณีที่สินค้านั้นมีการสั่งซื้อเข้ามาทีละมากๆจนเกินจำนวน location ที่กำหนดไว้ของสินค้าชนิดนั้นหรือในกรณีที่สินค้าชนิดนั้นมีการสั่งซื้อเข้ามาน้อยในช่วงเวลานั้น จะทำให้เกิดพื้นที่ที่เตรียมไว้สำหรับสินค้าชนิดนั้นว่าง ซึ่งไม่เป็นการใช้ประโยชน์ของพื้นที่ในการจัดเก็บที่ดี ข้อดี 1) ง่ายต่อการนำไปใช้ 2) ง่ายต่อการปฏิบัติงาน ข้อเสีย 1) ใช้พื้นที่จัดเก็บไม่ได้ไม่เต็มที่ต้อง 2) เสียพื้นที่จัดเก็บโดยเปล่าประโยชน์ในกรณีที่ไม่มีสินค้าอยู่ในสต็อก 3) ต้องใช้พื้นที่มากหลายตำแหน่งในการจัดเก็บสินค้าให้มากที่สุด 4) ยากต่อการขยายพื้นที่จัดเก็บ 5) ยากต่อการจดจำตำแหน่งจัดเก็บสินค้า

ปัจจุบันบริษัทกรณีศึกษาเป็นบริษัทที่ทำการผลิตและจำหน่ายพรมทั้งในประเทศและต่างประเทศ ผลิตทั้งพรมเช็ดเท้าขนาดเล็ก พรมปูพื้นที่ใช้สำหรับรองโต๊ะให้มีความสวยงาม ไปจนถึงพรมขนาดใหญ่ และที่สำคัญเป็นบริษัทผลิดพรมทอมืออันดับต้นๆของประเทศไทย ผลิตพรมคุณภาพสูงให้กับลูกค้ายาวนานกว่า 30 ปี จากการการลงพื้นที่สำรวจและปฏิบัติงานจริง ภายในบริษัทกรณีศึกษามีคลังสินค้าทั้งหมด 3 คลังสินค้าที่ใช้ในการจัดเก็บวัตถุดิบและสินค้าสำเร็จรูป และพบว่าคลังสินค้าวัตถุดิบหมายเลข 2 เป็นคลังสินค้าที่มีขนาดเล็กมีพนักงานในการปฏิบัติงานจำนวน 2 คนและในการจัดวางวัตถุดิบนั้นไม่ได้มีการกำหนดรูปแบบการจัดวางเป็นหมวดหมู่ที่ไม่ชัดเจนทำให้วัตถุดิบปะปนกันรวมถึงมีวัตถุดิบวางกองที่พื้นและทางเดินในคลังสินค้าทำให้ระยะเวลาในการค้นหาวัตถุดิบล่าช้าและส่งผลให้การส่งวัตถุดิบไปยังกระบวนการผลิตเกิดการล่าช้า

ดังนั้นงานวิจัยนี้จึงมีวัตถุประสงค์ 1) เพื่อปรับปรุงประสิทธิภาพการจัดเก็บสินค้าคงคลังด้วยเทคนิค ABC Classification Analysis 2) เพื่อระบุตำแหน่งการจัดเก็บวัตถุดิบด้วยแนวคิด Fixed Location System 3) เพื่อลดระยะเวลาในการค้นหาวัตถุดิบของแผนกคลังสินค้า โดยทำการเก็บรวบรวมข้อมูลเกี่ยวกับ อัตราการเบิก-จ่ายวัตถุดิบ เป็นระยะเวลาย้อนหลัง 1 ปี เพื่อทำการจัดหมวดหมู่วัตถุดิบด้วยเทคนิค ABC Classification Analysis และทำการระบุตำแหน่งการจัดเก็บวัตถุดิบด้วยแนวคิด Fixed Location System จากนั้นนำเทคนิคการควบคุมด้วยการมองเห็น เพื่อเพิ่มประสิทธิภาพการจัดการสินค้าคงคลังให้กับบริษัทกรณีศึกษา

วัตถุประสงค์

1) เพื่อปรับปรุงประสิทธิภาพการจัดเก็บสินค้าคงคลังด้วยเทคนิค ABC Classification Analysis
2) เพื่อระบุตำแหน่งการจัดเก็บวัตถุดิบด้วยแนวคิด Fixed Location System
3) เพื่อลดระยะเวลาในการค้นหาวัตถุดิบของแผนกคลังสินค้า

ทฤษฎีและวรรณกรรมที่เกี่ยวข้อง

แผนผังก้างปลา (Fishbone Diagram)

เป็นแผนผังที่ใช้แสดงความสัมพันธ์อย่างเป็นระบบระหว่างสาเหตุหลาย ๆ สาเหตุที่เป็นไปได้ที่ส่งผลกระทบให้เกิดปัญหาหนึ่งปัญหา โดยจะใช้เมื่อต้องการจะวิเคราะห์หาสาเหตุของปัญหาที่แท้จริง เพื่อนำไปสู่แนวทางการแก้ไขปัญหาที่ถูกต้อง

ก้างปลาประกอบไปด้วย ส่วนปัญหาหรือผลลัพธ์ (Problem or Effect) ซึ่งจะแสดงอยู่ที่หัวปลา ส่วนสาเหตุ (Causes) จะสามารถแยกย่อยออกได้เป็นอีก 1 ปัจจัย (Factors) ที่ส่งผลกระทบต่อปัญหา(หัวปลา) 2) สาเหตุหลัก 3) สาเหตุย่อย สาเหตุของปัญหาจะเขียนไว้ในก้างปลาแต่ละก้าง ย่อ ก้างย่อยเป็นสาเหตุของก้างรองและก้างรองเป็นสาเหตุของก้างหลักเป็นต้น การกำหนดปัจจัยบนก้างปลา เราสามารถที่จะกำหนดกลุ่มปัจจัยอะไรก็ได้ แต่ต้องมั่นใจว่ากลุ่มที่เรากำหนดไว้เป็นปัจจัยนั้นสามารถที่จะช่วยให้เราแยกแยะและกำหนดสาเหตุต่างๆ ได้อย่างเป็นระบบ และเป็นเหตุเป็นผล โดยส่วนมากมักจะใช้หลักการ 4M 1E เป็นกลุ่มปัจจัยเพื่อจะนำไปสู่การแยกแยะสาเหตุต่างๆ (วิยดา สังโชติม 2558)

แนวคิดการระดมสมอง (Brainstorming)

การระดมสมอง (Brainstorm) เป็นเทคนิคหนึ่งที่นิยมนำมาใช้ในการระดมความคิดเพื่อหาไอเดียสร้างสรรค์ใหม่ ๆ หรือใช้ในระดมความคิดเพื่อแก้ไขปัญหา จากหลาย ๆ มุมมอง หลายความคิดของสมาชิกที่มาร่วมกิจกรรมระดมสมอง

หลักการ 4 ข้อของ Brainstorming

1. ปล่อยให้แสดงความคิดเห็นอย่างอิสระ

พยายามสร้างบรรยากาศในการคิดไอเดียแบบไม่กดดัน รวมทั้งเสื้อผ้าเครื่องแต่งกายด้วย ต้องมีคนกลางที่ดำเนินการประชุมได้ดี โดยไม่ยึดเอาตัวเองเป็นที่ตั้งจนมองข้ามไอเดียจากคนอื่น หรือเน้นย้ำความคิดเห็นของตนเองมากเกินไป เพราะไอเดียมักเกิดขึ้นเมื่ออยู่ในบรรยากาศที่อิสรเสรี

2. ปริมาณสำคัญกว่าคุณภาพ

จงจำไว้ว่า ไอเดียดีๆ มักมาจากไอเดียจำนวนมาก จึงไม่ควรตัดสินว่าไอเดียไหนดีหรือไม่ดี สิ่งสำคัญคือ คิดไอเดียออกมาให้มากที่สุด แม้จะมีบางไอเดียที่ดูแปลกๆ อยู่บ้าง ก็ต้องคิดว่านั่นเป็นมุมมองที่แปลกใหม่และแสดงท่าทียอมรับ

3. ไม่วิพากษ์วิจารณ์ผู้อื่น

การ Brainstorming จะไม่วิพากษ์วิจารณ์กัน จงจำไว้ว่า ไม่ควรใช้คำว่า “แต่” ควรใช้คำว่า “แล้วก็” เท่านั้น ไม่ว่าฝ่ายตรงข้ามจะแสดงไอเดียอะไรออกมาก็ไม่ควรวิพากษ์วิจารณ์ ไม่เช่นนั้นคนที่เสนอไอเดียจะหมดกำลังใจจนไม่กล้าพูดออกมา

4. สร้างไอเดียใหม่ด้วยการรวมและปรับปรุง

เมื่อได้ไอเดียมากพอแล้ว ควรนำคำสำคัญที่เกี่ยวข้องมารวมกันหรือปรับปรุงจนกลายเป็นไอเดียใหม่ๆ ต้องคิดว่าในบรรดาไอเดียจำนวนมากนั้นจะต้องมีไอเดียที่ล้ำค่าเหมือนอัญมณีอยู่ แม้จะดูไม่เป็นรูปธรรม แต่ต้องเชื่อว่าการรวมไอเดียทำให้เกิดไอเดียใหม่ๆ ได้ (ศศิมา สุขสว่าง, 2560)

ระบบจัดเก็บโดยกำหนดตำแหน่งตายตัว (Fixed Location System)

ระบบจัดเก็บโดยกำหนดตำแหน่งตายตัว (Fixed Location System) เป็นแนวความคิดในการจัดเก็บสินค้ารูปแบบนี้ สินค้าทุกชนิดหรือทุก SKU นั้นจะมีตำแหน่งจัดเก็บที่กำหนดไว้ตายตัวอยู่แล้ว ซึ่งการจัดเก็บรูปแบบนี้เหมาะสำหรับคลังสินค้าที่มีขนาดเล็ก มีจำนวนพนักงานที่ปฏิบัติงานไม่มากและมีจำนวนสินค้าหรือจำนวน SKU ที่จัดเก็บน้อยด้วย โดยจากการศึกษาพบว่าแนวคิดการจัดเก็บสินค้านี้จะมีข้อจำกัดหากเกิดกรณีที่สินค้านั้นมีการสั่งซื้อเข้ามาทีละมากๆจนเกินจำนวน location ที่กำหนดไว้ของสินค้าชนิดนั้นหรือในกรณีที่สินค้าชนิดนั้นมีการสั่งซื้อเข้ามาน้อยในช่วงเวลานั้น จะทำให้เกิดพื้นที่ที่เตรียมไว้สำหรับสินค้าชนิดนั้นว่าง ซึ่งไม่เป็นการใช้ประโยชน์ของพื้นที่ในการจัดเก็บที่ดี ข้อดี 1) ง่ายต่อการนำไปใช้ 2) ง่ายต่อการปฏิบัติงาน ข้อเสีย 1) ใช้พื้นที่จัดเก็บไม่ได้ไม่เต็มที่ต้อง 2) เสียพื้นที่จัดเก็บโดยเปล่าประโยชน์ในกรณีที่ไม่มีสินค้าอยู่ในสต๊อก 3) ต้องใช้พื้นที่มากหลายตำแหน่งในการจัดเก็บสินค้าให้มากที่สุด 4) ยากต่อการขยายพื้นที่จัดเก็บ 5) ยากต่อการจดจำตำแหน่งจัดเก็บสินค้า (สุมิตรา เครือวัลย์, 2561)

เทคนิค ABC Classification Analysis

เป็นแนวคิดที่ให้ความสำคัญกับการจัดกลุ่มสินค้าเป็น 3 กลุ่ม เพื่อง่ายในการบริหารจัดการตามกลุ่มสินค้า การจัดลำดับมีหลายแบบตามแนวนโยบายที่ต้องการใช้บริหารขององค์กรเช่น การจัดลำดับสินค้าตามมูลค่าสินค้าคงคลังที่ถือครองรวมต่อปีของแต่ละรายการ, มูลค่าขายสินค้าแต่ละรายการ หรือส่วนแบ่งกำไรของสินค้านั้น โดยจัดแบ่งตามเกณฑ์การพิจารณาเช่น ใช้จำนวนรายการวัสดุ (Unit) มาคิดร่วมกับมูลค่า (Value) มูลค่าที่พูดถึงอาจเป็น มูลค่าการถือครอง หรือมูลค่าการขาย หรือมูลค่าส่วนแบ่งกำไร เพื่อจัดแบ่งกลุ่มวัสดุกลุ่ม A คือ วัสดุในกลุ่ม A จะประกอบด้วยสินค้าที่มีเพียงไม่กี่รายการ หรือมีจำนวน SKU (Stock Keeping Unit) น้อยอาจเพียง 5-15 % แต่เป็นรายการสินค้าคงคลังที่มีมูลค่าสูงเกิน 70-80 % อาจกำหนดค่าขั้นสูง Y หากมีเก็บขั้นต่ำสูง Y ก็จะจัดอยู่ในวัสดุกลุ่มนี้ วัสดุกลุ่ม B คือ วัสดุในกลุ่ม B เป็นส่วนสินค้าที่มีมูลค่ารองลงไป จะได้รับความสำคัญน้อยลงจะประกอบด้วยสินค้ารายการระหว่าง 15-30 % แต่เป็นรายการสินค้าคงคลังที่มีมูลค่าต่ำกว่า 30 % อาจอยู่ในระหว่างค่าที่กำหนด โดยมีค่าต่ำกว่า Y แต่ยังสูงกว่าค่าขั้นต่ำ X ก็จะจัดอยู่ในวัสดุกลุ่มนี้ ส่วนสินค้าที่มีมูลค่าการถือครอง หรือมีมูลค่าการขาย หรือส่วนแบ่งกำไรรองลงไปจะได้รับความสำคัญน้อยลงเป็น B และ C ตามลำดับ วัสดุกลุ่ม C คือ วัสดุในกลุ่ม C ส่วนสินค้าที่มีมูลค่าน้อยสุด จะให้ความสำคัญน้อยที่สุดจะประกอบด้วยสินค้าที่มีรายการมาก 50-60 % แต่เป็นรายการสินค้าคงคลังที่มีมูลค่าต่ำเพียง 5-10 % ต่ำกว่าค่าที่ได้กำหนดขั้นต่ำ X หากมีเก็บขั้นต่ำน้อยกว่า X ก็จะจัดอยู่ในวัสดุกลุ่มนี้ (เกียรติพงษ์ อุดมธนะธีระ, 2561)

การควบคุมด้วยการมองเห็น (Visual Control)

เป็นเทคนิคในการสื่อสารผ่านการมองเห็น โดยแสดงให้เห็นผลการปฏิบัติงาน เห็นความผิดปกติ หรือสื่อสารความหมายบางอย่างให้เห็นได้อย่างสะดวก ชัดเจน และเข้าใจได้ง่ายขึ้น การควบคุมการมองเห็น (Visual Control) เพื่อการบริหารสินค้าคงคลังเป็นการใช้ป้ายบอกประเภทสินค้า ใช้สี เครื่องหมาย และสัญลักษณ์ แทนการอ่านข้อความ หรือแทนการบ่งบอกตำแหน่งที่ชัดเจนโดย (นิตยา พูลผล, 2563)

เทคนิคในการศึกษาเวลา

การวัดผลงานที่ใช้ได้ง่ายกระบวนการไม่ซับซ้อนและข้อมูลการวัดมีความน่าเชื่อถือมากคือ เทคนิคการศึกษาเวลา ซึ่งได้รับความนิยมจนถึงปัจจุบัน ในระยะแรกจะมุ่งในการหาเวลามาตรฐานเพื่อใช้เป็นเกณฑ์ในการกำหนดค่าจ้างแรงงานที่ยุติธรรมในแผนการจ่ายเงินจูงใจ ต่อมาจึงได้มีการกำหนดขอบเขตการใช้งานและเป็นประโยชน์ในงานที่หลายหลายมากขึ้นโดยเฉพาะการผลิต การควบคุม การวางแผน การศึกษาเวลาคือเทคนิคที่นำมาใช้ในการควบคุมการจัดการในการพัฒนาการทำงาน ซึ่งจะเกี่ยวข้องกับการวัดผลงานโดยจะมีหน่วยเป็นนาทีหรือวินาทีที่คน ๆ หนึ่ง สามารถทำงานนั้น ๆ ได้โดยทั่วไปมีเทคนิคที่นิยมใช้ในการศึกษาเวลา 4 วิธีคือ 1) Direct Time Study คือการศึกษาเวลาโดยการใช้เครื่องมือจับเวลาโดยตรงจากการทำงานของคนงาน 2) Predeter-mined Motion Time Systems คือ การหาเวลาล่วงหน้าโดยใช้ตารางการคำนวณมาตรฐานต่างๆ 3) Work sampling คือการศึกษาเวลาโดยอาศัยหลักการ

สุ่มตัวอย่างเชิงสถิติในการหาสัดส่วนของการทำงาน และเวลามาตรฐาน และ 4) Standard Time Data and Formula คือ การศึกษาเวลาโดยอาศัยข้อมูลจากอดีต และสูตรบางสูตรช่วยในการคำนวณหาเวลาเทคนิคแต่ละเทคนิคจะมีความเหมาะสมกับงานแต่ละงานแตกต่างกันไป (ธัญวรรณ มาศวิวัฒน์, 2559)

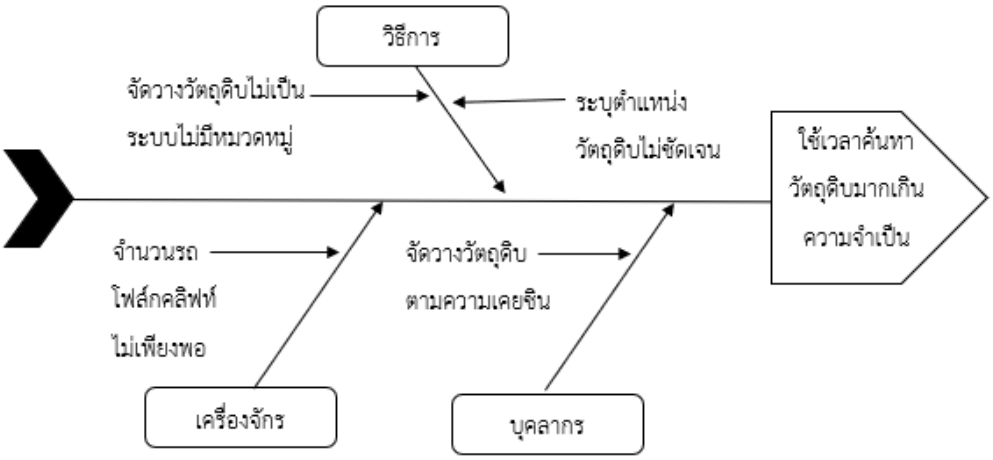
ลักขณา ชัยพัฒนานนท์ (2552). ได้ศึกษาเรื่องการจัดการคลังสินค้าบริษัทไดก้า (ประเทศไทย) จำกัด ผู้ศึกษาได้นำทฤษฎีที่ได้เรียนมาเพื่อนำมาประยุกต์เพื่อปรับปรุงระบบการทำงานในการจัดการคลังสินค้าเพื่อให้เกิดประโยชน์สูงสุด และจากการปรับปรุงได้มีการนำหมายเลขติดตามเสาแต่ละต้นเพื่อนำมาเป็นรหัสในการแยกสินค้า และมีการแยกรหัสสินค้าย่อย เนื่องจากสินค้ามีขนาดต่างกันและแพ็คเกจต่างกันมีการปรับฐานข้อมูลสม่ำเสมอเพื่ออัพเดทข้อมูลให้ทันสมัยมากที่สุด เนื่องจากสินค้าในคลังสินค้า A และ C มีการใช้พื้นที่น้อย จึงนำสินค้าจากคลังสินค้าเองมารวมกับคลังสินค้า C เพื่อให้ใช้ประโยชน์จากคลังสินค้า A ให้ได้มากที่สุด และจากการแบ่งสินค้าตามหลักการ ABC Classification Analysis เพื่อให้ทราบว่า สินค้า กลุ่มเอ เป็นสินค้าที่ให้ผลกำไรกับบริษัทสูงดังนั้นจึงจำเป็นต้องมีการบริหารจัดการให้ดีซึ่งหากบริหารจัดการ สินค้า A ให้เหมาะสมนั้นก็ยังส่งผลต่ออัตราการหมุนเวียนสินค้าคงคลังทำให้ลดต้นทุนสินค้าคงคลังได้เนื่องจากเป็นสินค้าที่มีการหมุนเวียนตลอดเวลา สินค้ากลุ่ม B เป็นสินค้าที่อยู่ในคลังสินค้าเป็นระยะเวลาหนึ่งสินค้าประเภทนี้ควรมีการจัดเก็บไว้พอสมควร และสินค้ากลุ่ม C จึงไม่ควรสั่งครั้งละมากๆเนื่องจากเป็นสินค้าที่มีการหมุนเวียนน้อย

สำราญ ชำโสม สุระศักดิ์ พรบรรเจิดกุล (2564). งานวิจัยนี้มีวัตถุประสงค์ 1) เพื่อลดระยะเวลาในการค้นหาสินค้า และ 2) เพื่อปรับปรุงประสิทธิภาพในการจัดเก็บสินค้าที่อยู่ภายในคลังสินค้า และใช้กลุ่มตัวอย่างที่ปฏิบัติงานในคลังสินค้าจำนวน 5 คน เครื่องมือที่ใช้ในการวิจัยเป็นการทดสอบการจับเวลาโดยตรงจากการปฏิบัติงานจะทำการทดสอบจากคำสั่งซื้อให้พนักงานที่ปฏิบัติงานได้นำเข้าไปค้นหาสินค้าและทำการปรับเวลาก่อนและหลังการปรับปรุงโดยเข้าไปศึกษาหาสาเหตุของปัญหาที่เกิดขึ้นจากการปฏิบัติงานพบว่าในการจัดวางสินค้านั้นไม่ได้มีการกำหนดรูปแบบการจัดวางเป็นหมวดหมู่ที่ชัดเจน ทำให้สินค้าปะปนกันรวมถึงมีสินค้าวางกองไว้ที่พื้นที่ทางเดินในคลังสินค้า จึงได้ใช้แผนผังก้างปลาเข้ามาเพื่อช่วยหาสาเหตุของปัญหาพบว่าปัญหาหลักคือการค้นหาสินค้าเป็นเวลานานคิดเป็น 23.3% ของการทำงานจากปัญหาที่เกิดขึ้นได้มีการปรับปรุงกระบวนการทำงานโดยการทำระบบ stock card สำหรับการเบิก-จ่าย การรับเข้าของสินค้าทั้งหมดเพื่อให้รู้ถึงการเคลื่อนไหวของสินค้าแต่ละรายการในด้านสถานที่ได้มีการออกแบบจัดเก็บและแบ่งหมวดหมู่ตามยอดขายตามสินค้าขายดีและกำหนดรูปแบบทั้งในการจัดเก็บเป็นแบบตำแหน่งตายตัวโดยสินค้าที่ขายได้เร็วเคลื่อนไหวเร็วจะถูกนำมาไว้ใกล้กับประตูเพื่อให้ง่ายต่อการเบิกจ่ายทำการอบรมพนักงานเพื่อให้ทราบรูปแบบการจัดเก็บแบบตำแหน่งตายตัวและทำการจับเวลาในการทำงานในการเบิก-จ่ายสินค้า ผลการวิจัยพบว่าเมื่อปรับปรุงประสิทธิภาพในการจัดเก็บสามารถใช้พื้นที่ในครั้งสินค้าได้อย่างมีประสิทธิภาพและมีพนักงานปฏิบัติตามระบบที่ได้นำไปปรับใช้สามารถลดระยะเวลาในการค้นหาสินค้าเวลาเฉลี่ยในการค้นหารองเท้าลดลงร้อยละ 37.7% หรือคิดเป็น 5.29 นาที/คำสั่งซื้อ

กฤษณ์ เดชอมร (2557). ได้ทำการศึกษาการปรับปรุงประสิทธิภาพการจัดการคลังสินค้า กรณีศึกษาโรงงานผลิตแป้งมันสำปะหลังแปรรูป ผู้วิจัยได้เสนอการปรับปรุงประสิทธิภาพการจัดการคลังสินค้าโดยมีการปรับปรุงแผนผังการจัดเก็บสินค้าแบบจัดวางแบบสุ่ม (Random) เป็นการจัดวางโดยใช้หลักการ ABC Classification Analysis และการจัดวางสินค้าที่มีการเคลื่อนไหวมากไว้ใกล้ประตูเพื่อลดระยะทางเฉลี่ยรวมในการหยิบสินค้าซึ่งส่งผลให้ต้นทุน ที่เกิดจากกิจกรรมการหยิบสินค้าเพื่อส่งมอบลดลง

วิธีการและผลการดำเนินงานวิจัย

1. วิเคราะห์หาสาเหตุ ผลการค้นหาสาเหตุที่ทำให้ระยะเวลาในการค้นหาวัตถุดิบมากเกินความจำเป็นโดยใช้แผนผังก้างปลา (Fishbone Diagram) ซึ่งจะทำการวิเคราะห์สาเหตุที่ครอบคลุมมากที่สุด โดยจากการวิเคราะห์ปัญหาการใช้ระยะเวลาในการค้นหาวัตถุดิบนานเกินความจำเป็น สาเหตุหลักๆมาจาก 1) วิธีการ สาเหตุย่อยคือไม่มีการระบุตำแหน่งการจัดเก็บวัตถุดิบที่ชัดเจนและจัดวางวัตถุดิบไม่เป็นระบบไม่มีหมวดหมู่ 2) บุคลากร สาเหตุย่อยคือพนักงานจัดวัตถุดิบตามความเคยชิน 3) เครื่องจักร สาเหตุย่อยคือจำนวนรถโฟล์กคลิฟท์ไม่เพียงพอ แสดงดังภาพที่ 1



ภาพที่ 1 แผนผังแสดงสาเหตุที่ทำให้การค้นหาสินค้าใช้ระยะเวลามากเกินไป

2. การประชุมระดมสมอง (Brain Storming) ทำการประชุมระดมสมองกับผู้ที่เกี่ยวข้องโดยนำสาเหตุที่ได้จากการวิเคราะห์หาสาเหตุมาอธิบายให้ผู้เข้าร่วมประชุมได้เข้าใจถึงปัญหาที่เกิดขึ้น เพื่อให้ผู้เข้าร่วมประชุมได้ทำการแสดงความคิดเห็นช่วยเสนอแนวทางในการแก้ไขปัญหาและเมื่อได้แนวทางการแก้ไขปัญหาแล้วจะนำแนวทางการแก้ไขปัญหาที่ได้เสนอแก่ผู้บริหารสูงสุดเพื่อตัดสินใจเลือกแนวทางที่ต้องการแก้ไขมากที่สุดก่อน ซึ่งผลที่ได้จากการประชุมระดมสมอง เกี่ยวข้อง แสดงดังตารางที่ 1

ตารางที่ 1 ผลการระดมสมองกับผู้ที่เกี่ยวข้อง

ประเภท	ปัญหาและสาเหตุ	แนวทางการแก้ไขปัญหา
บุคลากร	จัดวางวัตถุดิบตามความเคยชิน	ใช้หลักการจัดเก็บโดยกำหนดตำแหน่งตายตัว (Fixed Location System)
วิธีการ	จัดวางวัตถุดิบไม่เป็นระบบไม่มีหมวดหมู่ ระบุตำแหน่งวัตถุดิบไม่ชัดเจน	ใช้ทฤษฎี ABC classification analysis ใช้การควบคุมด้วยการมองเห็น (Visual Control)

จากตารางที่ 1 ผลการประชุมระดมสมองปัญหา 1) การจัดวางวัตถุดิบตามความเคยชิน แนวทางการแก้ไขปัญหาคือใช้หลักการจัดเก็บโดยกำหนดตำแหน่งตายตัว (Fixed Location System) เพื่อให้จัดวางวัตถุดิบในพื้นที่ที่ได้กำหนดไว้ให้ 2) ไม่มีการระบุตำแหน่งการจัดเก็บวัตถุดิบที่ชัดเจนแนวทางการแก้ไขปัญหาคือใช้การควบคุมด้วยการมองเห็น (Visual Control) และจัดวางวัตถุดิบไม่เป็นระบบไม่มีหมวดหมู่แนวทางการแก้ไขปัญหาคือใช้ทฤษฎี ABC classification analysis

3. ผลการสืบค้น สำรวจ และเก็บรวบรวมข้อมูล

ผลจากการลงพื้นที่สืบค้น สำรวจ และเก็บรวบรวมข้อมูล ได้ทำการเก็บรวบรวมข้อมูลเกี่ยวกับรายการวัตถุดิบ อัตราการเบิก-จ่ายวัตถุดิบ ย้อนหลัง 1 ปี (พ.ศ.2564) จากการเก็บรวบรวมข้อมูล รายการวัตถุดิบมีทั้งหมด 22 รายการ และข้อมูลอัตราการเบิก-จ่ายวัตถุดิบ แสดงดังตารางที่ 2

ตารางที่ 2 ตารางแสดงรายการวัตถุดิบ อัตราการเบิก-จ่ายวัตถุดิบ พ.ศ. 2564

ลำดับที่	รายการ	อัตราการเบิกจ่าย (ครั้ง/ปี)	ลำดับที่	รายการ	อัตราการเบิกจ่าย (ครั้ง/ปี)
1	Wool 380/1	186	**12**	Cotton Mercerized	31
2	Linen	134	**13**	TC16Ne/2	31
3	Wool 560/2	113	**14**	Nylon 66	27

ลำดับที่	รายการ	อัตราการเบิกจ่าย (ครั้ง/ปี)	ลำดับที่	รายการ	อัตราการเบิกจ่าย (ครั้ง/ปี)
4	Good Fine Merino	103	**15**	Qvira Wool yarn 380/1	25
5	Bamboo	100	**16**	Woolen silk	21
6	Semi 240/2	81	**17**	Twisted Viscose	19
7	K-Silk	72	**18**	Qvira Wool yarn 560/2	18
8	Linen Viscose	66	**19**	Cotton10/7	17
9	Tencel Lenzing	53	**20**	Tencel (Lyocell)	17
10	Soft Fine Silk	42	**21**	Cotton 10/12	15
11	Fine Bamboo	37	**22**	Monsilk Upcycling	15

4. ผลการจัดหมวดหมู่วัตถุดิบ การวิเคราะห์แบ่งกลุ่มวัตถุดิบจะใช้อัตราการเบิก-จ่ายวัตถุดิบในการวิเคราะห์แบ่งกลุ่ม ตามเทคนิค ABC classification analysis แสดงดังตารางที่ 3

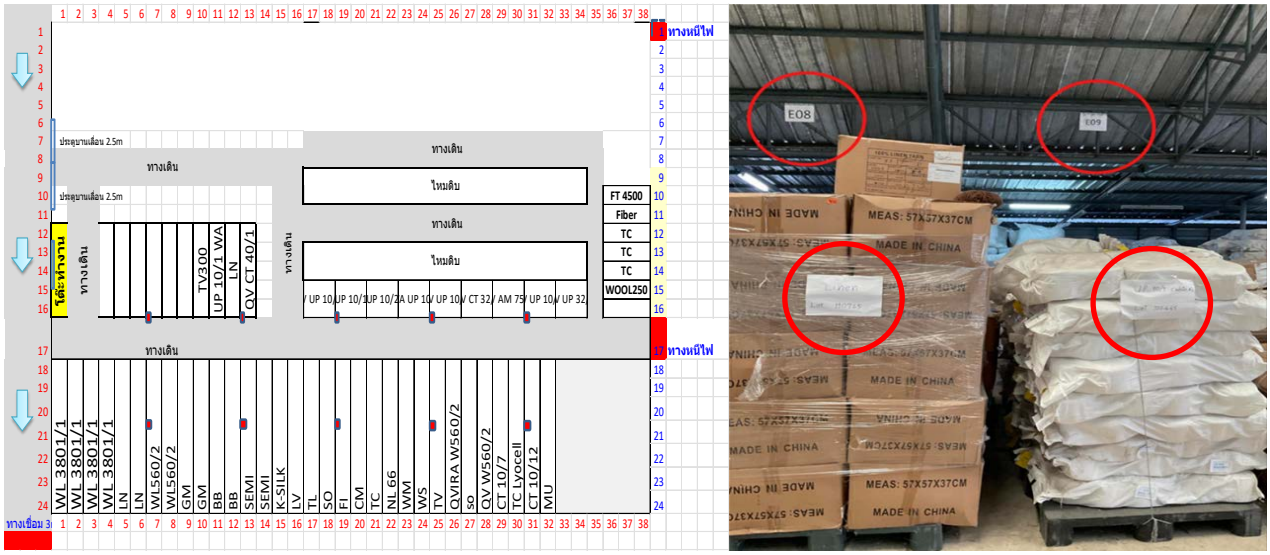
ตารางที่ 3 ตารางการวิเคราะห์จัดหมวดหมู่

ข้อมูลการเบิกจ่ายวัตถุดิบ				
รายการ	**จำนวนครั้ง**	**% การเบิกจ่าย**	**% สะสม**	**วิเคราะห์จัดกลุ่ม ABC**
WL 380/1	186	15.21%	15.21%	A
LN	134	10.96%	26.17%	A
WL 560/2	113	9.24%	35.40%	A
GM	103	8.42%	43.83%	A
BB	100	8.18%	52.00%	A
Semi 240/2	81	6.62%	58.63%	A
K-Silk	72	5.89%	64.51%	A
LV	66	5.40%	69.91%	A
Tencel Lenzing	53	4.33%	74.24%	A
Soft Fine Silk	42	3.43%	77.68%	B
Fine Bamboo	37	3.03%	80.70%	B
Cotton Mercerized	31	2.53%	83.24%	B
TC16Ne/2	31	2.53%	85.77%	B
Nylon 66	27	2.21%	87.98%	B
Qvira Wool yarn 380/1	25	2.04%	90.02%	C
Woolen silk	21	1.72%	91.74%	C
Twisted Viscose	19	1.55%	93.30%	C
Qvira Wool yarn 560/2	18	1.47%	94.77%	C
Cotton10/7	17	1.39%	96.16%	C
Tencel (Lyocell)	17	1.39%	97.55%	C
Cotton 10/12	15	1.23%	98.77%	C
Monsilk Upcycling	15	1.23%	100.00%	C
รวม	1223	100.00%	100.00%	

จากตารางที่ 3 ผลการวิเคราะห์ข้อมูลการเบิกจ่ายวัตถุดิบตามเทคนิค ABC classification analysis โดยข้อมูลที่ได้มีรายละเอียดดังต่อไปนี้

กลุ่ม A คือ มีจำนวนวัตถุดิบ 9 รายการ
กลุ่ม B คือ มีจำนวนวัตถุดิบ 5 รายการ
กลุ่ม C คือ มีจำนวนวัตถุดิบ 8 รายการ

5. การกำหนดตำแหน่งตายตัว (Fixed Location System) และ การควบคุมด้วยการมองเห็น (Visual Control) ผลการจัดวางวัตถุดิบแบบระบุตำแหน่งตายตัว (Fixed Location System) จะแสดงผลออกมาเป็นแผนผังและเพื่อให้พนักงานเกิดความเข้าใจและทำให้การปฏิบัติงานงานมากยิ่งขึ้นจึงทำการควบคุมด้วยการมองเห็น (Visual Control) คือการติดป้ายบอกชื่อวัตถุดิบและติดป้ายบอกช่องจัดเก็บวัตถุดิบที่ชัดเจน แสดงดังภาพที่ 2



ภาพที่ 2 ภาพตำแหน่งการจัดวางวัตถุดิบและการควบคุมด้วยการมองเห็นหลังการปรับปรุง

จากภาพที่ 2 จัดวางวัตถุดิบโดยกำหนดตำแหน่งแบบตายตัวและแบ่งกลุ่มอย่างชัดเจน
กลุ่ม A คือ วัตถุดิบที่มีปริมาณการเบิกจ่ายมากที่สุด ซึ่งจะจัดให้อยู่ใกล้ทางออกของคลังสินค้า มีจำนวนวัตถุดิบ 9 รายการ
กลุ่ม B คือ สินค้าที่มีปริมาณการเบิกจ่ายปานกลาง ซึ่งจะจัดให้อยู่ถัดจากกลุ่ม A เข้าไป มีจำนวนวัตถุดิบ 5 รายการ
กลุ่ม C คือ วัตถุดิบที่มีปริมาณการเบิกจ่ายน้อยที่สุด ซึ่งจะจัดให้อยู่ถัดจากกลุ่ม B เข้าไป มีจำนวนวัตถุดิบ 8 รายการ

6. ผลการเปรียบเทียบระยะเวลาการค้นหาวัตถุดิบ

ก่อนทำการปรับปรุง ผลการเปรียบเทียบระยะเวลาเฉลี่ยรวมในการค้นหาวัตถุดิบทั้ง 5 รายการ ได้แก่ รายการ WL 380/1, LN, WL 560/2, GM และ BB โดยการทดสอบการค้นหาวัตถุดิบจะใช้พนักงานทั้ง 2 คน โดยพนักงานคนที่ 1 คือ พนักงานผู้เชี่ยวชาญในการเบิกจ่ายวัตถุดิบและทำงานมานาน และพนักงานคนที่ 2 คือ พนักงานใหม่ที่พึ่งเข้ามาทำงาน ในการทดสอบการค้นหาวัตถุดิบจะทำการจับเวลาจำนวน 5 ครั้ง/คน เนื่องจากตามก่อนการปรับปรุงและหลังการปรับปรุงมีรายละเอียดดังนี้

ระยะเวลาการค้นหาวัตถุดิบของพนักงานคนที่ 1 ก่อนทำการปรับปรุงแก้ไข แสดงดังตารางที่ 5

ตารางที่ 5 ตารางแสดงผลการเก็บข้อมูลของพนักงานคนที่ 1 ก่อนทำการปรับปรุง

รายการ	จำนวนครั้ง-ระยะเวลาการค้นหาวัตถุดิบ (นาที)					ระยะเวลาเฉลี่ย (นาที)
	1	2	3	4	5	
WL 380/1	3.54	4.02	3.53	3.3	3.58	3.59
LN	2.36	2.38	3.04	2.35	2.36	2.50
WL 560/2	5.02	3.56	6.35	5.41	4.23	5.0
GM	1.35	1.34	1.35	1.35	1.34	1.35
BB	3.52	3.35	3.21	3.53	3.46	3.41
รวม						16.17

ก่อนการดำเนินการปรับปรุงแก้ไข พบว่าการค้นหาวัตถุดิบรายการ WL 380/1, LN, WL 560/2, GM และ BB ของพนักงานคนที่ 1 ใช้ระยะเวลาเฉลี่ยในการค้นหาวัตถุดิบทั้งหมด 16.17 นาที

ระยะเวลาการค้นหาวัตถุดิบของพนักงานคนที่ 2 ก่อนทำการปรับปรุงแก้ไข แสดงดังตารางที่ 6

ตารางที่ 6 ตารางแสดงผลการเก็บข้อมูลของพนักงานคนที่ 2 ก่อนทำการปรับปรุง

รายการ	จำนวนครั้ง-ระยะเวลาการค้นหาวัตถุดิบ (นาที)					ระยะเวลาเฉลี่ย (นาที)
	1	2	3	4	5	
WL 380/1	6.56	6.23	6.53	6.32	6.58	6.44
LN	7.36	6.38	7.04	7.35	7.36	7.10
WL 560/2	6.02	5.56	6.35	5.41	6.23	6.0
GM	6.35	5.34	5.35	6.35	5.34	6.0
BB	5.52	5.35	6.21	5.53	5.46	6.0
รวม						31.2

ก่อนการดำเนินการปรับปรุงแก้ไข พบว่าการค้นหาวัตถุดิบรายการ WL 380/1, LN, WL 560/2, GM และ BB ของพนักงานคนที่ 2 ใช้ระยะเวลาเฉลี่ยในการค้นหาวัตถุดิบทั้งหมด 31.2 นาที

หลังทำการปรับปรุง ผลการเปรียบเทียบระยะเวลาเฉลี่ยรวมในการค้นหาวัตถุดิบทั้ง 5 รายการ ได้แก่ รายการ WL 380/1, LN, WL 560/2, GM และ BB โดยการทดสอบการค้นหาวัตถุดิบจะใช้พนักงาน 2 คน โดยพนักงานคนที่ 1 คือ พนักงานผู้เชี่ยวชาญในการเบิกจ่ายวัตถุดิบและทำงานมานาน และพนักงานคนที่ 2 คือ พนักงานใหม่ที่พึ่งเข้ามาทำงาน ในการทดสอบการค้นหาวัตถุดิบจับเวลาจำนวน 5 ครั้ง/คน พบว่า ก่อนการปรับปรุงและหลังการปรับปรุงมีรายละเอียดดังนี้

ระยะเวลาการค้นหาวัตถุดิบของพนักงานคนที่ 1 หลังทำการปรับปรุงแก้ไข แสดงดังตารางที่ 7

ตารางที่ 7 ตารางแสดงผลการเก็บข้อมูลของพนักงานคนที่ 1 หลังทำการปรับปรุง

รายการ	จำนวนครั้ง-ระยะเวลาการค้นหาวัตถุดิบ (นาที)					ระยะเวลาเฉลี่ย (นาที)
	1	2	3	4	5	
WL 380/1	0.54	1.02	0.53	1.3	0.58	1.2
LN	1.36	1.38	1.04	1.15	1.36	1.3
WL 560/2	2.02	1.56	1.03	1.54	2.23	2.1
GM	1.35	1.34	1.35	1.35	1.34	1.3
BB	1.52	1.35	1.21	1.53	1.46	1.4
รวม						7.3

หลังการดำเนินการปรับปรุงแก้ไข พบว่าการค้นหาวัตถุดิบรายการ WL 380/1, LN, WL 560/2, GM และ BB ของพนักงานคนที่ 1 ใช้ระยะเวลาเฉลี่ยในการค้นหาวัตถุดิบทั้งหมด 7.3 นาที

ระยะเวลาการค้นหาวัตถุดิบของพนักงานคนที่ 2 หลังทำการปรับปรุงแก้ไข แสดงดังตารางที่ 8

ตารางที่ 8 ตารางแสดงผลการเก็บข้อมูลของพนักงานคนที่ 2 หลังทำการปรับปรุง

รายการ	จำนวนครั้ง-ระยะเวลาการค้นหาวัตถุดิบ (นาที)					ระยะเวลาเฉลี่ย (นาที)
	1	2	3	4	5	
WL 380/1	0.57	1.1	0.56	1.3	1.0	1.3
LN	1.38	1.38	1.3	1.35	1.36	1.4
WL 560/2	2.02	1.56	2.03	1.54	1.38	2.1
GM	1.45	1.44	1.45	1.5	2.3	2.0
BB	2.52	2.35	2.21	1.53	1.46	2.0
รวม						9.2

หลังการดำเนินการปรับปรุงแก้ไข พบว่าการค้นหาวัตถุดิบรายการ WL 380/1, LN, WL 560/2, GM และ BB ของพนักงานคนที่ 2 ใช้ระยะเวลาเฉลี่ยในการค้นหาวัตถุดิบทั้งหมด 9.2 นาที

ผลต่างก่อนและหลังปรับปรุงแก้ไข ผลการเปรียบเทียบระยะเวลาเฉลี่ยรวมในการค้นหาวัตถุดิบทั้ง 5 รายการ ได้แก่ WL 380/1, LN, WL 560/2, GM และ BB ของพนักงานทั้ง 2 คน ก่อน-หลังการปรับปรุงแก้ไข จะแสดงออกมาในรูปแบบผลต่างและร้อยละ แสดงดังตารางที่ 9

ตารางที่ 9 ตารางเปรียบเทียบระยะเวลาเฉลี่ยรวมก่อน-หลังการปรับปรุงแก้ไข

ระยะเวลาเฉลี่ยรวม	ก่อนปรับปรุง (นาที)	หลังปรับปรุง (นาที)	ผลต่าง (นาที)	ร้อยละ(%)
พนักงานคนที่ 1	16.17	7.3	9.27	57.33
พนักงานคนที่ 2	31.2	9.2	22	70.51

จากตารางที่ 9 ผลการเปรียบเทียบระยะเวลาการค้นหาวัตถุดิบ 5 รายการ ได้แก่ WL 380/1, LN, WL 560/2, GM และ BB พบว่า พนักงานคนที่ 1 ใช้ระยะเวลาในการค้นหาวัตถุดิบเฉลี่ย 16.17 นาที หลังทำการปรับปรุงแก้ไขใช้ระยะเวลาเฉลี่ยลดลงเหลือ 7.3 นาที คิดเป็นร้อนละ 57.33 ต่อใบเบิก และ พนักงานคนที่ 2 ก่อนทำการปรับปรุงแก้ไขใช้ระยะเวลาในการค้นหาวัตถุดิบเฉลี่ย 31.2 นาที หลังทำการปรับปรุงแก้ไขใช้ระยะเวลาเฉลี่ยลดลงเหลือ 9.2 นาที คิดเป็นร้อยละ 70.51 ต่อใบเบิก

สรุป

จากการวิจัยการเพิ่มประสิทธิภาพการจัดการสินค้าคงคลังด้วยแนวคิด Fixed Location System กรณีศึกษา บริษัท เอบีซี จำกัด เพื่อแก้ไขปัญหาด้านการจัดวางวัตถุดิบไม่เป็นระเบียบวางวัตถุดิบปะปนกันหลายประเภทและการใช้ระยะเวลาในการค้นหาวัตถุดิบมากเกินความจำเป็น งานวิจัยนี้จึงมีวัตถุประสงค์ 1) เพื่อปรับปรุงประสิทธิภาพการจัดเก็บสินค้าคงคลังด้วยเทคนิค ABC Classification Analysis 2) เพื่อระบุตำแหน่งการจัดเก็บวัตถุดิบด้วยแนวคิด Fixed Location System 3) เพื่อลดระยะเวลาในการค้นหาวัตถุดิบของแผนกคลังสินค้า โดยทำการวิเคราะห์สาเหตุของปัญหาที่พบโดยใช้แผนผังก้างปลา (Fishbone Diagram) พบสาเหตุหลัก ๆ มาจาก 1) วิธีการ สาเหตุย่อยคือไม่มีการระบุตำแหน่งการจัดเก็บวัตถุดิบที่ชัดเจนและจัดวางวัตถุดิบไม่เป็นระบบไม่มีหมวดหมู่ 2) บุคลากร สาเหตุย่อยคือพนักงานจัดวัตถุดิบตามความเคยชิน 3) เครื่องจักร สาเหตุย่อยคือจำนวนรถโฟล์กคลิฟท์ไม่เพียงพอ เมื่อทราบถึงสาเหตุของปัญหาที่แท้จริงแล้วจากนั้นทำการประชุมระดมสมองกับผู้ที่เกี่ยวข้องเพื่อหาแนวทางการแก้ไขปัญหา ผลการประชุมระดมสมองปัญหา 1) การจัดวางวัตถุดิบตามความเคยชิน แนวทางการแก้ไขปัญหาคือใช้แนวคิดการกำหนดตำแหน่งตายตัว (Fixed Location System) เพื่อให้จัดวางวัตถุดิบในพื้นที่ที่ได้กำหนดไว้ให้ 2) ไม่มีการระบุตำแหน่งการจัดเก็บวัตถุดิบที่ชัดเจนแนวทางการแก้ไขปัญหาคือใช้การควบคุมด้วยการมองเห็น (Visual Control) และจัดวางวัตถุดิบไม่เป็นระบบไม่มีหมวดหมู่แนวทางการแก้ไขปัญหาคือใช้ทฤษฎี ABC classification analysis เมื่อทราบแนวทางการแก้ไขปัญหาแล้วจึงทำการดำเนินการแก้ไขปัญหาโดยทำเก็บข้อมูลเกี่ยวกับรายการวัตถุดิบซึ่งมีจำนวน 22 รายการ และอัตราการเบิก-จ่าย จากนั้นนำมาทำการวิเคราะห์แบ่งกลุ่มด้วยเทคนิค ABC Classification Analysis โดยแบ่งกลุ่มวัตถุดิบ 22 รายการได้ ดังนี้ กลุ่ม A เป็นวัตถุดิบที่มีปริมาณการเบิกจ่ายมากที่สุด ซึ่งจะจัดให้อยู่ใกล้ทางออกของคลังสินค้า มีวัตถุดิบจำนวน 9 รายการ กลุ่ม B เป็นวัตถุดิบที่มีปริมาณการเบิกจ่ายปานกลาง ซึ่งจะจัดให้อยู่ถัดจากกลุ่ม A เข้าไป มีวัตถุดิบจำนวน 5 รายการ และกลุ่ม C เป็นวัตถุดิบที่มีปริมาณการเบิกจ่ายน้อยที่สุด ซึ่งจะจัดให้อยู่ถัดจากกลุ่ม B เข้าไปมีวัตถุดิบจำนวน 8 รายการ จากนั้นทำการจัดเก็บวัตถุดิบด้วยแนวคิดการกำหนดตำแหน่งตายตัว (Fixed Location System) เมื่อปรับปรุงประสิทธิภาพในการจัดเก็บวัตถุดิบใหม่แล้วสามารถใช้พื้นที่ในคลังสินค้าได้อย่างมีประสิทธิภาพและเพื่อให้การปฏิบัติงานนั้นง่ายมากยิ่งขึ้นจึงทำการควบคุมด้วยการมองเห็น (Visual Control) จากนั้นทำการจับเวลาการในการค้นหาวัตถุดิบ โดยการค้นหาวัตถุดิบ 5 รายการ ได้แก่ WL 380/1, LN, WL 560/2, GM และ BB พบว่าก่อนทำการปรับปรุงแก้ไข พนักงานคนที่ 1 ใช้ระยะเวลาในการค้นหาวัตถุดิบเฉลี่ย 16.17 นาที หลังทำการปรับปรุงแก้ไขใช้ระยะเวลาเฉลี่ยลดลงเหลือ 7.3 นาที คิดเป็นร้อนละ 57.33 ต่อใบเบิก และ พนักงานคนที่ 2 ก่อนทำการปรับปรุงแก้ไขใช้ระยะเวลาในการค้นหาวัตถุดิบเฉลี่ย 31.2 นาที หลังทำการปรับปรุงแก้ไขใช้ระยะเวลาเฉลี่ยลดลงเหลือ 9.2 นาที คิดเป็นร้อยละ 70.51 ต่อใบเบิก

ข้อเสนอแนะ

1. งานวิจัยนี้เป็นข้อมูลในส่วนของคลังวัตถุดิบประเภทไหมดิบ แต่ภายในบริษัทยังมีคลังอะไหล่และคลังสินค้าสำเร็จรูป ซึ่งสามารถนำงานวิจัยนี้ไปเป็นแนวทางในการประยุกต์ใช้กับคลังสินค้าและแผนกอื่นๆภายในองค์กรได้

2. จากการปฏิบัติงานจริงในบริษัทกรณีศึกษา พบว่าวัตถุดิบที่มีอยู่จริงไม่ตรงกับในระบบ จึงมีความคิดเห็นว่าควรนำปัญหานี้ไปทำการแก้ไขปรับปรุง ด้วยเครื่องมือคุณภาพ 7 ชนิด (7 QC Tools) หรือสามารถนำเทคโนโลยีเข้ามาไปประยุกต์ใช้กับองค์กร

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การลดต้นทุนกระบวนการจัดส่งสินค้าด้วยแนวคิดแบบลีนกรณีศึกษา บริษัท คาร์เปท เมกเกอร์ (ประเทศไทย) จำกัด จังหวัดขอนแก่น

Reducing the cost of transportation costs with a lean concept Case Study: Carpet Maker (Thailand) co., Ltd., Khon Kaen

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ 1) เพื่อศึกษาหาสาเหตุที่ทำให้เกิดปัญหาน้ำหนักสินค้าไม่ตรงตามเอกสารใบออกสินค้า 2) เพื่อหาแนวทางการแก้ไขปัญหาของน้ำหนักสินค้าไม่ตรงตามเอกสารที่ระบุไว้ในใบออกสินค้า 3) เพื่อลดขั้นตอนในกระบวนการ การจัดส่งสินค้า 4) เพื่อลดต้นทุนในการจัดส่งสินค้า จากการสำรวจและเก็บรวบรวมข้อมูลพบว่าบริษัท คาร์เปท เมกเกอร์ (ประเทศไทย) จำกัด ประสบปัญหา คือ กระบวนการ การจัดส่งสินค้าซ้ำซ้อน และน้ำหนักสินค้าไม่ตรงตามเอกสารใบออกสินค้า เนื่องจากไม่มีการชั่งสินค้า แต่เป็นการคำนวณน้ำหนักสินค้า ซึ่งส่งผลให้เกิดต้นทุนให้กับบริษัทเพิ่มมากขึ้น และกระบวนการ การจัดส่งสินค้าเพิ่มขึ้นด้วย จากการวิเคราะห์ด้วยหลักการ Why Why Analysis การวิเคราะห์สายธารคุณค่า (Value Stream Mapping: VSM) และแนวคิดแบบลีน ผลการวิจัยพบว่า ขั้นตอนก่อนทำการปรับปรุง 17 ขั้นตอน ลดเหลือ 12 ขั้นตอน ผลต่าง 5 ขั้นตอน คิดเป็นร้อยละ 29.41 ลดระยะเวลาจากเดิม 670 นาที เหลือ 577 นาที ผลต่าง 93 นาที คิดเป็นร้อยละ 13.88 น้ำหนักหลังการปรับปรุงสูตรการคำนวณใกล้เคียงน้ำหนักสินค้าจริง ซึ่งก่อนการปรับปรุงสูตรการคำนวณได้ทำแก้ไขเอกสารเป็นจำนวน 58 รายการ หลังปรับปรุงสูตรการคำนวณ ได้ทำการแก้ไขเพียง 4 รายการ ผลต่าง 54 รายการ คิดเป็นร้อยละ 6.89 ค่าใช้จ่ายกระบวนการ การจัดส่งสินค้า ก่อนทำการปรับปรุงสูตรการคำนวณเดือนกรกฎาคม ต้นทุนค่าใช้จ่าย 33,109 บาท/เดือน หลังทำการปรับปรุงสูตรการคำนวณเดือนสิงหาคม ต้นทุนค่าใช้จ่าย 23,475 บาท/เดือน ผลต่างหลังทำการปรับปรุงสูตรการคำนวณอยู่ที่ 9,634 บาท คิดเป็นร้อยละ 29.09

คำสำคัญ: แผนผังสายธารคุณค่า, แนวคิดแบบลีน, การลดต้นทุนในกระบวนการจัดส่งสินค้า

Abstract

The objectives of this research are 1) to study the causes of the problem of the product weight not meeting the document in the product invoice, 2) to find solutions for the problem of the product weight not meeting the document in the product document, and 3) to reduce steps in the process Shipping 4) to reduce the cost of shipping. From the survey and data collection, it was found that Carpet Maker (Thailand) Co., Ltd The problem is that the delivery process is redundant. and the weight of the product does not match the document of the product release Because there is no product weighing, but the product weight is calculated. This results in more costs for the company and an increase in the delivery process. Based on Why Why Analysis, Value Stream Analysis (VSM), and Lean Concepts. The results showed that 17 steps before improvement, reduced to 12 steps, 5 steps difference representing 29.41 percent Reduced the duration from 670 minutes to 577 minutes, a difference of 93 minutes, equivalent to 13.88% the weight after adjusting the calculation formula is close to the actual product weight. Before the improvement of the calculation formula, 58 documents have been revised after the

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calculation formula has been improved. Only 4 edits were made Difference of 54 items, equivalent to 6.89% process cost shipping Before adjusting the calculation formula in July Expense cost 33,109 baht/month after adjusting the calculation formula in August Expense cost 23,475 baht/month The difference after adjusting the calculation formula is 9,634 baht or 29.09%
Keywords: Value Stream Mapping: VSM, lean concept, Reducing the cost of transportation costs

บทนำ

การขนส่งสำหรับการค้าระหว่างประเทศในปัจจุบันมีความสำคัญอย่างมาก เนื่องจากเป็นส่วนหนึ่งของกระบวนการทางโลจิสติกส์ ภาครัฐให้การสนับสนุนการพัฒนาโลจิสติกส์ของประเทศเพื่อให้เอกชนสามารถบริหารจัดการสินค้าตลอดกระบวนการทั้งการนำเข้าและส่งออกสินค้าอย่างมีประสิทธิภาพ ทั้งเป็นการส่งเสริมศักยภาพในการแข่งขันสำหรับการค้าระหว่างประเทศ เนื่องด้วย พ.ศ.2565 ค่าใช้จ่ายด้านน้ำมันเชื้อเพลิงมีราคาสูงขึ้น เกิดการปรับเปลี่ยนราคาค่าขนส่ง ค่าระวางเรือ และส่วนต่างที่เกิดขึ้นจากกิจกรรม ดังนั้นการบริหารจัดการค่าใช้ก่อนทำการส่งออกและค่าใช้จ่ายในกระบวนการส่งออก จึงจำเป็นอย่างยิ่งที่จะต้องใช้ต้นทุนของทางบริษัทในการชำระค่าจ่ายในส่วนของกิจกรรมต่างๆที่เกิดขึ้น จึงต้องคำนึงถึงการลดต้นทุนให้กับบริษัท เพื่อไม่ให้บริษัทเสียค่าใช้จ่ายในส่วนที่ไม่จำเป็น

ปัจจุบันบริษัท คาร์เปท เมกเกอร์ (ประเทศไทย) จำกัด ผลิตพรมทอมือจำหน่ายในประเทศไทยและต่างประเทศ ที่ใช้ใยไหมและใยสังเคราะห์ในการทอ เพื่อส่งออกไปยังต่างประเทศเป็นหลัก โดยการส่งออกสินค้าแต่ละครั้งจำเป็นต้องใส่น้ำหนักสินค้าทุกครั้งก่อนออกเอกสารให้กลับตัวแทนส่งออกสินค้า โดยผู้วิจัยได้ทำการสำรวจ เก็บรวบรวมข้อมูล ณ แผนกแพ็คกิ้ง แผนกจัดส่ง และบริษัทตัวแทนส่งออกสินค้า ได้พบปัญหาคือ กระบวนการ การจัดส่งสินค้าซ้ำซ้อน น้ำหนักสินค้าที่ระบุไว้ไม่ตรงตามเอกสารใบออกสินค้า จึงได้หาสาเหตุของปัญหาที่แท้จริงพร้อมทั้งแนวทางการแก้ไขปัญหา เพื่อลดต้นทุนในการจัดส่งสินค้า และลดขั้นตอนการดำเนินงาน

ดังนั้นงานวิจัยนี้จึงมีวัตถุประสงค์เพื่อศึกษาหาสาเหตุที่ทำให้เกิดปัญหาน้ำหนักสินค้าไม่ตรงตามเอกสารใบออกสินค้า เพื่อหาแนวทางการแก้ไขปัญหาน้ำหนักสินค้าไม่ตรงตามเอกสารที่ระบุไว้ในใบออกสินค้า เพื่อลดขั้นตอนในกระบวนการ การจัดทำเอกสารใบออกสินค้า เพื่อลดต้นทุนในการจัดส่งสินค้า โดยเก็บรวบรวมข้อมูลเกี่ยวกับขั้นตอนการดำเนินงาน จัดทำแผนภาพสายธารแห่งคุณค่า (Value Stream Mapping: VSM) ของสภาพปัจจุบัน จากนั้นทำการวิเคราะห์หาสาเหตุที่ทำให้กระบวนการ การจัดส่งสินค้าซ้ำซ้อน น้ำหนักสินค้าที่ระบุไว้ไม่ตรงตามเอกสารใบออกสินค้า ด้วยทฤษฎี (Why Why Analysis) หาแนวทางแก้ไขปัญหาด้วยการประชุมระดมสมอง (Brian Storming) พร้อมดำเนินการแก้ไขด้วยแนวคิดแบบลีน จัดทำแผนภาพสายธารแห่งคุณค่า (Value Stream Mapping: VSM) ของสภาพอนาคต

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาหาสาเหตุที่ทำให้เกิดปัญหาน้ำหนักสินค้าไม่ตรงตามเอกสารใบออกสินค้า (INVOICE) บริษัท คาร์เปท เมกเกอร์ (ประเทศไทย) จำกัด
2. เพื่อหาแนวทางการแก้ไขปัญหาของน้ำหนักสินค้าไม่ตรงตามเอกสารที่ระบุไว้ในใบออกสินค้า (INVOICE) บริษัท คาร์เปท เมกเกอร์ (ประเทศไทย) จำกัด
3. เพื่อลดขั้นตอนในกระบวนการ การจัดทำเอกสารใบออกสินค้า (INVOICE) บริษัท คาร์เปท เมกเกอร์ (ประเทศไทย) จำกัด
4. เพื่อลดต้นทุนในกระบวนการ การจัดส่งสินค้า บริษัท คาร์เปท เมกเกอร์ (ประเทศไทย) จำกัด

ทฤษฎีและงานวิจัยที่เกี่ยวข้อง

แผนผังสายธารคุณค่า (Value Stream Mapping: VSM) เป็นเครื่องมือที่มีความสำคัญ ในการเริ่มต้นวิเคราะห์กระบวนการโดยทำให้เข้าใจภาพรวมของกระบวนการ (Overall Process) จากมุมมองลูกค้า โดยมุ่งแนวทางปรับปรุงการไหลของทรัพยากรและสารสนเทศตลอดทั้งห่วงโซ่อุปทาน ซึ่งทำให้สามารถระบุกิจกรรมไคเซ็นที่จำเป็นสำหรับการขจัดความสูญเปล่า

Why Why Analysis เป็นเครื่องมือวิเคราะห์หาสาเหตุของรากเหง้าของปัญหาที่เริ่มตั้งคำถามว่า “ทำไม ไปจน” ทราบสาเหตุที่แท้จริง เมื่อทราบสาเหตุปัญหาที่แท้จริงแล้ว จะไม่เกิดปัญหาเดิมซ้ำขึ้นมาอีก โดยนิยมสร้างผังในการวิเคราะห์ให้เห็นโครงสร้าง 2 แบบ คือ แบบก้างปลาและแบบต้นไม้ 2 แผนผังนี้ เป็นเป็นการตอบคำถามที่ได้เริ่มตั้งขึ้นมาเพื่อวิเคราะห์ปัญหาที่ทำให้มองเห็นผลทบและสาเหตุ

การประชุมระดมสมอง (Brian Storming) เป็นการประชุมในแบบที่มุ่งให้เกิดความคิดปัจจุบันแบบเร่งด่วน ให้ได้ความคิดจากสมาชิกมากที่สุดเท่าที่สมาชิกจะคิดได้เป็นการประชุมเพื่อประมวลข้อคิด ความเห็น และข้อเสนอแนะ ด้วยเทคนิคการระดมความคิด ซึ่งเป็นวิธีการประมวลข้อคิดเห็นอย่างกว้างขวาง จากสมาชิกในที่ประชุม

แนวคิดแบบลีน (LEAN) เป็นแนวคิดในการดำเนินงานระดับองค์กร ที่โรงงานอุตสาหกรรมมักใช้ลีนเข้ามาช่วยในการทำงานให้มีประสิทธิภาพสูงสุดโดยพื้นฐานของการผลิตแบบลีน มีวัตถุประสงค์ในการมุ่งเน้นเพื่อลดความสูญเปล่าในการดำเนินงานที่ทำให้เกิดต้นทุนในการผลิตหรือแม้กระทั่งกระบวนการที่ไม่ก่อให้เกิดประโยชน์เพื่อที่จะสร้างมูลค่าเพิ่มให้กับสินค้าและบริษัทของตนเอง โดยใช้ทรัพยากรให้คุ้มค่าที่สุดเพื่อไม่ให้เกิดความสูญเปล่า ซึ่งจะทำการปรับปรุงพัฒนาการดำเนินงานได้อย่างต่อเนื่อง โดยระบบลีนเป็นระบบที่จัดการเกี่ยวกับการลดต้นทุนและลดความสูญเปล่าที่เกิดขึ้นในกระบวนการนั้นๆ โดยช่วยเพิ่มโอกาสให้มีการลดต้นทุนของบริษัท ซึ่งจะก่อให้เกิดการสร้างกำไรเพิ่มขึ้นด้วย ลีนที่ลดความสูญเปล่ามีด้วยกัน 7 อย่างหรือเรียกว่า 7 waste

ชนเนษฎ์ ศรีลออกรองแก้ว และคณะ (2563). ทำการวิจัยการศึกษาเรื่อง ปรับปรุงความปลอดภัยในกระบวนการผลิตด้วยการฝึกอบรม โดยใช้หลักการ Why – Why Analysis และ หลักการ ECRS กรณีศึกษา บริษัท ยาคูลท์ (ประเทศไทย) จำกัด พบว่าปัญหาเรื่องความประมาทของพนักงาน อาทิเช่น การลื่นล้มจากน้ำหรือสารเคมีบนพื้นในแผนกผลิตการจัดวางของอุปกรณ์ในการทำงานไม่เป็นระเบียบ ป้ายเตือนภายในโรงงานมีขนาดเล็ก สีไม่ฉูดฉาด และไม่มีภาษาไทยกำกับ หลังจากการฝึกอบรมพบว่าจำนวนการเกิดอุบัติเหตุลดลงจาก 0.67 ครั้ง/4 เดือน ลดเป็น 0 ครั้ง/4 เดือน แสดงว่าหลังปรับปรุงแล้วจำนวนการเกิดอุบัติเหตุลดลง ดีขึ้น 100% ทำให้ในส่วนของโรงงานผลิตมีความปลอดภัยในกระบวนการผลิตมากขึ้น

กัญจน์นรี จิตต์ธนานันท์ นุศราพร เกษสมบูรณ์ และนิวัฒน์ นัดสถาพรหอม (2560). ทำการศึกษาวิจัยเรื่อง การใช้แผนที่สายธารคุณค่า เพื่อพัฒนากระบวนการเบิกจ่ายยาภายในโรงพยาบาลบรบือ จังหวัดมหาสารคามมี วัตถุประสงค์เพื่อพัฒนากระบวนการเบิกจ่ายภายในโรงพยาบาลโดยใช้แผนที่สายธารคุณค่าในการค้นหาและลดความสูญเปล่าในกระบวนการเบิกจ่ายภายในโรงพยาบาลบรบือโดยใช้แผนภาพสายธารคุณค่าวิเคราะห์ ผลการวิจัยพบว่า จากการวิเคราะห์ลดความสูญเปล่ามีขั้นตอนการดำเนินงาน 10 ขั้นตอนพบว่า กิจกรรมที่มีคุณค่า 3 ขั้นตอน กิจกรรมที่ไม่เพิ่มคุณค่า 4 ขั้นตอน และกิจกรรมที่ไม่เพิ่มคุณค่าแต่จำเป็น 3 ขั้นตอน สามารถวิเคราะห์ลดความสูญเปล่าและลดขั้นตอนของกระบวนการเบิกจ่ายยา และพัฒนาการบวนการเบิกจ่ายยาได้ดีขึ้นจากเดิม 10 ขั้นตอน ลดเหลือ 6 ขั้นตอน

Drarmatham Jinagool (2016). ทำการศึกษาวิจัยเรื่อง การลดค่าใช้จ่ายในกระบวนการทำงานด้วยแนวคิดลีน มีวัตถุประสงค์เพื่อศึกษาผลการใช้เครื่องมือลีนเพื่อลดค่าใช้จ่ายในกระบวนการทำงาน โดยการปรับปรุงกระบวนการทำงานตามวิธีการแบบลีนเพื่อลดค่าใช้จ่ายการวิเคราะห์ข้อมูลที่เชิงปริมาณใช้สถิติพนันนา ผลการวิจัยพบว่าการใช้เครื่องมือลีนสามารถลดค่าใช้จ่ายในขั้นตอนการพิจารณาอนุมัติทุน 104,896.50 บาท คิดเป็นร้อยละ 99.55 ขั้นตอนส่งรายงานว่าสุดท้าย 47,518.50 บาทคิดเป็นร้อยละ 94.67 ขั้นตอนการเบิกงวดที่สอง 6280.50 บาทคิดเป็นร้อยละ 64.86 ขั้นตอนการเบิกเงินงวดแรก 592.50 บาทคิดเป็นร้อยละ 55.56 และขั้นตอนการสมัครขอรับทุน 1579.50 บาทคิดเป็นร้อยละ 15.21 โดยภาพรวมสามารถลดค่าใช้จ่ายได้รวมทั้งสิ้น 160,867.50 บาท คิดเป็นร้อยละ 91.04

วิธีการดำเนินการวิจัย

1. สืบค้น สำรวจ และเก็บรวบรวมข้อมูลเกี่ยวกับขั้นตอนการดำเนินการการจัดส่งสินค้า ระยะเวลา น้ำหนักสินค้าที่ไม่ตรงเอกสารที่ระบุไว้ใบออกสินค้า น้ำหนักสินค้าจริง ขนาดท่อ ขนาดสินค้า คุณภาพผลิตภัณฑ์ และต้นทุนกระบวนการการจัดส่งสินค้า

2. วิเคราะห์สาเหตุที่ทำให้เกิดปัญหาน้ำหนักสินค้าที่ระบุไว้ไม่ตรงตามเอกสารใบออกสินค้า และปัญหาของกระบวนการการจัดส่งสินค้าซ้ำซ้อน ด้วยทฤษฎี why why analysis

3. ประชุมระดมสมองเพื่อหาแนวทางการแก้ไข (Brian Storming) น้ำหนักสินค้าไม่ตรงตามเอกสารที่ระบุไว้ในใบออกสินค้าและปัญหากระบวนการ การจัดส่งสินค้าทำซ้ำซ้อน กับผู้เชี่ยวชาญ 4-7 คน

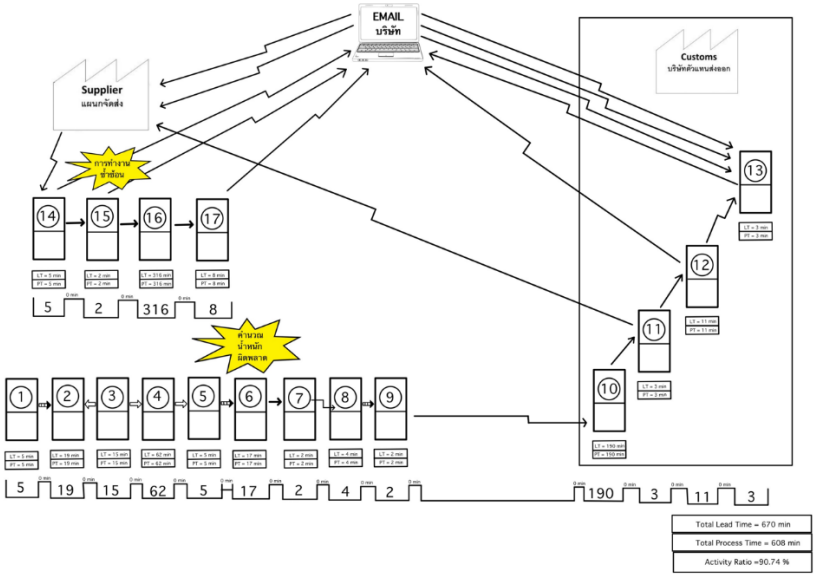
4. ดำเนินการแก้ไขด้วยแนวคิดแบบลีน เป็นการปรับการบริหารจัดการองค์กรให้มีประสิทธิภาพมากขึ้น ผ่านการลดกระบวนการทำงานที่ไม่สร้างมูลค่า พร้อมความสามารถในการปรับตัวเพื่อสนับสนุนให้เกิดการพัฒนาอย่างต่อเนื่อง และใช้หลักการพื้นฐานของลีน คือ หลักการวางแผนดำเนินงาน (Value Stream Mapping: VSM) หลักการสร้างขั้นตอนการทำงาน (Create Flow) หลักการมุ่งสู่ความสมบูรณ์แบบ (Seek Perfection)

5. จัดทำแผนภาพสายธารแห่งคุณค่าของอนาคต (Value Stream Mapping: VSM) ของการดำเนินงาน การจัดส่งสินค้าหลังทำการปรับปรุงด้วยแนวคิดแบบลีน

ผลการดำเนินการวิจัย

1. ผลการสืบค้น สำรวจ และเก็บรวบรวมข้อมูล

ผลการเก็บรวบรวมข้อมูลเกี่ยวกับขั้นตอนการดำเนินการจัดส่งสินค้า บริษัทกรณีศึกษาพบว่ามีทั้งหมด 17 ขั้นตอน ระยะเวลารวม 670 นาทีแสดงดังภาพที่ 1



ภาพที่ 1 แผนภาพสายธารแห่งคุณค่า (Value Stream Mapping: VSM) ปัจจุบัน



= Customer/Supplie กำหนดให้ Supplie หมายถึง แผนกจัดส่ง ซึ่งเป็นผู้ส่งข้อมูลให้กับ Customer คือ บริษัทตัวแทนส่งออกสินค้า

= Process ที่แสดงการทำงานของแต่ละขั้นตอนในกระบวนการ การดำเนินงานการจัดส่งสินค้า ซึ่งสรุปขั้นตอนการทำงานรวม 17 ขั้นตอน

= Kaizen Burst หรือเครื่องหมายแสดงการเปลี่ยนแปลง ปรับปรุงไปสู่สิ่งที่ดีกว่า ซึ่งวางแผนไว้ที่จะทำการเปลี่ยนแปลงกระบวนการทำงาน ในขั้นตอนที่ 6 และขั้นตอนที่ 14

= Computer เป็นสัญลักษณ์ของการติดต่อทางอิเล็กทรอนิกส์ของเจ้าหน้าที่

= Push เป็นลูกศรแสดงการไหลแบบผลักของงานระหว่างการผลิตจากขั้นตอนหนึ่งไปยังอีกขั้นตอนหนึ่ง

= Shipment Arrow เป็นลูกศรแสดงทิศทางการเดิน

= Manual Information เป็นลูกศรแสดงการไหลของข้อมูลของเจ้าหน้าที่

= Electronic info เป็นลูกศรแสดงการไหลของข้อมูลการส่งเอกสาร ที่สื่อสารกันด้วยอุปกรณ์อิเล็กทรอนิกส์

= Data table หมายถึง ตารางแสดงข้อมูลซึ่งในที่นี้แสดงเฉพาะข้อมูลของง Lead Time (LT) และ Process Time (PT)

= Timeline Segment หมายถึง เส้นแสดงส่วนของเวลาแสดงเวลา ในทุกขั้นตอนของกระบวนการการจัดส่งสินค้า ที่อยู่ด้านล่าง หมายถึง Process Time เส้นที่อยู่ด้านบน หมายถึง Waiting Time

Process Time (PT) หมายถึง เวลาการทำงานของขั้นตอนต่อการส่งเอกสาร ซึ่ง 1 ครั้งในการศึกษานี้หมายถึง1ครั้งในการส่งเอกสารต่อ 1 ออเดอร์

Waiting Time หมายถึง ระยะเวลารอคอยระหว่างการส่งเอกสารส่งกลับ

Lead Time (LT) หมายถึง ระยะเวลานำเป็นผลรวมเวลาของ Process Time และ Waiting Time

ภาพที่ 1 แผนภาพสายธารแห่งคุณค่า (Value Stream Mapping: VSM) ปัจจุบัน ของการดำเนินการการจัดส่งสินค้า บริษัท คาร์เปท เมกเกอร์ (ประเทศไทย) จำกัด ซึ่งประกอบด้วย 3 องค์ประกอบหลักรายละเอียดเป็นดังนี้

องค์ประกอบที่1 การไหลของงาน (Work Flow)

ขั้นตอนหรือกิจกรรมที่มีอยู่ในการดำเนินการการจัดส่งสินค้า แสดงด้วยสัญลักษณ์กล่องกระบวนการ (Process Box) และในแต่ละกล่องกระบวนการ จะแสดงรายละเอียดกิจกรรมที่เกิดขึ้นว่าทำอะไร

กล่าวได้ว่าขั้นตอนการดำเนินการการจัดส่งสินค้ามีทั้งหมด 17 กล่องกระบวนการ โดยมีขั้นตอนที่ 1-9 และขั้นตอน 14- 17 เป็นของ Supplier (แผนกจัดส่ง) และขั้นตอนที่ 10-13 เป็นของ Customer (บริษัทตัวแทนส่งออกสินค้า)
โดยมีรายละเอียดแต่ละขั้นตอนดังนี้

ขั้นตอนที่ 1) พนักงานแผนกแพ็คสินค้าเคลื่อนย้ายสินค้าจากแผนกเชียร์ริ่งมายังแผนกแพ็คกิ้ง
ขั้นตอนที่ 2) พนักงานแผนกแพ็คกิ้งทำการแพ็คสินค้า
ขั้นตอนที่ 3) พนักงานแผนกจัดส่งทำเดินไปยังแผนกแพ็คกิ้ง เพื่อสอบถามสินค้า
ขั้นตอนที่ 4) พนักงานแผนกจัดส่งทำการรอสินค้าที่ถูกแพ็ค
ขั้นตอนที่ 5) พนักงานแผนกแพ็คกิ้งทำการเคลื่อนย้ายสินค้ามายังแผนกจัดส่ง
ขั้นตอนที่ 6) พนักงานแผนกจัดส่งทำการคำนวณน้ำหนักสินค้า และออก AWB สินค้า
ขั้นตอนที่ 7) พนักงานแผนกจัดส่งทำมบุ๊คงานเพื่อเป็นการเรียกรถบริษัทตัวแทนส่งออกมารับสินค้าที่โรงงาน
ขั้นตอนที่ 8) พนักงานแพนกจัดส่งทำการติดสติกส์เกอร์ AWB และใบ INVIOCE ไปพร้อมสินค้าเขียนเลข AWB
ขั้นตอนที่ 9) พนักงานแผนกจัดส่งทำการส่งเอกสารการเดินพิธีการแบบไร้สาย
ขั้นตอนที่ 10) บริษัทตัวแทนส่งออกทำการพิจารณาเอกสารใบ INVIOCE พบเอกสารมีข้อผิดพลาดเรื่องน้ำหนัก
ขั้นตอนที่ 11) บริษัทตัวแทนส่งออกทำการติดต่อพนักงานแผนกจัดส่งให้รับทราบเรื่องเอกสารที่ส่งให้แก้ไข
ขั้นตอนที่ 12) บริษัทตัวแทนส่งออกจึงทำการส่งเอกสารน้ำหนักสินค้าจริง ผ่านทางอิเล็กทรอนิกส์ให้อีเมลบริษัทกรณีศึกษา
ขั้นตอนที่ 13) บริษัทตัวแทนส่งออกทำการติดต่อแผนกจัดส่ง และส่งเมลให้บริษัทกรณีศึกษายื่นยันความถูกต้องอีกครั้ง
ขั้นตอนที่ 14) พนักงานแผนกจัดส่งทำการส่งเอกสารการแก้ไขให้กับบริษัทตัวแทน
ขั้นตอนที่ 15) พนักงานแผนกจัดส่งทำการยื่นยันเอกสารที่แก้ไขถูกต้อง
ขั้นตอนที่ 16) พนักงานแผนกจัดส่งรอใบขนสินค้า
ขั้นตอนที่ 17) พนักงานแผนกจัดส่งทำการตรวจใบขน และยื่นยันใบขน

องค์ประกอบที่ 2 การไหลของข้อมูลสื่อสารกันด้วยอุปกรณ์อิเล็กทรอนิกส์ (Information Flow)

สัญลักษณ์ลูกศรสีดำทึบมีเส้นยัก แสดงถึงการไหลของข้อมูลที่สื่อสารกันด้วยอุปกรณ์อิเล็กทรอนิกส์ ในที่นี้หมายถึง การส่งข้อมูลน้ำสินค้าที่ระบุในใบออกสินค้า ซึ่งมีผลแตกต่างจากน้ำหนักสินค้าที่บริษัทตัวแทนส่งออกได้ทำการชั่งสินค้า จากกระบวนการหนึ่งไปสู่กระบวนการหนึ่งได้แก่ พนักงานแผนกจัดส่งทำการส่งเอกสารเดินพิธีการให้กับบริษัทตัวแทนส่งออกสินค้า ทำการส่งเอกสารแก้ไขน้ำหนักสินค้า รวมถึงบริษัทตัวแทนส่งออกทำการติดต่อพนักงานแผนกจัดส่ง รวมทั้งข้อมูลที่เกิดขึ้นภายในกระบวนการต่างๆทั้งหมด ซึ่งสามารถพบ Kaizen Burst อยู่ 2 ที่คือ กระบวนการที่ 6 พนักงานแผนกจัดส่งทำการคำนวณน้ำหนักสินค้าและออก AWB สินค้า ซึ่งทำให้พบการคำนวณน้ำหนักไม่ตรงตามเอกสาร กระบวนการที่ 14 พนักงานแผนกจัดส่งทำการส่งเอกสารการแก้ไขให้กับบริษัทตัวแทน ซึ่งทำให้พบกระบวนการ การจัดส่งสินค้าซ้ำซ้อน

องค์ประกอบที่ 3 ระยะเวลาการทำงาน (Timeline)

เมื่อพิจารณาภายในกล่องกระบวนการจะพบตารางข้อมูล (Data Table) ในการศึกษานี้ ตารางข้อมูล 2 ส่วน ได้แก่ Process Time (PT) และ Lead Time (LT) ด้านล่างของ Data Table ซึ่งเป็นแผนที่สายธารคุณค่าคือส่วนของ Timeline Segment ในมุมขวาด้านล่างของแผนผังคือ Timeline Total ประกอบไปด้วย 3 ส่วนได้แก่ Total Lead Time, Total Process Time และ Activity Ratio ซึ่งค่า Activity Ratio นี้แสดงให้เห็นระดับการไหลของงานในสายธารคุณค่า

การคำนวณระยะเวลาที่ใช้ในกระบวนการการดำเนินการการจัดส่งสินค้า ใช้วิธีจับเวลาของกิจกรรม จับเวลา 10 รอบในแต่ละกิจกรรม ซึ่งในขั้นตอนการทำงานทั้งหมด 17 ขั้นตอนพบว่า Total Process Time รวม 608 นาที Total Lead Time 670 นาที และ มีค่า Activity Ratio เท่ากับร้อยละ 90.74

ผลการเก็บน้ำหนักสินค้าไม่ตรงตามเอกสารที่ระบุไว้ในใบออกสินค้า (INVOICE)

ผู้วิจัยเก็บข้อมูลน้ำหนักสินค้าไม่ตรงตามเอกสารที่ระบุไว้ในใบออกสินค้า (INVOICE) เดือนกรกฎาคม พ.ศ. 2565 ในแผนกแพ็คกิ้ง โดยทำการเก็บรวบรวมข้อมูลเกี่ยวกับน้ำหนักสินค้าที่ระบุไว้ในอินวอยและน้ำหนักสินค้าจริง แสดงดังตารางที่ 1

ตารางที่ 1 แสดงผลน้ำหนักสินค้าที่ทำการเก็บรวบรวม

ใบเก็บน้ำหนักสินค้า เดือนกรกฎาคม (พรมต่างประเทศ)										
	น้ำหนักที่ระบุไว้ในใบออกสินค้า					น้ำหนักที่ทำการชั่งจริง				
ลำดับ	ORDER FORM (O/F)	กลุ่มผลิตภัณฑ์	คุณภาพ	ขนาดพรม	น้ำหนักสินค้าในใบออกสินค้า (KG)	น้ำหนักสินค้าจริง (KG)	กว้าง (CM)	สูง (CM)	ยาว (CM)	ผลต่าง (KG)
1	SD64	HT	4.5	3.73 x 2.79	46.50	48	28	28	285	1.5
2	SD57	CS	3.5	6.19 x 4.13	101.50	49	33	33	419	52.5
3	SD75	KW	4.00	2.45 x 2.75	29.50	26	25	25	251	3.5
4	SD62	KW	5.50	2.24 x 2.55	27.00	23	24	24	230	4

จากตารางที่ 1 แสดงผลน้ำหนักสินค้าที่ทำการเก็บรวบรวม จะเห็นได้ว่าน้ำหนักในใบอินวอยกับน้ำหนักที่ชั่งจริง มีผลต่างน้ำหนักที่แตกต่างกัน เช่น ลำดับที่1 ออเดอร์ SD64 กลุ่มผลิตภัณฑ์ HT คุณภาพ 4.5 ขนาดพรม 3.73 x 2.79 น้ำหนักสินค้าในใบออกสินค้า 46.50 กิโลกรัม น้ำหนักสินค้าจริง 48 กิโลกรัม จะเห็นได้ว่าผลต่างน้ำหนักสินค้าคือ 1.5 กิโลกรัม ตามลำดับ

ผลของต้นทุนกระบวนการการจัดส่งสินค้า

ผู้วิจัยทำการเก็บต้นทุน เลตน้ำหนักสินค้าที่ต้องจ่ายเมื่อคำนวณน้ำหนักเกินไป และเลตน้ำหนักสินค้าที่ต้องจ่ายเมื่อคำนวณน้ำหนักสินค้าขาดไป เพื่อนำมาคำนวณหาผลต่างในด้านราคา ซึ่งจะทำการเก็บไว้ในรูปแบบของตาราง

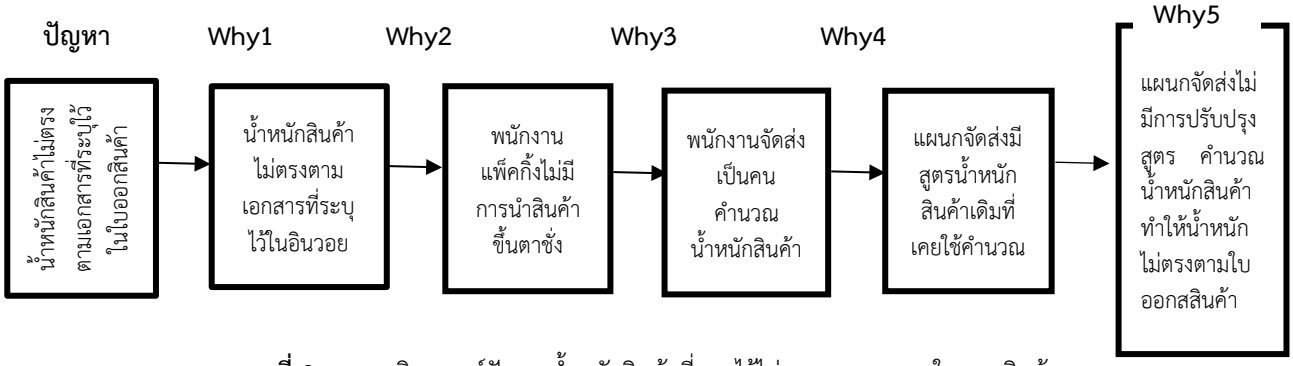
ตารางที่ 2 ตารางต้นทุนกระบวนการการจัดส่งสินค้า

เลตค่าน้ำหนักสินค้า			
น้ำหนักที่เกินไป		น้ำหนักที่ขาด	
น้ำหนัก (kg)	ราคา (baht)	น้ำหนัก (kg)	ราคา (baht)
0.5	69.5	0.5	96
1	139	1	192
1.5	208.5	1.5	288
2	278	2	384
2.5	347.5	2.5	480
3	417	3	576
; n		; n	

จากตารางที่ 2 แสดงตารางต้นทุนกระบวนการการจัดส่งสินค้า ซึ่งจะคิดเป็น น้ำหนักที่เกินไปคิด 1 กิโลกรัมจะต้องจ่าย 139 บาท ถ้าน้ำหนักสินค้าขาดหายไป จะคิดน้ำหนัก 1 กิโลกรัม จะต้องจ่าย 192 บาท เป็นต้น

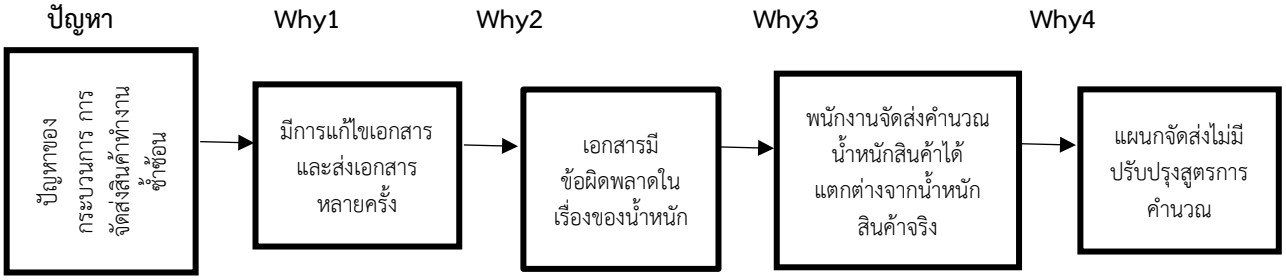
2. ผลการวิเคราะห์สาเหตุที่ทำให้เกิดปัญหาน้ำหนักสินค้าที่ระบุไว้ไม่ตรงตามเอกสารใบออกสินค้า (INVIOCE) และปัญหาของกระบวนการ การจัดส่งสินค้าทำงานซ้ำซ้อน ด้วยหลักการ why why analysis

ผู้วิจัยได้นำเอา Kaizen Burst ที่พบ 2 ตำแหน่งในแผนภาพสายธารแห่งคุณค่า (Value Stream Mapping: VSM) ปัจจุบันของการดำเนินการการจัดส่งสินค้า ในกระบวนการที่ 6 และกระบวนการที่ 14 มาหาสาเหตุโดย ตั้งเป็นหัวข้อปัญหาอยู่ 2 ปัญหาแสดงภาพที่ 2 และภาพที่ 3



ภาพที่ 2 ผลการวิเคราะห์ปัญหาน้ำหนักสินค้าที่ระบุไว้ไม่ตรงตามเอกสารใบออกสินค้า

จากภาพที่ 2 แสดงผลการวิเคราะห์ปัญหาน้ำหนักสินค้าที่ระบุไว้ไม่ตรงตามเอกสารใบออกสินค้าด้วยหลักการ why why analysis ปัญหาที่ 1 น้ำหนักสินค้าไม่ตรงตามเอกสารที่ระบุไว้ในใบออกสินค้า ซึ่งผู้วิจัยได้ทำการตั้งคำถามทำไม ทำไมเป็นจำนวน 4 ครั้ง ดังภาพที่ 2 จนได้คำตอบของรากเหง้าของปัญหาที่แท้จริงคือ พนักงานแผนกจัดส่งไม่มีการปรับปรุงสูตรการคำนวณน้ำหนักสินค้าทำให้น้ำหนักสินค้าไม่ตรงตามเอกสารที่ระบุไว้ในใบออกสินค้า



ภาพที่ 3 ผลการวิเคราะห์ปัญหาของกระบวนการ การจัดส่งสินค้าทำงานซ้ำซ้อน

จากภาพที่ 3 แสดงผลการวิเคราะห์ปัญหาของกระบวนการ การจัดส่งสินค้าทำงานซ้ำซ้อน ด้วยหลักการ why why analysis

ปัญหาที่ 2 กระบวนการ การจัดส่งสินค้าทำงานซ้ำซ้อน ซึ่งผู้วิจัยได้ทำการตั้งคำถามทำไม ทำไมเป็นจำนวน 4 ครั้ง ดังภาพที่3 จนได้คำตอบของรากเหง้าของปัญหาที่แท้จริง คือ แผนกจัดส่งไม่มีปรับปรุงสูตรการคำนวณ เนื่องจากไม่ปรับปรุงสูตรการคำนวณเพราะน้ำหนักสินค้าไม่ถูกตรงจึงต้องกลับมาแก้ไขในส่วนนี้ จึงส่งผลให้เกิดทำงานที่ซ้ำซ้อน จึงเป็นคำตอบของรากเหง้าของปัญหาที่แท้จริง

3. ผลประชุมระดมสมอง (Brian Storming) น้ำหนักสินค้าไม่ตรงตามเอกสารที่ระบุไว้ในใบออกสินค้า (INVOICE) และปัญหากระบวนการ การจัดส่งสินค้าซ้ำซ้อน โดยทำการประชุมระดมสมองกับผู้เชี่ยวชาญ 4-7 คน ซึ่งจะนำเอาสาเหตุที่ได้จากหลักการ Why-Why Analysis มาทำการหาแนวทางการแก้ไขปัญหา โดยให้ผู้เข้าร่วมประชุมได้เสนอแนวทางการแก้ไขปัญหาแบบอิสระ ซึ่งเปิดโอกาสให้สมาชิกทุกคนแสดงความคิดเห็น และมีเสรีภาพในการแสดงความคิดเห็นอย่างกว้างขวาง และจัดเก็บผลการระดมสมองไว้ในรูปแบบของตารางที่ 3

ตารางที่ 3 แสดงแนวทางแก้ไขปัญหาของน้ำหนักสินค้าไม่ต้องตามเอกสารใบออกสินค้า

ปัญหา	คำตอบ	แนวทางแก้ไขปัญหา
น้ำหนักสินค้าไม่ตรงตามเอกสารที่ระบุไว้ในใบออกสินค้า(INVIOCE)	พนักงานแผนกจัดส่งไม่มีการปรับปรุงสูตรการคำนวณน้ำหนักสินค้าทำให้น้ำหนักสินค้าไม่ตรงตามเอกสารที่ระบุไว้ในใบออกสินค้า (INVIOCE)	1.ดำเนินการแก้ไขด้วยหลักการลดความสูญเปล่าด ECRS 2. แบ่งกลุ่มผลิตภัณฑ์พรมสินค้า 3. แยกขนาดพรมสินค้าของกลุ่มผลิตภัณฑ์ 4. สร้างตารางขนาดเกณฑ์มาตรฐาน 5.ทำการหาคุณภาพให้กับกลุ่มผลิตภัณฑ์ 6.สร้างตารางขนาดท่อและน้ำหนักท่อขึ้นมาใหม่ 7.ดำเนินการปรับปรุงสูตรการคำนวณน้ำหนัก
กระบวนการการจัดส่งสินค้าซ้ำซ้อน		

จากตารางที่ 3 แสดงแนวทางการแก้ไขปัญหาน้ำหนักสินค้าไม่ตรงตามเอกสารที่ระบุในใบออกสินค้า และแนวทางกระบวนการการจัดส่งสินค้าซ้ำซ้อน พบแนวทางทั้งหมด 7 แนวทาง คือ 1) ดำเนินการแก้ไขด้วยหลักการลดความสูญเปล่าด ECRS 2) แบ่งกลุ่มผลิตภัณฑ์พรมสินค้า 3) แยกขนาดพรมสินค้าของกลุ่มผลิตภัณฑ์ 4) สร้างตารางขนาดเกณฑ์มาตรฐาน 5) ทำการหาคุณภาพให้กับกลุ่มผลิตภัณฑ์ 6) สร้างตารางขนาดท่อและน้ำหนักท่อขึ้นมาใหม่ 7) ดำเนินการปรับปรุงสูตรการคำนวณน้ำหนัก

4. ดำเนินการแก้ไขด้วยแนวคิดแบบลีน

ผู้วิจัยได้ทำการดำเนินการแก้ไขด้วยแนวคิดแบบลีน ตามแนวทางการแก้ไขปัญหาที่ได้จากการประชุมประดมสมอง

1. ดำเนินการแก้ไขด้วยหลักการลดความสูญเปล่าด้วย ECRS โดยผู้วิจัยได้ทำการนำขั้นตอนทั้ง 17 ขั้นตอนมาทำการ Etirrinate ในขั้นตอนที่ 3, 4 Combine ในขั้นตอนที่ 10-12, 14-15 และใช้ Simplify ทำให้ง่ายขึ้นในขั้นตอนที่ 6

2. แบ่งกลุ่มผลิตภัณฑ์พรมสินค้า ผู้วิจัยได้แบ่งกลุ่มผลิตภัณฑ์ออกเป็น 2 กลุ่ม 4 ผลิตภัณฑ์ ตามเกณฑ์ความตื่นลึก หนาบางของการทอแต่ละผลิตภัณฑ์ โดยการท่อแต่ละประเภทผลิตภัณฑ์สินค้า มีระดับการของความตื่นลึก หนาบางที่ไม่เท่ากัน ดังนี้

กลุ่ม A คือ ผลิตภัณฑ์ HT (ทอมือ) กลุ่ม A คือ ผลิตภัณฑ์ KW (ทอมือทอหน้าขึ้นหลัง)

กลุ่ม B คือ ผลิตภัณฑ์ HW (เครื่องทอบุหลัง) B คือผลิตภัณฑ์ CS (เครื่องทอไม่บุหลัง)

3. แยกขนาดสินค้าของกลุ่มผลิตภัณฑ์ ผู้วิจัยได้ทำการแยกขนาดสินค้า โดยแยกขนาดตามความยาว จาก 1 เมตร ไปจนถึง 12 เมตร เพื่อให้ได้ทราบขนาดสินค้าที่เก็บ ว่ามีขนาด ความกว้าง สูง ยาว ของสินค้าเป็นจำนวนเท่าใด เพื่อที่จะนำมาสร้างเป็นตารางขนาดมาตรฐาน

4. สร้างตารางขนาดเกณฑ์มาตรฐาน ซึ่งผู้วิจัยได้นำเอาข้อมูลจากข้อ 3 มาทำการสร้างตารางเกณฑ์มาตรฐานตั้งแต่ 1 เมตร จะได้ความสูง 18 เซ็นติเมตร ไปจนถึง 12 เมตร จะได้ความสูง 47 เซ็นติเมตร

5. ทำการหาคุณภาพให้กับกลุ่มผลิตภัณฑ์

ข้อมูลคุณภาพกลุ่ม A ผลิตภัณฑ์ HT KW ซึ่งคุณภาพของผลิตภัณฑ์ HT คุณภาพ 3.50 ปอนด์ น้ำหนักของผลิตภัณฑ์ HT เฉลี่ย 3.80 กิโลกรัม/ตารางเมตร ผลิตภัณฑ์ KW ผู้วิจัยได้ทำการเก็บข้อมูลจากแผนก QC พบว่าผลิตภัณฑ์ KW มีน้ำหนักน้อยกว่าผลิตภัณฑ์ HT อยู่ที่ 0.5 กิโลกรัม โดยนำน้ำหนักของผลิตภัณฑ์ HT ตั้ง ลบด้วย 0.5 กิโลกรัม จะได้คือ คุณภาพ 3.50 ปอนด์ น้ำหนักของผลิตภัณฑ์ KW เฉลี่ย 3.30 กิโลกรัม/ตารางเมตร จนถึงคุณภาพ 8.50 ปอนด์

ข้อมูลคุณภาพกลุ่ม B ผลิตภัณฑ์ HW CS ซึ่งคุณภาพของผลิตภัณฑ์ HT มีน้ำหนักเฉลี่ยต่างกันกับผลิตภัณฑ์ HW อยู่ที่ 1.50 กิโลกรัม/ตารางเมตร โดยทำการตั้งน้ำหนักเฉลี่ยของผลิตภัณฑ์ HT ลบ 1.50 กิโลกรัม/ตารางเมตร จะได้เป็นน้ำหนักเฉลี่ยของผลิตภัณฑ์ HW คือ คุณภาพ 3.50 ปอนด์น้ำหนักผลิตภัณฑ์ HW เฉลี่ย 2.30 กิโลกรัม/ตารางเมตร ตามลำดับ และผลิตภัณฑ์ CS ซึ่งเป็นผลิตภัณฑ์ในกลุ่ม B จะมีน้ำหนักเฉลี่ยต่างกับผลิตภัณฑ์ HW อยู่ที่ 0.5 กิโลกรัม โดยตั้งน้ำหนักเฉลี่ยของผลิตภัณฑ์ HW ลบ 0.5 กิโลกรัมจะได้คุณภาพของผลิตภัณฑ์ CS คือ คุณภาพ 3.50 ปอนด์ น้ำหนักผลิตภัณฑ์ CS เฉลี่ย 1.80 กิโลกรัม/ตารางเมตร จนถึงคุณภาพ 8.50 ปอนด์

6. สร้างตารางขนาดท่อและน้ำหนักท่อขึ้นมาใหม่ ผู้วิจัยได้ทำการเก็บข้อมูลขนาดท่อที่ใช้ในปัจจุบัน โดยผู้วิจัยได้วัดขนาดท่อ และนำท่อขึ้นตาชั่งเพื่อชั่งน้ำหนักและทำการบันทึกข้อมูลตารางน้ำหนักท่อขึ้นมาใหม่ซึ่งจะพบว่า ท่อความยาว 1 เมตร เท่ากับน้ำหนัก1 กิโลกรัม ท่อความยาว 2 เมตร เท่ากับน้ำหนัก 1.7 กิโลกรัม จนไปถึงท่อความยาว 4.90 เมตร เท่ากับน้ำหนัก 4.6 กิโลกรัม

7. ดำเนินการปรับปรุงสูตรการคำนวณน้ำหนัก

ผู้วิจัยได้ทำการปรับปรุงสูตรการคำนวณสินค้าโดยได้ทำการเปรียบเทียบน้ำหนักและคิดการสูตรการคำนวณใหม่ให้น้ำหนักสินค้าใกล้เคียงกับน้ำหนักสินค้าจริง โดยมีดังนี้

1. นำข้อมูลขนาดสินค้าในใบออเดอร์ฟอร์มทำการคำนวณหาขนาดสินค้าโดย นำด้านที่ยาวมาทำการหาความกว้าง สูง ในตารางขนาดสินค้า

2. นำด้านที่สั้นในใบออเดอร์ฟอร์มมา x100 (หน่วยเป็นเซนติเมตร) และทำการ +6 เซนติเมตร (ความยาวของม้วนเผื่อ) ด้านที่สั้นจะกลายเป็นความยาว

3. จากนั้นนำข้อ 1 และ 2 คูณกัน จะกลายเป็น กว้าง x ยาว x สูง (ตารางเมตรรวม) ซึ่งจะกลายเป็นขนาดของสินค้า

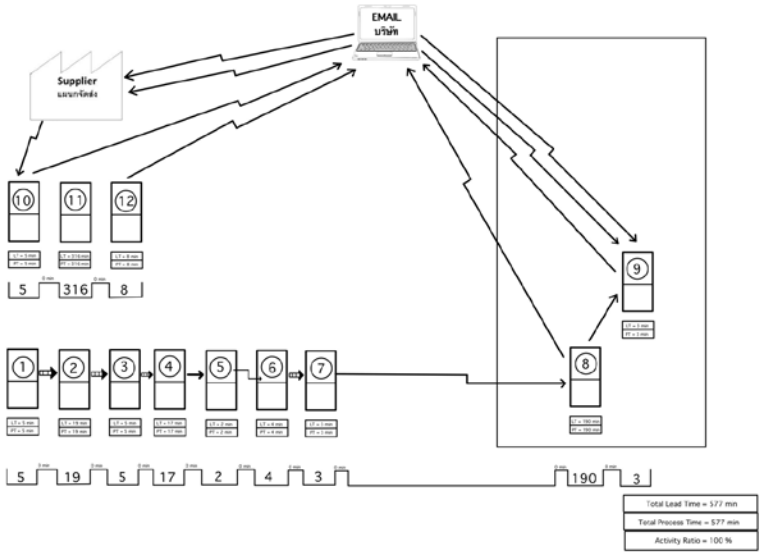
4. คำนวณหาน้ำหนักสินค้า โดยนำความความยาวที่คำนวณได้ในตารางเมตรรวม คูณความยาวในใบออร์เดอร์ฟอร์ม และทำการคูณกับน้ำหนักคุณภาพตามตารางผลิตภัณฑ์ที่ผู้วิวัยได้ทำการสร้างขึ้นมาใหม่ ซึ่งจะได้เป็นน้ำหนักสินค้าสุทธิ (Net weight)

5. ทำการคำนวณน้ำหนักท่อ โดยน้ำหนักท่อจะเท่ากับความยาวที่เลือกม้วนโดยจะทำการเลือกความยาวจากช่องถัดไปของตาราง ตามตารางที่ผู้วิจัยได้จัดทำขึ้นมา

6. ทำการนำเอาน้ำหนักสุทธิบวกกับน้ำหนักท่อ จะได้เป็นน้ำหนักรวมบรรจุภัณฑ์ (Gross weight)

5. แผนภาพสายธารแห่งคุณค่า (Value Stream Mapping: VSM) สภาพอนาคต ของการดำเนินการการจัดส่งสินค้า

ผลการปรับปรุงขั้นตอนการจัดส่งสินค้าบริษัทกรณีศึกษาพบว่ามีทั้งหมด 12 ขั้นตอน ระยะเวลารวม 577 นาทีแสดงดังภาพที่ 4



ภาพที่ 4 แผนภาพสายธารแห่งคุณค่า (Value Stream Mapping: VSM) ของสภาพอนาคต ของการดำเนินการการจัดส่งสินค้า

องค์ประกอบที่ 1 การไหลของงาน (Work Flow)

ขั้นตอนหรือกิจกรรมที่มีอยู่ในการดำเนินการการจัดส่งสินค้า แสดงด้วยสัญลักษณ์กล่องกระบวนการ (Process Box) และในแต่ละกล่องกระบวนการ จะแสดงรายละเอียดกิจกรรมที่เกิดขึ้นว่าทำอะไร

กล่าวได้ว่าขั้นตอนการดำเนินการการจัดส่งสินค้ามีทั้งหมด 12 กล่องกระบวนการ โดยมีขั้นตอนที่ 1-7 และขั้นตอน 10- 12 เป็นของ Supplier (แผนกจัดส่ง) และขั้นตอนที่ 8-9 เป็นของ Customer (บริษัทตัวแทนส่งออกสินค้า)
โดยมีรายละเอียดแต่ละขั้นตอนดังนี้

ขั้นตอนที่ 1) พนักงานแผนกแพ็คสินค้าเคลื่อนย้ายสินค้าจากแผนกเชียร์ริ่งมายังเผนกแพ็คกิ้ง

ขั้นตอนที่ 2) พนักงานแผนกแพ็คกิ้งทำการแพ็คสินค้า

ขั้นตอนที่ 3) พนักงานแผนกแพ็คกิ้งทำการเคลื่อนย้ายสินค้ามายังแผนกจัดส่ง

ขั้นตอนที่ 4) พนักงานแผนกจัดส่งทำการคำนวณน้ำหนักสินค้า และออก AWB สินค้า

ขั้นตอนที่ 5) พนักงานแผนกจัดส่งทำมบุ๊คงานเพื่อเป็นการเรียกรถบริษัทตัวแทนส่งออกมารับสินค้าที่โรงงาน

ขั้นตอนที่ 6) พนักงานแพนกจัดส่งทำการติดสติกส์เกอร์ AWB และใบ INVIOCE ไปพร้อมสินค้าเขียนเลขAWB

ขั้นตอนที่ 7) พนักงานแผนกจัดส่งทำการส่งเอกสารการเดินพิธีการแบบไร้สาย

ขั้นตอนที่ 8) บริษัทตัวแทนส่งออกทำการพิจารณาเอกสารใบ INVIOCE พบเอกสารมีข้อผิดพลาดเรื่องน้ำหนัก

ขั้นตอนที่ 9) บริษัทตัวแทนส่งออกทำการติดต่อแผนกจัดส่ง และส่งเมลให้บริษัทกรณีศึกษายื่นยันความถูกต้องอีกครั้ง

ขั้นตอนที่ 10) พนักงานแผนกจัดส่งทำการส่งเอกสารการแก้ไขให้กับบริษัทตัวแทน

ขั้นตอนที่ 11) พนักงานแผนกจัดส่งรอใบขนสินค้า

ขั้นตอนที่ 12) พนักงานแผนกจัดส่งทำการตรวจใบขน และยื่นยันใบขน

องค์ประกอบที่ 2 การไหลของข้อมูลสื่อสารกันด้วยอุปกรณ์อิเล็กทรอนิกส์ (Information Flow)

สัญลักษณ์ลูกศรสีดำทึบมีเส้นยัก แสดงถึงการไหลของข้อมูลที่สื่อสารกันด้วยอุปกรณ์อิเล็กทรอนิกส์ ในที่นี้หมายถึง การส่งข้อมูลน้ำสินค้าที่ระบุในใบออกสินค้า ซึ่งได้ทำการปรับปรุงจากปัญหาที่พบจาก Kaizen Burst จะเห็นได้ว่าหลังการปรับปรุงเส้นสัญลักษณ์ลูกศรสีดำทึบมีเส้นยักหรือการติดต่อสื่อสารกันด้วยอุปกรณ์อิเล็กทรอนิกส์ มีจำนวนลดน้อยลงและกระบวนการการจัดส่งสินค้ามีขั้นตอนลดลง

องค์ประกอบที่ 3 ระยะเวลาการทำงาน (Timeline)

เมื่อพิจารณาภายในกล่องกระบวนการจะพบตารางข้อมูล (Data Table) ในการศึกษานี้ ตารางข้อมูล 2 ส่วนได้แก่ Process Time (PT) และ Lead Time (LT) ด้านล่างของ Data Table ซึ่งเป็นแผนที่สายธารคุณค่าคือส่วนของ Timeline Segment ในมุมขวาด้านล่างของแผนผังคือ Timeline Total ประกอบไปด้วย 3 ส่วนได้แก่ Total Lead Time, Total Process Time และ Activity Ratio ซึ่งค่า Activity Ratio นี้แสดงให้เห็นระดับการไหลของงานในสายธารคุณค่า

ซึ่งในขั้นตอนการทำงานทั้งหมด 12 ขั้นตอนพบว่า Total Process Time รวม 577 นาที Total Lead Time 577 นาที และ มีค่า Activity Ratio เท่ากับร้อยละ 100

ผลของต้นทุนกระบวนการการจัดส่งสินค้า

ผู้วิจัยได้ทำการเก็บต้นทุนกระบวนการการจัดส่งสินค้า ก่อนทำการปรับปรุงสูตรการคำนวณเดือนกรกฎาคม และหลังทำการปรับปรุงสูตรการคำนวณเดือนสิงหาคม พ.ศ.2565 ไว้ในรูปแบบตารางที่ 4

ตารางที่ 4 ผลของต้นทุนกระบวนการการจัดส่งสินค้า

เดือน (พ.ศ.2565)	ต้นทุนค่าใช้จ่าย (บาท/เดือน)
พฤษภาคม	33,109
สิงหาคม	23,475

จากตารางที่ 4 แสดงผลของต้นทุนกระบวนการการจัดส่งสินค้า ก่อนทำการปรับปรุงสูตรการคำนวณเดือนกรกฎาคม ต้นทุนค่าใช้จ่าย 33,109 บาท/เดือน หลังทำการปรับปรุงสูตรการคำนวณเดือนสิงหาคมต้นทุนค่าใช้จ่าย 23,475 บาท/เดือน

สรุปผลการวิจัย

จากการสำรวจและเก็บรวบรวมข้อมูลกระบวนการดำเนินการการจัดส่งสินค้า และเก็บรวบรวมน้ำหนักสินค้าที่ไม่ตรงตามเอกสารที่ระบุไว้ในใบออกสินค้า ซึ่งผู้วิจัยได้ทำการเก็บรวบรวมข้อมูลเพื่อต้องการทราบปัญหา โดยปัญหาที่แท้จริงคือ พนักงานแผนกจัดส่งไม่มีการปรับปรุงสูตรการคำนวณน้ำหนักสินค้า จากนั้นผู้วิจัยได้ทำการประชุมระดมสมองเพื่อหาแนวทางการแก้ไขปัญหาซึ่งได้แนวทางแก้ไขปัญหาทั้งหมด 7 แนวทาง คือ 1) ดำเนินการแก้ไขด้วยหลักการลดความสูญเปล่า ECRS 2) แบ่งกลุ่มผลิตภัณฑ์พรมสินค้า 3) แยกขนาดพรมสินค้าของกลุ่มผลิตภัณฑ์ 4) สร้างตารางขนาดเกณฑ์มาตรฐาน 5) ทำการหาคุณภาพให้กับกลุ่มผลิตภัณฑ์ 6)สร้างตารางขนาดท่อและน้ำหนักท่อขึ้นมาใหม่ 7) ดำเนินการปรับปรุงสูตรการคำนวณน้ำหนัก และทำการดำเนินการแก้ไขด้วยแนวคิดแบบลีน ซึ่งสามารถลดขั้นตอนกระบวนการการจัดส่งสินค้าจากก่อนการปรับปรุง 17 ขั้นตอน ลดเหลือ 12 ขั้นตอน ผลต่าง 5 ขั้นตอน คิดเป็นร้อยละ 29.41 ลดระยะเวลาจากเดิม 670 นาที เหลือ 577 นาที ผลต่าง 93 นาที คิดเป็นร้อยละ 13.88 น้ำหนักหลังการปรับปรุงสูตรการคำนวณมีความใกล้เคียงน้ำหนักสินค้าจริง ซึ่งผู้วิจัยได้ทำการเก็บข้อมูลรายการสินค้าเดิม โดยนำสูตรการคำนวณที่ได้ทำการปรับปรุงมาคำนวณน้ำหนักสินค้าในเดือนสิงหาคม ซึ่งก่อนการปรับปรุงสูตรการคำนวณได้ทำแก้ไขเอกสารในเดือนพฤษภาคมเป็นจำนวน 58 รายการ หลังปรับปรุงสูตรการคำนวณในเดือนสิงหาคมได้ทำการแก้ไขเอกสารเพียง 4 รายการ ผลต่าง 54 รายการ คิดเป็นร้อยละ 6.89 ค่าใช้จ่ายกระบวนการ การจัดส่งสินค้า ก่อนทำการปรับปรุงสูตรการคำนวณเดือนกรกฎาคม ต้นทุนค่าใช้จ่าย 33,109

บาท/เดือน หลังทำการปรับปรุงสูตรการคำนวณเดือนสิงหาคม ต้นทุนค่าใช้จ่าย 23,475 บาท/เดือน ผลต่างหลังทำการปรับปรุงสูตรการคำนวณอยู่ที่ 9,634 บาท คิดเป็นร้อยละ 29.09

ข้อเสนอแนะ

ในการวิจัยครั้งนี้ผู้วิจัยได้พบปัญหาส่วนมากเกิดจากสูตรการคำนวณน้ำหนักสินค้ามีความผิดพลาดในการคำนวณ ทำให้เกิดต้นทุนการดำเนินการ การจัดส่งสินค้า และขั้นตอนการทำงานที่ซ้ำซ้อน เนื่องจากไม่มีการปรับปรุงสูตรการคำนวณอย่างต่อเนื่อง และไม่นำสินค้าขึ้นตาชั่ง จึงได้ทำการแก้ไขและปรับปรุงสูตรการคำนวณน้ำหนักสินค้า ให้น้ำหนักสินค้าหลังการคำนวณ ออกมาใกล้เคียงมากที่สุด โดยต้องปฏิบัติตามดังนี้

1. ทำการปรับปรุงสูตรการคำนวณในทุกๆ 2 ปี
2. ทำการเบิกซื้อตาชั่ง

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การกำหนดเวลามาตรฐานการทำงานของพนักงานบรรจุสินค้า กรณีศึกษา: บริษัท อัพ อีคอมเมิร์ซ จำกัด
Scheduling Standards for Packing Workers Case Study: Up Company E-commerce Co., Ltd.

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บทคัดย่อ

งานวิจัยนี้เป็นการศึกษา1) เพื่อหาเวลามาตรฐานในกระบวนการบรรจุภัณฑ์สินค้า 2) เพื่อวางแผนการใช้กำลังคนในกระบวนการบรรจุภัณฑ์สินค้า โดยวิธีการคำนวณเวลามาตรฐานในการบรรจุภัณฑ์สินค้า และการวางแผนการใช้กำลังคนด้วยการคำนวณวิเคราะห์อัตรากำลังโดยคำนวณหา Work Load หรือ FTE ผลการดำเนินงานวิจัยพบว่ากระบวนการบรรจุภัณฑ์สินค้ามีทั้งหมด 8 ขั้นตอน คือ 1.เดินไปหยิบกล่อง 2.หยิบบสินค้า 3.นำสินค้าและกล่องไปที่จุดบรรจุภัณฑ์ 4.ทำการพับกล่อง 5.เดินไปหยิบอุปกรณ์แล้วเดินกลับมาจุดบรรจุภัณฑ์ 6.ทำการบรรจุภัณฑ์ 7.เดินไปหยิบกันกระแทก แล้วเดินกลับมาจุดบรรจุภัณฑ์ 8.ทำการห่อกล่องสินค้าด้วยกันกระแทก กิจกรรมปฏิบัติงาน 3 กิจกรรม กิจกรรมการเคลื่อนที่ 5 กิจกรรม เวลามาตรฐานตั้งแต่ขั้นตอนแรกถึงขั้นตอนสุดท้ายเท่ากับ160.45 วินาที หรือ2.40 นาที ต่อชิ้น และภาระงานเต็มเวลาทำให้ทราบว่า เวลารวมที่ใช้ในการบรรจุภัณฑ์สินค้า 1 ชิ้น คือ 2.40 นาที คิดเป็น 0.005 FTE พบว่าหากมีรายการคำสั่งซื้อ 1-200 จะต้องใช้คน 1 คน 201-400 จะต้องใช้คน 2 คน 401-600 จะต้องใช้คน 3 คน 601-800 จะต้องใช้คน 4 คน 801-1,000 จะต้องใช้คน 5 คน 1,001-1,200 จะต้องใช้คน 6 คน 1,201-1,400 จะต้องใช้คน 7 คน 1,401-1,600 จะต้องใช้คน 8 คน 1,601-1,800 จะต้องใช้คน 9 คน 1,801-2,000 จะต้องใช้คน 10 คน
คำสำคัญ: เวลามาตรฐาน การบรรจุภัณฑ์สินค้า, ภาระงานเต็มเวลา

Abstract

This research aims to study 1) to find the standard time in the product packaging process, 2) to plan the manpower utilization in the product packaging process. By the method of calculating the standard time for packaging goods and planning the use of manpower by calculating the analysis of the workload by calculating the Workload or FTE. The results of the research found that the product packaging process has a total of 8 steps: 1. Walk to pick up the box. 2. Pick up the product 3. Bring the product and box to the packaging point. 4. Fold the box 5. Walk to pick up equipment and walk back to the packaging point. 6. Make packaging 7. Walk to pick up bump then walked back to the packaging point 8. Wrap the product box with shockproof. 3 operating activities, 5 movement activities, the standard time from the first step to the last step is 160.45 seconds or 2.40 minutes per piece and full-time workload. Total time spent packing 1 product is 2.40 minutes, equivalent to 0.005 FTE. We found that if there are orders, 1-200 will need 1 person, 201-400 will need 2 people, 401-600 will need. 3 people 601-800 will need 4 people 801-1,000 will need 5 people 1,001-1,200 will need 6 people 1,201-1,400 will need 7 people 1,401-1,600 will need 8 people 1,601- 1800 will require 9 people 1801-2000 will require 10 people
Keywords: Standard time product packaging, Full Time Equivalent

บทนำ

การศึกษาเวลา (Time Study) เป็นเทคนิคในการวัดงานที่จะใช้การจับเวลาในงานปฏิบัติงาน ของผู้ปฏิบัติงานต่อหนึ่งงานตั้งแต่เริ่มจนเสร็จงาน และนำเวลาการทำงานที่ได้จากการวัดเวลา มากำหนดเป็นเวลามาตรฐานของการทำงาน (Standard Time) ซึ่งจะนำเวลาที่ได้ไปใช้ในการ จัดแผนการผลิตและกำหนดอัตราการผลิตที่เหมาะสมต่อการผลิตได้ ซึ่งในการรับรู้ข้อมูลเวลา ในการ

[1] นักศึกษา สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น (หมายเลขโทรศัพท์ 0979529013 E-mail: Taradon.sae@spumail.net)
[2] อาจารย์ สาขาวิชาการโลจิสติกส์และโซ่อุปทาน. วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
[3] นักศึกษา สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน วิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

ปฏิบัติงานจะทำให้เห็นถึงการใช้เวลาได้อย่างเหมาะสม และยังนำข้อมูลเวลาที่ได้มาวางแผนการผลิตให้เกิดประโยชน์มากที่สุด การจับเวลาการทำงานของผู้ปฏิบัติงานที่นิยมใช้คือ การศึกษาเวลาโดยตรง (Direct Time Study) (Kaewpia & Tosupan, 2021) โดยที่ผู้วิจัยเข้าไปศึกษาเก็บข้อมูลโดยการสังเกตแบบไม่มีส่วนร่วม และจับเวลาในการทำงานด้วยโดยการใช้สมาร์ทโฟนถ่ายบันทึกเป็นวิดีโอการปฏิบัติงาน โดยงานที่ต้องการจะทำการจับเวลาจะถูกแบ่งเป็นขั้นตอน การทำงานอย่างละเอียดในทุกขั้นตอนการทำงานซึ่งจะเรียกว่า กิจกรรมย่อย (Element) ซึ่งมีจุดเริ่มต้นและจุดสิ้นสุด วิธีการวัดเวลามาตรฐานนี้เป็นวิธีการที่มีความแม่นยำสูง จึงทำให้เป็นที่ยอมรับและน่าเชื่อถือได้ (ธวัชชัย ประหยัดวงศ์ และคณะ. 2565)

ทางบริษัทกรณีศึกษา เป็นคลังสินค้าแบบ เก็บรักษาสินค้า บรรจุสินค้า และส่งให้ผู้อุปโภคบริโภค ซึ่งทางบริษัทได้ประสบปัญหาในการบรรจุภัณฑ์สินค้า ในแง่ของเวลาในการบรรจุภัณฑ์ซึ่งทางบริษัทอยากทราบว่าเวลาในกระบวนการบรรจุสินค้าใช้ระยะเวลาเท่าไหร่ เพื่อที่จะสามารถวางแผนการทำงาน วางแผนกำลังคนได้

ดังนั้นงานวิจัยนี้มีวัตถุประสงค์เพื่อหาเวลามาตรฐานในกระบวนการบรรจุภัณฑ์สินค้า ของบริษัทกรณีศึกษา และเพื่อวางแผนการใช้กำลังคนในกระบวนการบรรจุภัณฑ์สินค้าของบริษัทกรณศึกษา โดยนำเสนอวิธีการคำนวณเวลามาตรฐานในการบรรจุภัณฑ์สินค้า และวางแผนการใช้กำลังคนด้วยการคำนวณ วิเคราะห์ อัตรากำลังโดยคำนวณหา Work Load หรือ FTE

วัตถุประสงค์

1. เพื่อหาเวลามาตรฐานในกระบวนการบรรจุภัณฑ์สินค้า ของบริษัทกรณีศึกษา
2. เพื่อวางแผนการใช้กำลังคนในกระบวนการบรรจุภัณฑ์สินค้า ของบริษัทกรณศึกษา

ทฤษฎีและงานวิจัยที่เกี่ยวข้อง

สูตรในการคำนวณหาเวลามาตรฐาน

$R = X_{Max} - X_{Min}$ (1)

โดยที่ R = ค่าพิสัย

X_{Max} = ค่าข้อมูลสูงสุด

X_{Min} = ค่าข้อมูลต่ำสุด

$$ST = \frac{\sum_{i=1}^{n} x_i}{n} \quad (2)$$

โดยที่ ST = เวลาตัวแทน หรือ ค่าเฉลี่ย

$(n) = R/\bar{x}$ (3)

โดยที่ n = จำนวนรอบจับเวลาที่เหมาะสม

R = ค่าพิสัย

$\bar{x}$ = ค่าเฉลี่ย

NT= (ST)x(RF) (4)

โดยที่ NT = ค่าเวลาปกติ

ST= ค่าเวลาตัวแทน

RF = การประเมินอัตราเร็ว

Std.T=NTx(1+A) (5)

โดยที่ Std.T= เวลามาตรฐาน

NT= ค่าเวลาปกติ

1 = ค่าคงที่

A = ค่าเวลาเผื่อ

ตาราง Maytag ที่ระดับความเชื่อมั่นทางสถิติ 95% และความแม่นยำ± 5% เพื่อตรวจสอบความถูกต้อง จะใช้อ่านค่าหลังจากคำนวณค่า (n) เพื่อทราบจำนวนจับเวลาที่เหมาะสม และตาราง Westinghouse System of Rating ใช้ในการประเมินอัตราเร็ว พิจารณาปัจจัย 4 ด้าน ประกอบไปด้วย 1. ความชำนาญ (Skill) 2.ความพยายาม (Effort) 3.สภาพการทำงาน (Condition) 4. ความสม่ำเสมอการทำงาน (Consistency)

$\frac{R}{\bar{X}}$	ข้อมูลจากกลุ่ม (n_i)		$\frac{R}{\bar{X}}$	ข้อมูลจากกลุ่ม (n_i)		$\frac{R}{\bar{X}}$	ข้อมูลจากกลุ่ม (n_i)	
	5	10		5	10		5	10
	ค่า (n)			ค่า (n)			ค่า (n)	
0.10	3	2	0.42	52	30	0.74	162	93
0.12	4	2	0.44	57	33	0.76	171	98
0.14	6	3	0.46	63	36	0.78	180	103
0.16	8	4	0.48	68	39	0.80	190	108
0.18	10	6	0.50	74	42	0.82	199	113
0.20	12	7	0.52	80	46	0.84	209	119
0.22	14	8	0.54	86	49	0.86	218	125
0.24	17	10	0.56	93	53	0.88	229	131
0.26	20	11	0.58	100	57	0.90	239	138
0.28	23	13	0.6	107	61	0.92	250	143
0.30	27	15	0.62	114	65	0.94	261	119
0.32	30	17	0.64	121	69	0.96	273	156
0.34	34	20	0.66	129	74	0.98	284	162
0.36	38	22	0.68	137	78	1.00	296	169
0.38	43	24	0.70	145	83			
0.40	47	27	0.72	153	88			

Westinghouse System Skill Ratings			Westinghouse System Effort Ratings			Westinghouse System Condition Ratings			Westinghouse System Consistency Ratings		
+0.15	A1	Super skill	+0.13	A1	Excessive	+0.06	A	Ideal	+0.04	A	Perfect
+0.13	A2	Super skill	+0.12	A2	Excessive	+0.04	B	Excellent	+0.03	B	Excellent
+0.11	B1	Excellent	+0.10	B1	Excellent	+0.02	C	Good	+0.01	C	Good
+0.08	B2	Excellent	+0.08	B2	Excellent	0.00	D	Average	0.00	D	Average
+0.06	C1	Good	+0.05	C1	Good	-0.03	E	Fair	-0.02	E	Fair
+0.03	C2	Good	+0.02	C2	Good	-0.07	F	Poor	-0.04	F	Poor
0.00	D	Average	0.00	D	Average						
-0.05	E1	Fair	-0.04	E1	Fair						
-0.10	E2	Fair	-0.08	E2	Fair						
-0.16	F1	Poor	-0.12	F1	Poor						

ภาพที่ 1 ตารางMaytag และ Westinghouse System of Rating

(ที่มา: ธรรมศักดิ์ ค่วยเทศ, 2564)

ภาระงานเต็มเวลา (full time equivalent) คือ จำนวนนาทีที่พนักงานทำงานใน 1 วัน โดยคิดจากการทำงาน 8 ชั่วโมงต่อวัน ดังนั้น 1 FTE = 480 นาที

สูตรคำนวณอัตรากำลัง

$$\text{คำนวณอัตรากำลัง} = \frac{\text{ปริมานงาน(นาที)}}{\text{เวลาในการทำงานของพนักงานต่อคนต่อปี}} \quad (6)$$

การคำนวณหาอัตรากำลัง จะต้องทราบปริมาณงานก่อน โดยนำเวลาที่ใช้ในกระบวนการมาคูณกับงานที่ต้องทำในแต่ล่ะวันจะได้ปริมาณงาน

ธรรมศักดิ์ ค่วยเทศ (2564) ได้ทำการศึกษาเรื่องการคำนวณหาค่าเวลามาตรฐานการทำงานของพนักงาน : กรณีศึกษาอุตสาหกรรมโรงแรมพบว่า บทความวิจัยนี้มีวัตถุประสงค์ เพื่อแสดงขั้นตอนการคำนวณหาค่าเวลามาตรฐานการทำงานของพนักงานโดยใช้กรณีศึกษาอุตสาหกรรมโรงแรม ที่มีรูปแบบการบริหารประเภทโรงแรมอิสระ (Independent hotel) โดยใช้เทคนิคการศึกษาเวลา จับเวลาโดยตรงจากการทำงานของพนักงาน (Direct Time Study) และใช้วิธีจับเวลาแบบเข็มดีดกลับ (Repetitive Timing) โดยเริ่มต้นจากจดบันทึก รายละเอียดกระบวนการทำงาน จำแนกกิจกรรมย่อยในแต่ละงาน (Elements) พร้อมทั้งจดบันทึกเวลาทำงานแต่ละกิจกรรมย่อย เพื่อคำนวณค่าพิสัย (Range: R) หาจำนวนรอบจับเวลาที่เหมาะสม หาค่าเวลาตัวแทน (Selected Time: ST) ประเมินอัตราเร็วการทำงาน (Rating Factor: RF) ค่าเวลาปกติ (Normal Time: NT) และค่าเวลาเผื่อ (Allowance Time: A) เพื่อใช้ประกอบการคำนวณหาค่าเวลามาตรฐาน (Standard Time: Std.T)

ธวัชชัย ประหยัดวงศ์ และคณะ. (2565) ได้ทำการศึกษาเรื่องการศึกษางานและเวลามาตรฐานการผลิตโอ่งมังกรพบว่า บทความนี้ได้นำเสนอการศึกษางานและเวลามาตรฐานการผลิตโอ่งมังกร ในกระบวนการผลิตที่มีการผลิตแบบตามคำสั่งใช้วิธีการศึกษาเวลาโดยตรงร่วมกับแบบประเมินสมรรถภาพการปฏิบัติงานระบบเวสติ้งเฮาส์โดยผู้เชี่ยวชาญ จากการหาเวลามาตรฐานโดยวิธีการจับเวลากิจกรรมย่อย ใช้คานวณหาจำนวนที่เหมาะสมโดยใช้ตาราง Maytag ที่ระดับความเชื่อมั่นร้อยละ 95 และความละเอียดแม่นยำร้อยละ 5 พบว่า จำนวนครั้งที่จับเวลาที่เหมาะสม 6 วัฏจักร นำเวลาเฉลี่ยเป็น ตัวแทนที่ได้มาคำนวณกับค่าเผื่อเวลาแต่ละกิจกรรมย่อย พบว่ามีเวลามาตรฐานที่ใช้ในกระบวนการ ผลิตตามสถานีการผลิต ดังนี้ สถานีเตรียมดิน 12.34 นาที, สถานีปั้นโอ่ง 24.33 นาที, สถานีตีโอ่ง 20.28 นาที, สถานีเคลือบ 8.43 นาที และสถานีเตาเผา 5.31 นาที

นุชสรา เกรียงกรกฎ และคณะ. (2549) ได้ทำการศึกษาเรื่องการคำนวณหาเวลามาตรฐานการทำงานของพนักงานในโรงงานตัดเย็บเสื้อผ้า กรณีศึกษา : แผนกเย็บกางเกง รุ่น A1314 พบว่างานวิจัยนี้เป็นการศึกษาเพื่อคำนวณหาเวลามาตรฐานในแผนกเย็บกางเกง รุ่น A1314 ของพนักงานในโรงงานตัดเย็บเสื้อผ้าตัวอย่างเพื่อใช้ในการเปรียบเทียบกับค่า SAM (Standard Allowance Minute) และค่าเวลาที่ได้จากการทำงานจริง (Actual Time) ซึ่งค่า SAM เป็นค่าเวลามาตรฐานที่ทางโรงงานกำหนดขึ้น โดยคิดจากเวลาการเย็บชิ้นงานตัวอย่างของพนักงานที่เป็นตัวแทน จากสำนักงานใหญ่ที่ยังไม่ได้พิจารณาถึงอัตราการทำงานของพนักงานโดยตรง จากการศึกษาพบว่า ค่าเวลามาตรฐานของการเย็บกางเกงที่ได้จากการคำนวณ คือ 17.92 นาที/ตัว จากข้อมูลมาตรฐานของ โรงงาน (SAM) ใช้เวลา 16.78นาที/ตัว และเวลาที่ได้จากการทำงานจริง (Actual Time) เป็น18.3 นาที/ตัว ค่าเปอร์เซ็นต์ความคลาดเคลื่อนของเวลามาตรฐานที่ได้จากการคำนวณ และ SAM ของ โรงงาน เมื่อเทียบกับ เวลาที่ได้จากการทำงานจริงคิดเป็น 2.12% และ 9.05% ตามลำดับ

พรศิริ คำหล้า และคณะ. (2564) ได้ทำการศึกษาเรื่องการศึกษาเวลามาตรฐานในกระบวนการผลิตคอนกรีตผสมเสร็จด้วยการจับเวลาโดยตรงพบว่า งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษากระบวนการผลิตคอนกรีตผสมเสร็จและเพื่อกำหนดเวลามาตรฐานในกระบวนการผลิตคอนกรีตผสมเสร็จ ซึ่งโรงงานคอนกรีตผสมเสร็จที่เป็นกรณีศึกษาอยู่ในจังหวัดกาฬสินธุ์ การวิจัยครั้งนี้ประยุกต์ใช้วิธีการศึกษาการทำงานโดยใช้แบบฟอร์มบันทึกกิจกรรมในการบันทึกขั้นตอนการผลิต แบบฟอร์ม บันทึกข้อมูลเวลา โดยทำการศึกษาขั้นตอนการผลิต และนำผลจากบันทึกการปฏิบัติงานมาทำการวิเคราะห์และหา เวลามาตรฐานของกระบวนการผลิตคอนกรีตผสมเสร็จ ซึ่งกระบวนการผลิตคอนกรีตผสมเสร็จแบ่งออกเป็น 4 ขั้นตอน คือ (1) การเตรียมเครื่องมิกซ์ (2) การเตรียมวัตถุดิบ (3) การผสมวัตถุดิบ และ(4) การปล่อยปูน และ สามารถแยกเป็นงานย่อยได้ 13 งานย่อย ซึ่งหาเวลามาตรฐานโดยใช้วิธีการจับเวลางานย่อยละ 10 รอบ แล้ว คำนวณหาจำนวนรอบในการจับเวลาที่เหมาะสมโดยใช้ตาราง Maytag ที่ความเชื่อมั่นของข้อมูล 95% และความผิดพลาดไม่เกิน ±5% ทำให้ต้องไปเก็บข้อมูลเพิ่มอีก 7 รอบ จากนั้นคำนวณหาเวลาเผื่อในการทำงานเพื่อกำหนดเวลามาตรฐาน จากการคำนวณหาเวลามาตรฐานพบว่าในกระบวนการผลิตคอนกรีตผสมเสร็จมีเวลา มาตรฐานที่ได้คือ 236.79 วินาที หรือเท่ากับ 3.95 นาที ต่อการผลิต 0.5 คิว นั่นคือผลิตคอนกรีตผสมเสร็จได้ 53 คิว ต่อวัน

กิตติชัย อธิกุลรัตน์(2018) ได้ทำการศึกษาเรื่องการศึกษาเวลามาตรฐานการติดตั้งแม่พิมพ์ กรณีศึกษา บริษัทผลิตถุงพลาสติกพบว่า งานวิจัยนี้มีวัตถุประสงค์เพื่อปรับปรุงการติดตั้งแม่พิมพ์และหาเวลามาตรฐานติดตั้งแม่พิมพ์ โดยการศึกษาการติดตั้งแม่พิมพ์ ด้วยการศึกษาการทำงานของ คน-เครื่องจักร พร้อมกับวิเคราะห์ขั้นตอน ที่ไม่มีคุณค่าด้วยการตั้งคำถาม 5W1H และปรับปรุงการดำเนินการด้วยหลักการ ECRS ภายหลัง การปรับปรุงสามารถปรับกระบวนการใหม่โดยตัดขั้นตอนที่ไม่มีคุณค่า ทำให้เหลือขั้นตอนในการติดตั้ง แม่พิมพ์จากเดิม 13 ขั้นตอนเหลือ 6 ขั้นตอน ลดเวลาในการติดตั้งแม่พิมพ์จากเดิม ใช้เวลา 76.99 นาที เหลือ 52.42 นาที หรือคิดเป็นลดลงร้อยละ 31.91 จากนั้นทำการหาเวลามาตรฐานโดยการจับเวลาทางตรง พร้อมกับหาจำนวนครั้งการจับเวลาที่เหมาะสมด้วยความเชื่อมั่น 95% และความคลาดเคลื่อน ±10% ผลการวิจัยพบว่า การปรับตั้งแม่พิมพ์มีเวลาปกติและเวลามาตรฐานคือ 56.613 นาที และ 65.105 นาที

ทิวากร กลั่นความดี และคณะ. (2563) ได้ทำการศึกษาเรื่องการบริบาลทางเภสัชกรรมในคลินิกโรคหืดและโรคปอดอุดกั้นเรื้อรัง: การศึกษาเชิงพรรณนาเพื่อหาภาระงานเต็มเวลาพบว่าวัตถุประสงค์: เพื่อศึกษาเวลาที่เภสัชกรใช้ในการบริบาลทางเภสัชกรรมในคลินิกโรคหืดและโรคปอดอุดกั้นเรื้อรังและหาค่าภาระงานเต็มเวลาของการบริบาลเพื่อนำไปหาอัตรากำลังที่เหมาะสม วิธีการ: การวิจัยนี้เป็นการศึกษาเชิงพรรณนาที่เก็บข้อมูลแบบภาคตัดขวางด้วยการบันทึกวีดีทัศน์การบริบาลทางเภสัชกรรมในผู้ป่วยที่ได้รับยาสูดพ่น ที่เข้ารับการรักษาในคลินิกโรคหืดและโรคปอดอุดกั้นเรื้อรัง โรงพยาบาลขอนแก่น ผลการวิจัย: ผู้เข้าร่วมวิจัยจำนวน 145 ราย ร้อยละ 64.83 เข้ารับการรักษาในคลินิก 1-5 ปี ผู้ป่วยร้อยละ 54.48 พบปัญหาที่เกี่ยวข้องกับการใช้ยา (drug related problems: DRPs) รวม 96 ครั้ง อัตราการพบ DRPs คือ 1.22 ปัญหาต่อราย ชนิดของ DRPs ที่พบมากที่สุด คือ ความไม่ร่วมมือในการใช้ยา (ร้อยละ 33.34) รองลงมาคือ เทคนิคการสูดยาที่ไม่ถูกต้อง (ร้อยละ 31.25) ค่ามัธยฐานของเวลาทั้งหมดที่ใช้ในการบริบาลทางเภสัชกรรมแก่ผู้ป่วยในคลินิกโรคหืดและโรคปอดอุดกั้นเรื้อรัง เท่ากับ 8.52 (6.3-10.63) นาที คิดเป็น 0.001 FTE (full time equivalent) เภสัชกรต้องใช้เวลาในการบริบาลทางเภสัชกรรมแก่ผู้ป่วยที่มีเทคนิคการสูดพ่นยาที่ไม่ถูกต้องเพิ่มขึ้นคือ 9.87 (8.62-13.46) นาที และใช้เวลาสำหรับผู้ป่วยที่เข้ารับการบริการในคลินิกโรคหืดและโรคปอดอุดกั้นเรื้อรังไม่เกิน 1 ปี 8.93 (6.98-12.88) นาที สรุป: จากเวลารวมที่ใช้ในการบริบาลทางเภสัชกรรมและการคำนวณค่าภาระงานเต็มเวลา ทาให้สามารถนำไปใช้ในการจัดสรรอัตรากำลังให้เหมาะสมต่อไปได้ เภสัชกรต้องใช้เวลาในการบริบาลทางเภสัชกรรมเพิ่มขึ้นในผู้ป่วยที่มี DRPs โดยเฉพาะปัญหาเรื่องเทคนิคการสูดพ่นยาไม่ถูกวิธี

กิตติ์รวี วิเชียรประดิษฐ์ (2563) ได้ทำการศึกษาเรื่องการเพิ่มประสิทธิภาพกระบวนการผลิตโดยประยุกต์ใช้แนวคิดแบบลีน กรณีศึกษา บริษัทผลิตไม้สักแปรรูปพบว่า งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาขั้นตอนในกระบวนการผลิตเพื่อหาแนวทางในการลดความสูญเปล่าที่เกิดขึ้นในกระบวนการไม้สักแปรรูป โดยการประยุกต์ใช้แนวคิดแบบลีนโดยการบันทึกข้อมูลด้วยแผนภูมิการไหลของกระบวนการ (Flow process chart) และใช้แผนผังก้างปลา ในการวิเคราะห์และหาสาเหตุที่แท้จริงของปัญหา จากนั้นได้ประยุกต์ใช้หลักการ ECRS ช่วยในการกำจัดความสูญเปล่าในกระบวนการและการจัดวางผังการผลิตเพื่อให้เกิดการไหลของงานที่ดีขึ้น จากการวิเคราะห์ผลหลังการปรับปรุงกระบวนการผลิตไม้สักแปรรูป พบว่าระยะทางลดทั้งสิ้น 10 เมตร คิดเป็น 5.46% ระยะทางลดลงทั้งสิ้น 139 นาที คิดเป็นหรือ 0.92% คิดเป็น 19.83% (ไม่รวมเวลาอบไม้ 10 วัน) และขั้นตอนในการทำงานลดลงทั้งสิ้น 2 ขั้นตอน คิดเป็น 6.45%

วิธีการดำเนินงาน

1. สืบค้น สำรวจ และเก็บรวบรวมข้อมูล งานวิจัยนี้ทำการเก็บรวบรวมข้อมูลเกี่ยวกับ กระบวนการบรรจุภัณฑ์สินค้าจำนวน 10 รอบ และจำนวนรายการคำสั่งซื้อเป็นระยะเวลา 1 เดือน 1-30 พฤษจิกายน 2565

2. คำนวณหาเวลามาตรฐาน (Standard Time)

2.1 ผู้วิจัยคำนวณหาค่าพิสัย (Range:R) โดยนำค่าข้อมูลสูงสุด-ค่าข้อมูลต่ำสุด ด้วยสมการที่ (1) หน่วย: วินาที

2.2 ผู้วิจัยคำนวณหาค่าเวลาตัวแทน (Selected Time:ST),หรือค่าเฉลี่ย($\bar{x}$,Average) ด้วยสมการที่ (2) หน่วย: วินาที

2.3 ผู้วิจัยคำนวณหาจำนวนจับเวลาที่เหมาะสม (Number:n) โดยนำเอาค่าจากสมการ (1) และ (2) มาคำนวณหาค่า (n) จากสมการที่ (3) จากนั้นนำค่า (n) ที่ได้ไปเปิดตาราง Maytag ที่ระดับความเชื่อมั่นทางสถิติ 95% และความแม่นยำ± 5% เพื่อตรวจสอบความถูกต้อง หลังจากผู้วิจัยได้อ่านค่าบนตาราง Maytag แล้วจะได้จำนวนรอบจับเวลาที่เหมาะสม หากได้รอบจับเวลาที่เหมาะสมแล้วให้จับเวลาตามรอบที่เปิดตาราง Maytag โดยยึดจากรอบที่มากที่สุดเพื่อความแม่นยำ

2.4 การประเมินอัตราเร็ว (Rating Factor:RF) ธรรมศักดิ์ ค่วยเทศ (2564) อัตราความเร็วในการทำงาน (RF) หนึ่งในระบบการจัดอันดับการประเมินสรรถภาพที่ได้รับความนิยม และมีความน่าเชื่อถือมากที่สุด ซึ่งถูกพัฒนาโดย Westinghouse เป็นระบบการจัดอันดับที่พิจารณาปัจจัย 4 ด้าน ประกอบไปด้วย 1. ความชำนาญ (Skill) 2.ความพยายาม (Effort) 3.สภาพการทำงาน (Condition) 4. ความสม่ำเสมอการทำงาน (Consistency) ผู้วิจัยได้ให้ผู้จัดการทำการประเมินอัตราเร็วของพนักงาน แผนกบรรจุภัณฑ์ จำนวน 1 คน

2.5 ผู้วิจัยกำหนดเวลาเผื่อ (Allowance Time) ทางบริษัทได้กำหนดเวลาพักทำธุระส่วนตัว เข้าห้องน้ำ และพักผ่อนตามอัธยาศัยเป็น เวลา 30 นาทีต่อวัน ช่วงเช้า 10.00-10.15 น. ช่วงบ่าย 15.00-15.15น. คิดเป็น 6.25%

2.6 ผู้วิจัยคำนวณหาค่าเวลาปกติ (Normal Time:NT) จากสมการที่ (4) หน่วย: วินาที

2.7 ผู้วิจัยคำนวณหาค่าเวลามาตรฐาน (Standard Time: Std. T) จากสมาการที่ (5) หน่วย: วินาที

3. ภาระงานเต็มเวลา (Full Time Equivalent) การคำนวณหาอัตรากำลัง จะต้องทราบปริมาณงานก่อน โดยนำเวลาที่ใช้ในกระบวนการมาคูณกับงานที่ต้องทำในแต่ล่ะวัน จะได้ปริมาณงาน แล้วนำไปคำนวณอัตรากำลัง โดยสมการที่ (6)

4. แผนภูมิกระบวนการไหล (Flow Process chart) และแผนภาพการไหล (Flow diagram) นำข้อมูลกระบวนการบรรจุสินค้ามาแสดงในรูปแบบของ แผนภูมิกระบวนการไหล เพื่อให้ทราบถึงกระบวนการขั้นตอน เวลา ระยะทาง ตั้งแต่กระบวนการแรกจนสิ้นสุดกระบวนการว่าเกิดกิจกรรมใดบ้าง พร้อมทั้งเขียนแผนภาพการไหลเพื่อให้สามารถมองเห็นแผนภูมิกระบวนการไหลได้ชัดเจนยิ่งขึ้น

5. แผนการใช้กำลังคน เมื่อหาเวลามาตรฐาน และปริมานงานได้แล้ว ก็จะวางแผนการใช้กำลังคนในช่วงรายการคำสั่งซื้อที่ละ 200 เพื่อให้ทราบถึงจำนวนคนที่ต้องใช้ในแต่ละช่วงรายการคำสั่งซื้อ

ผลการดำเนินงาน

1. ผลการสืบค้น สำรวจ และเก็บรวบรวมข้อมูล

ผลการสืบค้น สำรวจ และเก็บรวบรวมข้อมูลกระบวนการบรรจุภัณฑ์สินค้า จำนวน 10 รอบแสดงตังตารางที่ 1

ตารางที่ 1 ขั้นตอนและเวลาในการบรรจุภัณฑ์สินค้า 10 รอบ

ตารางขั้นตอนในกระบวนการบรรจุสินค้าอาหารสุนัขและแมว											
ขั้นตอน	**จับเวลาครั้งที่ (หน่วย:วินาที)**										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	$\bar{x}$
1.เดินไปหยิบกล่อง	17.75	17.50	14.63	13.92	14.02	15.24	14.87	16.29	15.57	14.39	15.418
2.หยิบสินค้า	6.45	4.94	5.30	5.13	5.39	6.13	5.28	6.24	5.18	6.04	5.608
3.นำสินค้าและกล่องไปที่จุดบรรจุภัณฑ์	16.12	16.13	16.23	15.38	14.26	14.87	1.49	16.37	15.92	16.41	15.818
4.ทำการพับกล่อง	15.98	14.53	15.71	14.87	17.61	15.43	14.62	13.64	16.94	14.21	15.354
5.เดินไปหยิบอุปกรณ์แล้วเดินกลับมาจุดบรรจุภัณฑ์	12.83	11.88	10.31	10.16	10.29	12.39	11.76	10.85	12.03	12.62	11.512

ตารางขั้นตอนในกระบวนการบรรจุสินค้าอาหารสุนัขและแมว											
ขั้นตอน	จับเวลาครั้งที่ (หน่วย:วินาที)										
	1	2	3	4	5	6	7	8	9	10	$\overline{x}$
6.ทำการบรรจุภัณฑ์	18.94	19.73	20.19	21.95	19.34	18.82	22.67	22.31	21.93	18.86	20.474
7.เดินไปหยิบกันกระแทก แล้วเดินกลับมาจุดบรรจุภัณฑ์	20.25	20.10	20.50	20.13	22.47	21.64	21.13	20.94	21.36	22.37	21.089
8.ทำการห่อกล่องสินค้าด้วยกันกระแทก	26.73	26.52	30.34	33.57	31.93	31.64	30.74	31.49	33.93	29.71	30.66
รวม											135.933

จากตารางที่ 1 พบว่ากระบวนการบรรจุภัณฑ์สินค้ามีทั้งหมด 8 ขั้นตอน โดยเริ่มจาก 1.เดินไปหยิบกล่อง 2.หยิบสินค้า 3. นำสินค้าและกล่องไปที่จุดบรรจุภัณฑ์ 4.ทำการพับกล่อง 5.เดินไปหยิบอุปกรณ์แล้วเดินกลับมาจุดบรรจุภัณฑ์ 6.ทำการบรรจุภัณฑ์ 7. เดินไปหยิบกันกระแทก แล้วเดินกลับมาจุดบรรจุภัณฑ์ 8.ทำการห่อกล่องสินค้าด้วยกันกระแทก ซึ่งแต่ละขั้นตอนมีระยะเวลาเฉลี่ยรวม 135.933 วินาที

ผลการเก็บรวบรวมข้อมูลเกี่ยวกับรายการคำสั่งซื้อสินค้า เป็นระยะเวลา 1 เดือน (1-30 พฤษจิกายน 2565) แสดงดังตารางที่ 2

ตารางที่ 2 จำนวนคำสั่งซื้อสินค้า ตั้งแต่ วันที่ (1-30 พฤศจิกายน 2565)

วันที่	จำนวน (รายการ)	วันที่	จำนวน (รายการ)
1	205	16	310
2	220	17	290
3	247	18	276
4	310	19	351
5	250	20	416
6	245	21	293
7	260	22	403
8	286	23	258
9	320	24	296
10	350	25	362
11	410	26	200
12	400	27	306
13	390	28	249
14	350	29	318
15	240	30	369

จากตารางที่ 2 พบว่า วันที่1 รายการคำสั่งซื้อ เท่ากับ 205 วันที่ 2 รายการคำสั่งซื้อ เท่ากับ 220 วันที่ 3 รายการคำสั่งซื้อ เท่ากับ 247 วันที่ 4 รายการคำสั่งซื้อ เท่ากับ 310 วันที่ 5 รายการคำสั่งซื้อ เท่ากับ 250 ตามลำดับ

2. ผลคำนวณหาเวลามาตรฐาน (Standard Time)

ผลการหาเวลามาตรฐานที่ได้จากการคำนวณจาก สมการที่ (1) –(5) ค่าพิสัย ค่าเวาตัวแทน ค่า (n) ค่าเวลาตัวแทน (เพิ่ม) ค่าเวลาปกติ และค่าเวลามาตรฐาน แสดงดังตารางที่ 3

ตารางที่ 3 ผลคำนวณหาเวลามาตรฐาน

ขั้นตอน	ค่าพิสัย:R	เวลาตัวแทน: ST	(n)	เวลาตัวแทน: ST (เพิ่ม)	เวลาปกติ:NT	เวลามาตรฐาน:Std.T
1.เดินไปหยิบกล่อง	3.83	15.42	0.25	15.35	17.04	18.11
2.หยิบสินค้า	1.51	5.61	0.27	5.66	6.28	6.67
3.นำสินค้าและกล่องไปที่จุดบรรจุภัณฑ์	2.23	15.82	0.14	15.87	17.62	18.72
4.ทำการพับกล่อง	3.97	15.35	0.26	15.43	17.13	18.20
5.เดินไปหยิบอุปกรณ์แล้วเดินกลับมาจุดบรรจุภัณฑ์	2.67	11.51	0.23	11.60	12.88	13.69
6.ทำการบรรจุภัณฑ์	3.85	20.47	0.19	20.52	22.78	24.20
7.เดินไปเอากันกระแทกแล้วเดินกลับจุดบรรจุภัณฑ์	2.37	21.09	0.11	21.13	23.45	24.92
8.ทำการห่อกล่องสินค้าด้วยกันกระแทก	7.40	30.66	0.24	30.73	34.11	36.24
รวม		135.93		136.29	151.29	160.75

จากตารางที่ 3 พบว่า เวลามาตรฐานของกระบวนการบรรจุภัณฑ์สินค้ารวมตั้งแต่ขั้นตอนแรกจนถึงขั้นตอนสุดท้ายเท่ากับ 160.45 วินาที หรือ 2.40 นาที

ผู้วิจัยได้ให้ผู้จัดการทำการประเมินอัตราเร็วของพนักงาน แผนกบรรจุภัณฑ์ จำนวน 1 คน ปัจจัย 4 ด้าน แสดงดังตารางที่ 4

ตารางที่ 4 ตารางประเมินอัตราเร็วของพนักงาน

ขั้นตอน	ความชำนาญ	ความพยายาม	สภาพการทำงาน	ความสม่ำเสมอ	รวม	รวมผล (%)
1.เดินไปหยิบกล่อง	B1(+0.11)	B2(+0.08)	C(+0.02)	C(+0.01)	0.22	1.22
2.หยิบสินค้า	B1(+0.11)	B2(+0.08)	C(+0.02)	C(+0.01)	0.22	1.22
3.นำสินค้าและกล่องไปที่จุดบรรจุภัณฑ์	B1(+0.11)	B2(+0.08)	C(+0.02)	C(+0.01)	0.22	1.22
4.ทำการพับกล่อง	B1(+0.11)	B2(+0.08)	C(+0.02)	C(+0.01)	0.22	1.22
5.เดินไปหยิบอุปกรณ์แล้วเดินกลับจุดบรรจุภัณฑ์	B1(+0.11)	B2(+0.08)	C(+0.02)	C(+0.01)	0.22	1.22
6.ทำการบรรจุภัณฑ์	B1(+0.11)	B2(+0.08)	C(+0.02)	C(+0.01)	0.22	1.22
7.เดินไปเอากันกระแทกแล้วเดินกลับจุดบรรจุภัณฑ์	B1(+0.11)	B2(+0.08)	C(+0.02)	C(+0.01)	0.22	1.22
8.ทำการห่อกล่องสินค้าด้วยกันกระแทก	B1(+0.11)	B2(+0.08)	C(+0.02)	C(+0.01)	0.22	1.22

จากตารางที่ 4 พบว่า ตั้งแต่ขั้นตอนแรกถึงขั้นตอนสุดท้าย มีคะแนนเท่ากับ 0.22 รวมผลเท่ากับ 1.22 ยกตัวอย่าง เช่น ขั้นตอนที่ 1 คะแนนความชำนาญ เท่ากับ (+0.11) ความพยายาม เท่ากับ (+0.08) สภาพการทำงาน เท่ากับ (+0.02) ความสม่ำเสมอ เท่ากับ (+0.01) รวม 0.22 รวมผลเท่ากับ 1.22

3. ภาระงานเต็มเวลา (Full Time Equivalent)

ผลการคำนวณภาระงานเต็มเวลาผู้วิจัยได้คำนวณอัตรากำลังในกระบวนการบรรจุภัณฑ์สินค้า เพื่อวางแผนการใช้กำลังคน แสดงดังตารางที่ 5

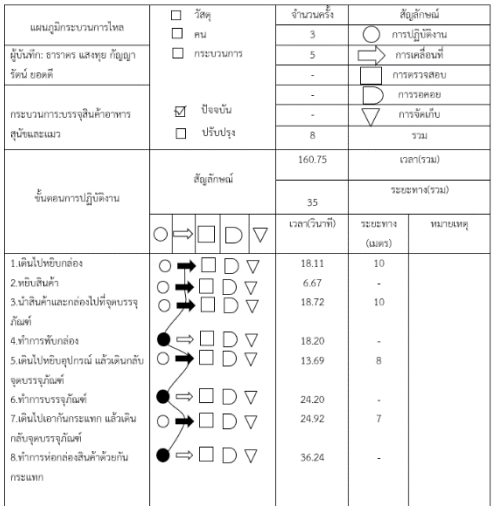
ตารางที่ 5 คำนวณอัตรากำลังในกระบวนการบรรจุภัณฑ์สินค้า ตั้งแต่วันที่ 1-30 พฤษจิกายน 2565

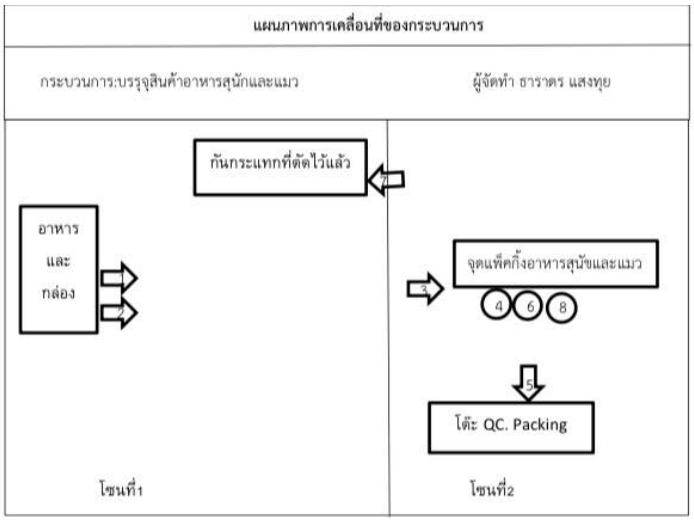
วันที่	ปริมาณงาน (นาที)	เวลาทำงาน 1 วัน (นาที)	อัตรากำลังที่ต้องการ (คน)
1	492	480	2
2	528	480	2
3	592.8	480	2
4	744	480	2
5	600	480	2
6	588	480	2
7	624	480	2
8	686	480	2
9	768	480	2
10	840	480	2
11	984	480	3
12	960	480	2
13	936	480	2
14	840	480	2
15	576	480	2
16	744	480	2
17	696	480	2
18	662.4	480	2
19	842.4	480	2
20	998.4	480	3
21	703.2	480	2
22	967.2	480	3
23	619.2	480	2
24	710.4	480	2
25	868.8	480	2
26	480	480	1
27	734.4	480	2
28	597.6	480	2
29	763.2	480	2
30	885.6	480	2

จากตารางที่ 5 พบว่า วันที่ 1 อัตรากำลังคนที่ต้องใช้ 2 คน วันที่ 2 อัตรากำลังคนที่ต้องใช้ 2 คน วันที่ 3 อัตรากำลังคนที่ต้องใช้ 2 คน วันที่ 4 อัตรากำลังคนที่ต้องใช้ 2 คน วันที่ 5 อัตรากำลังคนที่ต้องใช้ 2 คน ตามลำดับ

4. แผนภูมิกระบวนการไหล (Flow Process Chart) และแผนภาพการไหล (Flow Diagram)

ผู้วิจัยได้นำข้อมูลในกระบวนการบรรจุภัณฑ์สินค้า มาแสดงในรูปแบบของแผนภูมิกระบวนการไหล (Flow Process Chart) และแผนภาพการไหล (Flow Diagram) แสดงดังภาพที่ 3 และ 4





ภาพที่ 3 แผนภูมิกระบวนการไหล

ภาพที่ 4 แผนภาพการไหล

จากภาพที่ 3 แสดงให้เห็นถึงขั้นตอน เวลา ระยะทาง เกิดกิจกรรมปฏิบัติงาน 3 กิจกรรม กิจกรรมการเคลื่อนที่ 5 กิจกรรม ใช้ระยะเวลารวมทั้งหมด 160.75 วินาที ระยะทางรวม 35 เมตร

จากภาพที่ 4 แสดงให้เห็นถึงการเคลื่อนไหลกิจกรรมต่างๆของกระบวนการบรรจุภัณฑ์ คือ เดินไปหยิบกล่อง และหยิบสินค้า นำสินค้าและกล่องไปที่จุดบรรจุภัณฑ์ ทำการพับกล่องที่จุดบรรจุภัณฑ์ แล้วเดินไปหยิบอุปกรณ์แล้วเดินกลับมาจุดบรรจุภัณฑ์ ทำการบรรจุภัณฑ์สินค้า แล้วเดินไปหยิบกันกระแทกแล้วเดินกลับมาจุดบรรจุภัณฑ์ ทำการห่อกล่องสินค้าด้วยกันกระแทก

5. แผนการใช้กำลังคน

ผู้วิจัยวางแผนการใช้กำลังคนในช่วงรายการคำสั่งซื้อที่ละ 200 เพื่อให้ทราบถึงจำนวนคนที่ต้องใช้ในแต่ละช่วงรายการคำสั่งซื้อ แสดงดังตารางที่ 6

ตารางที่ 6 แผนการใช้กำลังคน

จำนวนคำสั่งซื้อ	จำนวนคนที่ต้องใช้
1-200	1 คน
201-400	2 คน
401-600	3 คน
601-800	4 คน
801-1,000	5 คน
1,001-1,200	6 คน
1,201-1,400	7 คน
1,401-1,600	8 คน
1,601-1,800	9 คน
1,801-2,000	10 คน

จากตารางที่ 6 พบว่าหากมีรายการคำสั่งซื้อ 1-200 จะต้องใช้คน 1 คน 201-400 จะต้องใช้คน 2 คน 401-600 จะต้องใช้คน 3 คน 601-800 จะต้องใช้คน 4 คน 801-1,000 จะต้องใช้คน 5 คน 1,001-1,200 จะต้องใช้คน 6 คน 1,201-1,400 จะต้องใช้คน 7 คน 1,401-1,600 จะต้องใช้คน 8 คน 1,601-1,800 จะต้องใช้คน 9 คน 1,801-2,000 จะต้องใช้คน 10 คน

สรุป

ผลการดำเนินงานวิจัยพบว่ากระบวนการบรรจุภัณฑ์สินค้ามีทั้งหมด 8 ขั้นตอน คือ 1.เดินไปหยิบกล่อง 2.หยิบสินค้า 3.นำสินค้าและกล่องไปที่จุดบรรจุภัณฑ์ 4.ทำการพับกล่อง 5.เดินไปหยิบอุปกรณ์แล้วเดินกลับมาจุดบรรจุภัณฑ์ 6.ทำการบรรจุภัณฑ์ 7.เดินไปหยิบกันกระแทก แล้วเดินกลับมาจุดบรรจุภัณฑ์ 8.ทำการห่อกล่องสินค้าด้วยกันกระแทก กิจกรรมปฏิบัติงาน 3 กิจกรรม กิจกรรมการเคลื่อนที่ 5 กิจกรรม เวลามาตรฐานตั้งแต่ขั้นตอนแรกถึงขั้นตอนสุดท้ายเท่ากับ 160.45 วินาที หรือ 2.40 นาที ต่อชิ้น จากการศึกษาภาระงานเต็มเวลาทำให้ทราบว่า เวลารวมที่ใช้ในการบรรจุภัณฑ์สินค้า 1 ชิ้น คือ 2.40 นาที คิดเป็น 0.005 FTE วันที่ 1 อัตรากำลังคนที่ต้องใช้ 2 คน วันที่ 2 อัตรากำลังคนที่ต้องใช้ 2 คน วันที่ 3 อัตรากำลังคนที่ต้องใช้ 2 คน วันที่ 4 อัตรากำลังคนที่ต้องใช้ 2 คน วันที่ 5 อัตรากำลังคนที่ต้องใช้ 2 คน ตามลำดับ และการวางแผนการใช้กำลังคน หากมีรายการคำสั่งซื้อ 1-200 จะต้องใช้คน 1 คน 201-400 จะต้องใช้คน 2 คน 401-600 จะต้องใช้คน 3 คน 601-800 จะต้องใช้คน 4 คน 801-1,000 จะต้องใช้คน 5 คน 1,001-1,200 จะต้องใช้คน 6 คน 1,201-1,400 จะต้องใช้คน 7 คน 1,401-1,600 จะต้องใช้คน 8 คน 1,601-1,800 จะต้องใช้คน 9 คน 1,801-2,000 จะต้องใช้คน 10 คน

ข้อเสนอแนะ

- การลดต้นทุน การปรับปรุงประสิทธิภาพในบริษัทที่ควรศึกษาต่อคือการพยากรณ์ เพื่อใช้ในการเตรียมความพร้อมต่อความต้องการของลูกค้า
- ข้อมูลคำสั่งซื้อของสินค้า ควรมีการปรับปรุง ปรับเปลี่ยนตามการสั่งซื้อ โดยการรวบรวมข้อมูลคำสั่งซื้อในแต่ละเดือน
- คำสั่งซื้อของสินค้า อาจมีการเปลี่ยนแปลงจากความต้องการสั่งซื้อของลูกค้า

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การประยุกต์ใช้แบบจำลองสถานการณ์ด้วยโปรแกรม Flexsim® เพื่อเพิ่มประสิทธิภาพการจัดการสินค้าคงคลัง กรณีศึกษา: บริษัท โซนิค อินเตอร์เฟรท จำกัด (มหาชน)

Applying simulations with Flexsim® program optimizes inventory management. Case Study: Sonic Interfreight Public Company Limited

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์1)เพื่อสร้างแบบจำลองสถานการณ์ขั้นตอนการเบิก-จ่ายสินค้าด้วยโปรแกรม Flexsim® 2) เพื่อจัดหมวดหมู่สินค้าคงคลังโดยใช้เทคนิค ABC Classification Analysis 3) เพื่อสร้างแบบจำลองสถานการณ์ขั้นตอนการเบิก-จ่ายสินค้าหลังการจัดหมวดหมู่สินค้าคงคลังด้วยโปรแกรม Flexsim® 4) เพื่อเปรียบเทียบผลจำนวนการจัดรายการสินค้าก่อนและหลังทำการจัดหมวดหมู่สินค้าด้วยโปรแกรม Flexsim® ซึ่งปัจจุบันพบว่าการจัดวางสินค้าบนชั้นวางสินค้าไม่มีการจัดหมวดหมู่สินค้า ส่งผลให้จำนวนจัดรายการคำสั่งซื้อไม่เพียงพอต่อความต้องการของลูกค้า วิธีดำเนินการวิจัยเริ่มโดยสำรวจและเก็บรวบรวมระยะเวลาในแต่ละขั้นตอนการเบิก-จ่ายสินค้า นำข้อมูลมาวิเคราะห์เชิงสถิติ(Minitab®) และจำลองสถานการณ์ปัจจุบัน Flexsim® สามารถจัดรายการคำสั่งซื้อได้ 5,766 รายการต่อเดือน เมื่อนำเทคนิค ABC Classification Analysis โดยใช้เกณฑ์การเบิก-จ่าย สินค้ามาจัดหมู่สินค้าสามารถ จัดรายการคำสั่งซื้อเพิ่มขึ้นเป็น 5,813 รายการคำสั่งซื้อต่อเดือน หรือเพิ่มขึ้น 47 รายการคำสั่งซื้อ คิดเป็นร้อยละ 0.815
คำสำคัญ: โปรแกรม Flexsim® เทคนิค ABC Classification Analysis การเพิ่มประสิทธิภาพคลังสินค้า

Abstract

The objectives of this research were 1) to model the goods issuing process with Flexsim® program, 2) to categorize inventory using ABC Classification Analysis technique, and 3) to model the situation of the goods issuing process. Product after inventory categorization with Flexsim® program 4) To compare the results of product classification before and after product categorization with Flexsim® program. At present, product placement on the shelf is not categorized. Group As a result, the number of orders placed was insufficient to meet the needs of customers. The method of conducting the research began by surveying and collecting the time spent at each stage of goods issuance. Using statistical analysis (Minitab®) and simulating the current situation, Flexsim® handles 5,766 orders per month. When applying the ABC Classification Analysis technique using the disbursement criteria Products can be grouped into product categories. Increased order list to 5,813 orders per month. or an increase of 47 orders representing 0.815 percent
Keywords: Flexsim® Program ABC Classification Analysis warehouse optimization

บทนำ

Flexsim เป็นซอฟต์แวร์จำลองสถานการณ์ซึ่งโปรแกรม Flexsim สามารถเน้นเอฟเฟกต์การเรนเดอร์ 3D สำหรับวัตถุจำลอง และทำให้การสร้างแบบจำลองและการดีบักทำได้ง่ายและสะดวก นอกจากนี้ ความสามารถในการปรับขนาดโมเดลนั้นแข็งแกร่งซึ่งง่าย เมื่อใช้ร่วมกับซอฟต์แวร์อื่นๆ Wang, Y.R. และ Chen, A. N. (2016) Cao, Y.-H.และ Ma, H.-Y.(2009) Bao, S.-Q. และ Zhou, X.-H.(2008) ชยุตม์ บันเทิงจิตร(2561) Flexsim เป็นโปรแกรมจำสถานการณ์ที่นิยมใช้กับคลังสินค้าดังงานวิจัยของHuihui และXiangguo (2016) Klodawski M.และWasiak M.(2017) Samattapapong (2017) Zhu X. และ Li J.(2014) Parlewski P.

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[3] (นักศึกษา) สาขาวิชาการจัดการโลจิสติกส์และโซ่อุปทาน คณะวิทยาลัยโลจิสติกส์และซัพพลายเชน มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

และ Dabrowska PH.(2017) รวมถึงPan,Wu และ Chang(2014) ได้ประยุกต์ใช้โปรแกรม Flexsim ในการจำลองสถานการณ์ของคลังสินค้า หลังจากนั้นจึงนำทฤษฎี ABC Classification Analysis มาใช้จัดหมวดหมู่สินค้า กิ่งกาญจน์ ผลิกะและนพปฎล สุวรรณทรัพย์ (2559) ทฤษฎีABC Classification Analysis เป็นวิธีการแบ่งประเภทสินค้าคงคลังออกเป็น 3 กลุ่มโดยประยุกต์มาจากหลักการของพาเรโต้ ที่เน้นให้ความสำคัญกับกลุ่มสินค้าจำนวนน้อยที่มีมูลค่ามาก มากกว่ากลุ่มสินค้าจำนวนมากโดยรวมที่มีมูลค่าน้อย (รชต ขำบุญ และคณะ 2556)

บริษัทกรณีศึกษาอยู่ในกลุ่มธุรกิจธุรกิจให้บริการการจัดการระบบโลจิสติกส์แบบครบวงจร ทั้งการเป็นตัวแทนผู้รับจัดการขนส่งสินค้าทั้งในและต่างประเทศ ซึ่งมีสาขาที่ให้บริการอยู่ 3 สาขาได้แก่ สำนักงานใหญ่ สาขากิ่งแก้ว สาขาแหลมฉบัง ซึ่งสาขากิ่งแก้วนั้นมีการให้บริการในรูปแบบเปิดพื้นที่คลังสินค้าเพื่อให้เช่าและมีลักษณะการให้บริการ 2 ลักษณะ 1.มีพนักงานสำหรับจัดการในส่วนของการสั่งเบิก-จ่ายสินค้าและดูแลภายในคลังสินค้าและรับสินค้าเข้าคลังและมีระบบWarehouse Management System (WMS) ที่ใช้จัดการกับสินค้าที่เข้ามาภายในคลังและเบิก-จ่าย 2.เช่าแล้วลูกค้าเข้ามาบริหารจัดการสินค้าเองได้ ซึ่งสาขากิ่งแก้วที่ผู้วิจัยได้ออกฝึกสหกิจศึกษาแผนกคลังสินค้าและมีลักษณะการให้บริการลักษณะ 1 พบปัญหาภายในคลังสินค้าคือการจัดวางสินค้าบนชั้นวางสินค้าภายในคลังสินค้าไม่มีการจัดหมวดหมู่สินค้าทำให้พนักงานต้องทำการค้นหาสินค้าแต่ละรายการใช้ระยะเวลาเดินนานเกินความจำเป็นส่งผลให้จำนวนรายการสินค้าไม่เพียงพอต่อความต้องการของลูกค้าซึ่งในปัจจุบันสามารถจัดรายการสินค้า 1 เดือนได้ 5,766 รายการ

ดังนั้นงานวิจัยนี้ขึ้นมีวัตถุประสงค์เพื่อสร้างแบบจำลองสถานการณ์ขั้นตอนการเบิก-จ่ายสินค้าปัจจุบันด้วยโปรแกรม Flexsim® เพื่อจัดหมวดหมู่สินค้าคงคลังโดยใช้เทคนิค ABC Classification Analysis เพื่อสร้างแบบจำลองสถานการณ์ขั้นตอนการเบิก-จ่ายสินค้าหลังการจัดหมวดหมู่สินค้าคงคลังด้วยโปรแกรม Flexsim® เพื่อเปรียบเทียบผลจำนวนการจัดรายการคำสั่งซื้อก่อนและหลังทำการจัดหมวดหมู่สินค้าด้วยโปรแกรม Flexsim® บริษัท โซนิค อินเตอร์เฟรท จำกัด (มหาชน) โดยสร้างแบบสร้างแบบจำลองสถานการณ์การเบิก-จ่ายสินค้าในปัจจุบันด้วยโปรแกรม Flexsim®และปรับปรุงการจัดวางสินค้าให้เป็นหมวดหมู่โดยใช้อัตราการเบิก-จ่ายเป็นเกรณ์ด้วยเทคนิค ABC Classification Analysis พร้อมทั้งสร้างแบบจำลองสถานการณ์การเบิก-จ่ายสินค้าหลังทำการจัดหมวดหมู่สินค้าเพื่อให้ทราบถึงผลจำนวนรายการคำสั่งซื้อที่สามารถจัดได้หลังทำการปรับปรุงการจัดวางสินค้า

ทฤษฎีและงานวิจัยที่เกี่ยวข้อง

ธิญาดา ใจใหมคร้าม (2559) การจัดการคลังสินค้า (Warehouse Management) เป็นการจัดการในการรับ การจัดเก็บ หมายถึง การจัดส่งสินค้าให้ผู้รับเพื่อกิจกรรมการขายเป้าหมายหลักในการบริหาร ดำเนินธุรกิจในส่วนที่เกี่ยวข้องกับคลังสินค้าก็เพื่อให้เกิดการดำเนินการเป็นระบบให้ คุ้มกับการ ลงทุน การควบคุมคุณภาพของการเก็บ การหยิบสินค้า การป้องกัน ลดการสูญเสียจากการดำเนินงานเพื่อให้ต้นทุนการดำเนินงานต่ำที่สุดและการใช้ประโยชน์เต็มที่จากพื้นที่(คำนาย อภิปรัชญาสกุล,2550)

โปรแกรม Flexsim® เป็นซอฟต์แวร์ที่ใช้สร้างแบบจำลองสถานการณ์โดยการเลียนแบบสถานการณ์การปฏิบัติของระบบการทำงานต่างๆ อีกทั้ง โปรแกรม Flexsim® ยังเป็นโปรแกรมจำสถานการณ์ที่นิยมใช้กับคลังสินค้า ดังงานวิจัยของHuihui และ Xiangguo(2016) Klodawski M. และ Wasiak M.(2017) และคณะ Samattapapong N. (2017) Zhu X. และ Li J. (2014) P. Pawlewski1 และ M.E.F.H.S. Marchado2 (2017) รวมถึง Pan JCH และ Chang WL. (2014) ได้ประยุกต์ใช้โปรแกรม Flexsim ในการจำลองสถานการณ์ของคลังสินค้า เพื่อแก้ปัญหาการวางผังคลังสินค้า รวมไปถึงลำดับในการหยิบสินค้า

โปรแกรม Minitab เป็นโปรแกรมสำเร็จรูปใช้ประมวลผลข้อมูลทางด้านสถิติ พัฒนาจากกลุ่มนักวิชาการทางด้านสถิติมากว่า 30 ปี โดยปัจจุบันได้พัฒนาปรับปรุงมาจนถึงเวอร์ชัน 16 ซึ่งสามารถใช้กับระบบปฏิบัติการวินโดวส์เหมาะสำหรับผู้ใช้สถิติในส่วนของการประมวลเนื่องจากมีความซับซ้อนในการประมวลผล (Complexity)ทั้งยังมีความเที่ยงตรงและแม่นยำในการประมวลผลข้อมูล (Accuracy)และมีความรวดเร็วและความสามารถในการทำซ้ำ (Repeatability)ทำให้การแสดงผลข้อมูลในลักษณะของตัวเลขและผลในลักษณะของกราฟ

เทคนิค ABC Classification Analysis เป็นแนวคิดการบริหารจัดการสินค้าคงคลังด้วยการจัดกลุ่มสินค้าตามมูลค่าการใช้ในรอบระยะเวลาหนึ่ง การวิเคราะห์แบบเอบีซีโดยแบ่งตามปริมาณการขายเป็นที่นิยมในต่างประเทศเช่นกัน ดังเช่นงานวิจัยของ Jaguar. (2015) Chu CW. และ Liao CT. (2008) รวมไปถึง Millstein MA. และ Li H. (2014) ที่ใช้การวิเคราะห์แบบเอบีซีในการจัดวางตำแหน่งสินค้าให้มีความเหมาะสมกับขนาดของคลังสินค้า และง่ายต่อการเบิกจ่ายสินค้า อีกทั้งงานวิจัยของ Ng WL. (2007) Chen Y.และ Hipel KW. (2008) Yu MC. (2011) รวมไปถึง Li F.และXin M. (2012) ที่ใช้การวิเคราะห์แบบเอบีซีในการจำแนก SKU ด้วยการวิเคราะห์แบบ Pareto รวมไปถึงนำไปประยุกต์ใช้กับการวางแผนทรัพยากรทางธุรกิจขององค์กรโดยรวม

จิรัสยา ปาณะศรี สร้อยสุดา ศรีโสดาพล วิสุณีเกาะลอย และนรา สมัตถภาพงศ์ (2565). ทำการศึกษาเรื่องการประยุกต์ใช้โปรแกรมจำลองสถานการณ์เพื่อเพิ่มประสิทธิภาพสายการผลิตจานเมลามีน พบว่าทางเลือกที่ 1 เป็นทางเลือกที่ได้ผลผลิตมากที่สุด ซึ่ง

ผลผลิตเพิ่มขึ้นจากเดิม 1,637 ชิ้นต่อวัน เป็น 1,660 ชิ้นต่อวัน 1.41 และใช้ต้นทุนในการเปลี่ยนแผ่นฟอยด์ต่ำ จึงสรุปได้ว่าทางเลือกที่ 1 เป็นทางเลือกที่ดีที่สุด

ฐิติ หมอรักษา นรา สมัตถภาพงศ์ ศุภกิตติ์ ยืนยาว และพงศธร วงษ์สกุล (2563). ทำการศึกษาเรื่องการประยุกต์ใช้เทคนิคการจำลองสถานการณ์เพื่อปรับปรุงกระบวนการผลิตน้ำดื่ม กรณีศึกษาโรงงานน้ำดื่มแห่งหนึ่งในจังหวัดจันทบุรีพบว่าทางเลือกแบบเพิ่มพนักงาน 1 คน และเพิ่มเครื่องบรรจุน้ำถัง ทำให้ลดเวลาเหลือ 17,093.80 วินาทีต่อปริมาณการผลิต 400 ถังหรือ 42.73 วินาทีต่อถัง เวลาที่ลดไปจากปัจจุบัน คือ 9,873.54 วินาที หรือ 2 ชั่วโมง 44 นาที และเฉลี่ย 24.68 วินาทีต่อถัง ซึ่งคิดเป็นร้อยละ 36.61

ธงชัย แสงสุวรรณดี และ สกนธ์ คล่องบุญจิต (2564). ทำการศึกษาเรื่องการเพิ่มประสิทธิภาพการจัดการคลังสินค้า ด้วยเทคนิค ABC และ การพยากรณ์ กรณีศึกษาระบบการจัดเก็บสินค้า พบว่าการนำเทคนิค ABC มาจัดกลุ่มสินค้าทั้งหมดในคลังสินค้าตามเกรณ์มูลค่าการสั่งซื้อสินค้า และสินค้ากลุ่ม A ที่มีมูลค่าการสั่งซื้อสินค้าสูงถูกจัดตำแหน่งใหม่ ผลลัพธ์ระยะทางและระยะเวลาที่ใช้เบิกจ่ายสินค้าในคลังสินค้าลดลง 70.69%และ65.97% ตามลำดับ และวิธีการปรับให้เรียบแบบเอกซ์โพเนนเชียลเป็นวิธีการคาดการณ์ที่เหมาะสม มีค่ากำลังการพยากรณ์ 66.67%ที่ 23.64% ค่าเฉลี่ยร้อยละความผิดพลาดสมบูรณ์

วัตถุประสงค์

1. เพื่อสร้างแบบจำลองสถานการณ์ขั้นตอนการเบิก-จ่ายสินค้าปัจจุบันด้วยโปรแกรมFlexsim® บริษัท โซนิค อินเตอร์เฟรท จำกัด (มหาชน)
2. เพื่อจัดหมวดหมู่สินค้าคงคลังโดยใช้เทคนิค ABC Classification Analysis บริษัท โซนิค อินเตอร์เฟรท จำกัด (มหาชน)
3. เพื่อสร้างแบบจำลองสถานการณ์ขั้นตอนการเบิก-จ่ายสินค้าหลังการจัดหมวดหมู่สินค้าคงคลัง ด้วยโปรแกรม Flexsim® บริษัท โซนิค อินเตอร์เฟรท จำกัด (มหาชน)
4. เพื่อเปรียบเทียบผลจำนวนการจัดรายการคำสั่งซื้อก่อนและหลังทำการจัดหมวดหมู่สินค้าด้วยโปรแกรม Flexsim® บริษัท โซนิค อินเตอร์เฟรท จำกัด (มหาชน)

วิธีการดำเนินงาน

(1) สำรวจ สืบค้น และเก็บรวบรวมข้อมูล

ผู้วิจัยเก็บรวบรวมข้อมูลเกี่ยวกับขั้นตอนการเบิก-จ่ายสินค้า อัตราการเบิก-จ่ายสินค้า ระยะเวลาการค้นหาที่ตั้ง (Location) ระยะเวลาการค้นหาสินค้าบนชั้นวาง (Rack) ระยะเวลาการบรรจุภัณฑ์สินค้าในแต่ละรายการคำสั่งซื้อ อัตราการเบิกจ่ายสินค้า 50 รายการ ในรอบ 7 เดือน การจัดวางสินค้าบนชั้นวาง (Rack) และประสิทธิภาพในการจัดวางสินค้าบนชั้นวาง (Rack) และผังคลังสินค้า

(2) วิเคราะห์ข้อมูลเชิงสถิติด้วยโปรแกรม Minitab®

ผู้วิจัยนำข้อมูลระยะเวลาการค้นหาที่ตั้ง (Location) ระยะเวลาการค้นหาสินค้าบนชั้นวาง (Rack) ระยะเวลาการบรรจุภัณฑ์ในแต่ละรายการคำสั่งซื้อมาวิเคราะห์ข้อมูลเชิงสถิติด้วยโปรแกรม Minitab® เพื่อหารูปแบบการแจกแจงของข้อมูล แล้วเลือกรูปแบบการแจกแจงข้อมูลที่มีค่าP (P-Value) ที่น้อยกว่า 0.05 ซึ่งถ้าไม่มีรูปแบบไหนที่ใช้ได้เลยต้องทำการเก็บข้อมูลเพิ่มเติมจนกว่าจะได้ค่า P (P-Value) ที่น้อยกว่า 0.05

(3) จำลองสถานการณ์ด้วยโปรแกรม Flexsim® ก่อนปรับปรุง

ผู้วิจัยนำการแจกของข้อมูลระยะเวลาการค้นหาที่ตั้ง (Location) ระยะเวลาการค้นหาสินค้าบนชั้นวาง (Rack) ระยะเวลาการบรรจุภัณฑ์ในแต่ละรายการคำสั่งซื้อที่ได้จากวิเคราะห์ข้อมูลเชิงสถิติด้วยโปรแกรม Minitab® มาเลือกใส่ในโปรแกรม Flexsim® รวมทั้งทำการออกแบบแผนผังการจัดวางสินค้าบนชั้นวาง (Rack) แบบเก่าตามสถานการณ์ในปัจจุบันของคลังสินค้า

(4) จัดกลุ่มสินค้าโดยใช้การวิเคราะห์ ABC Classification Analysis

ผู้วิจัยใช้การวิเคราะห์ ABC Classification Analysis ในการจัดกลุ่มสินค้าตามปริมาณอัตราการเบิก-จ่ายสินค้า 50 รายการ ในรอบ 7 เดือน ซึ่งจะจัดกลุ่มสินค้าออกเป็น 3 กลุ่ม คือ กลุ่ม A มีปริมาณอัตราการเบิก-จ่ายสูง (ร้อยละ80) กลุ่ม B มีปริมาณอัตราการเบิก-จ่ายปานกลาง (ร้อยละ15) กลุ่ม C มีปริมาณอัตราการเบิก-จ่ายต่ำ (ร้อยละ 5) สินค้าบนชั้นวาง(Rack) ตามเกรณ์การเบิก-จ่ายสินค้าจากข้อมูลที่ศึกษา นำมาจัดหมวดหมู่สินค้าบนชั้นวาง (Rack)

(5) ออกแบบแผนผังวางสินค้าใหม่

ผู้วิจัยได้ทำการออกแบบแผนผังการจัดวางสินค้าบนชั้นวาง (Rack) ใหม่ โดยจะกำหนดตำแหน่งกลุ่มสินค้า A มีปริมาณอัตราการเบิก-จ่ายสูงจะจัดสินค้าไว้บนชั้นวาง (Rack) ด้านหน้าสุด กลุ่มสินค้า B ซึ่งมีปริมาณอัตราการสั่งเบิก-จ่ายปานกลางจะจัดสินค้าไว้บนชั้นวาง (Rack) ถัดมา กลุ่มสินค้า C ซึ่งมีปริมาณอัตราการเบิก-จ่ายน้อยสุดจะจัดสินค้าไว้บนชั้นวาง (Rack) ด้านในสุด ซึ่งใช้การวางผังคลังสินค้าตามสถานการณ์จริงของคลังสินค้า

(6) จำลองสถานการณ์หลังการจัดกลุ่มสินค้าด้วยโปรแกรมFlexsim®หลังปรับปรุง

ผู้วิจัยได้นำการออกแบบแผนผังการจัดวางสินค้าบนชั้นวาง (Rack) ใหม่มาจำลองสถานการณ์การการเบิก-จ่ายสินค้าด้วยโปรแกรม Flexsim® และเปรียบเทียบผลจำนวนการจัดออเดอร์สินค้าก่อนและหลังทำการจัดกลุ่มสินค้าด้วยโปรแกรม Flexsim®

ผลการดำเนินงาน

(1) ผลการสำรวจ สืบค้น และเก็บรวบรวมข้อมูล

ผลการเก็บรวบรวมข้อมูลเกี่ยวกับระยะเวลาการค้นหาที่ตั้ง (Location) ระยะเวลาการค้นหาสินค้าบนชั้นวาง (Rack) ระยะเวลาการบรรจุภัณฑ์สินค้าในแต่ละรายการคำสั่งซื้อ 23 ออเดอร์ แสดงดังตารางที่ 1

ตารางที่ 1 ขั้นตอนและระยะเวลาการการบรรจุภัณฑ์

ออเดอร์สินค้า	จำนวนสินค้า (รายการ)	เวลาการค้นหาที่ตั้ง (Location) (นาที)	เวลาการค้นหาสินค้าบนชั้นวาง (นาที)	เวลาการบรรจุภัณฑ์ (นาที)	รวม (นาที)
1	6	3.02	6.21	4.22	13.45
2	5	2.08	3.36	1.54	6.98
3	1	1.07	2.13	0.51	3.71
4	10	1.25	2.16	3.18	6.59
5	1	0.27	0.45	0.48	1.2
.					
23	4	2.26	3.09	2.53	7.88
รวม	99	34.18	69.73	44.76	149.07

จากตารางที่ 1 ทำให้ทราบจำนวนออเดอร์สินค้ามีทั้งหมด 23 ออเดอร์และจำนวนสินค้าทั้งหมด 99 รายการ ใช้เวลาการค้นหาที่ตั้ง (Location) รวม 34.18 นาที เวลาการค้นหาสินค้าบนชั้นวาง 69.73 นาที เวลาการบรรจุภัณฑ์ 44.76 นาที และเวลารวมทั้งหมด 3 ขั้นตอนเท่ากับ 149.07 นาที

ผลการเก็บรวบรวมข้อมูลเกี่ยวกับปริมาณอัตราการเบิกจ่ายสินค้า 50 รายการ ในรอบเดือนเมษายน -ตุลาคม พ.ศ 2565 แสดงดังตารางที่ 2

ตารางที่ 2 ข้อมูลปริมาณอัตราการเบิก-จ่ายสินค้า 50 รายการ ในรอบ 7 เดือน

ลำดับ	รหัสสินค้า	เม.ย. (ครั้ง)	พ.ค. (ครั้ง)	มิ.ย. (ครั้ง)	ก.ค. (ครั้ง)	ส.ค. (ครั้ง)	ก.ย. (ครั้ง)	ต.ค. (ครั้ง)	รวม (ครั้ง)
1	KM1349446G01	3	3	1	1	3	1	3	15
2	KM237487	0	0	1	0	0	0	1	2
3	KM259836	4	1	3	0	2	0	2	12
4	KM272339	3	4	5	2	3	2	3	22
5	KM2L1M035M26	0	0	1	0	0	0	1	2
.									
50	KM863050G069H009	0	0	0	1	1	0	0	2
รวม									2369

จากตารางที่ 2 ผลที่ได้จากการเก็บรวบรวมข้อมูลเกี่ยวกับปริมาณอัตราการเบิกจ่ายมีรายการสินค้า 50 รายการซึ่งอัตราการเบิกจากนี้อยู่ในรอบระยะเวลาตั้งแต่เดือนเมษายน -ตุลาคม พ.ศ 2565 รวมแล้วทั้งหมดมีอัตราการเบิก-จ่ายสินค้าของ 50 รายการนี้อยู่ที่ 2369 ครั้ง

(2) วิเคราะห์ข้อมูลเชิงสถิติด้วยโปรแกรม Minitab®

ผลการนำข้อมูลระยะเวลา 3 ขั้นตอน ได้แก่ ระยะเวลาการค้นหาที่ตั้ง (Location) ระยะเวลาการค้นหาสินค้าบนชั้นวาง (Rack) ระยะเวลาการบรรจุภัณฑ์สินค้าในแต่ละรายการคำสั่งซื้อ มาวิเคราะห์ข้อมูลเชิงสถิติด้วยโปรแกรม Minitab เพื่อนำไปใช้จำลองสถานการณ์ โดยเริ่มจากการนำข้อมูลระยะเวลาทั้ง 3 ขั้นตอนมาใส่ลงใน Worksheet ในโปรแกรมต่อมาเลือกเมนู Stat เลือก Quality Tools หลังจากนั้นเลือกIndividual Distribution Identification และเลือก Single Column และเลือกชุดข้อมูลที่ต้องการจะวิเคราะห์ใส่ลงในช่องแล้วคลิกเลือก OK จะได้ผลวิเคราะห์ แสดงดังภาพที่ 1,2,3

Goodness of Fit Test

Distribution	AD	P	LRT P
Normal	0.959	0.013	
Box-Cox Transformation	0.564	0.128	
Lognormal	0.564	0.128	
3-Parameter Lognormal	0.658	*	0.855
Exponential	0.746	0.230	
2-Parameter Exponential	0.445	>0.250	0.014
Weibull	0.363	>0.250	
3-Parameter Weibull	0.435	0.320	0.069
Smallest Extreme Value	2.144	<0.010	
Largest Extreme Value	0.458	0.247	
Gamma	0.384	>0.250	
3-Parameter Gamma	0.445	*	0.087
Logistic	0.613	0.071	
Loglogistic	0.574	0.091	
3-Parameter Loglogistic	0.679	*	0.685
Johnson Transformation	0.379	0.377	

ML Estimates of Distribution Parameters

Distribution	Location	Shape	Scale	Threshold
Normal*	1.48609		1.23193	
Box-Cox Transformation*	0.06194		0.88606	
Lognormal*	0.06194		0.88606	
3-Parameter Lognormal	-0.02165		0.94145	0.05625
Exponential			1.48609	
2-Parameter Exponential			1.30273	0.18336
Weibull		1.30676	1.61780	
3-Parameter Weibull		1.05078	1.33785	0.17363
Smallest Extreme Value	2.17005		1.62823	
Largest Extreme Value	0.98043		0.80560	
Gamma		1.64297	0.90451	
3-Parameter Gamma		1.04183	1.25551	0.17804
Logistic	1.33114		0.61623	
Loglogistic	0.11265		0.51009	
3-Parameter Loglogistic	-0.01452		0.59482	0.10080
Johnson Transformation*	0.08386		0.82890	

** Scale: Adjusted ML estimate*

ภาพที่ 1 วิเคราะห์ข้อมูลระยะเวลาการค้นหาLocation ในระบบเชิงสถิติด้วยโปรแกรม Minitab

จากภาพที่ 1 จะเห็นการแจกแจงที่เลือกใช้เป็น Normal ซึ่งการแจกแจงข้อมูลดังกล่าวมีค่า Location 1.48609 และค่า Scale 1.23193 ซึ่งจะนำไปใช้จำลองสถานการณ์

Goodness of Fit Test

Distribution	AD	P	LRT P
Normal	3.001	<0.005	
Box-Cox Transformation	0.664	0.072	
Lognormal	0.664	0.072	
3-Parameter Lognormal	1.031	*	0.006
Exponential	0.781	0.208	
2-Parameter Exponential	1.418	0.020	0.031
Weibull	0.723	0.052	
3-Parameter Weibull	0.612	0.117	0.000
Smallest Extreme Value	4.680	<0.010	
Largest Extreme Value	1.064	<0.010	
Gamma	0.788	0.050	
3-Parameter Gamma	0.546	*	0.000
Logistic	1.298	<0.005	
Loglogistic	0.711	0.037	
3-Parameter Loglogistic	0.925	*	0.023

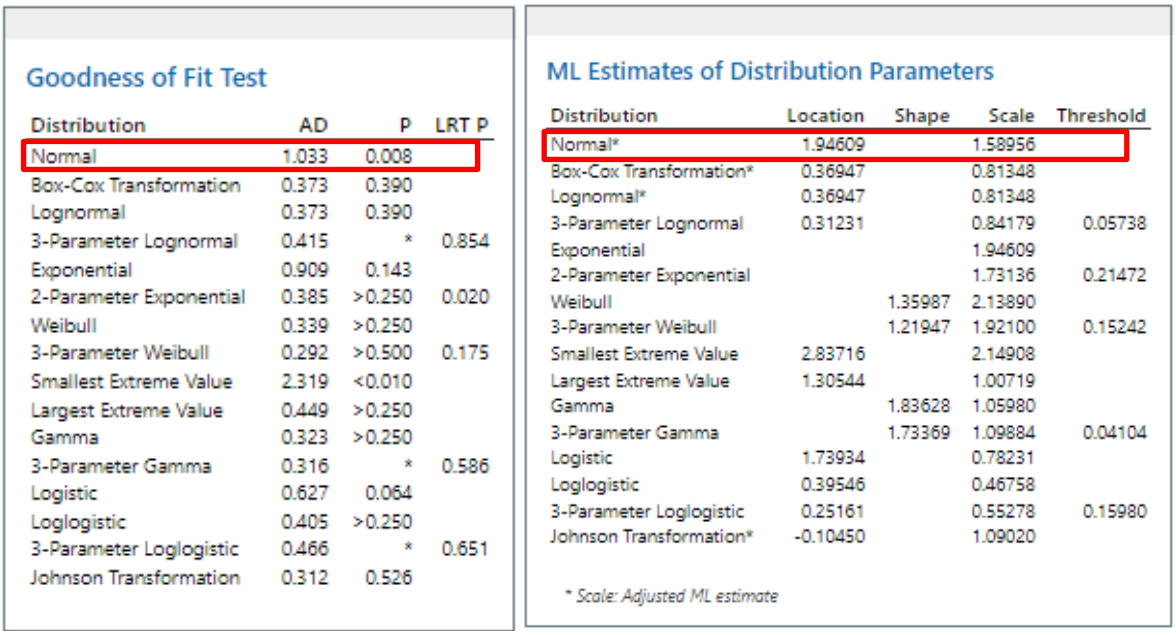
ML Estimates of Distribution Parameters

Distribution	Location	Shape	Scale	Threshold
Normal*	3.03174		4.31508	
Box-Cox Transformation*	0.53929		1.06685	
Lognormal*	0.53929		1.06685	
3-Parameter Lognormal	-0.28019		2.01202	0.40482
Exponential			3.03174	
2-Parameter Exponential			2.74090	0.29083
Weibull		0.93358	2.91765	
3-Parameter Weibull		0.68116	2.02472	0.38362
Smallest Extreme Value	5.67809		7.02419	
Largest Extreme Value	1.68974		1.86839	
Gamma		1.01157	2.99706	
3-Parameter Gamma		0.52318	5.02879	0.40078
Logistic	2.29503		1.55533	
Loglogistic	0.53860		0.61922	
3-Parameter Loglogistic	0.09869		0.96335	0.35470

** Scale: Adjusted ML estimate*

ภาพที่ 2 วิเคราะห์ข้อมูลระยะเวลาการค้นหาสินค้าบนชั้นวาง (Rack) เชิงสถิติด้วยโปรแกรม Minitab

จากภาพที่ 2 จะเห็นการแจกแจงที่เลือกใช้เป็น Normal ซึ่งการแจกแจงข้อมูลดังกล่าวมีค่า Location 3.03174 และค่า Scale 4.31508 ซึ่งจะนำไปใช้จำลองสถานการณ์



Goodness of Fit Test

Distribution	AD	P	LRT P
Normal	1.033	0.008	
Box-Cox Transformation	0.373	0.390	
Lognormal	0.373	0.390	
3-Parameter Lognormal	0.415	*	0.854
Exponential	0.909	0.143	
2-Parameter Exponential	0.385	>0.250	0.020
Weibull	0.339	>0.250	
3-Parameter Weibull	0.292	>0.500	0.175
Smallest Extreme Value	2.319	<0.010	
Largest Extreme Value	0.449	>0.250	
Gamma	0.323	>0.250	
3-Parameter Gamma	0.316	*	0.586
Logistic	0.627	0.064	
Loglogistic	0.405	>0.250	
3-Parameter Loglogistic	0.466	*	0.651
Johnson Transformation	0.312	0.526	

ML Estimates of Distribution Parameters

Distribution	Location	Shape	Scale	Threshold
Normal*	1.94609		1.58956	
Box-Cox Transformation*	0.36947		0.81348	
Lognormal*	0.36947		0.81348	
3-Parameter Lognormal	0.31231		0.84179	0.05738
Exponential			1.94609	
2-Parameter Exponential			1.73136	0.21472
Weibull		1.35987	2.13890	
3-Parameter Weibull		1.21947	1.92100	0.15242
Smallest Extreme Value	2.83716		2.14908	
Largest Extreme Value	1.30544		1.00719	
Gamma		1.83628	1.05980	
3-Parameter Gamma		1.73369	1.09884	0.04104
Logistic	1.73934		0.78231	
Loglogistic	0.39546		0.46758	
3-Parameter Loglogistic	0.25161		0.55278	0.15980
Johnson Transformation*	-0.10450		1.09020	

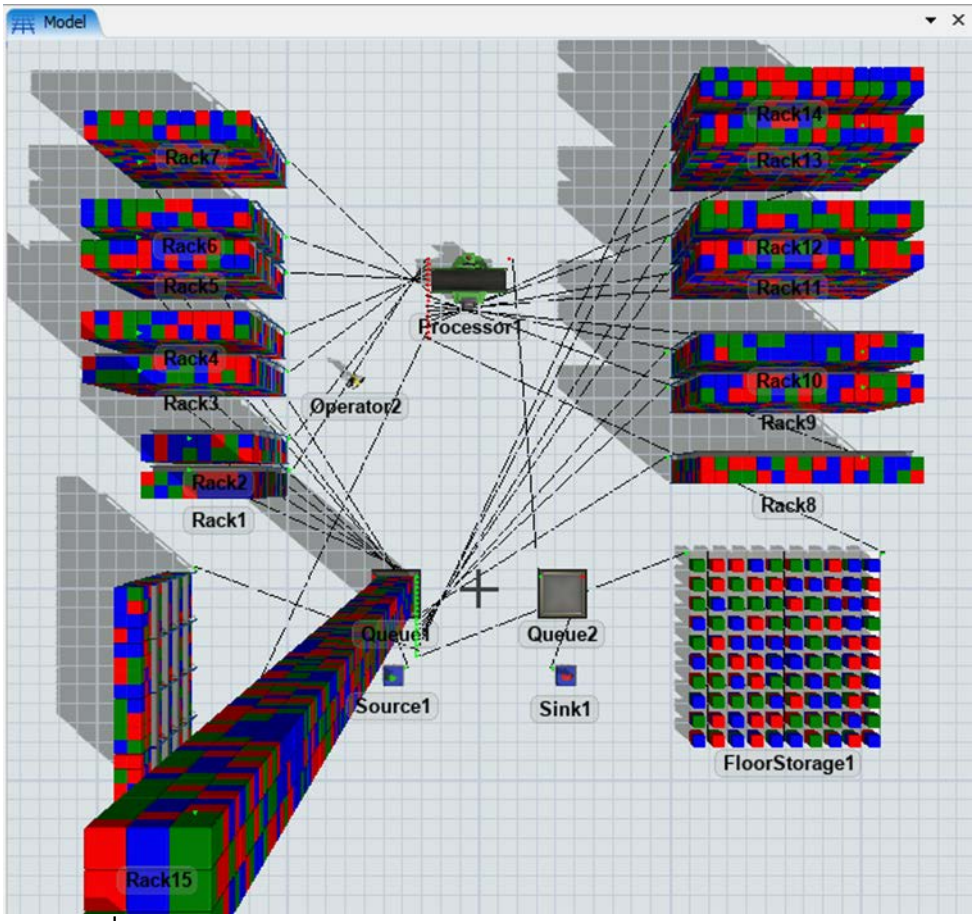
** Scale: Adjusted ML estimate*

ภาพที่ 3 การวิเคราะห์ข้อมูลระยะเวลาการบรรจุภัณฑ์สินค้าเชิงสถิติด้วยโปรแกรม Minitab

จากภาพที่ 3 จะเห็นการแจกแจงที่เลือกใช้เป็น Normal ซึ่งการแจกแจงข้อมูลดังกล่าวมีค่า Location 1.94609 และค่า Scale 1.58956 ซึ่งจะนำไปใช้จำลองสถานการณ์

(3) สร้างแบบจำลองสถานการณ์การการเบิก-จ่ายสินค้าปัจจุบันด้วยโปรแกรม Flexsim® ก่อนปรับปรุง

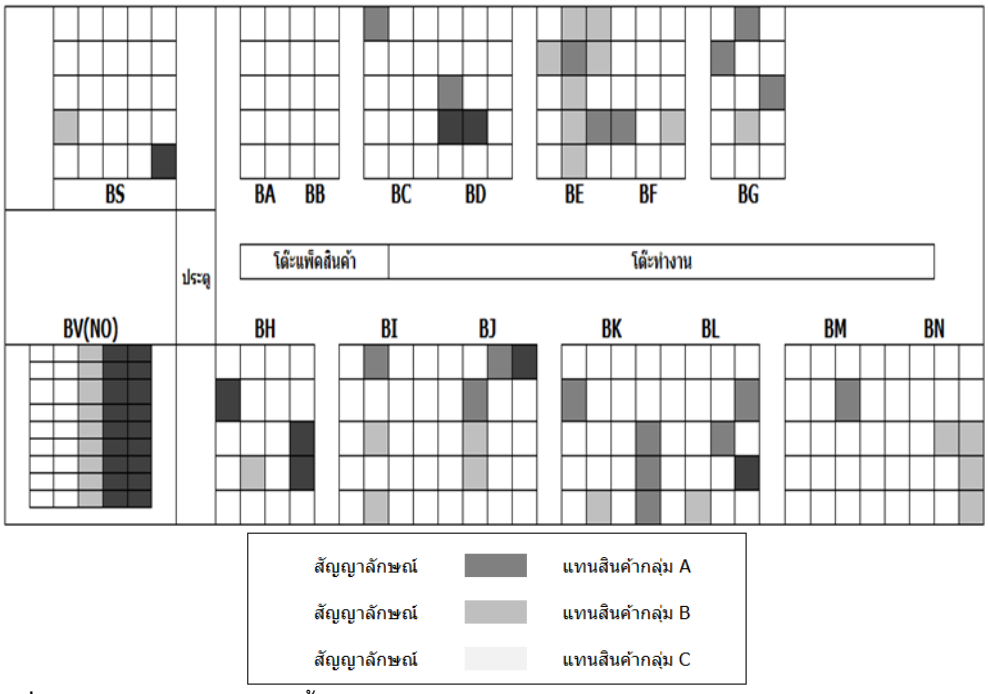
ผลการจำลองสถานการณ์การเบิก-จ่ายสินค้าภายในคลังสินค้าปัจจุบันซึ่งมีรายละเอียดการขั้นตอนปฏิบัติงานดังตารางที่ 1 โดยการใช้โปรแกรมจำลองสถานการณ์Flexsim® ซึ่งจะนำข้อมูลการแจกแจงเชิงสถิติของทั้ง 3 ขั้นตอนการมาใส่ใน Object ของแต่ละขั้นตอน ซึ่งใช้ Resources ของโปรแกรมได้แก่ Source, Queue, Rack, Processor, Operator และ Sink หลังจากนั้นทำการตั้งค่า Source กำหนดให้ใช้ input เป็น Box ต่อมาทำการตั้งค่า Box ที่ input เข้ามาให้มีสีแตกต่างกัน ต่อมาจึงทำการตั้งค่า Rack โดยคลิกไปที่ตัว Object Rack แล้วไปตรงหน้า Properties แล้วคลิกบวกตรง Storage Object ต่อมาดูตรง Slot Assignment strategy แล้วเลือกการจัดเก็บแบบ Random Bay, Level, and Slot with Space ซึ่งจะตั้งค่า Rack เป็นจำนวน 2,3,4 แถว ช่องเพื่อแสดงให้เห็นประสิทธิภาพการวางสินค้าบนชั้นวาง(Rack) และใส่ของได้ช่องละ 1 กล่องและสูง 5 ชั้น จากนั้นทำการลากเส้นเชื่อม Source, Queue, Rack, Processorและ Sink โดยมีคน Operator ค่อยยกสินค้าเข้ามา ต่อมาจึงจำลองสถานการณ์เป็นเวลา 1 เดือน หรือ 43,200 นาที ซึ่งพนักงานแผนกคลังสินค้าสามารถจัดรายการคำสั่งซื้อตามคำสั่งเบิกจ่ายสินค้าได้ 5,766 รายการคำสั่งซื้อต่อเดือน แสดงดังภาพที่ 4



ภาพที่ 4 ภาพแบบจำลองสถานการณ์การเบิก-จ่ายสินค้าปัจจุบันด้วยโปรแกรม Flexsim®

จากภาพที่ 4 ภาพจำลองสถานการณ์การการเบิก-จ่ายสินค้าปัจจุบันด้วยโปรแกรม Flexsim® ทำการจำลองสถานการณ์เป็นเวลา 1 เดือน หรือ 43,200 นาที ซึ่งพนักงานแผนกคลังสินค้าสามารถจัดรายการคำสั่งซื้อตามคำสั่งเบิกจ่ายสินค้าได้ 5,766 รายการคำสั่งซื้อต่อเดือน และในการจำลองสถานการณ์ด้วยโปรแกรมก่อนจะนำข้อมูลนั้นไปใช้เปรียบเทียบกับกับสถานการณ์ปัจจุบันของคลังสินค้า เพื่อให้สามารถยืนยันได้ว่าแบบจำลองดังกล่าวนั้นมีความถูกต้องและได้ผลลัพธ์ที่ใกล้เคียงกับความเป็นจริงมากที่สุด โดยการเปรียบเทียบแบบจำลองสถานการณ์กับสถานการณ์ปัจจุบันนั้น ซึ่งผู้วิจัยได้เปรียบเทียบจำนวนรายการคำสั่งซื้อสินค้าที่จัดสำเร็จ ในเวลา 149.07 นาที โดยจำนวนรายการคำสั่งซื้อสินค้าที่จัดสำเร็จจากการเก็บข้อมูลสถานการณ์จริงคือ จำนวน 23 รายการคำสั่งซื้อ และจำนวนรายการคำสั่งซื้อสินค้าที่จัดสำเร็จที่ได้จากโปรแกรมจำลองสถานการณ์จำนวน 23 รายการคำสั่งซื้อโดยการเปรียบเทียบข้อมูลจะกำหนดค่าความคาดเคลื่อนไว้ที่ร้อยละ 5 แล้วจึงนำค่าทั้งสองมาเปรียบเทียบกันเพื่อหาร้อยละความคลาดเคลื่อน โดยกำหนดค่า X คือจำนวนรายการคำสั่งซื้อสินค้าที่จัดสำเร็จจากสถานการณ์จริงคือ จำนวน 23 รายการคำสั่งซื้อ ต่อ 149.07 นาที และกำหนดค่า Y คือจำนวนรายการคำสั่งซื้อสินค้าที่จัดสำเร็จที่ได้จากโปรแกรมจำลองสถานการณ์จำนวน 23 รายการคำสั่งซื้อ ต่อ 149.07 นาที และเมื่อนำค่าที่ได้ไปแทนค่าในสมการที่ 1 จะได้ร้อยละความแตกต่างเท่ากับร้อยละ 0 ดังนั้นจึงสรุปได้ว่า แบบจำลองสถานการณ์มีรูปแบบการใกล้เคียงกับสถานการณ์จริง ฉะนั้นสามารถนำแบบจำลองสถานการณ์นี้มาใช้จำลองแทนสถานการณ์จริงได้ เนื่องจากมีค่าความคาดเคลื่อนต่ำกว่าที่กำหนด

ผลการเก็บรวบรวมข้อมูลเกี่ยวกับอัตราการเบิก-จ่ายสินค้าจำนวนสินค้าคงคลัง 50 รายการนำมาออกแบบแผนผังการจัดวางสินค้าบนชั้นวาง (Rack) แบบเก่า ซึ่งใช้ระบบการจัดวางสินค้าบนชั้นวาง (Rack) ที่ไม่มีการจัดกลุ่มสินค้าออกแบบผังตามสถานการณ์ปัจจุบันของคลังสินค้า แสดงดังภาพที่ 5



ภาพที่ 5 ภาพการจัดวางสินค้าบนชั้นวาง (Rack) ก่อนปรับปรุงตามเทคนิค ABC Classification Analysis

(4) จัดกลุ่มสินค้าโดยใช้การวิเคราะห์ ABC Classification Analysis

ผลการใช้เทคนิค ABC Classification Analysis มาวิเคราะห์และจัดกลุ่มสินค้า โดยใช้ข้อมูลการเบิกจ่ายสินค้า 50 ชนิด เริ่มตั้งแต่ 1 มกราคม 2565- 31 ตุลาคม 2565 มีรายละเอียดข้อมูลดังตารางที่ 2 เป็นเกรณ์ในการจัดกลุ่มโดยทำการจัดกลุ่มสินค้าออกเป็น 3 กลุ่ม แสดงดังตารางที่ 3

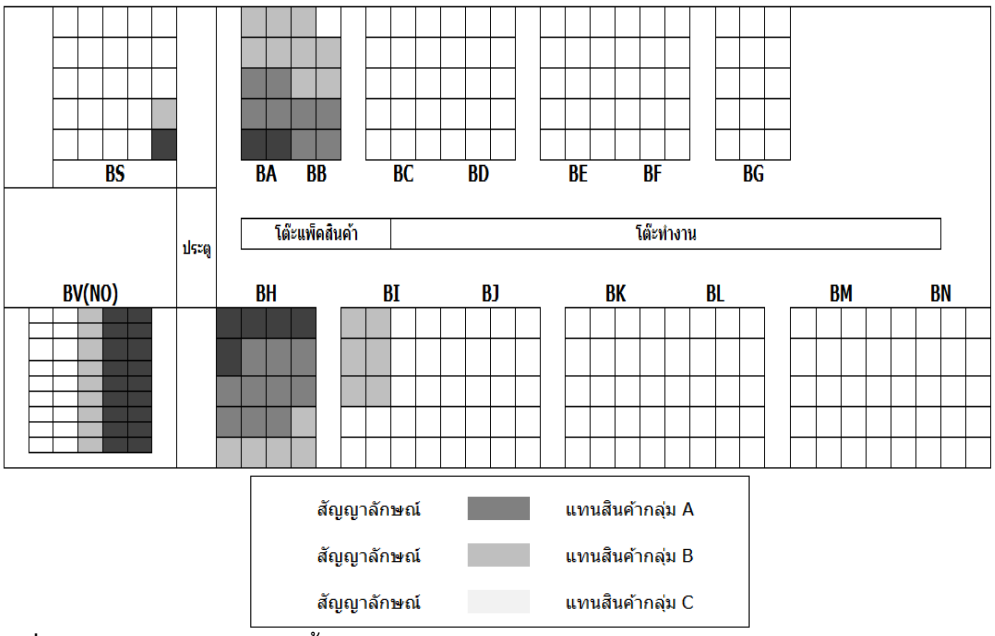
ตารางที่ 3 จัดหมวดหมู่สินค้า

ลำดับ	รหัสสินค้า	จำนวนรวมอัตราการเบิก-จ่ายสินค้า 7 เดือน	เปอร์เซ็นต์จำนวนรวมอัตราการเบิก-จ่ายสินค้า 7 เดือน	เปอร์เซ็นต์สะสมจำนวนรวมอัตราการเบิก-จ่ายสินค้า 7 เดือน	จัดหมวดหมู่สินค้า
1	KM947112	524	22.1	22.1	A
2	KM947108	521	21.97	44.07	A
3	KM947547	127	5.36	49.43	A
4	KM50041606	108	4.55	53.98	A
5	KM713227G01	106	4.55	58.53	A
.					
50	KM947288	1	0.04	100	C

จากตารางที่ 3 จัดหมวดหมู่สินค้ามีสินค้ากลุ่ม A จะมีรายการสินค้าคงคลังอยู่ที่11 ชนิด ของรายการสินค้าคงคลังที่ทำการศึกษา แต่มีเปอร์เซ็นต์ร้อยละสะสมของอัตราการเบิก-จ่ายสินค้าอยู่ประมาณ (1-80.33%) ของสินค้าคงคลังที่ศึกษา กลุ่ม B มีรายการสินค้าคงคลังอยู่ที่ 17 ชนิด ของรายการสินค้าคงคลังที่ทำการศึกษา แต่มีเปอร์เซ็นต์ร้อยละสะสมของอัตราการเบิก-จ่ายสินค้าอยู่ประมาณ (83.7-94.94%) ของสินค้าคงคลังที่ทำการศึกษา กลุ่ม C มีรายการสินค้าคงคลังอยู่ที่ 22 ชนิด ของรายการสินค้าคงคลังที่ศึกษา แต่มีเปอร์เซ็นต์ร้อยละสะสมของอัตราการเบิก-จ่ายสินค้าอยู่ประมาณ (95.4-100%) ของมูลค่าสินค้าคงคลังทั้งหมด

(5) ออกแบบแผนผังสินค้าใหม่

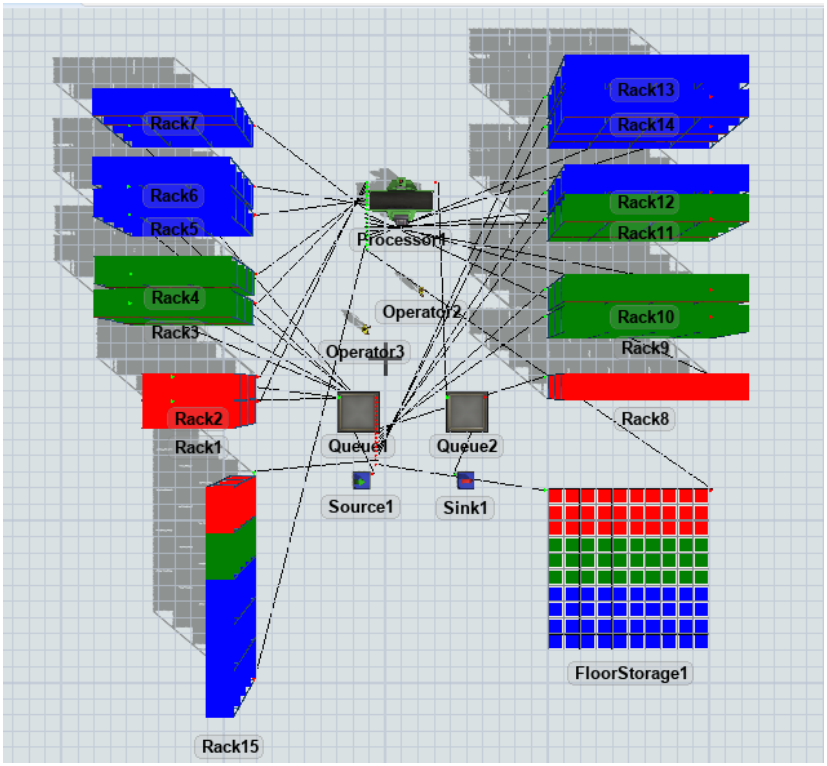
ผลการออกแบบแผนผังการจัดวางสินค้าบนชั้นวาง (Rack) แบบใหม่โดยกำหนดตำแหน่งกลุ่มสินค้า A เป็นมีอัตราการเบิก-จ่ายสูงจะจัดสินค้าไว้บนเชลล์ด้านหน้าสุด กลุ่มสินค้า B ซึ่งมีอัตราการสั่งเบิก-จ่ายปานกลางจะจัดสินค้าไว้บนเชลล์ถัดมา กลุ่มสินค้า C ซึ่งมีอัตราการเบิก-จ่ายน้อยสุดจะจัดสินค้าไว้บนเชลล์ด้านในสุด แสดงดังภาพที่ 6



ภาพที่ 6 ภาพการจัดวางสินค้าบนชั้นวาง (Rack) หลังปรับปรุงตามเทคนิค ABC Classification Analysis

(6) สร้างแบบจำลองสถานการณ์การการเบิก-จ่ายสินค้าปัจจุบันด้วยโปรแกรม Flexsim® หลังปรับปรุง

ผู้วิจัยใช้โปรแกรมจำลองสถานการณ์Flexsim® ซึ่งจะนำข้อมูลการแจกแจงเชิงสถิติของทั้ง 3 ขั้นตอนการมาใส่ใน Object ของแต่ละขั้นตอน ซึ่งใช้ Resources ของโปรแกรมได้แก่ Source, Queue, Rack, Processor, Operator และ Sink หลังจากนั้นทำการตั้งค่า Source กำหนดให้ใช้ input เป็น Box ต่อมาทำการตั้งค่า Box เข้ามาให้มีสีแตกต่างกัน ต่อมาจึงทำการตั้งค่า Rack โดยใช้คำสั่ง Toolbox และดับเบิ้ลคลิกที่ Storage System และกดเครื่องหมายบวกที่หน้าต่างตั้งค่าเพิ่มคำสั่งเข้าไปเป็น ABC กด Apply ต่อมาจึงกด OK โดยคลิกไปที่ตัว Object Rack แล้วไป ที่ Library ไปที่คำสั่ง Warehousing แล้วคลิกที่ Paint Slot Labels แล้วไปตรงหน้า Properties แล้วคลิกบวกตรง Storage Object ต่อมาดูตรงLabel เปลี่ยนชื่อคำสั่งเป็น ABC ต่อมาตั้งค่าValue กำหนดให้เลข 1 แทนสินค้ากลุ่ม A, เลข 2 แทนสินค้ากลุ่ม B, เลข 3 แทนสินค้ากลุ่ม C ต่อมาตั้งค่าMode เลือกคำสั่งเป็น Paint All Slots in Same Bay ต่อมาจึงทำการลงสีตัว Object Rack แยกสีตามกลุ่มสินค้าABC และกลับไปตั้งค่า Source ไปตรงหน้า Properties แล้วไปกำหนดค่าที่ Triggers คลิกบวกเลือกคำสั่ง On Creation กดหมายเลขบวกแล้วคลิกData เลือกคำสั่ง Set Label and Color เปลี่ยนคำสั่ง Lalel ที่หน้าต่างตั้งค่าเป็น ABC ต่อมากลับไปที่ตั้งค่า Rack โดยคลิกไปที่ตัว Object Rack แล้วไปตรงหน้า Properties แล้วคลิกบวกตรง Storage Object ต่อมาดูตรง Slot Assignment strategy แล้วเลือกการจัดเก็บแบบ Matching Labels แล้วตั้งค่า Condition เป็น Slot.ABC และ item.ABC จากการจำลองสถานการณ์การการเบิก-จ่ายสินค้าหลังทำการจัดหมวดหมู่สินค้าด้วยโปรแกรม Flexsim®โดยกำหนดให้ใช้เวลาในการจำลองสถานการณ์ทั้งหมด **1** เดือนเป็นเวลา 43,200 นาที พบว่าสามารถจัดรายการคำสั่งซื้อการเบิกจ่ายสินค้าได้ 5,813 รายการคำสั่งซื้อ ซึ่งเพิ่มขึ้นจากการจัดวางสินค้าก่อนปรับปรุงตามเทคนิค ABC Classification Analysis 47 รายการคำสั่งซื้อ แสดงดังภาพที่ 7



ภาพที่ 7 แบบจำลองสถานการณ์การการเบิก-จ่ายสินค้าหลังทำการจัดหมวดหมู่สินค้าด้วยโปรแกรม **Flexsim®**

สรุป

ผลจากการจำลองสถานการณ์การเบิก-จ่ายสินค้าก่อนจัดหมวดหมู่สินค้าพบว่าสามารถจัดรายการคำสั่งซื้อตามการเบิกจ่ายสินค้าจาก 5,766 รายการคำสั่งซื้อต่อเดือนและหลังจากการจัดหมวดหมู่สินค้าสามารถจัดรายการคำสั่งซื้อจากการเบิกจ่ายสินค้าเพิ่มขึ้นเป็น 5,813 รายการคำสั่งซื้อต่อเดือน หรือเพิ่มขึ้น 47 รายการคำสั่งซื้อ คิดเป็นร้อยละ 0.815 และถ้าบริษัทกรณีศึกษานำงานวิจัยนี้ไปประยุกต์ใช้จริงจะสามารถจัดรายการคำสั่งซื้อให้ลูกค้าเพิ่มขึ้นได้ ซึ่งจะส่งผลให้เพียงพอต่อความต้องการของลูกค้า นอกจากนี้ยังส่งผลให้ระดับความพึงพอใจของลูกค้าสูงขึ้นจากการจัดรายการคำสั่งซื้อได้เพิ่มขึ้น

ข้อเสนอแนะ

จากการสำรวจและดำเนินงานวิจัยผู้วิจัยได้พบปัญหาส่วนใหญ่เกิดจากการขาดความรอบคอบในการปฏิบัติงานของพนักงานภายในแผนกคลังสินค้าควรมีการพูดคุยเพื่อให้ตะหนักถึงผลที่กระทบจากการทำงานที่ไม่รอบคอบ และสามารถทำการเก็บข้อมูลการเบิกจ่ายสินค้าให้ครบทุกรายการที่อยู่ภายในคลังสินค้า และทำการจัดหมวดหมู่สินค้าด้วยเกรณ์อัตราการเบิก-จ่าย โดยเทคนิค ABC Classification Analysis ในการทำวิจัยครั้งถัดไป

เอกสารอ้างอิง

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แนวทางการแก้ปัญหาการจัดกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 ไม่เป็นไปตามเป้าหมาย

Guideline To Achieving Corporate Social Responsibility of Social Developement Unit, Government Savings Bank Region 9

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บทคัดย่อ

การศึกษาเรื่องนี้มีวัตถุประสงค์เพื่อศึกษาปัญหาและเสนอแนวทางการจัดกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 ให้เป็นไปตามเป้าหมายที่กำหนด โดยแจกแบบสอบถามกับลูกค้าจากชุมชนที่เข้าร่วมโครงการและร้านค้าชุมชนที่เป็นกลุ่มเป้าหมายของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 จำนวน 354 คน และสัมภาษณ์ตัวแทนของพัฒนาสังคมและชุมชน ของธนาคารออมสินภาค 9 จำนวน 11 รายและลูกค้าเป้าหมาย จำนวน 24 คน สถิติได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติทดสอบสมมติฐานด้วยการถดถอยเชิงพหุคูณ ผลการศึกษา พบว่า ปัญหาการจัดกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 ไม่เป็นไปตามเป้าหมาย ได้แก่ ปัญหาเกี่ยวกับการโฆษณาประชาสัมพันธ์ ปัญหาด้านโครงการและกิจกรรมความรับผิดชอบทางสังคม ปัญหาด้านสถานที่ และปัญหาด้านผลิตภัณฑ์และบริการที่เสนอขายในงาน มีแนวทางการแก้ปัญหา คือ (1) ปรับปรุงสถานที่จัดงานดำเนินปรับปรุงสถานที่ให้มีความสะอาด และมีห้องน้ำเพียงพอต่อจำนวนผู้เข้าร่วมงาน และในช่วงฤดูฝน ควรเน้นการจัดกิจกรรมในอาคารเป็นหลัก และ (2) การปรับปรุง กิจกรรม ดำเนินการปรับปรุง กิจกรรมให้สอดคล้องกับสถานการณ์ปัจจุบัน ทำการวิเคราะห์ หรือสอบถามความต้องการกิจกรรมจากกลุ่มเป้าหมาย ปรับปรุงกิจกรรมให้มีความหลากหลายครอบคลุมทุกกลุ่มเป้าหมาย เพิ่มหลักสูตรด้านการปฏิบัติ และสนับสนุนข้อมูลเกี่ยวกับคู่ค้าให้กับร้านค้าชุมชน

คำสำคัญ: แนวทาง กิจกรรมความรับผิดชอบทางสังคม

Abstract

This study's objective is to determine why Corporate Social Responsibility (CSR) initiatives have failed. It also suggests guidelines for achieving the CSR project's objective. The surveys were given out to 354 people of targeted community customer and shop. In-depth interviews with 24 representatives of the Social Development Unit and the intended clientele were also undertaken. The statistics employed include percentage, mean, standard deviation, and multiple regression. The findings indicated that programs and activities, locations, products and services, and bad publicity were to blame for the failure of CSR. The suggested solution calls for (1) improvement of the location where sufficient sanitary facilities are offered in convenient locations, (2) projects improvement that must be connected to the current event and analyze or question the desire of targeted customers, as well as activity improvement that must be diverse and cover all targeted groups, provide more practical course content, and support essential partnership information to community shops.

Keywords: Guideline, Corporate Social Responsibility

บทนำ

หน่วยพัฒนาสังคมและชุมชน ของธนาคารออมสินภาค 9 มีภารกิจในการจัดกิจกรรมเพื่อสังคม เพื่อช่วยในการสร้างภาพลักษณ์ของธนาคารออมสิน ในด้านการเป็นธนาคารเพื่อสังคม โดยเป็นกิจกรรมเพื่อช่วยเหลือผู้ประกอบการในการปรับปรุงธุรกิจ การสนับสนุนปัจจัยในการประกอบอาชีพ หรือทำธุรกิจร่วมกับการจัดทำโครงการ คัดเลือกผลิตภัณฑ์ของธนาคารออมสินและจัดกิจกรรมส่งเสริมการตลาดที่เหมาะสมให้กับสถาบันการเงินชุมชน ในพื้นที่การดูแลของธนาคารออมสินภาค 9

[1] นักศึกษา บัณฑิตวิทยาลัย กลุ่มวิชาการจัดการ คณะบริหารธุรกิจ มหาวิทยาลัยหอการค้าไทย
[2] อาจารย์บัณฑิตวิทยาลัย กลุ่มวิชาการจัดการ คณะบริหารธุรกิจ มหาวิทยาลัยหอการค้าไทย

ปี 2564 ธนาคารออมสินมีการจัดสรรงบประมาณเกี่ยวกับการจัดกิจกรรมเพื่อสังคม ประมาณ 50,000,000 บาท โดยมีเป้าหมายเพื่อสร้างภาพลักษณ์ของธนาคารออมสินให้เป็นธนาคารที่ดำเนินงานกิจกรรมเพื่อสังคมของธนาคารออมสินในด้านการช่วยเหลือสังคม พัฒนาชุมชน วางนโยบายให้พนักงานธนาคารออมสินปฏิบัติงานด้วยความโปร่งใส เป็นต้น

ในปี 2564 ที่ผ่านมา หน่วยพัฒนาสังคมและชุมชน ของธนาคารออมสินภาค 9 มีการจัดทำโครงการเพื่อแนะนำผลิตภัณฑ์ออมสินจัดกิจกรรมส่งเสริมการตลาดและจัดกิจกรรมส่งเสริมการตลาด จำนวน 95 กลุ่ม และร้านค้าในชุมชน 1,165 ร้าน ตามเป้าหมายของคารออมสินที่ตั้งไว้ในปี 2564 แต่จากผลการดำเนินงานในปี 2564 ที่ผ่านมา พบว่าหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 ไม่สามารถดำเนินโครงการและกิจกรรมกับกลุ่มสถาบันการเงินร้านค้าในชุมชน ได้ต่ำกว่าเป้าหมายที่ธนาคารออมสินกำหนด

หน่วยพัฒนาสังคมและชุมชน ของธนาคารออมสินภาค 9 มีปัญหาในการจัดกิจกรรมเพื่อสังคมไม่ตรงตามเป้าหมายที่ธนาคารออมสินกำหนด ประกอบกับ ในปี 2564 ธนาคารออมสินมีงบประมาณในการจัดกิจกรรมเพื่อสังคม ในทุกหน่วยทั่วประเทศจำนวน 50 ล้านบาท โดยหน่วยพัฒนาสังคมและชุมชนได้รับงบประมาณการจัดกิจกรรม ประมาณ 2-3 ล้านบาทต่อปีซึ่งการที่ไม่สามารถดำเนินการได้ตามเป้าหมายจะส่งผลให้ธนาคารออมสินเกิดความไม่คุ้มค่าในการจัดกิจกรรม ซึ่งจะส่งผลกระทบต่อภาพลักษณ์ของธนาคารออมสินต่อไปในอนาคต

ทั้งนี้ เป้าหมายที่แท้จริงในการจัดกิจกรมของหน่วยพัฒนาสังคมและชุมชน ของธนาคารออมสินภาค 9 คือ การสร้างภาพลักษร์ที่ดีในด้านการเป็นองคีกรเพื่อสังคม และการเพิ่มจำนวนลูกค้าในการสมัครผลิตภัณฑ์ของธนาคารออมสิน ทั้งการสมัครสินเชื่อ การเปิดบัญชี การสมัครบัตรเครดิต รวมถึงการยื่นขอสินเชื่อต่าๆ ของธนาคารออมสิน ซึ่งถ้าจำนวนประชาชนเข้าร่วมกิจกรรมของหน่วยพัฒนาสังคมและชุมชน ของธนาคารออมสินภาค 9 ไม่ได้ตามเป้าหมายที่ตั้งไว้ จะส่งผลให้ธนาคารออมสินไม่ได้จำหน่ายผลิตภัณฑ์ต่าง ๆ ให้กับลูกค้าธนาคารออมสินตามไปด้ว

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัญหาการจัดกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 ไม่เป็นไปตามเป้าหมาย
2. เพื่อเสนอแนวทางการจัดกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 ให้เป็นไปตามเป้าหมายที่ธนาคารออมสินกำหนด

วิธีการดำเนินการวิจัย

1. กลุ่มตัวอย่าง

การวิจัยเชิงปริมาณ กลุ่มตัวอย่าง ได้แก่ ลูกค้าจากชุมชนที่เข้าร่วมโครงการของธนาคารออมสินและร้านค้าชุมชนที่เป็นกลุ่มเป้าหมายของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 ที่ได้จากการคำนวณขนาดของกลุ่มตัวอย่างโดยใช้สูตรของยามาเน่ (Yamane, 1973) ที่ระดับความเชื่อมั่น 95 % จำนวน 354 ราย และใช้วิธีการเลือกตัวอย่างตามความสะดวก (Convenience Sampling) เก็บรวบรวมข้อมูลในรูปแบบออนไลน์ผ่าน Link Google From

การวิจัยเชิงคุณภาพ กำหนดผู้ให้ข้อมูลสำคัญในการวิจัยผู้วิจัยเลือกเจาะจงผู้ที่มีส่วนเกี่ยวข้อง (Section manger) ทั้งนี้กำหนดคุณลักษณะของผู้ให้ข้อมูลสำคัญที่ต้องศึกษา คือ ผู้ที่เกี่ยวข้องกับการจัดกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 จำนวน 11 รายและลูกค้าเป้าหมายกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 จำนวน 24 คน

2. เครื่องมือที่ใช้ในการศึกษา

การวิจัยเชิงปริมาณ ประกอบด้วยเครื่องมือสำหรับคำถาม

ตอนที่ 1 ข้อมูลส่วนบุคคลทั่วไป ผู้ตอบแบบสอบถามจะต้องตอบด้วยการเลือกตัวเลือกจากที่กำหนดให้ ตามลักษณะด้านประชากรศาสตร์ (เพศ อายุ ระดับการศึกษา รายได้)

ตอนที่ 2 แบบสอบถามเกี่ยวกับความคิดเห็นที่มีต่อกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 โดยจะให้ผู้ตอบแบบสอบถามตอบในลักษณะการให้น้ำหนักเชิงคุณภาพ จำนวน 10 ข้อ

ตอนที่ 3 แบบสอบถามเกี่ยวกับความต้องการจากการกิจกรรมความรับผิดชอบทางสังคมของธนาคารออมสิน โดยจะให้ผู้ตอบแบบสอบถามตอบในลักษณะการให้น้ำหนักคะแนนเป็นลักษณะแบบสอบถามแบบมาตราลำดับความสำคัญ (Rating scale) โดยมีการกำหนดน้ำหนักคะแนนแต่ละหัวข้อ จำนวน 10 ข้อ

เกณฑ์การให้คะแนน

ลักษณะแบบสอบถามเป็นแบบมาตราส่วนประมาณค่า Rating scale 5 ระดับ ตามมาตราวัดแบบลิเคิร์ท (Likert's Scale) โดยกำหนดเกณฑ์การให้คะแนนในแต่ละระดับมีเกณฑ์การให้คะแนน ดังนี้

ระดับคะแนน		แปลความหมาย
1	หมายถึง	น้อยที่สุด
2	หมายถึง	น้อย
3	หมายถึง	ปานกลาง
4	หมายถึง	มาก
5	หมายถึง	มากที่สุด

การวิจัยเชิงคุณภาพ ดำเนินการโดยใช้การสัมภาษณ์เชิงลึก (In-depth Interview) มีประเด็นศึกษา ดังนี้

1) แนวทางในการจัดกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชนธนาคารออมสินภาค 9

2) ปัญหาและอุปสรรคในการทำกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน

3) ความต้องการจากกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9

3. สถิติที่ใช้ในการวิจัย

วิเคราะห์ข้อมูลเชิงพรรณนาด้วยสถิติ โดยใช้ค่าร้อยละ ค่าความถี่ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

1. ผลการวิเคราะห์เกี่ยวกับปัจจัยส่วนบุคคล

สรุปผลการวิเคราะห์ข้อมูล พบว่า ผู้ตอบแบบสอบถามที่ศึกษาส่วนใหญ่เป็นเพศหญิง ร้อยละ 76.6 มีอายุ 31 – 40 ปี ร้อยละ 65.0 มีรายได้เฉลี่ยต่อเดือน 20,001 – 30,000 บาท ร้อยละ 52.5 สูงกว่าปริญญาตรี ร้อยละ 56.5

2. ผลการวิเคราะห์เกี่ยวกับความคิดเห็นที่มีต่อกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9

สรุปผลการวิเคราะห์ข้อมูล พบว่า ความคิดเห็นที่มีต่อกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 พบว่า เห็นด้วยในระดับมาก เมื่อพิจารณาระดับความเห็นด้วย ดังนี้

ลำดับที่ 1 คือ ธนาคารออมสินมีการปลูกจิตสำนึกให้ผู้บริโภคช่วยเหลือพัฒนาชุมชนและสังคม มีความเห็นด้วยในระดับมาก

ลำดับที่ 2 คือ ธนาคารออมสินมีการสนับสนุนการศึกษาและส่งเสริมการเป็นแบบอย่างที่ดีของสังคมแก่เยาวชน มีความเห็นด้วยในระดับมาก

ลำดับที่ 3 คือ กิจกรรมเพื่อสังคมของธนาคารออมสินมีความเหมาะสม มีความเห็นด้วยในระดับมาก

ลำดับที่ 4 คือ ธนาคารออมสินมีการเปิดโอกาสและช่วยเหลือสังคมในด้านต่างๆ มีความเห็นด้วยในระดับมาก

ลำดับที่ 5 คือ ธนาคารออมสินมีการให้ความรู้เพื่อปลูกจิตสำนึกในการอนุรักษ์สิ่งแวดล้อมแก่พนักงานของธนาคารและผู้บริโภค ทั่วไป และธนาคารออมสินมีการจัดนโยบายรักษาสิ่งแวดล้อม และธนาคารออมสินมีการจัดการสินค้าและบริการที่เป็นมิตรกับสิ่งแวดล้อม

3. ผลการวิเคราะห์เกี่ยวกับความต้องการจากการกิจกรรมความรับผิดชอบทางสังคมของธนาคารออมสิน

สรุปผลการวิเคราะห์ข้อมูล พบว่า ความต้องการจากการกิจกรรมความรับผิดชอบทางสังคมของธนาคารออมสิน พบว่า ต้องการในระดับมาก เมื่อพิจารณาระดับความต้องการ ดังนี้

ลำดับที่ 1 คือ ต้องการให้มีการปรับปรุงเนื้อหาการอบรม ให้ความรู้ให้สอดคล้องกับสภาวเศรษฐกิจในปัจจุบัน มีความต้องการในระดับมาก

ลำดับที่ 2 คือ ต้องการให้มีการสนับสนุนข้อมูลเกี่ยวกับคู่ค้าให้กับร้านค้าชุมชน มีความต้องการในระดับมาก

ลำดับที่ 3 คือ ต้องการให้มีการสนับสนุนบุคลากรในการช่วยเหลือด้านกการจัดทำแผนธุรกิจให้กับร้านค้าชุมชน มีความต้องการในระดับมาก

ลำดับที่ 4 คือ ต้องการให้มีการควบคุมจำนวนผู้เข้าร่วมงานกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 และต้องการให้ปรับปรุงระยะเวลาในการจัดกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 มีความต้องการในระดับมาก

ลำดับที่ 5 คือ ต้องการให้ปรับปรุงสถานที่ในการจัดกิจกรรม มีความต้องการในระดับมาก

ลำดับที่ 6 คือ ต้องการให้ปรับปรุงโฆษณาประชาสัมพันธ์กิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 มีความต้องการในระดับมาก

ตารางที่ 1 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของข้อมูลเกี่ยวกับความต้องการจากการกิจกรรมความรับผิดชอบทางสังคมของธนาคารออมสิน

ความต้องการจากการกิจกรรมความรับผิดชอบทางสังคมของธนาคารออมสิน	ค่าเฉลี่ย	S.D	แปลผล	อันดับ
1. ต้องการให้มีการสนับสนุนบุคลากรในการช่วยเหลือด้านกการจัดทำแผนธุรกิจให้กับร้านค้าชุมชน	4.18	0.70	มาก	3
2. ต้องการให้มีการสนับสนุนข้อมูลเกี่ยวกับคู่ค้าให้กับร้านค้าชุมชน	4.19	0.62	มาก	2
3. ต้องการให้มีการปรับปรุงเนื้อหาการอบรม ให้ความรู้ให้สอดคล้องกับสภาวเศรษฐกิจในปัจจุบัน	4.21	0.80	มาก	1
4. ต้องการให้ปรับปรุงสถานที่ในการจัดกิจกรรม	3.94	0.94	มาก	5
5. ต้องการให้มีการควบคุมจำนวนผู้เข้าร่วมงานกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9	4.03	0.89	มาก	4
6. ต้องการให้ปรับปรุงระยะเวลาในการจัดกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9	4.03	0.82	มาก	4
7. ต้องการให้ปรับปรุงโฆษณาประชาสัมพันธ์กิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9	3.86	1.00	มาก	6
ค่าเฉลี่ย	4.06	0.82	**มาก**	

4. ผลการวิจัยเชิงคุณภาพ

1) แนวทางในการจัดกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชนธนาคารออมสินภาค 9

จากผลการสัมภาษณ์ สรุปได้ว่า แนวทางในการจัดกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชนธนาคารออมสินภาค 9 ในอนาคต ทางหน่วยพัฒนาสังคมและชุมชนธนาคารออมสินภาค 9 ได้มีการวางแผนการพัฒนาการจัดกิจกรรมความรับผิดชอบทางสังคม โยเน้นการจัดกิจกรรมทางสื่อสังคมออนไลน์เพิ่มมากขึ้น มีการเพิ่มหน่วยงานที่จะมาจัดกิจกรรมเพื่อสังคม โยเฉพาะหน่วยงานท้องถิ่น หน่วยงานพัฒนาสังคม มหาวิทยาลัยต่าง ๆ มาร่วมในการจัดงานเพิ่มมากขึ้น เพื่อให้การกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชนธนาคารออมสินภาค 9 มีความครบถ้วน สมบูรณ์ และสามารถดึงดูดให้มีผู้เข้าร่วมงานเพิ่มมากขึ้นจากในอดีต

2) ปัญหาและอุปสรรคในการทำกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9

จากผลการสัมภาษณ์ สรุปได้ว่า ปัญหาและอุปสรรคในการทำกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 ในการจัดงาน ที่พบสามารถสรุปได้ดังนี้

1. การโฆษณาประชาสัมพันธ์ไม่เพียงพอและไม่เข้าถึงกลุ่มลูกค้าของธนาคารออมสินตามเป้าหมายที่ตั้งไว้

2. ประชาชนและกลุ่มเป้าหมาย ไม่เข้าร่วมกิจกรรมให้ครบตามหลักสูตรที่หน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 กำหนด

3. ประชาชนและกลุ่มเป้าหมาย เข้าร่วมกิจกรรมความรับผิดชอบทางสังคม แต่ไม่มีความประสงค์จะสมัครหรือใช้บริการผลิตภัณฑ์ออมสิน

4. ในการจัดงานจะมีกลุ่มพ่อค้า แม่ค้า หรือกลุ่มประชาชนที่ไม่ใช้เป้าหมายเข้ามาปะปน รับของที่ระลึก รางวัลต่าง ๆ ทำให้จำนวนของที่ระลึก รางวัลต่าง ๆ ไม่เพียงพอต่อกลุ่มเป้าหมายที่แท้จริงในการจัดงานกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9

5. กิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 ที่จัดในแต่ละปีมีการจัดกิจกรรมไม่สอดคล้องกับสถานการณ์ปัจจุบัน การจัดกิจกรรมแบบเดิมไม่มีการเปลี่ยนแปลง ทำเพียงแค่เปลี่ยนกลุ่มเป้าหมาย

6. ผู้บริหารให้ความสำคัญเฉพาะกับกิจกรรมเพื่อสังคมแบบระยะสั้น ทำให้ผลลัพธ์ที่เกิดจากการจัดกิจกรรมเพื่อสังคมไม่สามารถแสดงผลได้แบบเป็นรูปธรรมและไม่แสดงถึงภาพลักษณ์ที่ดีในระยะยาว

3) ความต้องการจากกิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9

จากผลการสัมภาษณ์ สรุปได้ว่า ต้องการให้หน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 ปรับปรุงกิจกรรมที่นำมาจัดในงานให้ตรงกับความต้องการของชุมชนมากกว่านี้ อาจจะมีการมาสอบถามชุมชนก่อนการจัดงานว่าต้องการกิจกรรมประเภทใด ลักษณะงานที่ต้องการคือ แบบไหน เพื่อให้กิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 มีความสอดคล้องกับความต้องการของชุมชนมากที่สุด ในส่วนของผลิตภัณฑ์และบริการที่มานำเสนอภายในงาน อยากให้เป็นผลิตภัณฑ์ที่ตรงกับความต้องการของลูกค้าชุมชนมากกว่า เช่น พวกสินเชื่อที่ช่วยด้านเงินทุนหมุนเวียน และน่าจะมีเงื่อนไขพิเศษ สำหรับลูกค้าที่ชำระดี ลูกค้าที่มีกิจการน่าเชื่อถือ น่าจะมีสินเชื่อที่มีเงื่อนไขไม่ยุ่งยากมานำเสนอ หรืออย่างน้อยลดระยะเวลาในการอนุมัติสินเชื่อ นอกจากนี้ยังต้องการให้องค์ความรู้ต่าง ๆ ที่ทางหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 มาถ่ายทอด สอนให้กับลูกค้าชุมชน ทราบ อยากได้องค์ความรู้ใหม่ ๆ โดยเฉพาะพวกข้อมูลด้านการตลาด ที่สามารถเพิ่มช่องทางการจำหน่ายสินค้า หรือแนะนำเทคโนโลยีใหม่ ๆ ที่จะสามารถอำนวยความสะดวกให้กับลูกค้าชุมชนนำมาประยุกต์ใช้ในธุรกิจของตนเอง

5. สรุปผลการวิเคราะห์สาเหตุของปัญหา

1. ปัญหาเกี่ยวกับการโฆษณาประชาสัมพันธ์ ได้แก่ กลุ่มเป้าหมายไม่ได้รับข้อมูลการจัดโครงการ/กิจกรรม ขาดการประชาสัมพันธ์ทางสื่อออนไลน์ และ การโฆษณาประชาสัมพันธ์มีข้อจำกัด

2. ปัญหาด้านโครงการและกิจกรรมความรับผิดชอบทางสังคม ได้แก่ ขาดหลักสูตรด้านการปฏิบัติ กิจกรรมไม่ตรงกับความต้องการของกลุ่มเป้าหมาย กิจกรรมขาดความหลากหลาย องค์ความรู้ไม่แปลกใหม่ ไม่ทันต่อสถานการณ์ปัจจุบัน และกิจกรรมไม่ครอบคลุมในทุกกลุ่มผู้ร่วมงาน

3. ปัญหาด้านสถานที่ ได้แก่ ห้องน้ำไม่เพียงพอ สถานที่ไม่สะอาด ขาดการวางแผนแก้ปัญหาในสถานการณ์ฝนตก

4. ปัญหาด้านผลิตภัณฑ์และบริการที่เสนอขายในงาน ได้แก่ ผลิตภัณฑ์และบริการไม่มีความแตกต่างจากที่จำหน่ายทางธนาคารออมสินสาขา ผลิตภัณฑ์และบริการไม่มีสิทธิพิเศษให้กับผู้เข้าร่วมงาน ของที่ระลึก ไม่เพียงพอต่อผู้เข้าร่วมงาน

ตาราง 2 สรุปประเด็นปัญหาจากการศึกษาเชิงคุณภาพปริมาณ

ปัญหา	รูปแบบการศึกษา	ผลการศึกษา
ปัญหาการโฆษณาประชาสัมพันธ์	เชิงปริมาณ	กลุ่มตัวอย่างมีความต้องการให้ปรับปรุงโฆษณาประชาสัมพันธ์กิจกรรมความรับผิดชอบทางสังคมของหน่วยพัฒนาสังคมและชุมชน ธนาคารออมสินภาค 9 ในระดับมาก
	เชิงคุณภาพ	1. กลุ่มเป้าหมายไม่ได้รับข้อมูลการจัดโครงการ/กิจกรรม 2. ขาดการประชาสัมพันธ์ทางสื่อออนไลน์ 3. การโฆษณาประชาสัมพันธ์มีข้อจำกัด
ปัญหาด้านโครงการและกิจกรรมความรับผิดชอบทางสังคม	เชิงปริมาณ	1. กลุ่มตัวอย่างมีความต้องการให้มีการสนับสนุนข้อมูลเกี่ยวกับคู่ค้าให้กับร้านค้าชุมชน ในระดับมาก 2. กลุ่มตัวอย่างมีความต้องการให้มีการปรับปรุงเนื้อหาการอบรม ให้ความรู้ให้สอดคล้องกับสภาวเศรษฐกิจในปัจจุบัน ในระดับมาก
	เชิงคุณภาพ	1. ขาดหลักสูตรด้านการปฏิบัติ 2. กิจกรรมไม่ตรงกับความต้องการของกลุ่มเป้าหมาย 3. กิจกรรมขาดความหลากหลาย 4. องค์ความรู้ไม่แปลกใหม่ ไม่ทันต่อสถานการณ์ปัจจุบัน 5. กิจกรรมไม่ครอบคลุมในทุกกลุ่มผู้ร่วมงาน
ปัญหาด้านสถานที่	เชิงปริมาณ	กลุ่มตัวอย่างมีความต้องการให้ปรับปรุงสถานที่ในการจัดกิจกรรม ในระดับมาก

ปัญหา	รูปแบบการศึกษา	ผลการศึกษา
	เชิงคุณภาพ	1. ห้องน้ำไม่เพียงพอ 2. สถานที่ไม่สะอาด 3. ขาดการวางแผนแก้ปัญหาในสถานการณ์ฝนตก
ปัญหาด้านผลิตภัณฑ์และบริการที่เสนอขายในงาน	เชิงปริมาณ	กลุ่มตัวอย่างมีความต้องการให้มีการสนับสนุนบุคลากรในการช่วยเหลือด้านการจัดทำแผนธุรกิจให้กับร้านค้าชุมชน ในระดับมาก
	เชิงคุณภาพ	1. ผลิตภัณฑ์และบริการไม่มีความแตกต่างจากที่จำหน่ายทางธนาคารออมสินสาขา 2. ผลิตภัณฑ์และบริการไม่มีสิทธิพเศษให้กับผู้เข้าร่วมงาน 3. ของที่ระลึก ไม่เพียงพอต่อผู้เข้าร่วมงาน

6. ข้อเสนอแนวทางในการแก้ไขปัญหา

สำหรับแนวทางที่ผู้วิจัยแนะนำ คือ การปรับปรุงสถานที่จัดงาน ซึ่งมีหลักในการกำหนด คัดเลือกสถานที่ในการจัดงานต้องคำนึงถึงปัจจัยต่าง ๆ คือ ทำเลที่ตั้งของโฮสเทลต้องเข้าถึงง่าย สำหรับการเลือกสถานที่จัดงาน จุดแข็งสำคัญที่สุดคือ ทำเล สถานที่ที่มีทำเลดี เป็นจุดสังเกตได้ง่าย ไม่จำเป็นต้องอยู่ใจกลางเมืองเสมอไป มีการเดินทางที่สะดวกจากที่พักไปยังจุดที่ให้บริการขนส่งมวลชนสาธารณะได้ ตั้งอยู่ไม่ห่างจากแหล่งชุมชน หรือที่ตั้งของกลุ่มลูกค้าเป้าหมาย รวมถึงคำนึงถึงความปลอดภัยเป็นหลัก ความปลอดภัยในด้านชีวิตและทรัย์สินจึงเป็นอีกปัจจัยที่สร้างความเชื่อมั่นให้แก่กลุ่มลูกค้าเป้าหมาย เพื่อความปลอดภัยและความสบายใจของกลุ่มลูกค้าเป้าหมาย และการบริการและสิ่งอำนวยความสะดวกที่มอบให้แก่กลุ่มลูกค้าเป้าหมาย สิ่งสำคัญที่ช่วยให้กิจกรรมประสบความสำเร็จส่วนหนึ่งมาจากคุณภาพการให้บริการ สิ่งอำนวยความสะดวกต่าง ๆ ในสถานที่จัดงาน ต้องครบถ้วน ทั้ง สถานที่จอดรถ ห้องน้ำ ที่พัก เป็นต้น

อภิปรายผลการวิจัย

แนวทางเลือกที่ 1 ปรับปรุงการประชาสัมพันธ์ให้เข้าถึงกลุ่มเป้าหมาย เป็นการแก้ปัญหาเกี่ยวกับการโฆษณาประชาสัมพันธ์ที่ว่ากลุ่มเป้าหมายไม่ได้รับข้อมูลการจัดโครงการ/กิจกรรม ขาดการประชาสัมพันธ์ทางสื่อออนไลน์ และการโฆษณาประชาสัมพันธ์มีข้อจำกัด โดยดำเนินการปรับปรุงรูปแบบการประชาสัมพันธ์ให้เข้าถึงกลุ่มเป้าหมายมากขึ้น และพัฒนารูปแบบการประชาสัมพันธ์รูปแบบ คลิปวีดีโอสั้น สร้างเนื้อหาเพื่อจูงใจให้เข้าร่วมกิจกรรม สอดคล้องกับงานวิจัยของ เพียงกมล เกิดสมศร (2563) ผลการศึกษาพบว่า การโฆษณาประชาสัมพันธ์ผ่านสื่อออนไลน์ สามารถกระตุ้นให้ลูกค้าสนใจในกิจกรรมที่แบรนด์สินค้าจัด โดยการโฆษณาต้องมีการสื่อสารที่ดีต้องมีความชัดเจนเรียบง่ายเมื่อสื่อออกไปยังกลุ่มเป้าหมาย มีความความคิดสร้างสรรค์ ร่วมกับต้องมีความกระชับส่วนกลยุทธ์การดำเนินการประชาสัมพันธ์ผ่านสื่อสังคมออนไลน์

แนวทางเลือกที่ 2 ปรับปรุงโครงการ/กิจกรรม เป็นการแก้ปัญหาด้านโครงการและกิจกรรมความรับผิดชอบทางสังคม คือ ขาดหลักสูตรด้านการปฏิบัติ กิจกรรมไม่ตรงกับความต้องการของกลุ่มเป้าหมาย กิจกรรมขาดความหลากหลาย องค์ความรู้ไม่แปลกใหม่ ไม่ทันต่อสถานการณ์ปัจจุบัน กิจกรรมไม่ครอบคลุมในทุกกลุ่มผู้ร่วมงาน โดยดำเนินการปรับปรุงโครงการ/กิจกรรมให้สอดคล้องกับสถานการณ์ปัจจุบัน ทำการวิเคราะห์ หรือสอบถามความต้องการโครงการ/กิจกรรมจากกลุ่มเป้าหมาย ปรับปรุงกิจกรรมให้มีความหลากหลายครอบคลุมทุกกลุ่มเป้าหมาย เพิ่มหลักสูตรด้านการปฏิบัติ และสนับสนุนข้อมูลเกี่ยวกับคู่ค้าให้กับร้านค้าชุมชน สอดคล้องกับงานวิจัยของนพณัฐ พิลา (2561) ผลการศึกษา พบว่า กลยุทธ์การตลาดเชิงสนับสนุนกิจกรรมที่ส่งผลต่อพฤติกรรมการซื้อ คือ การจัดกิจกรรมที่ต้องกับควมต้องการของกลุ่มลูกค้า เน้นกิจกรรมเพื่อความบันเทิง และกิจกรรมด้านการช่วยเหลือผู้ด้อยโอกาส ซึ่งจะส่งผลต่อพฤติกรรมการเข้าร่วมกิจกรรมและการตัดสินใจซื้อสินค้าของผู้บริโภคได้

แนวทางเลือกที่ 3 ปรับปรุงผลิตภัณฑ์บริการให้มีสิทธิพิเศษสำหรับผู้เข้าร่วมงาน เป็นการแก้ปัญหาด้านผลิตภัณฑ์และบริการที่เสนอขายในงาน คือ ผลิตภัณฑ์และบริการไม่มีความแตกต่างจากที่จำหน่ายทางธนาคารออมสินสาขา ผลิตภัณฑ์และบริการไม่มีสิทธิพเศษให้กับผู้เข้าร่วมงาน และ ของที่ระลึก ไม่เพียงพอต่อผู้เข้าร่วมงาน โดยดำเนินการปรับปรุงผลิตภัณฑ์/บริการที่แตกต่างจากการจำหน่ายปกติ ปรับปรุงผลิตภัณฑ์และบริการที่มีสิทธิพิเศษให้กับผู้เข้าร่วมงาน และจัดเตรียมของรางวัล/ของที่ระลึกให้เพียงพอกับผู้เข้าร่วมงาน สอดคล้องกับงานวิจัยของปณิชามน ตระกูลสม (2559) ผลการศึกษา พบว่า การจัดกิจกรรมต่าง ๆ และการจัดแสดงสินค้า ผู้จัดงานต้องสร้างความแตกต่างของกิจกรรม ภายในงานต้องมีกิจกรรมที่จะเป็นตัวกลางที่จะเชื่อมระหว่างผู้ซื้อและผู้ขาย ผู้ผลิตและผู้บริโภคให้ได้มา ปฏิสัมพันธ์กันโดยตรง และสินค้าและบริการต้องมีความแตกต่างจากการจำหน่ายในรูปแบบปกติ และสอดคล้อง

กับงานวิจัยของ สิรภพ ตรีรัตน์ (2561) ผลการศึกษา พบว่า กลุ่มตัวอย่างเข้าร่วมการตลาดเชิงกิจกรรมมีความต้องการในด้าน สินค้าลดราคามากที่สุด รองลงมา คือ ความบันเทิงที่ได้จากภายในงาน

แนวทางเลือกที่ 4 ปรับปรุงสถานที่จัดงาน เป็นการแก้ปัญหาด้านสถานที่ คือ ห้องน้ำไม่เพียงพอ สถานที่ไม่สะอาด ขาดการวางแผนแก้ปัญหาในสถานการณ์ฝนตก โดยดำเนินปรับปรุงสถานที่ให้มีความสะอาด และมีห้องน้ำเพียงพอต่อจำนวนผู้เข้าร่วมงาน และสำหรับในช่วงฤดูฝน ควรเน้นการจัดกิจกรรมในอาคารเป็นหลัก สอดคล้องกับงานวิจัยของ รัตนา บุญแม่น (2561) ผลการศึกษา พบว่า ในการจัดกิจกรรมทางการตลาด กลุ่มตัวอย่างให้ความสำคัญในด้านความเพียงพอของห้องน้ำ ความสะอาดของสถานที่และสิ่งอำนวยความสะดวกต่าง ๆ

ข้อเสนอแนะ

การศึกษาการวิจัยในครั้งนี้ อาจมีขอบเขตการศึกษาที่จำกัด เพื่อให้ผลการศึกษาในครั้งนี้สามารถขยายต่อไปในทัศนะที่กว้างมากขึ้น ควรทาการศึกษากับกลุ่มประชากร/ กลุ่มตัวอย่าง กลุ่มอื่น ๆ เพิ่มเติม และธนาคารออมสิน ควรใช้ศักยภาพด้านบุคลากรที่มีอยู่เป็นแหล่งข้อมูลข่าวสารสำคัญในการเผยแพร่ประชาสัมพันธ์ ประสบการณ์ในการจัดกิจกรรมเพื่อสังคมที่ผ่านมา เพื่อนำมาประกอบในการวางแผนการทำงานเกี่ยวกับกิจกรรมเพื่อสังคม

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ปัจจัยทางการตลาดที่มีอิทธิพลต่อการตัดสินใจซื้อรถยนต์มือสอง กรณีศึกษา ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน

Marketing Factors Influencing Car Purchase Decisions Second-Hand Case Study Phu Thai Car Ban Limited Partnership

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ 1) เพื่อศึกษาปัจจัยที่มีผลต่อการตัดสินใจซื้อตัดสินใจซื้อรถยนต์มือสอง 2) เพื่อเปรียบเทียบการตัดสินใจซื้อรถยนต์มือสองกับลักษณะทางประชากรศาสตร์ของผู้บริโภค 3) เพื่อศึกษาปัจจัยจูงใจทางการตลาด ด้านส่วนประสมทางการตลาด 7P's ได้แก่ ผลิตภัณฑ์ ราคา สถานที่/ช่องทางการจัดจำหน่าย การส่งเสริมการตลาด บุคลากร/พนักงานที่ให้บริการ สภาพแวดล้อมทางกายภาพ และกระบวนการให้บริการส่งผลต่อการตัดสินใจซื้อรถยนต์มือสอง กรณีศึกษา ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน กลุ่มตัวอย่างเป็นผู้บริโภคที่มาใช้บริการห้างหุ้นส่วนจำกัด ภูไทรถบ้าน จำนวน 385 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าความถี่ (Frequency) ค่าร้อยละ (Percentage) ค่าเฉลี่ย (Mean) ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) Independent t-test ค่าความแปรปรวนทางเดียว (One Way ANOVA) และการวิเคราะห์การถดถอยพหุคูณ (Multiple Regression Analysis)

ผลการวิจัยพบว่า 1) ส่วนประสมทางการตลาด 7P's อยู่ในระดับมากที่สุดทั้งด้านผลิตภัณฑ์ ด้านราคา ด้านสถานที่/ช่องทางการจัดจำหน่าย ด้านการส่งเสริมการตลาด ด้านบุคลากร/พนักงานที่ให้บริการ ด้านสิ่งแวดล้อมทางกายภาพ และด้านกระบวนการ 2) การตัดสินใจซื้อรถยนต์มือสองอยู่ในระดับมาก 3) ด้านลักษณะทางประชากรศาสตร์ พบว่า อายุ ระดับการศึกษา อาชีพ และรายได้เฉลี่ยต่อเดือนแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสองแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 4) ส่วนประสมทางการตลาด 7P's 4 ด้านส่งผลต่อการตัดสินใจตซื้อรถยนต์มือสอง อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 โดยตัวแปรที่มีอิทธิพลต่อการตัดสินใจซื้อรถยนต์มือสองสูงเรียงตามลำดับคือ ด้านการส่งเสริมการตลาด (X4) (β= -0.317) ด้านผลิตภัณฑ์ (X2) (β= -0.257) ด้านราคา (X3) (β= 0.255) ด้านสานที่/ช่องทางการจัดจำหน่าย (X4) (β= 0.126) ซึ่งตัวแปรทั้ง 4 ตัวสามารถอธิบายการเปลี่ยนแปลงของตัวแปรการตัดสินใจซื้อรถยนต์มือสอง กรณีศึกษา ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน ได้ร้อยละ 19.40 และเขียนสมการพยากรณ์ในรูปคะแนนดิบได้ดังนี้

$\hat{Y}$ = 4.248 - 0124 X1 + 0.168 X2 + 0.106X3 - 0.197X4

คำสำคัญ : การตัดสินใจซื้อตัดสินใจซื้อ, ส่วนประสมทางการตลาด 7P's, รถมือสอง

Abstract

This research aims to 1) to study the factors affecting decision to buy a used car; 2) to compare the decision to buy a used car with characteristics of consumer; 3) to study the marketing mix 7P's in terms of products, prices, locations/ distribution channels, promotion, people/service personnel, physical environment and the service process affecting the decision to buy a used car: a case study of Phutai Car Ban Limited Partnership. The sample group was the consumers who used the service of Phutai Car House Limited Partnership totaling 385 persons. The instrument used for data collection was a questionnaire. The statistics used in the data analysis were Frequency, Percentage, Mean, Standard Deviation, Independent t-test, One Way ANOVA, and Multiple Regression Analysis.

The result of research found that 1) the marketing mix 7P's was at the highest level in terms of products, prices, locations/distribution channels, promotion people/service personnel, physical environment and service process aspects; 2) the decision to buy used cars factor was at a high level; 3) characteristics of consumers found that decisions to buy a used car different when group of age, education level, occupation and average monthly income different; 4) the marketing mix of 7P's in 4 aspects affected the decision to buy a used car at significant of 0.05

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level. The variables influencing the decision to buy a used cars were promotion (X4) (β= -0.317), product (X2) (β= -0.257), price (X3) (β= 0.255) location/distribution Channel (X4) (β= 0.126), Respectively. Which 4variables can explain the change of the decision to buy a used car: a case study of Phutai Car House Limited Partnership by 19.40 percent and write the forecast equation in raw score form as follows:

$\hat{Y}$ = 4.248 - 0124 X1 + 0.168 X2 + 0.106X3 - 0.197X4

Keyword : The decision to buy, Marketing Mix 7P's, Used cars

บทนำ

รถยนต์เป็นยานพาหนะที่มีความสำคัญ และจำเป็นมากต่อการดำรงชีวิตของมนุษย์ ส่งผลทำให้เกิดความต้องการรถยนต์ในประเทศไทย โดยอุตสาหกรรมยานยนต์เป็นอุตสาหกรรมที่มีความสำคัญต่อระบบเศรษฐกิจ และสังคมของประเทศ (ธีรยุทธ จึงธีรพานิช , 2556)

ปัจจุบันลูกค้าหันมาสนใจซื้อรถมือสองเพิ่มมากขึ้น ทำให้ตลาดรถยนต์มือสองยังคงเติบโต สำหรับในประเทศไทยปี 2564 ที่ผ่านมา ยอดขายรถยนต์มือสองอยู่ที่ 9 แสนถึง 1 ล้านคัน อีกทั้งพบว่ามีผู้ประกอบการรายใหม่ในตลาดนี้เพิ่มมากขึ้น ทั้งผู้ประกอบการในประเทศ และดีลเลอร์ที่ลงทุนจากต่างประเทศ ทั้งนี้ เครื่องหมาย Certified used car by ttb DRIVE จะเป็นสิ่งที่ช่วยสนับสนุนผู้ประกอบการเต็นท์รถในประเทศสามารถสร้างความมั่นใจจากลูกค้า และกระตุ้นยอดขายให้เติบโตได้ เชื่อว่าลูกค้าจะมีความมั่นใจหันมาเลือกซื้อมือสองมากขึ้นอย่างแน่นอน โดยจะมีส่วนผลักดันให้ตลาดรถยนต์มือสองปีนี้เติบโตมากขึ้นกว่าปีที่แล้ว ประมาณ 20% นับเป็นการสร้าง Ecosystem ที่ทุกฝ่ายได้ประโยชน์และเติบโตไปด้วยกัน สร้างมาตรฐานใหม่และยกระดับอุตสาหกรรมการค้ารถยนต์มือสองในประเทศ ทำให้ตลาดรถยนต์มือสองของไทยมีความน่าเชื่อถือ (ผู้จัดการออนไลน์, 2565)

รถยนต์มือสองหรือรถยนต์ใช้แล้ว เข้ามามีบทบาททดแทนรถยนต์ใหม่ ซึ่งนับเป็นอีก ทางเลือกหนึ่งให้แก่กลุ่มบุคคลเหล่านี้ที่จะหาซื้อรถยนต์ไว้ในครอบครองได้ ในราคาที่เพียงพอกับรายได้ ตลาดรถยนต์มือสองหรือรถยนต์ใช้แล้ว จึงได้รับความสนใจและมีอัตราการเติบโตอย่าง รวดเร็ว โดยมีแนวโน้มที่จะเติบโตเพิ่มขึ้นต่อไปได้อีก แม้ว่าภาวะเศรษฐกิจของประเทศจะตกต่ำ หรือผันผวนไปเพียงใดก็ตาม แต่ความต้องการในการเดินทางเป็นสิ่งจำเป็นสำหรับคนไทย โดยเฉพาะในภาวะที่เศรษฐกิจดีขึ้น ก็มีการแข่งขันทางธุรกิจด้านนี้มากขึ้น ดังนั้น ความจำเป็นในการใช้รถยนต์จึงทวีความสำคัญเพิ่มขึ้นตามลำดับ ผนวกกับความต้องการและค่านิยมด้านความมีหน้าตาในสังคม ส่งผลให้ประชาชนทั่วไปหันมาซื้อรถยนต์กันมากยิ่งขึ้น ซึ่งเห็นได้จาก โฆษณารถยนต์ที่แข่งขันกันอย่างต่อเนื่อง ทั้งจากวิทยุ โทรทัศน์ หนังสือพิมพ์ และนิตยสารต่าง ๆ (อุกฤษ อุทัยวัฒนา, 2557)

รถยนต์ใหม่ที่มีค่าใช้จ่ายสูงกว่ามากทำให้ผู้ที่ มีงบประมาณน้อย ทั้งที่เป็นผู้เริ่มดำเนินการประกอบ ธุรกิจขนาดย่อม (SMEs) หรือ ผู้ที่เริ่มเข้าสู่ ตลาดแรงงาน สามารถเป็นเจ้าของรถยนต์เพื่อประโยชน์ ดังได้กล่าวไว้นอกจากนี้รถยนต์มือสองยังมีส่วนกระตุ้น ภาคธุรกิจอื่น ๆ ทั้งทางตรงและทางอ้อม อาทิเช่น ธุรกิจ รถยนต์ใหม่ ธุรกิจประกันภัย ธุรกิจสินเชื่อเช่าซื้อ เป็นต้น รถยนต์มือสองที่ซื้อขายกันในปัจจุบันมีอายุ การใช้งานตั้งแต่ 1 - 10 ปี (ยกเว้นรถยนต์เพื่อการสะสม) แต่ที่นิยมซื้อ
ขายส่วนใหญ่อยู่ระหว่าง 3 - 8 ปี ผู้ค้าใน ตลาดรถยนต์มือสองประกอบด้วย 3 กลุ่ม คือ 1. เต็นท์รถยนต์หรือผู้ประกอบการจำหน่ายรถยนต์มือสอง 2. การประมูล 3. ผู้ใช้รถยนต์เป็นผู้ขายโดยตรงจากความต้องการซื้อรถใหม่ที่มากขึ้น ส่งผลให้ปริมาณรถใหม่ถูกย้ายมายังตลาดรถยนต์มือ สองมากขึ้น เกิดเป็นธุรกิจรถยนต์มือสองขึ้นมา รถยนต์มือสองเริ่มมีการปรับตัวที่ขึ้น เนื่องมาจากภาวะ เศรษฐกิจที่ชะลอตัว ส่งผลให้ประชาชนประหยัดการ ใช้จ่ายและหันมาซื้อรถยนต์มือสองมากขึ้น เนื่องจาก รถยนต์มือสองมีข้อได้เปรียบได้เรื่องของราคาที่ถูก และ สภาพมีความใกล้กับรถใหม่ ประชาชนที่ต้องการ ประหยัดงบประมาณ รถยนต์มือสองจึงเป็นอีกทางเลือก หนึ่งสำหรับผู้บริโภค (อนุชาติ ดีประเสริฐ, 2558).

ที่ผ่านมาธุรกิจเต็นท์รถยนต์มือสองได้รับ ผลกระทบต่าง ๆมากมาย ได้แก่ ผลกระทบจากนโยบาย คันแรกส่งผลให้รถยนต์มือสองมีราคาต่ำลง สภาวะการ แข่งขันบริษัทรถใหม่ที่ดึงดูดผู้ซื้อโดยการส่งเสริมการ ขายที่มีมากขึ้น สภาวะเศรษฐกิจชะลอตัว และการ แข่งขันของธุรกิจรถยนต์มือสองที่มีเพิ่มมากขึ้นอย่างต่อ เนื่อง ซึ่งผู้ประกอบการรายย่อยส่วนมากยังไม่มีรู้ความ เข้าใจเกี่ยวกับการบริหารธุรกิจเต็นท์รถยนต์มือสองเท่า ที่ควรที่พอให้ธุรกิจเติบโตและสามารถแข่งขันกับ คู่แข่งขันรายอื่นได้ ผู้วิจัยจึงมีความสนใจที่จะศึกษา "ปัจจัยทางการตลาดที่มีอิทธิพลต่อการตัดสินใจซื้อรถยนต์มือสอง กรณีศึกษา ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน" และเพื่อทราบถึงข้อมูลพื้นฐานในการที่จะนำไปใช้เป็นแนวทางในการวางแผนการตลาดสำหรับผู้ประกอบธุรกิจจำหน่ายรถยนต์ เพื่อตอบสนองต่อความต้องการของผู้บริโภคให้เกิดความพึงพอใจ รวมถึงการตัดสินใจซื้อ และเพื่อได้เปรียบทางการแข่งขันทางการตลาดต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยที่มีผลต่อการตัดสินใจซื้อตัดสินใจซื้อรถยนต์มือสอง
2. เพื่อเปรียบเทียบการตัดสินใจซื้อรถยนต์มือสองกับลักษณะทางประชากรศาสตร์ของผู้บริโภค
3. เพื่อศึกษาปัจจัยจูงใจทางการตลาด ด้านส่วนประสมทางการตลาด 7P's ได้แก่ ผลิตภัณฑ์ ราคา สถานที่/ช่องทางการจัดจำหน่าย การส่งเสริมการตลาด บุคลากร/พนักงานที่ให้บริการ สภาพแวดล้อมทางกายภาพ และกระบวนการให้บริการส่งผลต่อการตัดสินใจซื้อรถยนต์มือสอง กรณีศึกษา ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน

วิธีการดำเนินการวิจัย

ประชากร ประชากรที่ใช้ในการวิจัยครั้งนี้ ผู้บริโภคที่ตัดสินใจซื้อรถยนต์มือสอง

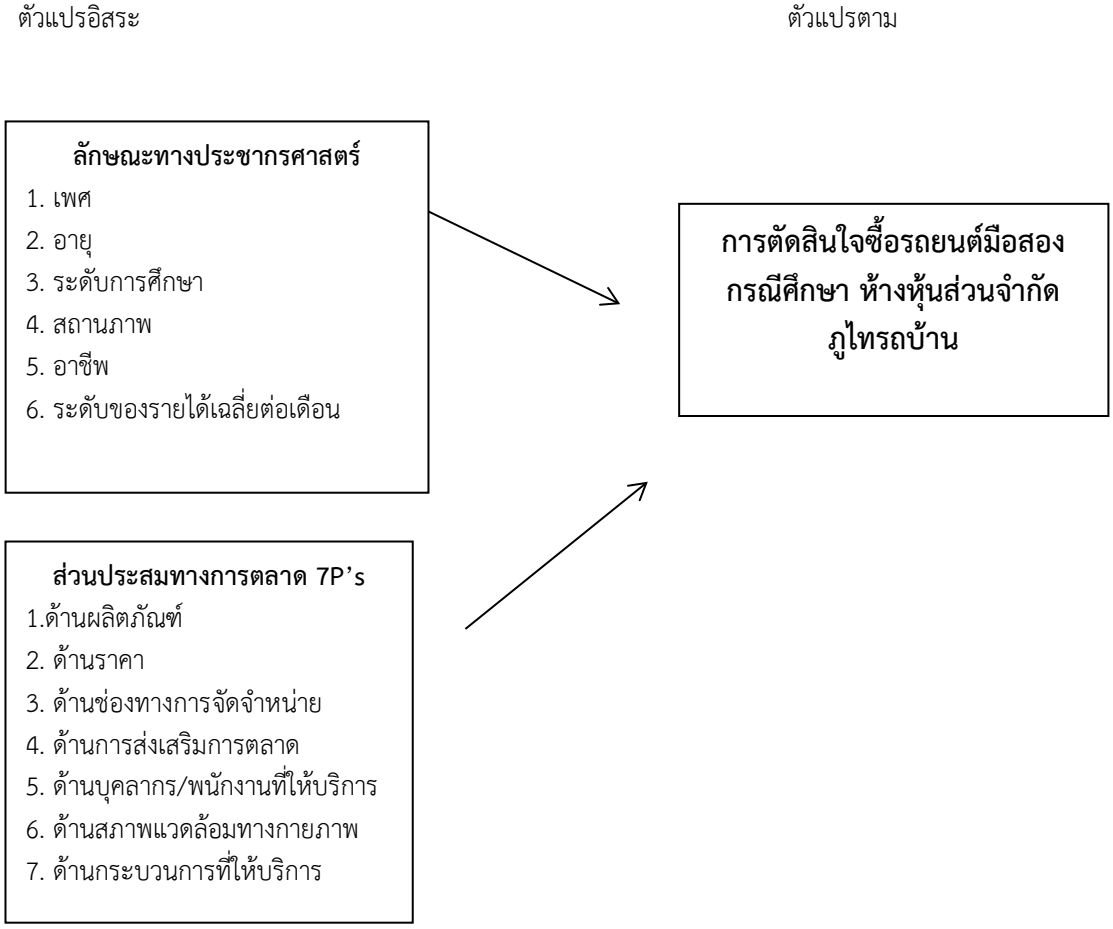
กลุ่มตัวอย่าง ผู้วิจัยได้กำหนดขนาดกลุ่มตัวอย่าง ผู้บริโภคที่ตัดสินใจซื้อรถยนต์มือสอง ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน ผู้วิจัยจึงใช้วิธีการเก็บข้อมูลจากผู้บริโภคในเขตกรุงเทพมหานคร ซึ่งผู้วิจัยไม่สามารถทราบกลุ่มประชากรที่แน่นอนได้ จึงได้เลือกใช้การอ้างอิง Yamane's formula of sample size ของ Yamane (1967) เพื่อใช้กำหนดขนาดกลุ่มตัวอย่าง ตามสมมติฐานที่กำหนดว่าข้อมูลมีการกระจายตัวแบบปรกติ (Normal Distribution) มี ระดับความเชื่อมั่น (Confidence Interval) ที่ระดับ 95%, ค่าความคลาดเคลื่อนอยู่ที่ ± 5% ได้กลุ่มตัวอย่าง 385 คน (กัลยา วาณิชย์บัญชา, 2561)

รูปแบบการวิจัย

การศึกษาครั้งนี้ทำการศึกษาภายใต้แนวคิดทฤษฎีเกี่ยวกับการตัดสินใจ แนวคิดเกี่ยวกับและแนวคิดส่วนประสมทางการตลาด 7P's

กรอบแนวคิดในการวิจัย

แนวคิดทฤษฎีเกี่ยวกับการตัดสินใจ แนวคิดเกี่ยวกับพฤติกรรมผู้บริโภคและแนวคิดส่วนประสมทางการตลาด 7P's และงานวิจัยที่เกี่ยวข้อง นำมาวิเคราะห์และสังเคราะห์เป็นกรอบแนวคิดในการวิจัย



ประชากรเป้าหมายและกลุ่มตัวอย่างประชากร เป็นลักษณะสำคัญที่ช่วยกำหนดตลาดเป้าหมาย ตัว ด้านลักษณะประชากรที่สำคัญ มีดังต่อไปนี้

1. เพศ ความแตกต่างทางเพศทาให้บุคคลมีพฤติกรรมต่างกัน ในด้านความคิดความสนใจ ค่านิยม ทัศนคติ รูปแบบการดำรงชีวิต และพฤติกรรมการเลือกซื้อสินค้าและบริการดังนั้น นักการตลาดจำเป็นต้องกำหนดกลุ่มเป้าหมายให้ชัดเจน เพื่อการวางแผนการตลาดที่ถูกต้องและมีประสิทธิภาพ ซึ่งสินค้าบางประเภทนั้นสามารถใช้ ปัจจัยด้านเพศ ในการกำหนดกลุ่มเป้าหมายได้อย่างชัดเจน เนื่องจากเพศหญิงจะมีความละเอียดอ่อนในการศึกษา และค้นคว้าข้อมูลต่างๆก่อนตัดสินใจ ส่วนเพศชายจะมีความเชื่อมั่นในตัวเองสูง หากมีการตั้งเป้าหมายในสิ่งๆใดไว้ จะมุ่งมั่นเพื่อให้บรรลุเป้าหมายให้ได้

2. อายุ ซึ่งอายุเป็นเครื่องบ่งชี้ถึงความต้องการ และความสนใจในผลิตภัณฑ์โดยทั่วไป มักผันแปรตามอายุของผู้บริโภค โดยสินค้าในกลุ่มชนิดเดียวกันอาจไม่สามารถตอบสนองความต้องการของกลุ่มผู้บริโภคได้ทุกกลุ่ม และอาจมีความแตกต่างในด้านความพึงพอใจ นอกจากนี้อายุยังเป็นปัจจัยที่ทาให้คนมีความแตกต่างกันในเรื่องของความคิดและพฤติกรรม

3. ระดับการศึกษา เป็นคุณลักษณะอีกประการหนึ่งที่มีอิทธิพลต่อผู้รับสาร เนื่องจากแต่ละคนได้รับระดับการศึกษาที่ต่างกัน รูปแบบต่างกัน ณ เวลาที่ต่างกัน จะส่งผลให้มีแนวความคิด และความต้องการที่ต่างกันไป โดยในบางคนมีลักษณะที่บ่งบอกถึงพื้นฐานการศึกษาที่ได้ศึกษาเล่าเรียนมา และครูผู้สอน กับสถาบันการศึกษาถือเป็นบุคคลและสถานที่ที่กล่อมเกลาให้มีความคิด และบุคลิกภาพที่แตกต่างกัน จากการสอดแทรกความรู้ และแนวคิดให้แก่ผู้เรียน

4. สถานภาพครอบครัว (Marital Status) ในอดีตจนถึงปัจจุบันสถานภาพครอบครัวเป็นเป้าหมายที่ สำคัญและมีความสำคัญยิ่งขึ้นในส่วนที่เกี่ยวกับหน่วยผู้บริโภค นักการตลาดจึงสนใจจำนวนและลักษณะของ บุคคลในครัวเรือนที่ใช้สินค้าใดสินค้าหนึ่งและยังสนใจในการพิจารณาลักษณะด้านประชากรศาสตร์เพื่อช่วย ในการพัฒนากลยุทธ์การตลาดให้เหมาะสม

5. อาชีพและรายได้ อาชีพ (Occupation) เป็นสิ่งที่มีอิทธิพลต่อรูปแบบการดำเนินชีวิตของผู้บริโภคเนื่องจาก อาชีพและตำแหน่งหน้าที่ในการทางานที่แตกต่างกันนั้น จะส่งผลให้การดาเนินชีวิตนั้นต่างกัน ด้วยเหตุผลนี้ นักการตลาดจำเป็นต้องแบ่งกลุ่มอาชีพของผู้ที่มีความสนใจในสินค้าและบริการเพื่อการกำหนดเป้าหมาย และกลยุทธ์สาหรับผู้บริโภค

6. รายได้ (Income) เป็นตัวที่สามารถบ่งบอกความสามารถในการจ่าย และผ่อนชาระสินค้า และบริการ ซึ่งควบคู่ไปกับรูปแบบการดาเนินชีวิต การศึกษา อาชีพ และค่านิยม เป็นต้นนักการตลาดส่วนมากจะเชื่อมโยงระดับของรายได้กับปัจจัยด้านอื่นๆ เพื่อให้สามารถกำหนดเป้าหมายได้แคบลง และชัดเจนยิ่งขึ้น

สรุปได้ว่า ตัวแปรด้านลักษณะทางประชากรศาสตร์ ประกอบด้วย เพศ อายุ สถานภาพ ระดับการศึกษา และอาชีพ เป็นลักษณะประชากรศาสตร์ที่ถือเป็นข้อมูลที่สำคัญที่สามารถช่วยในการกำหนดตลาดเป้าหมาย ลักษณะด้านจิตวิทยา สังคม และวัฒนธรรมจะช่วยอธิบายถึงความคิด และความรู้สึกของกลุ่มเป้าหมาย

ตัวแปรที่ใช้ในการวิจัย

1. ตัวแปรอิสระ (Independent Variable)
   1.1 ประชากรศาสตร์ ได้แก่
      1. เพศ
      2. อายุ
      3. ระดับการศึกษา
      4. สถานภาพ
      5. อาชีพ
      6. ระดับของรายได้เฉลี่ยต่อเดือน
2. ตัวแปรตาม (Dependent Variable)
   1.2 ส่วนประสมทางการตลาด 7P’s
      1. ด้านผลิตภัณฑ์
      2. ด้านราคา
      3. ด้านช่องทางการจัดจำหน่าย
      4. ด้านการส่งเสริมการตลาด
      5. ด้านบุคลากร/พนักงานที่ให้บริการ
      6. ด้านสภาพแวดล้อมทางกายภาพ
      7. ด้านกระบวนการที่ให้บริการ

ขอบเขตการวิจัย

ขอบเขตด้านเนื้อหา/ตัวแปร

ตัวแปรอิสระ คือ ลักษณะทางประชากรศาสตร์ ได้แก่ เพศ อายุ สถานภาพ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน และปัจจัยส่วนประสมทางการตลาด 7P's

ตัวแปรตาม คือ การตัดสินใจซื้อรถมือสอง ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน

ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

ประชากร ประชากรที่นำมาใช้ในการวิจัยครั้งนี้ได้แก่ ผู้บริโภคที่ตัดสินใจซื้อรถยนต์มือสองของ ผู้บริโภคในเขตกรุงเทพมหานคร

กลุ่มตัวอย่าง

การวิจัยครั้งนี้ ผู้บริโภคที่ตัดสินใจซื้อรถยนต์มือสอง ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน ผู้วิจัยจึงใช้วิธีการเก็บข้อมูลจากผู้บริโภคในเขตกรุงเทพมหานคร ซึ่งผู้วิจัยไม่สามารถทราบกลุ่มประชากรที่แน่นอนได้ จึงเลือกใช้การคำนวณขนาดกลุ่มตัวอย่างที่ไม่ทราบจำนวนของ W.G. Cochran (1963) ตามสมมติฐานที่กำหนดว่าข้อมูลมีการกระจายตัวแบบปรกติ (Normal Distribution) มีระดับความเชื่อมั่น (Confidence Interval) ที่ระดับ 95%, ค่าความคลาดเคลื่อนอยู่ที่ ± 5% ได้กลุ่มตัวอย่าง 385 คน (กัลยา วาณิชย์บัญชา, 2561) โดยสุ่มแบบเจาะจงจากผู้บริโภคที่ซื้อรถยนต์มือสอง ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน

$$n = \frac{Z^2 pq}{d^2}$$

เมื่อ n = ขนาดของกลุ่มตัวอย่าง

Z = ระดับความเชื่อมั่นที่ระดับร้อยละ 95 ค่า Z = 1.96
(กรณีความเชื่อมั่นร้อยละ 95 ค่า Z =1.96)

p = โอกาสที่จะเกิดเหตุการณ์หรือสัดส่วนของคุณลักษณะที่สนใจใน กลุ่มตัวอย่าง
(p = 0.5)

q = โอกาสที่จะไม่เกิดเหตุการณ์ ซึ่งเท่ากับ 1 - p ในกรณีของกลุ่มตัวอย่าง
(q = 0.5)

d = ค่าความคลาดเคลื่อนจากการสุ่มตัวอย่างที่ยอมรับได้ โดยต้องการ

ให้ผลวิจัยมีความคลาดเคลื่อนไม่เกิน 5% (e = 0.05)

เมื่อแทนค่าในสมการดังนี้

$$n = \frac{(1.96)\ 2\ (0.5)\ (1 - 0.5)}{(0.05)2}$$

= 385

เครื่องมือที่ใช้ในการศึกษา

ในการศึกษาวิจัยครั้งนี้ ผู้วิจัยได้ใช้ เครื่องมือที่ใช้ในการวิจัยครั้งนี้เป็นแบบสอบถาม เพื่อเก็บรวบรวมข้อมูลของการศึกษาวิจัยเรื่อง ปัจจัยทางการตลาดที่มีอิทธิพลต่อการตัดสินใจซื้อรถยนต์มือสอง กรณีศึกษา ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน ผู้วิจัยได้ทำการแบ่งแบบสอบถามออกเป็น 3 ตอน ดังนี้

ส่วนที่ 1 คำถามเกี่ยวกับลักษณะทางประชากรศาสตร์ของผู้บริโภค ได้แก่ เพศ อายุ สถานภาพ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน เป็นแบบตรวจสอบรายการ (Check list) และปลายเปิด จำนวน 6 ข้อ

ส่วนที่ 2 คำถามเกี่ยวกับปส่วนประสมทางการตลาด 7P's ได้แก่ ผลิตภัณฑ์ ราคา สถานที่/ช่องทางการจัดจำหน่าย การส่งเสริมการตลาด บุคลากร/พนักงานที่ให้บริการ สภาพแวดล้อมทางกายภาพ และกระบวนการให้บริการ จำนวนทั้งสิ้น 21 ข้อ

ส่วนที่ 3 คำถามเกี่ยวกับการตัดสินใจซื้อรถยนต์มือสอง จำนวนทั้งสิ้น 10 ข้อ

เกณฑ์การให้คะแนนในตอนที่ 2, ตอนที่ 3 มีเกณฑ์การให้คะแนนดังนี้

5 คะแนน หมายถึง มากที่สุด

4 คะแนน หมายถึง มาก

3 คะแนน หมายถึง ปานกลาง

2 คะแนน หมายถึง น้อย

1 คะแนน หมายถึง น้อยที่สุด

การแปลความหมายโดยเทียบค่าเฉลี่ยตามเกณฑ์ของเบสท์ (Best, 1981)

คะแนนเฉลี่ย	4.21 - 5.00	หมายถึง	มากที่สุด
คะแนนเฉลี่ย	3.42 - 4.20	หมายถึง	มาก
คะแนนเฉลี่ย	2.61 - 3.40	หมายถึง	ปานกลาง
คะแนนเฉลี่ย	1.81 - 2.60	หมายถึง	น้อย
คะแนนเฉลี่ย	1.00 - 1.80	หมายถึง	น้อยที่สุด

ขั้นตอนในการวิจัย

ในการสร้างเครื่องมือเก็บรวบรวมข้อมูล มีกระบวนการดำเนินงานดังนี้คือ มีการวิจัย และทบทวนวรรณกรรม และงานวิจัยที่เกี่ยวข้องเกี่ยวกับส่วนประสมทางการตลาด 7P's แนวคิดเกี่ยวกับการตัดสินใจ แนวคิดทฤษฎีเกี่ยวกับประชากรศาสตร์ได้กำหนดขอบเขตแบบสอบถามที่ใช้ในการวิจัยเพื่อให้มีความคลอบคลุมทั้งวัตถุประสงค์และสมมติฐาน ทำการสร้างแบบสอบถามและกำหนดเกณฑ์การให้คะแนนต่าง ๆ ของแต่ละแบบสอบถามผู้วิจัยได้ใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล โดยมีขั้นตอนในการสร้างเครื่องมือดังนี้

1. ศึกษาแนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้องกับประชากรศาสตร์ การตัดสินใจ แนวคิดเกี่ยวกับแนวคิดส่วนประสมทางการตลาด 7P's นำข้อมูลที่ได้มาทำการสร้างเป็นแบบสอบถามให้ครอบคลุมเนื้อหาที่จะศึกษา

2. ทำการสร้างแบบสอบถามที่เกี่ยวกับลักษณะทางประชากรศาสตร์ และข้อคำถามเกี่ยวกับปัญหาและข้อเสนอแนะ

3. นำแบบสอบถามที่สร้างขึ้น เสนอต่ออาจารย์ที่ปรึกษา เพื่อทำการตรวจสอบ ข้อบกพร่อง และนำข้อเสนอแนะมาทำการปรับปรุงแบบสอบถามให้มีความสมบูรณ์และเที่ยงตรงมากยิ่งขึ้น แล้วนำแบบสอบถามไปให้ผู้เชี่ยวชาญ 3 ท่านตรวจสอบความสอดคล้องของแบบสอบถามกับวัตถุประสงค์ในการวิจัย

4. ปรับปรุงแบบสอบถามตามข้อเสนอแนะของผู้ทรงคุณวุฒิ นำเสนออาจารย์ที่ปรึกษา เพื่อทำการตรวจสอบอีกครั้งแล้วนำมาแก้ไขให้สมบูรณ์ก่อนนำไปใช้ในการเก็บรวบรวมข้อมูลต่อไป

5. หาความเชื่อมั่นของแบบสอบถาม (Reliability) นำแบบสอบถามที่ผ่านการปรับปรุงแก้ไขตามที่ผู้ทรงคุณวุฒิเสนอแนะแล้วไปทดลองใช้ กับกลุ่มเป้าหมายที่มีลักษณะคล้ายคลึงกับกลุ่มตัวอย่างที่ต้องการศึกษา จำนวน 15 คน เพื่อหาค่าความเชื่อมั่นของแบบสอบถาม (Reliability) ของแบบสอบถาม และทำการวิเคราะห์หาความเชื่อมั่น (Reliability) ของแบบสอบถาม โดยการคำนวณหาค่าสัมประสิทธิ์สหสัมพันธ์ ด้วยวิธี Cronbach's Alpha coefficient ของ Cronbach (1974) ได้ค่าความเชื่อมั่นดังนี้

ค่าความเชื่อมั่นทั้งฉบับเท่ากับ 0.954

ค่าความเชื่อมั่นด้านส่วนประสมทางการตลาด 7P's เท่ากับ 0.921

ค่าความเชื่อมั่นด้านการตัดสินใจซื้อรถยนต์มือสอง เท่ากับ 0.930

ซึ่งถ้าความเชื่อมั่นมีค่าตั้งแต่ 0.71 – 1.00 แสดงว่าแบบสอบถามมีความเชื่อมั่นสูง) (Garett, 1965, p. 29) สามารถนำไปใช้เก็บรวบรวมข้อมูลได้

สรุปผลการวิจัย

1. ผลการวิเคราะห์ลักษณะทางประชากรศาสตร์ของผู้บริโภคซึ่งเป็นผู้ตอบแบบสอบถาม จำนวน 385 คน พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชาย ร้อยละ 58.20 อายุ 36-45 ปี ร้อยละ 36.36 การศึกษาระดับปริญญาตรี ร้อยละ 88.83 สถานภาพสมรส ร้อยละ 62.86 อาชีพพนักงานรัฐวิสาหกิจ ร้อยละ 37.40 และมีรายได้เฉลี่ยต่อเดือน 35,001 – 45,000 บาท ร้อยละ 33.25

2. ผลการวิเคราะห์ส่วนประสมทางการตลาด 7P's พบว่า ส่วนประสมทางการตลาด 7P's ในภาพรวม มีค่าเฉลี่ยในระดับมากที่สุด ($\bar{x}$ = 4.30) เมื่อพิจารณาค่าเฉลี่ยแต่ละด้าน พบว่า มีค่าเฉลี่ยมากที่สุด-มาก โดยเรียงจากมากไปหาน้อย โดยด้านที่มีค่าเฉลี่ยอยู่ในระดับมากที่สุดคือ ด้านกระบวนการที่ให้บริการ ($\bar{x}$ = 4.53) รองลงมาคือ ด้านบุคลากร/พนักงานที่ให้บริการ ($\bar{x}$ = 4.39) ด้านราคา ($\bar{x}$ = 4.32) ด้านผลิตภัณฑ์และด้านสถานที่/ช่องทางการจัดจำหน่าย ($\bar{x}$ = 4.25) ด้านการส่งเสริมทางการตลาด ($\bar{x}$ = 4.24) และด้านสภาพแวดล้อมทางกายภาพ อยู่ในระดับมาก ($\bar{x}$ = 4.13) ตามลำดับ

3. ผลการวิเคราะห์การตัดสินใจซื้อรถยนต์มือสอง พบว่า การตัดสินใจซื้อรถยนต์มือสอง ในภาพรวมมีค่าเฉลี่ยอยู่ในระดับมาก ($\bar{x}$ = 3.79) และมีค่าเฉลี่ยมากที่สุดทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุดคือ ได้เปรียบเทียบราคาและบริการหลังการขาย ($\bar{x}$ = 3.84) รองลงมา คือซื้อเพื่อเพิ่มความสะดวกสบายในการเดินทาง ($\bar{x}$ = 3.82) มีความคุ้มค่าคุ้มราคา และมีศูนย์บริการหลังการขาย ราคาถูกและรวดเร็ว ($\bar{x}$ = 3.81) หาข้อมูลจากสื่อโฆษณา ($\bar{x}$ = 3.80) มีญาติ หรือบุคคลที่รู้จัก แนะนำ ($\bar{x}$ = 3.79) มีความคุ้มค่าต่อ

การใช้งาน ($\bar{x}$ = 3.78) มีความจำเป็นต้องใช้ต้องใช้รถยนต์ ($\bar{x}$ = 3.77) พึงพอใจในราคา ($\bar{x}$ = 3.75) และซื้อเพราะได้รับอัตราดอกเบี้ยต่ำ ($\bar{x}$ = 3.70) ตามลำดับ

4. ผลการเปรียบเทียบการตัดสินใจซื้อรถยนต์มือสองกับลักษณะทางประชากรศาสตร์ของผู้บริโภค มีผลการทดสอบดังนี้

สมมติฐานที่ 1 ผู้บริโภคที่มีเพศ อายุ ระดับการศึกษา สถานภาพ อาชีพ และรายได้เฉลี่ยต่อเดือนแตกต่างกันมีการตัดสินใจซื้อรถยนต์มือสอง

ผลการทดสอบพบว่า ผู้บริโภคที่มีอายุ ระดับการศึกษา อาชีพ และรายได้เฉลี่ยต่อเดือนแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสองแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และผู้บริโภคที่มีเพศ และสถานภาพ แตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสองไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.1 ผู้บริโภคที่มีเพศแตกต่างกันมีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน

ผลการทดสอบพบว่า การตัดสินใจซื้อรถยนต์มือสอง ไม่แตกต่างกัน เมื่อเพศของผู้บริโภคแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.2 ผู้บริโภคที่มี อายุแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน

ผลการทดสอบพบว่า การตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน เมื่ออายุของผู้บริโภคแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และ ผู้บริโภคที่มีอายุ 26-35 ปีมีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีอายุ 36-45 ปี

4.3 ผู้บริโภคที่มีระดับการศึกษาแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน

ผลการทดสอบพบว่า การตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสองแตกต่างกัน เมื่อระดับการศึกษาของผู้บริโภคแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และพบว่า ผู้บริโภคที่มีการศึกษาระดับต่ำกว่าปริญญาตรีมีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีการศึกษาระดับปริญญาตรี

4.4 ผู้บริโภคที่มีสถานภาพแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน

ผลการทดสอบพบว่า การตัดสินใจซื้อรถยนต์มือสองไม่แตกต่างกัน เมื่อสถานภาพของผู้บริโภคแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.5 ผู้บริโภคที่มีอาชีพแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน

ผลการทดสอบพบว่า การตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน เมื่ออาชีพของผู้บริโภคแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และพบว่า ผู้บริโภคที่มีอาชีพนักเรียน/นักศึกษา.มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีอาชีพข้าราชการ พนักงานรัฐวิสาหกิจ พนักงานบริษัทเอกชน/รับจ้าง อาชีพอิสระ/ธุรกิจส่วนตัวและอาชีพพ่อบ้าน/แม่บ้าน ผู้บริโภคที่มีอาชีพข้าราชการมีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีอาชีพพนักงานรัฐวิสาหกิจ พนักงานบริษัทเอกชน/รับจ้าง อาชีพอิสระ/ธุรกิจส่วนตัวและพ่อบ้าน/แม่บ้าน ผู้บริโภคที่มีอาชีพพนักงานรัฐวิสาหกิจมีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีอาชีพอิสระ/ธุรกิจส่วนตัว และผู้บริโภคที่มีอาชีพพนักงานบริษัทเอกชน/รับจ้างมีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีอาชีพอิสระ/ธุรกิจส่วนตัว

4.6 ผู้บริโภคที่มีรายได้เฉลี่ยต่อเดือนแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน

ผลการทดสอบพบว่า การตัดสินใจซื้อรถยนต์มือสองแตกต่างกัน เมื่อรายได้เฉลี่ยต่อเดือน ของผู้บริโภคแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และพบว่า ผู้บริโภคที่มีรายได้เฉลี่ยต่อเดือน 15,001-25,000 บาท มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีรายได้เฉลี่ยต่อเดือน 25,001-35,000 บาท ผู้บริโภคที่มีรายได้เฉลี่ยต่อเดือน 25,001-35,000 บาท มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีรายได้เฉลี่ยต่อเดือน 35,001-45,000 บาทและรายได้เฉลี่ยต่อเดือนมากกว่า 45,000 บาทขึ้นไป

สมมติฐานที่ 2 ส่วนประสมทางการตลาด 7P’s ประกอบด้วย ผลิตภัณฑ์ ราคา สถานที่/ช่องทางการจัดจำหน่าย การส่งเสริมทางการตลาด บุคลากร/พนักงานที่ให้บริการ สภาพแวดล้อมทางกายภาพ และกระบวนการให้บริการมีส่งผลต่อการตัดสินใจซื้อรถยนต์มือสอง

ผลการทดสอบพบว่า ส่วนประสมทางการตลาด 7P’s 4 ตัวแปรที่ส่งผลต่อการตัดสินใจตซื้อรถยนต์มือสอง อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ได้แก่ ด้านผลิตภัณฑ์ (X1) ด้านราคา (X2) ด้านสถานที่/ช่องทางการยจัดจำหน่าย (X3) ด้านการส่งเสริมการตลาด (X4) อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 โดยตัวแปรที่มีอิทธิพลต่อการตัดสินใจซื้อรถยนต์มือสองสูงเรียงตามลำดับคือ ด้านการส่งเสริมการตลาด (X4) (β= -0.317) ด้านผลิตภัณฑ์ (X2) (β= -0.257) ด้านราคา (X3) (β= 0.255) ด้านสถานที่/ช่องทางการจัดจำหน่าย (X4) (β= 0.126) ซึ่งตัวแปรทั้ง 4 ตัวสามารถอธิบายการเปลี่ยนแปลงของตัวแปรการตัดสินใจซื้อรถยนต์มือสองได้ร้อยละ 19.40 ส่วนร้อยละ 80.60 เป็นปัจจัยอื่น ๆ ที่ไม่ได้นำมาวิเคราะห์ และเขียนสมการพยากรณ์ในรูปคะแนนดิบได้ดังนี้

$\hat{Y}$ = 4.248 - 0124 X1 + 0.168 X2 + 0.106X3 - 0.197X4

แบบสอบถาม (Questionnaire) ในการวิจัยครั้งนี้ผู้วิจัยได้ทำแบบสอบถามให้สอดคล้องกับวัตถุประสงค์และมาจากการทบทวนวรรณกรรม แนวคิดและทฤษฎีเกี่ยวกับสมรรถนะแนวคิดแบบสอบถามแบ่งออกเป็น 3 ส่วนดังนี้

ตอนที่ 1 คำถามเกี่ยวกับลักษณะทางประชากรศาสตร์ของผู้บริโภค จำนวน 6 ข้อ

ตอนที่ 2 คำถามเกี่ยวกับส่วนประสมทางการตลาด 7P's จำนวน 21 ข้อ

ตอนที่ 3 คำถามเกี่ยวกับการตัดสินใจซื้อรถยนต์มือสอง กรณีศึกษา ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน จำนวน 10 ข้อ

ผลการทดสอบสมมติฐาน ทั้ง 2 ข้อ สรุปได้ดังนี้ สมมติฐานที่ 1 ผู้บริโภคที่มีเพศ อายุ ระดับการศึกษา สถานภาพ อาชีพ และรายได้เฉลี่ยต่อเดือนแตกต่างกันมีการตัดสินใจซื้อรถยนต์มือสอง

ผลการทดสอบพบว่า ผู้บริโภคที่มีอายุ ระดับการศึกษา อาชีพ และรายได้เฉลี่ยต่อเดือนแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และผู้บริโภคที่มีเพศ และสถานภาพ แตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.1 ผู้บริโภคที่มีเพศแตกต่างกันมีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน

ผลการทดสอบพบว่า การตัดสินใจซื้อรถยนต์มือสอง ไม่แตกต่างกัน เมื่อเพศของผู้บริโภคแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.2 ผู้บริโภคที่มี อายุแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน

ผลการทดสอบพบว่า การตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน เมื่ออายุของผู้บริโภคแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และ ผู้บริโภคที่มีอายุ 26-35 ปีมีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีอายุ 36-45 ปี

4.3 ผู้บริโภคที่มีระดับการศึกษาแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน

ผลการทดสอบพบว่า การตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสองแตกต่างกัน เมื่อระดับการศึกษาของผู้บริโภคแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และพบว่า ผู้บริโภคที่มีการศึกษาระดับต่ำกว่าปริญญาตรีมีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีการศึกษาระดับปริญญาตรี

4.4 ผู้บริโภคที่มีสถานภาพแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน

ผลการทดสอบพบว่า การตัดสินใจซื้อรถยนต์มือสองไม่แตกต่างกัน เมื่อสถานภาพของผู้บริโภคแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

4.5 ผู้บริโภคที่มีอาชีพแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน

ผลการทดสอบพบว่า การตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน เมื่ออาชีพของผู้บริโภคแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และพบว่า ผู้บริโภคที่มีอาชีพนักเรียน/นักศึกษา.มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีอาชีพข้าราชการ พนักงานรัฐวิสาหกิจ พนักงานบริษัทเอกชน/รับจ้าง อาชีพอิสระ/ธุรกิจส่วนตัวและอาชีพพ่อบ้าน/แม่บ้าน ผู้บริโภคที่มีอาชีพข้าราชการมีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีอาชีพพนักงานรัฐวิสาหกิจ พนักงานบริษัทเอกชน/รับจ้าง อาชีพอิสระ/ธุรกิจส่วนตัวและพ่อบ้าน/แม่บ้าน ผู้บริโภคที่มีอาชีพพนักงานรัฐวิสาหกิจมีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีอาชีพอิสระ/ธุรกิจส่วนตัว และผู้บริโภคที่มีอาชีพพนักงานบริษัทเอกชน/รับจ้างมีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีอาชีพอิสระ/ธุรกิจส่วนตัว

4.6 ผู้บริโภคที่มีรายได้เฉลี่ยต่อเดือนแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน

ผลการทดสอบพบว่า การตัดสินใจซื้อรถยนต์มือสองแตกต่างกัน เมื่อรายได้เฉลี่ยต่อเดือน ของผู้บริโภคแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และพบว่า ผู้บริโภคที่มีรายได้เฉลี่ยต่อเดือน 15,001-25,000 บาท มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีรายได้เฉลี่ยต่อเดือน 25,001-35,000 บาท ผู้บริโภคที่มีรายได้เฉลี่ยต่อเดือน 25,001-35,000 บาท มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกับผู้บริโภคที่มีรายได้เฉลี่ยต่อเดือน 35,001-45,000 บาทและรายได้เฉลี่ยต่อเดือนมากกว่า 45,000 บาทขึ้นไป

สมมติฐานที่ 2 ส่วนประสมทางการตลาด 7P's ประกอบด้วย ผลิตภัณฑ์ ราคา สถานที่/ช่องทางการจัดจำหน่าย การส่งเสริมทางการตลาด บุคลากร/พนักงานที่ให้บริการ สภาพแวดล้อมทางกายภาพ และกระบวนการให้บริการมีส่งผลต่อการตัดสินใจซื้อรถยนต์มือสอง

ผลการทดสอบพบว่า ส่วนประสมทางการตลาด 7P's 4 ตัวแปรที่ส่งผลต่อการตัดสินใจซื้อรถยนต์มือสอง อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ได้แก่ ด้านผลิตภัณฑ์ (X1) ด้านราคา (X2) ด้านสถานที่/ช่องทางการยจัดจำหน่าย (X3) ด้านการส่งเสริมการตลาด (X4) อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 โดยตัวแปรที่มีอิทธิพลต่อการตัดสินใจซื้อรถยนต์มือสองสูงเรียงตามลำดับคือ ด้านการส่งเสริมการตลาด (X4) (β= -0.317) ด้านผลิตภัณฑ์ (X2) (β= -0.257) ด้านราคา (X3) (β= 0.255) ด้านสถานที่/ช่อง

ทางการจัดจำหน่าย (X4) (β= 0.126) ซึ่งตัวแปรทั้ง 4 ตัวสามารถอธิบายการเปลี่ยนแปลงของตัวแปรการตัดสินใจซื้อรถยนต์มือสองได้ร้อยละ 19.40 ส่วนร้อยละ 80.60 เป็นปัจจัยอื่น ๆ ที่ไม่ได้นำมาวิเคราะห์ และเขียนสมการพยากรณ์ในรูปคะแนนดิบได้ดังนี้

$$\hat{Y} = 4.248 - 0124\ X1 + 0.168\ X2 + 0.106X3 - 0.197X4$$

อภิปรายผลการวิจัย

การศึกษาเรื่อง ปัจจัยทางการตลาดที่มีอิทธิพลต่อการตัดสินใจซื้อรถยนต์มือสอง กรณีศึกษา ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน มีประเด็นสำคัญที่นำมาอภิปรายผลเพื่อตอบวัตถุประสงค์ของการวิจัยได้ดังนี้

ผลการวิเคราะห์ส่วนประสมทางการตลาด 7P's พบว่า ส่วนประสมทางการตลาด 7P's ในภาพรวม มีค่าเฉลี่ยในระดับมากที่สุดเมื่อพิจารณาค่าเฉลี่ยแต่ละด้าน พบว่า มีค่าเฉลี่ยมากที่สุด-มาก โดยเรียงจากมากไปหาน้อย โดยด้านที่มีค่าเฉลี่ยอยู่ในระดับมากที่สุดคือ ด้านกระบวนการที่ให้บริการ รองลงมาคือ ด้านบุคลากร/พนักงานที่ให้บริการ ด้านราคา ด้านผลิตภัณฑ์และด้านสถานที่/ช่องทางการจัดจำหน่าย ด้านการส่งเสริมทางการตลาด) และด้านสภาพแวดล้อมทางกายภาพ อยู่ในระดับมาก ตามลำดับ สอดคล้องกับผลการศึกษาของจตุพร เกตจินดา (2558) เรื่อง ปัจจัยที่ส่งเสริมการตัดสินใจซื้อรถยนต์มือสองในจังหวัดี่พบว่า ผู้บริโภคให้ความสำคัญทั้ง 7 ด้าน ซึ่งสิ่งที่ความสำคัญคือ ราคาเป็นหลักรวมถึงช่องทางการจัดจำหน่าย และบุคลากรในการบริการให้ข้อมูลรถยนต์มือสองในเพราะเป็นสิ่งสำคัญก่อนที่จะซื้อรถยนต์มือสอง สอดคล้องกับผลการศึกษาของมนูญ พรหมลักษณ์ (2564) เรื่อง การจัดการด้านการตลาดรถยนต์มือสองเพื่อตอบสนองความต้องการและการตัดสินใจซื้อของผู้บริโภคที่พบว่า ส่วนประสมทางการตลาดด้านผลิตภัณฑ์ ด้านราคามีค่าเฉลี่ยอยู่ในระดับมากที่สุด และด้านการ ส่งเสริมการขาย ด้านกระบวนการ ด้านภาพลักษณ์ทางกายภาพ ด้านสถานที่และด้านบุคลากรมีค่าเฉลี่ยอยู่ในระดับมาก

ผลการวิเคราะห์การตัดสินใจซื้อรถยนต์มือสอง พบว่า การตัดสินใจซื้อรถยนต์มือสอง ในภาพรวมมีค่าเฉลี่ยอยู่ในระดับมากและมีค่าเฉลี่ยมากที่สุดทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุดคือ ได้เปรียบเทียบราคาและบริการหลังการขาย รองลงมา คือซื้อเพื่อเพิ่มความสะดวกสบายในการเดินทาง) มีญาติ หรือบุคคลที่รู้จัก แนะนำ มีความคุ้มค่าต่อการใช้ มีความจำเป็นต้องใช้ต้องใช้รถยนต์ พึงพอใจในราคา และซื้อเพราะได้รับอัตราดอกเบี้ยต่ำ ตามลำดับ สอดคล้องกับผลการศึกษาของ อุกฤษ อุทัยวัฒนา (2557) เรื่องพฤติกรรมการเลือกซื้อรถยนต์มือสองของลูกค้าเต้นท์รถพัฒนสรณ์ อำเภอศรีราชา จังหวัดชลบุรี ที่พบว่า การตัดสินใจซื้อรถยนต์ส่วนใหญ่มาจากการที่มีดอกเบี้ยต่ำมีเหตุผลในการซื้อรถยนต์ส่วนที่นั่งมากที่สุด มีศูนย์บริการ บริการดีรวดเร็ว สอดคล้องกับผลการศึกษาของชัชวาล ยอดธง (2560) เรื่อง ปัจจัยที่มีผลต่อการตัดสินใจซื้อรถยนต์มือสองของ บริษัท S.C. Super Car จำกัด ที่พบว่า การตัดสินใจซื้อด้าน ในภาพรวมมีระดับการตัดสินใจในระดับมาก

ผลการเปรียบเทียบการตัดสินใจซื้อรถยนต์มือสองกับลักษณะทางประชากรศาสตร์ของผู้บริโภค พบว่า ผู้บริโภคที่มีอายุ ระดับการศึกษา อาชีพ และรายได้เฉลี่ยต่อเดือนแตกต่างกัน มีการตัดสินใจซื้อรถยนต์มือสอง แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สอดคล้องกับผลการศึกษาของ ภคพล ดวงดี(2556) เรื่องปัจจัยที่ส่งผลต่อทัศนคติผู้บริโภคเชิงบวกที่มีต่อเต้นท์รถยนต์มือสองในจังหวัดกรุงเทพมหานครและปริมณฑลที่พบว่า อายุ ระดับการศึกษาที่แตกต่างกันส่งผลต่อทัศนคติของผู้บริโภครถยนต์มือสองแตกต่างกัน สอดคล้องกับผลการศึกษาของธนาภรณ์ ยศไพบูลย์ (2559) เรื่อง ปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจซื้อรถยนต์ ยี่ห้อโตโยต้า รุ่น โคโรล่า อัลติส ของผู้ที่อาศัยในเขตกรุงเทพมหานครและปริมณฑลที่พบว่า เพศ และสถานภาพแตกต่างกันไม่ส่งผลต่อการตัดสินใจซื้อรถยนต์

ผลการวิเคราะห์การถดถอยพหุคูณของการตัดสินใจซื้อรถยนต์มือสองกับส่วนประสมทางการตลาด 7P's พบว่า ส่วนประสมทางการตลาด 7P's 4 ตัวที่ส่งผลต่อการตัดสินใจซื้อรถยนต์มือสอง อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ได้แก่ ด้านผลิตภัณฑ์ (X1) ด้านราคา (X2) ด้านสถานที่/ช่องทางการยจัดจำหน่าย (X3) ด้านการส่งเสริมการตลาด (X4) อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 โดยตัวแปรที่มีอิทธิพลต่อการตัดสินใจซื้อรถยนต์มือสองสูงเรียงตามลำดับคือ ด้านการส่งเสริมการตลาด (X4) (β= -0.317) ด้านผลิตภัณฑ์ (X2) (β= -0.257) ด้านราคา (X3) (β= 0.255) ด้านสถานที่/ช่องทางการจัดจำหน่าย (X4) (β= 0.126) ซึ่งตัวแปรทั้ง 4 ตัวสามารถอธิบายการเปลี่ยนแปลงของตัวแปรการตัดสินใจซื้อรถยนต์มือสอง ได้ร้อยละ 19.40 สอดคล้องกับผลการศึกษาของกิตติศักดิ์ อังคะนาวิน และ ญาดา วรรณสุข (2561) เรื่อง ปัจจัยที่มีผลต่อพฤติกรรมการเลือกซื้อรถยนต์ผ่านเต้นท์รถมือสองในจังหวัดชลบุรี ที่พบว่า ช่องทางการจัดจำหน่าย ราคา ส่งเสริมการตลาด ผลิตภัณฑ์ส่งผลต่อการตัดสินใจซื้อรถมือสอง สอดคล้องกับผลการศึกษาของธนา สวัสดิ์ (2561) เรื่อง ส่วนประสมทางการตลาดกับการตัดสินใจซื้อรถยนต์มือสองของประชาชนในจังหวัดสมุทรปราการที่พบว่าปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจซื้อรถยนต์มือสอง ได้แก่ ด้านผลิตภัณฑ์ ด้านราคา ด้านการส่งเสริมการตลาด สอดคล้องกับผลการศึกษาของนาทพิษณุ ดีรัตน์ และพนมสิทธิ์ สอนประจักษ์ (2563) เรื่อง ปัจจัยส่วนประสมทางการตลาดในมุมมอง

ของผู้บริโภคที่มีผลต่อการตัดสินใจซื้อรถยนต์มือสองในเขตอำเภอเมือง จังหวัดนครราชสีมาที่พบว่า ปัจจัยทางการตลาดที่ส่งผลต่อตัดสินใจซื้อรถยนต์มือสอง ได้แก่ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย และด้านการส่งเสริมการตลาด

ข้อเสนอแนะ

จากการศึกษาเรื่อง ปัจจัยทางการตลาดที่มีอิทธิพลต่อการตัดสินใจซื้อรถยนต์มือสอง กรณีศึกษา ห้างหุ้นส่วนจำกัด ภูไทรถบ้าน มีข้อเสนอแนะที่ได้จากการศึกษาดังนี้

ผลจากการวิจัยพบว่า ผู้บริโภคให้ความสำคัญกับส่วนประสมทางการตลาดด้านผลิตภัณฑ์ในระดับมากที่สุด โดยเน้นการที่ผู้ประกอบการมีรถยนต์มีให้เลือกหลากหลายรุ่น และมีมาตรฐานความปลอดภัยและ รถยนต์อยู่ในสภาพสมบูรณ์พร้อมใช้งาน ดังนั้น ผู้ประกอบการควรจัดหารถยนต์มือสองที่มีสภาพดี มีระบบที่ปลอดภัย และอยู่ในสภาพที่พร้อมใช้เพื่อนำเสนอให้กับผู้บริโภค โดยสภาพเหมาะสมกับราคา

ผลจากการวิจัยพบว่า ผู้บริโภคให้ความสำคัญกับส่วนประสมทางการตลาดด้านราคาในระดับมากที่สุด ทั้งนี้ผู้บริโภคเน้นเรื่องราคาเหมาะสมกับคุณภาพและมีราคาที่ไม่แพงเมื่อเปรียบเทียบกับผู้ประกอบการรายอื่น และมีอัตราดอกเบี้ยในการผ่อนชำระเหมาะสมไม่แพงเพื่อจูงใจให้ผู้บริโภคตัดสินใจซื้อรถมือสองได้ง่าย และคุ้มกับราคาที่จ่าย

ผลจากการวิจัยพบว่า ผู้บริโภคให้ความสำคัญกับส่วนประสมทางการตลาดด้านสถานที่/ช่องทางการจัดจำหน่ายในระดับมากที่สุด ทั้งนี้ผู้บริโภคให้ความสำคัญกับการนำเสนอรถยนต์มือสองทางสื่อสังคมออนไลน์มากที่สุด ดังนั้น ผู้ประกอบการควรมีการนำเสนอรถยนต์มือสองทางสื่อให้หลากหลาย และมีรูปภาพแสดง รุ่น ปี และราคาและรายละเอียดอย่างชัดเจน เพื่อผู้บริโภคสามารถค้นหาข้อมูลรถมือสองได้ง่าย สะดวกและรวดเร็วกว่าไปหาซื้อตามเต้นขายรถยนต์มือสองที่มีกระจายอยู่ในหลายที่

ผลจากการวิจัยพบว่า ผู้บริโภคให้ความสำคัญกับส่วนประสมทางการตลาดด้านการส่งเสริมการตลาดในระดับมากที่สุด ทั้งนี้ผู้บริโภคเน้นรับประกันหลังการขาย/บริการหลังการขาย การต่อรอง ราคา การลดราคา/ให้ส่วนลด และการแถมประกันรถยนต์มากที่สุด ดังนั้น ผู้ประกอบการควรจัดแพ็คเก็จการขายรถมือสองให้เป็นที่สนใจ โดยเฉพาะการบริการหลังการขายควรมีระยะเวลาที่เหมาะสม

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บทความระดับชาติ
กลุ่มสาขาวิชามนุษยศาสตร์ สังคมศาสตร์ และศึกษาศาสตร์



ED-001

การใช้สื่อดิจิทัลของนักท่องเที่ยวไทยในการสื่อสารข้ามวัฒนธรรมเพื่อการท่องเที่ยวสาธารณรัฐประชาธิปไตยประชาชนลาว
Using of digital media by thai tourists in cross-cultural communication for tourism in laos.

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาการเปิดรับข้อมูลข่าวสารผ่านสื่อดิจิทัลเกี่ยวกับการท่องเที่ยวประเทศลาวของนักท่องเที่ยวไทย 2) ศึกษาการนำข้อมูลข่าวสารเกี่ยวกับการท่องเที่ยวประเทศลาวผ่านสื่อดิจิทัลมาใช้ในการปรับตัว และการสื่อสารข้ามวัฒนธรรมของนักท่องเที่ยวไทย กลุ่มตัวอย่าง คือนักท่องเที่ยวชาวไทยที่เดินทางไปท่องเที่ยว ณ ประเทศลาว จำนวน 400 คน ผลการศึกษาพบว่า นักท่องเที่ยวชาวไทยที่เดินทางไปเที่ยวประเทศลาว โดยส่วนใหญ่เป็นเพศหญิง อยู่ในอายุ 22-24 ปี ระดับการศึกษาระดับปริญญาตรี คิดเป็นร้อยละ มีอาชีพเป็นนักเรียน/นักศึกษา มีรายได้ต่อเดือน ต่ำกว่า 10,000 บาท มีความบ่อยครั้งในการท่องเที่ยว 2-3 ท่องเที่ยวในแหล่งธรรมชาติ โดยใช้รถยนต์ส่วนตัว เพื่อพักผ่อน/ท่องเที่ยว เนื่องจากมีทัศนียภาพที่สวยงาม การรับรู้ข้อมูลข่าวสารด้านต่าง ๆ โดยรวม มีความสำคัญอยู่ในระดับมาก แยกพิจารณาเป็นรายข้อพบว่า ข้อที่อยู่ในระดับมากคือ ข้อปฏิบัติและข้อบังคับต่าง ๆ รองลงมาคือ อาหารการกิน การแต่งกาย ข้อที่อยู่ในระดับกลางคือ วิถีชีวิตวัฒนธรรมประเพณี ข้อมูลแหล่งท่องเที่ยว ผู้ตอบแบบสอบถามส่วนใหญ่ใช้ Facebook, Youtube, Instragram ในการหาข้อมูลข่าวสาร

สำหรับการทดสอบสมมติฐานพบว่า 1) เพศ อายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือนที่ต่างกัน มีพฤติกรรมการท่องเที่ยวและการเรียนรู้วัฒนธรรมประเทศลาวของนักท่องเที่ยวไทยแตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้เพียงบางส่วน 2) เพศ อายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือนที่ต่างกัน มีการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทยแตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ 3) พฤติกรรมการท่องเที่ยว/การเรียนรู้วัฒนธรรมประเทศลาวของนักท่องเที่ยวไทยไม่มีความสัมพันธ์กับการเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย 4) การเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทยมีความสัมพันธ์กับการปรับตัวในการท่องเที่ยวของนักท่องเที่ยวไทยอย่างมีนัยสำคัญ 0.05

คำสำคัญ : การใช้สื่อดิจิทัล, การสื่อสารข้ามวัฒนธรรม, การปรับตัวทางการท่องเที่ยว, นักท่องเที่ยวชาวไทย, พฤติกรรมการท่องเที่ยว

Abstract

The objectives of this research were 1) to study information exposure through digital media about Thai tourists visiting Laos; 2) to study the use of information about Laos tourism through digital media for adaptation. and cross-cultural communication among Thai tourists The sample group was 400 Thai tourists traveling to Laos. The results showed that of the Thai tourists traveling to Laos most of them are female, aged 22-24 years,and hold a bachelor's degree.Students made up the largest percentage and/students have monthly income less than 10,000 baht, which is the target group of Thai tourists traveling to Laos There are frequent trips, sometimes 2-3 trips traveling within nature.The car was used for rest / travel because there are many areas with beautiful scenery and it is important for tourists to be aware of this beautifulscenery. Considering each item, it was found that the I most important practices and regulations, followed by food, dress, and of secondary importance is lifestyle, culture, and traditional tourist information Most of the respondents use Facebook, Youtube, Instragram to find information.

For the hypothesis testing, it was found that 1) Different gender, age, education level, occupation and monthly income result in different tourist behaviors and learning of Laotian culture among Thai tourists.
2) Different gender, age, education level, occupation and monthly income among Thai tourists' -creates different-exposure to media and content about Laos through digital media ln differs. which is in accordance with the

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assumptions set 3) Tourism behavior/learning about Laotian culture by Thai tourists is not related to media viewed by exposure/ content about Laos through digital media of Thai tourists. 4) The exposure of Thai tourists to media/content about Laos through digital media is related to the adaptation of Thai tourists. Significantly 0.05 (This section is not complete)
Keywords: digital media usage, cross-cultural communication, tourism adaptation, Thai tourists, travel behavior.

1. บทนำ

"สื่อดิจิทัล" ปัจจุบันเข้ามามีอิทธิพลอย่างรวดเร็วและขยายวงกว้างขึ้นตลอดเวลา ถ้าหากเปรียบเทียบกับสมัยก่อนต้องใช้ระยะเวลานานมากเป็น 10ปี 50ปี 100ปี ถึงจะเรียนรู้วัฒนธรรมของประเทศอื่น ๆ ได้ จากยุคการสื่อสารแบบดั้งเดิมที่พูดคุยสนทนาแบบเห็นหน้าพบเจอกัน หรือเขียนจดหมายทางไปรษณีย์ รวมถึงการติดตามข่าวสารต่างๆ ผ่านทางสื่อวิทยุ โทรทัศน์ และหนังสือพิมพ์ มาเป็นการรับรู้ข้อมูลข่าวสาร รวมถึงการติดต่อสื่อสารกันผ่านทาง Facebook, Line, Twitter, YouTube, Instagram, Google+, Wechat รวมถึงสื่อดิจิทัลอื่น ๆ ที่เข้ามาตอบสนองความต้องการของผู้ใช้งานได้เป็นอย่างดี ก่อให้เกิดสังคมแห่งโลกดิจิทัล

ปัจจุบันมีการนำสื่อทางเทคโนโลยีสารสนเทศหรือที่เรียกว่า สื่อดิจิทัล มาใช้เพื่อให้เข้าถึงผู้บริโภคอย่างทั่วถึงมากขึ้น สถิติของโลกเปิดเผยว่า จำนวนประชากรทั้งโลกอยู่ที่ 7,750 ล้านคนและเป็นคนที่อยู่ในเมือง 55% มีคนใช้ Internet 4,540 ล้านคน คิดเป็น 59% ของจำนวนประชากรทั้งหมด และมี 3,800 ล้านบัญชี social media คิดเป็น 49% ของประชากรทั้งหมด และสถิติการใช้งาน Digital ประเทศไทย ปี 2021 เปิดเผยว่า จำนวนประชากรประเทศไทยมีทั้งหมด 69.88 ล้านคน และเป็นคนที่อยู่ในเมือง 51.8% มีการเชื่อมต่อเครือข่ายกับโทรศัพท์มือถือ 90.66 ล้านเครือข่าย คิดเป็น 129.7% ประชากรคนไทยใช้ Internet ทั้งหมด 48.59 ล้านคน คิดเป็น 69.5% ของจำนวนประชากรทั้งหมด และ มี 55 ล้านบัญชี social media คิดเป็น 78.7% ของประชากรทั้งหมดบนโลก เว็บไซต์ที่คนไทยเข้าใช้งานมากที่สุด 5 อันดับแรกที่มีการใช้งานสูงสุด ได้แก่ Google.com, Youtube.com, Facebook.com, Google.co.th และ Twitter.com ในส่วนของ Social Media ยอดนิยมของคนไทย Youtube จำนวน 94.2% Facebook มีจำนวนผู้ใช้ จำนวน 93.3% LINE มีผู้ใช้งาน 86.2% ผู้ใช้งาน Facebook Messenger จำนวน 77.1% และผู้ใช้งาน Instagram จำนวน 64.2% ฉะนั้นการท่องเที่ยวต่างประเทศจึงสะดวกสบายกว่าเมื่อก่อน เพราะสามารถค้นหาข้อมูลการท่องเที่ยวของประเทศนั้น ๆ ได้อย่างรวดเร็ว เช่น ข้อมูลเกี่ยวกับที่พักอาศัย สถานที่ท่องเที่ยว อาหาร วัฒนธรรมประเพณี ภาษา ข้อที่ควรระวัง ข้อที่ควรปฏิบัติ ข้อห้ามต่างๆของแต่ละประเทศได้อย่างง่ายดาย ตัวอย่างเช่น ประเทศลาว ห้ามแจกขนมหรือสิ่งของต่างๆ ให้กับเด็กๆ ในสถานที่ที่ได้ไปเที่ยว เพราะจะเป็นการสนับสนุนให้มีขอทานเกิดขึ้นได้ ห้ามพักค้างคืนที่บ้านคนลาวโดยไม่แจ้งต่อนายบ้าน (ผู้ใหญ่บ้าน) รับทราบก่อน เป็นต้น ข้อมูลต่างๆ เหล่านี้ ทำให้สะดวกสบายในการค้นหามากขึ้น ส่งผลให้เกิดการปรับตัวข้ามวัฒนธรรมอย่างเช่น เมื่อต้องซื้อสินค้าสามารถชำระเป็นเงินสกุลอะไรได้บ้าง หรือเวลาเข้าไปรับประทานอาหารในร้านอาหาร ต้องการสั่งอาหาร ต้องใช้ภาษาอะไรในการสั่งอาหาร เป็นต้น อย่างไรก็ตามแม้ว่ามีนักท่องเที่ยวไทยเดินทางไปเที่ยวที่ประเทศลาวเป็นจำนวนมาก แต่ยังคงมีปัญหาทางด้านกำแพงภาษา ถึงแม้ภาษาลาวจะมีสำเนียงความคล้ายคลึงกับภาษาอีสานในประเทศไทย อาจจะมีสำเนียงการพูดที่คล้ายคลึงกับภาษาพื้นเมืองในแถบจังหวัดเชียงใหม่ เชียงราย ทางตอนเหนือของประเทศไทย แต่ยังเป็นปัญหาสำหรับคนไทย เช่น ภาษาในการพูดที่ค่อนข้างฟังยาก และไม่สามารถที่จะอ่านหรือเขียนตัวอักษรลาวได้อย่างถูกต้องได้ทันท่วงที จึงส่งผลให้เกิดปัญหาการสื่อสารข้ามวัฒนธรรม ซึ่งส่งผลกระทบต่อการท่องเที่ยวในประเทศลาวเป็นอย่างมาก ดังนั้นสื่อดิจิทัลจึงมีความจำเป็นอย่างมากในการเข้าถึงแหล่งข้อมูลและบริการท่องเที่ยวมากขึ้น รวมถึงการสื่อสารในยุคดิจิทัลมีความโดดเด่นในเรื่องของความรวดเร็วฉับไวผ่านเทคโนโลยี ดิจิทัลเพื่อการสื่อสารในรูปแบบต่าง ๆ ทำให้เกิดการกระตุ้นในด้านความสนใจ และทำให้เกิดการตัดสินใจเดินทางท่องเที่ยวอย่างมีคุณภาพมากขึ้น

ดังนั้นสื่อดิจิทัลจึงมีบทบาทสำคัญในการเป็นช่องทางการติดต่อสื่อสาร หรือการค้นหาข้อมูลต่างๆที่ต้องการเกี่ยวกับการท่องเที่ยวได้ในปัจจุบันที่เข้าถึงผู้บริโภคได้สะดวกและครอบคลุมเป็นอย่างดี ซึ่งยังมีบางประเทศในทวีปเอเชียที่ความเจริญยังไม่เข้าไปถึง ยังมีภูมิปัญญาท้องถิ่น วิถีชีวิต การแต่งกาย เครื่องประดับ อาหาร ศิลปหัตถกรรม ประวัติศาสตร์ โบราณคดี และพิพิธภัณฑ์สถาปัตยกรรมเก่าแก่ ประเพณีวัฒนธรรมพื้นบ้าน ศาสนาและพิธีกรรมทางศาสนา ดั้งเดิมที่ไม่ได้เปลี่ยนแปลงไปหรือยังไม่ได้เสียหายมากมายนัก ยกตัวอย่างประเทศในอาเซียนอย่างเช่น ลาว กัมพูชา พม่า เป็นต้น แต่ยังมีนักท่องเที่ยวเดินทางเข้าไปเที่ยวเป็นจำนวนมาก ซึ่งจะเห็นได้จากชาวต่างชาติที่ไปท่องเที่ยวประเทศลาวรวมทั้งประเทศไทยด้วย เพราะความสัมพันธ์ระหว่างไทยกับลาวในปัจจุบันดำเนินไปอย่างราบรื่นใกล้ชิดทั้งสองฝ่าย มีความสัมพันธ์อันดีงามซึ่งกันและกันมาโดยตลอด การเดินทางที่ง่ายและสะดวกทำให้คนไทยเดินทางเที่ยวมากขึ้น เพราะมีค่าใช้จ่ายไม่มากและการทำเอกสารไม่ยุ่งยากซับซ้อนเพื่อผ่านแดน แต่เนื่องด้วยความแตกต่างระหว่าง 2 วัฒนธรรม จึงทำให้นักท่องเที่ยวชาวไทยที่จะเดินทางเข้าไปท่องเที่ยวในประเทศลาวจึงต้องเรียนรู้และปรับตัวในการท่องเที่ยว เป็นการ

สื่อสารข้ามวัฒนธรรม วิถีชีวิตและประเพณีต่างๆ อาหารการกิน การแต่งกาย ข้อปฏิบัติต่างๆ สามารถนำมาใช้ในการปรับตัวของนักท่องเที่ยวเมื่อเดินทางไปท่องเที่ยวยังประเทศลาว เพื่อให้การปฏิสัมพันธ์ระหว่างกันเป็นไปได้ด้วยดี

จึงทำให้ผู้วิจัยมีความสนใจศึกษาการใช้สื่อดิจิทัลของนักท่องเที่ยวชาวไทยในการสื่อสารข้ามวัฒนธรรมเพื่อการท่องเที่ยวประเทศลาว เพื่อศึกษาถึงการเปิดสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย พฤติกรรมการท่องเที่ยวประเทศลาวของนักท่องเที่ยวไทย การเรียนรู้วัฒนธรรมของประเทศลาวของนักท่องเที่ยวไทย รวมไปถึงการปรับตัวข้ามวัฒนธรรมของนักท่องเที่ยวไทย เพื่อเป็นแนวทางให้กับหน่วยงานที่เกี่ยวข้องหรือผู้ที่สนใจนำไปใช้เพื่อเป็นประโยชน์ต่อไป

2. วัตถุประสงค์ของการวิจัย

2.1 เพื่อศึกษาการเปิดรับข้อมูลข่าวสารผ่านสื่อดิจิทัลเกี่ยวกับการท่องเที่ยวประเทศลาวของนักท่องเที่ยวไทย

2.2 เพื่อศึกษาการนำข้อมูลข่าวสารเกี่ยวกับการท่องเที่ยวประเทศลาวผ่านสื่อดิจิทัลมาใช้ในการปรับตัว และการสื่อสารข้ามวัฒนธรรมของนักท่องเที่ยวไทย

3. แนวคิด ทฤษฎี กรอบแนวคิด

3.1 แนวคิดเกี่ยวกับสื่อใหม่และสื่อดิจิทัล

สื่อสมัยใหม่ (New Media) หมายถึงสื่ออิเล็กทรอนิกส์และดิจิทัลที่สามารถกระจายข่าวสารได้รวดเร็วและกว้างไกล ที่ได้รวมเอาเสียง ข้อความ และรูปภาพไว้ในสื่อเดียวกัน(กาญจนา แก้วเทพ และนิคม ชัยขุนพล , 2555:15-16) ปัจจุบันสื่อใหม่ได้เป็นตัวกำหนดทิศทางของการสื่อสารที่แตกต่างไปจากเดิม สื่อใหม่ กลายเป็นข้อมูล ข่าวสาร หรือเทคโนโลยีทางการสื่อสารที่เกิดจากระบบดิจิทัล คอมพิวเตอร์ หรือ เครือข่ายเข้ามาเกี่ยวข้อง (กาญจนา มีศิลปวิกกัย, 2556)

สื่อดิจิทัล (Digital Media) สามารถเป็นเครื่องมือสื่อสารได้เต็มรูปแบบทั้งในรูปแบบตัวอักษร ภาพนิ่ง เสียง และภาพเคลื่อนไหว ที่ผ่านเทคโนโลยีอินเทอร์เน็ตเป็นตัวกลางสำคัญในการรวมการสื่อสารผ่านโปรแกรมเช่น ไฮไฟ เฟซบุ๊ก บล็อก วินโดวส์ไลฟ์ อีเมล์ และ เอสเอ็มเอส

(ธีรุตย์ กนกธร, 2553) โดยมีการนำข้อความ กราฟิก ภาพเคลื่อนไหว เสียงและวิดีโอ มาแปลงสภาพ และเชื่อมโยงเข้าด้วยกันเพื่อประโยชน์ในการใช้งาน โดยอาศัยเทคโนโลยีและความเจริญก้าวหน้าทางด้านคอมพิวเตอร์เข้าช่วย (ธันยวิช วิเชียรพันธ์, 2557)

3.2 แนวคิดเกี่ยวกับการสื่อสารข้ามวัฒนธรรม

ดังที่ Edward T.Hall ได้กล่าวไว้ว่า วัฒนธรรมคือการสื่อสาร การสื่อสารคือวัฒนธรรม การที่การสื่อสารระหว่างวัฒนธรรมได้เข้ามามีบทบาทอย่างมากกับชีวิตมนุษย์ในปัจจุบัน ดังนั้นการทำการสื่อสารกับบุคคลที่มาจากวัฒนธรรมที่มีความแตกต่างกันนั้นบุคคลย่อมจะต้องมีการเรียนรู้ถึงความแตกต่างทางวัฒนธรรมของคู่สื่อสาร

3.3 แนวคิดเกี่ยวกับการสื่อสารเชิงวัฒนธรรม

G. Klemm ที่เริ่มใช้คำว่าวัฒนธรรมในความหมายว่าทุกสิ่งทุกอย่างที่มีการสร้างสรรค์เพิ่มเติมจากธรรมชาติเป็นกิจกรรมที่มนุษย์ทำขึ้นโดยไม่มีการจำแนกชั้นวรรณะ การแยกความแตกต่างของวิวัฒนาการทางวัฒนธรรมมีสามขั้นตอน เป็นความป่าเถื่อน การเลี้ยงดู และเสรีภาพ

โดยทั่วไปแล้วมักจะแบ่งวัฒนธรรมออกเป็น 2 ประเภทใหญ่ ๆ คือ วัฒนธรรมที่เป็นวัตถุ เช่น สิ่งก่อสร้างอาคารบ้านเรือน ที่อยู่อาศัย ยานพาหนะ เครื่องอำนวยความสะดวกต่างๆ อาวุธยุทโธปกรณ์ ตลอดจนเครื่องป้องกันตัวให้รอดพ้นจากอันตรายทั้งปวง เป็นต้น วัฒนธรรมที่ไม่ใช่วัตถุ เช่น อุดมการณ์ ค่านิยม แนวคิด ภาษา ความเชื่อทางศาสนา ศีลธรรม จริยธรรม คติธรรม ขนมธรรมเนียมประเพณี ลัทธิการเมือง กฎหมาย วิธีการกระทำ และแบบแผนในการดำเนินชีวิตตลอดจนศิลปะ วรรณคดี เป็นต้น

3.4 ทฤษฎีเกี่ยวกับการปรับตัวทางวัฒนธรรม

การปรับตัวทางวัฒนธรรม(Acculturation) เป็นกระบวนการเรียบรู้เพื่อเข้าสู่วัฒนธรรมใหม่เป็นการเปลี่ยนแปลงพฤติกรรมทั้งส่วนบุคคลและพฤติกรรมทางสังคมเป็นการเรียนรู้วิธีคิดรู้สึกและวิธีแสดงพฤติกรรมในแบบแผนใหม่ เพื่อใหม่เข้ากับวัฒนธรรมเจ้าบ้าน (เมตตา วิวัฒนานุกูล, 2548)

3.5 แนวคิดเกี่ยวกับการท่องเที่ยว และรูปแบบการท่องเที่ยว

ตุ้ย ชุมสาย, ม.ล. (2518: 54) ได้กล่าวถึงความหมายของคำว่า การท่องเที่ยวและการเดินทางไว้ในหนังสือ "ปฐมบทแห่งการท่องเที่ยว" ว่าการท่องเที่ยวเป็นเรื่องของการเดินทางถ้าไม่มีการเดินทางก็ไม่มีการท่องเที่ยวในพจนานุกรม Webster's third new international dictionary ได้ให้ความหมายของคำว่า Touism ว่าหมายถึง การท่องเที่ยวเพื่อความสำราญ และการบริหารงานทาง

ธุรกิจเกี่ยวกับการท่องเที่ยวภาควิชาภูมิสถาปัตยกรรม ณะสถาปัตยกรรมศาสตร์ จุฬาลงกรณ์มหาวิทยาลัยให้ความหมายของการท่องเที่ยวว่า เป็นความต้องการอย่างหนึ่งของคนที่เกิดขึ้น เมื่อมีความพร้อมทั้งทางด้านร่างกาย และจิตใจ

วรรณา วงษ์วานิช (2539: 105) ได้สรุปว่าการท่องเที่ยวนั้นขึ้นอยู่กับเงื่อนไข 3 ประการ คือ

1. การเดินทางจากถิ่นที่อยู่อาศัยไปยังที่อื่นเป็นการชั่วคราว
2. การเดินทางด้วยความสมัครใจ
3. การเดินทางด้วยจุดมุ่งหมายใด ๆก็ได้ที่มิใช่เพื่อการประกอบอาชีพ หรือหารายได้

3.6 ทฤษฎีการใช้ประโยชน์และความพึงพอใจ

ทฤษฎีการใช้ประโยชน์และความพึงพอใจ เป็นทฤษฎีที่แสดงให้เห็นว่าข่าวสารจากสื่อมวลชนมิได้มีอิทธิพลกับผู้รับสารเสมอไป ผู้รับสารต่างหากที่เป็นตัวกำหนดอิทธิพลของข่าวสาร ถ้าผู้รับสารไม่แสวงหา ไม่เปิดรับข่าวสารหรือไม่ใช้ประโยชน์จากข่าวสาร ข่าวสารนั้นก็ไม่มีผลอะไรกับผู้รับสารข่าวสารนั้นจะมีอิทธิพลหรือมีผลก็ต่อเมื่อ ผู้รับสารเปิดรับ หรือ ใช้ข่าวสารนั้นเพื่อสนองความพึงพอใจของตน เช่น เพื่อเป็นคนทันสมัย เพื่อความรอบรู้หรือเพื่อความบันเทิง โดยผู้รับสารมิใช่ผู้ถูกป้อนข่าวสาร หรือเฉื่อยชาคอยแต่รับข่าวสาร (Passive Audience) เท่านั้น แต่เป็นผู้มีความกระตือรือร้น(Active Audience) มีบทบาทในการแสวงหา หลีกเสี่ยง หรือทำการเลือกสรร ที่จะเปิดรับข่าวสารต่างๆตามความพึงพอใจของตนเอง (พีระ จิระโสภณ, 253: 137)

4. วิธีดำเนินการวิจัย

4.1 ประชากรและกลุ่มตัวอย่าง

การศึกษาครั้งนี้ประชากร คือ นักท่องเที่ยวชาวไทย อายุ 15 ปีขึ้นไปที่เดินทางไปท่องเที่ยว ณ ประเทศลาว ซึ่งไม่ทราบจำนวนประชากรที่แน่ชัด โดยกำหนดระดับค่าความเชื่อมั่นร้อยละ 95 และระดับค่าความคลาดเคลื่อนร้อยละ 5 กลุ่มตัวอย่าง เป็นนักท่องเที่ยวชาวไทยที่เดินทางไปท่องเที่ยวยังประเทศลาวโดยสูตรการหาขนาดตัวอย่างที่ระดับความเชื่อมั่น 95 เปอร์เซ็นต์ ของ Yamane (1967) อ้างถึงใน สำเริง จันทรสุวรรณ (2557) ได้กลุ่มตัวอย่างจำนวน 400 คน โดยการเลือกแบบบังเอิญ (Accidental sampling)

4.2 เครื่องมือที่ใช้ในการเก็บรวบรวมการข้อมูล

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลในงานวิจัยนี้ คือ แบบสอบถาม (Questionnaire) แบ่งเป็น 4 ส่วน คือ

ด้านที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ประกอบด้วย เพศ อายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือน ลักษณะแบบสอบถามเป็นแบบตัวเลือก (Checklist)

ด้านที่ 2 แบบสอบถามเกี่ยวกับพฤติกรรมการท่องเที่ยวประเทศลาว/การเรียนรู้วัฒนธรรม ลักษณะแบบสอบถามเป็นแบบปลายเปิด (open-ended) ประกอบด้วย ความบ่อยครั้งในการท่องเที่ยว (จำนวนครั้ง) ประเภทของการท่องเที่ยว รูปแบบของการท่องเที่ยว วัตถุประสงค์ของการท่องเที่ยว

ด้านที่ 3 แบบสอบถามเกี่ยวกับการเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัล ลักษณะแบบสอบถามเป็นแบบปลายเปิด (open-ended) ประกอบด้วย ข้อมูลแหล่งท่องเที่ยว การแต่งกาย อาหาร วิถีชีวิตวัฒนธรรมประเพณี ข้อปฏิบัติต่างๆ

ด้านที่ 4 การปรับตัวข้ามวัฒนธรรม ระดับของการนำข้อมูลข่าวสารจากสื่อดิจิทัลไปใช้ประโยชน์ในลักษณะแบบสอบถามเป็นแบบปลายเปิด (open-ended) ประกอบด้วย การค้นหาแหล่งท่องเที่ยว ค้นหาแหล่งที่พัก อาหาร สิ่งที่ควรจะปฏิบัติในแหล่งพื้นที่เป็นวัฒนธรรมประเพณีเของประเทศลาว

ขั้นตอนในการสร้างเครื่องมือในการวิจัย

การสร้างเครื่องมือที่ใช้ในการวิจัยครั้งนี้เป็นแบบสอบถาม มีขั้นตอนตามลำดับดังนี้

1. ศึกษาค้นคว้าเอกสาร ตำรา บทความ งานวิจัยและทฤษฎีที่เกี่ยวข้อง เพื่อนำมาสร้างแบบสอบถาม
2. เก็บรวบรวมเนื้อหาสาระต่างๆ จากเอกสารและงานวิจัยที่เกี่ยวข้อง
3. สร้างแบบสอบถามให้มีเนื้อหาคลอบคลุมจุดมุ่งหมายของการวิจัย โดยแบ่งเป็น 5 ด้าน
   ด้านที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม
   ด้านที่ 2 แบบสอบถามเกี่ยวกับพฤติกรรมการท่องเที่ยวประเทศลาว/การเรียนรู้วัฒนธรรม
   ด้านที่ 3 แบบสอบถามเกี่ยวกับการเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัล
   ด้านที่ 4 การปรับตัวข้ามวัฒนธรรม
4. นำแบบสอบถามฉบับร่างเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์และผู้เชี่ยวชาญเพื่อตรวจสอบความถูกต้องในการใช้ภาษาเนื้อหา เพื่อให้เป็นไปตามวัตถุประสงค์ที่ต้องการจะศึกษา

5. ปรับปรุงแก้ไขตามที่ได้รับคำแนะนำจากอาจารย์ที่ปรึกษาวิทยานิพนธ์และผู้เชี่ยวชาญเพื่อให้แบบสอบถามมีความสมบูรณ์ยิ่งขึ้น

6.นำแบบสอบถามที่ปรับปรุงแก้ไขแล้วไปทดลองใช้ (Try out) โดยผู้วิจัยทำการเก็บแบบสอบถาม ประชากรที่ใช้ในการเก็บแบบสอบถามคือนักท่องเที่ยวชาวไทยที่เดินทางไปท่องเที่ยวประเทศลาว จำนวน 30 คน เพื่อนำผลที่ได้ไปหาค่าความเชื่อมั่นของแบบสอบถาม โดยกำหนดเกณฑ์ที่ระดับความเชื่อมั่นไม่ต่ำกว่า 0.5 โดยวิธีหาค่าความสัมประสิทธิ์แอลฟ่า (Alpha-Coefficient) ของครอนบัค (Cronbach) ค่าแอลฟ่าที่ได้จะแสดงระดับความคงที่ของแบบสอบถาม โดยมีค่าระหว่าง $0 \leq \alpha \leq$ ค่าที่ใกล้เคียงกับ 1 มาก แสดงว่ามีค่าความเชื่อมั่นสูง ในการหาความเชื่อมั่นโดยหาค่าสัมประสิทธิ์แอลฟา (Cronbach's alpha coefficient) ที่ค่าระดับความเชื่อมั่นของแบบสอบถามเท่ากับ 0.80 ซึ่งถือได้ว่าอยู่ในระดับดี หมายถึง แบบสอบถามมีความน่าเชื่อถือและสามารถนำไปศึกษากับกลุ่มตัวอย่างจริงได้

7. หลังจากทำการทดสอบแล้วเครื่องมือจะมีความสมบูรณ์ ชัดเจน ถูกต้องครบถ้วนตรงกับวัตถุประสงค์การศึกษา แล้วจึงนำไปใช้ในการเก็บรวบรวมข้อมูลกับกลุ่มตัวอย่าง

4.3 การเก็บรวบรวมข้อมูล

1. สำหรับการเก็บแบบสอบถามผู้วิจัยเก็บข้อมูลด้วยตนเอง โดยนำแบบสอบถามไปเก็บข้อมูลจากนักท่องเที่ยวที่เคยเดินทางไปท่องเที่ยวที่ประเทศลาว เก็บข้อมูลระหว่าง เดือนตุลาคม พ.ศ. 2564 – มกราคม พ.ศ. 2565

2. เมื่อได้ข้อมูลมาแล้ว ทำการตรวจสอบความถูกต้องของข้อมูลอีกครั้งเพื่อเตรียมทำการวิเคราะห์โดยกำหนดรหัสและเกณฑ์การแปลความหมายข้อมูลและเตรียมการวิเคราะห์ข้อมูลด้วยวิธีการทางสถิติดังต่อไปนี้

5. สรุปผลการวิจัย

5.1 ปัจจัยส่วนบุคคล

ผู้ตอบแบบส่วนใหญ่เป็นเพศหญิง คิดเป็นร้อยละ 52.2 อยู่ในอายุ 22-24 ปี คิดเป็นร้อยละ 36.0 ระดับการศึกษา ระดับปริญญาตรี คิดเป็นร้อยละ คิดเป็นร้อยละ 61.3 มีอาชีพเป็นนักเรียน/นักศึกษา คิดเป็นร้อยละ 38.3 มีรายได้ต่อเดือน ต่ำกว่า 10,000 บาท คิดเป็นร้อยละ 38.0 ซึ่งเป็นกลุ่มเป้าหมายของนักท่องเที่ยวชาวไทยที่ เดินทางไปท่องเที่ยวยังประเทศลาว

5.2 พฤติกรรมเกี่ยวกับการท่องเที่ยวประเทศลาว/การเรียนรู้วัฒนธรรม

ผู้ตอบแบบสอบถามส่วนใหญ่มีความบ่อยครั้งในการท่องเที่ยว 2-3 ครั้ง คิดเป็นร้อยละ 43.8 ประเภทของการท่องเที่ยว ผู้ตอบแบบสอบถามส่วนใหญ่มีการท่องเที่ยวในแหล่งธรรมชาติ คิดเป็นร้อยละ 62.5 การเดินทางไปท่องเที่ยวโดยใช้พาหนะ ผู้ตอบแบบสอบถามส่วนใหญ่เดินทางไปท่องเที่ยวโดยใช้รถยนต์ส่วนบุคคล คิดเป็นร้อยละ 57.0 วัตถุประสงค์ของการท่องเที่ยว ผู้ตอบ

แบบสอบถามส่วนใหญ่มีวัตถุประสงค์ของการท่องเที่ยว คือ ผักผ่อน/ท่องเที่ยว คิดเป็นร้อยละ 84.5 เหตุผลสำคัญที่ทำให้ตัดสินใจเลือกไปท่องเที่ยว ผู้ตอบแบบสอบถามส่วนใหญ่เหตุผลสำคัญที่ทำให้ตัดสินใจเลือกไปท่องเที่ยว คือ มีทัศนียภาพที่สวยงาม คิดเป็นร้อยละ 65.5

5.3 การเปิดรับสื่อ/เนื้อหา และการรับรู้ขอมูลข่าวสารในด้านต่างๆ ของประเทศลาวผ่านสื่อดิจิทัล

ผู้ตอบแบบสอบถามส่วนใหญ่รับทราบข่าวสารจากสื่อโทรทัศน์เช่น รายการส่องโลก รายการสมุดโคจร รายการ Viewfinder The Bucket List มีจำนวน 1 ครั้ง/เดือน คิดเป็นร้อยละ 50.0 สื่อวิทยุ เช่น Travel Radio SoundCloud Spotify เป็นต้น มีจำนวน 1 ครั้ง/เดือน คิดเป็นร้อยละ 61.3 สื่อใหม่ เช่น Facebook Line Instagram Youtube เว็บไซต์การท่องเที่ยวแห่งประเทศไทย (ททท.) และเว็บบล็อกเกอร์ต่างๆ เป็นต้น มีจำนวน 2 ครั้ง/เดือน คิดเป็นร้อยละ 26.3

การรับรู้ขอมูลข่าวสารด้านต่าง ๆ ของประเทศลาว ผลการศึกษาพบว่า ในภาพรวมของการรับรู้ข้อมูลข่าวสาร มีความสำคัญอยู่ในระดับมาก ด้วยค่าเฉลี่ย 3.49 เมื่อแยกพิจารณาเป็นรายข้อพบว่า ข้อที่อยู่ในระดับมากคือ ข้อปฏิบัติและข้อบังคับต่าง ๆ ด้วยค่าเฉลี่ย 3.78 รองลงมาคือ อาหารการกิน ด้วยค่าเฉลี่ย 3.56 การแต่งกาย ด้วยค่าเฉลี่ย 3.46 ข้อที่อยู่ในระดับกลางคือ วิถีชีวิตวัฒนธรรมประเพณี ด้วยค่าเฉลี่ย 3.39 ข้อมูลแหล่งท่องเที่ยว ด้วยค่าเฉลี่ย 3.34 ตามลำดับ

5.4 การปรับตัวข้ามวัฒนธรรม

ภาพรวมของการปรับตัวอยู่ในระดับมาก ด้วยค่าเฉลี่ย 3.81 เมื่อแยกพิจารณาเป็นรายข้อพบว่า มีข้อที่อยู่ในระดับมากทั้งหมดคือ ทำให้สามารถวางตัวในการพูดคุยสื่อสารได้อย่างถูกต้องและเหมาะสมรวมทั้งการแสดงความเคารพสถานที่ต่าง ๆ ที่ไปท่องเที่ยว, ทำให้สามารถพูดและฟังภาษาพื้นฐานง่าย ๆ ที่ จำเป็นต้องใช้ในการถามการทักทาย การแสดงความขอบคุณ รวมทั้งการสั่งอาหารเป็นต้น ทำให้สามารถแต่งกายได้ถูกต้องเหมาะสมเมื่อจะไปท่องเที่ยวในสถานที่ ที่มีระเบียบแบบแผนทางวัฒนธรรมที่ต้องปฏิบัติ ทำให้สามารถปฏิบัติตามวัฒนธรรมประเพณีของประเทศลาว ได้อย่างถูกต้องเหมาะสม ด้วยค่าเฉลี่ย 3.82 และทำให้ได้รู้จักและเข้าใจถึงส่วนผสมและชนิดของอาหารประจำชาติของลาวและสามารถรับประทานได้ง่ายขึ้น ด้วยค่าเฉลี่ย 3.81 ตามลำดับ

ประเภทสื่อดิจิทัลที่ท่านใช้ในการหาข้อมูลข่าวสารเกี่ยวกับประเทศลาว พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่ใช้ Facebook ในการหาข้อมูลข่าวสาร คิดเป็นร้อยละ 75.5 รองลงมาคือ You tube คิดเป็นร้อยละ 63.2 และInstragram คิดเป็นร้อยละ 38.8 Google+ จำนวน 155 คน คิดเป็นร้อยละ 38.8

5.5 การทดสอบสมมติฐาน

สมมติฐานข้อที่ 1 คุณลักษณะทางประชากรของนักท่องเที่ยวไทยที่แตกต่างกัน ประกอบด้วย เพศ อายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือน มี พฤติกรรมการท่องเที่ยวและการเรียนรู้วัฒนธรรมประเทศลาวของนักท่องเที่ยวไทยแตกต่างกัน พบว่า

จำแนกตามเพศ พบว่า ทั้งเพศชายและเพศหญิงมีความคิดเห็นต่อพฤติกรรมการท่องเที่ยวประเทศลาว/การเรียนรู้วัฒนธรรม ด้านความบ่อยครั้งในการท่องเที่ยว การเดินทางไปท่องเที่ยว โดยใช้พาหนะ ไม่แตกต่างกัน แต่ด้านประเภทของการท่องเที่ยว วัตถุประสงค์ของการท่องเที่ยว และเหตุผลสำคัญที่ทำให้ตัดสินใจเลือกไปท่องเที่ยวแตกต่างกัน ที่ระดับนัยสำคัญ 0.05

จำแนกตามอายุ พบว่า อายุที่ต่างกัน มีพฤติกรรมการท่องเที่ยวประเทศลาว/การเรียนรู้วัฒนธรรม ด้านประเภทของการท่องเที่ยว การเดินทางไปท่องเที่ยว โดยใช้พาหนะ วัตถุประสงค์ของการท่องเที่ยว ละเหตุผลสำคัญที่ทำให้ตัดสินใจเลือกไปท่องเที่ยวไม่แตกต่างกัน แต่มีพฤติกรรมการท่องเที่ยวประเทศลาว/การเรียนรู้วัฒนธรรม ด้านความบ่อยครั้งในการท่องเที่ยวแตกต่างกัน ที่ระดับนัยสำคัญ 0.05

จำแนกตามระดับการศึกษา พบว่า ระดับการศึกษาต่างกัน มีพฤติกรรมการท่องเที่ยวประเทศลาว/การเรียนรู้วัฒนธรรม ด้านความบ่อยครั้งในการท่องเที่ยวไม่แตกต่างกัน แต่มีพฤติกรรมการท่องเที่ยวประเทศลาว/การเรียนรู้วัฒนธรรม ด้านประเภทของการท่องเที่ยว การเดินทางไปท่องเที่ยว โดยใช้พาหนะ วัตถุประสงค์ของการท่องเที่ยว และเหตุผลสำคัญที่ทำให้ตัดสินใจเลือกไปท่องเที่ยวแตกต่างกัน ที่ระดับนัยสำคัญ 0.05

จำแนกตามอาชีพ พบว่า อาชีพที่ต่างกัน มีพฤติกรรมการท่องเที่ยวประเทศลาว/การเรียนรู้วัฒนธรรม ด้านประเภทของการท่องเที่ยว ด้านการเดินทางไปท่องเที่ยว โดยใช้พาหนะ วัตถุประสงค์ของการท่องเที่ยว และเหตุผลสำคัญที่ทำให้ตัดสินใจเลือกไปท่องเที่ยวไม่แตกต่างกัน แต่มีพฤติกรรมการท่องเที่ยวประเทศลาว/การเรียนรู้วัฒนธรรม ด้านความบ่อยครั้งในการท่องเที่ยวแตกต่างกัน ที่ระดับนัยสำคัญ 0.05

จำแนกตามรายได้ต่อเดือน พบว่า รายได้ต่อเดือนต่างกัน มีพฤติกรรมการท่องเที่ยวประเทศลาว/การเรียนรู้วัฒนธรรม ด้านประเภทของการท่องเที่ยว การเดินทางไปท่องเที่ยว โดยใช้พาหนะ และเหตุผลสำคัญที่ทำให้ตัดสินใจเลือกไปท่องเที่ยวแตกต่างกัน แต่มีพฤติกรรมการท่องเที่ยวประเทศลาว/การเรียนรู้วัฒนธรรม ด้านความบ่อยครั้งในการท่องเที่ยว และวัตถุประสงค์ของการท่องเที่ยวแตกต่างกัน ที่ระดับนัยสำคัญ 0.05

สมมติฐานข้อที่ 2 คุณลักษณะทางประชากรของนักท่องเที่ยวไทยที่แตกต่างกัน ประกอบด้วย เพศ อายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือน มีการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทยแตกต่างกัน พบว่า

จำแนกตามเพศ พบว่า ทั้งเพศชายและเพศหญิงมีความคิดเห็นต่อการเปรียบเทียบระหว่างเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย ด้านการแต่งกาย อาหารการกิน ไม่แตกต่างกัน
แต่มีการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัล ด้านข้อมูลของแหล่งท่องเที่ยว วิถีชีวิตวัฒนธรรมประเพณี และข้อปฏิบัติและข้อบังคับต่างๆแตกต่างกัน ที่ระดับนัยสำคัญ 0.05

จำแนกตามอายุ พบว่า อายุที่ต่างกัน มีการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัล ด้านข้อมูลของแหล่งท่องเที่ยว การแต่งกาย อาหารการกินไม่แตกต่างกัน แต่มีเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัล ด้านวิถีชีวิตวัฒนธรรมประเพณี และข้อปฏิบัติและข้อบังคับต่างๆแตกต่างกัน ที่ระดับนัยสำคัญ 0.05

จำแนกตามระดับการศึกษา พบว่า จำแนกตามระดับการศึกษาต่างกัน มีการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัล ด้านข้อมูลของแหล่งท่องเที่ยว การแต่งกาย อาหารการกิน วิถีชีวิตวัฒนธรรมประเพณี ไม่แตกต่างกัน แต่มีการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัล ด้านข้อปฏิบัติและข้อบังคับต่างๆแตกต่างกัน ที่ระดับนัยสำคัญ 0.05

จำแนกตามอาชีพ พบว่า อาชีพต่างกัน มีการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัล ด้านการแต่งกายและอาหารการกิน ไม่แตกต่างกัน แต่มีการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัล ด้านวิถีชีวิตวัฒนธรรมประเพณี ด้านข้อปฏิบัติและข้อบังคับต่างๆแตกต่างกัน ที่ระดับนัยสำคัญ 0.05

จำแนกตามรายได้ต่อเดือน พบว่า รายได้ต่อเดือนต่างกัน มีการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัล ด้านข้อมูลของแหล่งท่องเที่ยวไม่แตกต่างกัน แต่มีการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัล ด้านการแต่งกาย อาหารการกิน วิถีชีวิตวัฒนธรรมประเพณี ข้อปฏิบัติและข้อบังคับต่างๆ แตกต่างกัน ที่ระดับนัยสำคัญ 0.05

สมมติฐานข้อที่ 3 พฤติกรรมการท่องเที่ยวและการเรียนรู้วัฒนธรรมประเทศลาวของนักท่องเที่ยวไทย มีความสัมพันธ์กับการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย

ผลการศึกษา พบว่า ความสัมพันธ์ระหว่างพฤติกรรมการท่องเที่ยว/การเรียนรู้วัฒนธรรมประเทศลาวของนักท่องเที่ยวไทย ไม่มีความสัมพันธ์กับการเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย พิจารณารายข้อ พบว่า

ความบ่อยครั้งในการท่องเที่ยวมีความสัมพันธ์การเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย เป็นไปในทิศทางเดียวกัน มีความสัมพันธ์ในระดับต่ำ ประเภทของการท่องเที่ยวมีความสัมพันธ์การเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย เป็นไปในทิศทางตรงกันข้าม มีความสัมพันธ์ในระดับเชิงลบปานกลาง

เดินทางไปท่องเที่ยวโดยใช้พาหนะ วัตถุประสงค์ของการท่องเที่ยว เหตุผลสำคัญที่ทำให้ตัดสินใจเลือกไปท่องเที่ยว ไม่มีความสัมพันธ์กับการเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย

สมมติฐานข้อที่ 4 การเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทยมี ความสัมพันธ์กับการปรับตัวในการท่องเที่ยวของนักท่องเที่ยวไทย

ผลการวิจัย พบว่า การเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทยมีความสัมพันธ์กับการปรับตัวในการท่องเที่ยวของนักท่องเที่ยวไทย เป็นไปในทิศทางเดียวกัน ในระดับสูง พิจารณารายข้อ พบว่า

ข้อมูลของแหล่งท่องเที่ยว การแต่งกาย อาหารการกินมีความสัมพันธ์กับการปรับตัวในการท่องเที่ยวของนักท่องเที่ยวไทย วิถีชีวิตวัฒนธรรมประเพณี เป็นไปในทิศทางเดียวกัน ในระดับปานกลาง ข้อปฏิบัติและข้อบังคับต่างๆ มีความสัมพันธ์กับการปรับตัวในการท่องเที่ยวของนักท่องเที่ยวไทย เป็นไปในทิศทางเดียวกัน ในระดับสูง

6. อภิปรายผลการวิจัย

จากสมมติฐานข้อที่ 1 ที่ว่าคุณลักษณะทางประชากรของนักท่องเที่ยวไทยที่แตกต่างกัน ประกอบด้วย เพศ อายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือน มีพฤติกรรมการท่องเที่ยวและการเรียนรู้วัฒนธรรมประเทศลาวของนักท่องเที่ยวไทยแตกต่างกัน พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง อายุ 22-24 ปี ปริญญาตรี เป็นนักเรียน/นักศึกษา มีรายได้ต่อเดือน ต่ำกว่า 10,000 บาท มีความบ่อยครั้งในการท่องเที่ยว 2-3 ท่องเที่ยวในแหล่งธรรมชาติ โดยใช้รถยนต์ส่วน เพื่อ ผักผ่อน/ท่องเที่ยว เนื่องจากมีทัศนียภาพที่สวยงาม ประเทศลาวส่วนใหญ่เป็นภูเขา ปกคลุมด้วยป่า แม่น้ำลำธาร สอดคล้องกับการศึกษาของ พงศ์กฤษฎิ์ พละเลิศ, ฉันทนา ปาปัดถา (2563) ที่พบว่า ผู้ให้ข้อมูลที่เป็นวัยรุ่นไทย ส่วนใหญ่เป็นเพศหญิง มีรายได้ระหว่าง 5,001-15,000 บาท เนื่องมาจากกลุ่มวัยรุ่นเป็นกลุ่มที่กำลังศึกษา และเริ่มต้นการทำงาน ซึ่งอยู่ในช่วงของการสร้างครอบครัว ดังนั้น ความถี่ในการท่องเที่ยวจึงไม่สูงมาก และพื้นที่การท่องเที่ยวส่วนใหญ่อยู่ในภาคเหนือ เนื่องจากทัศนียภาพที่เป็นภูเขา และอากาศที่เย็นในช่วงฤดูหนาว ทำให้นักท่องเที่ยวนิยมท่องเที่ยวมากที่สุด

จากสมมติฐานพบว่า เพศ อายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือนที่ต่างกัน มีพฤติกรรมการท่องเที่ยวและการเรียนรู้วัฒนธรรมประเทศลาวของนักท่องเที่ยวไทยแตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้เพียงบางส่วน แสดงว่าตัวแปรเหล่านี้มีผลต่อพฤติกรรมการท่องเที่ยวและการเรียนรู้วัฒนธรรม ซึ่งสอดคล้องกับแนวคิดเกี่ยวกับการสื่อสารเชิงวัฒนธรรม โดย G. Klemm ที่เริ่มใช้คำว่าวัฒนธรรมในความหมายว่าทุกสิ่งทุกอย่างที่มีการสร้างสรรค์เพิ่มเติมจากธรรมชาติเป็นกิจกรรมที่มนุษย์ทำขึ้นโดยไม่มีการจำแนกชั้นวรรณะ การแยกความแตกต่างของวิวัฒนาการทางวัฒนธรรมมีสามขั้นตอน เป็นความป่าเถื่อน การเลี้ยงดู และเสรีภาพ G. Klemm ได้แบ่งมนุษยชาติออกเป็นเผ่าพันธุ์ที่มีความกระตือรือร้นและไม่กระตือรือร้น และเชื่อว่าผู้คนมีความคิดและอารมณ์ที่ต่างกัน และสอดคล้องกับการศึกษาของ กฤษฎากร ชูเมล็ด (2557) ที่พบว่า นักท่องเที่ยวที่มีปัจจัยส่วนบุคคล ได้แก่ เพศ อายุ อาชีพ ระดับการศึกษา รายได้เฉลี่ยต่อคน แตกต่างกันจะมีพฤติกรรมการใช้สื่ออินเทอร์เน็ตเพื่อการท่องเที่ยวแตกต่างกัน หรือกล่าวได้ว่าลักษณะปัจจัยส่วนบุคคลของนักท่องเที่ยวมีผลต่อพฤติกรรมการใช้บริการสื่ออินเทอร์เน็ตเพื่อการท่องเที่ยว

สมมติฐานข้อที่ 2 ที่ว่าคุณลักษณะทางประชากรของนักท่องเที่ยวไทยที่แตกต่างกัน ประกอบด้วย เพศ อายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือน มีการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทยแตกต่างกัน พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง อายุ 22-24 ปี ปริญญาตรี เป็นนักเรียน/นักศึกษา มีรายได้ต่อเดือน ต่ำกว่า 10,000 บาท มีความบ่อยครั้งในการท่องเที่ยว 2-3 ท่องเที่ยวในแหล่งธรรมชาติ โดยใช้รถยนต์ส่วน เพื่อ ผักผ่อน/ท่องเที่ยว เนื่องจากมีทัศนียภาพที่สวยงาม ส่วนใหญ่รับทราบข่าวสารจากสื่อโทรทัศน์ และสื่อวิทยุ จำนวน 1 ครั้ง/เดือน สื่อใหม่ จำนวน 2 ครั้ง/เดือน การรับรู้ขอมูลข่าวสารด้านต่างๆ มีความสำคัญอยู่ในระดับมาก เมื่อแยกพิจารณาเป็นรายข้อพบว่า ข้อที่อยู่ในระดับมากคือ ข้อปฏิบัติและข้อบังคับต่างๆ รองลงมาคือ อาหารการกิน การแต่งกาย ข้อที่อยู่ในระดับกลางคือ วิถีชีวิตวัฒนธรรมประเพณี ข้อมูลแหล่งท่องเที่ยวตามลำดับ ซึ่งสอดคล้องกับแนวคิดเกี่ยวกับสื่อใหม่และสื่อดิจิทัล ที่ว่า"สื่อใหม่" โดยทั่วไปหมายถึงบรรดาสื่อดิจิทัลที่มีการโต้ตอบกัน รวมถึงการสื่อสารสองทางและเกี่ยวข้องกับรูปแบบของคอมพิวเตอร์ เมื่อเทียบกับ "สื่อเก่า" เช่น วิทยุและโทรทัศน์ สื่อเหล่านี้ที่มีอายุ

มากกว่าเป็นสื่อที่ไม่จำเป็นต่อเทคโนโลยีคอมพิวเตอร์ และการศึกษาของ วันทิกา หิรัญเทศ (2562) ที่พบว่า นักท่องเที่ยวชาวไทยส่วนใหญ่รู้จักแหล่งท่องเที่ยวในจังหวัดอุบลราชธานีจากสื่ออินเทอร์เน็ต

จากสมมติฐานพบว่า เพศ อายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือนที่ต่างกัน มีการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทยแตกต่างกัน ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ แสดงว่าตัวแปรเหล่านี้มีผลต่อการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย ซึ่งสอดคล้องกับการศึกษาของ อิสระพงษ์ พลธานี,อุมาพร บุญเพชรแก้ว (2562) ที่พบว่า การได้รับข้อมูลที่ได้รับจากอินเทอร์เน็ตด้านการท่องเที่ยวช่วยให้นักท่องเที่ยวตัดสินใจในการเดินทางท่องเที่ยวยังจังหวัดภูเก็ตได้เป็นอย่างดี และนักท่องเที่ยวชาวยุโรปที่ตัดสินใจเดินทางมาท่องเที่ยวจังหวัดภูเก็ตที่มี เพศ อายุ ระดับการศึกษา รายได้ และอาชีพที่แตกต่างกัน

สมมติฐานข้อที่ 3 ที่ว่าพฤติกรรมการท่องเที่ยวและการเรียนรู้วัฒนธรรมประเทศลาวของนักท่องเที่ยวไทย มีความสัมพันธ์กับการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่ ความบ่อยครั้งในการท่องเที่ยว 2-3 ท่องเที่ยวในแหล่งธรรมชาติ โดยใช้รถยนต์ส่วน เพื่อ ผักผ่อน/ท่องเที่ยว เนื่องจากมีทัศนียภาพที่สวยงาม ส่วนใหญ่รับทราบข่าวสารจากสื่อโทรทัศน์ และสื่อวิทยุ จำนวน 1 ครั้ง/เดือน สื่อใหม่ จำนวน 2 ครั้ง/เดือน โดยรวมการรับรู้ขอมูลข่าวสารด้านต่างๆ มีความสำคัญอยู่ในระดับมาก เมื่อแยกพิจารณาเป็นรายข้อพบว่า ข้อที่อยู่ในระดับมากคือ ข้อปฏิบัติและข้อบังคับต่างๆ รองลงมาคือ อาหารการกิน การแต่งกาย ข้อที่อยู่ในระดับกลางคือ วิถีชีวิตวัฒนธรรมประเพณี ข้อมูลแหล่งท่องเที่ยว ซึ่งสอดคล้องกับการศึกษาของ คมสิทธิ์ เกียนวัฒนา (2559) ที่พบว่า สื่อที่มีผลต่อการตัดสินใจท่องเที่ยวที่ประเทศไทย ประเทศสิงคโปร์และประเทศมาเลเซียของผู้ตอบแบบสอบถามมากที่สุดคือสื่ออินเทอร์เน็ต

จากสมมติฐานพบว่า พฤติกรรมการท่องเที่ยว/การเรียนรู้วัฒนธรรมประเทศลาวของนักท่องเที่ยวไทยไม่มีความสัมพันธ์กับการเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย พิจารณารายข้อ พบว่า ความบ่อยครั้งในการท่องเที่ยวมีความสัมพันธ์การเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย เป็นไปในทิศทางเดียวกัน มีความสัมพันธ์ในระดับต่ำ ประเภทของการท่องเที่ยวมีความสัมพันธ์การเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย เป็นไปในทิศทางตรงกันข้าม มีความสัมพันธ์ในระดับเชิงลบปานกลาง เดินทางไปท่องเที่ยวโดยใช้พาหนะ วัตถุประสงค์ของการท่องเที่ยว เหตุผลสำคัญที่ทำให้ตัดสินใจเลือกไปท่องเที่ยว ไม่มีความสัมพันธ์กับการเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย ซึ่งสอดคล้องกับแนวคิดเกี่ยวกับการท่องเที่ยวและรูปแบบการท่องเที่ยว กล่าวคือ พฤติกรรมของนักท่องเที่ยวเป็นพฤติกรรมที่ซึ่งแต่ละบุคคลแสดงออกเกิดขึ้นจากอิทธิพลของปัจจัยส่วนบุคคล โดยเฉพาะในส่วนของวัตถุประสงค์และเหตุผลในการท่องเที่ยวที่ประกอบด้วย การท่องเที่ยวเพื่อพักผ่อน เพื่อศึกษาวัฒนธรรม เยี่ยมญาติ ธุรกิจ ประชุม สัมมนา ปฏิบัติกิจกรรมทางศาสนาและอื่นๆ ซึ่งล้วนเกิดปัจจัยส่วนบุคคลซึ่งเป็นเหตุผลในการตัดสินใจเลือกไปท่องเที่ยว สอดคล้องกับแนวคิดเกี่ยวกับการสื่อสารเชิงวัฒนธรรม โดยที่ G. Klemm ได้แบ่งมนุษยชาติออกเป็นเผ่าพันธุ์ที่มีความกระตือรือร้นและไม่กระตือรือร้น และเชื่อว่าผู้คนมีความคิดและอารมณ์ที่ต่างกัน และสอดคล้องกับ ทฤษฎีการใช้ประโยชน์และความพึงพอใจ เป็นทฤษฎีที่แสดงให้เห็นว่า ข่าวสารจากสื่อมิได้มีอิทธิพลกับผู้รับสารเสมอไป ผู้รับสารต่างหากที่เป็นตัวกำหนดอิทธิพลของข่าวสาร ถ้าผู้รับสารไม่แสวงหา ไม่เปิดรับข่าวสารหรือไม่ใช้ประโยชน์จากข่าวสาร ข่าวสารนั้นก็ไม่มีผลอะไรกับผู้รับสารข่าวสารนั้นจะมีอิทธิพลหรือมีผลก็ต่อเมื่อ ผู้รับสารเปิดรับ หรือ ใช้ข่าวสารนั้นเพื่อสนองความพึงพอใจของตน พฤติกรรมการรับสารของมนุษย์จึงเป็นสิ่งที่เกิดจากปฏิกิริยาตอบโต้ต่อความต้องการของมนุษย์เอง

สมมติฐานข้อที่ 4 ที่ว่าการเปิดรับสื่อและเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทยมี ความสัมพันธ์กับการปรับตัวในการท่องเที่ยวของนักท่องเที่ยวไทย พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่ใช้ Facebook ในการหาข้อมูลข่าวสารรองลงมาคือ Youtube Instragram, Google+,Twitter , Line ,Pinterest ตามลำดับ ซึ่งสอดคล้องกับการศึกษาของ พงศ์กฤษฎิ์ พละเลิศ, ฉันทนา ปาปัดถา (2563) ที่พบว่า การเปิดรับข้อมูลผ่านสื่อออนไลน์เพื่อการท่องเที่ยวของวัยรุ่นไทย การเปิดรับข้อมูลผ่านสื่อออนไลน์แหล่งท่องเที่ยว อยู่ในระดับมาก 3 ช่องทาง ได้แก่ 1) ได้รับข้อมูลการท่องเที่ยวจาก Facebook 2) ได้รับข้อมูลการท่องเที่ยวจาก YouTube และ 3) ได้รับข้อมูลการท่องเที่ยวจาก Google ในส่วนของการรับรู้ขอมูลข่าวสารด้านต่างๆ มีความสำคัญอยู่ในระดับมาก เมื่อแยกพิจารณาเป็นรายข้อพบว่า ข้อที่อยู่ในระดับมากคือ ข้อปฏิบัติและข้อบังคับต่างๆ รองลงมาคือ อาหารการกิน ด้วย การแต่งกาย ข้อที่อยู่ในระดับกลางคือ วิถีชีวิตวัฒนธรรมประเพณี ข้อมูลแหล่งท่องเที่ยว ซึ่งสอดคล้องกับการศึกษาของ คมสิทธิ์ เกียนวัฒนา (2559) ที่พบว่า สื่อที่มีผลต่อการตัดสินใจท่องเที่ยวที่ประเทศไทย ประเทศสิงคโปร์และประเทศมาเลเซียของผู้ตอบแบบสอบถามมากที่สุดคือสื่ออินเทอร์เน็ต ในส่วนของภาพรวมของการปรับตัวอยู่ในระดับมาก เมื่อแยกพิจารณาเป็นรายข้อพบว่า มีข้อที่อยู่ในระดับมากทั้งหมดคือ ทำให้สามารถวางตัวในการพูดคุยสื่อสารได้อย่างถูกต้องและเหมาะสมรวมทั้งการแสดงความเคารพสถานที่ต่างๆ ที่ไปท่องเที่ยว, ทำให้สามารถพูดและฟังภาษาพื้นฐานง่ายๆที่จำเป็นต้องใช้ในการถามการทักทาย การแสดงความขอบคุณ รวมทั้งการสั่งอาหารเป็นต้น, ทำให้สามารถแต่งกายได้ถูกต้องเหมาะสมเมื่อจะไปท่องเทียวในสถานที่ ที่มีระเบียบแบบแผนทางวัฒนธรรมที่

ต้องปฏิบัติ, ทำให้สามารถปฏิบัติตามวัฒนธรรมประเพณีของประเทศลาว ได้อย่างถูกต้องเหมาะสม,ทำให้ได้รู้จักและเข้าใจถึงส่วนผสมและชนิดของอาหารประจำชาติของลาวและสามารถรับประทานได้ง่ายขึ้น ตามลำดับ สอดคล้องกับ ทฤษฎีเกี่ยวกับการปรับตัวทางวัฒนธรรม หากต้องเข้าไปสู่วัฒนธรรมใหม่ที่แตกต่างไปจากเดิมและต้องมีปฏิสัมพันธ์กับสิ่งแวดล้อมใหม่ กระบวนการที่จะเรียนรู้เพื่อปรับตัวให้เข้ากับวัฒนธรรมใหม่จึงเริ่มขึ้นหรือเรียกว่า“Acculturation” คนคนนั้นจะเริ่มค้นหาวิธีคิดและพฤติกรรมในรูปแบบใหม่และจะสร้างการปรับตัวขึ้นแบบค่อยๆเป็นค่อยๆไปซึ่งจะทำให้คุ้นเคยเกิดการยอมรับบรรทัดฐานหรือค่านิยมบางประการของสังคมเจ้าบ้านบทบาทหน้าที่ของเขาซึ่งเป็นแรงกดดันให้ต้องปรับตัวให้เข้ากับระบบวัฒนธรรมในสังคมใหม่ โดยการหาข้อมูลข่าวสารจากอินเทอร์เน็ต

จากสมมติฐานพบว่า การเปิดรับสื่อ/เนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทยมีความสัมพันธ์กับการปรับตัวในการท่องเที่ยวของนักท่องเที่ยวไทย อย่างมีนัยสำคัญ 0.05 ตัวแปรทั้งสองตัวมีความสัมพันธ์กัน และเป็นไปในทิศทางเดียวกันในระดับ สูง กล่าวคือ การเปิดรับสื่อ และเนื้อหาเกี่ยวกับประเทศลาวผ่านสื่อดิจิทัลของนักท่องเที่ยวไทย สามารถช่วยให้มีการปรับตัวในการท่องเที่ยวของนักท่องเที่ยวไทย เมื่อพิจารณารายด้านประกอบไปด้วย ข้อมูลของแหล่งท่องเที่ยว การแต่งกาย อาหารการกิน วิถีชีวิตวัฒนธรรมประเพณีมีความสัมพันธ์กับการปรับตัวในการท่องเที่ยวของนักท่องเที่ยวไทยปานกลาง ข้อปฏิบัติและข้อบังคับต่างๆมีความสัมพันธ์กับการปรับตัวในการท่องเที่ยวของนักท่องเที่ยวไทยสูง สอดคล้องกับการศึกษาของ พลเทพ พูนพล (2560) ที่ว่า การปรับตัวข้ามวัฒนธรรมของนักศึกษาจากกลุ่มประเทศอาเซียนได้รับอิทธิพลทางอ้อมจากการสนับสนุนทางสังคม และมิติความแตกต่างด้านความเป็นกลุ่มนิยม ผ่านตัวแปรการได้รับทุนทางสังคมออนไลน์ ดังนั้น การได้รับทุนทางสังคมออนไลน์จึงมีบทบาทสำคัญอย่างมากต่อการปรับตัวของนักศึกษาจากประเทศกลุ่มอาเซียนในยุคของการสื่อสารผ่านสื่อสังคมออนไลน์ สอดคล้องกับแนวคิดการสื่อสารข้ามวัฒนธรรม ดังที่ Edward T.Hall ได้กล่าวไว้ว่า วัฒนธรรมคือการสื่อสาร การสื่อสารคือวัฒนธรรม ดังนั้นการทำการสื่อสารกับบุคคลที่มาจากวัฒนธรรมที่มีความแตกต่างกันนั้นบุคคลย่อมจะต้องมีการเรียนรู้ถึงความแตกต่างทางวัฒนธรรมของคู่สื่อสาร

7. ข้อเสนอแนะและการนำผลการวิจัยไปใช้ประโยชน์

7.1 นักท่องเที่ยวใช้เวลาท่องเที่ยวที่ประเทศลาวน้อยกว่า 7 วัน เพื่อยืดเวลาให้นักท่องเที่ยวอยู่ยังแหล่งท่องเที่ยวในลาวนานขึ้น จึงควรมีการสนับสนุนการท่องเที่ยว เช่น การเยี่ยมชมวิถีชีวิตชาวบ้านในท้องถิ่น หรือบริการนำเที่ยวในพื้นที่ใกล้เคียง อีกทั้งควรมีกิจกรรมที่ได้สัมผัสกับคนในชุมชน ทำกิจกรรมร่วมกัน พากินอาหารท้องถิ่น รวมทั้งชอปปิ้งสินค้าพื้นเมือง ให้ท่องเที่ยวได้สัมผัสกับวัฒนธรรมของคนลาวที่มีอัตลักษณ์เป็นของตนเอง

7.2 นักท่องเที่ยวส่วนใหญ่เดินทางไปท่องเที่ยวเพื่อพักผ่อน เนื่องจากมีทัศนียภาพที่สวยงาม ส่วนใหญ่รับทราบข้อมูลข่าวสารจากสื่ออินเทอร์เน็ต จึงควรประชาสัมพันธ์แหล่งท่องเที่ยวที่มีทัศนียภาพสวยงามของประเทศลาว หลากหลายสถานที่ทั่วประเทศลาว เช่น ที่พักโฮมสเตย์ บรรยากาศดีใกล้ชิดธรรมชาติ มีจุดถ่ายรูปเช็คอินสวยๆ เหมาะแก่การพักผ่อน ผ่านสื่อดิจิทัลเพิ่มเติมเป็นการโปรโมทแหล่งท่องเที่ยวสำหรับกลุ่มลูกค้าที่เดินทางไปท่องเที่ยวเพื่อพักผ่อน เพื่อให้สามารถเข้าถึงและดึงดูดนักท่องเที่ยวให้เดินทางท่องเที่ยวในประเทศลาวมากขึ้น

7.3 ควรมีการประชาสัมพันธ์ข่าวสารการท่องเที่ยวที่เฉพาะกลุ่มช่วงอายุต่างๆ เช่น การจัดโปรโมชั่นให้ลูกค้าที่เดินทางไปท่องเที่ยวเพื่อแลกรับสินค้าหรือบริการในราคาพิเศษ การจัดทำเอกสารข้อมูลการท่องเที่ยว ควรนำเสนอที่พักระยะยาว โรงแรม โฮมสเตย์ ตามแหล่งธรรมชาติ แบบชมธรรมชาติ ไปยังกลุ่มลูกค้าที่มีอายุ 22-24 ปี เพื่อตอบสนองความต้องการของนักท่องเที่ยวกลุ่มเป้าหมายที่เดินทางท่องเที่ยวยังประเทศลาวมากที่สุด

เอกสารอ้างอิง

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การศึกษาความสัมพันธ์ระหว่างภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษากับแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา

The Study of Relationship Between 21st Century Leadership of School Administrators and Motivation in Performance of Teachers in Schools under the Office of the Private Education Commission of Nakhon Ratchasima

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา 2) ศึกษาแรงจูงใจในการปฏิบัติงานของครู และ 3) ศึกษาความสัมพันธ์ระหว่างภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษากับแรงจูงใจในการปฏิบัติงานของครู กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาจำนวน 24 คน และครูจำนวน 322 คน รวมจำนวน 346 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม สถิติที่ใช้ในการวิจัย ได้แก่ ค่าเฉลี่ย และค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน ผลการวิจัยพบว่า 1) ภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา ด้านที่มีค่าเฉลี่ยสูงสุด ได้แก่ ด้านวิสัยทัศน์ รองลงมา ได้แก่ ด้านความรู้เท่าทันเทคโนโลยีด้านการสื่อสาร และด้านการปรับตัว ตามลำดับ 2) แรงจูงใจในการปฏิบัติงานของครู ด้านที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ด้านความสำเร็จ ในงาน ด้านการยอมรับนับถือ และด้านความสัมพันธ์ระหว่างบุคคล รองลงมา ได้แก่ ด้านสภาพแวดล้อม ด้านความมั่นคงในงาน และด้านค่าตอบแทน ตามลำดับ 3) ความสัมพันธ์ระหว่างภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษากับแรงจูงใจในการปฏิบัติงานของครู โดยภาพรวมมีความสัมพันธ์กันเชิงบวก มีค่าสัมประสิทธิ์สหสัมพันธ์ เท่ากับ .863
คำสำคัญ: ความสัมพันธ์, ภาวะผู้นำในศตวรรษที่ 21, แรงจูงใจในการปฏิบัติงาน

Abstract

The purposes of this research were; 1) to study the relationship between 21st century leadership, 2) to study the motivation in performance of teachers, and 3) to study the relationship between 21st century leadership of school administrators and motivation in performance of teachers. The sample were 24 School Administrators and 322 teachers.The tools used for questionnaire. Statistics used in data analysis were mean and Pearson's correlation coefficient test. The research has revealed that 1) The 21st century leadership of school, the highest mean value is the vision, the knowledge of technology, the communication and the adaptation respectively. 2) The Motivation in performance of teachers in schools, the highest mean value is the job success, respect and interpersonal relationship, environment, job security and compensation respectively. 3) The relationship between the relationship between between 21st century leadership of school administrators and motivation in performance of teachers in schools, the research found that positive correlation (r_{xy} = 0.863)
Keywords: The Relationship, 21st Century Leadership, Motivation in Performance

บทนำ

การศึกษาเป็นสิทธิขั้นพื้นฐานของคนไทยทุกคน ที่รัฐต้องจัดเพื่อพัฒนาคนไทยทุกช่วงวัยให้มีความเจริญงอกงามทุกด้าน เพื่อเป็นต้นทุนทางปัญญาที่สำคัญในการพัฒนาทักษะ คุณลักษณะ และสมรรถนะในการประกอบสัมมาชีพ และการดำรงชีวิตร่วมกับผู้อื่นในสังคมได้อย่างเป็นสุขอันจะนำไปสู่เสถียรภาพ และความมั่นคงและประเทศชาติที่ต้องพัฒนาให้เจริญก้าวหน้าทัดเทียมนานาประเทศในเวทีโลก ท่ามกลางกระแสการเปลี่ยนแปลงอย่างรวดเร็วของโลกศตวรรษที่ 21 สำหรับประเทศไทยได้มีการวางกรอบ

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เป้าหมายและทิศทางการจัดการศึกษาของประเทศไว้ใน แผนการศึกษาแห่งชาติ พ.ศ. 2560-2579 โดยมีแนวคิดการจัดการศึกษาภายใต้วิสัยทัศน์ที่ว่า “คนไทยทุกคนได้รับการศึกษาและเรียนรู้ตลอดชีวิตอย่างมีคุณภาพ ดำรงชีวิตอย่างเป็นสุข สอดคล้องกับปรัชญาเศรษฐกิจพอเพียง และเปลี่ยนแปลงของโลกศตวรรษที่ 21” (กระทรวงศึกษาธิการ, 2560)

การจัดการศึกษาในยุคปฏิรูปการศึกษา จะประสบความสำเร็จหรือไม่ ตัวแปรที่สำคัญที่สุดก็คือ ผู้บริหารสถานศึกษา ซึ่งจะต้องเรียนรู้เพื่อการเปลี่ยนแปลง และเป็นผู้นำที่ดี มีทักษะความเป็นผู้นำ มีปัญญา มีความรู้ ความสามารถ กล่าวได้ว่า ผู้บริหารสถานศึกษาต้องอาศัยทักษะภาวะผู้นำในการสร้างความสัมพันธ์ระหว่างบุคคล มีความคิดริเริ่มสร้างสรรค์ มีความสามารถในการแก้ไขปัญหาที่ซับซ้อน มองเห็นภาพอนาคต และสามารถสร้างแรงจูงใจให้ผู้ร่วมงานทุกคนปฏิบัติงานได้อย่างมีประสิทธิภาพและเกิดประสิทธิผลอย่างสูงสุด (บุษยมาส ผาดี, 2563) ภาวะผู้นำจึงเป็นศิลปะในการทำให้เกิดอิทธิพลในการจูงใจผู้อื่นให้ร่วมปฏิบัติงานเพื่อให้สำเร็จตามความมุ่งหมายและเป็นการใช้อำนาจต่อบุคคลอื่นเพื่อให้ได้มาซึ่งความสำเร็จต่อองค์การนั่นเอง

การบริหารงานให้ประสบความสำเร็จนั้น ผู้บริหารต้องอาศัยครูเป็นบุคคลสำคัญในการทำให้การบริหารงานเป็นไปอย่างมีประสิทธิภาพ โดยในการทำงานของครูนั้นถ้าครูทำงานด้วยความกระตือรือร้นและสมัครใจหรือมีแรงจูงใจในการทำงาน จะทำให้ภารกิจบรรลุเป้าหมายและเกิดประสิทธิภาพมากที่สุด การบริหารจัดการที่ดีจึงเป็นสิ่งสำคัญที่จะทำให้ผู้ทำงานเกิดความตระหนักและมีแรงจูงใจในการทำงาน ปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงาน คือ ลักษณะงานที่ปฏิบัติ ผลสำเร็จของงานและการได้รับการยอมรับในความรู้ ความสามารถ ตลอดจนความก้าวหน้าในตำแหน่งหน้าที่การงาน (อรวรรณ ภัทรดำเนินสุข, 2564) แรงจูงใจถือเป็นปัจจัยหรือสิ่งต่างๆ ที่เป็นแรงผลักดัน กระตุ้นพฤติกรรมในตัวบุคคลแสดงออก ซึ่งความต้องการหรือโน้มน้าวโดยสิ่งจูงใจเพื่อให้บุคลากรในองค์การให้ความร่วมมือ ความเต็มใจในการปฏิบัติงาน ซึ่งจะส่งผลต่อประสิทธิภาพและประสิทธิผลให้องค์การประสบความสำเร็จต่อไป (ภิญญดา ทีมหาญ, 2561)

สำนักงานศึกษาธิการจังหวัดนครราชสีมา มีโรงเรียนเอกชนในสังกัด จำนวน 107 โรงเรียน ผู้บริหารสถานศึกษาจำนวน 214 คน ครู 2,907 คน การบริหารจัดการของสำนักงานศึกษาธิการจังหวัดนครราชสีมา มีวิสัยทัศน์ เพื่อให้คนโคราชได้รับโอกาสทางการศึกษาและเรียนรู้ตลอดชีวิตอย่างมีคุณภาพ มีสัมมาชีพ ดำรงชีวิตอย่างเป็นสุข ตามหลักปรัชญาของเศรษฐกิจพอเพียง และการเปลี่ยนแปลงของโลกในศตวรรษที่ 21 มีพันธกิจในการส่งเสริมพัฒนาผู้บริหารสถานศึกษาให้มีความพร้อมในการพัฒนาสถานศึกษาในยุคศตวรรษที่ 21 เพื่อเพิ่มขีดความสามารถในการแข่งขัน ได้ดำเนินการสนับสนุนการจัดการศึกษาตามนโยบายกระทรวงศึกษาธิการเพื่อพัฒนาคุณภาพการศึกษาและยกระดับผลสัมฤทธิ์ทางการศึกษาให้บรรลุเป้าหมาย โดยมีการกำกับ ติดตาม และตรวจสอบผลการดำเนินงานเป็นระยะโดยภาพรวมในการขับเคลื่อนนโยบายสู่การปฏิบัติ ซึ่งจากผลการดำเนินงานปีงบประมาณ พ.ศ. 2564 ที่ผ่านมามีหลายปัจจัยที่ส่งผลให้การดำเนินงานยังไม่เป็นที่น่าพอใจ โดยมีปัญหาอุปสรรคดังนี้ 1) มีการปรับเปลี่ยนผู้บริหารสถานศึกษาบ่อย 2) การจัดการเรียนรู้ยังไม่สอดคล้องกับทักษะในศตวรรษที่ 21 เท่าที่ควร 3) ครูและบุคลากรในสถานศึกษาส่วนใหญ่มีจำนวนไม่เพียงพอ มีภาระงานอื่นมาก ส่งผลให้การจัดการเรียนการสอนไม่มีประสิทธิภาพเท่าที่ควร 4) ความไม่เสมอภาคและความไม่เท่าเทียมของการศึกษาเอกชนกับโรงเรียนของภาครัฐที่ได้จากรัฐบาล 5) ครูและบุคลากรขาดขวัญกำลังใจ (สำนักงานศึกษาธิการจังหวัดนครราชสีมา, 2564)

จากความสำคัญ และปัญหาดังกล่าวข้างต้น ผู้วิจัยจึงสนใจที่จะศึกษาความสัมพันธ์ระหว่างภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา กับแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา เพื่อได้สารสนเทศในการพัฒนาภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา ในการสร้างแรงจูงใจในการปฏิบัติงานของครู สามารถขับเคลื่อนการดำเนินงานของสถานศึกษาให้ประสบผลสำเร็จตามเป้าหมายที่ตั้งไว้

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา
2. เพื่อศึกษาแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา
3. เพื่อศึกษาความสัมพันธ์ระหว่างภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษากับแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา

วิธีการดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่าง

1.1 ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 3,121 คน โดยจำแนกเป็นผู้บริหารสถานศึกษา จำนวน 214 คน และครู จำนวน 2,907 คน สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา ในปีการศึกษา 2565 (สำนักงานศึกษาธิการจังหวัดนครราชสีมา, 2565)

1.2 กลุ่มตัวอย่างที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาจำนวน 24 คน และครูจำนวน 322 คน รวมจำนวน 346 คน สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา ในปีการศึกษา 2565 กำหนดขนาดกลุ่มตัวอย่างตามตาราง Krejcie and Morgan (1970) ทำการสุ่มตัวอย่างแบบแบ่งชั้นภูมิ (Stratified random sampling) โดยใช้ตำแหน่งเป็น ชั้นภูมิในการสุ่ม ได้จำนวนผู้บริหาร จำนวน 24 คน และครู จำนวน 322 คน

2. ตัวแปรที่ศึกษา

2.1 ภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา ได้แก่

2.1.1 ด้านวิสัยทัศน์

2.1.2 ด้านการสื่อสาร

2.1.3 ด้านการปรับตัว

2.1.4 ด้านความรู้เท่าทันเทคโนโลยี

2.2 แรงจูงใจในการปฏิบัติงานของครู ได้แก่

2.2.1 ด้านความสำเร็จในงาน

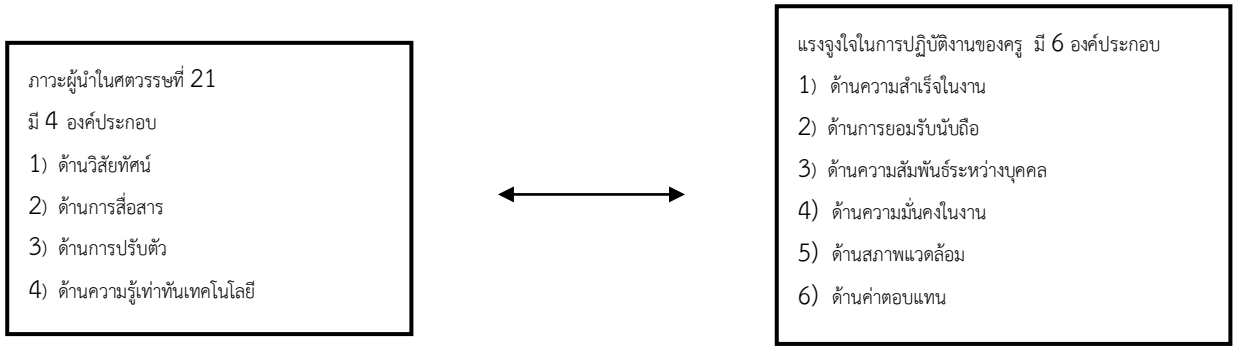
2.2.2 ด้านการยอมรับนับถือ

2.2.3 ด้านความสัมพันธ์ระหว่างบุคคล

2.2.4 ด้านความมั่นคงในงาน

2.2.5 ด้านสภาพแวดล้อม

2.2.6 ด้านค่าตอบแทน



ภาพที่ 1 กรอบแนวคิดในการวิจัย

3. เครื่องมือและขั้นตอนในการวิจัย

เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถาม มาตราส่วนประมาณค่า 5 ระดับ เกี่ยวกับภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา และแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา นำแบบสอบถามไปตรวจสอบหาคุณภาพเครื่องมือ (IOC) โดยผู้เชี่ยวชาญ 5 ท่าน ผลปรากฏว่ามีค่า 1.00 ทุกข้อ จากนั้นนำแบบสอบถามที่ได้ไปทดลองใช้ (try out) กับผู้บริหารสถานศึกษาและครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา ที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน เพื่อหาค่าความเชื่อมั่นของเครื่องมือโดยหาค่าสัมประสิทธิ์แอลฟาของ Cronbach (1990) ซึ่งได้ค่าความเชื่อมั่นทั้งฉบับอยู่ที่ 0.97 โดยภาวะผู้นำในศตวรรษที่ 21 ค่าความเชื่อมั่น เท่ากับ 0.97 และแรงจูงใจในการปฏิบัติงานของครู ค่าความเชื่อมั่น เท่ากับ 0.94 จากนั้นนำแบบสอบถามไปเก็บข้อมูลจากกลุ่มตัวอย่าง ผ่านช่องทางออนไลน์ โดยใช้ Google forms แล้ววิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ย และค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน

สรุปผลการวิจัย

1. ภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา พบว่า โดยภาพรวมอยู่ในระดับมาก และด้านที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ด้านวิสัยทัศน์ รองลงมา ได้แก่ ด้านความรู้เท่าทันเทคโนโลยี ด้านการสื่อสาร และด้านการปรับตัว ตามลำดับ

2. แรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา พบว่า โดยภาพรวมอยู่ในระดับมาก และด้านที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ด้านความสำเร็จในงาน ด้านการยอมรับนับถือ และด้านความสัมพันธ์ระหว่างบุคคล รองลงมา ได้แก่ ด้านสภาพแวดล้อม ด้านความมั่นคงในงาน และด้านค่าตอบแทน ตามลำดับ

3. ความสัมพันธ์ระหว่างภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษากับแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา โดยภาพรวม มีความสัมพันธ์กันเชิงบวก อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ในระดับสูง มีค่าสัมประสิทธิ์สหสัมพันธ์ เท่ากับ .863 และภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษาด้านที่มีค่าความสัมพันธ์กับแรงจูงใจในการปฏิบัติงานของครูสูงที่สุด ได้แก่ ด้านความรู้เท่าทันเทคโนโลยี

อภิปรายผลการวิจัย

1. ภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยด้านที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ด้านวิสัยทัศน์ ที่เป็นเช่นนี้อาจเนื่องมาจาก วิสัยทัศน์เป็นสิ่งสำคัญประการแรกที่ผู้บริหารสถานศึกษาจะต้องมี เพราะวิสัยทัศน์เป็นแนวทางให้ทุกคนในสถานศึกษา ได้ใช้เป็นตัวนำทางในการปฏิบัติงาน อีกทั้งผู้บริหารสถานศึกษา สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา มีความรู้ ความสามารถ สามารถบริหารงานด้วยรูปแบบใหม่และในทิศทางที่ถูกต้อง มองถึงภาพอนาคตว่าสถานศึกษาจะต้องดำเนินไปในทิศทางใด สามารถนำแนวทางมาปฏิบัติงานในสถานศึกษาได้จริง และเหมาะสมกับบริบทของสถานศึกษา สามารถวิเคราะห์ความเปลี่ยนแปลงที่เป็นอยู่ในสังคมไทยและสังคมโลกได้ สามารถกำหนดกลยุทธ์ในการบริหารเพื่อกำหนดแผนกลยุทธ์และแผนปฏิบัติงานให้บรรลุเป้าหมาย และนโยบายได้อย่างเหมาะสม ด้วยเหตุนี้จึงทำให้ภาวะผู้นำในศตวรรษที่ 21 ด้านวิสัยทัศน์ มีค่าเฉลี่ยสูงที่สุด สอดคล้องกับแนวคิดของเตือนใจ สุนุกุล (2562) ที่กล่าวว่า วิสัยทัศน์ เป็นพฤติกรรมที่ผู้บริหารสถานศึกษามีความรู้ ความสามารถในการสื่อสาร สามารถบริหารงานด้วยรูปแบบใหม่และในทิศทางที่ถูกต้องมองถึงภาพอนาคตว่าสถานศึกษาจะต้องดำเนินไปในทิศทางใด สามารถขับเคลื่อนการพัฒนาสถานศึกษา นำไปสู่ทิศทางการเปลี่ยนแปลงที่ดี มีการไตร่ตรองทางความคิดก่อนนำไปสู่การตัดสินใจ สามารถวางแผนและมีแนวทางในการดำเนินงานที่ชัดเจน เช่นเดียวกับแนวคิดของกรวิภา มั่งมูล (2563) ที่กล่าวว่า วิสัยทัศน์ เป็นสิ่งที่สามารถนำมาปฏิบัติงานในสถานศึกษาได้จริง และเหมาะสมกับบริบทของสถานศึกษา สามารถดำเนินงานไปตามทิศทางเดียวกันกับวิสัยทัศน์ของสถานศึกษา มีกระบวนการดำเนินงานที่สอดคล้องกับวิสัยทัศน์ของสถานศึกษา และบุคลากรได้รับการส่งเสริมการเรียนรู้สู่การปฏิบัติงานตามเป้าหมายที่ชัดเจน สอดคล้องกับผลการวิจัยของณิชาวรณัฐ ซองดี (2563) ได้วิจัยเรื่อง การศึกษาภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ของโรงเรียนในอำเภอวังเหนือ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาลำปาง เขต 3 ผลการวิจัยพบว่า ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ของโรงเรียนในอำเภอวังเหนือ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาลำปาง เขต 3 ทั้ง 6 ด้าน อยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านผู้นำที่มีวิสัยทัศน์ มีค่าเฉลี่ยอยู่ในระดับมาก และสอดคล้องกับผลการวิจัยของบุษสมาส ผาดี (2563) ได้วิจัยเรื่อง ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาระยอง เขต 1 ผลการวิจัยพบว่า ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านผู้นำที่มีวิสัยทัศน์ มีค่าเฉลี่ยอยู่ในระดับมาก

2. แรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายด้าน พบว่า ส่วนใหญ่อยู่ในระดับมาก โดยด้านที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ด้านความสำเร็จในงาน ด้านการยอมรับนับถือ และด้านความสัมพันธ์ระหว่างบุคคล ที่เป็นเช่นนี้อาจเนื่องมาจาก ครูในสถานศึกษาสังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา มีความสุขในการทำงานอีกทั้งครูมีความสัมพันธ์ที่ดีต่อกัน มีความเป็นมิตร เอาใจใส่ซึ่งกันและกัน จึงสามารถทำงานที่ได้รับมอบหมายหรือแก้ปัญหาต่างๆ สำเร็จตามวัตถุประสงค์ที่ตั้งไว้ ส่งผลให้ได้รับความไว้วางใจ ได้รับการยอมรับจากผู้อื่น จึงเกิดความภาคภูมิใจในการทำงาน สอดคล้องกับแนวคิดของปฐมวงศ์ สีหาเสนา (2557) ที่กล่าวว่า ความสำเร็จในงาน เป็นความสามารถที่บุคคลทำงานที่ได้รับมอบหมายให้สำเร็จตามวัตถุประสงค์ที่ตั้งไว้ และผู้บังคับบัญชา เพื่อนร่วมงาน ยอมรับในผลการปฏิบัติงาน เช่นเดียวกับแนวคิดของจรรจิรา เกตุรุ่ง (2559) ที่กล่าวว่า ความสำเร็จในงาน เป็นความสามารถในการทำงานที่ได้รับมอบหมายจนประสบความสำเร็จตามวัตถุประสงค์ อีกทั้งยังสามารถให้คำชี้แจงที่ถูกต้องและแก้ไขปัญหาที่เกิดขึ้นในการทำงานได้ด้วยตนเองจนงานสำเร็จลุล่วงไปด้วยดี เมื่อได้เห็นผลสำเร็จของงานจึงเกิดความพอใจและ

ภูมิใจกับผลสำเร็จของงานนั้น เช่นเดียวกับแนวคิดของสกุลกานต์ โกสีลา (2561) ที่กล่าวว่า ความสำเร็จในงาน เป็นความสามารถที่ครูปฏิบัติงานได้อย่างสำเร็จลุล่วง เมื่อได้รับมอบหมาย โดยครูสามารถปฏิบัติงานด้วยความเต็มใจและสามารถปฏิบัติงานออกมาด้วยความต้องการที่จะทำจนประสบผลสำเร็จและมีประสิทธิผล เช่นเดียวกับแนวคิดฐานะรัตน์ จีนรัตน์ (2561) ที่กล่าวว่า การยอมรับนับถือ คือการที่ครูได้รับการยอมรับจากผู้บังคับบัญชา เพื่อนร่วมงาน ตลอดจนผู้ปกครองนักเรียน กรรมการโรงเรียน ในรูปของการได้รับความไว้วางใจในการให้ความรู้ เสนอความคิดเห็น และดูแลผู้เรียน หรือชมเชยเมื่อปฏิบัติงานจนสำเร็จหรือสร้างผลงานสร้างชื่อเสียงให้แก่โรงเรียน เช่นเดียวกับแนวคิดของบุษยมาส ผาดี (2563) ที่กล่าวว่า การยอมรับนับถือ เป็นความต้องการมีสัมพันธภาพเป็นความต้องการที่จะให้ และได้รับไมตรีจิต ความรักจากผู้บังคับบัญชา จากเพื่อน หรือบุคคลที่แวดล้อม ความต้องการเป็นส่วนหนึ่งของหมู่คณะ ความต้องการได้รับการยอมรับ ต้องการได้รับความชื่นชมจากผู้อื่น ความภาคภูมิใจในตนเอง ต้องการได้รับการยกย่องนับถือ และสถานะจากสังคม เช่นเดียวกับแนวคิดของฐานะรัตน์ จีนรัตน์ (2561) ที่กล่าวว่า ความสัมพันธ์ระหว่างบุคคล เป็นสภาพการทำงานของครูในสถานศึกษาเดียวกัน ที่เอื้ออำนวยต่อการทำงาน การดำรงชีวิตร่วมกันอย่างราบรื่น หรือทำงานร่วมกันอย่างมีความสุข มีประสิทธิภาพและทุกฝ่ายต่างก็มีความพึงพอใจในทุกด้าน มีความเป็นมิตร มีความรัก ความเอาใจใส่ซึ่งกันและกัน สามารถเป็นที่พึ่งพาอาศัยให้แก่กันได้ และเช่นเดียวกับแนวคิดของMc Clelland (1962) ที่กล่าวว่า ความสัมพันธ์ระหว่างบุคคล เป็นความปรารถอย่างแรงกล้าในการสร้างและรักษามิตรภาพและยึดมั่นต่อความสัมพันธ์ระหว่างบุคคล คือ เป็นคนที่รักใคร่ผูกพันต่อผู้อื่น และต้องการได้รับผลตอบแทนทำนองเดียวกันจากผู้อื่น มีความสามารถพิเศษในการสร้างเครือข่ายกับผู้อื่นได้อย่างรวดเร็ว สามารถติดต่อสื่อสารด้วยรูปแบบวิธีต่างๆ เป็นคนที่ชอบหลีกเลี่ยงความขัดแย้งและแข่งขันกับผู้อื่น บางครั้งชอบผูกพันตนเองกับความต้องการของผู้อื่น สอดคล้องกับผลการวิจัยของอษารักษ์ อุ่นวิเศษ (2560) ที่ได้วิจัยเรื่อง แรงจูงใจในการปฏิบัติงานของครูที่ส่งผลต่อประสิทธิผลโรงเรียน สังกัดองค์การบริหารส่วนจังหวัดสกลนคร ผลการวิจัยพบว่า ความคิดเห็นของผู้บริหารและผู้สอนที่มีต่อแรงจูงใจในการปฏิบัติงานของครูโรงเรียนสังกัดองค์การบริหารส่วนจังหวัดสกลนคร ด้านความสำเร็จของงานที่ปฏิบัติ มีค่าเฉลี่ยอยู่ในระดับมาก และสอดคล้องกับผลการวิจัยของณัฐธิดา สุระเสนา (2564) ได้วิจัยเรื่อง ความสัมพันธ์ระหว่างภาวะผู้นำของผู้บริหารโรงเรียนกับแรงจูงใจในการปฏิบัติงานของครู ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 21 ผลการวิจัยพบว่า แรงจูงใจในการปฏิบัติงานของครูด้านความสำเร็จในงาน มีค่าเฉลี่ยอยู่ในระดับมาก สอดคล้องกับผลการวิจัยของบุษสมาส ผาดี (2563) ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาระยอง เขต 1 ผลการวิจัยพบว่า แรงจูงใจในการปฏิบัติงานของครู ด้านเป็นที่ยอมรับนับถือของเพื่อนร่วมงาน มีค่าเฉลี่ยอยู่ในระดับมาก สอดคล้องกับผลการวิจัยของณัฐธิดา สุระเสนา (2564) ได้วิจัยเรื่อง ความสัมพันธ์ระหว่างภาวะผู้นำของผู้บริหารโรงเรียนกับแรงจูงใจในการปฏิบัติงานของครู ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 21 ผลการวิจัยพบว่า แรงจูงใจในการปฏิบัติงานของครูด้านการยอมรับนับถือ มีค่าเฉลี่ยอยู่ในระดับมาก สอดคล้องกับผลการวิจัยของอษารักษ์ อุ่นวิเศษ (2560) ได้ทำการวิจัยเรื่อง แรงจูงใจในการปฏิบัติงานของครูที่ส่งผลต่อประสิทธิผลโรงเรียน สังกัดองค์การบริหารส่วนจังหวัดสกลนคร ผลการวิจัยพบว่า แรงจูงใจในการปฏิบัติงานของครู ด้านความสัมพันธ์ในหน่วยงาน มีค่าเฉลี่ยอยู่ในระดับมาก และสอดคล้องกับผลการวิจัยของณัฐธิดา สุระเสนา (2564) ได้วิจัยเรื่อง ความสัมพันธ์ระหว่างภาวะผู้นำของผู้บริหารโรงเรียนกับแรงจูงใจในการปฏิบัติงานของครู ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 21 ผลการวิจัยพบว่า แรงจูงใจในการปฏิบัติงานของครู ด้านความสัมพันธ์กับเพื่อนร่วมงาน มีค่าเฉลี่ยอยู่ในระดับมาก

3. ความสัมพันธ์ระหว่างภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษากับแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา โดยภาพรวม มีความสัมพันธ์กันเชิงบวกอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ในระดับสูง ค่าสัมประสิทธิ์สหสัมพันธ์ เท่ากับ .863 เมื่อพิจารณาความสัมพันธ์ระหว่างภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษารายด้านกับแรงจูงใจในการปฏิบัติงานของครูโดยภาพรวม พบว่า มีความสัมพันธ์กันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ซึ่งภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา ด้านความรู้เท่าทันเทคโนโลยี มีความสัมพันธ์กับแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา โดยภาพรวม มีค่าความสัมพันธ์สูงที่สุดในระดับสูง ค่าสัมประสิทธิ์สหสัมพันธ์ เท่ากับ .809 ที่เป็นเช่นนี้อาจเนื่องมาจาก ความรู้เท่าทันเทคโนโลยี คือความสามารถของผู้บริหารสถานศึกษาในการเลือกใช้เครื่องมือ สื่อ อุปกรณ์ เทคโนโลยีที่ทันสมัย มาใช้ในการพัฒนางาน รวมทั้งเผยแพร่ประชาสัมพันธ์กิจกรรมต่างๆ ที่เกี่ยวข้องกับนักเรียนและโรงเรียนด้านต่างๆ ผ่านเว็บไซต์ ไลน์ และเฟสบุ๊ค เพื่อเผยแพร่ข้อมูล ข่าวสาร ประชาสัมพันธ์กิจกรรมสู่ชุมชน โดยมีการบริหารจัดการข้อมูลอย่างเป็นระบบ และทันต่อการเปลี่ยนแปลงของโลกในยุคศตวรรษที่ 21 อีกทั้งผู้บริหารสถานศึกษาในสังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมาเห็นความสำคัญของ ICT และมองอนาคตว่า ICT จะเป็นพื้นฐานสำคัญในการนำองค์กรสู่ความก้าวหน้า มีการจัดหาอุปกรณ์ทางเทคโนโลยีที่เหมาะสม ทันสมัย และเพียงพอต่อการใช้งาน เพื่อสร้างโอกาสในการเข้าถึงเทคโนโลยีของบุคลากร และสมาชิกขององค์การพร้อมทั้งส่งเสริมอำนวยความสะดวก และ

พัฒนาตนเองได้อย่างเหมาะสม และเมื่อผู้บริหารสนับสนุนอุปกรณ์เทคโนโลยีที่ทันสมัย ครูจะนำเทคโนโลยีมาใช้พัฒนางาน และทำให้ครูมีความสำเร็จในงาน ด้วยเหตุนี้จึงทำให้ ภาวะผู้นำของผู้บริหารสถานศึกษาด้านความรู้เท่าทันเทคโนโลยีมีความสัมพันธ์กันเชิงบวกในระดับสูงกับแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา สอดคล้องกับแนวคิดของบุษยมาศ ผาดี (2563) ที่กล่าวว่า ความรู้เท่าทันเทคโนโลยี เป็นความสามารถที่รู้เท่าทันเทคโนโลยี และทันต่อการเปลี่ยนแปลงของโลกในยุคศตวรรษที่ 21 ทันสมัย และเปิดใจให้ท่านต่อการเปลี่ยนแปลงของโลกในยุคศตวรรษที่ 21 รับข้อมูลความรู้ใหม่ๆ อยู่ตลอดเวลา และในทางกลับกันก็เป็นช่องทางให้ผู้นำได้สื่อสารถึงทิศทางและการตัดสินใจที่เกิดขึ้น ผู้นำต้องสามารถเชื่อมโยงการเปลี่ยนแปลงเข้ากับสถานการณ์ปัจจุบัน เห็นความสำคัญของ ICT และมองอนาคตว่า ICT จะเป็นพื้นฐานสำคัญในการนำองค์กรสู่ความก้าวหน้า ทันสมัย ทันเหตุการณ์ รองรับการเปลี่ยนแปลงในอนาคตอย่างรวดเร็ว เช่นเดียวกับแนวคิดของเจษฎา ชวนะไพศาล (2563) ที่กล่าวว่า ความรู้เท่าทันเทคโนโลยี เป็นพฤติกรรมของผู้นำตามกรอบมาตรฐานชาติด้านการใช้เทคโนโลยีของผู้บริหารสถานศึกษา ที่มีความรู้ ความเข้าใจ สามารถนำเทคโนโลยีที่ทันสมัย มาประยุกต์ใช้ แลบูรณาการในการบริหารจัดการองค์การ มีการจัดหาอุปกรณ์ทางเทคโนโลยีที่เหมาะสม ทันสมัย และเพียงพอต่อการใช้งาน เพื่อสร้างโอกาสในการเข้าถึงเทคโนโลยีของบุคลากร และสมาชิกขององค์การ พร้อมทั้งส่งเสริมอำนวยความสะดวก ผลักดัน และสร้างแรงบันดาลใจให้บุคลากร และสมาชิกในองค์การได้ใช้เทคโนโลยีในการปฏิบัติงาน และพัฒนาตนเองได้อย่างเหมาะสมและสร้างสรรค์ตลอดจนเป็นผู้ที่มีความมุ่งมั่นที่จะพัฒนาองค์การ ให้พร้อมรับความท้าทายที่เกิดจากการเปลี่ยนแปลงทางเทคโนโลยีอยู่เสมอสอดคล้องกับงานวิจัยของงานวิจัยของวนิดา หนูราช (2562) ที่ได้ทำวิจัยเรื่อง ภาวะผู้นำเชิงกลยุทธ์ยุคดิจิทัลที่ส่งผลต่อประสิทธิผลของโรงเรียนประถมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี ผลการวิจัยพบว่า ความสัมพันธ์ระหว่างภาวะผู้นำเชิงกลยุทธ์ยุคดิจิทัลกับประสิทธิผลของโรงเรียนมีความสัมพันธ์ทางบวกอยู่ในระดับสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และสอดคล้องกับงานวิจัยของณิศรานันท์ ขันทอง (2563) ได้วิจัยเรื่อง ทักษะดิจิทัลของผู้บริหารสถานศึกษาที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย ผลการวิจัยพบว่า ทักษะดิจิทัลของผู้บริหารสถานศึกษากับแรงจูงใจในการปฏิบัติงานของครูมีความสัมพันธ์กันทางบวกอยู่ในระดับสูง อย่างมีนัยสำคัญทางสถิติที่ .01

ข้อเสนอแนะ

1. ข้อเสนอแนะสำหรับการนำผลการวิจัยไปใช้

1.1 จากผลการวิจัย พบว่า ภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษามีความสัมพันธ์กับแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา ดังนั้น สำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมาควรให้การสนับสนุน ด้านงบประมาณ และทรัพยากร สำหรับการพัฒนาภาวะผู้นำในศตวรรษที่ 21 ให้กับผู้บริหารสถานศึกษาอย่างทั่วถึง เพื่อให้ครูเกิดแรงจูงใจในการปฏิบัติงาน สามารถให้ความร่วมมือในการปฏิบัติงานต่างๆ ของสถานศึกษาให้บรรลุวัตถุประสงค์ได้

1.2 ด้านวิสัยทัศน์ มีค่าเฉลี่ยสูงที่สุด และอยู่ในระดับ มาก ดังนั้นผู้บริหารสถานศึกษาจึงควรพัฒนาตนแอง หมั่นศึกษาหาความรู้ในเรื่องการบริหารงานด้วยรูปแบบใหม่และในทิศทางที่ถูกต้อง เหมาะสม มองถึงภาพอนาคตว่าสถานศึกษาจะต้องดำเนินไปในทิศทางใด สามารถนำแนวทางมาปฏิบัติงานในสถานศึกษาได้จริง และเหมาะสมกับบริบทของสถานศึกษา อีกทั้งต้องสามารถกำหนดกลยุทธ์ในการบริหารให้เหมาะสม เพื่อนำพาให้สถานศึกษาประสบความสำเร็จ สร้างความมั่นใจ และแรงจูงใจในการปฏิบัติงานของครูต่อไป

1.3 ด้านการปรับตัว มีค่าเฉลี่ยต่ำที่สุด ดังนั้นผู้บริหารสถานศึกษา จึงควรสร้างแรงจูงใจให้แก่ครู ด้วยการปรับพฤติกรรมตนเองให้เข้ากับโลกภายนอก รวมถึงสามารถบริหารจัดการความเปลี่ยนแปลงที่เกิดขึ้นได้อย่างมีประสิทธิภาพสามารถที่จะเผชิญและยอมรับความจริงของชีวิต พร้อมทั้งสามารถจัดการปัญหาที่เกิดขึ้นได้อย่างชาญฉลาด บรรลุผลตามความต้องการ สอดคล้องกับเป้าหมายที่วางไว้ เพื่อให้ครูมีแรงจูงใจในการทำงานมากขึ้น

1.4 ความสัมพันธ์ระหว่างภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษากับแรงจูงใจในการปฏิบัติงานของครูด้านที่มีค่าสัมประสิทธิ์สหสัมพันธ์สูงที่สุด คือ ด้านความรู้เท่าทันเทคโนโลยี ดังนั้นผู้บริหารสถานศึกษาควรเลือกใช้เครื่องมือ สื่อ อุปกรณ์เทคโนโลยีที่ทันสมัย มาใช้ในการพัฒนางาน รวมทั้งเผยแพร่ประชาสัมพันธ์กิจกรรมต่างๆ ที่เกี่ยวข้องกับนักเรียนและโรงเรียนด้านต่างๆ ผ่านเว็บไซต์ ไลน์ และเฟสบุ๊ค เพื่อเผยแพร่ข้อมูล ข่าวสาร ประชาสัมพันธ์กิจกรรมสู่ชุมชน โดยมีการบริหารจัดการข้อมูลอย่างเป็นระบบ และทันต่อการเปลี่ยนแปลงของโลกในยุคศตวรรษที่ 21 เห็นความสำคัญของ ICT และมองอนาคตว่า ICT จะเป็นพื้นฐานสำคัญในการนำองค์กรสู่ความก้าวหน้า มีการจัดหาอุปกรณ์ทางเทคโนโลยีที่เหมาะสม ทันสมัย และเพียงพอต่อการใช้งาน เพื่อสร้างโอกาสในการเข้าถึงเทคโนโลยีของบุคลากร และสมาชิกขององค์การพร้อมทั้งส่งเสริมอำนวยความสะดวก และพัฒนาตนเองได้อย่างเหมาะสม เพื่อทำให้ครูเกิดแรงจูงใจในการทำงาน พร้อมที่จะปฏิบัติงานอย่างเต็มที่ มีประสิทธิภาพ และเกิดประสิทธิผลสูงสุดแก่สถานศึกษา

2. ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

2.1 ควรศึกษาภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา ที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา

2.2 ควรศึกษาแนวทางการเสริมสร้างภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา

2.3 ควรศึกษาปัจจัยที่ส่งผลต่อภาวะผู้นำในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา

2.4 ควรศึกษาปัจจัยที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดนครราชสีมา

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แนวทางการพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5

Guidelines for Development of Participation of Basic Educational Committee in Schools Administrations under Nakhon Ratchasima Primary Educational Service Area Office 5.

สุธีธาร คำโคกกรวด Suteetan Kamkokkruad[1]
สรรฤดี ดีปู่ Sanrudee Deepu[2]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ เพื่อ 1) ศึกษาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐาน 2) เปรียบเทียบการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐาน จำแนกตามขนาดโรงเรียน 3) หาแนวทางการพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐาน กลุ่มตัวอย่าง ได้แก่ คณะกรรมการสถานศึกษาขั้นพื้นฐาน จำนวน 322 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถามและแบบสัมภาษณ์ สถิติที่ใช้ ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่า (t-test independent) และการวิเคราะห์เชิงเนื้อหาแล้วสรุปเป็นความเรียง ผลการวิจัยพบว่า การมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานโดยภาพรวมอยู่ในระดับปานกลาง การเปรียบเทียบการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานจำแนกตามขนาดโรงเรียนโดยรวมไม่แตกต่างกัน และแนวทางการพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา คือ โรงเรียนควรรายงาน การดำเนินงานวิชาการ รวมทั้งให้คณะกรรมการได้เข้ามามีส่วนร่วมติดตาม ตรวจสอบการใช้จ่ายงบประมาณ เปิดโอกาสให้ได้ ร่วมวางแผนในการกำหนดตำแหน่งบุคลากรและร่วมประเมินผลการปฏิบัติงานของบุคลากร นอกจากนั้นยังควรเปิดโอกาสให้คณะกรรมการสถานศึกษาขั้นพื้นฐานมีส่วนร่วมจัดทำแผนปฏิบัติการประจำปีเพื่อให้การบริหารสถานศึกษาเกิดประสิทธิภาพ

คำสำคัญ: การมีส่วนร่วม คณะกรรมการสถานศึกษาขั้นพื้นฐาน การบริหารสถานศึกษา

Abstract

This research aims were 1) to study the participation of basic education school committees. 2) to compare the participation of the basic education school committees Classified by school size and 3) to find ways to develop the participation of the basic education school committee. The sample group consisted of 322 basic education committees. The tools were questionnaires and interview forms. The statistics used were frequency, percentage, mean and standard deviation. Value test (t-test independent) and content analysis, then summarized as an essay The results showed that Participation in the basic education school committee at the overall level is moderate. A Comparison of the Participation of Basic Education Boards Classified by school size overall was not different. and guidelines for developing the participation of basic education school committees in school administration is that schools should have Performance Reports Including allowing the committee to take part in monitoring Monitor budget spending giving the opportunity Participate in the planning of personnel placement and jointly assess the performance of personnel. In addition, there should be an opportunity for the basic education committee to participate in the preparation of an annual action plan to ensure the efficiency of school administration.

Keywords: Participation, Basic Education Committee, School administration

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การศึกษามีความสำคัญอย่างยิ่งต่อการพัฒนาประเทศเนื่องจากเป็นกระบวนการ ถ่ายทอดความรู้ ความคิดตลอดจนคุณธรรมและจริยธรรมเพื่อให้มนุษย์สามารถดำรงชีวิต อยู่ร่วมกันในสังคมได้อย่างมีความสุข นั่นคือภารกิจหลักของสถานศึกษา ซึ่งการศึกษาที่มี คุณภาพจะต้องอาศัยการเข้ามามีส่วนร่วมจากหลายฝ่ายทั้งภายในและภายนอกองค์กร โดยโรงเรียน ชุมชนและท้องถิ่นต่างมีความสัมพันธ์เกี่ยวเนื่องกันมาโดยตลอดและมีบทบาทชัดเจนขึ้นเมื่อพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ.2542 หมวด 1 บัญญัติหลักการจัดการศึกษาในมาตรา8(2) การจัดการระบบของโครงสร้างและกระบวนการในการจัดการศึกษาที่ระบุไว้ในมาตรา 9(6) ซึ่งกระบวนการบริหารจัดการที่อาศัยการมีส่วนร่วมนั้นต้องมีการกระจายอำนาจเพื่อให้เกิดประสิทธิภาพอย่างแท้จริง โดยระบุไว้ในมาตรา 39 โดยคณะกรรมการต้องมีบทบาทหน้าที่ชัดเจนในการเข้ามามีส่วนร่วมจัดการศึกษาโดยในมาตรา 40 ได้บัญญัติถึงหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐาน ซึ่งให้ทำหน้าที่กำกับและส่งเสริมสนับสนุนกิจการของสถานศึกษา ซึ่งการส่งเสริม สนับสนุนสถานศึกษานั้นจะเกิดขึ้นได้ต้องอาศัยการระดมทรัพยากรต่าง ๆ โดยในมาตรา 58 ได้บัญญัติถึงการระดมทรัพยากรที่นำมาใช้ในการจัดการศึกษาให้มีคุณภาพ โดยให้มีการระดม ทรัพยากรและการลงทุนทางด้านของงบประมาณ การเงินและทรัพย์สินมาใช้เพื่อจัดการศึกษา (สำนักงานคณะกรรมการการศึกษาแห่งชาติ, 2545) จะเห็นได้ว่าคณะกรรมการการศึกษาขั้นพื้นฐานมีความสำคัญอย่างยิ่งต่อการจัดการศึกษา โดยการบริหารงานในสถานศึกษานั้นจัดเป็นภารกิจหลักของผู้บริหารสถานศึกษา และบุคลากรที่เกี่ยวข้องทุกฝ่าย รวมถึงชุมชนที่ต้องเข้ามามีส่วนร่วมในการบริหารจัดการ เนื่องจากชุมชนเป็นผู้ได้รับผลกระทบจากการจัดการศึกษาของสถานศึกษาโดยตรง ซึ่งขอบข่ายในการบริหารงานในสถานศึกษานั้นได้กำหนดไว้ในการกระจายอำนาจการบริหาร และจัดการศึกษาตามแนวทางของพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 ในมาตราที่ 39 ซึ่งเกี่ยวข้องกับงานบริหารสถานศึกษาทั้ง 4 ด้าน ได้แก่ ด้านการบริหารวิชาการ งบประมาณ บุคคลและด้านการบริหารทั่วไป ซึ่งการบริหารงานทั้ง 4 ด้านนี้ จะมีคุณภาพได้นั้น ย่อมต้องอาศัยบุคลากรที่มีคุณภาพและการประสานความร่วมมือ การสร้างความสัมพันธ์อันดี รวมทั้งการมีส่วนร่วมของคณะกรรมการสถานศึกษา ขั้นพื้นฐานด้วย โดยแต่ละสถานศึกษาจะมีจำนวนบุคลากรและจำนวนคณะกรรมการสถานศึกษาขั้นพื้นฐานแตกต่างกัน บริบท ความต้องการ และกระบวนการในการบริหารงานที่ไม่เหมือนกัน เนื่องด้วยขนาดของ สถานศึกษาย่อมส่งผลต่อประสิทธิภาพของการบริหารงานทั้ง4 ด้านของสถานศึกษา (สำนักงานคณะกรรมการการศึกษาแห่งชาติ, 2545)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมาเขต 5 มีวิสัยทัศน์ในทิศทางการพัฒนาการศึกษาไว้ว่า สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 เป็นองค์กรที่ส่งเสริม สนับสนุนการจัดการศึกษาขั้นพื้นฐานให้มีคุณภาพและมาตรฐานระดับสากลบนพื้นฐานของความเป็นไทย โดยหนึ่งในพันธกิจของทิศทางการพัฒนาการศึกษา นี้ระบุให้พัฒนาระบบบริหารจัดการที่เน้นการเข้ามามีส่วนร่วมเพื่อเสริมสร้างความรับผิดชอบ ต่อคุณภาพ การศึกษาและบูรณาการการจัดการศึกษา นอกจากนั้นยังมีกลยุทธ์ที่ 3 ที่ระบุถึง การสร้างโอกาสในการเข้าถึงบริการการศึกษาที่มีคุณภาพมีมาตรฐานและลดความเหลื่อมล้ำทางการศึกษา โดยมีแนวทางการพัฒนาในการร่วมมือกับองค์กรปกครองระดับท้องถิ่น ภาคเอกชน หน่วยงานที่เกี่ยวข้องในการจัดการศึกษาให้สอดคล้องกับบริบทของพื้นที่ และกลยุทธ์ที่ 4 ระบุว่าให้เพิ่มประสิทธิภาพการบริหารจัดการ โดยมีแนวทางการพัฒนาในการสร้างเครือข่ายความร่วมมือและส่งเสริมให้ทุกภาคส่วนได้เข้ามามีส่วนร่วมบริหารจัด การศึกษา (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานคราชสีมา เขต 5, 2564) คุณภาพในการจัดการศึกษาจะเกิดขึ้นได้จากการเข้ามามีส่วนร่วมของทุกฝ่าย โดยเฉพาะคณะกรรมการสถานศึกษาขั้นพื้นฐานที่ประกอบด้วยบุคลากรทั้งภายในและภายนอก สถานศึกษาที่เป็นตัวแทนจากชุมชนในการเข้ามามีส่วนร่วมในการบริหารสถานศึกษาโดยสำนักงานเขตพื้นที่ การศึกษาประถมศึกษานครราชสีมา เขต 5 ให้ความสำคัญในเรื่องการมีส่วนร่วมเพื่อให้การจัดการศึกษามีประสิทธิภาพสูงสุดและเป็นไปตามที่สังคมต้องการ แต่ในปัจจุบัน คณะกรรมการสถานศึกษาขั้นพื้นฐานยังไม่สามารถเข้ามามีส่วนร่วมในการปฏิบัติงาน ตามภารกิจของกระทรวงศึกษาธิการกำหนดไว้ได้เต็มรูปแบบ เนื่องจากความสัมพันธ์ระหว่าง โรงเรียนและชุมชนลดลง โอกาสในการเข้ามามีส่วนร่วมของคณะกรรมการสถานศึกษาขั้น พื้นฐานย่อมน้อยลงตามไปด้วยและคณะกรรรมการสถานศึกษาขั้นพื้นฐานยังไม่เข้าใจบทบาท หน้าที่อย่างแท้จริง ย่อมส่งผลกระทบต่อคุณภาพของการจัดการศึกษาที่ยังไม่สอดคล้องกับ ความต้องการของชุมชน (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานคราชสีมา เขต 5, 2562)

ดังนั้นผู้วิจัยจึงสนใจที่จะศึกษาแนวทางการพัฒนาการมีส่วนร่วมของคณะกรรมการ สถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษา ประถมศึกษานครราชสีมา เขต 5 เพื่อให้การจัดการศึกษาในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 มีประสิทธิภาพมากยิ่งขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5

2. เพื่อเปรียบเทียบการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 จำแนกตามขนาดโรงเรียน

3. เพื่อศึกษาแนวทางการพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

1.1 ประชากรที่ใช้ในการวิจัย ได้แก่ คณะกรรมการสถานศึกษาขั้นพื้นฐานสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 ปีการศึกษา 2565 จำนวน 1,905 คน จำแนกเป็นโรงเรียนขนาดเล็ก จำนวน 1,080 คน โรงเรียนขนาดกลาง ขนาดใหญ่และขนาดใหญ่พิเศษ จำนวน 825 คน

1.2 กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ คณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 ปีการศึกษา 2565จำนวน 322 คน จำแนกเป็น โรงเรียนขนาดเล็ก จำนวน 183 คน โรงเรียนขนาดกลาง ขนาดใหญ่และขนาดใหญ่พิเศษ จำนวน 139 คน ซึ่งใช้วิธีการเลือกขนาดกลุ่มตัวอย่างโดยการเปิดตารางสำเร็จรูปของ Krejcie and Morgan (บุญชม ศรีสะอาด, 2560) และดำเนินการสุ่มกลุ่มตัวอย่างด้วยวิธีการสุ่มแบบแบ่งชั้นภูมิ (Stratified random sampling) ตามสัดส่วน โดยใช้ขนาดของโรงเรียนเป็นชั้นภูมิ

ตัวแปรที่ศึกษา

2.1 ตัวแปรต้น ได้แก่ ขนาดของโรงเรียน ประกอบด้วย

2.1.1 โรงเรียนขนาดเล็ก

2.1.2 โรงเรียนขนาดกลาง ขนาดใหญ่และขนาดใหญ่พิเศษ

2.2 ตัวแปรตาม ได้แก่ การมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานตามขอบข่ายการบริหารงานในสถานศึกษาขั้นพื้นฐาน ประกอบด้วย

2.2.1 การบริหารวิชาการ

2.2.2 การบริหารงบประมาณ

2.2.3 การบริหารบุคคล

2.2.4 การบริหารทั่วไป

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

1. แบบสอบถามการมีส่วนร่วมของคณะกรรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ขนาดโรงเรียนของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบสำรวจรายการ (Check list)

ตอนที่ 2 การมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5เป็นแบบมาตราส่วนประมาณค่า (Rating scale) แบ่งเป็น 5 ระดับ

2. แบบสัมภาษณ์แบบมีโครงสร้างเกี่ยวกับแนวทางการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 โดยเลือกการมีส่วนร่วมที่มีค่าเฉลี่ยน้อยที่สุด 2 ลำดับมาใช้เป็นประเด็นในการสัมภาษณ์ เพื่อหาแนวทางการพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5

การเก็บรวบรวมข้อมูล

1. การเก็บรวบรวมข้อมูลด้วยแบบสอบถาม

1.1 ผู้วิจัยดำเนินการขอหนังสือจากบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏนครราชสีมา จำนวน 2 ฉบับ สำหรับให้ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 และผู้อำนวยการโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 เพื่อขอความร่วมมือในการเก็บรวบรวมข้อมูล ในการวิจัย

1.2 ผู้วิจัยส่งหนังสือขอความอนุเคราะห์ไปยังโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 ทางไปรษณีย์โดยผู้วิจัยจะแนบซองเปล่าพร้อมติดแสตมป์จ่าหน้าซองถึงผู้วิจัยเพื่อขอความอนุเคราะห์ส่งแบบสอบถามคืนและส่งแบบสอบถามผ่านทางช่องทางออนไลน์โดยใช้ Google Forms

1.3 ผู้วิจัยดำเนินการรวบรวมแบบสอบถามจากทางไปรษณีย์ กรณีได้รับแบบสอบถามไม่ครบ ผู้วิจัยดำเนินการติดต่อประสานขอรับด้วยตนเองอีกครั้งและรวบรวมแบบสอบถามบางส่วนผ่านช่องทางออนไลน์

2. การเก็บรวบรวมข้อมูลด้วยการสัมภาษณ์

ผู้วิจัยสัมภาษณ์ผู้ทรงคุณวุฒิ จำนวน 5 คน ที่มีคุณสมบัติ ดังนี้

2.1 ผู้บริหารสถานศึกษาที่ได้รับรางวัล (Best Practices) ระดับเขตพื้นที่การศึกษา ระดับภาคหรือระดับประเทศด้านการบริหารสถานศึกษา จำนวน 3 คน

2.2 ประธานคณะกรรมการสถานศึกษาขั้นพื้นฐานที่ได้รับรางวัลประธานคณะกรรมการสถานศึกษาขั้นพื้นฐานดีเด่นหรือมีวาระการดำรงตำแหน่ง 2 วาระ จำนวน 2 คน

เพื่อหาแนวทางการพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 ด้วยตนเองแล้วสรุปรวบรวมความคิดเห็นทันทีที่การสัมภาษณ์สิ้นสุดลง ซึ่งการสัมภาษณ์แต่ละครั้งผู้วิจัยได้จดบันทึกและบันทึกเสียงไว้ทุกครั้ง โดยขออนุญาตในการบันทึกเสียงก่อนที่จะบันทึก

สรุปผลการวิจัย

1. การมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 โดยภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณารายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการบริหารงบประมาณ ด้านการบริหารวิชาการ ด้านการบริหารทั่วไปและด้านการบริหารบุคคล ตามลำดับ

2. เปรียบเทียบการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 จำแนกตามขนาดโรงเรียนโดยรวมไม่แตกต่างกัน เมื่อพิจารณารายด้านพบว่าด้านการบริหารบุคคลแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ.05

3. แนวทางการพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5

3.1 ด้านการบริหารวิชาการ

โรงเรียนควรจัดทำโครงการ ประชาสัมพันธ์ รายงานการดำเนินงานต่อคณะกรรมการสถานศึกษาขั้นพื้นฐานอย่างต่อเนื่อง

3.2 ด้านการบริหารงบประมาณ

โรงเรียนควรให้คณะกรรมการสถานศึกษาขั้นพื้นฐานเข้ามามีส่วนร่วมติดตาม ตรวจสอบการใช้จ่ายงบประมาณของโรงเรียนได้

3.3 ด้านการบริหารบุคคล

โรงเรียนควรเปิดโอกาสให้ทางคณะกรรมการสถานศึกษาขั้นพื้นฐานได้แสดงความคิดเห็นร่วมวางแผนในการกำหนดตำแหน่งบุคลากร การวางแผนอัตรากำลังล่วงหน้า และร่วมประเมินผลการปฏิบัติงานของบุคลากรภายในโรงเรียน

3.4 ด้านการบริหารทั่วไป

โรงเรียนควรเปิดโอกาสให้คณะกรรมการสถานศึกษาขั้นพื้นฐานมีส่วนร่วมจัดทำแผนปฏิบัติการประจำปี

อภิปรายผลการวิจัย

1. จากผลการวิจัยพบว่าการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 โดยภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณารายด้านพบว่าด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการบริหารบุคคล ที่เป็นเช่นนี้อาจเนื่องมาจากคณะกรรมการสถานศึกษาขั้นพื้นฐานไม่ค่อยเข้าใจในบทบาทหน้าที่ของตนและส่วนใหญ่โรงเรียนจะเสนอแผนงานต่าง ๆ ให้ทราบเพื่อขอความเห็นชอบและอนุมัติมากกว่าการเปิดโอกาสให้คณะกรรมการสถานศึกษาขั้นพื้นฐานได้แสดงความคิดเห็น ข้อเสนอแนะและร่วมลงมือปฏิบัติในกิจกรรมของโรงเรียน ทำให้คณะกรรมการสถานศึกษาขั้นพื้นฐานส่วนใหญ่จะมีหน้าที่ระดมงบประมาณเพื่อสนับสนุนการพัฒนาโรงเรียนมากกว่าการมีส่วนร่วมในด้านอื่น ๆ โดยมีบุคลากรเป็นผู้ดำเนินการประสานงานระหว่างโรงเรียนกับคณะกรรมการสถานศึกษาขั้นพื้นฐาน แต่ไม่ได้เปิดโอกาสให้เข้ามามี ส่วนร่วมในการติดตามประเมินผลการปฏิบัติงานของบุคลากรในโรงเรียน เนื่องด้วยคณะกรรมการสถานศึกษาขั้นพื้นฐานจะให้อิสระในการดำเนินงานของบุคลากรจึงไม่ได้เข้าไปมีส่วนร่วมด้านการบริหารบุคคลในทุกกิจกรรม ซึ่งสอดคล้องกับแนวคิดของอทิตยา ขาวคม (2557) ได้กล่าวว่า การมีส่วนร่วมเป็นการร่วมมือกันระหว่างโรงเรียนและผู้ปกครอง ในการวางแผน ตัดสินใจ ลงมือปฏิบัติการรับผลประโยชน์และติดตามและประเมินผล และสอดคล้องกับการศึกษาวิจัยของอาทิตย์ วะไลใจ (2556) ได้ศึกษาวิจัย เรื่อง การมีส่วนร่วม ในการจัดการศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐาน โรงเรียนในกลุ่มเครือข่ายพัฒนาคุณภาพการศึกษาประจิมพัฒนา อำเภอแม่แจ่ม จังหวัดเชียงใหม่ พบว่าปัญหาคือ คณะกรรมการสถานศึกษาขั้นพื้นฐานขาดความเข้าใจในบทบาทหน้าที่ของตนเองและสอดคล้องกับการศึกษาวิจัยของวรวุฒิ ต๊ะคำวรณ์ (2558) ได้ศึกษาวิจัยเรื่องการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานใน

สถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาลำปาง เขต 1 กล่าวว่า คณะกรรมการสถานศึกษาขั้นพื้นฐานไม่ค่อยรู้และเข้าใจในบทบาทหน้าที่และลักษณะของงาน และไม่ค่อยมีเวลาในการเข้าร่วมกิจกรรมของโรงเรียน รวมทั้งทางสถานศึกษายังกำหนดเนื้อหาการประชุมให้คณะกรรมการรับทราบมากกว่าให้ร่วมพิจารณาเสนอแนะ อีกทั้งมีข้อมูลประกอบการวิเคราะห์และพิจารณาไม่เพียงพอ และสอดคล้องกับการศึกษาวิจัยของ รุ่งฤดี แคล้วคลาด (2557) ที่ได้ศึกษาเกี่ยวกับสภาพปัญหาและแนวทางการพัฒนาการมีส่วนร่วมในการบริหารสถานศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 1 ผลการศึกษาพบว่า สภาพการมีส่วนร่วมของคณะกรรมการ โดยภาพรวมอยู่ในระดับปานกลางและสอดคล้องกับการศึกษาวิจัยของจำนงก์ แก้วเนื้ออ่อน (2559) ได้ศึกษาวิจัยเรื่องการมีส่วนร่วมของคณะกรรมการสถานศึกษา ในการจัดการศึกษาขั้นพื้นฐานของสถานศึกษาในอำเภอเมือง จังหวัดยะลา พบว่า การมีส่วนร่วมของคณะกรรมการสถานศึกษาในการจัดการศึกษาขั้นพื้นฐานของสถานศึกษา โดยรวมอยู่ในระดับปานกลางและยังสอดคล้องแนวคิดของรัตนพร รัตนสุวรรณ นิลรัตน์ นวกิจไพฑูรย์และสุภาพ เต็มรัตน์ (2564) ได้ศึกษาแนวทางการมีส่วนร่วมของชุมชน ในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครศรีธรรมราช เขต 2 ผลการวิจัยการพิจารณารายด้านโดยเรียงลำดับจาก ค่าเฉลี่ยรายด้านจากมากไปหาน้อย ได้แก่ ด้านการบริหารงานงบประมาณ ด้านการบริหารงานวิชาการด้านการบริหารงานทั่วไปและด้านการบริหารงานบุคคล

2. เปรียบเทียบการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 จำแนกตามขนาดโรงเรียน พบว่า โดยรวมไม่แตกต่างกัน เมื่อพิจารณารายด้านพบว่ามี 1 ด้านที่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ.05 คือ ด้านการบริหารบุคคล โดยโรงเรียนขนาดกลาง ขนาดใหญ่และใหญ่พิเศษมีค่าเฉลี่ยการมีส่วนร่วมสูงกว่าโรงเรียนขนาดเล็ก ที่เป็นเช่นนี้อาจเนื่องมาจาก ในปัจจุบันโรงเรียนยังไม่ค่อยเปิดโอกาสให้คณะกรรมการสถานศึกษาขั้นพื้นฐานเข้ามามีส่วนร่วมด้านการบริหารบุคคลมากนักจึงทำให้คณะกรรมการสถานศึกษาขั้นพื้นฐานยังไม่ค่อยเข้าใจในหน้าที่ของตนเองอย่างแท้จริง จึงมักให้อิสระกับผู้บริหารสถานศึกษาในการบริหารงานบุคคล ซึ่งคณะกรรมการสถานศึกษาจะคอยช่วยเหลือ สนับสนุน ในกิจกรรมที่ทางโรงเรียนเชิญเท่านั้น โดยมีบุคลากรเป็นผู้ทำหน้าที่ประสานงาน เชื่อมความสัมพันธ์ระหว่างโรงเรียนกับคณะกรรมการสถานศึกษาขั้นพื้นฐานจึงมีความแตกต่างกันตามขนาดของโรงเรียนในการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานกับการบริหารงานบุคคล เพราะจำนวนบุคลากรในโรงเรียนขนาดเล็กน้อยกว่าโรงเรียนขนาดกลาง ขนาดใหญ่และใหญ่พิเศษ ซึ่งสอดคล้องกับแนวคิดของอทิตยา ขาวคม (2557) ได้กล่าวว่าการมีส่วนร่วมว่าเป็นการร่วมมือกันระหว่างโรงเรียนและผู้ปกครอง ในการวางแผน ตัดสินใจ ลงมือ รับผลประโยชน์และติดตามและประเมินผล และสอดคล้องกับการศึกษาวิจัยของอาทิตย์ วะไลใจ (2556) ได้ศึกษาวิจัย เรื่อง การมีส่วนร่วมในการจัดการศึกษาของ คณะกรรมการสถานศึกษาขั้นพื้นฐาน โรงเรียนในกลุ่มเครือข่ายพัฒนาคุณภาพการศึกษาประจิมพัฒนา อำเภอแม่แจ่ม จังหวัดเชียงใหม่ ได้พบว่า ปัญหาคือ คณะกรรมการสถานศึกษาขั้นพื้นฐานขาดความเข้าใจในบทบาทหน้าที่ของตนเองและสอดคล้องกับการศึกษาวิจัยของ กุลจิรา ว่องเกษการ (2554) ได้ศึกษาวิจัยเรื่อง การศึกษาการมีส่วนร่วมในการจัดการศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐานโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต5 พบว่า ผลการเปรียบเทียบระดับการมีส่วนร่วมในการจัดการศึกษาของคณะกรรมการสถานศึกษาโดยภาพรวมพบว่าไม่แตกต่างกัน เมื่อพิจารณาเป็นรายด้านพบว่า ด้านการบริหารงานบุคคลแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และสอดคล้องกับการศึกษาวิจัยของวรวุฒิ ต๊ะคำวรณ์ (2558) ได้วิจัยเรื่องการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาลำปาง เขต 1 กล่าวว่า คณะกรรมการสถานศึกษาขั้นพื้นฐานไม่ค่อยรู้และเข้าใจบทบาทหน้าที่และลักษณะของงานและไม่ค่อยมีเวลาในการเข้าร่วมกิจกรรมและทางสถานศึกษายังกำหนดเนื้อหาการประชุมให้คณะกรรมการรับทราบ มากกว่าให้ร่วมพิจารณาเสนอแนะโดยมีข้อมูลประกอบการวิเคราะห์ พิจารณาไม่เพียงพอและสอดคล้องกับการศึกษาวิจัยของจำนงก์ แก้วเนื้ออ่อน (2559) ได้ศึกษาวิจัยเรื่อง การมีส่วนร่วมของคณะกรรมการสถานศึกษาในการจัดการศึกษาขั้นพื้นฐานของสถานศึกษาในอำเภอเมือง จังหวัดยะลา ผลการวิจัยพบว่า การมีส่วนร่วมของคณะกรรมการในการจัดการศึกษาขั้นพื้นฐานของสถานศึกษา จำแนกตามขนาดของสถานศึกษา ประกอบด้วย ขนาดใหญ่และขนาดเล็กในภาพรวมไม่แตกต่างกัน

3. แนวทางการพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 อภิปรายผลได้ดังนี้

3.1 ด้านการบริหารวิชาการ แนวทางการพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการประสานความร่วมมือในการพัฒนาวิชาการกับชุมชน องค์กรและหน่วยงานอื่น คือ โรงเรียนควรจัดทำโครงการในการพัฒนาวิชาการหรือเผยแพร่ ประชาสัมพันธ์ รายงานการดำเนินงานวิชาการของโรงเรียนไปนำเสนอในที่ประชุมคณะกรรมการสถานศึกษาขั้นพื้นฐานเป็นระยะอย่างต่อเนื่องเพื่อชี้แจงกิจกรรม ความจำเป็น ความขาดแคลนที่ต้องการขอความช่วยเหลือจากการประสานงานขอความร่วมมือกับชุมชน องค์กรและหน่วยงานอื่น เพื่อให้พัฒนางานวิชาการได้อย่างมีคุณภาพและแนวทางพัฒนาการมีส่วนร่วมของคณะกรรมการ

สถานศึกษาขั้นพื้นฐานในการพัฒนาระบบประกันคุณภาพภายในและมาตรฐานการศึกษา คือ โรงเรียนเสนอแผนการดำเนินงานในการพัฒนาระบบประกันคุณภาพภายในและมาตรฐานการศึกษาและรายงานความคืบหน้า รวมถึงความสำเร็จและความมุ่งหวังในการพัฒนา ปรับปรุง แก้ไข เพื่อให้คณะกรรมการสถานศึกษาขั้นพื้นฐานรับทราบและร่วมวางแผนในการเข้ามามีส่วนร่วมให้สามารถดำเนินการงานประกันคุณภาพภายในและมาตรฐานการศึกษาได้สอดคล้องกับวัตถุประสงค์ที่ตั้งไว้ ซึ่งสอดคล้องกับแนวคิดของสุวิมล หงส์วิไล (2559) ได้กล่าวว่า การมีส่วนร่วมเป็นการเปิดโอกาสให้ประชาชนหรือหน่วยงานที่เกี่ยวข้องเข้ามามีส่วนร่วมในการตัดสินใจในกิจการต่าง ๆ สนับสนุน กำหนดการวางแผน อย่างมีระบบ กำหนดนโยบาย มีการติดตามผลและประเมินผลร่วมกันและนำผลการปฏิบัติไปปรับปรุง พัฒนางานในสถานศึกษาให้มีประสิทธิภาพมากยิ่งขึ้นไปและสอดคล้องกับการศึกษาวิจัยของพรรณี ทองปน (2556) ได้ศึกษาวิจัย เรื่อง สภาพปัญหาความต้องการและแนวทางพัฒนาการมีส่วนร่วมในการจัดการศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 3 ได้เสนอแนวทางการมีส่วนร่วมด้านการบริหารวิชาการ ได้แก่ คณะกรรมการต้องการเข้ามามีส่วนร่วมในการติดตามตรวจสอบมาตรฐานในการจัดการศึกษา รับทราบรายงานและการประเมินผลการเรียน รวมถึงร่วมหาวิธีแก้ไขและสอดคล้องกับการศึกษาวิจัยของอรรณพ มูลเดช (2559) ได้ศึกษาเรื่อง แนวทางการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการจัดการศึกษาโรงเรียนในอำเภอแม่วงก์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครสวรรค์เขต 2 ได้เสนอแนวทางการมีส่วนร่วมด้านการบริหารงานวิชาการ ได้แก่สถานศึกษาควรจัดประชุมอบรมสัมมนาเรื่องบทบาทหน้าที่ของคณะกรรมการสถานศึกษา

3.2 ด้านการบริหารงบประมาณ แนวทางพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการประเมินประสิทธิภาพการใช้จ่ายงบประมาณ คือ โรงเรียนจัดทำแผนงาน โครงการที่ระบุถึงการใช้จ่ายงบประมาณ เสนอต่อคณะกรรมการสถานศึกษาขั้นพื้นฐานก่อนดำเนินงานให้รับทราบและขอความเห็นชอบ อนุมัติให้สามารถดำเนินการใช้จ่ายได้ตามแผนงานที่วางไว้และรายงานการใช้จ่ายงบประมาณอย่างละเอียดเมื่อดำเนินงานเสร็จสิ้นและแนวทางพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการติดตามการใช้จ่ายงบประมาณ คือ โรงเรียนรายงานการดำเนินการใช้จ่ายงบประมาณต่อคณะกรรมการสถานศึกษาขั้นพื้นฐานเป็นประจำทั้งก่อนการดำเนินงาน ในขณะดำเนินงาน และเมื่อการดำเนินงานเสร็จสิ้น ด้วยรูปแบบการนำเสนอในที่ประชุมหรือการรายงานผ่านการติดต่อสื่อสารด้วยการพูดคุย เพื่อให้คณะกรรมการสถานศึกษาขั้นพื้นฐานรับทราบและ เข้ามามีส่วนร่วมติดตาม ตรวจสอบการใช้จ่ายงบประมาณของโรงเรียนได้ ซึ่งสอดคล้องกับแนวคิดของพิชนาถ เพชรนาชม (2554) กล่าวว่า การบริหารงบประมาณเป็นการใช้เงินของสถานศึกษา อย่างโปร่งใสและสามารถตรวจสอบได้ อีกทั้งยังเป็นการควบคุมการใช้จ่ายที่ถูกต้องมีประสิทธิภาพ และแนวคิดของยัน แก้วบุญมา (2554) กล่าวว่าการบริหารงบประมาณเป็นการบริหารการเงินเพื่อนำมาจัดการศึกษา รวมทั้งการประเมินการใช้งบประมาณของสถานศึกษา และสอดคล้องกับการศึกษาวิจัยของพรรณี ทองปน (2556) ได้ศึกษาวิจัย เรื่อง สภาพปัญหาความต้องการและแนวทางพัฒนาการมีส่วนร่วมในการจัดการศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 3 ได้เสนอแนวทางการมีส่วนร่วมด้านการบริหารงบประมาณ ได้แก่ คณะกรรมการต้องการเข้ามามีส่วนร่วมในการให้ความเห็นชอบและตรวจสอบในการใช้จ่ายเงินงบประมาณของโรงเรียนและสอดคล้องกับกับการศึกษาวิจัยของอรรณพ มูลเดช (2559) ได้ศึกษาเรื่อง แนวทางการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการจัดการศึกษาโรงเรียนในอำเภอแม่วงก์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครสวรรค์เขต 2 ได้เสนอแนวทางการมีส่วนร่วม ด้านการบริหารงานงบประมาณ ได้แก่ สถานศึกษาควรจัดให้มีการประชุมในเรื่องบทบาทของคณะกรรมการสถานศึกษา ชี้แจงรายละเอียดแผนการใช้เงินงบประมาณประจำปี เปิดโอกาสให้เข้ามามีส่วนร่วมให้มากขึ้นและสวัสดิการต่างๆเพื่อเป็นขวัญกำลังใจในการปฏิบัติงานและสอดคล้องกับการศึกษาวิจัยของฟิกรี แก้วนวล (2560) ได้ศึกษาวิจัยเรื่องการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารงานโรงเรียน ขยายโอกาสทางการศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาในจังหวัดปัตตานี ได้เสนอแนวทางการมีส่วนร่วมใน ด้านการบริหารงบประมาณ คือ คณะกรรมการต้องมีส่วนร่วมในการรับรู้เกี่ยวกับงบประมาณในแต่ละปีและต้องมีส่วนร่วมในการตรวจสอบรวมถึงวางแผน การใช้เงินงบประมาณภายในสถานศึกษา

3.3 ด้านการบริหารบุคคล แนวทางพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบรรจุแต่งตั้งบุคลากร คือ โรงเรียนจัดประชุมคณะกรรมการสถานศึกษาขั้นพื้นฐานโดยควรเปิดโอกาสให้ทางคณะกรรมการสถานศึกษาขั้นพื้นฐานได้แสดงความคิดเห็น ร่วมวางแผนในการกำหนดตำแหน่งบุคลากรตามความขาดแคลน การเห็นชอบการย้ายบุคลากรและวางแผนอัตรากำลังล่วงหน้า เพื่อสรรหาบุคคลเข้ามาปฏิบัติหน้าที่ได้สอดคล้องกับความต้องการของโรงเรียนและแนวทางพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการพิจารณาให้บุคลากรพ้นจากตำแหน่ง คือ โรงเรียนควรเปิดโอกาสให้คณะกรรมการสถานศึกษาขั้นพื้นฐานเข้ามามีบทบาทในการร่วมดำเนินงานกับทางโรงเรียนและร่วมประเมินผลการปฏิบัติงานของบุคลากรภายในโรงเรียน ซึ่งสอดคล้องกับแนวคิดของภัคภิญญา หว่างจิตร์ (2559) กล่าวว่า การบริหารบุคคล เป็นกระบวนการต่าง ๆ ในการดำเนินงานที่เกี่ยวข้องกับบุคคล ตั้งแต่การกำหนดนโยบายวางแผนกำลังคน การสรรหาและเลือกสรร การธำรงรักษาบุคลากร การพัฒนาให้บุคลากรก้าวหน้า การควบคุม การประเมิน ผลการปฏิบัติงานและการให้พ้นจากงานโดยวิธีการต่าง ๆ เพื่อให้ได้คนที่มี

ประสิทธิภาพสูงสุด และสอดคล้องกับการศึกษาวิจัยของพรรณี ทองปน (2556) ได้ศึกษาวิจัย เรื่อง สภาพปัญหาความต้องการและแนวทาง พัฒนาการมีส่วนร่วมในการจัดการศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 3 ได้เสนอแนวทางการมีส่วนร่วมด้านการบริหารงานบุคคล ได้แก่ คณะกรรมการต้องการเข้ามาดูแลติดตาม นิเทศการปฏิบัติงาน และจัดสวัสดิการให้กับครูและบุคลากรเพื่อเสริมสร้างและเพิ่มกำลังใจในการทำงานและสอดคล้องกับการศึกษาวิจัยของอรรณพ มูลเดช (2559) ได้ศึกษาเรื่อง แนวทางการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการจัดการศึกษาโรงเรียนในอำเภอแม่วงก์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครสวรรค์เขต 2 ได้เสนอแนวทางการมีส่วนร่วมด้านการบริหารงานบุคคลได้แก่ ทางสถานศึกษาควรมีการจัดประชุมอบรมในเรื่องหน้าที่ของคณะกรรมการและเปิดโอกาสให้ได้รับทราบบริบท ความจำเป็นขาดแคลน สภาพปัญหาและความต้องการจำนวนอัตราตำแหน่งของข้าราชการครูและรวมถึงวิธีการส่งเสริมสนับสนุนบุคลากรและสอดคล้องกับการศึกษาวิจัยของฟิกรี แก้วนวล (2560) ได้ศึกษาวิจัยเรื่องการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารงานโรงเรียน ขยายโอกาสทางการศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาในจังหวัดปัตตานี ได้เสนอแนวทางการมีส่วนร่วมในด้านการบริหารงานบุคคล ได้แก่ การเข้ามามีส่วนร่วมในการกำหนดคุณสมบัติในการสรรหาบุคคลที่จะเข้ามาปฏิบัติการสอนและต้องเข้ามามีส่วนร่วมติดตาม ประเมินผลการปฏิบัติงานของครูและบุคลากรทางการศึกษา

3.4 ด้านการบริหารทั่วไป แนวทางพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการจัดทำแผนปฏิบัติการประจำปีของสถานศึกษา คือ โรงเรียนควรเชิญคณะกรรมการสถานศึกษาขั้นพื้นฐานประชุมเพื่อวิเคราะห์บริบท ความต้องการ ความจำเป็นและความเป็นไปได้ของโรงเรียนเพื่อร่วมกันจัดทำแผนปฏิบัติการประจำปีให้สอดคล้องกับวัตถุประสงค์ที่ตั้งไว้และอนุมัติให้ความเห็นชอบต่อไปและแนวทางพัฒนาการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการดำเนินงานตามแผนปฏิบัติการประจำปีของสถานศึกษา คือ โรงเรียนเชิญคณะกรรมการสถานศึกษาขั้นพื้นฐานเข้าร่วมประชุมก่อนจัดกิจกรรมและร่วมในกิจกรรมที่จัดขึ้น โดยการติดต่อ ประสานงานและสร้างความสัมพันธ์อันดีอยู่เสมอ เพื่อให้เกิดความร่วมมือและการมีส่วนร่วมอย่างแท้จริงซึ่งสอดคล้องกับแนวคิดของยัน แก้วบุญมา (2554) กล่าวว่า การบริหารทั่วไปเป็นการจัดทำแผนเพื่อพัฒนาสถานศึกษา การจัดทำแผนปฏิบัติการประจำปีของสถานศึกษา การปฏิบัติ ภารกิจตามแผนที่กำหนดไว้ การประชาสัมพันธ์ข่าวสารต่าง ๆ การพัฒนาสถานศึกษาและชุมชน ท้องถิ่น ส่งเสริมความเข้มแข็งให้เกิดขึ้นภายในชุมชน รวมทั้งการสร้างความสัมพันธ์กับสถาบันอื่น ๆ และสอดคล้องกับการศึกษาวิจัยของอาทิตย์ วะไลใจ (2556) ได้ศึกษาวิจัย เรื่อง การมีส่วนร่วมในการจัดการศึกษาของ คณะกรรมการสถานศึกษาขั้นพื้นฐาน โรงเรียนในกลุ่มเครือข่ายพัฒนาคุณภาพการศึกษาประจิม พัฒนา อำเภอแม่แจ่ม จังหวัดเชียงใหม่ ได้เสนอแนวทางการมีส่วนร่วมด้านการบริหารงานทั่วไป ได้แก่ โรงเรียนควรจัดทำแผนการปฏิบัติงาน เพื่อแจ้งให้คณะกรรมการได้รับรู้ และจัดการประชุมคณะกรรมการให้บ่อยครั้ง และสอดคล้องกับการศึกษาวิจัยของสุจิตรา ประจงกูล (2558) ได้ศึกษาวิจัย เรื่อง การพัฒนาแนวทางการบริหารจัดการสถานศึกษาขั้นพื้นฐานโดยการมีส่วนร่วมของคณะกรรมการสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาฬสินธุ์ เขต 2 ได้เสนอแนวทางการมีส่วนร่วมในด้านการบริหารงานทั่วไป ได้แก่ ควรให้คณะกรรมการมีส่วนร่วมกำหนดแนวทางปฏิบัติงานต่าง ๆ จัดทำแผนและกิจกรรมต่าง ๆ ร่วมกัน และเสนอแนวทางการบริหารงานของสถานศึกษา รวมทั้งประชาสัมพันธ์กิจกรรมและช่วยเหลือในการประสานงานให้กับสถานศึกษาและสอดคล้องกับการศึกษาวิจัยของฟิกรี แก้วนวล (2560) ได้ศึกษาวิจัยเรื่องการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารงานโรงเรียน ขยายโอกาสทางการศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาในจังหวัดปัตตานี ได้เสนอแนวทางการมีส่วนร่วมในด้านการบริหารทั่วไป ได้แก่ คณะกรรมการต้องเข้ามามีส่วนร่วมจัดทำข้อมูลสารสนเทศและประชาสัมพันธ์เกี่ยวกับข่าวสารของสถานศึกษารวมทั้งการมีส่วนร่วมจัดกิจกรรมต่าง ๆ ภายในโรงเรียนและสอดคล้องกับการศึกษาวิจัยของ Pryor (2005) ได้ทำการศึกษาเรื่องการระดมกำลังการมีส่วนร่วมของชุมชนสังคมเมืองสำหรับการจัดการเรียนการสอนในชนบท กรณีศึกษาประเทศกานา พบว่า การเข้ามามีส่วนร่วมนั้นเกิดจากความต้องการของชุมชน ซึ่งโรงเรียนควรจะพยายามในการสร้างความร่วมมือให้มากกว่าการหวังพึ่งให้ชุมชน ท้องถิ่นเข้ามาช่วยในการพัฒนาโรงเรียน

ข้อเสนอแนะ

1.1 โรงเรียนควรเปิดโอกาส ส่งเสริม สนับสนุนการเข้ามามีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารบุคคล เพื่อให้การบริหารสถานศึกษาเกิดประสิทธิภาพ

1.2 จากการเปรียบเทียบการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา จำแนกตามขนาดโรงเรียน โรงเรียนขนาดเล็กควรนำข้อมูลไปใช้ในการบริหารสถานศึกษาให้เกิดประสิทธิภาพ

1.3 โรงเรียนหรือสำนักงานเขตพื้นที่การศึกษาควรจัดทำคู่มือเกี่ยวกับการเข้ามามีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการบริหารสถานศึกษา เพื่อใช้เป็นแนวทางในการบริหารสถานศึกษาอย่างมีประสิทธิภาพ

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ปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5

Factors Affecting Academic Administration of Schools under Nakhon Ratchasima Primary Educational Service Area Office 5

สมจิตร หงษ์ษา Somjit Hongsa[1]
สรรฤดี ดีปู่ Sanrudee Deepu[2]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาระดับประสิทธิผลการบริหารงานวิชาการของสถานศึกษา 2) ศึกษาระดับปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา และ3) สร้างสมการพยากรณ์ปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครูผู้สอน จำนวน 327 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การหาสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน และการวิเคราะห์การถดถอยพหุคูณ ผลการวิจัยพบว่า 1) ประสิทธิผลการบริหารงานวิชาการของสถานศึกษา โดยภาพรวมและรายด้านอยู่ในระดับมากทุกด้าน 2) ปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา โดยภาพรวมและรายด้านอยู่ในระดับมาก 3) ปัจจัยด้านผู้ปกครองและชุมชน ปัจจัยด้านงบประมาณ ปัจจัยด้านผู้บริหารสถานศึกษา และปัจจัยด้านครูผู้สอนส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ค่าสัมประสิทธิ์สหสัมพันธ์พหุคูณระหว่างปัจจัยเหล่านี้กับประสิทธิผลการบริหารงานวิชาการเป็น .835 และสามารถอธิบายความแปรปรวนประสิทธิผลการบริหารงานวิชาการ ได้ร้อยละ 69.80

คำสำคัญ: ปัจจัยการบริหาร, ประสิทธิผลการบริหาร, การบริหารงานวิชาการ

Abstract

The aims of this research were; 1) to study the level of academic administration effectiveness of school, 2) to study the level of factors affecting the academic administration of schools, and 3) to create the regression equation of the effectiveness of academic administration in schools. The sample group consisted of 327. school administrator and teachers. The tools were questionnaires. The statistics used were frequency, percentage, mean, and standard deviation. Pearson's product-moment correlation. Stepwise multiple regression analysis. The research results were 1) The effectiveness of academic administration of schools overall and each aspect was at the high level, 2) the factors that affect the academic administration of Schools overall and each aspect were at a high level, 3) parents and community factors, budget factor, school administrator factor and teachers' factor affecting effectiveness in the academic administration of schools with a statistical significance of 0.05. The correlation coefficient between these factors and the effectiveness of academic administration was at .835 and could explain the variance of the academic administration effectiveness for 69.80 percent

Keywords: Factor of administration, Effectiveness of administration, Academic Administration

บทนำ

การศึกษาเป็นกระบวนการพัฒนาคนให้เป็นทรัพยากรมนุษย์ที่มีคุณภาพอย่างสมดุลทั้งด้านร่างกาย สติปัญญา จิตใจ และสังคม รวมถึงการพัฒนาประเทศให้ทันต่อกระแสการเปลี่ยนแปลงของสภาวการณ์ปัจจุบันในโลกศตวรรษที่ 21 ซึ่งสิ่งที่สำคัญที่สุดคือกระบวนการเรียนรู้ และการสร้างสภาพแวดล้อมที่เอื้อต่อการพัฒนาคุณภาพของคน จุดมุ่งหมายดังกล่าวสอดคล้องกับสาระสำคัญของ

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แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 12 (พ.ศ. 2560-2564) ที่ส่งเสริมการเตรียมความพร้อมด้านกำลังคน เสริมสร้างศักยภาพคนไทยในทุกช่วงวัย เพื่อให้เติบโตอย่างมีคุณภาพ และมีค่านิยมตามบรรทัดฐานทางสังคม เป็นคนดี มีสุขภาพดี มีคุณธรรม จริยธรรม และมีจิตสำนักที่ดีต่อสังคมโดยรวม (สำนักงานคณะกรรมการพัฒนาเศรษฐกิจและสังคมแห่งชาติ, 2560)

พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 และ (ฉบับที่ 3) พ.ศ. 2553 มาตรา 6 การจัดการศึกษาเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ ทั้งด้านร่างกายจิตใจ สติปัญญา ความรู้และคุณธรรม มีจริยธรรม และวัฒนธรรมในการดำรงชีวิต ให้สามารถอยู่ร่วมกันในสังคมได้อย่างมีความสุข มาตรา 7 กระบวนการจัดการเรียนรู้ต้องปลูกฝังจิตสำนึกที่ถูกต้อง มีความสามารถในการประกอบอาชีพ รู้จักพึ่งตนเองมีความคิดริเริ่มสร้างสรรค์ ใฝ่รู้และเรียนรู้ด้วยตนเองอย่างต่อเนื่อง โดยมุ่งเน้นผู้เรียนเป็นสำคัญบนพื้นฐานความเชื่อว่าคนทุกคนสามารถเรียนรู้ และพัฒนาตนเองได้ตามศักยภาพอยู่ในสังคมได้อย่างมีความสุข ทั้งนี้การศึกษาช่วยเสริมสร้างความรู้ ความคิด ทักษะในการดำเนินชีวิตที่มีคุณภาพและประสิทธิภาพ นำมาซึ่งความเจริญก้าวหน้าของสังคมและประเทศชาติ (แก่นนคร พูนกลาง, 2559)

การบริหารงานวิชาการเป็นหัวใจสำคัญของการบริหารสถานศึกษา เป็นงานหลักที่บ่งชี้ถึงคุณภาพของการจัดการศึกษาและกำหนดทิศทางของสถานศึกษา และมีขอบข่ายเกี่ยวข้องกับงานทุกด้านของสถานศึกษา ทั้งทางตรงและทางอ้อมในการพัฒนาและปรับปรุงแก้ไขการจัดการเรียนการสอน ให้มีประสิทธิภาพและประสิทธิผลตรงตามเป้าหมายของการจัดการศึกษาในทุกระดับของงานวิชาการจะดำเนินไปได้นั้น ผู้บริหารสถานศึกษาซึ่งมีบทบาทหน้าที่ในการบริหาร จะต้องให้การสนับสนุนให้ครูจัดกิจกรรมการเรียนรู้ให้บรรลุจุดหมายของหลักสูตรเพื่อตอบสนองความสำเร็จของการจัดการเรียนรู้โดยจุดมุ่งหมายของการบริหารงานวิชาการคือการสร้างนักเรียนให้มีคุณภาพ มีความรู้ มีคุณธรรมจริยธรรม และคุณลักษณะตามที่ตั้งไว้ให้ได้ผลดีและมีคุณภาพเกิดประโยชน์สูงสุดกับผู้เรียน ซึ่งการดำเนินงานกิจกรรมทางวิชาการนั้นต้องอาศัย ความร่วมมือจากทุกฝ่าย ในการบริหารงานวิชาการ ถือเป็นความ จำเป็นที่คณะครูทีมงาน หรือแม้แต่ คณะกรรมการบริหารสถานศึกษาต้องมีส่วนร่วมในการบริหาร ตั้งแต่การแสดงความคิดเห็น การวางแผน การตัดสินใจ การปฏิบัติการติดตามตรวจสอบและประเมินผล ทั้งนี้เพื่อประสิทธิผลของการบริหารงาน วิชาการทั้งในเชิงคุณภาพและปริมาณที่มีต่อผู้เรียนเป็นสำคัญ (จันทรานี สงวนนาม, 2553)

ประสิทธิผลการบริหารงานวิชาการเป็นความสำเร็จของการบริหารงานวิชาการที่ได้รับความร่วมมือกันทำหน้าที่ให้บรรลุเป้าหมายและวัตถุประสงค์ขององค์กร ทั้งนี้เกิดจากประสิทธิภาพของบุคลากรที่สามารถใช้ความรู้ ความสามารถและประสบการณ์ในการบริหารงาน ปฏิบัติงานให้เกิดผลตามเป้าหมายของโรงเรียนที่ตั้งเอาไว้ ซึ่งประสิทธิผล การบริหารงานวิชาการสามารถวัดได้จากระดับการบรรลุผลสำเร็จของการบริหารจัดการงานวิชาการของสถานศึกษาในด้านต่างๆ เช่น การวัดผล ประเมินผลและดำเนินการเทียบโอนผลการเรียน การพัฒนาหลักสูตรสถานศึกษา การนิเทศการศึกษา และการจัดการเรียนการสอนในสถานศึกษา อย่างไรก็ตามประสิทธิผลการบริหารงานวิชาการ มีปัจจัยที่เกี่ยวข้องหลายประการ ได้แก่ ปัจจัยด้านผู้บริหารสถานศึกษาปัจจัยด้านครูผู้สอน ปัจจัยด้านผู้ปกครองและชุมชน และปัจจัยด้านงบประมาณ เป็นต้น (โศภิดา คล้ายหนองสรวง, 2558)

การจัดการศึกษาของประเทศไทยที่ผ่านมาจะเห็นได้ว่าคุณภาพการศึกษาไทยนั้นเริ่มตกต่ำไม่ทันโลก แข่งขันกับประเทศอื่นไม่ได้ (ประเทศไทยอยู่ลำดับที่ 33 จาก 47 ประเทศ) ทั้งนี้เพราะคุณภาพผู้เรียนไม่เป็นที่พอใจมีผลสัมฤทธิ์ต่ำในทุกวิชาเห็นได้จากการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานในระดับชั้นประถมศึกษาปีที่ 6 ปีการศึกษา 2562 พบว่านักเรียนไทยมีผลคะแนนค่าเฉลี่ยระดับประเทศต่ำกว่าเกณฑ์ในทุกวิชา ทั้งภาษาไทยมีคะแนนเฉลี่ย 49.07 คะแนน ภาษาอังกฤษมีคะแนนเฉลี่ย 34.42 คะแนน คณิตศาสตร์มีคะแนนเฉลี่ย 32.90 คะแนน และวิทยาศาสตร์มีคะแนนเฉลี่ย 35.55 คะแนน (สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน), 2564) อีกทั้ง คะแนนผลสอบโปรแกรมประเมินสมรรถนะนักเรียนมาตรฐานสากล (PISA) ของเด็กไทย ซึ่งเป็นการทดสอบความฉลาดรู้ด้านการอ่านยังลดลงจาก 409 คะแนน ในปี 2558 เหลือ 393 คะแนน ในปี 2561 และจำนวนนักเรียนที่เข้าเรียนในระบบทวิภาคีมีแนวโน้มลดลง (สำนักงานคณะกรรมการพัฒนาเศรษฐกิจและสังคมแห่งชาติ, 2560) และจากการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานปีการศึกษา 2563 ของสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 ผลการประเมินมีค่าเฉลี่ยใน การสอบต่ำกว่าระดับประเทศและระดับสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานทุกรายวิชา ระดับชั้นประถมศึกษาปีที่ 6 โดยรวมเฉลี่ยร้อยละ 38.07 เมื่อเทียบกับระดับประเทศ โดยรวมเฉลี่ยร้อยละ 42.13 และค่าเฉลี่ยระดับชั้นมัธยมศึกษาปีที่ 3 โดยรวมเฉลี่ยร้อยละ 32.11 เมื่อเทียบกับระดับประเทศ โดยรวมเฉลี่ยร้อยละ 36.01 (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5, 2564)

จากความสำคัญและปัญหาข้างต้น ผู้วิจัยจึงสนใจที่จะทำการศึกษาปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 ซึ่งผลการวิจัยครั้งนี้จะเป็นประโยชน์สำหรับใช้เป็นแนวทางในการพัฒนา ปรับปรุงหรือสนับสนุนการบริหารงานวิชาการของผู้บริหารสถานศึกษาให้มีประสิทธิภาพและประสิทธิผลมากยิ่งขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5

2. เพื่อศึกษาระดับปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5

3. เพื่อสร้างสมการพยากรณ์ปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้เป็นการวิจัยเชิงปริมาณ (Quantitative Research) โดยศึกษาเกี่ยวกับปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 โดยผู้วิจัยได้ดำเนินการตามขั้นตอน ดังนี้

1. ประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 ปีการศึกษา 2565 จำนวน 2,160 คน จำแนกเป็นผู้บริหารสถานศึกษาและครูผู้สอนสถานศึกษาขนาดเล็ก จำนวน 657 คน ผู้บริหารสถานศึกษาและครูผู้สอนสถานศึกษาขนาดกลาง จำนวน 1,265 คน ผู้บริหารสถานศึกษาและครูผู้สอนสถานศึกษาขนาดใหญ่และใหญ่พิเศษ จำนวน 238 คน

กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 ปีการศึกษา 2565 จำนวน 327 คน กำหนดขนาดกลุ่มตัวอย่างตามตารางสำเร็จรูป Krejcie and Morgan (1970) ทำการสุ่มตัวอย่างแบบแบ่งชั้นภูมิ (Stratified random sampling) โดยใช้ขนาดสถานศึกษาเป็นชั้นภูมิ ในการสุ่มได้จำนวนกลุ่มตัวอย่าง จำแนกเป็นผู้บริหารสถานศึกษาและครูผู้สอนสถานศึกษาขนาดเล็ก จำนวน 99 คน ผู้บริหารสถานศึกษาและครูผู้สอนสถานศึกษาขนาดกลาง จำนวน 192 คน และผู้บริหารสถานศึกษาและครูผู้สอนสถานศึกษาขนาดใหญ่และใหญ่พิเศษ จำนวน 36 คน

2. ตัวแปรที่ศึกษา

2.1 ตัวแปรพยากรณ์ ได้แก่ ปัจจัยที่ส่งผลต่อการบริหารงานวิชาการของสถานศึกษา 4 ด้าน ประกอบด้วย

2.1.1 ผู้บริหารสถานศึกษา

2.1.2 ครูผู้สอน

2.1.3 ผู้ปกครองและชุมชน

2.1.4 งบประมาณ

2.2 ตัวแปรเกณฑ์ ได้แก่ ประสิทธิผลการบริหารงานวิชาการของสถานศึกษา 4 ด้าน ประกอบด้วย

2.2.1 การจัดการเรียนการสอนในสถานศึกษา

2.2.2 การพัฒนาหลักสูตรสถานศึกษา

2.2.3 การนิเทศการศึกษา

2.2.4 การวัดผล ประเมินผลและดำเนินการเทียบโอนผลการเรียน

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

แบบสอบถาม (Questionnaire) เกี่ยวกับปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 แบ่งออกเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ลักษณะเป็นคำถามแบบเลือกตอบ มีลักษณะเป็นแบบตรวจสอบรายการ (Check lists) ได้แก่ ตำแหน่ง และขนาดของสถานศึกษา

ตอนที่ 2 ประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 เป็นแบบมาตราส่วนประมาณค่า (Rating scale)

ตอนที่ 3 ปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 เป็นแบบมาตราส่วนประมาณค่า (Rating scale)

4. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลด้วยแบบสอบถาม

1. ผู้วิจัยดำเนินการขอหนังสือจากบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏนครราชสีมา เพื่อขอความร่วมมือในการเก็บรวบรวมข้อมูลในการวิจัย

2. ผู้วิจัยส่งแบบสอบถามตามจำนวนกลุ่มตัวอย่างไปยังโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 และส่งแบบสอบถามผ่านทางช่องทางออนไลน์โดยใช้ Google Forms

3. ผู้วิจัยดำเนินการติดตามเก็บแบบสอบถามด้วยตนเองและช่องทางออนไลน์ในกรณีที่ได้รับแบบสอบถามไม่ครบ ผู้วิจัยจะดำเนินการติดต่อประสานขอรับแบบสอบถาม ด้วยตนเอง

5. การวิเคราะห์ข้อมูล

ผู้วิจัยวิเคราะห์ข้อมูดโดยใช้โปรแกรมสำเร็จรูปทางสถิติ ดังนี้

การวิเคราะห์ข้อมูลจากแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน การหาสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน และการวิเคราะห์การถดถอยพหุคูณ

สรุปผลการวิจัย

1. ประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยด้านที่มีค่าเฉลี่ยสูงที่สุดคือด้านการพัฒนาหลักสูตรสถานศึกษา รองลงมาคือด้านการจัดการเรียนการสอนในสถานศึกษา ด้านการนิเทศการศึกษา และด้านการวัดผล ประเมินผลและดำเนินการเทียบโอนผลการเรียน ตามลำดับ เมื่อพิจารณารายด้าน พบว่า

1.1 ด้านการจัดการเรียนการสอนในสถานศึกษา โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุดคือสถานศึกษามีการจัดครูผู้สอนเข้าสอนในชั้นเรียนตามศักยภาพ ส่วนข้อที่มีค่าเฉลี่ยต่ำที่สุดคือครูผู้สอนปลูกฝังให้ผู้เรียนมีคุณธรรม จริยธรรม ค่านิยมที่ดีงาม

1.2 ด้านการพัฒนาหลักสูตรสถานศึกษา โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุดคือสถานศึกษามีการจัดทำสาระการเรียนรู้เพิ่มเติมให้สอดคล้องกับสภาพท้องถิ่นและความต้องการของผู้เรียน ส่วนข้อที่มีค่าเฉลี่ยต่ำที่สุดคือสถานศึกษามีการศึกษาและวิเคราะห์เอกสารหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน

1.3 ด้านการนิเทศการศึกษา โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุดคือครูผู้สอนมีส่วนร่วมในการกำหนดรูปแบบการนิเทศ ส่วนข้อที่มีค่าเฉลี่ยต่ำที่สุดคือสถานศึกษามีการแลกเปลี่ยนประสบการณ์นิเทศกับหน่วยงานอื่น และสถานศึกษาปรับปรุงกระบวนการนิเทศอย่างสม่ำเสมอ

1.4 ด้านการวัดผล ประเมินผลและดำเนินการเทียบโอนผลการเรียน โดยภาพรวม
อยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุดคือสถานศึกษามีการกำหนดระเบียบแนวปฏิบัติเกี่ยวกับการวัดผล ประเมินผลแต่ละกลุ่มสาระ ครูผู้สอนมีการวัดผล ประเมินผลที่สอดคล้องกับผลการเรียนรู้ที่คาดหวัง สถานศึกษามีการติดตาม ตรวจสอบเอกสารเกี่ยวกับการวัดผลประเมินผล และข้อสถานศึกษานำผลการประเมิน มาปรับปรุง/พัฒนาการจัดการเรียนการสอนของครูผู้สอน ส่วนข้อที่มีค่าเฉลี่ยต่ำที่สุดคือครูผู้สอนมีการวัดผล ประเมินผลด้วยวิธีการที่หลากหลาย

2. ปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทั้งหมด โดยปัจจัยด้านผู้ปกครองและชุมชนมีค่าเฉลี่ยสูงสุด รองลงมาคือปัจจัยด้านงบประมาณ ปัจจัยด้านครูผู้สอน และปัจจัยด้านผู้บริหารสถานศึกษา ตามลำดับ เมื่อพิจารณารายปัจจัย พบว่า

2.1 ปัจจัยด้านผู้บริหารสถานศึกษา โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุดคือผู้บริหารสถานศึกษา มีความรู้ ความสามารถในการบริหารงานวิชาการและการจัดการ ส่วนข้อที่มีค่าเฉลี่ยต่ำสุดคือผู้บริหารสถานศึกษามีการบอกวัตถุประสงค์ของการทำงานให้คณะครูและทีมงานทราบอย่างชัดเจนและข้อผู้บริหารสถานศึกษามีการติดตามข้อมูลข่าวสารต่างๆ ที่มีผลกระทบต่อการบริหารงานวิชาการอย่างสม่ำเสมอ

2.2 ปัจจัยด้านครูผู้สอน โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุดคือครูผู้สอนมีความรู้ความสามารถในการจัดการเรียนการสอนได้อย่างมีประสิทธิภาพ ส่วนข้อที่มีค่าเฉลี่ยต่ำที่สุดคือครูผู้สอนมีคุณธรรม จริยธรรม และปฏิบัติตนตามจรรยาบรรณวิชาชีพ เป็นแบบอย่างที่ดีแก่ผู้เรียนและสังคม

2.3 ปัจจัยด้านผู้ปกครองและชุมชน โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุดคือสถานศึกษาเชิญวิทยากรท้องถิ่นมาให้ความรู้และส่งเสริมงานวิชาการ ส่วนข้อที่มีค่าเฉลี่ยต่ำที่สุดคือผู้ปกครองและชุมชน ให้ความร่วมมือสนับสนุนการจัดกิจกรรมทางวิชาการของสถานศึกษา

2.4 ปัจจัยด้านงบประมาณ โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุดคือสถานศึกษาได้จัดทำแผนการใช้เงินงบประมาณอย่างเหมาะสมเป็นไปตามความจำเป็น สถานศึกษามีการอนุมัติงบประมาณตรงตามประเภทและรายการงบประมาณ สถานศึกษามีการควบคุมบัญชีงบประมาณเป็นระบบ โปร่งใส สามารถตรวจสอบได้ ส่วนข้อที่มีค่าเฉลี่ยต่ำที่สุดคือสถานศึกษามีการเบิกจ่ายงบประมาณด้านวิชาการเป็นไปตามแผนงบประมาณประจำปี

3. ปัจจัยด้านผู้ปกครองและชุมชน ปัจจัยด้านงบประมาณ ปัจจัยด้านผู้บริหารสถานศึกษา และปัจจัยด้านครูผู้สอนส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา นครราชสีมา เขต 5 อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ค่าสัมประสิทธิ์สหสัมพันธ์พหุคูณระหว่างปัจจัยเหล่านี้กับประสิทธิผลการบริหารงานวิชาการเป็น .835 และสามารถอธิบายความแปรปรวนประสิทธิผลการบริหารงานวิชาการ ได้ร้อยละ 69.8

สมการพยากรณ์ในรูปของคะแนนดิบ (Unstandardized score)

$\hat{Y} = 1.636 + .202\ (X_3) + .193\ (X_4) + .142\ (X_1) + .095\ (X_2)$

สมการพยากรณ์ในรูปคะแนนมาตรฐาน (Standardized score)

$\hat{Z}y = .398X_3 + .370X_4 + .247X_1 + .189X_2$

อภิปรายผลการวิจัย

1. ประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยแต่ละด้านมีประเด็นที่ค้นพบนำมาอภิปรายดังนี้

1.1 ด้านการจัดการเรียนการสอนในสถานศึกษา โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า สถานศึกษามีการจัดครูผู้สอนเข้าสอนในชั้นเรียนตามศักยภาพ มีค่าเฉลี่ยสูงที่สุด ที่เป็นเช่นนี้อาจเนื่องมาจากการจัดกิจกรรมการเรียนการสอนเป็นการพัฒนากระบวนการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญให้ประสบผลสำเร็จต้องมีรูปแบบที่หลากหลายและขึ้นอยู่กับสภาพโอกาสและสภาพแวดล้อมต่างๆ ว่าสามารถเอื้อหรือพร้อมที่จะนำวิธีการหรือจัดรูปแบบในการจัดดำเนินการให้เกิดประสิทธิภาพกับตัวผู้เรียนอย่างสูงสุดและที่สำคัญการจัดกระบวนการเรียนการสอนต้องคำนึงถึงตัวบุคคลด้วย จึงเป็นสาเหตุสอดคล้องกับแนวคิดของสุชาดา ถาวรชาติ (2559) กล่าวว่า การจัดการเรียนการสอนมีความสำคัญกับการพัฒนากระบวนการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ โดยจัดครูเข้าสอนในชั้นเรียนให้ตรงตามความสามารถและความถนัด มีการจัดกิจกรรมประสบการณ์ที่หลากหลายให้กับผู้เรียนให้ผู้เรียนได้มีปฏิสัมพันธ์กับสิ่งเหล่านั้นด้วยตนเอง เพื่อให้นักเรียนเกิดการเรียนรู้ และที่สำคัญการจัดกระบวนการเรียนการสอนต้องคำนึงถึงตัวบุคคลด้วย อีกทั้งยังสอดคล้องกับผลการวิจัยของพรนภา บุราณรมย์ (2560) พบว่า ประสิทธิผลการบริหารงานวิชาการในสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 โดยภาพรวมอยู่ในระดับมาก ด้านที่มีค่าเฉลี่ยสูงสุด คือ การพัฒนากระบวนการเรียนรู้

1.2 ด้านการพัฒนาหลักสูตรสถานศึกษาโดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า สถานศึกษามีการจัดทำสาระการเรียนรู้เพิ่มเติมให้สอดคล้องกับสภาพท้องถิ่นและความต้องการของผู้เรียน มีค่าเฉลี่ยสูงที่สุด ที่เป็นเช่นนี้อาจเนื่องมาจากกระบวนการปรับปรุงเพื่อพัฒนาหลักสูตรให้สอดคล้องกับกิจกรรมการเรียนการสอนโดยคำนึงถึงผู้เรียนเป็นสำคัญ และบริบททางสังคม ชุมชน ท้องถิ่น โดยที่สถานศึกษามีการศึกษาวิเคราะห์เอกสารหลักสูตร การประชุมอบรมปฏิบัติการการบริหารจัดการหลักสูตร จัดเตรียมเครื่องมือมาสนับสนุนการจัดทำหลักสูตรสถานศึกษา การจัดกิจกรรมการเรียนการสอนให้สอดคล้องกับหลักสูตร มีการติดตามประเมินผล ปรับปรุงหลักสูตรให้สอดคล้องกับความต้องการของชุมชนและท้องถิ่น สอดคล้องกับแนวคิดของอรัญ มูลบุญ (2558) กล่าวว่า การพัฒนาหลักสูตรมีความสำคัญต่อการปรับปรุงหลักสูตรที่มีอยู่แล้วให้ดีขึ้นด้วยการใช้หลักสูตรและประเมินหลักสูตรในการพัฒนาหลักสูตรสถานศึกษาต้องพิจารณาให้สอดคล้องกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน และรายละเอียดที่เขตพื้นที่การศึกษาหรือหน่วยงานต้นสังกัดอื่นๆ ในระดับท้องถิ่นได้จัดทำเพิ่มเติม รวมทั้งสถานศึกษาสามารถเพิ่มเติมในส่วนที่เกี่ยวกับสภาพปัญหาในชุมชนและสังคม ภูมิปัญญาท้องถิ่นและความต้องการของผู้เรียน โดยทุกภาคส่วนเข้ามามีส่วนร่วมในการพัฒนาหลักสูตรสถานศึกษา อีกทั้งยังสอดคล้องกับผลการวิจัยของธนาเศษฐ์ เพ็ชรกลาง (2561) พบว่า ระดับประสิทธิผลการบริหารงานวิชาการของโรงเรียนขยายโอกาสทางการศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 3 โดยภาพรวมอยู่ในระดับมาก ด้านที่มีค่าเฉลี่ยสูงที่สุด คือ ด้านการพัฒนาหลักสูตรในสถานศึกษา

1.3 ด้านการนิเทศการศึกษา โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า ครูผู้สอนมีส่วนร่วมในการกำหนดรูปแบบการนิเทศ มีค่าเฉลี่ยสูงที่สุด ที่เป็นเช่นนี้อาจเนื่องมาจากกระบวนการบริหารสถานศึกษา ที่มีการศึกษาระบบการนิเทศงานวิชาการและการเรียนการสอนภายในสถานศึกษา โดยที่สถานศึกษามีการวางแผนการนิเทศ จัดบุคลากรในการดำเนินการนิเทศ กำหนดรูปแบบและจัดทำเครื่องมือนิเทศ ดำเนินการนิเทศงานวิชาการและการเรียนการสอนด้วยวิธีที่หลากหลาย ประเมินผลการนิเทศ

ภายในสถานศึกษา แลกเปลี่ยนเรียนรู้ประสบการณ์นิเทศกับหน่วยงานอื่น และปรับปรุงกระบวนการนิเทศอย่างสม่ำเสมอ สอดคล้องกับแนวคิดของอธิวัฒน์ พันธ์รัตน์ (2562) กล่าวว่า งานนิเทศการศึกษา มีความสำคัญในการดำเนินการใดๆ ที่เป็นการร่วมมือระหว่างผู้นิเทศและผู้ที่ได้รับการนิเทศในการช่วยเหลือปรับปรุง พัฒนาการเรียนการสอน เพื่อให้นักเรียนมีคุณภาพตามจุดมุ่งหมายของโรงเรียนและหลักสูตร มุ่งสู่การปรับปรุงประสิทธิภาพการสอนของครูให้มีความรู้ ความสามารถ นำความรู้ความสามารถของตนเองมาใช้ให้เป็นประโยชน์ต่อการทำงาน สามารถทำงานด้วยความมั่นใจ มีขวัญ และกำลังใจที่จะพัฒนาการจัดการเรียนการสอน และกิจกรรมต่างๆ ซึ่งจะส่งผลสู่เป้าหมาย คือ ผู้เรียน ให้มีคุณภาพและประสิทธิภาพดังจุดมุ่งหมายของการศึกษา อีกทั้งยังสอดคล้องกับผลการวิจัยของพรนภา บุราณรมย์ (2560) พบว่า ประสิทธิผลการบริหารงานวิชาการในสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 โดยภาพรวมอยู่ในระดับมาก ด้านที่มีค่าเฉลี่ยสูงสุด 3 ลำดับแรก คือ การพัฒนากระบวนการเรียนรู้ การพัฒนาหลักสูตร และการนิเทศภายใน ตามลำดับ

1.4 ด้านการวัดผล ประเมินผลและดำเนินการเทียบโอนผลการเรียน โดยภาพรวม อยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า สถานศึกษามีการกำหนดระเบียบแนวปฏิบัติเกี่ยวกับการวัดผล ประเมินผลแต่ละกลุ่มสาระ ครูผู้สอนมีการวัดผล ประเมินผลที่สอดคล้องกับผลการเรียนรู้ที่คาดหวัง สถานศึกษามีการติดตาม ตรวจสอบเอกสารเกี่ยวกับการวัดผลประเมินผล และสถานศึกษานำผลการประเมิน มาปรับปรุง/พัฒนาการจัดการเรียนการสอนของครูผู้สอน มีค่าเฉลี่ยสูงที่สุด ที่เป็นเช่นนี้เนื่องจาก การกำหนดแนวปฏิบัติงานเกี่ยวกับการวัดผลประเมินผลและเทียบโอนผลการเรียนสร้างเครื่องมือและปรับปรุงเครื่องมือในการวัดผลให้เป็นไปตามวัตถุประสงค์ กระบวนการประเมินความก้าวหน้าทั้งด้านความรู้ ทักษะกระบวนการต่างๆ ของผู้เรียน ซึ่งจะช่วยตรวจสอบคุณภาพของผู้เรียนและช่วยให้ครูผู้สอนรู้ข้อบกพร่องหรือความก้าวหน้าของผู้เรียนทำให้สามารถจัดกิจกรรมการเรียนรู้และวิธีการแก้ปัญหาหรือพัฒนาให้เหมาะสมได้สอดคล้องกับแนวคิดของ กิติยา บุญแซม (2561) กล่าวว่า การวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียนมีความสำคัญต่อการกำหนดแนวทางเกี่ยวกับการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน เพื่อสร้างเครื่องมือวัดผลการเรียนให้เป็นไปตามวัตถุประสงค์และการดำเนินการวิเคราะห์ปรับปรุงเครื่องมือในการวัดผลให้ได้มาตรฐานเทียบเคียงระดับสากล จัดระบบสารสนเทศด้านการวัดผล ประเมินผลและเทียบโอนผลการเรียน เพื่อใช้ในการอ้างอิงตรวจสอบ และใช้ประโยชน์ในการพัฒนาการเรียนการสอนพร้อมทั้งรายงานผลการวัดผลและประเมินผลการเรียนตามระเบียบและมีการเก็บรักษาหลักฐานอย่างปลอดภัย อีกทั้งยังสอดคล้องกับผลการวิจัยของรัตนกร พรมวังขวา (2558) พบว่า การบริหารงานวิชาการของสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาญจนบุรี เขต 3 โดยภาพรวมอยู่ในระดับมาก ด้านที่มีค่าเฉลี่ยสูงสุด 3 ลำดับแรก คือ การพัฒนากระบวนการเรียนรู้ ด้านการวัดผลประเมินผลและงานทะเบียนเทียบโอนผลการเรียน ด้านการพัฒนาระบบประกันคุณภาพภายในสถานศึกษา

2. ปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยแต่ละด้านมีประเด็นที่ค้นพบนำมาอภิปราย ดังนี้

2.1 ปัจจัยด้านผู้บริหารสถานศึกษา โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า ผู้บริหารสถานศึกษา มีความรู้ ความสามารถในการบริหารงานวิชาการและการจัดการ มีค่าเฉลี่ยสูงที่สุด ที่เป็นเช่นนี้อาจเนื่องมาจากการบริหารงานของผู้บริหารสถานศึกษาจำเป็นต้องใช้ความรู้ ความสามารถ และผู้บริหารสถานศึกษามีบทบาทสำคัญในการบริหารงานวิชาการ มีภาวะผู้นำทางวิชาการและเป็นผู้นำการเปลี่ยนแปลงส่งเสริมและพัฒนาครูและสามารถดำเนินงานด้านระบบบริหารจัดการงานวิชาการได้อย่างเป็นระบบ สอดคล้องกับแนวคิดของอาฑิฏยา โชคดีวัฒนา (2561) ที่กล่าวว่า ปัจจัยด้านผู้บริหาร ความสำคัญในการปฏิบัติงานของผู้บริหารด้วยความรู้ความสามารถในการบริหารงานวิชาการ สามารถดำเนินงานด้านระบบบริหารจัดการงานวิชาการได้อย่างเป็นระบบ สอดคล้องกับผลการวิจัยของสุพัตรา ขันทอง (2562) พบว่า ระดับปัจจัยที่ส่งผลต่อประสิทธิผลการจัดการศึกษาของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาลำพูน เขต 2 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่า ด้านผู้บริหาร มีค่าเฉลี่ยสูงสุด

2.2 ปัจจัยด้านครูผู้สอน โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า ครูผู้สอนมีความรู้ความสามารถในการจัดการเรียนการสอนได้อย่างมีประสิทธิภาพ มีค่าเฉลี่ยสูงที่สุด ที่เป็นเช่นนี้อาจเนื่องมาจากการปฏิบัติงานของครูเพื่อให้การจัดการศึกษาประสบความสำเร็จครูต้องมีความรู้เกี่ยวกับหลักสูตรสถานศึกษา วางแผนสร้างหน่วยการเรียนรู้กำหนดกิจกรรมการเรียนรู้ จัดแผนการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ จัดทำและพัฒนาสื่อการเรียนรู้ให้ผู้เรียนเกิดการเรียนรู้ทั้งภายในและภายนอกสถานศึกษาจัดแหล่งการเรียนรู้อื่นๆ พัฒนาตนเองให้เป็นบุคคลที่ใฝ่รู้ทันต่อเหตุการณ์ สอดคล้องกับแนวคิดของอธิวัฒน์ พันธ์รัตน์ (2562) กล่าวว่า ครูเป็นปัจจัยสำคัญที่ทำให้นักเรียนเกิดการเรียนรู้ที่บรรลุเป้าหมาย โดยครูจะต้องเป็นผู้มีความรู้ มีความสามารถในการจัดการเรียนการสอน ส่งเสริมสนับสนุนให้นักเรียนได้ทำกิจกรรมต่างๆ อีกทั้งยังสอดคล้องกับผลการวิจัยของธนาเศษฐ์ เพ็ชรกลาง (2561) พบว่า ระดับ

ปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการ โดยภาพรวมอยู่ในระดับมาก เพื่อพิจารณาเป็นรายปัจจัยพบว่า อยู่ในระดับมากทุกปัจจัย โดยปัจจัยที่มีค่าเฉลี่ยสูงที่สุด คือ ปัจจัยครู

2.3 ปัจจัยด้านผู้ปกครองและชุมชน โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า สถานศึกษาเชิญวิทยากรท้องถิ่นมาให้ความรู้และส่งเสริมงานวิชาการ มีค่าเฉลี่ยสูงที่สุด ที่เป็นเช่นนี้เนื่องจาก ผู้ปกครองและชุมชนมีความสำคัญต่อการบริหารงานวิชาการของสถานศึกษา ให้ความสำคัญกับการมีส่วนร่วมของผู้ปกครองและชุมชน เนื่องจากผู้ปกครองและชุมชนมีส่วนในการส่งเสริม สนับสนุนการจัดการศึกษา สถานศึกษาจึงเปิดโอกาสให้บุคคลในชุมชนได้ร่วมคิดร่วมเสนอแนะร่วมตัดสินใจและร่วมเป็นวิทยากรในการให้ความรู้ในสถานศึกษาสอดคล้องกับแนวคิดของกระทรวงศึกษาธิการ (2552) กล่าวว่า ปัจจัยด้านผู้ปกครองและชุมชนมีความสำคัญต่อกิจกรรมต่างๆ ที่ผู้บริหารสถานศึกษาและคณะครูได้ดำเนินการร่วมกับผู้ปกครองและชุมชน โดยการสอนให้ผู้เรียนนำความรู้ไปใช้ในครอบครัวและชุมชน สถานศึกษาขอความร่วมมือจากชุมชนในด้านการเป็นวิทยากร หรือเป็นแหล่งเรียนรู้ชุมชน ภูมิปัญญาท้องถิ่น อีกทั้งยังสอดคล้องกับผลการวิจัยของเกษแก้ว เจริญเกตุ (2561) พบว่า ปัจจัยด้านผู้บริหาร ด้านครูผู้สอน ด้านงบประมาณ และด้านผู้ปกครองและชุมชนของโรงเรียนจังหวัดสิงห์บุรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 5 โดยรวมและรายด้านอยู่ในระดับมาก

2.4 ปัจจัยด้านงบประมาณ โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า สถานศึกษาได้จัดทำแผนการใช้เงินงบประมาณอย่างเหมาะสมเป็นไปตามความจำเป็น สถานศึกษามีการอนุมัติงบประมาณตรงตามประเภทและรายการงบประมาณและสถานศึกษามีการควบคุมบัญชีงบประมาณเป็นระบบ โปร่งใส สามารถตรวจสอบได้ มีค่าเฉลี่ยสูงที่สุด ที่เป็นเช่นนี้อาจเนื่องมาจากงบประมาณมีความสำคัญและเป็นประโยชน์ต่อการบริหารงานของวิชาการเป็นเครื่องมือในการจัดสรรทรัพยากรที่มีอยู่จำกัดให้มีประสิทธิภาพเนื่องจากทรัพยากรของหน่วยงานมีจำกัด โดยมีการวางแผนในการใช้และจัดสรรเงินงบประมาณไปในแต่ละด้าน และมีการวางแผนการปฏิบัติงานในการใช้จ่ายทรัพยากรนั้นๆ สอดคล้องกับแนวคิดของสุรารักษ์ ยวงทอง (2562) กล่าวว่า งบประมาณมีความสำคัญในแผนการบริหารการเงินของรัฐบาลหรือหน่วยงานต่างๆ ที่ต้องการเสนอขออนุมัติงบประมาณกับสภาหรือหน่วยงานต้นสังกัด โดยจะประกอบไปด้วยรายละเอียดต่างๆ ทั้งรายรับ รายจ่าย การประมาณค่าอย่างเป็นลำดับขั้นตอน จนถึงเอกสารหลักฐานต่างๆ ที่เกี่ยวข้องที่เกิดจากการปฏิบัติ เพื่อเสนอต่อผู้อนุมัติงบประมาณ หลังจากการนำงบประมาณไปใช้ในการพัฒนาตามโครงการงานที่กำหนดไว้ อีกทั้งยังสอดคล้องกับผลการวิจัยของสุพัตรา ขันทอง (2562) พบว่า ระดับประสิทธิผลการจัดการศึกษาในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาลำพูน เขต 2 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่า ด้านงบประมาณและด้านบริหารบุคคล มีค่าเฉลี่ยสูงสุดเท่ากัน

3. ปัจจัยด้านผู้ปกครองและชุมชน ปัจจัยด้านงบประมาณ ปัจจัยด้านผู้บริหารสถานศึกษา และปัจจัยด้านครูผู้สอนส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา นครราชสีมา เขต 5 อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยปัจจัยที่ส่งผลมากที่สุด คือ ปัจจัยด้านผู้ปกครองและชุมชน ที่เป็นเช่นนี้อาจเนื่องมาจากการดำเนินการสนับสนุนการศึกษาที่เกิดจากความร่วมมือระหว่างสถานศึกษากับผู้ปกครองและชุมชน โดยให้ผู้ปกครองมีส่วนร่วมในการบริหารสถานศึกษา เชิญวิทยากรท้องถิ่นมาให้ความรู้ เยี่ยมบ้านนักเรียนเพื่อปฏิสัมพันธ์กับผู้ปกครอง ผู้ปกครองมีส่วนร่วมในการระดมทุนต่างๆ และให้ความร่วมมือในการจัดกิจกรรมเกี่ยวกับงานวิชาการ ชุมชนมีส่วนร่วมในการทำกิจกรรมของสถานศึกษา สอดคล้องกับแนวคิดของอธิวัฒน์ พันธ์รัตน์ (2562) กล่าวว่า ผู้ปกครองและชุมชนเป็นปัจจัยที่มีความสำคัญต่อการบริหารงานวิชาการของสถานศึกษา การจัดการศึกษาของสถานศึกษาควรให้ผู้ปกครองและชุมชนเข้ามามีส่วนร่วมโดยเป็นผู้ส่งเสริม สนับสนุนในการจัดการศึกษา สถานศึกษาต้องทำงานร่วมกับชุมชนเพื่อสร้างความเข้มแข็งให้ชุมชน เปิดโอกาสให้บุคคลในชุมชนได้ร่วมคิด ร่วมเสนอแนะร่วมตัดสินใจ และร่วมดำเนินการ สถานศึกษาที่มีประสิทธิภาพนั้นความสัมพันธ์และความร่วมมือระหว่างบ้านกับสถานศึกษาควรมีผลในทางบวกสอดคล้องกับผลการวิจัยของธนาเศษฐ์ เพ็ชรกลาง (2561) พบว่า ปัจจัยครู ปัจจัยผู้ปกครองและชุมชน ปัจจัยงบประมาณและปัจจัยอาคารสถานที่ โดยค่าเฉลี่ยสูงสุด 4 ลำดับแรก เป็นปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของโรงเรียนขยายโอกาสทางการศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 3 และปัจจัยที่ส่งผลรองลงมา คือ ปัจจัยด้านงบประมาณ ที่เป็นเช่นนี้อาจเนื่องมาจากการจัดวางแผนการใช้งานอย่างเป็นระบบ การจัดสรรงบประมาณอย่างทั่วถึงและการจัดทำเอกสารให้ผู้ที่เกี่ยวข้องในการบริหารงบประมาณการศึกษาได้รับทราบ การควบคุมบัญชี มีระบบตรวจสอบได้และรายงานผลการใช้เงินต่อผู้ที่เกี่ยวข้องอย่างชัดเจนและให้ชุมชนและครูมีส่วนร่วมในทุกขั้นตอน สอดคล้องกับแนวคิดของกระทรวงศึกษาธิการ (2552) กล่าวว่า งบประมาณเป็นปัจจัยที่สำคัญต่อการบริหารและการจัดการศึกษาของโรงเรียนนิติบุคคล มีวัตถุประสงค์เพื่อให้โรงเรียนจัดการศึกษาอย่างเป็นอิสระ คล่องตัว สามารถบริหารการจัดการศึกษาได้สะดวก รวดเร็วมีประสิทธิภาพและมีความรับผิดชอบ อีกทั้งสอดคล้องกับผลการวิจัยของอธิวัฒน์ พันธ์รัตน์ (2562) พบว่า ปัจจัยด้านครูผู้สอน ปัจจัยด้านผู้ปกครองและชุมชน ปัจจัยด้านผู้บริหาร ด้านงบประมาณ และปัจจัยด้านสื่อและเทคโนโลยีทางการศึกษา โดยค่าเฉลี่ยสูงสุด 5 ลำดับแรก เป็นปัจจัยที่ส่งผลต่อการบริหารงานวิชาการของสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 9

ข้อเสนอแนะ

1. ข้อเสนอแนะสำหรับการนำผลการวิจัยไปใช้

1.1 ระดับประสิทธิผลการบริหารงานวิชาการของสถานศึกษา

1.1.1 ด้านการจัดการเรียนการสอนในสถานศึกษา โดยครูผู้สอนจะต้องปลูกฝังอบรมและสั่งสอน เพื่อให้ผู้เรียนมีคุณธรรม จริยธรรม ค่านิยมที่ดีงาม ซึ่งเป็นประโยชน์ต่อการดำรงชีวิตของผู้เรียนต่อไป

1.1.2 ด้านการพัฒนาหลักสูตรสถานศึกษา โดยสถานศึกษาจะต้องมีการศึกษาและวิเคราะห์เอกสารหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน เพื่อที่จะนำมาทำเป็นหลักสูตรสถานศึกษา และมีการประเมินผลการใช้หลักสูตรและนำผลที่ได้มาปรับปรุงให้หลักสูตรมีความเหมาะสมต้องตามตัวชี้วัดของสถานศึกษา

1.1.3 ด้านการนิเทศการศึกษา โดยสถานศึกษาต้องส่งเสริมให้ครูผู้สอนได้แลกเปลี่ยนประสบการณ์ในการนิเทศกับหน่วยงานอื่น และสถานศึกษาปรับปรุงกระบวนการนิเทศอย่างสม่ำเสมอ เพื่อช่วยให้กระบวนการเรียนรู้ของครูและนักเรียนมีประสิทธิภาพมากขึ้น

1.1.4 ด้านการวัดผล ประเมินผลและดำเนินการเทียบโอนผลการเรียนโดยครูผู้สอนต้องใช้วิธีการวัดผล ประเมินผลด้วยวิธีการที่หลากหลาย โดยคำนึงถึงความแตกต่างของนักเรียนแต่ละคน เพื่อให้นักเรียนมีมีผลสัมฤทธิ์ที่สูงขึ้และมีความสุข สนุกสนานกับการเรียน

1.2 ปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา

1.2.1 ปัจจัยด้านผู้บริหารสถานศึกษา โดยผู้บริหารสถานศึกษามีการชี้แจงวัตถุประสงค์ของการทำงานให้คณะครูและทีมงานทราบอย่างชัดเจนและผู้บริหารสถานศึกษามีการติดตามข้อมูลข่าวสารต่างๆ ที่มีผลกระทบต่อการบริหารงานวิชาการอย่างสม่ำเสมอ เพื่อให้คณะครูได้เข้าใจถึงขั้นตอนการทำงานและข้อควรปฏิบัติในการทำงาน ซึ่งจะส่งผลถึงประสิทธิภาพของการทำงานของสถานศึกษาด้วย

1.2.2 ปัจจัยด้านครูผู้สอน โดยครูผู้สอนจะต้องมีคุณธรรม จริยธรรม และปฏิบัติตนตามจรรยาบรรณวิชาชีพอย่างเคร่งครัด เพื่อที่จะเป็นแบบอย่างที่ดีให้แก่ผู้เรียนและสังคม

1.2.3 ปัจจัยด้านผู้ปกครองและชุมชน โดยผู้ปกครองและชุมชนก็เป็นปัจจัยสำคัญในการพัฒนางานวิชาการ และต้องให้ความร่วมมือสนับสนุนการจัดกิจกรรมทางวิชาการของสถานศึกษา เพื่อส่งเสริมให้กิจกรรมทางวิชาการมีประสิทธิภาพมากยิ่งขึ้น

1.2.4 ปัจจัยด้านงบประมาณ โดยสถานศึกษาควรมีการเบิกจ่ายงบประมาณด้านวิชาการเป็นไปตามแผนงบประมาณประจำปี เพื่อให้เกิดประสิทธิภาพต่อกิจกรรมด้านวิชาการให้มากที่สุด

1.3 ปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารงานวิชาการ ด้านที่สูงที่สุด คือ ปัจจัยด้านผู้ปกครองและชุมชน ดังนั้นเพื่อให้การปฏิบัติงานวิชาการมีประสิทธิภาพ ยิ่งขึ้นสถานศึกษาจึงควรเปิดโอกาสให้ผู้ปกครอง และบุคคลในชุมชนได้ร่วมคิด ร่วมเสนอแนะ ร่วมตัดสินใจ และร่วมกันดำเนินการในการจัดการศึกษา ตลอดจนให้เข้าร่วมประชุมเพื่อรับฟังรายงานผลการดำเนินงานของสถานศึกษา รวมทั้งให้การสนับสนุนการดำเนินงานของสถานศึกษาทั้งการให้คำปรึกษาชี้แนะและการร่วมระดมทุน สร้างเครือข่ายร่วมกับสถานศึกษา

2. ข้อเสนอแนะสำหรับการทำวิจัยครั้งต่อไป

2.1 ควรศึกษารูปแบบการพัฒนาประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5

2.2 ควรศึกษาโมเดลความสัมพันธ์เชิงสาเหตุของปัจจัยที่มีอิทธิพลต่อประสิทธิผลการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5

2.3 จากการวิเคราะห์การถดถอยพหุคูณเพื่อสร้างสมการพยากรณ์ พบว่า ปัจจัยด้านผู้ปกครองและชุมชน ปัจจัยด้านงบประมาณ ปัจจัยด้านครูผู้สอน และปัจจัยด้านผู้บริหาร เป็นปัจจัยที่สามารถพยากรณ์การบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 5 เพื่อให้การบริหารงานวิชาการมีคุณภาพจึงควรส่งเสริม สนับสนุนพัฒนาครูให้มีความสามารถในการจัดการเรียนการสอน สนับสนุนให้ผู้ปกครองมีการติดตามเอาใจใส่นักเรียนอยู่เสมอ พัฒนาผู้บริหารให้เป็นผู้บริหารที่มีประสบการณ์สูง และจัดสรรงบประมาณต่างๆ ให้ตรงตามความต้องการของงานวิชาการ

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วัฒนธรรมองค์การที่ส่งผลต่อแรงจูงใจในการทำงานของครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7

The Corporate Cultures Affect the Motivations of Teachers in Schools under Nakhon Ratchasima Primary Educational Service Area Office 7

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บทคัดย่อ

การวิจัยครั้งนี้เพื่อ 1) ศึกษาวัฒนธรรมองค์การของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 2) ศึกษาแรงจูงใจในการทำงานของครู และ 3) ศึกษาวัฒนธรรมองค์การที่ส่งผลต่อแรงจูงใจในการทำงานของครู กลุ่มตัวอย่าง ได้แก่ ครูผู้สอน จำนวน 327 คน เครื่องมือ ได้แก่ แบบสอบถาม สถิติที่ใช้ ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน การวิเคราะห์สหสัมพันธ์แบบเพียร์สัน และการสร้างสมการพยากรณ์ โดยการวิเคราะห์การถดถอยพหุคูณแบบขั้นตอน ผลการวิจัยพบว่า วัฒนธรรมองค์การอยู่ในระดับมาก โดยด้านที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ วัฒนธรรมแบบราชการ รองลงมา ได้แก่ วัฒนธรรมแบบเครือญาติ วัฒนธรรมแบบส่วนร่วม วัฒนธรรมแบบปรับตัว และวัฒนธรรมแบบมุ่งสำเร็จ ตามลำดับ แรงจูงใจในการทำงานของครูอยู่ในระดับมาก โดยด้านที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ความสำเร็จในงาน รองลงมา ได้แก่ ความรับผิดชอบ ลักษณะของงานที่ปฏิบัติ ความก้าวหน้าในตำแหน่งการงาน และการได้รับการยอมรับนับถือ ตามลำดับ และวัฒนธรรมองค์การส่งผลต่อแรงจูงใจในการทำงานของครูในโรงเรียน อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 โดยด้านที่มีอิทธิพลสูงสุด คือ วัฒนธรรมแบบราชการ วัฒนธรรมแบบมุ่งสำเร็จ และวัฒนธรรมแบบเครือญาติ ค่าสัมประสิทธิ์สหสัมพันธ์พหุคูณมีค่า .940 และสามารถอธิบายความแปรปรวนแรงจูงใจในการทำงานของครู ได้ร้อยละ 88.40

คำสำคัญ: วัฒนธรรมองค์การ แรงจูงใจในการทำงาน

Abstract

This research aimed to study 1) the organizational culture of the school, 2) the teacher's motivation to work, and 3) the organizational culture affecting teachers' work motivation. The sample group consisted of 327 teachers. The tools were questionnaires. The statistics used were frequency, percentage, mean, and standard deviation. Pearson correlation analysis and the construction of forecasting equations by Stepwise multiple regression analysis. Organizational culture was at a high level. The aspect with the highest average was bureaucratic culture, followed by kinship culture. participative culture adaptive culture and achievement-oriented culture, respectively. Teachers' working motivation was at a high level. The aspect with the highest average was job success, followed by responsibility. nature of work performed advancement in job position and recognition, respectively.

Keywords: Corporate Cultures, Motivation to work.

บทนำ

การจัดการศึกษาตามความมุ่งหมายของพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 ระบุว่า การจัดการศึกษาต้องเป็นไปเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ทั้งร่างกาย จิตใจ สติปัญญา ความรู้และคุณธรรม มีจริยธรรมและวัฒนธรรมในการดำรงชีวิต สามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข ในกระบวนการเรียนรู้ต้องมุ่งปลูกฝังจิตสำนึกที่ถูกต้องเกี่ยวกับการเมืองการปกครองในระบอบประชาธิปไตย อันมีพระมหากษัตริย์ทรงเป็นประมุข รู้จักรักษาและส่งเสริมสิทธิ หน้าที่ เสรีภาพ ความเคารพกฎหมาย ความเสมอภาค และศักดิ์ศรีความเป็นมนุษย์ มีความภาคภูมิใจในความเป็นไทย รู้จักรักษาผลประโยชน์ส่วนรวมและของประเทศชาติ รวมทั้งส่งเสริมศาสนา ศิลปะ วัฒนธรรมของชาติ การกีฬา ภูมิปัญญาท้องถิ่น ภูมิปัญญาไทย และความรู้อันเป็นสากล ตลอดจนอนุรักษ์

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ทรัพยากรธรรมชาติและสิ่งแวดล้อม มีความสามารถในการประกอบอาชีพ รู้จักพึ่งตนเอง มีความริเริ่มสร้างสรรค์ ใฝ่รู้และเรียนรู้ด้วยตนเองอย่างต่อเนื่อง (กระทรวงศึกษาธิการ, 2542) ดังนั้นการศึกษาจึงถือเป็นเครื่องมือหนึ่งในการพัฒนาทรัพยากรมนุษย์ อันจะส่งผลต่อการพัฒนาสังคมและพัฒนาประเทศชาติโดยตรง (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2547)

การจัดการศึกษา ครู คือบุคคลสำคัญในการดำเนินการเพื่อให้ภาระงานของสถานศึกษาสำเร็จลุล่วงอย่างมีประสิทธิภาพ (ธีรดา ไชยบรรดิษฐ์, 2562) การจัดการศึกษาเพื่อให้บุคคลได้เกิดผลสัมฤทธิ์ดังกล่าว จึงจำเป็นต้องได้ครูดี ครูเก่ง มีความรู้ความสามารถเสียสละ อุทิศตนให้กับงาน พัฒนาการเรียนการสอนด้วยจิตวิญญาณของความเป็นครู เพราะครูมีบทบาทสำคัญในฐานะผู้จัดประสบการณ์การเรียนรู้ต่าง ๆ เพื่อสร้างสรรค์ความเป็นมนุษย์ สร้างคุณธรรม จริยธรรมแก่ศิษย์ ให้มีชีวิตอย่างสงบสุขในสังคมที่เปลี่ยนแปลง หากครูปฏิบัติงานได้อย่างมีประสิทธิภาพแล้ว การจัดการศึกษาก็จะประสบผลสำเร็จ (อุษณีย์ โยธินะเวคิน, 2561)

ปัจจุบันองค์การภาครัฐหรือภาคเอกชนได้ให้ความสำคัญกับบุคลากร เพราะบุคลากรเป็นปัจจัยที่สำคัญที่สุดของการทำงานที่ส่งผลให้องค์การประสบความสำเร็จตามเป้าหมายที่กำหนดไว้ อีกทั้งยังส่งผลต่อความก้าวหน้าและเสื่อมถอยขององค์การ บุคลากรเป็นทรัพยากรที่มีบทบาทสำคัญต่อการผลักดันภารกิจขององค์การให้ประสบผลสำเร็จตามวัตถุประสงค์ที่กำหนดไว้ร่วมกัน จึงจำเป็นอย่างยิ่งที่จะต้องสร้างขวัญ กำลังใจ และแรงจูงใจให้เกิดแก่บุคลากร เนื่องจากแรงจูงใจนั้นมีอิทธิพลต่อผลิตผลของงาน ซึ่งงานจะมีประสิทธิภาพที่ดี ขึ้นอยู่กับการจูงใจในการทำงาน และไม่ใช่เรื่องง่ายนักที่บุคคลจะตอบสนองต่องานโดยที่ขาดแรงจูงใจ
(เมธา ขำดี, 2564)

แรงจูงใจในการทำงานของบุคลากรในองค์การจึงมีอิทธิพลต่อความสำเร็จของงาน และหากองค์การใดที่บุคลากรในองค์การขาดแรงจูงใจในการทำงาน ก็จะเป็นสาเหตุที่ทำให้ผลการปฏิบัติงานต่ำ คุณภาพของงานลดลง ในทางตรงกันข้าม หากบุคลากรมีความพึงพอใจในการทำงานสูง มีความรู้สึกอันดีต่อการทำงาน ก็จะส่งผลให้การทำงานเป็นไปอย่างมีคุณภาพและประสิทธิภาพ (อุษณีย์ โยธินะเวคิน, 2561)

นักจิตวิทยาชาวอเมริกัน Frederick Herzberg ได้อธิบายถึงปัจจัยที่มีผลต่อแรงจูงใจในการปฏิบัติงานว่า ประกอบไปด้วย 2 ปัจจัยหลัก โดยปัจจัยแรก คือ ปัจจัยแรงจูงใจหรือตัวจูงใจ (Motivation factors) เป็นปัจจัยที่เกี่ยวข้องกับตัวงานโดยตรง ซึ่งครอบคลุมเรื่องความสำเร็จในการทำงาน การยอมรับนับถือ ลักษณะของงาน ความรับผิดชอบ และความก้าวหน้า ซึ่งถ้าหากขาดปัจจัยเหล่านี้ อาจไม่ได้เป็นสาเหตุของความไม่พอใจ แต่บุคลากรจะรู้สึกเฉย ๆ ต่อการปฏิบัติงาน แต่หากองค์การมีปัจจัยเหล่านี้ จะช่วยจูงใจให้บุคลากรทำงานได้ดียิ่งขึ้น และส่งผลต่อความพึงพอใจในการทำงาน ปัจจัยที่สอง คือ ปัจจัยธำรงรักษา (Hygiene factors) เป็นปัจจัยที่เกี่ยวกับสภาพแวดล้อมในการทำงาน ไม่ใช่เนื้อหาของงาน ซึ่งครอบคลุมเรื่องนโยบาย การบริหาร การควบคุมดูแล ความสัมพันธ์กับผู้บังคับบัญชา ความสัมพันธ์กับเพื่อนร่วมงาน ความสัมพันธ์กับผู้ใต้บังคับบัญชา สภาพการทำงาน ค่าตอบแทนและสวัสดิการ ชีวิตส่วนตัว สถานภาพและความมั่นคง ปัจจัยเหล่านี้ไม่ได้จูงใจให้บุคลากรสามารถปฏิบัติงานได้ดียิ่งขึ้น แต่ถ้าหากไม่มีปัจจัยเหล่านี้อาจเป็นเหตุให้เกิดความไม่พึงพอใจในการปฏิบัติงาน และการลาออกจากงานได้ อย่างไรก็ตาม ผู้บริหารควรให้ความสำคัญกับทั้งสองปัจจัยอย่างเท่าเทียมและหลีกเลี่ยงไม่ได้ เพื่อนำไปสู่การกำหนดปัจจัยความพึงพอใจในการปฏิบัติงานของบุคลากร เป็นการเพิ่มระดับผลการปฏิบัติงานได้อย่างเหมาะสม และเป็นการธำรงรักษาบุคลากรไว้ นำไปสู่เป้าหมายขององค์การที่กำหนดไว้ในที่สุด
(มาลินี คำเครือ และนิรุตต์ จรเจริญ, 2564)

วัฒนธรรมองค์การเป็นสิ่งที่สะท้อนถึงค่านิยม ความเชื่อและแบบแผนทางพฤติกรรมที่ยอมรับและปฏิบัติของสมาชิกในองค์การ และเป็นตัวกำหนดความประพฤติและพฤติกรรมในการทำงานของบุคคลในองค์การให้เป็นไปในทิศทางเดียวกัน และยังเป็นสิ่งที่สะท้อนภาพลักษณ์ขององค์การนั้น ๆ (ฟารียะ สะอุ, 2562) ทั้งนี้ วัฒนธรรมองค์การยังรวมถึงสิ่งแวดล้อม พฤติกรรมของบุคคล และสัมพันธภาพระหว่างบุคคลในองค์การ อันก่อให้เกิดความรัก ความผูกพัน ความร่วมมือและความเป็นอันหนึ่งอันเดียวขององค์การอีกด้วย (เพชร์ลัดดา ขันทองดี, 2563) ซึ่งจัดอยู่ในปัจจัยที่ส่งผลต่อความพึงพอใจในการทำงาน ปัจจัยที่สอง คือ ปัจจัยธำรงรักษา
ตามแนวคิดของ Frederick Herzberg

ปัจจุบัน มีข้าราชการครูจำนวนไม่น้อยที่ตัดสินใจลาออกจากอาชีพที่มั่นคงนี้ โดยเฉพาะครูรุ่นใหม่ ที่มองเห็นทางเลือกอาชีพที่หลากหลาย สาเหตุหลักอาจเนื่องมาจากภาระงานที่มาก ต่างจากค่าตอบแทนที่ไม่พึงพอต่อความต้องการในการดำเนินชีวิต ทั้งนี้สภาพแวดล้อมในการปฏิบัติงานของครูในปัจจุบันไม่เอื้ออำนวยต่อการปฏิบัติงานดังเช่นครูยุคก่อน (ชุติภา วงษ์เจริญ, 2560) ซึ่งอาจเป็นสาเหตุสำคัญที่ทำให้ครูขาดแรงจูงใจในการทำงานและลาออกจากงาน สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีทิศทางการบริหารทรัพยากรบุคคล ให้ครูเป็นบุคลากรที่มีคุณภาพ จึงได้กำหนดให้มีนโยบายการบริหารทรัพยากรบุคคล ประจำปี พ.ศ. 2565 ด้านการพัฒนาคุณภาพชีวิตบุคลากร มีนโยบายและมาตรการ ซึ่งจะนำไปสู่การพัฒนาคุณภาพชีวิตของข้าราชการครูและบุคลากรทางการศึกษา โดยที่ข้าราชการครูและบุคลากรทางการศึกษามีความพึงพอใจต่อสภาพแวดล้อมในการทำงาน ระบบงาน และบรรยากาศการทำงาน รวมถึงมีการจัดสวัสดิการและสิ่งอำนวยความสะดวกเพิ่มเติม ซึ่งมีความเหมาะสมและสอดคล้องกับความต้องการ (นโยบายบริหารทรัพยากรบุคคล, 2565)

ดังที่กล่าวมานั้น ผู้วิจัยจึงมีความสนใจที่จะศึกษาเกี่ยวกับวัฒนธรรมองค์การที่ส่งผลต่อแรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 เพื่อนำความรู้ในการวิจัยครั้งนี้ไปประยุกต์ใช้เป็นแนวทางในการพัฒนาวัฒนธรรมองค์การและแรงจูงใจในการทำงานของครูต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาวัฒนธรรมองค์การของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7
2. เพื่อศึกษาแรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7
3. เพื่อศึกษาวัฒนธรรมองค์การที่ส่งผลต่อแรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7

วิธีดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

1. ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 จำนวน 2,145 คน (ข้อมูล ณ วันที่ 10 ธันวาคม พ.ศ. 2564)

2. กลุ่มตัวอย่างที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ ครูผู้สอนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 จำนวน 327 คน โดยกำหนดขนาดกลุ่มตัวอย่างตามตาราง Krejcie and Morgan (1970) กลุ่มตัวอย่างได้มาโดยการสุ่มแบบแบ่งชั้นภูมิ (Stratified random sampling) โดยใช้ขนาดของสถานศึกษาเป็นชั้นภูมิในการสุ่ม

ตัวแปรที่ศึกษา

1. วัฒนธรรมองค์การ
   - 1.1 วัฒนธรรมแบบปรับตัว
   - 1.2 วัฒนธรรมแบบมุ่งสำเร็จ
   - 1.3 วัฒนธรรมแบบเครือญาติ
   - 1.4 วัฒนธรรมแบบราชการ
   - 1.5 วัฒนธรรมแบบส่วนร่วม
2. แรงจูงใจในการทำงาน
   - 2.1 ความสำเร็จในงาน
   - 2.2 การได้รับการยอมรับนับถือ
   - 2.3 ความก้าวหน้าในตำแหน่งการงาน
   - 2.4 ลักษณะของงานที่ปฏิบัติ
   - 2.5 ความรับผิดชอบ

เครื่องมือที่ใช้ในการวิจัย

ผู้วิจัยได้จัดทำเครื่องมือในการเก็บรวบรวมข้อมูลเป็นแบบสอบถาม โดยแบ่งออกเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Check list)

ตอนที่ 2 วัฒนธรรมองค์การของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 ซึ่งมีลักษณะคำถามเป็นมาตราส่วนประมาณค่า (Rating scale) แบ่งออกเป็น 5 ระดับ ตามแนวคิดของ Likert (1967)

ตอนที่ 3 แรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 ซึ่งมีลักษณะคำถามเป็นมาตราส่วนประมาณค่า (Rating scale) แบ่งออกเป็น 5 ระดับ ตามแนวคิดของ Likert (1967)

การเก็บรวบรวมข้อมูล

1. ติดต่อขอหนังสือจากบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏนครราชสีมา จังหวัดนครราชสีมา เพื่อขออนุญาตในการเก็บรวบรวมข้อมูลจากสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 จำนวน 327 คน

2. ส่งหนังสือขอความอนุเคราะห์เก็บรวบรวมข้อมูล ถึงผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยแบบสอบถามสำหรับครู ส่งผ่านช่องทางต่าง ๆ ได้แก่ ไปรษณีย์ โดยผู้วิจัยจะแนบซองเปล่าพร้อมติดแสตมป์ จ่าหน้าซองถึงผู้วิจัย เพื่อขอความอนุเคราะห์ส่งแบบสอบถามกลับคืน และผ่านช่องทางออนไลน์โดยใช้ Google forms

3. เก็บรวมรวมข้อมูลแบบสอบถามที่ได้กลับคืนทางไปรษณีย์และแบบออนไลน์ ในกรณีที่ได้รับแบบสอบถามทางไปรษณีย์ไม่ครบ ผู้วิจัยจะดำเนินการติดต่อประสานขอรับแบบสอบถามด้วยตนเองอีกครั้ง และเดินทางไปเก็บข้อมูลด้วยตนเอง

4. พิจารณาความสมบูรณ์ของแบบสอบถามที่ได้รับคืน เพื่อนำข้อมูลที่ได้ไปวิเคราะห์ข้อมูล

สรุปผลการวิจัย

1. วัฒนธรรมองค์การของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยด้านที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ วัฒนธรรมแบบราชการ รองลงมา ได้แก่ วัฒนธรรมแบบเครือญาติ วัฒนธรรมแบบส่วนร่วม วัฒนธรรมแบบปรับตัว และวัฒนธรรมแบบมุ่งสำเร็จ ตามลำดับ

2. แรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้าน พบว่า ส่วนใหญ่อยู่ในระดับมาก โดยด้านที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ความสำเร็จในงาน รองลงมา ได้แก่ ความรับผิดชอบ ความก้าวหน้าในตำแหน่งการงาน ลักษณะของงานที่ปฏิบัติ และการได้รับการยอมรับนับถือ ตามลำดับ

3. วัฒนธรรมองค์การแบบราชการ วัฒนธรรมองค์การแบบมุ่งสำเร็จ และวัฒนธรรมองค์การแบบเครือญาติ ส่งผลต่อแรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีความสัมพันธ์ทางบวกทุกปัจจัยอย่างมีนัยสำคัญทางสถิติที่ 0.01 โดยวัฒนธรรมแบบราชการมีอิทธิพลสูงที่สุด รองลงมา ได้แก่ วัฒนธรรมแบบมุ่งสำเร็จ และวัฒนธรรมแบบเครือญาติ ตามลำดับ ซึ่งมีค่าสัมประสิทธิ์สหสัมพันธ์พหุคูณระหว่างวัฒนธรรมองค์การของโรงเรียนด้านวัฒนธรรมแบบราชการ วัฒนธรรมแบบมุ่งสำเร็จ และวัฒนธรรมแบบเครือญาติ กับแรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 เท่ากับ 0.940 และสามารถอธิบายความแปรปรวนแรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 ได้ร้อยละ 88.40

อภิปรายผล

1. วัฒนธรรมองค์การของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยแต่ละด้านมีประเด็นที่ค้นพบนำมาอภิปราย ดังนี้

1.1 ด้านวัฒนธรรมแบบปรับตัว โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ครูมีการปรับตัวต่อการเปลี่ยนแปลงได้ดี ที่เป็นเช่นนี้อาจเนื่องมาจาก ผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 ให้อิสระแก่ครูในการคิดและตัดสินใจ ส่งเสริมการคิดนอกกรอบ ทำให้ครูมีการปรับตัวต่อการเปลี่ยนแปลงได้ดี และมุ่งตอบสนองสิ่งแวดล้อมภายนอกโรงเรียนอย่างรวดเร็ว สอดคล้องกับแนวคิดของ ฟารียะ สะอุ (2562) ที่กล่าวว่า ผู้บริหารสถานศึกษามีบทบาทในการกระตุ้นความคิดสร้างสรรค์ ช่วยให้ครูปรับตัวเข้ากับโอกาสและสถานการณ์ได้ดี สอดคล้องกับผลการวิจัยของ เจตน์สฤษฎ์ วินัยธรรม และประพันธ์ ชัยกิจอุราใจ (2564) ที่ได้วิจัยเรื่อง การรับรู้วัฒนธรรมองค์การที่ส่งผลต่อพฤติกรรมการเป็นสมาชิกที่ดีขององค์การของข้าราชการครู สำนักการศึกษา กรุงเทพมหานคร ผลการวิจัยพบว่า วัฒนธรรมองค์การของข้าราชการครู สำนักการศึกษา กรุงเทพมหานคร ด้านวัฒนธรรมแบบปรับตัว โดยรวมอยู่ในระดับมาก สอดคล้องกับผลการวิจัยของ ธัญญารัตน์ ดอกลั่นทม (2563) ที่ได้วิจัยเรื่องอิทธิพลของวัฒนธรรมองค์การที่มีผลต่อความผูกพันต่อองค์การของบุคลากรมหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิ ผลการวิจัยพบว่า วัฒนธรรมองค์การของบุคลากร มหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิ ด้านวัฒนธรรมแบบปรับตัว โดยรวมอยู่ในระดับมาก และสอดคล้องกับผลการวิจัยของ วาสนา รังสร้อย (2564) ที่ได้วิจัยเรื่อง ภาวะผู้นำและวัฒนธรรมองค์การที่มีผลต่อคุณภาพชีวิตการทำงานของบุคลากรครูโรงเรียนวัดลานบุญ สำนักงานเขตลาดกระบัง กรุงเทพมหานคร ผลการวิจัยพบว่า วัฒนธรรมองค์การของบุคลากรครูโรงเรียนวัดลานบุญ สำนักงานเขตลาดกระบัง กรุงเทพมหานคร ด้านวัฒนธรรมแบบปรับตัว โดยรวมอยู่ในระดับมาก

1.2 ด้านวัฒนธรรมแบบมุ่งสำเร็จ โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ผู้บริหารเน้นการแข่งขันเพื่อให้เกิดผลสัมฤทธิ์ที่ดีในการทำงาน ที่เป็นเช่นนี้อาจเนื่องมาจาก โรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีผู้บริหารสถานศึกษาที่มีวิสัยทัศน์และเป้าหมายชัดเจนในการขับเคลื่อนโรงเรียน ผู้บริหารสถานศึกษาเปิดโอกาสให้ครูมีส่วนร่วมในการกำหนดเป้าหมายของโรงเรียนร่วมกัน ผู้บริหารสถานศึกษาให้ความสำคัญกับผลสัมฤทธิ์ของงานเป็นอย่างยิ่ง เน้นการทำงานที่มีการแข่งขันเพื่อให้เห็นถึงการพัฒนาผลงาน ซึ่งทำให้เกิดผลสัมฤทธิ์ที่ดีในการทำงาน และผู้บริหารสถานศึกษาให้ความสำคัญกับผลสัมฤทธิ์ของงานเป็นอย่างมาก สอดคล้องกับแนวคิดของ ปนัดดา ยิ้มประเสริฐ และชวน ภารังกูล (2563) ที่กล่าวว่า บุคลากรทุกคนในที่ทำงานต่างมุ่งหวังที่จะปฏิบัติหน้าที่และทำงานตามตำแหน่งที่ได้รับมอบหมายให้ประสบผลสำเร็จ โดยพยายามแก้ไขปัญหาและอุปสรรคในการทำงานให้สำเร็จลุล่วงไปได้ด้วยดี สอดคล้อง

กับผลการวิจัยของ ปวีณา เจริญภูมิ และเสาวนี สิริสุขศิลป์ (2560) ที่ได้วิจัยเรื่องความสัมพันธ์ระหว่างวัฒนธรรมองค์การกับการเป็นชุมชนการเรียนรู้ทางวิชาชีพ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 25 ผลการวิจัยพบว่า วัฒนธรรมองค์การของสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 25 ด้านวัฒนธรรมแบบมุ่งสำเร็จ โดยรวมอยู่ในระดับมาก สอดคล้องกับผลการวิจัยของ เจตน์สฤษฎ์ วินัยธรรม และประพันธ์ ชัยกิจอุราใจ (2564) ที่ได้วิจัยเรื่อง การรับรู้วัฒนธรรมองค์การที่ส่งผลต่อพฤติกรรมการเป็นสมาชิกที่ดีขององค์การของข้าราชการครู สำนักการศึกษา กรุงเทพมหานคร ผลการวิจัยพบว่า วัฒนธรรมองค์การของข้าราชการครู สำนักการศึกษา กรุงเทพมหานคร ด้านวัฒนธรรมแบบมุ่งสำเร็จ โดยรวมอยู่ในระดับมาก และสอดคล้องกับผลการวิจัยของ ธัญญารัตน์ ดอกลั่นทม (2563) ที่ได้วิจัยเรื่องอิทธิพลของวัฒนธรรมองค์การที่มีผลต่อความผูกพันต่อองค์การของบุคลากรมหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิ ผลการวิจัยพบว่า วัฒนธรรมองค์การของบุคลากรมหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิ
ด้านวัฒนธรรมแบบมุ่งสำเร็จ โดยรวมอยู่ในระดับมาก

1.3 ด้านวัฒนธรรมแบบเครือญาติ โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ครูมีความเอื้อเฟื้อเผื่อแผ่ต่อกัน ที่เป็นเช่นนี้อาจเนื่องมาจาก ครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีวัฒนธรรมองค์การในโรงเรียนที่มุ่งเน้นสัมพันธภาพระหว่างครูในโรงเรียน ผู้บริหารสถานศึกษาเป็นแบบอย่างของความเป็นกัลยาณมิตร มีการให้คำปรึกษาช่วยเหลือผู้ใต้บังคับบัญชา ทำให้ครูมีความสามัคคีเป็นน้ำหนึ่งใจเดียวกัน และรู้จักเอื้อเฟื้อเผื่อแผ่ต่อกัน สอดคล้องกับแนวคิดของ ปนัดดา ยิ้มประเสริฐ และชวน ภารังกูล (2563) ที่กล่าวว่า โรงเรียนเป็นเสมือนครอบครัว เน้นการมีส่วนร่วมของบุคลากร ทำให้เกิดความรัก สามัคคี เอื้อเฟื้อเผื่อแผ่ซึ่งกันและกัน และสอดคล้องกับแนวคิดของ Cameron and Quinn (1999) ที่กล่าวว่า องค์การเปรียบเสมือนครอบครัว ผู้นำในองค์การเป็นแบบอย่างในการให้คำปรึกษาช่วยเหลือผู้ใต้บังคับบัญชา พนักงานมีความสามัคคี เอื้อเฟื้อเผื่อแผ่ซึ่งกันและกัน ทำให้พนักงานมีความผูกพันต่อองค์การสูง สอดคล้องกับผลการวิจัยของ เจตน์สฤษฎ์ วินัยธรรม และประพันธ์ ชัยกิจอุราใจ (2564) ที่ได้วิจัยเรื่อง การรับรู้วัฒนธรรมองค์การที่ส่งผลต่อพฤติกรรมการเป็นสมาชิกที่ดีขององค์การของข้าราชการครู สำนักการศึกษา กรุงเทพมหานคร ผลการวิจัยพบว่า วัฒนธรรมองค์การของข้าราชการครู สำนักการศึกษา กรุงเทพมหานคร ด้านวัฒนธรรมแบบเครือญาติ โดยรวมอยู่ในระดับมาก และสอดคล้องกับผลการวิจัยของ ธัญญารัตน์ ดอกลั่นทม (2563) ที่ได้วิจัยเรื่องอิทธิพลของวัฒนธรรมองค์การที่มีผลต่อความผูกพันต่อองค์การของบุคลากรมหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิ ผลการวิจัยพบว่า วัฒนธรรมองค์การของบุคลากรมหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิ ด้านวัฒนธรรมแบบเครือญาติ โดยรวมอยู่ในระดับมาก

1.4 ด้านวัฒนธรรมแบบราชการ โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ ข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ครูใช้ทรัพยากรอย่างประหยัดและเกิดประโยชน์สูงสุด ที่เป็นเช่นนี้อาจเนื่องมาจาก ครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีวัฒนธรรมองค์การในโรงเรียนที่มีโครงสร้างโรงเรียนชัดเจน มีเสถียรภาพในการทำงาน เน้นการใช้ทรัพยากรอย่างประหยัดและให้เกิดประโยชน์สูงสุด ครูส่วนใหญ่ปฏิบัติตามระเบียบกฎเกณฑ์ที่กำหนดไว้ และมุ่งเน้นประสิทธิภาพในการทำงาน สอดคล้องกับแนวคิดของ Cameron and Quinn (1999) ที่กล่าวว่า การทำงานควรมุ่งเน้นในเรื่องของการมีโครงสร้างองค์การที่ชัดเจน บุคลากรส่วนใหญ่ปฏิบัติตามระเบียบที่กำหนดไว้ ให้ความสำคัญกับการใช้ทรัพยากรขององค์การอย่างประหยัดและคุ้มค่า เพื่อให้องค์การมีเสถียรภาพ สอดคล้องกับผลการวิจัยของ เจตน์สฤษฎ์ วินัยธรรม และประพันธ์ ชัยกิจอุราใจ (2564) ที่ได้วิจัยเรื่อง การรับรู้วัฒนธรรมองค์การที่ส่งผลต่อพฤติกรรมการเป็นสมาชิกที่ดีขององค์การของข้าราชการครู สำนักการศึกษากรุงเทพมหานคร ผลการวิจัยพบว่า วัฒนธรรมองค์การข้าราชการครู สำนักการศึกษา กรุงเทพมหานคร ด้านวัฒนธรรมแบบราชการ โดยรวมอยู่ในระดับมาก และสอดคล้องกับผลการวิจัยของ ธัญญารัตน์ ดอกลั่นทม (2563) ที่ได้วิจัยเรื่องอิทธิพลของวัฒนธรรมองค์การที่มีผลต่อความผูกพันต่อองค์การของบุคลากรมหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิ ผลการวิจัยพบว่า วัฒนธรรมองค์การของบุคลากรมหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิ ด้านวัฒนธรรมแบบราชการ โดยรวมอยู่ในระดับมาก

1.5 ด้านวัฒนธรรมแบบส่วนร่วม โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า ส่วนใหญ่อยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ครูมีส่วนร่วมในงานของโรงเรียน ที่เป็นเช่นนี้อาจเนื่องมาจาก ครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีวัฒนธรรมองค์การในโรงเรียนที่ผู้บริหารสถานศึกษามอบอำนาจหน้าที่ให้ครูมีส่วนร่วมในการตัดสินใจในการดำเนินงาน ครูรู้สึกมีส่วนร่วมในงานของโรงเรียน รู้สึกเป็นเจ้าของโรงเรียนร่วมกันและมีการกระตุ้นให้เกิดความผูกพันและรักโรงเรียน สอดคล้องกับแนวคิดของ ฟารียะ สะอุ (2562) สมาชิกในองค์การจะรู้สึกได้ถึงความมีส่วนเป็นเจ้าขององค์การ เนื่องจากได้รับอำนาจให้มีส่วนร่วมในการตัดสินใจในการบริหารงานอย่างเต็มที่และลักษณะการทำงานที่มุ่งเน้นทีมงาน ทำให้เกิดการพัฒนาความสามารถของบุคลากร สอดคล้องกับผลการวิจัยของ วาสนา รังสร้อย (2564) ที่ได้วิจัยเรื่อง ภาวะผู้นำและวัฒนธรรมองค์การที่มีผลต่อคุณภาพชีวิตการทำงานของบุคลากรครูโรงเรียนวัดลานบุญ สำนักงานเขตลาดกระบัง กรุงเทพมหานคร

ผลการวิจัยพบว่า วัฒนธรรมองค์การของโรงเรียนวัดลานบุญ สำนักงานเขตลาดกระบัง กรุงเทพมหานคร ด้านวัฒนธรรมแบบส่วนร่วม โดยรวมอยู่ในระดับมาก

2. แรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยแต่ละด้านมีประเด็นที่ค้นพบนำมาอภิปรายดังนี้

2.1 ด้านความสำเร็จในงาน โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า ส่วนใหญ่อยู่ในระดับมากที่สุด โดยข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ครูมีความรู้สึกภาคภูมิใจเมื่อลงมือปฏิบัติงานแล้วประสบผลสำเร็จ ที่เป็นเช่นนี้อาจเนื่องมาจาก ครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีความรู้สึกภาคภูมิใจ เมื่อได้ลงมือปฏิบัติงานแล้วงานประสบผลสำเร็จ สามารถแก้ปัญหาที่เกิดขึ้นจากการปฏิบัติงานและป้องกันปัญหาที่คาดว่าจะเกิดขึ้นได้ และรู้สึกพึงพอใจต่อประสิทธิผลของงาน สอดคล้องกับแนวคิดของ วัชระ จตุพร (2560) ที่กล่าวว่า การที่บุคคลสามารถทำงานได้สำเร็จโดยดี เป็นความสามารถของบุคคลในการแก้ปัญหาต่าง ๆ รู้จักป้องกันปัญหาที่อาจเกิดขึ้น เมื่องานสำเร็จจึงเกิดเป็นความรู้สึกพอใจในผลสำเร็จของงานนั้น สอดคล้องกับผลการวิจัยของ ศศิธร แก้วศรี (2560) ที่ได้ศึกษาเรื่อง การศึกษาแรงจูงใจในการทำงาน สภาพแวดล้อมในการทำงานและการทำงานเป็นทีม ที่ส่งผลต่อความผูกพันต่อองค์กรของพนักงานระดับปฏิบัติการในกรุงเทพมหานคร ผลการวิจัยพบว่า แรงจูงใจในการทำงาน ด้านความสำเร็จในงานของพนักงานระดับปฏิบัติการในกรุงเทพมหานคร โดยรวมอยู่ในระดับมาก สอดคล้องกับผลการวิจัยของ ธีรดา ไชยบรรดิษฐ (2562) ได้ศึกษาเรื่อง แรงจูงใจในการทำงานที่ส่งผลต่อความผูกพันต่อองค์การของครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 ผลการวิจัยพบว่า แรงจูงใจในการทำงาน ด้านความสำเร็จในงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 โดยรวมอยู่ในระดับมาก และสอดคล้องกับผลการวิจัยของ อุษณีย์ โยธินะเวคิน (2562) ที่ได้ศึกษาเรื่อง ความสัมพันธ์ระหว่างแรงจูงใจในการทำงานกับความผูกพันต่อสถานศึกษาของครูในโรงเรียนมัธยมศึกษา จังหวัดชุมพร สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 ผลการวิจัยพบว่า แรงจูงใจในการทำงาน ด้านความสำเร็จในงานของครูในโรงเรียนมัธยมศึกษา จังหวัดชุมพร สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 โดยรวมอยู่ในระดับมาก

2.2 ด้านการได้รับการยอมรับนับถือ โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ครูได้รับการยอมรับจากผู้บริหารสถานศึกษาและเพื่อนร่วมงาน และครูได้รับการยกย่องชมเชยจากผู้บริหารสถานศึกษาและเพื่อนร่วมงาน ที่เป็นเช่นนี้อาจเนื่องมาจาก ครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีผู้บริหารสถานศึกษาที่เห็นถึงความสำคัญของครู ผู้บริหารสถานศึกษาและครูทุกคนให้เกียรติซึ่งกันและกัน ได้รับการยอมรับจากบุคคลภายในโรงเรียนและการได้รับการยกย่องชมเชยจากผู้บริหารสถานศึกษาและเพื่อนร่วมงาน สอดคล้องกับแนวคิดของ บุญนำ กลิ่นบุญเรือง และวงศ์ธีรา สุวรรณิน (2564) ที่กล่าวว่า การได้รับการยอมรับจากผู้บังคับบัญชาเพื่อนร่วมงานกลุ่มเพื่อนหรือบุคคลอื่น ๆ โดยทั่วไป หรือบางครั้งอาจจะแสดงออกมาในรูปของการยกย่องชมเชย จะช่วยให้เกิดแรงจูงใจในการปฏิบัติงาน สอดคล้องกับผลการวิจัยของ ศศิธร แก้วศรี (2560) ที่ได้ศึกษาเรื่อง การศึกษาแรงจูงใจในการทำงาน สภาพแวดล้อมในการทำงานและการทำงานเป็นทีม ที่ส่งผลต่อความผูกพันต่อองค์กรของพนักงานระดับปฏิบัติการในกรุงเทพมหานคร ผลการวิจัยพบว่า แรงจูงใจในการทำงาน ด้านการได้รับการยอมรับนับถือของพนักงานระดับปฏิบัติการในกรุงเทพมหานคร โดยรวมอยู่ในระดับมาก สอดคล้องกับผลการวิจัยของ ธีรดา ไชยบรรดิษฐ (2562) ได้ศึกษาเรื่อง แรงจูงใจในการทำงานที่ส่งผลต่อความผูกพันต่อองค์การของครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 ผลการวิจัยพบว่า แรงจูงใจในการทำงาน ด้านการได้รับการยอมรับนับถือของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 โดยรวมอยู่ในระดับมาก และสอดคล้องกับผลการวิจัยของ นูรมา แวดือเร๊ะ (2563) ที่ได้ศึกษาเรื่อง แรงจูงใจในการทำงานที่ส่งผลต่อความผูกพันต่อโรงเรียนของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาปัตตานี เขต 2 ผลการวิจัยพบว่า แรงจูงใจในการทำงาน ด้านการได้รับการยอมรับนับถือของครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาปัตตานี เขต 2 โดยรวมอยู่ในระดับมาก

2.3 ด้านความก้าวหน้าในตำแหน่งการงาน โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ครูได้รับการพัฒนาในด้านความรู้และความสามารถในการปฏิบัติงาน ที่เป็นเช่นนี้อาจเนื่องมาจาก ครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 ได้รับการส่งเสริมพัฒนาในด้านความรู้ความสามารถและความชำนาญในการปฏิบัติงาน ให้ได้เลื่อนตำแหน่งและวิทยฐานะก้าวหน้าขึ้น รวมถึงส่งเสริมสนับสนุนให้ครูได้มีโอกาสในการพัฒนาตนเองด้านความรู้ความสามารถตลอดเวลา สอดคล้องกับแนวคิดของ วัชระ จตุพร (2560) ที่กล่าวว่า แรงจูงใจที่ทำให้อยากทำงานเกิดจากการได้รับเลื่อนขั้นเลื่อนตำแหน่งที่สูงขึ้นในองค์การ การมีโอกาสได้ศึกษาหาความรู้เพิ่มเติม หรือได้รับการฝึกอบรมศึกษาดูงานที่เกี่ยวข้อง สอดคล้องกับผลการวิจัยของ ธีรดา ไชยบรรดิษฐ (2562) ที่ได้ศึกษาเรื่อง แรงจูงใจในการทำงานที่ส่งผลต่อความผูกพันต่อองค์การของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 ผลการวิจัยพบว่า แรงจูงใจ

ในการทำงาน ด้านความก้าวหน้าในตำแหน่งการงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 โดยรวมอยู่ในระดับมาก

2.4 ด้านลักษณะของงานที่ปฏิบัติ โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ครูมีความรู้ความสามารถสอดคล้องกับงานที่ทำ ที่เป็นเช่นนี้อาจเนื่องมาจาก ครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีการกำหนดขอบเขตและภาระงานอย่างชัดเจน มีความรู้ความสามารถที่สอดคล้องกับงานที่ทำ ทำให้เกิดความรู้สึกท้าทายและรู้สึกแปลกใหม่ต่องานที่ทำ สอดคล้องกับแนวคิดของ ยุทธศักดิ์ ชูประเสริฐ (2564) ที่กล่าวว่า คนส่วนใหญ่ชอบงานที่มีการกำหนดหน้าที่ความรับผิดชอบอย่างชัดเจน งานที่ทำเป็นงานที่น่าสนใจ ต้องอาศัยความคิดริเริ่มสร้างสรรค์และท้าทาย ให้ลงมือทำตามความรู้ความสามารถและความถนัดในงาน สอดคล้องกับผลการวิจัยของ ศศิธร แก้วศรี (2560) ที่ได้ศึกษาเรื่อง การศึกษาแรงจูงใจในการทำงาน สภาพแวดล้อมในการทำงานและการทำงานเป็นทีม ที่ส่งผลต่อความผูกพันต่อองค์กรของพนักงานระดับปฏิบัติการในกรุงเทพมหานคร ผลการวิจัยพบว่า แรงจูงใจในการทำงาน ด้านลักษณะของงานที่ปฏิบัติของพนักงานระดับปฏิบัติการในกรุงเทพมหานคร โดยรวมอยู่ในระดับมาก สอดคล้องกับผลการวิจัยของ ธีรดา ไชยบรรดิษฐ (2562) ได้ศึกษาเรื่อง แรงจูงใจในการทำงานที่ส่งผลต่อความผูกพันต่อองค์การของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 ผลการวิจัยพบว่า แรงจูงใจในการทำงาน ด้านลักษณะของงานที่ปฏิบัติของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 โดยรวมอยู่ในระดับมาก และสอดคล้องกับผลการวิจัยของ อุษณีย์ โยธินะเวคิน (2562) ที่ได้ศึกษาเรื่อง ความสัมพันธ์ระหว่างแรงจูงใจในการทำงานกับความผูกพันต่อสถานศึกษาของครูในโรงเรียนมัธยมศึกษา จังหวัดชุมพร สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 ผลการวิจัยพบว่า แรงจูงใจในการทำงาน ด้านลักษณะของงานที่ปฏิบัติของครูในโรงเรียนมัธยมศึกษา จังหวัดชุมพร สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 โดยรวมอยู่ในระดับมาก

2.5 ด้านความรับผิดชอบ โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า ส่วนใหญ่อยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ครูมีความอดทนต่ออุปสรรคต่าง ๆ ที่เกิดจากการดำเนินงาน ที่เป็นเช่นนี้อาจเนื่องมาจาก ครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีความพึงพอใจที่เกิดขึ้นจากการได้รับมอบหมายงาน มีอำนาจในการดำเนินงานอย่างเต็มที่ มีความสนใจและเอาใจใส่ต่องานที่ได้รับมอบหมาย มีการวางแผนที่ละเอียด รอบคอบ ในการดำเนินงาน และมีความอดทนต่ออุปสรรคต่าง ๆ สอดคล้องกับแนวคิดของ ชนาวิทย์ พรชูตรง (2562) ที่กล่าวว่า ความสนใจ เอาใจใส่และตั้งใจที่จะปฏิบัติหน้าที่ที่ได้รับมอบหมายด้วยความพากเพียร มีความพยายามอดทนต่ออุปสรรคต่าง ๆ ที่ขัดข้อง มีการวางแผนอย่างละเอียด รอบคอบ เพื่อให้บรรลุเป้าหมายที่กำหนดไว้ จะทำให้บุคคลทำงานได้อย่างประสบผลสำเร็จ สอดคล้องกับผลการวิจัยของ ศศิธร แก้วศรี (2560) ที่ได้ศึกษาเรื่อง การศึกษาแรงจูงใจในการทำงาน สภาพแวดล้อมในการทำงานและการทำงานเป็นทีมที่ส่งผลต่อความผูกพันต่อองค์กรของพนักงานระดับปฏิบัติการในกรุงเทพมหานคร ผลการวิจัยพบว่า แรงจูงใจในการทำงาน ด้านความรับผิดชอบของพนักงานระดับปฏิบัติการในกรุงเทพมหานคร โดยรวมอยู่ในระดับมาก สอดคล้องกับผลการวิจัยของ ธีรดา ไชยบรรดิษฐ (2562) ได้ศึกษาเรื่อง แรงจูงใจในการทำงานที่ส่งผลต่อความผูกพันต่อองค์การของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 ผลการวิจัยพบว่า แรงจูงใจในการทำงาน ด้านความรับผิดชอบของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 โดยรวมอยู่ในระดับมาก และสอดคล้องกับผลการวิจัยของ อุษณีย์ โยธินะเวคิน (2562) ที่ได้ศึกษาเรื่อง ความสัมพันธ์ระหว่างแรงจูงใจในการทำงานกับความผูกพันต่อสถานศึกษาของครูในโรงเรียนมัธยมศึกษา จังหวัดชุมพร สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 ผลการวิจัยพบว่า แรงจูงใจในการทำงาน ด้านความรับผิดชอบของครูในโรงเรียนมัธยมศึกษา จังหวัดชุมพร สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 11 โดยรวมอยู่ในระดับมาก

3. วัฒนธรรมองค์การส่งผลต่อแรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 โดยด้านที่มีอิทธิพลมากที่สุด ได้แก่ วัฒนธรรมแบบราชการ รองลงมาได้แก่ วัฒนธรรมแบบมุ่งสำเร็จ และวัฒนธรรมแบบเครือญาติ ตามลำดับ โดยแต่ละด้านมีประเด็นที่ค้นพบนำมาอภิปราย ดังนี้

3.1 วัฒนธรรมแบบราชการ ส่งผลต่อแรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ที่เป็นเช่นนี้อาจเนื่องมาจาก ครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีวัฒนธรรมองค์การในโรงเรียนที่มีโครงสร้างโรงเรียนชัดเจน มีเสถียรภาพในการทำงาน เน้นการใช้ทรัพยากรอย่างประหยัดและให้เกิดประโยชน์สูงสุด ครูส่วนใหญ่ปฏิบัติตามระเบียบกฎเกณฑ์ที่กำหนดไว้ และมุ่งเน้นประสิทธิภาพในการทำงาน สอดคล้องกับแนวคิดของ อุษณีย์ โยธินะเวคิน (2561) ที่กล่าวว่า แม้ว่าภาระหน้าที่ของครูจะมีมาก แต่หากครูมีสภาพแวดล้อมในการทำงานที่มีระบบระเบียบ ครูทุกคนรู้จักหน้าที่ของตนเอง มีความมั่นคงในตำแหน่งและหน้าที่ที่รับผิดชอบจะช่วยให้งานครูสำเร็จลุล่วงไปได้ด้วยดี และครูมีแรงจูงใจที่จะทำงานหนักมากขึ้น สอดคล้องกับผลการวิจัยของ ธัญญารัตน์ ดอกลั่นทม (2564) ได้ศึกษาเรื่อง อิทธิพลของวัฒนธรรมองค์การที่มีผลต่อความผูกพันต่อองค์การของบุคลากร มหาวิทยาลัยเทคโนโลยีราชมงคล

สุวรรณภูมิ ผลการวิจัยพบว่า วัฒนธรรมแบบราชการ เป็นวัฒนธรรมองค์การด้านที่ส่งผลต่อองค์กรแห่งความสุขของบุคลากรมหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิสูงที่สุด

3.2 วัฒนธรรมแบบมุ่งสำเร็จ ส่งผลต่อแรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ที่เป็นเช่นนี้อาจเนื่องมาจาก โรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีผู้บริหารสถานศึกษาที่มีวิสัยทัศน์และเป้าหมายชัดเจนในการขับเคลื่อนโรงเรียน ผู้บริหารสถานศึกษาเปิดโอกาสให้ครูมีส่วนร่วมในการกำหนดเป้าหมายของโรงเรียนร่วมกัน ผู้บริหารสถานศึกษาให้ความสำคัญกับผลสัมฤทธิ์ของงานเป็นอย่างยิ่ง เน้นการทำงานที่มีการแข่งขันเพื่อให้เห็นถึงการพัฒนาผลงาน ซึ่งทำให้เกิดผลสัมฤทธิ์ที่ดีในการทำงาน และผู้บริหารสถานศึกษาให้ความสำคัญกับผลสัมฤทธิ์ของงานเป็นอย่างมาก สอดคล้องกับแนวคิดของ เมธา ขำดี (2564) ที่กล่าวว่า แรงกระตุ้นที่ทำให้พนักงานอยากทำงาน เกิดขึ้นจากการรับรู้ว่างานที่ทำอยู่ในปัจจุบันประสบผลสำเร็จและให้ผลตอบแทนตามที่หวังไว้ สอดคล้องกับผลการวิจัยของ เจตน์สฤษฎ์ วินัยธรรม และประพันธ์ ชัยกิจอุราใจ (2564) ที่ได้วิจัยเรื่อง การรับรู้วัฒนธรรมองค์การที่ส่งผลต่อพฤติกรรมการเป็นสมาชิกที่ดีขององค์การของข้าราชการครู สำนักการศึกษากรุงเทพมหานคร ผลการวิจัยพบว่า วัฒนธรรมแบบมุ่งสำเร็จ ส่งผลต่อพฤติกรรมการเป็นสมาชิกที่ดีขององค์การของข้าราชการครู สำนักการศึกษากรุงเทพมหานคร อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

3.3 วัฒนธรรมแบบเครือญาติ ส่งผลต่อแรงจูงใจในการทำงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ที่เป็นเช่นนี้อาจเนื่องมาจาก ครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีวัฒนธรรมองค์การในโรงเรียนที่มุ่งเน้นสัมพันธภาพระหว่างครูในโรงเรียน ผู้บริหารสถานศึกษาเป็นแบบอย่างของความเป็นกัลยาณมิตร มีการให้คำปรึกษาช่วยเหลือผู้ใต้บังคับบัญชา ทำให้ครูมีความสามัคคีเป็นน้ำหนึ่งใจเดียวกัน และรู้จักเอื้อเฟื้อเผื่อแผ่ต่อกัน สอดคล้องกับแนวคิดของ วาสนา รังสร้อย (2564) ที่กล่าวว่า ความผูกพัน ความรักใคร่ปรองดอง สามัคคี เป็นอันหนึ่งอันเดียวกันของเพื่อนร่วมงาน ช่วยให้บรรยากาศในการทำงานดีขึ้นและบุคคลในองค์การมีแรงขับเคลื่อนในการทำงานที่มากขึ้น สอดคล้องกับผลการวิจัยของ เจตน์สฤษฎ์ วินัยธรรม และประพันธ์ ชัยกิจอุราใจ (2564) ที่ได้วิจัยเรื่อง การรับรู้วัฒนธรรมองค์การที่ส่งผลต่อพฤติกรรมการเป็นสมาชิกที่ดีขององค์การของข้าราชการครู สำนักการศึกษากรุงเทพมหานคร ผลการวิจัยพบว่า วัฒนธรรมแบบเครือญาติ ส่งผลต่อพฤติกรรมการเป็นสมาชิกที่ดีขององค์การของข้าราชการครู สำนักการศึกษากรุงเทพมหานคร อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

ข้อเสนอแนะ

1. ผู้บริหารสถานศึกษาควรมีวิสัยทัศน์และเป้าหมายชัดเจนในการขับเคลื่อนโรงเรียน เปิดโอกาสให้ครูมีส่วนร่วมในการกำหนดเป้าหมายของโรงเรียน ควรเน้นการแข่งขันเพื่อให้เกิดผลสัมฤทธิ์ที่ดีในการทำงาน และผู้บริหารสถานศึกษาควรให้ความสำคัญกับผลสัมฤทธิ์ของงาน เพื่อสร้างวัฒนธรรมแบบมุ่งสำเร็จให้เกิดขึ้นในโรงเรียน

2. ผู้บริหารสถานศึกษาควรเห็นถึงความสำคัญของครูทุกคนในโรงเรียน ผู้บริหารสถานศึกษาและครูทุกคนควรให้เกียรติซึ่งกันและกัน ครูควรได้รับการยอมรับจากผู้บริหารสถานศึกษาและเพื่อนร่วมงาน และผู้บริหารสถานศึกษาควรให้ความสำคัญกับผลสัมฤทธิ์ของงานเป็นอย่างมาก เพื่อให้ครูเกิดแรงจูงใจในการทำงาน

3. ผู้บริหารควรให้ความสำคัญในการสร้างวัฒนธรรมดังกล่าวให้เกิดขึ้นในโรงเรียน เพื่อส่งเสริมให้ครูมีแรงจูงใจในการทำงาน

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บรรยากาศองค์การที่ส่งผลต่อประสิทธิผลของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

The Organizational climate that affects school effectiveness under Chaiyaphum Primary Educational Service Area Office 1

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาบรรยากาศองค์ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 2) ศึกษาประสิทธิผลของโรงเรียน 3) ศึกษาบรรยากาศองค์การที่ส่งผลต่อประสิทธิผลของโรงเรียน กลุ่มตัวอย่าง ได้แก่ ครูผู้สอน จำนวน 327 คน เครื่องมือ ได้แก่ แบบสอบถาม สถิติที่ใช้ ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน การวิเคราะห์สหสัมพันธ์แบบเพียร์สัน และการสร้างสมการพยากรณ์ โดยการวิเคราะห์การถดถอยพหุคูณแบบขั้นตอน ผลการวิจัยพบว่า 1. บรรยากาศองค์การของโรงเรียน โดยภาพรวมอยู่ในระดับมาก ด้านที่มีค่าเฉลี่ยสูงสุด คือ ความอบอุ่นและการสนับสนุนมีค่าเฉลี่ยสูงสุด 2. ประสิทธิผลของโรงเรียน โดยภาพรวมอยู่ในระดับมาก ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านความพึงพอใจในการทำงานของครู 3. บรรยากาศด้านโครงสร้างองค์การ และด้านความเป็นอิสระ เป็นบรรยากาศองค์การที่ส่งผลต่อประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งมีค่าสัมประสิทธิ์สหสัมพันธ์พหุคูณระหว่างบรรยากาศองค์การกับประสิทธิผลของโรงเรียน เป็น 0.815 และบรรยากาศเหล่านี้สามารถอธิบายความแปรปรวนประสิทธิผลของโรงเรียน ได้ ร้อยละ 66.4

คำสำคัญ: บรรยากาศองค์การ, ประสิทธิผลของโรงเรียน

Abstract

The purposes of this research were; 1) to study organization climate under Chaiyaphum Primary Educational Service Area Office 1 2) to study schools' effectiveness, and 3) to study Organizational Climate Affecting Schools Effectiveness. The samples were 327 teachers in the academic year 2022 under Chaiyaphum Primary Educational Service Area Office 1. The samples were determined from Krejcie and Morgan's table. The instrument used for data collection was a rating scale questionnaire. Data were analyzed by means of mean, standard deviation, Pearson Product Moment Coefficient, and Stepwise Multiple Regression Analysis. The research found that. 1) Organization climate under Chaiyaphum Primary Educational Service Area Office 1 in overall, was at a high level. Considering each aspect, it was found that in the case warmth and support were of the highest average, 2) The school effectiveness under Chaiyaphum Primary Educational Service Area Office 1, overall was at a high level. Considering each aspect, it was found that the highest level was the case of the job satisfaction of teachers. 3. There were 2 aspects of the organizational climate affecting school effectiveness, under Chaiyaphum Primary Educational Service Area Office 1 including; 1) the organizational structure and 2) the cohesiveness. The Multiple Correlation Coefficient was 0.815, and the Predictive Coefficient or Predictive Power was 66.4% at a .05 significant level.

Keywords: Organizational climate, School Effectiveness

บทนำ

การจัดการศึกษาเป็นปัจจัยสำคัญในการพัฒนาประเทศชาติ ในการสร้าง พัฒนาความรู้ ความคิด ความประพฤติ และคุณธรรมของบุคคล การศึกษาให้แก่ประชาชนได้อย่างมีประสิทธิภาพ สังคมนั้นก็จะมีพลเมืองที่ดีมีคุณภาพ ซึ่งจะสามารถธำรงรักษาความเจริญของประเทศไว้ โรงเรียนเป็นส่วนหนึ่งของการจัดการศึกษา จึงถือว่าเป็นองค์ประกอบสำคัญในการจัดการศึกษาให้สำเร็จตาม

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เป้าหมายหลักของชาติ รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 ในมาตรา 54 กำหนดสาระสำคัญ ด้านการศึกษา คือ รัฐต้องดำเนินการให้เด็กทุกคนได้รับการศึกษาเป็นเวลาสิบสองปี ตั้งแต่ก่อนวัยเรียนจนจบการศึกษาภาคบังคับอย่างมีคุณภาพโดยไม่เก็บค่าใช้จ่าย เพื่อพัฒนา ร่างกาย จิตใจ วินัย อารมณ์ สังคม และสติปัญญาให้สมกับวัย ต้องมุ่งพัฒนาผู้เรียนให้เป็นคนดี มีวินัย ภูมิใจในชาติ สามารถเชี่ยวชาญได้ตามความถนัดของตน และมีความรับผิดชอบต่อครอบครัว ชุมชน สังคม และประเทศชาติ (รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560, น. 14)

องค์ประกอบที่บ่งบอกว่าโรงเรียนจะประสบความสำเร็จหรือไม่นั้น พิจารณาได้จาก การจัดการศึกษาที่มีผลสัมฤทธิ์ทางวิชาการ การเรียนรู้ด้วยตนเองของนักเรียน ความพึงพอใจในการปฏิบัติงานของครู การใช้สื่อนวัตกรรมและเทคโนโลยีเป็นเครื่องมือของการเรียนรู้ ทำหน้าที่ถ่ายทอดความรู้ ความเข้าใจ ความรู้สึกเพิ่มพูนทักษะแลประสบการณ์สร้างสถานการณ์การเรียนรู้ให้แก่ผู้เรียน โดยผู้บริหารมีความจำเป็นอย่างยิ่งในการจัดสรรทรัพยากรที่มีอยู่อย่างจำกัดให้เกิดประโยชน์สูงสุด และคุ้มค่า ความสามารถของผู้บริหารและครูในโรงเรียนที่ร่วมกันพัฒนาเปลี่ยนแปลงวิธีดำเนินงานทั้งด้านวิชาการ การเรียนการสอน เพื่อให้โรงเรียนมีความก้าวหน้า ทันกับสภาพที่เปลี่ยนไปโดยพิจารณาจากลักษณะการยอมรับของครูต่อการเปลี่ยนแปลงในด้านต่างๆ ทั้งการบริหารและการเรียนการสอน เพื่อให้กระบวนการจัดการศึกษาเป็นไปอย่างมีประสิทธิภาพ สามารถพัฒนาผู้เรียนให้เป็นบุคคลแห่งการเรียนรู้ให้มีคุณภาพชีวิตที่ดีขึ้น เห็นคุณค่าของการดำรงไว้ซึ่งทรัพยากรธรรมชาติ และสิ่งแวดล้อม อยู่ในสังคมที่มีการเปลี่ยนแปลง ได้อย่างมีความสุข ก่อให้เกิด การพัฒนาประเทศชาติได้อย่างมั่นคงและยั่งยืน ครูจึงเป็นบุคลากรที่มีบทบาทสำคัญในกระบวนการ จัดการศึกษาเพราะเป็นผู้ที่อยู่ใกล้ชิดนักเรียนมากที่สุด คุณภาพของครูผู้สอนจึงเป็นปัจจัยสำคัญที่ส่งผลต่อ การเปลี่ยนแปลงด้านการเรียนรู้ของผู้เรียน (สำนักงานเลขาธิการสภาการศึกษา, 2556, น. 23-25)

บรรยากาศองค์การซึ่งเป็นตัวแปรสำคัญในการศึกษาองค์การของมนุษย์เป็นสิ่ง เชื่อมโยงระหว่างลักษณะที่มองเห็นได้ขององค์การ เช่น โครงสร้าง กฎเกณฑ์ แบบของความเป็นผู้นำและขวัญกำลังใจกับพฤติกรรมของผู้ปฏิบัติงาน เป็นต้น บรรยากาศองค์การจะเป็นความรู้สึกของผู้ปฏิบัติงานต่อลักษณะที่มองเห็นได้ขององค์การมีอิทธิพลต่อการกำหนดพฤติกรรมและทัศนคติของผู้ปฏิบัติงาน บรรยากาศที่พึงประสงค์ย่อมส่งผลที่ดีต่อการทำงานของ บุคลากรในองค์การและจะเป็นการสนับสนุนการจูงใจในการปฏิบัติงานของบุคลกรให้มี ประสิทธิภาพยิ่งขึ้น (ภารดี อนันต์นาวี, 2551, น. 184) โดยสภาพแวดล้อมและบรรยากาศในโรงเรียนจึงเป็นคุณลักษณะที่สำคัญในการพัฒนาคุณภาพนักเรียนและบุคลากร เพื่อให้รู้ทันกับการเปลี่ยนแปลงต่าง ๆ ที่เกิดขึ้น และสามารถดำเนินชีวิตได้อย่างมีความสุข (เสริมศักดิ์ วิศาลาภรณ์, 2552, น. 177)

ประสิทธิผลของโรงเรียน เกิดจากโรงเรียนที่มีสภาพทางสังคม บรรยากาศ และสิ่งแวดล้อมรอบ ๆ ตัวผู้เรียนที่เอื้ออำนวยต่อการเรียนรู้อย่างเหมาะสม มีความพร้อมในด้าน ทรัพยากรต่าง ๆ เอกสาร สื่อวัสดุ อุปกรณ์ เทคโนโลยีที่เหมาะสม มีคุณภาพและประสิทธิภาพ มีงบประมาณเพียงพอและมีทรัพยากรมนุษย์ เพื่อให้สามารถจัดการศึกษาได้อย่างดี ผู้เรียน มีความรู้ความสามารถ และทักษะในด้านต่าง ๆ เพื่อให้กระบวนการจัดการศึกษาเป็นไปอย่าง มีประสิทธิภาพ สามารถพัฒนา ผู้เรียนให้เป็นบุคคลแห่งการเรียนรู้ให้มีคุณภาพชีวิตที่ดีขึ้น เห็นคุณค่าของการดำรงไว้ซึ่งทรัพยากรธรรมชาติ และสิ่งแวดล้อม อยู่ในสังคมที่มีการเปลี่ยนแปลง ได้อย่างมีความสุข ก่อให้เกิด การพัฒนาประเทศชาติได้อย่างมั่นคงและยั่งยืน โดยองค์ประกอบ ประสิทธิผลของโรงเรียนจะต้องจัดความสัมพันธ์ภายนอกกับกระบวนการภายในองค์การ เพื่อให้สอดคล้องกับเงื่อนไปของกระบวนการศึกษา ระบบของโรงเรียนจะ มั่นคง เมื่อสร้างผลผลิตและผลสัมฤทธิ์ให้เป็นที่ยอมรับทั้งชุมชน ผู้ปกครอง ต้องสอดคล้องกับความต้องการของสังคมปัจจุบัน วัตถุประสงค์ของโรงเรียน คือ ผลสัมฤทธิ์ทางการเรียนของนักเรียนมีประสิทธิภาพ นักเรียนมีความสามารถ ในการปรับเปลี่ยนต่อสภาวะแวดล้อมที่มากระทบในด้านต่าง ๆ สามารถสร้างความพึงพอใจในการทำงานของครู (พิมพรรณ สุริโย, 2552, น. 27)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ที่อยู่ภายใต้การกำกับ ดูแลของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน โดยจากรายงานการทดสอบทางการศึกษาระดับพื้นฐาน (O-NET) มีผลการประเมินโดยรวมทุกกลุ่มสาระการเรียนรู้ของนักเรียนชั้นประถมศึกษาปีที่ 6 และชั้นมัธยมศึกษาปีที่ 3 มีคะแนนเฉลี่ยคิดเป็นร้อยละตามลำดับ คือ ปีการศึกษา 2560 มีคะแนนเฉลี่ย 37.67, 30.64 ปีการศึกษา 2561 คะแนนเฉลี่ย 40.11, 32.79 ปีการศึกษา 2562 คะแนนเฉลี่ย 35.65, 32.67 จะเห็นว่านักเรียนมีผลสัมฤทธิ์ทางการเรียนมีแนวโน้มลดต่ำลงทุกระดับชั้นและทุกปี ดังนั้นผู้ที่เกี่ยวข้องในการจัดการศึกษาทุกภาคส่วนต้องร่วมกันหาแนวทางพัฒนาการศึกษาให้มีประสิทธิภาพ (สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิเขต 1, 2565, น. 2-7) ผู้วิจัยจึงมีความสนใจที่จะศึกษาบรรยากาศองค์การที่ส่งผลต่อประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ซึ่งผลการวิจัยที่ได้ผู้บริหาร ครู สถานศึกษา และหน่วยงานต้นสังกัดสามารถนำไปเป็นแนวทางในการวางแผนพัฒนา และปรับปรุงการดำเนินงานของสถานศึกษาให้เกิดประโยชน์และเกิดประสิทธิผลในการบริหารจัดการศึกษาให้พัฒนาและเจริญก้าวหน้าต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับบรรยากาศองค์การของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1
2. เพื่อศึกษาระดับประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1
3. เพื่อสร้างสมการพยากรณ์บรรยากาศองค์การที่ส่งผลต่อประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

วิธีดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

1. ประชากร ได้แก่ ครูผู้สอนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ปีการศึกษา 2565 จำนวน 2,019 คน

2. กลุ่มตัวอย่าง ได้แก่ ครูผู้สอนในสังกัดสำนักงาน เขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ปีการศึกษา 2565 จำนวน 327 คน โดยกำหนดขนาดกลุ่มตัวอย่างตามตาราง Krejcie and Morgan

กลุ่มตัวอย่างได้มาจากการสุ่มแบบแบ่งชั้นภูมิ (stratified random sampling) โดยใช้อำเภอที่ตั้งของโรงเรียนเป็นชั้นภูมิในการสุ่ม และทำการสุ่มตัวอย่างตามสัดส่วน

ตัวแปรที่ศึกษา

1. ตัวแปรต้น
   1.1 โครงสร้างองค์การ
   1.2 การให้รางวัล
   1.3 ความอบอุ่นและการสนับสนุน
   1.4 ความสัมพันธ์ระหว่างบุคคลในการทำงาน
   1.5 ความเป็นอิสระ
2. ตัวแปรตาม ประสิทธิผลของโรงเรียน
   2.1 ความใฝ่รู้ รักการอ่าน แสวงหาความรู้ด้วยตนเองของนักเรียน
   2.2 ความพึงพอใจในการทำงานของครู
   2.3 ความสามารถในการใช้สื่อ นวัตกรรมและเทคโนโลยีของครู
   2.4 ความสามารถในการจัดสรรทรัพยากรอย่างมีประสิทธิภาพ
   2.5 ความสามารถในการปรับเปลี่ยนต่อสภาพแวดล้อมที่มากระทบทั้งภายในและภายนอก

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลครั้งนี้เป็นแบบสอบถาม บรรยากาศองค์การที่ส่งผลต่อประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 แบ่งออกเป็น 3 ตอน ดังนี้ ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Check list) ได้แก่ เพศ และอำเภอที่ตั้งของโรงเรียน ตอนที่ 2 บรรยากาศองค์การของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 เป็นแบบสอบถาม แบบมาตราส่วนประมาณค่า (Rating scale) 5 ระดับ ตอนที่ 3 ประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิเขต 1 เป็นแบบสอบถามแบบมาตราส่วนประมาณค่า (Rating scale) 5 ระดับ

การสร้างเครื่องมือการวิจัย

ผู้วิจัยได้ศึกษาแนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวกับบรรยากาศองค์การและประสิทธิผลของโรงเรียน สร้างแบบสอบถามที่สร้างเสร็จแล้วเสนอต่ออาจารย์ที่ปรึกษา เพื่อตรวจสอบพิจารณาความถูกต้องและให้ข้อเสนอแนะ นำแบบสอบถามที่ปรับปรุงแก้ไขแล้วเสนอต่อผู้เชี่ยวชาญ จำนวน 5 ท่าน ตรวจสอบความเที่ยงตรงของเนื้อหา (Content validity) วิเคราะห์หาค่าดัชนีความสอดคล้อง (Index of Item Objective Congruence : IOC) ผลปรากฏว่ามีค่าระหว่าง 0.70-1.00 หาค่าความเชื่อมั่นของเครื่องมือโดยหาค่าสัมประสิทธิ์แอลฟา (Alpha Coefficient) ตามวิธีของ Cronbach ผลปรากฏว่า มีค่าความเชื่อมั่นเท่ากับ .98

การเก็บรวบรวมข้อมูล

ผู้วิจัยขอหนังสือจากสำนักบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏนครราชสีมา เพื่อขอความร่วมมือไปยังผู้อำนวยการโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 และขอความอนุเคราะห์ในการเก็บข้อมูลจากครูผู้สอนที่เป็นกลุ่มตัวอย่าง โดยผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลผ่านช่องทางออนไลน์โดยใช้ Google forms และจัดส่งแบบสอบถามจานวน 327 ฉบับ ได้รับการตอบกลับแบบสอบถามที่มีความสมบูรณ์กลับคืนมา จำนวน 327 ฉบับ คิดเป็น ร้อยละ 100 จากนั้นจึงนาไปวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูล

ผู้วิจัยวิเคราะห์ข้อมูล จากแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าสัมประสิทธิ์สหสัมพันธ์ โดยการวิเคราะห์ความสัมพันธ์ระหว่างบรรยากาศองค์การกับประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิเขต 1 โดยใช้สถิติสหสัมพันธ์แบบ Pearson (Pearson Product Moment Correlation) และการวิเคราะห์การถดถอยพหุคูณแบบขั้นตอน (Stepwise multiple regression analysis) เพื่อพยากรณ์บรรยากาศองค์การที่ส่งผลต่อประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิเขต 1

สรุปผลการวิจัย

1. บรรยากาศองค์การของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้านพบว่า บรรยากาศมีค่าเฉลี่ยสูงสุด คือ ความอบอุ่นและการสนับสนุนมีค่าเฉลี่ยสูงสุด รองลงมา คือด้านโครงสร้างองค์การ ด้านความสัมพันธ์ระหว่างบุคคลในการทำงาน ด้านความเป็นอิสระ และด้านการให้รางวัล ตามลำดับ

2. ประสิทธิผลของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยภาพรวมทุกด้านอยู่ในระดับมาก และเมื่อพิจารณารายด้านพบว่า ประสิทธิผลของโรงเรียนมีค่าเฉลี่ยสูงสุด คือ ด้านความพึงพอใจในการทำงานของครู รองลงมา คือด้านความสามารถในการจัดสรรทรัพยากรอย่างมีประสิทธิภาพ ด้านความสามารถในการปรับเปลี่ยนต่อสภาวะแวดล้อมที่มากระทบทั้งภายใน และภายนอก ด้านความสามารถในการใช้สื่อ นวัตกรรมและเทคโนโลยีของครู และด้านความใฝ่รู้ รักการอ่านแสวงหาความรู้ด้วยตนเองของนักเรียน ตามลำดับ

3. บรรยากาศด้านโครงสร้างองค์การ และด้านความเป็นอิสระส่งผลต่อประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 โดยมีค่าสัมประสิทธิ์สหสัมพันธ์พหุคูณระหว่างบรรยากาศองค์การกับประสิทธิผลของโรงเรียนเป็น 0.815 และบรรยากาศเหล่านี้สามารถอธิบายความแปรปรวนประสิทธิผลของโรงเรียนได้ ร้อยละ 66.4

อภิปรายผลการวิจัย

1. บรรยากาศของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยแต่ละด้านมีประเด็นที่ค้นพบนำมาอภิปราย ดังนี้

1.1 ด้านโครงสร้างองค์การ โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ ครูรับรู้กฎ ระเบียบข้อบังคับ เป้าหมาย และนโยบายขององค์การ ที่เป็นเช่นนี้อาจเป็นเพราะว่า โรงเรียนมีการแบ่งหน้าที่ความรับผิดที่ชัดเจน แสดงความสัมพันธ์ของงาน โดยโครงสร้างการบริหารของโรงเรียนมีความยืดหยุ่นสามารถปรับตามสถานการณ์ และสภาพแวดล้อม โรงเรียนมีการติดต่อสื่อสารภายในและภายนอกอย่างเป็นระบบ ครูผู้สอนความรับผิดชอบต่อการสอนและมีการรายงานการปฏิบัติงานของแต่ฝ่าย สอดคล้องกับงานวิจัยของ มะลิวรรณ อรรคเศรษฐัง (2559) ได้ทำการวิจัยเรื่อง บรรยากาศองค์กรที่ส่งผลต่อประสิทธิภาพในการปฏิบัติงานของบุคลากรสำนักงานสรรพากรพื้นที่กาฬสินธุ์ พบว่าบรรยากาศองค์กรของบุคลากรสำนักงานสรรพากรพื้นที่กาฬสินธุ์ ด้านโครงสร้างองค์การมีค่าเฉลี่ยอยู่ในระดับมาก สอดคล้องกับงานวิจัยของ กัณฑ์อเนก สุภัทรศักดา (2561) ได้ทำการวิจัยเรื่อง บรรยากาศองค์การที่ส่งผลต่อประสิทธิผลของโรงเรียนมัธยมศึกษาของรัฐในจังหวัดนครปฐม พบว่า บรรยากาศองค์การของโรงเรียนมัธยมศึกษาของรัฐในจังหวัดนครปฐม ด้านโครงสร้างองค์การ โดยภาพรวมอยู่ในระดับมาก

1.2 ด้านการให้รางวัล พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อพบว่า ทุกข้ออยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ ผู้บริหารสถานศึกษายกย่อง การปฏิบัติงานของครู เพื่อเป็นแรงกระตุ้นในการทำงาน ที่เป็นเช่นนี้อาจเป็นเพราะว่า ผู้บริหารตอบแทนในการปฏิบัติงานที่บรรลุเป้าหมายตามวัตถุประสงค์ สร้างขวัญกำลังใจที่ดีในการปฏิบัติงานในโรงเรียนองค์การผู้บริหารสถานศึกษายกย่องการปฏิบัติงานของครู เพื่อเป็นแรงกระตุ้นใน การทำงาน โดยโรงเรียนให้รางวัลโดยตั้งอยู่บนพื้นฐานของ

ความสามารถและระบบความคุณธรรม สอดคล้องกับงานวิจัยของ กัณฑ์อเนก สุภัทรสักดา (2561) ได้ทำการวิจัยเรื่อง บรรยากาศองค์การที่ส่งผลต่อประสิทธิผลของโรงเรียนมัธยมศึกษาของรัฐในจังหวัดนครปฐม พบว่า บรรยากาศองค์การของโรงเรียนมัธยมศึกษาของรัฐในจังหวัดนครปฐม ด้านรางวัล โดยภาพรวมอยู่ในระดับมาก และสอดคล้องกับงานวิจัยของ อมรรัตน์ อาจวิชัย (2565) ได้ทำการวิจัยเรื่อง บรรยากาศในการปฏิบัติงานของบุคลากรในกรมส่งเสริมการค้าระหว่างประเทศ พบว่า บรรยากาศในการปฏิบัติงานของบุคลากรในกรมส่งเสริมการค้าระหว่างประเทศ ด้านการให้รางวัลและการลงโทษ มีค่าเฉลี่ยอยู่ในระดับมาก

1.3 ด้านความอบอุ่นและการสนับสนุน โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ โรงเรียนมีบรรยากาศของการทำงานเป็นทีม เพื่อให้เกิดความมั่นใจการทำงาน ที่เป็นเช่นนี้อาจเป็นเพราะว่า ความอบอุ่นในองค์การหรือในโรงเรียนนั้น ถือเป็นสิ่งที่จำเป็นในการอยู่ร่วมกันของกลุ่มคน ครูมีความรู้สึกที่เป็นมิตรต่อกันภายในโรงเรียนมีการยอมรับและให้ความร่วมมือกัน โรงเรียนมีบรรยากาศของการทำงานเป็นทีม เพื่อให้เกิดความมั่นใจการทำงาน สอดคล้องกับงานวิจัยของ เจียมจิตร์ นุตาลัย (2552) ได้ทำการวิจัยเรื่อง อิทธิพลของบรรยากาศองค์การต่อความพึงพอใจในการทำงานของพนักงาน การไฟฟ้าฝ่ายผลิตแห่งประเทศไทย (กฟผ.) สำนักงานกลาง จังหวัดนนทบุรี พบว่า บรรยากาศองค์การต่อความพึงพอใจในการทำงานของพนักงานการไฟฟ้าฝ่ายผลิตแห่งประเทศไทย (กฟผ.) สำนักงานกลาง จังหวัดนนทบุรี มีค่าเฉลี่ยอยู่ในระดับมาก และสอดคล้องกับงานวิจัยของ พรพรรณ บุญมี (2560) ได้ทำการวิจัยเรื่อง บรรยากาศองค์การของโรงเรียนในสหวิทยาเขตเมืองชลบุรี 3 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 1 พบว่า บรรยากาศองค์การของโรงเรียนในสหวิทยาเขตเมืองชลบุรี 3 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 1 ด้านความอบอุ่นและการสนับสนุน มีค่าเฉลี่ยอยู่ในระดับมาก

1.4 ด้านความสัมพันธ์ระหว่างบุคคลในการทำงาน โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ ผู้บริหารสถานศึกษาและครูเคารพในสิทธิผู้อื่น ที่เป็นเช่นนี้อาจเป็นเพราะว่า โรงเรียนมีบริบทที่คล้ายคลึงกัน และครูส่วนมากมีภูมิลำเนาในพื้นที่นั้น ๆ ดังนั้นครูจึงมีความสัมพันธ์ที่ดีต่อกันภายในโรงเรียน สอดคล้องกับงานวิจัยของสุนิสา เนาวรัตน์ (2563) ได้ทำการวิจัยเรื่อง ปัจจัยที่ส่งผลต่อบรรยากาศองค์การของครูโรงเรียนสังกัดสำนักงานเขตพื้นที่มัธยมศึกษา เขต 2 พบว่า บรรยากาศองค์การของครู ด้านมิตรสัมพันธ์ โดยภาพรวมอยู่ในระดับมาก

1.5 ด้านความเป็นอิสระ โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ โรงเรียนมีบรรยากาศของการทำงานเป็นทีม เพื่อให้เกิดความมั่นใจการทำงาน ที่เป็นเช่นนี้อาจเป็นเพราะว่า ผู้บริหารเปิดโอกาสให้ครูได้แสดงความคิดเห็นและตัดสินใจ ครูมีอิสระในการแก้ปัญหางานที่ตัวเองได้รับผิดชอบ ทำให้บรรยากาศการปฏิบัติงาร่วมกันของผู้บริหารและครูไม่มีความตึงเครียด สอดคล้องกับงานวิจัยของ รพีพัฒน์ ศรีศิลารักษ์ (2559) ได้ทำการวิจัยเรื่อง การรับรู้บรรยากาศองค์การและพฤติกรรมการเป็นสมาชิกที่ดีขององค์การของพนักงานประจำสังกัดสายทรัพยากรบุคคลและกำกับกิจกรรมองค์การ บริษัท การบินไทย จำกัด (มหาชน) พบว่า การรับรู้บรรยากาศองค์การใน ด้านความเป็นอิสระในการทำงานอยู่ในระดับมาก

2. ประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยแต่ละด้านมีประเด็นที่ค้นพบนำมาอภิปราย ดังนี้

2.1 ด้านความใฝ่รู้ รักการอ่าน แสวงหาความรู้ ด้วยตนเองของนักเรียน โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ นักเรียนสามารถศึกษาค้นคว้า สืบค้นข้อมูลด้วยตนเองตามศักยภาพ ที่เป็นเช่นนี้อาจเป็นเพราะว่า โรงเรียนมีการจัดการเรียนการสอนที่เน้นผู้เรียนเป็นสำคัญ โดยมีการจัดกิจกรรมการเรียนการสอน โดยส่งเสริมให้ผู้เรียนรู้จักแสวงหาความรู้ด้วยตนเอง รักการเรียนรู้และพัฒนาตนเองอย่างต่อเนื่อง ส่งเสริมการพัฒนาด้านวิชาการของครู พัฒนาในการจัดการเรียนการสอนอย่างต่อเนื่อง สอดคล้องกับงานวิจัยของ ยุกตนันท์ หวานฉ่ำ (2555) ได้ทำการวิจัยเรื่อง การบริหารสถานศึกษากับประสิทธิผลของโรงเรียน ในอำเภอคลองหลวง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาปทุมธานีเขต 1 พบว่า ประสิทธิผลของโรงเรียน ในอำเภอคลองหลวง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาปทุมธานีเขต 1 ด้านด้านความใฝ่รู้ รักการอ่าน แสวงหาความรู้ ด้วยตนเองของนักเรียน โดยภาพรวมอยู่ในระดับมาก และสอดคล้องกับงานวิจัยของ เสาวนีย์ บุญธรรม (2558) ได้ทำการวิจัยเรื่อง การศึกษาความสัมพันธ์ระหว่างบรรยากาศองค์การกับประสิทธิผลของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 1 พบว่า ประสิทธิผลของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 1 ด้านด้านความใฝ่รู้ รักการอ่าน แสวงหาความรู้ ด้วยตนเองของนักเรียน โดยภาพรวมอยู่ในระดับมาก

2.2 ด้านความพึงพอใจในการทำงานของครู โดยภาพรวมอยู่ในระดับมากและเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ ครูมี ความภาคภูมิใจในการเป็นส่วนหนึ่งที่ได้ปฏิบัติงานของโรงเรียน ที่เป็นเช่นนี้อาจเป็นเพราะว่าครูมีความพึงพอใจต่อการทำงานภายในโรงเรียน มีความภาคภูมิใจในการเป็นส่วนหนึ่งใน การปฏิบัติงานของโรงเรียน ให้บรรลุผลสำเร็จตามเป้าหมาย ได้รับการเลื่อนขั้นที่พึงพอใจ ส่งผลให้ความพึงพอใจในการทำงานของครูอยู่ในระดับมาก สอดคล้องกับงานวิจัยของ กนกทิพย์ ดอกลัดดา (2560) ได้ทำการวิจัยเรื่อง ความสัมพันธ์ระหว่างการบริหารสถานศึกษากับประสิทธิผลสถานศึกษา

ของโรงเรียนราชวินิตบางแก้ว สังกัดสานักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 6 พบว่า ประสิทธิผลของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 1 ด้านความพึงพอใจในการทำงานของครู โดยภาพรวมอยู่ในระดับมาก

2.3 ด้านความสามารถในการใช้สื่อ นวัตกรรมและเทคโนโลยีของครู โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ ครูสามารถใช้คอมพิวเตอร์ในการจัดทำแผนการจัดการเรียนรู้ กระตุ้นให้เกิดการพัฒนาศักยภาพทางความคิด ที่เป็นเช่นนี้อาจเป็นเพราะว่า ครูมีองค์ความรู้เสริมสร้างประสบการณ์ พัฒนาศักยภาพด้านความรู้ ทักษะความสามารถ สร้างสรรค์องค์ความรู้สร้างคุณค่าให้ตนเองส่งต่อให้ผู้เรียน ผ่านรูปแบบจัดการเรียนการสอนแนวใหม่โดยใช้เทคโนโลยีเป็นสื่อ ส่งเสริมทักษะใหม่ให้กับผู้เรียน ทักษะด้านเทคโนโลยีสารสนเทศ เป็นทักษะที่จำเป็นสำหรับการรับมือต่อการเปลี่ยนแปลงของโลกและสังคม สอดคล้องกับงานวิจัยของ กมลชนก สุกแสง (2559) ได้ทำการวิจัยเรื่อง ความสัมพันธ์ระหว่างภาวะผู้นำเชิงกลยุทธ์กับประสิทธิผลของโรงเรียนตามทัศนะของผู้บริหารสถานศึกษา ในสังกัดสำนักงานประถมศึกษานครราชสีมาเขต 4 พบว่า ประสิทธิผลของโรงเรียนตามทัศนะของผู้บริหารสถานศึกษา ในสังกัดสำนักงานประถมศึกษานครราชสีมาเขต ด้านความสามารถในการใช้สื่อ นวัตกรรมและเทคโนโลยีของครู โดยภาพรวมอยู่ในระดับมาก และสอดคล้องกับงานวิจัยของ กนกทิพย์ ดอกลัดดา (2560) ได้ทำการวิจัยเรื่อง ความสัมพันธ์ระหว่างการบริหารสถานศึกษากับประสิทธิผลสถานศึกษาของโรงเรียนราชวินิตบางแก้ว สังกัดสานักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 6 พบว่า ประสิทธิผลของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 1 ด้านความสามารถในการใช้สื่อ นวัตกรรมและเทคโนโลยีของครู โดยภาพรวมอยู่ในระดับมาก

2.4 ด้านความสามารถในการจัดสรรทรัพยากรอย่างมีประสิทธิภาพ โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ ข้อที่มีค่าเฉลี่ยสูงสุด คือ โรงเรียนมีการกำกับติดตามผลการใช้งบประมาณด้านต่าง ๆ ให้เกิดประโยชน์สูงสุด ที่เป็นเช่นนี้อาจ เป็นเพราะว่า โรงเรียนมีการวางแผนการใช้งบประมาณ จัดทำแผนปฏิบัติการ เพื่อให้จัดสรรทรัพยากรในการศึกษาอย่างเหมาะสม เป็นไปตามวัตถุประสงค์และเป้าหมาย การสนับสนุนทรัพยากรด้านการเงินให้แก่ครูและบุคลากรทางการศึกษาอย่างเหมาะสม เพื่อพัฒนาคุณภาพ การเรียนการสอนอย่างคุ้มค่าและเกิดประโยชน์สูงสุด สอดคล้องกับงานวิจัยของ กมลชนก สุกแสง (2559) ได้ทำการวิจัยเรื่อง ความสัมพันธ์ระหว่างภาวะผู้นำเชิงกลยุทธ์กับประสิทธิผลของโรงเรียนตามทัศนะของผู้บริหารสถานศึกษา ในสังกัดสำนักงานประถมศึกษานครราชสีมาเขต 4 พบว่า ประสิทธิผลของโรงเรียนตามทัศนะของผู้บริหารสถานศึกษา ในสังกัดสำนักงานประถมศึกษานครราชสีมาเขต 4 ด้านความสามารถในการจัดสรรทรัพยากรอย่างมีประสิทธิภาพ โดยภาพรวมอยู่ในระดับมาก

2.5 ด้านความสามารถในการปรับเปลี่ยนต่อสภาวะแวดล้อมที่มากระทบทั้งภายใน และภายนอก โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ ข้อที่มีค่าเฉลี่ยสูงสุด คือ ครูและบุคลากรในโรงเรียนมีการปรับตนเองให้เข้ากับสิ่งแวดล้อม เพื่อให้ทันต่อการเปลี่ยนแปลงที่เกิดขึ้น ที่เป็นเช่นนี้อาจเป็นเพราะว่า ผู้บริหาร ครู และบุคลากรในโรงเรียนมีการปรับตัวให้ก้าวทัน ร่วมกันพัฒนาเปลี่ยนแปลงวิธีการดำเนินงานทั้งด้านวิชาการ การเรียนการสอน และเทคนิคการสอนใหม่ ๆ ที่ทันสมัย โรงเรียนมีการเปลี่ยนแปลงวิธีการด้านการจัดการเรียนการสอน เพื่อให้ทันต่อการเปลี่ยนแปลงที่เกิดขึ้น สอดคล้องกับงานวิจัยของ กมลชนก สุกแสง (2559) ได้ทำการวิจัยเรื่อง ความสัมพันธ์ระหว่างภาวะผู้นำเชิงกลยุทธ์กับประสิทธิผลของโรงเรียนตามทัศนะของผู้บริหารสถานศึกษา ในสังกัดสำนักงานประถมศึกษานครราชสีมาเขต 4 พบว่า ประสิทธิผลของโรงเรียนตามทัศนะของผู้บริหารสถานศึกษา ในสังกัดสำนักงานประถมศึกษานครราชสีมาเขต 4 ด้านความสามารถในการปรับเปลี่ยนต่อสภาวะแวดล้อมที่มากระทบทั้งภายใน และภายนอกโดยภาพรวมอยู่ในระดับมาก และสอดคล้องกับงานวิจัยของ กนกทิพย์ ดอกลัดดา (2560) ได้ทำการวิจัยเรื่อง ความสัมพันธ์ระหว่างการบริหารสถานศึกษากับประสิทธิผลสถานศึกษาของโรงเรียนราชวินิตบางแก้ว สังกัดสานักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 6 พบว่า ประสิทธิผลของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 1 ด้านความสามารถในการปรับเปลี่ยนต่อสภาวะแวดล้อมที่มากระทบทั้งภายใน และภายนอก โดยภาพรวมอยู่ในระดับมาก

3. จากการศึกษาสมการพยากรณ์บรรยากาศองค์การที่ส่งผลต่อประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 พบว่า ด้านโครงสร้างองค์การ และด้านความเป็นอิสระ ส่งผลต่อประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิเขต 1 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 โดยแต่ละด้านมีประเด็นอภิปรายดังนี้

3.1 บรรยากาศโครงสร้างองค์การ ส่งผลต่อประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิเขต 1 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 อาจเนื่องจาก โรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิเขต 1 มีโครงสร้างองค์การที่ชัดเจน มีการแบ่งกลุ่มงานที่ได้รับมอบหมายตามความเหมาะสม ปฏิบัติตามโครงสร้างของแต่ละฝ่ายงานให้บรรลุจุดมุ่งหมาย เพื่อให้เกิดประสิทธิภาพและประสิทธิผลสูงสุดของโรงเรียน สอดคล้องกับแนวคิดของ สิมาภา จันทร์หอมกุล (2552) ที่กล่าวว่าด้านโครงสร้าง คือ ความชัดเจนในการกำหนดหน้าที่รับผิดชอบและขั้นตอนในการปฏิบัติงานตลอดจนวิธีการในการสื่อสารระหว่างบุคคลในองค์การ ซึ่งส่งผลให้ประสิทธิผลในเป้าหมายสำเร็จยิ่งขึ้น สอดคล้องกับงานวิจัยของ ทินกร คลังจินดา (2558) ได้ทำ

การวิจัยเรื่อง บรรยากาศองค์การที่ส่งผลต่อประสิทธิผลของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 พบว่าองค์ประกอบบรรยากาศองค์การ ด้านโครงสร้างองค์การเป็นบรรยากาศองค์การที่ส่งผลต่อประสิทธิผลของโรงเรียนสูง

3.2 บรรยากาศความเป็นอิสระ ส่งผลต่อประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิเขต 1 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 อาจเนื่องจาก ครูผู้สอนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 เปิดโอกาสในการแสดงความคิดเห็นในเรื่องต่าง ๆ สามารถสอบถามหรือถกประเด็นได้ ไม่มีการจำกัดในด้านความคิดหรือการกระทำอื่น ๆ และสามารถมีอิสระในการแก้ปัญหาด้วยตัวเอง สอดคล้องกับแนวคิดของ Kelly (1980) ที่กล่าวว่า ความเป็นอิสระเป็นการรับรู้ของพนักงานเกี่ยวกับความมีอิสระในการแสดงออก ความคิดเห็น โดยไม่มีผลกระทบต่อชีวิตการทำงานในทางลบ และสอดคล้องกับแนวคิดของ Milton (1981) ที่กล่าวว่า ความเป็นอิสระในการสินใจปฏิบัติงานและการแก้ปัญหาที่เกี่ยวข้องกับงานทำให้งานมีความคิดสร้างสรรค์และพัฒนาได้มากยิ่งขึ้น

ข้อเสนอแนะ

1.1 จากการศึกษาพบว่าบรรยากาศองค์การของโรงเรียน ด้านการให้รางวัล มีค่าเฉลี่ยน้อยที่สุด ผู้บริหารควรให้ความสำคัญด้านการให้รางวัล ขวัญกำลังใจ เพื่อช่วยสร้างแรงจูงใจและตอบแทนในการปฏิบัติงาน นำไปสู่บรรยากาศองค์การที่ผ่อนคลายมากขึ้น ทำให้องค์การมีบรรยากาศการทำงานที่น่าอยู่มากกว่าเดิมสมาชิกมีความรักในองค์การ

1.2 จากการศึกษาพบว่าประสิทธิผลของโรงเรียน ด้านความใฝ่รู้ รักการอ่าน แสวงหาความรู้ด้วยตนเองของนักเรียนมีค่าเฉลี่ยน้อยที่สุด ผู้บริหาร ครูและบุคลากรต้องให้ความสำคัญในการจัดการเรียนการสอนที่หลากหลายเพื่อส่งเสริมให้ผู้เรียนสามารถพัฒนาตามธรรมชาติและเต็มตามศักยภาพ

1.3 ผู้บริหารโรงเรียนควรให้ความสำคัญต่อบรรยากาศองค์การด้านการให้รางวัล ด้านความอบอุ่นและการสนับสนุนด้านความสัมพันธ์ระหว่างบุคคลในการทำงาน

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พฤติกรรมการตัดสินใจของผู้บริหารที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2

Decision Making Behavior of Administrators Affecting Teamwork in Schools of Nakhon Ratchasima Primary Educational Service Area Office 2

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาระดับพฤติกรรมการตัดสินใจของผู้บริหารที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 2) ศึกษาระดับการทำงานเป็นทีมในสถานศึกษา และ 3) สร้างสมการพยากรณ์พฤติกรรมการตัดสินใจของผู้บริหารที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 313 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถาม วิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูป เพื่อคำนวณหาค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์การถดถอยพหุคูณแบบขั้นตอน ผลการวิจัยพบว่า 1) ระดับพฤติกรรมการตัดสินใจของผู้บริหารสถานศึกษา โดยภาพรวมอยู่ในระดับมาก 2) ระดับการทำงานเป็นทีม ในสถานศึกษา โดยภาพรวมอยู่ในระดับมาก และ 3) พฤติกรรมการตัดสินใจของผู้บริหารส่งผลต่อการทำงานเป็นทีมในสถานศึกษาอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สามารถสร้างสมการพยากรณ์ได้ดังต่อไปนี้ สมการพยากรณ์ในรูปแบบคะแนนดิบ $\hat{Y} = 1.014 + 0.480(X_5) + 0.295(X_4)$ และสมการพยากรณ์ในรูปแบบคะแนนมาตรฐาน $\hat{Z}y = 0.529X_5 + 0.320X_4$

คำสำคัญ: พฤติกรรมการตัดสินใจของผู้บริหาร การทำงานเป็นทีม

Abstract

The purposes of this research were 1) to study level of decision making behavior of school administrators. 2) to study level of teamwork in school. 3) to create the equation of decision making behavior forecasting of school administrators affecting teamwork in school. The sample were 313 school administrators and teachers. The research instrument consists of questionnaires. The data were analyzed by Package for calculating percentage, mean standard deviation (SD), and stepwise multiple regression analysis. The research results were as follows: 1) Overall of decision making behavior of school was rated at high level. 2) Overall of teamwork in school level was rated at high level. 3) There was statistically significant difference in decision making behavior of school administrators affecting teamwork in school, at 0.05 level. The equation forecasting. Were as follow; the raw score of the equation of decision-making behavior forecasting was $\hat{Y} = 1.014 + 0.480\ (X_5) + 0.295\ (X_4)$ and the standard score of the equation of decision making behavior forecasting was $\hat{Z}y = 0.529X_5 + 0.320X_4$

Keywords: Decision making behavior of school administrators, teamwork

บทนำ

การบริหารโรงเรียนเป็นภารกิจหลักของผู้บริหาร และผู้บริหารเป็นหัวใจสำคัญในการบริหารองค์การ จึงจะต้องคำนึงถึงการบริหารจัดการปัญหาและขจัดอุปสรรคต่าง ๆ ในการทำงานเป็นทีม การทำงานเป็นทีมจะมีประสิทธิภาพก็ต่อเมื่อ สมาชิกในทีมมีความไว้วางใจซึ่งกันและกัน ผู้บริหารจำเป็นที่จะต้องสร้างความไว้วางใจระหว่างกันในองค์การ ให้สมาชิกมีความสัมพันธ์ที่ดีต่อกัน เมื่อสมาชิกมีความสัมพันธ์ที่ดีต่อกันย่อมเกิดการยอมรับความแตกต่างและพร้อมให้ความช่วยหลือสนับสนุนกันในทีม และเพื่อรักษาความสัมพันธ์ในองค์การ การสื่อสารจึงเป็นสิ่งสำคัญและเป็นกิจกรรมที่ทุกคนต้องปฏิบัติอยู่เสมอไม่ว่าตำแหน่งใด การสร้างการสื่อสารระหว่างกันแบบเปิดเผย จะทำให้สมาชิกในทีมมีความเข้าใจตรงกัน มีความรู้สึกใกล้ชิดและเป็นส่วนหนึ่งในทีม มีการสร้างความร่วมมือ

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อย่างแข็งขัน ไม่เพียงแต่ที่กล่าวมาเท่านั้นที่จะทำให้องค์การประสบความสำเร็จ การทำงานที่ดีผู้บริหารควรมีการติดตามประเมินผลการทำงาน เพื่อนำมาวิเคราะห์ กำหนดแบบแผนวิธีการและขั้นตอนต่างๆ ในการปฏิบัติงานอย่างเป็นระบบ หากการประเมินผลไร้ประสิทธิภาพก็อาจทำให้ผู้บริหารแก้ไขปัญหาผิดทิศทางและกระทบกระเทือนส่วนอื่นๆ ของหน่วยงาน ดังนั้นการส่งเสริมการทำงานเป็นทีม จึงถือเป็นเทคนิคอย่างหนึ่งในการบริหารงานและมีความจำเป็นอย่างยิ่ง ซึ่งผู้บริหารและผู้ร่วมงานต้องมีความเข้าใจให้ลึกซึ้งถึงประสิทธิภาพของการทำงานเป็นทีม ที่เกิดจากการสร้างความไว้วางใจระหว่างกัน การสื่อสารระหว่างกันแบบเปิดเผยการปรึกษาหารือและแลกเปลี่ยนความคิดเห็น การสร้างความร่วมมืออย่างแข็งขัน และการติดตามและส่งเสริมการพัฒนาทีมงาน อันเป็นแนวทางหลักที่จะส่งเสริมการทำงานร่วมกันให้เกิดประสิทธิภาพสูงสุด และพร้อมที่จะก้าวไปสู่การเป็นผู้บริหารมืออาชีพ (อริศษรา อุ่มสิน, 2560)

การตัดสินใจกับผู้บริหารเป็นเรื่องที่เกี่ยวข้องกันโดยตรง เนื่องจากไม่ว่าจะเป็นเรื่องเล็ก หรือเรื่องใหญ่ต้องใช้การตัดสินใจทั้งสิ้น ซึ่งในการตัดสินใจแต่ละครั้งจะขึ้นอยู่กับการคิดวิเคราะห์ของตัวผู้บริหารเอง หากผู้บริหารที่มีประสบการณ์มาก เมื่อถึงคราวที่ต้องมีการตัดสินใจก็สามารถใช้ประสบการณ์ที่ตนเองประสบมาเป็นแนวทางในการตัดสินใจ และสามารถตัดสินใจได้อย่างถูกต้อง ในทางกลับกันหากผู้บริหารที่มีประสบการณ์น้อยการตัดสินใจในแต่ละครั้งมีโอกาสที่จะตัดสินใจผิดได้สูงกว่า ดังนั้น ผู้บริหารต้องมีการศึกษาเกี่ยวกับกระบวนการตัดสินใจให้ดี เพื่อการตัดสินใจที่ไม่ผิดพลาดและไม่เกิดผลเสียต่อองค์กร เพราะการตัดสินใจในแต่ละครั้งนั้นหมายถึงอนาคตขององค์การเลยทีเดียว อีกทั้งการตัดสินใจถือเป็นงานประจำในความรับผิดชอบที่สำคัญของผู้บริหาร (สุธาวี เหล็กชีโต, 2560) ซึ่งพฤติกรรมการตัดสินใจของผู้บริหาร ประกอบด้วย การตัดสินใจโดยใช้ข้อมูลของตนเอง การตัดสินใจโดยใช้ข้อมูลของผู้ใต้บังคับบัญชา การตัดสินใจโดยปรึกษาหารือจากผู้ใต้บังคับบัญชาบางคน การตัดสินใจโดยปรึกษาหารือจากกลุ่มผู้ใต้บังคับบัญชา และการตัดสินใจร่วมกันกับกลุ่มผู้ใต้บังคับบัญชา ดังนั้น ผู้บริหารจึงจำเป็นต้องมีความรู้ความเข้าใจในกระบวนการตัดสินใจ ทั้งนี้ เพราะโรงเรียนเป็นสถานศึกษาที่มีโครงสร้างจำเพาะมีระบบตามรูปแบบการตัดสินใจในการศึกษา เป็นกระบวนการปรับเปลี่ยนที่ใช้ในการแก้ปัญหาบางอย่างในองค์การที่มีเหตุและผล และผลของการตัดสินใจมักจะทำให้ผู้รับเกิดความพึงพอใจในทางการศึกษาการตัดสินใจมุ่งไปที่การทำงานเป็นทีมของผู้เชี่ยวชาญและผู้ใต้บังคับบัญชา และประสิทธิผลที่จะเกิดขึ้นกับสถานศึกษาเป็นสำคัญ (วิไลวรรณ ศรีมันตะสิริภัทร, 2560)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 เป็นหน่วยงานทางการศึกษาที่ให้บริการการศึกษาขั้นพื้นฐาน รับผิดชอบการศึกษาขั้นพื้นฐานในเขตจังหวัดนครราชสีมา รับผิดชอบการบริหารจัดการศึกษาขั้นพื้นฐานในเขตบริการรวม 5 อำเภอ 42 ตำบล 522 หมู่บ้าน ประกอบด้วย อำเภอจักราช อำเภอโชคชัย อำเภอห้วยแถลง อำเภอหนองบุญมาก และอำเภอเฉลิมพระเกียรติ สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 มุ่งมั่นในการพัฒนาการศึกษา โดยมุ่งเน้นความปลอดภัยในสถานศึกษา เพื่อดูแลผู้เรียน ครู และบุคลากรทางการศึกษา จากภัยพิบัติและภัยคุกคามทุกรูปแบบ อยู่ในสภาพแวดล้อมที่เอื้อต่อการมีสุขภาวะที่ดี ส่งเสริมโอกาสทางการศึกษาที่มีคุณภาพอย่างเท่าเทียม เพื่อให้เด็กปฐมวัยได้เข้าเรียนทุกคน มีพัฒนาการที่ดีทั้งทางร่างกาย จิตใจ วินัย อารมณ์ สังคม และสติปัญญา ให้เด็กจบการศึกษาภาคบังคับอย่างมีคุณภาพตามมาตรฐาน พัฒนาครูให้เป็นครูยุคใหม่ มีนวัตกรรมการจัดการเรียนการสอน บุคลากรทางการศึกษามีทักษะในการปฏิบัติหน้าที่ได้ดี มีความรู้ความสามารถในการใช้เทคโนโลยีดิจิทัล มีการพัฒนาตนเองอย่างต่อเนื่อง ซึ่งในการจัดกิจกรรมต้องมีการขอความร่วมมือจากครูและบุคลากรที่เกี่ยวข้องกับการศึกษา ทำให้เกิดกระบวนการการทำงานเป็นทีม การทำงานเป็นทีมที่มีประสิทธิภาพในสถานศึกษาในความเป็นจริงมีไม่มากนักมีบุคลากรที่ทำงานเป็นทีมเพียงบางส่วน บุคลากรส่วนใหญ่ได้รับแต่งตั้งให้เป็นคณะทำงานแต่ไม่มีบทบาท หรือไม่ทำงาน จึงทำให้งานออกมาอย่างไม่มีคุณภาพและส่งผลเสียต่อสถานศึกษา (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2, 2565)

จากความเป็นมาและความสำคัญของปัญหาข้างต้น จะเห็นได้ว่าพฤติกรรมการตัดสินใจของผู้บริหารมีผลต่อการทำงานในสถานศึกษา ผู้วิจัยจึงสนใจที่จะทำการศึกษาเรื่อง พฤติกรรมการตัดสินใจของผู้บริหารที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 ซึ่งสามารถนำผลการศึกษาจะเป็นประโยชน์สำหรับผู้บริหารหรือผู้ที่มีส่วนเกี่ยวข้องในการบริหารโรงเรียน เพื่อใช้เป็นแนวทางในการพัฒนาหรือปรับปรุงการบริหารงานโรงเรียนให้มีประสิทธิภาพต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับพฤติกรรมการตัดสินใจของผู้บริหาร สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2
2. เพื่อศึกษาระดับการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2
3. เพื่อสร้างสมการพยากรณ์พฤติกรรมการตัดสินใจของผู้บริหารที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

1.1 ประชากรที่ใช้ในการวิจัยครั้งนี้ คือ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 ปีการศึกษา 2565 จำนวน 1,618 คน จำแนกเป็นโรงเรียนขนาดเล็ก จำนวน 1,358 คน โรงเรียนขนาดกลาง จำนวน 148 คน และโรงเรียนขนาดใหญ่ จำนวน 112 คน

1.2 กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ คือ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 ปีการศึกษา 2565 จำนวน 313 คน ผู้วิจัยกำหนดขนาดกลุ่มตัวอย่างโดยใช้ตาราง Krejcie and Morgan (บุญชม ศรีสะอาด, 2560) ทำการสุ่มแบบแบ่งชั้นภูมิ (Stratified random sampling) โดยใช้ขนาดโรงเรียนเป็นชั้นในการสุ่ม แล้วทำการสุ่มอย่างง่ายตามสัดส่วน โดยวิธีการจับสลากได้กลุ่มตัวอย่างจำนวน 313 คน ซึ่งเป็นไปตามเงื่อนไขของการวิเคราะห์การถดถอยพหุคูณที่ใช้อัตราส่วนจำนวนกลุ่มตัวอย่าง อย่างน้อย 20 เท่าของตัวแปรที่ศึกษา สำหรับการวิจัยครั้งนี้มีตัวแปรพยากรณ์ 5 ตัวแปร และตัวแปรเกณฑ์ 4 ตัวแปร ดังนั้นกลุ่มตัวอย่างที่ได้เป็นไปตามเกณฑ์ (Hair และคณะ, 2006)

ตัวแปรที่ใช้ในการวิจัย

2.1 ตัวแปรพยากรณ์ ได้แก่ พฤติกรรมการตัดสินใจของผู้บริหาร ประกอบด้วย 5 องค์ประกอบ ดังนี้ 2.1.1) การตัดสินใจโดยใช้ข้อมูลของตนเอง 2.1.2) การตัดสินใจโดยใช้ข้อมูลของผู้ใต้บังคับบัญชา 2.1.3) การตัดสินใจโดยปรึกษาหารือจากผู้ใต้บังคับบัญชาบางคน 2.1.4) การตัดสินใจโดยปรึกษาหารือจากกลุ่มผู้ใต้บังคับบัญชา และ 2.1.5) การตัดสินใจร่วมกันกับกลุ่มผู้ใต้บังคับบัญชา

2.2 ตัวแปรเกณฑ์ได้แก่ การทำงานเป็นทีม ประกอบด้วย 4 องค์ประกอบ ได้แก่ 2.2.1) การสร้างความไว้วางใจระหว่างกัน 2.2.2) การสื่อสารระหว่างกันแบบเปิดเผย 2.2.3) การสร้างความร่วมมืออย่างแข็งขัน และ 2.2.4) การติดตามและส่งเสริมพัฒนาทีมงาน

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

1. แบบสอบถาม (Questionnaire) เกี่ยวกับพฤติกรรมการตัดสินใจของผู้บริหาร และการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 แบ่งออกเป็น 3 ตอน ดังนี้

ตอนที่ 1 แบบสอบถามเกี่ยวกับสถานภาพทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจรายการ (Check lists) ได้แก่ เพศ และขนาดของสถานศึกษา

ตอนที่ 2 พฤติกรรมการตัดสินใจของผู้บริหาร สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 เป็นแบบมาตราส่วนประมาณค่า (Rating scale)

ตอนที่ 3 การทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 เป็นแบบมาตราส่วนประมาณค่า (Rating scale)

การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลด้วยแบบสอบถาม

1. ผู้วิจัยบันทึกเสนอบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏนครราชสีมา เพื่อขอความอนุเคราะห์ออกหนังสือ 2 ฉบับ โดยฉบับที่ 1 ไปยังผู้อำนวยการสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลจากผู้บริหารสถานศึกษาและครูในสังกัด

2. ผู้วิจัยส่งหนังสือไปยังผู้อำนวยการสถานศึกษาและครูที่เป็นกลุ่มตัวอย่าง เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล พร้อมด้วยแบบสอบถามโดยผู้วิจัยแนบซองเปล่าติดแสตมป์จ่าหน้าซองถึงผู้วิจัย เพื่อขอความอนุเคราะห์ในการส่งแบบสอบถามกลับคืนผู้วิจัยทางไปรษณีย์ และผู้วิจัยได้ส่งแบบสอบถามผ่านช่องทางออนไลน์ Google form อีกช่องทางหนึ่ง

3. ผู้วิจัยเก็บรวบรวมแบบสอบถามที่ได้รับกลับคืนทั้งทางออนไลน์ Google form และทางไปรษณีย์ กรณีที่ยังไม่ได้รับแบบสอบถามคืนตามกำหนด ผู้วิจัยเดินทางไปเก็บข้อมูลด้วยตนเองอีกครั้ง

4. นำแบบสอบถามที่ได้รับคืนตรวจสอบความถูกต้องสมบูรณ์ เพื่อดำเนินการวิเคราะห์ข้อมูลในลำดับต่อไป

สรุปผลการวิจัย

1. ระดับพฤติกรรมการตัดสินใจของผู้บริหาร พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่า อยู่ในระดับมากทั้งหมด โดยด้านที่มีค่าเฉลี่ยสูงที่สุดคือ การตัดสินใจโดยใช้ข้อมูลของตนเอง การตัดสินใจโดยปรึกษาหารือจากผู้ใต้บังคับบัญชาบางคน การตัดสินใจร่วมกันกับกลุ่มผู้ใต้บังคับบัญชา การตัดสินใจโดยปรึกษาหารือจากกลุ่มผู้ใต้บังคับบัญชา และด้านการตัดสินใจโดยใช้ข้อมูลของผู้ใต้บังคับบัญชา ตามลำดับ

2. ระดับการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่า อยู่ในระดับมากทุกด้าน โดยด้านที่มีค่าเฉลี่ยสูงที่สุดคือ การสร้างความไว้วางใจระหว่างกัน การติดตามและส่งเสริมพัฒนาทีมงาน การสร้างความร่วมมืออย่างแข็งขัน และการสื่อสารระหว่างกันแบบเปิดเผยตามลำดับ

3. การพยากรณ์พฤติกรรมการตัดสินใจของผู้บริหารที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 พบว่า พฤติกรรมการตัดสินใจของผู้บริหารกับการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 มีความสัมพันธ์ทางบวกทุกปัจจัยอย่างมีนัยสำคัญทางสถิติที่ 0.05 สามารถสร้างสมการพยากรณ์พฤติกรรมการตัดสินใจของผู้บริหารที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 ได้ดังต่อไปนี้ สมการพยากรณ์ในรูปแบบคะแนนดิบ $\hat{Y} = 1.014 + 0.480 (X_5) + 0.295 (X_4)$ และสมการพยากรณ์ในรูปแบบคะแนนมาตรฐาน $\hat{Z}y = 0.529 X_5 + 0.320 X_4$

อภิปรายผล

จากการศึกษาพฤติกรรมการตัดสินใจของผู้บริหารที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 ผู้วิจัยจะกล่าวถึงประเด็น จากการค้นพบในการศึกษาครั้งนี้ ดังนี้

1. ระดับพฤติกรรมการตัดสินใจของผู้บริหาร สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 พบว่า โดยภาพรวมอยู่ในระดับมาก โดยแต่ละด้านมีประเด็นที่ค้นพบนำมาอภิปราย ดังนี้

1.1 การตัดสินใจโดยใช้ข้อมูลของตนเอง พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อผู้บริหารสถานศึกษามีความละเอียดรอบคอบในการตัดสินใจแก้ปัญหาต่าง ๆ ด้วยตนเอง ที่เป็นเช่นนี้อาจเนื่องมาจาก ผู้บริหารสถานศึกษา เป็นผู้บริหารสูงสุดขององค์กร การตัดสินใจโดยผู้บริหารจำเป็นต้องมีความละเอียดรอบคอบในการตัดสินใจ พิจารณาปัญหาต่าง ๆ ด้วยข้อมูลและเหตุผลที่มีอยู่แล้วอย่างละเอียดรอบคอบด้วย เพื่อหาแนวทางแก้ไขปัญหาไว้หลายๆทาง แล้วจึงตัดสินใจเลือกแนวทางที่คิดว่าให้ผลดีที่สุด ด้วยเหตุนี้จึงทำให้พฤติกรรมการตัดสินใจของผู้บริหาร ด้านผู้บริหารตัดสินใจโดยใช้ข้อมูลของตนเอง ที่ผู้บริหารสถานศึกษามีความละเอียดรอบคอบในการตัดสินใจแก้ปัญหาต่าง ๆ ด้วยตนเอง มีค่าเฉลี่ยสูงที่สุด สอดคล้องกับแนวคิดของ อชิรญาณ์ แซ่เซ่น (2562) ได้กล่าวว่า การตัดสินใจโดยใช้ข้อมูลของตนเอง หมายถึง ผู้บริหารตัดสินใจเองแล้วแจ้งให้ผู้ใต้บังคับบัญชาทราบหรือปฏิบัติ การตัดสินใจแบบนี้ผู้บริหารจะเป็นผู้พิจารณาตัดสินใจแก้ไขปัญหาด้วยตัวเองอย่างรอบคอบ โดยหาแนวทางที่คิดว่าดีที่สุดแล้วจึงแจ้งให้ผู้ใต้บังคับบัญชาทราบ แล้วนำไปปฏิบัติ โดยไม่เปิดโอกาสให้ ผู้ใต้บังคับบัญชาได้แสดงความคิดเห็นหรือมีส่วนร่วมในการตัดสินใจ เพราะเชื่อมั่นว่าความสำเร็จขององค์การขึ้นอยู่กับการตัดสินใจของผู้บริหาร สอดคล้องกับผลการวิจัยของวราภรณ์ ตันเส็ง (2563) ศึกษาเกี่ยวกับ พฤติกรรมการตัดสินใจของผู้บริหารสถานศึกษาตามทัศนะของครูโรงเรียนสังกัดองค์กรปกครองส่วนท้องถิ่น อำเภอเมือง จังหวัดฉะเชิงเทรา ผลการศึกษาพบว่า พฤติกรรมการตัดสินใจของผู้บริหารสถานศึกษาด้านการตัดสินใจโดยใช้ข้อมูลของตนเอง โดยภาพรวมอยู่ในระดับมาก

1.2 การตัดสินใจโดยใช้ข้อมูลของผู้ใต้บังคับบัญชา พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า ข้อที่มีค่าเฉลี่ยสูงที่สุดคือ ผู้บริหารสถานศึกษาชี้แจงให้ผู้ใต้บังคับบัญชาเห็นถึงเหตุผลในการตัดสินใจว่าจะก่อให้เกิดผลดีต่อสถานศึกษา ทั้งนี้อาจเนื่องมาจาก ผู้บริหารสถานศึกษาในยุคใหม่มีความจำเป็นอย่างยิ่งที่ต้องมีทักษะกระบวนการคิด การวิเคราะห์และการสังเคราะห์อย่างเป็นเหตุเป็นผลกัน ซึ่งการตัดสินใจของผู้บริหารสถานศึกษานับว่าเป็นสิ่งที่สำคัญอย่างยิ่งในการบริหารสถานศึกษาในปัจจุบัน สอดคล้องกับแนวคิดของ อชิรญาณ์ แซ่เซ่น (2562) กล่าวว่า การตัดสินใจโดยใช้ข้อมูลของผู้ใต้บังคับบัญชาหมายถึง การตัดสินใจที่ผู้บริหารจะมีแนวทางในการตัดสินใจอยู่แล้ว แต่เพื่อลดการต่อต้านจากผู้ใต้บังคับบัญชาที่ไม่เห็นด้วย จึงใช้ศิลปะในการพูดจาโน้มน้าวเกลี้ยกล่อมชี้แจงผู้ใต้บังคับบัญชาเกิดความเชื่อมั่น และเห็นถึงผลประโยชน์ที่จะเกิดขึ้นต่อองค์การจนยอมรับในการตัดสินใจของผู้บริหารในที่สุดอีกทั้งยังสอดคล้องกับแนวคิดของ Tannenbaum and Schmidt (1958) กล่าวว่า การตัดสินใจโดยใช้ข้อมูลของผู้ใต้บังคับบัญชา หมายถึง การตัดสินใจที่ผู้บริหารเปลี่ยนจากแจ้งการตัดสินใจของตนเองให้ผู้ใต้บังคับบัญชาทราบ เป็นการใช้ศิลปะในการเกลี้ยกล่อมให้ผู้ใต้บังคับบัญชายอมรับการตัดสินใจนั้น เหตุที่เกลี้ยกล่อมเพราะเห็นว่าอาจมีการต่อต้านเกิดขึ้น และพยายามลดการต่อต้าน โดยชี้ให้เห็นว่าถ้ากระทำดังที่ตัดสินใจแล้วจะเกิดประโยชน์ต่อ ผู้ใต้บังคับบัญชาและต่อองค์การอย่างไร อีกทั้งยังสอดคล้องกับการศึกษาของ วราภรณ์ ตันเส็ง (2563) ศึกษาเกี่ยวกับ พฤติกรรมการตัดสินใจของผู้บริหารสถานศึกษาตามทัศนะของครูโรงเรียนสังกัดองค์กรปกครองส่วนท้องถิ่น อำเภอเมือง จังหวัดฉะเชิงเทรา ผลการศึกษาพบว่า การตัดสินใจโดยใช้ข้อมูลของผู้ใต้บังคับบัญชา โดยภาพรวมอยู่ในระดับมาก

1.3 การตัดสินใจโดยปรึกษาหารือจากผู้ใต้บังคับบัญชาบางคน พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ ข้อที่มีค่าเฉลี่ยสูงที่สุดคือ ผู้บริหารสถานศึกษาวิเคราะห์สถานการณ์และแนวโน้มปัญหา เพื่อตัดสินใจหาวิธีการที่สามารถนำไปปฏิบัติได้จริง ที่เป็นเช่นนี้อาจเนื่องมาจากบุคคลที่จะได้เป็นผู้นำและเป็นผู้นำได้ดีนั้น จำเป็นต้องมีทักษะการคิดที่เป็นระบบ มีความสามารถในการวิเคราะห์สถานการณ์และแนวโน้ม และดำเนินการเลือกทางเลือกของการตัดสินใจแบบที่เป็นรูปธรรมและสามารถนำไปปฏิบัติจริงได้ สอดคล้องกับแนวคิดหนึ่งฤทัย มะลิทอง (2560) กล่าวว่า การตัดสินใจโดยปรึกษาหารือจากผู้ใต้บังคับบัญชาบางคน หมายถึง การตัดสินใจโดยค่อยๆ ค้นหาทางเลือกที่เป็นไปได้จากเงื่อนไขและปัญหาที่เกิดขึ้นจัดความสำคัญของปัญหา กำหนดทางเลือกมากหนึ่งทางเลือก วิเคราะห์สถานการณ์และแนวโน้ม และดำเนินการเลือกทางเลือกของการตัดสินใจ แบบที่เป็นรูปธรรมและสามารถนำไปปฏิบัติได้จริง ประกอบด้วย ผู้บริหารคิดว่าการให้ผู้ใต้บังคับบัญชามีส่วนร่วมในการตัดสินใจจะทำให้ปัญหาอุปสรรคในการบริหารสถานศึกษาลดลงได้ ผู้บริหารเป็นผู้ชี้ข้อจำกัดในการตัดสินใจแล้วให้ผู้ใต้บังคับบัญชาเป็นผู้ตัดสินใจโดยตนเองอาจจะเป็นสมาชิกกลุ่มนั้นด้วย ผู้บริหารจะไม่ตัดสินใจในเรื่องด่างๆด้วยตนเอง แต่จะมอบหมายให้คณะครูกลุ่มใดกลุ่มหนึ่งตัดสินใจ ผู้บริหารจะเป็นสมาชิกในกลุ่มเพื่อร่วมกันตัดสินใจด้วย และในการตัดสินใจและการดำเนินงานผู้บริหารจะกำหนดขอบเขต เช่น กำหนดงบประมาณให้แล้วมอบหมายผู้ใต้บังคับบัญชาไปตัดสินใจดำเนินการเอง อีกทั้งยังสอดคล้องกับการวิจัยของ วราภรณ์ ตันเส็ง (2563) ศึกษาเกี่ยวกับ พฤติกรรมการตัดสินใจของผู้บริหารสถานศึกษาตามทัศนะของครูโรงเรียนสังกัดองค์กรปกครองส่วนท้องถิ่น อำเภอเมือง จังหวัดฉะเชิงเทรา ผลการศึกษาพบว่า การตัดสินใจโดยปรึกษาหารือจากผู้ใต้บังคับบัญชาบางคน โดยภาพรวมอยู่ในระดับมาก

1.4 การตัดสินใจโดยปรึกษาหารือจากกลุ่มผู้ใต้บังคับบัญชา พบว่า อยู่ในระดับมากทุกข้อ โดยข้อผู้บริหารสถานศึกษานำความคิดเห็นของกลุ่มผู้ใต้บังคับบัญชาที่เกี่ยวข้องมาพิจารณาเพื่อทบทวนการตัดสินใจใหม่ มีค่าเฉลี่ยสูงที่สุด ที่เป็นเช่นนี้อาจเนื่องมาจาก การตัดสินใจเป็นสิ่งที่สำคัญของผู้บริหารที่จะนำองค์การไปสู่การดำเนินงานต่าง ๆ และเป็นกระบวนการที่สำคัญมีผลต่อการประสบความสำเร็จหรือความล้มเหลวขององค์การ การตัดสินใจโดยใช้ความคิดเห็นของตนเองเพียงผู้เดียวอาจไม่เพียงพอ จึงจำเป็นต้องเปิดโอกาสให้สมาชิกมีส่วนร่วมในการแสดงความคิดเห็น เพื่อนำความคิดเห็นจากผู้ใต้บังคับบัญชาที่เกี่ยวข้องมาพิจารณาเปรียบเทียบเพื่อหาทางเลือกที่ดีที่สุด สอดคล้องกับแนวคิดของสุธาวี เหล็กชีโต (2560) กล่าวว่า การตัดสินใจโดยปรึกษาหารือจากกลุ่มผู้ใต้บังคับบัญชา หมายถึง ผู้บริหารให้ผู้ใต้บังคับบัญชาทั้งกลุ่มได้ทราบปัญหา รวบรวมความคิดเห็น และข้อเสนอแนะจากกลุ่มและผู้บริหารเป็นผู้ตัดสินใจเอง การตัดสินใจนั้นอาจเป็นผลหรือไม่เป็นผลมาจากข้อมูลที่ได้รับจากผู้ใต้บังคับบัญชาก็ได้ อีกทั้งยังสอดคล้องกับแนวคิดของ Tannenbaum and Schmidt (1958) กล่าวว่า การตัดสินใจโดยปรึกษาหารือจากกลุ่มผู้ใต้บังคับบัญชา หมายถึง ผู้บริหารตัดสินใจแล้วขอความคิดเห็นจากผู้ใต้บังคับบัญชา และอาจเปลี่ยนแปลงการตัดสินใจใหม่ได้เมื่อได้ข้อมูลที่ดีกว่า ผู้บริหารแบบนี้ให้โอกาสแก่ผู้ใต้บังคับบัญชาได้มีส่วนในการที่จะให้ผู้บริหารเปลี่ยนแปลง การตัดสินใจบ้าง แต่ความคิดริเริ่มและการตัดสินใจยังคงอยู่กับผู้บริหาร ก่อนการประชุมหรือพบปะ กันกับผู้ใต้บังคับบัญชานั้น ผู้บริหารได้แสดงความคิดเห็นเพื่อดูปฏิกิริยาที่จะเกิดขึ้นว่า การตัดสินใจ นั้นจะกระทบกระเทือนอย่างไรบ้าง และหากข้อมูลใหม่ที่ได้จากผู้ใต้บังคับบัญชาเหมาะสมเพียงพอ ผู้บริหารก็อาจเปลี่ยนแปลงการตัดสินใจเสียใหม่ได้ อีกทั้งยังสอดคล้องกับการวิจัยของ วราภรณ์ ตันเส็ง (2563) ศึกษาเกี่ยวกับ พฤติกรรมการตัดสินใจของผู้บริหารสถานศึกษาตามทัศนะของครูโรงเรียนสังกัดองค์กรปกครองส่วนท้องถิ่น อำเภอเมือง จังหวัดฉะเชิงเทรา ผลการศึกษาพบว่า การตัดสินใจโดยปรึกษาหารือจากกลุ่มผู้ใต้บังคับบัญชา โดยภาพรวมอยู่ในระดับมาก

1.5 การตัดสินใจร่วมกันกับกลุ่มผู้ใต้บังคับบัญชา พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่าอยู่ในระดับมากทุกข้อ ข้อที่มีค่าเฉลี่ยสูงที่สุดคือ ผู้บริหารสถานศึกษาเปิดโอกาสให้ผู้ใต้บังคับบัญชามีส่วนร่วมในการตัดสินใจด้วยตนเองที่เป็นเช่นนี้อาจเนื่องจาก การเปิดโอกาสให้ผู้ปฏิบัติงานมีส่วนร่วมในการบริหารจะทำให้ผู้ปฏิบัติงานเกิดความรู้สึกเกี่ยวข้องผูกพันกับงานหรือองค์การ ความรู้สึกเกี่ยวข้องผูกพันหากได้มีการตัดสินใจดำเนินการอย่างหนึ่งอย่างใดร่วมกันแล้วจะเป็นผลให้เกิดข้อผูกมัดหรือสิ่งตกลงใจร่วมกัน สอดคล้องกับแนวคิดของ โสภิดา จิตสุวรรณ (2559) ได้กล่าวว่า ผู้บริหารบอกถึงปัญหาให้กับกลุ่มผู้ใต้บังคับบัญชาร่วมกันสร้างและประเมินเลือก และพยายาม ที่จะทำให้มีความเห็นพ้องในการแก้ปัญหา บทบาทของผู้บริหารจะเป็นประธานผู้ประสานให้เกิดการอภิปรายและรักษาให้อยู่ในประเด็นปัญหา และสร้างความมั่นใจว่าประเด็นสำคัญๆ ได้รับการอภิปรายอาจเป็นผู้ให้ข้อมูลและเสนอความคิดเห็นโดยไม่พยายามให้กลุ่มต้องยอมรับแนวทางของตน และเต็มใจยอมรับและดำเนินการแก้ไขปัญหาตามที่ได้รับการสนับสนุนจากทั้งกลุ่ม อีกทั้งยังสอดคล้องกับแนวคิดของ Vroom and Yetton (1973) ได้กล่าวว่า ผู้บริหารให้ผู้ใต้บังคับบัญชาทั้งกลุ่มได้ทราบปัญหา เพื่อหาแนวทางแก้ปัญหาร่วมกัน โดยยึดความเห็นของกลุ่ม บทบาทของผู้บริหารจะเป็นไปลักษณะประธาน ผู้บริหารจะไม่พยายามบังคับให้กลุ่มยอมรับความคิดเห็นของตน และผู้บริหารเต็มใจที่จะยอมรับวิธีแก้ไขปัญหา รวมทั้งการดำเนินการแก้ปัญหาที่เป็นข้อสรุป อีกทั้งยังสอดคล้องกับการวิจัยของ จุฑามาศ ดีแป้น (2563) ศึกษาเกี่ยวกับ การตัดสินใจของผู้บริหารกับประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานนทบุรี ผลการศึกษาพบว่า การตัดสินใจร่วมกันกับกลุ่มผู้ใต้บังคับบัญชา โดยภาพรวมอยู่ในระดับมาก

2. การทำงานเป็นทีม สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 พบว่า โดยภาพรวมอยู่ในระดับมาก โดยแต่ละด้านมีประเด็นที่ค้นพบนำมาอภิปราย ดังนี้

2.1 การสร้างความไว้วางใจระหว่างกัน พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุดคือ ผู้บริหารสถานศึกษาและครูมีการพูดคุยแลกเปลี่ยนความคิดเห็นระหว่างกันอย่างสม่ำเสมอ ทั้งนี้อาจเนื่องมา จากการบริหารที่เปิดโอกาสให้ผู้มีส่วนเกี่ยวข้องกับการจัดการศึกษาได้เข้ามาส่วนคิดตัดสินใจร่วมวางแผนร่วมทำงาน จึงก่อให้เกิดความผูกพันและการตกลงใจร่วมกันในการบริหารโรงเรียนให้บรรลุเป้าหมาย การบริหารแบบมีส่วนร่วมให้เกิดประโยชน์ สอดคล้องกับแนวคิดของ McAllister (1995) ได้กล่าวว่า ระดับที่ทำให้บุคคลรู้สึกวางใจ และเต็มใจที่จะกระทำให้อีกคนหนึ่งโดยตั้งอยู่บนพื้นฐานของการกระทำ และการตัดสินใจของอีกคนหนึ่ง อีกทั้งยังสอดคล้องกับแนวคิดของ เฉลิมชัย กิตติศักดิ์นาวิน (2552) ได้กล่าวว่า ความรู้สึกและการกระทำของบุคคล ที่แสดงถึงความมั่นใจ ความเชื่อมั่น และการสนับสนุนต่อบุคคลและองค์การ เกิดจากกรให้พูดคุยแลกเปลี่ยนความคิดเห็นร่วมกันตลอดเวลา อีกทั้งยังสอดคล้องกับการวิจัยของ วิไลวรรณ ศรีมันตะสิริภัทร (2560) ศึกษาเกี่ยวกับ พฤติกรรมการตัดสินใจของผู้บริหารและครูที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี ผลการศึกษาพบว่า การทำงานเป็นทีมในสถานศึกษา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี ด้านการสร้างความไว้วางใจระหว่างกันอยู่ในระดับมาก

2.2 การสื่อสารระหว่างกันแบบเปิดเผย พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ ข้อที่มีค่าเฉลี่ยสูงที่สุดคือ ผู้บริหารสถานศึกษาและครูรับทราบข้อมูลข่าวสารที่ถูกต้องอย่างทั่วถึง และผู้บริหารสถานศึกษาและครูมีการโต้ตอบ อภิปราย แสดงความคิดเห็นหรือซักถามข้อสงสัยร่วมกันได้ มีค่าเฉลี่ยสูงที่สุด ทั้งนี้อาจเนื่องมาจากการรับทราบข่าวสารข้อมูลที่มีความถูกต้องชัดเจนจะสามารถทำให้มีการพัฒนาองค์กรให้มีความก้าวหน้าในการบริหารโรงเรียนตามเป้าหมายที่กำหนด ปัจจัยสำคัญที่นำไปสู่ความสำเร็จของสถานศึกษา คือ ผู้บริหารสถานศึกษาต้องมีภาวะผู้นำสูง มีความรู้ ทักษะและความสามารถในเรื่องงานเป็นอย่างดีเป็นผู้ที่มีวิสัยทัศน์รู้พันธกิจของหน่วยงานอย่างชัดเจน เป็นต้น สอดคล้องกับแนวคิดของ สุเมธ งามกนก (2550) ได้กล่าวว่า การที่บุคลากรในองค์การมีทักษะการถ่ายทอดข้อมูลที่สำคัญจากผู้ส่งไปยังผู้รับได้อย่างถูกต้องชัดเจนและให้มีความเข้าใจตรงกัน เพื่อให้สามารถทำงานร่วมกันได้สำเร็จบรรลุจุดมุ่งหมายอย่างมีประสิทธิภาพ อีกทั้งยังสอดคล้องกับแนวคิดของ รุ่งฤดี เรืองสิน (2562) ได้กล่าวว่า กระบวนการสื่อความหมาย โดยการส่งผ่านข้อมูลข่าวสาร แลกเปลี่ยนข่าวสาร และทำความเข้าใจกันระหว่างผู้ส่งสารและผู้รับสาร ผู้ส่งสารและผู้รับสารอาจเป็นบุคคลกลุ่มบุคคลหรือองค์การก็ได้ การสื่อสารทำให้ให้เกิดการรับรู้และเข้าใจตรงกันทำให้ทีมงานได้มีการวางแผนการทำงานแก้ไขปัญหาร่วมกัน อีกทั้งยังสอดคล้องกับการวิจัยของ อริศษรา อุ่มสิน (2560) ศึกษาเกี่ยวกับ การทำงานเป็นทีมของครูผู้สอนในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 17 ผลการศึกษาพบว่า การทำงานเป็นทีมของครูผู้สอนในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 17 ด้านการสื่อสารระหว่างกันอย่างเปิดเผยอยู่ในระดับมาก

2.3 การสร้างความร่วมมืออย่างแข็งขัน พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ ข้อที่มีค่าเฉลี่ยสูงที่สุดคือ ผู้บริหารสถานศึกษาและครูร่วมกันสร้างสรรค์งานใหม่ๆ ที่เป็นประโยชน์ต่อสถานศึกษา ทั้งนี้อาจเนื่องมาจากผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 มีการเรียนรู้อย่างต่อเนื่อง มีความคิดสร้างสรรค์และใช้นวัตกรรม อีกทั้งตระหนักถึงผลกระทบและการเปลี่ยนแปลงจากภายนอก ทำให้มีแนวคิดในการทำงานที่สร้างสรรค์ มีความยืดหยุ่นปรับเปลี่ยนได้ตลอดเวลา และสามารถสร้างสรรค์ชิ้นงานใหม่ๆ มารับมือกับการเปลี่ยนแปลง สอดคล้องกับแนวคิดของ ทองทิพภา วิริยะพันธุ์ (2551) ได้กล่าวว่า สมาชิกทุกคนมีส่วนร่วมในการทำงานงานตามขอบเขตและบทบาทหน้าที่ของตนเพื่อสามารถนำไปสู่ความก้าวหน้า การริเริ่มสร้างสรรค์ นวัตกรรม และเทคโนโลยีใหม่ๆ จะช่วยให้การทำงานเป็นทีมได้ดีขึ้นเนื่องจากการสนับสนุนการมีส่วนร่วมของทีมในลักษณะมีชีวิตชีวา มีพลวัตทำให้เป็นการเสริมสร้างพฤติกรรมของการเสริมสร้างความร่วมมือในทีมงานได้เป็นอย่างดี อีกทั้งยังสอดคล้องกับแนวคิดของ นพวรรณ คงพริ้ว (2563) ได้กล่าวว่า การที่สมาชิกในทีมช่วยเหลือซึ่งกันและกันในการปฏิบัติงานร่วมมือกันจัดทำแผนปฏิบัติการประจำปี ร่วมมือกันในการประเมินผลการปฏิบัติการ ร่วมกันแก้ปัญหา การปฏิบัติงานเพื่อให้บรรลุผลสำเร็จตามเป้าหมาย โดยไม่คำนึงถึงว่าจะอยู่กลุ่มใดทั้งใน และนอกด้วยความเต็มใจอย่างพร้อมเพรียง อีกทั้งยังสอดคล้องกับการศึกษาของ กาญจนา สุระคำ (2562) ศึกษาเกี่ยวกับ ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาที่ส่งผลต่อการทำงานเป็นทีมของครูในสถานศึกษา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี ผลการศึกษาพบว่า การทำงานเป็นทีมของครูโดยรวมและรายด้านอยู่ในระดับมาก

2.4 การติดตามและส่งเสริมพัฒนาทีมงาน พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ ข้อที่มีค่าเฉลี่ยสูงที่สุดคือ ผู้บริหารสถานศึกษาและครูมีความกระตือรือร้นที่จะพัฒนาคุณภาพงานอย่างต่อเนื่อง ทั้งนี้อาจเนื่องมาจากหากผู้บริหารและครูที่มีความกระตือรือร้นที่จะเรียนรู้และพัฒนาตนเองตลอดเวลา เพื่อพัฒนาศักยภาพของตนเองและ

องค์กร เพื่อให้การดำเนินงานตามภารกิจต่าง ๆ บรรลุเป้าหมายโดยมีรูปแบบการทำงานเป็นทีม การเรียนรู้ร่วมกัน และมีความคิดความเข้าใจเชิงระบบที่ประสานกันมุ่งมั่นพัฒนาตนเองเพิ่มพูนความรู้และทักษะต่าง ๆ ที่มีประโยชน์ให้นักเรียนสามารถพัฒนาตนเองได้อย่างรวดเร็วมากยิ่งขึ้น สอดคล้องกับแนวคิดของ ณัฐพันธ์ เขจรนันทน์ (2545) ได้กล่าวว่า การติดตามและส่งเสริมการพัฒนาทีมงานอย่างต่อเนื่อง เป็นสิ่งสำคัญที่ผู้บริหารหรือผู้ที่รับผิดชอบระบบงานต้องติดตามเอาใจใส่อย่างสม่ำเสมอ โดยอาจทำได้โดยการให้รางวัล หรือการยกย่องทีมที่ประสบความสำเร็จให้เป็นทีมงานตัวอย่าง เปิดโอกาสให้ทีมงาน นำเสนอผลงานในโอกาสพิเศษ ตลอดจนต้องเสริมความรู้ และเทคนิคใหม่ๆ ในการทำงานแก่ทีมงาน อีกทั้งยังสอดคล้องกับแนวคิดของ สุนันทา เลาหนันทน์ (2549) ได้กล่าวว่า การดำเนินการโดยผู้บริหารหรือหัวหน้าทีม และสมาชิกทีมงานร่วมกันรับผิดชอบในผูกพันและการดำเนินกิจกรรมต่าง ๆ ที่เกี่ยวข้องวิธีนี้เน้นการประชุมร่วมกันเป็นระยะ ๆ รวมถึงความร่วมมือที่จะปรับปรุงการทำงาน โดยยึดประสิทธิผลของการทำงาน เป็นสำคัญลักษณะคล้ายการบริหารคุณภาพที่ยึดการพัฒนาปรับปรุงอย่างต่อเนื่องของทีมงาน อีกทั้งยังสอดคล้องกับการวิจัยของ กรรณิการ์ ทองใบ และประเสริฐ อินทร์รักษ์ (2564) ศึกษาเกี่ยวกับ บทบาทผู้นำของผู้บริหารกับการทำงานเป็นทีมของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาราชบุรี เขต 1 ผลการศึกษาพบว่า การทำงานเป็นทีมของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาราชบุรี เขต 1 ด้านการติดตามและส่งเสริมทีมงานอยู่ในระดับมาก

3. พฤติกรรมการตัดสินใจของผู้บริหารที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 ซึ่งตรงกับสมมติฐานที่ตั้งไว้ พฤติกรรมการตัดสินใจของผู้บริหารที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 โดยพฤติกรรมการตัดสินใจของผู้บริหารด้านที่ส่งผลมากที่สุดคือ การตัดสินใจร่วมกันกับกลุ่มผู้ใต้บังคับบัญชา ซึ่งมีค่าสัมประสิทธิ์สหสัมพันธ์พหุคูณระหว่าง .805 และสามารถอธิบายความแปรปรวนการทำงานเป็นทีมในสถานศึกษา ได้ร้อยละ 64.80 ที่เป็นเช่นนี้เนื่องมาจากพฤติกรรมการตัดสินใจของผู้บริหารด้านการตัดสินใจร่วมกันกับกลุ่มผู้ใต้บังคับบัญชา นับว่าเป็นพฤติกรรมการตัดสินใจของผู้บริหารที่สำคัญต่อการทำงานเป็นทีมในสถานศึกษา ที่เป็นเช่นนี้เพราะผู้บริหารเป็นผู้นำขององค์กรและมีอำนาจในการตัดสินใจ เมื่อผู้บริหารและครูอยู่ในองค์การเดียวกัน สมาชิกทุกคนย่อมต้องการมีส่วนร่วมในการแสดงความคิดเห็น การตัดสินใจ เพื่อทำให้มั่นใจได้ว่าเป็นการทำตามความคิดเห็นของส่วนรวม ไม่ใช่ความคิดเห็นของผู้บริหารหรือผู้ใดผู้หนึ่งแต่เพียงผู้เดียว ผลของการตัดสินใจไม่ว่าจะปรากฏออกมาดีหรือไม่ก็ตามสมาชิกทุกคนในองค์การจะต้องรับผิดชอบต่อผลที่เกิดขึ้นนั้นร่วมกันด้วย โดยผู้บริหารมีการบอกข้อจำกัดและชี้แจงถึงปัญหา ข้อจำกัดให้ผู้ใต้บังคับบัญชาทราบแล้วให้ความเป็นอิสระแก่ผู้ใต้บังคับบัญชาในการแสดงความคิดเห็น สร้างและประเมินทางเลือกเพื่อหาแนวทางแก้ไขปัญหาที่ดีที่สุด ผู้บริหารเชื่อมั่นว่าความรู้และประสบการณ์ของผู้ใต้บังคับบัญชามีประโยชน์อย่างยิ่งต่อการตัดสินใจและเปิดโอกาสให้ผู้ใต้บังคับบัญชามีส่วนร่วมในการตัดสินใจด้วยตนเอง เมื่อสมาชิกตัดสินใจแล้วผู้บริหารจะยอมรับการตัดสินใจอย่างเหมาะสม และยึด ความเป็นเอกฉันท์ของกลุ่มในการตัดสินใจขั้นสุดท้าย พฤติกรรมการตัดสินใจของผู้บริหารจึงมีความจำเป็นและสำคัญ รวมถึงมีผลต่อการทำงานร่วมกันเป็นทีมงานที่มีประสิทธิภาพมากยิ่งขึ้น เพราะเมื่อได้มีการตัดสินใจร่วมกัน สมาชิกในองค์กรก็จะเกิดความยอมรับและพร้อมที่จะทำตามเงื่อนไขขององค์การ สอดคล้องกับการวิจัยของ วิไลวรรณ ศรีมันตะสิริภัทร (2560) ศึกษาเกี่ยวกับ พฤติกรรมการตัดสินใจของผู้บริหารและครูที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี ผลการศึกษาพบว่า พฤติกรรมการตัดสินใจของผู้บริหารและครูที่ส่งผลต่อการทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี มีความสัมพันธ์กันทางบวกในระดับค่อนข้างสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 อีกทั้งยังสอดคล้องกับการวิจัยของ กาญจนา สุระคำ (2562) ศึกษาเกี่ยวกับ ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาที่ส่งผลต่อการทำงานเป็นทีมของครูในสถานศึกษา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี ผลการศึกษาพบว่า ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาส่งผลต่อการทำงานเป็นทีมของครูในสถานศึกษา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 และสอดคล้องกับการวิจัยของ วิภาดา วงศ์ยะรา (2562) ศึกษาเกี่ยวกับ การตัดสินใจของผู้บริหารกับประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 8 ผลการศึกษาพบว่า การตัดสินใจของผู้บริหารมีผลต่อประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 8 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01

ข้อเสนอแนะ

1. ข้อเสนอแนะสำหรับการนำผลการวิจัยไปใช้

ระดับพฤติกรรมการตัดสินใจ

1.1 การตัดสินใจโดยใช้ข้อมูลของตนเอง โดยผู้บริหารสถานศึกษาควรให้ความสำคัญกับการบริหารงานหรือแก้ไขปัญหาโดยการหาข้อมูลในแหล่งข้อมูลที่หลากหลายและน่าเชื่อถือ เพื่อเป็นข้อมูลมากพอในการตัดสินใจเพียงผู้เดียว

1.2 ด้านการตัดสินใจโดยใช้ข้อมูลของผู้ใต้บังคับบัญชา โดยผู้บริหารสถานศึกษาควรมีการสอบถามข้อมูลจากการประชุมหรือสอบถามจากผู้ใต้บังคับบัญชาเพิ่มเติม แล้วจึงตัดสินใจด้วยตนเอง และควรมีการใช้ศิลปะการพูดจาโน้มน้าวเกลี้ยกล่อมให้ผู้ใต้บังคับบัญชายอมรับการตัดสินใจ เพื่อลดการต่อต้านจากผู้ใต้บังคับบัญชาที่ไม่เห็นด้วย

1.3 ด้านการตัดสินใจโดยปรึกษาหารือจากผู้ใต้บังคับบัญชาบางคน โดยผู้บริหารสถานศึกษาควรมีการกำหนดแนวทางการแก้ปัญหาด้วยตนเองแล้วขอความคิดเห็นจากผู้ใต้บังคับบัญชาบางคน

1.4 ด้านการตัดสินใจโดยปรึกษาหารือจากกลุ่มผู้ใต้บังคับบัญชา โดยผู้บริหารสถานศึกษาเปิดโอกาสให้ผู้ใต้บังคับบัญชาได้มีส่วนร่วมในการแสดงความคิดเห็นถึงผลที่จะเกิดขึ้นจากการตัดสินใจนั้น

1.5 ด้านการตัดสินใจร่วมกันกับกลุ่มผู้ใต้บังคับบัญชา โดยผู้บริหารสถานศึกษาควรมีการเสนอปัญหาที่เกิดขึ้นให้ผู้ใต้บังคับบัญชาทราบ และร่วมกันวางแผนการแก้ไขปัญหาเพื่อทำให้สถานศึกษามีคุณภาพมากยิ่งขึ้น

การทำงานเป็นทีมในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2

1.6 การสร้างความไว้วางใจระหว่างกัน โดยผู้บริหารสถานศึกษาและครูมีความเป็นกันเองให้เกียรติและช่วยเหลือซึ่งกันและกัน เพื่อทำให้การผสานงานสามารถดำเนินการไปได้อย่างมีประสิทธิภาพมากยิ่งขึ้น

1.7 การสื่อสารระหว่างกันแบบเปิดเผย โดยผู้บริหารสถานศึกษาและครูควรมีการเปิดเผยข้อมูลข่าวสารระหว่างกันอย่างตรงไปตรงมาไม่ปกปิดข้อมูล เพื่อทำให้บุคลากรคนอื่นๆ ภายในสถานศึกษาทราบสามารถทราบถึงข้อมูลข่าวสารตลอดจนปัญหาในการทำงานอย่างชัดเจน และทั่วถึงในสถานศึกษา

1.8 การสร้างความร่วมมืออย่างแข็งขัน โดยผู้บริหารสถานศึกษาและครูควรมีการร่วมมือกันทำงานด้วยวิธีที่หลากหลายเพื่อให้สถานศึกษาประสบผลสำเร็จจากการวางแผนปฏิบัติงานมากยิ่งขึ้น

1.9 การติดตามและส่งเสริมพัฒนาทีมงาน โดยผู้บริหารสถานศึกษาและครูควรมีการนำความรู้จากการอบรมศึกษาดูงานมาพัฒนาคุณภาพงานอย่างต่อเนื่อง เพื่อทำให้สถานศึกษาสามารถพัฒนาไปได้อย่างรวดเร็วมากยิ่งขึ้น

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แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2

Guidelines for the Development of Transformational Leadership ofSchool Director under Nakhon Ratchasima Primary Educational Service Area Office 2

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 2) เปรียบเทียบภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาจำแนกตามประสบการณ์การบริหาร และ 3) หาแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลง กลุ่มตัวอย่างได้แก่ ผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 ปีการศึกษา 2565 จำนวน 113 คน เครื่องมือในการวิจัย ได้แก่ แบบสอบถามและแบบสัมภาษณ์ สถิติที่ใช้ ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การวิเคราะห์โดยการทดสอบค่าที (t-test independent) และการวิเคราะห์เชิงเนื้อหาแล้วสรุปบรรยายเป็นความเรียง ผลการวิจัย พบว่า 1) ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาโดยภาพรวมอยู่ในระดับมาก 2) ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาจำแนกตามประสบการณ์การบริหารโดยภาพรวม ไม่แตกต่างกัน และ 3) แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลง ด้านการกระตุ้นการใช้ปัญญาผู้บริหารสถานศึกษามีควรมีการกระตุ้นให้คณะครูมีความคิดสร้างสรรค์ในการแก้ปัญหาด้านการสร้างแรงบันดาลใจผู้บริหารสถานศึกษาควรมีวิสัยทัศน์เข้าใจหลักการการตัดสินใจ ด้านการคำนึงถึงปัจเจกบุคคล ผู้บริหารสถานศึกษาต้องคำนึงถึงความแตกต่างระหว่างบุคคล ด้านการมีอิทธิพลอย่างมีอุดมการณ์ผู้บริหารสถานศึกษาต้องทำตนให้เป็นแบบอย่าง

คำสำคัญ: แนวทางการพัฒนา ผู้บริหารสถานศึกษา ภาวะผู้นำการเปลี่ยนแปลง

Abstract

The purposes of this research were; 1) to study the changing leadership of school administrators 2) to compare the changing leadership of school administration by school administration experience and 3) to find ways to improve the changing situation. A sample group of 113 school administrators under the Nakhon Ratchasima Primary Educational Service Area Office for the second year 65 was conducted. Tools include questionnaires and interviews, statistics including percentage, mean deviation, analysis by T-test. (t-test independent) and the content analysis are summarized in a series of research results. 1) The overall change in school administrators' leadership, 2) the change in school administrators' management experience are not different, and 3) Teachers should be encouraged to be creative in solving the problem of force generation. Educational institution executives have a vision to understand the principles of decision-making. In consideration of individual differences, educational institution management needs to be set up as an example.

Keywords: The guideline development, school administrators, transformational leadership.

บทนำ

การปรับเปลี่ยนบริบทโครงสร้างของการบริหารจัดการศึกษาไทย ที่ให้ความสำคัญต่อการปฏิรูปการศึกษาโดยมีความมุ่งหมายที่จะจัดการศึกษาเพื่อพัฒนาคนไทยให้เป็นมนุษย์ ที่สมบูรณ์เป็นคนดี มีปัญญา มีความสุข และมีศักยภาพพร้อมที่จะแข่งขันและให้ความร่วมมืออย่างสร้าง ดังนั้นจะเห็นได้ว่าแต่ละสถานศึกษาจะต้องมีผู้บริหารสถานศึกษาที่มีความรู้ความสามารถพร้อมทั้งมีภาวะผู้นำ เพราะผู้บริหารสถานศึกษาจะต้องเข้าใจนโยบายต่าง ๆ ที่เกิดขึ้นให้ทันต่อสภาวการณ์ปัจจุบันอย่างรวดเร็วและมีประสิทธิภาพ

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[2] อาจารย์ประจำสาขาวิชาการบริหารการศึกษามหาวิทยาลัยราชภัฏนครราชสีมา

ต้องรู้จักคิดวิเคราะห์และใช้วิจารณญาณในการแก้ไขปัญหาอย่างมีเหตุผล ขณะเดียวกันต้องรู้จักเลือกใช้หลักการภาวะผู้นำกับผู้ใต้บังคับบัญชาในทุก ๆ ด้าน ได้แก่ การประสานงาน ประสานความคิด สร้างแรงจูงใจ สร้างขวัญและกำลังใจให้กับครูอย่างเหมาะสม เพื่อให้ได้รับความร่วมมือด้วยความเต็มใจและประสิทธิผลในการทำงาน (สุพชาติ ชุ่มชื่น, 2554)

โดยปัจจุบันสถานศึกษาเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 เกิดปัญหาในการบริหารจัดการสถานศึกษา ผู้บริหารสถานศึกษาขาดแรงบันดาลใจในการทำงานร่วมกันกับบุคลากรในสถานศึกษา เกิดความความแตกต่างทางความคิดของบุคคลากรในสถานศึกษา ขาดการกระตุ้นให้ผู้ปฏิบัติเกิดความคิดสร้างสรรค์ในการทำงานและการแก้ปัญหา ขาดอุดมการณ์ในการทำงาน เพื่อให้ทันต่อการเปลี่ยนแปลงในโลกยุคปัจจุบัน ผู้บริหารสถานศึกษาจึงจำเป็นต้องมีภาวะผู้นำการเปลี่ยนแปลง เพราะภาวะผู้นำการเปลี่ยนแปลงจะทำให้การปฏิบัติงานในหน้าที่รับผิดชอบสำเร็จตามเป้าหมาย (สำนักงานเขตพื้นที่การศึกประถมศึกษานครราชสีมาเขต 2, 2564)

จากเหตุผลดังกล่าว ผู้วิจัยจึงมีความสนใจที่จะศึกษาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 เพื่อนำไปใช้เป็นแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมาเขต 2 เพื่อให้การบริหารงาน มีประสิทธิภาพและเกิดประสิทธิผล นำพาองค์การไปสู่ความสำเร็จ

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาภาวะผู้นำการเปลี่ยนแปลง ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2
2. เพื่อเปรียบเทียบภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 จำแนกตามประสบการณ์การบริหาร
3. เพื่อศึกษาแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

1.1 ประชากรที่ใช้ในการวิจัย ได้แก่ ผู้บริหาร สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 ปีการศึกษา 2565 จำนวน 154 คน

1.2 กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ผู้บริหาร สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 ปีการศึกษา 2565 จำนวน 113 คน จำแนกตามประสบการณ์ในการบริหาร 10 ปีขึ้นไปและประสบการณ์ในการบริหารน้อยกว่า 10 ปี ใช้วิธีการเลือกกลุ่มตัวอย่างโดยใช้ตารางสำเร็จรูป Krejcie and Morgan และดำเนินการเลือกกลุ่มตัวอย่างการสุ่มกลุ่มโดยใช้ประสบการณ์ในการบริหารโดยการกำหนดขนาดกลุ่มตัวอย่างจากตาราง Krejcie and Morgan

ตัวแปรที่ศึกษา

2.1 ตัวแปรอิสระ ได้แก่ ประสบการณ์การบริหาร ประกอบด้วย

2.1.1 ต่ำกว่า 10 ปี

2.1.2 10 ปีขึ้นไป

2.2 ตัวแปรตาม ได้แก่ ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา 4 ด้าน ดังนี้

2.2.1 ด้านการกระตุ้นการใช้ปัญญา

2.2.2 ด้านการสร้างแรงบันดาลใจ

2.2.3 ด้านการคำนึงถึงปัจเจกบุคคล

2.2.4 ด้านการมีอิทธิพลอย่างมีอุดมการณ์

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

1. แบบสอบถาม (Questionnaire) แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 ดังนี้

ตอนที่ 1 สถานภาพทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นข้อคำถามแบบสำรวจรายการ (Check list) ซึ่งสอบถามข้อมูลเกี่ยวกับประสบการณ์ในการบริหาร

ตอนที่ 2 ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 มี 4 หัวข้อ ได้แก่ 1) การกระตุ้นการใช้ปัญญา 2) การสร้างแรงบันดาลใจ 3) การคำนึงถึงปัจเจกบุคคล 4) การมีอิทธิพลอย่างมีอุดมการณ์

2. แบบสัมภาษณ์แบบมีโครงสร้างเกี่ยวกับแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2

การเก็บรวบรวมข้อมูล

1. การเก็บรวบรวมข้อมูลด้วยแบบสอบถาม

1.1 ผู้วิจัยดำเนินการขอหนังสือจากบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏนครราชสีมา เพื่อขอความร่วมมือในการเก็บรวบรวมข้อมูลในการวิจัย

1.2 ผู้วิจัยส่งแบบสอบถามตามจำนวนกลุ่มตัวอย่างไปยังโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 และส่งแบบสอบถามผ่านทางช่องทางออนไลน์โดยใช้ Google Forms

1.3 ผู้วิจัยดำเนินการติดตามเก็บแบบสอบถามด้วยตนเองและช่องทางออนไลน์ในกรณีที่ได้รับแบบสอบถามไม่ครบ ผู้วิจัยจะดำเนินการติดต่อประสานขอรับแบบสอบถาม ด้วยตนเอง

2. การเก็บรวบรวมข้อมูลด้วยการสัมภาษณ์

2.1 ผู้วิจัยสัมภาษณ์ผู้ทรงคุณวุฒิ จำนวน 5 คน ด้วยตนเอง แล้วสรุปรวบรวมความคิดเห็นเกี่ยวกับแนวทางการพัฒนาการภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 สรุปความคิดเห็นรวบยอดทันทีที่การสัมภาษณ์สิ้นสุดลง การสัมภาษณ์แต่ละครั้งผู้วิจัยได้จดบันทึกและบันทึกเสียงไว้ทุกครั้ง โดยขออนุญาตในการบันทึกเสียงก่อนที่จะบันทึก

สรุปผลการวิจัย

1. ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายด้านพบว่า อยู่ในระดับมากทุกด้าน โดยด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการสร้างแรงบันดาลใจ รองลงมา คือ ด้านอิทธิพลอย่างมีอุดมการณ์ ด้านที่ด้านการคำนึงถึงความเป็นปัจเจกบุคคลและด้านการกระตุ้นการใช้ปัญญาตามลำดับ

2. การเปรียบเทียบภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงาน เขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 จำแนกตามประสบการณ์การบริหารโดยภาพรวมไม่แตกต่างกันเมื่อพิจารณาเป็นรายด้านพบว่าด้ายการแรงบันดาลใจแตกต่างกันอย่างมีนัยสำคัญทางสถิติระดับ 0.5 ส่วนด้านอื่น ๆ ไม่แตกต่างกัน

3. แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 ในแต่ละด้าน ดังนี้

3.1 ด้านการกระตุ้นการใช้ปัญญา ผู้บริหารสถานศึกษามีควรมีการกระตุ้นให้คณะครูมีความคิดสร้างสรรค์ในการแก้ปัญหา เปิดโอกาสและช่องทางให้คณะครูได้แสดงความคิดเห็นและร่วมตัดสินใจอย่างหลากหลายด้วยวิธีการใหม่ๆ โดยใช้กระบวนการ PLC

3.2 ด้านการสร้างแรงบันดาลใจผู้บริหารสถานศึกษาควรมีวิสัยทัศน์มีความรู้ความเข้าใจในหลักการการตัดสินใจโดยใช้เหตุผลบนพื้นฐานความถูกต้องและยุติธรรม

3.3 ด้านการคำนึงถึงปัจเจกบุคคล ผู้บริหารสถานศึกษาต้องเข้าใจและคำนึงถึงความแตกต่างระหว่างบุคคลมอบงานตามความรู้ความสามารถส่งเสริมให้คณะครูมีการพัฒนาตนเองตนเอง

3.4 ด้านการมีอิทธิพลอย่างมีอุดมการณ์ ผู้บริหารสถานศึกษาต้องกระทำตนให้เป็นแบบอย่างในการทำงาน แสดงออกถึงความจริงใจและสร้างบรรยากาศเชิงบวกในการทำงานส่งเสริมให้คณะครูทำงานร่วมกันเป็นทีม

อภิปรายผลการวิจัย

แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 จากการค้นพบในการศึกษาครั้งนี้ ดังนี้

1. ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 โดยภาพรวมอยู่ในระดับมาก ที่เป็นเช่นนี้อาจเนื่องมาจาก ภาวะผู้นำการเปลี่ยนแปลงถือเป็นปัจจัยหลักในการบริหารสถานศึกษาให้ประสบความสำเร็จเพื่อทันต่อการเปลี่ยนแปลงของโลกอย่างรวดเร็ว ผู้บริหารสถานศึกษาจึงกระตุ้นและจูงใจให้ครูเกิดความเปลี่ยนแปลงในทางที่ดีขึ้น โดยให้ตระหนักในเป้าหมายของโรงเรียน แล้วเกิดการพัฒนาความสามารถของครูให้มีศักยภาพเพิ่มขึ้นเพื่อนำไปสู่การบรรลุตามเป้าหมายและภารกิจของโรงเรียน ซึ่งสอดคล้องกับแนวคิดของ อุทุมพร จันทร์สิงห์ (2561) กล่าวว่าภาวะผู้นำการเปลี่ยนแปลงมีความสำคัญผู้บริหารสถานศึกษาในยุคปัจจุบันต้องปรับตัวให้ทันต่อการเปลี่ยนแปลงของโลกอย่างรวดเร็ว ผู้บริหารสถานศึกษาจำเป็นจะต้องปรับตัวให้เข้าสถานการณ์ ปฏิบัติตนให้เหมาะสมกับบทบาทหน้าที่ มีภาวะผู้นำการเปลี่ยนแปลง สามารถใช้อำนาจหรืออิทธิพลจูงใจเพื่อที่จะสามารถปรับเปลี่ยนการบริหารงานให้เป็นระบบ เปลี่ยนแปลงให้ครูในโรงเรียนเกิดการรับรู้ สนับสนุนปฏิบัติงานร่วมกันให้เกิดการเปลี่ยนแปลงในทางที่ดีขึ้น สอดคล้องกับผลการวิจัยของ สิทธิชัย อุสาพรม (2562) ที่ได้ศึกษาภาวะผู้นำการเปลี่ยนแปลงของหัวหน้ากลุ่มสาระการเรียนรู้ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 23 พบว่า ระดับภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาโดยภาพรวมอยู่ในระดับมากโดยแต่ละด้านมีประเด็นค้นพบนำมาอภิปรายดังนี้

1.1 ด้านการกระตุ้นการใช้ปัญญา โดยภาพรวมอยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงสุด คือผู้บริหารสถานศึกษาวิเคราะห์ปัญหาด้วยการใช้ข้อมูล ที่เป็นเช่นนี้อาจเนื่องมาจาก ปัจจุบันผู้บริหารสถานศึกษามีการกระตุ้นให้คณะครูตระหนักถึงปัญหาที่เกิดขึ้นในองค์กรเพื่อและเป็นโอกาสให้ผู้บริหารและคณะครูมีการแสดงความคิดเห็นและร่วมกันแก้ปัญหาที่เกิดขึ้นบนพื้นฐานของเหตุและผล ซึ่งสอดคล้องกับแนวคิดของ พณิชา สีเข้ม (2562) ที่ได้กล่าวว่าการกระตุ้นทางปัญญา หมายถึง พฤติกรรมที่ผู้นำสามารถกระตุ้นให้ผู้ตามตระหนักถึงปัญหาต่าง ๆ ที่เกิดขึ้นในหน่วยงาน ส่งเสริมให้ผู้ตามกล้าที่จะแสดงความคิดเห็น มีความคิดริเริ่มสร้างสรรค์ฝึกให้ผู้ตามได้ทำงานอย่างเป็นระบบและมีความกล้าที่จะตัดสินใจโดยใช้เหตุผล ส่งเสริมให้ผู้ตามให้เหตุผล เสนอแนะวิธีการใหม่ๆ ในการทำงานแก่ผู้ตาม และสอดคล้องกับผลการวิจัยของ ขจรอรรถพณ พงศ์วิริทธิ์ธร (2563) ได้ศึกษา แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาโรงเรียนเขตพัฒนาเศรษฐกิจพิเศษ: เชียงราย ผลการวิจัยพบว่าภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาในโรงเรียนเขตพัฒนาเศรษฐกิจพิเศษ: เชียงราย ในด้านการการกระตุ้นการใช้ปัญญาโดยภาพรวมอยู่ในระดับมาก

1.2 ด้านการสร้างแรงบันดาลใจโดยภาพรวมอยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงสุดได้แก ผู้บริหารสถานศึกษาอุทิศตนเพื่อให้คณะครูมีความผูกพันต่อเป้าหมายและวิสัยทัศน์ร่วมกัน ที่เป็นเช่นนี้อาจเนื่องมาจากผู้บริหารสถานศึกษามีการสร้างขวัญกำลังใจให้กำลังใจในการทำงาน สร้างแรงจูงใจและ ให้ความเชื่อมั่นกับคณะครูว่าผู้บริหารสถานศึกษาจะนำพาองค์กรบรรลุเป้าหมายที่วางไว้ได้สำเร็จ ซึ่งสอดคล้องกับแนวคิดของ วิไลลักษณ์ สีดา (2562) ได้กล่าวว่า การสร้างแรงบันดาลใจเป็นพฤติกรรมที่ผู้บริหารแสดงออกมาผ่านพฤติกรรมทำให้ผู้ใต้บังคับบัญชามีแรงจูงใจภายในมีการวางเป้าหมายในการทำงานและเชื่อมั่นว่า จะสามารถบรรลุเป้าหมาย มีความตั้งใจแน่วแน่ในการทำงาน มีการให้กำลังใจผู้ร่วมงาน มีการกระตุ้นผู้ใต้บังคับบัญชาให้ตระหนักถึงสิ่งสำคัญและสอดคล้องกับผลการวิจัยของ ขจรอรรถพณ พงศ์วิริทธิ์ธร (2563) ที่ได้ศึกษาแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาโรงเรียนเขตพัฒนาเศรษฐกิจพิเศษ: เชียงราย ผลการวิจัยพบว่า ภาวะผู้นำการเปลี่ยนแปลง ด้านการสร้างแรงบันดาลใจอยู่ในระดับมาก

1.3 ด้านการคำนึงถึงความเป็นปัจเจกบุคคลโดยภาพรวมอยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงสุด ผู้บริหารสถานศึกษามีการนิเทศโดยใช้วิธีการวิเคราะห์ความต้องการและความสามารถของผู้ร่วมงาน ที่เป็นเช่นนี้อาจเนื่องมาจากผู้บริหารสถานศึกษามีการคำนึงถึงความแตกต่างระหว่าบุคคล เข้าใจความถนัดในการทำงานในแต่ละด้านของแต่ละบุคคลจึง มอบหมายงานให้ตรงกับความรู้ความสามารถ คอยให้คำแนะนำ ส่งเสริมและสนับสนุนในการและเดโอกาสในการปฏิบัติงาน สอดคล้องกับแนวคิดของ ผุสดี จิรนากุล (2562) กล่าวว่า การคำนึงถึงความเป็นปัจเจกบุคคล หมายถึง พฤติกรรมของผู้บริหารในการดูแล เอาใจใส่ผู้ใต้บังคับบัญชาเป็นรายบุคคลโดยคำนึงถึงความแตกต่างระหว่างบุคคล ส่งเสริมให้ ผู้ใต้บังคับบัญชาปฏิบัติงานด้วยความเต็มใจ และเห็นคุณค่าของตนเอง มีการติดตามผล การปฏิบัติงานเป็นรายบุคคล มีการนิเทศโดยใช้วิธีการวิเคราะห์ความต้องการและความสามารถ ของแต่ละบุคคล เน้นการมีปฏิสัมพันธ์ที่ดีระหว่างกัน เอาใจเขามาใส่ใจเรา และพูดคุยกัน ด้วยความเป็นกันเอง ผู้บริหารทำหน้าที่เป็น พี่เลี้ยงและเป็นที่ปรึกษา คอยให้คำแนะนำ สนับสนุน ช่วยเหลือในการทำงานและช่วยแก้ไขปัญหาอยู่เสมอ และพยายามพัฒนาศักยภาพ และสอดคล้องกับผลการวิจัยของ ดุลดา ศรีประเสริฐ (2559) ที่ได้ศึกษาสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษากับการทำงานเป็นทีมของครูผู้สอน สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดเลย ผลการวิจัยพบว่า ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา ด้านการคำนึงถึงความเป็นปัจเจกบุคคลอยู่ในระดับมาก

1.4 การมีอิทธิพลอย่างมีอุดมการณ์ โดยภาพรวมอยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงสุด ผู้บริหารสถานศึกษาทำให้คณะครูมีความเชื่อมั่นในศักยภาพของผู้บริหารและต้องการเอาเป็นแบบอย่าง ที่เป็นเช่นนี้ อาจเนื่องมาจากผู้บริหารสถานศึกษาสถานศึกษา สามารถสร้างความเชื่อมั่นให้คณะครูในการวางเป้าหมายการปฏิบัติงานสามารถนำพาองค์กรไปสู่ความสำเร็จได้และสามารถทำให้คณะครูเกิดความภาคภูมิใจเมื่อได้ร่วมงาน ซึ่งสอดคล้องกับแนวคิดของ พรสุดา ชูพันธ์ (2563) กล่าวว่า การมีอิทธิพล

อย่างมีอุดมการณ์ หมายถึง พฤติกรรมที่ผู้บริหารทา ให้ผู้ร่วมงานยอมรับชื่นชม ศรัทธาและไว้วางใจในความสามารถของผู้บริหาร ผู้บริหารเป็นบุคคลที่มีความเชื่อมั่นในตนเองสูงทำให้ผู้ร่วมงานเกิดความภาคภูมิใจเมื่อได้ร่วมงานและต้องการเอาเป็นแบบอย่างโดย ผู้บริหารจะต้องมีวิสัยทัศน์และถ่ายทอดไปยังผู้ร่วมงานได้ ผู้บริหารจะมีความสามารถจัดการและควบคุมตนเองเห็นคุณค่าและเคารพในตนเอง ใช้หลักศีลธรรม จริยธรรมในการปฏิบัติงานและพร้อมที่จะเปลี่ยนแปลงและปรับปรุงเพื่อให้เกิดประโยชน์แก่ส่วนรวมอีกและสอดคล้องกับผลการวิจัยของ สิริรักษณ์ นักดนตรี (2560) ที่ได้ศึกษาแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงในการบริหารโรงเรียนสู่การเป็นชุมชนแห่งการเรียนรู้สู่มืออาชีพ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 5 อยู่ในระดับมาก พิจารณาเป็นรายด้านพบว่า การมีอิทธิพลอย่างมีอุดมการณ์ อยู่ในระดับมาก

2. การเปรียบเทียบภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 จำแนกตามประสบการณ์การบริหาร โดยภาพรวมไม่แตกต่างกันและเมื่อพิจารณารายด้าน ได้แก่ ด้านการสร้างแรงบันดาลใจแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ที่เป็นเช่นนี้อาจเนื่องมาจาก ประสบการณ์ในการทำงานที่แตกต่างกันของผู้บริหารสถานศึกษาทำให้ผู้บริหารมีเทคนิค วิธีการในการกระตุ้นให้คณะครูมีความกระตือรือร้นในการทำงานและสร้างแรงจูงใจในการทำงานเพื่อบรรลุสู่เป้าหมายได้แตกต่างกัน สอดคล้องกับแนวคิดของ วิไลลักษณ์ สีดา (2562) กล่าวว่า การสร้างแรงบันดาลใจเป็นสิ่งที่ผู้บริหารแสดงออกมาผ่านพฤติกรรมทำให้ผู้ใต้บังคับบัญชามีแรงจูงใจภายในมีกาวางเป้าหมายในการทำงานและเชื่อมั่นว่า จะสามารถบรรลุเป้าหมาย มีความตั้งใจแน่วแน่ในการทำงาน มีการให้กำลังใจผู้ร่วมงาน มีการกระตุ้นผู้ใต้บังคับบัญชาให้ตระหนักถึงสิ่งสำคัญ โดยผู้บริหารจะมีคุณลักษณะสำคัญ ในด้านการสร้างแรงจูงใจภายในให้กับผู้ใต้บังคับบัญชามีการสร้างเจตคติที่ดี สอดคล้องกับผลการวิจัยของ อาซีซ๊ะ ยีหะมะ (2560) ที่ได้ศึกษาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาศูนย์เครือข่าย ธารามิตรสำนักงานเขตพื้นที่การศึกษาประถมศึกษาปัตตานี เขต 1 จำแนกตามประสบการณ์ในการทำงาน พบว่ารายด้าน ได้แก่ ด้านการสร้างแรงบันดาลใจแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

3. แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2

3.1 ด้านการกระตุ้นการใช้ปัญญา ผู้บริหารสถานศึกษามีควรมีการกระตุ้นให้คณะครูมีความคิดสร้างสรรค์ในการแก้ปัญหา เปิดโอกาสและช่องทางให้คณะครูได้แสดงความคิดเห็นและร่วมตัดสินใจอย่างหลากหลายด้วยวิธีการใหม่ๆ โดยใช้กระบวนการ PLC และมองเห็นถึงความสำคัญในการแก้ไขปัญหา ให้คณะครูมีส่วนร่วมในการวิเคราะห์ วางแผนและแลกเปลี่ยนความคิดเห็นในการแก้ไขปัญหาสร้างขวัญกำลังใจในการดำเนินงานให้แก่คณะครูซึ่งสอดคล้องกับแนวคิดของ พิมพ์พร วงศ์อนุสิทธ (2564) ที่ได้กล่าวว่า การกระตุ้นการใช้ปัญญา หมายถึง พฤติกรรมที่ผู้บริหารกระตุ้นให้ครูผู้สอนตระหนักถึงปัญหาต่าง ๆ ที่เกิดขึ้นในองค์กร ทำให้ผู้ร่วมงานมีความต้องการหาแนวทางใหม่ ๆ มาแก้ปัญหาในหน่วยงานเพื่อหาข้อสรุปใหม่ที่ดีกว่าเดิม เกิดสิ่งใหม่และสร้างสรรค์ ผู้บริหารมีการตั้งสมมติฐาน เปลี่ยนกรอบการมองปัญหาและการเผชิญกับสถานการณ์เก่าๆ ด้วยวิธีการใหม่ๆ มีการจูงใจและสนับสนุนความคิด ริเริ่ม ในการพิจารณาปัญหา และการหาคำตอบของปัญหา กระตุ้นให้ผู้ร่วมงานเกิดความคิดและเหตุผลไม่วิจารณ์ในความคิดที่แตกต่าง ทำให้ผู้ร่วมงานรู้สึกว่าปัญหาคือความท้าทายและเป็นโอกาสในการแก้ปัญหาร่วมกัน สร้างความเชื่อมั่นแก่ครูผู้สอนและสอดคล้องกับงานวิจัยของ กฤติกา วงค์ใหญ่ (2558) ศึกษาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาที่พึงประสงค์ตามทัศนะของผู้บริหารสถานศึกษาและครู สังกัดสำนักการศึกษากรุงเทพมหานคร สำนักงานเขตประเวศพบว่าผู้บริหารสถานศึกษาให้ความสำคัญกับความรู้ ความสามารถของบุคลากรในสถานศึกษา โดยการส่งบุคลากรเข้ารับการอบรม เพื่อพัฒนาตนเองให้เกิดความรู้ความสามารถเป็นการกระตุ้นการใช้ปัญญาเพื่อประสิทธิภาพของสถานศึกษาต่อไป

3.2 ด้านการสร้างแรงบันดาลใจผู้บริหารสถานศึกษาควรมีวิสัยทัศน์มีความรู้ความเข้าใจในหลักการการตัดสินใจ มีภาวะผู้นำและมีการะบวนการตัดสินใจโดยใช้เหตุผลบนพื้นฐานความถูกต้องและยุติธรรมของกฎหมายและ ผู้บริหารสถานศึกษามีความสามารถในการโน้มน้าวใจ กระตุ้นและส่งเสริมให้คณะครูได้แสดงความคิดเห็นร่วมกันใช้กระบวนการทำงานเป็นทีม โดยใช้หลักการ PLC ในร่วมกันการตัดสินใจและแก้ไขปัญหาซึ่งสอดคล้องกับแนวคิดของ พรรณพิไล พลเยี่ยม (2561) กล่าวว่า การสร้างแรงบันดาลใจ หมายถึง การแสดงที่ผู้บริหารแสดงออกเพื่อชักนำและเกิดแรงจูงใจให้ผู้ร่วมงานเกิดความกระตือรือร้น ตระหนักและเห็นคุณค่าของการบรรลุสู่ความสำเร็จ ผู้บริหารที่มีวิสัยทัศน์กว้างไกลและรู้จักส่งเสริมให้กำลังใจทำให้ผู้ร่วมงานเห็นคุณค่าของงานทำให้ผู้ร่วมงานสามารถปฏิบัติงานบรรลุเป้าหมายได้โดยไม่เห็นแก่ประโยชน์ส่วนตนและมีความคาดหวังไปสู่อนาคตที่ดีต่อองค์การ และสอดคล้องกับงานวิจัยของ อุทุมพร จันทร์สิงห์ (2561) ศึกษาความสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษากับการทำงานเป็นทีมในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาปทุมธานี เขต 2 พบว่า ผู้อำนวยการสถานศึกษาประพฤติตนเป็นแบบอย่างที่ดี ทั้งกาย วาจา ใจ ด้วยความจริงใจกับทุกคนเป็นที่ยอมรับของครูในโรงเรียนอย่างเสมอต้นเสมอปลาย สามารถสร้างเจตคติที่ดีสร้างแรงจูงใจให้ครูเห็นคุณค่าและความท้าทายของงาน โดยยึดถือประ โยชน์ส่วนรวมเป็นสำคัญมีการกระตุ้น

ครูในโรงเรียนให้มีทุ่มเท มีความพยายามในการทำงานอย่างเต็มที่เต็มความสามารถให้กำลังใจ ยกย่อง ชมเชยความสามารถในการทำงานของครูในโรงเรียนอย่างสม่ำเสมอ เพื่อให้ครูมีความกระตือรือร้น มีความพยายาม เปิด โอกาสให้ครูในโรงเรียนมีส่วนร่วมในการวางแผนปฏิบัติงานด้วยตนเอง

3.3 ด้านการคำนึงถึงปัจเจกบุคคล ผู้บริหารสถานศึกษาเข้าใจและคำนึงถึงความแตกต่างระหว่างบุคคลมอบอำนาจและกระจายงานตามความรู้ความสามารถส่งเสริมให้คณะครูมีการพัฒนาตนเองตนเอง เข้าอบรมสัมมนาตามความสนใจอย่างต่อเนื่องให้มีศักยภาพสูงขึ้นตามความสามารถพร้อมกับสร้างขวัญและกำลังใจในการทำงานอยู่เสมอและ มอบหมายงานโดยวิเคราะห์ความสามารถของคณะครูและละคนสอบถามความเข้าใจก่อนมอบหมายมอบงานให้ตรงความรู้และศักยภาพโดยใช้หลัก Put the right man to the right job ซึ่งสอดคล้องกับแนวคิดของ ผุสดี จิรนากุล (2562) กล่าวว่า พฤติกรรมของผู้บริหารในการดูแล เอาใจใส่ผู้ใต้บังคับบัญชาเป็นรายบุคคลโดยคำนึงถึงความแตกต่างระหว่างบุคคล ส่งเสริมให้ผู้ใต้บังคับบัญชาปฏิบัติงานด้วยความเต็มใจ และเห็นคุณค่าของตนเอง มีการติดตามผล การปฏิบัติงานเป็นรายบุคคล มีการนิเทศโดยใช้วิธีการวิเคราะห์ความต้องการและความสามารถของแต่ละบุคคล เน้นการมีปฏิสัมพันธ์ ที่ดีระหว่างกัน เอาใจเขามาใส่ใจเรา และพูดคุยกัน ด้วยความเป็นกันเอง ผู้บริหารทำหน้าที่เป็นพี่เลี้ยงและเป็นที่ปรึกษา คอยให้คำแนะนำ สนับสนุน ช่วยเหลือในการทำงานและช่วยแก้ไขปัญหาอยู่เสมอ และพยายามพัฒนาศักยภาพ ของผู้ใต้บังคับบัญชาให้สูงขึ้นตามความสนใจและความสามารถของแต่ละคน ให้โอกาสในการ เรียนรู้ในสิ่งใหม่ ๆ มอบหมายงานให้ตรงกับความสามารถของแต่ละคน เปิดโอกาสให้ใช้ ความสามารถพิเศษอย่างเต็มที่และแสดงการยอมรับและชื่นชมและสอดคล้องกับงานวิจัยของ ถิมรมนัส ไหลสุพรรณวงค์ (2564) ศึกษา ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาที่ส่งผลต่อการทางานเป็นทีมของครูสังกัดสานักงานเขตพื้นที่การศึกษาประถมศึกษานครปฐม เขต 1 พบว่า ด้านการคำนึงถึงปัจเจกบุคคลผู้บริหารแสดงความสามารถในการบริหารจัดการสมาชิกในองค์กร ในการมอบหมายงาน การปฏิบัติหน้าที่ต่าง ๆ ให้เหมาะสมแก่ความสามารถในการปฏิบัติงานของสมาชิก

3.4 ด้านการมีอิทธิพลอย่างมีอุดมการณ์ ผู้บริหารสถานศึกษากระทำตนให้เป็นแบบอย่างในการทำงาน แสดงออกถึงความจริงใจและสร้างบรรยากาศเชิงบวกในการทำงานส่งเสริมให้คณะครูทำงานร่วมกันเป็นทีมสร้างขวัญและกำลังใจให้กับคณะครูอยู่เสมอและผู้บริหารสถานศึกษามีวิสัยทัศน์ที่ชัดเจน แสดงให้เห็นถึงทิศทางในการปฏิบัติงานและลงมือทำจริงและสร้างความน่าเชื่อถือปฏิบัติงานตามแผนที่กำหนดไว้อย่างต่อเนื่องซึ่งสอดคล้องกับแนวคิดของ Bass and Avolio (1994) กล่าวว่า การมีอิทธิพลอย่างมีอุดมการณ์ หมายถึง การที่ผู้นำประพฤติตนเป็นแบบอย่างสำหรับผู้ตามผู้นำจะเป็นที่ยกย่องเคารพนับถือ ศรัทธา ไว้วางใจ และทำ ให้ผู้ตามเกิดความภาคภูมิใจเมื่อร่วมงานกันผู้ตามจะพยายามประพฤติปฏิบัติเหมือนกับผู้นำและต้องการเลียนแบบผู้นำสิ่งที่ผู้นำต้องปฏิบัติเพื่อบรรลุถึงคุณลักษณะนี้ คือ ผู้นำ จะต้องมีวิสัยทัศน์และสามารถถ่ายทอดไปยังผู้ตามผู้นำจะมีความสม่ำเสมอมากกว่าการเอาแต่อารมณ์ สามารถควบคุมอารมณ์ได้ในสถานการณ์วิกฤตผู้นำเป็นผู้ที่ไว้ใจได้ว่าจะทำ ในสิ่งที่ถูกต้อง ผู้นำจะเป็นผู้ที่มีศีลธรรมและมีจริยธรรมสูง ผู้นำ จะหลีกเลี่ยงที่จะใช้อำนาจ เพื่อ ผลประโยชน์ส่วนตน แต่จะประพฤติตนเพื่อให้เกิดประโยชน์แก่ผู้อื่นและเพื่อประโยชน์ของกลุ่ม ผู้นำจะแสดงให้เห็นถึงความเฉลียวฉลาด ความมีสมรรถภาพความตั้งใจการเชื่อมั่นในตนเอง ความแน่วแน่ในอุดมการณ์ ความเชื่อและค่านิยมของเขาผู้นำจะเสริมความภาคภูมิใจ ความจงรักภักดี และความมั่นใจของผู้ตาม และทำ ให้ผู้ตามมีความเป็นพวกเดียวกันกับผู้นำโดยอาศัยวิสัยทัศน์ และการมีจุดประสงค์ร่วมกัน สอดคล้องกับงานวิจัยของ พณิชญา สีเข้ม (2563) ได้ศึกษาแนวทางการพัฒนาภาวะผู้นาการเปลี่ยนแปลงของผู้บริหารโรงเรียนเอกชนสังกัดสานักงานคณะกรรมการส่งเสริมการศึกษาเอกชน จังหวัดอุทัยธานีพบว่า ผู้บริหารสถานศึกษาควรมีวุฒิทางการศึกษาและผู้บริหารสถานศึกษาควรมีวุฒิทางการศึกษาและคุณสมบัติที่ตรงกับสายงานการบริหารสถานศึกษา ใช้โอกาสในการเป็นผู้บริหารเข้าร่วมเป็นคณะกรรมการของหน่วยงานต่าง ๆ เพื่อเสริมสร้างศักยภาพของตนเองและการยอมรับของสังคมเปิดโอกาสให้ครูและบุคลากรในสถานศึกษาที่มีความรู้ ความสามารถไปเป็นวิทยากร กรรมการ หรืออื่น ๆ ได้ตามที่หน่วยงานขอความร่วมมือ ส่งบุคลากรเข้ารับการฝึกอบรมในหลักสูตรต่าง ๆ เพื่อพัฒนาตนเองและนาความรู้ที่ได้รับมาใช้ประโยชน์ในสถานศึกษาและชุมชน

ข้อเสนอแนะ

1. ข้อเสนอแนะสำหรับการนำผลการวิจัยไปใช้

1.1 ผู้บริหารสถานศึกษาสามารถนำแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 ไปใช้ในการพัฒนาตนเองและนำไปประยุกต์ใช้ในการพัฒนาบุคลากรในโรงเรียน ตามผลการวิจัย 4 ด้าน ดังนี้

1.1.1 ด้านการกระตุ้นการใช้ปัญญา ผู้บริหารสถานศึกษาควรกระตุ้นให้คณะครูมีความคิดสร้างสรรค์ในการแก้ปัญหาและเปิดโอกาสและช่องทางให้คณะครูได้แสดงความคิดเห็นและร่วมตัดสินใจอย่างหลากหลายด้วยวิธีการใหม่ๆ

1.1.2 ด้านการสร้างแรงบันดาลใจ ผู้บริหารสถานศึกษาควรมีวิสัยทัศน์ที่ชัดเจน มีภาวะผู้นำและมีกระบวนการตัดสินใจที่ใช้เหตุผลบนพื้นฐานของความถูกต้องและยุติธรรม

1.1.3 ด้านการคำนึงถึงความเป็นปัจเจกบุคคล ผู้บริหารสถานศึกษาควรเข้าใจ ความถนัดและความสามารถของคณะครูแต่ละคน มอบหมายงานให้ตรงกับความรู้ความสามารถของคณะครู คอยให้คำปรึกษา พร้อมกับการสร้างขวัญและกำลังใจในการปฏิบัติงานอย่างสม่ำเสมอ

1.1.4 ด้านการมีอิทธิพลอย่างมีอุดมการณ์ ผู้บริหารสถานศึกษา ควรเป็นแบบอย่างที่ดีในการทำงานให้กับคณะครู แสดงให้คณะครูได้เห็นถึงทิศทางในการทำงานด้วยการลงมือทำจริงอย่างต่อเนื่องและสร้างบรรยากาศเชิงบวกในการทำงาน

1.2 สำหรับสำนักงานเขตพื้นที่การศึกษา สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 2 หรือหน่วยงานที่เกี่ยวข้อง สามารถนำแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา ไปใช้ในการพัฒนาผู้บริหารสถานศึกษาและครูในสังกัด ไม่ว่าจะด้วยเรื่องของการจัดหลักสูตรฝึกอบรมสำหรับผู้บริหารสถานศึกษา สนับสนุนงบประมาณทรัพยากรในการพัฒนา นิเทศติดตาม ควบคุมและกำกับการปฏิบัติงานของผู้บริหารสถานศึกษาอย่างสม่ำเสมอ รวมไปถึงการสร้างขวัญและกำลังใจให้กับผู้บริหารที่มีความมุ่งมั่นในการบริหารสถานศึกษาให้มีประสิทธิภาพและบรรลุตามเป้าหมาย

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ความพึงพอใจของนักศึกษาต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไปของมหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา

Satisfactions of students toward General Education Program of Rajamangala University of Technology Srivijaya

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จุฑาภรณ์ ภารพบ Jutaporn Parapob[2]
จิรวิชญ์ พรรณรัตน์ Jirawitt Phannarat[3]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาความพึงพอใจของนักศึกษาที่มีต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไปของหลักสูตรปริญญาตรี มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา 2) เปรียบเทียบความพึงพอใจของนักศึกษาที่มีต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไปของหลักสูตรปริญญาตรี มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา จำแนกตามปัจจัยส่วนบุคคลของนักศึกษา การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจ กลุ่มตัวอย่างคือ นักศึกษา จำนวน 382 คน เครื่องมือที่ใช้ในการเก็บข้อมูลคือแบบสอบถาม ข้อมูลที่ได้นำมาวิเคราะห์ทางสถิติโดยใช้ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ผลการวิจัย พบว่า 1) ความพึงพอใจของนักศึกษาต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไปโดยภาพรวม อยู่ในระดับมาก 2) เมื่อพิจารณาความแตกต่างของความพึงพอใจของนักศึกษาต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามปัจจัยส่วนบุคคล พบว่านักศึกษาที่มีคณะและชั้นปีที่กำลังศึกษาต่างกัน มีความพึงพอใจของนักศึกษาต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 อย่างไรก็ตามนักศึกษาที่มีเพศ และผลสัมฤทธิ์ทางการเรียนต่างกัน มีความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไปไม่แตกต่างกัน

คำสำคัญ : การจัดการเรียนการสอน หมวดวิชาศึกษาทั่วไป

Abstract

The proposes of this research were; 1) to study student's satisfactions toward General Education Program of Rajamangala University of Technology Srivijaya, Songkhla 2) to compare student's satisfactions toward General Education Program of Rajamangala University of Technology Srivijaya, Songkhla. The classifications depended on the personal factors of students. The sample group was 382 students. They were provided by stratified sampling. The research tool was a questionnaire. The data was analyzed by using Percentage, Mean and Standard Deviation. The survey revealed that student's satisfactions toward General Education Program "Excellent" A consideration of students' satisfactions toward General Education Program by personal factors found that students in different faculty and different year had different satisfactions toward the program with statistics significant rating 0.05. However, students who had different gender and study achievement got the same satisfaction.

Keywords: learning management, General Education Program

บทนำ

การจัดการศึกษาหมวดวิชาในหมวดวิชาศึกษาทั่วไปของมหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัยเดิมจะ แยกเป็น 5 กลุ่มรายวิชา คือ กลุ่มวิชาภาษา กลุ่มวิชามนุษยศาสตร์และสังคมศาสตร์ กลุ่มวิชาวิทยาศาสตร์และเทคโนโลยี กลุ่มวิชาคณิตศาสตร์ และกลุ่มวิชาพลานามัยและนันทนาการ ซึ่งจะเลือกเรียนในทุก ๆ กลุ่มวิชาตามจำนวนหน่วยกิต ที่ระบุไว้ในแต่ละกลุ่มวิชา จำนวนไม่น้อยกว่า 32 หน่วยกิต จากสถานการณ์ทางเศรษฐกิจ สังคม การเมือง เทคโนโลยีพลังงานและสิ่งแวดล้อมในปัจจุบันที่มีการเปลี่ยนแปลง

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[3] อาจารย์ประจำสาขาศึกษาทั่วไป คณะศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย

อย่างรวดเร็ว จะมีบางกลุ่มวิชา บางรายวิชามีเนื้อหาไม่ทันสมัย ไม่เข้ากับเหตุการณ์ในยุคปัจจุบัน ดังนั้นจึงได้มีการปรับปรุงและจัดทำรายวิชาศึกษาทั่วไปขึ้นใหม่ โดยกำหนดเนื้อหาสาระในแต่ละรายวิชาให้สอดคล้องกับคุณลักษณะบัณฑิตที่พึงประสงค์ของมหาวิทยาลัย และปรัชญาวิชาศึกษาทั่วไปตามเกณฑ์มาตรฐานหลักสูตรระดับปริญญาตรี พ.ศ. 2558

ผู้วิจัยในฐานะของผู้ใช้หลักสูตรเกี่ยวกับการจัดการเรียนการสอนในหมวดวิชาศึกษาทั่วไป ซึ่งเป็นรายวิชาที่นักศึกษาทุกคณะต้องลงทะเบียนเรียน จึงมีความสนใจที่จะศึกษาความพึงพอใจของนักศึกษา เพื่อนำผลการวิจัยไปพัฒนาการจัดการเรียนการสอนให้ตรงตามความต้องการของผู้เรียน และเกิดประสิทธิภาพมากยิ่งขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาความพึงพอใจของนักศึกษาที่มีต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไปของหลักสูตรปริญญาตรี มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา

2. เพื่อเปรียบเทียบความพึงพอใจของนักศึกษาที่มีต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไปของหลักสูตรปริญญาตรี มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา จำแนกตามปัจจัยส่วนบุคคลของนักศึกษา

วิธีดำเนินการวิจัย

ประชากร

ประชากรในการวิจัยครั้งนี้ ได้แก่ นักศึกษามหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา ที่ลงทะเบียนเรียนในภาคการศึกษาที่ 2 ปีการศึกษา 2563 ทั้ง 5 คณะ รวมจำนวนทั้งหมด 8,470 คน

กลุ่มตัวอย่าง

กลุ่มตัวอย่างในการวิจัยครั้งนี้ ได้แก่ นักศึกษามหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา ที่ลงทะเบียนเรียนในภาคการศึกษาที่ 2 ปีการศึกษา 2563 จากการคำนวณโดยใช้สูตรของ Taro Yamane (Taro Yamane, 1970) ได้กลุ่มตัวอย่างจำนวนทั้งสิ้น 382 คน และได้ทำการสุ่มตัวอย่างแบบแบ่งชั้นภูมิ (Stratified Random Sampling) แบบเป็นสัดส่วน ในการศึกษาครั้งนี้ได้แบ่งกลุ่มตัวอย่างเป็น 5 คณะ หลังจากได้จำนวนตัวอย่างในแต่ละคณะแล้วดำเนินการสุ่มตัวอย่างแบบอย่างง่าย (Simple Random Sampling) จนได้ตัวอย่างจนครบตามที่กำหนดไว้ โดยเป็นตัวแทนจากคณะศิลปศาสตร์จำนวน 69 คน คณะวิศวกรรมศาสตร์ 107 คน คณะบริหารธุรกิจ 139 คน คณะครุศาสตร์อุตสาหกรรมและเทคโนโลยี 38 คน และคณะสถาปัตยกรรมศาสตร์ 29 คน

ตัวแปรที่ศึกษา

ตัวแปรอิสระ คือ ปัจจัยส่วนบุคคลของนักศึกษา เพศ ชั้นปี คณะ ผลสัมฤทธิ์ทางการเรียน

ตัวแปรตาม คือ ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไปของหลักสูตรปริญญาตรี มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา

การสร้างและหาคุณภาพเครื่องมือวิจัย

เครื่องมือที่ใช้ในการวิจัยครั้งนี้คือแบบสอบถาม แบ่งออกเป็น 3 ส่วน ดังนี้

ส่วนที่ 1 ข้อมูลพื้นฐานของนักศึกษาได้แก่ เพศ ชั้นปี คณะ และผลสัมฤทธิ์ทางการเรียน เป็นลักษณะคำถามปลายปิดที่มีคำตอบไว้ให้เลือกตอบ (Check List) เตรียมไว้โดยการเลือกคำตอบจากหลายคำตอบ

ส่วนที่ 2 ข้อมูลเกี่ยวกับความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป เป็นแบบสอบถามแบบประเมินค่า 5 ระดับ

ตรวจสอบความถูกต้องของเนื้อหาโดยนำเสนอแบบสอบถามเพื่อตรวจสอบความถูกต้องเหมาะสม ความครอบคลุม และการสื่อความหมายของเนื้อหาต่อผู้เชี่ยวชาญ 3 ท่าน คือ ผู้เชี่ยวชาญด้านสถิติ ผู้เชี่ยวชาญด้านการวิจัย ซึ่งมีประสบการณ์สอนด้านภาษาไทยและการศึกษาวิจัย และผู้เชี่ยวชาญด้านระเบียบวิธีวิจัยเชิงคุณภาพ จิตวิทยา และสังคม มีประสบการณ์สอนมากกว่า 20 ปี จากนั้นนำแบบสอบถามที่ได้ไปปรับปรุงแก้ไขตามคำแนะนำของผู้เชี่ยวชาญแต่ละท่าน

วิเคราะห์ความน่าเชื่อถือของแบบสอบถาม โดยนำแบบสอบถามไปทดลองเก็บข้อมูล (Launch) จากนักศึกษาทั้ง 5 คณะ ๆ ละ 6 คน ซึ่งไม่ใช่กลุ่มตัวอย่าง เป็นจำนวนนักศึกษาทั้งสิ้น 30 คน ใช้ค่าสัมประสิทธิ์ความเชื่อมั่น α ทดสอบความน่าเชื่อถือทางสถิติ จากการทดสอบได้ค่า α เท่ากับ 0.893 และมีค่าอำนาจจำแนก (r) รายข้ออยู่ระหว่าง 0.43 – 0.67 แล้วนำแบบสอบถามไปเก็บข้อมูลจากกลุ่มตัวอย่างในภาคการเรียนที่ 2 ปีการศึกษา 2563

การวิเคราะห์ข้อมูลซึ่งประกอบด้วยค่าสถิติดังต่อไปนี้

1. ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ได้แก่ เพศ ชั้นปี คณะ และผลสัมฤทธิ์ทางการเรียน วิเคราะห์ข้อมูลโดยใช้ค่าความถี่และร้อยละ

2. ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป วิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ย (mean) และค่าเบี่ยงเบนมาตรฐาน (standard deviation)

3. การเปรียบเทียบความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามข้อมูลพื้นฐานของนักศึกษา เป็นการทดสอบสมมติฐาน และวิเคราะห์ข้อมูลทางสถิติที่ระดับนัยสำคัญ 0.05 โดยสถิติที่ใช้ทดสอบในการศึกษาครั้งนี้ คือ t-test และ F-test (one way ANOVA) หรือการวิเคราะห์ความแปรปรวนทางเดียว

สรุปผลการวิจัย

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

การวิเคราะห์ข้อมูลนักศึกษากลุ่มตัวอย่าง 382 คน สามารถสรุปผลได้ดังนี้

1. เพศ พบว่ากลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิง ร้อยละ 59.4 และเพศชาย ร้อยละ 40.6

2. ชั้นปีที่กำลังศึกษา พบว่า กลุ่มตัวอย่างส่วนใหญ่กำลังศึกษาระดับชั้นปีที่ 1 ร้อยละ 32.4 รองลงมาคือ กำลังศึกษาระดับชั้นปีที่ 2 ร้อยละ 29.3 กำลังศึกษาระดับชั้นปีที่ 3 ร้อยละ 16.8 กำลังศึกษาระดับชั้นปีที่ 4 ร้อยละ 14.7 และกลุ่มตัวอย่างที่น้อยที่สุดคือ กำลังศึกษามากกว่า 4 ปี ร้อยละ 6.8 ตามลำดับ

3. คณะ พบว่า กลุ่มตัวอย่างส่วนใหญ่ศึกษาคณะบริหารธุรกิจ ร้อยละ 36.4 รองลงมาคือ คณะวิศวกรรมศาสตร์ ร้อยละ 28.0 คณะศิลปศาสตร์ ร้อยละ 18.1 คณะครุศาสตร์อุตสาหกรรมและเทคโนโลยี ร้อยละ 9.9 และกลุ่มตัวอย่างที่น้อยที่สุดคือ คณะสถาปัตยกรรมศาสตร์ ร้อยละ 7.6 ตามลำดับ

4. ผลสัมฤทธิ์ทางการเรียน พบว่า กลุ่มตัวอย่างส่วนใหญ่มีคะแนนเฉลี่ยสะสมระหว่าง 2.00 - 3.00 ร้อยละ 56.5 รองลงมา มีคะแนนเฉลี่ยสะสมมากกว่า 3.00 ร้อยละ 40.6 และกลุ่มตัวอย่างที่น้อยที่สุด มีคะแนนเฉลี่ยสะสมน้อยกว่า 2.00 ร้อยละ 2.9 ตามลำดับ

ตอนที่ 2 ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป

1. ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ด้านหลักสูตร โดยภาพรวม อยู่ในระดับมาก มีค่าเฉลี่ย 4.04 วนเบี่ยงเบนมาตรฐาน 0.545 และเมื่อพิจารณารายข้อ พบว่า ทุกข้อ อยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ จุดมุ่งหมายของหลักสูตรวิชาศึกษาทั่วไปกำหนดไว้อย่างชัดเจน มีค่าเฉลี่ย 4.17 โดยข้อที่มีค่าเฉลี่ยน้อยที่สุด คือ หลักสูตรวิชาศึกษาทั่วไปในแต่ละหมวดวิชา มีรายวิชาที่หลากหลายให้ผู้เรียนเลือกเรียนตามความสนใจ มีค่าเฉลี่ย 3.96 ดังตารางที่ 2.1

ตารางที่ 2.1 แสดงค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ด้านหลักสูตร

ด้านหลักสูตร	ค่าเฉลี่ย	ค่าเบี่ยงเบนมาตรฐาน	แปลผล
1. จุดมุ่งหมายของหลักสูตรวิชาศึกษาทั่วไปกำหนดไว้อย่างชัดเจน	4.17	0.625	มาก
2. จำนวนหน่วยกิตของหลักสูตรวิชาศึกษาทั่วไปมีความเหมาะสม	4.04	0.659	มาก
3. เนื้อหาแต่ละรายวิชามีความทันสมัยและสามารถนำไปประยุกต์ใช้ในชีวิตประจำวันของผู้เรียน	4.07	0.793	มาก
4. เนื้อหาวิชาสอดแทรกแนวคิดด้านคุณธรรมและจริยธรรม	3.98	0.765	มาก
5. หลักสูตรวิชาศึกษาทั่วไปในแต่ละหมวดวิชา มีรายวิชาที่หลากหลายให้ผู้เรียนเลือกเรียนตามความสนใจ	3.96	0.841	มาก
ค่าเฉลี่ยรวม	**4.04**	**0.545**	**มาก**

2. ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ด้านอาจารย์ โดยภาพรวม อยู่ในระดับมาก มีค่าเฉลี่ย 4.19 ส่วนเบี่ยงเบนมาตรฐาน 0.541 และเมื่อพิจารณารายข้อ พบว่า มี 3 ข้อ อยู่ในระดับมากที่สุด โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ อาจารย์ผู้สอนมีปฏิสัมพันธ์ที่ดีต่อนักศึกษา มีค่าเฉลี่ย 4.29 โดยข้อที่มีค่าเฉลี่ยน้อยที่สุด คือ สัดส่วนของอาจารย์ต่อจำนวนนักศึกษาในแต่ละรายวิชาเหมาะสมกับขนาดชั้นเรียน มีค่าเฉลี่ย 4.02 ดังตารางที่ 2.2

ตารางที่ 2.2 แสดงค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐานความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ด้านอาจารย์

ด้านอาจารย์	ค่าเฉลี่ย	ค่าเบี่ยงเบนมาตรฐาน	แปลผล
1. สัดส่วนของอาจารย์ต่อจำนวนนักศึกษาในแต่ละรายวิชาเหมาะสมกับขนาดชั้นเรียน	4.02	0.797	มาก
2. มีการจัดอาจารย์ผู้สอนที่มีความรู้และประสบการณ์ ในการสอนวิชาศึกษาทั่วไปมาสอนในแต่ละรายวิชา	4.23	0.695	มากที่สุด
3. อาจารย์ผู้สอนมีการวางแผนการสอน จัดลำดับเนื้อหาวิชาได้อย่างเหมาะสม และดำเนินการสอนตามลำดับที่จัดไว้	4.19	0.698	มาก
4. อาจารย์ผู้สอนเปิดโอกาสให้นักศึกษาแสดงความคิดเห็น และยอมรับฟังความคิดเห็นของนักศึกษา	4.21	0.731	มากที่สุด
5. อาจารย์ผู้สอนมีปฏิสัมพันธ์ที่ดีต่อนักศึกษา	4.29	0.741	มากที่สุด
ค่าเฉลี่ยรวม	**4.19**	**0.541**	**มาก**

3. ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ด้านวิธีการสอน โดยภาพรวม อยู่ในระดับมาก มีค่าเฉลี่ย 4.12 และเมื่อพิจารณารายข้อ พบว่า มี 1 ข้อ อยู่ในระดับมากที่สุด คือ อาจารย์ผู้สอนชี้แจงวัตถุประสงค์และรายละเอียดของเนื้อหาวิชาให้ผู้เรียนทราบก่อนการสอน มีค่าเฉลี่ย 4.31 และมี 4 ข้อที่ อยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยน้อยที่สุด คือ เปิดโอกาสให้นักศึกษาได้เลือกศึกษาค้นคว้าตามหัวข้อที่สนใจภายในขอบข่ายของเนื้อหาวิชาที่กำหนด มีค่าเฉลี่ย 4.00 ดังตารางที่ 2.3

ตารางที่ 2.3 แสดงค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐานความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ด้านวิธีการสอน

ด้านวิธีการสอน	ค่าเฉลี่ย	ค่าเบี่ยงเบนมาตรฐาน	แปลผล
1. อาจารย์ผู้สอนชี้แจงวัตถุประสงค์และรายละเอียดของเนื้อหาวิชาให้ผู้เรียนทราบก่อนการสอน	4.31	0.720	มากที่สุด
2. มีการทำเอกสารและตำราประกอบการเรียน	4.10	0.793	มาก
3. มีการใช้เทคนิคและวิธีการสอนที่หลากหลายตามลักษณะของเนื้อหาวิชาที่สอน	4.13	0.734	มาก
4. มีการจัดการเรียนการสอนโดยยึดผู้เรียนเป็นศูนย์กลาง	4.05	0.823	มาก
5. เปิดโอกาสให้นักศึกษาได้เลือกศึกษาค้นคว้าตามหัวข้อที่สนใจภายในขอบข่ายของเนื้อหาวิชาที่กำหนด	4.00	0.789	มาก
ค่าเฉลี่ยรวม	**4.12**	**0.597**	**มาก**

4. ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ด้านการจัดกิจกรรมและการเรียนการสอน โดยภาพรวม อยู่ในระดับมาก มีค่าเฉลี่ย 3.87 และเมื่อพิจารณารายข้อ พบว่า ทุกข้อ อยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ มีกิจกรรมการเรียนการสอนส่งเสริมให้นักศึกษาได้ฝึกทักษะการคิดวิเคราะห์เพื่อแสวงหาคำตอบหรือ สร้างองค์ความรู้ด้วยตนเองมีค่าเฉลี่ย 4.07 โดยข้อที่มีค่าเฉลี่ยน้อยที่สุด คือ มีการเชิญวิทยากรภายนอกที่มีความรู้และประสบการณ์มาบรรยายพิเศษได้เหมาะสมกับเนื้อหาวิชา มีค่าเฉลี่ย 3.55 ดังตารางที่ 2.4

ตารางที่ 2.4 แสดงค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐานความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ด้านการจัดกิจกรรมและการเรียนการสอน

ด้านการจัดกิจกรรมและการเรียนการสอน	ค่าเฉลี่ย	ค่าเบี่ยงเบนมาตรฐาน	แปลผล
1. มีการจัดกิจกรรมการเรียนการสอนที่หลากหลายสอดคล้องกับเนื้อหาวิชาในแต่ละรายวิชา	3.99	0.746	มาก
2. มีกิจกรรมการเรียนการสอนที่ส่งเสริมให้ผู้เรียนได้ทำงานร่วมกับผู้อื่นอย่างเหมาะสม	4.00	0.753	มาก
3. มีกิจกรรมการเรียนการสอนส่งเสริมให้นักศึกษาได้ฝึกทักษะการคิดวิเคราะห์เพื่อแสวงหาคำตอบหรือสร้างองค์ความรู้ด้วยตนเอง	4.07	0.739	มาก
4. มีกิจกรรมการเรียนการสอนนอกห้องเรียนส่งเสริมให้นักศึกษาได้รับความรู้และประสบการณ์ตรง	3.77	0.899	มาก
5. มีการเชิญวิทยากรภายนอกที่มีความรู้และประสบการณ์มาบรรยายพิเศษได้เหมาะสมกับเนื้อหาวิชา	3.55	1.075	มาก
ค่าเฉลี่ยรวม	**3.87**	**0.654**	**มาก**

5. ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ด้านอาคารสถานที่ สื่อ และอุปกรณ์การสอน โดยภาพรวม อยู่ในระดับมาก มีค่าเฉลี่ย 3.88 และเมื่อพิจารณารายข้อ พบว่า ทุกข้อ อยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ มีขนาดของห้องเรียนเหมาะสมกับจำนวนนักศึกษาในแต่ละรายวิชามีค่าเฉลี่ย 4.05 โดยข้อที่มีค่าเฉลี่ย น้อยที่สุด คือ มีจำนวนคอมพิวเตอร์สำหรับสืบค้นข้อมูลเพียงพอกับนักศึกษา มีค่าเฉลี่ย 3.65 ดังตารางที่ 2.5

ตารางที่ 2.5 แสดงค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐานความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ด้านอาคารสถานที่ สื่อ และอุปกรณ์การสอน

ด้านอาคารสถานที่ สื่อ และอุปกรณ์การสอน	ค่าเฉลี่ย	ค่าเบี่ยงเบนมาตรฐาน	แปลผล
1. ขนาดของห้องเรียนเหมาะสมกับจำนวนนักศึกษาในแต่ละรายวิชา	4.05	0.876	มาก
2. อุปกรณ์ครุภัณฑ์ในห้องเรียน เช่น กระดาน ปากกา เครื่องขยายเสียง คอมพิวเตอร์ เครื่องฉายสไลด์ มีเพียงพอ และอยู่ในสภาพพร้อมใช้งาน	3.79	0.934	มาก
3. สื่อ และอุปกรณ์การเรียนการสอนมีความทันสมัย และเหมาะสมกับเนื้อหาวิชา	3.95	0.829	มาก
4. ห้องเรียนมีอุณหภูมิ และแสงสว่างที่เหมาะสม	3.96	0.883	มาก
5. จำนวนคอมพิวเตอร์สำหรับสืบค้นข้อมูลเพียงพอกับนักศึกษา	3.65	1.050	มาก
ค่าเฉลี่ยรวม	**3.88**	**0.727**	**มาก**

6. ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ด้านการวัดและประเมินผล โดยภาพรวม อยู่ในระดับมาก มีค่าเฉลี่ย 4.22 และเมื่อพิจารณารายข้อ พบว่า มี 4 ข้อที่ อยู่ในระดับมากที่สุด โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ มีการชี้แจงเกณฑ์การให้คะแนนและวิธีการวัดและประเมินผลให้นักศึกษาทราบอย่างชัดเจนมีค่าเฉลี่ย 4.29 และมี 1 ข้อ อยู่ในระดับมาก ได้แก่ มีการวัดและประเมินผลการเรียนโดยใช้ข้อสอบแบบปรนัยเพื่อความครอบคลุมตามเนื้อหาวิชา มีค่าเฉลี่ย 4.11 ดังตารางที่ 2.6

ตารางที่ 2.6 แสดงค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐานความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ด้านการวัดและประเมินผล

ด้านการวัดและประเมินผล	ค่าเฉลี่ย	ค่าเบี่ยงเบนมาตรฐาน	แปลผล
1. มีการชี้แจงเกณฑ์การให้คะแนน และวิธีการวัดและประเมินผลให้นักศึกษาทราบอย่างชัดเจน	4.29	0.728	มากที่สุด
2. วิธีวัดและประเมินผลในแต่ละรายวิชาสอดคล้องกับวัตถุประสงค์การเรียนรู้ในรายวิชานั้น	4.24	0.695	มากที่สุด
3. มีการวัดและประเมินผลการเรียนโดยใช้ข้อสอบแบบอัตนัยเพื่อวัดการคิดวิเคราะห์ของผู้เรียน	4.23	0.679	มากที่สุด
4. มีการวัดและประเมินผลการเรียนโดยใช้ข้อสอบแบบปรนัยเพื่อความครอบคลุมตามเนื้อหาวิชา	4.11	0.753	มาก
5. มีการแจ้งผลการวัดและประเมินผลกาเรียนให้นักศึกษาทราบ	4.22	0.732	มากที่สุด
ค่าเฉลี่ยรวม	**4.22**	**0.587**	**มากที่สุด**

ตอนที่ 3 ผลการวิเคราะห์ความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามปัจจัยส่วนบุคคล

1. ผลการวิเคราะห์ความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามเพศ พบว่า กลุ่มตัวอย่างเพศชาย มีความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป สูงกว่าเพศหญิง อย่างไรก็ตามเมื่อทำการทดสอบความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามเพศ พบว่า ไม่แตกต่างกัน ดังตารางที่ 3.1

ตารางที่ 3.1 ผลการวิเคราะห์ความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไปจำแนกตามเพศ

	เพศ	ค่าเฉลี่ย	ค่าเบี่ยงเบนมาตรฐาน	t	Sig
ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป	ชาย	4.07	0.456	0.575	0.565
	หญิง	4.04	0.518		

2. ผลการวิเคราะห์ความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามชั้นปีที่กำลังศึกษา พบว่า กลุ่มตัวอย่างที่กำลังศึกษาอยู่ชั้นปีที่ 1 มีความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป มากที่สุด และกลุ่มตัวอย่างที่กำลังศึกษาอยู่ชั้นปีที่ 3 มีความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป น้อยที่สุด อย่างไร ก็ตามเมื่อทำการทดสอบความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามชั้นปีที่กำลังศึกษา โดยใช้สถิติ F-test พบว่า แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ดังตารางที่ 3.2

ตารางที่ 3.2 ผลการวิเคราะห์ความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามชั้นปีที่กำลังศึกษา

	ชั้นปีที่กำลังศึกษา	ค่าเฉลี่ย	ค่าเบี่ยงเบนมาตรฐาน	F	Sig
ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป	ปี 1	4.13	0.477	3.097	0.016*
	ปี 2	4.04	0.498		
	ปี 3	3.90	0.499		
	ปี 4	4.11	0.398		
	มากกว่า ชั้นปีที่ 4	3.94	0.476		

3. ผลการวิเคราะห์ความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามคณะ พบว่า กลุ่มตัวอย่างที่ศึกษาคณะบริหารธุรกิจ มีความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป มากที่สุด และกลุ่มตัวอย่างที่ศึกษาคณะสถาปัตยกรรมศาสตร์ มีความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป น้อยที่สุด อย่างไรก็ตามเมื่อทำการทดสอบความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามคณะ โดยใช้สถิติ F-test พบว่า แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ดังตารางที่ 3.3

ตารางที่ 3.3 ผลการวิเคราะห์ความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามคณะ

	คณะ	ค่าเฉลี่ย	ค่าเบี่ยงเบนมาตรฐาน	F	Sig
ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป	คณะศิลปศาสตร์	3.91	0.422	10.120	0.000*
	คณะวิศวกรรมศาสตร์	4.02	0.508		
	คณะบริหารธุรกิจ	4.24	0.402		
	คณะครุศาสตร์อุตสาหกรรมและเทคโนโลยี	3.90	0.559		
	คณะสถาปัตยกรรมศาสตร์	3.82	0.481		

4. ผลการวิเคราะห์ความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามผลสัมฤทธิ์ทางการเรียน พบว่า กลุ่มตัวอย่างที่มีคะแนนเฉลี่ยสะสมน้อยกว่า 2.00 มีความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป มากที่สุด และกลุ่มตัวอย่างที่มีคะแนนเฉลี่ยสะสมมากกว่า 3.00 มีความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป น้อยที่สุด อย่างไรก็ตามเมื่อทำการทดสอบความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามผลสัมฤทธิ์ทางการเรียน โดยใช้สถิติ F-test พบว่า ไม่แตกต่างกัน ดังตารางที่ 3.4

ตารางที่ 3.4 ผลการวิเคราะห์ความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามผลสัมฤทธิ์ทางการเรียน

	ผลสัมฤทธิ์ทางการเรียน	ค่าเฉลี่ย	ค่าเบี่ยงเบนมาตรฐาน	F	Sig
ความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป	คะแนนเฉลี่ยสะสมน้อยกว่า 2.00	4.12	0.495	0.105	0.901
	คะแนนเฉลี่ยสะสมระหว่าง 2.00-3.00	4.06	0.494		
	คะแนนเฉลี่ยสะสมมากกว่า 3.00	4.05	0.465		

อภิปรายผลการวิจัย

1. การศึกษาความพึงพอใจของนักศึกษาต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไปของมหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา ในด้านหลักสูตร ด้านอาจารย์ ด้านวิธีการสอนด้านการจัดกิกรรมการเรียนการสอน ด้านอาคารสถานที่ สื่อและอุปกรณ์การสอน และด้านการวัดและประเมินผล โดยรวมมีความพึงพอใจอยู่ในระดับมาก และในแต่ละด้าน พบว่า มีความพึงพอใจอยู่ในระดับมากที่สุด 1 ด้าน คือ ด้านการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป และด้านที่เหลือมีความพึงพอใจอยู่ในระดับมาก ผู้วิจัยขอนำเสนอการอภิปรายผลเป็นรายด้าน ดังนี้

1.1 ด้านหลักสูตร การที่นักศึกษามีความพึงพอใจอยู่ในระดับมาก ทั้งนี้ อาจเนื่องมาจากมหาวิทยาลัยได้กำหนดจุดมุ่งหมายของหลักสูตรไว้อย่างชัดเจน ทำให้นักศึกษาได้รับทราบรายละเอียดโดยรวมเกี่ยวกับการเรียนการสอนวิชา ศึกษาทั่วไป เนื้อหาแต่ละรายวิชามีความเหมาะสมกับจำนวนหน่วยกิตและเวลาเรียน รวมถึงเนื้อหาในแต่ละรายวิชาเป็นไปตามจุดมุ่งหมายของรายวิชานั้น ๆ นอกจากนี้ อาจเป็นเพระเนื้อหาแต่ละรายวิชามีความทันสมัยสอดคล้องกับสภาพสังคมในปัจจุบัน และความต้องการของผู้เรียน ทำให้นักศึกษาสามารถนำความรู้ไปประยุกต์ใช้ในชีวิตประจำวันได้ ซึ่งสอดคล้องกับผลงานวิจัยของ จันทิพร ยะบุญวัน (2554) ที่ศึกษาความคิดเห็นของนักศึกษาต่อการจัดการเรียนการสอนวิชาศึกษาทั่วไปของหลักสูตรปริญญาตรี มหาวิทยาลัยมหิดล พบว่า นักศึกษามีความคิดเห็นต่อการจัดการเรียนการสอนวิชาศึกษาทั่วไปในด้านหลักสูตรว่ามีความเหมาะสมอยู่ในระดับมาก เช่นเดียวกับ วรรณพร ฉัตรทอง (2546) ที่ศึกษาการจัดการเรียนการสอนวิชาศึกษาทั่วไปของหลักสูตรปริญญาตรี มหาวิทยาลัยศรีนครินทรวิโรฒ ตามความคิดเห็นของอาจารย์และนิสิตพบว่านิสิตมีความคิดเห็นต่อการจัดการเรียนการสอนวิชาศึกษาทั่วไปในด้านการจัดหลักสูตรว่ามีความเหมาะสมอยู่ในระดับมาก

1.2 ด้านอาจารย์ การที่นักศึกษามีความพึงพอใจอยู่ในระดับมาก ทั้งนี้ อาจเนื่องมาจากมหาวิทยาลัยมีการจัดผู้สอนที่มีความรู้และประสบการณ์ในการสอนวิชาศึกษาทั่วไปมาสอนในแต่ละรายวิชา สามารถถ่ายทอดความรู้แก่ผู้เรียนได้ตามลักษณะเนื้อหาวิชาที่สอน มีการวางแผนการสอนและกำหนดหัวข้อการเรียนอย่างมีระบบ รวมถึงมีเทคนิคการสอนที่หลากหลาย เหมาะสมกับเนื้อหาวิชา ทำให้สามารถอธิบายเนื้อหาวิชาและความรู้ต่าง ๆ ให้นักศึกษาเข้าใจได้เป็นอย่างดี ซึ่งสอดคล้องกับผลงานวิจัยของ จันทิพร ยะบุญวัน (2554) ที่ศึกษาความคิดเห็นของนักศึกษาต่อการจัดการเรียนการสอนวิชาศึกษาทั่วไปของหลักสูตรปริญญาตรี มหาวิทยาลัยมหิดล พบว่า นักศึกษามีความคิดเห็นต่อการจัดการเรียนการสอนวิชาศึกษาทั่วไป ในด้านอาจารย์ว่ามีความเหมาะสมอยู่ในระดับมาก เช่นเดียวกับ สุพรรณี เพชระ (2552) ที่ศึกษาทัศนะของนิสิตที่มีต่อการจัดการเรียนการสอนของคณะวิทยาศาสตร์ มหาวิทยาลัยทักษิณ วิทยาเขตพัทลุง พบว่า นิสิตมีทัศนะต่อการจัดการเรียนการสอนของคณะวิทยาศาสตร์ มหาวิทยาลัยทักษิณ วิทยาเขตพัทลุง ในด้านอาจารย์ว่ามีความเหมาะสมอยู่ในระดับมาก

1.3 ด้านวิธีการสอน การที่นักศึกษามีความเห็นว่ามีความพึงพอใจอยู่ในระดับมาก ทั้งนี้ อาจเนื่องมาจากผู้สอนได้ชี้แจงวัตถุประสงค์และรายละเอียดของเนื้อหาวิชาให้ผู้เรียนรับทราบก่อนสอน ทำให้ผู้เรียนทราบขอบข่ายของรายวิชาและสามารถเตรียมตัวก่อนเรียนได้ รวมทั้งผู้สอนได้จัดทำเอกสารและตำราประกอบการเรียนการสอน ใช้วิธีการสอนที่หลากหลายตามลักษณะของเนื้อหาวิชาเพื่อกระตุ้นให้ผู้เรียนรู้จักการคิดวิเคราะห์ มีการสอดแทรกเรื่องคุณธรรมและจริยธรรมในการเรียนการสอน นอกจากนี้ยังเปิดโอกาสให้ผู้เรียนเลือกศึกษาค้นคว้าได้ตามหัวข้อที่สนใจภายในขอบข่ายของเนื้อหาวิชานั้น ๆ ทำให้นักศึกษาเกิดการเรียนด้วยตนเอง ซึ่งสอดคล้องกับผลงานวิจัยของ วรรณพร ฉัตรทอง (2546) ที่ศึกษาการจัดการเรียนการสอนวิชาศึกษาทั่วไปของหลักสูตรปริญญาตรี มหาวิทยาลัยศรีนครินทรวิโรฒ ตามความคิดเห็นของอาจารย์และนิสิต พบว่า นิสิตมีความคิดเห็นต่อการจัดการเรียนการสอนวิชาศึกษาทั่วไปในด้านวิธีการสอนว่ามีความเหมาะสมอยู่ในระดับมาก เช่นเดียวกับ ชูศรี สะพรั่ง (2549) ที่ศึกษาความคิดเห็นของอาจารย์และนิสิตที่มีต่อการจัดการเรียนการสอนของคณะศิลปกรรมศาสตร์ มหาวิทยาลัยบูรพา พบว่า นิสิตมีความคิดเห็นต่อการจัดการเรียนการสอนของคณะศิลปกรรมศาสตร์ มหาวิทยาลัยบูรพา ในด้านวิธีการสอนมีความเหมาะสมอยู่ในระดับมาก

1.4 ด้านกิจกรรมการเรียนการสอน การที่นักศึกษามีความเห็นว่ามีความพึงพอใจอยู่ในระดับมาก ทั้งนี้อาจเนื่องมาจากผู้สอนมีการจัดกิจกรรมการเรียนการสอนที่หลากหลายสอดคล้องกับเนื้อหาวิชาทั้งภายในและภายนอกห้องเรียน ซึ่งส่งเสริมให้ผู้เรียนได้รับความรู้และประสบการณ์ตรงและทำให้ผู้เรียนเกิดความใจในบทเรียนมากยิ่งขึ้น รวมถึงมีการเชิญวิทยากรภายนอกที่มีความรู้และประสบการณ์ตรงมาบรรยายพิเศษได้เหมาะสมกับเนื้อหาวิชา นอกจากนี้ผู้สอนยังจัดกิจกรรมการเรียนการสอนที่ส่งเสริมให้ผู้เรียนได้ทำงานร่วมกับผู้อื่น ฝึกการคิดวิเคราะห์เพื่อแสวงหาคำตอบหรือสร้างองค์ความรู้ด้วยตนเอง ทำให้ผู้เรียนได้มีสวนร่วมในกิจกรรมการเรียนการสอน โดยสอดคล้องกับ ผลงานวิจัยของ สุทัศนัยน์ ขอมธิดา (2552) ที่ศึกษาความคิดเห็นของนักศึกษาที่มีต่อการจัดการเรียนการสอนระดับอนุปริญญาของวิทยาลัยชุมชนอุทัยธานี พบว่า นักศึกษามีความคิดเห็นต่อการจัดการเรียนการสอนระดับอนุปริญญาของวิทยาลัยชุมชนอุทัยธานี ในด้านการจัดกิจกรมการเรียนการสอนว่ามีความเหมาะสมอยู่ในระดับมาก เช่นเดียวกับ จันทิพร ยะบุญวัน (2554) ที่ศึกษาความคิดเห็นของนักศึกษาต่อการจัดการเรียนการสอนวิชาศึกษาทั่วไปของหลักสูตรปริญญาตรี มหาวิทยาลัยมหิดล

พบว่า นักศึกษามีความคิดเห็นต่อการจัดการเรียนการสอนวิชาศึกษาทั่วไปในด้านวิธีสอนและกิจกรรมการเรียนการสอนว่ามีความเหมาะสมอยู่ในระดับมาก

1.5 ด้านอาคารสถานที่ สื่อและอุปกรณ์การสอน การที่นักศึกษามีความเห็นว่ามีความเหมาะสมอยู่ในระดับมาก ทั้งนี้อาจเนื่องมาจากผู้สอนเลือกสื่อและอุปกรณ์การสอนมาใช้ในการเรียนการสอนได้เหมาะสมกับเนื้อหาวิชา โดยสื่อและอุปกรณ์การสอน หนังสือ ตำรา วารสารทางวิชาการที่ให้นักศึกษาใช้ในการศึกษาค้นคว้าเพิ่มเติมมีความทันสมัย ทำให้นักศึกษาเกิดการเรียนรู้ได้ง่ายและเข้าใจในบทเรียนได้ลึกซึ้ง นอกจากนี้มหาวิทยาลัยยังให้ความสำคัญกับการจัดอาคารสถานที่ โดยมีการจัดห้องเรียนให้เหมาะสมกับจำนวนผู้เรียนในแต่ละรายวิชา รวมถึงมีการจัดสภาพห้องเรียนให้เอื้อต่อการเรียนการสอน ได้แก่ มีแสงสว่างเพียงพอ มีระบบการเก็บเสียงทำให้ปราศจากเสียงรบกวนจากภายนอก มีอุณหภูมิที่เหมาะสมและถ่ายเทอากาศได้ดี อุปกรณ์ครุภัณฑ์ภายในห้องเรียน เช่น ปากกาเครื่องขยายเสียง คอมพิวเตอร์ อยู่ในสภาพพร้อมใช้งาน ซึ่งสอดคล้องกับผลงานวิจัยของ ปิยาภรณ์ ลักษมีพิเชษฐ์ (2547) ศึกษาความคิดเห็นของนักศึกษาที่มีต่อการจัดการเรียนการสอนวิชาชีพครูของคณะครุศาสตร์ สถาบันราชภัฏนครปฐม พบว่า นักศึกษามีความคิดเห็นต่อการจัดการเรียนการสอนวิชาชีพครู ด้านสื่อการเรียนการสอน ว่ามีความเหมาะสมในระดับมาก

1.6 ด้านการวัดและประเมินผล การที่นักศึกษามีความเห็นว่ามีความพึงพอใจอยู่ในระดับ มากที่สุด ทั้งนี้อาจเนื่องมาจากหลักสูตรวิชาศึกษาทั่วไปได้กำหนดเกณฑ์การวัดและประเมินผลในแต่ละรายวิชาไว้อย่างชัดเจน ซึ่งนักศึกษารับทราบได้จากแนวการสอน (Course Outline) ของแต่ละรายวิชา อาจารย์ใช้วิธีการวัดและประเมินผลที่หลากหลายและสอดคล้องกับวัตถุประสงค์ของรายวิชารวมถึงคลอบคลุมเนื้อหาวิชาที่เรียน ซึ่งสอดคล้องกับผลงานวิจัยของ จันทิพร ยะบุญวัน (2554) ที่ศึกษาความคิดเห็นของนักศึกษาต่อการจัดการเรียนการสอนวิชาศึกษาทั่วไปขอหลักสูตรปริญญาตรี มหาวิทยาลัย มหิดล พบว่า นักศึกษามีความคิดเห็นต่อการจัดการเรียนการสอนวิชาศึกษาทั่วไปในด้านการวัดและประเมินผล ว่ามีความเหมาะสมอยู่ในระดับมากที่สุด

2. ผลการวิเคราะห์ความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามปัจจัยส่วนบุคคล

2.1 การที่นักศึกษาเพศชาย มีความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป สูงกว่าเพศหญิง อย่างไรก็ตามเมื่อทำการทดสอบความแตกต่างของความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป จำแนกตามเพศ พบว่า ไม่แตกต่างกัน ทั้งนี้อาจเนื่องมาจากในการจัดการเรียนการสอน มหาวิทยาลัยได้กำหนดหลักเกณฑ์เดียวกันไม่ว่าจะเป็นด้านหลักสูตรที่นักศึกษาทุกคนต้องศึกษาวิชาศึกษาทั่วไป ตามที่มหาวิทยาลัยกำหนดในแต่ละภาคการศึกษา นักศึกษาสามารถเลือกศึกษาเองได้บ้างตามความสนใจและหน่วยกิตที่หลักสูตรกำหนด มหาวิทยาลัยมีการคัดเลือกอาจารย์ผู้สอนที่มีความรู้และประสบการณ์ตรงกับลักษณะวิชาที่สอน นักศึกษาได้รับการฝึกทักษะและประสบการณ์ในลักษณะเดียวกัน มีการวัดและประเมินผลโดยใช้เกณฑ์ที่เป็นมาตรฐานเดียวกัน รวมถึงนักศึกษาทุกคนสามารถรับทราบผลการเรียนด้วยตนเองผ่านระบบอินเทอร์เน็ตตามเวลาที่มหาวิทยาลัยกำหนดจึงทำให้นักศึกษามีความพึงพอใจไม่แตกต่างกัน ซึ่งสอดคล้องกับผลงานวิจัยของ ธวัลรัตน์ พลเจริญ (2546) ที่ศึกษาทัศนะของนิสิตที่มีต่อการจัดการเรียนการสอน สาขาวิชาศิลปศึกษา คณะศิลปกรรมศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ พบว่า นิสิตที่เพศต่างกันมีทัศนะต่อการจัดการเรียนการสอนสาขาวิชาศิลปศึกษาไม่แตกต่างกัน

2.2 การที่นักศึกษาชั้นปีที่ 3 มีความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป แตกต่างกับ นักศึกษาชั้น ปีที่ 1 และ 4 อย่างมีนัยสำคัญทางสถิติ ทั้งนี้อาจเนื่องมาจาก นักศึกษาชั้นปีที่ 3 เป็นชั้นปีที่ผ่านการเรียนวิชาศึกษาทั่วไปมาหลายวิชา จึงทำให้ประสบการณ์ในการรับรู้ และเข้าใจ ในเรื่องของหลักสูตร และการจัดการเรียนการสอนในหมวดวิชาศึกษาทั่วไป แตกต่างกับชั้นปีอื่น ๆ ซึ่งสอดคล้องกับผลงานวิจัยของ ณัฐพล พุ่มชุมพล (2546) ที่ศึกษาทัศนะของนิสิตที่มีต่อการจัดการเรียนการสอนของคณะวิศวกรรมศาสตร์ มหาวิทยาลัยศรีนครินทวิโรฒ องครักษ์ พบว่า นักศึกษาที่ศึกษาในระดับชั้นปีที่ต่างกันมีทัศนะต่อการจัดการเรียนการสอนของคณะวิศวกรรมศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ องครักษ์ โดยรวมแตกต่างกัน ในด้านวิธีการสอนและกิจกรรมการเรียนการสอนพบว่านิสิตชั้นปีที่ 2 มีทัศนะแตกต่างจากนิสิตชั้นปีที่ 3 และนิสิตชั้นบีที่ 3 มีทัศนะแตกต่างจากนิสิตชั้นปีที่ 4 ส่วนด้านสื่อและอุปกรณ์การสอน พบว่า นิสิตชั้นปีที่ 2 มีทัศนะแตกต่างจากนิสิตชั้นปีที่ 3

2.3 นักศึกษาที่ศึกษาอยู่ในคณะต่างกัน มีความพึงพอใจต่อการจัดการเรียน การสอนหมวดวิชาศึกษาทั่วไป แตกต่างกันอย่างมีนัยสำคัญทางสถิติ ทั้งนี้อาจเนื่องมาจาก ธรรมชาติของนักศึกษาแต่ละคณะ มีคุณลักษณะและความถนัดแตกต่างกัน บางคณะมีความถนัดทางการคิดวิเคราะห์ การคำนวณเกี่ยวกับตัวเลข บางคณะมีความถนัดทางภาษา บางคณะมีความถนัดทางศิลปะ ดังนั้นนักศึกษาแต่ละคณะจึงมีความสนใจในเรื่องต่าง ๆ แตกต่างกัน แต่หลักสูตรกำหนดให้นักศึกษาทุกคนต้องเรียนในรายวิชาเดียวกันหรือคล้ายคลึง ทำให้นักศึกษามีมุมมองต่อสภาพการจัดการเรียนการสอนในด้านต่าง ๆ แตกต่างกัน ซึ่งสอดคล้องผลงานวิจัยของ กิ่งแก้ว เอี่ยมแฉล้ม (2542) ที่ศึกษาสภาพการจัดการเรียนการสอนของคณะบริหารธุรกิจ สถาบันเทคโนโลยีราชมงคล วิทยาเขตบพิตรพิมุข มหาเมฆ ตามทัศนะของนักศึกษาใน 5 ด้าน ได้แก่ ด้านหลักสูตร ด้านผู้สอน ด้านวิธีการสอนและกิจกรรมการเรียนการสอน ด้านสื่อการ

เรียนการสอน และด้านการวัดและประเมินผล พบว่านักศึกษาที่ศึกษาในสาขาวิชาต่างกันมีทัศนะต่อสภาพการจัดการเรียนการสอนของคณะบริหารธุรกิจ สถาบันเทคโนโลยีราชมงคล วิทยาเขตบพิตรพิมุขมหาเมฆ โดยรวม และในแต่ละด้านแตกต่างกัน

2.4 นักศึกษาที่มีผลสัมฤทธิ์ทางการเรียนต่างกัน มีความพึงพอใจต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ไม่แตกต่างกัน ทั้งนี้อาจเนื่องมาจากมหาวิทยาลัยให้ความสำคัญกับนักศึกษาทุกคนเท่าเทียมกันไม่ว่าจะมีผลสัมฤทธิ์ทางการเรียนระดับสูง ระดับปานกลาง หรือระดับต่ำ โดยมหาวิทยาลัยมีการชี้แจงรายละเอียดของหลักสูตรและแผนการเรียนให้นักศึกษาทุกคนทราบ นักศึกษาทุกคน ต้องศึกษาวิชาศึกษาทั่วไปตามโครงสร้างและองค์ประกอบของหลักสูตรตามที่มหาวิทยาลัยกำหนด อาจารย์ผู้สอนให้ความสำคัญกับนักศึกษาแต่ละคนเท่าเทียมกันโดยไม่มีการแบ่งแยกระดับความรู้ความสามารถ และผลสัมฤทธิ์ทางการเรียนของนักศึกษา ผู้สอนต่างมีความรู้ความสามารถและประสบการณ์ในการสอนเช่นเดียวกัน นักศึกษาทุกคนมีโอกาสในการเข้าร่วมกิจกรรมเท่าเทียมกัน ได้ฝึกทักษะประสบการณ์ในลักษณะเดียวกัน ใช้ห้องเรียน สื่อและอุปกรณ์การเรียนต่าง ๆ ร่วมกัน มีสภาพแวดล้อมในการเรียนที่ใกล้เคียงกัน มีการวัดและประเมินผลที่เป็นมาตรฐานเดียวกัน นักศึกษาทุกคนสามารถรับทราบผลการเรียนได้ผ่านระบบอินเทอร์เน็ตตามเวลาที่มหาวิทยาลัยกำหนด รวมถึงนักศึกษาทุกคนมีสิทธิ์ในการประเมินประสิทธิภาพการสอนของอาจารย์ในทุกรายวิชาจึงทำให้นักศึกษามีความคิดเห็นไปในทิศทางเดียวกัน ซึ่งสอดคล้องกับผลงานวิจัยของ สุพรรณี เพชระ (2552) ที่ศึกษาทัศนะของนิสิตที่มีต่อการจัดการเรียนการสอนของคณะวิทยาศาสตร์ มหาวิทยาลัยทักษิณ วิทยาเขตพัทลุง พบว่านิสิตที่มีผลสัมฤทธิ์ทางการเรียนต่างกันมีทัศนะต่อการจัดการเรียนการสอนของคณะวิทยาศาสตร์ มหาวิทยาลัยทักษิณ วิทยาเขตพัทลุง โดยรวมและในแต่ละด้านไม่แตกต่างกัน

ข้อเสนอแนะ

จากผลการวิจัยเรื่อง ความพึงพอใจของนักศึกษาต่อการจัดการเรียนการสอนหมวดวิชาศึกษาทั่วไป ของมหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา ผู้วิจัยมีข้อเสนอแนะเพื่อเป็นแนวทางในการพัฒนาปรับปรุง ดังนี้

1. ด้านหลักสูตร ควรมีการปรับหลักสูตรเพื่อจัดเนื้อหาวิชาให้เหมาะสมกับสภาพผู้เรียน ควรเพิ่มรายวิชาและให้ความสำคัญกับวิชาในหมวดภาษาเพราะมีความสำคัญต่อการประกอบอาชีพ ควรมีรายวิชาให้นักศึกษาได้เลือกศึกษาเพิ่มขึ้น ดังนั้น มหาวิทยาลัยจึงควรมีการประเมินหลักสูตรเพื่อปรับปรุงหลักสูตรให้ทันสมัย สอดคล้องกับความต้องการของนักศึกษา มีความหลากหลายและเปิดโอกาสให้นักศึกษาเลือกเรียนได้ตามความสนใจ นอกจากนี้ควรมีการจัดประชุม สัมมนา ผู้เกี่ยวข้องและผู้สอนให้มีความรู้ ความเข้าใจตรงกันเกี่ยวกับจุดมุ่งหมายของหลักสูตรเพราะหลักสูตรเป็นองค์ประกอบสำคัญของการจัดการเรียนการสอน

2. ด้านอาจารย์ เนื่องจากบางรายวิชามีนักศึกษาจำนวนมากเกินไปทำให้อาจารย์ดูแลไม่ทั่วถึง และอาจารย์ควรนำเทคโนโลยีที่ทันสมัยมาใช้ในการจัดการเรียนการสอนเพื่อสร้างแรงจูงใจในการเรียน ดังนั้นมหาวิทยาลัยควรกำหนดจำนวนนักศึกษาให้เหมาะสมกับลักษณะเนื้อหาวิชา และควรมีการจัดอบรมสัมมนา ให้ความรู้อาจารย์เกี่ยวกับรูปแบบและวิธีการเรียนการสอนที่หลากหลายเหมาะสมกับผู้เรียน เพื่อให้อาจารย์นำไปใช้เพิ่มทักษะในการสอนได้

3. ด้านวิธีการสอน ควรจัดกิจกรรมการเรียนการสอนที่สร้างความเข้าใจในเนื้อหาได้อย่างชัดเจนและควรจัดทำเอกสารการสอนให้เป็นเล่มที่สมบูรณ์ ดังนั้น มหาวิทยาลัยควรส่งเสริมและสนับสนุนการจัดทำตำราเรียนและเอกสารประกอบการเรียนการสอน รวมทั้งส่งเสริมให้อาจารย์ได้รับการอบรมสัมมนาเพื่อพัฒนาทักษะ เทคนิควิธีการสอนที่หลากหลายและทันสมัยกับปัจจุบันและนำมาปรับใช้ให้เหมาะสมกับผู้เรียนต่อไป

4. ด้านการจัดกิจกรรมการเรียนการสอน ควรจัดกิจกรรมการเรียนการสอนที่ก่อให้เกิดประสบการณ์จริง เช่น การศึกษาดูงาน ดังนั้นมหาวิทยาลัยจึงควรสนับสนุนให้อาจารย์มีการจัดกิจกรรมการเรียนการสอนเพื่อฝึกทักษะและประสบการณ์ จัดให้มีการศึกษาดูงานนอกสถานที่เพื่อให้นักศึกษาได้เรียนรู้จากสถานการณ์จริง

5. ด้านอาคารสถานที่ สื่อและอุปกรณ์การสอน ควรมีหนังสือประกอบการเรียนที่ทันสมัยและเพียงพอต่อความต้องการของนักศึกษาดังนั้น มหาวิทยาลัยควรสนับสนุนงบประมาณในการจัดหาหนังสือ ตำรา วารสารทางวิชาการที่ทันสมัย รวมถึงคอมพิวเตอร์สำหรับสืบค้นข้อมูลให้มีจำนวนเพียงพอกับความต้องการของผู้เรียน

6. ด้านการวัดและประเมินผล ควรมีมาตรฐานในการตรวจข้อสอบ มีหลักฐานการให้คะแนนและตรวจสอบได้ ควรปรับเกณฑ์การวัดและประเมินผลวิชาศึกษาทั่วไปให้มีมาตรฐานเดียวกัน และมีการแจ้งผลการเรียนที่รวดเร็วยิ่งขึ้น ดังนั้นมหาวิทยาลัยควรกำหนดมาตรฐานการให้คะแนนเพื่อให้ผู้สอนทุกท่านถือปฏิบัติ รวมถึงควรมีการพิจารณาตรวจสอบและทบทวนเกี่ยวกับเกณฑ์การวัดและประเมินผลของการประเมินในแต่ละปีการศึกษา เพื่อกำหนดเกณฑ์การวัดและประเมินผลที่เหมาะสมและชัดเจนนอกจากนี้ระบบการวัดและประเมินผลต้องมีความยุติธรรมและตรวจสอบได้

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การศึกษารูปแบบการถูกกลั่นแกล้งและถูกหลอกลวงบนสื่อสังคมออนไลน์ของเยาวชน จังหวัดอุดรธานี

The Study of Cyberbullying and Scamming on social media platforms among Youth in Udon Thani Province

วิศรุต ไหลหาโคตร[1]

บทคัดย่อ

ด้วยอุปกรณ์สมาร์ทโฟนที่เยาวชนเข้าถึงมากขึ้นในศตวรรษที่ 21 ทั้งทั่วโลกและในประเทศไทย รวมถึงการแพร่กระจายของโรคระบาดในปี 2562-2563 ช่องทางเครือข่ายอินเทอร์เน็ตและสื่อสังคมออนไลน์จึงถูกใช้เป็นเครื่องมือการเรียนรู้ในช่วงที่นักเรียนต้องกักตัวอยู่ที่บ้าน จึงเป็นช่องว่างใหม่ในกลุ่มเยาวชนให้ใช้เครื่องมือเหล่านี้เพื่อทำร้ายกัน บทความนี้มีวัตถุประสงค์เพื่อศึกษารูปแบบการถูกกลั่นแกล้งและถูกหลอกลวงบนสื่อสังคมออนไลน์ของเยาวชน จังหวัดอุดรธานี เก็บข้อมูลจากนักเรียน 258 คน จากโรงเรียนมัธยม 3 แห่งในจังหวัดอุดรธานี การศึกษาในครั้งนี้ใช้วิธีการวิจัยเชิงสำรวจ เชิงปริมาณที่รวบรวมข้อมูลจากกลุ่มตัวอย่าง โดยใช้แบบสอบถาม นำข้อมูลที่ได้รับมาวิเคราะห์เชิงปริมาณ ผลการศึกษาพบว่า รูปแบบการกลั่นแกล้งทางอินเทอร์เน็ตและการหลอกลวงทางสื่อสังคมออนไลน์ของเยาวชนในจังหวัดอุดรธานี สามารถแบ่งได้เป็น 3 ประการหลัก ได้แก่ ประการแรก การปลอมตัวและการแอบอ้างบุคคลอื่น การสวมรอยคนอื่นใช้สื่อออนไลน์และส่งหรือโพสต์เนื้อหาบนแพลตฟอร์มสื่อสังคมออนไลน์ รวมทั้งการกีดกันเพื่อบล็อกและไม่ให้ใครบางคนได้รับรู้ว่าเขาถูกนำเรื่องราวมาล้อเลียนในกลุ่มลับ ประการที่สอง การมุ่งทำร้ายความรู้สึกด้วยการด่า การด้อยค่าและทำร้ายจิตใจผู้อื่นผ่านคำพูดและข้อความเชิงลบ การโพสต์ข้อความที่เป็นอันตราย ไม่จริง หรือโหดร้ายเกี่ยวกับบุคคลหนึ่งไปยังบุคคลอื่น และสุดท้าย การก่อกวนด้วยรูปภาพและเรื่องราว การเปิดความลับหรือข้อมูลส่วนตัวที่น่าอับอายของผู้อื่น เช่น ภาพอนาจาร เรื่องราวในอดีต การตัดต่อรูปภาพ

คำสำคัญ: รูปแบบการถูกกลั่นแกล้งและถูกหลอกลวง, สื่อสังคมออนไลน์, เยาวชน

Abstract

With the increased consumption of smart devices in the 21st century among the young citizen in Thailand, with the outbreak of pandemic in 2019-2020, the internet and social media platforms were used as a learning tool during student's isolation at home. it is a new gap among the bully that youth are using these tools to hurt upon each other. The purpose of this paper is to explore the cyberbullying and scamming on social media platforms among youth in Udon Thani Province. Data were collected from 258 students from 3 secondary schools in Udon Thani province. This research is a quantitative survey research method that collect information from respondents by providing multiple survey questions. The results of this study revealed that the incident of cyberbullying and scamming on social media platforms among youth in Udon Thani Province can be categorized into 3 main groups; firstly, masquerade and impersonation: pretending to be someone else and sending or posting material on social media platform, exclusion to block and exclude someone. Secondly denigration or put-downs; post harmful, untrue, or cruel message about a person to other people, and lastly outing and trickery - sending or posting material about a person that contains sensitive, private, or embarrassing information, including forwarding private messages or embarrassing photoshop-nude images.

Keywords: Cyberbullying and Scamming, social media platforms, Youth, Udon Thani Province

บทนำ

"สิ่งที่ทำให้การกลั่นแกล้งทางไซเบอร์เป็นอันตราย...คือทุกคนสามารถกลั่นแกล้งใครก็ได้โดยไม่ต้องเผชิญหน้ากับเหยื่อ คุณไม่จำเป็นต้องแข็งแกร่งหรือรวดเร็ว เพียงแค่มีโทรศัพท์มือถือหรือคอมพิวเตอร์และใจที่อยากจะข่มเหงคนอื่น" (คิง, 2549 อ้างใน โค

[1] สำนักวิชาศึกษาทั่วไป กลุ่มวิชาภาษาอังกฤษเพื่อการสื่อสาร มหาวิทยาลัยราชภัฏอุดรธานี (หมายเลขโทรศัพท์ 094-0725828 E-mail: witsaruth7@gmail.com)

วาลสกี, ลิมเบอร์, และ อแกทสตัน, 2551) เทคโนโลยีทางการสื่อสารที่พัฒนาอย่างไม่หยุดยั้งในระยะสิบปีที่ผ่านมาได้เปลี่ยนแปลงวิถีชีวิตของผู้คนในสังคมโลก สิ่งนี้นำมาซึ่งความรับผิดชอบและเป็นหน้าที่ใหม่สำหรับนักการศึกษา นักวิชาการ และนักวิจัย ที่จะต้องหาคำตอบเพื่อเป็นที่ปรึกษาให้กับสังคม เพื่อชี้นำให้สังคมคิดทบทวนเกี่ยวกับประเด็นทางสังคมใหม่ที่เกิดขึ้นนั่นคือจริยธรรมในการใช้เครื่องมือสื่อสารในโรงเรียน เช่น อุปกรณ์เคลื่อนที่ที่เข้าถึงอินเตอร์เน็ตเป็นเครื่องมืออำนวยความสะดวกให้กับเราทุกคน ในขณะเดียวกันก็อาจจะสร้างผลลัพธ์ด้านลบต่อสวัสดิภาพของเยาวชนได้เช่นกัน

ในอดีตที่ผ่านมาการกลั่นแกล้งแบบซึ่งหน้าสร้างปัญหาให้เยาวชนในสังคมของเรา การกลั่นแกล้งที่นำไปสู่ความรุนแรงเช่น การยกพวกตีกันบนท้องถนนได้หายไป เมื่อการกระทำความผิดทางกายภาพไม่สามารถกระทำได้อย่างโจ่งแจ้งได้อีกต่อไป ผู้คนได้หันไปใช้เทคโนโลยีสื่อสารในการกระทำผิดทดแทน โลกคู่ขนานถูกเรียกว่า พื้นที่ไซเบอร์ ปัจจุบันนี้ผู้คนจำนวนมากมีตัวตนทั้งบนโลกจริงและบนพื้นที่ไซเบอร์ การเข้าไปใช้ชีวิตในโลกไซเบอร์ทำให้ผู้คนสร้างพฤติกรรมใหม่เรียกว่าการระรานกันบนพื้นที่ไซเบอร์ (Cyberbullying) โควาลสกี, ลิมเบอร์, และ อแกทสตัน, 2551)

การระรานกันบนพื้นที่ไซเบอร์ (Cyberbullying) เป็นคำยอดนิยมที่เราได้ยินกันบ่อยขึ้นทั้งผ่านช่องทางโทรคมนาคมและจากประสบการณ์ตรง หลายคนอาจจะเข้าใจกับความหมายของคำนี้ แต่อาจจะมีหลายคนที่เพิ่งเคยได้ยินคำนี้เช่นกัน เนื่องจากในปัจจุบันความก้าวหน้าทางเทคโนโลยีเป็นไปอย่างรวดเร็ว และแพร่กระจายไปอย่างกว้างขวางหรืออาจเรียกได้ว่าครอบคลุมแทบทุกพื้นที่ จึงทำให้เกิดการระรานหรือการ bully ผ่านช่องทางสื่อออนไลน์หรือแอปพลิเคชันที่ใช้อินเทอร์เน็ตเป็นตัวเชื่อมต่าง ๆ จึงเรียกการระรานนี้ว่า “การระรานทางไซเบอร์หรือ Cyberbullying” นั่นเอง การกลั่นแกล้งบนพื้นที่ไซเบอร์ (Cyberbullying) เริ่มเป็นที่รู้จักในประเทศไทยนับย้อนกลับไปได้ประมาณ 15 ปีเท่านั้น และเริ่มแพร่หลายมากขึ้นในระยะ 5 ปีที่ผ่านมานี้ การกลั่นแกล้งบนพื้นที่ไซเบอร์นำมาซึ่งการขยายขอบเขตสู่การทำร้ายร่างกายในชีวิตจริง ส่งผลให้ผู้ตกเป็นเหยื่อต้องสูญเสียทรัพย์หรือป่วยเป็นโรคซึมเศร้า และทวีความรุนแรงมากยิ่งขึ้นจนถึงขั้นทำให้ผู้ถูกรังแกฆ่าตัวตาย ในต่างประเทศพบว่า การกลั่นแกล้งบนพื้นที่ไซเบอร์เป็นสาเหตุของการฆ่าตัวตาย แม้ว่าจะยังไม่พบว่ามีการฆ่าตัวตายจากสาเหตุดังกล่าว แต่กลับพบว่าการรังแกทางไซเบอร์ได้ก่อผลกระทบถึงชีวิตในทางอ้อมมากมาย เช่น ส่งผลเสียต่อสภาพจิตใจ ผลการเรียน และการอยู่ร่วมกับผู้อื่นในสังคมไซเบอร์ (ซัลลิแวน, 2549)

การกลั่นแกล้งบนพื้นที่ไวเบอร์มีสาเหตุหลายประการ หนึ่งในสาเหตุหลักของวัยรุ่นไทยคือการใช้งานอินเทอร์เน็ตโดยขาดความรู้เท่าทัน ประเทศไทยมีผู้ใช้งานอินเตอร์เน็ตสูงถึง 52 ล้านคน โดยเฉพาะการใช้อินเตอร์เน็ตเพื่อใช้สื่อสังคมออนไลน์จะมีการใช้งานสูงถึงร้อยละ 91.2 (สำนักงานพัฒนาธุรกรรมทางอิเล็กทรอนิกส์, 2562) ซึ่งการใช้สื่อสังคมออนไลน์นั้น ผู้ใช้สามารถ แสดงความคิดเห็นของตนเอง ลงในพื้นที่สื่อสังคมออนไลน์ได้อย่างหลากหลาย เช่น การแสดงความคิดเห็น ในเฟซบุ๊กหรือการตั้งกระทู้ในเว็บบอร์ดของเว็บไซต์พันทิป ซึ่งเป็นแหล่งชุมชนออนไลน์ที่มีสมาชิก เป็นจำนวนมาก และเมื่อมีการเริ่มแสดงความคิดเห็นในประเด็นต่าง ๆ จะทำให้มีคนเข้ามาร่วมแสดงความ คิดเห็นทั้งในส่วนของการแสดงความคิดเห็นเชิงสนับสนุนและความคิดเห็นแย้งในประเด็นดังกล่าว เป็นจำนวนมาก จนกระทั่งพบว่าการแสดงความคิดเห็นในพื้นที่สาธารณะดังกล่าวทำให้เกิดการกระตุ้นให้มี การกลั่นแกล้งบนพื้นที่ไซเบอร์ (มูลนิธิเพื่ออินเทอร์เน็ตและวัฒนธรรมพลเมือง, 2559)

พฤติกรรมการกลั่นแกล้งกันของกลุ่มคนในสังคมนั้นมีมานานแล้ว แต่เป็นลักษณะการกลั่นแกล้ง ทางกายภาพ คือเป็นการกลั่นแกล้งที่มีการเผชิญหน้าแบบตัวต่อตัว (Face to Face Bullying) เช่น การชกต่อย การล้อเลียน ด่าทอ หรือการพูดนินทาให้ผู้ถูกกลั่นแกล้งเกิดความเสียหาย อันก่อให้เกิดความเข้าใจผิด จากคนอื่นในสังคม แต่ในปัจจุบันพฤติกรรมการกลั่นแกล้งมีการเปลี่ยนแปลงรูปแบบไปเป็นการกลั่นแกล้ง โดยใช้อินเทอร์เน็ตเป็นเครื่องมือหรือเป็นสื่อกลางในการกลั่นแกล้งในสังคมแบบออนไลน์ที่เรียกว่า “การกลั่นแกล้งบนพื้นที่ไซเบอร์ (Cyber Bullying)” การกลั่นแกล้งบนพื้นที่ไซเบอร์มีแนวโน้มที่จะมีจำนวนมากขึ้น และทวีความรุนแรงเพิ่มขึ้นเพราะ เป็นการกลั่นแกล้งที่ผู้กลั่นแกล้งไม่ต้องพบเจอหรือเผชิญหน้ากันอย่างเช่นในอดีตอีกต่อไปแต่เป็นลักษณะ การกลั่นแกล้งที่กระทำบนพื้นที่ไซเบอร์ โดยผู้กลั่นแกล้งไม่จำเป็นต้องมีการแสดงตัวตนของตนเองออกมา และมักจะใช้นามแฝงในการกลั่นแกล้ง ซึ่งทำให้ยากต่อการพิสูจน์ตัวตนว่าผู้ที่กลั่นแกล้งนั้นเป็นใคร โดย หลายครั้งผู้ที่ทำการกลั่นแกล้งผู้อื่น จะทำการซ่อนความเป็นตัวตนในการที่จะกลั่นแกล้งผู้อื่น ด้วยการใช้ นามแฝงหรือสร้างบัญชีปลอมขึ้นมา เพื่อกระทำการกลั่นแกล้งดังกล่าว การรังแกกันผ่านพื้นที่ไซเบอร์ก่อให้เกิดปัญหาต่าง ๆ ตามมามากมายต่อวัยรุ่น ทั้งต่อตัวผู้ที่รังแกผู้อื่นหรือผู้ที่ถูกผู้อื่นรังแก การกลั่นแกล้งบนโลกออนไลน์ หรือ Cyberbully อาจสร้างบาดแผลทางใจให้ผู้ถูกกระทำจนส่งผลต่ออารมณ์ จิตใจ ซึ่งอาจนำไปสู่การเป็นโรคซึมเศร้า และถึงขั้นฆ่าตัวตายได้ (สำนักงานกองทุนสนับสนุนการสร้างเสริมสุขภาพ, 2563.ออนไลน์) เมื่อเกิดขึ้นแล้วถือว่าเป็นปัญหาที่แก้ไขได้ยาก ดังนั้นจึงนับว่าเป็นปัญหาที่สำคัญที่ต้องได้การแก้ไขและป้องกันอย่างเร่งด่วน

งานวิจัยที่ผ่านมาได้ศึกษาและจำแนกรูปแบบของการรังแกทางไซเบอร์ ชี้ให้เห็นถึงช่องทาง วิธีการ และจุดมุ่งหมายในการรังแกทางไซเบอร์ แต่ยังจำกัดขอบเขตการศึกษาให้อยู่ในกลุ่มวัยรุ่นและพื้นที่ในโรงเรียนในเขตกรุงเทพมหานครและปริมณฑลซึ่งเป็นชุมชนเมืองมีบริบททางสังคมที่แตกต่างจากพื้นที่ภาคตะวันออกเฉียงเหนือซึ่งอาจส่งผลให้ผลการศึกษาที่พบมีความแตกต่างกันใน

รายละเอียด โดยจุดร่วมสำคัญที่งานวิจัยกลุ่มนี้มีร่วมกันคือ พื้นที่จังหวัดอุดรธานีมีคดีดังเกิดขึ้น เป็นการประสบปัญหาจริงจากการถูกหลอกลวงและกลั่นแกล้งบนพื้นที่ไซเบอร์ จึงสมควรที่จะต้องมีการศึกษาค้นคว้าอย่างจริงจังเพราะเยาวชนเป็นกลุ่มเป้าหมายที่อาจสามารถถูกหลอกลวงได้ มีความจำเป็นเร่งด่วนที่ต้องการแก้ไขปัญหา จากการสำรวจเยาวชนในโรงเรียนระดับมัธยมศึกษาประจำอำเภอในจังหวัดอุดรธานี เยาวชนควรได้สร้างภูมิคุ้มกันและการรู้เท่าทันสื่อเพื่อป้องกันการถูกกลั่นแกล้งและหลอกลวงบนพื้นที่ไซเบอร์ด้วยเหตุดังกล่าวเหล่านี้ ผู้วิจัยจึงมีความสนใจในพฤติกรรม รูปแบบการก่อเหตุ และความถี่ของอุบัติการณ์รูปแบบการกลั่นแกล้งรังแกในกลุ่มเยาวชนในจังหวัดอุดรธานี ซึ่งผู้วิจัยหวังเป็นอย่างยิ่งว่าผลการศึกษาในครั้งนี้จะส่งเสียงให้ดังไปถึงผู้บริหารสถานศึกษา หน่วยงานภาครัฐ ชุมชน และพ่อแม่ผู้ปกครองที่จะต้องทำความเข้าใจและวางมาตรการในการช่วยเหลือดูและเยาวชนบุตรหลานต่อไป

วัตถุประสงค์ของการวิจัย

เพื่อศึกษารูปแบบการถูกกลั่นแกล้งและถูกหลอกลวงบนสื่อสังคมออนไลน์ของเยาวชน จังหวัดอุดรธานี

ขอบเขตของการวิจัย

ขอบเขตเชิงพื้นที่ โรงเรียนระดับมัธยมศึกษาประจำอำเภอในจังหวัดอุดรธานี จำนวน 18 อำเภอ เยาวชนอายุ 15-18 ปี (ข้อมูลพื้นฐานโรงเรียน สังกัด สพม. เขต 20 อุดรธานี data.bopp-obec.info 20 เมษายน 2563) ที่เป็นนักเรียนปัจจุบันในขณะที่ทำการสำรวจ ขอบเขตด้านเนื้อหา การกลั่นแกล้งบนพื้นที่ออนไลน์ ไม่นับรวมการกลั่นแกล้งในโลกจริง ทำการศึกษาในช่วงที่มีการระบาดโรคโควิด 19 ทำให้ไม่สามารถพูดคุยหรือสัมภาษณ์แบบตัวต่อได้

ประชากรและกลุ่มตัวอย่าง

ประชากรที่ศึกษา คือ เยาวชนทั้งเพศชายและเพศหญิงที่เรียนในระดับชั้นมัธยมศึกษาในโรงเรียนประจำอำเภอในจังหวัดอุดรธานี จำนวน 18 อำเภอ ได้แก่ อำเภอเมือง, อำเภอกุดจับ, อำเภอหนองวัวซอ, อำเภอกุมภาวปี, อำเภอโนนสะอาด, อำเภอหนองหาน, อำเภอทุ่งฝน, อำเภอไชยวาน, อำเภอศรีธาตุ, อำเภอวังสามหมอ, อำเภอบ้านดุง, อำเภอบ้านผือ, อำเภอน้ำโสม, อำเภอเพ็ญ, อำเภอสร้างคอม, อำเภอหนองแสง, อำเภอนายูง และอำเภอพิบูลย์รักษ์

การคัดเลือกกลุ่มตัวอย่าง ได้แก่ คัดเลือกจากโรงเรียนขนาดใหญ่ จำนวนนักเรียนตั้งแต่ 1,501-2,500 คน โดยเลือกโรงเรียนประจำอำเภอจำนวน 3 โรงเรียน อันได้แก่ อำเภอเมือง โรงเรียนอุดรพิชัยรักษ์พิทยา (โรงเรียนขนาดใหญ่ จำนวนนักเรียน 2,803 คน) อำเภอหนองหาน โรงเรียนหนองหานวิทยา (โรงเรียนขนาดใหญ่ จำนวนนักเรียน 2,673 คน) และอำเภอเพ็ญ โรงเรียนเพ็ญพิทยาคม (โรงเรียนขนาดใหญ่ จำนวนนักเรียน 1,681 คน) (ข้อมูลพื้นฐานโรงเรียน สังกัด สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาอุดรธานี data.bopp-obec.info20 เมษายน 2563) เป็นเยาวชนที่มีอายุระหว่าง 13-18 ปีที่ทั้งเพศชายและเพศหญิงจำนวน 1,000 คน โดยการหาขนาดตัวอย่างในการศึกษาใช้สูตรของ Yamane (1967) โดยกำหนดระดับความเชื่อมั่นร้อยละ 95 ผู้วิจัยกำหนดกลุ่มตัวอย่างที่ใช้ในการศึกษาขั้นต่ำ 118 คนขึ้นไป เพื่อป้องกันการผิดพลาดในการเก็บรวบรวมข้อมูลและได้กลุ่มตัวอย่างที่เป็นตัวแทนกลุ่มประชากรได้ จึงได้ทำการเก็บข้อมูลจากนักเรียนที่สะดวกในการให้ข้อมูลจำนวน 258 คน

เวลาและสถานที่เก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูลในช่วงระหว่างเดือน กรกฎาคม ถึงเดือน สิงหาคม พ.ศ. 2565

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถามการถูกกลั่นแกล้งและหลอกลวงบนสื่อออนไลน์ การสร้างเครื่องมือที่ใช้ในการวิจัยในการพัฒนาเครื่องมือได้ใช้แนวทางการพัฒนาแบบสอบถามและแบบวัดทางจิตวิทยาของ สมบัติ ท้ายเรือคำ (2559) มีขั้นตอนดังต่อไปนี้ โครงสร้างของแบบสอบถามประกอบด้วย 3 ส่วน ได้แก่ 1) คำชี้แจงในการตอบ 2) สถานภาพส่วนตัวผู้ตอบ 3) ข้อคำถามเกี่ยวกับการถูกกลั่นแกล้งและหลอกลวงบนสื่อออนไลน์ ชนิดของแบบสอบถาม เป็นแบบสอบถามแบบปลายปิด (Close-Ended Questionnaires) จำนวน 20 คำถาม และแบบสอบถามแบบปลายเปิด (Open-Ended Questionnaires) จำนวน 1 คำถาม

การเก็บข้อมูลจากแบบสอบถาม

ผู้วิจัยจะดำเนินการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง เกี่ยวกับการถูกกลั่นแกล้งและหลอกลวงบนสื่อออนไลน์โดยใช้แบบสอบถาม ขั้นตอนการเก็บรวบรวมข้อมูล ในการดำเนินการเก็บรวบรวมข้อมูล ผู้วิจัยจะดำเนินการตามขั้นตอนการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างที่มีผู้เยาว์รวมอยู่ด้วย มีวิธีการดังนี้

1. ผู้วิจัยจัดทำหนังสือราชการเพื่อขออนุญาตเก็บข้อมูลในนามนักวิจัยมหาวิทยาลัยราชภัฏอุดรธานี เสนอต่อผู้บริหารสถานศึกษา

2. ผู้วิจัยขออนุญาตผู้ปกครองของนักเรียนที่เป็นกลุ่มตัวในกรณีที่กลุ่มตัวอย่างเป็นผู้เยาว์และมีคุณครูประจำชั้นดูแลอย่างใกล้ชิด

3. ผู้วิจัยแจกแบบสอบถามทั้งแบบสำเนาและแบบออนไลน์ผ่านโปรแกรมประยุกต์ใช้กูเกิ้ลฟอร์ม (Google Form Application) ผู้วิจัยปิดบังชื่อและตัวตนของผู้ตอบแบบสอบถามเป็นความลับ และใช้รหัสแบบสอบถามในการวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลและสถิติที่ใช้

เมื่อเก็บรวบรวมแบบสอบถามจากกลุ่มตัวอย่างมาแล้ว ผู้วิจัยจำแนกแบบสอบถามออกเป็น 2 ประเภท ได้แก่ แบบสอบถามสำเนากระดาษ และแบบสอบถามผ่านโปรแกรมประยุกต์ใช้กูเกิ้ลฟอร์ม (Google Form Application) นำข้อมูลจากแบบสอบถามสำเนากระดาษมาวิเคราะห์ด้วยโปรแกรมคอมพิวเตอร์ที่ใช้เพื่อการวิเคราะห์ทางสถิติ (Statistical Package for the Social Science for Windows: SPSS) วิเคราะห์สถานภาพของผู้ตอบแบบสอบถาม โดยแยกข้อมูลตาม เพศ อายุ ระดับชั้น ระยะเวลาที่ใช้เล่นอินเตอร์เน็ตต่อวัน ค่าใช้จ่ายที่ได้รับ โดยวิธีการหาค่าความถี่และค่าร้อยละ และบรรยายประกอบตาราง 3 วิเคราะห์รูปแบบการถูกกลั่นแกล้ง การกลั่นแกล้งผู้อื่น และการเป็นประจักษ์พยานหรือพบเห็นเหตุการณ์กลั่นแกล้งบนสื่อออนไลน์ ด้วยการหาค่าความถี่ ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviations)

ผลการวิจัย

1. ศึกษารูปแบบการถูกกลั่นแกล้งและถูกหลอกลวงบนสื่อสังคมออนไลน์ของเยาวชน จังหวัดอุดรธานี

1.1 ข้อมูลเบื้องต้นเกี่ยวกับผู้ตอบแบบสอบถาม

ตารางที่ 1.1 แสดงเพศของผู้ตอบแบบสอบถาม

เพศ	จำนวนคน	ร้อยละ
หญิง	182	68.46
ชาย	76	27.31
รวม	**258**	**100**

ตารางที่ 1.2 จำนวนร้อยละของช่วงอายุผู้ตอบแบบสอบถาม จำนวน 258 คน

อายุ	จำนวนคน	ร้อยละ
15	92	35.38
16	2	0.76
17	49	18.84
18	115	44.23
รวม	**258**	**100**

ผู้ตอบแบบสอบถามมีอายุเฉลี่ย 16.68 ปี ผู้ตอบแบบสอบถามอาศัยอยู่ในเขตอำเภอเมือง อำเภอเพ็ญ และอำเภอหนองหานเป็นหลัก เนื่องมาจากสภาพความพร้อมของการเก็บข้อมูลในช่วงของการระบาดของโควิด 19 ในระยะเวลาระหว่างเดือนกรกฎาคม - กันยายน 2564 ในจังหวัดอุดรธานี การเก็บแบบสอบถามดำเนินการโดยความยินยอมของผู้ปกครองและได้รับการดูแลอย่างใกล้ชิดโดยคุณครูประจำชั้นที่โรงเรียนมอบหมายให้รับผิดชอบ ผู้ตอบแบบสอบถามร้อยละ 88.1 เป็นนักเรียนระดับชั้นมัธยมศึกษาปีที่ 6 และร้อยละ 11.9 กำลังเรียนในระดับชั้นมัธยมศึกษาปีที่ 5 นักเรียนร้อยละ 100 ใช้โทรศัพท์มือถือที่บ้านและโรงเรียนเนื่องจากอยู่ในช่วงเรียนออนไลน์ สำหรับระดับผลการเรียน

นักเรียนที่ระบุว่าตนมีผลการเรียน A ร้อยละ 8.5 นักเรียนที่ระบุว่าตนมีผลการเรียน B ร้อยละ 45.8 นักเรียนที่ระบุว่าตนมีผลการเรียน C ร้อยละ 44.1 นักเรียนที่ระบุว่าตนมีผลการเรียน D ร้อยละ 1.7 ผู้ตอบแบบสอบถามระบุว่าตนมีส่วนร่วมในกิจกรรมนอกหลักสูตร เช่น เล่นดนตรี หรือ เล่นกีฬาบ่อย ความถี่ 1 ครั้งต่อสัปดาห์พบว่ามีร้อยละ 33.9 นักเรียนร้อยละ 16.9 เข้าร่วมสัปดาห์ละ 2 ครั้ง นักเรียนร้อยละ 15.3 เข้าร่วมสัปดาห์ละ 3 ครั้ง มีนักเรียนร้อยละ 13.6 ระบุว่าตนไม่เคยเข้าร่วมกิจกรรมเสริมหลักสูตรใด ๆ เลย นักเรียนที่เหลือเข้าร่วมกิจกรรมมากกว่า 4 ครั้งต่อสัปดาห์และมีนักเรียนบางคนเข้าร่วมกิจกรรมดนตรีมากถึง 28 ครั้งต่อสัปดาห์ซึ่งเชื่อได้ว่าเป็นนักดนตรีในวงของโรงเรียน

4.1.2 พฤติกรรมการใช้สื่อออนไลน์

ตารางที่ 1.3 วัตถุประสงค์ที่ใช้อินเตอร์เน็ตนอกเหนือจากการเรียนออนไลน์

วัตถุประสงค์ที่ใช้อินเตอร์เน็ต	จำนวน (คน)	ร้อยละ
บันเทิง (ดูหนังฟังเพลง)	78	30
สื่อสังคม (เฟซบุ้ค ไลน์)	56	21.53
เล่นเกม	10	3.84
สืบค้นข้อมูล	94	36.15
อื่น ๆ	20	7.69

ตารางที่ 1.4 ระยะเวลาที่ใช้อุปกรณ์สื่อสารที่เชื่อมต่ออินเตอร์เน็ตต่อวัน

ระยะเวลาที่ใช้อุปกรณ์สื่อสาร	จำนวน (คน)	ร้อยละ
ระหว่าง 0-1 ชั่วโมง	9	3.46
ระหว่าง 1-3 ชั่วโมง	32	12.30
ระหว่าง 3-5 ชั่วโมง	72	27.69
ระหว่าง 5-8 ชั่วโมง	47	18.07
มากกว่า 8 ชั่วโมง ขึ้นไป	95	36.54

จากการวิเคราะห์ข้อมูลดังตารางที่ 1.2 พบว่ากลุ่มตัวอย่างใช้เครื่องมือดิจิทัลเพื่อสื่อสังคมออนไลน์ใช้เวลาเฉลี่ยมากกว่า 8 ชั่วโมงต่อวัน ขึ้นไปมากถึงร้อยละ 36.54 และมีผู้ใช้อินเตอร์เน็ตไม่เกินวันละ 1 ชั่วโมงคิดเป็นร้อยละ 3.46 วัตถุประสงค์ที่ใช้อินเตอร์เน็ต กลุ่มตัวอย่างใช้อุปกรณ์ที่เชื่อมต่ออินเตอร์เน็ตเพื่อเรียนออนไลน์ในช่วงการแพร่ระบาดของเชื้อโคโรนาไวรัส นอกเหนือจากเวลาเรียนแล้ว พบว่า ใช้เพื่อการสืบค้นข้อมูล ร้อยละ 36.15 ใช้เพื่อเสพสื่อบันเทิง (ดูหนังฟังเพลง) ร้อยละ 30 ใช้เชื่อมต่อกับสื่อสังคม (เฟซบุ้ค ไลน์) ร้อยละ 21.53 และใช้เล่นเกมร้อยละ 3.84 และอื่น ๆ

พฤติกรรมการกลั่นแกล้งบนพื้นที่ไซเบอร์

ค่าคะแนน 0-1 = น้อยมาก

ค่าคะแนน 1-2 = ปานกลาง

ค่าคะแนน 2-3 = มาก

ตารางที่ 1.5 ค่าเฉลี่ยและส่วนเบี่ยงเบนของพฤติกรรมการกลั่นแกล้งบนพื้นที่ไซเบอร์ของวัยรุ่นในจังหวัดอุดรธานี

ลำดับ	รายการ	$\overline{(x)}$	S.D.	ระดับ
พฤติกรรมการกลั่นแกล้งผู้อื่นบนพื้นที่ไซเบอร์				
1	ฉันเคยใช้ภาษา/ พูดหยาบคายด่าว่าผู้อื่นในโพสต์หรือการแสดงความคิดเห็นผ่านสื่อสังคมออนไลน์ ล้อเลียนรูปร่างหน้าตา หรือฐานะผู้อื่น	1.42	**0.63**	ปานกลาง
2	ฉันเคยถ่ายภาพนิ่ง/ วิดีโอที่น่าอับอายของผู้อื่น ดัดแปลงภาพนิ่ง/ ตัดต่อวิดีโอ แล้วนำไปโพสต์แสดงความคิดเห็นผ่านสื่อสังคมออนไลน์	1.21	0.64	ปานกลาง
3	ฉันลบ (unfriend) หรือบล็อก (block) คนที่ฉันไม่ชอบออกจากความเป็นเพื่อนหรือออกจากกลุ่ม	1.86	0.85	ปานกลาง
4	ฉันกดรายงาน (Report) ผู้อื่นที่ฉันไม่ชอบ จนทำให้บัญชีเฟซบุกหรือทวิตเตอร์ของผู้นั้นถูกระงับการใช้งาน	1.20	0.5	ปานกลาง
5	ฉันเคยนำเรื่องส่วนตัวของผู้อื่นไปเผยแพร่ผ่านสังคมออนไลน์โดยที่ผู้นั้นไม่รู้ตัว (เช่น ข้อความ ภาพ หรือวิดีโอ เป็นต้น)	1.13	0.55	ปานกลาง
6	ฉันเคยนำภาพผู้อื่นมาตั้งเป็นรูปโปรไฟล์เพื่อกลั่นแกล้งบุคคลนั้นในเฟซบุ๊ก อินสตาแกรม ไลน์ หรือทวิตเตอร์ของตัวเอง	1.16	0.74	ปานกลาง
7	ฉันเคยใช้บัญชีสื่อสังคมของผู้อื่นโพสต์ภาพ ส่งข้อความ และกิจกรรมต่าง ๆ	1.11	0.52	ปานกลาง
8	ฉันเคยใช้บัญชีสื่อสังคมของผู้อื่นโพสต์ภาพ ส่งข้อความ และกิจกรรมต่าง ๆ เพื่อกลั่นแกล้งบุคคลผ่านสื่อสังคมออนไลน์	1.07	0.3	น้อย
9	ฉันเคยใช้ชื่อผู้อื่นในการสนทนากับบุคคลที่ไม่รู้จักผ่านสื่อสังคมออนไลน์	1.13	0.44	ปานกลาง
10	ฉันกับเพื่อนเคยตั้งกลุ่มเพื่อพูดคุย ซุบซิบ นินทากันในเรื่องของบุคคลอื่น ๆ ผ่านสื่อสังคมออนไลน์	1.61	0.81	ปานกลาง
11	ฉันเคยใช้คำพูดในลักษณะเชิงชู้สาว / คำลามก / คำที่คุกคามทางเพศกับผู้อื่นผ่านสื่อสังคมออนไลน์	1.20	0.5	ปานกลาง
12	ฉันเคยแชร์ภาพนิ่ง/ วิดีโอที่น่าอับอายของผู้อื่นผ่านสื่อสังคมออนไลน์	1.16	0.6	ปานกลาง
13	ฉันเคยโพสต์แสดงความคิดเห็นหรือแชร์ข้อความ/ ภาพ/ วิดีโอข่าวจากเพจต่าง ๆ โดยไม่ได้ตรวจสอบข้อเท็จจริง	1.36	0.59	ปานกลาง
14	ฉันชักชวนให้เพื่อน ๆ ช่วยกันลบหรือบล็อกคนที่ฉันไม่ชอบออกจากความเป็นเพื่อนหรือออกจากกลุ่ม	1.18	0.6	ปานกลาง
15	ฉันเคยกดแชร์เรื่องส่วนตัวของผู้อื่น ส่งไปให้เพื่อนคนอื่น ๆ ดูต่อ (เช่น ข้อความ ภาพ หรือวิดีโอ เป็นต้น)	1.34	0.8	ปานกลาง
16	ฉันเคยบันทึกภาพการสนทนาส่วนตัวกับเพื่อน ๆ (แคปหน้าจอ) แล้วนำมาโพสต์ผ่านสื่อสังคมออนไลน์ โดยไม่ผ่านการยินยอมจากอีกฝ่าย	1.23	0.7	ปานกลาง

สรุปผลจากการวิเคราะห์ข้อมูลพบว่า การกลั่นแกล้งกันบนพื้นที่ออนไลน์ของวัยรุ่นในจังหวัดอุดรธานีโดยรวมมีพฤติการณ์ที่อยู่ในระดับ ปานกลาง แปลความได้ว่าไม่มีการกลั่นแกล้งกันบนพื้นที่ออนไลน์ในระดับที่น่าเป็นห่วง อย่างไรก็ตามผลการศึกษาพบการกลั่นแกล้งในทุกรูปแบบ โดยสามารถสรุปพฤติกรรมการกลั่นแกล้งที่พบสามารถแบ่งออกได้เป็น 3 กลุ่มใหญ่ ได้แก่ ประการที่ 1 การ

กลั่นแกล้งก่อกวนความสัมพันธ์ทางสังคมของผู้อื่น ได้แก่ การกีดกันออกจากสังคม (เช่น การลบหรือบล็อกผู้อื่นออกจากกลุ่มสื่อสังคม) การสวมอัตลักษณ์ผู้อื่น (เช่น ใช้ภาพคนอื่นเพื่อนำไปคุยหรือหลอกลวงในสื่อสังคม การทำให้เข้าใจผิดว่าเจ้าของภาพคือคนไม่ดี) ประการที่ 2 การมุ่งทำร้ายความรู้สึกด้วยการด่า การด้อยค่าและทำร้ายจิตใจผู้อื่นผ่านคำพูดและข้อความเชิงลบ หมายถึงการกลั่นแกล้งด้วยการมุ่งทำร้ายตัวบุคคลด้วยการทำร้ายจิตใจ เหยียดหยาม ล้อเลียน พฤติกรรมได้แก่ การกลั่นแกล้งด้วยการด่าทางคำพูด และการกลั่นแกล้งด้วยการด่าผ่านการพิมพ์ส่งข้อความ การแสดงความคิดเห็นต่อกระทู้ของบุคคลด้วยข้อความที่หยาบคาย ส่งผลให้เหยื่อรู้สึกท้อแท้ และประการที่ 3 การก่อกวนด้วยรูปภาพและเรื่องราว การเปิดความลับหรือข้อมูลส่วนตัวที่น่าอับอายของผู้อื่น เช่น ภาพอนาจาร เรื่องราวในอดีต การตัดต่อรูปภาพ

สรุป

ลักษณะของผู้กลั่นแกล้ง ผู้ถูกกลั่นแกล้งถูกกลั่นแกล้ง และผู้พบเห็นการกลั่นแกล้ง บนสื่อสังคมออนไลน์ที่ใช้ศึกษาในครั้งนี้ คือ เพศชาย 27.31% เพศหญิง 68.46% และอายุ ในช่วง 15-18 ปี เป็นนักเรียนในระดับมัธยมศึกษาซึ่งกำลังศึกษาในโรงเรียนของรัฐบาลในจังหวัดอุดรธานี

รูปแบบการกลั่นแกล้งบนพื้นที่ไซเบอร์ของวัยรุ่นในจังหวัดอุดรธานี พิจารณาเป็นรายด้าน พบว่า การเลิกเป็นเพื่อน (unfriend) หรือการกีดกัน (block) คนที่ไม่ชอบออกจากความเป็นเพื่อนหรือขับออกจากกลุ่มบนสื่อสังคมออนไลน์ 131 เป็นอันดับที่ 1 ตั้งกลุ่มเพื่อพูดคุย ซุบซิบ นินทากันในเรื่องของบุคคลอื่น ๆ ผ่านสื่อสังคมออนไลน์ 96 เป็นอันดับที่ 2 ใช้ภาษา/ พูดหยาบคายด่าว่าผู้อื่นในโพสต์หรือคอมเมนต์ผ่านสื่อสังคมออนไลน์ ล้อเลียนรูปร่างหน้าตา หรือฐานะผู้อื่น 88 เป็นอันดับที่ 3 โพสต์แสดงความคิดเห็นหรือแชร์ข้อความ ภาพ คลิปวิดีโอข่าวจากเพจต่าง ๆ โดยไม่ได้ตรวจสอบข้อเท็จจริง 78 เป็นอันดับที่ 4 เคยกดแชร์เรื่องส่วนตัวของผู้อื่นส่งไปให้เพื่อนคนอื่น ๆ ดูต่อ (เช่น ข้อความ ภาพ หรือวิดีโอ เป็นต้น) 62 เป็นอันดับที่ 5

สรุปผลจากการตอบแบบสอบถามกลุ่มตัวอย่างพบว่า การใช้คำพูดที่รุนแรงด่าทอเป็นการมุ่งทำร้ายบุคคลอื่นด้วยคำพูดเพื่อทำให้เหยื่อสูญเสียกำลังใจ เสียใจ ท้อแท้ รู้สึกผิด หมดหวัง เป็นการมุ่งทำร้ายความรู้สึก ใช้ภาษาเป็นเครื่องมือ พฤติกรรมได้แก่ การกลั่นแกล้งด้วยการด่าผ่านการพิมพ์ส่งข้อความ การแสดงความคิดเห็นต่อกระทู้ของบุคคลด้วยข้อความที่หยาบคาย และทำให้เหยื่อรู้สึกท้อแท้

การตั้งกลุ่มเพื่อโจมตีบุคคลบางคนเป็นเฉพาะในที่นี้เหยื่อที่ตกเป็นเป้าหมายจะถูกกีดกันออกจากกลุ่มเพื่อให้เหยื่อไม่สามารถโต้ตอบได้ และไม่สามารถป้องกันตนเองได้ เครื่องมือของอันธพาลได้แก่ กลุ่มบนสื่อสังคมออนไลน์ พฤติกรรมได้แก่ การหมิ่นประมาทด้วยคำพูด รูปภาพ และเรื่องราวทั้งเรื่องจริงและไม่จริง การเปิดความลับหรือข้อมูลส่วนตัวที่น่าอับอายของผู้อื่น เช่น ภาพอนาจาร เรื่องราวในอดีต การตัดต่อรูปภาพ บทสนทนาแล้วนำเนื้อหาที่คุยกันไปแชร์ต่อเพื่อให้ผู้อื่นรู้ หรือการกระจายข้อมูลข่าวสารที่ไม่เป็นความจริงเพื่อให้ผู้อื่นเสียหาย สำหรับผู้ร่วมกระทำการทำไปเพื่อความสนุกสนาน ซึ่งสอดคล้องกับ พลอยพัชชา แก้ววิเศษ, นันทรัตน์ มาตยาบุญ, ลาวัลย์ สมบูรณ์, และ ศลิษา โกดยี่ (2564) ศึกษาพฤติกรรมข่มเหงรังแกบนโลกไซเบอร์และปัจจัยที่เกี่ยวข้องของนักเรียนมัธยมในเขตอำเภอเมือง จังหวัดเชียงราย พบว่า พฤติกรรมการข่มเหงรังแกบนโลกไซเบอร์ด้านการนินทาหรือด่าทอผู้อื่นบนเครือข่ายสังคมออนไลน์ มีค่าเฉลี่ย 1.77

ใช้ภาษา/ พูดหยาบคายด่าว่าผู้อื่นในโพสต์หรือคอมเมนต์ผ่านสื่อสังคมออนไลน์ ล้อเลียนรูปร่างหน้าตา หรือฐานะผู้อื่น สุภาวดี เจริญวานิช (2560) กล่าวว่า การรังแกกันผ่านพื้นที่ไซเบอร์มีแนวโน้มที่จะเพิ่มมากขึ้นทั่วทุกมุมโลก และที่เลวร้ายไปกว่านั้น คือ ในสายตาของเด็กและวัยรุ่นจำนวนมากมองว่าการรังแกกันผ่านพื้นที่ไซเบอร์เป็นเรื่องปกติที่ทุกคนมีสิทธิ์ที่จะทำได้ สอดคล้องกับ คุณากร คงจันทร์ นันทิยา ดวงภุมเมศ และสิรินทร พิบูลภานุวัธน์ (2564) แนะนำว่า การสื่อสารออกไปนั้นควรมีหลักการและมีมารยาทตามแนวทางเบื้องต้นที่บุคคลพึงมี การประยุกต์ใช้มารยาทในชีวิตจริงมาสู่มารยาทการสื่อสารในสื่อสังคมออนไลน์ของคนไทย ซึ่งเนื้อหาในหลักสูตรภาษาไทยและสังคมศึกษามักจะกล่าวถึงวิธีการปฏิบัติ ในการอยู่ร่วมกับผู้อื่นในสังคม รวมทั้งในทางพระพุทธศาสนาก็ได้กล่าวไว้ เช่น กายจริยา วจีจริยา และมโนจริยา โดยเฉพาะด้านวจีจริยา ที่กล่าวถึงวิธีการสื่อสาร อย่างเหมาะสมไว้อย่างชัดเจน นอกจากนี้ การปลูกฝังมารยาทจากครอบครัวก็เป็นส่วนสำคัญให้วัยรุ่นมีมารยาททั้งในชีวิตจริงและในพื้นที่ไซเบอร์

โพสต์แสดงความคิดเห็นหรือแชร์ข้อความ/ ภาพ/ วิดีโอข่าวจากเพจต่าง ๆ โดยไม่ได้ตรวจสอบข้อเท็จจริงเป็นอันดับที่ 4 การแชร์ข่าวปลอมหรือการแชร์โดยขาดวิจารณญาณทำให้ผู้อื่นได้รับความเสียหายทั้งทางตรงและทางอ้อม เนื่องจากผู้สร้างข่าวปลอมมีเจตนาเพื่อสร้างความเข้าใจผิดต่อบุคคล ถือเป็นการใส่ร้ายป้ายสีอย่างเป็นระบบ เริ่มจากการตั้งใจโพสต์ข้อความเผยแพร่ข่าวเท็จที่สร้างขึ้นจากนั้นให้คนอื่นช่วยกันกระจายข่าวจนเกิดแหล่งอ้างอิงมากมาย เมื่อมีคนเกิดอคติจึงสามารถนำข่าวปลอมที่ทุกคนแชร์ออกไปมาใช้เป็นแหล่งอ้างอิงข้อมูล ข่าวปลอมนั้นเมื่อมีถูกแพร่กระจายออกไปมากก็ทำให้บุคคลภายนอกเชื่อว่าเหยื่อได้กระทำเรื่องไม่ดีเหล่านั้นจริง สร้างความเสียหายและความเกลียดชังต่อเหยื่อ สอดคล้องกับพรชนก ดาวประดับและกัลยกร วรกุลลัฎฐานีย์ การใช้ภาพนิ่งจากการกระทำของผู้อื่นส่งต่อเพื่อการนินทาว่าร้ายลับหลังนั้น เกิดจากกระบวนการปากต่อปาก แม้จะไม่ได้รู้เห็นเหตุการณ์ทั้งหมดแต่ได้เห็น

รูปภาพบางส่วนและนำมาประติดประต่อเรื่องราวจนเกิดการสร้างเนื้อหาจากความจริงบางส่วนนั้นเกิดจากการที่ภาพนิ่งทำหน้าที่ทางสัญลักษณ์ที่แฝงแนวคิดมากับภาพ รวมทั้งคำพูดหรือข้อความแสดงความคิดเห็นที่มากับภาพส่งผลต่อจินตนาการของผู้พบเห็น รวมทั้งเหยื่อกลายเป็นเป้านิ่งทำให้คนที่เข้ามาแสดงความคิดเห็นเพิ่มเรื่องราวต่าง ๆ เข้ามามากมายจนยากที่หยุดได้ การถ่ายภาพหน้าจอหรือแคปหน้าจอ (screen capture) เป็นสิ่งที่ทำได้ง่ายเพียงแค่จับภาพหน้าจอก็จะได้ภาพนิ่งออกมา ซึ่งในบริบทการกลั่นแกล้งบนโลกออนไลน์ ภาพหน้าจอจะถูกนำมาแชร์ต่อพบพื้นที่ออนไลน์ หรือใช้ภาพนิ่งเป็นเครื่องมือนำมาตกแต่ง ใส่ข้อความจากนั้นนำมาใช้ในการกระจายข่าวสารอันเป็นเท็จเพื่อก่อให้เกิดความเสียหายต่อผู้ถูกกระทำ โดยสรุปรูปแบบการกลั่นแกล้งบนพื้นที่ออนไลน์ สามารถแบ่งรูปแบบออกได้เป็น 2 ประเภท ได้แก่ การกลั่นแกล้งเชิงพฤติกรรม และ การกลั่นแกล้งด้วยคำพูด ยกตัวอย่างเช่น คดีการเสียชีวิตของนักแสดงหญิงชาวไทย แม้จะยังไม่มีการสืบสวนจนคดีเสร็จสิ้น แต่ก็มีการวิพากษ์วิจารณ์และกล่าวร้ายโจมตีบุคคลหลายคนให้ได้รับความเสียหาย การกระทำดังกล่าวเกิดขึ้นมากมายในสื่อสารมวลชน แต่ยังไม่ได้รับการแก้ไข อย่างไรก็ตามการออกกฎหมายคุ้มครองก็ไม่ใช่การแก้ปัญหาซ้ำยังนำไปสู่การดำเนินคดีที่ทำให้ทุกฝ่ายเกิดความเสียหายทั้งชื่อเสียงและเงินทอง

การกลั่นแกล้งด้วยพฤติกรรม ประกอบด้วย กดแชร์เรื่องส่วนตัวของผู้อื่น การแชร์ข่าวปลอม การตัดต่อภาพนิ่ง วีดีโอคลิป การตั้งลุ่มหรือเพจเพื่อโจมตีบุคคล และการกลั่นแกล้งด้วยคำพูดประกอบด้วย ข้อความ อิโมจิคอน (ตุ๊กตาแสดงความรู้สึก) ข้อความแสดงความคิดเห็น และข้อความแสดงข้อเท็จจริง รวมไปถึงการโทรศัพท์ผ่านอินเทอร์เน็ตอีกด้วย

ข้อเสนอแนะ

1. จากผลการศึกษาพบว่า ส่วนใหญ่รูปแบบการกลั่นแกลังบนพื้นที่ไซเบอร์นำไปสู่การละเมิดสิทธิ์ส่วนบุคคลและการขัดต่อกฎหมาย เพราะฉะนั้นการนำผลการศึกษาไปขยายผลควรเป็นไปในทางการส่งเสริมให้ผู้ใช้พื้นที่ไซเบอร์เกิดความตระหนักในการคัดกรองข้อความ ข้อมูลที่จะใช้อย่างระมัดระวังและถี่ถ้วน เพื่อไม่ให้เกิดการละเมิดผู้อื่น

2. จากการศึกษาพบว่า “พื้นที่ไซเบอร์” ควรเป็นพื้นที่ที่ให้ความรู้ด้านการแสดงความคิดเห็นด้วยเหตุผลมากกว่าการใช้อารมณ์ในการสร้างเนื้อหา

3.การศึกษารูปแบบการกลั่นแกล้งบนพื้นที่ไซเบอร์ทำให้ได้ทราบว่าพื้นที่ภาคตะวันออกเฉียงเหนือมีการใช้ภาษาในการกลั่นแกล้งและระรานผู้อื่น การพัฒนาการใช้ภาษาที่ถูกต้องและเหมาะสมในการนำเข้าเนื้อหา จะช่วยลดการกลั่นแกล้งบนพื้นที่สาธารณะออนไลน์

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ปัจจัยส่วนประสมทางการตลาดที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด 19 กรณีศึกษา : อำเภอแหลมสิงห์ จังหวัดจันทบุรี

Marketing mix factors that are related to decision to choose homestay accommodation during Covid-19 situation: Case study of Laem Sing District, Chanthaburi Province

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บทคัดย่อ

การศึกษาปัจจัยส่วนประสมทางการตลาดที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา: อำเภอแหลมสิงห์ จังหวัดจันทบุรี เป็นการวิจัยเชิงปริมาณ (Qualitative Research) โดยใช้แบบสอบถาม (Questionnaire) เป็นเครื่องมือในการเก็บรวบรวมข้อมูล โดยมีกลุ่มตัวอย่างเป็นนักท่องเที่ยวที่ตัดสินใจเลือกเข้าพักโฮมสเตย์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี กำหนดขนาดของตัวอย่างตามสูตรของ Yamane, T. (1967) ใช้ประชากรทั้งสิ้นจำนวน 500 คน ผลการวิจัยพบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง มีอายุ 24 – 38 ปี มีสถานภาพโสด มีระดับการศึกษาระดับปริญญาตรี มีรายได้เฉลี่ยต่อเดือน 15,001 – 25,000 บาท มีอาชีพพนักงานบริษัทเอกชน ตามลำดับปัจจัยส่วนประสมทางการตลาด 7Ps ที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ และมาตรฐานความปลอดภัยของที่พักที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ได้แก่ ด้านสุขลักษณะอาคารและอุปกรณ์เครื่องใช้ที่มีอยู่ในอาคาร ด้านการเตรียมความพร้อมในการให้บริการ และด้านการทำความสะอาด เนื่องจาก ค่า Sig. มีค่าน้อยกว่า 0.05

คำสำคัญ : ปัจจัยส่วนประสมทางการตลาด **7 Ps,** การตัดสินใจเลือกที่พัก**,** ธุรกิจที่พักแบบโฮมสเตย์**,** ไวรัสโควิด **19,** จังหวัดจันทบุรี

Abstract

Marketing mix factors that are related to decision to choose homestay accommodation during Covid-19 situation, Case study of Laem Sing District, Chanthaburi Province was quantitative research by using a questionnaire as a tool in collecting the data. The sample group was tourists who decided to choose homestay accommodation in Laem Sing District, Chanthaburi Province. The sample size was specified according to the formula of Yamane, T. (1967) by using a total population of 500 people. The research result found that most of the questionnaire respondents were female with the age between 24-38 years old, was single and, had an education level of bachelor's degree, having an average monthly income of 15,001-25,000 Baht. They were private company employees. According to the marketing mix factors of 7Ps that had a relationship to the decision to choose homestay accommodation include Product, Price, Place, Promotion, People, Physical Evidence, and Process. The safety standard of the place had a relationship to deciding to choose homestay accommodation including the aspect of hygiene of the building and equipment in the building, the aspect of preparation to provide the service, and the aspect of cleaning because the Sig. value was lower than 0.05.

Keywords: 7Ps Marketing mix factors, Decision to choose accommodation, Homestay business, Covid-19, Chanthaburi Province

บทนำ

ประเทศไทยให้ความสำคัญของการท่องเที่ยวในฐานะกลไกหลักในการช่วยขับเคลื่อน เศรษฐกิจของประเทศ อย่างไรก็ดี อุตสาหกรรมท่องเที่ยวนั้นมีการเปลี่ยนแปลงอยู่ตลอดเวลาตามสภาวการณ์โลกและพฤติกรรมของผู้บริโภค อุตสาหกรรมท่องเที่ยวของไทยจึงต้องมีการปรับตัวตามกระแสโลกที่เปลี่ยนแปลงไป และวางแผนการพัฒนา ให้สอดคล้องกับความต้องการของตลาด เพื่อรักษาและพัฒนาขีดความสามารถด้านการท่องเที่ยวของประเทศ (การท่องเที่ยวแห่งประเทศไทย, 2563) ในขณะที่เศรษฐกิจของประเทศ

[1] (นักศึกษา) สาขาวิชา การจัดการการท่องเที่ยวและบริการ คณะมนุษศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏสวนสุนันทา
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ไทยส่วนใหญ่พึ่งพาธุรกิจบริการเป็นหลักหรือประมาณ 60% ของ GDP โดยการจัดประเภทธุรกิจของนิติบุคคล มีธุรกิจบริการที่สำคัญ เช่น ธุรกิจโรงแรม รีสอร์ท และห้องชุด ซึ่งมีอัตราการขยายตัวถึง 9.4% มาตรการกระตุ้นการท่องเที่ยวของภาครัฐส่งผลให้ธุรกิจโรงแรม รีสอร์ท และห้องชุด มีการขยายตัว และมีรายได้เพิ่มมากขึ้น (การท่องเที่ยวแห่งประเทศไทย กองกลยุทธ์การตลาด, 2563)

ธุรกิจที่พักแรมถือว่าเป็นส่วนหนึ่งของอุตสาหกรรมท่องเที่ยวจึงทำให้ได้มีการแข่งขันในภาคธุรกิจซึ่งธุรกิจที่พักในอำเภอแหลมสิงห์ จังหวัดจันทบุรี มีหลากหลายประเภท อาทิเช่น โรงแรม รีสอร์ท เกสท์เฮ้าส์โมเต็ล โฮมสเตย์หรือเรือนพักแรมบ้านพักเยาวชนหรือโฮสเทล โฮมสเตย์ชุมชนปากน้ำแหลมสิงห์ ที่ได้รับความนิยมอย่างต่อเนื่องในกลุ่มนักท่องเที่ยว เนื่องจากได้สัมผัสบรรยากาศที่พักริมทะเลของแหลมสิงห์ การท่องเที่ยววิถีชีวิตชาวเล ชมแหล่ง ท่องเที่ยวทางประวัติศาสตร์ ชมความงามสะพานแหลมสิงห์ อาหารทะเลสด ๆ อร่อย สัมผัสวิถีชาวเล โดยการล่องเรือชมทัศนียภาพ ริมปากอ่าวแหลมสิงห์ ดูการเลี้ยงปลา เลี้ยงหอย ลงเล่นน้ำทะเล ดำดูปะการังที่เกาะนมสาว ที่สำคัญที่นี่ยังคงหลงเหลือ ร่องรอยของประวัติศาสตร์สมัยรัชกาลที่ห้า กับตึกแดง ฐานบัญชาการของฝรั่งเศส คุกขี้ไก่ และสิงห์ศิลา หินแห่งตำนานการอารักขาน่านน้ำแหลมสิงห์ (สำนักงานพัฒนาชุมชนอำเภอแหลมสิงห์, 2564)

จากสถานการณ์การแพร่ระบาดของเชื้อไวรัส COVID 19 เมื่อช่วงเดือนธันวาคม ปี 2562 ทำให้การท่องเที่ยวโลกได้หยุดชะงักเป็นเหตุให้จำนวนนักท่องเที่ยวนั้นติดลบร้อยละ 22.7 และต่อเนื่องมาจนถึงปัจจุบันทำให้นักท่องเที่ยวลดจำนวนลงทั้งนักท่องเที่ยวในประเทศและต่างประเทศ จึงทำให้มีผลกระทบต่ออัตราการเข้าพักแรมของนักท่องเที่ยวในช่วงปีที่ผ่านมาเช่นกัน (สำนักงานปลัดกระทรวงการท่องเที่ยวและกีฬา, 2563) อย่างไรก็ตามผู้ประกอบการยังต้องใช้กลยุทธ์ทางการตลาดหรือปัจจัยส่วนประสมทางการตลาดเข้ามาส่งเสริมการท่องเที่ยวให้เป็นเครื่องมือที่ช่วยให้สามารถใช้ข้อมูลเพื่อการวิเคราะห์ประกอบการตัดสินใจท่องเที่ยวได้ง่ายขึ้นและเห็นภาพอย่างชัดเจน นำไปสู่การเพิ่มประสิทธิภาพ สร้างภาพลักษณ์ให้กับสถานที่ท่องเที่ยวช่วยสนับสนุนกลยุทธ์ด้านการประชาสัมพันธ์การท่องเที่ยว อย่างต่อเนื่อง

จากข้อมูลดังกล่าวข้างต้นผู้วิจัยได้เล็งเห็นแนวทางในการแก้ไขปัญหาและมีความสนใจที่จะศึกษาเกี่ยวกับ “ปัจจัยส่วนประสมทางการตลาดที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา : อำเภอแหลมสิงห์ จังหวัดจันทบุรี” ซึ่งผลจากการวิจัยที่ได้สามรถเป็นประโยชน์ต่อผู้ประกอบการธุรกิจที่พักแบบโฮมสเตย์ในอำเภอแหลมสิงห์ จังหวัดจันทบุรี เพื่อใช้ในการพัฒนาธุรกิจให้ตอบสนองความต้องการของนักท่องเที่ยวที่ตัดสินใจเลือกที่ช่วยให้สร้างรายได้ให้กับธุรกิจเพิ่มมากขึ้นผ่านกลยุทธ์ทางการตลาดต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยส่วนประสมทางการตลาด 7Ps ที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา: อำเภอแหลมสิงห์ จังหวัดจันทบุรี
2. เพื่อศึกษามาตรฐานความปลอดภัยของที่พักที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา: อำเภอแหลมสิงห์ จังหวัดจันทบุรี

วิธีดำเนินการวิจัย

วิจัยเรื่อง “แนวทางการดำเนินธุรกิจที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา: อำเภอแหลมสิงห์ จังหวัดจันทบุรี” เป็นการวิจัยเชิงปริมาณ (Quantitative Research) เป็นการวิจัยที่มุ่งเน้นจะได้ข้อมูลที่อยู่ในเชิงลักษณะของตัวเลข และต้องใช้วิธีการทางสถิติในการวิเคราะห์ข้อมูล เพื่อสรุปผล โดยขอบเขตการศึกษา มีรายละเอียด ดังต่อไปนี้

1. ขอบเขตเชิงเนื้อหา โดยศึกษาข้อมูลปัจจัยส่วนประสมทางการตลาด 7Ps และมาตรฐานความปลอดภัยของที่พักที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์
2. ขอบเขตด้านพื้นที่ คือ ชุมชนปากน้ำแหลมสิงห์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี
3. ขอบเขตด้านกลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ นักท่องเที่ยวที่ตัดสินใจเลือกเข้าพักโฮมสเตย์ช่วงวิถีปกติใหม่ (หรือช่วงสถานการณ์โควิด19) กรณีศึกษา:โฮมสเตย์ชุมชนปากน้ำแหลมสิงห์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี ซึ่งจากข้อมูลนักท่องเที่ยวชาวไทยที่มาเยือนจังหวัดจันทบุรี ในปี พ.ศ. 2563 (สำนักงานการท่องเที่ยวและกีฬาจังหวัดจันทบุรี, 2564) มีจำนวนทั้งสิ้น 58,033 คน ซึ่งผู้วิจัยได้ทำการกำหนดขนาดของตัวอย่างตามสูตรของ Yamane, T. (1967) ที่ระดับความเชื่อมั่น 95 % และ ยอมรับความคลาดเคลื่อนจากการสุ่มตัวอย่าง 0.05 และการแจกแบบสอบถาม (questionnaire) ใช้ประชากรทั้งสิ้นจำนวน 500 คน
4. ขอบเขตด้านเวลา การศึกษาในครั้งนี้ได้มีการเก็บรวบรวมข้อมูลตั้งแต่ เดือนกันยายน 2565 ถึง เดือนพฤศจิกายน 2565
5. เครื่องมือและสถิติและการวิเคราะห์ข้อมูล

5.1 ใช้แบบสอบถาม (Questionnaire) เป็นเครื่องมือในการเก็บรวบรวมข้อมูล

5.2 การวิเคราะห์ข้อมูลเชิงพรรณนา (Descriptive Statistics) โดยใช้สถิติ การแจกแจงความถี่ (Frequency distribution) ร้อยละ (Percentage) ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard deviation) การวิเคราะห์ข้อมูลเชิงอนุมาน (Inferential Statistics)

5.3 วิเคราะห์ค่าสหสัมพันธ์เพียร์สัน (Pearson Product Moment Correlation) และนำมาสรุปเป็นผลการศึกษาสำหรับการวิจัยนี้

สรุปผลการวิจัย

ผลการวิจัยเรื่อง “ปัจจัยส่วนประสมทางการตลาดที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา: อำเภอแหลมสิงห์ จังหวัดจันทบุรี” ดังต่อไปนี้

1. ผลการวิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตารางที่ 1 จำนวนและร้อยละข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม		ความถี่ (n = 500)	ร้อยละ
1. เพศ			
	ชาย	216	43.2
	หญิง	284	56.8
2. อายุ			
	อายุต่ำกว่า 23 ปี	78	15.6
	อายุ 24 – 38 ปี	227	45.4
	อายุ 39 – 44 ปี	135	27.0
	อายุ 45 – 60 ปี	60	12.0
3. สถานภาพ			
	โสด	229	45.8
	สมรส	204	40.8
	หม้าย / หย่าร้าง / แยกกันอยู่	67	13.4
4. ระดับการศึกษา			
	ต่ำกว่าปริญญาตรี	192	38.4
	ปริญญาตรี	283	56.6
	สูงกว่าปริญญาตรี	25	5.0
5. รายได้เฉลี่ยต่อเดือน			
	ต่ำกว่า 15,000 บาท	68	13.6
	15,001 – 25,000 บาท	149	29.8
	25,001 – 35,000 บาท	79	15.8
	35,001 – 45,000 บาท	87	17.4
	มากกว่า 45,001บาท ขึ้นไป	117	23.4
6. อาชีพ			
	รับราชการ/รัฐวิสาหกิจ	137	27.4
	พนักงานบริษัทเอกชน	147	29.4
	ธุรกิจส่วนตัว/ ค้าขาย	51	10.2

ตารางที่ 1 (ต่อ)

ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม	ความถี่ (n = 500)	ร้อยละ
รับจ้างทั่วไป	65	13.0
นักเรียน/นักศึกษา	55	11.0
อื่น ๆ	14	2.8
รวม	**500**	**100.0**

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง มีอายุ 24 – 38 ปี มีสถานภาพโสด มีระดับการศึกษาระดับปริญญาตรี มีรายได้เฉลี่ยต่อเดือน 15,001 – 25,000 บาท มีอาชีพพนักงานบริษัทเอกชน ตามลำดับ

2. ผลการวิเคราะห์ข้อมูลปัจจัยส่วนประสมทางการตลาด 7 Ps ของที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด 19 กรณีศึกษา : อำเภอแหลมสิงห์ จังหวัดจันทบุรี

ตารางที่ 2 ตารางแสดงค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของปัจจัยส่วนประสมทางการตลาด 7 Ps ของที่พักแบบโฮมสเตย์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี โดยรวม

ปัจจัยส่วนประสมทางการตลาด 7 Ps ของที่พักแบบโฮมสเตย์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี โดยรวม	$\bar{X}$	S.D.	ระดับความคิดเห็น
1. ด้านผลิตภัณฑ์ (Product)	4.26	0.58	มากที่สุด
2. ด้านราคา (Price)	4.20	0.60	มาก
3. ด้านทำเลที่ตั้ง (Place)	4.18	0.57	มาก
4. ด้านการส่งเสริมการตลาด (Promotion)	4.22	0.55	มากที่สุด
5. ด้านบุคลากร (People)	4.06	0.54	มาก
6. ด้านสภาพแวดล้อมทางกายภาพ (Physical Evidence)	4.06	0.55	มาก
7. ด้านกระบวนการ (Process)	4.11	0.63	มาก
ภาพรวม	**4.16**	**0.47**	**มาก**

จากตารางที่ 2 พบว่า ปัจจัยส่วนประสมทางการตลาด 7 Ps ของที่พักแบบโฮมสเตย์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี โดยรวมโดยรวมอยู่ในระดับมาก ($\bar{X}$=4.16, S.D. = 0.47) เมื่อพิจารณาเป็นรายด้าน โดยเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านผลิตภัณฑ์ (Product)อยู่ในระดับมากที่สุด ($\bar{X}$= 4.26, S.D. = 0.58) รองลงมาคือ ด้านการส่งเสริมการตลาด (Promotion)อยู่ในระดับมากที่สุด ($\bar{X}$= 4.22, S.D. = 0.55), ด้านราคา (Price) อยู่ในระดับมาก ($\bar{X}$= 4.20, S.D. = 0.60), ด้านทำเลที่ตั้ง (Place) อยู่ในระดับมาก ($\bar{X}$= 4.18, S.D. = 0.57), ด้านกระบวนการ (Process) อยู่ในระดับมาก ($\bar{X}$= 4.11, S.D. = 0.63), ด้านสภาพแวดล้อมทางกายภาพ (Physical Evidence) อยู่ในระดับมาก ($\bar{X}$= 4.06, S.D. = 0.55) และ ด้านบุคลากร (People) อยู่ในระดับมาก ($\bar{X}$= 4.06, S.D. = 0.54) ตามลำดับ

3. การวิเคราะห์ข้อมูลมาตรฐานความปลอดภัยของที่พักแบบโฮมสเตย์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี

ตารางที่ 3 ตารางแสดงค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของมาตรฐานความปลอดภัยของที่พักแบบโฮมสเตย์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี โดยรวม

มาตรฐานความปลอดภัยของที่พักแบบโฮมสเตย์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี	$\overline{X}$	S.D.	ระดับความคิดเห็น
1. ด้านสุขลักษณะอาคารและอุปกรณ์เครื่องใช้ที่มีอยู่ในอาคาร	4.06	0.50	มาก
2. ด้านการเตรียมความพร้อมในการให้บริการ	3.94	0.51	มาก
3. ด้านการทำความสะอาด	4.26	0.61	มากที่สุด
ภาพรวม	**4.09**	**0.41**	**มาก**

จากตารางที่ 3 พบว่า มาตรฐานความปลอดภัยของโรงแรมที่พักช่วงวิถีปกติใหม่ (หรือช่วงสถานการณ์โควิด19)โดยรวมอยู่ในระดับมาก ($\overline{X}$=4.09, S.D. = 0.41) เมื่อพิจารณาเป็นรายด้าน โดยเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการทำความสะอาดอยู่ในระดับมากที่สุด ($\overline{X}$= 4.26, S.D. = 0.61) รองลงมาคือ ด้านสุขลักษณะอาคารและอุปกรณ์เครื่องใช้ที่มีอยู่ในอาคาร อยู่ในระดับมากที่สุด ($\overline{X}$= 4.06, S.D. = 0.50) และ ด้านการเตรียมความพร้อมในการให้บริการ อยู่ในระดับมาก ($\overline{X}$= 394, S.D. = 0.51) ตามลำดับ

4. การวิเคราะห์ข้อมูลการตัดสินใจเลือกเข้าพักโฮมสเตย์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี

ตารางที่ 4 ตารางแสดงค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของการตัดสินใจเลือกเข้าพักโฮมสเตย์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี

การตัดสินใจเลือกเข้าพักโฮมสเตย์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี	$\overline{X}$	S.D.	ระดับความคิดเห็น
1. ท่านตัดสินใจเลือกใช้บริการที่พักแบบโฮมสเตย์เพื่อต้องการพักผ่อนจากการทำงาน	4.19	0.79	มาก
2. ท่านตัดสินใจใช้บริการที่พักแบบโฮมสเตย์เพื่อต้องการสัมผัสกับวิถี ชีวิตของชุมชน	4.23	0.73	มากที่สุด
3. ท่านตัดสินใจใช้บริการที่พักแบบโฮมสเตย์ เพราะได้รับแรงจูงใจจากข่าวสารผ่านสื่อออนไลน์ หรือสื่อสิ่งพิมพ์ต่าง ๆ	4.28	0.74	มากที่สุด
4. ท่านตัดสินใจใช้บริการที่พักแบบโฮมสเตย์เนื่องจากได้รับทราบ ประสบการณ์การบอกเล่าจากผู้ที่เคยใช้บริการมาก่อน	4.19	0.78	มาก
5. ท่านตัดสินใจใช้บริการที่พักแบบโฮมสเตย์เนื่องจากมีการจัด โปรโมชั่น และให้ส่วนลดพิเศษต่าง ๆ	4.09	0.75	มาก
ภาพรวม	**4.20**	**0.57**	**มาก**

จากตารางที่ 4 พบว่า การตัดสินใจเลือกเข้าพักโฮมสเตย์ช่วงวิถีปกติใหม่ (หรือช่วงสถานการณ์โควิด19) กรณีศึกษา : โฮมสเตย์ชุมชนปากน้ำแหลมสิงห์ อำเภอแหลมสิงห์ จังหวัดจันทบุรี โดยรวมอยู่ในระดับมาก ($\overline{X}$=4.20, S.D. = 0.57) เมื่อแยกพิจารณาเป็นรายข้อ โดยเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ข้อที่ 3 ท่านตัดสินใจใช้บริการที่พักแบบโฮมสเตย์ เพราะได้รับแรงจูงใจจากข่าวสารผ่านสื่อออนไลน์ หรือสื่อสิ่งพิมพ์ต่างๆ อยู่ในระดับมาก ($\overline{X}$= 4.28, S.D. = 0.74) รองลงมาคือ ข้อที่ 2 ท่านตัดสินใจใช้บริการที่พักแบบโฮมสเตย์เพื่อต้องการสัมผัสกับวิถี ชีวิตของชุมชน อยู่ในระดับมาก ($\overline{X}$= 4.23, S.D. = 0.73), ข้อที่ 1 ท่านตัดสินใจเลือกใช้บริการที่พักแบบโฮมสเตย์เพื่อต้องการพักผ่อนจากการทำงาน อยู่ในระดับมาก ($\overline{X}$= 4.19, S.D. = 0.79), ข้อที่ 4 ท่านตัดสินใจใช้บริการที่พักแบบโฮมสเตย์เนื่องจากได้รับทราบ ประสบการณ์การบอกเล่าจากผู้ที่เคย

ใช้บริการมาก่อน อยู่ในระดับมาก ($\overline{X}$= 4.19, S.D. = 0.78) และข้อที่ 5 ท่านตัดสินใจใช้บริการที่พักแบบโฮมสเตย์เนื่องจากมีการจัดโปรโมชั่น และให้ส่วนลดพิเศษต่าง ๆ อยู่ในระดับมาก ($\overline{X}$= 4.09, S.D. = 0.75)ตามลำดับ

5. การวิเคราะห์ผลการทดสอบสมมติฐานการวิจัย

สมมติฐานที่ 1 ปัจจัยส่วนประสมทางการตลาด 7Ps ที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา : อำเภอแหลมสิงห์ จังหวัดจันทบุรี

ตารางที่ 5 ตารางค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างปัจจัยส่วนประสมทางการตลาด 7Ps ที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา : อำเภอแหลมสิงห์ จังหวัดจันทบุรี

ปัจจัยส่วนประสมทางการตลาด 7Ps	Pearson Correlation(r)	Sig. (2-tailed)	ระดับความสัมพันธ์
1. ด้านผลิตภัณฑ์ (Product)	0.239	0.000*	มีความสัมพันธ์
2. ด้านราคา (Price)	0.283	0.000*	มีความสัมพันธ์
3. ด้านทำเลที่ตั้ง (Place)	0.239	0.000*	มีความสัมพันธ์
4. ด้านการส่งเสริมการตลาด (Promotion)	0.319	0.000*	มีความสัมพันธ์
5. ด้านบุคลากร (People)	0.205	0.000*	มีความสัมพันธ์
6. ด้านสภาพแวดล้อมทางกายภาพ (Physical Evidence)	0.221	0.000*	มีความสัมพันธ์
7. ด้านกระบวนการ (Process)	0.208	0.000*	มีความสัมพันธ์
ภาพรวม	**0.303**	**0.000***	**มีความสัมพันธ์**

*มีนัยสำคัญทางสถิติที่ 0.05

จากตารางที่ 5 พบว่า ปัจจัยส่วนประสมทางการตลาด 7Ps ที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา : อำเภอแหลมสิงห์ จังหวัดจันทบุรี โดยพบว่าตัวแปรที่มีความสัมพันธ์กัน ได้แก่ ด้านผลิตภัณฑ์ (Product) ด้านราคา (Price) ด้านทำเลที่ตั้ง (Place) ด้านการส่งเสริมการตลาด (Promotion) ด้านบุคลากร (People) ด้านสภาพแวดล้อมทางกายภาพ (Physical Evidence) และด้านกระบวนการ (Process) เนื่องจากค่า Sig. มีค่าน้อยกว่า 0.05

สมมติฐานที่ 2 มาตรฐานความปลอดภัยของที่พักที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา : อำเภอแหลมสิงห์ จังหวัดจันทบุรี

ตารางที่ 6 ตารางค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างมาตรฐานความปลอดภัยของที่พักที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา : อำเภอแหลมสิงห์ จังหวัดจันทบุรี

มาตรฐานความปลอดภัยของที่พัก	Pearson Correlation(r)	Sig. (2-tailed)	ระดับความสัมพันธ์
1. ด้านสุขลักษณะอาคารและอุปกรณ์เครื่องใช้ที่มีอยู่ในอาคาร	0.225	0.000*	มีความสัมพันธ์
2. ด้านการเตรียมความพร้อมในการให้บริการ	0.159	0.000*	มีความสัมพันธ์
3. ด้านการทำความสะอาด	0.663	0.000*	มีความสัมพันธ์
ภาพรวม	**0.490**	**0.000***	**มีความสัมพันธ์**

*มีนัยสำคัญทางสถิติที่ 0.05

จากตารางที่ 6 พบว่า มาตรฐานความปลอดภัยของที่พักที่มีความสัมพันต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา : อำเภอแหลมสิงห์ จังหวัดจันทบุรี โดยพบว่าตัวแปรที่มีความสัมพันธ์กัน ได้แก่

ด้านสุขลักษณะอาคารและอุปกรณ์เครื่องใช้ที่มีอยู่ในอาคาร ด้านการเตรียมความพร้อมในการให้บริการ และด้านการทำความสะอาด เนื่องจาก ค่า Sig. มีค่าน้อยกว่า 0.05

อภิปรายผลการวิจัย

จากการศึกษาผู้วิจัยจึงขอสรุปผลและอภิปรายผลตามวัตถุประสงค์ในการวิจัยของเรื่องปัจจัยส่วนประสมทางการตลาดที่มีความสัมพันต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา : อำเภอแหลมสิงห์ จังหวัดจันทบุรี ดังนี้

ปัจจัยส่วนประสมทางการตลาด 7Ps ที่มีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา : อำเภอแหลมสิงห์ จังหวัดจันทบุรี โดยพบว่า ปัจจัยส่วนประสมทางการตลาดทั้ง 7 ด้าน ซึ่งสอดคล้องกับแนวคิดส่วนประสมทางการตลาด(Kotler,1997) อันได้แก่ ผลิตภัณฑ์ (Product) ที่พบว่านักท่องเที่ยวนั้นให้ความสำคัญกับรูปแบบของห้องพักที่มีความหลากหลายมีกิจกรรมให้ทำดูแลเรื่องอาหาร และสิ่งอำนวยความสะดวกต่างๆ ที่ครบถ้วนเพื่อตอบสนองความต้องการของผู้บริโภคให้พึงพอใจ ด้านราคา (Price) ที่พบว่าราคานั้นต้องมีความเหมาะสมกับการให้บริการและคุณภาพที่ได้รับ ต้องมีตัวเลือกของราคาที่หลากหลาย ซึ่งนักท่องเที่ยวจะเปรียบเทียบระหว่างคุณค่าผลิตภัณฑ์กับราคาผลิตภัณฑ์ ด้านทำเลที่ตั้ง (Place) ที่พบว่า ต้องเดินทางสะดวกใกล้กับสถานที่ท่องเที่ยวอื่นๆ มีบรรยากาศที่เหาะแก่การพักผ่อน ด้านการส่งเสริมการตลาด (Promotion) ที่พบว่านักท่องเที่ยวนั้นมีความต้องการส่วนลดสำหรับวันธรรมดาและ low season มีการจัดงานส่ง เสริมการท่อง เที่ยวประจำปีหรือในช่วงเทศกาลพิเศษต่างๆซึ่งจะทำให้ตัดสินใจเลือกพี่พักเพิ่มมากขึ้น ด้านบุคลากร (People) ที่พบว่านักท่องเที่ยวก็ใช้เป็นอีกปัจจัยในการตัดสินใจเลือกที่พักโดยที่พนักงานมีใจรักการบริการ ยิ้มแย้มแจ่มใส สุภาพ เป็นมิตร พนักงานมีความรู้ ความสามารถในการบริการและให้ข้อมูลต่าง ๆเกี่ยวกับที่พักเป็นอย่างดี และสามารถแก้ไขปัญหาได้เป็นอย่างดี ด้านสภาพแวดล้อมทางกายภาพ (Physical Evidence) ที่พบว่าหากที่พักมีการแบ่งสัดส่วนพื้นที่สำหรับพักผ่อนและกิจกรรมต่าง ๆ เช่น ห้องอาหาร มุมพักผ่อน ลานกิจกรรม ได้เป็นอย่างดี มีสภาพแวดล้อม และมีบรรยากาศที่ดีเหมาะสำหรับการพักผ่อนก็ทำให้นักท่องเที่ยวเกิดความพึงพอใจและตกลงที่จะเข้าพักเช่นกัน และด้านกระบวนการ (Process) ที่พบว่าหากมีขั้นตอนการลงทะเบียนเข้าพัก เป็นไปอย่างสะดวกและรวดเร็ว รูปแบบการสำรองที่พักที่หลากหลาย เช่น ทางโทรศัพท์ แอพพลิเคชั่น และอื่นๆ จะส่งผลต่อความสัมพันธ์ในการตัดสินใจที่ง่ายขึ้นของนักท่องเที่ยว

จะเห็นได้ว่าปัจจัยส่วนประสมทางการตลาด 7Ps นั้นมีความสัมพันธ์ต่อการตัดสินใจเลือกที่พักของนักท่องเที่ยวในทุกๆด้านเป็นปัจจัยสำคัญที่จะช่วยให้สถานประกอบการหรือเจ้าของบริการสามารถขายสินค้าหรือบริการของตนเองได้มากกว่าคู่แข่ง เมื่อนักท่องเที่ยวให้ความสำคัญกับปัจจัยส่วนประสมทางการตลาดด้านใดด้านหนึ่งแล้วก็จะส่งผลให้เกิดการตัดสินใจเลือกใช้บริการโฮมสเตย์ตามมาด้วย กล่าวคือ ส่วนประสมทางการตลาดไม่ว่าจะเป็นด้านใดก็มีความสำคัญต่อการตัดสินใจเลือกใช้บริการทุกด้าน ซึ่งสอดคล้องกับงานวิจัยของ อาทิตย์ พวงนาค(2560) ได้ศึกษาเรื่อง ปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจเลือกใช้บริการโฮสเทลในเขตพระนคร กรุงเทพมหานคร ผลการศึกษาพบว่า ปัจจัยส่วนประสมทาง การตลาดทุกด้านมีความสัมพันธ์กับการตัดสินเลือกใช้บริการโฮสเทลในระดับปานกลางและสูง อีกทั้งยังมีทิศทางของความสัมพันธ์ไปในทางเดียวกันด้วย และงานวิจัยของ ณภัทร ธานีรัตน์และภัคจิรา นักบรรเลง(2564) ทำการศึกษาปัจจัยส่วนประสมทางการตลาดที่มีผลต่อ การเลือกใช้บริการโรงแรมในจังหวัดพิษณุโลก ผลการวิจัยพบว่า ปัจจัยส่วนประสมทางการตลาด ได้แก่ ด้านช่องทาง การจัดจำหน่าย ด้านส่งเสริมการตลาด ด้านกระบวนการ ด้านลักษณะทางกายภาพ มีผลต่อการเลือกใช้บริการโรงแรม ในจังหวัดพิษณุโลกอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

มาตรฐานความปลอดภัยของที่พักที่มีความสัมพันต่อการตัดสินใจเลือกที่พักแบบโฮมสเตย์ ในช่วงสถานการณ์โควิด19 กรณีศึกษา : อำเภอแหลมสิงห์ จังหวัดจันทบุรี โดยพบว่าตัวแปรที่มีความสัมพันธ์กัน ได้แก่ ด้านสุขลักษณะอาคารและอุปกรณ์เครื่องใช้ที่มีอยู่ในอาคาร ด้านการเตรียมความพร้อมในการให้บริการ และด้านการทำความสะอาด เนื่องจากเรื่องความปลอดภัยของที่พักและความสะอาดของที่พักเป็นสิ่งสำคัญที่มีความสัมพันธ์โดยตรงกับการตัดสินใจของนักท่องเที่ยวในช่วงหลังเกิดการแพร่ระบาดของไวรัสโควิด 19 การมีจุดคัดกรองโควิด 19 การแบ่งพื้นที่ใช้สอย หรือพื้นที่ส่วนกลางไม่ได้เกิดความแออัด และการมีมาตราการป้องกันโรคที่ได้มาตราฐานของกระทรวงสาธารณสุข เพื่อให้ผู้ใช้บริการเกิดความเชื่อมั่นและมีความปลอดภัยที่จะใช้บริการเป็นสิ่งสำคัญและควรยึดถือปฏิบัติโดยทั่วกัน ซึ่งสอดคล้องกับงานวิจัยของ นพดล บุญประสิทธิ์ (2563) ได้ศึกษาเรื่องปัจจัยที่มีอิทธิพลต่อการตัดสินใจเลือกใช้บริการโรงแรมและรีสอร์ทหลังสถานการณ์โควิด19 ในกรุงเทพมหานคร ผลการศึกษาพบว่า ส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจทั้ง 7 ด้าน และมาตรฐานความปลอดภัย จากสถานการณ์โควิดที่เกิดขึ้นปัจจุบันทำให้ผู้ใช้บริการส่วนใหญ่ให้ความสำคัญการป้องการแพร่ระบาด การจัดการเรื่องอาคารสถานที่และการดูแลความสะอาด

ข้อเสนอแนะจากการวิจัย และข้อเสนอแนะการวิจัยครั้งต่อไป

1. ควรมีการศึกษาธุรกิจที่พักในรูปแบบอื่นๆหละขยาดขอบเขตพื้นที่การศึกษาเพิ่มเติมเพื่อให้ทราบถึงความแตกต่างและความได้เปรียบเสียเปรียบทางธุรกิจ

2. ควรมีการเพิ่มแบบสอบถามที่เก็บข้อมูลเชิงคุณภาพเพิ่มเติม หรือใช้วิธีการในการเก็บรวบรวมข้อมูลอื่น ๆ เพื่อให้ได้ข้อมูลที่หลากหลายมากขึ้น

3. การศึกษาครั้งต่อไปควรนำปัจจัยอื่น ๆ ที่คาดว่าน่าจะมีความสัมพันธ์หรือส่งผลต่อกับการปรับเปลี่ยนการดำเนินงานของธุรกิจโฮมสเตย์ เช่นคุณภาพในการให้บริการ หรือแรงจูงใจในการตัดสินใจเลือกที่พักเพิ่มเติม เพื่อให้เกิดความสมบูรณ์ในการนำเข้าสมการมากยิ่งขึ้น

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แนวทางคุณภาพการบริการโรงแรมบูติคโฮเทลหลังโรคติดเชื้อไวรัสโคโรน่า 2019 ในจังหวัดภูเก็ต : ย่านเมืองเก่า
Boutique Hotel Service Quality Guidelines after Coronavirus Disease 2019 in Phuket: Old Town

สุกัญญา มะหังสา[1]

บทคัดย่อ

การศึกษาแนวทางคุณภาพการบริการโรงแรมบูติคโฮเทลเทลหลังโรคติดเชื้อไวรัสโคโรน่า 2019 ในจังหวัดภูเก็ต : ย่านเมืองเก่า เป็นการวิจัยเชิงคุณภาพ (Qualitative Research) เก็บรวบรวมข้อมูลจากการสัมภาษณ์เชิงลึก (In-depth interview) โดยมีกลุ่มตัวอย่างเป็นผู้ให้บริการพนักงานธุรกิจโรงแรมบูติคโฮเทลเทล ผลการวิจัยพบว่า ผู้ให้บริการมีการเปลี่ยนแปลงรูปแบบการดำเนินธุรกิจให้เป็นไปตามระเบียบของกระทรวงสาธารณสุข กำหนดไว้ส่วนใหญ่เริ่ม จัดการท่องเที่ยวในรูปแบบใหม่ (New Normal) มีการควบคุมเรื่องค่าใช้จ่าย มีการลดจำนวนพนักงานและวันเวลาในการทำงาน นอกจากนั้นมีการส่งเสริมการขาย การประเมินสถานประกอบการเพื่อให้ได้รับสัญลักษณ์ SHA+ ซึ่งขณะนี้มีสถานประกอบการได้รับสัญลักษณ์ SHA+ แล้ว ถือว่าเป็นแบบอย่างความร่วมมือที่มีการเตรียมความพร้อมอย่างเป็นระบบ ตั้งแต่ก่อนการเดินทางเข้าประเทศ การเข้าพัก การท่องเที่ยวและเข้าร่วมกิจกรรมต่างๆ ผลการวิจัยพบว่า การวางแผนในการบริหารจัดการธุรกิจโรงแรมและกลยุทธ์ที่ทำปัจจัยส่วนประสมทางการตลาด 7Ps ให้ธุรกิจโรงแรมอยู่รอดจากวิกฤตโควิด-19 โดยการปรับเปลี่ยนกลุ่มลูกค้าให้มีความหลากหลายขึ้น คำนึงถึงความปลอดภัยในการเข้าพัก และลดปัจจัยเสี่ยงที่จะส่งผลต่อกำไรและรายจ่ายที่จะเพิ่มขึ้น เพื่อให้ธุรกิจของตนเองดำเนินธุรกิจต่อไปได้

คำสำคัญ : คุณภาพการให้บริการ, บูติคโฮเทลเทล, ไวรัสโคโรนา 2019, จังหวัดภูเก็ต

Abstract

A Study of Service Quality Guidelines for Boutique Hotel after Coronavirus Disease 2019 in Phuket: Old Town It is qualitative research (Qualitative Research) collecting data from in-depth interviews with a sample group of boutique hotel business staff. The results showed that the service provider has changed its business model to comply with the regulations of the Ministry of Public Health. predetermined for the most part Manage tourism in a new way (New Normal) with control over expenses. There is a reduction in the number of employees and working days. In addition, there is a promotion. Assessing establishments to obtain the SHA+ symbol, now that establishments have received the SHA+ symbol, is considered a systematic preparatory cooperation model. Before entering the country, staying, traveling, and participating in various activities the results showed that Planning for Hotel Business Management and Strategies that Make the 7Ps of Marketing Mix Factors for Hotel Businesses to Survive the COVID-19 Crisis by modifying customer groups to be more diverse Consider the safety of your stay. And reduce risk factors that will affect profits and expenses that will increase. so that their own business can continue to operate

Keywords: service quality, boutique hotel, Coronavirus 2019, Phuket

บทนำ

การท่องเที่ยวจังหวัดภูเก็ต ในการเตรียมความพร้อมในจังหวัดภูเก็ตนั้นได้ประสานความร่วมมือจากทุกภาคส่วนเพื่อเตรียมเปิดพื้นที่รองรับนักท่องเที่ยว อาทิ การปรับปรุงภูมิทัศน์ การดูแลรักษาความปลอดภัย โดยเฉพาะมาตรการป้องกันการแพร่ระบาดของโรคโควิด19 การประเมินสถานประกอบการเพื่อให้สัญลักษณ์ Amazing Thailand Safety and Health Administration (SHA) จะได้รับสัญลักษณ์ SHA+ ซึ่งขณะนี้มีสถานประกอบการ โรงแรมจำนวนกว่า 300 แห่ง ได้รับสัญลักษณ์ SHA+ แล้ว เป็นแบบอย่างความร่วมมือที่มีการเตรียมความพร้อมอย่างเป็นระบบ ตั้งแต่ก่อนการเดินทางเข้าประเทศ การเข้าพัก การท่องเที่ยวและเข้าร่วมกิจกรรมต่าง ๆ จนถึงการเดินทางออกจากจังหวัด เพื่อเป็นต้นแบบให้จังหวัดท่องเที่ยวอื่นๆ ต่อไป แต่ก็ยังมีนักท่องเที่ยวต่างชาติและชาวไทยเข้ามาพักในช่วงนี้ไม่มากนักทางโรงแรมและที่พักขนาดเล็กส่วนมากจึงใช้กลยุทธ์ทาง (การท่องเที่ยวแห่งประเทศไทย (สำนักงานใหญ่), 2564)

[1] วิทยาลัยการจัดการท่องเที่ยวและบริการ, มหาวิทยาลัยราชภัฏสวนสุนันทา Email: Smahangsa@gmail.com

โดยธุรกิจโรงแรมขนาดเล็ก ได้รับการสนับสนุนจากภาครัฐบาลอย่างเป็นระบบ ทำให้บุคลากรและองค์การธุรกิจโรงแรมขนาดเล็กได้รับการพัฒนาเพื่อยกระดับทักษะและองค์ความรู้ให้สามารถ แข่งขันได้ในเชิงพื้นที่ เนื่องจากการเปลี่ยนแปลงของกระแสโลกเกี่ยวกับความต้องการของลูกค้าผู้ใช้บริการ ปรับเปลี่ยนความต้องการจากการเข้า พักในโรงแรมขนาดใหญ่ระดับ 5 ดาว มาเข้าพักในโรงแรมขนาดเล็กซึ่งมีการให้บริการที่ดีเช่นเดียวกับธุรกิจโรงแรมขนาดใหญ่มีความเป็นส่วนตัวสูง และได้รับการดูแลใกล้ชิดเอาใจใส่สร้างความคุ้นเคยได้มากกว่าธุรกิจโรงแรมขนาดใหญ่ ทำให้ผู้มาใช้บริการทั้งนักท่องเที่ยวภายในประเทศและต่างประเทศ มีความต้องการใช้บริการดังกล่าวเพิ่มมากขึ้น (วัฒนา ทนงค์แผง, 2560)

ธุรกิจโรงแรมและที่พักขนาดเล็กจึงต้องปรับเปลี่ยนการดำเนินการทั้งในด้านบุคลากร รูปแบบการทำงาน การบริหารให้สอดคล้องกัน เพื่อเป็นการเพิ่มศักยภาพในการดำเนินงานและเพิ่มขีดความสามารถในการแข่งขันของพนักงาน ต้องมีการพัฒนาตนเองอยู่เสมอในเรื่องหัวใจในการให้บริการเพื่อให้ผู้รับบริการเกิดความพึงพอใจและประทับใจ ส่วนการบริการของโรงแรมจะต้องมีการพัฒนาและปรับเปลี่ยนให้ทันสมัยอยู่ตลอดเวลา มีการเพิ่มการบริการเพื่อตอบสนองความต้องการของผู้รับบริการอย่างต่อเนื่องมีการทบทวนปรับปรุงแก้ไขข้อบกพร่องที่เกิดขึ้นและสร้างสำนึกในด้านคุณภาพและการให้บริการแก่ผู้รับบริการ สามารถช่วยให้องค์กรสร้างความแตกต่างที่เหนือคู่แข่งได้ ไม่ว่าจะเป็นโรงแรมขนาดใดก็ต้องเน้นการบริการที่ประทับใจแก่ผู้มาใช้บริการสามารถตอบสนองความต้องการของผู้มาใช้บริการได้อย่างดีเยี่ยม จึงจะถือได้ว่ามีความสำเร็จในการบริหารกิจการโรงแรม (สำนักงานปลัดกระทรวงการท่องเที่ยวและกีฬา, 2560)

ด้วยเหตุผลดังกล่าวผู้วิจัยจึงมีความสนใจที่จะศึกษาเกี่ยวกับเรื่อง แนวทางคุณภาพการบริการโรงแรมบูติคโฮเทลหลังโรคติดเชื้อไวรัสโคโรน่า 2019 ในจังหวัดภูเก็ต : ย่านเมืองเก่า เนื่องจากธุรกิจใดสามารถที่สร้างคุณภาพบริการได้เหนือกว่าคู่แข่ง จะคงอยู่ในตลาดได้อย่างยาวนาน โดยการให้ความสำคัญกับความ ต้องการของลูกค้าเป็นบรรทัดฐานเพื่อตอบสนองความต้องการและสร้างความพึงพอใจให้กับลูกค้าและเพื่อที่จะนข้อมูลการศึกษามาเป็นแนวทางในการพัฒนาคุณภาพการบริการเพื่อรองรับนักท่องเที่ยวของผู้ประกอบการธุรกิจโรงแรมต่อไป

2. วัตถุประสงค์ของการวิจัย

2.1 เพื่อศึกษาแนวทางคุณภาพการบริการโรงแรมบูติคโฮเทลในจังหวัดภูเก็ตหลังสถานการณ์โควิด 19

2.2 เพื่อเสนอแนวทางการพัฒนาแนวทางคุณภาพการบริการโรงแรมบูติคโฮเทลในจังหวัดภูเก็ต หลังสถานการณ์โควิด 19

3. วิธีดำเนินการวิจัย

3.1 ศึกษาวรณกรรมที่เกี่ยวข้อง

แนวทางการพัฒนาคุณภาพการบริการเพื่อรองรับนักท่องเที่ยวกลุ่มอาเซียน: กรณีศึกษาโรงแรมในอำเภอหาดใหญ่จังหวัดสงขลา ผลการศึกษาพบว่าคุณภาพการบริการทั้ง 5 ด้านประกอบด้วยด้านความเป็นรูปธรรมของการบริการด้านความน่าเชื่อถือหรือไว้วางใจได้ด้านการให้ความมั่นใจด้านการตอบสนองความต้องการได้อย่างรวดเร็วด้านการเข้าใจความต้องการของผู้ใช้บริการ (นิตยา พร้าวราม, 2558)

ปัจจัยผลักดันทางการท่องเที่ยวมีผลต่อการเปลี่ยนแปลงพฤติกรรมการท่องเที่ยวแบบ New Normal หลังเกิดการแพร่ระบาดโควิด-19 ซึ่งในงานวิจัยนี้ปัจจัยผลักดันทางการท่องเที่ยว ได้แก่ ความปลอดภัย สิ่งอำนวยความสะดวก และนโยบายส่งเสริมการท่องเที่ยวจากภาครัฐ สอดคล้องกับทฤษฎีพฤติกรรมการท่องเที่ยววิถีใหม่ และภาวะเศรษฐกิจถดถอย ล้วนทำให้พฤติกรรมท่องเที่ยวของผู้คนเปลี่ยนไป เปลี่ยนไป โดยปกติสถานที่ที่เราไปเที่ยวมักมีความสะอาดปลอดภัยดีอยู่แล้ว จึงทำให้เวลาจะไปเที่ยวนักท่องเที่ยวคำนึงถึงความปลอดภัยเพิ่มขึ้นอย่างมาก ผู้คนมีการเปลี่ยนแปลงไป ซึ่ง 3 New Normal ของการเดินทางท่องเที่ยวในประเทศหลังวิกฤติโควิด-19 ได้แก่ 1) เที่ยวในประเทศเป็นตัวเลือกแรก 2) เที่ยวใกล้ ๆ สั้น ๆ ขับรถไป และ 3) เที่ยวที่ Unseenคนไม่พลุกพล่าน (พัชรียา แก้วช, 2564)

การปรับปรุงภูมิทัศน์ การดูแลรักษาความปลอดภัย โดยเฉพาะมาตรการป้องกันการแพร่ระบาดของโรคโควิด19 การประเมินสถานประกอบการเพื่อให้สัญลักษณ์ SHA และเมื่อบุคลากรของสถานประกอบการได้รับวัคซีนครบ 2 เข็ม จะได้รับสัญลักษณ์ SHA+ ซึ่งขณะนี้มีสถานประกอบการ โรงแรมจำนวนกว่า 300 แห่ง ได้รับสัญลักษณ์ SHA+ แล้ว ถือว่าเป็นแบบอย่างความร่วมมือที่มีการเตรียมความพร้อมอย่างเป็นระบบ ตั้งแต่ก่อนการเดินทางเข้าประเทศ การเข้าพัก การท่องเที่ยวและเข้าร่วมกิจกรรมต่าง ๆ จนถึงการเดินทางออกจากจังหวัด (ศูนย์ปฏิบัติการภาวะฉุกเฉิน กรมควบคุมโรค, 2564)

Kotler, P. & Keller, K. L. (2006) ได้กล่าวว่า ส่วนประสมทางการตลาดบริการ (Marketing Mix) หมายถึง ตัวแปรทางการตลาดที่สามารถควบคุมได้ ซึ่งบริษัทมักจะใช้ร่วมกันเพื่อตอบสนองความต้องการและความพึงพอใจให้กับกลุ่มเป้าหมายแนวคิดทฤษฎีส่วนประสมทางการตลาดบริการ จะมีส่วนประกอบที่สำคัญซึ่งนำมาประกบกับการพิจารณาเพื่อกำหนดตำแหน่งของการบริการ

และในส่วนตลาดของธุรกิจบริการ แต่ละส่วนของส่วนประสมทางการตลาดบริการมีความเชื่อมโยง และสอดคล้องกันเพื่อให้การดำเนินงานของด้านการตลาด ประสบความสำเร็จตามวัตถุประสงค์ ประกอบด้วยหลักของ 7Ps มีดังต่อไปนี้ ด้านสถานที่ให้บริการ ด้านอัตราค่าบริการ ด้านการเพิ่มช่องทางการจัดจำหน่าย ด้านการส่งเสริมการตลาด ด้านบริหารจัดการบุคคล ด้านการรักษาความปลอดภัย

Boutique Hotel เป็นโรงแรมขนาดเล็กที่มีห้องพักตั้งแต่ 10-80 ห้อง ซึ่งเป็นโรงแรมที่มีลักษณะเฉพาะ ทั้งด้านแนวคิดการตกแต่งทั้งภายนอกและภายใน รวมไปถึงการแต่งกายและการบริการของพนักงานเลยทีเดียว เรียกได้ว่าทุกอย่างจะต้องถูกคิดออกมาให้มี Concept ไปในแนวทางเดียวกันทั้งหมด โดยจะต้องมีลักษณะเด่นตามมาตรฐานทั่วไปอยู่ 3 ด้าน คือ ด้านสถาปัตยกรรมการตกแต่ง การให้บริการ และกลุ่มเป้าหมายที่ชัดเจน โรงแรมบูติค (Boutique Hotels) เกิดขึ้นครั้งแรกในกรุงลอนดอน ประเทศอังกฤษ ช่วงต้นปี ค.ศ.1980 โดยโรงแรมบูติคแห่งแรกเปิดทำการในปี ค.ศ.1981 ภายใต้ชื่อ Blakes Hotel ซึ่งนักออกแบบหญิงที่มีชื่อเสียงในด้านการตกแต่งชาวนิวซีแลนด์ Anouska Hempel เป็นผู้ออกแบบ รวมถึงการให้บริการและความเป็นส่วนตัวของแขกด้วย ต่อมาโรงแรมบูติคได้ขยายตัวไปยังฝั่งอเมริกาและประเทศอื่นในทวีปยุโรปอย่างรวดเร็ว ประเทศไทยรู้จักคำว่าบูติคจากร้านเสื้อผ้าหรือสไตล์ในช่วง 10-20 ปีที่ผ่านมา ซึ่งเสื้อผ้าที่มียี่ห้อแพงหรู มีรูปแบบทันสมัย ไม่ซ้ำแบบใคร มักจะถูกขนานนามว่าเป็นเสื้อผ้าแนวบูติค และคำว่าบูติคก็ถูกนำไปใช้กับอุตสาหกรรมที่พักแรม ภายใต้ชื่อของบูติคโฮเทลและรีสอร์ต โรงแรมประเภทบูติคโฮเทลจึงมีความหมายเป็นนัยถึงโรงแรมขนาดเล็กที่มีความทันสมัย (Smart Finder, 2556)

ข้อมูลที่เกี่ยวข้องกับธุรกิจโรงแรมบูติคโฮเทล ในจังหวัดภูเก็ต ธุรกิจโรงแรมขนาดเล็กนั้นถือเป็นวิสาหกิจขนาดเล็กและขนาดย่อมที่มีผลต่อการเจริญเติบโตของภาคอุตสาหกรรมการท่องเที่ยวภายในประเทศ เพราะเป็นธุรกิจที่ก่อให้เกิดการจ้างแรงงานในภาคบริการที่สำคัญ เนื่องจากมีการดำเนินธุรกิจโรงแรมขนาดเล็กภายในท้องถิ่น ชุมชน ก่อให้เกิดการจ้างแรงงานในพื้นที่ เกิดการกระจายรายได้และเกิดการหมุนเวียนเศรษฐกิจในชุมชนท้องถิ่นนั้นๆ กำหนดขนาดโรงแรมไว้ไม่เกิน 10 - 80 ห้อง ปัจจุบันภาครัฐมีนโยบายส่งเสริมการท่องเที่ยวโดยกำหนดยุทธศาสตร์การท่องเที่ยวเป็นกลุ่มจังหวัด ในลักษณะการบูรณาการการท่องเที่ยวแข็งพื้นที่ (กระทรวงการท่องเที่ยวและกีฬา, 2563)

4. วิธีการดำเนินงาน

วิจัยเรื่อง “แนวทางคุณภาพการบริการโรงแรมบูติคโฮเทลหลังโรคติดเชื้อไวรัสโคโรน่า 2019 ในจังหวัดภูเก็ต : ย่านเมืองเก่า” เป็นการวิจัยเชิงคุณภาพ (Qualitative Research) เก็บรวบรวมข้อมูลจากกาสัมภาษณ์ ให้บุคคลอธิบายเรื่องราวและเหตุการณ์ต่างๆ ที่ตัวเองประสบมาโดยมีฐานความคิดว่ามนุษย์จะรู้ดี ในสิ่งที่ตนประสบมา นอกจากนี้ยังศึกษาจากเอกสาร ข้อมูลทางวิชาการ สอบถามผู้ที่เกี่ยวข้องกับ ธุรกิจที่เกี่ยวข้อง เพื่อให้ได้ข้อมูลที่เป็นประโยชน์ต่อการวิเคราะห์ให้ได้มากที่สุดโดยใช้การสัมภาษณ์ และการสนทนากลุ่ม เพื่อให้ได้ข้อมูลจากการสัมภาษณ์นำไปสู่ความเข้าใจของเนื้อหาได้แท้จริง ผู้วิจัยขอกล่าวถึงระเบียบวิธีวิทยา (Research Methodology) (อาภาพร จิระวัฒนภิญโญ, 2552) เป็นการให้รายละเอียดเกี่ยวกับขั้นตอนในการดำเนินการวิจัยว่าแต่ละขั้นตอนจำทำอย่างไร โดยทั่วไปเป็นการให้รายละเอียดในเรื่องต่อไปนี้ คือ

4.1 ขอบเขตด้านเนื้อหา โดยศึกษาข้อมูลส่วนบุคคล เกี่ยวกับธุรกิจโรงแรมบูติคโฮเทล หลังเกิดโรคติดเชื้อไวรัสโคโรนา 2019 และการนิยามสภาพปัญหาและ แนวทางการพัฒนาคุณภาพการให้บริการของผู้ประกอบการ โดยมีแนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้อง คือ แนวความคิดและทฤษฎีเกี่ยวกับการบริการ แนวคิดทฤษฎีเกี่ยวกับการตัดสินใจ แนวคิดทฤษฎีเกี่ยวกับพฤติกรรมผู้บริโภค และแนวคิดทฤษฎีเกี่ยวกับส่วนประสมทางการตลาด

4.2 ขอบเขตด้านพื้นที่ การวิจัยครั้งนี้เลือกสถานที่เก็บข้อมูล คือ ธุรกิจโรงแรมบูติดโฮเทลในจังหวัดภูเก็ตเพราะมีการกระจายตัวตั้งอยู่ในสถานที่ท่องเที่ยวภายในย่านเมืองเก่า จังหวัดภูเก็ต และสามารถเดินทางได้สะดวกในการเก็บข้อมูล

4.3 ขอบเขตด้านประชากร การเก็บข้อมูลโดยการสัมภาษณ์ผู้ประกอบการที่เป็นเข้าของธุรกิจโรงแรมบูติดโฮเทล จำนวน 20 ท่านในจังหวัดภูเก็ต

4.4 ขอบเขตด้านระยะเวลา การศึกษาวิจัยครั้งนี้มีระยะเวลาในเก็บข้อมูล ตั้งแต่เดือนเมษายน 2565 - ตุลาคม 2565

5. เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัยประกอบด้วยการวิเคราะห์เอกสารและการวิเคราะห์ให้ได้มากที่สุดโดยใช้การสัมภาษณ์ และการสนทนากลุ่ม เพื่อให้ได้ข้อมูลจากการสัมภาษณ์นำไปสู่ความเข้าใจของเนื้อหาได้แท้จริง วิธีวิจัย Qualitative Research การสนทนากลุ่ม ประเด็นเกี่ยวกับแนวทางคุณภาพการบริการโรงแรมบูติคโฮเทลหลังโรคติดเชื้อไวรัสโคโรน่า 2019 ในจังหวัดภูเก็ต : ย่านเมืองเก่า ผู้วิจัยใช้เครื่องมือในการเก็บ รวบรวมข้อมูล โดยแบบสอบถามประกอบด้วย 3 ส่วน คือ

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ประกอบการหรือพนักงานทุกระดับ ที่ให้บริการโรงแรมธุรกิจโรงแรมบูติดโฮเทลในจังหวัดภูเก็ต หลังสถานการณ์โคโรนา 2019

ส่วนที่ 2 แนวทางการจัดการคุณภาพการให้บริการของธุรกิจโรงแรมหลังเกิดโรคติดเชื้อไวรัสโคโรนา 2019 ในจังหวัดภูเก็ต

ส่วนที่ 3 ข้อเสนอแนะเพิ่มเติม

6. การเก็บรวบรวมข้อมูล

กระบวนการดำเนินการวิจัยเป็นขั้นตอนตามวัตถุประสงค์ที่ว่าด้วยการวิจัยเชิงคุณภาพทำการเก็บรวบรวมข้อมูลและวิเคราะห์ผล จากการศึกษาสภาพปัจจุบันของธุรกิจโรงแรมขนาดเล็กที่ได้รับผลกระทบช่วงหลังสถานการณ์โรคติดเชื้อไวรัสโคโรนา 2019 ที่เกิดขึ้นมุมมอง ปัจจัยส่วนประสมทางการตลาด 7Ps Kotler (1997) Kotler, P. & Keller, K. L. (2006) ศึกษาเอกสาร ตำรา สิ่งพิมพ์ ข้อมูลจากสื่อออนไลน์และงานวิจัยเพื่อนำข้อมูลที่ได้นำมาสังเคราะห์ กำหนดกรอบการสร้างแนวทางคุณภาพการให้บริการของธุรกิจโรงแรมขนาดเล็กด้วย ผู้วิจัยเก็บรวบรวมข้อมูลจากเอกสารงานวิจัยการสัมภาษณ์และการสนทนากลุ่ม ดังรายละเอียด ดังนี้

6.1 รวบรวมข้อมูลจากเอกสารงานวิจัยที่เกี่ยวข้องโดยรวบรวมเอกสารภายในและเอกสารของหน่วยงานภาครัฐที่เกี่ยวข้องกับด้านการบริการ

6.2. รวบรวมข้อมูลจากการสัมภาษณ์และสังเกตจากผู้ให้ข้อมูลหลักในการพัฒนา ด้านการบริการของธุรกิจโรงแรมบูติคโฮเทล 20 ท่าน คือ ธุรกิจโรงแรมบูติคโฮเทล และกลุ่มผู้ให้ข้อมูล คือ 1) เจ้าของธุรกิจซึ่งเป็นผู้ประกอบการ หรือผู้บริหารกิจการ 2) พนักงานผู้ปฏิบัติหน้าที่แต่ละฝ่าย ด้วยการใช้แบบสัมภาษณ์เป็นเครื่องมือในการเก็บรวบรวมข้อมูล และดำเนินการทดสอบความสำเร็จในการดำเนินธุรกิจของกิจการที่ผ่านมา

7. สรุปผลการวิจัย

ผลการวิจัยเรื่อง“แนวทางคุณภาพการบริการโรงแรมบูติคโฮเทลหลังโรคติดเชื้อไวรัสโคโรน่า 2019 ในจังหวัดภูเก็ต : ย่านเมืองเก่า” จากการศึกษาข้อมูลจากแหล่งธุรกิจโรงแรมบูติคโฮเทล มีรูปแบบการดำเนินกิจการเพื่อศึกษาสภาพปัจจุบันของธุรกิจโรงแรมขนาดเล็กที่ได้รับผลกระทบช่วงหลังสถานการณ์โรคติดเชื้อไวรัสโคโรนา 2019 ที่เกิดขึ้นมุมมอง ปัจจัยส่วนประสมทางการตลาด 7Ps ดังต่อไปนี้

7.1 ด้านสถานที่ให้บริการ มีผลต่อการตัดสินใจเข้าพักเป็นอย่างมาก ซึ่งธุรกิจโรงแรมและที่พักในจังหวัดภูเก็ต มีประเภทที่พักให้เลือกบริการหลากหลายเป็นอย่างมาก หลังช่วงสถานการณ์ไวรัสโคโรนา 2019 ที่เกิดขึ้นทำให้การเลือกใช้ของนักท่องเที่ยวค่อนข้างปรับตัว และเลือกใช้โรงแรมที่รับการรับรองจากรัฐ และมีเอกสารรับรองการฉีดวัคซีนของพนักงาน มีมารตราที่ชัดเจน

7.2 ด้านอัตราค่าบริการ มีความเหมาะสมกับคุณภาพที่ท่านมอบให้ลูกค้า ซึ่งการปรับราคาให้เหมาะสมกับสถานการณ์การที่เกิดในปัจจุบันที่ลูกค้าสามารถเข้าถึงได้ และมีการเข้าร่วมโครงการเราเที่ยวด้วยกัน ที่สามารถช่วยให้ลูกค้าได้เลือกโรงแรมขนาดเล็กในการเลือกใช้บริการมากขึ้น ราคาย่อมเยา ทำให้ผู้ใช้บริการเลือกเข้าใช้บริการ

7.3 ด้านการเพิ่มช่องทางการจัดจำหน่าย หลังจากสถานการณ์ไวรัสโคโรนา 2019 ที่เกิดขึ้นทำให้การเพิ่มช่องท่างการจองห้องพัก มีการจองผ่านสื่อออนไลน์มากขึ้น ผ่านแอพพลิเคชั่น เป่าตัง โครงการเราเที่ยวด้วยกัน เว็บไซต์โดยตรง หรือโทรจองผ่านโรงแรมโดยตรง

7.4 ด้านการส่งเสริมการตลาด ก่อนการเกิดโรคระบาดไวรัสโคโรนา 2019 ภูเก็ตมีความรุ่งเรื่องเป็นอย่างมาก ภาครัฐค่อยข้างทำการตลาดไปได้ง่าย เพราะการท่องเที่ยวในจังหวัดมีความคึกคักเป็นอย่างมาก ในการเลือกมาท่องเที่ยว ไม่ว่าจะมาแบบซื้อทัวร์แบบครอบครัว เพื่อน คนรัก Backpacker เป็นต้น แต่เมื่อมีการเกิดโรคระบาดไวรัสโคโรนา 2019 เกิดขึ้นมา ทำให้การท่องเที่ยวหยุดชะงักไป ไม่ได้แค่จังหวัดภูเก็ต แต่ทั้งประเทศต้องหยุดไป จนทั่วโลกที่เกิดผลกระทบนี้ จึงทำให้ภาครัฐต้องรีบส่งเสริมทางการตลาดในการท่องเที่ยวเพื่อให้กลับมาคึกคักเหมือนเดิม

7.5 ด้านบริหารจัดการบุคคล ช่วงสถานการณ์ไวรัสโคโรนา 2019 ระบาด ยอมรับได้ว่า มีการปรับเปลี่ยนพนักงานการทำงานเป็นกะ จากเคยเข้าทำงาน 5 วันต่อสัปดาห์ ลดเหลือ 3 วันต่อสัปดาห์ ลดจำนวนพนักงานบางแผนก และอัตราค่าจ้างก็มีการปรับลดลงตามสถานการณ์ที่ผ่านมา แต่ปัจจุบัน ได้มีการทำงานตามปกติเต็มรูปแบบ เนื่องจากการท่องเที่ยวเริ่มกลับมาคึกคักและมีการเลือกบริการธุรกิจโรงแรมค่อยมากขึ้น

7.6 ด้านการรักษาความปลอดภัย ที่พักได้รับมาตรฐานและความน่าเชื่อถือ มีปรับปรุงภูมิทัศน์ การดูแลรักษาความปลอดภัย โดยเฉพาะมาตรการป้องกันการแพร่ระบาดของโรคโควิด19 การประเมินสถานประกอบการเพื่อให้สัญลักษณ์ SHA และเมื่อบุคลากรของสถานประกอบการได้รับวัคซีนครบ 2 เข็ม จะได้รับสัญลักษณ์ SHA+ ซึ่งขณะนี้มีสถานประกอบการ โรงแรมจำนวนกว่า 300 แห่ง ได้รับสัญลักษณ์ SHA+ แล้ว ถือว่าเป็นแบบอย่างความร่วมมือที่มีการเตรียมความพร้อมอย่างเป็นระบบ

7.7 ด้านการปรับตัวกับการให้บริการ ต้องมีการปรับตัวค่อยข้างมากการปรับรูปแบบการให้บริการโดยการเพิ่มการป้องกันมากขึ้นตามมาตรฐานที่รัฐบาลกำหนดไว้ ไม่ว่าจะเป็นการคัดกรองผู้เข้าพัก การทำความสะอาดบริเวณที่พักและโดยรอบมีแอลกอฮอล์วางไว้ตามจุดสำคัญ

8. อภิปรายผลการวิจัย

จากการศึกษาผู้วิจัยจึงขอสรุปผลและอภิปรายผลตามวัตถุประสงค์ในการวิจัยได้ว่าแนวทางคุณภาพการบริการโรงแรมบูติคโฮเทลหลังโรคติดเชื้อไวรัสโคโรน่า 2019 ในจังหวัดภูเก็ต : ย่านเมืองเก่า จากการสำรวจส่วนใหญ่แล้วจะได้รับผลกระทบจากการระบาดของโควิด 19 ตามวัตถุประสงค์ที่คาดหวังไว้ และเนื่องจากส่วนประสมทางการตลาด 7Ps เป็นกลยุทธ์ทางการตลาดที่เป็นที่นิยมและยอมรับกันอย่างแพร่หลาย ดังนั้นผู้วิจัยจึงเลือกแนวคิดส่วนประสมทางการตลาดของ Kotler (1997) Kotler, P. & Keller, K. L. (2006) มาใช้เป็นตัวแปรในการศึกษาครั้งนี้ ได้แก่ ด้านผลิตภัณฑ์ ด้านราคา ด้านการจัดจำหน่าย ด้านส่งเสริมการตลาด ด้านบุคลากร ด้านกระบวนการ และด้านลักษณะทางกายภาพ เพื่อตอบสนองความต้องการของลูกค้าได้อย่างสูงสุด และต้องคำนึงถึงความพึงพอใจความประทับใจของลูกค้าเป็นสำคัญ และยังสามารถรักษาลูกค้าเดิม พัฒนาธุรกิจที่เรากำหนดไว้ให้เป็นไปในทิศทางที่ดีเพราะฉะนั้นการที่จะทำธุรกิจด้านการบริการจึงจะต้องเห็นส่วนนี้เป็นสิ่งที่สำคัญที่สุด ดังต่อไปนี้ 1.) ด้านสถานที่ให้บริการ มีผลต่อการตัดสินใจเข้าพักเป็นอย่างมาก ซึ่งธุรกิจโรงแรมและที่พักในจังหวัดภูเก็ต มีประเภทที่พักให้เลือกบริการหลากหลายเป็นอย่างมาก หลังช่วงสถานการณ์ไวรัสโคโรนา 2019 ที่เกิดขึ้นทำให้การเลือกใช้ของนักท่องเที่ยวค่อนข้างปรับตัว และเลือกใช้โรงแรมที่รับการับรองจากกระทรวงสาธารณสุข และมีเอกสารรับรองการฉีดวัคซีนประจำตัวพนักงาน มีสัญลักษณ์ที่ชัดเจน 2.) ด้านอัตราค่าบริการ มีความเหมาะสมกับคุณภาพที่ท่านมอบให้ลูกค้า ซึ่งการปรับราคาให้เหมาะสมกับสถานการณ์การที่เกิดในปัจจุบันที่ลูกค้าสามารถเข้าถึงได้และมีการเข้าร่วมโครงการเราเที่ยวด้วยกัน ที่สามารถช่วยให้ลูกค้าได้เลือกโรงแรมขนาดเล็กในการเลือกใช้บริการมากขึ้น ราคาย่อมเยาทำให้ผู้ใช้บริการเลือกเข้าใช้บริการ 3.) ด้านการเพิ่มช่องทางการจัดจำหน่าย หลังจากสถานการณ์ไวรัสโคโรนา 2019 ที่เกิดขึ้นทำให้การเพิ่มช่องท่างการจองห้องพัก มีการจองผ่านสื่อออนไลน์มากขึ้น ผ่านแอพพลิเคชั่น เป๋าตัง โครงการเราเที่ยวด้วยกัน เว็บไซต์โดยตรงหรือโทรจองผ่านโรงแรมโดยตรง 4.) ด้านการส่งเสริมการตลาด ก่อนการเกิดโรคระบาดไวรัสโคโรนา 2019 ภูเก็ตมีความรุ่งเรืองเป็นอย่างมาก ภาครัฐค่อยข้างทำการตลาดไปได้ง่าย เพราะการท่องเที่ยวในจังหวัดมีความคึกคักเป็นอย่างมาก ในการเลือกมาท่องเที่ยว ไม่ว่าจะมาแบบซื้อทัวร์ แบบครอบครัว เพื่อน คนรัก Backpacker เป็นต้น แต่เมื่อมีการเกิดโรคระบาดไวรัสโคโรนา 2019 เกิดขึ้นมา ทำให้การท่องเที่ยวหยุดชะงักไป ไม่ได้แค่จังหวัดภูเก็ต แต่ทั้งประเทศต้องหยุดไป จนทั่วโลกที่เกิดผลกระทบนี้ จึงทำให้ภาครัฐต้องรีบส่งเสริมทางการตลาดในการท่องเที่ยวเพื่อให้กลับมาคึกคักเหมือนเดิม 5.) ด้านบริหารจัดการบุคคล ช่วงสถานการณ์ไวรัสโคโรนา 2019 ระบาด ยอมรับได้ว่า มีการปรับเปลี่ยนพนักงานการทำงานเป็นกะ จากเคยเข้าทำงาน 5 วันต่อสัปดาห์ ลดเหลือ 3 วันต่อสัปดาห์ ลดจำนวนพนักงานบางแผนก และอัตราค่าจ้างก็มีการปรับลดลงตามสถานการณ์ที่ผ่านมา แต่ปัจจุบัน ได้มีการทำงานตามปกติเต็มรูปแบบเนื่องจากการท่องเที่ยวเริ่มกลับมาคึกคักและมีการเลือกบริการธุรกิจโรงแรมค่อยมากขึ้น 6.) ด้านการรักษาความปลอดภัย ที่พักได้รับมาตรฐานและความน่าเชื่อถือ มีปรับปรุงภูมิทัศน์ การดูแลรักษาความปลอดภัย โดยเฉพาะมาตรการป้องกันการแพร่ระบาดของโรคโควิด19 การประเมินสถานประกอบการเพื่อให้สัญลักษณ์ SHA และเมื่อบุคลากรของสถานประกอบการได้รับวัคซีนครบ 2 เข็ม จะได้รับสัญลักษณ์ SHA+ ซึ่งขณะนี้มีสถานประกอบการ โรงแรมจำนวนกว่า 300 แห่ง ได้รับสัญลักษณ์ SHA+ แล้ว ถือว่าเป็นแบบอย่างความร่วมมือที่มีการเตรียมความพร้อมอย่างเป็นระบบ 7.) ด้านการปรับตัวกับการให้บริการ ต้องมีการปรับตัวค่อยข้างมากการปรับรูปแบบการให้บริการโดยการเพิ่มการป้องกันมากขึ้นตามมาตรฐานที่รัฐบาลกำหนดไว้ ไม่ว่าจะเป็นการคัดกรองผู้เข้าพัก การทำความสะอาดบริเวณที่พักและโดยรอบมีแอลกอฮอล์วางไว้ตามจุดสำคัญจึงจำเป็นต้องมีการลดอัตราพนักงานและเปลี่ยนแปลงรูปแบบอัตราค่าบริการห้องพักให้มีราคาที่ตอบสนองความต้องการของลูกค้าที่มาใช้บริการ นอกจากการปรับตัวให้เข้ากับสถานการณ์แล้ว ยังมีการส่งเสริมทางการตลาดต่างๆ มีการเข้าโครงการต่างๆที่ภาครัฐจัดขึ้น เช่น โครงการเราเที่ยวด้วยกัน เพื่อส่งเสริมการท่องเที่ยวเชิญชวนให้นักท่องเที่ยวชาวไทยมาใช้บริการมากยิ่งขึ้น และมีการปรับปรุงภูมิทัศน์ การดูแลรักษาความปลอดภัย โดยเฉพาะมาตรการป้องกันการแพร่ระบาดของโรคโควิด19 การประเมินสถานประกอบการเพื่อให้สัญลักษณ์ SHA และเมื่อบุคลากรของสถานประกอบการได้รับวัคซีนครบ 2 เข็ม จะได้รับสัญลักษณ์ SHA+ ซึ่งขณะนี้มีสถานประกอบการ โรงแรมจำนวนกว่า 300 แห่ง ได้รับสัญลักษณ์ SHA+ แล้ว ถือว่าเป็นแบบอย่างความร่วมมือที่มีการเตรียมความพร้อมอย่างเป็นระบบ ตั้งแต่ก่อนการเดินทางเข้าประเทศ การเข้าพัก การท่องเที่ยวและเข้าร่วมกิจกรรมต่าง ๆ จนถึงการเดินทางออกจากจังหวัด แนวทางในการบริหารจัดการธุรกิจโรงแรมในช่วงวิกฤต โควิด-19 ผลการวิจัยพบว่า การวางแผนในการบริหารจัดการธุรกิจโรงแรมและกลยุทธ์ที่ทำโดยการปรับเปลี่ยนกลุ่มลูกค้าให้มีความหลากหลายขึ้น คำนึงถึงความปลอดภัยในการเข้าพัก และลดปัจจัยเสี่ยงที่จะส่งผลต่อกำไรและรายจ่ายที่จะเพิ่มขึ้น เพื่อให้ธุรกิจของตนเองดำเนินธุรกิจต่อไปได้

9. ข้อเสนอแนะการวิจัยจากการวิจัย และข้อเสนอแนะการวิจัยครั้งต่อไป

9.1 ควรมีการศึกษาระหว่างขนาดเล็กกับที่พักอื่นๆเพื่อให้ทราบถึงความแตกต่างและความได้เสียเปรียบทางธุรกิจโรงแรมที่ได้ผลกระทบ อย่างเช่น การเลือกโรงแรมที่มีชื่อเสียงในรูปแบบออลไลน์ ทำให้ผู้มาใช้บริการเลือกที่ใช้บริการได้มากกว่า เป็นต้น

9.2 ควรมีทำแบบสอบถามเพื่อเชิงปริมาณเพื่อสอบถามนักท่องเที่ยว ที่เลือกใช้บริการโรงแรมขนาดเล็กเพราะเหตุใดบ้าง หรือการเก็บรวบรวมข้อมูลอื่น ๆ เพื่อให้ได้ข้อมูลที่หลากหลายมากขึ้นและได้นำข้อมูลของผู้มาใช้บริการในการปรับปรุงและปรับกลยุทธ์สำหรับธุรกิจขนาดเล็กให้สำหรับผู้มาใช้บริการได้มีทางเลือกเพิ่มมากขึ้น จากคำแนะนำของผู้รับบริการ

9.3 การศึกษาครั้งต่อไปควรมีการศึกษาการเลือกใช้ด้านธุรกิจโรงแรมของนักท่องเที่ยว เพื่อศึกษาวิจัยหรือวิทยานิพนธ์ในรูปแบบธุรกิจโรงแรมขนาดเล็กในมีปรับกลยุทธ์การส่งเสริมทางการตลาด เพื่อการรับมือกับสถานการณ์ที่จะเกิด ไม่ว่าจะเป็น โรคระบาดต่างๆมากมายที่เรายังไม่ค้นพบ หรือ ภัยพิบัติทางธรรมชาติ ในอนาคตต่อไป

10. เอกสารอ้างอิง

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ED-015

แนวทางการลดความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา

Guideline for Reducing Risk in Budget Administration on Financial Accounting of Schools under Nakhon Ratchasima Secondary Educational Service Area Office

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บทคัดย่อ

การวิจัยมีวัตถุประสงค์เพื่อ 1) ศึกษาระดับปัญหาความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีในสถานศึกษา 2) เปรียบเทียบระดับปัญหาความเสี่ยงจำแนกตามตำแหน่ง และขนาดโรงเรียน 3) ศึกษาแนวทางการลดความเสี่ยง ตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษา และหัวหน้าฝ่ายงบประมาณ รวมจำนวน 88 คน กำหนดขนาดของตัวอย่างโดยใช้ตารางสำเร็จรูปของ Krejcie and Morgan ทำการสุ่มแบบแบ่งชั้น กลุ่มเป้าหมาย ได้แก่ ผู้บริหารสถานศึกษา และหัวหน้าฝ่ายงบประมาณ รวมจำนวน 5 คน เครื่องมือในการวิจัย คือ แบบสอบถามมีค่าความเชื่อมั่นเท่ากับ .994 วิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูป เพื่อหาค่าความถี่ ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน การทดสอบที และการทดสอบเอฟ

ผลการวิจัยพบว่า

1. ความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษาภาพรวม อยู่ในระดับน้อยที่สุด

2. ความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา จำแนกตามตำแหน่ง และขนาดของโรงเรียน โดยภาพรวมและรายด้าน พบว่า ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

3. แนวทางการลดความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา ได้แก่ ควรจะมีการนำรายงานผลการดำเนินโครงการ/กิจกรรมแจ้งในวาระการประชุม ควรมีการจัดทำรายงานเงินคงเหลือประจำวันให้เป็นปัจจุบัน ควรแต่งตั้งเจ้าหน้าที่ในการตรวจสอบรายงานเงินคงเหลือประจำวัน ควรมีการออกคำสั่ง/บันทึกมอบหมายผู้ทำหน้าที่รับ-จ่ายเงินที่ชัดเจน ควรมีการจัดทำแผนปฏิบัติการประจำปีให้ชัดเจน

คำสำคัญ: ความเสี่ยง การบริหารงบประมาณ การเงิน บัญชี

Abstract

The objectives of this research were 1) to study the level of risk problems in financial budget management, 2) to compare the level of risk problems classified by location, and school size; and 3) to study risk reduction guidelines. The samples was school administrators and the head of the budget department, totaling 88 people. The size of the sample was determined by using Krejcie and Morgan's ready-made tables for stratified random sampling. The target group was school administrators and head of the budget department, totaling 5 people. The research tool was a questionnaire with a reliability of .994. Data were analyzed using a packaged program to determine frequency, percentage, standard deviation, t-test, and F-test

The results showed that

1. Risks in managing financial budgets, school account, and overview was at the lowest level.

2. Risks in managing financial budgets, and school accounts classified by location and the size of the school, overall and by aspect, it was found that there were no significant differences at the .05 level.

3. Guidelines for reducing risks in the financial budget, and school account, for example, should include a report on the project/activity results in the meeting agenda. Daily balance reports should be kept up to date.

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Officers should be appointed to inspect daily balance reports. There should be a clear instruction/memo assigning the person responsible for collecting and paying money. There should be a clear annual action plan.

Keywords: Risk, Budget Management, Finance, Accounting

บทนำ

กระทรวงศึกษาธิการได้มีวัตถุประสงค์สนับสนุนค่าใช้จ่ายในการจัดการศึกษาขั้นพื้นฐานอย่างเสมอภาคและเป็นธรรมในรายการพื้นฐาน 5 รายการ ได้แก่ ค่าจัดการเรียนการสอน ค่าหนังสือเรียน ค่าอุปกรณ์การเรียน ค่าเครื่องแบบนักเรียน และค่ากิจกรรมพัฒนาคุณภาพผู้เรียน เพื่อให้นักเรียนทุกคนมีความพร้อมที่จะได้รับการศึกษาที่มีคุณภาพตามมาตรฐาน โดยการบริหารจัดการอย่างมีประสิทธิภาพ ซึ่งได้กำหนดเป้าหมายด้านปริมาณ โดยมีจำนวนนักเรียนที่ได้รับการสนับสนุนค่าใช้จ่ายในการจัดการศึกษาขั้นพื้นฐาน ในปีการศึกษา 2565 จำนวนทั้งสิ้น 6,623,909 คน รวมงบประมาณทั้งสิ้น 36,547,330,900 บาท ส่วนเป้าหมายทางด้านคุณภาพได้กำหนดเป้าหมายด้านคุณภาพผู้เรียน เพื่อให้นักเรียนได้มีความรู้ ความสามารถ ทักษะ สมรรถนะและคุณลักษณะอันพึงประสงค์ ตามหลักสูตรและการพัฒนาคุณภาพผู้เรียนทุกระดับ (กระทรวงศึกษาธิการ, 2565) พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม ในมาตรา 39 ได้กำหนดให้กระทรวงศึกษาธิการ กระจายอำนาจการบริหารและการจัดการศึกษา แบ่งขอบข่ายไว้ 4 ด้าน คือ ด้านวิชาการ การบริหารงบประมาณ การบริหารงานบุคคล และการบริหารงานทั่วไป ไปยังเขตพื้นที่การศึกษาและสถานศึกษาในเขตพื้นที่โดยตรง โดยรัฐได้จัดสรรงบประมาณแผ่นดิน เพื่อใช้ในการจัดการศึกษาตามแผนพัฒนาการศึกษาแห่งชาติ กระทรวงศึกษาธิการ เพื่อจัดการศึกษาให้มีคุณภาพในด้านการบริหารงานงบประมาณ โดยเฉพาะการบริหารงานด้านการเงิน พัสดุและทรัพย์สิน ซึ่งมีความเกี่ยวข้องและจำเป็นต่อสถานศึกษา (ระเบียบ สุวรรณมาโจ, 2561) โดยมีหลักการจัดสรรงบประมาณที่ดี คือ มีความเป็นธรรมในการจัดสรรงบประมาณในจำนวนที่เท่ากันให้กับผู้เรียนที่มีลักษณะความต้องการแบบเดียวกัน ความเสมอภาค เพื่อให้ทุกคนได้รับโอกาสทางการศึกษาที่เท่าเทียมกันตามหลักความเสมอภาค เป็นการจัดสรรงบประมาณโดยการพิจารณาจากความแตกต่างในคุณลักษณะของโรงเรียน โดยโรงเรียนที่มีคุณลักษณะเหมือนกันควรจะได้รับงบประมาณเท่าเทียมกัน ส่วนโรงเรียนที่มีคุณลักษณะที่แตกต่างกัน เนื่องจากขนาดและที่ตั้งของโรงเรียน ควรได้รับงบประมาณที่แตกต่างกัน (กระทรวงศึกษาธิการ, 2546, ก)

สถานศึกษาทุกแห่ง ต่างก็มีวัตถุประสงค์เพื่อพัฒนาคุณภาพการศึกษาให้เป็นไปตามเป้าหมาย แต่อย่างไรก็ตามต้องประสบกับความเสี่ยง (Risk) อยู่เสมอ เช่น ความเสี่ยงด้านนโยบาย ความเสี่ยงด้านการเงิน ความเสี่ยงด้านทรัพยากรมนุษย์ ความเสี่ยงด้านเทคโนโลยี และความเสี่ยงด้านการเมือง เป็นต้น ความเสี่ยงเป็นภาวะคุกคาม ปัญหา อุปสรรค หรือการสูญเสียโอกาส ซึ่งจะมีผลทำให้องค์กรไม่สามารถบรรลุวัตถุประสงค์ที่กำหนดไว้หรือก่อให้เกิดผลเสียหายต่อองค์กรในหลายด้าน ทั้งในด้านกลยุทธ์ การปฏิบัติงานอย่างไม่ต่อเนื่องและไม่สม่ำเสมอ แต่หากสามารถควบคุมความเสี่ยงได้แล้ว จะช่วยให้เกิดโอกาสในการพัฒนาคุณภาพในการทำงานเป็นอย่างมาก (สำนักงานปลัดกระทรวงศึกษาธิการ, 2550 อ้างถึงใน จีรนันท์ ทองอ่วม, 2560) การบริหารงานงบประมาณเป็นองค์ประกอบที่สำคัญต่อความสำเร็จของการบริหารสถานศึกษา ดังนั้นผู้บริหารสถานศึกษาและผู้ที่เกี่ยวข้องจึงมีบทบาทสำคัญอย่างมาก เนื่องจากเป็นผู้มีหน้าที่ในการกำกับ ติดตาม และปฏิบัติงานให้บรรลุพันธกิจ เป้าหมายของสถานศึกษาและในขณะเดียวกัน ก็มีโอกาสที่จะทำให้เกิดความผิดพลาดในการบริหารงานได้ การบริหารงานด้านการเงิน บัญชี เป็นส่วนหนึ่งของงานบริหารงบประมาณในสถานศึกษาและผลจากการปฏิบัติงานด้านการเงิน บัญชี จะได้รับการตรวจสอบตามแผนปฏิบัติการประจำปีของหน่วยตรวจสอบภายใน สำนักงานเขตพื้นที่การศึกษา ซึ่งเป็นการตรวจสอบระบบการเงิน การบัญชีที่มุ่งพิสูจน์ความน่าเชื่อถือของข้อมูลทางการเงิน การบัญชีว่าเอกสารประกอบรายการทางการเงินและการบัญชีที่ปรากฏ ถูกต้อง ครบถ้วน เป็นปัจจุบัน โปร่งใส สมเหตุสมผลและมั่นใจได้ว่าการควบคุมทางการเงินที่มีอยู่ในระบบการเบิกจ่ายเงิน การรับเงิน การจ่ายเงิน การนำส่ง นำฝาก และการเก็บรักษาเงิน มีความเหมาะสมเพียงพอที่จะทำให้การปฏิบัติงานมีประสิทธิภาพ

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา มีบทบาทหน้าที่สำคัญในการติดตามตรวจสอบประเมินผลการปฏิบัติงานงบประมาณของสถานศึกษาในสังกัดให้เป็นไปตามนโยบายของกระทรวงศึกษาธิการ สอดคล้องกับพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม ที่ได้บัญญัติไว้ว่า ให้มีระบบการตรวจสอบ ติดตาม และประเมินผลประสิทธิภาพและประสิทธิผล ในการใช้จ่ายงบประมาณการจัดการศึกษาให้สอดคล้องกับหลักการศึกษา แนวการจัดการศึกษา และคุณภาพมาตรฐานการศึกษา โดยหน่วยงานภายในและหน่วยงานภายนอกของรัฐที่มีหน้าที่ตรวจสอบ ในปีงบประมาณ พ.ศ. 2564 หน่วยตรวจสอบภายใน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา ได้จัดทำแผนปฏิบัติการประจำปีงบประมาณ พ.ศ. 2564 ในรอบ 6 เดือน (1 ตุลาคม 2563 ถึง 31 มีนาคม 2564) ของสถานศึกษาในสังกัด จำนวน 8 แห่ง (หน่วยตรวจสอบภายใน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา, 2564) ซึ่งในกิจกรรมด้านการตรวจสอบการปฏิบัติงานด้านการเงิน บัญชี ได้ใช้แนวทางการตรวจสอบจากคู่มือการตรวจสอบสถานศึกษาด้านการเงินการบัญชีของสถานศึกษาที่ปฏิบัติตามคู่มือการบัญชีสำหรับหน่วยงานย่อย พ.ศ. 2515 นำมาปรับเพื่อสอดรับกับบริบทของสถานศึกษา ประกอบด้วยแนวทางการตรวจสอบ 10 ประเด็น ดังนี้ 1) การจัดทำ

แผนปฏิบัติการประจำปี 2) การควบคุมเงินคงเหลือ 3) การเก็บรักษาเงิน 4) การควบคุมการรับเงิน 5) การควบคุมการจ่ายเงิน 6) การจัดทำบัญชี 7) การจัดทำรายงานการเงิน 8) การตรวจสอบรับ-จ่ายประจำวัน 9) การควบคุมเงินยืม และ 10) การควบคุมใบเสร็จรับเงิน (กลุ่มตรวจสอบภายใน สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2560) จากการศึกษาเอกสารรายงานสรุปผลการปฏิบัติงานตามแผนปฏิบัติการประจำปีงบประมาณ 2564 ของหน่วยตรวจสอบภายใน พบข้อสังเกตที่สำคัญในกิจกรรมงานตรวจสอบการปฏิบัติงานด้านการเงิน บัญชีของสถานศึกษาในสังกัด จำนวน 8 แห่ง ที่มีการปฏิบัติงานด้านการเงิน บัญชี ยังไม่รัดกุมเพียงพอ โดยประเด็นข้อสังเกตเรียงลำดับจากมากไปหาน้อย สรุปได้ดังนี้ 1) วงเงินและการเก็บรักษาเงินไม่เป็นไปตามที่ระเบียบกำหนด จำนวน 8 แห่ง คิดเป็นร้อยละ 100 2) จัดทำรายงานการเงินไม่ครบถ้วน ไม่ถูกต้อง และไม่จัดส่งรายงานให้สำนักงานเขตพื้นที่การศึกษา จำนวน 7 แห่ง คิดเป็นร้อยละ 87.5 3) การควบคุมเงินคงเหลือไม่ถูกต้องครบถ้วน ตามที่ระเบียบกำหนด จำนวน 7 แห่ง คิดเป็นร้อยละ 87.5 4) การจัดทำแผนปฏิบัติการประจำปีดำเนินการไม่ถูกต้อง ไม่ครบถ้วน ตามแนวทางที่กำหนดและการบริหารการเงินด้วยแผนปฏิบัติการประจำปีของโรงเรียนยังไม่มีประสิทธิภาพ จำนวน 7 แห่ง คิดเป็นร้อยละ 87.5 5) จัดทำบัญชีหรือทะเบียนคุมไม่ครบถ้วนถูกต้องและไม่เป็นปัจจุบัน จำนวน 5 แห่ง คิดเป็น ร้อยละ 62.5 6) การควบคุมการจ่ายเงินไม่ถูกต้องตามระเบียบที่กำหนด จำนวน 3 แห่ง คิดเป็นร้อยละ 37.5 และ7) การควบคุมเงินยืมไม่รัดกุม ไม่ถูกต้องตามที่ระเบียบกำหนด จำนวน 2 แห่ง คิดเป็นร้อยละ 25

จากสภาพปัญหาที่พบจากการปฏิบัติงานด้านการเงิน บัญชี ดังกล่าว หากสถานศึกษาไม่ดำเนินการหาแนวทางในการบริหารงานเพื่อลดความเสี่ยงให้ครอบคลุมงานบริหารงบประมาณในสถานศึกษา อาจส่งผลให้การดำเนินงานของสถานศึกษาไม่บรรลุเป้าหมายตามที่กระทรวงศึกษาธิการกำหนดได้ ซึ่งสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา ได้ตระหนักและเห็นความสำคัญของการพัฒนาสถานศึกษาเพื่อให้เป็นสถานศึกษาที่มีความพร้อมในการจัดการเรียนการสอนที่มีคุณภาพ แต่อย่างไรก็ตามในการบริหารจัดการสถานศึกษาล้วนดำเนินการภายใต้ภาวะความเสี่ยงอย่างหลีกเลี่ยงไม่ได้

ดังนั้น ผู้วิจัยจึงได้สนใจที่จะศึกษาแนวทางการลดความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา เพื่อให้ทราบถึงสภาพความเสี่ยงหรือปัญหาที่เกิดขึ้น รวมทั้งแนวทางลดความเสี่ยงและการแก้ปัญหาได้อย่างถูกต้อง นำไปสู่การวางแผนการบริหารงบประมาณด้านการเงิน บัญชีในสถานศึกษาให้มีประสิทธิภาพมากยิ่งขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับปัญหาความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา
2. เพื่อเปรียบเทียบระดับปัญหาความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา จำแนกตามตำแหน่งและขนาดโรงเรียน
3. เพื่อศึกษาแนวทางการลดความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา

สมมุติฐานการวิจัย

โรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา ที่มีตำแหน่งและขนาดต่างกัน มีการบริหารงบประมาณด้านการเงิน บัญชี แตกต่างกัน

วิธีการดำเนินการวิจัย

1.ประชากร กลุ่มตัวอย่าง และกลุ่มเป้าหมาย

1. ประชากร ได้แก่ ผู้บริหารสถานศึกษาและหัวหน้าฝ่ายงบประมาณ สังกัดเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา ปีการศึกษา 2565 จำนวน 47 โรงเรียน กำหนดผู้ให้ข้อมูลสถานศึกษาละ 2 คน ได้แก่ ผู้บริหารสถานศึกษา จำนวน 1 คน และหัวหน้าฝ่ายงบประมาณ จำนวน 1 คน

2. กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและหัวหน้าฝ่ายงบประมาณ สังกัดเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา ปีการศึกษา 2565 ได้กลุ่มตัวอย่างจำนวน 44 โรงเรียน นำมากำหนดกลุ่มตัวอย่างตามขนาดโรงเรียน ได้จำนวนกลุ่มตัวอย่างประกอบด้วยผู้บริหารสถานศึกษา จำนวน 44 คน และหัวหน้าฝ่ายงบประมาณ จำนวน 44 คน รวมทั้งหมด 88 คน กำหนดขนาดจำนวนกลุ่มตัวอย่างโดยใช้ตารางสำเร็จรูปของ Krejcie & Morgan (1970, pp. 607-608) กลุ่มตัวอย่างได้มาโดยการสุ่มแบบแบ่งชั้น

(Stratified random sampling) โดยใช้ขนาดของโรงเรียนเป็นชั้นในการสุ่ม (Strata) ได้แก่ โรงเรียนขนาดเล็ก โรงเรียนขนาดกลาง และโรงเรียนขนาดใหญ่และใหญ่พิเศษ

3. กลุ่มเป้าหมาย ได้แก่ ผู้ทรงคุณวุฒิที่ให้ข้อมูลจำนวน 5 คน ซึ่งเป็นผู้บริหารสถานศึกษาหรือหัวหน้าฝ่ายงบประมาณ ที่มีคุณสมบัติดังต่อไปนี้ 1) เป็นโรงเรียนที่มีการบริหารงบประมาณในสถานศึกษาที่มีวิธีการปฏิบัติงานที่ดี (Good practice) 2) มีประสบการณ์ในการบริหารงานงบประมาณ ตั้งแต่ 3 ปีขึ้นไป 3) ไม่มีประวัติข้อร้องเรียนเกี่ยวกับการบริหารงบประมาณ

2. ตัวแปรที่ใช้ในการวิจัย

2.1 ตัวแปรอิสระ ได้แก่ ตำแหน่ง และขนาดของโรงเรียน

2.2 ตัวแปรตาม ได้แก่ ความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา และแนวทางในการลดความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา

3. ขอบเขตของการวิจัย

3.1 ขอบเขตด้านพื้นที่ศึกษา ได้แก่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา

3.2 ขอบเขตด้านระยะเวลาที่ศึกษา ระหว่างเดือนพฤษภาคม ถึง เดือนพฤศจิกายน 2565

4. เครื่องมือที่ใช้ในการวิจัย

4.1 แบบสอบถามการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา ซึ่งมีค่า IOC เท่ากับ 1.00 และมีค่าความเชื่อมั่นเท่ากับ 0.994 แบบสอบถามแบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นแบบสอบถาม ซึ่งผู้วิจัยสร้างขึ้นตามแนวทางการตรวจสอบจากคู่มือการตรวจสอบสถานศึกษาด้านการเงินการบัญชีของสถานศึกษาที่ปฏิบัติตามคู่มือการบัญชีสำหรับหน่วยงานย่อย พ.ศ. 2515 กลุ่มตรวจสอบภายใน สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน นำมาปรับเพื่อสอดรับกับบริบทของสถานศึกษา ประกอบด้วย 10 ประเด็น ได้แก่ 1) การจัดทำแผนปฏิบัติการประจำปี 2) การควบคุมเงินคงเหลือ 3) การเก็บรักษาเงิน 4) การควบคุมการรับเงิน 5) การควบคุมการจ่ายเงิน 6) การจัดทำบัญชี 7) การจัดทำรายงานการเงิน 8) การตรวจสอบรับ-จ่ายประจำวัน 9) การควบคุมเงินยืม 10) การควบคุมใบเสร็จรับเงิน

4.2 แบบสัมภาษณ์ เป็นแบบสัมภาษณ์แบบมีโครงสร้าง โดยนำผลการวิจัยที่มีค่าเฉลี่ยสูงสุดมากำหนดประเด็นสัมภาษณ์ให้ครอบคลุมแนวทางการตรวจสอบการบริหารงบประมาณด้านการเงิน บัญชีทั้ง 10 ประเด็น

5. ขั้นตอนในการวิจัย

5.1 ขั้นตอนที่ 1 การเก็บข้อมูลเชิงปริมาณ โดยการศึกษาความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา

5.2 ขั้นตอนที่ 2 การเก็บข้อมูลเชิงคุณภาพ โดยการศึกษาแนวทางในการลดความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา

สรุปผลการวิจัย

1. ความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา ภาพรวม อยู่ในระดับน้อยที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า ทุกด้านอยู่ในระดับน้อยที่สุด โดยด้านที่มีค่าเฉลี่ยมากที่สุด คือ ด้านที่ 1 การจัดทำแผนปฏิบัติการประจำปีรองลงมา คือ ด้านที่ 7 การจัดทำรายงานการเงิน ส่วนด้านที่มีค่าเฉลี่ยต่ำที่สุด คือ ด้านที่ 6 การจัดทำบัญชี

2. ผลการเปรียบเทียบระดับปัญหาความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา จำแนกตามตำแหน่ง พบว่า ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 จำแนกตามขนาดของโรงเรียน โดยภาพรวมและรายด้าน พบว่า ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

3. แนวทางการลดความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา ซึ่งผู้วิจัยเก็บข้อมูลจากผู้ทรงคุณวุฒิ จำนวน 5 คน มีรายละเอียดดังต่อไปนี้

3.1 การจัดทำแผนปฏิบัติการประจำปี แนวทางการลดความเสี่ยงในการประชาสัมพันธ์เผยแพร่รายงานผลการดำเนินโครงการหรือกิจกรรมตามแผนปฏิบัติการประจำปีให้ผู้ที่เกี่ยวข้องรับทราบไม่ทั่วถึง โรงเรียนควรมีการกำหนดเป็นแนวปฏิบัติอย่างเป็นรูปธรรม และมีช่องทางในการสะท้อนผลการดำเนินงานที่ชัดเจน โดยนำข้อมูลรายงานผลการดำเนินโครงการหรือกิจกรรมตามแผนปฏิบัติการประจำปีที่ได้มาเผยแพร่ประชาสัมพันธ์ให้บุคคลที่เกี่ยวข้องรับทราบ เช่น การประชุม การนำข้อมูลลงในวารสาร การแจ้งผ่านกลุ่มไลน์ การเผยแพร่ลงในเว็บไซต์ เป็นต้น

3.2 การควบคุมเงินคงเหลือ แนวทางการลดความเสี่ยงในการจัดทำรายงานเงินคงเหลือประจำวันไม่เป็นปัจจุบัน โรงเรียนควรมีการลงรายการรับเงิน - จ่ายเงินแต่ละวันในสมุดบันทึก พร้อมทั้งเก็บรวบรวมใบเสร็จรับเงิน หลังจากนั้นนำข้อมูลพร้อมเอกสารการเบิกจ่ายทั้งหมดมาจัดทำรายงานเงินคงเหลือประจำวัน กรณีที่ทำรายงานเงินคงเหลือประจำวันไม่ทันอาจต้องนำกลับไปทำนอกเวลาทำการหรือเสนอขอเพิ่มเจ้าหน้าที่การเงิน

3.3 การเก็บรักษาเงิน แนวทางการลดความเสี่ยงในกรณีวันใดมีรายได้แผ่นดินเก็บรักษาเกินกว่า 10,000 บาท และมีการนำเงินส่งคลังเกิน 3 วันทำการ โรงเรียนควรมีการตรวจสอบการเก็บรักษาเงินรายได้แผ่นดินให้เป็นปัจจุบัน ในกรณีวันใดมีรายได้แผ่นดินเก็บรักษาเกินกว่า 10,000 บาท ให้นำรีบเงินส่งคลังไม่เกิน 3 วันทำการ ทั้งนี้ เงินรายได้แผ่นดินของโรงเรียนส่วนใหญ่ได้มาจากดอกเบี้ยเงินฝากธนาคาร (เงินอุดหนุน) ควรนำส่งตามรอบที่กำหนด และควรแต่งตั้งกรรมการตรวจสอบการเก็บรักษาเงิน หากพบว่ามีเงินรายได้แผ่นดินให้นำส่งคลังทันที

3.4 การควบคุมการรับเงิน แนวทางการลดความเสี่ยง กรณีคำสั่งหรือบันทึกมอบหมายผู้ทำหน้าที่รับ-จ่ายเงินขาดความชัดเจน โรงเรียนควรจัดทำคำสั่งมอบหมายงานแต่ละตำแหน่งให้ชัดเจน โดยระบุขอบเขตหน้าที่ความรับผิดชอบ และการพรรณนางาน ควรจัดทำคำสั่งแต่งตั้งเจ้าหน้าที่ทำหน้าที่รับ-จ่ายเงิน กรณีการเรียกเก็บเงินบำรุงการศึกษา ควรจัดทำคำสั่งภาคเรียนละ 1 ครั้ง ทั้งนี้ ควรศึกษาระเบียบการแต่งตั้งคณะกรรมการรับ - จ่ายเงิน และนำมาใช้ออกคำสั่งอย่างเคร่งครัด

อภิปรายผลการวิจัย

1. ความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา ภาพรวมอยู่ในระดับน้อยที่สุด โดยด้านที่มีค่าเฉลี่ยสูงที่สุด คือ ด้านที่ 1 การจัดทำแผนปฏิบัติการประจำปี ทั้งนี้อาจเนื่องมาจากผู้ที่ได้รับมอบหมายให้รับผิดชอบในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษามีการสับเปลี่ยนตำแหน่งหรือย้ายสถานศึกษาทำให้ขาดความต่อเนื่องในการบริหารงาน ซึ่งบุคลากรที่มาทดแทนอาจขาดความรู้และประสบการณ์ จึงทำให้ความเสี่ยงด้านการจัดทำแผนปฏิบัติการประจำปีมีค่าเฉลี่ยมากที่สุด สอดคล้องกับผลการวิจัยของสุรารักษ์ ยวงทอง (2562) ได้กล่าวไว้ว่า ด้านที่มีปัญหาสูงสุดคือ ด้านการบริหารการเงิน เนื่องจากเงินเป็นตัวกลางในการขับเคลื่อนที่สำคัญในการพัฒนาสิ่งต่างๆ ของโรงเรียน หากผู้ที่ทำหน้าที่ไม่มีความรู้ความสามารถ ประสบการณ์ในการทำงาน หรือไม่มีความครอบคลุมในการบริหารการเงิน เป็นเหตุให้การทำงานหรือการขับเคลื่อนสิ่งต่างๆ เป็นไปด้วยความยากลำบาก มีปัญหาอุปสรรคเกิดขึ้นเกี่ยวกับการใช้เงิน

1.1 ความเสี่ยงด้านการจัดทำแผนปฏิบัติการประจำปี โดยข้อที่มีค่าเฉลี่ยสูงที่สุด คือ ข้อที่ 10. การประชาสัมพันธ์เผยแพร่รายงานผลการดำเนินโครงการ/กิจกรรมให้ผู้ที่เกี่ยวข้องรับทราบไม่ทั่วถึง ทั้งนี้อาจเนื่องมาจากสถานศึกษายังไม่ได้กำหนดแนวการปฏิบัติอย่างชัดเจน เมื่อมีการดำเนินการเสร็จแล้วจึงไม่มีการเผยแพร่ข้อมูลให้ผู้ที่เกี่ยวข้องรับทราบ ตลอดจนสาธารณชนให้เป็นที่ประจักษ์ อาจมีเพียงบางช่องทางในการสื่อสารให้หน่วยงานหรือบุคคลอื่นได้รับรู้เท่านั้น สอดคล้องกับแนวคิดของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2560, น.27) ได้เสนอหลักการติดตามและรายงานผลการดำเนินงานว่า สถานศึกษาควรมีการติดตามผลการดำเนินงานตามแผนปฏิบัติการประจำปีอย่างน้อยทุกภาคเรียน มีการรายงานผลการดำเนินงานครบถ้วนทุกโครงการ / กิจกรรม และเผยแพร่รายงานผลการดำเนินงานตามแผนปฏิบัติการประจำปีให้คณะครู บุคลากรทางการศึกษา ผู้ปกครอง นักเรียน ชุมชน ทราบเพื่อความโปร่งใสในการดำเนินการ สอดคล้องกับผลการวิจัยของสุนันทกิจ เทียงเดช (2558) พบปัญหาการประชาสัมพันธ์และการสื่อสาร เนื่องจากการจัดระบบเอกสารไม่เป็นมาตรฐานเดียวกัน ทำให้มีปัญหาในการประสานงานและการเผยแพร่ข้อมูล

1.2 ความเสี่ยงด้านการควบคุมเงินคงเหลือ โดยข้อที่มีค่าเฉลี่ยสูงที่สุด คือ ข้อที่ 1. การจัดทำรายงานเงินคงเหลือประจำวันไม่เป็นปัจจุบัน ทั้งนี้อาจเนื่องมาจากโรงเรียนขาดบุคลากรที่มีความรู้โดยตรงทางด้านการเงิน การบัญชีหรือยังขาดความรู้ความเข้าใจในระเบียบการจัดทำรายงานเงินคงเหลือประจำวัน สอดคล้องกับแนวคิดของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2560) ได้เสนอหลักการควบคุมเงินคงเหลือไว้ว่าทุกสิ้นวันให้เจ้าหน้าที่การเงินจัดทำรายงานเงินคงเหลือประจำวันเป็นประจำทุกวัน โดยบันทึกรายละเอียดเงินสดในมือและเอกสารแทนตัวเงิน โดยส่งมอบเงินที่จะเก็บรักษาต่อคณะกรรมการเก็บรักษาเงินพร้อมรายงานเงินคงเหลือประจำวัน สอดคล้องกับผลการวิจัยของนิกร ซุนพุ่ม (2561) ได้กล่าวไว้ว่า บุคลากรยังขาดความเข้าใจในการปฏิบัติงานที่สอดคล้องกับระเบียบการเงินทำให้ไม่ได้จัดทำเอกสารรายงานสรุปการใช้เงินให้เป็นปัจจุบัน

1.3 ความเสี่ยงด้านการเก็บรักษาเงิน โดยข้อที่มีค่าเฉลี่ยสูงที่สุด คือ ข้อที่ 5. กรณีวันใดมีรายได้แผ่นดินเก็บรักษาเกินกว่า 10,000 บาท มีการนำเงินส่งคลัง เกิน 3 วันทำการ ทั้งนี้อาจเนื่องมาจากบุคลากรยังขาดความรู้ ความเข้าใจในระเบียบการเก็บรักษาเงิน อำนาจการเก็บรักษาเงิน และวงเงินเก็บรักษา สอดคล้องกับแนวคิดของระเบียบกระทรวงการคลัง (2562, น. 27) ได้เสนอหลักการไว้ว่าให้ทำการเก็บรักษาเป็นเงินสด โดยให้นำส่งคลังอย่างน้อยเดือนละ 1 ครั้ง แต่ถ้ามีเงินรายได้แผ่นดินเก็บรักษาในวันใดเกิน 10,000 บาท ให้นำส่งโดยด่วนแต่อย่างช้าต้องไม่เกิน 3 วันทำการถัดไป สอดคล้องกับผลการวิจัยของเอกลักษณ์ ป้องกัน (2560) ได้

กล่าวไว้ว่า ปัญหาที่พบคือโรงเรียนขาดการกำกับ ควบคุมและติดตามอย่างต่อเนื่อง ผู้ที่ได้รับมอบหมายงานยังปฏิบัติหน้าที่ไม่ดีเท่าที่ควร และยังขาดความรู้ความสามารถในการทำงานด้านการเงิน

1.4 ความเสี่ยงด้านการควบคุมการรับเงิน โดยข้อที่มีค่าเฉลี่ยสูงที่สุด คือ ข้อที่ 1. คำสั่งหรือบันทึกมอบหมายผู้ทำหน้าที่รับ-จ่ายเงินขาดความชัดเจน ทั้งนี้อาจเนื่องมาจาก หลักการกระจายอำนาจที่เปิดกว้างให้สิทธิอำนาจแก่สถานศึกษาในการแต่งตั้งบุคลากรทำหน้าที่รับ-จ่ายเงิน ทำให้สถานศึกษาบางแห่งไม่มีบันทึกมอบหมายงานหรือการออกคำสั่งล่าช้า ขาดความชัดเจน สอดคล้องกับแนวคิดของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2560) ได้เสนอหลักการไว้ว่าสถานศึกษาควรแต่งตั้งหรือมอบหมายให้เจ้าหน้าที่การเงินหรือผู้ที่ได้รับมอบหมายทำการออกใบเสร็จรับเงินให้แก่ผู้ชำระเงิน หรือผู้ที่มอบเงินให้สถานศึกษาทุกครั้งที่ได้รับเงิน สอดคล้องกับผลการวิจัยของเอกลักษณ์ ป้องกัน (2560) ได้กล่าวไว้ว่า ด้านกิจกรรมการควบคุมควรมีการจัดทำคำสั่งมอบหมายงานให้บุคลากรปฏิบัติอย่างชัดเจน สอดคล้องกับผลการวิจัยของวีระพงษ์ ก้านกิ่ง (2560) ได้กล่าวไว้ว่า ควรแต่งตั้งบุคลากรที่มีความรู้ มาปฏิบัติงานและส่งเสริมให้ครูผู้รับผิดชอบจัดทำเอกสารหลักฐานทางการบัญชีให้สมบูรณ์และบันทึกบัญชีให้ถูกต้องเป็นปัจจุบัน

2. ผลการเปรียบเทียบความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา

2.1 จำแนกตามตำแหน่ง พบว่า ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ทั้งนี้อาจเนื่องมาจากผู้บริหารสถานศึกษาและหัวหน้าฝ่ายงบประมาณที่มีตำแหน่งต่างกัน มีการรับรู้ความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษาที่เป็นไปในลักษณะเดียวกัน จึงทำให้ได้รับปัญหาที่เกิดขึ้นในลักษณะแบบเดียวกัน จึงมีความเข้าใจในปัญหาที่เกิดจากความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีในลักษณะเดียวกัน แม้จะมีตำแหน่งที่ต่างกันก็ตาม สอดคล้องกับงานวิจัยของวีระพงษ์ ก้านกิ่ง (2560) ได้กล่าวไว้ว่า ข้าราชการครูที่มีตำแหน่งต่างกันมีความคิดเห็นต่อสภาพการบริหารงบประมาณ โดยรวมและรายด้านไม่แตกต่างกัน สอดคล้องกับงานวิจัยของภัสราวดี เกตุนะ (2560) ได้กล่าวไว้ว่า ผู้ตอบแบบสอบถามที่มีตำแหน่งงานต่างกันมีความเห็นต่อสภาพการบริหารงานงบประมาณไม่แตกต่างกัน สอดคล้องกับงานวิจัยของศุกร์ฤดี มีสมพร (2560) ได้กล่าวไว้ว่า สภาพปัญหาการบริหารงบประมาณแบบมุ่งเน้นผลงาน จำแนกตามตำแหน่ง โดยรวมและรายด้านไม่แตกต่างกัน

2.2 จำแนกตามขนาดของโรงเรียน โดยภาพรวมและรายด้าน พบว่า ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ทั้งนี้อาจเนื่องมาจากโรงเรียนเป็นหน่วยงานที่อยู่ในสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน การจัดสรรงบประมาณได้รับการจัดสรรตามจำนวนผู้เรียน โรงเรียนที่มีขนาดใหญ่จะได้รับจัดสรรงบประมาณมากกว่าโรงเรียนขนาดเล็ก ทั้งนี้การใช้จ่ายงบประมาณเงินสนับสนุนการจัดการศึกษา ทุกโรงเรียนจะได้รับนโยบายแนวทางการดำเนินงานตามระเบียบปฏิบัติจากส่วนกลางเพื่อให้สอดคล้องตามนโยบายของต้นสังกัด สอดคล้องกับงานวิจัยของเอกลักษณ์ ป้องกัน (2560) ได้กล่าวไว้ว่า โรงเรียนที่มีขนาดของโรงเรียนต่างกัน โดยภาพรวมมีความคิดเห็นต่อการบริหารความเสี่ยงของผู้บริหารสถานศึกษาไม่แตกต่างกัน สอดคล้องกับงานวิจัยของชัยรัตน์ เงินเนื้อดี (2560) ได้กล่าวไว้ว่า โรงเรียนขนาดเล็กและขนาดกลางมีการปฏิบัติงานไม่แตกต่างกัน สอดคล้องกับงานวิจัยของภัสราวดี เกตุนะ (2560) ได้กล่าวไว้ว่า สภาพการบริหารงานงบประมาณของโรงเรียน จำแนกตามขนาดของสถานศึกษาไม่แตกต่างกัน

3. แนวทางการลดความเสี่ยงในการบริหารงบประมาณด้านการเงิน บัญชีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา การประชาสัมพันธ์เผยแพร่รายงานผลการดำเนินโครงการหรือกิจกรรมตามแผนปฏิบัติการประจำปีให้ผู้ที่เกี่ยวข้องรับทราบไม่ทั่วถึง โรงเรียนควรมีการกำหนดเป็นแนวปฏิบัติอย่างเป็นรูปธรรม และมีช่องทางในการสะท้อนผลการดำเนินงานที่ชัดเจน โดยนำข้อมูลรายงานผลการดำเนินโครงการหรือกิจกรรมตามแผนปฏิบัติการประจำปีที่ได้มาเผยแพร่ประชาสัมพันธ์ให้บุคคลที่เกี่ยวข้องรับทราบ เช่น การประชุม การนำข้อมูลลงในวารสาร การแจ้งผ่านกลุ่มไลน์ การเผยแพร่ลงในเว็บไซต์ เป็นต้น ทั้งนี้ เนื่องจากรายงานผลการดำเนินโครงการหรือกิจกรรมที่ได้จากการปฏิบัติตามแผนปฏิบัติการประจำปีนั้น มีการเผยแพร่ให้หน่วยงานหรือผู้ที่เกี่ยวข้องรับทราบในหลายช่องทางการสื่อสาร เพื่อสร้างความเข้าใจร่วมกันกับผู้ที่เกี่ยวข้องและความโปร่งใสในการดำเนินการ สอดคล้องกับแนวปฏิบัติของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2560) ได้เสนอหลักการติดตามและรายงานผลการดำเนินงานว่า สถานศึกษาควรมีการติดตามผลการดำเนินงานตามแผนปฏิบัติการประจำปีอย่างน้อยทุกภาคเรียน มีการรายงานผลการดำเนินงานครบถ้วนทุกโครงการหรือกิจกรรม และเผยแพร่รายงานผลการดำเนินงานตามแผนปฏิบัติการประจำปีให้คณะครู บุคลากรทางการศึกษา ผู้ปกครอง นักเรียน ชุมชน ทราบเพื่อความโปร่งใสในการดำเนินการ สอดคล้องกับผลการวิจัยของสุรารักษ์ ยวงทอง (2562) ได้กล่าวไว้ว่า แนวทางการแก้ปัญหาด้านการตรวจสอบ ติดตาม ประเมินผลและรายงานการใช้เงินและผลการดำเนินงาน สถานศึกษาควรพัฒนาบุคลากรให้มีความรู้ในเรื่องการตรวจสอบ กำกับ ติดตามโครงการต่าง ๆ และรายงานผลการดำเนินงานอย่างเป็นระบบ แนวทางการลดความเสี่ยงในการจัดทำรายงานเงินคงเหลือประจำวันไม่เป็นปัจจุบัน โรงเรียนควรมีการลงรายการรับเงิน - จ่ายเงินแต่ละวันในสมุดบันทึก พร้อมทั้งเก็บรวบรวมใบเสร็จรับเงิน หลังจากนั้นนำข้อมูลพร้อมเอกสารการเบิกจ่ายทั้งหมดมาจัดทำรายงานเงินคงเหลือประจำวัน กรณีที่ทำรายงานเงินคงเหลือประจำวันไม่ทันอาจต้องนำกลับไปทำนอกเวลาทำการหรือเสนอขอเพิ่มเจ้าหน้าที่การเงิน ทั้งนี้ เนื่องจากโรงเรียนมีการสรุปรายการรับเงิน - จ่ายเงินประจำวันให้เป็นปัจจุบัน การกำหนดขั้นตอน

การทำงานที่ชัดเจน และมีการวางแผนในการนำข้อมูลมาจัดทำรายงานเงินคงเหลือประจำวันโดยดำเนินการอย่างรัดกุม รอบคอบและรายงานเป็นปัจจุบัน สอดคล้องกับแนวปฏิบัติของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2560) ได้เสนอหลักการควบคุมเงินคงเหลือไว้ว่าทุกสิ้นวันให้เจ้าหน้าที่การเงินจัดทำรายงานเงินคงเหลือประจำวันเป็นประจำทุกวัน โดยบันทึกรายละเอียดเงินสดในมือและเอกสารแทนตัวเงิน โดยส่งมอบเงินที่จะเก็บรักษาต่อคณะกรรมการเก็บรักษาเงินพร้อมรายงานเงินคงเหลือประจำวัน แนวทางการลดความเสี่ยงในกรณีวันใดมีรายได้แผ่นดินเก็บรักษาเกินกว่า 10,000 บาท และมีการนำเงินส่งคลังเกิน 3 วันทำการ โรงเรียนควรมีการตรวจสอบการเก็บรักษาเงินรายได้แผ่นดินให้เป็นปัจจุบัน ในกรณีวันใดมีรายได้แผ่นดินเก็บรักษาเกินกว่า 10,000 บาท ให้นำรีบเงินส่งคลังไม่เกิน 3 วันทำการ ทั้งนี้ เงินรายได้แผ่นดินของโรงเรียนส่วนใหญ่ได้มาจากดอกเบี้ยเงินฝากธนาคาร (เงินอุดหนุน) ควรนำส่งตามรอบที่กำหนด และควรแต่งตั้งกรรมการตรวจสอบการเก็บรักษาเงิน หากพบว่ามีเงินรายได้แผ่นดินให้นำส่งคลังทันที ทั้งนี้ เนื่องจากโรงเรียนมีการแต่งตั้งเจ้าหน้าที่ในการปฏิบัติงานอย่างชัดเจน มีขั้นตอนการตรวจสอบ การเก็บรักษาเงินและนำส่งตามระเบียบการเก็บเงินรายได้แผ่นดิน สอดคล้องกับแนวปฏิบัติของระเบียบกระทรวงการคลัง (2562, น. 27) ได้เสนอหลักการเก็บรักษาเงินรายได้แผ่นดินไว้ว่าให้ทำการเก็บรักษาเป็นเงินสด โดยให้นำส่งคลังอย่างน้อยเดือนละ 1 ครั้ง แต่ถ้ามีเงินรายได้แผ่นดินเก็บรักษาในวันใดเกิน 10,000 บาท ให้นำส่งโดยด่วนแต่อย่างช้าต้องไม่เกิน 3 วันทำการถัดไป

ข้อเสนอแนะ

1. ข้อเสนอแนะจากการวิจัยในครั้งนี้

1.1 ด้านการจัดทำแผนปฏิบัติการประจำปี โรงเรียนควรกำหนดแนวการปฏิบัติในการประชาสัมพันธ์เผยแพร่รายงานผลการดำเนินโครงการหรือกิจกรรมอย่างชัดเจน เพื่อให้การประชาสัมพันธ์เผยแพร่รายงานผลการดำเนินงานเป็นไปตามขั้นตอนที่ได้กำหนดไว้ สามารถตรวจสอบได้ว่าการดำเนินงานตามแผนปฏิบัติการประจำปีมีประสิทธิภาพ และให้ผู้ที่เกี่ยวข้องได้รับทราบอย่างทั่วถึง

1.2 ด้านการควบคุมเงินคงเหลือ โรงเรียนควรกำกับ ติดตามการจัดทำรายงานเงินคงเหลือประจำวันให้เป็นปัจจุบันตามขั้นตอนด้วยวิธีการที่ถูกต้องตามที่สำนักงานคณะกรรมการการศึกษาได้กำหนดแนวทางปฏิบัติ เพื่อให้การดำเนินงานมีความถูกต้องชัดเจน โปร่งใสและการบริหารการเงินมีประสิทธิภาพ

1.3 ด้านการเก็บรักษาเงิน โรงเรียนควรกำหนดแนวทางการปฏิบัติในการนำส่งเงินรายได้แผ่นดิน กรณีวันใดมีรายได้แผ่นดินเก็บรักษาเกินกว่า 10,000 บาท ให้มีการนำเงินส่งคลัง อย่างช้าต้องไม่เกิน 3 วันทำการถัดไป ควรมีการตรวจสอบ กำกับติดตามอย่างต่อเนื่อง เพื่อให้เป็นไปตามขั้นตอนที่ได้กำหนดไว้ในการปฏิบัติและระเบียบที่กระทรวงการคลังกำหนด

2. ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่ส่งผลกระทบต่อการบริหารความเสี่ยงงบประมาณด้านการเงิน บัญชีของสถานศึกษา

2.2 ควรศึกษาแนวทางการบริหารความเสี่ยงงบประมาณด้านพัสดุและสินทรัพย์ของสถานศึกษา

2.3 ควรศึกษาแนวทางการบริหารความเสี่ยงงบประมาณด้านนโยบายและแผนของสถานศึกษา

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นวัตกรรมระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วมเพื่อพัฒนาทักษะชีวิตของนักเรียนในโรงเรียนทั่วไป: กรณีศึกษาโรงเรียนวัดคู้บอน (วัฒนานันท์อุทิศ) กรุงเทพมหานคร

The Student Care and Support Cooperative System for Students with Special Needs in General School: Case Study Watkubon (Watthananant-Uthit) School, Bangkok

ทศทัศน์ บุญตา Thoshatus Boonta[1]

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาและศึกษาผลการดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วมเพื่อพัฒนาทักษะชีวิตของนักเรียนในโรงเรียนวัดคู้บอน (วัฒนานันท์อุทิศ) กรุงเทพมหานคร กลุ่มเป้าหมายเป็นนักเรียน ผู้ปกครองนักเรียนที่มีความต้องการพิเศษและครูในสายชั้นมัธยมศึกษาปีที่ 2 ภาคเรียนที่ 1 ปีการศึกษา 2565 รวมทั้งสิ้น 132 คน เครื่องมือที่ใช้ในการวิจัยคือ แบบตรวจสอบความเหมาะสมและความเป็นไปได้ แบบสอบถามพฤติกรรมทักษะชีวิตและแบบสอบถามความพึงพอใจ วิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน ทดสอบสมมติฐานด้วยสถิติทดสอบความแตกต่างระหว่างค่าเฉลี่ยที่กลุ่มตัวอย่างสัมพันธ์กัน ผลการศึกษาพบว่า

1. ระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วมมีความเหมาะสมและความเป็นไปได้ภาพรวมอยู่ในระดับมากที่สุด

2. หลังดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม นักเรียนที่มีความต้องการพิเศษมีคะแนนพฤติกรรมทักษะชีวิตเฉลี่ยอยู่ในระดับมาก

3. นักเรียน ผู้ปกครองและครูมีความพึงพอใจต่อระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วมอยู่ในระดับมาก

คำสำคัญ: ระบบดูแลช่วยเหลือ, นักเรียนที่มีความต้องการพิเศษ, ทักษะชีวิต

Abstract

The objective of this research was to the development and study results of using a student care and support cooperative system for students with special needs in Watkubon (Watthananant-Uthit) School, Bangkok. The target group consisted of 18 participants including the students, parents, and teachers in 8 grades, the first of the academic year 2022. The research instruments include the appropriateness and feasibility questionnaire, the life skill behavior questionnaire, and the satisfaction questionnaire. The statistics used for analyzing the data were mean, standard deviation, and t-test dependent samples. The results were as follows:

1. The level of appropriateness and feasibility of the student care and support cooperative system for students with special needs was at the highest.

2. The level of life skill behavior's students with special needs was high after using the student care and support cooperative system.

3. The level of satisfaction with the student care and support cooperative system was at high.

Keywords: student care and support system, students with special needs, life skill

บทนำ

เด็กวัยเรียนทุกคนควรได้เข้าเรียนในโรงเรียนและมีสิทธิได้รับการศึกษาตามความเหมาะสม ความชอบ ความถนัดของตนเอง เพราะกฎหมายด้านการศึกษาดังเช่น พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 ที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 (ฉบับที่ 3) พ.ศ. 2553 และ (ฉบับที่ 4) พ.ศ. 2562 (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2562) และการจัดการศึกษาเพื่อปวงชน (Education for All) อันเป็นความมุ่งหวังที่เกิดขึ้นมาตั้งแต่ พ.ศ. 2558 (ธนศิษฎ์ เกษมสุข และคณะ, 2564) กำหนดว่า เด็กวัย

[1] ครู วิทยฐานะชำนาญการ สำนักการศึกษากรุงเทพมหานคร โทรศัพท์ 0939462653 E-mail: superxru2524@gmail.com

เรียนทุกกลุ่มเป้าหมายต้องได้รับการศึกษาอย่างเท่าเทียมและทั่วถึง ต้องได้รับการศึกษาตามที่ระบุไว้ในวิสัยทัศน์ของหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 (กระทรวงศึกษาธิการ, 2551) ว่า มุ่งพัฒนานักเรียนให้เป็นมนุษย์ที่สมบูรณ์อย่างครอบคลุมรอบด้านและใช้ชีวิตร่วมกันอย่างมีความสุข ด้วยเหตุนี้ จึงส่งผลให้นักเรียนที่มีความต้องการพิเศษเข้าเรียนในโรงเรียนทั่วไปเพิ่มขึ้นดังที่สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานรายงานว่า ปีพ.ศ. 2563 โรงเรียนทั่วไปมีนักเรียนที่มีความต้องการพิเศษเพิ่มขึ้นถึง 450,417 คนจากเดิมที่ปีพ.ศ. 2560 มีเพียง 361,808 คน (สำนักบริหารงานการศึกษาพิเศษ, 2563) เช่นเดียวกับโรงเรียนสังกัดสำนักการศึกษากรุงเทพมหานครที่มีนักเรียนที่มีความต้องการพิเศษเพิ่มขึ้นทุกปี (สำนักการศึกษากรุงเทพมหานคร, 2564) ดังนั้นในปัจจุบันจึงมีนักเรียนที่มีความต้องการพิเศษเรียนอยู่ในโรงเรียนทั่วไปจำนวนมากและจำเป็นอย่างยิ่งที่จะต้องมีระบบดูแลช่วยเหลือนักเรียนเหล่านี้ให้เหมาะสมกับบริบทของสถานศึกษา

ระบบดูแลช่วยเหลือนักเรียนเป็นกระบวนการดำเนินงานดูแลช่วยเหลือนักเรียนอย่างมีขั้นตอนพร้อมด้วยวิธีการและเครื่องมือการทำงานที่ชัดเจน โดยมีครูที่ปรึกษาเป็นบุคลากรหลักในการดำเนินการดังกล่าวและมีการประสานความร่วมมืออย่างใกล้ชิดกับครู ที่เกี่ยวข้องหรือบุคคลภายนอก รวมทั้งการสนับสนุนส่งเสริมจากโรงเรียน ส่วนการดูแลช่วยเหลือนั้นเป็นการส่งเสริม การป้องกันและการแก้ปัญหา โดยมีวิธีการและเครื่องมือสำหรับครูประจำชั้นหรือครูที่ปรึกษาและบุคลากรที่เกี่ยวข้องเพื่อใช้ในการดำเนินงานพัฒนานักเรียนให้มีคุณลักษณะที่พึงประสงค์ (กรมสุขภาพจิต, 2546) จากการศึกษางานวิจัยที่เกี่ยวข้องกับระบบดูแลช่วยเหลือนักเรียนหลายเรื่อง (ธิตินัดดา สิงห์แก้ว (2562), สมิหลา สอนโพธิ์, สวัสดิ์ โพธิวัฒน์ และเยาวลักษณ์ สุตะโคตร (2562), เฉลิมพงษ์ สุขสมพนารักษ์ (2561), วาสนา สุขเกษม (2561), กนิษฐ์ฎา แก้วจินดาและฉลอง ชาตรูประชีวิน (2560)) พบว่า ช่วยให้นักเรียนมีทักษะชีวิตเพิ่มขึ้นและมีพฤติกรรมที่ไม่พึงประสงค์ลดลง และระบบดูแลช่วยเหลือนักเรียนที่ดีต้องให้ทุกฝ่ายที่เกี่ยวข้องได้มีส่วนร่วมในการดำเนินงาน

ผู้วิจัยในฐานะครูผู้ดูแลนักเรียนที่มีความต้องการพิเศษชั้นมัธยมศึกษาปีที่ 2 โรงเรียนวัดคู้บอน (วัฒนานันท์อุทิศ) กรุงเทพมหานคร พบว่า นักเรียนมีปัญหาเกี่ยวกับพฤติกรรมที่ไม่พึงประสงค์ที่จะต้องเร่งแก้ไข เช่น ปัญหาก่อกวนในชั้นเรียน ทะเลาะกัน ชกต่อย ทำร้ายร่างกายเพื่อน หนีเรียน ขาดเรียนบ่อย อารมณ์รุนแรง ก้าวร้าว วินัย เป็นต้น จากการสำรวจความต้องการของนักเรียนทั่วไป ผู้ปกครองและครู พบว่า อยากให้โรงเรียนมีการดูแลช่วยเหลือนักเรียนกลุ่มดังกล่าวอย่างเป็นระบบ ซึ่งพฤติกรรมดังกล่าวข้างต้นถือว่า เป็นทักษะชีวิตที่สำคัญที่ช่วยให้นักเรียนที่มีความต้องการพิเศษสามารถใช้ชีวิตอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข รวมถึงสามารถดูแลตนเองและแก้ไขปัญหาที่เกิดขึ้นด้วยตนเองได้เป็นการเบื้องต้น ดังที่ สำนักวิชาการและมาตรฐานการศึกษา (2554) กล่าวว่า ทักษะชีวิตเป็นความสามารถในการนำกระบวนการต่าง ๆ ไปใช้ในชีวิตประจำวัน การเรียน การทำงานและการอยู่ร่วมกันในสังคมด้วยการสร้างความสัมพันธ์อันดีระหว่างบุคคล การจัดการปัญหาและความขัดแย้งอย่างเหมาะสม การปรับตัวให้ทันต่อการเปลี่ยนแปลงและการรู้จักหลีกเลี่ยงพฤติกรรมที่ไม่พึงประสงค์ที่ส่งผลกระทบต่อตนเองและผู้อื่น ดังนั้น ผู้วิจัยจึงเกิดแนวคิดที่จะพัฒนาระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วมจากครู ผู้ปกครองและนักเรียนเพื่อให้นักเรียนโรงเรียนวัดคู้บอน (วัฒนานันท์อุทิศ) มีทักษะชีวิตอย่างเหมาะสมต่อไป

วัตถุประสงค์ของการวิจัย

เพื่อพัฒนาและศึกษาผลการดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วมเพื่อพัฒนาทักษะชีวิตของนักเรียนในโรงเรียนวัดคู้บอน (วัฒนานันท์อุทิศ) กรุงเทพมหานคร

วิธีการดำเนินการวิจัย

กลุ่มเป้าหมาย

การวิจัยครั้งนี้เป็นการศึกษากับกลุ่มเป้าหมายซึ่งได้มาแบบเจาะจงและอยู่ในความดูแลของผู้วิจัยซึ่งมีวุฒิการศึกษาระดับปริญญาโทด้านการศึกษาพิเศษ กลุ่มเป้าหมายรวมทั้งสิ้น 132 คน ประกอบด้วย นักเรียนทั่วไป 114 คน นักเรียนที่มีความต้องการพิเศษที่ได้รับการวินิจฉัยจากแพทย์เรียบร้อยแล้ว 6 คน ได้แก่ นักเรียนที่มีภาวะสมาธิสั้น 2 คน นักเรียนที่มีความบกพร่องทางสติปัญญาระดับเรียนรู้ได้ 3 คน และนักเรียนที่บกพร่องทางการเรียนรู้ร่วมกับสมาธิสั้น 1 คน ผู้ปกครองนักเรียนซึ่งเป็นผู้ดูแลหลักของนักเรียนที่มีความต้องการพิเศษ 6 คน และครูในสายชั้นมัธยมศึกษาปีที่ 2 จำนวน 6 คน ซึ่งทุกคนยินดีเข้าร่วมการวิจัยในครั้งนี้

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรอิสระคือ การดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม

ตัวแปรตาม ได้แก่ 1) พฤติกรรมทักษะชีวิตของนักเรียน และ 2) ความพึงพอใจของนักเรียนทั่วไป นักเรียนที่มีความต้องการพิเศษ ผู้ปกครองนักเรียนที่มีความต้องการพิเศษและครูในสายชั้นมัธยมศึกษาปีที่ 2 ที่มีต่อระบบดูแลช่วยเหลือนักเรียนฯ

ขอบเขตการวิจัย

ระยะเวลาดำเนินการวิจัยระหว่างเดือนมีนาคม ถึง เดือนตุลาคม 2565

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ประกอบด้วย แบบตรวจสอบความเหมาะสมและความเป็นไปได้ แบบสอบถามพฤติกรรมทักษะชีวิตและแบบสอบถามความพึงพอใจ ซึ่งมีรายละเอียด ดังนี้

1. แบบตรวจสอบความเหมาะสมและความเป็นไปได้ ประกอบด้วย 4 ส่วน ได้แก่ ส่วนที่ 1 เสนอที่มาและความสำคัญของปัญหาเกี่ยวกับความต้องการจำเป็นในการพัฒนาระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษเพื่อพัฒนาทักษะชีวิตของนักเรียนโรงเรียนวัดคู้บอน (วัฒนานันท์อุทิศ) เพื่อใช้เป็นข้อมูลพื้นฐานให้ผู้เชี่ยวชาญใช้ประกอบในการตัดสินใจ ส่วนที่ 2 เสนอความคิดเห็นของครู นักเรียนและผู้ปกครองนักเรียนเกี่ยวกับที่การดำเนินงานระบบดูแลช่วยเหลือนักเรียน ฯ ส่วนที่ 3 ระบบดูแลช่วยเหลือนักเรียน ส่วนที่ 4 ประเด็นตรวจสอบความเหมาะสมและความเป็นไปได้ของระบบดูแลช่วยเหลือนักเรียน เป็นแบบสอบถามชนิดมาตราส่วนประมาณค่า 5 ระดับ แบ่งเป็น 2 ด้าน ได้แก่ ด้านความเหมาะสมและด้านความเป็นไปได้ โดยความเหมาะสม หมายถึง ความมีคุณค่า ความมีประโยชน์ของระบบดูแลช่วยเหลือนักเรียน ส่วนความเป็นไปได้ หมายถึง ความสามารถในการนำไปใช้ได้จริง ซึ่งกำหนดระดับคุณภาพ ดังนี้

5 หมายถึง เหมาะสม/เป็นไปได้ในทางปฏิบัติอยู่ในระดับมากที่สุด

4 หมายถึง เหมาะสม/เป็นไปได้ในทางปฏิบัติอยู่ในระดับมาก

3 หมายถึง เหมาะสม/เป็นไปได้ในทางปฏิบัติอยู่ในระดับปานกลาง

2 หมายถึง เหมาะสม/เป็นไปได้ในทางปฏิบัติอยู่ในระดับน้อย

1 หมายถึง เหมาะสม/เป็นไปได้ในทางปฏิบัติอยู่ในระดับน้อยที่สุด

เกณฑ์การแปลผลค่าเฉลี่ย (กระทรวงศึกษาธิการ, 2551 : 345-346) มีดังนี้

4.50-5.00 หมายถึง มีเหมาะสม/เป็นไปได้ในทางปฏิบัติอยู่ในระดับมากที่สุด

4.00-4.49 หมายถึง มีเหมาะสม/เป็นไปได้ในทางปฏิบัติอยู่ในระดับมาก

3.50-3.99 หมายถึง มีเหมาะสม/เป็นไปได้ในทางปฏิบัติอยู่ในระดับปานกลาง

3.01-3.49 หมายถึง มีเหมาะสม/เป็นไปได้ในทางปฏิบัติอยู่ในระดับน้อย

1.00-3.00 หมายถึง มีความต้องการจำเป็นในเรื่องนั้นน้อยที่สุด

ผู้วิจัยกำหนดเกณฑ์ในการตรวจสอบความเหมาะสมและความเป็นไปได้คือ ต้องมีคะแนนเฉลี่ย 3.50 ขึ้นไป

2. แบบสอบถามพฤติกรรมทักษะชีวิต มีลักษณะเป็นมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ผู้วิจัยสร้างแบบสอบถามจากแนวคิดของ สำนักวิชาการและมาตรฐานการศึกษา (2554) แบ่งตามเนื้อหา 4 องค์ประกอบ รวมทั้งสิ้น 43 ข้อ ดังนี้

องค์ประกอบที่ 1 การตระหนักรู้และเห็นคุณค่าในตนเองและผู้อื่น 15 ข้อ

องค์ประกอบที่ 2 การคิดวิเคราะห์ ตัดสินใจและแก้ปัญหาอย่างสร้างสรรค์ 7 ข้อ

องค์ประกอบที่ 3 การจัดการกับอารมณ์และความเครียด 9 ข้อ

องค์ประกอบที่ 4 การสร้างสัมพันธภาพที่ดีกับผู้อื่น 12 ข้อ

ผู้วิจัยกำหนดเกณฑ์ให้น้ำหนักคะแนน ดังนี้

ปฏิบัติมากที่สุด	มีค่าเท่ากับ 5 คะแนน
ปฏิบัติมาก	มีค่าเท่ากับ 4 คะแนน
ปฏิบัติปานกลาง	มีค่าเท่ากับ 3 คะแนน
ปฏิบัติน้อย	มีค่าเท่ากับ 2 คะแนน
ปฏิบัติน้อยที่สุด	มีค่าเท่ากับ 1 คะแนน

สำหรับเกณฑ์ในการแปลความหมายใช้เกณฑ์ของกระทรวงศึกษาธิการ (2551: 345) ดังนี้

4.50-5.00 หมายถึง ปฏิบัติมากที่สุด

3.50-4.49 หมายถึง ปฏิบัติมาก

2.50-3.49 หมายถึง ปฏิบัติปานกลาง

1.50-2.49 หมายถึง ปฏิบัติน้อย

1.00-1.49 หมายถึง ปฏิบัติน้อยที่สุด

จากนั้นตรวจสอบคุณภาพของแบบสอบถามโดยผู้เชี่ยวชาญ 7 คน ด้วยการตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) โดยใช้การหาดัชนี IOC (Item-Objective Congruence Index) ดังนี้

ถ้าแน่ใจว่า ข้อคำถามสอดคล้องกับเนื้อหาให้คะแนน +1

ถ้าไม่แน่ใจว่า ข้อคำถามสอดคล้องกับเนื้อหาให้คะแนน 0

ถ้าแน่ใจว่า ข้อคำถามไม่สอดคล้องกับเนื้อหาให้คะแนน -1

ผลการตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ของแบบสอบถาม โดยผู้เชี่ยวชาญ 7 คน พบว่า ข้อคำถามมีค่าดัชนีความสอดคล้องอยู่ระหว่าง 0.80-1.00 ผู้วิจัยได้ปรับปรุงแก้ไขแบบสอบถามตามข้อเสนอแนะของผู้เชี่ยวชาญแล้วนำไปหาค่าความเชื่อมั่น (Reliability) โดยนำไปทดลองใช้กับครู ผู้ปกครองและนักเรียนที่ไม่ใช่กลุ่มเป้าหมาย กลุ่มละ 30 คน โดยใช้สูตรสัมประสิทธิ์อัลฟ่า (Alpha Coefficient) ของครอนบาค (Cronbach's Coefficient) ได้ค่าความเชื่อมั่นทั้งฉบับของแบบสอบถามสำหรับครูเท่ากับ 0.96 ค่าความเชื่อมั่นทั้งฉบับของแบบสอบถามสำหรับผู้ปกครองเท่ากับ 0.87 และได้ค่าความเชื่อมั่นทั้งฉบับของแบบสอบถามสำหรับนักเรียนเท่ากับ 0.93

3. แบบสอบถามความพึงพอใจ มีลักษณะเป็นมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ผู้วิจัยศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องกับการสร้างแบบสอบถามความพึงพอใจแล้วจัดพิมพ์ร่างแบบสอบถาม 3 ด้าน รวมทั้งสิ้น 15 ข้อ ได้แก่ ด้านการจัดสภาพแวดล้อม ด้านการจัดกิจกรรมและด้านผลที่เกิดกับตัวนักเรียน

ผู้วิจัยกำหนดเกณฑ์ให้น้ำหนักคะแนน ดังนี้

มีความพึงพอใจมากที่สุด	มีค่าเท่ากับ 5 คะแนน
มีความพึงพอใจมาก	มีค่าเท่ากับ 4 คะแนน
มีความพึงพอใจปานกลาง	มีค่าเท่ากับ 3 คะแนน
มีความพึงพอใจน้อย	มีค่าเท่ากับ 2 คะแนน
มีความพึงพอใจน้อยที่สุด	มีค่าเท่ากับ 1 คะแนน

ส่วนเกณฑ์ในการแปลความหมาย (กระทรวงศึกษาธิการ, 2551: 345) มีดังนี้

4.50-5.00 หมายถึง มีความพึงพอใจอยู่ในระดับมากที่สุด

3.50-4.49 หมายถึง มีความพึงพอใจอยู่ในระดับมาก

2.50-3.49 หมายถึง มีความพึงพอใจอยู่ในระดับปานกลาง

1.50-2.49 หมายถึง มีความพึงพอใจอยู่ในระดับน้อย

1.00-1.49 หมายถึง มีความพึงพอใจอยู่ในระดับน้อยที่สุด

จากนั้นตรวจสอบคุณภาพของแบบสอบถามโดยผู้เชี่ยวชาญ 7 คน ด้วยการตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) โดยใช้การหาดัชนี IOC (Item-Objective Congruence Index) ดังนี้

ถ้าแน่ใจว่า ข้อคำถามสอดคล้องกับเนื้อหาให้คะแนน +1

ถ้าไม่แน่ใจว่า ข้อคำถามสอดคล้องกับเนื้อหาให้คะแนน 0

ถ้าแน่ใจว่า ข้อคำถามไม่สอดคล้องกับเนื้อหาให้คะแนน -1

ผลการตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ของแบบสอบถาม โดยผู้เชี่ยวชาญ 7 คน พบว่า ข้อคำถามมีค่าดัชนีความสอดคล้องอยู่ระหว่าง 0.80-1.00 ผู้วิจัยได้ปรับปรุงแก้ไขแบบสอบถามตามข้อเสนอแนะของผู้เชี่ยวชาญแล้วนำไปหาค่าความเชื่อมั่น (Reliability) โดยนำไปทดลองใช้กับครู ผู้ปกครองและนักเรียนที่ไม่ใช่กลุ่มเป้าหมาย กลุ่มละ 30 คน โดยใช้สูตรสัมประสิทธิ์อัลฟ่า (Alpha Coefficient) ของครอนบาค (Cronbach's Coefficient) ได้ค่าความเชื่อมั่นทั้งฉบับของแบบสอบถามสำหรับครูเท่ากับ 0.86 ค่าความเชื่อมั่นทั้งฉบับของแบบสอบถามสำหรับผู้ปกครองเท่ากับ 0.93 และได้ค่าความเชื่อมั่นทั้งฉบับของแบบสอบถามสำหรับนักเรียนเท่ากับ 0.89

ขั้นตอนในการวิจัย

การวิจัยครั้งนี้ดำเนินการวิจัยโดยแบ่งขั้นตอนการวิจัยออกเป็น 3 ขั้นตอน ดังนี้ ขั้นตอนที่ 1 การพัฒนาระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม ขั้นตอนที่ 2 การดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม และขั้นตอนที่ 3 การศึกษาผลการดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม ดังนี้

ขั้นตอนที่ 1 การพัฒนาระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม ในขั้นตอนนี้ผู้วิจัยดำเนินการในช่วงเดือนมีนาคมถึงเมษายน 2565 แบ่งออกเป็น 3 ส่วนคือ 1) การศึกษาปัญหาการดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษ พบว่า การจัดการศึกษาในปีการศึกษา 2564 ที่ผ่านมาได้รับผลกระทบจากสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโคนา 2019 ทำให้นักเรียนต้องเรียนออนไลน์ ครูในสายชั้นมัธยมศึกษาปีที่ 1 ให้ความเห็นที่สอดคล้องกับว่า นักเรียนที่มีความต้องการ

พิเศษ ส่วนใหญ่ไม่เข้าเรียน ไม่ส่งงาน รวมถึงติดตามเพื่อให้ความช่วยเหลือได้อย่างยากลำบาก หลังจากสถานการณ์ดังกล่าวผ่อนคลายลงนักเรียนได้กลับมาเรียนที่โรงเรียนตามปกติ นักเรียนมีภาวะถดถอยทางการเรียนรู้และมีปัญหา เช่น ก่อกวนชั้นเรียน ทะเลาะ ชกต่อย ทำร้ายร่างกายเพื่อน หนีเรียน ขาดเรียน อารมณ์รุนแรง ก้าวร้าว ขาดวินัย เป็นต้น ในขณะที่ครูในสายชั้นมัธยมศึกษาปีที่ 2 และผู้ปกครองนักเรียนที่มีความต้องการพิเศษ มีความเห็นที่สอดคล้องกันว่า ควรหาแนวทางการให้ความช่วยเหลือนักเรียนเมื่อเปิดเรียนในปีการศึกษา 2565 โดยทุกฝ่ายยินดีที่จะให้ความร่วมมือ และจากการสัมภาษณ์นักเรียนที่มีความต้องการพิเศษและนักเรียนทั่วไป พบว่า นักเรียนต้องการความช่วยเหลืออย่างเร่งด่วนทั้งด้านการเรียนและการใช้ชีวิตร่วมกับผู้อื่น 2) การศึกษาเอกสารและงานวิจัยเกี่ยวกับการให้ความช่วยเหลือนักเรียนที่มีความต้องการพิเศษ พบว่า แนวทางหนึ่งที่สามารถช่วยเหลือนักเรียนได้คือ การดำเนินระบบดูแลช่วยเหลือนักเรียนโดยให้ทุกฝ่ายที่เกี่ยวข้องคือ นักเรียนที่มีความต้องการพิเศษ ผู้ปกครองนักเรียนและครูได้มีส่วนร่วมในการดำเนินงาน และ 3) การพัฒนาระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม พบว่า แนวคิดที่นำมาใช้คือ ระบบดูแลช่วยเหลือนักเรียน ประกอบด้วย การรู้จักนักเรียนเป็นรายบุคคล การคัดกรองนักเรียน การส่งเสริมนักเรียน การป้องกันและแก้ปัญหา การส่งต่อ และการมีส่วนร่วม ประกอบด้วย การสร้างการมีส่วนร่วม (Participation) การมีส่วนร่วมเตรียมความพร้อม (Preparation) และการมีส่วนร่วมทำกิจกรรม (Practice of Activities) ผลการประเมินความเหมาะสมและความเป็นไปได้ของระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษโดยผู้เชี่ยวชาญ 7 คน ได้แก่ ผู้บริหารสถานศึกษา 1 คน ครูการศึกษาพิเศษ 3 คน พยาบาลวิชาชีพด้านจิตเวชเด็กและวัยรุ่น 1 คน นักจิตวิทยาพัฒนาการ 1 คน และนักกิจกรรมบำบัด 1 คน โดยใช้แบบตรวจสอบความเหมาะสมและความเป็นไปได้

ขั้นตอนที่ 2 การดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม ในขั้นตอนนี้ผู้วิจัยดำเนินการในช่วงเดือนพฤษภาคมถึงตุลาคม 2565 ดังนี้ 1) การสร้างการมีส่วนร่วม (Participation) เป็นการประชุมครู นักเรียนและผู้ปกครอง ซึ่งจัดแยกกลุ่มกันเพื่อแลกเปลี่ยนแนวคิด การสร้างความเข้าใจร่วมกันเกี่ยวกับการดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม 2) การมีส่วนร่วมเตรียมความพร้อม (Preparation) เป็นการเตรียมความพร้อมด้านสถานที่สำหรับจัดกิจกรรม ด้านความรู้เกี่ยวกับระบบช่วยเหลือนักเรียนที่มีความต้องการจำเป็นแบบมีส่วนร่วมของบุคคลที่เกี่ยวข้องคือ นักเรียนที่มีความต้องการพิเศษ นักเรียนทั่วไป ผู้ปกครองนักเรียนที่มีความต้องการพิเศษและครู 3) การมีส่วนร่วมทำกิจกรรม (Practice of Activities) เป็นการร่วมมือร่วมแรงร่วมใจของนักเรียนที่มีความต้องการพิเศษ นักเรียนทั่วไป ผู้ปกครองนักเรียนที่มีความต้องการพิเศษและครูในการทำกิจกรรมต่าง ๆ ประกอบด้วย 3.1) การรู้จักนักเรียนเป็นรายบุคคลเป็นการเก็บรวบรวมข้อมูลของนักเรียนที่มีความต้องการพิเศษโดยผู้วิจัยทำงานร่วมกับนักเรียนทั่วไป ผู้ปกครองนักเรียนที่มีความต้องการพิเศษและครูในสายชั้นมัธยมศึกษาปีที่ 2 ด้วยการศึกษาแฟ้มประวัตินักเรียนที่มีความต้องการพิเศษเป็นรายบุคคล สัมภาษณ์ผู้ปกครองหรือผู้ใกล้ชิด เยี่ยมบ้านและวิเคราะห์สาเหตุพฤติกรรมที่ไม่พึงประสงค์ 3.2) การคัดกรองนักเรียนเป็นการดำเนินงานโดยผู้วิจัยนำข้อมูลที่ได้จากข้อ 3.1) มาวิเคราะห์ร่วมกับข้อมูลทางการแพทย์และการคัดกรองโดยใช้เครื่องมือทางจิตวิทยาต่าง ๆ เพื่อนำไปใช้ในการจัดกลุ่มประเภทสำหรับนำไปส่งเสริม พัฒนาและให้ความช่วยเหลือนักเรียน 3.3) การส่งเสริมนักเรียนเป็นการดำเนินงานโดยผู้วิจัยร่วมกับนักเรียนที่มีความต้องการพิเศษ นักเรียนทั่วไป ผู้ปกครองนักเรียนที่มีความต้องการพิเศษและครูด้วยการนำข้อค้นพบเกี่ยวกับจุดเด่นของนักเรียนที่มีความต้องการพิเศษมาออกแบบและจัดกิจกรรมเพื่อพัฒนาต่อยอดความสามารถ ความสนใจ และความถนัดของนักเรียนแต่ละคน 3.4) การป้องกันและแก้ปัญหาเป็นการดำเนินงานโดยผู้วิจัยร่วมกับนักเรียนที่มีความต้องการพิเศษ นักเรียนทั่วไป ผู้ปกครองนักเรียนที่มีความต้องการพิเศษและครูด้วยการนำข้อค้นพบเกี่ยวกับสาเหตุพฤติกรรมที่ไม่พึงประสงค์ของนักเรียนที่มีความต้องการพิเศษมาออกแบบและจัดกิจกรรมเพื่อป้องกันหรือแก้ปัญหาพฤติกรรมที่ไม่พึงประสงค์ของนักเรียนแต่ละคน 3.5) การส่งต่อเป็นการดำเนินการโดยผู้วิจัยร่วมกับนักเรียนที่มีความต้องการพิเศษ นักเรียนทั่วไป ผู้ปกครองนักเรียนที่มีความต้องการพิเศษและครูเพื่อจัดส่งข้อมูลเกี่ยวกับการให้ความช่วยเหลือนักเรียนที่มีความต้องการพิเศษส่งต่อผู้เชี่ยวชาญภายนอกโรงเรียนคือ นักสหวิชาชีพ ประกอบด้วย จิตแพทย์ พยาบาลจิตเวช นักจิตวิทยาพัฒนาการ นักกิจกรรมบำบัด และติดตามผลการช่วยเหลือนักเรียน

ขั้นตอนที่ 3 การศึกษาผลการดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม ในขั้นตอนนี้ผู้วิจัยดำเนินการในช่วงเดือนตุลาคม 2565 (หลังสอบปลายภาคเรียนที่ 1) ดังนี้ 1) การศึกษาพฤติกรรมทักษะชีวิตของนักเรียนที่มีความต้องการพิเศษโดยใช้แบบสอบถามพฤติกรรมทักษะชีวิต 2) ความพึงพอใจของนักเรียนทั่วไปและนักเรียนที่มีความต้องการพิเศษ ผู้ปกครองและครูและแบบสอบถามความพึงพอใจต่อการดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม

สรุปผลการวิจัย

1. ระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษมีความเหมาะสมและความเป็นไปได้อยู่ในระดับมากที่สุด ดังตาราง 1

ตาราง 1 ผลการตรวจสอบความเหมาะสมและคามเป็นไปได้ของระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษโดยผู้เชี่ยวชาญ

องค์ประกอบ	ความเหมาะสม			ความเป็นไปได้			ผลการประเมินตามเกณฑ์ที่กำหนด
	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	แปลผล	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	แปลผล	
1) การสร้างการมีส่วนร่วม	4.43	0.79	มาก	4.43	0.53	มาก	ผ่านเกณฑ์
2) การมีส่วนร่วมเตรียมความพร้อม	4.71	0.49	มากที่สุด	4.57	0.53	มากที่สุด	ผ่านเกณฑ์
3) การมีส่วนร่วมทำกิจกรรม	4.69	0.23	มากที่สุด	4.54	0.22	มากที่สุด	ผ่านเกณฑ์
3.1) การรู้จักนักเรียนเป็นรายบุคคล	4.86	0.38	มากที่สุด	4.71	4.43	มากที่สุด	ผ่านเกณฑ์
3.2) การคัดกรองนักเรียน	4.57	0.53	มากที่สุด	4.43	0.53	มาก	ผ่านเกณฑ์
3.3) การส่งเสริมนักเรียน	4.86	0.38	มากที่สุด	4.71	0.49	มากที่สุด	ผ่านเกณฑ์
3.4) การป้องกันและแก้ปัญหา	4.71	0.49	มากที่สุด	4.57	0.53	มากที่สุด	ผ่านเกณฑ์
3.5) การส่งต่อ	4.43	0.53	มาก	4.29	0.49	มาก	ผ่านเกณฑ์
ภาพรวม	**4.65**	**0.52**	**มากที่สุด**	**4.53**	**0.50**	**มากที่สุด**	**ผ่านเกณฑ์**

จากตาราง 1 พบว่า ระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษในภาพรวมมีความเหมาะสมและความเป็นไปได้ในระดับมากที่สุดและผ่านเกณฑ์ทุกองค์ประกอบ เมื่อพิจารณารายองค์ประกอบ พบว่า มีความเหมาะสมและความเป็นไปได้ในระดับมากถึงมากที่สุด

2. หลังดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม นักเรียนที่มีความต้องการพิเศษมีคะแนนพฤติกรรมทักษะชีวิตเฉลี่ยอยู่ในระดับมาก ดังตาราง 2

ตาราง 2 ผลการประเมินพฤติกรรมทักษะชีวิตของนักเรียนที่มีความต้องการพิเศษ

องค์ประกอบ	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	แปลผล	อันดับ
การตระหนักรู้และเห็นคุณค่าในตนเองและผู้อื่น	4.46	1.13	มาก	2
การคิดวิเคราะห์ ตัดสินใจและแก้ปัญหาอย่างสร้างสรรค์	4.39	1.29	มาก	4
การจัดการอารมณ์และความเครียด	4.41	1.22	มาก	3
การสร้างสัมพันธภาพที่ดีกับผู้อื่น	4.49	1.14	มาก	1
ภาพรวม	**4.45**	**1.18**	**มาก**	

จากตาราง 2 พบว่า ในภาพรวมนักเรียนที่มีความต้องการพิเศษมีพฤติกรรมทักษะชีวิตอยู่ในระดับมาก เมื่อพิจารณารายองค์ประกอบ พบว่า นักเรียนมีคะแนนเฉลี่ยพฤติกรรมการสร้างสัมพันธภาพที่ดีกับผู้อื่นสูงที่สุด รองลงมาเป็นการตระหนักรู้และเห็นคุณค่าในตนเองและผู้อื่น การจัดการอารมณ์และความเครียด และการคิดวิเคราะห์ ตัดสินใจและแก้ปัญหาอย่างสร้างสรรค์ ซึ่งอยู่ในระดับมากทุกองค์ประกอบ

3. นักเรียน ผู้ปกครองและครูมีความพึงพอใจต่อระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วมอยู่ในระดับมาก ดังตาราง 3

ตาราง 3 ผลการประเมินความพึงพอใจต่อระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม

องค์ประกอบ	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	แปลผล	อันดับ
การจัดสภาพแวดล้อม	4.26	1.04	มาก	3
การจัดกิจกรรม	4.37	1.03	มาก	2
ผลที่เกิดขึ้นกับตัวนักเรียน	4.41	1.05	มาก	1
ภาพรวม	**4.34**	**1.04**	**มาก**	

จากตาราง 3 พบว่า ในภาพรวมนักเรียน ผู้ปกครองและครูมีความพึงพอใจต่อระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วมอยู่ในระดับมาก เมื่อพิจารณารายองค์ประกอบ พบว่า มีคะแนนเฉลี่ยความพึงพอใจเกี่ยวกับผลที่เกิดขึ้นกับตัวนักเรียนสูงที่สุด รองลงมาเป็นการจัดกิจกรรมและการจัดสภาพแวดล้อม ตามลำดับ

อภิปรายผลการวิจัย

1. จากการพัฒนาระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษซึ่งผลการประเมินความเหมาะสมและความเป็นไปได้พบว่า อยู่ในระดับมาก ทั้งนี้อาจเป็นเพราะระบบดังกล่าวพัฒนาขึ้นมาจากการดำเนินงานในรูปแบบของวงจร PDCA เริ่มจากวางแผน (P) การพัฒนาระบบดูแลช่วยเหลือนักเรียนฯ ด้วยการเก็บรวบรวมข้อมูลสภาพปัญหาแท้จริงที่เกิดขึ้นอันเป็นความต้องการของผู้ที่มีส่วนได้ส่วนเสีย ซึ่งประกอบด้วยนักเรียนที่มีความต้องการพิเศษ นักเรียนทั่วไป ผู้ปกครองนักเรียนที่มีความต้องการพิเศษและครู โดยได้รับผลกระทบจากสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ส่งผลให้นักเรียนที่มีความต้องการพิเศษต้องการความช่วยเหลือทางด้านการเรียนและพฤติกรรมที่ไม่พึงประสงค์จากนั้นผู้วิจัยได้นำมาเป็นข้อมูลพื้นฐานสำคัญในการลงมือดำเนินงาน (D) พัฒนาระบบดูแลช่วยเหลือนักเรียนฯ โดยใช้แนวคิดระบบดูแลช่วยเหลือนักเรียนที่มีอยู่เดิมร่วมกับแนวคิดการมีส่วนร่วมของนพวรรณ ญาณะนันท์ (2562) และตรวจสอบ (C) ความเหมาะสมและความเป็นไปได้เบื้องต้นโดยนำกลับไปขอความเห็นจากผู้มีส่วนได้ส่วนเสียอีกครั้ง จากการจัดประชุมกลุ่มย่อยหลังจากนั้นนำมาปรับปรุง (A) ตามข้อเสนอแนะแล้วจึงนำไปให้ผู้เชี่ยวชาญ 7 คน ได้แก่ ผู้บริหารสถานศึกษา 1 คน ครูการศึกษาพิเศษ 3 คน พยาบาลวิชาชีพด้านจิตเวชเด็กและวัยรุ่น 1 คน นักจิตวิทยาพัฒนาการ 1 คน และนักกิจกรรมบำบัด 1 คน ซึ่งเป็นผู้ที่มีความรู้ความเชี่ยวชาญและประสบการณ์ในการดูแลและให้ความช่วยเหลือนักเรียนที่มีความต้องการพิเศษเป็นอย่างดี ผลจากการดำเนินงานข้างต้น สะท้อนให้เห็นถึงการทำงานอย่างเป็นระบบและสอดคล้องกับบริบทของโรงเรียนอย่างแท้จริง ระบบดูแลช่วยเหลือฯ ได้พัฒนาขึ้นจากการศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องกับแนวคิดที่สำคัญ ซึ่งการมีส่วนร่วมของผู้มีส่วนได้ส่วนเสียเป็นการแก้ไขปัญหาที่ตรงประเด็นและความต้องการของทุกฝ่ายที่เกี่ยวข้อง มีการจัดประชุมที่แยกส่วนกันทำให้ได้ข้อมูลที่เป็นความต้องการที่แท้จริง สอดคล้องกับการพัฒนาแนวทางการดำเนินงานตามระบบดูแลช่วยเหลือนักเรียนโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 ของ นพเกล้า ทองธรรมมา และสุวัฒน์ จุลสุวรรณ (2563) ที่ชี้ให้เห็นว่า ระบบดูแลช่วยเหลือนักเรียนที่ดีนั้นเป็นผลมาจากการวิเคราะห์และสังเคราะห์ข้อมูลจากการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นมาเป็นแนวทางและใช้ข้อมูลที่ได้จากการศึกษาเอกสารตำราวิชาการและงานวิจัยที่เกี่ยวข้องร่วมกัน และสอดคล้องกับการพัฒนาระบบดูแลช่วยเหลือนักเรียนโดยใช้วงจร PDCA : กรณีศึกษาโรงเรียนวัดป่าตึงห้วยยาบ อำเภอบ้านธิ จังหวัดลำพูน ของ ธิตินัดดา สิงห์แก้ว (2562) ที่ค้นพบว่า ระบบดูแลช่วยเหลือนักเรียนจะมีความเป็นระบบหากดำเนินการพัฒนาโดยใช้จงจร PDCA

2. หลังดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วมได้ดำเนินการศึกษาพฤติกรรมทักษะของนักเรียนที่มีความต้องการพิเศษ พบว่า มีคะแนนพฤติกรรมทักษะชีวิตเฉลี่ยอยู่ในระดับมาก ซึ่งนักเรียนที่มีความต้องการพิเศษมีความเด่นชัดในเรื่องของการสร้างสัมพันธภาพที่ดีกับผู้อื่นคือ นักเรียนสามารถทำกิจกรรมร่วมกับเพื่อน ๆ ทั้งในและนอกห้องเรียนได้มากขึ้น สามารถรักษาสัมพันธภาพระหว่างนักเรียนกับเพื่อนและครูได้ดีขึ้น นักเรียนมีน้ำใจเอื้อเฟื้อเผื่อแผ่ต่อเพื่อนและครูมากขึ้น นอกจากนี้ยังรู้จักกล่าวคำขอโทษและชื่นชมเพื่อนมากขึ้น ทั้งนี้อาจเป็นเพราะเกิดจากกระบวนการประชุมครู นักเรียนและผู้ปกครองเพื่อสร้างการมีส่วนร่วม (Participation) โดยจัดประชุมแบบแยกส่วนกันเพื่อให้ทุกฝ่าย มีความรู้ความเข้าใจที่ตรงกันก่อนที่จะดำเนินงานระบบดูแลช่วยเหลือนักเรียนฯ มีการเตรียมความพร้อม (Preparation) ด้านสถานที่สำหรับจัดกิจกรรม ทำให้มีห้องจัดกิจกรรมที่มิดชิด

เป็นส่วนตัว สร้างบรรยากาศเชิงบวก ด้านความรู้เกี่ยวกับระบบช่วยเหลือนักเรียนที่มีความต้องการจำเป็นแบบมีส่วนร่วมของบุคคลที่เกี่ยวข้องคือ นักเรียนที่มีความต้องการพิเศษ นักเรียนทั่วไป ผู้ปกครองนักเรียนที่มีความต้องการพิเศษและครู การมีส่วนร่วมทำกิจกรรม (Practice of Activities) โดยเปิดโอกาสให้นักเรียนที่มีความต้องการพิเศษ นักเรียนทั่วไป ผู้ปกครองนักเรียนที่มีความต้องการพิเศษและครูมีส่วนร่วมในการทำกิจกรรมต่าง ๆ โดยมุ่งเน้นการใช้ชีวิตร่วมกันอย่างสันติสุข นอกจากนี้ยังมีการประชุมสรุปผลการจัดกิจกรรมร่วมกันและช่วยกันเสนอความคิดเห็นสำหรับปรับปรุงการดำเนินงานระบบดูแลช่วยเหลือฯ อย่างต่อเนื่อง รวมถึงกิจกรรมที่ดำเนินงานในระบบดูแลช่วยเหลือนักเรียนฯ มุ่งเน้นการทำศึกษาข้อมูลเชิงลึกจากทุกฝ่าย จากการวิเคราะห์สาเหตุพฤติกรรมที่ไม่พึงประสงค์อย่างละเอียด รอบคอบ ครอบคลุมข้อมูลอย่างรอบด้านเพื่อนำข้อมูลที่ได้มาออกแบบการให้ความช่วยเหลืออย่างทันท่วงทีและสอดคล้องกับสภาพที่แท้จริงด้วยความร่วมมือจากทุกฝ่ายและที่สำคัญผู้วิจัยได้ดำเนินงานกิจกรรมส่งเสริมและพัฒนา รวมถึงการแก้ไขพฤติกรรมที่ไม่พึงประสงค์ของนักเรียนในทุกวันช่วงพักกลางวันจึงเป็นผลให้นักเรียนที่มีความต้องการพิเศษได้ทำความเข้าใจและสำรวจพฤติกรรมที่ไม่พึงประสงค์ของตนเอง ได้วิเคราะห์ตนเองและได้ปรับพฤติกรรมของตนเองตามแนวทางการให้ความช่วยเหลือที่ออกแบบร่วมกันจากทุกฝ่ายอย่างต่อเนื่องสม่ำเสมอ นอกจากนี้ยังมีการติดต่อประสานงานกับผู้ปกครองเป็นรายครอบครัวเพื่อติดตามพฤติกรรมและให้คำปรึกษาแก่ผู้ปกครองนักเรียนในช่วงเวลาหลังเลิกเรียน วันหยุดเสาร์อาทิตย์หรือวันหยุดนักขัตฤกษ์ผ่านการสนทนาทางช่องทางไลน์และโทรศัพท์มือถืออย่างใกล้ชิดจึงสามารถช่วยให้ผู้ปกครองมีทางออกสำหรับการปรับพฤติกรรมที่ไม่พึงประสงค์ที่บ้านไปพร้อมกับที่โรงเรียนด้วย สอดคล้องกับการดำเนินงานระบบดูแลช่วยเหลือนักเรียนตามความคิดเห็นของผู้ปกครองนักเรียนโรงเรียนวัดดอนยอ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครนายก ของ สุนีย์ สอนตระกูล, สมโภชน์ อเนกสุข และ รสริน พิมลบรรยงค์ (2565) ที่พบว่า มีผลการดำเนินงานอยู่ในระดับมาก และสอดคล้องกับการพัฒนาระบบการดูแลช่วยเหลือนักเรียนโรงเรียนคลองฉนวนวิทยาโดยใช้การวิจัยเชิงปฏิบัติการแบบมีส่วนร่วม ของ พรทิพย์ นุกูลกิจ (2563) ที่พบว่า นักเรียนได้รู้จักตนเอง สามารถปรับตัวมีทักษะทางสังคมและอยู่ในสังคมได้อย่างเป็นสุข ครูนำผลการดำเนินงานตามระบบการดูแลช่วยเหลือนักเรียนไปพัฒนาการจัดการเรียนรู้ ผู้บริหารโรงเรียนนำข้อมูลพื้นฐานของนักเรียนไปใช้ในการกำหนดแนวทางในการพัฒนานักเรียน หลักสูตร และคุณภาพการจัดการศึกษา นอกจากนี้ โรงเรียนได้รับการยอมรับ การสนับสนุน และการร่วมมือจากผู้ปกครอง ชุมชน และองค์กรที่เกี่ยวข้อง

3. จากการศึกษาความพึงพอใจของนักเรียนทั่วไป นักเรียนที่มีความต้องการพิเศษ ผู้ปกครองและครูที่มีต่อระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม พบว่า อยู่ในระดับมาก ทั้งนี้อาจเป็นเพราะนักเรียนทั่วไป นักเรียนที่มีความต้องการพิเศษ ผู้ปกครองของนักเรียนที่มีความต้องการพิเศษและครูได้ทำความเข้าใจร่วมกัน ได้ทำกิจกรรมร่วมกันตามส่วนที่เกี่ยวข้องของตนเอง โดยเฉพาะการได้มีส่วนร่วมวิเคราะห์ข้อมูลสาเหตุพฤติกรรมที่ไม่พึงประสงค์จึงส่งผลให้ทุกฝ่ายได้ร่วมคิด ร่วมแสดงความคิดเห็น ร่วมออกแบบการแก้ปัญหาเพื่อร่วมกันให้ความช่วยเหลือและปรับพฤติกรรมที่ไม่พึงประสงค์ โดยผู้ปกครองได้รับทราบถึงข้อมูลสำคัญที่เป็นปัจจัยกระตุ้นพฤติกรรมที่ไม่พึงประสงค์ในส่วนของที่บ้าน ในขณะที่นักเรียนทั่วไปและครูได้รับทราบถึงข้อมูลสำคัญที่เป็นปัจจัยกระตุ้นพฤติกรรมที่ไม่พึงประสงค์ในส่วนของที่โรงเรียน ส่วนนักเรียนที่มีความต้องการพิเศษได้สำรวจตรวจสอบ ทบทวนตนเองเกี่ยวกับปัจจัยกระตุ้นพฤติกรรมที่ไม่พึงประสงค์และผลของการแสดงพฤติกรรมที่ไม่พึงประสงค์ เมื่อทุกฝ่ายได้นำจิ๊กซอว์จากระบบความคิดของตนเองในแง่มุมที่แตกต่างกัน บริบทที่แตกต่างกันมาผนึกต่อกัน มาร้อยเรียงและร่วมกันคิดหาจุดร่วมในการอยู่ร่วมกันอย่างมีความสุข รวมถึงแนวทางการให้ความช่วยเหลือกันจึงทำให้ทุกฝ่ายได้มองเห็นประโยชน์ที่จะได้รับร่วมกันจึงเป็นผลให้มีความพึงพอใจต่อระบบดูแลช่วยเหลือนักเรียนฯ อยู่ในระดับมาก สอดคล้องกับแนวทางพัฒนาการดำเนินงานระบบดูแลช่วยเหลือนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 3 จังหวัดพระนครศรีอยุธยา ของ ฤทธิ์ธิชัย ภู่สำอางค์ (2563) ที่พบว่า การให้นักเรียน ผู้ปกครองและครูได้มีส่วนร่วมในการดำเนินงานระบบดูแลช่วยเหลือนักเรียนอย่างเต็มที่จะช่วยให้เกิดความพึงพอใจมากขึ้น สอดคล้องกับ การพัฒนาระบบการดูแลช่วยเหลือนักเรียนโรงเรียนคลองฉนวนวิทยาโดยใช้การวิจัยเชิงปฏิบัติการแบบมีส่วนร่วม ของ พรทิพย์ นุกูลกิจ (2563) ที่พบว่า ผู้มีส่วนเกี่ยวข้องในการพัฒนาระบบการดูแลช่วยเหลือนักเรียน มีความพึงพอใจต่อผลการดำเนินงาน ทุกฝ่ายมีส่วนร่วมในการพัฒนาผู้เรียน ประเมินผู้เรียนในทิศทางเดียวกัน ก่อให้เกิดการเปลี่ยนแปลงในทางที่ดีขึ้นทั้งด้านนักเรียน ผู้บริหาร ครู ผู้ปกครองและชุมชน

ข้อเสนอแนะ

1. จากผลการวิจัยในครั้งนี้ที่พบว่า ระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วมมีความเหมาะสมและความเป็นไปได้อยู่ในระดับมาก ซึ่งเป็นผลมาจากการนำข้อมูลสำคัญจากทุกฝ่ายที่มีส่วนได้ส่วนเสียและจากการศึกษาสภาพที่แท้จริงของปัญหาที่เกิดขึ้นมาเป็นข้อมูลพื้นฐานในการพัฒนาระบบดูแลช่วยเหลือนักเรียนฯ ตามวงจร PDCA ดังนั้น ผู้บริหารสถานศึกษา ครูและผู้ที่เกี่ยวข้องควรระมัดระวังในขั้นตอนเก็บรวบรวมข้อมูลอย่างรอบด้านและจะต้องมั่นใจว่า ข้อมูลที่ได้มามีความน่าเชื่อถือและสอดคล้องกับความต้องการของผู้มีส่วนได้ส่วนเสียอย่างแท้จริง

2. จากผลการวิจัยในครั้งนี้ที่พบว่า นักเรียนที่มีความต้องการพิเศษมีคะแนนพฤติกรรมทักษะชีวิตเฉลี่ยอยู่ในระดับมาก หลังดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วม ซึ่งเป็นผลมาจากการทำความเข้าใจร่วมกันเกี่ยวกับการอยู่ร่วมกันอย่างสันติและความจำเป็นที่จะต้องเรียนรู้และใช้ชีวิตร่วมกันระหว่างกับนักเรียนที่มีความต้องการจำเป็นพิเศษกับบุคคลอื่นในสังคม เช่น ผู้ปกครอง นักเรียนทั่วไป ครู เป็นต้น จะช่วยให้ทุกฝ่ายไม่เกิดความแปลกแยกหรือมองว่า นักเรียนที่มีความต้องการพิเศษเป็นตัวปัญหาหรือเป็นภาระของสังคม ในขณะเดียวกันการร่วมมือกันจากทุกฝ่ายจะช่วยให้สามารถใช้ชีวิตร่วมกันได้อย่างมีความสุขมากขึ้นหากทุกฝ่ายรู้จักการเอาใจเขามาใส่ใจเราและควรจัดสถานที่สำหรับทำกิจกรรมให้มิดชิด มีความเป็นส่วนตัว โดยเฉพาะการสัมภาษณ์ข้อมูลเชิงลึกเพื่อการวิเคราะห์สาเหตุพฤติกรรม และการให้คำปรึกษา ดังนั้น ผู้บริหารสถานศึกษา ครูและผู้ที่เกี่ยวข้องจะต้องให้ความสำคัญกับการสร้างสัมพันธภาพที่ดีต่อกันก่อนที่จะดำเนินงานระบบดูแลช่วยเหลือนักเรียนฯ และควรมีระบบสนับสนุนเพื่อช่วยเหลือให้ผู้ปกครองนักเรียนสามารถนำวิธีการช่วยเหลือนักเรียนไปใช้ที่บ้านให้ต่อเนื่องสม่ำเสมอ จึงจะช่วยให้นักเรียนได้พัฒนาทักษะชีวิตหรือเกิดพฤติกรรมที่พึงประสงค์ได้มากขึ้น

3. จากผลการวิจัยในครั้งนี้ที่พบว่า นักเรียน ผู้ปกครองและครูมีความพึงพอใจต่อระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วมอยู่ในระดับมาก ซึ่งเป็นผลมาจากการมีส่วนร่วมของผู้มีส่วนได้ส่วนเสียทุกฝ่าย ดังนั้น ในขั้นตอนแรกของการดำเนินงานระบบดูแลช่วยเหลือนักเรียนฯ จึงจำเป็นอย่างยิ่งที่ผู้บริหารสถานศึกษา ครู ผู้ปกครอง นักเรียนและผู้ที่เกี่ยวข้องหรือผู้มีส่วนได้ส่วนเสียทุกฝ่ายจะต้องมีการสร้างการมีส่วนร่วม (Participation) เพื่อแลกเปลี่ยนแนวคิด การสร้างความเข้าใจร่วมกันเกี่ยวกับการดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่มีความต้องการพิเศษแบบมีส่วนร่วมให้กระจ่างชัดเสียก่อน

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ความสัมพันธ์ระหว่างทักษะดิจิทัลกับการบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7

The Relationship between Digital Skills and Academic Management of School Administrators under Nakhon Ratchasima Primary Educational Service Area Office 7

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กานต์ เนตรกลาง Kant Netklang[2]

บทคัดย่อ

การวิจัยครั้งนี้เพื่อศึกษา 1) ทักษะดิจิทัล 2) การบริหารงานวิชาการ และ 3) ความสัมพันธ์ระหว่างทักษะดิจิทัลกับการบริหารงานวิชาการ กลุ่มตัวอย่าง คือ ผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 จำนวน 136 คน เครื่องมือที่ใช้ คือ แบบสอบถาม สถิติที่ใช้ ได้แก่ ค่าเฉลี่ย และค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน ผลการวิจัยพบว่า 1) ทักษะดิจิทัล ด้านที่มีค่าเฉลี่ยสูงที่สุด คือ ด้านคุณลักษณะ 2) การบริหารงานวิชาการ ด้านที่มีค่าเฉลี่ยสูงที่สุดมี 2 ด้าน คือ ด้านการแนะแนว และด้านการคัดเลือกหนังสือ แบบเรียนเพื่อใช้ในสถานศึกษา 3) ความสัมพันธ์ระหว่างทักษะดิจิทัลกับการบริหารงานวิชาการ มีความสัมพันธ์กันเชิงบวกในระดับค่อนข้างสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

คำสำคัญ: ความสัมพันธ์ ทักษะดิจิทัล การบริหารงานวิชาการ

Abstract

This research was to study 1) digital skills, 2) academic administration, and 3) the relationship between digital skills and academic administration. The sample consisted of 136 school administrators under the Office of Nakhon Ratchasima Primary Educational Service Area 7. The instrument was a questionnaire. The statistics used were the mean and the Pearson correlation coefficient. The results showed that 1) Digital skills, the aspect with the highest average was attributes, and 2) Academic management. The aspect with the highest mean was 2 aspects: the guidance aspect. and the selection of books 3) The relationship between digital skills and academic management. There was a positive correlation at quite a high level. statistically significant at the .01 level

Keywords: Relationship, Digital skills, Academic Administration

บทนำ

สำนักงานปลัดกระทรวงศึกษาธิการได้จัดทำแผนพัฒนาทักษะด้านดิจิทัลของข้าราชการครูและบุคลากรทางการศึกษาสังกัดสำนักงานปลัดกระทรวงศึกษาธิการ พ.ศ. 2561-2564 หัวข้อเรื่อง ยุทธศาสตร์การพัฒนาดิจิทัลเพื่อการศึกษาของกระทรวงศึกษาธิการในยุทธศาสตร์ที่ 4: ผลิตและพัฒนากำลังคนเพื่อรองรับระบบเศรษฐกิจและสังคมดิจิทัล จากการเปลี่ยนแปลงด้านเทคโนโลยีดิจิทัลแบบก้าวกระโดด ส่งผลให้การจัดการศึกษาจำเป็นต้องผลิตและพัฒนากำลังคนด้านเทคโนโลยีดิจิทัลอย่างเร่งด่วน โดยต้องปรับเปลี่ยนกระบวนการเรียนรู้ การปรับหลักสูตรและวิธีการประเมินผลที่ตั้งอยู่บนฐานของเทคโนโลยีดิจิทัลที่ผู้เรียนสามารถเข้าถึงการเรียนรู้ที่หลากหลาย ไม่จำกัดเวลาและสถานที่ (สำนักงานปลัดกระทรวงศึกษาธิการ, 2562)

การมาของดิจิทัลเป็นตัวแปรที่สำคัญจากโลกที่เคยมีพื้นที่และเวลาเป็นอุปสรรค กลายเป็นโลกไร้พรมแดน กล่าวคือการเข้าถึงข้อมูลที่ง่าย สะดวกและรวดเร็ว สามารถ เชื่อมโยงและสื่อสารกันในระดับเรียลไทม์ ทำให้องค์กรในปัจจุบันต้องขับเคลื่อนด้วยเทคโนโลยีนวัตกรรมดิจิทัลเป็นหลัก ดังนั้น การนำเทคโนโลยีนวัตกรรมดิจิทัลมาทุ่นแรงและใช้งานแทนแรงงานมนุษย์ ก็เพื่อเพิ่มอัตราเร่งขององค์กรให้วิ่งตามจังหวะการเปลี่ยนแปลงของโลกได้ทันท่วงที (ปกรณ์ ลี้สกุล, 2561)

[1] สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏนครราชสีมา จังหวัดนครราชสีมา Corresponding author; e-mail address: kchaikeenee@gmail.com

[2] สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏนครราชสีมา จังหวัดนครราชสีมา

การบริหารงานวิชาการมีความสำคัญมากที่สุด ผู้บริหารทุกคนควรรับผิดชอบงานวิชาการเป็นอันดับแรก เพราะหน้าที่ของสถานศึกษา คือ การให้บริการทางวิชาการ ผู้บริหารมีหน้าที่เป็นผู้นำทางวิชาการโดยทำงานร่วมกับครูผู้สอน กระตุ้นเตือนให้คำแนะนำและประสานงานให้ครูผู้สอนทุกคนร่วมมืออย่างมีประสิทธิภาพ การที่พิจารณาถึงคุณภาพของผลผลิตทางการศึกษาในระบบสถานศึกษานั้น เราอาจพิจารณาได้จากผลสัมฤทธิ์ทางการเรียนของนักเรียน พฤติกรรมของผู้เรียน ตลอดจนความงอกงามในด้านต่าง ๆ ในตัวผู้เรียน ผลผลิตที่ว่านี้สืบเนื่องมาจากการฝึกฝน อบรม และสั่งสอนทั้งในและนอกห้องเรียนทั้งสิ้น กระบวนการที่ก่อให้เกิดผลิตผลดังกล่าวนี้จะต้องอาศัยในเรื่องการจัดการเรียนการสอนเป็นสำคัญ ซึ่งก็หมายถึง การบริหารงานวิชาการ (ชุมศักดิ์ อินทร์รักษ์, 2546)

จากที่กล่าวมาข้างต้น และในรายงานผลการดำเนินงานประจำปี ข้อเสนอแนะเพื่อการพัฒนา สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 ได้ระบุว่า สำนักงานเขตพื้นที่การศึกษาควรให้ความสำคัญเรื่องการขับเคลื่อนการดำเนินงานพัฒนาครูและบุคลากรทางการศึกษา และส่งเสริมสนับสนุนให้ครูและบุคลากรพัฒนาตนเองผ่านระบบ Digital technology (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมาเขต 7, 2562) ผู้วิจัยจึงมีความสนใจที่จะศึกษาเกี่ยวกับ ความสัมพันธ์ระหว่างทักษะดิจิทัลกับการบริหารงานวิชาการของผู้บริหารสถานศึกษา เพื่อนำข้อมูลในการวิจัยครั้งนี้ไปปรับประยุกต์ใช้เป็นแนวทางในการพัฒนาทักษะดิจิทัลและการบริหารงานวิชาการของผู้บริหารสถานศึกษาต่อไปในอนาคต

วัตถุประสงค์ของการวิจัย

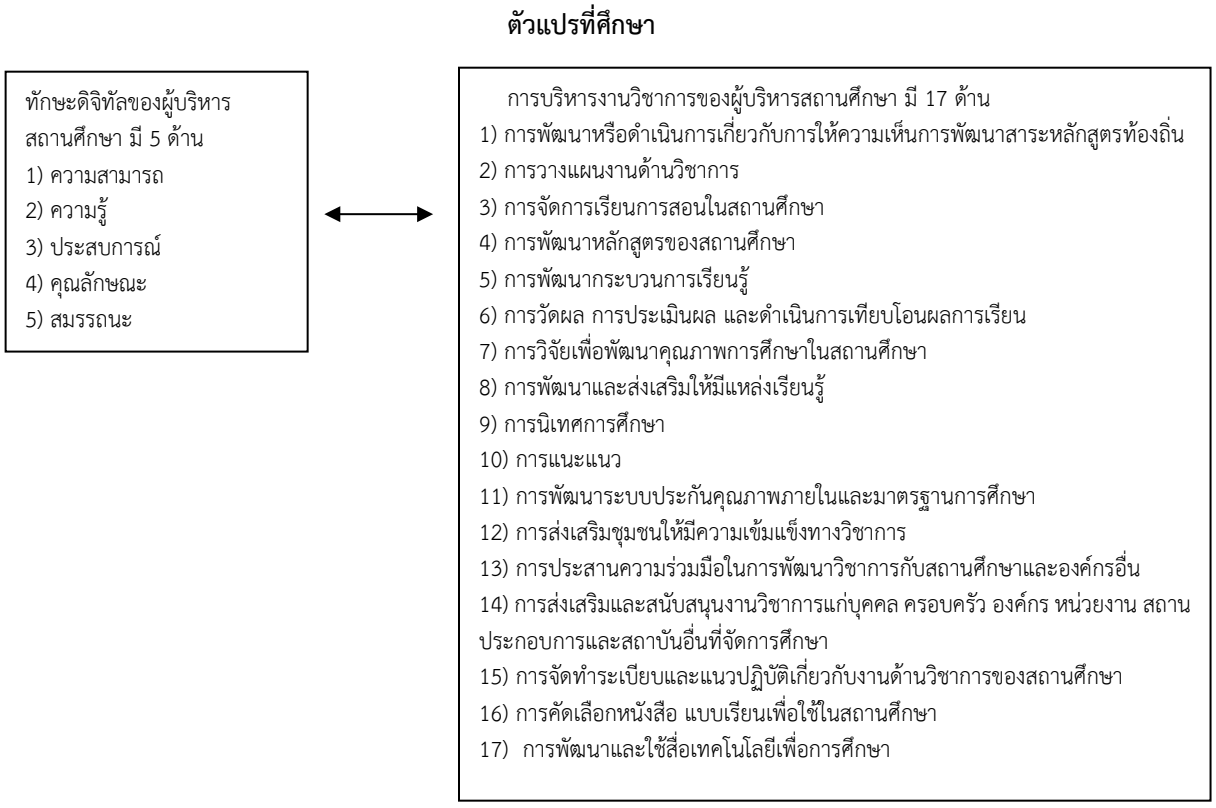
1) เพื่อศึกษาทักษะดิจิทัลของผู้บริหารสถานศึกษา

2) เพื่อศึกษาการบริหารงานวิชาการของผู้บริหารสถานศึกษา

3) เพื่อศึกษาความสัมพันธ์ระหว่างทักษะดิจิทัลกับการบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7

กรอบแนวคิดในการวิจัย

ผู้วิจัยกำหนดกรอบแนวคิดเกี่ยวกับทักษะดิจิทัลของผู้บริหารสถานศึกษาโดยยึดตาม สถาบันพัฒนาข้าราชการพลเรือน (2561) ในส่วนกรอบแนวคิดเกี่ยวกับการบริหารงานวิชาการของผู้บริหารสถานศึกษา ผู้วิจัยได้ยึดตามขอบข่ายการบริหารงานวิชาการตามกฎกระทรวงศึกษาธิการ (2550) ได้องค์ประกอบการบริหารงานวิชาการของผู้บริหารสถานศึกษา 17 ด้าน รายละเอียดตามภาพ 1



ภาพ 1 กรอบแนวคิดการวิจัย

วิธีดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

1. ประชากร คือ ผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 จำนวน 203 คน (ข้อมูล ณ วันที่ 10 ธันวาคม 2564)

2. กลุ่มตัวอย่าง คือ ผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 จำนวน 136 คน กำหนดขนาดกลุ่มตัวอย่างตามตาราง Krejcie and Morgan (1970) และได้กลุ่มตัวอย่างมาโดยวิธีการสุ่มแบบง่าย (Simple random sampling)

เครื่องมือการวิจัย

เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถาม มาตราส่วนประมาณค่า 5 ระดับ เกี่ยวกับทักษะดิจิทัลของผู้บริหารสถานศึกษา ของผู้บริหารสถานศึกษา และการบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 นำแบบสอบถามไปตรวจสอบหาคุณภาพเครื่องมือโดยผู้เชี่ยวชาญ 5 ท่าน ผลปรากฏว่ามีค่า IOC เท่ากับ 0.80-1.00 หาค่าความเชื่อมั่นของเครื่องมือโดยหาค่าสัมประสิทธิ์แอลฟาของ Cronbach (1990) โดยทักษะดิจิทัลของผู้บริหารสถานศึกษามีค่าความเชื่อมั่น เท่ากับ 0.97 และการบริหารงานวิชาการของผู้บริหารสถานศึกษามีค่าความเชื่อมั่น เท่ากับ 0.98 จากนั้นนำแบบสอบถามไปเก็บข้อมูลจากกลุ่มตัวอย่าง ผ่านช่องทางออนไลน์ โดยใช้ Google forms แล้ววิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ย และค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน

ผลการวิจัย

1. ผลการศึกษาทักษะดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษา ประถมศึกษานครราชสีมา เขต 7

ตาราง 1 ค่าเฉลี่ย ค่าความเบี่ยงเบนมาตรฐาน และค่าระดับทักษะดิจิทัลของผู้บริหารสถานศึกษา

ทักษะดิจิทัลของผู้บริหารสถานศึกษา	$\bar{X}$	S.D.	ค่าระดับ
1. ความสามารถ (X_1)	4.00	0.53	มาก
2. ความรู้ (X_2)	4.09	0.62	มาก
3. ประสบการณ์ (X_3)	4.01	0.62	มาก
4. คุณลักษณะ (X_4)	4.36	0.51	มาก
5. สมรรถนะ (X_5)	4.28	0.59	มาก
รวม	4.14	0.51	มาก

จากตาราง 1 พบว่า ทักษะดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยด้านที่มีค่าเฉลี่ยสูงที่สุด คือ ด้านคุณลักษณะ รองลงมา คือ ด้านสมรรถนะ ส่วนด้านที่มีค่าเฉลี่ยต่ำที่สุด คือ ด้านความสามารถ

2. ผลการศึกษาการบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7

ตาราง 2 ค่าเฉลี่ย ค่าความเบี่ยงเบนมาตรฐาน และค่าระดับการบริหารงานวิชาการของผู้บริหารสถานศึกษา

การบริหารงานวิชาการของผู้บริหารสถานศึกษา	$\bar{X}$	S.D.	ค่าระดับ
1. การพัฒนาหรือดำเนินการเกี่ยวกับการให้ความเห็นการพัฒนาสาระหลักสูตรท้องถิ่น (Y_1)	4.31	0.54	มาก
2. การวางแผนงานด้านวิชาการ (Y_2)	4.37	0.58	มาก
3. การจัดการเรียนการสอนในสถานศึกษา (Y_3)	4.43	0.56	มาก
4. การพัฒนาหลักสูตรของสถานศึกษา (Y_4)	4.37	0.55	มาก
5. การพัฒนากระบวนการเรียนรู้ (Y_5)	4.53	0.54	มากที่สุด
6. การวัดผล การประเมินผล และดำเนินการเทียบโอนผลการเรียน (Y_6)	4.48	0.54	มาก
7. การวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา (Y7)	4.30	0.52	มาก
8. การพัฒนาและส่งเสริมให้มีแหล่งเรียนรู้ (Y8)	4.43	0.55	มาก
9. การนิเทศการศึกษา (Y9)	4.44	0.55	มาก
10. การแนะแนว (Y10)	4.55	0.54	มากที่สุด
11. การพัฒนาระบบประกันคุณภาพภายในและมาตรฐานการศึกษา (Y_{11})	4.49	0.53	มาก
12. การส่งเสริมชุมชนให้มีความเข้มแข็งทางวิชาการ (Y12)	4.31	0.62	มาก
13. การประสานความร่วมมือในการพัฒนาวิชาการกับสถานศึกษาและองค์กรอื่น (Y_{13})	4.44	0.53	มาก
14. การส่งเสริมและสนับสนุนงานวิชาการแก่บุคคล ครอบครัว องค์กร หน่วยงาน สถานประกอบการและสถาบันอื่นที่จัดการศึกษา (Y_{14})	4.39	0.60	มาก
15. การจัดทำระเบียบและแนวปฏิบัติเกี่ยวกับงานด้านวิชาการของสถานศึกษา (Y_{15})	4.50	0.55	มาก
16. การคัดเลือกหนังสือ แบบเรียนเพื่อใช้ในสถานศึกษา (Y_{16})	4.55	0.56	มากที่สุด
17. การพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา (Y_{17})	4.49	0.52	มาก
รวม	4.43	0.48	มาก

จากตาราง 2 พบว่า การบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้าน พบว่า ส่วนใหญ่อยู่ในระดับมาก โดยด้านที่มีค่าเฉลี่ยสูงที่สุดมี 2 ด้าน คือ ด้านการแนะแนว และด้านการคัดเลือกหนังสือ แบบเรียนเพื่อใช้ในสถานศึกษา รองลงมา คือ ด้านการพัฒนากระบวนการเรียนรู้ ส่วนด้านที่มีค่าเฉลี่ยต่ำที่สุด คือด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา

3. ผลการศึกษาความสัมพันธ์ระหว่างทักษะดิจิทัลกับการบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7

ตาราง 3 ค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างทักษะดิจิทัลกับการบริหารงานวิชาการของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7

ตัวแปร	X_1	X_2	X_3	X_4	X_5	X
Y_1	.544**	.681**	.675**	.702**	.609**	.727**
Y_2	.535**	.596**	.597**	.693**	.604**	.682**
Y_3	.555**	.588**	.567**	.665**	.556**	.660**
Y_4	.568**	.671**	.638**	.619**	.585**	.699**
Y_5	.521**	.561**	.562**	.667**	.548**	.644**
Y_6	.455**	.493**	.495**	.624**	.498**	.577**
Y_7	.563**	.738**	.688**	.631**	.610**	.734**
Y_8	.541**	.544**	.521**	.638**	.644**	.650**
Y_9	.614**	.702**	.652**	.585**	.655**	.728**
Y_{10}	.513**	.593**	.562**	.673**	.621**	.668**
Y_{11}	.547**	.661**	.645**	.709**	.658**	.728**
Y_{12}	.575**	.744**	.746**	.495**	.637**	.731**
Y_{13}	.557**	.625**	.607**	.678**	.608**	.693**
Y_{14}	.612**	.705**	.654**	.642**	.621**	.732**
Y_{15}	.476**	.506**	.525**	.648**	.490**	.594**
Y_{16}	.453**	.485**	.508**	.666**	.475**	.581**
Y_{17}	.544**	.646**	.642**	.728**	.604**	.714**
Y	.617**	.708**	.691**	.740**	.673**	.775**

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตาราง 3 แสดงว่า ความสามารถ ความรู้ ประสบการณ์ คุณลักษณะ และสมรรถนะกับการบริหารงานวิชาการของผู้บริหารสถานศึกษา มีความสัมพันธ์กันเชิงบวกในระดับค่อนข้างสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

เมื่อพิจารณาความสัมพันธ์ระหว่างทักษะดิจิทัลของผู้บริหารสถานศึกษารายด้านกับการบริหารงานวิชาการของผู้บริหารสถานศึกษา โดยภาพรวม พบว่า มีความสัมพันธ์กันเชิงบวก อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ซึ่งด้านคุณลักษณะ (X_4) มีความสัมพันธ์กับการบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมมีค่าสัมประสิทธิ์สหสัมพันธ์สูงที่สุด ในระดับค่อนข้างสูง ค่าสัมประสิทธิ์สหสัมพันธ์ เท่ากับ .740 รองลงมา คือ ด้านความรู้ (X_2) มีความสัมพันธ์กับการบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมในระดับค่อนข้างสูง ค่าสัมประสิทธิ์สหสัมพันธ์ เท่ากับ .708 ส่วนด้านที่มีค่าสัมประสิทธิ์สหสัมพันธ์ต่ำที่สุด คือ ด้านความสามารถ (X_1) มีความสัมพันธ์กับการบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมในระดับค่อนข้างสูง ค่าสัมประสิทธิ์สหสัมพันธ์ เท่ากับ .617

สรุป

1. ทักษะดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยด้านที่มีค่าเฉลี่ยสูงที่สุด คือ ด้านคุณลักษณะ

2. การบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้าน พบว่า ส่วนใหญ่อยู่ในระดับมาก โดยด้านที่มีค่าเฉลี่ยสูงที่สุดมี 2 ด้าน คือ ด้านการแนะแนว และด้านการคัดเลือกหนังสือ แบบเรียนเพื่อใช้ในสถานศึกษา

3. ความสัมพันธ์ระหว่างความสามารถ ความรู้ ประสบการณ์ คุณลักษณะ และสมรรถนะกับการบริหารงานวิชาการของผู้บริหารสถานศึกษา มีความสัมพันธ์กันเชิงบวกในระดับค่อนข้างสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และด้านที่มีค่าความสัมพันธ์สูงที่สุด คือ ด้านคุณลักษณะ

อภิปรายผล

1. ทักษะดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากทุกด้าน ที่เป็นเช่นนี้อาจเนื่องมาจากทักษะดิจิทัลเป็นความสามารถในการรู้และเข้าใจเกี่ยวกับการใช้งานฮาร์ดแวร์ ซอฟท์แวร์ ข้อมูล และเทคโนโลยีสารสนเทศ นอกจากนี้ ผู้บริหารสถานศึกษาส่วนใหญ่เป็นผู้บริหารรุ่นใหม่ที่ผ่านหลักสูตรการพัฒนาข้าราชการครูและบุคลากรทางการศึกษาก่อนแต่งตั้งให้ดำรงตำแหน่งผู้บริหารสถานศึกษา ทำให้ทักษะดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมอยู่ในระดับมาก ดังกล่าว สอดคล้องกับแนวคิดของโสภิตา สว่างเลิศกุล (2560) เสนอว่า ทักษะดิจิทัล เป็นการมีความรู้ ความสามารถในการใช้งานคอมพิวเตอร์และอุปกรณ์ดิจิทัล ในการเชื่อมต่อสู่อินเทอร์เน็ตไปจนถึงความสามารถในการพัฒนาซอฟต์แวร์ต่างๆ สอดคล้องกับแนวคิดของ Law, Woo, Torre and Wong (2018) ได้ให้ทัศนะว่า ทักษะดิจิทัล เป็นความสามารถในการใช้อุปกรณ์ดิจิทัล แอปพลิเคชัน การสื่อสาร และเครือข่าย ในการเข้าถึงและจัดการข้อมูล สามารถสร้างและแบ่งปันเนื้อหาดิจิทัลเพื่อติดต่อสื่อสารและทำงานร่วมกัน สอดคล้องกับผลการศึกษาของโสภณ เลียดทอง และจารุวรรณ เขียวน้ำชุม (2563) ได้ทำการศึกษาสภาพปัจจุบันสภาพที่พึงประสงค์และแนวทางพัฒนาทักษะการใช้เทคโนโลยีดิจิทัล เพื่อการบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ผลการวิจัย พบว่า สภาพปัจจุบันของทักษะการใช้เทคโนโลยีดิจิทัลเพื่อการบริหารงานวิชาการของผู้บริหารสถานศึกษา โดยรวมอยู่ในระดับปานกลาง สภาพที่พึงประสงค์ของการใช้ระบบเทคโนโลยีสารสนเทศเพื่อการบริหารงานวิชาการของสถานศึกษา โดยรวมอยู่ในระดับมาก

2. การบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้าน พบว่า ส่วนใหญ่อยู่ในระดับมาก โดยด้านที่มีค่าเฉลี่ยสูงที่สุด คือ ด้านการแนะแนว และด้านการคัดเลือกหนังสือ แบบเรียนเพื่อใช้ในสถานศึกษา ที่เป็นเช่นนี้อาจเนื่องมาจากการบริหารจัดการกิจกรรมทุกชนิดทุกประเภทในโรงเรียนที่เกี่ยวข้องกับการปรับปรุงพัฒนาการเรียนการสอนให้ได้ผลดี มีประสิทธิภาพ และเกิดประโยชน์สูงสุดต่อผู้เรียน เพื่อให้เป็นไปตามจุดมุ่งหมายของหลักสูตรสถานศึกษา โดยที่ผู้เรียนได้รับการพัฒนารอบด้านจนเต็มศักยภาพเพื่อได้เป็นมนุษย์ที่สมบูรณ์ คือ เป็นคนดี เป็นคนเก่ง และอยู่ในสังคมอย่างมีความสุข สอดคล้องกับแนวคิดของ สายนภา ดาวแสง (2559) ได้เสนอว่า การบริหารงานวิชาการ เป็นหัวใจสำคัญของการบริหารสถานศึกษา โดยผู้บริหารสถานศึกษาต้องปรับเปลี่ยนทัศนคติและใช้ภาวะผู้นำสูงในการบริหารงานวิชาการให้มีประสิทธิภาพและประสิทธิผล สอดคล้องกับแนวคิดของ Faber (1970) ได้เสนอว่า การบริหารงานวิชาการ เป็นภารกิจที่สำคัญผู้บริหารจะต้องเตรียมการวางแผนสิ่งต่าง ๆ ไว้อย่างดีถูกต้องและเหมาะสม เพื่อพัฒนาผู้เรียนไปสู่จุดหมายปลายทางตามแผนที่กำหนดไว้ ทั้งนี้การจัดการเรียนการสอนหรือการบริหารงานวิชาการ ต้องจัดให้เหมาะสมสอดคล้องกับผู้เรียน ควรเปิดกว้างให้ผู้เรียนเกิดความใฝ่รู้ตลอดเวลาทั้งในและนอกห้องเรียน และที่สำคัญเพื่อให้นักเรียนเป็นคนดี และสอดคล้องกับแนวคิดของ Stoops and Johnson (1987) ให้ทัศนะว่า การบริหารงานวิชาการเป็นภารกิจหลักของโรงเรียน และถือว่าเป็นงานสำคัญที่สุดในการบริหารสถานศึกษา

3. ความสัมพันธ์ระหว่างทักษะดิจิทัลกับการบริหารงานวิชาการของผู้บริหารสถานศึกษา มีความสัมพันธ์กันเชิงบวกในระดับค่อนข้างสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ที่เป็นเช่นนี้อาจเนื่องมาจากบุคคลทุกคนมีจุดมุ่งหมายเพื่อให้มีทักษะด้านดิจิทัลในระดับหนึ่ง อย่างไรก็ตาม ระบบการศึกษาในปัจจุบันไม่ได้ช่วยให้คนรุ่นอนาคตของเรามีความเข้าใจพื้นฐานเกี่ยวกับสิ่งที่จะต้องประสบความสำเร็จในสภาพแวดล้อมดิจิทัล ด้วยเหตุนี้จึงมีความจำเป็นอย่างยิ่งที่จะพัฒนาผู้บริหารสถานศึกษาให้มีความรู้ความสามารถด้านทักษะดิจิทัล เพื่อจะนำไปเป็นเครื่องมือในการพัฒนางานวิชาการให้มีประสิทธิภาพ สอดคล้องกับแนวคิดของ Fetaji (2021) ที่เสนอว่าบุคคลทุกคนควรมีจุดมุ่งหมายเพื่อให้มีทักษะด้านดิจิทัลในระดับหนึ่ง เพื่อคุณภาพชีวิตที่ดีขึ้น สอดคล้องกับแนวคิดของ สถาบันพัฒนาข้าราชการพลเรือน (2561) ได้กำหนด แนวทางการพัฒนาทักษะด้านดิจิทัล สำหรับข้าราชการและบุคลากรภาครัฐที่จะนำไปใช้เป็นกรอบการพัฒนาข้าราชการและบุคลากรภาครัฐ ในระยะ 5 ปี ระหว่างปีงบประมาณ พ.ศ. 2561-2564 โดยมีวัตถุประสงค์ เพื่อให้ภาครัฐมีกำลังคนที่มีทักษะด้านดิจิทัลที่เหมาะสม ที่จะเป็นกลไกขับเคลื่อนที่สำคัญในการปรับเปลี่ยนภาครัฐเป็นรัฐบาลดิจิทัล สอดคล้องกับผลการศึกษาของ Fetaji (2021) ที่ศึกษาการประเมินทักษะและสมรรถนะด้านดิจิทัลของการบริหารงานภาครัฐสาธารณรัฐมาซิโดเนีย และกำหนดระดับความสามารถด้านดิจิทัล ผลการศึกษาพบว่า วิธีที่มหาวิทยาลัยสามารถปรับปรุงหลักสูตรของตนเพื่อให้นักศึกษามีความพร้อมมากขึ้นเมื่อเข้าสู่วัยทำงาน ความสามารถด้านดิจิทัลเป็นคำที่ใช้อธิบายทักษะและความรู้ที่จำเป็นต่อสมรรถนะทางดิจิทัล และสอดคล้องกับการศึกษาของ พรภวิษย์ อุ่นวิเศษ (2564) ได้ศึกษาความสัมพันธ์ระหว่างสมรรถนะ

ด้านเทคโนโลยีสารสนเทศของผู้บริหารกับประสิทธิผลการบริหารงานวิชาการ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสกลนคร เขต 1 ผลการวิจัย พบว่า สมรรถนะด้านเทคโนโลยีสารสนเทศของผู้บริหารกับประสิทธิผลการบริหารงานวิชาการมีความสัมพันธ์ทางบวก อยู่ในระดับสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

ข้อเสนอแนะ

1. ข้อเสนอแนะสำหรับการนำผลการวิจัยไปใช้

1.1 ผู้บริหารสถานศึกษาควรใช้โปรแกรมดิจิทัลเพื่อการวิเคราะห์ข้อมูล

1.2 ผู้บริหารสถานศึกษาควรมีความรู้เกี่ยวกับการพัฒนาซอฟท์แวร์ และการจัดการการให้บริการด้านไอที

1.3 ผู้บริหารสถานศึกษาควรมีประสบการณ์การพัฒนาซอฟท์แวร์ บริหารจัดการระบบ IT และการทำงานด้าน IT security

1.4 ผู้บริหารสถานศึกษาควรมีการมุ่งเป้าหมายที่ส่งผลต่อความพึงพอใจและความสำเร็จในการทำงาน และผู้บริหารสถานศึกษาเป็นบุคคลที่สามารถแก้ปัญหาได้

1.5 ผู้บริหารสถานศึกษาควรมีการวางกลยุทธ์ที่ส่งผลให้สร้างผลงานได้โดดเด่นภายในองค์กร

2. ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่ส่งผลต่อการพัฒนาทักษะดิจิทัลของผู้บริหารสถานศึกษา

2.2 ควรศึกษาปัจจัยที่ส่งผลต่อการบริหารงานวิชาการของผู้บริหารสถานศึกษา

2.3 ควรศึกษาปัจจัยที่เอื้อและปัจจัยที่เป็นอุปสรรคต่อการบริหารงานวิชาการของผู้บริหารสถานศึกษา

2.4 ควรศึกษารูปแบบการพัฒนาทักษะดิจิทัลของผู้บริหารสถานศึกษา

2.5 ควรศึกษารูปแบบการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษา

กิตติกรรมประกาศ

การวิจัยเรื่อง ความสัมพันธ์ระหว่างทักษะดิจิทัลกับการบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 ในครั้งนี้ ได้รับการแนะนำเป็นอย่างดีจาก รองศาสตราจารย์ ดร.กานต์ เนตรกลาง อาจารย์ที่ปรึกษาวิทยานิพนธ์ อาจารย์ประจำหลักสูตรครุศาสตรมหาบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏนครราชสีมา จนทำให้งานวิจัยนี้สำเร็จตามวัตถุประสงค์ และขอขอบคุณมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ที่ให้โอกาสได้เผยแพร่งานวิจัยในครั้งนี้

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ED-018

แนวทางส่งเสริมบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐานสังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา
Guidelines for Promoting the Role of the School Basic Education Committee under the Nakhon Ratchasima Provincial Administrative Organization.

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กานต์ เนตรกลาง Kant Netklang[2]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน 2) เปรียบเทียบบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน จำแนกตามกลุ่มที่มาของคณะกรรมการสถานศึกษาขั้นพื้นฐาน 3) หาแนวทางส่งเสริมบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา กลุ่มตัวอย่าง ได้แก่ คณะกรรมการสถานศึกษาสังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา จำนวน 264 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถามและแบบสัมภาษณ์ ผลการวิจัยพบว่า บทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน ภาพรวมอยู่ในระดับมาก การเปรียบเทียบบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน จำแนกตามกลุ่มที่มาของคณะกรรมการสถานศึกษา โดยภาพรวมไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และแนวทางส่งเสริมบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน คือ โรงเรียนควรส่งเสริมการทำงานร่วมกับองค์กรการพิทักษ์สิทธิเด็ก มีการประชุมวางแผนกับคณะกรรมการสถานศึกษาเกี่ยวกับความปลอดภัยในโรงเรียน ทั้งทางด้านพัฒนาการด้านการเรียนรู้ ทางร่างกาย จิตใจ และทางเพศ รวมทั้งข้อตกลงต่าง ๆ ระหว่างสถานศึกษากับผู้ปกครองและนักเรียน ร่วมกำหนดแนวทางในการระดมทรัพยากรทั้งภายในและภายนอกเพื่อพัฒนาการศึกษา ส่งเสริมการเรียนรู้ด้านต่าง ๆ แก่นักเรียนทุกคนและนักเรียนที่ด้อยโอกาส

คำสำคัญ: บทบาท คณะกรรมการสถานศึกษา

Abstract

This research aims to 1) study the roles of the basic education school committee, 2) compare the roles of the basic education school committee, and 3) Find ways to promote the roles of the basic education school committee. Under the Nakhon Ratchasima Provincial Administrative Organization The samples were 264 school committees under Nakhon Ratchasima Provincial Administrative Organization. The tools were questionnaires and interview forms. The results showed that The roles of the basic education committee were generally at a high level. A Comparison of the Roles of the Basic Education Board Classified by origin group of school committees Overall, there was no statistically significant difference at the .05 level. And Guidelines for promoting the role of the basic education committee are that schools should promote collaboration with child rights protection organizations. Planning meeting with the school committee on school safety. both in the development of learning physical, mental, and sexual, including agreements between educational institutions and parents and students Jointly set guidelines for mobilizing both internal and external resources to develop education. Promote learning in various fields to all students and underprivileged students

Keywords: roles, basic education committee

บทนำ

ในสังคมปัจจุบันนี้ประเทศไทยได้ก้าวเข้าสู่ศตวรรษที่ 21 ที่มีการเปลี่ยนแปลงอย่างรวดเร็ว ทั้งด้านเทคโนโลยีการสื่อสาร ส่งผลให้ประเทศไทยมีการเปลี่ยนแปลงอย่างมากทั้งทางด้านเศรษฐกิจ สังคม วัฒนธรรม การเมืองการปกครองตลอดทั้งปฏิรูประบบของการศึกษาในปัจจุบัน เพื่อพัฒนาคนให้มีความพร้อมกับการเปลี่ยนแปลงดังกล่าว ตามหลักการของพระราชบัญญัติการศึกษา

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แห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม ได้กำหนดให้ทุกภาคส่วนเข้ามามีส่วนร่วมในการจัดการศึกษา ดังกำหนดไว้ในมาตรา 8 มาตรา 9 และมาตรา 29 โดยสรุปใจความว่า การจัดการศึกษาให้ยึดหลักดังนี้ คือเป็นการศึกษาตลอดชีวิตสำหรับประชาชน ให้สังคมมีส่วนร่วมในการจัดการศึกษา การพัฒนาสาระและกระบวนการเรียนรู้ให้เป็นไปอย่างต่อเนื่อง การจัดระบบโครงสร้างและกระบวนการจัดการศึกษา ให้ยึดหลักการกระจายอำนาจไปสู่เขตพื้นที่การศึกษา สถานศึกษา และองค์กรปกครองส่วนท้องถิ่น ระดมทรัพยากรจากแหล่งต่างๆ มาใช้ในการจัดการศึกษา การมีส่วนร่วมของบุคคล ครอบครัว ชุมชน องค์กรชุมชน องค์กรปกครองส่วนท้องถิ่น เอกชน องค์กรเอกชน องค์กรวิชาชีพ สถาบันศาสนา สถานประกอบการและสถาบันสังคมอื่นๆ ส่งเสริมความเข้มแข็งของชุมชน โดยจัดกระบวนการเรียนรู้ภายในชุมชน เพื่อให้ชุมชนมีส่วนร่วมในการจัดการศึกษาอบรม มีการแสวงหาความรู้ ข้อมูลข่าวสาร รู้จักเลือกสรรภูมิปัญญาและวิทยาการต่างๆ เพื่อพัฒนาชุมชนให้สอดคล้องกับสภาพปัญหาและความต้องการรวมทั้งหาวิธีการสนับสนุนให้มีการแลกเปลี่ยนประสบการณ์ การพัฒนาระหว่างชุมชน ซึ่งทุกภาคส่วนของสังคมจำเป็นต้องมีส่วนร่วมทางการศึกษาทำให้เห็นได้ว่าชุมชนเป็นส่วนสำคัญยิ่งที่ต้องเข้ามาร่วมในการจัดการศึกษา (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน. (2546)

พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 มาตรา 40 มีบทบัญญัติเกี่ยวกับคณะกรรมการสถานศึกษาขั้นพื้นฐาน กำหนดให้มีคณะกรรมการสถานศึกษาขั้นพื้นฐาน ทำหน้าที่เป็นเสมือนผู้แทนของท้องถิ่นที่จะเป็นกลไกเชื่อมโยงนโยบายของรัฐไปสู่ชุมชน ที่ตั้งโรงเรียนเพื่อพัฒนาผู้เรียนไปสู่ความเป็นพลเมืองดี เป็นพื้นฐานการศึกษาตลอดชีวิต เป็นพื้นฐานในระดับอุดมศึกษา นำไป สู่เก่ง ดี และมีความสุขของผู้เรียน ดังนั้น บทบาทอำนาจหน้าที่ของคณะกรรมการสถานศึกษาจะมีมากขึ้นกว่าเดิมมาก โดยเฉพาะอย่างยิ่งเมื่อมีการกำหนดให้โรงเรียนในการศึกษาขั้นพื้นฐาน เป็นนิติบุคคล ยิ่งทำให้คณะกรรมการสถานศึกษามีบทบาทและมีความสำคัญมากขึ้น (สำนักงานเลขาธิการสภาการศึกษา, 2547) มาตรา 8 ได้กล่าวไว้ว่า “การจัดการศึกษา เป็นการศึกษาตลอดชีวิตสำหรับประชาชน และให้สังคมมีส่วนร่วมในการจัดการศึกษา” การปฏิรูปการศึกษา เพื่อให้เป็นการศึกษาตลอดชีวิตสำหรับประชาชน ตามปรัชญาการศึกษาตลอดชีวิตดังกล่าวนั้น ย่อมต้องมีปัจจัยเกื้อหนุนให้บุคคลสามารถที่จะเรียนรู้ได้อย่างต่อเนื่องตลอดชีวิตปัจจัยเกื้อหนุน ที่มีส่วนสำคัญต่อการศึกษาทั้งโดยทางตรงและทางอ้อมคือแหล่งการเรียนรู้ตลอดชีวิต ทั้งนี้เพราะแหล่งการเรียนรู้ตลอดชีวิตเป็นศูนย์รวมหรือศูนย์กลางของความรู้ในรูปแบบต่าง ๆ ที่มีอยู่ในชุมชน เป็นเสมือนห้องปฏิบัติการของการเรียนรู้ มีประโยชน์ทั้งในแง่การกระจายโอกาสทางการศึกษา การให้การศึกษาต่อเนื่องตลอดชีวิต จึงมีประโยชน์ต่อกระบวนการเรียนการสอน ทำให้ผู้เรียนได้รับประสบการณ์ตรง ซึ่งอาจกล่าวได้ว่า แหล่งการเรียนรู้ตลอดชีวิตเป็นสิ่งที่มีผลต่อการสร้างกระบวนการพัฒนาการเรียนรู้ที่ยั่งยืน ซึ่งควบคู่ไปกับการจัดการพัฒนาการศึกษาเพื่อการพัฒนาประเทศอย่างยั่งยืน (กรมส่งเสริมการปกครองส่วนท้องถิ่น, 2548) ดังนั้นคณะกรรมการทุกคนต้องตระหนักถึงความเป็นเจ้าของสถานศึกษาร่วมกันและจะต้องมีหน้าที่ มีส่วนรับผิดชอบต่อการจัดการศึกษา (All for education) โดยการกำกับ สนับสนุนและส่งเสริมกิจการของสถานศึกษาให้สถานศึกษาได้ดำเนินงานด้านวิชาการ งบประมาณ การบริหารงานบุคคล และการบริหารทั่วไป ตลอดจนให้ข้อเสนอแนะแนวทางและให้ความเห็นชอบในกิจการต่าง ๆ ของสถานศึกษาทั้งนี้ให้สอดคล้องกับกฎหมาย กฎระเบียบ ประกาศ คำสั่งและนโยบายกระทรวงศึกษาธิการ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานและสำนักงานเขตพื้นที่การศึกษา (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2550)

จากการศึกษาที่ผ่านมา พบว่าการมีส่วนร่วมของครอบครัวและชุมชนในการดำเนินงาน ของสถานศึกษายังมีน้อยมาก โดยมีโอกาสเข้ามาร่วมดำเนินการบริหารสถานศึกษาในฐานะของคณะกรรมการสถานศึกษา แต่ยังไม่มีการเข้ามามีส่วนร่วมในการจัดการเรียนการสอนและเข้าร่วมทำงานในฐานะเป็นเจ้าของผู้เป็นหุ้นส่วนสถานศึกษามากนัก ดังนั้นในการจัดการศึกษา นั้นคณะกรรมการสถานศึกษาขั้นพื้นฐานที่เป็นตัวแทนของชุมชนได้เข้ามามีส่วนร่วมในการจัดการศึกษาของสถานศึกษา เพื่อให้การจัดการศึกษาเป็นไปอย่างมีประสิทธิภาพและเกิดประสิทธิผลสูงสุดต่อผู้เรียน กระทรวงศึกษาธิการจึงได้ออกระเบียบกระทรวงศึกษาธิการว่าด้วย
คณะกรรมการสถานศึกษาขั้นพื้นฐาน พุทธศักราช 2543 และได้กำหนดหน้าที่ของคณะกรรมการสถานศึกษาไว้ 12 ข้อ ดังนี้ 1) ให้ความเห็นข้อเสนอแนะในการพัฒนาหลักสูตรของสถานศึกษาให้สอดคล้องกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานและความต้องการของผู้เรียนชุมชนและท้องถิ่น 2) ให้ข้อเสนอแนะ และส่งเสริมสนับสนุนในการจัดบรรยากาศสภาพ แวดล้อมกระบวนการเรียนรู้แหล่งเรียนรู้ภูมิปัญญาท้องถิ่นอย่างต่อเนื่อง 3) รับทราบ และให้ข้อเสนอแนะเกี่ยวกับการจัดระบบและการดำเนินการตามระบบประกันคุณภาพภายในสถานศึกษา 4) ให้ความเห็นข้อเสนอแนะเกี่ยวกับการจัดตั้ง และการใช้จ่ายงบประมาณของสถานศึกษา 5) ให้ความเห็นข้อเสนอแนะในการออกระเบียบ ข้อบังคับ ประกาศ และแนวปฏิบัติเกี่ยวกับการบริหารการเงินและการจัดหารายได้จากทรัพย์สินของสถานศึกษา6)ปฏิบัติตามที่กฎหมายว่าด้วยระเบียบข้าราชการครูและบุคลากรทางการศึกษากำหนดให้เป็นอำนาจหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐาน 7) ให้ความเห็นเสนอแนะและให้คำปรึกษาในการจัดทำนโยบายแผนพัฒนาการศึกษาของสถานศึกษาให้สอดคล้องกับความต้องการของชุมชน และท้องถิ่น 8) รับทราบ ให้ความเห็นและข้อเสนอแนะในการปรับปรุงและพัฒนาคุณภาพการศึกษาและกิจการของสถานศึกษาให้สอดคล้องกับความต้องการของชุมชนและท้องถิ่น 9) ให้ความเห็นชอบ ข้อเสนอแนะประสาน ส่งเสริม สนับสนุนเกี่ยวกับการระดมทรัพยากรดูแลบำรุงรักษาใช้ และจัดหาผลประโยชน์จากทรัพย์สินของสถานศึกษา 10) ให้ความเห็นข้อเสนอแนะและให้คำปรึกษาในการออกระเบียบ ข้อบังคับ ประกาศ แนวปฏิบัติ ในการดำเนินงานด้านต่าง ๆ ของ

สถานศึกษา 11) ให้ความเห็น ข้อเสนอแนะ และให้คำปรึกษาในการส่งเสริมความเข้มแข็งในชุมชนและสร้างความสัมพันธ์กับสถาบันอื่น ๆ ในชุมชนและท้องถิ่น 12) ปฏิบัติหน้าที่อื่นเกี่ยวกับกิจการของสถานศึกษาตามที่กฎหมาย ระเบียบ ประกาศ กำหนด (พระราชบัญญัติระเบียบบริหารราชการกระทรวงศึกษาธิการ, 2546)

คณะกรรมการสถานศึกษาขั้นพื้นฐานที่จะเข้ามาให้การสนับสนุนสถานศึกษาจึงมีความสำคัญยิ่ง กระทรวงศึกษาธิการจึงได้ออกระเบียบว่าด้วยคณะกรรมการสถานศึกษาขั้นพื้นฐาน มีหน้าที่สำคัญในการกำหนดนโยบายและแผนพัฒนาของสถานศึกษาให้ความเห็นชอบ แผนปฏิบัติการประจำปีของสถานศึกษา ให้ความเห็นชอบในการจัดทำสาระหลักสูตรให้สอดคล้องกับความต้องการของท้องถิ่น กำกับและติดตามการดำเนินงานตามแผนของสถาน ศึกษา ส่งเสริมและสนับสนุนให้เด็กทุกคนในเขตบริการได้รับการศึกษาขั้นพื้นฐานอย่างทั่วถึงมีคุณภาพและได้มาตรฐาน เสนอแนวทางและมีส่วนร่วมในการบริหารจัดการด้านวิชาการด้านงบประมาณ ด้านการบริหาร งานบุคคล และด้านการบริหารทั่วไปของ (กระทรวงศึกษาธิการ, 2546)

จากบทบาทและความสำคัญของคณะกรรมการสถานศึกษาขั้นพื้นฐานที่กล่าวมาแสดงให้เห็นว่าคณะกรรมการสถานศึกษามีบทบาทและหน้าที่ ที่สำคัญอย่างยิ่งในการจัดการศึกษา จากการศึกษางานบทบาทและหน้าที่ของคณะกรรม การสถานศึกษาขั้นพื้นฐาน มีดังนี้ 1)กำหนดนโยบายและแผนพัฒนาของสถานศึกษา 2) ให้ความเห็นชอบแผนปฏิบัติการประจำปีของสถานศึกษา 3) ให้ความเห็นชอบในการจัดทำสาระหลักสูตรให้สอดคล้องกับความต้องการของท้องถิ่น 4) กำกับและติดตามการดำเนินงานตามแผนของสถานศึกษา 5) ส่งเสริมและสนับสนุนให้เด็กทุกคนในเขตบริการได้รับการศึกษาขั้นพื้นฐานอย่างทั่วถึงมีคุณภาพและได้มาตรฐาน 6) ส่งเสริมให้มีการพิทักษ์สิทธิเด็ก ดูแลเด็กพิการ เด็กด้อยโอกาส และเด็กที่มีความสามารถพิเศษให้ได้รับการพัฒนาเต็มตามศักยภาพ 7) เสนอแนวทางและมีส่วนร่วมในการบริหารจัดการด้านวิชาการ ด้านงบประมาณด้านบริหารงานบุคคล และด้านบริหารทั่วไปของสถานศึกษา 8) ส่งเสริมให้มีการระดมทรัพยากรเพื่อการศึกษาตลอดจนวิทยากรภายนอกและภูมิปัญญาท้องถิ่นเพื่อเสริมสร้างพัฒนาการของนักเรียนทุกด้านรวมทั้งสืบสานจารีตประเพณี ศิลปวัฒนธรรมของท้องถิ่นและของชาติ 9) เสริมสร้างความสัมพันธ์ระหว่างสถานศึกษากับชุมชนตลอดจนประสานงานกับองค์กรทั้งรัฐและเอกชนเพื่อให้สถานศึกษาเป็นแหล่งวิทยาการของชุมชนและมีส่วนร่วมในการพัฒนาชุมชนและท้องถิ่น 10) ให้ความเห็นชอบรายงานผลการดำเนินงานประจำปีของสถานศึกษาก่อนเสนอต่อสาธารณชน 11) แต่งตั้งที่ปรึกษาและหรือคณะอนุกรรมการ เพื่อการดำเนินงานตามระเบียบนี้ตามที่เห็นสมควร 12) ปฏิบัติการอื่นตามที่ได้รับมอบหมายจากหน่วยงานต้นสังกัดของสถาน ศึกษานั้น (อัจฉราภรณ์ ทองทิพย์, 2557, น. 67) บทบาทและหน้าที่ในการมีส่วนร่วมในการวางแผนเป็นการบริหารการศึกษาที่ผู้บริหารสถานศึกษาเปิดโอกาสให้คณะกรรมการสถานศึกษา บุคคล ครอบครัว ผู้ปกครอง ประชาชน และสถาบันสังคมได้มีบทบาทร่วมในการบริหารการศึกษา โดยเข้ามามีบทบาทในการพิจารณาปัญหาและตัดสินใจร่วมกัน รวมทั้งร่วมรับผิดชอบในการบริหารงานเพื่อประโยชน์ในการะดมกาลังความคิดและแบ่งภาระหน้าที่ของผู้บริหาร ซึ่งสามารถร่วมวางแผนในกิจกรรมหรืองาน การบริหารทั้ง 4 ด้าน ของสถานศึกษาอันได้แก่ ด้านวิชาการ ด้านบริหาร งานบุคคล ด้านงานงบประมาณ และด้านการบริหารงานทั่วไป อาทิเช่นการมีส่วนร่วมในการวางแผนพัฒนาหลักสูตรกระบวนการเรียนรู้และสื่อนวัตกรรมเทคโนโลยีเพื่อการศึกษาของสถานศึกษา ร่วมในการวางแผนอัตรากาลังและกำหนดโครงสร้างฝ่ายงานของสถานศึกษา ร่วมในการวางแผนและเสนอของบประมาณ ร่วมในการวางการจัดระบบการบริหารและพัฒนาองค์กร ร่วมในการให้ข้อมูลที่เป็นผลประโยชน์ต่อการวางแผนพัฒนาของสถานศึกษา หรือร่วมเป็นกรรมการในการวางแผนโครงการหรือกิจกรรมของสถานศึกษา เป็นต้น (ธีระ รุญเจริญ, 2550)

พระราชบัญญัติการศึกษาแห่งชาติพ.ศ.2542 และที่แก้ไขเพิ่มเติม ได้กำหนดหลักการจัดระบบโครงสร้าง และกระบวนการจัดการศึกษาให้ยึดหลักการกระจายอำนาจไปสู่เขตพื้นที่การศึกษา สถานศึกษาและองค์กรปกครองส่วนท้องถิ่น โดยกำหนดให้ องค์กรปกครองส่วนท้องถิ่นสามารถจัดการศึกษาได้ในระดับใดระดับหนึ่ง ตามความพร้อมความเหมาะสม และความต้องการภายในท้องถิ่น ซึ่งกระทรวงศึกษาธิการได้กำหนดหลักเกณฑ์และวิธีการประเมินความพร้อม ในการจัดการศึกษาขององค์กรปกครองส่วนท้องถิ่น โดยกระทรวงมีหน้าที่ในการประสานส่งเสริมให้องค์กรปกครองส่วนท้องถิ่น สามารถจัดการศึกษาที่สอดคล้องกับนโยบายและได้มาตรฐาน รวมทั้งส่งเสริมให้องค์กรปกครองส่วนท้องถิ่นมีส่วนร่วมในการจัดการศึกษาทั้งการร่วมบริจาคทรัพย์สินและทรัพยากรอื่นแก่สถานศึกษาได้ตามความเหมาะสมและความจำเป็น เพื่อให้การจัดการศึกษามีคุณภาพเกิดประสิทธิภาพ และสามารถจัดการศึกษาที่ตอบสนองต่อความต้องการของท้องถิ่นอย่างแท้จริง

จากข้อมูลดังกล่าวการดำเนินงานของคณะกรรมการสถานศึกษาขั้นพื้นฐานเป็นเรื่องสำคัญเป็นอย่างยิ่งในการพัฒนาผู้เรียนให้มีคุณภาพมากขึ้น เหตุผลดังกล่าวผู้วิจัยซึ่งได้ปฏิบัติงานในสถานศึกษาจึงมีความสนใจที่จะศึกษาบทบาทของคณะกรรมการสถานศึกษาในการพัฒนาคุณภาพผู้เรียน เพื่อเป็นส่วนหนึ่งในการแก้ไขปัญหาและตอบสนองต่อแนวนโยบายของรัฐในการพัฒนาคุณภาพการศึกษาไทย ให้บรรลุเป้าหมายอย่างมีประสิทธิภาพและสามารถแข่งขันในระดับนานาชาติทัดเทียมอารยะประเทศ

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา

2. เพื่อเปรียบเทียบบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา จำแนกตามกลุ่มที่มาของคณะกรรมการสถานศึกษาขั้นพื้นฐาน

3. เพื่อหาแนวทางส่งเสริมบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา

วิธีการดำเนินการวิจัย

1. ประชากร กลุ่มตัวอย่าง และกลุ่มเป้าหมาย

1.1 ประชากรที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ คณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา จำนวน 756 คน

1.2 กลุ่มตัวอย่าง ได้แก่ คณะกรรมการสถานศึกษาสังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา จำนวน 264 คน โดยการใช้ตารางสำเร็จรูปของ Krejcie and Morgan (1970, pp. 607-608) กลุ่มตัวอย่างได้มาโดยการสุ่มแบบแบ่งชั้น (Stratified random sampling) โดยใช้ขนาดของโรงเรียนเป็นชั้นในการสุ่ม (Strata)

1.3 กลุ่มเป้าหมายในการหาแนวทางส่งเสริมบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา ได้แก่ ผู้ทรงคุณวุฒิจำนวน 5 คน ซึ่งผู้วิจัยได้กำหนดคุณสมบัติของผู้เชี่ยวชาญ ดังนี้ 1) เป็นประธานคณะกรรมการสถานศึกษาขั้นพื้นฐานที่ได้รับการยกย่อง การปฏิบัติงานด้านคณะกรรมการสถานศึกษาไม่น้อยกว่า 10 ปี จำนวน 3 คน 2) เป็นผู้บริหารสถานศึกษาที่มีวิทยฐานะไม่น้อยกว่าผู้อำนวยการเชี่ยวชาญ จำนวน 2 คน

2. ตัวแปรที่ใช้ในการวิจัย ประกอบด้วย

2.1 ตัวแปรอิสระได้แก่ กลุ่มที่มาของคณะกรรมการสถานศึกษา ดังนี้

2.1.1 กลุ่มโดยตำแหน่ง

2.1.2 กลุ่มผู้แทน

2.1.3 กลุ่มผู้ทรงคุณวุฒิ

2.2 ตัวแปรตาม

2.2.1 บทบาทของกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา กำหนดหน้าที่ของคณะกรรมการสถานศึกษาไว้ 12 ด้าน ดังนี้

2.2.1.1 กำหนดนโยบายและแผนพัฒนาของสถานศึกษา

2.2.1.2 ให้ความเห็นชอบแผนปฏิบัติการประจำปีของสถานศึกษา

2.2.1.3 ให้ความเห็นชอบในการจัดทำสาระหลักสูตร

2.2.1.4 กำกับและติดตามการดำเนินงานตามแผนของสถานศึกษา

2.2.1.5 ส่งเสริมและสนับสนุนให้เด็กทุกคนในเขตบริการได้รับการศึกษา

2.2.1.6 พิทักษ์สิทธิเด็ก

2.2.1.7 เสนอแนะและมีส่วนร่วมในการบริหารสถานศึกษา

2.2.1.8 ระดมทรัพยากรเพื่อการศึกษา

2.2.1.9 เสริมสร้างความสัมพันธ์ระหว่างสถานศึกษากับชุมชน

2.2.1.10 ให้ความเห็นชอบรายงานผลการดำเนินการประจำปีของสถานศึกษา

2.2.1.11 แต่งตั้งที่ปรึกษาและหรือคณะอนุกรรมการเพื่อการดำเนินงานตามระเบียบมีแนวปฏิบัติ

2.2.1.12 ปฏิบัติการอื่นตามที่ได้รับมอบหมายจากหน่วยงานต้นสังกัดของสถานศึกษานั้น

2.2.2 แนวทางส่งเสริมบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา ได้แก่ การหาแนวทางเพื่อพัฒนาการมีส่วนร่วมทางด้านการศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐาน เพื่อให้เกิดความต่อเนื่องด้านการพัฒนาคุณภาพของผู้เรียน โดยการสนับสนุนการจัดงานหรือกิจกรรม ส่งเสริมการมีส่วนร่วม กระตุ้น และสร้างพฤติกรรมความต้องการจากการตระหนัก ถึงปัญหาร่วมกัน

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

1. แบบสอบถามเพื่อการวิจัย เรื่องการศึกษาบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา ที่ผู้วิจัยสร้างขึ้น โดยแบ่งเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ เกี่ยวกับกลุ่มที่มาของคณะกรรมการสถานศึกษา

ตอนที่ 2 เป็นแบบสอบถามเกี่ยวกับบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา จำนวน 12 ด้าน เป็นแบบมาตราส่วนประมาณค่า (Rating scale) แบ่งเป็น 5 ระดับ

2. แบบสัมภาษณ์ (Interview) ใช้ในการสัมภาษณ์เพื่อศึกษาแนวทางส่งเสริมบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา เป็นแบบสัมภาษณ์แบบมีโครงสร้าง โดยนำผลการวิจัยที่มีค่าเฉลี่ยต่ำสุดมากำหนดประเด็นสัมภาษณ์ผู้เชี่ยวชาญ จำนวน 5 คน ซึ่งผู้วิจัยได้กำหนดคุณสมบัติของผู้เชี่ยวชาญ ดังนี้ 1) เป็นประธานคณะกรรมการสถานศึกษาขั้นพื้นฐานที่ได้รับการยกย่อง การปฏิบัติงานด้านคณะกรรมการสถานศึกษาไม่น้อยกว่า 10 ปี จำนวน 3 คน 2) เป็นผู้บริหารสถานศึกษาที่มีวิทยฐานะไม่น้อยกว่าผู้อำนวยการเชี่ยวชาญ จำนวน 2 คน

การเก็บรวบรวมข้อมูล

1. การเก็บรวบรวมข้อมูลด้วยแบบสอบถาม

1.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏนครราชสีมา ถึงผู้อำนวยการสถานศึกษาในสังกัดองค์การบริหารส่วนจังหวัดนครราชสีมาเพื่อขออนุญาตดำเนินการเก็บรวบรวมข้อมูลกับคณะกรรมการสถานศึกษา

1.2 ผู้วิจัยนำหนังสือจากบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏนครราชสีมาไปยื่นต่อผู้อำนวยการสถานศึกษาในสังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา เพื่อขออนุญาตในการเก็บรวบรวมข้อมูลกับคณะกรรมการสถานศึกษา

1.3 ผู้วิจัยนัด วัน เวลาสำหรับการเก็บแบบสอบถามคืนโดยผู้วิจัยเดินทางเก็บแบบสอบถามคืนด้วยตนเองและให้ผู้ตอบแบบสอบถามส่งแบบสอบถามคืนทางไปรษณีย์

1.4 ผู้วิจัยตรวจสอบความสมบูรณ์ของแบบสอบถามที่ส่งกลับ

2. การเก็บรวบรวมข้อมูลด้วยแบบสัมภาษณ์

ผู้วิจัยสัมภาษณ์ผู้ทรงคุณวุฒิ จำนวน 5 คน เพื่อหาแนวทางส่งเสริมบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา ด้วยตนเองแล้วสรุปรวบรวมความคิดเห็นทันทีที่การสัมภาษณ์สิ้นสุดลง ซึ่งการสัมภาษณ์แต่ละครั้งผู้วิจัยได้จดบันทึกและบันทึกเสียงไว้ทุกครั้ง โดยขออนุญาตในการบันทึกเสียงก่อนที่จะบันทึก

สรุปผลการวิจัย

1. บทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา ภาพรวม อยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ทุกด้านอยู่ในระดับมาก โดยด้านที่มีค่าเฉลี่ยมากที่สุด คือ ด้านที่ 1 กำหนดนโยบายและแผนพัฒนาของสถานศึกษา รองลงมา คือ ด้านที่ 2 ให้ความเห็นชอบแผนปฏิบัติการประจำปีของสถานศึกษา ส่วนด้านที่มีค่าเฉลี่ยต่ำที่สุด คือ ด้านที่ 6 ส่งเสริมให้มีการพิทักษ์สิทธิเด็ก

2. ผลการเปรียบเทียบบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา จำแนกตามกลุ่มที่มาของคณะกรรมการสถานศึกษา จำแนกตามขนาดของโรงเรียน โดยภาพรวมไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

3. แนวทางส่งเสริมบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา

3.1 ด้านคณะกรรมการสถานศึกษาขั้นพื้นฐานสนับสนุน ส่งเสริมการทำงานร่วมกับ องค์กรการพิทักษ์สิทธิเด็ก โรงเรียนควรมีการประชุมวางแผนกับคณะกรรมการสถานศึกษาเกี่ยวกับความปลอดภัยในโรงเรียน ทั้งทางด้านพัฒนาการด้านการเรียนรู้ การทารุณกรรมทางร่างกาย จิตใจ และทางเพศ ให้ได้รับความเชื่อถือจากผู้ปกครอง จัดการศึกษาที่สนับสนุนความสามารถพิเศษของนักเรียน ให้ครอบคลุมถึงความแตกต่างระหว่างบุคคล เช่น ด้านกีฬา ด้านดนตรี การทำอาหาร งานฝีมือ เป็นต้น

3.2 ด้านคณะกรรมการสถานศึกษาขั้นพื้นฐานมีส่วนร่วมในการจัดหาผลิตสื่อเพื่อพัฒนาการเรียน และกำหนดมาตรฐานในการบริหารงานวิชาการของสถานศึกษา โรงเรียนควรเชิญคณะกรรมการสถานศึกษาประชุม แจ้งรายละเอียดต่างๆ เกี่ยวกับการบริหารงานในสถานศึกษา รวมทั้งข้อตกลงต่างๆระหว่างสถานศึกษากับผู้ปกครองและนักเรียน

3.3 ด้านคณะกรรมการสถานศึกษาขั้นพื้นฐานมีส่วนร่วมกำหนดแนวทางในการระดมทรัพยากรทั้งภายในและภายนอกชุมชนเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา คณะกรรมการสถานศึกษาขั้นพื้นฐานควรเชิญผู้มีส่วนเกี่ยวข้องมีส่วนร่วมในการจัดผ้าป่า ระดมทุนการศึกษาและจัดหาอุปกรณ์การเรียนและการส่งเสริมการเรียนรู้ด้านต่างๆ แก่นักเรียนทุกคนและนักเรียนที่ด้อยโอกาส

อภิปรายผลการวิจัย

จากผลการวิจัยเรื่อง แนวทางส่งเสริมบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา ผู้วิจัยพบว่าด้านที่มีค่าเฉลี่ยสูงที่สุด 3 อันดับแรก และเป็นจุดเด่นของงานวิจัย จึงนำมาอภิปรายผล ดังนี้

1. บทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ที่เป็นเช่นนี้อาจเนื่องมาจากกระทรวงศึกษาธิการกำหนดให้ทุกโรงเรียนมีคณะกรรมการสถานศึกษาขั้นพื้นฐานโดยให้มีจำนวนแตกต่างกันไปตามขนาดที่นับจำนวนนักเรียนในโรงเรียนนั้น และกำหนดให้มีการประชุมอย่างน้อยภาคเรียนละ 2 ครั้ง เพื่อกำกับและส่งเสริมกิจกรรมของสถานศึกษาให้มีประสิทธิภาพ คณะกรรมการสถานศึกษาขั้นพื้นฐานมีอำนาจหน้าที่ตามมาตรา 38 แห่งพระราชบัญญัติระเบียบบริหารราชการกระทรวงศึกษาธิการ พ.ศ. 2546 รวมทั้งอำนาจหน้าที่เกี่ยวกับการบริหารงานบุคคล ตามมาตรา 26 แห่งระราชบัญญัติระเบียบข้าราชการครูและบุคลากรทางการศึกษา พ.ศ. 2547 ด้วยเหตุนี้ บทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา พบว่า โดยภาพรวมอยู่ในระดับมาก ดังกล่าว สอดคล้องกับแนวคิดของ ธีระ รุญเจริญ (2550) ที่กล่าวว่า การกำหนดให้เป็นอำนาจหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐานจากอำนาจหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐานที่กฎหมายกำหนดข้างต้น คณะกรรมการสถานศึกษาขั้นพื้นฐานจึงเปรียบเสมือนผู้แทนของท้องถิ่นที่เข้ามามีบทบาทสำคัญต่อการบริหารและจัดการศึกษาของสถานศึกษา โดยจะเป็นกลไกเชื่อมโยงนโยบายของรัฐให้เข้ากับชุมชนที่ตั้งของสถานศึกษา เพื่อพัฒนานักเรียนไปสู่ความเป็นพลเมืองที่ดี เป็นพื้นฐานการศึกษาตลอดชีวิต เป็นพื้นฐานอาชีวศึกษาและเป็นพื้นฐานการศึกษาในระดับอุดมศึกษาต่อไป สอดคล้องกับผลการวิจัยของ ลดาวรรณ นิ่มทับทิม ธีระวัฒน์ มอนไธสง และนริสานันท์เดชสุระ (2561) ที่ศึกษาบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการสนับสนุนแหล่งเรียนรู้ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาพระนครศรีอยุธยา เขต 2 ผลการศึกษาพบว่า บทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐานในการสนับสนุนแหล่งเรียนรู้ในสถานศึกษา ในภาพรวมมีการปฏิบัติอยู่ในระดับมาก โดยด้านที่มีการปฏิบัติสูงสุด คือ ด้านส่งเสริมการพัฒนาบุคลากรให้มีความรู้และประสบการณ์การใช้แหล่งเรียนรู้ รองลงมา คือ ด้านการส่งเสริมสนับสนุน จัดหา จัดสร้างหรือพัฒนาแหล่งเรียนรู้ และด้านที่มีการปฏิบัติต่ำสุด คือ ด้านสนับสนุนการนำเสนอผลงานหรือนวัตกรรมที่เกิดจากการใช้แหล่งเรียนรู้

1.1 ด้านกำหนดนโยบายและแผนพัฒนาของสถานศึกษา โดยภาพรวมอยู่ในระดับมาก และเพื่อพิจารณาเป็นรายข้อ พบว่า ข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ข้อที่ 1 คณะกรรมการสถานศึกษาขั้นพื้นฐานศึกษาและทำความเข้าใจในความมุ่งหมาย หลักการของการจัดการศึกษา ที่เป็นเช่นนี้เนื่องมาจาก คณะกรรมการสถานศึกษาขั้นพื้นฐานเป็นรูปแบบการบริหารจัดการศึกษาที่กระทรวงศึกษาธิการได้กำหนดให้มีหน้าที่ในการกำหนดนโยบายและแผนพัฒนาของสถานศึกษาซึ่งมีแนวปฏิบัติที่หลากหลาย เช่น ศึกษาและทำความเข้าใจในความมุ่งหมายหลักการของการจัดการศึกษาตามพระราชบัญญัติการศึกษาแห่งชาติ ศึกษาและทำความเข้าใจข้อมูลเกี่ยวกับสภาพปัจจุบันของชุมชน ท้องถิ่น ที่ตั้งของสถานศึกษา และกำหนดให้โรงเรียนจัดทำธรรมนูญโรงเรียน เป็นต้น ซึ่งโรงเรียนในสังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา ได้รับนโยบายดังกล่าวและได้ปฏิบัติตามหน่วยงานต้นสังกัดที่มีการเฝ้าติดตามและให้ทำรายงานผลการปฏิบัติอย่างสม่ำเสมอ ด้วยเหตุนี้จึงทำให้ประเด็นในข้อที่ 1 คณะกรรมการสถานศึกษาขั้นพื้นฐานศึกษาและทำความเข้าใจในความมุ่งหมาย หลักการของการจัดการศึกษา มีค่าเฉลี่ยสูงที่สุด ดังกล่าว สอดคล้องกับแนวคิดของ ประภาพร ยอดย้อย (2559) ที่เสนอว่า คณะกรรมการสถานศึกษาขั้นพื้นฐานศึกษาต้องทราบบทบาทหน้าที่ที่ชัดเจนของตนเอง ซึ่งควรเริ่มจากการทำความเข้าใจในความมุ่งหมาย หลักการของการจัดการศึกษา เพื่อสถานศึกษาจะได้ดำเนินการสร้างและพัฒนาแหล่งเรียนรู้ ทุกวิถีทางโดยอาศัยความร่วมมือจากบุคลากรทุกฝ่ายของโรงเรียนและชุมชน เพื่อให้ผู้เรียนสามารถเรียนรู้ด้วยวิธีการที่หลากหลายให้มีประสิทธิภาพ สร้างสังคมแห่งการเรียนรู้ที่มีประสิทธิภาพ สอดคล้องกับผลการศึกษาของ ณัฐพงษ์ กิติทรัพย์กาญจนา (2551) ได้ศึกษางานวิจัยเรื่อง การมีส่วนร่วมในการบริหารสถานศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาฉะเชิงเทรา เขต1 ผลการวิจัยพบว่าการมีส่วนร่วมในการบริหารสถานศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาฉะเชิงเทราเขต 1 ตามความคิดเห็นของคณะกรรมการสถานศึกษาขั้นพื้นฐาน ในภาพรวม 4 ด้าน อยู่ในระดับมาก

1.2 ด้านให้ความเห็นชอบแผนปฏิบัติการประจำปีของสถานศึกษา โดยภาพรวมอยู่ในระดับมาก และเพื่อพิจารณาเป็นรายข้อ พบว่า ข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ข้อที่ 4 คณะกรรมการสถานศึกษาขั้นพื้นฐานให้ความเห็นชอบแผนปฏิบัติการของสถานศึกษา ที่เป็นเช่นนี้อาจเนื่องมาจากคณะกรรมการสถานศึกษาขั้นพื้นฐานถือเป็นคณะกรรมการที่มีความสำคัญต่อการบริหารงานต่าง ๆ โดยมีหน้าที่กำกับ ติดตามและส่งเสริมกิจกรรมของสถานศึกษาให้มีประสิทธิภาพ ทั้งงานด้านวิชาการ ด้านงบประมาณ บริหารบุคคล และ บริหารงานทั่วไป โดยเฉพาะอย่างยิ่งด้านวิชาการซึ่งถือเป็นภาระหลักของสถานศึกษา ที่จะต้องดำเนินการเป็นอันดับแรก ตลอดจนระดมทรัพยากร ทั้งงบประมาณ บุคคล และความร่วมมือในด้านต่าง ๆ เพื่อประกอบการจัดการเรียนการสอนให้มีคุณภาพ ผู้เรียนมีผลสัมฤทธิ์ที่สูงขึ้น มีคุณลักษณะอันพึงประสงค์ ตรงตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน 2551 ซึ่งในปัจจุบันคณะกรรมการสถานศึกษาขั้นพื้นฐานส่วนใหญ่มีความเข้าใจในบทบาท และหน้าที่ที่สำคัญนี้ โดยเฉพาะอย่างยิ่งการให้ความเห็นชอบ

แผนปฏิบัติการของสถานศึกษา อย่างไรก็ตาม บุคลากรในสถานศึกษาจะต้องชี้แจง และอธิบาย บทบาทและหน้าที่เพื่อให้คณะกรรมการได้ทราบและเข้าใจที่ถูกต้อง ซึ่งสถานศึกษาเอง อาจดำเนินการโดยใช้วิธีที่หลากหลายเพื่อสร้างความตระหนัก เน้นหลักการของการมีส่วนร่วม เพื่อให้บุคลากรในสถานศึกษา และคณะกรรมการสถานศึกษาขั้นพื้นฐาน ดำเนินโครงการกิจกรรมร่วมกันด้วยเต็มใจ บรรลุจุดมุ่งหมายตรงตามที่ได้กำหนดร่วมกันไว้ ทั้งนี้ก็เพื่อสร้างความเชื่อมั่น แก่สังคม ชุมชน ผู้ปกครอง และพัฒนาสถานศึกษาให้มีความเจริญก้าวหน้าต่อไป สอดคล้องกับแนวคิดของ วรากรณ์ สามโกเศศ (2565) เสนอว่า บทบาทของกรรมการสถานศึกษาจะเป็นผู้บริหารก็ไม่ใช่ เป็นที่ปรึกษาก็ไม่เชิง แต่หากกรรมการสถานศึกษาร่วมทำงานกับผู้บริหารสถานศึกษาได้ดี ความสำเร็จก็จะเกิดขึ้น สำหรับความคาดหวังของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (สพฐ.) ได้แก่ 1) อยากให้กรรมการสถานศึกษารับทราบข้อมูลของโรงเรียน โดยเฉพาะผลประเมินการศึกษาระดับชาติ (NT) ขอให้ทุกสถานศึกษาได้รู้ข้อมูลและช่วยกันเป็นตัวแทนประชาชนวิเคราะห์ข้อดี-เสียของโรงเรียน และปรับปรุงให้มากที่สุด 2) ในประกาศหลักเกณฑ์และวิธีการกระจายอำนาจคณะกรรมการสถานศึกษาจะมีบทบาทมากขึ้นในหลายเรื่อง โดยจะมีส่วนในการกลั่นกรองผู้บริหารสถานศึกษา สพฐ.จึงอยากได้เสียงสะท้อนจากกรรมการสถานศึกษามากขึ้น นโยบายใดของ สพฐ.ที่กรรมการเห็นว่า ไม่ดี ขอให้บอก 3) สนับสนุนวิทยากรเพื่อพัฒนาสถานศึกษา 4) เป็นแม่ข่ายเชื่อมโยงสำนักงานเขตพื้นที่และโครงสร้างอื่นๆ และ 5) การกำกับดูแล ทั้งนี้ แม้จะกระจายอำนาจ แต่ไม่ได้หมายความว่าโรงเรียนนั้นเป็นรัฐอิสระ แต่กระทรวงศึกษาฯ มีหน้าที่ในการกำกับนโยบาย ผลการดำเนินงาน และระบบประกันคุณภาพภายใน สอดคล้องกับผลการวิจัยของ อัญชลี แย้มกมล (2552, น. 114) ได้ศึกษาบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐานที่มีส่วนร่วมในการจัดการศึกษาขั้นพื้นฐานของโรงเรียนในเขตหนองจอก สังกัดกรุงเทพมหานคร ผลการวิจัยพบว่า คณะกรรมการสถานศึกษาขั้นพื้นฐานมีความคิดเห็นว่ามีส่วนร่วมในการจัดการศึกษาขั้นพื้นฐานของโรงเรียนในเขตหนองจอกสังกัดกรุงเทพมหานครอยู่ในระดับมากทั้ง 12 ด้าน โดยด้านคณะกรรมการสถานศึกษาขั้นพื้นฐานให้ความเห็นชอบแผนปฏิบัติการของสถานศึกษา มีค่าเฉลี่ยสูงที่สุด

1.3 ด้านปฏิบัติการอื่นตามที่ได้รับมอบหมายจากหน่วยงานต้นสังกัดของสถานศึกษานั้น โดยภาพรวมอยู่ในระดับมาก และเพื่อพิจารณาเป็นรายข้อ พบว่า ข้อที่มีค่าเฉลี่ยสูงที่สุด ได้แก่ ข้อที่ 4 คณะกรรมการสถานศึกษาขั้นพื้นฐานการมีส่วนร่วมสนับสนุนโครงการหรือกิจกรรมพิเศษอื่น ๆ ของสถานศึกษา ที่เป็นเช่นนี้อาจเนื่องมาจากคณะกรรมการสถานศึกษามีบทบาทหลักประการหนึ่งคือการสนับสนุนกิจกรรมต่าง ๆ ของสถานศึกษา เช่น การสร้างและพัฒนาการเรียนรู้ การมีส่วนในการวางแผน กำหนดนโยบายและเป้าหมายในการพัฒนาแหล่งเรียนรู้ ส่งเสริม สนับสนุนจัดการแหล่งเรียนรู้ จัดสร้างหรือพัฒนาแหล่งเรียนรู้เพื่อพัฒนาระบบการเรียนการสอน สอดคล้องกับแนวคิดของ ลดาวรรณ นิ่มทับทิม (2561) ที่เสนอว่า คณะกรรมการสถานศึกษาควรมีการให้ข้อมูลและข้อเสนอแนะเกี่ยวกับแหล่งเรียนรู้ในชุมชน ให้การสนับสนุนสื่ออุปกรณ์ที่เอื้อต่อการใช้แหล่งเรียนรู้ บริจาคทรัพย์เพื่อสนับสนุนการจัดหาแหล่งเรียนรู้ ให้คำปรึกษา แนะนำ ให้เห็นคุณค่าของการใช้แหล่งเรียนรู้ การประเมินผลด้านกำหนดนโยบายและการนำผลการประเมินมาวิเคราะห์ สร้างทางเลือกเพื่อปรับปรุงและกำหนดนโยบายสนับสนุนโครงการหรือกิจกรรมพิเศษอื่น ๆ ของสถานศึกษาในปีต่อไป สอดคล้องกับผลการศึกษาของ วรวุฒิ ต๊ะคำวรรณ์ (2558) วิจัยเรื่อง การมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาลำปาง เขต 1 ผลการวิจัยพบว่า การมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานโดยรวมทั้ง 4 ด้านอยู่ในระดับมาก เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย คือ ด้านการบริหารทั่วไป ด้านการบริหารบุคลากร ด้านการบริหารงบประมาณ และด้านการบริหารวิชาการ ตามลำดับ และมีข้อเสนอแนะว่า สถานศึกษาควรจัดประชุมชี้แจงทำความเข้าใจและนำคณะกรรมการสถานศึกษาฯ ไปศึกษาดูงานในสถานศึกษาอื่น ควรจัดทำคู่มือบทบาทหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐานและแจกให้แก่คณะกรรมการสถานศึกษา ฯ ควรแต่งตั้งคณะกรรมการสถานศึกษาฯ ร่วมเป็นคณะกรรมการด้านต่าง ๆ ของสถานศึกษา

2. ผลการเปรียบเทียบบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา จำแนกตามกลุ่มที่มาของคณะกรรมการสถานศึกษา โดยภาพรวม ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 แต่เมื่อพิจารณาเป็นรายด้านพบว่า ด้านกำหนดนโยบายและแผนพัฒนาของสถานศึกษา แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยกลุ่มผู้ทรงคุณวุฒิสูงกว่ากลุ่มผู้แทน อย่างมีนัยสำคัญทางสถิติที่ระดับ.05 ที่เป็นเช่นนี้อาจเนื่องมาจากโรงเรียนแต่ละขนาดกำหนดคุณสมบัติของคณะกรรมการสถานศึกษาที่เหมือนกัน ภายใต้กฎ ระเบียบอันเดียวกัน ทั้งคุณสมบัติทั่วไป คุณสมบัติเฉพาะ ด้วยเหตุนี้ จึงทำให้ผลการเปรียบเทียบบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา จำแนกตามกลุ่มที่มาของคณะกรรมการสถานศึกษาโดยภาพรวม ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 อย่างไรก็ตาม ผลการศึกษายังพบว่าด้านกำหนดนโยบายและแผนพัฒนาของสถานศึกษา แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยกลุ่มผู้ทรงคุณวุฒิสูงกว่ากลุ่มผู้แทน อย่างมีนัยสำคัญทางสถิติที่ระดับ.05 ที่เป็นเช่นนี้อาจเนื่องมาจากผู้ทรงคุณวุฒิต้องเป็นผู้ที่ได้รับการยอมรับสูง มีความรู้ความสามารถในการให้คำแนะนำปรึกษาแก่ผู้บริหารสถานศึกษาและคณะครูเป็นอย่างดี ด้วยเหตุนี้จึงทำให้บทบาทของคณะกรรมการ

สถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา ด้านกำหนดนโยบายและแผนพัฒนาของสถานศึกษา กลุ่มผู้ทรงคุณวุฒิสูงกว่ากลุ่มผู้แทน อย่างมีนัยสำคัญทางสถิติที่ระดับ.05 สอดคล้องกับผลการวิจัยของ อัญชลี แย้มกมล (2552) ได้ศึกษาบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐานที่มีส่วนร่วมในการจัดการศึกษาขั้นพื้นฐานของโรงเรียนในเขตหนองจอก สังกัดกรุงเทพมหานคร ผลการเปรียบเทียบความคิดเห็นในการมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐาน จำแนกตามสถานภาพของผู้ตอบแบบสอบถามมีความคิดเห็นไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ สอดคล้องกับผลการวิจัยของ อุทัย นกเผือก (2554) ได้ศึกษางานวิจัยเรื่องแนวทางพัฒนาการมีส่วนร่วมในการบริหารสถานศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐานของกลุ่มโรงเรียนกาญจนาภิเษกวิทยาลัย ผลการวิจัยพบว่า การเปรียบเทียบการมีส่วนร่วมในการบริหารสถานศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐานของกลุ่มโรงเรียนกาญจนาภิเษกวิทยาลัย โดยรวมและรายด้านไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ

3. แนวทางส่งเสริมบทบาทของคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดองค์การบริหารส่วนจังหวัดนครราชสีมา ซึ่งผู้วิจัยจะอภิปรายเฉพาะด้านคณะกรรมการสถานศึกษาขั้นพื้นฐานสนับสนุน ส่งเสริมการทำงานร่วมกับองค์กรการพิทักษ์สิทธิเด็ก เนื่องจากองค์กรการพิทักษ์สิทธิเด็ก เป็นองค์กรพัฒนาเอกชนเริ่มดำเนินงานตั้งแต่ปี พ.ศ. 2524 ต่อมาได้รับอนุญาตจัดตั้งเป็นมูลนิธิศูนย์พิทักษ์สิทธิเด็กในปี พ.ศ. 2539 ดำเนินการให้ความช่วยเหลือคุ้มครองเด็กถูกกระทำความรุนแรง ได้รับการเลี้ยงดูโดยมิชอบ และถูกแสวงประโยชน์ โดยประสานความร่วมมือกับสหวิชาชีพและหน่วยงานที่เกี่ยวข้อง นอกจากนี้ดำเนินงานด้านการป้องกันโดยการส่งเสริมพัฒนาให้เด็กมีทักษะในการป้องกันตนเอง พัฒนาศักยภาพให้บุคคลที่อยู่ในสภาพแวดล้อมเด็ก ได้แก่ ครอบครัว โรงเรียน ชุมชน ส่งเสริมพัฒนาและปกป้องคุ้มครองเด็กให้ปลอดภัย ส่งเสริมให้คนในสังคมเข้ามามีส่วนร่วมในการสร้างสังคมเอื้ออาทรสำหรับเด็ก หากสถานศึกษาได้ทำงานร่วมกับองค์กรการพิทักษ์สิทธิเด็ก จะทำให้เด็กทั่วทุกแห่งได้รับการคุ้มครองดูแลในทุกๆเรื่อง ดังนั้น โรงเรียนควรมีการประชุมวางแผนกับคณะกรรมการสถานศึกษาเกี่ยวกับความปลอดภัยในโรงเรียน ทั้งทางด้านพัฒนาการด้านการเรียนรู้ การทารุณกรรมทางร่างกาย จิตใจ และทางเพศ ให้ได้รับความเชื่อถือจากผู้ปกครอง จัดการศึกษาที่สนับสนุนความสามารถพิเศษของนักเรียน ให้ครอบคลุมถึงความแตกต่างระหว่างบุคคล เช่น ด้านกีฬา ด้านดนตรี การทำอาหาร งานฝีมือ เป็นต้น มุ่งเน้นการจัดการเรียนรู้ให้เหมาะสมกับพัฒนาการ ร่างกาย ที่นักเรียนพัฒนาได้อย่างมีความสุข จัดกิจกรรมที่มุ่งเน้นความสามารถ กล้าคิด กล้าแสดงออก ในทางที่ถูกต้อง ให้ความสำคัญกับการแสดงออกทางด้านความคิด การกระทำของนักเรียน ด้วยการอนุญาตให้นักเรียนได้มีส่วนร่วมในการตัดสินใจในเรื่องต่างๆ ที่เกี่ยวข้องกับตนเองและสามารถแสดงความคิดเห็นโดยไม่กระทบสิทธิและเสรีภาพของบุคคลอื่น จัดการศึกษาที่ให้นักเรียนมีสิทธิในการอยู่รอด ตามศักยภาพในสภาพแวดล้อมที่เหมาะสม โดยคำนึงถึงการมีส่วนร่วมในการกำหนดหรือจัดกิจกรรมด้วยจิตนาการ สนับสนุนช่วยเหลือทุน ด้านวัสดุ สื่อ อุปกรณ์ และ สิ่งอำนวยความสะดวก สอดคล้องกับแนวคิดของ คยองซัน คิม (2565) ที่ปัจจุบันดำรงตำแหน่งผู้อำนวยการยูนิเซฟแห่งประเทศไทย กล่าวว่า เราทุกคนมีหน้าที่รับผิดชอบในการสนับสนุนให้เด็กและเยาวชนสามารถแสดงความคิดเห็นได้อย่างสันติ ปลอดภัย และมีคนรับฟัง นอกจากนี้ ชุมชน มีหน้าที่และความรับผิดชอบที่จะคุ้มครองสิทธิเด็ก และรัฐบาลมีหน้าที่ที่ต้องคุ้มครองสิทธิเด็กในฐานะผู้ปฏิบัติตามอนุสัญญาว่าด้วยสิทธิเด็ก เราต้องร่วมมือกันส่งเสริมให้เด็กและคนหนุ่มสาวแสดงความคิดเห็นได้ทั้งทางอินเทอร์เน็ตและในชีวิตจริง และสร้างทักษะความรู้ที่จำเป็นเพื่อให้พูดคุยแลกเปลี่ยนอย่างสร้างสรรค์ได้ พวกเขาต้องมีส่วนร่วม มีผู้รับฟัง และมีบทบาทสำคัญในการออกแบบอนาคตที่เราจะส่งต่อให้แก่พวกเขา องค์การยูนิเซฟทำงานร่วมกับรัฐบาล องค์กรภาคประชาสังคม และคนหนุ่มสาวเพื่อเปิดพื้นที่ในอินเทอร์เน็ตและในชีวิตจริงให้พวกเขาได้มีส่วนตัดสินใจเรื่องต่างๆ เยาวชนผู้มีพื้นฐานครอบครัวหลากหลายกำลังช่วยกันร่างแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติห้าปี โดยร่วมมือกับองค์การยูนิเซฟและสำนักงานสภาพัฒนาการเศรษฐกิจและสังคมแห่งชาติ (สศช.) อีกทั้งกำลังช่วยกระทรวงศึกษาธิการพัฒนาหลักสูตรเพื่อทักษะแห่งศตวรรษที่ 21 สอดคล้องกับผลการศึกษาของ อุทัย นกเผือก (2554) ได้ศึกษางานวิจัยเรื่องแนวทางพัฒนาการมีส่วนร่วมในการบริหารสถานศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐานของกลุ่มโรงเรียนกาญจนาภิเษกวิทยาลัย ผลการศึกษาพบว่า แนวทางการพัฒนาการมีส่วนร่วมในการบริหารการศึกษาของคณะกรรมการสถานศึกษาขั้นพื้นฐานของคณะกรรมการสถานศึกษาขั้นพื้นฐานของกลุ่มโรงเรียนกาญจนาภิเษกวิทยาลัย สรุปได้ดังนี้ 1) ควรส่งเสริมให้คณะกรรมการสถานศึกษามีส่วนร่วมในการพัฒนางานวิชาการ การจัดการเรียนการสอน และพัฒนาแหล่งเรียนรู้ในชุม 2) ควรส่งเสริมให้มีคณะกรรมการการจัดหางบประมาณเพื่อพัฒนาโรงเรียนวางแผนการใช้งบประมาณ และติดตามประเมินผลการใช้จ่ายงบประมาณของโรงเรียน 3) ควรส่งเสริมให้คณะกรรมการสถานศึกษามีความรู้ความเข้าใจเกี่ยวกับบทบาทหน้าที่ด้านบุคลากรและการประเมินผลการปฏิบัติงานของบุคคลในโรงเรียน และ 4) ควรส่งเสริมให้มีคณะกรรมการสถานศึกษามีบทบาทในการวางแผนการพัฒนาโรงเรียน การสร้างความสัมพันธ์อันดีและการร่วมมือประสานงานกับชุมชนเพื่อแก้ปัญหาร่วมกัน โดยเฉพาะอย่างยิ่งการสนับสนุน ส่งเสริมการทำงานร่วมกับองค์กรการพิทักษ์สิทธิเด็ก

ข้อเสนอแนะ

1.1 โรงเรียนควรส่งเสริมให้คณะกรรมการสถานศึกษาขั้นพื้นฐานมีส่วนร่วมในการกำหนดนโยบายเป้าหมายและทิศทางการพัฒนาคุณภาพการศึกษาของสถานศึกษา

1.2 โรงเรียนควรส่งเสริมให้คณะกรรมการสถานศึกษาขั้นพื้นฐานพิจารณาความสอดคล้องของแผนปฏิบัติการประจำปี กับแผนพัฒนาของสถานศึกษา

1.3 โรงเรียนควรส่งเสริมให้คณะกรรมการสถานศึกษาขั้นพื้นฐานมีส่วนร่วมกำหนดแนวทางในการระดมทรัพยากรทั้งภายในและภายนอกชุมชนเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา

1.4 โรงเรียนควรส่งเสริมให้คณะกรรมการสถานศึกษาขั้นพื้นฐานมีส่วนร่วมติดตามให้สถานศึกษาจัดทำรายงานความก้าวหน้าของการดำเนินการตามแผนปฏิบัติการประจำปี

1.5 โรงเรียนควรส่งเสริมให้คณะกรรมการสถานศึกษาขั้นพื้นฐานมีส่วนร่วมในการส่งเสริมสนับสนุนให้สถานศึกษาปฏิบัติงานที่ได้รับมอบหมาย จากหน่วยงานต้นสังกัดสำเร็จตามวัตถุประสงค์

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แนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2

Guidelines for Development of the Operation on Community Relations of Schools under Sakaeo Primary Educational Service Area Office 2

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน 2) เปรียบเทียบการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน จำแนกตามขนาดโรงเรียน และ 3) หาแนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน กลุ่มตัวอย่างที่ใช้ ในการวิจัย ได้แก่ ผู้บริหาร และครู จำนวน 297 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสอบถาม และแบบสัมภาษณ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่า t

ผลการวิจัย พบว่า 1) การดำเนินงานสัมพันธ์ชุมชนของโรงเรียน โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายด้าน พบว่าอยู่ในระดับมากทุกด้าน 2) การเปรียบเทียบการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน จำแนกตามขนาดโรงเรียนโดยภาพรวม แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 3) แนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน พบว่า ด้านงานคณะกรรมการสถานศึกษา โรงเรียนควรให้คณะกรรมการสถาศึกษามีส่วนร่วมในการส่งเสริมสนับสนุนการจัดกิจกรรมการเรียนรู้ ด้านงานสานสัมพันธ์ ควรมีการจัดตั้งสมาคมสมาคมศิษย์เก่า และสมาคมผู้ปกครอง ด้านการให้บริการชุมชน โรงเรียนควรพัฒนาแหล่งเรียนรู้ในสถานศึกษา และด้านการประชาสัมพันธ์ โรงเรียนควรใช้การเผยแพร่ข้อมูลของโรงเรียนผ่านทางช่องทางออนไลน์

คำสำคัญ: แนวทางการพัฒนา การดำเนินงานสัมพันธ์ชุมชน โรงเรียน

Abstract

This research is aimed to study the Operation on Community Relations of Schools, to compare the Operation on Community Relations of Schools classified by school size and to find Guidelines for Development of the Operation on Community Relations of Schools. The sample were 297 school administrators and. The research instrument was a rating scale questionnaire and structured interviews. Statistics used in data analysis were frequency, percentage, mean, standard deviation and t-test. The research has revealed that 1) the Operation on community relations of schools was found to be at a high level in the overall and in individual aspects of implementation. 2) The results of a comparison on the operation on community relations of schools classified by school size in the overall were different at level 0.05 of statistical significance, The aspect carrying different at level 0.05 of statistical significance. 3) Guidelines for development of the operation on community relations of schools. found that School committee schools should involve the Board of Education Institutions to participate in promoting and supporting learning activities. Relationship there should be established alumni association and parents associations. Community Service schools should develop learning resources. Public relations schools should use school information dissemination through online channels.

Keywords: Guidelines for Development Community Relations of Schools

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บทนำ

การบริหารงานความสัมพันธ์กับชุมชนของโรงเรียน เป็นแนวทางการบริหารตามพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 เพื่อให้ บุคคล ครอบครัว ชุมชน องค์กรเอกชนองค์การวิชาชีพ สถาบันศาสนา สถานประกอบการและสถาบันสังคมอื่น นอกเหนือจากรัฐ เอกชนและองค์กรปกครองส่วนท้องถิ่น มีสิทธิในการจัดการศึกษาขั้นพื้นฐานโดยคณะกรรมการการศึกษาขั้นพื้นฐาน กำหนดหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน เพื่อพัฒนาความเป็นไทยความเป็นพลเมืองที่ดีของชาติ และการประกอบอาชีพ ตลอดจนเพื่อการศึกษาต่อ โดยให้สถานศึกษาขั้นพื้นฐาน มีหน้าที่จัดสาระหลักสูตรในส่วนที่เกี่ยวกับสภาพปัญหาในชุมชน และสังคม ภูมิปัญญาท้องถิ่น คุณลักษณะอันพึงประสงค์ เพื่อเป็นสมาชิกที่ดีของครอบครัว ชุมชน สังคมเละประเทศชาติ การส่งเสริมความเข้มแข็งของชุมชน การสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชนเป็นการเพิ่มประสิทธิภาพการพัฒนาภารกิจของโรงรียน (สำนักงานคณะกรรมการการศึกษาแห่งชาติ, 2543)

พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 มาตราที่ 29 ระบุไว้ว่า ให้สถานศึกษาร่วมกับบุคคล ครอบครัว ชุมชน องค์กรชุมชน องค์กรปกครองส่วนท้องถิ่น เอกชน องค์กรเอกชน องค์กรวิชาชีพ สถาบันศาสนา สถานประกอบการ และสถาบันสังคมอื่น ส่งเสริมความเข้มแข็งของชุมชนโดยจัดกระบวนการเรียนรู้ภายในชุมชน เพื่อให้ชุมชนมีการจัดการศึกษาอบรม มีการแสวงหาความรู้ ข้อมูล ข่าวสาร และรู้จักเลือกสรรภูมิปัญญาและวิทยาการต่างๆ เพื่อพัฒนาชุมชนให้สอดคล้องกับสภาพปัญหา และความต้องการ รวมทั้งหาวิธีการสนับสนุนให้มีการแลกเปลี่ยนประสบการณ์การพัฒนาระหว่างชุมชน (สำนักงานคณะกรรมการการศึกษาแห่งชาติ, 2545)

การดำเนินงานสัมพันธ์ชุมชนของโรงเรียน บุคลากรภายในสถานศึกษาโดยทั่วไปมีลักษณะที่ยังไม่ได้ปฏิบัติงานด้านนี้อย่างจริงจัง ขาดเครื่องมือเชื่อมความสัมพันธ์ระหว่างโรงเรียนกับชุมชนทำให้เกิดปัญหาด้านความสัมพันธ์กับชุมชนยังไม่ดีเท่าที่ควร ผู้บริหารสถานศึกษาและบุคลากรทางการศึกษายังไม่เข้าใจในวัฒนธรรมความเป็นอยู่ของคนในชุมชน และสภาพการบริหารงานด้านความสัมพันธ์ระหว่างโรงเรียนกับชุมชนยังมองไม่เห็นความจำเป็นที่บ้านกับโรงเรียนจะต้องติดต่อเกี่ยวข้องกัน จึงทำให้โรงเรียนกับชุมชนห่างเหินต่อกัน มีเวลาสัมพันธ์กับชุมชนน้อย หรือไม่หาโอกาสสัมพันธ์กับชุมชน นอกจากนี้ปัญหายังเกิดจากความประพฤติหรือความขัดแย้งส่วนตัว และปัญหาความไม่เข้าใจในบทบาทของตน เช่น โรงเรียนไม่ยอมรับข้อเสนอแนะของชุมชน หรือบางครั้งผู้นำชุมชนพยายามที่จะก้าวก่ายการดำเนินงานของโรงเรียน (หวน พินธุพันธ์, 2554)

จากปัญหาดังกล่าว ผู้วิจัยพบว่า โรงเรียนและชุมชนควรมีความสัมพันธ์ที่ดีต่อกัน เนื่องจากการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน เป็นปัจจัยอย่างหนึ่งที่จะทำให้โรงเรียนได้รับการพัฒนา ส่งผลต่อการพัฒนาคุณภาพการศึกษาของนักเรียน ซึ่งจะทำให้เกิดประโยชน์ในการพัฒนาการศึกษา ดังนั้นผู้วิจัยจึงมีความสนใจที่จะศึกษาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 เพื่อใช้เป็นแนวทางในการพัฒนา แก้ไข ปรับปรุงการปฏิบัติงาน และพัฒนาการบริหารการศึกษา โดยเน้นการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน ที่จะทำให้ชุมชนได้มีบทบาท และมีส่วนร่วมในการจัดการศึกษา ซึ่งจะเป็นผลดีต่อการพัฒนาคุณภาพการศึกษาในโรงเรียน สังกัดสำนักงาน เขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 ให้มีประสิทธิภาพมากยิ่งขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2
2. เพื่อเปรียบเทียบการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 จำแนกตามขนาดโรงเรียน
3. เพื่อหาแนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

1. ประชากรที่ใช้ในการวิจัย ได้แก่ ผู้บริหาร และครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 ปีการศึกษา 2565 จำนวน 1,297 คน จำแนกเป็น โรงเรียนขนาดเล็ก จำนวน 272 คน โรงเรียนขนาดกลางและขนาดใหญ่ จำนวน 1,025 คน

2. กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ผู้บริหาร และครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 ปีการศึกษา 2565 จำนวน 297 คน จำแนกเป็น โรงเรียนขนาดเล็ก จำนวน 62 คน โรงเรียนขนาดกลางและขนาดใหญ่ จำนวน

235 คน ใช้วิธีการเลือกกลุ่มตัวอย่างโดยใช้ตารางสำเร็จรูป Krejcie and Morgan และดำเนินการสุ่มกลุ่มตัวอย่างด้วยวิธีการสุ่มแบบแบ่งชั้นภูมิ (Stratified random sampling) ตามสัดส่วนโดยใช้ขนาดของโรงเรียนเป็นชั้นภูมิ

ตัวแปรที่ศึกษา

1. ตัวแปรต้น ได้แก่ ขนาดของโรงเรียน ประกอบด้วย
   1.1 โรงเรียนขนาดเล็ก
   1.2 โรงเรียนขนาดกลางและขนาดใหญ่
2. ตัวแปรตาม ได้แก่ การดำเนินงานสัมพันธ์ชุมชนของโรงเรียน ประกอบด้วย
   2.1 ด้านงานคณะกรรมการสถานศึกษา
   2.2 ด้านงานสานสัมพันธ์
   2.3 ด้านการให้บริการชุมชน
   2.4 ด้านการประชาสัมพันธ์

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

1. แบบสอบถาม เกี่ยวกับการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 มีค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ (I.O.C.) เท่ากับ 0.80-1.00 และมีค่าความเชื่อมั่น เท่ากับ 0.96 แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 สถานภาพทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นข้อคำถามแบบสำรวจรายการ (Check list) ซึ่งสอบถามข้อมูลเกี่ยวกับตำแหน่ง และขนาดของโรงเรียน

ตอนที่ 2 การดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 เป็นแบบมาตราส่วนประมาณค่า (Rating scale) แบ่งเป็น 5 ระดับ ตามวิธีของ Likert

2. แบบสัมภาษณ์แบบมีโครงสร้าง เกี่ยวกับการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 โดยนำข้อคำถามที่มีค่าเฉลี่ยการดำเนินงานต่ำสุดจำนวน 2 ข้อ ในแต่ละด้าน มาใช้เป็นข้อคำถามในการสัมภาษณ์

การเก็บรวบรวมข้อมูล

1. การเก็บรวบรวมข้อมูลด้วยแบบสอบถาม

1.1 ผู้วิจัยดำเนินการขอหนังสือจากบัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏนครราชสีมา จำนวน 2 ฉบับ สำหรับให้ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 และผู้อำนวยการโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 เพื่อขอความร่วมมือในการเก็บรวบรวมข้อมูลในการวิจัย

1.2 ผู้วิจัยส่งหนังสือขอความอนุเคราะห์ตอบแบบสอบถามเพื่อการวิจัยไปยังโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 พร้อมด้วยแบบสอบถามตามจำนวนกลุ่มตัวอย่าง และส่งแบบสอบถามผ่านทางช่องทางออนไลน์โดยใช้ Google Forms และติดตามเก็บแบบสอบถามด้วยตนเอง

1.3 ผู้วิจัยดำเนินการติดตามเก็บแบบสอบถามด้วยตนเองและช่องทางออนไลน์ ในกรณีที่ได้รับแบบสอบถามไม่ครบ ผู้วิจัย จะดำเนินการติดต่อประสานขอรับแบบสอบถามด้วยตนเอง

2. การเก็บรวบรวมข้อมูลด้วยการสัมภาษณ์

ผู้วิจัยสัมภาษณ์ผู้ทรงคุณวุฒิ จำนวน 5 ท่าน โดยการเลือกผู้ให้ข้อมูลแบบเจาะจงโดยมีคุณสมบัติ ดังนี้

2.1 ผู้อำนวยการโรงเรียน ที่มีผลการปฏิบัติงานเป็นเลิศ (Best Practices) ได้รับรางวัลระดับเขตพื้นที่การศึกษา ระดับภาค หรือระดับประเทศ จำนวน 3 คน

2.2 ครูชำนาญการพิเศษ ที่รับผิดชอบงานสัมพันธ์ชุมชนของโรงเรียนที่ได้รับรางวัลระดับเขตพื้นที่การศึกษา ระดับภาค หรือระดับประเทศ จำนวน 2 คน

เพื่อหาแนวทางพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 ด้วยตนเอง แล้วสรุปรวบรวมความคิดเห็นเกี่ยวกับแนวทางพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สรุปความคิดเห็นรวบยอดทันทีที่การสัมภาษณ์สิ้นสุดลง การสัมภาษณ์แต่ละครั้งผู้วิจัยได้จดบันทึกและบันทึกเสียงไว้ทุกครั้ง

การวิเคราะห์ข้อมูล

1. การวิเคราะห์ข้อมูลจากแบบสอบถามโดยใช้โปรแกรมสำเร็จรูปทางสถิติ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าที (t-test independent)

2. การวิเคราะห์ข้อมูลจากแบบสัมภาษณ์ วิเคราะห์โดยการตีความหมายในรูปของการวิเคราะห์เชิงเนื้อหา (Content analysis) หรือตีความสร้างข้อสรุปแบบอุปมาน (Inductive method) มาหาข้อสรุปแล้วบรรยายเป็นความเรียง

สรุปผลการวิจัย

1. การศึกษาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านงานคณะกรรมการสถานศึกษา รองลงมา คือ ด้านการให้บริการชุมชน ด้านการประชาสัมพันธ์ และด้านงานสานสัมพันธ์ ตามลำดับ ซึ่งแต่ละด้านมีรายละเอียด ดังนี้

1.1 ด้านงานคณะกรรมการสถานศึกษา โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ คณะกรรมการสถานศึกษาสนับสนุนส่งเสริมให้สถานศึกษาบริหารงานให้สอดคล้องกับนโยบายของกระทรวงศึกษาธิการ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานและสำนักงานเขตพื้นที่การศึกษา และข้อที่มีค่าเฉลี่ยต่ำสุดจำนวน 2 อันดับ ได้แก่ คณะกรรมการสถานศึกษามีส่วนร่วมในการพัฒนาศักยภาพของโรงเรียน และคณะกรรมการสถานศึกษามีส่วนร่วมในการจัดทำหลักสูตรเพื่อให้ตอบสนองตรงตามความต้องการของชุมชน

1.2 ด้านงานสานสัมพันธ์ โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า อยู่ในระดับมากที่สุดจำนวน 2 ข้อ และอยู่ในระดับมาก จำนวน 12 ข้อ โดยข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ โรงเรียนมีการออกเยี่ยมบ้านนักเรียน และข้อที่มีค่าเฉลี่ยต่ำสุด จำนวน 2 อันดับ ได้แก่ โรงเรียนจัดตั้งสมาคมศิษย์เก่า และสมาคมผู้ปกครอง และโรงเรียนมีการสร้างความสัมพันธ์ระหว่างศิษย์เก่ากับศิษย์ปัจจุบัน

1.3 ด้านการให้บริการชุมชน โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า อยู่ในระดับมากที่สุดจำนวน 1 ข้อ และอยู่ในระดับมาก จำนวน 14 ข้อ โดยข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ โรงเรียนต้อนรับบุคคลที่มาติดต่องานในโรงเรียนอย่างเป็นกันเองและเป็นกัลยาณมิตร และข้อที่มีค่าเฉลี่ยต่ำสุดจำนวน 2 อันดับ ได้แก่ โรงเรียนให้บริการด้านส่งเสริมเศรษฐกิจและอาชีพ และโรงเรียนให้บริการด้านเทคโนโลยีสารสนเทศแก่ชุมชน

1.4 ด้านการประชาสัมพันธ์ โดยภาพรวมอยู่ในระดับ เมื่อพิจารณารายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ โรงเรียนจัดทำรายงานผลการเรียน รายงานความประพฤติ และผลการตรวจสุขภาพของนักเรียนให้ผู้ปกครองรับทราบ และข้อที่มีค่าเฉลี่ยต่ำสุดจำนวน 2 อันดับ โรงเรียนจัดทำวารสาร สิ่งพิมพ์ เพื่อเผยแพร่ข้อมูลของโรงเรียน และโรงเรียนจัดให้มีการประชาสัมพันธ์เสียงตามสายในการประชาสัมพันธ์กิจกรรมและผลงานของโรงเรียนสู่ชุมชน

2. การเปรียบเทียบการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 จำแนกตามขนาดโรงเรียน โดยภาพรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยโรงเรียนขนาดกลาง และขนาดใหญ่ มีค่าเฉลี่ยการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สูงกว่า โรงเรียนขนาดเล็ก และเมื่อพิจารณาเป็นรายด้าน พบว่า ด้านการให้บริการชุมชน แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ส่วนด้านอื่นไม่แตกต่างกัน

3. แนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 สรุปแนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียนในแต่ละด้าน ดังนี้

3.1 ด้านงานคณะกรรมการสถานศึกษา โรงเรียนควรให้คณะกรรมการสถาศึกษามีส่วนร่วมในการส่งเสริมสนับสนุนการจัดกิจกรรมการเรียนรู้ และร่วมกันออกแบบหลักสูตรสถานศึกษาให้สอดคล้องกับบริบท ของชุมชน

3.2 ด้านงานสานสัมพันธ์ ควรมีการจัดตั้งสมาคมสมาคมศิษย์เก่า และสมาคมผู้ปกครองให้มีส่วนร่วมในการพัฒนาโรงเรียน และจัดกิจกรรมการเชื่อมความสัมพันธ์ระหว่างศิษย์เก่ากับศิษย์ปัจจุบัน

3.3 ด้านการให้บริการชุมชนโรงเรียนควรพัฒนาแหล่งเรียนรู้ในสถานศึกษา เปิดโอกาสให้ชุมชนและหน่วยงานต่างๆ เข้ามาใช้แหล่งเรียนรู้ภายในโรงเรียน

3.4 ด้านการประชาสัมพันธ์ โรงเรียนควรใช้การเผยแพร่ข้อมูลของโรงเรียนผ่านทางช่องทางออนไลน์ และมีการประชาสัมพันธ์ข่าวสารหรือกิจกรรมต่างๆ ของโรงเรียนโดยผ่านการประชาสัมพันธ์เสียงตามสายของหมู่บ้าน

อภิปรายผลการวิจัย

จากการศึกษาแนวทางทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 ผู้วิจัยจะกล่าวถึงประเด็น จากการค้นพบในการศึกษาครั้งนี้ ดังนี้

1. การดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 โดยภาพรวมอยู่ในระดับมาก ที่เป็นเช่นนี้ อาจเนื่องมาจากงานสัมพันธ์ชุมชนของโรงเรียนเป็นสิ่งสำคัญและจำเป็นที่ผู้บริหาร ครู ตลอดจนถึงบุคคลในท้องถิ่น ต้องให้ความสำคัญและให้ความร่วมมือร่วมใจกันในการพัฒนาและสร้างสัมพันธ์ร่วมกัน เพื่อให้เกิดประโยชน์ในการพัฒนาการศึกษาและเกิดประโยชน์ต่อการดำเนินงานของโรงเรียน ซึ่งสอดคล้องกับแนวคิดของ น้องนุช แมลงผึ้ง (2558) ที่ได้กล่าวว่า การสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชนเป็นสิ่งสำคัญและจำเป็นที่ผู้บริหารโรงเรียน ครู อาจารย์ ตลอดถึงบุคคลในท้องถิ่นจะต้องให้ความสำคัญ ให้ความร่วมมือร่วมใจกันในการพัฒนาและสร้างสัมพันธ์ร่วมกัน ทำให้ครูกับผู้ปกครองนักเรียนและประชาชนเข้าใจซึ่งกันและกัน เพื่อการพัฒนาการศึกษา พัฒนาเยาวชน อันจะนำไปสู่การพัฒนาชุมชน ซึ่งจะได้ประโยชน์ทั้งโรงเรียนและชุมชนตลอดทั้งความเจริญก้าวหน้าของประเทศชาติ สอดคล้องกับผลการวิจัยของ จีรนันท์ หนูผาสุก (2558) ที่ได้ศึกษาสภาพการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาญจนบุรี เขต 4 ผลการวิจัยพบว่า สภาพการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาญจนบุรี เขต 4 โดยภาพรวมมีการปฏิบัติอยู่ในระดับมาก โดยแต่ละด้านมีประเด็นที่ค้นพบนำมาอภิปราย ดังนี้

1.1 ด้านงานคณะกรรมการสถานศึกษา โดยภาพรวมอยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ คณะกรรมการสถานศึกษาสนับสนุนส่งเสริมให้สถานศึกษาบริหารงานให้สอดคล้องกับนโยบายของกระทรวงศึกษาธิการ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานและสำนักงานเขตพื้นที่การศึกษา มีค่าเฉลี่ยนอยู่ในระดับมาก ที่เป็นเช่นนี้อาจเนื่องมาจาก คณะกรรมการสถานศึกษาเป็นคณะบุคคลที่มีบทบาทหน้าที่ในการสนับสนุนส่งเสริมให้สถานศึกษาบริหารงานให้สอดคล้องกับนโยบายของกระทรวงศึกษาธิการ ส่งเสริมและสนับสนุนการดำเนินการกิจการด้านต่างๆ ของสถานศึกษา เพื่อให้เกิดประโยชน์ในการพัฒนาการศึกษาและบรรลุจุดมุ่งหมายที่โรงเรียนได้ตั้งไว้ ซึ่งสอดคล้องกับแนวคิดของ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2562) ที่ได้กล่าวว่า ตามพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 กำหนดให้คณะกรรมการสถานศึกษาขั้นพื้นฐาน ทำหน้าที่กำกับและส่งเสริมสนับสนุนกิจการของสถานศึกษา ดังนี้ กำกับการดำเนินการของสถานศึกษาให้สอดคล้องกับกฎหมาย กฎระเบียบ ประกาศ คำสั่ง และนโยบายของกระทรวงศึกษาธิการ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน สำนักงานเขตพื้นที่การศึกษา และความต้องการของชุมชนและท้องถิ่น สอดคล้องกับผลการวิจัยของ สุนิสา เพชรศรี (2558) ที่ได้ศึกษาความสัมพันธ์ระหว่างโรงเรียนกับชุมชนของโรงเรียนเครือข่ายชุมพลบุรี 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสุรินทร์ เขต 2 ผลการวิจัยพบว่า ความสัมพันธ์ระหว่างโรงเรียนกับขุมชนของโรงเรียนเครือข่ายชุมพลบุรี 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสุรินทร์ เขต 2 ด้านบทบาทร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐาน โดยภาพรวมอยู่ในระดับมาก

1.2 ด้านงานสานสัมพันธ์ โดยภาพรวมอยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ โรงเรียนมีการออกเยี่ยมบ้านนักเรียน มีค่าเฉลี่ยนอยู่ในระดับมากที่สุด ที่เป็นเช่นนี้อาจเนื่องมาจาก งานสานสัมพันธ์ เป็นการดำเนินงานหรือกิจกรรมต่างๆ ของสถานศึกษา เพื่อก่อให้เกิดการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชนในด้านต่างๆ ได้แก่ การออกเยี่ยมบ้านนักเรียน การเข้าร่วมกิจกรรมต่างๆ ของชุมชน เป็นต้น ซึ่งเป็นการดำเนินงานที่ก่อให้เกิดความสัมพันธ์อันดีระหว่างโรงเรียนกับชุมชนและหน่วยงานอื่น ซึ่งสอดคล้องกับแนวคิดของ Jacobson (1963) ที่ได้กล่าวว่า งานสานสัมพันธ์เป็นวิธีการในการสร้างเสริมความสัมพันธ์กับชุมชนของโรงเรียน ได้แก่ จัดให้มีวันเยี่ยมโรงเรียน จัดให้มีสัปดาห์แห่งการศึกษา จัดให้มีโครงการเยี่ยมบ้านผู้ปกครอง เป็นต้น เพื่อเสริมสร้างความสัมพันธ์อันดี และควรให้โรงเรียนจัดกิจกรรมโดยเข้าไปมีส่วนร่วมในท้องถิ่น สอดคล้องกับผลการวิจัยของ จีรนันท์ หนูผาสุก (2558) ที่ได้ศึกษาสภาพการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาญจนบุรี เขต 4 ผลการวิจัยพบว่า สภาพการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาญจนบุรี เขต 4 ด้านงานสานสัมพันธ์ โดยภาพรวมอยู่ในระดับมาก

1.3 ด้านการให้บริการชุมชน โดยภาพรวมอยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ โรงเรียนต้อนรับบุคคลที่มาติดต่องานในโรงเรียนอย่างเป็นกันเองและเป็นกัลยาณมิตร มีค่าเฉลี่ยนอยู่ในระดับมากที่สุด ที่เป็นเช่นนี้อาจเนื่องมาจาก การให้บริการชุมชนเป็นการให้บริการด้านต่างๆ ที่โรงเรียนให้บริการแก่ชุมชนตามกำลังความสามารถที่โรงเรียนจะกระทำได้ เพื่อเสริมสร้างความสัมพันธ์อันดีระหว่างชุมชนกับโรงเรียน ซึ่งสอดคล้องกับแนวคิดของ ดรัณภัทร ทิวแพ (2558) ที่ได้กล่าวว่า การให้บริการชุมชน เป็นการบริการด้านต่างๆ ที่โรงเรียนจัดให้ชุมชนตามกำลังความสามารถ ที่โรงเรียนจะกระทำได้เพื่อเสริมสร้างสังคมในชุมชนให้ดีขึ้น สอดคล้องกับผลการวิจัยของ นาวิน แกละสมุทร (2562) ศึกษาการส่งเสริมความสัมพันธ์ระหว่างโรงเรียนกับชุมชนของโรงเรียนวัดใหญ่บ้านบ่อ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสาคร ผลการวิจัยพบว่า การบริหารงานความสัมพันธ์ระหว่างโรงเรียนกับชุมชนของโรงเรียนวัดใหญ่บ้านบ่อ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสาคร ด้านการบริการชุมชน โดยภาพรวมอยู่ในระดับมาก

1.4 ด้านการประชาสัมพันธ์ โดยภาพรวมอยู่ในระดับมาก โดยข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ โรงเรียนจัดทำรายงานผลการเรียน รายงานความประพฤติ และผลการตรวจสุขภาพของนักเรียนให้ผู้ปกครองรับทราบ มีค่าเฉลี่ยนอยู่ในระดับมาก

ที่เป็นเช่นนี้อาจเนื่องมาจาก การประชาสัมพันธ์เป็นเครื่องมือการดำเนินงานในการสร้างความเข้าใจอันดีระหว่างโรงเรียนกับชุมชน โดยใช้วิธีการที่หลากหลาย เพื่อให้เกิดความสัมพันธ์และสร้างความเข้าใจอันดีระหว่างโรงเรียนกับชุมชน การที่โรงเรียนมีการจัดทำรายงานความประพฤติ และรายงานการตรวจสุขภาพนักเรียนให้ผู้ปกครองรับทราบ ถือเป็นส่วนหนึ่งในการสร้างความอุ่นใจ สบายใจกับผู้ปกครองอีกด้วย ซึ่งสอดคล้องกับแนวคิดของ หวน พินธุพันธ์ (2554) ได้กล่าวว่า การประชาสัมพันธ์ เป็นกิจกรรมทางการประชาสัมพันธ์ที่โรงเรียนควรจัดเพื่อสร้างความเข้าใจที่ดีต่อกันระหว่างโรงเรียนกับชุมชน สอดคล้องกับผลการวิจัยของ ปัทมาพร แสงแจ่ม (2559) ที่ได้ศึกษาการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชนของโรงเรียนวัดพวงนิมิตสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 1 ผลการวิจัยพบว่า สภาพที่เป็นจริงในปัจจุบันการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชนของโรงเรียนวัดพวงนิมิต สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 1 ด้านการประชาสัมพันธ์ โดยภาพรวมอยู่ในระดับมาก

2. เปรียบเทียบการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 จำแนกตามขนาดโรงเรียน โดยภาพรวม แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 เมื่อพิจารณาเป็นรายด้าน พบว่า แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 จำนวน 1 ด้าน คือ ด้านการให้บริการชุมชน ที่เป็นเช่นนี้อาจเนื่องมาจาก การบริหารจัดการโรงเรียนที่มีขนาดต่างกัน ไม่ว่าจะเป็นด้านบุคลากร ด้านงบประมาณ ด้านอาคารสถานที่ และการดำเนินงานด้านการให้บริการชุมชนต่างมีความพร้อมในการสนับสนุนการดำเนินงานสัมพันธ์ชุมชนของโรงเรียนแตกต่างกัน อีกทั้งเรื่องของการกำหนดนโยบายหรือแนวทางในการดำเนินงานสัมพันธ์ชุมชนของโรงเรียนให้เป็นแนวทางเดียวกัน และการให้ความร่วมมือของบุคลากร การได้รับการสนับสนุนด้านวัสดุและอุปกรณ์ และการได้รับการสนับสนุนด้านงบประมาณของแต่ละโรงเรียน รวมไปถึงบริบทด้านการให้บริการชุมชนของโรงเรียน ซึ่งเป็นตัวบ่งชี้ถึงความพร้อมในการสนับสนุนการดำเนินงานสัมพันธ์ชุมชนของโรงเรียนมีความแตกต่างกัน ทำให้การให้บริการชุมชนย่อมมีความแตกต่างกันตามนโยบายโรงเรียน งบประมาณ และขนาดของโรงเรียนดังกล่าวข้างต้น ซึ่งสอดคล้องกับแนวคิดของ สรรฤดี ดีปู่ (2561) ได้กล่าวว่า ในการบริหารการศึกษาในด้านการให้บริการชุมชน จะประสบผลสำเร็จตามเป้าหมายได้ต้องอาศัยบุคคลที่มีคุณภาพ มีปริมาณเพียงพอ และต้องได้รับการจัดสรรงบประมาณที่เพียงพอในการสนับสนุนการดำเนินงาน รวมทั้งต้องมีวัสดุสิ่งของตามความต้องการของโครงการและแผนงาน จึงจะทำให้มีระบบการบริหารงานที่ดีและมีประสิทธิภาพ สอดคล้องกับผลการวิจัยของ จีรนันท์ หนูผาสุก (2558) ที่ได้ศึกษาสภาพการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาญจนบุรี เขต 4 ผลการวิจัยพบว่า ผลการเปรียบเทียบสภาพการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาญจนบุรี เขต 4 จำแนกตามขนาดสถานศึกษา โดยภาพรวมพบว่า มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01

3. แนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 2 อภิปรายผลได้ ดังนี้

3.1 ด้านงานคณะกรรมการสถานศึกษา แนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน เพื่อให้คณะกรรมการสถานศึกษามีส่วนร่วมในการพัฒนาศักยภาพของโรงเรียน คือ โรงเรียนควรให้คณะกรรมการสถาศึกษามีส่วนร่วมในการดำเนินงานพัฒนาศักยภาพของโรงเรียน ร่วมกันประชุม วางแผน แสดงความคิดเห็น รับฟังข้อเสนอแนะร่วมกัน เพื่อให้การดำเนินงานต่างๆ ของโรงเรียนบรรลุวัตถุประสงค์ที่ตั้งไว้ และผู้บริหารต้องมีการพัฒนาศักยภาพในการทำงานอย่างสม่ำเสมอ และแนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน เพื่อให้คณะกรรมการสถานศึกษามีส่วนร่วมในการจัดทำหลักสูตรเพื่อให้ตอบสนองตรงตามความต้องการของชุมชน คือ โรงเรียนควรเชิญคณะกรรมการสถานศึกษาประชุมร่วมกันในการพัฒนาและปรับปรุงหลักสูตรสถานศึกษาให้สอดคล้องกับบริบทของสถานศึกษา ร่วมส่งเสริมสนับสนุนการจัดกิจกรรมการเรียนรู้ มีส่วนร่วมในการประเมินผลการใช้หลักสูตรสถานศึกษา และผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาต้องร่วมกันออกแบบหลักสูตรสถานศึกษาให้สอดคล้องกับบริบทของชุมชน ซึ่งสอดคล้องกับแนวคิดของ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2562) ที่ได้กล่าวว่า ตามพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 กำหนดให้คณะกรรมการสถานศึกษาขั้นพื้นฐาน ทำหน้าที่กำกับและส่งเสริมสนับสนุนกิจการของสถานศึกษา ดังนี้ กำกับการดำเนินการของสถานศึกษาให้สอดคล้องกับกฎหมาย กฎระเบียบ ประกาศ คำสั่ง และนโยบายของกระทรวงศึกษาธิการ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน สำนักงานเขตพื้นที่การศึกษา และความต้องการของชุมชนและท้องถิ่น สอดคล้องกับผลการวิจัยของ ปัทมาพร แสงแจ่ม (2559) ที่ได้ศึกษา การสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชนของโรงเรียนวัดพวงนิมิตสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 1 ได้เสนอแนวการพัฒนาการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชน ด้านคณะกรรมการสถานศึกษาขั้นพื้นฐาน ได้แก่ ให้คณะกรรมการสถานศึกษาขั้นพื้นฐาน มีส่วนร่วมในการวางแผน และจัดทำหลักสูตรสถานศึกษา และมีส่วนสนับสนุนให้คำปรึกษาด้านคุณภาพการศึกษา

3.2 ด้านงานสานสัมพันธ์ แนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียนเพื่อให้โรงเรียนจัดตั้งสมาคมศิษย์เก่า และสมาคมผู้ปกครอง คือ ควรมีการประชุมร่วมกันระหว่างโรงเรียนและชุมชนในการจัดตั้งสมาคมสมาคมศิษย์เก่า และสมาคมผู้ปกครอง เพื่อให้การดำเนินงานเป็นไปในทิศทางเดียวกันและมีส่วนร่วมในการพัฒนาโรงเรียน และผู้บริหารสถานศึกษาต้องเป็นผู้นำ ผู้ชี้แนะแนวทาง ส่งเสริมและสนับสนุนให้ผู้ปกครองและศิษย์เก่ามีบทบาทในการพัฒนาการศึกษา และแนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียนเพื่อให้โรงเรียนมีการสร้างความสัมพันธ์ระหว่างศิษย์เก่ากับศิษย์ปัจจุบัน คือ โรงเรียนควรจัดกิจกรรมต่างๆ ในการเชื่อมความสัมพันธ์ระหว่างศิษย์เก่ากับศิษย์ปัจจุบัน เช่น กิจกรรมคืนสู่เหย้า กิจกรรมแข่งขันกีฬาประเพณี เป็นต้น และเชิญศิษย์เก่าของโรงเรียนมาร่วมกิจกรรมต่างๆ ของโรงเรียน เพื่อให้เกิดความสัมพันธ์อันดีระหว่างศิษย์เก่ากับศิษย์ปัจจุบัน ซึ่งสอดคล้องกับแนวคิดของ Jacobson (1963) ได้กล่าวว่า งานสานสัมพันธ์ เป็นวิธีการในการสร้างเสริมความสัมพันธ์กับชุมชนของโรงเรียน ทั้งนี้โดยการจัดให้มีการสร้างความสัมพันธ์ระหว่างศิษย์เก่ากับศิษย์ปัจจุบัน จัดตั้งสมาคมศิษย์เก่าและจัดตั้งสมาคมผู้ปกครองเพื่อเสริมสร้างความสัมพันธ์อันดี และควรให้โรงเรียนจัดกิจกรรมโดยเข้าไปมีส่วนร่วมในท้องถิ่น เช่น ประเพณีต่างๆ ของท้องถิ่น และควรมีการแสดงละครของนักเรียน หรือจัดเกมกีฬาต่างๆ สอดคล้องกับผลการวิจัยของ น้องนุช แมลงผึ้ง (2558) ที่ได้ศึกษา สภาพและแนวทางการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชนของโรงเรียนบ้านสะพานสี่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาระยองเขต 1 ได้เสนอแนวทางการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชน ด้านการจัดตั้งกลุ่ม ชมรม สมาคม มูลนิธิ ได้แก่ โรงเรียนควรเปิดโอกาสให้กลุ่ม ชมรม สมาคม มูลนิธิต่างๆ ได้มีส่วนร่วมสนับสนุนการจัดการศึกษาของโรงเรียน และโรงเรียนควรอำนวยความสะดวกด้านต่างๆ ให้กับผู้ก่อตั้งกลุ่ม ชมรม สมาคม มูลนิธิ

3.3 ด้านการให้บริการชุมชน แนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียนเพื่อให้โรงเรียนให้บริการด้านส่งเสริมเศรษฐกิจและอาชีพ คือ โรงเรียนควรพัฒนาแหล่งเรียนรู้ในสถานศึกษา เปิดโอกาสให้ชุมชนและหน่วยงานต่างๆ เข้ามาใช้แหล่งเรียนรู้ภายในโรงเรียน และสนับสนุนบุคลากรในการให้ความรู้ด้านการส่งเสริมเศรษฐกิจและอาชีพแก่ชุมชน และแนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียนเพื่อให้โรงเรียนให้บริการด้านเทคโนโลยีสารสนเทศแก่ชุมชน คือ โรงเรียนควรให้บริการด้านเทคโนโลยีสารสนเทศแก่ชุมชน มีการพัฒนาระบบเทคโนโลยีสารสนเทศ เช่น คอมพิวเตอร์ ระบบสัญญาณอินเตอร์เน็ตให้เพียงพอต่อการใช้งานในการบริหารจัดการสถานศึกษา และควรมีวิทยากรที่มีความรู้ด้านเทคโนโลยีสารสนเทศในการให้ความรู้แก่ชุมชน ซึ่งสอดคล้องกับแนวคิดของ ปัทมาภร แสงแจ่ม (2559) ได้กล่าวว่า การให้บริการชุมชน เป็นการให้บริการตามกำลังความสามารถที่โรงเรียนดำเนินการได้ เพื่อเสริมสร้างสังคมในชุมชนให้ดีขึ้น โรงเรียนควรจะบริการชุมชนในการให้คำแนะนำปรึกษาหารือ การอำนวยความสะดวกด้านอาคารสถานที่ วัสดุอุปกรณ์ โสตทัศนูปกรณ์แก่ชุมชนในการทำกิจกรรม การให้บริการเทคโนโลยีที่ทันสมัยแก่ชุมชน เปิดโอกาสให้ชุมชนมาใช้โรงเรียนเป็นแหล่งเรียนรู้และศึกษาหาความรู้ในโรงเรียน เพื่อให้สอดคล้องกับความต้องการของชุมชน สอดคล้องกับผลการวิจัยของ ปัทมาพร แสงแจ่ม (2559) ที่ได้ศึกษา การสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชนของโรงเรียนวัดพวงนิมิตสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสระแก้ว เขต 1 ได้เสนอแนวทางการพัฒนาการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชน ด้านการให้บริการชุมชน ได้แก่ โรงเรียนให้ความร่วมมือและเข้าร่วมกิจกรรมของหมู่บ้านแต่ละหมู่บ้าน และให้ชุมชนเข้าใช้บริการคอมพิวเตอร์-อินเทอร์เน็ตในโรงเรียน

3.4 ด้านการประชาสัมพันธ์ แนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียนเพื่อให้โรงเรียนจัดทำวารสารสิ่งพิมพ์ เพื่อเผยแพร่ข้อมูลของโรงเรียน คือ โรงเรียนควรใช้การเผยแพร่ข้อมูลของโรงเรียน ผ่านทางช่องทางออนไลน์ผ่านทางสื่อ Social media ของโรงเรียนซึ่งเป็นการสื่อสารยุคใหม่ซึ่งมีประสิทธิภาพกว่า และติดต่อประสานงานกับผู้ปกครองและชุมชนผ่านทางแอพพิเคชั่น Facebook Line เพื่อเผยแพร่ข้อมูลข่าวสารของโรงเรียนอย่างทั่วถึง และแนวทางการพัฒนาการดำเนินงานสัมพันธ์ชุมชนของโรงเรียนเพื่อให้โรงเรียนจัดให้มีการประชาสัมพันธ์เสียงตามสายในการประชาสัมพันธ์กิจกรรมและผลงานของโรงเรียนสู่ชุมชน คือ โรงเรียนควรมีการประชาสัมพันธ์ข่าวสารหรือกิจกรรมต่างๆ ของโรงเรียน โดยผ่านการประชาสัมพันธ์เสียงตามสายของหมู่บ้าน และควรมีการร่วมประชุมประชาคมของหมู่บ้านพร้อมกับลงพื้นที่เพื่อพบปะพูดคุยกับชุมชน เพื่อเป็นการแจ้งข้อมูลข่าวสารหรือกิจกรรมต่างๆ ให้ชุมชนได้รับรู้ ซึ่งสอดคล้องกับแนวคิดของ หวน พินธุพันธ์ (2554) ได้กล่าวว่า การประชาสัมพันธ์เป็นกิจกรรมที่โรงเรียนควรจัดเพื่อสร้างความเข้าใจที่ดีต่อกันระหว่างโรงเรียนกับชุมชน ได้แก่ การจัดให้มีสิ่งพิมพ์เพื่อเผแพร่ข่าวสารของโรงเรียน การจัดเจ้าหน้าที่ประชาสัมพันธ์โรงเรียนเพื่อตอบข้อมูล และให้ความสะดวกแก่ผู้มาติดต่อ การจัดเผยแพร่ข่าวสารของโรงเรียน และให้นักเรียนทราบข่าวสารที่ถูกต้อง เพื่อจะได้ให้ข่าวสารที่ถูกต้องแก่ผู้ปกครอง สอดคล้องกับผลการวิจัยของ น้องนุช แมลงผึ้ง (2558) ที่ได้ศึกษา สภาพและแนวทางการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชนของโรงเรียนบ้านสะพานสี่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาระยองเขต 1 ได้เสนอแนวทางการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชน ด้านการประชาสัมพันธ์ ได้แก่ ควรให้ครูทุกคนร่วมกันทำหน้าที่ประชาสัมพันธ์โรงเรียนเพื่อสร้างความเข้าใจอันดีระหว่างโรงเรียนกับชุมชน ควรจัดทำสิ่งพิมพ์เพื่อเผยแพร่ข่าวสารกิจกรรมต่างๆ ของโรงเรียน ควรแต่งตั้งคณะกรรมการฝ่ายประชาสัมพันธ์ และมีการมอบหมายหน้าที่การงานเป็นลายลักษณ์อักษร

ข้อเสนอแนะ

1. ข้อเสนอแนะสำหรับการนำผลการวิจัยไปใช้

1.1 โรงเรียนควรส่งเสริมและสนับสนุนการดำเนินงานสัมพันธ์ชุมชนของโรงเรียนให้มีบทบาทในการพัฒนาการจัดการศึกษาของโรงเรียน เพื่อให้เกิดประโยชน์ในการพัฒนาการศึกษา และบรรลุจุดมุ่งหมายที่โรงเรียนได้ตั้งไว้

1.2 จากผลการเปรียบเทียบการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน จำแนกตามขนาดโรงเรียน โรงเรียนขนาดเล็กควรนำข้อมูลไปใช้ในการวางแผนพัฒนาโรงเรียนให้การดำเนินงานสัมพันธ์ชุมชนของโรงเรียนเป็นไปอย่างมีประสิทธิภาพ

1.3 โรงเรียนหรือสำนักงานเขตพื้นที่การศึกษา ควรจัดทำคู่มือการดำเนินงานสัมพันธ์ชุมชนของโรงเรียน เพื่อใช้เป็นแนวทางในการดำเนินงานสัมพันธ์ชุมชนของโรงเรียนให้เป็นการดำเนินงานและการพัฒนาไปในทิศทางเดียวกัน

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การพัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยที่ได้รับการจัดกิจกรรมเกมการศึกษา

Developing mathematical abilities of early childhood children by organizing educational game activities.

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กมลลักษณ์ นามวงศ์ kamonlak Namwong[2]

บทคัดย่อ

การวิจัยในครั้งนี้ มีวัตถุประสงค์เพื่อ 1) พัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยที่ได้รับการจัดกิจกรรมเกมการศึกษา 2) เปรียบเทียบความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยก่อนและหลังการจัดกิจกรรมเกมการศึกษา กลุ่มเป้าหมายได้แก่ เด็กปฐมวัยชาย–หญิง อายุระหว่าง 5-6 ปี ซึ่งกำลังศึกษาในภาคเรียนที่ 2 ปีการศึกษา 2563 โรงเรียนสาธิตมหาวิทยาลัยราชภัฏพิบูลสงคราม อำเภอเมือง จังหวัดพิษณุโลก จำนวน 14 คน โดยเลือกแบบเจาะจง เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แผนการจัดกิจกรรมการศึกษาเพื่อพัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัย จำนวน 8 แผน และเกมการศึกษาเพื่อพัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัย จำนวน 8 เกม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ และค่าเฉลี่ย

ผลการวิจัยพบว่า โดยภาพรวมคะแนนเฉลี่ยก่อนการจัดกิจกรรมเกมการศึกษาเท่ากับ 6.85 และคะแนนเฉลี่ยหลังการจัดกิจกรรมเกมการศึกษาเท่ากับ 8.28 คะแนนเฉลี่ยเพิ่มขึ้น +1.43 คิดเป็นร้อยละความก้าวหน้าเท่ากับ 14.30 แสดงว่านักเรียนที่ได้รับการจัดกิจกรรมมีความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยสูงขึ้น

คำสำคัญ: 1. คณิตศาสตร์ของเด็กปฐมวัย 2. กิจกรรมเกมการศึกษา 3. เด็กปฐมวัย

Abstract

The objectives of this research were; 1) to develop the mathematical abilities of early childhood children who received educational game activities, 2) to compare the mathematical abilities of early childhood children before and after the educational game activities. The sample consisted of 4 male and female early childhood children aged between 5-6 years old who were studying in the second semester of the academic year 2020 at Pibulsongkram Rajabhat University Demonstration School, Muang District, Pitsanulok Province, by purposive sampling. The research tools consisted of There were 8 plans of educational activities for developing mathematical abilities of preschool children and 8 educational games for developing mathematical abilities of preschool children. Statistics used in data analysis were percentages and mean values.

The results showed that Overall, the average score before educational game activities was 6.85 and the average score after educational game activities was 8.28. The average score increased by +1.43, representing a 14.30 percent progress. The mathematics ability of preschool children is higher.

Keywords: Early Childhood Mathematics, Educational Game Activities, Early Childhood

บทนำ

เด็กปฐมวัยเป็นทรัพยากรบุคคลที่มีความสำคัญ เพราะเด็กในวัยนี้จะมีพัฒนาการด้านต่าง ๆ เจริญเติบโตอย่างรวดเร็ว การให้การศึกษาสำหรับเด็กปฐมวัยจึงมีจุดหมายเพื่อเสริมสร้างพัฒนาการและการเตรียมวามพร้อมสำหรับเด็กปฐมวัย ซึ่งเป็นสิ่งที่จำเป็นมาก เพราะเด็กในวัยนี้พร้อมที่จะได้รับการพัฒนาประสบการณ์อย่างหลากหลาย การเริ่มต้นเรียนคณิตศาสตร์เป็นสิ่งที่ควรให้ความสำคัญ เนื่องจากคณิตศาสตร์เป็นวิชาที่ยากมากสำหรับเด็กปฐมวัยและได้รับความสนใจน้อยที่สุด การที่เด็กมีทัศนคติที่ดีไม่ดีกับวิชาคณิตศาสตร์ ขาดความสนใจคณิตศาสตร์ อาจเป็นเพราะเด็กปฐมวัยมีปัญหาในระยะเริ่มเรียน เด็กปฐมวัยขาดความพร้อม ขาดประสบการณ์พื้นฐานการคิดคำนวณทางคณิตศาสตร์ ไม่รู้จักการคิดอย่างมีเหตุผล จึงทำให้เกิดความท้อถอย ความสนใจลดน้อยลงและไม่ชอบเรียนคณิตศาสตร์ (ดาราณี อุทัยรัตนกิจ, 2553)

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ในปัจจุบันได้มีการจัดประสบการณ์ทางคณิตศาสตร์สำหรับเด็กปฐมวัย โดยใช้วิธีการสอนด้วยวิธีหลากหลาย จากการศึกษางานวิจัยพบว่า มีผู้นำวิธีการสอนแบบต่าง ๆ มาใช้ในการพัฒนาทักษะพื้นฐานทางคณิตศาสตร์สำหรับเด็กปฐมวัย เช่น การจัดกิจกรรมเล่านิทานคณิตเพื่อส่งทักษะพื้นฐานทางคณิตศาสตร์สำหรับเด็กปฐมวัย ขวัญนุช บุญยู่ฮง (2546) การจัดกิจกรรมทางคณิตศาสตร์ด้วยโปรแกรมคอมพิวเตอร์ สรรพมงคล จันทร์ดัง (2544) การจัดประสบการณ์แบบโครงการเพื่อพัฒนาความสามารถทางคณิตศาสตร์ อัมพวรรณ์ เนียมคำ (2545)

เกมการศึกษาเพื่อพัฒนาทักษะพื้นฐานทางคณิตศาสตร์สำหรับเด็กปฐมวัย เป็นกิจกรรมการจัดประสบการณ์ที่สนับสนุนทฤษฎีการเรียนรู้ของเด็กปฐมวัย คือ การจัดให้เด็กได้เรียนรู้จากการเล่นสู่การเรียนรู้เป็นรูปธรรมต่อไป

ดังนั้นการปลูกฝังให้เด็กมีความเข้าใจเกี่ยวกับความคิดรวบยอดทางคณิตศาสตร์ ซึ่งเป็นการปูพื้นฐานสู่ความเข้าใจเรื่องคณิตศาสตร์ต่อไปในอนาคต

วัตถุประสงค์ของการวิจัย

1. เพื่อพัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยที่ได้รับการจัดกิจกรรมเกมการศึกษา
2. เพื่อเปรียบเทียบความสามารถ ทางคณิตศาสตร์ของเด็กปฐมวัยก่อนและหลังกิจกรรม

ขอบเขตของการวิจัย

1. กลุ่มเป้าหมาย

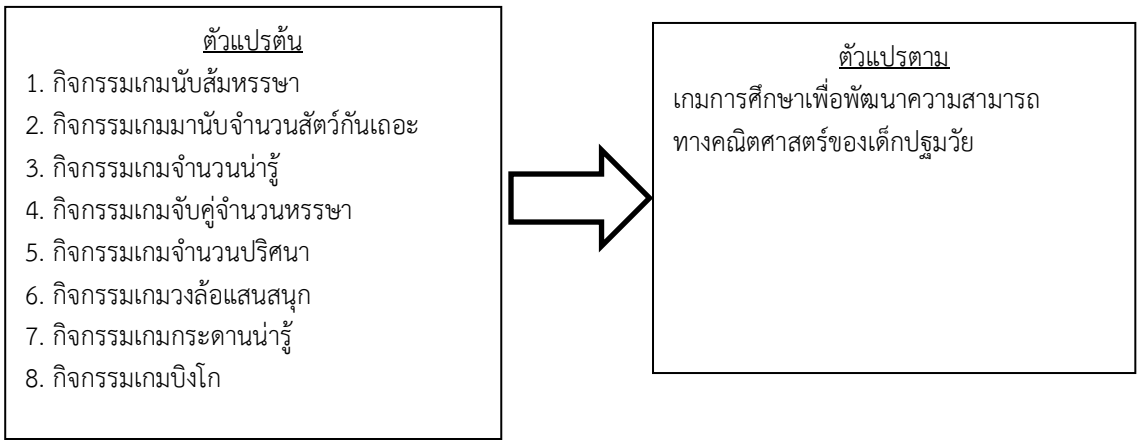
กลุ่มเป้าหมายที่ใช้ในการศึกษาครั้งนี้ คือ เด็กปฐมวัย ที่กำลังศึกษาอยู่ชั้นอนุบาลปีที่ 2 ภาคเรียนที่ 2 ปีการศึกษา 2563 โรงเรียนสาธิตมหาวิทยาลัยราชภัฏพิบูลสงคราม อำเภอเมือง จังหวัดพิษณุโลก จำนวน 4 คน โดยการเลือกแบบเจาะจง

2. ตัวแปรที่ใช้ในการวิจัย

2.1 ตัวแปรต้น คือ กิจกรรมเกมการศึกษา

2.2 ตัวแปรตาม คือ เกมการศึกษาเพื่อพัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัย

กรอบแนวคิดในการวิจัย



เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัยครั้งนี้ประกอบด้วย แผนการจัดกิจกรรมการศึกษาเพื่อพัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัย จำนวน 8 แผน และเกมการศึกษาเพื่อพัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัย จำนวน 8 เกม มีรายละเอียดดังนี้

1. กิจกรรมเกมนับส้มหรรษา
2. กิจกรรมเกมมานับจำนวนสัตว์กันเถอะ
3. กิจกรรมเกมจำนวนน่ารู้
4. กิจกรรมเกมจับคู่จำนวนหรรษา
5. กิจกรรมเกมจำนวนปริศนา

6. กิจกรรมเกมวงล้อแสนสนุก
7. กิจกรรมเกมกระดานน่ารู้
8. กิจกรรมเกมบิงโก

ขั้นตอนในการวิจัย

การวิจัยในครั้งนี้ดำเนินการทดลองในภาคเรียนที่ 2 ปีการศึกษา 2563 ทำการทดลองเป็นเวลา 2 สัปดาห์ สัปดาห์ละ 4 ครั้ง วันละ 40 นาที ทำการทดลองในช่วงเวลา 10.00 น. - 10.40 น. รวม 8 ครั้ง ซึ่งมีลำดับขั้นตอนในการวิจัย ดังนี้

1. ขอความร่วมมือกับผู้บริหารโรงเรียน และครูประจำชั้นในการทำวิจัย
2. กำหนดกลุ่มตัวอย่าง
3. ก่อนทำการสังเกตผู้วิจัยทำการสังเกตกับเด็กทั้งห้องเป็นเวลา 2 วัน ด้วยการจัดกิจกรรมเกมการศึกษา ที่ผู้วิจัยสร้างขึ้น
4. สร้างความคุ้นเคยกับเด็กกลุ่มเป้าหมาย 1 วันก่อนการสังเกตเมื่อเด็กเริ่มปรับตัวได้และมีความพร้อมในการทำกิจกรรมจึงดำเนินการทดลอง
5. ผู้วิจัยดำเนินการสังเกตโดยการจัดกิจกรรมเกมการศึกษา โดยเป็นเกมที่ได้ผ่านการตรวจสอบจากผู้เชี่ยวชาญแล้วว่าเนื้อหามีความเหมาะสมกับเด็กปฐมวัย
6. นำข้อมูลที่ใช้ได้จากการสังเกตความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยไปวิเคราะห์ข้อมูลด้วยวิธีทางสถิติเพื่อทดสอบสมมุติฐานและสรุปผลการสังเกต

ตารางที่ 1 กำหนดการจัดกิจกรรมเกมการศึกษาเพื่อพัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัย

จัดกิจกรรม	เวลา	กิจกรรมเกมการศึกษาที่ใช้
25 กุมภาพันธ์ พ.ศ.2563	09.00 – 09.30 น.	1. กิจกรรมเกมนับส้มหรรษา
	09.40 – 10.10 น.	2. กิจกรรมเกมมานับจำนวนสัตว์กันเถอะ
28 กุมภาพันธ์ พ.ศ.2563	09.00 – 09.30 น.	3. กิจกรรมเกมจำนวนน่ารู้
	09.40 – 10.10 น.	4. กิจกรรมเกมจับคู่จำนวนหรรษา
	10.20 – 10.50 น.	5. กิจกรรมเกมจำนวนปริศนา
1 มีนาคม พ.ศ. 2563	09.00 – 09.30 น.	6. กิจกรรมเกมวงล้อแสนสนุก
	09.40 – 10.10 น.	7. กิจกรรมเกมกระดานน่ารู้
	10.20 – 10.50 น.	8. กิจกรรมเกมบิงโก

เมื่อดำเนินการสังเกตครบ 2 สัปดาห์ ผู้วิจัยทำการทำแบบประเมินสังเกตพฤติกรรม โดยใช้แบบสังเกตความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยฉบับเดียวกัน แล้วนำคะแนนที่ได้จากการทดสอบไปทำการวิเคราะห์ข้อมูลด้วยวิธีการทางสถิติการเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล

การวิจัยครั้งนี้เป็นการวิจัยเชิงทดลองเบื้องต้น ซึ่งผู้วิจัยได้ดำเนินการทดลองโดยอาศัยการวิจัยแบบกลุ่มทดลองกลุ่มเดียวและวัดผลก่อนและหลังการทดลองตามแผนการวิจัยแบบ one - group pretest - posttest design ดังนี้

แบบแผนการทดลอง

สอบก่อน	ทดลอง	สอบหลัง
O1	X	O2

ความหมายของสัญลักษณ์

O1 แทน การวัดผลก่อนการทดลอง
O2 แทน การวัดผลหลังการทดลอง
X แทน การจัดกิจกรรมกลางแจ้ง

การวิเคราะห์ข้อมูล

1. การวิเคราะห์ข้อมูล

1.1 วิเคราะห์หาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของคะแนนความสามารถทางคณิตศาสตร์ของเด็กปฐมวัย

1.2 เปรียบเทียบคะแนนก่อนและหลังการทดลองโดยการหาค่าร้อยละความก้าวหน้าโดยใช้สูตร ดังนี้ (พิชิต ฤทธิ์จรูญ, 2550)

สูตรร้อยละความก้าวหน้า = $\frac{\text{คะแนนหลังเรียน } (X_2) - \text{คะแนนก่อนเรียน } (X_1) \times 100}{\text{คะแนนเต็ม}}$

2. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

2.1 ค่าเฉลี่ย (Mean) โดยใช้สูตร ดังนี้

$$\bar{x} = \frac{\sum x}{n}$$

เมื่อ $\bar{X}$ แทน คะแนนเฉลี่ย

$\sum x$ แทน ผลรวมของคะแนนทั้งหมด

n แทน จำนวนนักเรียนในกลุ่มเป้าหมาย

2.2 คำนวณเบี่ยงเบนมาตรฐาน (*Standard Deviation)* โดยใช้สูตร ดังนี้

$$s = \sqrt{\frac{n\sum x^2 - (\Sigma x)}{n(n-1)}}^2$$

เมื่อ s แทน ความเบี่ยงเบนมาตรฐานของคะแนน

n แทน จำนวนนักเรียนในกลุ่มเป้าหมาย

Σx แทน ผลรวมของคะแนนทั้งหมด

$\sum x^2$ แทน รวมของคะแนนแต่ละตัวยกกำลังสอง

2.3 สถิติการทดสอบค่าที (t-test) โดยใช้สูตร t-test Dependent (ชูศรี วงศ์รัตนะ,2553)

$$t = \frac{\sum D}{\sqrt{\frac{n\sum D^2 - (\sum D)^2}{n-1}}} \quad \text{เมื่อ } df = n - 1$$

เมื่อ t แทน สถิติที่ใช้เปรียบเทียบกับค่าวิกฤตเพื่อทราบความมีนัยสำคัญ

D แทน ผลต่างระหว่างคู่คะแนน Pre-test กับ Post-test

Ed แทน ผลรวมของผลต่างระหว่างคู่คะแนน Pre-test กับ Post-test

Ed^2 แทน ผลรวมของผลต่างระหว่างคู่คะแนน Pre-test กับ post-test ยกกำลังสอง

N แทน จำนวนกลุ่มตัวอย่าง

ผลการวิจัย

ผลการพัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยได้รับหลังการจัดกิจกรรมเกมการศึกษา ปรากฏผลดังตารางที่ 2

ตารางที่ 2 ผลการพัฒนาระดับความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยก่อนและหลังจัดกิจกรรมเกมการศึกษา โดยมีคะแนนเต็ม 10 คะแนน ดังนี้

นักเรียน คนที่	คะแนนก่อนจัดกิจกรรม	คะแนนหลังจัดกิจกรรม	คะแนนความก้าวหน้า
	X_1	X_2	$(X_2 - X_1)$
1	6	8	+2
2	6	7	+1
3	7	8	+1
4	8	9	+1
5	6	8	+2
6	7	8	+1
7	8	9	+1
8	7	8	+1
9	8	9	+1
10	5	7	+2
11	7	9	+2
12	7	8	+1
13	7	9	+2
14	7	9	+2
คะแนนรวม	96	116	20
คะแนนเฉลี่ย	6.85	8.28	+1.43
ร้อยละความก้าวหน้า 14.30			

จากตาราง 1 พบว่า โดยภาพรวมคะแนนเฉลี่ยก่อนทำกิจกรรมเท่ากับ 6.85 และคะแนนเฉลี่ยหลังทำกิจกรรมเท่ากับ 8.28 คะแนนเฉลี่ยเพิ่มขึ้น +1.43 เมื่อพิจารณาเป็นรายบุคคลพบว่า นักเรียนได้คะแนนเพิ่มทุกคน (คะแนนความก้าวหน้า) ตั้งแต่ +1 ถึง +2 คะแนน และค่าร้อยละความก้าวหน้าเท่ากับ 14.30 แสดงว่านักเรียนมีความสามารถทางคณิตศาสตร์เพิ่มขึ้น ซึ่งสะท้อนว่าการพัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยที่ได้รับการจัดกิจกรรมเกมการศึกษา มีประสิทธิผลต่อเด็กปฐมวัย และผลการเปรียบเทียบความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยก่อนและหลังได้รับการจัดกิจกรรมเกมการศึกษา t-test

อภิปรายผลการวิจัย

จากการวิจัยเรื่อง การพัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยที่ได้รับการจัดกิจกรรมเกมการศึกษา สามารถอภิปรายผลได้ดังนี้ หลังการจัดกิจกรรมเกมการศึกษา พบว่า เด็กที่มีความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยสูงขึ้น และแตกต่างจากก่อนการจัดกิจกรรม ที่เป็นเช่นนี้เป็นเพราะกิจกรรมเกมการศึกษาเป็นการเปิดโอกาสให้ได้ลงมือกระทำด้วยตัวเองจึงทำให้เด็กมีความสามารถทางคณิตศาสตร์มากขึ้น สอดคล้องกับผลการวิจัย เรื่องความพร้อมทางคณิตศาสตร์ ซึ่งผลการวิจัยพบว่า ชุดฝึกทักษะแบบใช้เกมการศึกษาเตรียมความพร้อมทางคณิตศาสตร์ที่สร้างขึ้นมีคุณภาพด้านเนื้อหา ค่าเฉลี่ยรวมเท่ากับ 4.33 อยู่ในระดับดี ผลการวิจัยด้านคุณภาพของชุดฝึกทักษะมีค่าเฉลี่ยรวมเท่ากับ 4.42 อยู่ในระดับดี จากผลการทดลองปรากฏว่าคะแนนสอบหลังเรียนสูงกว่าก่อนเรียน ความพึงพอใจของผู้เรียนที่มีต่อ ชุดฝึกทักษะแบบใช้เกมการศึกษามีค่าเฉลี่ยรวมเท่ากับ 4.73 อยู่ในระดับมาก และผลการประเมินการ เรียนตามสภาพจริงชุดฝึกทักษะแบบใช้เกมการศึกษา มีคะแนนเฉลี่ยรวมเท่ากับ 3.64 สรุปได้ว่า ชุดฝึกทักษะแบบใช้เกมการศึกษาเตรียมความพร้อมทางคณิตศาสตร์ สามารถนำไปใช้ในการสอนได้จริง (ความพร้อมทางคณิตศาสตร์ : ปริญญา อุบลกาญจน์) และเรื่องการพัฒนาชุดฝึกทักษะพื้นฐานทางคณิตศาสตร์สำหรับเด็กปฐมวัยปีที่ 2 ผลการวิจัยพบว่า 1. ชุดฝึกทักษะพื้นฐานทางคณิตศาสตร์สำหรับเด็กปฐมวัยปีที่ 2 ที่ผู้วิจัยสร้างขึ้น มีประสิทธิภาพเท่ากับ 90.96/88.42 ซึ่งสูงกว่าเกณฑ์มาตรฐานที่ตั้งไว้ 2. เด็ก

ปฐมวัยที่ได้รับการพัฒนาด้วยการใช้ชุดฝึกทักษะพื้นฐานทางคณิตศาสตร์สำหรับเด็กปฐมวัยปีที่ 2 มีทักษะพื้นฐานทางคณิตศาสตร์สูงกว่าก่อนการพัฒนาด้วยการใช้ชุดฝึกทักษะอย่างมีนัยสำคัญทางสถิติที่ระดับ.01 (การพัฒนาชุดฝึกทักษะพื้นฐานทางคณิตศาสตร์สำหรับเด็กปฐมวัยปีที่ 2 : ทิพวรรณ สุขผล)

ข้อเสนอแนะ

ข้อเสนอแนะในการนำผลวิจัยไปใช้

1. ควรมีการสร้างข้อตกลงที่เด็กสามารถเข้าใจและปฏิบัติตามได้แบบเต็มใจและยังสามารถเข้าร่วมกิจกรรมได้อย่างมีความสุข

2. ควรสร้างบรรยากาศที่เต็มไปด้วยความเป็นกันเองพร้อมทั้งกระตุ้นและเปิดโอกาสให้เด็กได้มีส่วนร่วม เพื่อส่งเสริมให้เด็กได้พัฒนาความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยได้อย่างเต็มศักยภาพ

3. ควรมีการสังเกตความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยในการทำกิจกรรมเกมการศึกษาเพื่อนำไปประกอบกับการประเมินผลในด้านต่าง ๆ

ข้อเสนอแนะในการทำวิจัยในครั้งต่อไป

1. ควรมีการศึกษาระดับความสามารถทางคณิตศาสตร์ของเด็กปฐมวัยวัยโดยการจัดกิจกรรมอื่นๆ เช่น การทำแบบฝึกหัด

2. ควรมีการศึกษาการจัดกิจกรรมเกมการศึกษาที่มีผลต่อความสามารถด้านอื่นๆ ของเด็กปฐมวัย

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แนวทางการจัดการศึกษาเพื่อการมีงานทำในระดับมัธยมศึกษาเพื่อรองรับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13

Guidelines for Education Management for Employment at the Secondary Level to Support the 13th National Economic and Social Development Plan

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บทคัดย่อ

บทความวิชาการนี้ มีวัตถุประสงค์เพื่อนำเสนอแนวทางการจัดการศึกษาเพื่อการมีงานทำในระดับมัธยมศึกษาเพื่อรองรับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 ซึ่งมีกระบวนการ 5 ขั้นตอน ดังนี้ 1) การวิเคราะห์บริบทและสร้างเครือข่ายทางการศึกษาของโรงเรียน 2) การจัดทำเส้นทางอาชีพตามความถนัดและความสนใจของผู้เรียนรายบุคคล 3) การจัดทำหลักสูตรสถานศึกษาที่ส่งเสริมการจัดการศึกษาเพื่อการมีงานทำ 4) การจัดทำหน่วยการเรียนรู้และกิจกรรมการเรียนรู้บูรณาการ และ 5) การวัดและประเมินผลตามสภาพจริง

คำสำคัญ: การจัดการศึกษาเพื่อการมีงานทำ, มัธยมศึกษา, แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13

Abstract

This academic article presents the content. To present guidelines for education management for employment at the secondary level to support the 13th National Economic and Social Development Plan which has a 5-step process as follows: 1) Analyzing the context and creating educational networks of the school 2) Creating a career path according to the aptitudes and interests of individual learners 3) Creating curriculum of schools that promote education management for employment 4) Preparation of learning units and integrated learning activities and 5) Authentic assessment.

Keywords: Education management for employment, Secondary education, The 13th National Economic and Social Development Plan

บทนำ

แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 ได้ถูกประกาศใช้เมื่อวันที่ 24 ตุลาคม 2565 โดยมีภาพที่ต้องการให้เกิดขึ้นในช่วงปีงบประมาณ พ.ศ. 2566 – 2570 ทั้งสิ้นจำนวน 13 หมุดหมาย คือ 1) ประเทศไทยเป็นประเทศชั้นนำด้านสินค้าเกษตรและเกษตรแปรรูปมูลค่าสูง 2) ประเทศไทยเป็นจุดหมายของการท่องเที่ยวที่เน้นคุณภาพและความยั่งยืน 3) ประเทศไทยเป็นฐานการผลิตยานยนต์ไฟฟ้าที่สำคัญของโลก 4) ประเทศไทยเป็นศูนย์กลางทางการแพทย์และสุขภาพมูลค่าสูง 5) ประเทศไทยเป็นประตูการค้าการลงทุนและยุทธศาสตร์ทางโลจิสติกส์ที่สำคัญของภูมิภาค 6) ประเทศไทยเป็นศูนย์กลางอุตสาหกรรมอิเล็กทรอนิกส์อัจฉริยะและอุตสาหกรรมดิจิทัลของอาเซียน 7) ประเทศไทยมีวิสาหกิจขนาดกลางและขนาดย่อมที่เข้มแข็ง มีศักยภาพสูงและสามารถแข่งขันได้ 8) ประเทศไทยมีพื้นที่และเมืองอัจฉริยะที่น่าอยู่ ปลอดภัย เติบโตได้อย่างยั่งยืน 9) ประเทศไทยมีความยากจนข้ามรุ่นลดลงและมีความคุ้มครองทางสังคมที่เพียงพอเหมาะสม 10) ประเทศไทยมีเศรษฐกิจหมุนเวียนและสังคมคาร์บอนต่ำ 11) ประเทศไทยเป็นประเทศที่สามารถลดความเสี่ยงและผลกระทบจากภัยธรรมชาติและการเปลี่ยนแปลงสภาพภูมิอากาศ 12) ประเทศไทยมีกำลังคนสมรรถนะสูง มุ่งเรียนรู้อย่างต่อเนื่อง ตอบโจทย์การพัฒนาแห่งอนาคต และ 13) ประเทศไทยมีภาครัฐที่ทันสมัย มีประสิทธิภาพ และตอบโจทย์ประชาชน ซึ่งจะเห็นว่า การจัดการศึกษาเพื่อการมีงานทำในระดับมัธยมศึกษา โดยเฉพาะด้านหลักสูตรสถานศึกษาทั้งรายวิชาพื้นฐาน รายวิชาเพิ่มเติม และกิจกรรมพัฒนาผู้เรียน ที่สถานศึกษาจัดให้กับผู้เรียน ยังต้องได้รับการพัฒนาอีกมากเพื่อรองรับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 (ราชกิจจานุเบกษา, 2565)

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ปัจจุบันการจัดหลักสูตรสถานศึกษาในระดับมัธยมศึกษาทั้งรายวิชาพื้นฐาน และรายวิชาเพิ่มเติมยังคงเป็นแบบแยกส่วน เน้นความรู้ ท่องจำ มากกว่าทักษะ สมรรถนะ และเจตคติที่ดีต่ออาชีพ ทำให้ผู้เรียนขาดทักษะการคิดขั้นสูงซึ่งเป็นทักษะที่สำคัญในการมีงานทำในอนาคต โดยสะท้อนได้จาก ผลการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O-NET) ในกลุ่มสาระการเรียนรู้หลัก โดยเฉพาะวิชาคณิตศาสตร์ วิทยาศาสตร์ และภาษาอังกฤษของผู้เรียนชั้นมัธยมศึกษาปีที่ 3 และชั้นมัธยมศึกษาปีที่ 6 พบว่า คะแนนเฉลี่ยต่ำกว่าร้อยละ 50 ทุกปี สอดคล้องกับผลการประเมินความสามารถของผู้เรียนในการนำความรู้ด้านคณิตศาสตร์ วิทยาศาสตร์ และการอ่าน (Programme for International Student Assessment: PISA) ไปประยุกต์ใช้ในสถานการณ์จริง พบว่าต่ำกว่าค่าเฉลี่ยนานาชาติ (OECD) ทุกวิชา อีกทั้ง ข้อมูลของ IMD พบว่า คะแนนการประเมินทักษะด้านภาษาที่ตอบสนองต่อความต้องการของผู้ประกอบการ มีแนวโน้มลดลงเรื่อย ๆ จากปีพ.ศ. 2552 ซึ่งสอดคล้องกับข้อมูลจากสำนักงานสถิติแห่งชาติที่พบว่าทักษะอาชีพของผู้เรียนระดับมัธยมศึกษาไม่สอดคล้องกับความต้องการของแรงงาน ทำให้เกิดขาดแรงแรงงานเป็นจำนวนมาก แต่ก็มีจำนวนผู้ว่างงานสูงที่สุดด้วยเช่นกัน (สำนักงานเลขาธิการสภาการศึกษา, 2560)

จากปัญหาดังกล่าวข้างต้น ส่งผลให้การศึกษาในระดับมัธยมศึกษาไม่ได้เป็นเครื่องมือที่สำคัญในการช่วยให้ประเทศไทยก้าวข้ามกับดักประเทศรายได้ปานกลาง การขับเคลื่อนเศรษฐกิจของประเทศมีการเติบโตช้าเมื่อเทียบกับประเทศเพื่อนบ้าน ผู้เรียนที่สำเร็จการศึกษาในระดับมัธยมศึกษายังคงมีทักษะอาชีพน้อย ใช้กำลังแรงงานเป็นหลัก ทำให้สร้างมูลค่าเพิ่มได้ต่ำ และเมื่อเศรษฐกิจไม่ดี ก็จะเกิดปัญหาความเหลื่อมล้ำด้านรายได้ตามมา โดยถูกทำให้เห็นชัดเจนมากขึ้น เมื่อประเทศไทยต้องเผชิญกับภาวะวิกฤตจากสถานการณ์การแพร่ระบาดของโควิด-19 ที่ผ่านมา คนจนและผู้ด้อยโอกาสได้รับผลกระทบอย่างรุนแรงมากกว่าประชาชนทั่วไป ผู้ปกครองส่วนใหญ่ไม่คาดฝันว่าจะเกิดเหตุการณ์แบบนี้ขึ้น จึงทำให้ไม่มีเงินออม ถูกเลิกจ้างงาน (สำนักงานเลขาธิการสภาการศึกษา, 2560; ราชกิจจานุเบกษา, 2565) ส่งผลกระทบโดยตรงต่อผู้เรียน ทำให้ขาดโอกาสในการเข้าถึงอุปกรณ์สื่อสารและระบบอินเทอร์เน็ตในการเรียนรู้แบบออนไลน์ เกิดภาวะความรู้ถดถอย (Learning Loss) จนกระทั่งผู้เรียนบางส่วนหลุดออกจากระบบการศึกษา ขาดพัฒนาการในทักษะการอ่าน การเขียน การสื่อสาร และการคิดคำนวณตามช่วงวัยที่เหมาะสม (Donnelly & Patrinos, 2021)

ผู้เขียนเชื่อว่าโรงเรียนในระดับมัธยมศึกษาไม่ได้นิ่งนอนใจ หลายโรงเรียนหันมาให้ความสนใจในการจัดการศึกษาเพื่อการมีงานทำมากขึ้น เช่น โรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนมและสกลนคร ที่ส่งเสริมการศึกษาแบบทวิศึกษา เพื่อเป็นทางเลือกให้ผู้เรียนระดับชั้นมัธยมศึกษาตอนปลายที่มีความประสงค์จะเรียนควบคู่กันไปทั้งสายสามัญและสายอาชีพ (บดินทร์ นารถโคษา, ไชยา ภาวะบุตร และวัฒนา สุวรรณไตรย์, 2564) นอกจากนี้ โรงเรียนสุรศักดิ์มนตรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษากรุงเทพมหานคร เขต 2 ยังเป็นอีกหนึ่งตัวอย่างที่ดีในการจัดโครงการห้องเรียนอาชีพร่วมกับวิทยาลัยสารพัดช่างพระนคร โดยบูรณาการกลุ่มเทคโนโลยีและอุตสาหกรรมเป้าหมายเข้าไปในหลักสูตรสถานศึกษา เช่น กลุ่มอาหาร เกษตร เทคโนโลยีชีวภาพ กลุ่มเครื่องมืออุปกรณ์อัจฉริยะ หุ่นยนต์ และระบบเครื่องกลที่ใช้ระบบอิเล็กทรอนิกส์ควบคุม หรือกลุ่มดิจิทัล เทคโนโลยีปัญญาประดิษฐ์ โดยผู้เรียนสามารถเลือกเรียนตามความถนัดและความสนใจได้ (บุษกร วิเศษสมบัติ, 2564) รองรับอาชีพที่มีแนวโน้มความต้องการของตลาดแรงงานสูง ตามแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13

ผู้เขียนหวังว่าบทความนี้จะช่วยให้โรงเรียนในระดับมัธยมศึกษาเห็นภาพของแนวทางการจัดการศึกษาเพื่อการมีงานทำในระดับมัธยมศึกษาเพื่อรองรับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 ได้ชัดเจนมากยิ่งขึ้น ให้ความสำคัญกับการวิเคราะห์บริบทและสร้างเครือข่ายทางการศึกษาของโรงเรียน การจัดทำเส้นทางอาชีพตามความถนัดและความสนใจของผู้เรียนรายบุคคล การจัดทำหลักสูตรสถานศึกษาที่ส่งเสริมการจัดการศึกษาเพื่อการมีงานทำ การจัดทำหน่วยการเรียนรู้และกิจกรรมการเรียนรู้บูรณาการ และการวัดและประเมินผลตามสภาพจริง

วัตถุประสงค์

เพื่อนำเสนอแนวทางการจัดการศึกษาเพื่อการมีงานทำในระดับมัธยมศึกษาเพื่อรองรับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13

แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13

แนวทางการพัฒนาประเทศในช่วงเวลาของแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 เป็นการประมวลผลการพัฒนาประเทศภายใต้แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 12 ซึ่งหลายประเด็นต้องได้รับการดำเนินการอย่างต่อเนื่อง ประกอบกับการประเมินผลกระทบจากสถานการณ์การแพร่ระบาดของโควิด-19 ที่นำมาซึ่งการเปลี่ยนแปลงทั่วโลกอย่างสิ้นเชิง ซึ่งการวางกลยุทธ์การพัฒนาประเทศในครั้งนี้คำนึงถึงบริบทในการพัฒนาประเทศในมิติต่างๆ ดังนี้ 1) มิติด้านเศรษฐกิจ โดยประเทศไทยต้องเร่งรัดผลักดันการปรับโครงสร้างเศรษฐกิจภาคการผลิตเพื่อเปลี่ยนผ่านสู่การขับเคลื่อนเศรษฐกิจโดยนวัตกรรมและ

มุ่งสู่การพัฒนาที่ยั่งยืน มุ่งเป้าไปที่การยกระดับภาคการเกษตรสู่การผลิตสินค้าเกษตรและเกษตรแปรรูปมูลค่าสูง ปรับเปลี่ยนภาคการท่องเที่ยวซึ่งเป็นภาคบริการที่สำคัญของประเทศให้เป็นการท่องเที่ยวที่เน้นคุณภาพและความยั่งยืน เปลี่ยนผ่านอุตสาหกรรมยานยนต์สู่ยานยนต์ไฟฟ้าตลอดห่วงโซ่อุปทาน ผลักดันให้ประเทศไทยกลายเป็นศูนย์กลางทางการแพทย์และสุขภาพมูลค่าสูง ดำเนินยุทธศาสตร์ให้ประเทศไทยเป็นประตูการค้าการลงทุนและยุทธศาสตร์ทางโลจิสติกส์ที่สำคัญของภูมิภาค รวมถึงการเร่งยกระดับให้กลายเป็นศูนย์กลางอุตสาหกรรมอิเล็กทรอนิกส์อัจฉริยะและอุตสาหกรรมดิจิทัลของอาเซียน 2) มิติด้านสังคมและทรัพยากรมนุษย์ โดยประเทศไทยต้องให้ความสำคัญในการแก้ไขปัญหาโครงสร้างเพื่อมุ่งสู่สังคมแห่งโอกาสและความเป็นธรรม โดยการกระจายการพัฒนาพื้นที่เศรษฐกิจและเมือง เพื่อแก้ไขปัญหาความยากจนเรื้อรังและป้องกันการส่งต่อความยากจนไปยังลูกหลาน ซึ่งต้องเน้นการจัดการศึกษาเพื่อการมีงานทำ มุ่งให้ความสำคัญกับการพัฒนาศักยภาพวิสาหกิจขนากลางและขนาดย่อมให้สามารถแข่งขันได้ 3) มิติด้านทรัพยากรธรรมชาติและสิ่งแวดล้อม โดยประเทศไทยต้องไม่แยกประเด็นด้านสิ่งแวดล้อมออกจากการดำเนินกิจกรรมทางเศรษฐกิจและสังคม ต้องส่งเสริมให้เกิดเศรษฐกิจหมุนเวียนที่มีการใช้ทรัพยากรอย่างมีประสิทธิภาพ ยั่งยืน และสอดคล้องกับขีดความสามารถในการรองรับของระบบนิเวศ ซึ่งการจัดการศึกษาที่มีคุณภาพจะสามารถนำเอาองค์ความรู้ทางวิทยาศาสตร์ เทคโนโลยี และนวัตกรรมมาช่วยการขับเคลื่อนเศรษฐกิจและสังคมได้ และ 4) มิติด้านการบริหารจัดการภาครัฐ โดยประเทศไทยต้องยกระดับคุณภาพและประสิทธิภาพของการบริหารจัดการภาครัฐให้สามารถตอบสนองต่อความต้องการของประชาชนได้อย่างเป็นรูปธรรมและทันต่อสถานการณ์ มีการเชื่อมโยงจากส่วนกลางสู่ท้องถิ่น และมีธรรมาภิบาล เน้นการพัฒนาสมรรถนะให้ยืดหยุ่นคล่องตัว เชื่อมโยงและเปิดกว้าง ควบคู่ไปกับการพัฒนาข้อมูลและบริหารภาครัฐในรูปแบบดิจิทัล ตอบโจทย์ประชาชน และเป็นปัจจัยที่สำคัญในการผลักดันการพลิกโฉมประเทศไทยได้อย่างแท้จริง (ราชกิจจานุเบกษา, 2565)

แนวทางการจัดการศึกษาเพื่อการมีงานทำในระดับมัธยมศึกษาเพื่อรองรับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13

ผู้เขียนได้ทำการศึกษาแนวคิด และบทความวิจัย จนสังเคราะห์ออกมาเป็นแนวทางการจัดการศึกษาเพื่อการมีงานทำในระดับมัธยมศึกษาเพื่อรองรับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 ซึ่งมีกระบวนการ 5 ขั้นตอน ดังนี้

1) การวิเคราะห์บริบทและสร้างเครือข่ายทางการศึกษาของโรงเรียน

โรงเรียนจะต้องวิเคราะห์บริบทโดยรอบของโรงเรียน จัดทำเป็นคลังทะเบียนสื่อการเรียนรู้และแหล่งเรียนรู้ที่สามารถส่งเสริมการจัดการเรียนการสอน ให้ผู้เรียนพัฒนาองค์ความรู้ ทักษะ สมรรถนะ และเจตคติที่ดีต่ออาชีพ เช่น กลุ่มโรงเรียนในพื้นที่ภาคเกษตรกรรม โรงเรียนก็ควรนำบริบทภายในท้องถิ่นมาวิเคราะห์เพื่อสร้างมูลค่าเพิ่มให้กับสินค้าเกษตรและเกษตรแปรรูปในท้องถิ่นให้สูงขึ้น โดยอาจสำรวจผลิตภัณฑ์มวลรวมของท้องถิ่น รายได้สุทธิต่อครัวเรือน พื้นที่เกษตรอินทรีย์และพื้นที่เพาะปลูก พืชเศรษฐกิจและสมุนไพรของท้องถิ่น อาหารประจำท้องถิ่น รวมถึงสำรวจปัญหาอุปสรรคที่เกิดขึ้นเป็นประจำทุกปี เช่น ความเสี่ยงภัยน้ำท่วม น้ำแล้ง ฯลฯ โดยนำข้อมูลที่วิเคราะห์แล้ว นำไปใช้ในการพัฒนาหลักสูตรสถานศึกษา บูรณาการสาระการเรียนรู้แกนกลางกับสาระการเรียนรู้ท้องถิ่นให้ตรงตามบริบทโดยรอบของโรงเรียน (จุรีพร บุญพรัด และสมใจ สืบเสาะ, 2565)

กลุ่มโรงเรียนในพื้นที่อุตสาหกรรมท่องเที่ยว โรงเรียนจึงควรสำรวจว่านักท่องเที่ยวมาจากชาติอะไร เป็นชาวไทยหรือชาวต่างชาติสัดส่วนเป็นเท่าไร วิเคราะห์พฤติกรรมการใช้จ่ายเงินของนักท่องเที่ยวแต่ละชาติว่าเป็นอย่างไร เพื่อนำมาเตรียมพัฒนาผู้เรียนในด้านทักษะการใช้ภาษาเพื่อการสื่อสาร และทักษะการคิดขั้นสูงเพื่อสร้างมูลค่าเพิ่มให้สินค้าและบริการสำหรับการท่องเที่ยวเชิงพาณิชย์ ตอบสนองกิจกรรมและความชื่นชอบของนักท่องเที่ยวแต่ละชาติ (ธันยพร บุญรักษา, ทิพาพร สุจารี และสมาน เอกพิมพ์, 2565)

กลุ่มโรงเรียนในโครงการพัฒนาระเบียงเศรษฐกิจพิเศษภาคตะวันออก (Eastern Economic Corridor: EEC) โรงเรียนจึงควรวิเคราะห์ความต้องการอัตรากำลังแรงงาน รวมถึงองค์ความรู้ ทักษะ สมรรถนะ และเจตคติที่ดีต่ออาชีพที่ผู้เรียนจำเป็นต้องนำไปใช้เพื่อตอบสนองต่อตลาดแรงงานในอนาคต เช่น แนวโน้มความต้องการยานยนต์ทั่วโลกกำลังเปลี่ยนทิศทางไปสู่ยานยนต์ไฟฟ้า รวมถึงการพัฒนาที่มุ่งไปสู่สังคมคาร์บอนต่ำ ดังนั้น โรงเรียนจึงต้องปรับเปลี่ยนเนื้อหาหลักสูตรจากยานยนต์แบบสันดาปภายในเปลี่ยนเป็นยานยนต์ที่ขับเคลื่อนด้วยมอเตอร์ไฟฟ้า เป็นต้น (อัมพิกา สิริพรม, สืบสกุล นรินทรางกูร ณ อยุธยา และพฤทธิ์ ศิริบรรณพิทักษ์, 2564)

กลุ่มโรงเรียนยอดนิยม มีอัตราการแข่งขันสูง ก็ต้องสำรวจความคาดหวังของผู้ปกครอง วิเคราะห์ความถนัดและความสนใจของผู้เรียนรายบุคคล เช่น ผู้เรียนต้องการเข้าเรียนในคณะแพทยศาสตร์ โรงเรียนก็ต้องส่งเสริมความเป็นเลิศทางวิชาการให้แก่ผู้เรียน ในขณะเดียวกัน โรงเรียนก็ต้องสร้างคุณลักษณะเฉพาะพิเศษให้แก่ผู้เรียนเข้าไปด้วย เพื่อรองรับการที่ประเทศไทยจะเป็นศูนย์กลางทางการแพทย์และสุขภาพมูลค่าสูงในอนาคต เช่น โรงเรียนต้องพัฒนาผู้เรียนให้มีความสามารถในการสร้างนวัตกรรม เนื่องจากประเทศไทยนำเข้าเครื่องมือและอุปกรณ์ทางการแพทย์ที่มีมูลค่าสูง ทั้งเครื่องอัลตราซาวด์ เครื่องเอกซเรย์ เครื่องตรวจไฟฟ้าในสมอง หากโรงเรียนสามารถส่งผู้เรียนที่มีความสามารถในการสร้างนวัตกรรมเข้าศึกษาต่อในอุดมศึกษาได้ ในอนาคตประเทศไทยอาจมีแพทย์

ที่สามารถรักษาผู้ป่วยได้และเป็นนวัตกรได้ด้วย ทำให้เครื่องมือแพทย์มีต้นทุนที่ต่ำลง คนไทยก็จะเข้าถึงการรักษาได้ง่ายขึ้นด้วย ค่าใช้จ่ายที่ถูกลง (บุษกร วิเศษสมบัติ, 2564)

จากตัวอย่างข้างต้น โรงเรียนจึงต้องสำรวจและสร้างเครือข่ายทางการศึกษา จัดทำบันทึกความร่วมมือกับสหกรณ์ กลุ่มเกษตรกร วิสาหกิจชุมชน ผู้ประกอบการ หรือสถาบันการศึกษาต่อทั้งระดับอาชีวศึกษาและอุดมศึกษา เพื่อร่วมมือกันจัดการศึกษาให้มีคุณภาพมากยิ่งขึ้น โดยเครือข่ายทางการศึกษาจะสามารถช่วยโรงเรียนได้ทั้งเรื่องวิทยาการสมัยใหม่ บุคลากรที่จะมาช่วยผู้สอน รวมถึงการเข้าถึงสื่อและอุปกรณ์การเรียนรู้ที่ทันสมัย ส่งผลให้ผู้เรียนเกิดความสนใจในการเรียนรู้ ได้รับประสบการณ์ตรงด้วยการลงมือปฏิบัติจริง (สำนักบริหารงานการมัธยมศึกษาตอนปลาย, 2560; ราชกิจจานุเบกษา, 2565)

2) การจัดทำเส้นทางอาชีพตามความถนัดและความสนใจของผู้เรียนรายบุคคล

ขั้นตอนนี้ครูแนะแนวและครูที่ปรึกษามีความสำคัญมาก โดยต้องดำเนินการประเมินบุคลิกภาพตามกลุ่มอาชีพให้กับผู้เรียนรายบุคคล เพื่อจัดทำเส้นทางอาชีพตามความถนัดและความสนใจของผู้เรียนรายบุคคล โดยโรงเรียนจะต้องหาความสอดคล้องระหว่างความสามารถทางวิชาการของผู้เรียนกับบุคลิกภาพ ความถนัดและความสนใจของผู้เรียนรายบุคคลให้เจอ เพราะโดยส่วนมากเมื่อผู้เรียนเข้ามาในระดับชั้นมัธยมศึกษาปีที่ 1 ผู้เรียนส่วนใหญ่จะมีความคาดหวังอยากเป็นแพทย์ หรือวิศวกร ตามค่านิยมของสังคม ซึ่งโรงเรียนต้องชี้แจงและทำความเข้าใจกับผู้เรียนด้วยว่า สายอาชีพที่กล่าวมาข้างต้นต้องมีผลสัมฤทธิ์ทางการเรียนในรายวิชาคณิตศาสตร์ วิทยาศาสตร์ และ ภาษาอังกฤษ ในระดับสูง

โรงเรียนยังต้องใช้ระบบดูแลช่วยเหลือผู้เรียนเข้ามาเป็นข้อมูลประกอบในการจัดทำเส้นทางอาชีพตามความถนัดและความสนใจของผู้เรียนรายบุคคลอีกด้วย เพราะภายในโรงเรียนจะประกอบไปด้วย กลุ่มผู้ที่มีความต้องการพิเศษ โดยกลุ่มนี้ โรงเรียนต้องจัดการเรียนการสอนที่มีความเป็นเลิศทางวิชาการอย่างเข้มข้น ในขณะที่ กลุ่มผู้ที่มีความบกพร่องด้านต่าง ๆ ก็จะต้องได้รับความช่วยเหลือเป็นพิเศษ ทั้งสื่อการเรียนรู้ เทคโนโลยีที่ช่วยเหลือเฉพาะทาง อีกทั้ง กลุ่มผู้ที่ด้อยโอกาส โรงเรียนก็อาจต้องจัดหาทุนการศึกษา เพื่อส่งเสริมให้ผู้เรียนกลุ่มนี้สามารถศึกษาต่อในเส้นทางอาชีพตามความถนัดและความสนใจของเขาได้ หรือ กลุ่มปกติ โรงเรียนก็ต้องนำผลการเรียนมาวิเคราะห์ เพื่อปรับปรุงแก้ไขในรายวิชาที่ผลการเรียนยังไม่น่าพึงพอใจ ในขณะที่รายวิชาที่ผลการเรียนทำได้ดีแล้ว โรงเรียนก็ต้องพัฒนาต่อยอดให้ดียิ่งขึ้นตามศักยภาพของผู้เรียน ดังนั้น หากโรงเรียนมีข้อมูลเส้นทางอาชีพตามความถนัดและความสนใจของผู้เรียนรายบุคคล โรงเรียนก็สามารถจัดกลุ่มผู้เรียน และสร้างเป็นหลักสูตรเฉพาะทางเพื่อตอบสนองความถนัดและความสนใจของผู้เรียนแต่ละกลุ่ม ซึ่งก็จะทำให้การจัดการเรียนการสอนง่ายมากยิ่งขึ้น (สำนักงานเลขาธิการสภาการศึกษา, 2560)

อีกความท้าทายที่มีความสำคัญมากสำหรับการจัดทำเส้นทางอาชีพตามความถนัดและความสนใจของผู้เรียนรายบุคคล คือ โรงเรียนต้องมีการจัดทำบันทึกความร่วมมือ (MOU) กับเครือข่ายทางการศึกษาที่ดี ซึ่งจะช่วยให้ผู้เรียนมีเส้นทางอาชีพที่สั้นลงได้ เนื่องจากปัจจุบัน สถาบันการศึกษาทั้งระดับอาชีวศึกษาและอุดมศึกษา ต่างก็มีการเทียบโอนหน่วยกิต สะสมหน่วยกิต หรือธนาคารหน่วยกิต (Credit Bank) ขึ้น โดยผู้เรียนอาจเรียนเป็นหลักสูตรสั้นๆ เพื่อรับใบประกาศนียบัตรเท่านั้น หรือ เรียนเป็นหลักสูตรรายวิชา เพื่อนำไปลดระยะเวลาในการเรียนต่อในระดับอาชีวศึกษาและอุดมศึกษาได้ (สมัครสมร ภักดีเทวา และเอกนฤน บางท่าไม้, 2564)

โรงเรียนสามารถจัดทำหลักสูตรร่วมกับสถาบันการศึกษาต่อทั้งระดับอาชีวศึกษาและอุดมศึกษาได้ เช่น หลักสูตรบริหารธุรกิจ โดยพัฒนาหลักสูตรสถานศึกษาให้เป็นไปตามความต้องการของตลาดแรงงานและภาคธุรกิจ ปรับวิธีการจัดการเรียนการสอนให้เข้ากับยุคดิจิทัลที่เน้นการแสวงหาความรู้ด้วยตนเอง ซึ่งผู้เรียนสามารถนำองค์ความรู้ ทักษะ สมรรถนะ และเจตคติที่ดีต่ออาชีพไปใช้ประโยชน์ในการหารายได้และสร้างธุรกิจได้ทันที นอกจากนี้ ผู้เรียนยังสามารถนำเอาผลการเรียนที่ได้ ไปเทียบโอนหน่วยกิต สะสมหน่วยกิต หรือธนาคารหน่วยกิต (Credit Bank) ได้ด้วย

ถึงอย่างไรก็ดี การจัดทำเส้นทางอาชีพตามความถนัดและความสนใจของผู้เรียนรายบุคคล ต้องทำความเข้าใจกับผู้ปกครองของผู้เรียนด้วย เพื่อป้องกันความขัดแย้งทางความคิดระหว่างผู้ปกครองกับผู้เรียน จนทำให้ผู้เรียนเกิดความเครียดในการเรียน

3) การจัดทำหลักสูตรสถานศึกษาที่ส่งเสริมการจัดการศึกษาเพื่อการมีงานทำ

โรงเรียนที่ต้องการจัดทำหลักสูตรสถานศึกษาที่ส่งเสริมการจัดการศึกษาเพื่อการมีงานทำนั้น ต้องกล้าที่จะออกจากกรอบการจัดทำหลักสูตรสถานศึกษาแบบเดิม ๆ โดยโรงเรียนอาจจัดหลักสูตรตามความถนัดและความสนใจของผู้เรียนรายบุคคล ดังนั้น ผู้เรียนแต่ละคนในห้องเรียน อาจมีตารางเรียนไม่เหมือนกัน โรงเรียนอาจไม่ต้องจัดทำหลักสูตรสถานศึกษาที่กำหนดแผนการเรียนให้แก่ผู้เรียน แต่ผู้เรียนจะเลือกเรียนรายวิชาอย่างอิสระตามเส้นทางอาชีพที่ได้จัดทำร่วมกับครูแนะแนว ครูที่ปรึกษา และผู้ปกครองเอาไว้ เพราะฉะนั้นกลุ่มรายวิชาเพิ่มเติมและกิจกรรมพัฒนาผู้เรียนของผู้เรียนแต่ละคนจึงไม่เหมือนกัน

โรงเรียนสามารถจัดรูปแบบของหลักสูตรสถานศึกษาที่ส่งเสริมการจัดการศึกษาเพื่อการมีงานทำ (สำนักบริหารงานการมัธยมศึกษาตอนปลาย, 2560) ได้ดังนี้

3.1 หลักสูตรหน่วยฐานสมรรถนะอาชีพระยะสั้น เป็นรูปแบบที่โรงเรียนสามารถจัดไว้ในลักษณะของกิจกรรมนักเรียน เช่น ชุมนุม หรือ ชมรม หรือ อาจจัดเป็นหลักสูตรระยะสั้น ประมาณ 6-10 ชั่วโมง เพื่อให้ผู้เรียนได้เกิดกระบวนการในการค้นพบความถนัดและความสนใจของตัวเอง เมื่อเรียนจบชุมนุม หรือ ชมรม หรือ สำเร็จหลักสูตรระยะสั้นแล้ว ผู้เรียนจะถูกตัดสินผลการเรียนเพียงผ่าน หรือ ไม่ผ่านเท่านั้น ซึ่งหากผู้เรียนมีเวลาเรียนครบตามที่สถานศึกษากำหนด ผู้เรียนก็ควรถูกประเมินเป็นผ่าน เพราะจุดประสงค์หลักของหลักสูตรหน่วยฐานสมรรถนะอาชีพระยะสั้นคือ ให้ประสบการณ์ ให้ผู้เรียนได้ลองทำกิจกรรมในการค้นพบตัวเองเท่านั้น และเมื่อทำกิจกรรมต่างๆแล้ว ผู้เรียนจะสามารถค้นพบตัวเองได้ว่าชอบหรือไม่ชอบ ถนัดหรือไม่ถนัด สนใจหรือไม่สนใจอาชีพนั้นหรือไม่

หลักสูตรหน่วยฐานสมรรถนะอาชีพระยะสั้นที่โรงเรียนสามารถจัดให้แก่ผู้เรียน เพื่อการค้นพบความถนัดและความสนใจของผู้เรียน เช่น หลักสูตรระยะสั้นอารยเกษตร โคก หนอง นา ซึ่งผู้เรียนจะได้ทำนาในนาข้าวจริง หลักสูตรระยะสั้นมัคคุเทศก์น้อย ซึ่งผู้เรียนจะได้ใช้ทักษะภาษาเพื่อการสื่อสารและฝึกการมีหัวใจของผู้ให้บริการในสถานการณ์จริง หลักสูตรระยะสั้นผู้ช่วยแพทย์และพยาบาล ซึ่งผู้เรียนจะได้ฝึกประสบการณ์ตรงและเห็นบรรยากาศของโรงพยาบาลจริง เป็นต้น (สมปอง สุวรรณภูมา, 2564; ธีรภัค ไชยชนะ, พระมหาวิเชียร ปริชาโน และธัชชนันท์ อิศรเดช, 2565)

3.2 หลักสูตรทวิศึกษา เป็นรูปแบบที่โรงเรียนจัดการศึกษาร่วมหลักสูตรกับสถาบันการศึกษาระดับอาชีวศึกษา เมื่อสำเร็จการศึกษาในรูปแบบนี้แล้ว ผู้เรียนจะได้วุฒิการศึกษา 2 วุฒิ คือ ได้ประกาศนียบัตรวิชาชีพและประกาศนียบัตรมัธยมศึกษาตอนปลาย โดยโรงเรียนเป็นผู้จัดการศึกษาในรายวิชาพื้นฐานและกิจกรรมพัฒนาผู้เรียนเป็นหลัก ส่วนรายวิชาเพิ่มเติมในบางรายวิชาสถาบันการศึกษาระดับอาชีวศึกษาจะเป็นผู้จัดการศึกษาในรายวิชาเพิ่มเติมเสริมผู้เรียนในบางประเภทวิชาที่โรงเรียนไม่มีห้องปฏิบัติการ หรือเครื่องมือที่เหมาะสม เช่น ประเภทวิชาอุตสาหกรรม สาขาวิชาช่างยนต์ ช่างกลโรงงาน ช่างเชื่อมโลหะ ช่างก่อสร้าง ฯลฯ ประเภทวิชาพาณิชยกรรม สาขาวิชาการบัญชี การตลาด การเลขานุการ ธุรกิจค้าปลีก ฯลฯ ประเภทวิชาศิลปกรรม สาขาวิชาวิจิตรศิลป์ การออกแบบ เซรามิก เครื่องหนัง เครื่องประดับอัญมณี ฯลฯ ประเภทวิชาคหกรรม สาขาวิชาแฟชั่นและสิ่งทอ อาหารและโภชนาการ เสริมสวย ฯลฯ ประเภทวิชาประมง สาขาวิชา เพาะเลี้ยงสัตว์น้ำ แปรรูปสัตว์น้ำ ฯลฯ

3.3 หลักสูตรสหวิทยาการ เป็นรูปแบบพื้นฐานที่โรงเรียนต้องพัฒนาหลักสูตรสถานศึกษาให้รายวิชาพื้นฐานและรายวิชาเพิ่มเติม มีการบูรณาการกันทั้ง 8 กลุ่มสาระการเรียนรู้รวมถึงกิจกรรมพัฒนาผู้เรียนด้วย การสร้างรายวิชาในมิติเดียวนั้นไม่เหมาะกับการจัดการศึกษาเพื่อการมีงานทำในระดับมัธยมศึกษาเพื่อรองรับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 รายวิชาที่โรงเรียนจัดให้ผู้เรียนเพียง 0.5 หน่วยกิต ควรหายไป แต่นำไปบูรณาการกับรายวิชาต่าง ๆ ที่สามารถทำได้ เช่น รายวิชาหน้าที่พลเมือง บูรณาการกับรายวิชาสังคมศึกษา รายวิชาออกแบบเทคโนโลยีบูรณาการกับรายวิชาวิทยาศาสตร์ อีกทั้งกิจกรรมเพื่อสังคมและสาธารณประโยชน์สามารถบูรณาการกับกิจกรรมลูกเสือ เนตรนารี ยุวกาชาด โดยไม่นำกิจกรรมอื่นๆ ที่เกินความจำเป็นจัดให้แก่ผู้เรียน โรงเรียนควรเคร่งครัดในการจัดชั่วโมงของกิจกรรมพัฒนาผู้เรียนตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 ที่กำหนดให้ระดับชั้นมัธยมศึกษาตอนต้นเรียนอยู่ที่ 120 ชั่วโมงต่อปี ส่วนระดับชั้นมัธยมศึกษาตอนปลายเรียนอยู่ที่ 360 ชั่วโมงต่อ 3 ปี (สำนักวิชาการและมาตรฐานการศึกษา, 2553; Dyulgerova & Atanasova, 2020)

โรงเรียนต้องจัดรายวิชาเพิ่มเติมให้เป็นสหวิทยาการมากขึ้น เช่น รายวิชาวิทยาการคำนวณ ต้องไม่ใช่การเรียนเฉพาะฮาร์ดแวร์ และซอฟต์แวร์ของคอมพิวเตอร์เท่านั้น แต่ควรส่งเสริมเรื่อง การประยุกต์ใช้เทคโนโลยีและนวัตกรรมดิจิทัลสำหรับผู้ประกอบการเข้าไปด้วย เพราะผู้เรียนอาจเห็นช่องทางในการพัฒนาแฟลตฟอร์มดิจิทัลเพื่อสนับสนุนตลาดสินค้าภาคเกษตร การพัฒนาแพลตฟอร์มซื้อขายพลังงาน การพัฒนาตลาดคาร์บอน การพัฒนาเมืองอัจฉริยะ การให้บริการการแพทย์ทางไกล หรือการจัดการศึกษาออนไลน์ในอนาคต อีกทั้งรายวิชาวิทยาการคำนวณยังสามารถบูรณาการเข้ากับรายวิชาฟิสิกส์ โดยส่งเสริมให้ผู้เรียนได้เรียนรู้อุปกรณ์และชิ้นส่วนอิเล็กทรอนิกส์อัจฉริยะ เช่น กลุ่มโมดูลการตรวจจับ กลุ่มตัวกระตุ้นการทำงาน กลุ่มอิเล็กทอนิกส์กำลัง หรือกลุ่มโมดูลการคำนวณ เพื่อรองรับที่ประเทศไทยจะเป็นศูนย์กลางอุตสาหกรรมอิเล็กทรอนิกส์อัจฉริยะและอุตสาหกรรมดิจิทัลของอาเซียน (สำนักวิชาการและมาตรฐานการศึกษา, 2560)

ดังนั้น การที่โรงเรียนจะพัฒนาหลักสูตรสถานศึกษาเพื่อการมีงานทำในระดับมัธยมศึกษาเพื่อรองรับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 ได้ โรงเรียนก็ต้องพัฒนาครูและบุคลากรทางการศึกษาให้มีความรู้เท่าทันโลกสมัยใหม่คู่ขนานไปด้วย ครูจึงต้องมีการยกระดับความสามารถ ทั้ง Re skill Up skill และ New skill โรงเรียนต้องจัดอบรมให้ครูมีวิทยาการใหม่ๆจากผู้ประกอบการ หรือ สถาบันการศึกษาทั้งระดับอาชีวศึกษาและอุดมศึกษา เพื่อให้แนวความคิดในการสร้างสรรค์รายวิชาใหม่ๆขึ้นมา รวมถึงโรงเรียนต้องจัดอบรมให้ครูมีทักษะการใช้ภาษาอังกฤษและดิจิทัล เพื่อเป็นประตูเปิดสู่การค้นหาองค์ความรู้ใหม่ และนำมาพัฒนาผู้เรียนต่อไป (Chakma & Chaijinda, 2020; ชลิดา หนูหล้า, 2564)

3.4 หลักสูตรเตรียมความถนัดเฉพาะทางกลุ่มสาขาวิชาชีพอุดมศึกษา เป็นรูปแบบที่โรงเรียนในจังหวัดกรุงเทพมหานครและโรงเรียนยอดนิยมประจำจังหวัด จัดขึ้นเพื่อตอบสนองต่อความถนัดและความสนใจของผู้เรียนในระดับชั้นมัธยมศึกษาตอนปลาย รวมถึงความคาดหวังของผู้ปกครองที่จะให้ผู้เรียนได้เข้าคณะยอดนิยมในมหาวิทยาลัยที่มีชื่อเสียง ซึ่งโรงเรียนจะต้องไม่จัดรายวิชาพื้นฐาน และรายวิชาเพิ่มเติมแบบเดิม เพราะจะทำให้โครงสร้างเวลาเรียนรวมของผู้เรียนมากจนเกินไป ทำให้ผู้เรียนเกิดความเครียดในการเรียน (สำนักบริหารงานการมัธยมศึกษาตอนปลาย, 2560)

โรงเรียนควรจัดรายวิชาพื้นฐานที่ถูกพัฒนาตัวชี้วัดและสาระการเรียนรู้แกนกลางให้สูงกว่ามาตรฐานตามศักยภาพของผู้เรียน โดยสอดแทรกแนวการทดสอบ TGAT เข้าไปในทุกรายวิชา เช่น การสื่อสารภาษาอังกฤษ (English Communication) การคิดอย่างมีเหตุผล (Critical and Logical Thinking) และ สมรรถนะการทำงานในอนาคต (Future Workforce Competencies) ซึ่งประกอบไปด้วย การสร้างคุณค่าและนวัตกรรม (Value Creation & Innovation) การแก้ปัญหาที่ซับซ้อน (Complex Problem Solving) การบริหารจัดการอารมณ์ (Emotional Governance) และการมีส่วนร่วมและรับผิดชอบต่อสังคม (Civic Engagement) ในขณะที่รายวิชาเพิ่มเติม โรงเรียนก็จัดรายวิชาที่ส่งเสริมความถนัดและความสนใจของผู้เรียน โดยสอดแทรกแนวการทดสอบ TPAT เข้าไปด้วย เช่น ความถนัดทางแพทยศาสตร์ หรือวิชาเฉพาะ กสพท. ความถนัดทางวิทยาศาสตร์ เทคโนโลยี และวิศวกรรมศาสตร์ ความถนัดทางศึกษาศาสตร์/ครุศาสตร์ ความถนัดทางสถาปัตยกรรมศาสตร์ ความถนัดทางศิลปกรรมศาสตร์

3.5 หลักสูตรอาชีพสำหรับผู้มีความบกพร่องด้านต่างๆ เป็นรูปแบบที่โรงเรียนจัดตามหลักการจัดการศึกษาเพื่อปวงชน (Education for all) ซึ่งกำหนดเป้าหมายที่ครอบคลุม โดยไม่ปล่อยหรือทิ้งใครไว้ข้างหลัง (No One Left Behind) และหลักการจัดการศึกษาเพื่อความเท่าเทียมและทั่วถึง (Inclusive Education) ดังนั้น โรงเรียนจึงต้องจัดให้ผู้เรียนที่มีความบกพร่องด้านต่างๆ ได้รับการศึกษาร่วมกับผู้เรียนปกติในกรณีที่สามารถเรียนได้ เพื่อให้เขาผู้เรียนกลุ่มนี้ได้มีโอกาสเรียนรู้ แลกเปลี่ยนความคิดและปรับตัวให้เข้ากับผู้อื่นในสังคมได้ สร้างสื่อการเรียนรู้ที่ไม่ทิ้งใครไว้ข้างหลัง เช่น สื่อทางเลือกสำหรับผู้พิการทางสายตาและผู้พิการทางการได้ยิน (สำนักงานเลขาธิการสภาการศึกษา, 2560)

โรงเรียนจะต้องพัฒนาผู้เรียนกลุ่มนี้ให้สามารถเป็นผู้ประกอบการขนาดกลางและขนาดย่อมที่เข้มแข็ง สามารถปรับตัวและประยุกต์ใช้เครื่องมือ และใช้ประโยชน์จากเทคโนโลยีดิจิทัลและนวัตกรรมในการประกอบธุรกิจ รวมถึงให้ผู้เรียนกลุ่มนี้ได้เรียนรู้การเข้าถึงแหล่งเงินทุนและแหล่งเงินทุนทางเลือก สามารถเข้าถึงตลาดการค้าทั้งในและต่างประเทศจากออนไลน์และออฟไลน์ ซึ่งการที่โรงเรียนสามารถทำให้ผู้เรียนกลุ่มนี้พึ่งพาตนเองและจัดการตนเองได้ เท่ากับเป็นกำลังสำคัญของประเทศไทยในการสร้างสังคมคุณภาพ สังคมแห่งโอกาสและความเป็นธรรม (ราชกิจจานุเบกษา, 2565)

4) การจัดทำหน่วยการเรียนรู้และกิจกรรมการเรียนรู้บูรณาการ

การจัดทำหน่วยการเรียนรู้ถือเป็นขั้นตอนที่สำคัญที่สุดในการจัดทำหลักสูตรสถานศึกษา เพราะเป็นส่วนที่นำมาตรฐานการเรียนรู้ไปสู่การปฏิบัติจริง ซึ่งในหน่วยการเรียนรู้จะแสดงให้เห็นทั้งหมดว่าผู้เรียนต้องเรียนรู้อะไรและทำอะไรได้บ้าง โดยหน่วยการเรียนรู้สำหรับหลักสูตรสถานศึกษาที่ส่งเสริมการจัดการศึกษาเพื่อการมีงานทำ ควรเป็นหน่วยการเรียนรู้บูรณาการเพื่อให้เห็นความเชื่อมโยงกับประสบการณ์ตรง สัมพันธ์กับสิ่งแวดล้อมและภูมิปัญญาท้องถิ่น แสดงกิจกรรมการเรียนรู้บูรณาการ ส่งเสริมให้ผู้เรียนสร้างองค์ความรู้ได้ด้วยตนเอง มีการจัดกิจกรรมกลุ่ม ระดมสมอง ส่งเสริมให้ผู้เรียนมีส่วนร่วมในการจัดกิจกรรมการเรียนรู้ ใช้สื่อการเรียนรู้ที่หลากหลาย วัดและประเมินผลตามสภาพจริง

กิจกรรมการเรียนรู้บูรณาการเป็นอีกองค์ประกอบหนึ่งที่ผู้สอนจัดขึ้นเพื่อให้ผู้เรียนได้เรียนรู้แบบ Active Learning ผู้สอนต้องมีเทคนิคการจัดกิจกรรมการเรียนรู้ที่หลากหลาย เพื่อให้ผู้เรียนได้แสดงทักษะต่าง ๆ ที่จำเป็นในการทำงานจริงออกมา ซึ่งโรงเรียนอาจส่งเสริมให้ใช้กระบวนการจัดการเรียนรู้แบบใช้ปัญหาเป็นฐาน (Problem Based Learning) ดังนั้น กิจกรรมการเรียนรู้จะมาจากหัวข้อ หรือประเด็นที่ผู้เรียนต้องการแก้ไขปัญหาในชีวิตประจำวัน เช่น ผู้เรียนเห็นว่าท้องถิ่นของตนเองได้รับผลกระทบจากภาวะเศรษฐกิจโลกซบเซา และการแพร่ระบาดของโควิด-19 ผู้เรียนจึงต้องการแก้ไขปัญหานี้โดยการสร้างความเข้มแข็งให้กับเศรษฐกิจชุมชนในท้องถิ่น โดยการให้บ้าน วัด โรงเรียนเป็นกลไกที่สำคัญในการขับเคลื่อน พัฒนาต่อยอดกิจกรรมทางเศรษฐกิจที่สอดคล้องกับอัตลักษณ์ของท้องถิ่น ทุนทางสังคมและวัฒนธรรม ส่งเสริมให้ผู้ประกอบการท้องถิ่นผลิตสินค้าและบริการที่มีคุณภาพโดยใช้งานวิจัย เทคโนโลยี นวัตกรรม ภูมิปัญญาท้องถิ่น ช่วยท้องถิ่นในการจัดทำฐานข้อมูลและแพลตฟอร์มบริการดิจิทัล เพิ่มขีดความสามารถในการแข่งขัน ให้ชุมชนสามารถสร้างรายได้ด้วยตนเองอย่างยั่งยืน (ราชกิจจานุเบกษา, 2565; Aslan, S. A., & Duruhan, K., 2021)

โรงเรียนอาจส่งเสริมให้ใช้กระบวนการเรียนรู้แบบ STEAM ตามแนวคิดของ BCG Model ซึ่งเป็นกิจกรรมการเรียนรู้บูรณาการระหว่างวิทยาศาสตร์ (Science) เทคโนโลยี (Technology) กระบวนการทางวิศวกรรม (Engineering) ศิลปะ (Arts) และคณิตศาสตร์ (Mathematics) ตามแนวคิดการพัฒนาเศรษฐกิจแบบองค์รวม ทั้ง 3 มิติไปพร้อมกัน ได้แก่ เศรษฐกิจชีวภาพ

(Bio Economy) ที่มุ่งเน้นการใช้ทรัพยากรชีวภาพเพื่อสร้างมูลค่าเพิ่ม โดยเน้นการพัฒนาเป็นผลิตภัณฑ์มูลค่าสูง เชื่อมโยงกับเศรษฐกิจหมุนเวียน (Circular Economy) ที่คำนึงถึงการนำวัสดุต่าง ๆ กลับมาใช้ประโยชน์ให้มากที่สุด และทั้ง 2 เศรษฐกิจนี้อยู่ภายใต้เศรษฐกิจสีเขียว (Green Economy) โดยกิจกรรมการเรียนรู้ต้องเชื่อมโยงหลายสาขาวิชาทั้งภาคเกษตรกรรม ภาคอุตสาหกรรม และภาคการท่องเที่ยว กับแนวทางเศรษฐกิจหมุนเวียนและสังคมคาร์บอนต่ำ นำหลักการขยายความรับผิดชอบของผู้ผลิตมาใช้ ส่งเสริมให้ผู้เรียนใช้ทรัพยากรที่น้อยลง ใช้ซ้ำ นำกลับมาใช้ใหม่ ส่งเสริมให้นำหลักการลดของเสียให้เหลือน้อยที่สุดมาใช้ในขั้นตอนการผลิตและการบริการ การใช้พลังงานสีเขียว สนับสนุนและสร้างแรงจูงใจในการปรับเปลี่ยนรูปแบบการผลิตไปสู่การลดปริมาณการปล่อยคาร์บอน โรงเรียนจะต้องส่งเสริมให้ผู้เรียนสามารถสร้างรายได้ให้ชุมชน และเกษตรกร จากเศรษฐกิจหมุนเวียนและสังคมคาร์บอนต่ำ เช่น เพิ่มรายได้ชุมชนจากแนวทางขยะสุทธิเป็นศูนย์ ส่งเสริมการสร้างรายได้ชุมชนบนฐานความหลากหลายทางชีวภาพและวัฒนธรรม ส่งเสริมแนวคิดการสร้างรายได้จากการอนุรักษ์ทรัพยากรธรรมชาติและวัฒนธรรม เพิ่มขีดความสามารถคนในชุมชนให้มีองค์ความรู้ด้านการท่องเที่ยวเชิงนิเวศ ส่งเสริมและพัฒนาระบบตลาดคาร์บอนและการสร้างรายได้จากการเก็บกักคาร์บอนในป่าไม้ (ราชกิจจานุเบกษา, 2565; Kwan, R., & Wong, B. T. M., 2021)

หน่วยการเรียนรู้และกิจกรรมการเรียนรู้บูรณาการจะต้องสร้างเสริมให้ผู้เรียนเป็นบุคคลแห่งการเรียนรู้ตลอดชีวิต เพราะระบบการเรียนรู้ปรับเปลี่ยนให้สามารถเรียนรู้และพัฒนาสมรรถนะได้ตลอดเวลา ดังนั้น โรงเรียนต้องพัฒนาแหล่งเรียนรู้ภายในโรงเรียนและพื้นที่สร้างสรรค์ที่หลากหลาย ทั้งพื้นที่กายภาพ และพื้นที่เสมือนจริง มีมาตรการจูงใจที่เหมาะสมให้หน่วยงานราชการส่วนท้องถิ่น องค์กรพัฒนาเอกชน โดยเฉพาะผู้ประกอบการสตาร์ทอัพเข้ามามีส่วนร่วมในการสร้างแหล่งเรียนรู้ที่ทันสมัย สอดคล้องกับความต้องการของผู้เรียน สร้างโอกาสในการเรียนรู้และใช้ประโยชน์ในการพัฒนาและแสดงศักยภาพอย่างสร้างสรรค์ อันเป็นปัจจัยสำคัญในการสร้างค่านิยมและพฤติกรรมการเรียนรู้ตลอดชีวิต (ราชกิจจานุเบกษา, 2565; Hamlin, M. D., 2022)

แต่อย่างไรก็ตาม โรงเรียนต้องไม่ลืมที่จะบูรณาการเรื่องคุณธรรม จริยธรรม และความเป็นพลเมืองที่เข้มแข็ง เข้าไปในทุกหน่วยการเรียนรู้และกิจกรรมการเรียนรู้ เพื่อให้ผู้เรียนตระหนัก และเห็นคุณค่าในการรักษาขนบธรรมเนียม ประเพณี วัฒนธรรม และค่านิยมที่ดีงามของไทยให้ยังคงอยู่ ผสมผสาน สอดคล้องกับบริบทในปัจจุบัน เป็นพื้นฐานของสังคมไทย และเป็น ซอฟต์พาวเวอร์ ในการสื่อสารภาพลักษณ์ของประเทศไทยและนำเสนอความเป็นไทยสู่สากล

5) การวัดและประเมินผลตามสภาพจริง

โรงเรียนที่ส่งเสริมการจัดการศึกษาเพื่อการมีงานทำจะไม่เน้นแบบทดสอบที่วัดองค์ความรู้เป็นหลัก แต่จะประเมินจากการปฏิบัติงานตามสภาพจริง ประเมินจากท่วงท่าทักษะการปฏิบัติงาน ทักษะการแก้ปัญหา ความถูกต้องในการปฏิบัติงานตามขั้นตอน โดยเครื่องมือที่ใช้ในการประเมินการปฏิบัติงาน สามารถใช้แบบสังเกตพฤติกรรมการปฏิบัติงาน แบบบันทึกการปฏิบัติงาน แบบวัดทักษะการแก้ปัญหา แบบสัมภาษณ์ แบบตรวจสอบรายการ

โรงเรียนยังสามารถประเมินจากผลงานหรือชิ้นงาน ในกรณีที่รายวิชานั้นกำหนดให้มีการทำสิ่งประดิษฐ์ นวัตกรรม หรือโครงงาน ซึ่งการประเมินควรเริ่มประเมินตั้งแต่ก่อนจะทำผลงานหรือชิ้นงาน ระหว่างดำเนินการ และหลังดำเนินการที่ได้ผลงานหรือชิ้นงานเรียบร้อยแล้ว โดยเครื่องมือที่ใช้ในการประเมิน เช่น แบบประเมินความพร้อมก่อนดำเนินการ แบบประเมินความก้าวหน้า แบบบันทึกการดำเนินการ แบบสังเกต แบบสัมภาษณ์ ในระหว่างดำเนินการ และ แบบประเมินตรวจสอบผลงานหลังดำเนินการ

นอกจากนี้ โรงเรียนยังสามารถประเมินจากการนำเสนอผลงาน ซึ่งจะช่วยให้ผู้เรียนได้ประสบการณ์จริงของการทำงานมากยิ่งขึ้น เพราะหากไม่สามารถสื่อสารสิ่งที่ทำออกมาได้ อาจจะเกิดอุปสรรคในการทำงานจริงในอนาคต ผู้เรียนสามารถนำเสนอผลงานได้หลากหลายรูปแบบ เช่น การนำเสนอหน้าชั้นเรียน การนำเสนอปากเปล่ากับผู้สอน การนำเสนอในเวทีแลกเปลี่ยนเรียนรู้เชิงวิชาการ การนำเสนอเป็นรูปเล่มรายงานการนำเสนอโดยการจัดนิทรรศการ หรือการนำเสนอผ่านช่องทางออนไลน์ต่างๆ เช่น Facebook Youtube หรือ TikTok โดยเครื่องมือที่ใช้ในการประเมินอาจเป็นแบบสังเกต แบบสัมภาษณ์ แบบบันทึกพฤติกรรม แบบประเมินการนำเสนอในรูปแบบต่าง ๆ หรือยอดไลค์ ยอดแชร์หรือ คอมเม้นต์ใต้คลิปวิดีโอที่เผยแพร่ออกไป

การประเมินการเรียนรู้ของผู้เรียน ยังสามารถประเมินได้จากแฟ้มสะสมผลงาน โดยมุ่งที่จะประเมินเพื่อพัฒนาผู้เรียนว่ามีจุดเด่น หรือจุดที่ควรพัฒนาอะไรบ้าง มากกว่า การตัดสินว่าสอบได้หรือสอบตก การประเมินเพื่อพัฒนาจะเป็นประโยชน์ต่อการพัฒนาผลงานของผู้เรียนให้ก้าวหน้าและเห็นพัฒนาการของการเรียนรู้ ทั้งองค์ความรู้ ทักษะ สมรรถนะ และเจตคติที่ดีต่ออาชีพของผู้เรียน

ผู้ประเมินในรูปแบบต่างๆที่กล่าวมาข้างต้น นอกเหนือจากผู้สอนแล้ว ยังสามารถให้ผู้เรียนประเมินด้วยกันเอง ผู้ปกครอง เจ้าของสถานประกอบการ หรือลูกค้าจริง เพื่อให้ได้ข้อมูลที่หลากหลายเป็นประโยชน์ต่อการพัฒนาการปฏิบัติงานจริงของผู้เรียนต่อไป (สำนักวิชาการและมาตรฐานการศึกษา, 2557)

สรุป

แนวทางการพัฒนาประเทศในช่วงเวลาของแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 เป็นการวางกลยุทธ์การพัฒนาประเทศในครั้งนี้คำนึงถึงบริบทในการพัฒนาประเทศในมิติต่างๆ ดังนี้ 1) มิติด้านเศรษฐกิจ 2) มิติด้านสังคมและทรัพยากรมนุษย์ 3) มิติด้านทรัพยากรธรรมชาติและสิ่งแวดล้อม และ 4) มิติด้านการบริหารจัดการภาครัฐ ทำให้แนวทางการจัดการศึกษาเพื่อการมีงานทำในระดับมัธยมศึกษาเพื่อรองรับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 จึงมีกระบวนการ 5 ขั้นตอน ดังนี้ 1) การวิเคราะห์บริบทและสร้างเครือข่ายทางการศึกษาของโรงเรียน โดยโรงเรียนจะต้องวิเคราะห์บริบทโดยรอบของโรงเรียน จัดทำเป็นคลังทะเบียนสื่อการเรียนรู้และแหล่งเรียนรู้ที่สามารถส่งเสริมการจัดการเรียนการสอน ให้ผู้เรียนพัฒนาองค์ความรู้ ทักษะ สมรรถนะ และเจตคติที่ดีต่ออาชีพ เช่น กลุ่มโรงเรียนในพื้นที่ภาคเกษตรกรรม โรงเรียนก็ควรนำบริบทภายในท้องถิ่นมาวิเคราะห์เพื่อสร้างมูลค่าเพิ่มให้กับสินค้าเกษตรและเกษตรแปรรูปในท้องถิ่น กลุ่มโรงเรียนในพื้นที่อุตสาหกรรมท่องเที่ยว ก็ควรเตรียมพัฒนาผู้เรียนในด้านทักษะการใช้ภาษาเพื่อการสื่อสาร และทักษะการคิดขั้นสูงเพื่อสร้างมูลค่าเพิ่มให้สินค้าและบริการสำหรับการท่องเที่ยวเชิงพาณิชย์ กลุ่มโรงเรียนในโครงการพัฒนาระเบียงเศรษฐกิจพิเศษภาคตะวันออก (Eastern Economic Corridor: EEC) โรงเรียนก็ควรปรับเปลี่ยนเนื้อหาหลักสูตรจากเดิมที่เป็นยานยนต์แบบสันดาปภายในเปลี่ยนเป็นยานยนต์ที่ขับเคลื่อนด้วยมอเตอร์ไฟฟ้าตามแนวโน้มความต้องการยานยนต์ทั่วโลกซึ่งกำลังเปลี่ยนทิศทางไปสู่ยานยนต์ไฟฟ้า รวมถึงการพัฒนาที่มุ่งไปสู่สังคมคาร์บอนต่ำ หรือกลุ่มโรงเรียนยอดนิยม ที่มีอัตราการแข่งขันสูง นอกจากส่งเสริมความเป็นเลิศทางวิชาการแล้ว ก็ต้องสร้างคุณลักษณะเฉพาะพิเศษให้แก่ผู้เรียนเข้าไปด้วย เช่น ความสามารถในการสร้างนวัตกรรม เป็นต้น โรงเรียนจึงต้องสำรวจและสร้างเครือข่ายทางการศึกษา จัดทำบันทึกความร่วมมือกับสหกรณ์ กลุ่มเกษตรกร วิสาหกิจชุมชน ผู้ประกอบการ หรือสถาบันการศึกษาต่อทั้งระดับอาชีวศึกษาและอุดมศึกษา เพื่อร่วมมือกันจัดการศึกษาให้มีคุณภาพมากยิ่งขึ้น 2) การจัดทำเส้นทางอาชีพตามความถนัดและความสนใจของผู้เรียนรายบุคคล ซึ่งครูแนะแนวและครูที่ปรึกษามีความสำคัญมาก อีกทั้งยังต้องใช้ระบบดูแลช่วยเหลือผู้เรียนเข้ามาเป็นข้อมูลประกอบอีกด้วย โดยความท้าทายที่มีความสำคัญมากสำหรับการจัดทำเส้นทางอาชีพตามความถนัดและความสนใจของผู้เรียนรายบุคคล คือ โรงเรียนต้องมีการจัดทำบันทึกความร่วมมือ (MOU) กับเครือข่ายทางการศึกษาที่ดี ซึ่งจะช่วยให้ผู้เรียนมีเส้นทางอาชีพที่สั้นลงได้ เนื่องจากปัจจุบัน สถาบันการศึกษาทั้งระดับอาชีวศึกษาและอุดมศึกษา ต่างก็มีการเทียบโอนหน่วยกิต สะสมหน่วยกิต หรือธนาคารหน่วยกิต (Credit Bank) 3) การจัดทำหลักสูตรสถานศึกษาที่ส่งเสริมการจัดการศึกษาเพื่อการมีงานทำ โดยโรงเรียนสามารถจัดได้ตามรูปแบบต่างๆ เช่น หลักสูตรหน่วยฐานสมรรถนะอาชีพระยะสั้น หลักสูตรทวิศึกษา หลักสูตรสหวิทยาการ หลักสูตรเตรียมความถนัดเฉพาะทางกลุ่มสาขาวิชาชีพอุดมศึกษา หลักสูตรอาชีพสำหรับผู้มีความบกพร่องด้านต่างๆ เป็นต้น 4) การจัดทำหน่วยการเรียนรู้และกิจกรรมการเรียนรู้บูรณาการ โดยโรงเรียนจัดให้ผู้เรียนได้เรียนรู้แบบ Active Learning ซึ่งอาจใช้กระบวนการจัดการเรียนรู้แบบใช้ปัญหาเป็นฐาน (Problem Based Learning) เพื่อให้ผู้เรียนเป็นส่วนหนึ่งในการช่วยท้องถิ่นในการจัดทำฐานข้อมูลและแพลตฟอร์มบริการดิจิทัล เพิ่มขีดความสามารถในการแข่งขัน ให้ชุมชนสามารถสร้างรายได้ด้วยตนเองอย่างยั่งยืน หรือใช้กระบวนการเรียนรู้แบบ STEAM ตามแนวคิดของ BCG Model เพื่อส่งเสริมให้ผู้เรียนสามารถสร้างรายได้ให้ชุมชน และเกษตรกร จากเศรษฐกิจหมุนเวียนและสังคมคาร์บอนต่ำ แต่อย่างไรก็ตาม โรงเรียนต้องไม่ลืมที่จะบูรณาการเรื่องคุณธรรม จริยธรรม และความเป็นพลเมืองที่เข้มแข็งเข้าไปในทุกหน่วยการเรียนรู้และกิจกรรมการเรียนรู้ และ 5) การวัดและประเมินผลตามสภาพจริง ซึ่งโรงเรียนควรประเมินจากการปฏิบัติงานตามสภาพจริง ผลงานหรือชิ้นงาน การนำเสนอผลงาน แฟ้มสะสมผลงาน ด้วยเครื่องมือที่ใช้ในการประเมินอย่างหลากหลายและเหมาะสม เช่น แบบสังเกตพฤติกรรมการปฏิบัติงาน แบบบันทึกการปฏิบัติงาน แบบวัดทักษะการแก้ปัญหา แบบสัมภาษณ์ แบบตรวจสอบรายการ โดยผู้ประเมินในรูปแบบต่างๆที่กล่าวมาอาจเป็นผู้สอนแล้ว ผู้เรียนประเมินด้วยกันเอง ผู้ปกครอง เจ้าของสถานประกอบการ หรือลูกค้าจริง เพื่อให้ได้ข้อมูลที่หลากหลายเป็นประโยชน์ต่อการพัฒนาการปฏิบัติงานจริงของผู้เรียนต่อไป

ข้อเสนอแนะ

1) โรงเรียนนำแนวทางการจัดการศึกษาเพื่อการมีงานทำในระดับมัธยมศึกษาเพื่อรองรับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 ไปจัดทำเป็นแผนพัฒนาคุณภาพการศึกษาระยะ 5 ปี พ.ศ. 2566 – 2570 และแผนปฏิบัติการประจำปีตามบริบทของโรงเรียน

2) โรงเรียนจัดทำหลักสูตรสถานศึกษาที่ส่งเสริมการจัดการศึกษาเพื่อการมีงานทำเพื่อรองรับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 13 โดยคำนึงถึงบริบทในการพัฒนาประเทศในมิติต่างๆ ได้แก่ 1) มิติด้านเศรษฐกิจ 2) มิติด้านสังคมและทรัพยากรมนุษย์ 3) มิติด้านทรัพยากรธรรมชาติและสิ่งแวดล้อม และ 4) มิติด้านการบริหารจัดการภาครัฐ

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บทบาทของศาลเจ้าจุ้ยตุ่ยที่มีต่อชุมชนซอยภูธร

Roles of Jui Tui Shrine towards Soi Phutorn

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาประวัติความเป็นมาของศาลเจ้าจุ้ยตุ่ยและบทบาทของศาลเจ้าจุ้ยตุ่ยที่มีต่อชุมชนซอยภูธร เป็นวิจัยเชิงคุณภาพ พบว่า ศาลเจ้าจุ้ยตุ่ยโดยจะเริ่มต้นมาจากคณะงิ้วที่มาจากประเทศจีนมาจัดแสดงงิ้วในจังหวัดภูเก็ตและได้ปฏิบัติพิธีการกินผักตั้งแต่อดีตจนถึงปัจจุบัน ส่งผลทำให้ชาวภูเก็ตได้เลื่อมใสศรัทธาจึงได้ร่วมกันสร้างศาลเจ้าขึ้นที่ซอยรมณีย์ แต่กลับเกิดเหตุการณ์ไฟไหม้เกิดขึ้นจึงได้ย้ายมาและนำไปสู่การจัดตั้งศาลเจ้าจุ้ยขึ้นในปัจจุบัน

และบทบาทของศาลเจ้าจุ้ยตุ่ยที่มีต่อชุมชนซอยภูธร คือบทบาทประชาสัมพันธ์ ข่าวสารต่าง ๆ ที่เกี่ยวกับงานในชุมชนของศาลเจ้าจุ้ยตุ่ยที่มีประกาศประชาสัมพันธ์ให้ประชาชนได้รับรู้ผ่านบอร์ด ระบบออนไลน์ และรถยนต์กระจายข่าวในบริเวณพื้นที่ต่าง ๆ , บทบาทผู้ดูแล ศาลเจ้าจุ้ยตุ่ยจะมีผู้ดูแลศาลเจ้าหรือที่เรียกกันว่า คณะกรรมการ ซึ่งจะต้องเป็นผู้ชาย มีหน้ากระถางธูปขององค์เทพเจ้าภายในศาลเจ้า การคัดเลือกส่วนใหญ่มาจากการเสี่ยงทาย และจะมีการสลับเปลี่ยนหมุนวงเวียนในทุกปี

คำสำคัญ: บทบาท ศาลเจ้า ชุมชนซอยภูธร

Abstract

The objectives of the research study were to study about history and roles of Jui Tui shrines towards Soi Phutorn community. This research was qualitative research. The findings of this research was found that Jui Tui Shrine came from Chinese opera which showned in Phuket. They have been consuming vegetarian ceremonies so far. It caused Phuket people to believe in the shrine which was built in Soi Rommance, but there was on fire. So, it was moved and settled Jui Tui shrine the present location.

Roles of Jui Tui shrine towards Soi Phutorn community was to publicize community event information through PR board, online, and also PR cars around the town. The role of caretakers, also called committees of the shrine have been men. They have had faces of Gods in the shrine. Most of them were from fortune telling and switched every year.

Keywords: Roles Shrine Soi Phutorn Community

บทนำ

ศาลเจ้าจุ้ยตุ่ย หรือ จุ้ยตุ่ยเต้าโบ้เก้ง ตั้งอยู่ที่ซอยภูธร ถนนระนอง อยู่ติดกันกับศาลเจ้าปุดจ้อ อันเป็นที่เคารพศรัทธาของชาวไทยเชื้อสายจีนในจังหวัดภูเก็ต ที่มาของชื่อศาลเจ้าจุ้ยตุ่ยนั้นเนื่องจากสมัยก่อนนั้นหน้าบริเวณศาลเจ้าเป็นคลองกว้างมีน้ำมาก ชาวบ้านจึงสร้างกังหันขึ้นเพื่อใช้กำลังจากน้ำมาตำข้าวที่เก็บเกี่ยวแล้ว โดยคำว่า “จุ้ย” แปลว่า น้ำ ส่วนคำว่า “ตุ่ย” แปลว่า ครกตำข้าว ศาลเจ้าจุ้ยตุ่ยหลังแรกสร้างในปี พ.ศ. 2454 เป็นหลังคามุงด้วยจาก ต่อมาในปี พ.ศ. 2525 ผู้คนในท้องถิ่นได้ร่วมใจกันบริจาคทรัพย์เพื่อพัฒนาศาลเจ้าและกลายมาเป็นมูลนิธิ จุ้ยตุ่ย เต้าโบ้เก้งมาจนถึงปัจจุบัน โดยรวมศาลเจ้าจุ้ยตุ่ยมีอายุ 111 ปี ภายในศาลเจ้าหลังเล็ก ๆ แห่งนี้เป็นที่ประดิษฐานรูปปั้นเทพเจ้าจีนมากมาย ส่วนบรรยากาศภายในอาคารก็ตกแต่งด้วยศิลปะแบบจีนที่มีความสวยงามอลังการ โดยเน้นโทนสีแดงแซมกับสีทองอันเป็นสีนำโชคตามความเชื่อของชาวจีน แม้ศาลเจ้าจุ้ยตุ่ยจะไม่ได้มีขนาดที่กว้างขวางมาก แต่ก็ให้ความรู้สึกที่ยิ่งใหญ่และน่าเกรงขาม (สำนักงานเทศบาลนครภูเก็ต, 2565) โดยศาลเจ้าจุ้ยตุ่ยอยู่ติดกับศาลเจ้าปุดจ้อซึ่งจะมีทางเชื่อมอยู่บริเวณข้างหลังสามารถให้ประชาชนเดินทางไปมาได้สะดวก สมกับที่ชาวภูเก็ตให้ความเลื่อมใสศรัทธา และแวะเวียนมากราบไหว้สักการะ ขอพร อยู่เป็นประจำ โดยผู้คนจะคึกคักและเนืองแน่นเป็นพิเศษในเทศกาลกินเจหรือประเพณีถือศีลกินผัก เป็นเทศกาลที่มีชื่อเสียงของจังหวัดภูเก็ต ชุมชนซอยภูธร ตั้งอยู่บนถนนระนอง ตำบลตลาดเหนือ ตั้งแต่บริเวณสามแยกศาลเจ้าปุดจ้อไปจนถึงสามแยก

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ซอยภูธรตัดกับถนนบางกอก โดยในปัจจุบันพื้นที่บริเวณชุมชนซอยภูธรได้มีการจดทะเบียนจัดตั้งกับทางเทศบาลอย่างเป็นทางการใช้ชื่อว่า “ชุมชนบ่านซ้านจุ้ยตุ่ย” ครอบคลุมพื้นที่ ถนนกระบี่ ถนนบางกอก ถนนปฏิพัทธ์ ถนนระนอง ถนนวิชิตสงคราม รวมถึงซอยย่อยต่าง ๆ (สำนักงานเทศบาลนครภูเก็ต,2565) โดยมีศาลเจ้าจุ้ยตุ่ยอยู่ภายในบริเวณพื้นที่นี้ด้วย ในชุมชนบ่านซ้านจุ้ยตุ่ยมีวัตถุดิบที่สำคัญของเมืองภูเก็ตมีความหลากหลายทางวัฒนธรรมและมีคุณลักษณ์เฉพาะตัวที่แตกต่าง ทำให้ประชาชนรู้จักกันเป็นอย่างมากในปัจจุบันคนในชุมชนซอยภูธรจะมีความสัมพันธ์กับทางศาลเจ้าจุ้ยตุ่ย โดยในอดีตชาวภูเก็ตที่เลื่อมใสศรัทธาได้เข้ามามีส่วนร่วมในศาลเจ้าโดยการบริจาคข้าวของเครื่องใช้เกี่ยวกับศาลเจ้า เพื่อใช้ในงานพิธีกรรมต่าง ๆ รวมถึงข้าวของที่เป็นของศาลเจ้าเอง ซึ่งในปัจจุบันศาลเจ้าจะมีพิพิธภัณฑ์จุ้ยตุ่ยเต้าโบ้เก้งที่สร้างขึ้นเพื่อให้ประชาชนสามารถที่จะบริจาคสิ่งของเครื่องใช้เกี่ยวกับศาลเจ้า เพื่อใช้ในงานพิธีกรรมต่าง ๆ ได้ รวมถึงข้าวของที่เป็นของศาลเจ้าเอง (ศูนย์มานุษยวิทยาสิรินธร,2563) นอกจากนี้เวลามีงานที่เกี่ยวข้องกับศาลเจ้าทางคณะกรรมการหรือประชาชนที่มีตำแหน่งประชาสัมพันธ์ก็จะประกาศทางออนไลน์ ติดป้ายประกาศหน้าศาลเจ้า เพื่อให้ประชาชนในชุมชนซอยภูธรได้เข้าร่วมกิจกรรมและให้การสนับสนุนกิจกรรมของศาลเจ้า นอกจากนี้ประชาชนยังมีการกราบสักการะเพื่อความเป็นสิริมงคลแก่ตนเองและเวลามีเรื่องทุกข์ร้อนใจก็มักจะมาขอพรจากองค์เทพเจ้าภายในศาลเจ้าให้ช่วยปัดเป่าและเป็นที่ยึดเหนี่ยวจิตใจแก่ประชาชนภายในชุมชนซอยภูธรดังนั้น ศาลเจ้าจุ้ยตุ่ยจึงเป็นศาลเจ้าที่ถือว่าเก่าแก่อีกที่หนึ่งภายในจังหวัดภูเก็ต เพราะมีประวัติการสร้างขึ้นมาอย่างยาวนาน ประชาชนในชุมชนเมืองภูเก็ตให้ความสำคัญและนับถือกันอย่างมากถึงจะเป็นศาลเจ้าที่ไม่ได้มีขนาดที่กว้างขวางแต่ประชาชนก็มีความเลื่อมใสศรัทธา มาไหว้สักการะและขอพรในช่วงประเพณีถือศีลกินผักหรือว่าช่วงเทศกาลต่างๆ รวมไปถึงวันธรรมดาทั่วไปก็สามารถที่จะไปสักการะขอพรได้ตลอด

วัตถุประสงค์ของการวิจัย

1. เพื่อการศึกษาประวัติความเป็นมาของศาลเจ้าจุ้ยตุ่ย
2. เพื่อศึกษาบทบาทของศาลเจ้าจุ้ยตุ่ยที่มีต่อชุมชนซอยภูธร

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้มุ่งศึกษาเกี่ยวกับบทบาทของศาลเจ้าจุ้ยตุ่ยที่มีต่อชุมชนซอยภูธร โดยมุ่งเน้นประวัติศาสตร์และความสำคัญของศาลเจ้าจุ้ยตุ่ยที่มีต่อประชาชนในชุมชนซอยภูธร

ขอบเขตการวิจัย ชุมชนซอยภูธร มีทิศเหนือติดกับถนนกระบี่ ทิศใต้ติดกับถนนบางกอก ทิศตะวันออกติดกับถนนเยาวราช ทิศตะวันตกติดกับถนนพัฒนา

ขั้นตอนในการวิจัย ค้นคว้ารวบรวมเอกสารหลักฐานและข้อมูลจากเว็บไซต์สำนักงานเทศบาลนครภูเก็ต เว็บไซต์ศูนย์มานุษยวิทยาสิรินธร

สรุปผลการวิจัย

1. ประวัติความเป็นมาของศาลเจ้าจุ้ยตุ่ย ศาลเจ้าจุ้ยตุ่ยโดยจะเริ่มต้นมาจากคณะงิ้วที่มาจากประเทศจีนมาจัดแสดงงิ้วในจังหวัดภูเก็ตและได้ปฏิบัติพิธีการกินผักทำให้ทั้งคนไทยและคนจีนที่อาศัยอยู่ในจังหวัดภูเก็ตและเข้ามาตั้งถิ่นฐานตั้งแต่อดีตจนถึงปัจจุบันเข้าร่วมพิธีการถือศีลกินเจกับคณะงิ้ว ต่อมาคณะงิ้วได้เดินทางไปที่อื่นแต่ก่อนที่จะไปชาวภูเก็ตได้เลื่อมใสศรัทธาจึงได้ร่วมกันสร้างศาลเจ้าขึ้นที่ซอยรมณีย์ แต่กลับเกิดเหตุการณ์ไฟไหม้เกิดขึ้นจึงได้ย้ายมาและนำไปสู่การจัดตั้งศาลเจ้าจุ้ยตุ่ย นับตั้งแต่นั้นมาทำให้เกิดการกินผักเกิดขึ้นและศาลเจ้าจุ้ยตุ่ยซึ่งเป็นศาลเจ้าที่อยู่ในตัวเมืองภูเก็ตประชาชนในพื้นที่หรือว่าบริเวณใกล้เคียงจะเข้ามาสักการะและขอพร นอกจากนี้ศาลเจ้าจุ้ยตุ่ยยังเป็นศาลเจ้าที่ชุมชนในบริเวณพื้นที่นึกถึงเป็นอันดับแรกเวลาที่มีเรื่องทุกข์ร้อนใจก็จะเข้ามายังบริเวณศาลเจ้าเพื่อที่จะเป็นที่ยึดเหนี่ยวจิตใจตนเองนั่นเอง



ภาพที่ 1 ศาลเจ้าจุ้ยตุ่ย
นางสาววิลัยพร ศรีเมือง ผู้บันทึก
ถ่ายภาพวันที่ 12 ตุลาคม พ.ศ 2565

2.บทบาทของศาลเจ้าจุ้ยตุ่ยที่มีต่อชุมชนซอยภูธร

ศาลเจ้าจุ้ยตุ่ยก่อนที่จะมีพิธีกรรมต่าง ๆ จะมีการประชุมกันจากคณะกรรมการและผู้ดูแลภายในศาลเจ้า หลังจากนั้นจะประชาสัมพันธ์เพื่อให้ประชาชนทุกคนภายในชุมซอยภูธรหรือประชาชนในพื้นที่ใกล้เคียงได้ทราบทั่วถึงกัน โดยในปัจจุบันจะมีการประชาสัมพันธ์ในรูปแบบของออนไลน์มากกว่าการติดบอร์ดประชาสัมพันธ์หน้าห้องสำนักงานมูลนิธิจุ้ยตุ่ยเต้าโบ้เก้งและในอีกวิธีของการประชาสัมพันธ์ก็คือยังมีการประชาสัมพันธ์ด้วยรถโพถ้อง (รถสองแถว) เพื่อให้ประชาชนที่ไม่มีอินเตอร์เน็ตหรือประชาชนที่เป็นผู้สูงอายุได้ทราบกันอีกด้วย ซึ่งในแต่ละปีของศาลเจ้าจุ้ยตุ่ยจะมีการคัดเลือกผู้ที่จะมาทำหน้าที่ภายในศาลเจ้าจุ้ยตุ่ยด้วยการเสี่ยงทายถ้าเกิดคนที่ได้จำนวนการเสี่ยงทายเยอะที่สุดจะได้รับเป็นผู้ดูแลทางศาลเจ้าจุ้ยตุ่ย ในส่วนของทางคณะกรรมการจะมีการคัดเลือกประธานของศาลเจ้าจุ้ยตุ่ยและให้ดำรงตำแหน่งประมาณ 2 ปี

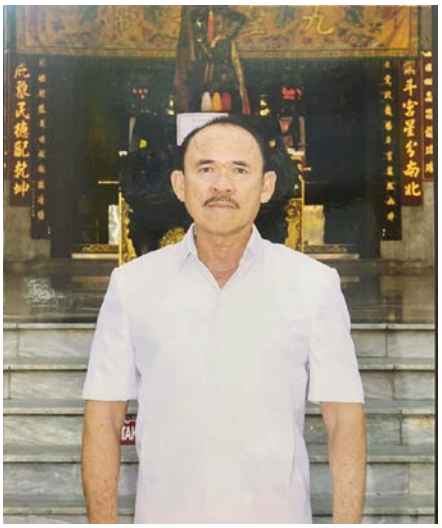
2.1 บทบาทประชาสัมพันธ์ ศาลเจ้าจุ้ยตุ่ยจะมีบอร์ดประชาสัมพันธ์ข่าวสารต่าง ๆ ที่เกี่ยวกับศาลเจ้าจุ้ยตุ่ยติดอยู่บริเวณหน้าห้องสำนักงานมูลนิธิจุ้ยตุ่ยเต้าโบ้เก้ง และยังมีการประกาศประชาสัมพันธ์ให้ประชาชนได้รับรู้ผ่านระบบออนไลน์อีกด้วย นอกจากนี้จะมีรถยนต์สำหรับการประกาศประชาสัมพันธ์ในบริเวณพื้นที่ต่าง ๆ



ภาพที่ 2 บอร์ดประชาสัมพันธ์

นางสาววิลัยพร ศรีเมือง ผู้บันทึก
ถ่ายภาพวันที่ 12 ตุลาคม พ.ศ 2565

2.2 บทบาทผู้ดูแล ศาลเจ้าจุ้ยตุ่ยจะมีผู้ดูแลศาลเจ้าหรือที่เรียกกันว่า คณะกรรมการ นอกจากนี้จะมี ถ่าวเก๊หล่อจู้ ทำหน้าที่เป็นผู้ช่วยของหล่อจู้ซึ่งจะเป็นผู้ชาย ส่วนหล่อจู้ จะทำหน้าที่ผู้เฝ้าดูแลกระถางธูปขององค์เทพเจ้า มีจำนวน 1 ท่าน ตำแหน่งทั้ง 2 ตำแหน่งนี้คัดเลือกมาจากการเสี่ยงทายจำนวนครั้งมากที่สุด และในแต่ละปีก็จะเปลี่ยนคนที่จะมารับตำแหน่งทุก ๆ ปี



ภาพที่ 3 ประธานศาลเจ้าจุ้ยตุ่ยคนล่าสุด
ที่มา เพจฮกซิ่ว ภูเก็ต
เข้าถึงเมื่อ 14 พฤศจิกายน 2565, เข้าถึงได้จาก
https://www.facebook.com/photo/?fbid=527319076062304&set=a.476646811129531

อภิปรายผลการวิจัย

วัตถุประสงค์ข้อที่ 1 ศึกษาประวัติความเป็นมาของศาลเจ้าจุ้ยตุ่ย พบว่า ศาลเจ้าจุ้ยตุ่ยโดยจะเริ่มต้นมาจากคณะงิ้วที่มาจากประเทศจีนมาจัดแสดงงิ้วในจังหวัดภูเก็ตและได้ปฏิบัติพิธีการกินผักทำให้ทั้งคนไทยและคนจีนที่อาศัยอยู่ในจังหวัดภูเก็ตและเข้ามาตั้งถิ่นฐานตั้งแต่อดีตจนถึงปัจจุบันเข้าร่วมพิธีการถือศีลกินเจกับคณะงิ้ว ต่อมาคณะงิ้วได้เดินทางไปที่อื่นแต่ก่อนที่จะไปชาวภูเก็ตได้เลื่อมใสศรัทธาจึงได้ร่วมกันสร้างศาลเจ้าขึ้นที่ซอยรมณีย์ แต่กลับเกิดเหตุการณ์ไฟไหม้เกิดขึ้นจึงได้ย้ายมาและนำไปสู่การจัดตั้งศาลเจ้าจุ้ยตุ่ย นับตั้งแต่นั้นมาทำให้เกิดการกินผักเกิดขึ้นและศาลเจ้าจุ้ยตุ่ยซึ่งเป็นศาลเจ้าที่อยู่ในตัวเมืองภูเก็ตประชาชนในพื้นที่หรือว่าบริเวณใกล้เคียงจะเข้ามาสักการะและขอพร นอกจากนี้ศาลเจ้าจุ้ยตุ่ยยังเป็นศาลเจ้าที่ชุมชนในบริเวณพื้นที่นึกถึงเป็นอันดับแรกเวลาที่มีเรื่องทุกข์ร้อนใจก็จะเข้ามายังบริเวณศาลเจ้าเพื่อที่จะเป็นที่ยึดเหนี่ยวจิตใจตนเองนั่นเอง สอดคล้องกับงานวิจัย (อรวรรณ สวัสดี, 2559) มหาวิทยาลัยศิลปากร ศึกษาวิจัยเรื่อง บทบาทของศาลเจ้าที่มีต่อชุมชนบ้านปากน้ำท่าทอง ตำบลท่าทอง อำเภอกาญจนดิษฐ์ จังหวัดสุราษฎร์ธานี ผลการศึกษาบ่งชี้ว่า ชุมชนบ้านปากน้ำท่าทอง เป็นชุมชนเก่าแก่ที่ตั้งอยู่ติดกับแม่น้ำท่าทองซึ่งไหลออกสู่อ่าวบ้านดอน ทำให้พื้นที่บริเวณนี้เหมาะแก่การตั้งถิ่นฐานบ้านเรือน และมักมีกลุ่มคนจีนไหหลำ แคะและแต้จิ๋ว แล่นเรือสำเภาเข้ามาติดต่ออยู่เสมอ จนต่อมาได้เข้ามาอาศัยอยู่ในชุมชนอย่างถาวร และตามธรรมเนียมของชาวจีน เมื่อได้อพยพไปยังสถานที่อื่นที่ไม่ใช่บ้านของตนเอง สิ่งหนึ่งที่เป็นตัวช่วยยึดเหนี่ยวจิตใจเวลามีปัญหานั่นก็คือความเชื่อในเทพเจ้าที่ตนเองนับถือ ต่อมาจึงเกิดการสร้างศาลเจ้าขึ้นเพื่อเป็นสถานที่ประดิษฐานรูปเคารพที่ตนนับถือ ซึ่งภายในชุมชนบ้านปากน้ำท่าทองก็มีศาลเจ้าไหหลำบ้านปากน้ำท่าทองเป็นศาลเจ้าประจำชุมชน ที่เป็นศาลเจ้าที่มีความสำคัญต่อคนไทยเชื้อสายจีนและคนไทยทั่วไปและเป็นส่วนหนึ่งของสถาบันศาสนา สอดคล้องกับงานวิจัย (สมาน สรรพศรี 2549) มหาวิทยาลัยบูรพา คณะศิลปกรรมศาสตร์ ศึกษาวิจัยเรื่อง การศึกษาศาลเจ้าจีนในจังหวัดชลบุรี: คติ ความคิด ความเชื่อ กำเนิดและพัฒนาการ กำเนิดและพัฒนาการถือกำเนิดของชุมชนชาวจีนชลบุรี มีลักษณะรูปแบบที่คล้ายกันคือบรรพบุรุษมีการอพยพมาจากจีนแผ่นดินใหญ่เข้าสู่พื้นที่ในอำเภอเมืองและอำเภอศรีราชาเป็นจุดเริ่มต้นพื้นฐานความเชื่อความศรัทธาดั้งเดิมที่มีบรรพบุรุษ องค์เทพต่าง ๆ และต้องการสถานที่อันเป็นศูนย์รวมสิ่งศักดิ์สิทธิ์ เพื่อการประกอบพิธีกรรมตามความเชื่อแนวคิดการกำเนิดศาลเจ้าจังหวัดชลบุรีการพัฒนาการศาลเจ้าในจังหวัดชลบุรี ประกอบด้วยแนวคิดที่ 1 เป็นกลุ่มสถานที่ไหว้ฟ้าดิน เขตเมืองหลักสี่ทิศของอำเภอเมือง เป็นจุดเริ่มต้นไม่มีการอัญเชิญองค์เทพเจ้าประดิษฐานเพื่อเคารพ และจะกราบไหว้ตามแนวคิดเรื่อง ฟ้าดิน ซึ่งจะมีแท่นไหว้ตามแต่ละแห่งจะออกแบบ แนวคิดที่ ๒ กำเนิดอาคารสิ่งก่อสร้างศาลเจ้า ในระยะเริ่มต้นบางแห่งนำเอาเฮียห้วย (ขี้ธูป) กระถางธูป หรือ

ผงขี้เถ้าธูป มาจากเมืองจีน หรือจากศาลเจ้าใหญ่ นำมาบูชา เริ่มจากศาลเจ้าขนาดเล็ก หลังคามุงจากมาเป็นโครงสร้างไม้ จนพัฒนามาเป็นอาคารทรงตึก ก่ออิฐถือปูน ลักษณะรูปแบบของศาลเจ้า เป็นสถาปัตยกรรมสกุลแต้จิ๋วเป็นต้นแบบในการพัฒนาและคลี่คลายขยายขนาดและจำนวนชั้นในช่วงหลังต่อมา มีรูปแบบ การาร้างสรรค์ สถาปัตยกรรม ประติมากรรม จิตรกรรม ตกแต่งสวยงาม มีการรับอิทธิพลแบบแผนคติความเชื่อจากศิลปะศาลเจ้าจีนต้นแบบ มีคุณค่าทางความงามความวิจิตรของฝีมือช่างที่เป็นช่างท้องถิ่นชลบุรีและช่างรับเหมามาจากนอกพื้นที่ กลุ่มบุคคลผู้ที่มีบทบาทเรียกว่าคณะกรรมการบริหารผู้นำประธานศาลเจ้า ในการบริหารจะเป็นผู้อาวุโสเป็นผู้ยึดมั่นความดีงามประกอบธุรกิจการค้าขายสำเร็จร่ำรวยเพราะศาลเจ้าแสดงบทบาททำงานด้านสาธารณะสกุลจึงต้องมี ผู้บริจาคผู้สนับสนุนทางการเงิน ศาลเจ้าจีนปรากฏทั่วไปทุกอำเภอ ของชลบุรี นอกจากเป็นสถานที่พึ่งทางใจตามคติความเชื่อปะเพณีดั้งเดิมศาลเจ้าจีนยังมีคุณค่าทางศิลปกรรมความงามความวิจิตรเป็นหลักฐานทางวัฒนธรรมที่มองเห็นได้ คงอยู่เป็นร่องรอยทางประวัติศาสตร์ทางศิลปวัฒนธรรมประเพณีของชาวจีนในจังหวัดชลบุรีสืบไป สอดคล้องกับงานวิจัย (เจษฎา นิลสงวนเดชะ, 2561) มหาวิทยาลัยหอการค้าไทย ศึกษาวิจัยเรื่อง ศาลเจ้าจีน : ศรัทธาสถานในสังคมไทย ผลการศึกษาพบว่า ศาลเจ้าจีนสร้างขึ้นโดยชาวจีนโพ้นทะเลผู้ซึ่งยึดมั่นในประเพณีและความเชื่อดั้งเดิมอย่างเหนียวแน่น พวกเขาสร้างศาลเจ้าขึ้นตามกลุ่มภาษาของตนเอง เพื่อไว้กราบไหว้เทพเจ้าที่กลุ่มตนเคารพนับถือ ถือได้ว่าเป็นศูนย์กลาง ศาสนสถานที่สำคัญทางด้านศาสนา ความเชื่อ และพิธีกรรม เป็นจุดรวมของสัญลักษณ์ทางวัฒนธรรมชุมชนที่แสดงให้เห็นถึงการตั้งถิ่นฐานที่มีชาวจีนอาศัยอยู่ ทำให้เห็นร่องรอยของการพัฒนาและการเปลี่ยนแปลงของชุมชนชาวจีนในบริเวณนั้น ๆ อันเป็นเอกลักษณ์เฉพาะตัวที่ยังคงมีอิทธิพลมาสู่วิถีชีวิตของชาวไทยเชื้อชาวจีน ศาลเจ้าจีนในกรุงเทพนครจึงไม่เพียงแต่จะเป็นศาสนสถานแห่งความศรัทธาของชาวจีนในกรุงเทพมหานครเท่านั้น หากยังหลอมรวมเข้าเป็นส่วนหนึ่งในสังคมไทยได้อย่างกลมกลืน สอดคล้องกับงานวิจัย (ชนิชา นุ่มพุ่ม. 2558) มหาวิทยาลัยศิลปากร ศึกษาวิจัยเรื่อง คติความเชื่อ รูปแบบและการจัดวางประติมากรรมศาลเจ้า : ศาลเจ้าหน่าจาไท้จื้อ ตำบลอ่างศิลา อำเภอเมือง จังหวัดชลบุรี ผลการศึกษาพบว่า ผลจาการศึกษาสรุปได้ว่าเทพหนำจาเป็นเทพที่มีการนับถือในประเทจีนมาเป็นเวลานาน ปรากฏหลักฐานเป็นลายลักษณ์อักษรในช่วงปลายสมัยราชวงศ์หมิงต่อมาความเชื่อเรื่องเทพ หน่าจาได้เข้ามายังประเทศไทย โดยในช่วงต้นไต้ผสมผสานกับเทพโกมินทร์กุมารและเกิดเป็นศาลเจ้าโกมินทร์ในช่วงก่อน พ.ศ.2534 ภายหลังจากความนิยมในเทพนาจาได้ฟื้นกลับมาเป็นที่นิยมในประเทศจีนเอง ประเทศไทยเองก็เช่นกันจึงเกิดความนิยมสร้างศาลเจ้านาจาในตั้งแต่ช่วง พ.ศ. 2534 เป็นต้นมา ศาลเจ้านาจาซาไท้ซื้อแห่งนี้เมื่อแรกสร้างในปี พ.ศ. 2534 ก่อนมีการสร้างขึ้นใหม่เป็นจำนวน 4 ชั้น ตามรูปแบบปัจจุบันในปี 2542 โดยมีแนวความคิดในการจัดวางที่มีความเชื่อโยงสัมพันธ์กับทั้งประเทศจีนเอง และมีรูปแบบแนวความคิดที่ผสมผสานแตกต่างออกไป ซึ่งมีทั้งความเหมือนและแตกต่างจากศาลเจ้าหน่าจาในประเทศไทยที่สร้างภายในระยะเวลาใกล้เคียงกันนั่นเอง ซึ่งปัจจัยในการกำหนดแนวความคิดและรูปแบบในแต่ละศาลซึ่งแตกต่างกัน อาจเกิดจากลักษณะของท้องถิ่นแต่ละที่ตั้ง และความเชื่อของคนในแต่ละพื้นที่ที่ศาลตั้งอยู่ รวมทั้งบริบททางสังคมและเวลาอีกด้วย สอดคล้องกับงานวิจัย (ณิชมน อินกันยา.2563) มหาวิทยาลัยศิลปากร ศึกษาวิจัยเรื่อง รูปแบบและประติมานวิทยาของเจ้าพ่อเห้งเจีย จากศาลเจ้าพ่อเห้งเจีย วัดไตรมิตรวิทยาราม เยาวราช ผลการศึกษาพบว่า ต้นกำเนิดมาจากการนับถือบูชาลิงมาตั้งแต่อดีตของชาวจีนทางตอนใต้ โดยเฉพาะแถบฝูเจี้ยนที่ได้รวมเข้ากับวรรณกรรมไซอิ๋วที่แพร่หลายในเวลานั้น และยังพบว่างานประติมากรรมเห้งเจียมีความสอดคล้องกับวรรณกรรมอย่างมากทั้งในจีนและไทย ซึ่งรูปแบบของเห้งเจียจากศาลเจ้าพ่อเห้งเจีย วัดไตรมิตรวิทยาราม เยาวราช สามารถแบ่งได้เป็น 4 แบบ โดยจะเป็นการแบ่งตามชื่อหรือภาคของเห้งเจียที่ปรากฏในวรรณกรรม เมื่อเรียงตามลำดับเนื้อเรื่องแล้วก็จะเป็น “เป็กเบ้อุน” เห้งเจียในภาคขุนนางเลี้ยงม้าสวรรค์ “ฉีเทียนต้าเสิ้ง” เห้งเจียในภาคมหาปราชญ์ผู้เสมอสวรรค์ “เห้งเจีย” เห้งเจียในภาคลูกศิษย์และผู้ร่วมเดินทางไปอัญเชิญพระไตรปิฎกกับพระถังซัมจั๋ง และสุดท้ายคือ “ไต้เสี่ยฮุกโจ้ว” เห้งเจียในภาคผู้บรรลุเป็นพระโพธิสัตว์ ซึ่งในภาคนี้จะมีความแตกต่างจากองค์อื่น ๆ คือ ไม่มีชื่อของไต้เสี่ยฮุกโจ้วปรากฏในวรรณกรรมไซอิ๋ว กล่าวคือ เป็นเห้งเจียในภาคที่ไม่ได้มีที่มาจากวรรณกรรม แต่สร้างขึ้นมาจากผู้ศรัทธา อย่างไรก็ตาม ลักษณะส่วนมากก็ยังเป็นการถอดแบบจากวรรณกรรมอยู่

วัตถุประสงค์ข้อที่ 2 เพื่อศึกษาบทบาทของศาลเจ้าจุ้ยตุ่ยที่มีต่อชุมชนซอยภูธร พบว่า ศาลเจ้าจุ้ยตุ่ยก่อนที่จะมีพิธีกรรมต่าง ๆจะมีการประชุมกันจากคณะกรรมการและผู้ดูแลภายในศาลเจ้า หลังจากนั้นจะประชาสัมพันธ์เพื่อให้ประชาชนทุกคนภายในชุมชอยภูธรหรือประชาชนในพื้นที่ใกล้เคียงได้ทราบทั่วถึงกัน โดยในปัจจุบันจะมีการประชาสัมพันธ์ในรูปแบบของออนไลน์มากกว่าการติดบอร์ดประชาสัมพันธ์หน้าห้องสำนักงานมูลนิธิจุ้ยตุ่ยเต้าโบ้เก้งและในอีกวิธีของการประชาสัมพันธ์ก็คือยังมีการประชาสัมพันธ์ด้วยรถโพ้ถ้อง (รถสองแถว) เพื่อให้ประชาชนที่ไม่มีอินเตอร์เน็ตหรือประชาชนที่เป็นผู้สูงอายุได้ทราบกันอีกด้วย ซึ่งในแต่ละปีของศาลเจ้าจุ้ยตุ่ยจะมีการคัดเลือกผู้ที่จะมาทำหน้าที่ภายในศาลเจ้าจุ้ยตุ่ยด้วยการเสี่ยงทายถ้าเกิดคนที่ได้จำนวนการเสี่ยงทายเยอะที่สุดจะได้รับเป็นผู้ดูแลทางศาลเจ้าจุ้ยตุ่ย ในส่วนของทางคณะกรรมการจะมีการคัดเลือกประธานของศาลเจ้าจุ้ยตุ่ยและให้ดำรงตำแหน่งประมาณ 2 ปี

2.1 บทบาทประชาสัมพันธ์ ศาลเจ้าจุ้ยตุ่ยจะมีบอร์ดประชาสัมพันธ์ข่าวสารต่าง ๆ ที่เกี่ยวกับศาลเจ้าจุ้ยตุ่ยติดอยู่บริเวณหน้าห้องสำนักงานมูลนิธิจุ้ยตุ่ยเต้าโบ้เก้ง และยังมีการประกาศประชาสัมพันธ์ให้ประชาชนได้รับรู้ผ่านระบบออนไลน์อีกด้วย นอกจากนี้จะมีรถยนต์สำหรับการประกาศประชาสัมพันธ์ในบริเวณพื้นที่ต่าง ๆ สอดคล้องกับงานวิจัย (ณัฐวัฒน์ คุณนุชและคณะ. 2558) มหาวิทยาลัยเกษตรศาสตร์ ศึกษาวิจัยเรื่อง การนานโยบายด้านการประชาสัมพันธ์ไปปฏิบัติ:ศึกษาบทบาทของนักประชาสัมพันธ์ กรม

ประชาสัมพันธ์ ผลการวิจัยพบว่า บทบาทของนักประชาสัมพันธ์ในการนำนโยบายด้านการประชาสัมพันธ์ไปปฏิบัติอยู่ในระดับปานกลางทุกด้าน โดยมีบทบาทในการเสริมสร้างภาพลักษณ์กรมประชาสัมพันธ์สูงสุด ผลการทดสอบสมมุติฐานพบว่าปัจจัยภายในองค์การและปัจจัยภายนอกองค์การมีความสัมพันธ์กับบทบาทของนักประชาสัมพันธ์ในการน านโยบายด้านการประชาสัมพันธ์ไปปฏิบัติอย่างมีนัยสำคัญทางสถิติที่ระดับ.05 ส่วนปัจจัยส่วนบุคคลของนักประชาสัมพันธ์ไม่มีความสัมพันธ์กับบทบาทของนักประชาสัมพันธ์ในการนานโยบายด้านการประชาสัมพันธ์ไปปฏิบัติสาหรับปัญหาอุปสรรคในการนานโยบายด้านการประชาสัมพันธ์ไปปฏิบัติมากที่สุดได้แก่ มีการเปลี่ยนแปลงทางการเมืองการปกครองบ่อยครั้งจากการสัมภาษณ์เชิงลึก สรุปได้ว่า นักประชาสัมพันธ์ต้องเป็นผู้ที่มีความรู้ความสามารถรอบด้าน และต้องปฏิบัติภารกิจให้ตรงกับภารกิจหลัก ของกรมประชาสัมพันธ์ เพราะหัวใจหลักของการประชาสัมพันธ์ คือนักประชาสัมพันธ์ เพราะฉะนั้น การปฏิบัติหน้าที่ของนักประชาสัมพันธ์ที่ดี ต้องมีหัวใจเป็นนักบริการ มีความซื่อสัตย์ต่อหน้าที่ แล้วยังต้องควบคู่กับคุณธรรม จริยธรรม พร้อมยึดมั่นในจรรยาบรรณในการปฏิบัติหน้าที่

2.2 บทบาทผู้ดูแล ศาลเจ้าจุ้ยตุ่ยจะมีผู้ดูแลศาลเจ้าหรือที่เรียกกันว่า คณะกรรมการ นอกจากนี้จะมี ถ่าวเก๊หล่อจู้ ทำหน้าที่เป็นผู้ช่วยของหล่อจู้ซึ่งจะเป็นผู้ชาย ส่วนหล่อจู้ จะทำหน้าที่ผู้เฝ้าดูแลกระถางธูปขององค์เทพเจ้า มีจำนวน 1 ท่าน ตำแหน่งทั้ง 2 ตำแหน่งนี้คัดเลือกมาจากการเสี่ยงทายจำนวนครั้งมากที่สุด และในแต่ละปีก็จะเปลี่ยนคนที่จะมารับตำแหน่งทุก ๆ ปี สอดคล้องกับงานวิจัย (อรวรรณ สวัสดี. 2559) มหาวิทยาลัยศิลปากร ศึกษาวิจัยเรื่อง บทบาทของศาลเจ้าที่มีต่อชุมชนบ้านปากน้ำท่าทอง ตำบลท่าทอง อำเภอกาญจนดิษฐ์ จังหวัดสุราษฎร์ธานี จะเห็นได้ว่าศาลเจ้าไหหลำบ้านปากน้ำท่าทองและองค์เทพเจ้าภายในศาลเจ้ามีบทบาทและอิทธิพลต่อวิถีชีวิตของผู้คนในชุมชนบ้านปากน้ำท่าทองและชุมชนใกล้เคียงเป็นอย่างมาก ทำให้แม้เวลาผ่านไปประมาณกว่า 200 ปี ตั้งแต่มีผู้นำเอาความเชื่อในองค์เทพเจ้าจีนเข้ามาในชุมชนความเคารพและความศรัทธาของผู้คนต่อศาลเจ้าและองค์เทพเจ้าไม่เคยลดน้อยลงไป ศาลเจ้าไหหลำบ้านปากน้ำท่าทองถือได้ว่าเป็นส่วนหนึ่งของสถาบันศาสนาที่เป็นศูนย์กลางของการประกอบพิธีกรรมและเป็นที่ประดิษฐานรูปบูชาเทพเจ้าจีนต่าง ๆ ที่มีบทบาทต่อชาวบ้านและชุมชนที่เกี่ยวข้องกับสถาบันต่าง ๆ ทางสังคม ซึ่งบทบาทดังกล่าวนี้สามารถสร้างชุมชนบ้านปากน้ำท่าทองให้ดำรงความเป็นปึกแผ่นของคนในชุมชนได้อย่างไม่เสื่อมคลาย นอกจากนี้ ตั้งแต่อดีตจนถึงปัจจุบัน ศาลเจ้าได้มีการปรับเปลี่ยนเพิ่มเติมบทบาทหน้าที่ของตนเพื่อให้ตอบสนองต่อความต้องการทางโลกมากขึ้น อาจกล่าวได้ว่างานการศึกษาชิ้นนี้เป็นเพียงงานการศึกษากรณีหนึ่งที่เป็นตัวอย่างของการปรับตัวของสถาบันศาสนาเพื่อการดำรงอยู่ในบริบทโลกที่มีความเจริญทางวิทยาศาสตร์มากขึ้นในปัจจุบัน สอดคล้องกับงานวิจัย (เรือนแก้ว ภัทรานุประวัติ. 2551) มหาวิทยาลัยหอการค้าไทย ศึกษาวิจัยเรื่อง ความต่อเนื่องและการเปลี่ยนแปลงของศาลเจ้าจีนในจังหวัดสมุทรสงคราม ผลการศึกษาพบว่าศาลเจ้าจีนในจังหวัดสมุทรสงครามยังคงสามารถดำรงซึ่งเอกลักษณ์ของกลุ่มชาติพันธุ์จีนและบทบาทสำคัญของศาลเจ้าจีนในหลายด้านหลายประการ เช่น การเป็นที่พึ่งทางใจ การเป็นศาสนสถานที่ประดิษฐานรูปเคารพเทพเจ้าและสิ่งศักดิ์สิทธิ์ การเป็นสถานที่ประกอบพิธีกรรมและเทศกาลสำคัญ การเป็นศาลเจ้าประจำตระกูล การเป็นแหล่งศึกษาศิลปวัฒนธรรมจีน สอดคล้องกับงานวิจัย (พิชญ์สินี ติระตระกูลเสรี. 2560) มหาวิทยาลัยศิลปากร ศึกษาวิจัยเรื่อง ประเพณีฉลองศาลเจ้าทีกงทีม่า บทบาทในการธำรงชาติพันธุ์จีน กรณีศึกษา : ชุมชนตลาดคลอง 12 ตำบลลำไทร อำเภอลำลูกกา จังหวัดปทุมธานี ผลการศึกษาชี้ให้เห็นว่า ชุมชนตลาดคลอง 12 เป็นชุมชนเก่าแก่มีอายุกว่าร้อยปี ตั้งอยู่ติดกับ คลองทำให้ทำให้มีกลุ่มชาวจีนโพ้นทะเลเข้ามาตั้งถิ่นฐาน ชุมชนแห่งนี้เป็นชุมชนชาวจีนแต้จิ๋ว ซึ่งตาม ความเชื่อดั้งเดิมของของชาวจีน สิ่งที่เป็นที่ยึดเหนี่ยวจิตใจของคนจีนโพ้นทะเลก็คือความเชื่อเรื่องเทพ เจ้าและสิ่งศักดิ์สิทธิ์ ไม่ว่าชาวจีนจะอพยพไปอยู่ที่ไหนจะต้องตั้งศาลเจ้าในชุมชน เพื่อเป็นที่ศูนย์รวม จิตใจของคนจีนในชุมชน ซึ่งชุมชนตาดคลอง 12 มีศาลเจ้าทีกงทีม่าเป็นศาลเจ้าประจำชุมชน คนใน ชุมชนนับถือทีกงทีม่าซึ่งเป็นเทพเจ้าฟ้าดิน ศาลเจ้าทีกงทีม่าเป็นศาลเจ้าไม่มีรูปเคารพ มีเพียงกระถาง ธูปและโคมไฟเต็งลั้งที่เป็นตัวแทนของทีกงทีม่า ความศักดิ์สิทธิ์ของทีกงทีม่านั้นทำให้คนในชุมชนต่างเคารพนั้นถือ และจัดงานบวงสรวงขึ้นมาเพื่อแสดงความเคารพต่อทีกงทีม่าที่คอยคุ้มครองลูกหลานใน ชุมชน คืองานฉลองศาลเจ้าทีกงทีม่า เป็นงานที่ทำให้คนในชุมชนมารวมตัวกันประกอบพิธี เป็น ประเพณีประจำชุมชนตลาดคลอง 12 อย่างไรก็ตามชุมชนได้เกิดการเปลี่ยนแปลงไปตามเวลา และ การเปลี่ยนแปลงเหล่านี้ได้ส่งผลกระทบต่อชุมชนไม่มากก็น้อย ชุมชนต้องเผชิญกับการพัฒนาที่มีทั้งสิ่ง ที่ดีและไม่มี การพัฒนาทำให้คลองซึ่งเป็นวิถีชีวิตดั้งเดิมของชุมชนหายไป ถนนทำให้การเข้าถึงชุมชน สะดวกมากขึ้นและคนในชุมชนส่วนหนึ่งย้ายออกอยู่นอกชุมชนมากขึ้น เพื่อความสะดวกในการทำงาน เมื่อคนในย้ายออก คนนอกก็ย้ายเข้ามาอย่างแรงงานข้ามชาติ กลุ่มคนเหล่านี้เป็นส่วนหนึ่งที่ทำให้ ความเป็นชุมชนจีนได้เปลี่ยนแปลงไป รวมถึงการเปลี่ยนแปลงทางสังคมและวัฒนธรรมก็ทำให้ความ เป็นจีนเริ่มหายไป จากการกลืนกลายความเป็นไทยของคนรุ่นใหม่ งานฉลองศาลเจ้าทีกงทีม่าจึงมี บทบาทสำคัญในการแสดงให้เห็นถึงการธำรงชาติพันธุ์จีนของชุมชนตลาดคลอง 12 สอดคล้องกับงานวิจัย (สุภาภรณ์ แซ่ลิ้มและชัยรัตน์ วงศ์กิจรุ่งเรือง. 2560) มหาวิทยาลัยราชภัฏสงขลา ศึกษาวิจัยเรื่อง การดำรงอยู่ การปรับตัว และการสืบทอดของศาลเจ้าจีนกวนอิมปุดจ้อในบ้านควนงาช้าง ตำบลบางดี อำเภอห้วยยอด จังหวัดตรัง ศาลเจ้ากวนอิมปุดจ้อนั้นถือได้ว่าเป็นศาลเจ้าที่ได้รับความนิยมจากชาวบ้าน สำหรับสิ่งที่ช่วยยึดเหนี่ยวให้ศาลเจ้าดำรงอยู่ได้ คือความเชื่อ ความศรัทธาที่ชาวบ้านและศาลเจ้ามีตรงกัน โดยมีโครงสร้างอาคารของศาลเจ้าแหล่งประกอบพิธีกรรมตามความเชื่อเหล่านั้นมีผู้ปฏิบัติงาน

ในศาลเจ้าคอยช่วยเหลือชาวบ้าน และมีชาวบ้านมาร่วมประกอบพิธีกรรมเกิดเป็นแหล่งรวมของผู้ที่มีความเชื่อตรงกัน และเมื่อชาวบ้านได้รับการตอบสนองที่พอใจจากทางศาลเจ้าก็จะเกิดการบอกเล่าส่งต่อกันจากคนในหมู่บ้านก็ส่งต่อไปยังคนภายนอก ศาลเจ้าจึงเป็นเสมือนศูนย์กลางของคนที่มีความเชื่อตรงกันซึ่งทำให้ศาลเจ้าดำรงอยู่ได้ทุกวันนี้ สอดคล้องกับงานวิจัย (เจษฎา นิลสงวนเดชะ. 2561) มหาวิทยาลัยหอการค้าไทย ศึกษาวิจัยเรื่อง ศาลเจ้าจีน: ศรัทธาสถานในสังคมไทย ลักษณะทางสังคมและวัฒนธรรมของชาวจีนโพ้นทะเลในชุมชนที่แตกต่างกัน ย่อมทำให้ศาลเจ้าจีนก่อเกิด หล่อหลอมปรุงแต่งและปรับเปลี่ยนไปตามเหตุปัจจัยของสังคมและวัฒนธรรมนั้น ๆ อย่างไรก็ตามศาลเจาจีนก็ยังคงเป็นศาสนสถานที่ยึดเหนี่ยวทางจิตใจและเป็นสัญลักษณ์แห่งความศรัทธาของผู้คนมากมายที่หลั่งไหลเข้ามากราบไหวเทพเจ้าที่ตนเองศรัทธาและนับถือ ทำให้รูปลักษณ์ของศาลเจ้าและเทพเจ้าจีนถูกมองเป็นรูปสัญญะที่มีความหมายในทางมายาคติที่เป็นที่ยอมรับของผู้ที่ศรัทธาจำนวนมากมาย การไหว้เจ้า จุดธูป จุดประทัด หรือแม้แต่การเผากระดาษเงินกระดาษทองภายในศาลเจ้าจึงเป็นภาพบรรยากาศที่สะท้อนถึงความเชื่อได้อย่างชัดเจน ดังนั้น ศาลเจ้าจีนจึงมีพลังและมีความศักดิ์สิทธิ์ในความรู้สึกของผู้คนในสังคม ทำให้ศาลเจ้าจีนเป็นศาสนสถานที่มีความสำคัญมีคุณค่าและมีความผูกพันกับคนไทยเชื้อสายจีนอย่างแนบแน่น ขณะเดียวกันก็นำความหมายทางวัฒนธรรมของศาลเจ้ามายึดถือเป็นศาลสนสถานที่มีความเป็นสิริมงคล โดยนำความเชื่อและความศรัทธาผ่านทางศาลเจ้ามาผสมผสานกับวัฒนธรรมท้องถิ่น ส่งผลให้ศาลเจ้าจีนมีบทบาทสำคัญในการสืบทอดความคิดด้านคติความเชื่อ ธรรมเนียมปฏิบัติ และพิธีกรรม สามารถทำให้คนในชุมชนเกิดความภูมิใจและความมีศักดิ์ศรี (prestige) ในวัฒนธรรมของตน ศาลเจ้าจีนจึงแสดงให้เห็นถึงการธำรงไว้ซึ่งความเป็นจีนในสังคมไทยอย่างยั่งยืน (sustainability) จนกลายเป็นศรัทธาสถานในสังคมไทยไปในที่สุด

ข้อเสนอแนะ

1. ข้อเสนอแนะจากผลวิจัย
   1.1 ควรมีหนังสือบันทึกกิจกรรมที่เกิดขึ้นภายในศาลเจ้า
   1.2 ควรอัพเดทบอร์ดประชาสัมพันธ์ที่อยู่ภายในศาลเจ้าให้เป็นข้อมูลปัจจุบัน
2. ข้อเสนอแนะในวิจัยครั้งต่อไป
   2.1 ควรมีการศึกษาเนื้อหาเพิ่มเติมเกี่ยวกับศาลเจ้าอื่น ๆ
   2.2 เนื่องจากมีงานวิจัยเรื่องศาลเจ้าเยอะทำให้ควรที่จะมีการเปรียบเทียบข้อมูลก่อนทำวิจัย

เอกสารอ้างอิง

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ED-024

การศึกษาเส้นทางท่องเที่ยวทางประวัติศาสตร์ตามแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต

Study of Historic Tourist Attraction Routes in Archeological Sites in Phuket

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ตและเส้นทางท่องเที่ยวทางประวัติศาสตร์ตามแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต เป็นงานวิจัยเชิงคุณภาพ พบว่า แหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ตประกาศขึ้นทะเบียนและกำหนดขอบเขตของแหล่งโบราณสถานในราชกิจจานุเบกษาแล้ว ทั้งหมด 11 แห่ง ประกอบไปด้วยบริเวณ อำเภอเมืองภูเก็ต 8 แห่ง และอำเภอถลาง 3 แห่ง โดยแหล่งโบราณสถานได้บูรณะใช้ประโยชน์เป็นแหล่งการเรียนรู้ทางประวัติศาสตร์ในปัจจุบัน และเส้นทางท่องเที่ยวทางประวัติศาสตร์ตามแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต แบบ One trip day มีความสำคัญเป็นอย่างมากสำหรับนักท่องเที่ยว สามารถท่องเที่ยวและเลือกเส้นทางได้ตามความเหมาะสม โดยการท่องเที่ยวมีการจัดเส้นทางแบ่งออกเป็น 4 เส้นทาง นักท่องเที่ยวสามารถเลือกท่องเที่ยวได้ตามใจชอบในการใช้เส้นทางท่องเที่ยว ผู้วิจัยมีการจัดเส้นทางที่เพิ่มความสะดวกให้กับนักท่องเที่ยวนั้นได้เดินทางเข้าไปเรียนรู้ เพิ่มทักษะ อำนวยความสะดวกในการเดินทางได้อย่างปลอดภัยเพลิดเพลินจากการใช้เส้นทางที่จัดขึ้น ซึ่งการศึกษาครั้งนี้ทำให้ ทำให้ทราบแหล่งโบราณในพื้นที่จังหวัดภูเก็ต ทำให้ทราบเส้นทางท่องเที่ยวทางประวัติศาสตร์ตามแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต

คำสำคัญ: เส้นทางท่องเที่ยว การท่องเที่ยวประวัติศาสตร์ โบราณสถาน

Abstract

The objective of this research was to study historic tourist attraction routes in archeological sites in Phuket. This research was qualitative research. The findings of this research were found that there were 11 ancient tourist attraction sites that had been registered and identified the boundaries in the government gazette. There were 8 sites in Mueng district and 3 sites in Thalang district. The archeological sites had been renovated to be historic learning resources at the present. One-day trips of historic tourist attraction routes have been extremely important for tourists. The tourists can select the routes properly which are divided into 4 routes. The researcher provided convenient routes for learning and enjoying these routes safely. This research could be indicated about historic tourist attraction sites in Phuket.

Keywords: Tourist Attraction Routes Historic Tourism Archeological Sites

บทนำ

จังหวัดภูเก็ตเป็นเมืองที่มีความสำคัญทางประวัติศาสตร์และมีความรุ่งเรืองอันยาวนานอีกเมืองหนึ่งของประเทศไทยโดยหนึ่งในมรดกทางวัฒนธรรมจากอดีตอันรุ่งเรือง (ศิรินทร์ สังข์ทอง, 2562) จังหวัดภูเก็ตมีทรัพยากรทางวัฒนธรรมประเภทโบราณสานที่สามารถเชื่อมโยงถึงเรื่องราวความรู้ของแหล่งโบราณสถานในจังหวัดภูเก็ต โดยกรมศิลปากรประกาศขึ้นทะเบียน และกำหนดขอบเขตของแหล่งโบราณสถานในราชกิจจานุเบกษา แบ่งออก 2 อำเภอ 1) โบราณสถานที่ขึ้นทะเบียนอยู่ในอำเภอเมืองภูเก็ต จำนวน 8 แห่ง คือ วัดมงคลนิมิต พิพิธภัณฑ์โรงเรียนภูเก็ตไทยหัว อาคารศาลจังหวัดภูเก็ต อาคารศาลากลางจังหวัดภูเก็ต อาคารสำนักงานที่ดิน ที่ทำการไปรษณีย์โทรเลขภูเก็ต (หลังเก่า) จวนผู้ว่าราชการจังหวัดภูเก็ต และ สำนักงานขายประจำประเทศไทยภาคใต้ตอนบน บริษัท การบินไทย จำกัด (มหาชน) 2)โบราณสถานที่ขึ้นทะเบียนอยู่ในอำเภอถลาง จำนวน 3 แห่ง คือ วัดพระนางสร้าง พิพิธภัณฑ์แห่งชาติถลาง บ้านพระยาวิชิตสงคราม มีแหล่งโบราณสถานต่างๆอยู่มากมาย รวมถึงสถานที่ที่มีความผูกพันทางจิตใจของชนรุ่นหลังเพื่อชื่นชม เรียนรู้ประวัติศาสตร์ ในแหล่งท่องเที่ยวนั้น บนพื้นฐานของความรับผิดชอบ มีจิตสำนึกต่อการรักษามรดกทางวัฒนธรรม คุณค่าต่อสภาพแวดล้อม โดยชุมชนในท้องถิ่นมีส่วนร่วมในการบริหารจัดการการท่องเที่ยว ตามรูปแบบของการท่องเที่ยวเชิงประวัติศาสตร์ เช่น

[1] สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏภูเก็ต หมายเลขโทรศัพท์ 0957536107 E-mai : s6311149109@pkru.ac.th
[2] สาขาวิชาสังคมศึกษา คณะครุศาสตร์มหาวิทยาลัยราชภัฏภูเก็ต

การจัดเส้นทางท่องเที่ยวตามรอยประวัติศาสตร์ อุทยานประวัติศาสตร์ชมซากอารยธรรมโบราณสถานต่าง ๆ อนุสาวรีย์/อนุสรณ์สถาน สิ่งปลูกสร้างที่มีคุณค่าความสำคัญทางประวัติศาสตร์และวัฒนธรรม (การท่องเที่ยวแห่งประเทศไทย, 2561) ตลอดระยะเวลาที่ผ่านมา แหล่งโบราณสถานยังคงมีปัญหา ในการให้ความสนใจและความสำคัญของแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต อย่างไรก็ตาม เส้นทางท่องเที่ยวทางประวัติศาสตร์มีปัจจัยสำคัญในการพัฒนาหรือมุ่งเน้นให้เดินทางท่องเที่ยว เพื่อศึกษาและเรียนรู้เกี่ยวกับภูมิปัญญาท้องถิ่น โบราณสถาน โบราณวัตถุ ศิลปะวัฒนธรรม ประเพณี รวมถึงประวัติศาสตร์ โดยที่ไม่ก่อให้เกิดผลกระทบต่อสิ่งแวดล้อมหรือเกิดผลกระทบให้น้อยที่สุด และ รักษาไว้ซึ่งสังคม วัฒนธรรม วิถีชีวิตความเป็นอยู่ของชุมชนในท้องถิ่น อีกทั้งเป็นการท่องเที่ยวที่เน้นการกระจายรายได้สู่ชุมชนในท้องถิ่นและการมีส่วนรวมของการรักษามรดกทางวัฒนธรรม (กรมการท่องเที่ยว, 2559) ด้วยเหตุนี้ เส้นทางท่องเที่ยวทางประวัติศาสตร์มีความสำคัญอย่างมาก ในแนวทางการสัญจรที่เดินทาง เพื่อเข้าชมจุดที่น่าสนใจตามแหล่งท่องเที่ยวต่างๆ เพื่อเข้าถึงแหล่งท่องเที่ยวโดยง่ายสะดวก ปลอดภัย ได้รับความรู้ ความเพลิดเพลินจากการใช้เส้นทาง ผู้วิจัยจึงมีความสนใจ “ศึกษาเส้นทางท่องเที่ยวตามแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต” โดยกระบวนการสำคัญในวิจัยชิ้นนี้ เห็นถึงความสำคัญของแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต เพื่อเป็นแนวทางให้กับข้อมูลแก่ผู้ศึกษาค้นคว้าข้อมูล และหน่วยงานต่างๆที่เกี่ยวข้อง รวมถึงการส่งเสริมความรู้ให้กับประชาชนช่วยกันดูแลดำรงเพื่อเกิดประโยชน์ต่อชุมชนตามความมุ่งหมายของการเป็นมรดกทางวัฒนธรรมของชาติต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต
2. เพื่อศึกษาเส้นทางท่องเที่ยวทางประวัติศาสตร์ตามแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต

วิธีการดำเนินการวิจัย

ขอบเขตด้านพื้นที่ในการวิจัย

ผู้วิจัยได้เลือกพื้นที่ในการวิจัยครั้งนี้ คือ พื้นที่จังหวัดภูเก็ตที่มีแหล่งท่องเที่ยวทางประวัติศาสตร์ตามแหล่งโบราณสถาน ที่ถูกขึ้นทะเบียนกับทางกรมศิลปากร ประกอบไปด้วย อำเภอถลาง และ อำเภอเมือง จังหวัดภูเก็ต

สรุปผลการวิจัย

1. แหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต พบว่า แหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ตมีมาตั้งแต่สมัยรัตนโกสินทร์ตอนต้น ตัวอาคารนั้นมีลักษณะที่โดดเด่น ซึ่งได้รับอิทธิจากยุคต่าง ๆ ในด้านรูปแบบศิลปะ และสถาปัตยกรรมเข้ามาผสมผสาน พบว่าแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ตประกาศขึ้นทะเบียน และกำหนดขอบเขตของแหล่งโบราณสถานในราชกิจจานุเบกษา ทั้งหมด 11 แห่ง ประกอบไปด้วยบริเวณ อำเภอเมืองภูเก็ต 8 แห่ง และอำเภอถลาง 3 แห่ง โดยแหล่งโบราณสถานได้บูรณะใช้ประโยชน์เป็นแหล่งการเรียนรู้ทางประวัติศาสตร์ในปัจจุบัน ซึ่งใช้เป็นแหล่งการเรียนรู้ในรูปแบบของพิพิธภัณฑ์ อนุสรณ์สถาน วัด และสถานที่ราชการ ดังนั้นแหล่งโบราณสถานปัจจุบันนั้นได้มีการเปลี่ยนแปลงไปจากเดิมอย่างมาก เนื่องจากสภาพทางกายภาพ ก่อให้เกิดการเสื่อมสภาพ และเกิดการเสียหาย ทำให้ตัวอาคารของแหล่งโบราณสถานนั้นถูกรื้อถอน และถูกทำลายไป

2. เส้นทางท่องเที่ยวทางประวัติศาสตร์ตามแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต พบว่า รูปแบบการจัดเส้นทางท่องเที่ยวทางประวัติศาสตร์ตามแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต แบบ One trip day มีความสำคัญเป็นอย่างมากสำหรับนักท่องเที่ยวสามารถท่องเที่ยวและเลือกเส้นทางได้ตามความเหมาะสม เหมาะสำหรับคนที่มีเวลาน้อยและอยากท่องเที่ยวชมโบราณสถานในพื้นที่จังหวัดภูเก็ต โดยการท่องเที่ยวมีการจัดเส้นทางแบ่งออกเป็น 1 เส้นทาง ประกอบไปด้วย เส้นทางที่ 1 เดินทางท่องเที่ยวจาก จุดที่ 1 วัดพระนางสร้าง ไป จุดที่ 2 พิพิธภัณฑ์สถานแห่งชาติถลาง และ จุดที่ 3 บ้านพระยาวิชิตสงคราม ระยะทาง 16.63 กิโลเมตร ใช้เวลาเดินทาง 16 นาที เส้นทางที่ 2 เดินทางท่องเที่ยวจาก จุดที่ 4 อาคารสำนักงานที่ดิน ไป จุดที่ 5 อาคารศาลจังหวัดภูเก็ตจุดที่ 6 อาคารศาลากลางจังหวัดภูเก็ต (หลังเก่า) และจุดที่ 7 จวนผู้ว่าราชการจังหวัดภูเก็ต ระยะทาง 1.55 ใช้เวลาเดินทาง 6 นาที เส้นทางที่ 3 เดินทางท่องเที่ยวจาก จุดที่ 8 วัดมงคลนิมิตร (วัดกลาง) ไป จุดที่ 9 ที่ทำการไปรษณีย์โทรเลขภูเก็ต ระยะทาง 2.08 กิโลเมตร ระยะเวลา ใช้เวลาเดินทาง 6 นาที และ เส้นทางที่ 4 เดินทางท่องเที่ยวจาก จุดที่ 10 สำนักงานขายประจำประเทศไทยภาคใต้ตอนบน บริษัท การบินไทย จำกัด (มหาชน) ไป จุดที่ 11 พิพิธภัณฑ์ภูเก็ตไทยหัว ระยะทาง 2.03 กิโลเมตร ใช้เวลาเดินทาง 4 นาที นักท่องเที่ยวสามารถเลือกท่องเที่ยวได้ตามใจชอบในการใช้เส้นทางท่องเที่ยว โดยการจัดเส้นทางได้มีการคำนึงถึงระยะทาง เวลา กิจกรรมความรู้ที่จะได้รับในการเลือกท่องเที่ยว ในการเดินทางนั้น ซึ่งบางเส้นทางไม่สามารถสวนทางกัน หรือย้อนกลับไปทางเดิมได้

ผู้วิจัยมีการจัดเส้นทางที่เพิ่มความสะดวกให้กับนักท่องเที่ยวนั้นได้เดินทางเข้าไปเรียนรู้ เพิ่มทักษะ อำนวยความสะดวกในการเดินทางได้อย่างปลอดภัย เพลิดเพลินจากการใช้เส้นทางที่จัดขึ้น

อภิปรายผลการวิจัย

1. แหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต พบว่า แหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ตมีมาตั้งแต่สมัยรัตนโกสินทร์ตอนต้น ตัวอาคารนั้นมีลักษณะที่โดดเด่น ซึ่งได้รับอิทธิจากยุคต่างๆในด้านรูปแบบศิลปะ และสถาปัตยกรรมเข้ามาผสมผสาน พบว่า แหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ตประกาศขึ้นทะเบียน และกำหนดขอบเขตของแหล่งโบราณสถานในราชกิจจานุเบกษา ทั้งหมด 11 แห่ง ประกอบไปด้วยบริเวณ อำเภอเมืองภูเก็ต 8 แห่ง และอำเภอถลาง 3 แห่ง โดยแหล่งโบราณสถานได้บูรณะใช้ประโยชน์เป็นแหล่งการเรียนรู้ทางประวัติศาสตร์ในปัจจุบัน ซึ่งใช้เป็นแหล่งการเรียนรู้ในรูปแบบของพิพิธภัณฑ์ อนุสรณ์สถาน วัด และสถานที่ราชการ ดังนั้นแหล่งโบราณสถานปัจจุบันนั้นได้มีการเปลี่ยนแปลงไปจากเดิมอย่างมาก เนื่องจากสภาพทางกายภาพ ก่อให้เกิดการเสื่อมสภาพ และเกิดการเสียหาย ทำให้ตัวอาคารของแหล่งโบราณสถานนั้นถูกรื้อถอน และถูกทำลายไป สอดคล้องกับงานวิจัยของ เอกธนา พลเชียงขวาง และ เทิดชาย ช่วยบำรุง เรื่อง แนวทางการพัฒนาแหล่งท่องเที่ยวอัญมณีของจังหวัดจันทบุรีเพื่อตอบสนองพฤติกรรมนักท่องเที่ยวชาวไทย ปี 2558 พบว่า สถานที่ท่องเที่ยวบางแห่งเป็นโบราณสถานที่มีประวัติความเป็นมายาวนานแต่ด้วยกาลเวลาจึงทำให้เกิดความเสียหายและทรุดโทรม ดังนั้นจึงควรมีการพัฒนาให้มีสภาพที่ดีขึ้นโดยคงสภาพสถาปัตยกรรมแบบเดิม รวมถึงบริเวณโดยรอบควรมีการจัดตกแต่งสถานที่ให้มีความสวยงามเหมาะกับการเป็นสถานที่ท่องเที่ยวเชิงศิลปวัฒนธรรม ควรมีป้ายให้ความรู้ถึงประวัติความเป็นมาของแต่ละสถานที่ วัตถุโบราณที่สำคัญในแต่ละสถานที่ รวมทั้งควรมีวิทยากรหรือปราชญ์ประจำสถานที่คอยให้คำแนะนำหรือบรรยายให้ความรู้ สอดคล้องกับเอกสารวิชาการของ วินัย หมั่นคติธรรม เรื่อง การศึกษาแนวทางการออกแบบและการบูรณะโบราณสถาน เพื่อนำกลับมาใช้ประโยชน์ใหม่ กรณีศึกษา : อาคารศศิพงศ์ประไพ อาคารจุฑารัตนาภรณ์ อาคารอาทรทิพย์นิวาส และอาคารเอื้อนอาช์วแถมถวัลย ปี 2555 พบว่า อาคารตำหนักอาทรทิพยนิวาส



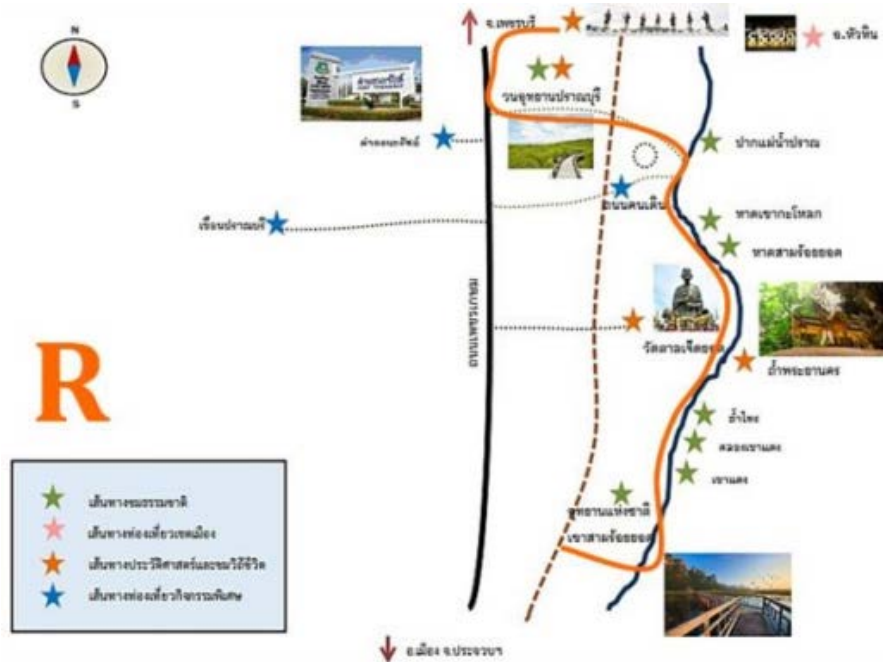
ภาพที่ 1 อาคารตำหนักอาทรทิพยนิวาส

ถูกสร้างขึ้นในต้นรัชกาลที่ 6 แต่เดิมเคยเป็นที่ตำหนักที่ประทับ ของพระเจ้าบรมวงศ์เธอพระองค์เจ้าหญิงอาทรทิพยนิภา พระราชธิดาองค์ที่ 61 ในพระบาทสมเด็จพระจุลจอมเกล้าเจ้าอยู่หัว และเจ้าจอมมารดาชุ่ม ทรงโปรดดนตรีไทย ทรงมีวงเครื่องสายหญิง ซึ่งเป็นหนึ่งเดียวของสวนสุนันทา และจะทรงเฉพาะที่วังสวนสุนันทาเท่านั้น ปัจจุบันมีการบูรณะอาคารตำหนักที่ประทับเพื่อใช้เป็นศูนย์ข้อมูลศิลปะรัตนโกสินทร์ สอดคล้องกับงานวิจัยของ จิรานุช โสภาเรื่อง ศักยภาพการจัดการท่องเที่ยวเมืองมรดกโลก กรณีศึกษา : อุทยานประวัติศาสตร์พระนครศรีอยุธยาสุโขทัย-ศรีสัชนาลัย-กำแพงเพชร ปี 2554 พบว่า จังหวัดกำแพงเพชร จึงมียุทธศาสตร์ต่อการพัฒนาพื้นที่อุทยานประวัติศาสตร์สุโขทัย-ศรีสัชนาลัย - กำแพงเพชร มีการส่งเสริมกิจกรรมการ ท่องเที่ยว การพัฒนาแหล่งท่องเที่ยวให้มีความปลอดภัยและแก่นักท่องเที่ยว รวมถึงพัฒนาคุณภาพสินค้าของกลุ่มอาชีพของแต่ละตำบล ตลอดทั้งมีการส่งเสริมสนับสนุนจากคณะกรรมการหมู่บ้านในการแก้ไขข้อพิพาทต่าง ๆ ในการบริหารจัดการต่าง ๆ อันเป็นการสร้างความเข้มแข็งให้กับชุมชน นับว่าเป็นปัจจัยสำคัญที่ส่งผลให้อุทยานประวัติศาสตร์ในบริเวณดังกล่าวยังคงความเป็นแหล่งท่องเที่ยวที่ทรงคุณค่าทางประวัติศาสตร์ และศิลปวัฒนธรรม ในการธำรงรักษาแหล่งมรดกโลก อุทยานประวัติศาสตร์พระนครศรีอยุธยา และ อุทยานประวัติศาสตร์สุโขทัย–ศรีสัชนาลัย-กำแพงเพชร ให้คงความเป็นมรดกโลกได้อย่างยั่งยืนนั้น จำเป็นต้องได้รับความร่วมมือ จากผู้ที่เกี่ยวข้อง ตั้งแต่ระดับบุคคล ระดับชุมชนท้องถิ่น และระดับชาติ ซึ่งต้องมีจิตสำนึกในการรักษาหวงแหนสมบัติของชาติของแผ่นดิน มีความรู้ความเข้าใจในการบริหารจัดการแหล่งมรดกโลกตระหนักถึงคุณค่าของแหล่งมรดกโลก และเห็นถึงความสำคัญของการเข้าไปมีส่วนร่วมบริหารจัดการแหล่งมรดกโลก เพื่อใช้ประโยชน์ อนุรักษ์และพัฒนาแหล่งมรดกโลกอันเป็นมรดกทางวัฒนธรรมของชาติให้คงอยู่ตลอดไป สอดคล้องกับวารสารวิชาการของ ตรีชาติ เลาแก้วหนู เรื่อง การกำหนดขอบเขตเมืองเก่าภูเก็ต ปี 2559 พบว่า คุณค่าความสำคัญของมรดกทางสถาปัตยกรรมในพื้นที่เมืองภูเก็ต สามารถแบ่งมรดกทางสถาปัตยกรรมออกได้เป็น 3 ประเภท ได้แก่ ประเภท

ที่ 1 อาคารและสถานที่สำคัญที่เป็นอาคารทาง ศาสนา อาคารราชการ และอาคารสาธารณะ ได้แก่ ศาลา กลางจังหวัดภูเก็ต อาคารสำนักงานที่ดินจังหวัดภูเก็ต อาคารศาลจังหวัดภูเก็ต ที่ทำการไปรษณีย์โทรเลขภูเก็ต (หลังเก่า) พิพิธภัณฑ์ภูเก็ตไทยหัว อาคารธนาคารชาร์เตอร์ อาคารสถานีตำรวจตลาดใหญ่ (หลังเก่า) และวงเวียน สุริยเดช ประเภทที่ 2 อาคารและสถานที่สำคัญที่เป็นอาคาร เอกชนขนาดใหญ่ ได้แก่ คฤหาสน์พระอร่ามสาครเขต อาคารสำนักงานบริษัทอนุภาษและบุตร บ้านหลวงอนุ- ภาษาภูเก็ตการ บ้านหลวงอำนาจนรารักษ์ บ้านพระพิ-ไสยสรรพกิจ บ้านชินประชา คฤหาสน์พระพิทักษ์ชินประชา และโรงแรมออนออน ประเภทที่ 3 อาคารและสถานที่สำคัญที่เป็นอาคาร พาณิชยกรรมกึ่งอยู่อาศัย ได้แก่ ตึกแถวซอยรมณีย์ ตึกแถวริมถนนถลาง ตึกแถวริมถนนพังงา ตึกแถวริมถนน เยาวราช ตึกแถวริมถนนกระบี่ ตึกแถวริมถนนดีบุก ตึกแถวริมถนนสตูล ตึกแถวริมถนนระนอง ตึกแถวริมถนน รัษฎา ตึกแถวริมถนนภูเก็ต ตึกแถวริมถนนเทพกษัตรี และตึกแถวย่านชุมชนบางเหนียว และ สอดคล้องกับงานวารสารของ พระครูวาปีจันทคุณ เรื่อง รูปแบบการจัดการความรู้แหล่งโบราณคดีทางพระพุทธศาสนาในจังหวัดร้อยเอ็ด ปี 2560 พบว่า จังหวัดร้อยเอ็ดมีแหล่งโบราณคดีตามบัญชีของกรมศิลปากรทั้งสิ้นจำนวน 180 แห่ง โดยแบ่งเป็นประเภทแหล่งโบราณคดีที่ได้ขึ้นทะเบียนตามพระราชบัญญัติโบราณสถานโบราณวัตถุ ศิลปวัตถุ และพิพิธภัณฑสถานแห่งชาติ พ.ศ. 2504 จำนวน 42แห่ง และแหล่งโบราณคดีที่ยังไม่ได้ขึ้นทะเบียนหรือยังไม่ได้ประกาศในพระราชกิจจานุเบกษา จำนวน 138 แห่ง มีทั้งแหล่งโบราณคดีที่ได้รับอิทธิพลศิลปะและวัฒนธรรมแบบขอมคือกู่ และแหล่งโบราณคดีที่ได้รับอิทธิพลของพระพุทธศาสนา เช่น สิมโบราณ เป็นต้นจากการสำรวจเบื้องต้น พบว่า แหล่งโบราณคดีโดยมากยังไม่มีการจัดการที่ดี บางแห่งก็ถูกปล่อยให้ทรุดโทรมไปตามกาลเวลา เหตุผลที่สำคัญอย่างหนึ่งคือชาวบ้านไม่เห็นความสำคัญและไม่ได้มีความรู้สึกว่าเป็นเจ้าของ เพราะเห็นว่าเป็นสถานที่ของราชการคืออยู่ในความดูแลของกรมศิลปากร ส่วนกรมศิลปากรก็มีข้อจำกัดในการดูแลรักษาดังที่ได้กล่าวมาแล้วในเบื้องต้น ปัญหาที่พบคือแหล่งโบราณคดีขาดการเอาใจใส่ดูและและพัฒนาให้คนทั้งหลายเห็นคุณค่าของสถาปัตยกรรม ประติมากรรม รวมทั้งจิตรกรรมอันทรงคุณค่าที่มีอยู่ทั้งในแง่ของศิลปะ ความเชื่อ วัฒนธรรม และเศรษฐกิจชุมชน โดยสรุปก็คือร้อยเอ็ดมีจุดแข็งด้านวัฒนธรรม คือมีแหล่งท่องเที่ยว แหล่งเรียนรู้ทางวัฒนธรรมที่หลากหลาย และบางแห่งก็มีชื่อเสียง เช่น มหาเจดีย์ชัยมงคล เป็นต้น แต่ขาดการจัดการเพื่อเพิ่มมูลค่าด้านการท่องเที่ยว ซึ่งสภาพปัญหานี้สอดคล้องกับความต้องการด้านการพัฒนาและการท่องเที่ยวของประชาชนในพื้นที่คือต้องการพัฒนาแหล่งท่องเที่ยวให้มีคุณภาพ ส่งเสริมงานวัฒนธรรมประเพณีของจังหวัดอย่างต่อเนื่อง พัฒนาระบบการจัดการท่องเที่ยว และพัฒนาการส่งเสริมการประชาสัมพันธ์และพัฒนาแหล่งท่องเที่ยว

2. เส้นทางท่องเที่ยวทางประวัติศาสตร์ตามแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต พบว่า รูปแบบการจัดเส้นทางท่องเที่ยวทางประวัติศาสตร์ตามแหล่งโบราณสถานในพื้นที่จังหวัดภูเก็ต แบบ One trip day มีความสำคัญเป็นอย่างมากสำหรับนักท่องเที่ยวสามารถท่องเที่ยวและเลือกเส้นทางได้ตามความเหมาะสม เหมาะสำหรับคนที่มีเวลาน้อยและอยากท่องเที่ยวชมโบราณสถานในพื้นที่จังหวัดภูเก็ต โดยการท่องเที่ยวมีการจัดเส้นทางแบ่งออกเป็น 4 เส้นทาง ประกอบไปด้วย เส้นทางที่ 1 เดินทางท่องเที่ยวจาก จุดที่ 1 วัดพระนางสร้าง ไป จุดที่ 2 พิพิธภัณฑ์สถานแห่งชาติถลาง และ จุดที่ 3 บ้านพระยาวิชิตสงคราม ระยะทาง 16.63 กิโลเมตร ใช้เวลาเดินทาง 16 นาที เส้นทางที่ 2 เดินทางท่องเที่ยวจาก จุดที่ 4 อาคารสำนักงานที่ดิน ไป จุดที่ 5 อาคารศาลจังหวัดภูเก็ตจุดที่ 6 อาคารศาลากลางจังหวัดภูเก็ต (หลังเก่า) และจุดที่ 7 จวนผู้ว่าราชการจังหวัดภูเก็ต ระยะทาง 1.55 ใช้เวลาเดินทาง 6 นาที เส้นทางที่ 3 เดินทางท่องเที่ยวจาก จุดที่ 8 วัดมงคลนิมิตร (วัดกลาง) ไป จุดที่ 9 ที่ทำการไปรษณีย์โทรเลขภูเก็ต ระยะทาง 2.05 กิโลเมตร ระยะเวลา ใช้เวลาเดินทาง 6 นาที และ เส้นทางที่ 4 เดินทางท่องเที่ยวจาก จุดที่ 10 สำนักงานขายประจำประเทศไทยภาคใต้ตอนบน บริษัท การบินไทย จำกัด (มหาชน) ไป จุดที่ 11 พิพิธภัณฑ์ภูเก็ตไทยหัว ระยะทาง 2.03 กิโลเมตร ใช้เวลาเดินทาง 4 นาที นักท่องเที่ยวสามารถเลือกท่องเที่ยวได้ตามใจชอบในการใช้เส้นทางท่องเที่ยว โดยการจัดเส้นทางได้มีการคำนึงถึงระยะทาง เวลา กิจกรรมความรู้ที่จะได้รับในการเลือกท่องเที่ยว ในการเดินทางนั้น ซึ่งบางเส้นทางไม่สามารถสวนทางกัน หรือย้อนกลับไปทางเดิมได้ ผู้วิจัยมีการจัดเส้นทางที่เพิ่มความสะดวกให้กับนักท่องเที่ยวนั้นได้เดินทางเข้าไปเรียนรู้ เพิ่มทักษะ อำนวยความสะดวกในการเดินทางได้อย่างปลอดภัย เพลิดเพลินจากการใช้เส้นทางที่จัดขึ้น สอดคล้องกับปัจจัยทฤษฎี5A’s ของ Tourism Western Australia เรื่อง องค์ประกอบการท่องเที่ยว ปี 2008 พบว่า ปัจจัยทฤษฎี5A’s ที่สำคัญ 5 ประการ 1) แหล่งท่องเที่ยว (Attractions) สถานที่ที่นักท่องเที่ยวให้ความสนใจเดินทางมาเยี่ยมชม มีความ โดดเด่น เป็นเอกลักษณ์ สามารถดึงดูดหรือจูงใจให้เกิดการเดินทางท่องเที่ยวได้ 2) การเดินทาง (Accessibilities) การเดินทางจากถิ่นที่อยู่ของนักท่องเที่ยวไปยังสถานที่ท่องเที่ยวที่นักท่องเที่ยวต้องการเข้าชม ทั้งนี้หมาย รวมถึง ระบบขนส่งและสาธารณูปโภค ด้านการขนส่งที่เอื้อให้การเดินทางเกิดความสะดวกสบายมากยิ่งขึ้น 3) ที่พัก (Accommodation) สถานที่พักที่ใกล้เคียงกับแหล่งท่องเที่ยวมีสิ่งอำนวยความสะดวกที่พร้อมต่อ การให้บริการนักท่องเที่ยว สร้างความรู้สึกสบายและปลอดภัยแก่นักท่องเที่ยว 4) สิ่งอำนวยความสะดวก (Amenities and Facilities) การบริการต่าง ๆ ที่จัด ไว้เพื่อบริการนักท่องเที่ยวในระหว่างการเดินทางท่องเที่ยว เพื่อสร้างความสะดวกสบาย ตอบสนองความต้องการ และ สร้างประสบการณ์ใหม่ให้กับนักท่องเที่ยว เช่น บริการร้านอาหาร สปา ร้านค้าของที่ระลึก ร้านสะดวกซื้อ ห้องน้ำ ผับ บาร์ ห้างสรรพสินค้า หรือแม้แต่บริการ โทรคมนาคม เป็นต้น 5) กิจกรรม (Activities) กิจกรรมเป็นสิ่งสำคัญอย่างหนึ่ง ที่ทำให้นักท่องเที่ยวได้เข้าถึง ธรรมชาติหรือสิ่ง

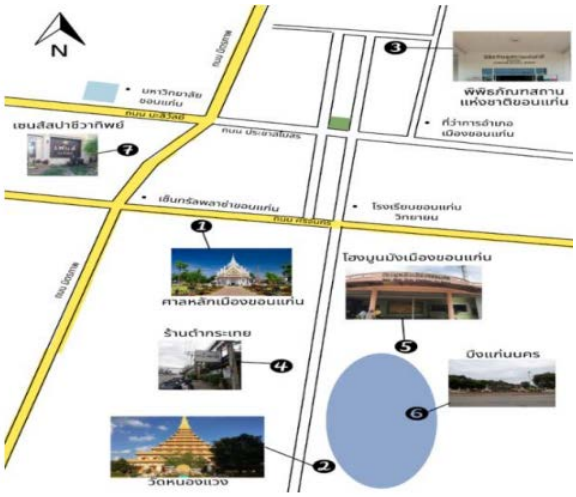
ต่าง ๆ ที่อยู่ในแหล่งท่องเที่ยวนั้น ๆ รวมไปถึงเป็นการดึงดูดนักท่องเที่ยวได้อีกด้วย เช่น แหล่งท่องเที่ยวทางทะเล มีกิจกรรมโต้คลื่นให้นักท่องเที่ยวได้เข้าร่วม หรือการจัดกิจกรรมดูนกในเส้นทาง การเดินป่า เป็นต้น นอกจากนี้ยังมีเกณฑ์ในการพิจารณาศักยภาพด้านการท่องเที่ยวและการกำหนดศักยภาพ หรือความสำคัญของแหล่งท่องเที่ยว สอดคล้องกับงานวิจัยของ เบญญทิพย์ ทองวิไล เรื่อง การวิเคราะห์องค์ประกอบเชิงสำรวจของเส้นทางการท่องเที่ยวอำเภอปราณบุรี จังหวัดประจวบคีรีขันธ์ สำหรับนักท่องเที่ยวชาวไทย ปี 2559 พบว่า



ภาพที่ 2 R (Reach)

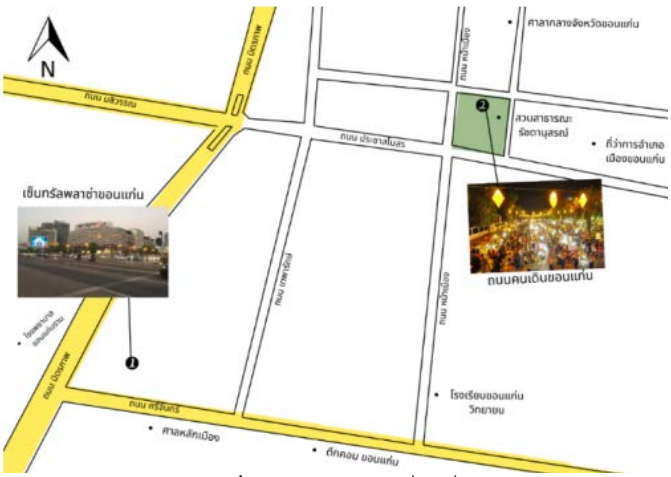
ความสามารถในการเข้าถึงแหล่งท่องเที่ยว มีส่วนเกี่ยวข้องกับการจัดการวางแผนเส้นทางการท่องเที่ยวของนักท่องเที่ยว ว่าในหนึ่งวันหรือในหนึ่งทริปการท่องเที่ยวนั้น นักท่องเที่ยวสามารถเที่ยวได้มากน้อยแค่ไหน โดยมีความต้องการคือ ได้เดินทางท่องเที่ยวไปยังหลายสถานที่ และหากแหล่งท่องเที่ยวนั้นสามารถเดินทางไปในทางเดียวกันและเดินทางเข้าถึงได้ง่ายไม่ไกลหรือลำบากในการเดินทางมากเกินไป รวมทั้งมีที่จอดรถสะดวก จะตอบสนองความต้องการของนักท่องเที่ยวได้มากดังนั้น จึงมีข้อเสนอแนวทางการจัดการเส้นทางสำหรับหน่วยงานที่เกี่ยวข้องในอำเภอปราณบุรี ควรมีการออกแบบเส้นทางสำหรับนักท่องเที่ยว ว่าเส้นทางไหน สามารถเที่ยวได้ในหนึ่งวัน ใช้ระยะเวลารวมเท่าใด และจะสามารถเที่ยวได้กี่สถานที่ อาจแบ่งเป็นเส้นทางหลายเส้นเพื่อให้นักท่องเที่ยวเลือกตามรูปภาพแสดงแผนที่ตัว R ได้มีการเสนอให้นักท่องเที่ยว เที่ยวตามเส้นสีส้ม จะเป็นเส้นทางที่สามารถเที่ยวได้ครอบคลุม ไม่เดินทางย้อนไปย้อนมา เป็นการประหยัดเวลา และ สอดคล้องกับงานวิจัยของ ชาลี ตละกูล และ ราตรี สิทธิพงษ์ เรื่อง ศึกษาเส้นทางเพื่อพัฒนาการท่องเที่ยวอุทยานแห่งชาติ คลองวังเจ้า อำเภอโกสัมพีนคร จังหวัดกำแพงเพชร ปี 2557 พบว่า การศึกษาเส้นทางการท่องเที่ยวอุทยานแห่งชาติคลองวังเจ้า อำเภอโกสัมพีนคร จังหวัดกำแพงเพชร พบว่าเส้นทางที่เข้าถึงที่ทำการอุทยานแห่งชาติคลองวังเจ้า มีทั้งหมด 3 เส้นทาง คือ เส้นทางที่ 1 จากจังหวัดกำแพงเพชรไปทางจังหวัดตากตามถนนสายเอเชีย (A1) ประมาณ 30 กิโลเมตร เลี้ยวซ้ายก่อน ถึงสะพานวังเจ้าประมาณ 300 เมตร ตรงไปประมาณ 28 กิโลเมตร จะถึงที่ทำการอุทยานแห่งชาติคลองวังเจ้า เส้นทางที่ 2 จากจังหวัดกำแพงเพชรไปทางจังหวัดตาก ตามถนนสายเอเชียประมาณ 31 กิโลเมตร เลี้ยวซ้ายที่ตลาดวังเจ้าเข้ามาประมาณ 2 กิโลเมตร จะถึงสามแยกบ้านเด่นคา เลี้ยวซ้ายเข้ามาอีกประมาณ 21 กิโลเมตร จะถึงแยกหมู่บ้านหนองแดน เลี้ยวขวาเข้ามาอีกประมาณ 7 กิโลเมตร จะถึงที่ทำการอุทยานแห่งชาติคลองวังเจ้า เส้นทางที่ 3 จากจังหวัดกำแพงเพชร ตามถนนสายเอเชียถึงสี่แยกนครชุมเลี้ยวซ้ายไปทางบ้านใหม่สุวรรณภูมิประมาณ 17 กิโลเมตร ถึงสามแยกแม่นารีเลี้ยวขวาเข้ามาอีกประมาณ 24 กิโลเมตร ถึงแยกหมู่บ้านหนองแดน เลี้ยวขวาเข้ามาอีกประมาณ 7 กิโลเมตร ถึงที่ทำการอุทยานแห่งชาติคลองวังเจ้า สอดคล้องกับวิทยานิพนธ์ของ ปาริชาติ วิสุทธิสมาจาร และ สมจิตร์ อินทมโน เรื่อง รูปแบบการจัดการท่องเที่ยวเชิงประวัติศาสตร์พื้นที่จังหวัดสงขลา ปี 2561 พบว่า การศึกษาโมเดลเส้นทางท่องเที่ยวเชิงประวัติศาสตร์ของจังหวัดสงขลา เส้นทางนำร่องด้านการจัดการท่องเที่ยวเชิงประวัติศาสตร์อย่างมีส่วนร่วมในพื้นที่จังหวัดสงขลาอย่างเป็นรูปธรรม ที่ใช้ความเลื่อมใสศรัทธาพระพุทธศาสนา พระเกจิอาจารย์ที่มีอภิริหารและเป็นที่รักและศรัทธาของชาวสงขลา สอดคล้องกับวารสารของ กิ่งแก้ว บังศรี, ภัทรภรณ์ บุญเซ่ง, เมษ์ธาวิน พลโยธี และ กรรณิการ์ เกิดสวัสดิ์

เรื่อง การออกแบบเส้นทางท่องเที่ยวสำหรับนักท่องเที่ยวที่ต้องการลดการใช้สื่อโซเชียลมีเดีย ภายในอำเภอเมืองขอนแก่น จังหวัดขอนแก่น ปี 2565 พบว่า เส้นทางท่องเที่ยวเพื่อลดการใช้ติดสื่อโซเชียลมีเดียที่คณะผู้วิจัยได้นำเสนอนี้ นักท่องเที่ยวสามารถปรับเปลี่ยนได้ตามความเหมาะสม และความสะดวกของตนโดยคณะผู้วิจัยได้นำเสนอชื่อสถานที่ และแผนที่ของแต่ละเส้นทาง ดังนี้ เส้นทางท่องเที่ยวที่ 1 เป็นเส้นทางที่เหมาะสำหรับนักท่องเที่ยวที่ต้องการทำบุญชมพิพิธภัณฑ์และต้องการพักผ่อนในวันเดินทาง โดยเส้นทางท่องเที่ยวนี้จะมีจุดเด่น คือการเคารพสักการะศาลเทพเจ้าเทพารักษ์หลักเมือง ที่เป็นศูนย์รวมจิตใจของคนเมืองขอนแก่นและการทำบุญที่วัดหนองแวงเพื่อเป็นสิริมงคลแก่นักท่องเที่ยว แล้วจบการเดินทางด้วยการทำสปาที่ร้านเซนส์สปาชีวาทิพย์ เพื่อเป็นการผ่อนคลายทั้งร่างกายและจิตใจโดยเส้นทางท่องเที่ยวที่ 1 จะประกอบไปด้วย ศาลเทพเจ้าเทพารักษ์หลักเมือง วัดหนองแวงพิพิธภัณฑสถานแห่งชาติขอนแก่น ร้านตำกระเทย โฮงมูนมังเมืองขอนแก่น สวนสาธารณะแก่นนคร และเซนส์สปาชีวาทิพย์



ภาพที่ 3 เส้นทางท่องเที่ยวที่ 1

เส้นทางท่องเที่ยวที่ 2 เป็นเส้นทางที่เหมาะสำหรับนักท่องเที่ยวที่ชอบการเลือกซื้อ สินค้า และทำกิจกรรมภายในห้างสรรพสินค้า โดยเส้นทางนี้เป็นการรวบรวมกิจกรรมที่ ผู้ตอบแบบสอบถามชื่นชอบมากที่สุด เส้นทางการท่องเที่ยวนี้มีจุดเด่นคือห้างสรรพสินค้า เซ็นทรัล พลาซ่าขอนแก่นที่เป็นแหล่งช้อปปิ้งขนาดใหญ่ มีร้านค้าให้เลือกซื้อของมากกว่า 350 ร้านและมีโซนกิจกรรมนันทนาการให้ทำอีกมากมาย โดยเส้นทางท่องเที่ยวที่ 2 จะประกอบไปด้วย ห้างสรรพสินค้าเซ็นทรัล พลาซ่าขอนแก่น ถนนคนเดินเมืองขอนแก่น



ภาพที่ 4 เส้นทางท่องเที่ยวที่ 2

เส้นทางท่องเที่ยวที่ 3 เป็นเส้นทางที่เหมาะสำหรับนักท่องเที่ยวที่มากันเป็น แบบครอบครัว ต้องการทำกิจกรรมเพื่อพัฒนาการเรียนรู้และผ่อนคลาย เส้นทางการท่องเที่ยว นี้มีจุดเด่น คือ Khonkaen Exotic Pet & The Fountain Show เป็นสถานที่

รวบรวมสัตว์ ต่าง ๆ มากมายที่หาชมได้ยากในจังหวัดขอนแก่น และยังมีกิจกรรมที่เหมาะกับการพัฒนา เสริมสร้างความรู้ และความสนุก โดยเส้นทางท่องเที่ยวที่ 3 จะประกอบไปด้วย Khonkaen Exotic Pet & The Fountain Show เซนส์สปาชีวาทิพย์ และตลาดต้นตาล



ภาพที่ 5 เส้นทางท่องเที่ยวที่ 3

ข้อเสนอแนะ

1. ควรขยายพื้นที่ในการศึกษาที่เป็นแหล่งท่องเที่ยวต่าง ๆ ในจังหวัดภูเก็ต เพื่อให้มีความหลากหลายมากยิ่งขึ้น โดยนำข้อมูลที่ได้มาวิเคราะห์ใช้ในการจัดทำการท่องเที่ยวประเภทต่าง ๆ เพื่อตอบสนองแก่กลุ่มนักท่องเที่ยว

2. ควรศึกษาแนวทางหรือรูปแบบของการพัฒนาการออกแบบเส้นทางการท่องเที่ยวในจังหวัดภูเก็ตผ่านช่องทางสื่อออนไลน์ เพื่อส่งเสริมและประชาสัมพันธ์เส้นทางในการท่องเที่ยวจังหวัดภูเก็ต เพื่อสร้างการรับรู้ให้แก่นักท่องเที่ยว เพราะในปัจจุบันสื่อออนไลน์เข้ามามีบทบาทต่อสังคมมากยิ่งขึ้น

3. ควรมีการใช้เครื่องมือที่หลากหลายในการเก็บรวบรวมข้อมูล เช่น การสนทนากลุ่มหรือการสัมภาษณ์เชิงลึก เป็นต้น ซึ่งข้อมูลที่มีความหลากหลายมากขึ้นและมีข้อมูลในเชิงลึกเพิ่มมากขึ้น

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การศึกษาประเพณีชักพระ กรณีศึกษา เทศบาลตำบลควนศรี อำเภอบ้านนาสาร จังหวัดสุราษฎร์ธานี

Study of the Chak Phra Festival, Case Study; Khuansri Sub-district Municipality, Ban Na San District, Suratthani District

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาประวัติความเป็นมาของประเพณีชักพระสุราษฎร์ธานี และ 2) ศึกษาภูมิปัญญาขั้นตอนการทำเรือพนมพระ เทศบาลตำบลควนศรี อำเภอบ้านนาสาร จังหวัดสุราษฎร์ธานี เป็นงานวิจัยเชิงคุณภาพ พบว่า ประเพณีชักพระ เป็นประเพณีท้องถิ่นของภาคใต้ มักจัดขึ้นในวันออกพรรษา ตรงกับวันแรม 1 ค่ำเดือน 11 ซึ่งมีความเชื่อมาแต่โบราณกาลว่า เมื่อครั้งที่พระพุทธเจ้าเสด็จไปจำพรรษา ณ สวรรค์ชั้นดาวดึงส์เพื่อโปรดพระมารดา เมื่อครบพรรษาจึงเสด็จมายังโลกมนุษย์ และ ภูมิปัญญาท้องถิ่นด้านความเชื่อในสิ่งที่เหนือธรรมชาติ ภูมิปัญญาเชิงช่างเกี่ยวกับการทำเรือพระ ช่างแต่ละคนจะมีความเชี่ยวชาญที่แตกต่างกันไปและได้นำความถนัดของแต่ละบุคคลมาสร้างสรรค์เป็นผลงานด้านศิลปะที่งดงาม ซึ่งการศึกษาครั้งนี้ทำให้ทราบถึงประวัติความเป็นมาของประเพณีชักพระสุราษฎร์ธานี ทำให้ทราบภูมิปัญญาขั้นตอนการทำเรือพนมพระ เทศบาลตำบลควนศรี อำเภอบ้านนาสาร จังหวัด สุราษฎร์ธานี

คำสำคัญ: ประเพณีชักพระ ภูมิปัญญา

Abstract

The objective of this research was 1) to study the history of the Chak Phra Festival in Suratthani, and 2) to study the wisdom of building Phanom Phra boat procedure, Khuansri Sub-district Municipality, Ban Na San District, Suratthani District. This research was qualitative research. It was found that the Chak Phra Festival was a local tradition in the south. It was held at the End of Buddhist Lent Day, the 1st day of the 11th lunar month. It had been believed since ancient time that Buddha stayed in a Buddhist monastery during the Buddhist Lent in the second heaven to help mother. When it was completed a year, he came back to the human world. Local wisdom of supernatural belief and also building Phanom Phra boat wisdom caused each boatbuilders created gorgeous artwork following their skills. This study let us know about the building boat procedure of Phanom Phra boat, Khuansri Sub-district Municipality, Ban Na San District, Suratthani District.

Keywords: the Chak Phra Festival Local Wisdom

บทนำ

ชักพระหรือลากพระเป็นประเพณี ทำกันหลังจากวันมหาปวารณาหรือวันออก พรรษา 1 วันซึ่งตรงกับ วันแรม 1 ค่ำเดือน 11 โดยพุทธศาสนิกชนพร้อมใจกันอาราธนาพระพุทธรูปขึ้น ประดิษฐานบนบุษบกที่วางอยู่เหนือเรือรถหรือล้อเลื่อนแล้วแห่แหนชักลากไปตามลำน้ำหรือตามถนนหนทาง ท้องถิ่นใดอยู่ริมน้ำหรือมีลำคลองก็มีการชักพระทางนำถ้าห่างไกลลำคลองก็มีการพระทางบกเพื่อให้พุทธศาสนิกชนได้สักการบูชาและถวายภัตตาหารแด่พระสงฆ์ประเพณีนี้สันนิษฐานว่าเกิดขึ้นในประเทศอินเดีย ตามลัทธิศาสนาพราหมณ์ที่นิยมเอาเทวรูปแห่แหนในโอกาสต่างๆเช่น การแห่เทวรูปพระอิศวร การแห่เทวรูปพระนารายณ์ เป็นต้น จากนั้นในฤดูพรรษาพอดีพระองค์เสด็จไปจำพรรษา ณ ดาวดึงส์ด้วยมีพระประสงค์จะแสดงธรรมโปรดพุทธมารดาซึ่งขณะนั้นจุติเป็นเทพสถิตอยู่ ณ ดุสิตเทพพิภพ แล้วเสด็จกลับมนุษยโลกในวันขึ้น15ค่ำเดือน11ชาวเมืองต่างปลาบปลื้มจึงมารับเสด็จและอัญเชิญพระพุทธองค์ ขึ้นประทับบุษบกที่เตรียมไว้แล้วแห่แหนไปยังที่ประทับของพระพุทธองค์จากเหตุการณ์ครั้งนั้นจึงเกิดเป็น ประเพณีชักพระสืบมาเมื่อเลยสมัยพุทธกาลและมีการสร้างพระพุทธรูปขึ้นพุทธศาสนิกชนจึงนำพระพุทธรูปมา แห่สมมติแทนพระพุทธองค์จนกลายเป็นประเพณีสืบต่อกันมา (ธนสันต์ ปานแก้ว และ รงค์ บุญสวยขวัญ,2558) พระเรือพระหรือเรือรถ มีล้อเลื่อนที่ประดิษฐ์ตกแต่งเป็นรูปเรือวางบุษบก

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หรือชาวใต้เรียกว่า“นม” “ยอดนม”หรือ“นมพระ”สำหรับ อาราธนาพระพุทธรูปขึ้นประดิษฐานใช้สำหรับชักลากในวันเทศกาลออกพรรษาถ้าใช้ทางน้ำเรียก“เรือพระน้ำ” ถ้าใช้ทางบกเรียก“เรือพระบก”จะใช้รถหรือล้อเลื่อนมาประดิษฐ์ตกแต่งให้เป็นรูปเรือเรือพระเป็นสัญลักษณ์ในงานประเพณีชักพระของชาวใต้จัดทำขึ้นเพื่อแสดงออกถึงความเลื่อมใสศรัทธาในพุทธศาสนาของชาวบ้านถือ เป็นหัวใจสำคัญในงานประเพณีชักพระที่ทุกๆวัดจะต้องเตรียมการทำเรือพระล่วงหน้าให้สวยงามไม่น้อยหน้า เรือพนมพระจากวัดอื่นๆเรือพระเป็นงานศิลปกรรมที่ผสมผสานทั้งงานด้านสถาปัตยกรรมประติมากรรมและ จิตรกรรมล้วนเกิดจากภูมิปัญญาของช่างพื้นบ้านแต่ละท้องถิ่นที่สร้างสรรค์ผลงานขึ้นในแง่ของความสุนทรียะ ทางศิลปะต่างๆการจัดทำเรือพระในอดีตนั้นเป็นการระดมความศรัทธาของบรรดาช่างศิลปะเข้ามาร่วมกันทำ เรือพนมพระอย่างสุดฝีมือส่วนบรรดาชาวบ้านจะเป็นผู้ให้การสนับสนุนทั้งด้านปัจจัยและกำลังใจงานศิลปะในเรือพนมพระ จึงเป็นงานที่สะท้อนถึงภูมิปัญญาของช่างพื้นบ้านเป็นการแสดงออกอย่างอิสระและเกิดจากความกลมเกลียวสามัคคีของคนในหมู่บ้านเป็นการอนุรักษ์ศิลปะและประเพณีอย่างแท้จริง (สุพัตรา คงขำ และ เครือวัลย์ คงขำ, 2561) ผู้ศึกษามีความสนใจที่จะศึกษาประเพณีชักพระของจังหวัดสุราษฎร์ธานีและได้เห็นถึง คุณค่าและความสำคัญของประเพณีและการทำเรือพนมพระ คุณค่าด้านศาสนา ซึ่งเป็นเอกลักษณ์ของท้องถิ่น คุณค่าด้านอนุรักษ์ส่งเสริมสืบทอดและพัฒนาภูมิปัญญา คุณค่าด้านประวัติศาสตร์ ดังนั้น ประเพณีชักพระและการทำเรือพนมพระทำให้ทราบถึงพัฒนาการของการทำเรือพนมพระและประเพณี ผลงานศิลปะและกิจกรรมต่าง ๆ ในการเข้าร่วมประเพณีชักกพระที่ชาวบ้านปฏิบัติสืบทอดกันมา อีกทั้งยังมีคุณค่าด้านเศรษฐกิจและการส่งเสริมการท่องเที่ยวเชิงวัฒนธรรมของจังหวัดสุราษฎร์ธานี

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาประวัติความเป็นมาของประเพณีชักพระสุราษฎร์ธานี
2. เพื่อศึกษาภูมิปัญญาขั้นตอนการทำเรือพนมพระ เทศบาลตำบลควนศรี อำเภอบ้านนาสาร จังหวัดสุราษฎร์ธานี

วิธีการดำเนินการวิจัย

ขอบเขตด้านพื้นที่ในการวิจัย

พื้นที่ การทำเรือพนมพระของวัดควนศรี เทศบาลตำบลควนศรี อำเภอบ้านนาสาร จังหวัดสุราษฎร์ธานี มีอาณาเขต ดังนี้

ทิศเหนือ ติดกับ ตำบลท่าชี และ ตำบลน้ำพุ อำเภอบ้านนาสาร จังหวัดสุราษฎร์ธานี

ทิศใต้ ติดกับ ตำบลเวียงสระ อำเภอเวียงสระ จังหวัดสุราษฎร์ธานี

ทิศตะวันออก ติดกับ ตำบลพรุพี อำเภอบ้านนาสาร จังหวัดสุราษฎร์ธานี

ทิศตะวันตก ติดกับ ตำบลพ่วงพรมคร อำเภอเคียนซา จังหวัดสุราษฎร์ธานี

สรุปผลการวิจัย

1. เพื่อศึกษาประวัติความเป็นมาของประเพณีชักพระสุราษฎร์ธานี พบว่าชักพระหรือลากพระเป็นประเพณี ที่ปฏิบัติสืบทอดต่อกันมาหลังจากวันมหาปวารณาหรือวันออก พรรษา 1 วันซึ่งตรงกับ วันแรม 1 ค่ำเดือน 11 โดยพุทธศาสนิกชนพร้อมใจกันอาราธนาพระพุทธรูปขึ้น ประดิษฐานบนบุษบกที่วางอยู่เหนือเรือรถหรือล้อเลื่อนแล้วแห่แหนชักลากไปตามลำน้ำหรือตามถนนหนทางท้องถิ่นใดอยู่ริมน้ำหรือมีลำคลองก็มีการชักพระทางนำถ้าห่างไกลลำคลองก็มีการพระทางบกเพื่อให้พุทธศาสนิกชนได้สักการบูชาและถวายภัตตาหารแด่พระสงฆ์ประเพณีนี้สันนิษฐานว่าเกิดขึ้นในประเทศอินเดีย ตามลัทธิศาสนาพราหมณ์ที่นิยมเอาเทวรูปแห่แหนในโอกาส ต่าง ๆ เช่น การแห่เทวรูปพระอิศวร การแห่เทวรูปพระนารายณ์ เป็นต้น จากนั้นในฤดูพรรษาพอดีพระองค์เสด็จไปจำพรรษา ณ ดาวดึงส์ด้วยมีพระประสงค์จะแสดงธรรมโปรดพุทธมารดาซึ่งขณะนั้นจุติเป็นเทพสถิตอยู่ ณ ดุสิตเทพพิภพ แล้วเสด็จกลับมนุษยโลกในวันขึ้น 15ค่ำ เดือน11 ชาวเมืองต่างปลาบปลื้มจึงมารับเสด็จและอัญเชิญพระพุทธองค์ ขึ้นประทับบุษบกที่เตรียมไว้ แล้วแห่แหนไปยังที่ประทับของพระพุทธองค์จากเหตุการณ์ครั้งนั้นจึงเกิดเป็น ประเพณีชักพระสืบมาเมื่อเลยสมัยพุทธกาลและมีการสร้างพระพุทธรูปขึ้นพุทธศาสนิกชนจึงนำพระพุทธรูปมา แห่สมมติแทนพระพุทธองค์จนกลายเป็นประเพณีสืบต่อกันมา

2. เพื่อศึกษาภูมิปัญญาขั้นตอนการทำเรือพนมพระ เทศบาลตำบลควนศรี อำเภอบ้านนาสาร จังหวัดสุราษฎร์ธานี

2.1 ภูมิปัญญาท้องถิ่น เกิดจากการถ่ายทอดมาตั้งแต่รุ่นสู่รุ่นผ่านความเชื่อ ความคิด ความรู้ที่ชาวบ้านคิดขึ้นได้เองและนำมาใช้ในการดำเนินชีวิตหรือใช้แก้ปัญหาซึ่งภูมิปัญญาท้องถิ่นนั้นได้มีมากมายหลายแขนงจะขึ้นอยู่กับบริบทที่นำไปใช้ซึ่งรายละเอียดดังนี้ด้านความเชื่อสิ่งที่เหนือธรรมชาติ



ภาพที่ 1 ทำพิธีปลุกเสกด้ายสีแดงและสายสิญจน์และทำพิธีสมโภชเรือพนมพระ
นางสาว พรพิมล เพชรชำนาญ ผู้บันทึก
ถ่ายภาพวันที่ 8 ตุลาคม 2565

2.2 ภูมิปัญญาเชิงช่าง เกิดจากผลงานที่ช่างได้สร้างสรรค์ขึ้นและได้มีการพัฒนามีสร้างผลงานจากประสบการณ์ของช่างต่อมาเกิดเป็นกระบวนการทำงานของช่าง ที่มีความงดงามและมีความเชี่ยวชาญในการทำงานศิลปะในที่นี้คือการทำเรือพนมพระซึ่งมีรายละเอียดดังนี้ รูปแบบการทำเรือพนมพระและรูปแบบการตกแต่งเรือพนมพระ วัสดุ/อุปกรณ์ในการทำเรือพนมพระ องค์ประกอบของเรือพระบก ขั้นตอนการทำเรือพนมพระ

อภิปรายผลการวิจัย

1. ศึกษาประวัติความเป็นมาของประเพณีชักพระสุราษฎร์ธานี พบว่าชักพระหรือลากพระเป็นประเพณี ทำกันหลังจากวันมหาปวารณาหรือวันออก พรรษา 1 วันซึ่งตรงกับ วันแรม 1 ค่ำเดือน 11 โดยพุทธศาสนิกชนพร้อมใจกันอาราธนาพระพุทธรูปขึ้นประดิษฐานบนบุษบกที่วางอยู่เหนือเรือรถหรือล้อเลื่อนแล้วแห่แหนชักลากไปตามลำน้ำหรือตามถนนหนทาง ท้องถิ่นใดอยู่ริมน้ำหรือมีลำคลองก็มีการชักพระทางนำถ้าห่างไกลลำคลองก็มีการพระทางบกเพื่อให้ พุทธศาสนิกชนได้สักการบูชาและถวายภัตตาหารแด่พระสงฆ์ประเพณีนี้สันนิษฐานว่าเกิดขึ้นในประเทศอินเดีย ตามลัทธิศาสนาพราหมณ์ที่นิยมเอาเทวรูปแห่แหนในโอกาสต่างๆเป็นจากนั้นในฤดูพรรษาพอดีพระองค์เสด็จไปจำพรรษา ณ ดาวดึงส์ด้วยมีพระประสงค์จะแสดงธรรมโปรดพุทธมารดาซึ่งขณะนั้นจุติเป็นเทพสถิตอยู่ ณ ดุสิตเทพพิภพ แล้วเสด็จกลับมนุษยโลกใน วันขึ้น15ค่ำ เดือน11 ชาวเมืองต่างปลาบปลื้มจึงมารับเสด็จและอัญเชิญพระพุทธองค์ ขึ้นประทับบุษบกที่เตรียมไว้แล้วแห่แหนไปยังที่ประทับของพระพุทธองค์จากเหตุการณ์ครั้งนั้นจึงเกิดเป็นประเพณีชักพระสืบมา สอดคล้องกับวารสารรูสมิแล (พระครูนิเทศธรรมาภรณ์,2561) ศึกษาเรื่องประเพณีการชักพระของชาวปักษ์ใต้ ผลการศึกษาพบว่า ความเป็นมาของประเพณีนี้ สันนิษฐานว่าคงจะเอาอย่างจากการแห่เทวรูปพิธีตรียัมพวายและตรีปวายของพราหมณ์ ตรียัมพวายเป็นพิธีแห่อิศวร ตรีปวายเป็นพิธีแห่พระนารายณ์ พวกที่นับถือพระอิศวรถือว่าพระอิศวรผู้เป็นเจ้าลงมาเยี่ยมโลกปีละครั้งและจะลงมาในวันเดือนยี่ ขึ้น 7 ค่ำ จะเสด็จกลับสวรรค์ใน วันแรม 1 ค่ำเป็นเวลาที่อยู่ในมนุษย์โลก 10 วัน พระอาทิตย์ พระจันทร์ นางพระธรณี พระคงคา มาเยี่ยมเฝ้าท้าวโลกบาลทั้ง 4 มา เล่นโล้ชิงช้าหรือสาดน้ำถวาย มีการรับและส่งเสด็จกันเป็นการเอิกเกริก ในพิธีตรียัมพวายนี้มีพิธีโล้ชิงช้าเป็นพิธีเบื้องต้น สำหรับในวันพระอิศวรเป็นเจ้าเสด็จกลับคือวันแรม 1 ค่ำ เดือนยี่ จะมีการเชิญ รูปพระอิศวร พระอุมาและพระพิฆเนศ ขึ้นสู่เสลี่ยงออกแห่แหนในเวลากลางคืนเดือนหงาย เป็นการส่งเสด็จเพราะถือว่าพระเจ้าองค์นี้โปรดแสงสว่างชอบกลับวิมานเขาไกรลาส ในเวลาเดือนหงาย ส่วนพิธีตรีปวายซึ่งเป็นพิธีแห่พระนารายณ์นั้นก็เริ่มทำติดต่อกันไปเพราะถือว่าพระนารายณ์จะเสด็จลงมาเยี่ยมโลกในวันแรม 1 ค่ำ เดือนยี่ และจะเสด็จกลับไวกูณฐ์สวรรค์ในวันแรม 5 ค่ำ เป็นเวลาอยู่ในมนุษย์ โลก 5 วัน พอถึงวันแรม 5 ค่ำ ในตอนเย็นจะเชิญรูปพระนารายณ์ พระลักษมีขึ้นสู่เสลี่ยงเวลากลางคืน ก่อนเดือนขึ้นก็เดินกระบวนแห่ส่งเสด็จเหมือนส่งเสด็จพระอิศวรที่ทำกันเวลามืดก็เพราะถือว่าพระนารายณ์ชอบเดือนมืด ตรียัมพวายและตรีปวายเป็นพิธีใหญ่และจัดเป็นพระราชพิธีมาตั้งแต่สมัย สุโขทัยจนถึงรัตนโกสินทร์ เดิมเป็นพิธีพราหมณ์อย่างเดียว พระบาทสมเด็จพระจอมเกล้าเจ้าอยู่หัวทรงเห็นว่าเป็นพิธีใหญ่สำหรับพระนคร จึงโปรดให้เป็นพิธีสงฆ์ด้วยคือ ให้มีการสวดมนต์และเลี้ยงพระ ในพระบรมมหาราชวัง ฝ่ายพราหมณ์ก็มีการบำเพ็ญกุศลตามทางพระพุทธศาสนาด้วย พิธีการแห่พระอิศวรและพระนารายณ์นี้ คงจะทำกันทั่วไปในหมู่ชนที่นับถือลัทธิพราหมณ์ พวกที่นับถือพระพุทธศาสนาในทางภาคใต้คงจะเอาอย่างการแห่เทวรูปนี้มาคิดแห่พระพุทธรูปขึ้นหรือประชาชนที่เคยนับถือลัทธิพราหมณ์มาก่อน ภายหลังมารับนับถือพระพุทธศาสนาก็เปลี่ยนแปลงการแห่เทวรูปมาเป็นการแห่พระพุทธรูปให้เป็นประเพณีทางพุทธศาสนาไปเสีย ดังนี้ก็อาจเป็นได้ส่วนที่ได้กำหนดเอาวันออกพรรษาเป็นวันชักพระนั้นคงจะเห็นว่าวันออกพรรษาเป็นวันที่พระพุทธเจ้าเสด็จลงจากสวรรค์และมีประชาชน ไปรับเสด็จกันอย่างเอิกเกริก การชักพระหรือการแห่ พระพุทธรูปในวันนั้นจึงเป็นการเหมาะสมมีเหตุผลพอจะเข้าเรื่องกันได้ดี จึงเกิดเป็นประเพณีการชักพระขึ้นในวันออกพรรษาคือในวันแรม 1 ค่ำ เดือน 11 เป็นที่นิยมกันมาจนถึงกาลบัดนี้ แต่

ในบางท้องถิ่นนิยมชักพระกันในวันแรม 1 ค่ำ เดือน 5 สอดคล้องกับงานวิจัย ของ พระมหาฐิติพงศ์ ชูจิตต์ (2561) ศึกษาเรื่องบทบาทของพระสงฆ์ต่อการมีส่วนร่วมในการสงวนรักษาประเพณีชักพระ จังหวัดสุราษฎร์ธานี ผลการศึกษาพบว่าในขณะที่บางคนไม่สามารถเข้าถวายภัตตาหารได้เพราะจำนวนคนที่จะถวายภัตตาหารมี มากมายแต่ด้วยศรัทธาของผู้ที่เข้าไม่ถึงพระพุทธองค์จึงเกิดประเพณีทำขนมชนิดหนึ่งขึ้นเป็นขนมที่ห่อด้วย ใบไม้เรียกว่า“ขนมต้ม”หรือห่อต้มหรือห่อปัดสำหรับโยนจากระยะไกลเข้าไปถวายได้ทั้งนี้ในความจริงอาจเป็นเพื่อสะดวกในการนำไปทำบุญเพราะสามารถเก็บรักษาไว้ได้นานและสะดวกต่อการรับประทานเวลาหิวขณะลากพระดังนั้นขนมต้มจึงถือเป็นขนมที่เป็นเอกลักษณ์ประจำเทศกาลประกอบด้วยเรื่อพระเรือพระคือเรือรถ หรือล้อเลื่อนที่ประดิษฐ์ตกแต่งเป็นรูปเรือวางบุษบกหรือชาวใต้เรียกว่า“นม” “ยอดนม”หรือ“นมพระ”สำหรับ อาราธนาพระพุทธรูปขึ้นประดิษฐานใช้สำหรับชักลากในวันเทศกาลออกพรรษาถ้าใช้ทางน้ำเรียก“เรือพระน้ำ” ถ้าใช้ทางบกเรียก“เรือพระบก”จะใช้รถหรือล้อเลื่อนมาประดิษฐ์ตกแต่งให้เป็นรูปเรือ(เรือพระเป็นสัญลักษณ์ใน งานประเพณีชักพระของชาวใต้จัดทำขึ้นเพื่อแสดงออกถึงความเลื่อมใสศรัทธาในพุทธศาสนาของชาวบ้านถือ เป็นหัวใจสำคัญในงานประเพณีชักพระที่ทุก ๆ วัดจะต้องเตรียมการทำเรือพระล่วงหน้าให้สวยงามไม่น้อยหน้า เรือพระจากวัดอื่น ๆ เรือพระเป็นงานศิลปกรรมที่ผสมผสานทั้งงานด้านสถาปัตยกรรมประติมากรรมและ จิตรกรรมล้วนเกิดจากภูมิปัญญาของช่างพื้นบ้านแต่ละท้องถิ่นที่สร้างสรรค์ผลงานขึ้นในแง่ของความสุนทรียะ ทางศิลปะต่าง ๆ การจัดทำเรือพระในอดีตนั้นเป็นการระดมความศรัทธาของบรรดาช่างศิลปะเข้ามาร่วมกันทำ เรือพระอย่างสุดฝีมือส่วนบรรดาชาวบ้านจะเป็นผู้ให้การสนับสนุนทั้งด้านปัจจัยและกำลังใจงานศิลปะในเรือ พระจึงเป็นงานที่สะท้อนถึงภูมิปัญญาของช่างพื้นบ้านเป็นการแสดงออกอย่างอิสระและเกิดจากความกลมเกลียวสามัคคีของคนในหมู่บ้านเป็นการอนุรักษ์ศิลปะและประเพณีอย่างแท้จริง สอดคล้องกับงานวิจัย ของ สุพัตรา คงขำ และ เครือวัลย์ คงขำ (2561) ศึกษาเรื่องแนวทางการอนุรักษ์ภูมิปัญญาพื้นบ้านการชักแห่ เรือพระบกของตำบลเขาใหญ่อำเภออ่าวลึกจังหวัดกระบี่ ผลการศึกษาพบว่าประวัติความเป็นมาภูมิปัญญาพื้นบ้านการชักแห่เรือพระบกของตำบลเขาใหญ่ สืบทอดมาจากประเทศอินเดียโดยเชื่อกันว่าเมื่อครั้งที่พระพุทธเจ้าเสด็จไป จำพรรษาณสวรรค์ชั้นดาวดึงส์เพื่อโปรดพระพุทธมารดาเมื่อครบพรรษาจึงเสด็จกลับมายังโลกมนุษย์ พุทธศาสนิกชนไปรับเสด็จแล้วอัญเชิญพระพุทธเจ้าประทับบนบุษบกแล้วแห่แหนต่อมาเมื่อมีพระพุทธรูปขึ้น พุทธศาสนิกชนจึงนำเอาพระพุทธรูปยกแห่แหนสมมติแทนพระพุทธองค์และต่อมาประเพณีนี้ได้ถ่ายทอดมายัง ประเทศไทยโดยเฉพาะภาคใต้โดยจะจัดขึ้นในวันแรม 1 ค่ำเดือน 11 ของทุก ๆ ปีพุทธศาสนิกชนได้อาราธนา พระพุทธรูปขึ้นประดิษฐานบนบุษบกที่วางอยู่เหนือเรือรถหรือล้อเลื่อนที่ชาวบ้านเรียกว่า“พนมพระ”บนเรือจะ มีการประดับตกแต่งสวยงามแล้วแห่แหนชักลากไปตามถนนหนทางหรือในลำน้ำในตำบลเขาใหญ่มีประวัติ ความเป็นมาการชักแห่เรือพระไม่แน่ชัดคาดวาเกิดขึ้นมาประมาณ 90 ปีแล้วโดยสันนิษฐานว่าจังหวัดกระบี่ในอดีตเคยเป็นแขวงหนึ่งของเมืองนครศรีธรรมราชเรียกว่า“แขวงเมืองปกาสัย” สอดคล้องกับงานวิจัยของ ภาพิมล สีไหม (2553) ศึกษาเรื่องการส่งเสริมประเพณีชักพระของ เทศบาลตำบลวัดประดู่อำเภอเมืองสุราษฎร์ธานีจังหวัดสุราษฎร์ธานี ผลการศึกษาพบว่าประเพณีชักพระเป็นประเพณีท้องถิ่นภาคใต้เป็นการทำบุญหลังวันออกพรรษาตรงกับวันแรม 1 ค่ำเดือน 11 เป็นการจำลองเหตุการณ์เมื่อครั้งพระพุทธเจ้าเสด็จกลับจากสวรรค์ชั้นดาวดึงส์ชาวบ้านจึงแห่เห็นกันไปเฝ้ารับเสด็จแสดงให้ เห็นถึงความพร้อมเพรียงทำให้เกิดความรักความสามัคคีซึ่งมีองค์ความรู้และภูมิปัญญาท้องถิ่นที่เกี่ยวข้องกับ ประเพณีชักพระประกอบด้วยการทำเรือพนมพระการทำกลองการทำขนมต้มเทศบาลจึงได้มีบทบาทในการ ส่งเสริมประเพณีชักพระด้วยการสนับสนุนงบประมาณการจัดงานสมโภชการแสดงธรรมเทศนาและเพื่อเป็น การอนุรักษ์ส่งเสริมประเพณีชักพระไว้ให้ลูกหลานเทศบาลควรจัดตั้งพิพิธภัณฑ์หรือการจัดตั้งศูนย์การเรียนรู้เพื่อจัดแสดงเรื่องราวต่าง ๆ การบรรจุเป็นหลักสูตรการเรียนการสอนในชั้นเรียนรวมถึงการจัดทำสื่อเผยแพร่ ประชาสัมพันธ์เพื่อถ่ายทอดองค์ความรู้และภูมิปัญญาท้องถิ่นที่เกี่ยวข้องกับประเพณีชักพระให้คงอยู่สืบไป สอดคล้องกับวารสารงานวิจัยของ ธนสันต์ ปานแก้ว และรงค์ บุญสวยขวัญ (2557) ศึกษาวิจัยเรื่องประเพณีชักพระทางทะเล อำเภอเกาะพะงัน จังหวัดสุราษฎร์ธานี ผลการศึกษาพบว่า ชักพระหรือลากพระเป็นประเพณีทางพุทธศาสนากระทำกันหลังจากวันมหาปวารณาหรือวันออกพรรษา 1 วันซึ่งตรงกับวันแรม 1 ค่ำเดือน 11 โดยพุทธศาสนิกชนพร้อมใจกันอาราธนาพระพุทธรูปขึ้น ประดิษฐานบนบุษบกที่วางอยู่เหนือเรือรถหรือล้อเลื่อนแล้วแห่แหนชักลากไปตามลำน้ำหรือตามถนนหนทาง ท้องถิ่นใดอยู่ริมน้ำหรือมีลำคลองก็มีการชักพระทางน้ำถ้าห่างไกลลำคลองก็มีการพระทางบกเพื่อให้ พุทธศาสนิกชนได้สักการบูชาและถวายภัตตาหารแด่พระสงฆ์ประเพณีนี้สันนิษฐานว่าเกิดขึ้นในประเทศอินเดีย ตามลัทธิศาสนาพราหมณ์ที่นิยมเอาเทวรูปแห่แหนในโอกาสต่าง ๆ เช่นการแห่เทวรูปพระอิศวรการแห่เทวรูปพระนารายณ์เป็นต้นต่อมาชาวพุทธจึงนำเอาประเพณีนี้มาปรับให้เข้ากับพุทธตำนานว่าพระพุทธองค์ทรง กระทำยมกปาฏิหาริย์ปราบเดียรถีย์ ณ ป่ามะม่วงกรุงสาวัตถีซึ่งเป็นฤดูพรรษาพอดีพระองค์เสด็จไปจำพรรษา ณ ดาวดึงส์ด้วยมีพระประสงค์จะแสดงธรรมโปรดพุทธมารดาซึ่งขณะนั้นจุติเป็นเทพสถิตอยู่ ณ ดุสิตเทพพิภพ แล้วเสด็จกลับมนุษยโลกในวันขึ้น15ค่ำเดือน11ชาวเมืองต่างปลาบปลื้มจึงมารับเสด็จและอัญเชิญพระพุทธองค์ขึ้นประทับบุษบกที่เตรียมไว้แล้วแห่แหนไปยังที่ประทับของพระพุทธองค์จากเหตุการณ์ครั้งนั้นจึงเกิดเป็น ประเพณีชักพระสืบมาเมื่อเลยสมัยพุทธกาลและมีการสร้างพระพุทธรูปขึ้นพุทธศาสนิกชนจึงนำพระพุทธรูปมา แห่สมมติแทนพระพุทธองค์จนกลายเป็นประเพณีสืบต่อกันมา

2. ภูมิปัญญาขั้นตอนการทำเรือพนมพระ เทศบาลตำบลควนศรี อำเภอบ้านนาสาร จังหวัดสุราษฎร์ธานี

2.1 ภูมิปัญญาท้องถิ่น เป็นสิ่งสำคัญของที่จะสร้างสรรค์ สืบทอดวัฒนธรรมที่เกิดจากการถ่ายทอดมาตั้งแต่รุ่นสู่รุ่นผ่านความเชื่อ ความคิด ความรู้ที่ชาวบ้านคิดขึ้นได้เองและนำมาใช้ในการดำเนินชีวิตหรือใช้แก้ปัญหาซึ่งภูมิปัญญาท้องถิ่นนั้นได้มีมากมายหลายแขนงจะขึ้นอยู่กับบริบทที่นำไปใช้ซึ่งรายละเอียดดังนี้ด้านความเชื่อสิ่งที่เหนือธรรมชาติ สอดคล้องกับวิจัยของ วีระศักดิ์ จุลดาลัย และคณะ (2549) ศึกษาเรื่องการจัดการความรู้ภูมิปัญญาท้องถิ่นวัฒนธรรมการทอผ้าของชุมชนไทยโส้ อำเภอโพนสวรรค์ จังหวัดนครพนม ผลการศึกษาพบว่าบริบทด้านวัฒนธรรมการทอผ้า กระบวนการถ่ายทอดภูมิปัญญาการทอผ้าและแนวทางการนำเสนอภูมิปัญญาการทอผ้าของชุมชนไทยโส้มาพัฒนาเพื่อสร้างมูลค่าเพิ่มเป็นสินค้าทางวัฒนธรรม โดยใช้การวิจัยเชิงปฏิบัติการแบบชุมชนมีส่วนร่วม คณะผู้วิจัยแบ่งกิจกรรมเป็น 6 กิจกรรมเพื่อให้ชุมชนได้ร่วมกันสะท้อนภาพในอดีต ร่วมคิด วิเคราะห์เกี่ยวกับภูมิปัญญาท้องถิ่นวัฒนธรรมการทอผ้าของชุมชนไทยโส้ ซึ่งชาวไทยโส้ทุกภาคส่วนได้เข้าร่วมกิจกรรมเพื่อให้ได้มาซึ่ง ข้อมูลและร่วมกันตรวจสอบข้อมูลต่าง ๆ ให้สมบูรณ์ เพื่อเป็นรวบรวมเป็นฐานข้อมูลด้านการทอผ้า ผลวิจัยพบว่า ระยะเวลา 40 ปีที่ผ่านมา การปลูกฝ้าย ปลูกคราม และการปลูกม่อนเลี้ยงไหมเลือน หายไปจากชุมชนไทยโส้ เนื่องจากการขยายพื้นที่ในการทำนา การสร้างบ้านพักอาศัยมากขึ้นอัน เนื่องจากการเพิ่มของจำนวนประชากร ส่งผลให้ประเพณี “ลงข่วงเข็นฝ้าย”ได้เลือนหายไปพร้อม ๆ กัน ประกอบกับการคมนาคมที่ดีขึ้น มีพ่อค้าแม่ค้านำเส้นฝ้ายจากโรงงานมาจำหน่ายในพื้นที่มากขึ้น ชาวบ้านมีทางเลือกการนำเส้นใยสังเคราะห์ และสีย้อมเคมีมาเป็นวัตถุดิบทดแทนเส้นฝ้ายเข็น และสีย้อมธรรมชาติ ทำให้ขาดการถ่ายทอดภูมิปัญญาด้านการผลิตเส้นฝ้ายเข็น ประกอบกับ ครอบครัวชาวไทยโส้ในปัจจุบัน นิยมส่งบุตรหลานไปเรียนนอกพื้นที่ ทำให้การถ่ายทอดภูมิปัญญา ด้านการทอผ้าสู่บุตรหลานลดน้อยลง การดำเนินการวิจัยที่น่าสนใจขั้นตอนหนึ่ง ซึ่งทีมวิจัยเรียกว่า การคืนความรู้ภูมิปัญญาท้องถิ่นด้านการทอผ้าชาวไทยโส้ให้กับชุมชน คือการรวบรวมข้อมูลที่ได้มาจัดเก็บและเผยแพร่ โดยใช้สื่อรูปแบบต่าง ๆ ที่สามารถเข้าถึงง่ายและจัดเวทีแลกเปลี่ยนเรียนรู้ในกระบวนการจัดการความรู้ ผู้ที่เข้าร่วมกิจกรรมได้แก่สมาชิกกลุ่มทอผ้าพื้นบ้าน ผู้นำชุมชน พัฒนาชุมชน นักวิชาการท้องถิ่น ผู้แทนจากองค์การบริหารส่วนตำบล และเยาวชน นอกจากนี้ยังมี กิจกรรมการค้นหาเอกลักษณ์ของลายผ้าไทยโส้ ตำบลโพนจาน เป็นกิจกรรมที่ทำให้เกิดการแลกเปลี่ยนระดมสมอง เพื่อค้นหาชื่อและวิเคราะห์ความหมายลายผ้าไทยโส้ ในกลุ่มครูภูมิปัญญาและสตรี ผู้ทอพื้นเมืองชาวไทยโส้ โดยมีครูภูมิปัญญาจำนวนมากในชุมชนไทยโส้ซึ่งเป็นผู้คิดค้นและสืบทอดภูมิปัญญาการออกแบบลายผ้าไทยโส้แต่ดั้งเดิม กิจกรรมนี้ทำให้สตรีผู้ทอผ้าพื้นเมืองรุ่นใหม่ เกิดความตระหนักและเล็งเห็นถึงความสำคัญของลายผ้าดั้งเดิมซึ่งมีความหมาย ซ่อนเร้น และได้เรียนรู้ถึงการทอผ้าด้วยวิญญาณ และชีวิตของหญิงสาวชาวไทยโส้ กิจกรรมการยกย่องครูภูมิปัญญา และการจัดการประกวดผ้าทอไทยโส้ลายดั้งเดิมชาวไทยโส้ต่างพากันนำผ้าที่ เป็นมรดกตกทอดจากบรรพบุรุษเข้าประกวด ทำให้เยาวชนหันมาตระหนักถึงการทอผ้าดั้งเดิม และทำให้ครูภูมิปัญญาเกิดความภูมิใจปลาบปลื้มที่เห็นลูกหลาน หันมาให้ความสำคัญกับการสืบทอดวัฒนธรรมการทอผ้าที่สั่งสมกันมา

2.2 ภูมิปัญญาเชิงช่าง เกิดจากผลงานที่ช่างได้สร้างสรรค์ขึ้นและได้มีการพัฒนามีสร้างผลงานจากประสบการณ์ของช่างต่อมาเกิดเป็นกระบวนการทำงานของช่าง ที่มีความงดงามและมีความเชี่ยวชาญในการทำงานศิลปะในที่นี้คือการทำเรือพนมพระซึ่งมีรายละเอียดดังนี้ รูปแบบการทำเรือพนมพระและรูปแบบการตกแต่งเรือพนมพระ วัสดุอุปกรณ์ในการทำเรือพนมพระ องค์ประกอบของเรือพระบก ขั้นตอนการทำเรือพนมพระ สอดคล้องกับงานวิจัย ของอ่อนตา ยวนเกิด (2557) ศึกษาเรื่องพัฒนาการและการเปลี่ยนแปลงการทำเรือพระบกในอำเภอกาญจนดิษฐ์จังหวัด สุราษฎร์ธานี ผลการศึกษาพบว่า ประเพณีชักพระและการทำเรือพระในพื้นที่อื่น ๆ และในจังหวัดสุราษฎร์ธานี ทำให้ทราบถึงประวัติความเป็นมาความสำคัญของประเพณีชักพระที่มีต่อวิถีชีวิตของชาวใต้ และพบว่าแต่ละพื้นที่พบปัญหาใกล้เคียงกัน เนื่องจาก เปลี่ยนแปลงของเวลา เทคโนโลยีที่เปลี่ยนไป เวลาที่หมดไปกับการหาเลี้ยงชีพ บริบทชุมชนกับ การทำเรือพระบกเพื่อเข้าร่วมประเพณีชักพระจึงเปลี่ยนไป การทำเรือพระบกนั้นเปลี่ยนไปทั้ง ขั้นตอนการทำและวิธีการทำรูปแบบ ลวดลาย จำนวนช่างฝีมือที่ลดน้อยลงเพราะช่างฝีมือมีอายุ มากขึ้น และขาดการสืบทอดความความรู้ควรส่งเสริมให้มีการรวบรวมข้อมูลภูมิปัญญา ทักษะเชิงช่างในการทำเรือพระบกให้ได้มากที่สุด เพื่อการอนุรักษ์ทรัพยากรวัฒนธรรมและส่งเสริมประเพณีท้องถิ่นที่ยั่งยืนสืบต่อไป สอดคล้องกับ วิจิตรา อุตมะมุณีย์และคณะ (2555) ศึกษาเรื่องกระบวนการมีส่วนร่วมในการสืบทอดภูมิปัญญาขบวนแห่เรือพระ ชุมชนบ้านเขาแก้ว จังหวัดสงขลา ผลการศึกษาพบว่า เรือพระชุมชนบ้านเขาแก้วมีมาตั้งแต่ก่อนสงครามโลกครั้งที่สอง โดยเกิดจากความศรัทธาของคนในชุมชนต่อพุทธศาสนาที่เชื่อว่า การชักพระจะทำให้ฝนตกตาม ฤดูกาลและได้บุญมาก ส่งผลให้ประสบความสำเร็จในชีวิต เรือพระมีการเปลี่ยนแปลงรูปแบบ ไปตามยุคสมัย จากเดิมหัวเรือพระเป็นหงส์ สานด้วยโครงไม้ไผ่ ล้อเป็นไม้ยังไม่เน้นความ สวยงาม ต่อมาเป็นหัวรูปกินรี ลำเรือทำด้วยไม้อัด ล้อไม้หุ้มด้วยยางรถยนต์ ปัจจุบันได้เปลี่ยน หัวเรือพระเป็นรูปพญานาค เน้นความสวยงามมากขึ้น โดยใช้โครงรถยนต์และสีสะท้อนแสง ใช้โฟมเป็นหลักเพื่อความสะดวกรวดเร็ว ในด้านกระบวนการมีส่วนร่วมของชุมชน เริ่มตั้งแต่ ชุมชนเข้ามาร่วมวางแผน การแสดงความคิดเห็นในการทำเรือพระ การแบ่งงานกันทำด้วยจิตอาสา ทำให้คนในชุมชนผูกพันกันมากขึ้นนับเป็นการรักษารูปแบบของประเพณีอันดีงามของบ้าน เขาแก้วที่เน้นการสร้างความสัมพันธ์ที่ดีต่อกัน อีกทั้งยังส่งเสริมความสามัคคีของคนในชุมชน ตลอดจนการอนุรักษ์ สืบทอดภูมิปัญญานี้ให้คงอยู่กับชุมชนสืบไปสอดคล้องกับงานวิจัยของ รวีพล ประดิษฐ (2559) ศึกษาเรื่องประกายสีในลวดลาย ผลการศึกษาพบว่า เรือพระมีส่วนประกอบที่เป็นผลงานทางศิลปกรรม

อย่างหนึ่งของชาวบ้าน ซึ้งนิยม แสดงออกด้วยความที่เกี่ยวข้องกับวัฒนธรรม ประเพณีศาสนาและความเชื่อ การประดิษฐ์เรือพระส่วนใหญ่จะเป็นการแสดงความสามารถทางฝี มือในทางศิลปะของช่างแต่ละหมู่บ้าน เป็นการจัดทำที่ยึดมั่น ในความศรัทธา เสียสละต่อพุทธศาสนาและต่อสังคมส่วนรวม ดังนั้นเรือพระจึงเป็น ส่วนประกอบที่สำคัญที่สุดของงานประเพณีลากพระเดือน 11 การประดิษฐ์เรือพระต้องอาศัย ส่วนประกอบในหลายๆประการเช่น วิถีชีวิตความเป็นอยู่ความเชื่อ องค์ประกอบทางวัฒนธรรมแวดล้อมในชุมชนนั้น ๆ เป็นหลักช่างผู้ประดิษฐ์ก็จะถ่ายทอดศิลปะทางวัฒนธรรมเกี่ยวข้องกับตนออกมา ดังนั้นเรือพระแต่ละลำ ก็จะมีการสอดแทรกถ่ายทอดวัฒนธรรมในด้านต่าง ๆ ของชุมชนนั้น ออกมาได้ด้วยศิลปกรรมต่าง ๆได้เป็นอย่างดีการตกแต่งเรือพระจะเป็นฝีมือของช่างท้องถิ่นในละแวกใกล้ๆวัด เพราะประเพณีลากพระนั้นเป็นประเพณีที่เกิดขึ้นด้วยความศรัทธาของชาวบ้าน ต่างคนก็มีความศรัทธามุ่งหวังใครมีความสามารถในการเขียนลายไทยหรือเป็นศิลปินประเภทจิตรกรรมก็จะมาร่วมลงมือลงแรงช่วยกันทำ ซึ่งส่วนใหญ่มักจะตกแต่งเรือพระด้วยการเขียนลายไทยบ้างก็นำ วัสดุพื้นบ้านต่าง ๆ ที่หาได้ใกล้มาประดับ เช่น ไม้ไผ่ ใบตอง ข้าวตอก งานสารต่าง ๆ และเครื่องสดดอกไม้ต่าง ๆ รวมถึงการติดกระจก การแกะโฟม แกะไม้เขียนสีมาประดับเป็นลายไทย แบบชาวบ้าน ในการประดิษฐ์ตกแต่งเรือพระได้พัฒนามาถึงปัจจุบัน ซึ่งปรากฏเป็นผลงานประดิษฐ์ตกแต่งเรือพระที่งดงาม สอดคล้องกับ สมปอง มุกดารัตน์ (2554) ศึกษาเรื่องสีสันของความศรัทธา : เรือพระโคกโพธิ์ในปัจจุบัน ผลการศึกษาพบว่า จะเห็นได้ว่าประเพณีชักพระเป็นการสืบทอด ทางวัฒนธรรมดั้งเดิมสู่เยาวชนรุ่นหลัง มีการถ่ายทอดภูมิปัญญาของช่าง เช่น การแกะลาย กนกและขั้นตอนการทำเรือพระแบบโบราณ การสร้างความรัก ความผูกพัน ความเอื้อเฟื้อเผื่อแผ่ และสร้างความสามัคคีในชุมชนทำให้คนใน ชุมชนได้พบปะกันและร่วมแรงร่วมใจในการทำกิจกรรมร่วมกัน เป็นการสร้างความสัมพันธ์ ระหว่างวัดกับชุมชน และปลูกฝังวัฒนธรรม ความดีงามให้กับเยาวชนรุ่นหลัง ให้เป็นแบบ อย่างที่ดีของการอยู่ร่วมกันของสังคมด้วย สอดคล้องกับ สมเกียรติ ภูมิศิริไพบูลย์ (2541) ศึกษาเรื่องศึกษาการทำเรือพระในจังหวัดสงขลา ผลการศึกษาพบว่า เรื่องขั้นตอนและวิธีการทำเรือพระ รูปแบบ เนื้อหา ลวดลาย และคุณค่าของเรือพระ สมเกียรติ วิเคราะห์ว่าเรือพระมีคุณค่าด้านศาสนา คุณค่าด้านอนุรักษ์ ส่งเสริมประเพณี คุณค่าด้านอนุรักษ์ส่งเสริมสืบทอด และพัฒนาภูมิปัญญาเชิงช่าง คุณค่าด้านการปลูกฝังจริยธรรม คุณค่าด้านสังคมสัมพันธ์ คุณค่าด้านประวัติศาสตร์ คุณค่าด้านเศรษฐกิจและการส่งเสริมการท่องเที่ยว การทำเรือพระในจังหวัดสงขลาในอดีตนั้นไม่ได้ยึดหลักเกณฑ์อะไรมากมายนัก เป็นการ ทำเรือพระขึ้นเพื่อรักษาประเพณี รูปทรง ลวดลาย สีสันและวัสดุที่ทำกันง่ายๆไม่พิถีพิถันมากนัก ช่วงล่างของเรือพระจะใช้ไม้ 2 ท่อนเป็นที่รองรับบุษบก พัฒนามาเป็นใช้ล้อไม้และพัฒนารูปแบบที่ ใช้ในปัจจุบันเป็นโครงรถยนต์ ส่วนรูปทรงของลำเรือ ชาวบ้านเรียกว่า “แม่เรือ” ทำเป็นสี่เหลี่ยมใช้ไม้ไผ่สานเป็นลวดลายต่าง ๆ ทำเป็นแผงปิดทั้ง 4 ด้าน ส่วนบุษบกวางตรงกลางลำเรือตกแต่งด้วย กระดาษสีเงิน กระดาษสีทองตอกลาย ประดับด้วยผ้าม่านและลูกปัด ปัจจุบันการทำเรือพระในจังหวัดสงขลาพัฒนารูปแบบ รูปทรง สีสัน ลวดลาย ยึดหลัก เกณฑ์ในการประกวดรูปแบบเรือพระจึงออกมาคล้ายๆกันเป็นการเอารูปแบบ ราชรถมาดัดแปลงผสมผสานกับรูปแบบดั้งเดิมกลายเป็นรูปแบบใหม่ การทำเรือพระในจังหวัด สงขลาเริ่มจากการวางแผนเพื่อแบ่งหน้าที่เป็นแผนกต่าง ๆ แล้วจึงออกแบบโครงสร้างภายนอกและ ภายในจัดเตรียมวัสดุอุปกรณ์ เช่น โฟม สี กาว โครงรถ เป็นต้น แล้วจึงเริ่มทำตั้งแต่โครงสร้าง แกะลวดลาย พิมพ์ลวดลาย ระบายสีลวดลายและประกอบตกแต่งจนเสร็จ เนื้อหาที่ปรากฏเป็น เรื่องราวเกี่ยวกับพุทธประวัติ เรื่องนรก สวรรค์ มนุษย์ เรื่องสัตว์ป่าหิมพานต์ และปริศนาธรรม ตกแต่งส่วนต่าง ๆ ด้วยลายไทยผสมผสานตามแนวคิดของช่างท้องถิ่น



ภาพที่ 2 รูปแบบการทำเรือพนมพระเรือพนมพระ
บัญชา จิตร์บำรุง ผู้บันทึก
ถ่ายภาพวันที่ 14 พฤษภาคม 2563

ข้อเสนอแนะ

1. ข้อเสนอแนะจากผลการวิจัย

1.1 ควรมีการจดบันทึกเกี่ยวกับประวัติประเพณีชักพระและการริเริ่มการทำเรือพนมพระของวัดควนศรี

1.2 ควรมีการจดบันทึกข้อมูลเกี่ยวกับขั้นตอนและลักษณะเด่นของการจัดทำเรือพนมพระที่ชัดเจนสมบูรณ์

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 เนื่องจากการจัดทำเรือพนมพระของวัดควนศรีนั้นได้นำเรือลำเดิมมาใช้และได้จัดทำขึ้นเสร็จเป็นที่เรียบร้อย ทำให้เข้าไปเก็บข้อมูลนั้นทำได้ยากและมีเวลาเก็บข้อมูลน้อย การเก็บข้อมูลในแต่ละครั้งควรมีการเตรียมการอย่างรอบคอบและควรนติดต่อกับผู้ให้ข้อมูลอย่างต่อเนื่องเพื่อให้ได้ข้อมูลที่ชัดเจนสมบูรณ์

2.2 ควรมีการศึกษาประเพณีและวัฒนธรรมที่สำคัญของท้องถิ่นที่สำคัญเพิ่มเติม

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การศึกษาความเชื่อเกี่ยวกับท้าวเวสสุวรรณ
A Study of Vessavana Belief

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บทคัดย่อ

งานวิจัยนี้ศึกษา 1) ประวัติความเป็นมาของท้าวเวสสุวรรณ และ 2) ความเชื่อเกี่ยวกับท้าวเวสสุวรรณ เป็นงานวิจัยเชิงคุณภาพ พบว่า ท้าวเวสสุวรรณ หรือ ท้าวกุเวสเป็นอธิบดีแห่งอสูรย์หรือยักษ์ และเป็นเจ้าแห่งผี เป็นผู้คุ้มครองและดูแลโลกมนุษย์ สถิตอยู่บนสวรรค์ชั้นจาตุ ทรงอิทธิฤทธิ์อานุภาพมาก มียักษ์เป็นบริวาร ส่วนรูปลักษณ์ของท้าวเวสสุวรรณ จะยืนถือกระบองยาว หรือ คฑา กันส่วนใหญ่ ท้าวเวสสุวรรณมีรูปร่างพิการ ผิวขาวมีฟัน 8 ซี่ และมีขาสามขา สวมเครื่องแต่งกายงดงาม ร่างกายกำยำดูแข็งแรง รูปร่างสมส่วน ท้าวเวสสุวรรณเป็นยักษ์ที่มีกายผิวพรรณ มีเครื่องนุ่งห่มสีเหลืองทอง จิตใจดีงามและอุทิศตนเพื่อพิทักษ์สัมมาสัมพุทธเจ้า และความเชื่อเกี่ยวกับรูปท้าวเวสสุวัณหรือผ้ายันต์ท้าวเวสสุวรรณเป็นเครื่องรางของขลังติดตัว เพื่อป้องกันภัย จากวิญญาณร้ายที่จะมาทำร้ายหรือเบียดเบียนได้ และความเชื่อเกี่ยวกับพิธีกรรมต่าง ๆ ในการดำรงชีวิตที่ปรากฏในสังคมไทย ถือเป็นข้อปฏิบัติในการประกอบพิธีต่าง ๆ ที่ต้องการความเป็นมงคล และความสำเร็จลุล่วงไปด้วยดี ไม่มีอุปสรรค โดยที่จะต้องบูชาท้าวเวสสุวรรณเพื่อขอความคุ้มครองและรักษา

คำสำคัญ: ความเชื่อ, ท้าวเวสสุวรรณ

Abstract

The aim of this research was; 1) to study of history and 2) beliefs of people about Vessavana. This research was qualitative research. The finding of this research was found that Vessavana was the chief of giants and evils. He has been the chief of ghosts and protected the human world. Vessavana has been the most powerful living in Chatum Heaven. He has had giants as servants. The physical appearance of Vessavana, has been disabled appearance but is strong well-built holding a long club with 8 teeth, and three legs, and also wears a gorgeous golden costume. He has been generous mind and dedicated to Buddha. The belief of Vessavana as a talisman protects from evils that come to attack men. The ceremony of ways of life in Thailand has been practiced for luck and success without any obstacles. People have worshiped Vessavana to protect them.

Keywords: Belief, Vessavana

บทนำ

ยักษ์จัดเป็นอมนุษย์จำพวกหนึ่งที่มีเรื่องราวปรากฏในพระไตรปิฎกและอรรถกถา มีทั้งยักษ์ดี ยักษ์ร้าย เพราะยักษ์มีหลายประเภท เช่นยักษ์เสนาบดี ยักษ์บริวารรับใช้ท้าวเวสสุวัณเป็นต้น ยักษ์เหล่านี้ได้ทำกุศลกรรมและอกุศลกรรม เป็นเหตุให้เกิดมาเป็นยักษ์แตกต่างกันยักษ์จัดอยู่ในประเภทโอปปาติกะ คือ พวกที่เกิดมาแล้วมีร่างกายเติบโตทันที ในตอนเกิดไม่ต้องอาศัยอะไรทั้งหมด อาศัยแต่เพียงกรรมเก่าอย่างเดียว ถ้าหากได้ทำกรรมดีมาก่อนก็จะเกิดในกำเนิดของยักษ์ที่เป็นเทวดา ในสวรรค์ชั้นจาตุมหาราชิกา ถ้าหากทำกรรมชั่วจะเกิดในกำเนิดของยักษ์ดิรัจฉาน ยักษ์มิได้อยู่ตนเดียวเสมอ มีการรวมกลุ่มกัน หรือจัดแบ่งเป็นพวกตามลักษณะทางสังคมของยักษ์ยักษ์ทุกตนมีหน้าที่เป็นบริวารของท้าวเวสสุวัณ ซึ่งเป็นหนึ่งในจตุโลกบาลผู้รับผิดชอบดูแลทุกข์สุขของมนุษย์และเทวดาในทิศเหนือ ความเชื่อเรื่องยักษ์ในศาสนาพุทธ ยักษ์เป็นเทวดาในชั้นจาตุมหาราชิกา จะมีหลายระดับขึ้นกับบุญบารมี ยักษ์ชั้นสูง จะมีวิมานเป็นทอง เป็นแก้วมณี มีรูปร่างสวยงาม มีเครื่องประดับ มีรัศมี แต่ผิวจะดำ ดำอมเขียว อมเหลือง ดำแดงก็มี แต่ว่าดำเนียน มีอาหารทิพย์ มีบริวารคอยรับใช้ ปกติไม่เห็นเขี้ยว เวลาโกรธจึงจะมีเขี้ยวงอกออกมา มีความเป็นอยู่เสวยทิพยสมบัติดังเทวดา ยักษ์ชั้นกลาง ส่วนใหญ่จะเป็นบริวารคอยรับใช้ของยักษ์ชั้นสูง ส่วนยักษ์ชั้นต่ำที่บุญน้อยก็จะมีรูปร่างน่าเกลียด ผมหยิก ตัวดำ ตาโปน ผิวหยาบ

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เหมือนกระดาษทราย นิสัยดุร้าย ผู้คนมีความเชื่อว่าที่อยู่ของยักษ์ มักอยู่ตามถ้ำ ตามเขา ในน้ำ ในดิน พื้นมนุษย์ ในอากาศ และมีวิมานอยู่ที่เขายุคนธรในสวรรค์ชั้นจาตุมหาราชิกา พวกยักษ์จะอยู่ในการปกครองของท้าวเวสสุวรรณ หรือท้าวกุเวรมหาราชผู้ปกครองสวรรค์ชั้นจาตุมหาราชิกาด้านทิศเหนือ เหตุที่มาเกิดเป็นยักษ์เพราะทำบุญเจือด้วยความโกรธ มักหงุดหงิดรำคาญใจ คติความเชื่อเรื่องยักษ์ในการเป็นผู้พิทักษ์ และ ปกป้องความชั่วร้าย ยังยืนหยัดอยู่ในใจ ของคนไทยทุกคน แม้จะมีใบหน้าอันปั้นปึ่ง ปราศจากรอยยิ้มอันเป็นมิตร แถมมีเขี้ยวขาวโผล่ขึ้นมาดูน่าหวาดหวั่น แต่รูปลักษณ์ดังกล่าว มิได้มีไว้ต่อสู้กับความดี อย่างที่หลายคนเข้าใจผิดยิ่งไปกว่านั้น ยักษ์ยังเป็นเครื่องพิสูจน์ถึงสุภาษิตที่ว่า “อย่าได้ตัดสินคน แค่เพียงรูปโฉมภายนอก” เพราะภาพลักษณ์ อันหวานซึ้งที่มองเห็นด้วยตา อาจซ่อนพิษร้าย ชนิดคาดไม่ถึงเอาไว้ ฉะนั้นการคบหากัน ให้ทราบถึงเบื้องนิสัยอันแท้จริง ถือเป็นสิ่งสำคัญ (นางกมลรัตน์ สิริธรังศรี,2553) ท้าวเวสสุวรรณเป็นเทพเจ้าแห่งความร่ำรวย สัญลักษณ์แห่งมหาเศรษฐี อาทิ ท้าวรัตคัน ผู้มีเพชรเต็มพุง ท้าวกุเวรรัตนบดีผู้เป็นใหญ่ในทรัพย์ ท้าวธเณศวรเป็นเจ้าแห่งทรัพย์ ท้าวเวสสุวรรณยิ่งด้วยทอง ท้าวเวสสุวรรณเป็นเทพอสูรที่มีอำนาจปกปักรักษา มีบทบาทปกครองภูตผีปิศาจที่เกเร มีอำนาจทางด้านการเงิน เพราะเป็นผู้รักษาขุมทรัพย์ของแผ่นดิน เป็นมหาเทพแห่งความมั่งคั่งมีอำนาจในการประทานทรัพย์แก่ผู้ประพฤติปฏิบัติดี ผู้ใดหวังความเจริญในลาภยศทรัพย์สินเงินทองอำนาจวาสนาให้บูชารูป ท้าวเวสสุวรรณ หรือท้าวกุเวร หน้าที่ของท้าวเวสสุวรรณ การดูแลปกป้องคุ้มครองพระพุทธศาสนา ปกป้องดูแลแก่ผู้นั่งสมาธิพระกรรมฐาน ขับไล่ภูติผีปิศาจวิญญาณร้ายแก้เสนียดอัปมงคลคุณไสยต่าง ๆ เรียกว่าทั้งกันทั้งแก้ก็ได้หมด หากผู้ใดบูชาท่านด้วยความศรัทธาจะประสบแต่ความโชคดีมีทรัพย์ตลอดจนพ้นภัยจากบรรดาภูตผีปิศาจทั้งหลายสำหรับใครที่บูชาท้าวเวสสุวรรณ เพื่อเสริมดวง โชคลาภนั้นมีสิ่งที่ต้องข้อควรรู้ ก็คือ ข้อห้ามในการบูชาห้ามผิดศีล 5 ห้ามประพฤติตนไม่ดี จะทำให้การบูชาไม่ได้ผล ได้แก่ การฆ่าสัตว์ตัดชีวิต การลักขโมยทรัพย์ การผิดลูกผิดเมียผู้อื่น การพูดเท็จยุแหย่ให้ชาวบ้านทะเลาะกัน และ การดื่มสุราของมึนเมา ทั้งหลายห้ามทำลายศาสนา ไม่เป็นผู้ทำลายศาสนา ไม่ว่าจะเป็นทางตรงหรือทางอ้อม เช่น การยุยงหรือส่งเสริมให้ผู้อื่นหมดสิ้นความศรัทธาต่อศาสนาห้ามทุจริต ไม่ประกอบอาชีพที่ไม่สุจริต เอารัดเอาเปรียบ หรือ ฉ้อโกงผู้อื่นห้ามเห็นแก่ตัว ไม่เป็นคนเห็นแก่ตัว ขาดน้ำใจ และการให้ทานหากใครที่ได้บูชาท้าวเวส สุวรรณทั้งในรูปแบบของการไหว้ และการไม่กระทำพฤติกรรมตามข้อห้ามการบูชาท้าวเวสสุวรรณข้างต้นไป เชื่อว่าการบูชาก็จะให้ผลอย่างแท้จริง ส่งผลให้เรามีความเจริญก้าวหน้า มีความสุข และร่ำรวยเพียบพร้อมไปด้วยเงินทอง (ไทยรัฐออนไลน์, 2565) ปัญหาในการหลอกหลวงผู้ที่เลื่อมใสในท้าวเวสสุวรรณในปัจจุบันเกิดขึ้นมากมาย ตามเพจวัดหรือตามเพจต่างๆโดยอาศัยความดังและความศรัทธาในตัวท้าวเวสสุวรรณของผู้คน คือ มิจฉาชีพก็จะลงลิงก์จองในคอมเมนต์ หรือทักแชตส่วนตัวไปถามว่า สนใจท้าวเวสสุวรรณรุ่นที่เพจจริงลงหรือไม่ พร้อมจัดโปรโมชันให้น่าสนใจ เช่น ถ้าสั่งจองเหรียญทองจะแถมเหรียญเงิน หรือแถมหลวงพ่ออีกองค์ให้ เป็นต้น ก่อนจะตกลงราคากันและโอนเงินเข้าบัญชีไป เกิดปัญหาในการหลอกลวงแบบนี้บ่อยมาก จึงอยากให้ผู้ที่ศรัทธาในท้าวเวสสุวรรณโปรดระมัดระวังมิจฉาชีพที่มาหลอกลวง และควรดูให้แน่ชัดก่อนที่จะส่งซื้อและโอนเงินเข้าไป ดั้งนั้นผู้วิจัยจึงมีความประสงค์จะทำการศึกษาเกี่ยวกับความเชื่อเกี่ยวกับท้าวเวสสุวรรณของนักศึกษา มหาวิทยาลัยราชภัฏภูเก็ต โดยมีวัตถุประสงค์ เพื่อได้ศึกษาเรื่องท้าวประวัติท้าวเวสสุวรรณและรวมไปถึงศึกษาความเชื่อในส่วนบุคคลเพื่อให้ทราบถึงประวัติและปัญหาเกี่ยวกับท้าวเวสสุวรรณ และเพื่อเป็นการศึกษาวิจัยให้บรรลุตามวัตถุประสงค์ที่ตั้งไว้ และเพื่อเป็นผลงานวิชาการสืบต่อไป

วัตถุประสงค์ของการวิจัย

1. ศึกษาประวัติท้าวเวสสุวรรณ
2. ศึกษาความเชื่อเกี่ยวกับท้าวเวสสุวรรณ

วิธีการดำเนินการวิจัย

การวิจัยในครั้งนี้มุ่งศึกษาเกี่ยวกับความเชื่อเกี่ยวกับท้าวเวสสุวรรณ

ขั้นตอนการดำเนินการวิจัย ศึกษาค้นคว้า เอกสารจาก

ผู้วิจัยได้เลือกพื้นที่ในการวิจัยครั้งนี้ คือ พื้นที่จังหวัดภูเก็ต ศึกษาเกี่ยวกับความเชื่อเกี่ยวกับท้าวเวสสุวรรณ

สรุปผลการวิจัย

1. ประวัติความเป็นมาของท้าวเวสสุวรรณ พบว่า ท้าวเวสสุวรรณ หรือ ท้าวกุเวสเป็นอธิบดีแห่งอสูรย์หรือยักษ์ และเป็นเจ้าแห่งผี เป็นผู้คุ้มครองและดูแลโลกมนุษย์ สถิตอยู่บนสวรรค์ชั้นจาตุทรงอิทธิฤทธิ์อานุภาพมาก มียักษ์เป็นบริวาร ส่วนรูปลักษณ์ของท้าวเวสสุวรรณจะ ยืนถือกระบองยาว หรือ คฑา กันส่วนใหญ่ ท้าวเวสสุวรรณมีรูปร่างพิการ ผิวขาวมีฟัน 8ซี่ และมีขาสามขา สวมเครื่องแต่งกายงดงาม ร่างกายกำยำดูแข็งแรง รูปร่างสมส่วน ท้าวเวสสุวรรณเป็นยักษ์ที่มีกายผิวพรรณ มีเครื่องนุ่งห่มสีเหลืองทอง จิตใจดีงามและอุทิศตนเพื่อพิทักษ์สัมมาสัมพุทธเจ้า และยักษ์ยังเป็นอมนุษย์จำพวกหนึ่ง ในชาดก พระพุทธเจ้าตรัสเรื่องราวยักษ์ไว้โดย ประการต่างๆ ตรัสถึงยักษ์ที่เข้ามาเกี่ยวข้องกับ พระพุทธเจ้ากับพุทธบริษัท ทั้งแง่ดีและร้าย ใน พระไตรปิฎกได้จัดเรื่องราวของยักษ์ไว้เป็นหมวด

ชื่อว่า ยักขสังยุตต์ ยักษ์จัดเป็นอมนุษย์จำพวก หนึ่งที่มีเรื่องราวปรากฏในพระไตรปิฎกและ อรรถกถา มีทั้งยักษ์ดี ยักษ์ร้าย และที่สำคัญท้าวเวสสุวรรณเป็นเทพเจ้าแห่งความร่ำรวย เป็นลัญลักษณ์แห่งมหาเศรษฐี ชอบให้ทรัพย์แกผู้ประพฤติดี หน้าที่ของท้าวเวสสุวรรณ คือ การดูแลปกป้องพระพุทธศาสนา ขับไล่ภูตผีปีศาจและสิ่งอัปมงคลคุณไสยต่างๆ เรียกได้ว่าทั้งกันและทั้งแก้ได้หมด

2. ความเชื่อเกี่ยวกับท้าวเวสสุวรรณ

2.1 ความเชื่อเกี่ยวกับไสยศาสตร์ มีความเชื่อด้านไสยศาสตร์ที่สืบเนื่องมาจากคติการนับถือท้าวเวสสุวรรณ เป็นต้นว่ามีการรจนาชื่อเทพศาสตราและนามของเทพผู้เป็นเจ้าของศาสตรา เป็นคาถาเรียก “คาถาเทพศาสตรา” (คทาหรือกระบองของท้าวเวสสุวรรณ เป็นหนึ่งในห้าของสุดยอดแห่งเทพศาสตราที่ปรากฏอยู่ใน คาถาเทพศาสตรา) ถือเป็นคาถาศักดิ์สิทธิ์ สามารถขับไล่ภูตผีปีศาจและอาถรรพ์ชั่วร้ายได้ ใช้คาถา นี้ปลุกเสกเครื่องรางของขลัง เช่น มีดหมอ หวายเสก ผ้ายันต์ และนิยมเขียนคาถานี้ลงในยันต์โสฬสสำหรับติดเสาเอกของบ้าน กล่าวกันว่าผู้มีอาชีพสัปเหร่อ หรือเพชฌฆาตประหารนักโทษ มักพกพา รูปท้าวเวสสุวัณหรือผ้ายันต์ท้าวเวสสุวรรณเป็นเครื่องรางของขลังติดตัว โดยเชื่อว่าช่วยป้องกันภัย จากวิญญาณร้ายที่จะมาทำร้ายหรือเบียดเบียนได้

2.2. ความเชื่อเกี่ยวกับพิธีกรรมต่าง ๆ ในการดำรงชีวิตที่ปรากฏในสังคมไทย ถือเป็นข้อปฏิบัติในการประกอบพิธีต่าง ๆ ที่ต้องการความเป็นมงคล และความสำเร็จลุล่วงไปด้วยดี ไม่มีอุปสรรค เช่น พิธียกเสาเอกในการปลูกสร้างที่อยู่อาศัย การวางศิลาฤกษ์ก่อสร้างอาคารหรือสิ่งสำคัญ การหล่อ พระประธาน พระพุทธรูปหรือเทวรูป ก่อนกระทำการจะมีการบวงสรวงสังเวย และอ่านโองการ บูชาท้าวโลกบาลเสียก่อน ท้าวเวสสุวรรณเป็นโลกบาลองค์หนึ่งที่จะต้องบูชาเพื่อขอความคุ้มครอง รักษา จากนั้นจึงจะบูชาฤกษ์และกระทำการอื่นตามกำหนด

อภิปรายผลการวิจัย

1. ประวัติความเป็นมาของท้าวเวสสุวรรณ พบว่า ท้าวเวสสุวรรณ หรือ ท้าวกุเวสเป็นอธิบดีแห่งอสูรย์หรือยักษ์ และเป็นเจ้าแห่งผี เป็นผู้คุ้มครองและดูแลโลกมนุษย์ สถิตอยู่บนสวรรค์ชั้นจาตุทรงอิทธิฤทธิ์อานุภาพมาก มียักษ์เป็นบริวาร ส่วนรูปลักษณ์ของท้าวเวสสุวรรณจะ ยืนถือกระบองยาว หรือ คฑา กันส่วนใหญ่ ท้าวเวสสุวรรณมีรูปร่างพิการ ผิวขาวมีฟัน 8ซี่ และมีขาสามขา สวมเครื่องแต่งกายงดงาม ร่างกายกำยำดูแข็งแรง รูปร่างสมส่วน ท้าวเวสสุวรรณเป็นยักษ์ที่มีกายผิวพรรณ มีเครื่องนุ่งห่มสีเหลืองทอง จิตใจดีงามและอุทิศตนเพื่อพิทักษ์สัมมาสัมพุทธเจ้า และยักษ์ยังเป็นอมนุษย์จำพวกหนึ่ง ในชาดก พระพุทธเจ้าตรัสเรื่องราวยักษ์ไว้โดย ประการต่างๆ ตรัสถึงยักษ์ที่เข้ามาเกี่ยวข้องกับ พระพุทธเจ้ากับพุทธบริษัท ทั้งแง่ดีและร้าย ใน พระไตรปิฎกได้จัดเรื่องราวของยักษ์ไว้เป็นหมวดชื่อว่า ยักขสังยุตต์ ยักษ์จัดเป็นอมนุษย์จำพวก หนึ่งที่มีเรื่องราวปรากฏในพระไตรปิฎกและ อรรถกถา มีทั้งยักษ์ดี ยักษ์ร้าย และที่สำคัญท้าวเวสสุวรรณเป็นเทพเจ้าแห่งความร่ำรวย เป็นลัญลักษณ์แห่งมหาเศรษฐี ชอบให้ทรัพย์แกผู้ประพฤติดี หน้าที่ของท้าวเวสสุวรรณ คือ การดูแลปกป้องพระพุทธศาสนา ขับไล่ภูตผีปีศาจและสิ่งอัปมงคลคุณไสยต่างๆ เรียกได้ว่าทั้งกันและทั้งแก้ได้หมด สอดคล้องกับงานวิจัยของ เฉิดฉันท์ รัตน์ปิยะภาภรณ์ (2531) ได้วิจัยเรื่อง การศึกษาคติความเชื่อและ รูปแบบของ "ยักษ์" จากประติมากรรมที่พบในประเทศไทย ผลการศึกษาพบว่าความเชื่อ เกี่ยวกับประติมากรรมรูปยักษ์ที่พบในประเทศไทยตั้งแต่ ปัจจุบัน มาจากแนวก็คตามคติความเชื่อในศาสนาพุทธคือ ยักษ์ในฐานะเทพารักษ์ ในฐานะเทพแห่งความมั่ง ในฐานะ ผู้ประทานบุตรและคุ้มครองเด็ก ในฐานะโลกบาลประจำทิศเหนือ ในฐานะทวารบาล และในฐานะ เป็นเครื่องค้ำ ศาสนา ท้าวเวสสุวรรณตามคติความเชื่อนี้เป็นยักษ์ในฐานะเทพแห่งความมั่งคั่ง และ เป็นยักษ์ในฐานะโลกบาลประจำทิศเหนือ ตามคติความเชื่อเกี่ยวกับยักษ์ทวารบาลถือว่ายักษ์เป็น บริวารของท้าวเวสสุวรรณและต้องมีรูปร่างใหญ่โต หน้าละ ตาถลน มีเขี้ยวโง้ง ทำที่ดิน ประติมากรรมรูปยักษ์ในสมัยรัตนโกสินทร์ลักษณะรูปแบบของยักษ์เปลี่ยนมาเป็นลักษณะ ทางประติมานวิทยาของตัวละครหรือโขนในรามเกียรติ์ ผลจากการศึกษานี้นำไปใช้เปรียบเทียบ ในการวิเคราะห์รูปแบบของท้าวเวสสุวรรณ สอดคล้องกับงานวิจัยของ ณัชพล ศิริสวัสดิ์ (2555) ได้วิจัยเรื่อง โลกบาลในวรรณคดีพุทธศาสนา ผลการศึกษาพบว่า โลกบาลในวรรณคดีพุทธศาสนามี 4 องค์ ได้แก่ ท้าวธตรฐ ท้าววิรุฬหก ท้าววิรูปักข์ และท้าวกุเวร อยู่บนสวรรค์ชั้นจาตุมหาราชิกาในกามสุคติภูมิ ปกครองทิศหลักทั้ง 4 ของโลกในมิติราบ โดยมีเขาพระสุเมรุเป็นศูนย์กลาง มีบทบาทเกี่ยวข้องทั้งโลกมนุษย์และเทวโลก โดยทำหน้าที่ปกป้องสวรรค์และช่วยเหลือผู้ที่มีคุณธรรมทั้งพระพุทธเจ้าและพุทธบริษัท แนวคิด เรื่องโลกบาลในวรรณคดีพุทธศาสนามีความแตกต่างจากวรรณคดีสันสกฤต ผลจากการศึกษานี้ นำไปใช้ในการวิเคราะห์บทบาทของท้าวเวสสุวรรณที่ปรากฏในสังคมและวัฒนธรรมไทย สอดคล้องกับงานวิจัยของ สุรศักดิ์ ทอง (2553) ได้รวบรวมความรู้เกี่ยวกับเทพที่เป็นที่รู้จักกันดีในประเทศไทยไว้ ในหนังสือ สยามเทวะ และได้กล่าวถึงท้าวเวสสุวรรณไว้ว่า มีความเป็นมาตามศาสนาพราหมณ์-ฮินดู มีนามเรียก ต่าง ๆ กันเช่น ไวศรวัณ ไพศรพณ์ กุตน ยักษปติ ธนบดี คุยกธิปติ มีรายละเอียด เกี่ยวกับชื่อชายา โอรส-ธิดา พาหนะและบริวาร ตลอดจนอาวุธที่ท้าวเวสสุวัณใช้ สอดคล้องกับงานวิจัยของ อรวรรณ กุหลาบรัตน์ (2531) ได้วิจัยเรื่อง พระกุเวร ในวรรณคดีสันสกฤต ผลการศึกษาพบว่า บทบาทของพระกุเวรในวรรณคดีสันสกฤตเริ่มจากฐานะหัวหน้าชนบางกลุ่ม และประมุขของเหล่าอมนุษย์ ต่อมามีฐานะเป็นเทพแห่งความมั่งคั่งและทรัพย์สมบัติ และมีฐานะ เป็นโลกบาลประจำทิศเหนือด้วย มีบริวารเป็นยักษ์ คุหยัก และกินนร ผล

จากการศึกษานี้นำ ไปใช้ในการวิเคราะห์บทบาทของท้าวเวสสุวรรณ สอดคล้องกับงานวิจัยของ นวรัตน์ ภักดีคำ (2553) ได้กล่าวถึงคติการนับถือและความเป็นมาของเทพเจ้าและ สิ่งศักดิ์สิทธิ์ที่ชาวจีนเคารพนับถือ ไว้ในหนังสือเทพเจ้าและสิ่งศักดิ์สิทธิ์จีน รวมทั้งอธิบายถึง รูปลักษณ์ของเทพเจ้านั้น ๆ ด้วย ในส่วนที่เกี่ยวข้องกับท้าวเวสสุวรรณ เป็นการกล่าวถึงเทพเจ้า แห่งโภคทรัพย์ไฉ่ชิ่งเอี้ยและต้นกัลปพฤกษ์ (ต้นไม้เงิน ทอง) ที่มีเงินทองข้าวของวิเศษแขวนอยู่กับ ต้นไม้ ซึ่งสอดคล้องกับคติการบูชาต้นไม้เป็นสัญลักษณ์ของความอุดมสมบูรณ์ในลัทธิพื้นเมืองใน อินเดีย ผู้แต่งได้แสดงความคิดเห็นไว้ว่า ไม่ว่าจะเป็นเทพเจ้าแห่งโภคทรัพย์หรือต้นกัลปพฤกษ์ ตามล้วนเป็นสิ่งที่มนุษย์สร้างขึ้นเพื่อสนองความต้องการทางจิตใจของมนุษย์นั่นเอง

2. ความเชื่อเกี่ยวกับท้าวเวสสุวรรณ

2.1.ความเชื่อเกี่ยวกับไสยศาสตร์ มีความเชื่อด้านไสยศาสตร์ที่สืบเนื่องมาจากคติการนับถือท้าวเวสสุวรรณ เป็นต้นว่ามีการรจนาชื่อเทพศาสตราและนามของเทพผู้เป็นเจ้าของศาสตรา เป็นคาถาเรียก “คาถาเทพศาสตรา” (คทาหรือกระบองของท้าวเวสสุวรรณ เป็นหนึ่งในห้าของสุดยอดแห่งเทพศาสตราที่ปรากฏอยู่ใน คาถาเทพศาสตรา) ถือเป็นคาถาศักดิ์สิทธิ์ สามารถขับไล่ภูตผีปีศาจและอาถรรพ์ชั่วร้ายได้ ใช้คาถา นี้ปลุกเสกเครื่องรางของขลัง เช่นมีดหมอ หวายเสก ผ้ายันต์ และนิยมเขียนคาถานี้ลงในยันต์โสฬสสำหรับติดเสาเอกของบ้าน กล่าวกันว่าผู้มีอาชีพสัปเหร่อ หรือเพชฌฆาตประหารนักโทษ มักพกพา รูปท้าวเวสสุวัณหรือผ้ายันต์ท้าวเวสสุวรรณเป็นเครื่องรางของขลังติดตัว โดยเชื่อว่าช่วยป้องกันภัย จากวิญญาณร้ายที่จะมาทำร้ายหรือเบียดเบียนได้ สอดคล้องกับพระนิพนธ์ของ หม่อมเจ้าหญิงพูนพิสมัย ดิศกุล (2516) ได้กล่าวถึง ประเพณีต่าง ๆ ของไทยที่ควรรู้ ในส่วนที่เป็นข้อมูลเกี่ยวข้องกับงานวิจัยครั้งนี้ คือ ประเพณีเกี่ยวกับการเกิด การทำขวัญเดือน และการโกนจุก ซึ่งผู้แต่งกล่าวถึงขั้นตอนการปฏิบัติ ต่าง ๆ ในพิธีกรรมไว้อย่างละเอียด ตั้งแต่เริ่มต้นจนจบพิธี ซึ่งจะมีส่วนที่เกี่ยวข้องกับความเชื่อใน เรื่องท้าวเวสสุวัณรวมอยู่ด้วย เป็นต้นว่าในประเพณีเกี่ยวกับการเกิดจะมีการทำผ้ายันต์เป็นรูป ท้าวเวสสุวรรณอยู่ด้านหน้า รูปแม่ซื้อประจำวันเกิดอยู่ด้านหลัง แขวนไว้ที่เปลเด็ก โดยถ้าเป็นเจ้านาย รูปท้าวเวสสุวรรณจะเป็นหน้ามนุษย์ ถ้าเป็นสามัญชนรูปท้าวเวสสุวัณจะเป็นหน้ายักษ์ โดยเชื่อว่าเป็นการป้องกันสรรพอันตรายจากแม่ซื้อหรือผีร้ายมากวน

2.2.ความเชื่อเกี่ยวกับพิธีกรรมต่าง ๆ ในการดำรงชีวิตที่ปรากฏในสังคมไทยถือเป็นข้อปฏิบัติใน การประกอบพิธีต่าง ๆ ที่ต้องการความเป็นมงคล และความสำเร็จลุล่วงไปด้วยดี ไม่มีอุปสรรค เช่น พิธียกเสาเอกในการปลูกสร้างที่อยู่อาศัย การวางศิลาฤกษ์ก่อสร้างอาคารหรือสิ่งสำคัญ การหล่อ พระประธาน พระพุทธรูปหรือเทวรูป ก่อนกระทำการจะมีการบวงสรวงสังเวย และ อ่านโองการบูชาท้าวโลกบาลเสียก่อน ท้าวเวสสุวรรณเป็นโลกบาลองค์หนึ่งที่จะต้องบูชาเพื่อขอความคุ้มครอง รักษา จากนั้นจึงจะบูชาฤกษ์และกระทำการอื่นตามกำหนด สอดคล้องกับงานวิจัยของ แสงดาว มุ่งดี (2549) ได้ศึกษาวิจัยเรื่อง การศึกษาอิทธิพลศาสนาพราหมณ์ ในพิธีกรรมไทยสมัยรัตนโกสินทร์ตอนต้น: กรณีศึกษาการโกนจุกและพระราชพิธีโสกันต์ การศึกษาเรื่องนี้เป็นการศึกษาพิธีโกนจุกที่บ้านและพิธีโกนจุกที่โบสถ์พราหมณ์ รวมทั้งพระราชพิธี โสกันต์ โดยกล่าวถึงสิ่งของที่ต้องเตรียมและขั้นตอนในการประกอบพิธี ตั้งแต่วันแรกจนจบพิธี ซึ่งกล่าวถึงท้าวเวสสุวรรณในขั้นตอนหนึ่งของพิธีว่า พราหมณ์จะทำพิธีแห่เด็กมาเข้าพิธี โดยจะให้ เด็กถือตะบอง เพชร โดยเชื่อว่าตะบองเพชรเป็นอาวุธของท้าวเวสสุวรรณ สามารถป้องกันอันตรายที่เกิดจากผีได้ สอดคล้องกับ พระราชนิพนธ์ในพระบาทสมเด็จพระจุลจอมเกล้า เจ้าอยู่หัวฯ (2514) ซึ่งกล่าวถึงพระราชพิธีต่าง ๆ ที่ปฏิบัติเป็นประเพณีตั้งแต่เดือน 1 ถึง เดือน 12 โดยทรงอธิบายและมีพระราชวินิจฉัยถึงความเป็นมาและเหตุผลในการปฏิบัติประเพณีนั้น สาระสำคัญที่มีส่วนเกี่ยวเนื่องกับท้าวเวสสุวรรณคือ พระราชพิธีในเดือนสี่โดยกล่าวถึง พระราชพิธีสัมพัจฉรฉินท์ ว่าเป็นการเลียนแบบวิธีการบูชาอย่างลังกาทำบุญปีใหม่ พิธีนี้กระทำ เพื่อเป็นการระงับภัยอันตรายทั้งปวงทั่วราชอาณาจักร และเป็นสวัสดิมงคลแก่พระนคร พระเจ้า แผ่นดิน ข้าราชบริพารและราษฎร พิธีมี 3 วัน มีการสักการบูชาพระรัตนตรัย นิมนต์พระสงฆ์ มาสวดอาฏานาฏิยสูตรตลอดคืน บทสวดนี้เป็นบทสวดของท้าวเวสสุวรรณ ผู้อยู่ในพิธีต้องสวมมงคล พิสมรและถือกระบองเพชร มีการแผ่ส่วนบุญแก่เทวดา ยักษ์ นาค กุมภัณฑ์ ส่วนสาระสำคัญในพระราชพิธีอาพาธพินาศ เป็นการนำบทสวดอาฏานาฏิยสูตรมาสวด เพื่อขจัดโรคระบาด ซึ่งเชื่อว่า เกิดจากการกระทำของภูตผี ปีศาจ สอดคล้องกับ หนังสือประเพณีไทย ฉบับมหาราชครู ซึ่งรวบรวมโดย อุรคินทร์ วิริยะบูรณะ (2513) ผู้ช่วยพระราพิธี พราหมณาจารย์ของเทวสถานโบสถ์พราหมณ์ พระนคร เป็นการวบรวมประเพณี ของไทยและพิธีกรรมต่าง ๆ ที่ปฏิบัติสืบกันมา มีพิธีที่บุคคลและครอบครัวพึงปฏิบัติตลอดจน พระราชพิธี รวมทั้งคติเก่าแก่ที่นิยมนับถือกันมา สาระสำคัญประกอบด้วย 1) วิธีบำเพ็ญกุศลและศาสนพิธี 2) พิธีเนื่องในการเกิด การตัดจุก การอุปสมบท พิธีมงคลสมรส พิธีนพเคราะห์ 3) พิธีวางศิลาฤกษ์ การปลูกเรือน พระภูมิเจ้าที่ ในขั้นตอนของประเพณีต่าง ๆ หลายพิธี มีเนื้อหาและการปฏิบัติที่สืบเนื่องมาจาก คติการนับถือท้าวเวสสุวัณ เช่น การอ่านโองการบูชาท้าวโลกบาลก่อนประกอบพิธี โองการบูชา เพื่อขอการคุ้มครองรักษาและขอพรจากท้าวเวสสุวรรณ คือ “อุตตรัสมิง กุเวโร จะ มหาราชา ทิศา ภาเคเตปิตุมเห อนุรักขันตุ อโรคเยนะ สุเขนะ จะ...” จากนั้นจึงจะบูชาฤกษ์ และกระทำการตาม กำหนดพิธี สอดคล้องกับหนังสือ 108 สัญลักษณ์จีน ของปิยะแสง จันทรวงศ์ (2552) กล่าวถึงคตินิยมของชาวจีน ที่มีมายาวนานจนถือเป็นคติสัญลักษณ์วัฒนธรรมแบบจีน ส่วนที่เกี่ยวข้องกับการวิจัยครั้งนี้ ได้แก่ สาระในส่วนที่กล่าวถึงไฉ่ชิ่งเอี้ยหรือไฉเงินเย่ ซึ่งชาวจีนถือเป็นสัญลักษณ์ของเทพเจ้าแห่ง ความร่ำรวยหรือเทพเจ้าแห่งโชคลาภและเป็นเทพที่ชนทุกชั้นนิยมกราบไหว้บูชา โดยจะต้อง กราบไหว้บูชาเป็นองค์แรก

ของปีใหม่ (ตรุษจีน) เรื่องราวและที่มาของไฉ่ชิ่งเอี้ยมีมากมายและ หลากหลายกว่าเทพองค์อื่น โดยแต่ละตำนานแตกต่างกันไปโดยสิ้นเชิง ผู้แต่งยึดข้อมูลจากเอกสาร ภาษาจีนเป็นหลัก โดยกล่าวถึงที่มาและรูปลักษณะของไฉ่ชิ่งเอี้ย และไฉ่ชิ่งเอี้ยบุ๋น ซึ่งมีผู้กล่าวว่าได้รับอิทธิพลจากคติความเชื่อเรื่องเทพชัมภลหรือท้าวเวสสุวัณในศาสนาพุทธมหายาน

ข้อเสนอแนะ

ผู้วิจัยขอเสนอแนะ แนวทางในการอนุรักษ์ไว้ดังนี้

1. หากมีการสร้างรูปเคารพท้าว เวสสุวัณขึ้นใหม่ ผู้ดำริการจัดสร้างและช่าง ผู้ทำการสร้างควรคำนึงถึงความเหมาะสม ในเรื่องต่อไปนี้

1.1 บทบาทของท้าวเวสสุวัณ ตามที่ประสงค์จะจัดสร้าง ควรมีรูปแบบอย่างไร และมีรายละเอียดของรูปลักษณ์อย่างไร เช่น ต้องการสร้างรูปคารพท้าวเวสสุวัณในฐานะ ผู้พิทักษ์พุทธศาสนาและพุทธสถาน ควรสร้าง ในรูปแบบยักษ์ยืนถือกระบองยาว สวมมงกุฎ น้ำเต้า มีกายสีเขียว สวมเครื่องทรงแบบยักษ์

1.2 สถานที่ประดิษฐาน ควรวางผัง ให้อยู่ในตำแหน่งที่เหมาะสมกับบทบาท เป็นต้นว่า การอารักขาทางเข้าพุทธสถาน เช่น อุโบสถ ควรวางผังการประดิษฐานไว้ที่สองข้าง ซุ้มประตูเข้าอุโบสถ

1.3 ขนาดและสัดส่วนของรูปเคารพ ควรมีขนาดความสูงและสัดส่วนอย่างไร จึงจะ เหมาะสมลงตัวกับสิ่งก่อสร้าง หรือสภาพ แวดล้อมใกล้เคียง

2. ทางวัดหรือผู้ดูแลสถานที่ประดิษฐาน รูปเคารพท้าวเวสสุวัณ ควรมีการแนะนำการ ปฏิบัติแก่ผู้ที่มาสักการบูชา และมีการให้ ความรู้ที่ถูกต้องเกี่ยวกับท้าวเวสสุวัณ ในเรื่อง ของความเป็นมา บทบาทหน้าที่ และการ สักการบูชา รวมถึงสิ่งของที่นำมาสักการบูชา

3. มีการจัดกิจกรรมตามความเหมาะสมเป็นต้นว่าจัดให้มีการบวงสรวงบูชาท้าว เวสสุวัณตามเทศกาลหรือโอกาสสำคัญ เช่น งานประจำปีของวัด งานวันปีใหม่ และงาน วันสงกรานต์

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บทบาทของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) (พ.ศ.2367 - พ.ศ.2421)

Roles of Phraya Wichit Songkhram (Tat Rattanadilok Na Phuket) B.E.2367-2421

การะเกด ยีมะเหร็บ Karaked Yeemareb[1]
ลลิดา ภคเมธาวี Lalida Pakamaetavee[2]

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาภูมิหลังของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) และ 2) ศึกษาบทบาทของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ที่มีต่อเมืองภูเก็ต โดยเป็นวิจัยพรรณนาเชิงคุณภาพ พบว่า บรรพบุรุษของพระยาวิชิตเป็นชาวอินเดียเดินทางเข้ามาค้าขายที่เมืองถลางและรับราชการเป็นหลวงล่าม แต่งงานกับคุณแสงเครือญาติของท้าวเทพกษัตรีมีบุตรชื่อเจิมเป็นพระยาถลาง ต่อมาเจิม มีบุตรคือ พระภูเก็ต (แก้ว) เป็นเจ้าเมืองภูเก็ต พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็น เจ้าเมืองต่อจากบิดาคือ พระภูเก็ต (แก้ว) ท่านมีความสามารถชักชวนชาวจีนเข้ามาลงทุนกิจการเหมืองแร่ ทำให้เมืองภูเก็ตเจริญเท่ากับเมืองถลาง โดยใช้เวลาเพียง 4 ปี (พ.ศ.2393-2396) รัชกาลที่ 4 จึงโปรดฯ เลื่อนเกียรติยศให้เท่ากับเมืองถลาง

บทบาทของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ที่มีต่อเมืองภูเก็ต 1) บทบาทด้านการเมืองการปกครอง ท่านได้ปกครองแบบกินเมืองเหมาเมืองภูเก็ต คือ การผู้ขาดทางการค้าและการเก็บภาษีอากร 2) บทบาทด้านเศรษฐกิจ มีการชักชวนชาวจีนเข้ามาลงทุนกิจการเหมืองแร่ดีบุก 3) บทบาทด้านสังคม มีการอพยพจากบ้านเก็ตโฮ่มายังบ้านทุ่งคา เพราะมีแหล่งแร่ดีบุกอุดมสมบูรณ์กว่า และได้ย้ายไปบ้านท่าเรือเพื่อความปลอดภัยจากอั้งยี่

คำสำคัญ: พระยาวิชิตสงคราม, ภูเก็ต

Abstract

The objectives of research study was to study about historic background of Phraya Wichit Songkram (Tat Rattanadilok Na Phuket) towards Phuket. This research was qualitative descriptive research. The finding of this research was found that the ancestor migrated from India which came to trade in Thalang town. He was a government official as a translator. He got married Khun Sang, Thao Thep Krasattri's relatives. They had a son, Juem, was Thalang Ruler. Then, Juem had a son, Kaew, was Phuket Ruler. Phraya Wichit Songkram was the ruler afterwards him. He was talented to conduct Chinese traded tin mine business in Phuket. It made Phuket as prosperous as Thalang city which had just spent 4 years. The King Rama the second renowned Phuket as equal as Thalang.

Roles of Phraya Wichit Songkram (Tat Rattanadilok Na Phuket) were 1) In political administration aspect, he ruled by charter administration of the Phuket city. It was traded and taxed monopoly. 2) In economic aspect, he led Chinese to trade tin mine business. 3) In social aspect, he moved Get Ho village to Ban Thung Kha because of more abundant of tin mine. He also moved to Ban Tha Rua for safer from Ang Yi.

Keywords: Phraya Wichit Songkhram, Phuket

บทนำ

ภูเก็ตเป็นพื้นที่ที่มีความเจริญความรุ่งเรืองอย่างมากในประวัติศาสตร์ ภูเก็ตเคยเป็นส่วนหนึ่งของเมืองถลาง และได้ถูกแยกออกเป็นหัวเมืองเดี่ยวๆ เพราะมีเจ้าเมืองผู้เป็นนักพัฒนาและมีความคิดก้าวไกล เรียกได้ว่าเจ้าเมืองผู้นี้เป็นผู้นำความเจริญเข้ามาเมืองภูเก็ตและทำให้ชาวต่างชาติรู้จักภูเก็ตกันอย่างแพร่หลายจนถึงปัจจุบัน โดยเจ้าเมืองผู้นี้มีนามว่า พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) (สงบ ส่งเมือง, 2542) ได้กล่าวว่า พระภูเก็ต (ทัด) เป็นเจ้าเมืองนักพัฒนาที่สามารถมาก ในระยะที่เป็นหลวงมหาดไทยและเจ้าเมืองภูเก็ต ได้ตรวจหาแหล่งแร่และจัดดำเนินการเหมืองแร่ที่บิดาได้ลงทุนไว้ได้ผลดี กิจการเหมืองแร่และการค้าในเมืองภูเก็ตเจริญ

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ขึ้นอย่างรวดเร็ว มีการส่งเสริมราษฎรให้ทำนาทำไร่ปลูกข้าวด้วยหลังจากเป็นเจ้าเมืองเพียง 4 ปี เมืองภูเก็ตก็เจริญทัดเทียมเมืองถลาง พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นเจ้าเมืองต่อจากบิดา อาจจะเป็นเพราะบรรพบุรุษของท่านเป็นพ่อค้ามาก่อน จึงได้มีความคิดในการบริหารและจัดการ ปู่ของท่านเป็นเจ้าถลางและบิดาของเป็นเจ้าเมืองภูเก็ต (กรมศิลปกร, 2548) ได้กล่าวว่า เดิมบรรพบุรุษของท่านสืบเชื้อสายมาจากแขกอินเดียเมืองมัทราสเข้ามาตั้งถิ่นฐานทำการค้าขายอยู่ในเมืองถลางตั้งแต่สมัยกรุงธนบุรีและรับราชการเป็นหลวงล่ามได้แต่งงานกับหญิงชาวถลางจนมีลูกหลานหลายคนคือ พระยาถลาง (เจิม รัตนดิลก ณ ภูเก็ต) ซึ่งเป็นปู่ของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) แต่ก่อนหน้านั้นพระยาถลาง (เจิม รัตนดิลก ณ ภูเก็ต) ได้รับราชการเป็นหลวงล่ามเหมือนบิดาของท่าน เมื่อเมืองถลางเสียแก่พม่าในปี พ.ศ. 2352 จึงได้รับแต่งตั้งเป็นพระถลางหรือเจ้าเมืองถลางท่านแต่งงานกับคุณแสงเครือญาติของท้าวเทพกษัตรีมีบุตรคือพระยาภูเก็ต (แก้ว รัตนดิลก ณ ภูเก็ต) หรือบิดาของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ท่านได้แต่งตั้งเป็นเจ้าเมืองภูเก็ตหลังจากที่บิดาหรือพระยาถลาง (เจิม รัตนดิลก ณ ภูเก็ต) ถึงแก่กรรมในปี พ.ศ. 2380 พระยาภูเก็ต (แก้ว รัตนดิลก ณ ภูเก็ต) แต่งงานคุณแจ่มธิดาหลวงเมืองพังงามีบุตรคือพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ท่านบริหารบ้านเมืองด้วยการเก็บภาษีอากรหรือระบบกินเมืองเหมาเมือง จากชาวจีนในเหมืองแร่และภาษีอื่นๆ จนร่ำรวย และส่งให้กับรัฐบาลสม่ำเสมอภายใต้การบริหารตามระบบกินเมืองเหมาเมืองนั้นได้สร้างความมั่งคั่งร่ำรวยอย่างมาก สามารถควบคุมชาวจีนที่อพยพเข้ามาได้เพียงแต่การจัดสรรแหล่งแร่และเรียกเก็บภาษีผูกขาดโดยผ่านทางนายเหมืองผู้รับเงินทุนจากเจ้าเมืองไปทำแร่ดีบุก แต่ไม่สามารถปกครองดูแลชาวจีนเหล่านี้ได้ เมื่อเกิดการทะเลาะวิวาทของกลุ่มชาวจีนหรือกบฏอั้งยี่อยู่เสมอ ไม่สามารถระงับได้ ประกอบกับแร่ดีบุกเป็นสินค้าที่ไม่เสถียรภาพด้านราคา ถึงแม้ว่าพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) จะมีความสามารถด้านการค้า แต่ฝ่ายรัฐบาลก็ยังเปิดโอกาสให้คนนอกเข้ามาประมูลอยู่ตลอด (ภูเก็ต’33,2533) ต่อมาในรัชกาลที่ 5 โปรดให้ฯ พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นพระยาวิชิตสงคราม รามฤทธิเดช โลหเกษตรารักษ์ พิทักษ์สยาม รัฐสีมา มาตยานุชิต พิพิธภักดี พิริยพานะ จางวาง (วิเศษ) และคุณลำดวนเป็นพระภูเก็ตโลหเกษตรารักษ์ซึ่งบริหารบ้านเมืองไม่ดี ประจวบกับราคาแร่ดีบุกในต่างประเทศตกต่ำ เกิดปัญหาเรื่องค่าแรงและภาษีอากรที่ติดค้างเพิ่มขึ้นจำนวนมาก และเกิดเหตุการณ์วุ่นวายด้วยพวกกุลีเหมืองแร่ก่อการจลาจลหรืออั้งยี่ พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ตั้งมั่นร่วมมือกับเจ้าหมื่นเสมอใจราช (ซื่น บุนนาค) บุตรเขยซึ่งเป็นข้าหลวงกำกับราชการหัวเมืองตะวันตก ทำการแก้ไขเหตุการณ์จนสงบลง ต่อมาพระยาวิชิตสงครามเห็นว่าอยู่ในเมืองภูเก็ตนั้นไม่ปลอดภัยจึงได้สร้างบ้าน ขึ้นใหม่ ที่บ้านท่าเรือเพื่อความปลอดภัยจากการก่อกำเริบของคนจีนที่มักจะก่อจลาจลขึ้นบ่อยครั้ง (จังหวัดภูเก็ต, 2545)

ดั้งนั้นจะเห็นได้ว่าพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นเจ้าเมืองที่ทำให้ภูเก็ตมีความเจริญรุ่งเรืองอย่างมากในสมัยที่ท่านเป็นเจ้าเมือง ชาวต่างชาติรู้จักภูเก็ต เพราะการที่มีแร่ดีบุกที่มีความอุดมสมบูรณ์และเป็นที่ต้องการอย่างมากของชาวต่างๆ ทั้งนี้ผู้วิจัยได้ทำการทบทวนวรรณกรรมจาก สารานุกรมวัฒนธรรมไทยภาคใต้ หนังสือประวัติศาสตร์เมืองภูเก็ต หนังสือถลาง ภูเก็ต และบ้านเมืองฝั่งทะเลตะวันตก หนังสือภูเก็ต’33 หนังสือบ้านพระยาวิชิตสงคราม หนังสือถลาง ภูเก็ตและชายฝั่งอันดามัน การจัดเก็บภาษีอากรหัวเมืองฝ่ายทะเลตะวันตก พ.ศ.2397-2436 จดหมายเหตุรัชกาลที่ 2 จุลศักราช 1171–1174 ภูเก็ตสารสนเทศ ประชุมพงศาวดาร ภาคที่ 2 และฐานข้อมูลออนไลน์ของภูเก็ต เพื่อศึกษาถึงภูมิหลังและบทบาทด้านการเมืองการปกครอง เศรษฐกิจและสังคมที่มีต่อเมืองภูเก็ตของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ตั้งแต่ พ.ศ.2367 - พ.ศ.2421

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาภูมิหลังของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) (พ.ศ. 2367 - พ.ศ. 2421)

2. เพื่อศึกษาบทบาทของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ที่มีต่อเมืองภูเก็ตด้านการเมืองการปกครอง เศรษฐกิจและสังคม

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้เป็นการวิจัยพรรณนาเชิงคุณภาพศึกษาภูมิหลังของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) (พ.ศ.2367 - พ.ศ.2421) และศึกษาบทบาทของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ที่มีต่อเมืองภูเก็ตด้านการเมืองการปกครอง เศรษฐกิจและสังคม

ขอบเขตการวิจัย ศึกษาถึงภูมิหลังและบทบาทที่มีต่อเมืองภูเก็ตด้านการเมืองการปกครอง เศรษฐกิจและสังคมของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ตั้งแต่ พ.ศ. 2367 - พ.ศ. 2421 ซึ่งได้ทบทวนวรรณกรรมจากสารานุกรมวัฒนธรรมไทยภาคใต้ หนังสือประวัติศาสตร์เมืองภูเก็ต หนังสือถลาง ภูเก็ต และบ้านเมืองฝั่งทะเลตะวันตก หนังสือภูเก็ต’33 หนังสือบ้านพระยาวิชิตสงคราม หนังสือถลาง ภูเก็ตและชายฝั่งอันดามัน การจัดเก็บภาษีอากรหัวเมืองฝ่ายทะเลตะวันตก พ.ศ. 2397-2436 จดหมายเหตุรัชกาลที่ 2 จุล

ศักราช 1171–1174 ภูเก็ตสารสนเทศ ประชุมพงศาวดาร ภาคที่ 2 และฐานข้อมูลออนไลน์ของภูเก็ต และเรียบเรียงเหตุการณ์ที่เกิดขึ้นในสมัยของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นลำดับ

สรุปผลการวิจัย

พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) (พ.ศ. 2367 - พ.ศ. 2421) เป็นอีกหนึ่งผู้ที่มีความสามารถในการพัฒนาบ้านเมืองให้เกิดความเจริญรุ่งเรือง โดยเฉพาะตัวเมืองภูเก็ตในปัจจุบัน ทั้งด้านการเมืองการปกครอง เศรษฐกิจและสังคม ท่านเป็นผู้ที่มีความคิดอันกว้างไกล สามารถบริหารจัดการบ้านเมืองและชักชวนชาวจีนชาวต่างชาติเข้ามาทำธุรกิจเหมืองแร่ดีบุก จัดเก็บภาษีอากรจนมีกำไรมหาศาลให้กับรัฐบาล แต่การจัดเก็บภาษีในช่วงนั้นปรับสภาพไม่ทัน จึงเกิดปัญหากบฏอั้งยี่ในภายหลัง

1. ศึกษาภูมิหลังของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) พบว่า เดิมบรรพบุรุษของท่านสืบเชื้อสายมาจากแขกอินเดียเมืองมัทราส เข้ามาตั้งถิ่นฐานทำการค้าขายอยู่ในเมืองถลางตั้งแต่สมัยกรุงธนบุรีและรับราชการเป็นหลวงล่ามได้แต่งงานกับหญิงชาวถลางจนมีลูกหลานหลายคนคือ พระยาถลาง (เจิม รัตนดิลก ณ ภูเก็ต) ซึ่งเป็นปู่ของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) แต่ก่อนหน้านั้นพระยาถลาง (เจิม รัตนดิลก ณ ภูเก็ต) ได้รับราชการเป็นหลวงล่ามเหมือนบิดาของท่าน เมื่อเมืองถลางเสียแก่พม่าในปี พ.ศ.2352 จึงได้รับแต่งตั้งเป็นพระถลางหรือเจ้าเมืองถลางท่านแต่งงานกับคุณแสงเครือญาติของท้าวเทพกษัตรีมีบุตรคือพระยาภูเก็ต (แก้ว รัตนดิลก ณ ภูเก็ต)หรือบิดาของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ท่านได้แต่งตั้งเป็นเจ้าเมืองภูเก็ตหลังจากที่บิดาหรือพระยาถลาง (เจิม รัตนดิลก ณ ภูเก็ต) ถึงแก่กรรมในปี พ.ศ. 2380 (ภูเก็ต’33,2533) พระยาภูเก็ต (แก้ว รัตนดิลก ณ ภูเก็ต) แต่งงานคุณแจ่มธิดาหลวงเมืองพังงามีบุตรคือพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เกิดปี พ.ศ. 2367 เมื่อเติบใหญ่หลังจากศึกษาเล่าเรียนจึงออกมารับราชการกับพระยาภูเก็ต (แก้ว รัตนดิลก ณ ภูเก็ต) ผู้เป็นบิดาตั้งแต่รัชกาลที่ 3 (พ.ศ. 2392) เป็นกรมการเมืองภูเก็ต ฝ่ายมหาดไทยมีบรรดาศักดิ์เป็นหลวงพิทักษ์ทวีป เป็นหลวงมหาดไทยนั้น ได้เที่ยวหาแร่ดีบุกที่ตำบลทุ่งคาและได้ทำเหมืองแร่ดีบุกที่นั้น เนื่องจากเป็นแหล่งแร่ที่มีความอุดมสมบูรณ์ (กรมศิลปกร, 2548) ต่อมาพระภูเก็ต (แก้ว รัตนดิลก ณ ภูเก็ต) ถึงแก่กรรม พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) จากที่ดำรงตำแหน่งหลวงพิทักษ์ทวีปในขณะนั้น ได้รับการเลื่อนยศเป็น พระภูเก็ต ในปี พ.ศ. 2393 ในรัชกาลที่ 4 แทนบิดาพระภูเก็ต (แก้ว รัตนดิลก ณ ภูเก็ต) พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) มีภรรยาชื่อคุณเปี่ยมเป็นธิดาพระยาถลาง (ทับ) คุณเปี่ยมมีฐานะเป็นเหลนของท้าวเทพกษัตรี มีบุตรที่ธิดาด้วยกัน 5 คน คนแรกคุณรื่น ภรรยาของพระยาสุธรรมมนตรี (หนูพร้อม ณ นคร) มีบุตรด้วยกัน 1 คน คนที่สองพระโลหเกษตรารักษ์ (ลำดวน) ภรรยาชื่อนางโหมดมีบุตร 3 คน คนที่สามคุณเลื่อม ภรรยาของพระยามนตรี สุริวงศ์ (ชื่น บุนนาค) มีบุตร 1 คน คนที่สี่คุณฟอง ภรรยาของพระยาไกรเพชรรัตนสงคราม (เก่ง บุนนาค) มีบุตร 1 คน และภรรยาอีกหนึ่งคนของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ชื่อคุณแจ่ม ณ ตะกั่วทุ่ง ธิดาของพระยาตะกั่วทุ่ง (ถิ่น) มีบุตรด้วยกัน 1 คน (กรมศิลปกร, 2548) พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นเจ้าเมืองเพียง 4 ปี (พ.ศ. 2393-2396) รัชกาลที่ 4 จึงโปรดฯ เลื่อนเกียรติยศให้เท่ากับเมืองถลาง เพราะท่านได้เปิดกิจการเหมืองแร่เพิ่มมากขึ้นสนับสนุนให้ชาวจีนจากปีนัง สิงคโปร์เดินทางเข้ามาลงทุนทำเหมืองแร่ในภูเก็ตเพิ่มมากขึ้น ชุมชนก็ขยายมากขึ้น อาณาเขตภูเก็ตขยายกว้างมากขึ้น พ่อค้าจากปีนัง สิงคโปร์และยุโรป หลั่งไหล่เข้ามาซื้อแร่ในตลาดแร่ภูเก็ต กิจการการทำเหมืองแร่ก็ขยายตัวไปยังตลาดปีนัง สิงคโปร์และยุโรป กิจการเหมืองแร่ในภูเก็ตนำความเจริญมั่งคั่งเข้ามาสู่บ้านเมืองมากกว่าสมัยใด ๆ (ถนอม พูนวงศ์, 2556) ท่านยังได้บริหารบ้านเมืองด้วยการกินเมืองและเหมาเมือง กล่าวคือ รายได้มาจากค่าทำเนียม การเกณฑ์ไพร่พลทำงานตามระบบกินเมือง และรายได้จากการผูกขาดทำภาษีทุกอย่างในเมืองของตน จนมีกำไรมากมายมหาศาลส่งให้กับรัฐบาลกลาง ภายใต้การบริหารตามระบบกินเมืองเหมาเมืองนั้นได้สร้างความมั่งคั่งร่ำรวยอย่างมาก สามารถควบคุมชาวจีนที่อพยพเข้ามาได้เพียงแต่การจัดสรรแหล่งแร่และเรียกเก็บภาษีผูกขาดโดยผ่านทางนายเหมืองผู้รับเงินทุนจากเจ้าเมืองไปทำแร่ดีบุก แต่ไม่สามารถปกครองดูแลชาวจีนเหล่านี้ได้ เมื่อเกิดการทะเลาะวิวาทของกลุ่มชาวจีนหรือกบฏอั้งยี่อยู่เสมอ พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ไม่สามารถระงับได้ ประกอบกับแร่ดีบุกเป็นสินค้าที่ไม่เสถียรภาพด้านราคา ถึงแม้ว่าพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) จะมีความสามารถด้านการค้า แต่ฝ่ายรัฐบาลก็ยังเปิดโอกาสให้คนนอกเข้ามาประมูลอยู่ตลอด (ภูเก็ต’33,2533) ต่อมาในรัชกาลที่ 5 โปรดให้ฯ พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นพระยาวิชิตสงคราม รามฤทธิเดช โลหเกษตรารักษ์ พิทักษ์สยาม รัฐสีมา มาตยานุชิต พิพิธภักดี พิริยพานะ จางวาง (วิเศษ) และคุณลำดวนเป็นพระภูเก็ตโลหเกษตรารักษ์ซึ่งบริหารบ้านเมืองไม่ดี ประจวบกับราคาแร่ดีบุกในต่างประเทศตกต่ำ เกิดปัญหาเรื่องค่าแรงและภาษีอากรที่ติดค้างเพิ่มขึ้นจำนวนมาก และเกิดเหตุการณ์วุ่นวายด้วยพวกกุลีเหมืองแร่ก่อการจลาจลหรืออั้งยี่ พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ตั้งมั่นร่วมมือกับเจ้าหมื่นเสมอใจราช (ชื่น บุนนาค) บุตรเขยซึ่งเป็นข้าหลวงกำกับราชการหัวเมืองตะวันตก ทำการแก้ไขเหตุการณ์จนสงบลง ต่อมาพระยาวิชิตสงครามเห็นว่าอยู่ในเมืองภูเก็ตนั้นไม่ปลอดภัยจึงได้สร้างบ้าน ขึ้นใหม่ ที่บ้านท่าเรือ เพื่อความปลอดภัยจากการก่อกำเริบของคนจีนที่มักจะก่อจลาจลขึ้นบ่อยครั้ง (จังหวัดภูเก็ต, 2545)

เห็นได้ว่าพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นผู้ที่บริหารบ้านเมืองและพัฒนาความเจริญรุ่งเรืองมากกว่าสมัยใดๆในขณะที่ท่านเป็นเจ้าเมือง ในด้านการเมืองการปกครองสามารถบริหารจนร่ำรวย เก็บภาษีอากรได้มากมายให้กับรัฐบาลกลาง

ประชาชนอยู่ดีกินดี ด้านเศรษฐกิจเปิดกิจการเหมืองแร่ทั้งส่งออกต่างประเทศและเปิดกิจการชาวจีนชาวต่างชาติเข้ามาลงทุน และด้านสังคมเกิดการพลิกผลันในขณะที่บุตรชายของท่านเป็นเจ้าเมืองแทน เพราะท่านนั้นได้แก่ชราลงแล้ว เนื่องจากบุตรชายของท่านได้บริหารบ้านเมืองไม่ได้ ฟุ่มเฟือยจนเกิดหนี้สินและทำให้หัวหน้าชาวจีนไม่พอกับค่าแรงจึงเกิดการจลาจลอั้งยี่ขึ้น สุดท้ายท่านก็ต้องออกมายุติข้อขัดแย้งเองกับบุตรเขยของท่าน และได้ย้ายจากบ้านทุ่งคามาตั้งบ้านใหม่ที่บ้านท่าเรือ เพื่อความปลอดภัยจากอั้งยี่

2. ศึกษาบทบาทของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ที่มีต่อเมืองภูเก็ตด้านการเมืองการปกครอง เศรษฐกิจและสังคม ท่านเป็นคนที่มีความสามารถและมีความคิดอันกว้างไกล สามารถบริหารจัดการบ้านเมืองภูเก็ตให้มีความเจริญก้าวหน้า ชักชวนชาวจีนเข้ามาทำธุรกิจเหมืองแร่ดีบุกจนเกิดเป็นกำไรมากมายถึงแม้ระยะหลังจะเกิดการทะเลาะวิวาทจากคนงานชาวจีนหรืออั้งยี่บ่อยครั้ง จนเกิดความวุ่นวายท่านก็ได้ทำการย้ายที่อยู่จากบ้านทุ่งคาไปยังบ้านท่าเรือเพื่อความปลอดภัยของครอบครัวของท่านและตัวท่านเอง

2.1 บทบาทด้านการเมืองการปกครอง

ท่านเป็นอีกหนึ่งบุคคลที่มีความเก่งและมีความสามารถหลากหลายด้าน ในการพัฒนาเมืองภูเก็ตเกิดความเจริญรุ่งเรืองในยุคสมัยของท่าน บทบาททางด้านการเมืองการปกครองของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) (กรมศิลปกร, 2548) ได้กล่าวไว้ว่า ประมาณในปี พ.ศ. 2392 หลังจากที่ท่านได้ศึกษาเล่าเรียนแล้วบวชสึกออกมา พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ได้ออกรับราชการกับบิดาพระภูเก็ต (แก้ว) ในรัชกาลที่ 3 เป็นกรมการเมืองภูเก็ต ฝ่ายมหาดไทยมีบรรดาศักดิ์เป็นหลวงพิทักษ์ทวีป ในระหว่างเป็นหลวงมหาดไทยนั้น ได้เที่ยวหาแร่ดีบุกที่ตำบลทุ่งคาและได้ทำเหมืองแร่ดีบุกที่นั้น เนื่องจากเป็นแหล่งแร่ที่มีความอุดมสมบูรณ์ จะเห็นได้ว่าพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ในขณะนั้นท่านยังไม่เลื่อนยศเป็นเจ้าเมืองภูเก็ต แต่ท่านก็มีความคิดอันกว้างไกลที่ออกหาแหล่งแร่ดีบุกที่มีความอุดมสมบูรณ์ (ภูเก็ต’33,2533) ได้กล่าวไว้ว่า การขยายตัวของตำบลทุ่งคากลายเป็นชุมชนขนาดใหญ่ เกิดจากการหลั่งไหล่เข้ามาของชาวจีนเพื่อทำธุรกิจเกี่ยวกับการผลิตและและค้าแร่ดีบุก อันเป็นผลสะท้อนมาจากจากการเพิ่มปริมาณความต้องการแร่ดีบุกของตลาดโลกซึ่งเพิ่มขึ้นอย่างรวดเร็วหลังจากมีการค้นพบวิธีทำเหล็กวิลาด (เหล็กเคลือบดีบุก หรือเหล็กชุบดีบุก ใช้ทำกระป๋องบรรจุอาหาร) ในประเทศอังกฤษ จนในที่สุดเมืองภูเก็ตก็เจริญก้าวหน้ากว่าเมืองถลาง ต่อมา พ.ศ. 2392 (รัชกาลที่ 3) พระภูเก็ต (แก้ว) ผู้เป็นบิดาถึงแก่กรรม พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นกรมการเมืองภูเก็ต ฝ่ายมหาดไทยมีบรรดาศักดิ์เป็นหลวงพิทักษ์ทวีปในขณะนั้น ได้รับการเลื่อนยศเป็น พระภูเก็ต (ทัด รัตนดิลก ณ ภูเก็ต) ปีพ.ศ.2393 ในรัชกาลที่ 4 แทนบิดาพระภูเก็ต (แก้ว) หลังจากที่ได้เลื่อนยศเป็น พระภูเก็ต (ทัด รัตนดิลก ณ ภูเก็ต) ท่านได้พัฒนาเมืองภูเก็ตให้มีความเจริญเพียง 4 ปี ก็ทัดเทียมกับเมืองถลาง ดังปรากฏข้อความในพระบรมราชโองการยกฐานะเมืองภูเก็ตให้มีฐานะเทียบเท่าเมืองถลางในปี พ.ศ. 2396 ตอนหนึ่งว่า

“...เมืองถลาง เมืองภูเก็ต อยู่ในเกาะถลางทั้ง 2 เมือง เมืองถลางเจ้าเมืองเป็นพระยา เมืองภูเก็ตเจ้าเมืองเป็นพระ พระภูเก็ต (ทัด) คนนี้รักษาราชการบ้านเมืองมาแต่ปีจอโทศก... มาจนปีฉลูเบญจศกได้ 4 ปี บ้านเมืองเป็นปรกติเรียบร้อย ทำภาษีอากรของหลวงได้มากขึ้นกว่าแต่ก่อน ถึงกำหนดงวดกำหนดปี ก็ส่งอากรเสษดีบุก พรรณผ้า จังกอบ และส่วย หางเข้าค่านา ครบตามจำนวนทุกปีมิได้มีขาดค้าง... สมเป็นผู้ใหญ่ จึงได้โปรดเกล้าฯพระราชทานตั๋ว พระราชทานสัญญาบัตร ตั้งให้พระภูเก็ต (ทัด) เจ้าเมืองภูเก็ตได้มีเกียรติยศขึ้นเสมอกับเมืองถลาง...” (ภูเก็ต’33,2533)

หลังจากที่พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ได้เลื่อนยศเป็นพระภูเก็ตโลหเกษตรารักษ์และรัชกาลที 4 โปรดให้เมืองภูเก็ตขึ้นตรงต่อกรุงเทพฯ โดยแยกออกจากกันเด็ดขาดกับเมืองถลาง พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นพระภูเก็ตโลหเกษตรารักษ์ก็ได้รับการสนับสนุนจากรัฐบาลมากขึ้นเพราะท่านมีภรรยาคือ คุณเปี่ยม ซึ่งเป็นธิดาของพระยาถลาง (ทับ) เจ้าเมืองของเมืองถลาง จึงได้ขยายกิจการแหล่งแร่ดีบุก ไปตามแหล่งแร่ต่าง ๆ จากบ้านกะทู้ บ้านสามกอง บ้านทุ่งคา กรรมกรชาวจีนจากเมืองปีนัง และเมืองสิงคโปร์ก็เดินทางเข้ามาขายแรงเพิ่มมากขึ้น ชุมชนชาวจีนได้ขยายตัวไปตามแหล่งแร่เพิ่มมากขึ้นจนมีจำนวนมากกว่าคนไทย ในสมัยของท่านยังได้เปิดการทำกิจการเหมืองแร่เพิ่มมากขึ้นสนับสนุนให้ชาวจีนจากปีนัง สิงคโปร์เดินทางเข้ามาลงทุนทำเหมืองแร่ในภูเก็ตเพิ่มมากขึ้น ชุมชนก็ขยายมากขึ้น อาณาเขตภูเก็ตขยายกว้างมากขึ้น พ่อค้าจากปีนัง สิงคโปร์และยุโรป หลั่งไหล่เข้ามาซื้อแร่ในตลาดแร่ภูเก็ต กิจการการทำเหมืองแร่ก็ขยายตัวไปยังตลาดปีนัง สิงคโปร์และยุโรป กิจการเหมืองแร่ในภูเก็ตนำความเจริญมั่งคั่งเข้ามาสู่บ้านเมืองมากกว่าสมัยใด ๆ ชาวต่างถิ่น ชาวต่างชาติรู้จักเมืองภูเก็ตมากกว่าเมืองถลาง คำว่า “เกาะถลาง” เริ่มหายไป “เกาะภูเก็ต” เข้ามาแทน รัฐบาลกลางก็เก็บเกี่ยวภาษีอากรได้เต็มที่ นอกจากจะเก็บจากเหมืองแร่แล้ว ยังเก็บภาษีได้จาก สุราฝิ่น อากรบ่อนเบี้ย และ “ภาษีร้อยชักสาม” จากสินค้าที่มีการซื้อขายจากต่างประเทศตาม “สัญญาเบาริง” (ถนอม พูนวงศ์, 2556) เจ้าเมืองภูเก็ตและเมืองอื่นๆ มีรายได้จากการ “กินเมืองและเหมาเมือง” กล่าวคือ รายได้มาจากค่าทำเนียม การเกณฑ์ไพร่พลทำงานตามระบบกินเมือง และรายได้จากการผูกขาดทำภาษีทุกอย่างในเมืองของตน “แบบเหมาเมือง” โดยเฉพาะเมืองภูเก็ต ไม่เพียงแต่มีแร่ดีบุกเท่านั้น ยังเป็นท่าเรือทำการค้าทางเรือกับเมืองต่างๆ ทางชายฝั่งตะวันตก ปีนังหรือมลายู พม่า และอินเดีย (ภูเก็ต’33,2533)

2.2 บทบาทด้านเศรษฐกิจ

พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ท่านคือบุคคลที่มีความสามารถในคิดค้าขาย มีสายตาอันกว้างไกล และบริหารบ้านเมืองได้อย่างเกิดความมั่งคั่ง ทั้งการเปิดกิจการเหมืองแร่ให้ชาวจีนและชาวต่างชาติเข้ามาลงทุนทำการค้าขายแร่ดีบุก รวมทั้งเก็บภาษีอากรได้อย่างมหาศาล ตามระบบกินเมืองเหมาเมือง จนร่ำรวย (ถนอม พูนวงศ์.2556) ได้กล่าวว่า แต่พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) พระยาวิชิตสงคราม รามฤทธิเดช โลหเกษตรารักษ์ พิทักษ์สยาม รัฐสีมา มาตยานุชิต พิพิธภักดี พิริยพานะ จางวาง (วิเศษ) ส่งให้ทางกรุงเทพฯ เพียงปีละ 17,360 บาทเป็นเวลาหลายปี (ถนอม พูนวงศ์. 2556)

ทั้งนี้การที่คนจีนเข้ามาในเมืองภูเก็ต เพื่อมาค้าขายและทำเหมืองแร่ก็เป็นปัจจัยสำคัญที่ทำให้ภูเก็ตมีความเจริญอย่างรวดเร็ว ในอีกด้านหนึ่งก็เกิดปัญหาเกี่ยวกับความสงบเรียบร้อยในเมืองภูเก็ตและมีผลกระทบต่อรายได้ภาษีอากร กล่าวคือ ชาวจีนที่อพยพเข้ามาแบ่งเป็นหลายพวกหลายเหล่า ต่างเพื่อรักษาประโยชน์ของตนด้วยการรวมตัวตั้งเป็นสมาคมหรือ "อั้งยี่" ประกอบด้วย พวกยี่หิน ปูนเถ้าก๋ง กลุ่มอิทธิพลชาวจีนเหล่านี้จะวิวาทกันเกี่ยวกับการทำเหมืองแร่ คือการแย่งชิงหลุ่มแร่ แย่งชิงสายน้ำล้างแร่ จนถึงขั้นสู้รบเกิดการจลาจลกันหลายครั้งในปี พ.ศ. 2410 พ.ศ. 2419 และพ.ศ. 2422 (ภูเก็ต’33,2533)

ในปี พ.ศ. 2415 พระยาอัษฎงคตทิศรักษา (ตันกิมเจ๋ง) อดีตกงสุลไทยประจำสิงคโปร์ เจ้าเมืองกระบุรี ขอประมูลผูกขาดภาษีอากรเมืองภูเก็ต ด้วยเงินจำนวนปีละ 320,000 บาท พร้อมแจกแจงรายละเอียดว่า พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) มีรายได้มากมายจากการผูกขาดภาษีดีบุก ภาษีสุรา ภาษีฝิ่น ภาษีร้อยชักสาม และอากรบ่อนเบี้ย แต่กลับส่งเงินภาษีให้รัฐบาลกลางเล็กน้อยปีละ 17,360 บาท รัฐบาลกลางในกรุงเทพฯ จึงโปรดฯ ให้มีการประมูลภาษีผูกขาดเมืองภูเก็ตขึ้น พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ประมูลให้มากกว่า พระยาอัษฎงคตทิศรักษา (ตันกิมเจ๋ง) พระยาวิชิตส่งคราม (ทัด รัตนดิลก ณ ภูเก็ต) จาก 320,000 บาท เป็น 336,000 บาท ดังนั้น พระยาวิชิตลงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ต้องเก็บภาษีจากนายทุนเจ้าของเหมืองแร่เพิ่มขึ้น เจ้าของเหมืองต้องลดส่วนแบ่งกำไรการทำเหมืองจากกรรมกรกุลีลง ก่อให้เกิดความไม่พอใจจากกรรมกรชาวจีนในขณะนั้น ชาวจีนทั้งนายทุนและกรรมกรมีมากกว่าคนไทยเจ้าของถิ่นเดิม ระบบการปกครองในเมืองภูเก็ตก็หละหลวมไม่เอาใจใส่สภาพความเป็นอยู่ของกรรมกรเท่าที่ควร เกิดความอดอยากขึ้นในหมู่กรรมกรอีกอย่างหนึ่ง เมืองภูเก็ตตั้งอยู่ห่างไกลจากกรุงเทพฯ การคมนาคมไม่สะดวก รัฐบาลกลางไม่ทราบข่าวสารความเคลื่อนไหวการตั้งสมาคม "ลับ" ของกรรมกรชาวจีน (ถนอม พูนวงศ์, 2556,)

บทบาททางด้านเศรษฐกิจพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ท่านได้มีสายตากว้างไกลในการค้าขาย เปิดกิจการให้ชาวจีนเข้ามาลงทุนทำกิจการท่านได้ใช้ระบบกินเมืองเหมาเมือง ก็คือการผูกขาดทางการค้าขาย เนื่องจากมีการทำ สัญญาเบาริง ในสมัยรัชกาลที่ 4 มีการเก็บภาษีจนร่ำรวย แต่การเข้ามาของชาวจีนก็มีส่วนในการเกิดปัญหาความขัดแย้งทางเศรษฐกิจ นั้นก็คือกบฏอั้งยี่

2.3 บทบาทด้านสังคม

ย้อนกลับไปในรัชกาลที่ 3 สมัยพระยาถลาง (เจิม) ปู่ของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต ท่านได้รับการแต่งตั้งเป็นเจ้าเมืองถลาง ซึ่งเมืองถลางได้เป็นหัวเมืองใหญ่อีกครั้ง หลังจากเมืองถลางแตกในพ.ศ.2352 (สมัยของท้าวเทพกษัตรี) และเมืองภูเก็ตในขณะนั้นก็ได้ถูกเป็นเมืองสำหรับการค้าขายแร่ดีบุกอีกครั้ง โดยมีฐานะเป็นเมืองขึ้นของเมืองถลาง พระยาถลาง (เจิม) มีบุตรคือพระภูเก็ต (แก้ว) บิดาของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) รัชกาลที่ 3 โปรดให้ฯ เป็นพระภูเก็ต แต่ก็ยังเป็นเมืองขึ้นของเมืองถลาง ได้ไปตั้งเมืองภูเก็ตใหม่ที่บ้านเก็ตโฮ่ เพื่อเปิดกิจการค้าขายดีบุก กล่าวคือ บรรพบุรุษของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) มีความคิดอันกว้างไกลสำหรับการค้าขาย ต่อมาหลังจากที่พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ได้ศึกษาเล่าเรียนแล้วบวชสึกออกมาก็ได้รับราชการกับบิดาพระภูเก็ต (แก้ว) ในรัชกาลที่ 3 พ.ศ. 2392 เป็นกรมการเมืองภูเก็ต ฝ่ายมหาดไทยมีบรรดาศักดิ์เป็นหลวงพิทักษ์ทวีป ในระหว่างที่พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นหลวงมหาดไทยนั้น ได้เที่ยวหาแร่ดีบุกที่ตำบลทุ่งคาและได้ทำเหมืองแร่ดีบุกที่นั้น เนื่องจากเป็นแหล่งแร่ที่มีความอุดมสมบูรณ์ (กรมศิลปกร, 2548)

หลังจากที่พระภูเก็ต (แก้ว) บิดาได้ถึงแก่กรรม รัชกาลที่ 4 โปรดให้ฯ พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นพระภูเก็ต ในขณะนั้น ท่านได้เปิดกิจการเหมืองแร่และชักชวนชาวจีนชาวต่างชาติเข้ามาทำการค้า จึงได้จากบ้านเก็ตโฮ่มาอยู่ที่บ้านทุ่งคา เนื่องจากท่านได้เปิดกิจการเหมืองแร่และมีแร่ที่อุดมสมบูรณ์กว่า ท่านได้พัฒนาเมืองภูเก็ตได้เพียง 4 ปีก็เท่าเทียมกับเมืองถลาง รัชกาลที่ 4 จึงโปรดให้ฯ เลื่อนเกียรติยศให้เท่ากับเมืองถลาง เป็นพระภูเก็ตโลหเกษตรารักษ์ (ทัด รัตนดิลก ณ ภูเก็ต) ต่อมาในรัชกาลที่ 5 โปรดให้ฯ พระภูเก็ตโลหเกษตรารักษ์ (ทัด รัตนดิลก ณ ภูเก็ต) และ“คุณลำดวน” บุตรของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เลื่อนเป็นพระภูเก็ตโลหเกษตรารักษ์ สองพ่อลูกก็ยังบริหารแบบระบบ กินเมืองเหมาเมือง เหมือนเดิมคือการผูกขาดทางการ ในขณะนั้นพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) แก่ชราหูตามืดมัว จึงให้พระยาภูเก็ตโลหเกษตรารักษ์ (ลำดวน รัตนดิลก ณ ภูเก็ต) บริหารบ้านเมือง แต่ก็ไม่สู้สันทัดในการบริหารราชการบ้านเมือง ประจวบกับราคาแร่ดีบุกในต่างประเทศตกต่ำ เกิดปัญหาเรื่องค่าแรงและภาษีอากรที่ติดค้างเพิ่มขึ้นจำนวนมาก และเกิดเหตุการณ์วุ่นวายด้วยพวกกุลีเหมืองแร่ก่อการจลาจลหรืออั้งยี่ (กรมศิลปกร, 2548)

พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ตั้งมั่นร่วมมือกับเจ้าหมื่นเสมอใจราช (ชื่น บุนนาค) บุตรเขยซึ่งเป็นข้าหลวงกำกับราชการหัวเมืองตะวันตก ทำการแก้ไขเหตุการณ์จนสงบลง ต่อมาพระยาวิชิตสงครามเห็นว่าอยู่ในเมืองภูเก็ตนั้นไม่ปลอดภัยจึงได้สร้างบ้าน ขึ้นใหม่ ที่บ้านท่าเรือ เพื่อความปลอดภัยจากการก่อกำเริบของคนจีนที่มักจะก่อจลาจลขึ้นบ่อยครั้ง (จังหวัดภูเก็ต, 2545)

หลังจากพระยาภูเก็ตโลหเกษตรารักษ์ (ลำดวน รัตนดิลก ณ ภูเก็ต) ขึ้นเป็นเจ้าเมืองแทนบิดาพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ตั้งแต่ปี พ.ศ. 2418 เป็นต้นมา สภาพการณ์ต่าง ๆ ในเมืองภูเก็ตเริ่มเปลี่ยนแปลงไปในทางลบมากขึ้นเมื่อมีการเปลี่ยนแปลงภาษีผูกขาด และในปี พ.ศ. 2419 จีนเมืองภูเก็ตก่อความวุ่นวายขึ้นอีกจนไม่สามารถเก็บภาษีได้ตามที่ประมูลไว้ค้างภาษีรัฐบาลจำนวนมาก ดังปรากฏข้อความในใบบอกพระยาภูเก็ต (ลำดวน) ที่รายงานไปยังรัฐบาลกลางปี พ.ศ. 2424 ตอนหนึ่งว่า "..ให้พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) รับทำภาษีทูลเกล้าฯ ถวายปีละ 4,200 ชั่ง มาตั้งแต่ปีระกาเบญจศก (ปี พ.ศ. 2416) เวลานั้นดีบุกขึ้นราคา ข้าวก็ถูก บ้านเมืองกำลังเจริญบริบูรณ์ ทุนรอนซึ่งรับพระราชทานใช้จ่ายยังพอทดรองเจือจานอยู่ จึงได้ส่งเงินภาษีของหลวงเข้ามาถวายครบ 4,200 ชั่ง ทุกจำนวนปีมิได้ขาดค้างล่วงงวดล่วงปีครั้นปีจอฉอศก พระยาอัศดงคตทิศรักษา (ตันกิมเจ๋ง) กงสุลไทยประจำเมืองสิงคโปร์ ประมูลภาษีเมืองภูเก็ตขึ้น 8,000 ชั่งอีก ทรงพระกรุณาโปรดเกล้าฯ เห็นว่า พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) เป็นผู้สืบสร้างเมืองเจริญขึ้น ได้รับราชการมาช้านาน จึงโปรดเกล้าฯ ให้พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) รับทำภาษีเมืองภูเก็ตทูลเกล้าฯ ปีละ 6,000 ชั่ง เวลานั้นดีบุกก็ตกราคาลงแล้ว แต่ไม่มากนัก พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) เห็นด้วยเกล้าฯ ว่าบ้านเมืองได้สับสร้างออกทุนทดรอง ให้พวกจีนลูกค้า นายเหมืองติดค้างไปเป็นอันมาก ถ้าไม่รับทำภาษีอากรทูลเกล้าฯ ถวายแล้ว ทุนรอนที่ทดรองลงไปนั้นก็จะสูญเสีย ทั้งเป็นการล้างตระกูลของพระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) ให้ขาดสูญไปด้วยจึงต้องรับทำภาษีทูลเกล้าฯ ถวายปีละ 6,000 ชั่ง มาตั้งแต่จำนวนปีกุนสัปตศก (ปี พ.ศ. 2418) พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) ทำภาษีอากรไม่มีกำไร ด้วยเงินจ่ายราชการบ้านเมืองเงินทุนทดรองก็ต้องใช้จ่ายอยู่เสมอภาษีอากรทำขาดทุนมาทุกจำนวนปี พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) ต้องรับพระราชทานออกทุนส่งแทนเงินภาษีเข้ามาทุกงวดทุกปี ทุนรอนที่ทดรองจีนนายเหมืองลูกค้าติดค้างไปนั้นเก็บไม่ขึ้น จนสิ้นทุนรอน เงินภาษีอากรจึงได้ค้างทับงวดปีตั้งแต่นั้นมา..." ในปี พ.ศ. 2421 พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) ก็ถึงแก่อสัญกรรมลง โดยทิ้งหนี้สินซึ่งเป็นภาษีผูกขาดให้แก่พระยาภูเก็ต (ลำดวน รัตนดิลก ณ ภูเก็ต) เป็นผู้รับภาระต่อมา (สงบ ส่งเมือง, 2542)

ปัจจุบันจังหวัดภูเก็ต ร่วมสร้างอนุสาวรีย์พระยาวิชิตสงคราม เชิดชูเกียรติผู้ตั้งเมืองภูเก็ต จังหวัดภูเก็ต ร่วมกับ เทศบาลนครภูเก็ต วัดวิชิตสังฆาราม และประชาชนชาวภูเก็ตทุกภาคส่วน ร่วมเป็นเจ้าภาพจัดสร้างอนุสาวรีย์พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ประดิษฐาน ณ วัดวิชิตสังฆาราม (วัดควน) เพื่อเชิดชู และระลึกถึงคุณงามความดีผู้ตั้งเมืองภูเก็จ เมื่อ 170 ปีที่แล้ว อนุสาวรีย์พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) จะเป็นสถานที่สำคัญอีกแห่งหนึ่งของจังหวัดภูเก็ต ที่กระตุ้นเตือนให้ลูกหลานชาวภูเก็ตและประชาชนทั่วไป ได้ตระหนักถึงประวัติศาสตร์ที่เกิดขึ้นในอดีตที่ผ่านมา อีกทั้งจะเป็นสถานที่สำหรับศึกษาหาความรู้ทางประวัติศาสตร์ภูเก็ตที่สำคัญอีกแห่งหนึ่ง

อภิปรายผลการวิจัย

1. ภูมิหลังของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) พบว่า บรรพบุรุษของท่านเป็นแขกชาวอินเดียเมืองมัทราสเข้ามาทำการค้าขายในเมืองถลางและรับราชการเป็นหลวงล่ามแต่งงานกับหญิงสาวชาวถลาง มีบุตรชายคือพระยาถลาง (เจิม รัตนดิลก ณ ภูเก็ต) ซึ่งมีศักดิ์เป็นปู่ของท่าน ได้แต่งงานกับคุณแสงเครือญาติของท้าวเทพกษัตรีมีบุตรด้วยกันคือพระภูเก็ต(แก้ว รัตนดิลก ณ ภูเก็ต) ต่อยอดองค์ความรู้ (ภูเก็ต'33,2533) พบว่า สืบเชื้อสายมาจากแขกอินเดียชาวเมืองมัทราสที่เข้ามาค้าขายและตั้งถิ่นฐานอยู่ในเมืองถลางมาตั้งแต่สมัยกรุงธนบุรี จนมีลูกหลานชื่อ เจิม หรือเจ๊ะมะ ซึ่งต่อมาได้รับแต่งตั้งเป็นหลวงล่ามเมืองถลาง เมื่อเมืองถลางเสียแก่พม่าในปีพ.ศ.2352 เป็นหัวหน้าหรือกองคอยดูแลรวบรวมคนที่อยู่เมืองถลางและได้รับแต่งตั้งเป็นพระถลาง มาจนถึงปี พ.ศ. 2367 ได้รับเลื่อนเป็นพระยาณรงค์เรืองฤทธิ์ประสิทธิสงคราม (เจิม) มีทายาทคือพระภูเก็ต (แก้ว รัตนดิลก ณ ภูเก็ต)แต่งงานคุณแจ่มธิดาหลวงเมืองพังงามีบุตรคือพระยาวิชิตสงคราม(ทัด รัตนดิลก ณ ภูเก็ต) ต่อยอดองค์ความรู้ (สงบ ส่งเมือง,2542) พบว่า พระภูเก็ด (แก้ว) เป็นบุตรพระยาถลาง (เจิม) ผู้รวบรวมชาวเมืองถลางและเจ้าเมืองถลางในเกาะภูเก็ต หลังจากกลับไปตั้งเมืองถลางในเกาะภูเก็ดพระยาถลาง (เจิม) มอบให้พระภูเก็ต (เริก) ไปตั้งเมืองภูเก็ตขึ้นที่บ้านทุ่งคา ซึ่งเป็นแหล่งที่มีดีบุกมาก จนกระทั่งพระยาถลาง (เจิม) ถึงแก่กรรมรัชกาลที่3 โปรดเกล้าฯ ให้พระภูเก็ด (เริก) ไปเป็นเจ้าเมืองถลางแล้วตั้งนายแก้ว เป็นเจ้าเมืองภูเก็ตคนที่ 2 และเลื่อนยศขึ้นเป็นพระภูเก็ต (แก้ว) เจ้าเมืองผู้นี้เป็นผู้บุกเบิกทำเหมืองแร่ที่เมืองภูเก็ต พร้อมทั้งดำเนินการค้าไปด้วย เพราะมีเลือดพ่อค้าคือปู่เป็นพ่อค้าชาวอินเดียมาจากเมืองมัทราสมาทำการค้าที่เมืองถลาง และได้รับราชการเป็นผู้ช่วยราชการด้านติดต่อกับแขกต่างประเทศ ส่วนย่าเป็นคนในวงศ์ญาติของท้าวเทพกษัตรี (คุณหญิงจัน) เมืองภูเก็ตในสมัยพระภูเก็ต (แก้ว) ยังไม่เป็นปึกแผ่นมั่นคงนัก การทำเหมืองแร่ก็ยังมีน้อย

และกิจการทำเหมืองก็ยังไม่เจริญมากนัก พระภูเก็ต (แก้ว) มีบุตรชื่อทัด เกิดปี พ.ศ. 2367 เมื่อท่านเติบใหญ่ได้รับราชการกับบิดาและแต่งงานกับคุณเปี่ยมเป็นธิดาพระยาถลาง (ทับ) คุณเปี่ยมมีฐานะเป็นเหลนของท้าวเทพกษัตรีย์ มีบุตรที่ธิดาด้วยกัน 5 คน ต่อยอดองค์ความรู้ (กรมศิลปกรม, 2548) จากแผนภูมิแสดงความสัมพันธ์ของสายตระกูลพระยาวิชิตสงคราม พบว่า ท่านมีบุตรคนแรกคุณรื่น ภรรยาของพระยาสุธรรมมนตรี (หนูพร้อม ณ นคร) มีบุตรด้วยกัน 1 คน คนที่สองพระยาภูเก็ตโลหเกษตรารักษ์ (ลำดวน) ภรรยาชื่อนางโหมดมีบุตร 3 คน คนที่สามคุณเลื่อม ภรรยาของพระยามนตรี สุริวงศ์ (ชื่น บุนนาค) มีบุตร 1 คน คนที่สี่คุณฟอง ภรรยาของพระยาไกรเพชรรัตนสงคราม (เก่ง บุนนาค) มีบุตร 1 คน และภรรยาอีกหนึ่งคนของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ชื่อคุณแจ่ม ณ ตะกั่วทุ่ง ธิดาของพระยาตะกั่วทุ่ง (ถิ่น) มีบุตรด้วยกัน 1 คน พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ท่านรับราชการตั้งแต่รัชกาลที่ 3 เป็นหลวงพิทักษ์ทวีปหลังจากพระยาภูเก็ต (แก้ว รัตนดิลก ณ ภูเก็ต) รัชกาลที่ 4 จึงโปรดฯให้เป็นเจ้าเมืองภูเก็ต และยกเมืองภูเก็ตให้เท่ากับเมืองถลาง เพราะท่านรับราชการได้เพียง 4 ปี ท่านได้เปิดกิจการเหมืองแร่เพิ่มมากขึ้นสนับสนุนให้ชาวจีนจากปีนัง สิงคโปร์เดินทางเข้ามาลงทุนทำเหมืองแร่ในภูเก็ตเพิ่มมากขึ้น เรียกได้ว่าเมืองภูเก็ตในขณะนั้นเป็นที่รู้จักและมีความเจริญเป็นอย่างมาก ต่อยอดองค์ความรู้ (สงบ ส่งเมือง, 2542) พบว่า พระภูเก็ต (ทัด รัตนดิลก ณ ภูเก็ต) เป็นเจ้าเมืองนักพัฒนาที่สามารถมาก ในระยะที่เป็นหลวงมหาดไทยและเจ้าเมืองภูเก็ต ได้ตรวจหาแหล่งแร่และจัดดำเนินการเหมืองแร่ที่บิดาได้ลงทุนไว้ได้ผลดี กิจการเหมืองแร่และการค้าในเมืองภูเก็ตเจริญขึ้นอย่างรวดเร็ว มีการส่งเสริมราษฎรให้ทำนาทำไร่ปลูกข้าวด้วยหลังจากเป็นเจ้าเมืองเพียง 4 ปี เมืองภูเก็ตก็เจริญทัดเทียมเมืองถลาง รัชกาลที่ 4 จึงโปรดเกล้าฯ ให้แยกเมืองภูเก็ตออกจากเมืองถลางไปขึ้นตรงต่อเมืองพังงาทั้ง 2 เมือง ดังปรากฏข้อความในพระบรมราชโองการยกฐานะเมืองภูเก็ตให้มีฐานะเทียบเท่าเมืองถลางในปี พ.ศ.2396 ตอนหนึ่งว่า "...เมืองถลางเมืองภูเก็ตอยู่ในเกาะถลางทั้ง 2 เมือง เมืองถลางเจ้าเมืองเป็นพระยา เมืองภูเก็ตเจ้าเมืองยังเป็นพระภูเก็ต (ทัด) คนนี้รักษาราชการบ้านเมืองมาแต่ปีจอโทศก...มาจนปีฉลูเบญจศกได้ 4 ปี บ้านเมืองเป็นปรกติเรียบร้อย...ทำภาษีอากรดีบุกของหลวงได้มากขึ้นกว่าแต่ก่อน ถึงกำหนดงวดกำหนดปี ก็ส่งอากรเศษดีบุก พรรณผ้าจังกอบ และส่วย หางข้าวค่านา ครบตามจำนวนทุกปี มิได้ขาดค้าง..สมเป็นผู้ใหญ่ จึงได้โปรดเกล้าฯพระราชทานตั๋วพระราชทานสัญญาบัตรตั้งให้พระภูเก็ต (ทัด) เลื่อนขึ้นเป็นพระยาภูเก็ตโลหเกษตรารักษ์ (ทัด) เจ้าเมืองภูเก็ต ให้มีเกียรติยศใหม่ขึ้นเสมอกับเมืองถลาง..."

2. บทบาทของพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ที่มีต่อเมืองภูเก็ตด้านการเมืองการปกครอง เศรษฐกิจ พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ท่านเป็นคนที่มีความสามารถและมีความคิดอันกว้างไกล สามารถบริหารจัดการบ้านเมืองภูเก็ตให้มีความเจริญก้าวหน้า ชักชวนชาวจีนเข้ามาทำธุรกิจเหมืองแร่ดีบุกจนเกิดเป็นกำไรมากมายถึงแม้ระยะหลังจะเกิดการทะเลาะวิวาทจากคนงานชาวจีนหรืออั้งยี่บ่อยครั้ง จนเกิดความวุ่นวายท่านก็ได้ทำการย้ายที่อยู่จากบ้านทุ่งคาไปยังบ้านท่าเรือเพื่อความปลอดภัยของครอบครัวของท่านและตัวท่านเอง ต่อยอดองค์ความรู้ (ภูเก็ต'33,2533) พบว่า พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นนักพัฒนาที่มีความคิดก้าวหน้า ลงทุนทำเหมืองแร่ด้วยวิธีด้วยวิธีการจ้างกุลีจีน ซึ่งได้ผลกว่าการวิธีเก่าคือการเกณฑ์ไพร่ไปทำซึ่งก่อให้เกิดการเปลี่ยนแปลงในระบบเศรษฐกิจของหัวเมืองชายฝั่งตะวันตกอีกด้วย กล่าวคือเจ้าเมืองได้รับมอบหมายให้เป็นผู้ผูกขาดการทำภาษีภายในเมืองของตนเอง เพื่อควบคุมชาวจีนที่ทำเหมืองและรับช่วงภาษีผูกขาดก่อให้เกิดระบบเหมาเมือง ภายใต้ระบบเหมาเมืองพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ได้สร้างความร่ำรวยเป็นอย่างมาก สามารถควบคุมชาวจีนที่อพยพเข้ามาได้เพียงแต่การจัดสรรแหล่งแร่และเรียกเก็บภาษีผูกขาดโดยผ่านทางนายเหมืองผู้รับเงินทุนจากเจ้าเมืองไปทำแร่ดีบุก แต่ไม่สามารถปกครองดูแลชาวจีนเหล่านี้ได้ เมื่อเกิดการทะเลาะวิวาทของกลุ่มชาวจีนหรือกบฏอั้งยี่อยู่เสมอ

2.1 บทบาทด้านการเมืองการปกครอง พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ท่านได้ใช้ระบบกินเมืองเหมาเมืองในสมัยที่ท่านเป็นเจ้าเมืองภูเก็ต กล่าวคือ การผูกขาดภาษีทางการค้า มีรายได้จากเก็บค่าธรรมเนียม การเกณฑ์คนเข้ามาทำเหมืองแร่และรายได้จากการผูกขาดภาษีอากรต่าง ๆ ถือได้ว่าเป็นช่วงที่ทำกำไรให้กับรัฐบาลอย่าง ต่อยอดองค์ความรู้ (สงบ ส่งเมือง, 2542) พบว่า เจ้าเมืองภูเก็ต และเมืองอื่น ๆ ในระยะนี้ จะมีรายได้จำนวนมากจากการ "กินเมืองและเหมาเมือง" กล่าวคือมีรายได้หลายทางจากค่าธรรมเนียม การเกณฑ์ไพร่พลทำงานตามระบบกินเมืองและมีรายได้จากการผูกขาดทำภาษีทุกอย่างในเมืองของตนแบบ "เหมาเมือง" ด้วย โดยเฉพาะเมืองภูเก็ตไม่เพียงแต่มีแร่ดีบุกมากอย่างเดียว ยังเป็นท่าเรือทำการค้า ทางเรือกับเมืองต่าง ๆ ทางชายฝั่งตะวันตกปีนัง หรือมลายูพม่า และอินเดีย ส่วนพระยาภูเก็ต (ทัด) เจ้าเมืองภูเก็ดขณะนั้น ก็มีความสามารถในด้านการค้าขาย ชักชวนให้พ่อค้าชาวจีนเข้ามาลงทุนค้าขาย และทำเหมืองแร่ดีบุกอย่างกว้างขวางจึงเก็บภาษีอากรได้มากกว่าเมืองถลาง และหัวเมืองชายฝั่งตะวันตกอื่น ๆ ทั้งหมด

2.2 บทบาทด้านเศรษฐกิจ อย่างที่กล่าวไปว่าพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นผู้ที่มีความคิดกว้างไกลสามารถหาแหล่งแร่ดีบุกที่มีความอุดมสมบูรณ์และเปิดกิจการทำเหมืองแร่ดีบุกอย่างมากมาย ชักชวนชาวจีนชาวต่างชาติเข้ามาร่วมธุรกิจได้ส่งออกแร่ดีบุกไปยังต่างประเทศ ท่านทำให้ผู้คนมากมายรู้จักภูเก็ต เพราะมีแหล่งแร่ดีบุกที่อุดมสมบูรณ์ ต่อยอดองค์ความรู้ (สงบ ส่งเมือง, 2542) พบว่า เมืองภูเก็ตได้เปรียบเมืองถลางหลายด้าน เป็นต้นว่ามีแหล่งแร่อุดมสมบูรณ์กว่า และตั้งอยู่ในทำเลที่เหมาะแก่การติดต่อค้าขายกับต่างประเทศ โดยเฉพาะหัวเมืองมลายูและเกาะปีนัง มีเรือสินค้าจากบริเวณดังกล่าวเข้ามาจอดแวะรับซื้อสินค้า

เป็นจำนวนมาก ตัวเจ้าเมืองเอง คือ พระยาภูเก็ต (ทัด) สมเด็จฯ กรมพระยาดำรงราชานุภาพ ทรงวิจารณ์ไว้ว่ามีความสามารถทางด้านการค้าขาย ชักชวนให้พ่อค้าชาวจีนเข้ามาลงทุนค้าขายหรือทำเหมืองแร่ดีบุก ทำให้ภาษีอากรได้เพิ่มขึ้นมากกว่าเมืองถลางและเมืองอื่น ๆ พระยาภูเก็ต (ทัด) มีความจงรักภักดีมาก เคยถวายของมีค่า เป็นต้นว่า เพชร พลอย ในปี พ.ศ. 2404 หลังจากพระยาบริรักษ์ภูธร (แสง) ผู้สำเร็จราชการเมืองพังงาถึงแก่อสัญกรรมจึงโปรดเกล้าฯ ให้ยกเมืองภูเก็ตขึ้นตรงต่อกรุงเทพมหานคร ดังปรากฏข้อความในสารตราเจ้าพระยาอัครมหาเสนาฯ ที่มีไปถึงพระยาภูเก็ต (ทัด) และกรมการเมืองในปี พ.ศ.2404 ตอนหนึ่งว่า "...มีพระบรมราชโองการมาณพระบัณฑูรสุริสิงหนาท ดำรัสเหนือเกล้าฯสั่งว่า เมื่อแผ่นดินสมเด็จพระนั่งเกล้าเจ้าอยู่หัว เมืองภูเก็ตตั้งขึ้นเป็นบ้านเมืองใหม่ ๆ ผู้คนยังไม่มั่งคั่งบริบูรณ์จึงให้ขึ้นกับเมืองพังงาด้วยพระยาบริรักษ์ภูธร (แสง) พระยาภูเก็ต (ทัด) คิดอ่านทำอากรทูลเกล้าฯ ถวายจะได้ช่วยกันเกลี้ยกล่อมลูกค้าพาณิชย์ไทยจีน มาใส่บ้านใส่เมืองให้บ้านเมืองบริบูรณ์จะได้เป็นพระราชทรัพย์ของหลวงให้มากขึ้น ทุกวันนี้เมืองภูเก็ตผู้คนก็มั่งคั่งบริบูรณ์มากขึ้นแล้ว พระยาภูเก็ตโลหเกษตรารักษ์ (ทัด) ทะนุบำรุงไพร่บ้านพลเมืองคิดอ่านชักชวนลูกค้าพานิชย์ไทยจีนแขกมาตั้งบ้านเรือนก่อตึกร้าน ตั้งตลาดปสาน ให้ทำมาหากินมั่งคั่งบริบูรณ์ บ้านเมืองรุ่งเรืองขึ้นมากลูกค้าพาณิชย์ เรือสลูบกำปั่น สำเภา เรือเสาใบไปมาค้าขายก็ชุกชุม เรียกเศษดีบุกปีกดีบุกย่อย ภาษีพรรณผ้า จังกอบ และอากรดีบุก เป็นพระราชทรัพย์ของหลวง ถึงมรสุมงวดปี ก็ได้ส่งเข้าไปทูลเกล้าฯ ถวายไม่ได้ค้างล่วงจำนวนปีไปได้ ครั้งนี้มีความกตัญญูคิดถึงพระเดชพระคุณจัดได้เพชรเม็ดใหญ่เท่าผลบัวอ่อน อันดีมีราคากับของนอกต่าง ๆ ให้พระภักดีศรีสงคราม (เกต) ปลัดเมืองภูเก็ตคุมเข้าไปทูลเกล้าฯ ถวายหาบำเน็จความชอบใส่ตัวเป็นอันมาก จึงโปรดเกล้าฯ ให้ยกเมืองภูเก็ตมาขึ้นกับกรุงเทพมหานคร โดยทรงพระมหากรุณาจะให้มีเกียรติยศเป็นใหญ่ยิ่งขึ้นสืบลำดับชั่วบุตรและหลานต่อไป..." (ภูเก็ต'33,2433) ได้พบอีกว่า ปัจจัยสำคัญที่มีส่วนสนับสนุนให้เมืองภูเก็ตเจริญรุ่งเรืองขึ้นอย่างรวดเร็วก็คือการอพยพเข้ามาค้าขายและทำเหมืองแร่ของชาวจีน จนในที่สุด "ในภูเก็ตนั้น มีจีนเป็นกำลังบ้านเมือง มากกว่าภาษาอื่น ๆ" ชาวจีนเหล่านี้แบ่งกันเป็นหลายพวกหลายเหล่า ต่างพยายามรักษาผลประโยชน์ของพวกตน ทางฝ่ายเจ้าเมืองต้องยอมรับฐานะและบทบาทของกลุ่มชาวจีนเหล่านี้ด้วยการแต่งตั้งหัวหน้าขึ้นเป็นกรมการเมือง ดำรงแหน่งปลัดฝ่ายจีน และนายอำเภอ แต่ก็ไม่สามารถแก้ไขปัญหาความขัดแย้งระหว่างกลุ่มผลประโยชน์ชาวจีน ซึ่งแบ่งเป็นพวก ยี่หิ้น ปูนเถ้าก๋ง และพวกโฮ่เซ่งได้ กลุ่มอิทธิพลชาวจีนเหล่านี้จะวิวาทกันเกี่ยวกับการทำเหมืองแร่ เป็นต้นว่า แย่งชิงหลุมแร่แย่งชิงสายน้ำล้างแร่ จนถึงขั้นสู้รบกันหลายครั้ง เช่น ในปี พ.ศ. 2540 พ.ศ. 2419 และ พ.ศ. 2522 เป็นดัน

2.3 บทบาทด้านสังคม จากการที่พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ใช้ระบบกินเมืองเหมาเมืองในการบริหารปกครองบ้านเมืองมีความร่ำรวยอย่างมากในขณะนั้น ท่านสามารถควบคุมชาวจีนที่อพยพเข้ามาได้เพียงแต่การจัดสรรแหล่งแร่และเรียกเก็บภาษีผูกขาดโดยผ่านทางนายเหมืองผู้รับเงินทุนจากเจ้าเมืองไปทำแร่ดีบุก แต่ไม่สามารถปกครองดูแลชาวจีนเหล่านี้ได้ เมื่อเกิดการทะเลาะวิวาทของกลุ่มชาวจีนหรือกบฏอั้งยี่อยู่เสมอ ท่านจึงย้ายจากบ้านทุ่งคามาอยู่ที่บ้านท่าเรือเพื่อความปลอดภัย ต่อยอดองค์ความรู้ (จังหวัดภูเก็ต, 2545) พบว่า ในรัชกาลที่ 5 โปรดให้ฯ พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) เป็นพระยาวิชิตสงคราม รามฤทธิเดช โลหเกษตรารักษ์ พิทักษ์สยาม รัฐสีมา มาตยานุชิต พิพิธภักดี พิริยพานะ จางวาง (วิเศษ) และคุณลำดวนเป็นพระภูเก็ตโลหเกษตรารักษ์ซึ่งบริหารบ้านเมืองไม่ดี ประจวบกับราคาแร่ดีบุกในต่างประเทศตกต่ำ เกิดปัญหาเรื่องค่าแรงและภาษีอากรที่ติดค้างเพิ่มขึ้นจำนวนมาก และเกิดเหตุการณ์วุ่นวายด้วยพวกกุลีเหมืองแร่ก่อการจลาจลหรืออั้งยี่ พระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ตั้งมั่นร่วมมือกับเจ้าหมื่นเสมอใจราช (ชื่น บุนนาค) บุตรเขยซึ่งเป็นข้าหลวงกำกับราชการหัวเมืองตะวันตก ทำการแก้ไขเหตุการณ์จนสงบลง ต่อมาพระยาวิชิตสงครามเห็นว่าอยู่ในเมืองภูเก็ตนั้นไม่ปลอดภัยจึงได้สร้างบ้าน ขึ้นใหม่ ที่บ้านท่าเรือ เพื่อความปลอดภัยจากการก่อกำเริบของคนจีนที่มักจะก่อจลาจลขึ้นบ่อยครั้ง ต่อยอดองค์ความรู้ (สงบ ส่งเมือง, 2542) หลังจากพระยาภูเก็ตโลหเกษตรารักษ์ (ลำดวน รัตนดิลก ณ ภูเก็ต) ขึ้นเป็นเจ้าเมืองแทนบิดาพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) ตั้งแต่ปี พ.ศ. 2418 เป็นต้นมา สภาพการณ์ต่าง ๆ ในเมืองภูเก็ตเริ่มเปลี่ยนแปลงไปในทางลบมากขึ้นเมื่อมีการเปลี่ยนแปลงภาษีผูกขาด และในปี พ.ศ. 2419 จีนเมืองภูเก็ตก่อความวุ่นวายขึ้นอีกจนไม่สามารถเก็บภาษีได้ตามที่ประมูลไว้ค้างภาษีรัฐบาลจำนวนมาก ดังปรากฏข้อความในใบบอกพระยาภูเก็ต (ลำดวน) ที่รายงานไปยังรัฐบาลกลางปี พ.ศ. 2424 ตอนหนึ่งว่า "..ให้พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) รับทำภาษีทูลเกล้าฯ ถวายปีละ 4,200 ชั่ง มาตั้งแต่ปีระกาเบญจศก (ปี พ.ศ. 2416) เวลานั้นดีบุกขึ้นราคา ข้าวก็ถูก บ้านเมืองกำลังเจริญบริบูรณ์ ทุนรอนซึ่งรับพระราชทานใช้จ่ายยังพอทดรองเจือจานอยู่ จึงได้ส่งเงินภาษีของหลวงเข้ามาถวายครบ 4,200 ชั่ง ทุกจำนวนปีมิได้ขาดค้างล่วงงวดล่วงปีครั้นปีจอฉอศก พระยาอัศดงคตทิศรักษา (ตันกิมเจ๋ง) กงสุลไทยประจำเมืองสิงคโปร์ ประมูลภาษีเมืองภูเก็ตขึ้น 8,000 ชั่งอีก ทรงพระกรุณาโปรดเกล้าฯ เห็นว่า พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) เป็นผู้สืบสร้างเมืองเจริญขึ้น ได้รับราชการมาช้านาน จึงโปรดเกล้าฯ ให้พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) รับทำภาษีเมืองภูเก็ตทูลเกล้าฯ ปีละ 6,000 ชั่ง เวลานั้นดีบุกก็ตกราคาลงแล้ว แต่ไม่มากนัก พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) เห็นด้วยเกล้าฯ ว่าบ้านเมืองได้สับสร้างออกทุนทดรอง ให้พวกจีนลูกค้า นายเหมืองติดค้างไปเป็นอันมาก ถ้าไม่รับทำภาษีอากรทูลเกล้าฯ ถวายแล้ว ทุนรอนที่ทดรองลงไปนั้นก็จะสูญเสีย ทั้งเป็นการล้างตระกูลของพระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) ให้ขาดสูญไป

ด้วยจึงต้องรับทำภาษีทูลเกล้าฯ ถวายปีละ 6,000 ชั่ง มาตั้งแต่จำนวนปีกุนสัปตศก (ปี พ.ศ. 2418) พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) ทำภาษีอากรไม่มีกำไร ด้วยเงินจ่ายราชการบ้านเมืองเงินทุนทดรองก็ต้องใช้จ่ายอยู่เสมอภาษีอากรทำขาดทุนมาทุกจำนวนปี พระยาวิชิตสงครามจางวาง (ทัด รัตนดิลก ณ ภูเก็ต) ต้องรับพระราชทานออกทุนส่งแทนเงินภาษีเข้ามาทุกงวดทุกปี ทุนรอนที่ทดรองจีนนายเหมืองลูกค้าติดค้างไปนั้นเก็บไม่ขึ้น จนสิ้นทุนรอน เงินภาษีอากรจึงได้ค้างทับงวดปีตั้งแต่นั้นมา..." ในปี พ.ศ. 2421 พระยาวิชิตสงครามจางวาง (ทัต) ก็ถึงแก่อสัญกรรมลง โดยทิ้งหนี้สินซึ่งเป็นภาษีผูกขาดให้แก่พระยาภูเก็ต (ลำดวน) เป็นผู้รับภาระต่อมา

ข้อเสนอแนะ

ข้อเสนอแนะจากการวิจัยครั้งต่อไป งานวิจัยครั้งต่อไปควรศึกษาความเป็นมาและการบริหารจัดการบ้านเมือง การจัดเก็บภาษีอากร ในยุคสมัยของพระภูเก็ต (ลำดวน รัตนดิลก ณ ภูเก็ต) หลังจากดำรงตำแหน่งเป็นเจ้าเมืองภูเก็ตแทนพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) หรือบิดาหลังจากถึงแก่กรรม ศึกษาตั้งแต่วัยเยาว์ การดำรงตำแหน่งราชการ และการเป็นเจ้าเมืองภูเก็ตของพระยาภูเก็ต (ลำดวน รัตนดิลก ณ ภูเก็ต) เมื่อศึกษาเรื่องของพระภูเก็ต (ลำดวน รัตนดิลก ณ ภูเก็ต) จะเห็นได้ว่าในยุคของท่านอยู่ในช่วงหัวเลี้ยวหัวต่อที่สำคัญของเมืองภูเก็ต เพราะเมืองภูเก็ตในสมัยของท่านได้ขยายออกเป็นชุมชนขนาดใหญ่ การบริหารบ้านเมืองเกินความสามารถของพระภูเก็ต (ลำดวน รัตนดิลก ณ ภูเก็ต) รัฐบาลเริ่มเข้าแทรกแซงกิจการภายในของเมืองภูเก็ต เพื่อเก็บรวบรวมภาษีอากรไปเป็นผลประโยชน์ของรัฐบาลกลางมากยิ่งขึ้น ด้วยการส่งข้าหลวงมาประจำอยู่ที่เมืองภูเก็ตเพื่อดูแลการจัดเก็บภาษี มีผลกระทบต่อสถานภาพของพระยาภูเก็ต (ลำดวน รัตนดิลก ณ ภูเก็ต) โดยตรง ทั้งทางด้านผลประโยชน์ทางเศรษฐกิจและอำนาจทางการเมือง ผลบั้นปลายคือ พระยาภูเก็ต (ลำดวน รัตนดิลก ณ ภูเก็ต) ติดค้างภาษีรัฐบาลเป็นจำนวนมากจนถูกนำตัวไปเร่งภาษีในกรุงเทพมหานคร บ้านเรือนถูกยึดเป็นของหลวง และบุตรหลานทะเลาะวิวาทกันเกี่ยวกับมรดก พระยาภูเก็ต (ลำดวน รัตนดิลก ณ ภูเก็ต) เป็นเจ้าเมืองที่ต้อยความรู้ความสามารถ และอำนาจบารมีก็น้อยกว่าบิดา คือพระยาวิชิตสงคราม (ทัด รัตนดิลก ณ ภูเก็ต) อย่างเทียบกันไม่ได้

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“หมูย่างเมืองตรัง” วัฒนธรรมภูมิปัญญาท้องถิ่น

Mueng Trang Grilled Pork, Local Wisdom Culture

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บทคัดย่อ

การวิจัยครั้งนี้มีความประสงค์เพื่อศึกษาความเป็นมาของหมูย่างเมืองตรังและภูมิปัญญากระบวนการทำหมูย่างเมืองตรัง พบว่า มีประวัติความเป็นมาตกทอดมรดกความอร่อยและมีความผูกพันอยู่ในวิถีชีวิตของชาวตรังมายาวนานและผลิตภัณฑ์หมูย่างเมืองตรัง ยังถือเป็นสินค้า OTOP ที่มีชื่อเสียงโดดเด่นจนเป็นเอกลักษณ์ โดยได้มีการจัดงานเทศกาลหมูย่างจังหวัดตรังเป็นประจำทุกปี และมีภูมิปัญญาท้องถิ่นที่มีการถ่ายทอดผ่านความเชื่อและศาสนา 2) ด้านประเพณีพิธีกรรม 3) ด้านภูมิปัญญาท้องถิ่นที่เกี่ยวกับอาหาร 4) ด้านภูมิปัญญาท้องถิ่นที่เกี่ยวกับการประดิษฐ์กรรม 5) ด้านภูมิปัญญาท้องถิ่นที่เกี่ยวกับการดำรงชีวิตตามสภาพแวดล้อมทางธรรมชาติ ซึ่งการศึกษาครั้งนี้ทำให้ทราบถึงประวัติ และทราบถึงภูมิปัญญาขั้นตอนการทำหมู่ย่างเมืองตรัง

คำสำคัญ: วัฒนธรรม, ภูมิปัญญา, หมูย่าง

Abstract

The objectives of this research were to study the background and procedure of cooking Mueng Trang grilled pork. It was found that there had been inherited a delicious taste and relationship in Trang people’s way of lives. The grilled pork has been also as an OTOP which was well-known and unique. Grilled pork festival was held annually. Local wisdom carried on through religious belief, traditional ceremony, food, handcraft and way of life following natural atmosphere. This study could be indicated about history and procedure of local wisdom of cooking Mueng Trang grilled pork.

Keywords: Culture Local wisdom Grilled Pork

บทนำ

ต้นกำเนิดของการทำหมูย่างนั้นเกิดขึ้นในประเทศจีนประมาณ 1,000 ปีมาแล้ว ในสมัยราชวงศ์ถังการค้นพบวิธีการหมูย่างนั้นช่างเป็นการบังเอิญเหลือเกินในขณะที่พ่อครัวในพระราชวังกำลังปรุงอาหารทำหมูชิ้นหนึ่งตกลงไปในเตาถ่าน จนเนื้อสุกและหนังไหม้ พ่อครัวลองหยิบมาชิมรู้สึกว่าหมูชิ้นนั้นมีรสชาติหอมกรอบอร่อยจึงทำให้เขามีความคิดว่าการนำหมูมาย่างเป็นอาหารจะอร่อยกว่าการนำไปใช้ทำอาหารอย่างอื่น ดังนั้นพ่อครัวจึงทดลองนำหมูมาย่างแล้วนำขึ้นถวายฮ่องเต้ ฮ่องเต้ทรงโปรดมาก เนื่องจากเมื่อย่างหมูพอสุกพอเหมาะหนังหมูจะมีสีเหลืองดุจทองคำสุกอร่ามฮ่องเต้จึงตั้งชื่อหมูย่างนี้ว่า หมูทอง ชาวจีนใช้ชื่อนี้เรียกมาจนถึงปัจจุบัน เมื่อเวลาผ่านมานับพันปีวิชาการหมูย่างก็ได้เผยแพร่โดยการสืบทอดตระกูลของพ่อครัวจนกระทั่งมาถึงมณฑลกวางตุ้ง ซึ่งเป็นมณฑลที่ชาวเมืองมีฝีมือในการปรุงอาหารจะเห็นได้จากอาหารจีนที่มีรสอร่อยที่สุดจะปรุงโดยพ่อครัวชาวกวางตุ้งทั้งสิ้น ดังนั้นจากเดิมหมูย่างซึ่งเป็นอาหารเฉพาะของฮ่องเต้ก็เริ่มแพร่หลายมาเป็นอาหารของสามัญชนแต่ก็ยังถือว่าหมูย่างยังเป็นอาหารระดับฮ่องเต้อยู่เมื่อประมาณ 100 ปีก่อนนี้ ชาวจีนในมณฑลกวางตุ้งซึ่งอยู่ใกล้ทะเลได้เริ่มอพยพออกจากประเทศโดยทางเรือเพื่อเสาะหาแผ่นดินทางทะเลใต้ คือประเทศไทยซึ่งร่ำลือกันว่ามีความอุดมสมบูรณ์กว่าประเทศจีนมาก จึงได้ลงเรือกันมาผจญภัยพร้อมกันทั้งหมู่บ้านและมีบางส่วนได้เดินทางเข้ามาประเทศไทยโดยขึ้นฝั่งที่อำเภอกันตัง หรือปากแม่น้ำตรัง และได้มาบุกเบิกตั้งรากฐานอยู่ที่จังหวัดตรัง (สิทธิพร รอดสั้น, 2558) ชาวจีนที่อพยพมานี้มีหลายอาชีพส่วนใหญ่จะมาบุกเบิกทำไร่พริกไทยจึงได้ตั้งชื่อจังหวัดตรังว่า "เมืองพริกไทย" ชาวจีนเหล่านี้จึงได้มีการเลี้ยงหมูพันธุ์เล็กซึ่งได้นำลงเรือมาด้วยในตำบลทับเที่ยง ปัจจุบันคืออำเภอเมือง จังหวัดตรัง ปรากฏว่าได้ผลดีมากต่อมาได้มีคนกลุ่มหนึ่งนำหมูมาชำแหละขาย ซึ่งก็คือต้นตระกูลของร้านฟองจันทร์ หลังจากนั้นร้านฟองจันทร์ได้รับชาวจีนคนหนึ่งมาจากมณฑลกวางตุ้งชื่อ นายซุ่นมีความสามารถในการย่างหมูมากหมูที่ย่างจะมีรสชาติกลมกล่อมและหนังที่กรอบ สมัยนั้นจังหวัดตรังมีผู้ที่ย่างหมู

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ได้เพียงคนเดียวเท่านั้นต่อมาก็ได้มีการฝึกผู้ช่วยขึ้นมาวิชาการย่างหมูจึงได้แพร่หลายจากรุ่นสู่รุ่นตั้งแต่นั้นมาหมูย่างนั้น เดิมเป็นอาหารที่ใช้ในการเซ่นไหว้ของหมู่คนจีนในงานศพ งานมงคล งานเทศกาลต่างๆ และประกอบพิธีกรรมสิ่งศักดิ์สิทธิ์หรือการบนบานศาลกล่าวตามวิถีชีวิตซึ่งยังสืบทอดมาจนถึงปัจจุบันต่อมาหมู่คนจีนในเมืองตรังนิยมนำหมูย่างมากินกับกาแฟกระทั่งความนิยมกระจายมาสู่หมู่คนตรังในระดับชนชั้นกลางที่เป็นข้าราชการนักธุรกิจในเขตเมือตรังและชานเมืองจนกลายเป็นวัฒนธรรมการกินกาแฟกับหมูย่างในยามเช้าที่ไม่เหมือนใครแลไม่มีใครเหมือนหมูย่างเมือตรังจึงกลายเป็นเอกลักษณ์ของจังหวัดตรังไปในที่สุด (สัมพันธ์ ยิ้วเหี้ยง, 2556) หมูย่างเมืองตรังเป็นผลิตภัณฑ์ที่อยู่คู่บ้านคู่เมืองตรังมาอย่างยาวนานร่วมร้อยปีระยะเวลาที่ล่วงเลยทำให้บุคคลต้นคิดในการผลิตหมูย่างเมืองตรังได้ล้มตายจากจึงไม่ทราบจุดเริ่มต้นในการผลิตที่แน่ชัดว่าเป็นช่วงเวลาใดจึงทำให้ข้อมูลในส่วนเส้นทางหรือประวัติของหมูย่างเมืองตรังไม่แจ่มชัดมากนัก นอกเหนือจากรูปลักษณ์และรสชาติของอาหารเรื่องราวและประวัติศาสตร์หมูย่างเมืองตรังเป็นเสน่ห์อย่างหนึ่งที่ทำให้ผลิตภัณฑ์มีมูลค่าสูงขึ้น ทั้งยังสะท้อนให้เห็นความสัมพันธ์ของคนในอดีตก่อให้เกิดคุณค่าทางวัฒนธรรม (สิทธิพร รอดสั้น, 2558) ดังนั้นผู้ศึกษามีความสนใจที่จะศึกษาภูมิปัญญาหมูย่างเมืองตรังและได้เห็นถึงคุณค่าและความสำคัญของประวัติความเป็นมาขอหมูย่างเมืองตรังและกระบวนการทำหมูย่าง ซึ่งมีชื่อเสียงโดดเด่นจนเป็นเอกลักษณ์ท้องถิ่นอีกทั้งเป็นการส่งเสริมการท่องเที่ยวเชิงวัฒนธรรมของจังหวัดตรัง

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาประวัติความเป็นมาของหมูย่างเมืองตรัง
2. เพื่อศึกษาภูมิปัญญากระบวนการทำหมูย่างเมืองตรัง

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้ผู้วิจัยศึกษาเกี่ยวกับภูมิปัญญากระบวนการทำหมูย่างเมืองตรัง ชุมชนเทศบาลตำบลห้วยยอด อำเภอเมืองจังหวัดตรัง

ขั้นตอนในการวิจัย

ค้นคว้ารวบรวมข้อมูล เอกสารหลักฐาน

สรุปผลการวิจัย

1. เพื่อศึกษาประวัติความเป็นมาของหมูย่างเมืองตรัง วัฒนธรรมของหมูย่างเมืองตรังที่ขึ้นชื่อและมีประวัติความเป็นมรดกทอดความอร่อยและมีความผูกพันอยู่ในวิถีชีวิตของชาวตรังมามายาวนานที่ได้สร้างชื่อเสียงให้แก่จังหวัดตรัง ซึ่งมีการสืบค้นพบว่าวิชาการหมูย่าง มาจากพ่อครัวมณฑลกวางตุ้งและต่อมาทางร้านก็ได้รับชาวจีนที่อพยพมาชื่อว่า นายซุ่น ที่มีความสามารถในการย่างหมูแพร่หลาย ขนาดที่ว่ามื้อเช้าที่ขึ้นชื่อในจังหวัดตรัง คือ กาแฟกินคู่กับหมูย่าง โดยความพิเศษของหมูย่างเมืองตรังที่โดดเด่นกว่าที่อื่นก็คือวิธีการทำและเครื่องปรุง พระเอกหลักของหมูย่างเมืองตรังก็ไม่ใช่แค่วิธีการทำเครื่องหมักก็ถือเป็นหัวใจหลักในการประกอบอาหารและหัวใจหลักก็คือ ผงหอม ที่ทุกร้านต้องใช้หมักเพื่อให้เกิดกลิ่นหอมและรสชาติที่ดีและจนได้เป็นผลิตภัณฑ์หมูย่างเมืองตรังขึ้นมาถือเป็นสินค้า OTOP ที่มีชื่อเสียงโดดเด่นจนเป็นเอกลักษณ์โดยได้มีการจัดงานเทศกาลหมูย่างจังหวัดตรังเป็นประจำทุกปีหมูย่างนั้นเดิมเป็นอาหารที่ใช้ในการเซ่นไหว้ของหมู่คนจีน ในงานศพ งานมงคล งานเทศกาลต่างๆ และประกอบพิธีกรรมสิ่งศักดิ์สิทธิ์หรือการบนบานสานกล่าวตามวิถีชีวิตซึ่งยังสืบทอดมาจนถึงปัจจุบัน

2. ภูมิปัญญากระบวนการทำหมูย่างเมืองตรัง

2.1 ภูมิปัญญาท้องถิ่น ปัจจุบันหมูย่างเมืองตรังนับเป็นมรดกภูมิปัญญาทางวัฒนธรรมที่สำคัญด้านอาหารและโภชนาการอันนำไปสู่การประกอบอาชีพสร้างรายได้และชื่อเสียงของจังหวัดตรัง โดยมีกระบวนการการผลิตที่อาศัยความรู้ในการประกอบอาหารอย่างมีรายละเอียดขั้นตอนในการปฏิบัติ มีเทคนิควิธีการและเคล็ดลับในการปรุงรสชาติที่กลมกล่อม หอม หวาน อร่อย ทั้งยังมีการสืบทอดด้านการประกอบอาชีพของครอบครัวจากรุ่นสู่รุ่นและมีการต่อยอดระบบการผลิตและการบริหารจัดการได้ เช่น บรรจุภัณฑ์การจำหน่ายทางระบบออนไลน์

2.2 ด้านภูมิปัญญาที่เกี่ยวกับความเชื่อและศาสนา มีนักท่องเที่ยวทั้งชาวไทยและชาวต่างชาติ เดินทางมากราบไหว้สิ่งศักดิ์สิทธิ์ และขอพรเพื่อความเป็นสิริมงคลในวันขึ้นปีใหม่ โดยจุดธูปเทียน ตะเกียงน้ำมัน พร้อมนำผลไม้ เป็ด ไก่ มาถวาย ส่วนผู้ที่มีฐานะดีหรือประสบความสำเร็จในอาชีพการงาน ก็จะนำหมูย่างมาถวาย





ภาพที่ 1 กราบไหว้สิ่งศักดิ์สิทธิ์
นางสาว ศิริประภา แคล้วภัย ผู้บันทึก
ถ่ายภาพวันที่ 10 กันยายน 2565

2.3 ด้านภูมิปัญญาท้องถิ่นที่เกี่ยวกับประเพณีและพิธีกรรม เนื่องจากหมูย่างเมืองตรังเป็นวิชาการย่างหมูจึงได้แพร่หลายจากรุ่นสู่รุ่นตั้งแต่นั้นมา หมูย่างนั้นเดิมเป็นอาหารที่ใช้ในการเซ่นไหว้และทำพิธีของหมู่คนจีน ในงานศพ งานมงคล งานเทศกาลต่าง ๆ และประกอบพิธีกรรมสิ่งศักดิ์สิทธิ์ หรือการบนบานสานกล่าวตามวิถีชีวิต ซึ่งยังสืบทอดมาจนถึงปัจจุบัน จึงมีความสำคัญต่อการดำเนินชีวิตในสังคมเป็นอย่างมากดังจะเห็นได้จากประเพณีและพิธีกรรมที่สำคัญในประเทศไทยล้วนเกี่ยวข้องกับการดำเนินชีวิตของคนในสังคมแทบทั้งสิ้น





ภาพที่ 2 การเซ่นไหว้และทำพิธี
นางสาว ศิริประภา แคล้วภัย ผู้บันทึก
ถ่ายภาพวันที่ 10 กันยายน 2565

2.4 ภูมิปัญญาท้องถิ่นที่เกี่ยวกับอาหาร ปัจจุบันหมูย่างเมืองตรังนับเป็นมรดกภูมิปัญญาทางวัฒนธรรมที่สำคัญด้านอาหารและโภชนาการอันนำไปสู่การประกอบอาชีพสร้างรายได้และชื่อเสียงของจังหวัดตรัง โดยมีกระบวนการการผลิตที่อาศัยความรู้ในการประกอบอาหารอย่างมีรายละเอียดขั้นตอนในการปฏิบัติมีเทคนิควิธีการและเคล็ดลับในการปรุงรสชาติที่กลมกล่อม หอม หวาน อร่อย ทั้งยังมีการสืบทอดด้านการประกอบหมูย่างและรวมทั้งการนำหมูย่างมาทำเป็นอาหารในการกินที่ขึ้นชื่อของชาวห้วยยอดนำหมูย่างมาขายเป็นข้าวและมีผู้คนให้ความนิยมจำนวนมากและเป็นร้านที่ขึ้นชื่อของจังหวัดตรัง




ภาพที่ 3 การประกอบอาชีพสร้างรายได้
นางสาว ศิริประภา แคล้วภัย ผู้บันทึก
ถ่ายภาพวันที่ 10 กันยายน 2565

2.5 ภูมิปัญญาท้องถิ่นที่เกี่ยวกับการประดิษฐ์กรรม เตาย่าง อดีตมีการประดิษฐ์เตาย่างหมูย่างขึ้นมาเป็นรูปแบบการย่างแบบย่างหรืออบในดิน เตาย่างเป็นสิ่งที่มีความสำคัญเกี่ยวกับความเป็นอยู่เรื่องอาหารปิ้งย่างอย่างกว้างขวางต่อการดำเนินชีวิตประจำวัน ซึ่งปัจจุบันแม่ค้าตลอดไปจนถึงผู้ประกอบการได้ใช้เตาปิ้งย่างหลายประเภท ทั้งแบบ แสงอินฟราเรด แบบขดลวดไฟฟ้า แบบใช้แก๊ส หรือใช้ถ่านไม้หรือเตาใต้ดินโบราณ แต่ส่วนใหญ่จะนิยมใช้เตาปิ้งย่างแบบใช้ถ่านไม้ เพราะให้รสชาติและกลิ่นที่ชวนน่ารับประทาน และเป็นเอกลักษณ์ ซึ่งเตาใช้ถ่านไม้ส่วนใหญ่อาจจะมีการกระจายตัวของความร้อนไม่ค่อยสม่ำเสมอ ปัจจุบันหมูย่างจากในอดีตจนถึงปัจจุบันก็ยังสืบทอดการย่างแบบเตาใต้ดินมาตลอด เพราะเป็นการใช้เตาที่เฉพาะสำหรับการย่างหมูย่าง



ภาพที่ 4 เตาย่างแบบเฉพาะ ที่เป็นแบบทรงกลม
ที่มา: เพจเฟซบุ๊ค หมูย่างโกแก่ ห้วยยอด
เข้าถึงเมื่อ 10 พฤศจิกายน 2565 เข้าถึงได้จาก :https://www.facebook.com/profile.php?id=100057955706242

2.5 ภูมิปัญญาท้องถิ่นที่เกี่ยวกับการดำรงชีวิตตามสภาพแวดล้อมทางธรรมชาติ ภูมิปัญญาการเลี้ยงหมูแบบธรรมชาติมีแนวคิดตามหลักการของ “เกษตรกรรมธรรมชาติ” เป็นการเกษตรที่ไม่เพียงแต่คำนึงถึงผลผลิตจากการเกษตรความเป็นองค์รวมของ

ระบบนิเวศน์ด้านการเกษตรวงจรชีวภาพห่วงโซ่อาหาร ดิน พืช สัตว์ จุลินทรีย์พลังธรรมชาติหมุนเวียนจากพลังงานแสงแดดและน้ำ นำมาเป็นปัจจัยในการปลูกพืช เลี้ยงสัตว์ที่เกื้อกูลซึ่งกันและกัน พืชที่ปลูกส่วนหนึ่งนำมาเลี้ยงสัตว์ สัตว์ถ่ายมูลออกมาก็นำปุ๋ยมูลสัตว์มาเพิ่มความอุดมสมบูรณ์ให้กับดินเพื่อการปลูกพืชรวมถึงด้านเศรษฐกิจและสังคมของท้องถิ่น



ภาพที่ 5 วิธีการคัดเลือกและการเลี้ยงหมู
นางสาว ศิริประภา แคล้วภัย ผู้บันทึก
ถ่ายภาพวันที่ 10 กันยายน 2565

อภิปรายผลการวิจัย

1. ประวัติความเป็นมาของหมูย่างเมืองตรัง พบว่า วัฒนธรรมของหมูย่างเมืองตรังที่ขึ้นชื่อและประวัติความเป็นมรตกทอดความอร่อยและมีความผูกพันอยู่ในวิถีชีวิตของชาวตรังมามายาวนาน ที่ได้สร้างชื่อเสียงให้แก่จังหวัดตรัง ซึ่งมีการสืบค้นพบว่าวิชาการหมูย่าง มาจากพ่อครัวมณฑลกวางตุ้งและต่อมาทางร้านก็ได้รับชาวจีนที่อพยพมาชื่อว่า นายซุ่น ที่มีความสามารถในการย่างหมูแพร่หลายขนาดที่ว่ามื้อเช้าที่ขึ้นชื่อในจังหวัดตรัง คือกาแฟกินคู่กับหมูย่าง โดยความพิเศษของหมูย่างเมืองตรังที่โดดเด่นกว่าที่อื่นก็คือวิธีการทำและเครื่องปรุง พระเอกหลักของหมูย่างเมืองตรังก็ไม่ใช่แค่วิธีการทำเครื่องหมักก็ถือเป็นหัวใจหลักในการประกอบอาหารและหัวใจหลักก็คือ ผงหอม ที่ทุกร้านต้องใช้หมักเพื่อให้เกิดกลิ่นหอมและรสชาติที่ดีและจนได้เป็นผลิตภัณฑ์หมูย่างเมืองตรังขึ้นมาถือเป็นสินค้า OTOP ที่มีชื่อเสียงโดดเด่นจนเป็นเอกลักษณ์ โดยได้มีการจัดงานเทศกาลหมูย่างจังหวัดตรังเป็นประจำทุกปีหมูย่างนั้นเดิมเป็นอาหารที่ใช้ในการเซ่นไหว้ของหมู่คนจีน ในงานศพ งานมงคล งานเทศกาลต่าง ๆ และประกอบพิธีกรรมสิ่งศักดิ์สิทธิ์หรือการบนบานสานกล่าวตามวิถีชีวิต ซึ่งยังสืบทอดมาจนถึงปัจจุบัน สอดคล้องกับงานวิจัยของสุภาวดี นาคบรรพ์ (2019) ศึกษาวิจัยเรื่อง "หมูย่างเมืองตรัง" เส้นทางภูมิปัญญาอาหารนสู่เมนูไทยท้องถิ่น หมูย่างเมืองตรังเป็นอาหารที่แสดงถึงอัตลักษณ์ของจังหวัดตรังมีเส้นทางสะท้อนวิถีชีวิตและการใช้วัตถุดิบเฉพาะถิ่นผสมผสานเป็นผลิตภัณฑ์ที่มีความโดดเด่นทั้งเรื่องราวของที่มาและรสชาติ งานวิจัยฉบับนี้วัตถุประสงค์เพื่อศึกษาเรื่องราวประวัติความเป็นมาของหมูย่างเมืองตรัง โดยใช้ระเบียบวิธีวิจัยเชิงคุณภาพกลุ่มตัวอย่างเป็นผู้ให้ข้อมูลสำคัญ คือ ทายาทของผู้ประกอบการหมูย่างเมืองตรังในอดีตและผู้ประกอบการหมูย่างเมืองตรังในปัจจุบัน จำนวน 5 คน เก็บรวบรวมข้อมูลโดยการสัมภาษณ์เชิงลึก เครื่องมือในงานวิจัยเป็นแบบสัมภาษณ์กึ่งโครงสร้างวิเคราะห์ข้อมูลโดยการวิเคราะห์เนื้อหา (content analysis) ผลการวิจัยพบว่าเส้นทางหมูย่างเมืองตรังเกิดจากการอพยพเข้ามาตั้งถิ่นฐานของคนจีนโพ้นทะเลเข้ามาในจังหวัดตรังอย่างมีจุดมุ่งหมายเป็นการอพยพแบบลูกโซ่ คือคนจีนเชื้อสายใดก็ชักจูงญาติพี่น้องเข้ามาทำการเกษตรใช้แรงงานและทำการค้าหมูเป็นสัตว์ส่งออกที่พ่อค้าขาวไทยเชื้อสายจีนขายส่งไปยังรัฐปีนัง ประเทศสหพันธรัฐมาเลเซียและประเทศสาธารณรัฐประชาชนจีนและยังชักชวนคนจีนกวางตุ้งที่มีความรู้และภูมิปัญญาในการย่างหมูทั้งตัวอพยพเข้ามาตั้งถิ่นฐานในจังหวัดตรัง หมูที่นำมาใช้ย่างในอดีตเป็นหมูพันธุ์พื้นเมืองไหหลำหนักกับเครื่องเทศที่มีสูตรเฉพาะตัว ประกอบด้วย ผงหอมอู่เชียงฝัน น้ำผึ้ง ซีอิ๊วและซอสกำเจืองที่ผลิตในพื้นที่จังหวัดตรัง ย่างในเตาที่ก่อด้วยอิฐมีความลึกประมาณ 2.0-2.5 เมตร ใช้เชื้อเพลิงจากไม้ยางพาราที่มีอยู่ในท้องถิ่นแปรรูปหมูเป็นหมูย่างเมืองตรัง ซึ่งปัจจุบันหมูย่างเมืองตรังเป็นสินค้าสิ่งบ่งชี้ทางภูมิศาสตร์ของจังหวัดตรังและยังเป็นสินค้าที่ช่วยส่งเสมกาท่องเที่ยวเชิงอาหารและวัฒนธรรมให้เห็นถึงคของคน ความเชื่อมโยงของวัฒนธรรมไทย จีนได้อย่างดี สอดคล้องกับงานวิจัยของสุปราณี วุ่นศรี,นพดล โพชกำเนิด และ โกสินทร์ (2563) ที่ศึกษาวิจัยเรื่อง การพัฒนาเตาชีวมวลประหยัดพลังงานสำหรับกระบวนการผลิตหมูย่างของชุมชน

ตำบลนาโยงเหนือ อำเภอนาโยง จังหวัดตรัง เป็นโครงการพัฒนาเตาชีวมวลสำหรับแปรรูปหมูย่างในพื้นที่ชุมชนตำบลนาโยงเหนือที่สามารถลดต้นทุนทางด้านเชื้อเพลิง มีความทนทานแข็งแรง ใช้งานปลอดภัยและสามารถผลิตหมูย่างที่มีคุณภาพ สอดคล้องกับงานวิจัย ฟ้าพิไล ทวีสินโสภา ที่ศึกษาวิจัยเรื่อง ปัจจัยที่มีผลสำเร็จต่อสินค้า OTOP กรณีศึกษา หมูย่างเมืองตรังการวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1 เพื่อประชาสัมพันธ์หมูย่างเมืองตรัง 2) เพื่อขยายตลาดหมูย่างเมืองตรัง สู่ตลาดนักท่องเที่ยวทั้งชาวไทยและชาวต่างชาติ 3) เพื่อต้องการรักษาธุรกิจหมูย่างเมืองตรัง ให้คงอยู่ในตลาดไทย จากการสำรวจพบว่า จังหวัดตรังมีการประชาสัมพันธ์หมูย่างเมืองตรังสู่นักท่องเที่ยวทั้งภายในประเทศและต่างประเทศ โดยเฉพาะในช่วงเทศกาลหมูย่างเมืองตรัง มีการโฆษณาประชาสัมพันธ์ครั้งยิ่งใหญ่ในแต่ละปี ทำให้หมูย่างของจังหวัดตรังกลายเป็นที่รู้จักและมีชื่อเสียงเป็นอย่างมากผลจากการวิจัยพบว่า นักท่องเที่ยวส่วนใหญ่มีความพึงพอใจต่อการบริการของพนักงานขายอยู่ในระดับร้อยละ 69 พึงพอใจต่อการเลือกสรรร้านหมูย่างเมืองตรัง มีจำนวนมากในระดับร้อยละ 56 และมีความพึงพอใจต่อรสชาติที่อร่อยของหมูย่างเมืองตรัง ระดับมากที่สุดคิดเป็นร้อยละ 60 จึงทำให้ทราบว่าปัจจัยที่นำไปสู่ความสำเร็จของสินค้าประเภทหมูย่างอยู่ที่การบริการที่ดี รสชาติอร่อยและมีสถานที่จำหน่ายเพื่อให้ลูกค้าได้มีโอกาสเลือกมากมาย สอดคล้อง ทัศนาวลัย ตันติเอกรัตน์ และ ชฎาวรรณ ศิริจารุกุล (2022) ที่ศึกษาวิจัยเรื่อง การวิเคราะห์องค์ประกอบศักยภาพการจัดการแหล่งท่องเที่ยวเชิงวัฒนธรรมอาหาร มรดกหมูย่างเมืองตรังเพื่อการเรียนรู้บนเศรษฐกิจสร้างสรรค์ งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาและวิเคราะห์องค์ประกอบศักยภาพการจัดการแหล่งท่องเที่ยว เชิงวัฒนธรรมอาหารมรดกหมูย่างเมืองตรังเพื่อการเรียนรู้บนเศรษฐกิจสร้างสรรค์ เครื่องมือวิจัยเป็นแบบสอบถาม กลุ่มตัวอย่างที่ใช้ จำนวน 480 คน เลือกกลุ่มตัวอย่างแบบเจาะจงและแบบบังเอิญ โดยการกำหนดขนาด แหล่งข้อมูลใช้เกณฑ์ 1:20 สถิติที่ใช้ในการวิจัยคือ ค่าร้อยละค่าส่วนเบี่ยงเบนมาตรฐาน ค่าเฉลี่ย และการ วิเคราะห์องค์ประกอบเชิงสำรวจผลการวิจัยพบว่า การวิเคราะห์องค์ประกอบศักยภาพการจัดการแหล่งท่องเที่ยว มีดังนี้ 1) ศักยภาพการบริหารจัดการด้านท่องเที่ยว ประกอบด้วย 15 ตัวแปร ได้แก่ นโยบายส่งเสริมการท่องเที่ยวความร่วมมือจากหน่วยงาน ความเพียงพอของสาธารณูปโภค บุคลากรมีความพร้อมให้บริการ การใช้ประโยชน์พื้นที่เหมาะสมการติดตามและประเมินผล กิจกรรมท่องเที่ยวที่เหมาะสมมีการสนับสนุนและพัฒนา มีส่วนร่วมของชุมชน การใคความรู้และสร้างจิตสำนึก มีสาธารณูปโภคพร้อมชุมชนสามารถสร้างรายได้การรักษาสภาพและฟื้นฟู มีสาธารณูปโภคที่เอื้ออำนวย ความหลากหลายของกิจกรรม 2) ศักยภาพด้านเอกลักษณ์ทางกายภาพ ศิลปะวัฒนธรรม ประเพณี ขนบธรรมเนียม ในการรองรับการท่องเที่ยว ประกอบด้วย 9 ตัวแปร ได้แก่ การสืบสานวัฒนธรรมประเพณี ความเป็นเอกลักษณ์ของวิถีชีวิต ภูมิปัญญา และองค์ความรู้ความงดงามทางศิลปะวัฒนธรรม ความเป็นมาทางประวัติศาสตร์ วัฒนธรรมประเพณีที่สืบค้นได้ การสืบทอดภูมิปัญญาและองค์ความรู้อย่างต่อเนื่อง การเข้าถึงแหล่งท่องเที่ยวที่สะดวก ความเข้มแข็งในการรักษาเอกลักษณ์ ความผูกพันต่อวิถีชีวิตในชุมชน และสอดคล้องกับงานวิจัยของ ทัศนาวลัย ตันติเอกรัตน์และ ชฎาวรรณ ศิริจารุกุล มหาวิทยาลัยสวนดุสิต ศึกษาวิจัยเรื่อง เส้นทางการท่องเที่ยวเชิงวัฒนธรรมและมรดกอาหารหมูย่างเมืองตรังเพื่อการเรียนรู้บนเศรษฐกิจสร้างสรรค์ข้อมูลพื้นฐานทางประวัติศาสตร์ วัฒนธรรมและ 2) ชิมหมูย่างเมืองตรังหน้าเตามรดกอาหารหมูย่างในจังหวัดตรัง พบว่า 3) เยี่ยมชมแหล่งท่องเที่ยวทางธรรมชาติที่จังหวัดตรังมีทรัพยากรทางการท่องเที่ยวทั้ง สวยงามของจังหวัดตรังธรรมชาติ โบราณสถาน โบราณวัตถุ 4) เยี่ยมชมแหล่งผลิตอาหารหมูย่างเมืองวัฒนธรรมประเพณี ขนบธรรมเนียม วิถีชีวิตตรังดั้งเดิมที่เป็นอัตลักษณ์เฉพาะถิ่น โดยเฉพาะ 5) ร่วมประกอบอาหารหรือขนมที่มีวัตถุดิบวัฒนธรรมอาหารที่มีต้นกำเนิดจากบรรพบุรุษจากหมูย่างเมืองตรัง โดยนักท่องเที่ยวมีชาวจีนที่เดินทางอพยพย้ายถิ่นฐานเข้ามาอาศัย พฤติกรรมและความคิดเห็นที่มีต่อการสร้างเส้นและยังคงสร้างชื่อให้กับจังหวัดตรัง ได้แก่ หมู ทางท่องเที่ยวเชิงวัฒนธรรมและมรดกอาหารย่างเมืองตรัง ขนมเค้กมีรู ขนมนึ่งติ่มซำ หมูย่างในจังหวัดตรัง ในภาพรวมอยู่ในระดับเป็นต้น

2. ภูมิปัญญาท้องถิ่น ปัจจุบันหมูย่างเมืองตรัง นับเป็นมรดกภูมิปัญญาทางวัฒนธรรมที่สำคัญด้านอาหารและโภชนาการอันนำไปสู่การประกอบอาชีพสร้างรายได้และชื่อเสียงของจังหวัดตรัง โดยมีกระบวนการการผลิตที่อาศัยความรู้ในการประกอบอาหารอย่างมีรายละเอียดขั้นตอนในการปฏิบัติ มีเทคนิควิธีการและเคล็ดลับในการปรุงรสชาติที่กลมกล่อม หอม หวาน อร่อย ทั้งยังมีการสืบทอดด้านการประกอบอาชีพของครอบครัวจากรุ่นสู่รุ่นและมีการต่อยอดระบบการผลิตและการบริหารจัดการได้ เช่น บรรจุภัณฑ์ การจำหน่ายทางระบบออนไลน์ สอดคล้องกับงานวิจัย ชัยวัฒน์ ขำดวง ,จิตติมา ดำรงวัฒนะ ,เดโช แขน้ำแก้ว, อุดมศักดิ์ เดโชชัย มหาวิทยาลัยราชภัฏนครศรีธรรมราช ศึกษาวิจัยเรื่อง แนวทางส่งเสริมการผลิตสินค้าหมูย่างเมืองตรัง กรณีศึกษา: ชุมชนบ้าน บางรัก เทศบาลตำบลทับเที่ยง อำเภอเมือง จังหวัดตรัง ที่มีวัตถุประสงค์เพื่อ การศึกษาวิธีการผลิตสินค้าหมูย่างเมืองตรัง สภาพ ปัญหาการผลิตสินค้าหมูย่างเมืองตรัง และแนวทางส่งเสริมการผลิตสินค้าหมูย่างเมืองตรัง กรณีศึกษา: ชุมชนบ้านบางรัก เทศบาลตำบลทับเที่ยง อำเภอเมือง จังหวัดตรัง โดยใช้ระเบียบ วิจัยเชิงคุณภาพ กลุ่มตัวอย่างเป็นเป็นการเลือกจำเพราะเจาะจงผู้ที่มีส่วนเกี่ยวขคล้องหลักในการผลิต 5 ครอบครัว ได้แก่ ร้านหมูย่างของ นางศิริ หนูหมุน, ร้านหมูย่างของ นายประเดื่อง ชูสิทธิ์, ร้านหมูย่างของนางกันทิมา เสรีรักษ์ ร้านหมูย่างของ นายเหิม หนูรอด และร้านหมูย่างของ นายเอกชัย แกล้วชิต ผลการวิจัยพบว่า: 1) วิธีการผลิตสินค้าหมูย่างเมืองตรัง พบว่า 1.1) คัดเลือกหมูที่มีสุขภาพแข็งแรง ไม่มีโรค มาตรฐานน้ำหนักอยู่ที่ 40 - 70 กิโลกรัม 1.2) การเตรียมอุปกรณ์การแปรรูปต้องมีการเตรียมหมูที่ชำแหละเสร็จเรียบร้อยแล้ววัสดุอุปกรณ์เครื่องเทศและส่วนผสมที่จะใช้ในการทำหมูย่างให้พอดีในสัดส่วน 1.3)

เสร็จแล้วห่อ ด้วยกระดาษซับมัน 1.4) เตรียมจัดจำหน่าย ทั้งหน้าร้านและผ่านระบบออนไลน์ 2) สภาพปัญหาการผลิตสินค้าหมูย่างเมืองตรัง พบว่า มีปัญหาหลาย ประการ ดังนี้ 2.1) การบรรจุภัณฑ์ 2.2) ราคาซื้อขายไม่แน่นอน 2.3) เก็บรักษาได้ไม่นาน 2.4) มีการแข่งขัน สูง 3) แนวทางส่งเสริมการผลิตสินค้าหมูย่างเมืองตรัง พบว่า 3.1) มีแนวทางการพัฒนาบรรจุ ภัณฑ์ 3.2) มีแนวทางการกำหนดราคาสินค้า 3.3) มีแนวทางการส่งเสริมเรื่องของการเก็บรักษา สินค้าให้อยู่ได้นาน 3.4) มีแนวทางส่งเสริมการขายออนไลน์ สอดคล้องกับงานวิจัย วิรัตน์ สุมน (มหาวิทยาลัยเกษตรศาสตร์ สถาบันสุวรรณาวาจกกสิกิจฯ สถานีวิจัยทับกวาง) ศึกษาวิจัยเรื่อง หมูย่าง: การแปรรูปผลิตภัณฑ์เนื้อสัตว์ ในฉบับที่แล้วได้เขียนบทความเกี่ยวกับการแปรรูปหมูหัน สำหรับฉบับนี้ขอคุย ก็เป็นสูตรเคียวกันกับสูตรน้ำจิ้มหมูหันเกี่ยวกับการแปรรูปหมูย่างบ้าง ซึ่งมีกรรมวิธีในการแปรรูปไม่แตกต่างกันมากนักเพราะใช้ลูกสุกรที่มีขนาดและอายุพอๆกัน แต่ที่ยากขึ้นหน่อยก็คือจะทำอย่างไรให้เครื่องปรุงเครื่องเทศซึมเข้าไปในเนื้อได้ดีและที่สำคัญต้องสุกเสมอกันตั้งแต่หัวตลอดจนถึงสะโพกหมู และไม่มีรอยไหม้เกรียมตามขอบพื้นท้อง เคล็ด (ไม่ลับของการทำหมูย่างให้อร่อยนั้น เครื่องเทศ(ที่ใช้ต้องใส่ให้พอเหมาะและมีคุณภาพที่ดีด้วย และสิ่งสำคัญที่ขาดไม่ได้ก็คือน้ำจิ้มสูตรเด็ด ที่มีความเผ็ดเปรี้ยวเต็มและดัดด้วยความหวานเล็กน้อยแล้ว จะทำให้หมูย่างนั้นมีความอร่อยมากขึ้น สอดคล้องกับงานวิจัย ดุษฎี ทรัพย์บัว พรพิมล เมพาคุณากร และณัฐพล พลผอม ศึกษาวิจัยเรื่อง การพัฒนาผลิตภัณฑ์คุกกี้รสหมูย่างเมืองตรัง งานวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาผลิคภัณฑ์ดุกกี้รสหมูย่างเมืองครัง หนูย่างเมืองตรังมีตันกำนิดในจังหวัดตรังคนตรังส่วนใหญ่นิมรับประทานหมูย่างเป็นอาหารเข้าโดยรับประทานคู่กับกาแฟ นักท่องเที่ยวส่วนใหญ่ซื้อหมูย่างเป็นของฝาก และในกระบวนการผลิตหนูย่างมีน้ำซอส (น้ำเครื่องหมูย่างที่เหลือจากการย่าง ซึ่งมีกลิ่นรสหมูย่างและไม่ได้มีการนำไปใช้ประใชชน์ ผู้วิจัยจึงได้วิจัยและพัฒนาผลิตภัณฑ์คุกกี้รสหมูย่างเมืองตรังดำเนินการ โดยการทดแทนเนยที่ 50 กรัมในสูตรคุกกี้เนยและเสริมน้ำรองหมูย่างที่ผสมผงหอมหมูย่างในสัดส่วนที่แลกต่างกัน 3 ระดับ ได้แก่ ร้อยละ 5 10และ 15 ตามลำดับ จากนั้นประเมินคุณลักษณะทางประสาทสัมผัสได้แก่ สี กลิ่น รสชาติ เนื้อสัมผัส และความชอบโดยรวม โดยผู้ทดสอบจำนาน 50 คน พบว่าปริมาณน้ำรองหมูย่างที่ผสมผงพอมหมูย่างได้รับการขอมรับมากที่สุดคือร้อยละ 5 คะแนนได้รับคะแบนความรอบด้านสี กลิ่น รสชาติ เนื้อสัมผัสและความชอบโดยรวมสูงที่สุด ซึ่งเป็นความรู้พื้นฐานในการพัฒนาในเชิงพาณิชย์ต่อไป สอดคล้องกับงานวิจัย เกตมาตุ ดวงมณี (สำนักวิชาศิลปะศาสตร์ มหาวิทยาลัยวลัยลักษณ์) ศึกษาวิจัยเรื่อง มรดกภูมิปัญญาทางวัฒนธรรมของอาหารชาติพันธุ์จีนท้องถิ่นในจังหวัดตรัง มรดกภูมิปัญญาทางวัฒนธรรมของอาหารชาติพันธุ์จีนท้องถิ่นในจังหวัดตรัง จังหวัดตรังเป็นจังหวัดหนึ่งที่มีชาวจีนเข้ามาอาศัยอยู่เป็นเวลาช้านาน และได้เปลี่ยนสัญชาติเป็นสัญชาติไทยชาวจีนใน จังหวัดตรังประกอบด้วย“จีนฮกเกี้ยน” “จีนกวางตุ้ง” “จีนแต้จิ๋ว” “จีนแคะ” และ“จีนไหหลา” ซึ่งตามภูมิศาสตร์ของประเทศจีน เมืองฟูเจี้ยน (ฮกเกี้ยน) กับเมืองกวางตุ้งจะอยู่ติดกันโดยมีคนแต้จิ๋วเป็นคนกลุ่มน้อยที่อยู่คั่นกลางระหว่างฟูเจี้ยนกับกวางตุ้ง ตามแนวภูเขา โดยจีนฮกเกี้ยนกับจีนกวางตุ้งจะเป็นคนเมืองกลุ่มใหญ่ ทำให้วัฒนธรรมด้านอาหารของจีนฮกเกี้ยนกับกวางตุ้งมีขนาดใหญ่ ซึ่งได้ถ่ายทอดวัฒนธรรมจากรุ่นสู่รุ่น ที่ได้กล่าวเกี่ยวกับ อาหารจีนว่าอาหารจีนเป็นที่นิยมมากในโลก อาหารจีนต้นตำรับในต่างประเทศที่ปรุงโดยผู้ประกอบการจีนดั้งเดิมนั้นเป็นสิ่งที่พบเห็นได้ยาก เว้นแต่จะมีการถ่ายทอดให้บุตรหลาน นอกจากนี้(สุภาวดี นาคบรรพ์, 2558)กล่าวเกี่ยวกับอาหารการกินในจังหวัดตรังว่า “ถ้าจะมองเสน่ห์ของอาหารตรัง อันดับ แรก คือ ต้องมากิน มาลิ้มรส มาสัมผัสบรรยากาศที่ตรัง เช่น หมูย่างเมืองตรัง ซื้อไปกินกรุงเทพฯ ก็ไม่เหมือนกับกินที่ตรัง”จาก ประเด็นนี้จึงเป็นที่มาของการถูกขนานนามว่า “ตรัง เมืองคนกิน” และเนื่องจากชาวตรังมีการขายอาหารตั้งแต่เช้าตรู่เพื่อรองรับเกษตรกรที่กลับจากการกรีดยาง และมีการขายอาหารเรื่อยมาตลอดทั้งวันจนกลายเป็นอัตลักษณ์ในวัฒนธรรมการกิน 9 มื้อของชาวตรัง อาหารในจังหวัดตรังมีความหลากหลาย เป็นที่รู้จักและนิยมทั่วไป เนื่องจากตรังเป็นจังหวัดที่มีชาวจีนเข้ามาพานักอาศัยทำให้อาหารจีนปรากฏในท้องถิ่น แต่อาหารชาติพันธุ์จีนท้องถิ่นในจังหวัดตรังยังไม่เป็นที่รู้จักอย่างกว้างขวาง การศึกษาใน ประเด็นดังกล่าวยังปรากฏน้อย กับปัจจุบันวัฒนธรรมอาหารและการบริโภคอาหารในท้องถิ่นมีการเปลี่ยนแปลงขาดการ สืบทอดสู่ลูกหลานทำให้การบริโภคอาหารจีนที่มี อัตลักษณ์เฉพาะถิ่นซึ่งเป็นวิถีชีวิตดั้งเดิม และภูมิปัญญาของอาหารชาติพันธุ์จีนถิ่นกำลังสูญหายไป ด้วยเหตุนี้การศึกษามรดกภูมิปัญญาอาหารชาติพันธุ์จีนจึงเป็นประเด็นสำคัญที่สามารถรักษาอัตลักษณ์ อาหารในท้องถิ่นให้ยังปรากฏต่อไป สอดคล้องกับงานวิจัย นายปิยชาติ สิงตี (หัวหน้าโครงการวิจัย) นางสาว สิรีธร ถาวรวงศา (ผู้ร่วมวิจัย) การศึกษาประวัติศาสตร์และวัฒนธรรมของกลุ่มชาวจีนฮกจิวในภาคใต้ของประเทศไทย:กรณีศึกษาชุมชนชาวจีนฮกจิว อำเภอนาบอน จังหวัดนครศรีธรรมราช มีวัตถุประสงค์เพื่อศึกษาประวัติศาสตร์การอพยพและการตั้งถิ่นฐาน วิถีชุมชน ประเพณีและวัฒนธรรม ชาวจีนฮกจิวในอำเภอนาบอน จังหวัดนครศรีธรรมราชผลจากการวิจัยพบว่าชุมชนชาวจีนฮกจิว อำเภอนาบอน จังหวัดนครศรีธรรมราช ได้เข้ามาตั้งถิ่นฐานในพื้นที่เป็นเวลา 83 ปี โดยมีเส้นทางอพยพสู่ประเทศไทย เริ่มต้นเดินทางออกจากประเทศจีนมารับจ้างทำเกษตรกรรมในเมืองชิเทียวันประเทศมาเลเขียนในประมาณพ.ศ.2444 ก่อนเดินทางตั้งถิ่นฐานในประเทศไทยในประมาณ พ.ศ.2473 เพื่อจับจองพื้นที่ทำสวนยางพาราในอำเภอนาบอน โดยมีวิถีชุมชนผูกพันอยู่กับการทำสวนยางพารา มีการสานสัมพันธ์กับชาวจีนชุมชนใกล้เคียงผ่านการแต่งานมีการตั้งสมาคมจุงชันเพื่อกันเองภายในชุมชน มีการตั้งโรงเรียนเพื่อจัดการศึกษาในชุมชน และต้องเผชิญกับความเปลี่ยนแปลงทางนโยบายของรัฐไทยที่มีต่อชาวจีนในประเทศภายหลังการเปลี่ยนแปลงการปกครอง พ.ศ.2475 โดยเฉพาะการใช้นโยบายชาตินิยมใน

สมัยรัฐบาลจอมพล ป.พิบูลสงคราม ช่วงสงครามโลกครั้งที่ 2ส่วนทางวัฒนธรรมประเพณีชาวจีนฮกจิวในอำเภอนาบอน มีวัฒนธรรมประเพณีส่วนใหญ่คล้ายคลึงกับชาวจีนกลุ่มสำเนียงอื่น ๆ ในสังคมไทย แต่ก็มีวัฒนธรรมประเพณีความเชื่อแตกต่าง คือการเคารพศพด้วยหมูย่างทั้งตัว งานเทศกาลประจำท้องถิ่น วัฒนธรรมอาหารมีความโดดเด่นโดยมีอาหารหลายอย่างที่แตกต่างจากชาวจีนกลุ่มอื่น ๆ เช่น ขนมก่งเปียน

ข้อเสนอแนะ

ข้อเสนอแนะเพื่อการนำไปใช้

จากผลการวิจัยพบว่า ประวัติความเป็นมาของหมูย่างเมืองตรัง สะท้อนถึงคุณค่าและวิถีชีวิตของผู้คนในอดีต ความสัมพันธ์ของคนไทยเพื่อสร้างรายได้และชื่อเสียงของจังหวัดตรังส่งเสริมการท่องเที่ยวเชิงอาหาร หากรัฐให้การสนับสนุนในการเผยแพร่เรื่องราวประวัติศาสตร์ของอาหารจะได้การท่องเที่ยวให้กับท้องถิ่นได้อย่างดี

ข้อเสนอแนะในการวิจัยเพิ่มเติม

1. ควรคิดค้นผลิตภัณฑ์อื่น ๆ ที่มีหมูย่างเป็นส่วนประกอบหลัก เพื่อให้เกิดความหลากหลายและเป็นตัวเลือกให้กับผู้บริโภค
2. ควรมีการศึกษาภูมิปัญญาท้องถิ่นหมูย่างเมืองตรังให้เข้าใจ เพื่อให้เกิดการพัฒนาความรู้อย่างต่อเนื่องและความยั่งยืน
3. ควรสนับสนุนให้มีการอนุรักษ์ภูมิปัญญาหมูย่างเมืองตรัง ที่กำลังสูญหายจากการสืบทอดสู่คนรุ่นใหม่ และควรเป็นจุดขายเพื่อพัฒนายกระดับเศรษฐกิจท้องถิ่นต่อไป

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การศึกษาพฤติกรรมการป้องกันตนเองจากโรคฝีดาษลิงของนักท่องเที่ยวในจังหวัดภูเก็ต
Study of Behaviors to Protect from Monkey Pox Disease of Tourists in Phuket

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บทคัดย่อ

การวิจัยครั้งนี้มีความประสงค์เพื่อศึกษาโรคฝีดาษลิง และวิธีการป้องกันตัวจากโรคฝีดาษลิงของนักท่องเที่ยวในจังหวัดภูเก็ต เป็นวิจัยเชิงคุณภาพ พบว่า โรคฝีดาษลิงเป็นโรคที่เกิดจากเชื้อไวรัส ถูกค้นพบครั้งแรกในโลก ที่ทวีปแอฟริกา เชื้อไวรัสฝีดาษลิง 2 สายพันธุ์ ได้แก่ สายพันธุ์แอฟริกากลาง และสายพันธุ์แอฟริกาตะวันตก เมื่อปี พ.ศ. 2501 จากลิงที่ป่วย จึงถูกเรียกว่า โรคฝีดาษลิง ถูกพบในคนเมื่อ พ.ศ. 2513 ได้กระจายเชื้อจากลิงมาสู่คน หลังจากนั้นติดต่อจากคนสู่คน เนื่องจากผลกระทบไม่จำกัดแค่ในประเทศแถบแอฟริกา แต่ขยายออกไปยังประเทศอื่นทั่วโลก เมื่อเดือนกรกฎาคม 2565 ผู้ป่วยรายแรกของประเทศไทยเป็นชายชาวไนจีเรีย เดินทางมาเที่ยวจังหวัดภูเก็ต จนถึงปัจจุบันสถานการณ์โรคฝีดาษลิงในประเทศไทย (ข้อมูล ณ วันที่ 24 ตุลาคม 2565) พบผู้ป่วยยืนยันสะสม 12 ราย และกำหนดมาตรการการป้องกันตนเองจากโรคติดเชื้อทั้งทางอากาศหรือการสัมผัส เพื่อให้นักท่องเที่ยวชาวต่างชาต นักท่องเที่ยวชาวไทย และสถานบริการต่างๆได้ปฏิบัติตามมาตรการ เพื่อเป็นแนวทางในการปฏิบัติในการป้องกันในการติดเชื้อตามแบบมาตรการโรคโควิด-19

คำสำคัญ: พฤติกรรมป้องกันตนเอง โรคฝีดาษลิง การป้องกันตนเองจากโรคฝีดาษลิง

Abstract

The objectives of this research were to study Monkeypox Disease and Self Protection from Monkeypox of Tourists in Phuket. This research was qualitative research. The findings of this research were found that Monkeypox was a disease caused by Virus. It was first discovered in the world in Africa continent. There were 2 strains; The Central Africa strain and the West Africa strain. In 1967 people were infected by a sick monkey so it was called Monkeypox. It was discovered in men in 1970 and spread from monkey to man. Afterward, it was infected from man to man. The effect did not only happen in Africa; but throughout the world. In July 2022, the first patient in Thailand was a Nigerian man who traveled to Phuket. Now (24 October; 2022) there were 12 confirmed cumulative patients. There were protection measures against airborne or contact infection so that Thai tourists, foreign tourists, and also service places followed the measures protected from it as Covid 19 disease protection

Keywords: Behavior Self Protection Monkeypox Protection from Monkeypox

บทนำ

ปัจจุบันทั่วโลกกำลังเผชิญกับการแพร่ระบากโรคฝีดาษลิงเกิดจากเชื้อไวรัส Monkeypox ซึ่งเป็นไวรัสที่มีความใกล้เคียงกับโรคฝีดาษคนหรือไข้ทรพิษ *สถานการณ์ในปัจจุบันโรคไข้ฝีดาษลิง ผู้ติดเชื้อโรคฝีดาษลิงในปัจจุบันส่วนมากติดโดยการมีเพศสัมพันธ์แบบชายกับชาย (*โรงพยาบาลศิครินทร์, 2564*) โดยติดต่อผ่านการมีเพศสัมพันธ์*พบครั้งแรกเมื่อปี 2501 ในห้องแลปที่ประเทศเดนมาร์ก จากลิงที่ใช้ในการทดลองทางวิทยาศาสตร์ ส่วนการพบในมนุษย์ครั้งแรกเมื่อปี 2513 ที่ประเทศคองโก ทวีปแอฟริกา ซึ่งพื้นที่ส่วนใหญ่ที่ระบาด คือ ทางแถบแอฟริกาตะวันตกและแอฟริกากลาง โรคฝีดาษลิงเป็นโรคติดเชื้อที่พบในทวีปแอฟริกา โดย มีสองสายพันธุ์ ได้แก่ สายพันธุ์แอฟริกาตะวันตกซึ่งอาการไม่รุนแรง และสายพันธุ์แอฟริกากลางซึ่งมีอาการรุนแรงกว่า อัตราการเสียชีวิตอยู่ที่ร้อยละ 10 อาการของโรคฝีดาษลิงมีระยะเวลาฟักตัวของโรคฝีดาษลิง (Monkeypox) จะใช้ระยะเวลาในการฟักตัวประมาณ 7-14 วัน ผู้ติดเชื้อจะมีอาการแสดงต่าง ๆ ดังนี้ มีไข้ ไข้สูงปวดตัว ปวดกล้ามเนื้อ ปวดหลัง ปวดกระบอกตา ต่อมน้ำเหลืองโตทั่วร่างกาย โรคฝีดาษลิงติดต่อจากสัตว์ขนาดเล็กในกลุ่มเลี้ยงลูกด้วยนมที่มาจากทวีปแอฟริกา โดยเฉพาะในสัตว์ฟันแทะ กระรอก และลิง การติดต่อโรคจากสัตว์สู่

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คน เกิดจากการสัมผัสกับสารคัดหลั่งหรือแผล หรือการกินสัตว์ที่ปรุงไม่สุก การติดต่อโรคจากคนสู่คน เป็นสาเหตุของการระบาดหลักนอกทวีปแอฟริกา เกิดจากการสัมผัสโดยตรงกับ ผื่น แผลหรือสารคัดหลั่งทางเดินหายใจของผู้ป่วย หรือหลังสัมผัสกับวัตถุปนเปื้อนติดเชื้อ เช่น เสื้อผ้าหรือเครื่องนอนของคนป่วย ไม่ว่าโดยทางตรงหรือทางอ้อม ก็ทำให้ผู้สัมผัสติดเชื้อโรคฝีดาษลิงได้ เช่นกัน เข้าใจว่าเป็นการติดต่อจากการมีเพศสัมพันธ์กับผู้ติดเชื้อที่มีผื่น ในกลุ่มชายรักชาย แต่โรคฝีดาษลิงปัจจุบันสามารถแพร่ไปสู่ผู้หญิงและเด็กได้ (โรงพยาบาลเมดพาร์ค, 2565) สำหรับประเทศไทยสถานการณ์แพร่ระบาดโรคฝีดาษลิง ได้พบผู้ป่วยเป็นโรคฝีดาษลิงรายแรกในไทย เป็นเมื่อวันที่ 18 กรกฎาคม 2565 พบว่า ผู้ป่วยรายดังกล่าว เป็นเพศชาย สัญชาติไนจีเรีย อายุ 27 ปี มีประวัติเดินทางมาจากประเทศไนจีเรีย ให้ข้อมูลการป่วยว่าเมื่อ 1 สัปดาห์ก่อนมีไข้ ไอ เจ็บคอ น้ำมูก มีผื่นแดง ตุ่มนูนแดง ตุ่มหนอง เริ่มจากอวัยวะเพศลามไปใบหน้า ลำตัว แขน เก็บตัวอย่างส่งตรวจหาเชื้อก่อโรค และต่อมายืนยันโดยห้องปฏิบัติการกรมวิทยาศาสตร์การแพทย์ (*Hfocus* **เจาะลึกระบบสุขภาพ, 2565**) ผู้ป่วยโรคฝีดาษลิงรายที่ 2 เป็นชายไทย อายุ 47 ปี ประวัติมีเพศสัมพันธ์กับชายชาวต่างชาติ มีอาการสงสัยป่วย เมื่อวันที่ 12 กรกฎาคม 2565 (*Hfocus* เจาะลึกระบบสุขภาพ, 2565) ผู้ป่วยโรคฝีดาษลิงในไทยรายที่ 3 เป็นผู้ป่วยชาย อายุ 25 ปี สัญชาติเยอรมนี เดินทางเข้าไทยเมื่อวันที่ 18 กรกฎาคม 2565 ที่ จ.ภูเก็ต (*Hfocus* **เจาะลึกระบบสุขภาพ,2565**) ผู้ป่วยโรคฝีดาษลิงในไทยรายที่ 4 ของประเทศไทย เป็นหญิงไทย อายุ 22 ปี เป็นผู้หญิงรายแรกของไทย (*Hfocus* เจาะลึกระบบสุขภาพ, 2565) ผู้ป่วยโรคฝีดาษลิงในไทยรายที่ 5 เมื่อวันที่ 15 ส.ค. นพ.โอภาส การย์กวินพงศ์ อธิบดีกรมควบคุมโรค ให้สัมภาษณ์ว่า ขณะนี้พบประเทศไทยพบผู้ป่วยฝีดาษลิงรายที่ 5 เป็นผู้หญิงไทย อายุ 25 ปี (มั่นคง ตรงไป ตรงมา แนวหน้าหลัก, 2565) ผู้ป่วยโรคฝีดาษลิงในไทยรายที่ 6 เมื่อวันที่ 26 สิงหาคม 2565 นายแพทย์โอภาส การย์กวินพงศ์ อธิบดีกรมควบคุมโรค กล่าวว่า เมื่อวันที่ 24 ส.ค. 65 ได้รับรายงานจากโรงพยาบาลพยัคฆภูมิพิสัย จ.มหาสารคาม ว่าพบผู้ติดเชื้อยืนยันโรคฝีดาษวานร เป็นเพศหญิง อายุ 21 ปี สัญชาติไทย (กรุงเทพธุรกิจ, 2565) ผู้ป่วยโรคฝีดาษลิงในไทยรายที่ 7 เป็นเพศหญิง วันที่ 27 สิงหาคม 2565 เป็นหญิงสัญชาติไทย อายุ 37 ปี มีโรคประจำตัว อาศัยอยู่บ้านคนเดียวที่กรุงเทพฯ ไม่มีประวัติสัมผัสสัตว์ฟันแทะ และไม่ได้ไปประเทศที่มีการระบาด ประวัติมีเพศสัมพันธ์กับชายต่างชาติผิวสีก่อนมีอาการป่วย (เดลินิวส์ออนไลน์, 2565) ผู้ป่วยโรคฝีดาษลิงรายที่ 8 ของไทย เป็นคนไทย อายุ 23 ปี ไม่มีโรคประจำตัว ประกอบอาชีพให้บริการที่ประเทศกาตาร์ มีประวัติมีเพศสัมพันธ์กับชายที่มีตุ่มบริเวณหลังลักษณะคล้ายสิว และเริ่มมีอาการป่วยเมื่อวันที่ 8 ก.ย. 65 ผู้ป่วยเดินทางกลับจากประเทศกาตาร์ถึงประเทศไทย เมื่อวันที่ 13 กันยายน 2565 (ข่าว8ออนไลน์,2565) นครศรีธรรมราช ตรวจพบผู้ป่วยโรคฝีดาษลิง จำนวน 2 ราย ซึ่งเป็นผู้ป่วยยืนยัน รายที่ 9 และรายที่ 10 ในจังหวัดภูเก็ต ประวัติพบว่ามีความสัมพันธ์ใกล้ชิดกัน โดยผู้ป่วยยืนยันรายที่ 9 เป็นเพศหญิง สัญชาติไทย อายุ 37 ปี อาชีพ พนักงานบริการ (คมชัดลึกออนไลน์, 2565) เมื่อวันที่ 17 ต.ค.65 นพ.ธเรศ กรัษนัยรวิวงค์ รักษาราชการแทนอธิบดีกรมควบคุมโรค กระทรวงสาธารณสุข(สธ.) เปิดเผยว่า ได้รับรายงานพบผู้ป่วยโรคฝีดาษวานรรายใหม่ เป็นรายที่11 ของไทย เป็นชายชาวไทย อายุ 40 ปี (สยามรัฐ, 2565) เมื่อวันที่ 24 ตุลาคม 65 นพ.ธเรศ กรัษนัยรวิวงค์ รักษาราชการแทนอธิบดีกรมควบคุมโรค กระทรวงสาธารณสุข (สธ.) กล่าวว่า พบผู้ป่วยโรคฝีดาษลิงรายใหม่ 1 ราย ผู้ป่วยรายที่ 12 ของประเทศไทย เป็นนักท่องเที่ยวเพศชาย อายุ 25 ปี สัญชาติโอมาน เดินทางมาถึงประเทศไทยวันที่ 3 ตุลาคม 2565 และบินตรงมาถึงภูเก็ตวันที่ 4 ตุลาคม 2565 (*กรุงเทพธุรกิจ*, **2565**) ในช่วงหลังจากจับตัวผู้ป่วยรายแรกได้ดำเนินการในลักษณะเดียวกับในช่วงที่ผ่านมา ซึ่งมีการเฝ้าระวังโรค พร้อมเดินหน้าในการพัฒนา**ฟื้นฟูเศรษฐกิจ**และแก้ปัญหาปากท้อง ครั้งนี้ก็เช่นกันเมื่อเจอปัญหาโรคฝีดาษลิงก็แก้ที่ต้นเหตุของปัญหา พร้อมเดินหน้าแก้ปัญหาปากท้องโดยเฉพาะการส่งเสริมการท่องเที่ยว เพื่อให้พี่น้องประชาชนมีงานทำและมีรายได้ (กรุงเทพธุรกิจ, 2565) รวมทั้งฝากถึงนักท่องเที่ยวและประชาชนว่า ยังคงสามารถเดินทางท่องเที่ยวเข้ามาในจังหวัดภูเก็ตได้ตามปกติ(THE GOVERNMENT RELIC DEPARMENT กรมประชาสัมพันธ์, 2565)โดยการป้องกันโรคฝีดาษลิง มีการป้องกันโรคฝีดาษลิง สุขอนามัยที่เราป้องกันโควิด-19 ในขณะนี้สามารถป้องกันโรคฝีดาษลิงได้เช่นกัน เพราะโรคฝีดาษลิงจะติดได้จากสารคัดหลั่ง การเว้นระยะห่างกัน 1-2 เมตร ล้างมือบ่อยๆด้วยสบู่และแอลกอฮอล์เจล หลีกเลี่ยงการสัมผัสผู้ที่มีประวัติมาจากพื้นที่เสี่ยงและมีอาการ ก็จะสามารถช่วยป้องกันโรคนี้ได้ (**BANGKOK HOSPITAL, 2565**) โดยผู้วิจัยมีความสนใจเรื่องพฤติกรรมการป้องกันตนเองจากโรคฝีดาษลิง ของนักท่องเที่ยวในจังหวัดภูเก็ตจึงเลือกพื้นที่จังหวัดภูเก็ต เนื่องจากจังหวัดภูเก็ตนั้นเป็นจังหวัดที่มีผู้ป่วยโรคฝีดาษลิงรายแรก และรายที่ 3ในประเทศไทย และจังหวัดภูเก็ตเป็นจังหวัดที่มีนักท่องเที่ยวชาวต่างชาติมาก ซึ่งจะศึกษาพฤติกรรมการป้องกันตนเองจากโรคฝีดาษลิง ของนักท่องเที่ยวในจังหวัดภูเก็ต และศึกษาปัจจัยที่ส่งผลต่อพฤติกรรมการป้องกันตนเองโรคฝีดาษลิง ของนักท่องเที่ยวจังหวัดภูเก็ต เพื่อแสดงให้เห็นถึงพฤติกรรมการป้องกันตนเองจากโรคฝีดาษลิง ของนักท่องเที่ยวในจังหวัดภูเก็ตที่จำแนกตามปัจจัยต่างๆ มีความแตกต่างกันหรือไม่ และปัจจัยต่างที่ส่งผลให้นักท่องเที่ยวในจังหวัดภูเก็ตมีพฤติกรรมการป้องกันตนเองจากโรคฝีดาษลิง โดยข้อมูลที่ได้หลังจากการศึกษาค้นคว้าวิจัยจะเป็นโอกาสเพื่อให้ผู้ที่มีความสนใจและผู้ที่เกี่ยวข้องได้นำเอาข้อมูลงานวิจัยไปใช้เป็นแนวทางในการศึกษาพัฒนา และส่งเสริมพฤติกรรมการป้องกันตนเองจากโรคฝีดาษลิงรวมถึงการป้องกันตนเองจากโรคไวรัสอื่นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาโรคฝีดาษลิงของนักท่องเที่ยวในจังหวัดภูเก็ต
2. เพื่อศึกษาวิธีการป้องกันตัวจากโรคฝีดาษลิงของนักท่องเที่ยวที่มาท่องเที่ยวจังหวัดภูเก็ต

วิธีการดำเนินการวิจัย

การวิจัยครั้งมุ่งศึกษาเกี่ยวกับพฤติกรรมการป้องกันตนเองจากโรคฝีดาษลิงของนักท่องเที่ยวในจังหวัดภูเก็ต

ขอบเขตการวิจัย จังหวัดภูเก็ต

ขั้นตอนในการวิจัยค้นคว้ารวบรวมจากเว็บไซต์ข่าวออนไลน์ เว็บไซต์กรมสาธารณสุข เว็บไซต์กรมสาธารณสุขจังหวัดภูเก็ต และเว็บไซต์สำนักงานการท่องเที่ยวและกีฬาจังหวัดภูเก็ต

สรุปผลการวิจัย

1. โรคฝีดาษลิง

โรคฝีดาษลิง (หรือโรคฝีดาษวานร) เป็นโรคที่เกิดจากเชื้อไวรัส ก่ออาการในคนคล้ายกับไข้ทรพิษแต่มีความรุนแรงน้อยกว่า ถูกค้นพบครั้งแรกในโลกเมื่อปี พ.ศ. 2501 จากลิงที่ป่วย จึงถูกเรียกว่า โรคฝีดาษลิง โดยการสัมผัสสารคัดหลั่ง ผิวหนัง หรือ ละอองฝอยจากการหายใจปัจจุบันมีรายงานการเกิดเชื้อไวรัสฝีดาษลิง 2 สายพันธุ์ ได้แก่ สายพันธุ์แอฟริกากลาง และสายพันธุ์แอฟริกาตะวันตก ซึ่งสายพันธุ์แอฟริกากลางเป็นสายพันธุ์ที่มีการรายงานการติดต่อจากคนสู่คน เนื่องจากผลกระทบไม่จำกัดแค่ในประเทศแถบแอฟริกาตะวันตกและแอฟริกากลางแต่ขยายออกไปยังประเทศอื่นทั่วโลก ในปี 2546 การระบาดของโรคฝีดาษวานรนอกทวีปแอฟริกาเกิดขึ้นเป็นครั้งแรกใน มีรายงานว่าตรวจพบโรคฝีดาษวานรในผู้เดินทางจากไนจีเรียไปยังอิสราเอลในเดือนกันยายน 2561 ธันวาคม 2562 พฤษภาคม 2564 และพฤษภาคม 2565 เมื่อเดือนพฤษภาคม 2565 มีรายงานว่าตรวจพบผู้ป่วยโรคฝีดาษวานรหลายรายในหลายประเทศที่ไม่มีโรคนี้เป็นโรคประจำถิ่น และได้ระบาดเข้ามาในประเทศไทยเมื่อวันที่ 18 กรกฎาคม 2565 ผู้ป่วยรายแรกเป็นชายชาวไนจีเรีย เข้ามาท่องเที่ยวในจังหวัดภูเก็ต และโรคฝีดาษลิงด้มีการแพร่กระจายมาเรื่อยแต่ไม่กระจายรุนแรง จนถึงปัจจุบันสถานการณ์โรคฝีดาษลิงในประเทศไทย (ข้อมูล ณ วันที่ 24 ตุลาคม 2565) พบผู้ป่วยยืนยันสะสม 12 ราย

2. วิธีการป้องกันตัวจากโรคฝีดาษลิงของนักท่องเที่ยวที่มาท่องเที่ยวจังหวัดภูเก็ต

สาธารณสุขจังหวัดภูเก็ตได้ออกคำสั่งมาตรการที่ 4625/2564 ลงวันที่ 14 สิงหาคม 2564 เรื่อง กำหนดมาตรการตรวจคัดกรองการเดินทางเข้าจังหวัดภูเก็ต ตามมาตรการป้องกันและควบคุมโรคติดเชื้อไวรัสโควิด - 19 คำสั่งฉบับนี้เป็นฉบับล่าสุดไม่ได้มีการเปลี่ยนแปลงยังคงปฏิบัติจนกว่าจะมีประกาศคำสั่งฉบับใหม่ คำสั่งฉบับนี้เป็นเกณฑ์มาตรฐานสาธารณสุขที่ให้นักท่องเที่ยวที่มาท่องเที่ยวในจังหวัดภูเก็ต การเข้ามาท่องเที่ยวในจังหวัดภูเก็ตมีให้เลือกหลากหลายรูปแบบ การเข้ามาทางบก การเข้ามาทางน้ำ การเข้ามาทางอากาศ จึงทำให้มีการกำหนดมาตรการตั้งแต่มาตรการก่อนเข้าจนถึงมาตรการมาถึง เพื่อปฏิบัติตนในช่วงแพร่ระบาดของโรคระบาด เช่น โรคโควิด – 19 , โรคฝีดาษลิง มาตรการกำหนดการปฏิบัติตนป้องกันตนเองจากโรคติดเชื้อทั้งทางอากาศหรือการสัมผัสเพื่อให้นักท่องเที่ยวชาวต่างชาต นักท่องเที่ยวชาวไทย และสถานบริการต่างๆได้ปฏิบัติตามมาตรการ เพื่อเป็นแนวทางในการปฏิบัติในการป้องกันในการติดเชื้อ



ภาพที่ 1 โรงแรมเมอร์ลิน
นางสาวสิรรัตน์ บุญฤทธิ์ ผู้บันทึก

ถ่ายภาพวันที่ 17 พฤศจิกายน พ.ศ.2565



ภาพที่ 2 โรงแรมเพิรล์
นางสาวสิรรัตน์ บุญฤทธิ์ ผู้บันทึก
ถ่ายภาพวันที่ 17 พฤศจิกายน พ.ศ.2565

อภิปรายผลการวิจัย

1. โรคฝีดาษลิง (หรือโรคฝีดาษวานร) เป็นโรคที่เกิดจากเชื้อไวรัส ก่ออาการในคนคล้ายกับไข้ทรพิษแต่มีความรุนแรงน้อยกว่า ถูกค้นพบครั้งแรกในโลกเมื่อปี พ.ศ. 2501 จากลิงที่ป่วย จึงถูกเรียกว่า โรคฝีดาษลิง โดยการสัมผัสสารคัดหลั่ง ผิวหนัง หรือละอองฝอยจากการหายใจปัจจุบันมีรายงานการเกิดเชื้อไวรัสฝีดาษลิง 2 สายพันธุ์ ได้แก่ สายพันธุ์แอฟริกากลาง และสายพันธุ์แอฟริกาตะวันตก ซึ่งสายพันธุ์แอฟริกากลางเป็นสายพันธุ์ที่มีการรายงานการติดต่อจากคนสู่คนเนื่องจากผลกระทบไม่จำกัดแค่ในประเทศแถบแอฟริกาตะวันตกและแอฟริกากลางแต่ขยายออกไปยังประเทศอื่นทั่วโลก ในปี 2546 การระบาดของโรคฝีดาษวานรนอกทวีปแอฟริกาเกิดขึ้นเป็นครั้งแรกใน มีรายงานว่าตรวจพบโรคฝีดาษวานรในผู้เดินทางจากไนจีเรียไปยังอิสราเอลในเดือนกันยายน 2561 ธันวาคม 2562 พฤษภาคม 2564 และพฤษภาคม 2565 เมื่อเดือนพฤษภาคม 2565 มีรายงานว่าตรวจพบผู้ป่วยโรคฝีดาษวานรหลายรายในหลายประเทศที่ไม่มีโรคนี้เป็นโรคประจำถิ่น และได้ระบาดเข้ามาในประเทศไทยเมื่อวันที่ 18 กรกฎาคม 2565 ผู้ป่วยรายแรกเป็นชายชาวไนจีเรีย และโรคฝีดาษลิงด้มีการแพร่กระจายมาเรื่อยแต่ไม่กระจายรุนแรง จนถึงปัจจุบันสถานการณ์โรคฝีดาษลิงในประเทศไทย (ข้อมูล ณ วันที่ 24 ตุลาคม 2565) พบผู้ป่วยยืนยันสะสม 12 ราย สอดคล้องกับงานวิจัยของปรางกวิน แย่งขจร (2549) มหาวิทยาลัยเชียงใหม่ ศึกษาวิจัยเรื่อง โรคไข้หวัดนก บทความนี้มีวัตถุประสงค์เพื่อทบทวนลักษณะสำคัญบางประการของโรคไข้หวัดนกตลอดจนการระบาดและมาตรการควบคุมโรคในประเทศไทย โรคไข้หวัดนกเกิดจากเชื้อไวรัส Influenza ชนิด H5N1 สามารถก่อให้เกิดโรคที่มีความรุนแรงได้ทั้งในคนและในสัตว์ ติดต่อได้ โดยการสัมผัสโดยตรง และไม่สามารถติดต่อระหว่างคนสู่คนได้ สัตว์ต่างๆ ที่มักเป็นแหล่งของโรคซึ่งได้แก่ นกป่า หรือสัตว์ปีกอื่นๆ คนและสัตว์ที่ป่วยด้วยโรคไข้หวัดนก ส่วนมากแสดงอาการทางระบบหายใจรุนแรง การตรวจวินิจฉัยโรคไข้หวัดนกตามมาตรฐานของ องค์การอนามัยโลก ทำได้โดย 3 ขั้นตอนหลักๆ คือการเพิ่มจำนวน virus การตรวจยืนยันชนิด virus และการตรวจสายพันธ์ย่อยด้วยวิธีทางซีรั่มวิทยาหรือตรวจสารพันธุกรรมการตรวจคัดกรองผู้ป่วยทำได้โดยการสังเกตอาการทางคลินิก ร่วมกับการมีประวัติสัมผัสกับไก่ป่วยหรือตาย การระบาดของโรคไข้หวัดนกส่งผลกระทบทั้งทางด้านการเลี้ยงไก่ การท่องเที่ยว เสียค่าใช้จ่ายในการป้องกันและควบคุมโรคมาตรการควบคุมและป้องกันโรคในประเทศไทยประกอบด้วยการป้องกันการสัมผัสเชื้อ โดยการทำลายไก่ป่วย การจัดการระบบปศุสัตว์ปลอดโรค รวมถึงการให้ความรู้และสร้างความเข้าใจใน สอดคล้องกับงานวิจัยของวรพล เวชชาภินันท์ (2565) กรมการแพทย์ ศึกษาวิจัยเรื่อง โรคฝีดาษวานร โรคฝีดาษวานร (monkeypox) เกิดจากเชื้อไวรัสที่อยู่ใน กลุ่ม Poxvirus ซึ่งเชื้อในกลุ่มนี้สามารถก่อให้เกิดโรคไข้ทรพิษหรือฝีดาษและโรคหูดข้าวสุก โดยปกติไวรัสที่ก่อให้เกิดโรคฝีดาษวานรเป็นไวรัสที่ก่อให้เกิดโรคในสัตว์ตระกูลหนู กระรอก รวมไปถึงลิงแต่ที่เรียกว่าฝีดาษวานรเพราะพบการติดเชื้อครั้งแรกในสิง

ในปีพ.ศ. 2501 จากนั้นพบการติดเชื้อในมนุษย์ครั้งแรกในปี พ.ศ. 2513ซึ่งพบในเด็กที่ประเทศสาธารณรัฐประชาธิปไตยคองโก การติดเชื้อจากสัตว์มาสู่มนุษย์อาจจะเป็นในรูปแบบการสัมผัส รวมถึงการถูกสัตว์กัด สำหรับการแพร่เชื้อจากมนุษย์สู่มนุษย์สามารถเกิดได้จากการสัมผัสสารคัดหลั่ง การสัมผัสบาดแผลหรือรอยโรค รวมไปถึงจากการหายใจเอาละอองฝอยเข้าไป ซึ่งการแพร่เชื้อมักจะพบเมื่อมีการสัมผัสใกล้ชิดหรือพักอาศัยร่วมกันเป็นระยะเวลานานพอสมควร สอดคล้องกับงานวิจัยของ อัญชลี ระวังการ (2558) มหาวิทยาลัยพะเยา ศึกษาวิจัยเรื่อง สถานการณ์และการกลายพันธุ์ของไวรัสไข้หวัดใหญ่คน / ไข้หวัดนก ไข้หวัดใหญ่เป็นโรคติดเชื้อเหตุเกิดจากไวรัสไข้หวัดใหญ่เอ ซึ่งสามารถติดคนและสัตว์ ชนิดย่อย H1N1 , H3N2 และ H1N1 (2009) เป็นชนิดย่อยของไวรัสขนาดใหญ่ที่พบบ่อย อีกด้านหนึ่งชนิดย่อย H5N1 , H7N7 และ H9N1 เป็นชนิดย่อยของไวรัสหวัดนกทำให้เกิดโรคสูง ชนิดย่อย H1N1(2009) และ H5N1 เป็นปัญหาสุขภาพสาธารณะและเศรษฐศาสตร์สำคัญที่สุดทั้งอัตราเจ็บป่วยและตายด้วยเหตุแพร่ระบาดและระบาดในประเทศไทยและทั่วโลกยิ่งกว่านั้นไวรัสเหล่านี้ดื้อต่อยาต้านไวรัส zanamivir และ oseltamivir อย่างมาก ดังนั้น การเฝ้าระวังและการตรวจเตือนการกลายพันธุ์ของไวรัส สอดคล้องกับงานวิจัยของ พลวัฒน์ ติ่งเพ็ชร (2563) มหาวิทยาลัยธรรมศาสตร์ ศึกษาวิจัยเรื่อง ปัจจัยส่งเสริมการเกิดโรคติดเชื้ออุบัติใหม่และโรคโควิด – 19 โรคติดเชื้ออุบัติใหม่เป็นปัญหาสำคัญที่ส่งผลกระทบโดยตรงต่อทั้งสุขภาพของประชาชน ระบบสาธารณสุข เศรษฐกิจและความมั่นคงระดับชาติ การอุบัติขึ้นใหม่ของโรคโควิด-19 ซึ่งกำลังระบาดอยู่ในขณะนี้นอกจากส่งผลให้มีผู้ติดเชื้อและผู้เสียชีวิตเป็นจำนวนมากแล้ว ยังก่อให้เกิดความตื่นตระหนกต่อสถานการณ์การระบาดไปทั่วโลก การทำให้เกิดความเข้าใจในข้อมูลเกี่ยวกับสาเหตุหรือปัจจัยที่ทำให้เกิดโรคอุบัติใหม่จึงเป็นสิ่งสำคัญและเป็นพื้นฐานของการวางแผนมาตรการควบคุมโรคที่กำลังแพร่ระบาด รวมทั้งมาตรการป้องกันการเกิดโรคอุบัติขึ้นใหม่ในอนาคต บทความวิชาการนี้น้ำเสนอข้อมูลเกี่ยวกับโรคติดเชื้ออุบัติใหม่ โดยเน้นปัจจัยที่ส่งเสริมให้เกิดการอุบัติขึ้นของโรค พร้อมยกตัวอย่างโรคติดเชื้ออุบัติใหม่ที่เกิดขึ้นภายในคริสต์สตวรรษที่ 21 โดยได้จัดปัจจัยเหล่านั้นเป็น 4 กลุ่ม ได้แก่ 1 ปัจจัยที่เกี่ยวข้องกับเชื้อก่อโรค 2) ปัจจัยด้านประชากรและสังคมศาสตร์ 3) ปัจจัยด้านสิ่งแวดล้อม และ 1) ปัจจัยด้านระบบสาธารณสุข รวมทั้งยังได้วิเคราะห์ถึงปัจจัยที่เกี่ยวข้องกับการอุบัติขึ้นของโรคโควิด-19 สอดคล้องกับงานวิจัย ของ ณัฐพล มหาทรัพย์ (2565) ศึกษาวิจัยเรื่อง ความท้าทายและโอกาสของธุรกิจการบินในประเทศไทยสู่วิถีชีวิตใหม่หลังการระบาดของโรคโควิด-19 มีวัตถุประสงค์เพื่อนำเสนอให้เห็นถึงสิ่งที่ธุรกิจการบินในประเทศไทยต้องดำเนินการปฏิบัติในปัจจุบัน รวมถึงสิ่งที่จะเกิดขึ้นกับธุรกิจการบินในอนาคตความท้าทาย และโอกาสของธุรกิจการบินในประเทศไทยภายหลังวิกฤตการระบาดของโรคโควิด -19 โดยทำการศึกษาและวิเคราะห์เพิ่มเติมจากงานสัมมนาอุตสาหกรรมการบินของไทยประจำปีพ.ศ. 2564 ภายใต้หัวข้อ "ทะยานสู่การบินบริบทใหม่ (Thai Aviation Industry Conference 2021 : Flying to the new era of Thai aviation)" จัดโดย สำนักงานการบินพลเรือนแห่งประเทศไทย โดยจากการวิเคราะห์ พบเรื่องที่น่าสนใจที่จะเกิดขึ้นกับธุรกิจการบิน ไม่ว่าจะเป็นด้าน การรักษาความปลอดภัย ประสิทธิภาพในการจัดการโรคระบาด ความสามารถยืดหยุ่น ประสบการณ์ที่เป็นที่พึงพอใจของผู้โดยสาร และประสิทธิภาพของระบบการจัดการการบิน บทความนี้จึงเป็นการนำเสนอถึงการศึกษาถึงความท้าทายและโอกาสธุรกิจการบินในประเทศไทยสู่วิถีใหม่เพื่อให้ธุรกิจการบินได้เตรียมการ และวางแผน ที่จะรับมือต่อการเปลี่ยนแปลงที่ สำคัญที่จะเกิดขึ้นในอนาคตนอกจากโควิด- 19 แล้ว ยังมีสิ่งที่สำคัญในธุรกิจการบินต้องมีการเตรียมพร้อมในด้านต่างๆ ซึ่งส่งผลกระทบต่อธุรกิจการบินทั้งทางตรงและทางอ้อม

2. วิธีการป้องกันตัวจากโรคฝีดาษลิงของนักท่องเที่ยวที่มาท่องเที่ยวจังหวัดภูเก็ต สาธารณสุขจังหวัดภูเก็ตได้ออกคำสั่งมาตรการที่ 4625/2564 ลงวันที่ 14 สิงหาคม 2564 เรื่อง กำหนดมาตรการตรวจคัดกรองการเดินทางเข้าจังหวัดภูเก็ต ตามมาตรการป้องกันและควบคุมโรคติดเชื้อไวรัสโควิด - 19 คำสั่งฉบับนี้เป็นฉบับล่าสุดไม่ได้มีการเปลี่ยนแปลงยังคงปฏิบัติจนกว่าจะมีประกาศคำสั่งฉบับใหม่ คำสั่งฉบับนี้เป็นเกณฑ์มาตรฐานสาธารณสุขที่ให้นักท่องเที่ยวที่มาท่องเที่ยวในจังหวัดภูเก็ต การเข้ามาท่องเที่ยวในจังหวัดภูเก็ตมีให้เลือกหลากหลายรูปแบบ การเข้ามาทางบก การเข้ามาทางน้ำ การเข้ามาทางอากาศ จึงทำให้มีการกำหนดมาตรการตั้งแต่มาตรการก่อนเข้าจนถึงมาตรการมาถึง เพื่อปฏิบัติตนในช่วงแพร่ระบาดของโรคระบาด เช่น โรคโควิด – 19 , โรคฝีดาษลิง มาตรการกำหนดการปฏิบัติตนป้องกันตนเองจากโรคติดเชื้อทั้งทางอากาศหรือการสัมผัส เพื่อให้นักท่องเที่ยวชาวต่างชาต นักท่องเที่ยวชาวไทยและสถานบริการต่างๆได้ปฏิบัติตามมาตรการ เพื่อเป็นแนวทางในการปฏิบัติในการป้องกันในการติดเชื้อ สอดคล้องกับวิจัยของพระปลัดสุรศักดิ์ ปราโมทย์วรพันธุ์ (2565) มหาวิทยาลัยมหามกุฏราชวิทยาลัย วิทยาเขตสิรินธรราชวิทยาลัย ศึกษาวิจัยเรื่อง มาตรการป้องกันไวรัสโคโรน่า-โควิด 19 ตามหลักพุทธธรรม บทความนี้มีวัตถุประสงค์เพื่อต้องการทบทวนมาตรการการป้องกันไวรัสโคโรน่า-โควิด 19 ตาม นโยบายของรัฐบาล ด้วยการบูรณาการหลักธรรมะอันมีสติและปัญญาไปใช้เมื่อยามวิกฤติ พบว่า ทาน ได้แก่ การช่วยเหลือผู้ถูกกักตัวและครอบครัว การจ้างงานระยะสั้น ศีล ได้แก่ แนวทางการพัฒนาคุณภาพ การบริหารจัดการภาครัฐ เช่น การพัฒนาคุณภาพการบริหารจัดการภาครัฐด้านความเสี่ยงทางการศึกษา และการเรียนการสอน การบริหารจัดการภาครัฐด้านการเยียวยาและกระตุ้นเศรษฐกิจของภาครัฐ ด้าน วัคซีน ด้านการเงินการคลัง ด้านคุณภาพชีวิตทางสังคมของประชาชน ด้านบริการสาธารณะและด้านมาตรการการดำเนินงานเฝ้าระวัง ป้องกัน ควบคุมโรคติดเชื้อไวรัสโคโรนา 2019 ภาวนา ได้แก่ การพัฒนา จิตใจ ใช้เหตุและผลพิจารณาอย่างรอบด้านในการดำเนินชีวิต ในสภาวะวิกฤต ดูแลสุขภาพและป้องกัน ตนเอง เช่น การครองตนอย่างมีสติ ระลึกรู้อยู่

กับปัจจุบัน ใช้ปัญญาไตร่ตรองในการแก้ไขปัญหาเข้าถึงหลักอริยสัจ 4 คือการรู้จักเหตุและผลที่ตามมา หากใช้ชีวิตในความประมาท เพราะขาดสติ และไม่ไตร่ตรอง ด้วยปัญหา ก่อนป้องกันและแก้ไขปัญหาต่าง ๆ สอดคล้องกับวิจัยของ ฉัตรสุมน พฤฒิภิญโญ (2563) มหาวิทยาลัยมหิดล ศึกษาวิจัยเรื่อง มาตรการการเฝ้าระวัง ป้องกัน และควบคุมโรค การแพร่ระบาดของโควิด-19 การปฏิบัติอย่างเคร่งครัดเพื่อเป็นการเฝ้าระวังและป้องกันการแพร่ระบาดของโรคโควิด-19 กระทรวงสาธารณสุขได้ให้แนวทางที่สำคัญคือ 1.การป้องกันโดยจัดให้มีหน้ากากอนามัยจัดหาแอลกอฮอล์ชนิดเจลหรือ ชนิดน้ำให้เพียงพอ ตรวจวัดคัดกรองวัดอุณหภูมิของร่างกายซึ่งต้องมีอุณหภูมิไม่เกินกว่า 37.5 องศาเซลเซียส 2.การสร้างระยะห่างทางสังคมโดยที่งดการประชุมอบรมสัมมนา กิจกรรมอื่นที่มีการรวมกันของผู้คน และให้นำระบบออนไลน์มาใช้แทน การจัดเก้าอี้ให้มีระยะห่างกันอย่างน้อย 1 เมตรโดยกำหนดจุดที่นั่งให้ชัดเจน 3.การปิดสำนักงาน หากพบกรณีพบบุคลากรในสังกัดเป็นโรคติดเชื้อไวรัสโคโรน่า 2019 โรคติดเชื้อไวรัสโคโรนา 2019 ซึ่งเป็นโรคที่ติดต่อได้ง่ายและเป็นอันตรายต่อชีวิต จึงเป็นสถานการณ์อันกระทบต่อความสงบเรียบร้อยและความปลอดภัยของประชาชนซึ่งต้องใช้มาตรการเข้มงวดและเร่งด่วนเพื่อควบคุมมิให้โรคแพร่ระบาดออกไปในวงกว้างประกอบกับมีกักตุนสินค้า จึงมีการประกาศสถานการณ์ฉุกเฉินในทุกเขตท้องที่ทั่วราชอาณาจักรไทย การระบาดโควิด 19 ก่อให้เกิดชีวิตวิถีใหม่ เกิดจากสถานการณ์หลายคนต้องปรับเปลี่ยนชุดพฤติกรรม สอดคล้องกับวิจัยของ อิบรอฮีม ณรงค์รักษาเขต (2565) มหาวิทยาลัยสงขลานครินทร์ ศึกษาวิจัยเรื่อง วัฒนธรรมและความเชื่อของชาวไทยมุสลิมในจังหวัดชายแดนภาคใต้ที่สุ่มเสี่ยงต่อการติดเชื้อ และการแพร่ระบาดของโรคโคโรนาสายพันธ์ 2019 (COVID 19) แนวทางในการป้องกันและลดทอนการแพร่ระบาดของโรคด้วยหลักการอิสลาม หลักสุขภาวะและภูมิปัญญาท้องถิ่น โลกเราได้เผชิญกับโรคระบาดที่แพร่ระบาดอย่างกว้างขวางมาหลายครั้ง เช่น ในปี พ.ศ.794-804 ได้เกิดโรคฝีดาษระบาทในอาณาจักรโรมันในปี พ.ศ.2432 เกิดโรคระบาดไข้หวัดใหญ่รัสเซีย ในปี พ.ศ. 2263 เกิดโรคกาฬโรคระบาดในยุโรป มีผู้เสียชีวิตจำนวนมาก ในปี พ.ศ. 2363 เกิดโรคระบาดอหิวาตกโรคและเกิดระบาดมายังประเทศไทย ในปี พ.ศ. 2461 เกิดโรคระบาดไข้หวัดสเปน ในปี พ.ศ. 2499 เกิดโรคระบาดไข้หวัดใหญ่เอเชีย ในปี พ.ศ. 2499 -2501 เกิดโรคระบาดไข้หวัดฮ่องกง ในปี พ.ศ. 2552 เกิดโรคระบาดไข้หวัดใหญ่2009 และในปี พ.ศ. 2562 เกิดโรคระบาดไข้หวัดซึ่งต่อมาทางองค์การอนามัยโลกได้ตั้งชื่อว่า โรคติดเชื้อไวรัสโคโรนา 2019 (COVID-19 โควิด-19) โรคนี้เริ่มระบาดในเดือนธันวาคม พ.ศ. 2562(ค.ศ. 2019) มีสาเหตุมาจากไวรัสโคโรนาสายพันธุ์ใหม่ โดยพบครั้งแรกในนครอู่ฮั่น เมืองหลวงของมณฑลหูเป่ย ในประเทศจีน ในวันที่ 30 มกราคม พ.ศ. 2563 องค์การอนามัยโลกได้ประกาศให้การระบาดนี้เป็นภาวะฉุกเฉินทางสาธารณสุขระหว่างประเทศ และประกาศให้เป็นโรคระบาดทั่วไป สอดคล้องกับวิจัยของ ธนันญา เส้งคุ่ย(2563) มหาวิทยาลัยทักษิณ ศึกษาวิจัยเรื่อง ปัจจัยที่มีความสัมพันธ์ต่อพฤติกรรมการป้องกันโรคไข้เลือดออกในประเทศไทย โรคไข้เลือดออกเป็นโรคติดต่อนำโดยแมลงที่มีการระบาดอย่างต่อเนื่อง และเป็นปัญหาสาธารณสุขที่สำคัญของประเทศ การป้องกันและควบคุมโรคจำเป็นต้องดำเนินการอย่างเข้มข้นและต่อเนื่องเพื่อลดการแพร่ระบาดของโรคในทุกพื้นที่ และต้องอาศัยความร่วมมือจากภาครัฐและประชาชน โดยเฉพาะพฤติกรรมการป้องกันและควบคุมโรคในระดับบุคคล บทความวิชาการครั้งนี้ มีวัตถุประสงค์เพื่อทบทวนรรณกรรมปัจจัยที่มีความสัมพันธ์ต่อพฤติกรรมการป้องกันโรคไร้เลือดออกของประชาชนในประเทศไทย ซึ่งทบทวนบทความวิจัยที่เผยแพร่ตีพิมพ์ในฐานข้อมูลระดับชาติ จากการทบทวนวรรณกรรม สถานภาพสมรส ระดับกาศึกษา อาชีพ รายได้ สถานภาพทางสังคม ระยะเวลาที่อาศัยอยู่ในชุมชน และประวัติการเจ็บป่วย) ปัจจัยนำ (เจตคติ ความรู้ การรับรู้ ปัจจัยเอื้อ (ความเพียงพอของทรัพยากร) และปัจจัยเสริม (การสนับสนุนทางสังคม การได้รับคำแนะนำจากบุคลากรสาธารณสุข การได้รับแรงจูงใจ) มีความสัมพันธ์ต่อพฤติกรรมการป้องกันโรคไข้เลือด ออกของประชาชน จากปัจจัย ดังกล่าวบุคลากรสาธารณสุขที่เกี่ยวร้องทั้งกาครัฐและเอกชน ควรส่งเสริมพฤติกรรมการป้องกันโรคไข้เลือดออกของประชาชน โดยเน้นปัจจัยที่เกี่ยวข้องกับปัจจัยส่วนบุคคล ปัจจัยนำ ปัจจัยเอื้อ และปัจจัยเสริม เพื่อใช้เป็นแนวทางในการแก้ปัญหาโรคไข้เลือดออกที่ถูกต้องและเหมาะสม ต่อไป สอดคล้องกับวิจัยของ สุรีรัตน์ โบจรัส (2554) มหาวิทยาลัยอุบลราชธานี ศึกษาวิจัยเรื่อง การนำนโยบายโรคไข้หวัดนกไปปฏิบัติในพื้นที่ระบาดของภาคตะวันออกเฉียงเหนือ การศึกมาครั้งนี้เป็นการวิจัยเชิงคุณภาพ เพื่อศึกบาปัจจัยที่มีผลต่อการนำนโยบายโรคไข้หวัดนกไปปฏิบัติและหาแนวทางปรับปรุงการนำนโยบายโรคไข้หวัดนกไปปฏิบัติในพื้นที่ระบาดของภาคตะวันออกเฉียงเหนือ มีจังหวัดมุกดาหาร นครพนม ขอนแก่นและหนองคาย ศึกษาจากกลุ่มตัวอย่าง 3 กลุ่ม คือ กลุ่มผู้บริหารหรือหัวหน้าหน่วยงานที่นำนโยบายไปปฏิบัติ เก็บข้อมูลใช้วิธีสัมภาษณ์เชิงลึก กลุ่มเจ้าหน้าที่ที่นำนโยบายไปปฏิบัติ และประชาชนที่ได้รับผลลัพธ์ จากการนำนโยบายไปปฏิบัติใช้วิธีสนทนากลุ่ม วิเคราะห์ข้อมูลโดยการวิเคราะห์เนื้อหา ผลการศึกพาพบว่า 1.ปัจจัยที่ทีผลต่อการนำนโยบายโรคไข้หวัดนกไปปฏิบัติ มีปัจจัย 5 ด้านดังนี้ 1)เป้าหมายและวัตถุประสงค์ของนโยบาย 2)การกำหนดภารกิจและการมอบหมายงาน 3)ลักษณะหน่วยงานที่นำนโยบายไปปฏิบัติ 1) การสนับสนุนจากส่วนกลางและท้องถิ่น 5) มาตรการควบคุมประเมินผลและกระตุ้นส่งเสริม เมื่อนำนโยบายไปปฏิบัติพบปัญหาดังนี้ (1)นโยบายไม่ชัดเจน (2)งบประมาณ วัสดุอุปกรณ์ไม่เพียงพอ (3)การประเมินผลไม่จริงจังและต่อเนื่อง (4)เจ้าหน้าที่ขาดขวัญและกำลังใจในการปฏิบัติงานและ (5)เจ้าหน้าที่และประชาชนขาดความตระหนักและองค์ความรู้เกี่ยวกับโรคไข้หวัดนก 2.แนวทางปรับปรุงการนำนโยบายโรคไข้หวัดนกไปปฏิบัติมีดังนี้ 1)ควรจัดสรรงบประมาณและวัสดุให้เพียงพอ 2)มีกิจกรรมเฝ้าระวังควบคุมโรคไข้หวัดนกอย่างต่อเนื่อง 3)

ติดตามและประเมินผลสม่ำเสมอต่อเนื่อง 4)มีแนวทางการปฏิบัติที่ตอบสนองต่อสถานการณ์การระบาดโรคใช้หวัดนกในพื้นที่รับผิดชอบ 5) ประชุมปรึกษาแลกเปลี่ยนเรียนรู้ร่วมกันของผู้นำน โยบายไปฏิบัติหรือประชาชนในพื้นที่เพื่อปรับปรุงแนวทางปฏิบัติอย่างสม่ำเสมอ

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

1.1 สถานบริการทางสาธารณสุขจังหวัดภูเก็ตควรให้ความสำคัญกับการให้ความรู้ในการควบคุมและป้องกันโรค เพื่อให้เกิดความเข้าใจและทัศนคติที่ดี อันจะส่งผลต่อการปฏิบัติตนในการป้องกันตัวเองจากโรคฝีดาษลิง

1.2 ควรชี้แจงเพื่อให้ประชาชนทราบถึงผลเสียของโรคฝีดาษลิง ซึ่งมีประโยชน์อย่างยิ่งในการปฏิบัติตนในการป้องกันตนจากโรค

2. ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

2.1ควรมีการศึกษาเนื้อหาเพิ่มเติมเกี่ยวกับโรคฝีดาษลิง

2.2 ควรทำการศึกษาวิจัยกึ่งทดลองเพื่อต่อยอดการประยุกต์ใช้ความรู้ ทัศนคติและพฤติกรรมการป้องกันตัวเองจากโรคฝีดาษลิง ในการให้สุขศึกษาแก่ประชาชน เพื่อรณรงค์และป้องกันต่อไป

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ED-030

การศึกษาประติมากรรมพระประธานในอุโบสถ: กรณีศึกษาวัดในเขตพื้นที่จังหวัดภูเก็ตที่สร้างตั้งแต่พ.ศ. 2500 จนถึงปัจจุบัน

Study of Sculptures of Principle Buddha Images in Temples, Case Study: Temples which Built from B.E 2500 until Now in Phuket

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาประติมากรรมของพระประธานในจังหวัดภูเก็ตที่สร้างตั้งแต่พ.ศ. 2500 จนถึงปัจจุบัน และ คติธรรมของประติมากรรมพระประธาน เป็นงานวิจัยคุณภาพ พบว่า ประติมากรรมของพระประธานในจังหวัดภูเก็ตที่สร้างตั้งแต่พ.ศ. 2500 จนถึงปัจจุบัน มีจำนวน 14 วัด ส่วนใหญ่สร้างพระประธานปางมารวิชัย จำนวน 9 วัด และปางสมาธิ จำนวน 5 วัด พระประธานทั้งหมดจึงเป็นศิลปะในช่วงสมัยรัตนโกสินทร์ ซึ่งคติธรรมของประติมากรรมพระประธานปางมารวิชัย มีคติธรรมในเรื่อง การเอาชนะกิเลส เช่นความโลภ ความโกรธ ความหลงที่อยู่ภายในจิตใจของมนุษย์ทุกคน และพระประธานปางสมาธิ มีคติธรรมในเรื่องการเจริญสมาธิและปัญญา ความรู้แจ้งถึงอดีตชาติหนหลังทั้งของตนและของคนอื่น ความรู้แจ้งถึงความจุติ คือ ดับและเกิดของสัตว์โลกตลอดจนถึงความต่างกันที่เรียกว่า "กรรม" ความรู้แจ้งถึงความสิ้นไปของกิเลส และอริยสัจสี่ ทุกข์ สมุทัย นิโรธ มรรค

คำสำคัญ: ประติมากรรม พระประธาน อุโบสถ

Abstract

The objective of this study was to study sculptures of Principle Buddha Images in temples in Phuket which were built from B.E 2500 until now and their Buddhist doctrines. This research was qualitative research. The finding of this research was found that there have been sculptures of Principle Buddha images built from B.E.2500 until now in Phuket. Most of them were built as the Attitude of Subduing Mara totals 9 temples. There were 5 temples built as The Attitude of Meditation. All Principle Buddha Images were as Rattanakosin era art. The Buddhist doctrines of the Attitude of Subduing Mara are contented about conquering defilements; greed, anger, and lust which have been in human minds. The Attitude of Meditation is contented about meditation and mindfulness, enlightened previous lives as well as a birth that died then born of all living creatures. As following, are called Karma enlighten the end of defilements and also the Four Noble Truths the truth of suffering, the truth of the origin of suffering, the truth of the cessation of suffering, and the truth of the path to the cessation of suffering.

Keywords: Sculptures Principle Buddha Images Temples

บทนำ

ประติมากรรมเป็นผลงานทางศิลปะที่มีรูปทรง 3 มิติ คือ มีความสูง ความกว้าง และความนูนหรือลึก เกิดขึ้นจากการปั้น หล่อ แกะสลัก ฉลุ หรือดุน ตั้งแต่โบราณมา บรรพบุรุษของไทยได้สร้างผลงานทางประติมากรรมขึ้น เพื่อแสดงออกถึงจินตนาการ ความรู้สึก ความเชื่อ และความต้องการ ที่จะเล่าเรื่องราวต่าง ๆ รวมทั้งเป็นการแสดงออกของความสามารถทางด้านศิลปะ อันเป็นสุนทรียภาพของตนด้วย พระพุทธรูป เป็นผลงานทางศิลปะชนิดหนึ่งที่เรียกว่า ประติมากรรม นอกจากพระพุทธรูป ซึ่งเป็นประติมากรรมรูปคนแล้ว ยังมีประติมากรรมรูปสัญลักษณ์ ซึ่งสร้างขึ้น เพื่อเป็นเครื่องหมายแสดงความเชื่อทางศาสนา เช่น งานปั้น หรืองานแกะสลักรูปดอกบัว เป็นเครื่องหมายของการประสูติ ของพระพุทธเจ้า ใบเสมา ซึ่งหล่อด้วยปูน แกะสลักด้วยไม้หรือหิน ซึ่งติดตั้งอยู่รอบพระอุโบสถ ก็เป็นเครื่องหมายแสดงขอบเขตของโบสถ์ ซึ่งถือว่า เป็นแดนบริสุทธิ์ พระเครื่ององค์เล็ก ๆ ก็นับเป็นประติมากรรมรูปสัญลักษณ์ ที่เป็นเครื่องหมาย แทนองค์พระพุทธเจ้า (ทิพวรรณ ทั่งมั่งมี, 2556) พระพุทธรูป ถือว่าเป็นสัมมาสัมพุทธเจดีย์หรืออุทเทสิกเจดีย์ อันมีความสำคัญและมีคุณค่ายิ่งสำหรับพุทธศาสนิกชนเป็นที่สักการบูชา เป็นสัญญาลักษณ์ของพระพุทธศาสนาและความดีงาม ทั้งพุทธภาวะที่เป็นธรรมกาย และ พระพุทธคุณ เป็นสื่อในการถ่ายทอดปรมัตถ์ธรรมอันเป็นแก่นแท้ของพระพุทธศาสนาการสร้าง

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พระพุทธรูปเพื่อเป็นรูปเคารพในระยะเริ่มแรกได้สร้างลักษณะท่าทางเพื่อระลึกถึงพระพุทธประวัติหรือเหตุการณ์ที่สำคัญซึ่งพุทธศาสนิกชนรำลึกถึง เช่น เมื่อรำลึกถึงเหตุการณ์ก่อนตรัสรู้ก็สร้างพระพุทธรูปนั่งซ้อนพระหัตถ์เป็นกิริยาสมาธิ เป็นต้น (ภูริทัต ศรีอร่าม, 2564) ในอุโบสถจะมีพระพุทธรูปขนาดใหญ่เป็นพระประธาน 1 องค์ พระพุทธรูปนี้ เป็นรูปแทนองค์พระพุทธเจ้า ลักษณะจะไม่เหมือนองค์จริงทุกอย่าง เพราะคนสร้าง สร้างขึ้นจากอุดมคติ ความรู้สึก ความเชื่อ และความศรัทธา โดยใช้ความสามารถทางด้านศิลปะเข้าไปช่วย ทำให้ผู้ดูรู้สึกว่า มีความงดงาม น่านับถือ น่าศรัทธา การส่งเริมการสร้างสรรค์รูปแบบประติมากรรมพระพุทธรูปนั้นอาจมีการ สร้างสรรค์ต่อเนื่องกันมาอย่างยาวนานหลายยุคสมัยและผูกพันกับการใช้เป็นเครื่องสักการะบูชาทางพุทธศาสนา หากแต่ลักษณะที่แสดงออก ทางการสร้างสรรค์พระพุทธรูปในแต่ละองค์นั้น ยังแสดงความมีทรรศนะ ที่เป็นส่วนแตกต่างกันในแต่ละกลุ่มชน (ทิพวรรณ ทั่งมั่งมี,2556) ดังนั้นผู้วิจัยจึงมีความประสงค์ที่จะศึกษาประติมากรรมพระประธานในจังหวัดภูเก็ตที่สร้างตั้งแต่ปีพ.ศ. 2500 จนถึงปัจจุบัน ว่าองค์พระประธานมีลักษณะอย่างไร ได้รับอิทธิพลการสร้างมาจากที่ใด มีประวัติความเป็นมาอย่างไรเพื่อนำข้อมูลจากการวิจัยไปเผยแผ่แก่ผู้ที่สนใจ

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาประติมากรรมพระประธานในอุโบสถ: กรณีศึกษาวัดในเขตพื้นที่จังหวัดภูเก็ตที่สร้างตั้งแต่พ.ศ. 2500 จนถึงปัจจุบัน

2. เพื่อศึกษาคติธรรมของประติมากรรมพระประธานในอุโบสถ: กรณีศึกษาวัดในเขตพื้นที่จังหวัดภูเก็ตที่สร้างตั้งแต่พ.ศ. 2500 จนถึงปัจจุบัน

วิธีการดำเนินการวิจัย

การวิจัยในครั้งนี้มุ่งศึกษาเกี่ยวกับพระประธานในจังหวัดภูเก็ตที่สร้างตั้งแต่พ.ศ. 2500 จนถึงปัจจุบัน

ขั้นตอนการดำเนินการวิจัย สืบค้นเอกสารหลักฐานงานวิจัยที่เกี่ยวข้อง และลงพื้นที่สำรวจพระประธานในจังหวัดภูเก็ตที่สร้างตั้งแต่พ.ศ. 2500 จนถึงปัจจุบัน

สรุปผลการวิจัย

1. ประติมากรรมของพระประธานในจังหวัดภูเก็ตที่สร้างตั้งแต่พ.ศ. 2500 จนถึงปัจจุบัน พบว่า วัดในจังหวัดภูเก็ตที่ได้ทำการศึกษาในครั้งนี้มีความนิยมนำพระพุทธรูปมาใช้เป็นพระประธานอยู่ด้วยกันสองปางคือ ปางมารวิชัย และปางสมาธิ โดยส่วนใหญ่มีพระประธานเป็นปางมารวิชัย จำนวน 9 วัด ซึ่งองค์พระประธานปางมารวิชัยมีพระอิริยาบถประทับนั่งขัดสมาธิราบ พระหัตถ์ซ้ายวางหงายบนพระเพลา พระหัตถ์ ขวาวางคว่ำที่พระชานุ นิ้วพระหัตถ์ชี้พระธรณี วัดที่มีพระประธานปางสมาธิมีจำนวน 5 วัด ซึ่งพระประธานปางสมาธิมีพระอิริยาบถประทับนั่งขัดสมาธิราบ พระหัตถ์ทั้งสองวางหงายซ้อนกันบน พระเพลา พระหัตถ์ขวาวางบนพระหัตถ์ซ้าย ในแต่ละวัดมีขนาดองค์พระประธานที่ต่างกันขึ้นอยู่กับพื้นที่และความต้องการของวัด และองค์ประพระประธานแต่ละองค์ก็มีเนื้อผิวที่ต่างกัน จากการศึกษาในครั้งนี้พบว่าจะมีการสร้างประประธานเนื้อทองเหลืองเป็นส่วนใหญ่ แต่บางวัดก็มีการสร้างพระประธานที่แกะสลักจากเนื้อไม้ เนื้อสัมฤทธิ์ เนื้อหิน และเนื้อปูนปั้น เนื่องด้วยผู้วิจัยทำการศึกษาพระประธานในจังหวัดภูเก็ตที่สร้างตั้งแต่พ.ศ. 2500 จนถึงปัจจุบัน พระประธานทั้งหมดจึงเป็นศิลปะในช่วงสมัยรัตนโกสินทร์





2. คติธรรมของประติมากรรมพระประธาน จากการศึกวัดในภูก็ตที่สร้างตั้งแต่ปี 2500 จนถึงปัจจุบันมีทั้งหมด 14 วัด โดยวัดที่มีพระประธานปางมารวิชัยมีทั้งหมด 9 วัด และวัดที่มีพระประธานเป็นปางสมาธิมีทั้งหมด 5 วัด ซึ่งพระประธานทั้งสองมีพระอริยาบทและคติธรรมที่ต่างกัน 1. พระประธานปางมารวิชัย มีคติทำคำสอนในเรื่อง การเอาชนะกิเลส เช่นความโลภ ความโกรธ ความหลงที่อยู่ภายในจิตใจของมนุษย์ทุกคน 2. พระประธานปางสมาธิ มีคติธรรมคำสอนในเรื่อง การเจริญสมาธิและปัญญา ความรู้แจ้งถึงอดีตชาติหนหลังทั้งของตนและของคนอื่น ความรู้แจ้งถึงความจุติ คือ ดับและเกิดของสัตว์โลก ตลอดจนถึงความต่างกันที่เรียกว่า "กรรม" ความรู้แจ้งถึงความสิ้นไปของกิเลส และอริยสัจสี่ ทุกข์ สมุทัย นิโรธ มรรค แต่โดยรวมลักษณะภายนอกขององค์พระประธานมีความคล้ายคลึงกันคือพระเกศาบนพระเศียรขมวดปมเป็นรูปก้นหอย หมายถึงสติปัญญาที่ใช้แก้ไขปมปัญหาหรือปมทุกข์ต่างๆ เปลวไฟบนพระเศียรหมายถึงความเร่าร้อนที่มีอยู่ในจิตใจ ยอดแหลมของพระเศียรเปรียบได้กับสติปัญญาอันเฉียบแหลม พระเนตรมองต่ำหมายถึงให้รู้จักมองดูตนเอง และตักเตือนตนเองเสียบ้างพระนาสิกโด่ง เปรียบได้กับขันติบารมีอันเปี่ยมล้นพระโอษฐ์อิ่มละมัยเปรียบได้กับน้ำพระทัยอันบริสุทธิ์ พระกรรณยาวเปรียบได้กับความหนักแน่นมั่นคง พระหัตถ์แบเปรียบได้กับการปล่อยวางและการเสียสละ นิ้วพระบาทเสมอกันเปรียบได้กับการประคับประคองจิตใจให้สม่ำเสมอ

อภิปรายผลการวิจัย

1. ประติมากรรมของพระประธานในจังหวัดภูเก็ตที่สร้างตั้งแต่พ.ศ. 2500 จนถึงปัจจุบัน พบว่าวัดในจังหวัดภูเก็ตที่ได้ทำการศึกษาในครั้งนี้มีความนิยมนำพระพุทธรูปมาใช้เป็นพระประธานอยู่ด้วยกันสองปางคือ ปางมารวิชัย และปางสมาธิ โดยส่วนใหญ่มีพระประธานเป็นปางมารวิชัย จำนวน 9 วัด ซึ่งองค์พระประธานปางมารวิชัยมีพระอิริยาบถประทับนั่งขัดสมาธิราบ พระหัตถ์ซ้ายวางหงายบนพระเพลา พระหัตถ์ ขวาวางคว่ำที่พระชานุ นิ้วพระหัตถ์ชี้พระธรณี วัดที่มีพระประธานปางสมาธิมีจำนวน 5 วัด ซึ่งพระประธานปางสมาธิมีพระอิริยาบถประทับนั่งขัดสมาธิราบ พระหัตถ์ทั้งสองวางหงายซ้อนกันบน พระเพลา พระหัตถ์ขวาวางบนพระหัตถ์ซ้าย ในแต่ละวัดมีขนาดองค์พระประธานที่ต่างกันขึ้นอยู่กับพื้นที่และความต้องการของวัด และองค์ประพระประธานแต่ละองค์ก็มีเนื้อผิวที่ต่างกัน จากการศึกษาในครั้งนี้พบว่าจะมีการสร้างประประธานเนื้อทองเหลืองเป็นส่วนใหญ่ แต่บางวัดก็มีการสร้างพระประธานที่แกะสลักจากเนื้อไม้ เนื้อสัมฤทธิ์ เนื้อหิน และเนื้อปูนปั้น เนื่องด้วยผู้วิจัยทำการศึกษาพระประธานในจังหวัดภูเก็ตที่สร้างตั้งแต่พ.ศ. 2500 จนถึงปัจจุบัน พระประธานทั้งหมดจึงเป็นศิลปะในช่วงสมัยรัตนโกสินทร์ สอดคล้องกับวิจัยของธีระวัฒน์ แสนคำ (2559) ศึกษาเรื่อง ลักษณะพุทธศิลป์ของโบสถ์และพระประธานในโบสถ์วัดโพนชัย อำเภอเชียงคาน จังหวัดเลย พบว่า พระประธานภายในโบสถ์วัดโพนชัย ชาวบ้านเรียกว่า “พระเจ้าใหญ่” ไม่ปรากฏหลักฐานเกี่ยวกับการสร้างแน่ชัด แต่ผู้เขียนสันนิษฐานว่าพระเจ้าใหญ่น่าจะสร้างขึ้นพร้อม ๆ กับการสร้างโบสถ์วัดโพนชัย เพราะเป็นพระประธานภายในโบสถ์ ซึ่ง โบสถ์ วัดโพนชัยได้รับวิสุงคามสีมาในปี พ.ศ.2450 แต่ตัวโบสถ์น่าจะสร้างก่อนหน้านั้นเล็กน้อย แต่ก็ไม่น่าจะสร้างขึ้นก่อนการสร้างวัดในปี พ.ศ.2443 ดังนั้น จึงมีความเป็นไปได้ว่าพระเจ้าใหญ่วัดโพนชัยน่าจะสร้างขึ้นในช่วงระหว่างปี พ.ศ.2443-2450 เนื่องจากพระเจ้าใหญ่เป็นพระพุทธรูปปูนปั้นก็คงมาจากการเผาหินปูนจากภูเขาในเขตเมืองเชียงคาน ใช้ทรายจากแม่น้ำโขง และยังมีเรื่องเล่าสืบต่อมาว่ามีการใช้เกสรดอกไม้และว่านมงคลต่าง ๆ ผสมลงไปในเนื้อปูนด้วย สอดคล้องกับวิจัยของ พระครูวิทูรสุนทรกิจ (ชาญณรงค์ ติกฺขญาโณ) และคณะ. 2563) มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ศึกษาเรื่อง รูปแบบการจัดการเรียนรู้ประติมากรรมทางพระพุทธศาสนาเถรวาทของวัดในกรุงเทพมหานคร พบว่า การสร้างพระพุทธรูปโดยส่วนใหญ่จะคำนึงถึงอิริยาบถท่าทางเป็นสำคัญเรียกว่าคตินิยม ซึ่งลักษณะท่าทางและอิริยาบถของพระพุทธรูปที่แสดงเรียกว่าปางและมุทรา ปางเป็นการแสดงเวลาหรือพุทธประวัติตอนใดตอนหนึ่งของพระพุทธเจ้า ส่วนมุทราเป็นการแสดงความหมายด้วยมือใช้กับพระพุทธรูปที่เป็นตัวแทนพระพุทธเจ้าในฐานะมนุษย์ โดยทั่วไปการสร้างพระพุทธรูปส่วนใหญ่จะนิยมสร้างตามอิริยาบถหรือท่าทางต่าง ๆ หรือปางต่าง ๆ โดยมีเกณฑ์ใหญ่ๆ 2อย่างคือ ท่าเคลื่อนไหวและท่านั่ง ทั้ง2 ท่า นี้แตกต่างกันโดยความรู้สึกอันสงบและเคลื่อนไหว ท่านั่งที่เห็นจากหลักฐานคือ พระพุทธรูปมีใช้อยู่ 3ท่าคือ สมาธิเพชร สมาธิราบ และนั่งห้อยขา ปางเท่าที่เห็นก็จะมีปางสมาธิหรือโยคมุทราหรือธยานมุทรา ปางปฐมเทศนาหรือธรรมจักรมุทรา ปางประทานพรหรืออภัยมุทราหรือวรมุทรา ปางมารวิชัยหรือภูมิสปรรศมุทรา ปางลีลา ปางไสยาสน์ เป็นต้น สอดคล้องกับวิจัย ของ ลิขิต บุญละคร (2563) ศึกษาเรื่อง ศึกษาวิเคราะห์พัฒนาการแห่งศรัทธาของชาวพุทธในสังคมไทย พบว่า ศรัทธาอันเกิดจากความเชื่อในทางพระพุทธศาสนาได้ส่งผลสะท้อนต่อวิถีชีวิตของคนไทยมาตั้งแต่อดีตจนถึงปัจจุบัน ทั้งทางด้านจารีตประเพณีและด้านศิลปกรรม มีปรากฏในงานศิลปกรรมต่าง ๆ ที่ศิลปินผู้สร้างสรรค์ผลงานนั้นมีความผูกพันอยู่กับคติความเชื่อ ศิลปกรรมสาขาต่าง ๆ ที่ถูกสร้างขึ้นเป็นเอกลักษณ์ของคนไทยที่เป็นผลงานสร้างสรรค์ของมนุษย์ด้วยสติปัญญาซึ่งถ่ายทอดให้ทราบถึงความรู้สึกนึกคิดความเชื่อ ความศรัทธาและจินตนาการที่เป็นรูปธรรมอันละเอียด มี4ประเภทด้วยกัน ได้แก่ 1) สถาปัตยกรรม ที่ปรากฏในรูปของวัดวาอาราม และปูชนียสถาน 2) ประติมากรรม ที่ปรากฏในรูปของการปั้น การหล่อ การแกะสลักพระพุทธรูป3) จิตรกรรม ที่ปรากฏในรูปของการเขียนภาพ เช่น ภาพฝาผนัง พระอุโบสถ ฯลฯ และ 4) วรรณกรรม ที่ปรากฏในรูปของงานประพันธ์ทั้งร้อยแก้วและร้อยกรอง สอดคล้องกับวิจัยของพระมหาสากล สุภรเมธี (เดินชำบัน)และพระราชปริยัติวิมล (ศรีสุระ). 2561) ศึกษาเรื่อง กำเนิดและพัฒนาการพุทธศิลปวัตถุสมัยต่าง ๆ พบว่า การสร้างพระพุทธรูป

นั้นเกิดจากความเคารพความศรัทธาเลื่อมใส อันเป็นมูลเหตุให้เกิดความรักและความผูกพันต่อพระพุทธเจ้า พุทธศิลป์ที่ปรากฏในประเทศไทยนั้น มีทั้งที่เป็นสถาปัตยกรรม ประติมากรรม และจิตรกรรม พุทธศิลป์เหล่านี้ได้รับอิทธิพลมาจากพระพุทธศาสนาทั้งสิ้น เกิดจากจินตนาการของนายช่างแต่ละยุคสมัยที่พยายามสร้างพุทธศิลป์อันเป็นสัญลักษณ์แทนพระบรมศาสดาให้ปรากฏเป็นรูปธรรม จากช่วงระยะเวลาที่ผ่านมาจึงทำให้เห็นความหลากหลายของพระพุทธรูป ทั้งรูปลักษณ์ อัตลักษณ์ คุณค่า ความงาม และความศรัทธา ความโดดเด่นของพุทธศิลป์ในแต่ละแบบที่เกิดขึ้นในระยะเวลาเดียวกันหรือใกล้เคียงกัน สอดคล้องกับวิจัย ของ พระครูพิพิธจารุธรรม และคณะ (2564) ศึกษาเรื่อง ภูมิปัญญาพุทธบูรณาการ: องค์ความรู้ วิถีปฏิบัติ และการเสริมสร้างคุณค่าทางสังคมในอาเซียน พบว่า การบูรณาการองค์ความรู้และวิถีปฏิบัติทางพระพุทธศาสนากับสังคมในอาเซียนพบว่า พระพุทธรูปเป็นพุทธศิลป์ พระพุทธรูปไม่ใช่รูปเหมือนของพระพุทธเจ้า แต่เป็นรูปสัญลักษณ์แทนพระพุทธองค์ พระพุทธรูปแต่ละสกุลช่าง แต่ละสมัย จะมีความแตกต่างกันด้านรูปแบบ แต่พระพุทธรูปทุกองค์ล้วนแสดงถึงสัญลักษณ์สำคัญที่เรียกว่า “มหาปุริสลักษณะ” คือลักษณะของมนุษย์ทั้ง 32ประการ ไม่ว่าจะปรากฏพระพุทธรูปยังประเทศที่ใดก็ตาม ผู้พบเห็นจะรับรู้ได้ทันทีว่านั้นคือพระพุทธรูป ซึ่งต่อมาได้มีการพัฒนาพุทธศิลป์ที่ได้เข้าไปสู่ประเทศต่าง ๆ ประเทศนั้น ๆ ก็มีการปรับลักษณะพระพักตร์ความคล้ายของคนในชาตินั้นบ้าง ในแต่ละยุคสมัยได้รับอิทธิพลมาจากทางไหนก็จะมีลักษณะเอกลักษณ์ที่มีความแตกต่างกัน ตามแต่ที่มาและที่ไป แม้จะมีความแตกต่างกันด้วยรูปลักษณะของคนในชาตินั้น ๆ แต่สาระสำคัญคือให้ทราบว่านั่นคือองค์แทนของพระสัมมาสัมพุทธเจ้า กราบพระองค์ท่านแล้วก็ให้ระลึกนึกถึงพระคุณของพระสัมมาสัมพุทธเจ้า คือ พระปัญญาคุณ พระบริสุทธิคุณ และพระกรุณาธิคุณ และยังมีหลักธรรมแฝงไว้เช่น เศียรแหลมเปรียบดังปัญญา หูยานคือความอดทน มองลาดต่ำเป็นการสำรวมระวัง นิ้วเป็นระเบียบคือความสามัคคี ซึ่งถือเป็นองค์ความรู้และวิถีปฏิบัติในการเสริมสร้างคุณค่าทางสังคมอาเซียน ทั้งด้านศิลปกรรม จิตรกรรม และประติมากรรม และด้านหลักธรรมเป็นภูมิปัญญาในพระพุทธศาสนาที่เป็นสื่อน้อมนำศรัทธาและทรงคุณค่าพุทธศิลป์ถือเป็นสื่อน้อมนำศรัทธา เป็นแหล่งความรู้เป็นศูนย์กลางจุดรวมของจิตใจ ให้สังคมได้เข้าถึงหลักธรรมคำสอนในทางพระพุทธศาสนาที่มีคุณค่าความสำคัญ

2. คติธรรมของประติมากรรมพระประธาน จากการศึกวัดในภูก็ตที่สร้างตั้งแต่ปี 2500 จนถึงปัจจุบันมีทั้งหมด 14 วัด โดยวัดที่มีพระประธานปางมารวิชัยมีทั้งหมด 9 วัด และวัดที่มีพระประธานเป็นปางสมาธิมีทั้งหมด 5 วัด ซึ่งพระประธานทั้งสองมีพระอริยาบทและคติธรรมที่ต่างกัน 1) พระประธานปางมารวิชัย มีคติทำคำสอนในเรื่อง การเอาชนะกิเลส เช่นความโลภ ความโกรธ ความหลงที่อยู่ภายในจิตใจของมนุษย์ทุกคน 2) พระประธานปางสมาธิ มีคติธรรมคำสอนในเรื่อง การเจริญสมาธิและปัญญา ความรู้แจ้งถึงอดีตชาติหนหลังทั้งของตนและของคนอื่น ความรู้แจ้งถึงความจุติ คือ ดับและเกิดของสัตว์โลก ตลอดจนถึงความต่างกันที่เรียกว่า "กรรม" ความรู้แจ้งถึงความสิ้นไปของกิเลส และอริยสัจสี่ ทุกข์ สมุทัย นิโรธ มรรค แต่โดยรวมลักษณะภายนอกขององค์พระประธานมีความคล้ายคลึงกันคือพระเกศาบนพระเศียรขมวดปมเป็นรูปก้นหอย หมายถึงสติปัญญาที่ใช้แก้ไขปมปัญหาหรือปมทุกข์ต่างๆ เปลวไฟบนพระเศียรหมายถึงความเร่าร้อนที่มีอยู่ในจิตใจ ยอดแหลมของพระเศียรเปรียบได้กับสติปัญญาอันเฉียบแหลม พระเนตรมองต่ำหมายถึงให้รู้จักมองดูตนเอง และตักเตือนตนเองเสียบ้างพระนาสิกโด่ง เปรียบได้กับขันติบารมีอันเปี่ยมล้นพระโอษฐ์อิ่มละมัยเปรียบได้กับน้ำพระทัยอันบริสุทธิ์ พระกรรณยาวเปรียบได้กับความหนักแน่นมั่นคง พระหัตถ์แบเปรียบได้กับการปล่อยวางและการเสียสละ นิ้วพระบาทเสมอกันเปรียบได้กับการประคับประคองจิตใจให้สม่ำเสมอ สอดคล้องกับวิจัยของ พระครูวิทูรสุนทรกิจ (ชาญณรงค์ ติกขญาโณ) และคณะ (2563) มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ศึกษาเรื่อง ศึกษาประติมากรรมทางพระพุทธศาสนาในวัดภาคกลาง พบว่า พระพุทธรูปเป็นงานประติมากรรมที่สร้างขึ้นหลังจากสมเด็จพระสัมมาสัมพุทธเจ้าเสด็จดับขันธ์ปรินิพพานล่วงแล้วเกือบ 700 ปี จึงไม่มีผู้ใดเคยเห็นพระพุทธเจ้าองค์ที่แท้จริง พระพุทธรูปจึงเป็นภาพในมโนคติของผู้สร้างซึ่งในช่วงเวลาที่เกิดพระพุทธรูปนั้น คัมภีร์ต่างๆ ได้เกิดขึ้นมามากมายโดยเฉพาะที่เป็นคำอธิบายของพระพุทธศาสนาฝ่ายมหายานที่เกี่ยวกับพุทธภาวะ รวมทั้งคติความเชื่อเดิมเกี่ยวกับลักษณะของมหาบุรุษที่ตกทอดกันมาในสังคมของชาวอินเดียโบราณล้วนเป็นตัวกำหนดสำคัญต่อรูปแบบของพระพุทธรูปทั้งสิ้น สอดคล้องกับวิจัยของ ทิพวรรณ ทั่งมั่งมี (2556) ศึกษาเรื่อง ภูมิปัญญาการสร้างพระพุทธรูปเกสรดอกไม้ในล้านนาเพื่อการสร้างสรรค์พระพุทธปฏิมาร่วมสมัย พบว่าการสร้างพระพุทธรูปนั้นมิได้มีเจตนาให้เป็นรูปเหมือนของพระพุทธเจ้า แต่เป็นการสร้างรูปสัญลักษณ์ที่รวมพุทธลักษณะอันประเสริฐของพระพุทธองค์เข้าด้วยกันกับหลักพุทธธรรม ซึ่งมีเป้าหมายเพื่อความรู้แจ้งเห็นจริงบรรลุถึงอรหัตผลหลุดพ้นจากกิเลสทั้งปวง เข้าสู่พระนิพพาน เมื่อพุทธศาสนิกชนได้พบเห็นพร้อมทั้งได้ทำการสักการบูชาพระพุทธปฏิมาด้วยจิตอันบริสุทธิ์ตั้งมั่นแล้วนั้น ย่อมจะโน้มนำจิตใจให้รำลึกนึกถึงองค์พระบรมศาสดารำลึกถึงพระธรรมคำสั่งสอนของพระองค์ สอดคล้องกับวิจัยของพระมหาประภาส ปริชาโน (แก้วเกตุพงษ์) และพระมหาบุญไทย ปุญญมโน (ด้วงวงศ์) (2561) ศึกษาเรื่อง วิวัฒนาการพุทธศิลป์ในประเทศอินเดีย พบว่า พระพุทธรูปถือว่าเป็นประติมากรรมที่สำคัญและสร้างสรรค์เป็นจำนวนมากที่สุด สืบเนื่องมาจากพระพุทธศาสนาโดยเฉพาะลัทธิเถรวาทเป็นที่ยอมรับนับถือต่อเนื่องกันมานาน จากอดีตมาจนถึงปัจจุบัน องค์พระพุทธรูปเปรียบเหมือนหัวใจของศิลปวัตถุทางศาสนา เพราะเป็นอุเทสิกเจดีย์ วัตถุประสงค์ที่สร้างขึ้นเพื่อรำลึกถึงองค์พระพุทธเจ้า และเพื่อน้อมนำใจให้พุทธศาสนิกชนได้ระลึกถึงเหตุการณ์สำคัญต่าง ๆ ในพุทธประวัติ จึงได้กำหนดลักษณะอิริยาบถหรือท่าทางของพระพุทธรูปปางต่าง ๆ ในแต่ละปาง

ของพระพุทธรูป มีวัตถุประสงค์เพื่อสะท้อนเรื่องราวอันเป็นบุคลาธิษฐานและเหตุการณ์สำคัญในพุทธประวัติ ได้รับการกำหนดรูปแบบเป็นรูปธรรม มีอิริยาบถมหาปุริษลักษณะมากมาย เช่น นั่ง นอน ยืน เดิน เป็นต้น ความงดงามทางด้านศิลปะในพระพุทธศาสนายังสื่อถึงปรัชญาของพระพุทธเจ้า เพราะเป็นการเสริมสร้างความรู้สึก ความนึกคิดความเข้าใจ และรู้จักการปล่อยวาง สามารถเป็นสื่อในการเข้าใจเข้าถึงธรรมะที่ลึกซึ้งได้เหนือคำบรรยายใด ๆ สอดคล้องกับวิจัยของพระครูปลัดวรเมธาวัฒน์ (ประโมณะกัง) (2565) ศึกษาเรื่อง ปรัชญาธรรมกับพุทธศิลปะ พบว่า การสร้างพระพุทธรูปมีคติ ความเชื่อมาจากการสร้างองค์แทนของพระพุทธเจ้า เมื่อพระองค์ปรินิพพานมานานแล้ว พุทธศาสนิกชน ได้สร้างองค์แทนขึ้นมา เพื่อเคารพสักการะ กราบไหว้บูชา ลักษณะการสร้างมีความแตกต่างกัน เมื่อสร้างพระพุทธรูปขึ้นมา มีการสะท้อนแง่คิดทางปรัชญาธรรมหลายประการเช่น ความบริสุทธิ์ สะอาดหมดจากกิเลสและกองทุกข์ ความหนักแน่น มั่นคง ความเมตตากรุณา ปรัชญาธรรมจากพระพุทธรูปสามารถนำมาปฏิบัติในชีวิตประจำวันของมนุษย์ได้ สอดคล้องกับวิจัยของพระมหาสากล สุภรเมธี (เดินชำบัน) และพระราชปริยัติวิมล (ศรีสุระ) (2561) ศึกษาเรื่อง กำเนิดและพัฒนาการพุทธศิลปวัตถุสมัยต่าง ๆ ในประเทศไทย พบว่า สำหรับการสร้างพระพุทธรูปในประเทศไทยในปัจจุบันไม่มีหลักเกณฑ์ที่แน่นอนตายตัวขึ้นอยู่กับความพอใจหรือตามคติความเชื่อและโอกาสต่าง ๆ ของผู้สร้าง โดยเริ่มจากความศรัทธาต่อพระพุทธเจ้า ซึ่งเรียกว่า พุทธานุสติ และปฏิบัติตามหลักธรรมคำสั่งสอนของพระพุทธองค์ จากนั้นจึงพัฒนาความเชื่อซึ่งเป็นนามธรรมออกมาเป็นรูปธรรมได้แก่ สถาปัตยกรรม ประติมากรรมและวิจิตรศิลป์ต่าง ๆ ที่แฝงไว้ด้วยคติธรรม และปริศนาธรรมมากมายให้คนคิดค้นและศึกษาตีความ

ข้อเสนอแนะ

1. ข้อเสนอแนะจากผลการวิจัย

1.1 ควรมีการจดบนทึกเกี่ยวกับวันที่สร้างพระประธานอย่างชัดเจน

1.2 ควรมีการศึกษาค้นคว้าหาข้อมูลอย่างละเอียด

2. ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

2.1 เนื่องจากการศึกษาต้องมีการเดินทางเพื่อเก็บข้อมูล จำเป็นต้องมีการบริหารเวลาและต้องมีการติดต่อกับทางวัดเพื่อความสะดวกในการเก็บข้อมูล

2.2 ควรมีการศึกษาประติมากรรมพระประธานอย่างละเอียด

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การส่งเสริมแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนโดยการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขัน สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านแพงหนองเหนือ

The Enhancement of learning motivation by using Blended learning based on Team Game Tournament Technique for Prathomsueksa 4 students

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาปฏิบัติการส่งเสริมแรงจูงใจในการเรียน โดยการจัดการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขัน 2) ศึกษาผลสัมฤทธิ์ทางการเรียนของนักเรียนที่ได้รับจัดการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขัน 3) ศึกษาความพึงพอใจของนักเรียนที่มีต่อการจัดการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขัน กลุ่มเป้าหมายการวิจัยครั้งนี้เป็นนักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านแพงหนองเหนือ จำนวน 30 คน ซึ่งเป็นการวิจัยปฏิบัติการในชั้นเรียน เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แผนการจัดการเรียนรู้ แบบวัดแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน แบบทดสอบผลสัมฤทธิ์ทางการเรียน แบบสัมภาษณ์ แบบบันทึกอนุทิน และแบบสอบถามความพึงพอใจ การวิเคราะห์ข้อมูลแบ่งเป็น 2 ประเภทคือ การวิเคราะห์ข้อมูลเชิงคุณภาพ โดยการนำข้อมูลมาวิเคราะห์ ตีความ สรุป และ การวิเคราะห์ข้อมูลเชิงปริมาณ โดยใช้ค่าเฉลี่ย ค่าร้อยละ และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า 1) การส่งเสริมแรงจูงใจในการเรียนโดยการจัดการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขัน โดยจัดกิจกรรมการเรียนรู้มี 5 ขั้นตอน ประกอบด้วย ขั้นนำเสนอเนื้อหา ขั้นการจัดทีม ขั้นเกม ขั้นการแข่งขัน และขั้นความสำเร็จ โดยจัดกิจกรรมการเรียนทั้งแบบห้องเรียนปกติและแบบออนไลน์ ส่งผลให้แรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนของนักเรียนเพิ่มสูงขึ้น 2) นักเรียนที่ได้รับจัดการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขันมีผลสัมฤทธิ์ทางการเรียนผ่านเกณฑ์มาตรฐานที่ระดับร้อยละ 80 และ 3) นักเรียนมีความพึงพอใจต่อการจัดกิจกรรมการเรียนรู้ในครั้งนี้อยู่ในระดับพึงพอใจมาก

คำสำคัญ: แรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน, การเรียนการสอนแบบผสมผสาน, การเรียนรู้แบบร่วมมือกัน และเทคนิคทีมแข่งขัน

Abstract

The purposes of this research were 1) to Study the practice achievement motivation by blended learning based on team game tournament technique. 2) to study the achievement of the students who received the blended learning based on the team game tournament technique. 3) to study the students' satisfaction with the blended learning based on team game tournaments. The participants were 30 Prathomsueksa 4 students of Ban Phaeng Nong Nuea School, The research design followed an action research procedure. The apparatuses used in the research: Learning management plans, The student engagement checklist, The learning achievement test, the interview questionnaire, the diary record form, and the satisfaction questionnaire. There were two kinds of data analysis used which were: qualitative analysis which consisted of data analyzing, interpreting, concluding, and Quantitative analysis which used average, percentage, and standard deviation.

The results followed by the research: 1) The enhancement of learning motivation by using Blended learning with based on the team game tournament technique by organizing activities in 5 steps; Presentations, Team, Game, Tournaments, and success. Organizing both learning activities traditional learning, and online classes,

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which enhanced their achievement motivation higher. 2) The students who received blended learning based on the team game tournament technique passed the standard criterion at the level of 80% and 3) The students were satisfied with this learning activity at a very satisfactory level.
Keywords: Learning motivation / Blended learning /Team Game Tournament

บทนำ

การเรียนการสอนในยุคปัจจุบัน ได้ปรับเปลี่ยนจากระบบการเรียนการสอนที่ผู้สอนเป็นผู้บรรยายแต่ผู้เดียว มาเป็นการใช้เทคโนโลยีควบคู่ไปกับการสอนและผู้สอนเปลี่ยนบทบาทจากผู้ให้ความรู้เป็นผู้ชี้แนะแนวทางการเรียนการสอนแบบเดิมที่ผู้สอนเป็นศูนย์กลางไม่สามารถช่วยให้นักเรียนเกิดทักษะที่จำเป็นในศตวรรษที่ 21 ได้ (วิภาพรรณ พินลา. 2559, ศยามน อินสะอาด.2559) เมื่อเทคโนโลยีถูกนำมาใช้เป็นเครื่องมือในการศึกษามากขึ้นคงเป็น สิ่งที่หลีกเลี่ยงไม่ได้ที่ผู้สอนจะต้องปรับตัวในการใช้เทคโนโลยีเหล่านั้นมาประยุกต์ใช้อย่างเป็นรูปธรรมและอย่างยั่งยืนเพื่อให้เกิดรูปแบบที่น่าสนใจและเกิดประโยชน์กับนักเรียน

โรงเรียนบ้านแพงหนองเหนือ อำเภอโกสุมพิสัย จังหวัดมหาสารคาม สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา เขต 3 เป็นสถานศึกษาที่จัดการเรียนการสอนในหลักสูตรการศึกษาขั้นพื้นฐานตั้งแต่ระดับชั้นอนุบาล ถึง ชั้นมัธยมศึกษาตอนต้น โรงเรียนบ้านแพงหนองเหนือได้มุ่งเน้น ให้เด็กได้รับการศึกษาจนจบการศึกษาขั้นพื้นฐาน ในเขตบริการอย่างทั่วถึง เสมอภาค และมีคุณภาพการศึกษาตามมาตรฐาน ให้ได้รับการศึกษาจนจบหลักสูตร มีความรู้ ทักษะ เจตคติ และลักษณะอันพึงประสงค์ตามจุดมุ่งหมายของหลักสูตร สามารถศึกษาต่อในระดับที่สูงขึ้น หรือประกอบอาชีพได้ (วิชาการโรงเรียนบ้านแพงหนองเหนือ, 2560, น. 3)

ปัจจุบันการจัดกิจกรรมการเรียนการสอนของกลุ่มสาระสังคมศึกษา ศาสนาและวัฒนธรรมโดยเฉพาะสาระภูมิศาสตร์ โรงเรียนบ้านแพงหนองเหนือ ในสาระที่ 5 : ลักษณะทางกายภาพของโลก ส่วนใหญ่นั้นครูผู้สอนมักจะสอนแบบบรรยาย มีเนื้อหาวิชาที่ซ้ำซ้อนเข้าใจยากและเน้นครูเป็นศูนย์กลางมากกว่าการฝึกให้นักเรียนได้พูดและได้ลงมือปฏิบัติด้วยตนเองทำให้นักเรียนไม่กล้าแสดงออกหรือไม่กล้านำเสนอผลงาน และไม่สามารถนำเรื่องที่เรียนไปประยุกต์ใช้ในชีวิตประจำวันได้จริง ขาดทักษะการสื่อสาร จึงส่งผลให้นักเรียนขาดทักษะใฝ่เรียนรู้ ผลสัมฤทธิ์ไม่เป็นตามเป้าหมายของหลักสูตร และสอดคล้องกับผลการประเมินการทดสอบทางการศึกษาระดับชาติในกลุ่มสาระการเรียนรู้สังคมศึกษา ศาสนาและวัฒนธรรม ของนักเรียนชั้นประถมศึกษาปีที่ 6 โรงเรียนบ้านแพงหนองเหนือ ปีการศึกษา 2558 มีคะแนนเฉลี่ยร้อยละ 54.63 และในปี พ.ศ. 2559 คะแนนเฉลี่ยร้อยละ 56.69 ซึ่งถือว่าต่ำกว่าเกณฑ์มาตรฐานที่โรงเรียนได้กำหนดไว้ คือ ร้อยละ 60 (วิชาการโรงเรียนบ้านแพงหนองเหนือ, 2560, น. 39)

จากการศึกษางานวิจัยในการจัดการเรียนการสอนแบบเทคนิคแข่งขัน (TGT : Teams – Games - Tournaments) และการเรียนผสมผสาน (Blended Learning) พบว่า การศึกษาการพัฒนาผลสัมฤทธิ์ทางการเรียนวิชาเศรษฐศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 5 โรงเรียนมหาวิชานุกูล อำเภอเมือง จังหวัดมหาสารคาม โดยการจัดการเรียนรู้แบบร่วมมือเทคนิค TGT มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยที่ระดับ .05 นักเรียนมีความพึงพอใจต่อการจัดการเรียนรู้แบบร่วมมือเทคนิค TGT โดยรวมอยู่ ในระดับมากที่สุด (ค่าเฉลี่ยเท่ากับ 4.52 และส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.13) (ปิยนาถ สุทธิประภา (2560 : 94-97) และพบว่า ohnson, MeHiugo and Hall (2021) ได้ศึกษาการนำการเรียนการสอนบนเว็บแบบผสมผสานมาใช้ในการจัดการศึกษาระดับอุดมศึกษา ซึ่งผลการวิจัยพบว่าการเรียนการสอนบนเว็บแบบผสมผสานสามารถพัฒนาให้นักเรียนเกิดความเข้าใจที่ลึกซึ้งในองค์ความรู้ได้มากกว่าการเรียนการสอนแบบออนไลน์หรือการเรียนการสอนในห้องเรียนแบบดั้งเดิมเพียงอย่างเดียว เนื่องจากสามารถรวมเอาข้อดีที่สุดของการเรียนในชั้นเรียนแบบดั้งเดิมกับระบบอิเล็กทรอนิกส์เข้าไว้ด้วยกัน ด้วยเหตุนี้เองการสอนแบบการจัดการเรียนรู้ร่วมมือเทคนิค TGT จึงเป็นการบูรณาการโครงสร้างของเกมแข่งขันมาใช้ในการออกแบบบทเรียนและแบบฝึกหัดในกิจกรรมการเรียนการสอนทำให้เนื้อหามีความน่าสนใจ และมีความสามารถที่จะดึงดูดนักเรียนให้เกิดพฤติกรรมการมีส่วนร่วมกับการเรียนได้ (Yu-kai Chou อ้างอิงจาก จุฑามาศ มีสุข. 2558) และการเรียนผสมผสาน (Blended Learning) จึงเป็นนวัตกรรมที่เหมาะสมที่จะเป็นตัวช่วยในการนำมาใช้พัฒนาผลสัมฤทธิ์ทางการเรียนและช่วยสร้างความน่าสนใจในบทเรียนเพิ่มมากขึ้นอีกด้วย

ดังนั้นผู้วิจัยจึงมีความสนใจที่จะศึกษาและวิจัยเรื่อง การส่งเสริมแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน โดยการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขัน สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านแพงหนองเหนือ โดยใช้การวิจัยเชิงปฏิบัติการในชั้นเรียนเพื่อจัดกิจกรรมการเรียนรู้ที่เน้นนักเรียนเป็นสำคัญและประยุกต์ใช้รูปแบบการเรียนการสอนแบบผสมผสานตามเทคนิคเกมแข่งขันเพื่อให้นักเรียนเกิดแรงจูงใจใฝ่สัมฤทธิ์ในการเรียนที่สูงขึ้นและมีความสนุกสนาน มีความสุขกับการเรียน

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปฏิบัติการส่งเสริมแรงจูงใจในการเรียน โดยการจัดการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขัน สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านแพงหนองเหนือ

2. เพื่อศึกษาผลสัมฤทธิ์ทางการเรียนของนักเรียนที่ได้รับจัดการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขัน

3. เพื่อศึกษาความพึงพอใจของนักเรียนที่มีต่อการจัดการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขัน

วิธีการดำเนินการวิจัย

ขอบเขตการวิจัย

การวิจัยนี้มุ่งเน้นศึกษาผลปฏิบัติการการส่งเสริมแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนโดยการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขัน และผลสัมฤทธิ์ทางการเรียนของนักเรียน และแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน รวมทั้งความพึงพอใจต่อการส่งเสริมแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนโดยการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขันของนักเรียนชั้นประถมศึกษาปีที่ 4

การดำเนินการวิจัย

การดำเนินการวิจัยนี้เป็นการวิจัยเชิงปฏิบัติการในชั้นเรียน (Classroom Action Research) ผู้วิจัยได้นำแนวคิดการวิจัยเชิงปฏิบัติการตามรูปแบบ PAOR ของ Kemmis & Mc Taggart (1988) มาใช้ในการจัดการเรียนการสอนมีขั้นตอนการดำเนินการ 4 ขั้นตอนคือ ขั้นการวางแผน (Plan) ขั้นปฏิบัติการ (Act) ขั้นสังเกต (Observe) ขั้นสะท้อนผลการปฏิบัติการ (Reflect)

เพื่อมุ่งการส่งเสริมแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนโดยการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขัน ผสมผสานรูปแบบการเรียนทั้งแบบห้องเรียนปกติผสมผสานกับแบบออนไลน์ โดยมีรายการดำเนินการวิจัย ตามลำดับดังนี้

1. กลุ่มเป้าหมายของการวิจัย นักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านแพงหนองเหนือ อำเภอโกสุมพิสัย จังหวัดมหาสารคาม จำนวน 30 คน

2. เครื่องมือที่ใช้ในการวิจัย

1. แผนการจัดกิจกรรมการเรียนรู้แบบนำตนเอง เรื่อง ลักษณะทางกายภาพของจังหวัด สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 จำนวน 4 แผน

2. แแบบวัดแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนของนักเรียน โดยนำแบบวัดพฤติกรรมในชั้นเรียน (WICHI) McRobbie and Fisher (1996) มาใช้ในงานวิจัยในครั้งนี้ ซึ่งถูกแปลและปรับปรุงโดย อาทิตย์ สุริฝ่าย (2557, น.194 - 197) มาปรับปรุงโดยข้อคำถาม จะแบ่งออกทั้งหมด 6 ด้าน คือ ความกล้าเสี่ยง / กล้าตัดสินใจ ความขยันและตั้งใจใฝ่เรียนรู้ ความรับผิดชอบ การมีส่วนร่วมและร่วมมือ ความอดทนต่อการทำงานและด้านการวางแผนการทำงาน โดยนำข้อมูลที่ได้จากแบบวัดแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนแต่ละวงรอบปฏิบัติการมาวิเคราะห์หาค่าแรงจูงใจ โดยใช้สถิติ คือ ค่าเฉลี่ย ($\bar{x}$) ส่วนเบี่ยงเบนมาตรฐาน (S.D.) และค่าร้อยละ โดยมีเกณฑ์ในการแปลผลช่วงคะแนน 5 ระดับ ดังนี้

ระดับคะแนน	ระดับความถี่ที่เกิดขึ้น
1	ถ้าการปฏิบัติเกิดขึ้นแทบจะไม่เคยเกิดขึ้น
2	ถ้าการปฏิบัติเกิดขึ้นนาน ๆ ครั้ง
3	ถ้าการปฏิบัติเกิดขึ้นเกิดขึ้นบางครั้ง
4	ถ้าการปฏิบัติเกิดขึ้นเกิดขึ้นบ่อยครั้ง
5	ถ้าการปฏิบัติเกิดขึ้นเกิดขึ้นเป็นประจำ

3. แบบทดสอบผลสัมฤทธิ์ทางการเรียน เรื่อง ลักษณะทางกายภาพของจังหวัด สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 แบบปรนัยชนิดเลือกตอบ 4 ตัวเลือก จำนวน 30 ข้อ และนำข้อมูลที่ได้จากแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน แต่ละวงรอบปฏิบัติการมาวิเคราะห์หาค่าผลสัมฤทธิ์ทางการเรียน โดยใช้สถิติ คือ ค่าความยากง่าย (p) อยู่ระหว่าง 0.32 - 0.82 ค่าอำนาจจำแนก (r) ตั้งแต่ 0.27 - 0.91 ขึ้นไป และการหาค่าความเชื่อมั่น โดยใช้สูตร KR – 20 ของ คูเดอร์ริชาร์ดสัน (Kuder – Richardson)

4. แบบสัมภาษณ์ เป็นเครื่องมือที่ผู้วิจัยสร้างขึ้นเพื่อใช้ในการเก็บรวบรวมข้อมูลเกี่ยวกับการปฏิบัติกิจกรรมการเรียนรู้บรรยากาศในชั้นเรียน ข้อดี ข้อบกพร่องของแต่ละแผนการจัดกิจกรรมการเรียนรู้ และผู้วิจัยมาวิเคราะห์ ตีความ แล้วสรุปผล

5. แบบบันทึกอนุทินของนักเรียน เป็นบันทึกการเรียนที่สะท้อนการจัดกิจกรรมการเรียนรู้ของครูผู้สอนจากนักเรียนถึงปัญหาและอุปสรรคที่เกิดขึ้นในระหว่างเรียน และผู้วิจัยมาวิเคราะห์ ตีความ แล้วสรุปผล

6. แบบสอบถามความพึงพอใจ แบ่งประเด็นการประเมินความพึงพอใจต่อการเรียนรู้ออกเป็น 4 ด้าน คือ ด้านกระบวนการจัดกิจกรรมการเรียนรู้ ด้านเครื่องมือและสื่อที่ใช้ในการจัดการเรียนรู้ ด้านบรรยากาศในชั้นเรียนขณะปฏิบัติกิจกรรม และ

ด้านความรู้ และเมื่อสิ้นสุดวงรอบปฏิบัติทั้ง 2 รอบ แล้วนำข้อมูลมาวิเคราะห์ระดับความพึงพอใจ (บุญชม ศรีสะอาด, 2556, น. 122) รายละเอียดดังนี้

ค่าเฉลี่ย 4.51 – 5.00 หมายถึง มีความพึงพอใจในระดับมากที่สุด
ค่าเฉลี่ย 3.51 – 4.00 หมายถึง มีความพึงพอใจในระดับมาก
ค่าเฉลี่ย 2.51 – 3.50 หมายถึง มีความพึงพอใจในระดับปานกลาง
ค่าเฉลี่ย 1.51 - 2.50 หมายถึง มีความพึงพอใจในระดับน้อย
ค่าเฉลี่ย 1.00 - 1.50 หมายถึง มีความพึงพอใจในระดับน้อยที่สุด

3. การเก็บรวบรวมข้อมูล

ในการวิจัยครั้งนี้เป็นการวิจัยเชิงปฏิบัติการเพื่อส่งเสริมแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน โดยการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขัน ซึ่งมีขั้นตอนการเก็บรวบรวมข้อมูล ดังนี้

1. ผู้วิจัยได้ดำเนินการเรียนการสอนตามแผนการจัดการเรียนรู้แบบผสมผสาน โดยการจัดกิจกรรมตามเทคนิคทีมแข่งขัน เพื่อให้การจัดกิจกรรมเกิดประสิทธิภาพมากยิ่งขึ้นและเพื่อให้นักเรียนเกิดแรงจูงใจในการจัดการเรียนการสอน มี 5 ขั้นตอน ได้แก่ 1) ขั้นนำเสนอเนื้อหา 2) การจัดทีม (Team) 3) เกม (Game) 4) การแข่งขัน (Tourna - ment) 5) การตระหนักถึงคะแนนความสำเร็จของกลุ่ม (Teams Recognition)

2. การเรียนทั้งแบบห้องเรียนปกติและแบบออนไลน์ เป็นการจัดการเรียนการสอนในชั้นเรียน จากนำเสนอเนื้อหาผู้สอนชี้แนะ การจัดการความรู้แบบออนไลน์ เว็บไซต์ เป็นต้น จำนวน 2 แผนการเรียนรู้ คือ ลักษณะทางกายภาพของจังหวัดและการใช้แผนที่และภาพถ่าย เป็นการวิจัยปฏิบัติการในชั้นเรียน 2 วงรอบปฏิบัติการ ของการดำเนิน 4 ขั้นตอน ได้แก่ ขั้นการวางแผน (Plan) ขั้นปฏิบัติการ (Action) ขั้นสังเกตการณ์ (Observe) ขั้นสะท้อนผลการปฏิบัติการ (Reflect)

3. ระหว่างการจัดกิจกรรมการเรียนการสอน ตามกิจกรรมต่าง ๆ ของนักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านแพงหนองเหนือ จำนวน 30 คน ด้วย แบบวัดแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน แบบทดสอบผลสัมฤทธิ์ทางการเรียน แบบบันทึกอนุทินของนักเรียน

4. การจัดการเรียนการสอนตามเทคนิคทีมแข่งขัน โดยการจัดการเรียนให้เหมือนการเล่นเกม และเน้นยำรางวัลพิเศษและการจัดการแข่งขัน โดยใช้เว็บไซต์ ClassDojo, Kahoot หลังการจัดกิจกรรมการเรียนการสอน และทำกิจกรรมครบถ้วนได้ทำการวัดแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน ด้วยแบบประเมิน มาตรส่วนประมาณค่า 5 ระดับ

5. หลังการจัดกิจกรรมการเรียนการสอน ตามขั้นตอนการจัดการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขัน ได้ทำการสอบถามความพึงพอใจ ด้วยแบบสอบถามความพึงพอใจแบบมาตรส่วนประมาณค่า 5 ระดับ

4. การวิเคราะห์ข้อมูล

การวิจัยครั้งนี้ ผู้วิจัยได้ดำเนินการวิเคราะห์ข้อมูลแบ่งเป็น 2 ประเภท ดังนี้

1. ข้อมูลเชิงคุณภาพ นำข้อมูลที่ได้จากการรวบรวมข้อมูลเชิงคุณภาพจากนักเรียน และผู้วิจัยมาวิเคราะห์ ตีความ แล้วสรุปผล

2. ข้อมูลเชิงปริมาณ นำข้อที่ได้จากแบบวัดแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนโดยนักเรียนประเมินตนเอง, แบบสังเกตแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนโดยผู้วิจัยและผู้ร่วมวิจัย, แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน, แบบสอบถามความพึงพอใจของนักเรียนที่มีต่อการจัดการเรียนรู้ในแต่ละวงรอบปฏิบัติการมาวิเคราะห์หาค่า

2.1) นำข้อมูลที่ได้จากแบบวัดแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน แต่ละวงรอบปฏิบัติการมาวิเคราะห์หาค่าแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน ใช้เกณฑ์ในการแปลความหมายของคะแนนเฉลี่ย (บุญชม ศรีสะอาด, 2557: 4) ดังต่อไปนี้

ค่าเฉลี่ย 4.51 - 5.00 หมายถึง แรงจูงใจใฝ่สัมฤทธิ์อยู่ในระดับมากที่สุด
ค่าเฉลี่ย 3.51 - 4.50 หมายถึง แรงจูงใจใฝ่สัมฤทธิ์อยู่ในระดับมาก
ค่าเฉลี่ย 2.51 - 3.50 หมายถึง แรงจูงใจใฝ่สัมฤทธิ์อยู่ในระดับปานกลาง
ค่าเฉลี่ย 1.51 - 2.50 หมายถึง แรงจูงใจใฝ่สัมฤทธิ์อยู่ในระดับน้อย
ค่าเฉลี่ย 1.00 - 1.50 หมายถึง แรงจูงใจใฝ่สัมฤทธิ์อยู่ในระดับน้อยที่สุด

2.2) นำข้อมูลที่ได้จากแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน แต่ละวงรอบปฏิบัติการมาวิเคราะห์หาค่าผลสัมฤทธิ์ทางการเรียน โดยใช้สถิติ คือ ค่าความยากง่าย (p) อยู่ระหว่าง 0.32 - 0.82 ค่าอำนาจจำแนก (r) ตั้งแต่ 0.27 - 0.91 ขึ้นไป และการหาค่าความเชื่อมั่น โดยใช้สูตร KR – 20 ของ คูเดอร์ริชาร์ดสัน (Kuder – Richardson)

2.3) นำแบบสอบถามความพึงพอใจต่อการจัดกิจกรรมการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขันไปสอบถามความพึงพอใจของนักเรียนหลังสิ้นสุดวงรอบปฏิบัติทั้ง 2 รอบ แล้วนำข้อมูลมาวิเคราะห์ระดับความพึงพอใจ (บุญชม ศรีสะอาด, 2556, น. 122) รายละเอียดดังนี้

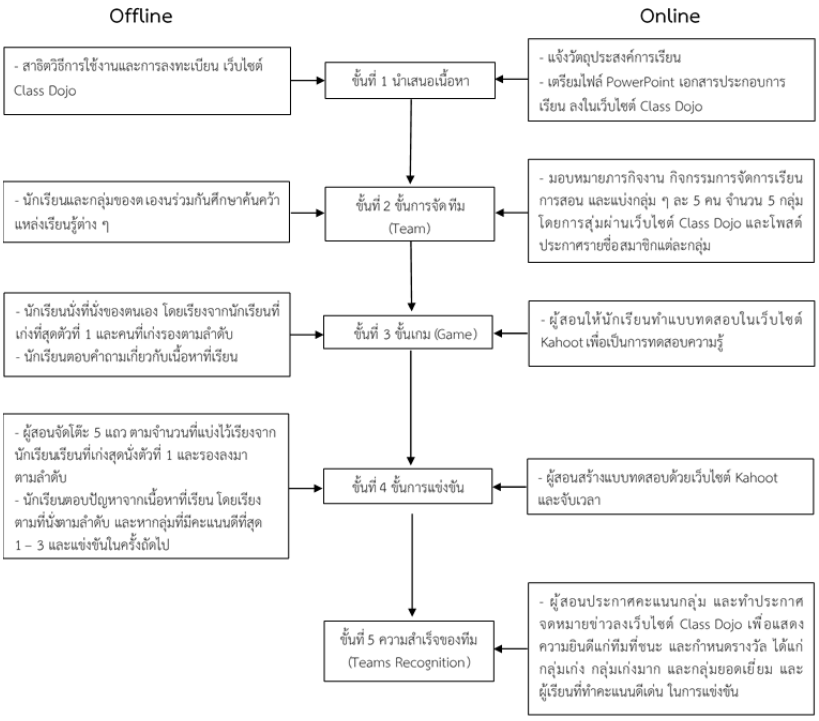
ค่าเฉลี่ย 4.51 – 5.00 หมายถึง มีความพึงพอใจในระดับมากที่สุด
ค่าเฉลี่ย 3.51 – 4.00 หมายถึง มีความพึงพอใจในระดับมาก
ค่าเฉลี่ย 2.51 – 3.50 หมายถึง มีความพึงพอใจในระดับปานกลาง
ค่าเฉลี่ย 1.51 - 2.50 หมายถึง มีความพึงพอใจในระดับน้อย
ค่าเฉลี่ย 1.00 - 1.50 หมายถึง มีความพึงพอใจในระดับน้อยที่สุด

สรุปผลการวิจัย

การส่งเสริมแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนโดยการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขัน สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านแพงหนองเหนือ ผลการวิจัยดังนี้

1. ผลการศึกษาปฏิบัติการส่งเสริมแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน โดยการจัดการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขัน

ในการวิจัยครั้งนี้ผู้วิจัยใช้รูปแบบกระบวนการวิจัยเชิงปฏิบัติการในชั้นเรียนโดยแบ่งออกเป็น 2 วงรอบ โดยกิจกรรมการเรียนในแต่ละแผนมีขั้นตอนการเรียนรู้แบบผสมผสานระหว่างการเรียนออนไลน์และการสอนแบบปกติ โดยมีกิจกรรมการเรียนรู้ตามเทคนิคทีมแข่งขัน 5 ขั้นตอน คือ 1) ขั้นนำเสนอเนื้อหาผู้สอนชี้แจงวัตถุประสงค์การเรียนรู้ ข้อตกลงในการทำกิจกรรม 2) การจัดทีม (Team) ขั้นตอนนี้ผู้สอนมอบหมายภารกิจงานให้นักเรียนและแบ่งกลุ่ม 3) เกม (Game) ผู้สอนจะกำหนดเวลาในการอธิบายและสาธิตผู้สอนมอบหมายภารกิจงานให้นักเรียนในชั้นเรียน 4) การแข่งขัน (Tournament) หลังจากนักเรียนได้ศึกษาเนื้อหามาเรียบร้อยแล้วครูผู้สอนมอบหมายภารกิจให้นักเรียนปฏิบัติร่วมกัน 5) ขั้นที่ 5 การตระหนักถึงคะแนนความสำเร็จของกลุ่ม (Teams Recognition) ครูผู้สอนประกาศคะแนนกลุ่ม กลุ่มจะได้รับรางวัลเมื่อคะแนนถึงเกณฑ์ที่ตั้งไว้ แสดงดังแผนภาพที่ 1



แผนภาพที่ 1 ขั้นตอนการจัดกิจกรรมแบบผสมผสาน ตามเทคนิคทีมแข่งขัน

แบบวัดแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนตามวงรอบปฏิบัติการที่ 1 – 2 โดยนักเรียนประเมินตนเอง : ผู้สอนประเมินนักเรียน : ผู้ร่วมวิจัยประเมินนักเรียน ผลการวิเคราะห์แสดงดังตาราง

ตารางที่ 1 ผลการวิเคราะห์แบบวัดแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนตามวงรอบปฏิบัติการที่ 1 – 2 นักเรียนประเมินตนเอง : ผู้สอนประเมินนักเรียน : ผู้ร่วมวิจัยประเมินนักเรียน

ด้านที่ประเมิน	ระดับแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน			
	วงรอบที่ 1		วงรอบที่ 2	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.
1. ด้านความกล้าเสี่ยง/กล้าตัดสินใจ	1.68	0.50	4.03	0.48
2. ด้านความขยันและตั้งใจใฝ่เรียนรู้	1.98	0.46	4.06	0.44
3. ด้านความรับผิดชอบ	2.08	0.43	4.13	0.34
4. ด้านการมีส่วนร่วมและร่วมมือ	1.80	0.40	4.06	0.35
5. ด้านความอดทนต่อการทำงาน	1.84	0.42	4.12	0.38
6. ด้านการวางแผนการทำงาน	1.86	0.38	4.10	0.36
รวม	1.87	0.03	4.09	0.06

ซึ่งสามารถสรุปผลแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนของนักเรียนในแต่ละด้านในแต่ละวงรอบปฏิบัติการที่ 1 – 2 ได้ดังแสดงในแผนภูมิภาพดังต่อไปนี้



2. ผลการศึกษาผลสัมฤทธิ์ทางการเรียนของนักเรียนที่ได้รับจัดการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขัน

ผลการวิเคราะห์แบบทดสอบผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านแพงหนองเหนือ 2 วงรอบปฏิบัติการแสดงดังตาราง

ตารางที่ 2 ผลการวัดผลสัมฤทธิ์ทางการเรียนแบบผสมผสาน ตามเทคนิคทีมแข่งขัน

วงรอบปฏิบัติการ	คะแนนเต็ม	$\bar{x}$	$S.D.$	คะแนน (ร้อยละ)	ร้อยละ 80
วงรอบปฏิบัติการที่ 1	30	21.73	11.69	44.89	ไม่ผ่านเกณฑ์
วงรอบปฏิบัติการที่ 2	30	27.73	3.21	84.89	ผ่านเกณฑ์

3. ผลการศึกษาความพึงพอใจของนักเรียนที่มีต่อการจัดการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขัน แบ่งออกเป็น 4 ด้าน ผลการวิเคราะห์แสดงดังตาราง

ตารางที่ 3 *ผลการวิเคราะห์ความพึงพอใจของนักเรียน*

รายการประเมิน	ผลการประเมินความพึงพอใจ		
	$\bar{x}$	S.D.	ระดับคุณภาพ
1. การจัดกิจกรรมการเรียนรู้มีความน่าสนใจ	4.00	0.37	พึงพอใจมาก
2. อธิบายเนื้อหาและใบงานให้เข้าใจก่อนเรียน	3.93	0.57	พึงพอใจมาก
3. การจัดกิจกรรมการเรียนรู้มีการส่งเสริมให้เกิดแรงจูงใจในการเรียนรู้	4.13	0.56	พึงพอใจมาก
4. ระยะเวลาในการจัดกิจกรรมการเรียนรู้	4.33	0.47	พึงพอใจมาก
5. ความพร้อมของอุปกรณ์ และสื่อการเรียนรู้	4.13	0.50	พึงพอใจมาก
6. ความเหมาะสมของสื่อการเรียนรู้กับเนื้อหาที่เรียน	4.33	0.54	พึงพอใจมาก
7. ความแปลกใหม่ของเครื่องมือ และสื่อการจัดกิจกรรมการเรียนรู้	4.50	0.56	พึงพอใจมาก
8. ตารา/เอกสาร/ระบบสืบค้นมีความทันสมัยและเพียงพอ	4.33	0.60	พึงพอใจมาก
9. สื่อที่ใช้ในการจัดการเรียนรู้มีการส่งเสริมให้เกิดแรงจูงใจในการเรียนรู้	4.43	0.62	พึงพอใจมาก
10. สื่อการจัดกิจกรรมการเรียนรู้เข้าใจง่าย และกระตุ้นให้เกิดการเรียนรู้	4.33	0.65	พึงพอใจมาก
11. บรรยากาศระหว่างการจัดกิจกรรมการเรียนรู้เหมาะสมกับการจัดกิจกรรม	4.47	0.50	พึงพอใจมาก
12. นักเรียนมีความมั่นใจในตนเองในระหว่างการจัดกิจกรรม	4.40	0.49	พึงพอใจมาก
13. ครูผู้สอนคอยช่วยเหลือ และให้คำแนะนำกับนักเรียน	4.53	0.50	พึงพอใจมากที่สุด
14. บรรยากาศและการจัดการเรียนรู้ในชั้นเรียนกระตุ้นให้นักเรียนเกิดการเรียนรู้	4.43	0.56	พึงพอใจมาก
15. นักเรียนได้รับความสุข สนุกสนานจากการปฏิบัติกิจกรรมการเรียนรู้	4.33	0.65	พึงพอใจมาก
16. นักเรียนได้รับความรู้จากการจัดกิจกรรมการเรียนรู้ในครั้งนี้	4.27	0.63	พึงพอใจมาก
17. นักเรียนสามารถนำความรู้ที่ได้ไปประยุกต์ใช้ในชีวิตประจาวันได้	4.27	0.57	พึงพอใจมาก
18. นักเรียนมีความเข้าใจเนื้อหา และมีทักษะการแก้ปัญหาด้วยตนเองเพิ่มมากขึ้น	4.40	0.61	พึงพอใจมาก
รวม	4.31	0.55	พึงพอใจมาก

จากตารางที่ 3 ผลการวิเคราะห์ข้อมูลพบว่า นักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านแพงหนองเหนือ ที่เรียนในรายวิชาสังคมศึกษา ศาสนา และวัฒนธรรม โดยใช้รูปแบบการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขัน รวมเฉลี่ยทั้ง 4 ด้าน การประเมินพบว่านักเรียนมีความพึงพอใจโดยรวมอยู่ในระดับพึงพอใจมาก โดยค่าเฉลี่ยเท่ากับ 4.31 และส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.55 เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านบรรยากาศในชั้นเรียนขณะปฏิบัติกิจกรรมการเรียนรู้, ด้านเครื่องมือและสื่อที่ใช้ในการจัดการเรียนรู้, ด้านความรู้โดยด้านที่มีค่าเฉลี่ยมากที่สุด คือ 4.34 รองลงมา คือ ด้านกระบวนการจัดกิจกรรมการเรียนรู้

สรุปผลและอภิปรายผลการวิจัย

จากการปฏิบัติการวิจัยในชั้นเรียน การส่งเสริมแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน โดยการเรียนรู้ แบบผสมผสานตามเทคนิคทีมแข่งขัน สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านแพงหนองเหนือ ผู้วิจัยสามารถนำมาสรุปผล และอภิปรายผล ดังนี้

1. ผลการศึกษาปฏิบัติการส่งเสริมแรงจูงใจในการเรียน โดยการจัดการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขัน ผลการวิจัยพบว่า การจัดกิจกรรมการเรียนรู้เกิดผลดีเป็นอย่างยิ่ง เพราะเป็นการเปิดโอกาสให้ผู้วิจัยและผู้ร่วมวิจัยได้มีส่วนร่วมกัน

วิเคราะห์และพิจารณาปัญหาที่เกิดขึ้นจากการสอนในแต่ละวงรอบแล้วนำมาร่วมกันวางแผนออกแบบรูปแบบกิจกรรมการเรียนรู้ที่จะนำมาใช้สอนในครั้งต่อไปได้อย่างเหมาะสม ผู้สอนมีการจัดกิจกรรมที่สอดคล้องกับความต้องการของนักเรียน เป็นการกระตุ้นให้นักเรียนมีความสนใจในการเรียน นักเรียนมีความสุขจากการการทำกิจกรรม สนุกสนานกับภารกิจต่าง ๆ ที่ได้รับมอบหมาย และลดความตึงเครียดกับการเรียน สามารถนำความรู้ที่ได้ไปประยุกต์ใช้ในชีวิตประจำวันได้นอกจากนั้นในการทำงานร่วมกันทำให้นักเรียนมีความรับผิดชอบต่อหน้าที่ของตนเองมากขึ้น และมีการร่วมมือกันภายในกลุ่มร่วมแสดงความคิดเห็น นักเรียนสนใจที่จะศึกษาเนื้อหาบทเรียนมาก่อนล่วงหน้ามีการปรึกษาครูผู้สอนเมื่อเกิดข้อสงสัย ส่งผลให้นักเรียนมีความกล้าแสดงออก/กล้าตัดสินใจมากขึ้นมีความกระตือรือร้นต่อการทำกิจกรรม และมีการวางแผนระบบการทำงานที่ดีขึ้น

2. ผลการศึกษาระดับแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนของนักเรียนที่ได้รับจัดการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขัน จากการศึกษาผลการวัดผลสัมฤทธิ์ทางการเรียนแบบผสมผสาน ตามเทคนิคทีมแข่งขัน นักเรียนชั้นประถมศึกษาปีที่ 4 โรงเรียนบ้านแพงหนองเหนือ มีค่าเฉลี่ยในวงรอบปฏิบัติการที่ 1 เท่ากับ 21.73 และมีค่าเฉลี่ยในวงรอบปฏิบัติการที่ 2 เท่ากับ 27.73 สรุปได้ว่านักเรียนที่ได้รับการจัดการเรียนรู้โดยใช้รูปแบบการเรียนการสอนแบบผสมผสาน ตามเทคนิคทีมแข่งขัน มีผลสัมฤทธิ์ทางการเรียนเพิ่มขึ้นอย่างต่อเนื่อง

3. ผลการศึกษาความพึงพอใจของนักเรียนที่มีต่อการจัดการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขัน จากการศึกษาความพึงพอใจของนักเรียนที่มีต่อการจัดการเรียนรู้ โดยใช้รูปแบบการเรียนการสอนแบบผสมผสาน ตามเทคนิคทีมแข่งขัน ในรายวิชาสังคมศึกษา ศาสนา และวัฒนธรรม สำหรับนักเรียนชั้นประถมศึกษาปีที่ 4 พบว่า นักเรียนมีความพึงพอใจต่อการจัดการเรียนการสอนเมื่อเทียบกับเกณฑ์อยู่ในระดับพึงพอใจมาก โดยค่าเฉลี่ยเท่ากับ 4.31 และส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.55

อภิปรายผลการวิจัย

จากผลสรุปการวิจัย สามารถนำมาอภิปรายผลของการส่งเสริมแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน โดยใช้รูปแบบการเรียนการสอนแบบผสมผสาน ตามเทคนิคทีม ดังต่อไปนี้

1. ผลการศึกษาปฏิบัติการส่งเสริมแรงจูงใจในการเรียน โดยการจัดการเรียนรู้แบบผสมผสานตามเทคนิคทีมแข่งขัน

จากการศึกษาพบว่า การจัดการเรียนการสอนเรียนโดยใช้รูปแบบการเรียนการสอนแบบผสมผสาน ตามเทคนิคทีมแข่งขัน ช่วยส่งเสริมระดับแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนของนักเรียนเพิ่มขึ้น ทำให้นักเรียนมีคุณลักษณะของนักเรียนที่มีแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียน ดังนี้ (1) กล้าเสี่ยง/กล้าตัดสินใจ (2) ความขยันและตั้งใจใฝ่เรียนรู้ (3) ความรับผิดชอบ (4) การมีส่วนร่วมและร่วมมือในชั้นเรียน (5) ความอดทนต่อการทำงานและอุปสรรค (6) การวางแผนงานอย่างเป็นระบบ โดยก่อนเริ่มการดำเนินการวิจัยเชิงปฏิบัติการในชั้นเรียนผู้วิจัยได้ศึกษาปัญหาต่าง ๆ ของนักเรียนและพบว่า นักเรียนมีระดับแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนน้อย ผู้วิจัยจึงได้ทำการวิเคราะห์และวางแผนการจัดกิจกรรมต่าง ๆ เพื่อส่งเสริมระดับแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนของนักเรียนจากนั้นนำกิจกรรมที่จัดเตรียมไว้ไปดำเนินการจัดกิจกรรมการเรียนการสอน ในขณะจัดกิจกรรมการเรียนการสอนผู้วิจัยและผู้ร่วมวิจัยทำการสังเกตผลของการจัดกิจกรรมและพฤติกรรมของนักเรียน แล้วจึงนำมาสะท้อนผลการจัดกิจกรรมการเรียนการสอนว่ามีอุปสรรคหรือไม่ เพื่อที่จะนำไปปรับปรุงแก้ไขข้อบกพร่องของกิจกรรมหรือเนื้อหา ให้มีความเหมาะสมยิ่งขึ้น ผู้วิจัยขอเสนอการอภิปรายผลออกเป็น 5 ลำดับขั้นของการสอนดังนี้

1. ขั้นนำเสนอเนื้อหา ผู้สอนชี้แจงวัตถุประสงค์การเรียนรู้ ข้อตกลงในการทำกิจกรรม การให้คะแนน และการทำภารกิจเพื่อรับรางวัลให้ชัดเจน มีการนำเข้าสู่บทเรียนโดยการสนทนาและยกตัวอย่างที่เกี่ยวข้องกับบทเรียน จากนั้นครูผู้สอนพูดคุยกับนักเรียนเกี่ยวกับเนื้อหาของบทเรียนในขั้นตอนนี้ จะทำให้นักเรียนเกิดการวางแผนการเรียนรู้และเกิดข้อสงสัย อยากรู้ อยากเห็นในสิ่งที่จะเรียนรู้ ซึ่งจะกระตุ้นนักเรียนเกิดความสนใจและตื่นตัวในการเรียนรู้ตลอดจนมีแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนมากขึ้น ซึ่งสอดคล้องกับงานวิจัยของ ดลฤดี ไชยศิริ (2563) พบว่า การจัดกิจกรรมการเรียนรู้ โดยใช้รูปแบบการเรียนการสอนแบบผสมผสานร่วมกับแนวคิดเกมิฟิเคชัน ซึ่งเป็นกิจกรรมที่กระตุ้นให้เด็กเกิดความสนใจ มีความสนุกสนาน มีความสุขกับการเรียนและเสริมด้วยการให้รางวัลเมื่อปฏิบัติกิจกรรมสำเร็จ และจัดอันดับคะแนน ทุกครั้ง หลังชั่วโมงกิจกรรมเพื่อให้นักเรียนเกิดการเรียนรู้พยายามหาวิธีการได้มาซึ่งคำตอบ และสามารถตรวจสอบผลที่เกิดขึ้นได้ทันที อีกทั้งนักเรียนยังมีปฏิสัมพันธ์กับเพื่อนในชั้นเรียน ได้ร่วมอภิปรายกับครูและนักเรียนคนอื่นในชั้นเรียนส่งผลให้ระดับแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนของนักเรียนเพิ่มมากขึ้น

2 การจัดทีม (Team) ขั้นตอนนี้ผู้สอนกำหนดเวลาในการทำกิจกรรมท้าทายความคิด ทำการตรวจสอบความถูกต้องของการตอบคำถามของนักเรียน และมอบหมายภารกิจงาน หรือข้อคำถามเพิ่มเติมความเข้าใจให้กับนักเรียน มอบหมายให้นักเรียนศึกษาเนื้อหาเพิ่มเติมได้จากสื่อออนไลน์ต่าง ๆ และตั้งโจทย์ให้นักเรียนร่วมกันอภิปรายความรู้ที่ได้ศึกษาค้นคว้ามาอีกครั้ง ในขั้นตอนนี้ผู้สอนจะท้าทายความสามรถของของนักเรียนด้วยรางวัลเป็นแรงจูงใจในการปฏิบัติภารกิจ ส่งเสริมให้นักเรียนมีแรงจูงใจในการเรียนรู้เนื่องจากเกิดการท้าทายความสามารถและตั้งใจศึกษาหาความรู้มากขึ้นสอดคล้องกับงานวิจัยของ อรนุช ชโลมทิพย์ (2559) พบว่า

ได้ศึกษาวิจัยเรื่องการจัดการเรียนรู้แบบผสมผสานแบบปัญหาเป็นฐานร่วมกับการเรียนรู้แบบร่วมมือบนเว็บไซต์ออนไลน์เพื่อพัฒนาการคิดอย่างมีวิจารณญาณของนักเรียนนักศึกษา หลักสูตรประกาศนียบัตรวิชาชีพชั้นสูง ผลการศึกษาเปรียบเทียบทักษะการคิดอย่างมีวิจารณญาณของนักศึกษาก่อนเรียนและหลังเรียนด้วยการจัดการเรียนรู้แบบผสมผสาน แบบปัญหาเป็นฐานร่วมกับแบบร่วมมือบนวิกิ เรื่องการวิเคราะห์ระบบสารสนเทศพบว่าคะแนนเฉลี่ยหลังเรียนสูงกว่าก่อนเรียน ผลการศึกษาพฤติกรรมการเรียนรู้ของนักศึกษาที่มีต่อ การจัดการเรียนรู้แบบผสมผสาน แบบปัญหาเป็นฐานร่วมกับแบบร่วมมือบนวิกิอยู่ในระดับดี

3 เกม (Game) ผู้สอนจะกำหนดเวลาในการอธิบายและสาธิต ผู้สอนมอบหมายภารกิจงานให้นักเรียนในชั้นเรียนพร้อมแนะนำแหล่งข้อมูลเพื่อการศึกษาค้นคว้าเพิ่มเติมหลังจากนั้นผู้สอนทำการสาธิตการปฏิบัติกิจกรรมเบื้องต้นให้นักเรียนโดยระหว่างการสาธิตผู้สอนจะอธิบายไปทีละขั้นตอนเพื่อให้นักเรียนมองเห็นภาพรวมของการทำกิจกรรม กระตุ้นและให้กำลังใจนักเรียนในการศึกษาค้นคว้า พร้อมทั้งบอกระยะเวลาที่ปฏิบัติภารกิจ เกณฑ์การให้คะแนน และการนำเสนอผลงาน

4 การแข่งขัน (Tournament) หลังจากนักเรียนได้ศึกษาเนื้อหามาเรียบร้อยแล้วครูผู้สอนมอบหมายภารกิจให้นักเรียนปฏิบัติร่วมกัน จากนั้นครูผู้สอนและผู้ร่วมวิจัยช่วยกันสังเกตพฤติกรรมของนักเรียนที่เกิดขึ้น ผลการศึกษาในขั้นนี้พบว่านักเรียนมีการวางแผนการทำงานกันอย่างเป็นระบบ และรับผิดชอบหน้าที่ของตนเองที่ได้รับมอบหมายให้ความสำคัญในการทำงานร่วมกันมีส่วนร่วมในชั้นเรียนมากขึ้น และการให้นักเรียนได้ศึกษาหาความรู้ด้วยตนเองและลงมือปฏิบัติภารกิจด้วยตนเองช่วยให้นักเรียนเกิดการเรียนรู้ เข้าใจเนื้อหาบทเรียนมากขึ้น และอดทนต่อการทำงานแก้ไขอุปสรรคต่าง ๆ ได้ด้วยตนเอง ซึ่งสอดคล้องกับงานวิจัยของเขมินทรา ชุมมัธยา (2559) ได้ศึกษาเรื่อง ผลของการจัดกิจกรรมการเรียนรู้ โดยใช้เทคนิคการแข่งขันเป็นทีม (TGT) เพื่อพัฒนาผลสัมฤทธิ์ทางการเรียน ทักษะกระบวนการทำงานและความพึงพอใจต่อวิชางานบ้านของนักเรียนชั้นมัธยมศึกษาปีที่ 1 หลังการจัดกิจกรรม นักเรียนที่ได้รับการจัดกิจกรรมการเรียนรู้โดยใช้ เทคนิค TGT วิชางานบ้าน มีคะแนนเฉลี่ยผลสัมฤทธิ์ทางการเรียน คะแนนเฉลี่ยทักษะการทำงานและคะแนนเฉลี่ยความพึงพอใจสูงกว่านักเรียนที่ได้รับการจัดกิจกรรมการเรียนแบบปกติอย่างมีนัยสำคัญที่ระดับ .01

5 การตระหนักถึงคะแนนความสำเร็จของกลุ่ม (Teams Recognition) เมื่อสิ้นสุดการทำกิจกรรมกราเรียนการสอนทุกครั้ง ขั้นนี้ผู้วิจัยต้องการให้นักเรียนร่วมแสดงความคิดเห็นร่วมกันในชั้นเรียนเกี่ยวกับเนื้อหาความรู้ ปัญหาต่าง ๆ ที่พบเจอระหว่างการเรียนและการทำกิจกรรม เพื่อให้นักเรียนได้อธิบายถึงประโยชน์และการนำความรู้ที่ได้ไปประยุกต์ในการใช้งานหรือการเรียนเรื่องถัดไป แสดงให้เห็นว่านักเรียนนักเรียนที่ได้รับการจัดกิจกรรมการเรียนการสอนดังกล่าวเกิดการเรียนรู้และมีแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนในด้านของการกล้าคิด กล้าแสดงออก มีส่วนร่วมในการจัดกิจกรรม

2. ผลการศึกษาความพึงพอใจของนักเรียนที่มีต่อการจัดการเรียนรู้แบบผสมผสาน ตามเทคนิคทีมแข่งขัน

นักเรียนมีความพึงพอใจต่อการจัดการเรียนการสอนโดยใช้รูปแบบการเรียนการสอนแบบผสมผสาน ตามเทคนิคทีมแข่งขันอยู่ในระดับพึงพอใจมาก การจัดการเรียนการสอนถือว่ามีความสะดวกรวดเร็วในการเข้าถึงบทเรียน สามารถเรียนรู้ได้ตลอดเวลา นักเรียนมีความพึงพอใจต่อการเรียนเป็นอย่างมาก เมื่อเทียบกับเกณฑ์การประเมิน แสดงให้เห็นว่านักเรียนส่วนใหญ่มีความคิดเห็นว่าการจัดการเรียนรู้มีความเหมาะสมและสอดคล้องกับบริบทของการเรียนรู้ โดยเฉพาะด้านบรรยากาศในชั้นเรียนขณะปฏิบัติกิจกรรมการเรียนรู้ ที่ส่งเสริมให้นักเรียนมีความสนุกสนาน ท้าทายแปลกใหม่ไม่น่าเบื่อและนักเรียนมั่นใจในตัวเองกล้าที่จะแสดงความคิดเห็นสามารถเรียนรู้ให้ได้ตลอดเวลานักเรียนมีความพึงพอใจต่อการเรียนอยู่ในระดับมากเมื่อเทียบกับเกณฑ์การประเมิน ซึ่งสอดคล้องกับงานวิจัยของ ปิยนาถ สุทธิประภา (2560) นักเรียนมีความพึงพอใจต่อการจัดการเรียนรู้แบบร่วมมือเทคนิค TGT โดยรวมอยู่ ในระดับมากที่สุด จึงเป็นนวัตกรรม ที่เหมาะสมที่จะเป็นตัวช่วยในการนำมาใช้พัฒนาผลสัมฤทธิ์ทางการเรียนของนักเรียนผ่านกระบวนการกลุ่ม

สรุปได้ว่า การจัดกิจกรรมการเรียนการสอนโดยใช้รูปแบบการเรียนการสอนแบบผสมผสาน ตามเทคนิคทีมแข่งขันช่วยส่งเสริมระดับแรงจูงใจใฝ่สัมฤทธิ์ทางการเรียนของนักเรียน ซึ่งช่วยให้นักเรียนกล้าเสี่ยงกล้าตัดสินใจ มีความตั้งใจใฝ่เรียนรู้ มีความรับผิดชอบ มีความอดทนต่อการทำงาน ให้ความร่วมมือและมีส่วนร่วมในชั้นเรียนและการวางแผนการทำงานอย่างเป็นระบบทำให้การจัดการเรียนการสอนมีประสิทธิภาพมากยิ่งขึ้น รวมไปถึงความพึงพอใจในการจัดกิจกรรมการเรียนรู้ ทำให้นักเรียนเกิดความกระตือรือร้น ความสุข ความสนุกสนานในการเรียนมากยิ่งขึ้น

ข้อเสนอแนะ

1. ข้อเสนอแนะเพื่อนำผลการศึกษาไปใช้

1.1 ครูผู้สอนและผู้ออกแบบหลักสูตรจำเป็นต้องนำเอาการจัดการเรียนรู้แบบแบบผสมผสาน ตามเทคนิคทีมแข่งขันไปปรับใช้ให้สอดคล้องกับเนื้อหาหรือบริบทของนักเรียนในรายวิชาอื่น ที่มีกิจกรรมการเรียนรู้รูปแบบเดียวกัน

1.2 ในการออกแบบกิจกรรมการเรียนรู้ ควรพิจารณาปัจจัยต่าง ๆ ร่วมด้วย เช่น บุคลิกภาพของครูผู้สอน บุคลิกภาพของนักเรียน ประสบการณ์เดิมของนักเรียน เนื้อหารายวิชา

2. ข้อเสนอแนะเพื่อทำการศึกษาครั้งต่อไป

2.1 ควรนำการจัดการเรียนรู้มีการศึกษาแบบผสมผสาน ตามเทคนิคทีมแข่งขันไปศึกษาตัวแปรอื่น ๆ เช่น ความสามารถในการทำงานเป็นทีม ความสามารถในการคิดสร้างสรรค์ความสามารถในการคิดแก้ปัญหา เป็นต้น

2.2 ควรมีการจัดกิจกรรมการเรียนรู้ที่เน้นรูปแบบของเกมการแข่งขันมากขึ้นเพื่อดึงดูดความสนใจให้กับนักเรียน เพื่อให้กิจกรรมการเรียนรู้มีความสนุกสนาน และทำให้นักเรียนมีแรงจูงใจในการเรียนและทำกิจกรรมต่าง ๆ เพิ่มขึ้น

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ผลการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม

Using Communication Boards in Combination with Communication Application to Enhance Communication Skills in Children with Autism

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บทคัดย่อ

เด็กที่มีภาวะออทิซึมมักปัญหาในการรับรู้ทางภาษาและการแสดงออกทางภาษา การสื่อความหมาย ส่งผลให้มีความยากลำบากในการสื่อสาร วัตถุประสงค์การวิจัยคือ 1) เพื่อสร้างชุดสื่อป้ายกระดานสื่อสาร ที่ใช้ร่วมกับแอปพลิเคชันการสสื่อสารในการส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม 2) เพื่อเปรียบเทียบผลการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสสื่อสารก่อนและหลังในการส่งเสริมทักษะการสื่อสารของเด็กที่มีภาวะออทิซึม กลุ่มเป้าหมายที่ใช้ในวิจัยครั้งนี้ ได้แก่ เด็กที่มีภาวะออทิซึม อายุระหว่าง 4- 8 ปี จำนวน 5 คน โดยวิธีการเลือกแบบเจาะจง เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย 1) ป้ายกระดานสื่อสาร 2) แอปพลิเคชันการสสื่อสาร 3) แผนการจัดการเรียนรู้ 4) แบบประเมินการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสสื่อสารเพื่อพัฒนาทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม วิเคราะห์ข้อมูลโดยใช้สถิติพื้นฐานคือค่าความถี่ ร้อยละ และเปรียบเทียบความแตกต่างของคะแนนก่อนและหลังการใช้นวัตกรรม ผลการวิจัยพบว่า ผลการสร้างป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม มีค่าดัชนีความสอดคล้อง (IOC) อยู่ระหว่าง 0.66 - 1.00 และคะแนนประเมินความเหมาะสมอยู่ในระดับ 5 คือ มีความเหมาะสมมากที่สุด และผลการเปรียบเทียบการใช้การใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม คะแนนการประเมินการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ทั้ง 5 คน มีระดับทักษะการสื่อสารสูงกว่าก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

คำสำคัญ: ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสาร, ทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม, เด็กที่มีภาวะออทิซึม

Abstract

Children with autism often have problems with language perception, expression, and interpretation resulting in communication difficulties. The objectives were: 1) To create a communication board media set used in conjunction with the communication applications. And 2) To compare the effects of using a communication board with communication applications before and after the development of communication skills in children with autism. The target group used in this study was 5 children with autism, aged 4-8 years, by purposive sampling. The research instruments consisted of 1) communication boards 2) communication applications 3) lesson plans 4) assessment forms of using communication boards in combination with communication applications to enhance communication skills in children with autism. The data were analyzed using basic statistics such as frequency, and percentage, and comparing the difference of scores before and after the innovation was applied with The Wilcoxon Signed Ranks Test.

The results showed that creating communication boards in combination with communication applications to enhance communication skills in children with autism has an Index of Item Objective Congruence (IOC) between 0.66 - 1.00 and the suitability assessment score was at level 5 being the most appropriate. The comparison of using communication boards in combination with communication applications to enhance communication skills in children with autism found that the score of assessment of using communication boards in combination with communication applications to enhance communication skills for 5 children with autism had higher communication skills than before the experiment with statistically significant at the 0.05 level.

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Keywords: communication boards in combination with communication applications, communication skills, children with autism

บทนำ

การเข้าถึงบริการด้านการศึกษาปัจจุบันได้เปิดโอกาสให้คนพิการได้รับการศึกษามากขึ้นสอดคล้องกับมาตรา 3 ในพระราชบัญญัติการจัดการศึกษาสำหรับคนพิการพุทธศักราช 2551 ได้ระบุไว้ว่า“ คนพิการ” หมายความว่าบุคคลซึ่งมีข้อ จำกัด ในการปฏิบัติกิจกรรมในชีวิตประจำวัน หรือเข้าไปมีส่วนร่วมทางสังคม เนื่องจากมีความบกพร่องทางการเห็น การได้ยิน การเคลื่อนไหว การสื่อสารจิตใจ อารมณ์ พฤติกรรม สติปัญญา การเรียนรู้หรือความบกพร่องอื่นใดประกอบกับมีอุปสรรคในด้านต่าง ๆ และมีความต้องการจำเป็นพิเศษทางการศึกษาที่จะต้องได้รับความช่วยเหลือด้านใดด้านหนึ่ง เพื่อให้สามารถปฏิบัติกิจกรรมในชีวิตประจำวันหรือเข้าไปมีส่วนร่วมทางสังคมได้อย่างบุคคลทั่วไป ทั้งนี้ตามประเภทและหลักเกณฑ์ที่รัฐมนตรีว่าการกระทรวงศึกษาธิการประกาศกำหนด มาตรา 5 ระบุว่าคนพิการมีสิทธิทางการศึกษาดังนี้ (1) ได้รับการศึกษาโดยไม่เสียค่าใช้จ่ายตั้งแต่แรกเกิดหรือพบความพิการจนตลอดชีวิต พร้อมทั้งได้รับเทคโนโลยี สิ่งอำนวยความสะดวก สื่อ บริการ และความช่วยเหลืออื่นใดทางการศึกษา (2) เลือกบริการทางการศึกษาสถานศึกษาระบบและรูปแบบการศึกษาโดยคำนึงถึงความสามารถความ สนใจ ความถนัด และความต้องการจำเป็นพิเศษของบุคคลนั้น (3) ได้รับการศึกษาที่มีมาตรฐานและประกันคุณภาพการศึกษา รวมทั้งการจัดหลักสูตรกระบวนการเรียนรู้การทดสอบทางการศึกษาที่เหมาะสมสอดคล้องกับความต้องการจำเป็นพิเศษของคนพิการแต่ละประเภทและบุคคลมาตรา 8 ระบุว่าให้สถานศึกษาในทุกสังกัดจัดทำแผนการจัดการศึกษาเฉพาะบุคคล โดยให้สอดคล้องกับความต้องการจำเป็นพิเศษของคนพิการและต้องมีการปรับปรุง แผนการจัดการศึกษาเฉพาะบุคคลอย่างน้อยปีละหนึ่งครั้ง ตามหลักเกณฑ์และวิธีการที่กำหนดในประกาศกระทรวง (พระราชบัญญัติการจัดการศึกษาสำหรับคนพิการ, 2551)

เด็กที่มีภาวะออทิซึมเป็นเด็กที่มีความบกพร่องทางพัฒนาการ มีความล่าช้าทางพัฒนาการด้านสังคม การสื่อความหมาย ภาษาและจินตนาการมีพฤติกรรมเป็นแบบเฉพาะที่ไม่พึงประสงค์อย่างชัดเจน เนื่องมาจากหน้าที่ของสมองบางส่วนทำงานผิดปกติ เด็กเหล่านี้จะมีปัญหาในการใช้ความคิด สติปัญญา การรับรู้ ซึ่งมีผลให้เด็กไม่สามารถเรียนรู้ได้ มีปัญหาในการสื่อสารอยู่ร่วมกันกับผู้อื่นและการคบเพื่อน จัดเป็นภาวะ ที่ต้องการความช่วยเหลือทุก ๆ ด้าน (วุฒิชัย ใจนะภา, 2556) ออทิซึมเป็นกลุ่มอาการที่มีความผิดปกติของสมองที่ส่งผลต่อพัฒนาการทำให้เกิดพัฒนาการล่าช้าในด้านของสังคมและการสื่อภาษา รวมถึงเกิดพฤติกรรมซ้ำและความสนใจหมกมุ่นในเรื่องแคบ ๆ ซึ่งสามารถสังเกตเห็นได้ตั้งแต่วัยหัดเดิน หรืออายุน้อยกว่า 3 ปี โดยในวัยเด็กเล็กมักจะนำมาด้วยปัญหาพูดช้า ไม่สบตา ไม่หันหาเสียงเรียกชื่อ เด็กบางคนสามารถพูดได้ แต่จะพูดเป็นภาษาตัวเอง ไม่สามารถสื่อสารบอกความต้องการได้ อาการที่แสดงออกทางสังคมและการสื่อภาษามีหลายรูปแบบ เช่น การมีปฏิสัมพันธ์กับเพื่อนที่จะเปลี่ยนไปตามช่วงวัยและพัฒนาการของผู้ป่วย ด้วยเหตุที่กลุ่มอาการที่ไม่สามารถรักษาให้หายขาดได้ และปรากฏอาการตลอดชั่วชีวิต การวินิจฉัยได้ตั้งแต่ผู้ป่วยอายุน้อยจึงมีความสำคัญและจำเป็นอย่างมาก และผู้ป่วยกลุ่มนี้จำเป็นต้องได้รับการช่วยเหลือไปจนตลอดช่วงชีวิตตามวัยและความสามารถทางสังคมและการสื่อภาษา (ราชวิทยาลัยกุมารแพทย์แห่งประเทศไทย, 2558)

แอปพลิเคชันบนอุปกรณ์พกพาเป็นเทคโนโลยีที่ใช้งานอย่างแพร่หลาย และมีแนวโน้มการใช้งานเพิ่มมากยิ่งขึ้นและราคาลดลง เพื่อให้ประชาชนสามารถเข้าถึงได้ สะดวกต่อการใช้งาน พกพาข้อมูลไปได้ทุกที่ รองรับการใช้งานในวงกว้างสามารถสำรองข้อมูลเพิ่มเติมเนื้อหาและปรับปรุงองค์ความรู้ใหม่มาใส่ได้อย่างรวดเร็ว (รสวันต์ อารีมิตร และคณะ, 2560) Mobile Application เป็นการพัฒนาโปรแกรมประยุกต์สำหรับอุปกรณ์เคลื่อนที่ เช่นโทรศัพท์มือถือ แท็บเล็ต โดยโปรแกรมจะช่วยตอบสนองความต้องการของผู้บริโภค อีกทั้งยังสนับสนุนให้ผู้ใช้โทรศัพท์ได้ใช้ง่ายยิ่งขึ้น ในปัจจุบันโทรศัพท์มือหรือสมาร์ทโฟนมีหลายระบบปฏิบัติการที่พัฒนาออกมาให้ผู้บริโภคใช้ ส่วนที่มีคนใช้และเป็นที่นิยมมากก็คือ iOS และandroid จึงทำให้เกิดการเขียน หรือพัฒนา application ลงบนสมาร์ทโฟนเป็นอย่างมาก อย่างเช่นแผนที่, เกมส์, โปรแกรมคุยต่าง ๆ และหลายธุรกิจก็เข้าไปเน้นในการพัฒนา mobile application เพื่อเพิ่มช่องทางในการสื่อสารกับลูกค้ามากขึ้น ตัวอย่าง application ที่ติดมากับโทรศัพท์อย่างแอปพลิเคชันเกมส์ชื่อดังที่ชื่อว่า angry birds หรือ Facebook ที่สามารถแชร์เรื่องราวต่าง ๆ ไม่ว่าจะเป็นความรู้สึก สถานที่ รูปภาพ ผ่านทางแอปพลิเคชันได้โดยตรงไม่ต้องเข้าเว็บบราวเซอร์ ปัจจุบันมีแนวโน้มการใช้งาน Mobile Device อย่างสมาร์ทโฟนที่เพิ่มขึ้นอย่างก้าวกระโดด ในช่วงไม่กี่ปีที่ผ่านมาเป็นผลมาจากการพัฒนาโมบาย แอปพลิเคชันและเทคโนโลยี ของตัวเครื่องโทรศัพท์จากค่ายผู้ผลิตโทรศัพท์ โดยเฉพาะการพัฒนาต่อยอดแอปพลิเคชันบนอุปกรณ์เคลื่อนที่ของบริษัทต่าง ๆ ที่แข่งขันกัน เพื่อชิงความเป็นหนึ่งในตลาดด้านโมบายแอปพลิเคชัน ซึ่งการพัฒนาแอปพลิเคชันแบ่งเป็นการพัฒนาแอปพลิเคชันระบบปฏิบัติการและแอปพลิเคชัน Software ที่ตอบสนองการใช้งานบนอุปกรณ์และด้วยแอปพลิเคชันที่เพิ่มขึ้นและมีประสิทธิภาพมากขึ้น ทำให้ผู้ใช้อุปกรณ์เคลื่อนที่มีแนวโน้มใช้โปรแกรมต่าง ๆ เพื่อตอบสนองกิจกรรมในชีวิตประจำวัน ได้แก่ ทำธุรกรรมทางการเงินเชื่อมต่อและสืบค้นข้อมูลบนเครือข่ายอินเทอร์เน็ต ชมภาพยนตร์ฟังเพลงหรือแม้แต่การเล่นเกมซึ่งมีทั้งออนไลน์และออฟไลน์ (สุชาดา พลาชัยภิรมย์ศิล, 2554)

ดังนั้น ผู้วิจัยจึงสนใจศึกษาวิธีการพัฒนาทักษะการสื่อสารโดยใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสาร เพื่อใช้ฝึกเด็กที่มีภาวะออทิซึมให้ได้รับการส่งเสริมทักษะการสื่อสาร เรื่อง ผลการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึมขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อสร้างชุดสื่อป้ายกระดานสื่อสาร ที่ใช้ร่วมกับแอปพลิเคชันการสื่อสาร ในการส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม
2. เพื่อเปรียบเทียบผลการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสาร ก่อนและหลังในการส่งเสริมทักษะการสื่อสารของเด็กที่มีภาวะออทิซึม

วิธีการดำเนินการวิจัย

ขอบเขตของการวิจัย กลุ่มเป้าหมายการวิจัยในครั้งนี้คือ เด็กที่มีภาวะออทิซึมที่มารับบริการที่ศูนย์การศึกษาพิเศษเขตการศึกษา 9 จังหวัดขอนแก่น มารับบริการอย่างสม่ำเสมอ จำนวน 5 คน ได้มาโดยการเลือกแบบเจาะจง อายุระหว่าง 4 – 8 ปี ซึ่งมีเกณฑ์ ดังนี้

เกณฑ์การคัดเข้า

1) ได้รับการวินิจฉัยจากแพทย์ว่ามีภาวะออทิซึม
2) มีปัญหาทางด้านภาษาและการสื่อสาร คือ ไม่สามารถสื่อสารด้วยภาษาพูดและภาษาท่าทางให้ผู้อื่นเข้าใจได้
3) ได้รับการยินยอมจากผู้ปกครองในการเข้าร่วมการวิจัย

เกณฑ์ในการคัดออก

1) กลุ่มเป้าหมายได้รับการวินิจฉัยจากแพทย์ว่ามีความบกพร่องอื่นๆ นอกจากปัญหาด้านพฤติกรรมทางสังคมที่เหมาะสม
2) ผู้ปกครองเด็กที่มีภาวะออทิซึมไม่ยินยอมในการเข้าร่วมการวิจัย

ตัวแปรในงานวิจัย

ตัวแปรต้น คือ การจัดการเรียนรู้โดยใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสาร
ตัวแปรตาม คือ ทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัยประกอบไปด้วย

1. แผนจัดกิจกรรมการเรียนรู้โดยใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสาร จำนวน 5 แผน
   แผนที่ 1 เรื่องอาหาร
   แผนที่ 2 เรื่องเครื่องดื่ม
   แผนที่ 3 เรื่องของเล่น
   แผนที่ 4 เรื่องหนังสือ
   แผนที่ 5 เรื่องของใช้ในชีวิตประจำวัน
2. ป้ายกระดานสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ประกอบด้วย
   1) ป้ายกระดานสื่อสาร 1 ป้าย
   2) บัตรภาพสื่อสาร
3. แอปพลิเคชันการสื่อสาร เพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ประกอบด้วย
   1) เรื่อง หมวดภาพอาหาร
   2) เรื่อง หมวดภาพเครื่องดื่ม
   3) เรื่อง หมวดภาพของเล่น
   4) เรื่อง หมวดภาพหนังสือ
   5) เรื่อง หมวดภาพของใช้ในชีวิตประจำวัน
4. แบบประเมินการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสาร เพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม

รูปแบบการวิจัย

การศึกษาค้นคว้าครั้งนี้ผู้วิจัย ได้ใช้แบบแผนการทดลองแบบ One Group Pre-test Post-test Design (ล้วน สายยศ และอังคณา สายยศ, 2543) ดังตารางที่ 1 ตารางแบบแผนการทดลองแบบ One Group Pre-test Post-test Design

กลุ่ม	Pre-test	Treatment	Post-test
ทดลอง	T_1	X	T_2

สัญลักษณ์ที่ใช้ในแบบแผนการศึกษาค้นคว้า

T_1 หมายถึง ประเมินทักษะการสื่อสารก่อนสอน

X หมายถึง การใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสาร

T_2 หมายถึง ประเมินทักษะการสื่อสารหลังสอน

การเก็บรวบรวมข้อมูล

การเก็บรวมข้อมูล ดังนี้

1) ทำหนังสือจากคณะศึกษาศาสตร์ มหาวิทยาลัยขอนแก่น เพื่อขออนุญาตผู้อำนวยการศูนย์ การศึกษาพิเศษเขตการศึกษา 9 จังหวัดขอนแก่น ดำเนินการทดลองกับกลุ่มเป้าหมาย คือ เด็กที่มีภาวะออทิซึม จำนวน 5 คน

2) ทำหนังสือขอความยินยอมจากผู้ปกครองของเด็กที่มีภาวะออทิซึม

3) ดำเนินการประเมินทักษะการสื่อสารด้วยแบบประเมินการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ที่ผู้วิจัยสร้างขึ้น กับเด็กที่มีภาวะออทิสซึมก่อนการทดลอง (Pretest) เป็นรายบุคคล

4) กำหนดแนวทางการสอนโดยใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม จำนวน 5 ครั้ง/สัปดาห์ วันละ 50 นาที จำนวน 5 สัปดาห์ รวม 25 ครั้ง ดังตารางที่ 4

การวิเคราะห์ข้อมูลและสถิติวิธีที่ใช้เคราะห์ข้อมูล

วิเคราะห์ข้อมูลและสถิติที่ใช้วิเคราะห์ข้อมูล ดังนี้

1. วิเคราะห์ความสามารถเด็กที่มีภาวะออทิซึมจากการสอนโดยใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม วิเคราะห์ข้อมูลโดยหาสถิติพื้นฐาน ได้แก่ ร้อยละส่วนเบี่ยงเบนมาตรฐาน

2. เปรียบเทียบทักษะการสื่อสารในเด็กที่มีภาวะออทิซึมก่อนและหลังการสอนโดยใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึมแสดงด้วยตารางและสรุปการวิจัย

สรุปผลการวิจัย

1. การสร้างการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริม ทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม จากการศึกษาและรวบรวมข้อมูลการวิจัยที่เกี่ยวข้องกับการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ซึ่งผู้วิจัยได้พัฒนาการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ประกอบไปด้วย 5 เรื่อง อาหาร เครื่องดื่ม ของเล่น หนังสือและของใช้ในชีวิตประจำวัน จากนั้นผู้วิจัยได้นำป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ให้อาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบ และให้ข้อเสนอแนะแนวทางให้สอดคล้องกับทักษะการสื่อสารที่เหมาะสมของเด็กที่มีภาวะออทิซึม และได้ทำการปรับปรุงแก้ไขตามข้อเสนอแนะ ได้เสนอต่อผู้เชี่ยวชาญเพื่อพิจารณา ความเที่ยงตรงเชิงเนื้อหา (Content Validity) จำนวน 3 ท่าน ได้แก่ ผู้เชี่ยวชาญด้านเทคโนโลยี ผู้เชี่ยวชาญด้านการศึกษาพิเศษ พบว่า ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึมที่เหมาะสมของเด็กที่มีภาวะออทิซึม มีค่าดัชนีสอดคล้อง อยู่ระหว่าง 0.66 - 1.00 ซึ่งอยู่ในช่วงที่มีความเหมาะสมสามารถนำไปใช้ได้ สำหรับเกณฑ์การพิจารณามาจากผลคะแนนที่ได้จากผู้เชี่ยวชาญจำนวน 3 ท่าน คำนวณหาค่าดัชนีความสอดคล้อง โดยพิจารณาจากเครื่องมือที่ใช้ในการวิจัยที่มีค่าดัชนีความสอดคล้อง ไม่ต่ำกว่า 0.50 หากเครื่องมือใดมีค่าดัชนีความสอดคล้องต่ำกว่า 0.50 จะต้องนำเครื่องมือนั้นไปปรับปรุง แก้ไขตามข้อเสนอแนะก่อนที่จะนำไปทดลองใช้ หากผลการตรวจสอบคุณภาพของเครื่องมือใดค่าดัชนีความสอดคล้องตั้งแต่ 0.50 ขึ้นไป สามารถนำไปใช้เก็บรวบรวมข้อมูลได้ ดังนั้น จึงได้

เครื่องมือ คือ ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึมผลจากการนำป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม มีการพัฒนาทักษะการสื่อสารสูงขึ้น โดยการนำป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม สามารถส่งเสริมทักษะการสื่อสารที่เหมาะสมของเด็กที่มีภาวะออทิซึมได้

2. การเปรียบเทียบผลของการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม

ผลจากการนำป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม จำนวน 5 คน การใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึมมีปัญหาทางด้านภาษาและการสื่อสารในเรื่องอาหาร เครื่องดื่ม ของเล่น หนังสือและของใช้ในชีวิตประจำวัน พบว่า เด็กที่มีภาวะออทิซึมคนที่ 1 ก่อนการสอนโดยใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ได้ 60 คะแนน อยู่ในระดับ ปรับปรุง หลังการสอนได้ 135 คะแนน อยู่ในระดับ ดี เด็กที่มีภาวะออทิซึมคนที่ 2 ก่อนการสอนโดยใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึมได้ 91 คะแนน อยู่ในระดับ พอใช้ หลังการสอนได้ 155 คะแนน อยู่ในระดับ ดีมาก เด็กที่มีภาวะออทิซึมคนที่ 3 ก่อนการสอนโดยใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ได้ 82 คะแนน อยู่ในระดับ พอใช้ หลังการสอนได้ 148 คะแนน อยู่ในระดับ ดี เด็กที่มีภาวะออทิซึมคนที่ 4 ก่อนการสอนโดยใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ได้ 62 คะแนน อยู่ในระดับ ปรับปรุง หลังการสอนได้ 132 คะแนน อยู่ในระดับ ดี เด็กที่มีภาวะออทิซึมคนที่ 5 ก่อนการสอนโดยใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ได้ 86 คะแนน อยู่ในระดับ พอใช้ หลังการสอนได้ 153 คะแนน อยู่ในระดับ ดีมาก จึงเห็นได้ว่าเด็กที่มีภาวะออทิซึมทั้ง 5 คน มีทักษะการสื่อสารสูงขึ้น

อภิปรายผลการวิจัย

1. การสร้างป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม สรุปผลได้ดังนี้ ผู้วิจัยได้หาประสิทธิภาพของเครื่องมือวิจัยดังกล่าว โดยการประเมินความเหมาะสมและประเมินดัชนีความสอดคล้อง พบว่า ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ที่ผู้วิจัยได้พัฒนาขึ้นผ่านการตรวจสอบของผู้เชี่ยวชาญ จำนวน 3 ท่าน โดยมีค่าผลการประเมินความเหมาะสมของการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชัน โดยใช้แบบประเมินความเหมาะสม ด้านการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารมีความเหมาะสมมากที่สุด ($\overline{X}$ = 4.75, S.D = 0.26) ผลการประเมินด้านแผนการจัดการเรียนรู้มีความเหมาะสมมากที่สุด ($\overline{X}$ = 4.93, S.D = 0.14) และผลการประเมินด้านแบบประเมินทักษะการสื่อสารที่เหมาะสมของเด็กที่มีภาวะออทิซึมมีความเหมาะสมมากที่สุด ($\overline{X}$ = 4.86, S.D = 0.18) การดัชนีความสอดคล้องอยู่ระหว่าง 0.66 - 1.00 ซึ่งอยู่ในช่วงที่มีความเหมาะสม และประมาณความเหมาะสมป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม อยู่ในระดับ 5 ซึ่งอยู่ในระดับมีความเหมาะสมมากที่สุด สามารถนำไปใช้ได้ ผู้วิจัยได้จัดทำ คู่มือวิธีการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม ผู้วิจัยดำเนินการทดลองเป็นระยะเวลา 5 สัปดาห์ จำนวน 5 ครั้ง/สัปดาห์ ครั้งละ 50 นาที รวม 25 ครั้ง พบว่า เด็กที่มีภาวะออทิซึมคนที่ 1-5 มีทักษะการสื่อสารสูงขึ้น ทั้ง 5 เรื่อง ได้แก่ 1) เรื่องอาหาร 2) เรื่องเครื่องดื่ม 3) เรื่องของเล่น 4) เรื่องหนังสือ 5) เรื่องของใช้ในชีวิตประจำวัน จากข้อมูลดังกล่าวสรุปได้ว่า การใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม สามารถส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึมได้ โดยสอดคล้องกับ รัตนาภรณ์ ต้นมณี (2553) ได้ทำการศึกษา การพัฒนาทักษะการสื่อสารสองทางในเด็กที่มีภาวะออทิซึมโดยใช้กระดานสื่อสาร พบว่า หลังการพัฒนาทักษะการสื่อสารสองทางโดยใช้กระดานสื่อสารร่วมกับเทคนิคการชี้แนะ การเสริมแรง เด็กที่มีภาวะออทิซึมมีความสามารถในการสื่อสารสองทางสูงขึ้น สอดคล้องกับงานวิจัยของ หรรษา องคสิงห์ และสุริยะ ประทุมรัตน์ (2563) ทำการศึกษา ระบบแลกเปลี่ยนภาพเพื่อการสื่อสาร: แนวทางการส่งเสริมทักษะการสื่อสารสำหรับเด็กที่มีภาวะออทิซึม พบว่า ระบบแลกเปลี่ยนรูปภาพเพื่อการสื่อสารถือเป็นเทคนิคการสอนที่ช่วยส่งเสริมและพัฒนาทักษะการสื่อสารสำหรับเด็กที่มีภาวะออทิซึมได้อย่างมีประสิทธิภาพ และงานวิจัยของ วรรณฤดี รุกขวัฒนกุลและ ภาวิณี ศรีสุขวัฒนานันท์ (2563) ได้ทำการศึกษา การพัฒนาความสามารถในการสื่อสารโดยใช้ระบบแลกเปลี่ยนรูปภาพของนักเรียนออทิสติกที่มีความบกพร่องในช่องปากเนื่องจากอุบัติเหตุ พบว่า ความสามารถในการสื่อสารของเด็กที่มีภาวะออทิซึมหลังจากได้รับการสอนโดยใช้ระบบแลกเปลี่ยนรูปภาพสูงกว่าก่อนการได้รับการสอน

2. ผลการเปรียบเทียบการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม สรุปผลได้ดังนี้ จากข้อมูลดังกล่าวสรุปได้ว่า ผลการเปรียบเทียบของการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม จำนวน 5 คน แสดงให้เห็นว่า หลังการทดลองการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม เป็นระยะเวลา 5 สัปดาห์ จำนวน 5 ครั้งต่อสัปดาห์ วันละ 50 นาที รวม 25 ครั้ง ทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม สูงขึ้นกว่าก่อนการทดลองการใช้ป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึม เด็กที่มีภาวะออทิซึมคนที่ 1 มีทักษะการสื่อสารจากระดับปรับปรุงเพิ่มขึ้นเป็นระดับดีมาก เด็กที่มีภาวะออทิซึมคนที่ 2 กับเด็กที่มีภาวะออทิซึมคนที่ 5 มีทักษะการสื่อสารจากระดับพอใช้เพิ่มขึ้นเป็นระดับดีมาก เด็กที่มีภาวะออทิซึมคนที่ 3 กับเด็กที่มีภาวะออทิซึม คนที่ 4 มีทักษะการสื่อสารจากระดับพอใช้เพิ่มขึ้นเป็นระดับดี โดยสอดคล้องกับ รัตนาภรณ์ ต้นมณี (2553) ได้ทำการศึกษาการพัฒนาทักษะการสื่อสารสองทางในเด็กที่มีภาวะออทิซึมโดยใช้กระดานสื่อสาร พบว่า หลังการพัฒนา ทักษะการสื่อสารสองทางโดยใช้กระดานสื่อสารร่วมกับเทคนิคการชี้แนะ การเสริมแรง เด็กที่มีภาวะออทิซึม มีความสามารถในการสื่อสารสองทางสูงขึ้น

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำนวัตกรรมวิจัยไปใช้

1.1 ครูควรนำป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึมไปปรับใช้กับเด็กที่มีความต้องการจำเป็นพิเศษประเภทอื่นๆ

1.2 ครูควรนำป้ายกระดานสื่อสารร่วมกับแอปพลิเคชันการสื่อสารเพื่อส่งเสริมทักษะการสื่อสารในเด็กที่มีภาวะออทิซึมไปปรับใช้กับเทคนิคหรือแนวทางการจัดกิจกรรมที่หลากหลาย

2. ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

2.1 ควรมีการศึกษาทักษะการสื่อสารในเนื้อหาอื่นๆ นอกเหนือจากเรื่องอาหาร เครื่องดื่ม ของเล่น หนังสือ และของใช้ในชีวิตประจำวัน เป็นต้น

2.2 ควรมีการเพิ่มจำนวนคำศัพท์ในแต่ละหมวดให้มากขึ้น

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แนวทางการพัฒนาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4

Guidelines for Development of Digital leadership of Education Management Administrations under Nakhon Ratchasima Primary Educational Service Area Office 4

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บทคัดย่อ

การวิจัยครั้งนี้เพื่อศึกษา 1) ภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษา 2) เปรียบเทียบภาวะผู้นำเชิงดิจิทัล ของผู้บริหารสถานศึกษาจำแนกตามประสบการณ์การบริหาร และ 3) ศึกษาแนวทางการพัฒนาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษา กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาจำนวน 123 คน เครื่องมือ ได้แก่แบบสอบถามและแบบสัมภาษณ์ สถิติที่ใช้ใน ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่า t-test independent และการวิเคราะห์เชิงเนื้อหาแล้วสรุปเป็นความเรียง ผลการวิจัยพบว่า 1) ภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษา โดยภาพรวมอยู่ในระดับมากเมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงที่สุด คือ ด้านการเป็นมืออาชีพในการทำงาน 2) เปรียบเทียบภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษา จำแนกตามประสบการณ์การบริหารโดยภาพรวม พบว่า ไม่แตกต่างกัน เมื่อพิจารณาเป็นรายด้านพบว่า ไม่แตกต่างกัน 3) แนวทางการพัฒนาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาพบว่า ด้านวิสัยทัศน์ ผู้บริหารสถานศึกษาจะต้องเห็นคุณค่าและตระหนักถึงความสำคัญของเทคโนโลยี ด้านความคิดสร้างสรรค์ ผู้บริหารต้องพัฒนาบุคลากรภายในสถานศึกษาให้เกิดความเข้าใจในเรื่องของระบบสารสนเทศและต้องให้ความตระหนักและให้ความสำคัญกับข้อมูล พัฒนาตนเองและบุคกรให้มีความรู้ความสามารถในการจัดการข้อมูลสารสนเทศ ด้านการสร้างวัฒนธรรมการเรียนรู้ในโลกดิจิทัล การบริหารสถานศึกษาในยุคดิจิทัลนี้ ผู้บริหารจำเป็นต้องมีความรู้ความเข้าใจเกี่ยวกับเทคโนโลยีการสื่อสารและเทคโนโลยีคอมพิวเตอร์ เพื่อให้สามารถที่จะเลือกใช้กับการบริหารสถานศึกษาให้ได้อย่างเหมาะสม คุ้มค่าและเพียงพอต่อการใช้งาน ด้านการเป็นมืออาชีพในการทำงาน ผู้บริหารจะต้องแสวงหาความรู้จากนัก ICT ที่มีความเชี่ยวชาญในงานด้านการบริหารจัดการศึกษา ด้านการบริหารจัดการข้อมูลสารสนเทศ และด้านการสื่อสารดิจิทัล ผู้บริหารควรระมัดระวังอย่างยิ่งในการโพสต์ หรือเผยแพร่ ส่งต่อข้อความ รูปภาพ วีดิโอ ที่อาจก่อให้เกิดความเสียหาย

คำสำคัญ: แนวทางการพัฒนาภาวะผู้นำ ภาวะผู้นำเชิงดิจิทัล

Abstract

This research aimed to study 1) digital leadership of school administrators 2) compare digital leadership. of school administrators classified by management experience, and 3) to study guidelines for developing digital leadership of school administrators. The sample group consisted of 123 school administrators. The tools were questionnaires and interview forms. The statistics used were frequency, percentage, mean and standard deviation. Independent t-test and content analysis were summarized as essays.

The research findings revealed that 1) digital leadership of school administrators Overall, at a high level when considering each aspect, it was found that the aspect with the highest average was professionalism at work. 2) Comparison of digital leadership of school administrators. Classified by management experience as a whole, it was found that there was no difference. When considering each side, it was found that no difference. 3) Digital Leadership Development Guidelines of School Administrators found that vision School administrators must appreciate and recognize the importance of technology. Creativity Administrators must develop personnel within educational institutions to understand information systems and must be aware and pay attention to information. Develop yourself and personnel to have the knowledge and ability to manage information. Creating a learning

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culture in the digital world. School management in this digital age Executives need to have a good understanding of communication technology and computer technology. In order to be able to choose to use with the management of educational institutions to be appropriate. worth and sufficient for use Professionalism in work Administrators must seek knowledge from ICT specialists with expertise in educational administration. information management and digital communication Executives should be extremely careful in posting or publishing, forwarding messages, pictures, videos that may cause damage.

Keywords: Leadership Development Guidelines, Digital Leadership

บทนำ

ปัจจุบันโลกเริ่มเข้าสู่ยุคระบบเศรษฐกิจและ สังคมดิจิทัลที่เทคโนโลยีดิจิทัลจะไม่ได้เป็นเพียงเครื่องมือสนับสนุนการทำงาน เทคโนโลยีดิจิทัลสามารถตอบปัญหาความท้าทายที่ประเทศกำลังเผชิญอยู่หรือเพิ่มโอกาสในการพัฒนา ทางเศรษฐกิจและสังคม คนทั่วไปต้องชาญฉลาด รู้เท่าทันสื่อ เท่าทันโลก ยุทธศาสตร์ชาติ 20 ปี มุ่งเน้นการพัฒนาทรัพยากรมนุษย์ให้มีศักยภาพในยุคของการเปลี่ยนแปลงทางเทคโนโลยีเพื่อก้าวเข้าสู่ยุคดิจิทัล มุ่งพัฒนาให้ประชากรเป็นพลเมืองที่มีประสิทธิภาพ ปฏิรูปกระบวนการเรียนรู้ที่ตอบสนองต่อการเปลี่ยนแปลงในศตวรรษที่ 21 โดยมุ่งเน้นผู้เรียนให้มีทักษะการเรียนรู้และมีใจใฝ่เรียนรู้ตลอดเวลา การวางพื้นฐานระบบรองรับการเรียนรู้โดยใช้ดิจิทัลแพลตฟอร์ม การพัฒนาการศึกษาออนไลน์แบบเปิด การพัฒนาระบบการเรียนรู้เกี่ยวกับทักษะการรู้ดิจิทัล (แผนพัฒนาดิจิทัลเพื่อเศรษฐกิจและสังคม, 2560)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 เป็นหน่วยงานทางการศึกษาที่อยู่ใต้การกำกับดูแลของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน กระทรวงศึกษาธิการ มีหน้าที่รับผิดชอบการบริหารจัดการศึกษาขั้นพื้นฐานในเขตบริการ 3 อำเภอ ได้แก่ อำเภอสูงเนิน อำเภอสีคิ้ว และอำเภอปากช่อง มีจำนวนโรงเรียนในเขตพื้นที่บริการ 180 โรงเรียน เทคโนโลยีดิจิทัลเป็นเครื่องมือที่มีบทบาทพัฒนาศักยภาพในการบริหารการศึกษา ผู้บริหารสถานศึกษาจึงควรพัฒนาภาวะผู้นำด้านดิจิทัลของตนเองให้เท่าทันกับยุคสมัยที่กำลังเปลี่ยนแปลงขณะนี้ และพัฒนาทักษะด้านเทคโนโลยีดิจิทัล ให้เหมาะสม เป็นผู้บริหารสถานศึกษาที่มีคุณภาพ สามารถเลือกใช้เทคโนโลยีดิจิทัลได้เหมาะสมกับบริบทการทำงาน

จากความสำคัญ และปัญหาดังกล่าวข้างต้น ผู้วิจัยจึงสนใจที่จะศึกษาแนวทางการพัฒนาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 เพื่อได้สารสนเทศในการพัฒนาภาวะผู้นำของผู้บริหารสถานศึกษา ในการสร้างแนวทางในการปฏิบัติงานของผู้บริหาร สามารถขับเคลื่อนการดำเนินงานของสถานศึกษาให้ประสบผลสำเร็จตามเป้าหมายที่ตั้งไว้

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4
2. เพื่อเปรียบเทียบภาวะผู้นำเชิงดิจิทัล ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 จำแนกตามประสบการณ์การบริหาร
3. เพื่อศึกษาแนวทางการพัฒนาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4

วิธีการดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่าง

1.1 ประชากรในการวิจัยครั้งนี้ คือ ผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 ปีการศึกษา 2565 จำนวน 180 คน

1.2 กลุ่มตัวอย่างในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 ปีการศึกษา 2565 จำนวน 123 คน กำหนดขนาดของกลุ่มตัวอย่างโดยใช้ตารางของ Krejcie and Morgan (1970) และดำเนินการสุ่มกลุ่มตัวอย่างด้วยวิธีการสุ่มแบบแบ่งชั้นภูมิ (Stratifiled sampling random) ตามสัดส่วนโดยใช้ประสบการณ์การบริหารเป็นชั้นภูมิ

2. ตัวแปรที่ศึกษา

2.1 ตัวแปรต้น ได้แก่ ประสบการณ์การบริหาร ประกอบด้วย

2.1.1 น้อยกว่า 10 ปี

2.1.2 10 ปีขึ้นไป

2.2 ตัวแปรตาม ได้แก่ ภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษา ประกอบด้วย

2.2.1 การมีวิสัยทัศน์

2.2.2 มีความคิดสร้างสรรค์

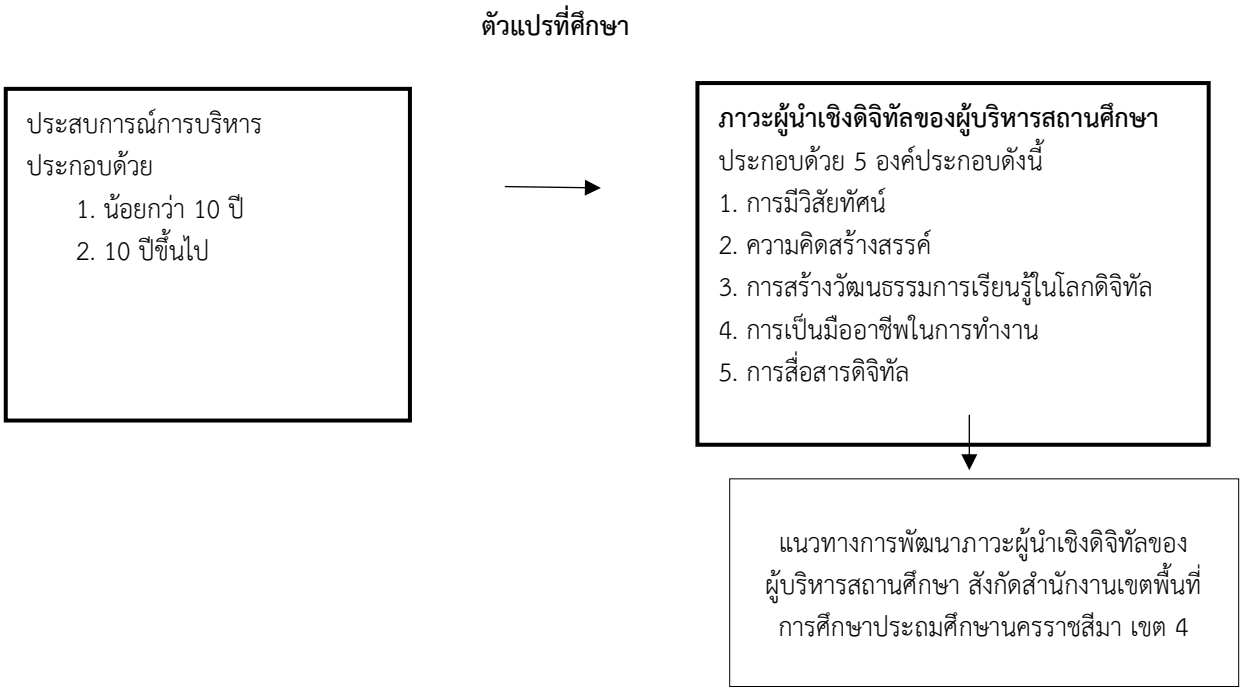
2.2.3 การสร้างวัฒนธรรมการเรียนรู้ในโลกดิจิทัล

2.2.4 การเป็นมืออาชีพในการทำงาน

2.2.5 การสื่อสารดิจิทัล

3. กรอบแนวคิดการวิจัย

การวิจัยเรื่องแนวทางการพัฒนาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมาเขต 4 ผู้วิจัยได้ศึกษาเอกสารตำราและงานวิจัยที่เกี่ยวข้องกับภาวะผู้นำเชิงดิจิทัลรายละเอียดปรากฏดังภาพ 1



ภาพที่ 1 กรอบแนวคิดในการวิจัย

4. เครื่องมือและขั้นตอนในการวิจัย

1. แบบสอบถามภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 สถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Check list)

ตอนที่ 2 ภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 แบบ (Rating scale) 5 ระดับ

2. แบบสัมภาษณ์แบบมีโครงสร้างเกี่ยวกับแนวทางการพัฒนาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 โดยเลือกการดำเนินงานที่มีค่าเฉลี่ยน้อยที่สุด จำนวน 1 ข้อ ของแต่ละด้าน มาเป็นประเด็นในการสัมภาษณ์ เพื่อหาแนวทางการพัฒนาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษานำไปสัมภาษณ์ผู้ทรงคุณวุฒิเพื่อหาแนวทางภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4

สรุปผลการวิจัย

1. ภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงที่สุดคือ ด้านการเป็นมืออาชีพในการทำงาน และด้านที่มีค่าเฉลี่ยต่ำที่สุดคือ ด้านวิสัยทัศน์

1.1 การศึกษาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 ด้านวิสัยทัศน์ โดยภาพรวมอยู่ในระดับมาก

1.2 การศึกษาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 ด้านความคิดสร้างสรรค์ โดยภาพรวมอยู่ในระดับมาก

1.3 การศึกษาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 ด้านการสร้างวัฒนธรรมการเรียนรู้ในโลกดิจิทัล โดยภาพรวมอยู่ในระดับมาก

1.4 การศึกษาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 ด้านการเป็นมืออาชีพในการทำงาน โดยภาพรวมอยู่ในระดับมาก

1.5 การศึกษาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 ด้านการสื่อสารดิจิทัล โดยภาพรวมอยู่ในระดับมาก

2. การเปรียบเทียบภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 จำแนกตามประสบการณ์การบริหาร โดยภาพรวม ไม่แตกต่างกัน เมื่อพิจารณาเป็นรายด้าน พบว่า ไม่แตกต่างกัน

3. แนวทางการพัฒนาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4

3.1 ด้านวิสัยทัศน์

ผู้บริหารสถานศึกษา จะต้องเห็นคุณค่าและตระหนักถึงความสำคัญของเทคโนโลยีเพราะเทคโนโลยีเป็นสิ่งที่ช่วยเหลือในการบริหารงานเป็นอย่างมากโดยเฉพาะการประหยัดต้นทุน ยกระดับตนเป็นผู้นำด้านเทคโนโลยี ต้องเปลี่ยนทัศนคติและแนวคิดการบริหารของตนเองให้ทันต่อสถานการณ์การเปลี่ยนแปลงที่เกิดขึ้น

3.2 ด้านความคิดสร้างสรรค์

ผู้บริหารสถานศึกษาเป็นผู้นำในการขับเคลื่อนการดำเนินกลยุทธ์ของสถานศึกษา ต้องวางแผนและปรับเปลี่ยนแผนกลยุทธ์เพื่อให้มีแผนด้านกลยุทธ์ที่เหมาะสมกับสถานศึกษา พัฒนาอย่างเป็นขั้นตอน ผู้บริหารสถานศึกษาจึงจำเป็นต้องพัฒนา อบรมด้านเทคโนโลยีอยู่เสมอ

3.3 ด้านการสร้างวัฒนธรรมการเรียนรู้ในโลกดิจิทัล

ผู้บริหารสถานศึกษาต้องมีความรู้ความเข้าใจเกี่ยวกับเทคโนโลยีการสื่อสารและเทคโนโลยีคอมพิวเตอร์ สามารถเลือกใช้กับการบริหารสถานศึกษาได้เหมาะสม คุ้มค่าและเพียงพอต่อการใช้งาน บริหารและจัดสภาพแวดล้อมของสถานศึกษาให้มีความทันสมัยเหมาะสมกับการเปลี่ยนแปลงทางเทคโนโลยีให้มีประสิทธิภาพ

3.4 ด้านการเป็นมืออาชีพในการทำงาน

ผู้บริหารสถานศึกษาต้องแสวงหาความรู้จากนัก ICT ที่มีความเชี่ยวชาญในงานด้านการบริหารจัดการศึกษา ด้านการบริหารจัดการข้อมูลสารสนเทศ จัดหาบุคลากรที่รับผิดชอบและดูแลในส่วนของ ICT เพื่อให้ความรู้และพัฒนางาน สร้างเครือข่ายแลกเปลี่ยนเรียนรู้กับบุคลากร เพื่อให้บุคลากรเกิดความตระหนักมองเห็นประโยชน์จากการใช้เทคโนโลยี พัฒนาและลดความซ้ำซ้อนสูญเปล่าให้มากที่สุด

3.5 ด้านการสื่อสารดิจิทัล

ผู้บริหารสถานศึกษาต้องนำเทคโนโลยีดิจิทัลมาใช้ให้เกิดประโยชน์ในด้านต่างๆ สร้างระบบฐานข้อมูลเพื่อการบริหาร นำเทคโนโลยีคอมพิวเตอร์และเครือข่าย มาใช้ในการบริหารจัดการสถานศึกษาอย่างคุ้มค่า ควรให้ความสำคัญและมุ่งเน้นการใช้ระบบเพื่อให้เกิดความสะดวกและรวดเร็วมากยิ่งขึ้น

อภิปรายผลการวิจัย

1. ผลการศึกษาพบว่าภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมาเขต 4 โดยภาพรวมอยู่ในระดับมาก ที่เป็นเช่นนี้อาจเนื่องมาจากผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 มีวิสัยทัศน์เพื่อพัฒนาองค์กรและสถานศึกษาให้เป็นองค์กรชั้นนำ ในการบริหารจัดการศึกษาที่คุณภาพได้มาตรฐาน บนพื้นฐานความเป็นไทย ภายในปี 2565 โดยมีจุดเน้นในเรื่องการสื่อสารเทคโนโลยีเพื่อใช้ในการบริหารจัดการ

และพัฒนาคุณภาพของการศึกษาเพื่อพัฒนาผู้บริหารให้เป็นผู้นำแห่งการเปลี่ยนแปลง สอดคล้องกับแนวคิดของ วันวดี กู้เมือง (2563) ที่กล่าวว่า ปัจจุบันกระทรวงศึกษาธิการมีนโยบายสำคัญที่จะนำเทคโนโลยีสารสนเทศและการสื่อสารมาใช้ เพื่อพัฒนาการสื่อสารในทุกด้าน โดยเฉพาะการช่วยพัฒนาครูอาจารย์ การช่วยให้เด็กและเยาวชนได้เข้าถึงแหล่งความรู้และได้เรียนอย่างทัดเทียมกัน ตลอดจนการพัฒนาระบบบริหารจัดการให้ฉับไวมีประสิทธิภาพสูงสุด

1.1 ด้านวิสัยทัศน์ โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า ข้อที่มีค่าเฉลี่ยสูงที่สุด คือ ผู้บริหารสถานศึกษามีการใช้เทคโนโลยีดิจิทัลในการปฏิบัติงานที่เป็นเช่นนี้อาจเนื่องมาจาก สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 มุ่งส่งเสริม สนับสนุนและพัฒนา คุณภาพและมาตรฐานการศึกษาทุกระดับ ขยายโอกาสทางการศึกษาให้ทั่วถึงครอบคลุมผู้เรียนให้ได้รับโอกาสในการ พัฒนาเต็มตามศักยภาพ สอดคล้องกับแนวคิดของ สรรฤดี ดีปู่ (2561) ที่ได้กล่าวว่า วิสัยทัศน์ทางการศึกษา ควรเป็นระบบการศึกษาที่เพิ่มศักยภาพการเรียนรู้ของบุคคล ครอบครัว และชุมชนด้วยการส่งเสริมทักษะที่เกี่ยวกับการเรียนรู้ เพื่อสามารถพัฒนาตนเองได้ต่อเนื่องตลอดชีวิต สามารถปรับตัวให้เข้ากับสภาวะโลกที่เปลี่ยนแปลงสภาพปัญหาไปสู่สภาพที่พึงประสงค์ โดยเฉพาะโลกปัจจุบันที่เป็นโลกดิจิทัล ผู้บริหารจำเป็นต้องมีความเข้าใจด้านเทคโนโลยีดิจิทัลมากขึ้น

1.2 ด้านความคิดสร้างสรรค์ โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า ข้อที่มีค่าเฉลี่ยสูงที่สุด คือ ผู้บริหารสถานศึกษาเปิดโอกาสให้ครู สามารถสร้างผลงานได้เต็มความสามารถ ที่เป็นเช่นนี้อาจเนื่องมาจาก ผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมาเขต 4 เป็นผู้ที่มีภาวะผู้นำในการบริหารส่งเสริมและสนับสนุนอำนวยความสะดวกให้บุคลากรสร้างสรรค์ผลงานได้ตามความสามารถและเต็มศักยภาพ สอดคล้องกับแนวคิดของ กิตติ์กาญจน์ ปฏิพันธ์ (2555) กล่าวว่าภาวะผู้นำเชิงสร้างสรรค์ (creative leadership) เป็นความสามารถที่จำเป็นในยุคแห่งการเปลี่ยนแปลงซึ่ง จำเป็นต้องมีความสามารถในการจูงใจ ประสานงาน และนำบุคคลอื่นๆ อย่างมีวิสัยทัศน์ จินตนาการ และความ ยืดหยุ่น ด้วยวิธีการ หรือแนวทางใหม่ๆ อย่างท้าทายและสร้างสรรค์

1.3 ด้านการสร้างวัฒนธรรมการเรียนรู้ในโลกดิจิทัล โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า อยู่ในระดับมากทุกข้อ โดยข้อที่มีค่าเฉลี่ยสูงที่สุด คือ ผู้บริหารสถานศึกษาสนับสนุนการสร้างนวัตกรรม หรือกระบวนการทำงานรูปแบบใหม่ ที่เป็นเช่นนี้อาจเนื่องมาจาก นโยบายสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน กำหนดให้สถานศึกษา นำดิจิทัลเทคโนโลยีมาใช้ในการเพิ่มประสิทธิภาพการบริหารอย่างเป็นระบบ สอดคล้องกับสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2562) ในศตวรรษที่ 21 สถานศึกษามีความจำเป็นต้องเข้าใจบริบทของ องค์กรที่มีการเปลี่ยนแปลงอย่างรวดเร็วที่เข้ามามีผลกระทบต่อการบริหารสถานศึกษา อย่างมาก โดยเฉพาะสภาพแวดล้อมภายนอกทางเทคโนโลยีที่เป็นทั้งปัจจัยเอื้อและปัจจัย ที่เป็นอุปสรรคในการบริหารงานล้วนส่งผลทำให้ผู้เรียน การเรียนรู้ ครูผู้สอน เทคโนโลยี และนวัตกรรมการเรียนรู้ในยุคดิจิทัลเปลี่ยนแปลงตามไปด้วย

1.4 ด้านการเป็นมืออาชีพในการทำงาน โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า ข้อที่มีค่าเฉลี่ยสูงที่สุด คือ ผู้บริหารสถานศึกษามีการจัดสภาพแวดล้อมที่เหมาะสมกับการจัดการเรียนรู้ ที่เป็นเช่นนี้อาจเนื่องมาจาก ผู้บริหารสถานศึกษา เป็นกลไกหลัก ในการกำหนดนโยบายกำหนดวิสัยทัศน์ กำหนดพันธกิจ สอดคล้องกับแนวความคิดของ อุทัย บุญประเสริฐ (2549) ที่กล่าวว่าผู้บริหารสถานศึกษามืออาชีพ มีความสามารถในเชิงวิชาการที่เป็นที่ยอมรับของคนในวงการบริหารสถานศึกษาและผู้เกี่ยวข้องโดยทั่วไปกับงานการศึกษาของสถานศึกษา ความเป็นคนซื่อสัตย์สุจริตและยุติธรรม การเป็นผู้มีวิสัยทัศน์เห็นการณ์ไกลมองอนาคตขององค์กรและมองข้างหน้าเป็นหลัก ความรู้ความเข้าในการปฏิรูปการศึกษา ความสามารถในการบริหารจัดการ ความรู้เข้าใจเรื่องหลักสูตรศาสตร์การสอน รูปแบบการเรียนการสอนความรู้และความสามารถทางด้านเทคโนโลยีในระดับที่เพียงพอ

1.5 ด้านการสื่อสารดิจิทัล โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า ข้อที่มีค่าเฉลี่ยสูงที่สุด คือ ผู้บริหารสถานศึกษาดำเนินงาน และกิจกรรมต่างๆ ในการสื่อสารผ่านช่องทาง social media ที่เป็นเช่นนี้อาจเนื่องมาจาก ในปัจจุบันเป็นยุคของการพัฒนาด้านเทคโนโลยีและการสื่อสารมีการนำระบบโครงข่ายการเชื่อมต่อระบบอินเทอร์เน็ตเข้ามาใช้เพื่อเชื่อมโยงอุปกรณ์เข้าหากันทำให้เกิดการติดต่อสื่อสารที่ไร้พรมแดน ผู้บริหารสามารถสื่อสารได้อย่างสะดวกรวดเร็วและประหยัดทรัพยากรมากยิ่งขึ้น สอดคล้องกับแนวความคิดของ Antonopoulou, S. (2020) กล่าวว่า ผู้นำได้แสดงความคิดเห็นว่าในสมัยที่ยังไม่มีเทคโนโลยีการสื่อสารเป็นไปในลักษณะจากอีกคนไปถึงยังอีกคนทำให้การรับสารเกิดความผิดพลาด ในปัจจุบันเทคโนโลยีเป็นส่วนหนึ่งของชีวิตประจำวัน เมื่อมีการสื่อสารที่มีความเร่งด่วนในเรื่องงานสามารถทาให้ติดต่อสื่อสารได้ทันทีทาให้เกิดการลดความผิดพลาดในการรับส่งสารและสะดวกรวดเร็วยิ่งขึ้นถึงกระนั้นก็แสดงให้เห็นว่าถึงแม้ว่าเทคโนโลยีเป็นสิ่งสำคัญแต่ สิ่งมากกว่าคือการมีปฏิสัมพันธ์กับมนุษย์ อย่างน้อยการมีภาษาและแนวคิดจะช่วยได้มากกว่าเทคโนโลยี

2. การเปรียบเทียบภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 จำแนกตามประสบการณ์การบริหารโดยภาพรวมและรายด้าน พบว่า ไม่แตกต่างกัน ที่เป็นเช่นนี้อาจเนื่องมาจากผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 ไม่ว่าจะประสบการณ์การบริหารต่ำกว่า 10 ปี

หรือ 10 ปีขึ้นไป ด้วยสภาพกาลปัจจุบัน ในการบริหารงานต่างต้องมีการเรียนรู้และปรับตัวให้เท่าทันต่อการเปลี่ยนแปลงด้านเทคโนโลยี สอดคล้องกับแนวความคิดของ เอกชัย กี่สุขพันธ์ (2559) กล่าวว่า ผู้บริหารสถานศึกษาในยุคดิจิทัล จึงจำเป็นต้องเรียนรู้เกี่ยวกับเทคโนโลยีการสื่อสารและเทคโนโลยีคอมพิวเตอร์และผลกระทบที่เกิดขึ้นต่อการบริหารจัดการสถานศึกษาเพื่อการใช้เทคโนโลยีสารสนเทศและการสื่อสารให้เกิดประโยชน์สูงสุดอย่างคุ้มค่าที่แท้จริง

3. แนวทางการพัฒนาภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4

3.1 ด้านวิสัยทัศน์ แนวทางการพัฒนาผู้บริหารสถานศึกษาให้มีกลยุทธ์นำเทคโนโลยีมาใช้ ในการทำงาน ผู้บริหารสถานศึกษาจะต้องเห็นคุณค่าและตระหนักถึงความสำคัญของเทคโนโลยีเพราะเทคโนโลยีเป็นสิ่งที่ช่วยเหลือในการบริหารงานเป็นอย่างมากโดยเฉพาะการประหยัดต้นทุน ยกระดับตนเป็นผู้นำด้านเทคโนโลยี ต้องเปลี่ยนทัศนคติและแนวคิดการบริหารของตนเองให้ทันต่อสถานการณ์การเปลี่ยนแปลงที่เกิดขึ้น ตัวผู้บริหารเองต้องเป็นต้นแบบในการนำเทคโนโลยีมาใช้ เปลี่ยนมุมมองและทัศนคติในการใช้เทคโนโลยี โดยจัดประชุมแลกเปลี่ยนเรียนรู้ สอดคล้องกับแนวความคิด วิจารณ์ พานิช (2555) การมีคุณค่าร่วมและวิสัยทัศน์ร่วมกันไปถึงการเรียนรู้ร่วมกันและการนำสิ่งที่เรียนรู้ไปประยุกต์ใช้ อย่างสร้างสรรค์ร่วมกัน การรวมตัวในรูปแบบนี้เป็นเหมือนแรงผลักดัน โดยอาศัยความต้องการและความสนใจของ สมาชิกใน PLC เพื่อการเรียนรู้และพัฒนาวิชาชีพ สู่มาตรฐานการเรียนรู้ของนักเรียนเป็นหลัก

3.2 ด้านความคิดสร้างสรรค์ แนวทางการพัฒนาผู้บริหารสถานศึกษา ให้สามารถปรับเปลี่ยนแผนกลยุทธ์ในการบริหาร ผู้บริหารต้องพัฒนาบุคลากรภายในสถานศึกษาให้เกิดความเข้าใจในเรื่องของระบบสารสนเทศและต้องให้ความตระหนักและให้ความสำคัญกับข้อมูลว่า สารสนเทศที่ดี ต้องมาจากข้อมูลที่ดีด้วยเช่นกัน ผู้บริหารสถานศึกษาจึงจำเป็นต้องพัฒนา อบรมด้านเทคโนโลยีอยู่เสมอ สอดคล้องกับแนวความคิดของ ไพโรจน์ กลิ่นกุหลาบ (2545) กล่าวว่า ระบบสารสนเทศทางการศึกษา (Education Information System : EIS) เป็นสิ่งที่มีความสำคัญและจำเป็นอย่างยิ่งต่อการพัฒนานโยบาย การวางแผน และพัฒนาการศึกษา เพราะ กระบวนการตัดสินใจในการบริหารย่อมอาศัยระบบสารสนเทศทางการศึกษาที่จะนำมาใช้ในการพัฒนา

3.3 ด้านการสร้างวัฒนธรรมการเรียนรู้ในโลกดิจิทัล แนวทางการพัฒนาผู้บริหารสถานศึกษา ให้มีความสามารถยอมรับความเสี่ยงที่อาจเกิดจากการนำเทคโนโลยีดิจิทัลมาใช้ การบริหารสถานศึกษาในยุคดิจิทัลนี้ ผู้บริหารจำเป็นต้องมีความรู้ความเข้าใจเกี่ยวกับเทคโนโลยีการสื่อสารและเทคโนโลยีคอมพิวเตอร์ เลือกใช้กับการบริหารสถานศึกษาให้ได้อย่างเหมาะสม คุ้มค่าและเพียงพอต่อการใช้งาน สอดคล้องกับแนวคิดของ พงษ์ศักดิ์ ผกามาศ (2553) กล่าวว่า การปฏิบัติตนให้ทันต่อการเปลี่ยนแปลงของเทคโนโลยีสารสนเทศปัจจุบันความก้าวหน้าของเทคโนโลยีสารสนเทศได้มีบทบาทที่สำคัญต่อวิถีชีวิตและสังคมของมนุษย์ เทคโนโลยีสารสนเทศได้สร้างการเปลี่ยนแปลงและโอกาสให้แก่องค์การ

3.4 ด้านการเป็นมืออาชีพในการทำงาน แนวทางการพัฒนาผู้บริหารสถานศึกษา ให้สามารถสร้างเครือข่ายการเรียนรู้โดยใช้เทคโนโลยีดิจิทัล ผู้บริหารจะต้องแสวงหาความรู้จากนัก ICT ที่มีความเชี่ยวชาญในงานด้านการบริหารจัดการศึกษา ด้านการบริหารจัดการข้อมูลสารสนเทศ สร้างเครือข่ายและร่วมพูดคุยแลกเปลี่ยนกับบุคลากรเพื่อให้ครูและบุคลากรเกิดความตระหนักมองเห็นประโยชน์จากการใช้เทคโนโลยี ซึ่งสอดคล้องกับงานวิจัยของ ฤทัยทรัพย์ ดอกคำ (2553) ทำการวิจัยเรื่อง รูปแบบการพัฒนาภาวะผู้นำของผู้บริหารโรงเรียน ขนาดเล็กที่ส่งผลต่อประสิทธิผลโรงเรียน พบว่า การอบรมเข้มและการศึกษาดูงาน เป็นส่วนหนึ่งของรูปแบบการพัฒนาภาวะผู้นำ

3.5 ด้านการสื่อสารดิจิทัล แนวทางการพัฒนาผู้บริหารสถานศึกษา ให้มีการแสดงความคิดเห็นโดยใช้เทคโนโลยีผ่านสื่อที่เป็น Social Media ผู้บริหารควรระมัดระวังอย่างยิ่งในการโพสต์ หรือเผยแพร่ ส่งต่อข้อความ รูปภาพ วีดิโอ ที่อาจก่อให้เกิดความเสียหาย การบริหารสถานศึกษาในยุคดิจิทัลนี้ถ้ารู้จักนำดิจิทัลเทคโนโลยีมาใช้ให้เกิดประโยชน์ในด้านต่างๆ ผู้บริหารควรให้ความสำคัญและมุ่งเน้นการใช้ระบบ เพื่อให้เกิดความสะดวกและรวดเร็วในการรับส่งเอกสารให้มากยิ่งขึ้น สอดคล้องกับแนวคิดของ วาสนา สุขกระสานติ (2540) ได้ให้ความหมายของคำว่า เทคโนโลยีสารสนเทศว่ากระบวนการต่างๆ และระบบงานที่ช่วยให้ได้สารสนเทศที่ต้องการ รวมถึงเครื่องมืออุปกรณ์ต่างๆ กระบวนการจัดเก็บ ประมวลผล และแสดงผลลัพธ์ในรูปแบบต่างๆ สถานศึกษาควรนำระบบเทคโนโลยีสารสนเทศมาใช้จัดการเรียนการสอนให้ทันสมัย

ข้อเสนอแนะ

1. ข้อเสนอแนะสำหรับการนำผลการวิจัยไปใช้

1.1 จากผลการวิจัย พบว่า ภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 ด้านการเป็นมืออาชีพในการทำงาน ผู้บริหารสถานศึกษา ต้องพัฒนาตนเองให้เท่าทันเทคโนโลยีอยู่

สม่ำเสมอ และคำนึงถึงการใช้เทคโนโลยีให้เกิดความสร้างสรรค์และมีจรรยาบรรณเพื่อการพัฒนาคุณภาพการศึกษาให้มีประสิทธิภาพและประสิทธิผลสูงสุด

1.2 จากผลการวิจัย พบว่า ภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4 ด้านวิสัยทัศน์ ผู้บริหารสถานศึกษาควรเพิ่มระดับในการพัฒนาตนเองให้มีคุณลักษณะด้านความคิดสร้างสรรค์ อบรมแลกเปลี่ยนเรียนรู้ เพื่อให้รู้เท่าทันสภาวะการเปลี่ยนแปลงเพื่อช่วยในการส่งเสริมวิสัยทัศน์การจัดการศึกษาให้มีความทันสมัยอยู่ตลอดเวลา

2. ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่เอื้อและปัจจัยที่เป็นอุปสรรคต่อการพัฒนาภาวะผู้นำเชิงดิจิทัล ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4

2.2 ควรศึกษาปัจจัยที่ส่งผลต่อภาวะผู้นำเชิงดิจิทัล ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4

2.3 ควรศึกษารูปแบบการพัฒนาทักษะภาวะผู้นำเชิงดิจิทัล ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4

2.4 ควรศึกษาความสัมพันธ์ระหว่างภาวะผู้นำเชิงดิจิทัลของผู้บริหารสถานศึกษาและประสิทธิภาพของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 4

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การพัฒนาความสามารถของผู้ปกครองในการใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการ.
Developing the ability of parents to use the application to improve the self-help skills of children with cerebral palsy

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บทคัดย่อ

พัฒนาการของเด็กระดับปฐมวัยมีความสำคัญมากเพราะเป็นช่วงวัยที่มีการเจริญเติบโตทั้งร่างกาย จิตใจอารมณ์ สังคมและสติปัญญาที่ส่งผลต่อทักษะการดำเนินชีวิตในอนาคตซึ่งผู้ปกครองมีหน้าที่หลักในการช่วยเหลือให้เด็กได้รับการส่งเสริมอย่างเต็มศักยภาพ เด็กสมองพิการมีภาวะความบกพร่องที่ต้องได้รับการพัฒนาอย่างถูกต้อง สม่ำเสมอและต่อเนื่อง การวิจัยในครั้งนี้วัตถุประสงค์วิจัย: การวิจัยครั้งนี้มีวัตถุประสงค์ คือ 1) เพื่อพัฒนาแอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการสำหรับผู้ปกครอง 2) เพื่อศึกษาความสามารถของผู้ปกครอง ในการใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการ และ3) เพื่อเปรียบเทียบทักษะการช่วยเหลือตนเองของเด็กสมองพิการก่อนและหลังจากผู้ปกครองใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการ กลุ่มเป้าหมาย คือ เด็กสมองพิการ จำนวน 5 คนและผู้ปกครอง จำนวน 5 คน ดำเนินการทดลองตามแผนการทดลองแบบกลุ่มเดียวทดสอบก่อนหลัง(Quasi – Experimental Research; Non – Randomize one group pretest – posttest design) เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการ แบบทดสอบความสามารถของผู้ปกครอง แผนการจัดการเรียนรู้และแบบประเมินทักษะการช่วยเหลือตนเองของเด็กสมองพิการ วิเคราะห์ข้อมูลโดยใช้สถิติพื้นฐาน และสถิติทดสอบ The Wilcoxon Matched Pairs Signed-Ranks Test

ผลการศึกษา พบว่า 1) แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการสำหรับผู้ปกครองเป็นโปรแกรมที่ใช้ได้ในโทรศัพท์มือถือและคอมพิวเตอร์ประกอบด้วย คำชี้แจงการใช้งาน แบบทดสอบความสามารถของผู้ปกครอง แผนการจัดการเรียนรู้ สื่อ ภาพ วีดีทัศน์ประกอบการฝึก และ แบบประเมินทักษะการช่วยเหลือตนเองของเด็กสมองพิการ แอปพลิเคชันมีความเหมาะสมเฉลี่ยภาพรวม อยู่ในระดับมากที่สุด (μ = 4.56, σ = .12) โดยด้านกระบวนการใช้งานมีความเหมาะสมอยู่ในระดับมากที่สุด (μ = 4.56,σ =.26) และด้านเนื้อหา มีความเหมาะสมอยู่ในระดับมาก (μ = 4.58, σ =.14) 2) ความสามารถของผู้ปกครองก่อนและหลังการใช้แอปพลิเคชั่นเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และ3) ทักษะการช่วยเหลือตนเองของเด็กสมองพิการก่อนและหลังจากผู้ปกครองใช้แอปพลิเคชัน มีความแตกต่างกันอย่างมีนัยสำคัญ ที่ระดับ .05

คำสำคัญ: ผู้ปกครอง แอปพลิเคชัน ทักษะการช่วยเหลือตนเอง เด็กสมองพิการ

Abstract

The purposes of this research were 1) to develop an application to develop self-help skills of children with cerebral palsy for parents; 2) to study the abilities of parents to use the application to develop self-help skills of children with cerebral palsy and 3) to compare the self-help skills of children with cerebral palsy before and after their parents used the application. The sample group was 5 children with cerebral palsy and 5 parents. The experimental plan was Quasi–Experimental Research; Non – Randomize one group pretest–posttest design. The research tools consisted of an application to develop self-help skills for children with cerebral palsy, a parental ability test, a learning management plan, and self-help skills assessment form for children with cerebral palsy. Data were analyzed using basic statistics and The Wilcoxon Matched Pairs Signed-Ranks Test. This research was approved by the Human Research Ethics Committee, Khon Kaen University, number HE653106

The results showed that 1) The application for developing self-help skills of children with cerebral palsy for parents was a program that could be used on mobile phones and computers. consisting of usage statement, parent ability test, learning management plans, media, pictures, videos for training, and self-help skills assessment

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form for children with cerebral palsy. The application was overall average appropriate. at the highest level(μ = 4.56, σ = .12) in terms of process use, it was at the highest level(μ = 4.56, σ =.26) and content was at a high level(μ = 4.58, σ = .14). 2) the abilities of parents before and after using the application to develop self-help skills of children with cerebral palsy were significantly different at the .05 level. and 3) the self-help skills of children with cerebral palsy before and after their parents used the application were significant difference at the .05 level.
Keywords: Parents, self-help skills, children with cerebral palsy, application, training

บทนำ

การศึกษาเป็นกระบวนการเรียนรู้เพื่อความเจริญงอกงามของบุคคลและสังคมโดยการถ่ายทอดความรู้ การฝึก การอบรม การสืบสานทางวัฒนธรรม รวมทั้งคนพิการที่รัฐต้องจัดการศึกษาขั้นพื้นฐานไม่น้อยกว่าสิบสองปีที่รัฐต้องจัดให้อย่างทั่วถึงและมีคุณภาพโดยไม่เก็บค่าใช้จ่าย ตั้งแต่แรกเกิดหรือพบความพิการมีสิทธิได้รับสิ่งอำนวยความสะดวก สื่อ บริการ และความช่วยเหลืออื่นใดทางการศึกษา ตามหลักเกณฑ์และวิธีการที่กำหนดในกฎกระทรวงด้วยรูปแบบที่เหมาะสมโดยคำนึงถึงความสามารถของบุคคลนั้น (สำนักงานเลขาธิการสภาการศึกษา, 2560) สำหรับเด็กพิการระดับปฐมวัยการช่วยเหลือตนเองเป็นทักษะพื้นฐานในการดูแลตนเองเบื้องต้น ลดภาระการพึ่งพิง ผู้ปกครองและครอบครัวเป็นผู้มีบทบาทสำคัญในการช่วยเหลือ ฝึกหัด และส่งเสริมการเรียนรู้ให้เด็ก รวมทั้งการสร้างสิ่งแวดล้อมในครอบครัวให้เหมาะสมสอดคล้องกับธรรมชาติของเด็ก การพัฒนาความรู้ ความเข้าใจ ทักษะ เจตคติของผู้ปกครองจึงเป็นเรื่องจำเป็นสำหรับการส่งเสริมพัฒนาการและช่วยเหลือให้เด็กพิการให้สามารถช่วยเหลือตนเองได้ด้วยตนเองภายใต้สภาพแวดล้อมที่คุ้นเคย

ผู้วิจัยในฐานะครูผู้สอนจึงพัฒนาแอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการสำหรับผู้ปกครองและผู้ดูแลเด็กได้ศึกษาด้วยตนเองทุกที่ทุกเวลาและนำความรู้ไปพัฒนาทักษะการช่วยเหลือตนเองของเด็กพิการได้อย่างต่อเนื่องส่งผลให้เด็กพิการมีความสามารถในการช่วยเหลือตนเองเพิ่มขึ้นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อพัฒนาแอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการสำหรับผู้ปกครอง
2. เพื่อศึกษาความสามารถของผู้ปกครอง ในการใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการ
3. เพื่อเปรียบเทียบทักษะการช่วยเหลือตนเองของเด็กสมองพิการก่อนและหลังจากผู้ปกครองใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการ

วิธีการดำเนินการวิจัย

การพัฒนาความสามารถของผู้ปกครองในการใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการครั้งนี้ ใช้รูปแบบการวิจัยกึ่งทดลอง ผู้วิจัยดำเนินการทดลองตามแผนการทดลองแบบกลุ่มเดียวทดสอบก่อนหลัง (Quasi – Experimental Research; Non – Randomize one group pretest – posttest design) กลุ่มเป้าหมาย คือ เด็กสมองพิการ อายุ 3 ถึง 8 ปี ที่มารับบริการช่วยเหลือระระแรกเริ่มที่ศูนย์การศึกษาพิเศษ เขตการศึกษา 9 จังหวัดขอนแก่น และผู้ปกครองที่นำเด็กมารับบริการ กลุ่มตัวอย่าง เลือกแบบเจาะจง มีเกณฑ์ในการคัดเข้าและคัดออก ดังนี้ 1)เด็กสมองพิการ จำนวน 5 คน เลือกแบบเจาะจง โดยมีเกณฑ์การคัดเข้า มีดังนี้ (1) เด็กที่ได้รับการวินิจฉัยจากแพทย์ว่าเป็นเด็กสมองพิการ ประเภทแข็งเกร็ง (Spasticity) (2) มี อายุระหว่าง 3 ถึง 8 ปี (3) มีความสามารถพื้นฐาน คือ นั่งทรงตัวได้ รับรู้และเข้าใจภาษา (4) มีปัญหาเกี่ยวกับการช่วยเหลือตนเอง เรื่องการแต่งกาย 2) ผู้ปกครองของเด็กสมองพิการ จำนวน 5 คน เลือกแบบเจาะจง มีเกณฑ์การคัดเข้า ดังนี้ (1) เป็น พ่อ แม่ ผู้ปกครองหรือผู้ดูแลเด็กสมองพิการ ที่เป็นกลุ่มตัวอย่าง (2) นำเด็กมารับบริการที่ศูนย์การศึกษาพิเศษ เขตการศึกษา 9 จังหวัดขอนแก่น อย่างสม่ำเสมอและต่อเนื่อง อย่างน้อย 5 เดือน ในปีการศึกษา 2564-2565 (3) ยินยอมเข้าร่วมการวิจัย เกณฑ์การคัดออก มีดังนี้ 1) เด็กสมองพิการ มีเกณฑ์การคัดออก คือ (1) เด็กสมองพิการที่มีความพิการด้านอื่นร่วมด้วยหรือมีภาวะพิการซ้อน (2) มารับบริการไม่สม่ำเสมอและไม่ต่อเนื่อง 2) ผู้ปกครองของเด็กสมองพิการ มีเกณฑ์การคัดออก คือ (1) ไม่นำเด็กมารับบริการที่ศูนย์การศึกษาพิเศษ เขตการศึกษา 9 จังหวัดขอนแก่น อย่างสม่ำเสมอและต่อเนื่อง ในปีการศึกษา 2564-2565 (2) ไม่ยินยอมเข้าร่วมการวิจัย การเก็บรวมรวมข้อมูล ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลโดยดำเนินการทดลองตามแผนการทดลองแบบกลุ่มเดียวทดสอบก่อนหลัง (Quasi – Experimental Research; Non – Randomize one group pretest – posttest design) เครื่องมือที่ใช้ในการวิจัยประกอบด้วย

2.1 แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการ

2.2 แบบทดสอบความสามารถของผู้ปกครองเรื่องการพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการ

2.3 แผนการจัดกิจกรรมการเรียนรู้สำหรับผู้ปกครอง จำนวน 4 แผน

2.4 แบบประเมินทักษะการช่วยเหลือตนเองของเด็กสมองพิการ

ขั้นตอนในการเก็บรวบรวมข้อมูล มีดังนี้

1. ทำหนังสือจากคณะศึกษาศาสตร์ มหาวิทยาลัยขอนแก่น เพื่อขออนุญาตผู้อำนวยการศูนย์การศึกษาพิเศษ เขตการศึกษา 9 จังหวัดขอนแก่น ดำเนินการทดลองกับกลุ่มตัวอย่าง คือเด็กสมองพิการ จำนวน 5 คน

2. ทำหนังสือขอความยินยอมจากผู้ปกครองของเด็กสมองพิการ

3. ดำเนินการประเมินทักษะการช่วยเหลือตนเองของเด็กสมองพิการ ด้วยแบบประเมินทักษะการช่วยเหลือตนเองที่ผู้วิจัยสร้างขึ้น จำนวน 4 ชุด กับเด็กสมองพิการก่อนการทดลอง (Pretest) เป็นรายบุคคล

4. อบรมให้ความรู้แก่ผู้ปกครองเพื่อให้ดำเนินการสอนโดยใช้แอปพลิเคชันตามแผนการจัดกิจกรรมการเรียนรู้สำหรับผู้ปกครอง ที่ผู้วิจัยจัดทำขึ้น วันที่ 1 มิถุนายน ถึง 3 มิถุนายน 2565 กำหนดแนวทางการสอนโดยใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองสำหรับเด็กสมองพิการโดยผู้ปกครองฝึกตามแอปพลิเคชัน จำนวน 5 ครั้ง/สัปดาห์ วันละ 60 นาที จำนวน 12 สัปดาห์ รวม 60 ครั้ง

สรุปผลการวิจัย

1. ผลการพัฒนาแอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการ

ตารางที่ 1 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานความเหมาะสมของแอปพลิเคชันฯในภาพรวมและ จำแนกตามด้านกระบวนการใช้งานและด้านเนื้อหา

ที่	รายการประเมิน	μ	σ	แปลผล
ด้านกระบวนการใช้งาน				
	ขั้นตอนดาวน์โหลดและติดตั้งแอปพลิเคชันสะดวก	4.67		มากที่สุด
	ขั้นตอนดาวน์โหลดและติดตั้งแอปพลิเคชันรวดเร็ว	4.67		มากที่สุด
	การเข้าใช้งานแอปพลิเคชันมีความสะดวก	4.33		มาก
	แอปพลิเคชันมีเสถียรภาพสามารถใช้งานได้ต่อเนื่องและสมบูรณ์	4.67		มากที่สุด
	การออกแบบแอปพลิเคชัน มีความโดดเด่นและเป็นอัตลักษณ์	4.67		มากที่สุด
	มีระบบโต้ตอบระหว่างผู้ดูแลระบบและผู้ใช้งาน	4.33		มาก
	เฉลี่ยด้านกระบวนการใช้งาน	4.56		มากที่สุด
ด้านเนื้อหา				
	มีคำอธิบายและชี้แจงการใช้งานแอปพลิเคชันให้ผู้ใช้งานผู้ปกครองเด็ก) (สมองพิการเข้าใจง่าย	4.67	.58	มากที่สุด
	รายการเมนูเป็นภาพและคำบรรยายที่เข้าใจง่าย	4.67		มากที่สุด
	ภาพและคำบรรยายสอดคล้องกับเนื้อหาและเป้าหมายการพัฒนาทักษะช่วยเหลือตนเอง	4.67		มากที่สุด
	ภาพและคำบรรยายมีลำดับขั้นตอนชัดเจน	4.33		มาก
	ภาพ วีดีทัศน์ คำบรรยาย จัดแสดงประสบการณ์การเรียนรู้แก่เด็กสมองพิการโดยผู้ปกครองมีส่วนร่วม	4.67		มากที่สุด
	มีบทสรุปทุกเนื้อหา	4.33		มาก
	มีการวัดและประเมินผลที่ชัดเจน	4.67		มากที่สุด
	เฉลี่ยด้านเนื้อหา	4.58		มากที่สุด
	เฉลี่ยรวมความเหมาะสม	4.56		มากที่สุด

จากตารางที่ 1 จะเห็นว่า ความเหมาะสมของแอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการในภาพรวม ความเหมาะสมเฉลี่ยอยู่ในระดับมากที่สุด (μ = 4.56, **σ** = .12) เมื่อจำแนกตามด้านกระบวนการใช้งานมีความเหมาะสมอยู่ในระดับมากที่สุด (μ = 4.56 , **σ** =.26) และเมื่อจำแนกตามด้านเนื้อหา มีความเหมาะสมอยู่ในระดับมาก (μ = 4.58, **σ** =.14)

2. ผลการศึกษาความสามารถของผู้ปกครองในการใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมอพิการ

ตารางที่ 2 เปรียบเทียบความแตกต่างของคะแนนความสามารถที่ได้จากการทำแบบทดสอบของผู้ปกครองก่อนและหลังการใช้แอปพลิเคชัน (เต็ม 10 คะแนน)

การทดสอบ	**ฉลี่ย**	**นเบี่ยงเบนมาตรฐาน**	
ก่อนใช้แอปพลิเคชันฯ	0		04
หลังการใช้แอปพลิเคชันฯ	0		

P = .041

จากตารางที่ 2 พบว่าคะแนนความสามารถของผู้ปกครองหลังการใช้แอปพลิเคชันสูงกว่าก่อนการใช้แอปพลิเคชันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยมีคะแนนเฉลี่ยก่อนการใช้แอปพลิเคชัน เท่ากับ 3.80 และมีคะแนนเฉลี่ยหลังการใช้แอปพลิเคชัน เท่ากับ 8.60 แสดงว่าแอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการสำหรับผู้ปกครองทำให้ผู้ปกครองมีความรู้ความเข้าใจและทักษะในการพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการมากขึ้น

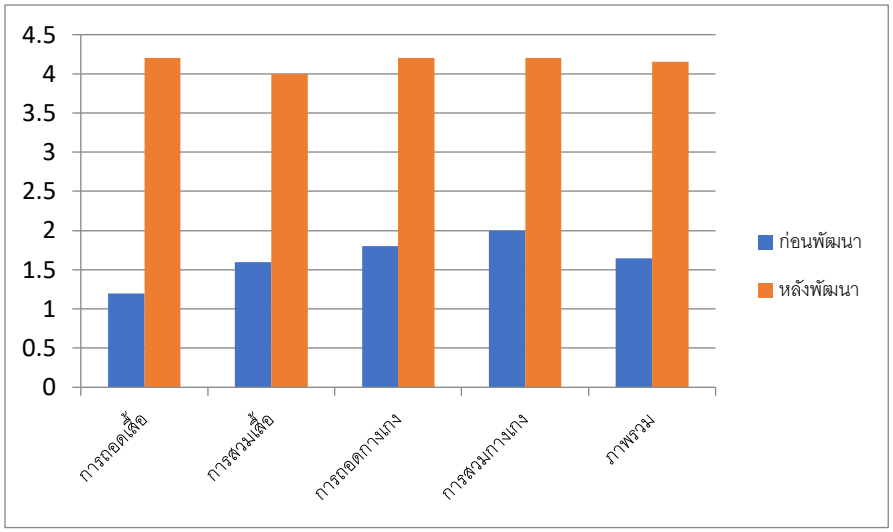
3. ผลการเปรียบเทียบทักษะการช่วยเหลือตนเองของเด็กสมองพิการก่อนและหลังจากผู้ปกครองใช้แอปพลิเคชัน

ตารางที่ 3 เปรียบเทียบค่าเฉลี่ยของคะแนนทักษะการช่วยเหลือตนเองก่อน-หลังการใช้แอพพลิเคชันของนักเรียนทั้ง 5 คนจำแนกเป็นรายทักษะและภาพรวม

ทักษะ	**รทดสอบ**	**ค่าเฉลี่ย**	**ส่วนเบี่ยงเบนมาตรฐาน**	**Z**	**P value**
การถอดเสื้อ	น	1.20	.45	-2.06	.039*
	ง	4.20	.45		
การสวมเสื้อ	น	1.60	.55	-2.03	.042*
	ง	4.00	.71		
การถอด	น	1.80	.45	-2.12	.034*
กางเกง	ง	4.20	.45		
การสวมกางเกง	น	2.00	.00	-2.12	.034*
	ง	4.20	.45		
ภาพรวม	น	1.65	.14	-2.04	.041*
	หลัง	4.15	.22		

*มีนัยสำคัญที่ระดับ .05

จากตารางที่ 3 พบว่า คะแนนเฉลี่ยผลการประเมินทักษะการช่วยเหลือตนเองของเด็กสมองพิการหลังจากผู้ปกครองใช้แอปพลิเคชันสูงกว่าก่อนใช้แอปพลิเคชัน อย่างมีนัยสำคัญทางสติที่ระดับ .05 ทั้งในภาพรวมและเมื่อจำแนกเป็นรายทักษะทั้งทักษะการถอดเสื้อ สวมเสื้อ ถอดกางเกงและสวมกางเกง แสดงให้เห็นว่าเมื่อผู้ปกครองใช้แอปลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการและฝึกตามแผนการจัดการเรียนรู้ทั้ง 4 แผนแล้วทำให้เด็กสมองพิการมีพัฒนาการด้านทักษะการช่วยเหลือตนเองสูงขึ้น



ภาพที่ 1 เปรียบเทียบความแตกต่างของคะแนนเฉลี่ยก่อนและหลังจากที่ผู้ปกครองใช้แอปพลิเคชัน ในภาพรวมและจำแนกตามรายทักษะ

จากภาพที่ 1 พบว่าหลังจากผู้ปกครองใช้แอปพลิเคชันคะแนนเฉลี่ยทักษะการช่วยเหลือตนเองของเด็กสมองพิการสูงกว่าก่อนใช้แอปพลิเคชัน ทั้งในภาพรวมและเมื่อจำแนกเป็นรายทักษะทั้งทักษะการถอดเสื้อ สวมเสื้อ ถอดกางเกงและสวมกางเกง แสดงให้เห็นว่าเมื่อผู้ปกครองใช้แอปลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการและฝึกตามแผนการจัดการเรียนรู้ทั้ง 4 แผนแล้วทำให้เด็กสมองพิการมีพัฒนาการด้านทักษะการช่วยเหลือตนเองสูงขึ้น

อภิปรายผลการวิจัย

1. ผลการพัฒนาแอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการสำหรับผู้ปกครองแอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการสำหรับผู้ปกครอง ประกอบด้วย แบบทดสอบความสามารถของผู้ปกครองในการใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการ แผนการจัดการเรียนรู้ทักษะการช่วยเหลือตนเอง สื่อ วีดีทัศน์ประกอบการฝึก และแบบประเมินทักษะการช่วยเหลือตนเองของเด็กสมองพิการ แอปพลิเคชันมีความเหมาะสมเฉลี่ยภาพรวม อยู่ในระดับมากที่สุด สอดคล้องกับ ณัฐวดี หงษ์บุญมีและกาญจนา แสงตาล (2559) ที่พัฒนาแอปพลิเคชันระบุธนบัตรไทยด้วยเสียงสำหรับผู้พิการทางสายตาผ่านสมาร์ทโฟระบบปฏิบัติการแอนดรอยด์แปลงข้อความเป็นเสียงผ่านสมาร์ทโฟน ผลการทดสอบแอปพลิเคชันพบว่าผู้ใช้งาน มีความพึงพอใจเฉลี่ย เท่ากับ 4.33 แอปพลิเคชันนี้มีสามารถช่วยให้ผู้พิการทางสายตาทราบถึงชนิดธนบัตรได้ง่ายขึ้น และสอดคล้องกับงานวิจัยของนัฐติยา สอนสุภาพ (2562) ได้ศึกษาวิจัยเกี่ยวกับการใช้แอปพลิเคชันเสียงเพื่อการเรียนรู้สำหรับคนพิการ ซึ่งทำให้คนพิการมีความพึงพอใจในการใช้แอปพลิเคชันเสียงอยู่ในระดับมาก ("x" =4.39, S.D.= .08) 2. ผลการศึกษาความสามารถของผู้ปกครองในการใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการ พบว่า ความสามารถของผู้ปกครองก่อนและหลังการใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ. 05 สอดคล้องกับผลการวิจัยของ ปนัดดา วงค์จันตา (2553) ที่พัฒนารูปแบบการอบรมผู้ปกครองของบุคคลออทิสติกโดยใช้เครือข่ายอินเตอร์เน็ต พบว่า ผู้ปกครองของบุคคลออทิสติกมีความสามารถและมีเจตคติในการแก้ปัญหาการบูรณาการประสาทความรู้สึกก่อนและหลังการใช้รูปแบบแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และมีความพึงพอใจหลังการใช้รูปแบบอยู่ในระดับมาก รวมทั้งพบว่าบุคคลออทิสติกมีปัญหาการบูรณาการประสาทความรู้สึกทั้งเป็นรายบุคคลและในภาพรวมลดลง สอดคล้องกับฑมลา บุญกาญจน์ (2562) การสร้างเครื่องมือ แผนกิจกรรมเพื่อพัฒนาทักษะการช่วยเหลือตนเองสำหรับเด็กสมองพิการ ประกอบด้วย ทักษะการรับประทานอาหารและการดื่ม ทักษะการแต่งตัว และทักษะการดูแลสุขอนามัยส่วนบุคคลภายใต้รูปแบบการจัดประสบการณ์การเรียนรู้โดยผู้ปกครองมีส่วนร่วม ผลการวิจัยพบว่า หลังการอบรมผู้ปกครองมีความรู้เพื่อพัฒนาทักษะการช่วยเหลือตนเองสำหรับเด็กสมองพิการได้

2. ผลการเปรียบเทียบทักษะการช่วยเหลือตนเองของเด็กสมองพิการก่อนและหลังจากผู้ปกครองใช้แอปพลิเคชัน ทักษะการช่วยเหลือตนเองของเด็กสมองพิการก่อนและหลังจากผู้ปกครองใช้แอปพลิเคชัน มีความแตกต่างกันอย่างมีนัยสำคัญ ที่ระดับ .05 สอดคล้องกับ ปนัดดา วงค์จันตา (2553) หลังการอบรมผู้ปกครองของบุคคลออทิสติกโดยใช้เครือข่ายอินเตอร์เน็ตบุคคลออทิสติกมีปัญหาการบูรณาการประสาทความรู้สึกทั้งเป็นรายบุคคลและในภาพรวมลดลง แอปพลิเคชันสำหรับผู้ปกครองเด็กสมองพิการนี้มี

ผู้วิจัยได้พัฒนาจากการวิเคราะห์หลักสูตรการศึกษาปฐมวัยและแนวทางที่จะช่วยให้เด็กสมองพิการสามารถปฏิบัติกิจวัตรประจำวันได้อย่างอิสระทำให้ผู้ปกครองหรือผู้ดูแลมีแนวทางที่ถูกต้องในการพัฒนาทักษะช่วยเหลือตนเอง และนำไปใช้พัฒนาเด็กสมองพิการให้มีพัฒนาการที่ดีขึ้นสอดคล้องกับวรรณรัตน์ ลาวังและคณะ (2562) ที่พบว่าแอพพลิเคชั่น 'สมาร์ทการดูแล' เพื่อสนับสนุนผู้ดูแลคนพิการทางการเคลื่อนไหว ทำให้ผู้ดูแลและผู้ใช้งานสามารถใช้งานระบบได้ง่ายและได้รับประโยชน์สูงสุดเพื่อให้การดูแลคนพิการ หลังทดลองใช้ผู้ดูแลมีความพึงพอใจต่อประสิทธิภาพของเนื้อหาสาระของแอพลิเคชั่นในภาพรวมอยู่ในระดับมาก สอดคล้องกับ Cristina Mei และคณะ (2015) ที่พบว่า การมีส่วนร่วมของผู้ปกครองสำคัญที่สุดในการพัฒนาเด็กสมองพิการ สอดคล้องกับ Vidhi S. Shah (2018) ที่ผลการวิจัยพบว่า การฝึกเด็กสมองพิการควรต่อเนื่องอย่างน้อยระยะเวลา 12 สัปดาห์ จึงจะทำให้กล้ามเนื้อแกนกลางลำตัวของเด็กสมองพิการแข็งแรงและส่งเสริมให้พัฒนาการทักษะการช่วยเหลือตนเองในการปฏิบัติกิจวัตรประจำวันดีขึ้น

ข้อเสนอแนะ

1.ข้อเสนอแนะการนำผลการวิจัยไปใช้

1) ก่อนการฝึกพัฒนาการทักษะการช่วยเหลือตนเอง ควรนำเด็กรับการประเมินและรับฟังข้อควรระวังจากนักกายภาพบำบัดหรือแพทย์ก่อน เนื่องจากพยาธิสภาพของเด็กสมองพิการแต่ละคนแตกต่างกัน

2) ผู้ดูแล ครู หรือผู้ที่สนใจสามารถใช้แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการสำหรับผู้ปกครองที่ผู้วิจัยพัฒนาขึ้นเป็นแนวทางสำหรับฝึกทักษะการช่วยเหลือตนเองเองด้านการแต่งกายของเด็กสมองพิการได้ทั้งระบบปฏิบัติการ Android หรือ iOS ซึ่งควรศึกษาคำชี้แจงและปฏิบัติตามนโยบายอย่างเคร่งครัด ก่อนนำแอปพลิเคชันนี้ไปใช้

3) ผู้ใช้งานตามแอปพลิเคชันฯควรศึกษาและปฏิบัติตามรายละเอียดของแผนการจัดการเรียนรู้ทักษะการช่วยเหลือตนเองการทุกขั้นตอนอย่างเคร่งครัด

2. ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

1) ผู้ที่สนใจสามารถพัฒนาแอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการในด้านอื่นๆเพิ่มเติมได้ เช่น การรับประทานอาหาร การทำความสะอาดร่างกาย การช่วยเหลือตนเองด้านสุขอนามัย เป็นต้น

2) แอปพลิเคชันเพื่อพัฒนาทักษะการช่วยเหลือตนเองของเด็กสมองพิการสำหรับผู้ปกครองที่ผู้วิจัยพัฒนาขึ้นนี้ พัฒนาบนอุปกรณ์เคลื่อนที่แบบเนทีฟซึ่งออกแบบมาสำหรับอุปกรณ์ในแต่ละแพลตฟอร์มเป็นการเฉพาะ เช่น Android ใช้ภาษา Java และโปรแกรม Android Studio ส่วน iOS ในการพัฒนา ใช้ภาษา Objective-C หรือ Swift ซึ่งผู้ที่สนใจสามารถพัฒนาแอปพลิเค

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การฝึกทักษะการคิดอย่างมีวิจารณญาณในการสอนคอมพิวเตอร์ : ระดับศักยภาพการเรียนรู้

The Practice of Critical Thinking Skills in teaching Computer: Learning Curve Ability

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บทคัดย่อ

การพัฒนาทักษะการคิดอย่างมีวิจารณญาณ (Critical Thinking Skills) ส่งผลโดยตรงต่อการยกระดับศักยภาพการเรียนรู้ และเป็นทักษะการคิดขั้นสูงที่มีความสาคัญอย่างยิ่งสำหรับการศึกษาในระดับปริญญาตรี นักศึกษาส่วนใหญ่มักชืมชับกับรูปแบบการเรียนในบทบาทผู้รับ (Passive learners) ในระบบการสอนแบบครูเป็นศูนย์กลาง ดังนั้นการคิดอย่างมีวิจารณญาณจึงไม่สามารถเป็นส่วนหนึ่งของการเรียนการสอนได้อย่างมีประสิทธิภาพ ในงานวิจัยนี้พัฒนาทักษะการคิดอย่างมีวิจารณญาณสาหรับนักศึกษาสาขาวิชาที่มีการเรียนการสอนคอมพิวเตอร์โดยใช้รูปแบบการปฏิบัติเป็นฐาน (Action-based) และได้นำผลพัฒนาทักษะนี้ไปใช้ฝึกปฏิบัติเพื่อยกระดับการเรียนรู้ ซึ่งกลุ่มเป้าหมาย เป็นนักศึกษาสาขาวิชาคอมพิวเตอร์ศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยาจำนวน 70 คน โดยมีการทดสอบทักษะการคิดอย่างมีวิจารณญาณเพื่อเก็บข้อมูลของกลุ่มตัวอย่างที่นำมาพัฒนาเพื่อช่วยในการติดตาม และจำแนกกลุ่มในการพัฒนานักศึกษาได้อย่างเหมาะสม โดยรูปแบบการฝึกประกอบด้วยขั้นตอนการฝึก 3 ขั้นตอนประกอบด้วย การวิเคราะห์และระบุปัญหาเกี่ยวกับโจทย์ แนวทางการแก้ไขและการวาดภาพแนวคิดแบบองค์รวม การสรุปการแก้ไขปัญหา โดยในแต่ละขั้นตอนมีการวัดและประเมินผลนักศึกษาทั้งหมด 6 ด้านประกอบด้วยการตีความ การให้เหตุผล การประยุกต์ การวิเคราะห์ การประเมินผล และความคิดริเริ่ม ในทุกการประเมินผลจะให้แบบวัดมาตราส่วนประมาณค่า (Rating Scale) โดยใช้เทคนิครูบิคเพื่อกากับระดับคะแนนที่เหมาะสม ผลการทดลองในการฝึกทักษะการคิดอย่างมีวิจารณญาณของนักศึกษาเห็นได้ว่าสามารถพัฒนาทักษะการคิดขั้นสูงได้อย่างชัดเจนทุกขั้นตอนการฝึก โดยสะท้อนให้เห็นถึงการพัฒนาการรายกลุ่มเรียนที่เหมาะสมจากการคัดแยกกลุ่มฝึกตามระดับทักษะ ที่ทดสอบ ซึ่งสรุปได้ว่าควรนาหลักการพัฒนาการคิดวิเคราะห์ตามรูปแบบโมเดลที่ผู้วิจัยพัฒนาขึ้น ไปใช้กับนักศึกษาในทุกชั้นปี เพื่อให้นักศึกษาทุกชั้นปีได้เกิดการพัฒนาทักษะด้านการวิพากษ์ และเป็นการส่งเสริมให้นักศึกษามีความรู้ในการวิพากษ์เพื่อใช้ในการเรียนระดับที่สูงขึ้นไป

คำสำคัญ: การคิดอย่างมีวิจารณญาณ, คอมพิวเตอร์ศึกษา

Abstract

Critical thinking skill affect to the potential of learning ability on undergraduate student. There absorbs the passive learner on teacher centric system. According to this, the thinking judgment is unable to improve student learning ability. This research focus on improving the potential of learning ability for computer education student which apply the action-based learning technique to improving student learning skill. There are 70 of computer education program students that are the research sample from Bansomdejchaopraya Rajabhat University (BSRU). There are trained to improve the thinking judgment which three steps are 1) analyzing and identify problem statement 2) problem solving solution and holistic concept simulation and 3) problem solving summarization. Students are examined on six dimensions (interpreting, reasonable, analyzing, measurement, originality) on each step which using the rubic technique as a indication. The result shows that learning skills are improved.

Keywords: Service Quality, Attitude, and Higher Education

บทนำ

การพัฒนานักศึกษาคอมพิวเตอร์ในหลักสูตรครุศาตรบัณฑิต จะอ้างอิงตามมาตรฐานคุณวุฒิระดับปริญญาตรี สาขาครุศาสตร์และศึกษาศาสตร์ ตามประกาศกระทรวงศึกษาธิการ เรื่องกรอบมาตรฐานคุณวุฒิระดับอุดมศึกษาแห่งชาติ พ.ศ. 2552 ซึ่งมีการกำหนดให้สถาบันอุดมศึกษานำไปใช้เป็นแนวทางในการจัดทำหรือปรับปรุงหลักสูตรโดยในปัจจุบันมีการนำมาตรฐานคุณวุฒิระดับปริญญาตรี สาขาครุศาสตร์และสาขาศึกษาศาสตร์ (หลักสูตรห้าปี) ที่ประกาศใช้ในปี 2554 และมาตรฐานคุณวุฒิระดับปริญญาตรี สาขาครุศาสตร์และสาขาศึกษาศาสตร์ (หลักสูตรสี่ปี) ที่เพิ่งประกาศใช้ในปี 2562 โดยมีข้อกำหนดไว้ว่าหลักสูตรที่พัฒนาขึ้นจะต้องมีมาตรฐานไม่ต่ำกว่ามาตรฐานหลักสูตรตามที่กระทรวงศึกษาธิการกำหนด นอกจากนี้การจัดการเรียนการสอนเพื่อให้นักศึกษาสามารถเป็นครูที่มีคุณภาพได้นั้นยังต้องคำนึงถึงตัวชี้วัดและสาระการเรียนรู้แกนกลาง กลุ่มสาระการเรียนรู้วิทยาศาสตร์ตามหลักสูตรแกนกลางขึ้นพื้นฐานที่ถูกประกาศใช้ตั้งแต่ปี พ.ศ. 2551 (ปัจจุบันมีการปรับปรุง พ.ศ. 2561) ที่กระทรวงศึกษาธิการ โดยสถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี และสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จัดทำสาระการเรียนรู้แกนกลางในแต่ละระดับชั้น ความก้าวหน้าทางเทคโนโลยีและผลกระทบของการเรียนรู้ในศตวรรษที่ 21 ทำให้เป้าหมายในการพัฒนาหลักสูตรและการพัฒนารายวิชาที่ใช้ในการสอนในระดับอุดมศึกษามีความพยายามในการลดความซ้ำซ้อน

การพัฒนาหลักสูตรการเรียนการสอน โดยการเน้นการสร้างทักษะการคิดวิเคราะห์กับนักศึกษานักศึกษา เป็นนโยบายแนวคิดใหม่ที่กำลังเป็นที่ได้รับความสนใจเป็นอย่างมากในการพัฒนาหลักสูตรต่างๆ โดยต้องการให้นักศึกษามหาวิทยาลัยหันมามีความสนใจในสิ่งรอบตัว หรือปัญหาต่างๆมากขึ้น และตระหนักในภารกิจในการรับใช้สังคม มุ่งตอบสนองสังคมท้องถิ่น จำเป็นที่จะต้องผลิตบัณฑิตให้มีความพร้อมในการศึกษาระดับสูงต่อไปด้วย ทำให้ท้ายสุดทิศทางในการเรียนการสอน จะเน้นให้นักศึกษามีทักษะความรู้เกี่ยวกับการคิดกลุ่มปัญหาเบื้องต้น และสามารถอภิปราย วิเคราะห์ปัญหา การแก้ไขปัญหาในระดับท้องถิ่น ระดับประเทศ และระดับนานาชาติต่อไป รวมทั้งสามารถนำทักษะการวิจัยมาเบื้องต้นมาประยุกต์ใช้กับ การแสวงหาคำตอบของปัญหาในระดับต่างๆได้ โดยการพัฒนาหลักสูตรการเรียนการสอน จำเป็นต้องมีการพัฒนาทักษะการเรียนรู้และการคิดอย่างเป็นระบบ มีการเรียนการสอนแบบบูรณาการ เน้นการลงลึกสู่การปฏิบัติ ตลอดจนมีการเรียนเป็นชิ้นงานโครงการวิจัย โดยมีอาจารย์คอยให้คำปรึกษาอย่างใกล้ชิด และยึดหลักผู้เรียนเป็นสำคัญ โดยอาศัยการโจทย์ปัญหาเป็นส่วนหนึ่งของการเรียนรู้ ตลอดจนการแลกเปลี่ยนความรู้หรือการนำเสนอผลงานวิจัยของนักศึกษา การจัดการให้ผู้เรียนเกิดการเรียนรู้ทั้งในห้องเรียนและนอกห้องเรียน อีกทั้งการจัดการเรียนการสอนในคณะครุศาสตร์มุ่งเน้นให้ผู้เรียนสามารถนำความรู้ และทักษะที่ได้รับไปใช้ในการสอนให้กับนักเรียน ในสายวิชาชีพครูอย่างแท้จริง การคิดวิเคราะห์เป็นปัจจัยสำคัญในการเรียนการสอนอย่างมาก ในการจัดการเรียนการสอนในสาขาคอมพิวเตอร์ศึกษาจึงให้ความสำคัญกับการพัฒนาทักษะการคิดวิเคราะห์ เพราะการคิดวิเคราะห์ เพราะการคิดวิเคราะห์เป็นส่วนสำคัญในการเรียนด้านคอมพิวเตอร์ การเขียนโปรแกรม การวิเคราะห์และออกแบบระบบ ทั้งความคิดเป็นเหตุเป็นผล การคิดสร้างสรรค์ การคิดวิจารณ์ การมีทักษะสำคัญในการค้นคว้าหาความรู้ มีความสามารถในการแก้ไขปัญหาอย่างเป็นระบบ การตัดสินใจจากข้อมูลที่ได้รับการค้นคว้ามาอย่างเป็นระบบ สามารถตรวจสอบได้ จากการศึกษาของ Boss, J. A. (2010) พบว่าการคิดอย่างมีวิจารณญาณเป็นปัจจัยสำคัญต่อความสำเร็จในการเรียนวิชาการเขียนโปรแกรมคอมพิวเตอร์ คณิตศาสตร์ด้านคอมพิวเตอร์ และ Paul, R. & Elder, L. (2008) กล่าวถึงการคิดวิเคราะห์มีความจำเป็นต่อการเรียนด้านการพัฒนาซอฟต์แวร์ นอกจากนี้การเรียนทางด้านคอมพิวเตอร์มีความสัมพันธ์กับทักษะการคิดเชิงตรรกะ เนื่องจากโปรแกรมภาษาใดๆ จะอยู่บนพื้นฐานการคิดอย่างมีเหตุผล ซึ่งผู้เรียนจะต้องมีทักษะการคิดวิเคราะห์พร้อมกับการคิดเชิงนามธรรม Sternberg, R. J. (1990).

การพัฒนาทักษะการคิดอย่างมีวิจารณญาณ (Critical thinking skills) เป็นสิ่งที่ยอมรับว่ามีความสาคัญอย่างยิ่งสาหรับการศึกษาระดับปริญญาตรี Mason (2007) กล่าวว่าการคิดอย่างมีวิจารณญาณช่วยแก้ปัญหาในเรื่องการสอน ช่วยให้นักศึกษาได้คิดและถามคาถามเชิงวิพากษ์ได้ นักวิจัยหลายท่านพบว่า 90% ของคณะวิชาในมหาวิทยาลัยเชื่อว่าทักษะการคิดอย่างมีวิจารณญาณเป็นหนึ่งในเป้าหมายหลักของการศึกษาในระดับอุดมศึกษา (Gardiner, 1994; Sax, Sax, Astin, Korn, & Gilmartin, 1999) นักศึกษาปีที่ 1 ในระดับปริญญาตรีส่วนใหญ่มักได้เข้าศึกษาต่อโดยขาดความสามารถในเรื่องทักษะการคิดขั้นสูง (Higher order thinking skills) (Jager, 2012) สาเหตุหลักน่าจะมาจากนักศึกษาเหล่านี้ได้ซึมซับกับรูปแบบการเรียนรู้แบบผู้เรียนเป็นผู้รับ (Passive lerners) ในระบบการสอนแบบครูเป็นศูนย์กลาง ดังนั้นการคิดอย่างมีวิจารณญาณจึงไม่สามารถเป็นส่วนหนึ่งของหลักสูตรได้ (Shaila & Trudell, 2010) มีนักวิจัยและนักวิชาการหลายท่านพบว่าการเพิ่มและพัฒนาทักษะการคิดอย่างมีวิจารณญาณช่วยให้นักศึกษาเรียนรู้ในระดับปริญญาตรีได้ดีขึ้น (Jager, 2012; Douglas, 2012; Mason, 2007; Cloete, 2001; Lunt & Helps, 2001; Mina, Omidvar, & Knott, 2003; Paul & Elder, 2008) ซึ่งในช่วงทศวรรษที่ผ่านมาได้มีนักวิจัยในกลุ่มประสาทวิทยาศาสตร์ (Neuroscience) ได้พัฒนารูปแบบการวิจัยโดยบูรณาการทักษะการคิดอย่างมีวิจารณญาณเข้ากับการทางานของสมองในส่วนต่าง ๆ เพื่อหาตาแหน่งที่ชัดเจนมากขึ้นว่าตาแหน่งในสมองส่วนใดบ้างที่เกี่ยวข้องกับการคิดอย่างมีวิจารณญาณ โดยพอได้ข้อสรุปว่า พื้นฐานทางประสาทวิทยาของการคิดอย่างมี

วิจารณญาณได้ปรากฏที่ตาแหน่งของสมองเปลือกนอกส่วนหน้า (Prefrontal cortex) เป็นส่วนมาก พื้นที่ของสมองที่ได้ทาการศึกษาที่รู้จักเป็นอย่างดีคือบริเวณ Dorsolateral และ Ventromedial (Dietrich, 2004; Fuster, 2002; Houdé, 2007) Dorsolateral prefrontal cortex มีส่วนการสร้างสรรค์และการควบคุมของกระบวนการคิดขั้นสูง ได้แก่ การอุปนัย (Induction) การทาการตัดสินใจ (Decision-making) การแก้ปัญหา (Problem-solving) และการคิดเชิงสร้างสรรค์ (Creativity) (Kirsch et al., 2006; Lang et al., 2006; Luna, Padmanabhan, & O'Hearn, 2010; Stuss & Alexander, 2000) และส่วน Ventromedial prefrontal cortex (เป็นสมองเกี่ยวกับอารมณ์และสังคม) ถูกเชื่อมโยงกับระบบ Limbic (LeDoux, 1996) ได้แก่ ความเป็นเหตุเป็นผล (Reasoning) การแก้ไขความขัดแย้ง (Conflict resolution) และการตัดสินใจ (Decision-making)

เกียรติขร โสภณาภรณ์ และคณะฯ (4112)ได้ทาการศึกษาเรื่องการพัฒนารูปแบบการคิดอย่างมีวิจารณญาณสาหรับนักศึกษา สาขาวิชาคอมพิวเตอร์ศึกษา ได้ค้นพบว่า การการคิดอย่างมีวิจารณญาณในระดับชั้นอุดมศึกษานั้นมีความจาเป็นอย่างมาก อีกทั้ง ทักษะการคิดอย่างมีวิจารณญาณในแต่ละสาขาวิชานั้นมีความลักษณะเาพาะที่แตกต่างกัน รูปแบบในการฝึกฝ นและระยะเวลาในการฝึกฝนที่แตกต่างกัน โดยในการพัฒนาทักษะของนักศึกษาในสาขาวิชาคอมพิวเตอร์ศึกษานั้นมีความจาเป็นและเหมาะสมอย่างมากที่จะต้องมีการพัฒนารูปแบบการฝึกที่เหมาะสม ควรเริ่มต้นพัฒนาตั้งแต่ชั้นปีการศึกษาต้นๆ และควรมีการพัฒนาอย่างต่อเนื่อง อีกทั้งยังค้นพบว่าในกระบวนการพัฒนาทักษะการคิดอย่างมีวิจารณญาณนั้น ในส่วนของทักษะด้านการวิเคราะห์ (Analyze) และกระประเมินปัญหา (Evaluate) นั้นทาคะแนนได้ค่อนข้างน้อยเมื่อเทียบการขั้นตอนการฝึกอื่นๆ การศึกษาเรื่องการคิดอย่างมีวิจารณญาณและการทางานของสมองในระบบการคิดอย่างมีวิจารณญาณยังได้รูปแบบของสื่อการสอนที่นามาพัฒนานักศึกษาให้มีทักษะการคิดอย่างมีวิจารณญาณยังไม่ชัดเจน ดังนั้นผู้วิจัยจึงมีความจาเป็นที่จะต้องศึกษาการพัฒนาทักษะการคิดอย่างมีวิจารณญาณในสาขาการสอนคอมพิวเตอร์ ที่เหมาะสมกับนักศึกษาที่กาลังศึกษาอยู่ในสาขาวิชาคอมพิวเตอร์ศึกษา คณะครุศาสตร์ โดยใช้รูปแบบการพัฒนาที่ผู้วิจัยได้ทาการศึกษามาในงานวิจัยก่อนหน้ามาปรับปรุงให้เหมาะสมกับสภาพแวดล้อมยิ่งขึ้นอันจะทาให้นักศึกษาได้เพิ่มศักยภาพของทักษะการคิดอย่างมีวิจารณญาณมากขึ้น และทักษะการคิดอย่างมีวิจารณญาณเป็นส่วนสาคัญที่ทาให้การเรียนรู้ในระดับที่สูงขึ้น เพื่อช่วยยกมาตรฐานการศึกษาประเทศไทยให้ทัดเทียมกับอารยประเทศ

จากการทบทวนวรรณกรรมผู้วิจัยพบว่าการศึกษาเรื่องการคิดอย่างมีวิจารณญาณที่นำมาใช้ในการปรับปรุงรูปแบบการเรียนการสอน การออกแบบรายวิชา ยังมีรูปแบบและทิศทางที่ไม่ชัดเจน ดังนั้นผู้วิจัยจึงมีความจำเป็นที่จะต้องศึกษาการพัฒนทักษะทางเทคโนโลยีด้วยกระบวนการเสริมการคิดอย่างมีวิจารณญาณในสาขาการสอนคอมพิวเตอร์ ที่เหมาะสมกับนักศึกษาที่กำลังศึกษาอยู่ในสาขาวิชาคอมพิวเตอร์ศึกษา คณะครุศาสตร์ อันจะทำให้นักศึกษาได้เพิ่มศักยภาพของทักษะการคิดอย่างมีวิจารณญาณมากขึ้น และทักษะการคิดอย่างมีวิจารณญาณเป็นส่วนสำคัญที่ทำให้การเรียนรู้ในระดับที่สูงขึ้น เพื่อช่วยยกมาตรฐานการศึกษาประเทศไทยให้ทัดเทียมกับอารยประเทศ

วัตถุประสงค์ของการวิจัย

1. เพื่อพัฒนาทักษะการคิดอย่างมีวิจารณญาณในการสอนคอมพิวเตอร์ สำหรับนักศึกษาสาขาคอมพิวเตอร์ศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา

2. เพื่อเปรียบเทียบระดับศักยภาพการเรียนรู้ นักศึกษาสาขาคอมพิวเตอร์ศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา

การทบทวนวรรณกรรม

การคิดอย่างมีวิจารณญาณนั้น มีนักวิชาการมีการกำหนดนิยามความหมายไว้พอสมควร ซึ่งโดยส่วนใหญ่แล้วจะมีแนวคิดหรือความหมายที่ใกล้เคียงกัน ตัวอย่างเช่น

การคิดอย่างมีวิจารณญาณ หมายถึง กระบวนการฝึกฝนทางสติปัญญาของการสร้างกรอบความคิด การประยุกต์ การวิเคราะห์ การสังเคราะห์ และการการประเมินผลอย่างมีทักษะและอย่างฉับไวจากการรวบรวมหรือการสร้างข้อมูลขึ้นมาจากการสังเกต ประสบการณ์ การไตร่ตรอง การใช้เหตุและผล หรือการติดต่อสื่อสาร อันนำไปสู่ความเชื่อและการกระทำ (Scriven & Paul, 1987)

การคิดอย่างมีวิจารณญาณ หมายถึง วิธีการของการคิดเกี่ยวกับหัวข้อ เนื้อหา หรือประเด็นปัญหา ซึ่งผู้คิดสามารถพัฒนาคุณภาพของการคิดของพวกเขาโดยทำหน้าที่อย่างมีทักษะของโครงสร้างแบบปกติวิสัยในการคิดและกำหนดมาตรฐานทางสติปัญญาของพวกเขาได้ (Paul & Elder, 2008)

Edward Glaser (1941) กล่าวว่า การคิดอย่างมีวิจารณญาณมี 3 ลักษณะ คือ ทัศนคติที่มาจากการไตร่ตรองต่อปัญหาที่อยู่ภายใจขอบเขตของประสบการณ์ ความรู้ในการถามและการให้เหตุผลเชิงตรรกะ และทักษะในการประยุกต์เข้ากับวิธีการ

Boss (2010) กล่าวว่า การคิดอย่างมีวิจารณญาณเป็นทักษะที่ถูกสะสมจากการใช้ชีวิตประจำวัน ซึ่งเป็นสิ่งที่มีความสำคัญต่อการพัฒนาสติปัญญาของบุคคล

การวิพากษ์ หมายถึง การคิดในปัญหาหรือเนื้อหาวิชา โดยผู้คิดได้ปรับปรุงคุณภาพการคิดให้มีทักษะด้วยมาตรฐานทางปัญญา (Alec Fisher and Michael Scriven, 1997)

Dewey (1993: 9) ได้ให้คำนิยามของการคิดอย่างมีวิจารณญาณว่าเป็นการคิดแบบไตร่ตรอง โดยเริ่มต้นจากการคิดใคร่ครวญในสถานการณ์ที่ยุ่งยากจนไปสิ้นสุดที่สถานการณ์ที่มีความชัดเจน

Hilgard (1962: 336) ได้ให้นิยามของการคิดอย่างมีวิจารณญาณว่าเป็นความสามารถในการตัดสินปัญหาหรือข้อความว่าเป็นข้อเท็จจริงหรือมีความเป็นเหตุเป็นผลกันหรือไม่

Good (1973: 680) ได้ให้ความหมายว่า การคิดอย่างมีวิจารณญาณคือการคิดอย่างรอบคอบตามหลักฐานอ้างอิง ผ่านการประเมินและการหาข้อสรุปที่มีความเป็นไปได้เพื่อพิจารณาองค์ประกอบที่เกี่ยวข้องทั้งหมดโดยใช้ตรรกวิทยาได้สมเหตุสมผลและถูกต้อง

Watson and Glaser (1964: 10) ได้ให้คำนิยามของการคิดอย่างมีวิจารณญาณไว้ว่า เป็นกระบวนการของการคิดที่ประกอบไปด้วยเจตคติ ความรู้และทักษะ โดยเส้นถึงเจตคติในการแสวงหาความรู้ การยอมรับการแสวงหาหลักฐานมาสนับสนุนข้ออ้าง ใช้ความรู้โดยการอนุมาน การสรุปความ การประเมินและการตัดสินความถูกต้องของเนื้อหาอย่างเหมาะสม แบ่งออกเป็น 5 องค์ประกอบ ได้แก่ การสรุปอ้างอิง การเข้าใจสมมติฐาน การอนุมาน การแปลความ และการประเมินข้อถกเถียง

Bandman and Bandman (1988:5) ได้นิยามการคิดอย่างมีวิจารณญาณไว้ว่า เป็นการทดสอบอย่างเป็นเหตุเป็นผลเกี่ยวกับความคิด การอ้างอิง ข้อตกลงเบื้องต้น หลักการ การอ้างเหตุผล ข้อสรุป ประเด็นปัญหา เนื้อหา ความเชื่อ และการกระทำภายในบริบทต่าง ๆ นอกจากนี้การทดสอบนี้ยังได้ครอบคลุมถึงการหาเหตุผลด้วยวิธีทางวิทยาศาสตร์

Angelo (1995: 6-7) ได้นิยามการคิดอย่างมีวิจารณญาณไว้ว่า การคิดอย่างมีวิจารณญาณเป็นการคิดอย่างเป็นเหตุเป็นผลและใช้ทักษะการคิดที่ซับซ้อนขึ้น เพื่อใช้ในการวิเคราะห์ สังเคราะห์ รับรู้ปัญหา การแก้ปัญหา และการหาข้อสรุป

Facione and Facione (1998) กล่าวได้ว่า การคิดอย่างมีวิจารณญาณ เป็นการตัดสินใจที่มีเป้าหมาย เป็นการตัดสินใจที่ควบคุมด้วยตนเอง ซึ่งเป็นผลมาจากการตีความหมายของข้อมูลข่าวสาร การวิเคราะห์ การประเมินข้อโต้แย้ง การสรุปอ้างอิง ในขณะเดียวกันก็อธิบายหลักฐาน มโนทัศน์ วิธีการ เกณฑ์ หรือพิจารณาบริบทในสถานการณ์นั้น ๆ เพื่อใช้ในการตัดสินใจ

Ennis (1985: 45-48) ได้ศึกษาและสรุปประเด็นสำคัญของการคิดอย่างมีวิจารณญาณไว้ 4 อย่าง ได้แก่ 1) การคิดที่ใช้เหตุผล 2) การคิดที่มีการไตร่ตรอง ตรวจสอบเหตุผลทั้งของตนเองและผู้อื่น 3) การคิดที่เน้นการใช้สติปัญญา และ 4) การคิดที่เป็นการตัดสินใจว่าอะไรควรเชื่อหรือควรปฏิบัติ

จากการศึกษานิยมเกี่ยวกับการคิดอย่างมีวิจารณญาณ สามารถสรุปได้ ดังนี้ การคิดอย่างมีวิจารณญาณ หมายถึง เป็นกระบวนการคิดอย่างเป็นระบบ มีการไตร่ตรองอย่างมีเหตุมีผล สามารถใช้เป็นพื้นฐานในการตัดสินใจ ซึ่งเป็นผลมาจากการตีความ การสังเคราะห์ การวิเคราะห์ การประเมินผล การแก้ปัญหา และการหาข้อสรุป

ไม่มีการเห็นพ้องที่แน่นอนว่าการคิดอย่างมีวิจารณญาณ (Critical Thinking) มีคำจำกัดความอย่างไร โดยการคิดอย่างมีวิจารณญาณได้ถูกอธิบายเกี่ยวข้องกับเจตคติ (Attitude) กระบวนการที่สอดคล้องกับหลักเหตุและผล การไตร่ตรองและการสะท้อนซึ่งมีจุดประสงค์ และแนวทางปฏิบัติที่พัฒนาได้ (Niu, *et al.,* 2013) Glaser (1942) เป็นหนึ่งในผู้ที่กำหนดนิยามของการคิดอย่างมีวิจารณญาณคนแรกๆ ว่า การคิดอย่างมีวิจารณญาณเป็นเจตคติและเป็นการใช้ทักษะในบริบทการแก้ปัญหาอย่างมีเหตุมีผล Ennis (1962) ได้นิยามการคิดอย่างมีวิจารณญาณว่า เป็นกระบวนการเชิงตรรกะและปรากฏการณ์ที่มุ่งไปที่ผลิตผล เฉกเช่น การประเมินค่าของคำแถลงการณ์อย่างถูกต้อง มีกลุ่มนักวิจัยได้ให้ข้อเสนอว่า การคิดอย่างมีวิจารณญาณเป็นกระบวนการการสะท้อนอย่างมีวัตถุประสงค์ซึ่งต้องการระบบการใช้เหตุผล (Logic) (Brookfield, 1987; Ennis, 1989; Paul, 1992; Sternberg; 1986)

นักวิจัยบางกลุ่มได้ให้เหตุผลว่าการคิดอย่างมีวิจารณญาณมีโครงสร้างเหมือนกับเชาว์ปัญญาของมนุษย์เนื่องจากมีความสัมพันธ์กับแบบทดสอบการคิดอย่างมีวิจารณญาณ เช่น แบบวัดการคิดวิเคราะห์ของวัตสันและเกลเซอร์ (The Watson-Glaser Critical Thinking Appraisal: WGCTA) (WGCTA, Watson & Glaser, 1980) และแบบทดสอบทางเชาวน์ปัญญา (McPeck, 1990) อย่างไรก็ตามยังมีการศึกษาอีกจำนวนไม่น้อยที่มีความเห็นต่างว่าการคิดอย่างมีวิจารณญาณมีโครงสร้างที่แตกต่างจากเชาว์ปัญญา (Elder, 1996, 1997) การวิจัยเชิงประจักษ์ได้แนะนำไว้ว่าความสามารถทางปัญญาเป็นอิสระต่อทักษะการคิดอย่างมีวิจารณญาณ Macpherson and Stanovich (2007) ค้นพบว่าความสามารถทางปัญญาไม่สามารถทำนายระดับทักษะการคิดอย่างมีวิจารณญาณได้

มีนักวิจัยบางกลุ่มได้ค้นพบว่าการคิดอย่างมีวิจารณญาณมีความสัมพันธ์กับความฉลาดทางอารมณ์ Salovey and Sluyter (1997) ได้แนะนำว่าการคิดอย่างมีวิจารณญาณมีความสัมพันธ์เชิงบวกต่อความฉลาดทางอารมณ์ ซึ่งเป็นโครงสร้างที่อ้างถึงความเข้าใจ

ทางอารมณ์และความเข้าใจทางเชาว์ปัญญา Stedman and Andenoro (2007) ค้นพบว่ามีความสัมพันธ์กันในทิศทางบวกระหว่างคะแนนความฉลาดทางอารมณ์และคุณลักษณะการคิดอย่างมีวิจารณญาณจากนักศึกษาที่มีความเป็นผู้นำ

จากความเป็นมาของคำนิยามและผลวิจัยของการคิดอย่างมีวิจารณญาณข้างต้น ผู้วิจัยได้ข้อสังเกตว่านักศึกษาสามารถฝึกฝนและพัฒนาการคิดอย่างมีวิจารณญาณได้ แต่ Behar-Horenstein 2009 กล่าวว่า นักศึกษาที่ยังไม่สำเร็จในขั้นของการคิดอย่างมีเหตุผลและอย่างเป็นนามธรรม (Formal Operation Stage) อาจจะไม่มีความสามารถที่จะใช้ทักษะการคิดอย่างมีวิจารณญาณได้ เพราะว่าพวกเขาไม่สามารถจัดการกับความคิดที่เป็นแบบนามธรรม อย่างไรก็ตาม ทักษะการคิดอย่างมีวิจารณญาณสามารถถูกสอนและเรียนรู้ได้ ยกตัวอย่างเช่น มีนักวิจัยหลายท่านไม่เชื่อว่าทักษะการคิดอย่างมีวิจารณญาณจะเป็นเอกลักษณ์ที่ตายตัว ในทางตรงกันข้ามนักวิจัยกลุ่มนี้พบว่าทักษะการคิดอย่างมีวิจารณญาณเป็นรูปแบบของเชาว์ปัญญาที่สามารถถูกสอนได้ (Sternberg, 1990; Ennis, 1989; Lipman, 1988) ซึ่งตรงจุดนี้สามารถนำไปเป็นพื้นฐานให้กับนักการศึกษาในการใช้ความพยายามที่เพิ่มมากขึ้นในการพัฒนาความสามารถการคิดอย่างมีวิจารณญาณของนักศึกษาโดยผ่านการสอนและการเรียนรู้ โดยเฉพาะอย่างยิ่งต่อการนำไปบูรณาการการคิดอย่างมีวิจารณญาณเข้ากับการพัฒนานักศึกษาในระดับปริญญาตรี

ทฤษฎีการคิดอย่างมีวิจารณญาณ

การคิดอย่างมีวิจารณญาณสามารถใช้เป็นพื้นฐานในการวินิจฉัยในสิ่งที่ต้องการได้การวินิจฉัยนี้มาจากการตีความ การวิเคราะห์ การประเมินผล และการสรุปอ้างอิงจากข้อมูลหลักฐานที่น่าเชื่อถือ เพื่อพิสูจน์ข้อเท็จจริงอย่างมีเหตุผล Facione & Facione (1998) เพื่อใช้เป็นวิธีการ เกณฑ์ต่างๆ ในการตัดสินใจอย่างรอบคอบ ในสิ่งที่อะไรควรเชื่อ อะไรควรปฏิบัติ มีการควบคุมตนเอง การแก้ไขปัญหา และมีการพัฒนาทักษะอยู่เสมอ ทักษะการคิดอย่างมีวิจารณญาณประกอบด้วย 6 ด้าน ได้แก่

ทักษะการตีความ (Interpretation skill) คือ ความสามารถในการทำความเข้าใจและแปลความหมาย หรือบอกความแตกต่างของความหลากหลายของประสบการณ์ สถานการณ์ต่างๆ ข้อมูล การตัดสินใจ ความเชื่อ กฎ กระบวนการต่างๆ โดยแบ่งเป็นทักษะย่อยๆ ได้แก่

1) การจัดหมวดหมู่ (Categorization) คือ การตั้งเกณฑ์เพื่อแบ่งแยกการอธิบายข้อมูล สถานการณ์ ประสบการณ์ ความเชื่อและเหตุการณ์ เพื่อให้เข้ากับความหมายของแต่ละหมวดหมู่

2) การแปลความหมาย (Decoding significance) คือ การตรวจสอบหาข้อความหรือเนื้อหาหลักที่มีอยู่ เพื่ออธิบายความสำคัญ เหตุผล และวัตถุประสงค์ เพื่อแสดงออกในแบบแผนของการสื่อสาร

3) การทำความหมายให้ชัดเจน (Clarifying meaning) คือ การแปลความหมายหลักเพื่ออธิบายความหมายที่แท้จริง

ทักษะการวิเคราะห์ (Analysis skill) คือ ความสามารถในการจำแนกข้อสรุปตามความมุ่งหมายและตามความเป็นจริงซึ่งสัมพันธ์กันระหว่างคำบอกเล่า ข้อคำถาม มโนคติ การบรรยาย หรือรูปแบบอื่นๆ ทักษะการวิเคราะห์แบ่งเป็นทักษะย่อยๆ ได้แก่

1) การตรวจสอบความคิด (Examining ideas) คือ ความสามารถในการทำความเข้าใจเพื่อสื่อจุดมุ่งหมาย การบ่งชี้ปัญหาหรือประเด็นเพื่อกำหนดความสัมพันธ์ของปัญหาหรือประเด็นที่เกี่ยวข้องกัน

2) การระบุข้อโต้แย้ง (Identifying arguments) คือ การให้หลักฐานหรือการให้เหตุผลในสิ่งที่ตนไม่เห็นด้วยกับประเด็นปัญหานั้นให้อีกฝ่ายได้รับรู้ถึงเหตุผลนั้น

3) การวิเคราะห์ข้อโต้แย้ง (Analyzing arguments) คือ การแยกแยะจุดประสงค์โดยการสื่อให้เห็นถึงเหตุผลของมุมมองหรือการโต้แย้งในประเด็นปัญหานั้น

ทักษะการประเมินผล (Evaluation skill) คือ ความสามารถในการประเมินความน่าเชื่อถือของคำบอกเล่า เรื่องราว หรือข้อคิดเห็นอื่น ๆ ซึ่งเป็นการให้เหตุผลหรือการบรรยายลักษณะต่างๆ ของการรับรู้ ประสบการณ์ สถานการณ์ การตัดสินใจ ความเชื่อหรือความคิดเห็นของแต่ละบุคคล เพื่อที่จะประเมินตามเหตุผลของความเป็นจริงหรือความสัมพันธ์ การประเมินผลแบ่งทักษะย่อยๆ ได้แก่

1) การประเมินข้ออ้าง (Assessing claims) คือ การประเมินที่มาของข้ออ้าง การรู้จักนำปัจจัยที่เกี่ยวข้องกับข้ออ้างนำมาวิเคราะห์ความน่าเชื่อถือของแหล่งข้อมูลนั้น เพื่อทำให้เกิดความเข้าใจความเป็นไปได้ในสถานการณ์ที่กำลังเกิดขึ้นนั้น

2) การประเมินข้อโต้แย้ง (Assessing arguments) คือ การพิจารณาความน่าเชื่อถือของสมมุติฐานที่อ้างขึ้นเป็นเหตุผลสนับสนุน

ทักษะการสรุปอ้างอิง (Inference skill) คือ ความสามารถในการจำแนกและการสรุปอย่างมีเหตุผลอย่างน่าเชื่อถือ เพื่อเป็นการนำไปสู่ข้อสรุปอย่างสมเหตุสมผลจากการพิจารณาข้อมูลที่สัมพันธ์กัน อันทำให้เกิดผลสืบเนื่องตามข้อมูล คำบอกเล่า หลักฐาน หลักการ การตัดสินใจ ความเชื่อ มโนคติ ความคิดเห็น ข้อปัญหา การสรุปอ้างอิงสามารถแบ่งเป็นทักษะย่อยๆ ได้ดังนี้

1) สงสัยในหลักฐาน (Querying Evidence) คือ การกำหนดที่มีความสำคัญและตรงประเด็นอย่างน่าเชื่อถือมากพอ เพื่อรวบรวมและนำมาช่วยในการตัดสินใจ

2) การคาดคะเนทางเลือก (Conjecturing Alternatives) คือ เป็นการพิจารณาหาวิธีการแก้ไขปัญหาให้ครอบคลุมหลายด้าน มีการเรียงลำดับการอ้างอิงการคาดคะเน การพิจารณาคำถาม การตั้งสมมติฐานตามเหตุการณ์ให้มีความหลากหลายตามประสบการณ์ที่แตกต่างกัน เพื่อให้สอดคล้องกับข้อกำหนด ทฤษฎี หรือความเชื่อ

3) การลงข้อสรุป (Drawing Conclusions) คือ การประยุกต์ข้อสรุปความคิดที่ส่งผลต่อเหตุการณ์หรือประเด็นนั้นอย่างเหมาะสม การลงข้อสรุป มีการจัดระบบข้อความ รายละเอียด คำถาม หรือรูปแบบการนำเสนออย่างเหมาะสม มีเหตุผลเพียงพอ และลงข้อสรุปตามความสัมพันธ์ของผลที่ตามมา โดยพิจารณาจากหลักฐานที่น่าเชื่อถือและสามารถยืนยันได้

ทักษะการอธิบาย (Explanation Skill) คือ ความสามารถในการให้หรือแสดงเหตุผลตามหลักฐาน เกี่ยวกับความคิดเห็น เกณฑ์ วิธีการ โดยพิจารณาจากสถานการณ์เฉพาะที่ตั้งอยู่บนพื้นฐานของเหตุผล สามารถบรรยายผลที่เกิดขึ้น และแสดงให้เห็นถึงกระบวนการต่างๆ รวมถึงการแสดงให้เห็นถึงข้อโต้แย้งต่างๆ โดยทักษะการอธิบายสามารถแบ่งเป็นทักษะย่อยๆ ได้ดังนี้

1) การระบุผลที่เกิด (Stating Results) คือ การสร้างข้อความที่ถูกต้อง คำอธิบายหรือตัวแทนของผลที่เกิดจากเหตุผล เพื่อการวิเคราะห์ ประเมิน หรือการสังเกตผลลัพธ์

2) การให้เหตุผลในกระบวนการ (Justifying Procedures) คือ การกำหนดขั้นตอน การเสนอหลักฐาน แนวคิด วิธีการ การวิเคราะห์และพิจารณาเนื้อหา เพื่อนำไปประกอบกับการตีความ การวิเคราะห์ การประเมิน การสรุปอ้างอิง เพื่อรายงาน ประเมิน และอธิบายอย่างถูกต้อง

3) การเสนอข้อโต้แย้ง (Presenting Arguments) คือ การเข้าถึงวิธีการ แนวคิด หลักฐาน เนื้อหา บริบทที่เหมาะสม ของการสรุปอ้างอิง วิเคราะห์ หรือประเมินการตัดสินเพื่อทำให้การให้เหตุผลเป็นที่ยอมรับในข้อโต้แย้งนั้นได้

ทักษะการควบคุมตนเอง (Self-Regulation Skill) คือ ความสามารถในการมีสำนึกในตนเองต่อการควบคุมกิจกรรมต่างๆ ด้านสติปัญญา โดยเฉพาะการใช้ทักษะในการวิเคราะห์และการประเมินเพื่อทำการตัดสินใจสรุปอ้างอิงด้วยตนเอง ทักษะการควบคุมตนเอง แบ่งเป็นทักษะย่อยๆ ได้ดังนี้

1) การตรวจสอบด้วยตนเอง (Self-Examination) คือ การตรวจสอบความคิดของตนเองในด้านทักษะการแก้ปัญหา การตั้งเป้าหมายการรับรู้ด้วยตนเองโดยมีเหตุผลรองรับ เพื่อพิจารณาตัดสินใจและยอมรับการกระทำภายใต้ขอบเขตที่ถูกต้อง

2) การแก้ไขด้วยตนเอง (Self-Correction) คือ การตรวจสอบข้อผิดพลาดด้วยตนเอง โดยกระบวนการที่ถูกต้องถึงความเป็นไปได้ของข้อผิดพลาดที่เกิดขึ้น

องค์ประกอบของการคิดอย่างมีวิจารณญาณที่ Facione (1998) สามารถแสดงให้เห็นได้ดังแผนภาพที่ 1 ดังนี้



ภาพที่ 1 ดัดแปลงมาจากภาพองค์ประกอบของการคิดอย่างมีวิจารณญาณ (Facione, 1998)

ทฤษฎีกระบวนการคิดอย่างมีวิจารณญาณของ Sternberg (1985) กระบวนการคิดอย่างมีวิจารณญาณ (Sternberg, 1985: 40-43) สรุปไว้ได้ 3 ข้อ ประกอบด้วย การนิยามและการทำความเข้าใจปัญหา การตัดสินข้อมูล และการสรุปอ้างอิงและการแก้ปัญหา

ทฤษฎีการคิดอย่างมีวิจารณญาณของ Watson and Glaser (1964) Watson and Glaser (1964: 10) ได้เน้นการคิดอย่างมีวิจารณญาณ 5 ประการ ประกอบด้วย การอ้างอิงหรือการสรุปความ (Inferences) คือ ความสามารถในการจำแนกความเป็นไปได้ของข้อมูลที่ปรากฏในข้อความที่ได้ถูกกำหนดไว้ การยอมรับข้อตกลงเบื้องต้น (Recognition of Assumptions) ความสามารถในการจำแนกว่าข้อความใดเป็นข้อตกลงเบื้องต้นหรือไม่ การนิรนัย (Deduction) คือ ความสามารถในการจำแนกว่าข้อสรุปใดเป็นหรือไม่เป็นผลจากความสัมพันธ์ของสถานการณ์ที่กำหนดให้อย่างแน่นอน การตีความ (Interpretation) ความสามารถในการจำแนกว่า

ข้อสรุปใดเป็นหรือไม่เป็นความจริงตามที่ทำการสรุปได้จากสถานการณ์ที่กำหนด และการประเมินข้อโต้แย้ง (Evaluation of Arguments) คือ ความสามารถในการจำแนกว่าข้อความใดเป็นหรือไม่เป็นการอ้างเหตุผลที่หนักแน่น

ทฤษฎีการคิดอย่างมีวิจารณญาณของ Dressel and Mayhew (1957) กระบวนการคิดอย่างมีวิจารณญาณ (Dressel and Mayhew, 1957: 179-181) ประกอบด้วยความสามารถ 5 ข้อ ประกอบด้วย การนิยามปัญหา ความสามารถในการวิเคราะห์สถานการณ์หรือประเด็นปัญหา เมื่อวิเคราะห์แล้วสามารถบอกลักษณะของปัญหาที่เกิดขึ้นได้ การเลือกข้อมูลที่มีความสอดคล้องกับปัญหาที่เกิดขึ้น ความสามารถในการพิจารณาข้อมูลอย่างเพียงพอและสามารถเลือกข้อมูลที่เกี่ยวข้องกับสถานการณ์หรือประเด็นปัญหานั้นได้อย่างแท้จริง การตระหนักในข้อตกลงเบื้องต้น ความสามารถในการจำแนกว่าข้อความใดเป็นหรือไม่เป็นข้อตกลงเบื้องต้นของข้อความหรือประเด็นปัญหานั้น การตระหนักในข้อตกลงเบื้องต้นช่วยทำให้เห็นความแตกต่างของประเด็นปัญหา แล้วนำมาลงความเห็นว่าควรยอมรับหรือไม่ การสมมติฐาน ความสามารถในการกำหนดหรือสมมติฐานจากสถานการณ์ให้ตรงกับปัญหาในสถานการณ์หรือข้อความนั้น เพื่อทำให้เกิดความรอบคอบ ทำให้คิดถึงความเป็นไปได้ของการแก้ไขปัญหานั้น หรือความเป็นไปได้ของสมมติฐานนั้น การลงข้อสรุปอย่างมีเหตุมีผล ความสามารถในการพิจารณาสถานการณ์นั้นเป็นเหตุเป็นผล โดยคำนึงถึงสาเหตุข้อเท็จจริง เพื่อช่วยให้สามารถลงความเห็นตามความเป็นจริงจากหลักฐานที่มีอยู่

วิธีการดำเนินการวิจัย

ขอบเขตการวิจัย

ประชากรที่ใช้ในการวิจัยครั้งนี้ เป็นนักศึกษาคณะครุศาสตร์ สาขาวิชาคอมพิวเตอร์ศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ในภาคเรียนที่ 2 ปีการศึกษา 2565 รวม 77 คน 18 16 13 30

เครื่องมือที่ใช้ในการวิจัย

ชุดฝึกทักษะการคิดอย่างมีวิจารณญาณ ประกอบด้วยชุดฝึกทักษะจำนวน 5 ชุด ได้แก่การวิเคราะห์และระบุปัญหาเกี่ยวกับโจทย์ แนวทางการแก้ไขและการวาดภาพแนวคิดแบบองค์รวม และการสรุปการแก้ไขปัญหา โดยในแต่ละชุดจะวัดทักษะ 6 ด้าน ได้แก่ การตีความ การให้เหตุผล การประยุกต์ การวิเคราะห์ การประเมินผล และความคิดริเริ่ม การพัฒนาในครั้งนี้เน้นทักษะด้านการวิเคราะห์)Analyze) และการประเมินปัญหา)Evaluate) ซึ่งได้ดัดแปลงมาจากการศึกษางานวิจัย ที่ผ่านมาของนักวิจัยหลายท่าน (Daud & Husin, 4112; Warburton & Torff, 4115; Karakas & Kavas, 4112; Paul & Elder, 4112; Waite & Davis, 4112; Newton & Newton, 4112; Makina, 4110)โดยมาตรประมาณค่า (Rating scale) การแบ่งชุดฝึกทักษะการคิดอย่างมีวิจารณญาณได้ 5 ส่วน โดยมีรายละเอียดดังนี้

การระบุปัญหาของโจทย์ทางการศึกษาพร้อมทั้งหาทางแก้ไขปัญหาที่เหมาะสม โดยมีกระบวนการของการใช้เหตุผลมาสนับสนุนการตีความสารสนเทศ การประยุกต์ การวิเคราะห์ การประเมิน และการสร้างสรรค์

การตีความสารสนเทศ : ค้นหาคำสำคัญ นิยาม อะไร ที่ไหน อย่างไร เท่าไร ลำดับ ชื่อใคร

เหตุผล : เปรียบเทียบและจัดกลุ่มสารสนเทศของแต่ละองค์ประกอบ

การประยุกต์ : เชื่อมโยงความสัมพันธ์ในแต่ละส่วนของปัญหา

การวิเคราะห์ : ระบุองค์ประกอบหรือส่วนต่างๆ ของสารสนเทศ

การประเมิน : นักศึกษามีความสามารถในการนาองค์ความรู้เดิมมาช่วยในการแก้ปัญหาได้หรือไม่

การสร้างสรรค์ : พัฒนาความคิดและเหตุผลที่เหมาะสมที่สุด เพื่อนามาตัดสินใจ จัดลาดับ และคัดสรรค์

วิพากษ์ทบทวนวรรณกรรม การอ่านทบทวนวรรณกรรมและใช้วิจารณญาณเพื่อให้เหตุผล วิเคราะห์และนามาประยุกต์อย่างสร้างสรรค์ และสามารถกาหนดเกณฑ์การประเมินได้อย่างเหมาะสม

การตีความสารสนเทศ : ระบุขอบเขตของวรรณกรรม

เหตุผล : การใช้เหตุผลสรุปความ

การประยุกต์ : ความใจความเกี่ยวข้องของบทความหรือไม่

การวิเคราะห์ : ตรวจสอบสารสนเทศ อะไรคือข้อสรุปที่ผู้แต่งต้องการอธิบายถึง

การประเมิน : ตรวจสอบสมมติฐานของผู้เขียน หรือผู้ประพันธ์ ถึงนัยสาคัญว่าเป็นอย่างไร

การสร้างสรรค์ : วิพากย์ผู้แต่งในมุมมองของผู้เขียนว่าบทความมุ่งเน้นอะไร

โจทย์/ปัญหา ที่เกี่ยวข้องกับคอมพิวเตอร์ศึกษา

การตีความสารสนเทศ : อ่านและตัดสินบทความว่ามีความน่าเชื่อมากแค่ไหน นักศึกษาสามารถเชื่อมโยงบทความหรือปัญหากับทิศทางค้นหาได้อย่างไร

เหตุผล : เปิดมุมมองในการค้นหาประเด็น และปัจจัย อะไรคือประเด็น อะไรคือมุมมอง

การประยุกต์ : สามารถบอกแนวคิด ปัญหา และอุปสรรค ของนักศึกษาในกลุ่มได้อย่างไร

การวิเคราะห์ : เปรียบเทียบถึงข้อโต้แย้งที่แตกต่างกันภายในกลุ่ม วิเคราะห์ความละเอียดอ่อนของประเด็นปัญหา

การประเมิน : ออกแบบแผนกระบวนการทางาน เพื่อเป็นทางเลือกในการแก้ไขปัญหา

การสร้างสรรค์ : สามารถเลือกสรรประเด็นหรือมุมมองที่ดีที่สุดทางด้านการศึกษาและค้นหาวิธีการในการแก้ปัญหา

วาดแผนผังความคิด

การตีความสารสนเทศ : จัดเตรียมความคิดเพื่อออกแบบและสร้างแผนผังมโนทัศน์ พร้อมทั้งผสมผสานองค์ความรู้ที่เกี่ยวข้อง

เหตุผล : เขียนแนวคิดหลักของตนเองโดยใช้ภาษาและรูปแบบที่ตนเองเข้าใจ

การประยุกต์ : ประยุกต์ความรู้ที่ได้จากการสืบค้นที่ได้จากแนวคิดต่างๆ

การวิเคราะห์ : ระบุส่วนสำคัญและส่วนต่างๆ ของสารสนเทศ โดยใช้สี เส้น ลูกศร ในการระบุความสัมพันธ์ระหว่างแนวคิด

การประเมิน : การประเมินความเกี่ยวข้องของงาน

การสร้างสรรค์ : จัดระบบสารสนเทศ และค้นหาความสัมพันธ์ของแนวคิด

รูปแบบของโครงสร้างการโต้แย้ง

การตีความสารสนเทศ : อธิบายสารสนเทศว่าเกิดขึ้นได้อย่างไร ที่ไหน เกิดขึ้นกับอะไร ภายในกลุ่ม

เหตุผล : เขียนแนวคิดหลักของตนเองโดยใช้ภาษาและรูปแบบที่ตนเองเข้าใจ

การประยุกต์ : ประยุกต์ประเด็นคาถาม จัดลาดับและองค์ประกอบทาให้เกิดการเปลี่ยนวิธีในการแก้ปัญหา

การวิเคราะห์ : วิเคราะห์ แยกแยะ และเปรียบเทียบ ข้อเท็จจริงและแนวปฏิบัติ ระบุข้อผิดพลาดของแนวคิด

การประเมิน : ประเมินข้อเท็จจริงเพื่อสร้างแนวคิดใหม่

การสร้างสรรค์ : ระบุปัญหา เหตุผล สาหรับแนวคิดที่สมเหตุสมผลที่สุด

การพัฒนาเครื่องมือวิจัย

พัฒนาแบบทดสอบก่อนชุดฝึกทักษะ (Pre-test) ที่นามาทดสอบนักศึกษาก่อนได้รับการฝึกทักษะการคิดอย่างมีวิจารณญาณ ผู้วิจัยได้ดำเนินการดังนี้

วิเคราะห์รายวิชา จากแผนการจัดการเรียนรู้ หนังสือแบบเรียน และหนังสืออ่านประกอบที่เกี่ยวข้องกับรายวิชาการสอนการวิเคราะห์และออกแบบระบบในสถานศึกษา ระดับปริญญาตรี ชั้นปีที่ 2 ตามโครงสร้างหลักสูตรครุศาสตร์บัณฑิต สาขาวิชาคอมพิวเตอร์ศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา (หลักสูตรปรับปรุง พ.ศ. 2560)

ศึกษาและวิเคราะห์แนวคิด ทฤษฎี หลักการ ในการสร้างแบบทดสอบก่อนชุดฝึกทักษะการคิดอย่างมีวิจารณญาณ และการคิดอย่างมีวิจารณญาณจากเอกสาร ตารา และงานวิจัยที่เกี่ยวข้อง และคัดเลือกเนื้อหาสาระที่จะนามาสร้างแบบทดสอบก่อนชุดฝึกทักษะการคิดอย่างมีวิจารณญาณ ภายใต้กรอบเนื้อหาการเรียนรายวิชาการวิเคราะห์และออกแบบระบบในสถานศึกษา ระดับปริญญาตรี ชั้นปีที่ 2 ตามโครงสร้างหลักสูตรครุศาสตร์บัณฑิต สาขาวิชาคอมพิวเตอร์ศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา หลักสูตรปรับปรุง พ.ศ. 2560 ผู้วิจัยได้สร้างแบบทดสอบก่อนชุดฝึกทักษะการคิดอย่างมีวิจารณญาณแบบปรนัย จานวน 100 ข้อ โดยมีเนื้อหาที่ครอบคลุมทักษะทางปัญญาที่ต้องพัฒนา ประกอบด้วยการมีความสามารถในการสืบค้นข้อมูล และสารสนเทศที่เกี่ยวข้องกับศาสตร์การศึกษา การทาความเข้าใจเลือกสรรข้อมูล และสารสนเทศที่เกี่ยวข้องกับศาสตร์การศึกษาเพื่อใช้ในการปฏิบัติงานและการแก้ปัญหา การมีความสามารถในการศึกษา วิเคราะห์ สังเคราะห์ ความคิดเห็น ต่อวิกฤต การทางการศึกษาและวิชาชีพครู เพื่อการพัฒนาทางวิชาชีพ หลักสูตรและการจัดการเรียนรู้ และการมีความสามารถในการวิพากษ์และแสดงความรู้ ความคิดเห็นต่อปัญหาของโจทย์ทางด้านภาษาคอมพิวเตอร์ พร้อมเสนอแนะแนวทางการแก้ไขปัญหาดังกล่าว

การตรวจสอบคุณภาพแบบทดสอบก่อนชุดฝึกทักษะการคิดอย่างมีวิจารณญาณ ผู้วิจัยได้ดาเนินการนาแบบทดสอบก่อนชุดฝึกทักษะการคิดอย่างมีวิจารณญาณที่สร้างขึ้นเสนอต่อคณาจารย์ประจาสาขาวิชาคอมพิวเตอร์ศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา จานวน 3 ท่าน เพื่อตรวจสอบคุณภาพและนาไปปรับปรุงแก้ไขตามคาแนะนาของคณาจารย์ประจาสาขาวิชาคอมพิวเตอร์ศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา จำนวน 3 ท่าน

สำหรับชุดฝึกทักษะการคิดอย่างมีวิจารณญาณ ที่นามาฝึกนักศึกษาในด้านทักษะการคิดอย่างมีวิจารณญาณ ผู้วิจัยได้ดาเนินการพัฒนาโดยเน้นทักษะด้านการวิเคราะห์ (Analyze) และกระประเมินปัญหา)Evaluate) โดยใช้หลักทฤษฎีของ เควลล์มอลซ์ (Quellmalz, 1985) เดอคาโรลี (Deceroli, 1973) โดยมีการศึกษาหลักสูตร แผนการจัดการเรียนรู้ หนังสือแบบเรียน และหนังสืออ่านประกอบที่เกี่ยวข้องกับรายวิชาการวิเคราะห์และออกแบบระบบในสถานศึกษา ระดับปริญญาตรี ชั้นปีที่ 2 ตามโครงสร้างหลักสูตรครุศาสตร์บัณฑิต สาขาวิชาคอมพิวเตอร์ศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา (หลักสูตรปรับปรุง พ.ศ. 2560 จากนั้นศึกษา

แนวคิด ทฤษฎี หลักการ ในการสร้างแบบทดสอบก่อนชุดฝึกทักษะการคิดอย่างมีวิจารณญาณ และการคิดอย่างมีวิจารณญาณจากเอกสาร ตารา และงานวิจัยที่เกี่ยวข้อง โดยได้ทาการศึกษาจากงานวิจัยที่ทาการฝึกทักษะการคิดอย่างมีวิจารณญาณ)Critical Thinking) ที่เกิดขึ้นในต่างประเทศ โดยผู้วิจัยได้กาหนดองค์ประกอบของการคิดออกเป็น 5 ด้าน ประกอบด้วยการระบุประเด็นปัญหา โดยใช้ ทฤษฎีการคิดอย่างมีวิจารณญาณของ Facione & Facione (1998) และทฤษฎีการคิดอย่างมีวิจารณญาณของ Watson and Glaser (1964) อีกทั้งได้ทาการศึกษางานวิจัยที่ผ่านมาของนักวิจัยหลายท่าน)Daud & Husin, 2004; Warburton & Torff, 2005; Karakas & Kavas, 2008; Paul & Elder, 2008; Waite & Davis, 2008; Newton & Newton, 2009; Makina, 2010) แล้วดัดแปลงเพื่อให้เข้ากับบริบทของการศึกษาระดับปริญญาตรี ในกลุ่มการเรียนการสอนคอมพิวเตอร์โดยตรง และยังได้นากระบวนการคิดเชิงวิพากษ์ ที่นักวิชาการหลายท่าน (Watson-Glaser, 1964; Decaroli, 1973; Needler, 1985) ได้สรุปกระบวนการในการคิดอย่างมีวิจารณญาณประกอบด้วย การตีความ การให้เหตุผล การประยุกต์ การวิเคราะห์ การประเมินผล และความคิดริเริ่ม เลือกเนื้อหาสาระที่จะนามาสร้างชุดฝึกทักษะการคิดอย่างมีวิจารณญาณ คือ เรื่องการวิเคราะห์และออกแบบระบบในสถานศึกษา ตามโครงสร้างหลักสูตรครุศาสตร์บัณฑิต สาขาคอมพิวเตอร์ศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา (หลักสูตรปรับปรุง พ.ศ. 2560) ซึ่งผู้วิจัยได้แบ่งเป็น 3 ชุด ใช้เวลาชุดละ 1 ชั่วโมง รวมทั้งสิ้น 3 ชั่วโมง ประกอบด้วยชุดที่ 1 การวิเคราะห์และระบุปัญหาเกี่ยวกับโจทย์ ชุดที่ 2 แนวทางการแก้ไขและการวาดภาพแนวคิดแบบองค์รวม และชุดที่ 3 การสรุปการแก้ไขปัญหา

สรุปผลการวิจัย (ให้ครบตามวัตถุประสงค์)

1. ผลการวิเคราะห์ค่าสถิติพื้นฐานลักษณะประชากร

การวิจัยครั้งนี้ ทำให้ได้ผลการพัฒนานักศึกษาสาขาวิชาคอมพิวเตอร์ศึกษาและสาขาวิชาคอมพิวเตอร์เพื่อการศึกษาให้มีทักษะการคิดอย่างมีวิจารณญาณ โดยมีผลการวิเคราะห์ข้อมูลดังนี้

มาตรประมาณค่าหรือระดับคะแนน (Rating scale) ที่ผู้วิจัยใช้ในการประเมินทักษะการคิดอย่างมีวิจารณญาณในแต่ละชุดฝึกทักษะ โดยแบบ Rubrics ซึ่งมีระดับคะแนนระหว่าง 1 ถึง 5

ตารางที่ 1 แสดงค่าคะแนนรวมและค่าเฉลี่ยในการประเมินชุดฝึกทักษะที่ 1 คือ การระบุปัญหาเกี่ยวกับโจทย์ทางการศึกษา

	ตีความ	**เหตุผล**	**ประยุกต์**	**วิเคราะห์**	**ประเมินผล**	**ความคิดริเริ่ม**	**คะแนนรวม**
ห้องเรียนที่ 1	2	2	1	2	1	1	9
ห้องเรียนที่ 2	2	3	2	2	1	1	11
ห้องเรียนที่ 3	2	2	2	1	2	1	10
ห้องเรียนที่ 4	2	2	2	2	2	2	12
ค่าเฉลี่ย	2.00	2.25	1.75	1.75	1.50	1.25	10.50

จากตารางที่ 1 ในการประเมินชุดฝึกทักษะที่ 1 คือ การระบุปัญหาเกี่ยวกับโจทย์ทางการศึกษา พบว่า นักศึกษาทั้ง 4 ชั้นปี มีคะแนนเฉลี่ยทักษะการให้เหตุผลมากที่สุด คือ 2.25 คะแนน ซึ่งอยู่ในระดับเกณฑ์พอใช้ รองลงมาคือทักษะการตีความ (พอใช้, ค่าเฉลี่ย = 2.00) ทักษะการประยุกต์ (พอใช้, ค่าเฉลี่ย = 1.75) ทักษะการวิเคราะห์ (พอใช้, ค่าเฉลี่ย = 1.75) ทักษะการประเมินผล (ควรปรับปรุง, ค่าเฉลี่ย = 1.50) และทักษะความคิดริเริ่ม (ควรปรับปรุง, ค่าเฉลี่ย = 1.25) ตามลำดับ ห้องเรียนที่ได้คะแนนรวมมากที่สุดคือ ห้องเรียนที่ 4 (12 คะแนน) รองลงมาคือ ห้องเรียนที่ 2 (11 คะแนน) ห้องเรียนที่ 3 (10 คะแนน) และห้องเรียนที่ 1 (9 คะแนน) ตามลำดับ ส่วนคะแนนค่าเฉลี่ยทั้ง 4 ห้องเรียน คือ 1.75 ซึ่งอยู่ในเกณฑ์ระดับปรับปรุง

ตารางที่ 2 แสดงค่าคะแนนรวมและค่าเฉลี่ยในการประเมินชุดฝึกทักษะที่ 2 คือ การวิเคราะห์บทความวิชาการ

	ตีความ	เหตุผล	ประยุกต์	วิเคราะห์	ประเมินผล	ความคิดริเริ่ม	คะแนนรวม
ห้องเรียนที่ 1	1	2	1	2	1	1	8
ห้องเรียนที่ 2	2	2	2	1	1	1	9
ห้องเรียนที่ 3	2	2	2	1	2	1	10
ห้องเรียนที่ 4	2	2	2	2	2	2	12
ค่าเฉลี่ย	1.75	2.00	1.75	1.50	1.50	1.25	9.75

จากตารางที่ 2 ในการประเมินชุดฝึกทักษะที่ 2 คือ การวิเคราะห์บทความวิชาการ พบว่า นักศึกษาทั้ง 4 ชั้นปี มีคะแนนเฉลี่ยทักษะการให้เหตุผลมากที่สุด คือ 2.00 คะแนน ซึ่งอยู่ในระดับเกณฑ์พอใช้ รองลงมาคือทักษะการตีความ (ปรับปรุง, ค่าเฉลี่ย = 1.75) ทักษะการประยุกต์ (ปรับปรุง, ค่าเฉลี่ย = 1.75) ทักษะการวิเคราะห์ (ปรับปรุง, ค่าเฉลี่ย = 1.50) ทักษะการประเมินผล (ควรปรับปรุง, ค่าเฉลี่ย = 1.50) และทักษะความคิดริเริ่ม (ควรปรับปรุง, ค่าเฉลี่ย = 1.25) ตามลำดับ ห้องเรียนที่ได้คะแนนรวมมากที่สุดคือ ห้องเรียนที่ 4 (12 คะแนน) รองลงมาคือ ห้องเรียนที่ 3 (10 คะแนน) ห้องเรียนที่ 2 (9 คะแนน) และห้องเรียนที่ 1 (8 คะแนน) ตามลำดับ ส่วนคะแนนค่าเฉลี่ยทั้ง 4 ห้องเรียน คือ 1.63 ซึ่งอยู่ในเกณฑ์ระดับปรับปรุง

ตารางที่ 3 แสดงค่าคะแนนรวมและค่าเฉลี่ยในการประเมินชุดฝึกทักษะที่ 3 คือ การแก้ไขโจทย์กรณีศึกษา

	ตีความ	เหตุผล	ประยุกต์	วิเคราะห์	ประเมินผล	ความคิดริเริ่ม	คะแนนรวม
ห้องเรียนที่ 1	2	3	1	2	2	2	12
ห้องเรียนที่ 2	2	2	2	3	2	2	13
ห้องเรียนที่ 3	2	3	2	2	2	1	12
ห้องเรียนที่ 4	2	3	2	2	2	2	13
ค่าเฉลี่ย	2.00	2.75	1.75	2.25	2.00	1.75	2.08

จากตารางที่ 3 ในการประเมินชุดฝึกทักษะที่ 3 คือ การแก้ไขโจทย์กรณีศึกษา พบว่า นักศึกษาทั้ง 4 ชั้นปี มีคะแนนเฉลี่ยทักษะการให้เหตุผลมากที่สุด คือ 2.75 คะแนน ซึ่งอยู่ในระดับเกณฑ์พอใช้ รองลงมาคือทักษะการวิเคราะห์ (ปรับปรุง, ค่าเฉลี่ย = 2.25) ทักษะการตีความ (ปรับปรุง, ค่าเฉลี่ย = 2.00) ทักษะการประเมินผล (ปรับปรุง, ค่าเฉลี่ย = 2.00) ทักษะการประยุกต์ (ควรปรับปรุง, ค่าเฉลี่ย = 1.75) และทักษะความคิดริเริ่ม (ควรปรับปรุง, ค่าเฉลี่ย = 1.75) ตามลำดับ ห้องเรียนที่ได้คะแนนรวมมากที่สุดคือ ห้องเรียนที่ 4 (13 คะแนน) และห้องเรียนที่ 2 (13 คะแนน) รองลงมาคือ ห้องเรียนที่ 1 (12 คะแนน) และห้องเรียนที่ 3 (12 คะแนน) ตามลำดับ ส่วนคะแนนค่าเฉลี่ยทั้ง 4 ห้องเรียน คือ 2.08 ซึ่งอยู่ในเกณฑ์ระดับ พอใช้

ตารางที่ 4 แสดงค่าคะแนนรวมและค่าเฉลี่ยในการประเมินชุดฝึกทักษะที่ 4 คือ การวาดภาพแนวคิดแบบองค์รวมจากการระดมสมอง

	ตีความ	เหตุผล	ประยุกต์	วิเคราะห์	ประเมินผล	ความคิดริเริ่ม	คะแนนรวม
ห้องเรียนที่ 1	2	3	2	2	2	2	13
ห้องเรียนที่ 2	2	3	2	3	2	2	14
ห้องเรียนที่ 3	3	3	2	2	3	2	15
ห้องเรียนที่ 4	2	4	2	2	2	3	15
ค่าเฉลี่ย	2.25	3.25	2.00	2.25	2.25	2.25	2.38

จากตารางที่ 3 ในการประเมินชุดฝึกทักษะที่ 3 คือ การวาดภาพแนวคิดแบบองค์รวมจากการระดมสมอง พบว่า นักศึกษาทั้ง 4 ชั้นปี มีคะแนนเฉลี่ยทักษะการให้เหตุผลมากที่สุด คือ 3.25 คะแนน ซึ่งอยู่ในระดับเกณฑ์ดี รองลงมาคือทักษะการตีความ (พอใช้, ค่าเฉลี่ย = 2.25) ทักษะการวิเคราะห์ (พอใช้, ค่าเฉลี่ย = 2.25) ทักษะการประเมินผล (พอใช้, ค่าเฉลี่ย = 2.25) ทักษะการคิดริเริ่ม (ควรปรับปรุง, ค่าเฉลี่ย = 2.25) ทักษะความประยุกต์ (ควรปรับปรุง, ค่าเฉลี่ย = 2.00) ตามลำดับ ห้องเรียนที่ได้คะแนนรวมมากที่สุด คือ ห้องเรียนที่ 4 (15 คะแนน) และ ห้องเรียนที่ 3 (15 คะแนน) รองลงมาคือ ห้องเรียนที่ 2 (14 คะแนน) และห้องเรียนที่ 1 (13 คะแนน) ตามลำดับ ส่วนคะแนนค่าเฉลี่ยทั้ง 4 ห้องเรียน คือ 2.38 ซึ่งอยู่ในเกณฑ์ระดับพอใช้

ตารางที่ 5 แสดงค่าคะแนนรวมและค่าเฉลี่ยในการประเมินชุดฝึกทักษะที่ 5 คือ การสรุปการแก้ไขปัญหา

	ตีความ	เหตุผล	ประยุกต์	วิเคราะห์	ประเมินผล	ความคิดริเริ่ม	คะแนนรวม
ห้องเรียนที่ 1	3	3	2	3	2	3	16
ห้องเรียนที่ 2	2	3	2	3	2	2	14
ห้องเรียนที่ 3	3	3	2	3	3	3	17
ห้องเรียนที่ 4	4	4	3	3	3	4	21
ค่าเฉลี่ย	3.00	3.25	2.25	3.00	2.50	3.00	2.83

จากตารางที่ 3 ในการประเมินชุดฝึกทักษะที่ 3 คือ การสรุปการแก้ไขปัญหา พบว่า นักศึกษาทั้ง 4 ชั้นปี มีคะแนนเฉลี่ยทักษะการให้เหตุผลมากที่สุด คือ 3.25 คะแนน ซึ่งอยู่ในระดับเกณฑ์ดี รองลงมาคือทักษะการตีความ (ดี, ค่าเฉลี่ย = 3.00) ทักษะการวิเคราะห์ (ดี, ค่าเฉลี่ย = 3.00) ทักษะความคิดริเริ่ม (ดี, ค่าเฉลี่ย = 3.00) ทักษะการประเมินผล (ดี, ค่าเฉลี่ย = 2.50) และทักษะการประยุกต์ (ดี, ค่าเฉลี่ย = 2.25) ตามลำดับ ห้องเรียนที่ได้คะแนนรวมมากที่สุดคือ ห้องเรียนที่ 4 (21 คะแนน) รองลงมาคือ ห้องเรียนที่ 3 (17 คะแนน) ห้องเรียนที่ 3 (17 คะแนน) และห้องเรียนที่ 1 (16 คะแนน) ตามลำดับ ส่วนคะแนนค่าเฉลี่ยทั้ง 4 ห้องเรียน คือ 2.83 ซึ่งอยู่ในเกณฑ์ระดับดี

อภิปรายผลการวิจัย

จากผลการวิจัยการพัฒนาโมเดลชุดฝึกทักษะการคิดอย่างมีวิจารณญาณของนักศึกษาสาขาคอมพิวเตอร์ศึกษา คณะวิทยาศาสตร์และเทคโนโลยี และมีคณะร่วมผลิตคือคณะครุศาสตร์ ผลการวิจัย อภิปรายได้ ดังนี้

1. ผลวิจัยพบว่า นักศึกษาทั้ง 4 ห้องเรียน มีการพัฒนาขึ้นในแต่ละแบบฝึก ถึงแม้ว่าในแบบฝึกจะไม่ได้มีลำดับความยากในการพัฒนาการของทักษะการคิดโดยตรงก็ตาม แสดงให้เห็นว่า กระบวนการฝึกทักษะการคิดอย่างมีวิจารณญาณนั้น สามารถใช้ชุดฝึกนี้ในการสร้างการพัฒนาให้กับนักศึกษาได้อย่างเป็นระบบ นอกจากนี้จะเห็นว่านักศึกษาในชั้นปีที่สูงขึ้น มักจะมีระดับคะแนนที่มากกว่าชั้นปีแรกๆโดยส่วนใหญ่ (ยกเว้นการคิดริเริ่ม โดยอาจจะมีปัจจัยด้านความกระตือรือร้นในช่วงปีแรก ซึ่งสะท้อนให้เห็นว่านักศึกษาส่วน

ใหญ่ไม่ได้รับการฝึกและพัฒนาให้มีทักษะการคิดอย่างมีวิจารณญาณจากการเรียนในชั้นปีที่ 1 และชั้นปีที่ 4 ที่ผ่านมา รวมไปถึงระดับมัธยม ซึ่งผลวิจัยนี้สอดคล้องกับ งานวิจัยของ Thelma de Jager (2012)

ข้อเสนอแนะ

1. ควรนำหลักการพัฒนาการคิดอย่างมีวิจารณญาณตามรูปแบบโมเดลที่ผู้วิจัยพัฒนาขึ้น ไปใช้กับนักศึกษาอย่างต่อเนื่อง เพื่อให้นักศึกษาทุกชั้นปีได้เกิดการพัฒนาทักษะการคิดขั้นสูง

2. การทดสอบการพัฒนาทักษะการคิดอย่างมีวิจารณญาณ ทั้ง 6 ด้าน เป็นไปอย่างเหมาะสม เนื่องจากมีระยะเวลามากพอ และในการทดสอบแต่ละครั้งก็ใช้เวลากระชับ ทาให้นักศึกษาไม่เหนื่อยล้ากับการทดสอบมากเกินไป ทำให้เกิดการตกผลึกทางความคิดได้ดี

3. การกระตุ้นความจำโดยการทบทวนในสิ่งที่ต้องการให้นักศึกษาเกิดทักษะการคิดอย่างมีวิจารณญาณแต่ละครั้งที่ทำการทดสอบ ส่งผลทั้งทางตรงและทรงอ้อมในการพัฒนาทักษะการคิดอย่างมีวิจารณญาณโดยรวม

เอกสารอ้างอิง

ตัวชี้วัดและสาระการเรียนรู้แกนกลาง กลุ่มสาระการเรียนรู้วิทยาศาสตร์ (ฉบับปรับปรุง พ.ศ. 2560) ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พ.ศ.2551. กรุงเทพฯ: กระทรวงศึกษาธิการ.

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การศึกษาองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่

A Study of Digital Learning Ecosystem Components for Spatial Innovation Management in Secondary School Chiang Mai Education Sandbox

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) สังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล และ 2) ตรวจสอบและยืนยันองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ มีวิธีดำเนินการวิจัย 2 ระยะ ได้แก่ ระยะที่ 1 การสังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล จากแนวคิดและผลงานวิจัยของนักวิชาการและนักการศึกษา จำนวน 21 แหล่งข้อมูล และระยะที่ 2 การตรวจสอบและยืนยันองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย แบบสังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล แบบบันทึกการสนทนากลุ่ม แบบตรวจสอบและยืนยันองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่

ผลการวิจัยพบว่า

1. ผลการสังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล พบว่ามี 2 องค์ประกอบหลัก คือ 1) ด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล ประกอบด้วย 3 องค์ประกอบย่อย ได้แก่ การจัดอาคารสถานที่ การจัดแหล่งเรียนรู้ภายในห้องเรียนและนอกห้องเรียน และการจัดภูมิทัศน์และสภาพแวดล้อม และ 2) ด้านการจัดการเรียนรู้ดิจิทัล ประกอบด้วย 4 องค์ประกอบย่อย ได้แก่ การจัดการชั้นเรียนดิจิทัล การจัดการเรียนการสอนบนเครือข่าย การใช้นวัตกรรมการเรียนรู้ดิจิทัล และการสร้างเครือข่ายชุมชนกัลยาณมิตร

2. ผลการตรวจสอบและยืนยันองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ โดยการสนทนากลุ่มกับผู้ทรงคุณวุฒิ พบว่าองค์ประกอบหลักทั้ง 2 ด้านผ่านการตรวจสอบและได้รับการยืนยัน แต่ได้มีการเสนอแนะให้ปรับชื่อองค์ประกอบย่อยในองค์ประกอบหลักด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล จำนวน 2 องค์ประกอบ ดังนั้นองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ที่ได้รับการตรวจสอบและยืนยันจากผู้ทรงคุณวุฒิ พบว่าองค์ประกอบหลักที่ 1 ด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล มี 3 องค์ประกอบย่อย ได้แก่ 1) การจัดอาคารสถานที่ 2) การจัดแหล่งเรียนรู้ และ 3) การจัดภูมิทัศน์ สำหรับองค์ประกอบหลักที่ 2 ด้านการจัดการเรียนรู้ดิจิทัล มี 4 องค์ประกอบย่อย ได้แก่ 1) การจัดการชั้นเรียนดิจิทัล 2) การจัดการเรียนการสอนบนเครือข่าย 3) การใช้นวัตกรรมการเรียนรู้ดิจิทัล และ 4) การสร้างเครือข่ายชุมชนกัลยาณมิตร

คำสำคัญ: ระบบนิเวศการเรียนรู้ดิจิทัล, การบริหารจัดการนวัตกรรมเชิงพื้นที่, โรงเรียนมัธยมศึกษา

Abstract

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The objectives of this research were to synthesize the components of digital learning ecosystem and to examine and confirm the components to manage spatial innovation in the secondary school education sandbox in Chiang Mai province. The research was conducted in two phases. The first phase involved the synthesis of the digital learning ecosystem components from 21 information sources from relevant concepts and studies of academics as well as educational officers. The second phase was concerned with the examination and confirmation of the components in the secondary school education sandbox. The research instruments were composed of a component synthesis form, a focus-group discussion record, and a component examination and confirmation form.

The research results are summarized as follows.

1. The synthesis results revealed that there were two main components. The first component was the digital learning environmental management which comprised three sub-components: facility management, internal and external learning resource management, and environmental and landscape management. The second component was the digital learning management which was composed of four sub-components: digital classroom management, network-based learning and teaching management, implementation of digital learning innovations, and supportive community network creation.

2. The examination and confirmation of the components through the focus-group discussion with the experts revealed that the two main components were confirmed. However, there were suggestions to adjust the names of two sub-components in the digital learning environmental management. Consequently, the components after adjustment were as follows. The first component on digital learning environmental management comprised three sub-components which included facility management, learning resource management, and landscape management. For the second component on digital learning management, there were four sub-components which included digital classroom management, network-based learning and teaching management, implementation of digital learning innovations, and supportive community network creation.

Keywords: Digital Learning Ecosystem, Spatial Innovation Management, Secondary School

บทนำ

ปัจจุบันความก้าวหน้าทางเทคโนโลยีส่งผลให้การเปลี่ยนผ่านของความรู้บนโลกดิจิทัลเป็นไปอย่างรวดเร็ว สถาบันการศึกษาทุกระดับจึงต้องให้ความสำคัญในการปรับเปลี่ยนและพัฒนาระบบการจัดการเรียนรู้เพื่อให้ก้าวผ่านเข้าสู่โลกแห่งการเรียนรู้ยุคเทคโนโลยี 5G ซึ่งเป็นภาพอนาคตของการศึกษาไทย 5.0 โดยการออกแบบการสร้างสังคมแห่งการเรียนรู้ และการสร้างสภาพแวดล้อมแห่งการเรียนรู้ ที่มุ่งเน้นให้ผู้เรียนมีโอกาสประยุกต์ใช้เทคโนโลยีดิจิทัลและแพลตฟอร์มเพื่อการเรียนรู้ในชีวิตประจำวันได้อย่างเหมาะสม ดังนั้นคณะกรรมการอิสระเพื่อการปฏิรูปการศึกษา จึงได้จัดทำแผนการปฏิรูปการศึกษา และการเรียนรู้โดยการพลิกโฉมด้วยระบบดิจิทัล (Digitalization for Educational and Learning Reform) ใน 3 ประเด็น ได้แก่ 1) การปฏิรูปการเรียนรู้ด้วยดิจิทัลผ่านแพลตฟอร์มการเรียนรู้ด้วยดิจิทัลแห่งชาติ (Digital Learning Reform : National Digital Learning Platform (NDLP) 2) ระบบข้อมูลสารสนเทศเพื่อการศึกษา (Big Data for Education) และ3) การพัฒนาความเป็นพลเมืองดิจิทัล (Digital citizenship) ในด้านความฉลาดรู้ดิจิทัล (Digital literacy) ความฉลาดรู้สารสนเทศ(Information literacy) และความฉลาดรู้สื่อ (Media literacy) เพื่อให้การขับเคลื่อนการจัดการศึกษาของประเทศเกิดความเชื่อมั่นและสร้างความมั่นใจให้กับสังคมภายใต้ยุทธศาสตร์ชาติ 20 ปี พ.ศ. 2561 – 2580 ด้านการพัฒนาและเสริมสร้างศักยภาพทรัพยากรมนุษย์ (สำนักงานเลขาธิการสภาการศึกษา, 2562) ด้วยเหตุนี้กระทรวงศึกษาธิการได้กำหนดนโยบายหลักในการจัดการศึกษาในช่วงสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 ในเรื่องการปฏิรูปการเรียนรู้ด้วยดิจิทัลผ่านแพลตฟอร์มการเรียนรู้แห่งชาติ (NDLP) และการส่งเสริมการฝึกทักษะดิจิทัลในชีวิตประจำวัน รวมทั้งเรื่องการพลิกโฉมระบบการศึกษาไทยด้วยการนำนวัตกรรมและเทคโนโลยีที่ทันสมัยมาใช้ในการจัดการศึกษาผ่านระบบดิจิทัล (สำนักงานศึกษาธิการจังหวัดเชียงใหม่, 2565)

ด้วยเหตุผลและความจำเป็นดังกล่าว การพัฒนาการจัดการเรียนรู้ในปัจจุบัน จึงต้องให้ความสำคัญกับระบบนิเวศการเรียนรู้ดิจิทัล (Digital Learning Ecosystem) ซึ่งเป็นแนวคิดที่มีความเป็นพลวัตรและมีความสัมพันธ์กับส่วนต่าง ๆ สอดคล้องกับวัฒนธรรมเสมือนระบบนิเวศของธรรมชาติที่แต่ละหน่วยต่างเกื้อหนุนส่งเสริมระหว่างกันอย่างเป็นระบบ ซึ่ง Sanok (2017) ได้เสนอแนวคิดไว้ว่าควรพิจารณาถึงความสัมพันธ์ระหว่างการเรียนรู้อย่างเป็นทางการกับไม่เป็นทางการ หรือในระบบกับนอกระบบ ความสัมพันธ์ระหว่างครูกับผู้เรียน หน่วยสนับสนุนและสิ่งแวดล้อมอื่นๆ ที่เกี่ยวข้องซึ่งสอดคล้องกับแนวคิดของ Holgado & Penalvo, (2017) ที่ได้กล่าวถึง

การพัฒนาการเรียนรู้ของผู้เรียนว่า ควรมีการออกแบบการจัดบรรยากาศการเรียนรู้ของสถานศึกษา ครอบคลุมทั้งในห้องเรียนและนอกห้องเรียน ให้สัมพันธ์กันอย่างเป็นระบบโดยคำนึงถึงพื้นที่ เวลา เนื้อหา กิจกรรม วัฒนธรรม และการใช้สื่อเทคโนโลยีที่ทันสมัย จึงกล่าวได้ว่าระบบนิเวศการเรียนรู้ดิจิทัล เป็นการสร้างระบบเกี่ยวกับการจัดสภาพแวดล้อมแห่งการเรียนรู้ที่มุ่งเน้นให้ผู้เรียนมีโอกาสเรียนรู้และทำกิจกรรมได้ตลอดเวลา ผ่านการนำเทคโนโลยีดิจิทัลมาประยุกต์ใช้เป็นสื่อหรือเครื่องมือไปสู่การออกแบบกิจกรรมการเรียนการสอน และการสร้างสังคมแห่งการเรียนรู้เพื่อกระตุ้นให้ผู้เรียนเกิดการเรียนรู้ทันต่อโลกแห่งการเปลี่ยนแปลง อนึ่ง จากการศึกษาข้อค้นพบในผลงานวิจัยของ ศรีทัศน์ วิรัสวา, (2558) อานันท์ วรธิติพงศ์, (2560) และศราวุธ บุญปลอด, (2562) ที่สอดคล้องกัน พบว่าประสิทธิภาพการบริหารจัดการศึกษาเพื่อส่งเสริมและสนับสนุนการจัดการเรียนรู้ ด้านการจัดสภาพแวดล้อมของสถานศึกษาโดยเฉพาะการจัดอาคารสถานที่ การจัดภูมิทัศน์ ตลอดจนการจัดแหล่งเรียนรู้ในห้องเรียนและนอกห้องเรียนไม่สามารถเอื้อต่อการจัดกิจกรรมสำหรับผู้เรียนในแต่ละระดับ และไม่รองรับการประยุกต์ใช้เทคโนโลยีดิจิทัลเพื่อสนับสนุนการจัดการเรียนรู้ให้บรรลุตามเป้าหมายได้อย่างมีประสิทธิภาพ นอกจากนี้ยังพบว่า การบริหารจัดการ ด้านการใช้เทคโนโลยีดิจิทัลของสถานศึกษาบางแห่งไม่ตอบสนองต่อความต้องการของครู และผู้เรียน ตลอดจนครูผู้สอนส่วนหนึ่งไม่ได้ตระหนักถึงความสำคัญที่จะพัฒนาตนเองในการสร้างนวัตกรรมและสื่อเทคโนโลยีเพื่อการจัดการเรียนรู้ แนวใหม่โดยการแลกเปลี่ยนเรียนรู้ผ่านเครือข่ายชุมชนแห่งการเรียนรู้ในวิชาชีพ ด้วยเหตุนี้การนำระบบนิเวศการเรียนรู้ดิจิทัล จึงเป็นความท้าทายใหม่สำหรับผู้บริหารการศึกษา ผู้บริหารสถานศึกษา ครูผู้สอน ผู้เรียน ตลอดจนบุคลากรทางการศึกษา และผู้ที่มีส่วนเกี่ยวข้องทุกฝ่ายต้องร่วมกันพัฒนาคุณภาพการจัดการศึกษาให้เกิดประสิทธิภาพ เพื่อนำมาบริหารการจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ในด้านการจัดสภาพแวดล้อมการเรียนรู้ดิจิทัล ได้แก่ การจัดอาคารสถานที่ การจัดแหล่งเรียนรู้ และ การจัดภูมิทัศน์ และด้านการจัดการเรียนรู้ดิจิทัล ได้แก่ การจัดการชั้นเรียนดิจิทัล การจัดการเรียนการสอนบนเครือข่าย การใช้นวัตกรรมการเรียนรู้ดิจิทัล และการสร้างเครือข่ายชุมชนแบบกัลยาณมิตร โดยมีส่วนร่วมในการสนับสนุนทรัพยากร และกลไกการหนุนเสริมจากชุมชนตลอดจนผู้มีส่วนเกี่ยวข้องให้สอดคล้องกับบริบทและอัตลักษณ์เชิงพื้นที่ เพื่อเปิดโอกาสให้ผู้เรียนได้เกิดการเรียนรู้ และทำกิจกรรมผ่านสื่อเทคโนโลยีดิจิทัลและแพลตฟอร์มการเรียนรู้ที่หลากหลาย ซึ่งจะส่งผลให้ทุกฝ่ายได้รับการพัฒนาศักยภาพการเป็นพลเมืองดิจิทัลเป็นไปตามเจตนารมณ์ของการปฏิรูปการศึกษาได้อย่างมีประสิทธิภาพ

ปัจจุบันได้มีการประกาศใช้พระราชบัญญัติพื้นที่นวัตกรรมการศึกษา พ.ศ.2562 ซึ่งมีผลบังคับใช้เมื่อวันที่ 30 เมษายน 2562 เนื่องจากมีความจำเป็นในการพัฒนาคุณภาพการจัดการศึกษาขั้นพื้นฐานที่เป็นรากฐานสำคัญของการพัฒนาคนไทยให้มีคุณภาพ มีความใฝ่รู้ มีความคิดสร้างสรรค์ มีความสามารถในการสื่อสาร สามารถอยู่และทำงานร่วมกับผู้อื่นท่ามกลางความแตกต่างที่หลากหลาย มีความรู้เท่าทันโลก และมีทักษะในการประกอบอาชีพตามความถนัดของผู้เรียนแต่ละคน โดยให้องค์กรภาครัฐ ภาคเอกชน และภาคประชาสังคม ร่วมกันพัฒนาคุณภาพและประสิทธิภาพ รวมทั้งสามารถลดความเหลื่อมล้ำในการจัดการศึกษาขั้นพื้นฐานได้อย่างแท้จริง (สำนักงานศึกษาธิการจังหวัดเชียงใหม่, 2564) อนึ่งโรงเรียนมัธยมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเชียงใหม่จึงได้รับการประกาศให้เป็นพื้นที่สำหรับการทดลองนวัตกรรมการศึกษาในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ โดยมีอำนาจในการบริหารงานได้อย่างอิสระและจัดการศึกษาให้สอดคล้องกับบริบทและความต้องการของชุมชน เพื่อพัฒนาคุณภาพการศึกษาและสามารถพัฒนาผู้เรียนให้มีคุณภาพตามเป้าหมายการศึกษาที่กำหนดไว้ โดยมีหน่วยงานส่วนกลางสนับสนุนด้านทรัพยากรและกลไกการหนุนเสริมแก่โรงเรียนของพื้นที่อย่างเหมาะสมผ่านการมีส่วนร่วมของชุมชนและผู้มีส่วนเกี่ยวข้อง เนื่องจากโรงเรียนมัธยมศึกษาหลายแห่ง ในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ได้มีการนำเสนอนวัตกรรมการบริหารและการจัดการเรียนรู้ ที่เกี่ยวข้องกับแนวคิดระบบนิเวศการเรียนรู้ดิจิทัล ซึ่งเป็นผลงานที่ได้รับรางวัลการปฏิบัติที่เป็นเลิศ (Best Practice) ในระดับชาติ ได้แก่ โครงการโรงเรียนคาร์บอนต่ำที่ส่งเสริมให้ผู้เรียนได้มีส่วนร่วมในกิจกรรมการสร้างสัญลักษณ์การประหยัดไฟฟ้าในอาคารเรียน ของโรงเรียนสันป่าตองวิทยาคม โครงการโรงเรียนนวัตกรรมสิ่งแวดล้อมที่ส่งเสริมกิจกรรมการสร้างจิตสำนึกและการนำองค์ความรู้ด้านเทคโนโลยีดิจิทัลไปประยุกต์ใช้ให้เกิดประโยชน์ต่อการเป็นมิตรกับสภาพแวดล้อมในโรงเรียน บ้านและชุมชน ของโรงเรียนสันกำแพง และโครงการการบริหารจัดการโรงเรียน “MODERN Maetang school Model” ซึ่งเป็นรูปแบบการบริหารจัดการพัฒนาคุณภาพผู้เรียนให้ได้รับการพัฒนาตามศักยภาพในการเรียนรู้และมีคุณภาพตามมาตรฐานการศึกษาขั้นพื้นฐานของโรงเรียนแม่แตงวิทยาคม ดังนั้นในการขับเคลื่อนการนำระบบนิเวศการเรียนรู้ดิจิทัลของโรงเรียนมัธยมศึกษาให้มีประสิทธิภาพยิ่งขึ้น จึงจำเป็นต้องมีการบูรณาการเทคโนโลยีดิจิทัลมาเป็นปัจจัยสำคัญ ในองค์ประกอบด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล และการจัดการเรียนรู้ดิจิทัล เพื่อให้สอดคล้องกับโครงการพัฒนานวัตกรรมการจัดการเรียนรู้ และโครงการส่งเสริมการนำเทคโนโลยีดิจิทัล ตามยุทธศาสตร์ของแผนพัฒนาการศึกษาจังหวัดเชียงใหม่ พ.ศ. 2563 – 2565 (สำนักงานศึกษาธิการจังหวัดเชียงใหม่, 2565) เพื่อยกระดับในการบริหารจัดการศึกษาของโรงเรียนมัธยมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเชียงใหม่ ให้มีประสิทธิภาพสอดคล้องกับวิสัยทัศน์ที่ระบุไว้ว่า “เชียงใหม่ : นครแห่งการเรียนรู้สู่คุณภาพชีวิต” (Chiang Mai : Learning City for Quality of Life) เพื่อให้ทุกภาคส่วนได้ร่วมกันกำหนดแนวทางการพัฒนา ให้เป็นเมืองอัจฉริยะด้านการศึกษา (Smart Education City)

จากความเป็นมาและความสำคัญของสภาพปัจจุบันและปัญหาดังกล่าวมาข้างต้น ผู้วิจัยในฐานะที่เป็นครูผู้สอนซึ่งมีบทบาทหน้าที่รับผิดชอบในการจัดกระบวนการเรียนรู้เพื่อพัฒนาศักยภาพผู้เรียนในสังคมดิจิทัลและได้รับมอบหมายรับผิดชอบในการบริหารงานด้านอาคารสถานที่ การจัดภูมิทัศน์และงานสภาพแวดล้อมที่เป็นแหล่งเรียนรู้ภายในและภายนอกสถานศึกษา รวมทั้งการออกแบบงานสื่อนวัตกรรมเทคโนโลยีทางการศึกษา จึงมีความสนใจที่จะศึกษาองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษา พื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ซึ่งผลจากการวิจัยครั้งนี้ คาดว่าจะเป็นเป็นประโยชน์ต่อผู้บริหาร ครู ผู้ปกครองและนักเรียน ตลอดจนชุมชนในพื้นที่นวัตกรรมการศึกษา ให้สามารถนำไปเป็นแนวทางในการพัฒนาคุณภาพการบริหารจัดการศึกษาในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่

วัตถุประสงค์ของการวิจัย

1. เพื่อสังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล
2. เพื่อตรวจสอบและยืนยันองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่

วิธีดำเนินการวิจัย

1. ขอบเขตการวิจัย

1.1 ประชากรและกลุ่มตัวอย่าง ประกอบด้วย

1.1.1 แหล่งข้อมูลที่เป็นเอกสาร ตำรา และผลงานวิจัยที่เกี่ยวข้องกับองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลจากแนวคิดของนักการศึกษาและนักวิชาการทั้งภายในประเทศและต่างประเทศ จำนวน 21 แหล่ง โดยใช้หลักเกณฑ์ในการคัดเลือกแหล่งข้อมูลดังกล่าวตามแนวคิดของ Scott (1990) ที่ได้เสนอไว้ 4 ประเด็นกล่าวคือ 1) ให้ข้อมูลที่เป็นความจริง (Authenticity) 2) ให้ข้อมูลที่มีความน่าเชื่อถือไม่บิดเบือนหรือคลาดเคลื่อนไปจากที่เป็นจริง (Credibility) 3) ให้ข้อมูลที่เป็นตัวแทน สามารถแสดงรายละเอียดข้อมูลประเภทและหรือกลุ่มประชากรเดียวกันได้ (Representativeness) และ 4) ให้ข้อมูลที่มีความหมายชัดเจน สามารถเข้าใจง่าย (Meaning)

1.1.2 ผู้ให้ข้อมูลในการสนทนากลุ่ม (Focus group discussion) เพื่อตรวจสอบและยืนยันองค์ประกอบ คือ ผู้ทรงคุณวุฒิ ซึ่งเป็นผู้ที่มีคุณสมบัติตามเกณฑ์ที่กำหนด กล่าวคือ 1) ปฏิบัติงานที่เกี่ยวข้องกับการจัดการศึกษาระดับมัธยมศึกษาของหน่วยงานทางการศึกษาในจังหวัดเชียงใหม่ และ 2) มีประสบการณ์ในการปฏิบัติงานด้านการบริหารการศึกษาไม่น้อยกว่า 5 ปี ได้มาโดยการเลือกแบบเจาะจง ประกอบด้วย อาจารย์ผู้สอนระดับบัณฑิตศึกษา สาขาวิชาการบริหารการศึกษา จำนวน 1 คน ผู้บริหารโรงเรียนมัธยมศึกษาในจังหวัดเชียงใหม่ จำนวน 3 คน และนักวิชาการศึกษาระดับมัธยมศึกษา จำนวน 1 คน รวมทั้งสิ้น 5 คน

1.1.3 ตัวแปรที่ใช้ในการวิจัย ประกอบด้วย องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล ด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล ได้แก่ 1) การจัดอาคารสถานที่ 2) การจัดแหล่งเรียนรู้ภายในห้องเรียนและภายนอกห้องเรียน และ 3) การจัดภูมิทัศน์และสภาพแวดล้อม และด้านการจัดการเรียนรู้ดิจิทัล ได้แก่ 1) การจัดการชั้นเรียนดิจิทัล 2) การจัดการเรียนการสอนบนเครือข่าย 3) การใช้นวัตกรรมการเรียนรู้ดิจิทัล และ 4) การสร้างเครือข่ายชุมชนกัลยาณมิตร

2. ขั้นตอนในการวิจัย

การวิจัยในครั้งนี้เป็นส่วนหนึ่งของระเบียบวิธีวิจัยเชิงคุณภาพ (Qualitative research) โดยการสังเคราะห์เอกสาร ตำราและงานวิจัยที่เกี่ยวข้องกับองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล และการสนทนากลุ่ม (Focus group discussion) มี 2 ระยะ ดังนี้

ระยะที่ 1 การสังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล จากแนวคิดและผลงานวิจัยของนักวิชาการและนักการศึกษาทั้งในประเทศและต่างประเทศ ที่อยู่ในช่วงระยะเวลา 10 ปี จำนวน 21 แหล่งข้อมูล ในด้านสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล และด้านการจัดการเรียนรู้ดิจิทัล ดังนี้ Liljeström (2013), Mart (2013), Francisco (2018), Carlo (2020), Jordi (2020), Lee (2021), นฤมล ก้อนขาว (2558), ปริญญา ทิพคงคา (2558), ศรีทัศน์ วริสรา (2558), จิตตานันท์ สุพรมอินท์ (2559), ณัฐตะวัน ลิ้มประสงค์ (2559), ทิวาวรรณ อินทร์สุวรรณ (2559), อัมรินทร์ รูปสวย (2559), พิมพ์วรีย์ ใจสุข (2560), พระสาโรจน์ ธีรภทโท (2561), กฤตย์ษุพัช สารนอก (2562), ว่าที่ร้อยตรีทรงเกียรติ พืชมงคล (2562), ศราวุธ บุญปลอบ (2562), สุภัทรา สภาพอัตถ์ (2562), ภูมิภควัจธ์ ภูมพงศ์คชศร (2563), และวีชานา อับดุลเลาะ (2563), เพื่อมาจัดทำตารางสังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล และสรุปผลโดยใช้เกณฑ์การแจกแจงความถี่จากแหล่งข้อมูลที่นำมาสังเคราะห์ ที่มีค่าความถี่ตั้งแต่ 12 ขึ้นไป ซึ่งเท่ากับหรือมากกว่าร้อยละ 50 ของแหล่งข้อมูลทั้งหมด แล้วนำมาจัดลำดับตามจำนวนความถี่ของแต่ละองค์ประกอบ

ระยะที่ 2 การตรวจสอบและยืนยันองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ โดยการจัดสนทนากลุ่ม (Focus group discussion) กับผู้ทรงคุณวุฒิ จำนวน 5 คน ซึ่งเป็นผู้ที่มีคุณสมบัติตามเกณฑ์การคัดเลือกที่ได้กำหนดไว้ เพื่อร่วมพิจารณาตรวจสอบและยืนยันองค์ประกอบระบบนิเวศการ

เรียนรู้ดิจิทัลของโรงเรียนมัธยมศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเชียงใหม่ พร้อมทั้งให้ข้อเสนอแนะนิยามเชิงปฏิบัติการองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล จากผลการดำเนินงานในระยะที่ 1 ใช้เวลาดำเนินการ 1 วัน เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แบบสังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล แบบบันทึกการสนทนากลุ่ม แบบตรวจสอบและยืนยันองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่

วิธีดำเนินการวิจัย

ผลการวิเคราะห์ข้อมูล

1. ผลการสังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล โดยผู้วิจัยดำเนินการสังเคราะห์จากแนวคิดและผลงานวิจัยของนักวิชาการและนักการศึกษาทั้งภายในประเทศและต่างประเทศ ที่อยู่ในช่วงระยะเวลา 10 ปี จำนวน 21 แหล่งข้อมูล ผลการแจกแจงความถี่และจัดลำดับของแต่ละองค์ประกอบ ดังแสดงในตารางที่ 1 และตารางที่ 2

ตารางที่ 1 ผลการสังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล

องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล \ **แนวคิดและผลงานวิจัยของนักวิชาการและนักการศึกษา**	1 Liliström Anu (2013)	2 Mart Laanpere (2013)	3 Francisco JoséGarcía-Peñalvo (2018)	4 Carlo Giovannella (2020)	5 Jordi Díaz-Gibson (2020)	6 Lee Ferguson (2021)	7 นฤมล ก้อนทอง (2558)	8 ปริญญา ทิพคงคา (2558)	9 ศรีรัศมิ์ วริสรา (2558)	10 จิตตานันท์ สายแก้นท์ (2559)	11 ณัชชะวัน ลิ้มประสงค์ (2559)	12 ทิวาวรรณ อินทร์สวรรณ (2559)	13 อัมรินทร์ ราโสภา (2559)	14 พิมพ์รีย์ ใจสบ (2560)	15 พระสาโรจน์ ธีรภทโท (2561)	16 กฤตย์ษพัช สารนอก (2562)	17 ว่าที่ร้อยตรีพรมินธร พืชมูล (2562)	18 ศราวธ บุญปลอด(2562)	19 สุภัทรา สุภาพอัตถ์ (2562)	20 ภมิภควัจร์ ภมพศิคศร(2563)	21 วิชาน อัปเดลเลาะ (2563)	**ความถี่**	**ลำดับที่**
ด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล																								
1. บรรยากาศการเรียนรู้และในชั้นเรียน										✓	✓	✓										✓		4	4
2. การจัดการสิ่งแวดล้อมรอบตัว										✓		✓						✓					✓	4	4
3. วัฒนธรรมประเพณี องค์ความรู้ท้องถิ่น									✓			✓												3	6
4. การใช้บุคคลในชุมชน									✓															1	12
5. การใช้ทรัพยากรธรรมชาติ									✓							✓								2	9
6. การจัดแหล่งเรียนรู้ในเรียนและนอกห้องเรียน	✓							✓	✓	✓		✓	✓	✓	✓			✓	✓			✓	✓	12	2
7. การจัดภูมิทัศน์และสภาพแวดล้อม										✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		11	3
8. การจัดอาคารสถานที่								✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓		13	1
9. การสร้างความปลอดภัย											✓		✓											2	9
10. การสร้างกิจกรรมการเรียนรู้								✓		✓												✓		3	6
11. การให้บริการผู้เรียน								✓							✓									2	9
12. สภาพแวดล้อมการจัดการเรียนรู้								✓																1	12
13. สภาพแวดล้อมสังคมกลุ่มเพื่อน			✓					✓										✓						3	6

แนวคิดและผลงานวิจัยของนักวิชาการและนักการศึกษา / องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล	1 Liliestrom Anu (2013)	2 Mart Laanpere (2013)	3 Francisco José García-Peñalvo (2018)	4 Carlo Giovannella (2020)	5 Jordi Díaz-Gibson (2020)	6 Lee Feruusson (2021)	7 นฤมล ก้อนภา (2558)	8 ปริญญา ทิพคลา (2558)	9 ศรีรัตน์ วริสรา (2558)	10 จิตตานันท์ สพรมอินท์ (2559)	11 ณัชชะวัน ลิ้มประเสริฐ (2559)	12 ทิวาวรรณ อินทร์สวรรณ (2559)	13 อัมริน์ภร์ ราโสภย (2559)	14 พิมพ์รีย์ ใจสม (2560)	15 พระสกโรจน์ ธีรภทโท (2561)	16 กฤตย์ษพัช สารนอก (2562)	17 ว่าที่ร้อยตรีภรณ์ธิยธิ พืชมงคล (2562)	18 ศราวธ บเณโลก (2562)	19 สภัทรา สถาพย์ตย์ (2562)	20 ภมิภควัจช์ ภมพฤกษ์คงทร (2563)	21 วิชาน อันเดลลาย (2563)	ความถี่	ลำดับที่
ด้านการจัดการเรียนรู้ดิจิทัล																								
1. การใช้นวัตกรรมการเรียนรู้ดิจิทัล	✓	✓	✓	✓	✓	✓		✓	✓					✓	✓	✓			✓			12	3
2. การเพิ่มการศึกษาแบบออนไลน์ให้ยั่งยืน				✓												✓						2	6
3. การทำหลักสูตรจัดการเรียนรู้ดิจิทัลให้กับครู				✓																		1	12
4. ระบบการเรียนรู้ที่บูรณาการกับการทำงาน		✓				✓								✓							✓	4	4
5. นวัตกรรมทางสังคม			✓																	✓		2	6
6. การเรียนรู้ฐานสมรรถนะ		✓																				1	12
7. การสร้างองค์ความรู้ร่วมกัน	✓	✓								✓							✓					2	6
8. การออกแบบการสอนเน้นงานเป็นศูนย์กลาง		✓																				2	6
9. การสร้างการเรียนรู้ กิจกรรมพัฒนาผู้เรียน																			✓			1	12
10. การเรียนรู้ด้วยตนเอง		✓	✓																			2	6
11. การจัดการเรียนการสอนบนเครือข่าย		✓	✓	✓		✓		✓		✓				✓	✓	✓	✓	✓		✓	✓	13	2
12. ทักษะการคิดเชิงวิเคราะห์	✓															✓	✓					3	5
13. การจัดการชั้นเรียน ดิจิทัล		✓	✓	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓		15	1
14. การสร้างเครือข่ายชุมชนกัลยาณมิตร			✓				✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			12	4

ตารางที่ 2 ผลการแจกแจงความถี่และการจัดลำดับขององค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล

องค์ประกอบหลัก / องค์ประกอบย่อย ระบบนิเวศการเรียนรู้ดิจิทัล	ความถี่	ลำดับที่
1. การจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล		
1.1 การจัดอาคารสถานที่	13	1
1.2 การจัดแหล่งเรียนรู้ในห้องเรียนและนอกห้องเรียน	12	2
1.3 การจัดภูมิทัศน์และสภาพแวดล้อม	11	3
2. การจัดการเรียนรู้ดิจิทัล		
2.1 การจัดการชั้นเรียนดิจิทัล	15	1
2.2 การจัดการเรียนการสอนบน เครือข่าย	13	2
2.3 การใช้นวัตกรรมการเรียนรู้ดิจิทัล	12	3
2.4 การสร้างเครือข่ายชุมชนกัลยาณมิตร	12	4

จากตารางที่ 1 และตารางที่ 2 พบว่าผลการสังเคราะห์องค์ประกอบของระบบนิเวศการเรียนรู้ดิจิทัล ตามเกณฑ์ การแจกแจงความถี่จากแหล่งข้อมูลที่มีค่าความถี่ตั้งแต่ 11 ขึ้นไป ซึ่งเท่ากับหรือมากกว่าร้อยละ 50 ของแหล่งข้อมูลทั้งหมด โดยเรียงตามลำดับความถี่สูงสุดถึงต่ำสุด ตามเกณฑ์ที่กำหนด ในองค์ประกอบหลักด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล จาก 13 องค์ประกอบย่อย ที่ได้มา 3 องค์ประกอบย่อย ได้แก่ 1) การจัดอาคารสถานที่ 2) การจัดแหล่งเรียนรู้ในห้องเรียนและนอกห้องเรียน และ 3) การจัดภูมิทัศน์และสภาพแวดล้อม สำหรับองค์ประกอบหลักด้านการจัดการเรียนรู้ดิจิทัล จาก 14 องค์ประกอบย่อย ที่ได้มา 4 องค์ประกอบย่อย ได้แก่ 1) การจัดการชั้นเรียนดิจิทัล 2) การจัดการเรียนการสอนบน เครือข่าย 3) การใช้นวัตกรรมการเรียนรู้ดิจิทัล และ 4) การสร้างเครือข่ายชุมชนกัลยาณมิตร

2. ผลการตรวจสอบและยืนยันองค์ประกอบของระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ด้วยการจัดสนทนากลุ่ม (Focus group discussion) พบว่า องค์ประกอบหลักทั้ง 2 ด้านผ่านการตรวจสอบและได้รับการยืนยัน แต่ได้มีการเสนอแนะให้ปรับชื่อองค์ประกอบย่อยในองค์ประกอบหลักด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล จำนวน 2 องค์ประกอบ คือ 1) การจัดแหล่งเรียนรู้ในห้องเรียนและนอกห้องเรียน ปรับเป็น การจัดแหล่งเรียนรู้ และ 2) การจัดภูมิทัศน์และสภาพแวดล้อมปรับเป็น การจัดภูมิทัศน์ ดังนั้นองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ที่ได้รับการตรวจสอบและยืนยันจากผู้ทรงคุณวุฒิ พบว่า องค์ประกอบหลักที่ 1 ด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล มี 3 องค์ประกอบย่อย ได้แก่ 1) การจัดอาคารสถานที่ 2) การจัดแหล่งเรียนรู้ และ 3) การจัดภูมิทัศน์ สำหรับองค์ประกอบหลักที่ 2 ด้านการจัดการเรียนรู้ดิจิทัล มี 4 องค์ประกอบย่อย ได้แก่ 1) การจัดการชั้นเรียนดิจิทัล 2) การจัดการเรียนการสอนบนเครือข่าย 3) การใช้นวัตกรรมการเรียนรู้ดิจิทัล และ 4) การสร้างเครือข่ายชุมชนกัลยาณมิตร นอกจากนี้ผู้ทรงคุณวุฒิได้ให้ข้อเสนอแนะในการทบทวนนิยามเชิงปฏิบัติการ ของแต่ละองค์ประกอบให้มีความชัดเจนที่แสดงถึงสาระสำคัญในความหมายหลักและแสดงถึงอัตลักษณ์และบริบทเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ของโรงเรียนมัธยมศึกษาในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ เพื่อให้สามารถนำผลการวิจัยไปใช้ในการดำเนินการวิจัยขั้นต่อไป

สรุปผลการวิจัย

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) สังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล และ 2) ตรวจสอบและยืนยันองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ มีวิธีดำเนินการวิจัย 2 ระยะ ได้แก่ ระยะที่ 1 การสังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล จากแนวคิดและผลงานวิจัยของนักวิชาการและนักการศึกษา จำนวน 21 แหล่งข้อมูล และระยะที่ 2 การตรวจสอบและยืนยันองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ โดยการสนทนากลุ่มกับผู้ทรงคุณวุฒิที่มีคุณสมบัติตามเกณฑ์ที่กำหนด สรุปผลการวิจัยพบว่า

1. ผลการสังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล พบว่า มี 2 องค์ประกอบหลัก คือ 1) ด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล ประกอบด้วย 3 องค์ประกอบย่อย ได้แก่ การจัดอาคารสถานที่ การจัดแหล่งเรียนรู้ในห้องเรียนและนอกห้องเรียน และการจัดภูมิทัศน์และสภาพแวดล้อม และ 2) ด้านการจัดการเรียนรู้ดิจิทัล ประกอบด้วย 4 องค์ประกอบย่อย ได้แก่ การจัดการชั้นเรียนดิจิทัล การจัดการเรียนการสอนบน เครือข่าย การใช้นวัตกรรมการเรียนรู้ดิจิทัล และ การสร้างเครือข่ายชุมชนกัลยาณมิตร

2. ผลการตรวจสอบและยืนยันองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ด้วยการจัดสนทนากลุ่ม (Focus group discussion) กับผู้ทรงคุณวุฒิพบว่า องค์ประกอบหลักทั้ง 2 ด้านผ่านการตรวจสอบและได้รับการยืนยัน แต่ได้มีการเสนอแนะให้ปรับชื่อองค์ประกอบย่อยในองค์ประกอบหลักด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล จำนวน 2 องค์ประกอบ คือ 1) การจัดแหล่งเรียนรู้ในห้องเรียนและนอกห้องเรียน ปรับเป็น การจัดแหล่งเรียนรู้ และ 2) การจัดภูมิทัศน์และสภาพแวดล้อมปรับเป็น การจัดภูมิทัศน์ ดังนั้นองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ที่ได้รับการตรวจสอบและยืนยันจากผู้ทรงคุณวุฒิ พบว่า องค์ประกอบหลักที่ 1 ด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล มี 3 องค์ประกอบย่อย ได้แก่ 1) การจัดอาคารสถานที่ 2) การจัดแหล่งเรียนรู้ และ 3) การจัดภูมิทัศน์ สำหรับองค์ประกอบหลักที่ 2 ด้านการจัดการเรียนรู้ดิจิทัล มี 4 องค์ประกอบย่อย ได้แก่ 1) การจัดการชั้นเรียนดิจิทัล 2) การจัดการเรียนการสอนบนเครือข่าย 3) การใช้นวัตกรรมการเรียนรู้ดิจิทัล และ 4) การสร้างเครือข่ายชุมชนกัลยาณมิตร นอกจากนี้ผู้ทรงคุณวุฒิได้ให้ข้อเสนอแนะในการทบทวนนิยามเชิงปฏิบัติการ ของแต่ละองค์ประกอบให้มีความชัดเจนที่แสดงถึงสาระสำคัญในความหมายหลักและแสดงถึงอัตลักษณ์และบริบทเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ของโรงเรียนมัธยมศึกษาในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ เพื่อให้สามารถนำผลการวิจัยไปใช้ในการดำเนินการวิจัยขั้นต่อไป

อภิปรายผลการวิจัย

จากผลการวิจัยครั้งนี้ สามารถนำมาอภิปราย จำแนกได้ 2 ประเด็น ดังนี้

1. จากผลการวิจัยที่พบว่าองค์ประกอบด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล เป็นองค์ประกอบหลักของระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ซึ่งมี 3 องค์ประกอบย่อย ได้แก่ การจัดอาคารสถานที่ การจัดแหล่งเรียนรู้ และการจัดภูมิทัศน์ ผลการวิจัยนี้จึงสอดคล้องกับแนวคิดส่วนหนึ่งของ Holgado & Penalvo (2017) ซึ่งได้เสนอไว้ว่าสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล เป็นการพัฒนาการเรียนรู้ของผู้เรียนโดยการออกแบบและพัฒนาบรรยากาศที่ครอบคลุมทั้งในห้องเรียน นอกอาคารเรียน และนอกสถานศึกษา ให้สัมพันธ์กันอย่างเป็นระบบ และผลงานวิจัยของ Liljeström (2013) ที่ได้พบว่าระบบนิเวศการเรียนรู้ที่เกิดขึ้นใหม่ประการหนึ่งคือการจัดแหล่งเรียนรู้ภายในห้องเรียนและภายนอกห้องเรียน ซึ่งเป็นการจัดสภาพแวดล้อมเพื่อการเรียนรู้ของสถานศึกษาที่มุ่งเน้นการออกแบบ ให้เป็นไปตามที่ผู้เรียนคาดหวังในศตวรรษที่ 21 ซึ่งนักเรียนสามารถมีส่วนร่วมและเป็นสมาชิกของชุมชนเพื่อร่วมสร้างองค์ความรู้ในท้องถิ่นเพื่อให้เกิดกระบวนการเรียนรู้ร่วมกัน นอกจากนี้ผลจากการวิจัยครั้งนี้ได้สอดคล้องกับข้อค้นพบในงานวิจัยของ อัมรินทร์ รูปสวย (2559) เกี่ยวกับการจัดการภูมิทัศน์ในสถานศึกษา สังกัดสำนักงานคณะกรรมการการอาชีวศึกษาจังหวัดเพชรบุรี ประกอบด้วย 1) การจัดแหล่งเรียนรู้ในห้องเรียนและนอกห้องเรียน 2) การจัดภูมิทัศน์และสภาพแวดล้อม และ 3) การจัดอาคารสถานที่ ทั้งนี้ยังมีข้อเสนอแนะว่าควรสนับสนุนงบประมาณในการดำเนินงาน การพัฒนาบุคลากรให้มีความรู้ และเห็นความสำคัญในการมีส่วนร่วมภายในสถานศึกษาและชุมชนเพื่อให้การจัดภูมิทัศน์ของสถานศึกษามีประสิทธิภาพยิ่งขึ้น จึงสอดคล้องกับข้อค้นพบในผลงานวิจัยของ ศราวุธ บุญปลอบ (2562) ที่พบว่าการจัดแหล่งเรียนรู้ในห้องเรียนและนอกห้องเรียน รวมทั้งการจัดภูมิทัศน์และสภาพแวดล้อม เป็นความต้องการจำเป็นและเป็นสภาพที่พึงประสงค์ในการพัฒนาแนวทางการจัดสภาพแวดล้อมการเรียนรู้ในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 22 จังหวัดนครพนม และเป็นไปในทิศทางเดียวกันกับข้อค้นพบจากผลงานวิจัยของ วีชานา อับดุลเลาะ (2563) ที่พบว่าสภาพแวดล้อมการเรียนรู้เพื่อส่งเสริมทักษะการเรียนรู้ในศตวรรษที่ 21 มีองค์ประกอบที่สำคัญหลายประการ อาทิ การจัดการสิ่งแวดล้อมรอบตัว การจัดแหล่งเรียนรู้ในห้องเรียนและนอกห้องเรียน การจัดภูมิทัศน์และสภาพแวดล้อม รวมทั้งการจัดอาคารสถานที่ ซึ่งจำเป็นต้องจัดให้มีความเหมาะสมเอื้อต่อการเรียนรู้และส่งเสริมสัมพันธภาพที่ดี เพื่อให้ผู้เรียนมีแรงบันดาลใจนำไปสู่การเรียนรู้ให้เกิดขึ้นได้อย่างมีประสิทธิภาพ จึงกล่าวได้ว่าองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัล ด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล ที่ได้จากการวิจัยครั้งนี้ เป็นการประยุกต์ใช้เทคโนโลยีดิจิทัล ที่เป็นองค์ความรู้เทคนิควิธี และแพลตฟอร์มต่างๆ มาเป็นปัจจัยสำคัญในการออกแบบ เพื่อสนับสนุนและเอื้อประโยชน์ในการจัดอาคารสถานที่ การจัดแหล่งเรียนรู้ และการจัดภูมิทัศน์ ซึ่งปัจจุบันมีโรงเรียนมัธยมศึกษาในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่หลายแห่ง ได้นำเสนอนวัตกรรมการบริหารและการจัดการเรียนรู้ ที่เกี่ยวข้องกับแนวคิดระบบนิเวศการเรียนรู้ดิจิทัล ซึ่งเป็นผลงานที่ได้รับรางวัลการปฏิบัติที่เป็นเลิศ (Best Practice) ในระดับ ได้แก่ โครงการโรงเรียนคาร์บอนต่ำที่ส่งเสริมให้

ผู้เรียนได้มีส่วนร่วมในกิจกรรมการสร้างสัญลักษณ์การประหยัดไฟฟ้าในอาคารเรียน ของโรงเรียนสันป่าตองวิทยาคม และโครงการโรงเรียนนวัตกรรมสิ่งแวดล้อมที่ส่งเสริมกิจกรรมการสร้างจิตสำนึกและการนำองค์ความรู้ด้านเทคโนโลยีดิจิทัลไปประยุกต์ใช้ให้เกิดประโยชน์ต่อการเป็นมิตรกับสภาพแวดล้อมในโรงเรียน บ้าน และชุมชน ของโรงเรียนสันกำแพง จากผลงานดังกล่าวผู้วิจัยเห็นว่า ควรให้ความสำคัญในการนำองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลด้านการจัดสภาพแวดล้อมเพื่อการเรียนรู้ดิจิทัล มาพัฒนาการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ให้มีประสิทธิภาพเพื่อให้ก้าวผ่านเข้าสู่โลกแห่งการเรียนรู้ดิจิทัลที่เป็นภาพอนาคตของการศึกษาไทย 5.0

2. จากผลการวิจัยที่พบว่าองค์ประกอบหลักด้านการจัดการเรียนรู้ดิจิทัล เป็นองค์ประกอบหลักระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ซึ่งมี 4 องค์ประกอบย่อย ได้แก่ การจัดการชั้นเรียนดิจิทัล การจัดการเรียนการสอนบน เครือข่าย การใช้นวัตกรรมการเรียนรู้ดิจิทัล และ การสร้างเครือข่ายชุมชนกัลยาณมิตร ซึ่งผลการวิจัยครั้งนี้ สอดคล้องกับข้อค้นพบจากงานวิจัยของ Mart (2013) ที่ได้ศึกษาเกี่ยวกับการพัฒนาและการดำเนินการของระบบนิเวศการเรียนรู้ดิจิทัลบนพื้นฐานของแพลตฟอร์ม Dippler ซึ่งพบว่าเป็นการผสมผสานระหว่างแนวทางการสอนร่วมสมัย ในการใช้นวัตกรรมการเรียนรู้ดิจิทัล ระบบการเรียนรู้บูรณาการกับการทำงาน การเรียนรู้ฐานสมรรถนะ การสร้างความรู้ร่วมกัน การออกแบบการเรียนการสอนที่เน้นงานเป็นศูนย์กลาง การสร้างองค์ความรู้ด้วยตนเอง การจัดการเรียนการสอนบนเครือข่าย และการสร้างเครือข่ายชุมชนกัลยาณมิตร เช่นเดียวกับข้อค้นพบจากผลงานวิจัยของ Francisco (2018) ที่พบว่า รูปแบบระบบนิเวศการเรียนรู้โดยใช้กฎการเปลี่ยนแปลงสามารถทำได้ด้วยตนเอง ประกอบด้วย สภาพแวดล้อมสังคมกลุ่มเพื่อน การใช้นวัตกรรมการเรียนรู้ดิจิทัล นวัตกรรมทางสังคม การเรียนรู้ด้วยตนเอง การจัดการเรียนการสอนบนเครือข่าย และการสร้างเครือข่ายชุมชนกัลยาณมิตร ซึ่งเป็นรูปแบบที่สามารถนำไปใช้ในบริบทจริงเพื่อแก้ปัญหาการเรียนรู้และการจัดการความรู้ของผู้สอนได้เป็นอย่างดี นอกจากนี้ยังสอดคล้องกับข้อค้นพบจากผลงานวิจัยของ Jordi (2020) ที่ได้ศึกษาวิจัยเรื่อง ผู้ประกอบการโรงเรียน : กับการสนับสนุนผู้นำโรงเรียนในการบริหารจัดการระบบนิเวศแห่งการเรียนรู้ ผลการวิจัยพบว่า โรงเรียนขนาดใหญ่สามารถบริหารจัดการระบบนิเวศการเรียนรู้ ในด้านการสร้างนวัตกรรมการเรียนรู้ดิจิทัล และ การจัดการชั้นเรียนดิจิทัล ส่งผลให้นักเรียน ครู และผู้ปกครองสามารถเข้าถึงแหล่งเรียนรู้ได้มากขึ้น ซึ่งเป็นการเพิ่มโอกาสในการเรียนรู้ที่ผ่านปฏิสัมพันธ์ทางสังคมได้ดี ตลอดจนผู้บริหารโรงเรียนมีความสามารถในการประสานความสัมพันธ์ทางสังคมภายในโรงเรียนและชุมชนได้เป็นอย่างดี อนึ่งจากผลงานวิจัยของ พิมพ์วรีย์ ใจสุข (2560) ที่ได้ศึกษาวิจัยเรื่อง การจัดสภาพแวดล้อมในสถานศึกษาของโรงเรียนจุฬาภรณราชวิทยาลัยลพบุรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 5 ผลการวิจัย พบว่า การใช้นวัตกรรมการเรียนรู้ดิจิทัล ระบบการเรียนรู้ที่บูรณาการกับการทำงาน การจัดการเรียนการสอนบนเครือข่าย การจัดการชั้นเรียน และการสร้างเครือข่ายชุมชนกัลยาณมิตร ซึ่งจัดว่าเป็นส่วนหนึ่งขององค์ประกอบของระบบนิเวศการเรียนรู้ดิจิทัลที่ผู้วิจัยสามารถนำมาใช้ในการศึกษาวิจัยครั้งนี้ได้ รวมถึงข้อค้นพบจากผลงานวิจัยของ ศราวุธ บุญปลอบ (2562) ที่ได้พบว่า การจัดการเรียนการสอนบนเครือข่าย การจัดการชั้นเรียน และการสร้างเครือข่ายชุมชนกัลยาณมิตร ซึ่งเป็นข้อค้นพบที่สอดคล้องกับผลการวิจัยจากการสังเคราะห์องค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ของโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ครั้งนี้ ประกอบกับข้อค้นพบจากงานวิจัยของ สุภัทรา สภาพอัตถ์ (2562) พบว่า การใช้นวัตกรรมการเรียนรู้ดิจิทัล การจัดการชั้นเรียน และ การสร้างเครือข่ายชุมชนกัลยาณมิตร เป็นองค์ประกอบส่วนหนึ่งที่มีผลต่อการบริหารจัดการชุมชนแห่งการเรียนรู้วิชาชีพ ซึ่งผู้บริหารสถานศึกษาต้องให้ความสำคัญเพื่อให้เกิดชุมชนการเรียนรู้ทางวิชาชีพอย่างต่อเนื่องให้เป็นวัฒนธรรมการเรียนรู้ของโรงเรียน จึงกล่าวได้ว่าองค์ประกอบดังกล่าวมีความจำเป็นที่จะนำมาศึกษา ให้เป็นส่วนหนึ่งขององค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลเพื่อการบริหารจัดการนวัตกรรมเชิงพื้นที่ในโรงเรียนมัธยมศึกษาพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ เพื่อให้สอดคล้องกับโครงการการบริหารจัดการโรงเรียน “MODERN Maetang school Model” ซึ่งเป็นรูปแบบการบริหารจัดการพัฒนาคุณภาพผู้เรียนให้ได้รับการพัฒนาตามศักยภาพในการเรียนรู้และมีคุณภาพตามมาตรฐานการศึกษาขั้นพื้นฐานของโรงเรียนแม่แตงวิทยาคม โครงการพัฒนานวัตกรรมการจัดการเรียนรู้ และโครงการส่งเสริมการนำเทคโนโลยีดิจิทัล ตลอดจนวิสัยทัศน์ตามยุทธศาสตร์ในแผนพัฒนาการศึกษาจังหวัดเชียงใหม่ (พ.ศ. 2563 – 2565) ที่ระบุไว้ว่า “เชียงใหม่ : นครแห่งการเรียนรู้สู่คุณภาพชีวิต” (Chiang Mai : Learning City for Quality of Life) เพื่อให้ทุกภาคส่วนได้ร่วมกันกำหนดแนวทางการพัฒนา ให้เป็นเมืองอัจฉริยะด้านการศึกษา (Smart Education City)

ข้อเสนอแนะ

1. ข้อเสนอแนะสำหรับการนำผลวิจัยไปใช้

1.1 โรงเรียนมัธยมศึกษาของรัฐและเอกชนสามารถนำองค์ประกอบระบบนิเวศการเรียนรู้ดิจิทัลไปพัฒนารูปแบบการบริหารจัดการระบบนิเวศการเรียนรู้ดิจิทัล เพื่อเสริมสร้างสมรรถนะผู้เรียนให้มีคุณลักษณะของคนไทย 4.0 เป็นพลเมืองดิจิทัลตามมาตรฐานการศึกษาของชาติ

1.2 หน่วยงานทางการศึกษาในระดับท้องถิ่นและระดับชาติ ตลอดจนชุมชนและผู้ที่มีส่วนเกี่ยวข้องสามารถนำผลการวิจัยไปพัฒนาการบริหารจัดการระบบนิเวศการเรียนรู้ดิจิทัลของสถานศึกษาให้มีประสิทธิภาพ เพื่อลดความเหลื่อมล้ำทางการศึกษาให้สอดคล้องกับบริบทและอัตลักษณ์เชิงพื้นที่

2. ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

2.1 ควรศึกษาวิจัยเกี่ยวกับการพัฒนารูปแบบการบริหารจัดการนวัตกรรมระบบนิเวศการเรียนรู้ดิจิทัล ของสถานศึกษาขั้นพื้นฐานให้สอดคล้องกับบริบทและอัตลักษณ์เชิงพื้นที่

2.2 ควรศึกษาวิจัยเกี่ยวกับกระบวนทัศน์การบริหารจัดการระบบนิเวศการเรียนรู้ดิจิทัลของสถานศึกษา เพื่อสร้างสังคมแห่งการเรียนรู้ในโลกดิจิทัล โดยใช้เครือข่ายชุมชนแห่งการเรียนรู้ทางวิชาชีพ

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ศึกษาสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาหลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพครู พ.ศ. 2562 ของสำนักงานเลขาธิการคุรุสภา

A Study Competency Internship of pre-service teacher faculty of Education in Program in Social Studies, Roi-et Rajabhat University to standard of Teaching Professional 2019 Based on the Council Teachers.

ประสาร ศรีพงษ์เพลิด, Prasarn Sripongplerd[1]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษา สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพครู พ.ศ. 2562 กลุ่มตัวอย่างที่ใช้ในการวิจัย เป็นนักศึกษาฝึกประสบการณ์วิชาชีพครู ชั้นปีที่ 4 สาขาสังคมศึกษา จำนวน 62 คน ครูพี่เลี้ยง จำนวน 62 คน และอาจารย์นิเทศก์ จำนวน 7 คน โดยการเลือกแบบเจาะจง เครื่องมือที่ใช้ เป็นแบบประเมินสมรรถนะการปฏิบัติการสอน มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ 0.93 การวิเคราะห์ข้อมูลด้วยร้อยละ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า สมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 โดยภาพรวมมีสมรรถนะด้านการปฏิบัติการสอนอยู่ในระดับมาก (4.10) และเมื่อพิจารณาเป็นรายด้านพบว่า ทุกด้านอยู่ในระดับมาก โดยเรียงตามลำดับค่าเฉลี่ยจากมากไปหาน้อย คือ 1) ด้านการปฏิบัติหน้าที่ครู (4.30) รองลงมาคือ 2) ด้านความสัมพันธ์กับชุมชน (4.10) 3) ด้านการจัดการเรียนรู้ (4.04) และ 4)ด้านความรู้มีค่าเฉลี่ยน้อยที่สุด (3.92)

คำสำคัญ: การปฏิบัติการสอน,สมรรถนะ, นักศึกษาฝึกประสบการณ์วิชาชีพครู, มาตรฐานวิชาชีพครู พ.ศ.2562

Abstract

The purpose of this research was to study competency Internship of pre-service teacher faculty of education in program in social studies, Roi-et Rajabhat University to standard of teaching professional 2019 based on the council teachers. The representative samples of this research include a purposive sampling of 62 fourth-year students of faculty of education in program in social studies, Roi-et Rajabhat University,the 62 mentors, and the 7 supervisors. the researcher used the five-rating scale questionnaire about the competency of the internship as a method of this research. The reliability was calculated by using the Cronbach's Alpha Method and the reliability is 0.93. The statistical data are (mean) and S.D. (standard deviation).

The results were as follows:

The competency Internship of pre-service teacher faculty of education in program in social studies, Roi-et Rajabhat University to standard of teaching professional 2019 based on the council teachers, classified by status, that is, student opinions, mentors and supervisors by side and by all sides Overall, the competence in teaching operations was at a high level (4.10). All aspects are at the same high level. sorted in descending order of average. That are 1) teacher's performance (4.30), followed by 2) community relations (4.10), 3) learning management (4.04), and 4) knowledge had the lowest mean (3.92)

Keywords: Competencies, Teaching Practice, Internship of pre-service teacher Students, Standard of teaching professional 2019.

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บทนำ

พระราชบัญญัติสภาครูและบุคลากรทางการศึกษา พ.ศ.2546 มาตรา 49 กำหนดให้ มีข้อบังคับว่าด้วยมาตรฐานวิชาชีพ ประกอบด้วย (1) มาตรฐานความรู้และประสบการณ์วิชาชีพ (2) มาตรฐานการปฏิบัติงาน และ (3) มาตรฐานการปฏิบัติตน เพื่อเป็นเครื่องมือในกำกับดูแล การประกอบวิชาชีพทางการศึกษาให้เป็นไปตามมาตรฐานวิชาชีพที่กำหนดโดยวิธีการต่างๆ ได้แก่ การรับรองปริญญาและประกาศนียบัตรทางการศึกษา การรับรองความรู้และประสบการณ์วิชาชีพ และการรับรองคุณวุฒิการศึกษาเพื่อการประกอบวิชาชีพ การต่ออายุใบอนุญาตประกอบวิชาชีพ และการพักใช้หรือเพิกถอนใบอนุญาตประกอบวิชาชีพ (กระทรวงศึกษาธิการ, 2546)

เนื่องจากมาตรฐานวิชาชีพทางการศึกษา ตามข้อบังคับคุรุสภา ว่าด้วยมาตรฐานวิชาชีพ(ฉบับที่ 4) พ.ศ. 2562 ด้านที่ ๑ มาตรฐานความรู้และ ประสบการณ์วิชาชีพ ที่มีกำหนดสาระความรู้และสมรรถนะในแต่ละด้านไว้อย่างชัดเจน และได้ถูกนำไปใช้ในการออกแบบและพัฒนาหลักสูตรของสถาบันผลิตบัณฑิต วิชาชีพทางการศึกษา เพื่อให้สอดคล้องตามหลักเกณฑ์การรับรองปริญญาและประกาศนียบัตร ทางการศึกษาเพื่อการประกอบวิชาชีพที่คุรุสภากำหนด โดยเฉพาะในหลักสูตรผลิตครู สถาบันผลิต ครูส่วนใหญ่จะยึดถือตามเนื้อหาสาระที่กำหนดไว้ในมาตรฐานความรู้และประสบการณ์วิชาชีพเป็นสำคัญ เนื่องจากหลักเกณฑ์การรับรองปริญญาฯ กำหนดให้หลักสูตรผลิตครูจะต้องปรากฏคำอธิบาย รายวิชาชีพครูและการปฏิบัติการสอนในหลักสูตร ตามองค์ประกอบมาตรฐานความรู้สาระความรู้ และสมรรถนะในแต่ละมาตรฐานความรู้และมาตรฐานประสบการณ์วิชาชีพครูที่คุรุสภากำหนด

หลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา หลักสูตรปรับปรุง 2562 (หลักสูตร 4 ปี) คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ได้ดำเนินการปรับปรุงพัฒนาหลักสูตรใหม่จากหลักสูตรเดิมในปี พ.ศ. 2560 โดยพัฒนาหลักสูตรให้มีมาตรฐานตามคุณวุฒิระดับอุดมศึกษาแห่งชาติ พ.ศ. 2558 และมาตรฐานคุณวุฒิระดับปริญญาตรี สาขาครุศาสตร์และศึกษาศาสตร์ พ.ศ. 2562 ตลอดจนมาตรฐานวิชาชีพครู พ.ศ.2562 เพื่อสามารถผลิตบัณฑิตให้บรรลุคุณภาพมาตรฐานผลการเรียนรู้ตามที่มุ่งหวัง และให้มีคุณลักษณะได้แก่ 1) เป็นผู้ที่มีความรู้ความสามารถในด้านสังคมศึกษา สามารถประยุกต์ใช้องค์ความรู้ในการปฏิบัติงานได้อย่างสอดคล้องกับสภาพสังคม วัฒนธรรม และเศรษฐกิจของประเทศ2) เป็นผู้มีความรู้ความสามารถในการจัดการเรียนการสอน และการพัฒนาหลักสูตร ที่ส่งผลให้เป็นครูที่มีความรู้ความสามารถ สมรรถนะและคุณลักษณะอันพึงประสงค์ของการศึกษาของชาติ 3) เป็นผู้ที่มีคุณธรรม จริยธรรมและจรรยาบรรณวิชาชีพครูมีความรับผิดชอบสูงต่อวิชาการและวิชาชีพ มีความอดทนใจกว้าง และมีความเชี่ยวชาญในการจัดการเรียนรู้พร้อมที่จะประกอบวิชาชีพครูอย่างมีคุณภาพและเป็นไปตามสมรรถนะและมาตรฐานวิชาชีพครู 4) เป็นผู้มีความสามารถประยุกต์ใช้เทคโนโลยีเพื่อการจัดการเรียนการสอน และ บูรณาการความรู้ในกลุ่มสาระสังคมศึกษาศาสนาและวัฒนธรรม5) เป็นผู้มีความรอบรู้ด้านการจัดการเรียนการสอนสามารถประยุกต์ความเข้าใจอันถ่องแท้ในทฤษฎีและระเบียบวิธีการศึกษาวิจัยเพื่อสร้างความรู้ใหม่สำหรับการประกอบวิชาชีพหรือการศึกษาในระดับสูงขึ้นในอนาคต (คณะกรรมการพัฒนาหลักสูตรสังคมศึกษา, 2562)

ดังนั้นการผลิตครูเพื่อให้ครูที่ดีมีคุณภาพและมีวิญญาณความเป็นครู นอกจากศึกษาภาคทฤษฎีที่ได้จากการเรียนในรายวิชาต่างๆ แล้ว จำเป็นจะต้องมีการฝึกภาคปฏิบัติให้มากเพียงพอจนสามารถปฏิบัติงานของครูได้เป็นอย่างดี การฝึกประสบการณ์วิชาชีพครูเป็นกระบวนการภาคปฏิบัติเปรียบเสมือนหัวใจของการผลิตครู ซึ่งนักศึกษาหลักสูตรครุศาสตรบัณฑิตทุกหลักสูตรจะต้องออกฝึกปฏิบัติวิชาชีพครูในสถานที่จริงเป็นไปตามข้อบังคับคุรุสภา ว่าด้วยมาตรฐานวิชาชีพ พ.ศ. 2562 หลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา หลักสูตร 4 ปี พ.ศ. 2562 เป็นหลักสูตรที่มุ่งผลิตครูตามเกณฑ์มาตรฐานดังที่กล่าวมา และได้เริ่มเปิดการสอนตั้งแต่ปีการศึกษา 2562 เป็นต้นมา ในปีการศึกษา 2565 นักศึกษาชั้นปีที่ 4 ได้ออกฝึกประสบการณ์วิชาชีพครูเป็นรุ่นแรกตามโรงเรียนต่างๆที่เป็นเครือข่าย ผู้วิจัยในฐานะอาจารย์ผู้สอนและปฏิบัติหน้าที่ในการเป็นอาจารย์นิเทศก์ที่ออกไปนิเทศการฝึกประสบการณ์วิชาชีพครูของนักศึกษาฝึกประสบการณ์จึงมีความสนใจที่จะศึกษาสมรรถนะการปฏิบัติการฝึกประสบการณ์วิชาชีพครูของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพครู พ.ศ. 2562 ของสำนักงานเลขาธิการคุรุสภา เพื่อนำข้อมูลที่ได้เป็นแนวทางในการพัฒนาการเรียนการสอนของสาขาสังคมศึกษาและสาขาอื่นๆและใช้เป็นแนวทางในการปรับปรุงหลักสูตรตามเกณฑ์มาตรฐานวิชาชีพ ของสำนักงานคุรุสภาต่อไป

วัตถุประสงค์ของการวิจัย

เพื่อศึกษาสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาหลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพครู พ.ศ. 2562 ของสำนักงานเลขาธิการคุรุสภา

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจ (survey research) โดยมีวัตถุประสงค์เพื่อศึกษาสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาหลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 ของสำนักงานเลขาธิการคุรุสภา ผู้วิจัยได้นำเสนอวิธีการดำเนินการวิจัยตามลำดับดังนี้

ประชากรและกลุ่มตัวอย่าง

ประชากรและกลุ่มตัวอย่าง เป็นนักศึกษาฝึกประสบการณ์วิชาชีพครูกำลังศึกษาอยู่ชั้นปีสุดท้ายของหลักสูตรที่ปฏิบัติการสอนในสถานศึกษา สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ปีการศึกษา 2565 จำนวน 62 คน ครูพี่เลี้ยงในโรงเรียนเครือข่ายวิชาชีพครู จำนวน 62 คน และอาจารย์นิเทศก์ จำนวน 7 คน รวมทั้งสิน 131 คน โดยการเลือกแบบเจาะจง

เครื่องมือที่ใช้การเก็บรวบรวมข้อมูล

เครื่องมือที่ใช้การวิจัยครั้งนี้ เป็นแบบประเมินสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 ที่ผู้วิจัยพัฒนาขึ้น มี 2 ฉบับ ประกอบด้วย 3 ตอน คือ

ตอนที่ 1 ข้อมูลส่วนบุคคล เป็นคำถามปลายปิดมีลักษณะให้เลือกตอบ

ตอนที่ 2 ความคิดเห็นเกี่ยวกับสมรรถนะการสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562

ตอนที่ 3 ความคิดเห็นและข้อเสนอแนะอื่นๆ มีลักษณะเป็นคำถามปลายเปิด

การสร้างเครื่องมือและการหาคุณภาพของเครื่องมือที่ใช้ในการวิจัย

1. ผู้วิจัยได้ศึกษาเอกสาร แนวคิด ทฤษฎี งานวิจัย และเอกสารที่เกี่ยวข้องเพื่อจัดทำเป็นแบบสอบถาม
2. สร้างรายการข้อคำถาม ซึ่งมีลักษณะเลือกตอบและเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ ตามประเด็นที่กำหนดในแบบสำรวจ
3. ผู้วิจัยส่งแบบสอบถามฉบับร่างไปให้ผู้เชี่ยวชาญที่มีประสบการณ์เกี่ยวกับการจัดทำหลักสูตรระดับ บัณฑิตศึกษาพิจารณา จำนวน 3 คน เพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (content Validity) โดยการหาดัชนีความสอดคล้อง (Index of Item Objective Congruence: IOC) ได้ค่าดัชนีความสอดคล้อง (IOC) อยู่ระหว่าง 0.6-1.00
4. นำแบบสอบถามมาปรับปรุงใช้เป็นเครื่องมือฉบับสมบูรณ์แล้ว นำไปทดลองใช้กับประชากรที่มีลักษณะใกล้เคียงกับกลุ่มตัวอย่างจำนวน 30 คนเพื่อหาค่าความเชื่อมั่นของแบบสอบถาม (Reliabilty) โดยใช้สูตรสัมประสิทธิ์อัลฟาของครอนบาค (Cronbach’s alpha Coefficient) ได้ค่าความเชื่อมั่นทั้งฉบับ 0.93
5. นำแบบสอบถามฉบับสมบูรณ์ที่ได้ไปสร้างเป็นแบบสอบถามออนไลน์ใน Google form

การเก็บรวมรวมข้อมูล

ผู้วิจัยได้เก็บรวบรวมข้อมูลกับครูและบุคลากรทางการศึกษาในสังกัดกระทรวงศึกษาธิการ ระหว่างวันที่ 1 – 15 กันยายน 2565 ผ่านระบบ google form โดยให้กรอกอีเมล์ 1 บัญชีได้ 1 ครั้งเพื่อป้องกันการตอบซ้ำ และมีผู้ตอบแบบสอบถามทั้งสิ้น 131 คน

สถิติที่ใช้การวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลในครั้งนี้ วิเคราะห์โดยค่าความถี่ ร้อยละ ค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน และนำไปเทียบเกณฑ์การแปลความหมายค่าเฉลี่ยดังนี้

ค่าเฉลี่ย 1.00-1.50	หมายถึง เหมาะสมน้อยที่สุด
ค่าเฉลี่ย 1.51-2.50	หมายถึง เหมาะสมน้อย
ค่าเฉลี่ย 2.51-3.50	หมายถึง เหมาะสมปานกลาง
ค่าเฉลี่ย 3.51-4.50	หมายถึง เหมาะสมมาก
ค่าเฉลี่ย 4.51-5.00	หมายถึง เหมาะสมมากที่สุด

สรุปผลการวิจัย

ตอนที่ 1 **ข้อมูลส่วนบุคคล**

ผลการศึกษาข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถามเกี่ยวกับสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 ดังตาราง **1**

ตารางที่ 1 จำนวนและค่าร้อยละของนักศึกษา

ข้อมูลส่วนบุคคล	จำนวน	ร้อยละ
เพศ		
ชาย	15	24.20
หญิง	47	75.80
รวม	**62**	**100.00**
รับผิดชอบปฏิบัติการสอนในสถานศึกษา		
ปฐมวัย		
ประถมศึกษา	-	-
มัธยมศึกษาตอนต้น	**15**	**24.20**
มัธยมศึกษาตอนปลาย	**33**	**53.20**
รวม	**14**	**22.60**
	62	**100.00**

จากตาราง 1 พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิงจำนวน 47 คน คิดเป็นร้อยละ 75.80 และเพศชาย จำนวน 15 คน คิดเป็นร้อยละ 24.20

รับผิดชอบปฏิบัติการสอนในสถานศึกษาส่วนใหญ่ระดับมัธยมศึกษาตอนต้น จำนวน33 คิดเป็นร้อยละ 53.20 ระดับประถมศึกษา จำนวน 15 คน คิดเป็นร้อยละ 24.20 ระดับมัธยมศึกษาตอนปลาย จำนวน 14 คน คิดเป็นร้อยละ 22.60

ตารางที่ 2 จำนวนและค่าร้อยละของครูพี่เลี้ยง

ข้อมูลส่วนบุคคล	จำนวน	ร้อยละ
เพศ		
ชาย	17	**27.40**
หญิง	**4**5	**72.60**
รวม	**62**	**100.00**
ประสบการณ์การทำงานด้านการสอน		
ต่ำกว่า 5 ปี	**7**	**11.30**
5-10 ปี	**11**	**17.70**
11-15 ปี	**9**	**14.50**
16-20 ปี	**29**	**46.80**
21 ปีขึ้นไป	**6**	**9.7**
รวม	**62**	**100.00**

จากตาราง 2 พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิงจำนวน 45 คน คิดเป็นร้อยละ 72.60 และเพศชาย จำนวน 17 คน คิดเป็นร้อยละ 27.40

ประสบการณ์ทำงานด้านการสอนส่วนใหญ่ 16-20 ปี จำนวน 29 คน คิดเป็นร้อยละ 56.80 5-10 ปี จำนวน 11 คน คิดเป็นร้อยละ 17.70 11-15 ปี จำนวน 9 คน คิดเป็นร้อยละ 14.50 ต่ำกว่า 5 ปี จำนวน 7 คน คิดเป็นร้อยละ 11.30 และ 21 ปีขึ้นไป จำนวน 6 คน คิดเป็นร้อยละ 9.7

ตารางที่ 3 จำนวนและค่าร้อยละของอาจารย์นิเทศก์

ข้อมูลส่วนบุคคล	จำนวน	ร้อยละ
เพศ		
ชาย	**3**	**42.90**
หญิง	**4**	**57.10**
รวม	7	**100.00**
ประสบการณ์การเป็นผู้นิเทศ		
ต่ำกว่า 5 ปี	-	**-**
5-10 ปี	2	**28.60**
11-15 ปี	5	**71.40**
16-20 ปี	-	**-**
21 ปีขึ้นไป	-	**-**
รวม	7	**100.00**

จากตาราง 3 พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิงจำนวน 4 คน คิดเป็นร้อยละ 57.10 และเพศชาย จำนวน 3 คน คิดเป็นร้อยละ 42.90

ประสบการณ์การเป็นผู้นิเทศ ส่วนใหญ่ 11-15 ปี จำนวน 5 คน คิดเป็นร้อยละ 41.40 และ 5-10 ปี จำนวน 2 คน คิดเป็นร้อยละ 28.60

ตอนที่ 2 สมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู

ผลการวิเคราะห์สมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 ดังตาราง 4

ตารางที่ 4 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 ตามความคิดเห็นของนักศึกษา โดยรวมและรายด้าน

สมรรถนะการปฏิบัติการสอน	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	การแปลผล
1. ด้านความรู้	4.28	0.43	มาก
2. ด้านการปฏิบัติหน้าที่ครู	4.78	0.30	มากที่สุด
3. ด้านการจัดการเรียนรู้	4.48	0.48	มาก
4. ด้านความสัมพันธ์กับชุมชน	4.68	0.43	มากที่สุด
รวม	**4.56**	**0.41**	**มากที่สุด**

จากตาราง 4 พบว่า สมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 ตามความคิดเห็นของนักศึกษา โดยภาพรวมมีสมรรถนะการปฏิบัติการสอนอยู่ในระดับมากที่สุด (4.56) และเมื่อพิจารณาเป็นรายด้านพบว่า 2 อันดับแรกที่มีค่าเฉลี่ยมากที่สุด คือด้านการปฏิบัติหน้าที่ครู (4.78) และด้านความสัมพันธ์กับชุมชน (4.68) ส่วนที่มีค่าเฉลี่ยในระดับมาก คือ ด้านการจัดการเรียนรู้ (4.48) และด้านความรู้ (4.28) ตามลำดับ

ตารางที่ 5 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 ตามความคิดเห็นของครูพี่เลี้ยง โดยรวมและรายด้าน

สมรรถนะการปฏิบัติการสอน	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	การแปลผล
1. ด้านความรู้	**4.41**	**0.51**	มาก
2. ด้านการปฏิบัติหน้าที่ครู	**4.75**	**0.42**	มากที่สุด
3. ด้านการจัดการเรียนรู้	**4.54**	**0.45**	มากที่สุด
4. ด้านความสัมพันธ์กับชุมชน	**4.72**	**0.43**	มากที่สุด
รวม	**4.60**	**0.45**	**มากที่สุด**

จากตาราง 5 พบว่า สมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 ตามความคิดเห็นของครูพี่เลี้ยง โดยภาพรวมมีสมรรถนะการปฏิบัติการสอนอยู่ในระดับมากที่สุด (4.60) และเมื่อพิจารณาเป็นรายด้านพบว่า 3 อันดับแรกที่มีค่าเฉลี่ยมากที่สุด คือ ด้านการปฏิบัติหน้าที่ครู (4.75) ด้านความสัมพันธ์กับชุมชน (4.72) และด้านการจัดการเรียนรู้ (4.54) ส่วนด้านความรู้อยู่ในระดับมาก (4.41)

ตารางที่ 6 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 ตามความคิดเห็นของอาจารย์นิเทศก์โดยรวมและรายด้าน

สมรรถนะการปฏิบัติการสอน	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	การแปลผล
1. ด้านความรู้	**3.19**	**0.92**	ปานกลาง
2. ด้านการปฏิบัติหน้าที่ครู	**3.38**	**1.34**	**ปานกลาง**
3. ด้านการจัดการเรียนรู้	**3.12**	**0.89**	**ปานกลาง**
4. ด้านความสัมพันธ์กับชุมชน	**2.92**	**1.15**	**ปานกลาง**
รวม	**3.15**	**1.07**	**ปานกลาง**

จากตาราง 6 พบว่า สมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 ตามความคิดเห็นของอาจารย์นิเทศก์ โดยภาพรวมมีสมรรถนะการปฏิบัติการสอนอยู่ในระดับปานกลาง (3.15) และเมื่อพิจารณาเป็นรายด้านพบว่า ทุกด้านอยู่ในระดับปานกลาง โดยเรียงตามลำดับค่าเฉลี่ยจากมากไปหาน้อยคือ ด้านการปฏิบัติหน้าที่ครู (3.38) ด้านความรู้ (3.19) ด้านการจัดการเรียนรู้ (3.12) และด้านความสัมพันธ์กับชุมชนมีค่าเฉลี่ยน้อยที่สุด (2.92)

ตารางที่ 7 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 จำแนกตามสถานภาพ โดยรวมและรายด้าน

สมรรถนะการปฏิบัติการสอน	นักศึกษา			ครูพี่เลี้ยง			อาจารย์นิเทศก์			รวม		
	$\bar{x}$	S.D.	ระดับความคิดเห็น	$\bar{x}$	S.D.	ระดับความคิดเห็น	$\bar{x}$	S.D.	ระดับความคิดเห็น	$\bar{x}$	S.D.	ระดับความคิดเห็น
1. ด้านความรู้	4.28	0.43	มาก	4.41	0.51	มาก	3.19	0.92	ปานกลาง	**3.96**	**0.62**	**มาก**
2. ด้านการปฏิบัติหน้าที่ครู	4.78	0.30	มากที่สุด	4.75	0.42	มากที่สุด	3.38	1.34	ปานกลาง	**4.30**	**0.68**	**มาก**
3. ด้านการจัดการเรียนรู้	4.48	0.48	มาก	4.54	0.45	มากที่สุด	3.12	0.89	ปานกลาง	**4.04**	**1.82**	**มาก**
4. ด้านความสัมพันธ์กับชุมชน	4.68	0.43	มากที่สุด	4.72	0.43	มากที่สุด	2.92	1.15	ปานกลาง	**4.10**	**0.67**	**มาก**
รวม	**4.56**	**0.41**	**มากที่สุด**	**4.60**	**0.45**	**มากที่สุด**	**3.15**	**1.07**	**ปานกลาง**	**4.10**	**0.64**	**มาก**

จากตารางที่ 7 พบว่า สมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 จำแนกตามสถานภาพ คือ ความคิดเห็นของนักศึกษา ครูพี่เลี้ยงและอาจารย์นิเทศก์ รายด้านและรายรวมทุกด้าน โดยภาพรวมมีสมรรถนะด้านการปฏิบัติการสอนอยู่ในระดับมาก (4.10) และเมื่อพิจารณาเป็นรายด้านพบว่า ทุกด้านอยู่ในระดับมากเช่นเดียวกัน โดยเรียงตามลำดับค่าเฉลี่ยจากมากไปหาน้อย คือ ด้านการปฏิบัติหน้าที่ครู (4.30) รองลงมาคือด้านความสัมพันธ์กับชุมชน (4.10) ด้านการจัดการเรียนรู้ (4.04) และด้านความรู้มีค่าเฉลี่ยน้อยที่สุด (3.92)

ตอนที่ 3 ผลการวิเคราะห์ความคิดเห็นและข้อเสนอแนะอื่นๆ

- นักศึกษามีความสามารถที่หลากหลาย เช่น สามารถเป็นพิธีกรในงานต่างๆ จัดกิจกรรมนันทนาการได้เป็นอย่างดี
- นักศึกษามีความมุ่งมั่นและตั้งใจในการปฏิบัติหน้าที่ ที่ได้รับมอบหมายด้วยความ เอาใจใส่เป็นอย่างดี
- นักศึกษามีความสามารถการสื่อเทคโนโลยีในการสอนที่ทันสมัย ทำให้ดึงดูดความสนใจของเรียน
- ด้านการจัดทำวิจัยในชั้นเรียน นักศึกษาบางคนยังไม่เข้าใจกระบวนการทำวิจัย มหาวิทยาลัยควรนำไปพิจารณาเพื่อพัฒนาผู้เรียนด้านการวิจัยต่อไป
- ด้านความสามารถวิจัยในชั้นเรียนเพื่อพัฒนาผู้เรียน ในกระบวนการวิจัยของนักศึกษา ฝึกประสบการณ์ยังไม่มีการน าเสนอผลงานการวิจัยที่ทำให้เห็นชัดเจน

อภิปรายผลการวิจัย

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 ผู้วิจัยนำผลการวิจัยประเด็นที่สำคัญมาอภิปรายผล ดังนี้

สมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ตามมาตรฐานวิชาชีพของคุรุสภา พ.ศ. 2562 โดยภาพรวมมีสมรรถนะด้านการปฏิบัติการสอนอยู่ในระดับมาก (4.10) และเมื่อพิจารณาเป็นรายด้านพบว่า ทุกด้านอยู่ในระดับมากเช่นเดียวกัน โดยเรียงตามลำดับค่าเฉลี่ยจากมากไปหาน้อย คือ ด้านการปฏิบัติหน้าที่ครู (4.30) รองลงมาคือด้านความสัมพันธ์กับชุมชน (4.10) ด้านการจัดการเรียนรู้ (4.04) และด้านความรู้

มีค่าเฉลี่ยน้อยที่สุด (3.92) ทั้งนี้เนื่องการผลิตและพัฒนาครูเพื่อให้ได้ครูดีมีคุณภาพและมีจิตวิญญาณความเป็นครูนั้น มีการกำหนดมาตรฐานวิชาชีพทางการศึกษา ตามข้อบังคับคุรุสภา ว่าด้วยมาตรฐานวิชาชีพ(ฉบับที่ 4) พ.ศ. 2562 ด้านที่ ๑ มาตรฐานความรู้และประสบการณ์วิชาชีพ ที่มีกำหนดสาระความรู้และสมรรถนะในแต่ละด้านไว้อย่างชัดเจน และได้ถูกนำไปใช้ในการออกแบบและพัฒนาหลักสูตรของสถาบันผลิตบัณฑิต วิชาชีพทางการศึกษา เพื่อให้สอดคล้องตามหลักเกณฑ์การรับรองปริญญาและประกาศนียบัตร ทางการศึกษาเพื่อการประกอบวิชาชีพที่คุรุสภากำหนด โดยเฉพาะในหลักสูตรผลิตครู สถาบันผลิต ครูส่วนใหญ่จะยึดถือตามเนื้อหาสาระที่กำหนดไว้ในมาตรฐานความรู้และประสบการณ์วิชาชีพเป็นสำคัญ เนื่องจากหลักเกณฑ์การรับรองปริญญาฯกำหนดให้หลักสูตรผลิตครูจะต้องปรากฏคำอธิบาย รายวิชาชีพครูและการปฏิบัติการสอนในหลักสูตร ตามองค์ประกอบมาตรฐานความรู้สาระความรู้ และสมรรถนะในแต่ละมาตรฐานความรู้และมาตรฐานประสบการณ์วิชาชีพครูที่คุรุสภากำหนด (กระทรวงศึกษาธิการ, 2562) สอดคล้องกับการวางกรอบการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ดที่ออกแบบการจัดการเรียนรู้อย่างเป็นระบบทั้งการกำหนดคำอธิบายรายวิชา การวางแนว ทางการจัดทำเอกสารประกอบการปฏิบัติการสอนในสถานศึกษา การวางความมุ่งหมายของการฝึกปฏิบัติการ วิชาชีพครู ขอบเขตของการฝึกปฏิบัติการวิชาชีพครูการปฏิบัติตนของนักศึกษา การวัดและประเมินผล การฝึกปฏิบัติการวิชาชีพครู และการประเมินการปฏิบัติการสอนในสถานศึกษา ตามคุรุสภากำหนด (คณะกรรมการจัดทำคู่มือฝึกปฏิบัติวิชาชีพครู, 2564) สอดคล้องกับการวิจัยของ กนกวรรณ ศรีวาปี และคณะ ที่ได้ศึกษาสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษา ฝึกประสบการณ์วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม ตามมาตรฐานวิชาชีพทาง การศึกษาของสำนักงานเลขาธิการคุรุสภา กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ได้แก่นักศึกษาฝึกประสบการณ์วิชาชีพครู ชั้นปีที่ 5 ที่ปฏิบัติการสอนในสถานศึกษาของโรงเรียนเครือข่ายวิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม ปีการศึกษา 2558 ทั้งสิ้น 12 สาขาวิชา โดยการเลือกแบบเจาะจง จำนวน 300 คน ครูพี่เลี้ยง ในโรงเรียนเครือข่ายวิชาชีพครู จำนวน 300 คนผู้บริหารสถานศึกษาของโรงเรียนเครือข่าย วิชาชีพครู จำนวน 120 คน ผลการวิจัยพบว่า สมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์ วิชาชีพครู คณะครุศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม ตามมาตรฐานวิชาชีพทางการศึกษาของสำนักงาน เลขาธิการคุรุสภาโดยภาพรวมทั้ง 4 ด้าน ได้แก่ด้านความสามารถจัดการเรียนรู้ในสาขาวิชาเฉพาะ ด้านความสามารถประเมิน ปรับปรุง และพัฒนาการจัดการเรียนรู้ให้เหมาะสมกับศักยภาพผู้เรียน ด้านความสามารถวิจัยในชั้นเรียนเพื่อพัฒนาผู้เรียน ด้านความสามารถจัดทำรายงานผลการจัดการเรียนรู้และ พัฒนาผู้เรียน ตามความคิดเห็นของผู้บริหาร ครูพี่เลี้ยง และนักศึกษามีสมรรถนะการปฏิบัติการสอน อยู่ใน ระดับมากที่สุด และเมื่อพิจารณาเป็นรายด้านพบว่า ทุกด้านอยู่ในระดับมากที่สุดเช่นเดียวกัน โดยเรียง ตามลำดับค่าเฉลี่ยจากมากไปหาน้อยคือ ด้านความสามารถจัดทำรายงานผลการจัดการเรียนรู้และพัฒนา ผู้เรียน รองลงมาคือ ด้านความสามารถจัดการเรียนรู้ในสาขาวิชาเฉพาะ ด้านความสามารถวิจัยในชั้นเรียน เพื่อพัฒนาผู้เรียน และด้านความสามารถประเมิน ปรับปรุงและพัฒนาการจัดการเรียนรู้ให้เหมาะสมกับ ศักยภาพผู้เรียนตามลำดับ(กนกวรรณ ศรีวาปี, เนตรนภา เรืองไชย, พีระพร รัตนาเกียรติ์, วณิชา สาคร, ธัญญลักษณ์ เขจรภักดิ์, 2561) และสอดคล้องกับงานวิจัยของปรีดา นวลรักษา ที่ได้ศึกษาสมรรถนะการปฏิบัติการสอนในสถานศึกษาของ นักศึกษาฝึกประสบการณ์วิชาชีพครู คณะศึกษาศาสตร์ มหาวิทยาลัยมหามกุฏราชวิทยาลัย วิทยาเขต ร้อยเอ็ด ตามมาตรฐานวิชาชีพทางการศึกษาของสำนักงานเลขาธิการคุรุสภา กลุ่มตัวอย่างได้แก่ นักศึกษาฝึกประสบการณ์วิชาชีพครูที่ปฏิบัติการสอนในสถานศึกษา ปีการศึกษา 2563 สาขาวิชาการ ประถมศึกษา โดยการใช้ประชากรเป็นกลุ่มตัวอย่าง จำนวน 24 คน จำแนกเป็น ผู้บริหารสถานศึกษา 4 คน ครูพี่เลี้ยง 10 คน และนักศึกษา 10 คน ผลการวิจัยพบว่า สมรรถนะการปฏิบัติการสอน จำแนกเป็น 1) ด้าน ความสามารถจัดการเรียนรู้ในสาขาวิชาเฉพาะ 2) ด้านความสามารถประเมินปรับปรุง 3) ด้านความสามารถวิจัยในชั้นเรียนเพื่อพัฒนาผู้เรียน และ 4) ด้านความสามารถจัดทำรายงานผลการเรียนรู้ และพัฒนาผู้เรียน ตามความคิดเห็นของผู้บริหาร ครูพี่เลี้ยงและนักศึกษาสมรรถนะการปฏิบัติการสอน อยู่ในระดับมากที่สุดเรียงตามลำดับค่าเฉลี่ยจากมากไปหาน้อยคือ 1) ด้านความสามารถจัดทำรายงาน ผลการจัดการเรียนรู้และพัฒนาผู้เรียน 2) ด้านความสามารถจัดการเรียนรู้ในสาขาวิชาเฉพาะ 3)ด้าน ความสามารถวิจัยในชั้นเรียนเพื่อพัฒนาผู้เรียน และ 4) ด้านความสามารถประเมิน ปรับปรุงและ พัฒนาการจัดการเรียนรู้ให้เหมาะสมกับศักยภาพผู้เรียน (ปรีดา นวลรักษา, 2564)

ข้อเสนอแนะทั่วไป

1.1 ผลการวิจัยโดยภาพรวมอยู่ในระดับมาก ยังไม่ถึงมากที่สุด ดังนั้นสถาบันผลิตและพัฒนาครูควรนำผลการวิจัยไปใช้เป็นแนวทางในการพัฒนาการเรียนการสอน และการปรับปรุงหลักสูตรเพื่อพัฒนาสมรรถนะการปฏิบัติการสอนในสถานศึกษาให้มีสมรรถนะที่สูงขึ้น

1.2 สถาบันผลิตและพัฒนาครูควรนำข้อเสนอแนะของผู้ที่เกี่ยวข้องไปใช้เป็นแนวทางในการปรับปรุง พัฒนาสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษา ฝึกประสบการณ์วิชาชีพครู

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรศึกษาสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษาฝึกประสบการณ์วิชาชีพครูกับสาขาอื่นๆ

2.2 ควรศึกษาปัจจัยที่ส่งผลต่อสมรรถนะการปฏิบัติการสอนในสถานศึกษาของนักศึกษา ฝึกประสบการณ์วิชาชีพครู

2.3 พัฒนารูปแบบการพัฒนาสมรรถนะสำหรับนักศึกษาฝึกประสบการณ์วิชาชีพครู ด้านต่างๆ

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ED-043

การใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึม

Using The Application to Enhance Social Skills Emotional Recognition for Children with Autism

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บทคัดย่อ

เด็กที่มีภาวะออทิซึมที่ได้รับการวินิจฉัยทางการแพทย์ว่ามีภาวะออทิซึม จำนวน 5 คน อายุระหว่าง 7-9 ปี ซึ่งผู้วิจัยได้คัดเลือกแบบเฉพาะเจาะจง (Purposive Sampling) งานวิจัยนี้ได้ผ่านการรับรองจาก คณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยขอนแก่น เลขที่ HE653104 เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย 1) แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึม 2) คู่มือการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคม 3) แบบประเมินทักษะทางสังคมในการรับรู้อารมณ์

ผลการวิจัยพบว่า 1) ผลการสร้างแอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึม พบว่าค่าดัชนีความสอดคล้องหาประสิทธิภาพของแอพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์โดยการหาประสิทธิภาพของนวัตกรรม E1 มีค่าเฉลี่ยอยู่ที่ 80.13 และ E2 มีค่าเฉลี่ยอยู่ที่ 85.11 ซึ่งสรุปได้ว่าแอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม ที่สร้างขึ้นมีประสิทธิภาพตามเกณฑ์ที่กำหนดไว้คือ 80/80 และค่าดัชนีความสอดคล้องหาประสิทธิภาพของแอพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม IOC มีความสอดคล้องอยู่ระหว่าง 0.50–1.00 แสดงให้เห็นว่าคุณภาพเครื่องมือมีความน่าเชื่อถือและมีความเหมาะสมอยู่ในระดับมากที่สุด 2) การใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึม พบว่าผลการเปรียบเทียบความสามารถในการรับรู้อารมณ์ของเด็กที่มีภาวะออทิซึม มีค่าเฉลี่ยของระดับคะแนน หลังเรียนสูงกว่าก่อนการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์

คำสำคัญ: ทักษะทางสังคมในการรับรู้อารมณ์, เด็กที่มีภาวะออทิซึม ,แอปพลิเคชัน

Abstract

The sample used was 5 children with autism in the 7-9 age range chosen by the purposive sampling method. This research was accredited by the Human Research Ethics Committee Khon Kaen University, No. HE 653104. The instruments consisted of: 1) the application to enhance social skills in emotional perception for children with autism, 2) the user manual of the application to enhance social skills in emotional perception, and 3) the assessment form for the social skills in emotional perception.

The findings revealed that: 1) As a consequence of the application for enhancing social skills in emotional perception for children with autism, it was found that the consistency index for the efficacy of the application, E1, had an average of 80.13 and E2 had an average of 85.11, indicating that the designed application achieved the 80/80 of criteria. Furthermore, the application's Index of Consistency (IOC) was 0.50-1.00, showing that the application's quality was trustworthy and adequate at the highest level. 2) Application to promote emotional cognitive social skills for children with autism It was found that the comparative results of the ability to perceive emotions of children with autism have an average score level Post-learning was higher than before. Using the application promoted social skills in emotional recognition.

Keywords: Enhance social skills in emotional Recognition, children with autism, application

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บทนำ

สังคมที่เปลี่ยนแปลงและก้าวหน้าอย่างรวดเร็ว ทำให้รัฐบาลได้ให้ความสำคัญกับการพัฒนาบุคลากรของชาติในทุก ๆ ด้าน โดยการวางรากฐานการศึกษาที่มั่นคง จึงได้มีการปฏิรูปการศึกษาตามพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และแก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 มาตรา 6 บัญญัติว่า การจัดการศึกษาต้องเป็นไปเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ทั้งร่างกาย จิตใจ สติปัญญา ความรู้ และคุณธรรม มีจริยธรรมและวัฒนธรรมในการดำรงชีวิต สามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข

เด็กที่มีภาวะออทิซึมเมื่อถูกส่งเข้าเรียนรวมกับเด็กปกติในโรงเรียนมักจะไม่ประสบผลสำเร็จเท่าที่ควรครูผู้สอนเด็กที่มีภาวะออทิซึมส่วนใหญ่กล่าวว่า เนื่องจากเด็กที่มีภาวะออทิซึมมักมีปัญหาสำคัญในการเข้ากับเพื่อนการเล่น และสร้างความสัมพันธ์กับผู้อื่น ซึ่งเป็นผลมาจากความบกพร่องทางด้านพัฒนาการ ด้านการสื่อสารด้วยภาษา ทั้งภาษาถ้อยคำและไม่ใช่ภาษาถ้อยคำ และด้านความสัมพันธ์กับผู้อื่น (Howlin, Cohn & Hadwin, 2002)

ดังนั้นผู้วิจัยจึงได้ศึกษาสร้างการ์ตูนแอพพลิเคชั่นเพื่อใช้เป็นแนวทางในการสอนอย่างเหมาะสมกับเด็กประเภทนี้การสร้างแอพพลิเคชั่นเกี่ยวกับอารมณ์ต่าง ๆ ด้วยภาพการ์ตูนที่มีเนื้อหาเกี่ยวกับทักษะทางสังคม (Social Skills) เป็นวิธีการสอนทักษะทางสังคมที่เน้นการรับรู้อารมณ์ โดยเลือกนำสถานการณ์ที่เป็นปัญหาสำหรับเด็กแต่ละคนมาทำเป็นการ์ตูนอนิเมชั่น เป็นเรื่องราวผ่านรูปภาพการ์ตูนและมีประโยคกำกับลำดับเรื่องอธิบายว่า ใคร ทำอะไร ที่ไหน และเด็กสามารถบอกถึงความรู้สึกและอารมณ์ดีใจ เสียใจ โกรธ กลัว/ตกใจ (Adams, 1997) การนำวิธีสร้างการ์ตูน อนิเมชั่นมาผสมผสานกับวิธีเรื่องราวทางสังคมโดยมีพื้นฐานมาจาก ทฤษฎีของจิตใจ (Theory of Mind) (Westby & Robinson, 2014) ซึ่งอธิบายว่าเด็กที่มีภาวะออทิซึมจะมีความผิดปกติในการพัฒนาการของความเข้าใจความคิดผู้อื่นซึ่งเรียกว่า "ขาดการรับรู้" (Mind Blindness) ทำให้เด็กที่มีภาวะออทิซึมไม่สามารถอ่านสถานการณ์ทางสังคมได้ถูกต้องเหมือนเด็กปกติ (Rchard, 2000) จากการศึกษา (Howlin, Cohn & Hadwin, 2002) ได้ใช้ทฤษฎีของจิตใจ (Theory of Mind) เป็นตัวกลางใน "การอ่านจิตใจ" (Mind Reading) สอนเด็กทีมีภาวะออทิซึมให้รับรู้อารมณ์ของผู้อื่น ได้แก่ ดีใจ เสียใจ โกรธ กลัว/ตกใจ โดยใช้จุดแข็งของเด็กทีมีภาวะออทิซึมด้านรูปธรรมทางความคิด ความจำ ทางการท่องจำ และการรับรู้จากการมองเห็น (Educating the student with Autism, 2001)

จากการศึกษาการทบทวนวรรณกรรมข้างต้น ผู้วิจัยจึงสนใจที่จะศึกษาความสามารถในการรับรู้อารณ์ของเด็กที่มีภาวะออทิซึม โดยใช้แอพพลิเคชั่น เพื่อให้เด็กที่มีภาวะออทิซึม ได้พัฒนาทักษะทางสังคมในการรับรู้อารมณ์โดยการบอกหรือแสดงถึงอารมณ์เหล่านั้นได้เหมาะสมตรงกับสถานการณ์และสามารถอยู่ร่วมกับผู้อื่นในสังคมได้อย่างเหมาะสม และมีความสุขต่อไป ซึ่งผู้วิจัยเห็นว่าการสอนโดยการให้รายละเอียดในสิ่งที่สอนอย่างมีลำดับขั้นตอนที่ชัดเจนและการใช้แอพพลิเคชั่น เพื่อแสดงการ์ตูนอเมชั่น หรือเรื่องราวทางอารมณ์เพื่อสื่อสารถึงข้อมูล เรื่องราวที่ต้องการสอนให้แก่ผู้เรียนน่าจะเป็นวิธีการสอนให้เด็กที่มีภาวะออทิซึม สามารถรู้จำอารมณ์อย่างมีประสิทธิภาพ

วัตถุประสงค์ของการวิจัย

3.1 เพื่อสร้างแอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม

3.2 เพื่อเปรียบเทียบความสามารถในการรับรู้อารมณ์ของเด็กที่มีภาวะออทิซึม ก่อนและหลังการใช้แอพพลิเคชั่น

วิธีการดำเนินการ

1. กลุ่มเป้าหมาย

เด็กที่มีภาวะออทิซึมที่มารับบริการที่ศูนย์การศึกษาพิเศษ เขตการศึกษา 11 จังหวัดนครราชสีมา ปีการศึกษา 2564 มีอายุระหว่าง 7–9 ปี มีปัญหาพฤติกรรมทางสังคม การรับรู้อารมณ์ และไม่สามารถรับรู้อามรณ์ ของผู้อื่นได้ โดยวิธีเลือกแบบเจาะจง (Purposive Sampling) จำนวน 5 คน

2. รูปแบบการวิจัย

การศึกษาวิจัยครั้งนี้เป็นการวิจัยแบบกึ่งทดลอง (Quasi-experimental research) ดำเนินการวิจัยตามแผนการวิจัย One Group Pretest-Posttest Design ดังแผนภาพต่อไปนี้

รูปแบบ $O_1 \quad X \quad O_2$

2.1 ตัวแปรในการวิจัย

ตัวแปรต้น ได้แก่ แอปพลิเคชัน ทักษะทางสังคมในการรับรู้อารมณ์

ตัวแปรตาม ได้แก่ ความสามารถส่งเสริมด้านทักษะทางสังคมในการรับรู้อารมณ์

2.2 ขั้นตอนการดำเนินการวิจัย

ผู้วิจัยมีขั้นตอนการดำเนินงานการวิจัย ดังต่อไปนี้

1. สำรวจและวิเคราะห์สภาพปัญหาภายในชั้นเรียน เพื่อหาแนวทาง การแก้ไขปัญหา ของเด็กที่มีภาวะออทิซึม ที่มารับบริการที่ศูนย์การศึกษาพิเศษ เขตการศึกษา 11 จังหวัดนครราชสีมา ซึ่งจากการสำรวจและวิเคราะห์สภาพปัญหาพบว่า ผู้เรียนที่มีภาวะออทิซึม จำนวน 5 คน ยังขาดทักษะทางสังคม ในการรับรู้อารมณ์ผู้อื่น

2. ดำเนินการสร้างและพัฒนาเครื่องมือที่ใชในการวิจัย อันประกอบไปด้วยเครื่องมือที่ใช้ในการทดลอง ปฏิบัติ คือ แผนการสอนเฉพาะบุคคล (Individual Implementation Plan: IIP ในแก้ปัญหา ทักษะทางสังคม ในการรับรู้อารมณ์ผู้อื่น โดยมีแบบประเมินวัดความสมารถในการรับรู้อารมณ์ ก่อนและหลัง

3. นำเครื่องมือที่สร้างขึ้น เสนอต่ออาจารย์ที่ปรึกษาวิจัยเพื่อพิจารณา ตรวจสอบความถูกต้องของเนื้อหา ความเหมาะสม รวมถึงการแนะนำแนวทางให้ข้อเสนอแนะที่ควร ปรับปรุงแก้ไขและสามารถนำมาพัฒนาเครื่องมือวิจัยให้สมบูรณมากยิ่งขึ้น

4. นำเครื่องมือที่ผ่านอาจารย์ที่ปรึกษา เสนอต่อผู้เชี่ยวชาญเพื่อพิจารณา ตรวจสอบความถูกต้องของเนื้อหา ความเหมาะสม รวมถึงการแนะนำแนวทางให้ ข้อเสนอแนะ ที่ควรปรับปรุงแก้ไข เพื่อพิจารณาความเที่ยงตรงเชิงเนื้อหา (Content Validity) จำนวน 3 ท่าน ประกอบไปด้วย 1) ผู้เชี่ยวชาญด้านการศึกษาพิเศษ 2) ผู้เชี่ยวชาญด้านนวัตกรรม เทคโนโลยี และด้านการสร้างการ์ตูนอนิเมชั่น และ 3) ผู้เชี่ยวชาญด้านการวัดและประการเมินผล

5. ผู้วิจัยนำเครื่องมือที่ผ่านการพิจารณาตรวจสอบ มาดำเนินการปรับปรุง แก้ไขให้สมบูรณ์มากยิ่งขึ้น เพื่อนำไปใชกับกลุ่มเป้าหมายตามที่กำหนดไว้

6. นำเครื่องมือ ที่ได้รับการตรวจจากผู้เชี่ยวชาญมาคำนวณหาค่า IOC แล้วคัดเลือกข้อที่มีค่า IOCโดยตรวจสอบความเที่ยงตรงเชิงเนื้อหาว่ารายละเอียดของแผนการสอนในแต่ละข้อมีความสอดคล้องกับวัตถุประสงค์หรือไม่

3. เครื่องมือที่ใช้ในการวิจัย

ในการดำเนินการวิจัยครั้งนี้ ผู้วิจัยใช้เครื่องมือในการเก็บรวบรวมข้อมูลดังต่อไปนี้

3.1 แผนการจัดการเรียนรู้ จำนวน 3 แผน ใช้เวลา ในการจัดกิจกรรมแผนละ 60 นาที แผนละ 2 อาทิตย์ จำนวน 30 ครั้ง

3.2 แบบประเมินความสารถในการรับรู้อารมณ์

3.3 แอปพลิเคชัน ทักษะทางสังคม ในการรับรู้อารมณ์

บทเรียนที่ 1 การสอนสีหน้าทางอารมณ์ หน้าจริงของครู

บทเรียนที่ 2 การสอนสีหน้าทางอารมณ์จากหน้าการ์ตูน หรือลายเส้น

บทเรียนที่ 3 ประโยคบอกเล่าเรื่องราวการแสดงสีหน้าทางอารมณ์



ภาพที่ 1 แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึม

4. การสร้างและการหาประสิทธิภาพเครื่องมือวิจัย

การหาความเที่ยงตรงของเครื่องมือ (Content Validity) ผู้วิจัยนำแบบประเมินความสามารถในการรับรู้อารมณ์ ไปให้ผู้ทรงคุณวุฒิ จำนวน 3 ท่านพิจารณาตรวจสอบความเหมาะสมของเนื้อหาและภาษาที่ใช้ให้ตรงตามวัตถุประสงค์ของการศึกษาโดยพิจารณาเครื่องมือแล้วบันทึกผลความคิดเห็นหากเห็นด้วยเป็น 1 ไม่เห็นด้วย -1 ไม่แสดงความคิดเห็นเป็น 0 แล้วนำผลความคิดเห็นของผู้ทรงคุณวุฒิทั้งหมดมารวมกันแล้วหารด้วยจำนวนผู้ทรงกุณวุฒิทั้งหมด หากผลลัพธ์ที่ได้มากกว่า 0.5 ถือว่ามีความเที่ยงตรง จากสูตร

$$IOC = \frac{\sum R}{N}$$

เมื่อ IOC คือ ดัชนีความสอดคล้องระหว่างเครื่องมือกับจุดประสงค์

คือ ผล $\sum R$ องตะแนนพิจารณาของทรงคุณวุฒิ

N คือ จำนวนผู้ทรงคุณวุฒิ

การเก็บรวบรวมข้อมูล

ในการวิจัยครั้งนี้เป็นการวิจัยเพื่อพัฒนาทักษะทางสังคม ในการรับรู้อารมณ์ โดยใช้แอปพลิเคชัน ซึ่งผู้วิจัยทาการทดลองและเก็บรวบรวมข้อมูลเด็กที่มีภาวะออทิติก ของศูนย์การศึกษาพิเศษเขตการศึกษา 11 จังหวัดนครราชสีมา จำนวน 5 คน โดยมีการเก็บข้อมูลดังนี้

1. ติดต่อประสานงานเพื่อขออนุญาตในการเก็บข้อมูลวิจัยจากผู้อำนวยศูนย์การศึกษาพิเศษ เขตการศึกษา 11 จังหวัดนครราชสีมา

2. ทำหนังสือขออนุญาต ในการในการทำวิจัยจากผู้ปกครองนักเรียน

3. ดำเนินการจัดการเรียนรู้ผู้วิจัยและผู้ช่วยผู้วิจัยรวบรวมข้อมูลจากเครื่องมือสะท้อนผลการปฏิบัติการเครื่องมือที่ใช้ในการดำเนินการปฏิบัติการ เมื่อสิ้นสุดการจัดการเรียนรู้จะมีการนำเอาเครื่องมือในการประเมินผลการปฏิบัติการไปใช้ในการเก็บรวบรวมข้อมูลจากผู้เรียนโดยมีระยะเวลาในการเก็บข้อมูล จำนวน 3 แผน (แผนละ 1 ชั่วโมง) ระยะเวลาการใช้แผน 6 สัปดาห์ สอนสัปดาห์ละ 5 ครั้ง รวม 30 ครั้ง

สรุปผลการวิจัย

1. ผลการสร้างแอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึม พบว่าค่าดัชนีความสอดคล้องหาประสิทธิภาพของแอพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์โดยการหาประสิทธิภาพของนวัตกรรม E1 มีค่าเฉลี่ยอยู่ที่ 80.13 และ E2 มีค่าเฉลี่ยอยู่ที่ 85.11 ซึ่งสรุปได้ว่าแอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม ที่สร้างขึ้นมีประสิทธิภาพตามเกณฑ์ที่กำหนดไว้คือ 80/80 และค่าดัชนีความสอดคล้องหาประสิทธิภาพของแอพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม IOC มีความสอดคล้องอยู่ระหว่าง 0.50–1.00 แสดงให้เห็นว่าคุณภาพเครื่องมือมีความน่าเชื่อถือและมีความเหมาะสมอยู่ในระดับมากที่สุด 2) การใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึม พบว่าผลการเปรียบเทียบความสามารถในการรับรู้อารมณ์ของเด็กที่มีภาวะออทิซึม มีค่าเฉลี่ยของระดับคะแนน หลังเรียนสูงกว่าก่อนการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์

อภิปรายผลการวิจัย

ผลการวิจัย เรื่องการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึม สามารถอภิปราผลได้ดังนี้

2.1 ผลการสร้างแอปพลิเคชันทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม จากการนำเอาข้อมูลซึ่งเป็นองค์ประกอบของแอปพลิเคชันในการส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ตามตัวชี้วัดของหลักสูตรสถานศึกษาสำหรับเด็กที่มีภาวะออทิซึมให้สอดคล้องกับจุดประสงค์ของการใช้แอปพลิเคชันในการส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม โดยในตัวแอปพลิเคชันทั้ง 3 บทเรียน ประกอบไปด้วย บทเรียนที่ 1 การสอนสีหน้าทางอารมณ์ (หน้าจริงของครู) 2 บทเรียนที่การสอนสีหน้าทางอารมร์จากหน้าการ์ตูนหรือลายเส้น บทเรียนที่ 3 ประโยคบอกเล่าเรื่องราวการแสดงสีหน้าทางอารมณ์ โดยผู้วิจัยได้สร้างสตอรี่บอร์ดให้อาจารย์ที่ปรึกษาวิทยานิพนธ์ ตรวจสอบและให้ข้อเสนอแนะและแนวทางแก้ไขเพื่อนำมาปรับปรุงพัฒนาตามข้อเสนอแนะ รวมทั้งนำข้อมูลเสนอต่อผู้เชี่ยวเพื่อหาความเที่ยงตรงเชิงเนื้อหา (Content Validity) จำนวน 3 ท่าน ได้แก่ผู้เชี่ยวชาญด้านการจัดการเรียนการสอนเด็กที่มีความต้องการจำเป็นพิเศษ ผู้เชี่ยวชาญด้านการวัดการประเมินผล และผู้เชี่ยวชาญด้านการพัฒนาแอปพลิเคชันซึ่งพบว่าแอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ มีค่าดัชนีความสอดคล้องอยู่ระหว่าง 1.00 สำหรับเกณฑ์การพิจารณามาจากผลคะแนนที่ได้จากผู้เชี่ยวชาญจำนวน 3 ท่าน นำมาคำนวณค่าดัชนีความสอดคล้อง ซึ่งผู้วิจัยหาค่าดัชนีความสอดคล้อง (IOC) ของแอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ ดังนั้นจึงได้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ที่มีความน่าเชื่อถือและมีความเหมาะสมอยู่ในระดับ มากที่สุด ($\bar{X}$=1.00, S.D.=0.5) ซึ่งแสดงว่าแอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สามารถนำมาใช้ในการส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึมได้ ซึ่งในแอปพลิเคชันประกอบไปด้วย 3 บทเรียน ดังนี้ บทเรียน ที่ 1 การสอนสีหน้าทางอารมณ์ หน้าจริงของครู บทเรียนที่ 2 การสอนสีหน้าทางอารมร์จากหน้าการ์ตูนหรือลายเส้น บทเรียนที่ 3 ประโยคบอกเล่าเรื่องราวการแสดงสีหน้าทางอารมณ์ โดยในแอปพลิเคจะมีแบบทดสอบก่อนเรียน และแบบทดสอบหลังเรียน เพื่อวัดและประเมินความรู้ความสามารถของผู้เรียนในแต่ละครั้ง โดยสอดคล้องกับงานวิจัยของพรทิพย์ วงศ์สินอุดม (2558) ผลการพัฒนาแอปพลิเคชันบทเรียนบนคอมพิวเตอร์พกพา ร่วมกับการเรียนแบบ เพื่อนช่วยเพื่อนที่ส่งผลต่อการเรียนรู้ร่วมกันของนักเรียนระดับชั้นประถมศึกษาปีที่ 3 พบว่าค่า ประสิทธิภาพเท่ากับ 81.33/82.50 ซึ่งเป็นไปตามเกณฑ์ที่กำหนดไว้ คือ 75/75 และสอดคล้องกับงานวิจัยของ วิลัยพร ไชยสิทธิ์ (2554) ได้ศึกษาการพัฒนาแอพพลิเคชั่นฝึกทักษะทางคณิตศาสตร์บนเครื่องคอมพิวเตอร์แท็บเล็ตสำหรับนักเรียนระดับชั้นประถมศึกษาปีที่ 1 ผลการวิจัยพบว่า 1) ผลการประเมินคุณภาพของแอพพลิเคชั่นโดยมีผู้เชี่ยวชาญ 3 ด้าน คือ ด้านเนื้อหา ด้านการออกแบบแอพพลิเคชั่นและด้านการวัดผลประเมินผล ภาพรวมทุกด้านมีคุณภาพอยู่ในระดับดีมาก ที่ค่าเฉลี่ยเท่ากับ 4.79 2) ผลการประเมินประสิทธิภาพของแอพลิเคชันมีประสิทธิภาพเท่ากับ 80.78/95.11 ซึ่งสูงกว่าเกณฑ์ 80/80 และ 3) ผลสัมฤทธิ์ทางการเรียนรู้ก่อนกับหลังเรียนด้วยแอพพลิเคชั่น พบว่า คะแนนหลังเรียนรู้สูงกว่าก่อนเรียน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 แสดงว่าแอพพลิเคชั่นที่พัฒนาขึ้นสามารถนำไปใช้ในการเรียนการสอนได้อย่างมีประสิทธิภาพ

2.2 การหาประสิทธิภาพของเครื่องมือของการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ ของเด็กที่มีภาวะออทิซึม จากการทดสอบหาประสิทธิภาพของผู้เรียน จำนวน 5 คน โดยพิจารณาจากผลการพัฒนาหลังการใช้แอปพลิเคชัน พบว่า คะแนน E_1/E_2 เท่ากับ 80/85 ซึ้งตรงตามเกณฑ์ที่กำหนด คือ 80/80 แสดงได้ว่าแอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ มีประสิทธิภาพ สอดคลองกับงานวิจัยของรมณียา สุรธรรมจรรยา (2558) ได้ศึกษาการพัฒนาแอพพลิเคชันสำหรับสอนคำศัพท์ภาษาอังกฤษบนแท็บเล็ต วิชาภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 2มีประสิทธิ์ภาพ E1/E2 เท่ากับ 78.93/79.00 ซึ่งสูงกว่าเกณฑ์ที่กำหนดไว้ 2) คะแนนผลสัมฤทธิ์ทางการเรียนโดยใช้แอพพลิเคชั่นสำหรับสอนคำศัพท์ภาษาอังกฤษบนแท็บเล็ตวิชาภาษาอังกฤษของนักเรียนชั้น

ประถมศึกษาปีที่ 2 มีผลสัมฤทธิ์ทางการเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ .05 3) ความพึงพอใจของนักเรียนที่มีต่อการเรียนด้วยแอพพลิเคชั่นสำหรับสอนคำศัพท์ภาษาอังกฤษบนแท็บเล็ต วิชาภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 2 อยู่ในระดับ มาก

2.3 เปรียบเทียบความสามารถในการรับรู้อารมณ์ของเด็กที่มี*ภาวะออทิซึม ก่อน*และหลังการใช้แอพพลิเคชัน ผลการวิเคราะห์หา ค่าเฉลี่ย ค่าร้อยละ และค่าส่วนเบี่ยงเบนมาตรฐาน เพื่อส่งเสริมพัฒนาทักษะทางสังคมในการรับรู้อารมณ์ของเด็กที่มีภาวะออทิซึม ก่อนและหลังการใช้แอปพลิเคชันในการพัฒนาทักษะทางสังคมในการรับรู้อารมณ์ คะแนนของการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ของเด็กที่มีภาวะออทิซึม ก่อนเรียน ทั้ง 5 คน คะแนนรวม 59 คะแนน คะแนนเฉลี่ย 10.80 ($\bar{X}$=1.97, S.D.=3.80) และคะแนนของการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ของเด็กที่มีภาวะออทิซึม หลังเรียน คะแนนรวม 150 คะแนน คะแนนเฉลี่ย 29.80 ($\bar{X}$=10.00, S.D.=0.00) ผลการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึม มีระดับผลการพัฒนาหลังเรียนสูงกว่าก่อนเรียน สรุปได้ดังนี้

เด็กคนที่ 1 คะแนนก่อนการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม อยู่ที่ 11 คะแนน และ คะแนนหลังใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม อยู่ 30 คะแนน

เด็กคนที่ 2 คะแนนก่อนการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม อยู่ที่ 15 คะแนน และ คะแนนหลังใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม อยู่ 30 คะแนน

เด็กคนที่ 3 คะแนนก่อนการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม อยู่ที่ 17 คะแนน และ คะแนนหลังใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม อยู่ 30 คะแนน

เด็กคนที่ 4 คะแนนก่อนการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม อยู่ที่ 17 คะแนน และ คะแนนหลังใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม อยู่ 30 คะแนน

เด็กคนที่ 5 คะแนนก่อนการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม อยู่ที่ 9 คะแนน และ คะแนนหลังใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม อยู่ 30 คะแนน

จากข้อมูลดังกล่าวสามารถสรุปได้ว่าจากผลการเปรียบเทียบคะแนนหลังการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ สำหรับเด็กที่มีภาวะออทิซึม ทั้ง 5 คน แสดงให้เห็นว่าหลังการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึมสูงกว่าก่อนเรียน ซึ่งสอดคล้องกับงานวิจัยของพรทิพย์ วงศ์สินอุดม (2558) ได้ศึกษาผลการเปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นประถมศึกษาปีที่ 3 ก่อนเรียนและหลังเรียนด้วยแอปพลิเคชันบทเรียนบนคอมพิวเตอร์พกพาร่วมกับการเรียนแบบเพื่อนช่วยเพื่อน พบว่า คะแนนผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นประถมศึกษาปีที่ 3 หลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 โดยคะแนนผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นประถมศึกษาปีที่ 3 หลังเรียน ($\bar{X}$=23.15, S.D.=2.94) สูงกว่าก่อนเรียน ($\bar{X}$=16.05, S.D.=2.89) และจากการคำนวณค่า t-test= 16.566df=19 Sig.=.000

ข้อเสนอแนะ

ผลการวิจัยในครั้งนี้ ผู้วิจัยมีข้อเสนอแนะเกี่ยวการวิจัยอันจะเป็นประโยชน์ต่อผู้ที่กำลังสนใจจะศึกษาการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์สำหรับเด็กที่มีภาวะออทิซึม ไปใช้ดังนี้

2.1 ควรสร้างแอปพลิเคชันให้สามารถใช้ได้ ทั้งระบบปฏิบัติการแอนดรอยด์ ระบบปฏิบัติการ IOS และรองรับระบบปฏิบัติการ Windows

2.2 ผู้วิจัยควรตรวจสอบและจัดเตรียมอุปกรณ์แท็บแล็ต หรือพีซี ของผู้เรียนให้พร้อมก่อนดำเนินการจัดการเรียนการสอนทุกครั้ง

2.3 ควรนำรูปแบบการใช้แอปพลิเคชันส่งเสริมทักษะทางสังคมในการรับรู้อารมณ์ไปประยุกต์ใช้ในการพัฒนาเด็กที่มีความต้องการจำเป็นพิเศษประเภทอื่นๆ

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ความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด

The Relationship Between the Educational Resource Mobilization of School Administrators Affecting the Administration of Special Science Classroom Under the Secondary Educational Service Area Office Roi-Et

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษา 2) เพื่อศึกษาการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ของผู้บริหารสถานศึกษา และ 3) เพื่อศึกษาความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด กลุ่มตัวอย่าง ได้แก่ ครูผู้สอนกลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยี ในโรงเรียนที่มีการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด ปีการศึกษา 2565 ทั้งหมด 23 โรงเรียน ด้วยวิธีการสุ่มอย่างง่ายจำนวน 217 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถาม มีลักษณะเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ จำนวน 70 ข้อ มีค่า IOC อยู่ระหว่าง 0.60-1.00 มีค่าอำนาจจำแนกอยู่ระหว่าง 0.53-0.87 มีค่าความเชื่อมั่นเท่ากับ 0.89 สถิติที่ใช้วิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าสัมพันธ์สหสัมพันธ์ของเพียร์สัน

ผลการวิจัยพบว่า

1) การระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด โดยรวมมีการดำเนินการมาก และรายด้านทุกด้านมีการดำเนินการมาก

2) การบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด โดยรวมมีการดำเนินการ และรายด้านทุกด้านมีการดำเนินการมาก

3) ความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด ทุกด้านมีความสัมพันธ์กันในทางบวกในระดับสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

คำสำคัญ : การระดมทรัพยากรทางการศึกษา, การบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์, ผู้บริหารสถานศึกษา

Abstract

The purposes of this study aimed to 1) To study the educational resource mobilization of school administrators 2) To study the administration of special science classroom 3) To study the relationship between the educational resource mobilization of school administrators and the administration of special science classroom under The Secondary Educational Service Area Office Roi-Et. The research sample consisted of 23 schools by simple random sampling for 217 teachers of science department from schools in The Secondary Educational Service Area Office Roi-Et, in the 2022 academic year. The research instrument was a five- rating scale questionnaire with 70 items involving analysis of element, analysis of relationship and analysis of organizational principles with IOC in the range of 0.60 to 1.00, the discrimination power between 0.53 to 0.87, and the Cronbach's reliability of

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0.89. The statistics used for analyzing the data were: percentage, mean, standard deviation, Pearson product - moment correlation coefficient.

The results of the research found that

1) Educational resource mobilization of school administrators under The Secondary Educational Service Area Office Roi-Et overall and all sides was at a high proceed.

2) Administration of special science classroom under The Secondary Educational Service Area Office Roi-Et overall and all sides was at a high proceed.

3) The relationship between educational resource mobilization of school administrators and administration of special science classroom under The Secondary Educational Service Area Office Roi-Et correlated at the relatively high level of .05 of statistical significance.

Keywords: educational resource mobilization, special science classroom, school administrators

บทนำ

คุณภาพชีวิตมนุษย์ที่เพิ่มสูงขึ้นอย่างรวดเร็วในปัจจุบันล้วนเป็นผลมาจากวิทยาศาสตร์ ที่มีความเกี่ยวข้องกับมนุษย์ทุกด้าน ทั้งในด้านการดำรงชีวิตประจำวัน เครื่องมือเครื่องใช้เพื่ออำนวยความสะดวกและการทำงาน เป็นผลของความรู้ทางวิทยาศาสตร์ผสมผสานกับความคิดสร้างสรรค์และศาสตร์อื่น ๆ วิทยาศาสตร์ทำให้คนพัฒนากระบวนการคิดและความสามารถในการแก้ปัญหาอย่างมีระบบ สามารถตัดสินใจโดยใช้ข้อมูลที่หลากหลายและหลักฐานที่ตรวจสอบได้ วิทยาศาสตร์ จึงเป็นส่วนสำคัญอย่างยิ่งต่อสภาพชีวิตมนุษย์ ซึ่งความรู้ด้านวิทยาศาสตร์ช่วยพัฒนาให้มนุษย์มีความเข้าใจที่ถูกต้องเกี่ยวกับการใช้ประโยชน์ การดูแลรักษา ตลอดจนการพัฒนาสิ่งแวดล้อมและทรัพยากรธรรมชาติอย่างยั่งยืน ตลอดจนช่วยเพิ่มขีดความสามารถในการพัฒนาเศรษฐกิจ นำพาคนในประเทศชาติให้มีความสามารถในการแข่งขันกับนานาประเทศ ในการสร้างความเข้มแข็งทางด้านวิทยาศาสตร์นั้น องค์ประกอบที่สำคัญประการหนึ่งคือการจัดการศึกษาเพื่อเตรียมคนให้อยู่ในสังคมวิทยาศาสตร์และเทคโนโลยี และเป็นผู้บริโภคอย่างมีประสิทธิภาพ (สำนักงานวิชาการและมาตรฐานการศึกษา, 2551)

ปัญหาความเหลื่อมล้ำในโอกาสและความเสมอภาคทางการศึกษา ปัญหาการรวมอำนาจเข้าสู่ส่วนกลางรวมไปถึงการกระจายอำนาจไปสู่สถานศึกษากับการบริหารจัดการที่ขาดความรับผิดชอบต่อผู้เรียน มุ่งในเชิงปริมาณมากกว่าคุณภาพ และผลิตกำลังคนมาสนองตอบความต้องการของตลาดแรงงานและการพัฒนาประเทศผู้สำเร็จการศึกษาขาดทักษะการคิดวิเคราะห์ การใช้เหตุผลและทักษะการเรียนรู้ในศตวรรษที่ 21 รวมไปถึงโอกาสและความเสมอภาคทางการศึกษาของเด็กที่มีความสามารถพิเศษ การจัดกิจกรรมพัฒนาผู้เรียนใน ห้องเรียนพิเศษ (ธงชัย ชิวปรีชา, 2555) พบว่า ยังเกิดปัญหาที่ต้องสร้างความเข้าใจเกี่ยวกับการจัดกิจกรรมทั้งภายในและนอกโรงเรียน ด้วยเพราะโรงเรียนเป็นผู้กำหนดให้นักเรียนทุกคนในโรงเรียนเข้าร่วมกิจกรรม จึงทำให้นักเรียนห้องเรียนพิเศษเสียโอกาสและเวลาเรียนไม่เพียงพอ เกิดข้อจำกัดในการจัดกิจกรรมสอนเสริมเพิ่มเติมแก่นักเรียน รวมไปถึงนักเรียนและผู้ปกครองส่วนใหญ่ยังมุ่งเน้นการกวดวิชา ทำให้ไม่มีเวลาทำกิจกรรมหรือขาดความสนใจต่อการทำกิจกรรมร่วมกัน โดยเฉพาะทักษะการสืบค้น การสร้างองค์ความรู้ด้วยตนเอง ครูห้องเรียนพิเศษบางรายขาดการมีส่วนร่วม ขาดคุณสมบัติเฉพาะสำหรับการควบคุมดูแลนักเรียนห้องเรียนพิเศษ อีกทั้งด้านการพัฒนาบุคลากร และการบริหารจัดการทั่วไปของห้องเรียนพิเศษ จากความเห็นของบุคลากรโรงเรียนที่เข้าร่วมโครงการ ร้อยละ 72.3 ระบุว่าครูจำเป็นต้องได้รับการพัฒนาหรือฝึกอบรมอย่างเพียงพอ โดยเฉพาะเรื่อง ระเบียบวิธีวิจัย เทคนิคปฏิบัติการโครงงานวิทยาศาสตร์ การผลิตสื่อ นวัตกรรม การสอน การใช้ ICTเพื่อการเรียนการสอน ทักษะกระบวนการเรียนรู้ทางวิทยาศาสตร์และบทบาทหน้าที่ของครูผู้สอนห้องเรียนพิเศษตามลำดับ อีกทั้งแนวคิดการส่งเสริมการผลิตและพัฒนาทรัพยากรมนุษย์ให้มีคุณภาพมีศักยภาพสูงสุดตามเจตนารมณ์พระราชบัญญัติการศึกษาแห่งชาติ พุทธศักราช 2542 ได้กำหนดแนวทางการเปิดห้องเรียนพิเศษในสังกัดสำนักงาน คณะกรรมการการศึกษาขั้นพื้นฐาน (สำนักนโยบายและแผนการศึกษาขั้นพื้นฐาน, 2559) เพื่อพัฒนาการศึกษาสำหรับนักเรียนที่มีความสามารถพิเศษด้านวิทยาศาสตร์ คณิตศาสตร์และเทคโนโลยี

ในการนี้ พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 ได้กำหนดหลักการจัดระบบ โครงสร้าง และกระบวนการจัดการศึกษาไว้ในมาตรา 9 หลายประการ ในการนี้กำหนดให้ (5) ระดมทรัพยากรจากแหล่งต่าง ๆ มาใช้ในการจัดการศึกษา และ (6) การมีส่วนร่วมของบุคคล ครอบครัว ชุมชน องค์กรชุมชน องค์กรปกครองส่วนท้องถิ่น เอกชน องค์กรเอกชน องค์กรวิชาชีพ สถาบันศาสนา สถานประกอบการ และสถาบันสังคมอื่น ทั้งนี้ได้ขยายความไว้ในหมวด 8 ความว่า ให้มีการระดมทรัพยากรและการลงทุนด้านงบประมาณ การเงิน และทรัพย์สิน ทั้งจากรัฐ องค์กรปกครองส่วนท้องถิ่น บุคคล ครอบครัว ชุมชน องค์กรชุมชนเอกชน องค์กรเอกชน องค์กร วิชาชีพ สถาบันศาสนา สถานประกอบการ สถาบันสังคมอื่น และต่างประเทศมาใช้

จัดการศึกษาดังนี้ (1) ให้รัฐและองค์กรปกครองส่วนท้องถิ่นระดมทรัพยากรเพื่อการศึกษา โดยอาจจัดเก็บภาษี เพื่อการศึกษาได้ตามความเหมาะสม ทั้งนี้ให้เป็นไปตามที่กฎหมายกำหนด (2) ให้บุคคล ครอบครัว ชุมชน องค์กรชุมชน องค์กรปกครองส่วนท้องถิ่นเอกชน องค์กรเอกชน องค์กรวิชาชีพ สถาบันศาสนา สถานประกอบการ และสถาบันสังคมอื่น ระดมทรัพยากรเพื่อการศึกษา โดยเป็นผู้จัดและมีส่วนร่วมในการจัดการศึกษา บริจาคทรัพย์สิน และทรัพยากรอื่นให้แก่สถานศึกษา และมีส่วนร่วมรับภาระค่าใช้จ่ายทางการศึกษาตามความเหมาะสมและความจำเป็น นอกจากนี้ แผนการศึกษาแห่งชาติ พ.ศ. 2560 - 2579 ที่ออกตามความในรัฐธรรมนูญ พุทธศักราช 2560 ยังได้กำหนดให้ ผู้ปกครอง/ชุมชน มีส่วนร่วมในการสนับสนุน พัฒนาหลักสูตร และจัดกิจกรรมการเรียนรู้ของผู้เรียน สนับสนุนการดำเนินงานของสถานศึกษาในรูปแบบต่าง ๆ ร่วมกับครูและเครือข่ายในการพัฒนาทักษะ ความรู้ ความสามารถของบุตรหลานให้เต็มตามศักยภาพ ตลอดจนติดตาม ดูแล ป้องกัน ช่วยเหลือ และแก้ปัญหาเรื่องต่าง ๆ ทางการศึกษาของโรงเรียน ที่นับเป็นการกำหนดบทบาทที่ชัดเจนครั้งแรก

จากการกระจายอำนาจตามเจตนารมณ์ของพระราชบัญญัติการศึกษาแห่งชาติ ดังกล่าวซึ่งทำให้สถานศึกษาบริหารตนเองได้อย่างอิสระ แต่ก็เป็นภาระหนักของผู้บริการสถานศึกษา เพราะการกระจายอำนาจเป็นการกระจายทั้งภารกิจและความรับผิดชอบทั้งในด้านวิชาการ งบประมาณ บริหารงานบุคลากร และการบริหารงานทั่วไปในการกระจายอำนาจในการบริหารงบประมาณสถานศึกษา ถือเป็นภารกิจที่สำคัญภารกิจหนึ่งของผู้บริหาร จากที่ผ่านมาผู้บริการสถานศึกษาไม่ได้บริหารงานประมาณเอง เพราะกรมที่เป็นต้นสังกัดจะเป็นฝ่ายตัดสิน และบริหารจัดการงานประมาณเกือบทั้งหมดจะมอบหมายให้สถานศึกษาดำเนินการในส่วนค่าวัสดุอุปกรณ์เพียงเล็กน้อยเท่านั้น (วีระพงศ์ ก้านกิ่ง, 2560) จึงส่งผลในการบริหารจัดการโครงการห้องเรียนพิเศษวิทยาศาสตร์เป็นอย่างมาก เนื่องจากโครงการห้องเรียนพิเศษวิทยาศาสตร์จำเป็นจะต้องมีวัสดุ อุปกรณ์ที่ใช้เป็นสื่อการเรียนการสอนเฉพาะตัว เครื่องมือในการจัดการเรียนการสอนรูปแบบปฏิบัติการทดลองก็มีมูลค่าค่อนข้างสูงพอสมควร และยังมีกิจกรรมเสริมความเป็นเลิศที่เข้าร่วมกับสถาบันอุดมศึกษา กิจกรรมทัศนศึกษาแหล่งเรียนรู้ที่เน้นการพัฒนานวัตกรรมเกี่ยวกับวิทยาศาสตร์

จากปัญหาและข้อจำกัดทางด้านทรัพยากรทางการศึกษาที่ได้กล่าวมาในข้างต้นเกี่ยวกับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ จึงเป็นมูลเหตุจูงใจให้ผู้วิจัยสนใจที่จะศึกษา ค้นคว้า รูปแบบการระดมทัพยากรทางการศึกษา เพื่อเป็นแนวทางการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษาที่ส่งผลต่อการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด และนำผลการวิจัยที่ได้เป็นแนวทางในการพัฒนาและปรับปรุงการบริหารโครงการห้องเรียนคุณภาพวิทยาศาสตร์ให้มีประสิทธิภาพและประสิทธิผลต่อสถานศึกษาและผู้เรียน

วัตถุประสงค์ของการวิจัย

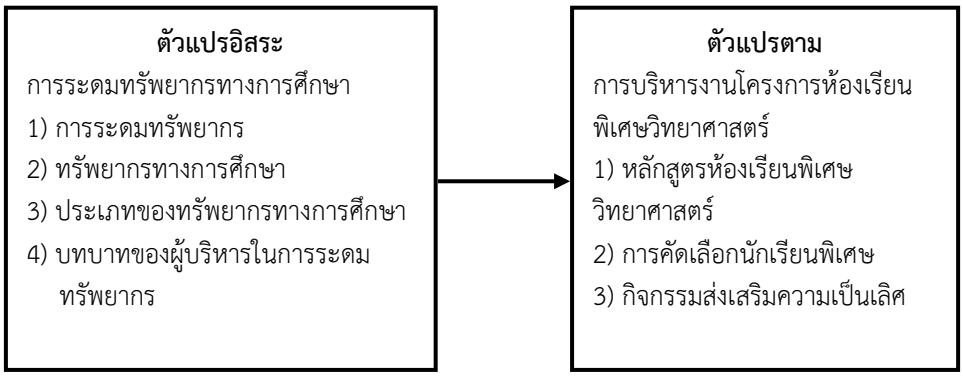
1. เพื่อศึกษาการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด
2. เพื่อศึกษาการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด
3. เพื่อศึกษาความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด

สมมติฐานของการวิจัย

1. ระดับการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด อยู่ในระดับดำเนินการมากทุกด้าน
2. การระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ดมีความสัมพันธ์กัน

กรอบแนวคิดในการวิจัย

ผู้วิจัยการศึกษาความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด พิจารณาองค์ประกอบการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษาได้ 4 ด้าน ได้แก่ 1) การระดมทรัพยากร 2) ทรัพยากรทางการศึกษา 3) ประเภทของทรัพยากรทางการศึกษา 4) บทบาทของผู้บริหารในการระดมทรัพยากร และได้พิจารณาองค์ประกอบการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ ได้ 3 ด้าน ได้แก่ 1) หลักสูตรห้องเรียนพิเศษวิทยาศาสตร์ 2) การคัดเลือกนักเรียนพิเศษ 3) กิจกรรมส่งเสริมความเป็นเลิศ ซึ่งผู้วิจัยใช้กรอบแนวคิด ดังนี้



ภาพที่ 1 กรอบแนวคิดในการวิจัย

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

ประชากร คือ ครูผู้สอนกลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยี ในโรงเรียนที่มีการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด ปีการศึกษา 2565 ทั้งหมด 23 โรงเรียน จำนวน 495 คน

กลุ่มตัวอย่าง เป็นวิธีการประมาณขนาดของกลุ่มตัวอย่างโดยใช้ตารางเปรียบเทียบกลุ่มตัวอย่างของเครจซี่และมอร์แกน จากประชากรจำนวน 495 คน จะได้กลุ่มตัวอย่าง 217 คน คัดเลือกกลุ่มตัวอย่างของแต่ละโรงเรียนด้วยวิธีการสุ่มอย่างง่าย (Simple Random Sampling)

ขอบเขตการวิจัย

งานวิจัยเรื่อง ความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด ดำเนินการระหว่างเดือน กันยายน ถึงเดือน พฤศจิกายน พ.ศ.2565

เครื่องมือที่ใช้ในการวิจัย

แบบสอบถามที่มีลักษณะเป็นมาตราส่วนประมาณค่า 5 ระดับ ตามทฤษฎีการวัดเจตคติของลิเคิร์ท (Likert Scale) แบ่งออกเป็น 3 ตอน คือ

ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นสอบถามเกี่ยวกับการระดมทรัพยากรทางการศึกษา ประกอบไปด้วย ข้อคำถามจำนวน 40 ข้อ แบ่งเป็น 4 ด้าน

ตอนที่ 3 เป็นแบบสอบถามเกี่ยวกับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ ประกอบไปด้วย ข้อคำถาม จำนวน 30 ข้อ แบ่งเป็น 3 ด้าน

ขั้นตอนในการวิจัย

ขั้นที่ 1 ศึกษาตัวแปรที่เกี่ยวข้องสำหรับการวิจัย ผู้วิจัยวิเคราะห์เอกสารและงานวิจัยที่เกี่ยวข้องกับการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษา และการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ทั้งในประเทศและต่างประเทศ ด้วยการวิเคราะห์เนื้อหา นำมาสู่การสังเคราะห์กรอบแนวคิดในการวิจัย กำหนดตัวแปรอิสระ และตัวแปรตาม

ขั้นที่ 2 สร้างและพัฒนาเครื่องมือวิจัยจาก ตัวแปรอิสระคือการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษา และตัวแปรตามคือการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ที่ได้จากขั้นที่ 1 เป็นแบบสอบถาม มีลักษณะเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ จากนั้นนำแบบสอบถามไปให้ผู้เชี่ยวชาญหรือทรงคุณวุฒิ จำนวน 5 คน นำผลที่ได้มาวิเคราะห์หาค่าดัชนีความสอดคล้องตามวัตถุประสงค์ (Index of Item Objective Congruencer : IOC) โดยมีเกณฑ์การคัดเลือกข้อคำถามที่มีค่า IOC ตั้งแต่ 0.60 ขึ้นไป ได้ข้อคำถามจำนวน 70 ข้อ และ นำมาทดลองใช้ (try out) กับประชากรที่เป็นโรงเรียนที่ไม่ใช่กลุ่มตัวอย่าง แล้วนำข้อมูลที่รวบรวมได้มาวิเคราะห์หามีค่าอำนาจจำแนก (Discrimination) อยู่ระหว่าง 0.53-0.87 มีค่าความเชื่อมั่น (Reliability) ด้วยวิธีการหาค่าสัมประสิทธิ์แอลฟา (α-Coefficient) ของครอนบาค ได้เท่ากับ 0.89

ขั้นที่ 3 ทำการเก็บรวบรวมข้อมูลในการศึกษาวิจัย โดยผู้วิจัยขอหนังสือจากทางวิทยาลัยนครราชสีมาเสนอถึงผู้บริหารสถานศึกษาที่เป็นกลุ่มตัวอย่าง ที่สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด เพื่อขอความอนุเคราะห์ในการตอบแบบสอบถามของกลุ่มตัวอย่าง จำนวน 217 ฉบับด้วยตนเอง พร้อมทั้งขอความอนุเคราะห์ให้สถานศึกษาส่งเครื่องมือเก็บรวบรวมข้อมูลให้กับครู ที่เป็นกลุ่มตัวอย่างตอบและรวบรวม ผู้วิจัยได้รับแบบสอบถามคืนและมีความสมบูรณ์ครบ 217 ฉบับ คิดเป็นร้อยละ 100

ขั้นที่ 4 นำข้อมูลที่ได้จากการตอบแบบสอบถามมาวิเคราะห์หาค่าความถี่ (frequency) ร้อยละ (frequency) ค่าเฉลี่ย ($\overline{X}$) ส่วนเบี่ยงเบนมาตรฐาน (standard deviation) และทำการทดสอบสมมติฐานด้วยวิธีการหาค่าสัมพันธ์สหสัมพันธ์ของเพียร์สัน (Pearson Product - Inorment Correlation Coefficient) จากโปรแกรมสำเร็จรูปทางสถิติ

สถิติที่ใช้ในการวิจัย

1. การวิเคราะห์สถานภาพผู้ตอบแบบสอบถามในด้านเพศ อายุ ระดับการศึกษา และวิชาเอก ด้วยการคำนวณค่าความถี่และค่าร้อยละ

2. การวิเคราะห์ข้อมูลจากแบบสอบถามความคิดเห็น (Opinionnaire) ของผู้ตอบแบบสอบถามแบบ มาตราส่วนประมาณค่า 5 ระดับโดยใช้ค่าเฉลี่ย ($\overline{X}$) ส่วนเบี่ยงเบนมาตรฐาน (S.D.) ทั้งนี้การวิเคราะห์ถือว่าเป็นระดับของคะแนนที่ได้จากการตอบแบบสอบถามของผู้ให้ข้อมูลอยู่ในช่วงพฤติกรรมที่แสดงถึงการปฏิบัติที่เป็นไปตามสภาพจริง ผู้วิจัยกำหนดเกณฑ์การวิเคราะห์ตามแนวคิดของเบสท์ (Best, 1970)

3. การวิเคราะห์ค่าสัมพันธ์สหสัมพันธ์ของเพียร์สัน (Pearson Product - Inorment Correlation Coefficient) ใช้สำหรับทดสอบความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์

สรุปผลการวิจัย

ความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด สรุปผลได้ดังนี้

1. ผลการศึกษาการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด รายละเอียดดังตารางที่ 1

ตารางที่ 1 การระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษา ตามการดำเนินการของครูผู้สอนกลุ่มสาระการเรียนรู้วิทยาศาสตร์ โดยรวมและรายด้าน

การระดมทรัพยากรทางการศึกษา	ระดับการปฏิบัติ (N=217)			
	$\overline{X}$	S.D.	อันดับ	การดำเนินการ
1. การระดมทรัพยากร	4.19	0.61	3	ดำเนินการมาก
2. ทรัพยากรทางการศึกษา	4.25	0.62	2	ดำเนินการมาก
3. ประเภทของทรัพยากรทางการศึกษา	4.16	0.61	4	ดำเนินการมาก
4. บทบาทของผู้บริหารในการระดมทรัพยากร	4.31	0.59	1	ดำเนินการมาก
รวม	4.22	0.60		ดำเนินการมาก

จากตารางที่ 1 พบว่า ผลการศึกษาการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด โดยรวมมีการดำเนินการมาก ($\overline{X}$ = 4.22, S.D = 0.60) และรายด้านทุกด้านมีการดำเนินการมาก สามารถเรียงคะแนนรายด้านจากมากไปหาน้อย ได้ดังนี้ ด้านบทบาทของผู้บริหารในการระดมทรัพยากร ($\overline{X}$ = 4.31, S.D = 0.59) ด้านทรัพยากรทางการศึกษา ($\overline{X}$ = 4.25, S.D = 0.62) ด้านการระดมทรัพยากร ($\overline{X}$ = 4.19, S.D = 0.61) และด้านประเภทของทรัพยากรทางการศึกษา ($\overline{X}$ = 4.16, S.D = 0.61) ตามลำดับ

2. ผลการศึกษาการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด รายละเอียดดังตารางที่ 2

ตารางที่ 2 การบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ของผู้บริหารสถานศึกษา ตามการดำเนินการของครูผู้สอนกลุ่มสาระการเรียนรู้วิทยาศาสตร์ โดยรวมและรายด้าน

การบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์	ระดับการปฏิบัติ (N=217)			
	$\overline{X}$	S.D.	อันดับ	การดำเนินการ
1. หลักสูตรห้องเรียนพิเศษวิทยาศาสตร์	4.21	0.59	1	ดำเนินการมาก
2. การคัดเลือกนักเรียนพิเศษ	3.97	0.57	3	ดำเนินการมาก
3. กิจกรรมส่งเสริมความเป็นเลิศ	4.14	0.52	2	ดำเนินการมาก
รวม	4.10	0.56		ดำเนินการมาก

จากตารางที่ 2 พบว่า ผลการศึกษาการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด โดยรวมมีการดำเนินการมาก ($\overline{X}$ = 4.10, S.D = 0.56) และรายด้านทุกด้านมีการดำเนินการมากสามารถเรียงคะแนนรายด้านจากมากไปหาน้อย ได้ดังนี้ ด้านหลักสูตรห้องเรียนพิเศษวิทยาศาสตร์ ($\overline{X}$ = 4.21, S.D = 0.59) ด้านกิจกรรมส่งเสริมความเป็นเลิศ ($\overline{X}$ = 4.14, S.D = 0.57) และด้านการคัดเลือกนักเรียนพิเศษ ($\overline{X}$ = 3.97, S.D = 0.52) ตามลำดับ

3. ผลการศึกษาความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด รายละเอียดดังตารางที่ 3

ตารางที่ 3 วิเคราะห์ความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์

(N=217)

ตัวแปร	Y_1	Y_2	Y_3	Y_{tot}
X_1	0.785*	0.744*	0.753*	0.760*
X_2	0.797*	0.797*	0.790*	0.794*
X_3	0.745*	0.738*	0.748*	0.743*
X_4	0.824*	0.864*	0.782*	0.823*
X_{tot}	0.787*	0.785*	0.768*	0.780*

* ค่านัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 3 พบว่าผลการศึกษาความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด โดยรวมทุกด้านมีความสัมพันธ์กันในทางบวกในระดับสูง $(X_{tot})(Y_{tot})$ r_{xy} =0.780 อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 เมื่อพิจารณาเป็นรายด้านโดยเรียงความสัมพันธ์จากมากไปหาน้อย ได้ดังนี้

ด้านบทบาทของผู้บริหารในการระดมทรัพยากร (X_4) มีความสัมพันธ์ทางบวกกับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (r_{xy} = 0.82)

ด้านทรัพยากรทางการศึกษา (X_2) มีความสัมพันธ์ทางบวกกับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (r_{xy} = 0.79)

ด้านการระดมทรัพยากร (X_1) มีความสัมพันธ์ทางบวกกับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (r_{xy} = 0.76)

ด้านประเภทของทรัพยากรทางการศึกษา (X_3) มีความสัมพันธ์ทางบวกกับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (r_{xy} = 0.74)

อภิปรายผลการวิจัย

1. ผลการศึกษาการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด โดยรวมมีการดำเนินการมาก และรายด้านทุกด้านมีการดำเนินการมากสามารถเรียงคะแนนรายด้านจากมากไปหาน้อย ได้ดังนี้ ด้านบทบาทของผู้บริหารในการระดมทรัพยากร ด้านทรัพยากรทางการศึกษา ด้านการระดมทรัพยากร และด้านประเภทของทรัพยากรทางการศึกษา ตามลำดับ ทั้งนี้เนื่องจากผู้บริหารสถานศึกษามีบทบาทสำคัญในการบริหารงานต่าง ๆ ให้ประสบความสำเร็จตามความมุ่งหมายที่กำหนดไว้ การที่ผู้บริหารสถานศึกษามีคุณลักษณะภาวะผู้นำที่ดี ย่อมส่งผลต่อองค์กรให้ได้รับการพัฒนาไปในทิศทางที่ต้องการ และการพัฒนาการศึกษาที่ต้องใช้ทรัพยากรทางการศึกษาเป็นฐานจำเป็นอย่างมากที่ผู้บริหารสถานศึกษาจะต้องใช้ความสามารถเฉพาะตน โดยต้องอาศัยความร่วมมือของทุกคนทุกฝ่ายให้เข้ามามีส่วนร่วมเพื่อให้เกิดประโยชน์สูงสุด จึงสร้างความร่วมมือกันระหว่างผู้บริหาร บุคลากรในสถานศึกษา คณะกรรมการสถานศึกษา และผู้มีส่วนเกี่ยวข้องในการระดมทรัพยากรทางการศึกษา ซึ่งสอดคล้องกับงานวิจัยของ สุรีวัลย์ ภูมิพันธ์ (2559) ได้ศึกษาสภาพปัจจุบันของการระดมทุนของสถานศึกษา พบว่าโดยรวมมีค่าเฉลี่ยอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านมีค่าเฉลี่ยอยู่ในระดับมาก ผลการศึกษาสภาพที่พึงประสงค์ของการระดมทุนของสถานศึกษา พบว่าโดยรวมมีค่าเฉลี่ยอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านมีค่าเฉลี่ยอยู่ในระดับมาก โดยองค์ประกอบที่มีค่าเฉลี่ยสูงสุดคือ ด้านที่ 4 การประเมิน ติดตาม และการรายงานผลการ ปฏิบัติงานของการระดมทุน ผลการวิเคราะห์ และสอดคล้องกับผลการวิจัยของ บุญส่ง จอมหงษ์ (2563) ที่ได้ศึกษาแนวทางการระดมทุนสำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 27 มีรายละเอียดของการดำเนินงานตาม 4 องค์ประกอบ องค์ประกอบที่ 1) การกำหนดประเด็นของการระดมทุน 2) การวางแผนการระดมทุน องค์ประกอบที่ 3) การดำเนินการระดมทุน องค์ประกอบที่ 4) การประเมินผลการระดมทุน

2. การบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด ซึ่งประกอบไปด้าน 3 ด้าน ได้แก่ 1) หลักสูตรห้องเรียนพิเศษวิทยาศาสตร์ 2) การคัดเลือกนักเรียนพิเศษ และ 3) กิจกรรมส่งเสริมความเป็นเลิศ โดยทุกด้านมีกระบวนการดำเนินการมาก ทั้งนี้เนื่องจากกลุ่มตัวอย่างในการศึกษาเป็นโรงเรียนมัธยมขนาดใหญ่ถึงขนาดใหญ่พิเศษ ซึ่งมีความพร้อมทางการบริหารงบประมาณ การบริหารงานวิชาการ และการบริหารงานบุคคล ที่จะสามารถจัดการเรียนการสอนอย่างเป็นระบบขับเคลื่อนเพื่อให้บรรลุเป้าหมายประเทศไทย 4.0 จำเป็นต้องเพิ่มกำลังคนที่มีศักยภาพด้านการคิดสร้างสรรค์ การคิดอย่างมีวิจารณญาณ สามารถประยุกต์ใช้ ความรู้ทางวิทยาศาสตร์ คณิตศาสตร์ และเทคโนโลยีในการแก้ปัญหา เพื่อนำไปใช้ในชีวิตประจำวันและการประกอบอาชีพ โดยยกระดับคุณภาพการศึกษาด้านวิทยาศาสตร์ คณิตศาสตร์ และเทคโนโลยี ซึ่งสอดคล้องกับงานวิจัยของ ณฐกรณ์ ดำชะอม (2560) ได้ศึกษาองค์ประกอบการบริหารจัดการห้องเรียนพิเศษวิทยาศาสตร์ คณิตศาสตร์ เทคโนโลยีและสิ่งแวดล้อม ประกอบด้วย 13 องค์ประกอบ ซึ่งเป็นพหุองค์ประกอบตามสมมติฐานการวิจัย สามารถสรุปโดยเรียงตามจากน้ำหนักองค์ประกอบจากมากที่สุด คือ องค์ประกอบที่ 13 การจัดการเรียนรู้ตามหลักสูตร การบริหารงานห้องเรียนพิเศษวิทยาศาสตร์ ให้มีประสิทธิภาพและประสิทธิผล ซึ่งก็คือ ผลสัมฤทธิ์ทางการเรียนของนักเรียนให้อยู่ในระดับที่ดีมากนั้น ผู้บริหารจะต้องมีความรู้ความเข้าใจในการบริหารจัดการปัจจัยที่มีส่วนเกี่ยวข้องต่าง ๆ ที่ส่งผลต่อผลสัมฤทธิ์ทางการเรียนของนักเรียน ซึ่งมีปัจจัยที่เกี่ยวข้องอยู่หลายประการ เช่น ปัจจัยด้านการบริหารงบประมาณ ปัจจัยด้านกระบวนการ การจัดการเรียนการสอน ปัจจัยด้านของตัวครูผู้สอน ปัจจัยจากผู้ปกครองและชุมชน ปัจจัยด้านสื่อ และเทคโนโลยี และปัจจัยจากตัวของนักเรียนเอง ซึ่งสอดคล้องกับผลการวิจัย รัศมี ฉิมขันธ์ (2558) ได้ศึกษาการประเมินโครงการส่งเสริมความสามารถพิเศษผู้เรียน ด้านวิทยาศาสตร์ คณิตศาสตร์ และเทคโนโลยี โรงเรียนชลราษฎรอำรุง สำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 18 ใช้รูปแบบการประเมินโครงการโดยใช้แบบจำลองซิป (CIPP model) เป็นแนวทางในการประเมินซึ่งเป็นการประเมินใน 4 ด้าน ได้แก่ ด้านบริบทด้านปัจจัยเบื้องต้น ด้านกระบวนการดำเนินงาน และด้านผลผลิต ผลการวิจัย พบว่า ด้านบริบท ผู้บริหารและครูผู้สอนประเมินโครงการด้านบริบทในภาพรวมมีความสอดคล้องในระดับมากที่สุด

3. ผลการศึกษาความสัมพันธ์ระหว่างการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษากับการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาร้อยเอ็ด ทุกด้านมีความสัมพันธ์กันในทางบวกในระดับสูง เนื่องจากการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษาที่มีการดำเนินการอยู่ในระดับมากหรือมีประสิทธิภาพมากขึ้น ย่อมส่งผลต่อการบริหารโครงการห้องเรียนพิเศษวิทยาศาสตร์ได้ดีและมีประสิทธิภาพมากขึ้นตามไปด้วย เมื่อสังเกตรายละเอียดของโครงการห้องเรียนพิเศษวิทยาศาสตร์ในการจัดการเรียนการสอนที่มีประสิทธิภาพยิ่งขึ้น การจัดการเรียนการสอนที่จะต้องเน้นการลงมือปฏิบัติการทางวิทยาศาสตร์ควบคู่กับการเรียนทฤษฎี ต้องอาศัยทรัพยากรทางการศึกษาในหลาย ๆ รูปแบบ ทั้งทรัพยากรทางการเงิน ทรัพยากรทางด้านบุคคล ทรัพยากรสารสนเทศ ทรัพยากรด้านสื่อการเรียนการสอนต่าง ๆ และการพัฒนาหลักสูตร รวมไปถึงการจัดกิจกรรมและส่งเสริมกิจกรรมความเป็นเลิศ ซึ่งสอดคล้องกับผลการวิจัยของ ฤณชา ศิลาจันทร์ (2558) ที่ได้ศึกษารูปแบบการบริหารงานวิชาการในโครงการห้องเรียนพิเศษวิทยาศาสตร์ ผลการวิจัยพบว่า องค์ประกอบของรูปแบบการ

บริหารงานวิชาการของโรงเรียนในโครงการห้องเรียนพิเศษหลักสูตร 3) การประกันคุณภาพการศึกษา 4) การพัฒนาศักยภาพของผู้เรียน 5) การพัฒนาศักยภาพของครู 6) การให้บริการงานแนะแนว และ 7) การพัฒนาสื่อการเรียนการสอนในด้านของการคัดเลือกนักเรียนและการทำกิจกรรมส่งเสริมความเป็นเลิศ สอดคล้องกับ สำนักนโยบายและแผนการศึกษาขั้นพื้นฐาน (2559) ได้กล่าวถึง การจัดรายวิชาและกิจกรรมที่หลากหลาย การจัดรายวิชาและกิจกรรมที่หลากหลายให้นักเรียนผู้มีศักยภาพสูงด้านคณิตศาสตร์และวิทยาศาสตร์มีส่วนร่วมในการจัดการเรียนรู้ สอดคล้องกับสำนักวิชาการและมาตรฐานการศึกษา (2556) ได้กล่าวว่า สมรรถนะสำคัญในการเรียนรู้ของผู้เรียนสำหรับนักเรียนในโครงการห้องเรียนพิเศษวิทยาศาสตร์ นักเรียนคือศูนย์กลางในการพัฒนาทั้งนี้จึงจัดให้นักเรียนได้มีส่วนในการพัฒนาตนเอง

ข้อเสนอแนะ

ข้อเสนอแนะทั่วไป

1. เพื่อให้การระดมทรัพยากรมีประสิทธิภาพ สถานศึกษาควรกำหนดแผนการดำเนินงานและนโยบายในการระดมทรัพยากรในรูปแบบและวิธีการที่หลากหลาย เพื่อเป็นทางเลือกที่เหมาะสมกับการระดมทรัพยากรสำหรับสถานศึกษา เพราะในทางปฏิบัติการระดมทรัพยากรสำหรับสถานศึกษาสามารถประยุกต์และยืดหยุ่นได้เพื่อให้เข้ากับบริบทและสถานการณ์

2. สำนักงานเขตพื้นที่การศึกษา ควรให้ความสำคัญกับการระดมทรัพยากรโดยการสรรหาผู้เชี่ยวชาญในการระดมทรัพยากรที่ประสบความสำเร็จ เพื่อจัดอบรมเกี่ยววิธีการและหลักการของการระดมทรัพยากรให้กับบุคลากรในสถานศึกษาของเขตพื้นที่การศึกษา เพื่อให้การระดมทุนของสถานศึกษาได้รับความร่วมมือและการตอบรับประสบความสำเร็จตามเป้าหมาย

ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

1. ควรศึกษาปัจจัยที่ส่งผลต่อการพัฒนาการระดมทรัพยากรทางการศึกษาของผู้บริหารสถานศึกษา
2. ควรศึกษาปัจจัยด้านอื่น ๆ ที่เกี่ยวข้องกับการบริหารงานห้องเรียนพิเศษวิทยาศาสตร์

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ผลการจัดกิจกรรมการเรียนรู้ เรื่อง การเพาะปลูกสมุนไพรของนิสิตเภสัชศาสตร์ คณะเภสัชศาสตร์ มหาวิทยาลัยนเรศวร

The result of learning activities in the medicinal plants cultivation of the students in Faculty of Pharmaceutical Sciences, Naresuan University

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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อ 1) สำรวจความคิดเห็น และ 2) ประเมินผลการเรียนรู้การเพาะปลูกพืชสมุนไพรโดยใช้กิจกรรมการเพาะปลูกด้วยการเพาะโดยใช้เมล็ด และการเพาะด้วยเหง้า กลุ่มตัวอย่างที่ใช้ในการศึกษาคือนิสิตเภสัชศาสตร์ชั้นปีที่ 1 คณะเภสัชศาสตร์ มหาวิทยาลัยนเรศวร จำนวน 99 คน ที่ลงทะเบียนเรียนในรายวิชา 180111 เภสัชเวท 1 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลคือ 1) แผนการจัดการเรียนรู้ 2) แบบประเมินผลการเพาะปลูกพืชโดยใช้เมล็ด จำนวน 7 ข้อ และแบบประเมินผลการเพาะปลูกพืชด้วยการใช้หัวหรือเหง้า จำนวน 7 ข้อ 3) แบบบันทึกผลการประเมิน 4) แบบสำรวจความคิดเห็นที่มีต่อการจัดกิจกรรมการเรียนรู้ วิเคราะห์ข้อมูลโดยใช้ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า ผู้เรียนเลือกวิธีการเพาะเมล็ดและวิธีการเพาะด้วยเหง้าเท่ากับร้อยละ 92.93 และร้อยละ 7.07 ตามลำดับ ผู้เรียนที่เลือกวิธีการเพาะเมล็ดมีผู้ไม่ผ่านประเมิน 38 คน คิดเป็นร้อยละ 41.30 เกณฑ์ประเมินข้อที่จำนวนผู้เรียนที่เลือกวิธีการเพาะเมล็ดไม่ผ่านประเมินสูง คือ การดูแลใส่ปุ๋ยบำรุงดิน (ร้อยละ 38.04) การย้ายต้นกล้าลงปลูกในกระถาง (ร้อยละ 27.17) ขาดการวางแผนล่วงหน้า (ร้อยละ 27.17) ผู้เรียนที่เลือกวิธีการเพาะด้วยเหง้ามีผู้ไม่ผ่านประเมิน 2 คนเนื่องจากฝังเหง้าลงดินลึกเกินไป ไม่ดูแลบำรุงดิน และขาดการวางแผนการทำงาน การสำรวจความพึงพอใจของผู้เรียนโดยรวมอยู่ในระดับพึงพอใจมากที่สุด (ค่าเฉลี่ย 4.61, S.D. 0.56) และผู้เรียนส่วนใหญ่เห็นว่ากิจกรรมนี้ได้ส่งเสริมทักษะการสังเกตการเจริญเติบโต การเอาใจใส่ดูแลต้นไม้ และต้องการเรียนรู้เพิ่มเติมเรื่องการเตรียมดิน การคัดเลือกเหง้าที่จะนำมาปลูก วิธีการเพาะเมล็ด และวิธีการกำจัดศัตรูพืช

คำสำคัญ: การจัดการเรียนการสอน, การประเมินผลการเรียนรู้, กิจกรรม

Abstract

This research aims to survey and evaluation of medicinal plant cultivation learning. The plant cultivation activities consisted of seed planting and rhizome germination. The samples used in this study were first year pharmacy students, Faculty of Pharmaceutical Sciences. Naresuan University, 99 students enrolled in the subject 180111 Pharmacognosy 1. The instruments used in this study comprised 1) lesson plans 2) evaluation criteria for investigated student's skill, an evaluation form for plant cultivation using seeds, 7 items and an evaluation form for plant cultivation using rhizomes, 7 items. 3) the recording form of the assessment results and 4) the questionnaire for students' opinion surveys on learning activities. The statistics used for analyzing data were frequency, percent, mean and standard deviation. The results showed that the students chose the planting method by seed planting and rhizomes germination equal to 92.93 and 7.07 percent, respectively. 38 students, who cultivate by seed planting, failed the assessment, representing 41.30 percent. The most 3 evaluation criteria which the students have disqualify are lack of soil and fertilizer management (38.04 percent), seedling care methods (27.17 percent) and lack of work planning (27.17 percent). 2 students, who chose cultivation methods by planting from rhizomes, failed the assessment. Because buried the rhizome too deep in the ground, lack of soil and fertilizer management and lack of work planning. In the aspect of students' satisfaction wholly is at highly satisfied. ($\bar{x}$ = 4.61, S.D. = 0.56). The students' opinion in their activity agreed that the activity gaining the ability to medicinal

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plant development observation. And they are interested in learning more about soil preparation, rhizome selection, seedling method and management of garden pest.

Keywords: Teaching-learning methods, Learning assessment, Activity

บทนำ

วิชา 180111 เภสัชเวท 1 เป็นวิชาหมวดวิชาเฉพาะ กลุ่มวิชาชีพ ในหลักสูตรเภสัชศาสตรบัณฑิต สาขาวิชาการบริบาลทางเภสัชกรรม หลักสูตรปรับปรุง พ.ศ. 2562 เนื้อหาในรายวิชาสอนเกี่ยวกับสมุนไพร โดยเฉพาะสมุนไพรในโครงการสมุนไพรกับการสาธารณสุขมูลฐาน 62 ชนิด สำหรับการรักษาโรคและอาการเจ็บป่วย 5 กลุ่มได้แก่ กลุ่มโรคและอาการเจ็บป่วยในระบบทางเดินอาหาร กลุ่มโรคและอาการเจ็บป่วยในระบบทางเดินหายใจ กลุ่มโรคและอาการเจ็บป่วยในระบบทางเดินปัสสาวะ กลุ่มโรคผิวหนัง กลุ่มโรคและอาการเจ็บป่วยอื่น ๆ จากนโยบายส่งเสริมการใช้สมุนไพรในงานสาธารณสุขมูลฐานของกระทรวงสาธารณสุข สถานบริการสาธารณสุขบางแห่งเช่น โรงพยาบาลส่งเสริมสุขภาพตำบล โรงพยาบาลชุมชน จึงมีการจัดแสดงสวนสมุนไพรสาธิตและส่งเสริมให้ประชาชนใช้สมุนไพรในการดูแลสุขภาพเพื่อการพึ่งตนเอง

การเรียนเรื่องสมุนไพรในงานสาธารณสุขมูลฐาน ในหลักสูตรเภสัชศาสตรบัณฑิต สาขาวิชาการบริบาลทางเภสัชกรรม หลักสูตรปรับปรุง พ.ศ. 2555 อยู่ในรายวิชา 199311 บทนำสู่เภสัชเวท เป็นวิชาบรรยายและปฏิบัติการ เปิดสอนสำหรับนิสิตชั้นปีที่ 3 ในภาคการศึกษาต้น ต่อมาเมื่อมีการปรับปรุงหลักสูตร พ.ศ. 2562 เนื้อหาเรื่องสมุนไพรในงานสาธารณสุขมูลฐานจัดอยู่ในรายวิชา 180111 เภสัชเวท 1 สำหรับนิสิตชั้นปีที่ 1 เปิดสอนในภาคการศึกษาปลาย บรรยายเกี่ยวกับชื่อพืช ลักษณะทางพฤกษศาสตร์ สรรพคุณข้อบ่งใช้ กลุ่มสารสำคัญที่ออกฤทธิ์รักษา รวมทั้งส่วนที่ใช้เป็นยาและวิธีใช้ในงานสาธารณสุขมูลฐาน ในชั่วโมงปฏิบัติการจัดแสดงเครื่องยาสมุนไพร (crude drugs) เช่น เหง้าขิง เหง้าขมิ้น เหง้าไพล กระเจี๊ยบแดง เม็ดแมงลัก และต้นพืชสมุนไพร เช่น ว่านหางจระเข้ ฟ้าทะลายโจร กะเพรา โหระพา เสลดพังพอน เน้นแสดงให้เห็นส่วนที่ใช้เป็นยาและให้นิสิตสังเกตลักษณะภายนอก สัมผัส ดมกลิ่น ชิมรส เพื่อให้รู้จักจดจำได้ และใช้ได้ถูกชนิด (ถูกต้น) ถูกส่วน ตามโครงสร้างหลักสูตร (หลักสูตรปรับปรุง พ.ศ. 2555) ในส่วนของนิสิตชั้นปีที่ 3 จะได้เรียนรายวิชา 199341 หลักการสาธารณสุข ในภาคการศึกษาต้น และรายวิชา 199441 เสริมประสบการณ์สาธารณสุขในชุมชน ในภาคการศึกษาปลาย นิสิตได้ลงชุมชนเพื่อศึกษาการทำงานของบุคลากรทางการแพทย์ในสถานบริการสาธารณสุข เช่น โรงพยาบาลส่งเสริมสุขภาพตำบล โรงพยาบาลชุมชน เพื่อได้รับประสบการณ์ตรงจากการเรียนนอกห้องเรียน มีกิจกรรมดูงานการผลิตยาจากสมุนไพรในโรงพยาบาล รวมทั้ง สวนสมุนไพรสาธิตเพื่อการส่งเสริมการใช้สมุนไพรในตำบลในโรงพยาบาลส่งเสริมสุขภาพตำบล โรงพยาบาลชุมชน ข้อเสนอแนะ (feedback) ประการหนึ่งที่ผู้รับผิดชอบรายวิชา 199311 บทนำสู่เภสัชเวท ได้รับจากการเรียนนอกห้องเรียนในรายวิชาที่กล่าวมาข้างต้นคือนิสิตขาดประสบการณ์การรู้จักต้นไม้จริง ในห้องเรียนตั้งแสดงเหง้าขมิ้น เหง้าข่า เหง้าไพล ให้หยิบจับสัมผัส สังเกตลักษณะสี กลิ่น รส แต่เมื่อนิสิตพบเห็นต้นไม้ที่ปลูกในสวนสมุนไพรสาธิต นิสิตไม่รู้จักว่าคือต้นขมิ้น ต้นข่า ต้นไพล รวมทั้งงานของวีระศักดิ์ สามีและคณะ[1] แสดงให้เห็นถึงการจัดการเรียนรู้ด้วยตนเองด้วยการทำรายงานร่วมกับการเรียนในชั้นเรียนทำให้ผู้เรียนได้ทบทวนความรู้ ทราบข้อบกพร่องหรือประเด็นที่ยังไม่ชัดเจนและประเด็นที่ควรเรียนรู้เพิ่มเติม ด้วยเหตุนี้จึงเป็นที่มาของการจัดกิจกรรมสร้างเสริมการเรียนรู้สมุนไพรในงานสาธารณสุขมูลฐานในรายวิชา 199311 บทนำสู่เภสัชเวท (หลักสูตรปรับปรุง พ.ศ. 2555) ตั้งแต่ปีการศึกษา 2560-2563 (นิสิตรหัส 58 - 61) และจัดต่อมาในรายวิชา 180111 เภสัชเวท 1 (หลักสูตรปรับปรุง พ.ศ. 2562) ตั้งแต่ปีการศึกษา 2562 เป็นต้นมา (นิสิตรหัส 62 - 64) ซึ่งกิจกรรมนี้สอดคล้องกับคำอธิบายรายวิชา (course description) และส่งเสริมการบรรลุผลการเรียนรู้ที่คาดหวังของรายวิชา (CLOs) ในส่วนของบทบาทของเภสัชกรต่อการให้ความรู้เกี่ยวกับสมุนไพรและต่อการดูแลสวนสมุนไพรสาธิต รวมทั้งส่งเสริมการบรรลุผลการเรียนรู้ที่คาดหวังของหลักสูตร (PLOs) PLO1 ปฏิบัติหน้าที่ที่ได้รับมอบหมายด้วยความรับผิดชอบ ตรงต่อเวลา

วัตถุประสงค์ของการวิจัย

1. เพื่อประเมินผลการเรียนรู้ของผู้เรียนจากการสำรวจบันทึกผลงานการทำกิจกรรมเพาะปลูกพืชสมุนไพร
2. เพื่อสำรวจความคิดเห็นของผู้เรียนที่มีต่อกิจกรรมการเพาะปลูกพืชสมุนไพร

วิธีการดำเนินการวิจัย

กลุ่มตัวอย่างที่ใช้ในการวิจัย การวิจัยนี้เป็นการวิจัยในชั้นเรียนเชิงประเมินผล รายวิชา 180111 เภสัชเวท 1 ประชากรในการวิจัยครั้งนี้คือ นิสิตคณะเภสัชศาสตร์ มหาวิทยาลัยนเรศวร และกลุ่มตัวอย่าง คือ นิสิตชั้นปีที่ 1 คณะเภสัชศาสตร์ มหาวิทยาลัย

นเรศวร ที่ลงทะเบียนเรียนรายวิชาเภสัชเวท 1 รหัสวิชา 180111 ในภาคการศึกษาปลาย ปีการศึกษา 2564 จำนวน 99 คน ใช้วิธีการเลือกแบบจำเพาะเจาะจง เนื่องจากนิสิตชั้นปีที่ 1 จะต้องลงเรียนในรายวิชาดังกล่าวตามแผนการเรียน ซึ่งผู้เรียนมีพื้นฐานความรู้และความสามารถคละกัน

ตัวแปรที่ใช้ในการวิจัย ตัวแปรต้น คือ กิจกรรมการเพาะปลูกพืชสมุนไพร ตัวแปรตาม คือ ผลการเรียนรู้ และความคิดเห็นของผู้เรียนที่มีต่อกิจกรรม

ขอบเขตการวิจัย ผู้วิจัยดำเนินการสอนตามแผนการสอน ผู้เรียนทำกิจกรรมเพาะปลูกสมุนไพรและส่งบันทึกพัฒนาการการเจริญเติบโตของพืช ผู้สอนทำการสำรวจบันทึกผลงานของผู้เรียนโดยใช้เกณฑ์การประเมินผลการเพาะปลูกพืชด้วยการเพาะเมล็ด 7 ประเด็น และเกณฑ์การประเมินผลการเพาะปลูกพืชด้วยการเพาะจากเหง้า 7 ประเด็น เพื่อสังเกตพฤติกรรมการเรียนรู้ของผู้เรียน รวบรวมผลการประเมินลงแบบบันทึกผลและวิเคราะห์ข้อมูล รวมทั้งสำรวจความคิดเห็นของผู้เรียนที่มีต่อกิจกรรมการเพาะปลูกพืชสมุนไพร ปัญหาและอุปสรรคที่พบในการทำกิจกรรม

เครื่องมือที่ใช้ในการดำเนินวิจัย ได้แก่ แผนการสอนจำนวน 1 แผนใช้เวลา 1 ชั่วโมง ใช้แหล่งข้อมูลทางวิชาการของกรมวิชาการเกษตรเป็นแหล่งสืบค้นข้อมูล และแผนการสอนจำนวน 1 แผนใช้เวลา 12 สัปดาห์ รูปแบบแผนการสอนที่ให้ผู้เรียนได้ลงมือปฏิบัติเพื่อให้เกิดทักษะการเรียนรู้ผ่านการทำกิจกรรม

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบประเมินผลการเพาะปลูกพืชโดยให้คะแนนเป็นคะแนนแบบรูบริก (Rubrics) แบ่งเป็นแบบประเมินการเพาะปลูกด้วยการเพาะเมล็ด จำนวน 7 ข้อ และแบบประเมินผลการเพาะปลูกพืชด้วยการเพาะจากเหง้า จำนวน 7 ข้อ โดยมีเกณฑ์การประเมิน คือคะแนนระหว่าง 1 – 4 คะแนน หมายถึง ไม่ผ่าน และคะแนนระหว่าง 5 - 7 คะแนน หมายถึง ผ่าน และแบบสอบถามความคิดเห็นของผู้เรียน ใช้เป็นแบบวัดมาตราส่วนประมาณค่า (Rating scale) 5 ระดับ

การประเมินผลการเพาะปลูกพืชด้วยการเพาะเมล็ดประกอบด้วย 7 ประเด็น 1) การเตรียมการวางแผนล่วงหน้า 2) บันทึกผลพัฒนาการการเพาะปลูกเริ่มประเมินตั้งแต่แสดงให้เห็นเมล็ดที่เริ่มนำมาเพาะและทำการเพาะต้นอ่อนจนงอกสังเกตเห็นใบเลี้ยง 3) ย้ายต้นกล้าลงปลูกในกระถาง 4) ต้นกล้าแตกกิ่งก้านมีใบแท้ 5) ดูแลใส่ปุ๋ยบำรุงดิน 6) เอาใจใส่รดน้ำ กำจัดศัตรูพืชที่รบกวน วางกระถางให้พืชได้รับแสงแดดเพียงพอ 7) บันทึกชื่อพืชด้วยการเขียนหรือพิมพ์ชื่อวิทยาศาสตร์ถูกต้องตามหลักวิชาการ

การประเมินผลการเพาะปลูกพืชด้วยการเพาะจากเหง้า ประกอบด้วย 7 ประเด็น 1) การเตรียมการวางแผนล่วงหน้า 2) บันทึกผลพัฒนาการการเพาะปลูกเริ่มประเมินตั้งแต่แสดงให้เห็นการคัดเลือกส่วนลำต้นใต้ดินที่เหมาะกับการขยายพันธุ์ สังเกตเห็นข้อ (node) และตาใบ (leaf bud) 3) ฝังหัวหรือเหง้าลงดิน ไม่ฝังลึกเกินไป ไม่กลบดินทับส่วนตาใบ 4) มีการเจริญของตาใบเป็นใบแท้ภายในช่วงเวลาประมาณ 30 วัน 5) มีการดูแลบำรุงดิน ใส่ปุ๋ย 6) เอาใจใส่รดน้ำ กำจัดศัตรูพืชที่รบกวน วางกระถางให้พืชได้รับแสงแดดเพียงพอ 7) บันทึกชื่อพืชด้วยการเขียนหรือพิมพ์ชื่อวิทยาศาสตร์ถูกต้องตามหลักวิชาการ

การเก็บรวบรวมข้อมูล ผู้วิจัยดำเนินการสอนตามแผนการสอน และให้ผู้เรียนลงมือทำกิจกรรมเพาะปลูกพืช ระยะเวลาการดำเนินการไม่น้อยกว่า 12 สัปดาห์ ผู้เรียนทำบันทึกการเจริญเติบโตของพืชด้วยการถ่ายภาพทุกสัปดาห์ เมื่อสิ้นสุดการทำกิจกรรม ผู้วิจัยสำรวจบันทึกผลงานของผู้เรียน รวบรวมข้อมูลลงในแบบบันทึกผล และใช้แบบประเมินผลการเพาะปลูก ตรวจให้คะแนนตามเกณฑ์ที่ตั้งไว้ ผู้วิจัยดำเนินการให้ผู้เรียนทำแบบสำรวจความคิดเห็นที่มีต่อการจัดกิจกรรมการเรียนรู้ จากนั้น นำไปวิเคราะห์ข้อมูลโดยใช้สถิติดังนี้ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน และอภิปรายผล

ผลการวิจัย

ผลการวิจัยเชิงประเมินผลกิจกรรมเพาะปลูกพืชสมุนไพรในรายวิชา 180111 เภสัชเวท 1 ของนิสิตชั้นปีที่ 1 คณะเภสัชศาสตร์ มหาวิทยาลัยนเรศวร สามารถแบ่งได้ตามหัวข้อ ดังนี้

1) ผลการประเมินตามเกณฑ์ประเมินโดยให้คะแนนเป็นคะแนนแบบรูบริก (Rubrics) แบ่งเป็นแบบประเมินการเพาะปลูกด้วยการเพาะเมล็ด จำนวน 7 ข้อ และแบบประเมินผลการเพาะปลูกพืชด้วยการเพาะจากเหง้า จำนวน 7 ข้อ (ดังตาราง 1)

ตารางที่ 1 แสดงผลการประเมินตามเกณฑ์ประเมินจำแนกตามวิธีที่ผู้เรียนเลือกเพาะปลูก

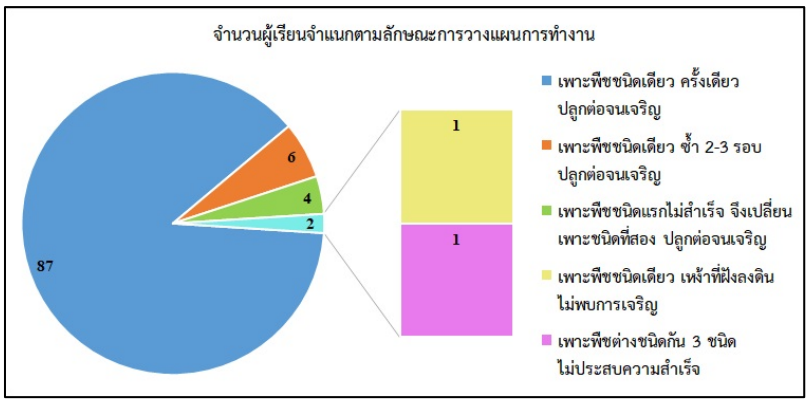
ผลคะแนนและจำนวนผู้เรียนที่เลือกเพาะปลูกด้วยการเพาะเมล็ด (n=92)			**ผลคะแนนและจำนวนผู้เรียนที่เลือกเพาะปลูกด้วยการเพาะจากเหง้า (n=7)**		
คะแนน	จำนวน (คน)	ร้อยละ	คะแนน	จำนวน (คน)	ร้อยละ
7	11	11.96	7	1	14.29
6	19	20.65	6	3	42.84
5	24	26.09	5	1	14.29
4	22	23.91	4	1	14.29
3	13	14.13	3	1	14.29
2	2	2.17	2	0	0.00
1	1	1.09	1	0	0.00

จากตารางที่ 1 ผลการทำกิจกรรมจำแนกตามความถี่และร้อยละ สามารถอธิบายได้ดังนี้ จากผู้เรียนทั้งหมดจำนวน 99 คน มีผู้เรียน 92 คน (ร้อยละ 92.93) เลือกวิธีการเพาะปลูกด้วยการเพาะเมล็ด ผู้เรียน 7 คน (ร้อยละ 7.07) เลือกวิธีการเพาะปลูกด้วยการเพาะจากเหง้า เมื่อประเมินผลตามเกณฑ์ประเมินโดยให้คะแนนเป็นคะแนนแบบรูบริก (Rubrics) แบ่งเป็นแบบประเมินการเพาะปลูกด้วยการเพาะเมล็ด จำนวน 7 ข้อ พบว่ามีผู้ที่ผ่านประเมิน 54 คน (ร้อยละ 58.70 ของผู้ที่เลือกปลูกด้วยวิธีนี้) และแบบประเมินผลการเพาะปลูกพืชด้วยการเพาะจากเหง้า จำนวน 7 ข้อ พบว่า มีผู้ที่ผ่านเกณฑ์ 5 คน

2) ผลการสำรวจบันทึกผลงานของผู้เรียนเพื่ออธิบายพฤติกรรมการเรียนรู้

2.1 การส่งงานตามเวลาที่กำหนด พบว่าผู้เรียน 98 คน (ร้อยละ 98.99) ส่งงานตามเวลาที่กำหนด มีผู้เรียนเพียง 1 คนที่ไม่ส่งงานตามกำหนดเวลา

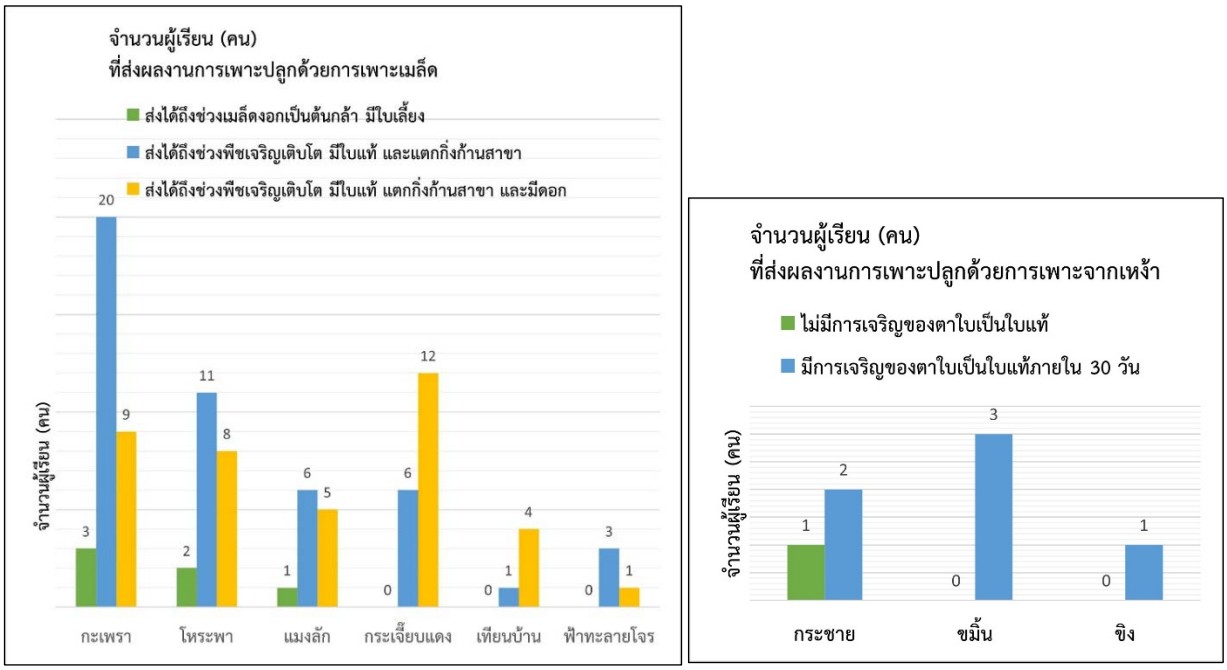
2.2 การวางแผนการทำงานของผู้เรียน แบ่งสามารถจำแนกออกได้เป็น 5 ลักษณะ ดังแสดงในภาพที่ 1



ภาพที่ 1 จำนวนผู้เรียน (คน) จำแนกตามลักษณะการวางแผนการทำงาน

จากภาพที่ 1 แสดงให้เห็นการวางแผนงานของผู้เรียนจำแนกได้ 5 ลักษณะ ดังนี้ **ลักษณะที่หนึ่ง** เริ่มการทำงานด้วยการเพาะปลูกพืชหนึ่งชนิด เมื่อติดตามผลงานผู้เรียนสามารถเพาะต้นกล้าและเลี้ยงดูจนเจริญเติบโตได้สำเร็จ มีทั้งหมด 87 คน (ร้อยละ 87.88) **ลักษณะที่สอง** เริ่มการทำงานด้วยการเพาะปลูกพืชหนึ่งชนิด เพาะต้นกล้าในครั้งแรกสำเร็จแต่ไม่สามารถเลี้ยงดูจนเจริญเติบโตได้ ต้องเพาะซ้ำพืชชนิดเดิม 2-3 รอบจึงเลี้ยงดูจนเจริญเติบโตได้ มีทั้งหมด 6 คน (ร้อยละ 6.06) **ลักษณะที่สาม** เพาะพืชชนิดแรกเป็นเวลา 20-25 วันแต่ไม่พบการงอกของต้นกล้า จึงเปลี่ยนไปเพาะต้นกล้าพืชชนิดใหม่ และสามารถเลี้ยงดูจนเจริญเติบโตได้สำเร็จ มี 4 คน (ร้อยละ 4.04) **ลักษณะที่สี่** ไม่ประสบผลสำเร็จในการเพาะปลูกพืช เหง้าที่ฝังลงดินไม่พบการเจริญเติบโตในช่วงเวลาที่ทำการศึกษา มี 1 คน (ร้อยละ 1.01) **ลักษณะที่ห้า** ไม่ประสบผลสำเร็จในการเพาะปลูกพืช เพาะพืชชนิดแรกเป็นเวลา 20-25 วันแต่ไม่พบการงอกของต้นกล้า จึงเปลี่ยนไปเพาะต้นกล้าพืชชนิดใหม่อีกสองชนิด แต่ไม่สามารถดูแลจนเจริญเติบโตได้ มี 1 คน (ร้อยละ 1.01)

2.3 ชนิดพืชที่ผู้เรียนเลือกปลูกและผลการเจริญเติบโตของพืชที่ปลูก



ภาพที่ 2 จำนวนผู้เรียน (คน) จำแนกตามชนิดพืชที่ผู้เรียนเลือกปลูก และผลงานการทำกิจกรรม

จากภาพที่ 2 พบว่า ผู้เรียนส่วนใหญ่ 92 คน (ร้อยละ 92.93) เลือกวิธีการเพาะเมล็ด ซึ่งผู้เรียนกลุ่มนี้ 38 คน (ร้อยละ 38.38) สามารถเลี้ยงดูจนพืชมีดอกตามช่วงอายุของพืช ส่วนผู้เรียนที่เลือกวิธีการเพาะจากเหง้ามีจำนวน 7 คน (ร้อยละ 7.07) ผู้เรียนกลุ่มนี้มีจำนวน 6 คนที่สามารถดูแลจนเหง้าพืชมีการเจริญของตาใบเป็นใบแท้ได้ภายใน 30 วัน

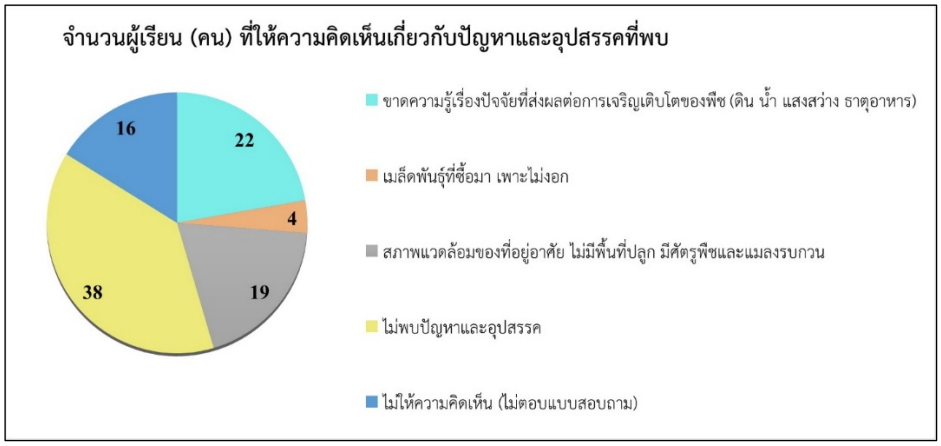
2.4 ผลการลงบันทึกการทำกิจกรรมในเรื่องของการดูแลเอาใจใส่ต้นไม้ที่ปลูก จากผู้เรียนทั้งหมด 98 คน ดังนี้



ภาพที่ 3 จำนวนผู้เรียน (คน) ที่ลงบันทึกรูปแบบการดูแลเอาใจใส่ต้นไม้ที่ปลูก

จากภาพที่ 3 พบว่า ผู้เรียน 57 คน (ร้อยละ 57.58) แสดงให้เห็นการย้ายต้นไม้เปลี่ยนกระถางปลูกที่ใหญ่ขึ้น ย้ายตำแหน่งวางกระถางได้รับแสงแดดเพียงพอ ย้ายหลบพายุฝน ตัดแต่งกิ่งให้แตกยอดใหม่ ผู้เรียน 31 คน (ร้อยละ 31.31) แสดงให้เห็นการพรวนดินใส่ปุ๋ย (ปุ๋ยคอก ปุ๋ยเคมี ปุ๋ยเปลือกไข่ ปรับคุณภาพดินด้วยจุลินทรีย์ EM) ผู้เรียน 10 คน (ร้อยละ 10.10) แสดงให้เห็นวิธีแก้ปัญหาศัตรูพืชรบกวน (มด แมลง เพลี้ยแป้ง หอยทาก นก ไก่) เช่น เด็ดใบทิ้ง ฉีดพ่นด้วยน้ำยาล้างจานเจือจาง พริกไทยผงละลายน้ำ น้ำต้มใบสะเดา น้ำส้มควันไม้ ทำตะแกรงกั้น

2.5 ความคิดเห็นของผู้เรียนต่อปัญหาและอุปสรรคที่พบจากการทำกิจกรรม จากผู้เรียนทั้งหมด 99 คน ดังนี้



ภาพที่ 4 จำนวนผู้เรียน (คน) ที่ให้ความคิดเห็นเกี่ยวกับปัญหาและอุปสรรคที่พบ

จากภาพที่ 4 ผู้เรียนจำนวน 45 คน (ร้อยละ 45.45) ให้ความคิดเห็นต่อปัญหาและอุปสรรคที่พบจากการเรียนรู้ ผู้เรียน 38 คน (ร้อยละ 38.38) ไม่มีปัญหาและอุปสรรคในการทำกิจกรรม และผู้เรียน 16 คน (ร้อยละ 16.16) ไม่ให้ความคิดเห็นต่อปัญหาและอุปสรรคที่พบ (ไม่ตอบแบบสอบถาม)

3) ผลการสำรวจความคิดเห็นของผู้เรียนที่มีต่อการทำกิจกรรม

ตารางที่ 2 แสดงความคิดเห็นของผู้เรียนที่มีต่อการทำกิจกรรม (n=83)

ข้อที่	รายการ/ประเด็น	$\bar{x}$	SD	แปลความหมาย
1	กิจกรรมเพาะปลูกพืชช่วยเสริมการเรียนรู้ลักษณะทางพฤกษศาสตร์ของพืชสมุนไพรในงานสาธารณสุขมูลฐาน	4.47	0.70	มาก
2	กิจกรรมเพาะปลูกพืชช่วยให้มีทักษะการสังเกต มีความรอบคอบ ละเอียดถี่ถ้วน	4.60	0.58	มากที่สุด
3	กิจกรรมเพาะปลูกพืชช่วยกระตุ้นให้เกิดการการสืบค้นหาความรู้เพิ่มเติม	4.46	0.74	มาก
4	กิจกรรมเพาะปลูกพืชสามารถนำไปประยุกต์ใช้ในการจัดสวนสมุนไพรสาธิต	4.29	0.76	มาก
5	ความพึงพอใจต่อการทำกิจกรรมเพาะปลูกพืช	4.61	0.56	มากที่สุด

จากตารางที่ 2 อธิบายผลการประเมินความคิดเห็นของผู้เรียนที่มีต่อการทำกิจกรรม มีผู้เรียน 83 คนจากทั้งหมด 99 คนที่ตอบแบบสอบถามความคิดเห็น ผลการสำรวจพบว่า กิจกรรมนี้ช่วยเสริมช่วยเสริมการเรียนรู้ลักษณะทางพฤกษศาสตร์ของพืชสมุนไพรในงานสาธารณสุขมูลฐานในระดับมาก ($\bar{x}$ = 4.47, S.D. = 0.70) ช่วยให้ผู้เรียนได้ใช้ทักษะการสังเกต มีความรอบคอบ ละเอียดถี่ถ้วน ($\bar{x}$ = 4.60, S.D. = 0.58) ช่วยกระตุ้นให้เกิดการการสืบค้นหาความรู้เพิ่มเติม ($\bar{x}$ = 4.46, S.D. = 0.74) สามารถนำไปประยุกต์ใช้ในการจัดสวนสมุนไพรสาธิต ($\bar{x}$ = 4.29, S.D. = 0.76) และผลการประเมินความพึงพอใจของผู้เรียนต่อการทำกิจกรรม พบว่าผู้เรียนส่วนใหญ่มีความพึงพอใจในระดับมากที่สุด ($\bar{x}$ = 4.61, S.D. = 0.56)

สรุปผลการวิจัย

งานวิจัยนี้เป็นการวิจัยประเมินผลการเรียนรู้ผ่านการทำกิจกรรมเพาะปลูกพืชสมุนไพร วัตถุประสงค์ของกิจกรรมเพื่อประเมินผลการเรียนรู้ของผู้เรียนจากการสำรวจบันทึกผลงานการทำกิจกรรมเพาะปลูกพืชสมุนไพรในช่วงเวลาไม่น้อยกว่า 80 วัน เกณฑ์การผ่านประเมินกิจกรรมสำหรับผู้เรียนที่เลือกวิธีการเพาะปลูกด้วยการเพาะเมล็ดพิจารณาจากผู้เรียนสามารถเพาะเมล็ดจนงอก

มีใบเลี้ยงและดูแลเอาใจใส่จนพืชเจริญใบแท้และแตกกิ่งก้านสาขา เกณฑ์การผ่านประเมินกิจกรรมสำหรับผู้เรียนที่เลือกเพาะปลูกด้วยเหง้าพิจารณาจากผู้เรียนสามารถเลือกเหง้าที่พบตาที่พร้อมเจริญมาทำการฝังลงดินโดยไม่กลบดินทับส่วนตาใบ เอาใจใส่ดูแลจนมีการเจริญของตาใบเป็นใบแท้ออกมาภายใน 30 วัน และดูแลเอาใจใส่จนใบแท้เจริญเติบโต

ผลการประเมินการเรียนรู้ ผู้เรียนในกลุ่มที่เลือกการเพาะปลูกด้วยเมล็ด มีทั้งหมด 92 คน ผ่านเกณฑ์ประเมิน 54 คน (ร้อยละ 58.70) เกณฑ์ประเมิน 3 อันดับแรกที่พบความถี่ที่ผู้เรียนไม่ผ่านเกณฑ์มากที่สุดคือ การดูแลใส่ปุ๋ยบำรุงดิน การย้ายต้นกล้าลงปลูกในกระถาง และขาดการวางแผนการทำงาน ส่วนกลุ่มผู้เรียนที่เลือกวิธีการเพาะปลูกด้วยเหง้ามีทั้งหมด 7 คน พบว่าผ่านเกณฑ์ 5 คน เกณฑ์ประเมินที่พบความถี่ที่ผู้เรียนไม่ผ่านเกณฑ์คือ ปลูกด้วยการฝังเหง้าลงดินลึกเกินไปจนดินกลบทับส่วนตาใบ ไม่มีการดูแลบำรุงดินใส่ปุ๋ย ไม่พบการเจริญของตาใบเป็นใบแท้ภายในช่วงเวลาประมาณ 30 วัน และขาดการวางแผนการทำงาน

ผลการสำรวจความคิดเห็นของผู้เรียนต่อการทำกิจกรรม ปัญหาและอุปสรรคที่พบคือขาดความรู้ในเรื่องการเพาะปลูกพืช การบำรุงดูแลให้แข็งแรงสมบูรณ์ การเลือกสถานที่เพาะปลูกให้พืชได้รับแสงแดดเพียงพอ ผู้เรียนได้ให้ข้อเสนอแนะว่า อยากให้แนะนำเรื่องการเตรียมดินสำหรับปลูก วิธีการคัดเลือกเหง้าที่จะนำมาปลูกแล้วเจริญงอกได้ วิธีการเพาะเมล็ดให้งอก วิธีการกำจัดศัตรูพืชโดยไม่ใช้วัตถุมีพิษ

อภิปรายผลการวิจัย

จากผลการวิจัยประเมินผลการเรียนรู้ผ่านการทำกิจกรรมเพาะปลูกพืชสมุนไพรของนิสิตเภสัชศาสตร์ คณะเภสัชศาสตร์ มหาวิทยาลัยนเรศวร สามารถอภิปรายแบ่งตามหัวข้อได้ ดังนี้

1. การประเมินผลการทำกิจกรรมตามเกณฑ์ประเมินโดยให้คะแนนเป็นคะแนนแบบรูบริก (Rubrics) แบ่งเป็นแบบประเมินการเพาะปลูกด้วยการเพาะเมล็ด และแบบประเมินผลการเพาะปลูกพืชด้วยการเพาะจากเหง้า ผลการทำกิจกรรมจำแนกตามความถี่และร้อยละ สามารถอธิบายได้ดังนี้ จากผู้เรียนทั้งหมดจำนวน 99 คน มีผู้เรียน 92 คน (ร้อยละ 92.93) เลือกวิธีการเพาะปลูกด้วยการเพาะเมล็ด ผู้เรียน 7 คน (ร้อยละ 7.07) เลือกวิธีการเพาะปลูกด้วยการเพาะจากเหง้า เมื่อประเมินผลตามเกณฑ์ประเมินโดยให้คะแนนเป็นคะแนนแบบรูบริก (Rubrics) แบ่งเป็นแบบประเมินการเพาะปลูกด้วยการเพาะเมล็ด พบว่ามีผู้ผ่านประเมิน 54 คน (ร้อยละ 58.70 ของผู้ที่เลือกปลูกด้วยวิธีนี้) และแบบประเมินผลการเพาะปลูกพืชด้วยการเพาะจากเหง้า พบว่า มีผู้ผ่านเกณฑ์ 5 คน

ในกลุ่มผู้เรียนที่เลือกวิธีการเพาะปลูกด้วยการเพาะเมล็ด เมื่อแยกพิจารณาความถี่ของจำนวนผู้เรียนตามเกณฑ์ประเมินแต่ละข้อ พบว่าข้อที่พบความถี่ของจำนวนผู้เรียนไม่ผ่านประเมินสูงเป็นอันดับหนึ่ง คือการดูแลใส่ปุ๋ยบำรุงดิน 35 คน (ร้อยละ 38.04 ของผู้ที่เลือกปลูกด้วยวิธีนี้) ในจำนวนนี้ 30 คนดูแลต้นไม้ให้เจริญแตกกิ่งก้านได้แต่ไม่พบการเจริญของดอก และอีก 5 คนพบว่าต้นกล้าแคระแกร็น แตกกิ่งก้านสั้น ๆ เจริญเติบโตช้า ไม่งอกงาม ข้อที่พบความถี่ของจำนวนผู้เรียนไม่ผ่านประเมินสูงเป็นอันดับสองคือการย้ายต้นกล้าลงปลูกในกระถาง 25 คน (ร้อยละ 27.17 ของผู้ที่เลือกปลูกด้วยวิธีนี้) ทุกคนเริ่มต้นการเพาะเมล็ดในกระถาง รดน้ำ เมื่อต้นกล้างอกออกมาจำนวนมาก ไม่ทำการคัดเลือกหรือแยกต้นกล้าที่แข็งแรงไปปลูกในบริเวณที่เหมาะสมต่อการเจริญ จึงพบปัญหาต้นกล้าไม่แข็งแรง เจริญเติบโตช้า ไม่สูงขึ้น บางส่วนค่อย ๆ ตายไป ในจำนวนนี้มีอยู่ 1 คนสามารถดูแลต้นกล้าที่เหลืออยู่ให้เจริญแตกกิ่งก้านและพบการเจริญของดอก มี 20 คนที่สามารถดูแลต้นกล้าที่เหลืออยู่ให้เจริญแตกกิ่งก้านได้แต่ไม่พบการเจริญของดอก และ 4 คนไม่สามารถดูแลจนต้นไม้ให้เจริญเติบโตได้ ข้อที่พบความถี่ของจำนวนผู้เรียนไม่ผ่านประเมินสูงเป็นอันดับสามคือการวางแผนล่วงหน้า 25 คน (ร้อยละ 27.17 ของผู้ที่เลือกปลูกด้วยวิธีนี้) ทุกคนขาดการวางแผนการทำงานโดยเริ่มต้นการเพาะเมล็ดในกระถางเพียงกระถางเดียว เลี้ยงดูต้นกล้าที่งอกออกมาในกระถางนั้นไปเรื่อย ๆ ตลอดช่วงเวลาที่ทำกิจกรรม ในจำนวนนี้มีอยู่ 6 คนที่ไม่ประสบผลสำเร็จต้นไม้ที่ปลูกมีความสูงเล็กน้อย พบใบแท้สองสามใบแต่ไม่เจริญแตกกิ่งก้าน อีก 19 คนสามารถดูแลต้นกล้าที่เพาะให้เจริญแตกกิ่งก้านได้แต่ไม่พบการเจริญของดอก ในกลุ่มผู้เรียนที่เลือกวิธีการเพาะปลูกด้วยการเพาะจากเหง้า มีผู้เรียนที่ไม่ผ่านประเมิน 2 คน ทั้งสองคนฝังเหง้าลงดินลึกเกินไปจนดินกลบทับส่วนตาใบ ไม่มีการดูแลบำรุงดิน ใส่ปุ๋ย และไม่พบการเจริญของตาใบเป็นใบแท้ภายในช่วงเวลาประมาณ 30 วัน อนึ่ง ผู้เรียนหนึ่งในสองคนนี้ขาดการวางแผนการทำงาน เริ่มต้นการเพาะจากเหง้าพืชเพียงชนิดเดียวโดยไม่ปลูกพืชชนิดอื่นเผื่อไว้

2. ผลการสำรวจบันทึกผลงานของผู้เรียนเพื่ออธิบายพฤติกรรมการเรียนรู้ การส่งงานตามเวลาที่กำหนด จากผู้เรียนทั้งหมด 99 คน พบว่าผู้เรียน 98 คน (ร้อยละ 98.99) ส่งงานตามเวลาที่กำหนด มีผู้เรียนเพียง 1 คนที่ไม่ส่งงานตามกำหนดเวลา เมื่อติดตามสอบถามผู้เรียนให้เหตุผลว่า ไม่ได้เตรียมการล่วงหน้าในกรณีผลลัพธ์จากการดำเนินงานไม่เป็นไปตามที่คาดไว้ เมื่อเพาะปลูกพืชชนิดที่หนึ่งไปได้ระยะหนึ่งแล้วไม่มีการเจริญเติบโต จึงได้ทดลองปลูกพืชชนิดที่สองและสามตามลำดับก็ไม่เจริญเติบโต เนื่องจากขาดการบำรุงดูแล เมื่อครบกำหนดส่งจึงตัดสินใจไม่ส่งงาน แต่ผู้เรียนได้บันทึกการดำเนินงานไว้ทั้งหมด จึงได้ให้ผู้เรียนส่งผลงานที่ได้ทำทั้งหมดมาเป็นการส่งงานหลังกำหนด การวางแผนงานของผู้เรียนจำแนกได้ 5 ลักษณะ ดังนี้ ลักษณะที่หนึ่ง เริ่มการทำงานด้วยการเพาะปลูกพืช

หนึ่งชนิด เมื่อติดตามผลงานผู้เรียนสามารถเพาะต้นกล้าและเลี้ยงดูจนเจริญเติบโตได้สำเร็จ มีทั้งหมด 87 คน (ร้อยละ 87.88) ลักษณะที่สอง เริ่มการทำงานด้วยการเพาะปลูกพืชหนึ่งชนิด เพาะต้นกล้าในครั้งแรกสำเร็จแต่ไม่สามารถเลี้ยงดูจนเจริญเติบโตได้ ต้องเพาะซ้ำพืชชนิดเดิม 2-3 รอบจึงเลี้ยงดูจนเจริญเติบโตได้ มีทั้งหมด 6 คน (ร้อยละ 6.06) ลักษณะที่สาม เพาะพืชชนิดแรกเป็นเวลา 20-25 วัน แต่ไม่พบการงอกของต้นกล้า จึงเปลี่ยนไปเพาะต้นกล้าพืชชนิดใหม่ และสามารถเลี้ยงดูจนเจริญเติบโตได้สำเร็จ มี 4 คน (ร้อยละ 4.04) ลักษณะที่สี่ ไม่ประสบผลสำเร็จในการเพาะปลูกพืช เหง้าที่ฝังลงดินไม่พบการเจริญเติบโตในช่วงเวลาที่ทำการศึกษา มี 1 คน (ร้อยละ 1.01) ลักษณะที่ห้า ไม่ประสบผลสำเร็จในการเพาะปลูกพืช เพาะพืชชนิดแรกเป็นเวลา 20-25 วันแต่ไม่พบการงอกของต้นกล้า จึงเปลี่ยนไปเพาะต้นกล้าพืชชนิดใหม่อีกสองชนิด แต่ไม่สามารถดูแลจนเจริญเติบโตได้ มี 1 คน (ร้อยละ 1.01) ผู้เรียนส่วนใหญ่ 92 คน (ร้อยละ 92.93) เลือกวิธีการเพาะเมล็ด โดยเลือกปลูกกะเพรามากที่สุด 32 คน (ร้อยละ 32.32) รองลงมาคือ โหระพา 21 คน (ร้อยละ 21.21) กระเจี๊ยบแดง 18 คน (ร้อยละ 18.18) แมงลัก 12 คน (ร้อยละ 12.12) เทียนบ้าน 5 คน (ร้อยละ 5.05) และฟ้าทะลายโจร 4 คน (ร้อยละ 4.04) ซึ่งผู้เรียนกลุ่มนี้ 38 คน (ร้อยละ 38.38) สามารถเลี้ยงดูจนพืชมีดอกตามช่วงอายุของพืช ส่วนผู้เรียนที่เลือกวิธีการเพาะจากเหง้ามีจำนวน 7 คน (ร้อยละ 7.07) แบ่งเป็น กระชาย 3 คน (ร้อยละ 3.03) ขมิ้นชัน 3 คน (ร้อยละ 3.03) และขิง 1 คน (ร้อยละ 1.01) ผลการสำรวจผลงานการทำกิจกรรมของผู้เรียน พบว่า ผู้เรียน 6 คน (ร้อยละ 6.06) ทำได้เพียงเพาะเมล็ดงอก มีใบเลี้ยง แต่ไม่สามารถดูแลจนมีใบแท้และแตกกิ่งก้านสาขาได้ทันภายในเวลาที่กำหนด ผู้เรียน 47 คน (ร้อยละ 47.47) สามารถดูแลเอาใจใส่จนต้นกล้าจนเจริญเติบโตงอกงามแตกกิ่งก้านสาขา ผู้เรียน 38 คน (ร้อยละ 38.38) สามารถเลี้ยงดูจนพืชมีดอกตามช่วงอายุของพืช ผลการสำรวจที่ได้นี้สอดคล้องกับแนวคิดของมณฑกานติ ชุบชูวงศ์ (2556) ที่กล่าวว่า การเรียนรู้โดยใช้กิจกรรมเป็นฐาน (Activity base learning) ครูจะเป็นผู้จัดการเรียนรู้ เปรียบเสมือนเป็นผู้นำกิจกรรม ไม่ใช่ผู้บรรยาย ผู้เรียนจะลงมือปฏิบัติผ่านกิจกรรมต่าง ๆ ที่ครูนำมาใช้ และ Festus (2013) ยังกล่าวว่า การเรียนรู้โดยใช้กิจกรรมเป็นฐาน (Activity-Based Learning) เป็นกระบวนการซึ่งผู้เรียนมีส่วนร่วมในกระบวนการเรียนรู้มากกว่าการรับข้อมูลจากการบรรยายของผู้สอน เน้นการลงมือปฏิบัติจริง ลงมือทดลองทำกิจกรรมด้วยตนเองมากกว่าการฟังผู้สอนเพียงอย่างเดียว รวมทั้ง ภัทรสร นรเหรียญ และชนสิทธิ์ สิทธิ์สูงเนิน (2563) ได้รายงานผลการศึกษาพฤติกรรมการมีส่วนร่วมในการจัดการเรียนรู้ของนักเรียนชั้นประถมศึกษาปีที่ 2 การจัดการเรียนรู้แบบกิจกรรมเป็นฐานร่วมกับสื่อประสมเพื่อพัฒนาความสามารถในการฟัง การพูดภาษาอังกฤษ โดยภาพรวมนักเรียนมีส่วนร่วมในการจัดกิจกรรมอยู่ในระดับดี โดยพฤติกรรมที่มีค่าเฉลี่ยสูงสุด ได้แก่ ความสนใจ รองลงมาได้แก่ การเข้าร่วมกิจกรรม และควรให้นักเรียนมีส่วนร่วมในการเลือกเนื้อหาที่ใช้ในการจัดการเรียนการสอนเพื่อให้นักเรียนเห็นความสำคัญในเรื่องที่ใกล้ตัวและอยู่ในความสนใจของนักเรียน

ผลการสำรวจการลงบันทึกการทำกิจกรรมในเรื่องของการดูแลเอาใจใส่ต้นไม้ที่ปลูก พบว่า ผู้เรียน 57 คน (ร้อยละ 57.58) แสดงให้เห็นการย้ายต้นไม้เปลี่ยนกระถางปลูกที่ใหญ่ขึ้น ย้ายตำแหน่งวางกระถางได้รับแสงแดดเพียงพอ ย้ายหลบพายุฝน ตัดแต่งกิ่งให้แตกยอดใหม่ ผู้เรียน 31 คน (ร้อยละ 31.31) แสดงให้เห็นการพรวนดินใส่ปุ๋ย (ปุ๋ยคอก ปุ๋ยเคมี ปุ๋ยเปลือกไข่ ปรับคุณภาพดินด้วยจุลินทรีย์ EM) ผู้เรียน 10 คน (ร้อยละ 10.10) แสดงให้เห็นวิธีแก้ปัญหาศัตรูพืชรบกวน (มด แมลง เพลี้ยแป้ง หอยทาก นก ไก่) เช่น เด็ดใบทิ้ง ฉีดพ่นด้วยน้ำยาล้างจานเจือจาง พริกไทยผงละลายน้ำ น้ำต้มใบสะเดา น้ำส้มควันไม้ ทำตะแกรงกั้น โดยผลการสำรวจบันทึกของผู้เรียนนี้พบว่า ผู้เรียนได้ลงมือค้นคว้าหาข้อมูลการดูแลเอาใจใส่พืชที่ปลูก ทำให้ผู้เรียนได้คิด วิเคราะห์และสอบถามวิธีการแก้ปัญหาร่วมกับผู้อื่นที่มีประสบการณ์ เช่น คนในครอบครัว ผู้ใกล้ชิด ทำให้การทำกิจกรรมเป็นไปได้อย่างดี สอดคล้องกับ สอดคล้องกับแนวคิดของแสงดาว ถิ่นหารวงษ์ (2558) ได้กล่าวว่า การมีส่วนร่วมในชั้นเรียนของผู้เรียนถือเป็นปัจจัยสำคัญที่ทำให้การจัดการเรียนรู้ประสบความสำเร็จ อีกทั้งยังเป็นการสร้างบรรยากาศที่ดีในการจัดการเรียนรู้ การให้ผู้เรียนได้มีส่วนร่วมในการแสดงความคิดเห็น การทำกิจกรรมกลุ่ม การฝึกฝนทักษะ การแสวงหาความรู้ในรูปแบบต่าง ๆ ฝึกการแก้ไขปัญหาและเรียนรู้จากผู้อื่น รวมทั้งกรวรรณ สืบสมและ นพรัตน์ หมีพลัด (2565) ที่ได้ศึกษาผลของการพัฒนากระบวนการจัดการการเรียนรู้ด้วยโครงงานเพื่อส่งเสริมทักษะการวิจัยและความคิดสร้างสรรค์เชิงนวัตกรรมทางคอมพิวเตอร์ของนักศึกษาระดับปริญญาตรี มหาวิทยาลัยราชภัฏนครศรีธรรมราช ที่กล่าวว่า การเน้นให้ผู้เรียนได้ลงมือค้นคว้าหาข้อมูลและปฏิบัติการวิจัยแบบโครงงานด้วยตนเองทำให้ผู้เรียนมีความสนุกสนาน ได้คิด วิเคราะห์และอภิปรายร่วมกับผู้อื่น ทำให้การจัดทำโครงงานเป็นไปด้วยดีจนเป็นที่พอใจของผู้เรียน

3. ความคิดเห็นของผู้เรียนต่อปัญหาและอุปสรรคที่พบจากการทำกิจกรรม จากผู้เรียนทั้งหมด 99 คน พบว่า มีผู้เรียนให้ความคิดเห็นต่อปัญหาและอุปสรรคที่พบจากการเรียนรู้ที่ตรงกันมากที่สุดจำนวน 22 คน (ร้อยละ 22.22) คือ เรื่องขาดความรู้ปัจจัยที่ส่งผลต่อการเจริญเติบโตของพืช เช่น การบำรุงดิน การให้น้ำ ตำแหน่งที่ปลูกควรมีแสงสว่างเพียงพอ และการเสริมธาตุอาหารแก่พืชที่ปลูก รองลงมาคือผู้เรียนจำนวน 19 คน (ร้อยละ 19.19) พบอุปสรรคจากสภาพแวดล้อมที่พักอาศัยไม่มีพื้นที่ในการเพาะปลูกพืช มีแมลงศัตรูพืชรบกวน และผู้เรียนจำนวน 4 คน (ร้อยละ 4.04) พบปัญหาเมล็ดพันธุ์ที่ซื้อหามาเมื่อนำมาเพาะแล้วไม่งอก ต้องทำการเพาะซ้ำ 2-3 รอบหรือต้องเปลี่ยนไปเพาะพืชชนิดอื่น ผู้เรียน 38 คน (ร้อยละ 38.38) ไม่มีปัญหาและอุปสรรคในการทำกิจกรรม และผู้เรียน 16 คน (ร้อยละ 16.16) ไม่ให้ความคิดเห็นต่อปัญหาและอุปสรรคที่พบ (ไม่ตอบแบบสอบถาม) สอดคล้องกับณัฐวุฒิ สกุณี (2559) ที่ได้กล่าวว่า การเรียนรู้โดยใช้กิจกรรมเป็นฐานเป็นการเรียนรู้ที่มุ่งเน้นให้ผู้เรียนมีส่วนร่วมในกระบวนการเรียนรู้ซึ่งเน้นลงมือ

ปฏิบัติ มีความกระตือรือร้น และเกิดการเรียนรู้ การคิด และการสะท้อนคิดจากสิ่งที่ได้ลงมือปฏิบัติ โดยช่วยส่งเสริมให้ผู้เรียนเกิดการเรียนรู้อย่างมีความหมาย ได้รับความรู้ทั้งด้านเนื้อหา ทักษะประสบการณ์ในการทำงาน ช่วยให้เกิดความเข้าใจเนื้อหาอย่างลึกซึ้งและคงทน รู้ข้อผิดพลาดในการเรียนรู้ของตนเอง

ข้อเสนอแนะจากการวิจัย

1. ข้อเสนอแนะเพื่อการพัฒนาการเรียนการสอนครั้งต่อไป ผลสะท้อนที่ได้รับจากผู้เรียนนำไปสู่การวางแผนการสอนเชิญผู้เชี่ยวชาญด้านการเกษตรมาให้ความรู้แก่ผู้เรียนในสองช่วงคือ ช่วงก่อนเริ่มลงมือทำกิจกรรม และช่วงกลางของการทำกิจกรรม โดยในช่วงก่อนเริ่มลงมือทำกิจกรรม ผู้เรียนควรได้รับการปูพื้นฐานในเรื่องการเตรียมดินสำหรับปลูก การคัดเลือกเมล็ดพันธุ์หรือเหง้า การเตรียมเมล็ด การเพาะเมล็ด การบำรุงดูแลพืชในแต่ละระยะ ช่วงกลางของการทำกิจกรรม ผู้เรียนควรได้รับคำแนะนำและช่วยแก้ปัญหาที่พบปัญหาในระหว่างการทำกิจกรรมการเพาะปลูก วิธีการกำจัดศัตรูพืช

2. ควรเน้นย้ำผู้เรียนให้ตระหนักถึงเรื่องการวางแผนการทำงาน การบริหารจัดการความเสี่ยงในการเพาะปลูก เนื่องจากการทำงานที่เกี่ยวข้องกับสิ่งมีชีวิตมีโอกาสที่จะเกิดความผิดพลาดได้ จึงควรวางแผนปลูกเผื่อไว้มากกว่าหนึ่งภาชนะปลูก

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การบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาความรู้ ความเข้าใจและทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐาน ร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน

Academic service-learning and teaching for developing knowledge, understanding, and research skills of mentor-teachers and students by using Research-Based Learning in conjunction with a handbook of Classroom Action Research

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บทคัดย่อ

การวิจัยครั้งนี้เป็นการวิจัยเชิงทดลองเบื้องต้น (Pre - Experimental Research) มีวัตถุประสงค์เพื่อ 1) ศึกษาความรู้ความเข้าใจและทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนโดยเทียบกับเกณฑ์ร้อยละ 70 ของคะแนนเต็ม 2) ศึกษาทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลังได้รับการพัฒนาโดยเทียบกับเกณฑ์ร้อยละ 70 และ 3) ศึกษาความพึงพอใจของครูพี่เลี้ยงและนักศึกษาที่มีต่อการพัฒนาทักษะการทำวิจัยโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน กลุ่มตัวอย่างได้แก่ 1) นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู ที่ลงทะเบียนเรียน วิชา GTP518 การวิจัยและพัฒนานวัตกรรมการเรียนรู้ ภาคเรียนที่ 2 ปีการศึกษา 2565 กำลังฝึกประสบการณ์วิชาชีพครู จำนวน 14 คน 2) ครูพี่เลี้ยงที่สมัครใจเข้าร่วมโครงการบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาทักษะการทำวิจัย จำนวน 14 คน ได้มาโดยเลือกแบบเจาะจง (Purposive sampling) ใช้ระยะเวลา 1 ภาคเรียน (4 เดือน) เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) คู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน 2) แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนด้านความรู้ ตามเนื้อหา ที่ระบุในคำอธิบายรายวิชา 3) แบบประเมินทักษะการทำวิจัย และ 4) แบบสอบถามความพึงพอใจที่มีต่อการจัดการเรียนรู้ โดยใช้การวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการวิจัยในชั้นเรียน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ (%) ค่าเฉลี่ย ($\bar{X}$) และส่วนเบี่ยงเบนมาตรฐาน (S.D.)

ผลการวิจัย พบว่า

1. นักศึกษามีความรู้ความเข้าใจเกี่ยวกับการพัฒนาทักษะการทำวิจัย โดยภาพรวมอยู่ในระดับดีมาก ได้คะแนน ร้อยละ 86 และซึ่งเมื่อเทียบกับเกณฑ์ที่กำหนดร้อยละ 70 พบว่า สูงกว่าเกณฑ์ที่กำหนดร้อยละ 16

2. ทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนหลังได้รับการพัฒนา มีคะแนนเฉลี่ย 53.5 คะแนน คิดเป็นร้อยละ 89.17

3. ครูพี่เลี้ยง มีความพึงพอใจต่อการพัฒนาทักษะการทำวิจัยโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน โดยภาพรวม อยู่ในระดับมากที่สุด ($\bar{X}$ = 4.89, S.D. = .18) ส่วนนักศึกษามีความ พึงพอใจ โดยภาพรวมอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.71, S.D. = .42)

คำสำคัญ : การบริการวิชาการ ทักษะการทำวิจัย การจัดการเรียนรู้แบบวิจัยเป็นฐาน การวิจัยเชิงปฏิบัติการในชั้นเรียน

Abstract

This research is Pre-Experimental Research. The purpose of this research was to 1) Study the knowledge, understanding, and research skills of mentor-teachers and students in the Teacher Profession Graduate Certificate Program by using Research–Based Learning in conjunction with a handbook for conducting Classroom Action Research against the 70% compared to the set criteria, 2) Study the research skills of mentor-teachers and students were developed against the 70 %, and 3) Study the satisfaction of mentor-teachers and students in developing research skills by using Research-Based Learning by using Research-Based Learning in conjunction with a handbook of Classroom Action Research.

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The samples include: 1) 14 Graduate Teacher Certificate Students enrolled in GTP518, Research, and development of Learning Innovation, 2) 14 Mentor-teachers who voluntarily participate in academic service programs with teaching and learning to develop research skills. Obtained by purposive sampling. Lasts 1 semester (4 months). The research instrument was 1) a handbook for conducting Classroom Action Research, 2) an achievement test based on the content specified in the course description, 3) a research skill assessment form, and 4) a satisfaction questionnaire. Statistics used to analyze data namely
Percentage, Mean, and standard deviation

The results were as follows:

1. The students have a very good understanding of their research skills overall, Rated 86 % and 70 % higher than the specified threshold of 16 %

2. The research skills of mentor-teachers and students of the Teacher Professional Graduate Certificate Program by using Research-Based Learning in conjunction with a handbook for conducting Classroom Action Research at a very good level with a score of 53.5 points representing 89.17 % higher than the stipulated threshold.

3. The mentor-teachers were satisfied with the Research-Based Learning in conjunction with a handbook for conducting Classroom Action Research at the highest level ($\bar{x}$ = 4.89, S.D. = .18) and the students are satisfied at the highest level ($\bar{x}$ = 4.71, S.D. = .42)

Keywords: Academic Service-Learning and Teaching, Research skill, Research-Based Learning Classroom Action Research

1.1 ความเป็นมาและความสำคัญของปัญหา

สำนักงานคณะกรรมการการอุดมศึกษา ได้กำหนดมาตรฐานการอุดมศึกษาขึ้นตามประกาศของกระทรวงศึกษาธิการ เรื่อง มาตรฐานการอุดมศึกษา โดยกำหนดมาตรฐานด้านการดำเนินการ ตามภารกิจของสถาบันอุดมศึกษาประกอบด้วยมาตรฐานย่อย 4 ด้าน คือ ด้านการผลิตบัณฑิต ด้านการวิจัย ด้านการให้บริการทางวิชาการแก่สังคม และด้านการทำนุบำรุงศิลปะและวัฒนธรรม จากข้อกำหนดของพระราชบัญญัติดังกล่าว สำนักงานคณะกรรมการการอุดมศึกษา (สกอ.) และ สำนักงานรับรองมาตรฐานและประเมินคุณภาพการศึกษา (สมศ.) ได้นำมากำหนดองค์ประกอบและตัวชี้วัดในการประเมินสถาบัน อุดมศึกษาที่ครอบคลุมพันธกิจทั้ง 4 ด้าน ดังกล่าว (สำนักงานคณะกรรมการการอุดมศึกษา, 2558 : 36) ซึ่งทุกมหาวิทยาลัยต้องดำเนินการให้บรรลุผล และถือเป็นภารกิจหลักของสถาบันอุดมศึกษา โดยแต่ละสถาบันจะให้บริการทางวิชาการแก่ชุมชนท้องถิ่นในรูปแบบต่าง ๆ ตามความถนัดและในด้านที่มีความเชี่ยวชาญ อาจให้เปล่าโดยไม่คิดค่าใช้จ่าย หรืออาจคิดค่าใช้จ่ายตามความเหมาะสม ทั้งนี้การให้บริการทางวิชาการ นอกจากเป็นการทำประโยชน์ให้กับสังคมแล้ว สถาบันยังได้รับประโยชน์ในด้านต่าง ๆ คือเพิ่มพูนความรู้และประสบการณ์ของอาจารย์ซึ่งจะนำมาสู่การพัฒนาหลักสูตรและมีการบูรณาการเพื่อใช้ประโยชน์ทางด้านการจัดการเรียนการสอนและการวิจัย ตลอดจนสร้างเครือข่ายการนิเทศหรือการปฏิบัติงานกับหน่วยงานโรงเรียนหรือหน่วยงานที่เกี่ยวข้อง และแหล่งฝึกประสบการณ์วิชาชีพครูของนักศึกษา ซึ่งเป็นการให้บริการทางวิชาการไปพร้อมกันในเวลาเดียวกัน

นอกจากนี้ผู้วิจัยได้ศึกษาแนวทางการบูรณาการงานวิชาการกับการเรียนการสอนจากเอกสารงานวิจัยที่เกี่ยวข้องต่าง ๆ ของสถาบันการศึกษาระดับอุดมศึกษา พบว่า มีแนวดำเนินการที่มีความหลากหลายตามบริบทของแต่ละมหาวิทยาลัยซึ่งมีความแตกต่างกันในแต่ละท้องถิ่น แต่มีแนวคิดหลักสอดคล้องกัน กล่าวคือ ในการบูรณาการงานวิชาการกับการเรียนการสอนนั้น นอกจากสถาบันอุดมศึกษาได้ทำประโยชน์ให้กับสังคมตามพันธกิจของมหาวิทยาลัยแล้ว ยังได้ข้อมูลป้อนกลับมาพัฒนาและปรับปรุงการจัดการเรียนการสอน รวมทั้งคณาจารย์ได้เพิ่มพูนความรู้ ทักษะและประสบการณ์ซึ่งจะนำไปสู่การพัฒนาหลักสูตร และกระบวนการเรียนการสอนของตนเอง โดยใช้กระบวนการวิจัยในสาขาวิชา ภาควิชาและคณะที่ตนเองสังกัด ทำให้เกิดองค์ความรู้ใหม่อย่างต่อเนื่องและเป็นการต่อยอดความรู้ที่ได้จากการวิจัยไปใช้ประโยชน์ในวงกว้างได้มากยิ่งขึ้น ซึ่งสอดคล้องกับหลักการจัดการศึกษาตามพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 ฉบับปรับปรุง พ.ศ. 2545 และที่แก้ไขเพิ่มเติม (ฉบับที่ 3) พ.ศ. 2553 ในหมวด 4 มาตรา 24 (5) ที่ระบุถึงแนวการจัดการศึกษาไว้ว่า “ส่งเสริมสนับสนุนให้ผู้สอนสามารถจัดบรรยากาศ สภาพแวดล้อม สื่อการเรียน และอำนวยความสะดวกเพื่อให้ผู้เรียนเกิดการเรียนรู้และมีความรอบรู้ รวมทั้งสามารถใช้การวิจัยเป็นส่วนหนึ่งของกระบวนการเรียนรู้ ทั้งนี้ ผู้สอนและผู้เรียนอาจเรียนรู้ไปพร้อมกันจากสื่อการเรียนการสอนและแหล่งวิทยาการประเภทต่าง ๆ” สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2553 : 8)

การบริการวิชาการเป็นหนึ่งในภารกิจหลักของสถาบันอุดมศึกษา สถาบันพึงให้บริการทางวิชาการแก่ชุมชน สังคม และประเทศชาติ ในรูปแบบต่าง ๆ ตามความถนัดและในด้านที่สถาบัน มีความเชี่ยวชาญ การให้บริการทางวิชาการอาจจัดทำขึ้นในรูปแบบการบริการวิชาการแบบให้เปล่า โดยไม่คิดค่าใช้จ่ายหรืออาจคิดค่าใช้จ่ายตามความเหมาะสม โดยมีการให้บริการทั้งหน่วยงานภาครัฐและเอกชน หน่วยงานอิสระ หน่วยงานสาธารณะ ชุมชน และสังคมโดยกว้าง โดยจัดให้มีรูปแบบการให้บริการทางวิชาการที่หลากหลาย มีการบูรณาการเพื่อใช้ประโยชน์ทางด้านการจัดการเรียนการสอนและการวิจัย พัฒนาตำแหน่งทางวิชาการของอาจารย์ สร้างเครือข่ายกับหน่วยงานต่าง ๆ ซึ่งเป็นแหล่งงานของนักศึกษาและเป็นการสร้างรายเของสถาบันจากการให้บริการทางวิชาการด้วย (นฤมล เนตรวิเชียร, 2560) ทั้งนี้ การบริการทางวิชาการแก่สังคมเป็นภารกิจสำคัญของสถาบันอุดมศึกษา ที่สถาบันพึงกำหนดหลักเกณฑ์และขั้นตอนการบริการทางวิชาการอย่างเป็นระบบ เพื่อเป็นกลไก ในการขับเคลื่อนระบบดังกล่าว การให้บริการทางวิชาการต้องมีความเชื่อมโยงกับการจัดการเรียนการสอนและการวิจัย และสามารถบูรณาการงานบริการทางวิชาการแก่สังคมกับการเรียนการสอนและการวิจัยอย่างเป็นรูปธรรม (ฉันทวรรณ เอ้งฉ้วน และประสพชัย พสุนนท์, 2559)

เพื่อให้การดำเนินการให้บรรลุผลตามภารกิจหลักของมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น และการบูรณางานบริการวิชาการกับการเรียนการสอนเป็นระบบ มีความต่อเนื่องยั่งยืน และเป็นประโยชน์ต่อการพัฒนาคุณภาพการศึกษาในวงกว้างสามารถนำผลการวิจัยมาพัฒนาหลักสูตรการเรียนการสอน ตลอดจนหนังสือหรือตำราเรียนที่จะใช้ประกอบการเรียนการสอนในรายวิชา GTP518 การวิจัยและพัฒนานวัตกรรมการเรียนรู้ ให้มีความเหมาะสมตามสภาพความเป็นจริงเท่าทันต่อการเปลี่ยนแปลงของสังคมในยุคใหม่มากยิ่งขึ้นและให้สอดคล้องกับตัวชี้วัดที่กำหนดไว้ในการประกันคุณภาพการศึกษาให้บรรลุผลตามพันธกิจของมหาวิทยาลัยได้อย่างเป็นรูปธรรม ผู้วิจัยจึงสนใจดำเนินการวิจัยเรื่องการบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาความรู้ ความเข้าใจและทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน นี้ขึ้น

1.2 วัตถุประสงค์ของการวิจัย

1.2.1 เพื่อศึกษาความรู้ความเข้าใจและทักษะการทำวิจัยของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนโดยเทียบกับเกณฑ์ร้อยละ 70 ของคะแนนเต็ม

1.2.2 เพื่อศึกษาทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนหลังได้รับการพัฒนาโดยเทียบกับเกณฑ์ร้อยละ 70

1.2.3 เพื่อศึกษาความพึงพอใจของครูพี่เลี้ยงและนักศึกษาที่มีต่อการพัฒนาทักษะการทำวิจัยโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน

1.3 ขอบเขตของการศึกษา

1.3.1 ประชากรและกลุ่มตัวอย่าง

1) ประชากร ได้แก่

1.1) นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู รุ่น 1 วิทยาลัยบัณฑิตศึกษา ด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ที่ลงทะเบียนเรียนในรายวิชา GTP 518 การวิจัยและพัฒนานวัตกรรมการเรียนรู้ ภาคเรียนที่ 2 ปีการศึกษา 2565 จำนวน 148 คน

1.2) ครูพี่เลี้ยงโรงเรียนที่เป็นแหล่งฝึกประสบการณ์วิชาชีพครูของนักศึกษา จำนวน 148 คน

2) กลุ่มตัวอย่าง ได้แก่

2.1) นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู รุ่น 1 วิทยาลัยบัณฑิตศึกษา ด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ที่ลงทะเบียนเรียนในรายวิชา GTP 518 การวิจัยและพัฒนานวัตกรรมการเรียนรู้ ภาคเรียนที่ 2 ปีการศึกษา 2565 ที่สมัครใจเข้าร่วมโครงการการบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาทักษะการทำวิจัย จำนวน 14 คน ได้มาโดยเลือกแบบเจาะจง (Purposive sampling)

2.2) ครูพี่เลี้ยงโรงเรียนที่เป็นแหล่งฝึกประสบการณ์วิชาชีพครูของนักศึกษาที่สมัครใจ เข้าร่วมโครงการการบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาทักษะการทำวิจัย จำนวน 14 คน ได้มาโดยการเลือกแบบเจาะจง (Purposive sampling)

1.3.2 ตัวแปร

1) ตัวแปรต้น ได้แก่

1.1) การจัดการเรียนรู้แบบวิจัยเป็นฐาน

1.2) คู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน

2) ตัวแปรตาม ได้แก่

2.1 ความรู้ความเข้าใจเกี่ยวกับการทำวิจัย

2.2 ทักษะการทำวิจัย

1.3.3 ขอบเขตด้านเนื้อหา ได้แก่

การบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัย เชิงปฏิบัติการในชั้นเรียน

1.3.4 ขอบเขตด้านสถานที่

โรงเรียนที่เป็นแหล่งฝึกประสบการณ์วิชาชีพครูของนักศึกษา และมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

1.3.5 ขอบเขตด้านระยะเวลา

สิงหาคม 2565 ถึง พฤศจิกายน 2565

1.4 นิยามศัพท์เฉพาะ

1.4.1 การบริการวิชาการกับการเรียนการสอน หมายถึง การนำองค์ความรู้ที่นักศึกษาที่ได้เรียน ในรายวิชา GTP 518 การวิจัยและพัฒนานวัตกรรมการเรียนรู้ เกี่ยวกับการทำวิจัยเชิงปฏิบัติการในชั้นเรียน ไปบริการวิชาการเพื่อพัฒนาทักษะการทำวิจัยของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูและครูพี่เลี้ยง โดยใช้คู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน โดยผู้วิจัย ครูพี่เลี้ยงและนักศึกษามีส่วนร่วมในการดำเนินงาน

1.4.2 การจัดการเรียนรู้แบบวิจัยเป็นฐาน หมายถึง การจัดกระบวนการเรียนรู้ที่ให้นักศึกษาได้ลงมือทำวิจัยเชิงปฏิบัติการในชั้นเรียน ซึ่งมีอาจารย์ผู้สอนเป็นผู้แนะนำ และใช้คู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนประกอบ เป็นกิจกรรมที่อาจารย์ผู้สอนและนักศึกษาได้ร่วมกันดำเนินการ

1.4.3 คู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน หมายถึง เอกสารที่จัดทำขึ้นเพื่อนำเสนอกระบวนการที่ผู้วิจัยใช้ในการดำเนินการโครงการบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาทักษะการทำวิจัยและพัฒนานวัตกรรมการเรียนรู้ ประกอบด้วย ตอนที่ 1 บริบทของวิจัยเชิงปฏิบัติการในชั้นเรียน ตอนที่ 2 กระบวนการวิจัยเชิงปฏิบัติการในชั้นเรียน ซึ่งมี 4 ขั้นตอน ดังนี้ 1) ขั้นการวางแผนการทำงาน 2) ขั้นปฏิบัติงาน 3) ขั้นสังเกตการณ์ และ 4) ขั้นสะท้อนการปฏิบัติงานตามโครงการวิจัยร่วมกัน โดยผู้วิจัยเปิดโอกาสให้นักศึกษาและครูพี่เลี้ยง เข้าร่วมโครงการด้วยความสมัครใจ เต็มใจ และร่วมปฏิบัติงานอย่างแข็งขัน ได้แลกเปลี่ยนรู้เรียนรู้จากประสบการณ์ระหว่างกันและกันร่วมกับผู้วิจัย

1.4.4 ทักษะการทำวิจัยและพัฒนานวัตกรรมการเรียนรู้ หมายถึง ผลสัมฤทธิ์ทางการเรียน ด้านกระบวนการทำวิจัยเชิงปฏิบัติการในชั้นเรียนของนักศึกษาที่เกิดขึ้นหลังจากนักศึกษาซึ่งผ่านการเรียนรู้ จากการเรียนในรายวิชา GTP518 การวิจัยและพัฒนานวัตกรรมการเรียนรู้ และได้รับการอบรมโดยการประชุมปฏิบัติการจากผู้วิจัย และพิจารณาจากผลงานวิจัยของครูผู้สอนที่เป็นครูพี่เลี้ยงของนักศึกษารวมทั้งการมีส่วนร่วมในการดำเนินงานร่วมกับผู้วิจัย

1.5 ประโยชน์ที่ได้รับจากการวิจัย

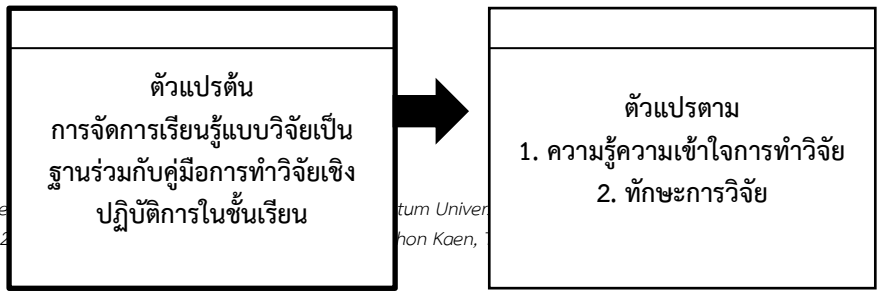
1.5.1 ครูได้แนวทางในการพัฒนาทักษะการทำวิจัยโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนที่เป็นระบบและมีประสิทธิภาพ

1.5.2 นักศึกษานำความรู้ที่ได้จากการพัฒนาทักษะการทำวิจัยโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนไปประยุกต์ใช้ในวิถีการทำงานด้วยกระบวนการ วิจัยเชิงปฏิบัติการและสอดคล้องกับสภาพและบริบทของผู้เรียน

1.5.3 คณาจารย์ได้แนวทางในการจัดกิจกรรมการบริการวิชาการกับการเรียนการสอนที่เป็นระบบและมีประสิทธิภาพ

วิธีดำเนินการวิจัย

การวิจัยครั้งนี้เป็นการวิจัยเชิงทดลองเบื้องต้น (Pre-Experimental research) แบบวัดก่อนและหลังเรียน (one group pretest-posttest design) โดยมีกรอบแนวคิดการวิจัย แสดงในภาพที่ 1



เครื่องมือที่ใช้ในการวิจัย

1. คู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน
2. แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนด้านความรู้
3. แบบประเมินทักษะการทำวิจัย
4. แบบสอบถามความพึงพอใจที่มีต่อการจัดการเรียนรู้โดยใช้การวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการวิจัยในชั้นเรียน

ขั้นตอนและวิธีการเก็บรวบรวมข้อมูล

ผู้วิจัยได้ดำเนินการวิจัยตามขั้นตอนและวิธีการเก็บรวบรวมข้อมูลดังนี้

1. ขั้นเตรียมการ ดำเนินการสร้างและหาคุณภาพเครื่องมือ 1) คู่มือการทำวิจัยเชิงปฏิบัติการ ในชั้นเรียน และศึกษาหลักการ แนวคิดของการจัดการเรียนรู้แบบการวิจัยเป็นฐาน จากนั้นจัดทำเป็นเล่มคู่มือและแผนการจัดการเรียนรู้ (มคอ.3) รายวิชา GTP 518 การวิจัยและพัฒนานวัตกรรมการเรียนรู้ นำเครื่องมือดังกล่าวมาตรวจสอบคุณภาพความเหมาะสมจากผู้เชี่ยวชาญ จำนวน 3 ท่าน ผลการประเมินจากผู้เชี่ยวชาญ พบว่า มีความเหมาะสมอยู่ในระดับดีมาก ($\bar{X}$ = 4.87 S.D. = 0.27) 2) สร้างแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนด้านความรู้ ตามเนื้อหาที่ระบุในคำอธิบายรายวิชา จำนวน 60 ข้อ และนำไปตรวจสอบหาดัชนีความสอดคล้อง (IOC) ของข้อคำถามกับจุดประสงค์การเรียนรู้ จากผู้เชี่ยวชาญจำนวน 3 ท่าน คัดเลือกข้อสอบที่ผ่านเกณฑ์ไว้ จำนวน 55 ข้อ จากนั้นนำไปปรับปรุงแก้ไข แล้วไปทดลองใช้กับนักศึกษาที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน นำมาหาค่าความยากง่าย (p) และค่าอำนาจจำแนก (B-Index) รายข้อ (บุญชม ศรีสะอาด, 2554) พบว่า ข้อคำถามมีค่าความยากง่ายระหว่าง 0.23 – 0.80 และค่าอำนาจจำแนกตั้งแต่ 0.26 ขึ้นไป จำนวน 40 ข้อ ค่าความเชื่อมั่นทั้งฉบับ 0.75 3) สร้างแบบประเมินทักษะการทำวิจัย เป็นแบบมาตรประมาณค่า 5 ระดับ จากนั้นตรวจคุณภาพโดยการหาค่าดัชนีความสอดคล้อง (IOC) ของรายการคำถามกับจุดประสงค์การวิจัยเกี่ยวกับการพัฒนาทักษะการทำวิจัย จากผู้เชี่ยวชาญ จำนวน 3 ท่าน ผลการประเมิน พบว่า ดัชนีความสอดคล้องทั้งฉบับอยู่ในระดับดีมาก (IOC อยู่ระหว่าง 0.67 ถึง 1.00 และ 4) สร้างแบบสอบถามความพึงพอใจที่มีต่อการจัดการเรียนรู้โดยใช้การวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการวิจัยในชั้นเรียน เป็นแบบมาตรประมาณค่า 5 ระดับ จากนั้นตรวจคุณภาพโดยการหาค่าดัชนีความสอดคล้อง (IOC) ของรายการคำถามกับจุดประสงค์การวิจัยเกี่ยวกับการพัฒนาทักษะการทำวิจัย จากผู้เชี่ยวชาญ จำนวน 3 ท่าน ผลการประเมิน พบว่า ดัชนีความสอดคล้องทั้งฉบับอยู่ในระดับดีมาก (IOC=0.98)

2. ขั้นดำเนินการทดลองและเก็บรวบรวมข้อมูล

2.1 สอบถามความต้องการรับบริการ เรื่อง การบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน โรงเรียนเครือข่ายการนิเทศก์ที่ผู้วิจัยรับผิดชอบจำนวน 14 โรงเรียน

2.2 ประชุมชี้แจงการดำเนินงานโครงการการบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาทักษะการทำวิจัยของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน แก่นักศึกษาที่ลงทะเบียนเรียนรายวิชา GTP 518 การวิจัยและพัฒนานวัตกรรมการเรียนรู้ ในสัปดาห์ที่ 1

2.3 ดำเนินการสอนบทเรียนในรายวิชา GTP 518 การวิจัยและพัฒนานวัตกรรมการเรียนรู้ เรื่อง การวิจัยเพื่อพัฒนานวัตกรรมการเรียนรู้โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานบูรณาการเข้าไปในหัวข้อที่เรียนตามคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน

2.4 ทดสอบความรู้ความเข้าใจของนักศึกษาเกี่ยวกับการวิจัยและพัฒนานวัตกรรมการเรียนรู้หลังจากผ่านการเรียนรู้โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการใน ชั้นเรียน โดยใช้แบบทดสอบที่ผู้วิจัยสร้างขึ้น

2.5 ประชุมปฏิบัติการจัดทำวิจัยเชิงปฏิบัติการในชั้นเรียน แก่นักศึกษาที่สมัครใจเข้าร่วมโครงการ ในสัปดาห์ที่ 3 ของการเรียนในรายวิชา GTP 518 การวิจัยและพัฒนานวัตกรรมการเรียนรู้

2.6 วางแผนการดำเนินงานการบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาทักษะการทำวิจัยของครูพี่เลี้ยง และนักศึกษาเพื่อกำหนดตารางการนิเทศร่วมกัน

2.7 ดำเนินการบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาทักษะการทำวิจัยของนักศึกษาที่มีความพร้อมและผ่านการทดสอบความรู้ความเข้าใจเกี่ยวกับการทำวิจัยและพัฒนานวัตกรรมการเรียนรู้ เป็นผู้จัดกิจกรรมตามความสมัครใจโดยกำหนดให้นักศึกษาปฏิบัติกิจกรรมภาคสนามร่วมกับครูพี่เลี้ยงและผู้วิจัย หลังจากนั้นสอบถามความพึงพอใจของครูพี่เลี้ยง และนักศึกษาที่มีต่อการบริการวิชาการกับการเรียนการสอนเพื่อพัฒนาทักษะการทำวิจัย

2.8 ดำเนินการเก็บรวบรวมข้อมูล

3. ขั้นวิเคราะห์ผลการวิจัย

นำข้อมูลวิเคราะห์โดยใช้สถิติพรรณนา ได้แก่ ร้อยละ (%) ค่าเฉลี่ย ($\bar{x}$) และส่วนเบี่ยงเบนมาตรฐาน (S.D.)

4. ขั้นสรุป เขียนรายงานวิจัยฉบับสมบูรณ์ และเผยแพร่

สรุป เขียนรายงายฉบับสมบูรณ์ และนำผลการวิจัยไปขยายผลแก่คณาจารย์ ในวิทยาบัณฑิตศึกษาด้านการจัดการ และนำข้อมูลที่ได้จากการวิจัยมาปรับปรุงและพัฒนาเพิ่มเติมเนื้อหาเกี่ยวกับการพัฒนาทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นบานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนแก่นักศึกษาที่ลงทะเบียนเรียนรายวิชา GTP 518 การวิจัยและพัฒนานวัตกรรมการเรียนรู้ เพื่อนำไปใช้ประกอบการสอนกับนักศึกษารุ่นต่อไป

ผลการวิจัย

1. ผลการศึกษาความรู้ ความเข้าใจของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูเกี่ยวกับการพัฒนาทักษะการทำวิจัย โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการ ในชั้นเรียนโดยเทียบกับเกณฑ์ที่กำหนดไว้ร้อยละ 70 ดังนำเสนอในตาราง 1

ตารางที่ 1 ผลการศึกษาความรู้ ความเข้าใจของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูเกี่ยวกับการพัฒนาทักษะการทำวิจัยและพัฒนานวัตกรรมการเรียนรู้โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน

จำนวน (n)	คะแนนที่กำหนดไว้ (ร้อยละ)	คะแนนที่ได้ (ร้อยละ)	สูงกว่าเกณฑ์ที่กำหนดไว้ (ร้อยละ)
14	70	86	16

จากตาราง 1 แสดงว่านักศึกษามีความรู้ความเข้าใจเกี่ยวกับการพัฒนาทักษะการทำวิจัยและพัฒนานวัตกรรมการเรียนรู้โดยภาพรวมอยู่ในระดับดีมาก ได้คะแนนร้อยละ 86 และซึ่งเมื่อเทียบกับเกณฑ์ที่กำหนดร้อยละ 70 พบว่าสูงกว่าเกณฑ์ที่กำหนดร้อยละ 16

2. ผลศึกษาทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนหลังได้รับการพัฒนาโดยเทียบกับเกณฑ์ที่กำหนดไว้ร้อยละ 70 ดังนำเสนอในตาราง 2

ตารางที่ 2 ผลศึกษาทักษะการทำวิจัยและพัฒนานวัตกรรมการเรียนรู้ของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัย เชิงปฏิบัติการในชั้นเรียนหลังได้รับการพัฒนาโดยเทียบกับเกณฑ์ที่กำหนดไว้ร้อยละ 70

n	การวิเคราะห์ปัญหา (10)		การพัฒนานวัตกรรม (20)		การนำนวัตกรรมไปใช้ (10)		การรายงานและสะท้อนผล (20)		รวม (60)	
	คะแนน	ร้อยละ	คะแนน	ร้อยละ	คะแนน	ร้อยละ	คะแนน	ร้อยละ	คะแนน	ร้อยละ
นักศึกษา (n=14)	7	70	18	90	8	80	17	85	**50**	**83.33**
ครู พี่เลี้ยง	8	80	18	90	10	100	19	95	**57**	**95**

(n=14)										
รวม (n=28)	**7.5**	**70.5**	**18**	**90**	**9**	**90**	**18**	**90**	**53.5**	**89.17**

จากตารางที่ 2 แสดงว่าคะแนนทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนหลังได้รับการพัฒนาโดยภาพรวมมีคะแนนเฉลี่ย 53.5 คะแนน คิดเป็นร้อยละ 89.17 ซึ่งสูงกว่าเกณฑ์ที่กำหนดไว้ร้อยละ 70 และเมื่อพิจารณาในรายทักษะ พบว่า นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูและครูพี่เลี้ยงมีทักษะด้านการพัฒนานวัตกรรม การนำนวัตกรรมไปใช้ และการรายงานและสะท้อนผล มากกว่าด้านการวิเคราะห์ปัญหา

3. ผลศึกษาความพึงพอใจของครูพี่เลี้ยงและนักศึกษาที่มีต่อการพัฒนาทักษะการทำวิจัยโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน ดังนำเสนอในตาราง 3

ตารางที่ 3 ผลศึกษาความพึงพอใจของนักศึกษา และครูพี่เลี้ยงที่มีต่อการพัฒนาทักษะการทำวิจัยและพัฒนานวัตกรรมการเรียนรู้โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน

ลำดับ	**รายการ**	**ระดับความพึงพอใจ**			
		นักศึกษา		**ครูพี่เลี้ยง**	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
ด้านความรู้และประสบการณ์ที่ได้รับ					
1	ได้รับความรู้เกี่ยวกับการพัฒนาทักษะการทำวิจัยและพัฒนานวัตกรรมการเรียนรู้โดยใช้คู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน	4.50	.65	4.71	.47
2	ได้รับความรู้เกี่ยวกับการพัฒนาทักษะการทำวิจัยและพัฒนานวัตกรรมการเรียนรู้ หลากหลาย ลักษณะ/วิธีการ	4.71	.47	4.93	.27
3	สามารถนำความรู้ และประสบการณ์ ที่ได้รับไปใช้ในการจัดทำวิจัยและพัฒนานวัตกรรมการเรียนรู้ในรายวิชาอื่น ๆ	4.50	.76	4.93	.27
4	ได้รับความรู้และประสบการณ์ที่เป็นประโยชน์ต่อตนเองนอกเหนือจากการปฏิบัติงานในหน้าที่ครูผู้สอน	4.93	.27	5.00	.00
5	มีความภาคภูมิใจต่อการมีส่วนร่วมในการพัฒนาวิชาชีพครู	4.71	.47	5.00	.00
เฉลี่ยรายด้าน		**4.67**	**.47**	**4.91**	**.17**
ด้านประโยชน์ที่ได้รับและการนำไปประยุกต์					
6	สามารถนำความรู้และประสบการณ์ที่ได้รับไปประยุกต์ใช้ในการสอนรายวิชาอื่นได้อีก	4.64	.50	4.79	.43
7	การเข้าร่วมกิจกรรมทำให้เรียนรู้การทำงานร่วมกับผู้อื่นและการทำงานเป็นทีม	4.71	.47	5.00	.00
8	การเข้าร่วมกิจกรรมทำให้เกิดความรักและความสามัคคี ในหมู่คณะ	4.64	.50	5.00	.00
9	ได้ใช้ความรู้และประสบการณ์ที่เป็นประโยชน์ถ่ายทอดระหว่างนักศึกษาและครูพี่เลี้ยง	5.00	.00	4.93	.27

ลำดับ	รายการ	ระดับความพึงพอใจ			
		นักศึกษา		ครูพี่เลี้ยง	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.
10	สามารถนำความรู้และประสบการณ์ที่ได้รับไปถ่ายทอดและแลกเปลี่ยนรู้แก่เพื่อนครูในโรงเรียนได้	4.71	.47	4.64	.50
เฉลี่ยรายด้าน		**4.74**	**.37**	**4.87**	**.20**
เฉลี่ยรวม		**4.71**	**.42**	**4.89**	**.18**

จากตาราง 3 แสดงว่า ครูพี่เลี้ยง มีความพึงพอใจต่อการพัฒนาทักษะการทำวิจัยโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน ด้านความรู้และประสบการณ์ได้รับ และด้านประโยชน์และการนำไปประยุกต์ใช้โดยภาพรวม อยู่ในระดับมากที่สุด ($\bar{X}$ = 4.89, S.D. = .18)

เมื่อพิจารณาในรายด้าน พบว่า ด้านความรู้และประสบการณ์ที่ได้รับอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.91, S.D. = .17) รองลงมา ได้แก่ ด้านประโยชน์และการนำไปประยุกต์ใช้ ได้รับ ($\bar{X}$ = 4.87, S.D. = .20) ส่วนนักศึกษามีความพึงพอใจ โดยภาพรวมอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.71, S.D. = .42) เมื่อพิจารณาในรายด้าน พบว่า นักศึกษามีความพึงพอใจต่อด้านประโยชน์และการนำไปประยุกต์ใช้สูงที่สุด ($\bar{X}$ = 4.74, S.D. = .37) รองลงมาคือด้านความรู้และประสบการณ์ที่ได้รับ ($\bar{X}$ = 4.67, S.D. = .47)

นอกเหนือจากการสรุปผลตามวัตถุประสงค์การวิจัยแล้ว ผู้วิจัยยังได้เก็บข้อมูลความคิดเห็นของนักศึกษา และครูพี่เลี้ยงที่มีต่อกิจกรรมการเรียนรู้โดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน โดยผู้วิจัยเก็บรวบรวมจากการสะท้อนผลจากการประชุมกลุ่มชุมชนการเรียนรู้มืออาชีพ (Professional Learning Community: PLC) หลังจากใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน และการฝึกประสบการณ์วิชาชีพครูของนักศึกษาเสร็จสิ้น ข้อมูลที่เก็บรวบรวมได้เป็นหลักฐานเชิงประจักษ์ที่สามารถยืนยันได้ว่า นักศึกษาและครูพี่เลี้ยงส่วนใหญ่พึงพอใจต่อกิจกรรมการเรียนรู้ที่ใช้คู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน ดังเช่นที่ปรากฏในบันทึกว่า

“ได้รู้จักแสวงหาความรู้ด้วยวิธีการของตนเอง จนสามารถนำไปใช้ โดยลงมือปฏิบัติและแก้ไขปัญหาได้”

“ในระหว่างกระบวนการทำงาน อาจจะประสบปัญหาบ้าง แต่กระบวนการสะท้อนผล ทำให้ปัญหาต่าง ๆ คลี่คลาย โดยมีอาจารย์ประจำวิชา/อาจารย์นิเทศก์ และครูพี่เลี้ยง ให้คำแนะนำ และสามารถทำการวิจัยเชิงปฏิบัติการ ในชั้นเรียนในปัญหาที่ต้องการแก้ไข”

อย่างไรก็ตาม ยังมีนักศึกษาและครูพี่เลี้ยงอีกส่วนหนึ่ง ซึ่งเป็นส่วนน้อยที่สะท้อนผล/ความรู้สึกว่ากิจกรรมนี้ เป็นกิจกรรมที่ยาก และทำให้เกิดความกังวลต่อการปฏิบัติกิจกรรมนี้ ดังเช่นที่ปรากฏในบันทึกว่า

“ความในตอนแรก คือ ไม่เข้าใจว่า การวิจัยเป็นอย่างไร เนื่องจากเป็นการทำวิจัยครั้งแรก.....แต่เมื่อใช้คู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน ประกอบกับการได้รับคำแนะนำจากอาจารย์นิเทศก์ ทำให้สามารถทำวิจัยเชิงปฏิบัติการในชั้นเรียได้”

“ค่อนข้างกังวลใจ เนื่องจากเป็นครั้งแรกของการเป็นครูพี่เลี้ยง และกิจกรรมการเรียนรู้โดยใช้วิจัยเป็นฐาน โดยมีคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนเป็นเครื่องมือ.....ถึงแม้ว่าระหว่างที่ทำการวิจัยในชั้นเรียนอาจจะเจอกับปัญหาและอุปสรรคมากมายที่ต้องแก้ไข แต่ด้วยความร่วมมือ ร่วมแรง ร่วมใจของสมาชิก ทำให้สามารถผ่านพ้นปัญหา และพัฒนาคุณภาพผู้เรียนได้”

สรุปผลการวิจัย

1. นักศึกษามีความรู้ความเข้าใจเกี่ยวกับการพัฒนาทักษะการทำวิจัยของนักศึกษา โดยภาพรวมอยู่ในระดับดีมาก ได้คะแนนร้อยละ 86 และซึ่งเมื่อเทียบกับเกณฑ์ที่กำหนดร้อยละ 70 พบว่าสูงกว่าเกณฑ์ที่กำหนดร้อยละ 16

2. ทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนหลังได้รับการพัฒนา โดยภาพรวม มีคะแนนเฉลี่ย 53.5 คะแนน คิดเป็นร้อยละ 89.17

3. ครูพี่เลี้ยง มีความพึงพอใจต่อการพัฒนาทักษะการทำวิจัยโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน ด้านความรู้และประสบการณ์ได้รับ และด้านประโยชน์และการนำไปประยุกต์ใช้โดยภาพรวม อยู่ในระดับมากที่สุด ($\bar{X}$ = 4.89, S.D. = .18) ส่วนนักศึกษามีความ พึงพอใจ โดยภาพรวมอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.71, S.D. = .42)

อภิปรายผล

1. นักศึกษามีความรู้ความเข้าใจเกี่ยวกับการพัฒนาทักษะการทำวิจัย โดยภาพรวมอยู่ในระดับดีมาก โดยได้คะแนนร้อยละ 86 และซึ่งเมื่อเทียบกับเกณฑ์ที่กำหนดร้อยละ 70 พบว่า สูงกว่าเกณฑ์ที่กำหนดร้อยละ 16 ทั้งนี้สืบเนื่องจาก ผู้วิจัยในฐานะอาจารย์ผู้สอนในรายวิชานี้และเป็นอาจารย์นิเทศก์ได้นำแนวคิดของการจัดการเรียนรู้เชิงรุกที่เน้นให้นักศึกษาได้เรียนรู้จากการลงมือปฏิบัติ (Learning by doing) จากสถานการณ์จริง มาผนวกกับแนวคิดการเรียนรู้ด้วยการสร้างความรู้ (Constructivism) มาออกแบบการเรียนรู้ ส่งผลให้นักศึกษาได้รับการพัฒนาทักษะการทำวิจัยและพัฒนานวัตกรรมการเรียนรู้เพิ่มมากขึ้น ผลส่วนนี้สอดคล้องกับหลักการที่ ไพฑูรย์ สินลารัตน์ (2547) ได้นำเสนอว่า การจัดการเรียนการสอนโดยใช้วิจัยเป็นฐาน เป็นการเปลี่ยนแปลงแนวคิดจากการเรียนรู้โดยการฟัง ตอบให้ถูก เป็นให้ถามและหรือหาคำตอบเอง ผู้เรียนได้คิด ค้น แสวงหาและปรับเปลี่ยนบทบาทผู้สอนจากการเป็นผู้ปฏิบัติเป็นผู้จัดการ นอกจากนี้มีความสอดคล้องกับแนวคิดของ ปรียนันท์ สิทธิจินดา (2552) ที่กล่าวไว้ว่า การเรียนรู้แบบใช้วิจัยเป็นฐานช่วยกระตุ้นให้ผู้เรียนสนใจวิชาที่เรียนมากขึ้น ทำให้ผลสัมฤทธิ์ทางการเรียนในวิชานั้นสูงขึ้น เพราะเป็นการเรียนที่ไม่น่าเบื่อ ไม่จำเจ นักศึกษาได้เผยศักยภาพของตนเอง ในการแก้ปัญหาหรือพัฒนาคุณภาพผู้เรียน ตามกระบวนการวิจัยปฏิบัติการในชั้นเรียน จึงทำให้นักศึกษามีความกระตือรือร้นตั้งใจและสนใจหาความรู้เพิ่มด้วยตนเองทั้งจากเอกสารคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน ที่ผู้วิจัยจัดทำขึ้นสำหรับเสริมให้นักศึกษาได้ศึกษาเพิ่มเติมทั้งในและนอกชั้นเรียนจากสื่อออนไลน์ ก่อนออกไปปฏิบัติหน้าทีเป็นผู้สอนภาคสนามที่สถานศึกษา รวมทั้งมีการประชุมชี้แจงให้มีความรู้ความเข้าใจเกี่ยวกับการจัดการพัฒนาทักษะการทำวิจัยและพัฒนานวัตกรรมการเรียนรู้ สอดคล้องกับผลการวิจัยของกมลรัตน์ เทอร์เนอร์ ธัญญวลัย บุญประสิทธิ์ และสุนทรี ภิญโญมิตร (2553) ที่ศึกษาผลการจัดการเรียนการสอนวิชาภาษาอังกฤษ สำหรับนักศึกษาพยาบาล โดยบูรณาการกับโครงการบริการวิชาการ ผลการศึกษาพบว่า ผลสัมฤทธิ์ทางการเรียนของนักศึกษาอยู่ในระดับดี สมรรถนะการใช้ภาษาอังกฤษของนักศึกษาตามการรับรู้ของนักศึกษาก่อนเรียนอยู่ในระดับต่ำและหลังเรียนอยู่ในระดับปานกลาง สำหรับอาจารย์รับรู้สมรรถนะของนักศึกษาในระดับปานกลางทั้งก่อนเรียนและหลังเรียน ค่าเฉลี่ยสมรรถนะการใช้ภาษาอังกฤษ หลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .001 ค่าเฉลี่ยคะแนนความพึงพอใจในการเรียนวิชาภาษาอังกฤษ ของนักศึกษาอยู่ในระดับมาก

2. ทักษะการทำวิจัยของครูพี่เลี้ยงและนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนหลังได้รับการพัฒนาโดยภาพรวม มีคะแนนเฉลี่ย 53.5 คะแนน คิดเป็นร้อยละ 89.17 ที่เป็นเช่นนี้ อาจเนื่องมาจากคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียนมีขั้นตอนการนำเสนอเนื้อหาง่าย ๆ ไม่สับสน ตามขั้นการทำวิจัยเชิงปฏิบัติการในชั้นเรียน โดยเริ่มต้นด้วยภาคทฤษฎี ภาคฝึกปฏิบัติ และนำเสนอตัวอย่างการเขียนรายงานการวิจัย โดยวางลำดับขั้นตอนที่มุ่งเน้นการพัฒนาทักษะการทำวิจัยและพัฒนานวัตกรรม ที่อาศัยแนวปฏิบัติจากคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน ที่ผู้วิจัยเสนอไว้ รวมทั้งผู้วิจัยให้คำแนะนำ ให้คำปรึกษาอย่างใกล้ชิด นอกจากนั้นในขั้นตอนของสะท้อนผลมีการประชุมกลุ่มชุมชนการเรียนรู้มืออาชีพ (Professional Learning Community: PLC) ด้วย จึงทำให้นักศึกษาและครูพี่เลี้ยง มีความมั่นใจในการทำวิจัย เพื่อพัฒนาและแก้ไขปัญหาได้ นอกจากนี้การจัดกิจกรรมการเรียนรู้ที่ใช้การวิจัยเป็นฐานครั้งนี้ เป็นการวิจัยปฏิบัติการใช้ชั้นเรียน (Classroom Action Research)

3. ครูพี่เลี้ยง มีความพึงพอใจต่อการพัฒนาทักษะการทำวิจัยโดยใช้การจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน โดยภาพรวมอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.89, S.D. = .18) ส่วนนักศึกษามีความพึงพอใจ โดยภาพรวมอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.71, S.D. = .42) อาจเป็นเพราะ ผู้วิจัยได้เน้นกระบวนการเรียนรู้ที่ให้นักศึกษาฝึกปฏิบัติด้วยตนเองและการทำงานเป็นทีม ตลอดจนมีบทบาทร่วมกันระหว่างอาจารย์ผู้สอน (ผู้วิจัย) ครูพี่เลี้ยง และนักศึกษา คอยให้คำแนะนำปรึกษาและติดตามผลการปฏิบัติกิจกรรมอย่างต่อเนื่อง ด้วยตระหนักว่าการทำวิจัยในชั้นเรียนเป็นการใช้ความรู้และทักษะที่นักศึกษาจะต้องได้รับการฝึกฝนอย่างถูกต้อง และถูกวิธี โดยผู้วิจัยประยุกต์ใช้ขั้นตอนของกระบวนการวิจัยเชิงปฏิบัติการในชั้นเรียน และดำเนินกิจกรรม 4 ขั้นตอน (P-A-O-R) ของ Kemmis and McTaggart, 1988 : 15) คือ มีการวางแผนการทำงานร่วมกัน (Plan) ปฏิบัติการภาคสนามร่วมกัน (Action) และปฏิบัติการสังเกต (Observation) บันทึกผลการทำงาน และนำผลการปฏิบัติการมาแลกเปลี่ยนเรียนรู้โดยการสะท้อนกลับหลังการปฏิบัติงานร่วมกัน (Reflection) โดยอาศัยกระบวนการชุมชนการเรียนรู้มืออาชีพ และการนำคู่มือการทำวิจัยเชิงปฏิบัติการในชั้นเรียน มาใช้สำหรับกิจกรรมการเรียนรู้แบบวิจัยเป็นฐานจำเป็นอย่างยิ่งที่ครูพี่เลี้ยง และนักศึกษาฝึกประสบการณ์วิชาชีพต้องมีความรู้ความเข้าใจ ความสามารถในการทำวิจัย มีประสบการณ์ในการเป็นโค้ช (coaching) และมีความสามารถในการเป็นพี่เลี้ยง (mentoring) เพื่อให้สามารถนำความรู้ และประสบการณ์ของตนเองมาแลกเปลี่ยนเรียนรู้ร่วมกับอาจารย์นิเทศก์ ตลอดจนให้กำลังใจและให้การสนับสนุนซึ่งกันและกัน ให้สามารถผ่านความยากลำบากและสามารถปฏิบัติกิจกรรมการวิจัยให้สำเร็จไปได้ด้วยดี และการบูรณากระบวนการดังกล่าวควบคู่กับการบริการงานวิชาการกับการเรียนการสอนและการวิจัยไปพร้อมกัน และนำมาปรับปรุงแก้ไขในการปฏิบัติงานการสอนนักศึกษาในรุ่นต่อไป

จึงอาจสรุปได้ว่าการจัดการเรียนรู้แบบวิจัยเป็นฐานร่วมกับคู่มือการทำวิจัยเชิงปฏิบัติในชั้นเรียนการช่วยลดช่องว่างระหว่างการค้นหาความรู้ กับการนำความรู้ไปใช้ในการปฏิบัติงาน เป็นการนำความรู้ มาทดลองใช้ด้วยการปฏิบัติเพื่อแก้ปัญหาในชีวิตจริง นอกจากนี้ยังสามารถสร้างความมั่นใจให้กับนักวิจัยในการนำความรู้ทางวิชาการมาใช้กับความเป็นจริงและรับรู้ถึงประโยชน์และคุณค่าของการใช้กระบวนการวิจัยในการพัฒนาวิชาชีพของตนเอง เป็นการสร้างชุมชนแห่งการเรียนรู้นอกเหนือจากการสะท้อนผลการทำงาน รวมทั้งสร้างทัศนคติที่ดีในการทำงานเป็นทีมที่ก่อให้เกิดการทำงานในเชิงบูรณาการที่มีประสิทธิภาพมากยิ่งขึ้น

ข้อเสนอแนะ

ข้อเสนอแนะจากผลการวิจัย

1. อาจารย์ผู้สอนควรมีการพัฒนาความรู้พื้นฐานด้านการทำวิจัยให้นักศึกษาและครู
2. ควรมีการศึกษากลยุทธ์และแนวทางในการจัดการบริการวิชาการแก่สังคม เพื่อพัฒนาให้มีประสิทธิภาพยิ่งขึ้น
3. ควรศึกษาปัจจัยที่ส่งผลต่อความสำเร็จในให้การบริการวิชาการ

ข้อเสนอแนะในการทาวิจัยครั้งต่อไป

1. ควรมีการศึกษาการใช้รูปแบบการให้บริการวิชาการผ่านระบบสารสนเทศออนไลน์
2. ควรมีการเก็บข้อมูลกับบุคลากรกลุ่มอื่น เช่น บุคลากรคณะอื่น หรือหน่วยงานที่ให้บริการด้านการบริการวิชาการโดยตรง

กิตติกรรมประกาศ

งานวิจัยนี้สำเร็จลุล่วงได้ด้วยความกรุณาของมหาวิทยาลัยศรีปทุม วิทยายาเขตขอนแก่น ที่สนับสนุนงานศึกษาครั้งนี้ ทำให้ผู้วิจัยสามารถทำการวิจัยได้สำเร็จลุล่วงด้วยดี

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ผลการใช้ชุดกิจกรรมนันทนาการในการพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม

The Effects of Using Recreational Activity Package on The Development of Social Interaction In Children with Autism Spectrum

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บทคัดย่อ

การวิจัยเพื่อ 1) สร้างชุดกิจกรรมนันทนาการในการพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมและ 2) เปรียบเทียบผลก่อนและหลังการใช้ชุดกิจกรรมนันทนาการ ต่อปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม กลุ่มเป้าหมายในการวิจัยครั้งนี้คือเด็กที่ได้รับการวินิจฉัยจากแพทย์ว่ามีภาวะออทิซึมสเปกตรัมและมีความบกพร่องด้านปฏิสัมพันธ์ทางสังคม ที่มีอายุอยู่ในช่วง 3-5 ปี จำนวน 5 คน โดยการเลือกแบบเฉพาะเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1) ชุดกิจกรรมนันทนาการในการพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม 2) แบบประเมินปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมก่อนและหลังการใช้ชุดกิจกรรมนันทนาการฯ และ 3) แบบบันทึกพฤติกรรมการร่วมกิจกรรมนันทนาการ การวิจัยนี้ได้ผ่านการรับรองจากคณะกรรมการจริยธรรมการวิจัยในมนุษย์มหาวิทยาลัยขอนแก่น เลขที่ HE653109

ผลการวิจัยพบว่า 1) ผลการพัฒนาชุดกิจกรรมนันทนาการในการพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมได้รับการตรวจสอบจากผู้เชี่ยวชาญจำนวน 3 คน มีค่าดัชนีความสอดคล้องของอยู่ระหว่าง 0.67-1.00 แสดงให้เห็นว่าคุณภาพเครื่องมือมีความน่าเชื่อถือและมีความเหมาะสมอยู่ในระดับมากถึงมากที่สุด ($\bar{x}$ =0.94, S.D.=0.13) และผลการวิจัย 2) เปรียบเทียบผลก่อนและหลังการใช้ชุดกิจกรรมนันทนาการ ต่อปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมมีระดับพัฒนาการมีปฏิสัมพันธ์ทางสังคมมีค่าเฉลี่ยของระดับคะแนนการมีปฏิสัมพันธ์ทางสังคมเพิ่มขึ้นหลังใช้ชุดกิจกรรมนันทนาการเพื่อพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม

คำสำคัญ: การพัฒนาปฏิสัมพันธ์ทางสังคม, เด็กที่มีภาวะออทิซึม ,ชุดกิจกรรมนันทนาการ

Abstract

This research aimed to; develop the package of recreational activities to develop the social interaction skills of children with autism spectrum disorder, and study the comparison of social interaction skills of children with autism spectrum disorder before and after using the package of recreational activities. The sample used was 5 children diagnosed with autism and disabilities in social interaction in the 3-5 age range chosen by the purposive sampling method. The instruments consisted of 1) the package of recreational activities to develop the social interaction skills of children with autism spectrum disorder, 2) the assessment form for social interaction skills of children with autism spectrum disorder before and after using the package, and 3) the behavior observation form for participating in recreational activities. This research was accredited by the Human Research Ethics Committee Khon Kaen University, No. HE 653109.

The findings revealed that: 1) As a consequence of the package of recreational activities to develop the social interaction skills of children with autism spectrum disorder which assessed the quality by 3 specialists, it was found that the Index of Consistency (IOC) was 0.67-1.00, showing that the package's quality was trustworthy and adequate at the highest level ($\bar{x}$ =0.94, S.D.=0.13).2) The package was employed to enhance the social interaction skills of children with autism spectrum disorder, and the comparison of social interaction skills for children with autism spectrum disorder after employing the package was greater.

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บทนำ

ภาวะออทิซึมสเปกตรัม (Autism Spectrum disorder) จัดอยู่ในกลุ่มโรคที่มีความผิดปกติของพัฒนาการและระบบประสาท (Neuro Developmental Disorder) ความผิดปกติที่พบคือ มีความบกพร่องของพัฒนาการทางสังคม การสื่อสาร และการมีพฤติกรรมหรือความสนใจซ้ำๆ อย่างไม่เหมาะสมความผิดปกติของภาวะออทิซึมสเปกตรัมสามารถปรากฏให้เห็นตั้งแต่อายุยังน้อย ซึ่งตามเกณฑ์การวินิจฉัยและสถิติสำหรับความผิดปกติทางจิตลำดับที่ 5 (DSM-5) ได้จัดเกณฑ์การวินิจฉัยสำหรับภาวะออทิซึมสเปกตรัม ระบุความผิดปกติไว้ 2 ประการนั่นคือ ความบกพร่องของพัฒนาการทางสังคมด้านการสื่อสาร (Social Communication)และมีความสนใจหรือแสดงพฤติกรรมซ้ำๆ(Behavior) โดยจะแสดงอาการคือไม่สบตา ไม่ตอบสนองต่อการเรียกชื่อ ไม่ตอบสนองทางอารมณ์ หรือ ตอบสนองทางอารมณ์ที่ไม่เหมาะสมกับสถานการณ์ มักพบว่าแยกตัวอยู่ตามลำพัง ไม่รู้วิธีการเล่นกับเพื่อนหรือวิธีการวางตัวที่เหมาะสมในสังคม (วิฐารณ บุญญสิทธิ, 2559; สุวรรณี พุทธิศรี, 2558; American Psychiatric Association, 2013)

กิจกรรมนันทนาการเป็นทางหนึ่งของการสร้างเสริมการมีคุณภาพชีวิตที่ดีซึ่งนันทนาการเป็นวิถีชีวิตแห่งความสุข เป็นการเลือกสรรกิจกรรมได้อย่างอิสระนำมาซึ่งความพึงพอใจผลที่ได้รับจากนันทนาการคือ พลังแห่งความสุขเป็นการพักผ่อนทางกายและจิตใจ สามารถคลายความเครียดหรือการทำให้สมบูรณ์ดังเดิมของความสามารถในหน้าที่ไม่เหมือนกับการใช้เวลาว่าง นันทนาการประกอบด้วยแนวคิดของการทำให้สมบูรณ์ดังเดิมของความสมบูรณ์ด้านจิตใจจิตวิญญาณและร่างกาย นันทนาการ (Recreation) เป็นศาสตร์วิชาการหนึ่งที่นำ มาจัดเป็นหลักสูตรการเรียนการสอนในสถาบันการศึกษาทุกระดับตั้งแต่ปฐมวัยจนถึงอุดมศึกษาขั้นสูงสุด โดยเป็นวิชาการทางการพัฒนาคุณภาพชีวิตของบุคคลและสังคมได้เป็นอย่างดีดร.โดนัลด์ ซีไวซ์ คอมฟ์ (Conald C. Weiskopt, 1982 อ้างถึงใน คู่มือผู้นำนันทนาการ, 2557) ได้กล่าวถึง ลักษณะของนันทนาการไว้ว่านันทนาการเป็นกิจกรรมที่สมัครใจ (Volunteer) เกิดขึ้นในเวลาว่าง (Leisure Time)ก่อให้เกิดความสนุกสนาน (Enjoyment)นันทนาการเป็นกิจกรรมที่มีการกระทำ (Activities)ก่อให้เกิดวิสัยทัศน์กว้างไกล (Broad in Concept)ช่วยส่งเสริมความสุขสดชื่นเป็นสิ่งที่มีคุณค่าและสร้างสรรค์ (Should be Wholesane and Constructive)เป็นสิ่งที่สังคมยอมรับและต้องการ (Should be Socially Acceptable)เป็นกิจกรรมที่ให้ประโยชน์ทั้งทางด้านร่างกาย จิตใจ และสร้างเสริมคุณธรรม จริยธรรม (Contribute to the Physical Mental and Moral Welfare of the Participant

เด็กที่มีภาวะออทิซึมสเปกตรัมมีช่วงความสนใจที่สั้นกว่าเด็กทั่วไป โดยพบว่า เด็กที่มีภาวะออทิซึมสเปกตรัมมีสมาธิสั้น อยู่ไม่นิ่ง ประมาณร้อยละ 40-60 และมีความบกพร่องทางสติปัญญา ร้อยละ 50-70 การจัดกิจกรรมนันทนาการสำหรับเด็กที่มีภาวะออทิซึมสเปกตรัม จึงควรจัดกิจกรรมเป็นระยะเวลาสั้น ๆ แต่เพิ่มจำนวนกิจกรรมเป็นหลายกิจกรรม หรือรวมเรียกว่า ชุดกิจกรรม (กำโชคเผือกสุวรรณ, 2559; ทวีศักดิ์ สิริรัตน์เรขา, 2560)

ด้วยเหตุผลดังกล่าว ผู้วิจัยมีแนวคิดที่จะใช้ชุดกิจกรรมนันทนาการมา มาช่วยพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมวัย 3 – 5 ปี เนื่องจากช่วงวัยนี้ เป็นวัยที่มีความเหมาะสมสำหรับการพัฒนาทักษะทางสังคมมากที่สุดวิธีการฝึกทักษะทางสังคมง่ายๆ ที่พ่อแม่สามารถช่วยฝึกลูกๆ ได้ คือ การเล่นกับลูก การเล่นในที่นี้ ก็เหมือนการจำลองสถานการณ์เวลาที่เด็กต้องไปอยู่ในกลุ่มเพื่อน การเล่นที่สามารถนำมาใช้ได้อย่างเช่น การเล่นบอร์ดเกม การเล่นการ์ด เกมเศรษฐีบิงโก เก้าอี้ดนตรี หรือแม้กระทั่งการวิ่งเล่นกับลูกอย่างการวิ่งไล่จับ วิ่งแปะแข็ง เป็นต้น เนื่องจากในการเล่นหรือการทำกิจกรรมเหล่านี้ มักมีกฎกติกาของกิจกรรม ซึ่งนอกจากจะได้ฝึกทักษะในการเล่นแล้วยังได้รู้จักวิธีในการเล่นกับคนอื่นด้วย เช่น การผลัดกันเล่น การแพ้ชนะ การแบ่งปัน การเข้าใจและควบคุมอารมณ์ของตนเอง รวมถึงการเลือกใช้วิธีในการแก้ปัญหาต่างๆที่เกิดขึ้นขณะเล่น เป็นต้น ซึ่งพ่อแม่สามารถสังเกตพฤติกรรมของลูกและปรับให้เหมาะสมได้ผ่านการเล่นนั้นๆเพื่อให้เด็กที่มีภาวะออทิซึมสเปกตรัมได้รับการกระตุ้นเตือน และปรับปรุงแก้ไขให้มีปฏิสัมพันธ์ทางสังคมที่ดีขึ้นและสามารถดำรงชีวิตร่วมกับผู้อื่นในสังคมได้อย่างปกติสุข

วัตถุประสงค์ของการวิจัย

1. เพื่อสร้างชุดกิจกรรมนันทนาการ ที่ส่งเสริมปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม
2. เพื่อเปรียบเทียบผลก่อนและหลังการใช้ชุดกิจกรรมนันทนาการ ต่อการพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม

วิธีการดำเนินการ

1. กลุ่มเป้าหมาย

เด็กที่มีภาวะออทิซึมสเปกตรัมซึ่งได้ได้มาโดยวิธีการสุ่มแบบเฉพาะเจาะจง (Purposive Sampling) สามารถสื่อสารด้วยภาษาพูด หรือภาษาท่าทางไม่มีพฤติกรรมรุนแรงต่อตนเองและผู้อื่น ที่เข้ามารับบริการในศูนย์การศึกษาพิเศษ เขตการศึกษา 11 จังหวัดนครราชสีมา จำนวน 5คนโดยมีเกณฑ์การคัดเลือกดังนี้

เกณฑ์คัดเข้า

1. ได้รับการวินิจฉัยจากแพทย์ว่ามีภาวะออทิซึมสเปกตรัมโดยมีเอกสารรับรองความพิการ
2. มีอายุระหว่าง 3-5 ปี
3. ได้รับการวินิจฉัยจากแพทย์ว่ามีความบกพร่องด้านปฏิสัมพันธ์ทางสังคม
4. ผู้ปกครองยินดีให้เด็กเข้าร่วมการวิจัยด้วยความสมัครใจ
5. ไม่มีความพิการอื่นร่วม เช่น บุคคลที่มีความบกพร่องทางการเห็น บุคคลพิการซ้อน เป็นต้น
6. มีความสามารถในการเข้าใจภาษาและสามารถปฏิบัติตามคำสั่งได้

เกณฑ์คัดออก

1. เด็กเข้าร่วมการวิจัยน้อยกว่าร้อยละ 80 ของจำนวนครั้งทั้งหมด
2. ผู้ปกครองขอถอนตัวเด็กในระหว่างการทดลอง

2. ตัวแปรในการวิจัย

ตัวแปรต้น ได้แก่ การจัดการเรียนรู้โดยใช้ชุดกิจกรรมนันทนาการฯ

ตัวแปรตาม ได้แก่ ปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม

3. ระยะเวลาในการวิจัย

ผู้วิจัยได้ใช้ชุดกิจกรรมนันทนาการเพื่อพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมที่มีอายุพัฒนาการระหว่าง 3-5 ปีในศูนย์การศึกษาพิเศษ เขตการศึกษา 11จังหวัดนครราชสีมาดำเนินการระหว่างเดือนสิงหาคมถึง เดือนกันยายน พ.ศ. 2565

4. เครื่องมือที่ใช้ในการวิจัย

ในการดำเนินการวิจัยครั้งนี้ ผู้วิจัยใช้เครื่องมือในการเก็บรวบรวมข้อมูลดังต่อไปนี้

1) ชุดกิจกรรมนันทนาการเพื่อพัฒนาทักษะทางสังคมด้านปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม

2) แบบประเมินปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม

3) แบบบันทึกพฤติกรรมการร่วมกิจกรรมนันทนาการ

5. การสร้างและหาคุณภาพของเครื่องมือ

1) สำรวจและวิเคราะห์สภาพปัญหา

2) ดำเนินการสร้างและพัฒนาเครื่องมือที่ใช้ในการวิจัย

3) นำเครื่องมือที่สร้างขึ้น เสนอต่ออาจารย์ที่ปรึกษาวิจัยเพื่อพิจารณา ตรวจสอบความถูกต้องของเนื้อหา ความเหมาะสม รวมถึงการแนะนำแนวทางให้ข้อเสนอแนะที่ควรปรับปรุงแก้ไขและสามารถนำมาพัฒนาเครื่องมือวิจัยให้สมบูรณมากยิ่งขึ้น

4) นำเครื่องมือที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษา เสนอต่อผู้เชี่ยวชาญจำนวน 3 ท่านเพื่อพิจารณา ตรวจสอบความถูกต้องของเนื้อหา ความเหมาะสมของเนื้อหา รวมถึงการแนะนำแนวทาง และให้ข้อเสนอแนะที่ควรปรับปรุงแก้ไขเพื่อพิจารณาความเที่ยงตรงเชิงเนื้อหา (Content Validity)หรือค่า IOC

5) นำคะแนนที่ได้ มาคำนวณค่า IOC โดยใช้สูตร ดังนี้

$$IOC = \frac{\sum R}{N}$$

เมื่อ IOC คือ ดัชนีความสอดคล้องระหว่างเครื่องมือกับจุดประสงค์

$\sum R$ แทน ผลรวมของคะแนนจากผู้เชี่ยวชาญ

N แทน จำนวนผู้เชี่ยวชาญ

6) คัดเลือกข้อที่มีค่าIOC ระหว่าง 0.0 - 0.5 มาทำการปรับปรุงแก้ไข ตามข้อเสนอแนะของผู้เชี่ยวชาญ แล้วส่งกลับไปตรวจสอบอีกครั้ง เพื่อให้มีค่า IOC เกิน 0.5 หรือมีค่าใกล้เคียง 1.0 มากที่สุดแล้วจัดทำเป็นแบบประเมินฯ ฉบับสมบูรณ์ต่อไป *หมายเหตุ คะแนนเต็มของผลการตรวจสอบความเที่ยงตรงเชิงเนื้อหา มีค่าเท่ากับ 1.0

7) ผู้วิจัยเลือกข้อคำถามในเครื่องมือข้อที่มีค่า IOCสูงกว่า 0.5นำไปทดลองใช้กับกลุ่มตัวอย่าง

6. วิธีดำเนินการทดลองและเก็บรวบรวมข้อมูล

6.1 วิธีดำเนินการเก็บรวบรวมข้อมูล

6.2 ระยะเวลาในการทดลองโดยผู้วิจัยได้ดำเนินการทดลองและเก็บรวบรวมข้อมูล ตั้งแต่วันที่ 3สิงหาคมถึงวันที่ 22 กันยายน2565 รวมทั้งสิ้น 8 สัปดาห์ แบ่งการทดลองและเก็บข้อมูลเป็น 3 ช่วง ดังนี้

ช่วงที่ 1 เก็บข้อมูลก่อนการทดลองใช้กิจกรรมการเล่นแบบสร้างสรรค์ (Pre- test)

ช่วงที่ 2 ดำเนินการทดลองใช้กิจกรรมการเล่นแบบสร้างสรรค์ ได้ดำเนินการตั้งแต่วันที่ วันที่ 10สิงหาคม - 14กันยายน 2565 ในช่วงสัปดาห์ที่ 2–7สัปดาห์ละ 1 วัน (วันพุธในกิจกรรมพุธหรรษา) วันละ 50 นาที รวมทั้งสิ้น 400ชั่วโมง ตามแผนดำเนินกิจกรรมตามชุดกิจกรรมที่กำหนดไว้ คือ เล่นบ่อทราย, ส่งหัวใจให้กัน, ปั้นแป้งโดว์, เล่นอิสระ และต่อบล็อกไม้

ช่วงที่ 3 เก็บข้อมูลหลังการทดลองใช้กิจกรรมการเล่นแบบสร้างสรรค์ (Post- test) ได้ดำเนินการไปเมื่อวันที่ 22 กันยายน2565 เป็นสัปดาห์ที่ 8





ภาพประกอบการเก็บข้อมูลการวิจัย

7. การวิเคราะห์ข้อมูล

ผู้วิจัยใช้สถิติพื้นฐานในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐานและเปรียบเทียบค่าคะแนนเฉลี่ย โดยใช้สถิติ Non-Parametric ประเภท Wilcoxon Matched Pair Sign Rank Testด้วยโปรแกรม SPSS Var.22

สูตรที่ใช้

ร้อยละ (Percentage) โดยใช้สูตร

$$P = \frac{N}{f} \times 100$$

เมื่อ P คือ ร้อยละ

f คือ ตัวเลขที่ต้องการแปลงเป็นร้อยละ

N คือ จำนวนทั้งหมด

6.2 ค่าเฉลี่ย $\bar{x}$ (Mean) โดยใช้สูตร

$$\bar{x} = \frac{\sum x}{N}$$

เมื่อ $\bar{x}$ คือ ค่าเฉลี่ย

$\sum x$ คือ ผลรวมของข้อมูลทั้งหมด

N คือ จำนวนข้อมูลทั้งหมด

ส่วนเบี่ยงเบนมาตรฐาน (S.D. : Standard Deviation) โดยใช้สูตร

$$S.D. = \sqrt{\frac{N\sum x^2 - (\sum x)^2}{N(N-1)}}$$

เมื่อ S.D. คือ ค่าส่วนเบี่ยงเบนมาตรฐาน (S.D.)

N คือ จำนวนนักเรียน

$\sum x^2$ คือ ผลรวมคะแนนแต่ละตัวยกกำลังสอง

$(\sum x)^2$ คือ ผลรวมคะแนนทั้งหมดยกกำลังสอง

สรุปผลการวิจัย

ผลการวิจัยพบว่า 1) ผลการพัฒนาชุดกิจกรรมนันทนาการในการพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมได้รับการตรวจสอบจากผู้เชี่ยวชาญจำนวน 3 คน มีค่าดัชนีความสอดคล้องของอยู่ระหว่าง 0.67-1.00 แสดงให้เห็นว่าคุณภาพเครื่องมือมีความน่าเชื่อถือและมีความเหมาะสมอยู่ในระดับมากถึงมากที่สุด ($\bar{x}$=0.94, S.D.=0.13) และผลการวิจัย 2)

เปรียบเทียบผลก่อนและหลังการใช้ชุดกิจกรรมนันทนาการ ต่อปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมมีระดับพัฒนาการมีปฏิสัมพันธ์ทางสังคมมีค่าเฉลี่ยของระดับคะแนนการมีปฏิสัมพันธ์ทางสังคมเพิ่มขึ้นหลังใช้ชุดกิจกรรมนันทนาการเพื่อพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม

อภิปรายผลการวิจัย

จากการวิจัยสรุปได้ว่า ชุดกิจกรรมนันทนาการ มีความเหมาะสมในการพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม เนื่องจากเด็กที่มีความต้องการพิเศษกลุ่มดังกล่าว มีความบกพร่องด้านปฏิสัมพันธ์ทางสังคม รวมถึงทักษะทางสังคมด้านอื่นๆ (ทวีศักดิ์ สิริรัตน์เรขา, 2565) กิจกรรมนันทนาการ เป็นกิจกรรมที่ทำให้เกิดความสนุกสนานเพลิดเพลินใจ (คู่มือผู้นำนันทนาการ, 2557) เป็นกิจกรรมที่สร้างความสามัคคีหรือการร่วมมือร่วมใจ (เทพประสิทธิ์ กุลธวัชชัย, 2551) เป็นกิจกรรมสำหรับทำร่วมกันเป็นกลุ่ม จึงเป็นกิจกรรมที่เหมาะสมในการพัฒนาการปฏิสัมพันธ์ทางสังคมระหว่างเพื่อนในกลุ่ม ขณะทำกิจกรรมนันทนาการ ซึ่งสอดคล้องกับงานวิจัยของ พนิดา รัตนไพโรจน์ และศิริพรรณ แสนลัง (2554) ที่ได้ทำการศึกษาวิจัย เรื่องผลของการเล่นแบบสร้างสรรค์ที่มีต่อปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมระดับปฐมวัย โดยมีจุดมุ่งหมายเพื่อเปรียบเทียบปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมระดับปฐมวัย ในสถาบันราชานุกูล ก่อนและหลังการเข้าร่วมกิจกรรมการเล่นแบบสร้างสรรค์ โดยมีตัวชี้วัดเดียวกับงานวิจัยนี้ คือ 1)ด้านการมองสบตา 2)ด้านการยิ้มตอบ 3)ด้านการแสดงออกทางสีหน้าต่อผู้อื่น 4)ด้านการใช้สายตาร่วมกับพฤติกรรมอื่นเพื่อสื่อความหมาย แตกต่างกันตรงที่งานวิจัยนี้เป็นการใช้ชุดกิจกรรมนันทนาการเพื่อพัฒนาทักษะทางสังคมด้านปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม โดยชุดกิจกรรม ชุดการเรียนรู้ หรือชุดการสอน เป็นนวัตกรรมทางการศึกษาที่มุ่งส่งเสริมให้ผู้เรียนได้เรียนตามความสามารถ (กุหลาบ หงส์ทอง, 2546) ชุดกิจกรรมการเรียนรู้หรือชุดการเรียนมาจากคำว่า Instructional Package (Marksub, 2012) เป็นสื่อประสมประเภทหนึ่ง ซึ่งมีจุดมุ่งหมายเฉพาะเรื่องที่จะสอนและยังเป็นสื่อประสมที่ได้จากระบบการผลิตและการนำสื่อการสอนที่สอดคล้องกับวิชา หน่วย หัวเรื่องและวัตถุประสงค์ เพื่อช่วยให้การเปลี่ยนแปลงเป็นไปอย่างมีประสิทธิภาพ (ชัยยงค์ พรหมวงศ์, 2523) เป็นรูปแบบของการสื่อสารระหว่างผู้สอนกับผู้เรียนอันมีการกำหนดจุดมุ่งหมายที่แน่ชัด กำหนดเนื้อหาวัสดุและกิจกรรมต่าง ๆ ทั้งผู้สอนและผู้เรียน เพื่อให้เกิดผลบรรลุจุดมุ่งหมายอย่างมีประสิทธิภาพและประสิทธิผล (ชม ภูมิภาค, 2524) การสร้างแบบประเมินปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม และแบบบันทึกพฤติกรรมการร่วมกิจกรรมนันทนาการ จะต้องมีความสอดคล้องกับวัตถุประสงค์ของการประเมินผล และสอดคล้องกับตัวชี้วัดที่กำหนด

1.2 เพื่อเปรียบเทียบผลก่อนและหลังการใช้ชุดกิจกรรมนันทนาการ ต่อการพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม สรุปได้ดังนี้

เด็กคนที่ 1 คะแนน T_1 คะแนนปฏิสัมพันธ์ทางสังคม เด็กที่มีภาวะออทิซึมสเปกตรัมมีคะแนนปฏิสัมพันธ์ทางสังคม อยู่ในระดับต่ำ คะแนน T_2 คะแนนปฏิสัมพันธ์ทางสังคม เด็กที่มีภาวะออทิซึมสเปกตรัมมีคะแนนปฏิสัมพันธ์ทางสังคม มีการพัฒนาอยู่ในระดับดี ในกิจกรรมที่ 1 เล่นบ่อทราย, กิจกรรมที่ 2 ส่งหัวใจให้กัน และ กิจกรรมที่ 4 เล่นอิสระ

เด็กคนที่ 2 คะแนน T_1 คะแนนปฏิสัมพันธ์ทางสังคม เด็กที่มีภาวะออทิซึมสเปกตรัมมีคะแนนปฏิสัมพันธ์ทางสังคม อยู่ในระดับต่ำ คะแนน T_2 คะแนนปฏิสัมพันธ์ทางสังคม เด็กที่มีภาวะออทิซึมสเปกตรัมมีคะแนนปฏิสัมพันธ์ทางสังคม มีการพัฒนาอยู่ในระดับดีมาก

เด็กคนที่ 3 คะแนน T_1 คะแนนปฏิสัมพันธ์ทางสังคม เด็กที่มีภาวะออทิซึมสเปกตรัมมีคะแนนปฏิสัมพันธ์ทางสังคม อยู่ในระดับต่ำมาก คะแนน T_2 คะแนนปฏิสัมพันธ์ทางสังคม เด็กที่มีภาวะออทิซึมสเปกตรัมมีคะแนนปฏิสัมพันธ์ทางสังคม มีการพัฒนาอยู่ในระดับดี

เด็กคนที่ 4 คะแนน T_1 คะแนนปฏิสัมพันธ์ทางสังคม เด็กที่มีภาวะออทิซึมสเปกตรัมมีคะแนนปฏิสัมพันธ์ทางสังคม อยู่ในระดับต่ำมาก คะแนน T_2 คะแนนปฏิสัมพันธ์ทางสังคม เด็กที่มีภาวะออทิซึมสเปกตรัมมีคะแนนปฏิสัมพันธ์ทางสังคม มีการพัฒนาอยู่ในระดับดี

เด็กคนที่ 5 คะแนน T_1 คะแนนปฏิสัมพันธ์ทางสังคม เด็กที่มีภาวะออทิซึมสเปกตรัมมีคะแนนปฏิสัมพันธ์ทางสังคม อยู่ในระดับต่ำมาก คะแนน T_2 คะแนนปฏิสัมพันธ์ทางสังคม เด็กที่มีภาวะออทิซึมสเปกตรัมมีคะแนนปฏิสัมพันธ์ทางสังคม มีการพัฒนาอยู่ในระดับดี

ผลการเปรียบเทียบคะแนนและระดับปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมก่อนและหลังการใช้ชุดกิจกรรมนันทนาการเพื่อพัฒนาปฏิสัมพันธ์ทางสังคม เป็นดังนี้

เด็กคนที่ 1 มีระดับปฏิสัมพันธ์ทางสังคมก่อนการทดลองในระดับต่ำมาก และหลังการทดลองระดับปฏิสัมพันธ์ทางสังคมเพิ่มขึ้นอยู่ในระดับต่ำ

เด็กคนที่ 2 มีระดับปฏิสัมพันธ์ทางสังคมก่อนการทดลองในระดับต่ำ และหลังการทดลองระดับปฏิสัมพันธ์ทางสังคมลดลงอยู่ในระดับต่ำมาก

เด็กคนที่ 3 มีระดับปฏิสัมพันธ์ทางสังคมก่อนการทดลองในระดับปานกลาง และหลังการทดลองระดับปฏิสัมพันธ์ทางสังคมลดลงอยู่ในระดับต่ำ

เด็กคนที่ 4 มีระดับปฏิสัมพันธ์ทางสังคมก่อนการทดลองในระดับต่ำมาก และหลังการทดลองระดับปฏิสัมพันธ์ทางสังคมเพิ่มขึ้นอยู่ในระดับต่ำมาก แต่มีคะแนนมากขึ้น 4 จุด

เด็กคนที่ 5 มีระดับปฏิสัมพันธ์ทางสังคมก่อนการทดลองในระดับต่ำมาก และหลังการทดลองระดับปฏิสัมพันธ์ทางสังคมเพิ่มขึ้นอยู่ในระดับต่ำ

จากข้อมูลดังกล่าวสามารถสรุปได้ว่า การวัดคะแนนปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม ระหว่างการใช้ชุดกิจกรรมนันทนาการฯ ซึ่งประกอบด้วย 5 กิจกรรม ได้แก่ 1)กิจกรรมเล่นบ่อทราย 2)กิจกรรมส่งหัวใจให้กัน 3)กิจกรรมปั้นแป้งโดว์ 4)กิจกรรมเล่นอิสระ 5)กิจกรรมต่อบล็อกไม้ เป็นเวลา 8 สัปดาห์ เด็กที่มีภาวะออทิซึมสเปกตรัมทั้ง 5 คน มีคะแนนปฏิสัมพันธ์ทางสังคม สูงกว่าก่อนใช้ชุดกิจกรรมนันทนาการเพื่อพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม

ซึ่งสอดคล้องกับ ปาริฉัตร พลับพลาทอง และจรรยา ชื่นเกษม (2562) ได้ทำการศึกษาวิจัย เรื่องการพัฒนาทักษะทางสังคมโดยใช้กิจกรรมนันทนาการสำหรับเด็กที่มีความบกพร่องทางสติปัญญาระดับเตรียมความพร้อม ศูนย์การศึกษาพิเศษประจำจังหวัดสิงห์บุรี The Social Skill Development of Children with Intellectual Disabilityat the Pre-School Level of Sing Buri Special Education Centerby Using Recreational Activities การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาการพัฒนาทักษะทางสังคมของเด็กที่มีความบกพร่องทางสติปัญญาระดับเตรียมความพร้อม ศูนย์การศึกษาพิเศษประจำจังหวัดสิงห์บุรี โดยใช้กิจกรรมนันทนาการ 2) เปรียบเทียบการพัฒนาทักษะทางสังคมของเด็กที่มีความบกพร่องทางสติปัญญาระดับเตรียมความพร้อมก่อนเรียนและหลังเรียนที่ใช้กิจกรรมนันทนาการ เป็นการวิจัยเชิงทดลอง กลุ่มตัวอย่างที่ใช้ในการวิจัยคือเด็กที่มีความบกพร่องทางสติปัญญาระดับเตรียมความพร้อมของศูนย์การศึกษาพิเศษประจำจังหวัดสิงห์บุรี ปีการศึกษา 2561 ภาคเรียนที่ 2 โดยใช้วิธีการเลือกแบบเจาะจง จำนวน 5 คน เครื่องมือที่ใช้ในการวิจัยคือแผนการจัดกิจกรรมนันทนาการ และแบบประเมินความสามารถทักษะทางสังคมก่อนเรียน หลังเรียน พบว่า แผนการจัดกิจกรรมนันทนาการมีค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ = 0.98 และแบบประเมินความสามารถทักษะทางสังคมก่อนเรียน-หลังเรียน มีค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ = 0.96 วิเคราะห์ข้อมูลโดยใช้สถิติ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐานและวิธีทดสอบวิลคอกซัน ผลการวิจัยพบว่า 1) ความสามารถทักษะทางสังคมของเด็กที่มีความบกพร่องทางสติปัญญาระดับเตรียมความพร้อม หลังการพัฒนาโดยใช้กิจกรรมนันทนาการ ในภาพรวมอยู่ในระดับดีมาก มีค่าเฉลี่ย 1.59 ค่าส่วนเบี่ยงเบนมาตรฐาน 0.15 ได้แก่ด้านการมีปฏิสัมพันธ์ ด้านการเล่น และด้านการปฏิบัติตนในสังคม ตามลำดับ 2) ความสามารถทักษะทางสังคมของเด็กที่มีความบกพร่องทางสติปัญญาระดับเตรียมความพร้อมหลังเรียนโดยใช้กิจกรรมนันทนาการในภาพรวมสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 กิจกรรมนันทนาการเป็นกิจกรรมที่เด็กมีความคุ้นเคย จึงสามารถดำเนินกิจกรรมได้โดยง่าย และการรวมกิจกรรมเป็นชุดกิจกรรม เป็นไปเพื่อการสอนซ้ำ ย้ำทวน การทำกิจกรรมในชุดกิจกรรมนันทนาการเพื่อพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม มีวัตถุประสงค์เพื่อการสังเกตปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม ที่เกิดขึ้นระหว่างเด็กกับเพื่อน หรือเด็กกับครู ในระหว่างการทำกิจกรรมนันทนาการ เหตุผลที่เลือกใช้ชุดกิจกรรมนันทนาการฯ เป็นเครื่องมือในการสังเกตปฏิสัมพันธ์ทางสังคม เนื่องจากกิจกรรมนันทนาการเป็นกิจกรรมที่เด็กสารมารถทำด้วยความเพลิดเพลิน การแสดงออกของปฏิสัมพันธ์เป็นไปอย่างธรรมชาติ พบว่า กิจกรรมนันทนาการเป็นกิจกรรมที่ทำให้เกิดอารมณ์สนุกสนาน เพลิดเพลิน มีความเครียดน้อย การชี้แนะระหว่างการทำกิจกรรมนันทนาการจึงทำให้เด็กที่มีภาวะออทิซึมสเปกตัมเกิดความเครียดน้อยกว่าการชี้แนะโดยตรง การชี้แนะโดยสอดแทรกในกิจกรรมนันทนาการทำให้เด็กมีความคล้อยตาม และสามารถปฏิบัติตามได้ง่ายการพัฒนาส่วนมากให้ผลเป็นเชิงบวก มีเพียงส่วนน้อยที่ให้ผลตรงกันข้าม อาจมีสาเหตุมากจากความไม่คงเส้นคงวาของการรับรู้ในเด็กที่มีภาวะออทิซึมสเปกตรัม อันมีสาเหตุเนื่องมาจากอารมณ์ ความจดจ่อ สนใจกิจกรรมในวันนั้น ๆ ดังนั้นความสนใจของเล่น หรือเครื่องมือในการทดลอง ที่พัฒนาขึ้นเอง เช่นเดียวกับงานวิจัยของอัจจิมา ศิริพิบูลย์ผล (2552) ได้ทำการศึกษาวิจัย เรื่องทักษะทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมระดับปฐมวัย โดยการการจัดกิจกรรมการเล่นแบบร่วมมือ ซึ่งมีจุดมุ่งหมายเพื่อศึกษาทักษะทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัมระดับปฐมวัย มีการวัดผลก่อนและหลังการจัดประสบการณ์การเล่นแบบร่วมมือ กลุ่มตัวอย่างเป็นเด็กที่มีภาวะ ออทิซึมสเปกตรัมระดับปฐมวัย อายุ 5-6 ปี ที่มารับบริการในคลินิกปรับเปลี่ยนพฤติกรรม ของสถาบันราชานุกูล พ.ศ.2552 ซึ่งได้รับการวินิจฉัยจากจิตแพทย์เด็กว่าอยู่ในกลุ่มภาวะออทิซึมสเปกตรัม (AutismSpectrum) มีความบกพร่องของทักษะทางสังคมโดยมีคะแนนจากแบบทดสอบวุฒิภาวะทางสังคมวายแลนด์ (Vineland Social Maturity Scale) อยู่ระหว่าง 40 - 89 คะแนน (Social Quotient Disability; Moderate to mild Grade) ซึ่งคะแนนทักษะ

สังคมที่ได้นั้น มีค่าน้อยกว่าเกณฑ์ กลุ่มตัวอย่างได้มาโดยการเลือกกลุ่มแบบเจาะจง (Purposive Sampling) จำนวน 10 คน โดยมีเครื่องมือที่ใช้ในการวิจัย 2 อย่าง คือ แผนการสอนกิจกรรมการเล่นแบบร่วมมือของเด็กที่มีภาวะออทิซึมสเปกตรัมระดับปฐมวัย และแบบสังเกตทักษะทางสังคมของของเด็กที่มีภาวะออทิซึมสเปกตรัมระดับปฐมวัย 3 ด้านได้แก่ การมีส่วนร่วม การแบ่งปัน และการปฏิบัติตามข้อตกลงของกลุ่ม การเก็บรวบรวมข้อมูล ในการวิจัยเป็นการวิจัยเชิงทดลอง (Experimental Research)ซึ่งดำเนินการทดลองโดยใช้แบบแผนการวิจัยแบบศึกษากลุ่มเดียววัดก่อน – หลังการทดลอง(One – grouppretest - posttest design) ซึ่งในการทดลองใช้เวลา 8 สัปดาห์สัปดาห์ละ3 วัน คือวันจันทร์ วันอังคารและวันศุกร์ ใช้เวลาวันละ 20 นาที ระหว่างเวลา 13.00 - 13.20 น. โดยมีขั้นตอนดังนี้ 1) สร้างความคุ้นเคยกับเด็กที่เป็นกลุ่มตัวอย่างเป็นระยะเวลา 1 สัปดาห์ เก็บข้อมูลจากการบันทึกแบบสังเกตทักษะทางสังคมก่อนการทดลองที่ผู้วิจัยสร้างขึ้น ทั้งข้อมูลเชิงปริมาณ คือ ระดับทักษะทางสังคมที่ได้จากแบบสังเกตทักษะทางสังคม และข้อมูลเชิงคุณภาพ เช่น ความสนใจในการเข้าสังคม พฤติกรรมที่เด็กแสดงออกโดยมีผู้สังเกต คือผู้วิจัย และผู้ช่วยวิจัยจำนวน 2 คน ในช่วงกิจกรรมการเล่นเสรีจาการจัดประสบการณ์แบบปกติของกลุ่มตัวอย่างจำนวน 10 คนเป็นระยะเวลา 20 นาที 3) ดำเนินการทดลองโดยใช้แผนการจัดกิจกรรมการเล่นแบบร่วมมือสำหรับเด็กที่มีภาวะออทิซึมสเปกตรัมระดับปฐมวัยจำนวน 24 แผน เป็นระยะเวลา 8 สัปดาห์ สัปดาห์ละ 3 วัน วันละ20 นาที 4) เก็บข้อมูลจากการบันทึกแบบสังเกตทักษะทางสังคมหลังการทดลอง (Post-test) ที่ผู้วิจัยสร้างขึ้น เช่นเดียวกับ Pretest 5) นำข้อมูลจาการบันทึกแบบสังเกตทักษะทางสังคมก่อนการทดลองและหลังการทดลองมาวิเคราะห์โดยใช้สถิติ t-test for Dependent ผลการวิจัยพบว่า เด็กที่มีภาวะออทิซึมสเปกตรัมระดับปฐมวัยที่ได้รับการจัดกิจกรรมการเล่นแบบร่วมมือ มีทักษะทางสังคมสูงกว่าก่อนได้รับการจัดกิจกรรมการเล่นแบบร่วมมืออย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทั้งโดยรวมและรายด้านได้แก่ การมีส่วนร่วมในการทำกิจกรรม การแบ่งปัน และต้นการปฏิบัติตามข้อตกลงของกลุ่ม และพบว่าทักษะทางสังคมด้านการมีส่วนร่วมมีการเปลี่ยนแปลงดีขึ้น

ข้อเสนอแนะ

1.ข้อเสนอแนะทั่วไป

1.1 ครูผู้สอนควรยืดหยุ่นหรือปรับเวลาในการปฏิบัติกิจกรรมให้เหมาะสมกับเด็กที่มีภาวะออทิซึม

1.2 ครูผู้สอนควรใช้เทคนิคหรือการจัดกิจกรรมการเรียนการสอนที่หลากหลายกับเด็กที่มีภาวะออทิซึมที่มีความแตกต่างกันและควรมีการให้แรงเสริมในการทำกิจกรรมในบางครั้ง

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรเพิ่มระยะเวลาในการเก็บข้อมูลให้มากขึ้น เพื่อเป็นการขยายผลการศึกษาวิจัยให้ครอบคลุม และเห็นแนวโน้มของการพัฒนาที่ชัดเจนมากยิ่งขึ้นรวมทั้งผลการวิจัยมีค่าความเชื่อมั่นสูงขึ้น

2.2 ควรนำรูปแบบจากผลการใช้ชุดกิจกรรมนันทนาการเพื่อพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม ไปใช้ในการพัฒนาทักษะด้านอื่น ๆ

2.3 ควรนำรูปแบบจากผลการใช้ชุดกิจกรรมนันทนาการเพื่อพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม ไปใช้ในการพัฒนาเด็กที่มีความต้องการจำเป็นพิเศษกลุ่มอื่น

2.4 ควรมีการนำรูปแบบผลการใช้ชุดกิจกรรมนันทนาการเพื่อพัฒนาปฏิสัมพันธ์ทางสังคมของเด็กที่มีภาวะออทิซึมสเปกตรัม ไปปรับใช้ในการจัดกิจกรรมที่บ้าน

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การศึกษาผลสัมฤทธิ์ทางการเรียนและความพึงพอใจ โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม เรื่องลักษณะโครงสร้างผังงานของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช. 1)

The Study of Academic Achievement and Satisfaction on The Structure of The Flowchart Collaborative Using 5e Techniques In Conjunction With A Set Of Skills Training Of Vocational Certificate Students Vocational 1

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) เปรียบเทียบผลสัมฤทธิ์ทางการเรียน เรื่องลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรมระหว่างก่อนเรียนและหลังเรียน 2) เปรียบเทียบผลสัมฤทธิ์ทางการเรียนวิชาหลักการเขียนโปรแกรม เรื่องลักษณะโครงสร้างผังงาน โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม ของ นักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) หลังเรียนเทียบกับเกณฑ์ร้อยละ 80 และ 3) ศึกษาความพึงพอใจของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1)ที่มีต่อการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม กลุ่มตัวอย่างที่ใช้คือนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) ภาคเรียนที่ 2 ปีการศึกษา 2564 วิทยาลัยเทคนิคสุรนารี อำเภอโชคชัย จังหวัดนครราชสีมา ซึ่งได้มาจากการสุ่มตัวอย่างแบบกลุ่ม (Cluster Random Sampling) มีจำนวนนักเรียน 21 คน เครื่องมือในการวิจัยประกอบไปด้วย 1) แผนการจัดการเรียนรู้วิชาหลักการเขียนโปรแกรม เรื่องลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม ที่ผู้วิจัยสร้างขึ้น จำนวน 6 แผน เวลา 3 ชั่งโมง 2) แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนวิชาหลักการเขียนโปรแกรม เรื่องลักษณะโครงสร้างผัง งาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) เป็นแบบปรนัย จำนวน 30 ข้อ ชนิดเลือกตอบ 4 ตัวเลือก 3) แบบประเมินความพึงพอใจ วิชาหลักการเขียนโปรแกรม เรื่องลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) จำนวน 20 ข้อ ผลการวิจัยพบว่า

1) ผลสัมฤทธิ์ทางการเรียน เรื่อง เรื่องลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม หลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ ระดับ .01 ซึ่งเป็นไปตามสมมติฐานข้อที่ 1

2) ผลสัมฤทธิ์ทางการเรียน เรื่อง ลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม หลังเรียนสูงกว่าเกณฑ์ร้อยละ 80 อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ซึ่งเป็นไปตามสมมติฐานข้อที่ 2

3) ความพึงพอใจที่มีต่อการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรมวิชาหลักการเขียนโปรแกรม เรื่องลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) โดยนักเรียนมีความพึงพอใจอยู่ในระดับมาก ($\overline{X}$ = 4.26, S.D. =0.65)

คำสำคัญ : เรียนรู้แบบสืบเสาะหาความรู้ (5E) ชุดกิจกรรม ผลสัมฤทธิ์ทางการเรียน ความพึงพอใจ

Abstract

The objectives of this research were 1) to compare the learning achievement in terms of characteristics flow chart structure of students at the Vocational Certificate level (vocational vocational level 1) by arranging learning by searching for knowledge (5E) together with a series of activities during pre- and after school 2) to compare learning achievements in programming principles. about the nature of the structure of the flowchart By organizing a quest for knowledge (5E) together with a series of activities of vocational certificate students (vocational certificate level 1) after studying compared to 80% criteria 3) to study the satisfaction of vocational certificate

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students. (Vocational Vocational Certificate 1) towards learning management with a search for knowledge (5E) together with a series of activities The sample used was vocational certificate (vocational certificate 1) students in the second semester of the academic year 2021, Suranaree Technical College, Chokchai District, Nakhon Ratchasima Province. which was obtained from Cluster Random Sampling, with 21 students on the nature of the structure of the flowchart of students at the Vocational Certificate level (vocational vocational certificate 1) by organizing a quest for knowledge (5E) together with a series of activities Created by the researcher, 6 plans, 3 hours long. 2) A test to measure learning achievement in programming principles. The structure of the work flow of students at the Vocational Certificate level (vocational certificate level 1) was a multiple-choice format of 30 items with 4 choices of answer type 3) satisfaction assessment form. programming principles on the nature of the structure of the flowchart of students at the vocational certificate level (vocational vocational certificate 1), amounting to 20 items.

1) Learning Achievement on the nature of the flowchart structure of students at the Vocational Certificate level (vocational vocational certificate 1) by organizing a quest for knowledge (5E) together with a series of activities post-study was significantly higher than before at .01 level, which was in accordance with hypothesis 1.

2) academic achievement on the nature of the structure of the flowchart of students at the Vocational Certificate level (vocational certificate 1) by organizing a quest for knowledge (5E) together with a series of activities after school

higher than the 80 percent threshold with statistical significance at the .01 level, which is in accordance with the second hypothesis.

3) Programming Principles Satisfaction Assessment Form on the nature of the structure of the flowchart of vocational certificate students (vocational certificate 1) with high level of satisfaction (($\overline{X}$ = 4.26, S.D. =0.65)
Keywords: Learn with a quest for knowledge (5E) activity series, achievement

บทนำ

ปัจจุบันคอมพิวเตอร์เป็นวัฒนธรรมของโลกสมัยใหม่ซึ่งเป็นสังคมแห่งความรู้ มีบทบาทสำคัญในสังคมโลกปัจจุบันและอนาคตมีความสำคัญยิ่งต่อการพัฒนาประเทศทั้งทางด้านเศรษฐกิจ สังคมและอุตสาหกรรม ในปัจจุบันความก้าวหน้าทางด้านเทคโนโลยีเป็นไปอย่างกว้างขวางและรวดเร็วอีกทั้งยังเป็นเครื่องมือที่ช่วยยกระดับมาตรฐานความเป็นอยู่ของประชาชนให้สูงขึ้น (กระทรวงศึกษาธิการ. 2551: 92) ความรู้ทางด้านคอมพิวเตอร์และเทคโนโลยียังช่วยเพิ่มขีดความสามารถในการพัฒนาเศรษฐกิจสามารถแข่งขันกับนานาประเทศและดำเนินชีวิตอยู่ร่วมกันในสังคมโลกได้อย่างมีความสุข การที่จะสร้างความเข้มแข็งทางด้านเทคโนโลยีนั้น องค์ประกอบที่สำคัญประการหนึ่งคือการจัดการศึกษาเพื่อเตรียมคนให้อยู่ในสังคมเทคโนโลยีเป็นทั้งผู้ผลิตและผู้บริโภคที่มีประสิทธิภาพ (กระทรวงศึกษาธิการ. 2551 : 1) คอมพิวเตอร์ช่วยให้มนุษย์พัฒนาวิธีคิดการคิดที่มีเหตุมีผลคิดอย่างสร้างสรรค์คิดวิเคราะห์จวิจารณ์ มีทักษะสำคัญในการค้นคว้าหาความรู้มีความสามารถในการแก้ปัญหาอย่างมีระบบสามารถตัดสินใจโดยใช้ข้อมูลที่หลากหลายและมีประจักษ์พยานที่ตรวจสอบได้ นอกจากนี้คอมพิวเตอร์ยังเป็นปัจจัยที่มีขั้นสำรวจและค้นหา 3) ขั้นอธิบายและข้อสรุป 4) ขั้นขยายความรู้ และ5) ขั้นประเมิน โดยวิธีการสอน ซึ่งเป็นวิธีการสอนที่อิงทฤษฎีพัฒนาการทางสติปัญญาของเพียเจต์ (Renner, 1984 อ้างถึงใน สราวุฒิ บุญยืน, 2542: 3) ที่ช่วยให้นักเรียนได้เรียนรู้อย่างเป็นธรรมชาติชาติ ส่งเสริมการพัฒนาทักษะกระบวนการคอมพิวเตอร์ความเข้าใจมโนมติทางคอมพิวเตอร์มีความสามารถในการใช้เหตุผลแสวงหาความรู้และสรุปองค์ความรู้ได้ด้วยตนเองการทำงานร่วมกันกลุ่มความสามารถในการสื่อความหมายคอมพิวเตอร์(ดารุณี เชื้อเจ็ดตน, 2540: 102)

เพื่อแก้ปัญหาดังกล่าวข้างต้นได้ ผู้วิจัยจึงศึกษาค้นคว้าเต็มรูปแบบ การจัดการเรียนรู้ที่ให้ผู้เรียนศึกษาด้วยตนเอง กล้าแสดงออก สามารถเชื่อมโยงองค์ความรู้จากเนื้อหาบทเรียนและสามารถสรุปสาระสำคัญที่สามารถนำไปปรับใช้ในชีวิตประจำวันได้ ปัจจุบัน การเรียนจากการศึกษาเอกสารวิจัยที่เกี่ยวข้องผู้วิจัยเห็นว่ารูปแบบการสอนแบบสืบเสาะหาความรู้ ตามแนววงจรการเรียนรู้แบบ 5E (learning cycle) เป็นรูปแบบการสอนที่เน้นผู้เรียนเป็นสำคัญที่ฝึกให้นักเรียนเข้าใจกระบวนการสืบเสาะหาคำตอบรู้จักใช้กระบวนการคิดแก้ปัญหามีส่วนร่วมในกิจกรรมมีความกระฉับกระเฉงกระตือรือร้นในการเรียนรู้อยากรู้อยากเห็น การแสวงหาความรู้ด้วยตนเองโดยการลงมือปฏิบัติจริง และการประยุกต์ใช้ความรู้ด้วยตนเอง ซึ่งจะส่งผลให้นักเรียนมีผลสัมฤทธิ์ทางการเรียนเพิ่มสูงขึ้นและสามารถคิดแก้ปัญหาได้ ซึ่งสอดคล้องกับหลักสูตรประกาศนียบัตรวิชาชีพ (ปวช.) พุทธศักราช 2563 กล่าวไว้ว่า การจัดการคอมพิวเตอร์มุ่งเน้นให้ผู้เรียนมีส่วนร่วมทำกิจกรรมที่หลากหลาย ในการสังเกตสิ่งต่าง ๆ รอบตัวตั้งคำถามหรือปัญหาเกี่ยวกับสิ่งที่จะ

ศึกษาได้พัฒนากระบวนการคิดชั้นสูง มีการคิดวางแผนและลงมือปฏิบัติการสำรวจตรวจสอบด้วยกระบวนการที่หลากหลายจากแหล่งเรียนทั้งสากลและท้องถิ่น คิดและตัดสินใจเลือกข้อมูลที่เป็นประโยชน์ไปใช้ ในการตอบคำถามหรือแก้ปัญหา ซึ่งจะนำไปสู่องค์ความรู้และเกิดการพัฒนาเจตคติทางคอมพิวเตอร์ คุณธรรม และค่านิยมที่ดีต่อคอมพิวเตอร์ โดยครูผู้สอนมีบทบาทในการวางแผนการเรียนรู้ กระตุ้น แนะนำช่วยเหลือให้ผู้เรียนเกิดการเรียนรู้ (กระทรวงศึกษาธิการ, 2544: 5) ครูผู้สอนจำเป็นต้องช่วยเหลือนักเรียนเพื่อให้ผลสัมฤทธิ์สูงขึ้นและมีเจตคติต่อวิชาคอมพิวเตอร์ซึ่งเป็นการจัดกิจกรรม ให้สอดคล้องกับสำนักงานคณะกรรมการการอาชีวศึกษา

วิทยาลัยเทคนิคสุรนารี สังกัดสำนักงานคณะกรรมการการอาชีวศึกษานครราชสีมา เขต 5 เป็นวิทยาลัยที่มีความแตกต่างทางด้านเทคโนโลยี และภาษาที่ใช้ในการสื่อสารเป็นต้น จากความแตกต่างทางด้านเทคโนโลยี ของนักเรียนทำให้นักเรียนมีความรู้ความสามารถ ความสนใจใฝ่รู้ พฤติกรรมในการเรียนที่แตกต่างกัน การจัดการเรียนรู้แผนกวิชาเทคโนโลยีสารสนเทศไม่ประสบผลสำเร็จเท่าที่ควร จะเห็นได้จากผลการทดสอบระดับชาติขั้นพื้นฐาน (V-NET) ปีการศึกษา2563 โดยผลคะแนนในระดับชาติมีคะแนนในระดับจังหวัด 36.77 ระดับสังกัดมีคะแนน 37.13 และ ระดับวิทยาลัยมีคะแนน 30.46 (สถาบันการทดสอบทางการศึกษา 2563) ซึ่งคะแนนของนักเรียนในระดับวิทยาลัยต่ำกว่าทั้งในระดับประเทศและระดับสังกัดอันเนื่องมาจากการจัดการเรียนรู้ที่ไม่น่าสนใจครูนิยมสอนโดยการบรรยายให้นักเรียนอ่านและจดตาม อีกทั้งนักเรียนไม่ค่อยให้ความสนใจในการเรียนไม่มีความกระตือรือร้นไม่กล้าแสดงออกขาดทักษะกระบวนการทางด้านเทคโนโลยี นักเรียนได้เรียนรู้คอมพิวเตอร์จากการศึกษาเอกสารตำราเป็นส่วนใหญ่ไม่ได้เรียนรู้จากการทำกิจกรรมหรือการลงมือปฏิบัติจริงที่สำคัญนักเรียนไม่ยอมรับในความแตกต่างของเพื่อนร่วมชั้นเรียน และจากผลทางการเรียนของแผนกวิชาเทคโนโลยีสารสนเทศพบว่านักเรียนมีผลสัมฤทธิ์ทางการเรียนในรายวิชาหลักการเขียนโปรแกรมต่ำกว่าเกณฑ์ที่กำหนด

จากปัญหาการจัดการศึกษาคอมพิวเตอร์ที่กล่าวมา ผู้วิจัยจึงสนใจศึกษาผลสัมฤทธิ์ทางการเรียนและทักษะกระบวนการทางคอมพิวเตอร์ โดยใช้การจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม เรื่อง ลักษณะโครงสร้างผังงาน สำหรับนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช. .1) ซึ่งผู้วิจัยมีความเห็นว่าเป็นรูปแบบการสอนรูปแบบหนึ่ง ที่จะสามารถส่งเสริมให้นักเรียนได้ค้นคว้าหาความรู้ด้วยตนเองเพื่อพัฒนานาผลสัมฤทธิ์ทางการเรียนคอมพิวเตอร์ที่สูงขึ้น และเป็นทางเลือกหนึ่งสำหรับครูคอมพิวเตอร์ในการจัดการเรียนรู้ในสังคมที่มีความหลากหลายได้อย่างมีประสิทธิภาพ

วัตถุประสงค์ของการวิจัย

1. เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียน เรื่องลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) โดยการจัดเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรมระหว่างก่อนเรียนและหลังเรียน
2. เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนวิชาหลักการเขียนโปรแกรม เรื่องลักษณะโครงสร้างผังงาน โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม ของ นักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) หลังเรียนเทียบกับเกณฑ์ร้อยละ 80
3. เพื่อศึกษาความพึงพอใจของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) ที่มีต่อการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม

สมมติฐานของการวิจัย

1. ผลสัมฤทธิ์ทางการเรียนวิชาหลักการเขียนโปรแกรม เรื่องลักษณะโครงสร้างผังงาน โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) หลังเรียนสูงกว่าก่อนเรียน
2. ผลสัมฤทธิ์ทางการเรียนวิชาหลักการเขียนโปรแกรม เรื่องลักษณะโครงสร้างผังงาน โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม ของ นักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) หลังเรียนสูงกว่าเกณฑ์ร้อยละ 80

ขอบเขตของการวิจัย

1. ประชากรและกลุ่มตัวอย่าง

1.1 ประชากร ที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ นักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) ปีการศึกษา 2564 วิทยาลัยเทคนิคสุรนารี อำเภอโชคชัย จังหวัดนครราชสีมา จำนวน 2 ห้อง รวมนักเรียนทั้งหมด 42 คน

1.2 กลุ่มตัวอย่าง ที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ นักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) ภาคเรียนที่ 2 ปีการศึกษา 2564 วิทยาลัยเทคนิคสุรนารี อำเภอโชคชัย จังหวัดนครราชสีมา ซึ่งได้มาจากการสุ่มตัวอย่างแบบกลุ่ม (Cluster Random Sampling) มีจำนวนนักเรียน 21 คน

2. เนื้อหา

เนื้อหาเรื่องลักษณะโครงสร้างผังงานอยู่ในรายวิชาหลักการเขียนโปรแกรมของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช. 1) ซึ่งสอดคล้องกับหลักสูตรประกาศนียบัตรวิชาชีพ (ปวช.) ซึ่งประกอบไปด้วย 1) ผังงานหรือโฟลว์ชาร์ต 2) การเขียนรหัสเทียม 3) การเขียนโปรแกรมเบื้องต้นด้วยภาษา C# 4) การเขียนโปรแกรมเบื้องต้นด้วยภาษา C# 5) ความรู้พื้นฐานในการเขียนโปรแกรมภาษา C# 6) การเขียนโปรแกรมและวิเคราะห์งาน

3. ตัวแปรที่ศึกษา

3.1 ตัวแปรอิสระ ได้แก่ การจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม

3.2 ตัวแปรตาม ได้แก่

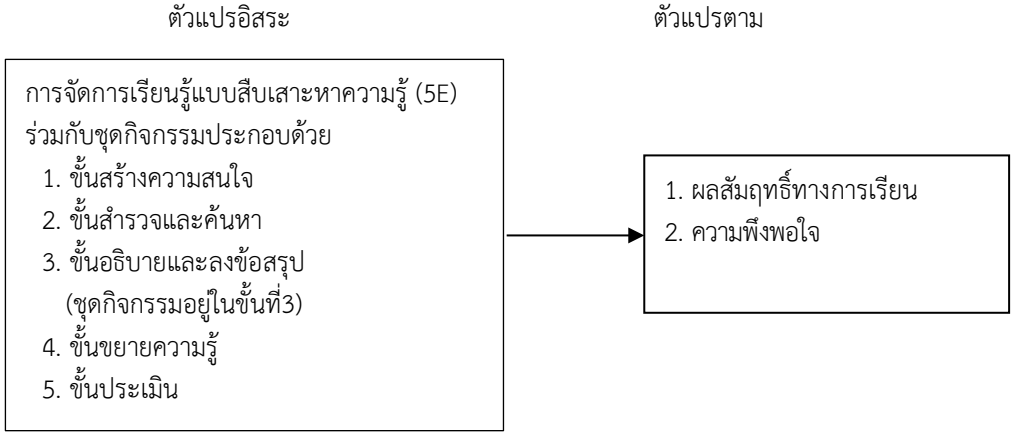
3.2.1 ผลสัมฤทธิ์ทางการเรียนวิชาหลักการเขียนโปรแกรม เรื่องลักษณะโครงสร้างผังงาน

3.2.2 ความพึงพอใจต่อการการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม

4. ระยะเวลา

ระยะเวลาที่ใช้ในการวิจัยครั้งนี้ ดำเนินการในปีการศึกษา 2564 เวลาที่ใช้ในการทดลองตามแผนกระบวนการจัดการเรียนรู้ จำนวน 6 แผน โดยใช้เวลาในภาคเรียนที่ 2 รวม 18 ชั่วโมง

กรอบแนวคิดการวิจัย



วิธีดำเนินการวิจัย

การวิจัยวิจัยครั้งนี้ใช้แบบแผนศึกษากลุ่มเดียววัดก่อนและหลังการทดลอง (The One Group Pretest - Posttest Design)

กลุ่มตัวอย่าง นักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) ภาคเรียนที่ 2 ปีการศึกษา 2564 วิทยาลัยเทคนิคสุรนารี อำเภอโชคชัย จังหวัดนครราชสีมา ซึ่งได้มาจากการสุ่มตัวอย่างแบบกลุ่ม (Cluster Random Sampling) มีจำนวนนักเรียน 21 คน

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลในครั้งนี้ มี 2 ชุด ได้แก่

1) แผนการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) วิชาหลักการเขียนโปรแกรมจำนวน 6 แผน 18 ชั่วโมง

2) ชุดกิจกรรมรายวิชา 20204 – 2004 หลักการเรียนโปรแกรม เรื่อง ลักษณะโครงสร้างผังงาน จำนวน 6 ชุด

3) แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนวิชาหลักการเรียนโปรแกรม เรื่อง ลักษณะโครงสร้างผังงาน ระดับประกาศนียบัตรวิชาชีพ (ปวช. 1) จำนวน 30 ข้อ ชนิด 4 ตัวเลือก คะแนนเต็ม 30 คะแนน

4) แบบสอบถามความพึงพอใจของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) ที่มีต่อการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม จำนวน 20 ข้อ มีลักษณะเป็นแบบมาตรส่วนประมาณค่า (Rating Scale) 5 ระดับ

การหาคุณภาพของเครื่องมือ มีดังนี้

1) การหาคุณภาพของแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนวิชาหลักการเรียนโปรแกรม เรื่อง ลักษณะโครงสร้างผังงาน มีค่า IOC อยู่ระหว่าง 0.60-1.00 หาค่าความยากง่าย (p) และค่าอำนาจจำแนก (r) โดยคัดเลือกข้อที่มีความยากง่ายตั้งแต่ 0.20 - 0.80 และค่าอำนาจจำแนกรายข้อ ตั้งแต่ 0.20 - 1.00 ขึ้นไป ผลปรากฏว่าได้ข้อสอบที่ผ่านเกณฑ์ทั้งหมด 30 ข้อ และคัดเลือกไว้ใช้จำนวนทั้งหมด 30 ข้อ ได้ค่าความยากง่าย (p) อยู่ระหว่าง 0.23 – 0.67 และค่าอำนาจจำแนก (r) อยู่ระหว่าง 0.20 – 0.73

2) การหาคุณภาพของแบบสอบถามความพึงพอใจ ที่มีต่อการจัดการเรียนรู้แบบ 5E และมีค่าความเชื่อมั่น โดยใช้สูตรสัมประสิทธิ์แอลฟา (α) ของ Cronbach ทั้งฉบับเท่ากับ 0.84

การเก็บรวบรวมข้อมูล มีขั้นตอนดังนี้

1) ขออนุญาตผู้อำนวยการวิทยาลัยในการจัดทำวิจัย

2) ชี้แจงกับนักเรียนถึงเรื่องการเปลี่ยนรูปแบบการเรียนการสอนแบบเดิมมาใช้รูปแบบการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม

3) ทำการทดสอบก่อนเรียน (Pretest) โดยใช้แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน เรื่องลักษณะโครงสร้างผังงาน

4) ดำเนินการสอนโดยใช้แผนการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม

5) เมื่อสิ้นสุดตามกำหนดแล้วจึงทดสอบหลังเรียน (Post-test) โดยใช้แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน เรื่องลักษณะโครงสร้างผังงาน

6) ให้นักเรียนประเมินความพึงพอใจต่อการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม

7) นำผลคะแนนจากการตรวจแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน เรื่องลักษณะโครงสร้างผังงาน และแบบสอบถามความพึงพอใจโดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม มาวิเคราะห์ โดยใช้วิธีการทาง สถิตเพื่อทดสอบสมมติฐานต่อไป

การวิเคราะห์ข้อมูลด้วยโปรแกรมสำเร็จรูปทางสถิติ สถิติที่ใช้ในวิเคราะห์ข้อมูล ได้แก่

1) สถิติพื้นฐาน ได้แก่ ร้อยละ (%) ค่าเฉลี่ย ($\bar{X}$) และส่วนเบี่ยงเบนมาตรฐาน ($S.D.$)

2) สถิติที่ใช้ทดสอบสมมติฐาน ได้แก่ สถิติ t-test (Dependent Sample) และสถิติ t-test (One Sample)

ผลการวิจัย

1. ผลสัมฤทธิ์ทางการเรียนหลังเรียน โดยจัดการเรียนรู้แบบแบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม เรื่องลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) สูงกว่า ผลสัมฤทธิ์ทางการเรียนก่อนเรียน อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ดังตารางต่อไปนี้

ตารางที่ 1 แสดงผลการเปรียบเทียบผลสัมฤทธิ์ทางการเรียนหลังเรียนกับก่อนเรียน วิชาหลักการเขียนโปรแกรม เรื่องลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) โดยการจัดการเรียนรู้แบบสืบ เสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม

ผลสัมฤทธิ์ทางการเรียน	คะแนนเต็ม	df	ค่าเฉลี่ยเลขคณิต $\bar{X}$	ส่วนเบี่ยงเบนมาตราฐาน $S.D.$	สถิติ t-test	p-value
ก่อนเรียน	30	20	8.57	0.79	41.12*	.01
หลังเรียน	30		25.43	1.99		

* มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 1 พบว่า ค่าสถิติ t-test เท่ากับ 41.12 ที่ระดับนัยสำคัญทางสถิติ .01 แสดงว่า ผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียน อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 เป็นไปตามสมมติฐานของการวิจัยในข้อที่ 1

2. ผลสัมฤทธิ์ทางการเรียนวิชาหลักการเขียนโปรแกรม เรื่องลักษณะโครงสร้างผังงานโดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม ของ นักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) หลังเรียนสูงกว่าเกณฑ์ร้อยละ 80 อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ดังตารางต่อไปนี้

ตารางที่ 2 แสดงผลการเปรียบเทียบผลสัมฤทธิ์ทางการเรียนหลังเรียนกับเกณฑ์ที่กำหนด

ผลสัมฤทธิ์ทางการเรียน	คะแนนเต็ม	df	เกณฑ์ที่กำหนด	ค่าเฉลี่ยเลขคณิต $\bar{X}$	ส่วนเบี่ยงเบนมาตราฐาน $S.D.$	สถิติ t-test	p-value
หลังเรียน	30	20	24	25.43	1.99	3.29*	.01

* มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 2 พบว่า ค่าสถิติ t-test เท่ากับ 3.29 ที่ระดับนัยสำคัญทางสถิติ .01 แสดงว่า ผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าเกณฑ์ร้อยละ 80 ของคะแนนเต็ม อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 เป็นไปตามสมมติฐานของการวิจัยในข้อที่ 2

3. ความพึงพอใจของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) ที่มีต่อการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม โดยภาพรวม อยู่ในระดับมากและสอดคล้องกัน ($\overline{X}$ = 4.26 , S.D. =0.65) ดังตารางต่อไปนี้

รายการประเมิน	**ระดับความพึงพอใจ**		
	$\overline{X}$	S.D.	`แปลผล
1.คำแนะนำในการเรียนรู้เหมาะสม เข้าใจง่าย	4.17	0.65	มาก
2.บทเรียนมีความน่าสนใจ สอดคล้องกับ เนื้อหาและส่งเสริมการเรียนรู้	4.17	0.70	มาก
3.ลักษณะ ขนาดและสีตัวอักษรที่ใช้มีความเหมาะสมชัดเจน สวยงาม อ่านง่าย	4.17	0.70	มาก
4.การใช้สัญลักษณ์เหมาะสมสามารถเข้าถึงข้อมูลได้ไม่สับสน	4.07	0.52	มาก
5.การจัดองค์ประกอบทางศิลปะในบทเรียนมีความเหมาะสม สะดุดตา น่าสนใจ น่าติดตาม	4.27	0.69	มาก
6.ผู้เรียนได้ศึกษาค้นคว้าเนื้อหาได้ง่ายและตรงตามความต้องการ	4.20	0.66	มาก
7.มีข้อมูลให้ครบถ้วนสำหรับการค้นหาเพิ่มเติม	4.37	0.61	มาก
8.มีกิจกรรมระหว่างเรียนอย่างเหมาะสม	4.33	0.55	มาก
9.ผู้เรียนมีการคิดวิเคราะห์แก้ปัญหาเป็น	4.53	0.68	มากที่สุด

รายการประเมิน	ระดับความพึงพอใจ		
	$\overline{X}$	S.D.	`แปลผล
10.มีเนื้อหาและสารสนเทศที่พอเพียงสำหรับการทำความเข้าใจและการค้นหาคำตอบ	4.27	0.64	มาก
11.เนื้อหามีความกะทัดรัด ชัดเจน เป็นลำดับขั้น ง่ายต่อการทำความเข้าใจ เชื่อมโยงความรู้เดิมกับ ความรู้ใหม่	4.37	0.72	มาก
12.เนื้อหาสอดคล้องกับ วัตถุประสงค์ที่ต้องการนำเสนอ	4.13	0.73	มาก
13.เนื้อหามีความเหมาะสมกับผู้เรียน	4.57	0.50	มากที่สุด
14.แบบทดสอบสอดคล้องกับเนื้อหาและตรงประเด็นกับเนื้อหาที่ศึกษา	4.03	0.72	มาก
15.มีการประเมินผลอย่างยุติธรรม	4.17	0.70	มาก
16.นักเรียนเรียนอย่างมีความสุข	4.40	0.67	มาก
17.มีความตรงต่อเวลา	4.33	0.61	มาก
18.มีความคิดสร้างสรรค์	4.27	0.58	มาก
19.มีความรับผิดชอบ	4.17	0.70	มาก
20.มีระเบียบวินัยและซื่อสัตย์ต่อตนเอง	4.20	0.61	มาก
เฉลี่ยรวม	4.26	0.65	มาก

จากตารางที่ 3 พบว่า ระดับความพึงพอใจของนักเรียนที่มีโดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม เรื่อง ลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) โดยภาพรวมมีระดับความพึงพอใจอยู่ในระดับมาก ($\overline{X}$ = 4.26 , S.D. =0.65) เป็นไปตามสมมติฐานของการวิจัยในข้อที่ 3

อภิปราย

1. ผลสัมฤทธิ์ทางการเรียนเรื่อง ลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) โดยการจัดการเรียนรู้แบบแบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม ส่งผลให้ผลสัมฤทธิ์ทางการเรียนก่อนเรียนมีค่าเฉลี่ยเท่ากับ 8.57 ค่าเบี่ยงเบนมาตรฐานเท่ากับ 0.79 และมีผลสัมฤทธิ์ทางการเรียนหลังเรียนมีค่าเฉลี่ยเท่ากับ 25.43 ค่าเบี่ยงเบนมาตรฐานเท่ากับ 1.99 เมื่อทดสอบความแตกต่างของผลสัมฤทธิ์ทางการเรียนก่อนและหลังเรียนโดยการทดสอบค่าที พบว่าค่า t เท่ากับ 41.12 แสดงว่า นักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) ที่เรียนโดยจัดการเรียนรู้แบบแบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม เรื่อง ลักษณะโครงสร้างผังงาน มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ซึ่งเป็นไปตามสมมติฐานข้อที่ 1 ทั้งนี้อาจเนื่องมาจากนักเรียนได้รับการจัดการเรียนรู้โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม ซึ่งช่วยให้ผู้เรียนได้สร้างองค์ความรู้ ตลอดจนได้มี การไห้นำเสนอผลงานหน้าชั้นเรียนส่งผลให้นักเรียนมีผลสัมฤทธิ์ทางการเรียนดีขึ้น ซึ่งสอดคล้องกับแนวคิดและสอดคล้องกับงานวิจัยของเทพธิดาทิพย์ วงศ์ธรรม (2558) พัฒนาบทเรียนคอมพิวเตอร์ช่วยสอนประกอบแผนการเรียน 5E เรื่องชนิดของคำไทยของนักเรียนชั้นประถมศึกษาปีที่ 4 และผลการเรียนของนักเรียนโดยใช้บทเรียนคอมพิวเตอร์ช่วยสอนประกอบแผนการเรียน 5E เรื่องชนิดของคำไทยของนักเรียนชั้นประถมศึกษาปีที่ 4หลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

2. ผลสัมฤทธิ์ทางการเรียนหลังเรียน เรื่อง ลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) โดยการจัดการเรียนรู้แบบแบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม มีค่าเฉลี่ยเท่ากับ 25.43 ค่าเบี่ยงเบนมาตรฐาน เท่ากับ 1.99 เมื่อทดสอบความแตกต่างของผลสัมฤทธิ์ทางการเรียนหลังเรียนโดยการทดสอบค่าที พบว่า ค่า t เท่ากับ 3.29 แสดงว่า นักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) ที่เรียนโดยการจัดการเรียนรู้แบบแบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม เรื่อง ลักษณะโครงสร้างผังงาน มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าเกณฑ์ร้อยละ 80 อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ซึ่งเป็นไปตามสมมติฐานข้อที่ 2 ทั้งนี้อาจเนื่องมาจากนักเรียนได้รับการจัดการเรียนรู้โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม ซึ่งช่วยให้ผู้เรียนได้สร้างองค์ความรู้ ตลอดจนได้มี การไห้นำเสนอผลงานหน้าชั้นเรียนส่งผลให้นักเรียนมีผลสัมฤทธิ์ทางการเรียนดีขึ้น ซึ่งสอดคล้องกับแนวคิดและสอดคล้องกับงานวิจัยของราชพงศ์ ทองราช (2562) ที่ได้ศึกษาผลสัมฤทธิ์ทางการเรียนวิชา 2204-2007 การเขียนโปรแกรมบนมาตรฐานเปิด โดยใช้กระบวนการสืบเสาะหาความรู้

แบบ 5E ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.) สาขางานคอมพิวเตอร์ธุรกิจ วิทยาลัยอาชีวศึกษาสงขลา พบว่านักเรียน มีผลสัมฤทธิ์ทางการเรียนหลังเรียนเพิ่มขึ้นจากก่อนเรียน อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

3. ความพึงพอใจของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) ที่มีต่อการเรียนรู้โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม เรื่อง ลักษณะโครงสร้างผังงาน ของนักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.1) มีค่าเฉลี่ยเท่ากับ 4.26 ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.65 แสดงว่านักเรียนมีความพึงพอใจอยู่ในระดับมาก ทั้งนี้อาจเนื่องมาจากนักเรียนได้รับการจัดการเรียนรู้โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม ซึ่งช่วยให้ผู้เรียนได้สร้างองค์ความรู้ ตลอดจนได้มีการให้นำเสนอผลงานหน้าชั้นเรียนส่งผลให้นักเรียนมีผลสัมฤทธิ์ทางการเรียนดีขึ้น ซึ่งสอดคล้องกับแนวคิดและสอดคล้องกับงานวิจัย ปวีณวัสสา บำรุงอุดมรัชต (2564) ได้ศึกษาผลการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับบทเรียนออนไลน์โดยใช้ Google Sites เรื่องสมดุลเคมี ของนักเรียนชั้นมัธยมศึกษาปีที่ 5 โดยนักเรียนมีความพึงพอใจต่อการจัดการเรียนรู้แบบสืบเสาะ หาความรู้ (5E) ร่วมกับบทเรียนออนไลน์โดยใช้ Google Sites อยู่ในระดับมาก ($\overline{X}$ = 3.87, S.D. = 0.71)

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำไปใช้

1) การจัดกิจกรรมการเรียนการสอนการโดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรมเรื่อง ครูผู้สอนต้องพยายามกระตุ้นให้นักเรียนได้แสดงความคิดเห็นและเห็นความสำคัญของการทำงานกลุ่มสมาชิกทุกคนในกลุ่มมีความสำคัญต่อกลุ่มเท่าเทียมกันในการที่จะทำให้กลุ่มประสบผลสำเร็จ

2) ในการจัดการเรียนรู้เมื่อแต่ละคนทำแบบทดสอบย่อยเสร็จ ครูต้องแจ้งคะแนนในการพัฒนาตนเอง และอาจมีการเสริมแรงด้วยการมอบรางวัลให้คนที่ได้คะแนนสูงสุด เพื่อเป็นการกระตุ้นให้นักเรียนคนอื่น ๆ อยากได้รางวัลเช่นกัน

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

1) ควรศึกษาผลสัมฤทธิ์ทางการเรียน โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม ในสาระการเรียนรู้แผนกคอมพิวเตอร์ และในระดับชั้นอื่น ๆ

2) ควรศึกษาผลสัมฤทธิ์ทางการเรียน โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม

3) ควรศึกษาผลสัมฤทธิ์ทางการเรียน โดยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) ร่วมกับชุดกิจกรรม ในกลุ่มสาระการเรียนรู้อื่น ๆ เช่น แผนกช่างยนต์ แผนกช่างเชื่อมโลหะ เป็นต้น

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การทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานกับแนวทางการพัฒนาคุณภาพการศึกษาในพื้นที่ภาคตะวันตก

Ordinary National Education Test (O-NET) And Educational Quality Improvement Guidelines in The Western of Thailand

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วรรณวิศา สืบนุสรณ์ คล้ายจำแลง Wanwisa Suebnusorn Klaijumlang[3]

บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ (1) วิเคราะห์ผลคะแนนการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O – NET) ของนักเรียนชั้นประถมศึกษาปีที่ 6 ปีการศึกษา 2562 ของโรงเรียน 3 จังหวัดในภาคตะวันตก คือ ราชบุรี เพชรบุรี และประจวบคีรีขันธ์ (2) ศึกษาแนวทางการพัฒนาคุณภาพการศึกษาอย่างยั่งยืนของสถานศึกษาที่มีผลคะแนนการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O – NET) ที่ดี โดยการวิเคราะห์เปรียบเทียบผลคะแนนสอบรายโรงเรียนแบ่งตามขนาดโรงเรียน และที่ตั้งของโรงเรียน ผลการวิเคราะห์เปรียบเทียบข้อมูลโดยใช้สถิติเชิงพรรณนา ปรากฏผลดังนี้ 1) คะแนน O-NET เฉลี่ยโดยรวมของ 3 จังหวัดภาคตะวันตก พบว่า จังหวัดเพชรบุรีสูงที่สุด (153.04) รองลงมาคือจังหวัดประจวบคีรีขันธ์ (152.81) และจังหวัดราชบุรี (139.06) 2) เมื่อแยกวิเคราะห์คะแนน O-NET โดยพิจารณาตามขนาดของโรงเรียน พบว่า โรงเรียนขนาดใหญ่พิเศษมีคะแนน O-NET เฉลี่ยสูงสุด (206.05) รองลงมาคือโรงเรียนขนาดใหญ่ (191.01) โรงเรียนขนาดกลาง (153.28) และโรงเรียนขนาดเล็ก (144.98) 3) เมื่อแยกวิเคราะห์คะแนน O-NET โดยพิจารณาตามที่ตั้งของโรงเรียน พบว่า จังหวัดเพชรบุรี และราชบุรีมีคะแนน O-NET ระหว่างโรงเรียนที่ตั้งอยู่ในเมืองและนอกเมืองที่แตกต่างกันอย่างเห็นได้ชัด (12.94, 4.55) ยกเว้นจังหวัดประจวบคีรีขันธ์มีคะแนน O-NET แตกต่างกันเพียงเล็กน้อยเท่านั้น (1.18) 4) คะแนน O-NET ของทั้ง 3 จังหวัด (713 โรงเรียน) มาเรียงลำดับกันทั้งหมด พบว่าโรงเรียนที่ได้คะแนน O-NET สูงสุด 3 อันดับแรกเป็นโรงเรียนขนาดกลางและเล็ก ได้แก่ โรงเรียนทุ่งกระโตน (ขนาดกลาง, 249.85) โรงเรียนวัดโพธิ์ลอย (เรือนวงศ์ผดุง) (ขนาดเล็ก, 220.13) และโรงเรียนบางสะพาน (ขนาดกลาง, 218.09) เมื่อศึกษาแนวทางในการพัฒนาคุณภาพการศึกษา โดยการสัมภาษณ์ผู้อำนวยการโรงเรียนที่มีผลคะแนน O-NET สูง 3 อันดับแรก โดยการวิเคราะห์เนื้อหา พบว่า แนวทางในการพัฒนาคุณภาพการศึกษา ได้แก่ การวางแผนการจัดการเรียนการสอน เปิดโอกาสให้ผู้สอนมีส่วนร่วมในการกำหนดแผน มีการจัดการสอนเสริมทั้งนอกและในเวลาราชการ การพัฒนาครูด้านเนื้อหา เทคนิคการสอนและการใช้สื่อเทคโนโลยี ประชุมชี้แจง แจ้งผลคะแนนสอบ O-NET สร้างความตระหนัก และความสำคัญในการสอบ O-NET ให้แก่ผู้เรียน และผู้ปกครอง

คำสำคัญ: การทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O–NET), คะแนน O-NET, คุณภาพทางการศึกษา

Abstract

This mixed methods research has two objectives. First, it analyzes and compares the 2019 Ordinary National Education Test (O-NET) scores of 6th grade students who enroll in schools located in Ratchaburi, Phetchaburi and Prachuap Khiri Khan. Second, the school administrators of the schools ranked the top three of O-Net test performance are interviewed to find out what the schools do to help their students perform well on the test. The tests scores were compared by size and location.

There are three main findings. First, on average, the O-NET score of schools in Phetchaburi (153.04) is higher than that of Prachuap Khiri Khan (152.81) and Ratchaburi (139.06). When analyzing the O-NET score by school size, the research finds that larger schools tend to do better than smaller school across the provinces. Urban schools in Phetchaburi and Ratchaburi perform on the test better than their rural counterparts. Out of 731 schools

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[3] อาจารย์ประจำหลักสูตรศึกษาศาสตร์มหาบัณฑิต สาขาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยเกษตรศาสตร์

in the three provinces, the top 3 schools in terms of O-NET scores are either medium or small sized schools. They are Thung Kraton (medium size), Wat Pho Loi (small size), Bang Saphan (medium size) with the test scores of 249.85, 220.13 and 218.09, respectively. With in-depth interviews, the school principals provide reasons why their students do well on the test. They report that their schools have a well-designed teaching and learning plan. Their teachers use the test results as a guideline to improve their teaching and class activities. Their teachers also spend extra time during office hours and on holidays to prepare their students for the O-NET tests, focusing particularly on the subjects and sections they do not do well. In sum, the O-NET test scores can be a useful benchmark assessment tool for curriculum and instructional planning purposes.
Keywords: Ordinary National Education Test, O-Net Score, Quality of Education

บทนำ

พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และฉบับแก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 กำหนดให้การจัดการศึกษาต้องเป็นไปเพื่อพัฒนาคุณภาพคนไทยให้เป็นมนุษย์ที่สมบูรณ์ทั้งทางร่างกาย จิตใจ สติปัญญา ความรู้และคุณธรรม มีจริยธรรมและวัฒนธรรมในการดำรงชีวิต สามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข โดยยึดหลักเอกภาพด้านนโยบาย มีความหลากหลายในการปฏิบัติ และมีกำหนดมาตรฐานการศึกษาที่ได้มาตรฐานไปสู่ระดับชาติ ดังนั้นจึงได้มีการจัดตั้งสถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน) ขึ้น เพื่อบริหารจัดการและดำเนินการเกี่ยวกับการศึกษา วิจัย พัฒนา และให้บริการทางการประเมินผลทางการศึกษาและทดสอบความรู้และความคิดรวบยอดของนักเรียนชั้นประถมศึกษาปีที่ 6 ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

การพิจารณาคุณภาพการจัดการศึกษาของไทยนั้น ตัวบ่งชี้ที่แสดงให้เห็นถึงความก้าวหน้า จุดอ่อน และประเด็นที่ต้องให้ความสำคัญในการจัดการศึกษาของไทยเพื่อนำไปสู่ความยั่งยืนนั้น ได้แก่ แนวโน้มการเข้าถึงการศึกษาที่ดีขึ้น ความเหลื่อมล้ำทางการศึกษา ความไม่เท่าเทียมทางการศึกษาของแต่ละพื้นที่ (เทวธิดา ขันคามโภชก์ และคณะ. 2563) ข้อมูลเชิงประจักษ์ที่เห็นได้ชัดเจนในเรื่องคุณภาพการศึกษา ได้แก่ การพิจารณาระดับคะแนนเฉลี่ย O-NET ของนักเรียนที่มีคะแนนต่ำกว่าร้อยละ 50 สอดคล้องกับการศึกษาจากหลายๆแหล่ง ในช่วงปี 2554- 2560 พบว่า หลังปี 2553 คะแนนสอบ O-NET มีแนวโน้มลดลง และมีความแตกต่างกันของคะแนนสอบระหว่างโรงเรียนสูงขึ้น คล้ายๆ กันกับผลการทดสอบ PISA คะแนนของนักเรียนลดลง ช่องว่างผลการทดสอบระหว่างนักเรียนในชนบทกับนักเรียนในเมืองกว้างขึ้น และเมื่อดูความเหลื่อมล้ำในการจัดสรรทรัพยากรทางการศึกษาในประเทศไทยเปรียบเทียบกับกลุ่มประเทศในองค์การเพื่อความร่วมมือและการพัฒนาทางเศรษฐกิจ (OECD) และกลุ่มประเทศในภูมิภาคเอเชียตะวันออกและแปซิฟิก (EAP) แสดงให้เห็นว่าโรงเรียนในประเทศไทยประสบปัญหาขาดแคลนอุปกรณ์การเรียนการสอน (เช่น คอมพิวเตอร์ สื่อการเรียนการสอน หนังสือในห้องสมุด) มากกว่าโรงเรียนในกลุ่มประเทศ OECD และ EAP อีกทั้งยังมีความเหลื่อมล้ำอยู่ในระดับสูง และข้อมูลการสำรวจโรงเรียนในสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (สพฐ.) ปี 2553 สะท้อนให้เห็นชัดว่า ปัญหาการขาดแคลนเป็นปัญหาเรื้อรังที่มีความรุนแรง ร้อยละ 56 ของห้องเรียนในโรงเรียนประถมมีจำนวนครูเฉลี่ยต่ำกว่า 1 คนต่อห้องเรียน ซึ่งหมายความว่า โรงเรียนประถมส่วนใหญ่นั้นมีครูไม่ครบชั้นและครู 1 คนต้องรับภาระการสอนในหลายชั้นและหลายวิชา ซึ่งส่งผลในทางลบต่อคุณภาพการศึกษา

ผลจากการทบทวนเอกสารข้างต้นทำให้เห็นว่าประเทศไทยกำลังประสบปัญหาความเหลื่อมล้ำทางการศึกษา โดยพิจารณาผลคะแนน O-NET ที่มีความแตกต่างระหว่างโรงเรียนในเมืองกับโรงเรียนในชนบท โรงเรียนขนาดเล็กที่ขาดแคลนครู อุปกรณ์ในการจัดการเรียนการสอน ซึ่งส่งผลกระทบต่อคุณภาพทางการศึกษา และยิ่งทวีความรุนแรงมากขึ้นจากสถานการณ์การแพร่ระบาดของเชื้อไวรัสโควิด 19 ที่ผ่านมา ส่งผลให้คุณภาพการศึกษาของไทยต่ำลง แต่การศึกษาผลคะแนน O-NET ที่ผ่านมาส่วนใหญ่เป็นการศึกษาในภาพรวมระดับประเทศ ไม่ได้สะท้อนถึงเป้าหมายที่เฉพาะเจาะจงไปยังระดับภูมิภาค จังหวัด หรือสถานศึกษาได้ มีความเป็นไปได้ว่าถ้าพิจารณาผลคะแนนสอบออกเป็นภูมิภาคหรือจังหวัด อาจจะได้ข้อมูลที่เฉพาะเจาะจงลงรายละเอียดได้มากขึ้น ทั้งนี้ผู้วิจัยจึงได้เลือกวิเคราะห์เฉพาะข้อมูลผลการทดสอบ O-NET ของนักเรียนชั้นประถมศึกษาปี ที่ 6 ที่ตั้งอยู่ใน 3 จังหวัดของภาคตะวันตกที่มีลักษณะทางภูมิศาสตร์และเศรษฐกิจคล้ายคลึงกัน ได้แก่ ราชบุรี เพชรบุรี และประจวบคีรีขันธ์ เพื่อพิสูจน์สมมุติฐานที่ว่า 1) โรงเรียนที่ตั้งอยู่ในพื้นที่ภูมิภาคเดียวกันควรจะมีผลสัมฤทธิ์ทางการศึกษาที่ไม่แตกต่างกัน หรือ 2) ผลคะแนนสอบของโรงเรียนที่มีขนาดใหญ่จะสูงกว่าโรงเรียนที่มีขนาดเล็ก และ 3) ผลคะแนนสอบของโรงเรียนที่ตั้งอยู่ในเขตเมืองจะมีคะแนนสูงกว่าโรงเรียนที่ตั้งอยู่นอกเมือง ผลการวิเคราะห์ดังกล่าวจะให้สารสนเทศเกี่ยวกับความเหลื่อมล้ำทางการศึกษาอันเนื่องมาจากจังหวัดที่โรงเรียนเหล่านั้นตั้งอยู่ ขนาดโรงเรียน

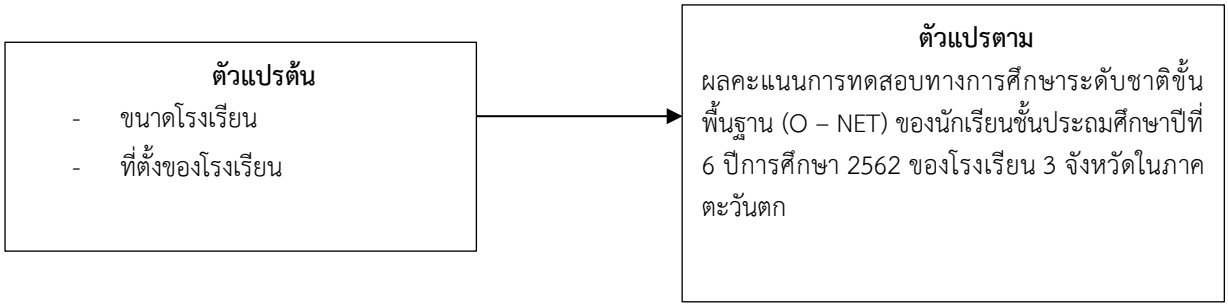
และที่ตั้งของโรงเรียน ซึ่งจะเป็นประโยชน์อย่างมากสำหรับกำหนดนโยบายในการส่งเสริมและยกระดับคุณภาพการศึกษาอย่างยั่งยืนในแต่ละพื้นที่ต่อไป

วัตถุประสงค์การวิจัย

1. วิเคราะห์ผลคะแนนการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O – NET) ของนักเรียนชั้นประถมศึกษาปีที่ 6 ปีการศึกษา 2562 ของโรงเรียนใน 3 จังหวัดภาคตะวันตก คือ ราชบุรี เพชรบุรี และประจวบคีรีขันธ์ โดยการเปรียบเทียบผลคะแนนสอบของโรงเรียนแบ่งตามขนาดโรงเรียน และแบ่งตามที่ตั้งของโรงเรียน

2. เพื่อศึกษาแนวทางการพัฒนาคุณภาพการศึกษาอย่างยั่งยืนของสถานศึกษาที่มีผลคะแนนการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O – NET) ที่ดี

กรอบแนวคิด



ระเบียบวิธีการวิจัย

ประชากร

ประชากร คือ โรงเรียนที่มีผลการทดสอบ O-NET ปีการศึกษา 2562 ของนักเรียนชั้นประถมศึกษาปีที่ 6 ในจังหวัดราชบุรี เพชรบุรี และประจวบคีรีขันธ์ จำนวน 731 โรงเรียน ภายใต้สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (สพฐ.)

วิธีการเก็บข้อมูล

เครื่องมือที่ใช้ในการเก็บข้อมูลในครั้งนี้ ประกอบด้วย ข้อมูลทุติยภูมิ ได้แก่ ผลการทดสอบ O-NET ปีการศึกษา 2562 ของนักเรียนชั้นประถมศึกษาปีที่ 6 จากฐานข้อมูลของสำนักงานเลขาธิการสภาการศึกษา และผู้วิจัยทำการสัมภาษณ์ผู้อำนวยการโรงเรียนที่มีผลคะแนน O-NET สูงที่สุด 3 อันดับแรกของ 3 จังหวัดในภาคตะวันตก เพื่อเก็บข้อมูลและนำข้อมูลมาวิเคราะห์เนื้อหา (content analysis)

การวิเคราะห์ข้อมูล

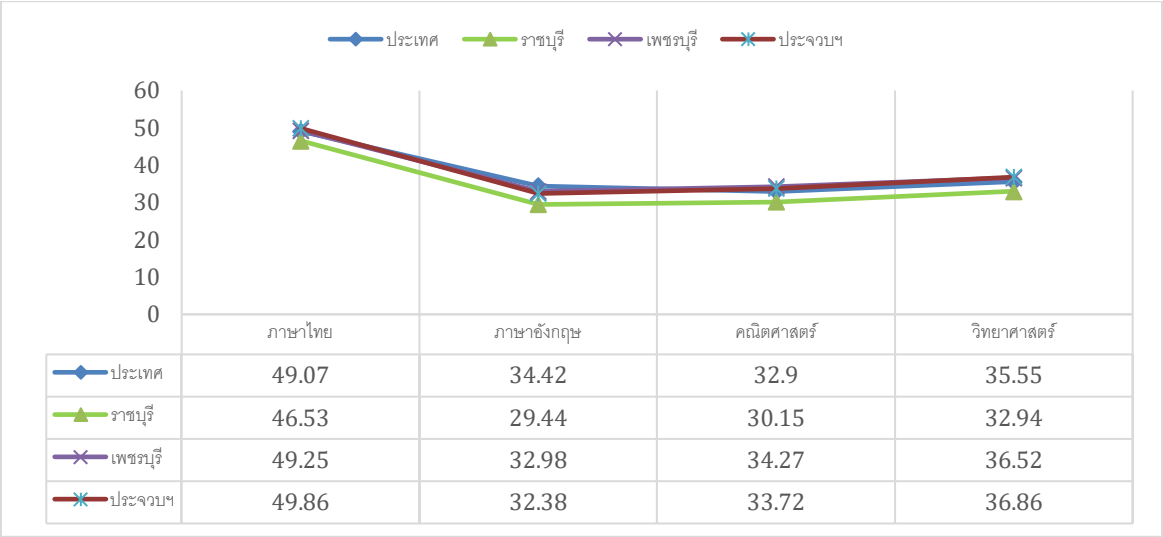
การวิเคราะห์ข้อมูลในการวิจัยครั้งนี้ประกอบด้วย การวิเคราะห์ค่าเฉลี่ย การเปรียบเทียบความแตกต่างของค่าเฉลี่ยระหว่างสถานศึกษาที่มีขนาด และที่ตั้งต่างกัน นำข้อมูลที่ได้มาวิเคราะห์ผ่านกราฟเปรียบเทียบคะแนนการทดสอบทางการศึกษาระดับชาติ (O-NET)

ผลการศึกษาและอภิปรายผล

ผลการวิจัยเชิงปริมาณ

1. การวิเคราะห์ผลการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O – NET) ของนักเรียนชั้นประถมศึกษาปีที่ 6 ปีการศึกษา 2562 ของโรงเรียนใน 3 จังหวัดภาคตะวันตก คือ ราชบุรี เพชรบุรี และประจวบคีรีขันธ์

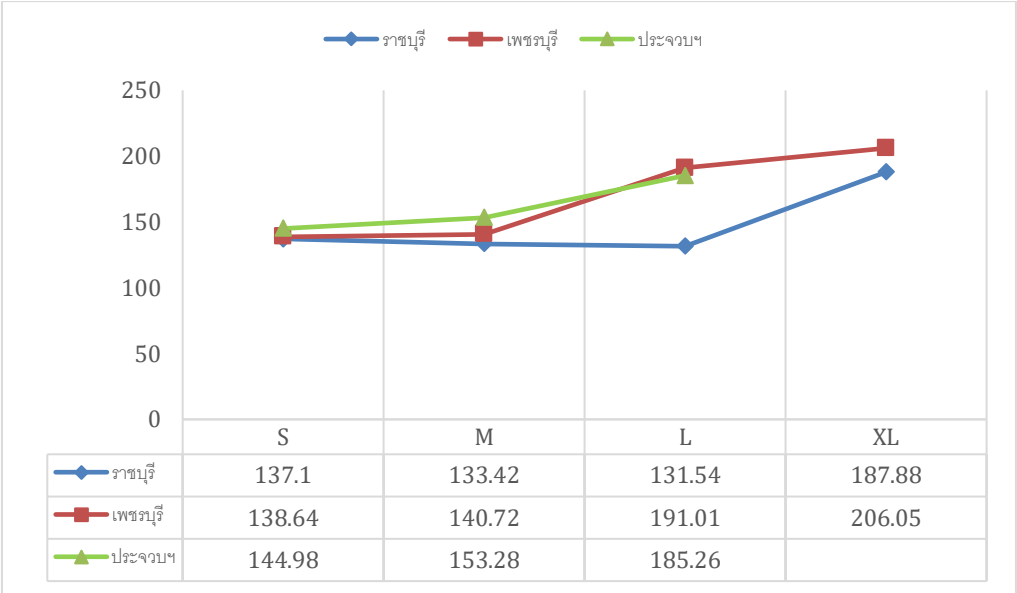
แผนภาพที่ 1 แสดงการเปรียบเทียบผลคะแนน O-NET แต่ละรายวิชาของ 3 จังหวัดภาคตะวันตก ได้แก่ จังหวัดเพชรบุรี จังหวัดราชบุรี และจังหวัดประจวบคีรีขันธ์ เปรียบเทียบกับระดับประเทศ พบว่า จังหวัดเพชรบุรี และจังหวัดประจวบคีรีขันธ์มีคะแนน O-NET ในรายวิชาภาษาไทย คณิตศาสตร์ และวิทยาศาสตร์สูงกว่าระดับประเทศ และจังหวัดราชบุรีมีคะแนน O-NET ต่ำกว่าระดับประเทศในทุกรายวิชา



	ภาษาไทย	ภาษาอังกฤษ	คณิตศาสตร์	วิทยาศาสตร์
ประเทศ	49.07	34.42	32.9	35.55
ราชบุรี	46.53	29.44	30.15	32.94
เพชรบุรี	49.25	32.98	34.27	36.52
ประจวบฯ	49.86	32.38	33.72	36.86

แผนภาพที่ 1 เปรียบเทียบผลคะแนน O-NET คำนวณโดยผู้วิจัย

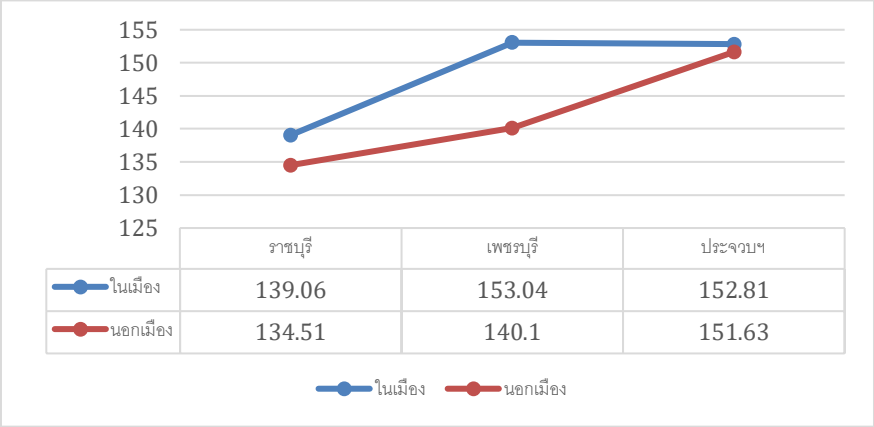
แผนภาพที่ 2 แสดงการเปรียบเทียบผลคะแนน O-NET เฉลี่ยรวม 4 รายวิชาพิจารณาตามขนาดของโรงเรียน พบว่า จังหวัดราชบุรี โรงเรียนขนาดใหญ่พิเศษมีคะแนนเฉลี่ยรวม 4 รายวิชาสูงที่สุด (187.88) รองลงมา คือ โรงเรียนขนาดเล็ก (137.10) โรงเรียนขนาดกลาง (133.42) และโรงเรียนขนาดใหญ่ (131.54) จังหวัดเพชรบุรีโรงเรียนขนาดใหญ่พิเศษมีคะแนนเฉลี่ยรวม 4 รายวิชาสูงที่สุด (206.05) และสูงที่สุดใน 3 จังหวัดภาคตะวันตก รองลงมาคือ โรงเรียนขนาดใหญ่ (191.01) โรงเรียนขนาดกลาง (140.72) และโรงเรียนขนาดเล็ก (138.64) จังหวัดประจวบคีรีขันธ์โรงเรียนขนาดใหญ่มีคะแนนเฉลี่ยรวม 4 รายวิชาสูงที่สุด (185.26) รองลงมาคือ โรงเรียนขนาดกลาง (153.28) และโรงเรียนขนาดเล็ก (144.98) และยังพบว่า โรงเรียนขนาดใหญ่พิเศษของจังหวัดเพชรบุรีมีคะแนนเฉลี่ยรวม 4 รายวิชาสูงที่สุด (206.05) และคะแนนเฉลี่ยรวม 4 รายวิชาโรงเรียนขนาดใหญ่ของจังหวัดเพชรบุรีมากกว่าโรงเรียนขนาดใหญ่พิเศษ (187.88) และขนาดใหญ่ (131.54) ของจังหวัดราชบุรี และขนาดใหญ่ (185.26) ของจังหวัดประจวบคีรีขันธ์ โรงเรียนขนาดกลางของจังหวัดประจวบคีรีขันธ์มีคะแนนเฉลี่ยรวม 4 รายวิชาสูงที่สุด(153.28) เมื่อเทียบกับโรงเรียนขนาดกลางทั้ง 3 จังหวัด และโรงเรียนขนาดเล็ก ของจังหวัดประจวบคีรีขันธ์มีคะแนนเฉลี่ยรวม 4 รายวิชาสูงที่สุด(144.98) เช่นกันเมื่อเทียบกับโรงเรียนขนาดเล็กของทั้ง 3 จังหวัด



	S	M	L	XL
ราชบุรี	137.1	133.42	131.54	187.88
เพชรบุรี	138.64	140.72	191.01	206.05
ประจวบฯ	144.98	153.28	185.26	

แผนภาพที่ 2 เปรียบเทียบผลคะแนน O-NET เฉลี่ยรวม 4 รายวิชา พิจารณาตามขนาดของโรงเรียน

แผนภาพที่ 3 แสดงการเปรียบเทียบผลคะแนน O-NET เฉลี่ยรวม 4 รายวิชาพิจารณาตามที่ตั้ง ในเมืองและนอกเมือง พบว่า จังหวัดราชบุรี และเพชรบุรี มีผลคะแนน O-NET เฉลี่ยรวม 4 รายวิชาของโรงเรียนที่ตั้งอยู่ในเมือง สูงกว่าโรงเรียนนอกเมืองค่อนข้างชัดเจน (4.55, 12.94) จังหวัดประจวบคีรีขันธ์มีผลคะแนน O-NET เฉลี่ยรวม 4 รายวิชาของโรงเรียนที่ตั้งอยู่ในเมือง มีคะแนนแตกต่างจากโรงเรียนนอกเมืองเล็กน้อย (1.18) ข้อสังเกตที่น่าสนใจคือ คะแนน O-NET เฉลี่ยรวม 4 รายวิชาของโรงเรียนนอกเมืองของจังหวัดเพชรบุรี (140.10) และประจวบคีรีขันธ์ (151.63) สูงกว่าโรงเรียนในเมืองของจังหวัดราชบุรี (139.06)



แผนภาพที่ 3 ผลคะแนน O-NET เฉลี่ยรวม 4 รายวิชา พิจารณาตามที่ตั้งของโรงเรียน

ตารางที่ 1 แสดงคะแนนเฉลี่ย 10 อันดับแรกของโรงเรียนทั้งหมด 731 โรงเรียนของ 3 จังหวัดในภาคตะวันตก พบว่า โรงเรียนที่มีผลคะแนนเฉลี่ย 10 อันดับแรก เป็นโรงเรียนขนาดเล็กและขนาดกลางมากถึง 7 โรงเรียน และโรงเรียนขนาดใหญ่และขนาดใหญ่พิเศษเพียง 3 โรงเรียน ข้อค้นพบที่น่าสนใจ คือ เมื่อพิจารณาที่ตั้งของโรงเรียน พบว่า เป็นโรงเรียนนอกเมืองถึง 7 โรงเรียน และโรงเรียนในเมือง 3 โรงเรียน

ตารางที่ 1 คะแนนเฉลี่ย 10 อันดับแรกของโรงเรียนทั้งหมด 731 โรงเรียนของ 3 จังหวัดในภาคตะวันตก ได้ผลดังนี้

ลำดับที่	ชื่อโรงเรียน	ขนาดโรงเรียน	ที่ตั้ง	จังหวัด	คะแนนเฉลี่ย
1	บ้านทุ่งกะโตน	M	นอกเมือง	ประจวบคีรีขันธ์	249.85
2	วัดโพธิ์ลอย (เรือนวงศ์ผดุง)	S	นอกเมือง	เพชรบุรี	220.13
3	บางสะพาน	M	นอกเมือง	ประจวบคีรีขันธ์	218.09
4	อนุบาลเพชรบุรี	L	ในเมือง	เพชรบุรี	215.09
5	บ้านหนองห้วยฝาด	M	นอกเมือง	ประจวบคีรีขันธ์	213.11
6	บ้านฝั่งแดง	S	นอกเมือง	ประจวบคีรีขันธ์	206.13
7	วัดดอนไก่เตี้ย	XL	ในเมือง	เพชรบุรี	206.05
8	อนุบาลประจวบคีรีขันธ์	L	ในเมือง	ประจวบคีรีขันธ์	204.94
9	บ้านพุตะแบก	S	นอกเมือง	ประจวบคีรีขันธ์	197.00
10	วัดดอนพรม	S	นอกเมือง	ราชบุรี	195.38

1. แนวทางการพัฒนาคุณภาพการศึกษาอย่างยั่งยืน

จากการสัมภาษณ์ผู้อำนวยการโรงเรียนบ้านทุ่งกะโตน และโรงเรียนบางสะพาน โรงเรียนที่ได้คะแนน O-NET 2 ใน 3 อันดับแรก มีแนวทางในการดำเนินงานของโรงเรียนในการพัฒนาคุณภาพการศึกษา ดังนี้ การบริหารงานวิชาการ มีการวางแผนการจัดการเรียนการสอน โดยผู้สอน ผู้ปกครองมีส่วนร่วมในการกำหนดแผนการพัฒนาคุณภาพผู้เรียน โดยผู้สอนนำรายงานผลการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O-NET) ของ สทศ. ซึ่งเป็นการวิเคราะห์ค่าสถิติแยกตามมาตรฐานการเรียนรู้และสาระการเรียนรู้ของโรงเรียนที่ควรเร่งพัฒนามาใช้ในการวางแผนการจัดการเรียนรู้ จัดเวลาเสริมทั้งในและนอกเวลาราชการ สำหรับมาตรฐานการเรียนรู้ที่ง่าย ไม่นำมาสอนซ้ำ ย้ำทวน จัดการเรียนการสอนให้ครบเนื้อหา ไม่ควรนำข้อสอบมาติวก่อนที่จะเรียนจบ มุ่งพัฒนาผู้เรียน

พัฒนาที่มีผลการเรียนต่ำ การจัดชั้นเรียนแต่ละห้องผู้เรียนไม่เกิน 30 คน เพื่อการดูแลกวดขันอย่างทั่วถึง และการจัดค่ายวิชาก่อนการทดสอบ O-NET การบริหารงานบุคคล ไม่ควรมีการเปลี่ยนแปลงครูผู้สอนบ่อย พัฒนาผู้สอนด้านเนื้อหาและเทคนิคการสอน โดยการส่งผู้สอนไปอบรมในโครงการที่สำคัญต่างๆ เช่น โครงการอบรมของสถานบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี (สสวท.) เพื่อเพิ่มพูนความรู้และประสบการณ์ ผู้สอนต้องสอนเนื้อหาแบบก้าวหน้านำเนื้อหาในชั้นมัธยมศึกษาตอนต้นมาจัดการเรียนการสอน สร้างขวัญและกำลังใจ โดยมอบรางวัล เกียรติบัตรให้แก่ผู้สอนที่ทำคะแนนผลการทดสอบ O-NET ได้ดี การบริหารงานงบประมาณ ให้การสนับสนุนจัดหา พัฒนาสื่อการสอนและเทคโนโลยี งบประมาณสำหรับการจัดทำเอกสารประกอบการสอนหรือการจัดค่ายวิชาการ การบริหารงานทั่วไป ผู้อำนวยการโรงเรียนมีการชี้แจงความสำคัญของการทดสอบ O-NET รายละเอียดการวางแผนการสอนให้ผู้ปกครองทราบอย่างสม่ำเสมอ ประสานความร่วมมือกับผู้ปกครองในการสนับสนุนผู้เรียน ในการมารับ-ส่งผู้เรียนนอกเวลาเรียน พาผู้เรียนไปเรียนพิเศษ สร้างแรงจูงใจจากพี่สู่น้อง และมีการประกาศผลการสอบ/เรียนต่อในโรงเรียนระดับแนวหน้า รวมทั้งให้รางวัลแก่ผู้เรียนที่ทำคะแนนได้เต็ม 100 คะแนน

การอภิปรายผล

จากการวิจัยครั้งนี้ พบว่า เมื่อพิจารณาตามขนาดของโรงเรียน โรงเรียนที่มีคะแนน O-NET สูงที่สุด ได้แก่ โรงเรียนขนาดใหญ่ รองลงมาคือ โรงเรียนขนาดใหญ่ ขนาดกลาง และขนาดเล็กตามลำดับ ซึ่งปัจจุบันการจัดสรรงบประมาณให้กับโรงเรียนจะจัดสรรให้ตามจำนวนนักเรียนที่มีตัวตนอยู่จริงในโรงเรียนนั้น ซึ่งจะเห็นได้ว่าโรงเรียนขนาดใหญ่พิเศษจะได้รับการจัดสรรงบประมาณจำนวนมาก ทำให้มีความพร้อมในด้านทรัพยากรทางการศึกษา สื่อการเรียนการสอน อาคารเรียน ห้องเรียน จำนวนครูและครูสอนตรงตามเอกที่จบการศึกษา สอดคล้องกับการวิจัยของทินลัคน์ บัวทอง (2561) ที่ทำการศึกษาการประเมินผลกระทบของความเหลื่อมล้ำด้านทรัพยากรทางการศึกษาต่อผลสัมฤทธิ์ทางการเรียนของนักเรียนประถมศึกษาตอนต้นในจังหวัดตาก พบว่า ความเหลื่อมล้ำด้านทรัพยากรทางการศึกษาของสถานศึกษาส่งผลกระทบต่อผลสัมฤทธิ์ทางการเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 โดยโรงเรียนที่มีความพร้อมด้านทรัพยากรทางการศึกษามาก นักเรียนมีแนวโน้มที่จะมีผลสัมฤทธิ์ทางการเรียนสูง และเมื่อพิจารณาผลคะแนน O-NET ตามพื้นที่ในเมืองกับนอกเมือง พบว่า โรงเรียนที่ตั้งอยู่ในเมืองมีคะแนนสูงกว่าโรงเรียนนอกเมือง เป็นผลเนื่องมาจากสภาพเศรษฐกิจของครอบครัว ประเทศไทยเป็นประเทศที่มีความเหลื่อมล้ำทางการศึกษาสูงถึง 20 เท่า ระหว่างในเมืองกับชนบท เด็กฐานะยากจนที่สุดในประเทศ มีถึงร้อยละ 20 และสามารถเข้าศึกษาต่อระดับอุดมศึกษาเพียงร้อยละ 5 เท่านั้น แต่ร้อยละ 20 ของเด็กที่มีฐานะทางสังคมสูง สามารถเข้าศึกษาต่อระดับอุดมศึกษาได้ร้อยละ 100 (สมพงษ์ จิตระดับ,2562) สอดคล้องกับฐานข้อมูลของ “ระบบบัญชีรายจ่ายด้านการศึกษาแห่งชาติ” หรือ NEA ซึ่งจัดทำโดยกองทุนเพื่อความเสมอภาคทางการศึกษา (กสศ.) ร่วมกับสำนักงานศูนย์วิจัยและให้คำปรึกษาแห่งมหาวิทยาลัยธรรมศาสตร์ภายใต้โครงการวิจัยพัฒนาที่ได้สำรวจค่าใช้จ่ายภาคครัวเรือนและนำมาเทียบกับ ‘คุณภาพการศึกษา’ พบว่า ยิ่งครัวเรือนที่มีรายได้น้อยยิ่งมีโอกาสในการเข้าถึงโรงเรียนที่มีคุณภาพต่ำ (ชัยยุทธ์ ปัญญสวัสดิ์สุทธิ์ และคณะ. 2563) การพัฒนาคุณภาพการศึกษา พบว่า โรงเรียนที่มีผลคะแนน O-NET สูง มีการวางแผนการจัดการเรียนการสอน เปิดโอกาสให้ผู้สอนมีส่วนร่วมในการกำหนดแผน การพัฒนาครูด้านเนื้อหา เทคนิคการสอนและการใช้สื่อเทคโนโลยี ประชุมชี้แจง แจ้งผลคะแนนสอบ O-NET สร้างความตระหนัก และความสำคัญในการสอบ O-NET ให้แก่ผู้เรียน และผู้ปกครอง สอดคล้องกับลลิตา ธงภักดี และชยพล ธงภักดี (2560) ที่ทำการวิจัยการจัดการข้อมูลการวัดและประเมินผลการทดสอบ O-NET ของนักเรียนประถมศึกษาปีที่ 6 และมัธยมศึกษาปีที่ 3 ในเขตพื้นที่การศึกษานครราชสีมา เขต 4 พบว่า มีการประชุมชี้แจงและให้ข้อมูลสารสนเทศแก่บุคลากรในสถานศึกษาเกี่ยวกับผลการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O-NET) นำผลการทดสอบไปเป็นส่วนหนึ่งของการสำเร็จการศึกษาตามหลักสูตร ใช้ในการประกันคุณภาพการศึกษาภายในและภายนอก และผู้บริหารมีการกำกับ ติดตามการดำเนินงานเกี่ยวกับการนำผลการทดสอบ O-NET ไปใช้พัฒนาคุณภาพผู้เรียน ปัจจัยเหล่านี้ถือเป็นปัจจัยสำคัญในการพัฒนาคุณภาพการศึกษาอย่างยั่งยืน

ข้อเสนอแนะ

1. ควรจัดให้มีการทดสอบการศึกษาระดับชาติขั้นพื้นฐาน (O-NET) กับนักเรียนชั้นประถมศึกษาปีที่ 6 มัธยมศึกษาปีที่ 3 และมัธยมศึกษาปีที่ 6 ทุกคนอีกครั้ง สืบเนื่องจากกระทรวงศึกษาธิการได้ประกาศ**การยกเลิกการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน หรือโอเน็ต (O-NET) ปีการศึกษา 2563 เป็นต้นไป ส่งผลให้**สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานประกาศให้การเข้ารับการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐานเป็นไปตามความสมัครใจของนักเรียน ซึ่งวัตถุประสงค์ของการสอบ O-NET นั้นเพื่อตรวจสอบความรู้ ความคิดรวบยอดของนักเรียนในแต่ละช่วงชั้น สะท้อนคุณภาพของผู้เรียนในภาพรวมของประเทศ ทำให้สามารถจัดกลุ่มสถานศึกษาออกเป็นกลุ่มที่มีความโดดเด่น กลุ่มปานกลาง และกลุ่มที่ต้องได้รับการส่งเสริมพัฒนา เพื่อให้รัฐบาลกำหนด

นโยบาย ดำเนินการเชิงรุกในประเด็นที่ความเฉพาะเจาะจงลงไปในกลุ่มที่ต้องได้รับการส่งเสริมพัฒนาอย่างเร่งด่วน เพื่อลดสภาพความเหลื่อมล้ำทางการศึกษา อีกทั้งผลการสอบ O-NET ทำให้ผู้สอนทราบถึงมาตรฐานการเรียนรู้ที่ต้องปรับปรุง นำผลที่ได้ไปพัฒนาการจัดการเรียนการสอน และสื่อ ให้มีคุณภาพมากยิ่งขึ้น เพื่อประโยชน์สูงสุดแก่ผู้เรียน และผลการสอบ O-NET ยังนำไปใช้เป็นส่วนหนึ่งในการเทียบระดับและการเทียบโอนผลการเรียนที่มาจากการศึกษาในระบบเดียวกันหรือการศึกษาต่างระบบ

2. ควรมีการศึกษาโรงเรียนที่อยู่ในสังกัดต่างกัน ว่าจะมีผลคะแนน O-NET เหมือนหรือแตกต่างกันหรือไม่ อย่างไร เนื่องจากแต่ละสังกัดมีการกำหนดนโยบาย กลยุทธ์ การจัดสรรงบประมาณที่แตกต่างกัน อีกทั้งบริบทสภาพแวดล้อมของโรงเรียนในแต่ละสังกัดย่อมแตกต่างกันออกไป เช่น โรงเรียนในสังกัดกองบัญชาการตำรวจตระเวนชายแดน (ตชด.) กระทรวงการอุดมศึกษา วิทยาศาสตร์ วิจัย และนวัตกรรม (อว.) ซึ่งอาจเป็นปัจจัยที่ส่งผลต่อผลคะแนน O-NET

3. ควรทำการศึกษาการบริหารของผู้อำนวยการสถานศึกษาที่ได้คะแนน O-NET 1 ใน 10 ของแต่ละภูมิภาค โดยทำการศึกษากลยุทธ์ แผนการดำเนินงาน ภาวะผู้นำการบริหารงานวิชาการ การพัฒนาครู การจัดการเรียนการสอน การบริหารงานทั่วไป การสร้างความร่วมมือกับผู้ปกครอง เพื่อจักได้ข้อมูลเชิงลึกไปใช้ในการพัฒนาการศึกษาเพื่อให้เกิดความยั่งยืน

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ED-051

การพัฒนาแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2

Developing guidelines for classroom management in a new era of schools under the Phetchabun Primary Educational Service Area Office 2

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 2) พัฒนาแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 และ 3) ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษา และครู จำนวน 292 คน สุ่มตัวอย่างจากการเทียบตารางสำเร็จรูปของเครจซี่และมอร์แกน และการสุ่มแบบแบ่งชั้นภูมิ เครื่องมือที่ใช้ในวิจัย คือ แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบประเมินความเหมาะสมและความเป็นไปได้ของแนวทาง สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง ค่าอาจจำแนก ค่าความเชื่อมั่น และค่าดัชนีความต้องการจำเป็น

ผลการวิจัยพบว่า

1. สภาพปัจจุบันโดยภาพรวมอยู่ในระดับปานกลาง สภาพที่พึงประสงค์โดยภาพรวมอยู่ในระดับมากที่สุด และลำดับความต้องการจำเป็น ได้แก่ ด้านกายภาพ ด้านนวัตกรรม สื่อ และเทคโนโลยีในการจัดชั้นเรียนยุคใหม่ ด้านสังคม และด้านการออกแบบการจัดการเรียนรู้

2. แนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียน คือ ด้านกายภาพ มี 5 วิธีดำเนินการ ด้านนวัตกรรม สื่อ และเทคโนโลยีในการจัดการชั้นเรียนยุคใหม่ มี 6 วิธีดำเนินการ ด้านสังคม มี 5 วิธีดำเนินการ และด้านการออกแบบการจัดการเรียนรู้ มี 7 วิธีดำเนินการ ผลการประเมินความเหมาะสม พบว่า มีความเหมาะสมอยู่ในระดับมากที่สุด

3. ผลการประเมินความเหมาะสมและความเป็นไปได้ของการพัฒนาแนวทาง โดยรวม พบว่า มีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด

คำสำคัญ : การพัฒนาแนวทาง, การบริหาร, การจัดชั้นเรียนยุคใหม่

Abstract

This research aims to 1) 1) Study current conditions desirable condition and the necessities of the modern classroom management of the school. Under the Phetchabun Primary Educational Service Area Office 2. 2) To develop a new era of classroom management guidelines for schools. Under the Phetchabun Primary Educational Service Area Office 2. 3) To assess the suitability and feasibility of a new school classroom management approach. Under the Phetchabun Primary Educational Service Area Office 2. The sample group consisted of 292 school administrators and teachers. random sampling from the ready-made table comparisons of Krejcie & Morgan and stratified random sampling The research tools are current condition questionnaire, desirable condition, Interview form, group conversation record and the appropriateness and feasibility assessment form of the approach Research report preparation statistics consist of requests upon receipt of standardized sections. The value consistency index may sort the required reference value and requirement index value.

The results showed that

[1] สาขาวิชาการบริหารการศึกษา วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น (080-1585265)
[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

1. The overall current condition is moderate. The overall desirable condition was at the highest level. and the hierarchy of needs which are physical, innovation, media and technology in organizing modern classrooms, social and learning management design.

2. The approaches for classroom management in the new era of the school are physical, there are 5 implementation methods; innovation, media and technology in classroom management in the new era, there are 6 implementation methods; social aspect, there are 5 implementation methods. and the design of learning management, there are 7 methods. The suitability assessment result found that the suitability was at the highest level.

3. The results of evaluation of the overall suitability and feasibility of the guideline development were found to be at the highest level. and the possibility is at the highest level
Keywords: Development of guidelines, The management, new age classroom arrangement

บทนำ

การศึกษาในศตวรรษที่ 21 อยู่ในช่วงเวลาแห่งการเปลี่ยนแปลงอย่างรวดเร็วในสภาพแวดล้อมที่ประเทศต่าง ๆ มีความเชื่อมโยงกันมากขึ้นเรื่อย ๆ และระบบการศึกษาจำเป็นต้องปรับตัว โดยไม่ใช่แค่การปฏิรูปเพียงครั้งคราว แต่ต้องเป็นการปรับปรุงอย่างต่อเนื่อง เพื่อตอบสนองความต้องการของเยาวชน สังคมและตลาดแรงงานทั้งในปัจจุบันและอนาคต ซึ่งผู้กำหนดนโยบายและบุคลากรด้านการศึกษาของไทยที่ผู้เขียนมีโอกาสได้รู้จักล้วนตระหนักว่า การศึกษาควรจะมุ่งเน้นการเตรียมความพร้อมให้เยาวชนมีทักษะที่จำเป็นต่อการใช้ชีวิตและสอดคล้องกับสังคมในอนาคต ในการจัดการศึกษาในศตวรรษที่ 21 จำเป็นต้องพัฒนาทักษะเพิ่มเติมและจำเป็นต้องมีทักษะการเรียนรู้และนวัตกรรม รวมถึงทักษะชีวิตและอาชีพ และทักษะด้านสารสนเทศ สื่อและเทคโนโลยี และการบริหารจัดการด้านการศึกษาแบบใหม่ ตลอดถึงการคำนึกถึงการสนใจของผู้เรียนเป็นหลัก โดยการจัดการเรียนการสอนในสถานศึกษาในปัจจุบันต้องอาศัยการใช้เทคโนโลยีที่ผู้เรียนสามารถเข้าถึง และมีอุปกรณ์ในการเข้าถึงได้ง่าย นั่นคือ คอมพิวเตอร์ โทรศัพท์มือถือ แท็บเล็ต เป็นต้น (อมรรัตน์ เตชะนอก, รัชนี จรุงศิรวัฒน์ และพระฮอนด้า วาทสทโท, 2563)

การบริหารจัดการชั้นเรียนยุคใหม่เพื่อพัฒนาทักษะการเรียนรู้ที่ 21 เป็นนวัตกรรมที่สำคัญและเป็นการเพิ่มทักษะการเรียนรู้ในรูปแบบต่าง ๆ เช่น การจัดห้องเรียนกลับด้าน ห้องเรียนเสมือน ห้องเรียนอัจฉริยะ พร้อมทั้งเพิ่มนวัตกรรมร่วมสมัยในการบริหารจัดการชั้นเรียน โดยการนำแนวคิด และเทคโนโลยีใหม่มาปรับใช้ในการบริหารจัดการชั้นเรียน นวัตกรรมร่วมสมัยด้านการบริหารจัดการชั้นเรียนนั้นมีความสำคัญ คือ การบริหารจัดการแบบเชิงรุก จัดให้มีห้องเรียนที่มีพื้นที่การเรียนรู้ใน ชั่วโมงอัจฉริยะ พร้อมทั้งนำแอพพลิเคชั่นมาใช้ และการบริหารจัดการชั้นเรียนแบบดิจิทัล การบริหารจัดการชั้นเรียนมีปัจจัยสำคัญที่ส่งผลต่อผู้เรียนรู้ให้มีคุณภาพ หากครูผู้สอนสามารถสร้างบรรยากาศเหล่านี้ที่จะเกิดขึ้นในห้องเรียนได้ ก็จะสามารถพัฒนาเด็กและเยาวชนของชาติได้อย่างมีประสิทธิภาพและเติมโตอย่างสมบูรณ์ ทั้งทางด้านของสติปัญญา ร่างกาย จิตใจอารมณ์ และสังคม (ภูมิภควัจร์ ภูมพงศ์คชศร, 2563)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 มีปัญหาของการขาดแคลนครู ครูสอนไม่ตรงเอก ครูหนึ่งคนรับผิดชอบในหลายงาน ซึ่งเป็นภาระงานนอกเหนือจากงานสอน และทรัพยากรในการบริหารจัดการชั้นเรียน ในประเด็นการจัดการเรียนรู้ การประยุกต์ใช้เทคโนโลยีกับการศึกษาและการปรับตัวในยุคที่เกิดการหยุดชะงักของการศึกษา ที่การจัดการเรียนการสอนแบบเดิมอาจไม่ตอบโจทย์หรือเหมาะสมกับยุคในปัจจุบัน การบริหารจัดการชั้นเรียนยุคใหม่จึงถือว่าเป็นปัจจัยสำคัญในการส่งเสริมการเรียนรู้ที่ส่งผลต่อประสิทธิภาพของผู้เรียน จึงมีความจำเป็นอย่างยิ่งที่โรงเรียนจะต้องมีการพัฒนาโรงเรียนให้โดดเด่น และพัฒนาชั้นเรียนทั้งด้านกายภาพ จิตวิทยา สังคม การจัดการเรียนการสอนให้ทันต่อการเปลี่ยนแปลงในโลกปัจจุบัน เพื่อพัฒนาคุณภาพผู้เรียนให้มีคุณภาพตามเกณฑ์มาตรฐานการศึกษา ให้ผู้เรียนเกิดทักษะ และสมรรถนะแห่งศตวรรษที่ 21

จากความเป็นมา ความสำคัญ และปัญหาที่กล่าวมาข้างต้น การพัฒนาแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 จึงถูกพัฒนาขึ้นเพื่อให้มีความเหมาะสมสอดคล้องกับความต้องการของผู้บริหารสถานศึกษา และครู ให้ผู้บริหารสถานศึกษาและครูได้นำไปบริหารจัดการชั้นเรียน ให้มีความทันสมัย ทันต่อโลกเทคโนโลยีในปัจจุบัน ให้สอดคล้องกับบริบทของสถานศึกษา และสร้างสรรค์ ประยุกต์ใช้ให้เกิดการพัฒนารอบด้าน และจัดการเรียนรู้เพื่อพัฒนาคุรภาพการศึกษาให้เป็นไปอย่างมีประสิทธิภาพ เกิดประสิทธิผลและยั่งยืนต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2

2. เพื่อพัฒนาแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2

3. เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง การพัฒนาแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2

1. ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครูผู้สอน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 ปีการศึกษา 2564 ผู้บริหารสถานศึกษา จำนวน 100 คน และครูผู้สอน 978 คน รวมทั้งสิ้น 1,078 คน โดยผู้วิจัยได้ดำเนินการกำหนดขนาดกลุ่มตัวอย่างโดยเทียบจำนวนประชากรทั้งหมด กับตารางสำเร็จรูปของเคจซีมอร์แกน (Krejcie and Morgan) (บุญชม ศรีสะอาด, 2545) ได้กลุ่มตัวอย่าง จำนวน 292 คน ผู้วิจัยคำนวณหาจำนวนกลุ่มตัวอย่างตามสัดส่วนของประชากรที่ได้มาโดยใช้หน่วยการสุ่มเป็นอำเภอ โดยใช้สูตร (Taro Yamane, 1973) ให้ได้จำนวนครบตามสัดส่วนที่กำหนดไว้ แบ่งเป็นอำเภอหลักสัก 133 คน อำเภอหล่มเก่า 76 คน อำเภอเขาค้อ 50 คน และอำเภอน้ำหนาว 33 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของการบริหารจัดการชั้นเรียนยุคใหม่ ของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม ได้แก่ ประสบการณ์ในตำแหน่ง วุฒิการศึกษา ประเภทตำแหน่งเป็นแบบตรวจสอบรายการ (Check List)

ตอนที่ 2 แบบสอบถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ของการบริหารจัดการชั้นเรียนยุคใหม่ ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 ตามองค์ประกอบและตัวบ่งชี้ที่ได้จากการศึกษา มีลักษณะเป็นแบบมาตราประมาณค่า (Rating Scale) 5 ระดับ และได้กำหนดน้ำหนักคะแนนตามวิธีของลิเคิร์ท (Likert)

2.2 วิธีการสร้างเครื่องมือและหาคุณภาพแบบสอบถาม

2.2.1 ผู้วิจัยนำแบบสอบถาม สภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารจัดการชั้นเรียนยุคใหม่ ของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 ไปตรวจสอบค่าดัชนีความสอดคล้องระหว่างจุดประสงค์กับข้อคำถาม (IOC) กับผู้เชี่ยวชาญ (ชุดเดิม) 5 คน เกณฑ์การตัดสินค่า IOC มีค่า 0.50 – 1.00 พบว่า ได้ค่า IOC เท่ากับ 0.94

2.2.2 ผู้วิจัยนำเครื่องมือไปปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

2.2.3 ผู้วิจัยนำแบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์ไปทดลอง (Try Out) เก็บรวบรวมข้อมูลจากกลุ่มที่มีลักษณะใกล้เคียงกับกลุ่มตัวอย่างที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 8 คน และครู จำนวน 22 คน แล้วนำแบบสอบถามที่ทดลองใช้มาวิเคราะห์หาความเชื่อมั่น (Riliability) ของแบบสอบถาม โดยนำแบบสอบถามแต่ละข้อที่มีค่าอำนาจจำแนกเข้าเกณฑ์ คือ ตั้งแต่ 0.20 – 1.00 มาคำนวณหาค่าสัมประสิทธิ์แอลฟ่า (α-Coefficient) ตามวิธีการของครอนบาค (Cronbach) เกณฑ์ที่กำหนดคือตั้งแต่ 0.70 ขึ้นไป (บุญชม ศรีสะอาด, 2556) พบว่า ได้ค่าความเชื่อมั่นของแบบสอบถามสภาพปัจจุบัน เท่ากับ 0.962 ความเชื่อมั่นของแบบสอบถามสภาพที่พึงประสงค์ เท่ากับ 0.936 และมีค่าอำนาจจำแนกรายข้อ (Item – Total Correlations) อยู่ระหว่าง 0.92

3. การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ ของการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint)

ระยะที่ 2 ศึกษาแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2

ตอนที่ 1 การศึกษาโรงเรียนที่มีวิธีปฏิบัติที่เป็นเลิศ (Best Practices) ดังนี้

1. กลุ่มผู้ให้ข้อมูล จากโรงเรียนที่มีวิธีปฏิบัติที่ดี (Best Practices) โดยเลือกแบบเจาะจง (Purposive Sampling) จำนวน 3 โรงเรียน ได้แก่ ผู้บริหารสถานศึกษา โรงเรียนละ 1 คน และครู โรงเรียนละ 1 คน รวมทั้งสิ้น 6 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 เครื่องมือ

แบบสัมภาษณ์

2.2 การสร้างและหาคุณภาพเครื่องมือ

2.2.1 ศึกษาวิธีการสร้างแบบสัมภาษณ์จากเอกสารตำรา (บุญชม ศรีสะอาด, 2556)

2.2.2 สร้างแบบสัมภาษณ์กึ่งโครงสร้าง จากข้อมูลที่ได้จากการศึกษาความต้องการความจำเป็น (Need Assessment) ในระยะที่ 1

2.2.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของรูปแบบ

2.2.4 นำเครื่องมือเสนอต่อผู้เชี่ยวชาญตรวจสอบเพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ (ชุดเดิม) 5 คน

2.2.5 ปรับปรุงแก้ไขตามคำแนะนำของผู้เชี่ยวชาญ

2.2.6 จัดพิมพ์แบบสัมภาษณ์ฉบับสมบูรณ์ เพื่อดำเนินการเก็บรวบรวมข้อมูล

3. การเก็บรวบรวมข้อมูล

ดำเนินการเก็บรวบรวมข้อมูลโดยการสัมภาษณ์เชิงลึก

4. การจัดกระทำและการวิเคราะห์ข้อมูลจากแบบสัมภาษณ์

นำข้อมูลจากการสัมภาษณ์มาสรุปประเด็นและนำเสนอโดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

ตอนที่ 2 ยกร่างแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2

1. วิเคราะห์และสังเคราะห์แนวคิดและหลักการในการร่างแนวทางการบริหารจัดการชั้นเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 เพื่อกำหนดแนวคิดและหลักการการร่างแนวทางฯ และได้สังเคราะห์ประเด็นหลักของแนวคิดหลักการและนโยบายที่เกี่ยวข้องจากเอกสารและงานวิจัยที่เกี่ยวข้อง

2. นำข้อมูลที่ได้จากการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นของการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 และจากโรงเรียนที่มีวิธีปฏิบัติที่ดีเยี่ยม (Best Practices) นำมายกร่างแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2

ตอนที่ 3 ตรวจสอบยืนยัน และประเมินความเหมาะสมแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2

1. นำร่างแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 มาตรวจสอบยืนยัน โดยผู้ทรงคุณวุฒิ จำนวน 7 คน ใช้วิธีการสนทนากลุ่ม (Focus Group Discussion)

2. กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 7 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) จำแนกเป็นผู้บริหารและครู

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ คือ แบบบันทึกการสนทนากลุ่ม แบบประเมินความเหมาะสมของแนวทางฯ

3.2 การสร้างและหาคุณภาพเครื่องมือ

3.3.1 ผู้วิจัยศึกษาวิธีการสร้างแบบบันทึกการสนทนากลุ่ม จากเอกสารตำรา (บุญชม ศรีสะอาด, 2556)

3.3.2 ผู้วิจัยสร้างแบบบันทึกประเด็นการสนทนากลุ่ม เกี่ยวกับร่างแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2

3.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของแนวทาง

3.3.4 ผู้วิจัยนำเครื่องมือ นำเสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) ตรวจสอบเพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป

3.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.6 ผู้วิจัยจัดพิมพ์แบบบันทึกการสนทนากลุ่ม ฉบับสมบูรณ์ เพื่อดำเนินการเก็บรวบรวมข้อมูล

4. ประเมินความเหมาะสมแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 โดยผู้ทรงคุณวุฒิ (ชุดเดิม) นำร่างแนวทางฯ ไปปรับแก้ไข และให้ผู้ทรงคุณวุฒิ (ชุดเดิม) ประเมินความเหมาะสมของแนวทางฯ

5. การวิเคราะห์ข้อมูล

5.1 ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลจากแบบบันทึกการสนทนากลุ่ม มาวิเคราะห์เนื้อหาและสรุปประเด็น

5.2 สรุปประเด็นจากการสนทนากลุ่ม และนำเสนอโดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

5.3 ผู้วิจัยวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมของแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

ระยะที่ 3 การประเมินความเหมาะสมและความเป็นไปได้ของร่างแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2

1. กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทของเครื่องมือ คือ แบบสอบถามเพื่อประเมินแนวทางฯ

2.2 ลักษณะของเครื่องมือ แบบมาตราประมาณค่า (Rating Scale) 5 ระดับ (บุญชม ศรีสะอาด, 2556)

2.3 การสร้างและหาคุณภาพเครื่องมือ

2.3.1 ผู้วิจัยศึกษากรอบแนวคิดในการสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้แนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 (บุญชม ศรีสะอาด, 2556)

2.3.2 ผู้วิจัยสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2

2.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของแนวทาง

2.3.4 ผู้วิจัยนำแบบสอบถามเพื่อประเมินแนวทางฯ เสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) เพื่อตรวจสอบ เพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป

2.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

2.3.6 ผู้วิจัยจัดพิมพ์แบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 ฉบับสมบูรณ์ ใช้ในการเก็บรวบรวมข้อมูลต่อไป

3. การวิเคราะห์ข้อมูล

3.1 ผู้วิจัยดำเนินตรวจสอบความครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาเพื่อวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

3.2 ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint)

สถิติที่ใช้ในการวิเคราะห์ข้อมูล

1. สถิติที่ใช้ในการหาคุณภาพเครื่องมือ

1.1 ค่าความเที่ยงของเนื้อหา (Validity) ของแบบสอบถามกับจุดมุ่งหมายโดยใช้สูตรดัชนีความสอดคล้อง (IOC)

1.2 ค่าอำนาจจำแนกรายข้อของแบบสอบถามที่มีลักษณะเป็นมาตราส่วนประมาณค่า (Rating Scale) การคำนวณจะใช้สูตรสหสัมพันธ์อย่างง่ายของเพียร์สัน (rxy)

1.3 หาความเชื่อมั่นของแบบสอบถามทั้งฉบับ โดยใช้วิธีหาสัมประสิทธิ์สหสัมพันธ์แอลฟา (α-Coefficient) ของครอนบาค

2. สถิติพื้นฐาน

2.1 ค่าร้อยละ (Percentage)

2.2 ค่าเฉลี่ย (Mean,$\bar{X}$)

2.3 ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation, S.D)

3. สถิติที่ใช้ตามความมุ่งหมายของการวิจัย

ดัชนีลำดับความสำคัญของความต้องการจำเป็น เป็นการหาความต้องการจำเป็น ซึ่งเป็นวิธีการหาความแตกต่างของสภาพที่เป็นอยู่และสภาพที่ควรจะเป็นแล้วหารด้วยสภาพที่เป็นอยู่

สรุปผลการวิจัย

1. ผลการศึกษาสภาพปัจจุบันโดยรวมอยู่ในระดับปานกลาง สภาพที่พึงประสงค์โดยรวมอยู่ในระดับมากที่สุด และความต้องการจำเป็น ได้แก่ ด้านกายภาพ ด้านนวัตกรรม สื่อ และเทคโนโลยีในการจัดชั้นเรียนยุคใหม่ ด้านสังคม และด้านการออกแบบการจัดการเรียนรู้

2. การพัฒนาแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 พบว่า แนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 ประกอบด้วย ด้านกายภาพ มี 5 วิธีดำเนินการ ด้านนวัตกรรม สื่อ และเทคโนโลยีในการจัดการชั้นเรียนยุคใหม่ มี 6 วิธีดำเนินการ ด้านสังคม มี 5 วิธีดำเนินการ และด้านการออกแบบการจัดการเรียนรู้ มี 7 วิธีดำเนินการ และผลการประเมินความเหมาะสมของการพัฒนาแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 โดยผู้ทรงคุณวุฒิ 7 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด

3. ผลการประเมินความเหมาะสมและความเป็นไปได้ของการพัฒนาแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 โดยผู้บริหารและครู 10 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด

อภิปรายผลการวิจัย

1. สภาพปัจจุบันของการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 โดยรวมอยู่ในระดับปานกลาง ทั้งนี้เป็นเพราะว่า บริบทของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 มีความพร้อมต่างกัน บางพื้นที่ตั้งอยู่พื้นที่พิเศษ บางพื้นที่ตั้งอยู่บนเขา บางพื้นที่อยู่ในพื้นที่ปกติ ทำให้มีอุปกรณ์ ห้องเรียน หรือครูไม่เพียงพอต่อการบริหารจัดการชั้นเรียนยุคใหม่ได้ ปัญหาดังกล่าวทำให้ครูยังปฏิบัติการสอนแบบเดิม คือ ครูเป็นผู้ให้ความรู้ และยังขาดหลักการหรือแนวปฏิบัติที่ชัดเจน สอดคล้องกับงานวิจัยของ สิริกาญจน์ แก้วคำไสย์ (2565) ได้ศึกษา การพัฒนารูปแบบการบริหารจัดการชั้นเรียนเพื่อพัฒนาทักษะผู้เรียนยุคใหม่ของโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ผลการวิจัย พบว่า สภาพปัจจุบันโดยรวมอยู่ในระดับปานกลาง และสอดคล้องกับงานวิจัยของ พงษ์ลิขิต เพชรผล (2562) ได้ศึกษา การบริหารห้องเรียนในศตวรรษที่ 21 เพื่อเสริมสร้างคุณภาพของความเป็นพลเมือง พบว่า สภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารห้องเรียนในศตวรรษที่ 21 เพื่อเสริมสร้างคุณภาพของความเป็นพลเมืองในภาพรวมอยู่ในระดับปานกลางและมาก

2. สภาพที่พึงประสงค์ของการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 โดยรวม อยู่ในระดับมากที่สุด ทั้งนี้เป็นเพราะว่า วิกฤตการณ์การแพร่ระบาดของโควิด-19 ส่งผลให้เกิดยุคความปกติใหม่ เกี่ยวกับระบบการศึกษา ครูและผู้บริหารจึงต้องมีการปรับตัวเพื่อให้ก้าวทันต่อยุคแห่งการเปลี่ยนแปลงหรือยุคใหม่ จึงต้องมีการพัฒนาการบริหารจัดการชั้นเรียนให้มีความทันสมัย ใช้นวัตกรรม สื่อ เทคโนโลยีสารสนเทศ คอมพิวเตอร์ช่วยสอน มัลติมีเดีย วิดีโอคอนเฟอร์เรนซ์ การจัดการเรียนการสอนบนเว็บ บทเรียนออนไลน์ ห้องเรียนเสมือน ห้องเรียนกลับด้าน จัดการเรียนรู้แบบเชิงรุก เพื่อให้เกิดประสิทธิภาพและประสิทธิผลกับผู้เรียนอย่างยั่งยืน สอดคล้องกับงานวิจัยของ สิริกาญจน์ แก้วคำไสย์ (2565) ได้

ศึกษา การพัฒนารูปแบบการบริหารจัดการชั้นเรียนเพื่อพัฒนาทักษะผู้เรียนยุคใหม่ของโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ผลการวิจัย พบว่า สภาพที่พึงประสงค์โดยรวมอยู่ในระดับมากที่สุด

3. ลำดับความต้องการจำเป็นในการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านกายภาพ ลำดับที่ 2 ด้านนวัตกรรม สื่อ และเทคโนโลยีในการจัดการชั้นเรียนยุคใหม่ ลำดับที่ 3 ด้านสังคม และลำดับที่ 4 ด้านการออกแบบการจัดการเรียนรู้ ทั้งนี้เพราะการบริหารจัดการชั้นเรียนต้องเริ่มจากด้ายกายภาพซึ่งเป็นการบริหารจัดการที่เห็นเป็นเชิงประจักษ์ ไปสู่ด้านนวัตกรรม สื่อ และเทคโนโลยีในการจัดการชั้นเรียนยุคใหม่ ด้านสังคม เพื่อเข้าใจความแตกต่างของผู้เรียนรายบุคคล จึงจะนำไปสู่ด้านการออกแบบการจัดการเรียนรู้ที่มีประสิทธิภาพ สอดคล้องกับงานวิจัยของสิริกาญจน์ แก้วคำไสย์ (2565) ได้ศึกษา การพัฒนารูปแบบการบริหารจัดการชั้นเรียนเพื่อพัฒนาทักษะผู้เรียนยุคใหม่ของโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ผลการวิจัย ลำดับความต้องการจำเป็น ด้านกายภาพ ด้านจิตวิทยา ด้านสังคม ด้านการเรียนการสอน ตามลำดับ และสอดคล้องกับงานวิจัยของ รจนา สุโพธิ์, ประพรทิพย์ คุณากรพิทักษ์, พิมพ์พร จารุจิตร (2561) ได้ศึกษา แนวทางการบริหารจัดการชั้นเรียนของโรงเรียนเอกชน ในจังหวัดอุดรธานี ผลการวิจัยพบว่า มีความต้องการจำเป็นสามอันดับแรก ได้แก่ ด้านบทบาทของครูในการจัดการชั้นเรียน ด้านการพัฒนาคุณลักษณะอันพึงประสงค์ และด้านนวัตกรรมการจัดห้องเรียน

4. การพัฒนาแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 พบว่า ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ มี 4 ด้าน 23 วิธีดำเนินการ ดังนี้ ด้านกายภาพ มี 5 วิธีดำเนินการ ด้านนวัตกรรม สื่อ และเทคโนโลยีในการจัดการชั้นเรียนยุคใหม่ มี 6 วิธีดำเนินการ ด้านสังคม มี 5 ดำเนินการ และด้านการเรียนการสอน มี 7 วิธีดำเนินการ 4) กลไกในการบริหารจัดการ และ 5) เงื่อนไขความสำเร็จ ทั้งนี้ผู้วิจัยได้ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องทั้งในและต่างประเทศสังเคราะห์ได้องค์ประกอบตัวบ่งชี้ นำไปสร้างแบบสอบถามเก็บข้อมูล และเก็บข้อมูลจากการสัมภาษณ์โรงเรียนที่ได้รับรางวัลแนวปฏิบัติที่เป็นเลิศระดับสำนักงานศึกษาธิการภาค 17 และรางวัลทรงคุณค่า สพฐ.OBEC WARDS ภาคเหนือ อีกทั้งนำร่างแนวทางเข้าสู่กระบวนการสนทนากลุ่มเพื่อให้ผู้ทรงคุณวุฒิที่มีความรู้ความเชี่ยวชาญด้านบริหารการศึกษา บริหารสถานศึกษา และบริหารจัดการชั้นเรียนได้ร่วมกันตรวจสอบยืนยัน ประเมินความเหมาะสมและความเป็นไปได้จึงได้ข้อมูลทั้งประกอบด้วยข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ กำหนดเป็นวิธีดำเนินการอย่างเป็นวิธีดำเนินการอย่างเป็นรูปธรรม สอดคล้องกับงานวิจัยของ รจนา สุโพธิ์, ประพรทิพย์ คุณากรพิทักษ์, พิมพ์พร จารุจิตร (2561) ได้ศึกษา แนวทางการบริหารจัดการชั้นเรียนของโรงเรียนเอกชน ในจังหวัดอุดรธานี ผลการวิจัยพบว่า แนวทางการการบริหารจัดการชั้นเรียนของโรงเรียนเอกชนในจังหวัดอุดรธานี มีทั้งหมด 8 ด้าน ได้แก่ 1) ด้านบทบาทของครูในการจัดชั้นเรียน 2) ด้านการจัดบรรยากาศของห้องเรียน เพื่อการเรียนรู้อย่างมีความสุข 3) ด้านรูปแบบการจัดห้องเรียน 4) ด้านการพัฒนาคุณลักษณะอันพึงประสงค์ 5) ด้านการให้คำปรึกษาเพื่อการดูแลช่วยเหลือผู้เรียน 6) ด้านนวัตกรรมการจัดห้องเรียน 7) ด้านการจัดการแหล่งเรียนรู้ และ 8) ด้านรูปแบบการสอนที่สนับสนุนการใช้แหล่งเรียนรู้ และสอดคล้องกับงานวิจัยของ ไพรภ รัตนชูวงศ์, สมเกียรติ ตุ่นแก้ว, พูนชัย ยาวิราช, หาญศึก เล็บครุฑ, สุวดี อุปปินใจ (2562) ได้ศึกษาแนวทางการบริหารจัดการชั้นเรียนในการจัดการเรียนรู้เพื่อพัฒนาคุณภาพผู้เรียน 4.0 ของโรงเรียนสาธิตมหาวิทยาลัยราชภัฏเชียงราย พบว่า มี 5 แนวทาง คือ ด้านสิ่งแวดล้อมของสถานศึกษา การบริหารจัดการ กระบวนการจัดการเรียนรู้ การสร้างอัตลักษณ์ของนักเรียน และการสร้างสังคมแห่งการเรียนรู้ทางวิชาชีพของครู

5. การประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 ผลการประเมินโดย ผู้ผู้บริหารสถานศึกษาและครู จำนวน 10 คน มีความเหมาะสมอยู่ในระดับมากและความเป็นไปได้อยู่ในระดับมากที่สุด ทั้งนี้เพราะผู้วิจัยได้นำร่างแนวทางที่ผู้ทรงคุณวุฒิได้ให้คำแนะนำมาปรับปรุงแก้ไข และให้ผู้ทรงคุณวุฒิร่วมกันตรวจสอบยืนยัน ประเมินความเหมาะสมและความเป็นไปได้ จึงได้ข้อมูลทั้งประกอบด้วยข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ กำหนดเป็นวิธีดำเนินการอย่างเป็นรูปธรรม และนำกระบวนการบริหารของวงจรคุณภาพเดมมิ่ง (PDCA) สอดคล้องกับงานวิจัยของรจนา สุโพธิ์, ประพรทิพย์ คุณากรพิทักษ์, พิมพ์พร จารุจิตร (2561) ได้ศึกษา แนวทางการบริหารจัดการชั้นเรียนของโรงเรียนเอกชน ในจังหวัดอุดรธานี ผลการวิจัยพบว่า แนวทางการบริหารจัดการชั้นเรียนของ โรงเรียนเอกชน ในจังหวัดอุดรธานี ด้านอรรถประโยชน์ ด้านความเป็นไปได้ ด้านความเหมาะสม และด้านความถูกต้อง โดยรวมอยู่ในระดับมากที่สุด และสอดคล้องกับงานวิจัยของสุรัชดา จึงสุทธิวงษ์ (2560) ได้ศึกษา รูปแบบการบริหารจัดการชั้นเรียนแนวใหม่ โรงเรียนสังกัดองค์กรปกครองส่วนท้องถิ่นในภาคตะวันออกเฉียงเหนือ ผลการวิจัย พบว่า คู่มือการใช้และรูปแบบการบริหารจัดการชั้นเรียนแนวใหม่ โรงเรียนสังกัดองค์กรปกครองส่วนท้องถิ่น ในภาคตะวันออกเฉียงเหนือด้านความเป็นประโยชน์และด้านความเป็นไปได้โดยรวมอยู่ในระดับมาก

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ผลจากการศึกษาการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 พบว่า ลำดับความต้องการจำเป็นด้านกายภาพ ต้องการจำเป็นอยู่อันดับ 1 แสดงให้เห็นว่า การบริหารจัดการชั้นเรียนยุคใหม่ ด้านกายภาพเป็นสิ่งสำคัญที่เป็นจุดเริ่มต้นในการส่งเสริมให้ผู้เรียนมีทักษะของผู้เรียนในยุคใหม่ มีคุณภาพตามมาตรฐานการศึกษา ดังนั้น ผู้บริหารในระดับสำนักงานเขตพื้นที่การศึกษา ควรสนับสนุนงบประมาณ จัดครู และบุคลากรทางการศึกษาให้มีความเพียงพอ และอบรมพัฒนาครูให้มีการปรับประยุกต์ใช้เทคโนโลยีดิจิทัล เพื่อจะได้จัดการชั้นเรียนได้อย่างเป็นรูปธรรมและเกิดประสิทธิผลแก่ผู้เรียนอย่างยั่งยืน

1.2 เนื่องจากการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบูรณ์ เขต 2 เป็นภาพรวม ดังนั้นการนำแนวทางไปใช้ให้ตรงประเด็น สถานศึกษาควรสำรวจประเมินความต้องการจำเป็นของการจัดชั้นเรียนยุคใหม่ของโรงเรียน และนำมาพัฒนาการจัดการชั้นเรียนให้สอดคล้องกับความต้องการจำเป็น เพื่อให้การบริหารจัดการชั้นเรียนดำเนินไปอย่างต่อเนื่องและมีประสิทธิภาพ

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรมีการวิจัยหรือการพัฒนารูปแบบการบริหารจัดการยุคใหม่ของโรงเรียนเอกชน ในสังกัดสำนักงานศึกษาธิการจังหวัดเพชรบูรณ์

2.2 ควรมีการวิจัยหรือการพัฒนากลยุทธ์ การบริหารจัดการยุคใหม่ของโรงเรียนเอกชน ในสังกัดสำนักงานศึกษาธิการจังหวัดเพชรบูรณ์

2.3 ควรมีการวิจัยหรือโปรแกรมพัฒนาผู้บริหารและครู ด้านการบริหารจัดการยุคใหม่ของโรงเรียนเอกชน ในสังกัดสำนักงานศึกษาธิการจังหวัดเพชรบูรณ์

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ความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อวิถีชีวิตและความเชื่อของชาวชุมชนกาญจนบุรีเก่า บ้านท่าเสา ตำบลลาดหญ้า อำเภอเมือง จังหวัดกาญจนบุรี

The importance of the Khun Chang Khun Phaen literature that has influenced the way of life and beliefs of the old Kanchanaburi community of Ban Tha Sao, Lad Ya subdistrict, Muang district, Kanchanaburi province.

จตุรงค์ ภิรมยา Jaturong Phiromya[1]

บทคัดย่อ

การศึกษาความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อวิถีชีวิตและความเชื่อของชาวกาญจนบุรีเก่า หมู่บ้านท่าเสา ตำบลลาดหญ้า อำเภอเมือง จังหวัดกาญจนบุรี มีจุดมุ่งหมายเพื่อ 1) ศึกษาความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อสถาปัตยกรรมพื้นถิ่น 2) เพื่อศึกษาความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อความเชื่อและวิถีชีวิตของชาวกาญจนบุรีเก่า ต.ลาดหญ้า อ.เมือง จ.กาญจนบุรี โดยจะศึกษาในด้านวิถีชีวิตและความเชื่อที่สะท้อนผ่านสถาปัตยกรรม รูปเคารพ และข้อมูลทางคติชนต่าง ๆ ซึ่งผู้วิจัยกำหนดขอบเขตเฉพาะอิทธิพลของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อชาวกาญจนบุรีเก่าในหมู่บ้านท่าเสา ตำบลลาดหญ้า อำเภอเมือง จังหวัดกาญจนบุรีเท่านั้น ผลการศึกษาพบว่า ในด้านความสำคัญที่มีอิทธิพลต่อสถาปัตยกรรมพื้นถิ่น พบว่า วรรณคดีเรื่องขุนช้างขุนแผนมีอิทธิพลต่อการสร้างสถาปัตยกรรมพื้นถิ่น รวมถึงการใช้ชื่อสถาปัตยกรรมพื้นถิ่นเดิมเป็นชื่อที่ตั้งใหม่ตามตัวละครในวรรณคดีเรื่องขุนช้างขุนแผน คือ เขาชนไก่ ซึ่งเป็นที่ตั้งศาลพระยากาญจนบุรี ถ้ำขุนแผน บริเวณเขาชนไก่ อยู่ในบริเวณเขาชนไก่ ตลาดนางทองประศรี และมีการตั้งชื่อวัดเก่าที่มีอยู่ก่อนแล้วโดยใช้ชื่อตัวละครในวรรณคดีเรื่องขุนช้างขุนแผน คือ วัดขุนแผน วัดป่าเลไลยก์ วัดนางพิม วัดแม่หม้ายเหนือ และวัดแม่หม้ายใต้ ในด้านความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อความเชื่อของชาวกาญจนบุรีเก่า พบว่าความเชื่อที่มีความเกี่ยวข้องกับวรรณคดีเรื่องขุนช้างขุนแผนคือ 1) ความเชื่อเรื่องบุคคลการตั้งชื่อ วิญญาณ การเกิด การตาย 2) ความเชื่อในสิ่งศักดิ์สิทธิ์ เช่น เทพเจ้า เวทมนต์คาถา พระภูมิเจ้าที่ 3) ความเชื่อเรื่องเครื่องรางของขลัง ในด้านความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อวิถีชีวิตของชาวกาญจนบุรีเก่าพบว่า การคมนาคมในหมู่บ้านท่าเสา มีการใช้ชื่อชุมชนเป็นชื่อของขุนแผนและนางพิมพิลาไลยซึ่งมีชื่อปรากฏในเสภาเรื่องขุนช้างขุนแผน และปรากฏชื่อถนนจำนวน 8 เส้นทางคือ ถนนขุนแผน 1 ถนนขุนแผน 2 ถนนขุนแผน 3 ถนนพิมพิลาไลย 1 ถนนพิมพิลาไลย 2 ถนนพิมพิลาไลย 3 ถนนพิมพิลาไลย 4 และถนนนางพิม

คำสำคัญ: ขุนช้างขุนแผน, วิถีชีวิตและความเชื่อ, ชุมชนกาญจนบุรีเก่า

Abstract

The study of the importance of the Khun Chang Khun Phaen literature that has influenced the way of life and beliefs of the old Kanchanaburi community, Ban Tha Sao, Lad Ya subdistrict, Muang district, Kanchanaburi province, had objectives: 1) to study the importance of Khun Chang Khun Phaen literature that has influenced vernacular architecture, 2) to study the importance of Khun Chang Khun Phaen literature that has influenced the beliefs and way of life of the old Kanchanaburi people, in Lad Ya subdistrict, Muang district, Kanchanaburi province. Studied in the ways of life and beliefs that were reflected through architecture, idols and folklore information. The extent of the influence of literature about specific locale influence of Kanchanaburi. In Ban Tha Sao village, Lad Ya subdistrict, Muang district, Kanchanaburi province only.

The study found that in the significance of influencing vernacular architecture, it is found that the Khun Chang Khun Phaen literature has influenced the creation of vernacular architecture. Including the use of the name of the vernacular architecture for the new location according to the characters in Khun Chang Khun Phaen literature, namely Khao Chon Kai, which is the location of the Phya Kanchanaburi, Khun Phaen cave, In the area of Khao Chon Kai, Nang Thong Prasri market. Giving names to the old temples that existed before by using the name

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of the characters in Khun Chang Khun Phaen literature, namely Wat Khun Phaen, Wat Pa Lelai Worawihan, Wat Nang Pim, Wat Mae Mhai Nuea, and Wat Mae Mhai Tai.

In the importance of the literature on Khun Chang Khun Phaen that has influenced the beliefs of the old Kanchanaburi people, It is found that beliefs related to the literature of Khun Chang Khun Phaen are: 1) personal beliefs, naming of spirits, birth, and death, 2) belief in sacred things, such as magic, deities and incantations, 3) beliefs about talismans.

As for the importance of the Khun Chang Khun Phaen literature that has influenced the way of life of the old Kanchanaburi community, it is found that the names of Khun Phaen and Mrs. Pimpila Lai, whose name appeared in the Khun Chang Khun Phaen literature, were used for the community and 8 roads, as followed, Khun Phaen 1, Khun Phaen 2, Khun Phaen 3, Pimpilai 1, Pimpilai 2, Pimpilai 3 and Pimpilai 4 and Nang Pim road.
Keywords: Khun Chang Khun Phaen, Way of Life and Belief, Old Kanchanaburi Community

บทนำ

วรรณคดีไทย เป็นสมบัติล้ำค่าของแผ่นดินที่กวีทั้งหลายได้รังสรรค์ไว้ เพื่อให้เป็นเพชรล้ำค่าคู่แผ่นดินไทยมาในทุกยุคทุกสมัย วรรณคดีจะสะท้อนภาพของสังคมไทย ตามทัศนะของกวีที่เฝ้า มองและจับตาดูสภาพสังคมในฐานะสมาชิกคนหนึ่งในสังคมแล้วนำเสนอภาพที่เห็นออกมาตามมุมมองของตนโดยใช้ตัวอักษรที่มีแง่งามในด้านวรรณศิลป์เป็นเครื่องมือ สำคัญในการถ่ายทอดสู่สายตาผู้อ่านจึงกล่าวได้ว่า วรรณคดีไทยคือสมบัติคู่บ้านคู่เมือง และมีส่วนสำคัญในการแสดงถึงความเป็นชาติมาช้านาน การที่วรรณคดีมีชีวิตข้ามยุคสมัยและถิ่นกำเนิดมักเห็นพ้องกันว่า เป็นสิ่งชี้วัดความอันเป็นสากล ความหมายในวรรณคดีซึ่งเป็นประสบการณ์ที่ผู้สร้างกลั่นกรองมาเป็นสิ่งที่กระตุ้นให้ผู้รับมีความสัมพันธ์ทางจิตใจกับผู้อื่นอย่างกว้างขวาง มากกว่าที่จะคาดหวังได้จากประสบการณ์ตรงของตนในช่วงเวลาอันสั้นของชีวิต จึงกล่าวได้ว่า “วรรณคดีเป็นการติดต่อสัมพันธ์ทางใจชั้นสูง” (วิทย์ ศิวะศริยานนท์, 2541, หน้า 229) ความสัมพันธ์นี้ขึ้นอยู่กับความจริงที่ว่าประสบการณ์ส่วนตนของกวีสามารถแปรเป็นประสบการณ์ร่วม (เจตนา นาควัชระ, 2542, หน้า 15) ด้วยเหตุที่ธรรมชาติของมนุษย์มีลักษณะร่วมกัน ประสบการณ์ของบุคคลโดยเฉพาะประสบการณ์ทางอารมณ์ย่อมไม่แตกต่างกันอย่างสิ้นเชิง เนื่องด้วยวรรณคดีเป็นการติดต่อสัมพันธ์ทางใจขั้นสูง ทำให้วรรณคดีมีอิทธิพลต่อคนในสังคมเป็นอย่างมากทั้งในด้านความเชื่อ วิถีชีวิต ขนบประเพณี วัฒนธรรม เป็นต้น ล้วนก่อเกิดจากอิทธิพลของวรรณคดีไทย

เสภาเรื่องขุนช้างขุนแผนนี้ เป็นที่นิยมในหมู่ชาวไทยทุกเพศทุกวัยเป็นเวลาช้านาน ด้วยเหตุผลตามที่สมเด็จพระเจ้าบรมวงศ์เธอ กรมพระยาดำรงราชานุภาพ ได้ทรงพระนิพนธ์ไว้ในหนังสือสาส์นสมเด็จว่า “.เอาเสภาเรื่องขุนช้างขุนแผนมาอ่านเล่นในเวลาว่าง เห็นว่าเป็นเรื่องดี และแต่งดีอย่างเอกทีเดียว เคยอ่านมาแล้วนับครั้งไม่ถ้วนก็ยังอ่านสนุกไม่รู้จักเบื่ออยู่นั่นเอง มารู้สึกว่ามีประโยชน์อยู่ในหนังสือเรื่องนี้อีกอย่างหนึ่ง” บทเสภาเรื่องขุนช้างขุนแผนเป็นวรรณคดีเอกสำคัญเรื่องหนึ่งของไทย ซึ่งได้รับการยกย่องจากวรรณคดีสโมสรให้เป็นยอดแห่งวรรณคดีประเภทกลอนสุภาพ (ปรุงศรี วัลลิโภดม, 2524, หน้า 653) ด้วยคำประพันธ์ที่มีความไพเราะ คมคาย และเนื้อหาชวนติดตามอย่างยิ่ง อีกทั้งวิถีชีวิตของตัวละครในเรื่องขุนช้างขุนแผนยังเป็นเสมือนภาพสะท้อนวิถีชีวิตและขนบธรรมเนียมต่าง ๆ (ณรงค์ศักดิ์ สอนใจ, 2548 หน้า 1) ในสมัยต้นรัตนโกสินทร์ได้อย่างดี ดังความเห็นของ (ชุมสาย สุวรรณชมภู, 2549, หน้า 185) ที่ให้ไว้ในบทความเรื่อง “คำสอนในขุนช้างขุนแผน : บิดามารดาสอนบุตรสาว” ว่า บทเสภาเรื่องขุนช้างขุนแผนเป็นวรรณคดีที่บันทึกภาพสังคมชาวบ้านจนถึงระดับขุนนางในสมัยรัตนโกสินทร์ตอนต้นอย่างชัดเจน ทั้งนี้เพราะเนื้อเรื่องของบทเสภาเรื่องนี้แสดงถึงชีวิตของบุคคล ลักษณะของสังคมและวัฒนธรรมของตัวละครซึ่งเป็นสามัญชนและขุนนางข้าราชการไว้อย่างละเอียดและสมจริง เค้าเรื่องขุนช้างขุนแผนนี้สันนิษฐานว่าเคยเกิดขึ้นจริงในสมัยกรุงศรีอยุธยา แล้วมีผู้จดจำเล่าสืบต่อกันมา เนื่องจากเรื่องราวของขุนช้างขุนแผนมีปรากฏในหนังสือคำให้การชาวกรุงเก่า แต่มีการดัดแปลงเพิ่มเติมจนมีลักษณะคล้ายนิทานเพื่อให้เนื้อเรื่องสนุกสนานชวนติดตามยิ่งขึ้น รายละเอียดในการดำเนินเรื่องยังสะท้อนภาพการดำเนินชีวิต ขนบธรรมเนียมประเพณีและวัฒนธรรมในครั้งอดีตได้อย่างชัดเจนยิ่ง วรรณคดีเรื่องขุนช้างขุนแผน เป็นวรรณคดีที่สำคัญเรื่องหนึ่งของไทย ซึ่งมีอิทธิพลต่อวิถีชีวิตและความเชื่อของคนไทยในหลาย ๆ มิติ โดยเฉพาะอย่างยิ่งชาวสุพรรณบุรี และกาญจนบุรี ซึ่งปรากฏชื่อโบราณสถาน และโบราณวัตถุ รวมถึงสถานที่ ที่เกี่ยวข้องกับวรรณคดีเรื่องขุนช้างขุนแผนปรากฏอยู่ในวิถีชีวิตและความเชื่อของคนในสองจังหวัดนี้ เมืองกาญจนบุรีเก่าบริเวณนี้เคยเป็นเมืองหน้าด่าน สกัดกั้นการเดินทัพของพม่าซึ่งยกเข้ามาทางด่านเจดีย์สามองค์ ตั้งแต่สมัยอยุธยาตอนต้น

เมืองกาญจนบุรีเก่า เป็นกลุ่มโบราณสถานเก่าแก่ที่สันนิษฐานว่าบริเวณนี้เคยเป็นเมืองหน้าด่านในการสกัดกั้นการเดินทัพของพม่าตั้งแต่สมัยอยุธยาตอนปลายจนถึงรัตนโกสินทร์ตอนต้น ซึ่งปัจจุบันยังคงหลงเหลือร่องรอยของแนวกำแพงดินรูปสี่เหลี่ยม ผืนผ้าขนาด 167X355 เมตร มีป้อมค่ายอยู่ทั้งสี่มุม โดยมีโบราณสถานที่น่าชมได้แก่ - วัดป่าเลไลยก์ วัดนี้สร้างขึ้นในสมัยกรงศรีอยุธยา

ชาวบ้านเรียกกันว่าวัดผ่าอก เดิมทีภายในมณฑปประดิษฐานพระพุทธรูปปางมารวิชัย แต่ถูกคนร้ายลักลอบเจาะพระอุระจนทะลุ จึงเป็นที่มาของชื่อวัดผ่าอกนั่นเอง ต่อมาชาวบ้านได้ร่วมกันสร้างพระพุทธรูปปางป่าเลไลยก์ขึ้นแทน - วัดนางพิม หรือวัดกาญจนบุรีเก่า - วัดขุนแผน วัดนี้สร้างขึ้นในสมัยกรุงศรีอยุธยา สันนิษฐานว่าเดิมทีภายในวัดมีทั้งพระปรางค์ พระอุโบสถ เจดีย์ประจำทิศ เจดีย์รายและวิหาร แต่ปัจจุบันมองเห็นเพียงพระปรางค์เท่านั้น - วัดแม่หม้าย สร้างขึ้นในสมัยกรุงศรีอยุธยา อยู่ห่างจากวัดขุนแผนไปทางทิศตะวันออก 300 เมตร มีโบราณสถานแบ่งเป็น 2 กลุ่มที่มีสระล้างกระดูกอยู่ระหว่างกลาง ได้แก่ - กลุ่มทางด้านทิศเหนือ ประกอบด้วยเจดีย์ทรงกลมขนาดใหญ่ มีฐานประทักษิณ วิหารรูปสี่เหลี่ยมผืนผ้าหันหน้าไปทางทิศตะวันตก - กลุ่มทางด้านทิศใต้ ประกอบด้วยวิหารขนาดกลาง เจดีย์ราย และกำแพงแก้วล้อมรอบ สี่เหลี่ยมผืนผ้า หันหน้าไปทางทิศตะวันออก ผู้วิจัยได้สนใจที่จะศึกษาเฉพาะความสำคัญของเรื่องขุนช้างขุนแผนที่ปรากฏอยู่ในจังหวัดกาญจนบุรี เจาะจงเฉพาะเมืองกาญจนบุรีเก่า บ้านท่าเสา ตำบลลาดหญ้า อำเภอเมือง จังหวัดกาญจนบุรี ซึ่งสถานที่นี้มีชื่อปรากฏในเสภาเรื่องขุนช้างขุนแผน และยังคงมีโบราณสถาน และโบราณวัตถุที่บ่งบอกถึงความเชื่อ และวิถีชีวิตของคนในถิ่นนี้ ปรากฏอยู่จนถึงปัจจุบัน ซึ่งเมืองกาญจนบุรีเก่านี้ ตั้งอยู่ หมู่ที่ 2 ตำบลลาดหญ้า อำเภอเมือง จังหวัดกาญจนบุรี เป็นหมู่บ้านเก่าที่มีอายุมากกว่า 300 ปี ท่าเสาเป็นที่ตั้งของเมืองกาญจนบุรีเก่า ซึ่งเป็นเมืองหน้าด่านของไทยเมื่อครั้งกรุงศรีอยุธยาเป็นราชธานี โดยตั้งอยู่ริมแม่น้ำแควใหญ่ใกล้เขาชนไก่ภายในเมืองมีซากวัดต่าง ๆ ถึง 7 วัด คือ วัดขุนแผน วัดนางพิม วัดแม่หม้ายเหนือ วัดแม่หม้ายใต้ วัดมอญ วัดจีน วัด ป่าเลไลย์ และมีบริเวณที่เรียกกันว่าตลาดนางทองประศรี

ในด้านเกร็ดตำนานจากหนังสือวรรณคดีเรื่องขุนช้าง ขุนแผน เมืองกาญจนบุรี ปรากฏว่ามีชื่ออยู่ในวรรณคดีดังกล่าวมา ซึ่งมีเค้าความจริงในแผ่นดินสมเด็จพระพันวษาคือ สมเด็จพระรามาธิบดีที่ 2 แห่งกรุงศรีอยุธยา ระหว่าง พ.ศ. 2034-2072 ในนามขุนแผนเป็นตำแหน่งปลัดซ้ายในกรมตำรวจภูบาล กาญจนบุรี (เก่า) เป็นภูมิลำเนาของมารดาและขุนแผนคืออยู่บ้านเขาชนไก่ ตำบลลาดหญ้ามีเจดีย์เก่าอยู่บนเขาองค์หนึ่ง แต่เวลานี้ทรุดโทรมมาก มีคนขึ้นไปขุดเจาะเจดีย์ได้พระไปมาก โดยเฉพาะมีพระขุนแผนอุ้มไก่อยู่ด้วย บริเวณเมืองกาญจนบุรีเก่ายังมีซากวัดต่าง ๆ หลายวัดตามเกร็ดตำนานเมืองกาญจนบุรีนั้นกล่าวว่า เมื่อขุนแผนเป็นแม่ทัพไปทำสงครามมีชัยชนะกลับมาโปรดเกล้าฯ ให้เลื่อนยศถาบรรดาศักดิ์เป็นเจ้าเมืองกาญจนบุรี เมืองหน้าด่านมีบรรดาศักดิ์ว่า "พระสุรินทรฤๅชัย" (จันทร์ ตุงคสวัสดิ์) ได้เป็นผู้ว่าราชการจังหวัดกาญจนบุรี เมื่อปี พ.ศ. 2458-2465 นับว่าเป็นราชทินนามสืบเนื่องมาจากวรรณคดีเรื่องขุนช้าง-ขุนแผนในครั้งโบราณสมัยอยุธยา

จากข้อมูลข้างต้นจะเห็นได้ว่า โบราณสถานที่ปรากฏในเมืองกาญจนบุรีเก่า วัดวาอารามต่าง ๆ ล้วนมีชื่อที่เกี่ยวข้องกับวรรณคดีเรื่องขุนช้างขุนแผนทั้งสิ้น แสดงให้เห็นว่า ชนถิ่นนี้มีความศรัทธาและความเชื่อต่อวรรณคดีเรื่องนี้ จึงสร้างวัดวาอารามให้มีชื่อสอดคล้องกับตัวละครในวรรณคดีเรื่องขุนช้างขุนแผน ด้านวิถีชีวิต คนกาญจนบุรีเก่า มีวิถีชีวิตที่ผูกพันกับวรรณคดีเรื่องขุนช้างขุนแผน เช่น การคมนาคมต่าง ๆ ในหมู่บ้าน ปรากฏชื่อถนนที่มีชื่อสอดคล้องกับตัวละครในวรรณคดีเช่น ถนนขุนแผน 1 ถนนขุนแผน 2 ถนนขุนแผน 3 ถนนพิมพิลาไลย 1 ถนนพิมพิลาไลย 2 ถนนพิมพิลาไลย 3 ถนนพิมพิลาไลย 4 ถนนนางพิม เป็นต้น
จะเห็นได้ว่าพื้นที่เมืองกาญจนบุรีเก่าเป็นพื้นที่โบราณสถานที่มีความหลากหลายทางศิลปะและวัฒนธรรมสูงซึ่งก่อเกิดด้วยอิทธิพลของวรรณคดีเรื่องขุนช้างขุนแผนซึ่งอยู่คู่กับชนถิ่นนี้มาช้านานกลายเป็นความเชื่อ และแทรกซึมอยู่ในวิถีชีวิตของชาวกาญจนบุรีเก่า ทำให้ชุมชนมีศูนย์รวมจิตใจ และเกิดความภาคภูมิใจในหมู่บ้านของตนเอง และยังคงอนุรักษ์ดูแลเพราะสิ่งเหล่านั้นอยู่ในความศรัทธาและวิถีชีวิตของชนกลุ่มนี้ตลอดไป

วัตถุประสงค์

1.เพื่อศึกษาความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อสถาปัตยกรรมพื้นถิ่น

2.เพื่อศึกษาความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อความเชื่อและวิถีชีวิตของชาวกาญจนบุรีเก่า ต.ลาดหญ้า อ.เมือง จ.กาญจนบุรี

สมมติฐานของการวิจัย

งานวิจัยนี้จะชี้ให้เห็นความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนด้านวิถีชีวิตและความเชื่อที่สะท้อนผ่านสถาปัตยกรรม รูปเคารพ และข้อมูลทางคติชนต่าง ๆ ที่ปรากฏในเมืองกาญจนบุรีเก่า ในหมู่บ้านท่าเสา ต.ลาดหญ้า อ.เมือง จ.กาญจนบุรี

ขอบเขตของการวิจัย

งานวิจัยนี้จะศึกษาความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อวิถีชีวิตและความเชื่อที่ปรากฏในสถาปัตยกรรม ชื่อสถานที่ รูปเคารพ วัตถุมงคล และข้อมูลทางคติชนอื่น ๆ ของชาวบ้านกาญจนบุรีเก่า หมู่บ้านท่าเสา ต.ลาดหญ้า อ.เมือง จ.กาญจนบุรีเท่านั้น

วิธีดำเนินการวิจัย

1. รวบรวมข้อมูลทางคติชนวิทยาในเมืองกาญจนบุรีเก่า หมู่บ้านท่าเสา ต.ลาดหญ้า อ.เมือง จ.กาญจนบุรี จากข้อมูลภาคสนาม และลายลักษณ์อักษร

2. ศึกษาวิเคราะห์วิถีชีวิตและความเชื่อของชาวบ้านที่ปรากฏในสถาปัตยกรรม ชื่อสถานที่ รูปเคารพ วัตถุมงคล และข้อมูลทางคติชนอื่น ๆ

3. วิเคราะห์ข้อมูลด้วยเทคโนโลยีและทฤษฎีทางคติชนวิทยา

4. เรียบเรียงผลการวิจัย

5. สรุปผลการวิจัยและอภิปรายผล

ประโยชน์ที่คาดว่าจะได้รับ

1. ทำให้ทราบถึงความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อสถาปัตยกรรมพื้นถิ่น

2. ทำให้ทราบถึงความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อความเชื่อและวิถีชีวิตของชาวกาญจนบุรีเก่า ต.ลาดหญ้า อ.เมือง จ.กาญจนบุรี

สรุปผลการวิจัย

การศึกษาความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อวิถีชีวิตและความเชื่อของชาวกาญจนบุรีเก่า หมู่บ้านท่าเสา ตำบลลาดหญ้า อำเภอเมือง จังหวัดกาญจนบุรี มีจุดมุ่งหมายเพื่อ 1) ศึกษาความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อสถาปัตยกรรมพื้นถิ่น 2) เพื่อศึกษาความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อความเชื่อและวิถีชีวิตของชาวกาญจนบุรีเก่า ต.ลาดหญ้า อ.เมือง จ.กาญจนบุรี โดยจะศึกษาในด้านวิถีชีวิตและความเชื่อที่สะท้อนผ่านสถาปัตยกรรม รูปเคารพ และข้อมูลทางคติชนต่าง ๆ ซึ่งผู้วิจัยกำหนดขอบเขตเฉพาะอิทธิพลของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อชาวกาญจนบุรีเก่า ในหมู่บ้านท่าเสา ตำบลลาดหญ้า อำเภอเมือง จังหวัดกาญจนบุรีเท่านั้น

ผลการศึกษา ในด้านวิถีชีวิตชุมชนและสถาปัตยกรรมพื้นถิ่นพบว่า การสร้างบ้านของชาวบ้านท่าเสาแต่ละหลังยังคงความเก่าแก่ คงความดั้งเดิมอยู่ คงความเป็นสถาปัตยกรรมพื้นถิ่นของความเป็นชนบท คือบ้านในสมัยก่อนจะปลูกด้วยไม้ทั้งหมด ยกพื้นสูง มีใต้ถุนบ้าน มีบันไดพาดขึ้นไปข้างบนบ้าน บันไดขึ้นบ้านสามารถยกขึ้นเก็บไว้บนบ้านได้ ลักษณะรูปทรงจะเป็นบ้านทรงไทยภาคกลาง ถ้าเป็นคนมีฐานะ ฝาบ้านจะใช้ไม้สัก ไม้ประดู่แดง ไม้มะค่า เป็นฝากั้น แต่ถ้าเป็นคนธรรมดาหาเช้ากินค่ำ หรือพอมีพอกิน จะใช้ไม้ไผ่เอามีดอีโต้ผ่าแบะลำไผ่แผ่ออก ให้เป็นแผ่น เอามาทำฝากั้น รวมไปถึงพื้นบ้านด้วย เสาบ้านก็จะใช้ไม้ต้นที่เนื้อแข็ง เช่น ไม้สัก ไม้ประดู่แดง ไม้มะค่า ไม้ตะเคียน เป็นต้น ในปัจจุบัน บ้านบางหลังได้ดัดแปลงไปบ้าง บางส่วน เช่นปกติมีใต้ถุนบ้าน ก็ซื้ออิฐมาก่อทำผนังกั้นห้อง ทำให้ไม่มีใต้ถุนบ้านแล้ว แต่ชั้นบนของบ้านยังคงความเป็นรูปทรงเดิม ไม่ได้รื้อออกแต่อย่างไร สาเหตุที่กั้นห้องใต้ถุนบ้านก็เพราะ พอลูกหลานโตเป็นหนุ่มสาวก็ต้องการห้องเป็นของตัวเอง ห้องที่มีอยู่ไม่เพียงพอ จึงต้องทำเพิ่ม จากหลังคาที่สมัยก่อนมุงจากปัจจุบันก็เปลี่ยนมาเป็นกระเบื้องหมดแล้ว

ในด้านความสำคัญที่มีอิทธิพลต่อสถาปัตยกรรมพื้นถิ่น พบว่า วรรณคดีเรื่องขุนช้างขุนแผนมีอิทธิพลต่อการสร้างสถาปัตยกรรมพื้นถิ่น รวมถึงการใช้ชื่อสถาปัตยกรรมพื้นถิ่นเดิมเป็นชื่อที่ตั้งใหม่ตามตัวละครในวรรณคดีเรื่องขุนช้างขุนแผน คือ เขาชนไก่ ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี ซึ่งเป็นที่ตั้งศาลพระยากาญจนบุรี ถ้ำขุนแผน - บริเวณเขาชนไก่ ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี อยู่ในบริเวณเขาชนไก่ และการตั้งชื่อวัดเก่าที่มีอยู่ก่อนแล้วโดยใช้ชื่อตัวละครในวรรณคดีเรื่องขุนช้างขุนแผน คือ วัดขุนแผน ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี ซึ่งชาวบ้านเชื่อว่าขุนแผนเป็นผู้สร้าง วัดป่าเลไลยก์ ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี ตามตำนานกล่าวว่า เป็นวัดที่ขุนแผนบวชเป็นสามเณรที่วัดแห่งนี้ วัดนางพิม ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี เป็นวัดที่ขุนแผนสร้างเพื่อระลึกถึงนางพิม และวัดแม่หม้ายเหนือ วัดแม่หม้ายใต้ ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี เป็นวัดที่นางทองประศรีสร้างเมื่อมีฐานะร่ำรวยหรือขุนแผนสร้างเพื่อระลึกถึงมารดา

ด้านสถาปัตยกรรม มีชื่อสถานที่ที่เกี่ยวข้องกับวรรณคดีเรื่องขุนช้างขุนแผนดังนี้

ชื่อสถานที่

1) เขาชนไก่ ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

2) ถ้ำขุนแผน - บริเวณเขาชนไก่ ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

ชื่อวัด

1) วัดขุนแผน ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

2) วัดป่าเลไลยก์ ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

3) วัดนางพิม ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

4) วัดแม่หม้ายเหนือ ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

5) วัดแม่หม้ายใต้ ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

ในด้านความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อความเชื่อของชาวกาญจนบุรีเก่า พบว่าความเชื่อที่มีความเกี่ยวข้องกับวรรณคดีเรื่องขุนช้างขุนแผนคือ 1) ความเชื่อเรื่องบุคคล การตั้งชื่อ วิญญาณ การเกิด การตาย ซึ่งชาวกาญจนบุรีเก่ามีความเชื่อเรื่องวิญญาณของขุนแผน ขุนไกร นางทองประศรี และกุมารทอง ยังคงปกปักษ์รักษาชาวบ้านกาญจนบุรีเก่า จนมีการตั้งศาลและรูปเคารพ 2) ความเชื่อในสิ่งศักดิ์สิทธิ์ เช่น เทพเจ้า เวทมนต์คาถา พระภูมิเจ้าที่ จะเห็นได้จากคนในหมู่บ้านนี้จะเคารพบูชาบนบานศาลกล่าว ขุนแผน หรือ พระยากาญจนบุรี ในฐานะที่เป็นเทพเจ้าหรือพระภูมิเจ้าที่ เพราะเชื่อว่าเป็นเมืองของขุนแผนซึ่งเคยดำรงตำแหน่งเจ้าเมืองกาญจนบุรี 3) ความเชื่อเรื่องเครื่องรางของขลัง เช่น ความเชื่อในเรื่องไสยศาสตร์ คาถาอาคม ผ้ายันต์ พระเครื่อง จะเห็นได้ว่า มีการสร้างเครื่องรางของขลังพระขุนแผน จากวัดต่าง ๆ โดยเฉพาะวัดในพื้นที่คือวัดเขาชนไก่ และวัดใกล้เคียงเช่น วัดทุ่งลาดหญ้า และวัดหนองบัวเป็นต้น ซึ่งชนละแวกนี้เคารพบูชาพระขุนแผนเป็นอย่างยิ่ง เพราะเชื่อว่า จะช่วยให้มีเมตตามหานิยมอยู่ยงคงกระพันชาตรี และมีคนรักใคร่ ดังเช่นขุนแผน 4) ความเชื่อในเรื่องภูตผีวิญญาณ เช่น ผีปู่ย่า ตายาย เป็นต้น ชาวกาญจนบุรีเก่า บูชากราบไหว้ที่ศาลพ่อปู่ขุนแผน พ่อปู่ขุนไกร ย่าทองประศรี เมื่อมีการบำเพ็ญบุญกุศลทั้งของหมู่บ้านและส่วนบุคคลก็จะอุทิศส่วนบุญส่วนกุศลให้แก่ท่านเหล่านี้เพราะถือว่า เป็นบรรพบุรุษผีปู่ย่าตายายของตน ที่คอยปกปักษ์รักษาให้คนในหมู่บ้านและคนในครอบครัวอยู่เย็นเป็นสุข

ในด้านความสำคัญของวรรณคดีเรื่องขุนช้างขุนแผนที่มีอิทธิพลต่อวิถีชีวิตของชาวกาญจนบุรีเก่า พบว่า การคมนาคมในหมู่บ้านท่าเสา มีชื่อหมู่บ้านเป็นชื่อของขุนแผนและนางพิมพิลาไลยซึ่งมีชื่อปรากฏในเสภาเรื่องขุนช้างขุนแผน และปรากฏชื่อถนนจำนวน 8 เส้นทางคือ ถนนขุนแผน 1 ถนนขุนแผน 2 ถนนขุนแผน 3 ถนนพิมพิลาไลย 1 ถนนพิมพิลาไลย 2 ถนนพิมพิลาไลย 3 ถนนพิมพิลาไลย 4 และถนนนางพิม

ด้านวิถีชีวิตที่ได้รับอิทธิพลจากวรรณคดีเรื่องขุนช้างขุนแผน

ชื่อหมู่บ้านและชื่อชุมชน

1) หมู่บ้านนางทองประศรี ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

2) ชุมชนบ้านขุนแผนและชุมชนพิมพิลาไลย บ้านท่าเสา ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

ชื่อถนน

1) ถนนขุนแผน บ้านท่าเสา ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

2) ถนนพิมพิลาไลย์บ้านท่าเสา ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

3) ตลาดนางทองประศรี ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

รูปเคารพ

1) รูปเคารพขุนแผนที่เขาชนไก่ ตำบลลาดหญ้า อำเภอเมืองกาญจนบุรี

2) รูปเคารพพระยากาญจนบุรีที่วัดปาเลไลยก์ ตำบลลาดหญ้า

3) รูปเคารพขุนไกร ที่เขาชนไก่ ตำบลลาดหญ้า

4) รูปเคารพนางทองประศรีที่ศาลย่าทองประศรี บ้านท่าเสา ตำบลลาดหญ้า 5) รูปเคารพกุมารทอง ที่ศาลพระยากาญจนบุรี วัดปาเลไลยก์ ตำบลลาดหญ้า

ดังนั้น จึงกล่าวได้ว่า วรรณคดีเรื่องขุนช้างขุนแผน มีความสำคัญและมีอิทธิพลต่อชาวกาญจนบุรีเก่าเป็นอย่างยิ่ง ทั้งในด้านสถาปัตยกรรมพื้นถิ่น สิ่งก่อสร้าง วัดวาอารามต่าง ๆ ในเขตเมืองกาญจนบุรีเก่า ล้วนเกี่ยวข้องกับวรรณคดีเรื่องขุนช้างขุนแผนทั้งสิ้น ด้านความเชื่อและวิถีชีวิต ตัวละครในวรรณคดีเรื่องขุนช้างขุนแผน ประกอบด้วยขุนแผน นางพิมพิลาไลย นางทองประศรี ยังคงแทรกซึมอยู่ในความรู้สึกของชนกลุ่มนี้ เป็นความภาคภูมิใจของชาวบ้านที่เชื่อว่า สถานที่แห่งนี้เป็นที่เคยอยู่อาศัยของขุนแผน และยังเชื่อว่าขุนแผนเคยเป็นพระกาญจนบุรีปกครองเมืองแห่งนี้ ทำให้เรื่องราวของขุนแผน รวมถึงนางพิมพิลาไลยกลายส่วนหนึ่งของวิถีชุมชนจนแยกออกจากกันไม่ได้ ดังจะเห็นได้จากการตั้งชื่อสถานที่ต่าง ๆ ในชุมชนที่ล้วนเกี่ยวข้องกับขุนแผนและนางพิมพิลาไลย แม้การดำเนินชีวิตในปัจจุบันจะมีอะไรเปลี่ยนแปลงไปมากมายหลายอย่าง แต่สำหรับชาวกาญจนบุรีเก่าแล้ว วรรณคดีเรื่องขุนช้างขุนแผน ไม่เคยถูกลบเลือนหายไปตามกาลเวลา ทุกคนยังดำรงตนอยู่ในความเชื่อที่เคยมีมาแต่ครั้งบรรพกาล โดยเฉพาะอย่างยิ่ง ยังคงเคารพ บูชารูป

เคารพต่าง ๆ ที่มีตัวตนในวรรณคดีเรื่องขุนช้างขุนแผน ทั้งตัวขุนแผนเอง รวมถึง ขุนไกร นางพิมพิลาไลย นางทองประศรี และกุมารทองเป็นต้น สะท้อนให้เห็นว่า วรรณคดีเรื่องขุนช้างขุนแผนมีอิทธิพลและความสำคัญต่อชุมชนแห่งนี้เป็นอย่างยิ่ง

ข้อเสนอแนะ

ข้อเสนอแนะเพื่อนำผลการวิจัยไปใช้

1. จากผลการวิจัย สามารถใช้ข้อมูลในด้านต่าง ๆ เป็นฐานการเรียนรู้ด้านคติชนวิทยา ซึ่งยังปรากฏข้อมูลด้านสถาปัตยกรรมและความเชื่ออย่างเด่นชัด ไม่ถูกทำลาย เนื่องจากชาวบ้านในพื้นที่ร่วมกันอนุรักษ์ ดูแล อย่างดี จึงยังไม่แตกหักไปตามกาลเวลา ดังนั้นจึงควรนำมาศึกษาในด้านอื่น ๆ มากขึ้น เพราะถึงแม้สถาปัตยกรรมจะยังไม่ทรุดโทรมมากนัก แต่ชนรุ่นเก่าที่ให้ข้อมูล เหลือน้อยอย่างยิ่ง ส่วนชนรุ่นใหม่ เพียงรู้ว่ามีโบราณสถานในหมู่บ้านของตนเอง แต่ไม่รู้ที่มาที่ไป

2. ใช้ฐานข้อมูลจากงานวิจัยนี้ จัดทำแหล่งเรียนรู้ โดยบูรณาการกับโรงเรียนในชุมชน เพื่อสร้างชุมชนแห่งการเรียนรู้เมืองกาญจนบุรีเก่า การสร้างมัคคุเทศก์น้อย เพื่อพัฒนาการท่องเที่ยวในชุมชน และเป็นการส่งเสริมให้ชนรุ่นใหม่เห็นความสำคัญของโบราณสถานที่เกี่ยวข้องกับวรรณคดีเรื่องขุนช้างขุนแผนที่มีอยู่ในชุมชนของตน

ข้อเสนอแนะในการวิจัยครั้งต่อไป

1. ควรวิจัย เรื่องสถาปัตยกรรมพื้นถิ่นโบราณสถานเกี่ยวกับวรรณคดีเรื่องขุนช้างขุนแผนที่ปรากฏในเขตเมืองกาญจนบุรีเก่าเปรียบเทียบกับสถาปัตยกรรมที่เกี่ยวข้องกับเรื่องขุนช้างขุนแผนในจังหวัดสุพรรณบุรี

2. ควรวิจัยกระบวนการสร้างแหล่งเรียนรู้ชุมชนเมืองกาญจนบุรีเก่าบูรณาการกับการเรียนการสอนในโรงเรียนในชุมชนท่าเสา เขตเมืองกาญจนบุรีเก่า

3. ควรวิจัยการพัฒนาชุมชนในเขตเมืองกาญจนบุรีเก่าให้เป็นแหล่งท่องเที่ยวเชิงอนุรักษ์ เชื่อมโยงกับสถานที่อื่น ๆ ในจังหวัดกาญจนบุรีที่มีความเกี่ยวข้องกับวรรณคดีเรื่องขุนช้างขุนแผน เช่น วัดถ้ำขุนแผน ในตำบลแก่งเสี้ยน วัดส้มใหญ่ ในตำบลหนองขาว วัดบ้านถ้ำในตำบลเขาน้อย เป็นต้น

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ความสัมพันธ์ของการยอมรับนวัตกรรมกับความพึงพอใจที่มีต่อนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

Relationship between innovation acceptance and the service recipients' satisfaction towards the public service innovation: A case study of Vajira Hospital, Faculty of Medicine Vajira Hospital, Navamindradhiraj University

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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อศึกษา 1) ความพึงพอใจของผู้รับบริการที่มีต่อนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช 2) การยอมรับนวัตกรรมของผู้รับบริการโรงพยาบาลวชิรพยาบาล 3) ความสัมพันธ์ของการยอมรับนวัตกรรมกับความพึงพอใจที่มีต่อนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

การวิจัยนี้เป็นการวิจัยเชิงปริมาณ กลุ่มตัวอย่าง คือ ผู้รับบริการ ที่คลินิกผู้ป่วยนอกของโรงพยาบาลวชิรพยาบาล จำนวน 576 คน เครื่องมือที่ใช้ คือ แบบสอบถาม วิเคราะห์ข้อมูลโดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป สถิติที่ใช้ในการวิจัย ได้แก่ การแจกแจงความถี่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน t-test One-Way ANOVA

ผลการศึกษาพบว่า 1) ผู้รับบริการในโรงพยาบาลวชิรพยาบาล มีระดับความพึงพอใจต่อนวัตกรรมการบริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล โดยรวมอยู่ในระดับมาก 2) ผู้รับบริการในโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช มีระดับการยอมรับนวัตกรรมโดยรวมอยู่ในระดับมาก 3) การยอมรับนวัตกรรมมีความสัมพันธ์กับนวัตกรรมการให้บริการสาธารณะกรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ในระดับสูง ซึ่งผลการวิจัยนี้สามารถนำไปใช้ประโยชน์ เป็นข้อมูลสนับสนุนให้ส่วนงานการให้บริการของโรงพยาบาลนำไปปรับปรุงนวัตกรรมการให้บริการสาธารณะได้อย่างเหมาะสมกับความต้องการของผู้รับบริการ

คำสำคัญ: นวัตกรรม, นวัตกรรมการให้บริการ, การยอมรับนวัตกรรม, ตู้บริการ, อัตโนมัติ

Abstract

This research aimed to study 1) the service recipients' satisfaction towards the public service innovation: a case study of Vajira Hospital, Faculty of Medicine Vajira Hospital Navamindradhiraj University, 2) the service recipients' innovation acceptance at Vajira Hospital, 3) the relationship between the service recipients' innovation acceptance and the satisfaction towards the public service innovation: a case study of Vajira Hospital, Faculty of Medicine Vajira Hospital Navamindradhiraj University. This is quantitative research. The sample group consisted of 576 service recipients at the outpatient clinic, Vajira hospital. The instrument used was a questionnaire. Data were statically analyzed by a computer program, frequency distribution, percentage, mean, standard deviation, t-test and One-Way ANOVA. The results were found as follows, 1) the service recipients at Vajira Hospital had a high level of satisfaction towards the public service innovation at Faculty of Medicine Vajira Hospital, Navamindradhiraj University, 2) the service recipients at Vajira Hospital had a high level of innovation acceptance, 3) there was a high-level relationship between the service recipients' innovation acceptance and the satisfaction towards the public service innovation at Faculty of Medicine Vajira Hospital, Navamindradhiraj University. Therefore, research results

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can be implemented to fully support and improve the public service innovation of Vajira Hospital, Faculty of Medicine Vajira Hospital Navamindradhiraj University to meet the needs of the service recipients.
Keywords: innovation, public service innovation, Innovation Acceptance, service kiosk, automation

บทนำ

แผนยุทธศาสตร์ชาติ ระยะ 20 ปี (พ.ศ. 2560 - 2579) แผนพัฒนาเศรษฐกิจแห่งชาติ ฉบับที่ 12 (พ.ศ. 2560 - 2564) นโยบายประเทศไทย 4.0 มีเป้าหมายกลุ่มสาธารณสุข สุขภาพ และเทคโนโลยีทางการแพทย์ (Health, Wellness and Bio-Med) โดยกระทรวงสาธารณะสุข ขับเคลื่อนนโยบาย Smart Hospital ตามนโยบาย Thailand 4.0 ปรับเปลี่ยนกระบวนการปฏิบัติงานโดยนำเทคโนโลยีด้านดิจิทัล มาประยุกต์ใช้กับระบบสารสนเทศ เพื่อลดเวลา ลดความซ้ำซ้อน บริหารระบบการบริการให้มีคุณภาพ รวดเร็ว และปลอดภัยในโรงพยาบาลภาครัฐ

Smart Hospital โรงพยาบาลอัจฉริยะ หมายถึง โรงพยาบาลภาครัฐ สังกัดกระทรวงสาธารณสุข ที่มีการประยุกต์ใช้เทคโนโลยีดิจิทัล เพื่อสนับสนุนการจัดบริการภายในโรงพยาบาล ลดขั้นตอนการปฏิบัติ และเพื่อความสะดวกรวดเร็วในการรับบริการที่มีคุณภาพดี มีความปลอดภัย และทันสมัยอย่างเป็นมิตรต่อสิ่งแวดล้อม 1) Smart Place/Infrastructure โรงพยาบาลมีการดำเนินงานด้านอนามัยสิ่งแวดล้อม ผ่านเกณฑ์การดำเนินงาน GREEN&CLEAN Hospital ของกรมอนามัย และจัดตกแต่งสถานที่ให้สวยงามดูมีความทันสมัย (Digital Look) ช่วยเพิ่มความสะดวกรวดเร็วในการรับบริการ 2) Smart Tools โรงพยาบาลมีการนำเทคโนโลยีดิจิทัลมาใช้เพิ่มประสิทธิภาพการให้บริการ และการปฏิบัติงานของเจ้าหน้าที่ ให้มีความถูกต้องแม่นยำ สะดวกรวดเร็ว ลดความเสี่ยงความผิดพลาดต่างๆ ลดระยะเวลา เพิ่มความปลอดภัย และเพิ่มความพึงพอใจของผู้รับบริการ อาทิ เครื่องมือและอุปกรณ์ทางการแพทย์อัตโนมัติ ระบบบริหารจัดการคิว รูปแบบดิจิทัล รูปแบบออนไลน์ 3) Smart Services โรงพยาบาลมีการบริหารจัดการกระบวนงานที่มีประสิทธิภาพ สอดคล้องกับการพัฒนาองค์กรตามแผนพัฒนารัฐบาลดิจิทัลของประเทศไทย และ พระราชบัญญัติการบริหารงานและการให้บริการภาครัฐผ่านระบบดิจิทัล พ.ศ. 2562 เช่น การยกเลิกการเรียกรับสำเนาบัตรประชาชนและเอกสารอื่นที่ออกโดยราชการจากผู้รับบริการ การจัดเก็บข้อมูลเวชระเบียนผู้ป่วยด้วยรูปแบบอิเล็กทรอนิกส์ (EMR : Electronic Medical Records) การใช้ใบสั่งยาในรูปแบบอิเล็กทรอนิกส์ การลดระยะเวลารอคอยรับบริการ การมีบริการนัดหมายแบบเหลื่อมเวลา หรือมีการจัดกลุ่มผู้รับบริการได้รับบริการตรงเวลาหรือแตกต่างเล็กน้อยอย่างเหมาะสม เป็นต้น 4) Smart Outcome โรงพยาบาลมีการบริหารจัดระบบงานให้มีความเชื่อมโยงกันได้อย่างอัตโนมัติ โดยนำระบบ ERP (Enterprise Resource Planning) มาใช้ โดยเฉพาะระบบหลักของโรงพยาบาล (Core Business Process) เพื่อให้มีระบบสารสนเทศที่ตอบสนองต่อการบริหารจัดการได้อย่างรวดเร็ว ป้องกันความเสี่ยงด้านการเงิน การบัญชี การจัดซื้อจัดจ้าง ป้องกันปัญหาการขาดแคลนและความไม่สมดุลด้านทรัพยากรบุคคล ทรัพยากรในระบบบริการ มีการบริหารจัดการ Unit Cost ให้อยู่ในเกณฑ์ที่เหมาะสม และเพื่อเพิ่มคุณภาพระบบบริการ จัดการระยะเวลารอคอยได้อย่างเหมาะสม 5) Smart Hospital โรงพยาบาลมีประสิทธิภาพในการจัดการ มี Unit Cost ในเกณฑ์ที่เหมาะสมสามารถเปรียบเทียบ (Benchmarking) กับหน่วยงานอื่นได้ มีการจัดการและป้องกันความเสี่ยง (Proactive Risk Management) ที่ดีในทุกมิติ เพื่อให้การบริการมีคุณภาพดีในทุกมิติ และมีการอนุรักษ์สิ่งแวดล้อม และอนุรักษ์พลังงาน อย่างยั่งยืน

โรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช เป็นหน่วยหนึ่งในคณะแพทยศาสตร์วชิรพยาบาลที่เป็นด้านการบริการประชาชน เป็นโรงพยาบาลขนาด 875 เตียง มีแพทย์เฉพาะทางหลายสาขา เครื่องมืออุปกรณ์ในการรักษาที่ทันสมัย และมีอาคารผู้ป่วยนอกสำหรับรองรับผู้รับบริการที่สะดวก สะอาด ปลอดภัย มุ่งสู่การเป็นประเทศไทย 4.0 ด้านสาธารณสุข (Health 4.0) โดยการนำนวัตรรมการให้บริการสาธารณะมาให้บริการ ได้แก่ ตู้บริการอนุมัติสิทธิอัตโนมัติ ตู้บริการระบบชำระการรักษาพยาบาลด้วยตนเอง และบริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์ จุดประสงค์เพื่อให้เกิดความง่ายต่อการใช้งาน สะดวก รวดเร็ว ประหยัดเวลา ลดขั้นตอนในการรับบริการ

นวัตกรรมการให้บริการสาธารณะ ประชาชนผู้รับบริการอาจไม่เคยใช้บริการมาก่อน การยอมรับนวัตกรรมเป็นกระบวนการหนึ่งที่นำไปสู่การใช้งาน ประกอบด้วย การรับรู้ (awareness stage) สนใจ (interest stage) ประเมินค่า (evaluation stage) ทดลอง (trial stage) ยอมรับ (adoption stage) เมื่อเกิดการยอมรับนวัตกรรมกรรมแล้ว เข้าสู่กระบวนการจัดหานวัตกรรมการการให้บริการสาธารณะให้ตรงกับความต้องการให้ประชาชนผู้รับบริการได้รับประโยชน์สูงสุดและมีความพอใจในบริการเพิ่มขึ้น

จากปัญหาดังกล่าวข้างต้น ผู้วิจัยจึงมีความสนใจ ที่จะศึกษาวิจัยเกี่ยวกับความสัมพันธ์ของการยอมรับนวัตกรรมกับความพึงพอใจที่มีต่อนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ซึ่งจะนำผลการวิจัยที่ได้มาเป็นข้อมูลในการแก้ปัญหาการจัดหานวัตกรรมการให้บริการสาธารณะ เพื่อให้เกิดเพื่อให้การบริการรักษาพยาบาลเกิดความสะดวกรวดเร็ว ปลอดภัย และมีประสิทธิภาพ และสามารถนำไปพัฒนานวัตกรรมการให้บริการ

สาธารณะของโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราชเพื่อตอบสนองตามความต้องการของผู้รับบริการต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาความพึงพอใจของผู้รับบริการที่มีต่อนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช
2. เพื่อศึกษาการยอมรับนวัตกรรมของผู้รับบริการโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช
3. เพื่อศึกษาความสัมพันธ์ของการยอมรับนวัตกรรมกับความพึงพอใจที่มีต่อนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

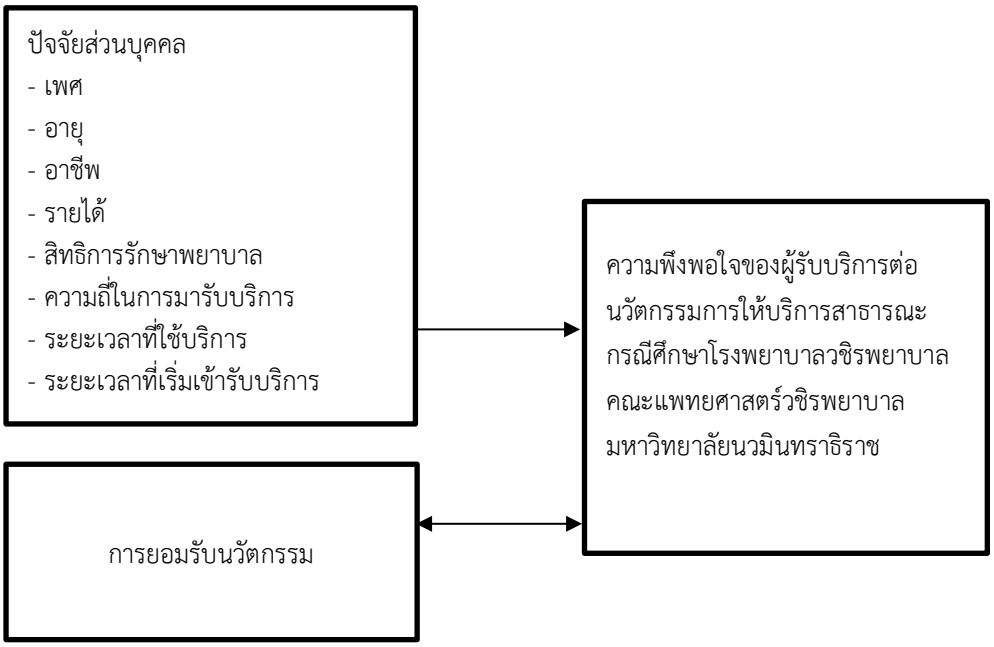
สมมติฐานของการวิจัย

การยอมรับนวัตกรรมการมีความสัมพันธ์กับความพึงพอใจที่มีต่อนวัตกรรมการให้บริการ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

ประโยชน์ที่คาดว่าจะได้รับจากการวิจัย

1. เพื่อทราบผลการสำรวจและนำมาวิเคราะห์นวัตกรรมการให้บริการสาธารณะ ของโรงพยาบาลวชิรพยาบาล เป็นประโยชน์อย่างยิ่งต่อคณะแพทยศาสตร์วชิรพยาบาล ในการที่เป็นผลลัพธ์เพื่อให้ผู้บริหารพิจารณานโยบาย การของบประมาณ เพื่อนำมาปรับปรุงการให้บริการ ที่มีประสิทธิภาพแก่ประชาชน
2. เพื่อทราบผลการวิเคราะห์ข้อมูล มาจัดหาเทคโนโลยี สำหรับการส่งเสริมนวัตกรรมการให้บริการสาธารณะของโรงพยาบาลวชิรพยาบาลให้มีประสิทธิภาพ สะดวก รวดเร็ว ตรงกับความต้องการของผู้มารับบริการ

กรอบแนวคิดการวิจัย



ภาพที่ 1 กรอบแนวคิดการวิจัย

แนวคิด และทฤษฎีที่เกี่ยวข้อง

1. แนวคิดเกี่ยวกับความพึงพอใจ

วิรุฬ พรรณเทวี (2542) ได้ให้ความหมายของความพึงพอใจไว้ดังนี้ ความพึงพอใจ หมายถึง ความรู้สึกภายในจิตใจของมนุษย์ที่ไม่เหมือนกัน ขึ้นอยู่กับแต่ละบุคคลว่าจะคาดหวังกับสิ่งใดสิ่งหนึ่งอย่างไรถ้าคาดหวังหรือมีความตั้งใจมากและได้รับการตอบสนองด้วยดีจะมีความพึงพอใจมาก แต่ในทางตรงกันข้ามอาจผิดหวังหรือไม่พึงพอใจเป็นอย่างยิ่ง เมื่อไม่ได้รับการตอบสนองตามที่คาดหวังไว้ทั้งนี้ขึ้นอยู่กับสิ่งที่ตนตั้งใจไว้ว่ามีมากหรือน้อย อเดย์และแอนเดอร์เซน (Aday and Andersen, 1975) องค์ประกอบของความพึงพอใจของผู้รับบริการและความรู้สึกที่ผู้รับบริการได้รับจากบริการเป็นสิ่งสำคัญที่จะช่วยประเมินระบบบริการว่าได้มีการเข้าถึงผู้รับบริการ 6 ประเภท คือ 1) ความสะดวกที่ได้รับจากบริการ แบ่งออกเป็น การใช้เวลารอคอยในสถานบริการ การได้รับการดูแลเมื่อมีความต้องการ 2) การประสานงานของบริการ แบ่งออกเป็นการได้รับบริการทุกประเภทในสถานที่หนึ่งจากแพทย์ และมีการติดตามผลการรักษา 3) อัธยาศัยของผู้ให้บริการ 4) ข้อมูลที่ได้รับเมื่อใช้บริการ แบ่งออกเป็น ข้อมูลเกี่ยวกับสาเหตุการเจ็บป่วย และข้อมูลเกี่ยวกับการรักษา 5) คุณภาพของการให้บริการ และ 6) ค่าใช้จ่ายเมื่อได้รับบริการ

2. แนวคิดและทฤษฎีเกี่ยวกับการยอมรับนวัตกรรม

โรเจอร์และชูเมคเกอร์ (Rogers and Shoemaker,1983) ได้ให้ความหมายของการยอมรับนวัตกรรมเอาไว้ว่า การตัดสินใจที่จะนำนวัตกรรมนั้นไปใช้อย่างเต็มที่ เพราะนวัตกรรมนั้นเป็นวิถีทางที่ดีกว่าและมีประโยชน์กว่า การยอมรับนวัตกรรมของบุคคลที่เกิดขึ้นเป็นกระบวนการเริ่มตั้งแต่ ได้สัมผัสนวัตกรรม ถูกชักจูงให้ยอมรับนวัตกรรม ตัดสินใจยอมรับหรือปฏิเสธปฏิบัติตาม การตัดสินใจ และยืนยันการปฏิบัตินั้น กระบวนการนี้อาจกินเวลาช้าหรือเร็วขึ้นอยู่กับปัจจัยสำคัญคือตัวบุคคลและลักษณะของนวัตกรรม เอกลักษณ์ ธนเจริญพิศาล (2554) ได้ประเภทของการยอมรับนวัตกรรมแบ่งได้ 2 ประเภท คือ 1) การยอมรับที่เกิดการปฏิบัติได้จริง คือ การนำการยอมรับมาปฏิบัติเพื่อก่อให้เกิด นวัตกรรมใหม่ ซึ่งเมื่อแน่ใจแล้วว่า นวัตกรรมที่ เกิดขึ้นจากการยอมรับนั้นเป็นไปได้สิ่งที่ ตามมาคือก่อให้เกิดการลงทุน กับการยอมรับนั้น ๆ 2) การยอมรับที่ก่อให้เกิดเพียงแนวความคิด คือ เมื่อได้นำการยอมรับนั้นมาปฏิบัติจริง แล้วคนในสังคม เกิดการปฏิเสธหรือไม่ยอมรับแนวความคิดนั้น แนวความคิดดังกล่าวก็จะไม่ก่อให้เกิดนวัตกรรมใหม่ การยอมรับนั้นจะเป็นเพียงส่วนของแนวความคิด ซึ่งแนวความคิดนี้ สามารถนำไปปรับปรุงและพัฒนาเพื่อให้การยอมรับนั้นก่อให้เกิด “นวัตกรรมใหม่” โดยการยอมรับของผู้รับบริการที่มีต่อนวัตกรรมและเทคโนโลยี (adoption and innovation theory) เรียกว่า กระบวนการยอมรับซึ่งกล่าวถึงพฤติกรรมของบุคคลในสังคมที่แสดงออกถึงการยอมรับนำไปปฏิบัติ โดยแบ่งออกเป็น 5 ขั้นตอน (Roger and Shoemaker, 1978) ดังนี้ 1) การรับรู้ (awareness stage) เป็นขั้นแรกที่จะนำไปสู่การยอมรับหรือปฏิเสธสิ่งใหม่ วิธีการใหม่ ๆ ที่เกี่ยวข้องกับการประกอบอาชีพ หรือกิจกรรมของบุคคลนั้น ยังไม่มีความรู้ลึกซึ้งเกี่ยวกับเนื้อหา หรือคุณประโยชน์ของนวัตกรรมนั้น ๆ ทำให้เกิดความอยากรู้นั้นต่อไป 2) สนใจ (interest stage) เป็นขั้นที่เริ่มมีความสนใจ หารายละเอียดเกี่ยวกับวิทยาการใหม่ ๆ เพิ่มเติม จะทำให้ความรู้เกี่ยวกับวิธีการใหม่ ๆ หรือสิ่งใหม่ ๆ มากขึ้น ทั้งนี้ขึ้นอยู่กับบุคลิกภาพ และค่านิยม ตลอดจนบรรทัดฐานทางสังคม หรือประสบการณ์เก่า ๆ ของบุคคลนั้น 3) ประเมินค่า (evaluation stage) เป็นขั้นที่จะได้ไตร่ตรองถึงประโยชน์ในการลองใช้วิธีการหรือวิทยาการใหม่ ๆ ดีหรือไม่ เมื่อนำมาใช้แล้วจะเป็นประโยชน์ต่อตนเองหรือไม่ โดยบุคคลนั้นมักจะคิดว่าการใช้วิทยาใหม่ ๆ เป็นการเสี่ยงทำให้ไม่แน่ใจถึงผลที่จะได้รับ ในขั้นนี้จึงเป็นการสร้างแรงเสริม (reinforcement) เพื่อให้เกิดความแน่ใจยิ่งขึ้นว่าสิ่งที่เขาตัดสินใจเพื่อเป็นการสร้างความรู้สึกที่ดีต่อนวัตกรรมมีคุณค่าและมีประโยชน์ 4) ทดลอง (trial stage) เป็นขั้นที่ใช้วิทยาการใหม่ ๆ นั้น กับสถานการณ์ตนเองเป็นการทดลองบางส่วนก่อนเพื่อจะได้ดูว่าผลลัพธ์และประโยชน์ที่จะได้รับว่าดีจริงอย่างที่คิดไว้ในขั้นประเมิน ซึ่งผลการทดลองจะมีความสำคัญอย่างยิ่งต่อการตัดสินใจที่จะปฏิเสธหรือยอมรับต่อไป 5) ยอมรับ (adoption stage) เป็นขั้นที่บุคคลรับวิทยาการใหม่ ๆ นั้น ไปใช้ในการปฏิบัติกิจกรรมของตนอย่างเต็มที่ หลังจากได้ทดลองปฏิบัติดูและเห็นประโยชน์แล้วยอมรับนวัตกรรมเหล่านั้น

วิธีการดำเนินการวิจัย

ประชากรและตัวอย่าง

การวิจัยครั้งนี้ผู้วิจัยได้เก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างจำนวน 576 คน โดยการใช้การสุ่มตัวอย่างแบบชั้นภูมิ (Stratified random sampling) จำแนกตามคลินิกที่มารับบริการคลินิกผู้ป่วยนอก 11 คลินิก คือ อายุรศาสตร์ ศัลยศาสตร์ ออร์โธปิดิกส์ จักษุวิทยา โสต ศอ นาสิกวิทยา สูติศาสตร์- นรีเวชวิทยา ทันตกรรม เวชศาสตร์ฟื้นฟู รังสีวิทยา จิตเวชศาสตร์ เวชศาสตร์เขตเมือง โดยหาขนาดกลุ่มตัวอย่างใช้การประมาณค่าขนาดตัวอย่างจากสูตรคำนวณขนาดตัวอย่างสำหรับการประมาณค่าสัดส่วน (Estimating an infinite population proportion) ของ Daniel (1995) จากกลุ่มประชากรผู้รับบริการที่มีจำนวนมากไม่สามารถระบุจำนวนได้

การเก็บรวบรวมและการวิเคราะห์ข้อมูล

รวบรวมข้อมูลโดยแบบสอบถาม ซึ่งได้รวบรวมข้อมูลโดยยึดกรอบแนวคิด และทฤษฎีที่เกี่ยวข้อง แล้วสร้างแบบสอบถามให้สอดคล้องกับคำนิยามที่ค้นคว้าไว้ โดยแบบสอบถามแบ่งออกเป็น 3 ส่วน

ส่วนที่ 1 แบบสอบถามข้อมูลส่วนบุคคล เป็นลักษณะแบบสำรวจรายการ (Check List) ให้ตอบตามความเป็นจริง ได้แก่ เพศ อายุ อาชีพ รายได้ สิทธิการรักษาพยาบาล ความถี่ในการมารับบริการ ระยะเวลาที่ใช้บริการ ระยะเวลาที่เริ่มเข้ารับบริการ

ส่วนที่ 2 แบบสอบถามการยอมรับนวัตกรรม แบ่งเป็น 3 องค์ประกอบ คือ 1) ตู้บริการอนุมัติสิทธิอัตโนมัติ 2) ตู้บริการระบบชำระการรักษาพยาบาลด้วยตนเอง 3) บริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์ ประกอบด้วยข้อคำถามรวม 15 ข้อ โดยมีทั้งทางบวกและทางลบ เป็นลักษณะคำถามชนิดมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ โดยเลือกตอบตามความเป็นจริงมากที่สุดจนถึงน้อยที่สุด

ส่วนที่ 3 แบบสอบถามนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช แบ่งออกเป็น 3 องค์ประกอบ คือ แบ่งเป็น 3 องค์ประกอบ 1) ตู้บริการอนุมัติสิทธิอัตโนมัติ 2) ตู้บริการระบบชำระการรักษาพยาบาลด้วยตนเอง 3) บริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์ประกอบด้วยข้อคำถามรวม 19 ข้อ โดยมีทั้งทางบวกและทางลบ เป็นลักษณะคำถามชนิดมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ โดยเลือกตอบตามความเป็นจริงมากที่สุดจนถึงน้อยที่สุด

การวิเคราะห์ข้อมูลและสถิติที่ใช้

การวิจัยครั้งนี้ ผู้วิจัยได้ทำการศึกษาข้อมูลสถิติที่เกี่ยวข้องในการวิเคราะห์ข้อมูล โดยแบ่งสถิติออกเป็น 2 ส่วน คือ สถิติพรรณนา และสถิติอ้างอิง ซึ่งผู้วิจัยได้ใช้โปรแกรมสำเร็จรูปทางสถิติ ในการวิเคราะห์ข้อมูล ดังนี้

1. สถิติพรรณนา บรรยายลักษณะของข้อมูลส่วนบุคคล ได้แก่ เพศ อายุ อาชีพ รายได้ สิทธิการรักษาพยาบาล ความถี่ในการมารับบริการ ระยะเวลาที่ใช้บริการ ระยะเวลาที่เริ่มเข้ารับบริการ วิเคราะห์ข้อมูลโดยใช้สถิติการแจกแจงความถี่ และค่าร้อยละ และบรรยายข้อมูลนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาลคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช โดยใช้สถิติ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ซึ่งมีเกณฑ์การแปลผลคะแนนเป็น 5 ระดับ ของ กัลยา วานิชย์บัญชา (2558) โดยใช้คะแนนเฉลี่ยของข้อมูลในการหาความกว้างของอัตราภาคชั้น โดยการยอมรับนวัตกรรมของผู้รับบริการสาธารณะโรงพยาบาลวชิรพยาบาล มีเกณฑ์การแปลผล คือ คะแนนเฉลี่ย 4.21 – 5.00 หมายถึง ผู้รับบริการมีการยอมรับนวัตกรรมระดับมากที่สุด คะแนนเฉลี่ย 3.41 – 4.20 หมายถึง ผู้รับบริการมีการยอมรับนวัตกรรมระดับมาก คะแนนเฉลี่ย 2.61 – 3.40 ผู้รับบริการมีการยอมรับนวัตกรรมปานกลาง คะแนนเฉลี่ย 1.81 – 2.60 หมายถึง หมายถึง ผู้รับบริการมีการยอมรับนวัตกรรมระดับน้อย และคะแนนเฉลี่ย 1.00 – 1.80 หมายถึง หมายถึง ผู้รับบริการมีการยอมรับนวัตกรรมระดับน้อยที่สุด

2. สถิติอ้างอิง ใช้วิเคราะห์ความสัมพันธ์ของการยอมรับนวัตกรรมกับความพึงพอใจที่มีต่อนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราชทดสอบโดยวิเคราะห์ความสัมพันธ์ โดยใช้ค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson’s Product Moment Correlation Coefficient) เกณฑ์การพิจารณาความสัมพันธ์ โดยใช้ค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน มีดังนี้ (ชูศรี วงศ์รัตนะ, 2553 น. 314) ค่าสัมประสิทธิ์สหสัมพันธ์ 0.91-1.00 หมายถึง มีความสัมพันธ์ระดับสูงมาก ค่าสัมประสิทธิ์สหสัมพันธ์ 0.71-0.90 หมายถึง มีความสัมพันธ์ระดับสูง ค่าสัมประสิทธิ์สหสัมพันธ์ 0.31-0.70 หมายถึง มีความสัมพันธ์ระดับปานกลาง ค่าสัมประสิทธิ์สหสัมพันธ์ 0.01-0.30 หมายถึง มีความสัมพันธ์ระดับต่ำ ค่าสัมประสิทธิ์สหสัมพันธ์ 0.01-0.30 หมายถึง มีความสัมพันธ์ระดับต่ำ ค่าสัมประสิทธิ์สหสัมพันธ์ 0.00 หมายถึง ไม่มีความสัมพันธ์กัน สำหรับค่านัยสำคัญทางสถิติที่ใช้ในการวิเคราะห์ครั้งนี้ กำหนดไว้ที่ระดับ 0.01หากค่าสัมประสิทธิ์สหสัมพันธ์มีค่าเป็นบวก (+) หมายถึง มีความสัมพันธ์กันไปในทิศทางเดียวกัน (ยิ่งตัวแปรหนึ่งมีค่าสูง อีกตัวแปรจะมีค่าสูงตาม) และหากค่าสัมประสิทธิ์สหสัมพันธ์มีค่าเป็นลบ (-) หมายถึง มีความสัมพันธ์กันไปในทิศทางตรงกันข้าม (ยิ่งตัวแปรหนึ่งมีค่าสูง อีกตัวแปรจะยิ่งมีค่าต่ำ)

สรุปผลการวิจัย

<u>ตอนที่ 1</u> ผลการวิเคราะห์ข้อมูลส่วนบุคคลของกลุ่มตัวอย่าง พบว่า กลุ่มตัวอย่างของผู้รับบริการโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช จำนวน 576 คน ส่วนใหญ่เป็นเพศหญิง 382 คน คิดเป็นร้อยละ 66.3 อายุระหว่าง 30-39 ปี คิดเป็นร้อยละ 32.8 อาชีพลูกจ้างหรือพนักงานบริษัท คิดเป็นร้อยละ 25.3 รายได้ต่อเดือน 20,001-30,000 บาท คิดเป็นร้อยละ 36.5 สิทธิการรักษาเบิกจ่ายตรงข้าราชการ คิดเป็นร้อยละ 28.1 มีความถี่ในการมาใช้บริการ 1 ครั้ง หรือน้อยกว่า 1 ครั้งต่อเดือน คิดเป็นร้อยละ 74.1 มีระยะเวลาที่ใช้บริการในโรงพยาบาลวชิรพยาบาลในครั้งนี้ 1-2 ชั่วโมง คิดเป็นร้อยละ 44.1 และมีระยะเวลาที่เริ่มเข้ารับบริการที่โรงพยาบาลวชิรพยาบาล มากกว่า 4 ปี คิดเป็นร้อยละ 45.1

<u>ตอนที่ 2</u> การยอมรับนวัตกรรมของผู้รับบริการสาธารณะโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

ผลการวิเคราะห์ข้อมูลการยอมรับนวัตกรรมการให้บริการสาธารณะโรงพยาบาลวชิรพยาบาล ผู้รับบริการในโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช มีระดับการยอมรับนวัตกรรมภาพรวมอยู่ในระดับมาก (ค่าเฉลี่ย = 3.79, S.D. = .63) โดยเมื่อจำแนกเป็นรายด้านพบว่า “ตู้บริการอนุมัติสิทธิอัตโนมัติ” สูงที่สุดซึ่งมีการยอมรับนวัตกรรมระดับมาก (ค่าเฉลี่ย = 4.06, S.D. =.70) และนวัตกรรมที่มีการยอมรับน้อยที่สุดคือ บริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์ระดับมาก (ค่าเฉลี่ย =3.60, S.D. =.88) รายละเอียดดังตารางที่ 1

ตารางที่ 1 แสดงระดับการยอมรับนวัตกรรมของผู้รับบริการโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

	ระดับการยอมรับนวัตกรรม	ค่าเฉลี่ย	S.D.	ระดับ	อันดับ
1.	ตู้บริการอนุมัติสิทธิอัตโนมัติ	4.06	.70	มาก	1
2.	ตู้บริการระบบชำระการรักษาพยาบาลด้วยตนเอง	3.70	.81	มาก	2
3.	บริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์	3.60	.88	มาก	3
	รวม	3.79	.63	มาก	

ตอนที่ 3 นวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

ผลการวิเคราะห์ข้อมูลนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ผู้รับบริการในโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช มีระดับความพึงพอใจต่อนวัตกรรมการให้บริการสาธารณะโดยภาพรวมระดับมาก (ค่าเฉลี่ย = 3.90, S.D. =.57) โดยนวัตกรรมการให้บริการสาธารณะ ที่มีระดับความพึงพอใจมากที่สุดคือ ตู้บริการอนุมัติสิทธิอัตโนมัติ ระดับมาก (ค่าเฉลี่ย = 3.96, S.D. =.58) รองลงมาคือบริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์ระดับมาก (ค่าเฉลี่ย = 3.89, S.D. = .64 และมีระดับความพึงพอใจน้อยที่สุดคือ ตู้บริการระบบชำระการรักษาพยาบาลด้วยตนเอง ระดับมาก (ค่าเฉลี่ย = 3.84, S.D. =.65) รายละเอียดตามตารางที่ 2

ตารางที่ 2 แสดงระดับความพึงพอใจที่มีต่อนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราชแต่ละด้าน

	นวัตกรรมการให้บริการสาธารณะ	ค่าเฉลี่ย	S.D.	ระดับ	อันดับ
1.	ตู้บริการอนุมัติสิทธิอัตโนมัติ	3.96	.58	มาก	1
2.	ตู้บริการระบบชำระการรักษาพยาบาลด้วยตนเอง	3.84	.65	มาก	3
3.	บริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์	3.89	.64	มาก	2
	รวม	3.90	.57	มาก	

ตอนที่ 4 ผลการทดสอบสมมติฐาน มีดังนี้

การยอมรับนวัตกรรมมีความสัมพันธ์กับความพึงพอใจที่มีต่อนวัตกรรมการให้บริการ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช พบว่า ในภาพรวมการยอมรับนวัตกรรมมีความสัมพันธ์กับนวัตกรรมการให้บริการสาธารณะกรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 (Sig = 0.00) ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ และมีความสัมพันธ์กันในระดับสูง (r = 0.756) โดยเป็นความสัมพันธ์กันในทางบวก หมายความว่า ยิ่งมีการยอมรับนวัตกรรมมากจะส่งผลให้นวัตกรรมการให้บริการสาธารณะกรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัย

นวมินทราธิราช สูงขึ้นตามซึ่งการยอมรับนวัตกรรมที่มีความสัมพันธ์กับนวัตกรรมการให้บริการสาธารณะกรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช มากที่สุดคือบริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์ ระดับความสัมพันธ์สูง (r = 0.731) รองลงมาคือตู้บริการอนุมัติสิทธิอัตโนมัติ ระดับความสัมพันธ์ปานกลาง (r = 0.546) และตู้บริการระบบชำระการรักษาพยาบาลด้วยตนเอง ระดับความสัมพันธ์ปานกลาง (r = 0.544) ตามลำดับ ซึ่งทุกด้านมีความสัมพันธ์ทางบวกกับนวัตกรรมการให้บริการสาธารณะ รายละเอียดดังตารางที่ 3

ตารางที่ 3 การยอมรับนวัตกรรมการมีความสัมพันธ์กับความพึงพอใจที่มีต่อนวัตกรรมการให้บริการ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

การยอมรับนวัตกรรม	นวัตกรรมการให้บริการสาธารณะ			
	ค่าสัมประสิทธิ์สหสัมพันธ์ (r)	Sig	ระดับความสัมพันธ์	ทิศทางความสัมพันธ์
1. ตู้บริการอนุมัติสิทธิอัตโนมัติ	.546	.000	ปานกลาง	ทางบวก
2. ตู้บริการระบบชำระการรักษาพยาบาลด้วยตนเอง	.544	.000	ปานกลาง	ทางบวก
3. บริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์	.731	.000	สูง	ทางบวก
รวม	.756	.000	สูง	ทางบวก

**นัยสำคัญทางสถิติที่ระดับ .01

อภิปรายผลการวิจัย

1. การยอมรับนวัตกรรม

จากการศึกษาพบว่า ผู้รับบริการในโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช มีระดับการยอมรับนวัตกรรมภาพรวมอยู่ในระดับมาก (ค่าเฉลี่ย = 3.79, S.D. = .63) โดยเมื่อจำแนกเป็นรายด้านพบว่า “ตู้บริการอนุมัติสิทธิอัตโนมัติ” สูงที่สุดซึ่งมีการยอมรับนวัตกรรมระดับมาก (ค่าเฉลี่ย = 4.06, S.D. =.70) โดยรายข้อที่มีระดับการยอมรับนวัตกรรมสูงที่สุดคือการใช้งานตู้บริการอนุมัติสิทธิอัตโนมัติช่วยให้ประหยัดเวลาและไม่ต้องต่อคิวเพื่อติดต่อห้องเวชระเบียน (ค่าเฉลี่ย = 4.22, S.D. = 1.01) แสดงให้เห็นว่าผู้รับบริการได้รับประโยชน์จากการใช้งานนวัตกรรม ตู้บริการอนุมัติสิทธิอัตโนมัติที่มีขั้นตอนการใช้งานไม่ยุ่งยากและช่วยลดขั้นตอนในการอนุมัติสิทธิโดยไม่ต้องไปติดต่อที่ห้องเวชระเบียนซึ่งแสดงให้เห็นถึงความเข้าใจในการใช้งาน กระบวนการทำงานที่เข้าใจง่ายและไม่ซับซ้อน การตรวจสอบข้อมูลการอนุมัติสิทธิด้วยตนเอง ประหยัดเวลาและได้รับเอกสารรวดเร็ว สอดคล้องกับทฤษฎีการยอมรับนวัตกรรมและเทคโนโลยี (Roger and Shoemaker, 1978) เป็นกระบวนการยอมรับซึ่งกล่าวถึงพฤติกรรมของบุคคลในสังคมที่แสดงออกถึงการยอมรับนำไปปฏิบัติ โดยแบ่งออกเป็น 5 ขั้นตอน 1. การรับรู้ 2. สนใจ 3. ประเมินค่า 4. ทดลอง 5. ยอมรับ โดยใช้รูปแบบจำลองทฤษฎียอมรับนวัตกรรมและเทคโนโลยี (The Technology Acceptance Model: TAM) ของ (Davis, Bagozzi and Warshaw, 1989: 985 อ้างถึงใน ธีระ กุลสวัสดิ์, 2557) ประกอบด้วยตัวแปร การรับรู้ว่ามีประโยชน์ (Perceived Usefulness) การรับรู้ว่าง่ายต่อการใช้ (Perceived Ease of Use) เจตคติต่อการใช้ (Attitude Toward Using) ความตั้งใจที่จะกระทำ (Behavior Intention) และพฤติกรรมการใช้จริง (Actual Use) สอดคล้องกับงานวิจัยของเลอปรัชญ์ มังกรกนกพงศ์ และคณะ (2560:บทคัดย่อ) ผลการวิจัยพบว่า 1. การตรวจสอบใบรับรองแพทย์อิเล็กทรอนิกส์ (e-Certificate) ของบุคคลจำพวก 4 ที่นำมาเสนอแก่คณะกรรมการตรวจคัดเลือกทหาร ผ่านโทรศัพท์มือถือหรืออุปกรณ์เชื่อมต่ออินเตอร์เน็ต มีวิธีใช้งานที่ง่าย และ มีระบบรักษาความปลอดภัย 2. การยอมรับนวัตกรรมของผู้ใช้งานระบบตรวจสอบใบรับรองแพทย์อิเล็กทรอนิกส์ (e-Certificate) อยู่ในระดับมาก และ 3. พฤติกรรมการใช้งานคอมพิวเตอร์ไม่มีความสัมพันธ์กับการยอมรับนวัตกรรม จากหลักการดังกล่าว โรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ควรนำหลักการใช้งานของ “ตู้บริการอนุมัติสิทธิอัตโนมัติ” มาเป็นต้นแบบของการนำนวัตกรรมการให้บริการสารณะ เพื่อช่วยลดความแออัดในการรอรับบริการ ดำเนินการได้ด้วยตนเองโดยขั้นตอนที่ไม่ซับซ้อน

2. นวัตกรรมการให้บริการสาธารณะกรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

จากการศึกษาพบว่า ผู้รับบริการในโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช มีระดับความพึงพอใจต่อนวัตกรรมการบริการสาธารณะ ภาพรวมอยู่ในระดับมาก (ค่าเฉลี่ย = 3.90, S.D. =.57) โดยเมื่อจำแนกเป็นรายด้านพบว่า “ตู้บริการอนุมัติสิทธิอัตโนมัติ” มีระดับความพึงพอใจสูงที่สุด ระดับมาก (ค่าเฉลี่ย = 3.96, S.D. =.58) ดังแนวคิดของอะเดย์และแอนเดอร์เซน (Aday and Andersen, 1975) ที่แบ่งความพึงพอใจของผู้รับบริการออกเป็น 6 ประเภท 1) ความสะดวกที่ได้รับจากบริการ แบ่งออกเป็น การใช้เวลารอคอยในสถานบริการ การได้รับการดูแลเมื่อมีความต้องการ 2) การประสานงานของบริการ แบ่งออกเป็นการได้รับบริการทุกประเภทในสถานที่หนึ่งจากแพทย์ และมีการติดตามผลการรักษา 3) อัธยาศัยของผู้ให้บริการ 4) ข้อมูลที่ได้รับเมื่อใช้บริการ แบ่งออกเป็น ข้อมูลเกี่ยวกับสาเหตุการเจ็บป่วย และข้อมูลเกี่ยวกับการรักษา 5) คุณภาพของการให้บริการ และ 6) ค่าใช้จ่ายเมื่อได้รับบริการ โดยตู้บริการอนุมัติสิทธิอัตโนมัติ ลดเวลาในการรอรับบริการ ตู้บริการฯ มีขั้นตอนการทำงานไม่ซับซ้อน ง่ายต่อการใช้งาน ผู้รับบริการจะได้รับข้อมูลที่ถูกต้อง และมีประสิทธิภาพนำข้อมูลไปติดต่อคลินิกผู้ป่วยนอกได้ทันที จากหลักการดังกล่าว โรงพยาบาลวชิรพยาบาลคณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ควรนำด้านการสร้างความพึงพอใจต่อความสะดวกที่ได้รับจากบริการโดยมุ่งเน้นเรื่องระยะเวลาการรอคอยในสถานบริการ และการได้รับความสะดวกสบายจากการบริการ

3. การยอมรับนวัตกรรมมีความสัมพันธ์กับความพึงพอใจที่มีต่อนวัตกรรมการให้บริการ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช

จากผลการศึกษา พบว่า การยอมรับนวัตกรรมมีความสัมพันธ์กับนวัตกรรมการให้บริการสาธารณะ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้และมีความสัมพันธ์ในระดับสูง โดยเป็นความสัมพันธ์กันในทางบวก จากแนวคิดของ (Roger and Shoemaker, 1978) โดยแบ่งกระบวนการยอมรับซึ่งกล่าวถึงพฤติกรรมของบุคคลในสังคมที่แสดงออกถึงการยอมรับนำไปปฏิบัติเป็น 5 ขั้นตอน 1. การรับรู้ (awareness stage) เป็นขั้นแรกที่จะนำไปสู่การยอมรับหรือปฏิเสธสิ่งใหม่ วิธีการใหม่ ๆ ที่เกี่ยวข้องกับการประกอบอาชีพ หรือกิจกรรมของบุคคลนั้น ยังไม่มีความรู้ลึกซึ้งเกี่ยวกับเนื้อหา หรือคุณประโยชน์ของนวัตกรรมนั้น ๆ ทำให้เกิดความอยากรู้นั้นต่อไป 2. สนใจ (interest stage) เป็นขั้นที่เริ่มมีความสนใจ หารายละเอียดเกี่ยวกับวิทยาการใหม่ ๆ เพิ่มเติม จะทำให้ความรู้เกี่ยวกับวิธีการใหม่ ๆ หรือสิ่งใหม่ ๆ มากขึ้น ทั้งนี้ขึ้นอยู่กับบุคลิกภาพ และค่านิยม ตลอดจนบรรทัดฐานทางสังคม หรือประสบการณ์เก่า ๆ ของบุคคลนั้น 3. ประเมินค่า (evaluation stage) เป็นขั้นที่จะได้ไตร่ตรองถึงประโยชน์ในการลองใช้วิธีการหรือวิทยาการใหม่ ๆ ดีหรือไม่ เมื่อนำมาใช้แล้วจะเป็นประโยชน์ต่อตนเองหรือไม่ โดยบุคคลนั้นมักจะคิดว่าการใช้วิทยาการใหม่ ๆ เป็นการเสี่ยงทำให้ไม่แน่ใจถึงผลที่จะได้รับ ในขั้นนี้จึงเป็นการสร้างแรงเสริม (reinforcement) เพื่อให้เกิดความแน่ใจยิ่งขึ้นว่าสิ่งที่เขาตัดสินใจเพื่อเป็นการสร้างความรู้สึกที่ดีต่อนวัตกรรมมีคุณค่าและมีประโยชน์ 4. ทดลอง (trial stage) เป็นขั้นที่ใช้วิทยาการใหม่ ๆ นั้น กับสถานการณ์ตนเองเป็นการทดลองบางส่วนก่อนเพื่อจะได้ดูว่าผลลัพธ์และประโยชน์ที่จะได้รับว่าดีจริงอย่างที่คิดไว้ในขั้นประเมิน ซึ่งผลการทดลองจะมีความสำคัญอย่างยิ่งต่อการตัดสินใจที่จะปฏิเสธหรือยอมรับต่อไป 5. ยอมรับ (adoption stage) เป็นขั้นที่บุคคลรับวิทยาการใหม่ ๆ นั้น ไปใช้ในการปฏิบัติกิจกรรมของตนอย่างเต็มที่ หลังจากได้ทดลองปฏิบัติดูและเห็นประโยชน์แล้วยอมรับนวัตกรรมเหล่านั้น และสอดคล้องกับปัจจัยกำหนดคุณภาพการบริการใน SERVQUAL (Zeithaml, Parasuraman and Berry, 1990) ประกอบด้วยปัจจัย 5 ด้าน คือ 1) ลักษณะทางกายภาพ (Tangibles) ลักษณะที่ปรากฏให้เห็นหรือสิ่งที่จับต้องได้ เช่น วัสดุอุปกรณ์ เครื่องมือ อาคารสถานที่ บุคคล จะเกี่ยวข้องกับการทดลอง (trial stage) เป็นขั้นที่ใช้วิทยาการใหม่ ๆ นั้น กับสถานการณ์ตนเองเป็นการทดลองบางส่วนก่อนเพื่อจะได้ดูว่าผลลัพธ์และประโยชน์ที่จะได้รับว่าดีจริงอย่างที่คิดไว้ในขั้นประเมิน 2) ความเชื่อถือได้ (Reliability) ความสามารถที่จะแสดงผลงานและให้บริการที่สัญญาไว้อย่างมีคุณภาพและถูกต้องแม่นยำ จะเกี่ยวข้องกับการประเมินค่า (evaluation stage) เป็นขั้นที่จะได้ไตร่ตรองถึงประโยชน์ในการลองใช้วิธีการหรือวิทยาการใหม่ ๆ ดีหรือไม่ เมื่อนำมาใช้แล้วจะเป็นประโยชน์ต่อตนเองหรือไม่ 3) การตอบสนองอย่างรวดเร็ว (Responsiveness) ความเต็มใจที่จะช่วยเหลือและให้บริการผู้ใช้หรือลูกค้าอย่างทันท่วงที เกี่ยวข้องกับการรับรู้ (awareness stage) เป็นขั้นแรกที่จะนำไปสู่การยอมรับหรือปฏิเสธสิ่งใหม่ วิธีการใหม่ ๆ ที่เกี่ยวข้องกับการประกอบอาชีพ หรือกิจกรรมของบุคคลนั้น 4) ความไว้วางใจได้ (Assurance) ความรู้และมนุษย์สัมพันธ์ของผู้ให้บริการที่แสดงออกทำให้ผู้ใช้บริการมีความเชื่อมั่นในบริการที่ได้รับ (เป็นการรวมปัจจัยด้านความสามารถ ความมีมารยาท ความน่าศรัทธา และความปลอดภัยเข้าด้วยกัน เกี่ยวข้องกับยอมรับ (adoption stage) เป็นขั้นที่บุคคลรับวิทยาการใหม่ ๆ นั้น ไปใช้ในการปฏิบัติกิจกรรมของตนอย่างเต็มที่ หลังจากได้ทดลองปฏิบัติดูและเห็นประโยชน์แล้วยอมรับนวัตกรรมเหล่านั้น 5) ความเข้าใจและความเห็นอกเห็นใจ (Empathy) การดูแลเอาใจใส่และความวนใจที่ผู้ให้บริการมีต่อผู้ใช้บริการ เป็นการรวมปัจจัยด้าน การเข้าถึงบริการ การสื่อสาร และความเข้าใจเข้าด้วยกัน เกี่ยวข้องกับ การสนใจ (interest stage) เป็นขั้นที่เริ่มมีความสนใจหารายละเอียดเกี่ยวกับวิทยาการใหม่ ๆ เพิ่มเติม จะทำให้ความรู้เกี่ยวกับวิธีการใหม่ ๆ หรือสิ่งใหม่ ๆ มากขึ้น ทั้งนี้ขึ้นอยู่กับบุคลิกภาพ และค่านิยม ตลอดจนบรรทัดฐานทางสังคม หรือประสบการณ์เก่า ๆ ของบุคคลนั้น จากการศึกษาดังกล่าวสามารถอภิปรายเพิ่มเติมได้ว่าการยอมรับนวัตกรรมด้านที่ให้การยอมรับกับนวัตกรรมการให้บริการสาธารณะ กรณีศึกษาโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช พบว่า “การบริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์” มีการยอมรับในความสัมพันธ์สูง การบริการ

จัดส่งยาและเวชภัณฑ์ทางไปรษณีย์ของโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช มีการลงทะเบียนเพื่อขอรับการให้บริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์ มีขั้นตอนที่เข้าใจง่ายและไม่ซับซ้อน ไม่ต้องรอรับยาและเวชภัณฑ์ เป็นเวลานาน และได้รับความสะดวกในการเดินทาง และไม่ต้องรับยาจำนวนมากกลับเอง ดังแนวคิดของ Peter and Donnelly (2004) การให้บริการได้ตรงตามความต้องการของลูกค้าโดยเกณฑ์ที่ลูกค้าใช้ในการประเมินคุณภาพบริการ แบ่งเป็น 5 ปัจจัย คือ 1) การบริการที่เป็นรูปธรรม ลักษณะของสิ่งอำนวยความสะดวกทางกายภาพที่สามารถจับต้องได้ เช่น อุปกรณ์ เครื่องมือเครื่องใช้ การแต่งตัวเครื่องแบบของพนักงาน การตกแต่งสถานที่ เป็นต้น 2) ความเชื่อถือได้ในมาตรฐานคุณภาพบริการ ความสามารถในการให้บริการได้ตามที่ได้สัญญาไว้กับลูกค้าอย่างน่าเชื่อถือ ถูกต้องและสม่ำเสมอ 3) การตอบสนองต่อลูกค้า ความเต็มใจ ตั้งใจ ตื่นตัว ที่จะให้ความช่วยเหลือลูกค้าให้บริการอย่างทันทีทันใด และรวดเร็ว 4) ความมั่นใจได้ในบริการ พนักงานให้บริการต้องมีความรู้ ทักษะ ความสามารถความซื่อสัตย์ ความสุภาพ ความเป็นมืออาชีพ ต้องสื่อสารออกมาให้ลูกค้าเกิดความเชื่อถือ มีความมั่นใจ ไว้วางใจในการใช้บริการ 5) ความเข้าใจและเห็นอกเห็นใจ การดูแลเอาใจใส่ ให้ความสนใจรับฟังปัญหาและเข้าใจความต้องการของลูกค้า ผู้วิจัยมีความเห็นเพิ่มเติมว่า เมื่อโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ได้ให้การบริการที่เป็นรูปธรรม เชื่อถือได้สร้างความมั่นใจ ตอบสนองต่อความต้องการและ มีความดูแลเอาใจใส่ต่อผู้ใช้บริการ ก็จะทำให้การยอมรับในนวัตกรรมที่ในการให้บริการทั้งทางด้านการบริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์ และการบริการด้านอื่น ๆ ของโรงพยาบาลวชิรพยาบาล คณะแพทยศาสตร์วชิรพยาบาล มหาวิทยาลัยนวมินทราธิราช ที่จะพัฒนาการบริการและนำมาใช้ในอนาคตต่อไป

ข้อเสนอแนะ

1. จัดเจ้าหน้าที่ประจำจุดที่มีการให้บริการนวัตกรรมการให้บริการสาธารณะเพิ่มขึ้น เพื่อประชาสัมพันธ์ เชิญชวนผู้รับบริการให้ทราบถึงการใช้งานบริการต่าง ๆ พร้อมทั้งให้ความช่วยเหลือในด้านความเข้าใจในการใช้งาน

2. จัดหาตู้บริการอนุมัติสิทธิอัตโนมัติ และตู้บริการระบบชำระการรักษาพยาบาลด้วยตนเอง ให้เพียงพอต่อความต้องการของผู้รับบริการในแต่ละคลินิก เพื่อที่จะไม่ต้องไปแออัดในจุดบริการเดียว

3. จัดทำป้ายประชาสัมพันธ์บริการจัดส่งยาและเวชภัณฑ์ทางไปรษณีย์ โดยให้ข้อมูลขั้นตอนการใช้บริการให้ครบถ้วน และให้วางในจุดที่เหมาะสม สังเกตได้ง่าย

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ความสัมพันธ์ระหว่างการตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษากับความไว้วางใจของครู
Relationship between Administrator's Decision-Making during a Crisis and Teachers' Trust

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บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์ 1) เพื่อศึกษาระดับการตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษา 2) เพื่อศึกษาระดับความไว้วางใจของครูที่มีต่อผู้บริหารสถานศึกษา และ 3) เพื่อศึกษาความสัมพันธ์ระหว่างการตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษากับความไว้วางใจของครู ข้อมูลเก็บมาจากครูโรงเรียนในเครือเตรียมอุดมศึกษาน้อมเกล้า กรุงเทพมหานคร จำนวน 3 โรงเรียน ใช้วิธีการสุ่มขนาดของกลุ่มตัวอย่างโดยกำหนดจากตารางสำเร็จรูปของ Krejcie and Morgan (1970) ที่ระดับความเชื่อมั่น 95% ซึ่งได้ขนาดตัวอย่าง 172 คน ผู้วิจัยกำหนดกลุ่มตัวอย่างเพื่อเพิ่มความแม่นยำและสมบรูณ์มากยิ่งขึ้นในการนำข้อมูลไปวิเคราะห์ทั้งหมดเป็น 200 คน จากนั้นทำการคำนวณสัดส่วนแยกตามโรงเรียน เพื่อให้กลุ่มตัวอย่างมาจากทุกโรงเรียน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ยเลขคณิต ค่าเบี่ยงเบนมาตรฐาน และค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน

ผลการวิจัยพบว่า 1) ระดับการตัดสินใจในสภาวะวิกฤตของผู้บริหารสถานศึกษาอยู่ในระดับดี 2) ระดับความไว้วางใจของครูที่มีต่อผู้บริหารสถานศึกษาอยู่ในระดับดี และ 3) การตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษากับความไว้วางใจของครูมีความสัมพันธ์เชิงบวกอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สรุปได้ว่าความสามารถในการตัดสินใจที่ดีของผู้บริหาร โดยเฉพาะในช่วงเวลาคับขันและวิกฤตเป็นการแสดงออกถึงความเป็นผู้นำที่ดีและอาจเป็นสิ่งสำคัญที่สร้างความไว้วางใจให้กับครู
คำสำคัญ: การตัดสินใจ, ภาวะวิกฤต, ความไว้วางใจของครู

Abstract

This research had three objectives. First, it examined the decision-making of school administrators during a crisis time. Second, it investigated teachers' trust toward their administrators. Third, it analyzed the relationship between the school administrator's decision-making and their teacher's trust. The data were collected from 200 teachers who worked in one of the three schools within the Triamudomsuksanomklao group schools in Bangkok. Statistics used in the data analysis were mean, standard deviation and Pearson's correlation coefficient.

There were three key main findings. First, the teacher rated their decision-making of school administrators during a crisis as a high level. Second, the teachers' trust toward their school administrators was high. Third, the association between the school administrator's decision-making and teachers' trust were positively correlated at a 0.05 significance level. In sum, the ability to make decisions especially during a crisis moment may reflect good leadership and is key to build their teachers' trust.
Keywords: decision-making, crisis, teacher's trust

บทนำ

โลกในศตวรรษที่ 21 มีความก้าวหน้าทางเทคโนโลยีสารสนเทศเป็นอย่างมาก ซึ่งเป็นปัจจัยสำคัญในการเปลี่ยนแปลงวิถีการดำเนินชีวิตของคนในสังคมปัจจุบัน ความเปลี่ยนแปลงดังกล่าวจำเป็นอย่างยิ่งที่จะต้องมีการวางแผนการบริหารจัดการศึกษาที่ดี เพราะการก้าวย่างที่ช้าจะทำให้เสียโอกาสอีกมากมาย การจัดการศึกษาเป็นอีกประเด็นสำคัญซึ่งนอกจากจะต้องก้าวทันความเปลี่ยนแปลงแล้ว ยังจะต้องเป็นกลไกสำคัญเพื่อการขับเคลื่อนภาคส่วนอื่น ๆ ให้มีความพร้อมในการเข้าสู่ความเปลี่ยนแปลงด้วย (ภูมิศรัณย์

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ทองเลี่ยมนาค, 2563) ในภาวะที่สภาพแวดล้อมมีการเปลี่ยนแปลงอย่างรวดเร็วและรุนแรง โดยเฉพาะเป็นการเปลี่ยนแปลงในทางลบ จะเป็นบททดสอบความสามารถและภาวะผู้นำของผู้บริหาร ผู้บริหารที่มีภาวะผู้นำสูงเท่านั้น จึงจะสามารถแก้ปัญหาและหาทางออกเพื่อนำพาองค์กรให้ผ่านวิกฤติไปด้วยดี จากเหตุการณ์ที่มีโรคระบาด COVID 19 ไปทั่วโลก รวมทั้งประเทศไทยด้วย สร้างความเสียหายต่อชีวิตผู้คน และตามมาด้วยความเสียหายทางเศรษฐกิจอย่างรุนแรง ผู้บริหารจึงต้องบริหารงานอยู่บนความไม่แน่นอนและคาดการณ์ไม่ได้ ต้องแก้ไขปัญหาเฉพาะหน้าเพื่อประคับประคองทุกอย่างให้เสียหายน้อยที่สุด ขณะเดียวกันก็มีภารกิจที่ต้องฟื้นฟูกิจการเมื่อภาวะวิกฤตจบสิ้นลง

ภาวะวิกฤต (Crisis) หมายถึง สภาวะเหตุการณ์หรือสถานการณ์ชั่วคราวที่ไม่ได้คาดคิด มีความสับสน เกิดขึ้นอย่างกระทันหัน สร้างให้เกิดความตื่นตระหนก ซึ่งโดยส่วนใหญ่นั้นจะไม่ได้มีการเตรียมการเพื่อรับมือ โดยภาวะวิกฤตนั้นจะส่งให้เกิดผลเสียกับหน่วยงานหรือองค์กรต่าง ๆ ซึ่งจะสร้างให้เกิดความกดดัน ภัยคุกคาม ผลกระทบทางลบต่อคนที่เกี่ยวข้อง เช่น บุคคล องค์กร ตั้งแต่จำนวนเล็กน้อยไปจนถึงคนหมู่มาก (ปรีดี นุกุลสมปรารถนา, 2563) ซึ่งสถานการณ์ดังที่กล่าวมาล้วนส่งผลกระทบเชิงลบต่อการบริหารสถานศึกษาอย่าหลีกเลี่ยงไม่ได้ ภายใต้สภาวการณ์เช่นนี้ ผู้บริหารจึงต้องมีแนวคิดในการรับมือกับภาวะวิกฤต (Crisis Mindset) นั่นคือความสามารถในการตัดสินใจต่อสถานการณ์หลาย ๆ แบบโดยเฉพาะสถานการณ์ที่เลวร้ายที่สุด ขณะเดียวกันก็สามารถหาทางออกได้หลาย ๆ ทาง เพื่อลดความสูญเสีย และพลิกวิกฤตเป็นโอกาสให้ได้มากที่สุด (พรสรัญ รุ่งเจริญกิจกุล, 2563)

การตัดสินใจสำหรับผู้บริหารสถานศึกษามีความสำคัญเป็นอย่างยิ่งในกับสถานการณ์ในปัจจุบัน เนื่องจากการตัดสินใจของผู้บริหารสถานศึกษาเป็นกระบวนการหนึ่งที่สำคัญในการบริหารสถานศึกษาให้เป็นไปตามทิศทางที่ได้กำหนด หรือเป็นไปตามวัตถุประสงค์ของสถานศึกษาที่ได้ตั้งไว้ ซึ่งขั้นตอนในการตัดสินใจจึงเป็นกระบวนการที่สำคัญสำหรับผู้บริหารสถานศึกษาที่จำเป็นต้องรู้แนวทาง หลักการ ทฤษฎีการตัดสินใจ เพื่อนำไปปรับใช้ในการตัดสินใจในสถานการณ์ต่าง ๆ ที่พบเจอในการบริหารสถานศึกษาของตัวเอง วิเคราะห์ข้อมูล ประมวลข้อมูล และข้อจำกัดในทางเลือกที่เหมาะสม การตัดสินใจเป็นเครื่องมือที่สำคัญในทางการบริหารสถานศึกษา และเป็นความรับผิดชอบของผู้บริหารสถานศึกษาทุกคนที่ไม่สามารถหลีกเลี่ยงได้ การตัดสินใจจึงมีความสำคัญเปรียบเสมือนหัวใจของการปฏิบัติงานและการบริหารงาน เนื่องจากการตัดสินใจมีอยู่แทบทุกขั้นตอนของกระบวนการบริหารงาน ซึ่งการตัดสินใจที่ผู้บริหารสถานศึกษาสามารถพบเจอได้อาจเป็นปัญหาวิกฤตที่ส่งผลคุกคามต่อสถานศึกษา เช่น ภัยธรรมชาติ ข่าวลือ ความรุนแรงในที่ทำงาน การถูกใส่ความต่าง ๆ วิกฤตที่เป็นเหตุบังเอิญ เช่น การปฏิบัติงานในภาวะยากลำบากจนส่งให้เกิดผลเสียบางอย่าง ความผิดพลาดทางเทคนิคของอุปกรณ์ และวิกฤตที่สามารถป้องกันได้ เช่น ความผิดพลาดของคณะครูที่เกิดจากความประมาทจนนำไปสู่อุบัติเหตุ ความผิดพลาดของฝ่ายบริหาร เช่น การทุจริตในหน้าที่ ทำผิดกฎหมาย การปลอมแปลงเอกสารหรือผลตรวจสอบต่าง ๆ ที่ส่งผลต่อความน่าเชื่อถือ (ปรีดี นุกุลสมปรารถนา, 2563) ปัญหาที่ไม่วิกฤต หรือแม้แต่ปัญหาที่อยู่ในสถานการณ์ต่าง ๆ ดังนั้นผู้บริหารสถานศึกษาต้องมีกระบวนการในการตัดสินใจในการวางแผน หรือการแก้ไขปัญหาที่เป็นขั้นตอนอย่างเป็นระบบ (จิตรกร จันทร์สุข, 2564)

เป็นที่ยอมรับกันโดยทั่วไปว่าผู้บริหารสถานศึกษาเป็นบุคคลหรือคณะบุคคลที่มีความสำคัญต่อการดำรงอยู่และอนาคตของสถานศึกษา เนื่องจากผู้บริหารสถานศึกษามีหน้าที่และความรับผิดชอบต่อการกำหนดทิศทางในอนาคตของสถานศึกษาผ่านการตัดสินใจในการแก้ปัญหาหรือเข้าถึงโอกาสที่สำคัญ ซึ่งการตัดสินใจของผู้บริหารโดยเฉพาะผู้บริหารระดับสูง (Top Executive) จะมีผลไม่เพียงต่อการดำเนินงานในระยะสั้น แต่ครอบคลุมถึงความอยู่รอด ความมั่นคง และความเจริญเติบโตของสถานศึกษา การตัดสินใจของผู้บริหารสถานศึกษาในสถานการณ์ที่แตกต่างกัน ล้วนแล้วแต่มีปัจจัยต่าง ๆ เข้ามาเกี่ยวข้องมากมาย ซึ่งอาจมีลักษณะที่เหมือนกันหรือแตกต่างกันก็เป็นได้ การตัดสินใจของผู้บริหารสถานศึกษาเป็นกุญแจที่สำคัญในการแก้ไขปัญหาของสถานศึกษา เพื่อความสำเร็จในการบรรลุตามเป้าหมายของสถานศึกษาที่กำหนดไว้ ผู้บริหารไม่สามารถหลีกเลี่ยงบทบาทด้านการตัดสินใจ (decision-making) ได้ การตัดสินใจของผู้บริหารตามแนวคิดของ Griffin (2013) ซึ่งประกอบด้วยขั้นตอน 6 ขั้นตอน คือ การตระหนักและระบุสถานการณ์การตัดสินใจ (Recognizing and Defining the Decision Situation) การระบุทางเลือก (Identifying Alternatives) การประเมินทางเลือก (Evaluating Alternatives) การเลือกทางเลือก (Selecting an Alternative) การปฏิบัติตามทางเลือก (Implementing the Chosen Alternative) และการติดตามและการประเมินผลลัพธ์ (Following Up and Evaluating the Results) นอกจากนี้การตัดสินใจของผู้บริหารสถานศึกษาจะมีคุณลักษณะที่แตกต่างจากการตัดสินใจของบุคลากรอื่นของสถานศึกษา เพราะผู้บริหารสถานศึกษาจะต้องปฏิบัติงานเกี่ยวข้องกับปัญหาหรือโอกาสที่มีความซับซ้อน หลากหลายและท้าทาย ผู้บริหารสถานศึกษาแต่ละคนจะมีสัดส่วนการตัดสินใจในแต่ละลักษณะแตกต่างกันตามงานของตน หรือสถานการณ์ แต่ลักษณะร่วมในการตัดสินใจของผู้บริหารสถานศึกษาที่เหมือนกันคือ ผู้บริหารสถานศึกษาที่มีศักยภาพภาพสามารถตัดสินใจในภาวะวิกฤตของสถานศึกษาได้อย่างมีประสิทธิภาพ จะส่งผลต่อความไว้วางใจของคณะครู และทำให้สถานศึกษาดำเนินไปสู่จุดมุ่งหมายที่ต้องการอย่างราบรื่น (ดวงรัตน์ เรืองอุไร, 2555)

ความไว้วางใจถือได้ว่าเป็นสิ่งสำคัญในทุกมิติของความสัมพันธ์ทำหน้าที่เปรียบเสมือนสิ่งที่เชื่อมทุกส่วนขององค์กรไว้ให้เป็นอันหนึ่งอันเดียวกัน (Forsyth, Adams and Hoy, 2011) ปลายศตวรรษที่ 20 ความไว้วางใจถูกศึกษาภายใต้บริบทสถานศึกษามากยิ่งขึ้น ซึ่งศึกษาความไว้วางใจระหว่างคณะครูในสถานศึกษา ไม่ว่าจะเป็นผู้บริหารสถานศึกษา ครูและบุคลากรในสถานศึกษารวมไปถึงนักเรียน และผู้ปกครอง (Mishra, 1996) ความไว้วางใจเปรียบเสมือนกาวที่ยึดทุกส่วนขององค์กรไว้ให้เป็นอันหนึ่งอันเดียวกัน ความไว้วางใจจะเติบโตขึ้นได้เกี่ยวข้องกับความมุ่งมั่นและความตั้งใจของบุคลากรในองค์กรที่จะปฏิบัติงานให้บรรลุเป้าหมายที่ตั้งไว้ (Peterson, 2019) การที่บุคลากรในองค์การจะมีผลการปฏิบัติงานที่ดีนั้นอาจเกิดจากหลาย ๆ ปัจจัยที่เกิดขึ้นภายในองค์การ รวมทั้งสภาพแวดล้อมที่อยู่รอบตัวบุคลากรในองค์การ โดยผู้บริหารสถานศึกษาเป็นปัจจัยหนึ่งที่จะช่วยให้บุคลากรมีผลการปฏิบัติงานที่ดีหากบุคลากรมีความไว้วางใจในผู้บริหารสถานศึกษา ซึ่งการที่มีความไว้วางใจต่อกันจะก่อให้เกิดความน่าเชื่อถือ โดยเฉพาะผู้บริหารสถานศึกษาเพราะจะส่งผลให้บุคลากรไว้วางใจทั้งในการทำงานและการใช้ชีวิต (Lussier, 2010) ด้วยเหตุนี้ผู้บริหารสถานศึกษาจึงจำเป็นที่จะต้องสร้างความไว้วางใจกับคณะครูภายในสถานศึกษาเพราะเป็นองค์ประกอบที่สำคัญของการเป็นผู้นำที่มีประสิทธิภาพที่ จะช่วยให้บุคลากรแต่ละคนมีความตั้งใจทำตามพันธกิจ และนำมาซึ่งผลการปฏิบัติงานที่ดี

จากสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัส โคโรนา 2019 (COVID-19) ส่งผลต่อการบริหารสถานศึกษา หลักสูตรและกระบวนการจัดการเรียนการสอนทั่วประเทศ แม้แต่ในปัจจุบันก็ยังคงส่งผลกระทบ ความไว้วางใจเปรียบได้กับน้ำมันหล่อลื่นที่ช่วยให้ฟันเฟืองทุกส่วนในสถานศึกษาให้สามารถทำงานได้อย่างราบรื่น (Tschannen-Moran, 2014) การตัดสินใจก็เป็นเป็นสิ่งที่สำคัญของผู้บริหารเช่นกันที่จะนำสถานศึกษาไปสู่การดำเนินงานต่าง ๆ และเป็นกระบวนการที่สำคัญมีผลต่อการประสบความสำเร็จหรือความล้มเหลวของสถานศึกษา ผู้บริหารสถานศึกษาจึงจำเป็นต้องสร้างความไว้วางใจ โดยแสดงถึงความสามารถในการตัดสินใจที่มีเหตุผล มีระบบ มีขั้นตอนถูกต้องและเหมาะสม ซึ่งการตัดสินใจที่ดีก็จะส่งผลในการกำหนดทิศทางของสถานศึกษา ให้ครูมีความพึงพอใจและกระตุ้นให้มีการดำเนินงานอย่างมีประสิทธิภาพ (ภีมณปภัค สุพรชัยภักดี, 2561)

แม้ในภาวะวิกฤตผู้บริหารสถานศึกษาก็ไม่สามารถหลีกเลี่ยงบทบาทด้านการตัดสินใจในหน้าที่ที่ต้องปฏิบัติด้านต่าง ๆ ได้ ไม่ว่าจะเป็นด้านคุณภาพการศึกษา ผลสัมฤทธิ์ของผู้เรียน การบริหารงานสถานศึกษาทั้ง 4 ฝ่าย ล้วนต้องเกิดการตัดสินใจของผู้บริหารสถานศึกษาทั้งสิ้น ผู้บริหารสถานศึกษาจึงต้องอาศัยความรู้ ทักษะ ประสบการณ์ ข้อมูลพื้นฐานต่าง ๆ รวมทั้งเทคนิคและวิธีการพิจารณาวิเคราะห์หาทางเลือกที่ดีที่สุด และเลือกสรรทางเลือกใดทางหนึ่งที่พิจารณาแล้วว่าสามารถนำไปปฏิบัติให้เกิดผลตามที่ครูคาดหวังไว้ เพื่อสร้างความไว้วางใจและความเชื่อมั่นต่อการกระทำของผู้บริหารสถานศึกษา หากผู้บริหารสถานศึกษาสามารถสร้างความไว้วางใจให้เพิ่มขึ้นในสถานศึกษาได้นั้น จะส่งผลให้การทำงานของครูมีประสิทธิภาพเพิ่มมากขึ้น โดยต้องเริ่มตั้งแต่สร้างความสัมพันธ์ที่ดีระหว่างกันในสถานศึกษาตั้งแต่ระดับผู้บริหารไปจนถึงครู โดยเปิดเผยข้อมูลที่สำคัญให้ครูรับรู้ หากครูเกิดความไว้วางใจต่อผู้บริหารแล้วจะสร้างความรู้สึกมุ่งมั่นที่จะร่วมมือกันไปสู่เป้าหมายสูงสุด ช่วยเหลือกันอย่างเต็มใจและเต็มที่ในการปฏิบัติงานจะทำให้ไปสู่เป้าหมายได้อย่างรวดเร็ว

ดังนั้นผู้วิจัยจึงสนใจที่จะศึกษาเรื่อง ความสัมพันธ์ระหว่างการตัดสินใจของผู้บริหารสถานศึกษาในภาวะวิกฤตกับความไว้วางใจของครูโรงเรียนในเครือเตรียมอุดมศึกษาน้อมเกล้า กรุงเทพมหานคร เพื่อที่ผู้บริหารสถานศึกษา และผู้ที่เกี่ยวข้องสามารถนำผลการวิจัยไปประยุกต์ เป็นแนวทาง หรือเป็นข้อมูลในการพัฒนาผู้บริหารสถานศึกษาให้มีความสามารถในการบริหารสถานศึกษาเพื่อนำพาให้สถานศึกษาประสบความสำเร็จและมีส่วนช่วยในการพัฒนาประเทศชาติสืบไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับการตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษา
2. เพื่อศึกษาระดับความไว้วางใจของครู
3. เพื่อศึกษาความสัมพันธ์ระหว่างการตัดสินใจของผู้บริหารสถานศึกษาในภาวะวิกฤตกับความไว้วางใจของครู

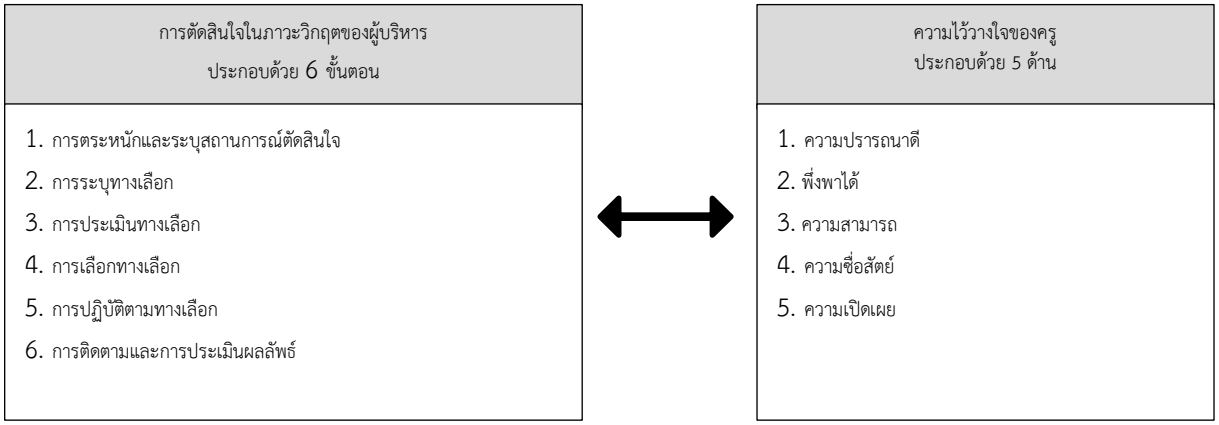
วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการวิจัยครั้งนี้ คือครูโรงเรียนในเครือเตรียมอุดมศึกษาน้อมเกล้า กรุงเทพมหานคร จำนวน 3 โรงเรียน ในปีการศึกษา 2565 ประกอบด้วย 1) โรงเรียนเตรียมอุดมศึกษาน้อมเกล้า 2) โรงเรียนนวมินทราชินูทิศ เตรียมอุดมศึกษาน้อมเกล้า และ 3) โรงเรียนเตรียมอุดมศึกษาน้อมเกล้ากุนนที รวมจำนวนครูโรงเรียนในเครือเตรียมอุดมศึกษาน้อมเกล้า กรุงเทพมหานคร ทั้งสิ้น 310 คน (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษากรุงเทพมหานคร เขต 2, 2565)

กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ มาจากวิธีการสุ่มโดยขนาดของกลุ่มตัวอย่างกำหนดจากตารางความสำเร็จรูปของ Krejcie and Morgan (1970) ที่ระดับความเชื่อมั่น 95% (Krejcie and Morgan, 1970 อ้างใน ประสพชัย พสุนนท์, 2557) ซึ่งได้ขนาดตัวอย่าง 172 คน ผู้วิจัยกำหนดกลุ่มตัวอย่างเพื่อเพิ่มความแม่นยำและสมบูรณ์มากยิ่งขึ้นในการนำข้อมูลไปวิเคราะห์ทั้งหมดเป็น 200 คน จากนั้นทำการคำนวณสัดส่วนแยกตามโรงเรียน เพื่อให้กลุ่มตัวอย่างมาจากทุกโรงเรียน ได้จำนวนตัวอย่างแต่ละโรงเรียน ดังนี้ 1) โรงเรียนเตรียมอุดมศึกษาน้อมเกล้า จำนวน 90 คน 2) โรงเรียนนวมินทราชินูทิศ เตรียมอุดมศึกษาน้อมเกล้า จำนวน 87 คน และ 3) โรงเรียนเตรียมอุดมศึกษาน้อมเกล้ากุนนที จำนวน 23 คน

ตัวแปรที่ใช้ในการวิจัย



เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลการวิจัยครั้งนี้ ได้แก่ แบบสอบถาม แบ่งเป็น 3 ส่วน คือ

ส่วนที่ 1 แบบสอบถามข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ได้แก่ เพศ วุฒิสูงสุดทางการศึกษา อายุ และประสบการณ์ในการทำงาน ลักษณะแบบสอบถามเป็นแบบเลือกให้ตอบ (checklist)

ส่วนที่ 2 แบบสอบถามเกี่ยวกับการตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษา ประยุกต์ใช้ตามทฤษฎีการตัดสินใจของ Griffin (2013) ประกอบด้วย 6 ขั้นตอนโดยลักษณะคำถามเป็นมาตราส่วนประมาณค่า 5 ระดับ ตามแนวคิดของ Likert' s five rating scale

ส่วนที่ 3 แบบสอบถามเกี่ยวกับความไว้วางใจของครู ประยุกต์ใช้องค์ประกอบของความไว้วางใจของ Tschannen-Moran (2014) ประกอบด้วย 5 องค์ประกอบ โดยลักษณะคำถามเป็นมาตราส่วนประมาณค่า 5 ระดับ ตามแนวคิดของ Likert' s five rating scale

ขั้นตอนในการวิจัย

1. สร้างและตรวจสอบคุณภาพเครื่องมือที่ใช้ในการวิจัย โดยผู้วิจัยได้นำแบบสอบถามที่สร้างขึ้นเสนอต่อผู้เชี่ยวชาญ จำนวน 3 คน เป็น ผู้เชี่ยวชาญในสาขาวิชาการบริหารการศึกษา 2 คน และผู้เชี่ยวชาญสาขาวิจัยและประเมินผล 1 คน เพื่อทำการตรวจสอบเนื้อหาและสำนวนการใช้ภาษาตลอดจนความถูกต้องคือให้มีความตรงเชิงเนื้อหา (content validity) โดยข้อคำถามทุกข้อได้รับค่า IOC ตั้งแต่ 0.6 - 1 ทุกข้อ นำแบบสอบถามฉบับร่างไปปรับปรุงแก้ไข และนำไปทดลองใช้ (try out) กับโรงเรียนที่ไม่ใช่กลุ่มตัวอย่างจำนวน 30 คน ได้รับการกลับคืนมาคำนวณหาค่าความเชื่อมั่น (reliability) โดยใช้ค่าสัมประสิทธิ์แอลฟ่า (α-coefficient) โดยใช้สูตรของ Cronbach (1990) โดยได้รับค่าความเชื่อมั่นทั้งฉบับ อยู่ที่ 0.962

2. เก็บรวบรวมข้อมูล นำแบบสอบถามทั้งหมดแจกให้กับกลุ่มตัวอย่างที่ต้องการเก็บรวบรวมข้อมูลระหว่าง วันที่ 1 ธันวาคม พ.ศ. 2565 ถึง วันที่ 10 ธันวาคม พ.ศ. 2565 ซึ่งผู้วิจัยได้รับแบบสอบถามที่สมบูรณ์ กลับคืนจำนวน 200 ฉบับ คิดเป็นร้อยละ 100.00 ของกลุ่มตัวอย่าง และนำข้อมูลคะแนนที่ได้มาดำเนินการวิเคราะห์ด้วยวิธีการทางสถิติ

3. วิเคราะห์ข้อมูล จัดทำโดยหลังจากได้รับแบบสอบถามกลับคืนมาแล้ว ทำการตรวจสอบเพื่อให้คะแนนและทำการประมวลผลด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์ โดยการวิเคราะห์ข้อมูล คือ การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าเฉลี่ยเลขคณิต ($\bar{X}$)ค่าเบี่ยงเบนมาตรฐาน ($S.D.$) และค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน (Pearson's correlation coefficient)

สรุปผลการวิจัย

1. ผลการวิเคราะห์ข้อมูลเพื่อศึกษาระดับการตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษา แสดงผลดังตารางที่ 1

ตารางที่ 1 การตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษา

อันดับ	รายการ	$\bar{X}$	$S.D.$	ระดับ
1	การเลือกทางเลือกในภาวะวิกฤต	4.25	0.67	มาก
2	การปฏิบัติตามทางเลือกในภาวะวิกฤต	4.23	0.69	มาก
3	การประเมินทางเลือกในภาวะวิกฤต	4.19	0.71	มาก
4	การติดตามและการประเมินผลลัพธ์ในภาวะวิกฤต	4.18	0.63	มาก
5	การตระหนักและระบุสถานการณ์ตัดสินใจในภาวะวิกฤต	4.17	0.67	มาก
6	การระบุทางเลือกในภาวะวิกฤต	4.04	0.78	มาก
	รวมเฉลี่ย	**4.18**	**0.63**	**มาก**

จากตารางที่ 1 แสดงระดับการตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษา โดยภาพรวมอยู่ในระดับมาก ($\bar{X}$ = 4.18, $S.D.$ = 0.63) เมื่อพิจารณาแต่ละขั้น พบว่า การเลือกทางเลือกในภาวะวิกฤตมีค่าเฉลี่ยในอันดับสูงสุด อยู่ในระดับมาก ($\bar{X}$ = 4.25, $S.D.$ = 0.67) ส่วนการระบุทางเลือกในภาวะวิกฤตมีค่าเฉลี่ยในอันดับที่ ต่ำที่สุด อยู่ในระดับมาก ($\bar{X}$ = 4.04, $S.D.$ = 0.78)

2. ผลการวิเคราะห์ข้อมูลเพื่อศึกษาระดับความไว้วางใจของครู แสดงผลดังตารางที่ 2

ตารางที่ 2 ความไว้วางใจของครูที่มีต่อผู้บริหารสถานศึกษา

อันดับ	รายการ	$\bar{X}$	$S.D.$	ระดับ
1	ความปรารถนาดี	4.30	0.73	มาก
2	ความเปิดเผย	4.23	0.79	มาก
3	ความซื่อสัตย์	4.22	0.80	มาก
4	ความสามารถ	4.21	0.82	มาก
5	พึ่งพาได้	4.17	0.83	มาก
	รวมเฉลี่ย	**4.23**	**0.74**	**มาก**

จากตารางที่ 2 แสดงระดับความไว้วางใจของครูที่มีต่อผู้บริหารสถานศึกษา โดยภาพรวมอยู่ในระดับมาก ($\bar{X}$ = 4.23, $S.D.$ = 0.74) เมื่อพิจารณาแต่ละองค์ประกอบ พบว่า ความปรารถนาดีมีค่าเฉลี่ยในอันดับสูงสุด อยู่ในระดับมาก ($\bar{X}$ = 4.30, $S.D.$ = 0.73) ส่วนพึ่งพาได้มีค่าเฉลี่ยในอันดับที่ต่ำที่สุด อยู่ในระดับมาก ($\bar{X}$ = 4.17, $S.D.$ = 0.83)

3. ความสัมพันธ์ระหว่างการตัดสินใจของผู้บริหารสถานศึกษาในภาวะวิกฤตกับความไว้วางใจของครู แสดงผลดังตารางที่ 3 ผู้วิจัยได้กำหนดสัญลักษณ์ของตัวแปรที่ใช้ในการนำเสนอผลการวิเคราะห์ข้อมูล ไว้ดังนี้

D1 แทน การตระหนักและระบุสถานการณ์ตัดสินใจในภาวะวิกฤต
D2 แทน การระบุทางเลือกในภาวะวิกฤต
D3 แทน การประเมินทางเลือกในภาวะวิกฤต
D4 แทน การเลือกทางเลือกในภาวะวิกฤต
D5 แทน การปฏิบัติตามทางเลือกในภาวะวิกฤต
D6 แทน การติดตามและประเมินผลลัพธ์ในภาวะวิกฤต
D1-6 แทน การตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษา
T1 แทน ความปรารถนาดี
T2 แทน พึ่งพาได้

T3 แทน ความสามารถ
T4 แทน ความซื่อสัตย์
T5 แทน ความเปิดเผย
T1-5 แทน ความไว้วางใจของครู

จากตารางที่ 3 พบว่า โดยภาพรวมแล้วระดับการตัดสินใจของผู้บริหารสถานศึกษาในภาวะวิกฤต โรงเรียนในเครือเตรียมอุดมศึกษาน้อมเกล้า กรุงเทพมหานคร มีความสัมพันธ์ทางบวก ระดับสูงกับความไว้วางใจของครูโรงเรียนในเครือเตรียมอุดมศึกษาน้อมเกล้า กรุงเทพมหานคร อย่างมีนัยสำคัญทางสถิติที่ 0.05 (r = 0.864) ทั้งนี้เมื่อมองในมิติย่อยพบว่า การติดตามและประเมินผลลัพธ์ในภาวะวิกฤต (D6) ซึ่งเป็นองค์ประกอบย่อยของการตัดสินใจมีความสัมพันธ์เชิงบวกกับความไว้วางใจของครูด้านความสามารถ (T3) ซึ่งเป็นหนึ่งในองค์ประกอบย่อยของความไว้วางใจสูงที่สุด (r = 0.794) ตามมาด้วยความสัมพันธ์ระหว่างการประเมินทางเลือกในภาวะวิกฤต (D3) กับ ความไว้วางใจของครูด้านความสามารถ (T3) และความสัมพันธ์ระหว่างการปฏิบัติตามทางเลือกในภาวะวิกฤต (D5) กับความไว้วางใจของครูด้านความสามารถ (T3) ที่ค่า r = 0.781 และ 0.792 ตามลำดับ

ตารางที่ 3 ค่าสัมประสิทธ์สหสัมพันธ์ระหว่างการตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษากับความไว้วางใจของครู

	ค่าสัมประสิทธ์สหสัมพันธ์												
ตัวแปร	D1	D2	D3	D4	D5	D6	T1	T2	T3	T4	T5	D1-6	T1-5
D1	1												
D2	.756*	1											
D3	.764*	.723*	1										
D4	.724*	.731*	.744*	1									
D5	.757*	.691*	.746*	.835*	1								
D6	.749*	.735*	.738*	.797*	.840*	1							
T1	.702*	.573*	.690*	.679*	.765*	.725*	1						
T2	.716*	.699*	.745*	.737*	.757*	.748*	.815*	1					
T3	.776*	.652*	.792*	.705*	.781*	.794*	.835*	.846*	1				
T4	.735*	.618*	.666*	.657*	.722*	.707*	.798*	.841*	.837*	1			
T5	.690*	.710*	.707*	.754*	.713*	.681*	.769*	.841*	.801*	.804*	1		
D1-6	.886*	.872*	.881*	.901*	.907*	.907*	.770*	.822*	.839*	.766*	.795*	1	
T1-5	.783*	.705*	.779*	.764*	.808*	.791*	.908*	.941*	.935*	.926*	.912*	.864*	1

* มีนัยสำคัญทางสถิติที่ระดับ 0.05

อภิปรายผลการวิจัย

1. ระดับการตัดสินใจในสภาวะวิกฤตของผู้บริหารสถานศึกษาอยู่ในระดับมาก ทั้งนี้ เพราะผู้บริหารในสถานศึกษาในเครือโรงเรียนเตรียมอุดมศึกษาน้อมเกล้ามีความสามารถในการตีความ วิเคราะห์ สังเคราะห์ข้อมูลประกอบการพิจารณามีความสามารถในการคาดการณ์ผลลัพธ์ รวมถึงผลกระทบที่เกิดขึ้นจากการตัดสินใจแม้อยู่ในภาวะวิกฤต ทำให้สามารถตัดสินใจได้อย่างมีประสิทธิภาพเป็นที่ยอมรับทันต่อเวลา และมีความเหมาะสมทางจริยธรรม ผู้บริหารใช้ศาสตร์และศิลป์ในการบริหารและการตัดสินใจ ศึกษาวิเคราะห์หลักการ ทฤษฎีการบริหารและการตัดสินใจ รวมทั้งประสบการณ์ในการบริหารและการตัดสินใจเข้าด้วยกัน ซึ่งสอดคล้องกับผลการวิจัยของศิริขวัญ ศรีอินทร์สุทธิ์ (2561) ทำวิจัยเรื่อง การตัดสินใจของผู้บริหารกับการปฏิบัติงานตามมาตรฐานวิชาชีพครูใน

สถานศึกษา สังกัดเทศบาล กลุ่มจังหวัดภาคกลางตอนล่าง 1 สอดคล้องกับจุฑามาศ ดีแป้น (2563) ทำวิจัยเรื่อง การตัดสินใจของผู้บริหารกับประสิทธิผลของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานนทบุรี

2. ระดับความไว้วางใจของครูที่มีต่อผู้บริหารสถานศึกษาอยู่ในระดับมาก ทั้งนี้ เพราะผู้บริหารในสถานศึกษาโรงเรียนในเครือเตรียมอุดมศึกษาน้อมเกล้าเห็นถึงความสำคัญของครู โดยครูคือผู้ปฏิบัติหน้าที่จัดการเรียนรู้ให้กับผู้เรียน ส่วนผู้บริหารมีหน้าที่กำหนดนโยบาย อำนวยความสะดวกในการทำงานให้แก่ครู เพื่อให้สามารถบรรลุตามพันธกิจของโรงเรียนได้อย่างมีประสิทธิภาพ ผู้บริหารทำให้คณะครูเกิดความไว้วางใจจากการ ให้ความสำคัญกับความต้องการของครูแต่ละคน ชื่นชมและให้กำลังใจในการทำงาน รักษาสิทธิ ประโยชน์ให้กับผู้ใต้บังคับบัญชา ไม่เลือกตัดสินใจทำ/สั่งการ ในสิ่งที่อาจก่อให้เกิดอันตรายกับคนในโรงเรียนหรือทำให้ผู้อื่นเดือดร้อนเพียงเพราะประโยชน์ส่วนตน แสดงออกอย่างเปิดเผยจากการที่ผู้บริหารให้ครูมีส่วนร่วมในการรับรู้ข้อมูลข่าวสารต่าง ๆ ผู้บริหารแสดงออกถึงความทุ่มเทในการทำงานอย่างสม่ำเสมอ รักษาคำพูด ลงมือกระทำจริงตามที่พูด ผู้บริหารปฏิบัติหน้าที่ได้ประสบความสำเร็จ และมีความซื่อสัตย์จากการพูดในสิ่งที่เป็นจริง รักษาคำพูดของตนเอง และรับผิดชอบในสิ่งที่พูด มีความยุติธรรมให้กับผู้ใต้บังคับบัญชาทุกคน จึงทำให้ครูในสถานศึกษาเกิดความไว้วางใจ ซึ่งสอดคล้องกับ Hayfaa A Tlaiss (2015) ทำวิจัยเรื่อง การสำรวจความไว้วางใจขององค์การและความยุติธรรมขององค์การในผู้จัดการระดับต้น และระดับกลางในซาอุดิอาระเบีย: ความไว้วางใจในหัวหน้างาน และสอดคล้องกับพิมลรัตน์ วงศ์ภูษาประกร (2564) วิจัยเรื่อง อิทธิพลของความยุติธรรมในองค์การ และความไว้วางใจในองค์การที่มีต่อความผูกพันในองค์การขององค์การภาครัฐและภาคเอกชนในพื้นที่กรุงเทพมหานคร

3. การตัดสินใจในภาวะวิกฤตของผู้บริหารสถานศึกษากับความไว้วางใจของครูมีความสัมพันธ์เชิงบวกอย่างมีนัยทางสถิติ ทั้งนี้อาจเป็นเพราะผู้บริหารมีความเข้าใจเกี่ยวกับปัญหาแล้วตัดสินใจประเมินทางเลือกต่าง ๆ ในแง่ของความเป็นไปได้ ความพึงพอใจและผลลัพธ์ โดยเลือกทางเลือกที่เหมาะสม สามารถนำไปปฏิบัติได้จริง ตรวจสอบว่าทางเลือกนั้นตอบสนองต่อเงื่อนไขสถานการณ์ของการตัดสินใจ หรือทางเลือกนั้นมีทั้งความเป็นไปได้ มีการประเมินทางเลือกต่าง ๆ ที่เป็นไปได้ไว้หลาย ๆ ทาง ทำให้การเปรียบเทียบผลดีผลเสียของแต่ละทางได้ชัดเจน และทำให้ได้ทางเลือกที่ดีและเหมาะสมมากขึ้น จึงทำให้ครูเกิดความไว้วางใจ ซึ่งความไว้วางใจเปรียบเสมือนกาวที่ยึดทุกส่วนขององค์กรไว้ให้เป็นอันหนึ่งอันเดียวกัน ความไว้วางใจจะเติบโตขึ้นได้เกี่ยวข้องกับความมุ่งมั่นและความตั้งใจของบุคลากรในองค์กรที่จะปฏิบัติงานให้บรรลุเป้าหมายที่ตั้งไว้ การที่บุคลากรในองค์การจะมีผลการปฏิบัติงานที่ดีนั้นอาจเกิดจากหลาย ๆ ปัจจัยที่เกิดขึ้นภายในองค์การ รวมทั้งสภาพแวดล้อมที่อยู่รอบตัวบุคลากรในองค์การ โดยผู้บริหารสถานศึกษาเป็นปัจจัยหนึ่งที่จะช่วยให้บุคลากรมีผลการปฏิบัติงานที่ดี หากบุคลากรมีความไว้วางใจในผู้บริหารสถานศึกษา ซึ่งการที่มีความไว้วางใจต่อกันจะก่อให้เกิดความน่าเชื่อถือ โดยเฉพาะผู้บริหารสถานศึกษา เพราะจะส่งผลให้บุคลากรในสถานศึกษาไว้วางใจทั้งในการทำงานและการใช้ชีวิต ด้วยเหตุนี้ผู้บริหารสถานศึกษาจึงจำเป็นที่จะต้องสร้างความไว้วางใจกับคณะครูภายในสถานศึกษาเพราะเป็นองค์ประกอบที่สำคัญของการเป็นผู้นำที่มีประสิทธิภาพ ที่จะช่วยให้บุคลากรแต่ละคนมีความตั้งใจทำตามพันธกิจของสถานศึกษา และนำมาซึ่งผลการปฏิบัติงานที่ดี

ข้อเสนอแนะ

1. การตัดสินใจของผู้บริหาร เพื่อให้เกิดประสิทธิภาพต่อองค์กรอย่างสูงสุด ผู้บริหารควรให้ความสำคัญกับการระบุทางเลือกเนื่องจากขั้นตอนนี้เป็นขั้นตอนสำคัญที่ทำให้ผู้บริหารทราบว่าทางเลือกนั้นเหมาะสมหรือไม่ เพราะต้องกำหนดทางเลือกศึกษาปัญหา และวิธีการแก้ปัญหาเพื่อที่จะได้สรุปในการจะเลือกใช้ในขั้นต่อไป และเพื่อใช้เป็นแนวทางในการมอบหมายหน้าที่ให้ปฏิบัติงานครั้งต่อไป

2. ผู้บริหารควรจัดส่งเสริมให้ครูมีการทำกิจกรรมกลุ่มอย่างสม่ำเสมอ จัดกลุ่มสัมพันธ์ เพื่อให้เกิดการประชุมร่วมกัน และสร้างประสบการณ์ร่วมกันในความสำเร็จหรือความล้มเหลว จะเป็นการสร้างความไว้วางใจ เข้าใจที่ตรงกัน และการยอมรับนับถือซึ่งกันและกัน

3. ผู้บริหารควรมีการศึกษาปัญหา โดยค้นหาสาเหตุของปัญหาเหล่านั้นว่าเกิดจากอะไร และทำความเข้าใจกับปัญหาเพื่อการกำหนดทางเลือกที่เหมาะสมในการแก้ปัญหาแต่ละครั้งให้น้อยลงโดยอาศัยกระบวนการการตัดสินใจทุกครั้ง

4. ผู้บริหารควรให้ความสำคัญกับการปฏิบัติตามการตัดสินใจ เนื่องจากมีความสัมพันธ์กับความไว้วางใจของครู

5. ผู้บริหารควรมีสภาวะทางอารมณ์ที่มั่นคง สามารถทำงานภายใต้แรงกดดันกับสถานการณ์ต่าง ๆ ได้ ซึ่งต้องมีข้อมูลข้อเท็จจริง และทำความเข้าใจสถานการณ์ที่กำลังเผชิญอยู่ให้ได้อย่างถูกต้องและชัดเจน

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การพัฒนากิจกรรมการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง เพื่อส่งเสริมคุณลักษณะการเรียน ด้วยการนำตนเองของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู

Development learning activities Based on Authentic Experiences to enhance Self-Directed Learning Characteristics of Teachers' Graduate Certificate Students

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) เปรียบเทียบผลสัมฤทธิ์ทางการเรียนระหว่างก่อนเรียนและหลังเรียนโดยใช้การเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง เพื่อส่งเสริมคุณลักษณะการเรียนด้วยการนำตนเองของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู และ 2) เพื่อศึกษาคุณลักษณะการเรียนด้วยการนำตนเอง ด้านความมีวินัย ด้านความรับผิดชอบ ด้านความเชื่อมั่นของนักศึกษาหลังได้รับการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง กลุ่มตัวอย่าง ได้แก่ นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น กลุ่ม 2 จำนวน 29 คน ได้มาโดยการสุ่มแบบกลุ่ม (Cluster Random Sampling) เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย 1) แผนการจัดการเรียนรู้ (มคอ.3) โดยใช้การเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง รายวิชาGTP516 การวัดและประเมินผลการเรียนรู้ 2) แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน และ 3) แบบประเมินคุณลักษณะการเรียนด้วยการนำตนเอง สถิติที่ใช้ ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติทดสอบที (t-test-dependent) ผลการวิจัย พบว่า

1. นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

2. นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู มีคุณลักษณะที่ส่งเสริมการเรียนด้วยการนำตนเอง ด้านความมีวินัย ด้านความรับผิดชอบ ด้านความเชื่อมั่น ภาพรวมอยู่ในระดับดี

คำสำคัญ: ประสบการณ์ตามสภาพจริง, การเรียนด้วยการนำตนเอง, ผลสัมฤทธิ์ทางการเรียน

Abstract

The objectives of this study were to: 1) compare learning achievement between before and after studying by using Authentic Experiences to enhance self-directed Learning Characteristics of Teachers' Graduate Certificate Students, and 2) study self-directed Learning Characteristics. The sample comprised 30 Teachers' Graduate Certificate Students of the Graduate School, Sripatum University; Khon Kaen obtained by cluster random sampling. The research instruments included: 1) an Authentic Experiences lesson plan, 2) an achievement test, and 3) the evaluation form of the self-directed learning characteristics. Data were analyzed by using mean, standard deviation, and *t*-test (t-test dependent. The results were as follows:

1. The learning achievement in the post-test of the teachers' graduate certificate students was significantly higher than at the 0.05 level,

2. The teachers' graduate certificate students' self-directed learning characteristics in terms of discipline, responsibility, and confidence were at a good level.

Keywords: Authentic experience, self-directed learning, learning achievement

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1. ความเป็นมาและความสำคัญของปัญหา

ในยุคศตวรรษที่ 21 เป็นยุคของข้อมูลข่าวสารและการเปลี่ยนแปลงด้วยความก้าวหน้าของเทคโนโลยีสารสนเทศการสื่อสารไร้พรมแดน การเข้าถึงแหล่งข้อมูลสามารถทำได้ทุกที่ทุกเวลา ผลกระทบจากยุคโลกาภิวัฒน์นี้ ส่งผลให้ผู้เรียนจำเป็นจะต้องมีความสามารถในการเรียนรู้ด้วยตนเองอย่างต่อเนื่องและเป็นผู้แสวงหาความรู้อยู่ตลอดเวลา ประกอบกับปัจจุบันมีองค์ความรู้ใหม่เกิดขึ้นมากมายทุกวินาที ทำให้เนื้อหาวิชามีมากเกินกว่าที่จะเรียนรู้จากในห้องเรียนได้หมด ซึ่งการสอนแบบเดิมด้วยการ “พูด การบอกและการเล่า” ไม่สามารถจะพัฒนาให้ผู้เรียนให้นำความรู้ที่ได้จากการเรียนในชั้นเรียนไปปฏิบัติ ได้ดี ดังนั้น อาจารย์ผู้สอนจึงจำเป็นต้องปรับเปลี่ยนวิธีการจัดการเรียนการสอนให้สอดคล้องกับการเปลี่ยนแปลงของสังคม เทคโนโลยี และการเรียนรู้ของนักศึกษาจากผู้สอนคือผู้ถ่ายทอด ปรับเปลี่ยนบทบาทเป็นผู้ชี้แนะวิธีการค้นคว้าหาความรู้เพื่อพัฒนาผู้เรียนให้สามารถแสวงหาความรู้และประยุกต์ใช้ทักษะต่าง ๆ สร้างความเข้าใจด้วยตนเองจนเกิดเป็นการเรียนรู้อย่างมีความหมาย (ไพฑูรย์ สินลารัตน์, 2549, สมหวัง พิธิยานุวัฒน์ และทัศนีย์ บุญเติม, 2546, ทิศนา แขมมณี, 2548, บัณฑิต ทิพากร, 2550)

กระบวนการสอนและกระบวนการเรียนรู้ เป็นกระบวนการเรียนรู้เกิดจากรับการถ่ายทอดความรู้ ความเข้าใจ ความเชื่อศรัทธา เจตคติ ค่านิยม ทักษะต่าง ๆ เพื่อให้เกิดความเปลี่ยนแปลงในด้านความรู้สึกนึกคิด และพฤติกรรมของผู้เรียนตามที่กำหนดไว้ในวัตถุประสงค์ของการเรียนรู้ กระบวนการเรียนรู้เกิดกับผู้เรียนโดยผู้เรียนเท่านั้น ส่วนกระบวนการสอนเป็นกระบวนการที่นำไปสู่การเปลี่ยนแปลงในตัวผู้เรียน ครูผู้สอนมีหน้าที่สร้างสิ่งแวดล้อมเพื่อเร่งเร้า ชี้แนะ และคอยช่วยเหลือให้ผู้เรียนเกิดการเรียนรู้ การปฏิรูปการเรียนรู้จึงเน้นที่ผู้เรียน เพื่อให้ผู้เรียนได้เรียนรู้วิธีเรียนรู้ตลอดชีวิต คือ เรียนเป็น เรียนแล้วต้องคิดเป็น ทำเป็น คิดดีทำดี อยู่ร่วมกับผู้อื่นได้ และสามารถไปสู่จุดหมายชีวิตได้ ดังนั้นการเรียนรู้ คือ หัวใจของการปฏิรูปการศึกษาไทย ซึ่งการเรียนรู้เป็นการเรียนเฉพาะบุคคลของผู้เรียนแต่ละคน ความสำนึกและความพร้อมของผู้เรียน อันได้แก่ การเชื่อศรัทธาในสิ่งที่เรียนจะเกิดประโยชน์ มีคุณค่า ความใส่ใจมีแรงบันดาลใจและความพร้อมที่จะเรียนรู้ของผู้เรียนเป็นปัจจัยสำคัญ การเรียนรู้ที่แท้จริงเป็นการเรียนรู้ด้วยตนเอง การสอนเป็นกระบวนการสำคัญ เพื่อช่วยให้เกิดการเรียนรู้ ครูผู้สอนเปรียบเสมือนแหล่งความรู้หนึ่ง และเป็นผู้จัดการให้เกิดการเรียนรู้ ประเด็นสำคัญที่จะนำไปสู่การเรียนรู้ คือ ต้องให้ผู้เรียนได้ค้นคว้า เจาะลึกด้วยตนเอง จึงจะทำให้เกิดการเปลี่ยนแปลงได้ ครูผู้สอนต้องเป็นผู้ชี้แนะให้ความรู้ที่ครบถ้วนเป็นจริงและให้เห็นคุณค่าของสิ่งที่จะเรียนแก่ศิษย์ด้วย การเรียนรู้ที่จะเกิดขึ้นได้ดีก็ต่อเมื่อผู้เรียนมีสมาธิ และรู้จักควบคุมตนเองได้ (เกษม วัฒนชัย, 2545) จะเห็นได้ว่าการจัดการศึกษาของไทย มีเป้าหมายและแนวทาง คือ การจัดการศึกษาต้องพัฒนาคนให้เกิดกระบวนการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ และให้ผู้เรียนเกิดการเรียนรู้อย่างต่อเนื่องตลอดชีวิต ซึ่งลักษณะที่สำคัญประการหนึ่งของการเรียนรู้ตลอดชีวิต คือ การเป็นคนที่สามารถเรียนรู้ได้ด้วยตนเอง (สมคิด อิสระวัฒน์, 2542: 40)

การจัดการศึกษาเพื่อส่งเสริมให้เกิดการเรียนรู้ตลอดชีวิต ควรได้พัฒนาให้ผู้เรียนเกิดคุณลักษณะของผู้เรียน ได้แก่ การมีเจตคติที่ดีต่อการเรียนรู้โดยให้ผู้เรียนเห็นความสำคัญ เห็นคุณค่า และมีความสุข ในการเรียนรู้ มีความสามารถและทักษะในการเรียนรู้แบบนำตนเอง คือ มีสมรรถภาพและทักษะริเริ่ม การเรียนรู้ด้วยตนเอง เช่น กำหนดจุดมุ่งหมายและวางแผนการเรียนรู้ ดำเนินการเรียนรู้แบบใช้กลยุทธ์ ที่หลากหลาย และสามารถประเมินการเรียนรู้ด้วยตนเองได้ ตลอดจนมีบุคลิกภาพที่จำเป็นในการเป็นผู้เรียนแบบนำตนเอง ได้แก่ การเป็นผู้เรียนเชิงรุก มีความคิดเปิดกว้าง มุ่งมั่นในการเรียน และมีพลังจูงใจในการเรียนรู้ ทั้งจากแรงจูงใจในตน มุ่งอนาคต และพลังอำนาจมาสนับสนุน (นิตยา สำเร็จผล, 2547: 49-51)

ความรู้จากประสบการณ์ที่มีอยู่ในตัวคนจึงเป็นปัจจัยสำคัญในการจัดการความรู้ ประสบการณ์เป็นสิ่งที่มีอิทธิพลต่อผู้เรียนเป็นการแลกเปลี่ยนประสบการณ์ที่เป็นส่วนประกอบของชีวิต ประสบการณ์จะนำไปสู่การรวบรวมความสามารถในการจัดการที่ยิ่งใหญ่เป็นความสัมพันธ์ที่มีค่า ซึ่งประสบการณ์อาจจะมีผลกระทบต่อการเรียนรู้ได้ ทั้งการยอมรับและการปฏิเสธ (Kolb, 1984) การเรียนจากประสบการณ์เป็นกระบวนการเรียนรู้ที่เป็นวงจร ประกอบด้วยขั้นตอนการเรียนรู้ต่าง ๆ ผู้เรียนจะนำประสบการณ์มาเป็นข้อมูลในการเรียนรู้ทุกขั้นตอน โดยผู้สอนและผู้เรียนจะมีส่วนร่วมในการสนับสนุนการเรียนรู้ซึ่งกันและกัน ทำให้สามารถเรียนรู้ได้ดี เป็นรูปแบบการเรียนรู้จากการปฏิบัติทุกชนิด การฝึกอบรม การสังเกต การสัมภาษณ์ กิจกรรมกลุ่ม (Evans, 1994) การเรียนรู้ของผู้ใหญ่จะเกิดเมื่อบุคคลได้เกี่ยวข้องกับกิจกรรม แล้วมองย้อนอดีตและวิพากษ์วิจารณ์อย่างมีวิจารณญาณ จะเป็นประโยชน์ต่อการทำงานและการดำรงชีพ (Newman, 1993) ได้ทำการวิจัยที่ศูนย์การวิจัยทางการศึกษาของมหาวิทยาลัยวิสคอนซิน พบว่า ผู้เรียนจะประสบความสำเร็จได้เมื่อใช้ความรู้ในการแก้ไขปัญหาและทดสอบสิ่งต่าง ๆ ที่เกี่ยวข้องและได้สร้างมาตรฐานเพื่อใช้เป็นองค์ประกอบสำคัญในการออกแบบการเรียนการสอนตามสภาพจริง จะต้องเปิดโอกาสให้ผู้เรียนได้จัดกระทำข้อมูลและใช้ความคิดในการสังเคราะห์ การสรุปนัยทั่วไป การอธิบายและการสรุปรวมเพื่อสร้างเข้าใจและความหมายใหม่ ๆ สำหรับผู้เรียน การเรียนการสอนตามสภาพจริง จะต้องให้ผู้เรียนได้มีโอกาสสนทนาแลกเปลี่ยนความรู้ในเนื้อหาวิชากับครูผู้สอนและกลุ่มผู้เรียนด้วยกัน เป็นการแลกเปลี่ยนความรู้ความคิด ทำให้ผู้เรียนมีความเข้าใจในประเด็นต่าง ๆ มากขึ้น วิชัย วงษ์ใหญ่ (2542) ได้ให้แนวคิดว่า การปฏิรูปกระบวนการเรียนรู้จะต้องเน้นที่ผู้เรียน เป้าหมายการปฏิรูปกระบวนการเรียนรู้เพื่อให้ผู้เรียนมีเจตคติที่ดีต่อการเรียนรู้เป็นวิธีการเรียนรู้ โดยตระหนักถึงความสำคัญของการเรียนรู้เป็นอริยทรัพย์ในตน และหัวใจสำคัญของกระบวนการเรียนรู้ คือ สามารถเรียนรู้ได้ด้วยตนเอง ศักยภาพจะได้รับการกระตุ้นและ

พัฒนาโดยผ่านกระบวนการเรียนรู้ตามสภาพจริง (Authenticity Learning) การประเมินผลตามสภาพจริง รวมทั้งบทบาทของผู้สอนจะเป็นผู้เอื้ออำนวยกระตุ้นการเรียนรู้ (Facilitator) เป็นนักจัดการเรียนรู้เพื่อกระตุ้นให้ผู้เรียนได้เรียนรู้ตามความสนใจความถนัด และความต้องการของตนเอง อันอาจนำไปสู่การเรียนรู้ตลอดชีวิตได้ เพราะมนุษย์มีศักยภาพในการเรียนรู้สูงสุด สามารถเรียนรู้ให้บรรลุอะไรก็ได้ การเรียนรู้ที่ดี จะทำให้คนสามารถพัฒนาตนเองได้เต็มตามศักยภาพของความเป็นมนุษย์ (ประเวศ วะสี, ม.ป.ป.)

กิจกรรมการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง จะต้องเชื่อมโยงความรู้ในเนื้อหาวิชา สู่ปัญหาหรือประสบการณ์ต่าง ๆ ที่เกี่ยวข้อง เพื่อสามารถนำความรู้ที่เรียนรู้ในชั้นเรียน อธิบายปัญหาต่าง ๆ นอกชั้นเรียนได้ ซึ่งกล่าวได้ว่า การจัดกิจกรรมการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง ผู้สอนควรเน้นให้ผู้เรียนได้เรียนรู้ภายใต้ประสบการณ์ที่สอดคล้องกับสภาพความเป็นจริงมากที่สุด เพื่อให้ผู้เรียนสามารถประยุกต์ความรู้ ประสบการณ์ที่ได้ไปใช้ในสถานการณ์จริง ให้ผู้เรียนได้มีโอกาสสร้างความรู้ไปสู่ชีวิตจริง เพื่อส่งเสริมการเรียนรู้ด้วยตนเอง โดยการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง เป็นกระบวนการสร้างความรู้ที่เกี่ยวข้องกับเหตุการณ์เชิงสร้างสรรค์ รูปแบบการเรียนรู้ 4 ขั้นตอน ที่ตอบสนองต่อความต้องการตามบริบท (Kolb & Kolb, 2005) ประกอบด้วย 1) สร้างประสบการณ์ (Concrete Experience) เป็นขั้นลงมือหรือทำกิจกรรมจากสภาพจริงโดยอาจารย์ผู้สอนมอบหมายให้นักศึกษาเรียนรู้จากสถานการณ์จริงด้วยการค้นคว้า การสัมภาษณ์ การทดลอง การปฏิบัติจริง 2) การสะท้อนการเรียนรู้ (Reflective Observation) เป็นขั้นของทบทวนข้อมูลที่ได้จากการค้นคว้า รวมทั้งการให้นักศึกษาอภิปรายแลกเปลี่ยนเรียนรู้ระหว่างเพื่อนด้วยกันในกลุ่ม (Discussion) เพื่อความเข้าใจที่ชัดเจน ขั้นที่ 3 การสรุปองค์ความรู้ (Abstract Conceptualization) เป็นขั้นของการสรุปผลการเรียนรู้จากทั้ง 2 ขั้นข้างต้น อาจร่วมกันสรุปหรือแต่ละคนสรุปก็ได้นับเป็นการสร้างองค์ความรู้ได้ด้วยตนเอง โดยผ่านประสบการณ์หรือการลงมือกระทำโดยเพื่อนในชั้นเรียนร่วมแลกเปลี่ยนเรียนรู้ในประเด็นที่ได้ค้นคว้า และ 4) การประยุกต์ใช้ความรู้ (Active Experimentation) เป็นขั้นของการนำสิ่งที่ได้จากการเรียนรู้ประยุกต์ใช้จริงในการปรับใช้กับชีวิตประจำวัน การแก้ปัญหาหรือการค้นคว้าวิจัยต่อไป (นงนุช เสือพูมี และคณะ, 2560) ซึ่งการเรียนรู้จากประสบการณ์เป็นกระบวนการขั้นพื้นฐานแต่มีความสำคัญยิ่งต่อการแสวงหาความรู้ ถ้าหากผู้เรียนไม่สามารถเรียนรู้จากประสบการณ์ ผู้เรียนจะไม่สามารถแสวงหาความรู้ หรือฝึกฝน ทักษะต่าง ๆ และอาจจะทำผิดพลาดซ้ำแล้วซ้ำเล่า ในที่สุดก็จะไม่สามารถปรับตัวให้ทันกับสถานการณ์ที่เปลี่ยนแปลงได้ การเรียนรู้จากประสบการณ์จึงมีความสำคัญมากที่สุดในบรรดาทักษะการดำรงชีวิต เนื่องจากทุกสิ่งทุกอย่างที่เกิดจากการกระทำล้วนเป็นผลที่ได้จากประสบการณ์ (Honey & Mumford, 1992, 1-6) กิจกรรมการจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง เหมาะกับรายวิชาที่เน้นปฏิบัติหรือเน้นการฝึกทักษะ สามารถใช้จัดการเรียนการสอนได้ทั้งเป็นกลุ่ม และเป็นรายบุคคล หลักการสอนคือ ผู้สอนวางแผนจัดสถานการณ์ให้ผู้เรียนมีประสบการณ์จำเป็นต่อการเรียนรู้ กระตุ้นให้ผู้เรียนสะท้อนความคิด อภิปราย สิ่งที่ได้รับจากสถานการณ์ เน้นการฝึกปฏิบัติ

จากความสำคัญดังกล่าวข้างต้นการศึกษาวิจัยครั้งนี้ ผู้วิจัยในฐานะปฏิบัติหน้าที่สอนนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น จึงมุ่งเน้นการพัฒนากิจกรรมการจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริงเพื่อส่งผลให้ผู้เรียนเห็นประโยชน์ คุณค่าของการเรียน การจัดการศึกษา ควรได้รับการพัฒนาให้มีประสิทธิภาพมากขึ้น จำเป็นอย่างยิ่งที่จะต้องอาศัย กิจกรรมการจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริงเพื่อส่งเสริมการเรียนด้วยการนำตนเอง ทั้งนี้ เพื่อเป็นการแก้ปัญหาและส่งเสริมผู้เรียนให้เกิดการเรียนรู้แบบนำตนเอง จากแนวคิดทฤษฎีผู้วิจัยจึงมีความสนใจที่จะพัฒนากิจกรรมการจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง เพื่อส่งเสริมคุณลักษณะการเรียนด้วยการนำตนเอง ซึ่งเป็นการพัฒนาผู้เรียน ให้รู้ศักยภาพของตนเอง สามารถวางแผนการเรียนรู้ วินิจฉัยความต้องการในการเรียนรู้ ตั้งเป้าหมายของการเรียนรู้ เลือกวิธีการเรียนรู้ แสวงหาแหล่งเรียนรู้ รวบรวมข้อมูล วิเคราะห์ข้อมูล ตลอดจนสามารถประเมินตนเอง อันเป็นการพัฒนาศักยภาพในการเรียนรู้ของผู้เรียน ให้เกิดสัมฤทธิผลสูงสุดเต็มตามศักยภาพในการเรียนรู้ได้

2. วัตถุประสงค์ของการวิจัย

2.1 เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนระหว่างก่อนเรียนและหลังเรียนโดยใช้การเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง เพื่อส่งเสริมคุณลักษณะการเรียนด้วยการนำตนเองของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู

2.2 เพื่อศึกษาคุณลักษณะการเรียนด้วยการนำตนเอง ด้านความมีวินัย ด้านความรับผิดชอบ ด้านความเชื่อมั่นของนักศึกษาหลังได้รับการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง

3. สมมติฐานของการวิจัย

ผลสัมฤทธิ์ทางการเรียนของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูหลังเรียนโดยใช้การเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง สูงกว่าก่อนเรียน

4. ขอบเขตของการวิจัย

4.1 ประชากรและกลุ่มตัวอย่าง

4.1.1 ประชากร ได้แก่

นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู รุ่น 1 วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ที่ลงทะเบียนเรียนในรายวิชา GTP 516 การวัดและประเมินผลการเรียนรู้ ภาคเรียนที่ 2 ปีการศึกษา 2565 จำนวน 148 คน

4.1.2 กลุ่มตัวอย่าง ได้แก่ นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู รุ่น 1 วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ที่ลงทะเบียนเรียนในรายวิชา GTP516 การวัดและประเมินผลการเรียนรู้ ภาคเรียนที่ 2 ปีการศึกษา 2565 กลุ่ม 2 จำนวน 29 คน ได้มาโดยเลือกสุ่มแบบกลุ่ม (Cluster Random sampling)

4.2 ตัวแปร

4.2.1 ตัวแปรต้น ได้แก่ การจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง

4.2.2 ตัวแปรตาม ได้แก่ คุณลักษณะการเรียนด้วยการนำตนเอง

1) ด้านความมีวินัย

2) ด้านความรับผิดชอบ

3) ด้านความเชื่อมั่น

4.3 ขอบเขตด้านเนื้อหา ได้แก่

เนื้อหาตามคำอธิบายรายวิชา GTP516 การวัดและประเมินผลการเรียนรู้

4.4 ขอบเขตด้านสถานที่

วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

4.5 ขอบเขตด้านระยะเวลา

สิงหาคม 2565 ถึง พฤศจิกายน 2565

5. ประโยชน์ที่ได้รับจากการวิจัย

5.1 เป็นแนวทางการจัดกิจกรรมการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริงเพื่อส่งเสริมคุณลักษณะการเรียนรู้ด้วยการนำตนเองของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู

5.2 เป็นแนวทางการจัดกิจกรรมการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ ซึ่งจะช่วยให้ผู้เรียนเกิดการเรียนรู้ตลอดชีวิตและเกิดการเรียนรู้ที่ยั่งยืน

5.3 เป็นแนวทางให้นักศึกษาได้พัฒนาตนเองในการจัดกิจกรรมการเรียนรู้แบบเน้นประสบการณ์ ตามสภาพจริงเพื่อส่งเสริมคุณลักษณะที่ส่งเสริมการเรียนด้วยการนำตนเอง และสามารถขยายผลไปใช้ในการเรียนรู้ในโรงเรียนอย่างกว้างขวาง

6. นิยามศัพท์เฉพาะ

6.1 กิจกรรมการจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง หมายถึง หมายถึง วิธีการหรือการจัดกิจกรรมการเรียนรู้ที่ผู้เรียนเข้าไปมีส่วนร่วมในการคิดการแก้ปัญหา มีการตั้งเป้าหมายร่วมกันก่อนทำกิจกรรมโดยการกำหนดแผนงาน หรือขั้นตอนการดำเนินกิจกรรม และเสริมสร้างแรงจูงใจใฝ่สัมฤทธิ์ให้กับผู้ร่วมกิจกรรม ซึ่งจะทำให้ผู้ร่วมกิจกรรมมีความมุ่งมั่น เกิดความพยายามที่จะกระทำกิจกรรมต่าง ๆ ให้ประสบความสำเร็จลุล่วงตามเป้าหมาย แบ่งออก เป็น 4 ขั้นตอน ได้แก่

6.1.1 การสร้างประสบการณ์ (Concrete Experience) หมายถึง การลงมือปฏิบัติกิจกรรมตามแผนที่วางไว้ และมีการระบุระยะเวลาที่ชัดเจน

6.1.2 การสะท้อนการเรียนรู้ (Reflection Observation) หมายถึง การสรุปสิ่งที่ได้จากกิจกรรมในขั้นการการสร้างประสบการณ์ เป็นการทบทวนให้ผู้เรียนได้คิดวิเคราะห์เพื่อหาเหตุผลเกี่ยวกับประสบการณ์ที่ได้รับในขั้นตอนแรก

6.1.3 การสรุปองค์ความรู้ (Abstract Conceptualization) หมายถึง เป็นการสรุปผลจาก การเรียนรู้จากขั้นการสร้างประสบการณ์ และการสะท้อนการเรียนรู้ โดยผู้เรียนจะเชื่อมโยงการรับรู้ข้อมูลในขั้นตอนที่ผ่านมาโดยการดู การเห็น หรือการรับรู้จากการทำกิจกรรมที่ผ่านมาแล้วสร้างความคิดรวบยอดหรือข้อสรุปที่เป็นหลักการหรือทฤษฎีที่ช่วยให้เรียนรู้ได้ดียิ่งขึ้น

6.1.4 การประยุกต์ใช้ความรู้ (Active Experimentation) หมายถึง การนำความรู้ที่ได้จาก
การทำกิจกรรมมาสู่การลงมือปฏิบัติ หรือทดลองมาปรับใช้ในชีวิตประจำวัน

6.2 คุณลักษณะการเรียนด้วยการนำตนเอง หมายถึง คุณลักษณะที่สำคัญอันส่งเสริมให้นักศึกษาสามารถเรียนรู้ได้ด้วยตนเอง มี 3 ประกอบด้วย ความมีวินัยในตนเอง ความรับผิดชอบ และความเชื่อมั่น ซึ่งสามารถวัดได้โดยใช้แบบประเมินคุณลักษณะที่ส่งเสริมการเรียนด้วยการนำตนเอง ที่ผู้วิจัยสร้างขึ้น

6.2.1 ความมีวินัย หมายถึง การปฏิบัติตนตามกฎระเบียบ คำสั่ง ข้อบังคับ ทำตามข้อตกลงของผู้สอนและผู้มีอำนาจ มีความตั้งใจ สนใจ ใฝ่รู้ มีเหตุผล ตรงต่อเวลา อดทน เป็นผู้นำ ให้ความร่วมมือ การรับฟัง เคารพความคิดผู้อื่น เคารพสิทธิผู้อื่น ให้ความช่วยเหลือ พึ่งพาตนเอง

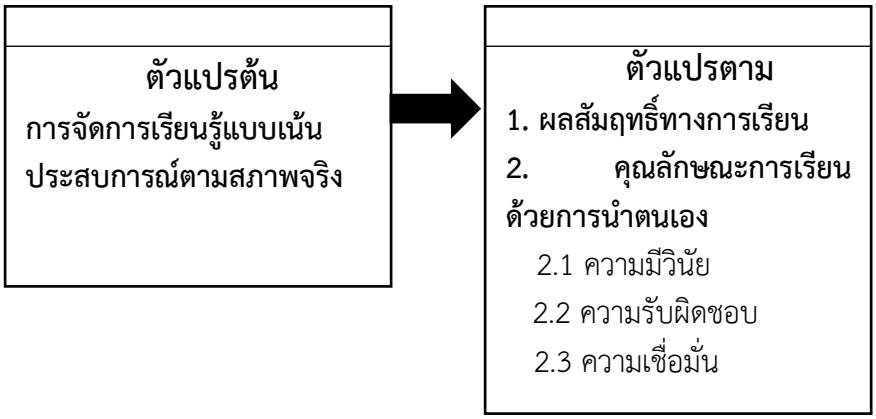
6.2.2 ความรับผิดชอบ หมายถึง การปฏิบัติหน้าที่ที่ได้รับมอบหมาย มุ่งมั่น ตั้งใจ เต็มใจ งานมีประสิทธิภาพตามวัตถุประสงค์ ไม่กลัวอุปสรรค ซื่อสัตย์ มีความเพียร มีศักดิ์ศรี ปฏิบัติตามกฎระเบียบของสังคม มีศีลธรรม เอาใจใส่ต่อตนเอง

6.2.3 ความเชื่อมั่น หมายถึง ความสามารถในการแสดงออก กล้าตัดสินใจการกระทำต่าง ๆ ด้วยความมั่นใจ เป็นตัวของตัวเอง ปรับตัวเข้ากับสภาพแวดล้อม มีความภาคภูมิใจ อยู่ในสังคมได้อย่างมีความสุข

7. วิธีดำเนินการวิจัย

วิธีดำเนินการวิจัย

การวิจัยครั้งนี้เป็นการวิจัยเชิงทดลองเบื้องต้น (Pre-Experimental research) แบบวัดก่อนและหลังเรียน (one group pretest-posttest design) โดยมีกรอบแนวคิดการวิจัย แสดงในภาพที่ 1



ภาพที่ 1 กรอบแนวคิดการวิจัย

เครื่องมือที่ใช้ในการวิจัย

1. แผนการจัดการเรียนรู้ (มคอ.3) โดยใช้การเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง
2. แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนด้านความรู้
3. แบบประเมินคุณลักษณะการเรียนด้วยการนำตนเอง

ขั้นตอนและวิธีการเก็บรวบรวมข้อมูล

ผู้วิจัยได้ดำเนินการวิจัยตามขั้นตอนและวิธีการเก็บรวบรวมข้อมูลดังนี้

1. ขั้นเตรียมการ ดำเนินการสร้างและหาคุณภาพเครื่องมือ

1.1 แผนการจัดการเรียนรู้ (มคอ.3) โดยใช้การเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง

1.1.1 ศึกษาหลักการ แนวคิดของการจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง จากนั้นจัดทำเป็นเล่มแผนการจัดการเรียนรู้ (มคอ.3) รายวิชา GTP516 การวัดและประเมินผลการเรียนรู้

1.1.2 นำแผนการจัดการเรียนรู้ (มคอ.3) ดังกล่าวมาตรวจสอบคุณภาพความเหมาะสมจากผู้เชี่ยวชาญ จำนวน 3 ท่าน ผลการประเมินจากผู้เชี่ยวชาญ พบว่า มีความเหมาะสมอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.87 S.D. = 0.27)

1.2 แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน

1.2.1 สร้างแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนด้านความรู้ ตามเนื้อหาที่ระบุในคำอธิบายรายวิชา จำนวน 100 ข้อ

1.2.2 นำไปตรวจสอบหาดัชนีความสอดคล้อง (IOC) ของข้อคำถามกับจุดประสงค์การเรียนรู้ จากผู้เชี่ยวชาญ จำนวน 3 ท่าน คัดเลือกข้อสอบที่ผ่านเกณฑ์ไว้ จำนวน 85 ข้อ (IOC อยู่ระหว่าง 0.67 ถึง 1.00)

1.2.3 จากนั้นนำไปปรับปรุงแก้ไข แล้วไปทดลองใช้กับนักศึกษาที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน นำมาหาค่าความยากง่าย (p) และค่าอำนาจจำแนก (B-Index) รายข้อ (บุญชม ศรีสะอาด, 2554) พบว่า ข้อคำถามมีค่าความยากง่ายระหว่าง 0.27 – 0.80 และค่าอำนาจจำแนกตั้งแต่ 0.20 ขึ้นไป จำนวน 60 ข้อ ค่าความเชื่อมั่นทั้งฉบับ 0.86

1.3 แบบประเมินทักษะการทำวิจัย

1.3.1 ศึกษาแนวคิดและทฤษฎีเกี่ยวกับการเรียนด้วยการนำตนเอง ด้านความมีวินัย ความรับผิดชอบ และความเชื่อมั่น

1.3.2 เขียนข้อคำถามประเมินคุณลักษณะการเรียนด้วยการนำตนเอง ทั้ง 3 ด้าน จำนวน 27 ข้อ มีลักษณะเป็นมาตรประมาณค่า 5 ระดับ คือ 5 มากที่สุด 4 มาก 3 ปานกลาง 2 น้อย และ 1 น้อยที่สุด นำผลรวมคะแนนทั้งหมดมาแปลผลจากเกณฑ์ที่กำหนด เกณฑ์พิจารณากำหนดเกณฑ์ ดังนี้

คะแนนเฉลี่ย 4.51 – 5.00 หมายถึง มีเหมาะสมในระดับมากที่สุด
คะแนนเฉลี่ย 3.51 – 4.50 หมายถึง มีเหมาะสมในระดับมาก
คะแนนเฉลี่ย 2.51 – 3.50 หมายถึง มีเหมาะสมในระดับปานกลาง
คะแนนเฉลี่ย 1.51 – 2.50 หมายถึง มีเหมาะสมในระดับน้อย
คะแนนเฉลี่ย 1.00 – 1.50 หมายถึง มีเหมาะสมในระดับน้อยที่สุด

เกณฑ์คะแนน 3 ระดับ ในการสังเกตคุณลักษณะการเรียนด้วยการนำตนเอง 3 ด้าน คือ ด้านความมีวินัย ความรับผิดชอบ และความเชื่อมั่น คะแนน 3 เท่ากับ ดี, คะแนน 2 เท่ากับ พอใช้, และ คะแนน 1 เท่ากับ ปรับปรุง โดยมีเกณฑ์การพิจารณา ดังนี้

คะแนนเฉลี่ย 2.41 – 3.00 หมายถึง ระดับดี
คะแนนเฉลี่ย 1.67 – 2.40 หมายถึง ระดับพอใช้
คะแนนเฉลี่ย 1.00 – 1.66 หมายถึง ระดับปรับปรุง

1.3.3 ตรวจสอบดัชนีความสอดคล้อง (IOC) ของรายการคำถามกับวัตถุประสงค์ของการวิจัย โดยผู้เชี่ยวชาญ 3 ท่าน พบว่า มีดัชนีความสอดคล้อง (IOC) ของแบบประเมิน อยู่ระหว่าง .86 ถึง 1.00

1.3.4 ปรับปรุง แก้ไข และนำแบบประเมินที่สร้างขึ้นเสนอผู้เชี่ยวชาญ จำนวน 3 ท่าน เพื่อประเมินความเหมาะสมของแบบประเมินคุณลักษณะ พบว่า แต่ละด้านแบบประเมินอยู่ในระดับมากที่สุด ความมีวินัย ($\bar{X}$ = 4.67 S.D. = 0.58) ความรับผิดชอบ ($\bar{X}$ = 5.00 S.D. = 0.58) และความเชื่อมั่น ($\bar{X}$ = 5.00 S.D. = 0.58)

1.3.5 วิเคราะห์ค่าความเชื่อมั่นของแบบประเมินทั้งฉบับ โดยใช้สูตรสัมประสิทธิ์ แอลฟ่า ของ Cronbach (บุญชม ศรีสะอาด, 2547: 174) พบว่า แบบประเมินมีความเชื่อมั่นทั้งฉบับ 0.91

2. ขั้นดำเนินการทดลองและเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ผู้วิจัยเก็บรวบรวมข้อมูล โดยแบ่งการเก็บรวบรวมข้อมูลเป็น 4 ขั้น ดังนี้

ขั้นที่ 1 ก่อนการใช้การจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง ผู้วิจัยนำแบบวัดผลสัมฤทธิ์ทางการเรียน รายวิชา GTP516 การวัดและประเมินผลการเรียนรู้ มาทดสอบก่อนเรียน (Pre-Test)

ขั้นที่ 2 ดำเนินการใช้การจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง เพื่อส่งเสริมคุณลักษณะการเรียนด้วยการนำตนเอง ตามแผนการจัดการเรียนรู้ (มคอ. 3) ที่ผู้วิจัยสร้างขึ้น ในแต่ละแผน ผู้วิจัยได้ดำเนินการประเมินคุณลักษณะการเรียนรู้ด้วยการนำตนเอง

ขั้นที่ 3 หลังจากที่ผู้วิจัยได้จัดกิจกรรมการจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง เพื่อส่งเสริมคุณลักษณะการเรียนด้วยการนำตนเอง ตามแผนการจัดการเรียนรู้ (มคอ. 3) ที่ผู้วิจัยสร้างขึ้น ครบทุกแผนการจัดการเรียนรู้แล้ว ผู้วิจัยได้นำแบบวัดผลสัมฤทธิ์ทางการเรียนรู้ มาทดสอบหลังเรียน (Posttest) โดยใช้แบบทดสอบชุดเดียวกันกับแบบทดสอบก่อนเรียน

3. ขั้นวิเคราะห์ผลการวิจัย

นำข้อมูลวิเคราะห์โดยใช้สถิติพรรณนา ได้แก่ ร้อยละ (%) ค่าเฉลี่ย ($\bar{X}$) และส่วนเบี่ยงเบนมาตรฐาน (S.D.) และสถิติทดสอบสมมติฐานใช้ การทดสอบค่าที (t-test dependent)

4. ขั้นสรุป เขียนรายงานวิจัยฉบับสมบูรณ์ และเผยแพร่

สรุป เขียนรายงายฉบับสมบูรณ์ และนำผลการวิจัยไปขยายผลแก่คณาจารย์ ในวิทยาบัณฑิตศึกษาด้านการจัดการ และนำข้อมูลที่ได้จากการวิจัยมาปรับปรุงและพัฒนาเพิ่มเติมเนื้อหาเพื่อส่งเสริมคุณลักษณะการเรียนด้วยการนำตนเองของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครูโดยใช้การจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริงแก่นักศึกษาที่ลงทะเบียนเรียน รายวิชา GTP516 การวัดและประเมินผลการเรียนรู้ เพื่อนำไปใช้ประกอบการสอนกับนักศึกษารุ่นต่อไป

8. ผลการวิจัย

8.1 เปรียบเทียบผลสัมฤทธิ์ทางการเรียน ระหว่างก่อนเรียนและหลังเรียนของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู ที่เรียนโดยใช้การจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง ดังตารางที่ 1

ตาราง 1 ผลเปรียบเทียบผลสัมฤทธิ์ทางการเรียน ระหว่างก่อนเรียนและหลังเรียนของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู ที่เรียนโดยใช้การจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง

การทดสอบ	n	คะแนนเต็ม	$\overline{X}$	S.D.	$\sum D$	$\sum D^2$	t	p
ก่อนเรียน	29	60	28.24	0.39	513	9,591	22.188*	0.000
หลังเรียน	29	60	45.93	0.15				

* มีนัยสำคัญทางสถิติที่ระดับ .05

จากตาราง 1 พบว่า นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

8.2 ศึกษาคุณลักษณะการเรียนด้วยการนำตนเอง ด้านความมีวินัย ด้านความรับผิดชอบ ด้านความเชื่อมั่นของนักศึกษาหลังได้รับการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง ปรากฏผล ดังตาราง 2

ตาราง 2 ผลคุณลักษณะการเรียนด้วยการนำตนเอง ด้านความมีวินัย ด้านความรับผิดชอบ ด้านความเชื่อมั่นของนักศึกษาหลังได้รับการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง

ครั้งที่	**ด้านความมีวินัย**		**ด้านความรับผิดชอบ**		**ด้านความเชื่อมั่น**	
	$\overline{X}$	**S.D.**	$\overline{X}$	**S.D.**	$\overline{X}$	**S.D.**
1	2.31	0.09	2.21	0.17	2.31	0.10
2	2.42	0.03	2.42	0.05	2.45	0.03
3	2.54	0.03	2.53	0.06	2.55	0.03
4	2.54	0.03	2.73	0.06	2.74	0.05
5	2.87	0.02	2.89	0.05	2.89	0.03
รวมทั้งหมด	**2.58**	**0.02**	**2.55**	**0.05**	**2.59**	**0.19**
แปลผล	**ดี**		**ดี**		**ดี**	
ลำดับ	**2**		**3**		**1**	

จากตาราง 2 พบว่า นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู มีคุณลักษณะที่ส่งเสริมการเรียนด้วยการนำตนเอง ด้านความมีวินัย ด้านความรับผิดชอบ ด้านความเชื่อมั่น ภาพรวมอยู่ในระดับดี โดยลำดับที่ 1 คือ ด้านความเชื่อมั่น รองลงมา คือ ด้านความมีวินัย และด้านความรับผิดชอบ ตามลำดับ

9. อภิปรายผล

การวิจัยเรื่อง การพัฒนากิจกรรมการจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง เพื่อส่งเสริมคุณลักษณะการเรียนด้วยการนำตนเอง ของนักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู มีประเด็นสำคัญที่นำมาอภิปรายผลการศึกษา 2 ประเด็น ดังนี้

9.1 นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งเป็นไปตามสมมติฐานที่กำหนดไว้ ทั้งนี้อาจสืบเนื่องจากการจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง ผู้วิจัยได้ออกแบบกิจกรรมการเรียนรู้ ที่นักศึกษาได้ลงมือปฏิบัติ ตั้งแต่การวางแผนการเรียน ตามมีกระบวนการ 5 ขั้น ประกอบด้วย ขั้นที่ 1 ขั้นการได้รับประสบการณ์ (Experience) ขั้นที่ 2 ขั้นการสะท้อนการเรียนรู้ (Reflection) ขั้นที่ 3 ขั้นการสร้างมโนทัศน์ (Concept) ขั้นที่ 4 ขั้นการประยุกต์ใช้ (Applying) และขั้นที่ 5 ขั้นการประเมินผล (Evaluation) ซึ่งการเรียนรู้จากประสบการณ์หรือการเรียนรู้จากการได้ลงมือปฏิบัติจริง นักศึกษามีโอกาสได้รับประสบการณ์ แล้วได้รับการกระตุ้นให้สะท้อนสิ่งต่าง ๆ ที่ได้จากประสบการณ์และสามารถนำพาความคิดของตนออกมาเพื่อพัฒนาทักษะใหม่ ๆ หรือวิธีคิดใหม่ ๆ ซึ่งเป็นปัจจัยหลักหนึ่งของการเรียนรู้สู่การเปลี่ยนแปลง (Transformative Learning) ประสบการณ์นี้หมายรวมทั้งประสบการณ์ที่บุคคลนั้นผ่านพบมาแล้ว และประสบการณ์ในชั้นเรียน โดยนักศึกษาจะนำข้อมูลสำหรับนำมาพูดคุยแลกเปลี่ยนการตีความหรือ สะท้อนคิดเพื่อตรวจสอบและทำความเข้าใจ ระบบคุณค่าของแต่ละปัจเจกบุคคลในบรรยากาศที่ผ่อนคลาย โดยอาจารย์ผู้สอนมีความเชื่อมั่นว่านักศึกษามีปัญญาสามารถเกิดการเรียนรู้จากประสบการณ์ของตนเอง อาจารย์ผู้สอนเป็นเพียงผู้เอื้ออำนวยให้นักศึกษาเกิดกระบวนการเรียนรู้และเข้าใจตนเอง เข้าใจเนื้อหา และเข้าใจผู้เรียนซึ่งเป็นกลุ่มเป้าหมายที่จะต้องทำงานด้วยในอนาคตจากการออกแบบกิจกรรมที่หลากหลายในขณะเดียวกันเสียงสะท้อนของนักศึกษา หลังจากการเรียนการสอนยังเป็นข้อยืนยันกับอาจารย์ผู้สอนว่าการเรียนการสอนมีความเหมาะสม สามารถนำไป ประยุกต์ใช้ได้ทั้งกับตนเอง ครอบครัว และผู้อื่น ซึ่งสอดคล้องกับทฤษฎีการเรียนรู้ของโรเจอร์ส (Rogers,1969) ที่มีแนวคิดว่า มนุษย์สามารถพัฒนาตนเองได้ดีหากอยู่ในสภาวะที่ผ่อนคลายและเป็นอิสระ การจัดบรรยากาศที่เอื้อต่อการเรียนรู้โดยเน้นผู้เรียนเป็นสำคัญ โดยผู้สอนเป็นผู้ชี้แนะและคอยอำนวยความสะดวกในการเรียนรู้ให้แก่ผู้เรียนและการเรียนรู้จะเน้นกระบวนการการเรียนรู้เป็นสำคัญ สอดคล้องกับแนวคิดของโคล์ป (Kolb 1984: 1-15) ที่กล่าวว่า การจัดการเรียนรู้ที่ให้ความรู้หรือการสอนทักษะต่าง ๆ ผู้เรียนมีประสบการณ์เดิมอยู่ก่อนแล้วผู้สอนพยายามกระตุ้นให้ผู้เรียนดึงประสบการณ์เดิมของตนเองออกมาใช้ในการเรียนรู้และสามารถแบ่งปันประสบการณ์ที่เหมือนหรือแตกต่างไปจากตนเองให้เพื่อนได้ ซึ่งสอดคล้องกับแนวคิดของโนลส์ (Knowles 1997: 1-2) กล่าวว่าผู้เรียนจะเรียนรู้ได้มาก หากมีส่วนร่วมในการเรียนรู้ด้วยตนเอง การเรียนรู้ผู้เรียนเป็นกระบวนการภายในอยู่ในความควบคุมของผู้เรียนแต่ละคน ผู้เรียนนำประสบการณ์ ความรู้ ทักษะและค่านิยมต่าง ๆ เข้ามาสู่การเรียนรู้ ดังนั้นบทบาทของผู้สอนควรเปิดโอกาสและส่งเสริมให้ผู้เรียนมีส่วนร่วมในกระบวนการเรียนรู้ เพื่อสร้างความตระหนักและช่วยให้ผู้เรียนเกิดการเรียนรู้ได้ดี สอดคล้องกับทฤษฎีการประมวลผลข้อมูลของคลอสเมียร์ (Klausmeier, 1985) ที่ให้แนวคิดว่า การนำเสนอสิ่งเร้าที่ผู้เรียนรู้จักหรือมีข้อมูลอยู่จะสามารถช่วยผู้เรียนหันมาใส่ใจและรับรู้สิ่งที่จะเรียนรู้ให้ตรงกับความสนใจของผู้เรียน ผู้สอนควรสอนให้ฝึกจำโดยใช้วิธีการที่หลากหลาย หากต้องให้ผู้เรียนจดจำเนื้อหาสาระใด ๆ ได้เวลานาน สอดคล้องกับ ทิศนา แขมมณี (2550: 133-137) ที่กล่าวว่า การจัดการเรียนรู้ตามสภาพจริง การดำเนินการช่วยให้ผู้เรียนเกิดการเรียนรู้โดยการให้ผู้เรียนเข้าไปเผชิญปัญหาในสภาพจริง ปัญหาจริงในบริบทจริงร่วมกันศึกษาเรียนรู้แสวงหาความรู้และข้อมูล และวิธีการต่าง ๆ เพื่อที่จะแก้ปัญหานั้น ผู้เรียนได้แลกเปลี่ยนเรียนรู้ประสบการณ์เดิมซึ่งกันและกันมาสร้างเป็นประสบการณ์ใหม่ร่วมคิดเพื่อเสริมความรู้ใหม่ สอดคล้องกับทฤษฎีการสร้างความรู้ (Richardson, 1997) ที่มีแนวคิดการเรียนรู้ที่ดีเกิดจากการสร้างพลังความรู้ในตนเอง ผู้เรียนมีโอกาสสร้างความคิดและนำความคิดของตนเองไปสร้างสรรค์ผลงาน/ชิ้นงาน โดยอาศัยสื่อและเทคโนโลยีที่เหมาะสม จะทำให้ความคิดเห็นเป็นรูปธรรมมากยิ่งขึ้นผู้เรียนมีบทบาทในการจัดประสบการณ์ต่าง ๆ ด้วยตนเอง ร่วมตัดสินใจและแก้ปัญหาร่วมกันลงมือปฏิบัติและสร้างสรรค์ผลงานด้วยตนเองและกลุ่ม เน้นการเรียนรู้เป็นกระบวนการสำคัญ ขยายความคิดและประยุกต์ใช้โดยการทบทวน ทดลอง ประยุกต์ใช้ในสถานการณ์ใหม่ ๆ แสดงออกผลงานและนำเสนอผลงานที่เชื่อมโยงกับทักษะการเรียนรู้ ทำให้ผู้เรียนได้เรียนรู้อย่างมีความหมาย จึงส่งผลให้ผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียน

9.2 นักศึกษาหลักสูตรประกาศนียบัตรบัณฑิตวิชาชีพครู มีคุณลักษณะที่ส่งเสริมการเรียนด้วยการนำตนเอง ด้านความมีวินัย ด้านความรับผิดชอบ ด้านความเชื่อมั่น ภาพรวมอยู่ในระดับดี ทั้งนี้จะเห็นได้ว่าคุณลักษณะของการเรียนด้วยการนำตนเอง ทั้ง 3 ด้าน ด้านความเชื่อมั่นมีคะแนนเป็นลำดับที่ 1 ผู้เรียนกล้าตัดสินใจในการกระทำด้วยความมั่นใจ มีความเป็นตัวของตัวเอง กล้าพูด กล้าแสดงออกอย่างสร้างสรรค์มากขึ้น สามารถทำให้ผู้เรียนมีความภาคภูมิใจในตนเอง และสามารถอยู่ในสังคมได้อย่างมีความสุข รองลงมาด้านความมีวินัย มีคะแนนเป็นลำดับที่ 2 เนื่องจากผู้เรียนสามารถปฏิบัติตนอย่างมีเหตุผล เคารพรับฟังความคิดเห็นผู้อื่น มีความเข้าใจเรื่องของวินัยจะสามารถทำให้ตัวเองประสบความสำเร็จได้ ลำดับสุดท้าย คือ ด้านความรับผิดชอบ ยังทำงานด้วยความซื่อสัตย์ สามารถปฏิบัติตามกฎระเบียบข้อบังคับได้ และมีความมุ่งมั่น เพียรพยายามตั้งใจทำงานและที่ผู้เรียนมีคะแนนเฉลี่ยน้อย เพราะเรื่องการทำงานกลุ่ม ซึ่งมีผู้เรียนบางคนในกลุ่มยังขาดความเอาใจใส่อย่างจริงจัง ยังคงมีนิสัยการทำงานที่ไม่ตรงต่อเวลา ก็ได้พยายามทำงานให้ครบเพียงแต่มีความล่าช้า อย่างไรก็ดี ผู้เรียนมีการพัฒนาตัวเองดีขึ้น ทั้งหมดที่กล่าวมานี้ สอดคล้องกับแนวคิดของ Guglielmino (1997) ได้กล่าวว่า ผู้ที่จะสามารถเรียนรู้ด้วยตนเองได้ควรมีลักษณะ สามารถริเริ่มการเรียนรู้ด้วยตนเองพึ่งตนเองได้ มีความอดทนต่อการเรียน มีความรับผิดชอบต่อการเรียนรู้ของตนเอง มองปัญหาเป็นเรื่องท้าทายไม่ใช่อุปสรรค มีวินัยในตนเองและมีความอยากรู้อยากเห็นสูง มี

ความต้องการอย่างแรงกล้าที่จะเรียนหรือเปลี่ยนแปลง และมีความมั่นใจในตนเองมีทักษะพื้นฐานในการเรียน จัดเวลาการเรียนและก้าวจังหวะของการเรียนได้อย่างเหมาะสม พัฒนางานเพื่อความสำเร็จของงานและมีความสุขกับการเรียนและมีจุดมุ่งหมายในการเรียน ซึ่งสอดคล้องกับงานวิจัยของ นัดดา อังสุโวทัย (2550) ทำการวิจัย เรื่อง การพัฒนารูปแบบการเรียนการสอนวิชาเคมีที่เน้นกระบวนการเรียนรู้แบบนำตนเองของนักศึกษาระดับปริญญาตรี พบว่า ในภาพรวมมีลักษณะการเรียนรู้แบบนำตนเองลดลง ด้านจิตวิทยาศาสตร์ให้ผลทำนองเดียวกับด้านลักษณะการเรียนรู้แบบนำตนเอง ทักษะพื้นฐานการเรียนรู้ของผู้เรียนส่งผลต่อลักษณะการเรียนรู้แบบนำตนเองแต่ไม่เกิดปฏิสัมพันธ์กับกระบวนการเรียนรู้ และกิตติคม คาวีรัตน์ (2553) ทำการวิจัยเรื่องการพัฒนารูปแบบการเรียนรู้เชิงประสบการณ์เพื่อสร้างเสริมสุขภาวะสำหรับนักศึกษา มหาวิทยาลัยราชภัฏพบว่า ความรับผิดชอบของนักศึกษาหลังการใช้รูปแบบนักศึกษามีความรับผิดชอบอยู่ในระดับดีมาก

10. ข้อเสนอแนะ

10.1 ข้อเสนอแนะในการนำไปใช้

10.1.1 ครูผู้สอน ที่มีความประสงค์จะนำการจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริงนี้ไปใช้ ควรศึกษาถึงความเหมาะสมของขั้นตอนและแนวทางในการเลือกกิจกรรมเพิ่มเติม เพื่อให้สามารถกำหนดขั้นตอนและเลือกกิจกรรมได้เหมาะสมกับผู้เรียน

10.1.2 การจัดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริงนี้มีจุดประสงค์เพื่อใช้กับการเรียนการสอนแบบปฏิบัติเป็นหลัก ดังนั้น หากผู้สอนมีความประสงค์จะนำไปใช้ จะต้องมีการปรับเปลี่ยนขั้นการเรียนการสอน ให้เหมาะสมกับลักษณะเฉพาะหรือธรรมชาติของแต่ละวิชา

10.1.3 การเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง เพื่อส่งเสริมคุณลักษณะการเรียน ด้วยการนำตนเอง เป็นสิ่งจำเป็นต่อการเรียนรู้ในศตวรรษที่ 21 จะเห็นได้ว่าการเรียนรู้ที่มุ่งเน้นการท่องจำ ยึดตำราเป็นตัวตั้ง ใช้การสอนแบบบรรยาย และเน้นการแข่งขัน ส่งผลให้ผู้เรียนไม่สามารถเชื่อมโยงความรู้ในการเรียนรู้ได้ ไม่สามารถจดจำเนื้อหาที่เรียนได้อย่างแม่นยำ เกิดความเบื่อหน่ายกับการเรียน ดังนั้น ผู้มีส่วนเกี่ยวข้องควรกำหนดนโยบายทางการศึกษาที่มุ่งเน้นให้มีการจัดการเรียนการสอนที่ส่งเสริมและพัฒนาฝึกการปฏิบัติให้ผู้เรียนเกิดการเรียนรู้แบบเน้นประสบการณ์ตามสภาพจริง เพื่อส่งเสริมคุณลักษณะการเรียนด้วยการนำตนเอง แทนการจัดการเรียนการสอนแบบเดิม ที่เน้นการท่องจำ เน้นการแข่งขัน และใช้ผลการเรียนเป็นเครื่องตัดสินนักเรียนมากกว่าการคำนึงถึงคุณค่าและความสุขของการเรียนรู้ที่นักเรียนพึงได้รับ

10.2 ข้อเสนอแนะในการวิจัยครั้งต่อไป

ควรใช้ระเบียบวิธีวิจัยเชิงคุณภาพ เช่น การสังเกตพฤติกรรม การสัมภาษณ์ผู้เกี่ยวข้อง เป็นต้น ในการเก็บข้อมูล เพื่อให้ได้ข้อมูลครบถ้วนทั้งเชิงปริมาณและคุณภาพ

กิตติกรรมประกาศ

งานวิจัยนี้สำเร็จลุล่วงได้ด้วยความกรุณาของมหาวิทยาลัยศรีปทุม วิทยายาเขตขอนแก่น ที่สนับสนุนงานศึกษาครั้งนี้ ทำให้ผู้วิจัยสามารถทำการวิจัยได้สำเร็จลุล่วงด้วยดี

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การพัฒนาผลการเรียนรู้ด้วยการสอนแบบโมเดลซิปปานักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนบ้านหนองแต้

The Development of Learning Outcome by CIPPA Teaching Technique for Grade 5 Students at Baan Nongtae School

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บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อเปรียบเทียบผลการเรียนรู้ของนักเรียนที่ได้รับการจัดการ เรียนการสอนแบบโมเดลซิปปา กลุ่มตัวอย่าง คือ นักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนบ้านหนองแต้ สำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 2 อำเภอวาปีปทุม จังหวัดมหาสารคาม ปีการศึกษา 2565 จำนวน 7 คน ซึ่งได้มาโดยการเลือกแบบแบ่งกลุ่ม เครื่องมือที่ใช้ในการวิจัย ประกอบด้วยแผนการจัดการเรียนรู้แบบโมเดลซิปปา และแบบทดสอบ สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ Wilcoxon matched pairs signed rank test ผลการวิเคราะห์ข้อมูล พบว่า ผลการเรียนของนักเรียนหลังเรียนสูงกว่าก่อนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

คำสำคัญ: การสอนแบบโมเดลซิปปา, ผลการเรียนรู้

Abstract

The purpose of this research was to compare the learning outcomes of students who were taught by the CIPPA model. The sample group was 7 students in Prathomsuksa 5, Ban Nong Tae School, Maha Sarakham Primary Educational Service Area Office 2, Wapi Pathum District, Maha Sarakham Province, academic year 2022, obtained by stratified selection. The research tools consisted of a CIPPA learning management plan and a test. The statistics used to analyze the data were frequency, percentage, mean, standard deviation and Wilcoxon matched pairs signed rank test. The student's learning after school was higher than before at the statistically significant level of 0.05.

Keywords: CIPPA Technique, Learning Outcome

ความสำคัญและที่มาของปัญหา

การจัดการศึกษาในปีศตวรรษที่ 21 ผู้จัดการศึกษาจึงต้องมีความจำเป็นที่จะต้องมีการปรับเปลี่ยน วิธีการจัดกระบวนการเรียนรู้ให้ทันกับยุคสมัยที่มีการเปลี่ยนแปลงทางด้านเทคโนโลยีที่เร็วมาก และการจัดการเรียนรู้ต้องใช้กระบวนการต่างๆ เพื่อตอบสนองความต้องการของผู้เรียนเป็นสำคัญ ทั้งนี้เพื่อให้ ผู้เรียนได้นำความรู้ที่ได้รับไปปรับใช้ให้เกิดประโยชน์และอยู่ในสังคมปัจจุบันที่มีการเปลี่ยนแปลงอย่าง รวดเร็ว ดังพระบรมราโชวาทของพระบาทสมเด็จพระเจ้าอยู่หัวภูมิพลอดุลยเดช รัชกาลที่ 9 ความตอนหนึ่ง ว่า “ การศึกษาเป็นปัจจัยในการสร้างและพัฒนาความรู้ ความคิด ความประพฤติและคุณธรรมของบุคคล สังคมและบ้านเมืองใดให้การศึกษาที่ดีแก่เยาวชนได้อย่างครบถ้วนพอเหมาะกันทุกๆด้าน สังคมและ บ้านเมืองนั้นจะมีพลเมืองที่มีคุณภาพ ซึ่งสามารถดำรงรักษาความเจริญมั่นคงของประเทศไว้และพัฒนาก้าวหน้าต่อไปได้ตลอด ” (คมชัดลึก, 5 ธันวาคม 2562) ซึ่งสอดคล้องกับวิสัยทัศของหลักสูตรการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 ที่กำหนดไว้ว่า หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน มุ่งพัฒนาผู้เรียนทุกคน ซึ่งเป็นกำลังของชาติให้เป็นมนุษย์ที่มีความสมดุลทั้งด้านร่างกาย ความรู้ คุณธรรม มีจิตสำนึกในความเป็นพลเมืองไทยและเป็นพลโลก ยึดมั่นในการปกครองตามระบอบประชาธิปไตยอันมีพระมหากษัตริย์ทรงเป็นประมุข มีความรู้และทักษะพื้นฐาน รวมทั้ง เจตคติ ที่จำเป็นต่อการศึกษาต่อ การประกอบอาชีพและการศึกษาตลอดชีวิต โดยมุ่งเน้นผู้เรียนเป็นสำคัญบนพื้นฐานความเชื่อว่า ทุกคนสามารถเรียนรู้และพัฒนาตนเองได้เต็มตามศักยภาพมุ่งพัฒนาคนให้เป็นมนุษย์สมบูรณ์เป็นคนดี มีปัญญา มีความสุข มีความเป็นไทย มีศักยภาพใน

[1] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
[2] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

การศึกษาต่อและการประกอบอาชีพ ครูเป็นผู้มีบทบาทสำคัญในการจัดการเรียนรู้ได้เต็มศักยภาพซึ่งการจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ" (กระทรวงศึกษาธิการ, 2551: 4)

การที่จะพัฒนาคนให้เป็นคนดี มีปัญญา และมีความสุข ตามพระบรมราโชวาทและหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานได้นั้น จำเป็นจะต้องออกแบบการจัดการเรียนรู้มีประสิทธิภาพและประสิทธิผล ซึ่งความจริงเรื่องนี้เป็นที่ยอมรับกันโดยทั่วไป ดังเช่น Bennell (1996 Cited in Nakrani, A. and Dhadhodara N. 2010) กล่าวว่า "จะสังเกตเห็นได้ว่าทุกประเทศ โดยเฉพาะประเทศกำลังพัฒนาแล้ว การพัฒนาจะใช้ภาคการศึกษาเพื่อสร้างความก้าวหน้าด้วยการพัฒนามนุษย์" ดังนั้น ผู้วิจัยจึงไม่ศึกษาข้อมูลและคัดเลือก การจัดการเรียนการสอนแบบซิปปาโมเดลมาใช้เป็นแนวทางในการพัฒนาผลการเรียนรู้ของนักเรียน เพราะว่าการสอนแบบซิปปาเป็นการจัดการเรียนการสอนที่เน้นผู้เรียนเป็นศูนย์กลาง เป็นการจัดการเรียนการสอนอีกรูปแบบหนึ่งที่ใช้แบบประสาน 5 แนวคิดหลัก คือ 1) แนวคิดการสร้างสรรค์ความรู้ (Constructivism) 2) แนวคิดกระบวนการกลุ่มและการเรียนแบบร่วมมือ (Group Process and Co-operative Learning) 3) แนวคิดเกี่ยวกับความพร้อมในการเรียนรู้ (Learning Readiness) 4) แนวคิดเกี่ยวกับการเรียนรู้กระบวนการ (Process Learning) 5) แนวคิดเกี่ยวกับการถ่ายโอนการเรียนรู้ (Transfer of Learning) (ทิศนาแขมมณี. 2545: 11) ซึ่งทั้ง 5 ขั้นตอนนี้ สามารถพัฒนานักเรียนให้เกิดลักษณะต่างๆ ตามที่สังคมต้องการ

จากที่กล่าวมาข้างต้น ผู้วิจัยจึงพัฒนาแผนการจัดการเรียนรู้โดยใช้การสอนแบบซิปปา เพื่อพัฒนาผลการเรียนรู้ของนักเรียนโดยเน้นกระบวนการคิด และการแก้ปัญหา เพื่อส่งเสริมให้นักเรียนมีส่วนร่วมในกิจกรรมการเรียนรู้มากขึ้น มีความกระตือรือร้น มีความรู้สึกตื่นตัว มีความตั้งใจและผูกพันกับสิ่งที่ลงมือ กระทำและทำให้นักเรียนเกิดการเรียนรู้ด้วยตนเอง ตามแนวคิดหลักที่เป็นพื้นฐานของการจัดการเรียนการ สอนโดยยึดผู้เรียนเป็นศูนย์กลางแบบโมเดลซิปปา

วัตถุประสงค์การวิจัย

เพื่อเปรียบเทียบผลการเรียนรู้ของนักเรียนที่ได้รับการจัดการเรียนการสอนแบบโมเดลซิปปา

สมมติฐานการวิจัย

ผลการเรียนของนักเรียนเรื่อง หลักธรรมสำคัญของศาสนาต่างๆ ที่ได้รับการจัดการ เรียนการสอนแบบโมเดลซิปปาหลังเรียนสูงกว่าก่อนเรียน

วิธีการดำเนินการวิจัย

1. ขอบเขตด้านด้านเนื้อหา คือ หลักธรรมเรื่องโยนิโสมนสิการ

2. ขอบเขตด้านประชากรและกลุ่มตัวอย่าง **ประชากร** คือ นักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนบ้านหนองแต้ ภาคเรียนที่ 1/2565 **กลุ่มตัวอย่าง** คือ นักเรียนชั้นประถมศึกษา 5/1 โรงเรียนบ้านหนองแต้ จำนวน 7 คน ซึ่งสุ่มตัวอย่างแบบแบ่งกลุ่ม

3. ขอบเขตด้านตัวแปร ตัวแปรต้น คือ เทคนิควิธีสอนแบบโมเดลซิปปา ตัวแปรตาม หลักธรรมเรื่องโยนิโสมนสิการ

4. เครื่องมือที่ใช้ประกอบในการวิจัย ได้แก่ แผนการจัดการเรียนรู้แบบโมเดลซิปปา จำนวน 3 แผน แบบทดสอบก่อนเรียนและหลังเรียน เรื่อง หลักธรรมเรื่องโยนิโสมนสิการ และแบบสอบถามการประเมินความพึงพอใจของนักเรียนที่มีต่อการจัดกิจกรรมการเรียนรู้ โดยใช้เทคนิควิธีสอนแบบโมเดลซิปปา สำหรับนักเรียนชั้นประถมศึกษาปีที่ 5 ซึ่งมีขั้นตอนในการสร้างเครื่องมือการวิจัย ดังนี้

1. ศึกษามาตรฐานและตัวชี้วัดของหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน ระดับชั้นประถมศึกษาปีที่ 5
2. เขียนแผนการจัดการเรียนรู้ให้สอดคล้องกับมาตรฐานและตัวชี้วัดของหลักสูตร
3. ออกแบบทดสอบก่อนและหลังเรียนให้สอดคล้องกับมาตรฐานและตัวชี้วัด และวัตถุประสงค์ของแผนการจัดการเรียนรู้
4. ออกแบบแบบประเมินความพึงพอใจของนักเรียนที่มีต่อการจัดกิจกรรมการเรียนรู้ โดยใช้เทคนิควิธีสอนแบบโมเดลซิปปา สำหรับนักเรียนชั้นประถมศึกษาปีที่ 5 ให้สอดคล้องกับแผนการจัดการเรียนรู้

5. นำแผนการจัดการเรียนรู้และแบบทดสอบให้อาจารย์ที่ปรึกษาตรวจสอบ ให้ข้อชี้แนะ และปรับปรุงตามคำแนะนำของอาจารย์ที่ปรึกษา

6. นำแผนการจัดการเรียนรู้ไปทดลองใช้กับนักเรียนชั้นประถมศึกษาปีที่ 5 ที่ไม่ใช่กลุ่มตัวอย่าง ภาคเรียนที่ 1 ปีการศึกษา 2565 โดยใช้เวลาเรียนนอกเวลาเรียนปกติ 1 ชั่วโมง ในเดือน กรกฎาคม 2565

7. วิเคราะห์ข้อมูล

ผลการวิเคราะห์ข้อมูล

ตารางที่ 1 คะแนนและร้อยละคะแนนก่อนเรียนและหลังเรียน

คนที่	ก่อนเรียน (10)		หลังเรียน (10)		D	คิดเป็นร้อยละ
	คะแนน	ร้อยละ	คะแนน	ร้อยละ		
1	3	30.00	8	80.00	5	50
2	4	40.00	8	80.00	4	40
3	3	30.00	7	70.00	4	40
4	3	30.00	7	70.00	4	40
5	3	30.00	8	80.00	5	50
6	3	30.00	6	60.00	3	30
7	2	20.00	7	70.00	5	50
ค่าเฉลี่ย	**3.00**	**30.00**	**7.29**	**72.86**	**4.29**	**42.86**
S.D.	**0.58**	**-**	**0.76**	**7.56**	**-**	**-**

จากตารางที่ 1 พบว่า ผลการเรียนรู้ของนักเรียน เรื่อง โยนิโสมนสิการ ก่อนเรียนคิดเป็นร้อยละ 30 และหลังเรียนคิดเป็นร้อยละ 72.86 มีคะแนนพัฒนาการคิดเป็นร้อยละ 42.86 ลำดับต่อไป ผู้วิจัยจะทำการวิเคราะห์เปรียบเทียนผลการเรียนรู้ก่อนและหลังเรียนด้วยสถิติ Wilcoxon matched pairs signed rank test ดังนี้

ตาราง 2 เปรียบเทียบผลการเรียนก่อนเรียนและหลังเรียน เรื่อง โยนิโสมนสิการ โดยใช้การสอนแบบโมเดลซิปปา ด้วยสถิติ Wilcoxon Matched Pairs

ผลการเรียนรู้	n	$\bar{X}$	S.D.	Z	p
ก่อนเรียน	7	3.00	0.58	2.401	.016*
หลังเรียน	7	7.29	0.76		

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตาราง 2 พบว่า ผลการเรียนก่อนเรียนและหลังเรียน เรื่อง โยนิโสมนสิการ โดยใช้การสอนแบบโมเดลซิปปาหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

อภิปรายผล

ผลการวิเคราะห์ผลการเรียนรู้ของนักเรียนชั้นประถมศึกษาปีที่ 5/1 ภาคเรียนที่ 1 ปีการศึกษา 2565 โรงเรียนบ้านหนองแต้ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 2 พบว่า ผลการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 อภิปรายผลได้ว่า การสอนแบบโมเดลซิปปามุ่งพัฒนาทักษะกระบวนการคิด ส่งเสริมให้นักเรียนมีความกล้าแสดงออกในการแสดงความรู้จากบทเรียนที่ได้เรียน จึงส่งผลให้ผลการเรียนหลังเรียนสูงกว่าก่อนเรียน ดังจะเห็นได้จากคะแนนก่อนเรียนมีผลการเรียนไม่ถึงร้อยละ 50 แต่หลังจากที่ได้เรียนรู้ด้วยการสอนแบบโมเดลซิปปาผลการเรียนหลังเรียนสูงขึ้นเกินร้อยละ 70 ทุกคน ผลการวิจัยนี้สอดคล้องกับงานวิจัยของเอธัส ศิลารักษ์และจิฑาภรณ์ อินทร์แย้ม (2563: 57) ที่จัดการเรียนรู้ด้วยการสอนแบบซิปปาสามารถพัฒนาผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นประถมศึกษาปีที่ 6 หลังเรียนสูงกว่าก่อนเรียน มีนัยสำคัญทางสถิติที่ระดับ .05 สอดคล้องกับงานวิจัยของพิษณุ อยู่พ่วง และภูมิพงศ์ จอมหงส์พิพัฒน์ (2565: 65) ที่วิจัยเพื่อพัฒนาผลสัมฤทธิ์ทางการรายวิชาสังคมศึกษา ศาสนา และวัฒนธรรม สาระภูมิศาสตร์ ของนักเรียนชั้นมัธยมศึกษาปีที่ 2โรงเรียนปทุมพิทยาคม โดยใช้การจัดการเรียนรู้แบบซิปปาโมเดล พบว่า นักเรียนมีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

ข้อเสนอแนะ

1. ข้อเสนอแนะสำหรับการนำไปใช้ประโยชน์

จากการศึกษาพัฒนาผลการเรียนรู้ เรื่อง หลักธรรมสำคัญของศาสนาต่างๆ โดยใช้เทคนิควิธีสอน แบบโมเดลซิปปาโมเดล ของนักเรียน ชั้นประถมศึกษาปีที่ 5 ภาคเรียนที่ 1 ปีการศึกษา 2565 โรงเรียนบ้านหนองแต้ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 2 สามารถที่จะพัฒนาผลการเรียนรู้ของนักเรียนได้นั้น ผู้สอนจะต้องออกแบบการจัดการเรียนรู้ให้นักเรียนมีส่วนร่วมในการแสดงความคิดเห็น โดยการยกสถานการณ์ที่นักเรียนคุ้นเคย และท้าทายความคิด จากนั้น ผู้สอนจึงเสริมความรู้ที่เป็นแก่นของบทเรียน เชื่อมโยงเข้ากับสถานการณ์ที่หยิบยกมาใช้ในการเรียนการสอนในชั้นเรียน

2. ข้อเสนอแสนะสำหรับงานวิจัยในครั้งต่อไป

ควรนำเทคนิควิธีสอนแบบโมเดลซิปปาโมเดล ไปใช้ทดลองสอนรวมกับนักเรียน ที่มีผลสัมฤทธิ์ทางการเรียนในระดับปานกลาง เพื่อศึกษาประสิทธิผลของการสอนแบบโมเดลซิปปา

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ผลการใช้กิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวกเพื่อพัฒนาทักษะการคิดเชิงบริหารด้านการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม

Effect of using art activities with games and positive reinforcemwnt for executive function enhancement on task attention work of children with autism

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อพัฒนาการใส่ใจ จดจ่อ ในการทำงานของเด็กที่มีภาวะออทิสซึม โดยการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก 2) เพื่อเปรียบเทียบพฤติกรรมการใส่ใจ จดจ่อ ในการทำงานของเด็กที่มีภาวะออทิสซึมก่อนและหลังการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก กลุ่มเป้าหมาย ได้แก่ นักเรียนที่มีภาวะออทิสซึม อายุระหว่าง 6-10 ปี จำนวน 5 คน เป็นเพศชาย จำนวน 5 คน ที่รับบริการที่ศูนย์การศึกษาพิเศษ ประจำจังหวัดบุรีรัมย์ ที่มีปัญหาขาดความสนใจจดจ่อในการทำงาน ได้รับการวินิจฉัยจากแพทย์ว่าเป็นผู้มีภาวะออทิสซึมและผู้ปกครองยินดีให้เข้าร่วม โดยคัดเลือกแบบเจาะจง (Purposive Sampling) การวิจัยครั้งนี้เป็นการวิจัยทดลองขั้นต้น Pre-experimental research ชนิด one group pretest - posttest design เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แผนการจัดการเรียนรู้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก จำนวน 5 แผน 2) แบบประเมินพฤติกรรมการใส่ใจ จดจ่อในการทำงาน การดำเนินการวิจัยโดยใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก กำหนดการสอนสัปดาห์ละ 4 วัน คือ วันจันทร์ถึงวันพฤหัสบดีเป็นระยะเวลา 5 สัปดาห์ ใช้เวลาวันละ 50 นาที จำนวน 5 แผน ในปีการศึกษา 2565 แล้วเก็บรวบรวมข้อมูลโดยการบันทึกคะแนนแบบสังเกตพฤติกรรมการใส่ใจ จดจ่อในการทำงานของกลุ่มเป้าหมาย วิเคราะห์ข้อมูลหาค่าสถิติพื้นฐาน ได้แก่ หาค่าเฉลี่ย (Mean) และค่าร้อยละของคะแนนพฤติกรรมการใส่ใจ จดจ่อในการทำงาน นำเสนอข้อมูลในรูปแบบตารางประกอบการบรรยาย และ Wilcoxon ผลการวิจัย พบว่า 1) กิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวกสามารถพัฒนาการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึมได้ 2) พฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึมหลังการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวกสูงกว่าก่อนการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

คำสำคัญ: เด็กที่มีภาวะออทิสซึม กิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวก พัฒนาทักษะการคิดเชิงบริหารด้านการใส่ใจ จดจ่อในการทำงาน

Abstract

The objectives of this research were 1) to develop task attention of autistic children using art activities with game and positive reinforcement; 2) to compare behaviors of task attention of autistic children before and after the use of art activities with game and positive reinforcement. The target groups were 5 male autistic children who lacked of focus at work, diagnosed by a doctor as having autism, and consented by parents to participate in the research. This research is a pre-experimental research in type of one group pretest -posttest design. The research instruments consisted of 5 lesson plans using art activities with game and positive reinforcement, and evaluation form of task attention. Conducting research by using artistic activities combined with games and positive reinforcement was for 5 weeks of 5 lesson plans: 4 days a week on Mondays to Thursdays, using 50 minutes per day in the academic year 2022. Data were collected with evaluation form of task attention of the target group and

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were analyzed by mean, percentage of task attention scores presented in tables with description, Wilcoxon. The results of the research showed that 1) art activities with game and positive reinforcement can improve task attention of autistic children, and 2) behaviors of task attention of autistic children using art activities with game and positive reinforcement had posttests' scores higher than the pretest one statistically significant at the 0.05 level.

Keywords: children with autism, art activities with games and positive reinforcemwnt , executive function enhancement on task attention work [1]*Corresponding author:* mail to: jaturonk.t@kkumail.com

บทนำ

ทักษะการคิดเชิงบริหาร (**Executive Function : EF)** เป็นการทำหน้าที่ของสมองส่วนหน้าในการประสานงานกับสมองส่วนอื่น ๆ เพื่อการบริหารจัดการสิ่งต่าง ๆ ในชีวิตประจำวันวันตามวัยและพัฒนาการ มีการจัดลำดับขั้นตอน มีการควบคุมอารมณ์ ควบคุมกำกับความคิด การกระทำ พฤติกรรมในการทำงาน ใช้ข้อมูลข่าวสารในการแก้ปัญหานำสู่การปฏิบัติ เพื่อมุ่งสู่ความสำเร็จ ประกอบไปด้วย 3 กลุ่มทักษะพื้นฐาน 9 ด้าน คือ ทักษะพื้นฐาน (ความจำที่นำมาใช้งาน,การควบคุมตนเอง, การยืดหยุ่นความคิด) ทักษะการกำกับตัวเอง (การใส่ใจหรือจดจ่อ,การควบคุมอารมณ์,การรู้จักประเมินตนเอง) และทักษะปฏิบัติ (การริเริ่มลงมือทำ,การวางแผนและจัดการทำงานให้สำเร็จ,การมุ่งสู่เป้าหมาย) (ศิราณี อิ่มน้ำขาว และพูลสุข ศิริพูล, 2563) ซึ่งส่งเสริมทักษะการคิดเชิงบริหาร (**Executive Function : EF)** ในช่วงวัย 2 - 6 ปี ที่เป็นช่วงเวลาที่สมองมีการพัฒนาอย่างเต็มที่(**Golden period)** จึงเป็นช่วงเวลาที่เหมาะแก่การส่งเสริมทักษะการคิดเชิงบริหารจัดการชีวิตทั้งเด็กปฐมวัย และเด็กที่มีความต้องการจำเป็นพิเศษ เพื่อช่วยกระตุ้นการทำงานของสมองหากกระตุ้นด้วยวิธีการที่ถูกต้องเหมาะสมตามวัย และเป็นไปตามศักยภาพนั้นจะช่วยพัฒนาเซลล์สมองทำให้ส่งผลต่อสติปัญญาในการคิดของเด็ก (นาลจันทร์ จุฑาภักดีกุล, 2560) จากสภาพปัญหาการขาดความใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม พบว่า ผู้เรียนมีพฤติกรรมอยู่ไม่นิ่ง ไม่จดจ่อในการทำงาน ส่งผลให้ผู้เรียนทำงานไม่สำเร็จตามเป้าหมายที่กำหนดไว้ การมีสมาธิจดจ่อกับงานจึงนับว่าเป็นเรื่องที่สำคัญมาก ซึ่งสอดคล้องกับ อุมาพร ตรังคสมบัติ (2546) ได้ให้ความหมายว่า สมาธิเป็นสิ่งสำคัญมาก เพราะเป็นปัจจัย ที่ทำให้เกิดการเรียนรู้รอบตัวได้ หากสมาธิของเด็กนั้นเกิดขึ้นในระยะเวลาช่วงสั้น ๆ หรือมีความสามารถ ในการเรียนรู้ได้ในระยะเวลาที่จำกัดและเป็นปัญหาที่เกิดขึ้นบ่อยจะทำให้เด็กขาดความเชื่อมั่นในตนเอง และมักก่อให้เกิดการขาดประสิทธิภาพในการเรียน

การใช้กิจกรรมศิลปะร่วมกับการใช้เกม เป็นเครื่องมืออีกอย่างหนึ่ง ที่จะสามารถนำมาใช้ในการแก้ปัญหาพฤติกรรมขาดการใส่ใจ จดจ่อในการทำงานเนื่องจากศิลปะสร้างความน่าสนใจของเด็กได้ดี มีความหลากหลายของรูปแบบ วัสดุอุปกรณ์ เทคนิควิธีการ มีขั้นตอนการทำที่สนุกสนาน ไม่ซับซ้อน เหมาะกับทุกเพศ ทุกวัย กระตุ้นความสนใจได้ดี กิจกรรมทางศิลปะที่เหมาะสมช่วยในการบำบัดรักษา และฟื้นฟูสมรรถภาพให้ดีขึ้น โดยการใช้ศิลปะเป็นสื่อในการแสดงออกทางอารมณ์ความรู้สึก ช่วยส่งเสริมให้เด็กมีพัฒนาการทั้งด้านร่างกาย อารมณ์ สังคม สติปัญญา และยังช่วยส่งเสริมด้านความคิดสร้างสรรค์ ศิลปะเป็นสื่อการเรียนรู้ที่เข้าใจง่ายในทุกเพศ ทุกวัย ทุกระดับ ความสามารถ ถึงแม้ว่าจะยังไม่มีภาษา พูดไม่ได้ หรือเคลื่อนไหวไม่คล่อง ก็สามารถเรียนรู้ได้ผ่านงานศิลปะ สามารถนำศิลปะมาช่วยในเรื่องการเสริมสร้างสมาธิ การจัดการอารมณ์ เสริมสร้างทักษะทางสังคม เพิ่มความสามารถในการสื่อสาร เรียนรู้การทำงานเป็นขั้นตอน เสริมสร้างความสามารถทางด้านมิติสัมพันธ์ การพัฒนาของกล้ามเนื้อมัดเล็ก และการทำงานประสานสัมพันธ์ของกล้ามเนื้อส่วนต่าง ๆ ของร่างกาย (ทวีศักดิ์ สิริรัตน์เรขา, 2549) ซึ่งในการวิจัยครั้งนี้จะเป็นการนำกิจกรรมศิลปะมาร่วมกับการเล่นเกมง่าย ๆ เพื่อให้ผู้เรียนเกิดความสนุกตื่นเต้นในการทำกิจกรรม การเล่นเล็กๆ น้อยๆ จะก่อให้เกิดความสนุกสนาน ร่าเริง แก่ผู้เล่น โดยเฉพาะเด็กเล็กในระดับชั้นประถมศึกษา ซึ่งมีนิสัยไม่ชอบการอยู่นิ่ง การเล่นเกมย่อมทำให้เกิดความสนุกสนาน เพลิดเพลิน ทำให้ร่างกายแข็งแรง จิตใจผ่องใส อารมณ์สนุกสนานร่าเริง ดังที่พัชรี จิ๋วพัฒนกุล (2554) ที่กล่าวถึง การเรียนรู้ของเด็กที่มีภาวะออทิสซึมจากประสาทสัมผัสทั้ง 5 เป็นการฝึกให้เด็กทำกิจกรรมเพื่อนำไปสู่การฝึกจำสิ่งต่าง ๆ โดยการรับรู้ผ่านประสาทสัมผัสทั้ง 5 ได้แก่ 1) การกระตุ้นประสาทสัมผัสทางผิวกาย 2) การกระตุ้นประสาทสัมผัสทางตา 3) การกระตุ้นประสาทสัมผัสทางหู 4) การกระตุ้นประสาทสัมผัสทางจมูก 5) การกระตุ้นประสาทสัมผัสทางลิ้น การเรียนรู้จากประสาทสัมผัสทั้ง 5 จะทำให้สมองของเด็กมีการตื่นตัวและทำหน้าที่ได้อย่างมีศักยภาพ และการเรียนรู้ของเด็กจากสิ่งที่ทำได้จะทำให้มีการเรียนรู้ของเด็กมีการพัฒนาขึ้นเรื่อย ๆ ควรเป็นกิจกรรมที่สัมพันธ์กับประสบการณ์ของเขา เพื่อให้การแสดงออกเป็นไปอย่างมีประสิทธิภาพเป็นกิจกรรมที่หลากหลายรูปแบบและเนื้อหา เพื่อสร้างประสบการณ์ที่กว้างขวาง กิจกรรมศิลปะร่วมกับการใช้เกมเพื่อพัฒนาทักษะสมองเพื่อชีวิตที่สำเร็จประกอบไปด้วย ฐานกิจกรรมศิลปะ จำนวน 5 ฐาน คือ 1) วาดด้วยนิ้ว 2) พิมพ์ด้วยแบบ 3) โรยด้วยทราย 4) ระบายด้วยสี 5) ประกอบร่าง และเกมประจำฐานกิจกรรมศิลปะ จำนวน 5 เกม คือ 1) แต่งตัว 2) ปาบอล 3) ตักบอล 4) กลิ้งบอลลงหลุม 5) ติดหางนกยูง ผู้เรียนจะต้องผ่านด้านการเล่นเกมก่อนทุกครั้งตามเส้นทางที่กำหนด แล้วจึงเข้าไปทำงานศิลปะจนครบทั้งหมดทุกฐาน ซึ่งผู้เรียนจะได้รับดาวหนึ่งดวงทุกครั้งที่

ทำงานสำเร็จในแต่ละฐาน เมื่อเสร็จแล้วจะได้รับดาวทั้งหมด 5 ดวง พร้อมกับผลงาน 1 ชิ้น ระบบของการเสริมแรงด้วยวิธีการใช้เบี้ยอรรถกรนั้น ยังทำให้นักเรียนได้รู้จักที่จะรอคอยโอกาสเพื่อที่จะสนองความต้องการของตนเอง (อารีรัตน์ เข็มภูเขียว, 2562) เนื่องจากเด็กที่มีภาวะออทิสซึมเป็นเด็กที่จัดอยู่ในกลุ่มที่มีความบกพร่องทางพัฒนาการในหลายด้าน และมีปัญหาขาดการใส่ใจ จดจ่อในการทำงานที่อยู่ตรงหน้า การนำกิจกรรมทางด้านศิลปะร่วมกับเกมมาใช้ในการกระตุ้นความสนใจ จะช่วยส่งผลให้เด็กออทิสติกเกิดความใส่ใจ จดจ่อและมีสมาธิในการทำกิจกรรมเพิ่มมากขึ้น จึงนับเป็นอีกหนึ่งทางเลือกที่เหมาะสมในการพัฒนาสมาธิในการทำงานได้อีกทางหนึ่ง

ดังนั้น ผู้วิจัยจึงสนใจที่จะศึกษาผลการการใช้กิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวก เพื่อพัฒนาทักษะการคิดเชิงบริหารด้านการใส่ใจ จดจ่อ ในการทำงานของเด็กที่มีภาวะออทิสซึม สำหรับพัฒนาความใส่ใจ จดจ่อในการทำงานที่ได้รับมอบหมายให้สำเร็จ โดยการใช้ชุดกิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวก เพื่อเป็นแนวทางในการพัฒนากิจกรรมพัฒนาทักษะสมองเพื่อชีวิตที่สำเร็จให้แก่เด็กที่มีภาวะออทิสซึมการศึกษานี้มีวัตถุประสงค์คือ 1. เพื่อพัฒนาการใส่ใจ จดจ่อ ในการทำงานของเด็กที่มีภาวะออทิสซึม โดยการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก2. เพื่อเปรียบเทียบพฤติกรรมการใส่ใจ จดจ่อ ในการทำงานของเด็กที่มีภาวะออทิสซึม ก่อนและหลังการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก

วิธีการศึกษา

การวิจัยครั้งนี้ได้ผ่านการรับรองจากคณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยขอนแก่น เลขที่ **HE644001** รูปแบบการวิจัยครั้งนี้เป็นการวิจัยทดลองขั้นต้น **Pre-experimental research** ชนิด **one group pretest -posttest design** โดยการเลือกแบบเจาะจง (**Purposive Sampling)** นักเรียนที่มีภาวะออทิสซึม อายุระหว่าง 6-10 ปี จำนวน 5 คน เป็นเพศชาย จำนวน 5 คน ที่รับบริการที่ศูนย์การศึกษาพิเศษ ประจำจังหวัดบุรีรัมย์ ที่มีปัญหาขาดความสนใจ จดจ่อในการทำงาน ได้รับการวินิจฉัยจากแพทย์ว่าเป็นผู้มีภาวะออทิสซึมและผู้ปกครองยินดีให้เข้าร่วมเด็กให้ความร่วมมือในการทำกิจกรรม ไม่มีปัญหาสุขภาพ และไม่มีความพิการอื่นร่วมด้วย เช่น ลมชัก สมองพิการ และได้รับความยินยอมจากผู้ปกครองในการเข้าร่วมการวิจัย

เครื่องมือที่ใช้ในการวิจัย มีเครื่องมือที่ใช้เก็บรวบรวมข้อมูลดังนี้

เครื่องมือที่ใช้ในการวิจัยในครั้งนี้ ประกอบด้วยเครื่องมือทั้งหมด ดังนี้ 1) แผนการเรียนรู้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก จำนวน 5 แผน ใช้สอนแผนละ 4 ครั้ง/สัปดาห์ ครั้งละ 50 นาที จำนวน 5 สัปดาห์ รวมทั้งหมด 20 ครั้ง 2) แบบประเมินพฤติกรรมการใส่ใจ จดจ่อในการทำงาน ประเมินก่อนและหลังเข้าร่วมกิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวกเพื่อพัฒนาทักษะสมองเพื่อชีวิตที่สำเร็จด้านการใส่ใจ จดจ่อ ในการทำงานของเด็กที่มีภาวะออทิสซึม

การดำเนินการวิจัย

ดำเนินการจัดกิจกรรมด้วยแผนการจัดการเรียนรู้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก ตามแผนการจัดการเรียนรู้ที่ผู้วิจัยจัดทำขึ้น กำหนดการสอนสัปดาห์ละ 4 วัน คือ วันจันทร์ถึงวันพฤหัสบดีเป็นระยะเวลา 5 สัปดาห์ ใช้เวลาวันละ 50 นาที ระหว่างเวลา 15.30-16.20 น. จำนวน 5 แผนการเรียนรู้ โดยดำเนินการวิจัยในปีการศึกษา 2565 แล้วเก็บรวบรวมข้อมูลโดยการบันทึกคะแนนลงในแบบสังเกตพฤติกรรมการใส่ใจ จดจ่อในการทำงาน ซึ่งในการดำเนินการวิจัยมีตารางกิจกรรม ดังต่อไปนี้

ตารางที่ 1 กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก

กิจกรรม	เนื้อหา/ขั้นตอน	ระยะเวลา	อุปกรณ์	วิธีการประเมิน	จำนวน/คน
การพัฒนาทักษะการคิดเชิงบริหารด้านการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม	กิจกรรมที่ 1 การสร้างผลงานรูปช้าง กิจกรรมที่ 2 การสร้างผลงานรูปกระทิง	กำหนดการกิจกรรมละ 4 วัน ใช้เวลาวันละ 50 นาที จันทร์ถึงพฤหัสบดี เวลา 15.30-16.20 น. เป็นเวลา 5 สัปดาห์ ใช้เวลา ระหว่าง แผนการสอนจำนวน 5 แผน	1. เพลง “ออกกำลังกายรับแสงตะวันยามเช้า” 2. อุปกรณ์ศิลปะ เช่น สีพู่กัน กระดาษ แปรง กาว เป็นต้น 3. อุปกรณ์ทำความสะอาด เช่น ผ้าเช็ดมือ ไม้ถูพื้น ถังขยะ ผ้าเช็ดโต๊ะ เป็นต้น	ประเมินด้วยแบบวัดและประเมินพฤติกรรมการใส่ใจ จดจ่อในการทำงาน	นักเรียน5 คน/ครู 1 คน

กิจกรรม	เนื้อหา/ขั้นตอน	ระยะเวลา	อุปกรณ์	วิธีการประเมิน	จำนวน/คน
	กิจกรรมที่ 3 การสร้างผลงานรูปยีราฟ กิจกรรมที่ 4 การสร้างผลงานรูปสิงโต กิจกรรมที่ 5 การสร้างผลงานรูปนก		4. อุปกรณ์ในการเล่นเกม เช่น ลูกบอล กล่องกระดาษ และอื่น ๆ 5. โต๊ะ บอร์ดติดงาน 6. อุปกรณ์ป้องกันอันตราย เช่น แผ่นยางรองกันกระแทกป้องกันการลื่นหกล้ม หน้ากากกันฝุ่น หน้ากากอนามัย เจลล้างมือ ผ้ากันเปื้อน		

การสร้างและการหาคุณภาพเครื่องมือ มีขั้นตอนการดำเนินการ ดังนี้

การพัฒนาและหาคุณภาพเครื่องมือสำหรับการศึกษาครั้งนี้ผู้วิจัยได้จัดทำคู่มือชุดอุปกรณ์เพิ่มความแข็งแรงกล้ามเนื้อมัดเล็ก ซึ่งประกอบไปด้วย แบบสำรวจความสนใจในการฟังเพลง อุปกรณ์เพิ่มความแข็งแรงกล้ามเนื้อมัดเล็กในเด็กที่มีความบกพร่องทางสติปัญญา และแผนการจัดกิจกรรม โดยมีขั้นตอนการดำเนินการ ดังนี้ เสนอต่อผู้เชี่ยวชาญ จำนวน 3 ท่าน เพื่อตรวจสอบความตรงตามเนื้อหา (content validity) (พวงรัตน์ทวีรัตน์, 2540) จากนั้นนำไปปรับปรุงแก้ไขตามคำแนะนำ จากการตรวจสอบความตรงตามเนื้อหา (content validity) แบบสำรวจความสนใจในการฟังเพลง พบว่า ค่าดัชนีความสอดคล้องตามสูตร IOC ของแบบสำรวจความสนใจในการฟังเพลง ได้มีค่าเท่ากับ 1.00 ซึ่งมีความสอดคล้องกับวัตถุประสงค์และนำไปใช้กับกลุ่มเป้าหมายได้ แบบทดสอบการเขียนลีลาเส้นมีประสิทธิภาพเท่ากับ 70.08 / 78.77 ซึ่งเป็นไปตามเกณฑ์มาตรฐาน 70 / 70 ที่กำหนดไว้ (สุกัญญา วงศ์กลาง, 2561)

การเก็บรวบรวมข้อมูล ผู้วิจัยเก็บรวบรวมข้อมูล โดยแบ่งเป็น 2 ระยะ คือ

1. ระยะก่อนการทดลอง ผู้วิจัยเสนอบัณฑิตวิทยาลัย มหาวิทยาลัยขอนแก่น ให้ทำหนังสือเชิญผู้ทรงคุณวุฒิในการตรวจสอบเครื่องมือในการวิจัยจำนวน 3 ท่าน ชี้แจงรายละเอียดในขั้นตอนการดำเนินการวิจัย นัดหมายเวลาในการเก็บข้อมูลให้กับกลุ่มเป้าหมาย และขออนุญาตผู้ปกครองเพื่อให้ความยินยอมในการเป็นกลุ่มเป้าหมายในการวิจัย

2. ขั้นดำเนินการทดลอง และเก็บรวบรวมข้อมูล ดำเนินการสังเกตพฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม ในระหว่างการทำกิจกรรมต่าง ๆโดยใช้ผู้สังเกตจำนวน 2 คน ก่อนการเข้าร่วมกรรมศิลปะ แล้วเก็บรวบรวมข้อมูลโดยการบันทึกคะแนนลงในแบบสังเกตพฤติกรรมการคิดเชิงบริหารด้านการใส่ใจ จดจ่อในการทำงานกลุ่มเป้าหมายจำนวน 5 คน จากนั้นดำเนินการจัดกิจกรรมด้วยแผนการจัดการเรียนรู้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก ตามแผนการจัดการเรียนรู้ที่ผู้วิจัยจัดทำขึ้น กำหนดการสอนสัปดาห์ละ 4 วัน คือ วันจันทร์ถึงวันพฤหัสบดี เป็นระยะเวลา 5 สัปดาห์ ใช้เวลาวันละ 50 นาที ระหว่างเวลา 15.30-16.20 น. จำนวน 5 แผนการเรียนรู้ โดยดำเนินการวิจัยในปีการศึกษา 2565 แล้วเก็บรวบรวมข้อมูลโดยการบันทึกคะแนนลงในแบบสังเกตพฤติกรรมการใส่ใจ จดจ่อในการทำงานเมื่อทดลองครบ 5 สัปดาห์ ให้ผู้สังเกตจำนวน 2 คน ทำการสังเกตพฤติกรรมการใส่ใจ จดจ่อในการทำงานในขณะทำกิจกรรมในชั้นเรียนหลังการใช้แผนการจัดการเรียนรู้กิจกรรมศิลปะร่วมกับเกมและการเสริมแรงเชิงบวก แล้วเก็บรวบรวมข้อมูลโดยการบันทึกคะแนนลงในแบบประเมินพฤติกรรมการใส่ใจ จดจ่อในการทำงาน รวบรวมข้อมูลจากการศึกษาเพื่อนำไปวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูล ผู้วิจัยนำข้อมูลที่รวบรวมได้มาวิเคราะห์ วิเคราะห์พฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม โดยนำมาวิเคราะห์ข้อมูลหาค่าสถิติพื้นฐาน ได้แก่ หาค่าเฉลี่ย (**Mean)** และค่าร้อยละของคะแนนพฤติกรรมการใส่ใจจดจ่อในการทำงาน นำเสนอข้อมูลในรูปแบบตารางประกอบการบรรยาย 2) เปรียบเทียบพฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม ก่อนและหลังการใช้กิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวก นำเสนอข้อมูลในรูปแบบตารางประกอบการบรรยาย

ผลการวิจัย

1. ผลการใช้กิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวกเพื่อพัฒนาทักษะสมองเพื่อชีวิตที่สำเร็จด้านการใส่ใจ จดจ่อ ในการทำงานของเด็กที่มีภาวะออทิสซึม ปรากฏผลดังนี้

1.1 คะแนนก่อนเรียน

คะแนนก่อนเรียน พบว่า ในภาพรวมเด็กที่มีภาวะออทิสซึมมีคะแนนเฉลี่ยก่อนเรียนเท่ากับ 12.80 คิดเป็นร้อยละ 28.44 เมื่อพิจารณาเป็นรายบุคคล พบว่า เด็กคนที่ 1, 3 และ 4 มีคะแนนเท่ากับ 14 คะแนน คิดเป็นร้อยละ 31.11 รองลงมาคือ เด็กคนที่ 2 และ คนที่ 5 มีคะแนนเท่ากับ 12 คะแนน และ 10 คะแนน คิดเป็นร้อยละ 26.67 และ 22.22 ตามลำดับ ดังตาราง

ตารางที่ 2 ความถี่และร้อยละพฤติกรรมการใส่ใจ จดจ่อในการทำงานก่อนเรียน

จากตารางที่ 2 พบว่า ในภาพรวมเด็กที่มีภาวะออทิสซึมมีคะแนนเฉลี่ยหลังเรียนเท่ากับ 26.80 คิดเป็นร้อยละ 59.56 เมื่อพิจารณาเป็นรายบุคคล พบว่า เด็กคนที่ 4 มีคะแนนสูงที่สุด คือ มีคะแนนเท่ากับ 30 คะแนน คิดเป็นร้อยละ 66.67 รองลงมาคือ เด็กคนที่ 1 และ คนที่ 3 มีคะแนนเท่ากับ 28.50 คะแนน และ 28 คะแนน คิดเป็นร้อยละ 63.33 และ 62.22 ตามลำดับ ส่วนเด็กคนที่มีคะแนนต่ำสุด คือ เด็กคนที่ 5 มีคะแนน 23.50 คิดเป็นร้อยละ 52.22 ดังตาราง

พฤติกรรมการใส่ใจ จดจ่อในการทำงาน	คนที่					$\bar{X}$	S.D.
	1	2	3	4	5		
1. ละเอียดรอบคอบในการทำงาน ในแต่ละขั้นตอน	1	1	1	1	1	1.00	0.00
2. ทำอะไรนาน ๆ ได้ (ทำได้เกิน 1 นาที)	1	1	1	1	0	0.80	0.45
3. ตั้งใจฟังเวลามีคนคุยด้วย	1	1	1	1	1	1.00	0.00
4. ทำงานที่ได้รับมอบหมายได้สำเร็จ	1	1	1	1	1	1.00	0.00
5. จัดระเบียบงาน และกิจกรรมต่าง ๆ เป็น	1	1	1	1	0	0.80	0.45
6. ทำกิจกรรมที่ต้องใช้ความอดทนในการทำงานได้	1	1	1	1	1	1.00	0.00
7. ไม่พูดมาก/ไม่พูดแทรก	1	1	1	1	1	1.00	0.00
8. มีสมาธิ อยู่นิ่งได้(เกิน 1 นาที)	1	1	1	1	1	1.00	0.00
9. จดจำขั้นตอนการทำงานได้	1	0	1	1	0	0.60	0.55
10. อยู่เฉยๆ มือเท้าไม่ยุกยิก ไม่นั่งบิดไปมาได้(เกิน 1 นาที)	1	1	1	1	1	1.00	0.00
11. นั่งกับที่ ไม่ลุกจากที่นั่งในชั้นเรียน หรือจากที่ที่ควรจะนั่ง	1	1	1	1	1	1.00	0.00
12. ไม่วิ่งหรือปีนป่ายมากเกินควร รู้กาลเทศะ	1	1	1	1	0	0.80	0.45
13. เล่นหรือทำกิจกรรมเงียบ ๆ ได้	1	1	1	1	1	1.00	0.00
14. มีท่าทางนิ่ง ๆ สงบ	1	0	1	0	1	0.60	0.55
15. รอคิวได้	0	0	0	1	0	0.20	0.45
รวมคะแนนทั้งหมด(45 คะแนน)	14	12	14	14	10	12.80	1.79
ร้อยละ	31.11	26.67	31.11	31.11	22.22	28.44	

2. ผลการเปรียบเทียบพฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม ก่อนและหลังการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก ดังตารางต่อไปนี้

ตารางที่ 3 ผลการเปรียบเทียบพฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม ก่อนและหลังการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก

กลุ่มเป้าหมาย	พฤติกรรมการใส่ใจ จดจ่อในการทำงาน				คะแนนความต่าง	ร้อยละ
	ก่อนเรียน		หลังเรียน			
คนที่ 1	14	31.11	28.5	63.33	14.50	32.22
คนที่ 2	12	26.67	24	53.33	12.00	26.67
คนที่ 3	14	31.11	28	62.22	14.00	31.11
คนที่ 4	14	31.11	30	66.67	16.00	35.56
คนที่ 5	10	22.22	23.5	52.22	13.50	30.00
X	12.80	28.44	26.80	59.56	14.00	31.11
S.D.	1.79		2.89		1.10	

จากตารางที่ 3 ในภาพรวมพฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กมีภาวะออทิสซึมก่อนและหลังการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก พบว่า ก่อนเรียน มีคะแนนเฉลี่ยเท่ากับ 12.80 คิดเป็นร้อยละ 28.44 หลังเรียนมีคะแนนเฉลี่ยเท่ากับ 26.80 คิดเป็นร้อยละ 59.56 โดยมีเด็กที่มีคะแนนความต่างสูงที่สุด คือ เด็กคนที่ 4 มีคะแนนความต่างเท่ากับ 16.00 คิดเป็นร้อยละ 35.56 รองลงมาคือ เด็กคนที่ 1 มีคะแนนความต่างเท่ากับ 14.50 คิดเป็นร้อยละ 32.22 เด็กคนที่ 3 มีคะแนนความต่างสูงเท่ากับ 14.00 คิดเป็นร้อยละ 31.11 และเด็กคนที่ 5 มีคะแนนความต่างเท่ากับ 13.50 คิดเป็นร้อยละ 30.00 ส่วนเด็กที่มีคะแนนความต่างต่ำสุด คือ เด็กคนที่ 2 มีคะแนนความต่างเท่ากับ 12.00 คิดเป็นร้อยละ 26.67

ตาราง 4 ผลการเปรียบเทียบพฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม ก่อนและหลังการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวกด้วยสถิติ Wilcoxon Matched Pairs singed rank test

ผลการเรียนรู้	n	$\bar{X}$	S.D.	Z	p
ก่อนเรียน	5	12.80	1.79	2.023*	.043
หลังเรียน	5	26.80	2.89		

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 6 พบว่า ผลการเปรียบเทียบพฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม หลังการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก สูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

อภิปรายและสรุปผลการวิจัย

ในการวิจัยในครั้งนี้ มีวัตถุประสงค์เพื่อพัฒนาชุดอุปกรณ์เพิ่มความแข็งแรงกล้ามเนื้อมัดเล็กในเด็กที่มีความบกพร่องทางสติปัญญา เพื่อเปรียบเทียบความแข็งแรงกล้ามเนื้อมัดเล็กก่อนและหลังใช้อุปกรณ์เพิ่มความแข็งแรงกล้ามเนื้อมัดเล็กในเด็กที่มีความบกพร่องทางสติปัญญาและเพื่อพัฒนาความสามารถด้านการเขียนลีลาเส้นก่อนและหลังใช้อุปกรณ์เพิ่มความแข็งแรงกล้ามเนื้อมัดเล็กในเด็กที่มีความบกพร่องทางสติปัญญาผู้วิจัยสามารถอภิปรายผลได้ตามวัตถุประสงค์ดังนี้

การศึกษาการใช้กิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวกเพื่อพัฒนาทักษะสมองเพื่อชีวิตที่สำเร็จด้านการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม ผลการศึกษาพบว่า เด็กที่มีภาวะออทิสซึมมีพฤติกรรมใส่ใจ จดจ่อในการทำงานสูงขึ้นเมื่อใช้กิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวก สามารถอภิปรายผลการดำเนินการวิจัยได้ ดังนี้

2.1 การพัฒนาการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม โดยการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก พบว่า พฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึมก่อนเรียนมีค่าคะแนนเฉลี่ย 12.80 คะแนน คิดเป็นร้อยละ 28.44 ซึ่งอยู่ในเกณฑ์ระดับ พอใช้ เนื่องจากเด็กไม่สามารถยับยั้งตนเองให้มีสมาธิจดจ่ออยู่กับงานได้ มีปัญหาในการจดจำ ขั้นตอนในการทำกิจกรรม และประมวลผลข้อมูล ขาดความยืดหยุ่นทางการคิด อีกทั้งยังควบคุมอารมณ์ตนเองได้ไม่ดี ซึ่งสอดคล้องกับสิริพร ศิริฟอง และปิยะวรรณ ศรีสุรักษ์ (2559) ที่ได้กล่าวไว้ว่า เด็กที่มีภาวะออทิสซึมมีพฤติกรรมที่ไม่พึงประสงค์ต่างๆ ถือเป็นอุปสรรคต่อการพัฒนาศักยภาพ ได้แก่ พฤติกรรมไม่อยู่นิ่ง ไม่มีสมาธิในการทำกิจกรรมต่างๆ ลุกจากที่นั่ง ลุกเดินในห้องเรียนและออกนอกห้องเรียนก่อนเสร็จกิจกรรม ซึ่งปัญหาดังกล่าวมีความจำเป็นต้องได้รับการแก้ไขเพราะหากปล่อยไว้จะเป็นอุปสรรคในการเรียนรู้ในด้านต่างๆ และเป็นอุปสรรคในการทำกิจวัตรประจำวัน มีความสนใจในสิ่งต่างๆ สั้นมาก ทำให้ขาดโอกาสในการพัฒนาศักยภาพของตนเองในทุกๆ ด้าน ซึ่งสอดคล้องกับ ฉันทิดา สนิทนราทรเวชมงคลกร และคณะ (2562) ที่ศึกษาลักษณะของทักษะการคิดเชิงบริหารในเด็กปฐมวัยที่มีภาวะสมาธิสั้น จากกลุ่มผู้ให้ข้อมูลมี จำนวน 6 คน ประกอบด้วย จิตแพทย์เด็กและวัยรุ่น กุมารแพทย์ด้านประสาทวิทยา และอาจารย์ด้านการศึกษาปฐมวัย โดยผู้ให้ข้อมูลทุกคนมีความรู้ความ เชี่ยวชาญและมีประสบการณ์ในการเสริมสร้างทักษะการคิดเชิงบริหารในเด็กปฐมวัยที่มีภาวะสมาธิสั้น เป็นระยะเวลาไม่น้อยกว่า 2 ปี ผลการวิจัยพบว่า ลักษณะของทักษะการคิดเชิงบริหารในเด็กปฐมวัยที่มีภาวะสมาธิสั้นประกอบด้วย 5 ด้าน ได้แก่ ด้านการยับยั้ง ด้านความจำขณะทำงาน ด้านความยืดหยุ่นทางการคิด ด้านการควบคุมอารมณ์ และด้านการวางแผนจัดการอย่างเป็นระบบ โดยเด็กปฐมวัยที่มีภาวะสมาธิสั้นนั้นมีลักษณะของทักษะการคิดเชิงบริหารที่บกพร่องอย่างชัดเจนในทุกองค์ประกอบ คือ ไม่สามารถยับยั้งตนเองให้มีสมาธิจดจ่ออยู่กับงาน มีปัญหาในการจดจำ และประมวลผลข้อมูล ขาดความยืดหยุ่นทางการคิด ควบคุมอารมณ์ตนเอง ได้ไม่ดี รวมทั้งขาดการวางแผนจัดการอย่างเป็นระบบ ซึ่งการทราบถึงลักษณะของทักษะการคิดเชิง บริหารในเด็กปฐมวัยที่มีภาวะสมาธิสั้นจะเป็นประโยชน์ต่อการช่วยส่งเสริมทักษะการคิดเชิงบริหารของเด็กได้อย่างมีประสิทธิภาพต่อไป ในการทำกิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก ยังพบว่า เด็กที่มีภาวะออทิสซึมขาดความใส่ใจในการทำกิจกรรม มีพฤติกรรมไม่อยู่นิ่ง จดจ่ออยู่กับงานที่ทำได้ไม่นาน

ส่วนพฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึมหลังการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก มีค่าคะแนนเฉลี่ย 26.80 คะแนน คิดเป็นร้อยละ 59.56 ซึ่งอยู่ในเกณฑ์ระดับ ปานกลาง มีความใส่ใจ จดจ่อในการทำงานสูงขึ้นกว่าก่อนเรียน แสดงให้เห็นว่าการใช้กิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวกมีผลต่อการพัฒนาทักษะสมองเพื่อชีวิตที่สำเร็จด้านการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม มีผลต่อการพัฒนาทักษะสมองเพื่อชีวิตที่สำเร็จด้านการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม เนื่องจากมีความสนุกสนานในการทำกิจกรรม มีสมาธิมากขึ้น ให้ความสนใจในการทำกิจกรรมเพิ่มมากขึ้น ซึ่งสอดคล้องกับ ปัทมา เทียนชัย และกมล โพธิเย็น (2561) ที่ศึกษากิจกรรมด้านศิลปะเพื่อพัฒนาความใส่ใจในการเรียนของเด็กออทิสติก โดยมีกลุ่มตัวอย่างที่ใช้ศึกษาเป็นนักเรียนออทิสติก เพศชาย อายุ 10 ปี กำลังศึกษาอยู่ในระดับประถมศึกษาปีที่ 3 และ 4 ของโรงเรียนวรรณสว่างจิต กรุงเทพมหานคร ผลการวิจัยพบว่า หลังการใช้กิจกรรมด้านศิลปะเด็กออทิสติกมีพฤติกรรมความใส่ใจในการเรียน สูงขึ้นกว่าก่อนการใช้กิจกรรมด้านศิลปะ และสอดคล้องกับ มณีรัตน์ นาคเบญจพร (2562) ที่ศึกษาผลของการใช้กิจกรรมศิลปะเพื่อเพิ่มความใส่ใจในการเรียนของ เด็กสมาธิสั้น ซึ่งการวิจัยครั้งนี้เป็นการวิจัยเชิงทดลอง (Experimental Research) โดยมีแบบแผนการทดลองแบบ Randomized one group pretest – posttest design กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ เด็กสมาธิสั้นเพศชาย อายุ 5 ขวบ ที่เข้ามารับบริการที่โรงพยาบาลพญาไท 3 จำนวน 3 คน ผลการวิจัยสรุปได้ดังนี้ 1) ความใส่ใจในการเรียนของเด็กสมาธิสั้นจากการใช้กิจกรรมศิลปะประกอบบทเรียนวิชาคณิตศาสตร์มีความใส่ใจในการเรียนเพิ่มสูงขึ้น 2) ความใส่ใจในการเรียนของเด็กสมาธิสั้นหลังจากการใช้กิจกรรมศิลปะประกอบบทเรียนคณิตศาสตร์ มีความใส่ใจในการเรียนเพิ่มสูงขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

2.2 การเปรียบเทียบพฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึม ก่อนและหลังการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวก พบว่า พฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึมก่อนเรียนมีค่าคะแนนเฉลี่ย 12.80 คะแนน คิดเป็นร้อยละ 28.44 และพฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึมหลังเรียนมีค่าคะแนนเฉลี่ย 26.80 คะแนน คิดเป็นร้อยละ 59.56 และมีผลการเปรียบเทียบพฤติกรรมการใส่ใจ จดจ่อในการทำงานของเด็กที่มีภาวะออทิสซึมหลังการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวกสูงกว่าก่อนการใช้กิจกรรมศิลปะร่วมกับเกม และการเสริมแรงเชิงบวกอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 แสดงให้เห็นว่ากิจกรรมศิลปะที่ใช้เกม และการเสริมแรงเชิงบวกร่วมด้วย มีผลต่อการพัฒนาทักษะสมองเพื่อชีวิตที่สำเร็จด้านการใส่ใจ จดจ่อในการทำงาน เนื่องจากกิจกรรมศิลปะและการเล่นเกมช่วยให้เด็กสามารถ

ควบคุมความคิด การตัดสินใจ และการกระทำต่าง ๆ สามารถลงมือทำตามแผนที่วางไว้ และมุ่งมั่นจนทำงานได้สำเร็จตามเป้าหมาย ซึ่งสอดคล้องกับ Gilbert & Burgess (2008) ที่กล่าวไว้ว่า ทักษะการคิดเชิงบริหาร (EF) เป็นกระบวนการคิดขั้นสูงที่ช่วยให้เด็กสามารถควบคุมความคิด การตัดสินใจ และการกระทำต่าง ๆ จน ส่งผลให้เด็กสามารถลงมือทำตามแผนที่วางไว้ และมุ่งมั่นจนทำงานได้สำเร็จตามเป้าหมาย รวมทั้งยังช่วยเอื้ออำนวยให้เด็กเกิดพฤติกรรมใหม่ ๆ และสามารถเผชิญกับสถานการณ์ที่ไม่คุ้นเคยได้ และการใช้กิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวก สามารถเพิ่มความใส่ใจในการเรียนได้ การใช้กิจกรรมด้านศิลปะกับเด็กที่มีภาวะออทิสซึมยังสามารถเพิ่มความสมารถของความใส่ใจในการเรียนสูงขึ้นอีกด้วย สอดคล้องกับ ปัทมา เทียนชัย และกมล โพธิเย็น (2561) ที่ศึกษากิจกรรมด้านศิลปะเพื่อพัฒนาความใส่ใจในการเรียนของเด็กออทิสติก โดยมีกลุ่มตัวอย่างที่ใช้ศึกษาเป็นนักเรียนออทิสติก เพศชาย อายุ 10 ปี กำลังศึกษาอยู่ในระดับประถมศึกษาปีที่ 3 และ 4 ของโรงเรียนวรรณสว่างจิต กรุงเทพมหานคร ผลการวิจัยพบว่า หลังการใช้กิจกรรมด้านศิลปะเด็กออทิสติกมีพฤติกรรมความใส่ใจในการเรียน สูงขึ้นกว่าก่อนการใช้กิจกรรมด้านศิลปะ และสอดคล้องกับ มณีรัตน์ นาคเบญจพร (2562) ที่ศึกษาผลของการใช้กิจกรรมศิลปะเพื่อเพิ่มความใส่ใจในการเรียนของเด็กสมาธิสั้น ซึ่งการวิจัยครั้งนี้เป็นการวิจัยเชิงทดลอง (Experimental Research) โดยมีแบบแผนการทดลองแบบ Randomized one group pretest – posttest design กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ เด็กสมาธิสั้นเพศชาย อายุ 5 ขวบ ที่เข้ามารับบริการที่โรงพยาบาลพญาไท 3 จำนวน 3 คน ผลการวิจัยสรุปได้ดังนี้ 1) ความใส่ใจในการเรียนของเด็กสมาธิสั้นจากการใช้กิจกรรมศิลปะประกอบบทเรียนวิชาคณิตศาสตร์มีความใส่ใจในการเรียนเพิ่มสูงขึ้น 2) ความใส่ใจในการเรียนของเด็กสมาธิสั้นหลังจากการใช้กิจกรรมศิลปะประกอบบทเรียนคณิตศาสตร์ มีความใส่ใจในการเรียนเพิ่มสูงขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

ข้อเสนอแนะ

1.การใช้กิจกรรมศิลปะร่วมกับการใช้เกม และการเสริมแรงเชิงบวกเพื่อพัฒนาทักษะสมองเพื่อชีวิตที่สำเร็จด้านการใส่ใจจดจ่อ ในการทำงานของเด็กที่มีภาวะออทิสซึม ผู้สอนควรเลือกใช้กิจกรรมศิลปะมาส่งเสริมพัฒนาทักษะสมองเพื่อชีวิตที่สำเร็จในด้าน

2 ผู้สอนควรสร้างความคุ้นเคย และมีข้อตกลงในการทำกิจกรรมกับผู้เรียนอย่างชัดเจน เพื่อให้ผู้เรียนเข้าใจกระบวนการทำงาน หากผู้เรียนขาดความสนใจในการทำกิจกรรมผู้สอนควรกระตุ้นเตือนเพื่อให้ผู้เรียนเกิดความสนในทำกิจกรรมอีกครั้ง

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ปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ

Factors Related to Teacher Empowerment in Secondary Schools Under the Office of The Basic Educationcommission in The Northeast

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาระดับการเสริมพลังอำนาจของครูและระดับปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครู 2) ศึกษาระดับความสัมพันธ์ที่มีการเสริมพลังอำนาจของครู และ 3) สร้างสมการพยากรณ์การเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ ประชากรในการวิจัยครั้งนี้คือ ครูในโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ภาคตะวันออกเฉียงเหนือ ปีการศึกษา 2565 จำนวน 47,516 คน โดยผู้วิจัยได้กลุ่มตัวอย่างวิจัยด้วยวิธีการสุ่มแบบแบ่งชั้นโดยยึดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเป็นตัวแบ่งชั้นตามสัดส่วนประชากร จำนวน 400 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถาม ซึ่งมีลักษณะเป็นมาตรประมาณค่า 5 ระดับ โดยแบบสอบถามมีการตรวจสอบความเที่ยงตรงของเนื้อหาโดยผู้เชี่ยวชาญ จำนวน 7 ท่าน โดยมีค่าดัชนี IOC อยู่ระหว่าง 0.71 – 1.00 ช่วงพิสัยของค่าอำนาจจำแนก (Item Total Correlation) 0.373 ถึง 0.812 และมีช่วงพิสัยของค่าความเชื่อมั่น 0.830 ถึง 0.947 ตัวแปรที่ศึกษาทั้งสิ้น 5 ตัวแปร คือ การสร้างแรงจูงใจแก่ครู การสร้างความร่วมมือ บรรยากาศองค์การ ภาวะผู้นำของครู และการสร้างทีมงาน สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ การแจกแจงความถี่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สัมประสิทธิ์สหสัมพันธ์อย่างง่ายแบบเพียร์สัน และการวิเคราะห์การถดถอยพหุคูณ

ผลการวิจัยพบว่า

1. ครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ มีความคิดเห็นเกี่ยวกับปัจจัยด้านการสร้างแรงจูงใจแก่ครูในระดับมาก และมีความคิดเห็นเกี่ยวกับปัจจัยด้านการสร้างความร่วมมือ ปัจจัยด้านบรรยากาศองค์การ ปัจจัยด้านภาวะผู้นำของครู และปัจจัยด้านการสร้างทีมงานในระดับมากที่สุด

2. ตัวแปรพยากรณ์ ได้แก่ ปัจจัยด้านการสร้างแรงจูงใจแก่ครู (X_1) ปัจจัยด้านการสร้างความร่วมมือ (X_2) ปัจจัยด้านบรรยากาศองค์การ (X_3) ปัจจัยด้านภาวะผู้นำของครู (X_4) และปัจจัยด้านการสร้างทีมงาน (X_5) มีค่าสัมประสิทธิ์สหสัมพันธ์ภายในตัวแปรมีค่าอยู่ระหว่าง .675 ถึง .872 และค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างตัวแปรพยากรณ์กับตัวแปรเกณฑ์มีค่าอยู่ระหว่าง .796 ถึง .816 ซึ่งมีระดับนัยสำคัญทางสถิติที่ระดับ .01 ทุกค่า

3. ปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครู ได้แก่ ปัจจัยด้านการสร้างแรงจูงใจแก่ครู (X_1) ปัจจัยด้านการสร้างความร่วมมือ (X_2) ปัจจัยด้านภาวะผู้นำของครู (X_4) และปัจจัยด้านการสร้างทีมงาน (X_5) ซึ่งสามารถนำมาสร้างสมการพยากรณ์ ได้ดังนี้

สมการในรูปของคะแนนดิบ คือ $\hat{Y} = 1.196 + .115^{*} X_5 + .270^{*} X_1 + .246^{*} X_4 + .118^{*} X_2$

สมการในรูปคะแนนมาตรฐาน คือ $\hat{Z} = .149^{*} Z_{X_5} + .358^{*} Z_{X_1} + .321^{*} Z_{X_4} + .153^{*} Z_{X_2}$

คำสำคัญ: การเสริมพลังอำนาจครู, ปัจจัยที่มีความสัมพันธ์, โรงเรียนมัธยมศึกษา

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Abstract

The objectives of this research were 1) to study the level of teacher empowerment and the level of factors related to teacher empowerment, 2) to study the level of relationship with teacher empowerment, and 3) to create an equation. Forecasting the empowerment of secondary school teachers Under the Office of the Basic Education Commission in the Northeast The population in this research is high school teacher Under the Office of the Basic Education Commission Northeastern region, academic year 2022, a total of 47,516 people. The researcher has a research sample using a stratified random sampling method based on the Secondary Educational Service Area Office as a stratification according to the population proportion of 400 people. The tools used to collect data are: The questionnaire, which is a 5-level estimator, was examined for validity by 7 experts with IOC index between 0.71 - 1.00, item total correlation range of 0.373 to 0.812, and the range of the confidence value was 0.830 to 0.947. There were 5 variables that were studied: teacher motivation, collaboration, Organization atmosphere, Teacher Leadership and Team building. The statistics used in data analysis were frequency distribution, percentage, mean, standard deviation, Pearson simple correlation coefficient and multiple regression analysis.

Research shows,

1. The secondary school teacher of the Office of the Basic Education Commission in the Northeast region has high opinion on the factors of motivating teachers and opinions on the factors of cooperation. Teacher leadership factors and team-building factors at the highest level.

2. Forecast variables include teacher motivating factors (X_1), collaboration factor (X_2), organizational atmospheric factor (X_3), teacher leadership factor (X_4), and team building factor (X_5).There is a correlation coefficient within the variable between .685 and .887, and the correlation coefficient between the forecast variable and the criteria variable is between .730 and .756, with all statistically significant levels at .01.

3. the contributing factors for teachers' empowerment are the teacher's motivation factors (X_1), teacher motivating factors (X_1), collaboration factor (X_2), teacher leadership factor (X_4), and team building factor (X_5) that can be used to construct forecasting equations:

Equation in raw scores is $\hat{Y} = 1.196 + .115^{*} X_5 + .270^{*} X_1 + .246^{*} X_4 + .118^{*} X_2$

Equation in standard score is $\hat{Z} = .149^{*} Z_{X_5} + .358^{*} Z_{X_1} + .321^{*} Z_{X_4} + .153^{*} Z_{X_2}$

Keywords: Teacher Empowerment, factors related, secondary school

บทนำ

การพัฒนาบ้านเมืองให้เจริญมั่นคงได้นั้นต้องพัฒนาเยาวชนของชาติให้เติบโตเป็นผู้ใหญ่ที่มีคุณค่าสมบูรณ์ทุกด้าน จึงสามารถช่วยกันสร้างความเจริญให้แก่ชาติต่อไปได้ ผู้มีบทบาทสำคัญอีกบุคคลหนึ่งคือ “ครู” ที่เป็นปูชนียบุคคลสำคัญในการพัฒนาคุณภาพการศึกษา หากผู้เป็นครูปฏิบัติภาระหน้าที่ที่ตนเองได้รับบกพร่อง ผลกระทบก็ย่อมตกไปถึงความเสื่อมของสังคมและชาติบ้านเมืองไปด้วย (วิทยา พัฒนเมธาดา, ออนไลน์, 2564) ดังพระราโชวาทของพระบาทสมเด็จพระปรเมนทรรามาธิบดีศรีสินทรมหาวชิราลงกรณ พระวชิรเกล้าเจ้าอยู่หัว ในพิธีพระราชทานปริญญาบัตรแก่ผู้สำเร็จการศึกษาจากวิทยาลัยครู ณ อาคารใหม่สวนอัมพร วันพุธที่ 26 พฤศจิกายน พ.ศ. 2523 เพื่อให้นักศึกษาครูได้ตระหนักถึงความสำคัญของครูซึ่งปรากฏข้อความตอนหนึ่งว่า

“...หน้าที่ของครูนั้นเป็นหน้าที่ที่มีความสำคัญยิ่ง เพราะเป็นการปลูกฝังความรู้ ความคิด และจิตใจให้แก่เยาวชน เพื่อที่จะได้เติบโต ขึ้นเป็นผลเมืองที่ดีและมีประสิทธิภาพของประเทศชาติในกาลข้างหน้า ผู้เป็นครูจึงจัดได้ว่าเป็นผู้มีบทบาทอย่างสำคัญ ในการสร้างสรรค์บันดาลอนาคตของชาติบ้านเมือง...”

สำหรับการเสริมพลังอำนาจ (empowerment) แก่ผู้ปฏิบัติงานในองค์การก่อให้เกิดประโยชน์ในหลายระดับทั้งต่อบุคคล องค์การและสังคม สำหรับระดับบุคคลนั้นการเสริมพลังอำนาจเป็นการเพิ่มศักยภาพให้แก่ผู้ปฏิบัติงานให้เกิดความมั่นใจในความสำเร็จ เพิ่มความรู้สึกมีอำนาจในการควบคุมปัจจัยต่าง ๆ ที่เกี่ยวข้องเพื่อให้การปฏิบัติงานบรรลุเป้าหมาย และสามารถตัดสินใจได้ด้วยตนเอง ทำให้ผู้ปฏิบัติงานมีความรับผิดชอบต่อหน้าที่ของตนเอง มีความสุข มุ่งมั่นและทุ่มเทให้กับการทำงาน มีความพึงพอใจในงาน มีความผูกพันต่อองค์การ รวมทั้งยังประโยชน์ต่อผู้รับบริการจากองค์การ (ยุวธิดา ชาปัญญา, 2554) สอดคล้องกับแนวคิดของ Kanter (1979) ที่ได้กล่าวถึงการสร้างสิ่งแวดล้อมในการปฏิบัติงานให้มีลักษณะของการมีส่วนร่วมในการแก้ปัญหาและสนับสนุนให้บุคลากรมีพัฒนาตอนเอง

รวมถึงการสนับสนุนทรัพยากรต่าง ๆ ทำให้บุคลากรนั้นสามารถใช้ความรู้ ความสามารถ และทักษะ ในการปฏิบัติงานเต็มที่ ส่งผลให้เกิดประสิทธิภาพและประสิทธิผลของงานและผู้ปฏิบัติงานมีความเชื่อมั่นมีความพึงพอใจในงานที่รับผิดชอบ

การจัดการศึกษาระดับสถานศึกษาเป็นหน่วยงานที่สำคัญในการนำนโยบายและหลักสูตรไปปฏิบัติเพื่อให้การจัดการศึกษามีประสิทธิภาพแก่เยาวชนโดยตรง ผู้บริหารสถานศึกษาจึงมีหน้าที่สำคัญในการสนับสนุน ส่งเสริมครูให้ได้รับการพัฒนาการปฏิบัติงานโดยเน้นการเสริมพลังอำนาจให้แก่ครูโดยตรง (วิรันทร์ดา เสือจอย, 2564) ซึ่งเป็นกระบวนการสำคัญที่ทำให้ครูได้ค้นพบตัวเอง ได้รับการสร้างเสริมความสามารถและเกิดการพัฒนาศักยภาพตามมาตรฐานวิชาชีพส่งผลต่อการพัฒนาให้นักเรียนเป็นคนที่มีคุณภาพ (กนิษฐา ทองเลิศ, 2563) จากการศึกษายังพบว่าหากครูได้รับการสนับสนุนหรือกระตุ้นให้เกิดการได้รับการตอบสนองความต้องการขั้นพื้นฐานในด้านการยอมรับจะทำให้ครูจึงเกิดความพึงพอใจในการปฏิบัติงาน มีการพัฒนาความรู้ ทักษะการปฏิบัติงานอย่างต่อเนื่อง มีความมุ่งมั่นตั้งใจที่จะทำงานนั้นให้ไปสู่จุดหมายให้จึงได้เกิดแรงจูงใจในการทำงานและมีความเชื่อมั่นในศักยภาพของตนเองว่าจะสามารถทำงานให้บรรลุเป้าหมายได้โดยครูรับรู้ได้ถึงการมีอำนาจในการควบคุมปัจจัยที่เกี่ยวข้องกับการทำงานและมีอิสระในการตัดสินใจในการทำงาน (ยุวธิดา ชาปัญญา, 2554; ศรีรัตน์ วงษ์วิรัตน์ และคณะ, 2558) การเสริมสร้างพลังอำนาจการทำงานของครูในสถานศึกษาจึงเป็นเรื่องที่เกี่ยวข้องกับครูและบุคลากรทางการศึกษาทั้งระดับบุคคล ระดับทีมงาน ประกอบด้วยผู้บริหาร คณะครู คณะกรรมการสถานศึกษาขั้นพื้นฐานและบุคคลที่เกี่ยวข้องที่อยู่ในเขตบริการของโรงเรียน และระดับองค์กร คือสถานศึกษา (สำรวย ภักดี, ผ่องศรี วาณิชย์ศุภวงศ์ และวันชัย ธรรมสัจการ, 2561) ดังนั้นครูจึงควรได้รับการเสริมพลังอำนาจจากผู้บริหารเพื่อให้มีการพัฒนาความรู้ความเชี่ยวชาญ สร้างแรงจูงใจ เพื่อให้ครูเสริมสร้างพลังแก่นักเรียนให้ประสบความสำเร็จมากขึ้น (ปัญญา ศรีลารักษ์, 2557)

ซึ่งจากการศึกษาด้วยเหตุผลดังที่กล่าวข้างต้นผู้วิจัยจึงสนใจศึกษาปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ จำนวน 5 ปัจจัยได้แก่ ปัจจัยด้านการสร้างแรงจูงใจแก่ครู ปัจจัยด้านการสร้างความร่วมมือ ปัจจัยด้านบรรยากาศองค์การ ปัจจัยด้านภาวะผู้นำของครู และปัจจัยด้านการสร้างทีมงาน เพื่อจะได้เป็นแนวทางในการเสริมสร้างพลังอำนาจและเป็นประโยชน์ต่อการพัฒนาวิชาชีพครู และวิชาชีพผู้บริหารการศึกษา ที่จะร่วมกันพัฒนาผู้เรียนให้มีประสิทธิภาพยิ่งขึ้นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับการเสริมพลังอำนาจของครูและระดับปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ
2. เพื่อศึกษาระดับความสัมพันธ์ที่มีการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ
3. เพื่อสร้างสมการพยากรณ์ทำนายการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ

วิธีการดำเนินการวิจัย

สำหรับการวิจัย เรื่อง ปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ ผู้วิจัยมีการดำเนินการวิจัยดังนี้

1. ประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการศึกษาในครั้งนี้ คือ ครูในโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ภาคตะวันออกเฉียงเหนือ ปีการศึกษา 2565 จำนวน 47,516 คน

กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ ครูในโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ภาคตะวันออกเฉียงเหนือ ปีการศึกษา 2565 ผู้วิจัยคำนวณขนาดของกลุ่มตัวอย่างโดยใช้สูตรของ ทาโร ยามาเน่ (Yamane, 1973) คำนวณกลุ่มตัวอย่างที่เหมาะสมได้เท่ากับ 397 คน แต่ผู้วิจัยกำหนดการเก็บข้อมูลจากกลุ่มตัวอย่างจำนวน 400 คน จากนั้นใช้วิธีการสุ่มแบบแบ่งชั้นโดยยึดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเป็นตัวแบ่งชั้นตามสัดส่วนประชากร

2. ตัวแปรการวิจัย

2.1 ตัวแปรต้น ประกอบด้วย ปัจจัยด้านการสร้างแรงจูงใจแก่ครู (X_1) ปัจจัยด้านการสร้างความร่วมมือ (X_2) ปัจจัยด้านบรรยากาศองค์การ (X_3) ปัจจัยด้านภาวะผู้นำของครู (X_4) และปัจจัยด้านการสร้างทีมงาน (X_5)

2.2 ตัวแปรตาม ได้แก่ การเสริมสร้างพลังอำนาจครู (Y)

3. เครื่องมือที่ใช้ในการวิจัย

การวิจัยในครั้งนี้ผู้วิจัยใช้แบบสอบถามโดยมี 3 ส่วน คือ ส่วนที่ 1 สถานภาพของผู้ตอบแบบสอบถามเป็นแบบตรวจสอบรายการ ส่วนที่ 2 คือ ความคิดเห็นต่อการเสริมสร้างพลังอำนาจของครูเป็นมาตรประมาณค่า 5 ระดับ ตามรูปแบบของ Likert Scale จำนวน 30 ข้อ และส่วนที่ 3 คือ ปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูเป็นมาตรประมาณค่า (Rating Scale) 5 ระดับ ตามรูปแบบของ Likert Scale จำนวน 65 ข้อ โดยมีขั้นตอนการสร้างและตรวจสอบคุณภาพของเครื่องมือที่ใช้ในการวิจัยดังนี้

3.1 ศึกษาลักษณะ รูปแบบ และวิธีการเขียนแบบวัด จากเอกสาร แนวคิด และงานวิจัยที่เกี่ยวข้องกับการเสริมสร้างพลังอำนาจครู และปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูในโรงเรียนมัธยมศึกษาสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ

3.2 กำหนดตัวชี้วัดและนิยามศัพท์เฉพาะของการเสริมสร้างพลังอำนาจครู โดยนำทฤษฎี และแนวคิด มาแปลงเป็นนิยามเชิงปฏิบัติการและนำนิยามเชิงปฏิบัติการมาแยกให้เห็นตัวชี้วัดสำหรับนำไปตั้งเป็นข้อคำถามต่อไป

3.3 สร้างข้อคำถามโดยลักษณะของข้อคำถามเกี่ยวกับการเสริมสร้างพลังอำนาจครูตามระดับความคิด/ความรู้สึก/การประพฤติปฏิบัติของครู ในลักษณะของมาตราส่วนประมาณค่า 5 ระดับ ตั้งแต่ มากที่สุด มาก ปานกลาง น้อย น้อยที่สุด

3.4 ตรวจสอบความเที่ยงตรงของเนื้อหาโดยผู้เชี่ยวชาญ จำนวน 7 ท่าน ตรวจสอบความสอดคล้องระหว่างนิยามเชิงปฏิบัติการกับข้อคำถาม ซึ่งพบว่ามีค่าดัชนี IOC ระหว่าง 0.71 – 1.00 ซึ่งมากกว่า 0.50 ตามเกณฑ์ที่ผู้วิจัยกำหนดไว้ซึ่งแสดงว่าแบบสอบถามชุดนี้นำไปใช้ได้

3.5 นำแบบสอบถามไปทดลองใช้กับครูซึ่งไม่ใช่กลุ่มตัวอย่างจำนวน 30 คน จากนั้นตรวจสอบค่าอำนาจจำแนกด้วยวิธีสหสัมพันธ์อย่างง่ายแบบเพียร์สันโดยการหาค่าความสัมพันธ์ระหว่างคะแนนรายข้อกับคะแนนรวม (Item Total Correlation) และตรวจสอบความเชื่อมั่นซึ่งคำนวณโดยใช้สูตรสัมประสิทธิ์อัลฟาของครอนบาค (Cronbach's Alpha Coefficient) โดยใช้โปรแกรมสำเร็จรูปได้ผลดังนี้

ตารางที่ 1 ผลการตรวจสอบคุณภาพของแบบสอบถาม

ด้าน	ช่วงพิสัยของค่าอำนาจจำแนก	ค่าความเชื่อมั่น
ปัจจัยด้านการสร้างแรงจูงใจแก่ครู (X_1)	0.412 - 0.727	0.830
ปัจจัยด้านการสร้างความร่วมมือ (X_2)	0.480 - 0.802	0.911
ปัจจัยด้านบรรยากาศองค์การ (X_3)	0.395 - 0.812	0.947
ปัจจัยด้านภาวะผู้นำของครู (X_4)	0.508 - 0.791	0.928
ปัจจัยด้านการสร้างทีมงาน (X_5)	0.426 - 0.809	0.922
การเสริมพลังอำนาจครู (Y)	0.373 - 0.637	0.910

3.6 จัดทำแบบสอบถามฉบับสมบูรณ์เพื่อนำไปใช้กับกลุ่มตัวอย่างในลำดับต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือขอความอนุเคราะห์เก็บข้อมูลวิจัยจากคณะครุศาสตร์ มหาวิทยาลัยราชภัฏชัยภูมิ ถึงผู้อำนวยการสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาในภาคตะวันออกเฉียงเหนือ จำนวน 17 เขต และสถานศึกษาที่เป็นกลุ่มตัวอย่าง

4.2 ส่งแบบสอบถามให้กับกลุ่มตัวอย่าง

4.3 เก็บรวบรวมแบบสอบถาม ตรวจสอบความสมบูรณ์ และนำแบบสอบถามมาบันทึกลงรหัสและตรวจให้คะแนนตามเกณฑ์ที่กำหนดไว้ เพื่อนใช้ในการวิเคราะห์ข้อมูลในลำดับต่อไป

5. การวิเคราะห์ข้อมูล

5.1 วิเคราะห์ส่วนที่ 1 ด้วยการนับความถี่ (frequency) และการคำนวณร้อยละ (percentage)

5.2 วิเคราะห์ส่วนที่ 2 และ 3 ด้วยค่าเฉลี่ย (mean) และส่วนเบี่ยงเบนมาตรฐาน (standard deviation)

5.3 วิเคราะห์ความสัมพันธ์ระหว่างตัวแปรต้นกับการเสริมพลังอำนาจของครูโดยใช้สัมประสิทธิ์สหสัมพันธ์ (Correlation analysis)

5.4 วิเคราะห์ถดถอยแบบมีขั้นตอน (Stepwise multiple regression analysis)

สรุปผลการวิจัย

จากการวิจัย สรุปผลได้ดังนี้

1. ผลการศึกษาระดับการเสริมพลังอำนาจของครูและระดับปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ

1.1 ข้อมูลสถานภาพของกลุ่มตัวอย่าง

ตารางที่ 2 สถานภาพของกลุ่มตัวอย่าง

สถานภาพของกลุ่มตัวอย่าง		จำนวน (คน)	ร้อยละ
1. เพศ	ชาย	150	37.5
	หญิง	250	62.5
	รวม	400	100
2.ประสบการณ์ทำงาน	ต่ำกว่า 5 ปี	87	21.8
	5 – 10 ปี	109	27.3
	10 ปีขึ้นไป	204	51.0
	รวม	400	100
3. ขนาดของสถานศึกษา	ขนาดเล็ก (มีจำนวนนักเรียนตั้งแต่ 119 คนลงมา)	26	6.5
	ขนาดกลาง (มีจำนวนนักเรียนตั้งแต่ 120 – 719 คน)	117	29.3
	ขนาดใหญ่ (มีจำนวนนักเรียนตั้งแต่ 720 – 1,679 คน)	112	28.0
	ขนาดใหญ่พิเศษ (มีจำนวนนักเรียนตั้งแต่ 1,680 คนขึ้นไป)	145	36.3
	รวม	400	100

จากตารางที่ 2 พบว่า กลุ่มตัวอย่างจำนวน 400 คน เมื่อจำแนกตามเพศ แบ่งเป็นเพศชายจำนวน 150 คน คิดเป็นร้อยละ 37.5 เป็นเพศหญิง จำนวน 250 คน คิดเป็นร้อยละ 62.5 เมื่อจำแนกตามประสบการณ์ทำงาน พบว่า เป็นผู้ประสบการณ์ทำงานต่ำกว่า 5 ปี จำนวน 87 คิดเป็นร้อยละ 21.8 ประสบการณ์ทำงาน 5 – 10 ปี จำนวน 109 คิดเป็นร้อยละ 27.3 ประสบการณ์ทำงาน 10 ปีขึ้นไป จำนวน 204 คิดเป็นร้อยละ 51.0 เมื่อจำแนกตามขนาดของสถานศึกษา พบว่า เป็นครูในสถานศึกษาขนาดเล็ก (มีจำนวนนักเรียนตั้งแต่ 119 คนลงมา) จำนวน 26 คน คิดเป็นร้อยละ 6.5 ขนาดกลาง (มีจำนวนนักเรียนตั้งแต่ 120 – 719 คน) จำนวน117คน คิดเป็นร้อยละ 29.3 ขนาดใหญ่ (มีจำนวนนักเรียนตั้งแต่ 720 – 1,679 คน) จำนวน112 คน คิดเป็นร้อยละ 28.0 ขนาดใหญ่พิเศษ (มีจำนวนนักเรียนตั้งแต่ 1,680 คนขึ้นไป) จำนวน 145 คน คิดเป็นร้อยละ 36.3

1.2 ระดับการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ รายละเอียดดังนี้

ตารางที่ 3 ระดับการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ

การเสริมพลังอำนาจของครู	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	แปลผล
1. ความผูกพันต่อวิชาชีพครู (Professional Commitment)	4.66	0.40	มากที่สุด
2. การรับรู้ความสามารถของตน (Self-Efficacy)	4.62	0.41	มากที่สุด
3. ความเป็นอิสระ (Autonomy)	4.57	0.47	มากที่สุด
4. ความพึงพอใจในงาน (Job Satisfaction)	9.05	0.12	มากที่สุด
รวม	4.59	0.39	มากที่สุด

จากตารางที่ 3 พบว่า การเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือในภาพรวมอยู่ในระดับมากที่สุด (ค่าเฉลี่ย เท่ากับ 4.59 และมีส่วนเบี่ยงเบนมาตรฐาน เท่ากับ

0.39) และเมื่อพิจารณาเป็นรายด้าน พบว่า ความผูกพันต่อวิชาชีพครู การรับรู้ความสามารถของตน ความเป็นอิสระ และความพึงพอใจในงาน อยู่ในระดับมากที่สุดทุกด้าน

1.2 ระดับปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ

ตารางที่ 4 ระดับปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ

ปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครู	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	แปลผล
1. ปัจจัยด้านการสร้างแรงจูงใจแก่ครู			
1.1 ความต้องการดำรงชีวิตอยู่	4.40	0.63	มาก
1.2 ความต้องการความสัมพันธ์	4.56	0.54	มากที่สุด
1.3 ความต้องการเจริญเติบโต	4.51	0.58	มากที่สุด
รวม	4.49	0.51	มาก
2. ปัจจัยด้านการสร้างความร่วมมือ			
2.1 ความร่วมมือในการทำแผน	4.56	0.56	มากที่สุด
2.2 ความร่วมมือในการแลกเปลี่ยนข้อมูล	4.53	0.60	มากที่สุด
2.3 ความร่วมมือในการปฏิบัติ	4.56	0.52	มากที่สุด
2.4 ความร่วมมือในการประเมินผล	4.53	0.56	มากที่สุด
รวม	4.55	0.50	มากที่สุด
3. ปัจจัยด้านบรรยากาศองค์การ			
3.1 ด้านโครงสร้างองค์การ	4.53	0.60	มากที่สุด
3.2 ด้านมาตรฐานงานครู	4.53	0.60	มากที่สุด
3.3 ด้านความรับผิดชอบของครู	4.54	0.58	มากที่สุด
3.4 ด้านการยอมรับการให้รางวัล	4.54	0.60	มากที่สุด
3.5 ด้านการสนับสนุนของผู้บริหาร	4.51	0.60	มาก
3.6 ด้านความผูกพันต่อองค์กร	4.66	0.49	มากที่สุด
รวม	4.55	0.52	มากที่สุด
4. ปัจจัยด้านภาวะผู้นำของครู			
4.1 การเป็นครูผู้นำการเปลี่ยนแปลง	4.49	0.54	มาก
4.2 การพัฒนาหลักสูตรและการใช้หลักสูตร	4.54	0.52	มากที่สุด
4.3 กระบวนการจัดการเรียนรู้ของครู	4.59	0.52	มากที่สุด
รวม	4.53	0.49	มากที่สุด
5. ปัจจัยด้านการสร้างทีมงาน			
5.1 โครงสร้างของทีมงาน	4.53	0.56	มากที่สุด
5.2 สมาชิกในทีมงาน	4.58	0.53	มากที่สุด
5.3 กระบวนการดำเนินงานของทีมงานที่ดี	4.59	0.49	มากที่สุด
รวม	4.57	0.48	มากที่สุด

จากตารางที่ 4 พบว่า กลุ่มตัวอย่างหรือครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ มีความคิดเห็นเกี่ยวกับปัจจัยด้านการสร้างแรงจูงใจแก่ครูในระดับมาก และมีความคิดเห็นเกี่ยวกับปัจจัยด้านการสร้างความร่วมมือ ปัจจัยด้านบรรยากาศองค์การ ปัจจัยด้านภาวะผู้นำของครู และปัจจัยด้านการสร้างทีมงานในระดับมากที่สุด

2. ผลการศึกษาระดับความสัมพันธ์ที่มีการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ

ตารางที่ 5 ผลการวิเคราะห์สหสัมพันธ์พหุคูณระหว่างตัวแปรปัจจัยที่ส่งผลต่อการเสริมพลังอำนาจของครู

ตัวแปร		X_1	X_2	X_3	X_4	X_5	Y
1. ปัจจัยด้านการสร้างแรงจูงใจแก่ครู	X_1	1.000					
2. ปัจจัยด้านการสร้างความร่วมมือ	X_2	.775**	1.000				
3. ปัจจัยด้านบรรยากาศองค์การ	X_3	.799**	.872**	1.000			
4. ปัจจัยด้านภาวะผู้นำของครู	X_4	.675**	.789**	.790**	1.000		
5. ปัจจัยด้านการสร้างทีมงาน	X_5	.747**	.851**	.848**	.841**	1.000	
6. การเสริมพลังอำนาจครู	Y	.804**	.810**	.796**	.808**	.816	1.000
	ค่าเฉลี่ย	4.489	4.549	4.553	4.528	4.575	4.590
	ส่วนเบี่ยงเบนมาตรฐาน	0.510	0.503	0.517	0.489	0.485	0.385

**มีระดับนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 5 พบว่า ค่าสัมประสิทธิ์สหสัมพันธ์ของตัวแปรพยากรณ์มีค่าเฉลี่ยอยู่ระหว่าง 4.489 ถึง 4.575 โดยค่าเฉลี่ยของปัจจัยด้านการสร้างทีมงาน (X_5) มีค่ามากที่สุด และปัจจัยด้านการสร้างแรงจูงใจแก่ครู (X_1) มีค่าต่ำสุด ส่วนเบี่ยงเบนมาตรฐานมีค่าอยู่ระหว่าง 0.485 ถึง 0.517 โดยส่วนเบี่ยงเบนมาตรฐานของปัจจัยด้านการสร้างทีมงาน (X_5) ต่ำสุด ส่วนตัวแปรเกณฑ์มีค่าเฉลี่ยเท่ากับ 4.590 และส่วนเบี่ยงเบนมาตรฐานเท่ากับ .385

ค่าสัมประสิทธิ์สหสัมพันธ์ภายในตัวแปรพยากรณ์มีค่าอยู่ระหว่าง .675 ถึง .872 ซึ่งระดับนัยสำคัญทางสถิติที่ระดับ .01 ทุกค่า โดยตัวแปรคู่ที่มีความสัมพันธ์กันสูงสุด คือ ปัจจัยด้านการสร้างความร่วมมือ (X_2) กับปัจจัยด้านบรรยากาศองค์การ (X_3) สำหรับค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างตัวแปรพยากรณ์กับตัวแปรเกณฑ์มีค่าอยู่ระหว่าง .796 ถึง .816 ซึ่งมีระดับนัยสำคัญทางสถิติที่ระดับ .01 ทุกค่า โดยตัวแปรพยากรณ์ที่มีความสัมพันธ์กับตัวแปรเกณฑ์สูงสุด คือ ปัจจัยด้านการสร้างทีมงาน (X_5) ซึ่งมีค่าเท่ากับ .756 ส่วนตัวแปรพยากรณ์ที่มีความสัมพันธ์กับตัวแปรเกณฑ์ต่ำสุด คือ ปัจจัยด้านบรรยากาศองค์การ (X_3) ซึ่งมีค่าเท่ากับ .796

3. ผลการสร้างสมการพยากรณ์ทำนายการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ

เมื่อนำปัจจัยด้านการสร้างแรงจูงใจแก่ครู (X_1) ปัจจัยด้านการสร้างความร่วมมือ (X_2) ปัจจัยด้านบรรยากาศองค์การ (X_3) ปัจจัยด้านภาวะผู้นำของครู (X_4) และปัจจัยด้านการสร้างทีมงาน (X_5) มาทำการวิเคราะห์วิเคราะห์ถดถอยแบบมีขั้นตอน (Stepwise multiple regression analysis) ได้ผลดังตารางที่ 6

ตารางที่ 6 ผลการวิเคราะห์การถดถอยพหุคูณเมื่อใช้ตัวแปรปัจจัยที่ส่งผลต่อการเสริมพลังอำนาจของครู

ตัวแปรพยากรณ์	b	SE(b)	β	t	p-value	Tolerance	VIF	Condition index
Constant	1.196	.090	-	13.240	.000	-	-	1.000
X_5	.115	.041	.149	2.778	.006	.191	5.229	26.823
X_1	.270	.029	.358	9.310	.000	.371	2.692	37.047
X_4	.246	.034	.321	7.153	.000	.273	3.657	51.459
X_2	.118	.039	.153	3.072	.002	.220	4.541	60.538

สัมประสิทธิ์สหสัมพันธ์พหุคูณ (R) = .890 สัมประสิทธิ์การทำนาย (R^2) = .793

สัมประสิทธิ์การทำนายปรับแก้ (Adjusted R^2) = .791 F = 360.954 (p=.000)

ความคลาดเคลื่อนมาตรฐานของการพยากรณ์ (SE_{est}) = .16390

ผลการตรวจสอบภาวะร่วมเส้นตรงพหุ (Multi-collinearity) ซึ่งเป็นสภาวะที่ตัวแปรพยากรณ์ในการวิเคราะห์การถดถอยมีความสัมพันธ์ระหว่างตัวแปรพยากรณ์ด้วยกันเองในระดับสูงเกณฑ์การพิจารณาตรวจสอบด้วยหลักการพิจารณาค่าสัมประสิทธิ์สหสัมพันธ์มีค่าสูงเกิน .90 ค่า Tolerance น้อยกว่า .190 และ ค่า Variance Inflation Factor (VIF) สูงกว่า 5.30 จะมีปัญหาภาวะร่วมเส้นตรงพหุ (ชัยวิชิต เชียรชนะ, 2560) โดยการวิจัยครั้งนี้มีค่าสัมประสิทธิ์สหสัมพันธ์ภายในตัวแปรพยากรณ์มีค่าอยู่ระหว่าง .675 ถึง .872 ซึ่งระดับนัยสำคัญทางสถิติที่ระดับ .01 ทุกค่า (ดังตารางที่ 5) ค่า Tolerance อยู่ระหว่าง .191 ถึง .371 (ดังตารางที่ 6) และมีค่า VIF อยู่ระหว่าง 2.692 ถึง 5.229 (ดังตารางที่ 6) สามารถกล่าวสรุปได้ว่าข้อมูลการวิจัยครั้งนี้ไม่มีปัญหาภาวะร่วมเส้นตรงพหุสามารถวิเคราะห์การถดถอยได้

จากตารางที่ 6 พบว่าปัจจัยด้านการสร้างทีมงาน (X_5) ปัจจัยด้านการสร้างแรงจูงใจแก่ครู (X_1) ปัจจัยด้านภาวะผู้นำของครู (X_4) และปัจจัยด้านการสร้างความร่วมมือ (X_2) มีค่าสัมประสิทธิ์การถดถอยของตัวแปรพยากรณ์ในรูปคะแนนดิบเท่ากับ .115, .270, .246 และ .118 ตามลำดับ มีค่าสัมประสิทธิ์การถดถอยของตัวแปรพยากรณ์ในรูปคะแนนมาตรฐาน เท่ากับ .149, .358, .321 และ .153 ตามลำดับ มีสัมประสิทธิ์สหสัมพันธ์พหุคูณ (R) เท่ากับ .890 มีสัมประสิทธิ์การทำนาย (R^2) ได้ร้อยละ 79.3 ซึ่งมีนัยสำคัญที่ .05 มีความคลาดเคลื่อนมาตรฐานของการพยากรณ์ เท่ากับ .16390 และค่าคงที่ของสมการพยากรณ์การเสริมพลังอำนาจของครูในรูปของคะแนนดิบ เท่ากับ 1.196 ดังนั้น จากผลการวิเคราะห์สามารถนำมาสร้างสมการพยากรณ์การเสริมพลังอำนาจของครู ได้ดังนี้

สมการในรูปของคะแนนดิบ คือ $\hat{Y} = 1.196 + .115^{*} X_5 + .270^{*} X_1 + .246^{*} X_4 + .118^{*} X_2$

สมการในรูปคะแนนมาตรฐาน คือ $\hat{Z} = .149^{*} Z_{X_5} + .358^{*} Z_{X_1} + .321^{*} Z_{X_4} + .153^{*} Z_{X_2}$

สรุปได้ว่าปัจจัยด้านการสร้างทีมงาน ปัจจัยด้านการสร้างแรงจูงใจแก่ครู ปัจจัยด้านภาวะผู้นำของครู และปัจจัยด้านการสร้างความร่วมมือเป็นปัจจัยที่ผู้บริหารโรงเรียนต้องให้ความสำคัญในการเสริมพลังอำนาจของครูเพื่อให้ครูนั้นการปฏิบัติงานได้ตามมาตรฐานวิชาชีพบรรลุเป้าหมาย สามารถตัดสินใจได้ด้วยตนเอง ทำให้มีความรับผิดชอบต่อหน้าที่ของตนเอง มีความสุข มุ่งมั่นและทุ่มเทให้กับการทำงานมีความพึงพอใจในงาน มีความผูกพันต่อองค์การ รวมทั้งยังประโยชน์ต่อผู้รับบริการซึ่งก็คือนักเรียนที่เป็นเยาวชนของชาติต่อไป

อภิปรายผลการวิจัย

จากผลการวิจัยข้างต้นสามารถนำมาอภิปรายผลได้ดังนี้

1. ระดับการเสริมพลังอำนาจของครูและระดับปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ

จากการศึกษาระดับการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือในภาพรวมอยู่ในระดับมากที่สุด (ค่าเฉลี่ย เท่ากับ 4.59 และมีส่วนเบี่ยงเบนมาตรฐาน เท่ากับ 0.39) ทั้งนี้อาจเป็นเพราะว่าปัจจุบันสำนักงานคณะกรรมการข้าราชการครูและบุคลากรทางการศึกษา (สำนักงาน ก.ค.ศ.) ได้มีการกำหนดมาตรฐานตำแหน่งและมาตรฐานวิทยฐานะของข้าราชการครูและบุคลากรทางการศึกษา (ตาม ว3/2564) ไว้อย่างรอบด้านและเหมาะสมภาพปัจจุบัน โดยสายงานบริหารสถานศึกษาจะต้องปฏิบัติงานที่เกี่ยวกับการบริหารวิชาการและความเป็นผู้นำทางวิชาการ บริหารจัดการสถานศึกษา บริหารการเปลี่ยนแปลงเชิงกลยุทธ์และนวัตกรรม บริหารงานชุมชนและเครือข่าย (สำนักงานคณะกรรมการข้าราชการครูและบุคลากรทางการศึกษา [ก.ค.ศ.], 26 มกราคม 2564) ทำให้ครูได้รับรู้ถึงการเสริมพลังอำนาจครูของผู้บริหาร

จากการศึกษาระดับปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ รวม 5 ปัจจัย พบว่า

1) ปัจจัยด้านการสร้างแรงจูงใจแก่ครู ภาพรวมอยู่ในระดับ “มาก” ที่เป็นเช่นนี้อาจเป็นเพราะความต้องการของครูกับการบริหารงานของผู้บริหารยังมีความสัมพันธ์น้อยโดยหากผู้บริหารมีการสร้างแรงจูงใจในการทำงานให้ครูเพิ่มขึ้น ครูก็จะมีแรงจูงใจในการทำงนสูงย่อมปฏิบัติงานได้สำเร็จและมีประสิทธิภาพมากกว่าครูที่มีแรงจูงใจในการปฏิบัติงานต่ำ (ปิยะธิดา วรญาโณปกรณ์, 2546) ซึ่งสอดคล้องกับทฤษฎีลำดับขั้นความต้องการของมาสโลว์ (Maslow’s Hierarchical Theory of Motivation) และทฤษฎี ERG ของ Clayton Alderfer ที่ได้ให้รายละเอียดว่าเมื่อบุคลากรได้รับความพึงพอใจเพิ่มขึ้นย่อมส่งผลให้บุคลากรเกิดขวัญและกำลังใจในการปฏิบัติงาน และสามารถปฏิบัติงานได้อย่างเต็มศักยภาพ (เอื้อมเดือน แก้วสว่าง และคณะ, 2564) ฉะนั้นการเล็งเห็นถึงความสำคัญในคุณภาพชีวิตในการปฏิบัติงานของครู ถือเป็นเรื่องสำคัญอย่างยิ่งที่ผู้บริหารควรตระหนัก ซึ่งหากครูมีความเป็นอยู่ที่ดีมีความสุขกาย สบายใจแล้วสิ่งที่ตามมาคือความรัก และผูกพันของบุคลากรที่มีต่อองค์การที่ทำงานอยู่ด้วย

2) ปัจจัยด้านการสร้างความร่วมมือ ภาพรวมอยู่ในระดับ “มากที่สุด” ที่เป็นเช่นนี้อาจเป็นเพราะปัจจุบันกระทรวงศึกษาธิการได้ขับเคลื่อนนโยบายการสร้างชุมชนการเรียนรู้ทางวิชาชีพ (PLC) มาอย่างต่อเนื่อง เพื่อสร้างการเปลี่ยนแปลงโดยเรียนรู้จากการปฏิบัติงานของกลุ่มบุคคลที่มารวมตัวกันเพื่อทำงานร่วมกันและสนับสนุนซึ่งกันและกัน สอดคล้องกับหลักการที่ Cochran-Smith และ Lytle (1999 อ้างถึงใน บุญสม ทับสาย, 2562) ได้กล่าวไว้ว่าการกำหนดเป้าหมายของการพัฒนาทางวิชาชีพที่ชัดเจนจะช่วยให้ครูกำหนดความรู้ที่จำเป็นสำหรับการปฏิบัติการสอน (Knowledge for practice) ได้ชัดเจน และยังสอดคล้องกับแนวคิดของเมธาสิทธิ์ ธัญรัตนศรีสกุล (2560) ที่ระบุว่าชุมชนแห่งการเรียนรู้ทางวิชาชีพเป็นการเรียนรู้ร่วมกันของผู้ร่วมวิชาชีพ มีการสร้างความร่วมมือ แลกเปลี่ยนความคิด ความรู้เพื่อการเรียนรู้ต่อยอดองค์ความรู้ที่ได้จากการจัดการเรียนรู้ในชั้นเรียนของครูแต่ละคนนำมาแลกเปลี่ยนเรียนรู้ร่วมกันอย่างต่อเนื่องทำให้สามารถจัดการเรียนรู้ ได้อย่างมีประสิทธิภาพ เกิดการปรับปรุง และพัฒนาอย่างต่อเนื่อง

3) ปัจจัยด้านบรรยากาศองค์การ ภาพรวมอยู่ในระดับ “มากที่สุด” ที่เป็นเช่นนี้เนื่องจากบรรยากาศองค์การเป็นความรู้สึกของผู้ปฏิบัติงานต่อลักษณะที่มองเห็นได้ขององค์การ ซึ่งมีอิทธิพลต่อการกำหนดพฤติกรรมและทัศนคติของผู้ปฏิบัติงาน ฉะนั้นบรรยากาศที่พึงประสงค์ย่อมส่งผลที่ดีต่อการทำงานของบุคลากรในองค์การและจะเป็นการสนับสนุนการจูงใจในการปฏิบัติงานของบุคลากรให้มีประสิทธิภาพยิ่งขึ้น (ภารดี อนันต์นาวี, 2551) โดยสอดคล้องกับแนวคิดของ นิธิ ปิยะพันธุ์ และคณะ (2560) ที่กล่าวว่าบรรยากาศในองค์การนั้นเป็นความรู้สึกของบุคลากรในองค์การต่อปัจจัยต่าง ๆ ภายในองค์การที่ส่งผลต่อการทำงานหรือเป็นการรับรู้ของบุคลากรในองค์การต่อสภาวะแวดล้อมในการทำงานและเป็นสิ่งที่เกิดขึ้นจากปฏิสัมพันธ์ของบุคคลกับสิ่งแวดล้อมต่าง ๆ ในองค์การ และยังสอดคล้องกับผลการวิจัยของ เกวลี ตระกูลสุขทรัพย์ และพรศักดิ์ สุจริตรักษ์ (2565) ที่ได้ศึกษาบรรยากาศองค์การที่ส่งผลต่อคุณภาพชีวิตการทำงานของครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาประจวบคีรีขันธ์ ซึ่งพบว่าบรรยากาศองค์การของสถานศึกษา ด้านการยอมรับความขัดแย้งด้านการสนับสนุนด้านมาตรฐานการปฏิบัติงานด้านความเป็นหนึ่งเดียวในองค์การด้านการให้รางวัล และด้านความรับผิดชอบ โดยสามารถร่วมกันทำนายคุณภาพชีวิตการทำงานของครูในสถานศึกษาได้ร้อยละ 92.10 อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

4) ปัจจัยด้านภาวะผู้นำของครู ภาพรวมอยู่ในระดับ “มากที่สุด” ที่เป็นเช่นนี้อาจเป็นเพราะการที่ครูมีภาวะผู้นำทำให้ครูเป็นที่ยอมรับของครูคนอื่นในการปฏิบัติงาน เนื่องจากสามารถโน้มน้าว ชี้นำ ชักชวนกระตุ้น ส่งเสริมให้เพื่อนร่วมงานได้มีพฤติกรรมปฏิบัติตามและทำงานเป็นระบบทีม โดยปราศจากการใช้อิทธิพลของผู้บริหารสถานศึกษาก่อให้เกิดชุมชนแห่งการเรียนรู้เพื่อพัฒนาการจัดการเรียนรู้ให้มีประสิทธิภาพและมีประสิทธิผล สอดคล้องกับงานวิจัยของสร้อยสุดา กรีน (2563) ที่ได้ศึกษารูปแบบการพัฒนาภาวะผู้นำครูในการจัดการเรียนรู้ ในโรงเรียนมัธยมศึกษา สังกัดสำนักงานศึกษาธิการภาค 11 พบว่าการที่ครูมีภาวะผู้นำช่วยส่งเสริมให้สามารถทำงานเป็นระบบทีม และเกิดพลังแห่งการเรียนรู้เพื่อพัฒนาการจัดการเรียนรู้ให้มีคุณภาพ สอดคล้องกับแนวคิดของ Harris and Lambert (2003) กล่าวไว้ว่า ภาวะผู้นำครูเป็นการเรียนรู้ร่วมกันจากการทำงานอย่างร่วมมือรวมพลัง มุ่งเน้นไปที่การเรียนรู้อย่างมีเป้าหมาย การมีส่วนร่วม และมีบทบาทความรับผิดชอบร่วมกันในการตัดสินใจ และดำเนินกิจกรรมต่าง ๆ ทั้งภายในและนอกห้องเรียน และยังสอดคล้องกับ Goleman (2002) ที่เสนอไว้ว่าผู้นำในองค์กรนั้นมีได้หลายคน ภาวะผู้นำต้องกระจายออกไป ไม่ควรอยู่เฉพาะในตัวบุคคลที่อยู่ตำแหน่งสูงสุดเท่านั้น แต่ทุกคนที่อยู่ในองค์กรนั้นสามารถแสดงถึงการเป็นผู้นำได้

5) ปัจจัยด้านการสร้างทีมงาน ภาพรวมอยู่ในระดับ “มากที่สุด” ที่เป็นเช่นนี้เนื่องจากการสร้างทีมงานเกิดจากบุคลากรร่วมมือร่วมใจกันปฏิบัติงานทำให้เกิดบรรยากาศที่ดีในการทำงานและส่งเสริมกระบวนการทำงานที่มีประสิทธิภาพเพิ่มขึ้นบรรลุวัตถุประสงค์และเป้าหมายที่วางไว้ อีกทั้งยังช่วยให้ได้ความคิดริเริ่มใหม่ ๆ จากสมาชิกในทีมที่มีทักษะ ประสบการณ์ที่หลากหลาย ซึ่งอาจทำให้เกิดการสร้างนวัตกรรมใหม่ ๆ ในองค์กร สอดคล้องกับแนวคิดของ Robbins และ Coulter (2018) ที่กล่าวถึงองค์กรแห่งการเรียนมีรูปแบบขององค์กรคือ ไร้พรมแดน (Boundless) การทำงานเป็นทีม และการให้อำนาจ (Empowerment) บุคลากรขององค์กรแห่งการเรียนรู้จำเป็นอย่างยิ่งที่จะต้องแบ่งปันข้อมูล และให้ความร่วมมือ (Collaboration) กับทุกกิจกรรมของงานต่าง ๆ ของทุกหน่วยงานในองค์กร ซึ่งการกระทำในลักษณะดังกล่าวบุคคลากรจะมีอิสระในการทำงานร่วมกันและเต็มใจให้ความร่วมมือในการทำงานขององค์กรด้วยวิธีการที่ดีที่สุดที่เขาสามารถทำได้ ตลอดจนเรียนรู้ร่วมกัน และยังสอดคล้องกับงานวิจัยของ Scott และ Jaffe (1991 อ้างถึงใน วิรันทร์ดา เสือจอย, 2564) ได้เสนอรูปแบบของการเสริมสร้างพลังอำนาจในองค์กรไว้ซึ่งหนึ่งในองค์ประกอบ คือ การสร้างทีมงาน ซึ่งเป็นสิ่งสำคัญประการหนึ่งของการเสริมสร้างพลังอำนาจ โดยผู้บริหารต้องส่งเสริมการทำงานเป็นทีมซึ่งหมายถึงการวางระบบการทำงานที่ช่วยให้ทุกคนทำงานร่วมกันได้อย่างมีประสิทธิภาพ ครูจำเป็นต้องได้รับการฝึกอบรมในการสร้างและรักษาเครือข่ายในที่ทำงาน นอกจากนี้ยังต้องการแรงจูงใจและการสนับสนุนเพื่อให้การปฏิบัติงานมีปประสิทธิผลและมีประสิทธิภาพ และเมื่อตั้งทีมแล้ว ผู้บริหารควรแบ่งปันสิ่งที่ทีมต้องการทำงาน เพื่อให้ทุกคนรู้สึกมีส่วนร่วมและมีอิสระในการตัดสินใจ

2. ระดับความสัมพันธ์ที่มีการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ

ผลการวิจัยในครั้งนี้พบว่า ทั้ง 5 ปัจจัย คือ ปัจจัยด้านการสร้างแรงจูงใจแก่ครู ปัจจัยด้านการสร้างความร่วมมือ ปัจจัยด้านบรรยากาศองค์การ ปัจจัยด้านภาวะผู้นำของครู และปัจจัยด้านการสร้างทีมงานมีความสัมพันธ์กันโดยมีค่าสัมประสิทธิ์สหสัมพันธ์ภายในตัวแปรมีค่าอยู่ระหว่าง .675 ถึง 0.872 ซึ่งแสดงให้เห็นว่าครูมีความต้องการในปัจจัยดังกล่าวมาข้างต้นในทุก ๆ ด้าน และนอกจากนี้ปัจจัยข้างต้นยังสัมพันธ์การเสริมพลังอำนาจครูอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ด้วย ดังนั้น ผู้บริหารควรสนับสนุนและส่งเสริมปัจจัยต่าง ๆ ข้างต้นให้กับครู เพื่อครูจะได้ปฏิบัติงานได้อย่างเต็มศักยภาพ สามารถเสริมสร้างพลังแก่นักเรียนทำให้นักเรียนเกิดการพัฒนาให้มีประสิทธิภาพยิ่งขึ้นต่อไป

3. สมการพยากรณ์ทำนายการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ

ความสัมพันธ์ระหว่างปัจจัยที่ส่งผลต่อการเสริมพลังอำนาจของครู จำนวน 5 ปัจจัย กับตัวแปรตาม คือ การเสริมพลังอำนาจของครู ผลการวิจัยพบว่าเฉพาะตัวแปรพยากรณ์ที่มีนัยสำคัญทางสถิติที่ระดับ .05 และมีอำนาจในการพยากรณ์ร้อยละ 68.0 หมายความว่า ปัจจัยที่เกี่ยวข้องกับการเสริมพลังอำนาจครูมีผลกระทบโดยตรงต่อการเสริมพลังอำนาจครูที่สามารถร่วมกันอธิบายความผันแปรของการเสริมพลังอำนาจของครูได้ร้อยละ 79.3 อาจเป็นเพราะความแปรปวนของการเสริมพลังอำนาจมีค่าไม่มาก จึงส่งผลให้ความสามารถในการร่วมกันอธิบายความผันแปรของการเสริมพลังอำนาจของครูได้เพียงร้อยละ 79.3 และนอกจากนี้อาจมีปัจจัยอื่น ๆ ที่อาจส่งผลต่อการเสริมพลังอำนาจของครูเพิ่มเติมจากที่ผู้วิจัยได้ทำการศึกษาไว้

ข้อเสนอแนะ

1. ผู้บริหารควรเสริมพลังอำนาจครูเพื่อเพิ่มขีดความสามารถในการปฏิบัติงานด้วยการการสร้างทีมงาน การสร้างแรงจูงใจแก่ครู การเสริมสร้างภาวะผู้นำของครู และการสร้างความร่วมมือภายในองค์กร

2. จากการศึกษาการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือพบว่าในภาพรวมอยู่ในระดับมากที่สุดแสดงว่าครูยังคงต้องการเสริมพลังอำนาจทั้งในเรื่องของความผูกพันต่อวิชาชีพครู การรับรู้ความสามารถของตน ความเป็นอิสระและความพึงพอใจในงาน จากผู้บริหารและผู้มีส่วนเกี่ยวข้อง ดังนั้นผู้บริหารจึงควรมีรูปแบบการบริหารสถานศึกษาหรือมีการพัฒนากลยุทธ์ที่มีการเสริมพลังอำนาจครูเพื่อให้ครูปฏิบัติงานได้อย่างมั่นใจและบรรลุเป้าหมายทำให้ครูมีความรับผิดชอบต่อหน้าที่ของตนเอง มีความสุข มุ่งมั่นและทุ่มเทให้กับการทำงานมากขึ้น

3. การวิจัยครั้งนี้เป็นการใช้วิธีวิทยาการวิจัยเชิงปริมาณเพียงอย่างเดียวในการที่จะได้ข้อมูลที่แสดงถึงปัจจัยที่มีความสัมพันธ์ต่อการเสริมพลังอำนาจของครูโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาคตะวันออกเฉียงเหนือ อาจมีการเก็บข้อมูลเชิงคุณภาพจากครูและผู้บริหารเพื่อให้ได้สภาพปัจจุบัน สภาพปัญหา และความต้องการของครูเพื่อใช้เป็นข้อมูลในการเสริมพลังอำนาจครูได้รอบด้านและนุ่มลึกมากขึ้น อาจทำให้ทราบปัจจัยอื่น ๆ เพิ่มเติมและสามารถอธิบายความผันแปรของการเสริมพลังอำนาจของครูได้เพิ่มขึ้น

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Graph User Interface: ชุดฝึกปฏิบัติ Command Button และ Image เพื่อเพิ่มทักษะการเขียนโปรแกรม ของ นักเรียน ระดับ ปวช. 1 แผนกเทคโนโลยีสารสนเทศ ภาคเรียน ที่ 2 ปีการศึกษา 2564 วิทยาลัยเทคนิคขอนแก่น

Graph User Interface: Command Button and Image practice set to increase programming skills of Vocational Vocational Level 1 students, Information Technology Department, 2nd semester, academic year 2021, Khon Kaen Technical College

มัธยม อ่อนจันทร์ Mathayom Onchan[1]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อการพัฒนาทักษะ การเขียนโปรแกรมติดต่อผู้ใช้แบบกราฟิก รหัสวิชา 20901-2201 เรื่อง Command Button และ Image ที่มีต่อผลสัมฤทธิ์ทางการเรียนของนักเรียนระดับ ปวช. 1 แผนกเทคโนโลยีสารสนเทศ ภาคเรียน ที่ 2 ปีการศึกษา 2564 วิทยาลัยเทคนิคขอนแก่น และนำผลการเรียนเพื่อหาคุณภาพของชุดฝึกปฏิบัติการเขียนโปรแกรมติดต่อผู้ใช้แบบกราฟิก เรื่องการใช้ชุดฝึกทักษะ เรื่อง Command Button และ Image ที่มีต่อผลสัมฤทธิ์ทางการเรียนของนักเรียนระดับ ปวช. 1 แผนกเทคโนโลยีสารสนเทศ ภาคเรียน ที่ 2 ปีการศึกษา 2564 วิทยาลัยเทคนิคขอนแก่น ประชากรที่ใช้ในการวิจัยในครั้งนี้เป็นนักเรียนระดับ ปวช. จำนวน 39 คน เครื่องมือที่ใช้ในการวิจัย คือ แบบทดสอบก่อนเรียน-แบบทดสอบหลังเรียน และชุดฝึกปฏิบัติ Command Button และ Image จำนวน 1 ชุด ผู้วิจัยแสดงให้เห็นถึง การเขียนโปรแกรม GUI ที่ได้รับความนิยมอย่างสูง ทั้งในและต่างประเทศ ตามงานวิจัยที่เกี่ยวข้องและพื้นที่วิจัยไม่ว่าจะเป็น นโยบายชาติ 20 ปี ความสำคัญของการพัฒนากำลังคนด้านสารสนเทศ รวมทั้งจังหวัดขอนแก่นเป็นเมืองอัจฉริยะหรือสมาร์ทซิตี้ (Smart City) ผู้วิจัย ได้ใช้ เครื่องมือ(Tool)ในการเขียนโปรแกรมคือ MIT App Inventor เป็นเครื่องมือในการสร้างแอปพลิเคชัน ทำให้นักเรียนสามารถพัฒนาแอปพลิเคชันได้ง่าย โดยไม่ต้องเขียน รหัสคำสั่ง (Source Code)ภาษาจาวา ที่ปัจจุบันเป็นที่นิยมมากขึ้น และสามารถส่งผลให้ ผลสัมฤทธิ์ทางการเรียนของนักเรียนระดับ ปวช. 1 แผนกเทคโนโลยีสารสนเทศ ภาคเรียน ที่ 2 ปีการศึกษา 2564 วิทยาลัยเทคนิคขอนแก่นสูงขึ้น

คำสำคัญ: ส่วนติดต่อกับผู้ใช้,ปุ่ม, รู้ภาพ, ทักษะ

Abstract

The purpose of this research is to develop skills. Graphical User Interface Programming Course Code 20901-2201 Subject Command Button and Image on Academic Achievement of Vocational Certificate 1 Students, Information Technology Department, Semester 2, Academic Year 2021, Khon Kaen Technical College and the results were used to determine the quality of the graphical user interface programming practice set. About the use of skill training sets on Command Button and Image on academic achievement of Vocational Vocational Students 1, Information Technology Department, semester 2, academic year 2021, Khon Kaen Technical College. The population used in this research were first-year students. 41 students from NRCT. The research tools were pre-test and post-test. and a practical set of Command Button and Image, the researcher demonstrates Very popular GUI programming Both at home and abroad, according to related research and research areas, whether it is a 20-year national policy, the importance of developing people in information technology, including Khon Kaen Province as a smart city or smart city (Smart City), the researcher has Use the tool (Tool) to write the program, MIT App Inventor is a tool to create applications. Make it easy for students to develop applications. without having to write command code (Source Code) Java language that is now more popular and can result in Higher academic achievement of Vocational Vocational Students 1, Information Technology Department, semester 2, academic year 2021, Khon Kaen Technical College

Keywords: Graph User Interface, Command Button, Image, skill

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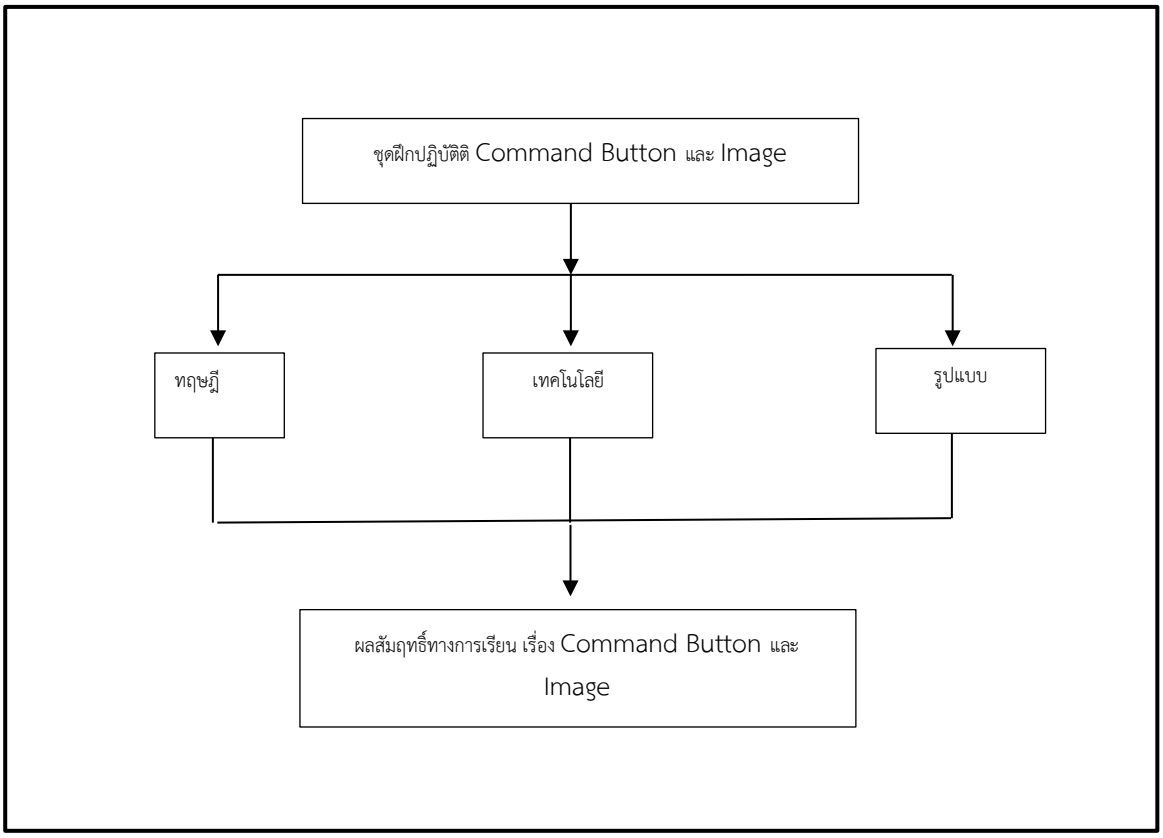
บทนำ

User Interface (UI) คือ ส่วนติดต่อผู้ใช้ทำงานร่วมกันระหว่างมนุษย์และคอมพิวเตอร์ ได้อย่างมีประสิทธิภาพสูงสุดในปัจจุบัน ส่วนติดต่อผู้ใช้งานมีความสำคัญมาก เพราะระบบคอมพิวเตอร์ เป็นการประมวลผลของชุดคำสั่ง (Source Codes) จำนวนมาก ทำให้ผู้ใช้งานทั่วไปไม่สามารถเข้าถึงหรือสั่งการได้ ในส่วนของส่วนติดต่อผู้ใช้งานจึงเป็นส่วนที่ช่วยให้ผู้ใช้งานสามารถติดต่อ (ผ่านการมองเห็น การได้ยิน หรือการส่ง-รับข้อมูล) กับระบบคอมพิวเตอร์ได้ง่ายและเข้าใจมากขึ้น ในปัจจุบันนั้น การเขียนโปรแกรม (Coding) สำหรับโปรแกรมเมอร์มือใหม่ที่ต้องให้ความสำคัญมาก เด็กต้องมีทักษะและความเชี่ยวชาญด้านนี้เป็นอย่างมาก ทำให้นักเรียนแผนกเทคโนโลยีสารสนเทศ บางคนเริ่มมีการเรียนลดลง สาเหตุเพราะจำ coding ในการสร้างปุ่ม และเชื่อมต่อระหว่างวัตถุไม่ได้ และเครื่องมือ(Tool)ที่ใช้เขียนโปรแกรม GUI นั้น เปลี่ยนแปลง Version อย่างรวดเร็ว จากสภาพปัญหาดังกล่าว จึงศึกษา Graph User Interface : ชุดฝึกปฏิบัติ Command Button และ Image เพื่อเพิ่มทักษะการเขียนโปรแกรม ของ นักเรียน ระดับ ปวช. 1 แผนกเทคโนโลยีสารสนเทศ ภาคเรียน ที่ 2 ปีการศึกษา 2564 วิทยาลัยเทคนิคขอนแก่น ด้วยโปรแกรม MIT APP INVENTOR แบบ online MIT APP INVENTOR ลักษณะการเขียนโปรแกรมแบบ Visual Programming คือ เขียนโปรแกรมด้วยการต่อบล็อกคำสั่ง เน้นการออกแบบเพื่อแก้ปัญหา (problem solving) ด้วยการสร้างโปรแกรมที่ผู้เรียนสนใจ บนโทรศัพท์มือถือสมาร์ทโฟน บริบทพื้นที่วิจัยที่ วิทยาลัยเทคนิคขอนแก่น และ ประชากรในการวิจัย คือ นักเรียน ระดับ ปวช. 1 แผนกเทคโนโลยีสารสนเทศ ภาคเรียน ที่ 2 ปีการศึกษา 2564 เพื่อให้เข้ากับนโยบายจังหวัดขอนแก่นเพื่อเป็นเมืองอัจฉริยะ หรือ สมาร์ทซิตี้ (Smart City)เป็นเมืองที่ชาญฉลาดโดยนำเทคโนโลยีดิจิทัลมาใช้ในการพัฒนาเมืองในด้านต่าง ๆ จึงต้องการแรงงานด้านสารสนเทศ เป็นอย่างมาก

Graph User Interface นั้น ตรงกับทฤษฎีสัญญะวิทยา (Semiology) ตามแนวคิดของ เพียร์ซ (C. Peirce) ที่แบ่งได้ 3 ประเภทคือ) ไอคอน (Icon), อินเด็คส์ (Index), ซิมโบว์ (Symbol) ในงานวิจัยนี้จะตรงกับ ส่วนของ ซิมโบว์ (Symbol) คือ) เป็นสัญญะที่ไม่มีความเกี่ยวพัน เชื่อโยงอันใดเลยระหว่างตัวสัญญะกับวัตถุจริง หากแต่ความหมายเกิดจากการตกลงร่วมกันในหมู่ผู้ใช้สัญญะ เช่น โลโก้ และ ปุ่มต่างๆที่นักพัฒนาสร้างขึ้น นอกจากนั้นในด้านของเทคโนโลยีสารสนเทศ ยังเกี่ยวข้องกับ ทฤษฎีการแพร่กระจายนวัตกรรม (Diffusion of Innovation Theory) ของ Everett Roger (1995) คือการกระจายของสิ่งใหม่จากสังคมหนึ่งไปยังอีกสังคมหนึ่ง สังคมที่รับเข้าไปใช้สิ่งใหม่ๆคือ นวัตกรรม เทคโนโลยี ความรู้ ความคิด ซึ่งตรงอย่างมาก ในการเรียนรู้ เทคโนโลยีใหม่ๆจากผู้คิดค้น รวมทั้ง ทฤษฎีการเชื่อมโยงความรู้ของ Siemens ที่ เป็นทฤษฎีการเรียนรู้สำหรับโลกยุคดิจิทัลสมัยใหม่ รวมทั้งทฤษฎีการเชื่อมโยงความรู้(Siemens, 2005; Starkey, 2012)ทฤษฎีการเชื่อมโยงความรู้ เป็นทฤษฎีการเรียนรู้สำหรับโลกยุคดิจิทัลที่มีจุดมุ่งหมายเพื่อให้บุคคล องค์กร และเทคโนโลยี สามารถสร้างองค์ความรู้ร่วมกันได้ และสำคัญกับการเรียนการสอน ในสาขาวิชาเทคโนโลยีสารสนเทศ

ดังนั้นในบทความนี้ผู้วิจัยได้ศึกษาค้นคว้าที่จะใช้ชุดฝึกปฏิบัติ Command Button และ Image ในรายวิชา การเขียนโปรแกรมติดต่อผู้ใช้แบบกราฟิก รหัสวิชา 20901-2201 สำหรับนักเรียน ระดับ ปวช.1 แผนกเทคโนโลยีสารสนเทศ ภาคเรียนที่ 2 ปีการศึกษา 2564 เข้ามาประยุกต์ใช้ เพื่อการแก้ปัญหา นักเรียนมีผลการเรียนลดลง และสร้างแรงจูงใจ ในการนำ MIT APP INVENTOR มาเป็นเครื่องมือ (Tool) เพื่อเพิ่มทักษะการเขียนโปรแกรม เป็นการแก้โจทย์ปัญหาอย่างจริงจัง อันเป็นแนวทางหนึ่งที่จะช่วยไปพัฒนาความรู้ ทักษะ และเจตคติ ต่อการเรียน ของนักเรียน เพื่อสร้างประโยชน์ ในการเรียนของเด็กนักเรียนอย่างสูงสุด และคาดหวังจากการศึกษานี้ เพื่อสร้างความเข้าใจในการเรียน รายวิชา การเขียนโปรแกรมติดต่อผู้ใช้แบบกราฟิก รวมทั้งเป็นแนวทางในการปฏิบัติหน้าที่ของครูผู้สอนในการปรับปรุงส่งเสริมการจัดกิจกรรมการเรียนการสอน รายวิชา การเขียนโปรแกรมติดต่อผู้ใช้แบบกราฟิก และเพิ่มประสิทธิภาพในการเรียน การทำงานมากขึ้นโดยไปพัฒนาแอฟพลิเคชั่นสำหรับใช้งานจริงด้านต่างๆ เพื่อให้ผู้อ่านได้เห็นศักยภาพของ Graph User Interface บนมือถือที่นิยมใช้ในปัจจุบัน

กรอบแนวคิด



วัตถุประสงค์

1. เพื่อศึกษาผลของการใช้ ชุดฝึกปฏิบัติ Command Button และ Image ที่มีผลต่อการเรียนของนักเรียนระดับ ปวช.1 แผนกเทคโนโลยีสารสนเทศ ภาคเรียนที่ 2 ปีการศึกษา 2564
2. เพื่อศึกษา MIT APP INVENTOR
3. เพื่อประยุกต์ การเขียนโปรแกรม ด้าน Graph User Interface ในด้านธุรกิจและสารสนเทศ

เอกสารวรรณกรรมที่เกี่ยวข้อง

2.1 องค์ความรู้ด้าน User Interface

User Interface (UI) มีความสำคัญมากในระบบคอมพิวเตอร์ทุกประเภท เป็นศาสตร์หนึ่งที่เป็น subset ของ Human-Computer Interactive (HCI) ซึ่งเป็นการศึกษา การวางแผนและการออกแบบวิธีการที่มนุษย์และคอมพิวเตอร์สามารถทำงานร่วมกันได้อย่างมีประสิทธิภาพสูงสุด นักออกแบบ HCI จะต้องคำนึงถึงปัจจัยหลายอย่าง ได้แก่ มุมมองและสิ่งที่มนุษย์ต้องการ ข้อจำกัดเชิงความสามารถและเชิงกายภาพของมนุษย์ กระบวนการจัดการข้อมูลของระบบ และวิธีการที่ดึงดูดให้มนุษย์สามารถใช้งานระบบได้อย่างดี ซึ่งแน่นอนว่า HCI จะคำนึงถึงข้อจำกัดและคุณลักษณะของทั้ง Software และHardware

ส่วนติดต่อผู้ใช้งานเป็นเพียงส่วนหนึ่งของคอมพิวเตอร์ในแง่ของ Software ที่มนุษย์จะสามารถรับรู้ผ่านการมองเห็น การได้ยิน การสัมผัส การพูดคุย หรือวิธีการใด ๆ ที่ทำให้มนุษย์และคอมพิวเตอร์สามารถสื่อสารกันได้ทั้งทางตรงและทางอ้อม โดยส่วนติดต่อผู้ใช้งานจะเป็นตัวกลางระหว่างคอมพิวเตอร์และมนุษย์

ซึ่งส่วนติดต่อผู้ใช้งานจะประกอบด้วยข้อมูล 2 ส่วนหลัก ๆ คือ ข้อมูลนำเข้า และข้อมูลนำออก

1.1 Input คือ หรือข้อมูลนำเข้า เป็นข้อมูลที่คอมพิวเตอร์จะต้องนำไปประมวลผล ซึ่งคอมพิวเตอร์จะรับข้อมูลผ่านวิธีการที่มนุษย์จะติดต่อสื่อสารโดยการแสดงความต้องการของตนเองไปยังคอมพิวเตอร์ ตัวอย่างเครื่องมือในการรับข้อมูลนำเข้า เช่น Keyboard, Mouse, Trackball, นิ้ว และเสียง

1.2 Output คือ ข้อมูลนำออก เป็นข้อมูลที่ได้จากการประมวลผลของคอมพิวเตอร์ ซึ่งแสดงผลผ่านวิธีการที่คอมพิวเตอร์จะแสดงผลลัพธ์ในการประมวลผลออกมา ซึ่งข้อมูลดังกล่าวคือสิ่งที่มนุษย์ต้องการปัจจุบันวิธีการแสดงผลข้อมูลนำออกโดยทั่วไป คือ หน้าจอ หรือ Display Screen ซึ่งเป็นวิธีการที่มีประโยชน์แก่มนุษย์ที่บกพร่องด้านการฟัง

การออกแบบส่วนติดต่อผู้ใช้งานที่ดีจะต้องมีการผสมผสานกลไกในการรับข้อมูลนำเข้า และข้อมูลนำออก ที่รองรับความสามารถ และข้อจำกัดของผู้ใช้งานได้มากที่สุดเท่าที่จะทำได้ และตรงตามความต้องการของผู้ใช้งาน

ส่วนติดต่อผู้ใช้งานมีความสำคัญ เพราะระบบคอมพิวเตอร์นั้นเป็นการประมวลผลของชุดคำสั่ง(Source Codes) จำนวนมาก ผู้ใช้งานทั่วไปจึงไม่สามารถเข้าถึงหรือสั่งการได้ ดังนั้นส่วนติดต่อผู้ใช้งานจึงเป็นส่วนที่ช่วยให้ผู้ใช้งานสามารถติดต่อ (ผ่านการมองเห็น การได้ยิน หรือการส่ง-รับข้อมูล) กับระบบคอมพิวเตอร์ได้

ในการพัฒนาส่วนติดต่อผู้ใช้งานจำเป็นต้องอาศัยหลักการออกแบบ โดยพื้นฐานของการออกแบบส่วนติดต่อผู้ใช้งานนั้นต้องทำให้ส่วนติดต่อผู้ใช้งานสามารถตอบคำถามได้ 3 ข้อ คือ

1) จะมีหน้าตาหรือสื่อให้รับรู้อย่างไร เน้นที่ด้านการมองเห็น

2) ส่วนติดต่อผู้ใช้งานจะสามารถทำให้ผู้ใช้งานเข้าใจว่าแต่ละส่วนที่ปรากฏในส่วนติดต่อผู้ใช้งานคืออะไร และสื่อว่าอย่างไร

3) ส่วนติดต่อผู้ใช้งานจะสามารถทำให้ผู้ใช้งานมีปฏิสัมพันธ์กับมันได้อย่างไร

ถ้าส่วนติดต่อผู้ใช้งานนั้นไม่ผ่านการออกแบบที่ดีจะเกิดปัญหา เช่น

1 ระบบไม่สามารถแสดงข้อมูลที่ถูกต้อง และ/หรือครบถ้วน

2 ผู้ใช้งานสับสน ไม่สามารถเข้าใช้งานระบบได้

3 ผู้ใช้งานเกิดความรู้สึกไม่อยากใช้งานระบบอีก

จากองค์ความรู้ด้าน User Interface (UI) ผู้วิจัยจึงได้ศึกษางานวิจัยต่างๆ และได้ทำการวิจัยเรื่อง Graph User Interface (GUI) เพื่อให้นักเรียนแผนกเทคโนโลยีสารสนเทศ เพิ่มทักษะ มากขึ้น

2.2 องค์ความรู้ของ Graph User Interface: ชุดฝึกปฏิบัติ Command Button และ Picture เพื่อเพิ่มทักษะการเขียนโปรแกรม ของนักเรียน ระดับ ปวช. 1 แผนกเทคโนโลยีสารสนเทศ ภาคเรียน ที่ 2 ปีการศึกษา 2564 วิทยาลัยเทคนิคขอนแก่น

2.2.1 GUI ย่อมาจาก Graphical User Interface GUI (อ่านว่า จียูไอ หรือ กุย)คือ การติดต่อกับผู้ใช้โดยใช้ภาพสัญลักษณ์เป็นการออกแบบส่วนของโปรแกรมคอมพิวเตอร์ให้มีการโต้ตอบกับผู้ใช้ โดยการใช้ Icon ,รูปภาพ และสัญลักษณ์อื่นๆ เพื่อแทนลักษณะต่างๆ ของโปรแกรม แทนที่ผู้ใช้จะพิมพ์คำสั่งต่างๆในการทำงาน ช่วยทำให้ผู้ใช้งานสามารถทำงานได้ง่าย และรวดเร็วขึ้น ไม่จำเป็นต้องจดจำคำสั่งต่างๆ ของโปรแกรมมากนัก ถือเป็นวิธีการให้ความสะดวกแก่ผู้ใช้คอมพิวเตอร์ ให้ติดต่อสื่อสารกับระบบโดยผ่านทางภาพ เช่น ใช้เมาส์กดเลือก icon แทนการพิมพ์คำสั่งดังแต่ก่อน โดยเฉพาะในบางโปรแกรมที่มีคำสั่งมากๆ

2.2.2 Button ในระบบวินโดว์ จะมีรูปสี่เหลี่ยมเล็ก ๆ บนจอภาพ (เรียกว่า ปุ่ม) เตรียมไว้เพื่อให้มีการติดต่อระหว่างคอมพิวเตอร์กับผู้ใช้ การกดเมาส์ที่ปุ่มเหล่านี้จะเป็นคำสั่งให้เครื่องทำงาน (ปุ่มเหล่านี้จะต้องมีคำสั่งไว้ให้ดูด้วย เช่นปุ่ม OK, Cancel เป็นต้น)

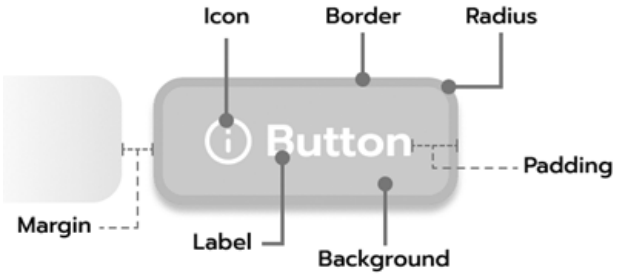
ปุ่ม (Button) เป็นสิ่งที่ทุก ๆ เว็บไซต์และแอปพลิเคชันต้องมีเลยก็ว่าได้ ดูแล้วเป็นอะไรง่าย ๆ ที่ใคร ๆ ก็มีแต่ว่าที่จริงแล้วการออกแบบปุ่มมีรายละเอียดที่จะต้องคิดมากมาย ไม่ว่าจะเป็นเรื่องของสีรูปแบบ ไอคอน ตัวหนังสือที่อยู่ในปุ่ม ทั้งหมดล้วนมีผลกระทบที่จะทำให้ผู้ใช้ “กด” หรือ “ไม่กด” ปุ่มของเราทั้งสิ้น

สิ่งที่ต้องเข้าใจให้ชัดเจน คนสับสนระหว่าง ปุ่ม (Button) และลิงก์ (Link) เพราะสองสิ่งนี้ทำให้หน้าเว็บเกิดความเปลี่ยนแปลงเหมือนกัน แต่จริง ๆ แล้วสองอย่างนี้มีความแตกต่างกัน

ลิงก์ ใช้สำหรับการเปลี่ยนหน้าไปที่หน้าอื่นเท่านั้นโดยไม่ได้มีผลกระทบต่อตัวเว็บไซต์ เช่น “View all”, “Home”

ปุ่ม ใช้เพื่อเรียก Action ที่ทำให้เว็บไซต์มีการเปลี่ยนแปลง เช่น “Submit”, “Save”, “Delete”

เมื่อทราบความแตกต่างระหว่างปุ่มกับลิงก์ได้แล้ว จะต้องศึกษาเรื่องปุ่มเพราะ ในปุ่ม 1 ปุ่มนั้นจะมี สิ่งที่เห็นกันชัด ๆ มี 3 องค์ประกอบ คือ สี ตัวอักษร ไอคอน (อาจจะไม่มีก็ได้) และสิ่งที่มองไม่เห็นคือ Padding (ระยะจากขอบปุ่มจนถึงตัวอักษร) และ Margin (ระยะด้านนอกจากขอบปุ่มถึงองค์ประกอบอื่น) บางครั้งก็อาจจะเพิ่มเส้นขอบ ความโค้งมุมหรือเงาปุ่มเพื่อให้ปุ่มดูโดดเด่นขึ้น



รูปที่ 1 โครงสร้างของปุ่ม

ในปุ่มเดียวต้องออกแบบเอาไว้หลายแบบ เพราะว่าปุ่มหนึ่งสามารถอยู่ได้หลายสถานะ (State) เพื่อให้ผู้ใช้รู้ได้ทันทีว่าตอนนี้ปุ่มนั้นอยู่ในสถานะใด กดได้ไหม กดแล้วหรือยังนะ หรือวางเมาส์ไว้ กดไปแล้วกดติดไหม



รูปที่ 2 สถานะของปุ่ม

Focus – สถานะที่ปุ่มกำลังถูกเลือกอยู่อาจจะด้วยคีย์บอร์ดหรือวิธีอื่น ๆ

Hover – สถานะเวลาเอาเมาส์ไปชี้

Press – สถานะขณะกำลังกดปุ่มอยู่

Progress – สถานะที่ Action ของปุ่มกำลังดำเนินการอยู่ มักใช้กับ Action ที่ใช้เวลานานหรือไม่ได้เสร็จสิ้นทันที

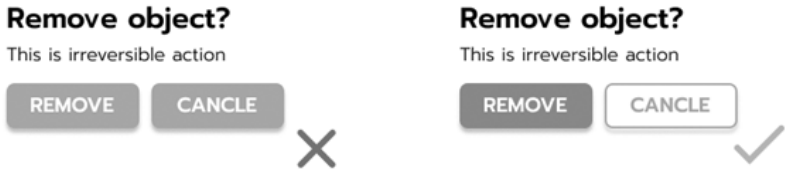
Disable – สถานะที่ปุ่มยังไม่สามารถตอบโต้ด้วยได้ แต่ปุ่มนี้จะกดได้ในอนาคต

คำอธิบายที่อยู่บนปุ่มบ่งบอกว่าปุ่มนี้มีหน้าที่อะไร จะเกิดอะไรเมื่อปุ่มถูกกดแล้ว ดังนั้นข้อความที่อยู่บนปุ่มหรือที่เรียกว่า Label ก็สำคัญไม่แพ้รูปลักษณ์ของปุ่มเลย ควรใช้คำที่เห็นแล้วรู้ว่าปุ่มนี้ทำอะไร ง่ายต่อความเข้าใจ ไม่ก่อให้เกิดสับสน



รูปที่ 3 คำอธิบายของปุ่ม

สิ่งหนึ่งที่ช่วยให้ผู้ใช้เข้าใจปุ่มได้เร็วขึ้นคือการจัดลำดับความสำคัญของปุ่ม เราสามารถใช้รูปแบบที่แตกต่างกันเพื่อจัดลำดับว่าปุ่มไหนจะ “เตะตา” ให้ผู้ใช้เห็นเป็นปุ่มแรก และจะไปดูปุ่มอื่นปุ่มไหนต่อที่มีรูปแบบเด่นน้อยลงมา



รูปที่ 4 สถานะสีของปุ่มที่ถูกใช้แล้ว

โดยปกติแล้วเวลาคนเห็นสิ่งของสองสิ่งที่หน้าตาเหมือนกัน จะเข้าใจเลยว่ามันคือสิ่งเดียวกันเพราะประสบการณ์เช่นเดียวกันเวลาเห็นปุ่มในเว็บไซต์หนึ่ง ผู้ใช้มักคาดเดาว่าถ้าจะหาปุ่มอื่น ๆ คงมีความคล้ายกัน

ดังนั้นความเสมอต้นเสมอปลายในรูปแบบของปุ่มที่มีความสำคัญเท่ากันก็เป็นสิ่งที่ต้องคำนึงถึงเวลาออกแบบด้วย หลายสี ผู้ใช้จะสับสนได้ง่าย



รูปที่ 5 รูปแบบของปุ่ม ควรจะออกแบบไปในทางเดียวกัน

2.2.3 สัญลักษณ์ Image



รูปที่ 6 สัญลักษณ์ ของ Icon รูปภาพ

Image คือ การเลือกรูปภาพ ใน สัญลักษณ์ Image จะมี Properties ให้เลือกใช้



รูปที่ 7 คุณสมบัติของ Image

2.2.4 ความหมายของชุดฝึกทักษะ

ศันสนีย์ สื่อสกุล (2554, น.24) แบบฝึกที่ครูผู้สอนมอบหมายให้นักเรียนทำเพื่อฝึกทักษะและทบทวนความรู้ที่ได้เรียนไปแล้วให้เกิดความชำนาญ ถูกต้อง คล่องแคล่ว จนสามารถนำความรู้ไปแก้ปัญหาได้โดยทันที จากความหมายของชุดฝึกทักษะข้างต้น สรุปได้ว่า ชุดฝึกทักษะเป็นสื่อที่สร้างขึ้นเพื่อให้นักเรียนได้ฝึกปฏิบัติที่ได้เรียนไปหรือเป็นการเสริมความรู้ให้กับนักเรียนเพื่อให้เกิดความถูกต้อง ชำนาญ

สุคนธ์ สินธพานนท์ (2553, น.96) สื่อที่สร้างขึ้นเพื่อให้นักเรียนได้ทำกิจกรรมที่เป็นการทบทวนหรือเสริมเพิ่มเติมความรู้ให้แก่นักเรียน หรือให้นักเรียนได้ฝึกทักษะการเรียนรู้หลายๆรูปแบบเพื่อสร้างเสริมประสบการณ์การเรียนรู้ให้แก่ผู้เรียนได้มีคุณลักษณะตามที่ต้องการ

พอสรุปได้ว่า ชุดฝึกทักษะเป็นคู่มือการปฏิบัติงาน สามารถทำตามขั้นตอนและผลที่ได้ ตรงกัน ในชุดฝึก ที่ผู้วิจัยทำขึ้นมานี้ส่วนใหญ่เป็นขั้นตอนที่ประกอบด้วย รูปภาพ จะทำให้ง่ายต่อการใช้งาน

2.3 กระทรวงศึกษาธิการ พัฒนาตามแผนแม่บทภายใต้ยุทธศาสตร์ชาติ 20 ปี กรมอาชีวศึกษาเป็นหน่วยงานหนึ่งที่อยู่ภายใต้ การทรวงศึกษาธิการ ได้ปฏิรูปกระบวนการเรียนรู้พัฒนาในทุกมิติผลักดันให้การจัดการศึกษามีคุณภาพและ ประสิทธิภาพในทุกมิติ จากความสำคัญของแผนพัฒนาของกระทรวงศึกษาธิการด้านเทคโนโลยีสารสนเทศนั้น ยังมีความสำคัญกับบริบทพื้นที่วิจัย คือ จังหวัดขอนแก่น และวิทยาลัยเทคนิคขอนแก่น

2.4 บริบทพื้นที่วิจัย

จังหวัดขอนแก่นเป็นเมืองอัจฉริยะ หรือ สมาร์ทซิตี้ (Smart City) วิทยลัยเทคนิคขอนแก่น ตั้งอยู่ในจังหวัดขอนแก่น เป็นวิทยาลัย ที่ผลิตบุคลากรด้าน IT คือ แผนกเทคโนโลยีสารสนเทศ เพื่อป้อนเข้าสู่ตลาดแรงงาน ตามยุทธศาสตร์ จังหวัดและยุทธศาสตร์ชาติ

2.5 ทฤษฎี

ในงานวิจัยครั้งนี้ ผู้วิจัย ได้นำทฤษฎี เข้ามาวิจัยดังนี้

ตรงกับทฤษฎีสัญญะวิทยา (Semiology) สัญวิทยา (Semiology) ประกอบไปด้วยคำ ว่า Semio คือSign และ Logy คือ Science Semiology หมายถึง ศาสตร์แห่งสัญญะ หรือเรียกอีกอย่างหนึ่งว่า สัญศาสตร์ (Semiotics) ซึ่งเป็นหลักวิชาการแขนงหนึ่งที่ศึกษากระบวนการสื่อความหมาย โดยพิจารณาธรรมชาติของหน่วยสื่อความหมายและขั้นตอนการทำงานของมัน เพื่อทำความเข้าใจว่าความหมายถูกสื่อความหมายออกมาได้อย่างไรแนวคิดสัญวิทยาและการสร้างความหมาย (Semiology and Signification) สัญวิทยาเป็นศาสตร์ที่ศึกษาเกี่ยวกับระบบของสัญลักษณ์ ที่ปรากฏอยู่ในความคิดของมนุษย์ อันถือเป็นทุกสิ่งทุกอย่างที่อยู่รอบตัวของเรา สัญลักษณ์อาจจะได้แก่ ภาษา รหัส สัญญาณ เครื่องหมาย ฯลฯสัญวิทยาเป็นทฤษฎีที่นำมาอธิบายการสื่อสารของมนุษย์ว่า การสื่อสารคือจุดกำเนิดของความหมาย ซึ่งการศึกษาแนวนี้จะไม่สนใจความล้มเหลวของการสื่อสาร และไม่เกี่ยวข้องกับประสิทธิผลและความถูกต้อง แต่เป็นแนวทางการศึกษาเชิงสังคมหรือความแตกต่างของวัฒนธรรมระหว่างผู้ให้และผู้รับสาร ตลอดจนความหลากหลายของความหมายภายในระบบภาษา วัฒนธรรม และความเป็นจริงที่ไม่สามารถแสดงผลเป็นลูกศรหรือเป็นเส้นตรงของกระแสการไหลของข่าวสาร ในที่นี้จะตรง ตามแนวคิดของ เพียร์ซ (C. Peirce) คือ ให้ความสนใจในความสัมพันธ์ระหว่างตัวสัญญะกับวัตถุจริงที่จะมีองค์ประกอบ 2 ส่วนคือ ส่วนที่เป็นตัวหมาย (Signifier) และตัวหมายถึง (Signified) โดยจัดแบ่งประเภทของสัญญะ (Sign) ออกเป็น 3 แบบ (1) ไอคอน (Icon) เป็นสัญญะที่มีรูปร่างหน้าตาคล้ายกับ วัตถุมากที่สุด เช่นภาพถ่าย รูปปั้น รูปวาด โดยการถอดรหัสของ Icon เพียงแค่เห็นก็สามารถถอดความหมายถึงตัววัตถุได้ง่าย (2) อินเด็คส์ (Index) เป็นสัญญะที่มีความเกี่ยวพันแบบเป็น เหตุเป็นผลโดยตรงกับวัตถุที่มีอยู่จริงเช่น ควันไฟเป็น Index ของไฟหรือรอยเท้าสัตว์ก็จะเชื่อมโยงถึงสัตว์ การถอดรหัสของ Index จึงจำเป็นจะต้องอาศัยเหตุผลเชื่อมโยงเพื่อหาความสัมพันธ์ระหว่าง Index กับวัตถุจริง (3) ซิมโบว์ (Symbol) เป็นสัญญะที่ไม่มีความเกี่ยวพัน เชื่อโยงอันใดเลยระหว่างตัวสัญญะกับวัตถุจริง หากแต่ความหมายเกิดจากการตกลงร่วมกันในหมู่ผู้ใช้สัญญะเช่น ตัวอักษรหรือโลโก้ต่างๆที่สร้างขึ้น การถอดรหัสจึงจำเป็นต้องอาศัยการเรียนรู้ร่วมกันของผู้ใช้สัญญะ

ทฤษฎีการแพร่กระจายนวัตกรรม (Diffusion of Innovation Theory) ของ Everett Roger (1995)

ทฤษฎีการแพร่กระจาย Everett Roger (1995) เป็นบุคคลที่คิดค้นและได้พิสูจน์ทฤษฎีการแพร่กระจายนวัตกรรม (Diffusion of Innovation Theory) โดยทฤษฎีนี้เน้นความเชื่อว่า การเปลี่ยนแปลงสังคมและวัฒนธรรมเกิดขึ้นจากการแพร่กระจายของสิ่งใหม่ๆ จากสังคมหนึ่งไปยังอีกสังคมหนึ่งและสังคมนั้นรับเข้าไปใช้สิ่งใหม่ๆ นี้ คือ นวัตกรรม ซึ่งเป็นทั้งความรู้ ความคิด เทคนิควิธีการ และเทคโนโลยีใหม่ๆ โดยได้อธิบายทฤษฎีกระบวนการแพร่กระจายนวัตกรรมนี้ว่ามีตัวแปรหรือองค์ประกอบหลักที่สำคัญ 4 ประการ (Four main element in the diffusion of innovations) คือ 1.นวัตกรรม(Innovation), 2.การสื่อสารโดยผ่านสื่อทางใดทางหนึ่ง(Types of Communication), 3.เกิดในช่วงเวลาหนึ่ง(Time or Rate of Adoption), 4.ระบบสังคม (Social System)

ทฤษฎีการเชื่อมโยงความรู้ (Connectivism) (Siemens, 2005; Starkey, 2012)ทฤษฎีการเชื่อมโยงความรู้ เป็นทฤษฎีการเรียนรู้สำหรับโลกยุคดิจิทัลที่มีจุดมุ่งหมายเพื่อให้บุคคล องค์กร และเทคโนโลยี สามารถสร้างองค์ความรู้ร่วมกันได้ (Siemens, 2005; Downes, 2012) ผ่านการเชื่อมโยงระหว่างบุคคลกับข้อมูลซึ่งอาจอยู่ในรูปสัญลักษณ์ ข้อความ รูปภาพ เสียง หรืออารมณ์ความรู้สึกที่กระจายอยู่ทั่วไปในในเครือข่ายออนไลน์แบบเปิดหรือเครือข่ายอินเทอร์เน็ต ซึ่งการเชื่อมโยงข้อมูลนี้มีลักษณะเป็นเครือข่ายหรือแพร่ขยายอย่างต่อเนื่องได้เมื่อข้อมูลหนึ่งๆ เชื่อมต่อกับข้อมูลอื่นๆ ต่อไปอีก โดย Stephen Downes ได้นำแนวคิดของทฤษฎีการเชื่อมโยงความรู้ไปสร้างแบบจำลองทางชีวภาพของสมองและโครงข่ายระบบประสาท เพื่ออธิบายการเรียนรู้ผ่านการเชื่อมโยงนี้ ซึ่งเขาอธิบายว่าการเชื่อมต่อกันของข้อมูลเป็นเครือข่ายจะมีลักษณะเรียกว่า นิเวศการเรียนรู้ (Learning Community) หรือ เครือข่ายความรู้ (Knowledge Network) โดยเครือข่ายหรือนิเวศการเรียนรู้จะมีขนาดใหญ่หรือเล็กขึ้นนั้นอยู่กับจำนวนข้อมูลและบุคคลที่เชื่อมโยงกันเปรียบเสมือนระบบประสาทของมนุษย์ที่เชื่อมต่อและส่งผ่านข้อมูลระหว่างกันแล้วทำให้เกิดผลลัพธ์ต่างๆ ขึ้น (Downes, 2007; 2012) ดังนั้น การเรียนรู้ตามแนวคิดทฤษฎีเชื่อมโยงความรู้จึงหมายถึงการพัฒนาความรู้ผ่านการเชื่อมโยงข้อมูลกับเครือข่ายออนไลน์ที่เปิดกว้างรอบตัว ซึ่งข้อมูลดังกล่าวมีจำนวนมากมายและเปลี่ยนแปลงตลอดเวลา**(**สุทธิพร แท่นทอง.2563 วารสารสวนสุนันทาวิชาการและวิจัย**)**

Graph User Interface (GUI) นั้น จะมีส่วนผสมของทฤษฎีอยู่ 3 ทฤษฎี คือ ทฤษฎีการแพร่กระจายทางวัฒนธรรมเทคโนโลยีของ Everett Roger (1995) และทฤษฎีสัญญะวิทยา ระดับ Symbol ของ เพียร์ซ (C. Peirce) รวมทั้ง ทฤษฎีการเชื่อมโยงความรู้_นอกจากนั้น ผู้วิจัย ยังได้ศึกษา งานวิจัยทั้งภายในประเทศและภายนองประเทศ

2.6 งานวิจัยที่เกี่ยวข้อง

อภิสิทธิ์ โยลัย*, กาญจนา คำสมบัติ, ทินกร คุณาสิทธ์, และอนุวัต ขัยเกียรติธรรม 2565 กล่าวว่า พัฒนาแอปพลิเคชันการจองคิวร้านเสริมสวย ที่ง่ายต่อการใช้ การการนำ GUI มาออกแบบสามารถจองคิว, มีการเพิ่ม ลบ ข้อมูลลูกค้าได้ดี

กนลา เจริญสุข 2565 กล่าวว่า ผู้วิจัยใช้สื่อ MATLAB GUI และสื่อ PowerPoint เป็นสื่อที่ช่วยทบทวนความรู้ความเข้าใจและเพิ่มความเข้าใจได้ดี ในการเรียนการสอนที่นำสื่อGUI มาใช้

จุฑารัตน์ โพธิ์หลวง 2565 กล่าวว่าพัฒนาส่วนต่อประสานกราฟิกกับผู้ใช้มีคุณภาพการใช้งานอยู่ในระดับมากที่สุด,ผู้เรียนที่มีการใช้ส่วนต่อประสานกราฟิกกับผู้ใช้มีผลสัมฤทธิ์ทางการเรียนสูง,ผู้เรียนมีทัศนคติต่อการใช้ส่วนต่อประสานกราฟิกกับผู้ใช้อยู่ในระดับมาก

วีระ ยุคุณธร 2561 กล่าวว่า GUI ที่ถูกสร้างและพัฒนาขึ้น สามารถเชื่อมต่อ คำนวณและเร็ว รวมทั้งแม่นยำกว่ามนุษย์

นนทรัฐ บำรุงเกียรติ และชานนท์ วริสาร 2557 กล่าวว่า โปรแกรมจำลอง MATLAB (GUI)ผลการจำลองจะแสดงให้เห็นถึงลักษณะของภาพสื่อบันทึกแม่เหล็กจริงที่มีสภาพความเป็นแม่เหล็กสอดคล้องกับบิตข้อมูลและลักษณะของสัญญาณอ่านกลับที่ได้จากการใช้ภาพสื่อบันทึกข้อมูลจริงที่แตกต่างในแต่ละกรณีทำให้ เข้าใจภาพรวมของระบบการบันทึกข้อมูลมากยิ่งขึ้น

Knut Anders Stokke , Mikhail Barash , Jaakko Jrvi, January 2023 กล่าวว่า ความยุ่งยากทั่วไปในการเขียนโปรแกรมส่วนต่อประสานกราฟิกกับผู้ใช้ (GUI) คือคุณลักษณะสำหรับการจัดการโครงสร้าง เช่น รายการและแผนผัง มีจำกัด ไม่สอดคล้องกัน บั๊ก หรือแม้แต่ขาดหายไป การใช้ชุดการดำเนินการที่สมบูรณ์และสะดวกสำหรับการแทรก การลบ และการจัดลำดับองค์ประกอบใหม่ในโครงสร้างดังกล่าวอาจเป็นเรื่องที่น่าเบื่อและยาก: โครงสร้างที่ปรากฏเป็นคอลเลกชันเดียวสำหรับผู้ใช้สามารถนำไปใช้เป็นโครงสร้างข้อมูลที่แตกต่างกันหลายตัวและเว็บของการพึ่งพาระหว่างกัน การปรับเปลี่ยนโครงสร้างจำเป็นต้องเปลี่ยนแปลงทั้งโมเดลและมุมมองของ GUI และการดำเนินการทำบัญชีที่ไม่เกี่ยวข้อง เช่น การเพิ่มและการลบตัวจัดการเหตุการณ์

Hiroshi Watabe , Kwan Ngok Yu , Nursel Safakatti ,Mehrdad Shahmohammadi Beni, 5 September 2022 กล่าวว่า เราได้พัฒนาโปรแกรมคอมพิวเตอร์ GUI แบบโอเพ่นซอร์สสำหรับการสร้างแบบจำลองการขนส่งรังสีและการโต้ตอบใน Phantom slab แบบหลายส่วนโดยใช้ระบบแบบกริดสำหรับแพ็คเกจ PHITS MC ที่ใช้กันอย่างแพร่หลาย เครื่องมือที่พัฒนาขึ้นจะเป็นประโยชน์สำหรับผู้ใช้แพ็คเกจ PHITS MC ในอนาคต และโดยเฉพาะผู้ใช้ที่ไม่มีประสบการณ์ โปรแกรมปัจจุบันเผยแพร่ภายใต้ลิขสิทธิ์ GPL และผู้ใช้ทุกคนสามารถดาวน์โหลด แก้ไข และแจกจ่ายโปรแกรมซ้ำได้อย่างอิสระโดยไม่มีข้อจำกัดใดๆ

Riccardo Coppola, Emil Alégroth, December 2022, กล่าวว่า การทดสอบโดยใช้ GUI เป็นสาขาย่อยของการวิจัยการทดสอบซอฟต์แวร์ที่เกิดขึ้นในช่วงสามทศวรรษที่ผ่านมา เทคนิคการทดสอบโดยใช้ GUI มุ่งเน้นไปที่การตรวจสอบความสอดคล้องตามหน้าที่ของระบบภายใต้การทดสอบ (SUT) ผ่านอินเทอร์เฟซผู้ใช้แบบกราฟิก อย่างไรก็ตาม แม้จะมีการเติบโตของโดเมนการวิจัย แต่การศึกษาในภาคสนามก็มีความสามารถในการทำซ้ำและเปรียบเทียบได้ต่ำ สาเหตุหนึ่งที่สังเกตได้ของปรากฏการณ์เหล่านี้คือการขาดความเข้มงวดในการวิจัยและเมตริกที่ใช้กันทั่วไป รวมถึงเมตริกความครอบคลุม

Michel Nass , October 2021 กล่าวว่า จากการวิเคราะห์ เราจะหารือว่าเหตุใดความท้าทายหลักเกี่ยวกับการทดสอบอัตโนมัติที่ใช้ GUI จึงยังคงมีอยู่ และเหตุใดความท้าทายบางอย่างจึงยังคงอยู่ในอนาคต สำหรับคนอื่น ๆ เราจะหารือเกี่ยวกับวิธีที่เป็นไปได้ในการแก้ปัญหาความท้าทาย การวิจัยเพิ่มเติมควรมุ่งเน้นไปที่การค้นหาวิธีแก้ไขความท้าทายทางเทคนิคที่ระบุด้วยระบบทดสอบอัตโนมัติที่ใช้ GUI ซึ่งสามารถแก้ไขหรือบรรเทาได้ อย่างไรก็ตาม ในขณะเดียวกัน เราต้องรับทราบและพยายามเอาชนะความท้าทายที่ไม่ใช่ด้านเทคนิค

Meryem Tahri, Mohamed Maanan, Haytham Tahri, Jan Kaňspar, Ratna Chrismiari ,Purwestri, Zohreh Mohammadi, Róbert Marušák, January 2022กล่าวว่า Fuzzy-AHP Matlab GUI ที่ใช้งานง่ายช่วยอำนวยความสะดวกในการวิเคราะห์กระบวนการอย่างรวดเร็วและนำเสนอวิธีการใหม่ในการเพิ่มความไม่แน่นอนเพื่อค้นหาการประนีประนอมที่ดีที่สุดในหมู่ผู้เชี่ยวชาญ เครื่องมือนี้มีประโยชน์สำหรับการปรับกระบวนการของระบบสนับสนุนการตัดสินใจให้เหมาะสมในหลากหลายสาขา

Puneet Mishra. CT-GUI 15 July 2021,กล่าวว่า อินเทอร์เฟซผู้ใช้แบบกราฟิกแบบใหม่ของ MATLAB ที่ผสานรวมแนวทางการถ่ายโอนการสอบเทียบแบบหลายตัวแปร วิธีการต่างๆ สำหรับการถ่ายโอนการสอบเทียบแบบอิงมาตรฐานและแบบไม่มีมาตรฐานถูกรวมเข้าด้วยกัน การสาธิตกล่องเครื่องมือและฟังก์ชันการทำงานของวิธีการต่างๆ ได้รับการตัดสินโดยใช้กรณีการถ่ายโอนการสอบเทียบของชุดข้อมูลข้าวโพด วิธีการทั้งหมดได้รับการทดสอบในชุดข้อมูลข้าวโพดและผลปรากฏว่ากล่องเครื่องมือพร้อมใช้งานคุณสมบัติที่ดีที่สุดของกล่องเครื่องมือคือเป็นกล่องเครื่องมือแบบปุ่มกดที่แม้แต่ผู้ที่ไม่ใช่ผู้เชี่ยวชาญก็สามารถใช้เพื่อให้ได้งานโอนการสอบเทียบที่ซับซ้อน กล่องเครื่องมือ CT-GUI มีอยู่ที่ https://tinyurl.com/PMishra

Tadeusz Mikolajczyk ,Volume 22, 2018, Pages 172-179 กล่าวว่า อุปกรณ์พกพากำลังได้รับความนิยมเพิ่มมากขึ้นอย่างไม่ต้องสงสัย อย่างไรก็ตาม ความก้าวหน้าในแอปพลิเคชันมือถือนั้นยังต้องตามมาด้วยความก้าวหน้าในอุตสาหกรรมการผลิต บทความนี้นำเสนอวิธีการใหม่สำหรับการพัฒนาแอปพลิเคชันบนแพลตฟอร์ม Android ในบุ๊กมาร์กของ MIT App Inventor วิธีการวิจัยประกอบด้วยขั้นตอนวิธีและการออกแบบแอปพลิเคชัน นอกจากนี้ยังมีการนำเสนอตัวอย่างของโปรแกรม SpeedCalc ที่ซับซ้อนสำหรับการเลือกความเร็วแกนเครื่องกลึงสำหรับค่าที่กำหนดของความเร็วตัดที่สัมพันธ์กับเส้นผ่านศูนย์กลางของชิ้นงาน สามารถใช้โปรแกรมกับโทรศัพท์มือถือหรือแท็บเล็ตได้

Sulin Pang, 1 July 2020 กล่าวว่า เอกสารนี้ออกแบบและประดิษฐ์แพลตฟอร์ม internet of things ของ One-Key for Help APP โดยอิงตามเทอร์มินัลอัจฉริยะเคลื่อนที่ (MIT) สำหรับการตอบสนองความเสี่ยงของ one-key for help, ข้อมูลสำหรับความช่วยเหลือ, SMS สำหรับความช่วยเหลือ, โทรศัพท์สำหรับการสนับสนุน, โทรศัพท์แผนที่ เพื่อความได้เปรียบ ข้อความเสียงเพื่อขอความช่วยเหลือ และวิดีโอเพื่อขอความช่วยเหลือ สำหรับหน่วยงานช่วยเหลือฉุกเฉินของรัฐบาล (GERD) แพลตฟอร์มดังกล่าวได้รับการตั้งค่าล่วงหน้าด้วยระบบตำรวจ 110 ระบบของจีน ระบบแจ้งเตือนเหตุเพลิงไหม้ 119 ระบบ ศูนย์ฉุกเฉิน 120 ระบบ ระบบเหตุการณ์จราจร 122 ระบบ ตลอดจนแผนกช่วยเหลือฉุกเฉินของรัฐบาล (GERD) การช่วยเหลือด้านสวัสดิการสังคม องค์กรต่างๆ (SPWRO) การขอความช่วยเหลือจากครอบครัวและเพื่อน และได้รับการออกแบบวิธีการโทรขอความช่วยเหลือฉุกเฉินตามขอบเขตของภูมิภาค เช่น คนใกล้เคียง ชุมชน เมือง จังหวัด และทั่วประเทศ เพื่อให้รับรู้ถึงการขอความช่วยเหลือจาก รายบุคคลต่อรัฐบาล กลุ่ม เครือญาติ ภูมิภาค ฯลฯ บทความนี้ยังกำหนดการระบุความเสี่ยงเดียว สภาพแวดล้อมที่มีความเสี่ยงหลายรายการ และออกแบบการระบุความเสี่ยง & คีย์เดียวสำหรับอัลกอริทึมความช่วยเหลือ แอป One-Key สำหรับ Help ของแพลตฟอร์ม IOT ถูกนำไปใช้กับกรณีจริง แพลตฟอร์ม APP สามารถใช้ได้ในหลายประเทศหรือภูมิภาค และเมืองหรือหมู่บ้านใดๆ ทั่วโลก แพลตฟอร์ม One-Key for Help APP สามารถใช้ได้ในประเทศหรือภูมิภาคใด ๆ และเมืองหรือหมู่บ้านใด ๆ ในโลก บุคคลเพียงต้องการลงทะเบียนแอปและใช้งานไม่ว่าบุคคลนั้นจะอยู่ที่ไหนไม่ว่าที่ใดก็ตามที่มีอินเทอร์เน็ตบนมือถือ บุคคลที่เกี่ยวข้องสามารถใช้แพลตฟอร์ม One-Key for Help APP เพื่อส่งข้อมูลฉุกเฉินไปยังครอบครัว เพื่อน ที่เกี่ยวข้อง หรือโรคกรดไหลย้อนเมื่อมีความทุกข์ในช่วงเวลาใดเวลาหนึ่ง แอพนี้มีฟังก์ชั่นขั้นสูงและการใช้งานที่เรียบง่าย ซึ่งมีคำแนะนำทางวิทยาศาสตร์และคุณค่าเชิงปฏิบัติสำหรับการป้องกันเหตุฉุกเฉินทางสังคมทุกประเภท

Daniel Romberg, March 2022, กล่าวว่า แอพปัญญาประดิษฐ์ (AI) มีศักยภาพที่ดีในการวินิจฉัยทางพยาธิวิทยาที่แม่นยำยิ่งขึ้นและประหยัดเวลา การใช้ AI อย่างแพร่หลายในพยาธิวิทยาถูกขัดขวางโดยความไม่ลงรอยกันของอินเทอร์เฟซระหว่างซอฟต์แวร์พยาธิวิทยา เราศึกษาอินเทอร์เฟซที่มีอยู่เพื่อพัฒนาอินเทอร์เฟซแอป EMPAIA ซึ่งเป็นมาตรฐานเปิดสำหรับการรวมแอป AI ทางพยาธิวิทยา

กลุ่มเป้าหมาย

การศึกษาวิจัยครั้งนี้เป็นการวิจัยเชิงคุณภาพ ซึ่งผู้วิจัยแบ่งกลุ่มเป้าหมายดังนี้

3.1.1 กลุ่มเป้าหมายประเภทบุคคล (Casual Information) ได้แก่ นักเรียน ระดับ ปวช. 1 แผนกเทคโนโลยีสารสนเทศ ภาคเรียน ที่ 2 ปีการศึกษา 2564 วิทยาลัยเทคนิคขอนแก่น ซึ่ง มี 2 ห้องเรียน คือ ปวช 1/1 = 22 คน และปวช 1/2 = 17 คน มีจำนวน 39 คน

3.1.2 กลุ่มผู้รู้ (Key Information) ประกอบด้วย นักวิชาการ ครู แผนกเทคโนโลยีสารสนเทศ ในกลุ่ม PLC จำนวน 8 คน PLC-IT2/2564

สรุป

บทความนี้ ผู้วิจัยนำเสนอ การใช้ Graph User Interface ในการเพิ่มทักษะการเขียนโปรแกรม โดยใช้ชุดฝึกปฏิบัติ Command Button และ Image เครื่องมือที่ใช้คือ MIT APP INVENTOR โดยพัฒนาซอฟต์แวร์เชิงคอมโพเนนต์ และยังรวมถึงการใช้ทฤษฎีการแพร่กระจายนวัตกรรม ของ Everett Roger (1995) เพื่อแสดงให้ทราบว่า ในยุคปัจจุบัน เทคโนโลยีมีการพัฒนาแบบก้าวกระโดด ผู้พัฒนา จะคิดค้น นวัตกรรมใหม่ๆขึ้นมา ถ้าเป็นที่นิยมก็จะแพร่กระจายไปยังส่วนต่างๆ ทำให้เกิดการเปลี่ยนแปลง กระตุ้น และมีผลกระทบ ต่อ การเรียนการสอน ในปัจจุบันมากขึ้น นอกจากนั้น ยังเกี่ยวข้องกับทฤษฎีสัญญะวิทยา (Semiology) ของ เพียร์ซ (C. Peirce) ในส่วนของ ซิมโบว์ (Symbol) ที่นักพัฒนา ปุ่มต่างๆ เพื่อให้ใช้งานง่ายขึ้นบนมือถือ ที่เป็นที่นิยมในปัจจุบันรวมทั้ง ทฤษฎีการเชื่อมโยงความรู้ (Connectivism) ของ Siemens คือ เป็นทฤษฎีการเรียนรู้สำหรับโลกยุคดิจิทัลที่มีจุดมุ่งหมายเพื่อให้นักเรียนและเทคโนโลยี สามารถสร้างองค์ความรู้ร่วมกันได้ (Siemens, 2005; Downes, 2012) การใช้ ชุดฝึกชุดฝึกปฏิบัติ Command Button และ Image เครื่องมือที่ใช้คือ MIT APP INVENTOR เป็นการง่ายต่อนักเรียนหรือนักพัฒนาซอฟ์แวร์ (Software) ที่เห็นเป็นซิมโบว์ (Symbol) ต่างๆ มาใช้ในการเรียนการสอน ทำให้นักเรียนพัฒนาทักษะได้ดีขึ้น มีผลต่อการเรียนเพิ่มขึ้น รวมทั้งทำให้ครูมีการศึกษาค้นคว้าเกิดการเคลื่อนไหวทางวิชาการ อยู่เสมอ และสามารถตอบสนองนโยบายของประเทศ รวมทั้งจังหวัด ที่พัฒนาบุคลากรด้านสารสนเทศให้มีประสิทธิภาพ และร่วมมือรวมทั้งสื่อสารกับนักพัฒนาทั้งในและนอกประเทศ เพื่อมีส่วนร่วมในการพัฒนาแอพพลิเคชั่นให้ตรงกับความต้องการของตลาดและประเทศต่อไป

ข้อเสนอแนะ

จากผลการศึกษา

1 ผู้วิจัยเลือกเครื่องมือ (Tool)ที่ใช้คือ MIT APP INVENTOR แบบออนไลน์ (Online) เพราะ เป็นการพัฒนา ของมหาวิทยาลัย MIT ที่มีการพัฒนาปรับปรุงตลอดเวลา เหมาะกับผู้เริ่มต้นเรียนการเขียนโปรแกรม และเด็กนักเรียนจะคุ้นชินกับคำศัพท์ภาษาอังกฤษ และผู้วิจัยอื่นสามารถใช้โปรแกรม Graph User Interface อื่นๆได้ ที่เป็นที่นิยม เช่น Matlab GUI, Microsoft Visual studio, VSCode ฯลฯ เพื่อให้เหมาะกับการใช้งานด้านต่างๆ

2 ในการวิจัยเรื่อง Graph User Interface: ชุดฝึกปฏิบัติ Command Button และ Image เพื่อเพิ่มทักษะการเขียนโปรแกรม ของ นักเรียน ระดับ ปวช. 1 แผนกเทคโนโลยีสารสนเทศ ภาคเรียน ที่ 2 ปีการศึกษา 2564 วิทยาลัยเทคนิคขอนแก่น ผู้วิจัยได้ใช้กระบวนการ PLC ของแผนกเทคโนโลยีสารสนเทศ และเป็นการ ทำ PA ในปีงบประมาณ 2565 ของวิทยาลัยเทคนิคขอนแก่น ผู้วิจัยท่านอื่น สามารถปรับใช้กับกระบวนการต่างๆได้

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ผลการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิด ร่วมกับรูปแบบ SSCS ที่มีต่อผลสัมฤทธิ์ทางการเรียนและความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6

Effect of Learning Management on Measures of Central Tendency by Using Open Approach with Sscs Model on Learning Achievement and Mathematical Problem-Solving Ability of Matthayomsuksa 6 Students

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บทคัดย่อ

การวิจัยครั้งนี้มีความมุ่งหมาย เพื่อ 1) เปรียบเทียบผลสัมฤทธิ์ทางการเรียน เรื่อง การวัดค่ากลางของข้อมูล ระหว่างก่อนเรียนและหลังเรียนด้วยการจัดการเรียนรู้ โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS 2) เปรียบเทียบความสามารถในการแก้ปัญหาทางคณิตศาสตร์หลังเรียนกับเกณฑ์ร้อยละ 70 และ 3) ศึกษาความพึงพอใจที่มีต่อการจัดการเรียนรู้ โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS โดยมีกลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 6/8 ภาคเรียนที่ 1 ปีการศึกษา 2565 โรงเรียนจอมพระประชาสรรค์ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสุรินทร์ จำนวน 34 คน ได้มาจากการสุ่มแบบกลุ่ม (Cluster random sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แผนการจัดการเรียนรู้ 2) แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน 3) แบบทดสอบวัดความสามารถในการแก้ปัญหาทางคณิตศาสตร์ และ 4) แบบสอบถามความพึงพอใจ วิเคราะห์ข้อมูลโดยใช้สถิติพื้นฐานและทดสอบสมมติฐานโดยใช้การทดสอบค่า t ผลการวิจัยพบว่า 1) นักเรียนมีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 2) นักเรียนมีความสามารถในการแก้ปัญหาทางคณิตศาสตร์ สูงกว่าเกณฑ์ร้อยละ 70 อย่างมีนัยสำคัญทางสถิติ ที่ระดับ .05 และ 3) นักเรียนมีความพึงพอใจต่อการจัดการเรียนรู้ในระดับมากที่สุด

คำสำคัญ : วิธีการแบบเปิด, รูปแบบ SSCS, ผลสัมฤทธิ์ทางการเรียน, ความสามารถในการแก้ปัญหาทางคณิตศาสตร์

Abstract

The purposes of this research were; 1) to compare students' learning achievement before and after learning on Measures of Central Tendency by using Open Approach with SSCS Model, 2) to compare students' mathematical problem solving with a 70% threshold, and 3) to study the satisfaction towards learning management by using Open Approach with SSCS Model. The sample was 34 Matthayomsuksa 6/8 Students at Chomphraprachasan School, Chomphra District, Surin Province in the first semester of the academic year 2022 selected by cluster random sampling. The research instruments were consisted of 1) lesson plans, 2) learning achievement test, 3) mathematical problem-solving ability test, and 4) questionnaire asking students' satisfaction. The collected data was analyzed basic statistics. The hypothesis was tested by using t – test. The findings show that : 1) The students' learning achievement after learning was higher than before learning at statistical significance at the .05 level. 2) The students' mathematical problem-solving ability of students higher than the 70% threshold with statistical significance at the .05 level. 3) The students' satisfaction towards with learning management was at the highest level.

Keywords: Open Approach, SSCS Model, Learning Achievement, Mathematical Problem-Solving Ability.

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บทนำ

คณิตศาสตร์มีความสำคัญอย่างยิ่งต่อการพัฒนาความคิดของมนุษย์ เป็นเครื่องมือในการศึกษา เป็นรากฐานในการพัฒนาทรัพยากรบุคคลของชาติ การศึกษาคณิตศาสตร์จึงจำเป็นต้องมีการพัฒนาอย่างต่อเนื่อง เพื่อให้ทันสมัย สอดคล้องกับสภาพเศรษฐกิจสังคมที่เจริญก้าวหน้าอย่างรวดเร็วในยุคโลกาภิวัฒน์ (กระทรวงศึกษาธิการ, 2560) การพัฒนาทางด้านคณิตศาสตร์ เริ่มจากการจัดการเรียนการสอนของครูผู้สอน เน้นนักเรียนมีความสำคัญที่สุด มุ่งพัฒนาผู้เรียนให้มีคุณภาพ ทั้งองค์ความรู้ ทักษะหรือกระบวนการเรียนรู้และคุณลักษณะอันพึงประสงค์ บรรลุมาตรฐานการเรียนรู้ที่กำหนดไว้ (กระทรวงศึกษาธิการ, 2551) จากตัวชี้วัดและสาระการเรียนรู้แกนกลาง กลุ่มสาระการเรียนรู้คณิตศาสตร์ฉบับปรับปรุง พ. ศ. 2560 ตามหลักสูตรแกนกลางการศึกษา ขั้นพื้นฐาน พ.ศ. 2551 ได้กำหนดสาระไว้ให้ผู้เรียนในรายวิชาคณิตศาสตร์ 3 สาระ คือ จำนวนและพีชคณิต การวัดและเรขาคณิต และสถิติและความน่าจะเป็น นอกจากนี้ยังกำหนดทักษะและกระบวนทางคณิตศาสตร์ เป็นความสามารถที่จะนำความรู้ ไปประยุกต์ใช้ในการเรียนรู้ต่าง ๆ และใช้ในชีวิตประจำวันได้อย่างมีประสิทธิภาพ (สถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี, 2560) โดยทักษะการแก้ปัญหาทางคณิตศาสตร์ เป็นทักษะแรกที่นักเรียนควรเรียนรู้และได้รับการฝึกฝน

จากผลการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O - NET) ปีการศึกษา 2563 – 2564 สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสุรินทร์ พบว่า นักเรียนชั้นมัธยมศึกษาปีที่ 6 มีคะแนนเฉลี่ยต่ำกว่าระดับประเทศ และสาระการเรียนรู้ที่มีคะแนนเฉลี่ยต่ำกว่าระดับประเทศ ได้แก่ สาระการเรียนรู้สถิติและความน่าจะเป็น ซึ่งเป็นสาระการเรียนรู้ที่จัดอยู่ในระดับชั้นมัธยมศึกษาปีที่ 6 (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสุรินทร์, 2564) เมื่อพิจารณาผลสัมฤทธิ์ทางการเรียนรายวิชาคณิตศาสตร์ ในสาระการเรียนรู้สถิติ ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนจอมพระประชาสรรค์ พบว่า ผลการทดสอบในแต่ละครั้งมีผู้ผ่านเกณฑ์ที่กำหนดน้อยกว่าร้อยละ 50 ของนักเรียนทั้งหมด และผลการเรียนเฉลี่ยต่ำกว่าเกณฑ์ที่สถานศึกษากำหนด ผลการเรียนระดับดีขึ้นไปต่ำกว่า ร้อยละ 70 แสดงให้เห็นว่าควรจะพัฒนาผลสัมฤทธิ์ทางการเรียนของนักเรียนให้ดีขึ้น เป็นไปตามเกณฑ์ที่กำหนดและเน้นพัฒนาในสาระการเรียนรู้ที่มีผลสัมฤทธิ์ต่ำกว่าเกณฑ์ นั่นคือ สาระการเรียนรู้สถิติและความน่าจะเป็น

จากผลสัมฤทธิ์ทางการเรียนรายวิชาคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนจอมพระประชาสรรค์ ไม่เป็นตาม ที่กำหนดอาจเนื่องมาจากจัดการเรียนการสอนในวิชาคณิตศาสตร์ ครูผู้สอนยังเน้นถ่ายทอดความรู้ อธิบาย ยกตัวอย่างให้กับผู้เรียน เมื่อให้นักเรียนทำแบบฝึกหัดหรือแบบทดสอบที่มีโจทย์แตกต่างจากตัวอย่าง นักเรียนไม่สามารถดำเนินการเพื่อหาคำตอบได้ นอกจากนี้เมื่อครูผู้สอนจัดกิจกรรมการเรียนการสอนที่ฝึกทักษะกระบวนการคณิตศาสตร์ให้แก่ผู้เรียน หรือให้นักเรียนทำแบบทดสอบแบบอัตนัย แสดงวิธีการหาคำตอบ วิธีการแก้ปัญหา พบว่า นักเรียนส่วนใหญ่ไม่มีการวิเคราะห์โจทย์ ไม่สามารถดำการแก้ปัญหา หาคำตอบได้ ใช้เวลาหาวิธีในการดำเนินการแก้ปัญหานาน ไม่สามารถนำความรู้ที่เรียนมาประยุกต์ใช้ดำเนินการแก้ปัญหาได้ แสดงให้เห็นว่าการจัด การเรียนการสอนคณิตศาสตร์ยังไม่สามารถพัฒนานักเรียนทั้งทางด้านผลสัมฤทธิ์ทางการเรียนและทักษะกระบวนการเท่าที่ควร โดยเฉพาะทักษะการแก้ปัญหาทางคณิตศาสตร์ ผู้วิจัยศึกษาการจัดการเรียนรู้ที่จะนำมาใช้ในการพัฒนาผลสัมฤทธิ์ทางการเรียนและแก้ปัญหาทางคณิตศาสตร์ พบว่า การจัดการเรียนรู้ด้วยวิธีการแบบเปิด (Open Approach) และการจัดการเรียนรู้รูปแบบ SSCS ต่างก็เป็นวิธีการสอนที่พัฒนาผลสัมฤทธิ์ทางการเรียนและเน้นพัฒนากระบวนการแก้ปัญหาทางคณิตศาสตร์

การจัดการเรียนรู้ด้วยวิธีการแบบเปิด (Open Approach) เป็นการจัดการเรียนรู้ที่เน้นการจัดกิจกรรมหรือโจทย์สถานการณ์ต่าง ๆ ให้มีลักษณะที่เป็นปัญหาปลายเปิด กระตุ้นให้นักเรียนได้คิดค้นความรู้ ลงมือปฏิบัติ ใช้วิธีการในการแก้ปัญหาที่หลากหลาย กระทำจริงทุกขั้นตอนจนเกิดการเรียนรู้ด้วยตัวเอง นำประสบการณ์ในการแก้ปัญหาไปใช้เป็นแนวทางในการแก้ปัญหาในสถานการณ์ปัญหาใหม่ได้ เกิดการแลกเปลี่ยนเรียนรู้ร่วมกันในชั้นเรียน เรียนรู้วิธีการคิดและวิธีการทำความเข้าใจทั้งตนเองและผู้อื่น ซึ่งสอดคล้องกับผลวิจัย ไมตรี อินทร์ประสิทธิ์ (2552) พัทธยากร บุสสยา (2559) อิฟฟัต กาเดร์ (2559) อริษา คำโหมด (2562) พบว่า การจัดการเรียนรู้โดยใช้วิธีการแบบเปิด พัฒนาให้นักเรียนมีผลสัมฤทธิ์ทางการเรียนที่สูงขึ้น พัฒนากระบวนการแก้ปัญหาอย่างหลากหลายผ่านสถานการณ์ปัญหาแบบปลายเปิดทำให้นักเรียนสามารถวิเคราะห์และทำความเข้าใจปัญหา แสวงหาแนวทางในการแก้ปัญหาที่หลากหลาย นำมาใช้ในการแก้ปัญหาได้อย่างมีประสิทธิภาพ อีกทั้งมีความกระตือรือร้น สนใจการเรียน กล้าคิด กล้าแสดงออก มีการแลกเปลี่ยนเรียนรู้ซึ่งกันและกัน ยอมรับฟังความคิดเห็นของผู้อื่นมากขึ้น

รูปแบบ SSCS คือ การจัดการเรียนรู้ที่เน้นทักษะกระบวนการการแก้ปัญหา เพื่อให้ผู้เรียนเรียนรู้ตามกระบวนการการแก้ปัญหาตามขั้นตอน 4 ขั้นตอน คือ ขั้นที่ 1 Search : S ขั้นที่ 2 Solve : S ขั้นที่ 3 Create : C และขั้นที่ 4 Share : S การเรียนรู้นี้เน้นทักษะการแสวงหาความรู้ การค้นพบ การสร้างองค์ความรู้ เพื่อให้ผู้เรียนแก้ปัญหาได้อย่างสมบูรณ์ ให้ผู้เรียนค้นหาคำตอบจากสถานการณ์หรือเหตุการณ์ต่าง ๆ ส่งผลให้นักเรียนได้เรียนรู้การใช้ทักษะการแก้ปัญหาได้สมบูรณ์ที่สุดนั้น นักเรียนต้องผ่านประสบการณ์การแก้ปัญหาและมีทักษะทางความคิดที่มีความจำเป็นสำหรับการแก้ปัญหา ซึ่งสอดคล้องกับผลวิจัย มณีรัตน์ พันธุตา (2556) กฤษฎา ขุนอาจและคณะ (2562) ทศพล ศีลอาภรณ์ (2563) พบว่า การจัดการเรียนรู้รูปแบบ SSCS ช่วยพัฒนาความสามารถในการแก้ปัญหาทางคณิตศาสตร์ได้อย่างดี รวมทั้งช่วยพัฒนาผลสัมฤทธิ์ทางการเรียนให้สูงขึ้นอีกด้วย เนื่องจากการเรียนรู้รูปแบบ

SSCS ช่วยให้ผู้เรียนสร้างองค์ความรู้ได้ด้วยตนเอง ให้ผู้เรียนสามารถค้นหาคำตอบจากสถานการณ์หรือเหตุการณ์ต่าง ๆ ทำให้ผู้เรียนพัฒนาความสามารถทางสติปัญญาและช่วยให้ผู้เรียนมีปฏิสัมพันธ์ที่ดีขึ้น จากการที่นักเรียนร่วมแลกเปลี่ยนความคิดเห็นซึ่งกันและกัน

ด้วยเหตุผลและปัจจัยดังกล่าว ผู้วิจัยเห็นความสำคัญในการจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ เพื่อที่นักเรียนจะสามารถนำความรู้ไปบูรณาการประยุกต์ใช้ได้ จึงมีความสนใจศึกษาผลของการจัดการเรียนรู้ด้วยวิธีการแบบเปิดร่วมกับรูปแบบ SSCS ในการจัด การเรียนรู้ในรายวิชาคณิตศาสตร์ เรื่อง การวัดค่ากลางของข้อมูล ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โดยมุ่งหวังเพื่อช่วยพัฒนาผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์และความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนให้สูงขึ้น

วัตถุประสงค์ของการวิจัย

1. เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ก่อนเรียนและหลังเรียนด้วยการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS
2. เพื่อเปรียบเทียบความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 หลังเรียนด้วยการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS กับเกณฑ์ร้อยละ 70
3. เพื่อศึกษาความพึงพอใจของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่มีต่อการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

1. ประชากร คือ นักเรียนชั้นมัธยมศึกษาปีที่ 6 ภาคเรียนที่ 1 ปีการศึกษา 2565 โรงเรียนจอมพระประชาสรรค์ อำเภอจอมพระ จังหวัดสุรินทร์ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสุรินทร์ จำนวน 10 ห้องเรียน รวม 292 คน
2. กลุ่มตัวอย่าง คือ นักเรียนชั้นมัธยมศึกษาปีที่ 6/8 ภาคเรียนที่ 1 ปีการศึกษา 2565 โรงเรียนจอมพระประชาสรรค์ อำเภอจอมพระ จังหวัดสุรินทร์ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสุรินทร์ จำนวน 34 คน ได้จากการสุ่มแบบแบ่งกลุ่ม (Cluster Random Sampling) โดยใช้ห้องเรียนเป็นหน่วยในการสุ่ม

ตัวแปรที่ใช้ในการวิจัย

1. ตัวจัดกระทำ ได้แก่ การจัดการเรียนรู้โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS
2. ตัวแปรที่ศึกษา ได้แก่
   - 2.1 ผลสัมฤทธิ์ทางการเรียน
   - 2.2 ความสามารถในการแก้ปัญหาทางคณิตศาสตร์
   - 2.3 ความพึงพอใจต่อการจัดการเรียนรู้

เนื้อหาที่ใช้ในการวิจัย

เนื้อหาที่ใช้ในการวิจัยครั้งนี้ เรื่อง การวัดค่ากลางของข้อมูล โดยมีหัวข้อย่อยที่ใช้ในการจัดการเรียนรู้ ได้แก่ ค่าเฉลี่ยเลขคณิต มัธยฐาน ฐานนิยม ตามมาตรฐานการเรียนรู้และตัวชี้วัด กลุ่มสาระการเรียนรู้คณิตศาสตร์ (ฉบับปรับปรุง พ.ศ. 2560) ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

เครื่องมือที่ใช้ในการวิจัย

1. แผนการจัดการเรียนรู้วิชาคณิตศาสตร์โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS ระดับชั้นมัธยมศึกษาปีที่ 6 เรื่อง การวัดค่ากลางของข้อมูล จำนวน 12 แผน เวลา 12 ชั่วโมง ไม่รวมเวลาที่ใช้ในการทดสอบก่อนเรียนและหลังเรียน
2. แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์ เรื่อง การวัดค่ากลางของข้อมูล สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่ผู้วิจัยสร้างขึ้น เป็นแบบทดสอบแบบปรนัยชนิดเลือกตอบ มี 5 ตัวเลือกจำนวน 30 ข้อ
3. แบบทดสอบวัดความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนที่เรียนด้วยการจัดการเรียนรู้ โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS เรื่อง การวัดค่ากลาง ของข้อมูล สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6 เป็นแบบทดสอบอัตนัย จำนวน 5 ข้อ ที่ผู้วิจัยสร้างขึ้น โดยใช้เกณฑ์การให้คะแนนแบบ Rubric Score
4. แบบสอบถามความพึงพอใจของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่มีต่อการเรียนวิชาคณิตศาสตร์ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS เป็นแบบมาตราส่วนประมาณค่า 5 ระดับ จำนวน 20 ข้อ

การเก็บรวบรวมข้อมูล

ดำเนินการเก็บรวบรวมข้อมูลในภาคเรียนที่ 1 ปีการศึกษา 2565 ใช้รูปแบบการทดลองแบบ One Group Pretest - Posttest Design โดยดำเนินการวิจัยตามลำดับขั้นตอน ดังนี้

1. นักเรียนทดสอบก่อนเรียน (Pretest) โดยใช้แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน เรื่อง การวัดค่ากลางของข้อมูล เก็บรวบรวมผลการทดสอบ นำไปวิเคราะห์ข้อมูลต่อไป

2. ดำเนินการทดลองตามแผนการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล จำนวน 12 ชั่วโมง ดำเนินการสอน โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS

3. นักเรียนทดสอบหลังเรียน (Posttest) โดยใช้แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน เรื่อง การวัดค่ากลางของข้อมูล ฉบับเดียวกันกับแบบทดสอบก่อนเรียนและทำแบบทดสอบวัดความสามารถในการแก้ปัญหาทางคณิตศาสตร์ เก็บรวบรวมผลการทดสอบ เพื่อนำไปวิเคราะห์ข้อมูลต่อไป

4. นักเรียนทำแบบสอบถามความพึงพอใจที่มีต่อการจัดการเรียนการสอน โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS

5. นำผลการทดสอบมาวิเคราะห์ข้อมูลด้วยวิธีทางสถิติเพื่อทดสอบสมมติฐานและสรุปผลการวิจัยต่อไป

การวิเคราะห์ข้อมูล

1. เปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนก่อนเรียนด้วยการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6 กับหลังเรียน โดยใช้สถิติ Dependent Samples t - test กำหนดค่าสถิติที่ระดับนัยสำคัญ .05

2. เปรียบเทียบความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 หลังเรียนด้วยการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS กับเกณฑ์ร้อยละ 70 โดยใช้สถิติ One Samples t – test กำหนดค่าสถิติที่ระดับนัยสำคัญ .05

3. วิเคราะห์ความพึงพอใจของนักเรียนที่มีต่อการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS ที่มีต่อผลสัมฤทธิ์ทางการเรียนและความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 วิเคราะห์ โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) แล้วนำค่าเฉลี่ยมาแปลความหมายตามเกณฑ์ ที่กำหนด

สรุปผลการวิจัย

ผลการวิจัย

1. วิเคราะห์เปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนก่อนเรียนกับหลังเรียน ด้วยการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6 ผลการวิเคราะห์ข้อมูลดังตารางที่ 1

ตาราง 1 การเปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนก่อนเรียนกับหลังเรียน ด้วยการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6

การทดสอบ	n	คะแนนเต็ม	$\bar{X}$	S.D.	t	Sig.
ก่อนเรียน	34	30	13.35	5.074	13.740*	.000
หลังเรียน	34	30	20.24	4.500		

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 1 พบว่า นักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่ได้รับการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS มีคะแนนเฉลี่ยก่อนเรียน เท่ากับ 13.35 ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 5.074 คะแนนเฉลี่ยหลังเรียนเท่ากับ 20.24 ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 4.500 พิจารณาค่า t มีค่าเท่ากับ 13.740 และจากตารางจะเห็นว่าค่า Sig. < .05 ดังนั้น นักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่ได้รับการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

2. วิเคราะห์เปรียบเทียบความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 หลังเรียนด้วยการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS กับเกณฑ์ร้อยละ 70 ดังตารางที่ 2

ตาราง 2 การเปรียบเทียบความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 หลังเรียนด้วยการจัด การเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS กับเกณฑ์ร้อยละ 70

การทดสอบ	n	คะแนนเต็ม	คะแนนร้อยละ 70	$\overline{X}$	S.D.	t	Sig.
การแก้ปัญหา	34	50	35	43.75	6.01922	8.476*	.000

จากตารางที่ 2 ความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 หลังเรียนด้วยการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS พบว่า มีคะแนนเฉลี่ย เท่ากับ 43.75 ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 6.0192 เมื่อพิจารณาหาค่า t มีค่าเท่ากับ 8.476 และจากตารางจะเห็นว่าค่า Sig. < .05 ดังนั้น นักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่ได้รับการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS มีความสามารถในการแก้ปัญหาทางคณิตศาสตร์ สูงกว่าเกณฑ์ร้อยละ 70 อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

3. วิเคราะห์ความพึงพอใจของนักเรียนที่มีต่อการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS ที่มีต่อผลสัมฤทธิ์ทางการเรียนและความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6

นักเรียนมีความพึงพอใจต่อการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS มีต่อผลสัมฤทธิ์ทางการเรียนและความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โดยรวมทุกด้านอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.58, S.D. = 0.61) เมื่อพิจารณาเป็นรายด้าน พบว่า นักเรียนมีความพึงพอใจด้านครูผู้สอนสูงสุด อยู่ในระดับมากที่สุด ($\overline{X}$ = 4.72, S.D. = 0.48) รองลงมา คือ ด้านสื่อและอุปกรณ์ในการจัดการเรียนรู้ อยู่ในระดับมากที่สุด ($\overline{X}$ = 4.62, S.D. = 0.60) ด้านประโยชน์ที่ผู้เรียนได้รับ อยู่ในระดับมากที่สุด ($\overline{X}$ = 4.57, S.D. = 0.63) ด้านการวัดและประเมินผล อยู่ในระดับมากที่สุด ($\overline{X}$ = 4.55, S.D. = 0.70) และด้านวิธีการจัดการเรียนการสอน อยู่ในระดับมาก ($\overline{X}$ = 4.41, S.D. = 0.63) ตามลำดับ

สรุปผลการวิจัย

จากการศึกษา ผลของการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS ที่มีต่อผลสัมฤทธิ์ทางการเรียนและความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 สรุปผลการวิจัยได้ ดังนี้

1. นักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่ได้รับการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

2. นักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่ได้รับการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS มีความสามารถในการแก้ปัญหาทางคณิตศาสตร์ สูงกว่าเกณฑ์ร้อยละ 70 อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

3. ความพึงพอใจต่อการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการ แบบเปิดร่วมกับรูปแบบ SSCS มีต่อผลสัมฤทธิ์ทางการเรียนและความสามารถในการแก้ปัญหา ทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โดยรวมทุกด้านอยู่ในระดับ มากที่สุด ($\overline{X}$ = 4.58, S.D. = 0.61)

อภิปรายผลการวิจัย

1. นักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่ได้รับการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ซึ่งเป็นไปตามสมมติฐานที่กำหนดไว้ ทั้งนี้อาจเนื่องจาก การจัดการเรียนรู้โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS มุ่งเน้นให้นักเรียนมีอิสระในการคิดหาคำตอบด้วยตนเอง เน้นทักษะการแสวงหาความรู้ การค้นพบ การสร้างองค์ความรู้ เชื่อมโยงสถานการณ์ปัญหาที่นำไปสู่คำตอบหรือแนวทางการแก้ปัญหา รวมถึงการนำเสนอและอภิปรายในชั้นเรียน แลกเปลี่ยนเรียนรู้ซึ่งกันและกันและยอมรับฟังความคิดเห็นของผู้อื่น ซึ่งสอดคล้องกับงานวิจัยของ อิฟฟัต กาเดร์ (2559) ที่กล่าวว่า นักเรียนมีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียน เนื่องจากเป็นการจัดการเรียนรู้ที่ให้ผู้เรียนสร้างองค์ความรู้ด้วยตนเอง ทำความเข้าใจ หาสาเหตุของปัญหา วิธีแก้ปัญหาและวางแผนการแก้ปัญหา

เพื่อเลือกการแก้ปัญหาและคำตอบที่ดีที่สุด นักเรียนเกิดการเรียนรู้และความคงทนของความรู้ได้นาน นอกจากนี้การจัด การเรียนรู้โดยวิธีการแบบเปิดร่วมกับรูปแบบ SSCS เป็นการจัดการเรียนที่เน้นการจัดกิจกรรมหรือโจทย์สถานการณ์ต่าง ๆ ให้มีลักษณะที่เป็นปัญหาปลายเปิด กระตุ้นให้นักเรียนได้คิดค้นความรู้ ลงมือปฏิบัติ ใช้วิธีการในการแก้ปัญหาที่หลากหลาย กระทำจริงทุกขั้นตอน 4 ขั้นตอนอย่างเป็นระบบ จนเกิดการเรียนรู้ด้วยตัวเอง สอดคล้องวิจัยของ ทศพล ศีลอาภรณ์ (2563) กล่าวว่า แต่ละขั้นตอนของการจัดการเรียนรู้แบบ SSCS ได้ส่งเสริมความสามารถในการแก้ปัญหาและผลสัมฤทธิ์ทางการเรียนของนักเรียน ทั้งการกระทำข้อมูล จัดระบบข้อมูลที่ได้เป็นลำดับขั้นตอน ได้ดำเนินการแก้ปัญหาอย่างหลากหลายอย่างสม่ำเสมอ สามารถจัดกระทำข้อมูลให้อยู่ในรูปอย่างง่ายต่อความเข้าใจ รวมทั้งสามารถสื่อสารแลกเปลี่ยนกับเพื่อนได้ สอดคล้องกับคำกล่าวของ สอดคล้องกับคำกล่าวของ โนดะ (Nohda, 2000) กล่าวว่า วิธีการแบบเปิดนั้นมุ่งเน้นให้นักเรียนเข้าถึงสถานการณ์ปัญหาปลายเปิดที่ตอบสนองต่อความสามารถและความสนใจแตกต่างกันและสนับสนุนให้เกิดการพัฒนาการคิดทางคณิตศาสตร์ของนักเรียน สนับสนุนการสืบสอบค้นหาวิธีการ ในการแก้ปัญหาและการสร้างปัญหาด้วยตนเอง

2. นักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่ได้รับการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS มีความสามารถในการแก้ปัญหาทางคณิตศาสตร์ สูงกว่าเกณฑ์ร้อยละ 70 อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ทั้งนี้อาจเนื่องจาก การจัดการเรียนรู้โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS เป็นการจัดการเรียนที่เน้นกระบวนการแก้ปัญหา โดยใช้สถานการณ์ปัญหาปลายเปิดเป็นหลักและสอดแทรกกระบวนการแก้ปัญหาของรูปแบบ SSCS ที่ให้ผู้เรียนเรียนรู้การแก้ปัญหาตามกระบวนการขั้นตอน เปิดโอกาสให้นักเรียนได้เรียนรู้แก้ปัญหา ลงมือปฏิบัติ สร้างองค์ความรู้ ทำให้นักเรียนได้เกิดกระบวนการคิดวิเคราะห์ สังเคราะห์ เพื่อให้ได้มาซึ่งคำตอบ ซึ่งสอดคล้องกับงานวิจัยของ ไมตรี อินทร์ประสิทธิ์ (2552) กล่าวว่า การนำวิธีการแบบเปิดไปใช้ในการจัดการเรียนการสอน นักเรียนมีพัฒนาการด้านกระบวนการทางคณิตศาสตร์ได้ชัดเจนขึ้น ไม่ว่าจะเป็นกระบวนการแก้ปัญหา กระบวนการสื่อสาร กระบวนการพิสูจน์และให้เหตุผล กระบวนการเชื่อมโยงกระบวนการนำเสนอ รวมถึงพัฒนาความคิดสร้างสรรค์ของนักเรียน นักเรียนกล้าแสดงออกมากขึ้นจากการมีส่วนร่วมในการเรียนรู้ สอดคล้องกับงานวิจัยของ สอดคล้องกับงานวิจัยของ มณีรัตน์ พันธุตา (2556) กล่าวว่า การจัดการเรียนรู้โดยใช้รูปแบบ SSCS ทำให้นักเรียนสามารถทำความเข้าใจกับปัญหา วางแผนและดำเนินการแก้ปัญหา ตรวจสอบความถูกต้อง ความเป็นไปได้ของการแก้ปัญหาและมีกระบวนการการทำงานเป็นระบบ สอดคล้องกับงานวิจัยของ พัทธยากร บุสสยา (2559) กล่าวว่า การจัดกิจกรรมการเรียนรู้โดยใช้วิธีการแบบเปิด เป็นการจัดการเรียนรู้ด้วยการนำเสนอปัญหาปลายเปิดให้กับนักเรียนได้ใช้ความรู้และประสบการณ์ที่มีอยู่ในการแก้ปัญหานั้นและให้โอกาสนักเรียนได้คิดแก้ปัญหาด้วยตนเองมากขึ้น ได้ฝึกการวิเคราะห์ ทำความเข้าใจปัญหา วางแผนการแก้ปัญหาดำเนินการตามแผนและมีการตรวจสอบย้อนกลับ สอดคล้องกับงานวิจัยของ กฤษฎา ขุนอาจและคณะ (2562) กล่าวว่า วิธีการแบบเปิดร่วมกับรูปแบบ SSCS เป็นการจัดการเรียนรู้ที่เน้นการแก้ปัญหา โดยอาศัยสถานการณ์ปัญหาปลายเปิดที่เกี่ยวข้องกับชีวิตจริง เพื่อสร้างความสนใจและท้าทายความสามารถให้นักเรียนค้นหาแนวทางที่หลากหลายในการแก้ปัญหา เปิดกว้างในแนวทาง การแก้ปัญหาและสอดคล้องกับงานวิจัยของ อริษา คำโหมด (2562) กล่าวว่า นักเรียนได้คิดแก้ปัญหาอย่างแตกต่างหลากหลาย ทุกคนได้ร่วมมือกัน จึงทำให้สามารถพัฒนาความสามารถในการแก้ปัญหาทางคณิตศาสตร์และสามารถนำไปใช้แก้ปัญหาในชีวิตประจำวันได้

3. ความพึงพอใจต่อการจัดการเรียนรู้ เรื่อง การวัดค่ากลางของข้อมูล โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS มีต่อผลสัมฤทธิ์ทางการเรียนและความสามารถในการแก้ปัญหาทางคณิตศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่า นักเรียนมีความพึงพอใจด้านครูผู้สอนสูงสุด รองลงมา คือ ด้านสื่อและอุปกรณ์ในการจัดการเรียนรู้ ด้านประโยชน์ที่ผู้เรียนได้รับ ด้านการวัดและประเมินผล และด้านวิธีการจัดการเรียนการสอน ทั้งนี้เนื่องจาก ผู้วิจัยได้วางแผนการจัดกิจกรรมการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ จัดกิจกรรมโดยใช้สถานการณ์ปัญหาปลายเปิดเป็นหลัก จัดเตรียมสื่อการเรียนรู้ต่าง ๆ ที่จะส่งเสริมให้ผู้เรียนได้เรียนรู้ด้วยตนเองอย่างอิสระ ได้แสวงหาความรู้ ค้นพบ สร้างองค์ความรู้ด้วยตนเอง ใช้วิธีการในการแก้ปัญหาที่หลากหลาย รวมทั้ง ให้นักเรียนแลกเปลี่ยนเรียนรู้ร่วมกันในชั้นเรียน เรียนรู้วิธีการคิดและวิธีการทำความเข้าใจทั้งของตนเองและของผู้อื่น แลกเปลี่ยนเรียนรู้และยอมรับฟังความคิดเห็นของผู้อื่น สอดคล้องกับงานวิจัยของ เอเบลและพิซซินี (Abell & Pizzini, 1992) กล่าวว่า นักเรียนมีปฏิสัมพันธ์ในการรูปแบบการแก้ปัญหา SSCS ได้ดี นักเรียนให้การสนับสนุน มีส่วนร่วมในการเรียนและเปลี่ยนแปลงพฤติกรรมรู้จักรับผิดชอบในหน้าที่ของตัวเองในการแก้ปัญหาได้ดี สอดคล้องกับงานวิจัยของ อิฟฟัต กาเดร์ (2559) กว่ารูปแบบการจัดการเรียนรู้นี้ ทำให้ผู้เรียนสนุกในการเรียนรู้ในกิจกรรมต่าง ๆ ร่วมกันอย่างสามัคคี เมื่อพิจารณารายด้าน พบว่า ความพึงพอใจต่อบทบาทผู้สอน อยู่ในระดับมาก เนื่องจากการจัดการเรียนรู้นี้ เป็นการจัดการเรียนรู้ที่เน้นผู้เรียนเป็นศูนย์กลาง โดยครูผู้สอนคอยกระตุ้นเสริมแรงเพื่อให้นักเรียนมีแรงจูงใจในการเรียน คอยแนะนำ ช่วยเหลือในการทำงาน คอยอำนวยความสะดวกในด้านสื่อและอุปกรณ์ต่าง ๆ เพื่อให้นักเรียนสะดวกในการเรียนรู้และเรียนรู้ด้วยตนเองมากที่สุด ความพึงพอใจต่อวิธีการสอน อยู่ในระดับมาก ซึ่งการจัดการเรียนการรู้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS เป็นการจัดการเรียนรู้โดยใช้ปัญหาหรือสถานการณ์เป็นตัวกระตุ้น ให้นักเรียนรู้จักการทำงาน แก้ปัญหา การมีปฏิสัมพันธ์ภายในกลุ่มและระหว่างกลุ่ม ทำให้นักเรียนแสดงศักยภาพความสามารถอย่างเต็มที่ เป็นการ

จัดการเรียนรู้ที่ผู้เรียนสร้างความรู้ด้วยตนเอง ความพึงพอใจต่อสื่อการจัด การเรียนรู้ อยู่ในระดับมาก กล่าวได้ว่าการจัดการเรียนรู้ที่ใช้สถานการณ์ที่หลากหลายและใกล้ตัวผู้เรียน สื่อมีความเหมาะสม ความพึงพอใจต่อการวัดและประเมินผล อยู่ในระดับมาก ให้ผู้เรียนมีส่วนร่วมในการประเมินผลภายในกลุ่มและเพื่อน ๆ ส่งผลให้ผู้เรียนมีความตั้งใจในการพัฒนาผลงานในทุก ๆ กิจกรรมออกมาให้ดีที่สุด ความพึงพอใจต่อประโยชน์ ที่ผู้เรียนได้รับ อยู่ในระดับมาก เนื่องจากการจัดการเรียนรู้ที่ให้ผู้เรียนแสวงหาความรู้ด้วยตนเอง ส่งผลให้ผู้เรียนเกิดทักษะการคิดวิเคราะห์ สังเคราะห์และการแก้ปัญหา ซึ่งสามารถเชื่อมโยงในรายวิชาอื่น ๆ ได้ได้แสดงศักยภาพอย่างเต็มที่ทำให้ผู้เรียนมีความรับผิดชอบ ยอมรับฟังความคิดเห็นของผู้อื่นและสามารถนำความรู้ไปใช้ให้เกิดประโยชน์

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำไปใช้

1.1 ครูผู้สอนต้องมีความรู้ความเข้าใจในการจัดการเรียนรู้โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS เป็นอย่างดี เพื่อที่การจัดการเรียนรู้ให้แก่ผู้เรียนจะเกิดการเรียนรู้อย่างมีประสิทธิภาพมากที่สุด

1.2 การจัดการเรียนรู้โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS เป็นการจัดการเรียนรู้โดยใช้สถานการณ์ปัญหาปลายเปิดเป็นหลักและสอดแทรกกระบวนการแก้ปัญหาของรูปแบบ SSCS ดังนั้นครูผู้สอนจะต้องการออกแบบสถานการณ์ปัญหาปลายเปิด ให้มีความเป็นรูปธรรม ชัดเจน เข้าใจง่าย และสามารถคิดได้อย่างหลากหลาย นำไปสู่จุดมุ่งหมายที่ต้องการ

1.3 การจัดการเรียนรู้โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS เป็นการเรียนรู้ตามกระบวนการขั้นตอน 4 ขั้นตอน ควรมีเวลาให้นักเรียนได้คิดด้วยตนเองอย่างเพียงพอและเหมาะสม โดยเฉพาะขั้นที่ 2 ขั้นลงมือทำกิจกรรมแทรกรูปแบบ SSCS ในขั้นตอน SSC

1.4 การจัดการเรียนรู้โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS จะช่วยให้นักเรียนมีทักษะในการทำงานเป็นกลุ่ม การแบ่งกลุ่มมีความสำคัญอย่างมากต่อการเรียนรู้ โดยแบ่งแบ่งกลุ่มคละความสามารถ ให้นักเรียนได้ช่วยเหลือกัน

2. ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

2.1 ควรทำวิจัยการจัดการเรียนรู้โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS ในระดับชั้นอื่น หรือสาระการเรียนรู้อื่นในทางคณิตศาสตร์ เพื่อพัฒนาผลสัมฤทธิ์ทางการเรียนและความสามารถในการแก้ปัญหาทางคณิตศาสตร์

2.2 ความสามารถในการแก้ปัญหาทางคณิตศาสตร์เป็นทักษะที่สำคัญที่จะนำไปสู่ทักษะอื่น ๆ ในทางคณิตศาสตร์ ดังนั้น ควรทำวิจัยการจัดการเรียนรู้โดยใช้วิธีการแบบเปิดร่วมกับรูปแบบ SSCS กับการศึกษาทักษะทางคณิตศาสตร์อื่น เช่น ทักษะการคิดเชื่อมโยง การสื่อสารทางคณิตศาสตร์ การให้เหตุผล และการคิดสร้างสรรค์ เป็นต้น

เอกสารอ้างอิง

กระทรวงศึกษาธิการ. **หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551.** กรุงเทพฯ : โรงพิมพ์ชุมนุมสหกรณ์การเกษตรแห่งประเทศไทย จำกัด, 2551.

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การพัฒนาสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน

Algorithm innovation media development, addition, subtraction, multiplication, division, fractions with flowcharts.

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) พัฒนาสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน 2)การเปรียบเทียบผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์ ป.5 ก่อนเรียนและหลังเรียนกับสื่อนวัตกรรม 3) ศึกษาความพึงพอใจของผู้ใช้สื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน เป็นการวิจัยแบบวิจัยเชิงทดลอง กลุ่มเป้าหมายในการวิจัย ได้แก่ นักเรียนประถมศึกษาชั้นปีที่ 5 โรงเรียนวัดบ้านเก่า ตำบลบ้านเก่า อำเภอเมืองกาญจนบุรี จังหวัดกาญจนบุรี จำนวน 23 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) สื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน 2)แบบประเมินประสิทธิภาพ 3) แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนก่อนเรียนและหลังการเรียน 4) แบบสอบถามความพึงพอใจ วิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติทดสอบที (t-test) แบบจับคู่

ผลการวิจัยพบว่า 1) สื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงานมีประสิทธิภาพอยู่ในระดับมาก 2) ผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์ ป.5 เรื่องเศษส่วนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

คำสำคัญ: เศษส่วน, ผังงาน, อัลกอริทึม

Abstract

The purposes of this research were to 1) Algorithm innovation media development, addition, subtraction, multiplication, division, fractions with flowcharts. 2)Comparison of Learning Achievements Mathematics p.5 Before and After Learning with Innovation Media. 3) Find user satisfaction with algorithm innovation media development, addition, subtraction, multiplication, division, fractions with flowcharts. It's experimental research. Research population is a student p.5 at Wat Ban Kao School, Ban Kao Sub-district, Mueang District Kanchanaburi. was 23 students. The tools used in the research were: 1) Algorithm innovation, add, subtract, multiply, divide fractions with flowcharts. 2) Efficiency Evaluation Form. 3) Achievement test before and after learning. 4) Satisfaction Questionnaire. The statistics used for data analysis were mean, standard deviation, and paired t-test

The results of the study were as follows: 1) Innovative media, algorithms, addition, subtraction, multiplication, division, fractions with flowcharts are effective at a high level. 2)The learning achievement mathematics p.5 on fractions after learning was higher than before learning at the statistically significant level of .05

Keywords: Fraction**,** flowcharts, Algorithm

บทนำ

เมื่อเทคโนโลยีได้เข้ามามีบทบาทสำคัญในชีวิตประจำวันของมนุษย์มากขึ้นทุก ๆวัน ทั้งการทำงาน การรับบริการต่าง ๆ ผ่านระบบออนไลน์ เช่นการซื้อสินค้าออนไลน์ การจ่ายเงินผ่านระบบออนไลน์ การเรียนออนไลน์ และอื่น ๆ อีกมาก ด้วยเหตุนี้ผู้ที่สร้างเทคโนโลยีได้จึงกลายเป็นมหาเศรษฐีได้อย่างรวดเร็ว (กนกวรรณ มากเมฆ, 2565) และเพื่อให้ทันต่อสังคมโลกสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานได้เห็นความสำคัญจึงปรับปรุงหลักสูตรแกนกลางโดยเพิ่มสาระการเรียนรู้เทคโนโลยี ที่พัฒนานักเรียนให้มีสมรรถนะการสร้างเทคโนโลยีได้ มีทักษะสื่อสารและผู้ประกอบการ ในวิชาวิทยาการคำนวณที่มีหลักการอัลกอริทึมมาออกแบบการแก้ปัญหาอย่างมีขั้นตอน

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จากกลุ่มสาระการเรียนรู้คณิตศาสตร์ (ฉบับปรับปรุง พ.ศ. 2560) ของหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน กระทรวงศึกษาธิการ, 2560) ในสาระการเรียนรู้แกนกลางมีเรื่องเศษส่วนที่ให้นักเรียนเรียนรู้ตั้งแต่ชั้น ป.3 - ม.1 รวม 5 ปีการศึกษา ซึ่งแสดงให้เห็นว่าเรื่องเศษส่วนเป็นสาระการเรียนรู้ที่สำคัญมากของวิชา และโรงเรียนวัดบ้านเก่า เป็นโรงเรียนขนาดกลาง มีสถานที่ตั้งในหมู่ 1 ตำบลบ้านเก่า จังหวัดกาญจนบุรี มีนักเรียนในปีการศึกษา 2565 ทั้งหมด 272 คน

จากสถิติผลการทดสอบ O-NET ปีพ.ศ. 2564 (สถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน), 2565 : ออนไลน์) ในรายวิชาคณิตศาสตร์ระดับชั้นประถมศึกษาปีที่ 6 มีผลคะแนนเฉลี่ยระดับประเทศที่ 36.83 และจังหวัดกาญจนบุรีที่ 36.50 จาก 100 คะแนนเต็ม จะเห็นได้ว่าทั้งในระดับประเทศและระดับจังหวัดยังมีคะแนนไม่เกินครึ่งของคะแนนเต็ม ซึ่งแสดงให้เห็นว่านักเรียนยังขาดความรู้ความเข้าใจในรายวิชาคณิตศาสตร์เป็นจำนวนมาก

ดังนั้นคณะผู้วิจัยจึงได้พัฒนาสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน เพื่อเพิ่มผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์ เรื่องการบวก ลบ คูณ หาร เศษส่วน และให้นักเรียนมองเห็นภาพของการบูรณาการรายวิชาในสาระเทคโนโลยีมาช่วยเพิ่มทักษะการคิดแก้ปัญหาอย่างเป็นขั้นตอนได้

วัตถุประสงค์ของการวิจัย

1. เพื่อพัฒนาสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน
2. เพื่อการเปรียบเทียบผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์ ป.5 ก่อนเรียนและหลังเรียนกับสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน
3. เพื่อศึกษาความพึงพอใจของผู้ใช้สื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน

วิธีการดำเนินการวิจัย

การวิจัยนี้เป็นวิจัยเชิงทดลอง ทดลองกับกลุ่มตัวอย่างกลุ่มเดียว มีการทดสอบก่อนและหลังการ ผู้วิจัยได้ดำเนินการดังนี้

กลุ่มเป้าหมาย

กลุ่มเป้าหมาย ที่ใช้ในการศึกษาค้นคว้า ได้แก่ นักเรียนประถมศึกษาชั้นปีที่ 5 โรงเรียนวัดบ้านเก่า ตำบลบ้านเก่า อำเภอเมืองกาญจนบุรี จังหวัดกาญจนบุรี จำนวน 23 คน

ตัวแปรที่ศึกษา

1. ตัวแปรต้น คือ การจัดการเรียนรู้โดยใช้สื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน
2. ตัวแปรตาม คือ ผลสัมฤทธิ์การเรียนของนักเรียนประถมศึกษาชั้นปีที่ 5 โรงเรียนวัดบ้านเก่า

เครื่องมือที่ใช้ในการวิจัย

1. สื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน
2. แบบประเมินประสิทธิภาพด้านสื่อและด้านเนื้อหาสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงานโดยผู้เชี่ยวชาญ 3 ท่านดังนี้

3.1 ผศ.ดร.บุษกร คงเอียด ภาควิชาคณิตศาสตร์ คณะวิทยาศาสตร์ มหาวิทยาลัยมหาสารคาม

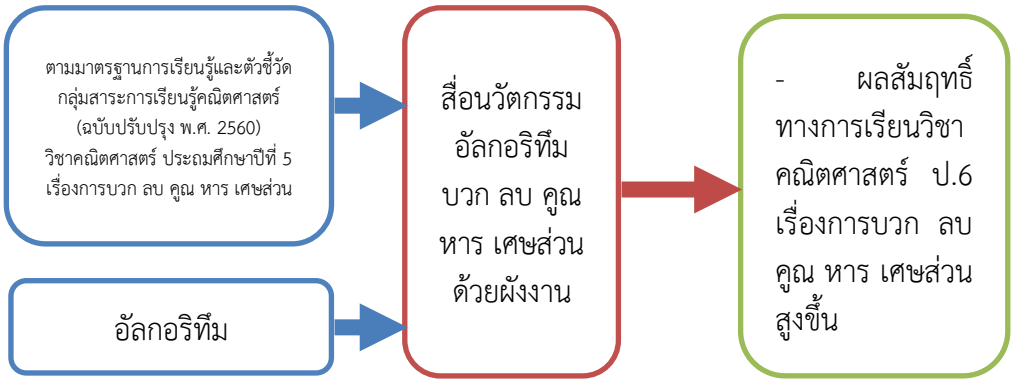
3.2 ดร.กุลวิตรี พร่ำรุ่ง สาขาวิชาคณิตศาสตร์และสถิติ คณะวิทยาศาสตร์และเทคโนโลยี มหาวิทยาลัยราชภัฏกาญจนบุรี

3.3 นายเอกราช ปัญญาโรจน์ ครูเชี่ยวชาญ(คศ.4) โรงเรียนเทศบาล 1 (วัดเทวสังฆาราม) ในพระสังฆราชูปถัมภ์

3. แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน สื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน เป็นแบบอัตนัยเขียนกตอบ จำนวน 20 ข้อ
4. แบบสอบถามความพึงพอใจของนักเรียนทีมีต่อสื่อสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน

ขั้นตอนในการวิจัย

1. กรอบแนวคิดในการวิจัยการพัฒนาสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน มีกรอบแนวคิดการวิจัยดังนี้



แผนภาพที่ 1 กรอบแนวคิดในการวิจัย

2. การพัฒนาสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงานดังแผนภาพที่ 2 โดยมีขั้นตอนดังนี้

2.1 ผู้วิจัยได้ศึกษาวิชาคณิตศาสตร์ของหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน 2551 (ฉบับปรับปรุง พ.ศ. 2560) ในเรื่องเศษส่วน และศึกษาแนวคิดของอัลกอริทึมด้วยผังงาน ในการออกแบบสื่อนวัตกรรม

2.2 วิเคราะห์และสังเคราะห์ขั้นตอนการคำนวณเศษส่วนออกมาเป็น 3 ส่วนได้แก่

1) ส่วนก่อนดำเนินการ เป็นการตรวจสอบเศษส่วนว่าเป็นจำนวนคละหรือไม่ ถ้าเป็นต้องทำให้เป็นเศษเกินก่อนถึงจะไปขั้นตอนต่อไป

2) ส่วนการดำเนินการจะแบ่งออกเป็น 2 กลุ่มโดยใช้สัญลักษณ์ทางเลือกเงื่อนไข คือ เครื่องหมายเท่า + หรือ – แล้วถ้าไปจริง ให้ทำในกลุ่มที่ 1 ถ้าเป็นเท็จให้ทำในกลุ่มที่ 2

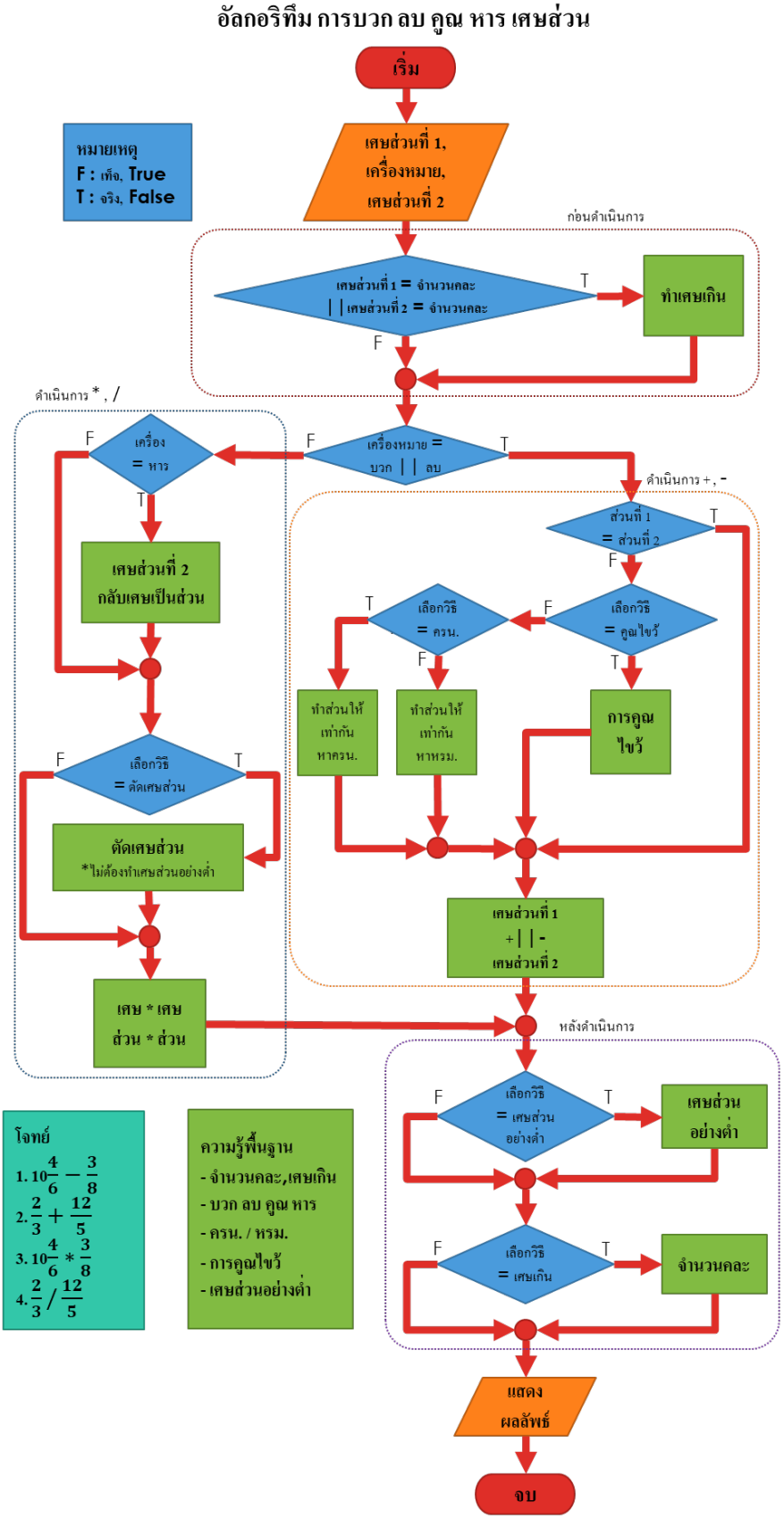
กลุ่มที่ 1 คือการบวกและลบ

1. ให้ตรวจสอบว่าตัวส่วนเท่ากันหรือไม่ ถ้าเท่ากันให้ข้ามไปทำข้อ 3
2. ถ้าไม่เท่ากันให้เลือกทำได้ 3 วิธีเพื่อให้ตัวส่วนเท่ากันด้วยการหา ครน. หรม. และการคูณไขว้
3. ดำเนินการบวกหรือลบ ตามที่ได้รับมา

กลุ่มที่ 2 คือการคูณและหาร

1. ให้ตรวจสอบเครื่องหมายว่าเป็นหารหรือไม่ ถ้าเท่ากับหาร ให้กลับเศษเป็นส่วน ถ้าไม่เท่าทำข้อ 3
2. เลือกวิธีการตัดเศษส่วนหรือไม่
3. ดำเนการเศษคูณเศษ และ ส่วนคูณส่วน

3) ส่วนหลังการดำเนินการ ทำให้เป็นเศษส่วนอย่างต่ำและจำนวนคณะตามลำดับเมื่อเงื่อนไขเป็นจริง



แผนภาพที่ 2 อัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน

3. ผลการประเมินประสิทธิภาพของสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน

ตารางที่ 1 ผลการประเมินประสิทธิภาพของสื่อนวัตกรรมโดยผู้เชี่ยวชาญ จำนวน 3 ท่าน

รายการประเมิน	ผู้เชี่ยวชาญ		
	คะแนนเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	ประสิทธิภาพ
ด้านเนื้อหา	4.53	0.577	มากที่สุด
ด้านสื่อนวัตกรรม	4.33	0.462	มาก
รวมเฉลี่ย	**4.43**	**0.520**	**มาก**

จากตารางที่ 1 พบว่า ประสิทธิภาพของสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงานที่ประเมินโดยผู้เชี่ยวชาญ 3 ท่าน โดยภาพรวมมีประสิทธิภาพอยู่ในระดับมาก ($\bar{X}$=4.43, S.D.= 0.520) เมื่อจำแนกเป็นรายด้านพบว่า ด้านเนื้อหามีประสิทธิภาพอยู่ในระดับมากที่สุด ($\bar{X}$=4.53, S.D.= 0.577) และด้านสื่อนวัตกรรมมีประสิทธิภาพระดับมาก ($\bar{X}$=4.33, S.D.= 0.462) ตามลำดับ

4. การเปรียบเทียบผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์ ป.5 ก่อนเรียนและหลังเรียนกับสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน ด้วยสถิติ Paired-Sample t-test (W.S.Gosset, 1908) สมมติฐานคือ

H0 : คะแนนเฉลี่ยก่อนเรียนและหลังเรียนไม่ต่างกัน

Ha : คะแนนเฉลี่ยหลังเรียนสูงกว่าก่อนเรียนระดับอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

ตารางที่ 2 ผลการเปรียบเทียบผลสัมฤทธิ์ทางการเรียนของผู้เรียน

การทดสอบ	N	คะแนนสอบ	$\bar{x}$	S.D.	t-Stat	t Critical two-tail	P(T<=t) two-tail
ก่อนเรียน	23	20	10.09	1.901	43.47336	2.073873068	7.917*
หลังเรียน	23	20	17.04	1.680			

* มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 2 พบว่านักเรียนชั้น ป.5 ที่เรียนโดยใช้สื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงานมีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนระดับนัยสำคัญทางสถิติที่ระดับ .05 โดยมีค่า P = 7.917 สมมติฐานของการวิจัยที่ตั้งไว้คือยอมรับสมมติฐาน Ha : คะแนนเฉลี่ยหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

5. ผลความพึงพอใจของผู้ใช้สื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน

ตารางที่ 3 ผลประเมินความพึงพอใจของนักเรียนชั้น ป.5

รายการประเมิน	คะแนนเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	ระดับความพึงพอใจ
ด้านเนื้อหา	4.10	0.561	มาก
ด้านสื่อนวัตกรรม	4.33	0.529	มาก
รวมเฉลี่ย	**4.22**	**0.545**	**มาก**

จากตารางที่ 3 พบว่าในภาพรวมความพึงพอใจของนักเรียนที่มีต่อสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงานในภาพรวมนักเรียนมีความพึงพอใจในระดับมาก ($\bar{X}$=4.22, S.D.=0.545) เมื่อพิจารณารายด้านพบว่า ด้านสื่อนวัตกรรม ผู้เรียนมีระดับความพึงพอใจระดับมาก ($\bar{X}$=4.33, S.D.=0.529) รองลงมาด้านเนื้อหา ($\bar{X}$=4.10, S.D.=0.561) ตามลำดับ

สรุปผลการวิจัย

1. ประสิทธิภาพของสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงานที่ประเมินโดยผู้เชี่ยวชาญ 3 ท่าน โดยภาพรวมมีประสิทธิภาพอยู่ในระดับมาก โดยภาพรวมค่าเฉลี่ยเท่ากับ 4.43 และ ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.520

2. การเปรียบเทียบผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์ ป.5 ก่อนเรียนและหลังเรียนกับสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน ด้วยสถิติ Paired-Sample t-test มีค่าเท่ากับ P = 7.917 ซึ่งสอดคล้องกับสมมติฐานของการวิจัยที่ตั้งไว้คือ H1 : คะแนนเฉลี่ยหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

3. ความพึงพอใจของนักเรียนประถมศึกษาชั้นปีที่ 5 ของโรงเรียนวัดบ้านเก่าที่มีผลการใช้สื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงานโดยภาพรวมนักเรียนมีความพึงพอใจอยู่ในระดับมาก ภาพรวมค่าเฉลี่ยเท่ากับ 4.22 และส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.545

อภิปรายผลการวิจัย

จากการดำเนินงานวิจัย ได้ค้นพบประเด็นที่มีความสำคัญในการนำมาอภิปราย ดังนี้

1. ผลจากการพัฒนาสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงานที่มีแบบประเมินให้ผู้เชี่ยวชาญทั้ง 3 ท่านพิจารณาประเมินประสิทธิภาพด้านเนื้อหาและด้านสื่อนวัตกรรม มีผลคือมีประสิทธิภาพความเหมาะสมต่อการนำไปใช้งานในระดับมาก นั้นเป็นเพราะในสื่อมีความเหมาะสมในการสื่อความหมายของสัญลักษณ์ เส้นลูกศร มีการเลือกสีและมีขนาดที่เหมาะสม ข้อความมีความคมชัด อ่านง่าย ตัวอักษร ชัดเจน รูปแบบและขนาดตัวอักษรมีความเหมาะสม สื่อนวัตกรรมมีการแบ่งส่วนก่อนการดำเนินการ ส่วนการคำนวณ และส่วนหลังการคำนวณความเหมาะสม ดังนั้นจึงเป็นเหตุสนับสนุนผลการประเมินประสิทธิภาพสื่อนวัตกรรมที่พัฒนาขึ้นในครั้งนี้ที่ส่งผลให้ผู้เชี่ยวชาญได้ประเมินประสิทธิภาพอยู่ในระดับมาก

2. ผลจากการเปรียบเทียบผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์ ป.5 ก่อนเรียนและหลังเรียนกับสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน ด้วยสถิติ Paired-Sample t-test เมื่อนำคะแนนของนักเรียนทั้ง 23 คน มารวมกันเพื่อวิเคราะห์ในภาพรวมของการใช้สื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงาน พบว่าค่าเฉลี่ยของคะแนนหลังเรียนสูงกว่าก่อนเรียนนั้นเป็นเพราะนักเรียนได้มีความรู้ความเข้าการออกแบบอัลกอริทึมจากวิชาวิทยาการคำนวณมาแล้ว จึงเป็นเหตุทำให้นักเรียนสามารถมองผังงานที่ออกแบบการคิดคำนวณในการหาผลลัพธ์ของเศษส่วนได้ สอดคล้องกับงานวิจัยของ (ชินวัฒน์ จำปาบุญ และคณะ, 2563) ที่การศึกษาผลสัมฤทธิ์ทางการเรียนและความพึงพอใจในการเรียนวิชาคณิตศาสตร์เรื่อง โจทย์ปัญหาเศษส่วนและจำนวนคละ ของนักเรียนชั้นประถมศึกษาปีที่ 6 โดยใช้กระบวนการแก้โจทย์ปัญหาของโพลยา พบว่า หลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 ซึ่งเป็นไปตามสมมุติฐาน และสอดคล้องกับงานวิจัยของ (จิตราภา กาวิชัย และอภิชา แดงจำรูญ, 2564) เรื่องการพัฒนาหนังสืออิเล็กทรอนิกส์ เรื่องเศษส่วน เพื่อพัฒนาผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์ สำหรับนักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนคลองหนองใหญ่ (ทองคำ ปานขำอนุสรณ์) มีผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์ เรื่องเศษส่วน ชั้นประถมศึกษาปีที่ 5 ที่สอนโดยหนังสืออิเล็กทรอนิกส์สูงกว่าการสอนแบบวิธีปกติ อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

3. ผลจากการหาความพึงพอใจของผู้เรียนที่มีต่อสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงานจากการทำแบบประเมินความพึงพอใจของนักเรียน พบว่ามีความพึงพอใจในระดับมากจากการประเมินส่วนนี้ อาจเป็นผลจากสื่อนวัตกรรมเป็นผังงานที่ง่ายการเข้าและเรียงลำดับการทำงาน นักเรียนสามารถเรียนรู้ได้ด้วยตนเองได้เนื่องจากนักเรียนมีทักษะการใช้อัลกอริทึมจากวิชาวิทยาการคำนวณ ซึ่งสอดคล้องกับงานวิจัยของ (อัจฉราพรรณ สิงห์โตและคณะ, 2562) ที่ศึกษาการพัฒนาชุดการสอนวิชาคณิตศาสตร์ เรื่อง เศษส่วน โดยใช้ตัวต่อเลโก้สำหรับนักเรียนชั้นประถมศึกษาปีที่ 5 ความพึงพอใจของนักเรียนที่เรียนด้วยชุดการสอนวิชาคณิตศาสตร์ โดยใช้ตัวต่อเลโก้ เรื่องเศษส่วน สำหรับนักเรียนชั้นประถมศึกษาปีที่ 5 พบว่า อยู่ในระดับมากที่สุด มีค่าเฉลี่ยเท่ากับ 4.51

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลการวิจัยไปใช้

1.1 ก่อนการเริ่มใช้สื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงานควรชี้แจงและทบทวนสัญลักษณ์ผังงาน และขั้นตอนเงื่อนไขการทำงาน

1.2 ควรมีการทบทวนพร้อมของนักเรียนในเรื่อง จำนวนคละ เศษเกิน การหา ครน. หรม. และเศษส่วนอย่างต่ำ

2. ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

2.1 ควรมีการนำผังงานสร้างสื่อนวัตกรรมขั้นตอนการการจำนวนคละ เศษเกิน การหา ครน. หรม. และเศษส่วนอย่างต่ำ

2.2 ควรประยุกต์ใช้การสื่อนวัตกรรมอัลกอริทึม บวก ลบ คูณ หาร เศษส่วนด้วยผังงานผ่านสื่อมัลติมีเดียเพื่อให้มีเสริมแรงและกระตุ้นแรงจูงใจของนักเรียน เป็นต้น

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การวิเคราะห์ความสัมพันธ์ระหว่างการศึกษาของรุ่นพ่อแม่และการศึกษาของรุ่นลูก: ความเหลื่อมล้ำข้ามรุ่นทางการศึกษา
The Correlation analysis between parents' education and children's education: Intergenerational educational inequality

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บทคัดย่อ

งานวิจัยนี้เสนอการวิเคราะห์ความสัมพันธ์ระหว่างการศึกษาของรุ่นพ่อแม่และการศึกษาของรุ่นลูก เพื่อเป็นแนวทางในการลดความเหลื่อมล้ำด้านการศึกษาที่ส่งผลกระทบข้ามรุ่นต่อรุ่น (จากรุ่นพ่อแม่ถึงรุ่นลูก) โดยมีข้อสันนิษฐานว่าผู้ปกครองมีความหวังดีและเต็มใจในการลงทุนในเด็กตามทฤษฎีทุนมนุษย์ ใช้ข้อมูลทุติยภูมิ (Secondary Data) จากสำนักงานสถิติแห่งชาติ (National Statistical Office Thailand) การสำรวจภาวะเศรษฐกิจและสังคมของครัวเรือน จำแนกระดับการศึกษาสูงสุดที่เรียนจบของหัวหน้าครัวเรือน และระดับการศึกษาสูงสุดที่เรียนจบของบุตรปีพ.ศ. 2562 ตัวแปรที่ใช้ในการศึกษาคือระดับการศึกษาของรุ่นพ่อแม่และระดับการศึกษาของรุ่นลูกจำแนกรายจังหวัด วิเคราะห์สัมประสิทธิ์สหสัมพันธ์ (Correlation Coefficient) ผลการวิจัยพบว่า รุ่นลูกมีแนวโน้มจบการศึกษาสูงกว่า รุ่นพ่อแม่โดยความสัมพันธ์ระดับการศึกษาของรุ่นลูกมีโอกาสเท่ากันหรือสูงกว่าระดับการศึกษาของรุ่นพ่อแม่ หากรุ่นพ่อแม่ได้รับการศึกษามากขึ้น รุ่นลูกก็จะมีโอกาสเข้าศึกษาในระดับเดียวกันและระดับสูงขึ้นไปมากขึ้น ดังนั้นจึงควรมีนโยบายส่งเสริมการเข้าถึงการศึกษาที่ดีมีคุณภาพอย่างทั่วถึง พัฒนาคุณภาพของโรงเรียนและครูผู้สอนทั่วประเทศให้มีคุณภาพใกล้เคียงกันเพื่อลดช่องว่างความเหลื่อมล้ำทางการศึกษา ป้องกันความเหลื่อมล้ำข้ามรุ่น และยกระดับทุนมนุษย์ให้เป็นแรงงานที่มีคุณภาพในการขับเคลื่อนการพัฒนาประเทศในระยะยาว

คำสำคัญ: ความเหลื่อมล้ำข้ามรุ่นทางการศึกษา, การศึกษาของรุ่นพ่อแม่, การศึกษาของรุ่นลูก

Abstract

This study examines the relationship between the education of parents and their offspring. Based on human capital theory, rational parents with more education are likely to invest on their children's education, compared to their less educated counterparts. With that assumption, helping the poor in education can impact their future generations and lessen the educational disparity. This research employed secondary data from Thailand's National Statistical Office (SES2019) were used to examines the relationship between parental education and their children's education by comparing the highest education level of household heads and that of their children in 2019. The education level of the parents and the education level of the child generation classified by province were the variables employed in the study. Descriptive statistics and Pearson's correlation matrix were used to analyze the data. In general, children's educational level is likely to be equal to or higher than that of their parents. As a result, there should be a strategy and policy to help students gain equal access to quality education. Quality of schools and teachers are key in reducing the education inequality, preventing intergenerational inequality and upgrading the country's human capital and economy in the long run.

Keywords: Intergenerational educational inequality, parents' education, children's education

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[3] อาจารย์ สาขาวิชาการบริหารการศึกษา ภาควิชาการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยเกษตรศาสตร์

บทนำ

ทุนมนุษย์มีบทบาทสำคัญในการพัฒนาเศรษฐกิจของประเทศ เนื่องด้วยการพัฒนาเศรษฐกิจสมัยใหม่ต้องการแรงงานที่มีทักษะมากขึ้น ขณะที่แรงงานไทยยังมีการศึกษาในระดับต่ำและขาดทักษะทำให้ไม่สามารถปรับตัวเพื่อเพิ่มขีดความสามารถในการแข่งขันได้ ดังนั้นจึงจำเป็นอย่างยิ่งในการให้ความสำคัญกับการศึกษาเพราะเป็นจุดเริ่มต้นของการยกระดับทักษะแรงงาน ปัจจัยหนึ่งที่สำคัญต่อการพัฒนาทักษะแรงงานคือ การยกระดับการศึกษาข้ามรุ่น เนื่องจากระดับการศึกษาของพ่อแม่สามารถส่งผลต่อระดับการศึกษาของลูก กล่าวคือหากรุ่นพ่อมีการศึกษาระดับต่ำ จะสามารถส่งบุตรหลานเข้าเรียนและมีแนวโน้มจะจบการศึกษาระดับต่ำ (ต่ำกว่าประถม) 49% จบการศึกษาระดับกลาง (ระดับประถมและมัธยม) 34% และจบการศึกษาระดับสูง (มหาวิทยาลัย) เพียง 6% และหากรุ่นพ่อแม่มีการศึกษาระดับสูง ลูกก็มีแนวโน้มเรียนจบการศึกษาระดับสูง (มหาวิทยาลัย) 48% จบการศึกษาระดับกลาง (ระดับประถมและมัธยม) 34% และจบการศึกษาระดับต่ำ (ต่ำกว่าประถมศึกษา) 8% สะท้อนถึงปัญหาความเหลื่อมล้ำข้ามรุ่น (Intergenerational Mobility) ทางการศึกษา (กองทุนเพื่อความเสมอภาคทางการศึกษา, 2564) ซึ่งปัญหาความเหลื่อมล้ำข้ามรุ่นเป็นความไม่เท่าเทียมกันของโอกาสในการประสบความสำเร็จของผู้ที่ได้รับผลกระทบจากสภาพการณ์ที่พวกเขาเกิดมา ซึ่งเกี่ยวข้องกับการศึกษาของผู้ปกครอง รายได้ เชื้อชาติ เพศ และสถานที่เกิด โดยความไม่เท่าเทียมกันด้านการศึกษาเป็นส่วนหนึ่งที่ส่งผลต่อการประกอบอาชีพ ชนชั้น รายได้ และความมั่นคงของครัวเรือนที่สามารถถ่ายทอดจากรุ่นพ่อแม่ถึงรุ่นลูกได้

การแก้ปัญหาความเหลื่อมล้ำข้ามรุ่นนี้เป็นการเปิดโอกาสในการพัฒนาประเทศ โดยการเพิ่มโอกาสทางการศึกษา และรายได้ เพื่อเพิ่มโอกาสการแข่งขัน และสร้างผลผลิตให้ประเทศได้ (กองทุนเพื่อความเสมอภาคทางการศึกษา, 2564) และยังส่งเสริมให้เกิดความเสมอภาคทางการศึกษาที่เป็นสิ่งสำคัญในการพัฒนาเศรษฐกิจและสังคมของประเทศอย่างยั่งยืนอีกด้วย (ประสาร ไตรรัตน์วรกุล, 2021)

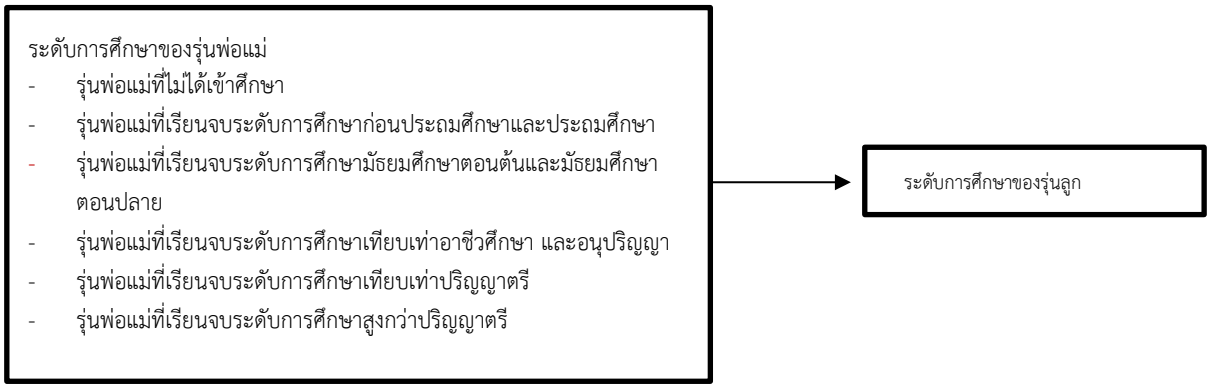
วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่และระดับการศึกษาของรุ่นลูก
2. เพื่อศึกษาโอกาสการเกิดความเหลื่อมล้ำข้ามรุ่นทางการศึกษาระหว่างรุ่นพ่อแม่และรุ่นลูก

วิธีการดำเนินการวิจัย

ผู้วิจัยใช้ข้อมูลทุติยภูมิ (Secondary Data) จากสำนักงานสถิติแห่งชาติ (National Statistical Office Thailand) การสำรวจภาวะเศรษฐกิจและสังคมของครัวเรือน จำแนกระดับการศึกษาสูงสุดที่เรียนจบของหัวหน้าครัวเรือน และระดับการศึกษาสูงสุดที่เรียนจบของบุตร ปีพ.ศ. 2562 จำนวน 77 จังหวัด จำนวนกลุ่มตัวอย่างทั้งหมด 37,898 คน แบ่งเป็น รุ่นพ่อแม่ 25,313 คน รุ่นลูก 12,585 คน โดยกำหนดให้ รุ่นพ่อแม่ คือ หัวหน้าครัวเรือน และรุ่นลูกคือ บุตร ที่มีอายุ 22 ปีขึ้นไป และยังไม่ได้เป็นหัวหน้าครอบครัว

ขอบเขตการวิจัย



ตัวแปรที่ใช้ในการวิจัย

การวิจัยครั้งนี้ศึกษาความสัมพันธ์ของ 2 ตัวแปร ได้แก่ ตัวแปรต้นคือ ระดับการศึกษาของรุ่นพ่อแม่ ตัวแปรตามคือ ระดับการศึกษาของรุ่นลูก ระดับการศึกษาที่นำมาพิจารณา มีดังนี้

ระดับการศึกษาสูงกว่าปริญญาตรี ประกอบด้วย ผู้สำเร็จหลักสูตร (Graduated Level) ระดับปริญญาโท (Master Degree) และปริญญาเอก (Doctoral Degree)

ระดับการศึกษาเทียบเท่าปริญญาตรี หมายถึง ผู้สำเร็จหลักสูตร (Graduated Level) ระดับปริญญาตรี (Bachelor)

ระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา ประกอบด้วย ผู้สำเร็จหลักสูตร (Graduated Level) อาชีวศึกษา (Technical Education) และผู้สำเร็จหลักสูตร (Graduated Level) สามัญศึกษาที่สูงกว่ามัธยมศึกษาตอนปลาย (อนุปริญญา) (Post-secondary Education) เป็นบุคคลที่สำเร็จการศึกษาประเภทอาชีวศึกษาหรือสายวิชาชีพที่ได้รับประกาศนียบัตรวิชาชีพชั้นสูง แต่ไม่ได้สำเร็จระดับการศึกษาที่สูงกว่า

ระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย ประกอบด้วย ผู้สำเร็จหลักสูตร (Graduated Level) สามัญศึกษาระดับมัธยมศึกษาตอนต้น (Lower Secondary Education) และระดับมัธยมศึกษาตอนปลาย (Upper Secondary Education) เป็นบุคคลที่สำเร็จการศึกษาระดับชั้นมัธยมศึกษาปีที่ 3 และระดับชั้นมัธยมศึกษาปีที่ 6

ระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา ประกอบด้วย ผู้สำเร็จหลักสูตร (Graduated Level) สามัญศึกษาระดับก่อนประถมศึกษา (Pre-primary Education) และระดับประถมศึกษา (Primary Education)

ไม่ได้เข้าศึกษา หมายถึง บุคคลที่ไม่เคยได้รับการศึกษาหรือไม่เคยเข้ารับการศึกษาในโรงเรียน

ข้อมูลการศึกษาไม่รวมการศึกษาทางศาสนา การศึกษาอื่น ๆ หลักสูตรที่ไม่ได้วุฒิการศึกษา และการศึกษาที่เทียบระดับไม่ได้

การวิเคราะห์สหสัมพันธ์ (Correlation Coefficient)

การวิเคราะห์สหสัมพันธ์เพื่อหาระดับความสัมพันธ์และทิศทางความสัมพันธ์ระหว่างข้อมูลสถิติจำนวนคนในแต่ละจังหวัด โดยใช้โปรแกรมสำเร็จรูปหาค่าความสัมพันธ์ของแต่ละระดับการศึกษาของรุ่นพ่อแม่และรุ่นลูก การคำนวณหาค่าสัมประสิทธิ์สหสัมพันธ์ของ Pearson (Pearson's product moment correlation Coefficient) ซึ่งคิดค้นโดย Karl Pearson จะมีค่าอยู่ระหว่าง -1.0 จนถึง +1.0 ซึ่งค่า r เข้าใกล้ -0.1 หมายถึงตัวแปรทั้งสองตัวมีความสัมพันธ์กันในทิศทางตรงข้ามกัน ค่า r มีค่าเข้าใกล้ +1.0 หมายถึงตัวแปรทั้งสองตัวมีความสัมพันธ์กันในทิศทางเดียวกัน และค่า r เท่ากับศูนย์หมายถึงตัวแปรทั้งสองตัวไม่มีความสัมพันธ์กัน สัมประสิทธิ์สหสัมพันธ์เพียร์สันเขียนแทนด้วยสัญลักษณ์ *r* จากสูตร

$$r = \frac{n\sum_{i=1}^{n} x_i y_i - \sum_{i=1}^{n} x_i \sum_{i=1}^{n} y_i}{\sqrt{\left[n\sum_{i=1}^{n}(x_i)^2 - (\sum_{i=1}^{n} x_i)^2\right][n\sum_{i=1}^{n}(y_i)^2 - (\sum_{i=1}^{n} y_i)^2]}}$$

โดย r แทน ค่าสัมประสิทธิ์สหสัมพันธ์ของตัวแปร x และ y

x_i แทน จำนวนหัวหน้าครัวเรือนที่จบการศึกษาในระดับต่างๆ

y_i แทน จำนวนรุ่นลูกที่จบการศึกษาในระดับต่างๆ

n แทน จำนวนจังหวัด

ตารางที่ 1 กำหนดเกณฑ์การแปลความหมายค่าสัมประสิทธิ์สหสัมพันธ์ (Best, 1977:240) ดังนี้

ค่าสัมประสิทธิ์สหสัมพันธ์ (r)	ระดับความสัมพันธ์
0.81 – 1.00	มีความสัมพันธ์กันมาก
0.51 – 0.80	มีความสัมพันธ์กันปานกลาง
0.21 – 0.50	มีความสัมพันธ์กันน้อย
0.01 – 0.20	มีความสัมพันธ์กันน้อยมาก
0.00	ไม่มีความสัมพันธ์กัน

ตารางที่ 2 แสดงความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่กับรุ่นลูกที่ไม่ได้เข้าศึกษาปีพ.ศ. 2562

รุ่นลูกที่ไม่ได้เข้าศึกษา	ความสัมพันธ์		ระดับความสัมพันธ์
	r	sig.	
1.รุ่นพ่อแม่ที่ไม่ได้เข้าศึกษา	0.587*	0.000	ปานกลาง
2.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา	-0.046	0.691	-
3.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและ มัธยมศึกษาตอนปลาย	-0.022	0.851	-
4.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา	-0.010	0.933	-
5.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี	0.021	0.858	-
6.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรี	0.079	0.494	-

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 2 ผลการวิเคราะห์ความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่กับรุ่นลูกที่ไม่ได้เข้าศึกษาพบว่า ความสัมพันธ์ระหว่างรุ่นลูกที่ไม่ได้เข้าศึกษากับรุ่นพ่อแม่ที่ไม่ได้เข้าศึกษามีค่าสัมประสิทธิ์สหสัมพันธ์ (r) เท่ากับ 0.587 และมีค่าsig. เท่ากับ 0.000 มีความสัมพันธ์ในทิศทางเดียวกันในระดับปานกลาง หมายความว่าหากปริมาณรุ่นพ่อแม่ที่ไม่ได้เข้าศึกษาเพิ่มมากขึ้นจะทำให้ปริมาณรุ่นลูกที่ไม่ได้เข้าศึกษาเพิ่มขึ้น ขณะที่ระดับการศึกษาของรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา ระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย ระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา ระดับการศึกษาเทียบเท่าปริญญาตรี และระดับการศึกษาสูงกว่าปริญญาตรีไม่มีความสัมพันธ์กับระดับการศึกษาของรุ่นลูกที่ไม่ได้เข้าศึกษาอย่างมีนัยสำคัญทางสถิติ

ตารางที่ 3 แสดงความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่กับรุ่นลูกที่เรียนจบการศึกษาระดับก่อนประถมศึกษาและประถมศึกษาปีพ.ศ. 2562

รุ่นลูกที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา	ความสัมพันธ์		ระดับความสัมพันธ์
	r	sig.	
1.รุ่นพ่อแม่ที่ไม่ได้เข้าศึกษา	-0.144	0.208	-
2.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา	0.254*	0.025	น้อย
3.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย	-0.162	0.159	-
4.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา	-0.266*	0.019	น้อย
5.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี	-0.089	0.439	-
6.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรี	-0.035	0.760	-

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 3 ผลการวิเคราะห์ความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่กับรุ่นลูกที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา เมื่อพิจารณาแต่ละระดับการศึกษาพบว่า ความสัมพันธ์ระหว่างรุ่นลูกที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษากับรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษามีค่าสัมประสิทธิ์สหสัมพันธ์ (r) เท่ากับ 0.254 มีค่าsig. เท่ากับ 0.025 มีความสัมพันธ์ในทิศทางเดียวกันน้อย หมายถึงหากปริมาณรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษาเพิ่มมากขึ้นจะทำให้ปริมาณรุ่นลูกเรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษาเพิ่มขึ้น ความสัมพันธ์ระหว่างรุ่นลูกที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษากับรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญามีค่าสัมประสิทธิ์สหสัมพันธ์ (r) - 0.266 มีค่าsig. เท่ากับ 0.019 มีความสัมพันธ์ในทิศทางตรงข้ามกันมีความสัมพันธ์กันน้อย หมายถึงหากปริมาณรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญาเพิ่มขึ้นจะทำให้ปริมาณรุ่นลูกที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษาลดลง ขณะที่ระดับการศึกษาของรุ่นพ่อแม่ที่ไม่ได้เข้าศึกษา ระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย ระดับการศึกษาเทียบเท่าปริญญาตรี และระดับการศึกษาสูงกว่าปริญญาตรีไม่มีความสัมพันธ์กับระดับการศึกษาของรุ่นลูกที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษาอย่างมีนัยสำคัญทางสถิติ

ตารางที่ 4 แสดงความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่กับรุ่นลูกที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลายปี พ.ศ. 2562

รุ่นลูกที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย	ความสัมพันธ์		ระดับความสัมพันธ์
	r	sig.	
1.รุ่นพ่อแม่ที่ไม่ได้เข้าศึกษา	-0.093	0.416	-
2.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา	0.519*	0.000	ปานกลาง
3.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย	0.453*	0.000	น้อย
4.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา	0.277*	0.014	น้อย
5.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี	0.460*	0.000	น้อย
6.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรี	0.482*	0.000	น้อย

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 4 ผลการวิเคราะห์ความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่กับรุ่นลูกที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย เมื่อพิจารณาแต่ละระดับการศึกษาพบว่า ความสัมพันธ์ระหว่างรุ่นลูกที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลายกับรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษามีค่าสัมประสิทธิ์สหสัมพันธ์ (r) เท่ากับ 0.519 และมีค่าsig. เท่ากับ 0.000 มีความสัมพันธ์ในทิศทางเดียวกันระดับปานกลาง หมายความว่าหากปริมาณรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษาเพิ่มมากขึ้นจะทำให้ปริมาณรุ่นลูกที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลายเพิ่มขึ้น ความสัมพันธ์ระหว่างรุ่นลูกที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลายกับรุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี และรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรีมีค่าสัมประสิทธิ์สหสัมพันธ์ (r) เท่ากับ 0.453, 0.277, 0.460 และ 0.482 ตามลำดับ และมีค่าsig. เท่ากับ 0.000, 0.014, 0.000 และ 0.000 มีความสัมพันธ์ในทิศทางเดียวกันน้อย หมายความว่าหากปริมาณรุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี และรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรีเพิ่มมากขึ้นโอกาสที่ปริมาณรุ่นลูกเรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลายก็จะเพิ่มขึ้น ขณะที่ความสัมพันธ์กับระดับการศึกษาของรุ่นพ่อแม่ที่ไม่ได้เข้าศึกษาอย่างมีนัยสำคัญทางสถิติ

ตารางที่ 5 แสดงความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่กับรุ่นลูกที่เรียนจบการศึกษาระดับการศึกษาเทียบเท่าอาชีวศึกษาและอนุปริญญาปี พ.ศ. 2562

รุ่นลูกที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา	ความสัมพันธ์		ระดับความสัมพันธ์
	r	sig.	
1.รุ่นพ่อแม่ที่ไม่ได้เข้าศึกษา	-0.021	0.855	-
2.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา	0.510*	0.000	ปานกลาง
3.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย	0.726*	0.000	ปานกลาง
4.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา	0.680*	0.000	ปานกลาง
5.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี	0.671*	0.000	ปานกลาง
6.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรี	0.669*	0.000	ปานกลาง

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 5 ผลการวิเคราะห์ความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่กับรุ่นลูกที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา เมื่อพิจารณาเป็นรายระดับการศึกษาพบว่า ความสัมพันธ์ระหว่างรุ่นลูกที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญากับรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี และรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรี มีค่าสัมประสิทธิ์สหสัมพันธ์ (r) เท่ากับ 0.510 0.726 0.680 0.671 และ 0.669 ตามลำดับ มีค่าsig. เท่ากับ 0.000 มีความสัมพันธ์ในทิศทางเดียวกันปานกลาง หมายความว่าหากปริมาณรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี และรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรีเพิ่มมากขึ้นจะทำให้ปริมาณรุ่นลูกที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญาเพิ่มขึ้น และความสัมพันธ์ระหว่างรุ่นลูกที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา ขณะที่ระดับการศึกษาของรุ่นพ่อแม่ที่ไม่ได้เข้าศึกษาไม่มีความสัมพันธ์กับระดับการศึกษาของรุ่นลูกที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญาอย่างมีนัยสำคัญทางสถิติ

ตารางที่ 6 แสดงความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่กับรุ่นลูกที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรีปี พ.ศ. 2562

รุ่นลูกที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี	ความสัมพันธ์		ระดับความสัมพันธ์
	r	sig.	
1.รุ่นพ่อแม่ที่ไม่ได้เข้าศึกษา	0.178	0.120	-
2.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา	0.823*	0.000	มาก
3.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย	0.928*	0.000	มาก
4.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา	0.837*	0.000	มาก
5.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี	0.952*	0.000	มาก
6.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรี	0.895*	0.000	มาก

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 6 ผลการวิเคราะห์ความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่กับรุ่นลูกที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี เมื่อพิจารณาแต่ละระดับการศึกษาพบว่า ความสัมพันธ์ระหว่างรุ่นลูกที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรีกับรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี และรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรี มีค่าสัมประสิทธิ์สหสัมพันธ์ (r) เท่ากับ 0.823 0.928 0.837 0.952 และ 0.895 ตามลำดับ มีค่าsig. เท่ากับ 0.000 แสดงว่ามีความสัมพันธ์ในทิศทางเดียวกันมาก หมายความว่าหากปริมาณรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี และรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรีเพิ่มมากขึ้นจะทำให้ปริมาณรุ่นลูกที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรีเพิ่มขึ้น ขณะที่ระดับการศึกษาของรุ่นพ่อแม่ที่ไม่ได้เข้าศึกษาไม่มีความสัมพันธ์กับระดับการศึกษาของรุ่นลูกที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรีอย่างมีนัยสำคัญทางสถิติ

ตารางที่ 7 แสดงความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่กับรุ่นลูกที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรี

รุ่นลูกที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรี	ความสัมพันธ์		ระดับความสัมพันธ์
	r	sig.	
1.รุ่นพ่อแม่ที่ไม่ได้เข้าศึกษา	0.138	0.230	-
2.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา	0.784*	0.000	ปานกลาง
3.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย	0.878*	0.000	มาก
4.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา	0.785*	0.000	ปานกลาง
5.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี	0.920*	0.000	มาก
6.รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรี	0.880*	0.000	มาก

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 7 ผลการวิเคราะห์ความสัมพันธ์ระหว่างระดับการศึกษาของรุ่นพ่อแม่กับรุ่นลูกที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรี เมื่อพิจารณาแต่ละระดับการศึกษาพบว่า ความสัมพันธ์ระหว่างรุ่นลูกที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรีกับรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี และรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรี มีค่าสัมประสิทธิ์สหสัมพันธ์ (r) เท่ากับ 0.784 0.878 0.785 0.920 และ 0.880 ตามลำดับ มีค่าsig. เท่ากับ 0.000 แสดงว่ามีความสัมพันธ์ในทิศทางเดียวกันระดับสูง หมายความว่าหากปริมาณรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาก่อนประถมศึกษาและประถมศึกษา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษามัธยมศึกษาตอนต้นและมัธยมศึกษาตอนปลาย รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าอาชีวศึกษา และอนุปริญญา รุ่นพ่อแม่ที่เรียนจบระดับการศึกษาเทียบเท่าปริญญาตรี และรุ่นพ่อแม่ที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรีเพิ่มมากขึ้นจะทำให้ปริมาณรุ่นลูกที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรีเพิ่มขึ้น ขณะที่ระดับการศึกษาของรุ่นพ่อแม่ที่ไม่ได้เข้าศึกษาไม่มีความสัมพันธ์กับระดับการศึกษาของรุ่นลูกที่เรียนจบระดับการศึกษาสูงกว่าปริญญาตรีอย่างมีนัยสำคัญทางสถิติ

อภิปรายผลการวิจัย

การศึกษาความสัมพันธ์ของระดับการศึกษาของรุ่นพ่อแม่และรุ่นลูกพบว่า หากรุ่นพ่อแม่ไม่ได้เข้าศึกษารุ่นลูกมีโอกาสไม่ได้เข้าศึกษาเช่นเดียวกัน สอดคล้องกับการศึกษาความเหลื่อมล้ำข้ามรุ่นทางการศึกษาในประเทศบังคลาเทศของ Huq MN, Hossain M, Abdulla F, Yeasmin S (2021) และรุ่นลูกมีแนวโน้มจบการศึกษาสูงกว่ารุ่นพ่อแม่โดยระดับการศึกษาของรุ่นลูกมีความสัมพันธ์ในทิศทางเดียวกันกับรุ่นพ่อแม่ที่ระดับการศึกษาเท่ากันหรือสูงกว่าระดับการศึกษาของรุ่นพ่อแม่ ดังนั้นหากรุ่นพ่อแม่ได้รับการศึกษา รุ่นลูกก็จะมีโอกาสเข้าศึกษาในระดับเดียวกันและระดับที่สูงขึ้น โดยเฉพาะระดับเทียบเท่าปริญญาตรีที่มีความสัมพันธ์มากกับระดับการศึกษาของรุ่นพ่อแม่ การศึกษามีความสำคัญในการช่วยพัฒนาทักษะ ความรู้ความสามารถ เพื่อให้เกิดผลิตภาพการทำงานที่สูงขึ้น การศึกษาในระดับเทียบเท่าปริญญาตรีจึงมีบทบาทสำคัญนอกจากการพัฒนาทักษะ ความรู้ ความสามารถแล้ว ยังเป็นที่หล่อหลอมทัศนคติที่ดี ส่งเสริมคุณธรรมส่งเสริมจิตสาธารณะ (ดิเรก สุวิมล และพุดตาน, 2555) เป็นทุนมนุษย์ที่ส่งผลกระทบทางบวกสู่สังคม (Howitt, 2009) งานวิจัยนี้สะท้อนให้เห็นว่าการศึกษาเป็นทั้ง “จุดตั้งต้น” ของความเหลื่อมล้ำ และอาจเป็น “มรดก” ที่ส่งต่อรุ่นสู่รุ่น (รุ่นปู่ย่าตายายเรียนจบสูง รุ่นพ่อแม่และรุ่นหลานมีโอกาสที่จะเรียนสูงไปด้วย และหากรุ่นปู่ย่าตายายเรียนน้อย โอกาสที่รุ่นลูกรุ่นหลานจะเรียนจบสูงก็เป็นไปได้ยาก)

ข้อเสนอแนะ

1. การให้ความร่วมมือระหว่างสถานศึกษา รัฐบาล และชุมชน จะสามารถช่วยส่งเสริมการจัดการทางการศึกษาและส่งเสริมการเข้าถึงการศึกษาที่มีคุณภาพได้ ด้วยการที่รัฐบาลเพิ่มโอกาสให้ประชาชนเข้าถึงการศึกษาด้วยนโยบายทางการศึกษาเช่นการเพิ่ม

ระดับการศึกษาขั้นพื้นฐานให้สูงขึ้น การให้ทุนเรียนฟรี และการเข้ามามีส่วนร่วม สนับสนุน ของหน่วยงานในชุมชนเพื่อส่งเสริมให้เกิดแรงงานที่เหมาะสมกับงานและได้แรงงานที่มีคุณภาพทำให้เกิดประสิทธิภาพแก่หน่วยงานที่แท้จริง

2. การวิจัยครั้งต่อไปนักวิจัย หรือนักวิชาการที่สนใจในประเด็นความเหลื่อมล้ำข้ามรุ่นอาจดำเนินการในลักษณะที่คล้ายคลึงกันนี้แต่อาจศึกษาในบริบทการคำนวณหาความน่าจะเป็นของโอกาสที่ระดับการศึกษาของรุ่นพ่อแม่ส่งผลต่อระดับการศึกษาของรุ่นลูก

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รูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

A Model of Teaching Leadership Development of Educational Institution Administrators Under the Office of Khon Kaen Primary Educational Service Area 3

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เชิดศักดิ์ ศรีสง่าชัย Cherdsak Srisangachai[2]

บทคัดย่อ

การวิจัยนี้มีจุดมุ่งหมายเพื่อ 1) เพื่อศึกษาองค์ประกอบ ความต้องการและแนวทางการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 2) เพื่อสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 3) เพื่อประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยวิธีดำเนินการวิจัย แบ่งออกเป็น 3 ระยะ ได้แก่ ระยะที่ 1 การศึกษาองค์ประกอบ ความต้องการ และแนวทางพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ประกอบด้วย 3 ขั้นตอน ได้แก่ ขั้นตอนที่ 1.1 การศึกษาองค์ประกอบของการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยการสังเคราะห์เอกสาร ขั้นตอนที่ 1.2 การศึกษาความต้องการในการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ขั้นตอนที่ 1.3 การศึกษาแนวทางการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยการสัมภาษณ์ผู้ทรงคุณวุฒิ ระยะที่ 2 การสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ประกอบด้วย 2 ขั้นตอน ได้แก่ ขั้นตอนที่ 2.1 การยกร่างรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ขั้นตอนที่ 2.2 การตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ระยะที่ 3 การประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ ผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 จำนวน 97 คน โดยการสุ่มแบบแบ่งชั้น (Stratified random sampling) ใช้จำนวนอำเภอในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เป็นเกณฑ์ เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสังเคราะห์เอกสาร แบบสอบถาม และแบบสัมภาษณ์ แบบตรวจสอบความเหมาะสม แบบประเมินความเป็นไปไปได้และความเป็นประโยชน์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า

1) ความต้องการในการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา โดยรวมอยู่ในระดับมากที่สุด และลำดับความต้องการเรียงลำดับความต้องการ ได้ดังนี้ 1) ด้านการบริหารจัดการหลักสูตรและการเรียนการสอน 2) ด้านการกำหนดพันธกิจและเป้าประสงค์การพัฒนา 3) ด้านการนิเทศการเรียนการสอน 4) ด้านการเสริมสร้างเครือข่ายความร่วมมือ 5) ด้านการส่งเสริมสภาพการเรียนรู้ของนักเรียน และ 6) ด้านการส่งเสริมและสนับสนุนการพัฒนาวิชาชีพครู

2) รูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา ประกอบด้วย 1) หลักการของรูปแบบ 2) วัตถุประสงค์ของรูปแบบ 3) ขอบข่ายการพัฒนา 4) แนวทางการประเมิน และผลการตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา ผู้ทรงคุณมีความเห็นว่ามีความเหมาะสม ส่วนผลการประเมินความเป็นไปได้อยู่ในระดับมากที่สุด และเป็นประโยชน์อยู่ในระดับมากที่สุด

คำสำคัญ : รูปแบบ, ภาวะผู้นำการเรียนการสอนของผู้บริหาร

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Abstract

The objectives of this research are 1) to study the components of Needs and development guidelines for teaching and learning leadership of educational institute administrators. under the Office of Khon Kaen Primary Educational Service Area 3 2) to create and verify the appropriateness of the teaching and learning leadership development model of school administrators. under the Office of Khon Kaen Primary Educational Service Area 3 3) to assess the feasibility and usefulness of implementing the teaching and learning leadership development model of school administrators. Under the Office of Khon Kaen Primary Educational Service Area 3, the research method was divided into 3 phases, namely Phase 1: a study of components, needs, and guidelines for teaching and learning leadership development of school administrators. under the Office of Khon Kaen Primary Educational Service Area 3 consisted of 3 steps as follows: Step 1.1 Study of components of teaching and learning leadership development of school administrators. under the Office of Khon Kaen Primary Educational Service Area 3 by document synthesis. Step 1.2 Study of the need for teaching and learning leadership development of educational institute administrators. under the Office of Khon Kaen Primary Educational Service Area 3. Step 1.3 Study of guidelines for developing teaching and learning leadership of school administrators. under the Office of Khon Kaen Primary Educational Service Area 3 by interviewing experts. Phase 2: building and examining the appropriateness of teaching and learning leadership development model of school administrators. under the Office of Khon Kaen Primary Educational Service Area 3 consisted of 2 steps: Step 2.1 Drafting a model for teaching and learning leadership development of school administrators. Under the Office of Khon Kaen Primary Educational Service Area 3 Step 2.2 Examination of the Appropriateness of the Instructional Leadership Development Model of Educational Institution Administrators under the jurisdiction of Khon Kaen Primary Educational Service Area Office 3, Phase 3, an assessment of the feasibility and utility of applying the instructional leadership development model of school administrators. under the jurisdiction of Khon Kaen Primary Educational Service Area Office 3. The sample group used in the research were educational institute administrators. The number of districts under the Office of Khon Kaen Primary Educational Service Area 3 were 97 students by stratified random sampling. The number of districts under the Office of Khon Kaen Primary Educational Service Area 3 was used as a criterion. Data collection tool including document synthesis form, questionnaire and interview form suitability check form feasibility and usefulness assessment form Statistics used in data analysis were mean, standard deviation.

The results of the research revealed that

1) Needs for teaching and learning leadership development of school administrators Overall, it was at the highest level. and order of needs in order of needs as follows: 1) Curriculum and teaching management 2) Mission setting and development goals 3) Teaching and learning supervision 4) Network building Collaboration 5) Enhancing student learning conditions and 6) Enhancing and supporting teacher professional development

2) The model for developing teaching and learning leadership of school administrators consisted of 1) Principles of the model 2) Objectives of the model 3) Scope of development 4) Assessment guidelines and the results of examining the suitability of teaching and learning leadership development model of school administrators. Almighty, you are of the opinion that it is appropriate. The results of the feasibility assessment were at the highest level. and the most useful

Keywords: model, leadership, teaching and learning of executives

บทนำ

ในปัจจุบันมีการเปลี่ยนแปลงอย่างรวดเร็วสู่ความเจริญก้าวหน้าด้านเทคโนโลยีสารสนเทศ มีการเปลี่ยนแปลงทั้งในด้านสภาพแวดล้อม การเมือง สังคม วัฒนธรรม วิทยาศาสตร์ และเทคโนโลยี ซึ่งผลจากการเปลี่ยนแปลงเหล่านี้ส่งผลทั้งด้านบวกและด้านลบต่อประเทศจึงจำเป็นที่ต้องเรียนรู้ เพื่อจะปรับตัวให้ทันกับการเปลี่ยนแปลงที่เกิดขึ้นตลอดเวลาและ เตรียมพร้อมที่จะเผชิญกับความท้าทายจากกระแสโลกโดยปัจจัยสำคัญที่จะสามารถเผชิญกับการเปลี่ยนแปลงและความท้าทายดังกล่าวได้คือ การพัฒนาการศึกษา ซึ่ง

เป็นกระบวนการสำคัญในการพัฒนาคนให้มีคุณภาพแต่ปัจจุบันพบว่าคุณภาพการศึกษาของไทยยังอยู่ในระดับต่ำมาโดยตลอด และเป็นปัญหาที่ต้องเร่งแก้ไขในทุกระดับถึงแม้ว่าระดับความรู้และโอกาสทางการศึกษาจะ มีทิศทางที่ดีขึ้นก็ตาม (ไกศิษฏ์ เปลรินทร์, 2552)

การที่ผู้บริหารมีภาวะผู้นำทางการเรียนการสอน ที่แสดงบทบาทหน้าที่อย่างสร้างสรรค์สามารถโน้มน้าว จูงใจ หรือชี้นำให้บุคลากรในสถานศึกษา และผู้เกี่ยวข้อง เข้าใจตระหนักในจุดมุ่งหมายของการจัดการศึกษา รวมพลัง และประสานสัมพันธ์กันให้งานวิชาการซึ่ง เกี่ยวข้องโดยตรงกับคุณภาพของการจัดการเรียนการสอนและคุณภาพของผู้เรียน อันเป็นภารกิจหลักของสถานศึกษาบรรลุตามเป้าหมายที่กำหนดไว้ จึงสามารถที่จะกล่าวได้ว่าแบบของผู้นำของผู้บริหารสถานศึกษามีความสำคัญกับความสำเร็จในการบริหารจัดการในสถานศึกษา

สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เป็นหน่วยงานที่ดูแลรับผิดชอบในการจัดการศึกษาในระดับการศึกษาขั้นพื้นฐานโดยมีโรงเรียนในสังกัดถึง 130 โรงเรียน เป็นหน่วยงานหนึ่งที่ลงทุนทางการศึกษาอย่าง มาก โดยมุ่งหวังที่จะให้ผลสัมฤทธิ์ทางการเรียนของผู้เรียนในสังกัดมีคุณภาพ จึงได้ให้ความสำคัญ กับการพัฒนาผู้บริหารโรงเรียนเพื่อที่จะพัฒนาให้คุณภาพของการศึกษาของโรงเรียนในสังกัด สูงขึ้น (บทสรุปผู้บริหารสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 3 , 2564) คุณภาพการศึกษาของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 3 นั้นพบว่าผลสอบ O-Net ระดับชั้นประถมศึกษาปีที่ 6 ในปี 2564 มีคะแนนค่าเฉลี่ยรวม 4 กลุ่มสาระ มีคะแนนเฉลี่ยร้อยละ 42.81 โดยมีคะแนนสูงกว่าระดับจังหวัดขอนแก่น (เฉลี่ยร้อยละ 41.33) ระดับสังกัดสพฐ. (เฉลี่ยร้อยละ 40.02) และระดับประเทศ (เฉลี่ยร้อยละ 42.13) และผลสอบ O-Net ระดับชั้นมัธยมศึกษาปีที่ 3 ในปี 2564 มีคะแนนค่าเฉลี่ยรวม 4 กลุ่มสาระ มีคะแนนเฉลี่ยร้อยละ 33.98 โดยมีคะแนนต่ำกว่าระดับจังหวัดขอนแก่น (เฉลี่ยร้อยละ 35.26) ระดับสังกัดสพฐ. (เฉลี่ยร้อยละ 36.33) และระดับประเทศ (เฉลี่ยร้อยละ 36.01) (สำนักทดสอบทางการศึกษาแห่งชาติ 2564) ซึ่งจำเป็นต้องมีการพัฒนาให้มีประสิทธิภาพมากยิ่งขึ้น(สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3, 2564)

รูปแบบการพัฒนา เป็นรูปธรรมของความคิดที่เป็นนามธรรม ซึ่งบุคคลแสดงออกมาในลักษณะใดลักษณะหนึ่ง เช่น เป็นคำอธิบาย เป็นแผนผัง ไดอะแกรมหรือแผนภาพ เพื่อช่วยให้ตนเองและบุคคลอื่นสามารถเข้าใจได้ชัดเจนขึ้นรูปแบบเป็นเครื่องมือทางความคิดที่บุคคลใช้ในการสืบสอบหาคำตอบความรู้ ความเข้าใจในปรากฏการณ์ทั้งหลาย (ทิศนา แขมมณี, 2545) จึงดูจะเป็นทางออกที่ดีใช้เป็นแนวทางในการพัฒนาภาวะผู้นำการจัดการเรียนการสอนโดยอาศัยหลักการพัฒนาจากแนวคิดทฤษฎีที่ว่าด้วยรูปแบบ (Model) ของ Keeves (1998) ซึ่งประกอบด้วย 1) ชื่อรูปแบบ 2) หลักการและแนวคิดพื้นฐานของรูปแบบ 3) วัตถุประสงค์ของรูปแบบ 4) ลักษณะของรูปแบบ และ 5) วิธีการพัฒนา เพื่อให้ผู้บริหารสถานศึกษาหรือผู้บริหารการศึกษาได้นำรูปแบบการพัฒนาไปเป็นกลไกล แนวทาง และกลวิธีปฏิบัติเพื่อนำไปสู่การมีภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

จากความเป็นมาและความสำคัญดังกล่าวข้างต้น ผู้บริหารโรงเรียนเป็นผู้ที่มีบทบาทสำคัญยิ่งในการใช้พฤติกรรมความเป็นผู้นำหรือภาวะผู้นำทางการเรียนการสอนมาใช้ในการบริหารโรงเรียนซึ่งผู้บริหารต้องแสดงบทบาท ต้องแสดงออกถึงพฤติกรรมการปฏิบัติงานให้สามารถบริหารจัดการงานการเรียนการสอนโดยเฉพาะอย่างยิ่งการพัฒนาคุณภาพของโรงเรียนและมุ่งให้เกิดประโยชน์สูงสุด คือ คุณภาพผู้เรียน จึงทำให้ผู้วิจัยสนในที่จะศึกษารูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาองค์ประกอบ ความต้องการและแนวทางการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3
2. เพื่อสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3
3. เพื่อประเมินความเป็นไปได้และเป็นประโยชนของรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง รูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 การศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา

ในการศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา แบ่งออกเป็น 3 ขั้นตอน ดังนี้

ขั้นตอนที่ 1.1 การศึกษาองค์ประกอบของการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา โดยการสังเคราะห์เอกสาร

1.1.1 ขอบเขตเนื้อหา

ผู้วิจัยได้ศึกษาเกี่ยวกับองค์ประกอบของการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ประกอบด้วย 1) หลักการ 2)วัตถุประสงค์ 3) ขอบข่ายการพัฒนา 4) แนวทางการประเมิน

1.1.2 แหล่งข้อมูล

แหล่งข้อมูล ได้แก่ เอกสารและงานวิจัยที่เกี่ยวข้องกับการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

1.1.3 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ องค์ประกอบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ใน 4 องค์ประกอบ ดังนี้

องค์ประกอบที่ 1 หลักการ

องค์ประกอบที่ 2 วัตถุประสงค์

องค์ประกอบที่ 3 ขอบข่ายของการพัฒนา

องค์ประกอบที่ 4 แนวทางการประเมิน

ขั้นตอนที่ 1.2 การศึกษาความต้องการการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

1.2.1 ขอบเขตเนื้อหา

ความต้องการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ใน 6 ด้าน ได้แก่ 1) ด้านการกำหนดพันธกิจและเป้าประสงค์การพัฒนา
2) ด้านการบริหารจัดการหลักสูตรและการเรียนการสอน 3) ด้านการนิเทศการเรียนการสอน 4) ด้านการส่งเสริมสภาพการเรียนรู้ของนักเรียน 5) ด้านการส่งเสริมและสนับสนุนการพัฒนาวิชาชีพครู 6) ด้านการเสริมสร้างเครือข่ายความร่วมมือ

1.2.2 ประชากรและกลุ่มตัวอย่าง

1) ประชากร

ประชากรที่ใช้ในงานวิจัยในครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา จำนวน 130 คน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ปีการศึกษา 2565

2) กลุ่มตัวอย่าง

กลุ่มตัวอย่างที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 จำนวน 97 คน ซึ่งผู้วิจัยกำหนดขนาดกลุ่มตัวอย่าง โดยเปิดตารางสำเร็จรูปของเคจซีมอร์แกน (Krejcie and Morgan) (บุญชม ศรีสะอาด, 2554 หน้า 43) และเลือกกลุ่มตัวอย่างด้วยการสุ่มแบบแบ่งชั้น (Stratified Sampling) ตามสัดส่วนของผู้บริหารสถานศึกษาแยกเป็นอำเภอ

1.2.3 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ ความต้องการการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ใน 6 ด้าน ดังนี้

1) ด้านการกำหนดพันธกิจและเป้าประสงค์การพัฒนา

2) ด้านการบริหารจัดการหลักสูตรและการเรียนการสอน

3) ด้านการนิเทศการเรียนการสอน

4) ด้านการส่งเสริมสภาพการเรียนรู้ของนักเรียน

5) ด้านการส่งเสริมและสนับสนุนการพัฒนาวิชาชีพครู

6) ด้านการเสริมสร้างเครือข่ายความร่วมมือ

ขั้นตอนที่ 1.3 การศึกษาแนวทางการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยการสัมภาษณ์ผู้ทรงคุณวุฒิ

1.3.1 ขอบเขตเนื้อหา

ผู้วิจัยได้ศึกษาแนวทางการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

1.3.2 กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน ได้มาด้วยการเลือกแบบเจาะจง (Purposive Sampling) ซึ่งแบ่งออกเป็น 3 กลุ่ม ได้แก่ กลุ่มที่ 1 ผู้บริหารการศึกษา กลุ่มที่ 2 ผู้บริหารสถานศึกษา กลุ่มที่ 3 ศึกษานิเทศก์ ที่มีวุฒิการศึกษาเกี่ยวกับการบริหารการศึกษาตั้งแต่ระดับปริญญาโทขึ้นไป และมีความรู้และประสบการณ์เกี่ยวกับการบริหารการจัดการเรียนการสอนมาแล้วไม่น้อยกว่า 10 ปี

1.3.3 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ แนวทางการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ใน 4 องค์ประกอบ ดังนี้

องค์ประกอบ 1 หลักการ

องค์ประกอบ 2 วัตถุประสงค์

องค์ประกอบ 3 ขอบข่ายของการพัฒนา

องค์ประกอบ 4 แนวทางการประเมิน

ระยะที่ 2 การสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

ในการสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 แบ่งออกเป็น 2 ขั้นตอน ดังนี้

ขั้นตอนที่ 2.1 การยกร่างรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

ในการยกร่างรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ดำเนินการดังนี้

2.1.1 ผู้วิจัยนำผลจากการศึกษา จากระยะที่ 1 ผลการศึกษาความต้องการ และแนวทางการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 มาเป็นข้อมูลในการยกร่างรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ตามกรอบแนวคิดในการวิจัย ประกอบด้วย 4 องค์ประกอบ ได้แก่ องค์ประกอบที่ 1 หลักการ องค์ประกอบที่ 2 วัตถุประสงค์ องค์ประกอบที่ 3 ขอบข่ายของการพัฒนา องค์ประกอบที่ 4 แนวทางการประเมิน

2.1.2 นำร่างรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา

2.1.3 นำร่างรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เพื่อเสนอผู้ทรงคุณวุฒิตรวจสอบความเหมาะสมต่อไป

ขั้นตอนที่ 2.2 การตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

2.2.1 กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 6 คน ได้มาด้วยการเลือกแบบเจาะจง (Purposive Sampling) ซึ่งแบ่งออกเป็น 3 กลุ่ม ดังนี้ กลุ่มที่ 1 ผู้บริหารการศึกษา กลุ่มที่ 2 ผู้บริหารสถานศึกษา กลุ่มที่ 3 ศึกษานิเทศก์

2.2.2 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ ความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

ระยะที่ 3 การประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ไปใช้

3.1 กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ในปี 2565 จำนวน 12 คน ได้มาด้วยการเลือกแบบเจาะจง จากผู้บริหารที่มีประสบการณ์ในการบริหารมาแล้วไม่น้อยกว่า 10 ปี

3.2 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ ความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

สรุปผลการวิจัย

1. ความต้องการและแนวทางการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 พบว่า ลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ ด้านการบริหารจัดการหลักสูตรและการเรียนการสอน ด้านการกำหนดพันธกิจและเป้าประสงค์การพัฒนา ด้านการนิเทศการเรียนการสอน ด้านการเสริมสร้างเครือข่ายความร่วมมือ ด้านการส่งเสริมสภาพการเรียนรู้ของนักเรียน และ ด้านการส่งเสริมและสนับสนุนการพัฒนาวิชาชีพครู ตามลำดับ

2. รูปแบบการพัฒนาภาวะผู้นำการเรียนเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

2.1 ผลการสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา โดยภาพรวม ความคิดเห็นของผู้ทรงคุณวุฒิส่วนใหญ่เห็นว่า รูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา มีความเหมาะสม อยู่ในระดับมากที่สุด

3. ผลประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา โดยภาพรวมมีความเป็นไปได้และเป็นประโยชน์อยู่ในระดับมากที่สุด

อภิปรายผลการวิจัย

1. การศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาภาวะผู้นำการจัดการเรียนการสอนของผู้บริหารสถานศึกษา พบว่า รูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา มี 6 ด้าน เมื่อพิจารณารายด้าน พบว่า ด้าน 1 ด้านการกำหนดพันธกิจ และเป้าประสงค์การพัฒนา ประกอบด้วย 1) กำหนดเป้าหมาย พันธกิจด้านการเรียนการสอนของโรงเรียน 2) นำข้อมูลด้านผลการเรียนของนักเรียนมาใช้ในการพัฒนาเป้าหมายด้านการเรียนการสอนของโรงเรียน 3) แต่งตั้งคณะกรรมการรับผิดชอบในการกำหนดเป้าหมาย พัฒนาและติดตามผลการดำเนินตามเป้าหมายด้านการเรียนการสอน 4) ประชุมชี้แจงข้อมูล เพื่อ สื่อสารข้อมูลและสร้างความเข้าใจเกี่ยวกับเป้าหมาย ด้านการเรียนการสอนของสถานศึกษาให้กับผู้มีส่วนได้ส่วนเสียได้รับทราบ เพื่อการพัฒนางานด้านการเรียนการสอนของสถานศึกษา 5) ร่วมกำหนดเป้าหมายของโรงเรียนเพื่อปรับปรุงการปฏิบัติงานด้านการเรียนการสอน สอดคล้องกับ Hallinger and Murphy (1985) ได้กล่าวว่า การกำหนดภารกิจของโรงเรียนเป็นการกำหนดกรอบขอบเขตของงานที่โรงเรียนต้องรับผิดชอบในส่วนที่เกี่ยวข้องกับงานวิชาการและสร้างความเข้าใจในภารกิจกำหนดเป้าหมายของโรงเรียน (Framing School Goals) การกำหนดเป้าหมายของโรงเรียนนั้นจะต้องมีความชัดเจนโดยเน้นที่ผลสัมฤทธิ์ทางการเรียนของนักเรียนโดยให้ทีมงาน มีส่วนในการกำหนดเป้าหมายทางวิชาการของโรงเรียน ด้านที่ 2 ด้านบริหารจัดการหลักสูตรและการเรียนการสอน มีขอบข่ายในการพัฒนาดังนี้ 1) ผู้บริหารสถานศึกษามีความรู้เข้าใจเกี่ยวกับกระบวนการพัฒนาหลักสูตร 2) เปิดโอกาสให้ทุกภาคส่วนเข้ามามีส่วนร่วมในการพัฒนาหลักสูตรสถานศึกษา 3) มีการกำกับติดตามการเรียนการสอนในห้องเรียนและมีการวัดประเมินผลให้สอดคล้องกับพันธกิจของสถานศึกษา 4) สนับสนุนจัดหาวัสดุ อุปกรณ์ ทรัพยากรและสื่อในการจัดการเรียนการสอน 5) ส่งเสริมสนับสนุนให้ครูร่วมเพิ่มพูนคุณภาพการใช้หลักสูตรสถานศึกษาด้วยการวิจัยและพัฒนา สอดคล้องกับ Krug (1992) ได้อธิบายถึง . การบริหารหลักสูตรและการสอน (Managing Curriculum and Instruction) การสอนถือว่าเป็นการบริการเบื้องต้นของโรงเรียน ดังนั้น อย่างน้อยที่สุดผู้บริหารโรงเรียนจะต้องรู้ขอบข่ายของรายวิชาที่สอนและรู้ความจำเป็นที่ต้องสอนรายวิชานั้น ๆ การมีพื้นฐานความรู้กว้าง ๆ ที่ผู้บริหารโรงเรียนสามารถนำพาผู้อื่นดำเนินการตามพันธกิจของโรงเรียน และ กระทรวงศึกษาธิการ (2550 : 35) กล่าวว่า ผู้บริหารสถานศึกษามีหน้าที่สำคัญในการพัฒนาหลักสูตรสถานศึกษาการวางแผนและดำเนินการใช้หลักสูตรการเพิ่มพูนคุณภาพการใช้หลักสูตรด้วยการวิจัยและพัฒนา การปรับปรุงและพัฒนาหลักสูตรในการพัฒนาหลักสูตรสถานศึกษาต้องพิจารณาให้สอดคล้องกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน รวมทั้งสถานศึกษาสามารถเพิ่มเติมในส่วนที่เกี่ยวข้องกับสภาพปัญหาในชุมชนและสังคม ภูมิปัญญาท้องถิ่น และความต้องการของผู้เรียน โดยทุกภาคส่วนเข้ามามีส่วนร่วมในการพัฒนาหลักสูตรสถานศึกษา ด้านที่ 3 ด้านการนิเทศการเรียนการสอน มีขอบข่ายในการพัฒนาดังนี้ 1) กำหนดโครงสร้างการนิเทศการเรียนการสอนของโรงเรียนไว้อย่าง

ชัดเจน 2) กำกับติดตามและประเมินการสอนของครู 3) จัดทำโครงการนิเทศการเรียนการสอนที่สอดคล้องกับปัญหาและความต้องการของครู และสอดคล้องกับเป้าหมายด้านวิชาการของสถานศึกษา 4) สร้างความตระหนักและความเข้าใจให้ครูเกี่ยวกับโครงการนิเทศการเรียนการสอน 5) นำผลที่ได้จากการนิเทศการเรียนการสอนมาปรับปรุงแก้ไข และพัฒนาการนิเทศการเรียนการสอนให้มีประสิทธิภาพยิ่งขึ้น สอดคล้องกับ Krug (1992) ได้กล่าวว่า. ผู้บริหารโรงเรียนมีบทบาทในการนิเทศการสอน โดยให้ถือว่าเป็นวิธีการพัฒนาครูอย่างจริงจังมากกว่าจะเป็นเพียงการนิเทศการสอนตามสภาพปัญหา(Clinic Supervision) การประเมินการปฏิบัติ งานเป็นการพิจารณาย้อนหลังแต่ภาวะผู้นำทางวิชาการเป็นการมองไปข้างหน้าซึ่งเรื่องนี้จะต้องนำมาใส่ใจให้มากว่าเวลานี้ทำอะไรได้ไม่ใช่มองว่าได้ทำอะไรแล้วผู้นำทางวิชาการต้องให้โอกาสครูได้พัฒนาวิชาชีพทั้งในโรงเรียนและนอกโรงเรียนด้วยเป้าหมายการพัฒนาคุณภาพในตัวของครูแต่ละคน ซึ่งจะช่วยเพิ่มพูนการเรียนรู้ของนักเรียนได้ ด้านที่ 4 ด้านการส่งเสริมสภาพการเรียนรู้ของนักเรียน มีขอบข่ายการพัฒนาดังนี้ 1) จัดให้มีแหล่งเรียนรู้ที่สำคัญในโรงเรียน ได้แก่ ห้องสมุด ห้องปฏิบัติการทางภาษา ห้องปฏิบัติการทางวิทยาศาสตร์อย่างพอเพียงเหมาะสม 2) เปิดโอกาสให้ชุมชนเข้ามามีส่วนร่วมในการจัดแหล่งเรียนรู้ที่สำคัญในโรงเรียน และแหล่งเรียนรู้ในชุมชน 3) การเปิดโอกาสให้ผู้เรียนซักถามประเด็นที่สงสัย 4) ส่งเสริม สนับสนุนการพัฒนาสภาพแวดล้อมให้ปลอดภัย เป็นระเบียบ เอื้อต่อการจัดการเรียนรู้ 5) ส่งเสริมการพัฒนาระบบแหล่งเรียนรู้โดยใช้เทคโนโลยีสารสนเทศและการสื่อสาร สอดคล้องกับ Weber (2002 : 2) ให้ความหมายว่า การส่งเสริมบรรยากาศที่ดีในการเรียนรู้ โดยการสื่อสารให้ทราบถึงเป้าหมายของโรงเรียน การตั้งความคาดหวังต่อโรงเรียนไว้สูง และการจัดสิ่งแวดล้อมให้เอื้อต่อการเรียนรู้ของผู้เรียนนั่นเอง ด้านที่ 5 การส่งเสริมสนับสนุนการพัฒนาวิชาชีพ มีขอบข่ายในการพัฒนาดังนี้ 1) สนับสนุนให้ครูพัฒนาวิชาชีพครูตามเป้าหมายของโรงเรียน จัดกิจกรรมพัฒนาการเรียนรู้ พัฒนาวิชาชีพอย่างหลากหลาย 2) ส่งเสริมและสนับสนุนให้ครูได้มีโอกาสพบปะและแลกเปลี่ยนเรียนรู้เกี่ยวกับการจัดการเรียนการสอนซึ่งกันและกันแบบชุมชนแห่งการเรียนรู้ทางวิชาชีพ (PLC) 3) จัดหาวัสดุอุปกรณ์สื่อต่าง ๆ และแหล่งความรู้ทางวิชาชีพ 4) ส่งเสริมให้บุคลากรจัดทำแผนพัฒนาตนเอง และประเด็นท้าทาย PA 5) เปิดโอกาสให้ครูได้แสดงความสามารถพิเศษในการจัดกิจกรรมการเรียนการสอนได้อย่างเป็นอิสระ โดยใช้วิจัยเป็นฐาน 6) ส่งเสริมให้ครูได้มีความรู้ และคุณวุฒิสูงขึ้น เช่นให้โอกาสในการศึกษาต่อ หรือเข้าอบรมเพื่อเลื่อนวิทยฐานะ สอดคล้องกับ Hallinger และ Murphy (1985) ได้ให้ความหมายของการส่งเสริมให้มีการพัฒนาวิชาชีพ กล่าวว่า ผู้บริหารสถานศึกษาเปิดให้โอกาสครูและบุคลากรในโรงเรียนได้รับการพัฒนางานในวิชาชีพอย่างเต็มศักยภาพ ตามความรู้ความถนัดและความสามารถ โดยการส่งเสริมและสนับสนุนให้ครูและบุคลากรให้ได้เข้ารับการฝึกอบรม การสัมมนาทางวิชาการ ตามโครงการพัฒนาบุคลากรที่หน่วยงานทางการศึกษาจัดขึ้น และส่งเสริมสนับสนุนให้ครูสามารถนำเอาความรู้ ทักษะและประสบการณ์ที่ได้รับนำไปใช้ในการพัฒนางานในวิชาชีพ และด้านที่ 6 การเสริมสร้างเครือข่ายความร่วมมือ มีขอบข่ายการพัฒนา ดังนี้ 1) เปิดโอกาสให้ครู นักเรียน ผู้ปกครอง ชุมชน หรือหน่วยงานที่เกี่ยวข้องมีส่วนร่วมในการวางแผนพัฒนาคุณภาพการศึกษา 2) สร้างความร่วมมือกับสถานศึกษาต่าง ๆ ชุมชน หน่วยงาน และองค์การที่เกี่ยวข้อง 3) สื่อสารในรูปแบบต่าง ๆ เช่น การประชุม การให้ข้อมูลผ่านกลุ่ม Line , Facebook กับหน่วยงานภายนอกหรือสถานประกอบการต่าง ๆ 4) ส่งเสริมสนับสนุนให้ครูสร้างเครือข่ายระหว่างหน่วยงานทั้งภายในและภายนอก 5) ส่งเสริมให้มีการจัดกิจกรรม Open House เพื่อให้ผู้ที่สนใจได้เข้าไปเยี่ยมชมกิจกรรม และการบริหารจัดการของสถานศึกษาเพื่อเสริมสร้างเครือข่ายกับภายนอก สอดคล้องกับ Maryland State Board of Education (2005) ได้อธิบายถึง การเสริมสร้างความร่วมมือกับผู้เกี่ยวข้องเพื่อร่วมรับผิดชอบต่อความสำเร็จของผู้เรียน และสถานศึกษาผู้บริหารสถานศึกษามีความสามารถในการเสริมสร้างความร่วมมือกับผู้เกี่ยวข้อง และผู้มีส่วนได้ส่วนเสียด้วยการให้การต้อนรับผู้ปกครองผู้มีอุปการะคุณและผู้มีส่วนได้ส่วนเสียให้เข้ามาในโรงเรียนกระตุ้นให้เป็นสมาชิกร่วมปฏิบัติการปฏิรูปโรงเรียนและชุมชนผู้เกี่ยวข้องและ โรงเรียนเครือข่ายมีส่วนร่วมในวิถีชีวิตของโรงเรียน

2. ผลการสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา โดยภาพรวม ความคิดเห็นของผู้ทรงคุณวุฒิส่วนใหญ่เห็นว่า รูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา มีความเหมาะสม ทั้งนี้ เป็นเพราะว่า รูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษาที่พัฒนาขึ้นนี้ มีวิธีการและลำดับขั้นตอนที่ชัดเจน สามารถใช้เป็นแนวทางการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหาร ซึ่งประกอบด้วย หลักการของรูปแบบ วัตถุประสงค์ของรูปแบบ ขอบข่ายการพัฒนา และแนวทางการประเมิน โดยมุ่งเน้นในการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา ดังนั้นการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหาร ผู้บริหารสถานศึกษาจะต้องกำหนดเป้าหมาย ของสถานศึกษาเพื่อเป็นกรอบแนวทางในการดำเนินงานบรรลุวัตถุประสงค์ สอดคล้องกับผลการวิจัยของ เกรียงศักดิ์ วงศรัตนะ (2556 : บทคัดย่อ) ได้วิจัยเรื่อง รูปแบบการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา ในภาคตะวันออกเฉียงเหนือ รูปแบบการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษา พบว่า ประกอบด้วย 1) หลักการของรูปแบบ 2) วัตถุประสงค์ 3) เอกสารประกอบการพัฒนา 4) กระบวนการของรูปแบบ และ 5) การติดตามผล และการประเมินผล

3. ผลประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา โดยภาพรวมมีความเป็นไปได้และเป็นประโยชน์อยู่ในระดับมากที่สุด ทั้งนี้ เป็นเพราะว่า รูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษาที่สร้างขึ้น สามารถนำไปพัฒนาผู้บริหารสถานศึกษาในการจัดการเรียนการสอนของผู้บริหารสถานศึกษา อีกทั้ง รูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษามีการสร้างและพัฒนาอย่างเป็นระบบตามหลักการพัฒนา โดยการศึกษาค้นคว้า แนวคิด ทฤษฎีและผลการศึกษาหรืองานวิจัยที่เกี่ยวข้องกับการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา และการสัมภาษณ์ผู้ทรงคุณวุฒิที่มีความรู้และประสบการณ์ตรงเกี่ยวกับการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษาเพื่อนำมายกร่างรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา แล้วนำไปให้ผู้ทรงคุณวุฒิพิจารณาความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา นำผลที่ได้มาปรับปรุงแล้วนำไปให้ผู้ใช้ซึ่งในที่นี้คือ กลุ่มผู้บริหาร จำนวน 12 คน แบ่งตามอำเภอ 5 อำเภอในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ในการประเมินความเป็นไปได้และเป็นประโยชน์ ซึ่งรูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา ได้ผ่านกระบวนการพัฒนาและมีการตรวจสอบจากผู้ทรงคุณวุฒิที่มีความรู้และประสบการณ์ ซึ่งสอดคล้องกับงานวิจัยของ อ้อย สงึมรัมย์ (2554 : บทคัดย่อ) ที่ได้ศึกษา รูปแบบการพัฒนาพฤติกรรมภาวะผู้นำทางวิชาการของผู้บริหารโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาในจังหวัดนครราชสีมา พบว่า รูปแบบที่สร้างขึ้นมีความเหมาะสมอยู่ในระดับมากถึงมากที่สุด และมีความเป็นไปได้อยู่ในระดับมากที่สุด สอดคล้องกับงานวิจัยของ วิเชียน ทองคลี่ (2560 : บทคัดย่อ) ที่ได้ทำการวิจัย รูปแบบการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาใศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา ผลการประเมินความเป็นไปได้รูปแบบการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โดยผู้เชี่ยวชาญโดยภาพรวม อยู่ในระดับมาก มากที่สุด ได้แก่ ส่วนที่ 1 แนวคิดหลักการ ระดับมาก รองลงมา ส่วนที่ 3 การประเมินผลหลังการพัฒนา ระดับมาก และส่วนที่ 2 การดำเนินกรพัฒนา ระดับมาก ความเป็นประโยชน์ของรูปแบบการพัฒนาโดยภาพรวมอยู่ในระดับมากที่สุด มากที่สุด ได้แก่ แนวคิดหลักการรองลงมาได้แก่ ส่วนที่ 3 การประเมินผลหลังการพัฒนา ระดับมากที่สุด

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

1.1 รูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 นี้ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 สามารถนำไปประยุกต์ใช้ในการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษาในสังกัดได้ตามสภาพปัญหา ความต้องการของผู้บริหารสถานศึกษา และผู้บริหารการศึกษาในแต่ละพื้นที่

1.2 ควรมีการวิจัยและพัฒนารูปแบบการพัฒนาภาวะผู้นำการเรียนการสอนของผู้บริหารสถานศึกษา ด้านอื่น ๆ สำหรับผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

ควรมีการศึกษารูปแบบการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา สังกัดอื่น เช่น ผ็บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา ผู้บริหารสถานศึกษาสังกัดการบริหารส่วนจังหวัด และผู้บริหารสถานศึกษาสังกัดสำนักงานอาชีวศึกษา เป็นต้น เพื่อเป็นข้อมูลในการพัฒนาภาวะผู้นำทางการเรียนการสอนของผู้บริหารสถานศึกษา ที่ตรงกับความต้องการพัฒนาของผู้บริหารสังกัดต่าง ๆ ต่อไป

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Hope, Challenges and Dropouts: Case Studies of Students Who Left Schools after Compulsory Education

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บทคัดย่อ

งานวิจัยเชิงคุณภาพนี้มีวัตถุประสงค์ 2 ประการ หนึ่ง เพื่อศึกษาประสบการณ์ชีวิตของของบุคคลที่หยุดเรียนหลังเรียนจบการศึกษาภาคบังคับ สอง เพื่อเสนอแนะทางในการส่งเสริมและช่วยเหลือนักเรียนให้ได้ศึกษาต่อหลังจากการศึกษาภาคบังคับ ข้อมูลที่ใช้ในการวิเคราะห์และสรุปผลได้มาจากการสัมภาษณ์แบบเจาะลึกรายบุคคล โดยใช้แบบสัมภาษณ์กึ่งโครงสร้าง ซึ่งผู้ให้ข้อมูลหลักคือผู้ที่เรียนจบการศึกษาภาคบังคับ และออกจากระบบการศึกษามาแล้วอย่างน้อย 3 ปี จำนวน 9 คน (เพศชาย 6 คน เพศหญิง 3 คน อายุระหว่าง 18-45 ปี) พบข้อค้นพบ 3 ประการ คือ 1) ผู้ให้ข้อมูลหลักมีเหตุผลที่แตกต่างที่ทำให้ตัดสินใจหยุดเรียน โดยเป็นทั้งเหตุผลส่วนตัว ครอบครัวและสภาพแวดล้อมภายนอก 2) ผลกระทบที่เกิดขึ้นจากการตัดสินใจไม่เรียนต่อในระดับที่สูงขึ้นส่งผลให้บุคคลเหล่านี้ขาดคุณสมบัติ ขาดทักษะที่จำเป็นในการประกอบอาชีพที่มีรายได้หรือผลตอบแทนที่สูงและ 3) แนวทางช่วยเหลือและส่งเสริมให้นักเรียนได้มีโอกาสศึกษาต่อในระดับชั้นที่สูงขึ้น เช่น เปลี่ยนกฎหมายการศึกษาภาคบังคับ โดยกำหนดให้ผู้เรียนทุกคนต้องอยู่ในการศึกษาภาคบังคับจนถึงอายุ 18 ปี รัฐต้องจัดเรียนฟรี 15 ปี จากชั้นอนุบาล 1 ถึงมัธยมศึกษาปีที่ 6 นอกจากนี้รัฐบาลต้องเพิ่มการช่วยเหลือดูแลนักเรียนที่ขาดแคลนทุนทรัพย์ กลุ่มเปราะบางที่ต้องการศึกษาต่อในระดับที่สูงขึ้น รวมไปถึงการพัฒนาคุณภาพของโรงเรียนทั่วประเทศให้มีคุณภาพใกล้เคียงกันเพื่อลดช่องว่างความเหลื่อมล้ำทางการศึกษา ทั้งนี้โรงเรียนต้องมีบทบาทในการพัฒนาแนวทางการแนะแนวการศึกษาต่อและการประกอบอาชีพอย่างเป็นระบบให้กับนักเรียนทุกช่วงอายุและระดับชั้น

คำสำคัญ: การตัดสินใจ, การไม่ศึกษาต่อหลังจากจบการศึกษาภาคบังคับ, ประสบการณ์ชีวิต

Abstract

This qualitative research objective is to study the life experiences of people who left schools after compulsory education. The data used for analysis and conclusions were obtained from in-depth interviews with 9 people (6 males and 3 females, aged between 18-45 years) who completed compulsory education and have been out of the education system for at least 3 years. The research has 3 findings. First, the informants did not continue their education after finishing compulsory education was personal reasons and the family's financial constraints. Second, they lacked necessary technical skills and qualifications required to work in certain occupations and were unable to obtain high-paying jobs. Third, the informants suggested ways in which everyone in the society would have helped them continue their education beyond compulsory education. For example, the government should raise the compulsory schooling law (CSL) by raising to 18 the minimum age at which a student is allowed to leave compulsory education. Quality education should be accessible for all students at all levels across the country to eliminate the educational inequality. The government should provide additional cash and in-kind assistances to target individuals from low-income and at-risk families who are eager to further their education. The schools should develop a well-designed system that provides academic and career counseling services for students at all ages and levels.

Keywords: Decision, Left School After Compulsory Education, Life Experience

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บทนำ

การศึกษาซึ่งถือเป็นเรื่องที่มีความสำคัญ เป็นเป้าหมายหลักที่สำคัญของกระทรวงศึกษาธิการ และรัฐบาล จึงให้ความสำคัญในเรื่องของการจัดการศึกษาที่มุ่งเน้นให้คนไทยทุกคนเข้าถึงโอกาสในการได้รับการศึกษาอย่างทั่วถึง สำนักงานเลขาธิการสภาการศึกษา (2560) ได้จัดทำแผนพัฒนาการศึกษาแห่งชาติ พ.ศ.2560 – 2579 ที่มีเป้าหมายคือการมุ่งเน้นการจัดการศึกษาให้คนไทยทุกคนเข้าถึงโอกาสและความเสมอภาคทางการศึกษาที่มีคุณภาพ แต่จากการศึกษาสำนักงานศูนย์วิจัยและให้คำปรึกษาแห่งมหาวิทยาลัยธรรมศาสตร์ (2563) ที่ได้ศึกษา อัตราจำนวนนักเรียนในระบบการศึกษาทั้งหมด ในปี พ.ศ.2551, พ.ศ.2556 และพ.ศ.2561 พบว่าในเวลา10ปี จำนวนนักเรียนทั้งหมดของประเทศมีแนวโน้มลดลงถึงร้อยละ 2.25 กล่าวคือในปี 2551 มีนักเรียนทั้งหมด 16,589,170 คน แต่ในปี2561 กลับมีนักเรียน ทั้งหมดเพียง 13,991,951 คน ซึ่งไม่สอดคล้องกับการจัดสรรงบประมาณรายจ่ายต่อหัวที่เพิ่มขึ้นทุกปี จากข้อมูลในปี 2551 งบประมาณรายจ่ายด้านการศึกษาอยู่ที่ 33,785 บาท ต่อคนต่อปี แต่เมื่อปี2561 งบประมาณรายจ่ายด้านการศึกษาสูงขึ้นโดยเฉลี่ยอยู่ที่ 58,532 บาทต่อคนต่อปี ซึ่งสอดคล้องกับการศึกษาของสำนักงานสภาพัฒนาการเศรษฐกิจและสังคมแห่งชาติ (2564, น.36) ที่ได้วิเคราะห์สถานการณ์ความยากจนและ ความเหลื่อมล้ำของประเทศไทยปี2563 พบว่าอัตราการเข้าเรียนสุทธิในแต่ละระดับชั้นมีแนวโน้มลดลง ซึ่งในปี2563 อัตราการเข้าเรียนระดับประถมศึกษาอยู่ที่ร้อยละ 88 ระดับมัธยมต้นอยู่ที่ร้อยละ 69.4 ระดับมัธยมปลายอยู่ที่ร้อยละ 60.6 และระดับมหาวิทยาลัยอยู่ที่ร้อยละ 28.4 จากข้อมูลสะท้อนให้เห็นว่าปัญหาด้านการศึกษา ที่เกิดขึ้นให้นั้นมีผลกระทบกับผู้เรียนบางส่วนโดยตรงโดยเฉพาะนักเรียนที่มีพื้นฐานครอบครัวยากจน ซึ่งอาจทำให้ผู้เรียนนั้นจำเป็นต้องตัดสินใจว่าจะเลือกศึกษาต่อหรือไม่

การที่อัตราการเรียนต่อหลังจากการศึกษาภาคบังคับลดลงส่งผลให้ประเทศมีแนวโน้มที่จะขาดแคลนแรงงานที่มีคุณภาพที่มีโอกาสได้งานทำในงานที่มีรายได้สูง และทำให้เป้าหมายของประเทศที่จะก้าวข้าม กับดักรายได้ปานกลางเป็นไปได้ยากขึ้น ไม่สอดคล้องกับนโยบายThailand 4.0 และยุทธศาสตร์ชาติในการพัฒนาคนสู่อุตสาหกรรมเป้าหมายที่ต้องการแรงงานที่มีทักษะเฉพาะทาง ที่มีความเชี่ยวชาญและมีทักษะสูง ดังนั้นในการพัฒนาประเทศให้มีความเจริญก้าวหน้ามากยิ่งขึ้น การลงทุนในทรัพยากรมนุษย์กล่าวคือการพัฒนาเด็กตั้งแต่วัยเรียน จะส่งผลให้เด็กที่ได้รับการพัฒนาอย่างเต็มที่นั้นเติบโตมาเป็นกำลังสำคัญในการพัฒนาประเทศต่อไป

อย่างไรก็ตามจากการทบทวนวรรณกรรมและงานวิจัยที่ผ่านมา พบว่ายังไม่ค่อยมีงานวิจัยที่สะท้อนให้เห็น ถึงปัญหา ผลกระทบ กระบวนการตัดสินใจและความต้องการด้านการจัดการศึกษาในมุมมองของผู้ที่ตัดสินใจหยุดเรียน ผ่านการศึกษาประสบการณ์ของผู้ที่เคยผ่านประสบการณ์ดังกล่าว เพื่อให้ทราบถึงแรงจูงใจ ความจำเป็น ปัญหา ความต้องการด้านการศึกษา หรือข้อจำกัดต่างๆ ที่มีผลกระทบให้บุคคลเหล่านั้นเลือกที่จะตัดสินใจหยุดเรียนถาวรหรือตัดสินใจหยุดเรียนชั่วคราวเมื่อจบการศึกษาภาคบังคับ ดังนั้นผู้วิจัยจึงสนใจที่จะทำการวิจัยเชิงลึกเพื่อตอบประเด็นดังกล่าวจากบุคคลที่มีประสบการณ์ตรง เพื่อลดปัญหาแรงงานขาดทักษะ ลดช่องว่างทางการศึกษา ส่งเสริมให้คนด้อยโอกาส สามารถเรียนรู้และพัฒนาตนเองให้เต็มตามศักยภาพ เพื่อพัฒนาเศรษฐกิจและยกระดับการศึกษาและรายได้ของประชาชน อันจะนำไปสู่การปฏิรูปตลาดแรงงานไทยเพื่อก้าวข้ามพ้นกับดักรายได้ปานกลาง

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาประสบการณ์ชีวิตของบุคคลที่ตัดสินใจหยุดเรียนหลังเรียนจบการศึกษาภาคบังคับ
2. เพื่อเสนอแนวทางในการจัดการศึกษาจากมุมมองของบุคคลที่ตัดสินใจหยุดเรียนหลังเรียนจบการศึกษาภาคบังคับ

วิธีการดำเนินการวิจัย

ผู้ให้ข้อมูลหลัก

การศึกษาวิจัยครั้งนี้เป็นการวิจัยเชิงคุณภาพแบบปรากฏการณ์วิทยา (Phenomenological Research) กลุ่มเป้าหมายที่เป็นผู้ให้ข้อมูลหลักสำหรับงานวิจัยนี้ ได้มาจากการที่ผู้วิจัยใช้วิธีการเลือกแบบเฉพาะเจาะจง (purpose sampling) เพื่อให้ได้กลุ่มผู้ให้ข้อมูลหลักที่มีคุณสมบัติตรงตามที่ผู้วิจัยต้องการ คือผู้ที่มีประสบการณ์ตัดสินใจหยุดเรียนหลังจากเรียนจบการศึกษาภาคบังคับมาแล้วอย่างน้อย 3 ปี ทั้งหยุดเรียนถาวรและหยุดเรียนชั่วคราว ซึ่งหมายถึงไม่ได้ เข้าศึกษาต่อทั้งการศึกษาในระบบ การศึกษานอกระบบและการศึกษาตามอัธยาศัย อย่างน้อย 3 ปี จำนวน 9 คน (เพศชาย 6 คน เพศหญิง 3 คน อายุระหว่าง 18-45 ปี)

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

เครื่องมือที่ใช้ในการวิจัยเพื่อศึกษาประสบการณ์ชีวิตของบุคคลที่ตัดสินใจหยุดเรียนหลังเรียนจบการศึกษาภาคบังคับ คือแบบสัมภาษณ์กึ่งโครงสร้าง (Semi-Structured Interview) โดยผู้วิจัยศึกษาเอกสารและประเด็นที่เกี่ยวข้องกับการตัดสินใจหยุดเรียนแล้วนำมาสร้างเป็นข้อคำถามของแบบสัมภาษณ์กึ่งโครงสร้าง (Semi-Structured Interview) เพื่อใช้ในการสัมภาษณ์กลุ่มผู้ให้ข้อมูล

หลัก โดยข้อคำถามของแบบสัมภาษณ์ที่สร้างขึ้นจะครอบคลุมในประเด็นที่เกี่ยวข้องกับสถานภาพฐานะของครอบครัวในอดีตและปัจจุบัน กระบวนการตัดสินใจและการดำเนินชีวิตหลังจากหยุดเรียน รวมไปถึงมุมมองส่วนตัวและความต้องการที่มีต่อการศึกษา

การเก็บรวบรวมข้อมูล

ผู้วิจัยมีวิธีการเก็บรวบรวมข้อมูลดังนี้ 1) ผู้วิจัยติดต่อประสานงานกับสำนักงานเขตพื้นที่การศึกษาประถมศึกษานนทบุรี เขต 2 และสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย (กศน.) เพื่อติดต่อขอข้อมูลสถานศึกษา 2)ผู้วิจัยติดต่อครูอาจารย์ที่เคยเป็นครูผู้สอนหรือเคยเป็นครูประจำชั้นของผู้เรียนที่เรียนจบชั้นมัธยมศึกษาปีที่ 3 แล้วไม่ได้เรียนต่อ อย่างน้อย 3 ปี 3) ผู้วิจัยติดต่อผู้เรียนเรียกว่ากลุ่มผู้ให้ข้อมูลหลักเพื่อขออนุญาตสัมภาษณ์เชิงลึก

การวิเคราะห์ข้อมูล

วิเคราะห์ข้อมูลด้วยวิธีการวิเคราะห์เชิงเนื้อหา (Content analysis) โดยผู้วิจัยนำข้อสรุปที่ได้จากการถอดเทปการสัมภาษณ์ มาทำการตีความข้อสรุปจากข้อมูลคำตอบของผู้ให้ข้อมูลตามหมวดหมู่ที่กำหนดไว้ และได้นำข้อมูลที่ได้จากการวิเคราะห์ สังเคราะห์ ไปให้กับผู้ให้ข้อมูลหลักได้ตรวจสอบความถูกต้องของข้อมูลอีกครั้ง เพื่อยืนยันความถูกต้องของข้อมูลว่าตรงกับที่ผู้ให้ข้อมูลหลักได้ให้สัมภาษณ์กับผู้วิจัยไว้

สรุปผลการวิจัย

ผลการวิเคราะห์ข้อมูลที่ได้จากการสัมภาษณ์เกี่ยวกับประสบการณ์ในการตัดสินใจหยุดเรียนหลังจากเรียนจบการศึกษาภาคบังคับ ซึ่งสามารถสะท้อนผลจากการวิเคราะห์ข้อมูล ได้เป็น 3 ประเด็นหลัก ดังนี้ 1. สาเหตุของการหยุดเรียน 2. ผลกระทบที่เกิดขึ้นจากการตัดสินใจหยุดเรียน และ 3. แนวทางในการจัดการศึกษาให้นักเรียนที่จบการศึกษาภาคบังคับมีโอกาสเรียนต่อในระดับชั้น ที่สูงขึ้นจากมุมมองของบุคคลที่ตัดสินใจหยุดเรียนหลังจบการศึกษาภาคบังคับ

วัตถุประสงค์ข้อที่ 1 ประสบการณ์ชีวิตของบุคคลที่ตัดสินใจหยุดเรียนหลังเรียนจบการศึกษาภาคบังคับสาเหตุของการหยุดเรียน

จากการศึกษาประสบการณ์ชีวิตของบุคคลที่หยุดเรียนหลังจบการศึกษาภาคบังคับ ผู้วิจัยพบว่า สาเหตุของการตัดสินใจหยุดเรียนของแต่ละบุคคลนั้นล้วนมีสาเหตุทั้งเหมือนและแตกต่างกัน ซึ่งสามารถสรุปได้ 3 ประเด็นดังนี้

สาเหตุของการหยุดเรียน : เหตุผลส่วนตัว

การที่บุคคลเลือกที่จะไม่เรียนต่อ อาจเพราะบุคคลนั้นมีทัศนคติ ความเชื่อ ว่าการศึกษาอาจจะไม่ได้ตอบโจทย์ในการพัฒนาตนเองไปถึงขั้นความสำเร็จในชีวิตของพวกเขาได้ ซึ่ง ความสำเร็จในชีวิต ของแต่ละคนก็จะมีนิยามที่แตกต่างกันไป จึงส่งผลให้บุคคลเลือกที่จะตัดสินใจเดินตามเส้นทางที่ตนเองเชื่อ และคิดว่าจะนำพาตนเองไปสู่ความสำเร็จได้อย่างที่พวกเขาต้องการ เช่นความต้องการในการที่จะทำงานหาเงิน ดังตัวอย่างคำพูดของผู้ให้ข้อมูลดังนี้

“อีกเหตุผลที่หยุดเรียนไป คือตอนนั้นหนูก็รู้สึกอยากทำงานด้วย อยากได้ตังค์ จะได้เอาตังมาซื้อของใช้เหมือนคนอื่น ได้มีตังเหมือนคนอื่น อยากได้เงินเอามาใช้จ่ายในบ้าน อะไรที่เราไม่มี เราก็อยากมีอะไรประมานนี้ค่ะ”
(ผู้ให้ข้อมูลคนที่ 2, 26 กันยายน 2565)

ผู้ให้ข้อมูลบางส่วนก็มีเหตุผลไปในทิศทางคล้ายๆกัน

“สาเหตุที่หยุดเรียนไป คือตอนนั้นติดเพื่อน และได้เห็นเพื่อนมาทำงานแล้วได้เงิน เราก็อยากมีอยากได้บ้าง ด้วยวัยคะนองวัยเด็กตอนนั้นมีความคิดอย่างนี้” (ผู้ให้ข้อมูลคนที่ 3, 23 ตุลาคม 2565)

“ตอนนั้นหนูมีความคิดว่าเรียนๆ ไปเถอะ แค่ม.3เดี๋ยวก็จบ จะได้เอาวุฒิมาทำงาน”
(ผู้ให้ข้อมูลคนที่ 5, 13 พฤศจิกายน 2565)

“จากตอนแรกที่เราอยากเป็นช่าง แต่พอได้ไปเรียนแล้วเราก็รู้สึกว่าทำไมมันยาก และความขี้เกียจของเราด้วย ก็เลยตัดสินใจออก ไม่ได้เรียน ทำงานอย่างเดียว” (ผู้ให้ข้อมูลคนที่ 8, 16 ธันวาคม 2565)

แต่ก็ยังมีผู้ให้ข้อมูลบางคนที่มีสาเหตุส่วนตัวจากเหตุผลที่มาจากปัญหาด้านฐานะทางเศรษฐกิจของครอบครัวและปัญหาด้านการขาดแคลนทุนทรัพย์

“ปัญหาหลักๆ ก็คือ เรื่องเงินอย่างเดียว ตอนนั้นก็มีเงิน กยศ. แต่มันไม่พอ ตอนนั้นเราก็ต้องเช่าห้อง ค่าเดินทาง ค่าใช้จ่ายอื่นๆในการเรียน มันทำให้เราต้องหยุด” (ผู้ให้ข้อมูลคนที่ 7 , 4 ธันวาคม 2565)

“ย้อนกลับไปตอนนั้น คือฐานะทางบ้านเรา ของพ่อแม่เราไม่ค่อยมี ฐานะยากจน ผมก็พยายามจนเรียนจบ ม.3 จากนั้นผมก็หางานทำเลย” (ผู้ให้ข้อมูลคนที่ 7, 4 ธันวาคม 2565)

นอกจากนี้ยังพบว่าผู้ให้ข้อมูลบางคนต้องหยุดเรียนโดยมีสาเหตุมาจากการที่ไม่มีรายได้จุนเจือครอบครัวเนื่องจากปัญหาการเจ็บป่วยของพ่อแม่

“ตอนนั้นเรียนจบ ม.3 แล้วแม่เข้าโรงพยาบาล ไม่มีคนเฝ้า น้องก็ต้องไปโรงเรียน เราก็ต้องดูแลน้องด้วย ผมเลยตัดสินใจหยุดเรียนเลย” (ผู้ให้ข้อมูลคนที่ 6 , 1 ธันวาคม 2565)

“ตอนนั้นแม่คือคนหาเลี้ยงครอบครัว พอแม่เข้าโรงพยาบาล เราก็ไม่มีรายได้ ไม่มีเงินไปโรงเรียน เราก็เลยต้องหยุดเรียน” (ผู้ให้ข้อมูลคนที่ 6 , 1 ธันวาคม 2565)

จากข้อมูลที่ได้จากผู้ให้ข้อมูลในด้านสาเหตุส่วนตัวที่ทำให้ต้องหยุดเรียนนั้นพบว่าเกิดได้จากหลายปัจจัยในบริบทของแต่ละบุคคลที่ได้พบเจอ แต่พบว่าสาเหตุสำคัญหลัก ๆ ที่เป็นจุดร่วมของผู้ให้ข้อมูลส่วนใหญ่คือสาเหตุที่เกิดจากความไม่พร้อมและปัญหาด้านการเงินของครอบครัว ที่เป็นสาเหตุหลักที่ทำให้ผู้ให้ข้อมูลส่วนใหญ่จำเป็นจะต้องตัดสินใจหยุดเรียนหลังจากเรียนจบการศึกษาภาคบังคับ

สาเหตุของการหยุดเรียน : ครอบครัว

จากการศึกษาประสบการณ์ชีวิตของบุคคลที่หยุดเรียนหลังจบการศึกษาภาคบังคับครั้งนี้พบว่า สาเหตุหนึ่งที่ถือได้ว่าเป็นสาเหตุสำคัญที่มีอิทธิพลกับบุคคลในการตัดสินใจที่จะศึกษาต่อหรือไม่นั้นเกิดจากสาเหตุด้านครอบครัว ซึ่งล้วนมีอิทธิพลต่อตัวผู้เรียนเองทั้งทางตรงและทางอ้อมต่อการเข้าถึงโอกาสทางการศึกษาของผู้เรียน โดยอิทธิพลทางตรงเช่น ความคาดหวังของพ่อแม่ ผู้ปกครองที่ต้องการให้ผู้เรียนได้เรียนในระดับที่สูงขึ้น หรือความคาดหวังให้ผู้เรียนมาช่วยทำงานเพื่อหารายได้จุนเจือครอบครัวโดยไม่ต้องเรียนต่อ ดังตัวอย่างคำพูดของผู้ให้ข้อมูลดังนี้

“ถ้าอย่างผมอย่างเนี้ย ครอบครัวเราไม่พร้อมเนี่ย เราไปต่อไม่ได้หรอก เราไม่มีตังเลยอะไรอย่างเงี้ยะคือเรา ไปต่อไม่ได้ ไปต่อไม่ได้เลย เพราะว่าสำหรับเราไม่มี คือไม่มีเลย ไม่มีจริงๆ” (ผู้ให้ข้อมูลคนที่ 1,20 กันยายน 2565)

ผู้ให้ข้อมูลอีกท่านก็แสดงให้เห็นถึงปัญหาเดียวกับที่ผู้ให้ข้อมูลคนแรกพบเจอ

“ก่อนจะเรียนจบ หนูก็มีคิดไว้ว่าอยากจะเรียนต่อค่ะ แต่แม่ส่งไม่ไหว หนูก็เลยต้องหยุดมาหางานทำช่วยเหลือที่บ้าน” (ผู้ให้ข้อมูลคนที่ 2, 26 กันยายน 2565)

“ตอนนั้นหนูอยากไปทำงาน เพราะครอบครัวก็บอกว่าเรียนไปทำไม เรียนจบมาก็มาทำนา ปลูกผัก ปลูกหญ้า” (ผู้ให้ข้อมูลคนที่ 5, 13 พฤศจิกายน 2565)

ซึ่งทั้งสองทางล้วนเป็นอิทธิพลทางตรงที่เกิดจากพ่อแม่ ผู้ปกครอง ที่มีผลกับการตัดสินใจศึกษาต่อหรือหยุดเรียน นอกจากนี้อิทธิพลทางอ้อม หากเป็นครอบครัวที่ขาดความพร้อมในด้านฐานะทางเศรษฐกิจของครอบครัวก็จะส่งผลให้ผู้เรียนขาดการสนับสนุน และขาดโอกาสในการเข้าถึงการศึกษาได้อย่างเต็มตามศักยภาพ กล่าวคือ หากครอบครัวมีปัญหาฐานะทางการเงินทำให้ไม่สามารถที่จะแบกรับค่าใช้จ่ายด้านการศึกษาของบุตรได้ ซึ่งเป็นปัจจัยสำคัญที่ทำให้ผู้เรียนจำเป็นจะต้องตัดสินใจเลือกที่จะไม่ศึกษาต่อหลังจากจบภาคบังคับแล้วออกไปประกอบอาชีพเพื่อหารายได้มาเลี้ยงดูครอบครัวแทน

“ตอนนั้นที่หนูอยากเรียนต่อ หนูอยากเรียนต่อเกี่ยวกับด้านสายอาชีพด้านธุรกิจ หรือด้านบัญชีก็ได้แต่อย่างที่บอกไปค่ะว่าหนูจำเป็นต้องออกมาช่วยครอบครัวก่อน เพราะตอนนั้นในครอบครัวมีแค่แม่ ที่ทำงานหาเลี้ยงครอบครัว”
(ผู้ให้ข้อมูลคนที่ 2, 26 กันยายน 2565)

ผู้ให้ข้อมูลอีกท่านหนึ่งสะท้อนถึงความจำเป็นที่ต้องหยุดเรียนและความเสียดายที่ต้องหยุดเรียนไป

“ถ้าย้อนเวลากลับไปได้ ผมจะเลือกเรียนต่อ แต่ ณ ตอนนั้น มันต้องแบบนั้น มันต้องตัดสินใจแบบนั้นเพราะเราไม่มีเลย เราไม่มีเงินไปโรงเรียนเลย” (ผู้ให้ข้อมูลคนที่ 1,20 กันยายน 2565)

อีกหนึ่งปัจจัยที่ทำให้ผู้ให้ข้อมูลจำเป็นจะต้องหยุดเรียนไปคือการแต่งงานมีครอบครัว ทำให้ต้องทำงานหาเลี้ยงครอบครัวแทนการเข้ารับการศึกษา

“หลังจากแม่หายป่วยประมาณ 5 เดือน เราก็แต่งงาน แล้วก็ขึ้นมาหางานทำที่กรุงเทพ”
(ผู้ให้ข้อมูลคนที่ 6 , 1 ธันวาคม 2565)

ผลกระทบที่เกิดขึ้นหลังจากการหยุดเรียน

จากการศึกษาประสบการณ์ชีวิตของบุคคลที่หยุดเรียนหลังจบการศึกษาภาคบังคับครั้งนี้พบว่า การหยุดเรียนส่งผลให้บุคคลเหล่านี้ขาดทักษะในการทำงาน (Hard Skill) และขาดโอกาสในการทำงานที่มีรายได้หรือผลตอบแทนที่สูงขึ้น

“ปัจจุบัน ม.3 มันไม่พอ มันแค่ภาคบังคับ แต่ถ้าเราได้เรียนจนจบ ม.6 หรือ ปวช. ความรู้เราก็แน่นขึ้น ศักยภาพของเราก็เพียงพอในการทำงาน ซึ่งจุดนี้จะแตกต่างจาก ม.3 มาก” (ผู้ให้ข้อมูลคนที่ 1, 20 กันยายน 2565)
ผู้ให้ข้อมูลอีกท่านได้กล่าวเพิ่มเติมถึงการขาดโอกาสในการเข้าทำงาน

“มันก็มีผลกระทบนะ อย่างบางงาน เค้าก็รับวุฒิปวช. หรือ ม.6 เหมือนอย่างพี่หนูจะพาไปทำงานในอำเภอหนูก็ไม่สามารถไปสมัครได้ เพราะหนูวุฒิแค่ ม.3 ที่ทำงานคือน้อยมากที่จะรับวุฒิ ม.3” (ผู้ให้ข้อมูลคนที่ 2, 26 กันยายน 2565)

นอกจากนี้ผู้ให้ข้อมูลบางส่วน ยังได้แสดงให้เห็นถึงความเสียดายและความต้องการในการได้รับการศึกษาในระดับที่สูงขึ้นเพื่อให้ตนเองมีความรู้ มีทักษะ และเป็นที่ยอมรับของบริษัทหรือหน่วยงานต่าง ๆ ในการเข้าทำงาน

“ตอนที่จบม.3 แล้วเริ่มมาทำงานโรงแรม ทำให้รู้ว่าเราขาดทักษะเรื่องภาษา ที่จะใช้ในการต่อยอดการทำงาน ของเราเพราะม.3 สมัยนั้นก็รู้แค่พื้นฐาน แต่เนื้อหาความรู้หลักจะอยู่ในช่วง ม.4-6 ทำให้คิดได้ว่าเราต้องกลับมาเรียน” (ผู้ให้ข้อมูลคนที่ 3, 23 ตุลาคม 2565)

“หนูอะวางแผนว่า ถ้าหนูทำงานแล้วพอมีเงินนะ หนูจะไปเรียน กศน. ต่อ ให้จบ ม.6 เพราะหนูอยากทำงานที่ดีกว่านี้อีกอย่างวุฒิ ม.3 เงินเดือนมันก็น้อยกว่า หนูอยากได้วุฒิ ม.6 แล้วก็เอาไปสมัครงาน ทำงานเก็บเงิน ส่งลูกเรียนแล้ว” (ผู้ให้ข้อมูลคนที่ 4, 30 ตุลาคม 2565)

“การมาทำงานด้วยวุฒิ ม.3 มันไม่ตอบโจทย์การทำงานของแต่ละบริษัท” ผู้ให้ข้อมูลคนที่ 5, 13พฤศจิกายน 2565)

นอกจากนี้ผู้ให้ข้อมูลบางคนยังมีประสบการณ์ในการทำงานที่มีความเสี่ยง เนื่องจากความจำเป็นในการหาเลี้ยงครอบครัว

“ตอนนั้นผมก็เอาวุฒิที่มีไปสมัครงานเป็นพนักงานติดตาม ฝ่ายเร่งรัดหนี้สินของบริษัทไฟแนนท์แห่งหนึ่ง ทำอยู่ 4 ปี แต่งานมันเสี่ยงเกินไป แล้วผมอยู่ 3 จังหวัด (ชายแดนใต้) ตอนนั้น” (ผู้ให้ข้อมูลคนที่ 7, 4 ธันวาคม 2565)

จากผลกระทบของการมีวุฒิการศึกษาเพียงมัธยมศึกษาปีที่ 3 ทำให้บุคคลเหล่านี้ประกอบอาชีพได้เพียงอาชีพที่มีรายได้หรือผลตอบแทนต่ำ ขาดสวัสดิการในการดูแลที่ดี ถูกแทนที่ได้ง่าย ยากที่จะเพิ่มทักษะเฉพาะหรือเติบโตในเส้นทางการทำงาน (Career Path) และด้วยรายได้ที่น้อยกว่าจะอยู่ในฐานภาษี ประเทศไทยจึงมีสัดส่วนผู้เสียภาษีน้อย เมื่อเทียบกับผู้ได้รับผลประโยชน์จากเงินภาษี ซึ่งทำให้ประเทศไทยยังคงอยู่ในกลุ่มประเทศที่ที่ติดกับดักรายได้ปานกลาง

วัตถุประสงค์ข้อที่ 2 แนวทางในการจัดการศึกษาจากมุมมองของบุคคลที่ตัดสินใจหยุดเรียนหลังเรียนจบการศึกษาภาคบังคับ

จากการศึกษาประสบการณ์ชีวิตของบุคคลที่หยุดเรียนหลังจบการศึกษาภาคบังคับครั้งนี้ผู้ให้ข้อมูลหลักได้เสนอแนวทางในการพัฒนานักเรียนและจัดการศึกษาให้นักเรียนที่จบการศึกษาภาคบังคับมีโอกาสเรียนต่อในระดับชั้นที่สูงขึ้น ซึ่งสามารถสะท้อนได้เป็น 2 แนวทาง ดังนี้

แนวทางที่ 1 คือการสนับสนุนทุนทรัพย์สำหรับนักเรียนที่อยากเรียนต่อแต่ขาดทุนทรัพย์ให้นักเรียนได้มีโอกาสได้รับการสนับสนุนจนจบการศึกษาตามที่พวกเขาต้องการ

จากปัญหาใหญ่ของการหยุดเรียนจากกลุ่มผู้ให้ข้อมูล ซึ่งได้แก่ปัญหาในด้านของสถานะเศรษฐกิจทางครอบครัวที่อยู่ในฐานะยากจน ประสบปัญหาด้านการเงิน ที่ทำให้บุคคลเหล่านี้จำเป็นจะต้องหยุดเรียนไป แต่ส่วนใหญ่ก็แสดงให้เห็นถึงความต้องการและการเห็นถึงความสำคัญของการศึกษา ซึ่งบอกว่าถ้าหากพวกเขาได้รับการสนับสนุน หรือมีทุนทรัพย์ที่เพียงพอ พวกเขาก็อยากที่จะเรียนต่อในระดับที่สูงขึ้น ดังตัวอย่างคำกล่าวต่อไปนี้

“ผมอยากให้ภาครัฐมาซัพพอร์ตตรงนี้ คนที่เค้าไม่มีจริง ๆ อะ คนที่เป็นฐานรากอะ เอาง่ายๆ นะ เปรียบเหมือนข้าวที่เราปลูกอะ ถ้าดินไม่ดี ข้าวก็ไม่ดี ก็เปรียบเหมือนคนที่เค้าไม่มีอะ ก็เหมือนดินที่แห้งแล้ง แตกระแหง แล้วข้าวมันจะไปงามไปงอกได้ยังไง เด็กก็เหมือนกับต้นข้าวนั่นแหละ” (ผู้ให้ข้อมูลคนที่ 1, 20 กันยายน 2565)

ผู้ให้ข้อมูลอีกท่านที่เห็นตรงกันยังได้แสดงความเห็นไว้ว่า
“อยากให้รัฐบาลช่วยดูแลครอบครัวไหนที่เค้าไม่มี ก็ช่วยส่งให้เค้าได้เรียน อย่างน้อยสัก ม.6 ก็ยังดี”
(ผู้ให้ข้อมูลคนที่ 2, 26 กันยายน 2565)

“ผมจะบังคับเลยให้ลูกเรียน อย่างน้อย ม.6 แล้วถ้าผมมีเงินผมก็จะสนับสนุนให้เค้าเรียนอย่างที่เค้าอยากเรียนในระดับอุดมศึกษาเลย แต่ถ้าไม่เรียนไม่ได้ เพราะเรามีบทเรียนมาแล้ว ผมก็ไม่อยากให้ลูกต้องเจอเหมือนที่ผมผ่านมา”
(ผู้ให้ข้อมูลคนที่ 7 , 4 ธันวาคม 2565)

ซึ่งสอดคล้องกับข้อเสนอจากผู้ให้ข้อมูลอีกท่านที่ต้องการให้หน่วยงานรัฐในระดับชุมชน เข้ามามีบทบาทเพิ่มมากขึ้นในการสนับสนุน และส่งเสริมโอกาสในการเข้าถึงการศึกษาของบุคคลในแต่ละชุมชน ดังตัวอย่างคำกล่าวดังนี้

“เราอยากให้หน่วยงานของรัฐ ในระดับหมู่บ้าน อบต. ผู้ใหญ่บ้าน กำนัน ลงพื้นที่สอบถามลูกบ้านเลย ว่าบ้านไหนบ้างที่ยากจนที่สุดในหมู่บ้านเลย แต่เค้าอยากเรียนจริงๆ ก็ให้ทำเรื่องสนับสนุนเป็นรายคนไป อาจจะได้ปีละ 5 คน 10 คน ก็ยังดีกว่าไม่ได้ช่วยเค้าเลย แต่ถ้าจะให้รัฐช่วยทุกคนคงเป็นไปได้ยาก” (ผู้ให้ข้อมูลคนที่ 7 , 4 ธันวาคม 2565)

แนวทางที่ 2 คือ การยกระดับคุณภาพของประชากรในวัยแรงงานให้มีองค์ความรู้และทักษะที่จำเป็นในศตวรรษที่ 21 มากขึ้น และยังเป็นการพัฒนาคุณภาพชีวิตของบุคคลด้วยการศึกษา

“โดยมุมมองส่วนตัวของผมนะ ว่า ณ ตอนนี้เนี่ย ทางเลือกที่ดีที่สุดคือการเรียนสูงๆ เพราะอะไรต่ออะไรมันเริ่มทันสมัยขึ้น การเรียนสูงๆ ก็จะทำให้เราสามารถที่จะมีงานดี ๆ ทำ หาเงินมาดูแลครอบครัวได้ดีขึ้น กว่าเมื่อก่อน”
(ผู้ให้ข้อมูลคนที่ 1,20 กันยายน 2565)

นอกจากนี้ยังมีผู้ให้ข้อมูลที่แสดงความเห็นเกี่ยวกับระดับการศึกษาที่ควรจะมีในปัจจุบันไว้ดังนี้

“ถ้าเป็นไปได้หนูก็อยากให้การศึกษาภาคบังคับไปถึง ม.6 เพราะเดี๋ยวนี้วุฒิ ม.3 ทำอะไรไม่ได้เลย”
(ผู้ให้ข้อมูลคนที่ 2, 26 กันยายน 2565)

“ถ้าใครที่มีโอกาสเรียนได้ก็อยากให้เรียนต่อ อย่างน้อยวุฒิ ปวช. หรือม.6 ก็ยังดี แต่ถ้ามันจำเป็นต้องหยุดจริงๆ ก็ทำงานแล้วก็พอมีเงินแล้วค่อยไปเรียน กศน. ต่อก็ได้ อย่างน้อยก็ขอให้มีวุฒิสัก ม.6 ไว้ใช้ทำงาน” (ผู้ให้ข้อมูลคนที่ 4, 30 ตุลาคม 2565)

จากตัวอย่างคำกล่าวของผู้ให้ข้อมูล แสดงให้เห็นว่าถ้าหากหากพวกเขาได้รับการศึกษาที่สูงขึ้นก็จะเปิดโอกาสให้พวกเขาได้ทำงานที่มีรายได้หรือผลตอบแทนมากขึ้นและมีสวัสดิการในการดูแลระหว่างทำงานที่ดีและยังเป็นการพัฒนาคุณภาพชีวิตของบุคคลด้วยการศึกษากล่าวคือ หากพวกเขาได้รับการศึกษาที่สูงขึ้นก็จะเปิดโอกาสให้พวกเขาได้ทำงานที่มีรายได้หรือผลตอบแทนมากขึ้นและมีสวัสดิการในการดูแลระหว่างทำงานที่ดี ส่งผลให้มีคุณภาพชีวิตที่ดีและส่งต่อโอกาสทางการศึกษาไปยังรุ่นลูกได้ ทำให้สามารถก้าวข้ามปัญหาการส่งต่อความเหลื่อมล้ำข้ามรุ่น อีกทั้งยังเป็นการพัฒนาประเทศไทยให้เป็นประเทศที่ข้ามผ่านกับดักรายได้ปานกลาง

อภิปรายผลการวิจัย

งานวิจัยนี้ได้ทำการศึกษาประสบการณ์ของบุคคลที่ตัดสินใจหยุดเรียน หลังจากเรียนจบการศึกษาภาคบังคับ จากการศึกษาพบว่า 1) สาเหตุที่บุคคลหยุดเรียนหลังจบการศึกษาภาคบังคับมีความหลากหลายไม่เหมือนกัน สามารถจำแนกออกเป็น 3 สาเหตุหลักด้วยกัน คือ เหตุผลส่วนตัว สาเหตุด้านเศรษฐกิจฐานะทางบ้าน จากการศึกษาพบว่าปัญหาหลักที่เป็นจุดร่วมของผู้ให้ข้อมูลทุกคน คือ ปัญหาด้านฐานะทางครอบครัว ความยากจน ของครอบครัว ที่เป็นเหตุผลหลักที่ทำให้บุคคลเลือกที่จะตัดสินใจหยุดเรียน ซึ่งสอดคล้องกับงานวิจัยของ Gabriella Pusztai และคณะ (2019) ที่ได้ศึกษา การตัดสินใจออกนอกระบบการศึกษาของนักเรียน 605 คนในประเทศฮังการี พบว่า หนึ่งในปัญหาที่ทำให้นักเรียนเลือกที่จะออกนอกระบบการศึกษามาจากเหตุผลด้านสถานะทางการเงินของครอบครัว 2) ผลกระทบที่เกิดขึ้นจากการตัดสินใจหยุดเรียน ที่ส่งผลให้บุคคลเหล่านี้ขาดทักษะในการทำงาน (Hard Skill) ที่สำคัญในโลกของการทำงานในปัจจุบัน ซึ่งสอดคล้องกับ วิชญะ (2564) ที่ได้ศึกษาทักษะที่จำเป็นของการทำงานในศตวรรษที่ 21 ซึ่งพบว่า 3 ทักษะที่สำคัญในการทำงานนั้นประกอบด้วย 1. ทักษะการเรียนรู้ (Learning skills) 2. ทักษะการอ่านออกเขียนได้ (Literacy skills) และ 3. ทักษะชีวิต (Life skills) ซึ่งทั้ง 3 ทักษะนี้ล้วนเป็นทักษะที่สำคัญที่บุคคลจะได้เรียนรู้จากการเข้ารับการศึกษาในโรงเรียน โดยเฉพาะในระดับมัธยมปลายหรือระดับอาชีวศึกษา ซึ่งเป็นช่วงชั้นที่มุ่งเน้นในเรื่องของทักษะสำคัญเฉพาะด้านมากกว่าในระดับมัธยมศึกษาปีที่ 1-3 ส่งผลให้บุคคลที่หยุดเรียนได้รับผลกระทบนอกจากการขาดทักษะในการทำงานแล้วยังส่งผลกระทบให้บุคคลเหล่านี้ขาดโอกาสในการทำงานที่มีรายได้หรือผลตอบแทนที่สูงขึ้นเนื่องจากปัจจุบันองค์กร หรือบริษัทต่าง ๆ ล้วนรับบุคคลเข้าทำงานด้วยวุฒิการศึกษาขั้นต่ำ คือระดับชั้นมัธยมศึกษาปีที่ 6 หรือระดับปวช. ขึ้นไป เช่นเดียวกับการศึกษาของสำนักงานเลขาธิการสภาการศึกษา พบว่า ในปี 2564 จำนวนปีการศึกษาเฉลี่ยของประชากรไทยวัยแรงงาน (กลุ่มอายุ 15-59 ปี) ซึ่งเป็นกำลังแรงงานสำคัญปัจจุบัน เท่ากับ 9.96 ปี หรือมีการศึกษาอยู่ในระดับมัธยมศึกษาตอนต้น แต่ยังห่างจากค่าเป้าหมายถึง 2.54 ปี จากเป้าหมายในปี 2579 ในการขับเคลื่อนแผนการศึกษาแห่งชาติ พ.ศ. 2560 – 2579 อยู่ที่ 12.5 ปี หรือมีระดับการศึกษาอยู่ในระดับการศึกษาขั้นพื้นฐานเป็นอย่างต่ำ ซึ่งสะท้อนให้เห็นถึงการขาดโอกาสในการทำงานที่ได้รับผลตอบแทน และสวัสดิการที่ดีของแรงงานไทย นอกจากนี้ยังชี้ให้เห็นถึงคุณภาพของแรงงานที่ขาดความรู้เชิงลึก และทักษะที่จำเป็นในงาน ทำให้แรงงานเหล่านี้ประกอบอาชีพได้เพียงอาชีพที่มีรายได้หรือผลตอบแทนต่ำ ขาดสวัสดิการในการดูแลที่ดี ถูกแทนที่ได้ง่าย ยากที่จะเพิ่มทักษะเฉพาะหรือเติบโตในเส้นทางการทำงาน (Career Path) และด้วยรายได้ที่น้อยกว่าจะอยู่ในฐานภาษี ประเทศไทยจึงมีสัดส่วนผู้เสียภาษีน้อย เมื่อเทียบกับผู้ได้รับผลประโยชน์จากเงินภาษี ซึ่งทำให้ประเทศไทยยังคงอยู่ในกลุ่มประเทศที่ที่ติดกับดักรายได้ปานกลาง

ส่งผลให้บุคคลที่มีวุฒิการศึกษาเพียงมัธยมศึกษาปีที่ 3 นั้นประสบปัญหาในการสมัครงาน หรือหากมีงานก็มักจะเป็นงานที่มีรายได้ต่ำ ผลตอบแทนน้อย ส่งผลกระทบต่อ การดำเนินชีวิต และส่งผลกับต้นทุนชีวิตของบุคคลที่จะส่งต่อไปยังบุคคลรุ่นต่อไป ซึ่งเป็นที่มาของปัญหา ความเหลื่อมล้ำข้ามรุ่นอีกด้วย ซึ่งจากผลการวิจัยสามารถสรุปข้อเสนอในด้านการจัดการศึกษาที่จะช่วยให้นักเรียนที่จบการศึกษาภาคบังคับได้มีโอกาสศึกษาต่อมาขึ้นจากมุมมองของกลุ่มผู้ให้ข้อมูลหลักได้เป็น 3 ข้อเสนอดังนี้

1. รัฐบาลหรือกระทรวงศึกษาธิการควรพิจารณาถึงความสำคัญของการมุ่งพัฒนาผู้เรียนให้มีความรู้ และทักษะที่สอดคล้องกับทักษะของแรงงานในศตวรรษที่ 21 ด้วยการพิจารณาการขยายการศึกษาภาคบังคับออกไปถึงระดับชั้นมัธยมศึกษาปีที่ 6 สอดคล้องกับการรายงานของกองทุนเพื่อความเสมอภาคทางการศึกษา (กสศ.) เกี่ยวกับปรับหลักสูตรภาคบังคับของประเทศฟินแลนด์ ขยายเวลาเรียนเพิ่มอีก 3 ปี จากเดิมที่บังคับให้เด็กต้องเรียนจบหลักสูตรภาคบังคับภายในอายุ 16 ปี เปลี่ยนเป็นให้เรียนจบก่อนอายุ 18 ปีบริบูรณ์ เพื่อเป็นการให้เด็กได้มีโอกาสในการศึกษาเพิ่มมากขึ้น นอกจากการขยายการศึกษาภาคบังคับออกไปอีก 3 ปี แล้ว ฟินแลนด์

ยังสนับสนุนอาหารกลางวัน , หนังสือแบบเรียน , การทัศนศึกษาของนักเรียน รวมไปถึงวัสดุอุปกรณ์ ที่จำเป็นในการเรียนจนจบการศึกษาภาคบังคับฟรีโดยไม่มีค่าใช้จ่าย เพื่อเป็นการเพิ่มโอกาสในการเข้าถึงการศึกษาและความเสมอภาคทางการศึกษาให้กับนักเรียน โดยเป้าหมายในการขยายการศึกษาภาคบังคับในครั้งนี้คือ การที่จะพัฒนาผู้เรียนให้มีคุณภาพมากยิ่งขึ้นสำหรับโลกในอนาคต โดยฟินแลนด์มองว่าจะเป็นการยากมากขึ้นที่จะรับมือในโลกของการประกอบอาชีพโดยไม่มีวุฒิการศึกษาระดับมัธยมศึกษาตอนปลาย

2. ภาครัฐควรให้การช่วยเหลือดูแลกลุ่มเป้าหมายที่ต้องการเรียนต่อแต่เป็นผู้ขาดแคลนทุนทรัพย์ เช่นการสนับสนุนงบประมาณด้านการศึกษาให้กับนักเรียนที่มีความต้องการจำเป็นพิเศษหรือมีฐานะยากจน เป็นรายเดือน โดยเพิ่มขึ้นตามระดับของช่วงชั้นที่นักเรียนเข้าเรียน จนจบการศึกษาภาคบังคับ

3. โรงเรียนจะต้องเข้ามามีบทบาทในการพัฒนาแนวทางการแนะแนวการศึกษาต่อและการประกอบอาชีพอย่างเป็นระบบร่วมกับการส่งเสริมการบูรณาการหลักสูตรการจัดการเรียนการสอนร่วมกับทักษะชีวิตและทักษะอาชีพ เพื่อเป็นการสร้างโอกาสสร้างอาชีพ สร้างรายได้ ให้กับนักเรียนและครอบครัว ซึ่งจะส่งผลให้เกิดการสร้างรายได้ สร้างชีวิต และส่งต่อโอกาสในการเข้าถึงการศึกษาไปยังรุ่นสู่รุ่นต่อไป ได้อย่างยั่งยืน

ข้อเสนอแนะ

1. การวิจัยครั้งต่อไปควรเลือกกลุ่มเป้าหมายที่มีความแตกต่างอย่างชัดเจน เช่น กลุ่มเปราะบาง กลุ่มเสี่ยง กลุ่มที่หลุดออกจากระบบในช่วงสถานการณ์โควิด-19 หรือกลุ่มเด็กและเยาวชนที่ไม่ได้อยู่ในระบบการศึกษา การทำงาน หรือการฝึกอบรม (NEETs) หรือและควรเพิ่มจำนวนของผู้ให้ข้อมูลให้มากขึ้น เพื่อให้ได้ข้อมูลที่มีความลึก และมีความชัดเจนมากยิ่งขึ้น

2. การวิจัยครั้งต่อไปอาจเลือกศึกษาจากมุมมองของกลุ่มผู้ปกครองที่เลือกที่จะให้บุตรหลานหยุดเรียน เพื่อทำความเข้าใจถึงมุมมอง และทัศนคติที่มีต่อระบบการศึกษาจากบุคคลกลุ่มนี้ เนื่องจากเป็นกลุ่มที่มีอิทธิพลที่มีต่อการตัดสินใจของนักเรียน

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สภาพและความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

Situations And Needs of Active Learning Management in Schools UnderNakhon Phanom Primary Educational Service Area Office 1

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สุมาลี ศรีพุทธรินทร์ Sumalee Sriputtarin[2]

บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา 2) ประเมินความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษา กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 300 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ ได้มาโดยการสุ่มแบบหลายขั้นตอน เครื่องมือที่ใช้เป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ จำนวน 2 ฉบับ คือ 1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องระหว่าง 0.60-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง 0.23-0.88 และค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับ เท่ากับ 0.96 2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้องระหว่าง 0.60-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง 0.26-0.80 และค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับ เท่ากับ 0.96 สถิติที่ใช้ ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการวิจัยพบว่า 1) สภาพปัจจุบัน โดยรวมอยู่ในระดับปานกลาง และสภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมากที่สุด 2) ผลการประเมินความต้องการจำเป็น พบว่า ด้านที่มีค่าดัชนีความต้องการจำเป็นสูงสุด 3 อันดับแรก ได้แก่ ด้านปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก, ด้านการวัดและประเมินผลการเรียนรู้เชิงรุก และด้านกลวิธี/รูปแบบในการจัดการเรียนรู้เชิงรุก ตามลำดับ

คำสำคัญ: สภาพปัจจุบัน, สภาพที่พึงประสงค์, ความต้องการจำเป็น, การจัดการเรียนรู้เชิงรุก

Abstract

The objecttives of this research article were 1) to examine the current and desirable situations of active learning management in schools, and 2) to assess the needs of active learning management in schools. The samples used were 300 school administrators and teachers with followed percent criterion in the sample size specification selected by Multi-stage Random Sampling. The instrument employed in data collection were 2 five-rating scale questionnaires as followed : 1) a current situation questionnaire with the Index of Item Congruence (IC) between 0.60-1.00, the discrimination between 0.23- 0.88 and the reliability of 0.96, and 2) a questionnaire on the desirable situations with the Index of Item Congruence (IC) between 0.60-1.00, the discrimination between 0.26- 0.80 and the reliability of 0.96. The statistics used in the data analysis were percentage, mean, standard deviation and analysis of Modified Priority Needs Index ($PNI_{Modified}$).

The results were found that 1) the overall current situations were at a moderate level, and the overall desirable situations were at the highest level, and 2) the needs, the top 3 highest were fundamentals of active learning management, measurement and evaluation of active learning and method/model of active learning management, respectively.

Keywords: Current Situations, Desirable Situations, Needs, Active Learning Management

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บทนำ

การเปลี่ยนแปลงของโลกในยุคปัจจุบันเป็นการเปลี่ยนแปลงที่รวดเร็วและรุนแรงในทุกมิติทั้งทางสังคม เศรษฐกิจ การเมือง และเทคโนโลยี อันเป็นผลมาจากการพัฒนาเทคโนโลยีสารสนเทศและการปรับเปลี่ยนโครงสร้างเศรษฐกิจและการเมืองโลก ดังนั้นทุกประเทศจึงต้องเตรียมพร้อมที่จะรับมือกับความเปลี่ยนแปลงที่จะเกิดขึ้น การเตรียมพร้อมเพื่อก้าวข้ามความเปลี่ยนแปลงที่จะเกิดขึ้นนี้จำเป็นที่จะต้องพัฒนาประเทศไปสู่ความสมดุลและยั่งยืน โดยให้ความสำคัญต่อการพัฒนากลไกหลักที่เป็นตัวช่วยในการขับเคลื่อนไปสู่การพัฒนาในด้านอื่น ๆ นั่นคือ การพัฒนาทรัพยากรมนุษย์ให้มีคุณภาพและเข้มแข็ง (สำนักงานเลขาธิการสภาการศึกษา, 2558) ซึ่งในยุคที่สังคมโลกเปลี่ยนแปลงไปอย่างรวดเร็วจำเป็นอย่างยิ่งที่จะต้องรับมือเพื่อจัดการศึกษาให้ทันท่วงที ประเทศไทยก็เป็นหนึ่งในประเทศที่ก้าวเข้าสู่โลกในศตวรรษที่ 21 มีการเปลี่ยนแปลงที่รวดเร็วและรุนแรงดังเช่นประเทศอื่น ๆ การเปลี่ยนแปลงในครั้งนี้ส่งผลให้ผู้นำของประเทศไทยได้ประกาศนโยบายการขับเคลื่อนประเทศเป็นยุค “ไทยแลนด์ 4.0” ซึ่งนโยบายดังกล่าวส่งผลโดยตรงต่อการเปลี่ยนแปลงเกี่ยวกับการจัดการศึกษาของไทยที่จะต้องเปลี่ยนโฉมหน้าเพื่อรับมือและให้สอดคล้องกับนโยบายหลักของประเทศเช่นเดียวกันด้วย (กมล โพธิเย็น, 2564)

ยุทธศาสตร์ชาติ 20 ปี (พ.ศ.2561-2580) ในด้านการพัฒนาและเสริมสร้างศักยภาพทรัพยากรมนุษย์ มีเป้าหมายในการพัฒนา คือ “คนไทยในอนาคตจะต้องมีความพร้อมทั้งกาย ใจ สติปัญญา มีพัฒนาการที่ดีรอบด้าน มีสุขภาวะที่ดีในทุกช่วงวัย มีจิตสาธารณะ รับผิดชอบต่อสังคมและผู้อื่น มัธยัสถ์อดออม โอบอ้อมอารี มีวินัย รักษาศีลธรรม เป็นพลเมืองดีของชาติ มีหลักคิดที่ถูกต้อง มีทักษะที่จำเป็นในศตวรรษที่ 21 มีนิสัยรักการเรียนรู้ พัฒนาตนเองอย่างต่อเนื่องตลอดชีวิต สู่การเป็นคนไทยที่มีทักษะสูง เป็นนวัตกร นักคิด ผู้ประกอบการ เกษตรกรยุคใหม่ และอื่น ๆ โดยมีสัมมาชีพตามความถนัดของตนเอง” ซึ่งการพัฒนาและเสริมสร้างศักยภาพทรัพยากรมนุษย์นี้สามารถกระทำได้โดยการเปลี่ยนโฉมบทบาท “ครู” จากผู้สอนมาเป็นผู้สนับสนุนการเรียนรู้ บทบาทของผู้เรียนเป็นการเรียนรู้โดยการปฏิบัติจริง (พลอยไพลิน นิลกรรณ์, 2564) ครูจึงต้องมีการพัฒนาตนเองอย่างต่อเนื่องไม่หยุดนิ่ง เพื่อให้มีคุณลักษณะของครูแห่งศตวรรษที่ 21 และมีสมรรถนะในการปฏิบัติงาน รวมทั้งเป็นแบบอย่างที่ดีด้านคุณธรรม จริยธรรม โดยมีเป้าหมายปลายทางของการจัดกระบวนการเรียนรู้ที่มุ่งให้ผู้เรียนสามารถคิด วิเคราะห์ สังเคราะห์ สร้างความรู้ได้ด้วยตนเอง ซึ่งจำเป็นจะต้องมีการจัดการเรียนการสอนที่เน้นผู้เรียนเป็นสำคัญ (สำนักงานศึกษาธิการภาค 3, 2563)

การจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ ครูจะมีบทบาทในการเป็นผู้ชี้แนะ กระตุ้น ผลักดัน อำนวยความสะดวกให้ผู้เรียนได้พัฒนาตามศักยภาพ ให้ผู้เรียนได้ลงมือปฏิบัติด้วยตนเอง เป็นวิธีที่ส่งเสริมให้ผู้เรียนมีความตื่นตัวและกระตือรือร้นอยู่ตลอดเวลา โดยเฉพาะอย่างยิ่งด้านการรู้คิด รู้ทำ ซึ่งถือเป็นการพัฒนาการเรียนรู้ด้วยตนเอง ทำให้เกิดการเรียนรู้อย่างต่อเนื่องทั้งในและนอกห้องเรียน ดังนั้นการจัดการศึกษาในปัจจุบันจึงมีความจำเป็นที่จะต้องปรับการเรียนเปลี่ยนการสอนให้มีการคิดวิเคราะห์ เป็นแบบการเรียนรู้ด้วยการลงมือทำ หรือแบบ Active Learning (ฉัตรชัย วีระเมธีกุล, 2559) ซึ่งการจัดการเรียนรู้แบบ Active Learning นี้นักวิชาการและนักการศึกษาในประเทศไทยนิยมใช้คำว่า “การจัดการเรียนรู้เชิงรุก” เป็นกระบวนการจัดการเรียนรู้ตามแนวคิดการสร้างสรรค์ทางปัญญา (Constructivism) ที่เน้นกระบวนการเรียนรู้มากกว่าเนื้อหาวิชา เพื่อช่วยให้ผู้เรียนสามารถเชื่อมโยงความรู้ หรือสร้างความรู้ให้เกิดขึ้นในตนเอง ด้วยการลงมือปฏิบัติจริงผ่านสื่อหรือกิจกรรมการเรียนรู้ที่มีครูเป็นผู้แนะนำ กระตุ้น หรืออำนวยความสะดวก ให้ผู้เรียนได้มีการวิเคราะห์ สังเคราะห์ และการประเมินค่าจากสิ่งที่ได้รับจากกิจกรรมการเรียนรู้ ทำให้การเรียนรู้เป็นไปอย่างมีความหมายและนำไปใช้ในสถานการณ์อื่น ๆ ได้อย่างมีประสิทธิภาพ (สถาพร พฤฑฒิกุล, 2555)

การจัดการเรียนรู้เชิงรุก (Active Learning) ให้ประสบผลสำเร็จ ครูควรเริ่มต้นจากจุดเล็ก (Start Small) เริ่มจากเทคนิคง่าย ๆ และบางห้องเรียนควรคำนึงถึงการอำนวยความสะดวก ช่วยเหลือผู้เรียนในแต่ละกระบวนการ ให้การจัดการเรียนรู้ประสบความสำเร็จทั้งด้านกิจกรรม อุปกรณ์ และเวลา ควรจัดกิจกรรมการเรียนรู้ที่หลากหลาย และที่สำคัญคือต้องให้ผู้เรียนได้ใช้เทคโนโลยีเข้ามาเป็นส่วนหนึ่งของกิจกรรม ผลที่เกิดจากการจัดการเรียนรู้เชิงรุก (Active Learning) จะทำให้ผู้เรียนเรียนอย่างมีความสุข ทำให้ผู้เรียนสามารถสร้างองค์ความรู้ได้ด้วยตนเอง นำไปสู่การเกิดความคิดสร้างสรรค์ในการสร้างผลงาน มีความสามารถในการสื่อสาร มีความเชื่อมั่นในตนเอง ซึ่งเป็นคุณลักษณะของผู้เรียนที่พึงประสงค์ (วารินท์พร ฟันเฟื่องฟู, 2562)

ประกาศ 10 นโยบายเร่งด่วน สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ปีการศึกษา 2565 นโยบายเร่งด่วนในลำดับที่ 8 คือ การพัฒนาสมรรถนะสำคัญของผู้เรียนตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 ด้วยการจัดการเรียนรู้เชิงรุก (Active Learning) มีเป้าหมายในการพัฒนา คือ ผู้เรียนและครูชั้นประถมศึกษาปีที่ 1 ถึงชั้นมัธยมศึกษาปีที่ 6 ทุกคน ซึ่งปัญหาของผู้เรียนในยุคปัจจุบัน ได้แก่ ผู้เรียนขาดทักษะการคิดวิเคราะห์ ขาดทักษะการลงมือปฏิบัติ ไม่สามารถประยุกต์ใช้ความรู้ในการแก้ปัญหาได้ ส่วนปัญหาของครูเกี่ยวกับการจัดการเรียนรู้แบบเชิงรุก (Active Learning) ได้แก่ ครูขาดความรู้ ความเข้าใจ ในการจัดการเรียนรู้เชิงรุก (Active Learning) ครูยังใช้รูปแบบวิธีการสอนแบบเดิม ขาดแคลนสื่อการเรียนรู้และขาดการทำกิจกรรมชุมชนการเรียนรู้ทางวิชาชีพ (Professional Learning Community) (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2565)

จากความเป็นมาและความสำคัญของปัญหาดังกล่าว ผู้วิจัยจึงสนใจศึกษาการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ทั้งนี้ เพื่อนำข้อมูลที่ได้ไปเป็นแนวทางสำหรับครูและผู้บริหารสถานศึกษาในการส่งเสริม พัฒนาการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 และหน่วยงานทางการศึกษาอื่น ๆ สามารถใช้เป็นแนวทางในการพัฒนาการจัดการศึกษาต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1
2. เพื่อประเมินความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

กรอบแนวคิดของการวิจัย

การวิจัยเรื่องสภาพและความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยผู้วิจัยได้ศึกษาแนวคิดของ Richardson (2015); มหาวิทยาลัยราชภัฏกำแพงเพชร (2558); สุภัทรา ภูษิตรัตนาวลี (2560); สรพงค์ สุขเกษม (2560); สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2562); ลีลาวดี ชนะมาร (2563); สุพรรณี ขาวงาม (2563); อนุสสรา เฉลิมศรี (2563); กมล โพธิเย็น (2564); มหาวิทยาลัยราชภัฏหมู่บ้านจอมบึง (2564) ผู้วิจัยได้สรุปกรอบแนวคิดของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ดังนี้

1. การออกแบบการจัดการเรียนรู้เชิงรุก
2. ปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก
3. กลวิธี/รูปแบบในการจัดการเรียนรู้เชิงรุก
4. การวัดและประเมินผลการเรียนรู้เชิงรุก
5. สื่อและทรัพยากรในการจัดการเรียนรู้เชิงรุก

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้ มีวิธีดำเนินการวิจัย ตามลำดับขั้นตอนดังนี้

1. รูปแบบการวิจัย เป็นการวิจัยเชิงปริมาณ (Quantitative Research)

2. ประชากรและกลุ่มตัวอย่าง ประชากร ได้แก่ ผู้บริหารสถานศึกษาและครูของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จำนวน 2,801 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 255 คน และครู จำนวน 2,546 คน กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครูของสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จำนวน 300 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 128 คน และครู จำนวน 172 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ (ประสาท เนืองเฉลิม, 2564) ได้มาโดยวิธีการสุ่มแบบหลายขั้นตอน (Multi-Stage Random Sampling)

3. เครื่องมือที่ใช้ในการวิจัย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ จำนวน 2 ฉบับ ฉบับที่ 1 เป็นแบบสอบถามสภาพปัจจุบันของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีค่าดัชนีความสอดคล้องระหว่าง 0.60-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง 0.23-0.88 และค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับ เท่ากับ 0.96 ฉบับที่ 2 เป็นแบบสอบถามสภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีค่าดัชนีความสอดคล้องระหว่าง 0.60-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง 0.26-0.80 และค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับ เท่ากับ 0.96

4. การเก็บรวบรวมข้อมูล ได้เก็บรวบรวมข้อมูลจากผู้บริหารสถานศึกษาและครูที่เป็นกลุ่มตัวอย่าง โดยใช้แบบสอบถามออนไลน์ เก็บรวบรวมข้อมูลเพียงครั้งเดียว ได้เก็บรวบรวมข้อมูลระหว่างเดือนพฤศจิกายนถึงเดือนธันวาคม พ.ศ.2565 ได้รับแบบสอบถามคืนจำนวน 300 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล ได้นำแบบสอบถามที่ได้รับกลับคืนทุกฉบับซึ่งมีความสมบูรณ์นำไปวิเคราะห์ข้อมูลด้วยโปรแกรมคอมพิวเตอร์สำเร็จรูป ดังนี้

1) ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม วิเคราะห์ข้อมูลนำมาแจกแจงความถี่ (Frequency) และหาค่าร้อยละ (Percentage)

2) ข้อมูลสภาพปัจจุบันและสภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 วิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยการแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) แล้วนำมาเทียบเกณฑ์การแปลความหมายที่กำหนด (บุญชม ศรีสะอาด, 2560) ดังนี้

ค่าเฉลี่ย 4.51-5.00 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษาอยู่ในระดับ มากที่สุด

ค่าเฉลี่ย 3.51-4.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษาอยู่ในระดับ มาก

ค่าเฉลี่ย 2.51-3.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา อยู่ในระดับ ปานกลาง

ค่าเฉลี่ย 1.51-2.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา อยู่ในระดับ น้อย

ค่าเฉลี่ย 1.00-1.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา อยู่ในระดับ น้อยที่สุด

3) ผลการประเมินความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ใช้การประเมินการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) (สุวิมล ว่องวานิช, 2558)

สรุปผลการวิจัย

จากการวิจัยเรื่องสภาพและความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผลการวิจัยปรากฏ ดังนี้

1. ผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการวิจัยดังตารางที่ 1

ตารางที่ 1 แสดงค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการแปลผลความคิดเห็นเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมและจำแนกเป็นรายด้าน

ด้านที่	สภาพการจัดการเรียนรู้เชิงรุก	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
		$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1	ด้านการออกแบบการจัดการเรียนรู้เชิงรุก	3.61	0.57	มาก	4.55	0.44	มากที่สุด
2	ด้านปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก	3.45	0.76	ปานกลาง	4.71	0.33	มากที่สุด
3	ด้านกลวิธี/รูปแบบในการจัดการเรียนรู้เชิงรุก	3.47	0.78	ปานกลาง	4.63	0.43	มากที่สุด
4	ด้านการวัดและประเมินผลการเรียนรู้เชิงรุก	3.34	0.83	ปานกลาง	4.53	0.40	มากที่สุด
5	ด้านสื่อและทรัพยากรในการจัดการเรียนรู้เชิงรุก	3.59	0.85	มาก	4.54	0.41	มากที่สุด
รวม		3.49	0.58	ปานกลาง	4.59	0.26	มากที่สุด

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยภาพรวมอยู่ในระดับ ปานกลาง ($\overline{\mathbf{X}}$= 3.49) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมาก 2 ด้าน ($\overline{\mathbf{X}}$ = 3.59-3.61) และอยู่ในระดับปานกลาง 3 ด้าน ($\overline{\mathbf{X}}$ = 3.34-3.47) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 ด้านการออกแบบการจัดการเรียนรู้เชิงรุก ($\overline{\mathbf{X}}$ = 3.61) และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 4 ด้านการวัดและประเมินผลการเรียนรู้เชิงรุก ($\overline{\mathbf{X}}$ = 3.34)

ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยภาพรวมอยู่ในระดับมากที่สุด ($\overline{\mathbf{X}}$ = 4.59) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากที่สุด

ทุกด้าน ($\overline{X}$ = 4.53-4.71) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 2 ด้านปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก ($\overline{X}$ = 4.71) และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 4 ด้านการวัดและประเมินผลการเรียนรู้เชิงรุก ($\overline{X}$ = 4.53)

2. การวิเคราะห์ความต้องการจำเป็นและจัดลำดับความสำคัญของความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการวิจัยดังตารางที่ 2

ตารางที่ 2 แสดงค่าเฉลี่ยสภาพปัจจุบัน สภาพที่พึงประสงค์ ค่าดัชนีความต้องการจำเป็นและลำดับความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมและจำแนกเป็นรายด้าน

สภาพการจัดการเรียนรู้เชิงรุก	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
ด้านการออกแบบการจัดการเรียนรู้เชิงรุก	3.61	4.55	0.260	5
ด้านปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก	3.45	4.71	0.365	1
ด้านกลวิธี/รูปแบบในการจัดการเรียนรู้เชิงรุก	3.47	4.63	0.334	3
ด้านการวัดและประเมินผลการเรียนรู้เชิงรุก	3.34	4.53	0.356	2
ด้านสื่อและทรัพยากรในการจัดการเรียนรู้เชิงรุก	3.59	4.54	0.265	4
รวม	3.49	4.59	0.315	-

จากตารางที่ 2 พบว่า การจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีค่าดัชนีความต้องการจำเป็น ($PNI_{Modified}$) ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา โดยรวมเท่ากับ 0.315 เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าดัชนีความต้องการจำเป็น ($PNI_{Modified}$) สูงกว่าค่าโดยรวม มีจำนวน 3 ด้าน เรียงลำดับความต้องการจำเป็นจากค่าสูงสุดไปค่าต่ำสุด ดังนี้ ลำดับที่ 1 ด้านที่ 2 ด้านปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก ($PNI_{Modified}$ = 0.365) , ลำดับที่ 2 ด้านที่ 4 ด้านการวัดและประเมินผลการเรียนรู้เชิงรุก ($PNI_{Modified}$ = 0.356) , ลำดับที่ 3 ด้านที่ 3 ด้านกลวิธี/รูปแบบในการจัดการเรียนรู้เชิงรุก ($PNI_{Modified}$ = 0.334) , ลำดับที่ 4 ด้านที่ 5 ด้านสื่อและทรัพยากรในการจัดการเรียนรู้เชิงรุก ($PNI_{Modified}$ = 0.265) และลำดับที่ 5 ด้านที่ 1 ด้านการออกแบบการจัดการเรียนรู้เชิงรุก ($PNI_{Modified}$ = 0.260)

อภิปรายผลการวิจัย

จากผลการวิจัย สามารถอภิปรายผลได้ดังนี้

1. จากผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการวิจัยที่สามารถอภิปรายได้ว่า

1) สภาพปัจจุบันของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า โดยภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้าน โดยเรียงลำดับค่าเฉลี่ยจากค่าสูงสุดไปค่าต่ำสุด พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการออกแบบการจัดการเรียนรู้เชิงรุก รองลงมาคือ ด้านสื่อและทรัพยากรในการจัดการเรียนรู้เชิงรุก, ด้านกลวิธี/รูปแบบในการจัดการเรียนรู้เชิงรุก, ด้านปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก และด้านการวัดและประเมินผลการเรียนรู้เชิงรุก ตามลำดับ ทั้งนี้ อาจเป็นเพราะครูขาดความรู้ความเข้าใจ และขาดความมั่นใจในการจัดการเรียนรู้เชิงรุกที่เหมาะสมกับผู้เรียน ครูส่วนใหญ่ยังจัดการเรียนรู้ในลักษณะที่เน้นเนื้อหา เน้นการท่องจำ เน้นการทำแบบทดสอบ มากกว่าการเรียนรู้ที่ให้ผู้เรียนได้ลงมือปฏิบัติกิจกรรมต่าง ๆ ด้วยตนเอง ด้วยเหตุนี้เองจึงเป็นสาเหตุสำคัญสาเหตุหนึ่งที่ส่งผลให้การจัดการศึกษาของไทย ยังไม่ประสบความสำเร็จด้านคุณภาพของผู้เรียนตามที่หลักสูตรต้องการ (สำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 2, 2562) ส่งผลให้สภาพปัจจุบันของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยภาพรวมอยู่ในระดับปานกลาง สอดคล้องกับงานวิจัยของ ยุภาลัย มะลิซ้อน และกาญจน์ เรืองมนตรี ได้วิจัย เรื่อง การพัฒนาสมรรถนะครูด้านการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 2 ผลการวิจัย พบว่า สภาพปัจจุบันของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 2 โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับปานกลางทุกด้าน (ยุภาลัย มะลิซ้อน และกาญจน์ เรืองมนตรี, 2563) และสอดคล้องกับงานวิจัยของ ศักดิ์นรินทร์ นิลรัตน์ศิริกุล ได้วิจัย เรื่อง การพัฒนาสมรรถนะครูด้าน

การจัดการเรียนรู้เชิงรุก : กรณีศึกษาสหวิทยาเขตสตึก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 32 ผลการวิจัย พบว่า สภาพปัจจุบันของสมรรถนะครู ด้านการจัดการเรียนรู้เชิงรุก สหวิทยาเขตสตึก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 32 โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณารายองค์ประกอบ เรียงข้อมูลจากมากที่สุด ได้แก่ การจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ ลำดับรองลงมา คือ การออกแบบการเรียนรู้ และต่ำที่สุด ได้แก่ การวัดและประเมินผล (ศักดิ์นรินทร์ นิลรัตน์ศิริกุล, 2563) และสอดคล้องกับงานวิจัยของ อภิวาส โพธิตาทอง ได้วิจัย เรื่อง การพัฒนาโปรแกรมพัฒนาครูในการจัดการเรียนรู้เชิงรุกสำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 30 ผลการวิจัย พบว่า สภาพปัจจุบันของการจัดการเรียนรู้เชิงรุก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 30 โดยรวมและเป็นรายด้านทุกด้านอยู่ในระดับปานกลาง (อภิวาส โพธิตาทอง, 2563)

2) สภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน โดยเรียงลำดับค่าเฉลี่ยจากค่าสูงสุดไปค่าต่ำสุด พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก รองลงมาคือ ด้านกลวิธี/รูปแบบในการจัดการเรียนรู้เชิงรุก, ด้านการออกแบบการจัดการเรียนรู้เชิงรุก, ด้านสื่อและทรัพยากรในการจัดการเรียนรู้เชิงรุก และด้านการวัดและประเมินผลการเรียนรู้เชิงรุก ตามลำดับ ทั้งนี้ อาจเป็นเพราะครูมีความต้องการที่จะพัฒนาการจัดกิจกรรมการเรียนรู้ให้ดีขึ้น โดยเฉพาะอย่างยิ่งการจัดกิจกรรมการเรียนรู้แบบเชิงรุก ดังที่ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ได้กล่าวถึงความสำคัญในการจัดการเรียนรู้เชิงรุกไว้ว่า ทำให้ผู้เรียนทุ่มเทในการเรียน จูงใจในการเรียน และทำให้ผู้เรียนแสดงออกถึงความรู้ความสามารถ เมื่อผู้เรียนได้มีส่วนร่วมในการปฏิบัติกิจกรรมอย่างกระตือรือร้นในสภาพแวดล้อมที่เอื้ออำนวย ผ่านการใช้กิจกรรมที่ครูจัดเตรียมไว้ให้อย่างหลากหลาย ผู้เรียนเลือกเรียนรู้กิจกรรมต่าง ๆ ตามความสนใจและความถนัดของตนเอง เกิดความรับผิดชอบและทุ่มเทเพื่อมุ่งสู่ความสำเร็จ ส่งเสริมกระบวนการเรียนรู้ที่ก่อให้เกิดการพัฒนาเชิงบวกทั้งตัวผู้เรียนและตัวครู ผู้เรียนจะมีโอกาสได้เลือกใช้ความถนัด ความสนใจ ความสามารถของตนเองที่เป็นความแตกต่างระหว่างบุคคล (Individual Different) สอดรับกับแนวคิดพหุปัญญา (Multiple Intelligence) เพื่อแสดงออกถึงตัวตนและศักยภาพของตัวเอง และจะทำให้ครูเกิดทักษะในการจัดการเรียนรู้และมีความเชี่ยวชาญในบทบาทหน้าที่ที่รับผิดชอบ เป็นการพัฒนาตน พัฒนางาน และพัฒนาผู้เรียนไปพร้อมกัน (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน , 2562) สอดคล้องกับงานวิจัยของ ฐนกร สองเมืองหนู และคณะ ได้วิจัย เรื่อง การจัดการเรียนรู้เชิงรุกสำหรับครู สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ผลการวิจัย พบว่า ประสิทธิผลการจัดการเรียนรู้เชิงรุกสำหรับครู สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ครูมีความพึงพอใจอยู่ในระดับมากที่สุด เมื่อพิจารณาค่าเฉลี่ยรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านนวัตกรรมการจัดการเรียนรู้เชิงรุก รองลงมา คือ ด้านการจัดกิจกรรมการเรียนรู้ (ฐนกร สองเมืองหนู และคณะ, 2562) และสอดคล้องกับงานวิจัยของ กชภัทร์ สงวนเครือ ได้วิจัย เรื่อง โปรแกรมเสริมสร้างสมรรถนะครูในการจัดการเรียนรู้เชิงรุกตามแนวทางสะเต็มศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ผลการวิจัย พบว่า สภาพที่พึงประสงค์ของสมรรถนะครูในการจัดการเรียนรู้เชิงรุกตามแนวทางสะเต็มศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน โดยรวมอยู่ในระดับมากที่สุด (กชภัทร์ สงวนเครือ, 2562) และสอดคล้องกับงานวิจัยของ กาญจนา จันทะโยธา ได้วิจัย เรื่อง การพัฒนาโปรแกรมพัฒนาครูด้านการจัดการเรียนรู้สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ผลการวิจัย พบว่า สภาพที่พึงประสงค์ของการพัฒนาครูด้านการจัดการเรียนรู้สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 โดยรวมอยู่ในระดับมากที่สุด เรียงลำดับจากมากไปหาน้อย ได้แก่ การใช้วิธีสอนที่หลากหลาย การส่งเสริมบรรยากาศการเรียนรู้ และการส่งเสริมผู้เรียนให้เรียนรู้ด้วยตนเอง ตามลำดับ (กาญจนา จันทะโยธา, 2560)

2. ผลการประเมินความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า ค่าดัชนีความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษา โดยรวมมีค่าเท่ากับ 0.315 เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าดัชนีความต้องการจำเป็นสูงกว่าค่าโดยรวม มีจำนวน 3 ด้าน เรียงลำดับความต้องการจำเป็นจากค่าสูงสุดไปค่าต่ำสุด คือ ด้านปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก, ด้านการวัดและประเมินผลการเรียนรู้เชิงรุก, ด้านกลวิธี/รูปแบบในการจัดการเรียนรู้เชิงรุก, ด้านสื่อและทรัพยากรในการจัดการเรียนรู้เชิงรุก และด้านการออกแบบการจัดการเรียนรู้เชิงรุก ตามลำดับ ทั้งนี้ อาจเป็นเพราะปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก ซึ่งประกอบไปด้วยการพูด การฟัง การอ่าน การเขียน และการแลกเปลี่ยนความคิดเห็นของผู้เรียนในชั้นเรียนปัจจุบันยังไม่ยึดเอาผู้เรียนเป็นศูนย์กลางการเรียนรู้ ครูยังเน้นการสอนแบบบรรยาย ผู้เรียนเคยชินกับการติวข้อสอบของครูเพื่อให้ทำคะแนนสอบต่าง ๆ ได้เยอะ ๆ จึงส่งผลให้ผู้เรียนขาดทักษะในการคิดและการแก้ปัญหา ซึ่งการพลิกบทบาทจากการสอนแบบดั้งเดิมไปสู่การจัดการเรียนรู้แบบเชิงรุกเป็นความหวังของการศึกษาไทยที่จะสามารถเข้ามาแก้ปัญหาในจุดนี้ได้ เนื่องจากการจัดการเรียนรู้แบบเชิงรุกผู้เรียนจะได้ลงมือปฏิบัติจริงด้วยตนเอง ผู้เรียนได้ใช้กระบวนการคิด การแก้ปัญหาในชั้นเรียน สรุปองค์ความรู้ด้วยตนเองจากการทำกิจกรรม สามารถประยุกต์ความรู้ไปสู่การแก้ปัญหาในชีวิตประจำวันได้ อีกทั้งผู้เรียนยังมีส่วนร่วมในการวางแผนการเรียนหรือการออกแบบกิจกรรมการเรียนรู้ด้วยตัวผู้เรียนเอง ส่งผลให้ผู้เรียนมีความ

กระตือรือร้นในการเรียน รับผิดชอบในการทำงานกลุ่ม และรู้จักรับฟังความคิดเห็นของผู้อื่น สอดคล้องกับงานวิจัยของ วรนิษฐา เลขนอก ได้วิจัย เรื่อง การพัฒนาโปรแกรมการพัฒนาครูด้านการจัดการเรียนรู้สำหรับสถานศึกษา สังกัดสำนักงานการศึกษาประถมศึกษานครราชสีมา เขต 6 ผลการวิจัย พบว่า การจัดลำดับต้องการจำเป็นในการพัฒนาครูด้านการจัดการเรียนรู้สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยรวมมีความต้องการจำเป็นทุกข้อ ด้านที่มีความต้องการจำเป็นลำดับที่ 1 คือ ด้านหลักสูตรและการบูรณาการเนื้อหาในกลุ่มสาระการเรียนรู้ ลำดับที่ 2 คือ ด้านการออกแบบกิจกรรมการเรียนรู้ให้เหมาะสมกับวัยผู้เรียน และลำดับที่ 3 คือ ด้านการพัฒนาสื่อและนวัตกรรม ตามลำดับ (วรนิษฐา เลขนอก, 2560) และสอดคล้องกับงานวิจัยของ José S. Torrecilla, Belén Gutiérrez-de-Rozas, and John C. Cancilla ได้วิจัย เรื่อง การจัดการเรียนรู้โดยใช้ทักษะกระบวนคิดเป็นฐานในระดับอุดมศึกษา ผลการวิจัย พบว่า ผลสัมฤทธิ์ทางการเรียนของนักศึกษาเพิ่มสูงขึ้น โดยมีจำนวนผู้สอบผ่านเพิ่มขึ้น (เพิ่มขึ้นประมาณ 27%) เมื่อเทียบกับวิธีการสอนแบบเดิม นอกจากนี้ ยังได้รับการพึงพอใจจากนักศึกษาที่เข้าเรียนในชั้นเรียนโดยใช้ทักษะกระบวนคิดเป็นฐาน นักศึกษามากกว่า 81% คิดว่าวิธีการนี้เหมาะสมและมีประสิทธิภาพสำหรับการสอน ในทางกลับกันนักศึกษาหลายคนรู้สึกว่าเทคนิคนี้จะช่วยลดการขาดเรียนได้ เพราะนักศึกษาสนุกกับตัวเองในขณะที่เรียนรู้ (José S. Torrecilla, Belén Gutiérrez-de-Rozas, and John C. Cancilla, 2021) และสอดคล้องกับงานวิจัยของ Kilian and Bastas ได้วิจัย เรื่อง ผลของการใช้การเรียนรู้เชิงรุกแบบเป็นทีมกับเจตคติของนักเรียนและการแสดงออกของนักศึกษาในชั้นเรียนสังคมวิทยาเบื้องต้น ผลการวิจัย พบว่า กลุ่มผู้เรียนที่ใช้การเรียนรู้เชิงรุกแบบเป็นทีม มีทัศนคติเชิงบวกมากขึ้นต่อการมีระเบียบวินัยในชั้นเรียน นอกจากนี้นักเรียนที่ใช้การเรียนรู้เชิงรุกแบบเป็นทีมยังมีคะแนนสอบปลายภาคเพิ่มขึ้นร้อยละ 3 แตกต่างจากกลุ่มที่เรียนแบบบรรยาย นอกจากนี้ผลการวิจัยยังพบว่า นักเรียนในชั้นเรียนที่ใช้การเรียนรู้เชิงรุกแบบเป็นทีมชอบวิธีการสอนที่ใช้ในชั้นเรียนมากกว่านักเรียนในชั้นเรียนของการบรรยาย (Kilian and Bastas, 2015) และสอดคล้องกับงานวิจัยของ Symeonidis, V., & Schwarz, J. F. ได้วิจัย เรื่อง การจัดการเรียนรู้เชิงรุกที่ส่งเสริมความสามารถระดับมืออาชีพในการศึกษาของครูฟินแลนด์ ผลการวิจัย พบว่า นิสิตครูที่มีประสบการณ์การในการทำวิจัย จะช่วยส่งเสริมความสามารถในการทำงานและช่วยส่งเสริมพัฒนาการของนักเรียนในการปฏิบัติตามทักษะในศตวรรษที่ 21 (Symeonidis, V., & Schwarz, J. F., 2016)

ข้อเสนอแนะ

1. จากผลการวิจัยเรื่องสภาพและความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ควรส่งเสริม ดังนี้

1) ผลจากการศึกษาสภาพปัจจุบันของการจัดการเรียนรู้เชิงรุกในสถานศึกษา ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการวัดและประเมินผลการเรียนรู้เชิงรุก มีการดำเนินงานอยู่ในระดับปานกลาง ควรส่งเสริม พัฒนาครูและบุคลากรทางการศึกษาในด้านการวัดและประเมินผลการเรียนรู้เชิงรุก โดยประสานความร่วมมือจากบุคคล, บุคลากร หรือวิทยากร ที่มีความรู้ความชำนาญเฉพาะด้านมาให้ความรู้เกี่ยวกับการวัดและประเมินผลการเรียนรู้เชิงรุกแก่ครูและบุคลากรทางการศึกษา มีกิจกรรมต่อเนื่องให้ครูและบุคลากรทางการศึกษาได้ฝึกปฏิบัติจนเกิดความความชำนาญในการวัดและประเมินผลการเรียนรู้เชิงรุกมากขึ้น

2) ผลจากการศึกษาสภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกในสถานศึกษา ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก มีการดำเนินงานอยู่ในระดับมากที่สุด ควรส่งเสริมครูและบุคลากรทางการศึกษาให้มีความรู้, ความเข้าใจ และมีพัฒนาการเกี่ยวกับปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก ซึ่งหลักสำคัญประกอบไปด้วย การให้ผู้เรียนได้แสดงออกผ่านการพูด การฟัง การอ่าน การเขียน และการแลกเปลี่ยนความคิดเห็น โดยประสานความร่วมมือจากบุคคล, บุคลากร หรือวิทยากรที่มีความรู้ความชำนาญเฉพาะด้าน มาให้ความรู้เกี่ยวกับปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุกแก่ครูและบุคลากรทางการศึกษา มีกิจกรรมต่อเนื่องให้ครูและบุคลากรทางการศึกษาได้ฝึกปฏิบัติจนเกิดความชำนาญ เพื่อให้การจัดการเรียนรู้เชิงรุกเป็นไปอย่างมีประสิทธิภาพ ผู้เรียนสามารถคิดเป็น แก้ปัญหาเป็น นำองค์ความรู้ไปปรับใช้ใช้ในสถานการณ์ต่าง ๆ ในชีวิตประจำวันได้

3) ผลจากการศึกษาความต้องการจำเป็นของการจัดการเรียนรู้เชิงรุกในสถานศึกษา ด้านที่มีค่าดัชนีความต้องการจำเป็น ($PNI_{Modified}$) สูงสุด คือ ด้านปัจจัยพื้นฐานในการจัดการเรียนรู้เชิงรุก ดังนั้น ผู้บริหารสถานศึกษาและครูควรส่งเสริมให้ผู้เรียนได้แสดงออกผ่านกิจกรรมการพูด การฟัง การอ่าน การเขียน และการแลกเปลี่ยนความคิดเห็น ทั้งในชั้นเรียน, ในสถานศึกษา และในระดับที่สูงขึ้นไป ให้ผู้เรียนได้มีเวทีในการแสดงออกซึ่งความสามารถที่หลากหลายตามความถนัดของผู้เรียนแต่ละด้าน ซึ่งจะส่งผลให้ผู้เรียนเกิดความภาคภูมิใจในตนเอง กล้าคิด กล้าทำ กล้าแสดงออก และต่อยอดไปสู่การจุดประกายความคิดสร้างสรรค์ การสร้างนวัตกรรมใหม่ ๆ ต่อไป

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

1) ควรทำการศึกษาเปรียบเทียบการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามสถานภาพและขนาดสถานศึกษา เพื่อให้ได้ข้อมูลสารสนเทศเกี่ยวกับการจัดการเรียนรู้เชิงรุกในสถานศึกษา นำข้อมูลที่ได้ไปพัฒนา ปรับปรุงการจัดการการเรียนรู้เชิงรุกให้มีประสิทธิภาพมากขึ้น

2) ควรทำการศึกษาปัญหาและแนวทางพัฒนาการจัดการเรียนรู้เชิงรุกในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เพื่อให้ได้ข้อมูลสารสนเทศเกี่ยวกับการจัดการเรียนรู้เชิงรุกในสถานศึกษา เข้าใจสภาพปัญหาของการจัดการเรียนรู้เชิงรุกในสถานศึกษาในปัจจุบันว่ามีปัญหาในด้านใด ทำให้สามารถแก้ปัญหาได้ตรงจุด และได้แนวทางที่ดีสำหรับการพัฒนา ปรับปรุงการจัดการการเรียนรู้เชิงรุกให้มีประสิทธิภาพมากขึ้น

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สภาพ และความคาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

Situations And Expectations of Parents on Domestic Learning Management In The Pandemic of Coronavirus Disease 2019 Of Schools Under Nakhon Phanom Primary Educational Service Area Office 1

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สุมาลี ศรีพุทธรินทร์ Sumalee Sriputtarin[2]

บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบันและสภาพที่คาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 2) ประเมินความต้องการจำเป็นของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 กลุ่มตัวอย่าง ได้แก่ ผู้บริหารโรงเรียน ครู และผู้ปกครอง จำนวน 380 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้ตารางของ Krejcie and Morgan ได้มาโดยการสุ่มแบบหลายขั้นตอน เครื่องมือที่ใช้เป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ จำนวน 2 ฉบับ คือ 1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องระหว่าง 0.80-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง 0.44-0.83 และค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับ เท่ากับ 0.97 2) แบบสอบถามสภาพที่คาดหวัง มีค่าดัชนีความสอดคล้องระหว่าง 0.80-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง 0.28-0.87 และค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับ เท่ากับ 0.96 สถิติที่ใช้ ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการวิจัยพบว่า 1) สภาพปัจจุบัน โดยรวมอยู่ในระดับมาก และสภาพที่คาดหวัง โดยรวมอยู่ในระดับมากที่สุด 2) ผลการประเมินความต้องการจำเป็น พบว่า ด้านที่มีค่าดัชนีความต้องการจำเป็นสูงสุด 3 อันดับแรก ได้แก่ ด้านบทบาทนักเรียนและผู้ปกครอง ด้านการจัดการเรียนรู้ และด้านการวัดและประเมินผลการเรียนรู้ ตามลำดับ

คำสำคัญ: การจัดการเรียนรู้ที่บ้าน, สภาพปัจจุบัน, สภาพที่คาดหวัง, ความต้องการจำเป็น, การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019

Abstract

The purposes of this study were 1) to examine the current and desirable situations on expectations of parents on domestic learning management during the pandemic of Coronavirus Disease 2019, and 2) to assess the needs and expectations of parents on domestic learning management during the pandemic of schools. The samples used were 380 school The samples used in this study were from 380 school administrators, teachers and parents. The size was determined using the tables of Krejcie and Morgan and they were selected by Multi-stage Random Sampling. The instrument employed in data collection were 2 five-rating scale questionnaires as followed: 1) a current situation questionnaire with the Index of Item Congruence (IC) between 0.80-1.00, the discrimination between 0.44- 0.83 and the reliability of 0.97, and 2) a questionnaire on the expectations situations of parents with the Index of Item Congruence (IC) between 0.80-1.00, the discrimination between 0.28- 0.87 and the reliability of 0.96. The statistics used in the data analysis were percentage, mean, standard deviation and analysis of Modified Priority Needs Index ($PNI_{Modified}$).

The results were found that 1) the overall current situations were at a high level, and the overall desirable situations were at the highest level, and 2) The needs top three highest prioritized analysis aspects; student and parent roles, learning management and measurement, and evaluation of learning, respectively.

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Keywords: Domestic Learning Management, Current Situations, Expectations of Parents Situations, Needs, The Coronavirus Disease 2019 Pandemic

บทนำ

การระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 (COVID-19) ได้เริ่มต้นขึ้นในเดือนธันวาคม พ.ศ. 2562 โดยพบครั้งแรกในนครอู่ฮั่น เมืองหลวงของมณฑลหูเป่ย์ สาธารณรัฐ ประชาชนจีน วันที่ 30 ธันวาคม 2562 สำนักงานสาธารณสุขเมืองอู่ฮั่น มณฑลหูเป่ย์ ได้ออกประกาศเป็นทางการ พบโรคปอดอักเสบไม่ทราบสาเหตุ ประเทศจีนและองค์การอนามัยโลกได้ออกมาระบุว่าไวรัสชนิดดังกล่าว คือ SARS-CoV-2 เรียกว่า COVID-19 (ย่อมาจาก CO แทน corona, VI แทน virus, D แทน disease และ 19 แทน 2019) ตามการประกาศ ชื่ออย่างเป็นทางการที่ใช้เรียกโรคทางเดินหายใจที่เกิดจากไวรัสโคโรนาสายพันธุ์ใหม่ 2019 ขององค์การอนามัยโลก และพบการแพร่เชื้อจากคนสู่คนผ่านละอองฝอยขนาดเล็ก (aerosol) องค์การอนามัยโลก (WHO) ได้ประกาศให้การระบาดนี้เป็นภาวะฉุกเฉินทางสาธารณสุขระหว่างประเทศ (Public Health Emergency of International Concern – PHEIC) ในวันที่ 30 มกราคม พ.ศ. 2563 (กรมควบคุมโรค, 2564)

จากสถานการณ์การแพร่ระบาดโรคติดเชื้อไวรัสโคโรนา 2019 (COVID-19) ที่กลับมาระบาดอีกครั้ง ซึ่งพบว่าการแพร่ระบาดครั้งใหม่นี้มีความรุนแรง มีปริมาณการขยายตัวในวงกว้างและรวดเร็วมากกว่าครั้งที่ผ่านมา สถานศึกษาเป็นสถานที่ที่มีนักเรียนอยู่รวมกันเป็นจำนวนมาก จึงมีความเสี่ยงสูงที่อาจจะมีการแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 (COVID-19) ได้ ดังนั้นในช่วงการระบาดของโรค นักเรียน นักศึกษาต้องหยุดการเรียนการสอนในโรงเรียนและปรับเปลี่ยนการเรียนการสอนเป็นการสอนทางไกลและการเรียนที่บ้านใช้เทคโนโลยีเข้ามาช่วย หลายคนจะต้องปรับตัวกับระบบการเรียนการรู้แบบใหม่ สำหรับเด็กอนุบาลหรือนักเรียนประถมศึกษานั้นจำเป็นอย่างยิ่งที่จะต้องให้ผู้ปกครองที่อยู่ที่บ้านช่วยเรื่องการเรียนการสอนโดยทำหน้าที่เป็นครูสำหรับเด็กด้วยในเวลาเดียวกัน เพื่อให้การเรียนการสอนของเด็กไม่ติดขัด ในการใช้ระบบการศึกษาทางไกลต่าง ๆ เข้ามาช่วย เช่น ระบบ DLTV การเรียนการสอนผ่านทีวี ระบบออนไลน์ เปลี่ยนการเรียนการสอนแบบผสมผสานตามความเหมาะสมของแต่ละโรงเรียนและความพร้อมของครอบครัว (ศูนย์เฉพาะกิจการจัดการศึกษาทางไกลในสถานการณ์โรคติดเชื้อไวรัสโคโรนา 2019 สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2564)

กระทรวงศึกษาธิการได้กำหนดรูปแบบการจัดการเรียนรู้ในสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 ใน 5 รูปแบบ ได้แก่ 1) On Site คือ ให้นักเรียนมาเรียนตามปกติได้ในพื้นที่ที่ไม่ใช่สีแดง แต่ต้องเว้นระยะหรือลดจำนวนนักเรียนต่อห้องลง สำหรับจังหวัดพื้นที่สีเขียว สามารถจัดการเรียนการสอนในโรงเรียน ได้ตามปกติ 2) On Air คือ การออกอากาศผ่าน DLTV เป็นตัวหลักในการกระจายการสอน โดยใช้โรงเรียนวังไกลกังวลเป็นฐานในการจัดการเรียนการสอน สามารถดูได้ทั้งรายการที่ออก อากาศตามตาราง และรายการที่ดูย้อนหลังได้ 3) Online คือ ให้ครูเป็นผู้จัดการเรียนการสอนผ่านเครื่องมือที่ทางโรงเรียนกระจายไปสู่นักเรียน เป็นรูปแบบที่ถูกใช้ในการจัดการเรียนการสอนจำนวนมากที่สุด 4) On Demand เป็นการใช้งานผ่านแอปพลิเคชันต่าง ๆ ที่ครูกับนักเรียนใช้ร่วมกัน และ 5) On Hand หากจัดการเรียนรู้ในรูปแบบอื่น ๆ ที่กล่าวมาไม่ได้ ให้โรงเรียนจัดแบบ On Hand คือ การจัดทำใบงานให้กับนักเรียนเป็นลักษณะแบบเรียนสำเร็จรูปให้นักเรียนรับไปเป็นชุดไปเรียนด้วยตัวเองที่บ้าน โดยมีครูออกไปเยี่ยมบ้านเป็นครั้งคราวหรือให้ผู้ปกครองทำหน้าที่เป็นครูคอยช่วยเหลือเพื่อให้นักเรียนสามารถเรียนได้อย่างต่อเนื่อง ถึงแม้โรงเรียนจะปิดแต่ต้องไม่หยุดการเรียนรู้โดยต้องคำนึงถึง 1) ความปลอดภัย 2) พื้นที่ของโรงเรียนอยู่ในเขตพื้นที่เสี่ยงหรือไม่ 3) ความพร้อมของนักเรียน 4) ความพร้อมของสื่อ 5) ความสมัครใจของผู้ปกครองและนักเรียน 6) ความร่วมมือระหว่างครู ผู้ปกครอง และชุมชน (ฉัตรพิศุทธิ์ วิจาราณ์, 2564)

สอดคล้องกับแนวทางและรูปแบบการจัดการเรียนการสอนในสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 (COVID - 19) ปีการศึกษา 2564 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ดังนี้ (1) โรงเรียนที่จัดการเรียนการสอนแบบ On Hand คือ การจัดการเรียนรู้ที่บ้าน จำนวน 181 โรงเรียน คิดเป็นร้อยละ 72.98 (2) โรงเรียนที่จัดการเรียนการสอนแบบผสมผสาน Blended คือ การจัดการเรียนรู้แบบ On Hand เป็นหลักมีการเรียนการสอนแบบ On Demand และ Online เสริมสำหรับนักเรียนที่มีความพร้อมด้านอินเตอร์เน็ต จำนวน 67 แห่ง คิดเป็นร้อยละ 27.02 รูปแบบการจัดการเรียนรู้แบบ On Hand เป็นการจัดกิจกรรมการเรียนรู้โดยการนำส่งเอกสาร ใบงาน ชุดสื่อกิจกรรมการเรียนรู้ให้กับนักเรียนที่บ้าน สำหรับนักเรียนที่ไม่มีความพร้อมด้านอุปกรณ์เทคโนโลยีและอินเตอร์เน็ต ภายใต้ความช่วยเหลือสนับสนุนของครูและผู้ปกครอง พบว่า ปัญหาและอุปสรรคในการจัดการเรียนรู้ที่บ้าน มีดังนี้ (1) ด้านครู การออกแบบการเรียนรู้ การวางแผนการจัดกิจกรรมการเรียนรู้ยังไม่มีความยืดหยุ่น สอดคล้องเหมาะสมกับสภาพบริบทของนักเรียนเป็นรายบุคล (2) ด้านนักเรียนและผู้ปกครอง นักเรียนไม่เข้าใจในเนื้อหา

การเรียนทำให้ไม่สามารถทำกิจกรรมการเรียนรู้ ใบงาน แบบฝึกหัด ส่งได้ทันเวลาและผู้ปกครองต้องออกไปทำงานไม่มีเวลาให้คำแนะนำ กำกับดูแล และให้ความช่วยเหลือนักเรียนอย่างใกล้ชิด (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1, 2564)

จากความเป็นมาและความสำคัญของปัญหาที่ได้กล่าวมาข้างต้น ผู้ศึกษาจึงมีความสนใจที่จะศึกษาสภาพและความคาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เพื่อให้ได้ข้อมูลที่เป็นประโยชน์และเป็นแนวทางในการพัฒนาการจัดการเรียนรู้ที่บ้านให้กับนักเรียนในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ให้มีประสิทธิภาพและเกิดประสิทธิผลมากยิ่งขึ้นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบันและสภาพที่คาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1
2. เพื่อประเมินความต้องการจำเป็นของผู้ปกครองในการจัดการเรียนรู้ที่บ้านใสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้ มีวิธีดำเนินการวิจัย ตามลำดับขั้นตอนดังนี้

1. รูปแบบการวิจัย เป็นการวิจัยเชิงปริมาณ (Quantitative Research)

2. ประชากรและกลุ่มตัวอย่าง ประชากร ได้แก่ ผู้บริหารโรงเรียน ครู และผู้ปกครอง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จาก 249 โรงเรียน จำนวน 34,911 คน ประกอบด้วย ผู้บริหารโรงเรียน จำนวน 255 คน ครู จำนวน 2,546 คน และผู้ปกครองนักเรียน จำนวน 32,110 คน กลุ่มตัวอย่าง ได้แก่ ผู้บริหารโรงเรียน ครู และผู้ปกครอง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำนวน 380 คน ประกอบด้วย ผู้บริหารโรงเรียน จำนวน 20 คน ครู จำนวน 180 คน และผู้ปกครอง จำนวน 180 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้การเทียบตาราง Krejcie and Morgan (ประสาท เนืองเฉลิม, 2564) ได้มาโดยใช้วิธีการสุ่มแบบหลายขั้นตอน (Multi-Stage Random Sampling)

3. เครื่องมือวิจัย

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถามจำนวน 2 ฉบับ แบ่งเป็น 2 ตอน ดังนี้

1) ฉบับที่ 1 แบบสอบถามสภาพปัจจุบันในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีค่าดัชนีความสอดคล้องระหว่าง 0.80-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง 0.44-0.83 และค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับ เท่ากับ 0.97

2) ฉบับที่ 2 แบบสอบถามสภาพที่คาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีค่าดัชนีความสอดคล้องระหว่าง 0.80-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง 0.28-0.87 และค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับ เท่ากับ 0.96

4. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ผู้วิจัยได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างด้วยตนเอง โดยส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 380 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล

นำแบบสอบถามที่ได้รับคืนทุกฉบับซึ่งมีความสมบูรณ์นำไปวิเคราะห์ข้อมูลด้วยโปรแกรมคอมพิวเตอร์สำเร็จรูป ดังนี้

1) ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม วิเคราะห์ข้อมูลนำมาแจกแจงความถี่ (Frequency) และหาค่าร้อยละ (Percentage)

2) ข้อมูลสภาพปัจจุบันและสภาพที่คาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 วิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยการแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) แล้วนำมาเทียบเกณฑ์การแปลความหมายที่กำหนด (บุญชม ศรีสะอาด, 2560) ดังนี้

ค่าเฉลี่ย 4.51-5.00 หมายถึง มีสภาพปัจจุบัน/สภาพที่คาดหวังของการจัดการเรียนรู้ที่บ้านอยู่ในระดับ มากที่สุด
ค่าเฉลี่ย 3.51-4.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่คาดหวังของการจัดการเรียนรู้ที่บ้านอยู่ในระดับ มาก
ค่าเฉลี่ย 2.51-3.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่คาดหวังของการจัดการเรียนรู้ที่บ้านอยู่ในระดับ ปานกลาง
ค่าเฉลี่ย 1.51-2.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่คาดหวังของการจัดการเรียนรู้ที่บ้านอยู่ในระดับ น้อย

ค่าเฉลี่ย 1.00-1.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่คาดหวังของการจัดการเรียนรู้ที่บ้านอยู่ในระดับ น้อยที่สุด

3) ผลการประเมินความต้องการจำเป็นในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ใช้การประเมินการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) (สุวิมล ว่องวาณิช, 2558)

สรุปผลการวิจัย

จากการวิจัยเรื่องสภาพและความคาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผลการวิจัยปรากฏ ดังนี้

1. ผลการศึกษาสภาพปัจจุบันและสภาพที่คาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการวิจัยดังตารางที่ 1

ตารางที่ 1 แสดงค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการแปลผลความคิดเห็นเกี่ยวกับสภาพปัจจุบันและสภาพที่คาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวม และจำแนกเป็นรายด้าน

ความคาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019	สภาพปัจจุบัน			สภาพที่คาดหวัง		
	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1. ด้านบทบาทครู	3.98	0.89	มาก	4.67	0.36	มากที่สุด
2. ด้านบทบาทนักเรียนและผู้ปกครอง	3.22	0.78	ปานกลาง	4.64	0.40	มากที่สุด
3. ด้านการจัดการเรียนรู้	3.53	0.77	มาก	4.68	0.35	มากที่สุด
4. ด้านการวัดและประเมินผลการเรียนรู้	3.50	0.82	ปานกลาง	4.57	0.43	มากที่สุด
5. ด้านสื่อและอุปกรณ์การจัดการเรียนรู้	3.95	0.71	มาก	4.59	0.43	มากที่สุด
รวม	3.64	0.57	มาก	4.63	0.23	มากที่สุด

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยภาพรวมอยู่ในระดับ มาก ($\bar{X}$ = 3.64) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมาก 3 ด้าน ($\bar{X}$ = 3.53 - 3.98) และอยู่ในระดับปานกลาง 2 ด้าน ($\bar{X}$ = 3.22 - 3.50) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 ด้านบทบาทครู ($\bar{X}$ = 3.98) และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 2 ด้านบทบาทนักเรียนและผู้ปกครอง ($\bar{X}$ = 3.22)

ส่วนความคิดเห็นเกี่ยวกับสภาพที่คาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยภาพรวมอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.63) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากที่สุดทุกด้าน ($\bar{X}$ = 4.57 - 4.68) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 3 ด้านการจัดการเรียนรู้ ($\bar{X}$ = 4.68) และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 4 ด้านการวัดและประเมินผลการเรียนรู้ ($\bar{X}$ = 4.57)

2. การวิเคราะห์ความต้องการจำเป็นและจัดลำดับความสำคัญของความต้องการจำเป็นของการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการวิจัยดังตารางที่ 2

ตารางที่ 2 แสดงค่าเฉลี่ยสภาพปัจจุบัน สภาพที่คาดหวัง ค่าดัชนีความต้องการจำเป็น ($PNI_{Modified}$) และลำดับความต้องการจำเป็นของความคาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

ความคาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 201	D	I	PNI $_{Modified}$	ลำดับความต้องการจำเป็น
1. ด้านบทบาทครู	3.98	4.67	0.173	4
2. ด้านบทบาทนักเรียนและผู้ปกครอง	3.22	4.64	0.441	1
3. ด้านการจัดการเรียนรู้	3.53	4.68	0.326	2
4. ด้านการวัดและประเมินผลการเรียนรู้	3.50	4.57	0.306	3
5. ด้านสื่อและอุปกรณ์การจัดการเรียนรู้	3.95	4.59	0.162	5
รวม	3.64	4.64	0.275	-

จากตารางที่ 2 พบว่า การจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีค่าดัชนีลำดับความสำคัญของความต้องการจำเป็น (PNI $_{Modified}$) โดยรวมมีค่าเท่ากับ 0.275 เมื่อพิจารณาลำดับความต้องการจำเป็นรายด้าน พบว่า มีจำนวน 3 ด้าน ที่มีค่าสูงกว่าค่าโดยรวม และ เรียงลำดับความต้องการจำเป็นจากค่าสูงสุดไปค่าต่ำสุด ดังนี้ ลำดับที่ 1 ด้านที่ 2 ด้านบทบาทนักเรียนและผู้ปกครอง (PNI $_{Modified}$ = 0.441), ลำดับที่ 2 ด้านที่ 3 ด้านการจัดการเรียนรู้ (PNI $_{Modified}$ = 0.326), ลำดับที่ 3 ด้านที่ 4 ด้านการวัดและประเมินผลการเรียนรู้ (PNI $_{Modified}$ = 0.306) ลำดับที่ 4 ด้านที่ 1 ด้านบทบาทครู (PNI $_{Modified}$ = 0.173) และลำดับที่ 5 ด้านที่ 5 ด้านสื่อและอุปกรณ์การจัดการเรียนรู้ (PNI $_{Modified}$ = 0.162)

อภิปรายผลการวิจัย

จากการศึกษาเรื่องสภาพและความคาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผู้วิจัยพบว่า มีประเด็นน่าสนใจที่นำมาอภิปรายผล ดังนี้

1) สภาพปัจจุบันในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านโดยเรียงลำดับค่าเฉลี่ยจากค่าสูงสุดไปค่าต่ำสุด พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านบทบาทครู รองลงมาคือ ด้านสื่อและอุปกรณ์การจัดการเรียนรู้, ด้านการจัดการเรียนรู้, ด้านการวัดและประเมินผลการเรียนรู้ และด้านบทบาทนักเรียนและผู้ปกครอง ตามลำดับ ทั้งนี้อาจเป็นเพราะผู้ปกครองนักเรียนใส่ใจการจัดการศึกษาของบุตรหลาน และมองว่าบุคลากรที่จัดการศึกษาให้นักเรียนคือครูเป็นบุคคลที่สำคัญและมีผลอย่างมากต่อการจัดการเรียนรู้ของนักเรียน สอดคล้องกับ สุนิด ดวงใจ (2557) ได้ทำการวิจัยเรื่อง การศึกษาสภาพปัจจัยที่มีผลต่อการตัดสินใจของผู้ปกครองในการส่งบุตรหลานเข้าเรียนในโรงเรียนเอกชน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 2 ผลการวิจัย พบว่า สภาพปัจจัยโดยรวมที่มีผลต่อการตัดสินใจของผู้ปกครองในการส่งบุตรหลานเข้าเรียนในโรงเรียนเอกชน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 2 อยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าทุกด้านอยู่ในระดับมากเช่นกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านบทบาทของครู รองลงมาคือด้านการจัดการเรียนการสอน ส่วนด้านที่มีค่าเฉลี่ยต่ำสุดคือ ด้านอาคารสถานที่และสภาพแวดล้อม และยังสอดคล้องกับ จีระพรรณ รุ่งแสง (2560) ได้ทำการวิจัยเรื่อง ความคิดเห็นของผู้ปกครองที่มีต่อการจัดการศึกษาระดับปฐมวัยในกลุ่มโรงเรียนเครือข่ายสถานศึกษาที่ 7 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุบลราชธานี เขต 3 ผลการวิจัย พบว่า 1. ความคิดเห็นของผู้ปกครองที่มีต่อการจัดการศึกษาระดับปฐมวัยใน กลุ่มโรงเรียนเครือข่ายสถานศึกษาที่ 7 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุบลราชธานี เขต 3 โดยภาพรวมอยู่ในระดับปานกลาง และเมื่อพิจารณาเป็นรายด้าน อยู่ในระดับมาก 1 ด้าน และปานกลาง 2 ด้าน เรียงตามลำดับคะแนนเฉลี่ยมากไปหาน้อย ได้แก่ ด้านบทบาทของครู ด้านการมีส่วนร่วมในการจัดการศึกษา และด้านการส่งเสริมพัฒนาการของเด็กปฐมวัย และยังสอดคล้องกับ บุศรินทร์ ใจวังโลก, สุขแก้ว คำสอน และเกรียงศักดิ์ สุวรรณวัจน์ (2561) ได้ทำการวิจัยเรื่อง การศึกษาความจำเป็นในการพัฒนาความสามารถด้านการจัดการเรียนรู้ของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาพิษณุโลก เขต 3 ผลการวิจัย พบว่า ความต้องการจำเป็นในการพัฒนาความสามารถการจัดการเรียนรู้ของครูประถมศึกษาพิษณุโลก เขต 3 เรียงลำดับจากมากที่สุด ดังนี้ 1) ด้านการใช้สื่อนวัตกรรมเทคโนโลยีเพื่อการจัดการเรียนรู้ 2) ด้านการวัดและประเมินผลการจัดการเรียนรู้ 3) ด้านการออกแบบการจัดการเรียนรู้ 4) ด้านการจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ และ 5) ด้านการพัฒนาหลักสูตร

2) สภาพที่คาดหวังในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า

อยู่ในระดับมากที่สุดทุกด้าน โดยเรียงลำดับค่าเฉลี่ยจากค่าสูงสุดไปค่าต่ำสุด พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการจัดการเรียนรู้ รองลงมาคือ ด้านบทบาทครู, ด้านบทบาทนักเรียนและผู้ปกครอง, ด้านสื่อและอุปกรณ์การจัดการเรียนรู้ และด้านการวัดและประเมินผลการเรียนรู้ ตามลำดับ ทั้งนี้ อาจเป็นเพราะผู้ปกครองมีความกังวลและเป็นห่วงเรื่องของการศึกษาของบุตรหลานในช่วงสถานการณ์ที่ไม่สามารถจัดการศึกษาแบบปกติในโรงเรียนได้ สอดคล้องกับ บุศรินทร์ แสงใหญ่ (2555) ได้ทำการวิจัยเรื่อง ความคาดหวังของผู้ปกครองนักเรียนที่มีต่อการจัดการศึกษาโรงเรียนเตรียมอุดมศึกษาน้อมเกล้าสมุทรปราการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 6 ผลการวิจัย พบว่า ความคาดหวังของผู้ปกครองที่มีต่อการจัดการศึกษาของโรงเรียนเตรียมอุดมศึกษาน้อมเกล้าสมุทรปราการ โดยรวมและรายด้านอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านปรากฏผล ดังนี้ 1) ด้านบริหารงานวิชาการโดยรวมและรายด้านอยู่ในระดับมาก เรียงจากมากไปหาน้อย 3 อันดับแรก โดยอันดับแรก คือ การพัฒนากระบวนการเรียนรู้ อันดับสอง คือการวัดผล ประเมินผลและการเทียบโอน อันดับสามคือการพัฒนาการใช้สื่อและเทคโนโลยีทางการศึกษา 2) ด้านสมรรถนะสำคัญและคุณลักษณะอันพึงประสงค์ ความคาดหวังของผู้ปกครองนักเรียนที่มีต่อการจัดการศึกษา ของโรงเรียนเตรียมอุดมศึกษาน้อมเกล้าสมุทรปราการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 6 ด้านสมรรถนะหลักและค่านิยมอันพึงประสงค์โดยรวมและรายข้อมีระดับความคาดหวังอยู่ในระดับมาก เรียงคะแนนเฉลี่ยจากมากไปหาน้อย 3 อันดับแรก โดยอันดับแรก คือ รักความเป็นไทย อันดับสอง คือ ซื่อสัตย์สุจริต อันดับสาม คือ มุ่งมั่นในการทำงาน สอดคล้องกับมลฤดี พรมมา (2556) ได้ทำการวิจัยเรื่อง ความคาดหวังของผู้ปกครองนักเรียนต่อการจัดการศึกษาของโรงเรียนบ้านชำฆ้อ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาระยอง เขต 2 ผลการวิจัย พบว่า ความคาดหวังของผู้ปกครองนักเรียนต่อการจัดการศึกษาของโรงเรียนบ้านชำฆ้อ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาระยอง เขต 2 โดยรวม และรายด้านอยู่ในระดับมากทุกด้าน เมื่อเรียงลำดับคะแนนเฉลี่ยจากมากไปหาน้อยสามลำดับแรก ปรากฏว่าด้านการส่งเสริมชุมชนให้มีความเข้มแข็งทางวิชาการอยู่ในลำคับแรก รองลงมาด้านการพัฒนาการใช้สื่อและเทคโนโลยีทางการศึกษาและด้านการพัฒนากระบวนการเรียนรู้ สอดคล้องกับสถิตย์ ต้นงาม (2559) ได้ทำการวิจัยเรื่อง การศึกษาสภาพจริงและความคาดหวังของผู้ปกครองที่มีต่อสมรรถนะสำคัญของผู้เรียนโรงเรียนวัดแหลมฉบัง สำนักงานเขตพื้นที่การศึกษาชลบุรี เขต 3 ผลการวิจัย พบว่า สมรรถนะสำคัญ 5 ด้าน ได้แก่ ด้านความสามารถในการสื่อสาร ด้านความสามารถในการคิด ด้านความสามารถในการแก้ปัญหา ด้านความสามารถในการใช้ทักษะชีวิต และด้านความสามารถในการใช้เทคโนโลยี อยู่ในระดับมากและยังสอดคล้องกับ Pornphol, P. and S. Chittayasothorn (2020) ได้ทำการวิจัยเรื่อง แบบจำลองการเปลี่ยนแปลงของสถานการณ์การแพร่ระบาดของ COVID - 19 ผลการวิจัย พบว่า รูปแบบการดำเนินชีวิตในรูปแบบวิถีใหม่มี 4 รูปแบบ ประกอบด้วย 1) ด้านบริหารจัดการจะต้องออกแบบตามมาตรการป้องกันโรคไวรัสโคโรนา 2019 (COVID - 19) ของกระทรวงสาธารณสุข 2) ด้านการจัดการเรียนการสอนและเทคโนโลยีสารสนเทศ การออกแบบหลักสูตรให้ตรงกับความต้องการของผู้เรียนและหลีกเลี่ยงความแออัดให้มากที่สุด 3) ด้านระบบฐานข้อมูลระบบจัดการข้อมูลจะต้องเป็นปัจจุบันและโยงไปถึงอนาคต คือ ข้อมูลทางการศึกษาทุกระดับเชื่อมโยงกัน 4) ด้านความสัมพันธ์ระหว่างชุมชนกับโรงเรียนมีความสัมพันธ์ใกล้ชิดกัน โรงเรียนต้องให้ความรู้และทำความเข้าใจกับชุมชน สร้างภาคีเครือข่ายชุมชนการมีส่วนร่วมในการวางแผน ให้คำปรึกษา ช่วยเหลือ เพื่อให้การจัดการเรียนรู้มีประสิทธิภาพ นอกจากนี้ยังมีส่วนที่ช่วยให้การจัดการเรียนรู้ที่บ้านมีประสิทธิภาพมีความจำเป็นต้องใช้ความรู้พื้นฐาน รวมถึงวัสดุ อุปกรณ์ที่จำเป็น สอดคล้องกับ สุมาลี ศรีพุทธรินทร์ และคณะ (2565) ได้ทำวิจัยเรื่อง สภาพ ปัญหาและแนวทางพัฒนาการจัดการเรียนการสอนออนไลน์ภายใต้สถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 คณะครุศาสตร์ มหาวิทยาลัยนครพนม ผลวิจัย พบว่า ปัญหาด้านการเตรียมความพร้อมก่อนการจัดการเรียนการสอนออนไลน์ คือ พื้นฐานความรู้ด้านการเรียนการสอนออนไลน์ ความพร้อมด้านระบบอินเตอร์เน็ต และความพร้อมด้านวัสดุอุปกรณ์เพื่อการเรียนการสอนออนไลน์ แนวทางพัฒนาควรสนับสนุนงบประมาณเพื่อจัดซื้อระบบอินเตอร์เน็ตเพื่อการเรียนการสอนสำหรับอาจารย์และนักศึกษา ควรจัดอบรมเกี่ยวกับการจัดการเรียนการสอนออนไลน์แก่คณาจารย์และนักศึกษา ควรสนับสนุนอินเตอร์เน็ตความเร็วสูงแก่อาจารย์และนักศึกษา

3) การประเมินความต้องการจำเป็นของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า มีค่าดัชนีความต้องการจำเป็นของผู้ปกครองในการจัดการเรียนรู้ที่บ้าน โดยรวมมีค่าเท่ากับ 0.275 เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าดัชนีความต้องการจำเป็นสูงกว่าค่าโดยรวม มีจำนวน 3 ด้าน เรียงลำดับความต้องการจำเป็นจากค่าสูงสุดไปค่าต่ำสุด คือ ด้านบทบาทนักเรียนและผู้ปกครอง, ด้านการจัดการเรียนรู้, ด้านการวัดและประเมินผลการเรียนรู้, ด้านบทบาทครู และด้านสื่อและอุปกรณ์การจัดการเรียนรู้ ตามลำดับ ทั้งนี้ อาจเป็นเพราะผู้ปกครองนักเรียนมีความเป็นห่วงนักเรียนเมื่อต้องจัดการเรียนรู้ที่บ้าน โดยห่างจากครูที่คอยกำกับดูแลให้อยู่ในบทเรียน หรือการจัดกิจกรรมการเรียนรู้เหมือนในห้องเรียน สอดคล้องกับ กัณฑา วีรเสนีย์ (2558) ได้ทำการวิจัยเรื่อง การจัดการเรียนรู้แบบคละชั้นของโรงเรียนขนาดเล็กในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาญจนบุรี เขต 1 ผลการวิจัยพบว่า ด้านบทบาทผู้เรียนรู้ การจัดการเรียนรู้แบบคละชั้นของโรงเรียนขนาดเล็ก ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถศึกษา กาญจนบุรี

เขต 1 ด้านบทบาทผู้เรียนรู้ในภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ ผลการศึกษา พบว่า อยู่ในระดับมาก 6 ข้อ ระดับปานกลาง 4 ข้อ โดยเรียงคะแนนเฉลี่ยสูงสุด 3 อันดับแรก คือ 1) สามารถสรุปความรู้ที่ค้นพบได้ด้วยตนเองและพร้อมที่จะนำผลการประเมินไปปรับปรุงงานพัฒนาตนเองต่อไป 2) ผู้เรียนยอมรับการประเมินของผู้เรียน ชื่นชมในผลงาน รับฟังการชี้นำและวิจารณ์จากผู้อื่น และ 3) ผู้เรียนมีส่วนร่วมในการประเมินตนเอง เพื่อนและกลุ่มทั้งด้านการปฏิบัติและผลงาน ส่วนข้อที่มีค่าเฉลี่ยต่ำสุด คือผู้เรียนจะต้องใฝ่รู้ ใฝ่เรียน กระตือรือร้นที่จะแสวงหาความรู้จากแหล่งต่าง ๆ ด้วยวิธีการที่หลากหลาย ตามลำดับ และสอดคล้องกับ อัญชลี ธะสุข (2557) ได้ทำการวิจัยเรื่อง การศึกษาโรงเรียนประถมศึกษาที่มีแนวปฏิบัติที่เป็นเลิศในการส่งเสริมนิสัยรักการอ่านในกรุงเทพมหานคร ผลการวิจัย พบว่า ปัจจัยที่ส่งเสริมนิสัยรักการอ่านประกอบไปด้วย การมีส่วนร่วมของผู้บริหาร ครู บรรณารักษ์ นักเรียน และผู้ปกครอง การสร้างแรงจูงใจในเชิงบวกการส่งเสริมนิสัยรักการอ่านแก่นักเรียน แหล่งการอ่านและทรัพยากรการอ่านของโรงเรียน และทัศนคติในการส่งเสริมนิสัยรักการอ่านของผู้บริหาร ครู บรรณารักษ์ นักเรียน และผู้ปกครองนั้น เนื่องจากโรงเรียนแต่ละโรงเรียนมีบริบท สภาพแวดล้อม ปัจจัยการส่งเสริมนิสัยรักการอ่านที่แตกต่างกันไปในแต่ละโรงเรียน ซึ่งปัจจัยทุกด้านล้วนมีความสำคัญเพื่อส่งเสริมให้โรงเรียนเกิดการส่งเสริมนิสัยรักการอ่านที่เป็นเลิศในโรงเรียน คือบริบทโรงเรียนแม้จะมีลักษณะเอื้อต่อการส่งเสริมนิสัยรักการอ่าน มีแหล่งการอ่านหรือทรัพยากรการอ่านที่เอื้อต่อการอ่านแต่หากขาดการส่งเสริม การสนับสนุน จากผู้บริหารโรงเรียน ครู นักเรียน และผู้ปกครอง จะขาดด้านใดด้านหนึ่งไปไม่ได้ เพราะปัจจัยทุก ๆ ด้านมีความสำคัญเท่ากันหมด เพียงแต่ละโรงเรียนอาจแตกต่างกันไปในแต่ละด้าน และยังสอดคล้องกับ Sara Bubb and Mari-Ana Jones (2020) ได้ทำการวิจัยเรื่อง การจัดการเรียนรู้ที่บ้านในช่วงแพร่ระบาดของ COVID-19 : การรับฟังนักเรียน ผู้ปกครอง และครู ผลการวิจัยพบว่า การมีส่วนร่วมของผู้ปกครองมีเพิ่มขึ้นระหว่างการจัดการเรียนรู้ที่บ้าน ผู้ปกครองได้รับความรู้มากขึ้นเกี่ยวกับการเรียนรู้ที่บ้านของลูก ๆ และพวกเขามีบทบาทสำคัญมากกว่าเมื่อก่อน สองในสามของผู้ปกครอง มีความรู้ความเข้าใจมากขึ้นเกี่ยวกับการเรียนรู้ของบุตรหลานแสดงให้เห็นว่าการมีส่วนร่วมของผู้ปกครอง ในการจัดการเรียนรู้ระดับชั้นประถมศึกษา ผู้ปกครองของนักเรียนที่มีระดับอายุมากที่สุด เห็นด้วยว่าเมื่อผู้ปกครองนักเรียนมีส่วนร่วมในการจัดการเรียนรู้ ผู้ปกครองสามารถให้ข้อคิด คำปรึกษา การไตร่ตรอง และการอภิปรายให้คำแนะนำที่ดีในการทำการบ้าน ใบงาน แบบฝึกหัดช่วยให้ได้ผลลัพธ์ที่ดีที่สุดในการจัดการเรียนรู้ที่บ้านกับนักเรียน

ข้อเสนอแนะ

การศึกษาเรื่องสภาพและความคาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

1. ข้อเสนอแนะเพื่อนำผลการศึกษาไปใช้

1) ผลจากการศึกษาสภาพปัจจุบันในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านบทบาทนักเรียนและผู้ปกครอง ดังนั้น สำนักงานเขตพื้นที่การศึกษาหรือหน่วยงานที่มีหน้าที่รับผิดชอบ ผู้บริหารโรงเรียน และครู ควรให้ความสำคัญและมีการเปิดโอกาสให้นักเรียนและผู้ปกครองได้มีส่วนร่วมในการแสดงความคิดเห็น การเสนอแนะปัญหาในการจัดการเรียนรู้ เพื่อพัฒนาการจัดรูปแบบการเรียนรู้ที่บ้านในรูปแบบที่เหมาะสมตามบริบทของนักเรียนแต่ละคน

2) ผลจากการศึกษาสภาพที่คาดหวังของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการจัดการเรียนรู้ ดังนั้น สำนักงานเขตพื้นที่การศึกษาหรือหน่วยงานที่มีหน้าที่รับผิดชอบโดยเฉพาะผู้บริหารโรงเรียน และครูควรให้ความสำคัญในการจัดการเรียนรู้ที่บ้านซึ่งจะมีความแตกต่างกับการเรียนที่โรงเรียนในช่วงสถานการณ์ปกติ ควรมีการบูรณาการกระชับหลักสูตร การปรับเนื้อหาการเรียน/สื่อ/กิจกรรมการเรียนรู้ให้สอดคล้องเหมาะสมกับรูปแบบการจัดการเรียนรู้ที่บ้าน การจัดกิจกรรมการเรียนรู้โดยเน้นให้นักเรียนได้ใช้กระบวนการคิด การรู้จักการแก้ปัญหา การเปิดโอกาสให้นักเรียนได้เลือกทำชิ้นงานตามความสนใจของตนเอง ตลอดจนการรู้จักเลือกใช้แหล่งเรียนรู้จากครอบครัว ชุมชน และท้องถิ่น

3) ผลจากการประเมินความต้องการจำเป็นของผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า ด้านที่มีลำดับความสำคัญของความต้องการจำเป็น ($PNI_{Modified}$) สูงสุด คือ ด้านบทบาทนักเรียนและผู้ปกครอง ดังนั้น สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 และหน่วยงานที่รับผิดชอบในการจัดการศึกษา ผู้บริหารโรงเรียน และครู จึงควรนำนโยบายบายของหน่วยงานต้นสังกัดมาทำปรับกลยุทธ์ วิธีการในการจัดการเรียนรู้ที่บ้านให้กับนักเรียนโดยมีการรับฟังความคิดเห็นของนักเรียนและผู้ปกครองในการจัดการเรียนรู้ สร้างภาคีเครือข่ายการจัดการเรียนรู้ในชุมชนในช่วงการแพร่ระบาดของของเชื้อไวรัสโคโรนา 2019 จัดการเรียนรู้ให้เหมาะสมกับบริบทของนักเรียนแต่ละคนโดยคำนึงถึงการมีส่วนร่วมของนักเรียนและผู้ปกครองให้มากที่สุด ตลอดจนการวัดและ

ประเมินผลการเรียนรู้ ควรใช้วิธีการวัดและประเมินผลการเรียนรู้ที่มีความยืดหยุ่นหลากหลายเป็นการวัดและประเมินผลเพื่อการพัฒนาความก้าวหน้าของนักเรียนในทุก ๆ ด้าน ไม่เน้นการทำแบบทดสอบเพียงอย่างเดียว

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

1) ควรศึกษาปัญหาและแนวทางพัฒนาการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 เพื่อให้ได้ข้อมูลสารสนเทศเพื่อเป็นแนวทางในการพัฒนาการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 หรือโรคอุบัติใหม่ที่มีลักษณะและมีข้อจำกัดที่คล้ายกัน เพื่อจัดการเรียนรู้ให้นักเรียนได้เรียนรู้อย่างมีประสิทธิภาพมากขึ้น

2) ควรศึกษาเปรียบเทียบความคิดเห็นของผู้บริหารโรงเรียน ครู และผู้ปกครองในการจัดการเรียนรู้ที่บ้านในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ระหว่างโรงเรียนขนาดเล็ก ขนาดกลาง ขนาดใหญ่ และขนาดใหญ่พิเศษ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

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สภาพและความต้องการจำเป็นในการพัฒนาโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานจังหวัดนครพนม

Situations And Needs for Developing Healthy Schools Under the Office of Basic Education Commission Nakhon Phanom Province

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1)ศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์โรงเรียนสุขภาวะ 2) ประเมินความต้องการจำเป็นในการพัฒนาสุขภาวะในโรงเรียน ได้แก่ ผู้บริหาร ผู้รับผิดชอบงานสุขภาวะ ครูและบุคลากรทางการศึกษา จำนวน 95 คน เครื่องมือที่ใช้ในการศึกษาเป็นแบบสอบถาม จำนวน 2 ฉบับ คือ (1) แบบสอบถามสภาพปัจจุบันในการพัฒนาโรงเรียนสุขภาวะ มีค่าดัชนีความสอดคล้อง ระหว่าง .80 - 1.0 มีค่าอำนาจจำแนกรายข้อระหว่าง .23 – .82 และมีค่าความเชื่อมั่นทั้งฉบับ เท่ากับ .91 (2) แบบสอบถามสภาพที่พึงประสงค์ในการพัฒนาโรงเรียนสุขภาวะ มีค่าดัชนีความสอดคล้องระหว่าง .80 - 1.0 มีค่าอำนาจจำแนกรายข้อระหว่าง .24 – .78 มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .90 สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็น

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของโรงเรียนสุขภาวะ โดยภาพรวมอยู่ในระดับมาก และสภาพที่พึงประสงค์ของโรงเรียนสุขภาวะ โดยภาพรวมอยู่ในระดับมากที่สุด 2) ผลการประเมินความต้องการจำเป็นในการพัฒนาสุขภาวะในโรงเรียน พบว่ามีค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็น โดยรวมมีความต้องการจำเป็นเท่ากับ .264 เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด 3 อันดับแรก ได้แก่ ด้านโรงเรียนเป็นสุข ด้านผู้เรียนเป็นสุข ด้านสภาพแวดล้อมเป็นสุข ตามลำดับ

คำสำคัญ: โรงเรียนสุขภาวะ / สภาพปัจจุบัน / สภาพที่พึงประสงค์ / ความต้องการจำเป็น

Abstract

This research aimed to: 1) Study the current and desirable situations of the healthy school 2) evaluate the most important needs in healthy schools. The sample group used in this research were 95 people of executives, health workers, teachers and educational personnel. The instruments for collecting the data consisted of 2 questionnaires: (1) a questionnaire on current situation of healthy school which found that a consistency index was between .80 - 1.0, a discrimination was between .23 – .82 and a reliability of this research was .91 (2) a questionnaire on the desirable situations for the development of healthy schools which found that a consistency index was between .80 - 1.0, a discrimination was between .24 – .78 and a reliability of this research was .90. The statistical methods used to analyze the data were percentage, mean, standard deviation and an updated index of priorities of needs.

The results of the research found that (1) the current situation of developing healthy school was at a high level in overall and the desirable situations of developing heathy school was at the highest level in overall. (2) The evaluation of the most important needs in healthy school was found that the updated index of priorities of the needs was .264 in overall. Considering each aspect, it was found that the top 3 aspects with the maximum mean were happy school, happy student, happy environment.

Keywords: Healthy School/ Current Situations/ Desirable Situations/ Needs

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บทนำ

การศึกษาเป็นเครื่องมือสำคัญในการสร้างคน สร้างสังคม และสร้างชาติ เป็นกลไกหลัก ในการพัฒนากำลังคนให้มีคุณภาพ สามารถดำรงชีวิตอยู่ร่วมกับบุคคลอื่นในสังคมได้อย่างเป็นสุข ในกระแสการเปลี่ยนแปลงอย่างรวดเร็วของโลกศตวรรษที่ 21 เนื่องจากการศึกษามีบทบาทสำคัญ ในการสร้างความได้เปรียบของประเทศเพื่อการแข่งขันและยืนหยัดในเวทีโลกภายใต้ระบบ เศรษฐกิจและสังคมที่เป็นพลวัต ประเทศต่าง ๆ ทั่วโลกจึงให้ความสำคัญและทุ่มเทกับการพัฒนา การศึกษาเพื่อพัฒนาทรัพยากรมนุษย์ของตนให้สามารถก้าวทันการเปลี่ยนแปลงของระบบเศรษฐกิจ และสังคมของประเทศ ภูมิภาค และของโลก ควบคู่กับการธำรงรักษาอัตลักษณ์ของประเทศ ในส่วนของประเทศไทยได้ให้ความสำคัญกับการจัดการศึกษา การพัฒนาศักยภาพและขีดความ สามารถของคนไทยให้มีทักษะ ความรู้ความสามารถ และสมรรถนะที่สอดคล้องกับความต้องการ ของตลาดงานและการพัฒนาประเทศ ภายใต้แรงกดดันภายนอกจากกระแสโลกาภิวัตน์ และ แรงกดดันภายในประเทศที่เป็นปัญหาวิกฤตที่ประเทศต้องเผชิญ เพื่อให้คนไทยมีคุณภาพชีวิตที่ดี สังคมไทยเป็นสังคมคุณธรรม จริยธรรม และประเทศสามารถก้าวข้ามกับดักประเทศที่มีรายได้ ปานกลางไปสู่ประเทศที่พัฒนาแล้ว รองรับการเปลี่ยนแปลงของโลกทั้งในปัจจุบันและอนาคต โดยการเปลี่ยนแปลงที่สำคัญและส่งผลกระทบต่อระบบการศึกษา ระบบเศรษฐกิจและสังคมของ ประเทศไทย (สำนักงานเลขาธิการสภาการศึกษา กระทรวงศึกษาธิการ , 2560 : 1) การสร้างสังคมความรู้และสังคมภูมิปัญญา คือแนวทางสำคัญของแผนการศึกษาแห่งชาติ สังคมภูมิปัญญาและสังคมความรู้ที่แท้จริงควรมาจากฐานรากของสังคม และการพัฒนาอย่างบูรณาการต้องเอาพื้นที่เป็นตัวตั้ง เพราะชุมชนคือฐานรากของประเทศ ถ้าชุมชนทั้งหมดเข้มแข็งทุกด้าน ทั้งเศรษฐกิจ จิตใจ สังคม วัฒนธรรม สิ่งแวดล้อม สุขภาพ การศึกษา ประชาธิปไตย ประเทศไทยก็จะมั่นคง (ประเวศ วะสี. 2555 : 2)

สำนักงานกองทุนสนับสนุนการสร้างเสริมสุขภาพ (สสส.) กำหนดทิศทาง เป้าหมาย และยุทธศาสตร์การดำเนินงานระยะ 10 ปี พ.ศ.2555-2564 ภายใต้วิสัยทัศน์ “ทุกคนบนแผ่นดินไทย มีขีดความสามารถ สังคมและสิ่งแวดล้อมที่เอื้อต่อสุขภาวะ” โดยกำหนดพันธกิจ คือ“จุดประกาย กระตุ้น สาน และเสริมพลัง บุคคล แลองค์กรทุกภาคส่วนให้มีขีดความสามารถและสร้างสรรค์ระบบสังคมที่เอื้อต่อการมีสุขภาวะ” มีเป้าหมายทั่วไป คือ “ทุกคนมีอายุยืนยาวขึ้นอย่างมีสุขภาวะ” กำหนดยุทธศาสตร์หลัก “สานสามพลัง” ในการขับเคลื่อนการเปลี่ยนแปลงและแก้ไขปัญหาสุขภาวะที่ยากและสำคัญในสังคมไทยอย่างสร้างสรรค์ ประกอบด้วย พลังทางปัญญา พลังทางสังคม และพลังนโยบาย และได้กำหนดยุทธศาสตร์เฉพาะไว้ 5 ประการ ได้แก่ 1) พัฒนาขีดความสามารถของบุคคลและองค์กร ให้เท่าทันพลวัตของปัจจัยต่าง ๆ ที่กระทบต่อสุขภาพ 2) พัฒนานวัตกรรมการสร้างเสริมสุขภาพและนวัตกรรมทางสังคม 3) เสริมสร้างศักยภาพของชุมชนและท้องถิ่น 4) พัฒนาระบบและกลไกทางสังคมที่เอื้อต่อการสร้างสุขภาวะ และ 5) พัฒนาระบบการเรียนรู้และสื่อสารสาธารณะ (สำนักงานกองทุนสนับสนุนการสร้างเสริมสุขภาพ (สสส.). 2559 : 6-7)

การเปลี่ยนแปลงของสังคมและเทคโนโลยีได้ส่งผลถึงมิติในการพัฒนาเยาวชนวัยเรียนในด้านการดูแลสุขภาพไม่น้อยไปกว่าการพัฒนาทางด้านวิชาการอื่นๆ แก่นของการสร้างสุขภาพนั้นเป็นเรื่องที่ต้องมีปัจจัยสนับสนุนมากกว่าการมีเพียงความรู้ที่ถูกต้อง สุขภาพที่ดีต้องอาศัยความสนใจและใส่ใจ รวมถึงการลงมือทำเป็นกิจวัตรจนส่งผลให้เกิดสุขภาพที่ดีสำหรับตนเองและส่วนรวม ในขณะที่พัฒนาการ ของเทคโนโลยีก้าวไปด้วยอัตราเร่งสิ่งที่เกิดตามมาคือความรู้เดิมถูกหักล้างทดแทนด้วยข้อค้นพบใหม่ เยาวชนมีโอกาสเข้าถึงข้อมูลทั้งที่เป็นข้อเท็จจริงและคำโฆษณาชวนให้เชื่ออยู่ตลอดเวลา รูปแบบการ บริโภค การใช้ชีวิต วิถีความสัมพันธ์ในระดับครอบครัวและสังคมได้เปลี่ยนไปอย่างมาก จนเห็น ผลกระทบได้อย่างชัดเจนว่าโรคภัยไข้เจ็บได้เปลี่ยนแบบแผนไปจากการมีเชื้อโรคเป็นสาเหตุไปสู่โรคที่มา จากการที่มนุษย์กระทำกับตัวเองและกระทำกับสิ่งแวดล้อมจนขาดสมดุล และนำไปสู่การเจ็บป่วยใน อันดับต้นๆ ของมนุษย์ในยุคปัจจุบัน (มูลนิธิแพธทูเฮลท,2563:3) อย่างไรก็ตามในการพัฒนาเยาวชนในวัยเรียนการส่งเสริมให้โรงเรียนสร้างผู้เรียนที่มีความสุขทั้งด้านกาย ใจ สังคม และจิต วิญญาณ ครูและนักเรียนเชื่อมโยงกับครอบครัว ชุมชน สามารถเปลี่ยนแปลงตนเองเป็นผู้เรียนที่มีความ กระตือรือร้นและมีความสุขได้ ในขณะที่ครอบครัว ชุมชนมีโอกาสได้เข้ามามีส่วนร่วมในกิจกรรมทำให้เริ่มมองเห็นแนวทางในการพัฒนาชุมชน ร่วมกันให้อยู่เย็นเป็นสุขต่อไปได้ การพัฒนา ศักยภาพของคนให้เป็นคนที่มีคุณภาพ ซึ่งประกอบด้วยลักษณะของการมีความรู้ ความสามารถในการทำงาน มีสุขภาพสมบูรณ์แข็งแรงทั้งร่างกายและจิตใจ ต้องดำเนินการพัฒนาองค์ประกอบการศึกษากับสุขภาพควบคู่กัน ไปโดยเริ่มจากวัยเด็กอันเป็นวัยพื้นฐานของการเจริญเติบโตเป็นผู้ใหญ่ ที่มีศักยภาพและคุณภาพได้อย่างแท้จริง และต้องได้รับความร่วมมือจากทุกฝ่ายที่เกี่ยวข้อง ทั้งจากทางบ้าน โรงเรียน และชุมชนซึ่งเป็นลักษณะพื้นฐานที่มี คุณภาพ (วราภรณ์ บุญเชียง, 2556: 7) โรงเรียนเป็นจุดเริ่มต้นของการปลูกฝังความรู้เจตคติและพฤติกรรมทุก ด้านแก่เด็ก ดังนั้นโรงเรียนจึง เป็นสถานที่ที่สำคัญมากต่อการสร้างเสริมสุขภาพและการป้องกันโรคทั้งนี้เพื่อให้ เด็กเกิดการเรียนรู้ ด้านสุขภาพที่ถูกต้องและมีสุขนิสัยที่ดีติดตัวไปจนถึงวัยผู้ใหญ่

การปฏิรูปการศึกษาของไทยได้ดำเนินการมาเป็นระยะเวลาหลายปี การจัดการเรียนรู้อย่างมีความสุขไม่สามารถบรรลุวัตถุประสงค์ดังกล่าวได้ ถ้ามีเพียงบุคคลใดบุคคลหนึ่งหรือหน่วยงานใดหน่วยงานหนึ่ง ผู้เกี่ยวข้องทุกฝ่ายต้องเข้ามามีส่วนร่วม ส่งเสริมในการเรียนรู้ของเด็กซึ่งเป็นทรัพยากร สำคัญของประเทศในอนาคต โรงเรียนจึงมีหน้าที่เสริมสร้างคุณลักษณะที่พึงประสงค์ให้เกิดขึ้นแก่ผู้เรียน เพื่อบรรลุเป้าหมายโดยเฉพาะด้านมีสุข ซึ่งสุข ทางกาย ทางจิต ทางสังคม และทางจิต วิญญาณ สุขภาวะเป็นแนวคิดสุขภาพ

ที่มีความหมายในเชิงบวก โดยให้ความสำคัญกับพฤติกรรม และกิจกรรมของคนซึ่งตอบสนองต่อสุขภาวะของตนเองในทุกมิติอย่างเป็นพลวัตร สามารถปรับตัวอยู่ในสมดุล และบรรลุสุขภาวะตามศักยภาพที่แต่ละคนพึงมีได้ (สำนักวิชาการและมาตรฐานการศึกษา. 2549: 23-24) โรงเรียนเป็นจุดเริ่มต้นของการปลูกฝังความรู้ เจตคติและพฤติกรรมทุกด้านแก่เด็ก ดังนั้น โรงเรียนจึงเป็นสถานที่ที่สำคัญมากต่อการสร้างเสริมสุขภาพและการป้องกันโรค ทั้งนี้เพื่อให้เด็กเกิด การเรียนรู้ด้านสุขภาพที่ถูกต้องและมีสุขนิสัยที่ดีติดตัวไปจนถึงวัยผู้ใหญ่ (กรมอนามัย. 2558 : เว็บไซต์) ดังนั้นการบริหารจัดการโรงเรียนแก่นักเรียน และบุคลากรในโรงเรียนให้มี “สุขภาพ” ที่ดีหรือการมีสุขภาวะ จึงเป็นเรื่องที่สำคัญที่ทุกฝ่ายต้องบูรณาการความร่วมมืออย่างเป็นรูปธรรม แม้ว่าปัจจุบันได้มีการริเริ่มโครงการต่างๆ มากมายเพื่อป้องกันและแก้ปัญหาสุขภาวะแก่คนในประเทศ แต่เรายังคงพบเจอปัญหาเหล่านั้นเกิดขึ้นในสังคมไทยตลอดเวลา โดยเฉพาะอย่างยิ่งปัญหาที่เกิดขึ้นกับ เด็กนักเรียนและเยาวชนไทย สุขภาวะจึงมีความสำคัญต่อเด็กนักเรียน เนื่องจากสุขภาวะเป็นพื้นฐาน สำหรับพื้นฐานทั้งมวล ถ้าเด็กสุขภาวะไม่ดี เด็กๆ จะไม่ประสบความสำเร็จในการเรียนรู้สิ่งต่างๆ เป้าหมายการพัฒนาสุขภาวะในโรงเรียน สามารถจำแนก สุขภาวะที่เป็นเป้าหมายได้ 4 ด้าน คือ คนมีสุขภาวะ โรงเรียนมีสุขภาวะ สิ่งแวดล้อมมีสุขภาวะ และชุมชน/สังคมมีสุขภาวะ ซึ่งองค์ความรู้พบว่าสุขภาวะในโรงเรียนเป็นความรับผิดชอบร่วมกันของคนในสังคมไม่เฉพาะครู หรือเด็กนักเรียนเท่านั้น (ประวิต เอราวรรณ์. 2547 ก : 44)

จากความเป็นมาและความสำคัญของปัญหาดังกล่าวจะเห็นได้ว่าสุขภาวะจึงเป็นสิ่งที่มีความสำคัญในการพัฒนาโรงเรียนสามารถบริหารจัดการและจัดกระบวนการเรียนรู้แก่ผู้เรียน ดังนั้นผู้ศึกษาซึ่งทำงานในโรงเรียน สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม จึงสนใจที่จะศึกษาสภาพและแนวทางพัฒนาโรงเรียนสุขภาวะ ทั้งด้านผู้เรียน ด้านโรงเรียน ด้านสภาพแวดล้อม ด้านครอบครัว และด้านชุมชน และประเมินความต้องการจำเป็นสุขภาวะในโรงเรียน จังหวัดนครพนม ทั้งนี้สภาพและแนวทางการพัฒนาโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม จะเป็นนวัตกรรมทางการศึกษาที่สำคัญของสถานศึกษา โดยมุ่งให้สถานศึกษาสามารถนำไปใช้ในการพัฒนาเป็นโรงเรียนสุขภาวะ เพื่อพัฒนาสถานศึกษาให้มีประสิทธิภาพและเกิดประสิทธิผลสูงสุดต่อไป

วัตถุประสงค์ของการวิจัย

(1) เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์โรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม

(2) เพื่อประเมินความต้องการจำเป็นในการพัฒนาสุขภาวะในโรงเรียน สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม

กรอบแนวคิดในการศึกษา

การศึกษาสภาพและความต้องการจำเป็นในการพัฒนาโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม ผู้ศึกษาได้ศึกษาตามแนวคิดของ (Donettelle & Davis, 1998 , Allardt, 2002, ศิวดล ดวงหะคลัง,2555, กัมพล เจริญรักษ์ ,2560 ,ประเวศ วะสี, 2551, สำนักงานกองทุนสนับสนุนการเสริมสร้างสุขภาพ ,2560 , มหาวิทยาลัยอุบลราชธานี ,2561 ,ประวิต เอราวรรณ์, 2560 ,กรมอนามัย, 2558 , มูลนิธิสถาบันวิจัยระบบการศึกษา , 2560) ได้องค์ประกอบ 5 ด้าน ดังนี้

1. สุขภาวะด้านผู้เรียนเป็นสุข
2. สุขภาวะด้านโรงเรียนเป็นสุข
3. สุขภาวะด้านสภาพแวดล้อมเป็นสุข
4. สุขภาวะด้านครอบครัวเป็นสุข
5. สุขภาวะด้านชุมชนเป็นสุข

วิธีการดำเนินการศึกษา

1. ประชากรและตัวอย่าง

1.1 ประชากรที่ใช้ในการศึกษาครั้งนี้ ได้แก่ ผู้บริหารและครู ที่ดำเนินงานโรงเรียนสุขภาวะในสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม จำนวน 380 คน

1.2 กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ ได้แก่ ผู้บริหารและครู ที่ดำเนินงานโรงเรียนสุขภาวะในสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม จำนวน 95 คน ประกอบด้วย ผู้บริหาร จำนวน 15 คน ผู้รับผิดชอบงานสุขภาวะ จำนวน 15 คน และครูผู้สอน 65 คน ได้มาโดยการสุ่มแบบหลายขั้นตอน (Multi-stage Sampling)

2. เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้เป็นแบบสอบถามที่ผู้ศึกษาสร้างและพัฒนาขึ้นเพื่อศึกษาเกี่ยวกับสภาพและความต้องการจำเป็นในการพัฒนาโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม แบ่งเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Check list)

ตอนที่ 2 สภาพปัจจุบันและสภาพที่พึงประสงค์ในการพัฒนาโรงเรียนสุขภาวะสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม จำนวน 50 ข้อ เป็นแบบสอบถามแบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ แบบสอบถามสภาพปัจจุบันโรงเรียนสุขภาวะในสังกัดคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม มีค่าอำนาจจำแนกระหว่าง .23 – .82 มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .91 และสภาพที่พึงประสงค์ในการพัฒนาโรงเรียนสุขภาวะในสังกัดคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม มีค่าอำนาจจำแนกระหว่าง .24 – .78 มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .90

3. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ผู้ศึกษาได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างด้วยตนเอง โดยส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 95 ฉบับ คิดเป็นร้อยละ 100

4. การวิเคราะห์ข้อมูล

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม วิเคราะห์ข้อมูลนำมาแจกแจงความถี่ (Frequency) และหาค่าร้อยละ (Percentage) นำเสนอผลการวิเคราะห์ในรูปแบบของตารางประกอบ คำบรรยายความเรียง

ตอนที่ 2 สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นสุขภาวะในโรงเรียน จังหวัดนครพนม วิเคราะห์โดยหาค่าเฉลี่ย ($\bar{X}$) และส่วนเบี่ยงเบนมาตรฐานนำเสนอผลการวิเคราะห์ในรูปแบบของตารางประกอบคำบรรยายความเรียง

ตอนที่ 3 การวิเคราะห์ความต้องการจำเป็น (Need Assessment) โดยนำข้อมูลผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ มาหาค่าดัชนีความต้องการจำเป็นโดยใช้สูตร Modified Priority Needs Index ($PNI_{Modified}$) เพื่อจัดลำดับความต้องการจำเป็น

สรุปผลการวิจัย

1. สภาพปัจจุบันและสภาพที่พึงประสงค์โรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม จำแนกตามสถานภาพทั้งโดยภาพรวมและรายด้านอยู่ในระดับมาก ปรากฏดังตารางที่ 1

ตารางที่ 1 ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ความคิดเห็นเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ในการพัฒนาโรงเรียนสุขภาวะสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม โดยรวมและจำแนกเป็นรายด้าน

สภาพการดำเนินงานโรงเรียนสุขภาวะ	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1. ด้านผู้เรียนเป็นสุข	3.55	0.45	มาก	4.60	0.28	มากที่สุด
2. ด้านโรงเรียนเป็นสุข	3.54	0.69	มาก	4.60	0.25	มากที่สุด
3. ด้านสภาพแวดล้อมเป็นสุข	3.53	0.69	มาก	4.57	0.24	มาก
4. ด้านครอบครัวเป็นสุข	3.82	0.66	มาก	4.58	0.25	ที่สุด
5. ด้านชุมชนเป็นสุข	3.76	0.52	มาก	4.66	0.31	มากที่สุด
						มากที่สุด
รวม	3.64	0.41	มาก	4.60	0.17	มากที่สุด

ตารางที่ 1 ความคิดเห็นเกี่ยวกับสภาพปัจจุบันการดำเนินงานโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม โดยภาพรวมอยู่ในระดับ มาก ($\overline{X}$ = 3.64) เมื่อพิจารณาเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงสุดไปหาค่าเฉลี่ยต่ำสุด ได้แก่ ด้านครอบครัวเป็นสุข ($\overline{X}$ = 3.82) รองลงมา ได้แก่ ด้านชุมชนเป็นสุข ($\overline{X}$ = 3.76) ด้านผู้เรียนเป็นสุข ($\overline{X}$ = 3.55) โรงเรียนเป็นสุข ($\overline{X}$ = 3.54) และด้าน ด้านสภาพแวดล้อมเป็นสุข ($\overline{X}$ = 3.53) ตามลำดับ

ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์ในการพัฒนาโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม โดยภาพรวมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.60) เมื่อพิจารณาเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงสุดไปหาค่าเฉลี่ยต่ำสุด ได้แก่ ด้านชุมชนเป็นสุข ($\overline{X}$ = 4.66) รองลงมา ได้แก่ ด้านผู้เรียนเป็นสุข ($\overline{X}$ = 4.60) ด้านโรงเรียนเป็นสุข ($\overline{X}$ = 4.60) ด้านครอบครัวเป็นสุข ($\overline{X}$ = 4.58) และด้านสภาพแวดล้อมเป็นสุข ($\overline{X}$ = 4.57) ตามลำดับ

2. การประเมินความต้องการจำเป็นสุขภาวะในโรงเรียน สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานจังหวัดนครพนม ปรากฏดังตารางที่ 2

ตารางที่ 2 ค่าเฉลี่ย สภาพปัจจุบันและสภาพที่พึงประสงค์ ค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง **(PNI $_{Modified}$)** และลำดับความต้องการจำเป็นของการดำเนินงานโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม โดยรวมและจำแนกเป็นรายด้าน

การดำเนินงานโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม	D	I	PNI $_{Modified}$	**ลำดับความต้องการจำเป็น**
1. ด้านผู้เรียนเป็นสุข	3.55	4.60	0.296	2
2. ด้านโรงเรียนเป็นสุข	3.54	4.60	0.299	1
3. ด้านสภาพแวดล้อมเป็นสุข	3.53	4.57	0.295	3
4. ด้านครอบครัวเป็นสุข	3.82	4.58	0.199	5
5. ด้านชุมชนเป็นสุข	3.76	4.66	0.239	4
รวม	3.64	4.60	0.264	-

จากตารางที่ 2 พบว่า ค่าเฉลี่ย สภาพปัจจุบันและสภาพที่พึงประสงค์ ค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง**(PNI $_{Modified}$)** และลำดับความต้องการจำเป็นของการดำเนินงานโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม โดยรวมมีความต้องการจำเป็นเท่ากับ .264 เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าสูงสุดไปหาค่าต่ำสุด ได้แก่ ด้านโรงเรียนเป็นสุข มีค่าเท่ากับ .299 รองลงมาได้แก่ ด้านผู้เรียนเป็นสุข มีค่าเท่ากับ .296 ด้านสภาพแวดล้อมเป็นสุข มีค่าเท่ากับ .295 ด้านชุมชนเป็นสุข มีค่าเท่ากับ .239 และด้านครอบครัวเป็นสุข มีค่าเท่ากับ .199 ตามลำดับ

อภิปรายผลการศึกษา

สภาพและความต้องการจำเป็นในการพัฒนาโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม จากสรุปผลการศึกษาสามารถนำมาอภิปรายผลได้ดังนี้

1) ความคิดเห็นเกี่ยวกับสภาพปัจจุบันในการพัฒนาโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม โดยภาพรวมอยู่ในระดับ มาก เมื่อพิจารณาเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงสุดไปหาค่าเฉลี่ยต่ำสุด ได้แก่ ด้านครอบครัวเป็นสุข ด้านชุมชนเป็นสุข ด้านสภาพแวดล้อมเป็นสุข ด้านผู้เรียนเป็นสุข และด้านโรงเรียนเป็นสุข ตามลำดับ ทั้งนี้ด้านครอบครัวเป็นสุขมีค่าเฉลี่ยสูงสุดอาจเป็นเพราะครอบครัวเป็นสถาบันที่สำคัญที่สุดในการพัฒนาสุขภาวะของทุกคน เป็นกลุ่มที่มีความสัมพันธ์และร่วมมือกันอย่างใกล้ชิด ครอบครัวเป็นสถาบันแห่งแรกและแห่งสำคัญในการกำหนดพฤติกรรมของมนุษย์มีกิจวัตรในด้านต่างๆ ให้เป็นไปตามระเบียบแบบแผน จะส่งผลต่อสุขภาวะด้านอื่นๆ ทั้งในระยะสั้นและระยะยาว นอกจากนี้หากครอบครัว ชุมชน และโรงเรียนมีการแลกเปลี่ยนข้อมูลทางด้านสุขภาวะเพื่อร่วมพัฒนาสุขภาวะผู้เรียน รับฟังและให้คำแนะนำที่เป็นประโยชน์แก่ผู้เรียน

ในการป้องกันความ เสี่ยงต่อพฤติกรรมที่ทำลายสุขภาวะ ครอบครัวมีปฏิสัมพันธ์ที่ดีต่อกันมีความเอาใจใส่ต่อสุขภาพของสมาชิกในครอบครัว จะทำให้สมาชิกในครอบครัวรู้สึกปลอดภัย สามารถป้องกันพฤติกรรมเสี่ยงได้ ผู้เรียนก็มีความสุข สอดคล้องกับกัมพล เจริญรักษ์ (2560: 3-4) ได้กล่าวว่าด้านครอบครัวเป็นสุข และด้านชุมชนเป็นสุข เป็นองค์ประกอบที่สำคัญที่เกี่ยวข้องกับกระบวนการจัดการศึกษาโดยการมีส่วนร่วม โรงเรียนต้องได้รับการเสริมสร้างพลังอำนาจให้ ผู้เกี่ยวข้อง คือ ผู้ปกครอง ชุมชน กรรมการสถานศึกษา ผู้บริหาร และครูสามารถร่วมกันพัฒนาและบริหารจัดการ การดำเนินงานโรงเรียนสุขภาวะเริ่มต้นการพัฒนาจากผู้เกี่ยวข้องในโรงเรียน คือ ผู้ปกครอง ครอบครัว ชุมชน กรรมการสถานศึกษา นักเรียน ผู้บริหาร และครู ซึ่งถือว่าเป็น “เจ้าของโรงเรียนร่วมกัน” และมีเป้าหมายอยู่ที่ตัวนักเรียน โดยนำหลักความเสมอภาคเข้ามาสร้างกระบวนการมีส่วนร่วมในการพัฒนา เพื่อให้เกิดความยั่งยืนและต่อเนื่องไม่ผูกติดอยู่กับผู้ใดผู้หนึ่ง และใช้กระบวนการ ทางปัญญาในการขยายวงการเรียนรู้ไปสู่เครือข่าย และสร้างกระบวนการให้เกิดการวิพากษ์วิจารณ์อย่างสร้างสรรค์ขึ้นในสังคม เพื่อปฏิรูปการศึกษาโดยสังคม มีส่วนร่วมมากที่สุด และทำให้เกิดการเรียนรู้ที่มีปฏิสัมพันธ์ระหว่างกัน (Interactive Learning) คือ ผู้ปกครอง ชุมชน กรรมการสถานศึกษา ผู้บริหารและครู โดยใช้ตัวชี้วัด และเกณฑ์ของการประเมินคุณภาพภายนอกเป็นเครื่องยืนยันสภาพจริงของโรงเรียน และเป็นข้อมูลย้อนกลับเพื่อให้โรงเรียนสร้างกระบวนการพัฒนาคุณภาพของตนเอง ซึ่งการเรียนรู้ร่วมกันนี้จะต้องเป็นไปอย่างต่อเนื่องตลอดกระบวนการของ การพัฒนาโดยอาศัยแนวคิดสำคัญ คือ แนวคิดเชิงยุทธศาสตร์เพื่อให้ผู้มีส่วนได้ ส่วนเสียร่วมสร้างแผนพัฒนาคุณภาพโรงเรียน (School Improvement Plan : SIP) แนวคิดเชิงระบบเพื่อออกแบบกระบวนการทำงานในโรงเรียนให้เกิดความยั่งยืน และการเรียนรู้โดยการทำงานเป็นทีม ส่วนค่าเฉลี่ยต่ำสุดได้แก่ด้านโรงเรียนเป็นสุข ทั้งนี้อาจเป็นเพราะโรงเรียนเป็นจุดเริ่มต้นของการปลูกฝังความรู้ เจตคติ พฤติกรรมทุกด้านและพฤติกรรมสุขภาพเนื่องจากโรงเรียนเป็นจุดรวมของนักเรียนในชุมชนที่มาจากหลายครอบครัวจึงเป็นปัจจัยสำคัญต่อปัญหาสุขภาพโรงเรียนจึงเป็นสถาบันที่มีความสำคัญยิ่งในการส่งเสริมสุขภาพและป้องกันโรคจึงควรมีการจัดการให้ความรู้ด้านสุขภาพเสริมสร้างทักษะที่ก่อให้เกิดพฤติกรรมสุขภาพที่ถูกต้องปลูกฝังเจตคติ ส่งเสริมโภชนาการในโรงเรียนเพื่อให้โรงเรียนเป็นสถานที่ที่มีสุขอนามัยที่ดีเอื้อต่อสุขภาพที่ดีของนักเรียนส่งผลให้เกิดการเรียนรู้การพัฒนาพฤติกรรมสุขภาพที่ถูกต้องมีสุขนิสัยที่ดีติดตัวไปจนเป็นผู้ใหญ่ สอดคล้องกับปุญชรัสมิ์ อุคำ (2561 : ง) ได้ศึกษาการประเมินหลักสูตรโรงเรียนสุขภาวะในจังหวัดมุกดาหาร โดยใช้กระบวนการเทียบระดับ พบว่า ผลการพัฒนาโรงเรียนสุขภาวะจัดกิจกรรมการเรียนการสอนตามแนวทางโรงเรียนสุขภาวะนี้สามารถพัฒนาให้เกิดขึ้นได้อย่างเป็นรูปธรรม โดยเริ่มต้นจากเปิดใจนำไปสู่การปรับแนวคิด ผู้บริหาร ครูผู้ปกครอง และชุมชนให้หันมาร่วมมือกันตั้งเป้าหมายร่วมกันและดำเนินการอย่าง มุ่งมั่นที่จะทำให้ผู้เรียนเกิดการเรียนรู้อย่างมีความสุข มีแลกเปลี่ยนเรียนรู้กันและนำไปปรับปรุงต่อยอดอยู่เสมอ ในลักษณะของการทำไป ปรับปรุงไป พัฒนาไปมีการสร้างชุมชนแห่งการเรียนรู้วิชาชีพ (Professional Learning Community Community: PLC) ประสบความสำเร็จในการทำให้ผู้เรียนเรียนรู้ได้อย่างมี ความสุขแล้ว ครูผู้บริหาร ผู้ปกครอง และชุมชนก็ได้รับความสุขจากทำงานหนักในเปลี่ยนแปลง นักเรียนมีความสุขในการเรียนรู้

ความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์ในการพัฒนาโรงเรียนสุขภาวะสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงสุดไปหาค่าเฉลี่ยต่ำสุด ได้แก่ ด้านชุมชนเป็นสุข รองลงมา ได้แก่ ด้านผู้เรียนเป็นสุข ด้านโรงเรียนเป็นสุข ด้านครอบครัวเป็นสุข และด้านสภาพแวดล้อมเป็นสุข ตามลำดับ ทั้งนี้เนื่องจากชุมชนควรมีแผนงานโครงการสุขภาวะในชุมชนมีการแต่งตั้งคณะกรรมการดำเนินงาน ชุมชนมีความรู้และเข้าใจสุขภาวะในโรงเรียน มีกิจกรรมส่งเสริมสุขภาพและสร้างความเข้มแข็งภายในชุมชนเพื่อป้องกันและลดปัญหาภายในชุมชน มีการรักษาความปลอดภัย การรักษาความสะอาดมีสุขอนามัยที่ดี เปิดโอกาสให้บุคคลในชุมชนได้แลกเปลี่ยนความรู้เกี่ยวกับข้อมูลเชิงสุขภาวะของผู้เรียน ชุมชนและโรงเรียนมีความสัมพันธ์ที่ดีต่อกัน ชุมชนมีส่วนร่วมในการจัดกระบวนการเรียนรู้เพื่อสร้างเสริมสุขภาวะของผู้เรียน มีสถานที่ส่งเสริมการจัดการเรียนรู้และใช้ประโยชน์เพื่อสร้างเสริมสุขภาวะของผู้เรียน ชุมชนควรเข้ามามีส่วนร่วมในการกำกับติดตามสุขภาวะในโรงเรียนกิจกรรมส่งเสริมสุขภาพและสร้างความเข้มแข็งภายในชุมชนจะป้องกันและลดปัญหาภายในชุมชนได้ สอดคล้องกับมูลนิธิสถาบันวิจัยระบบการศึกษา(2560: 12)ได้กล่าวถึงการพัฒนาโรงเรียนสุขภาวะจะเริ่มจากเครื่องมือสำคัญคือ การจัดทำแผนพัฒนาคุณภาพ การศึกษาของโรงเรียน (School Improvement Plan : SIP) เป็นข้อตกลงร่วมกัน ระหว่างสถานศึกษากับชุมชน โดยคณะกรรมการสถานศึกษา เพื่อใช้เป็นแผนแม่บทที่จะกำหนดเป้าหมายและ แนวทางในการพัฒนาการจัดการศึกษาในช่วงระยะเวลาที่กำหนด โดยจัดทำไว้เป็นลายลักษณ์อักษรเพื่อให้เกิด ความมั่นใจว่าโรงเรียนจะดำเนินงานตามข้อตกลงที่กำหนดร่วมกันนั้น ชุมชนและโรงเรียนดำเนินการร่วมกันสู่เป้าหมายโรงเรียนสุขภาวะโรงเรียนที่มีความสัมพันธ์ที่ดีกับบุคคล และองค์กรในชุมชนเพื่อเสริมสร้างสุขภาวะของผู้เรียน ชุมชนมีส่วนร่วมในการส่งเสริม สนับสนุนการจัดการศึกษา เช่น การถ่ายทอด ภูมิปัญญาชาวบ้านให้แก่ผู้เรียน การสนับสนุนทรัพยากร เป็นต้น

2) ผลการประเมินความต้องการจำเป็นสุขภาวะในโรงเรียน สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม พบว่าด้านที่มีความต้องการจำเป็นสูงสุด คือ ด้าน โรงเรียนเป็นสุข รองลงมาได้แก่ด้านผู้เรียนเป็นสุข ทั้งนี้อาจเป็นเพราะโรงเรียนนั้นถือว่าเป็นยุทธศาสตร์ที่มีความสำคัญอย่างยิ่งโรงเรียนที่มีระบบการบริหารจัดการที่เอื้อต่อการสร้างเสริมสุขภาวะของผู้เรียน

โดยใช้กระบวนการมีส่วนร่วมของทุกภาคส่วนมีการวางแผนงานด้านสุขภาวะในโรงเรียน เป็นสถาบันที่แข็งแกร่งมั่นคง มีการจัดทำโครงการที่เกี่ยวข้องกับสุขภาวะในโรงเรียนมีการแต่งตั้งผู้รับผิดชอบงานที่เกี่ยวกับสุขภาวะในโรงเรียนอย่างชัดเจนมีแหล่งเรียนรู้ที่เอื้อต่อการเสริมสร้างสุขภาวะของผู้เรียนมีการตรวจสุขภาพนักเรียน ผู้บริหาร ครูและบุคลากรทางการศึกษาทุกปีมีกระบวนการแลกเปลี่ยนเรียนรู้เกี่ยวกับสุขภาวะในโรงเรียนมีการบูรณาการกระบวนการเรียนรู้ เพื่อเสริมสร้างให้ผู้เรียนมีสุขภาวะมีการบริหารจัดการ ที่เอื้อต่อการสร้างเสริมสุขภาวะของผู้เรียนต่อเนื่อง มีการติดตาม ประเมินผล ร่วมกันภายในโรงเรียนอย่างต่อเนื่องมีการประชาสัมพันธ์การดำเนินงานสุขภาวะในโรงเรียนไปยังหน่วยงานภายนอกให้ทราบผลการดำเนินงาน เพราะการพัฒนาโรงเรียนสุขภาวะเป็นการใช้แนวคิดการเสริมสร้างพลังอำนาจ (empowerment) ของผู้เกี่ยวข้องในการจัดการศึกษาเพื่อสร้างสุขภาวะให้เกิดขึ้นในโรงเรียน เพื่อเป็นฐานการพัฒนาไปสู่ชุมชน และสังคม เพื่อให้เกิดสภาพแวดล้อมที่ดี ส่งผลให้ผู้เรียนมีความสุข สอดคล้องกับมูลนิธิสถาบันวิจัยระบบการศึกษา (2560: 3) ได้กล่าวถึงการพัฒนาโรงเรียนสุขภาวะพื้นฐานที่ (platform) ที่สำคัญที่สุดในการเสริมสร้างสุขภาวะให้เกิดกับกลุ่มเป้าหมายที่เป็นเด็กและเยาวชนคือ "โรงเรียน" ซึ่งองค์ประกอบของโรงเรียนสุขภาวะมี 5 องค์ประกอบคือ ผู้เรียนเป็นสุข โรงเรียนเป็นสุข สภาพแวดล้อมเป็นสุข ครอบครัวเป็นสุข และ ชุมชนเป็นสุข ทั้ง 5 องค์ประกอบมีความเกี่ยวเนื่องและ ส่งผลต่อกัน กล่าวคือ โรงเรียนสุขภาวะนั้นต้องมีเป้าหมายเพื่อสร้างเสริมให้"ผู้เรียนเป็นสุข" โดยการปรับสภาพ ลดปัจจัยเสี่ยง จัดโครงสร้างและระบบต่างๆ ให้โรงเรียน สภาพแวดล้อม ครอบครัว และชุมชนเป็นพื้นที่ปลอดภัย และส่งเสริมสุขภาวะของผู้เรียนทั้งด้านกาย ใจ สังคม และปัญญา เมื่อโรงเรียนที่มีระบบการบริหารจัดการที่เอื้อต่อการสร้างเสริมสุขภาวะของผู้เรียน โดยใช้กระบวนการมีส่วนร่วมของทุกภาคส่วน โรงเรียนจัดสภาพแวดล้อมที่ปลอดภัย ปลอดอบายมุข เอื้อต่อการสร้างเสริมสุขภาวะผู้เรียน โรงเรียนมีความสัมพันธ์ที่ดีกับผู้ปกครองกับบุคคล และองค์กรในชุมชน เพื่อเสริมสร้างสุขภาวะของผู้เรียน จะส่งผลให้ผู้เรียนมีคุณลักษณะที่ดีในด้านร่างกาย จิตใจ ทักษะชีวิต ความเป็น พลเมืองดีและมีความรักในการเรียนรู้ โรงเรียนสุขภาวะ จึงเป็นโรงเรียนที่จัดการเรียนการสอนโดยมีเป้าหมายเพื่อสร้างเสริมให้ผู้เรียนเป็นสุขโดยปรับสภาพเพื่อลดปัจจัยเสี่ยงเพิ่มพฤติกรรมสุขภาพจัดโครงสร้างและระบบต่างๆ ให้โรงเรียน สภาพแวดล้อม ครอบครัว และชุมชนเป็นพื้นที่ปลอดภัยและส่งเสริมสุขภาวะของผู้เรียนทั้งด้านกาย ใจ สังคม และปัญญา เพื่อให้ผู้เรียนมีทักษะที่จำเป็นต่อการรับการเปลี่ยนแปลงสู่โลกยุคเทคโนโลยี สอดคล้องกับปุญชรัสมิ์ อุคำ (2561:78-79) ได้วิจัยเรื่องการประเมินหลักสูตรโรงเรียนสุขภาวะในจังหวัดมุกดาหาร โดยใช้กระบวนการเทียบระดับ พบว่า โรงเรียนมีเป้าหมายเพื่อสร้างเสริมให้ผู้เรียนเป็นสุข องค์กรเป็นสุข สภาพแวดล้อมเป็นสุข ครอบครัวเป็นสุขและชุมชนเป็นสุข โดยการปรับสภาพแวดล้อมลดปัจจัยเสี่ยง จัดโครงสร้างและระบบต่างๆ ให้โรงเรียน สภาพแวดล้อม ครอบครัว และชุมชนเป็น พื้นที่ปลอดภัยและส่งเสริมสุขภาวะของผู้เรียนทั้งด้านกาย ใจ สังคม จิตวิญญาณและปัญญา โดยให้ อิสระโรงเรียนได้คิดกระบวนการเรียนรู้ที่เกิดขึ้นจากหน้างานของตัวเองจนเป็นวิถีโรงเรียน สร้างองค์กรแห่งการเรียนรู้ขึ้นภายในโรงเรียนตัวเองตามบริบทของโรงเรียน นักเรียนส่วนใหญ่อยู่ในระดับ ค่อนข้างดี และนักเรียนมีผลสัมฤทธิ์ผ่านเกณฑ์ทุกคน สอดคล้องกับสะอาด ศรีวรรณ (2561:53-54) ได้ทำการวิจัยเรื่อง การจัดการศึกษาในศตวรรษที่ 21 บนฐานโรงเรียนสุขภาวะ พบว่า การจัดการเรียน รู้ของโรงเรียนสุขภาวะซึ่งมุ่งพัฒนาเด็กทั้งร่างกาย ความคิดอ่านจิตใจและทักษะทางสังคม โดยวิธีการจัดกระบวนการเรียนรู้ผ่านกิจกรรมในหลักสูตรและกิจกรรม เสริมหลักสูตรภายใต้การมีบทบาทของเด็ก การจัดการศึกษาโรงเรียนสุขภาวะ คือ โรงเรียนที่มีรูปแบบกระบวนการบริหารจัดการใหม่ ที่ยึดเอาสุขภาวะเป็นตัวตั้ง เพื่อให้ผู้เรียนเป็นสุข องค์กรเป็นสุข สภาพแวดล้อมเป็นสุข ครอบครัวเป็นสุข และ ชุมชนเป็นสุข ทั้งในมิติของกาย ใจ สังคมและจิตวิญญาณ มีวิถีที่เชื่อมโยงและสัมพันธ์ กันในตัวมนุษย์และสัมพันธ์กับสิ่งแวดล้อมทั้งกายภาพและสังคมและมีความสามารถ รับมือความท้าทายและการเปลี่ยนแปลงในศตวรรษที่ 21 ได้ถือเป็นการปฏิรูปที่สำคัญ สร้างองค์กรแห่งการเรียนรู้ขึ้นภายในโรงเรียนตัวเองตามบริบทของโรงเรียน โดยโรงเรียนสามารถเป็นผู้นำในการเปลี่ยนแปลงในด้านต่างๆ ไม่เฉพาะด้านสุขภาวะอย่างเดียวเพราะโรงเรียนเป็นผู้นำตัวแทนขององค์กรเพื่อสร้างความสัมพันธ์กับบุคคลภายนอกองค์กรให้เป็นที่รู้จักของสังคมรวมทั้งเป็นผู้ให้คำแนะนำแก่บุคคลากรภายในโรงเรียน ครอบครัว ชุมชน และหน่วยงานอื่น ให้เข้าใจวิธีการปฏิบัติงานได้ถูกต้อง และเป็นผู้นำที่เป็นแบบอย่างในการปฏิบัติงานทุกด้าน สอดคล้องกับ ชาญวิทย์ หาญรินทร์ (2565 : 57-59) ได้ทำการวิจัยเรื่องสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลง พบว่าความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารระดับสาขาวิชามหาวิทยาลัยนครพนม มีห้าลำดับเมื่อเรียงตามลำดับความสำคัญ พบว่า ลำดับแรก คือ ด้านการสร้างแรงบันดาลใจ รองลงมาคือ ด้านการคำนึงถึง ความเป็นปัจเจกบุคคล ด้านการกระตุ้นการใช้ปัญญา ด้านการเป็นแบบอย่างที่ดี และด้านการมีวิสัยทัศน์เพื่อให้มีศักยภาพและความสามารถในการบริหารจัดการให้เกิดการเปลี่ยนแปลง

ข้อเสนอแนะ

1. ข้อเสนอแนะการนำผลการศึกษาไปใช้ จากการศึกษา สภาพและความต้องการจำเป็นในการพัฒนาโรงเรียนสุขภาวะสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดนครพนม ควรส่งเสริมดังนี้

1) สภาพปัจจุบันมีการดำเนินงานด้านโรงเรียนเป็นสุข มีค่าเฉลี่ยต่ำที่สุด ดังนั้นโรงเรียนควรส่งเสริมให้มีการวางแผนงานด้านสุขภาวะในโรงเรียนบูรณาการในการจัดการเรียนการสอน มีแหล่งเรียนรู้ที่เอื้อต่อการเสริมสร้างสุขภาวะของผู้เรียนมีการตรวจสุขภาพนักเรียน ผู้บริหาร ครูและบุคลากรทางการศึกษาทุกปี มีการบริหารจัดการที่เอื้อต่อการสร้างเสริมสุขภาวะของผู้เรียนต่อเนื่อง มีการติดตาม ประเมินผล ร่วมกันภายในโรงเรียนอย่างต่อเนื่องมีการประชาสัมพันธ์การดำเนินงานสุขภาวะในโรงเรียนไปยังหน่วยงานภายนอกให้ทราบผลการดำเนินงาน

2) สภาพที่พึงประสงค์ในการพัฒนาโรงเรียนสุขภาวะ สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานจังหวัดนครพนม ด้านที่มีค่าเฉลี่ยสูงสุดได้แก่ ด้านชุมชนเป็นสุข ดังนั้นควรส่งเสริมให้มีการพัฒนาวางแผนในชุมชนมีแผนงานโครงการสุขภาวะในชุมชนมีการแต่งตั้งคณะกรรมการดำเนินงานโครงการสุขภาวะในชุมชน ให้มีความรู้และเข้าใจสุขภาวะชุมชน มีกิจกรรมส่งเสริมสุขภาพและสร้างความเข้มแข็งภายในชุมชนเพื่อป้องกันและลดปัญหาภายในชุมชน มีการรักษาความปลอดภัย การรักษาความสะอาดมีสุขอนามัยที่ดี เปิดโอกาสให้บุคคลในชุมชนได้ แลกเปลี่ยนความรู้เกี่ยวกับข้อมูล เชิงสุขภาวะของผู้เรียน ชุมชนและโรงเรียนมีความสัมพันธ์ที่ดีต่อกัน ให้ชุมชนเข้ามามีส่วนร่วมในการกำกับติดตามสุขภาวะในโรงเรียน

3) การประเมินความต้องการจำเป็นสุขภาวะในโรงเรียน สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานจังหวัดนครพนม ด้านที่มีความต้องการจำเป็นสูงสุด คือ ด้านโรงเรียนเป็นสุข ดังนั้นโรงเรียนควรมีการจัดโครงการจัดสภาพแวดล้อมจัดภูมิทัศน์บริเวณโรงเรียนให้มีบรรยากาศร่มรื่นเพื่อสุขภาวะที่ดีมีการแต่งตั้งคณะกรรมการดำเนินงานจัดสภาพแวดล้อมในภายในโรงเรียนมีสถานที่ให้นักเรียนออกกำลังกายเล่นกีฬาอย่างสะดวกและปลอดภัยมีการจัดบรรยากาศในห้องเรียนเอื้อต่อการจัดกระบวนการเรียนรู้ของผู้เรียน มีระบบป้องกันภัยและมีการตรวจสอบอย่างสม่ำเสมอ มีโรงครัว ห้องน้ำ ห้องส้วมที่ถูกสุขลักษณะเป็นเขตปลอด เหล้า-บุหรี่ การพนันและสิ่งเสพติด โดยการปรับสภาพแวดล้อมลดปัจจัยเสี่ยง จัดโครงสร้างและระบบต่างๆ ให้โรงเรียน สภาพแวดล้อม ครอบครัวและชุมชนเป็นพื้นที่ปลอดภัยและส่งเสริมสุขภาวะของผู้เรียนทั้งด้านกาย ใจ สังคม จิตวิญญาณและปัญญา

2. ข้อเสนอแนะเพื่อการศึกษาครั้งต่อไป

1) ควรทำการศึกษาปัจจัยที่ส่งผลต่อสุขภาวะในโรงเรียนเพื่อเป็นแนวทางพัฒนาการสุขภาวะในโรงเรียนจังหวัดนครพนม

2) ควรมีการศึกษาเปรียบเทียบเกี่ยวกับการประเมินความต้องการจำเป็นในการพัฒนาสุขภาวะในโรงเรียนโดยจำแนกตามขนาดของโรงเรียน

3) ควรศึกษาแนวทางการพัฒนาสุขภาวะในโรงเรียนด้านโรงเรียนเป็นสุขในจังหวัดนครพนมอย่างละเอียด เพื่อจะได้นำข้อมูลไปพัฒนาโรงเรียนในจังหวัดนครพนมต่อไป

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สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

Situations Safety In School In The Vuca World Era Under Nakhon Phanom Primary Educational Service Area Office 1

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน (2) เปรียบเทียบสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 300 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ และวิธีการสุ่มแบบหลายขั้นตอน เครื่องมือที่ใช้ ได้แก่ แบบสอบถามชนิดมาตราส่วนประมาณค่า 5 ระดับ มีค่าดัชนีความสอดคล้องอยู่ระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้ออยู่ระหว่าง .43 - .96 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98 สถิติที่ใช้ ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ทดสอบสมมติฐานโดยใช้ค่าที (t-test แบบ Independent Samples) และการวิเคราะห์ความแปรปรวนแบบทางเดียว ผลการศึกษาพบว่า (1) สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน โดยภาพรวมและรายด้าน อยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 ด้านอุบัติเหตุ และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 5 ด้านภัยคุกคามจากไซเบอร์ (2) ผลการเปรียบเทียบจำแนกตามสถานภาพและขนาดสถานศึกษา พบว่าโดยรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ.01

คำสำคัญ: สภาพ / ความปลอดภัยในสถานศึกษา / ยุคโลกพลิกผัน

Abstract

The purposes of this study were to investigate (1) to examine situations safety in schools in the VUCA world era, and (2) to compare situations safety in schools in the VUCA world era of schools under Nakhon phanom primary education service area office 1. The samples used were 300 school administrators and teachers with followed percent criterion in the sample size specification selected by Multi-stage Random Sampling. The instrument employed in data collection was a five-rating scale questionnaire. The index of item congruence (IC) between .80 - 1.00, the discrimination between .43 - .96 and the reliability of .98. The statistics employed were percentage, mean, standard deviation, t-test (Independent Samples), and one-way analysis of variance analysis (One-way ANOVA). The results revealed that (1) as a whole were at a high level. when considering side by side It was found that the side with the highest mean was the side 1 accident and the side with the lowest mean was the side 5 cyber threat The comparative results of educational institute safety in the VUCA world era classified by educational institute status and size found that overall, they were significantly different. Statistics at level .01

Keywords: Situations / Safety in School / The VUCA World Era

บทนำ

จากสถานการณ์ความขัดแย้งในประเทศและระหว่างประเทศ สภาพเศรษฐกิจที่ผันผวนตลอดจนการแพร่ระบาดของไวรัส Covid-19 ทำให้เกิดสภาวะที่ทุกคนกำลังเผชิญอยู่ซึ่งอาจเรียกว่า VUCA World ซึ่งมีลักษณะดังนี้คือ มีความผันผวน (V : Volatility) เป็นสถานการณ์ที่เกิดขึ้นอย่างฉับพลันไม่ทันตั้งตัว มีความไม่แน่นอน (U : Uncertainty) มีความสลับซับซ้อน (C : Complexity) มีปัจจัยมากมายที่ต้องนำมาพิจารณาประกอบการตัดสินใจ และความคลุมเครือ ไม่ชัดเจน (A : Ambiguity ทำให้ยากจะคาดเดา

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ผลลัพธ์ได้ รวมทั้งความก้าวหน้าทางเทคโนโลยีได้เข้ามาเปลี่ยนโลก (Disruptive Technology) ซึ่งเป็นการเปลี่ยนแปลงที่ทำให้สิ่งที่มีอยู่ บางสิ่งบางอย่างได้ถูกแทนที่และสูญหายไป ซึ่งมีผลกระทบต่อชีวิตความเป็นอยู่ของทุกคน (อาภาพร สิงหราช, 2565)

ยุทธศาสตร์ชาติ ด้านที่ 1 การจัดการศึกษาเพื่อความมั่นคงของสังคมและประเทศชาติ มีวัตถุประสงค์หลักในการเสริมสร้างความมั่นคงในชีวิตของคนทุกช่วงวัย จากภัยคุกคามในรูปแบบใหม่ อาทิ อาชญากรรมและความรุนแรงในรูปแบบต่าง ๆ ยาเสพติด ภัยพิบัติจากธรรมชาติ ภัยจากโรคอุบัติใหม่ และภัยจากไซเบอร์ เป็นต้น แผนการศึกษาแห่งชาติ (พ.ศ.2560-2579) ได้ตระหนักถึงการเปลี่ยนแปลงทางการศึกษาที่เกิดจากความก้าวหน้าทางวิทยาการและเทคโนโลยีของโลกยุคศตวรรษที่ 21 เป็นพลวัติที่ก่อให้เกิดความท้าทายในด้านการเปลี่ยนแปลงของบริบทเศรษฐกิจและสังคมโลก อันเนื่องจากการปฏิวัติดิจิทัล (Digital Revolution) เกิดภัยคุกคามต่อความมั่นคงรูปแบบใหม่ที่ส่งผลกระทบต่อประชาชน และประเทศชาติมีความซับซ้อนและรุนแรงมากขึ้น ซึ่งภัยในแต่ละด้านล้วนมีความสำคัญต่อการพัฒนาประเทศ ทั้งนี้นโยบาย Quick Win 7 วาระเร่งด่วน ข้อที่ 2 ความปลอดภัยของผู้เรียน กระทรวงศึกษาธิการมองเห็นภัยที่เกิดแก่นักเรียน ครู และบุคลากรทางการศึกษา ที่เกิดขึ้นซ้ำและส่งผลกระทบต่อสภาพร่างกายและจิตใจ เช่น ภัยจากการคุกคามทางเพศ ภัยจากการกลั่นแกล้งรังแก (Bully) รวมถึง ภัยที่เกิดจากโรคอุบัติใหม่ ได้แก่ การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 (COVID - 19) เป็นอุปสรรคต่อการเรียนรู้และสวัสดิภาพชีวิตของนักเรียน ครู และบุคลากรทางการศึกษา (สำนักงานสภาพัฒนาการเศรษฐกิจและสังคมแห่งชาติ, 2563) นโยบายสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน มุ่งมั่นในการพัฒนาการศึกษาขั้นพื้นฐานให้เป็น "การศึกษาขั้นพื้นฐานวิถีใหม่ วิถีคุณภาพ" มุ่งเน้นความปลอดภัยในสถานศึกษา ส่งเสริมโอกาสทางการศึกษาที่มีคุณภาพอย่างเท่าเทียมและบริหารจัดการศึกษาอย่างมีประสิทธิภาพ โดยมุ่งเน้นพัฒนาระบบและกลไกในการดูแลความปลอดภัยให้แก่ผู้เรียน ครู และบุคลากรทางการศึกษา และสถานศึกษาจากภัยพิบัติและภัยคุกคามทุกรูปแบบ (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2564)

สถานการณ์ปัญหาเด็ก และเยาวชนในสังคมไทยปัจจุบันได้รับผลกระทบมาจากการเปลี่ยนแปลงของโลกทั้งทางด้านเศรษฐกิจสังคม วัฒนธรรม และเทคโนโลยี ส่งผลกระทบต่อวิถีการดำรงชีวิต และความปลอดภัยของเด็กและเยาวชนในหลายรูปแบบหลายครั้ง จะพบว่ามีข่าวการบาดเจ็บหรือเสียชีวิตก่อนวัยอันควร พระราชบัญญัติคุ้มครองเด็ก พ.ศ. 2546 หมวด 7 มาตรา 63 ระบุว่า “โรงเรียนและสถานศึกษา ต้องจัดให้มีระบบงานและกิจกรรมในการแนะแนว ให้คำปรึกษา และฝึกอบรมแก่นักเรียน นักศึกษา และผู้ปกครอง เพื่อส่งเสริมความประพฤติที่เหมาะสม ความรับผิดชอบต่อสังคมและความปลอดภัยแก่นักเรียน นักศึกษา ตามหลักเกณฑ์วิธีการและเงื่อนไขที่ได้กำหนดในกฎกระทรวง” การสร้างความปลอดภัยให้แก่เด็กนักเรียนในโรงเรียนจึงเป็นสิ่งสำคัญ เพราะความปลอดภัยเป็นปัจจัยที่ส่งผลกระทบโดยตรงต่อคุณภาพการเรียนรู้ของผู้เรียน การพัฒนาผลสัมฤทธิ์ทางการเรียนจะประสบความสำเร็จหรือไม่เพียงใด ขึ้นอยู่กับความสุขและการมีชีวิตที่ปลอดภัยทั้งภายในและภายนอกโรงเรียน สามารถปรับตัวให้ทันกับการเปลี่ยนแปลงของสังคมและสภาพแวดล้อม รู้จักหลีกเลี่ยงพฤติกรรมไม่พึงประสงค์ที่ส่งผลกระทบต่อตนเองและผู้อื่นรู้จักป้องกันตนเองในสภาวะคับขันและจัดการกับชีวิตได้อย่างมีประสิทธิภาพ ดังนั้นจึงเป็นภารกิจสำคัญของสถานศึกษาที่ต้องมีคู่มือการรักษาความปลอดภัยของสถานศึกษา เพื่อเป็นแนวทางในการดำเนินงานให้บรรลุเป้าหมาย (ศูนย์เฉพาะกิจคุ้มครองและช่วยเหลือเด็กนักเรียน, 2557) สถานการณ์เสี่ยงต่อการเกิดอุบัติเหตุกับเด็กในสถานศึกษา สถานการณ์เสี่ยงที่เกิดจากสภาพแวดล้อมในโรงเรียน เช่น สภาพอาคารเรียนเก่าทรุดโทรม อยู่ในระหว่างการก่อสร้าง โต๊ะเรียน เก้าอี้ อยู่ในสภาพชำรุด บริเวณโรงเรียนมีหญ้าขึ้นรก เป็นบ่อ สระน้ำไม่มีรั้วกั้น เป็นต้น สถานการณ์เสี่ยงที่เกิดจากนักเรียนขาดความระมัดระวัง หรือรู้เท่าไม่ถึงการณ์ เช่น การเล่นต่อสู้กัน การหยอกล้อเล่นกันบริเวณริมระเบียง ริมสระน้ำ การปีนป่ายเครื่องเล่น เป็นต้น รวมถึงสภาพร่างกายอยู่ในสภาวะที่ไม่ปกติก็อาจเป็นสาเหตุของการเกิดอุบัติเหตุได้ เช่น การเจ็บป่วย อาการอ่อนเพลีย หรือมีโรคประจำตัว ก็จะยิ่งทำให้อุบัติภัยที่เกิดกับเด็กเพิ่มสูงขึ้น สถานการณ์เสี่ยงที่เกิดจากกิจกรรมการเรียนการสอนในชั่วโมงเรียน เช่น การทดลองวิทยาศาสตร์ที่ใช้สารเคมี ความรู้เท่าไม่ถึงการณ์ของเด็ก อาจทำให้ได้รับอันตรายจากสารเคมีได้ หรืออุปกรณ์วิทยาศาสตร์บางอย่าง ถ้าใช้โดยขาดความระมัดระวังก็อาจทำให้เกิดการบาดเจ็บ รวมไปถึงการเล่นกีฬาและกิจกรรมนันทนาการ ถ้าไม่เรียนรู้ทักษะในการเล่นกีฬาอย่างถูกต้องก็อาจก่อให้เกิดอุบัติเหตุ และการบาดเจ็บได้ สถานการณ์เสี่ยงที่เกิดจากภัยอื่น ๆ เช่น อัคคีภัย อุบัติภัยจากการใช้ไฟฟ้า อุบัติเหตุจากการจราจรในโรงเรียน และสาเหตุอื่นๆ ที่เกิดจากสภาพแวดล้อมรอบสถานศึกษาไม่ปลอดภัย ทั้งนี้ แม้อุบัติภัยในโรงเรียนจะเป็นสิ่งที่เกิดขึ้นโดยมีสถานการณ์ต่าง ๆ รอบตัวเป็นปัจจัยเสี่ยง แต่อุบัติภัยต่างๆ ก็สามารถที่จะป้องกันได้ โดยเริ่มที่ผู้ปกครอง ครู อาจารย์ แนะวิธีปฏิบัติตนอย่างถูกต้อง และปฏิบัติตนเป็นตัวอย่างที่ดีในการส่งเสริมด้านความปลอดภัยให้กับเด็ก ก็จะทำให้เด็กจดจำและมีพฤติกรรมที่ปลอดภัย รวมถึงการตรวจสอบและปรับปรุงสภาพแวดล้อมในโรงเรียนให้มีความปลอดภัยก็จะช่วยลดความเสี่ยงต่อการเกิดอุบัติเหตุในสถานศึกษาได้ (กรุงเทพธุรกิจ, 2562) นอกจากนี้จากข่าวตามสื่อต่าง ๆ เกี่ยวกับอุบัติเหตุและความไม่ปลอดภัยในเด็กนักเรียนมีมากขึ้นทุกวัน ได้แก่ การจมน้ำเสียชีวิตของนักเรียน เครื่องเล่นล้มทับนักเรียน รั้วโรงเรียนล้มทับนักเรียนเสียชีวิต ลืมเด็กไว้ในรถทำให้เด็กเสียชีวิต นักเรียนโดนไฟดูดจากตู้น้ำดื่ม การบาดเจ็บจากพลุประทัดดอกไม้ไฟ หรืออุบัติเหตุเล็ก ๆ น้อย ๆ เช่น ตกบันได การหกล้มแขนหัก การวิ่งชนกันของเด็ก การเล่นที่

รู้เท่าไม่ถึงการณ์ทำให้เกิดอันตราย เป็นต้น สำหรับสถิติการรับแจ้ง 1669 ในปี 2562 จากฐานข้อมูลของสถาบันการแพทย์ฉุกเฉินแห่งชาติ ในปี 2562 ที่เป็นอุบัติเหตุในเด็ก มีทั้งหมด 46,861 ราย เป็นอุบัติเหตุจราจร 30,682 ราย พลัดตกหกล้ม 14,876 ราย สารเคมี ไฟช็อต 703 ราย และตกน้ำ จมน้ำ 600 ราย (สถาบันการแพทย์ฉุกเฉินแห่งชาติ, 2563)

บริบทของสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีพื้นที่ครอบคลุม 6 อำเภอทางตอนใต้ของจังหวัด ได้แก่อำเภอเมืองนครพนม อำเภอธาตุพนม อำเภอนาแก อำเภอปลาปาก อำเภอเรณูนคร และอำเภอวังยาง มีโรงเรียนในความรับผิดชอบจำนวน 249 โรงเรียน โดยแบ่งเป็นอำเภอเมืองนครพนม 63 โรงเรียน อำเภอนาแก 53 โรงเรียน อำเภอธาตุพนม 44 โรงเรียน อำเภอปลาปาก 42 โรงเรียน อำเภอเรณูนคร 33 โรงเรียน และอำเภอวังยาง 14 โรงเรียน (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1,2565) สภาพแวดล้อมที่มีบริบทแตกต่างกันในแต่ละพื้นที่ ส่งผลให้มีพื้นที่เสี่ยงต่อการเกิดอุบัติเหตุได้โดยง่าย เช่น ติดถนนใหญ่ แม่น้ำ ภูเขา เขตชายแดน ชุมชน ฯลฯ ดังนั้น โรงเรียนควรมีแนวทาง ระบบ และการดำเนินงานในโรงเรียนที่จะก่อให้เกิดความปลอดภัยสำหรับเด็ก ไม่ว่าจะเป็นการจัดสภาพแวดล้อมทางอาคาร สถานที่ เครื่องใช้ เครื่องกีฬา วัตถุอันตรายการมีมาตรการรักษาความปลอดภัยไม่ให้บุคคลผู้ใดผู้หนึ่งก่ออันตรายให้แก่เด็ก (มูลนิธิศูนย์พิทักษ์สิทธิเด็ก, 2557)

ด้วยเหตุผลดังกล่าวข้างต้นทำให้ผู้ศึกษาจึงสนใจที่จะศึกษา สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เพื่อจะได้ข้อมูลที่เป็นประโยชน์ต่อสถานศึกษาในการจัดการความปลอดภัยของโรงเรียนและนักเรียนสามารถนำไปใช้ในการดูแลความปลอดภัยของตนเองในชีวิตประจำวันได้ และหน่วยงานที่เกี่ยวข้องไปใช้ในการบริหารจัดการเรื่องความปลอดภัยของสถานศึกษา เพื่อให้เป็นไปตามจุดมุ่งหมายการจัดการศึกษาของแผนการศึกษาแห่งชาติ (พ.ศ.2560-2579) และทันต่อภัยในยุคปัจจุบัน

กรอบแนวคิดในการวิจัย

การศึกษาเรื่องสภาพ ความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผู้ศึกษาได้ศึกษาเอกสาร และงานวิจัยที่เกี่ยวข้อง ตามกรอบแนวคิดของ องค์การทุนเพื่อเด็กแห่งสหประชาชาติ (2017), Eduvisors (2019), The U.S. Department of Homeland Security (2020), Holistic school safety (2021), National Commission for Protection of Child Rights (2021), บุญเลี้ยง จอดนอก และคณะ(2561), จรัส สุวรรณเวลา (2561), สำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 36 (2561), อดิสร ดีปานธรรม (2561), สำนักงานเขตพื้นที่การศึกษามัธยมศึกษา มหาสารคาม (2564), สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2564) และ วันชัย พนมชัย (2564) ผู้ศึกษาได้สรุปเป็นกรอบแนวคิดของการศึกษาครั้งนี้ ประกอบด้วย 5 ด้าน ดังนี้

1) ด้านอุบัติเหตุ
2) ด้านความรุนแรง
3) ด้านสุขภาพจิต
4) ด้านสุขภาพและโรคติดต่อ
5) ด้านภัยคุกคามจากไซเบอร์

วัตถุประสงค์ของการวิจัย

(1) เพื่อศึกษาสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

(2) เพื่อเปรียบเทียบสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามสถานภาพ และขนาดของสถานศึกษา

สมมติฐานการวิจัย

(1) ผู้บริหารสถานศึกษา และครูที่มีสถานภาพแตกต่างกันมีความคิดเห็นเกี่ยวกับสภาพ ความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 แตกต่างกัน

(2) ผู้บริหารสถานศึกษา และครูที่ปฏิบัติงานในสถานศึกษาขนาดต่างกัน มีความคิดเห็นเกี่ยวกับสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 แตกต่างกัน

ตัวแปรที่ใช้ในการศึกษา

1. ตัวแปรอิสระ ได้แก่ สถานภาพ และขนาดของสถานศึกษา

(1.1) สถานภาพ ประกอบด้วย

(1.1.1) ผู้บริหารสถานศึกษา

(1.1.2) ครู

(1.2) ขนาดสถานศึกษา ประกอบด้วย

(1.2.1) โรงเรียนขนาดเล็ก มีจำนวนนักเรียน 119 คน ลงมา

(1.2.2) โรงเรียนขนาดกลาง มีจำนวนนักเรียนตั้งแต่ 120-719 คน

(1.2.3) โรงเรียนขนาดใหญ่และใหญ่พิเศษ มีจำนวนนักเรียน 720 คน ขึ้นไป

2. ตัวแปรตาม ได้แก่ สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ประกอบด้วย 5 ด้าน ดังนี้ 1) ด้านอุบัติเหตุ 2) ด้านความรุนแรง 3) ด้านสุขภาพจิต 4) ด้านสุขภาพและโรคติดต่อ 5) ด้านภัยคุกคามจากไซเบอร์

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้ มีวิธีดำเนินการวิจัย ตามลำดับขั้นตอนดังนี้

1. รูปแบบการวิจัย เป็นการวิจัยเชิงปริมาณ (Quantitative Research)

2. ประชากรและกลุ่มตัวอย่าง ประชากร ได้แก่ ผู้บริหารสถานศึกษา และครูของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จาก 249 โรงเรียน จำนวน 2,801 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 255 คน และครู จำนวน 2,546 คน (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1: ณ วันที่ 10 มิถุนายน 2565) กลุ่มตัวอย่างที่ใช้ในการศึกษา ได้แก่ ผู้บริหารสถานศึกษา และครู ในสถานศึกษา สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จำนวน 300 คน โดยได้จากการกำหนดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ (ประสาท เนืองเฉลิม, 2564) จำแนกเป็นผู้บริหารสถานศึกษาจำนวน 128 คน และครูจำนวน 172 คน โดยวิธีการสุ่มแบบหลายขั้นตอน (Multi-Stage Random Sampling)

3. เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการศึกษาครั้งนี้ เป็นแบบสอบถามที่ผู้ศึกษาสร้างขึ้นเองโดยการศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องและขอคำแนะนำจากผู้เชี่ยวชาญนำมาสร้างเป็นแบบสอบถาม เรื่อง สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้มี 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ได้แก่ สถานภาพและขนาดสถานศึกษาเป็นแบบตรวจสอบรายการ (Check List)

ตอนที่ 2 ข้อสอบถามสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เป็นแบบสอบถามแบบโดยมาตราส่วนประมาณค่า (Rating scale) 5 ระดับ ประยุกต์ใช้ตามแบบ Likert โดยเรียงจาก มากที่สุด มาก ปานกลาง น้อย และน้อยที่สุด (บุญชม ศรีสะอาด, 2560) ได้ค่าดัชนีความสอดคล้องของแบบสอบถามอยู่ระหว่าง.80 - 1.00 มีค่าอำนาจจำแนกรายข้ออยู่ระหว่าง .43 - .96 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98

4. การเก็บรวบรวมข้อมูล ได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างด้วยตนเอง โดยส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 300 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล ได้นำแบบสอบถามที่ได้รับกลับคืนทุกฉบับซึ่งมีสมบูรณ์เพื่อนำไปวิเคราะห์ข้อมูลด้วยโปรแกรมคอมพิวเตอร์สำเร็จรูป ดังนี้

1) สถานภาพของผู้ตอบแบบสอบถามและข้อมูลการใช้โปรแกรมออนไลน์ในการเรียนการสอน วิเคราะห์ข้อมูลโดยหาค่าความถี่และร้อยละ

2) วิเคราะห์สภาพความปลอดภัยในสถานศึกษา โดยนำคะแนนของแบบสอบถามความปลอดภัยในสถานศึกษาใน ยุคโลกพลิกผัน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ไปวิเคราะห์ โดยใช้โปรแกรมสำเร็จรูป หาค่าเฉลี่ยส่วนเบี่ยงเบนมาตรฐาน โดยมีเกณฑ์คะแนนและความหมาย ซึ่งผู้ศึกษาได้กำหนดตามแนวทางของ (บุญชม ศรีสะอาด. 2560)

3) ผลการวิเคราะห์เปรียบเทียบสภาพความปลอดภัยในสถานศึกษาโดยภาพรวมและรายด้าน ด้วยการทดสอบสมมติฐาน ดังนี้

3.1 จำแนกตามสถานภาพ โดยใช้การทดสอบค่าที (t-test แบบ Independent Samples)

3.2 จำแนกตามขนาดสถานศึกษาโดยใช้การวิเคราะห์ ความแปรปรวนแบบทางเดียว (One-way ANOVA) กรณีถ้าพบความแตกต่างอย่างมีนัยสำคัญทำการทดสอบความแตกต่างของค่าเฉลี่ยรายคู่ตามวิธีการของ Scheffe'

สรุปผลการวิจัย

การศึกษาเรื่อง สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผู้ศึกษาสรุปผลการศึกษาได้ดังนี้

1. สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามสถานภาพทั้งโดยภาพรวมและรายด้านอยู่ในระดับมาก ปรากฏดังตารางที่ 1

ตาราง 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามสถานภาพโดยรวมและจำแนกเป็นรายด้าน

สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน	สถานภาพ						รวม		
	ผู้บริหารสถานศึกษา			ครู					
	$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล
1. ด้านอุบัติเหตุ	4.33	0.37	มาก	4.60	0.25	มากที่สุด	4.49	0.33	มาก
2. ด้านความรุนแรง	4.22	0.44	มาก	4.46	0.32	มาก	4.36	0.39	มาก
3. ด้านสุขภาพจิต	4.18	0.33	มาก	4.35	0.27	มาก	4.28	0.31	มาก
4. ด้านสุขภาพและโรคติดต่อ	4.25	0.45	มาก	4.49	0.31	มาก	4.39	0.39	มาก
5. ด้านภัยคุกคามจากไซเบอร์	3.49	0.42	ปานกลาง	3.60	0.34	มาก	3.55	0.38	มาก
รวม	4.02	0.35	มาก	4.30	0.21	มาก	4.21	0.27	มาก

จากตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุดคือด้านที่ 1 ด้านอุบัติเหตุ ด้านที่มีค่าเฉลี่ยต่ำสุด คือด้านที่ 5 ด้านภัยคุกคามจากไซเบอร์

เมื่อพิจารณาตามสถานภาพ พบว่า ผู้บริหารสถานศึกษามีความคิดเห็นต่อสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุดคือด้านที่ 1 ด้านอุบัติเหตุ ด้านที่มีค่าเฉลี่ยต่ำสุด คือด้านที่ 5 ด้านภัยคุกคามจากไซเบอร์ ส่วนครูมีความคิดเห็นต่อสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือด้านที่ 1 คือ ด้านอุบัติเหตุ ด้านที่มีค่าเฉลี่ยต่ำสุด คือด้านที่ 5 ด้านภัยคุกคามจากไซเบอร์

2. สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้านอยู่ในระดับมาก ปรากฏดังตารางที่ 2

ตารางที่ 2 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน	ขนาดสถานศึกษา									รวม		
	ขนาดเล็ก			ขนาดกลาง			ขนาดใหญ่					
	$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล
1. ด้านอุบัติเหตุ	4.39	0.40	มาก	4.49	0.28	มาก	4.65	0.22	มากที่สุด	4.49	0.33	มาก
2. ด้านความรุนแรง	4.25	0.45	มาก	4.34	0.33	มาก	4.59	0.28	มากที่สุด	4.36	0.39	มาก
3. ด้านสุขภาพจิต	4.23	0.33	มาก	4.23	0.25	มาก	4.46	0.28	มาก	4.28	0.31	มาก
4. ด้านสุขภาพและโรคติดต่อ	4.32	0.47	มาก	4.32	0.31	มาก	4.62	0.27	มากที่สุด	4.39	0.39	มาก
5. ด้านภัยคุกคามจากไซเบอร์	3.47	0.38	ปานกลาง	3.54	0.37	มาก	3.71	0.35	มาก	3.55	0.38	มาก
รวม	4.13	0.30	มาก	4.18	0.22	มาก	4.41	0.20	มาก	4.21	0.27	มาก

จากตารางที่ 2 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามขนาดสถานศึกษาโดยรวมมีสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน อยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือด้านที่ 1 คือ ด้านอุบัติเหตุ ด้านที่มีค่าเฉลี่ยต่ำสุด คือด้านที่ 5 ด้านภัยคุกคามจากไซเบอร์

เมื่อพิจารณาตามขนาดสถานศึกษา พบว่า ผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็ก มีความคิดเห็นต่อสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือด้านที่ 1 คือ ด้านอุบัติเหตุ ด้านที่มีค่าเฉลี่ยต่ำสุด คือด้านที่ 5 ด้านภัยคุกคามจากไซเบอร์ ผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดกลาง มีความคิดเห็นต่อสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือด้านที่ 1 คือ ด้านอุบัติเหตุ ด้านที่มีค่าเฉลี่ยต่ำสุด คือด้านที่ 5 ด้านภัยคุกคามจากไซเบอร์ ผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ มีความคิดเห็นต่อสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน โดยรวมอยู่ในระดับมากเมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือด้านที่ 1 คือ ด้านอุบัติเหตุ ด้านที่มีค่าเฉลี่ยต่ำสุด คือด้านที่ 5 ด้านภัยคุกคามจากไซเบอร์

3. ผลการเปรียบเทียบ สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามสถานภาพ โดยรวมและจำแนกเป็นรายด้านพบว่ามีความคิดเห็นแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ปรากฏดังตารางที่ 3

ตารางที่ 3 ผลการเปรียบเทียบ สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามสถานภาพโดยรวมและจำแนกเป็นรายด้าน

สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน	สถานภาพ				t	Sig
	ผู้บริหารสถานศึกษา		ครู			
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1. ด้านอุบัติเหตุ	4.33	0.37	4.60	0.25	7.14**	.00
2. ด้านความรุนแรง	4.10	0.54	4.42	0.35	5.12**	.00
3. ด้านสุขภาพจิต	3.96	0.46	4.26	0.32	4.71**	.00
4. ด้านสุขภาพและโรคติดต่อ	4.17	0.57	4.44	0.34	5.10**	.00
5. ด้านภัยคุกคามจากไซเบอร์	2.70	0.82	3.36	0.48	2.52**	.00
รวม	3.83	.41	4.21	0.24	6.52**	.00

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 3 ผลการเปรียบเทียบ สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามสถานภาพ โดยภาพรวมพบว่า ผู้บริหารสถานศึกษาและครูมีความคิดเห็นเกี่ยวกับสภาพความปลอดภัยในสถานศึกษาแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

4. ผลการเปรียบเทียบ สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้านแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ปรากฏดังตารางที่ 4

ตารางที่ 4 ผลการเปรียบเทียบ สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน	**แหล่งความแปรปรวน**	**SS**	**df**	**MS**	**F**	**Sig**
1. ด้านอุบัติเหตุ	ระหว่างกลุ่ม ภายในกลุ่ม รวม	2.91 30.52 33.43	2 297 299	1.46 .10	14.17**	.00
สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน	**แหล่งความแปรปรวน**	**SS**	**df**	**MS**	**F**	**Sig**
2. ด้านความรุนแรง	ระหว่างกลุ่ม ภายในกลุ่ม รวม	5.17 41.13 46.30	2 297 299	2.59 .14	18.68**	.00
3. ด้านสุขภาพจิต	ระหว่างกลุ่ม ภายในกลุ่ม รวม	2.86 25.42 28.28	2 297 299	1.43 .09	.16.68	.00
4. ด้านสุขภาพและโรคติดต่อ	ระหว่างกลุ่ม ภายในกลุ่ม รวม	4.63 41.35 45.98	2 297 299	2.32 .14	16.63**	.00
5. ด้านภัยคุกคามจากไซเบอร์	ระหว่างกลุ่ม ภายในกลุ่ม รวม	2.46 40.65 43.11	2 297 299	1.23 .14	9.00**	.00
โดยรวม	ระหว่างกลุ่ม ภายในกลุ่ม รวม	3.43 18.92 22.35	2 297 299	1.71 .06	26.91**	.00

****** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4 ผลการเปรียบเทียบสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามขนาดสถานศึกษาระหว่างสถานศึกษาขนาดเล็ก สถานศึกษาขนาดกลางและขนาดใหญ่ โดยรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 เมื่อพิจารณาเป็นรายด้าน พบว่า แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

อภิปรายผลการวิจัย

จากการศึกษา สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยภาพรวมและรายด้านอยู่ในระดับมากทั้งนี้อาจเนื่องมาจากสถานศึกษาให้ความสำคัญกับความปลอดภัยเป็นอย่างมาก ซึ่งเป็นการดำเนินการเรื่องการเสริมสร้างความปลอดภัยสถานศึกษาทั้งในด้านของ (1) ด้านอุบัติเหตุ (2) ด้านความรุนแรง (3) ด้านสุขภาพจิต (4) ด้านสุขภาพและโรคติดต่อและ (5) ด้านภัยคุกคามจากไซเบอร์ สอดคล้องกับแนวคิดของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2564) ได้กล่าวไว้ว่า สถานศึกษาจะต้องมีมาตรการความปลอดภัยของสถานศึกษาที่มุ่งเน้นให้เกิดความปลอดภัยต่อนักเรียน ครู และบุคลากรทางการศึกษาอย่างยั่งยืน สร้างมาตรการป้องกันจากปัจจัยเสี่ยงที่อาจเกิดขึ้น

ทั้งในและนอกสถานศึกษา การเสริมสร้างความรู้ ความเข้าใจ จิตสำนึก เจตคติที่ดี และการสร้างเสริมประสบการณ์เพื่อให้เกิดทักษะในการป้องกันภัย และการดำเนินการจัดการแก้ไขปัญหา การช่วยเหลือ เยียวยา ฟื้นฟู และดำเนินการตามขั้นตอนของกฎหมายให้แก่นักเรียน ครู และบุคลากรทางการศึกษา สอดคล้องกับงานวิจัยของ สุเวช พิมน้ำเย็น และคณะ (2560) ได้ทำการวิจัยเรื่อง การประเมินการจัดสภาพแวดล้อมและการจัดบริการด้านความปลอดภัยในโรงเรียนสันติคีรีวิทยาคม อำเภอแม่ฟ้าหลวง จังหวัดเชียงราย ผลการวิจัย การจัดสภาพแวดล้อม และการบริหารด้านความปลอดภัยในโรงเรียนโดยรวมมีคุณภาพอยู่ในระดับมาก สอดคล้องกับงานวิจัยของ สุชีรา ใจหวัง (2561) ได้ทำการวิจัยเรื่อง การศึกษาการจัดการความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 1 ผลการวิจัยพบว่า 1) การจัดการความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 1 โดยรวมมีการปฏิบัติอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายด้าน พบว่า การจัดการสิ่งแวดล้อมในโรงเรียนให้ปลอดภัย และการให้บริการด้านความปลอดภัยในโรงเรียนอยู่ในระดับมาก สอดคล้องกับงานวิจัยของ อดิศร ดีปานธรรม (2561) ได้ทำการวิจัยเรื่อง การพัฒนารูปแบบการจัดการด้านความปลอดภัยแบบมีส่วนในสถานศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ผลการวิจัยพบว่า สภาพปัจจุบันของการจัดการด้านความปลอดภัยแบบมีส่วนร่วมในสถานศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีการปฏิบัติสูงสุด คือ ด้านมาตรการป้องกันและแก้ไขอุบัติเหตุในสถานศึกษา และด้านที่มีการปฏิบัติต่ำสุด คือ ด้านมาตรการการรักษาความปลอดภัยในสุขภาพอนามัยของนักเรียน สอดคล้องกับงานวิจัยของ กนกอร อุ่นสถานนท์ (2563) ได้ทำการวิจัยเรื่อง การบริหารด้านความปลอดภัยของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 2 กรุงเทพมหานคร ผลการวิจัยพบว่า การบริหารด้านความปลอดภัยของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 2 กรุงเทพมหานคร โดยภาพรวมมีระดับการปฏิบัติอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีการปฏิบัติสูงสุด คือ ด้านสุขภาพอนามัย และด้านที่มีการปฏิบัติต่ำสุด คือ ด้านการจัดสวัสดิศึกษา

เมื่อพิจารณาตามสถานภาพ พบว่า ผู้บริหารสถานศึกษาและครูมีความคิดเห็นต่อระดับการปฏิบัติการสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันโดยภาพรวม อยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับปานกลางถึงมาก ทั้งนี้อาจเนื่องมาจากผู้บริหารสถานศึกษาและครูสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีความรู้เกี่ยวกับความปลอดภัยในสถานศึกษา สอดคล้องกับแนวคิดของ สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 (2565) ได้กล่าวไว้ว่า ผู้บริหารสถานศึกษาและครูสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีส่วนร่วมในการบริหารด้านความปลอดภัยในสถานศึกษา โดยการเข้าร่วมอบรมตามระบบมาตรฐานความปลอดภัย (MOE Safety Center) ตามมาตรการ 3 ป คือ “ปลูกฝัง ป้องกัน ปราบปราม” ตามขอบข่าย 4 กลุ่มภัยในสถานศึกษา คือ (1) ภัยที่เกิดจากการใช้ความรุนแรงของมนุษย์ (2) ภัยที่เกิดจากอุบัติเหตุ (3) ภัยที่เกิดจากการถูกละเมิดสิทธิ์ และ (4) ภัยที่เกิดจากผลกระทบทางสุขภาวะทางกาย สอดคล้องกับงานวิจัยของ อดิศร ดีปานธรรม (2561) ได้ทำการวิจัยเรื่อง การพัฒนารูปแบบการจัดการด้านความปลอดภัยแบบมีส่วนในสถานศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ผลการวิจัยพบว่า ปัจจัยด้านมาตรการป้องกันและแก้ไขอุบัติเหตุในสถานศึกษา มีสภาพการบริการโดยรวมอยู่ในระดับมาก และเมื่อพิจารณารายด้านอยู่ในระดับมากทุกด้าน โดยด้านที่มีระดับการปฏิบัติสูงสุด คือ ด้านสภาพแวดล้อมของสถานศึกษา ด้านที่มีระดับการปฏิบัติต่ำสุด คือ ด้านการเดินทางไป-กลับ ของนักเรียน ซึ่งมาตรการป้องกันและแก้ไขอุบัติเหตุในสถานศึกษานั้น คือการมีส่วนร่วมของผู้บริหารสถานศึกษา ครูในสถานศึกษา โรงพยาบาล ผู้นำชุมชน ตำรวจอาสาสมัคร ชุมชน องค์กรปกครองส่วนท้องถิ่นและผู้ปกครอง สอดคล้องกับงานวิจัยของบุญทวี บุญให้ และวีรพล กุลบุตร (2563) ได้ทำการวิจัยเรื่อง การศึกษาเพื่อจัดทำข้อเสนอยุทธศาสตร์การพัฒนาสถานศึกษาปลอดภัยตามกรอบของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานด้านมาตรการป้องกันและแก้ไขอุบัติเหตุ: กรณีศึกษาโรงเรียนมัธยมศึกษาตอนปลาย ในเขตเทศบาลเมืองหัวหิน จังหวัดประจวบคีรีขันธ์ ผลการวิจัยพบว่า ผู้บริหารและครูในโรงเรียนมัธยมศึกษาตอนปลายทั้ง 4 โรงเรียน ในเขตเทศบาลเมืองหัวหิน มีความพร้อมในการดำเนินงานการเป็นสถานศึกษาปลอดภัย อยู่ในระดับมาก โดยมีการดำเนินงานตามขั้นตอนของกรอบการดำเนินงานสถานศึกษาปลอดภัย ของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน

เมื่อพิจารณาตามขนาดสถานศึกษา พบว่า ผู้บริหารและครูมีความคิดเห็นมีความคิดเห็นต่อระดับการปฏิบัติการสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับปานกลางถึงมากที่สุด เมื่อพิจารณาตามขนาดสถานศึกษา พบว่า ผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กมีความคิดเห็นต่อระดับการปฏิบัติการสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันโดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับปานกลางถึงมาก ผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดกลางมีความคิดเห็นต่อระดับการปฏิบัติการสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันโดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่มีความคิดเห็นต่อระดับการปฏิบัติการสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันโดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากถึงมาก

ที่สุด ทั้งนี้อาจเนื่องมาจากสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ได้มีการประกาศจัดตั้งศูนย์ความปลอดภัยสำนักงานเขตพื้นที่การศึกษา โดยมีศูนย์ปฏิบัติการที่กลุ่มส่งเสริมการจัดการศึกษา สพป.นพ.1 เพื่อรวบรวมข้อมูล รับแจ้งเหตุและแก้ไขปัญหาด้านความปลอดภัยของนักเรียน มีการแต่งตั้งคณะกรรมการศูนย์ แต่งตั้งเจ้าหน้าที่ดูแลระบบ MOE Safety Center ของศูนย์และแต่งตั้งมอบหมายเจ้าหน้าที่ดูแลระบบฯ ในระดับโรงเรียน เพื่อดูแลช่วยเหลือและเฝ้าระวัง การแจ้งเหตุ มีการประชาสัมพันธ์การดำเนินงานฯ และช่องทางการแจ้งเหตุ ระบบศูนย์ความปลอดภัย MOE Safety Center ให้ครู นักเรียน ผู้ปกครอง และประชาชนทั่วไปได้รับรู้ รับทราบ และเข้าถึงช่องทางการแจ้งเหตุ ผ่านสื่อโซเชียล ป้ายประชาสัมพันธ์ ติดบริเวณหน้าหน่วยงาน/หน้าโรงเรียน เว็บไซต์หน่วยงาน เป็นต้น เมื่อได้รับเหตุผ่านระบบ MOE Safety Center หรือผ่านช่องทางอื่น เจ้าหน้าที่ ศป.สพป.นพ.1 และผู้เกี่ยวข้องจะออกประเมินสถานการณ์และให้การดูแลช่วยเหลือผู้ประสบเหตุทันที หรือส่งต่อผู้เชี่ยวชาญเฉพาะด้าน/หน่วยงานสหวิชาชีพ เป็นรายกรณี ส่งผลให้สถานศึกษาทุกแห่งได้ตระหนักเรื่องความปลอดภัยในสถานศึกษามากขึ้น และดำเนินการเรื่องความปลอดภัยในสถานศึกษาตามนโยบายของเขตพื้นที่ (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1,2565) สอดคล้องกับแนวคิดของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2564) ได้กล่าวไว้ว่า มาตรการความปลอดภัยของสถานศึกษามุ่งเน้นให้เกิดความปลอดภัยต่อนักเรียน ครู และบุคลากรทางการศึกษาอย่างยั่งยืน โดยการสร้างมาตรการป้องกันจากปัจจัยเสี่ยงที่อาจเกิดขึ้นทั้งในและนอกสถานศึกษา ซึ่งต้องมีการเสริมสร้างความรู้ ความเข้าใจ จิตสำนึก เจตคติที่ดี และการสร้างเสริมประสบการณ์เพื่อให้เกิดทักษะในการป้องกันภัย และการดำเนินการจัดการแก้ไขปัญหา การช่วยเหลือ เยียวยา ฟื้นฟู และดำเนินการตามขั้นตอนของกฎหมายให้แก่นักเรียน ครู และบุคลากรทางการศึกษา ในทุกโรงเรียน

ผลการวิเคราะห์เปรียบเทียบสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามสถานภาพความคิดเห็นของผู้บริหารสถานศึกษาและครูโดยภาพรวม พบว่า ผู้บริหารสถานศึกษาและครู มีความคิดเห็นแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทั้งนี้อาจเนื่องมาจากผู้บริหารสถานศึกษาและครูมีการอบรมความรู้เรื่องความปลอดภัยในสถานศึกษาจากสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ซึ่งสถานศึกษาในสังกัดทุกแห่ง ต้องให้ความสำคัญและดำเนินการตามนโยบายเร่งด่วน เพื่อให้นักเรียน นักศึกษา ได้รับการดูแลช่วยเหลืออย่างรวดเร็ว กรณีที่ได้รับผลกระทบจากเหตุต่าง ๆ ซึ่งการดำเนินงานเหล่านี้ จำเป็นต้องอาศัยผู้บริหารสถานศึกษา ครู และบุคลากรทาง การศึกษา ซึ่งถือว่าเป็นกำลังสำคัญหลักที่จะช่วยสอดส่อง ดูแล และให้การช่วยเหลือเบื้องต้น หรือแจ้งเหตุการณ์เพื่อขอรับการช่วยเหลือจากหน่วยงาน หรือ ผู้เชี่ยวชาญเฉพาะด้านต่อไป สอดคล้องกับแนวความคิดของกฤษฎา ศรีสุชาติ (2559) ได้กล่าวไว้ว่า สถานศึกษาจะต้องดำเนินงานตามมาตรการ แนวทางหรือกิจกรรมทุกชนิดในโรงเรียน ที่มุ่งเพื่อสร้างความปลอดภัยให้แก่นักเรียน การคุ้มครองนักเรียนจากอันตรายในรูปแบบต่าง ๆ ทั้งในด้านการป้องกันและแก้ไขปัญหาอุบัติเหตุ การป้องกันและแก้ไขปัญหาอุบัติภัย และการป้องกันและแก้ไขปัญหาทางสังคม โดยการดำเนินการดังกล่าวอาจอยู่ในรูปแบบของการจัดการศึกษาและหลักสูตรการเรียนการสอนด้านความปลอดภัย หรือการกำหนดมาตรการต่าง ๆ และแนวคิดของวันชัย พนมชัย (2564) ได้กล่าวไว้ว่า การจัดทำระบบบริหารจัดการด้านความปลอดภัยภายในโรงเรียน โดยจะต้องจัดตั้งคณะกรรมการความปลอดภัยของโรงเรียน มีการกำหนดเป้าหมายและแผน ครอบคลุมทุกด้านทุกมิติของโรงเรียน กำหนดแผนงานโครงการกิจกรรมประจำปีอย่างเป็นรูปธรรม มีการปฏิบัติและรายงานผลการดำเนินงานของกิจกรรมตามช่วงเวลาที่กำหนดประเมินและรายงานผลการดำเนินงานของกิจกรรมตามช่วงเวลาที่กำหนด มีการวิเคราะห์ผลการดำเนินงานเพื่อนำไปปรับปรุงแผนงานปีถัดไป รวมทั้งประชาสัมพันธ์และเผยแพร่ข้อมูลการดำเนินงานสู่สาธารณะ ซึ่งสอดคล้องกับงานวิจัยของ สุเวช พิมน้ำเย็น และคณะ (2560) ได้ทำการวิจัยเรื่อง การประเมินการจัดสภาพแวดล้อมและการจัดบริการด้านความปลอดภัยในโรงเรียนสันติคีรีวิทยาคม อำเภอแม่ฟ้าหลวง จังหวัดเชียงราย ผลการวิจัยพบว่าพบว่า ผู้บริหารสถานศึกษาและครู มีความคิดเห็นเกี่ยวกับการจัดสภาพแวดล้อมและการจัดบริการด้านความปลอดภัยในโรงเรียนแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ซึ่งสิ่งที่โรงเรียนควรดำเนินการ ได้แก่ การจัดทำป้ายเตือนเพื่อให้เกิดความปลอดภัยในสถานศึกษา การจัดน้ำดื่มให้ถูกสุขลักษณะและติดตั้งอย่างปลอดภัยต่อการใช้งาน การแจ้งให้ผู้ปกครองทราบถึงนโยบายการจัดการความปลอดภัยในโรงเรียน และการจัดอบรมฝึกซ้อมป้องกันภัยพิบัติหรืออัคคีภัยเป็นประจำทุกปี

ผลการวิเคราะห์เปรียบสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามขนาดสถานศึกษา พบว่า โดยรวมและรายด้านแตกต่างกันอย่างมีนัยสำคัญที่ระดับ .01 ทั้งนี้อาจเนื่องมาจากสภาพความปลอดภัยในสถานศึกษามีอยู่หลายปัจจัยที่ก่อให้เกิดภัยในสถานศึกษาขึ้นอยู่กับบริบท แตกต่างกันตามบริบทของสถานศึกษานั้น ๆ ทั้งความพร้อมของสถานที่ บุคลากรทางการศึกษา ความร่วมมือของชุมชน ทรัพยากรทางการศึกษาด้านสังคมและสิ่งแวดล้อม รวมไปถึงการเปลี่ยนแปลงที่รวดเร็วของกระแสโลก สถานศึกษาจึงจำเป็นต้องมีการวางแผนรับกับเหตุปัจจัยดังกล่าวให้ครอบคลุม รอบคอบเหมาะสมกับบริบทของสถานศึกษา เพื่อลดการสูญเสีย และสร้างความปลอดภัยเชื่อมั่นให้บุคลากรมากที่สุด สอดคล้องกับแนวคิดของ อิทธิพล พลเหี้ยมหาญ (2562) ได้กล่าวไว้ว่า การบริหารโรงเรียนมัธยมศึกษาขนาดเล็ก ที่มีนักเรียนต่ำ

กว่า 500 คน ซึ่งเกือบทั้งหมดอยู่ในชนบทห่างไกลความเจริญ แต่ละโรงเรียนก็มีปัญหาให้ผู้บริหารและบุคลากรต้องขบคิดดิ้นรนเพื่อหาทางอยู่รอดเนื่องจากการขาดงบประมาณ กำลังคน วัสดุอุปกรณ์และความพร้อมในหลายด้าน ทำให้ไม่สามารถแข่งขันกับโรงเรียนขนาดใหญ่ของรัฐและเอกชนได้ จึงควรมีการการพัฒนารูปแบบการบริหารโรงเรียนที่มีประสิทธิผล ซึ่งสอดคล้องกับงานวิจัยของสุชีรา ใจหวัง (2561) ได้ทำการวิจัยเรื่อง การศึกษาการจัดการความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่ การศึกษามัธยมศึกษา เขต 1 ผลการวิจัยพบว่า การเปรียบเทียบการจัดการความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 1 จำแนกตามขนาดของโรงเรียน พบว่า ในภาพรวมและรายด้านมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 สอดคล้องกับงานวิจัยของ กนกอร อุ่นสถานนท์ (2563 : 1-14) ได้ทำการวิจัยเรื่อง การบริหารด้านความปลอดภัยของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 2 กรุงเทพมหานคร ผลการวิจัยพบว่า การเปรียบเทียบการบริหารด้านความปลอดภัยของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 2 กรุงเทพมหานคร จำแนกตามขนาดของสถานศึกษา พบว่า สถานศึกษาที่มีขนาดต่างกัน มีการบริหารด้านความปลอดภัยแตกต่างกันทั้งโดยภาพรวม และรายด้านอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

ข้อเสนอแนะ

นำผลจากการศึกษาเรื่องสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มาเป็นข้อเสนอแนะดังนี้

1.ข้อเสนอแนะเพื่อนำผลการศึกษาไปใช้

1) ผลจากการศึกษาสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผันของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ด้านที่ระดับปฏิบัติการค่าเฉลี่ยต่ำสุด คือด้านภัยคุกคามจากไซเบอร์ ดังนั้น ผู้บริหารสถานศึกษาควรมีแผน/มาตรการในการป้องกันแก้ไขรองรับภัยด้านภัยคุกคามจากไซเบอร์ มีการให้ความรู้ อบรม เกี่ยวกับภัยคุกคามด้านไซเบอร์ เพื่อให้ครูบุคลากรทางการศึกษาและนักเรียนมีความรู้เพื่อเตรียมรับมือกับภัยดังกล่าว เนื่องจากในปัจจุบันเรามักจะพบภัยคุกคามด้านไซเบอร์บ่อยขึ้นจากการเข้าถึงสื่อออนไลน์ที่มากขึ้น และความทันสมัยของเทคโนโลยี ซึ่งเป็นเรื่องที่ใหม่จึงจำเป็นต้องศึกษาเรียนรู้เพื่อให้รู้เท่าทันภัยดังกล่าว

2) ผลการเปรียบเทียบ สภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน ของโรงเรียนใน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามสถานภาพ และขนาดสถานศึกษา พบว่า ผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ มีการปฏิบัติเกี่ยวกับสภาพความปลอดภัยในสถานศึกษาในยุคโลกพลิกผัน ด้านภัยคุกคามจากไซเบอร์ สูงกว่าผู้บริหารและครูในสถานศึกษาขนาดกลางและขนาดเล็ก ดังนั้น ผู้บริหารและครูในสถานศึกษาขนาดกลางและขนาดเล็ก จึงควรมีการให้ความสำคัญกับภัยคุกคามจากไซเบอร์มากขึ้น โดยการให้ผู้เชี่ยวชาญมาให้ความรู้เกี่ยวกับการป้องกันภัยคุกคามจากไซเบอร์ และควรจัดทำมาตรการ และแนวทางในการป้องกันภัยคุกคามจากไซเบอร์ในสถานศึกษา

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

(1) ควรศึกษาหลักสูตรที่เกี่ยวข้องกับความปลอดภัยในสถานศึกษาและความปลอดภัยในชีวิต

(2) ควรศึกษาแนวทางในการพัฒนาความปลอดภัยในสถานศึกษาให้มีความเป็นรูปธรรมและนำมาประยุกต์ใช้ได้จริงในการดำเนินการเกี่ยวกับความปลอดภัยในสถานศึกษา เพื่อพัฒนาสถานศึกษาให้มีความปลอดภัยสร้างความเชื่อมั่นแก่ครู บุคลากรทางการศึกษา นักเรียน และผู้ปกครองต่อไป

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สภาพ ปัญหาและแนวทางการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร

Situations, Problems and Guidelines for The Mobilization of Educational ResourcesOf Schools Under Mukdahan Primary Educational Service Area Office

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาและเปรียบเทียบสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา (2) ศึกษาปัญหาและแนวทางการระดมทรัพยากรทางการศึกษา กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ ผู้บริหารสถานศึกษาและครู จำนวน 303 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม ชนิดมาตราส่วนประมาณค่า 5 ระดับ มีค่าดัชนีความสอดคล้องอยู่ระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้ออยู่ระหว่าง .40 - .96 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98 สถิติที่ใช้ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ทดสอบสมมติฐานโดยใช้ค่าที (Independent Samples) และการวิเคราะห์ความแปรปรวนแบบทางเดียว

ผลการวิจัยพบว่า (1) สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษาโดยภาพรวมและรายด้านอยู่ในระดับมาก ผลการเปรียบเทียบจำแนกตามสถานภาพและขนาดสถานศึกษา พบว่าโดยรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ ระดับ.01 (2) ปัญหาการระดมทรัพยากรทางการศึกษา สูงสุด 3 อันดับแรก ได้แก่ ด้านบุคคล ด้านแหล่งการเรียนรู้ และด้านเทคโนโลยี แนวทางการระดมทรัพยากรทางการศึกษา คือ ควรมีการประชุมวางแผนร่วมกับชุมชน สร้างภาคีเครือข่าย รวมถึงมีกิจกรรมที่แสดงถึงการตอบแทนและขอบคุณผู้ให้การสนับสนุนทรัพยากรทางการศึกษาด้านต่าง ๆ

คำสำคัญ: สภาพ / ปัญหา / แนวทางการระดม / ทรัพยากรทางการศึกษา

Abstract

The purposes of this study were to investigate: 1) to examine and compare to situations of mobilization of educational resources of schools, and 2) to examine some problem and guidelines for mobilization of educational resources of schools. The samples used were 303 school administrators and teachers. The instrument employed in data collection was a five-rating scale questionnaire. The index of item congruence (IC) between .80 - 1.00, the discrimination between .40 - .96 and the reliability of .98. The statistics employed were percentage, mean, standard deviation, t-test (Independent Samples), and one-way analysis of variance analysis (One-way ANOVA).

The results revealed that 1) the situations of mobilization of educational resources of schools were found at the high level in the overall and individual aspects. In comparison, classified by status and school-size revealed the statistically significant different at the level of .01 2) The problems for mobilization of educational resources top 3 are: Man Resource, Learning Resources and Technology Resource. Guidelines for mobilizing educational resources of educational institutions. That is, should have a planning meeting with the community. A network of partners has been created and gratitude to those who support educational resources in various fields.

Keywords: Situations / Problems / Mobilization Guidelines / Educational Resources

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บทนำ

รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 ได้ระบุถึงหน้าที่ของรัฐในการจัดศึกษาตามมาตรา 54 ไว้ว่า “รัฐต้องดำเนินการให้เด็กทุกคนได้รับการศึกษาเป็นเวลาสิบสองปี ตั้งแต่ก่อนวัยเรียนจนจบการศึกษาภาคบังคับอย่างมีคุณภาพโดยไม่เก็บค่าใช้จ่าย” การจัดการศึกษาจำเป็นต้องอาศัยทรัพยากรในรูปแบบต่าง ๆ เป็นปัจจัยสำคัญในการบริหารงานเพื่อให้ประสบความสำเร็จตามเป้าหมายที่วางไว้ ตามพระราชบัญญัติการศึกษาแห่งชาติ พุทธศักราช 2542 และแก้ไขเพิ่มเติมฉบับที่ 2 พ.ศ. 2545 มาตรา 58 “ให้มีการระดมทรัพยากรและการลงทุนด้านงบประมาณ การเงินและทรัพย์สินทั้งจากรัฐ องค์กรปกครองส่วนท้องถิ่น บุคคล ครอบครัว ชุมชน องค์กรชุมชนเอกชน องค์กรเอกชน องค์กรวิชาชีพ สถานประกอบการ สถาบัน ศาสนา สถาบันสังคมอื่นและต่างประเทศมาใช้ในการจัดการศึกษา”การจัดการศึกษาเพื่อให้ได้คุณภาพนั้น ต้องอาศัยทรัพยากรทางการศึกษาที่สำคัญ ซึ่งผู้บริหารจำเป็นต้องมีความรู้ความเข้าใจ เกี่ยวกับการบริหารจัดการทรัพยากรทางการศึกษาเพื่อการบริหารจัดการให้มีประสิทธิภาพและประสิทธิผลบรรลุผลตามจุดมุ่งหมายได้ (ชัยชุมพล พิทักษ์, 2559)

สอดคล้องกับแผนการศึกษาแห่งชาติได้กำหนดเป้าหมายของการพัฒนาการศึกษาในระยะ 20 ปี พ.ศ. 2560 - 2579 ไว้ว่า เป้าหมายของการจัดการศึกษาให้หน่วยงาน สถานศึกษาและสถาบันการศึกษาส่งเสริมสนับสนุนให้ทุกภาคส่วนของสังคมที่มีศักยภาพและความพร้อมเข้ามามีส่วนร่วมในการระดมทุนทรัพยากรและร่วมรับภาระค่าใช้จ่ายเพื่อการศึกษา โดยยึดหลักการจัดการศึกษาเพื่อปวงชน (Education for all) และทุกคนทุกฝ่ายมีส่วนร่วมในการจัดการศึกษา (All for education) การระดมสรรพกำลังเพื่อสร้างระบบการศึกษาที่มีคุณภาพต้องอาศัยความร่วมมือ ร่วมใจ ของทุกฝ่าย โดยเฉพาะผู้มีส่วนได้ส่วนเสียต้องเข้ามามีบทบาทในการร่วมจัดการศึกษา (สำนักงานเลขาธิการสภาการศึกษา, 2560) ที่ผ่านมาแม้ว่ารัฐบาลจะมีการจัดสรรงบประมาณเป็นเงินอุดหนุนการศึกษาให้แก่สำนักงานคณะกรรมศึกษาขั้นพื้นฐานเพิ่มขึ้นทุกปีก็ตาม แต่ปัญหาเรื่องความเสมอภาค คุณภาพ และประสิทธิภาพของการศึกษากลายเป็นประเด็นหลักของการปฏิรูปการศึกษา โดยผ่านการพัฒนารูปแบบงบประมาณทางการศึกษาของประเทศไทย โดยได้มีการเสนอให้มีการระดมเงินจากแหล่งอื่น ๆ นอกเหนือจากงบประมาณแผ่นดินมาใช้ในการจัดการศึกษาให้มากขึ้น โดยส่งเสริมให้เอกชนเข้ามาลงทุนทางด้านการศึกษา และชุมชนเข้ามามีส่วนร่วมและมีบทบาทในการจัดการศึกษาให้มากขึ้น (จันทิมา อัชชะสวัสดิ์, 2556)

อย่างไรก็ตามการระดมทรัพยากรเป็นไปอย่างหลากหลาย แตกต่างกันตามบริบทของสถานศึกษานั้นๆ ระหว่างสถานศึกษาของรัฐ เอกชน และองค์กรปกครองส่วนท้องถิ่น ทั้งที่อยู่ในเมืองและชนบท หรือแม้แต่ขนาดของสถานศึกษา ซึ่งขึ้นกับบริบท สังคมและวัฒนธรรมของท้องถิ่นและโรงเรียน บางโรงเรียนได้รับการสนับสนุนทรัพยากรสูงมาก ขณะที่บางโรงเรียนอยู่ในชุมชนค่อนข้างขาดแคลน การได้รับการสนับสนุนทรัพยากรก็จะน้อยตามไปด้วย ถือได้ว่าการระดมทรัพยากรทางการศึกษา มีความสำคัญและเป็นเรื่องจำเป็นในการจัดการศึกษา เพื่อให้การดำเนินงานการศึกษาเป็นไปอย่างมีคุณภาพเกิดประสิทธิภาพ ประสิทธิผล และส่งเสริมให้สถานศึกษาในสังกัดจัดการศึกษาได้อย่างมีคุณภาพชีวิต (พิณสุดา สิริธรังศรี, 2562)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร มีแผนการปฏิบัติงานและการกำหนดเป้าหมายในการจัดการศึกษาเพื่อให้สถานศึกษามีความเป็นอิสระในการบริหารงาน และการจัดการเรียนรู้ร่วมกับผู้มีส่วนได้เสีย โดยเน้นการมีส่วนร่วมจากทุกภาคส่วนและร่วมมือกับองค์กรปกครองส่วนท้องถิ่น เพื่อสนับสนุนการจัดการศึกษา ตามแนวทาง 5S Model ได้แก่ “ร่วมคิด ร่วมวางแผน ร่วมทำ ร่วมยินดี ร่วมรับผิดชอบ” และประกาศนโยบายจุดเน้นการพัฒนาคุณภาพการศึกษาประจำปีการศึกษา 2562-2565 กำหนดวิสัยทัศน์เป็นพลังขับเคลื่อนการจัดการศึกษาตามแนวทางการปฏิรูปการศึกษาของกระทรวงศึกษาธิการ ด้วยเป้าหมายการจัดการศึกษาที่ดีการบริหารจัดการเชิงพื้นที่บนบริบทเชิงพื้นที่จังหวัดมุกดาหาร ที่มีความเจริญเติบโต ทั้งภาคอุตสาหกรรม ภาคเกษตรกรรม และภาคการท่องเที่ยว อย่างสมดุล ด้วยรูปแบบ (Model) การพัฒนาศูนย์โรงเรียนคุณภาพ (5S MODEL) รวมพลังครูมุกดาหารขับเคลื่อนคุณภาพการศึกษา โดยการมีส่วนร่วมของทุกภาคส่วน เพื่อสร้างขีดสมรรถนะการใช้ความสามารถและศักยภาพของครูและบุคลากรทางการศึกษาได้สูงสุดในการพัฒนาคุณภาพการศึกษา เพื่อให้ผู้เรียนซึ่งเป็นผลผลิตของการจัดการศึกษาได้รับโอกาสทางการศึกษาอย่างทั่วถึง มีคุณภาพตามศักยภาพอย่างเท่าเทียมกัน (สำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร, 2564)

จากความสำคัญดังกล่าวผู้วิจัยจึงมีความสนใจที่จะศึกษาสภาพ ปัญหาและแนวทางการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร เพื่อเป็นประโยชน์และสถานศึกษาสามารถนำไปประยุกต์ใช้ในการระดมทรัพยากรทางการศึกษาในสถานศึกษาได้อย่างมีประสิทธิภาพและเกิดประสิทธิผลสูงสุดต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาและเปรียบเทียบสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามสถานภาพและขนาดสถานศึกษา

2. เพื่อศึกษาปัญหาและแนวทางการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร

กรอบแนวคิดในการวิจัย

การวิจัยเรื่อง สภาพ ปัญหาและแนวทางการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร ผู้ศึกษาได้ศึกษาตามกรอบแนวคิดของ Edwards, B. & Kane, D.M. (2014); T. R. Mkhize (2018); สุมาลี ศรีพุทธรินทร์ (2555); จันทิมา อัชชะสวัสดิ์ (2556); ภานุมาศ เฉลยนาค (2556); สมพิศ ใช้เฮ็ง (2557); พิสิษฐ ภู่รอด (2559); พิณสุดา สิริธรังศรี (2561) และสำนักงานเลขาธิการสภาการศึกษา (2562) ซึ่งสรุปเป็นกรอบแนวคิดของการวิจัยได้ ดังนี้

1) ด้านบุคคล
2) ด้านงบประมาณ
3) ด้านวัสดุอุปกรณ์
4) ด้านเทคโนโลยี
5) ด้านแหล่งการเรียนรู้

สมมติฐานการวิจัย

1. ผู้บริหารสถานศึกษาและครูที่มีสถานภาพแตกต่างกัน มีความคิดเห็นเกี่ยวกับสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร แตกต่างกัน

2. ผู้บริหารสถานศึกษาและครูที่มีปฏิบัติงานในสถานศึกษาที่มีขนาดแตกต่างกัน มีความคิดเห็นเกี่ยวกับสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร แตกต่างกัน

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้ มีวิธีดำเนินการวิจัย ตามลำดับขั้นตอนดังนี้

1. รูปแบบการวิจัย เป็นการวิจัยเชิงปริมาณ (Quantitative Research)

2. ประชากรและตัวอย่าง ประชากร ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร ปีการศึกษา 2565 จำนวน 2,084 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 239 คน และครู จำนวน 1,845 คน กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำนวน 303 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 133 คน และครู จำนวน 170 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละของ (ประสาท เนืองเฉลิม, 2564) ได้มาโดยใช้วิธีการสุ่มแบบหลายขั้นตอน (Multi-Stage Random Sampling)

3. เครื่องมือวิจัย

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถาม จำนวน 1 ฉบับ แบ่งเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Check list)

ตอนที่ 2 สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร โดยมีลักษณะคำถามเป็นมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ มีค่าอำนาจจำแนกอยู่ระหว่าง .40 - .96 มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98

ตอนที่ 3 แบบสอบถามปลายเปิด (Open End Form) ปัญหาและแนวทางการระดมทรัพยากรทางการศึกษาของสถานศึกษาเพื่อให้ผู้ตอบแบบสอบถามแสดงความคิดเห็นและเสนอข้อเสนอแนะได้อย่างอิสระ

4. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ผู้วิจัยได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างด้วยตนเอง โดยส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 303 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล

ตอนที่ 1 ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม ได้แก่ สถานภาพและขนาดสถานศึกษา ซึ่งมีลักษณะเป็นการสำรวจรายการ (Check List) วิเคราะห์โดยหาค่าความถี่ (Frequency) และร้อยละ (Percentage)

ตอนที่ 2 ข้อมูลสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร วิเคราะห์โดยการหาค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) แล้วนำมาเทียบเกณฑ์การแปลความหมายที่กำหนด (บุญชม ศรีสะอาด, 2560) ดังนี้

ค่าเฉลี่ย 4.51-5.00 หมายถึง มีความคิดเห็นอยู่ในระดับ มากที่สุด

ค่าเฉลี่ย 3.51-4.50 หมายถึง มีความคิดเห็นอยู่ในระดับ มาก

ค่าเฉลี่ย 2.51-3.50 หมายถึง มีความคิดเห็นอยู่ในระดับ ปานกลาง

ค่าเฉลี่ย 1.51-2.50 หมายถึง มีความคิดเห็นอยู่ในระดับ น้อย

ค่าเฉลี่ย 1.00-1.50 หมายถึง มีความคิดเห็นอยู่ในระดับ น้อยที่สุด

ตอนที่ 3 วิเคราะห์เปรียบเทียบสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา โดยภาพรวมและรายด้านด้วยการทดสอบสมมติฐาน ดังนี้ จำแนกตามสถานภาพโดยใช้การทดสอบค่าที (t-test แบบ Independent Samples) จำแนกตามขนาดสถานศึกษา โดยใช้การวิเคราะห์ความแปรปรวนแบบทางเดียว (One-way ANOVA) กรณีถ้าพบความแตกต่างอย่างมีนัยสำคัญทำการทดสอบความแตกต่างของค่าเฉลี่ยรายคู่ตามวิธีการของ Scheffe'

ตอนที่ 4 ปัญหาและแนวทางการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร วิเคราะห์โดยหาค่าความถี่(Frequency) และร้อยละ(Percentage)ประกอบการพรรณนาวิเคราะห์

สรุปผลการวิจัย

1. สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามสถานภาพทั้งโดยภาพรวมและรายด้านอยู่ในระดับมาก ปรากฏดังตารางที่ 1

ตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามสถานภาพทั้งโดยภาพรวมและรายด้าน

สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา	สถานภาพ						รวม		
	ผู้บริหารสถานศึกษา			ครู					
	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล
1. ด้านบุคคล	4.38	0.41	มาก	3.90	0.84	มาก	4.11	0.72	มาก
2. ด้านงบประมาณ	4.18	0.45	มาก	3.89	0.84	มาก	4.02	0.71	มาก
3. ด้านวัสดุอุปกรณ์	4.19	0.43	มาก	3.84	0.83	มาก	3.99	0.71	มาก
4. ด้านเทคโนโลยี	4.24	0.44	มาก	3.88	0.80	มาก	4.04	0.69	มาก
5. ด้านแหล่งการเรียนรู้	4.32	0.42	มาก	3.93	0.82	มาก	4.10	0.70	มาก
รวม	4.26	0.35	มาก	3.89	0.79	มาก	4.05	0.66	มาก

จากตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามสถานภาพโดยรวมสภาพการดำเนินงานอยู่ในระดับมาก ($\overline{X}$ = 4.05) เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากทุกด้าน ($\overline{X}$ = 3.99-4.11) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 ด้านบุคคล ($\overline{X}$ = 4.11) และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 3 ด้านวัสดุอุปกรณ์ ($\overline{X}$ = 3.99)

เมื่อพิจารณาตามสถานภาพ พบว่า ผู้บริหารสถานศึกษามีความคิดเห็นต่อสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร โดยรวมอยู่ในระดับมาก ($\overline{X}$ = 4.26) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ($\overline{X}$ = 4.18-4.38) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 ด้านบุคคล ($\overline{X}$ = 4.38) ด้านที่มีค่าเฉสี่ยต่ำสุด คือ ด้านที่ 2 ด้านงบประมาณ ($\overline{X}$ = 4.18)

ส่วนครูมีความคิดเห็นต่อการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร โดยรวมอยู่ในระดับมาก ($\overline{X}$ = 3.89) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ($\overline{X}$ = 3.84-3.93) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 5 ด้านแหล่งการเรียนรู้ ($\overline{X}$ =3.93) ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 3 ด้านวัสดุอุปกรณ์ ($\overline{X}$ = 3.84)

2. สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษาทั้งโดยภาพรวมและรายด้านอยู่ในระดับมาก ปรากฏดังตารางที่ 2

ตารางที่ 2 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา	ขนาดสถานศึกษา									รวม		
	ขนาดเล็ก			ขนาดกลาง			ขนาดใหญ่					
	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล
1. ด้านบุคคล	4.33	0.53	มาก	4.37	0.45	มาก	3.09	0.66	ปานกลาง	4.11	0.72	มาก
2. ด้านงบประมาณ	4.16	0.61	มาก	4.24	0.55	มาก	3.23	0.68	ปานกลาง	4.02	0.71	มาก
3. ด้านวัสดุอุปกรณ์	4.15	0.61	มาก	4.21	0.58	มาก	3.18	0.57	ปานกลาง	3.99	0.71	มาก
4. ด้านเทคโนโลยี	4.18	0.62	มาก	4.28	0.54	มาก	3.25	0.51	ปานกลาง	4.04	0.69	มาก
5. ด้านแหล่งการเรียนรู้	4.26	0.63	มาก	4.29	0.59	มาก	3.37	0.59	ปานกลาง	4.10	0.70	มาก
รวม	4.22	0.54	มาก	4.28	0.49	มาก	3.23	0.58	ปานกลาง	4.05	0.66	มาก

จากตารางที่ 2 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษาโดยรวมสภาพการดำเนินงานอยู่ในระดับมาก ($\overline{X}$ = 4.05) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ($\overline{X}$ = 3.99-4.11) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 ด้านบุคคล ($\overline{X}$ = 4.11) และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 3 ด้านวัสดุอุปกรณ์ ($\overline{X}$ = 3.99)

เมื่อพิจารณาตามขนาดสถานศึกษา พบว่า ผู้บริหารสถานศึกษามีและครูในสถานศึกษาขนาดเล็กมีความคิดเห็นต่อสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร โดยรวมอยู่ในระดับมาก ($\overline{X}$ = 4.22) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ($\overline{X}$ = 4.15-4.33) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 ด้านบุคคล ($\overline{X}$ = 4.33) และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 3 ด้านวัสดุอุปกรณ์ ($\overline{X}$ = 4.15)

ผู้บริหารสถานศึกษามีและครูในสถานศึกษาขนาดกลาง มีความคิดเห็นต่อสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร โดยรวมอยู่ในระดับมาก ($\overline{X}$= 4.28) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ($\overline{X}$ = 4.21-4.37) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 ด้านบุคคล ($\overline{X}$ = 4.37) และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 3 ด้านวัสดุอุปกรณ์ ($\overline{X}$ = 4.21)

ส่วนผู้บริหารสถานศึกษามีและครูในสถานศึกษาขนาดใหญ่ มีความคิดเห็นต่อสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร โดยรวมอยู่ในระดับปานกลาง ($\overline{X}$ = 3.23) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับปานกลางทุกด้าน ($\overline{X}$ = 3.09-3.37) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 5 ด้านแหล่งการเรียนรู้ ($\overline{X}$ = 3.37) และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 1 ด้านบุคคล ($\overline{X}$ = 3.09)

3. ผลการเปรียบเทียบสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามสถานภาพ โดยรวมและจำแนกเป็นรายด้านพบว่ามีความคิดเห็นแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ปรากฏดังตารางที่ 3

ตารางที่ 3 ผลการเปรียบเทียบ สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามสถานภาพ โดยรวมและจำแนกเป็นรายด้าน

สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา	สถานภาพ				t	Sig
	ผู้บริหารสถานศึกษา		ครู			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. ด้านบุคคล	4.38	0.41	3.90	0.84	6.42**	.00
2. ด้านงบประมาณ	4.18	0.45	3.89	0.84	3.86**	.00
3. ด้านวัสดุอุปกรณ์	4.19	0.43	3.84	0.83	4.72**	.00
4. ด้านเทคโนโลยี	4.24	0.44	3.88	0.80	4.91**	.00
5. ด้านแหล่งการเรียนรู้	4.32	0.42	3.93	0.82	5.44**	.00
รวม	4.26	0.35	3.89	0.79	5.46**	.00

****** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 3 ผลการเปรียบเทียบสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามสถานภาพโดยรวมและรายด้าน พบว่า ผู้บริหารสถานศึกษาและครูมีความคิดเห็นเกี่ยวกับสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษาแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 เมื่อพิจารณาเป็นรายด้าน พบว่า ผู้บริหารสถานศึกษามีความคิดเห็นสูงกว่าครูอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทุกด้าน

4. ผลการเปรียบเทียบ สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้านแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ปรากฏดังตารางที่ 4

ตารางที่ 4 ผลการเปรียบเทียบ สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา	แหล่งความแปรปรวน	SS	df	MS	F	Sig
1. ด้านบุคคล	ระหว่างกลุ่ม	72.66	2	36.33	129.48**	.00
	ภายในกลุ่ม	84.18	300	.28		
	รวม	156.85	302			
2. ด้านงบประมาณ	ระหว่างกลุ่ม	43.80	2	21.90	60.53**	.00
	ภายในกลุ่ม	108.56	300	.36		
	รวม	152.36	302			
3. ด้านวัสดุอุปกรณ์	ระหว่างกลุ่ม	46.32	2	23.16	66.47**	.00
	ภายในกลุ่ม	104.53	300	.35		
	รวม	150.85	302			
4. ด้านเทคโนโลยี	ระหว่างกลุ่ม	44.97	2	22.49	69.16**	.00
	ภายในกลุ่ม	97.53	300	.33		
	รวม	142.50	302			
5. ด้านแหล่งการเรียนรู้	ระหว่างกลุ่ม	37.42	2	18.71	50.97**	.00
	ภายในกลุ่ม	110.13	300	.37		
	รวม	147.55	302			
โดยรวม	ระหว่างกลุ่ม	48.31	2	24.16	85.32**	.00
	ภายในกลุ่ม	84.94	300	.28		
	รวม	133.26	302			

****** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4 ผลการเปรียบเทียบสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษา ระหว่างสถานศึกษาขนาดเล็ก สถานศึกษาขนาดกลาง และสถานศึกษาขนาดใหญ่ โดยรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และเมื่อพิจารณาเป็นรายด้าน พบว่า แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทุกด้าน ผู้ศึกษาจึงได้ทำการเปรียบเทียบค่าเฉลี่ยรายคู่ โดยวิธีการของเชฟเฟ่ (Scheffe') ดังตารางที่ 4.1-4.6

ตารางที่ 4.1 ผลการทดสอบรายคู่สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษาโดยรวม

ขนาดสถานศึกษา	$\bar{X}$	ขนาดเล็ก	ขนาดกลาง	ขนาดใหญ่
		4.22	4.28	3.23
ขนาดเล็ก	4.22	-	0.06	0.99**
ขนาดกลาง	4.28	-	-	1.05**
ขนาดใหญ่	3.23	-	-	-

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.1 พบว่า สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร โดยภาพรวม พบว่า แตกต่างกัน 2 คู่ โดยผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กและขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ส่วนคู่อื่น ๆ ไม่แตกต่างกัน

ตารางที่ 4.2 ผลการทดสอบรายคู่สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษา ด้านบุคคล

ขนาดสถานศึกษา	$\bar{X}$	ขนาดเล็ก	ขนาดกลาง	ขนาดใหญ่
		4.33	4.37	3.09
ขนาดเล็ก	4.33	-	0.04	1.23**
ขนาดกลาง	4.37	-	-	1.27**
ขนาดใหญ่	3.09	-	-	-

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.2 พบว่า สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร ด้านบุคคล พบว่า แตกต่างกัน 2 คู่ โดยผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กและขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ส่วนคู่อื่น ๆ ไม่แตกต่างกัน

ตารางที่ 4.3 ผลการทดสอบรายคู่สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษา ด้านงบประมาณ

ขนาดสถานศึกษา	$\bar{X}$	ขนาดเล็ก	ขนาดกลาง	ขนาดใหญ่
		4.16	4.24	3.23
ขนาดเล็ก	4.16	-	0.08	0.93**
ขนาดกลาง	4.24	-	-	1.01**
ขนาดใหญ่	3.23	-	-	-

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.3 พบว่า สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร ด้านงบประมาณ พบว่า แตกต่างกัน 2 คู่ โดยผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กและขนาด

กลางมีความคิดเห็นเกี่ยวกับสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ส่วนคู่อื่น ๆ ไม่แตกต่างกัน

ตารางที่ 4.4 ผลการทดสอบรายคู่สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษา ด้านวัสดุอุปกรณ์

ขนาดสถานศึกษา	$\overline{X}$	ขนาดเล็ก	ขนาดกลาง	ขนาดใหญ่
		4.15	4.21	3.18
ขนาดเล็ก	4.15	-	0.06	0.97**
ขนาดกลาง	4.21	-	-	1.03**
ขนาดใหญ่	3.18	-	-	-

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.4 พบว่า สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร ด้านวัสดุอุปกรณ์ พบว่า แตกต่างกัน 2 คู่ โดยผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กและขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ส่วนคู่อื่น ๆ ไม่แตกต่างกัน

ตารางที่ 4.5 ผลการทดสอบรายคู่สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษา ด้านเทคโนโลยี

ขนาดสถานศึกษา	$\overline{X}$	ขนาดเล็ก	ขนาดกลาง	ขนาดใหญ่
		4.18	4.28	3.25
ขนาดเล็ก	4.18	-	0.10	0.97**
ขนาดกลาง	4.28	-	-	1.03**
ขนาดใหญ่	3.25	-	-	-

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.5 พบว่า สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร ด้านเทคโนโลยี พบว่า แตกต่างกัน 2 คู่ โดยผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กและขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ส่วนคู่อื่น ๆ ไม่แตกต่างกัน

ตารางที่ 4.6 ผลการทดสอบรายคู่สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษา ด้านแหล่งการเรียนรู้

ขนาดสถานศึกษา	$\bar{X}$	ขนาดเล็ก	ขนาดกลาง	ขนาดใหญ่
		4.26	4.29	3.37
ขนาดเล็ก	4.26	-	0.03	0.88**
ขนาดกลาง	4.29	-	-	0.91**
ขนาดใหญ่	3.37	-	-	-

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.6 พบว่า สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร ด้านแหล่งการเรียนรู้ พบว่า แตกต่างกัน 2 คู่ โดยผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กและขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ส่วนคู่อื่น ๆ ไม่แตกต่างกัน

อภิปรายผลการวิจัย

(1) สภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร โดยภาพรวมอยู่ในระดับมาก ทั้งนี้เนื่องมาจากปัจจัยที่สำคัญในการขับเคลื่อนการดำเนินงานประกอบไปด้วย ทรัพยากรที่ไม่ใช่เงินและทรัพยากรที่เป็นเงิน เพื่อใช้ในการบริหารจัดการในสถานศึกษาให้บรรลุตามวัตถุประสงค์ ในการระดมทรัพยากร ประกอบด้วย 5 ด้าน ดังนี้ ด้านบุคคล ด้านงบประมาณ ด้านวัสดุอุปกรณ์ ด้านเทคโนโลยี และด้านแหล่งการเรียนรู้ เป็นกระบวนการทำงานร่วมกันตามแนวทางที่กำหนด เป็นการส่งเสริมการบริหารงานด้านการศึกษาอื่น ๆ ให้มีประสิทธิภาพ สอดคล้องกับ ธัญลักษณ์ นวลศรี (2556) ได้ศึกษาเรื่อง การระดมทรัพยากรทางการศึกษาของโรงเรียนมัธยมศึกษาในเขตพื้นที่การศึกษามัธยมศึกษา เขต 6 พบว่า การระดมทรัพยากรทางการศึกษาของโรงเรียมัธยมศึกษาในเขตพื้นที่การศึกษามัธยมศึกษา เขต 6 ในภาพรวมอยู่ในระดับมากโดยเรียงลำดับจากมากไปหาน้อย ได้แก่ ด้านทรัพยากรการบริหารจัดการ ด้านวัสดุอุปกรณ์ ด้านทรัพยากรเงิน และด้านบุคคล

(2) เมื่อพิจารณาตามสถานภาพ พบว่า ผู้บริหารสถานศึกษามีความคิดเห็นต่อสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร โดยรวมและรายด้านอยู่ในระดับมาก ทั้งนี้อาจเนื่องมาจากสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร สนับสนุนการจัดการศึกษา ตามแนวทาง 5S Model ได้แก่ “ร่วมคิด ร่วมวางแผน ร่วมทำ ร่วมยินดี ร่วมรับผิดชอบ” โดยเน้นการมีส่วนร่วมจากทุกภาคส่วนและร่วมมือกับองค์กรปกครองส่วนท้องถิ่น ทำให้เกิดภาคีเครือข่ายในการระดมทรัพยากรทางการศึกษา สอดคล้องกับ Usman (2016) ได้ศึกษาเรื่อง ทรัพยากรทางการศึกษา : ส่วนประกอบสำคัญเพื่อประสิทธิผลการบริหารโรงเรียนในไนจีเรีย พบว่า ทรัพยากรทางการศึกษาเป็นสิ่งจำเป็นและเป็นส่วนประกอบที่สำคัญในการบริหารจดัการโรงเรียนและโดยพื้นฐานแล้วเป็นสิ่งที่จะนำไปสู่การพัฒนาด้านอื่น ๆ ในทุก ๆ ด้าน ในกระบวนการจัดการเรียนการสอนที่เป็นการรับประกัน ว่าโรงเรียนจะให้บริการที่มีคุณภาพสู่สังคม การประสบความสำเร็จในโรงเรียนในประเทศไนจีเรีย ขึ้นอยู่กับหลาย ๆ ปัจจัยในการบริการจัดการโรงเรียนที่มีประสิทธิภาพด้านต่าง ๆ ไม่ว่าจะเป็นภาวะผู้นำที่ดีระบบการจัดการเวลาในโรงเรียน การจัดสรรปันส่วนการเงินที่เหมาะสม การฝึกอบรมต่าง ๆ ในโรงเรียน ความสัมพันธ์ระหว่างบุคคลที่ดี และการใช้ประโยชน์ทรัพยากรที่มีอยู่อย่างเหมาะสม

(3) เมื่อพิจารณาตามขนาดสถานศึกษา พบว่า ผู้บริหารสถานศึกษามีและครูมีความคิดเห็นต่อสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร โดยรวมและรายด้าน พบว่าอยู่ในระดับมากทุกด้าน ผู้บริหารสถานศึกษามีและครูในสถานศึกษาขนาดเล็กมีความคิดเห็นต่อสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา โดยรวมและรายด้านอยู่ในระดับมากทุกด้าน ผู้บริหารสถานศึกษามีและครูในสถานศึกษาขนาดกลาง มีความคิดเห็นต่อสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา โดยรวมและรายด้านอยู่ในระดับมากทุกด้าน และผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ มีความคิดเห็นต่อสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับปานกลางทุกด้าน ทั้งนี้อาจเนื่องมาจาก สำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร ประกาศนโยบายจุดเน้นการพัฒนาคุณภาพการศึกษ ด้วยเป้าหมายการจัดการศึกษาที่ดีการบริหารจัดการเชิงพื้นที่บนบริบทเชิงพื้นที่จังหวัดมุกดาหาร สอดคคล้องกับ Sunday and Ayotunde (2018) ได้ศึกษาเรื่อง ทรัพยากรการศึกษาและการพัฒนาโรงเรียน

มัธยมศึกษาเอกชนการศึกษาในรัฐ Ekiti ประเทศไนจีเรีย : 1999 – 2016 พบว่าปริมาณและคุณภาพครูในโรงเรียนมีปริมาณเพียงพอ และทรัพยากรด้านวัสดุอุปกรณ์มีปริมาณเพียงพอ เช่นกัน ซึ่งสรุปได้ว่าทรัพยากรทางการศึกษาที่เพียงพอสามารถทำให้คุณภาพทางการศึกษาและการพัฒนาการศึกษาดีขึ้น จึงจำเป็นต้องสนับสนุนทรัพยากรทางการศึกษาให้เพียงพอและพัฒนาให้ดียิ่งขึ้นต่อไป

(4) ผลการเปรียบเทียบสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามสถานภาพโดยรวมและรายด้าน พบว่า ผู้บริหารสถานศึกษาและครูมีความคิดเห็นเกี่ยวกับสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษาแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 สอดคล้องกับ สังเวียน มาลาทอง (2556 : 72) ได้ศึกษาเรื่อง การศึกษาสภาพการระดมทรัพยากรเพื่อการบริหารการศึกษาในสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี พบว่า จำแนกตามตำแหน่ง โดยรวมและรายด้านแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทั้งนี้อาจเนื่องมาจากผู้บริหารสถานศึกษาเป็นผู้ที่มีบทบาทหน้าที่ในการที่จะระดมทรัพยากรมาใช้ในการบริหารการศึกษามากกว่าครู อีกทั้งนโยบายของหน่วยงานต้นสังกัดที่เน้นเรื่องการมีส่วนร่วมในทุกภาคส่วนเพื่อระดมทรัพยากรมาใช้ในการจัดการศึกษา

(5) ผลการเปรียบเทียบสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามขนาดสถานศึกษาโดยรวมและรายด้านพบว่า ผู้บริหารสถานศึกษาและครูมีความคิดเห็นต่อสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษาแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทั้งนี้อาจเนื่องมาจาก การระดมทรัพยากรเป็นไปอย่างหลากหลาย แตกต่างกันตามบริบทของสถานศึกษานั้นๆ ระหว่างสถานศึกษาของรัฐ เอกชน และองค์กรปกครองส่วนท้องถิ่น ทั้งที่อยู่ในเมืองและชนบท หรือแม้แต่ขนาดของสถานศึกษา ทั้งด้านตัวเงิน ภูมิปัญญา ความรู้ เทคโนโลยีและนวัตกรรมที่มีการแลกเปลี่ยนกันระหว่างสถานศึกษา วัสดุครุภัณฑ์ อาคารสถานที่ และสื่อการเรียนรู้ ซึ่งสอดคล้องกับ พิณสุดา สิริธรังศรี (2562) ได้กล่าวว่า บางโรงเรียนได้รับการสนับสนุนทรัพยากรสูงมาก ขณะที่บางโรงเรียนอยู่ในชุมชนค่อนข้างขาดแคลน การได้รับการสนับสนุนทรัพยากรก็จะน้อยตามไปด้วย แต่หากผู้นำมีความสามารถก็จะได้รับการสนับสนุนจากองค์กรหรือหน่วยงานนอกพื้นที่ด้วย ถือได้ว่าการระดมทรัพยากรทางการศึกษา มีความสำคัญและเป็นเรื่องจำเป็นในการจัดการศึกษา เพื่อให้การดำเนินงานการศึกษาเป็นไปอย่างมีคุณภาพเกิดประสิทธิภาพ ประสิทธิผล และส่งเสริมให้สถานศึกษาในสังกัดจัดการศึกษาได้อย่างมีคุณภาพชีวิต เกิดทักษะการเรียนรู้ ทักษะอาชีพ แก่ผู้เรียน นักศึกษา และประชาชน

(6) ปัญหาการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร คือ ขาดแคลนครู ทำให้ครูไม่ครบชั้นเรียน ได้รับจัดสรรเงินงบประมาณไม่พอต่อการบริการจัดการ วัสดุ ครุภัณฑ์ ไม่เพียงพอต่อการดำเนินงาน สื่อนวัตกรรม สิ่งประดิษฐ์ และเทคโนโลยีสารสนเทศไม่เพียงพอต่อการจัดกิจกรรมการเรียนการสอนและความต้องการของนักเรียน และขาดงบประมาณสนับสนุนการสร้างและใช้แหล่งเรียนรู้ สอดคล้องกับ Savasci, H. S., & Tomul, E. (2013) ได้ศึกษาเรื่องความสัมพันธ์ระหว่างทรัพยากรทางการศึกษาของโรงเรียนและผลสัมฤทธิ์ทางการเรียน พบว่า ปัญหาการขาดแคลนครูวิทยาศาสตร์ครูผู้สอนในหลักสูตรอื่น ๆ และการขาดช่างเทคนิค ห้องปฏิบัติการเป็นข้อจำกัดที่ส่งผลกระทบต่อผลสัมฤทธิ์ทางการเรียน ซึ่งปัญหาของการบริหารทรัพยากรทางการศึกษาไม่ว่าด้านใดด้านหนึ่งหรือทุกด้านก็จะส่งผลต่อการพัฒนาคุณภาพของผู้เรียน ให้เป็นคนดีมีปัญญา มีความสุข มีศักยภาพในการศึกษาต่อและประกอบอาชีพ

(7) แนวทางการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร คือ สถานศึกษาควรมีการประชุมวางแผนร่วมกับชุมชนและคณะกรรมการสถานศึกษาในการระดมทรัพยากรทางการศึกษาด้านต่าง ๆ มีการสร้างภาคีเครือข่าย มีการเสนอแผนงาน หรือโครงการ และกิจกรรมที่หลากหลายในการขอรับการสนับสนุนทรัพยากรทางการศึกษา มีการประชาสัมพันธ์ให้ชุมชนและหน่วยงานต่าง ๆ ได้รับทราบถึงการขอรับการสนับสนุน รวมถึงมีกิจกรรมที่แสดงถึงการตอบแทนและขอบคุณผู้ให้การสนับสนุนทรัพยากรทางการศึกษาด้านต่าง ๆ ทั้งนี้อาจเนื่องมาจาก ถึงแม้ภาครัฐต้องจัดสรรงบประมาณเกี่ยวกับทรัพยากรทางการศึกษาให้แต่ไม่อาจเพียงพอ จึงจำเป็นต้องได้รับความช่วยเหลือสนับสนุน การเข้ามามีส่วนร่วมจาก ภาครัฐ ภาคเอกชน และภาคประชาชน เพื่อให้การจัดการศึกษาแบบมีส่วนร่วมเป็นไปอย่างเสมอภาคอย่างทั่วถึง และมีคุณภาพ สอดคล้องกับ อำพล ราวกลาง (2555) ได้กล่าวว่า แนวทางที่ได้ในการระดมทรัพยากรทางการศึกษาเพื่อการบริหารจัดการสถานศึกษาขนาดเล็กในทุกๆ แนวทางจะต้องมีการสร้างเครือข่ายทางการศึกษาโดยมีชุมชนและหน่วยงานที่เกี่ยวข้องทั้งภาครัฐและเอกชนเข้ามามีส่วนร่วมในทุกกิจกรรมเสมอ เพราะหากขาดความร่วมมือจากชุมชนและหน่วยงานต่างๆ แล้วโรงเรียนก็ไม่สามารถประสบความสำเร็จในการระดมทรัพยากรทางการศึกษาได้เนื่องจากโรงเรียนจะอยู่อย่างโดดเดี่ยวไม่ได้จะต้องมีเครือข่ายเพื่อช่วยเหลือซึ่งกันและกันในด้านต่างๆ หากขาดเครือข่ายก็ไม่สามารถประสบผลสำเร็จในการทำกิจกรรมต่างๆ

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

(1) ผลจากการศึกษา สภาพ ปัญหาและแนวทางการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านวัสดุอุปกรณ์ ดังนั้น ผู้บริหารสถานศึกษาควรมีแผน/โครงการ ที่ชัดเจน ในการระดมทรัพยากรด้านวัสดุอุปกรณ์ รวมถึงการเพิ่มมาตรการทางภาษีสำหรับผู้สนับสนุนทรัพยากรการศึกษา การทำความเข้าใจ และเผยแพร่ประชาสัมพันธ์ การสร้างความสัมพันธ์ที่ดีกับชุมชน เครือข่าย และองค์กรต่าง ๆ

(2) ผลการเปรียบเทียบสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร จำแนกตามสถานภาพ ผู้บริหารสถานศึกษาและครูมีความคิดเห็นเกี่ยวกับสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษาแตกต่างกัน ดังนั้น ผู้บริหารสถานศึกษาควรชี้แจงให้ครูได้ทราบถึงนโยบายของหน่วยงานต้นสังกัด และเน้นให้ทุกคนมีส่วนร่วมในการระดมทรัพยากรมาใช้ในการจัดการศึกษา ในส่วนของการจำแนกตามขนาดสถานศึกษา ผู้บริหารสถานศึกษาและครูมีความคิดเห็นต่อสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษาแตกต่างกัน ดังนั้น การระดมทรัพยากรทางการศึกษาควรเป็นไปตามบริบทของแต่ละสถานศึกษานั้นๆ

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

(1) ควรศึกษาปัจจัยที่ส่งเสริมการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร เพื่อให้ได้ข้อมูลที่จะนำไปพัฒนาการระดมทรัพยากรทางการศึกษาให้มีประสิทธิภาพมากยิ่งขึ้น

(2) ควรศึกษากลยุทธ์การระดมทรัพยากรทางการศึกษาของสถานศึกษาที่ประสบความสำเร็จในการระดมทรัพยากรทางการศึกษา เพื่อให้สถานศึกษาอื่น ๆ นำไปใช้เป็นแนวทางในการระดมทรัพยากรทางการศึกษาเพื่อพัฒนาคุณภาพการศึกษาต่อไป

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สภาพ และความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

The Situations and Needs for The Participation for Students' Parent Under Nakhon Phanom Primary Educational Service Area Office 2

กัญญาภัทร หมื่นรัตน์ Kanyaphat Muenrat[1]
ชาญวิทย์ หาญรินทร์ Chanwit Hanrin[2]

บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์การมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน 2) ประเมินความต้องการจำเป็นการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน เป็นการวิจัยเชิงปริมาณ กลุ่มตัวอย่างประกอบด้วยผู้บริหารสถานศึกษาและผู้ปกครองนักเรียน สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำนวน 380 คน กำหนดขนาดกลุ่มตัวอย่างโดยการเทียบตารางของ Krejcie and Morgan และทำการสุ่มแบบแบ่งชั้น เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ ได้แก่ แบบสอบจำนวน 2 ฉบับ มีค่าดัชนีความสอดคล้องระหว่าง .80-1.0 สถิติที่ใช้ ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการวิจัย พบว่า 1) สภาพปัจจุบันของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน โดยรวมอยู่ในระดับมาก และสภาพที่พึงประสงค์การมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน โดยรวมอยู่ในระดับมากที่สุด 2) ผลการประเมินความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน มีค่าสูงสุด 3 อันดับ ได้แก่ การมีส่วนร่วมในการตัดสินใจ, การมีส่วนร่วมรับผิดชอบในหน้าที่ และการมีส่วนร่วมในการวางแผนงาน

คำสำคัญ: สภาพปัจจุบัน, สภาพที่พึงประสงค์, ความต้องการจำเป็น, การมีส่วนร่วม, ผู้ปกครอง

Abstract

The objectives of this research article were (1) to examine the current situations and desirable situations of participation for students' parents, and (2) to assess the needs of participation for students' parents. The samples consisted of 380 administrators and parents under Nakhon Phanom Primary Educational Service Area Office 2. The size was determined using the tables of Krejcie and Morgan and they were selected by Stratified Random Sampling. The instruments employed in data collection were 2 five-rating scale questionnaires as followed. 1) a questionnaire with the Index of Item Objective Congruence between .80-1.0. The statistics employed were percentage, mean, standard deviation and (PNIModified).

The results were found that (1) the current situations of participation for students' parents were at the high level in overall aspect and the desirable situations of participation for students' parents were at the highest level in overall aspect. (2) The top three highest of need assessment in participation for students' parents were: participation in decision-making, participation in duties and participation in activities according to project plans.

Keywords: Current Situations, Desirable Situations, Needs, Participation, Parents

บทนำ

พระราชบัญญัติระเบียบบริหารราชการกระทรวงศึกษาธิการ พ.ศ. 2546 ตามมาตรา 38 จึงกำหนดให้มีคณะกรรมการสถานศึกษาขั้นพื้นฐานซึ่งเป็นองค์คณะบุคคลที่ทำงานร่วมกับสถานศึกษามาทำหน้าที่กำกับและส่งเสริมสนับสนุนกิจการของ

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สถานศึกษา ประกอบด้วย ผู้แทนผู้ปกครอง ผู้แทนครูผู้แทนองค์กรชุมชน ผู้แทนองค์กรปกครองส่วนท้องถิ่น ผู้แทนศิษย์เก่าของสถานศึกษา ผู้แทนพระภิกษุสงฆ์หรือผู้แทนองค์กรศาสนาอื่นในพื้นที่ และผู้ทรงคุณวุฒิ (สำนักงานปลัดกระทรวงศึกษาธิการ : 2555) และเข้ามามีส่วนร่วมในการ บริหารงานในสถานศึกษา ซึ่งเป็นภาระงานหลักที่ต้องทำงานร่วมกันเป็นทีม เป็นหมู่คณะโดยธรรมชาติแล้ว การทำงานคนเดียวย่อมสำเร็จได้ยากจึงต้องร่วมแรงร่วมใจกันในองค์กรทำให้เกิดการมีส่วนร่วม องค์กรจะพัฒนาไปสู่เป้าหมายอย่างมีประสิทธิภาพ (ธร สุนทรายุทธ : 2551)

จากสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 ซึ่งเป็นไวรัสที่อุบัติใหม่และมีการแพร่ระบาดไปในประเทศ ต่าง ๆ ทั่วโลก รวมถึงประเทศไทยที่มีการแพร่ระบาดมาตั้งแต่เดือนมกราคม พ.ศ.2563 เป็นต้นมา ซึ่งกระทรวงสาธารณสุขได้ประกาศให้โรคติดเชื้อไวรัสโคโรนา 2019 หรือโรคโควิด-19 (Coronavirus Disease 2019 (COVID -19)) ให้เป็นโรคติดต่ออันตรายตามพระราชบัญญัติโรคติดต่อ พ.ศ.2558 เพื่อประโยชน์ในการเฝ้าระวังป้องกัน และควบคุมโรคติดต่ออันตราย สถานการณ์การแพร่ระบาดโรค COVID-19 นี้ ยังส่งผลกระทบต่อเศรษฐกิจ สังคมและการศึกษา ทั้งผลกระทบในช่วงระยะเวลาที่มีการระบาดของโรคและผลกระทบต่อเนื่องอีกในระยะยาว (กระทรวงสาธารณสุข. 2565 : 5) ดังนั้น กระทรวงสาธารณสุขร่วมกับกระทรวงศึกษาธิการ มีการปรับรูปแบบการเรียนการสอนและการสอบเพื่อให้นักเรียนและนักศึกษาสามารถเข้าถึงโอกาสทางการศึกษาได้มากสุด ได้ทบทวนและพัฒนาปรับปรุงแนวปฏิบัติ สำหรับสถานศึกษาตามมาตรการเปิดเรียน On site ปลอดภัยอยู่ได้กับโควิด-19 ในสถานศึกษา เตรียมความพร้อมการเปิดภาคเรียนที่ 1/2565 เพื่อให้นักเรียน ครู บุคลากรทางการศึกษาและสถานศึกษา เปิดเรียน On site จัดให้มีการเรียนการสอนที่โรงเรียน มีปฏิสัมพันธ์แลกเปลี่ยนเรียนรู้ร่วมกันและอยู่ได้กับโควิด-19 อย่างปลอดภัย (กรมควบคุมโรค : 2565) ฉะนั้น การจัดการเรียนการสอนในสถานการณ์การระบาดของโรคติดเชื้อโควิด-19 ต้องอาศัยหลักการมีส่วนร่วมของทุกภาคส่วน มีการกำหนดนโยบายและวางแผนการจัดการเรียนการสอนให้มีประสิทธิภาพ โดยผู้บริหาร ครู พ่อแม่ผู้ปกครอง ชุมชน รวมถึงตัวผู้เรียนเอง ควรมีการปรึกษาหารือรือ ประชุมพูดคุยกัน เพื่อให้ได้ทราบถึงความต้องการหรือปัญหาของทุกฝ่ายที่จะนำไปสู่การปฏิบัติที่เป็นแนวเดียวกันอย่างมีประสิทธิภาพ

เป้าหมายการจัดการเรียนรู้ของสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 คือ (1) ผู้เรียนระดับก่อนประถมศึกษา และระดับการศึกษาขั้นพื้นฐานทุกคนมีคุณธรรมจริยธรรม พัฒนาการที่เหมาะสมตามวัย มีคุณภาพและทักษะการเรียนรู้ในศตวรรษที่ 21 มีประเด็นกลยุทธ์ คือ การจัดการศึกษาเพื่อความมั่นคง (2) ประชากรวัยเรียนทุกคนได้รับโอกาสในการศึกษาขั้นพื้นฐานอย่างทั่วถึงมีคุณภาพและเสมอภาค มีประเด็นกลยุทธ์ คือ พัฒนาคุณภาพผู้เรียนและส่งเสริมการจัดการศึกษาเพื่อสร้างขีดความสามารถในการแข่งขัน (3) ครูและบุคลากรทางการศึกษามีสมรรถนะตรงตามสายงานและมีวัฒนธรรมการทำงานที่มุ่งเน้นผลสัมฤทธิ์ มีประเด็นกลยุทธ์ คือ ส่งเสริมและสนับสนุนการพัฒนาครูและบุคลากรทางการศึกษา (4) สถานศึกษามีประสิทธิภาพและเป็นกลไกขับเคลื่อนการศึกษาขั้นพื้นฐานตามหลักปรัชญาของเศรษฐกิจพอเพียงและใช้ศาสตร์พระราชาพัฒนาคุณภาพสู่ระดับมาตรฐานสากล มีประเด็นกลยุทธ์ คือ ขยายโอกาสการเข้าถึงบริการทางการศึกษาและการเรียนรูอย่างมีคุณภาพ (5) มีเครือข่ายในการบริหารจัดการ เน้นการทำงานแบบบูรณาการ บริหารแบบมีส่วนร่วมจากทุกภาคส่วนในการจัดการศึกษา มีประเด็นกลยุทธ์ คือ จัดการศึกษาเพื่อเสริมสร้างคุณธรรม จริยธรรมความเป็นไทยและคุณภาพชีวิตที่เป็นมิตรกับสิ่งแวดล้อม (6) สำนักงานเขตพื้นที่การศึกษาและสถานศึกษามีการพัฒนาสื่อ เทคโนโลยี และระบบข้อมูลสารสนเทศเพื่อการบริหารจัดการศึกษาอย่างมีประสิทธิภาพ มีประเด็นกลยุทธ์ คือ พัฒนาระบบบริหารจัดการตามหลักธรรมาภิบาลและส่งเสริมให้ทุกภาคส่วนมีส่วนร่วมในการจัดการศึกษา (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2. 2564)

ตามแผนพัฒนาการศึกษาขั้นพื้นฐาน พ.ศ.2561-2564 ของสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 เป็นหน่วยงานที่รับผิดชอบจัดการศึกษาสถานศึกษาตั้งแต่ระดับก่อนประถมศึกษา-ระดับมัธยมศึกษาตอนต้นใน 6 อำเภอของจังหวัดนครพนม โดยมีนโยบายทางการศึกษาเร่งพัฒนาคุณภาพการศึกษาโดยการปฏิรูประบบความรู้ของสังคมไทย สร้างโอกาสทางการศึกษา กระจายโอกาสทางการศึกษาในสังคมไทย โดยคำนึงถึงการสร้างความเสมอภาคและความเป็นธรรมให้เกิดขึ้นแก่ประชากรทุกกลุ่ม โดยกำหนดพันธกิจเกี่ยวกับการส่งเสริมและสนับสนุนผู้เรียนทุกคนได้รับโอกาสทางการศึกษาขั้นพื้นฐานอย่างทั่วถึงและมีคุณภาพตามมาตรฐานระดับสากล ให้ผู้เรียนมีคุณธรรม จริยธรรม มีคุณลักษณะอันพึงประสงค์ตามหลักสูตรและค่านิยมหลักของคนไทย 12 ประการ พัฒนาระบบบริหารจัดการตามหลักธรรมาภิบาล เน้นการมีส่วนร่วม การบูรณาการการจัดการศึกษาและเสริมสร้างความรับผิดชอบต่อคุณภาพการศึกษาและส่งเสริมสนับสนุนให้ผู้เรียนน้อมนำศาสตร์พระราชาสู่การปฏิบัติอย่างยั่งยืน

การมีส่วนร่วมเป็นสิ่งสำคัญที่จะช่วยให้กิจกรรมของสถานศึกษาและเขตพื้นที่ดำเนินไปอย่างต่อเนื่อง ส่งผลให้การศึกษามีประสิทธิภาพมากยิ่งขึ้น โดยอาศัยการเข้ามามีส่วนร่วมโดยอำนาจหน้าที่รับผิดชอบและเข้าร่วมโดยอิสระในการติดต่อประสานงานและทำกิจกรรมต่าง ๆ ร่วมกัน ร่วมรับผิดชอบแก้ไขปัญหาและร่วมรับผลประโยชน์ จากความเป็นมาและความสำคัญดังกล่าว ผู้ศึกษาจึงสนใจศึกษาการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

ที่มีความแตกต่างกันทางสถานภาพ ระหว่างผู้บริหารสถานศึกษาและผู้ปกครอง เพื่อนำแนวทางมาปรับปรุงพัฒนาเกี่ยวกับบทบาทการมีส่วนร่วมในการวางแผนงาน การมีส่วนร่วมรับผิดชอบในหน้าที่ การมีส่วนร่วมในการตัดสินใจ การมีส่วนร่วมในการติดตามและประเมินผลและการมีส่วนร่วมในการรับผลประโยชน์ เพื่อพัฒนาคุณภาพการศึกษา มีแนวทางที่ตรงตามบริบทของแต่ละท้องถิ่นและเกิดประโยชน์สูงสุดต่อทุกฝ่าย

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2
2. เพื่อประเมินความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

กรอบแนวคิดในการวิจัย

ผู้วิจัยได้สรุปกรอบแนวคิดการศึกษาสภาพ และความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ผู้วิจัยได้สังเคราะห์กรอบแนวคิด ของ Yadav (1980) ; Cohen and Uphoff (1981) ; Gustavo (1992) ; United Nations (1981) ; จอมพงศ์ มงคลวนิช (2556) ; มนตรี แจ่มศรี (2557) ; มหาวิทยาลัยรามคำแหง (2557) ; สมบัติ ปัญญาคง (2561) ; สมพร หลิมเจริญ (2564) ซึ่งสรุปกรอบแนวคิดของการวิจัยไว้ 5 ด้าน ดังนี้

1. การมีส่วนร่วมในการวางแผนงาน
2. การมีส่วนร่วมรับผิดชอบในหน้าที่
3. การมีส่วนร่วมในการตัดสินใจ
4. การมีส่วนร่วมในการติดตามและประเมินผล
5. การมีส่วนร่วมในการรับผลประโยชน์

วิธีดำเนินการวิจัย

1. รูปแบบการวิจัย เป็นการวิจัยเชิงปริมาณ (Quantitative Research)

2. ประชากรและกลุ่มตัวอย่าง ประชากร ได้แก่ ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและผู้ปกครองนักเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปีการศึกษา 2565 จากสถานศึกษาจำนวน 181 โรงเรียน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 181 คน ผู้ปกครองนักเรียน จำนวน 28,219 คน โดยถือว่านักเรียน 1 คนมีผู้ปกครอง 1 คน รวมทั้งสิ้น 28,400 คน(สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 วันที่ 1 พฤษภาคม 2565) กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและผู้ปกครองนักเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปีการศึกษา 2565 จำนวน 380 คน ประกอบด้วยผู้บริหารสถานศึกษา จำนวน 75 คน ผู้ปกครองนักเรียน จำนวน 305 คน ผู้ศึกษาได้กำหนดกลุ่มตัวอย่างโดยการเทียบตารางของ Krejcie and Morgan ซึ่งได้มาโดยวิธีการสุ่มแบบแบ่งชั้น (Stratified Random Sampling)

3. เครื่องมือที่ใช้ในการวิจัย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้เป็นแบบสอบถาม จำนวน 2 ฉบับ ฉบับที่ 1 เป็นแบบสอบถามสภาพปัจจุบันของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .80–1.00 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .94 ฉบับที่ 2 เป็นแบบสอบถามสภาพที่พึงประสงค์ของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .80–1.00 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .95

4. การเก็บรวบรวมข้อมูล ได้เก็บรวบรวมข้อมูลจากผู้บริหารและผู้ปกครองที่เป็นกลุ่มตัวอย่าง โดยการส่งแบบสอบถามและรับแบบสอบถามเอง และวิธีส่งแบบสอบถามทางออนไลน์ไปยังสถานศึกษาที่มีกลุ่มตัวอย่าง เก็บรวบรวมข้อมูลเดือนตุลาคม พ.ศ.2565 ได้แบบสอบถามคืนจำนวน 380 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล ได้นำแบบสอบถามที่ได้รับคืนทุกฉบับไปวิเคราะห์ข้อมูลด้วยโปรแกรมคอมพิวเตอร์สำเร็จรูป ดังนี้

5.1 สถานภาพของผู้ตอบแบบสอบถามและข้อมูลการใช้โปรแกรมออนไลน์ในการเรียนการสอน วิเคราะห์ข้อมูลโดยหาค่าความถี่และร้อยละ

5.2 ข้อมูลสภาพปัจจุบันและสภาพที่พึงประสงค์ของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 วิเคราะห์ข้อมูลโดยหาค่าสถิติพื้นฐาน ได้แก่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน แล้วนำมาเทียบเกณฑ์การแปลความหมายที่กำหนด (บุญชม ศรีสะอาด. 2558) ดังนี้

ค่าเฉลี่ย 4.51 - 5.00 หมายถึง มีการปฏิบัติ อยู่ในระดับมากที่สุด
ค่าเฉลี่ย 3.51 - 4.50 หมายถึง มีการปฏิบัติ อยู่ในระดับมาก
ค่าเฉลี่ย 2.51 - 3.50 หมายถึง การปฏิบัติ อยู่ในระดับปานกลาง
ค่าเฉลี่ย 1.51 - 2.50 หมายถึง มีการปฏิบัติ อยู่ในระดับน้อย
ค่าเฉลี่ย 1.00 - 1.50 หมายถึง มีการปฏิบัติ อยู่ในระดับน้อยที่สุด

5.3 ผลการประเมินความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ใช้การประเมินการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) ตามแนวคิดของสุวิมล ว่องวานิช (2558)

สรุปผลการวิจัย

จากการวิจัย เรื่อง สภาพ และความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ผลการวิจัยปรากฏ ดังนี้

1. ผลการวิจัยสภาพและสภาพที่พึงประสงค์ของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปรากฏผลการวิจัยดังตารางที่ 1

ตารางที่ 1 แสดงค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ความคิดเห็นเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมและจำแนกเป็นรายด้าน

การมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\overline{x}$	S.D.	แปลผล	$\overline{x}$	S.D.	แปลผล
1. การมีส่วนร่วมในการวางแผนงาน	3.52	0.88	มาก	4.59	0.26	มากที่สุด
2. การมีส่วนร่วมรับผิดชอบในหน้าที่	3.29	0.81	ปานกลาง	4.62	0.27	มากที่สุด
3. การมีส่วนร่วมในการตัดสินใจ	3.26	0.74	ปานกลาง	4.64	0.24	มากที่สุด
4. การมีส่วนร่วมในการติดตามและประเมินผล	3.68	0.74	มาก	4.63	0.24	มากที่สุด
5. การมีส่วนร่วมในการรับผลประโยชน์	3.99	0.74	มาก	4.57	0.28	มากที่สุด
รวม	3.55	0.59	มาก	4.61	0.15	มากที่สุด

จากตารางที่ 1 พบว่าผู้บริหารและผู้ปกครองนักเรียน มีความคิดเห็นเกี่ยวกับสภาพปัจจุบันของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยภาพรวมอยู่ในระดับมาก ($\overline{X}$= 3.55) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมาก 3 ด้าน ($\overline{X}$= 3.52 – 3.99) ได้แก่ ด้านการมีส่วนร่วมในการรับผลประโยชน์ ($\overline{X}$= 3.99) รองลงมา ได้แก่ ด้านการมีส่วนร่วมในการติดตามและประเมินผล ($\overline{X}$= 3.68) และด้านการการมีส่วนร่วมในการวางแผนงาน ($\overline{X}$= 3.52) อยู่ในระดับปานกลาง 2 ด้าน ($\overline{X}$= 3.26 – 3.29) ได้แก่ และด้านการมีส่วนร่วมรับผิดชอบในหน้าที่ ($\overline{X}$ = 3.29) และด้านการมีส่วนร่วมในการตัดสินใจ ($\overline{X}$ = 3.26)

ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์ของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยภาพรวมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.61) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากที่สุด 5 ด้าน ($\overline{X}$ = 4.57 – 4.64) ได้แก่ ด้านการมีส่วนร่วมในการตัดสินใจ ($\overline{X}$ = 4.64) รองลงมา ได้แก่ ด้านการมีส่วนร่วมในการติดตามและประเมินผล ($\overline{X}$ = 4.63) ด้านการมีส่วนร่วมรับผิดชอบในหน้าที่ ($\overline{X}$ = 4.62) ด้านการมีส่วนร่วมในการวางแผนงาน ($\overline{X}$ = 4.59) และด้านการมีส่วนร่วมในการรับผลประโยชน์ ($\overline{X}$ = 4.57)

2. ผลการประเมินความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยแสดงค่า Modified Priority Needs Index ($PNI_{Modified}$) ปรากฏผลการวิจัยดังตารางที่ 2

ตารางที่ 2 แสดงค่าเฉลี่ยสภาพปัจจุบัน สภาพที่พึงประสงค์ ค่าดัชนีความต้องการจำเป็นและลำดับความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมและจำแนกเป็นรายด้าน

การมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1. การมีส่วนร่วมในการวางแผนงาน	3.52	4.59	0.30	3
2. การมีส่วนร่วมรับผิดชอบในหน้าที่	3.29	4.62	0.40	2
3. การมีส่วนร่วมในการตัดสินใจ	3.26	4.64	0.42	1
4. การมีส่วนร่วมในการติดตามและประเมินผล	3.68	4.63	0.26	4
5. การมีส่วนร่วมในการรับผลประโยชน์	3.99	4.57	0.15	5
รวม	3.55	4.60	0.27	-

จากตารางที่ 2 พบว่า ผลการประเมินความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มีค่าดัชนีความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน โดยรวมมีค่าเท่ากับ 0.27 เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าสูงสุดไปค่าต่ำสุด ได้แก่ ลำดับที่ 1 ด้านที่ 3 การมีส่วนร่วมในการตัดสินใจ ($PNI_{Modified}$ = 0.42) ลำดับที่ 2 ด้านที่ 2 การมีส่วนร่วมรับผิดชอบในหน้าที่ ($PNI_{Modified}$ = 0.40) ลำดับที่ 3 ด้านที่ 1 การมีส่วนร่วมในการวางแผนงาน ($PNI_{Modified}$ = 0.30) ลำดับที่ 4 ด้านที่ 4 การมีส่วนร่วมในการติดตามและประเมินผล ($PNI_{Modified}$ = 0.26) และลำดับที่ 5 ด้านที่ 5 การมีส่วนร่วมในการรับผลประโยชน์ ($PNI_{Modified}$ = 0.15) ตามลำดับ

อภิปรายผลการวิจัย

จากผลการวิจัย สามารถอภิปรายผลได้ดังนี้

1. จากผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปรากฏผลการวิจัยที่สามารถอภิปรายได้ว่า

1.1 สภาพปัจจุบันของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ การมีส่วนร่วมในการรับผลประโยชน์ ทั้งนี้ อาจเป็นเพราะพ่อแม่ ผู้ปกครอง กลุ่มคนในชุมชนเข้ามามีบทบาทสำคัญในการเข้ามามีบทบาทในการวางแผน ดำเนินกิจกรรมตามแผนงาน และรับผลประโยชน์ร่วมกัน ซึ่งสอดคล้องกับงานวิจัยของ กนกพรรณ สังขพันธ์ (2558) ได้ศึกษาเรื่อง การมีส่วนร่วมในการบริหารงานโรงเรียนที่ส่งผลต่อการดำเนินงาน วิชาการของโรงเรียนเอกชน อำเภอศรีราชา จังหวัดชลบุรี สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 3 พบว่า การเข้าร่วมในการบริหารงาน อยู่ในระดับมาก การปฏิบัติงานวิชาการ ความสัมพันธ์ระหว่างการเข้าร่วมกับการบริหารงานวิชาการและผลการเข้าร่วมในการตัดสินใจ ด้านการประเมินผล ด้านการวางแผนและด้านการดำเนินงาน มีผลในเชิงบวกที่ระดับมากที่สุด การที่บุคคลในชุมชนเข้ามามีบทบาทในการร่วมแสดงความคิดเห็น ร่วมตัดสินใจ ร่วมปฏิบัติกิจกรรมต่าง ๆ ร่วมเสียสละเวลา แรงงาน วัสดุอุปกรณ์ต่าง ๆ และอื่นๆ จึงส่งผลให้ผู้ปกครอง ครู และสถานศึกษามีความสัมพันธ์อันดีมากขึ้น สอดคล้องกับมะลิวรรณ์ เกษนาค (2558) ได้ศึกษาเรื่อง การศึกษาความต้องการมีส่วนร่วม ของผู้ปกครองในการจัดการศึกษาของโรงเรียนกลุ่มบัวหลวง อำเภอบัวหลวง สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครสวรรค์ เขต 3 พบว่า โดยรวมการเข้าร่วมของผู้ปกครอง อยู่ในระดับมาก เมื่อสรุปเป็นรายด้าน มีค่าเฉลี่ยอยู่ในระดับมากทุกด้าน ซึ่งเรียงลำดับ ได้ดังนี้ ด้านการสนับสนุนสถานศึกษา ด้านการจัดการเรียนการสอน ด้านติดตามประเมินผล ด้านจัดการทั่วไปและด้านจัดหลักสูตรท้องถิ่น สอดคล้องกับ ปาลภัสสร์ อัญบุตร (2555) ได้ศึกษา การเข้าร่วมของผู้ปกครองในการบริหารงานทั่วไป โรงเรียนในสังกัดกรุงเทพมหานคร พบว่า ความต้องการเข้าร่วมของผู้ปกครองของการบริหารงานทั่วไป โดยภาพรวมอยู่ในระดับปานกลาง และเมื่อสรุป

เป็นขั้นจากค่าเฉลี่ยสูงสุดไปหาต่ำสุด ได้แก่ ขั้นเข้าร่วมรับผลประโยชน์ ถัดมาขั้นเข้าร่วมในการตัดสินใจและสขั้นที่มีค่าเฉลี่ยต่ำสุด คือ ขั้นการปฏิบัติกิจกรรม

1.2 ผลการศึกษาสภาพที่พึงประสงค์ของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ การมีส่วนร่วมในการตัดสินใจ ทั้งนี้ อาจเป็นเพราะกระบวนการที่ต้องอาศัยความร่วมมือระหว่างสถานศึกษา ผู้บริหารสถานศึกษา ครูและบุคลากรทางการศึกษา ผู้ปกครองและชุมชน โดยการสนับสนุนและเปิดโอกาสให้ทุกฝ่ายสามารถเข้าร่วมในกิจกรรมต่าง ๆ ขององค์กร ในเรื่องของการรับรู้ร่วมกัน การแสดงออกทางความคิดเห็นและตัดสินใจแก้ไขปัญหาร่วมกัน ซึ่งเป็นการสร้างความสัมพันธ์อันดีให้เกิดขึ้นในองค์กรร่วมถึงมีการพัฒนาอย่างต่อเนื่อง ซึ่งสอดคล้องกับ กันรญาณี ศรีสุรักษ์ (2559) ได้ศึกษา เรื่อง การเข้าร่วมของผู้ปกครองในการจัดการศึกษาของโรงเรียนพลูตาหลวงวิทยา สังกัดองค์การบริหารส่วนจังหวัดชลบุรี พบว่า การมีส่วนร่วมของผู้ปกครอง ด้านบริหารงานวิชาการ ด้านบริหารงานบุคคล ด้านบริหารงานทั่วไป อยู่ในระดับปานกลาง และด้านบริหารงานงบประมาณ อยู่ในระดับน้อย ซึ่งผู้ปกครองมีความคิดเห็นรายด้านแตกต่างกัน สอดคล้องกับประวิชญา แข่งขันและคณะ (2558) ได้ศึกษา การเข้าร่วมของผู้ปกครองในการจัดกิจกรรมส่งเสริมพัฒนาการกล้ามเนื้อมัดเล็กของเด็กปฐมวัย พบว่า ความพึงพอใจของผู้ปกครองที่เข้าร่วมกิจกรรมในภาพรวมผู้ปกครองมีความพึงพอใจต่อการจัดกิจกรรมอยู่ในระดับมาก จำแนกเป็นด้านได้ ดังนี้ ดังนี้ ด้านกระบวนการและขั้นตอนการจัดกิจกรรม ด้านการดำเนินกิจกรรมทำให้ผู้ปกครองเข้าใจระดับความสามารถของเด็กมากขึ้นและสถานที่ดำเนินกิจกรรมที่มีความสะดวก

2. ผลการประเมินความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า ด้านที่มีความสำคัญของความต้องการจำเป็นสูงสุด คือ ด้านการมีส่วนร่วมในการตัดสินใจ ทั้งนี้ อาจเป็นเพราะสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ควรมีกระบวนการที่กระตุ้นให้เกิดความปรารถนาตามสภาพที่เป็นปัจจุบันและตามสภาพที่ควรจะเป็น โดยระบุสิ่งที่เกิดสำคัญก่อนหลัง เพื่อจัดลำดับความต้องการจำเป็นแล้วนำข้อมูลที่ได้มาวิเคราะห์ในการหาแนวทางแก้ไข ปัญหาร่วมกันและประเมินผลที่จะเกิดขึ้นในอนาคต แล้วนำผลการประเมินที่ได้ไปจัดทำแผนดำเนินงานเพื่อพัฒนาองค์กรให้บรรลุตามเป้าหมายที่ตั้งไว้ สอดคล้องกับ จันทิมา จันทรประสาท (2560) ได้ศึกษา การพัฒนาสมรรถนะด้านการวัดและประเมินผลการศึกษาของครูโรงเรียนในสังกัดมูลนิธิแห่งสภาคริสตจักรในประเทศไทย พบว่า ผลการประเมินความต้องการจำเป็นการพัฒนาสมรรถนะด้านวัดและประเมินผลการศึกษาของบุคลากรทางการศึกษา สภาพที่เป็นอยู่กับสภาพที่ควรจะเป็นมีค่าสูงสุดทุกด้าน เรียงลำดับได้ดังนี้ ด้านทักษะมีค่าดัชนีลำดับความสำคัญของความต้องการจำเป็นสูงที่สุดเป็นลำดับแรก รองลงมาด้านความรู้และด้านคุณลักษณะ

ผลการเปรียบเทียบความต้องการจำเป็น จำแนกตามลักษณะส่วนบุคคลในภาพรวม พบว่า จำแนกตามเพศ มีความต้องการจำเป็นของครูเพศชายสูงกว่าเพศหญิง จำแนกตามอายุ ครูที่มีอายุ 21-30 ปี มีความต้องการจำเป็นสูงที่สุด จำแนกตามระดับการศึกษา ครูระดับการศึกษาปริญญาตรีมีความต้องการจำเป็นสูงที่สุด จำแนกตามหน้าที่ ครูที่มีหน้าที่อื่นนอกเหนือจากเป็นครูสอนมีความต้องการจำเป็นสูงที่สุด จำแนกตามประสบการณ์การทำงาน ครูที่มีประสบการณ์การทำงาน 1-10 ปี มีความต้องการจำเป็นสูงที่สุด และจำแนกตามขนาดสถานศึกมา ครูที่อยู่ในสถานศึกษาขนาดเล็กมีความต้องการจำเป็นสูงที่สุด

ข้อเสนอแนะ

1. ข้อเสนอแนะเพื่อนำผลการวิจัยไปใช้

1.1 ผลจากการวิจัยสภาพปัจจุบันของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า ด้านที่มีค่าเฉลี่ยต่ำสุด คือ การมีส่วนร่วมในการตัดสินใจ ดังนั้น สังกัดสำนักงานเขตพื้นที่การศึกษาหรือหน่วยงานที่มีหน้าที่รับผิดชอบและผู้บริหารสถานศึกษาต้องให้ความสำคัญ ควรมีการเปิดโอกาสให้ผู้ปกครองได้แสดงความคิดเห็น ความรู้ความสามารถในการนำประสบการณ์ที่มีอยู่มาแลกเปลี่ยนความรู้ให้กับสถานศึกษา เพื่อเป็นการสร้างองค์ความรู้ให้มีคุณภาพมากยิ่งขึ้น

1.2 ผลจากการวิจัยสภาพที่พึงประสงค์ของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ การมีส่วนร่วมในการตัดสินใจ ดังนั้น สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ควรเปิดโอกาสให้ผู้ปกครองได้มีส่วนร่วมในการเสนอแนะแนวทาง การแชร์ความคิดเห็นสร้างภาคีเครือข่ายให้มากยิ่งขึ้นเพื่อประโยชน์สูงสุดต่อทุกฝ่าย

1.3 ความต้องการจำเป็นของการมีส่วนร่วมของผู้ปกครองในการจัดการเรียนการสอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ที่มีค่าสูงสุด คือ ด้านการมีส่วนร่วมในการตัดสินใจ ดังนั้น ผู้บริหารสถานศึกษา ควรจัดอบรม

ให้ความรู้และสร้างความเข้าใจเกี่ยวกับบทบาทของผู้ปกครองในการจัดการเรียนการสอน มีการมอบหมายหน้าที่ในการกำกับติดตามการเรียนการสอนร่วมกัน กำหนดกิจกรรมที่เปิดโอกาสให้ผู้ปกครองได้เข้ามามีส่วนร่วมเพิ่มมากขึ้น มีการจัดการเรียนการสอนที่สอดคล้องกับสภาพชุมชนและความต้องการของผู้เรียน

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรศึกษาสภาพความต้องการจำเป็นและแนวทางพัฒนาที่ส่งผลต่อการจัดการเรียนการสอน ในเขตพื้นที่การศึกษาอื่น ๆ

2.2 ควรวิจัยปัจจัยการบริหารงานของสถานศึกษาและแนวทางป้องกันโรคระบาดที่ส่งผลต่อการจัดการเรียนการสอนภายในเขตพื้นที่การศึกษาอื่น ๆ ในระดับอื่น ๆ

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สภาพ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษา ในยุคดิจิทัลสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

Situations and Needs in Development Academic Leadership on School Administrators in the Digital Era under Nakhon Phanom Primary Educational Service Area Office 1

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และ(2) ประเมินความต้องการจำเป็นในการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล กลุ่มตัวอย่างที่ใช้ในวิจัย คือผู้บริหารสถานศึกษาและครู จำนวน 365 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ จำนวน 2 ฉบับ คือ (1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .46 - .89 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98 (2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้องระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .49 - .85 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ. 98 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการวิจัยพบว่า (1) สภาพปัจจุบันภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล โดยรวมอยู่ในระดับมาก สภาพที่พึงประสงค์ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล อยู่ในระดับมากที่สุด (2) ความต้องการจำเป็นในการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล ที่มีค่าสูงสุด 3 อันดับแรก ได้แก่ 1) ด้านการบริหารหลักสูตรและการเรียนการสอน 2) ด้านการส่งเสริมบรรยากาศทางวิชาการ และ 3) ด้านการมีวิสัยทัศน์

คำสำคัญ : สภาพปัจจุบัน, สภาพที่พึงประสงค์, ความต้องการจำเป็น, ภาวะผู้นำทางวิชาการยุคดิจิทัล

Abstract

The purposes of this study were 1) to examine the current and desirable situations, and 2) to assess the needs in Development academic leadership on school administrators in the digital era. The samples used were 365 school administrators and teachers. The instruments employed in data collection were 2 five-rating scale questionnaires as followed : (1) a current situation questionnaire with the Index of item Congruence (IC) between .80 - 1.00, the discrimination between .46 - .89, and the reliability of .98 and (2) a questionnaire in the desirable situations with the Index of item Congruence (IC) between .80 - 1.00, the discrimination between .49 - .85, and the reliability of .98 The statistics employed in data analysis were percentage, mean, standard deviation, and the modified priority need assessment index ($PNI_{Modified}$).

The results revealed that (1) the current situations academic leadership on school administrators in the digital era were at the high level in overall aspect and the desirable situations academic leadership in the digital era skills of school administrators were at the highest level in overall aspect. (2) The top three highest of need assessment in situations and the priority needs index in Development on academic leadership in the digital era skills of school administrators were 1) course administration and teaching; 2) Promotion of academic atmosphere; and 3) vision respectively.

Keywords: Current Situations, Desirable Situations, Needs, Academic Leadership in the Digital Era

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บทนำ

สังคมยุคความรู้ในศตวรรษที่ 21 มีการเปลี่ยนแปลงอย่างรวดเร็วเนื่องมาจากการใช้เทคโนโลยี เพื่อเชื่อมโยงข้อมูลต่างๆ ของทุกภูมิภาคของโลกเข้าด้วยกัน พลังขับของเทคโนโลยียุคดิจิทัลส่งผลทำให้เกิดการเปลี่ยนแปลงอย่างรวดเร็วซึ่งการเปลี่ยนแปลงดังกล่าว ทำให้เกิดการเปลี่ยนแปลงทางการศึกษาตามไปด้วยอย่างไม่อาจหลีกเลี่ยงได้ สถานศึกษาจึงต้องมีความตื่นตัวและเตรียมพร้อมในการจัดการเรียนรู้ เพื่อเตรียมความพร้อมให้นักเรียนมีทักษะสำหรับการออกไปดำรงชีวิตในโลกในศตวรรษที่ 21 ซึ่งส่งผลให้มีการเปลี่ยนแปลงการจัดการเรียนรู้เพื่อเด็กในศตวรรษที่ 21 แนวโน้มของสังคมโลกและสังคมไทย
ในศตวรรษที่ 21 มีการเปลี่ยนแปลงค่อนข้างมาก (สมหมาย อ่ำดอนกลอย. 2556)

สถานศึกษาในศตวรรษที่ 21 ซึ่งเป็นสถานศึกษาในยุคดิจิทัล ผู้บริหารสถานศึกษามีความจำเป็นต้องเข้าใจบริบทของสถานศึกษาในยุคนี้ ที่สภาพแวดล้อมภายนอกได้เข้ามามีผลกระทบต่อการบริหารสถานศึกษาอย่างมาก โดยเฉพาะสภาพแวดล้อมทางเทคโนโลยีที่เป็นทั้งปัจจัยเอื้อ และปัจจัยที่เป็นอุปสรรคในการดำเนินกิจกรรมของสถานศึกษาในการจัดการเรียนรู้ให้กับผู้เรียน ทั้งการเปลี่ยนแปลงในระดับต่างๆ ที่ส่งผลกระทบต่อการศึกษาของไทยนโยบายประเทศไทย 4.0 ของรัฐบาล ที่ต้องการขับเคลื่อนเศรษฐกิจด้วยนวัตกรรม ซึ่งมีความจำเป็นที่จะต้องใช้การศึกษา 4.0 ในการพัฒนาทรัพยากรมนุษย์ของประเทศด้วย สิ่งเหล่านี้ส่งผลกระทบทำให้สภาพแวดล้อมภายใน ไม่ว่าจะเป็นผู้เรียนในยุคดิจิทัลการเรียนรู้ในยุคดิจิทัล ครูในยุคดิจิทัล และเทคโนโลยีและนวัตกรรม การเรียนรู้ในยุคดิจิทัลเปลี่ยนแปลงตามไปด้วย (สุกัญญา แช่มช้อย. 2562)

การบริหารจัดการสถานศึกษาในยุคดิจิทัล ผู้บริหารสถานศึกษาจำเป็นต้องมีความรู้ ความเข้าใจเกี่ยวกับเทคโนโลยีการสื่อสาร และเทคโนโลยีคอมพิวเตอร์ เพื่อให้สามารถที่จะเลือกใช้กับการบริหารสถานศึกษาได้อย่างเหมาะสมคุ้มค่า และเพียงพอต่อการใช้งาน (จิณณวัตร ปะโคทัง. 2561) และมีภาวะผู้นำแบบดิจิทัล เป็นกระบวนการหรือความสามารถ หรือพฤติกรรมที่ผู้บริหารโรงเรียนใช้อิทธิพล และอำนาจที่มีกระตุ้นให้บุคลากรในหน่วยงานปฏิบัติหน้าที่ด้วยความกระตือรือร้น และเต็มใจโดยที่ผู้นำมีวิสัยทัศน์ มีความรู้ความสามารถในการนำกระบวนการทางดิจิทัลมาใช้อย่างเหมาะสม และนำทางพฤติกรรมของบุคคลไปสู่การบรรลุเป้าหมาย พร้อมที่จะผลักดันและสนับสนุนการเปลี่ยนแปลงการจัดการศึกษา และการทำงานภายในโรงเรียนได้อย่างสอดคล้องกับสภาพบริบท (กนกอร สมปราชญ์. 2562)

ผู้บริหารสถานศึกษาในฐานะผู้นำทางการศึกษา เป็นผู้ที่มีบทบาทหน้าที่สำคัญในการบริหารงานของสถานศึกษาให้บรรลุตามเป้าหมาย ผู้บริหารจำเป็นต้องมีเทคนิค และวิธีการบริหารหลากหลายรูปแบบ สามารถนำไปใช้ปฏิบัติงานในหน้าที่เพื่อให้เกิดประสิทธิภาพในการปฏิบัติงานสูงสุดและเกิดผลสำเร็จขององค์กร การปฏิรูปการศึกษาจำเป็นต้องใช้ผู้บริหารการศึกษาและผู้บริหารสถานศึกษามืออาชีพ จึงจะนำโรงเรียนบรรลุความสำเร็จตามภารกิจและบทบาทหน้าที่ของโรงเรียนการเป็นผู้บริหารมืออาชีพจะต้องอาศัยความรู้ ความสามารถ และคุณลักษณะเฉพาะ และอาศัยกระบวนการที่เน้นการมีส่วนร่วมของบุคลากร และทุกฝ่าย ทุกสถาบัน ทุกองค์กรที่เกี่ยวข้องภายนอกสถานศึกษาและการบริหารโดยใช้องค์คณะบุคคล (วีระ หมายมั่น และคณะ. 2560) ประกอบกับกระแสการเปลี่ยนแปลงของโลกในยุคข้อมูลข่าวสารในศตวรรษที่21 ผู้บริหารสถานศึกษาต้องมีคุณลักษณะที่โดดเด่น มีทักษะและบทบาทในการบริหารการเปลี่ยนแปลงให้ได้อย่างมีประสิทธิภาพการใช้ข้อมูลสารสนเทศเพื่อใช้ในการกำหนดยุทธศาสตร์และนำไปสู่การปฏิบัติในอนาคต (ชัยยนต์ เพาพาน. 2559) การเป็นผู้นำสถานศึกษาในยุคดิจิทัลนั้น ผู้บริหารสถานศึกษาต้องมีคุณลักษณะและทักษะที่โดดเด่นและแตกต่างไปจากผู้บริหารสถานศึกษาในยุคก่อน ๆ เพื่อจะได้รับมือและออกแบบการจัดการเรียนที่เหมาะสม ท้าทาย สร้างแรงบันดาลใจให้กับครู และผู้เรียนเพื่อให้เกิดความร่วมมือในการเรียนรู้ คิดค้น สร้างสรรค์ และพัฒนาต่อยอดองค์ความรู้จนสามารถสร้างองค์ความรู้ใหม่ ๆ หรือนวัตกรรมได้ (สุกัญญา แช่มช้อย. 2560)

ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษา เป็นความสามารถของผู้บริหารสถานศึกษาที่มีผลต่อความก้าวหน้าของนักเรียนมุ่งเน้นที่พฤติกรรมของครูซึ่งจะเพิ่มพูนการเรียนรู้ของนักเรียน การกำหนดวัตถุประสงค์ของสถานศึกษา การจัดทำพันธกิจของสานศึกษา การจัดทำเป้าหมายโดยรวมของสถานศึกษา การบริหารจัดการเรียนการสอน การส่งเสริมบรรยากาศของสถานศึกษา การจัดหาทรัพยากรที่จำเป็นเพื่อให้เกิดการเรียนรู้ การนิเทศ การประเมินครู การประสาน งานโครงการ การพัฒนาบุคลากร รวมถึงการสร้างสัมพันธภาพที่ดีกับผู้บริหารสถานศึกษาตลอดจนเพื่อนครูนักเรียน และชุมชน ทำให้เกิดบรรยากาศที่เป็นมิตรและร่วมมือร่วมใจกันทำงานมีความคิดริเริ่มและความรู้ความสามารถทางวิชาการ เป็นแบบอย่างที่ดีในการปฏิบัติงาน และพัฒนางานวิชาการ ตลอดจนผู้บริหารต้องสามารถพัฒนาครูและส่งเสริมความก้าวหน้าทางวิชาชีพของบทบาทครู ซึ่งบทบาทของผู้บริหารในฐานะผู้นำทางวิชาการที่จะส่งผลให้สถานศึกษามีประสิทธิผล ได้แก่บทบาทนักวิชาการ บทบาทผู้นำ บทบาทผู้ประสานงานและสร้างเครือข่าย บทบาทนักแก้ปัญหา บทบาทนักพัฒนาระบบ บทบาทสร้างทีมงาน บทบาทพัฒนาทรัพยากรบุคคลและบทบาทนักสื่อสาร ดังนั้นผู้บริหารจึงต้องมีภาวะผู้นำ เป็นผู้ริเริ่มสร้างแรงบันดาลใจ เป็นที่ปรึกษา ตลอดจนให้คำแนะนำ ความช่วยเหลือแก่ครูและบุคลากร เพื่อให้การบริหารสถานศึกษาเกิดประสิทธิผล และมีประสิทธิภาพ (ไชยา ภาวะบุตร. 2560)

โดยในปีการศึกษา 2564 ที่ผ่านมาสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีโรงเรียนในสังกัดจำนวน 249 โรงเรียนทำการสอนตั้งแต่ระดับปฐมวัยถึง ระดับมัธยมศึกษาปีที่ 3 โดยมุ่งพัฒนาคุณภาพและมาตรฐานการศึกษาทุกระดับ ซึ่งผลการประเมิน ผลสัมฤทธิ์ผู้เรียนตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานฯ (NT) ผลการทดสอบระดับชาติขั้น พื้นฐาน O-NET ชั้นประถมศึกษาปีที่ 6 และชั้นมัธยมศึกษาปีที่ 3 มีผลการประเมินส่วนใหญ่ต่ำกว่าเกณฑ์มาตรฐานที่กำหนด และผลการประเมิน PISA ของนักเรียนที่มีอายุ 15 ปี(มัธยมศึกษาปีที่ 3) มีผลการทดสอบที่ต่ำกว่าเกณฑ์ ปัญหาเหล่านี้เป็นปัญหาของผู้บริหารสถานศึกษา และครูผู้สอนที่จะต้องพัฒนาปรับปรุงเพื่อหาแนวทางแก้ไขให้เกิดประสิทธิภาพ ซึ่งปัญหาส่วนใหญ่เกิดจากการจัดกิจกรรมการเรียนการสอนและการบริหารงานของผู้บริหารสถานศึกษาที่จะต้องบริหารจัดการทางด้านงานวิชาการ โดยใช้ภาวะผู้นำทางวิชาการให้เหมาะสมกับยุคดิจิทัล (สำนักงานเขตพื้นที่การประถมศึกษานครพนม เขต 1. 2564)

จากสภาพปัญหาดังกล่าวข้างต้น ผู้ศึกษาจึงมีความสนใจที่จะศึกษาสภาพและความต้องการจำเป็นในการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัลสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เพื่อนำผลของการศึกษาไปใช้ประโยชน์ในการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 อันจะนำไปสู่การปรับปรุงการบริหารการศึกษาของสถานศึกษาให้มีประสิทธิภาพยิ่งขึ้นต่อไป

วัตถุประสงค์การวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1
2. เพื่อประเมินความต้องการจำเป็นในการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

วิธีการดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่างที่

1.1 ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต ปีการศึกษา 2565 จำนวน 2,801 คน สถานศึกษา จำแนกเป็นผู้บริหารสถานศึกษา 255 คน ครู 2,546

1.2 กลุ่มตัวอย่างในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครูของสถานศึกษา สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จำนวน 365 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 77 คน และครู จำนวน 288 คน

1.3 การกำหนดขนาดของกลุ่มตัวอย่าง ผู้วิจัยกำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยล (บุญชม ศรีสะอาด, 2560) แยกตามสถานภาพได้ ดังนี้ (1) ผู้บริหารสถานศึกษาขนาดเล็กใช้เกณฑ์ร้อยละ 25 และขนาดกลางใช้เกณฑ์ร้อยละ 35 และผู้บริหารสถานศึกษาขนาดใหญ่และใหญ่พิเศษใช้เกณฑ์ร้อยละ 50 (2) ครูสถานศึกษาขนาดเล็กและขนาดกลางใช้เกณฑ์ร้อยละ 10 และครูสถานศึกษาขนาดใหญ่และใหญ่พิเศษใช้เกณฑ์ร้อยละ 25

2. เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการศึกษาครั้งนี้ มี 2 ฉบับ เป็นแบบสอบถามที่ผู้วิจัยสร้างขึ้นเองโดยการศึกษาเอกสารตำราและงานวิจัยที่เกี่ยวข้อง และขอคำแนะนำจากผู้เชี่ยวชาญมาสร้างเป็นแบบสอบถาม เรื่องสภาพปัจจุบันและสภาพที่พึงประสงค์ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้มี 2 ขั้นตอนดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถามเป็นข้อมูลสถานภาพของขนาดโรงเรียน ของผู้ตอบแบบสอบถาม ได้แก่ สถานภาพและขนาดของสถานศึกษาที่ปฏิบัติงานมีลักษณะเป็นแบบตรวจสอบรายการ (Checklist)

ตอนที่ 2 ข้อแบบสอบถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล แบบสอบถามเป็นแบบมาตราส่วนประมาณค่า (Rating Scale)

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือจากงานบัณฑิตศึกษา คณะครุศาสตร์ มหาวิทยาลัยนครพนม เพื่อขอความอนุเคราะห์จากผู้บริหารสถานศึกษา และครูของสถานศึกษาที่เป็นกลุ่มตัวอย่างตอบแบบสอบถาม

3.2 นำส่งแบบสอบถามสถานศึกษาที่เป็นกลุ่มตัวอย่างสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ให้สถานศึกษาทั้งหมด 73 โรงเรียน จำนวน 365 ฉบับ โดยได้รับแบบสอบถามกลับคืนมาทั้งหมด 365 ฉบับ คิดเป็นร้อยละ 100 ซึ่งใช้การเก็บข้อมูลผ่านทาง Google Form และเก็บด้วยตนเองจากนั้นนำแบบถามมาตรวจสอบความถูกต้อง และนำไปวิเคราะห์ข้อมูล

4. การวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลและการนำเสนอข้อมูลที่รวบรวมได้จากแบบสอบถาม 3 ตอน โดยใช้โปรแกรมคอมพิวเตอร์รูปแบบสำเร็จรูป ดังนี้

ตอนที่ 1 วิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ประกอบด้วยสถานภาพ และขนาดของโรงเรียน นำเสนอข้อมูลโดยการแสดงร้อยละในรูปตารางประกอบคำบรรยาย

ตอนที่ 2 การวิเคราะห์ข้อมูลข้อคำถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยใช้วิธีประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistic) นำข้อมูลที่รวบรวมได้มาวิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยการแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

ตอนที่ 3 การประเมินความต้องการจำเป็นในการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

สรุปผลการวิจัย

วิเคราะห์ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

ตารางที่ 1 แสดงค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ความคิดเห็นเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล โดยรวมและจำแนกเป็นรายด้าน

ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1. ด้านการมีวิสัยทัศน์	3.72	0.34	มาก	4.65	0.19	มากที่สุด
2. ด้านการบริหารหลักสูตรและการเรียนการสอน	3.69	0.35	มาก	4.69	0.19	มากที่สุด
3. ด้านการส่งเสริมบรรยากาศทางวิชาการ	3.71	0.37	มาก	4.68	0.21	มากที่สุด
4. ด้านการพัฒนาและส่งเสริมความก้าวหน้าของครู	3.73	0.32	มาก	4.60	0.23	มากที่สุด
5. ด้านการใช้เทคโนโลยีดิจิทัลเพื่อการเรียนรู้	3.70	0.32	มาก	4.62	0.22	มากที่สุด
รวม	3.71	0.26	มาก	4.65	0.12	มากที่สุด

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุดคือด้านที่ 4 ด้านการพัฒนาและส่งเสริมความก้าวหน้าของครู และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้านที่ 2 ด้านการบริหารหลักสูตรและการเรียนการสอน

ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าอยู่ในระดับมากที่สุดทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุดคือด้านที่ 2 ด้านการบริหารหลักสูตรและการเรียนการสอน และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้านที่ 4 ด้านการพัฒนาและส่งเสริมความก้าวหน้าของครู

ตารางที่ 2 ค่าดัชนีความต้องการจำเป็น (PNI $_{modified}$) และลำดับความต้องการจำเป็นในการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัลโดยรวม และจำแนกเป็นรายด้าน

ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1. ด้านการมีวิสัยทัศน์	3.72	4.65	0.250	3
2. ด้านการบริหารหลักสูตรและการเรียนการสอน	3.69	4.69	0.271	1
3. ด้านการส่งเสริมบรรยากาศทางวิชาการ	3.71	4.68	0.261	2
4. ด้านการพัฒนาและส่งเสริมความก้าวหน้าของครู	3.73	4.60	0.233	5
5. ด้านการใช้เทคโนโลยีดิจิทัลเพื่อการเรียนรู้	3.70	4.62	0.249	4
รวม	3.71	4.65	0.253	-

จากตารางที่ 2 พบว่าภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีค่าดัชนีความต้องการจำเป็น (PNI $_{modified}$) โดยรวมเท่ากับ 0.253 เมื่อพิจารณาลำดับความต้องการจำเป็นรายด้านพบว่า ด้านที่มีค่าสูงกว่าค่าโดยรวมมี 2 ด้าน ได้แก่ด้านที่ 2 ด้านการบริหารหลักสูตรและการเรียนการสอนมีค่าเท่ากับ 0.271 และด้านที่ 3 ด้านการส่งเสริมบรรยากาศทางวิชาการ มีค่าเท่ากับ 0.261 ตามลำดับ

อภิปรายผลการวิจัย

จากผลการวิจัย สามารถอภิปรายผลได้ดังนี้

1. จากผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการวิจัยที่สามารถอภิปรายได้ว่า

1.1 ผลการศึกษาพบว่า สภาพปัจจุบันภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัลสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมพบว่าอยู่ในระดับมาก ผู้วิจัยเห็นว่าภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาแสดงให้เห็นว่าผู้บริหารสถานศึกษามีวิสัยทัศน์ พันธกิจ และเป้าหมายที่ชัดเจน เพื่อให้สถานศึกษาบรรลุผลสำเร็จที่สูงขึ้น ดังที่ธวัชชัย ไพโหล (2555) ได้กล่าวว่าภาวะผู้นำทางวิชาการมีความสำคัญ และจำเป็นอย่างยิ่งต่อการกำหนดแผนกลยุทธ์ การสร้างแผนยุทธศาสตร์ และการกำหนดนโยบายในด้านต่างๆ ในการจัดการศึกษาให้มีความสอดคล้องกับสภาพแวดล้อม และตามลักษณะในการเปลี่ยนแปลงของสังคมและสากล ดังนั้นผู้บริหารและผู้ที่รับผิดชอบทางด้านวิชาการควรให้ความสำคัญต่อการส่งเสริมสนับสนุน ในการร่วมมือกับสมาชิกในองค์กรได้ดำเนินการปฏิบัติงานตามภารกิจที่กำหนดไว้ ให้มีความเจริญงอกงามและมีประสิทธิภาพตรงตามมาตรฐาน สอดคล้องกับมณีรัตน์ สุดเต้ (2563) ได้ทำการวิจัยภาวะผู้นำทางวิชาการในยุคดิจิทัลของผู้บริหารสถานศึกษาโรงเรียนขยายโอกาสทางการศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุตรดิตถ์ เขต 2 โดยภาพรวมอยู่ในระดับมาก และยังสอดคล้องกับ Wahyuddin (2017) ได้ทำการวิจัยเรื่องภาวะผู้นำของผู้บริหารสถานศึกษาและความสามารถของครูในการเพิ่มผลสัมฤทธิ์ทางการเรียนของนักเรียนในโรงเรียน ผลการวิจัยพบว่าภาวะผู้นำผู้บริหารสถานศึกษามีบทบาทสำคัญในการบริหารร่วมกับความสามารถของครู สามารถเพิ่มผลสัมฤทธิ์ทางการเรียนของนักเรียนมีค่าเฉลี่ยอยู่ในระดับมาก และยังสอดคล้องกับ Oyugi and Gogo (2019) ได้ทำการวิจัยเรื่องภาวะผู้นำของผู้บริหารสถานศึกษาที่มีผลต่อการเรียนของนักเรียนระดับชั้นมัธยมศึกษาในเมือง Awend ประเทศเคนยา ผลการวิจัยพบว่า ภาวะผู้นำของผู้บริหารมีค่าเฉลี่ยอยู่ในระดับมาก และยังสอดคล้องกับ Sarikaya and Erdogan (2016) ได้ทำวิจัยเรื่องความสัมพันธ์ในด้านความผูกพันต่อองค์กรระหว่างภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาและครู ในโรงเรียนประถมศึกษาและมัธยมศึกษา ผลการวิจัยพบว่าผู้บริหารโรงเรียนประถมศึกษาส่วนใหญ่มีภาวะผู้นำในด้านการจัดสภาพแวดล้อมและการมีส่วนร่วมในการจัดการศึกษา

1.2 ผลการศึกษาพบว่า สภาพที่พึงประสงค์ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัลสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมพบว่าอยู่ในระดับมากที่สุด ดังที่เอกชัย กี่สุขพันธ์ (2559) ได้กล่าวไว้ว่าผู้บริหารสถานศึกษาในยุคดิจิทัล จำเป็นที่จะต้องส่งเสริมสนับสนุนสร้างแรงจูงใจครู อาจารย์ และบุคลากรทุกคนของสถานศึกษา ให้นำความรู้ความสามารถด้าน ICT และเทคโนโลยีต่างๆที่สถานศึกษาจัดให้มาสร้างนวัตกรรมใหม่ๆ ในการจัดการเรียนการสอนหรือการปฏิบัติงาน สอดคล้องกับวิทิตา สุขทั่วญาติ (2557) ได้ทำการวิจัยเรื่องรูปแบบการพัฒนาภาวะผู้นำทางวิชาการในทศวรรษหน้า ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา ผลการวิจัยพบว่าการปรับปรุงการพัฒนาภาวะผู้นำทางวิชาการ

อย่างต่อเนื่อง และรูปแบบการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในทศวรรษหน้า สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา มีความเป็นประโยชน์ในระดับสูงมากที่สุด และยังสอดคล้องกับประภวิษณุ์ เจียร์สุคนธ์ (2564) ได้ทำการวิจัยเรื่องเรื่องสภาพ ความต้องการจำเป็นและแนวทางพัฒนาภาวะผู้นำในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผลการวิจัยพบว่าสภาพที่พึงประสงค์ภาวะผู้นำในยุคดิจิทัลของผู้บริหารสถานศึกษาอยู่ในระดับมากที่สุด

2. การประเมินความต้องการจำเป็นในการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัลสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่ามีค่าดัชนีความต้องการจำเป็นโดยรวมเท่ากับ 0.253 เมื่อพิจารณาเป็นรายด้าน พบว่าด้านที่มีค่าสูงสุด 3 อันดับแรก เรียงลำดับจากมากไปหาน้อยได้แก่ ด้านการบริหารหลักสูตรและการเรียนการสอน ด้านการส่งเสริมบรรยากาศทางวิชาการ และด้านการมีวิสัยทัศน์ตามลำดับ ทั้งนี้อาจเป็นเพราะแผนพัฒนาการศึกษาขั้นพื้นฐาน พ.ศ. 2563 - 2565 สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 (2564) มีการกำหนดนโยบายในการจัดการศึกษาด้านพัฒนาสถานศึกษาในสังกัดให้มีคุณภาพ และส่งเสริมการแข่งขันทางวิชาการ รวมถึงการพัฒนาผู้บริหาร ครูและบุคลากรทางการศึกษา ให้เป็นบุคคลแห่งการเรียนรู้ มีความรู้ และทักษะด้านเทคโนโลยี ภาษาอังกฤษเพื่อการสื่อสาร มีภาวะผู้นำและมีจรรยาบรรณตามมาตรฐานวิชาชีพ นำเทคโนโลยีดิจิทัล (Digital Technology) มาใช้สนับสนุนการเรียนรู้ให้แก่ผู้เรียน สอดคล้องกับประภวิษณุ์ เจียร์สุคนธ์ (2564) ได้ทำการวิจัยเรื่องสภาพ ความต้องการจำเป็นและแนวทางพัฒนาภาวะผู้นำในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผลการประเมินความต้องการจำเป็นพบว่าด้านที่มีค่าเฉลี่ยสูงกว่าค่าเฉลี่ยรวมโดยเรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย คือด้านทักษะเทคโนโลยีดิจิทัล ด้านทักษะการมีวิสัยทัศน์ และด้านทักษะการแก้ปัญหาตามลำดับ และยังสอดคล้องกับบุญตรี แก้วอินธิ (2564) ได้ทำการศึกษาเรื่องสภาพ และความต้องการจำเป็นด้านทักษะดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ผลการประเมินความต้องการจำเป็นพบว่าด้านที่มีความต้องการจำเป็นลำดับแรกคือ คือด้านการมีวิสัยทัศน์และความฉลาดทางดิจิทัล

ข้อเสนอแนะ

1. นำผลจากการศึกษาเรื่องสภาพ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มาเป็นข้อกำหนดในการเสนอแนะดังนี้

1.1 สภาพปัจจุบันภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ด้านการบริหารหลักสูตรและการเรียนการสอนมีค่าเฉลี่ยต่ำที่สุด ดังนั้นผู้บริหารสถานศึกษาควรพัฒนาทักษะทางด้านการบริหารหลักสูตรและการเรียนการสอน โดยการกำหนดนโยบาย เป้าหมาย และวางแผนอย่างเป็นระบบเพื่อบริหารขับเคลื่อนองค์กรให้ประสบผลสำเร็จ

1.2 สภาพที่พึงประสงค์ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ด้านการบริหารหลักสูตรและการเรียนการสอนอยู่ในระดับมากที่สุด ดังนั้นผู้บริหารสถานศึกษาควรพัฒนาทักษะทางด้านการบริหารหลักสูตรและการเรียนการสอนเป็นพิเศษ เพื่อส่งเสริมกระบวนการในการพัฒนาหลักสูตร และตอบสนองความต้องการของผู้เรียนยุคดิจิทัล

1.3 จากผลการประเมินความต้องการจำเป็นภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า ด้านที่มีค่าสูงกว่าค่าโดยรวม เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย คือด้านการบริหารหลักสูตรและการเรียนการสอน และด้านการส่งเสริมบรรยากาศทางวิชาการตามลำดับ ในด้านการบริหารหลักสูตรและการเรียนการสอนข้อที่มีลำดับความต้องการจำเป็นสูงสุดได้แก่ข้อที่ 3 ผู้บริหารกำกับดูแลให้ครูจัดการเรียนรู้ให้ตรงจุดมุ่งหมายของหลักสูตร ดังนั้นผู้บริหารสถานศึกษาควรให้สำคัญในการกำกับดูแลให้ครูจัดการเรียนรู้ให้ตรงจุดมุ่งหมายของหลักสูตร โดยการการวางแผนดำเนินการใช้หลักสูตร และพัฒนาหลักสูตรให้สอดคล้องกับบริบทของสถานศึกษา ในการพัฒนาหลักสูตรสถานศึกษาต้องพิจารณาให้สอดคล้องกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน รวมทั้งสถานศึกษาสามารถเพิ่มเติมในส่วนที่เกี่ยวข้องกับสภาพปัญหาในชุมชนและสังคม ภูมิปัญญาท้องถิ่นและความต้องการของผู้เรียนโดยชุมชนเข้ามามีส่วนร่วมในการพัฒนาหลักสูตรสถานศึกษา และการนำหลักสูตรไปใช้ให้เกิดประสิทธิผลนั้น ผู้บริหารจะต้องมีการประสานงานกับครู ในด้านการนำหลักสูตรไปปฏิบัติให้เกิดผลตามจุดประสงค์ของหลักสูตร โดยจะต้องสัมพันธ์กับเนื้อหาที่สอนในห้องเรียน ผู้บริหารสถานศึกษามีหน้าที่สร้างความเข้าใจกับครูในด้านการนำหลักสูตรไปปฏิบัติให้เกิดผล รวมทั้งสถานศึกษาสามารถเพิ่มเติมในส่วนที่เกี่ยวข้องกับสภาพปัญหาในชุมชนและสังคม ภูมิปัญญาท้องถิ่น และความต้องการของผู้เรียนในหลักสูตรได้

และในด้านการส่งเสริมบรรยากาศทางวิชาการ ข้อที่มีลำดับความต้องการจำเป็นสูงสุดได้แก่ข้อที่ 7 ผู้บริหารส่งเสริมการจัดแหล่งเรียนรู้ภายนอกสถานศึกษาให้กับนักเรียนอย่างเป็นรูปธรรม ดังนั้นผู้บริหารสถานศึกษาควรให้ความสำคัญกับการจัดแหล่งเรียนรู้ภายนอกให้กับนักเรียน โดยเริ่มจากแหล่งเรียนรู้ในชนชน เช่นแหล่งเรียนรู้ศิลปวัฒนธรรมในชุมชน แหล่งเรียนรู้ภูมิปัญญาท้องถิ่นเป็นต้น เพื่อให้นักเรียนได้เรียนรู้และเกิดความภาคภูมิใจในถิ่นกำเนิดและท้องถิ่นของตนเอง เป็นการสืบสานภูมิปัญญาท้องถิ่นให้คงอยู่ไม่ให้เลือนหายไปตามกาลเวลา อีกทั้งยังเป็นการสร้างความสัมพันธ์อันดีระหว่างโรงเรียนและชุมชนได้อีกด้วย

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่ส่งผลต่อการพัฒนาภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

2.2 ควรศึกษาเปรียบเทียบผลของภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ระหว่างโรงเรียนขนาดเล็ก ขนาดกลาง ขนาดใหญ่ และขนาดใหญ่พิเศษ โดยใช้แนวคิดที่ยึดตามความพร้อมและบริบทของขนาดโรงเรียน

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สภาพ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

Situations And Needs to Develop Transformational Leadership of School Under Nakhon Phanom Primary Educational Service Area Office 1

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บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 (2) ประเมินความต้องการจำเป็นของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เป็นงานวิจัยเชิงปริมาณ กลุ่มตัวอย่างที่ใช้ในการศึกษา ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 365 คน การกำหนดขนาดกลุ่มตัวอย่าง โดยใช้เกณฑ์ร้อยละ ได้มาโดยการวิธีการสุ่มแบบหลายขั้นตอน เครื่องมือที่ใช้ในการศึกษาเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ จำนวน 2 ฉบับ คือ (1) แบบสอบถามสภาพปัจจุบันภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา มีค่าดัชนีความสอดคล้องระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .28 - .73 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .96 (2) แบบสอบถามสภาพที่พึงประสงค์ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา มีค่าดัชนีความสอดคล้องระหว่าง .60 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .34 - .82 และค่าความเชื่อมั่นทั้งฉบับ เท่ากับ . 97 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการศึกษาพบว่า (1) สภาพปัจจุบันภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา โดยรวมอยู่ในระดับมาก และสภาพที่พึงประสงค์ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา อยู่ในระดับมากที่สุด (2) ความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา ที่มีค่าสูงสุด 4 ลำดับแรก คือ 1) ด้านการกระตุ้นให้เกิดปัญญา 2) ด้านสร้างวิสัยทัศน์อย่างชัดเจน 3) ด้านการเป็นแบบอย่างที่ดีงามและเหมาะสม 4) ด้านการสร้างแรงบันดาลใจ

คำสำคัญ: สภาพปัจจุบัน, สภาพที่พึ่งประสงค์, ความต้องการจำเป็น, ภาวะผู้นำการเปลี่ยนแปลง

Abstract

The purposes of this research were (1) to examine the current and desirable situations on transformational leadership of school administrators under Nakhon Phanom Primary Educational Service Area Office 1, and (2) to assess the needs of transformational leadership of school administrators under Nakhon Phanom Primary Educational Service Area Office 1. It's Quantitative Research. The samples used were 365 school administrators and teachers. followed the proportion using the percentage criteria, and they were selected by Multi-stage Random Sampling. There were 2 instruments used for data collection. The Index of item Congruence (IC) between .80-1.0, the discrimination between .28-.73, and the reliability of .96. (2) A questionnaire to assess the needs of transformational leadership of school administrators under Nakhon Phanom Primary Educational Service Area Office 1 with the Index of item Congruence (IC) between .80-1.0, the discrimination between .34-.82, and the reliability of .97. And the statistics employed were percentage, mean, standard deviation, The statistics analysis use formula Modified Priority Needs Index ($PNI_{modified}$) to rank needs.

The results revealed that (1) the current situations academic transformational leadership of school administrators were at the high level in overall aspect and the desirable situations transformational leadership of school administrators were at the highest level in overall aspect. 2) The top four highest of need assessment in

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situations and the priority needs index on transformational leadership of school administrators were 1) Intellectual stimulati; 2) Create a clear vision; 3)Being a good and proper role model; and 4) Inspiration.
Keywords: (1) Current Situations (2) Desirable Situations (3) Needs (4) Transformational Leadership

บทนำ

ปัจจุบันโลกมีการเปลี่ยนแปลงที่เกิดขึ้นอย่างรวดเร็วจากการพัฒนาของเทคโนโลยีส่งผลกระทบต่อการเปลี่ยนแปลงต่าง ๆ จึงได้มีการวางแผนการพัฒนาต่าง ๆ ที่มุ่งเน้นไปที่ทักษะในการดำรงชีวิต เพื่อพร้อมรับการเปลี่ยนแปลงทั้งภาครัฐและเอกชนมีการกำหนดแบบแผนนโยบายต่าง ๆ ที่สอดคล้องและพร้อมรับกับการเปลี่ยนแปลงเพื่อให้สังคมสามารถปรับตัวและพัฒนาตนเองไปพร้อมกับสภาวะใหม่บุคคลที่จะต้องดำเนินชีวิตไปพร้อมกับการเปลี่ยนแปลงนี้ คือ เยาวชนที่ต้องใช้ทักษะต่าง ๆ ดำเนินชีวิตไปควบคู่กับนวัตกรรมและเทคโนโลยีให้เกิดประสิทธิภาพในการพัฒนาประเทศชาติให้เจริญก้าวหน้าตามวิสัยทัศน์ของแผนการศึกษาแห่งชาติที่ให้คนไทยทุกคนได้รับการศึกษาและเรียนรู้ตลอดชีวิตอย่างมีคุณภาพ ดำรงชีวิตอย่างเป็นสุข (กระทรวงศึกษาธิการ. 2560)

การพัฒนาการศึกษาของไทยจึงจำเป็นต้องเตรียมบุคลากรให้พร้อม เพื่อให้ประเทศไทยก้าวไปสู่การเตรียมความพร้อมดังกล่าว จึงควรมุ่งจะพัฒนาคนหรือคุณภาพของคนให้เป็นกำลังสำคัญในการพัฒนาประเทศซึ่งการพัฒนาคนให้มีความสามารถเต็มตามศักยภาพ ต้องมีพัฒนาการที่สมดุล ทั้งร่างกาย จิตใจสังคมและปัญญาโดยเครื่องมือที่จะพัฒนาคนให้มีคุณภาพดังกล่าว คือ การศึกษา เพราะการศึกษาเป็นกระบวนการสร้างความเจริญงอกงามให้แก่บุคคลและสังคม ดังนั้นการจัดการศึกษาเพื่อพัฒนาคนให้มีคุณภาพจึงเป็นเรื่องที่มีความจำเป็นอย่างยิ่ง ต้องอาศัยความร่วมมือและการทำความเข้าใจร่วมกันของผู้ที่มีส่วนเกี่ยวข้อง โดยเฉพาะผู้นำทางการศึกษาซึ่งเป็นบุคลากรสำคัญเพื่อนำพาประเทศไทยเตรียมพร้อมรับการเปลี่ยนแปลงที่กำลังเกิดขึ้นอย่างรวดเร็ว การบริหารจัดการองค์กรและหน่วยงานทางการศึกษานั้น ปัจจัยที่จะทำให้ประสบความสำเร็จในการดำเนินงานและขับเคลื่อนองค์กร คือการมีผู้บริหารที่มีความรู้ ความสามารถและทักษะในการบริหารโดยเฉพาะอย่างยิ่ง คือ การมี "ภาวะผู้นำของผู้บริหาร" ที่จะสามารถนำพาองค์กรให้มีความเป็นน้ำหนึ่งใจเดียวกัน ปฏิบัติงานเพื่อมุ่งไปสู่เป้าหมายที่ตั้งไว้ร่วมกันได้ ภาวะผู้นำของผู้บริหารการศึกษาจะสามารถสร้างและนำพาองค์กรให้เกิดการทำงานร่วมกันอย่างมีประสิทธิภาพและเกิดประสิทธิผลซึ่งเป็นตัวชี้วัดผลสัมฤทธิ์และประสิทธิภาพของการศึกษาไทย (รุ่งนภา พรหมภักดี. 2562)

การพัฒนาภาวะผู้นำจึงต้องก้าวทันการเปลี่ยนแปลงของกระแสโลก และการแข่งขันกันอย่างสูง ซึ่งนับวันจะทวีความรุนแรงมากยิ่งขึ้นเรื่อย ๆ จึงหลีกเลี่ยงไม่ได้ที่จะได้รับผลกระทบจากสภาพของวิกฤติการณ์ทั้งทางด้านเศรษฐกิจ สังคม และการเมืองซึ่งก็สอดคล้องกับแนวที่ว่า เมื่อสภาวะปัจจุบันเป็นอย่างนี้ควรมีการปรับตัวเปลี่ยนแปลง และพัฒนาตนเองอย่างไร เพื่อให้สามารถดำรงอยู่ได้อย่างมั่นคงยั่งยืนมีสันติสุข และสามารถเอาชนะวิกฤตการณ์ทางด้านต่าง ๆ ที่เรากำลังเผชิญอยู่ได้ (สถาบันพัฒนาครู คณาจารย์และบุคลากรทางการศึกษา. 2550) ภาวะผู้นำจึงเป็นสิ่งสำคัญที่จะให้องค์กรประสบความสำเร็จ องค์ประกอบที่จะช่วยให้ผู้นำมีความสามารถ ประกอบด้วย ด้านคุณลักษณะ อำนาจ และพฤติกรรม และภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร ความพร้อมสำหรับการเปลี่ยนแปลงของบุคลากรชี้ให้เห็นว่าการพัฒนาหรือเปลี่ยนแปลงองค์กรในรูปแบบใด ๆ ก็ตามให้ประสบความสำเร็จได้นั้น องค์กรต้องให้ความสำคัญกับการพัฒนาความสามารถให้กับบุคลากรซึ่งเป็นทรัพยากรที่สำคัญที่สุดขององค์กร (สุปัญญดา สุนทรนนทธ์. 2558) จึงถือได้ว่าเป็นปัจจัยสำคัญที่มีอิทธิพลต่อผลปฏิบัติงานขององค์กรในการปรับตัวต่อการเปลี่ยนแปลงอย่างรวดเร็ว ที่สำคัญจะต้องมีความคิดเชิงสร้างสรรค์ ผู้นำที่ดีจะต้องมีหน้าที่ในการสร้างผู้นำ และสร้างภาวะผู้นำให้กับคนอื่น เสมือนว่าผู้นำต้องเป็นผู้สร้างนาฬิกาไม่ใช่แค่เพียงคอยบอกเวลาอย่างเดียว ผู้นำจะต้องเป็นบุคคลที่สามารถทำให้ผู้อื่นยอมรับ และสามารถจูงใจ ชักนำ ชี้นำ มีบทบาทและมีอิทธิพลเหนือบุคคลอื่น สามารถขจัดปัญหาข้อขัดแย้งที่เกิดขึ้นทำให้การปฏิบัติงานของกลุ่มบรรลุเป้าหมายได้เป็นอย่างดี (กระแส ชนะวงศ์. 2556)

ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา จึงเป็นปัจจัยสำคัญที่ส่งผลต่อความสำเร็จหรือความล้มเหลวของสถานศึกษา ถ้าผู้บริหารสถานศึกษาที่มีภาวะผู้นำการเปลี่ยนแปลงสูง ก็จะได้เปรียบในการแข่งขันที่จะนำไปสู่การบรรลุความสำเร็จเป้าหมายได้อย่างยั่งยืน สามารถบริหารการศึกษาได้อย่างมีประสิทธิภาพ สอดรับกับเป้าหมายและทิศทางการเปลี่ยนแปลง จากการประเมินทักษะภาวะผู้นำการเปลี่ยนแปลงมีองค์ประกอบที่สำคัญที่ควรมี ได้แก่ การคำนึงถึงความเป็นปัจเจกบุคคล การสร้างแรงบันดาลใจ การกระตุ้นทางปัญญา การมีอิทธิพลอย่างมีอุดมการณ์และการสร้างวิสัยทัศน์ร่วม (Hoy, W.K. and Miskel, C. G. 2012)

นอกจากนี้ ผู้นำทางการศึกษามีความสำคัญอย่างยิ่งเนื่องจากเป็นผู้ที่กำหนดทิศทาง แนวทางในการผลิต ประชากรให้มีคุณภาพ ดังนั้นผู้นำทางการศึกษาต้องมีคุณลักษณะที่จะนำพาให้สถานศึกษามุ่งไปสู่ความสำเร็จก้าวทันการเปลี่ยนแปลงของสังคมอย่างมีคุณภาพในศตวรรษที่ 21 ประกอบไปด้วย การเป็นนักคิดสร้างสรรค์ การคิดวิเคราะห์ การเป็นนักสื่อสาร การสร้างชุมชนแห่งการเรียนรู้ การคิดบวก การเชื่อมั่นในตนเอง การมุ่งมั่นพากเพียร เป็นนักประกอบการและสร้างสรรค์นวัตกรรมทางเทคโนโลยี นักสร้างแรง

บันดาลใจ และการปฏิบัติตนเป็นแบบอย่างที่ดี นำไปสู่การขับเคลื่อนคุณภาพการศึกษาให้บรรลุผลสำเร็จตามเป้าประสงค์ด้วยการพัฒนาการจัดการเรียนรู้ การใช้เทคโนโลยีเข้าถึงองค์ความรู้ และการสร้างระบบ เครือข่ายการพัฒนาครูและบุคลากรทางการศึกษาให้มีความรู้ มีทักษะ และสมรรถนะ เพื่อนำไปสู่การขับเคลื่อนคุณภาพการศึกษาไทย (พระมหาอำพล ชัยสารี และคณะ. 2565)

สำนักงานเขตพื้นที่การศึกษานครพนม เขต 1 มีการบริหารและพัฒนาทรัพยากร บุคคลที่มีประสิทธิภาพ ส่งผลให้สถานศึกษาสถานศึกษา มีครูผู้สอนใน สาขาวิชาตามมาตรฐานวิชาเอกที่กำหนด และเป็นไปตามความต้องการจำเป็นของสถานศึกษา บุคลากร หน่วยงานมีขวัญกำลังใจในการปฏิบัติงาน มีความรักองค์กร โดยปัจจัยที่ส่งผลให้เกิดความสำเร็จในการดำเนินการบริหารและพัฒนาทรัพยากรบุคคลของสำนักงานเขตพื้นที่การศึกษานครพนม เขต 1 คือ ผู้บริหารต้องให้ความสำคัญและส่งเสริมสนับสนุนในการปฏิบัติงาน มีการเสริมสร้างแรงจูงใจและการมีส่วนร่วมของภาคีพัฒนาครู โดยจะต้องมีภาวะผู้นำ มีแรงบันดาลใจบรรยากาศและวัฒนธรรมองค์กรเป็นองค์กรแห่งการเรียนรู้ (สำนักงานเขตพื้นที่การศึกษานครพนม เขต 1. 2564) ดังนั้น การที่จะบริหารสถานและบุคลากรให้เกิดประสิทธิภาพตามความมุ่งหมายของสำนักงานเขตพื้นที่การศึกษานครพนม เขต 1 ผู้บริหารจะต้องใช้ภาวะผู้นำกระจายความรับผิดชอบอย่างเป็นธรรมไปสู่ผู้ใต้บังคับบัญชาของตนเอง

จากเหตุผลดังกล่าวผู้วิจัยในฐานะเป็นผู้ที่เกี่ยวข้องกับการบริหารจัดการศึกษาในเขตพื้นที่ดังกล่าว จึงมีความสนใจที่จะศึกษาสภาพและความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ว่าสภาพปัจจุบันของของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา พร้อมทั้งศึกษาว่าสภาพที่พึงประสงค์ของของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา และความต้องการจำเป็นของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา มีการใช้ภาวะผู้นำการเปลี่ยนแปลงต่างกันหรือไม่ ซึ่งผลที่ได้จากการวิจัยจะเป็นประโยชน์ต่อผู้บริหารสถานศึกษานำไปสู่การปรับปรุงพฤติกรรมผู้นำของผู้บริหารสถานศึกษาให้เหมาะสม นำผลการวิจัยไปใช้วางแผนและกำหนดหลักสูตรในการอบรมและพัฒนาผู้บริหารโรงเรียนให้บริหารงานได้อย่างมีประสิทธิภาพ อันจะเป็นแนวทางในการส่งเสริมและพัฒนาคุณภาพการบริหารจัดการสถานศึกษาโดยใช้โรงเรียนเป็นฐานให้มีประสิทธิภาพยิ่งขึ้น

กรอบแนวคิดในการวิจัย

การศึกษาเรื่องสภาพ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผู้วิจัยได้ศึกษาภาวะผู้นำการเปลี่ยนแปลงตาม Bass and Avolio (1994 : 114-122) ; Yukl (1998 : 215) ; Leithwood, K., and Jantzi, D. (1999: 510); Covey, S. R. (2004: 254-255) ; ชีวิน อ่อนละออ (2553 : 128) ; วิเชียร วิทยอุดม (2554 : 12 - 23) ; พิทูล อภัยโส (2557 : 70 - 72) ; ไกรรัช เทศมี (2559 : 66) ; Bennis and Nanus (อ้างถึงใน ชำนาญ คำปัญโญสีโนทัย. 2559 : 30 - 31) ; Burns (1978, อ้างถึงใน ไชยา ภาวะบุตร. 2560 : 11 - 12) องค์ประกอบของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา มี 6 ด้าน ดังนี้

1. ด้านการกระตุ้นให้เกิดปัญญา
2. ด้านสร้างวิสัยทัศน์อย่างชัดเจน
3. ด้านการช่วยเหลือผู้ตามเป็นรายบุคคล
4. ด้านการสร้างแรงบันดาลใจ
5. ด้านการเป็นแบบอย่างที่ดีงามและเหมาะสม
6. ด้านทักษะในการทำงานร่วมกัน

วัตถุประสงค์ของการวิจัย

(1) เพื่อศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

(2) เพื่อประเมินความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้ มีวิธีดำเนินการวิจัย ตามลำดับขั้นตอนดังนี้

1. รูปแบบการวิจัย เป็นการวิจัยเชิงปริมาณ (Quantitative Research)

2. ประชากรและตัวอย่าง ประชากรที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ปีการศึกษา 2565 จำนวน 2,546 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 77 คน และครู จำนวน 288

คน กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครู สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จำนวน 365 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 77 คน และครู จำนวน 288 คน วิธีการสุ่มแบบหลายขั้นตอน (Multi-Stage Random Sampling) (บุญชม ศรีสะอาด. 2560)

3. เครื่องมือวิจัย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้เป็นแบบสอบถามที่ผู้วิจัยสร้างและพัฒนาขึ้นเพื่อศึกษาเกี่ยวกับสภาพ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 แบ่งเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Check list)

ตอนที่ 2 เครื่องมือที่ใช้ในการเก็บรวบรวมเป็นแบบสอบถาม จำนวน 2 ฉบับ ฉบับที่ 1 เป็นแบบสอบถามเกี่ยวกับสภาพปัจจุบันในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .80–1.00 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .96 ฉบับที่ 2 เป็นแบบสอบถามเกี่ยวกับสภาพที่พึงประสงค์ในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .60–1.00 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .97

4. การเก็บรวบรวมข้อมูล การเก็บรวบรวมข้อมูล ผู้วิจัยได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างด้วยตนเองโดยส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 365 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล การวิเคราะห์ข้อมูลและการนำเสนอข้อมูลที่รวบรวมได้จากแบบสอบถาม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป ดังนี้

การวิเคราะห์ข้อมูลข้อคำถามเกี่ยวกับ สภาพปัจจุบัน สภาพที่พึงประสงค์ ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา โดยวิธีประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistic) นำข้อมูลที่รวบรวมได้มาวิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) และใช้เกณฑ์การแปลความหมายหาค่าเฉลี่ย (บุญชม ศรีสะอาด.2560) ดังนี้

เกณฑ์เฉลี่ย 5 ระดับ ดังนี้

ค่าเฉลี่ย 4.51 – 5.00 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา อยู่ในระดับมากที่สุด

ค่าเฉลี่ย 3.51 – 4.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา อยู่ในระดับมาก

ค่าเฉลี่ย 2.51 – 3.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา อยู่ในระดับกลาง

ค่าเฉลี่ย 1.51 – 2.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา อยู่ในระดับน้อย

ค่าเฉลี่ย 1.00 – 1.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา อยู่ในระดับน้อยที่สุด

สรุปผลการวิจัย

จากการวิจัยเรื่องสภาพ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผลการวิจัยปรากฏ ดังนี้

1. ผลการศึกษาสภาพ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการวิจัยดังตารางที่ 1

ตารางที่ 1 แสดงค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานความคิดเห็นของผู้บริหารสถานศึกษาและครูเกี่ยวกับสภาพ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

ด้านที่	รายการ	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
		$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล
1	ด้านการกระตุ้นให้เกิดปัญญา	3.83	0.59	มาก	4.60	0.37	มากที่สุด
2	ด้านสร้างวิสัยทัศน์อย่างชัดเจน	3.88	0.58	มาก	4.59	0.30	มากที่สุด
3	ด้านการช่วยเหลือผู้ตามเป็นรายบุคคล	3.95	0.53	มาก	4.57	0.26	มากที่สุด
4	ด้านการสร้างแรงบันดาลใจ	3.91	0.44	มาก	4.62	0.23	มากที่สุด
5	ด้านการเป็นแบบอย่างที่ดีงามและเหมาะสม	3.85	0.57	มาก	4.55	0.29	มากที่สุด
6	ด้านทักษะในการทำงานร่วมกัน	3.94	0.51	มาก	4.58	0.24	มากที่สุด
	รวม	3.89	0.48	มาก	4.58	0.23	มากที่สุด

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านที่ 3 ด้านการช่วยเหลือผู้ตามเป็นรายบุคคล และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้านที่ 1 ด้านการกระตุ้นให้เกิดปัญญา ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาโดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับ มากที่สุดทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุดคือด้านที่ 4 ด้านการสร้างแรงบันดาลใจ และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้านที่ 5 ด้านการเป็นแบบอย่างที่ดีงามและเหมาะสม

2. ผลการประเมินความต้องการจำเป็นของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการวิจัยดังตารางที่ 2

ตารางที่ 2 แสดงค่าเฉลี่ยสภาพปัจจุบัน สภาพที่พึงประสงค์ ค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) และลำดับความต้องการจำเป็นของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมและจำแนกเป็นรายด้าน

ด้านที่	รายการ	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1	ด้านการกระตุ้นให้เกิดปัญญา	3.83	4.60	0.200	1
2	ด้านสร้างวิสัยทัศน์อย่างชัดเจน	3.88	4.59	0.183	2
3	ด้านการช่วยเหลือผู้ตามเป็นรายบุคคล	3.95	4.57	0.158	6
4	ด้านการสร้างแรงบันดาลใจ	3.91	4.62	0.180	4
5	ด้านการเป็นแบบอย่างที่ดีงามและเหมาะสม	3.85	4.55	0.181	3
6	ด้านทักษะในการทำงานร่วมกัน	3.94	4.58	0.162	5
	รวม	3.89	4.58	0.177	-

จากตารางที่ 11 พบว่าภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีค่าดัชนีความต้องการจำเป็น ($PNI_{modified}$) โดยรวมเท่ากับ 0.177 เมื่อพิจารณาลำดับความต้องการจำเป็นรายด้าน พบว่า มีจำนวน 4 ด้าน ที่มีค่าสูงกว่าค่าโดยรวม คือ ด้านที่ 1 การกระตุ้นให้เกิดปัญญา มีค่าเท่ากับ 0.200 ด้านที่ 2 สร้างวิสัยทัศน์อย่างชัดเจน มีค่าเท่ากับ 0.183 ด้านที่ 5 การเป็นแบบอย่างที่ดีงามและเหมาะสม มีค่าเท่ากับ 0.181 และด้านที่ 4 การสร้างแรงบันดาลใจ มีค่าเท่ากับ 0.180

อภิปรายผลการวิจัย

จากการวิจัยเรื่อง สภาพ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผู้วิจัยพบว่า มีประเด็นน่าสนใจที่นำมาอภิปรายผล ดังนี้

1) ผลการศึกษาสภาพปัจจุบันภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมพบว่าอยู่ในระดับมาก ทั้งนี้อาจเป็นเพราะว่าครูมีความต้องการและคาดหวังที่จะให้ผู้บริหารสถานศึกษามีภาวะผู้นำการเปลี่ยนแปลง เพราะผู้บริหารสถานศึกษาเป็นบุคคลที่มีความสำคัญในการขับเคลื่อนการปฏิรูปการเรียนรู้ในสถานศึกษา ที่จะต้องมีการกระตุ้นให้เกิดปัญญา การสร้างวิสัยทัศน์อย่างชัดเจน การช่วยเหลือผู้ตามเป็นรายบุคคล ด้านการสร้างแรงบันดาลใจ การเป็นแบบอย่างที่ดีงามและเหมาะสม ทักษะในการทำงานร่วมกัน ทำหน้าที่บริหารองค์กรไปสู่เป้าหมายความสำเร็จ สร้างความเปลี่ยนแปลง พัฒนา เพิ่มศักยภาพการทำงานของครูผู้สอน ตลอดจนมีความเข้าใจความแตกต่างของบุคคล ดังที่พิทูล อภัยโส (2557) ได้กล่าวว่าภาวะผู้นำการเปลี่ยนแปลงสามารถที่จะใช้อธิบายกระบวนการของการมีอิทธิพลอย่างกว้างขวางตั้งแต่การมีอิทธิพลระหว่างผู้นำและผู้ตามเป็นรายบุคคล จนถึงการมีอิทธิพลระหว่างผู้นำกับบุคลากรทั่วทั้งองค์กร หน้าที่ของผู้นำการเปลี่ยนแปลง (Transformational Leader) คือ บุคคลที่ทำให้เกิดการเปลี่ยนแปลงต่าง ๆ ในองค์กร โดยการกระตุ้นให้ผู้ตามเกิดแรงจูงใจในการปฏิบัติงานที่สูงกว่าเดิม ผู้ตามเกิดแรงจูงใจภายในตนเอง ที่มองถึงผลประโยชน์ของกลุ่มหรือองค์กรโดยรวมส่งผลให้ประสิทธิภาพและประสิทธิผลของการปฏิบัติงานเพิ่มสูงขึ้น สอดคล้องกับ ศราวุธ จงรักวิทย์ (2560) ได้ทำการวิจัยเรื่องความสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษากับประสิทธิผลของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากระบี่ ผลการวิจัยพบว่าโดยภาพรวมอยู่ในระดับมาก และยังสอดคล้องกับนิภาพร นนธิสอน (2563) ได้ทำการวิจัยเรื่องความสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษากับประสิทธิผลการปฏิบัติงานของครูในสถานศึกษา อำเภอลำลูกกา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 4 ปทุมธานี ผลการศึกษาพบว่าโดยภาพรวมและรายด้านอยู่ในระดับมาก และยังสอดคล้องกับชัญญา ยารังษี (2564) ได้ทำการวิจัยเรื่องภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาในกลุ่มเครือข่ายนาจะหลวย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุบลราชธานี เขต 5 โดยภาพรวมอยู่ในระดับมาก และยังสอดคล้องกับ Ritz, A., and other (2014) ได้ทำวิจัยเรื่องความสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงกับพฤติกรรมการเป็นสมาชิกที่ดีขององค์กร โดยมีแรงจูงใจการให้บริการสาธารณะประโยชน์ และการสร้างความชัดเจนในเป้าหมายขององค์กรในผู้จัดการขององค์กรที่เป็นหน่วยงานสาธารณะประโยชน์ในประเทศสวิสเซอร์แลนด์จำนวน 569 คน พบว่า ความสัมพันธ์ทางตรงระหว่างภาวะผู้นำการเปลี่ยนแปลงและพฤติกรรมการเป็นสมาชิกที่ดีขององค์กร

2) ผลการศึกษาสภาพที่พึงประสงค์ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมพบว่าอยู่ในระดับมากที่สุด ทั้งนี้อาจเป็นเพราะสถานศึกษาในสำนักงานเขตพื้นที่การศึกษานครพนม เขต 1 มีการบริหารและพัฒนาทรัพยากร บุคคลที่มีประสิทธิภาพ ส่งผลให้สถานศึกษาสถานศึกษา มีครูผู้สอนใน สาขาวิชาตามมาตรฐานวิชาเอกที่กำหนด และเป็นไปตามความต้องการจำเป็นของสถานศึกษา บุคลากร หน่วยงานมีขวัญกำลังใจในการปฏิบัติงาน มีความรักองค์กร โดยปัจจัยที่ส่งผลให้เกิดความสำเร็จในการดำเนินการบริหารและพัฒนาทรัพยากรบุคคลของสำนักงานเขตพื้นที่การศึกษานครพนม เขต 1 คือ ผู้บริหารต้องให้ความสำคัญและส่งเสริมสนับสนุนในการปฏิบัติงาน มีการเสริมสร้างแรงจูงใจและการมีส่วนร่วมของภาคีพัฒนาครู โดยจะต้องมีภาวะผู้นำ มีแรงบันดาลใจบรรยากาศและวัฒนธรรมองค์กรเป็นองค์กรแห่งการเรียนรู้ (สำนักงานเขตพื้นที่การศึกษานครพนม เขต 1. 2564) สอดคล้องกับนารินทร์ เดชสะท้าน (2557) ได้ทำการวิจัยเรื่องภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาฬสินธุ์ เขต 3 ผลการวิจัยพบว่าแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลง ควรส่งเสริมบุคลากรให้มีการพัฒนาตนเอง มอบหมายงานให้ตรงกับความสามารถ วางแผนการปฏิบัติงาน ประพฤติตนเป็นอย่างที่ดี ยึดหลักธรรมาภิบาล เสริมแรงให้ครู ส่งเสริมให้ครูทำผลงานที่เป็นเลิศและกำหนดมาตรฐานปฏิบัติงานร่วมกันเพื่อมุ่งไปสู่เป้าหมายเดียวกัน และยังสอดคล้องกับ Kasturi A. C. (2012) ได้ทำการวิจัยเรื่องภาวะผู้นำการเปลี่ยนแปลงที่กล่าวว่าเป็นรูปแบบที่มีแนวโน้มของความเป็นผู้นำสำหรับความก้าวหน้าสถานศึกษาเพราะมันสามารถก่อให้เกิดการเปลี่ยนแปลงที่สำคัญและสร้างกระบวนทัศน์ใหม่ สร้างแรงจูงใจทีมงาน และยังช่วยสร้างความเชื่อมั่นของของสมาชิกในทีมโดยการให้การฝึกอบรมที่จำเป็น มีการเชื่อมโยงระหว่างแรงจูงใจทีมงานและการตั้งเป้าหมายและวิสัยทัศน์การทำงานเป็นทีมสร้างความเป็นผู้นำมีส่วนร่วมและการสนับสนุนเชิงรุกสำหรับการเปลี่ยนแปลง ด้วยเหตุนี้ผู้นำการเปลี่ยนแปลงมีความจำเป็นในพัฒนาสถานศึกษาไปสู่การเปลี่ยนแปลงจะต้องมีความสามารถในการสื่อสารมีวิสัยทัศน์ที่ชัดเจนและมุ่งเน้นสร้างแรงบันดาลใจ กระตุ้นปัญญาให้โดยการคำนึงถึงการเป็นปัจเจคบุคคลในการทำงานร่วมกันไปยังเป้าหมายเดียวกัน

3) การประเมินความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่ามีค่าดัชนีความต้องการจำเป็น(PNI) โดยรวมเท่ากับ 0.177 เมื่อพิจารณาเป็นรายด้าน พบว่าด้านที่มีค่าเฉลี่ยสูงกว่าค่าเฉลี่ยรวมมี 4 ด้าน เรียงลำดับจากมากไปหาน้อยได้แก่ ด้านที่ 1 ด้านการกระตุ้นให้เกิดปัญญา ด้าน

ที่ 2 ด้านสร้างวิสัยทัศน์อย่างชัดเจน ด้านที่ 5 ด้านการเป็นแบบอย่างที่ดีงามและเหมาะสม และด้านที่ 4 ด้านการสร้างแรงบันดาลใจ ตามลำดับ ทั้งนี้อาจเป็นเพราะ สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีหน้าที่ส่งเสริมสนับสนุนให้ผู้บริหาร ครูและบุคลากรทางการศึกษาได้รับการพัฒนาอย่างเป็นระบบ ต่อเนื่องและได้มาตรฐานถือว่าการปฏิบัติงานและการเรียนรู้เป็นเรื่องเดียวกัน จำเป็นต้องพัฒนาตลอดเวลา ผู้บริหาร ครูและบุคลากรทางการศึกษาทุกคนมีหน้าที่ต้องพัฒนาตนเองอย่างต่อเนื่องด้วย ให้มีสมรรถะในการปฏิบัติงานก้าวทันต่อการเปลี่ยนแปลงทางวิชาการและอื่น ๆ นำผลการพัฒนาไปใช้เป็นส่วนสำคัญในการพิจารณาดำเนินการบริหารทรัพยากรบุคคลต่อไป สอดคล้องกับนฤมล โยคานุกุล (2556) ได้ทำการวิจัยเรื่องภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาขั้นพื้นฐาน สังกัดองค์กรบริหารส่วนจังหวัดนครราชสีมา ผลการวิจัยพบว่า ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาขั้นพื้นฐาน สังกัดองค์กรบริหารส่วนจังหวัดนครราชสีมานั้น โดยรวมและรายด้านมีการปฏิบัติในระดับมากที่สุดคือ ด้านการกระตุ้นการใช้ปัญญา รองลงมาคือ ด้านการสร้างบารมี และด้านที่มีระดับการปฏิบัติที่ต่ำที่สุด คือ ด้านการคำนึงถึงความแตกต่างระหว่างบุคคล

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

1.1) ผลจากการวิจัยสภาพ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า

สภาพปัจจุบันภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ด้านการกระตุ้นให้เกิดปัญญามีค่าเฉลี่ยต่ำที่สุด ดังนั้น ผู้บริหารสถานศึกษาควรพัฒนาทักษะทางการกระตุ้นให้เกิดปัญญา โดยกระตุ้นผู้ตามให้ตระหนักถึงปัญหาที่เกิดขึ้นในหน่วยงาน ทำให้เกิดการสร้างสรรค์สิ่งใหม่แสวงหาแนวทางใหม่มาใช้ในแก้ปัญหาในหน่วยงาน รู้สึกว่าปัญหาที่เกิดขึ้นเป็นสิ่งท้าทายความสามารถทำให้เกิดความคิดสร้างสรรค์นำเสนอสิ่งใหม่ๆ และแก้ไขปัญหาด้วยตนเอง

สภาพที่พึงประสงค์ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ด้านการสร้างแรงบันดาลใจอยู่ในระดับมากที่สุด ดังนั้น ผู้บริหารสถานศึกษาควรพัฒนาทักษะทางด้านการสร้างแรงบันดาลใจ เพื่อพฤติกรรมที่จะต้องมีการจูงใจให้เกิดแรงบันดาลใจ เกิดความท้าทายในเรื่องงาน ทำให้มีการแสดงออกซึ่งความกระตือรือร้น สร้างเจตคติที่ดีและการคิดในแง่บวก แสดงการทุ่มเทต่อเป้าหมายและวิสัยทัศน์

1.2) ความต้องการจำเป็นที่มีค่าสูงสุดได้แก่ ด้านการกระตุ้นให้เกิดปัญญา ดังนั้นผู้บริหารสถานศึกษามีหน้าที่สำคัญในการพัฒนาครูและบุคลากรสถานศึกษาให้มีความคิดสร้างสรรค์และวิธีการใหม่ๆ เพื่อตอบสนองความต้องการของผู้เรียนยุคปัจจุบัน สอดคล้องกับบริบทสถานศึกษา การวางแผนและดำเนินการใช้รูปแบบการสอนที่น่าสนใจกระตุ้นผู้เรียนให้เกิดการเรียนรู้ตาม กระตุ้นครูให้มีการพัฒนาแสวงหาองค์ความรู้ใหม่ๆ ในการพัฒนาครูและบุคลากรสถานศึกษานั้นเมื่อเจอปัญหาในการทำงานผู้บริหารสถานศึกษาต้องมีการให้กำลังใจครูและพยายามหาทางแก้ปัญหาด้วยวิธีใหม่ๆ มีการกระตุ้นให้ครูแสดงความคิดและเหตุผล และไม่วิจารณ์ความคิดของครู แม้ว่ามันจะแตกต่างไปจากความคิดของตนเอง เพื่อให้รู้สึกว่าปัญหาที่เกิดขึ้นเป็นสิ่งที่ท้าทายและเป็นโอกาสที่ดีในการทำงานร่วมกันพัฒนาสถานศึกษาให้สอดคล้องกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน รวมทั้งสถานศึกษาสามารถเพิ่มเติมในส่วนที่เกี่ยวข้องกับสภาพปัญหาในชุมชนและสังคม ภูมิปัญญาท้องถิ่นและความต้องการของผู้เรียนโดยชุมชนเข้ามามีส่วนร่วมในการพัฒนาสถานศึกษา และการนำแนวคิดวิธีการใหม่ๆ ใช้ในพัฒนาสถานศึกษา ผู้บริหารจะต้องมีการประสานงานกับครู ในการกระตุ้นให้เกิดปัญญาให้เกิดผลตามจุดประสงค์ของที่ตั้งเป้าหมายไว้ โดยจะต้องสัมพันธ์กับเนื้อหาที่สอนในห้องเรียน ผู้บริหารสถานศึกษามีหน้าที่สร้างความเข้าใจกับครูในด้านการนำเอาสิ่งใหม่และสร้างสรรค์ไปปฏิบัติให้เกิดผล รวมทั้งสถานศึกษาสามารถเพิ่มเติมในส่วนที่เกี่ยวข้องกับสภาพปัญหาในชุมชนและสังคม ภูมิปัญญาท้องถิ่น และความต้องการของผู้เรียนในปัจจุบันได้

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1) ควรศึกษาปัจจัยที่ส่งผลต่อการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

2.2) ควรศึกษาเปรียบเทียบผลของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ระหว่างโรงเรียนขนาดเล็ก ขนาดกลาง ขนาดใหญ่ และขนาดใหญ่พิเศษ โดยใช้แนวคิดที่ยึดตามความพร้อมและบริบทของขนาดโรงเรียน

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สภาพ และความต้องการจำเป็นในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

Situations And Needs in Development for Competencies of School Administrators Under Nakhon Phanom Primary Educational Service Area Office 2

อโนทัย พาโคกทม Anothai Pakokthom [1]
ชาญวิทย์ หาญรินทร์ Chanwit Hanrin[2]

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษาและ(2) เพื่อประเมินความต้องการจำเป็นในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา กลุ่มตัวอย่างที่ใช้ในวิจัย คือผู้บริหารสถานศึกษาและครู จำนวน 401 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ จำนวน 2 ฉบับ คือ (1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .40 - .61 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .91 (2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้องระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .39 - .57 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ . 94 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการวิจัยพบว่า (1) สภาพปัจจุบันในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา โดยรวมอยู่ในระดับปานกลาง และสภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา อยู่ในระดับมากที่สุด (2) ผลการประเมินความต้องการจำเป็นในการพัฒนาสมรรถนะผู้บริหารสถานศึกษาที่มีค่าสูงสุด 3 อันดับ ได้แก่ 1) ด้านการร่วมแรง ร่วมใจ 2) ด้านการมีคุณธรรม จริยธรรม 3) ด้านการสื่อสารและจูงใจ ตามลำดับ

คำสำคัญ : สภาพปัจจุบัน / สภาพที่พึงประสงค์ / ความต้องการจำเป็น / สมรรถนะผู้บริหารสถานศึกษา

Abstract

The purposes of this research were (1) to examine the current and desirable situations of developing competencies of school administrators and (2)) to assess the needs of developing competencies of school administrators. The samples used were 401 school administrators and teachers. The instruments employed in data collection were 2 five-rating scale questionnaires as followed : (1) a current situation questionnaire with the Index of item Congruence (IC) between .80-1.00, the discrimination between .40 - .61 and the reliability of .91 and (2) Questionnaire on the desirable condition of school administrations in digital era with the Index of item Congruence (IC) between .80-1.00, the discrimination between .39 - .57, and the reliability of .94. The statistics employed in data analysis were percentage, mean standard deviation and priority needs index modified ($PNI_{modified}$).

The results revealed that (1) the current the current and the desirable situations and needs of developing competencies of school administrators under Nakhon Phanom Primary Educational Service Area Office 2 in over all were at the moderate level and at the highest level, respectively. (2) The needs of developing competencies of school administrators under Nakhon Phanom Primary Educational Service Area Office 2 found that six highest average aspects; 1) Teamwork.; 2) morality, ethics; 3) Communication and Influencing.

Keywords: 1) Current Situations, 2) Desirable Situations, 3) Needs, 4) competencies of school administrators

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บทนำ

กระแสและความเปลี่ยนแปลงของโลกที่เกิดขึ้นอย่างรวดเร็วทั้งทางด้านวิทยาการและ ความก้าวหน้าทางเทคโนโลยีสารสนเทศส่งผลให้แต่ละประเทศไม่สามารถอยู่ได้โดยลำพัง ต้องมีการติดต่อ สื่อสารและพึ่งพาอาศัยกัน สังคมโลกยุคปัจจุบันเต็มไปด้วยข้อมูลข่าวสาร ทำให้คนต้องคิดวิเคราะห์แยกแยะ และมีการตัดสินใจที่รวดเร็วเพื่อให้ทันกับเหตุการณ์ที่มีความซับซ้อนมากขึ้น คุณภาพของการจัดการศึกษาเป็นตัวบ่งชี้ที่สำคัญและเป็นตัวชี้วัดศักยภาพการแข่งขันในเวทีโลกของแต่ละประเทศ ฉะนั้น ประเทศที่จะได้เปรียบก็คือประเทศที่มีอำนาจทางความรู้และเป็นสังคมแห่งการเรียนรู้การที่จะพัฒนาแนวทางการบริหารการศึกษาให้ประสบผลสำเร็จได้นั้น ผู้บริหารสถานศึกษามี บทบาทสำคัญในการบริหารจัดการทรัพยากรทางการศึกษาเพื่อให้การบริหารจัดการศึกษาบรรลุผลสำเร็จ กระบวนการทางการศึกษานับเป็นกระบวนการสำคัญอย่างยิ่งในการพัฒนาทรัพยากรมนุษย์ให้มีประสิทธิภาพ และประสิทธิผล ทั้งนี้ควรตระหนักและให้ความสำคัญต่อการบริหารจัดการสถานศึกษาและแสดงบทบาทการ เป็นผู้นำเพื่อนำพาองค์กรไปสู่ความสำเร็จตามภารกิจของสถานศึกษาในการพัฒนาบุคลากรทางการศึกษาให้มี คุณลักษณะเหมาะสมกับการดำรงชีวิตในโลกไร้พรมแดนได้อย่างมีความสุข (ศศิรดา แพงไทย, 2559)

ผู้บริหารสถานศึกษาจึงถือเป็นหัวใจของการศึกษามิใช่ทำหน้าที่บริหารโรงเรียนเท่านั้น แต่จำเป็นต้องแสดง บทบาทของผู้นำสถานศึกษานั้น ๆ ด้วย ผู้บริหารโรงเรียนที่มีความสามารถจึงเป็นทั้งผู้บริหารและผู้นำควบคู่กันไป ผู้บริหารสถานศึกษาที่มีสมรรถนะความเป็นผู้นำสูงย่อมทำให้สิ่งที่ตนรับผิดชอบสำเร็จลุล่วง ด้วยดีจากลักษณะต่าง ๆ ที่กล่าวมาผู้บริหารการศึกษาจะต้องมีภาวะผู้นำทางการศึกษาและมีความเป็นนักบริหารการศึกษาเพราะทั้งสองลักษณะมีความสัมพันธ์กันอย่างยิ่งในการบริหารการศึกษา ผู้บริหารการศึกษาจะพบกับปัญหาและอุปสรรคต่างๆ ที่ยากต่อการแก้ไขบางปัญหาขาดความชัดเจนหรือไม่เกี่ยวข้องโดยตรงกับการบริหารจัดการศึกษา ดังนั้นผู้บริหารการศึกษาจึงต้องทำหน้าที่จัดการหรือเป็นผู้นำเพื่อนำพาสถาบันการศึกษาไปสู่ความก้าวหน้าตามความต้องการของ คณะกรรมการสถาบันการศึกษาและชุมชน การบริหารการศึกษาจึงจำเป็นต้องมีผู้นำเข้มแข็งมีวิสัยทัศน์กว้างไกลชัดเจน มีกลยุทธ์ในการบริหารจัด การรู้จักการประสานงานเพื่อสนองความ ต้องการของชุมชนให้เป็นไปตามความคาดหมาย และสอดคล้องกับทรัพยากรด้วยการใช้พลังอำนาจ และอิทธิพลอย่างยุติธรรม มีความรับผิดชอบ มีการประสานงานกับหน่วยงานต่าง ๆ อย่างมีประสิทธิภาพอันจะนำพาสถาบันการศึกษาไปสู่การพัฒนาต่อไป (ธีระ รุญเจริญ, 2556)

เทื้อน ทองแก้ว.(2555) ความรู้ความสามารถของผู้บริหารสถานศึกษาและบุคลากรที่เกี่ยวข้องในการบริหารจัดการคุณภาพและสนับสนุนการพัฒนาปรับปรุงสิ่งต่าง ๆ อย่างต่อเนื่องหรืออาจกล่าวได้ว่าสมรรถนะนั้นเป็นอาวุธสำคัญคู่กายที่มีอยู่ในตัวตนของผู้บริหารสถานศึกษามืออาชีพอันจะนำไปสู่ความสำเร็จได้ แนวความคิดเรื่องสมรรถนะ (competency) จึงเข้ามามีบทบาทและนำมาใช้ในการจัดการสถานศึกษาอย่างเป็นรูปธรรมมากขึ้นเพราะการกำหนดสมรรถนะของผู้บริหารสถานศึกษาจะต้องกำหนดให้สอดคล้องเชื่อมโยงกับวิสัยทัศน์ พันธกิจ และเป้าหมายของหน่วยงาน อีกทั้งยังนำหลักการแนวคิดมาใช้ในกระบวนงานด้านการบริหารและพัฒนาทรัพยากรมนุษย์ในหลายมิติ ผู้บริหารสถานศึกษาจึงมีความจำเป็นต้องใช้ความสามารถที่มีอยู่มาบริหารจัดการการศึกษาและ ภาระงานที่รับผิดชอบอยู่ให้เกิดผลสำเร็จเป็นที่ประจักษ์ยิ่งขึ้น

สถานศึกษาเป็นสถาบันทางสังคมที่มีความสำคัญที่สุดที่จะทำหน้าที่สร้างและพัฒนาคนที่ดีมี คุณภาพสามารถดำรงชีวิตอยู่ในสังคมได้อย่างมีความสุขด้วยการพึ่งตนเอง ซึ่งเป็นความคาดหวังของ สังคมที่มีต่อสถาบันการศึกษาจึงเป็นผลให้โรงเรียนต้องมีกระบวนการบริหารจัดการที่ทำให้ผู้เรียนมี คุณภาพสูงตามมาตรฐานการศึกษาที่กำหนดตามหลักเกณฑ์การประเมินคุณภาพและมาตรฐาน ดังนั้นโรงเรียนจะต้องพัฒนาคุณภาพมาตรฐานการศึกษาของโรงเรียนพัฒนาผู้เรียนให้ได้มาตรฐานตามที่กฎหมายกำหนด โดยผู้บริหารต้องเป็นผู้มีวิสัยทัศน์ที่กว้างไกลมีความเป็นผู้นำมีความสามารถในการสื่อสารที่กระตุ้นให้บุคลากรในองค์การได้ใช้ศักยภาพที่ดีทำงานให้เกิดประสิทธิภาพและประสิทธิผลสูงสุด โดยผู้บริหารต้องเป็นผู้มีวิสัยทัศน์ที่กว้างไกล มีความเป็นผู้นำมีความสามารถในการสื่อสารที่กระตุ้นให้บุคลากรในองค์การได้ใช้ศักยภาพที่ดีทำงานให้เกิดผลสูงสุดมีทักษะการบริหารงานเชิงกลยุทธ์ในรูปแบบต่างๆ ที่ก้าวทันกับยุคการเปลี่ยนแปลง ดังนั้นผู้บริหาร สถานศึกษาต้องเป็นผู้นำทั้งทางด้านการบริหาร และในฐานะผู้ปกครองที่สร้างแรงจูงใจ สร้างขวัญกำลังใจ ภายใต้การปกครองของตน ทำให้ครูเกิดพลังในการพัฒนาการเรียนการสอนพัฒนานักเรียนให้เป็นผู้มีสติปัญญาสูงขึ้น ผู้บริหารที่มีสมรรถนะจะสามารถทำให้การดำเนินงานต่างๆ ของ สถานศึกษาประสบความสำเร็จ (สำนักงานสภาการศึกษา กระทรวงศึกษาธิการ, 2556)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 เป็นหน่วยงานที่รับผิดชอบ จัดการศึกษาสถานศึกษาตั้งแต่ระดับก่อนประถมศึกษา-ระดับมัธยมศึกษาตอนต้น มีนโยบายทางการศึกษาเร่งพัฒนาคุณภาพการศึกษาโดยการปฏิรูประบบความรู้ของสังคมไทย สร้างโอกาสทางการศึกษา กระจายโอกาสทางการศึกษาในสังคมไทย โดยคำนึงถึงการสร้างความเสมอภาคและความเป็นธรรมให้เกิดขึ้นแก่ประชากรทุกกลุ่ม ปฏิรูปครู ยกฐานะครูให้เป็นวิชาชีพชั้นสูงอย่างแท้จริง สถานศึกษาแต่ละแห่งของสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มีการติดต่อประสานงานและทำกิจกรรมร่วมกับสถานศึกษาอื่น ทั้งกิจกรรมภายในสถานศึกษาหรือระหว่างสถานศึกษาและระหว่างกลุ่มสถานศึกษาเครือข่ายเช่น กิจกรรมแข่งขันทักษะทางวิชาการ กิจกรรมแข่งขันกีฬา

ภายใน กิจกรรมแข่งขันกีฬากลุ่มสถานศึกษา เครือข่ายกิจกรรมเดินทางไกลและเข้าค่ายพักแรมลูกเสือ-เนตรนารี กิจกรรมแข่งขันกีฬาในระดับเขตพื้นที่การศึกษา เป็นต้น (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2.,2563) กิจกรรมเหล่านี้แสดงให้เห็นว่าสมรรถนะ มีความสำคัญต่อการดำเนินกิจกรรมทุกอย่างของสถานศึกษาและเขตพื้นที่การศึกษา ซึ่งผู้บริหารต้องมีทักษะในการปฏิสัมพันธ์กับผู้อื่น มีภาวะผู้นำในการเปลี่ยนแปลง จึงต้องเน้นการสื่อสารอย่างมีประสิทธิภาพ ทักษะในการแก้ไขปัญหาแบบมีส่วนร่วม ภาวะความเป็นผู้นำในการสร้างอิทธิพล เพื่อโน้มน้าวให้บุคลากรทุกคนปรับปรุงการปฏิบัติงานในการขับเคลื่อนการเปลี่ยนแปลงและชักจูงการสร้างความสัมพันธ์ในทีมงาน ความยืดหยุ่นในการทำงาน การมีพลังในตนเอง การมีทัศนคติเชิงบวกและความมีมนุษยสัมพันธ์ ทั้งในและนอกองค์การรวมถึงความสมัครใจเรียนรู้สิ่งใหม่

จากความเป็นมาและความสำคัญดังกล่าวผู้ศึกษาจึงสนใจศึกษาสมรรถนะในการพัฒนาผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ทั้งนี้เพื่อนำ ข้อมูลที่ได้ไปเป็นแนวทางในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 และเพื่อเป็นแนวทางให้ผู้บริหารสถานศึกษาตลอดจนผู้มีส่วนเกี่ยวข้องสามารถนำไปใช้เป็นข้อมูลพื้นฐานในการวางแผนการพัฒนาสมรรถนะในการบริหารงานได้อย่างมีประสิทธิภาพยิ่งขึ้นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2
2. เพื่อประเมินความต้องการจำเป็นในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

วิธีดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่าง

1.1 ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา และครู สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปีการศึกษา 2565 จำนวน 2,360 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 195 คน และครู จำนวน 2,165 คน

1.2 กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปีการศึกษา 2565 จำนวน 401 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 141 คน และครู จำนวน 260 คน

1.3 การกำหนดขนาดของกลุ่มตัวอย่าง ผู้วิจัยกำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ (บุญชม ศรีสะอาด, 2560) แยกตามสถานภาพได้ ดังนี้ (1) ผู้บริหารสถานศึกษาขนาดเล็กใช้เกณฑ์ร้อยละ 70 ผู้บริหารสถานศึกษาขนาดกลางใช้เกณฑ์ร้อยละ 70 และผู้บริหารสถานศึกษาขนาดใหญ่ใช้เกณฑ์ร้อยละ 90 (2) ครูสถานศึกษาขนาดเล็กใช้เกณฑ์ร้อยละ 15 ครูสถานศึกษาขนาดกลางใช้เกณฑ์ร้อยละ 10 และครูสถานศึกษาขนาดใหญ่ใช้เกณฑ์ร้อยละ 15

2. เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้เป็นแบบสอบถาม จำนวน 2 ฉบับ ฉบับที่ 1 เป็นแบบสอบถามสภาพปัจจุบันในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .80–1.00 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .91 ฉบับที่ 2 เป็นแบบสอบถามสภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .80–1.00 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .94

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือจากงานบัณฑิตศึกษา คณะครุศาสตร์ มหาวิทยาลัยนครพนม เพื่อขอความอนุเคราะห์จากผู้บริหารสถานศึกษา และครูของสถานศึกษาที่เป็นกลุ่มตัวอย่างตอบแบบสอบถาม

3.2 นำส่งแบบสอบถามสถานศึกษาที่เป็นกลุ่มตัวอย่างสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ให้สถานศึกษาทั้งหมด 30 โรงเรียน จำนวน 401 ฉบับ โดยได้รับแบบสอบถามกลับคืนมาทั้งหมด 401 ฉบับ คิดเป็นร้อยละ 100 ซึ่งใช้การเก็บข้อมูลผ่านทาง Google Form และเก็บด้วยตนเองจากนั้นนำแบบถามมาตรวจสอบความถูกต้อง และนำไปวิเคราะห์ข้อมูล

4. การวิเคราะห์ข้อมูล ได้นำแบบสอบถามที่ได้รับคืนทุกฉบับไปวิเคราะห์ข้อมูลด้วยโปรแกรมคอมพิวเตอร์สำเร็จรูป ดังนี้

4.1 สถานภาพของผู้ตอบแบบสอบถามและข้อมูลการใช้โปรแกรมออนไลน์ในการเรียนการสอน วิเคราะห์ข้อมูลโดยหาค่าความถี่และร้อยละ

4.2 ข้อมูลสภาพปัจจุบันและสภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 วิเคราะห์ข้อมูลโดยหาค่าสถิติพื้นฐาน ได้แก่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน แล้วนำมาเทียบเกณฑ์การแปลความหมายที่กำหนด (บุญชม ศรีสะอาด, 2560) ดังนี้

ค่าเฉลี่ย 4.51 – 5.00 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษาอยู่ในระดับมากที่สุด

ค่าเฉลี่ย 3.51 – 4.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษาอยู่ในระดับมาก

ค่าเฉลี่ย 2.51 – 3.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษาอยู่ในระดับกลาง

ค่าเฉลี่ย 1.51 – 2.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษาอยู่ในระดับน้อย

ค่าเฉลี่ย 1.00 – 1.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษาอยู่ในระดับน้อยที่สุด

4.3 ผลการประเมินความต้องการจำเป็นในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ใช้การประเมินการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) ตามแนวคิดของ(สุวิมล ว่องวานิช ,2558)

สรุปผลการวิจัย

จากการวิจัยเรื่องสภาพและความต้องการจำเป็นในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ผลการวิจัยปรากฏ ดังนี้

ตารางที่ 1 แสดงค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ความคิดเห็นเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

การพัฒนาสมรรถนะผู้บริหารสถานศึกษา		สภาพปัจจุบัน			สภาพที่พึงประสงค์		
		$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล
1	ด้านการบริหารการเปลี่ยนแปลง	3.37	0.84	ปานกลาง	4.57	0.27	มากที่สุด
2	ด้านการมีคุณธรรม จริยธรรม	3.22	0.75	ปานกลาง	4.59	0.30	มากที่สุด
3	ด้านการร่วมแรงร่วมใจ	3.18	0.68	ปานกลาง	4.60	0.26	มากที่สุด
4	ด้านการสื่อสารและจูงใจ	3.35	0.72	ปานกลาง	4.56	0.26	มากที่สุด
5	ด้านการคิดอย่างสร้างสรรค์ มุ่งนวัตกรรม	3.62	0.69	มาก	4.54	0.24	มากที่สุด
6	ด้านการมีมนุษยสัมพันธ์เป็นเลิศ	3.71	0.84	มาก	4.52	0.30	มากที่สุด
	รวม	3.41	0.56	ปานกลาง	4.56	0.16	มากที่สุด

จากตารางที่ 1 พบว่าผู้บริหารสถานศึกษาและครู มีความคิดเห็นเกี่ยวกับสภาพปัจจุบันในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ระดับมาก 2 ด้าน และอยู่ในระดับปานกลาง 4 ด้าน ด้านที่มีค่าเฉลี่ยสูงที่สุดคือ ด้านที่ 6 ด้านการมีมนุษยสัมพันธ์เป็นเลิศ และด้านที่มีค่าเฉลี่ยต่ำที่สุดคือ ด้านที่ 3 ด้านการร่วมแรงร่วมใจ

ผู้บริหารสถานศึกษาและครู มีความคิดเห็นเกี่ยวกับสถานภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากที่สุดทุกด้าน ด้านที่มีค่าเฉลี่ยสูงที่สุดคือ ด้านที่ 3 ด้านการร่วมแรงร่วมใจ และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 6 ด้านการมีมนุษยสัมพันธ์เป็นเลิศ

ตารางที่ 2 แสดงค่าเฉลี่ยสภาพปัจจุบัน และสภาพสภาพที่พึงประสงค์ ค่าดัชนีความต้องการจำเป็น ($PNI_{Modified}$) และลำดับความต้องการจำเป็นในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

	การพัฒนาสมรรถนะผู้บริหารสถานศึกษา	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1	ด้านการบริหารการเปลี่ยนแปลง	3.37	4.56	.356	4
2	ด้านการมีคุณธรรม จริยธรรม	3.22	4.59	.425	2
3	ด้านการร่วมแรงร่วมใจ	3.18	4.60	.447	1
4	ด้านการสื่อสารและจูงใจ	3.35	4.56	.361	3
5	ด้านการคิดอย่างสร้างสรรค์ มุ่งนวัตกรรม	3.62	4.54	.254	5
6	ด้านการมีมนุษยสัมพันธ์เป็นเลิศ	3.71	4.52	.218	6
	รวม	3.41	4.56	.337	-

จากตารางที่ 2 พบว่า การพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมมีค่าดัชนีความต้องการจำเป็น ($PNI_{Modified}$) เท่ากับ .337 เมื่อพิจารณาลำดับความต้องการจำเป็นรายด้าน พบว่า ด้านที่มีค่าสูงกว่าค่าโดยรวมมี 4 ด้าน ได้แก่ ด้านการร่วมแรง ร่วมใจ มีค่าเท่ากับ 0.447 ด้านการมีคุณธรรม จริยธรรม มีค่าเท่ากับ 0.425 ด้านการสื่อสารและจูงใจ มีค่าเท่ากับ 0.361 และด้านการบริหารการเปลี่ยนแปลง มีค่าเท่ากับ 0.356 ตามลำดับ

อภิปรายผล

จากผลการวิจัย สามารถอภิปรายผลได้ดังนี้

1. จากผลการวิจัยสภาพปัจจุบันและสภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปรากฏผลการวิจัยที่สามารถอภิปรายได้ว่า

1.1 สภาพปัจจุบันในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมพบว่าอยู่ในระดับ ปานกลาง เมื่อพิจารณารายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการมีมนุษยสัมพันธ์เป็นเลิศ และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ร่วมแรงร่วมใจ ทั้งนี้ อาจเนื่องมาจากในปัจจุบันผู้บริหารต้องนำการบริหารจัดการ สถานศึกษาให้มีประสิทธิภาพและประสิทธิผล ผู้บริหารไม่เพียงแต่มุ่งเน้นแต่ผลงานด้านการบริหารงาน ภายในสถานศึกษาให้โดดเด่นเพียงอย่างเดียว ต้องมองบุคลากรภายในสถานศึกษาของตนเองว่ามีความสุข ในการปฏิบัติงานหรือไม่ สร้างขวัญกำลังใจในการปฏิบัติงาน ต้องมีมนุษยสัมพันธ์ที่ดีกับทุกภาคส่วนที่มีส่วนเกี่ยวข้องกับสถานศึกษา ให้คนในองค์กร ผู้ปกครอง ชุมชน มีส่วนร่วมในการบริหาร เพื่อให้เกิดประโยชน์สูงสุดกับสถานศึกษา ณัฐธีรา มีจันทร์, (2562) กล่าวว่า ผู้บริหารสถานศึกษา มีมนุษยสัมพันธ์ที่ดีกับทุกภาคส่วนที่มีส่วนเกี่ยวข้องกับสถานศึกษา มีความสามารถในการบริหารแบบมีส่วนร่วมกับทุกคนในองค์กร ผู้ปกครอง ชุมชน เพื่อให้เกิดประโยชน์สูงสุดกับสถานศึกษาอย่างยั่งยืน สามารถสร้างสัมพันธภาพที่ดีกับภาคีเครือข่าย ประสานความร่วมมือ และมีสัมพันธภาพกับบริษัท องค์กร ห้างร้าน ส่วนราชการต่างๆ ที่เป็นประโยชน์ในการร่วมพัฒนาสถานศึกษา สามารถบริหารจัดการพันธมิตรและ เครือข่ายทางการศึกษา ส่งเสริมให้ความรับผิดชอบร่วมกันและรักษาความสัมพันธ์ที่ดีให้คงอยู่ตลอดไป จัดให้บริการด้านวิชาการและด้านอื่นๆ อย่างพอเพียง ที่ตอบสนองความพึงพอใจของผู้เรียน ผู้ปกครอง และชุมชน ส่งเสริมให้ผู้เรียนออกไปสร้างความสัมพันธ์ช่วยเหลือชุมชนด้วยวิธีต่างๆ ให้ความรู้ด้านทักษะชีวิต ทักษะอาชีพ พร้อมทั้งจัดทำและเปิดให้สถานศึกษาเป็นแหล่งเรียนรู้ตลอดชีวิตของทุกคนในชุมชน ซึ่งสอดคล้องกับการศึกษาของ กรกต ขาวสะอาด, (2559) ได้ทำการศึกษา เรื่องสมรรถนะผู้บริหารสถานศึกษาที่ส่งผลต่อการปฏิบัติงานตามมาตรฐานวิชาชีพครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครปฐม เขต 1 ผลการวิจัยพบว่า 1) สมรรถนะผู้บริหารสถานศึกษา อยู่ระดับมาก ทั้งในภาพรวมและรายด้านเรียงลำดับจากมากไปหาน้อย ได้แก่ การพัฒนาตนเอง การทำงานเป็นทีม การพัฒนาศักยภาพบุคลากร การมุ่งผลสัมฤทธิ์ และการวิเคราะห์สังเคราะห์ 2) การปฏิบัติงานตาม มาตรฐานวิชาชีพครู อยู่ระดับมากทั้งในภาพรวมและรายด้าน เรียงลำดับ 3 อันดับแรก ได้แก่ ปฏิบัติตนเป็นแบบอย่างที่ดีแก่ผู้เรียน ร่วมมือกับผู้อื่นในชุมชนอย่างสร้างสรรค์ และรายงานผลการพัฒนาคุณภาพ ของผู้เรียนได้อย่างมีระบบ และ 3) สมรรถนะผู้บริหารสถานศึกษาประกอบด้วยการวิเคราะห์และสังเคราะห์ การทำงานเป็นทีม และการพัฒนาศักยภาพบุคลากร เป็นปัจจัยที่ส่งผลต่อการปฏิบัติงานตามมาตรฐานวิชาชีพครู โดยสามารถร่วมกันทำนายได้ร้อยละ 50 อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

1.2 การศึกษาสภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยภาพรวมอยู่ในระดับ มากที่สุด เมื่อพิจารณารายด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการร่วมแรงร่วม

ใจ และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการมีมนุษยสัมพันธ์เป็นเลิศ ทั้งนี้อาจเนื่องมาจากผู้บริหารสถานศึกษามีความเป็นผู้นำ สามารถสร้างทีมงานที่มีคุณภาพและเข้มแข็งมีการทำงานแบบมีส่วนช่วยกันแนะนำปรับปรุงสร้างสรรค์ผลงานของโรงเรียนให้มีคุณภาพถูกต้องครบถ้วนสมบูรณ์ และสามารถสร้างการมีส่วนร่วมของภาคส่วนต่างๆ ในการร่วมบริหารจัดการสถานศึกษา สร้างทีมงานที่มีประสิทธิภาพมีความสามัคคี และมีความรับผิดชอบ สร้างบรรยากาศการแลกเปลี่ยนเรียนรู้ประสบการณ์ สร้างข้อตกลง ตัดสินใจและแก้ไขปัญหาร่วมกัน รวมถึงสร้างบรรยากาศที่ดีในการปฏิบัติงาน ช่วยเหลือเกื้อกูลมีน้ำใจ ทุกคนปฏิบัติงานอย่างมีความสุข สอดคล้องกับ ณัฐธีรา มีจันทร์, (2562) ได้ทำการศึกษาเรื่อง สมรรถนะผู้บริหารสถานศึกษาในโครงการโรงเรียนร่วมพัฒนา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ผลการวิจัยพบว่า 1) สภาพปัจจุบันของสมรรถนะผู้บริหารสถานศึกษาในโครงการโรงเรียนร่วมพัฒนาสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ภาพรวมอยู่ในระดับปานกลาง และ สภาพที่พึงประสงค์ของสมรรถนะผู้บริหารสถานศึกษาในโครงการโรงเรียนร่วมพัฒนา สังกัดสำนักงาน คณะกรรมการการศึกษาขั้นพื้นฐาน ภาพรวมอยู่ในระดับมาก และ 2) แนวทางในการพัฒนาสมรรถนะ ผู้บริหารสถานศึกษาในโครงการโรงเรียนร่วมพัฒนา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ได้แก่สมรรถนะการบริหารการเปลี่ยนแปลง พบว่า ผู้บริหารสถานศึกษามีการกำหนดทิศทางของสถานศึกษา ให้เหมาะสมสอดคล้องกับสภาวการณ์ปัจจุบัน ศึกษาเทคนิควิธีกระบวนการต่างๆ ที่ทันสมัยมาประยุกต์ใช้ได้ อย่างเหมาะสมกับสภาวการณ์ที่เปลี่ยนแปลง สมรรถนะการร่วมแรงร่วมใจ พบว่า ผู้บริหารสถานศึกษา บริหารงานโดยให้ทุกคนมีส่วนร่วม สร้างความสามัคคี ส่งเสริมการสร้างบรรยากาศที่ดีในการปฏิบัติงาน ช่วยเหลือเกื้อกูล มีน้ำใจ โดยการจัดกิจกรรมสันทนาการต่างๆ จัดประชุมแลกเปลี่ยนเรียนรู้และสมรรถนะ การมีมนุษยสัมพันธ์ พบว่า ผู้บริหารสถานศึกษาส่งเสริมการสร้างสัมพันธภาพที่ดีกับภาคีเครือข่ายที่ให้ การสนับสนุนสถานศึกษา มีการกำหนดแผนงานในการส่งเสริมให้ครูและนักเรียนออกไปสร้างความสัมพันธ์ช่วยเหลือชุมชนด้วยวิธีการต่างๆ ในการให้ความรู้ด้านทักษะชีวิต ทักษะอาชีพ

1.3 การประเมินความต้องการจำเป็นในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า มีค่าดัชนีความต้องการจำเป็น ($PNI_{Modified}$) โดยรวมเท่ากับ 0.337 เมื่อพิจารณาเป็นรายด้าน พบว่าด้านที่มีค่าสูงสุด 4 อันดับแรก เรียงลำดับจากมากไปหาน้อย ได้แก่ ด้านการร่วมแรงร่วมใจ ด้านการมีคุณธรรม จริยธรรม ด้านการสื่อสารและจูงใจ และด้านการบริหารการเปลี่ยนแปลง ทั้งนี้อาจเป็นเพราะ ผู้บริหารมีการกำหนดเป้าหมาย บทบาทหน้าที่ความรับผิดชอบที่ชัดเจน ตลอดจนมอบหมายงานให้แก่สมาชิกแต่ละคนอย่างเหมาะสม สามารถสร้างบรรยากาศในการทำงานที่เกื้อกูลกัน เกิดแรงจูงใจให้ร่วมกันทำงาน เพื่อบรรลุเป้าหมาย และมีการเรียนรู้และพัฒนาตนเองให้เป็นที่ยอมรับของสมาชิกของทีมได้ดังที่ ธีระ รุญเจริญ, (2556) กล่าวว่า ผู้บริหารการศึกษาจะต้องมีภาวะผู้นำทางการศึกษาและมีความเป็นนักบริหารการศึกษาเพราะทั้งสองลักษณะมีความสัมพันธ์กันอย่างยิ่งในการบริหารการศึกษาผู้บริหารการศึกษาจะพบกับปัญหาและอุปสรรคต่างๆ ที่ยากต่อการแก้ไขบางปัญหาขาดความชัดเจนหรือไม่เกี่ยวข้องโดยตรงกับการบริหารจัดการศึกษา ดังนั้นผู้บริหารการศึกษาจึงต้องทำหน้าที่จัดการหรือเป็นผู้นำเพื่อนำพาสถาบันการศึกษาไปสู่ความก้าวหน้าตามความต้องการของ คณะกรรมการสถาบันการศึกษาและชุมชน การบริหารการศึกษาจึงจำเป็นต้องมีผู้นำเข้มแข็งมีวิสัยทัศน์กว้างไกล ชัดเจน มีกลยุทธ์ในการบริหารจัด การรู้จักการประสานงานเพื่อสนองความต้องการของชุมชนให้เป็นไปตามความคาดหมาย และสอดคล้องกับทรัพยากรด้วยการใช้พลังอำนาจ และอิทธิพลอย่างยุติธรรม มีความรับผิดชอบ มีการประสานงานกับหน่วยงานต่าง ๆ อย่างมีประสิทธิภาพอันจะนำพาสถาบันการศึกษาไปสู่การพัฒนาต่อไป สอดคล้องกับ เอกชัย มดแสง และธีระพงศ์ บุศรากุล (2562) ได้ทำการศึกษาเรื่อง สมรรถนะของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอ่างทอง ผลการวิจัย พบว่า 1) สมรรถนะของผู้บริหารสถานศึกษาโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอ่างทอง โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณารายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือด้าน การทำงานเป็นทีม รองลงมา คือด้านการมุ่งผลสัมฤทธิ์ และด้านการบริการที่ดี ส่วนด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านพัฒนาตนเอง 2) ผลการเปรียบเทียบความเห็นของผู้บริหารและครูเกี่ยวกับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอ่างทอง พบว่า ผู้บริหารสถานศึกษา และครูที่มีเพศ และระดับการศึกษาต่างกัน มีความเห็นเกี่ยวกับสมรรถนะของผู้บริหารสถานศึกษาโดยภาพรวมและรายด้านไม่แตกต่างกัน ส่วนผู้บริหารสถานศึกษาและครูที่มีอายุ และตำแหน่งหน้าที่ต่างกัน มีความเห็นเกี่ยวกับสมรรถนะของผู้บริหารสถานศึกษาโดยภาพรวมและรายด้านแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สอดคล้องกับ บรรลุ ชินน้ำพอง,(2556) ได้ทำการศึกษาเรื่องสมรรถนะของผู้บริหารสถานศึกษา สังกัดองค์การบริหารส่วนจังหวัดขอนแก่น ผลการศึกษาพบว่า สมรรถนะของผู้บริหารสถานศึกษา สังกัดองค์การบริหารส่วนจังหวัดขอนแก่น โดยรวมและรายด้านอยู่ในระดับมาก โดยมีค่าเฉลี่ยมากที่สุด 3 อันดับแรก คือ ด้านการพัฒนาศักยภาพบุคลากร ด้านการมุ่งผลสัมฤทธิ์ และด้านการมีวิสัยทัศน์ส่วน ด้านที่มีค่าเฉลี่ยต่ำที่สุด ได้แก่ ด้านการสื่อสารและการจูงใจ และพบว่า ประสิทธิผลของโรงเรียน สังกัดองค์การบริหารส่วนจังหวัดขอนแก่นมีประสิทธิผล โดยรวมและรายด้านอยู่ในระดับมาก โดยมีค่าเฉลี่ย มากที่สุด 3 อันดับแรก คือ ด้านความพึงพอใจในงานของครู ด้านความสัมพันธ์ระหว่างโรงเรียนกับชุมชน และด้านความสามารถในการผลิต ส่วนด้านที่มีค่าเฉลี่ยต่ำที่สุด ได้แก่ ด้านความสามารถในการพัฒนาเจตคติทางบวก โดยสมรรถนะของผู้บริหารสถานศึกษามีความสัมพันธ์กับประสิทธิผลของโรงเรียนใน

ทางบวก อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 Ibrahim, (2019) ได้ทำการศึกษา เรื่องมาตรฐานสมรรถนะของผู้บริหารโรงเรียน ผู้เริ่มต้นในฐานะผู้นำด้านนวัตกรรมการเรียนรู้ผลจากการศึกษาพบว่า ผู้บริหารต้องมีสมรรถนะที่เกี่ยวข้องกับวิสัยทัศน์ ความรับผิดชอบ ความซื่อสัตย์ ความสามารถและความสนใจในการทำงาน ความซื่อสัตย์สุจริตและความมั่นใจในตัวเอง ความสามารถทางสังคมที่จำเป็นสำหรับครูใหญ่ของโรงเรียนเริ่มต้นคือความสามารถที่เกี่ยวข้องกับสังคม ความอ่อนไหว การให้ความช่วยเหลือผู้อื่น การสื่อสาร ความร่วมมือและการมีส่วนร่วมในกิจกรรมทางสังคม ผู้บริหารโรงเรียนระดับเริ่มต้นส่วนใหญ่ต้องการ และ Marmon, (2002) ได้ทำการศึกษา เรื่อง การกำหนดสมรรถนะหลักของผู้บริหารและบุคคลที่เกี่ยวข้องกับการให้บริการจัดการศึกษาภายใต้ข้อกำหนดของส่วนกลางเครื่องมือ ถูกพัฒนาขึ้นโดยการแก้ไขตามคำแนะนำ จากการประชุมความร่วมมือของบุคคลผู้เชี่ยวชาญระดับชาติ และนำไปทดลองใช้อีกครั้ง เพื่อขอคำแนะนำในการจัดลำดับในการสำรวจระดับชาติ ผลการวิจัยพบว่า สมรรถนะหลักสำหรับผู้บริหารและบุคคลที่เกี่ยวข้องกับการจัดการศึกษาตามที่กำหนด จำนวน 18 สมรรถนะ ได้แก่ สมรรถนะด้านการบริหาร การรับบุคคล การแนะนำหลักสูตรทั่วไป หลักสูตรพิเศษ การหาเงินมาช่วยเหลือ การติดตามและประเมินผล การจัดทำของบประมาณ สารสนเทศ ความสัมพันธ์ระหว่างบุคคล ภาวะผู้นำ การมีวิสัยทัศน์ การจูงใจ การวางแผน การพัฒนาอาชีพ ความสัมพันธ์กับชุมชน การสรรหา การสอนและเทคโนโลยี

ข้อเสนอแนะ

การศึกษาเรื่องสภาพ และความต้องการจำเป็นในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

1. นำผลจากการศึกษาเรื่องสภาพ และความต้องการจำเป็นในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มาเป็นข้อกำหนดในการเสนอแนะดังนี้

1.1 สภาพปัจจุบันในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ด้านการร่วมแรงร่วมใจ มีค่าเฉลี่ยต่ำสุด ดังนั้น ผู้บริหารสถานศึกษาควรพัฒนาทักษะด้านการร่วมแรงร่วมใจ ผู้บริหารควรกำหนดเป้าหมาย บทบาทหน้าที่ควรับผิดชอบที่ชัดเจน ตลอดจนมอบหมายงานอย่างเหมาะสม สร้างบรรยากาศในการทำงานที่เกื้อกูลกัน เกิดแรงจูงใจให้ร่วมกันทำงานเพื่อบรรลุเป้าหมาย

1.2 สภาพที่พึงประสงค์ในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ด้านร่วมแรงร่วมใจ มีค่าเฉลี่ยสูงสุด ดังนั้น ผู้บริหารสถานศึกษาควรพัฒนาทักษะด้านการร่วมแรงร่วมใจ ผู้บริหารควรกำหนดเป้าหมาย บทบาทหน้าที่ควรับผิดชอบที่ชัดเจน สร้างบรรยากาศในการทำงานที่เกื้อกูลกัน เกิดแรงจูงใจให้ร่วมกันทำงานเพื่อบรรลุเป้าหมาย ผู้บริหารสถานศึกษาควรมีมนุษยสัมพันธ์ที่ดีกับทุกภาคส่วนที่มีส่วนเกี่ยวข้องกับสถานศึกษา มีความสามารถในการบริหารแบบมีสวนร่วมกับทุกคนในองค์กร ผู้ปกครอง และชุมชน เพื่อให้เกิดประโยชน์สูงสุดกับสถานศึกษา

1.3 ความต้องการจำเป็นที่มีค่าสูงสุด ได้แก่ ด้านการร่วมแรงร่วมใจ ดังนั้น ผู้บริหารสถานศึกษาควรบริหารจัดการสถานศึกษาให้มีประสิทธิภาพและประสิทธิผล สร้างบรรยากาศในการทำงานที่เกื้อกูลกัน เกิดแรงจูงใจให้ร่วมกันทำงานเพื่อบรรลุเป้าหมาย มีมนุษยสัมพันธ์ที่ดีกับทุกภาคส่วนที่มีส่วนเกี่ยวข้องกับสถานศึกษา ให้คนในองค์กร ผู้ปกครอง ชุมชน มีส่วนร่วมในการบริหาร เพื่อให้เกิดประโยชน์สูงสุดกับสถานศึกษา

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่ส่งผลต่อการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 เพื่อให้ครูหรือผู้ที่สนใจมีแนวทางในการพัฒนาสมรรถนะผู้บริหารสถานศึกษา

2.2 ควรศึกษาเปรียบเทียบผลของการพัฒนาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยใช้แนวคิดที่ยึดตามความพร้อมและบริบทของขนาดโรงเรียน

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สภาพ และความต้องการจำเป็นในการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

Situations and Needs Enhancement of Morale in Job Perfomance of Teachers under Nakhon Phanom Primary Educational Service Area Office 1

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นาวี อุดร Nawee Udorn [2]

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ (2) ประเมินความต้องการจำเป็นการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครู 365 คน เครื่องมือที่ใช้ในการศึกษาเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ จำนวน 2 ฉบับ (1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .46 - .89 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98 (2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้องระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .49 - .85 และค่าความเชื่อมั่นทั้งฉบับ เท่ากับ .98 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง (PNI Modified)

ผลการศึกษาพบว่า (1) สภาพปัจจุบันขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียนโดยรวมอยู่ในระดับมาก และสภาพที่พึงประสงค์ของขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียนโดยรวมอยู่ในระดับมากที่สุด (2) ความต้องการจำเป็นการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียนที่มีค่าสูงสุด 3 อันดับแรก ได้แก่ 1) ด้านเงินเดือนและการเลื่อนเงินเดือน 2) ด้านลักษณะและสภาพการทำงาน และ 3) ด้านความต้องการความสำเร็จ ตามลำดับ

คำสำคัญ : สภาพปัจจุบัน สภาพที่พึงประสงค์ / ความต้องการจำเป็น / การสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน

Abstract

The purposes of this study were were (1) to examine the current situations and the desirable situations, (2) to assess the needs enhancement of morale in job perfomance of teachers under Nakhon Phanom Primary Educational Service Area Office 1. The samples in this study 365 school administrators and teachers. The instruments employed in data collection were 2 five-rating scale questionnaires as followed : (1) a current situation questionnaire with the Index of item Congruence (IC) between .80 - 1.00, the discrimination between .46 - .89, and the reliability of .98 and (2) a questionnaire in the desirable situations with the Index of item Congruence (IC) between .80 - 1.00, the discrimination between .49 - .85, and the reliability of .98. The statistics employed in data analysis were percentage, mean, standard deviation, and the modified priority need assessment index ($PNI_{Modified}$)

The results revealed that (1) the current enhancement of morale in job perfomance of teachers were at the high level in overall aspect and the desirable enhancement of morale in job perfomance of teachers were at the highest level in overall aspect. (2) The top three highest of need assessment in enhancement of morale in job perfomance of teachers 1) the salary and salary increase ; 2) characteristics and working situations ; and 3) the need for success.

Keywords: Current Situations / Desirable Situations / Needs / Academic Leadership in the Digital Era

บทนำ

พระราชบัญญัติระเบียบข้าราชการครูและบุคลากรทางการศึกษา พ.ศ. 2547 (ฉบับที่ 2) พ.ศ. 2551 หมวดที่ 1 มาตรา 23 ข้อที่ 5 ส่งเสริม สนับสนุนการพัฒนา การเสริมสร้างขวัญกำลังใจการปกป้องคุ้มครองระบบคุณธรรม การจัดสวัสดิการ และการยกย่อง

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[2] สาขาวิชาการบริหารและพัฒนาการศึกษา คณะครุศาสตร์ มหาวิทยาลัยนครพนม

เชิดชูเกียรติข้าราชการครูและบุคลากรทางการศึกษาในหน่วยงานการศึกษาของเขตพื้นที่การศึกษาและหมวดที่ 5 มาตรา 79 ข้อที่ 2 ผู้บังคับบัญชาทุกคนทุกระดับต้องเป็นแบบอย่างที่ดี มีหน้าที่ต้องส่งเสริม สนับสนุนใต้บังคับบัญชาทุกคน และให้ได้รับการพัฒนาอย่างเป็นระบบต่อเนื่อง ได้มาตรฐาน มีความสามารถในการปฏิบัติหน้าที่ ความรับผิดชอบ ให้มีประสิทธิภาพ ประสิทธิผล และความก้าวหน้าแก่ทางราชการ (สำนักงานคณะกรรมการข้าราชการครูและบุคลากรทางการศึกษา. 2560)กระทรวงศึกษาธิการ มุ่งเน้นการ “ปลดล็อค ปรับเปลี่ยน เปิดกว้าง” เพื่อให้ระบบการศึกษาไทย มุ่งทิศทางไปสู่การพัฒนาและสร้างทุนมนุษย์ (Human Capital) ของประเทศให้ตรงกับความต้องการของตลาดแรงงานทั้งภายในประเทศและตลาดโลก ซึ่งเป็นผลมาจากการเปลี่ยนแปลงทางเทคโนโลยีในโลกศตวรรษที่ 21 ประกอบกับการแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 ส่งผลกระทบในทุกวงกว้างในทุกด้าน โดยเฉพาะด้านการศึกษา ซึ่งครอบคลุมผู้คนจำนวนมาก เพื่อให้สอดคล้องกับสถานการณ์ดังกล่าว การจัดการศึกษาที่ผ่านมาพลังความร่วมมือร่วมใจของข้าราชการและบุคลากรในสังกัดกระทรวงศึกษาธิการแสดงให้เห็นถึงความก้าวหน้าในการจัดการศึกษาภายใต้โลกในศตวรรษที่ 21 เพื่อร่วมกันขับเคลื่อนไปสู่จุดเน้น 6 ด้าน โดยเฉพาะด้านการพัฒนาและเสริมสร้างศักยภาพทรัพยากรมนุษย์ ภายใต้การแพร่ระบาดโรคไวรัสโคโรนา 2019 ที่จะต้องปรับตัวให้สอดคล้องกับวิถีชีวิตใหม่ (New Normal) (สุภัทร จำปาทอง. 2564)

การบริหารจัดการศึกษาเพื่อพัฒนาประเทศ ถือเป็นกระบวนการสร้างความเปลี่ยนแปลงทั้งทางสังคม เศรษฐกิจ การเมือง และเทคโนโลยี ทั้งนี้เพราะ การศึกษาเป็นฐานรากของการพัฒนาคน ดังนั้นการบริหารจัดการศึกษาในทุกระดับ จึงเป็นยุทธศาสตร์ในการพัฒนาประสิทธิภาพการศึกษา อย่างไรก็ตาม หากจะพิจารณาถึงหลักการบริหารองค์กรในเชิงแนวคิด การบริหารจัดการและหรือการพัฒนาองค์กรใด ๆ ก็มักมีความจำเป็นต้องอาศัยทรัพยากรในการบริหารจัดการ อย่างน้อย 7 ประการ (7M’s) อันได้แก่ man (คน), money (เงิน), material (วัสดุ), management (การบริหารจัดการ), Machine (เครื่องจักรหรือเครื่องมือ), marketing (การตลาด) และ morale (ขวัญและกำลังใจ) ซึ่งขวัญและกำลังใจ ถือเป็นปัจจัยสำคัญที่ส่งผลต่อความสำเร็จและการอยู่รอดขององค์กร และผู้นำองค์กรด้วยเช่นเดียวกัน เนื่องจาก ผู้นำองค์กร และขวัญกำลังใจของบุคลากร เป็นแรงขับเคลื่อนที่จะนำพาองค์กรไปสู่ความสำเร็จตามเป้าหมายที่วางไว้ อาจกล่าวได้ว่า ทั้งสองส่วนมีความสัมพันธ์กัน คือ ผู้นำจะเกี่ยวข้องกับการกำกับดูแล การสอนงาน การจูงใจและการบันดาลใจบุคลากร ภาวะผู้นำมีลักษณะครอบคลุม คือ เป็นความสัมพันธ์ระหว่างผู้นำและบุคคลอื่น เป็นความสัมพันธ์ที่มีลักษณะของการใช้อิทธิพล หรือการชี้นำซึ่งจะส่งผลกระทบต่อการกระทำหรือพฤติกรรมของผู้อื่น มีจุดมุ่งหมายหลัก เพื่อความสำเร็จของงานตามวัตถุประสงค์ขององค์กร และภาวะผู้นำเป็นทั้งศาสตร์ และศิลป์ ลักษณะของภาวะผู้นำมีหลายรูปแบบและมีคุณลักษณะที่แตกต่างกัน ผู้นำในองค์กรสามารถนำรูปแบบภาวะผู้นำที่หลากหลายไปใช้ในการบริหารงานให้เหมาะสม โดยรูปแบบภาวะผู้นำที่เหมาะสมจะขึ้นอยู่กับสถานการณ์ ลักษณะของงานและความต้องการของบุคคลในองค์กร นอกจากนี้ ผู้นำยังเป็นบุคคลที่มีอิทธิพลต่อบุคคลอื่นสามารถกระตุ้นและจูงใจสมาชิกในองค์กรให้นำศักยภาพในตัวที่มีอยู่ออกมาใช้ในการทำงานได้อย่างมีประสิทธิภาพและเกิดประโยชน์สูงสุด โดยหากบุคลากรมีความรู้ความสามารถมีการพัฒนาอย่างต่อเนื่อง ประกอบกับการเสริมสร้างแรงจูงใจอย่างสม่ำเสมอก็จะก่อให้เกิดขวัญและกำลังใจในการปฏิบัติงาน (ศุภางค์ เกาะสุวรรณ์. 2557)

ขวัญและกำลังใจเป็นที่ยอมรับกันทุกองค์กรหรือหน่วยงานว่าการจัดให้ผู้ร่วมงานได้มีขวัญและกำลังใจในการปฏิบัติหน้าที่ให้ดีย่อมเป็นพลังที่สำคัญอันหนึ่งที่จะก่อให้เกิดความร่วมมือและการประสานงานขึ้นได้อยางมีประสิทธิภาพ เนื่องจากบุคลากรมีชีวิตจิตใจมีความรู้สึกนึกคิดมีอารมณ์ และพฤติกรรมที่จะต้องตอบสนองต่อการกระทำของเพื่อนร่วมงานหรือผู้บังคับบัญชาดังนั้นการสร้างขวัญและ กำลังใจจึงมีความจำเป็นอย่างยิ่งที่จะต้องนำมาใช้ในการปฏิบัติงาน ไม่ว่าด้านธุรกิจอุตสาหกรรม หรือรัฐประศาสนศาสตร์ โดยทั่วไปเชื่อว่าขวัญกำลังใจมีความสำคัญต่อความสำเร็จของงานทุกอย่าง ถ้าคนเราเสียขวัญและขาดกำลังใจในการทำงาน จะทำให้ผลงานหรือผลสำเร็จของงานตกต่ำลงอยางมากหรืออาจล้มเหลวในที่สุด ในการปฏิบัติงานใด ๆ ก็ตามการที่ผู้ปฏิบัติงานเกิดขวัญและกำลังใจในการทำงาน จะทำให้การปฏิบัติงานบรรลุวัตถุประสงค์และงานที่ออกมามีประสิทธิภาพและประสิทธิผล (ธนากร รุจิมาลัย. 2559)

นอกจากนั้นขวัญกำลังใจยังเป็นสิ่งสำคัญที่ผู้บริหารควรจะรับรู้เพราะขวัญกำลังใจเป็นปัจจัยที่สำคัญที่จะนำไปสู่ความสำเร็จหรือความล้มเหลวได้ ขวัญกำลังใจมีผลต่อความมุ่งมั่นและความเต็มใจในการทำงานเพื่อพัฒนางานและหน่วยงานของตนเองการยกระดับขวัญกำลังใจทำได้โดยการควบคุมดูแลให้ปัจจัยที่มีผลต่อขวัญกำลังใจอยู่ในสภาพที่ดีมีปัจจัยภายนอกหลายประการที่ส่งผลกระทบต่อขวัญกำลังใจ ดังนั้นผู้บริหารควรตระหนักและพิจารณาถึงปัจจัยต่างๆที่เกี่ยวข้องทั้งภายนอกและภายในหน่วยงานของตนเอง รวมทั้งหาทางปรับปรุงแก้ไขสิ่งต่างๆ ที่คิดว่าเป็นอุปสรรคต่อการปฏิบัติงานเพื่อให้ขวัญกำลังใจของผู้ใต้บังคับบัญชาสูงขึ้น จากการปฏิบัติงานประจำวันถ้าเราใส่ใจและลองสังเกตสภาพทั่วๆไปภายในหน่วยงานของตนเองเราจะพบอาการที่สามารถบ่งชี้ถึงสภาพขวัญกำลังใจที่ตกต่ำหรือสูงได้ ในการทำงานหนึ่งๆ นั้นงานจะออกมามีคุณภาพหรือไม่เสร็จทันเวลาหรือได้รับความร่วมมือจากผู้ร่วมงานหรือไม่ส่วนหนึ่งขึ้นอยู่กับสภาพแวดล้อมในการทำงาน เพราะสภาพแวดล้อมในการทำงานส่งผลต่อสู่ความคิดความรู้สึกอารมณ์ของผู้ปฏิบัติงาน ซึ่งก็หมายถึงขวัญกำลังใจในการทำงานด้วยบรรยากาศในสถานที่ทำงานความสัมพันธ์ที่ดีของกลุ่มทำงานสนุกกับการทำงานร่วมกันเป็นทีมเห็นผลประโยชน์รับฟังความคิดเห็นซึ่งกันและกัน ช่วยกันแก้ไขปัญหาในงานพฤติกรรมที่แสดงออกทางสีหน้าและ

ท่าทาง สิ่งเหล่านี้ถ้าทุกคนร่วมมือร่วมใจกันก็จะมีผลให้สถานที่ทำงานน่าทำงานและทำงานได้ดีขึ้น สะดวกสบายขึ้น (อรรคพร จอมคำ สิงห์. 2559)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 มีการดำเนินการส่งเสริมสนับสนุนการพัฒนา เสริมสร้างขวัญกำลังใจ ปกป้องคุ้มครองระบบคุณธรรมและยกย่องเชิดชูเกียรติข้าราชการครูและบุคลากรทางการศึกษาในหน่วยงานทางการศึกษาของสำนักงานเขตพื้นที่การศึกษาพระราชบัญญัติและระเบียบข้าราชการครูและบุคลากรทางการศึกษา พ.ศ. 2547 มาตรา 23 "ให้ อ.ก.ค.ศ. เขตพื้นที่การศึกษามีอำนาจและหน้าที่ ดังนี้ ส่งเสริมสนับสนุนการพัฒนาการเสริมสร้างขวัญกำลังใจ การปกป้องคุ้มครองระบบคุณธรรม การจัดสวัสดิการและการยกย่องเชิดชูเกียรติข้าราชการครูและบุคลากรทางการศึกษาในหน่วยงานทางการศึกษาของเขตพื้นที่การศึกษา" มาตรา 75 วรรคหนึ่ง "ข้าราชการครูและบุคลากรทางการศึกษาผู้ใดมีความคิดริเริ่ม สร้างสรรค์ มีผลงานดีเด่นเป็นที่ประจักษ์ ให้กระทรวงเจ้าสังกัดส่วนราชการและหน่วยงานทางการศึกษาดำเนินการยกย่องเชิดชูเกียรติตามควรแก่กรณี" (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1. 2564)

จากความเป็นมาและความสำคัญของปัญหาดังกล่าวขวัญกำลังใจมีความสำคัญต่อการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ดังที่กล่าวมา ผู้ศึกษาจึงมีความตระหนักและมองเห็นความสำคัญของขวัญกำลังใจในการปฏิบัติงานของครูจึงทำให้ผู้ศึกษาสนใจที่จะศึกษาขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เพื่อนำผลการศึกษาไปใช้เป็นแนวทาง ในการแก้ปัญหา ขวัญกำลังใจของครูในโรงเรียนเพื่อให้มีกำลังใจในการปฏิบัติงานอย่างมีประสิทธิภาพต่อไป

วัตถุประสงค์การวิจัย

1. เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1
2. เพื่อประเมินความต้องการจำเป็นในการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

วิธีการดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่างที่

1.1 ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จำนวน 2,801 คน สถานศึกษา จำแนกเป็นผู้บริหารสถานศึกษา 255 คน ครู 2,546

1.2 กลุ่มตัวอย่างในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครูของสถานศึกษา สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จำนวน 365 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 77 คน และครู จำนวน 288 คน

1.3 การกำหนดขนาดของกลุ่มตัวอย่าง ผู้วิจัยกำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ(บุญชม ศรีสะอาด, 2560) แยกตามสถานภาพได้ ดังนี้ (1) ผู้บริหารสถานศึกษาขนาดเล็กใช้เกณฑ์ร้อยละ 25 และขนาดกลางใช้เกณฑ์ร้อยละ 35 และผู้บริหารสถานศึกษาขนาดใหญ่และใหญ่พิเศษใช้เกณฑ์ร้อยละ 50 (2) ครูสถานศึกษาขนาดเล็กและขนาดกลางใช้เกณฑ์ร้อยละ 10 และครูสถานศึกษาขนาดใหญ่และใหญ่พิเศษใช้เกณฑ์ร้อยละ 25

2. เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการศึกษาครั้งนี้ มี 2 ฉบับ เป็นแบบสอบถามที่ผู้วิจัยสร้างขึ้นเองโดยการศึกษาเอกสารตำราและงานวิจัยที่เกี่ยวข้อง และขอคำแนะนำจากผู้เชี่ยวชาญมาสร้างเป็นแบบสอบถาม เรื่องสภาพปัจจุบันและสภาพที่พึงประสงค์การสร้างขวัญและกำลังใจของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้มี 2 ขั้นตอนดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถามเป็นข้อมูลสถานภาพของขนาดโรงเรียน ของผู้ตอบแบบสอบถาม ได้แก่ สถานภาพและขนาดของสถานศึกษาที่ปฏิบัติงานมีลักษณะเป็นแบบตรวจสอบรายการ (Checklist)

ตอนที่ 2 ข้อแบบสอบถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์การสร้างขวัญและกำลังใจของครูในโรงเรียน แบบสอบถามเป็นแบบมาตราส่วนประมาณค่า (Rating Scale)

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือจากงานบัณฑิตศึกษา คณะครุศาสตร์ มหาวิทยาลัยนครพนม เพื่อขอความอนุเคราะห์จากผู้บริหารสถานศึกษา และครูของสถานศึกษาที่เป็นกลุ่มตัวอย่างตอบแบบสอบถาม

3.2 นำส่งแบบสอบถามสถานศึกษาที่เป็นกลุ่มตัวอย่างสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ให้สถานศึกษาทั้งหมด 73 โรงเรียน จำนวน 365 ฉบับ โดยได้รับแบบสอบถามกลับคืนมาทั้งหมด 365 ฉบับ คิดเป็นร้อยละ 100 ซึ่งใช้การเก็บข้อมูลผ่านทาง Google Form และเก็บด้วยตนเองจากนั้นนำแบบถามมาตรวจสอบความถูกต้อง และนำไปวิเคราะห์ข้อมูล

4. การวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลและการนำเสนอข้อมูลที่รวบรวมได้จากแบบสอบถาม 3 ตอน โดยใช้โปรแกรมคอมพิวเตอร์รูปแบบสำเร็จรูป ดังนี้

ตอนที่ 1 วิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ประกอบด้วยสถานภาพ และขนาดของโรงเรียน นำเสนอข้อมูลโดยการแสดงร้อยละในรูปตารางประกอบคำบรรยาย

ตอนที่ 2 การวิเคราะห์ข้อมูลข้อคำถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์การสร้างขวัญกำลังใจของครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1โดยใช้วิธีประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistic) นำข้อมูลที่รวบรวมได้มาวิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยการแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

ตอนที่ 3 การประเมินความต้องการจำในการสร้างขวัญกำลังใจของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

สรุปผลการวิจัย

วิเคราะห์ภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

ตารางที่ 1 แสดงค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ความคิดเห็นเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์การสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน โดยรวมและจำแนกเป็นรายด้าน

การสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1. ด้านเงินเดือนและการเลื่อนเงินเดือน	3.72	0.85	มาก	4.56	0.30	มากที่สุด
2. ด้านความสัมพันธ์กับเพื่อนร่วมงาน	3.91	1.16	มาก	4.61	0.33	มากที่สุด
3. ด้านโอกาสและความก้าวหน้า	3.88	0.80	มาก	4.57	0.34	มากที่สุด
4. ด้านลักษณะและสภาพการทำงาน	3.78	0.76	มาก	4.59	0.28	มากที่สุด
5. ด้านความต้องการทางสังคม	3.83	0.79	มาก	4.57	0.30	มากที่สุด
6. ด้านความต้องการการยกย่อง	3.86	0.80	มาก	4.55	0.28	มากที่สุด
7. ด้านความต้องการความสำเร็จ	3.77	0.75	มาก	4.54	0.30	มากที่สุด
รวม	3.82	0.74	มาก	4.65	0.12	มากที่สุด

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุดคือด้านที่ 2 ด้านความสัมพันธ์กับเพื่อนร่วมงาน และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้าน 1 ด้านเงินเดือนและการเลื่อนเงินเดือน

ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์การสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่า อยู่ในระดับ มากที่สุดทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุดคือด้านที่ 2 ด้านความสัมพันธ์กับเพื่อนร่วมงาน และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้านที่ 7 ด้านความต้องการความสำเร็จ

ตารางที่ 2 ค่าเฉลี่ย สภาพปัจจุบันและสภาพที่พึงประสงค์ ค่าดัชนีความต้องการจำเป็น ($PNI_{modified}$) และลำดับความต้องการจำเป็นการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน โดยรวม และจำแนกเป็นรายด้าน

การสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1. ด้านเงินเดือนและการเลื่อนเงินเดือน	3.72	4.56	0.226	1
2. ด้านความสัมพันธ์กับเพื่อนร่วมงาน	3.91	4.61	0.179	5
3. ด้านโอกาสและความก้าวหน้า	3.88	4.57	0.178	6
4. ด้านลักษณะและสภาพการทำงาน	3.78	4.59	0.214	2
5. ด้านความต้องการทางสังคม	3.83	4.57	0.193	4
6. ด้านความต้องการการยกย่อง	3.86	4.55	0.179	5
7. ด้านความต้องการความสำเร็จ	3.77	4.54	0.204	3
รวม	3.82	4.57	0.196	-

จากตารางที่ 2 พบว่าการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีค่าดัชนีความต้องการจำเป็น (PNI modified) โดยรวมเท่ากับ 0.196 เมื่อพิจารณาลำดับความต้องการจำเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงกว่าค่าเฉลี่ยรวมมี 3 ด้าน ได้แก่ ลำดับที่ 1 ด้านที่ 1 ด้านเงินเดือนและการเลื่อนเงินเดือน 0.226 ลำดับที่ 2 ด้านที่ 4 ด้านลักษณะและสภาพการทำงาน 0.214 และลำดับที่ 3 ด้านที่ 7 ด้านความต้องการความสำเร็จ 0.204 ตามลำดับ

อภิปรายผลการวิจัย

จากผลการวิจัย สามารถอภิปรายผลได้ดังนี้

1. จากผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์การสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการวิจัยที่สามารถอภิปรายได้ว่า

1.1 ผลการศึกษาพบว่า สภาพปัจจุบันการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมพบว่าอยู่ในระดับมาก

ทั้งนี้อาจเป็นเพราะสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีการดำเนินการส่งเสริมสนับสนุนการพัฒนา เสริมสร้างขวัญกำลังใจ ปกป้องคุ้มครองระบบคุณธรรมและยกย่องเชิดชูเกียรติข้าราชการครูและบุคลากรทางการศึกษาในหน่วยงานทางการศึกษาของสำนักงานเขตพื้นที่การศึกษาพระราชบัญญัติและระเบียบข้าราชการครูและบุคลากรทางการศึกษา พ.ศ. 2547 มาตรา 23 "ให้ อ.ก.ค.ศ. เขตพื้นที่การศึกษามีอำนาจและหน้าที่ ดังนี้ ส่งเสริมสนับสนุนการพัฒนาการเสริมสร้างขวัญกำลังใจ การปกป้องคุ้มครองระบบคุณธรรม การจัดสวัสดิการและการยกย่องเชิดชูเกียรติข้าราชการครูและบุคลากรทางการศึกษาในหน่วยงานทางการศึกษาของเขตพื้นที่การศึกษา" มาตรา 75 วรรคหนึ่ง "ข้าราชการครูและบุคลากรทางการศึกษาผู้ใดมีความคิดริเริ่ม สร้างสรรค์ มีผลงานดีเด่นเป็นที่ประจักษ์ ให้กระทรวงเจ้าสังกัดส่วนราชการและหน่วยงานทางการศึกษาดำเนินการยกย่องเชิดชูเกียรติตามควรแก่กรณี" สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1. (2564) สอดคล้องกับวิภา แซ่อึ่ง (2560) ได้ทำการวิจัยเรื่อง ขวัญกำลังใจในการปฏิบัติงานของครูในเครือข่ายโรงเรียนเอกชนสอนภาษาจีนกรุงเทพมหานคร ผลการวิจัย พบว่า 1) ขวัญกำลังใจในการปฏิบัติงานของครูในเครือข่ายโรงเรียนเอกชนสอนภาษาจีนกรุงเทพมหานคร โดยรวมและรายด้านอยู่ในระดับมาก ยังสอดคล้องกับ ฐิติพรรณ ดอนหัวร่อ (2559) ได้ทำการวิจัยเรื่อง ขวัญและกำลังใจในการปฏิบัติงานของข้าราชการครูโรงเรียนรัตนโกสินทร์สมโภชบางขุนเทียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 1 ผลการวิจัย พบว่า 1) ขวัญและกำลังใจในการปฏิบัติงานของข้าราชการครูโรงเรียนรัตนโกสินทร์สมโภชบางขุนเทียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 1 โดยภาพรวมอยู่ในระดับ มาก และรายด้านอยู่ใน ระดับมากทุกด้าน และยังสอดคล้องกับ Luleci and Coruk (2018) ได้ทำการวิจัยเรื่อง ความสัมพันธ์ระหว่างขวัญกำลังใจและความพึงพอใจในการทางานของครูในโรงเรียนประถมศึกษาและมัธยมศึกษา ผลการวิจัยพบว่า ขวัญกำลังใจและความพึงพอใจในการทำงานของครูอยู่โดยทั่วไปในระดับมาก

1.2 ผลการศึกษาพบว่า สภาพที่พึงประสงค์การสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมพบว่าอยู่ในระดับมากที่สุด ทั้งนี้อาจเป็นเพราะ ขวัญและกำลังใจในการปฏิบัติงานเป็นสิ่งสำคัญในการปฏิบัติงานของทุกองค์กรเนื่องจากความสำเร็จของสถานศึกษาเกิดจากการได้รับความร่วมมือและร่วมใจ

ในการทำงานของครู ดังที่กุลนิษฐ์ ปิ่นเพชร (2558) ได้กล่าวไว้ว่าขวัญกำลังใจเป็นปัจจัยที่สำคัญในการปฏิบัติงานในองค์กร ทุกองค์กรล้วนต้องการให้ผู้ปฏิบัติงานมีขวัญกำลังใจในการปฏิบัติงานสูง ก่อให้เกิดความร่วมมือในการปฏิบัติงาน เกิดความจงรักภักดี และซื่อสัตย์ต่อองค์กร เกิดความสามัคคีกันและมีพลังการทำงาน เกิดการเสริมสร้างมนุษยสัมพันธ์ในองค์กร เกิดความสร้างสรรค์เพื่อการพัฒนาขององค์กร และสุดท้ายทำให้ผู้ปฏิบัติงานเกิดความเชื่อมั่นต่อองค์กร ผลที่ตามมาคือความสำเร็จของงานที่มีประสิทธิภาพสอดคล้องกับทิพย์ประภา ทองสี (2561) ได้ทำการวิจัยเรื่อง ขวัญและกำลังใจในการปฏิบัติงานของข้าราชการลูกจ้างของเทศบาลตำบลเสม็ด อำเภอเมืองชลบุรี จังหวัดชลบุรี ผลการวิจัยพบว่า ระดับขวัญและกำลังใจในการปฏิบัติงานของข้าราชการ และลูกจ้างเทศบาลตำบลเสม็ด ในภาพรวมอยู่ในระดับมากที่สุด และยังสอดคล้องกับจารุวรรณ สุภาภรณ์ (2562) ได้วิจัยเรื่อง ขวัญและกาลังใจในการปฏิบัติงานโรงเรียนมัธยมศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 18 ผลการศึกษาพบว่า ระดับขวัญและกำลังใจในการปฏิบัติงานของบุคลากรโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 18 ในภาพรวมอยู่ในระดับมากที่สุด

2. การประเมินความต้องการจำเป็นการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่ามีค่าดัชนีความต้องการจำเป็น(PNI)โดยรวมเท่ากับ 0.196 เมื่อพิจารณาเป็นรายด้านพบว่าด้านที่มีค่าเฉลี่ยสูงสุด 3 อันดับแรก เรียงลำดับจากมากไปหาน้อยได้แก่ ด้านเงินเดือนและการเลื่อนเงินเดือน ด้านลักษณะและสภาพการทำงาน และ ด้านความต้องการความสำเร็จ ตามลำดับ ทั้งนี้อาจเป็นเพราะด้านเงินเดือนและการเลื่อนขั้นเงินเดือนเป็นปัจจัยสำคัญในการสร้างขวัญกำลังใจในการปฏิบัติงาน ผู้บริหารสถานศึกษาควรพิจารณาโดยยึดหลักคุณธรรม มีความเที่ยงธรรม เปิดเผยและโปร่งใส เพื่อให้การปฏิบัติงานเกิดผลดี และมีความก้าวหน้าในการปฏิบัติหน้าที่ในวิชาชีพ สอดคล้องกับภัทรวรรณ พิมพา (2562) ได้วิจัยเรื่อง การพัฒนาตัวบ่งชี้ขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสานักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 23 ผลการวิจัยพบว่า ตัวบ่งชี้ขวัญกำลังใจในการปฏิบัติงานของครู ประกอบด้วย 5 องค์ประกอบหลัก 20 องค์ประกอบย่อย และ 83 ตัวบ่งชี้ ดังนี้ (1) ด้านค่าตอบแทน จำนวน 16 ตัวบ่งชี้ (2) ด้านความพึงพอใจในการปฏิบัติงาน จำนวน 20 ตัวบ่งชี้ (3) ด้านสภาพแวดล้อมการทำงาน จำนวน 17 ตัวบ่งชี้ (4) ด้านความก้าวหน้าในอาชีพ จำนวน 11 ตัวบ่งชี้ และ (5) ด้านบทบาทผู้บริหาร จำนวน 19 ตัวบ่งชี้ และยังสอดคล้องกับ Miraj and others. (2561) ได้วิจัยเรื่อง การศึกษาเปรียบเทียบเกี่ยวกับขวัญและกำลังใจของครูในโรงเรียนของรัฐและเอกชนระดับมัธยมศึกษาในเมืองเปชาวาร์ ผลการวิจัยพบว่า 75% ขวัญกำลังใจของครูอยู่ในระดับมากและ 80% ของครูมีความพึงพอใจในการทำงานขณะที่ปัญหาเรื่องเงินเดือนของครู พบว่า เป็นสาเหตุหลักที่ทำให้ขวัญกำลังใจต่ำ ผลการศึกษาสรุปได้ว่าครูของทั้งภาครัฐและภาคเอกชนมีขวัญกำลังใจในระดับมาก ข้อแนะนำคือสามารถปรับปรุงคุณภาพของครูได้ง่ายๆเพียงแค่สร้างการรับรู้และการระลึกถึงขวัญกำลังใจในโรงเรียนขวัญและกำลังใจสาหรับครูอาจเพิ่มขึ้นด้วยการให้รางวัลและการลงโทษ

ข้อเสนอแนะจากผลการวิจัย

1. นำผลจากการศึกษาเรื่องสภาพ และความต้องการจำเป็นการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1มาเป็นข้อกำหนดในการเสนอแนะดังนี้

1.1 สภาพปัจจุบันการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ด้านเงินเดือนและการเลื่อนเงินเดือน มีค่าเฉลี่ยต่ำที่สุด ดังนั้นผู้บริหารควรให้ความสำคัญในการเลื่อนขั้นเงินเดือนให้ได้รับความเทียบเท่ากับความรู้ความสามารถในการปฏิบัติงาน

1.2 สภาพที่พึงประสงค์การสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1ด้านความสัมพันธ์กับเพื่อนร่วมงาน อยู่ในระดับมากที่สุด ดังนั้นผู้บริหารสถานศึกษาควรให้ความใกล้ชิดความเป็นกันเองในการปฏิบัติงาน การได้รับความเป็นธรรม ความไว้วางใจ และสามารถจะทำงานร่วมกับผู้อื่นได้

1.3 ความต้องการจำเป็นที่มีค่าสูงสุดได้แก่ ด้านเงินเดือนและการเลื่อนเงินเดือน ดังนั้นผู้บริหารสถานศึกษาควรส่งเสริมสนับสนุนในด้านเงินเดือนและการเลื่อนเงินเดือนเพื่อเป็นการสร้างขวัญกำลังใจในการปฏิบัติงานของครู

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่ส่งผลต่อการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

2.2 ควรศึกษาเปรียบเทียบผลของการสร้างขวัญกำลังใจในการปฏิบัติงานของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1ระหว่างโรงเรียนขนาดเล็ก ขนาดกลาง ขนาดใหญ่ และขนาดใหญ่พิเศษ โดยใช้แนวคิดที่ยึดตามความพร้อมและบริบทของขนาดโรงเรียน

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สภาพ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำครู ในยุคชีวิตวิถีใหม่ของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

Situations and Needs for Leadership Development of Teacher in the new normal Era of Schools under Nakhon Phanom Primary educational Service Area Office 1

ปวีณา ชมภูศรี Paweena Chompusri [1]
นาวี อุดร Nawee Udorn [2]

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ และ(2) ประเมินความต้องการจำเป็นภาวะผู้นำครูในยุคชีวิตวิถีใหม่ กลุ่มตัวอย่างที่ใช้ในวิจัย คือผู้บริหารสถานศึกษาและครู จำนวน 430 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ จำนวน 2 ฉบับ คือ (1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องระหว่าง .60 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .45 - .83 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .97 (2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้องระหว่าง .60 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .45 - .89 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ . 97 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการศึกษาพบว่า (1) สภาพปัจจุบันภาวะผู้นำครูในยุคชีวิตวิถีใหม่ โดยรวมอยู่ในระดับมาก และสภาพที่พึงประสงค์ภาวะผู้นำครูในยุคชีวิตวิถีใหม่ อยู่ในระดับมากที่สุด (2) ความต้องการจำเป็นภาวะผู้นำครูในยุคชีวิตวิถีใหม่ ที่มีค่าสูงสุด 3 อันดับแรก ได้แก่ 1) ด้านการเป็นแบบอย่างในการผสานความร่วมมือ 2) ด้านการเป็นผู้นำการเปลี่ยนแปลง และ 3) ด้านการพัฒนาตนเองและเพื่อนครู ตามลำดับ

คำสำคัญ : (1) ภาวะผู้นำครูในยุคชีวิตวิถีใหม่ (2) สภาพปัจจุบัน (3) สภาพที่พึงประสงค์ (4) ความต้องการจำเป็น

Abstract

The purposes of this study were 1) to examine the current and desirable situations, and 2) to assess the needs academic teachers leadership in the new normal era of Schools. The samples used were 430 school administrators and teachers. The instruments employed in data collection were 2 five-rating scale questionnaires as followed : (1) a current situation questionnaire with the Index of item Congruence (IC) between .60 - 1.00, the discrimination between .45 - .83, and the reliability of .97 and (2) a questionnaire in the desirable situations with the Index of item Congruence (IC) between .60 - 1.00, the discrimination between .45 - .89, and the reliability of .98 The statistics employed in data analysis were percentage, mean, standard deviation, and the modified priority need assessment index ($PNI_{Modified}$).

The results revealed that (1) the current situations academic teachers leadership in the new normal era of Schools were at the high level in overall aspect and the desirable situations academic teachers leadership in the new normal era were at the highest level in overall aspect. (2) The top three highest of need assessment in situations and the priority needs index on academic teachers leadership in the new normal era of Schools were 1) course administration and teaching; 2) Promotion of academic atmosphere; and 3) vision respectively.

Keywords: Current Situations / Desirable Situations / Needs / Academic Leadership in the Digital Era

บทนำ

การขับเคลื่อนประเทศเริ่มต้นที่ “การศึกษา” เพราะการศึกษาคือ รากฐานของการพัฒนาประเทศซึ่งเป็นสิทธิขั้นพื้นฐานของคนไทยทุกคน รัฐต้องจัดให้เพื่อพัฒนาคนไทยทุกช่วงวัยให้มีความเจริญงอกงามในทุกด้านเพื่อเป็นต้นทุนทางปัญญาที่สำคัญในการ

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พัฒนาทักษะ คุณลักษณะและสมรรถนะในการประกอบสัมมาชีพ การดำรงชีวิตร่วมกับผู้อื่นในสังคมได้อย่างเป็นสุขอันจะนำไปสู่เสถียรภาพ และความมั่นคง รวมถึงประเทศชาติที่ต้องพัฒนาให้เจริญก้าวหน้า โดยมุ่งจัดการศึกษาให้คนไทยทุกคนสามารถเข้าถึงโอกาสและความเสมอภาคในการศึกษาที่มีคุณภาพ พัฒนาระบบการบริหารจัดการศึกษาที่มีประสิทธิภาพ พัฒนากำลังคนให้มีสมรรถนะในการทำงานที่สอดคล้องกับความต้องการของตลาดแรงงานและการพัฒนาประเทศ (สำนักงานเลขาธิการสภาการศึกษา. 2560)

ในปลายปี พ.ศ.2562 ได้มีการแพร่ระบาดของ COVID-19 ได้ส่งผลกระทบอย่างรุนแรงต่อการศึกษาทุกระดับทั่วโลก ทำให้สถานศึกษาเกือบทุกแห่งทั่วโลกต้องปิดการเรียนการสอน ข้อมูลของ UNESCO (World Economic Forum,(2020) พบว่ามีจำนวนนักเรียน 1.38 พันล้านคน ได้รับผลกระทบจากการปิดสถานศึกษา ซึ่งเป็นผลกระทบต่อเนื่องอย่างกว้างขวาง และเกิดการปรับเปลี่ยนระบบการจัดการศึกษาในรูปแบบใหม่ สถาบันการศึกษาทุกระดับต้องปรับตัวในสถานการณ์ปัจจุบัน และต้องเตรียมเพื่ออนาคต (เทื้อน ทองแก้ว. 2563)

ในการขับเคลื่อนคุณภาพการศึกษาในยุคชีวิตวิถีใหม่ ภาวะผู้นำของครูมีความสำคัญ ต่อการพัฒนาคุณภาพของนักเรียน ภาวะผู้นำครู หมายถึง คุณลักษณะ ความสามารถที่ครูได้แสดงออก ซึ่งการสร้างความสัมพันธ์ซึ่งกันและกันในโรงเรียน เพื่อแลกเปลี่ยนเรียนรู้โดยปราศจาก การชี้นำจูงใจจากผู้บริหารสถานศึกษา มีการพัฒนาตนเอง การแลกเปลี่ยนเรียนรู้ ระหว่างเพื่อนครู และการร่วมกันเปลี่ยนแปลงเพื่อพัฒนาโรงเรียนให้เกิดประสิทธิภาพตาม เป้าหมาย ครูทุกคนต้องมีการพัฒนาตนเองให้มีความเป็นผู้นำและมีภาวะผู้นำทั้งในการปฏิบัติงานในหน้าที่และที่สำคัญต้องพัฒนาตนเอง ให้พร้อมเท่าทันการเปลี่ยนแปลงเพื่อขับเคลื่อนการเรียนรู้ได้อย่างมีประสิทธิภาพ รวมถึงสามารถพัฒนาวิชาชีพให้เป็นที่ยอมรับ (เชษฐา ทองยิ่ง. 2559)

การผลิตและพัฒนาครูเพื่อตอบสนองยุคชีวิตวิถีใหม่ จึง ต้องการครูผู้ที่เป็นผู้นำครู เพื่อพัฒนาการศึกษาให้บรรลุผลตามนโยบายประเทศไทย 4.0 และก้าวทันต่อยุคชีวิตวิถีใหม่ ดังนั้นภาวะผู้นำครูที่ควรสร้างเด็กยุคใหม่ที่มีความสามารถในการทำงานที่ต้องอาศัยทักษะขั้นสูงในการคิดวิเคราะห์เป็นและคิดอย่างมีวิจารณญาณรวมถึงทักษะในการเข้าใจผู้อื่น ครูสามารถจัดการเรียนการสอนตามบริบทของโรงเรียนได้และต้องมีจิตวิญญาณความเป็นครู ครูต้องใช้เทคโนโลยีประกอบการสอน สร้างบรรยากาศชั้นเรียนให้จูงใจผู้เรียนเกิดการเรียนรู้ ต้องคิดว่าเด็กๆทุกคนสามารถพัฒนาได้ การใช้วิธีการสอนแบบใหม่ให้เด็กมีความสุข อบรมสั่งสอนเด็กด้วยจิตวิญญาณความเป็นครู ให้เขาเป็นคนดี มีคุณธรรม ครูมีความอ่อนโยน มีความรัก ความเมตตา ใช้จิตวิทยาเชิงบวก และมีสภาพแวดล้อมที่ดี ครูที่มีวุฒิภาวะของความเป็นครู คือ ครูปูชนียบุคคล ครูจะเป็นตัวอย่าง ครูไม่ใช่ผู้พร่ำสอนจริยธรรม แต่ครูจะเป็นผู้ทำให้ดูอยู่ให้เห็น เป็นตัวอย่าง (สมศักดิ์ ประสาร. 2561)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีแนวทางทางพัฒนาการจัดการศึกษา เพื่อพัฒนาคุณภาพการศึกษาให้เชื่อมโยงและสอดคล้องกับนโยบายของรัฐบาลกระทรวงศึกษาธิการ และสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานพัฒนาให้เกิดคุณภาพใน 3 ด้าน (1) ด้านการบริหารจัดการองค์การสู่ความเป็นเลิศ (2) ด้านการบริหารและการจัดการศึกษาที่มีประสิทธิภาพ (3) สัมฤทธิ์ผลของการบริหารและการจัดการศึกษา มุ่งพัฒนาผู้เรียนให้ได้คุณภาพตามมาตรฐานการศึกษา ส่งเสริมการพัฒนาครูและบุคลากรทางการศึกษาให้เป็นมืออาชีพ ส่งเสริมการจัดการศึกษาเพื่อพัฒนาคุณภาพชีวิตที่เป็นมิตรกับสิ่งแวดล้อม ยึดหลักปรัชญาของเศรษฐกิจพอเพียง และเป้าหมายการพัฒนาที่ยั่งยืน (SDGs) ในรูปแบบฐานวิถีชีวิตใหม่ (New Normal) พัฒนาผู้บริหาร ครู และบุคลากรทางการศึกษาให้เป็นบุคคลแห่งการเรียนรู้ มีความรู้และทักษะด้านเทคโนโลยี ภาษาอังกฤษเพื่อการสื่อสาร มีภาวะผู้นำ และมีจรรยาบรรณตามมาตรฐานวิชาชีพ (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1. 2565)

จากสภาพปัญหาดังกล่าวข้างต้น ผู้ศึกษาจึงสนใจศึกษาภาวะผู้นำครูในยุคชีวิตวิถีใหม่ของโรงเรียนสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ทั้งนี้ เพื่อนำข้อมูลที่ได้ไปเป็นแนวทางในพัฒนาภาวะผู้นำครูในยุคชีวิตวิถีใหม่ของโรงเรียนสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 และนำข้อมูลที่ได้ไปพัฒนาปรับปรุงภาวะผู้นำในยุคชีวิตวิถีใหม่แก่ผู้บริหารสถานศึกษา ครู หน่วยงานการศึกษา หน่วยงานทั่วไป และผู้สนใจ ไปใช้ในการพัฒนาภาวะผู้นำครูในยุคชีวิตวิถีใหม่ให้มีประสิทธิภาพสูงขึ้นต่อไป

วัตถุประสงค์การวิจัย

1. เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของภาวะผู้นำครูในยุคชีวิตวิถีใหม่ของโรงเรียนสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

2. เพื่อประเมินความต้องการจำเป็นในการพัฒนาภาวะผู้นำครูในยุคชีวิตวิถีใหม่ของโรงเรียนสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

วิธีการดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่างที่

1.1 ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จำนวน 2,801 คน สถานศึกษา จำแนกเป็นผู้บริหารสถานศึกษา 255 คน ครู 2,546

1.2 กลุ่มตัวอย่างในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครูของสถานศึกษา สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จำนวน 430 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 89 คน และครู จำนวน 341 คน

1.3 การกำหนดขนาดของกลุ่มตัวอย่าง ผู้วิจัยกำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ(บุญชม ศรีสะอาด, 2560) แยกตามสถานภาพได้ ดังนี้ (1) ผู้บริหารสถานศึกษาขนาดเล็กใช้เกณฑ์ร้อยละ 30 และขนาดกลางใช้เกณฑ์ร้อยละ 30 และผู้บริหารสถานศึกษาขนาดใหญ่และใหญ่พิเศษใช้เกณฑ์ร้อยละ 85 (2) ครูสถานศึกษาขนาดเล็กใช้เกณฑ์ร้อยละ 10 และขนาดกลางใช้เกณฑ์ร้อยละ 10 และครูสถานศึกษาขนาดใหญ่และใหญ่พิเศษใช้เกณฑ์ร้อยละ 50

2. เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการศึกษาครั้งนี้ มี 2 ฉบับ เป็นแบบสอบถามที่ผู้วิจัยสร้างขึ้นเองโดยการศึกษาเอกสารตำราและงานวิจัยที่เกี่ยวข้อง และขอคำแนะนำจากผู้เชี่ยวชาญมาสร้างเป็นแบบสอบถาม เรื่องสภาพปัจจุบันและสภาพที่พึงประสงค์ภาวะผู้นำครูในยุคชีวิตวิถีใหม่ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้ มี 2 ขั้นตอนดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถามเป็นข้อมูลสถานภาพของขนาดโรงเรียน ของผู้ตอบแบบสอบถาม ได้แก่ สถานภาพและขนาดของสถานศึกษาที่ปฏิบัติงานมีลักษณะเป็นแบบตรวจสอบรายการ (Checklist)

ตอนที่ 2 ข้อแบบสอบถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ภาวะผู้นำครูในยุคชีวิตวิถีใหม่ แบบสอบถามเป็นแบบมาตราส่วนประมาณค่า(Rating Scale)

มีค่าอำนาจจำแนกรายข้อของแบบสอบถามสภาพปัจจุบันภาวะผู้นำครูในยุคชีวิตวิถีใหม่มีค่าอยู่ระหว่าง .45 - .83 และแบบสอบถามสภาพที่พึงประสงค์สภาพที่พึงประสงค์ภาวะผู้นำครูในยุคชีวิตวิถีใหม่ มีค่าอำนาจจำแนกรายข้ออยู่ระหว่าง .45 - .89 และซึ่งค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับ สภาพปัจจุบันภาวะผู้นำครูในยุคชีวิตวิถีใหม่ มีค่าเท่ากับ .97 และสภาพที่พึงประสงค์ภาวะผู้นำครูในยุคชีวิตวิถีใหม่มีค่าเท่ากับ .97

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือจากงานบัณฑิตศึกษา คณะครุศาสตร์ มหาวิทยาลัยนครพนม เพื่อขอความอนุเคราะห์จากผู้บริหารสถานศึกษา และครูของสถานศึกษาที่เป็นกลุ่มตัวอย่างตอบแบบสอบถาม

3.2 นำส่งแบบสอบถามสถานศึกษาที่เป็นกลุ่มตัวอย่างสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ให้สถานศึกษาทั้งหมด 73 โรงเรียน จำนวน 430 ฉบับ โดยได้รับแบบสอบถามกลับคืนมาทั้งหมด 430 ฉบับ คิดเป็นร้อยละ 100 ซึ่งใช้การเก็บข้อมูลผ่านทาง Google Form และเก็บด้วยตนเองจากนั้นนำแบบถามมาตรวจสอบความถูกต้อง และนำไปวิเคราะห์ข้อมูล

4. การวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลและการนำเสนอข้อมูลที่รวบรวมได้จากแบบสอบถาม 3 ตอน โดยใช้โปรแกรมคอมพิวเตอร์รูปแบบสำเร็จรูป ดังนี้

ตอนที่ 1 วิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ประกอบด้วยสถานภาพ และขนาดของโรงเรียน นำเสนอข้อมูลโดยการแสดงร้อยละในรูปตารางประกอบคำบรรยาย

ตอนที่ 2 การวิเคราะห์ข้อมูลข้อคำถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ภาวะผู้นำครูในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1โดยใช้วิธีประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistic) นำข้อมูลที่รวบรวมได้มาวิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยการแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

ตอนที่ 3 การประเมินความต้องการจำเป็นภาวะผู้นำครูในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

สรุปผลการวิจัย

วิเคราะห์ภาวะผู้นำครูในยุคชีวิตวิถีใหม่ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

ตารางที่ 1 แสดงค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ความคิดเห็นเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ภาวะผู้นำครูในยุคชีวิตวิถีใหม่ โดยรวมและจำแนกเป็นรายด้าน

ภาวะผู้นำครูในยุคชีวิตวิถีใหม่	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1. ด้านการเป็นแบบอย่างที่ดีของการสอนและการเรียนรู้	3.76	0.68	มาก	4.57	0.30	มากที่สุด
2. ด้านการพัฒนาตนเองและเพื่อนครู	3.73	0.75	มาก	4.61	0.34	มากที่สุด
3. ด้านการเป็นผู้นำการเปลี่ยนแปลง	3.71	0.66	มาก	4.59	0.30	มากที่สุด
4. ด้านการเป็นแบบอย่างในการผสานความร่วมมือ	3.63	0.72	มาก	4.59	0.28	มากที่สุด
5. ด้านการทำงานเป็นทีมและชุมชนแห่งการเรียนรู้	3.77	0.71	มาก	4.57	0.29	มากที่สุด
6.ด้านการเข้าใจอย่างถ่องแท้ด้านทฤษฎีและการวิจัยเกี่ยวกับการจัดการเรียนรู้และหลักสูตร	3.73	0.58	มาก	4.56	0.28	มากที่สุด
7.ด้านการใช้เทคโนโลยีสารสนเทศและนวัตกรรม	3.81	0.59	มาก	4.56	0.30	มากที่สุด
รวม	3.71	0.26	มาก	4.65	0.12	มากที่สุด

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันภาวะผู้นำครูในยุคชีวิตวิถีใหม่ โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุดคือด้านที่ 7 ด้านการใช้เทคโนโลยีสารสนเทศและนวัตกรรม และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้านที่ 4 ด้านการเป็นแบบอย่างในการผสานความร่วมมือ

ตารางที่ 2 ค่าเฉลี่ย สภาพปัจจุบันและสภาพที่พึงประสงค์ ค่าดัชนีความต้องการจำเป็น ($PNI_{modified}$) และลำดับความต้องการจำเป็นภาวะผู้นำครูในยุคชีวิตวิถีใหม่ โดยรวม และจำแนกเป็นรายด้าน

ภาวะผู้นำครูในยุคชีวิตวิถีใหม่	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1. ด้านการเป็นแบบอย่างที่ดีของการสอนและการเรียนรู้	3.76	4.57	0.215	5
2. ด้านการพัฒนาตนเองและเพื่อนครู	3.73	4.61	0.236	3
3. ด้านการเป็นผู้นำการเปลี่ยนแปลง	3.71	4.59	0.237	2
4. ด้านการเป็นแบบอย่างในการผสานความร่วมมือ	3.63	4.59	0.264	1
5. ด้านการทำงานเป็นทีมและชุมชนแห่งการเรียนรู้	3.77	4.57	0.212	6
6.ด้านการเข้าใจอย่างถ่องแท้ด้านทฤษฎีและการวิจัยเกี่ยวกับการจัดการเรียนรู้และหลักสูตร	3.73	4.56	0.223	4
7.ด้านการใช้เทคโนโลยีสารสนเทศและนวัตกรรม	3.81	4.56	0.197	7
รวม	3.74	4.58	0.225	-

จากตารางที่ 2 พบว่าภาวะผู้นำครูในยุคชีวิตวิถีใหม่ มีค่าดัชนีความต้องการจำเป็น ($PNI_{modified}$) โดยรวมเท่ากับ 0.225 เมื่อพิจารณาลำดับความต้องการจำเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงกว่าค่าเฉลี่ยรวมมี 3 ด้าน ได้แก่ด้านที่ 4 ด้านการเป็นแบบอย่างในการผสานความร่วมมือมีค่าเท่ากับ 0.264 ด้านที่ 3 ด้านการเป็นผู้นำการเปลี่ยนแปลงมีค่าเท่ากับ 0.237 และด้านที่ 2 ด้านการพัฒนาตนเองและเพื่อนครูมีค่าเท่ากับ 0.236 ตามลำดับ

อภิปรายผลการวิจัย

จากผลการวิจัย สามารถอภิปรายผลได้ดังนี้

1. จากผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ภาวะผู้นำครูในยุคชีวิตวิถีใหม่ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการวิจัยที่สามารถอภิปรายได้ว่า

1.1 ผลการศึกษาพบว่า สภาพปัจจุบันภาวะผู้นำครูในยุคชีวิตวิถีใหม่ของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมพบว่าอยู่ในระดับมาก ทั้งนี้อาจเป็นเพราะครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีการพัฒนาวิชาชีพและการพัฒนาตัวเองอยู่เสมอ สามารถนำเทคโนโลยีเพื่อการจัดการเรียนรู้ มีการแลกเปลี่ยนเรียนรู้ที่เกิดในห้องเรียนและแลกเปลี่ยนทักษะของตนเองกับผู้อื่น การมีส่วนร่วมในการเปลี่ยนแปลงเพื่อเพิ่มประสิทธิภาพของโรงเรียนหรือการมีส่วนร่วมในการพัฒนาโรงเรียน ดังที่ ประสาท เนืองเฉลิม (2562 : 19-21) ได้กล่าวว่าภาวะผู้นำครูในยุคชีวิตวิถีใหม่คือ การจัดกิจกรรมการเรียนรู้แบบบูรณาการผ่านศาสตร์การสอนแนวใหม่ แบบอย่างทางสังคม มีจรรยาบรรณ คุณธรรม จริยธรรม บูรณาการความรู้ต่างๆ ที่มีมาใช้ในการสร้างสรรค์และพัฒนาองค์ความรู้ใหม่ ฉลาดรู้ในการใช้เทคโนโลยี ส่งเสริมการเรียนรู้ตามวัยและเต็ม ตามศักยภาพและปฏิรูปตนเองอย่างสม่ำเสมอ สอดคล้องประภาดา คนคล่อง (2560 : 290 - 291) ได้ทำการวิจัยเรื่อง การพัฒนาภาวะผู้นำครูเพื่อการจัดการเรียนรู้ในศตวรรษที่ 21 กรณีโรงเรียนอนุบาลคำชะอี ผลการวิจัย พบว่า องค์ประกอบของภาวะผู้นำครูเพื่อการจัดการเรียนรู้ในศตวรรษที่ 21 ของโรงเรียนอนุบาลคำชะอี โดยรวมอยู่ในระดับมาก และสอดคล้องกับรินนา ราชชารี (2559:118) ได้ทำการวิจัยเรื่อง ปัจจัยที่ส่งผลต่อภาวะผู้นำครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบึงกาฬ ผลการวิจัย พบว่า ปัจจัยที่ส่งผลต่อภาวะผู้นำครูและระดับภาวะผู้นำครู ตามความคิดเห็นของผู้บริหารและครูผู้สอนโดยภาพรวมอยู่ในระดับมากและยังสอดคล้องกับ Angelle and other. (2011: 58) ได้ทำการวิจัยเรื่องการเพิ่มประสิทธิภาพขององค์กรการทดสอบภาวะผู้นำของครู ประสิทธิภาพโดยรวม และความไว้วางใจในโรงเรียน โดยการวิจัยครั้งนี้ได้สำรวจความสัมพันธ์ของภาวะผู้นำของครู ประสิทธิภาพโดยรวม และความไว้วางใจในโรงเรียน ผลการวิจัยแสดงให้เห็นความสัมพันธ์เชิงบวกระหว่างสามตัวแปร ผลการวิจัยสนับสนุนสมมติฐานที่ว่า ภาวะผู้นำของครูก่อให้เกิดการสร้างองค์กรขนาดใหญ่ และช่วยให้ครูมีบทบาทในด้านต่างๆ มากขึ้น

1.2 ผลการศึกษาพบว่า สภาพที่พึงประสงค์ภาวะผู้นำครูในยุคชีวิตวิถีใหม่ของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมพบว่าอยู่ในระดับมากที่สุด ทั้งนี้อาจเป็นเพราะสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มีแผนพัฒนาการศึกษาขั้นพื้นฐาน พ.ศ.2563 - 2565 โดยการดำเนินโยบายในการด้านการจัดการศึกษา พัฒนาครูและบุคลากรทางการศึกษา ให้เป็นครูยุคใหม่ มีศักยภาพในการจัดการเรียนการหลักสูตรฐานสมรรถนะ มีทักษะในการปฏิบัติหน้าได้ดี มีความรู้ความสามารถในการใช้เทคโนโลยีมีการพัฒนาตนเองทางวิชาชีพอย่างต่อเนื่อง รวมทั้งมีจิตวิญญาณความเป็นครูดังที่ เจริญ ภูวิจิตร์ (2565 : 7-8) ได้กล่าวว่าการพัฒนาครูและบุคลากรทางการศึกษาให้มี Mind Set ที่ต้องปรับกระบวนทัศน์ในการเรียนการสอน และการใช้ชีวิตในโลกยุค ชีวิตวิถีใหม่โดยเฉพาะครูและบุคลากรทางการศึกษาจะร่วมมือ กันอย่างไรเพื่อให้เด็กได้รู้ศักยภาพของตนเอง มีทักษะ ทัศนคติ และมีความรู้ที่ดีต่อการใช้ชีวิตในปัจจุบันและในอนาคต ด้วยการส่งเสริมให้เด็กได้เรียนรู้และมีทักษะที่เกิดจากการปฏิบัติ เรียนรู้จากประสบการณ์จริงโดยมีเทคโนโลยีเข้ามาช่วยสนับสนุนในการเรียนรู้ให้เกิดความสะดวกมากยิ่งขึ้นสอดคล้องกับ ศริพร กุลสานต์ (2557 : 205 – 207) ได้ทำการวิจัยเรื่อง รูปแบบการพัฒนาภาวะผู้นำครูในการจัดการเรียนรู้ในโรงเรียนขยายโอกาสทางการศึกษา ภาคตะวันออกเฉียงเหนือ ผลการวิจัยพบว่า องค์ประกอบของภาวะผู้นำครูในการจัดการเรียนรู้ในโรงเรียนขยายโอกาสห่างการศึกษา ภาคตะวันออกเฉียงเหนือ มี 4 องค์ประกอบ คือ (1) การพัฒนาหลักสูตรและการใช้หลักสูตร (2) กระบวนการจัดการเรียนรู้ (3) การเป็นครูผู้นำการเปลี่ยนแปลง (4) การมีบุคลิกลักษณะที่เหมาะสมกับความเป็นครู

2. การประเมินความต้องการจำเป็นภาวะผู้นำครูในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่ามีค่าดัชนีความต้องการจำเป็น (PNI)โดยรวมเท่ากับ 0.255 เมื่อพิจารณาเป็นรายด้าน พบว่าด้านที่มีค่าเฉลี่ยสูงสุด 3 อันดับแรก เรียงลำดับจากมากไปหาน้อยด้านการเป็นแบบอย่างในการผสานความร่วมมือ ด้านการเป็นผู้นำการเปลี่ยนแปลง และด้านการพัฒนาตนเองและเพื่อนครูตามลำดับ ทั้งนี้อาจเป็นเพราะภาวะผู้นำมีความเชื่อมโยงสู่ภาวะผู้นำของครูที่มีองค์ประกอบหลายประการ เช่น มีการพัฒนาตนเอง การเป็นแบบอย่าง การมีส่วนร่วมในการพัฒนา การมีคุณสมบัติของการเป็นผู้นำ และมีความมุ่งมั่นในการปฏิบัติงานในหน้าที่ (สุพรรัตน์ สัตตธนชัยภัทร. 2557 : 34) สอดคล้องกับกชพร มั่งประเสริฐ (2565 : 132 - 134) ได้ทำการวิจัยเรื่อง รูปแบบการพัฒนาสมรรถนะครูยุค Thailand 4.0 สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเพชรบุรีผลการวิจัย พบว่า ผลการวิเคราะห์ความต้องการจำเป็นในการพัฒนาสมรรถนะครูยุค Thailand 4.0 มี 14 ด้าน ด้านที่มีค่าสูงสุด 2 ลำดับแรกที่ควรพัฒนาสมรรถนะครูยุค Thailand 4.0 ได้แก่ ด้านทักษะการใช้เทคโนโลยีสารสนเทศและการสื่อสารและด้านการพัฒนาตนเอง 2) รูปแบบการพัฒนาสมรรถนะครูยุค Thailand 4.0 สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเพชรบุรี ใช้กระบวนการบริหารด้วยระบบการมีส่วนร่วมและแนวคิดในการบริหารแบบ 7s McKinsey มาประยุกต์ใช้ และใช้กระบวนการพัฒนาเชิงคุณภาพ ผลการ

ตรวจสอบความถูกต้องและความเหมาะสมอยู่ในระดับมากที่สุด 3) ผลการทดลองใช้และประเมินรูปแบบด้านความเป็นประโยชน์และความเป็นไปได้ อยู่ในระดับมากที่สุด

ข้อเสนอแนะ

1. นำผลจากการศึกษาเรื่องสภาพ และความต้องการจำเป็นภาวะผู้นำครูในยุคชีวิตวิถีใหม่ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มาเป็นข้อกำหนดในการเสนอแนะดังนี้

1.1 สภาพปัจจุบันภาวะผู้นำครูในยุคชีวิตวิถีใหม่ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ด้านการเป็นผู้นำการเปลี่ยนแปลง มีค่าเฉลี่ยต่ำที่สุด ดังนั้นครูควรพัฒนาทักษะทางด้านการเป็นผู้นำการเปลี่ยนแปลง โดยมีความรู้ ความสามารถในการใช้เครื่องมือและเทคนิคทางวิชาการใหม่ ๆ มีการพัฒนา ปรับปรุงความรู้และทักษะอยู่เสมอและออกแบบกิจกรรมการเรียนรู้ เพื่อนำไปสู่การเปลี่ยนแปลง ทำงานร่วมกับผู้อื่นได้ดีมีวิสัยทัศน์ที่กว้างไกลและมีการใช้สติปัญญาในการแก้ไขปัญหาและมีความกล้าที่จะตัดสินใจ

1.2 สภาพที่พึงประสงค์ภาวะผู้นำครูในยุคชีวิตวิถีใหม่ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต ด้านการพัฒนาตนเองและเพื่อนครู อยู่ในระดับมากที่สุด ดังนั้นครูควรตระหนักและเข้าใจบทบาทหน้าที่ตนเอง เห็นคุณค่าของผู้อื่น ทำตนเป็นแบบอย่างที่ดี มีวิสัยทัศน์ร่วมกันในการทำงาน พัฒนาการจัดการเรียนรู้อย่างต่อเนื่องและพัฒนาตนเองในวิชาชีพอย่างสม่ำเสมอ กระบวนการพัฒนาสมรรถนะและวิชาชีพครู โดยมีแผนการพัฒนาตนเอง และดำเนินการพัฒนาตนเองตามแผนอย่างเป็นระบบ

1.3 ความต้องการจำเป็นที่มีค่าสูงสุดได้แก่ ด้านการเป็นแบบอย่างในการผสานความร่วมมือ ดังนั้นครูควรมีความร่วมมือในการทำงานร่วมกับของบุคคล องค์กรหรือหน่วยงานที่ได้ร่วมกันทำงาน ตั้งแต่การร่วมคิด ร่วมวางแผนร่วมดำเนินงาน ร่วมตัดสินใจ ร่วมแก้ปัญหา และร่วมประเมินผล ที่เป็นไปอย่างสร้างสรรค์ และมีคุณลักษณะร่วมกัน คือ มีการช่วยเหลือซึ่งกันและกัน มีการยอบรับ การ ไว้วางใจ การให้เกียรติซึ่งกันและกัน มีการพัฒนาการเรียนรู้ร่วมกัน และมีการสื่อสาร /การประสานงานที่ดี ตลอดจนการสร้างความร่วมมือที่เข้มแข็งให้เกิดประโยชน์ร่วมกัน อันจะนำสู่การบรรลุจุดมุ่งเป้าหมายที่พึงพอใจร่วมกัน

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่ส่งผลต่อการพัฒนาภาวะผู้นำครูในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

2.2 ควรศึกษาเปรียบเทียบผลของภาวะผู้นำครูในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1ระหว่างโรงเรียนขนาดเล็ก ขนาดกลาง ขนาดใหญ่ และขนาดใหญ่พิเศษ โดยใช้แนวคิดที่ยึดตามความพร้อมและบริบทของขนาดโรงเรียน

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สภาพ และความต้องการจำเป็นของการพัฒนาคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

Situation And Needs in Desirable Characteristic of School Administrators in Digital Era Under the Nakhon Phanom Primary Educational Service Area Office 2

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สุมาลี ศรีพุทธรินทร์ Sumalee Sriputtarin[2]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัล 2) ประเมินความต้องการจำเป็นของการพัฒนาคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัล กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ ผู้บริหารสถานศึกษาและครู จำนวน 327 คน การเลือกกลุ่มตัวอย่างใช้การสุ่มแบบแบ่งชั้น เครื่องมือที่ใช้ในการศึกษา มีจำนวน 2 ฉบับ คือ 1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้อง 1.00 ทุกข้อ มีค่าอำนาจจำแนกรายข้อ ระหว่าง .62 - .87 มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98 2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้อง 1.00 ทุกข้อมีค่าอำนาจจำแนกรายข้อ ระหว่าง .51 - .81 มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .97 สถิติที่ใช้ ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานและการวิเคราะห์การจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการศึกษาพบว่า 1) สภาพปัจจุบันของการพัฒนาคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัล โดยภาพรวมอยู่ในระดับมาก สภาพที่พึงประสงค์ของการพัฒนาคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัล โดยภาพรวมอยู่ในระดับมากที่สุด 2) ผลการประเมินความต้องการจำเป็นของการพัฒนาคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลที่มีค่าสูงสุด 3 อันดับแรก ได้แก่ 1) ด้านการมีวิสัยทัศน์ในการบริหาร 2) ด้านการมีความรู้ ความเชี่ยวชาญ และ 3) ด้านการมีทักษะเทคโนโลยีดิจิทัล ตามลำดับ

คำสำคัญ: ผู้บริหารสถานศึกษายุคดิจิทัล / คุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษา / สภาพปัจจุบัน / ความต้องการจำเป็น

Abstract

The objectives of the study were to (1) study about current situations and desirable situations in developing characteristic of school administrators in digital era under the Nakhon Phanom Primary Educational Service Area office 2. (2) Evaluate about needs in developing characteristic of school administrators in digital era under Nakhon Phanom Primary Educational Service Area office 2. The sample was selected from 327 school administrators and teacher using identifying population and sample stratified sampling. Two issues of research instrument were used. (1) A questionnaire about a current situation in desirable characteristics development of the school administrator during the digital era. That was a rating scale in five levels. The index of item objective congruence (IOC) was at 1.00. The discrimination of each item was at between .62-.87. The reliability of the test was at .98. (2) A questionnaire about desirable characteristics situations in developing school administrators desired the digital era. That was a rating scale in five levels. The index of item objective congruence (IOC) was at 1.00. The discrimination of each item was at between .51-.81. The reliability was at .97. The statistics were used in this study were percentage, average, standard deviation and an improved priority needs analysis.

Based on the findings, (1) it was included that the desirable situations overall was in most level. (2) The evaluation of priority need showed that the priority needs in desirable characteristics development during the digital era by descending order was 1) visions (PNI Modified = 0.177) ,2) intellectual (PNI Modified = 0.160) and 3) digital skills (PNI Modified = 0.159)

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Keywords: School administrators in the digital era / School administrators' desirable characteristic / current situations / priority needs

บทนำ

ความเป็นโลกาภิวัตน์ของโลกในยุคปัจจุบันที่มีความเจริญก้าวหน้าด้านเทคโนโลยีสารสนเทศ และการเปลี่ยนแปลงที่เกิดขึ้นอย่างรวดเร็ว เป็นโลกยุคดิจิทัลที่มีคุณลักษณะของการเป็นโลกที่ไร้พรมแดน คือ การไม่มีขอบเขตที่แท้จริงในการเข้าถึงข้อมูลข่าวสารและสารสนเทศ เป็นโลกที่แคบลง การเดินทางติดต่อสื่อสารที่รวดเร็วมากขึ้น ประหยัดและมีประสิทธิภาพมากขึ้น และโลกที่หมุนเร็วมากขึ้น การดำเนินกิจกรรมต่าง ๆ ของมนุษย์มีความหลากหลายและสะดวกยิ่งขึ้น ทำให้การใช้เวลาในหนึ่งวัน ของมนุษย์เองสามารถทำกิจกรรมต่าง ๆ ได้มากกว่าในยุคที่ผ่านมาอย่างมากมาย โดยคุณลักษณะ ที่เปลี่ยนแปลงไปดังกล่าวนั้น เกิดขึ้นมาได้เนื่องจากมีตัวเร่งปฏิกิริยาการเปลี่ยนแปลงที่สำคัญคือเทคโนโลยี (สุกัญญา แช่มช้อย, 2562)

ปัจจุบันเทคโนโลยีดิจิทัลได้หลอมรวมและเป็นส่วนหนึ่งของชีวิต ส่งผลให้เกิดการเปลี่ยนแปลงพฤติกรรมและวิถีชีวิตของประชาชน การพัฒนาศักยภาพของบุคคลทุกช่วงวัยเพื่อสร้างสังคมแห่งการเรียนรู้ เพื่อให้คนไทยสามารถเรียนรู้และพัฒนาทักษะตนเองให้สามารถดำรงชีวิตในโลกที่เปลี่ยนแปลงอย่างรวดเร็วจากอิทธิพลของเทคโนโลยีดิจิทัล ผู้บริหารและครูจึงจำเป็นต้องพัฒนาตนเองให้มีทักษะ คุณลักษณะที่สำคัญในปฏิบัติงานในยุคดิจิทัลความก้าวหน้าของเทคโนโลยีดิจิทัลนอกจากกระทบต่อเศรษฐกิจ สังคม วิถีชีวิต พฤติกรรมของคนทั่วโลก รวมทั้งกระทบต่อการจัดการสถานศึกษา ซึ่งผู้บริหารสถานศึกษาต้องปรับเปลี่ยนแนวคิด วิธีการบริหารให้เท่าทันและสอดคล้องกับสถานการณ์ (จิติมา วรรณศรี, 2564)

พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม (ฉบับ ที่ 2) พ.ศ. 2545 และ แก้ไขเพิ่มเติม (ฉบับ ที่ 3) พ.ศ. 2553 ได้กำหนดมาตรฐานเกี่ยวกับผู้บริหารโรงเรียนไว้ว่า ผู้บริหารควรมี คุณธรรมจริยธรรมและคุณลักษณะที่พึงประสงค์ ซึ่งคำว่าคุณลักษณะที่พึงประสงค์ คือ คุณลักษณะหรือ คุณสมบัติที่ควรแก่การยอมรับ ฉะนั้นผู้บริหารสถานศึกษาในยุคปัจจุบัน จึงต้องพัฒนาตนเองอย่างสม่ำเสมอ เพื่อให้ทันต่อการเปลี่ยนของสังคมโลก ซึ่งปัจจัยสำคัญในการเสริมสร้างการเรียนรู้ในโรงเรียน คือ ระบบการบริหารจัดการที่มีประสิทธิภาพ และการมีส่วนร่วม ดังนั้นผู้บริหารโรงเรียนในยุคปฏิรูปการศึกษาจึงต้องมีทั้งศาสตร์และศิลป์ในการบริหารจัดการ นับว่าเป็นคุณลักษณะที่สำคัญที่จะทำให้การบริหารจัดการศึกษาบรรลุเป้าหมายที่ตั้งไว้ (แก้วมณี โสพินและจรัส อติวิทยาภรณ์, 2562)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ในปัจจุบันได้ให้ความสำคัญของการดำเนินการพัฒนาการจัดการศึกษาให้มีประสิทธิภาพเตรียมพร้อมรับการเปลี่ยนแปลงที่เกิดขึ้น ซึ่งบุคคลที่มีความสำคัญที่สุดที่จะทำให้เกิดการพัฒนาการจัดการศึกษาได้ ก็คือ ผู้บริหารสถานศึกษาที่มีคุณลักษณะเหมาะสม ซึ่งคุณลักษณะที่จะทำให้การจัดการศึกษาบรรลุเป้าหมายที่ตั้งไว้ประกอบด้วยคุณลักษณะทางวิชาชีพ คุณลักษณะส่วนบุคคลที่ได้มาตรฐานตามเกณฑ์การบริหารการจัดการศึกษาที่กำหนดไว้ กล่าวคือผู้บริหารสถานศึกษาต้องมีคุณลักษณะและมีพฤติกรรมที่ดี ถูกต้องเหมาะสม เพราะความสำเร็จของงานในทุกด้านของสถานศึกษาขึ้นอยู่กับผู้บริหารแทบทั้งสิ้น ทั้งการวินิจฉัย สั่งการ ตลอดจนอำนาจการตัดสินใจต่างๆล้วนแล้วที่จะส่งผลต่องานให้ออกมาได้อย่างมีประสิทธิภาพประสิทธิผล (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2, 2565)

จากเหตุผลดังกล่าว ผู้ศึกษาจึงมีความสนใจที่จะศึกษาเรื่อง สภาพและความต้องการจำเป็นของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 2 เพื่อนำมาใช้เป็นแนวทางในการบริหารสถานศึกษา เพื่อช่วยเพิ่มประสิทธิภาพในการบริหารสถานศึกษาในยุคดิจิทัล

วัตถุประสงค์ของการวิจัย

(1) เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

(2) เพื่อประเมินความต้องการจำเป็นของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

วิธีการดำเนินการวิจัย

1. รูปแบบการวิจัย เป็นการวิจัยเชิงปริมาณ (Quantitative Research)

2. ประชากรและกลุ่มตัวอย่าง ประชากร ได้แก่ ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปีการศึกษา 2565 จำนวน 2,360 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 195 คน และครู จำนวน 2,165 คน (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 วันที่ 1 พฤษภาคม 2565)

กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครู ของโรงเรียนที่สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปีการศึกษา 2565 จำนวน 327 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 71 คน และครู จำนวน 256 คน กำหนดขนาดของกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ การเลือกกลุ่มตัวอย่างใช้วิธีการสุ่มแบบแบ่งชั้น (บุญชม ศรีสะอาด. 2560)

3. เครื่องมือที่ใช้ในการวิจัย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้เป็นแบบสอบถาม จำนวน 2 ฉบับ ฉบับที่ 1 เป็นแบบสอบถามสภาพปัจจุบันของของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .80–1.00 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98 ฉบับที่ 2 เป็นแบบสอบถามสภาพที่พึงประสงค์ของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .80–1.00 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .97

4. การเก็บรวบรวมข้อมูล ได้เก็บรวบรวมรวมข้อมูลจากผู้บริหารและครูที่เป็นกลุ่มตัวอย่าง โดยการส่งแบบสอบถามและรับแบบสอบถามเอง โดยส่งแบบสอบถามทางออนไลน์ไปยังสถานศึกษาที่มีกลุ่มตัวอย่าง เก็บรวบรวมข้อมูลเดือนตุลาคม พ.ศ.2565 ได้แบบสอบถามคืนจำนวน 327 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล

ตอนที่ 1 วิเคราะห์ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม ได้แก่ สถานภาพและขนาดสถานศึกษา ซึ่งมีลักษณะเป็นการสำรวจรายการ (Check List) วิเคราะห์โดยหาค่าความถี่ (Frequency) และร้อยละ (Percentage)

ตอนที่ 2 วิเคราะห์ข้อมูลสภาพปัจจุบันและสภาพที่พึงประสงค์โดยโดยการค่าหาเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) แล้วนำมาเทียบเกณฑ์การแปลความหมายที่กำหนด (บุญชม ศรีสะอาด. 2558) ดังนี้

ค่าเฉลี่ย 4.51-5.00 หมายถึง มีความคิดเห็นอยู่ในระดับ มากที่สุด
ค่าเฉลี่ย 3.51-4.50 หมายถึง มีความคิดเห็นอยู่ในระดับ มาก
ค่าเฉลี่ย 2.51-3.50 หมายถึง มีความคิดเห็นอยู่ในระดับ ปานกลาง
ค่าเฉลี่ย 1.51-2.50 หมายถึง มีความคิดเห็นอยู่ในระดับ น้อย
ค่าเฉลี่ย 1.00-1.50 หมายถึง มีความคิดเห็นอยู่ในระดับ น้อยที่สุด

ตอนที่ 3 จัดลำดับความสำคัญของข้อมูลจากการประเมินความต้องการจำเป็นตามความคิดเห็นของกลุ่มตัวอย่าง โดยอาศัยแบบการเรียงลำดับความสำคัญของข้อมูล ($PNI_{Modified}$) ตามแนวคิดของสุวิมล ว่องวาณิช (2558)

สรุปผลการวิจัย

1. สภาพปัจจุบัน และสภาพที่พึงประสงค์ของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 นำเสนอข้อมูล โดยแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) โดยรวมและจำแนกเป็นรายด้าน ปรากฏดังตารางที่ 1

ตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการแปลผลความคิดเห็นเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมและจำแนกเป็นรายด้าน

คุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล
1. ด้านการมีวิสัยทัศน์ในการบริหาร	4.00	0.74	มาก	4.71	0.31	มากที่สุด
2. ด้านการมีความรู้ ความเชี่ยวชาญ	4.04	0.71	มาก	4.69	0.25	มากที่สุด
3. ด้านการมีทักษะความคิดสร้างสรรค์	4.10	0.74	มาก	4.69	0.25	มากที่สุด
4. ด้านการมีมนุษยสัมพันธ์	4.05	0.70	มาก	4.60	0.37	มากที่สุด
5. ด้านการเป็นนักส่งเสริมและพัฒนา	4.11	0.73	มาก	4.68	0.29	มากที่สุด
6. ด้านการเป็นแบบอย่างที่ดี	4.06	0.70	มาก	4.68	0.33	มากที่สุด
7. ด้านการมีทักษะเทคโนโลยีดิจิทัล	4.07	0.80	มาก	4.72	0.28	มากที่สุด
รวม	4.06	0.69	มาก	4.68	0.16	มากที่สุด

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 2 โดยภาพรวมอยู่ในระดับมาก ($\overline{X}$= 4.06) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมาก 7 ด้าน ($\overline{X}$ = 4.00 - 4.11) ด้านที่มีค่าสูงสุด คือ ด้านที่ 5 ด้านการเป็นนักส่งเสริมและพัฒนา ($\overline{X}$ = 4.11) และด้านที่มีค่าต่ำสุด คือ ด้านที่ 1 ด้านการมีวิสัยทัศน์ในการบริหาร ($\overline{X}$ = 4.00)

ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์ของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 2 โดยภาพรวมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.68) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากที่สุดทุกด้าน ($\overline{X}$ = 4.60 - 4.72) ด้านที่มีค่าสูงสุด คือ ด้านที่ 7 ด้านการมีทักษะเทคโนโลยีดิจิทัล ($\overline{X}$ = 4.72) และด้านที่มีค่าต่ำสุด คือ ด้านที่ 4 ด้านการมีมนุษยสัมพันธ์ ($\overline{X}$ = 4.60)

2. ผลการวิเคราะห์ความต้องการจำเป็นและจัดลำดับความสำคัญของความต้องการจำเป็นของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยแสดงค่า Modified Priority Needs Index ($PNI_{Modified}$) ปรากฏดังตารางที่ 2

ตารางที่ 2 ค่าเฉลี่ยสภาพปัจจุบัน สภาพที่พึงประสงค์ ค่าดัชนีความต้องการจำเป็นและลำดับความต้องการจำเป็นของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมและจำแนกเป็นรายด้าน

คุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัล	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1. ด้านการมีวิสัยทัศน์ในการบริหาร	4.00	4.71	0.177	1
2. ด้านการมีความรู้ ความเชี่ยวชาญ	4.04	4.69	0.160	2
3. ด้านการมีทักษะความคิดสร้างสรรค์	4.10	4.69	0.143	5
4. ด้านการมีมนุษยสัมพันธ์	4.05	4.60	0.135	7
5. ด้านการเป็นนักส่งเสริมและพัฒนา	4.11	4.68	0.138	6
6. ด้านการเป็นแบบอย่างที่ดี	4.06	4.68	0.152	4
7. ด้านการมีทักษะเทคโนโลยีดิจิทัล	4.07	4.72	0.159	3
รวม	4.06	4.68	0.152	-

จากตารางที่ 2 พบว่า คุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 2 มีค่าดัชนีความต้องการจำเป็นของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัล โดยรวมมีค่าเท่ากับ 0.152 เมื่อพิจารณาเป็นรายด้าน พบว่า มีจำนวน 3 ด้าน ที่มีค่าสูงกว่าค่าโดยรวม เรียงลำดับความต้องการจำเป็นจากค่าสูงสุดไปค่าต่ำสุด ดังนี้ลำดับที่ 1 ด้านที่ 1 ด้านการมีวิสัยทัศน์ในการบริหาร ($PNI_{Modified}$ = 0.177) ,ลำดับที่ 2 ด้านที่ 2 ด้านการมีความรู้ ความเชี่ยวชาญ ($PNI_{Modified}$ = 0.160) ,ลำดับที่ 3 ด้านที่ 7 ด้านการมีทักษะเทคโนโลยีดิจิทัล ($PNI_{Modified}$ = 0.159) ,ลำดับที่ 4 ด้านที่ 6 ด้านการเป็นแบบอย่างที่ดี ($PNI_{Modified}$ = 0.152) ,ลำดับที่ 5 ด้านที่ 3 ด้านการมีทักษะความคิดสร้างสรรค์ ($PNI_{Modified}$ = 0.143) ,ลำดับที่ 6 ด้านที่ 5 ด้านการเป็นนักส่งเสริมและพัฒนา ($PNI_{Modified}$ = 0.138) และลำดับที่ 7 ด้านที่ 4 ด้านการมีมนุษยสัมพันธ์ ($PNI_{Modified}$ = 0.135)

อภิปรายผลการวิจัย

จากผลการวิจัย สามารถอภิปรายผลได้ดังนี้

(1) สภาพปัจจุบันของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการเป็นนักส่งเสริมและพัฒนา ,ด้านการมีทักษะความคิดสร้างสรรค์ ,ด้านการทักษะเทคโนโลยีดิจิทัล ,ด้านการเป็นแบบอย่างที่ดี ,ด้านการมีมนุษยสัมพันธ์ ,ด้านการมีความรู้ ความเชี่ยวชาญ และด้านการมีวิสัยทัศน์ในการบริหาร ตามลำดับทั้งนี้ อาจเป็นเพราะโดยส่วนใหญ่ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ในปัจจุบันเป็นผู้บริหารที่มีความรู้ความสามารถ ส่งเสริมสนับสนุน และมีประสบการณ์สูงในด้านการบริหารสถานศึกษา มีความรู้ความเข้าใจในการบริหารจัดการศึกษาทุกฝ่ายงาน มุ่งมั่นทำงานให้ประสบผลสำเร็จ เน้นประโยชน์ของผู้เรียนเป็นสำคัญ สอดคล้องกับวสันต์ บัวชุม และคณะ (2562) ได้ศึกษาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาตามแนวทางการปฏิรูปการศึกษาในโรงเรียนประถมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบึงกาฬ ผลการศึกษาพบว่า คุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษา โดยรวมและรายด้านทุกด้านอยู่ในระดับมากในด้านวิสัยทัศน์ ด้านการสื่อสารและเทคโนโลยี และด้านการเป็นนักริเริ่มสร้างสรรค์ และสอดคล้องกับงานวิจัยของ Berkovich (2021) ได้ทำการวิจัยเรื่องภาวะผู้นำการเปลี่ยนแปลง ภาวะผู้นำแบบแลกเปลี่ยน และการใช้เหตุผลทางศีลธรรมโดยจำแนกคุณลักษณะของผู้บริหารสถานศึกษาออกเป็น 2 ลักษณะ คือ คุณลักษณะด้านส่วนตัว และคุณลักษณะด้านวิชาชีพ สรุปคุณลักษณะทั้ง 2 ด้าน ดังนี้ 1) คุณลักษณะส่วนตัวมีดังนี้ ความยุติธรรมและมีวิจารณญาณ ความซื่อสัตย์และจงรักภักดี ความรอบรู้อย่างกว้างขวาง เป็นผู้ที่ใช้สติไม่ใช้อารมณ์ ความจริงใจ ความเป็นมิตรอารมณ์ขันใจกว้างและเปิดเผย ความเสมอต้นเสมอปลาย ความเมตตาปราณีและเอื้ออาทรต่อผู้อื่น 2) คุณลักษณะด้านวิชาชีพมีดังนี้ความสามารถในการติดต่อประสานงานและเข้ากับผู้อื่นได้ดีความรู้ความสามารถในวิชาการบริหารอย่างดี ความสามารถในการมอบหมายงานให้ผู้อื่น ความสามารถในการทำงานร่วมกับผู้อื่นได้ดี การตัดสินใจ ความสามารถในการยอมรับในการปฏิบัติงานของผู้อื่น ความสนใจในบุคคลอื่น ๆ ความสามารถในการวางแผนและจัดระเบียบ การรู้จักใช้อำนาจหน้าที่อย่างเหมาะสม

(2) สภาพที่พึงประสงค์ของคุณลักษณะผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการทักษะเทคโนโลยีดิจิทัล ,ด้านการมีวิสัยทัศน์ในการบริหาร ,ด้านการมีความรู้ ความเชี่ยวชาญ ,ด้านการมีทักษะความคิดสร้างสรรค์ ,ด้านการเป็นนักส่งเสริมและพัฒนา ,ด้านการเป็นแบบอย่างที่ดี และด้านการมีมนุษยสัมพันธ์ ตามลำดับ ทั้งนี้ อาจเป็นเพราะผู้บริหารสถานศึกษาจำเป็นต้องมีทักษะสำหรับโลกอนาคต มีความรู้ความสามารถในการใช้เทคโนโลยี สามารถนำทักษะเทคโนโลยีมาใช้กับการบริหารสถานศึกษาได้อย่างเหมาะสม สนับสนุนส่งเสริมให้มีการใช้เทคโนโลยีในการจัดการเรียนรู้ในสถานศึกษา ที่สำคัญผู้บริหารสถานศึกษาจะต้องมีศักยภาพทางด้านการบริหาร และจัดสภาพแวดล้อมต่าง ๆ ของสถานศึกษาให้มีความทันสมัยเหมาะสมกับการเปลี่ยนแปลงทางเทคโนโลยีต่าง ๆ ที่เกิดขึ้นทุกด้านเพื่อให้สถานศึกษาพัฒนาอย่างต่อเนื่องและมีประสิทธิภาพสอดคล้องกับงานวิจัยของนริศสรา บุญสะอาด (2563) ได้ศึกษาทักษะในศตวรรษที่ 21 ที่ส่งผลต่อภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสาคร ผลการศึกษาพบว่า ทักษะในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสาคร โดยภาพรวมและรายด้าน อยู่ในระดับมากที่สุดในด้านทักษะด้านคอมพิวเตอร์และการรู้เท่าทันเทคโนโลยีทักษะในการสื่อสารและร่วมมือ

(3) ผลการประเมินความต้องการจำเป็น พบว่า คุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 2 มีค่าดัชนีความต้องการจำเป็นโดยรวมมีค่าเท่ากับ 0.152 เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีความต้องการจำเป็นลำดับแรกโดยเรียงลำดับความต้องการจำเป็นจากค่าสูงสุดไปค่าต่ำสุด คือ ด้านการมีวิสัยทัศน์ในการบริหาร ,ด้านการมีความรู้ ความเชี่ยวชาญ ,ด้านการมีทักษะเทคโนโลยีดิจิทัล ,ด้านการเป็นแบบอย่างที่ดี ,ด้านการมี

ทักษะความคิดสร้างสรรค์ ,ด้านการเป็นนักส่งเสริมและพัฒนา และด้านการมีมนุษยสัมพันธ์ ตามลำดับ ด้านการมีวิสัยทัศน์ในการบริหารเป็นด้านที่มีความต้องการจำเป็นของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 2 สูงเป็นอันดับหนึ่งโดยมีค่าความต้องการจำเป็นเท่ากับ ($PNI_{Modified}$ = 0.177) ทั้งนี้ อาจเป็นเพราะสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ควรมีการพัฒนาส่งเสริมด้านการมีวิสัยทัศน์ในการบริหารให้กับผู้บริหารสถานศึกษา เพื่อส่งเสริมให้ผู้บริหารสถานศึกษามีความพร้อมรับการเปลี่ยนแปลง รู้เท่าทันโลกดิจิทัลที่มีการเปลี่ยนแปลงอย่างรวดเร็ว พัฒนากระบวนทัศน์ใหม่ให้เกิดขึ้นในองค์กร ขับเคลื่อนด้วยยุทธศาสตร์ สามารถวางแผนพัฒนาได้อย่างมีประสิทธิภาพ สอดคล้องกับงานวิจัยของเอกรัตน์ เชื้อวังคำ และคณะ (2564) ได้ศึกษาองค์ประกอบของภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 4 ผลการศึกษาพบว่า ภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 4 มี 3 องค์ประกอบหลัก ได้แก่ 1) การเป็นพลเมืองดิจิทัล ประกอบด้วยตัวชี้วัด 3 ตัว คือ การรู้และใช้ดิจิทัล การสื่อสารดิจิทัล และจริยธรรมในการใช้ดิจิทัล 2) ความเป็นมืออาชีพด้านดิจิทัล ประกอบด้วยตัวชี้วัด 3 ตัว คือ ความเชี่ยวชาญในการใช้เทคโนโลยีดิจิทัล การบริหารจัดการเทคโนโลยี และการสร้างบรรยากาศการเรียนรู้ดิจิทัล และ 3) วิสัยทัศน์ดิจิทัล ประกอบด้วยตัวชี้วัด 3 ตัว คือ การสร้างวิสัยทัศน์ที่มุ่งดิจิทัล การมีส่วนร่วมในการวางแผน และการสร้างวิสัยทัศน์ที่ส่งเสริมการพัฒนาและสร้างนวัตกรรม และสอดคล้องกับงานวิจัยของ Jessica G. Rigby **(**2019) ได้ทำการวิจัย ความเป็นผู้นำของผู้บริหารสถานศึกษาดำเนินการตามนโยบายการปรับปรุงการสอนเฉพาะด้านคุณลักษณะที่พึงประสงค์ได้สรุปคุณลักษณะที่ดีไว้ดังนี้ 1) เป็นผู้มีวัฒนธรรม 2) เป็นผู้มีความคิดและมองการณ์ไกล 3) มีความสามารถในเชิงบริหาร 4) มีความสามารถในการกระตุ้นบุคคลอื่น 5) มีความสนใจบุคคลอื่น 6) มีความเป็นนักวิชาการ 7) มีความรู้ในวิชาชีพ 8) มีอุดมการณ์ในอาชีพและปฏิบัติงาน

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

(1) ผลจากการศึกษาสภาพปัจจุบันของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า ด้านที่มีค่าต่ำสุด คือ ด้านการมีวิสัยทัศน์ในการบริหาร ดังนั้น สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ควรจัดโครงการส่งเสริมประสิทธิภาพในการทำงานสำหรับผู้บริหารสถานศึกษาเพื่อให้ผู้บริหารสถานศึกษามีวิสัยทัศน์ และพัฒนาวิสัยทัศน์อยู่เสมอ ผู้บริหารนำความรู้มาผลักดันให้เกิดผลสู่การปฏิบัติ นำองค์การไปสู่เป้าหมายที่ต้องการตามวิสัยทัศน์

(2) ผลจากการศึกษาคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า ด้านที่มีค่าสูงสุด ได้แก่ ด้านการมีทักษะเทคโนโลยีดิจิทัล ดังนั้น สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ควรจัดอบรมการใช้เทคโนโลยีพื้นฐานสำหรับผู้บริหาร เพื่อให้มีความรู้ ความเข้าใจในเทคโนโลยีที่เปลี่ยนแปลง สามารถใช้เทคโนโลยีที่ทันสมัยได้ และส่งเสริมให้ผู้ร่วมงานใช้เทคโนโลยีที่ทันสมัยในการจัดการเรียนการสอน

(3) ผลการประเมินความต้องการจำเป็นของคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัลในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า ด้านที่มีความสำคัญของความต้องการจำเป็นลำดับแรก คือ ด้านการมีวิสัยทัศน์ในการบริหาร ดังนั้น สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ควรจัดอบรมเพื่อพัฒนาวิสัยทัศน์สำหรับผู้บริหารสถานศึกษาในสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

(1) ควรศึกษาปัจจัยที่ส่งผลต่อ คุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

(2) ควรศึกษาและเปรียบเทียบผลการพัฒนาคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษายุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

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สภาพ และความต้องการจำเป็นการบริหารวิชาการของผู้บริหารสถานศึกษา ในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

Situations And Needs for The Academic Affairs Administration of SchoolAdministrators in The New Normal Era Under the SecondaryEducational Service Area Office Nakhon Phanom

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บทคัดย่อ

การศึกษาครั้งนี้ มีวัตถุประสงค์ (1) เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ (2) เพื่อประเมินความต้องการจำเป็นการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ กลุ่มตัวอย่าง ได้แก่ ผู้บริหารและครู รวมจำนวน 344 คน เครื่องมือที่ใช้เป็นแบบสอบถาม จำนวน 2 ฉบับ (1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องอยู่ระหว่าง .08-1.0 มีค่าอำนาจจำแนกรายข้ออยู่ระหว่าง .48-.73 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .97 (2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้องอยู่ระหว่าง .08-1.0 มีค่าอำนาจจำแนกรายข้ออยู่ระหว่าง .24-.76 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .92 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานและค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{modified}$)

ผลการศึกษาค้นคว้า พบว่า (1) สภาพปัจจุบันการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ โดยภาพรวมอยู่ในระดับมาก และสภาพที่พึงประสงค์ โดยภาพรวมอยู่ในระดับมากที่สุด (2) ผลการประเมินความต้องการจำเป็นของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ พบว่า ลำดับความต้องการจำเป็นที่มีค่าสูงสุด 3 อันดับแรก ได้แก่ ด้านการพัฒนาหลักสูตรสถานศึกษา ด้านการส่งเสริมวิชาการ และด้านการพัฒนาสื่อ นวัตกรรมและเทคโนโลยีทางการศึกษา

คำสำคัญ: สภาพปัจจุบัน / สภาพที่พึงประสงค์ / ความต้องการจำเป็น / การบริหารวิชาการ / ยุคชีวิตวิถีใหม่

Abstract

The purposes of this study were (1) to examine the current and desirable situations of academic administration of school administrators in the new normal era, and (2) to assess the needs of academic administration of school administrators in the new normal era. The sample group consisted of 344 school administrators and teachers. educational tools It is a questionnaire of 2 copies namely (1) Questionnaire on the current condition They have a conformity index between 0.80-1.0, have a discriminating power between 0.48-0.73, and have a confidence in the whole issue of 0.97. (2) A questionnaire on the desirable condition They have a conformity index between 0.80-1.0, have a discriminating power between 0.24-0.76, and have a confidence in the whole issue of 0.92. The statistics employed were percentage, mean, standard deviation and the Modified Priority Needs Index ($PNI_{modified}$).

The results were found that (1) the current situations of academic administration of school administrators in the new normal era, in overall, were at a high level. And the desirable situations in overall, were at the highest level. (2) the results of the assessment of the needs of academic administration of school administrators in the new normal era were found that the order of needs with the highest average was the educational curriculum development. and the order with the lowest average was educational measurement and evaluation.

Keywords: Current Situations / Desirable Situations / Needs / Academic Administration / New Normal Era

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บทนำ

ราชบัณฑิตยสภา ได้บัญญัติศัพท์ New Normal เพิ่มเข้ามา โดย รศ.มาลี บุญศิริพันธ์ คณะกรรมการบัญญัติศัพท์นิเทศศาสตร์ราชบัณฑิตยสภา ได้อธิบายคำนี้ผ่านทาง เฟซบุ๊ก Malee Boonsiripunth เอาไว้ว่า New Normal แปลว่า ความปกติใหม่ ฐานวิถีชีวิตใหม่ หมายถึงรูปแบบการดำเนินชีวิตอย่างใหม่ที่แตกต่างจากอดีต อันเนื่องจากมีบางสิ่งมากระทบ จนแบบแผนและแนวทางปฏิบัติที่คนในสังคมคุ้นเคยอย่างเป็นปกติและเคยคาดหมายล่วงหน้าได้ต้องเปลี่ยนแปลงไปสู่วิถีใหม่ภายใต้มาตรฐานใหม่ที่ไม่คุ้นเคย New Normal ในช่วงสถานการณ์การแพร่ระบาดของ โควิด-19 การใช้ชีวิตประจำวันจึงจำเป็นต้องป้องกันตนเองเพื่อให้มีชีวิตรอดด้วยการปรับหาวิถีการดำรงชีวิตแบบใหม่เพื่อให้ปลอดภัยจากการติดเชื้อ ควบคู่ไปกับความพยายามรักษาและฟื้นฟูศักยภาพทางเศรษฐกิจและธุรกิจ นำไปสู่การสรรค์สร้างสิ่งประดิษฐ์ใหม่ๆ เทคโนโลยีใหม่ ๆ มีการปรับแนวคิด วิสัยทัศน์ วิธีการจัดการ ตลอดจนพฤติกรรมทั้งในด้านอาหาร การแต่งกาย การรักษาสุขอนามัย การศึกษาเล่าเรียน การสื่อสาร การทำธุรกิจ ฯลฯ ซึ่งสิ่งใหม่ ๆ เหล่านี้ได้กลายเป็นความปกติใหม่ จนในที่สุดเมื่อเวลาผ่านไปก็จะทำให้เกิดความคุ้นชินจนกลายเป็นส่วนหนึ่งของวิถีชีวิตปกติของผู้คนในสังคม (สุภาภรณ์ พรหมบุตร, 2564)

ชีวิตวิถีใหม่ เป็นแนวทางที่คนจะต้องปรับเปลี่ยนพฤติกรรม ในช่วงการแพร่ระบาดของไวรัสทำให้วิถีชีวิตมีการเปลี่ยนเปลี่ยนไปอีกยาวนาน ทำให้คนทั่วโลกต้องมีการปรับเปลี่ยนรูปแบบในการดำเนินชีวิต จากที่เราเคยออกไปทำกิจกรรมนอกบ้าน ทำให้เราต้องหันมาทำกิจกรรมที่บ้าน หากมีความจำเป็นต้องออกจากบ้าน เราต้องสวมใส่หน้ากากอนามัยเพื่อป้องกันโรค มีการเว้นระยะห่างและล้างมือ นอกจากนี้ยังการปรับเปลี่ยนทางด้านธุรกิจและบริการ ให้ก้าวทันต่อสถานการณ์ จึงจำเป็นจะต้องมีการปรับเปลี่ยนไปอยู่ในออนไลน์ การใช้ระบบออนไลน์ในการซื้อขายสินค้าและบริการต่างๆ สิ่งนี้ เกิดเป็นวิถีใหม่ในการดำรงชีวิต ซึ่งเมื่อเรามีความจำเป็นต้องปฏิบัติกันเป็นปกติให้เข้ากับสถานการณ์ ในที่สุดทั้งหมดนี้ก็ได้กลายเป็น ชีวิตวิถีใหม่หรือความปกติใหม่ ในสังคมของเราท่านไปนั่นเอง แต่หากมาพิจารณาถึง ยุคชีวิตวิถีใหม่ ที่เกิดขึ้นในสังคมในช่วงนี้ (1) การอยู่ที่บ้าน ทำกิจกรรมต่างๆหรือแม้กระทั่งการเรียนการทำงาน ที่อยู่ภายในที่พักอาศัยทำให้ที่พักอาศัยเปลี่ยนแปลงไป ทำให้ที่พักอาศัยเปลี่ยนแปลงไปจากเดิมทำใช้พื้นที่ใช้สอยมีความคับแคบมากกว่าปกติ ทำให้ต้องการพื้นที่ในการทำกิจกรรมมากยิ่งขึ้น (2) การดำเนินการซื้อขายสินค้าและบริการ การทำธุรกรรมทางออเล็กทรอนิกส์ การสั่งซื้อสินค้าและบริการขนส่งระยะสั้นและการจัดส่งแบบรวดเร็วจะเป็นที่ต้องการและมีความสำคัญมาขึ้น (3) การเรียน การทำกิจกรรมการเรียนการสอนที่ไม่ต้องไปเรียนที่โรงเรียน สามารถเรียนได้ทุกที่ผ่านระบบอินเตอร์เน็ต ทำให้ผู้เรียนเกิดความรู้และประสบการณ์ สามารถค้นหาสิ่งใหม่ๆเพื่อพัฒนาตนเอง สามารถเลือกทบทวนเนื้อหาได้ด้วนตนเองทุกที่และทุกเวลา (4) การแพทย์และสาธารณสุข (ที่ปรึกษา) ให้ความสำคัญกับการลงทุนทางด้านสาธารณสุขของประเทศมากกว่าเดิม ระบบสาธารณสุขจะมีรูปแบบด้านสุขภาพที่เป็นบริการพื้นฐาน และการป้องกันความเจ็บป่วยจะมีความสำคัญมากยิ่งขึ้น จะต้องมีระบบบริการสุขภาพและสุขภาพจิตรองรับด้วยการให้คำปรึกษา สถานการณ์การแพร่ระบาดของเชื้อโรคโควิด-19 หรือโคโรน่าไวรัสช่วงปลาย พ.ศ. 2562 ถึง พ.ศ. 2563 ซึ่งเกิดขึ้นอย่างรวดเร็วและรุนแรงจนทำให้เกิดการแพร่ระบาดไปยังทั่วโลก มีผู้คนเจ็บป่วยและล้มตายเป็นจำนวนมาก ทำให้วิถีชีวิตที่เคยปฏิบัติแต่เดิมมีการเปลี่ยนแปลงไปในที่สุด (กรมสุขภาพจิต, 2563)

การจัดการเรียนการสอนในยุคชีวิตวิถีใหม่ ซึ่งเป็นการปรับเปลี่ยนแนวคิดครั้งใหญ่ที่ต้องสอดคล้องและเชื่อมโยงกับการจัดการเรียนรู้นักเรียน โดยจะต้องการปรับหลักสูตรให้มีความสอดคล้องกับสถานการณ์ที่แพร่ระบาดของเชื้อไวรัสโคโรน่า และให้ผู้ที่มีส่วนเกี่ยวข้องทุกฝ่ายรับทราบ เพิ่มความยืดหยุ่นของโครงสร้างเวลาเรียนรู้และมีความความหลากหลายของรูปแบบการเรียนรู้ของครูออกแบบหน่วยการเรียนรู้ ทำให้การศึกษามีการเปลี่ยนแปลงตลอดเวลาจากปัจจัยขับเคลื่อนจำนวนมาก ทั้งด้านเศรษฐกิจ ด้านสังคม เช่น โครงสร้างประชากรที่เปลี่ยนแปลง ด้านเทคโนโลยี Disruptive Technology ที่ทำให้ทักษะที่เป็นความต้องการเปลี่ยนไป และด้านการเมืองการปกครอง เช่นการดำเนินนโยบายของกระทรวงศึกษาธิการ เป็นต้น (สุวิมล มธุรส, 2564) สอดคล้องกับ (ธัญดา ยงยศยิ่ง, 2560) การบริหารการศึกษาของสถานศึกษาไม่ว่าจะเป็นสถานศึกษาประเภทใด มาตรฐาน และคุณภาพของสถานศึกษาจะพิจารณาได้จากผลงานด้านวิชาการ ดังนั้น การบริหารวิชาการจึงถือเป็นงานหลักของสถานศึกษา และมีความสำคัญอย่างยิ่งต่อการจัดการศึกษาให้บรรลุเป้าหมายที่ตั้งไว้มาตรฐานคุณภาพการศึกษาจะปรากฏเด่นชัดในการพัฒนาประเทศให้ก้าวหน้าจำเป็นต้องมีระบบการศึกษาที่มีประสิทธิภาพคุณภาพของการศึกษาจะดีหรือไม่เพียงใดขึ้นอยู่กับองค์ประกอบหลายประการ เช่น หลักสูตร การจัดการเรียนการสอน การวัดผลและประเมินผล คุณภาพของครูผู้สอนและการบริหารวิชาการ ดังนั้น การบริหารวิชาการจึงเป็นงานสำคัญและเป็นภารกิจหลักของบุคลากรทุกฝ่ายที่ต้องร่วมมือกันปฏิบัติงานอย่างเต็มความสามารถ ตลอดจนต้องมีความรู้ความเข้าใจเกี่ยวกับการบริหารวิชาการเพื่อให้การจัดการศึกษาดำเนินไปอย่างมีประสิทธิภาพ ดังนั้น ผู้บริหารสถานศึกษาจะต้องสนับสนุนในงานวิชาการสนับสนุนให้ครูผู้สอนจัดกิจกรรมการเรียนการสอนให้บรรลุจุดมุ่งหมายของหลักสูตร การที่จะตรวจสอบว่าสถานศึกษาใดผู้บริหารสถานศึกษาให้ความสำคัญต่องานวิชาการสามารถดูได้จากสถานศึกษามีขอบเขตของงานวิชาการอย่างชัดเจน ผู้บริหารสถานศึกษามีวิสัยทัศน์และแนวคิดใหม่ ๆ ในการพัฒนางาน ครูผู้สอนมีความตระหนักและร่วมมือกันพัฒนางานวิชาการอย่างจริงจัง สามารถนำปรัชญาของสถานศึกษาไปสู่การปฏิบัติตามโครงการต่าง ๆ ได้อย่างดียิ่งและสามารถนำความรู้ไปประยุกต์ใช้อย่างมีประสิทธิภาพ

การบริหารวิชาการของผู้บริหารสถานศึกษายุคชีวิตวิถีใหม่ ผู้บริหารสามารถใช้ประโยชน์จากการเชื่อมต่อเทคโนโลยีเพื่อเพิ่มโอกาสในการปรับปรุงวิธีการทำงานและวัฒนธรรมของสถานศึกษาหลาย ๆ ด้าน และผู้บริหารสามารถสร้างเครือข่ายการเรียนรู้ได้โดยใช้เทคโนโลยีสนับสนุนการแลกเปลี่ยนเรียนรู้กับผู้เชี่ยวชาญและนักปฏิบัติเพื่อพัฒนาครูและผู้บริหารสถานศึกษามืออาชีพ (ฤทธิกร โยธสิงห์, 2565) สอดคล้องกับ (ลลิตวดี ระดาบุตร, 2565) ทำการวิจัยพบว่า ผู้บริหารควรสนับสนุนส่งเสริมให้ครูทำวิจัยในชั้นเรียนและนำผลงานวิจัยไปใช้เพื่อพัฒนาการเรียนรู้ของผู้เรียนอย่างต่อเนื่อง รวมทั้งสนับสนุนงบประมาณและสิ่งอำนวยความสะดวกในการจัดทำวิจัยในชั้นเรียน จัดให้มีการนิเทศการสอนแบบกัลยาณมิตร เป็นการชี้แนะและช่วยเหลือ ด้านการเรียนการสอนในกลุ่มเพื่อนครูด้วยกัน มีดำเนินการวางแผนการนิเทศการจัดการเรียนการสอนในรูปแบบที่เหมาะสม และกำกับ ดูแล การจัดการเรียนการสอนของครูให้สอดคล้องกับผลการเรียนรู้ที่คาดหวังของหลักสูตร สนับสนุน ส่งเสริมให้ครูจัดกิจกรรม เนื้อหาสาระให้เหมาะสมกับความสนใจและความถนัดของผู้เรียน ส่งเสริมให้ผู้เรียนเรียนรู้จากสถานการณ์จริง และสนับสนุน ส่งเสริมให้ครูจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ (Learner centered) เน้นบทบาทผู้เรียนในการแสวงหาความรู้ และสร้างความรู้เป็นของตนเอง วิเคราะห์หลักสูตรแกนกลางการศึกษาขั้นพื้นฐานจัดทำหลักสูตรเพื่อสนองความต้องการและความสนใจของผู้เรียนแต่ละคน ให้ผู้เรียนได้เรียนตามความสนใจและความถนัดเพื่อส่งเสริมและดึงศักยภาพของผู้เรียนออกมาให้มากที่สุด

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ได้กำหนดการจัดการเรียนการสอนในรูปแบบต่างๆดังนี้ รูปแบบการจัดการเรียนการสอนในยุคชีวิตวิถีใหม่ได้บ่งออกเป็นดังนี้ การเรียนแบบ On- site คือ การเดินทางมาเรียนที่โรงเรียนซึ่งเหมาะสำหรับโรงเรียนที่มีปริมาณนักเรียนน้อยสามารถจัดพื้นที่แบบเว้นระยะห่างและเข้มงวดการสวมหน้ากากอนามัยตามมาตรการด้านสาธารณสุข การเรียนแบบ On-Air ผ่านระบบมูลนิธิการศึกษาทางไกลผ่านดาวเทียม หรือ DLTV การเรียนแบบ On-Line ครูผู้สอนทำการสอนผ่านระบบอิเลคทรอนิค การเรียนแบบ On-demand ผ่านระบบแอปพลิเคชัน การเรียนแบบ On- hand ครูผู้สอนเดินทางไปแจกเอกสารใบงานให้กับนักเรียนที่บ้าน (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม, 2565)

จากความเป็นมาและความสำคัญดังกล่าว ผู้ศึกษาจึงสนใจศึกษาการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม เพื่อนำข้อมูลที่ได้ไปเป็นแนวทางในการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม และนำข้อมูลที่ได้ไปพัฒนาปรับปรุงการบริหารวิชาการของผู้บริหารสถานศึกษา ครู หน่วยงานการศึกษา หน่วยงานทั่วไป และผู้สนใจ ไปใช้ในการบริหารวิชาการ ให้เกิดประสิทธิภาพสูงสุด

วัตถุประสงค์ของการศึกษา

(1) เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

(2) เพื่อประเมินความต้องการจำเป็นการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

กรอบแนวคิดของการศึกษา

การศึกษาเรื่อง สภาพและความต้องการจำเป็นการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ผู้ศึกษาได้ศึกษาตามกรอบแนวคิดของ สัมมา รธนิธย์ (2560); พันธวิชญ์ เลี้ยงชีพชอบ (2561); อมรรัตน์ ศรีพอ (2561); ศักดิ์ดนัย โรจน์สราญรมย์ (2562); สุภัชชา โพธิ์เงิน (2562); มนรัตน์ แก้วเกิด (2562); เทพสุดา เมฆวิลัย (2563); อิฏฐิรา ทรงกิติพิศาล (2563); ปะราลี อร่ามดวง (2563); นันทนา ชมชื่น (2563); จินดา สรรประสิทธิ์ (2563) และสุเมธ งามกนก (2564) ผู้ศึกษาสามารถสรุปกรอบแนวคิดของการศึกษาได้ ดังนี้

1) การพัฒนาหลักสูตรสถานศึกษา
2) การพัฒนากระบวนการเรียนรู้
3) การวัดและประเมินผลการศึกษา
4) การพัฒนาสื่อ นวัตกรรมและเทคโนโลยีเพื่อการศึกษา
5) การส่งเสริมวิชาการ

วิธีการดำเนินการศึกษา

การศึกษาครั้งนี้ มีวิธีดำเนินการศึกษา ตามลำดับขั้นตอนดังนี้

1. รูปแบบการศึกษา เป็นการศึกษาเชิงปริมาณ (Quantitative Research)

2. ประชากรและกลุ่มตัวอย่าง ประชากร ได้แก่ ผู้บริหารสถานศึกษาและครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ปีการศึกษา 2565 จาก 51 สถานศึกษา จำนวน 1,895 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 102 คน ครู จำนวน 1,793 คน กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม จาก 51 โรงเรียน จำนวน 344 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 64 คน และครู จำนวน 280 คน โดยใช้เกณฑ์ร้อยละ (บุญชม ศรีสะอาด, 2560) ได้มาโดยการสุ่มแบบแบ่งชั้น (Stratified Random Sampling)

3. เครื่องมือที่ใช้ในการศึกษา

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Checklist)

ตอนที่ 2 ข้อคำถามเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนมแบบมาตราส่วนประมาณค่า 5 ระดับ ค่าคุณภาพเครื่องมือมีค่าดัชนีความสอดคล้อง เท่ากับ .80 - 1.0 ค่าอำนาจจำแนกรายข้อของแบบสอบถามสภาพปัจจุบันของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม มีค่าอำนาจจำแนกรายข้อ .48-.73 และสภาพที่พึงประสงค์การบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม มีค่าอำนาจจำแนกรายข้อ .24-.76 ค่าความเชื่อมั่นทั้งฉบับของแบบสอบถามสภาปัจจุบันของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ที่หาได้มีค่าเท่ากับ 0.97 และค่าความเชื่อมั่นทั้งฉบับของแบบสอบถามสภาพที่พึงประสงค์ของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ที่หาได้มีค่าเท่ากับ 0.92

4. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ผู้วิจัยได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างด้วยตนเอง โดยส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 344 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม วิเคราะห์ข้อมูลนำมาแจกแจงความถี่(Frequency) และหาค่าร้อยละ (Percentage) นำเสนอผลการวิเคราะห์ในรูปแบบของตารางประกอบ คำบรรยายความเรียง

ตอนที่ 2 สภาพปัจจุบันสภาพที่พึงประสงค์และความต้องการจำเป็นในการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม วิเคราะห์โดยหาค่าเฉลี่ย $\bar{X}$ และส่วนเบี่ยงเบนมาตรฐานมาตรฐาน นำเสนอผลการวิเคราะห์ในรูปแบบของตารางประกอบคำบรรยาย ความเรียงกำหนดเกณฑ์การแปลความหมายเพื่อจัดระดับค่าเฉลี่ยออกเป็นช่วงดังต่อไปนี้

4.51-5.00 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับ มากที่สุด
3.51-4.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับ มาก
2.51-3.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับ ปานกลาง
1.51-2.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับ น้อย
1.00-1.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับ น้อยที่สุด

ตอนที่ 3 การวิเคราะห์ความต้องการจำเป็น (Need Assessment) โดยนำข้อมูลผล การศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ มาหาค่าดัชนีความต้องการจำเป็นโดยใช้สูตร Modified Priority Needs Index ($PNI_{modified}$) เพื่อจัดลำดับความต้องการจำเป็น (สุวิมล ว่องวาณิช,2558)

สรุปผลการศึกษา

วิเคราะห์ข้อมูลของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม มีรายละเอียดดังนี้

1. ความคิดเห็นเกี่ยวกับสภาพปัจจุบันของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ โดยภาพรวม อยู่ในระดับมาก และ สภาพที่พึงประสงค์ของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ โดยรวมอยู่ในระดับมากที่สุด ปรากฏดังตารางที่ 1

ตารางที่ 1 ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานและการแปลผล ความคิดเห็นเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ โดยรวมและจำแนกเป็นรายด้าน

การบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1. ด้านการพัฒนาหลักสูตรสถานศึกษา	3.91	.43	มาก	4.62	.23	มากที่สุด
2. ด้านการพัฒนากระบวนการเรียนรู้	3.96	.49	มาก	4.60	.24	มากที่สุด
3. ด้านการวัดและประเมินผลการศึกษา	3.95	.56	มาก	4.55	.28	มากที่สุด
4. ด้านการพัฒนาสื่อ นวัตกรรมและเทคโนโลยีทางการศึกษา	3.90	.56	มาก	4.54	.30	มากที่สุด
5. ด้านการส่งเสริมวิชาการ	3.86	.55	มาก	4.56	.28	มากที่สุด
รวม	**3.92**	**.48**	**มาก**	**4.57**	**.19**	**มากที่สุด**

จากตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบัน ของการดำเนินงานการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่า อยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการพัฒนากระบวนการเรียนรู้ และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการส่งเสริมวิชาการ ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์ของของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ โดยภาพรวม อยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่า อยู่ในระดับมากที่สุดทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการพัฒนาหลักสูตรสถานศึกษา และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการพัฒนาสื่อ นวัตกรรมและเทคโนโลยีทางการศึกษา

2. ผลการวิเคราะห์ความต้องการจำเป็นและจัดลำดับความสำคัญของความต้องการจำเป็นการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม นำเสนอข้อมูล โดยแสดงค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{modified}$) ปรากฏดังตารางที่ 2

ตารางที่ 2 ค่าเฉลี่ยสภาพปัจจุบัน สภาพที่พึงประสงค์ ค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{modified}$) และลำดับความต้องการจำเป็นของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่โดยรวมและจำแนกเป็นรายด้าน

การบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่	D	I	$PNI_{modified}$	ลำดับความต้องการจำเป็น
1. ด้านการพัฒนาหลักสูตรสถานศึกษา	3.91	4.62	0.182	1
2. ด้านการพัฒนากระบวนการเรียนรู้	3.96	4.60	0.162	4
3. ด้านการวัดและประเมินผลการศึกษา	3.95	4.55	0.152	5
4. ด้านการพัฒนาสื่อ นวัตกรรมและเทคโนโลยีทางการศึกษา	3.90	4.54	0.165	3
5. ด้านการส่งเสริมวิชาการ	3.86	4.56	0.181	2
รวม	**3.92**	**4.56**	**0.163**	**-**

จากตารางที่ 2 พบว่า การบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม มีค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{modified}$) เมื่อพิจารณาลำดับความต้องการจำเป็นรายด้าน พบว่า ด้านที่มีค่าสูงกว่าค่าโดยรวม มี 3 ด้าน ได้แก่ ด้านที่ 1 ด้านการพัฒนาหลักสูตรสถานศึกษา ด้านที่ 5 ด้านการส่งเสริมวิชาการ และด้านที่ 4 ด้านการพัฒนาสื่อ นวัตกรรมและเทคโนโลยีทางการศึกษา ตามลำดับ

อภิปรายผลการศึกษา

(1) ความคิดเห็นเกี่ยวกับสภาพปัจจุบันการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงสุด ได้แก่ ด้านการพัฒนากระบวนการเรียนรู้ ทั้งนี้อาจเป็นเพราะ ผู้บริหารจะต้องมีการกำหนดมาตรฐานของสถานศึกษาเกี่ยวกับการเรียนรู้ สาระการเรียนรู้ ให้ครูผู้สอนจัดการเรียนการสอนที่หลากหลายให้มีสอดคล้องกับการจัดการเรียนการสอนในยุคชีวิตวิถีใหม่ ครูเปิดโอกาสให้ผู้เรียนได้มีส่วนร่วมในการออกแบบกระบวนการเรียนรู้ให้สอดคล้องกับวิถีชีวิตของผู้เรียนในยุคชีวิตวิถีใหม่ จัดกระบวนการเรียนรู้ที่ให้ผู้เรียนได้ฝึกปฏิบัติจริง จัดกระบวนการเรียนรู้ที่หลากหลายให้ตรงตามความถนัดของผู้เรียน สอดคล้องกับ สินีนาฏ นาสีแสน (2565) ได้ทำวิจัย เรื่อง สภาพ ความต้องการจำเป็นและแนวทางการบริหารงานวิชาการของโรงเรียนยุควิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร ผลวิจัยพบว่า สภาพปัจจุบันของการบริหารงานวิชาการของโรงเรียนยุควิถีใหม่ โดยรวมพบว่า อยู่ในระดับมาก ทั้งนี้เพราะงานวิชาการเป็นภารกิจหลักของผู้บริหารสถานศึกษา มาตรฐานคุณภาพการศึกษาจะปรากฏเด่นชัดผู้บริหารต้องบริหารได้อย่างมีประสิทธิภาพและมีคุณภาพ โดยนำแนวคิดและหลักการที่เกี่ยวข้องกับการบริหารคุณภาพมาประยุกต์ใช้ในการจัดการศึกษาให้มีคุณภาพเป็นที่พึงพอใจของผู้รับบริการ ซึ่งจะเป็นประโยชน์อย่างยิ่งในการพัฒนาระบบการบริหารการศึกษาของผู้บริหารการศึกษาให้มีศักยภาพสูงทันกับการเปลี่ยนแปลงของสังคมโลก สอดคล้องกับ ลลิตวดี ระดาบุตร (2564) ได้ทำการวิจัยเรื่อง การบริหารงานวิชาการที่ส่งผลต่อคุณภาพผู้เรียนยุคดิจิทัลของผู้บริหารสถานศึกษา กลุ่มสหวิทยาเขตสัตตบงกช สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาปทุมธานี ผลการวิจัยพบว่า ระดับการบริหารงานวิชาการของผู้บริหารสถานศึกษาโดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าการบริหารจัดการการเรียนรู้เป็นอันดับสูงสุด สอดคล้องกับ Lina Omar Bin Saddiq (2020) ได้ทำการศึกษาเกี่ยวกับ การศึกษาในปัจจุบันมีจุดมุ่งหมายเพื่อปรับเปลี่ยนพฤติกรรมโดยใช้เทคนิคทางวิชาการของนักเรียนระดับประถมศึกษา ผลการศึกษาระบุว่า ครูฝ่ายวิชาการใช้ประโยชน์จากขอบเขตความรู้ความเข้าใจในการปรับเปลี่ยนพฤติกรรมในระดับสูงตามด้วยขอบเขตการดำเนินการและการประเมินตามลำดับ ในเรื่องของเทคนิคการปรับเปลี่ยนพฤติกรรมที่ครูใช้ การเสริมแรงเทียมอันดับแรก การลงโทษอยู่ในลำดับสุดท้าย การศึกษาแนะนำให้ส่งเสริมความร่วมมือระหว่างผู้บริหารโรงเรียนและครูฝ่ายวิชาการในการพัฒนาและดำเนินการตามแผนการปรับเปลี่ยนพฤติกรรมตามการประเมินพฤติกรรมของนักเรียนและเทคนิคการปรับเปลี่ยนที่เหมาะสม สอดคล้องกับ ศักดิ์ดนัย โรจน์สราญรมย์ (2562) ได้ทำการวิจัยเรื่อง กลยุทธ์การบริหารวิชาการโรงเรียนมัธยมศึกษาตามแนวคิดความฉลาดรู้ทางดิจิทัลของนักเรียน ผลการวิจัยพบว่า ความต้องการจำเป็นในการบริหารวิชาการมีลำดับดังนี้ (1) การจัดการเรียนการสอน (2) การพัฒนาหลักสูตรสถานศึกษา (3) การวัดและประเมินผล (4) การประสานความร่วมมือในการพัฒนาวิชาการกับสถานศึกษาและองค์กรอื่น (5) การพัฒนาและใช้สื่อนวัตกรรมเทคโนโลยีเพื่อการศึกษา (6) การนิเทศ

ความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์การบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงสุด ได้แก่ ด้านการพัฒนาหลักสูตรสถานศึกษา ทั้งนี้เพราะ ผู้บริหารสถานศึกษาจะต้องมีการประชุมคณะครูปรึกษาหารือและชี้แจง เพื่อสร้างความเข้าใจเกี่ยวกับการพัฒนาหลักสูตรสถานศึกษา จะต้องเริ่มจากการวิเคราะห์ข้อมูลผลสัมฤทธิ์ปัญหาความต้องการของสังคมและท้องถิ่นเพื่อประกอบการพัฒนาหลักสูตรสถานศึกษาแต่ละปีการศึกษา ผู้ปกครองชุมชนและนักเรียนร่วมให้ข้อมูลสารสนเทศพื้นฐานที่จำเป็นต่อการพัฒนาหลักสูตรสถานศึกษา หัวหน้ากลุ่มสาระการเรียนรู้ครูร่วมกันวิเคราะห์หลักสูตรออกแบบหลักสูตรสถานศึกษา ครูมีการจัดทำหลักสูตรขึ้นมาใหม่เพื่อให้สอดคล้องและทันสมัยกับเทคโนโลยี นำข้อมูลการจากปฏิบัติงาน มาทบทวนปรับปรุงการใช้หลักสูตรสถานศึกษาให้มีความเหมาะสมกับบริบทและสภาพการณ์ปัจจุบัน มีการนิเทศ ติดตาม ประเมินการใช้หลักสูตรและนำมาปรุงปรุงพัฒนาหลักสูตรสถานศึกษาให้เหมาะสม จัดทำหลักสูตรที่ยืดหยุ่น กระชับและสอดคล้องกับเวลาเรียนที่ปรับเปลี่ยนตามสถานการณ์ในยุคชีวิตวิถีใหม่ มีการปรับปรุงและพัฒนาหลักสูตรให้สอดคล้องกับยุคชีวิตวิถีใหม่ สอดคล้องกับ อมรรัตน์ ศรีพอ (2561) ได้ทำการวิจัยเกี่ยวกับ กลยุทธ์การบริหารวิชาการโรงเรียนมัธยมศึกษาเอกชนตามแนวคิดทักษะความคิดริเริ่มสร้างสรรค์และทักษะการคิดเชิงนวัตกรรม ผลการวิจัยพบว่า สภาพที่พึงประสงค์ของการบริหารวิชาการในภาพรวมอยู่ในระดับมาก ด้านที่มีค่าเฉลี่ยสูงสุดคือการจัดการเรียนการสอน จุดแข็ง คือการพัฒนาหลักสูตร จุดอ่อน คือ การจัดการเรียนการสอนกลยุทธ์การบริหารวิชาการโรงเรียนมัธยมศึกษาเอกชนตามแนวคิดทักษะความคิดริเริ่มสร้างสรรค์และทักษะการคิดเชิงนวัตกรรม ประกอบด้วย 3 กลยุทธ์หลักคือ (1) พัฒนาหลักสูตรที่มุ่งลดจุดอ่อนผู้เรียนด้านทักษะความคิดยืดหยุ่นคล่องตัวและหลักแหลมและทักษะการคิดแนวขวาง (2) ยกระดับการจัดการเรียนการสอนที่มุ่งลดจุดอ่อนด้านทักษะความคิดริเริ่มสร้างสรรค์และเสริมจุดแข็งด้านทักษะการคิดเชิงนวัตกรรม (3) ปรับระบบการวัดผลและประเมินผลที่มุ่งลดจุดอ่อนผู้เรียนด้านทักษะความคิดริเริ่มสิ่งใหม่และทักษะการคิดแก้ไขและเข้าใจตัวบุคคล สอดคล้องกับ บุญลัท สุวรรณเดช (2561) ได้ทำการวิจัย การบริหารวิชาการของโรงเรียนสังกัดสำนักเขตบางบอน กรุงเทพมหานคร ผลการวิจัยพบว่า ด้านการบริหารจัดการหลักสูตรสถานศึกษา โรงเรียนส่วนใหญ่มีการสร้างความตระหนักแก่บุคลากรในด้านการจัดทำหลักสูตรสถานศึกษา

โดยมีการประชุมชี้แจงให้ครูได้รับทราบแนวทางการนำหลักสูตรไปใช้มีการนิเทศติดตามการใช้หลักสูตรสถานการศึกษามีการตรวจเยี่ยมและสังเกตการณ์ในชั้นเรียน

(2) การประเมินความต้องการจำเป็นการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม พบว่า ด้านที่ค่าสูงสุด 3 อันดับแรก ได้แก่ ด้านการพัฒนาหลักสูตรสถานศึกษา ด้านการส่งเสริมวิชาการ และด้านการพัฒนาสื่อ นวัตกรรมและเทคโนโลยีทางการศึกษา ทั้งนี้เพราะว่า ผู้บริหารสถานศึกษา จะต้องมีการดำเนินการวางแผน กำหนดวิสัยทัศน์ พันธกิจ เป้าหมายของสถานศึกษาในการจัดกิจกรรมการเรียนการสอน ให้ผู้เรียนเกิดการเรียนรู้เปลี่ยนแปลงตามวัตถุประสงค์ที่กำหนดไว้ จำเป็นจะต้องใช้ความร่วมมือของบุคลากรทุกฝ่ายที่เกี่ยวข้อง ทั้งผู้บริหาร ครู ผู้ปกครองชุมชนในการจัดทำหลักสูตรของสถานศึกษาและให้สอดคล้องกับสาระการเรียนรู้ท้องถิ่น ประเมินการใช้หลักสูตรและปรับปรุงหลักสูตรสถานศึกษา ส่งเสริมให้ครูสร้างบรรยากาศในการจัดการเรียนการสอนที่เหมาะกับการเรียนรู้ของผู้เรียน มีการแลกเปลี่ยนเรียนรู้การจัดระบบนิเทศการศึกษาในยุคชีวิตวิถีใหม่กับสถานศึกษาอื่น ส่งเสริมให้ครูได้รับทักษะทางวิชาการ ส่งเสริมบรรยากาศในชั้นเรียนที่เหมาะสมกับการจัดการเรียนการสอนในยุคชีวิตวิถีใหม่ ส่งเสริมและพัฒนาแหล่งเรียนรู้เพื่อการเรียนรู้ตลอดชีวิตอย่างมีประสิทธิภาพ มีการวิเคราะห์การใช้สื่อและเทคโนโลยีเพื่อการจัดการเรียนการสอน ส่งเสริมให้ครูผลิตสื่อ นวัตกรรมและเทคโนโลยีในการจัดการเรียนการสอน นำสื่อ นวัตกรรมและเทคโนโลยีทางการศึกษาตามหลักนโยบายของกระทรวงศึกษาธิการมาใช้ เช่นหลักการจัดการเรียนรู้ 5 On ได้แก่Online , On-Air , On hand , On demand และ Onsite จัดหาสื่อ นวัตกรรมและเทคโนโลยีทางการศึกษาเพื่อใช้พัฒนางานบริหารวิชาการ มีการติดตามและประเมินการใช้สื่อ นวัตกรรมและเทคโนโลยีทางการศึกษาอย่าสม่ำเสมอ สอดคล้องกับ รังสรรค์ พรมมา (2563) ได้ทำการวิจัย เรื่อง แนวทางการบริหารสาหรับการจัดการศึกษาในวิถีการเรียนรู้ใหม่ (New Normal)ในโรงเรียนขนาดเล็กสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา เชียงใหม่เขต 3 ผลการวิจัยพบว่า แนวทางการบริหารสำหรับการจัดการศึกษาในวิถีการเรียนรู้ใหม่ (New normal) ในโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเชียงใหม่เขต 3 ผลการศึกษาได้แนวทาง 6 ด้านคือ (1) ด้านการบริหารหลักสูตรในวิถีการเรียนรู้ใหม่ (2) ด้านการพัฒนาครูในวิถีการเรียนรู้ใหม่ (3) ด้านการจัดการเรียนการสอนในวิถีการเรียนรู้ใหม่ (4) ด้านการประเมินผลในวิถีการเรียนรู้ใหม่ (5) ด้านการรับฟังเสียงสะท้อนจากครูผู้ปกครอง นักเรียนและชุมชนในวิถีการเรียนรู้ใหม่ (6) ด้านการบริหารจัดการทรัพยากรการจัดการศึกษาในวิถีการเรียนรู้ใหม่ สอดคล้องกับ กมลรัตน์ แก่นจันทร์ (2560) ได้ทำการวิจัย เรื่อง การพัฒนารูปแบบการบริหารงานวิชาการในสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสกลนคร เขต 3 ผลการวิจัยพบว่า ขอบข่ายและภารกิจการบริหารงานวิชาการประกอบด้วย 8 ด้านได้แก่ (1) การพัฒนาหลักสูตรสถานศึกษา (2) การพัฒนากระบวนการเรียนรู้ (3) การนิเทศการศึกษา (4) การวัดผลประเมินผลและการเทียบโอนการเรียนรู้ (5) การพัฒนาระบบประกันคุณภาพการศึกษา (6) การวิจัยเพื่อพัฒนาคุณภาพการศึกษา (7) การพัฒนาสื่อนวัตกรรมและเทคโนโลยีทางการศึกษา (8) การพัฒนาแหล่งเรียนรู้ และผลการประเมินรูปแบบ การบริหารงานวิชาการในสถานศึกษาขั้นพื้นฐานสังกัดสำนักงานเขตพื้นที่การศึกษาสกลนคร เขต 3 ด้านความเหมาะสม ด้านความเป็นไปได้อยู่ในระดับมาก

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลการศึกษาไปใช้

(1) ผลการศึกษาสภาพปัจจุบันของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ ด้านการส่งเสริมวิชาการอยู่ในระดับต่ำสุด ดังนั้นผู้บริหารสถานศึกษาควรพัฒนาการจัดการเรียนรู้ จัดให้มีพัฒนาแหล่งเรียนรู้ในสถานศึกษาที่เหมาะสม จัดให้มีจัดให้มีแหล่งเรียนรู้ที่หลากหลายทั้งภายในและภายนอกสถานศึกษา สร้างบรรยากาศของการจัดการเรียนการสอนให้ผู้เรียนเกิดการเรียนรู้มากที่สุด ส่งเสริมให้ครูสร้างบรรยากาศในการจัดการเรียนการสอนที่เหมาะกับการเรียนรู้ของผู้เรียนในยุคชีวิตวิถีใหม่ มีการเยี่ยมชั้นเรียนเพื่อทราบปัญหาและให้คำแนะนำในการจัดการเรียนการสอนในยุคชีวิตวิถีใหม่ มีการดำเนินการนิเทศภายในที่มีรูปแบบที่หลากหลายเหมาะสมกับยุคชีวิตวิถีใหม่ ส่งเสริมบรรยากาศในชั้นเรียนที่เหมาะสมกับการจัดการเรียนการสอนในยุคชีวิตวิถีใหม่เพื่อการเรียนรู้อย่างมีประสิทธิภาพ

(2) ผลการศึกษาสภาพที่พึงประสงค์ของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ ด้านการพัฒนาหลักสูตรสถานศึกษา อยู่ในระดับมากที่สุด ดังนั้นผู้บริหารสถานศึกษาควรส่งเสริมสนับสนุนให้ครูร่วมกันวิเคราะห์ข้อมูลผลสัมฤทธิ์ปัญหาความต้องการของสังคมและท้องถิ่นเพื่อประกอบการพัฒนาหลักสูตรสถานศึกษาแต่ละปีการศึกษา มีการจัดทำหลักสูตรขึ้นมาใหม่เพื่อให้สอดคล้องและทันสมัยกับเทคโนโลยี นำข้อมูลการจากปฏิบัติงาน มาทบทวนปรับปรุงการใช้หลักสูตรสถานศึกษาให้มีความเหมาะสมกับบริบทและสภาพการณ์ปัจจุบัน การนิเทศ ติดตาม ประเมินการใช้หลักสูตรและนำมาปรุงปรุงพัฒนาหลักสูตรสถานศึกษาให้เหมาะสม ร่วมกับครูปรับปรุงและพัฒนาหลักสูตรให้สอดคล้องกับยุคชีวิตวิถีใหม่ จัดทำหลักสูตรที่ยืดหยุ่น กระชับและสอดคล้องกับเวลาเรียนที่ปรับเปลี่ยนตามสถานการณ์ในยุคชีวิตวิถีใหม่

(3) ผลการประเมินความต้องการจำเป็นที่มีค่าสูงสุด ได้แก่ ด้านการพัฒนาหลักสูตรสถานศึกษา ดังนั้น ผู้บริหารควรให้มีการกำหนดวิสัยทัศน์ พันธกิจ เป้าหมายของสถานศึกษาในการจัดกิจกรรมการเรียนการสอน ให้ผู้เรียนเกิดการเรียนรู้ เปลี่ยนแปลงตามวัตถุประสงค์ที่กำหนดไว้ ใช้ความร่วมมือของบุคลากรทุกฝ่ายที่เกี่ยวข้อง ทั้งผู้บริหาร ครู ผู้ปกครอง ชุมชนในการจัดทำหลักสูตรของสถานศึกษาและให้สอดคล้องกับสาระการเรียนรู้ท้องถิ่น ประเมินการใช้หลักสูตรและปรับปรุงหลักสูตรสถานศึกษา มีการประเมินติดตามผลการใช้หลักสูตรของสถานศึกษาทุกปีการศึกษา

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

(1) ควรศึกษาปัจจัยด้านการพัฒนาหลักสูตรสถานศึกษาที่ส่งผลต่อการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม เพื่อจะได้นำไปพัฒนาหลักสูตรสถานศึกษาให้มีประสิทธิภาพและเกิดประสิทธิผลสูงสุด

(2) ควรศึกษาและเปรียบเทียบเกี่ยวกับความต้องการจำเป็นของการบริหารวิชาการของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ ระหว่างโรงเรียนขนาดเล็ก ขนาดกลาง ขนาดใหญ่และขนาดใหญ่พิเศษ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม โดยใช้แนวคิดที่ยึดตามความพร้อมและบริบทของขนาดโรงเรียน

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สภาพและความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร

Situations And Needs In Developing Desirable Characteristics Of School Administrators In The New Normal Era Under The Secondary Educational Service Area Office Sakon Nakhon

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บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของคุณลักษณะอันพึงประสงค์ผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ 2) ประเมินความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ กลุ่มตัวอย่างที่ใช้ในการศึกษาได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 364 คน การเลือกกลุ่มตัวอย่างใช้การสุ่มแบบแบ่งชั้น เครื่องมือที่ใช้ในการศึกษามีจำนวน 2 ฉบับ 1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้อง ระหว่าง .52 - .87 ค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับเท่ากับ .98 2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้อง ระหว่าง .44 - .81 ค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับเท่ากับ .96 สถิติที่ใช้ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานและการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง($PNI_{Modified}$) ผลการศึกษาพบว่า (1) สภาพปัจจุบันโดยภาพรวมอยู่ในระดับมาก สภาพที่พึงประสงค์โดยภาพรวมอยู่ในระดับมากที่สุด (2) ผลการประเมินความต้องการจำเป็น พบว่า ความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษา เรียงลำดับจากมากไปหาน้อย คือ 1) ด้านคุณธรรมจริยธรรม 2) ด้านการทำงาน และ3) ด้านวิสัยทัศน์

คำสำคัญ : การพัฒนาผู้บริหารสถานศึกษา,ผู้บริหารสถานศึกษายุคชีวิตวิถีใหม่,คุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษา, สภาพปัจจุบัน,ความต้องการจำเป็น

Abstract

The objecttives of this research were to 1) study about current situations and desirable situations in developing school administrators' desired characteristic. 2)Evaluate about needs in developing school administrators' desired characteristic in the new normal era. The sample was selected from 364 school administrator and teacher using stratified sampling. Two issues of research instrument were used. (1) A questionnaire about a current situation.The discrimination of each item was at between .52-.87. The reliability of the test was at .98. (2) A questionnaire about desirable characteristics situations.The discrimination of each item was at between .44-.81. The reliability was at .96. The statistics were used in this study were percentage, average, standard deviation and an improved priority needs analysis ($PNI_{Modified}$).The results were found that,(1) it was included that the current situations overall was in more level. The desirable situations overall was in most level. (2) The results of need assessment was found the priority needs index in desirable characteristic development during the new normal era under the secondary educational service area office sakon nakhon by descending order was morality and ethics was in the first. Work was in the second. Vision was in the third.

Keywords: development of the school administrators during the new normal era, school administrators' desirable characteristic, school administrators' during the new normal era.

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บทนำ

เมื่อวิกฤตการณ์การแพร่ระบาดของโควิด-19 ระลอกแรกเริ่มคลี่คลายลง หลายๆ ภาคส่วนเริ่มพูดถึง “ความปกติใหม่” หรือ “New Normal” ที่จะตามมา การมาเยือนของวิกฤตโรคระบาดทำให้เกิดคำถามเกี่ยวกับระบบการศึกษาหลากหลายด้าน เป็นต้นว่าเราจะออกแบบการเรียนรู้ในยุคโควิด-19 ให้มีประสิทธิภาพได้อย่างไร ทักษะและหลักสูตรโลกการศึกษารูปแบบใหม่หลังจากนี้ควรมีหน้าตาแบบไหน เทคโนโลยีจะเข้ามามีบทบาทด้านการเรียนรู้หรือทำให้ความเหลื่อมล้ำย่ำแย่กว่าเดิม จริงหรือไม่ที่เราสามารถเปลี่ยนวิกฤตครั้งนี้ให้กลายเป็นโอกาสด้านการศึกษา จากความผิดปกติแบบใหม่ที่ไม่เหมือนเดิม (New-Abnormal) ที่ส่งผลกระทบต่อการจัดการศึกษา ทำให้สถานศึกษาต้องอยู่ให้รอดผู้บริหารสถานศึกษาและครูต้องปรับตัว เพราะวิกฤตโควิด – 19 เป็นบททดสอบของความจำเป็นครั้งใหญ่ในการบริหารจัดการศึกษาที่ต้องปรับเปลี่ยนวิธีคิดใหม่ให้สอดคล้องกับความปกติใหม่ที่เกิดขึ้น (ณิชา พิทยาพงศกร. 2563)

ผู้บริหารสถานศึกษายุคใหม่ ในฐานะเป็นผู้นำที่มีอิทธิพลต่อบุคลากรภายในมีบทบาทต่อการกำหนดทิศทาง นโยบาย และนำพาสถานศึกษาไปสู่ความสำเร็จต้องมีความพร้อมในด้านคุณลักษณะที่โดดเด่นกล่าวคือมีทักษะทางปัญญาสูง เป็นนักบริหารมืออาชีพ มีจิตเชิงสร้างสรรค์ มีเจตคติที่ดี และเป็นบุคคลที่มีวิสัยทัศน์ มีความคาดหวังสูงที่มุ่งสร้างความสำเร็จของงาน ตลอดจนพัฒนาสถานศึกษาให้เป็นองค์กรแห่งการเรียนรู้ และสร้างสถานศึกษาให้เป็นองค์กรนวัตกรรมยุคใหม่นอกจากนี้ ผู้บริหารสถานศึกษายุคใหม่ต้องมีบทบาทที่สำคัญคือ ต้องปรับเปลี่ยนบทบาทจากการเป็นผู้ควบคุมมาเป็นผู้นำที่วางแนวทางการปฏิบัติงานของบุคลากร มีความเข้าใจในความหลากหลายทางวัฒนธรรมและการบริหารจัดการเชิงรุก ยึดหลักการมีส่วนร่วมปรับองค์กรให้เป็นองค์การขนาดเล็กและมีโครงสร้างแนวราบ และเสริมสร้างการมีหุ้นส่วนทางการศึกษาดังนั้นผู้นำองค์กรยุคใหม่ จึงต้องมีการแสวงหาความรู้ทั้ง เชิงทฤษฎี การปฏิบัติและประสบการณ์ผู้บริหารสถานศึกษาในยุคใหม่ต้องเป็นผู้นำที่มีวิสัยทัศน์ทางการศึกษา เป็นผู้นำที่มีพฤติกรรมทางวิชาการมีความรู้ความสามารถและมีความเป็นมืออาชีพที่สามารถบริหารจัดการอย่างมีประสิทธิภาพ และเกิดประสิทธิผล และสามารถเชื่อมโยงสภาพปัจจุบันไปสู่อนาคตได้คุณลักษณะผู้บริหารในศตวรรษที่21 เป็นสิ่งที่ชี้ชัดให้เห็นถึงความดีของผู้บริหารสถานศึกษาเป็นกลไกและตัวแปรที่สำคัญ ในการจัดการศึกษาให้มีคุณภาพ มีอิทธิพลสูงสุดต่อคุณภาพในผลลัพธ์ที่เกิดจากการบริหารที่จะประสบความสำเร็จสามารถสนองตอบการแข่งขัน และทันสมัยเหมาะสมในการเปลี่ยนแปลงของโลกศตวรรษที่21 จึงต้องมีคุณลักษณะที่โดดเด่น และเหมาะสม มีความรู้ในหลักการเชิงทฤษฎี ทักษะ บทบาทหน้าที่ คุณธรรมจริยธรรมและประสบการณ์ทางการบริหารการศึกษาในยุคใหม่เพื่อนำพาองค์กร ประสบความสำเร็จสอดคล้อง (ชัยยนต์ เพาพาน, 2560) ผู้บริหารสถานศึกษามีความสำคัญที่สุดต่อการบริหารจัดการการศึกษาของสถาบัน เนื่องจากการบริหารจัดการศึกษาสถานศึกษาจะเกิดประสิทธิผลและมีประสิทธิภาพ รวมทั้งจะดำเนินงานจนประสบผลสำเร็จตามวัตถุประสงค์มากน้อยเพียงใด ศูนย์กลางขององค์กรทั้งหมด ความสำเร็จขึ้นอยู่กับประสิทธิภาพ ความตื่นตัว ความมียุทธวิธีประสบการณ์ ความคิด ความเป็นเลิศทางวิชาการ และอุทิศตน ความเสียสละ และความสามารถของผู้บริหารสถานศึกษา ซึ่งหมายถึง ผู้บริหารที่สร้างแรงจูงใจและกระตุ้นครูให้นำนโยบายการศึกษาออกปฏิบัติและดำเนินการเพื่อผลลัพธ์ที่พึงประสงค์ในลักษณะของชีวิตในสถานศึกษา (กุลจิรา รักษนคร 2563)

จากเหตุผลดังกล่าว ผู้ศึกษาจึงมีความสนใจที่จะศึกษาเรื่อง สภาพและความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร เพื่อนำมาใช้เป็นแนวทางในพัฒนาการบริหารสถานศึกษา เพื่อช่วยเพิ่มประสิทธิภาพในการบริหารสถานศึกษาในยุควิถีใหม่

วัตถุประสงค์ของการวิจัย

1. ศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของคุณลักษณะอันพึงประสงค์ผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร

2. ประเมินความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร

กรอบแนวคิดการวิจัย

การศึกษาสภาพและความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร โดยผู้ศึกษาได้ศึกษากรอบแนวคิดของ Sarah Goff-Dupont (2563);รัชฎาภรณ์ ทิพย์กาญจนรัตน์และคณะ(2563);(คนึงนิตย์ กิจวิธ 2561); บรรจง ลาวะลี (2560);เสกสรรค์ สนวา.และคณะ(2661);กุลจิรา รักษนคร (2563) ผู้ศึกษาได้สรุปกรอบองค์ประกอบของคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุควิถีใหม่ ดังนี้

2.1 ด้านวิสัยทัศน์

2.2 ด้านผู้ทางวิชาการ

2.3 ด้านความรู้ความสามารถและทักษะยุคใหม่

2.4 ด้านคุณธรรมจริยธรรม

2.5 ด้านการทำงาน

2.6 ด้านบุคลิกภาพ

2.7 ด้านมนุษยสัมพันธ์

วิธีดำเนินการวิจัย

การวิจัยครั้งนี้ มีวิธีดำเนินการวิจัย ตามลำดับขั้นตอนดังนี้

1. รูปแบบการวิจัย เป็นการวิจัยเชิงคุณภาพ

2. ประชากรและกลุ่มตัวอย่าง ประชากร ได้แก่ ผู้บริหารสถานศึกษาและครู ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร ปีการศึกษา 2565 จาก 45 โรงเรียน จำนวน 2,349 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 120 คน และครู จำนวน 2,229 คน กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร ปีการศึกษา 2565 จำนวน 364 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 106 คน และครู จำนวน 258 คน

3. เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการศึกษาครั้งนี้ เป็นแบบสอบถามที่ผู้ศึกษาสร้างขึ้นเอง โดยการศึกษาเอกสาร ตำราและงานวิจัยที่เกี่ยวข้องและขอคำแนะนำจากผู้เชี่ยวชาญนำมาสร้างเป็นแบบสอบถาม เรื่อง สภาพและความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร เครื่องมือที่ใช้ในเก็บรวบรวมข้อมูลเป็นแบบสอบถามสภาพ (Questionnaire) โดยแบ่งออกเป็น 2 ตอน ดังนี้ ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถามได้แก่ สถานภาพ เป็นแบบตรวจสอบรายการ (Check List) ตอนที่ 2 เป็นแบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์ของคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร ซึ่งกำหนดค่าคะแนนเป็น 5 ระดับ ตามแบบของเบสท์และคาห์น (Best and Kahn) โดยให้คะแนนแต่ละข้อ(ธานินทร์ ศิลป์จารุ.2550)

4. การเก็บรวบรวมข้อมูลผู้ศึกษาได้เก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง โดยใช้แบบสอบถามออนไลน์ เก็บรวบรวมข้อมูลเพียงครั้งเดียว ได้เก็บรวบรวมข้อมูลระหว่างเดือนตุลาคมถึงเดือนพฤษจิกายน พ.ศ.2565 ได้รับแบบสอบถามคืนจำนวน 364 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล ได้นำแบบสอบถามที่ได้รับกลับคืนทุกฉบับซึ่งมีสมบูรณ์เพื่อนำไปวิเคราะห์ข้อมูลด้วยโปรแกรมคอมพิวเตอร์สำเร็จรูป ดังนี้

วิเคราะห์ในส่วนที่เป็นการวิเคราะห์ข้อมูล สภาพและความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร โดยใช้โปรแกรมสำเร็จรูป หาค่าเฉลี่ย ($\overline{X}$) วนเบี่ยงเบนมาตรฐาน (S.D.) ซึ่งมีลักษณะเป็นแบบสอบถามเป็นแบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ โดยมีเกณฑ์ในการเลือกตอบและให้คะแนนดังนี้

1) การแปลความหมายสภาพที่เป็นจริงและสภาพที่พึงประสงค์ของคุณลักษณะอันพึงประสงค์ผู้บริหารสถานในยุคชีวิตวิถีใหม่

5 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับมากที่สุด

4 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับมาก

3 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับปานกลาง

2 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับน้อยที่สุด

1 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับน้อยที่สุด

2) นำคะแนนของแบบสอบถามสภาพและความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร โดยใช้โปรแกรมสำเร็จรูป หาค่าเฉลี่ย ($\overline{X}$) ส่วนเบี่ยงเบนมาตรฐาน (S.D.) โดยมีเกณฑ์ คะแนนและความหมาย ซึ่งผู้วิจัยได้กำหนดตามแนวทางของ (บุญชม ศรีสะอาด.2560) ดังนี้

4.51 – 5.00 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับมากที่สุด

3.51 – 4.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับมาก

2.51 – 3.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับปานกลาง

1.51 – 2.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับน้อย

1.00 – 1.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับน้อยที่สุด

3) ผลการประเมินความต้องการจำเป็นการจัดการเรียนการสอนออนไลน์ ใช้การประเมินการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) ตามแนวคิดของสุวิมล ว่องวานิช (2558)

สรุปผลการวิจัย

ผลการวิจัยเรื่อง สภาพและความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร ผลการวิจัยปรากฏ ดังนี้

1. ผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร ปรากฏผลการวิจัยดังตารางที่ 1

ตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการแปลผลความคิดเห็นเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร โดยรวมและจำแนกเป็นรายด้าน

การพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1. ด้านวิสัยทัศน์	3.90	0.90	มาก	4.64	0.28	มากที่สุด
2. ด้านผู้นำทางวิชาการ	3.96	0.73	มาก	4.62	0.29	มากที่สุด
3. ด้านความรู้ความสามรถและทักษะยุคใหม่	3.91	0.78	มาก	4.61	0.29	มากที่สุด
4. ด้านคุณธรรมจริยธรรม	3.76	0.89	มาก	4.58	0.27	มากที่สุด
5. ด้านการทำงาน	3.89	0.75	มาก	4.64	0.27	มากที่สุด
6. ด้านบุคลิกภาพ	4.01	0.72	มาก	4.61	0.29	มากที่สุด
7. ด้านมนุษยสัมพันธ์	3.98	0.79	มาก	4.57	0.29	มากที่สุด
รวม	3.92	0.75	มาก	4.61	0.15	มากที่สุด

จากตารางที่ 1 พบว่าสภาพปัจจุบันการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร โดยภาพรวมอยู่ในระดับ มาก ($\bar{X}$ = 3.92) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ($\bar{X}$ = 3.76 – 4.01) สามารถเรียงลำดับจากด้านที่มีค่าเฉลี่ยสูงที่สุดไปต่ำที่สุดได้ดังนี้ (1) ด้านที่ 6 ด้านบุคลิกภาพ ($\bar{X}$ = 4.01) (2) ด้านที่ 7 ด้านมนุษยสัมพันธ์ ($\bar{X}$ = 3.98) (3) ด้านที่ 2 ด้านผู้นำทางวิชาการ ($\bar{X}$ = 3.96) (4) ด้านที่ 3 ด้านความรู้ความสามรถและทักษะยุคใหม่ ($\bar{X}$ = 3.91) (5) ด้านที่ 3 ด้านวิสัยทัศน์ ($\bar{X}$ = 3.90) (6) ด้านที่ 5 ด้านการทำงาน ($\bar{X}$ = 3.89) และ (7) ด้านที่ 4 ด้านคุณธรรมจริยธรรม ($\bar{X}$ = 3.76)

สภาพที่พึงประสงค์ของการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร โดยภาพรวมอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.61) เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากที่สุดทุกด้าน ($\bar{X}$ = 4.57 – 4.64) สามารถเรียงลำดับจากด้านที่มีค่าเฉลี่ยสูงที่สุดไปต่ำที่สุดได้ดังนี้ (1) ด้านที่ 3 ด้านวิสัยทัศน์ ($\bar{X}$ = 4.64), ด้านที่ 5 ด้านการทำงาน ($\bar{X}$ = 4.64) (2) ด้านที่ 2 ด้านผู้นำทางวิชาการ ($\bar{X}$ = 4.62) (3) ด้านที่ 3 ด้านความรู้ความสามรถและทักษะยุคใหม่ ($\bar{X}$ = 4.61), ด้านที่ 6 ด้านบุคลิกภาพ ($\bar{X}$ = 4.61) (4) ด้านที่ 4 ด้านคุณธรรมจริยธรรม ($\bar{X}$ = 4.58) และ (5) ด้านที่ 7 ด้านมนุษยสัมพันธ์ ($\bar{X}$ = 4.57)

2. ผลการศึกษาความต้องการจำเป็นของการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร ปรากฏผลการวิจัยดังตารางที่ 2

ตารางที่ 2 ค่าเฉลี่ยสภาพปัจจุบัน สภาพที่พึงประสงค์ ค่าดัชนีความต้องการจำเป็นและลำดับความต้องการจำเป็นของการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร โดยรวมและจำแนกเป็นรายด้าน

การพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1. ด้านวิสัยทัศน์	3.90	4.64	0.190	3
2. ด้านผู้นำทางวิชาการ	3.96	4.62	0.167	5
3. ด้านความรู้ความสามารถและทักษะยุคใหม่	3.91	4.61	0.179	4
4. ด้านคุณธรรมจริยธรรม	3.76	4.58	0.218	1
5. ด้านการทำงาน	3.89	4.64	0.193	2
6. ด้านบุคลิกภาพ	4.01	4.61	0.150	6
7. ด้านมนุษยสัมพันธ์	3.98	4.57	0.148	7
รวม	3.92	4.61	0.176	-

จากตารางที่ 2 พบว่า การพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร มีค่าดัชนีความต้องการจำเป็นของการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ โดยรวมมีค่าเท่ากับ 0.176 เมื่อพิจารณาเป็นรายด้าน สามารถเรียงลำดับจากด้านที่มีค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุงมากที่สุดไปด้านที่มีค่าน้อยที่สุด ดังนี้ ลำดับที่ 1 ด้านที่ 4 ด้านคุณธรรมจริยธรรม (PNI Modified = 0.218) ลำดับที่ 2 ด้านที่ 5 ด้านการทำงาน (PNI Modified = 0.193) ลำดับที่ 3 ด้านที่ 1 ด้านวิสัยทัศน์ (PNI Modified = 0.190) ลำดับที่ 4 ด้านที่ 3 ด้านความรู้ความสามารถและทักษะยุคใหม่ (PNI Modified = 0.179)ลำดับที่ 5 ด้านที่ 2 ด้านผู้นำทางวิชาการ (PNI Modified = 0.167) ลำดับที่ 6 ด้านที่ 6 ด้านบุคลิกภาพ (PNI Modified = 0.150) และลำดับที่ 7 ด้านที่ 7 ด้านมนุษยสัมพันธ์ (PNI Modified = 0.148)

อภิปรายผลการวิจัย

จากการศึกษาเรื่อง สภาพและความต้องการจำเป็นของการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร ผู้ศึกษา พบว่า มีประเด็นน่าสนใจที่นำมาอภิปรายผล ดังนี้

1. สภาพปัจจุบันและสภาพที่พึงประสงค์ของการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร

สภาพปัจจุบันของการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร พบว่า โดยภาพรวมอยู่ในระดับมาก ทั้งนี้อาจเป็นเพราะผู้บริหารสถานศึกษายุคปัจจุบันเป็นผู้บริหารยุคใหม่ที่มีความรู้ ความสามารถ และมีประสบการณ์สูงในด้านการบริหารสถานศึกษาซึ่งสอดคล้องกับงานวิจัยของ รัชภูมิ พระพรม (2562) ได้ศึกษาความต้องการจำเป็นในการพัฒนาคุณลักษณะที่พึงประสงค์ในศตวรรษที่ 21ของผู้บริหารโรงเรียนประถมศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 ผลการศึกษาพบว่า ความต้องการจำเป็นในการพัฒนาคุณลักษณะในระดับมากทุกด้าน และคุณลักษณะที่พึงประสงค์อยู่ในระดับมากที่สุด และ สอดคล้องกับงานวิจัยของพิมลพรรณ เพชรสมบัต (2563) ได้ศึกษากลยุทธ์การพัฒนาคุณลักษณะผู้บริหารยุคนิวนอร์มัลสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา ผลการศึกษาพบว่า 1) การปฏิบัติจริงกลยุทธ์คุณลักษณะผู้บริหารในยุคนิวนอร์มัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาโดยรวมอยู่ในระดับมากที่สุดทุกด้าน 2) ผลการสร้างกลยุทธ์และพัฒนาคุณลักษณะผู้บริหารในยุคนิวนอร์มัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาประกอบด้วย 6 กลยุทธ์คือ ความคิดริเริ่มสร้างสรรค์ความฉลาด ความมั่นใจในตัวเอง ความรับผิดชอบ มุ่งเน้นผลสัมฤทธิ์และคุณธรรม และ 3) การประเมินกลยุทธ์และความพึงพอใจการพัฒนาคุณลักษณะผู้บริหารในยุคนิวนอร์มัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา โดยรวมอยู่ในระดับมากที่สุด

สภาพที่พึงประสงค์ของ การพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร พบว่า โดยภาพรวมอยู่ในระดับมากที่สุด ทั้งนี้อาจเป็นเพราะผู้บริหารมีความสำคัญต่อความสำเร็จ หรือความล้มเหลวในการบริหารงานเป็นอย่างยิ่ง ผู้บริหารที่มีบุคลิกภาพดีย่อมได้รับการยอมรับนับถือจากผู้ใต้บังคับบัญชา เมื่อการยอมรับเกิดขึ้นการบริหารงานย่อมดำเนินไปได้อย่างราบรื่น เพราะจะได้รับความร่วมมือในทุก ๆ ด้านสอดคล้องกับงานวิจัยของ วสันต์ บัวชุม และคณะ(2562) ได้ศึกษาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาตามแนวทางการปฏิรูปการศึกษา ในโรงเรียนประถมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบึงกาฬ ผลการศึกษาพบว่าคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษา โดยรวมและรายด้านทุกด้านอยู่ในระดับมาก และสอดคล้องกับงานวิจัยของ นริศสรา บุญสะอาด (2563) ได้ศึกษาทักษะในศตวรรษที่ 21 ที่ส่งผลต่อภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสาคร ผลการศึกษาพบว่า ทักษะในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสาคร โดยภาพรวมและรายด้าน อยู่ในระดับมากที่สุด โดยเรียงค่ามัชฌิมเลขคณิตจากมากไปหาน้อย ดังนี้ ทักษะความสนใจใคร่รู้ มีจินตนาการ ทักษะความคิดสร้างสรรค์และนวัตกรรม ทักษะการเรียนรู้ข้ามวัฒนธรรมและการสนใจต่อโลก ทักษะด้านการคิดอย่างมีวิจารณญาณการแก้ปัญหา ทักษะด้านคอมพิวเตอร์และการรู้เท่าทันเทคโนโลยีทักษะในการสื่อสารและร่วมมือ และทักษะการคิดในเชิงธุรกิจ และทักษะประกอบการตามลำดับ

ผลการประเมินความต้องการจำเป็น พบว่า ด้านที่มีความสำคัญของความต้องการจำเป็นสูงสุด คือ ด้านคุณธรรมจริยธรรม ทั้งนี้ อาจเป็นเพราะสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร ควรมีการพัฒนาส่งเสริมด้านคุณธรรมจริยธรรมให้กับผู้บริหาร และควรมีการจัดกิจกรรมเกี่ยวกับด้านคุณธรรมจริยธรรม เพื่อส่งเสริมให้ผู้บริหารปฏิบัติตนไปในทิศทางเดียวกันและเป็นมาตรฐาน สอดคล้องกับงานวิจัยของอภัสสรณ์ เอี่ยมสกุล (2563) ได้ศึกษาความต้องการจำเป็นเกี่ยวกับการประพฤติปฏิบัติอย่างมีคุณธรรมตามพระราชบัญญัติมาตรฐานทางจริยธรรม พ.ศ. 2562 ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 2 ผลการศึกษาพบว่า สภาพที่เป็นจริงและสภาพที่คาดหวังเกี่ยวกับการประพฤติปฏิบัติอย่างมีคุณธรรมทั้ง 7 ด้าน ของผู้บริหารสถานศึกษาอยู่ในระดับมากถึงมากที่สุดโดยมีลำดับความสำคัญต้องการจำเป็นจากลำดับแรกถึงลำดับสุดท้าย คือ ลำดับที่ 1 ด้านปฏิบัติหน้าที่อย่างเป็นธรรมและไม่เลือกปฏิบัติ ลำดับที่ 2 ด้านมุ่งผลสัมฤทธิ์ของงาน ลำดับที่ 3 ด้านกล้าตัดสินใจและกระทำในสิ่งที่ถูกต้องชอบธรรม ลำดับที่ 4 ด้านคิดถึงประโยชน์ส่วนรวมมากกว่าประโยชน์ส่วนตน และมีจิตสาธารณะ ลำดับที่ 5 ด้านซื่อสัตย์สุจริต มีจิตสำนึกที่ดี และรับผิดชอบต่อหน้าที่ ลำดับที่ 6 ด้านดำรงตนเป็นแบบอย่างที่ดีและรักษาภาพลักษณ์ของทางราชการ และลำดับที่ 7 ด้านยึดมั่นในสถาบันหลักของประเทศ และสิริพร ราศร และคณะ (2564)ได้ศึกษาคุณลักษณะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 พบว่า (1) ผู้บริหารสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มีคุณลักษณะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โดยภาพรวม อยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ตามลำดับดังนี้ ด้านความซื่อสัตย์และคุณธรรม ด้านการเป็นนักคิดวิเคราะห์และคิดสร้างสรรค์ ด้านการมีวิสัยทัศน์ ด้านการสร้างเครือข่ายชุมชน ด้านมุ่งมั่นและพากเพียร ด้านการสื่อสารและทักษะการใช้เทคโนโลยีตามลำดับ (2) ผู้บริหารสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 ที่มีประสบการณ์การบริหารสถานศึกษา ระดับการศึกษา และขนาดสถานศึกษาต่างกันมีคุณลักษณะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โดยภาพรวมและรายด้านไม่แตกต่างกัน Berkovich (2021) ได้ทำการวิจัยเรื่องภาวะผู้นำการเปลี่ยนแปลง ภาวะผู้นำแบบแลกเปลี่ยน และการใช้เหตุผลทางศีลธรรมโดยจำแนกคุณลักษณะของผู้บริหารสถานศึกษาออกเป็น 2 ลักษณะ คือ คุณลักษณะด้านส่วนตัว และคุณลักษณะด้านวิชาชีพ สรุปคุณลักษณะทั้ง 2 ด้าน ดังนี้ (1) คุณลักษณะส่วนตัวมีดังนี้ ความยุติธรรมและมีวิจารณญาณ ความซื่อสัตย์และจงรักภักดี ความรอบรู้อย่างกว้างขวาง เป็นผู้ที่ใช้สติไม่ใช้อารมณ์ ความจริงใจ ความเป็นมิตรอารมณ์ขันใจกว้างและเปิดเผย ความเสมอต้นเสมอปลาย ความเมตตาปราณีและเอื้ออาทรต่อผู้อื่น (2) คุณลักษณะด้านวิชาชีพมีดังนี้ความสามารถในการติดต่อประสานงานและเข้ากับผู้อื่นได้ดีความรู้ความสามารถในวิชาการบริหารอย่างดี ความสามารถในการมอบหมายงานให้ผู้อื่น ความสามารถในการทำงานร่วมกับผู้อื่นได้ดี การตัดสินใจ ความสามารถในการยอมรับในการปฏิบัติงานของผู้อื่น ความสนใจในบุคคลอื่น ๆ ความสามารถในการวางแผนและจัดระเบียบ การรู้จักใช้อำนาจหน้าที่อย่างเหมาะสม

ผลการศึกษาพบว่าด้านที่มีความสำคัญของความต้องการจำเป็นลำดับสุดท้าย คือ ด้านมนุษยสัมพันธ์ ทั้งนี้ การเรียนรู้วิธีการครองใจโดยมีวัตถุประสงค์ให้บุคลากรในองค์กรนับถือ และให้ความร่วมมือ และทำงานด้วยความเต็มใจ เป็นวิธีการที่ผู้บริหารสถานศึกษากระตุ้นบุคลากรเพื่อดำเนินงานได้บรรลุเป้าหมายอย่างเต็มศักยภาพ รวมไปถึงการมีปฏิสัมพันธ์ที่ดีต่อชุมชนและสังคม สอดคล้องกับวิจัย สุณิสา แพทย์พิพัฒน์ และคณะ (2563) ได้ศึกษาทักษะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ที่ส่งผลต่อชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี พบว่า ทักษะของผู้บริหารสถานศึกษาและชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาอยู่ในระดับมากทั้งในภาพรวมและรายด้าน ส่วนทักษะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา โดยรวม มีความสัมพันธ์ทางบวกในระดับสูงมาก อย่างมีนัยสำคัญทาง

สถิติที่ระดับ .01 และทักษะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 และชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรีอยู่ในระดับมาก และมีความสัมพันธ์กันทางบวกระดับสูงมากอย่างมีนัยสำคัญทางสถิติที่ระดับ .01และ Rania Sawalhib (2021) ได้ศึกษาเรื่องมุมมองของผู้บริหารสถานศึกษาสู่การเปลี่ยนแปลงของ 5 ประเทศในอาหรับ พบว่า มีเกณฑ์การคัดเลือกผู้บริหารสถานศึกษาระดับประถมศึกษาและมัธยมศึกษาไม่ต่างกัน และพบว่าความต้องการของผู้บริหารสถานศึกษา 9 ลักษณะแรก คือ (1) การรับรู้ในตำแหน่งหน้าที่ (2) ความมั่นคงทางอารมณ์ (3) ทักษะการตัดสินใจ (4) ทักษะการสื่อสาร (5) ความสัมพันธ์ในบุคลิกภาพการปรับตัวด้วยความรอบคอบ (7) ลักษณะทางศีลธรรม (8) สติปัญญา (9) สุขภาพดี

ข้อเสนอแนะจากการวิจัย

การศึกษา เรื่อง สภาพและความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร

ข้อเสนอแนะเพื่อนำผลการศึกษาไปใช้

1. ผลจากการศึกษาสภาพปัจจุบันของการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร พบว่า ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านคุณธรรมจริยธรรม ดังนั้น สังกัดสำนักงานเขตพื้นที่การศึกษาหรือหน่วยงานที่มีหน้าที่ดูแลผู้ประกอบวิชาชีพผู้บริหารสถานศึกษา และผู้บังคับบัญชาจึงต้องให้ความสำคัญ กำหนดแนวทางและวิธีการที่ถูกต้องเหมาะสม มีการพัฒนาส่งเสริมด้านคุณธรรมจริยธรรมให้กับผู้บริหารและควรมีการจัดกิจกรรมเกี่ยวกับด้านคุณธรรมจริยธรรม เพื่อส่งเสริมให้ผู้บริหารปฏิบัติตนไปในทิศทางเดียวกัน เป็นไปตามความต้องการที่แท้จริง และอำนวยประโยชน์กับการพัฒนาคุณภาพผู้บริหารอย่างแท้จริง

2. ผลจากการศึกษาสภาพที่พึงประสงค์ของการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนครพบว่า ด้านที่มีความสำคัญของความต้องการจำเป็นสูงสุด คือ ด้านคุณธรรมจริยธรรม ดังนั้น สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร ที่จัดอบรมการปฏิบัติธรรมเพื่อพัฒนาด้านพฤติกรรม จิตใจ และสติปัญญาให้มีความคิดที่สร้างสรรค์ เป็นประโยชน์ต่อตนเองและผู้อื่น

ข้อเสนอแนะในการศึกษาครั้งต่อไป

1. ควรศึกษาปัจจัยที่ส่งผลต่อ การพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร

2. ควรศึกษาและเปรียบเทียบผลการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร

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Situations, Needs for Academic Administration of School Administrators in the 21st Century Under Nakhon Phanom Primary Education Service Area Office 2

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษา ในศตวรรษที่ 21 (2) ประเมินความต้องการจำเป็นในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21กลุ่มตัวอย่างที่ใช้ในวิจัย คือผู้บริหารสถานศึกษาและครู จำนวน 401 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 จำนวน 2 ฉบับ คือ (1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องระหว่าง .60-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .30- .69 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .96 (2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้องระหว่าง .60-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .29- .91 และค่าความเชื่อมั่นทั้งฉบับ เท่ากับ . 96 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการวิจัยพบว่า (1) สภาพปัจจุบันการในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โดยรวมอยู่ในระดับปานกลาง และสภาพที่พึงประสงค์ในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โดยรวมอยู่ในระดับมากที่สุด (2) ผลการประเมินความต้องการจำเป็นในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21ด้านที่มีค่าสูงสุด 3 อันดับแรก ได้แก่ 1) ด้านด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน2) ด้านการพัฒนากระบวนการเรียนรู้ และ 3) ด้านการพัฒนาและใช้สื่อเทคโนโลยีทางการศึกษา

คำสำคัญ: 1) สภาพปัจจุบัน, 2) สภาพที่พึงประสงค์, 3) ความต้องการจำเป็น, 4) ศตวรรษที่ 21

Abstract

The purposes of this research were (1) to examine the current and desirable situations of academic administration of school administrators in the 21st century under the Nakhon Phanom Primary Educational Service Area Office 2, and (2) to assess the needs of academic administration of school administrators in the 21st century under the Nakhon Phanom Primary Educational Service Area Office 2. : (1) a current situation questionnaire with the Index of item Congruence (IC) between.60-1.00, the discrimination between .30- .69 and the reliability of .96 and (2) Questionnaire on the desirable condition of school administrations in digital era with the Index of item Congruence (IC) between .60-1.00, the discrimination between.29- .91, and the reliability of .96. The statistics employed in data analysis were percentage, mean standard deviation and priority needs index modified ($PNI_{modified}$).

The results revealed that (1) the situations of academic administration of educational institution administrators in the century 21st under Nakhon Phanom Primary Education Service Area Office 2in overall and in each aspect were at a high level and the desirable situations of academic administration of educational institution administrators in the century 21st under Nakhon Phanom Primary Education Service Area Office 2 in overall and in each aspect were at the most level.(2)Ranked of needs of academic administration of educational institution administrators in the century 21st under Nakhon Phanom Primary Education Service Area Office 2, the top 3 highest

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averages were evaluation, and development of the learning process.and media and technology development, measuremen.
Keywords: 1) Current Situations, 2) Desirable Situations, 3) Needs, 4) **21**st Century

บทนำ

ปัจจุบันการเปลี่ยนแปลงของโลกก้าวผ่านอย่างรวดเร็วจากศตวรรษที่ 20 เข้าสู่ศตวรรษที่21 กระแสการเปลี่ยนแปลงของโลกได้ส่งผลกระทบทั้งทาง สังคม เศรษฐกิจ สิ่งแวดล้อม วิทยาศาสตร์เทคโนโลยี และการเมืองของทุกๆประเทศโดยเฉพาะความก้าวหน้าของเทคโนโลยีกับการสื่อสารที่ทำให้โลกทั้ง โลกเชื่อมโยงกันและสื่อสารถึงกันได้อย่างรวดเร็ว เป็นโลกไร้พรมแดนไร้ขอบเขตทางการศึกษา เป็นหัวใจหลักของการพัฒนาที่ยังยืนสังคมของวันต่อไปถูกกำหนดโดย ทักษะกับความรู้ที่ต้องการในปัจจุบัน ดังนั้น การศึกษาจึงมีบทบาทสำคัญเพื่อการสร้างและเตรียมเยาวชนของประเทศชาติเพื่อเข้าสู่โลกยุคศตวรรษที่21 การศึกษาจึงเป็นหัวใจหลักที่สำคัญต่อการเพิ่มศักยภาพในการแข่งขันของ ประเทศชาติ สำนักงานเลขาธิการสภาการศึกษา (2557)

ในศตวรรษที่21 เป็นโลกแห่งการเปลี่ยนแปลง การเปลี่ยนแปลง คือ ความเป็นจริงของ สังคมใหม่ที่มีปัญหาท้าทายสำหรับผู้บริหาร(วิโรจน์สารรัตนะ,2556) กล่าวถึงโมเดลภาวะ ผู้นำทางการศึกษา (Educational Leadership Model) ซึ่งเป็นโมเดลที่กล่าวถึงเรื่องของ คุณภาพ (Qualities) ความรู้ (Knowledge) และทักษะ (Skills) ของผู้นำ ทางการศึกษา พอสรุปได้ว่า ผู้บริหาร สถานศึกษาจำเป็นต้องนำ สถานศึกษาของตนเองเข้าสู่ศตวรรษที่21 และรับผิดชอบต่อผลการจัดการศึกษาในสถานศึกษาของตนเองในด้านต่าง ๆ ดังนี้ ปรับปรุงผลลัพธ์ของนักเรียนทุกคน ริเริ่มการจัดกิจกรรมการเรียนรู้ที่มีประสิทธิผล สำรวจและสนับสนุนการใช้ ICT และ E – Learning พัฒนาโรงเรียนให้เป็นชุมชนการเรียนรู้ สร้างเครือข่ายเพื่อส่งเสริมการเรียนรู้ และความสำเร็จ และพัฒนาคนอื่นให้เป็นผู้นำ ผู้บริหารสถานศึกษาที่ได้รับการพัฒนาทักษะ ภาวะผู้นำที่เหมาะสมส่งผลให้การปฏิบัติงานของโรงเรียนในด้านการบริหารงานวิชาการ งาน บริหารบุคคลงานงบประมาณ และงานบริหารทั่วไป ไดอ้ย่างมีประสิทธิภาพตามหลักการกระจายอำนาจ และยังส่งผลต่อความสามารถในการสร้างความร่วมมือในการพัฒนาการจดัการเรียนการสอนการสร้างภาคีเครือข่ายความร่วมมือและการสนับสนุนงานวิชาการแก่ชุมชน
(สพฐ. 2560)

ผู้บริหารสถานศึกษาเป็นกลไกสำคัญและเป็นตัวแปรสำคัญในด้านการจัดการศึกษาให้มี คุณภาพและมีอิทธิพลสูงสุดต่อคุณภาพของผลลัพธ์ที่เกิดจากการบริหาร ดังนั้น ผู้บริหาร สถานศึกษาในยุคใหม่ในศตวรรษที่ 21 จึงต้องมีคุณลักษณะโดดเด่นเหมาะสม มีความรู้เชิงทฤษฎี ทักษะบทบาทหน้าที่ คุณธรรมและประสบการณ์ทางการบริหารการศึกษายุคใหม่ เพื่อนำพา สถานศึกษาให้ประสบผลสำเร็จ สามารถสนองตอบต่อการแข่งขัน และ ทันสมัยเหมาะสมกับการ เปลี่ยนแปลงของโลก และการเรียนรู้ในศตวรรษที่ 21 ต้องก้าวข้าม สาระวิชา ไปสู่การเรียนรู้ ทักษะแห่งศตวรรษที่ 21 (21" Century Skills) (วิจารณ์ พานิช. 2555)

งานวิชาการถือว่าเป็นหัวใจหลักของการบริหารการศึกษา เพราะเป้าหมายของสถานศึกษา ก็คือการจัดการเรียนการสอนให้มีคุณภาพ และประสิทธิภาพซึ่งขึ้นอยู่กับงานวิชาการทั้งหมด งานวิชาการเป็นกิจกรรม การจัดการเกี่ยวกับงานด้านพัฒนาหลักสูตร การนำหลักสูตรไปใช้งานการเรียนการสอนงานสื่อการเรียนการสอน งานวัดผลและประเมินผล งานห้องสมุด งานนิเทศการศึกษา งานวางแผนการศึกษา และ งานประชุมอบรมทางวิชาการ เพื่อส่งเสริมให้ผู้เรียนบรรลุจุดหมายของการศึกษาที่กำหนดไว้อย่างมีประสิทธิภาพ งานวิชาการเป็นงานหลักของสถานศึกษาไม่ว่าสถานศึกษาจะเป็นประเภทใด มาตรฐานและคุณภาพของสถานศึกษาจะพิจารณาได้จากงานวิชาการ เนื่องจากว่างานวิชาการ เกี่ยวข้องกับหลักสูตร การจัดโปรแกรมการศึกษาและการจัดการเรียนการสอนและที่เกี่ยวข้องกับ ผู้บริหารสถานศึกษาและบุคลากรทุกระดับของสถานศึกษาซึ่งอาจเกี่ยวข้องทั้งทางตรงและทางอ้อม ก็อยู่ที่ลักษณะของงานนั้น (ปรียาพร วงศ์อนุตรโรจน์. 2553)ผู้บริหารสถานศึกษาเป็นผู้ที่มีบทบาทอย่างยิ่งต่อการจัดการศึกษาที่จะนำพาสถานศึกษาไปสู่ความเป็นองค์การแห่งการเรียนรู้ในอนาคตโดยให้ผู้เรียนได้รับการพัฒนาศักยภาพสูงสุดตามความสนใจและความถนัดของตนเอง ดังนั้น การจัดการศึกษาจะประสบผลสำเร็จหรือไม่ขึ้นอยู่กับผู้บริหารสถานศึกษาต้องมีวิสัยทัศน์ที่มองกว้าง คิดไกล ใฝ่สูง มุ่งมั่นสู่ความสำเร็จ พัฒนาความรู้ความสามารถอย่างต่อเนื่อง รวมทั้งผู้บริหารสถานศึกษาต้องมีความเป็นผู้นำที่มีสมรรถนะสูงคือมีความรู้ความสามารถมีทักษะและคุณ ลักษณะที่ จำเป็นของผู้บริหารสถานศึกษาในการบริหารงานให้ประสบความสำเร็จและต้องได้รับการพัฒนาและการเสริมสร้างสมรรถนะอยู่เสมอซึ่งผู้บริหารสถานศึกษาที่มีสมรรถนะจะเป็นบุคคลที่มีความรู้ ความเข้าใจชัดเจน มีทักษะและความสามารถในการประยุกต์ศาสตร์อย่างมีศิลป์ ซึ่งแนวโน้มหรือผลของการมีสมรรถนะจะส่งผลดีต่อการปฏิบัติงานและส่งผลช่วยสร้างความสำเร็จในระดับองค์กร ซึ่งทักษะการบริหารของผู้บริหารสถานศึกษาในศตวรรษที่ 21 นั้นเป็นคุณลักษณะที่สำคัญของผู้บริหารสถานศึกษาผู้บริหารสถานศึกษาจึงจำเป็นอย่างยิ่งที่จะต้องได้รับการพัฒนาทักษะในด้านการจัดการสถานศึกษาและการบริหารตนเองอย่างต่อเนื่อง เพื่อนำไปสู่การบริหารงานให้มีประสิทธิภาพ นักวิชาการหลายท่านได้ให้ทัศนะเกี่ยวกับทักษะสำหรับผู้บริหารสถานศึกษาในศตวรรษที่ 21 ดังเช่น แนวคิดของวิจารณ์พานิช (2553) กล่าวว่า ทักษะการบริหารของผู้บริหารสถานศึกษาในศตวรรษ

ที่ 21ประกอบด้วย 1) ด้านชีวิตและการท างาน 2) ด้านความยืดหยุ่นและการปรับตัว 3) ด้านการริเริ่มสร้างสรรค์และการเป็นตัวของตัวเอง 4) ด้านทักษะทางสังคมและทักษะข้ามวัฒนธรรม5) ด้านการเป็นผู้สร้างหรือผู้ผลิต และความรับ ผิดชอบเชื่อถือได้6) ด้านภาวะผู้นำและความรับผิดชอบ และแนวคิดของวรพจน์ วงศ์กิจรุ่งเรือง และ อธิป จิตตฤกษ์(2556)ได้กล่าวว่าทักษะที่จำเป็นสำหรับศตวรรษที่ 21 มีอยู่ด้วยกัน 3 ประการ 1) ทักษะชีวิตและ3การท างาน 2) ทักษะด้านสารสนเทศ สื่อ และเทคโนโลยี 3) ทักษะการเรียนรู้และนวัตกรรม เป็นต้นชาญวิทย์ หาญรินทร์(2563)ได้กล่าวว่า การบริหารสถานศึกษาผู้บริหารเป็นกลไกหลัก และเป็นตัวแปรสำคัญในด้านการจัดการศึกษาให้มีประสิทธิภาพอีกทั้งมีอิทธิพลต่อคุณภาพของผลลัพธ์ที่เกิดขึ้นจากการบริหาร ดังนั้น ผู้บริหารสถานศึกษาหรือผู้นำองค์กรที่มีประสิทธิภาพสูงจึงต้องมีทักษะภาวะผู้นำที่จำเป็นสำหรับการเป็นผู้บริหารในยุคดิจิตอลหรือยุคศตวรรษที่21 ได้แก่ ทักษะการสร้างทีมงานที่มีประสิทธิผลสูง ทักษะการแก้ปัญหา ทักษะการวางแผน ทักษะการก ากับการปฏิบัติงาน ทักษะการสื่อสารที่ดีทักษะการสร้างสัมพันธ์ ทักษะการสอนงาน ทักษะทางสังคม ทักษะการตัดสินใจ ทักษะการกระตุ้นจูงใจ ทักษะการคิดเชิงสะท้อน ทักษะการจัดการตนเอง ทักษะด้านการใช้เทคโนโลยี ทักษะด้านความรู้ความชำนาญ ทักษะด้านความฉลาดทางอารมณ์ ทักษะการเสริมพลังอำนาจ ทักษะการกำหนดวิสัยทัศน์ทักษะการบริหารเวลา ทักษะการแก้ปัญหาความขัดแย้ง ทักษะการจัดการความเสี่ยง และทักษะด้านคุณธรรม ซึ่งทั้ง 21 ทักษะนี้ มีความจำเป็นและสำคัญอย่างยิ่งต่อการบริหารงาน บริหารตนเอง และบริหารบุคลากรอย่างต่อเนื่องเพื่อนำไปสู่การบริหารงานในสถานศึกษาให้มีประสิทธิภาพมากยิ่งขึ้นในช่วงการเปลี่ยนแปลงของโลกยุคดิจิตอลหรือยุคศตวรรษที่21 เพื่อนำพาสถานศึกษาให้เจริญก้าวหน้าเกิดผลสำเร็จตามเป้าหมายที่วางไว้ทุกประการ

จากความเป็นมา และความสำคัญของปัญหาดังกล่าว ผู้ศึกษาจึงสนใจศึกษาในการพัฒนาการบริหารวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 เพื่อนำข้อมูลที่ได้ไปเป็นแนวทางในการพัฒนาการบริหารวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 และนำข้อมูลที่ได้ไปพัฒนาปรับปรุงในการพัฒนาการบริหารวิชาการของผู้บริหารสถานศึกษา ครู หน่วยงานการศึกษา หน่วยงานทั่วไป และผู้สนใจ ไปใช้ในการพัฒนาการบริหารวิชาการให้เกิดประสิทธิภาพและประสิทธิผลที่สูงสุด

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2
2. เพื่อประเมินความต้องการจำเป็นในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

วิธีดำเนินการวิจัย

1. รูปแบบการวิจัย เป็นการวิจัยเชิงปริมาณ (**Quantitative Research)**

2. ประชากรและกลุ่มตัวอย่าง ประชากร ได้แก่ ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปีการศึกษา 2565 จำนวน 2,360 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 195 คน และครู จำนวน 2,165 คน (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 วันที่ 18 พฤษภาคม 2565) กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครู ของโรงเรียนที่สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปีการศึกษา 2565 จำนวน 401 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 141 คน และครู จำนวน 260 คน กำหนดขนาดของกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ การเลือกกลุ่มตัวอย่างใช้วิธีการสุ่มแบบแบ่งชั้น (บุญชม ศรีสะอาด. 2560)

3. เครื่องมือที่ใช้ในการวิจัย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้เป็นแบบสอบถาม จำนวน 2 ฉบับ ฉบับที่ 1 เป็นแบบสอบถามสภาพปัจจุบันในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า **(**Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้องระหว่าง .60–1.00 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .96 ฉบับที่ 2 เป็นแบบสอบถามสภาพที่พึงประสงค์ในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง **.**60–1.00 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ **.**96

4. การวิเคราะห์ข้อมูล

ตอนที่ 1 วิเคราะห์ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม ได้แก่ สถานภาพและขนาดสถานศึกษา ซึ่งมีลักษณะเป็นการสำรวจรายการ (Check List) วิเคราะห์โดยหาค่าความถี่ (Frequency) และร้อยละ (Percentage)

ตอนที่ 2 วิเคราะห์ข้อมูลสภาพปัจจุบันและสภาพที่พึงประสงค์โดยโดยการค่าหาเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) แล้วนำมาเทียบเกณฑ์การแปลความหมายที่กำหนด (บุญชม ศรีสะอาด. 2558) ดังนี้

ค่าเฉลี่ย 4.51-5.00 หมายถึง มีความคิดเห็นอยู่ในระดับ มากที่สุด

ค่าเฉลี่ย 3.51-4.50 หมายถึง มีความคิดเห็นอยู่ในระดับ มาก

ค่าเฉลี่ย 2.51-3.50 หมายถึง มีความคิดเห็นอยู่ในระดับ ปานกลาง

ค่าเฉลี่ย 1.51-2.50 หมายถึง มีความคิดเห็นอยู่ในระดับ น้อย

ค่าเฉลี่ย 1.00-1.50 หมายถึง มีความคิดเห็นอยู่ในระดับ น้อยที่สุด)

ตอนที่ 3 จัดลำดับความสำคัญของข้อมูลจากการประเมินความต้องการจำเป็นตามความคิดเห็นของกลุ่มตัวอย่าง โดยอาศัยแบบการเรียงลำดับความสำคัญของข้อมูล (PNI Modified) ตามแนวคิดของสุวิมล ว่องวาณิช (2558)

สรุปผลการวิจัย

จากการวิจัยเรื่องสภาพและความต้องการจำเป็นในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ผลการวิจัยปรากฏ ดังนี้

ตารางที่ 1 แสดงค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ความคิดเห็นเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมและจำแนกเป็นรายด้าน

ในการพัฒนาการบริหารงานวิชาการในศตวรรษที่21		สภาพปัจจุบัน			สภาพที่พึงประสงค์		
		$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล
1	ด้านการพัฒนากระบวนการเรียนรู้	3.04	.68	ปานกลาง	4.63	.20	มากที่สุด
2	ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน	2.85	.58	ปานกลาง	4.79	.26	มากที่สุด
3	ด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา	3.18	.67	ปานกลาง	4.55	.22	มากที่สุด
4	ด้านการพัฒนาส่งเสริมให้มีแหล่งเรียนรู้	3.62	.70	มาก	4.52	.25	มากที่สุด
5	การนิเทศการศึกษา	3.24	.68	ปานกลาง	4.58	.27	มากที่สุด
6	การพัฒนา และใช้สื่อเทคโนโลยีทางการศึกษา	3.15	.68	ปานกลาง	4.54	.27	มากที่สุด
	รวม	3.18	.48	ปานกลาง	4.60	.13	มากที่สุด

จากตารางที่ 1 พบว่าผู้บริหารสถานศึกษาและครู มีความคิดเห็นเกี่ยวกับสภาพปัจจุบันในการพัฒนาการบริหารงานวิชาการในศตวรรษที่21โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ระดับมาก 1 ด้าน และอยู่ในระดับปานกลาง 5 ด้าน ด้านที่มีค่าเฉลี่ยสูงที่สุดคือ ด้านที่ 4 ด้านการพัฒนาส่งเสริมให้มีแหล่งเรียนรู้ และด้านที่มีค่าต่ำที่สุดคือ ด้านที่ 2 ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน

ผู้บริหารสถานศึกษาและครู มีความคิดเห็นเกี่ยวกับสถานภาพที่พึงประสงค์ในการพัฒนาการบริหารงานวิชาการในศตวรรษที่21 โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากที่สุดทุกด้าน ด้านที่มีค่าเฉลี่ยสูงที่สุดคือ ด้านที่ 2 ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 7 ด้านด้านการพัฒนาส่งเสริมให้มีแหล่งเรียนรู้

ตารางที่ 2 แสดงค่าเฉลี่ยสภาพปัจจุบัน และสภาพสภาพที่พึงประสงค์ ค่าดัชนีความต้องการจำเป็น ($PNI_{Modified}$) และลำดับความต้องการจำเป็นในการพัฒนาการบริหารงานวิชาการในศตวรรษที่21โดยรวมและจำแนกเป็นรายด้าน

ในการพัฒนาการบริหารงานวิชาการในศตวรรษที่21	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1 ด้านการพัฒนากระบวนการเรียนรู้	3.04	4.63	.522	2
2 ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน	2.85	4.79	.679	1
3 ด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา	3.18	4.55	.432	4
4 ด้านการพัฒนาส่งเสริมให้มีแหล่งเรียนรู้	3.62	4.52	.250	6
5 การนิเทศการศึกษา	3.24	4.58	.415	5
6 การพัฒนาและใช้สื่อเทคโนโลยีทางการศึกษา	3.15	4.54	.439	3
รวม	3.18	4.60	.447	-

จากตารางที่ 2 พบว่า ในการพัฒนาการบริหารงานวิชาการในศตวรรษที่21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต2 โดยรวมมีค่าดัชนีความต้องการจำเป็น ($PNI_{Modified}$) เท่ากับ .318 เมื่อพิจารณาเป็นรายด้าน พบว่าด้านที่มีค่าสูงกว่าค่าโดยรวมมี 2 ด้าน ได้แก่ ด้านที่ 2 ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียนมีค่าเท่ากับ .679 และด้านที่ 1 ด้านการพัฒนากระบวนการเรียนรู้ มีค่าเท่ากับ .522 ตามลำดับ

อภิปรายผล

จากผลการวิจัย สามารถอภิปรายผลได้ดังนี้

1. จากผลการวิจัยสภาพปัจจุบันและสภาพที่พึงประสงค์ในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปรากฏผลการวิจัยที่สามารถอภิปรายได้ว่า

1.1 สภาพปัจจุบันในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าสูงสุด คือ ด้านการพัฒนาส่งเสริมให้มีแหล่งเรียนรู้ ทั้งนี้ อาจเป็นเพราะการพัฒนาส่งเสริมให้มีแหล่งเรียนรู้ แหล่งเรียนรู้เป็นส่วนหนึ่งของการจัดกระบวนการเรียนรู้และสาระที่กำหนดไว้ในหลักสูตรสถานศึกษาโดยมุ่งเน้นไปที่การจัดให้นักเรียนได้มีโอกาสเรียนรู้จากแหล่งเรียนรู้ที่หลากหลายในรูปแบบต่างๆทั้งในและนอกโรงเรียนโดยเริ่มจากการบริหารจัดการแหล่งเรียนรู้ให้เป็นระบบวางแผนการใช้แหล่งเรียนรู้ จัดตั้งบุคลากรรับผิดชอบดูแลมีการควบคุมกำกับและติดตามประเมินผลการใช้แหล่งเรียนรู้รวมทั้งแสวงหาแหล่งเรียนรู้ใหม่ที่สอดคล้องกับความต้องการของนักเรียนและความต้องการของครูในฐานะผู้อำนวยความสะดวกให้เกิดการเรียนรู้จึงจะทำให้การจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญมีประสิทธิภาพยิ่งขึ้นส่งผลให้ครูมีความรู้ความเข้าใจตลอดจนการจัดบริการให้ผู้เรียนได้เรียนรู้ศึกษาค้นคว้าและใช้แหล่งเรียนรู้ประกอบการเรียนการสอนเพื่อกระตุ้นให้ผู้เรียนเกิดความกระตือรือร้นในการเรียนรู้ได้เรียนรู้จากการปฏิบัติจริงรู้จักคิดศึกษาค้นคว้าเพิ่มเติมมีความเข้าใจบทเรียนดีขึ้นและมีความสนุกสนาน มีความสุขในการเรียน(รุ่งชัชดาพร เวหะชาติ, 2550)กรอบแห่งวุฒิภาวะที่แสดงถึงการเรียนรู้ตลอดชีวิตประกอบไปด้วย อิสระทางการเรียนรู้ ดำเนินการเรียนรู้ด้วยตนเอง ก าหนดเป้าหมาย เรียนรู้อย่างมีชีวิตชีวา เน้นความสามารถที่กว้างขวาง มีความรับผิดชอบสูง สนใจรอบด้าน เห็นแก่ส่วนรวม ยอมรับตนเอง บูรณาการเอกลักษณ์ของตนเอง เน้นในหลักการ รับรู้อย่างลุ่มลึก มีความคิดริเริ่ม มีความกระตือรือร้นอย่างแรงกล้าและมีเหตุผล Knowles (1970) ซึ่งสอดคล้องกับ ประยูร เครืองภัณฑ์ (2563) ได้เสนอการวิจัยเรื่อง การพัฒนานำแหล่งเรียนรู้เพื่อสนับสนุนการจัดการเรียนรู้เรียนรู้ในศตวรรษที่ 21โรงเรียนชุมชนบ้านเจียดสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา อุบลราชธานีเขต 2 จะต้องมีการมีการจัดแหล่งเรียนรู้ที่เอื้อต่อการจัดการเรียนรู้แต่ยังไม่เกิดประสิทธิภาพ ขาดการดูแลเอาใจใส่ขาดสื่ออุปกรณ์ สถิติผู้เข้าใช้บริการน้อย สภาพห้องเรียนหรือแหล่งเรียนรู้ไม่สะอาด แสงไม่พอวัสดุครุภัณฑ์ในห้องชำรุด ป้ายนิเทศไม่เป็นปัจจุบัน ส่วนแหล่งเรียนรู้สนับสนุนด้านวิชาการ ครูที่รับผิดชอบไม่ใส่ใจ วัสดุอุปกรณ์บางส่วนช ารุด ขาดการบริหารจัดการที่ดี ทั้งด้านบุคลากรและด้านงบประมาณ รวมถึงการระดมทุนทรัพยากรทางการศึกษา ขาดการมีส่วนร่วมของชุมชนและทุกภาคส่วนครูไม่มีเวลาดูแลรับผิดชอบแหล่งเรียนรู้อย่างเต็มที่ ขาดการประชาสัมพันธ์ การจัดกิจกรรมส่งเสริมเพื่อกระตุ้นนักเรียนเข้าไปใช้แหล่งเรียนรู้ไม่ต่อเนื่อง ครูยึดติดกับการจัดการเรียนรู้

แบบเดิม 2) การจัดแหล่งเรียนรู้ทั้งด้านวิชาการและด้านสนับสนุนวิชาการ และความพึงพอใจของผู้เข้าใช้บริการแหล่งเรียนรู้ในวงรอบที่ 1 พบว่า หลังการพัฒนาแหล่งเรียนรู้ที่มีการพัฒนามากที่สุด ระดับความพึงพอใจอยู่ที่ระดับมาก เรียงตามล าดับที่ 1 -3 คือ ห้องสมุด ห้องพุทธศาสน์ และห้องเรียน ส่วนห้องปฏิบัติการคอมพิวเตอร์ ห้องปฏิบัติการวิทยาศาสตร์ ห้องดนตรีศึกษา และสวนสมุนไพร ผู้วิจัยและผู้ร่วมวิจัยร่วมกันประชุมมีมติให้ดำเนินการพัฒนาใหม่ในวงรอบที่ 2 โดยใช้แนวทางการพัฒนา คือ การประชุมเชิงปฏิบัติการ และทาการพัฒนาโดยให้นักเรียนเข้ามามีส่วนร่วมในการพัฒนาทุกขั้นตอน ควบคู่กับการนิเทศภายใน หลังการพัฒนาในวงรอบที่ 2 พบว่า แหล่งเรียนรู้ทุกแหล่งเรียนรู้มีการพัฒนาขึ้น ซึ่งได้เปรียบเทียบความพึงพอใจของกลุ่มผู้ให้ข้อมูล ประเมินระดับความพึงพอใจของผู้ใช้บริการแหล่งเรียนรู้ดังกล่าว ระหว่างวงรอบที่ 1 และวงรอบที่ 2 ในภาพรวม มีการพัฒนาคิดเป็นร้อยละ 21.80

1.2 ผลการวิจัยพบว่า สภาพที่พึงประสงค์ในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านแล้วพบว่า ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน ทั้งนี้ อาจเป็นเพราะ ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน เป็นขั้นตอนที่สำคัญมาก เพราะการวัดประเมินผลและดำเนินการผลการเรียน ตามหลักสูตรแกนกลางการศึกษาขั้นฐานพุทธศักราช 2551ของครู นั้นควรจะจัดบรรยากาศของห้องเรียนที่มีการเรียนรู้เป็นหัวใจ และมีการวัด ประเมินผลเพื่อการปรับปรุงคุณภาพการสอนและการเรียนรู้เป็นเป้าหมายหลัก โดยครูต้องมีการเปลี่ยนแนวคิดที่สำคัญ คือ มีความเชื่อมั่น ว่าผู้เรียนทุกคนสามารถเรียนรู้และบรรลุผลสำเร็จตามเป้าหมายที่หลักสูตรกำหนดโดยผู้เรียนทุกกลุ่มได้รับความเอาใจใส่เท่าเทียมกันยึดหลักการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ การสอบและการให้คะแนนเป็นเพียงแนวปฏิบัติหนึ่งของการวัดและประเมินผลการเรียนรู้ในชั้นเรียนเพื่อเป็นข้อมูลในการปรับปรุงพัฒนาการเรียนรู้มากกว่าการเป็นเครื่องมือจัดลำดับและ เปรียบเทียบผู้เรียน(กระทรวงศึกษาธิการ, 2553) และนอกจากนี้การวัดผล ประเมินผล และดำเนินการในศตวรรษที่ 21การประเมินผู้เรียนต้องสร้างความสมดุลในการประเมิน มีความครอบคลุม รอบด้าน และตามสภาพจริง มีความเชื่อมโยงกับการจัดประสบการณ์เรียนรู้ที่มีความหลากหลายและตอบสนอง ความต้องการของผู้เรียนมากยิ่งขึ้น ดังการศึกษาแนวคิดที่สำคัญของการประเมินผลการเรียนรู้แนวใหม่ ซึ่งเป็นทั้งเป้าหมายและลักษณะสำคัญของกระบวนการประเมิน จึงมีความสำคัญอย่างยิ่งต่อผู้สอนเพื่อนำไปใช้เป็นแนวทางในการออกแบบการวัดและประเมินผลการเรียนรู้ของนักเรียนต่อไป จตุภูมิ เขตจัตุรัส (2560) ซึ่งสอดคล้องกับงานวิจัยของ ศศิธร บัวทอง (2560) ได้เสนอการวิจัยเรื่อง การวัดและประเมินทักษะการเรียนรู้ในศตวรรษที่ 21 ผลการวิจัยพบว่า ว่าการวัดและประเมินทักษะการเรียนรู้ในศตวรรษที่ 21 ต้องเป็นการวัดและประเมินผลสภาพที่แท้จริงของนักเรียนเป็นพื้นฐานของเหตุการณ์ในชีวิตจริง ยึดการปฏิบัติเป็นสำคัญและสัมพันธ์กับการเรียนการสอน เน้นพัฒนาการที่ปรากฏให้เห็นผู้เกี่ยวข้องในการประเมินมีหลายฝ่ายและเกิดขึ้นในทุกบริบททั้งในห้องเรียนและ นอกห้องเรียนหรือสถานที่อื่น ๆ นอกโรงเรียนโดยครูไม่ได้จัดสถานการณ์ต้องบูรณาการอยู่ในกระบวนการเรียน การสอนในชั้นเรียนอย่างแนบเนียนและเหมาะสม มีการประเมินทั้งที่เป็นทางการและไม่เป็นทางการ โดยการ ดำเนินการดังกล่าวเกิดขึ้นตลอดระยะเวลาของการจัดการเรียนการสอน นับตั้งแต่ก่อนการเรียนการสอนระหว่าง การเรียนการสอน และหลังการเรียนการสอน เพื่อให้ประสบความสำเร็จทั้งในดานการทำงานและการดำเนินชีวิต ดังนั้นการวัดและประเมินทักษะการเรียนรู้ในศตวรรษที่ 21 จะต้องเป็นการประเมินผลเชิงคุณภาพเน้นการ ปฏิบัติจริง บูรณาการวิธีการประเมิน และใช้เครื่องมือวัดที่หลากหลาย สร้างและพัฒนาระบบแฟ้มสะสมงานของผู้เรียน นำเทคโนโลยีมาใช้ในการวัดและประเมินผล แระนำประโยชน์ของผลสะท้อนจากการปฏิบัติของผู้เรียนมาปรับปรุงแก้ไขงาน

2. ผลการประเมินความต้องการจำเป็นในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จากผลการวิจัย พบว่าด้านที่มีค่าสูงสุด 3 อันดับแรก เรียงลำดับจากมากไปหาน้อย ได้แก่ ด้านการวัดผล ประเมินผล และดำเนินการเทียบผลการเรียน ด้านการพัฒนากระบวนการเรียนรู้ และการพัฒนาและใช้สื่อเทคโนโลยีทางการศึกษา ทั้งนี้อาจเป็นเพราะการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน เป็นอีกเทคนิค การวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียนศตวรรษที่ 21 จะเน้นการวัด และต้องวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน ให้เป็นไปตามสภาพจริงเพื่อให้สอดคล้องกับศตวรรษที่ 21 ที่จะต้องมีเครื่องมือการวัดที่หลากหลาย ทั้งกระบวนการสังเกต การบันทึก การเก็บรวบรวมข้อมูล ธรรมชาติของการวัดผลตามสภาพจริงนั้นจะไม่เน้นเฉพาะทักษะพื้นฐานแต่จะเน้นทักษะการคิดที่ซับซ้อนในการทำงาน มีความสามารถในการแก้ปัญหา โดยการจัดการเรียนการสอนนี้จะเน้นผู้เรียนเป็นศูนย์กลาง (Child center) ในส่วนของความสำคัญและประโยชน์การวัดผลตามสภาพจริง นั้น จะช่วยให้นักเรียนได้ใช้ความสามารถได้เต็มศักยภาพของแต่ละบุคคล ซึ่งจะเน้นผู้เรียนเป็นศูนย์กลาง แสดงให้เห็นว่าผู้เรียนทำอะไรได้มากกว่ารู้อะไร ซึ่งจะเน้นสร้างสรรค์งาน เพื่อพัฒนาการเรียนรู้โดยอาศัยหลักการบูรณาการศาสตร์ต่าง ๆ เข้าด้วยกันเพื่อก่อให้เกิดการเรียนรู้ ลดความวิตกกังวลในการสอบ อีกทั้งเป็นการลดภาระงานซ่อมเสริมของครู เนื่องจากมีหลักฐานการปฏิบัติงานของนักเรียนที่ชัดเจน พร้อมการพัฒนาแก้ไขข้อบกพร่องต่างๆ ของผู้เรียน การวัดผลตามสภาพจริง (Authentic Assessment) เป็นการวัดผลที่แสดงความก้าวหน้าและการแสดงออกของนักเรียนรายบุคคลว่ามีพัฒนาการขึ้นมนระดับใด โดยจะไม่เปรียบเทียบกับกลุ่ม ถือว่าเป็นการดูพัฒนาการรายบุคคลได้อย่างแท้จริง สามารถพัฒนาการเรียนรู้

ทางสติปัญญาที่หลากหลาย โดยมีเครื่องมือที่หลากหลายในวัดผลประเมินผล อีกทั้งสามารถนำเนื้อหาสาระได้ทั้งแนวกว้างและแนวลึกไปสู่การพัฒนาการเรียนรู้มากขึ้น กล่าวคือ เด็กได้ลงมือปฏิบัติจริง มีกระบวนการวางแผน ปฏิบัติงาน แก้ปัญหา และได้ผลงานออกมา โดยจะเน้นทั้งกระบวนการ (Process) และ ผลงาน (Product) ในส่วนกระบวนการเรียนสอน การวัดผลและการประเมินผลต้องหล่อหลอมให้เป็นเนื้อเดียวกัน เนื่องจากมีการวัดผลประเมินต่อเนื่องตลอดเวลาโดยเน้นการมีส่วนร่วมของผู้ที่มีส่วนได้ส่วนเสีย (Stakeholders) ประกอบด้วย ตัวนักเรียนเอง เพื่อนร่วมห้องของนักเรียน ครูผู้สอน ผู้ปกครอง เน้นการปฏิบัติจริงที่สอดคล้องหรือใกล้เคียงกับธรรมชาติ หรือความเป็นจริงของการดำเนินชีวิตของนักเรียนเอง กระบวนการเรียนการสอนต้องสามารถเสริมสร้างพัฒนาศักยภาพของผู้เรียนได้เต็มที่หรือสูงสุดตามศักยภาพที่เป็นจริงของแต่ละบุคคล (สมนึก ภัททิยธนี. 2562) การประเมินผลการเรียนรู้ที่เน้นผู้เรียนเป็นศูนย์กลาง เป็นผลมาจากแนวคิดการจัดการเรียน การสอนที่เน้นผู้เรียนเป็นศูนย์กลาง ซึ่งการประเมินตามสภาพจริงเป็นแนวคิดหนึ่งที่เหมาะสมกบั การประเมินที่เน้นผู้เรียนเป็นศูนย์กลางที่ให้ความสำคัญกับการประเมินที่วัดความรู้ความสามารถ อย่างแท้จริงที่เกิดขึ้นจากการจัดกิจกรรมการเรียนการสอน การประเมินตามสภาพจริ ง จึง ครอบคลุมถึงวิธีการต่าง ๆ ที่หลากหลาย เช่น การเสนอด้วยปากเปล่า การโต้วาทีการจัดนิทรรศการ การแสดงกิจกรรม การประดิษฐ์การสืบค้น ทดลองต่าง ๆ และยังรวมไปถึงการสังเกต การสำรวจ การปฏิบัติงานกลุ่ม ดังนั้น จึงอาจกล่าวได้ว่า การประเมินที่เน้นผู้เรียนเป็นศูนย์กลาง เป็นแนวคิดนา ไปสู่วิธีการประเมินตามสภาพจริง (ชวลิต ชูกำแพง, 2551) ซึ่งสอดคล้องกับอนุวัติ คูณแก้ว (2563) ศึกษาวิจัยเรื่องการวิจัยและพัฒนารูปแบบการวัดและประเมินผลการเรียนรู้ในศตวรรษที่ 21 สู่การศึกษา 4.0 ผลการวิจัยพบว่า 1. การศึกษาข้อมูลพื้นฐาน สำหรับการพัฒนารูปแบบการวัดผลและประเมินผลการเรียนรู้ในศตวรรษที่ 21 พบว่า 1.1) จะแนนเฉลี่ย O-NET ของนักเรียนชั้นประถมศึกษาปีที่ 6 ปีการศึกษา 2560 ของโรงเรียนเข้าร่ามใครงการ ส่วนใหญ่ต่ำกว่าคะแนนเฉลี่ย 50.00 1.2) ความต้องการจำเป็นที่สูงที่สุดจากการวิเคราะห์ค่า PNI_modified คือ การใช้เทคโนโลยีสำหรับการวัดผลและประเมินผลการเรียนรู้ (PNI_modified= 2.00) รองลงมา คือ การสร้างแบบทดสอบออนไลน์ (PNI_modified= 1.89) และการประเมินที่เน้นการประเมินตามสภาพจริง ประเมินการปฏิบัติการประเมินโดยใช้แฟ้มสะสมงาน (PNI_modified = 1.16) ตามลำดับ 1.3) ผู้ทรงคุณวุฒิเสนอแนะว่าการวัดและประเมินผลการเรียนรู้ในศตวรรษที่ 21 ต้องนำเทคโนโลยีมาใช้ในการทดสอบ มีการทดสอบที่หลากหลาย เน้นการประเมินตามสภาพจริง และการปฏิบัติ ให้มีการประเมินด้วยบุคคลหลายกลุ่ม เช่น นักเรียน เพื่อน และผู้ปกครอง และ นำผลการประเมินไปพัฒนาการเรียนการสอน 2. รูปแบบการวัดผลและประเมินผลการเรียนรู้ในศตวรรษที่ 21สู่การศึกษา 4.0 มีคุณภาพในระดับมาก 3. ผลการใช้รูปแบบการวัดผลและประเมินผลการเรียนรู้ในศตวรระที่ 21 สู่การศึกษา 4.0 3.1) ผลสัมฤทธิ์ทางการเรียน ปีการศึกษา 2561 ทุกกลุ่มสาระการเรียนรู้ สูงกว่าคะแนนที่กำหนดอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 3.2) คะแนนเฉลี่ย O-NET ของนักเรียนชั้นประถมศึกษาปีนี้ 6 ปีการศึกษา 2560 ของโรงเรียนเข้าร่วมโครงการ ส่วนใหญ่สูงกว่าคะแนนเฉลี่ย 50.00 4. ความพึงพอใจของนักเรียน และของครูผู้สอน ที่มีต่อรูปแบบการวัดผลและประเมินผลการเรียนรู้ในศตวรรษที่ 21 สู่การศึกษา 4.0 โดยภาพรวม อยู่ในระดับมาก

ข้อเสนอแนะ

1. นำผลจากการวิจัยเรื่องสภาพ และความต้องการจำเป็นในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มาเป็นข้อกำหนดในการเสนอแนะดังนี้

1.1 สภาพปัจจุบันในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน มีค่าต่ำสุด ดังนั้น ผู้บริหาร ครู ควรพัฒนาการวัดผล ประเมินผล และดำเนินการโอนผลการเรียน จะต้องมีการจัดประชุมวางแผนการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน โดยครูผู้สอนจำเป็นต้องออกแบบและวางแผนเกี่ยวกับวิธีการและเครื่องมือที่ใช้ในการการวัดผลประเมินผล และดำเนินกาโอนผลการเรียน ตามมาตรฐานและตัวชี้วัดในแต่ละหน่วยการเรียนรู้ของแต่ละกลุ่มสาระการเรียนรู้โดยใช้วิธีการประเมินผลที่หลากหลาย โดยการกำหนดนโยบาย เป้าหมาย และวางแผนอย่างเป็นระบบ มีขั้นตอนที่ชัดเจน เพื่อบริหารขับเคลื่อนสถานศึกษาให้ประสบผลสำเร็จ

1.2 สภาพที่พึงประสงค์ในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ด้านการพัฒนาส่งเสริมให้มีแหล่งเรียนรู้ มีค่าสูงสุด ดังนั้น ผู้บริหารสถานศึกษาควรพัฒนาการพัฒนาส่งเสริมให้มีแหล่งเรียนรู้ ดังนั้น ผู้บริหารสถานศึกษาควรพัฒนาส่งเสริมให้มีแหล่งเรียนรู้ที่หลากหลาย มีทั้งในและนอกสถานศึกษา เพื่อให้ผู้เรียนเกิดการเรียนรู้ได้ทุกเมื่อทุกเวลา และสะดวกต่อการค้นคว้าในการเรียนการสอน เพื่อให้เกิดประโยชน์สูงสุดกับสถานศึกษา

1.3 ความต้องการจำเป็นที่มีค่าสูงสุด ได้แก่ ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน ดังนั้น ผู้บริหารและครูควรร่วมมือร่วมใจกันในการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน เนื่องจากการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน จะต้องวัดผลตามความเป็นสภาพจริง เพราะเป็นอีกเทคนิคการวัดผลประเมินผลการเรียนรู้ที่มี

เครื่องมือการวัดที่หลากหลาย ทั้งกระบวนการสังเกต การบันทึก การเก็บรวบรวมข้อมูล ธรรมชาติของการวัดผลตามสภาพจริงนั้นจะไม่เน้นเฉพาะทักษะพื้นฐานแต่จะเน้นทักษะการคิดที่ซับซ้อนในการทำงาน มีความสามารถในการแก้ปัญหา โดยการจัดการเรียนการสอนนี้จะเน้นผู้เรียนเป็นศูนย์กลาง และเหมาะสมกับศตวรรษที่ 21

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่ส่งผลในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 เพื่อให้ครูหรือผู้ที่สนใจมีแนวทางในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21

2.2 ควรศึกษาและเปรียบเทียบผลในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในศตวรรษที่ 21กับในการพัฒนาการบริหารงานวิชาการของผู้บริหารสถานศึกษาในรูปแบบเดิม

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สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

Situations The Participation of The Community with Education Management in New Normal Era of Schools Under Nakhon Phanom Primary Educational Service Area Office 1

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา 2) เปรียบเทียบการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ ผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐาน จำนวน 301 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถามชนิดมาตราส่วนประมาณค่า 5 ระดับ มีค่าดัชนีความสอดคล้องอยู่ระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้ออยู่ระหว่าง .32 - .76 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .96 สถิติที่ใช้ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ทดสอบสมมติฐานโดยใช้ค่า t แบบ Independent Samples และการวิเคราะห์ความแปรปรวนแบบทางเดียว

ผลการศึกษาพบว่า ผลการศึกษาพบว่า 1) สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษา ในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1โดยรวมและรายด้านอยู่ในระดับมาก 2) ผลการเปรียบเทียบสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษา ในยุคชีวิตวิถีใหม่โรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามสถานภาพและขนาดสถานศึกษา พบว่า โดยรวมและรายด้านไม่แตกต่างกัน

คำสำคัญ: สภาพการมีส่วนร่วมของชุมชน / การจัดการศึกษาในยุคชีวิตใหม่ / สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1/

Abstract

The purposes of this study were to investigate: 1) to examine the participation of the community with education in new normal era of schools situations in schools, and 2) to examine compare the participation of the community with education in new normal era of schools. The samples used were 301 school administrators teachers and board of basic education institutions. The instrument employed in data collection was a five-rating scale questionnaire. The index of item congruence (IC) between .80 - 1.00, the discrimination between .32 - .76 and the reliability of .96. The statistics employed were percentage, mean, standard deviation, t-test (Independent Samples), and one-way analysis of variance analysis (One-way ANOVA).

The results revealed that (1) the situations of participation of the community with education in new normal era of school's situations in schools under Nakhon Phanom Primary Educational Service Area Office 1 were found at the high level in the overall and individual aspects. (2) In comparison, the situations of the participation of the community with education in new normal era of school's situations in schools under Nakhon Phanom Primary Educational Service Area Office 1 classified by status and school-size revealed the statistically not different.

Keywords: Situations the Participation of the Community / Education Management in new Normal Era / The Nakhon Phanom Primary Educational Service Area Office 1

บทนำ

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พระราชบัญญัติการศึกษาแห่งชาติ พุทธศักราช 2542 ซึ่งถือว่าเป็นกฎหมายแม่บทในการบริหารจัดการศึกษาได้กำหนดแนวทางการจัดการศึกษาแบบมีส่วนร่วมไว้อย่างชัดเจนไว้ในหลายมาตรา โดยเฉพาะมาตรา 29 ให้สถานศึกษาร่วมกับบุคคล ครอบครัว ชุมชน องค์กรชุมชน องค์กรปกครองส่วนท้องถิ่น เอกชน องค์กรเอกชน องค์กรวิชาชีพ สถาบันศาสนา สถานประกอบการ และสถาบันสังคมอื่น ส่งเสริมความเข้มแข็งของชุมชนเพื่อให้ชุมชนมีการจัดการศึกษาอบรม มีการแสวงหาความรู้ข้อมูล ข่าวสาร และรู้จักเลือกสรรภูมิปัญญาและวิทยาการต่างๆเพื่อพัฒนาชุมชนให้สอดคล้องกับสภาพปัญหาและความต้องการรวมทั้งวิธีการสนับสนุนให้มีการแลกเปลี่ยนประสบการณ์พัฒนาระหว่างชุมชน (กระทรวงศึกษาธิการ. 2563 : 26) แผนการศึกษาแห่งชาติ พ.ศ. 2560 - 2579 จัดทำขึ้นเพื่อพัฒนาคุณภาพและประสิทธิภาพการจัดการศึกษาของประเทศ โดยมุ่งเพิ่มโอกาสและความเสมอภาคในการเข้าถึงบริการการศึกษาที่มีคุณภาพและมาตรฐานของประชาชนทุกช่วงวัย ทุกกลุ่มเป้าหมาย เพิ่มประสิทธิภาพของการบริหารจัดการศึกษาทุกระดับ พัฒนากำลังคนที่สอดคล้องกับความต้องการของตลาดงานและการพัฒนาประเทศ และสร้างการมีส่วนร่วมในการจัดการศึกษาของทุกภาคส่วนในสังคมผ่านการสร้างความรู้ ความเข้าใจ การรับรู้ การยอมรับและพร้อมที่จะเข้ามามีส่วนร่วมในการดำเนินงานของผู้เกี่ยวข้องทุกภาคส่วนเพื่อให้การดำเนินงานบรรลุผลตามเป้าหมายที่กำหนด (สำนักงานเลขาธิการสภาการศึกษา. 2560)

สอดคล้องกับหลักการมีส่วนรวมของชุมชนของทุกภาคส่วนในสังคมล้วนมีความสำคัญเป็นอย่างมาก ไม่ว่าจะเป็นการจัดการศึกษาอย่างมีคุณภาพและมีประสิทธิภาพให้กับประชาชนทุกคนเป็นพันธกิจที่ต้องอาศัยการมีส่วนร่วมของสังคมทุกภาคส่วน เนื่องจากรัฐต้องใช้ทรัพยากรจำนวนมากในการจัดการศึกษาที่ต้องครอบคลุมทุกช่วงวัย ทุกระดับการศึกษาและทุกกลุ่มเป้าหมาย ด้วยรูปแบบวิธีการที่หลากหลาย สนองความต้องการและความจำเป็นของแต่ละบุคคลและสนองยุทธศาสตร์ชาติและความจำเป็นในการพัฒนาเศรษฐกิจและสังคมของประเทศ รัฐจึงต้องให้ความสำคัญและสนับสนุนการมีส่วนร่วมของบุคคล ครอบครัว ชุมชน องค์กรชุมชน องค์กรปกครองส่วนท้องถิ่น เอกชน องค์กรเอกชน องค์กรวิชาชีพ สถาบันศาสนา สถานประกอบการ และสถาบันสังคมอื่นในการจัดการศึกษา โดยบุคคล กลุ่มบุคคล หรือองค์กรต่าง ๆ จะได้รับการส่งเสริมให้เข้าร่วมจัดการศึกษา เสนอแนะ กำกับติดตาม และสนับสนุนการจัดการศึกษาในรูปแบบต่าง ๆตามความพร้อมเพื่อประโยชน์ของสังคมโดยรวม (สำนักงานเลขาธิการสภาการศึกษา. 2560) และระบบการศึกษา เป็นเครื่องมือสำคัญในการส่งเสริมและพัฒนามนุษย์ให้มีศักยภาพ เพื่อเป็นพลเมืองที่ดีมีคุณภาพของประเทศและของโลก โลกปัจจุบันกำลังอยู่ในยุคของการเปลี่ยนแปลงในทุกด้านอย่างรวดเร็วแบบที่ไม่เคยมีมาก่อนประเทศต้องการคนที่มีความสามารถในการคิด คนที่เรียนรู้ได้ตลอดชีวิต คนที่ทำงานกับผู้อื่นได้ราบรื่น และคนที่เป็นพลเมืองที่รับผิดชอบและมีส่วนร่วมทำให้สังคมดีขึ้น ซึ่งระบบการศึกษาในปัจจุบันยังไม่สามารถตอบสนองต่อความต้องการดังกล่าวได้ เราเชื่อว่าการปฏิรูปการศึกษาจะเกิดขึ้นได้ ต้องอาศัยความร่วมมือกันของทุกภาคส่วน ต้องเกิดจากขับเคลื่อนบนฐานความรู้จากผู้ปฏิบัติตัวจริงในพื้นที่จริงและได้รับการสนับสนุนจากภาคนโยบายที่สอดคล้องกัน เพราะเราเชื่อว่าการศึกษาที่ดีเกิดจากการมีส่วนร่วมของทุกคนในสังคม (ภาคีเพื่อการศึกษาไทย. 2561: 8)

ในบริบทสถานการณ์การแพร่ระบาดของ “ โควิด - 19 ” ช่วงปลาย พ.ศ. 2562 ถึง พ.ศ. 2563 นั้น อธิบายได้ว่าเป็นสถานการณ์ที่เกิดขึ้นอย่างรวดเร็วและรุนแรงจนแพร่กระจายไปในประเทศต่าง ๆ ทั่วโลก มนุษย์จึงจำเป็นต้องป้องกันตนเองเพื่อให้มีชีวิตรอดด้วยการปรับเปลี่ยนพฤติกรรมการดำรงชีวิตที่ผิดไปจากวิถีเดิม ๆ โดยมีการปรับหาวิถีการดำรงชีวิตแบบใหม่เพื่อให้ปลอดภัยจากการติดเชื้อ ควบคู่ไปกับความพยายามรักษาและฟื้นฟูศักยภาพทางเศรษฐกิจและธุรกิจ นำไปสู่การสรรค์สร้างสิ่งประดิษฐ์ใหม่ ๆ เทคโนโลยีใหม่ ๆ มีการปรับแนวคิด วิสัยทัศน์ วิธีการจัดการ ตลอดจนพฤติกรรมที่เคยทามาเป็นกิจวัตร เกิดการบ่ายเบนออกจากความคุ้นเคยอันเป็นปกติมาแต่เดิมในหลายมิติ ทั้งในด้านอาหาร การแต่งกาย การรักษาสุขอนามัย การศึกษาเล่าเรียน การสื่อสารการทำธุรกิจ ฯลฯ ซึ่งสิ่งใหม่เหล่านี้ได้กลายเป็นความปกติใหม่ จนในที่สุดเมื่อเวลาผ่านไปก็ทำให้เกิดความคุ้นชินก็จะกลายเป็นส่วนหนึ่งของวิถีชีวิตปกติของผู้คนในสังคม (สุภาภรณ์ พรหมบุตร. 2563: 50) การบริหารจัดการศึกษาในการเตรียมรับความปกติใหม่ (New normal) ที่จะเกิดขึ้นหลังวิกฤตโควิด-19 สำหรับผู้บริหารสถานศึกษา ที่ต้องบริหารจัดการศึกษาภายใต้รูปแบบการดำเนินชีวิตอย่างใหม่ที่แตกต่างจากอดีต อันเนื่องจากมีบางสิ่งมากระทบจนแบบแผนและแนวทางปฏิบัติที่คนในสังคมคุ้นเคยอย่างเป็นปกติและเคยคาดหมายล่วงหน้าได้ต้องเปลี่ยนแปลงไปสู่วิถีใหม่ (พัชราภรณ์ ดวงชื่น. 2563: 3)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มุ่งส่งเสริมสนับสนุนการจัดการศึกษาขั้นพื้นฐานของบุคคล ครอบครัว องค์กร ชุมชน องค์กรวิชาชีพ สถาบันศาสนา สถานประกอบการ และสถาบันสังคมอื่น พร้อมทั้งการสนับสนุนและส่งเสริมให้บิดา มารดา หรือผู้ปกครอง และสถานประกอบการมีความรู้ ความเข้าใจในการจัดการศึกษา ร่วมทั้งมีการติดตาม ประเมินผลการจัดการศึกษาโดยจะต้องการปรับหลักสูตรให้มีความสอดคล้อง กับสถานการณ์ที่แพร่ระบาดของเชื่อไวรัสโคโรน่าและให้ผู้ที่มีส่วนเกี่ยวข้องทุกฝ่ายรับทราบในการจัดการศึกษาตามวิถี New Normal ที่เป็นการปรับเปลี่ยนแนวคิดครั้งใหญ่ที่ต้องสอดคล้องและเชื่อมโยงกับการเรียนรู้ของเด็ก โดยควรดำเนินการ กระชับหลักสูตรปรับให้สอดคล้องกับสถานการณ์โควิด-19 และสื่อสารให้ผู้เกี่ยวข้องทุกภาคส่วนทราบ เพิ่มความยืดหยุ่นของโครงสร้างเวลาเรียนและความหลากหลายของรูปแบบการเรียนรู้ ครูออกแบบหน่วยการเรียนรู้และสอนอย่างมีแผนที่เหมาะสมรวมถึงการยกระดับการประเมินเพื่อการพัฒนาเพื่อไม่ให้เด็กเสียโอกาสพัฒนาความรู้และทักษะ โดยเฉพาะ

ความรู้ด้านภาษาและการคำนวณ การประเมินเป็นการประเมินเพื่อรับผิดรับชอบและควรให้น้ำหนักการประเมินโอกาสทางการเรียนของเด็กมากกว่าการวัดความรู้ด้วยคะแนนสอบ สิ่งที่สำคัญคือ การเตรียมความพร้อมทั้งทางด้านร่างกายและจิตใจของครูและนักเรียนในการรับมือกับ New Normal ของการศึกษาที่เปลี่ยนแปลงรูปแบบการเรียนรู้ของเราทุกคน รวมถึงการบริหารจัดการศึกษาที่ไม่เหมือนเดิมอีกต่อไป (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1. 2564)

จากความสำคัญดังกล่าวผู้วิจัยจึงมีความสนใจศึกษาการมีส่วนร่วมของชุมชนในการจัดการศึกษายุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เพื่อนำผลวิจัยมาเป็นแนวทางในการพัฒนาและปรับปรุงให้เกิดประโยชน์ต่อการจัดการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ให้สอดคล้องกับความต้องการของชุมชน เพื่อให้ผู้เรียนมีศักยภาพสูงขึ้น และบรรลุตามเป้าหมายของสถานศึกษาในสังกัด ตอบสนองความก้าวหน้าต่อการจัดการศึกษาขั้นพื้นฐาน

วัตถุประสงค์ของการวิจัย

(1) เพื่อศึกษาสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามสถานภาพและขนาดสถานศึกษา

(2) เพื่อเปรียบเทียบการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำแนกตามสถานภาพและขนาดสถานศึกษา

กรอบแนวคิดในการวิจัย

การศึกษา เรื่อง สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษา ในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผู้ศึกษาได้ศึกษาตามกรอบแนวคิดของ Gun Aieminthra (2020) ; Force, T., & Unesco. (2020) ; (กระทรวงศึกษาธิการ: (2563) ; พัชราภรณ์ ดวงชื่น (2563) ; วาทินี พูลทรัพย์ (2563) ; และสุวิมล มธุรส (2563) ผู้ศึกษาได้สรุปเป็นกรอบแนวคิดของการศึกษาครั้งนี้ ประกอบด้วย 5 ด้าน ดังนี้

1. การวางแผนและกำหนดนโยบายร่วมกัน
2. การจัดการเรียนรู้ในยุคชีวิตวิถีใหม่
3. การเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน
4. การนำเทคโนโลยีมาใช้ในการจัดการศึกษา
5. การร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม

สมมติฐานการวิจัย

(1) ผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐานที่มีสถานภาพแตกต่างกัน มีความคิดเห็นเกี่ยวกับสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 แตกต่างกัน

(2) ผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐานที่ปฏิบัติงานในสถานศึกษาขนาดแตกต่างกัน มีความคิดเห็นเกี่ยวกับสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 แตกต่างกัน

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้ มีวิธีดำเนินการวิจัย ตามลำดับขั้นตอนดังนี้

1. รูปแบบการวิจัย เป็นการวิจัยเชิงปริมาณ (Quantitative Research)

2. ประชากรและตัวอย่าง ประชากรในการศึกษาครั้งนี้ได้แก่ ผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จาก 249 โรงเรียน จำนวน 4,610 คน จำแนกเป็นผู้บริหารสถานศึกษาและครู จำนวน 2,801 คน และคณะกรรมการสถานศึกษาขั้นพื้นฐาน จำนวน 1,809 คน และกลุ่มตัวอย่าง จำนวน 301 คน จำแนกเป็นผู้บริหารสถานศึกษาและครู จำนวน 175 คน และคณะกรรมการสถานศึกษาขั้นพื้นฐาน จำนวน 126 คน การกำหนดขนาดกลุ่มตัวอย่างใช้เกณฑ์ร้อยละ และได้มาโดยการสุ่มแบบหลายขั้นตอน (Multi-Stage Random Sampling)

3. เครื่องมือวิจัย

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้เป็นแบบสอบถามที่ผู้วิจัยสร้างและพัฒนาขึ้นเพื่อศึกษาเกี่ยวกับสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 แบ่งเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Check list)

ตอนที่ 2 สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยมีลักษณะคำถามเป็นมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ได้ค่าอำนาจจำแนกอยู่ระหว่าง .32 - .76 มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .96 และมีค่าค่าความสอดคล้องของข้อคำถามกับนิยามศัพท์ (Index of Item Congruence: IC) ของแบบสอบถามเป็นรายข้อมีค่าตั้งแต่ .50 ขึ้นไป

4. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ผู้วิจัยได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างด้วยตนเอง โดยส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 301 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล

ตอนที่ 1 ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม ได้แก่ สถานภาพและขนาดสถานศึกษา ซึ่งมีลักษณะเป็นการสำรวจรายการ (Check List) วิเคราะห์โดยหาค่าความถี่ (Frequency) และร้อยละ (Percentage)

ตอนที่ 2 แบบสอบถามสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 วิเคราะห์โดยการหาค่าเฉลี่ย(Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

ตอนที่ 3 วิเคราะห์เปรียบเทียบสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยภาพรวมและรายด้านด้วยการทดสอบสมมติฐาน ดังนี้ จำแนกตามสถานภาพโดยใช้การทดสอบค่าที (t-test แบบ Independent Samples) จำแนกตามขนาดสถานศึกษา โดยใช้การวิเคราะห์ความแปรปรวนแบบทางเดียว (One-way ANOVA) กรณีถ้าพบความแตกต่างอย่างมีนัยสำคัญทำการทดสอบความแตกต่างของค่าเฉลี่ยรายคู่ตามวิธีการของ Scheffe’

สรุปผลการวิจัย

1. สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 จำแนกตามสถานภาพทั้งโดยภาพรวมและรายด้านอยู่ในระดับมาก ปรากฏดังตารางที่ 1

ตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 จำแนกตามสถานภาพทั้งโดยภาพรวมและรายด้าน

สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา	สถานภาพ						รวม		
	ผู้บริหารสถานศึกษาและครู			คณะกรรมการสถานศึกษาขั้นพื้นฐาน					
	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล
1.การวางแผนและกำหนดนโยบายร่วมกัน	4.08	0.62	มาก	4.09	0.63	มาก	4.09	0.62	มาก
2.การจัดการเรียนรู้ในยุคชีวิตวิถีใหม่	4.24	0.56	มาก	4.19	0.61	มาก	4.22	0.58	มาก
3.การเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน	4.32	0.64	มาก	4.32	0.60	มาก	4.32	0.62	มาก
4.การนำเทคโนโลยีมาใช้ในการจัดการศึกษา	4.04	**0.**59	มาก	4.08	0.64	มาก	4.06	0.61	มาก
5.การร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม	4.01	**0.**69	มาก	4.07	0.73	มาก	4.04	0.71	มาก
รวม	4.13	0.35	มาก	4.17	0.60	มาก	4.14	0.59	มาก

จากตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 จำแนกตามสถานภาพโดยรวมสภาพการดำเนินงานอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 3 ด้านการเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 5 ด้านการร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม เมื่อพิจารณาตามสถานภาพ พบว่า ผู้บริหารสถานศึกษาและครูมีความคิดเห็นต่อสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 3 ด้านการเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 5 ด้านการร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม

ส่วนคณะกรรมการสถานศึกษาขั้นพื้นฐานมีความคิดเห็นต่อการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 3 ด้านการเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 5 ด้านการร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม

2. สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1จำแนกตามขนาดสถานศึกษาทั้งโดยภาพรวมและรายด้านอยู่ในระดับมาก ปรากฏดังตารางที่ 2

ตารางที่ 2 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา	ขนาดสถานศึกษา									รวม		
	ขนาดเล็ก			ขนาดกลาง			ขนาดใหญ่และใหญ่พิเศษ					
	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล
1.การวางแผนและกำหนดนโยบายร่วมกัน	4.04	0.63	มาก	4.13	0.64	มาก	4.11	0.60	มาก	4.09	0.62	มาก
2.การจัดการเรียนรู้ในยุคชีวิตวิถีใหม่	4.18	0.59	มาก	4.28	0.58	มาก	4.23	0.57	มาก	4.22	0.58	มาก
3.การเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน	4.28	0.61	มาก	4.37	0.66	มาก	4.33	0.61	มาก	4.32	0.62	มาก
4.การนำเทคโนโลยีมาใช้ในการจัดการศึกษา	4.05	0.61	มาก	4.04	0.60	มาก	4.07	0.61	มาก	4.06	0.61	มาก
5.การร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม	4.01	0.71	มาก	4.03	0.71	มาก	4.07	0.70	มาก	4.04	0.71	มาก
รวม	4.11	0.58	มาก	4.17	0.59	มาก	4.16	0.57	มาก	4.14	0.59	มาก

จากตารางที่ 2 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 จำแนกตามขนาดสถานศึกษาโดยรวมสภาพการดำเนินงานอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 3 ด้านการเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 5 ด้านการร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม

เมื่อพิจารณาตามขนาดสถานศึกษา พบว่า ผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐานในสถานศึกษาขนาดเล็กมีความคิดเห็นต่อสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัด

สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 3 ด้านการเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 5 ด้านการร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม

ผู้บริหารสถานศึกษามี ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐานในสถานศึกษาขนาดกลาง มีความคิดเห็นต่อสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 ด้านการเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 5 ด้านการร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม

ส่วนผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐานในสถานศึกษาขนาดใหญ่และใหญ่พิเศษ มีความคิดเห็นต่อสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 3 ด้านการเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 5 ด้านการร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม

3. ผลการเปรียบเทียบสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 จำแนกตามสถานภาพ โดยรวมและจำแนกเป็นรายด้านพบว่ามีความคิดเห็นไม่แตกต่างกัน ปรากฏดังตารางที่ 3

ตารางที่ 3 ผลการเปรียบเทียบ สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 จำแนกตามสถานภาพ โดยรวมและจำแนกเป็นรายด้าน

สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา	สถานภาพ				t	Sig
	ผู้บริหารสถานศึกษาและครู		คณะกรรมการสถานศึกษาขั้นพื้นฐาน			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. การวางแผนและกำหนดนโยบายร่วมกัน	4.08	0.62	4.09	0.63	0.88	.63
2. การจัดการเรียนรู้ในยุคชีวิตวิถีใหม่	4.24	0.56	4.19	0.61	0.46	.14
3. การเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน	4.32	0.64	4.32	0.60	0.90	.17
4. การนำเทคโนโลยีมาใช้ในการจัดการศึกษา	4.04	0.59	4.08	0.64	0.60	.16
5. การร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม	4.01	0.69	4.07	0.73	0.45	.13
รวม	4.13	0.56	4.17	0.60	0.84	.22

จากตารางที่ 3 ผลการเปรียบเทียบ สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 จำแนกตามสถานภาพโดยรวมและรายด้าน พบว่า ผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐานมีความคิดเห็นเกี่ยวกับสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษาไม่แตกต่างกัน

4. ผลการเปรียบเทียบ สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้านไม่แตกต่างกัน ปรากฏดังตารางที่ 4

ตารางที่ 4 ผลการเปรียบเทียบ สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 โดยรวมและจำแนกเป็นรายด้าน

สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา	แหล่งความแปรปรวน	SS	df	MS	F	Sig
1.การวางแผนและกำหนดนโยบายร่วมกัน	ระหว่างกลุ่ม ภายในกลุ่ม รวม	.43 115.10 115.53	2.00 298.00 300.00	.21 .39	.55	.58
2.การจัดการเรียนรู้ในยุคชีวิตวิถีใหม่	ระหว่างกลุ่ม ภายในกลุ่ม รวม	.45 100.75 101.20	2.00 298.00 300.00	22 .34	.66	.52
3.การเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน	ระหว่างกลุ่ม ภายในกลุ่ม รวม	.38 115.83 116.22	2.00 298.00 300.00	.19 .39	.49	.61
4.การนำเทคโนโลยีมาใช้ในการจัดการศึกษา	ระหว่างกลุ่ม ภายในกลุ่ม รวม	.26 112.23 112.49	2.00 298.00 300.00	.13 .38	.34	.71
5.การร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม	ระหว่างกลุ่ม ภายในกลุ่ม รวม	.19 149.32 149.51	2.00 298.00 300.00	14 .35	.19	.83
โดยรวม	ระหว่างกลุ่ม ภายในกลุ่ม รวม	.28 105.69 105.97	2 300 302	24.16 .28	.39	.68

จากตารางที่ 4 ผลการเปรียบเทียบสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 จำแนกตามขนาดสถานศึกษา ระหว่างสถานศึกษาขนาดเล็ก สถานศึกษาขนาดกลาง และสถานศึกษาขนาดใหญ่และใหญ่พิเศษ โดยรวมและรายด้านไม่แตกต่างกัน

อภิปรายผลการวิจัย

(1) สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 โดยภาพรวมอยู่ในระดับมาก ทั้งนี้เนื่องมาจากปัจจัยที่สำคัญมุ่งส่งเสริมสนับสนุนการจัดการศึกษาขั้นพื้นฐานของบุคคล ครอบครัว องค์กร ชุมชน องค์กรวิชาชีพ สถาบันศาสนา สถานประกอบการ และสถาบันสังคมอื่นพร้อมทั้งการสนับสนุนและส่งเสริมให้บิดา มารดา หรือผู้ปกครอง และสถานประกอบการมีความรู้ ความเข้าใจในการจัดการศึกษาร่วมทั้งมีการติดตามประเมินผลการจัดการศึกษาโอกาสสำคัญในการจัดการศึกษาตามวิถี New Normal ที่เป็นการปรับเปลี่ยนแนวคิดครั้งใหญ่ที่ต้องสอดคล้องและเชื่อมโยงกับการเรียนรู้ของเด็ก โดยควรดำเนินการกระชับหลักสูตรปรับให้สอดคล้องกับสถานการณ์โควิด-19 และสื่อสารให้ผู้เกี่ยวข้องทุกภาคส่วนทราบ เพื่อใช้ในการบริหารจัดการในสถานศึกษาให้บรรลุตามวัตถุประสงค์ ในการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ ประกอบด้วย 5 ด้าน ดังนี้ ด้านการวางแผนและกำหนดนโยบายร่วมกัน ด้านการจัดการเรียนรู้ในยุคชีวิตวิถีใหม่ ด้านการเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน ด้านการนำเทคโนโลยีมาใช้ในการจัดการศึกษา และด้านการร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม สอดคล้องกับสอดคล้องกับงานวิจัยของ Gun Aieminthra (2020 : EDUCA) ได้ทำ

การวิจัย เรื่อง ผลกระทบ Covid-19 ในการจัดการศึกษา พบว่า การจัดการศึกษาปัจจัยหลักสำคัญที่ทำให้ดำเนินไปได้คือระบบเทคโนโลยีที่พัฒนาหลากหลายแพลตฟอร์ม

เมื่อพิจารณาตามสถานภาพ พบว่า ผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐานมีความคิดเห็นต่อสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 โดยรวมและรายด้านอยู่ในระดับมาก ทั้งนี้อาจเนื่องมาจากสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 มุ่งส่งเสริมสนับสนุนการจัดการศึกษาขั้นพื้นฐานของบุคคล ครอบครัว องค์กร ชุมชน องค์กรวิชาชีพ สถาบันศาสนา สถานประกอบการ และสถาบันสังคมอื่น พร้อมทั้งการสนับสนุนและส่งเสริมให้บิดา มารดา หรือผู้ปกครอง และสถานประกอบการมีความรู้ ความเข้าใจในการจัดการศึกษา ร่วมทั้งมีการติดตาม ประเมินผลการจัดการศึกษา เป็นไปตามแนวคิดของ Feng Hue Kang (2562 : 1) ที่ได้กล่าวว่า การศึกษาปรัชญา การถ่ายทอดความรู้ทางวิชาชีพ และการพัฒนาคุณภาพวัฒนธรรมเป็นรูปแบบพื้นฐานของการศึกษาการศึกษาเชิงปรัชญาช่วยบูรณาการทรัพยากรทางการศึกษา มีบทบาทร่วมกัน บูรณาการเป้าหมายของการให้ความรู้แก่ผู้คน และส่งเสริมการพัฒนาตนเองของนักเรียน คุณภาพที่เห็นอกเห็นใจ และวิธีคิด และแปลงเป็นรูปแบบใหม่ของการพัฒนาผู้มีความสามารถ

เมื่อพิจารณาตามขนาดสถานศึกษา พบว่า ผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐานมีความคิดเห็นต่อ สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 โดยรวมและรายด้านอยู่ในระดับมาก เมื่อพิจารณาตามขนาดสถานศึกษา พบว่า ผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐานขนาดเล็กมีความคิดเห็นต่อ สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 โดยรวมอยู่ในระดับมาก และผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐานขนาดกลางมีความคิดเห็นต่อ สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 โดยรวมอยู่ในระดับมาก และผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐานขนาดใหญ่และใหญ่พิเศษมีความคิดเห็นต่อ สภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ทั้งนี้อาจเนื่องมาจาก อาจเนื่องมาจากสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โอกาสสำคัญในการจัดการศึกษาตามวิถี New Normal ที่เป็นการปรับเปลี่ยนแนวคิดครั้งใหญ่ที่ต้องสอดคล้องและเชื่อมโยงกับการเรียนรู้ของเด็ก โดยควรดำเนินการ กระชับหลักสูตรปรับให้สอดคล้องกับสถานการณ์โควิด-19 และสื่อสารให้ผู้เกี่ยวข้องทุกภาคส่วนทราบ ซึ่งสอดคล้องกับแนวคิดของ (พัชราภรณ์ ดวงชื่น. 2563 : 3) ที่ได้กล่าวว่า การเตรียมความพร้อมในการเรียนการสอนออนไลน์ด้านอุปกรณ์และเทคโนโลยี การออกแบบหลักสูตรโดยคำนึงถึงความแตกต่างของนักเรียนแต่ละคน การบริหารจัดการโรงเรียนและครูให้ประสบความสำเร็จในการจัดการเรียนรู้ มีการหารือและวางแผนร่วมกันของบุคคลที่มีส่วนเกี่ยวข้องในทุกภาคส่วน

(2) ผลการเปรียบเทียบสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 จำแนกตามสถานภาพตวามคิดเห็นของผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐาน โดยภาพรวมและรายด้าน พบว่า ผู้บริหารสถานศึกษา ครู และคณะกรรมการสถานศึกษาขั้นพื้นฐาน มีความคิดเห็นไม่แตกต่างกัน ทั้งนี้ผู้บริหารสถานศึกษาและครูมีส่วนร่วมของชุมชนต่อการจัดการศึกษาโดยมีการวางแผนและกำหนดนโยบายร่วมกันในการจัดการศึกษาในยุคชีวิตวิถีใหม่ อีกทั้งการเสริมสร้างความสัมพันธ์ที่ดีระหว่างชุมชนและโรงเรียน ได้มีการนำเทคโนโลยีมาใช้ในการจัดการศึกษามาใช้ในการมีส่วนร่วมอีกทั้งมีการร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม โดยเฉพาะการนำเทคโนโลยีมาใช้ในการจัดการศึกษาและสอดคล้องกับงานวิจัยของ สุมาลี ศรีพุทธรินทร์, กัลยาณี ม่วงไทย, และจารุวรรณ เขียวน้ำชุม. (2565 : 1) ได้ทำการวิจัยเรื่อง สภาพ ปัญหาและแนวทางพัฒนาการจัดการเรียนการสอนออนไลน์ภายใต้สถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา โควิด-19 คณะครุศาสตร์ มหาวิทยาลัยนครพนม เมื่อจำแนกตามเพศพบว่าไม่แตกต่างกัน และได้สอดคล้องกับงานวิจัยของ วิธิดา พรหมวงศ์ (2563 : 103-114) ได้ทำการวิจัยเรื่อง สภาพปัจจุบัน ปัญหา และแนวทางการแก้ปัญหาการจัดการเรียนการสอนในช่วงการแพร่ระบาดของเชื้อไวรัส โควิด-19 ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผลการเปรียบเทียบจำแนกตามสถานภาพ โดยรวมไม่แตกต่างกัน จะเห็นได้ว่าถึงแม้จะสถานภาพแบบไหนการจัดการเรียนการสอนในยุคชีวิตวิถีใหม่ของสถานศึกษา ก็จะมีลักษณะปัญหาและแนวทางที่คล้ายคลึงกัน

ผลการเปรียบเทียบสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 จำแนกตามขนาดสถานศึกษา พบว่าโดยรวมและรายด้านไม่แตกต่างกัน ทั้งนี้อาจเนื่องจากการมีส่วนร่วมของชุมชนในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 ที่ปฏิบัติหน้าที่ในสถานศึกษาขนาดเล็กและขนาดกลางมีการพบปะบ่อย และมีส่วนร่วมกันกับชุมชนเป็นประจำ ซึ่งเป็นไปตามแนวคิดของ สุมาลี ศรีพุทธรินทร์ (2554 : 184-185) ที่ได้กล่าวว่าในการระดมผู้เชี่ยวชาญและผู้มีประสบการณ์เพื่อร่วมกันจัดการศึกษาเพื่อเปิดโอกาสให้ครู

เจ้าหน้าที่ และชุมชนมีส่วนร่วมในการตัดสินใจในเรื่องสำคัญของโรงเรียน ทำให้ชุมชนและโรงเรียนมีส่วนร่วมกันมากขึ้น ซึ่งเป็นไปตามแนวคิดของ เก็จกนก เอื้อวงศ์ และคณะ (2564 : 170-179) ได้ทำการวิจัยเรื่อง รูปแบบการจัดการเรียนรู้สำหรับนักเรียนระดับการศึกษาขั้นพื้นฐานที่ได้รับผลกระทบจากสถานการณ์โควิด19 ผลการวิจัยพบว่า ผู้ปกครองให้ความร่วมมือ เอาใจใส่ ดูแลนักเรียน สนับสนุนการจัดการเรียน ในสถานการณ์โควิด19 อย่างต่อเนื่อง และมีโอกาสทำกิจกรรมร่วมกับนักเรียนมากขึ้น

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

1.1 ผลจากการศึกษาสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการร่วมติดตามและประเมินผลอย่างเป็นรูปธรรม ดังนั้น ผู้บริหารสถานศึกษาควรมีแผนงานในการให้ชุมชนเข้ามามีส่วนร่วมในการติดตามและประเมินอย่างเป็นรูปธรรมมากขึ้น เพื่อสร้างภาคีเครือข่ายในสถานการณ์วิกฤตซึ่งจะเป็นการเพิ่มประสิทธิภาพต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่

1.2 ผลจากการศึกษาสภาพการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 พิจารณารายข้อพบว่าข้อที่มีค่าเฉลี่ยต่ำสุด ชุมชนมีส่วนร่วมในกำหนดนโยบายร่วมกันและมีการวางแผนอย่างมีประสิทธิภาพ ดังนั้น ผู้บริหารสถานศึกษาควรเปิดโอกาสให้ชุมชนได้เข้ามาร่วมทำแผนจัดการเรียนรู้แบบบูรณาการตามบริบทของชุมชนแบบยั่งยืน

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

(1) ควรศึกษาปัจจัยที่ส่งเสริมการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 เพื่อให้ได้ข้อมูลที่จะนำไปพัฒนาการมีส่วนร่วมของชุมชนต่อการจัดการศึกษาในยุคชีวิตวิถีใหม่ของสถานศึกษาให้มีประสิทธิภาพมากยิ่งขึ้น

(2) ควรมีการศึกษาการมีส่วนร่วมของชุมชนในยุคชีวิตวิถีใหม่ในการสัมภาษณ์โดยใช้ระเบียบวิธีการเชิงคุณภาพเข้ามาดำเนินการ เพื่อให้ได้รายละเอียดแต่ละประเด็นครบถ้วนสมบูรณ์มากยิ่งขึ้น

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สภาพ และความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

Situations And Needs in Developmental on The Desirable Characteristics of Schools Administrator the New Normal Era Under Secondary Educational Service Area Office Nakhon Phanom

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และ(2) ประเมินความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ กลุ่มตัวอย่างที่ใช้ในวิจัย คือผู้บริหารสถานศึกษาและครู จำนวน 344 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ จำนวน 2 ฉบับ คือ (1) แบบสอบถามสภาพปัจจุบัน ค่าดัชนีความสอดคล้องระหว่าง .60 - 1.00 ค่าอำนาจจำแนกรายข้อระหว่าง .23 - .82 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .92 (2) แบบสอบถามสภาพที่พึงประสงค์ ค่าดัชนีความสอดคล้องระหว่าง .60 - 1.00 ค่าอำนาจจำแนกรายข้อระหว่าง .49 - .85 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ . 98 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการวิจัยพบว่า (1) ในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ โดยรวมอยู่ในระดับมาก สภาพที่พึงประสงค์ในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ อยู่ในระดับมากที่สุด (2) การประเมินความต้องการจำเป็นคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ ที่มีค่าสูงสุด 3 อันดับแรก ได้แก่ 1) คุณลักษณะด้านวิชาการ 2) คุณลักษณะด้านคุณธรรมจริยธรรม 3)คุณลักษณะด้านบุคลิกภาพ ตามลำดับ

คำสำคัญ: สภาพปัจจุบัน , สภาพที่พึงประสงค์ , ความต้องการจำเป็น , คุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่

Abstract

The purposes of this study were 1) to examine the current and desirable situations, and 2) to assess the needs in Developmental on the desirable characteristics of school administrators in the new normal era. The samples used were 344 school administrators and teachers. The instruments employed in data collection were 2 five-rating scale questionnaires as followed : (1) a current situation questionnaire with the Index of item Congruence (IC) between .60 - 1.00, the discrimination between .23 - .82, and the reliability of .92 and (2) a questionnaire in the desirable situations with the Index of item Congruence (IC) between .60 - 1.00, the discrimination between .49 - .85, and the reliability of .98 The statistics employed in data analysis were percentage, mean, standard deviation, and the modified priority need assessment index ($PNI_{Modified}$).

The results revealed that (1) the current situations on the needs in Developmental on the desirable characteristics of school administrators in the new normal era were at the high level in overall aspect and the desirable situations academic Developmental on the desirable characteristics of school administrators in the new normal era were at the highest level in overall aspect. (2) The top three highest of need assessment in situations and the priority needs index on desirable situations and need in developmental on the desirable characteristics of school administrators in the new normal era were 1) academic characteristics 2) moral character; and 3) personality traits.

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Keywords: Current Situations, Desirable Situations, Needs, Desirable Characteristics of school Administrators in New Normal Era

บทนำ

ปัจจุบันประเทศไทยเกิดการเปลี่ยนแปลงอย่างพลิกผัน (Disruption) เข้าสู่ความปกติใหม่(New Normal) ซึ่งเป็นรูปแบบการดำเนินชีวิตอย่างใหม่ที่แตกต่างจากอดีต อันเนื่องจากมีบางสิ่งมากระทบจนแบบแผนและแนวทางปฏิบัติที่คนในสังคมคุ้นเคยอย่างเป็นปกติและเคยคาดหมายล่วงหน้าได้ ต้องเปลี่ยนแปลงไปสู่วิถีใหม่ภายใต้หลักมาตรฐานใหม่ที่ไม่คุ้นเคยทั้งรูปแบบวิธีปฏิบัติ วิธีคิดวิธีเรียนรู้ วิธีสื่อสาร และวิธีการบริหารจัดการที่เปลี่ยนแปลงไปภายใต้บริบทสถานการณ์โรคติดเชื้อไวรัสโคโรนา 2019 (COVID-19) ส่งผลกระทบอย่างรุนแรงและรวดเร็วในทุกมิติ ทั้งด้านเศรษฐกิจ สังคม การเมือง การปกครอง เทคโนโลยี รวมไปถึงการศึกษาทุกระดับทั่วโลก กระทรวงศึกษาธิการ ได้ตระหนักถึงความปลอดภัย จึงได้ประกาศให้สถานศึกษาในสังกัดและในกำกับปิดเรียนด้วยเหตุพิเศษ โดยให้สถานศึกษาจัดให้มีการเรียนการสอนให้สอดคล้องกับประกาศสถานการณ์ฉุกเฉิน เพื่อลดปัจจัยเสี่ยงการแพร่ระบาดใหม่ผู้เรียนจำนวน 1.38 พันล้านคนได้รับผลกระทบจากการปิดสถานศึกษา(ข้อมูลจาก UNESCO (World Economic Forum, 2020) อ้างถึงในเทื้อน ทองแก้ว. 2563: 1-10) ทำให้การเรียนรู้ของผู้เรียนต้องหยุดชะงัก ผู้เรียนทั่วโลกต้องสูญเสียระยะเวลาการศึกษาและประสบข้อจำกัดในการเข้าถึงการเรียนรู้ ดังที่รัฐมนตรีว่าการกระทรวงศึกษาธิการตรีนุช เทียนทอง (กระทรวงศึกษาธิการ. 2564 : ออนไลน์) ได้กล่าวในที่ประชุม SEAMEO Congress 2021ว่า การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 (COVID-19)ได้ส่งผลกระทบต่อการหยุดชะงักด้านการพัฒนาด้านการศึกษา สถานศึกษาจึงต้องมีความตื่นตัวในการจัดการศึกษา และแสวงหาวิธีการรับมือควบคู่ไปกับการพัฒนาคุณภาพของการศึกษาให้แก่ผู้เรียนและผู้สอนอย่างมีประสิทธิภาพ เพื่อเตรียมความพร้อมให้ผู้เรียนสามารถเรียนรู้ พัฒนา และเติบโตอย่างต่อเนื่องโดยไม่หยุดชะงัก

รอบปีที่ผ่านมาการแพร่ระบาดของของเชื้อไวรัสโคโรนา โควิด-19 ส่งผลกระทบวงกว้างในหลายมิติทั่วโลก รวมทั้งผลกระทบต่อแวดวงการศึกษาในหลายแง่มุม ตั้งแต่การเปิดเรียนปรับมาใช้การสอนผ่านกลไกต่างๆ ตลอดจนปัญหาทางเศรษฐกิจที่ตามมา ที่ทำให้เด็กหลายคนต้องออกจากโรงเรียน ทำให้ความเหลื่อมล้ำทางการศึกษาเพิ่มมากขึ้น แต่อีกด้านโรคโควิด-19 กลายเป็นแรงผลักดัน บังคับให้เกิดการปรับตัวและนำมาซึ่งเทคโนโลยี และนวัตกรรมรูปแบบการศึกษาใหม่ๆที่ช่วยให้เด็กได้เรียนรู้ด้วยตนเองด้วยรูปแบบที่แตกต่างกลายเป็นโมเดลใหม่ๆ ที่สอดรับกับบริบทของแต่ละพื้นที่ทั่วโลก การเรียนรู้ที่ลดลง ผลเสียต่ออนาคต การพัฒนาทรัพยากรมนุษย์ ผลกระทบจาก โรคโควิด-19 ทำให้ห้องเรียนส่วนใหญ่ต้องถูกปิด แม้จะเปลี่ยนมาทำการเรียนการสอนแบบออนไลน์แต่ก็ไม่มีประสิทธิภาพเท่ากับการเรียนในห้องเรียนได้ ทำให้เด็กมีปัญหาทั้งการเรียนที่ต้องหยุดชะงัก ไปจนถึงความไม่พร้อมของผู้ปกครอง การขาดแคลนอุปกรณ์คอมพิวเตอร์ การเข้าถึงอินเตอร์เน็ต การใช้เวลากับหน้าจอมากเกินไป ขาดปฏิสัมพันธ์กับเพื่อน ทำให้เกิดความเครียดทั้งเด็กและครู สุดท้ายคือการที่เด็กมีการเรียนรู้ที่ลดลง (Learning Loss) ในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา โควิด-19 ช่วงที่เขาต้องอยู่บ้าน หรือขาดการทบทวนบทเรียนเป็นเวลานาน ความรู้ก็อาจจะหายไป นอกจากความรู้ที่หายไปแล้วยังอาจส่งผลต่อพื้นฐานความรู้ในด้านสำคัญๆ ซึ่งเป็นพื้นฐานของการพัฒนาทุนมนุษย์ในสังคม หลายประเทศก็พยายามแก้ปัญหา โดยการเพิ่มอุปกรณ์ต่างๆ เพิ่มอินเตอร์เน็ต เทรนครูให้รับมือกับการเรียนการสอนแบบระยะไกล การศึกษาไม่ได้อยู่แค่ในห้องเรียน ผนึกกำลังท้องถิ่นแก้ปัญหาการศึกษาตามบริบทพื้นที่ (ภูมิศรัณย์ ทองเลี่ยมนาค. 2564: 15)

ดังนั้นผู้บริหารหรือผู้นำจะต้องมีคุณสมบัติ คุณลักษณะที่เหมาะสม มีพฤติกรรม ในการนำที่ ถูกต้อง เหมาะสมเพราะความสำเร็จของงานทุกด้านขององค์การจะขึ้นอยู่กับผู้บริหาร หรือผู้นำ (ศักดิ์ชัย ภู่เจริญ. 2561 : ออนไลน์) การจัดการศึกษาที่จะขับเคลื่อนการพัฒนาการศึกษาที่ถือว่าสำคัญในการพัฒนามนุษย์ และนำไปสู่การสร้างทุนปัญญาของชาติด้าน การพัฒนาผู้เรียนให้มีการคิดวิเคราะห์ สังเคราะห์ ตลอดจนการสร้างสรรค์ องค์ความรู้ใหม่ จนกระทั้งการสร้าง ผลผลิต (Product) และนวัตกรรม (Innovation) ให้ทันกับกระแสและสถานการณ์โลกที่เปลี่ยนแปลงอย่าง รวดเร็วมุ่งเน้นให้ผู้เรียนเป็นผู้ผลิต (Producer) มากกว่าผู้บริโภค (Consumer) มีการสร้างผลผลิตใหม่ๆ อยู่ ตลอดเวลา มีความภาคภูมิใจในผลงานของตนเองคิดวิเคราะห์ และพัฒนาให้มีประสิทธิภาพยิ่งๆขึ้น (ไพฑูรย์ สินลารัตน์ และคณะ. 2561: 26) โดยสถานศึกษาที่มีประสิทธิผลนั้น มีชื่อเสียงเป็นที่ยอมรับของผู้ปกครอง ชุมชน และสังคม จะส่งผลให้ผู้บริหาร ครู บุคลากร ผู้ปกครองและนักเรียนรวมทั้งชุมชนเกิดความภาคภูมิใจ รู้สึกว่า ตนเป็นส่วนหนึ่งของความมีชื่อเสียง ซึ่งจะเกิดผลดีต่อคุณภาพการจัดการศึกษาของสถานศึกษานั้น

จากเหตุผลดังกล่าว ผู้วิจัยจึงมีความสนใจที่จะศึกษา สภาพ และความต้องการจำเป็นคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ซึ่งผลการวิจัยครั้งนี้สามารถนำมาประยุกต์ใช้เป็นแนวทางพัฒนาพฤติกรรมของผู้บริหารสถานศึกษา เสริมสร้างแรงบันดาลใจของครูผู้สอน อันจะส่งผลให้การจัดการศึกษาประสบผลสำเร็จบรรลุตามวัตถุประสงค์การจัดการศึกษาของชาติต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

2. เพื่อประเมินความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

กรอบแนวคิดในการวิจัย

การวิจัยเรื่อง สภาพ และความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ผู้ศึกษาได้ศึกษาตามกรอบแนวคิดของ สุบัน พรเวียง (2562 : 329) ; นทีกอบการนา และคณะ (2562 : 47) ; สุภาภรณ์ พรหมบุตร (2563 อ้างถึงใน พัชราภรณ์ ดวงชื่น, 2563 : 785) ; สำนักงานเลขาธิการสภาการศึกษา (2563 : 3-4) ;พัชราภรณ์ ดวงชื่น (2563 : 783) ; ภูมิศรัณย์ ทองเลี่ยมนาค (2564 : 15) ; กระทรวงการอุดมศึกษาวิทยาศาสตร์ วิจัยและนวัตกรรม (2565 : ออนไลน์) ซึ่งสรุปเป็นกรอบแนวคิดของการวิจัยได้ ดังนี้
ดังนี้

1) คุณลักษณะด้านบุคลิกภาพ
2) คุณลักษณะด้านภาวะผู้นำ
3) คุณลักษณะด้านคุณธรรม จริยธรรม
4) คุณลักษณะด้านวิชาการ
5) คุณลักษณะด้านยุควิถีชีวิตใหม่

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้ มีวิธีดำเนินการวิจัย ตามลำดับขั้นตอนดังนี้

1. รูปแบบการวิจัย เป็นการวิจัยเชิงปริมาณ (Quantitative Research)

2. ประชากรและกลุ่มตัวอย่าง ประชากร ได้แก่ ประชากรในการศึกษาครั้งนี้ได้แก่ผู้บริหารสถานศึกษาและครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ปีการศึกษา 2565 จาก 51 สถานศึกษา จำนวน 1,895 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 102 คน ครู จำนวน 1,793 คน (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม วันที่ 13 เมษายน 2565) กลุ่มตัวอย่างที่ใช้ในการศึกษา ได้แก่ผู้บริหารสถานศึกษาและครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม จาก 51 โรงเรียน จำนวน 344 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 64 คน และครู จำนวน 280 คน โดยใช้เกณฑ์ร้อยละ ได้มาโดยการสุ่มแบบแบ่งชั้น (Stratified Random Sampling) (บุญชม ศรีสะอาด. 2560 : 42-50)

3. เครื่องมือวิจัยเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้เป็นแบบสอบถามที่ผู้วิจัยสร้างและพัฒนาขึ้นเพื่อศึกษาเกี่ยวกับสภาพ และความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม แบ่งเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Check list)

ตอนที่ 2 สภาพปัจจุบันและสภาพที่พึงประสงค์ในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนมโดยมีลักษณะคำถามเป็นมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ได้ค่าอำนาจจำแนกแบบสอบถามสภาพปัจจุบันของคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม มีค่าอำนาจจำแนกรายข้อ 0.23-0.82 มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .92 และสภาพที่พึงประสงค์ของคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม มีค่าอำนาจจำแนกรายข้อ 0.49-0.85 (ทรงศักดิ์ ภูสีอ่อน. 2558 : 73) มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98

3. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ผู้วิจัยได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างด้วยตนเอง โดยส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 344 ฉบับ คิดเป็นร้อยละ 100

4. การวิเคราะห์ข้อมูล

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม วิเคราะห์ข้อมูลนำมาแจกแจงความถี่ (Frequency) และหาค่าร้อยละ (Percentage) นำเสนอผลการวิเคราะห์ในรูปแบบของตารางประกอบคำบรรยายความเรียง

ตอนที่ 2 สภาพปัจจุบันสภาพที่พึงประสงค์และความต้องการจำเป็นของคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม วิเคราะห์โดยหาค่าเฉลี่ย ($\overline{X}$) และส่วนเบี่ยงเบน มาตรฐาน นำเสนอผลการวิเคราะห์ในรูปแบบของตารางประกอบคำบรรยาย ความเรียงกำหนดเกณฑ์การแปลความหมายเพื่อจัดระดับค่าเฉลี่ยออกเป็นช่วงดังต่อไปนี้

4.51-5.00 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับ มากที่สุด

3.51-4.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับ มาก

2.51-3.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับ ปานกลาง

1.51-2.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับ น้อย

1.00-1.50 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับ น้อยที่สุด

ตอนที่ 3 การวิเคราะห์ความต้องการจำเป็น (Need Assessment) โดยนำข้อมูลผล การศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ มาหาค่าดัชนีความต้องการจำเป็นโดยใช้สูตร Modified Priority Needs Index (PNI $_{modified}$) เพื่อจัดลำดับความต้องการจำเป็น (สุวิมล ว่องวาณิช. 2558 : 279)

5. สรุปผลการวิจัย

5.1 วิเคราะห์ คุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

ตารางที่ 1 แสดงค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ความคิดเห็นเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนมโดยรวมและจำแนกเป็นรายด้าน

คุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล
1. ด้านบุคลิกภาพ	4.15	0.64	มาก	4.58	0.66	มากที่สุด
2. ด้านภาวะผู้นำ	4.62	0.44	มากที่สุด	4.73	0.62	มากที่สุด
3. ด้านคุณธรรม จริยธรรม	3.81	0.56	มาก	4.59	0.49	มากที่สุด
4. ด้านวิชาการ	3.46	0.74	มาก	4.57	0.58	มากที่สุด
5. ด้านยุคชีวิตวิถีใหม่	4.15	0.64	มาก	4.58	0.66	มากที่สุด
รวม	4.18	0.78	มาก	4.43	0.85	มากที่สุด

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ โดยภาพรวมอยู่ในระดับมาก ($\overline{X}$ = 4.18) เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากที่สุด คือด้านที่ 2 ด้านภาวะผู้นำ ($\overline{X}$ = 4.79) รองลงมา ด้านที่ 5 ด้านยุคชีวิตวิถีใหม่ ($\overline{X}$ = 4.15) และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้านที่ 3 ด้านคุณธรรม จริยธรรม($\overline{X}$ = 3.81)

ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์ในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ โดยภาพรวมอยู่ในระดับมาก ($\overline{X}$ = 4.43) เมื่อพิจารณาเป็นรายด้านพบว่าอยู่ในระดับมากที่สุดทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุดคือด้านที่ 2 ด้านภาวะผู้นำ ($\overline{X}$ = 4.73) รองลงมา ด้านที่ 3 ด้านคุณธรรม จริยธรรม($\overline{X}$ = 4.59) และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้านที่ 4 ด้านวิชาการ ($\overline{X}$ = 4.57)

ตารางที่ 2 ค่าเฉลี่ย สภาพปัจจุบันและสภาพที่พึงประสงค์ ค่าดัชนีความต้องการจำเป็น (PNI $_{modified}$) และลำดับความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่โดยรวม และจำแนกเป็นรายด้าน

คุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่	D	I	PNI $_{modified}$	ลำดับความต้องการจำเป็น
1. ด้านบุคลิกภาพ	4.15	4.58	0.104	3
2. ด้านภาวะผู้นำ	4.62	4.73	0.024	5
3. ด้านคุณธรรม จริยธรรม	3.81	4.59	0.205	2
4. ด้านวิชาการ	3.46	4.57	0.321	1
5. ด้านยุคชีวิตวิถีใหม่	4.15	4.58	0.104	4
รวม	4.18	4.43	0.060	-

จากตารางที่ 2 พบว่าคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม มีค่าดัชนีความต้องการจำเป็น (PNI $_{modified}$) โดยรวมเท่ากับ 0.060 เมื่อพิจารณาลำดับความต้องการจำเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงกว่าค่าเฉลี่ยรวมมี 2 ด้าน ได้แก่ด้านที่ 4 ด้านวิชาการ 0.321 และด้านที่ 3 ด้านคุณธรรม จริยธรรม มีค่าเท่ากับ 0.205 ตามลำดับ

6. สรุปผล อภิปรายผลและข้อเสนอแนะ

จากการศึกษาสภาพ และความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ผู้ศึกษาได้อภิปรายผลดังนี้

6.1 ผลการศึกษาพบว่า สภาพปัจจุบันของคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนมโดยรวมพบว่าอยู่ในระดับมาก พบว่าด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านภาวะผู้นำ รองลงมาคือ ด้านยุคชีวิตวิถีใหม่ และค่าเฉลี่ยต่ำสุด คือ ด้านคุณธรรม จริยธรรม ตามลำดับ ทั้งนี้อาจเป็นเพราะสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนมมีนโยบายในการพัฒนาสถานศึกษาในสังกัดให้มีคุณภาพ แผนปฏิบัติการประจำปีปีงบประมาณ พ.ศ.2564 สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม กลุ่มพัฒนาครูและบุคลากรทางการศึกษา มีรายละเอียดดังนี้โครงการการพัฒนาและเสริมสร้างสมรรถนะข้าราชการครูและบุคลากรทางการศึกษา สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ปีงบประมาณ พ.ค. 2564 สนองนโยบายของ สพฐ. ด้านคุณภาพ สนองเป้าประสงค์ สพม.นพ ข้อที่ 4. คือครูและบุคลากรทางการศึกษามีสมรรถนะตามมาตรฐานวิชาชีพ มีจิตวิญญาณของความเป็นครู และเป็นมืออาชีพ สนองตัวชี้วัด สพม.นพ. ข้อที่16. คือ ร้อยละของครูมีการเปลี่ยนบทบาทจาก “ครูผู้สอน” เป็น “Coach” ผู้ให้คำปรึกษาข้อเสนอแนะการเรียนรู้หรือผู้อำนวยการการเรียนรู้ และควรให้ผู้บริหารสถานศึกษาเข้าอบรมคุณธรรมจริยธรรมอย่างสม่ำเสมอควบคู่กับการบริหารสถานศึกษาด้านอื่นๆ สอดคล้องกับ สุเมธ งามกนก (2564 : 76) ได้ทำการวิจัย เรื่อง คุณลักษณะของผู้บริหารสถานศึกษาที่พึงประสงค์ : คุณธรรม จริยธรรม และจรรยาบรรณวิชาชีพ ผลการวิจัย พบว่า คุณลักษณะของผู้บริหาร สถานศึกษาที่พึงประสงค์ที่จะช่วยให้การบริหารงานบรรลุผลสำเร็จตามที่ต้องการ และตระหนักถึงคุณธรรม จริยธรรม และจรรยาบรรณวิชาชีพ และพิจารณานำไปปรับใช้ให้เหมาะกับภารกิจของผู้บริหาร เพื่อเกิด ประโยชน์ต่อองค์กรและสังคมอย่างแท้จริง ซึ่งในการประเมินวิทยฐานะผู้บริหารสถานศึกษาเพื่อให้มีหรือ เลื่อนวิทยฐานะ ในปัจจุบันผู้บริหารสถานศึกษาจะต้องไม่เคยถูกลงโทษทางวินัยในรอบ 5 ปีจึงจะได้รับการ พิจารณา แม้กระทั่งเกณฑ์ PA (Performance Agreement) ของผู้บริหารสถานศึกษาที่จะประกาศใช้ใน วันที่ 1 พฤษภาคม 2564 ผู้เขียนเชื่อว่าจะต้องมีการประเมินจรรยาบรรณวิชาชีพผู้บริหารสถานศึกษาเป็น ประจำทุกปีเช่นเดียวกันกับเกณฑ์ PA ของข้าราชการครู ดังนั้น คุณธรรม จริยธรรม และจรรยาบรรณ วิชาชีพของผู้บริหารสถานศึกษา จึงเป็นสิ่งสำคัญและจำเป็นสำหรับผู้บริหารสถานศึกษาเป็นอย่างยิ่ง สอดคล้องกับ สิริพร ราศรี , จีรนาถ ภูริเศวตกำจร (2564 : 106) ได้ทำการวิจัย เรื่อง คุณลักษณะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 ผลการวิจัยพบว่า 1. ผู้บริหารสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 มี คุณลักษณะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โดยภาพรวม อยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ตามลำดับดังนี้ ด้านความซื่อสัตย์และคุณธรรม ด้านการเป็นนักคิดวิเคราะห์และคิดสร้างสรรค์ ด้านการมีวิสัยทัศน์ ด้านการสร้างเครือข่ายชุมชน ด้านมุ่งมั่นและพากเพียร ด้านการสื่อสารและทักษะการใช้ เทคโนโลยีตามลำดับ 2. ผู้บริหารสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 ที่มี ประสบการณ์การบริหาร

สถานศึกษา ระดับการศึกษา และขนาดสถานศึกษาต่างกันมีคุณลักษณะของผู้บริหาร สถานศึกษาในศตวรรษที่ 21 โดยภาพรวมและรายด้านไม่แตกต่างกัน และยังสอดคล้องกับ และยังสอดคล้องกับตวงพร รุ่งเรืองศร (2561:73) ได้ศึกษาคุณลักษณะอันพึงประสงค์ของผู้บริหารในศตวรรษที่ 21 ผลการวิจัย พบว่า 1) สมรรถนะหลัก ได้แก่ การสั่งสม ความเชี่ยวชาญในงานอาชีพ การยึดมั่นในความถูกต้องชอบธรรมและ จริยธรรม 2) สมรรถนะตามลักษณะงานที่ปฏิบัติ ได้แก่ การคิดวิเคราะห์การมองภาพองค์รวม การใส่ใจและพัฒนาผู้อื่น การสืบเสาะหาข้อมูล ความเข้าใจข้อแตกต่างทางวัฒนธรรม การดำเนินการเชิงรุก ความมั่นใจใน ตนเอง ศิลปะการสื่อสารจูงใจ การสร้างสัมพันธภาพ และ 3) สมรรถนะ ทางการบริหาร ได้แก่ วิสัยทัศน์ การวางกลยุทธ์ภาครัฐ การควบคุมตนเอง และยังสอดคล้องกับจักรกฤษณ์ สิริริน (2565: 1)ได้ศึกษาเรื่อง ห้องเรียนไร้ผนัง: แนวคิดในการบริหารการศึกษายุคชีวิตวิถีใหม่ Non-Classroom Model for Educational Administration in New Normal COVID-19 หรือโรคระบบทางเดินหายใจเฉียบพลันรุนแรง (Coronavirus 2019 หรือ SARS CoV-2) ที่กำลังแพร่ระบาดอยู่นี้ ส่งผลโดยตรงต่อการบริหารจัดการสถานศึกษาทั่วโลกหลายสถาบันพยายามเร่งหาทางออก และมีแนวปฏิบัติเพื่อแก้ปัญหากันหลายมาตรการ อาทิ การจัดการเรียนการสอนผ่านระบบออนไลน์ หรือ e-Learning หรือการเปิดลงทะเบียนบนอินเตอร์เน็ตเช่น การประยุกต์แนวคิด Home School มาปรับใช้กับการบริหารการศึกษาเพราะในขณะนี้ผู้ปกครองส่วนใหญ่ ก็คงยัง Stay Home และ Work from Home กันอยู่ พร้อมหน้าพร้อมตาบุตรหลานที่ก็อยู่ในช่วงปิดเทอมใหญ่เช่นเดียวกันอีกกรณีหนึ่งก็คือ Hybrid Home School ก็คือ การจัดการเรียนการสอนแบบผสมผสาน หรือ Blended Learning ระหว่างห้องเรียนแบบ Lecture-based Learning กับการเรียนการสอนผ่านระบบ Online-based Learningผ่านการวางโครงสร้างพื้นฐานแบบ e-Education Hybrid Home School

6.2 ผลการศึกษาพบว่า สภาพที่พึงประสงค์ของคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนมโดยรวมพบว่าอยู่ในระดับมาก พบว่าด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านภาวะผู้นำ รองลงมาคือ ด้านคุณธรรม จริยธรรม และด้านที่มีค่าเฉลี่ยต่ำสุดคือ ด้านวิชาการ ตามลำดับ ทั้งนี้อาจเป็นเพราะสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ขาดภาวะผู้นำด้านพัฒนาตามนโยบายและตามความต้องการของบุคลากรรายบุคคล ควรมีการจัดอบรมพัฒนาให้กับบุคลากรกลุ่มเป้าหมายในสังกัด ตามนโยบายของรัฐบาลกระทรวงศึกษาธิการ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน และสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม สอดคล้องกับ รัตนา เหลืองาม (2562 : 83-88) ได้ทำการวิจัย เรื่อง ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ที่ส่งผลต่อประสิทธิผลของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี เขต 1 ผลการวิจัยพบว่า (1) ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี เขต 1 โดยรวมและรายด้านอยู่ในระดับมาก (2) ประสิทธิผลของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี เขต 1 โดยรวมอยู่ในระดับมาก โดยด้านที่มีค่าเฉลี่ยสูงสุด ได้แก่ ด้านประกันคุณภาพการศึกษา และ(3) ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิผลของสถานศึกษาโดยรวม มีความสัมพันธ์ทางบวกในระดับสูงมากอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 สอดคล้องกับ ตวงพร รุ่งเรืองศร (2561:73) ได้ศึกษาคุณลักษณะอันพึงประสงค์ของผู้บริหารในศตวรรษที่ 21 ผลการวิจัย พบว่า 1) สมรรถนะหลัก ได้แก่ การสั่งสม ความเชี่ยวชาญในงานอาชีพ การยึดมั่นในความถูกต้องชอบธรรมและ จริยธรรม 2) สมรรถนะตามลักษณะงานที่ปฏิบัติ ได้แก่ การคิดวิเคราะห์การมองภาพองค์รวม การใส่ใจและพัฒนาผู้อื่น การสืบเสาะหาข้อมูล ความเข้าใจข้อแตกต่างทางวัฒนธรรม การดำเนินการเชิงรุก ความมั่นใจใน ตนเอง ศิลปะการสื่อสารจูงใจ การสร้างสัมพันธภาพ และ 3) สมรรถนะ ทางการบริหาร ได้แก่ วิสัยทัศน์ การวางกลยุทธ์ภาครัฐ การควบคุมตนเอง

6.3 ผลการศึกษาพบว่า การศึกษาสภาพ และความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม พบว่ามีค่าดัชนีความต้องการจำเป็น(PNI) สูงสุด คือ ด้านวิชาการ ทั้งนี้อาจเป็นเพราะทั้งนี้อาจเป็นเพราะสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ขาดการดำเนินงาน/กิจกรรม ด้านพัฒนาด้านวิชาการ ควรมีการจัดอบรมพัฒนาให้กับบุคลากรกลุ่มเป้าหมายในสังกัด ตามนโยบายของรัฐบาลกระทรวงศึกษาธิการ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน และสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม (รวมถึงการทดสอบหรือประเมิน)ในด้านทักษะภาษาอังกฤษ ด้านทักษะดิจิทัล เพื่อใช้ในการจัดการเรียนการสอนและการปฏิบัติงาน การจัดอบรมพัฒนาให้กับบุคลากรทุกสายงานในสังกัดตามความต้องการและบริบทของสถานศึกษา เพื่อสามารถนำความรู้ เทคนิควิธีการที่ได้รับมาประยุกต์ใช้ในการจัดการเรียนการสอนและการปฏิบัติงานให้มีประสิทธิภาพและประสิทธิผล ทาง Online ทั้งภายในหน่วยงานและจากหน่วยงานภายนอก สามารถเรียนรู้ได้ตลอดเวลา (แผนการปฏิรูปประเทศและยุทธศาสตร์ชาติ 20 ปี พ.ศ. 2561 - 2580) ซึ่งสอดคล้องกับ ศุภมาส วิสัชนาม (2560 : 74) ได้กล่าวว่า คุณลักษณะของผู้บริหารอันพึงประสงค์ของผู้บริหาร หมายถึง คุณลักษณะที่สามารถทำให้การบริหารงานบรรลุผล สำเร็จตามต้องการและมีประสิทธิภาพ โดยเฉพาะผู้บริหารที่มีคุณลักษณะทางด้าน บุคลิกภาพ ความสามารถในการบริหารงานด้านวิชาการ และความเป็นผู้นำ นอกจากนี้ การปฏิบัติตนของผู้บริหารยังมี ผลกระทบต่อประสิทธิภาพการปฏิบัติงาน รวมทั้งขวัญและกำลังใจของครูด้วยซึ่งสอดคล้องกับมาตรฐาน การศึกษาเพื่อการประเมินคุณภาพภายนอกของการศึกษาขั้นพื้นฐาน ที่กล่าวว่า ผู้บริหารควรมีวิสัยทัศน์ใน การจัดการศึกษาให้ทันต่อการเปลี่ยนแปลง มีภาวะผู้นำสูงตลอดจนมนุษย

สัมพันธ์ซึ่งเป็นที่ยอมรับของผู้ที่ เกี่ยวข้อง และความเป็นประชาธิปไตยหากผู้บริหารมีคุณลักษณะ และความสามารถที่เหมาะสม ก็จะได้รับ ความร่วมมือร่วมใจจาก ผู้ร่วมงานในหน่วยงาน องค์กร ชุมชนและท้องถิ่นอื่น ๆ ซึ่งจะส่งผลให้การปฏิบัติงานประสบความสำเร็จ รองลงมาคือด้าน คุณธรรมจริยธรรม

7. ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

ผลจากการศึกษา สภาพ และความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม สภาพปัจจุบัน ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านคุณธรรม จริยธรรม ดังนั้น ผู้บริหารสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา นครพนม ควรมีการอบรมสัมมนาผู้บริหารสถานศึกษาเพื่อพัฒนาคุณลักษณะด้านคุณธรรม จริยธรรมของผู้บริหารสถานศึกษาอย่างต่อเนื่อง เพื่อพัฒนาสมรรถนะของผู้บริหารสถานศึกษาอย่างต่อเนื่อง สภาพที่พึงประสงค์ ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านภาวะผู้นำ ดังนั้น ผู้บริหารสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา นครพนม ควรมีการอบรมสัมมนาผู้บริหารสถานศึกษาเพื่อพัฒนาคุณลักษณะด้านภาวะผู้นำ ซึ่งสอดคล้องกับ รัตนา เหลืองาม (2562 : 83-88) ได้ทำการวิจัย เรื่อง ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ที่ส่งผลต่อประสิทธิผลของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี เขต 1 ผลการวิจัยพบว่า (1) ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี เขต 1 โดยรวมและรายด้านอยู่ในระดับมาก (2) ประสิทธิผลของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี เขต 1 โดยรวมอยู่ในระดับมาก โดยด้านที่มีค่าเฉลี่ยสูงสุด ได้แก่ ด้านประกันคุณภาพการศึกษา และ(3) ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิผลของสถานศึกษาโดยรวม มีความสัมพันธ์ทางบวกในระดับสูงมาก อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

ผลการประเมินความต้องการจำเป็นในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม พบว่า ด้านที่มีค่าเฉลี่ยสูงกว่าค่าเฉลี่ยรวมโดยเรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย คือด้านวิชาการ ด้านคุณธรรม จริยธรรม และ ด้านบุคลิกภาพตามลำดับ ซึ่งสอดคล้องกับ ซึ่งสอดคล้องกับ ศุภมาส วิสัชนาม (2560 : 74) ได้กล่าวว่า คุณลักษณะของผู้บริหารอันพึงประสงค์ของผู้บริหาร หมายถึง คุณลักษณะที่สามารถทำให้การบริหารงานบรรลุผล สำเร็จตามต้องการและมีประสิทธิภาพ โดยเฉพาะผู้บริหารที่มีคุณลักษณะทางด้าน บุคลิกภาพ ความสามารถในการบริหารงานด้านวิชาการ และความเป็นผู้นำ นอกจากนี้ การปฏิบัติตนของผู้บริหารยังมี ผลกระทบต่อประสิทธิภาพการปฏิบัติงานรวมทั้งขวัญและกำลังใจของครูด้วยซึ่งสอดคล้องกับมาตรฐาน การศึกษาเพื่อการประเมินคุณภาพภายนอกของการศึกษาขั้นพื้นฐาน ที่กล่าวว่า ผู้บริหารควรมีวิสัยทัศน์ใน การจัดการศึกษาให้ทันต่อการเปลี่ยนแปลง มีภาวะผู้นำสูงตลอดจนมนุษยสัมพันธ์ซึ่งเป็นที่ยอมรับของผู้ที่ เกี่ยวข้อง และความเป็นประชาธิปไตยหากผู้บริหารมีคุณลักษณะ และความสามารถที่เหมาะสม ก็จะได้รับ ความร่วมมือร่วมใจจาก ผู้ร่วมงานในหน่วยงาน องค์กร ชุมชนและท้องถิ่นอื่น ๆ ซึ่งจะส่งผลให้การปฏิบัติงานประสบความสำเร็จ และยังสอดคล้องกับ Muhammad Adnan and Kainat Anwar. (2020 **:** 149**)** ได้ทำการวิจัยเรื่อง การเรียนรู้ออนไลน์ท่ามกลางการแพร่ระบาดของ COVID-19 ในมุมมองของนักศึกษา ผลการวิจัยพบว่า ประสิทธิผลของการเรียนรู้ออนไลน์ในปากีสถานจากมุมมองของนักศึกษาระดับอุดมศึกษา การเรียนรู้ออนไลน์ไม่สามารถให้ผลลัพธ์ที่ต้องการในประเทศด้อยพัฒนา เช่น ปากีสถาน ซึ่งนักเรียนส่วนใหญ่ไม่สามารถเข้าถึงอินเทอร์เน็ตได้เนื่องจากปัญหาด้านเทคนิคและการเงิน การขาดปฏิสัมพันธ์แบบตัวต่อตัวกับผู้สอน เวลาตอบสนองและไม่มีการเข้าสังคมในชั้นเรียนแบบดั้งเดิม ผู้บริหารต้องเป็นผู้นำแห่งการเปลี่ยนแปลงทางด้านวิชาการ ต้องรู้วิธีการแปลงหลักสูตรไปสู่การสอน ต้องวิเคราะห์หลักสูตรวิเคราะห์ผู้เรียน รวมถึงมองเป้าหมายในการจัดการเรียนการสอนในชั้นเรียนได้ และต้องมีตัวชี้วัดและสมรรถนะ ให้ครูจัดทำแผนการจัดการเรียนรู้ ผู้บริหารต้องมีการนิเทศการจัดการเรียนรู้ของครู

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

(1) ควรศึกษาปัจจัยที่ส่งผลต่อการพัฒนาของคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

(2) ควรศึกษาเปรียบเทียบผลในการพัฒนาคุณลักษณะอันพึงประสงค์ของผู้บริหารสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ระหว่างโรงเรียนขนาดเล็ก ขนาดกลาง ขนาดใหญ่ และขนาดใหญ่พิเศษ โดยใช้แนวคิดที่ยึดตามความพร้อมและบริบทของขนาดโรงเรียน

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การพัฒนาผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยศึกษา

Improve achievement on thermal physics by 5-step inquiry learning management (5E) of secondary education year 6 students in Akatumnuaysuksa school

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ เพื่อพัฒนาผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยศึกษา และเพื่อเปรียบเทียบคะแนนผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ของนักเรียนกลุ่มตัวอย่างหลังการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน เทียบกับเกณฑ์ที่กำหนดไว้ที่ร้อยละ 60 กลุ่มเป้าหมายเป็นนักเรียน ชั้นมัธยมศึกษาปีที่ 6 จำนวนทั้งหมด 73 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แผนการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ที่มีคุณภาพอยู่ในระดับดี และแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนที่มีค่าความยากตั้งแต่ .26 - .80 และมีค่าอำนาจจำแนกตั้งแต่ .25 - .65และค่าความเชื่อมั่นอยู่ในระดับ .89 เก็บข้อมูลผลสัมฤทธิ์ทางการเรียนของนักเรียนในภาคเรียนที่ 1 ปีการศึกษา 2565 ตั้งแต่ 17 พฤษภาคม 2565 ถึง 30 กันยายน 2565 และวิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานเพื่อหาผลต่างของคะแนนก่อนและหลังการจัดการเรียนรู้ ($\overline{D}$) และใช้สถิติการทดสอบที (t) ชนิดกลุ่มตัวอย่างไม่เป็นอิสระต่อกัน (t-test dependent group)

ผลการวิจัย พบว่า คะแนนเฉลี่ยของผลสัมฤทธิ์ทางการเรียนก่อนเรียนเท่ากับ 4.75 (S.D. = 2.05) จากคะแนนเต็ม 20 คะแนน คะแนนเฉลี่ยของผลสัมฤทธิ์ทางการเรียนหลังเรียนเท่ากับ 13.66 (S.D. = 2.99) จากคะแนนเต็ม 20 คะแนน เมื่อเปรียบเทียบระหว่างคะแนนสอบทั้งสองครั้ง จะเห็นว่าคะแนนเฉลี่ยของหลังเรียนสูงกว่าก่อนเรียนเท่ากับ 8.91 และมีผลคะแนนเฉลี่ยคิดเป็นร้อยละ 68.30 ของคะแนนเต็ม และผลสัมฤทธิ์ทางการเรียนหลังการจัดการเรียนรู้มีค่าเพิ่มขึ้นเฉลี่ย 8.91 จากคะแนนเต็ม 20 คะแนน ผลสัมฤทธิ์ทางการเรียนมีการพัฒนาอย่างมีนัยสำคัญทางสถิติที่ระดับต่ำกว่า .05

คำสำคัญ: พัฒนาผลสัมฤทธิ์, ฟิสิกส์, การเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน

Abstract

This research aims to develop academic achievements on Thermal Physics With a 5-step search-based learning management for Mathayomsuksa 6 students at Akard Amnuai Suksa School and To compare learning achievement scores on Thermal Physics of the sample group of students after the 5-step search for knowledge management, compared to the criteria set at 60 percent. The target group is students. There were 73 students in Mathayomsuksa 6. The research tools were a 5-step search-based learning management plan with good quality. and the achievement test with difficulty ranging from .26 - .80 and discrimination from .25 - .65 and confidence in the level of .89. 1st, academic year 2022 from 17 May 2022 to 30 September 2022 and analyzed the data by using mean and standard deviation to find the difference of scores before and after learning management ($\overline{D}$) and using t-test (t) statistics. Sample types are not independent of each other (t-test dependent group).

The research results showed that the mean score of achievement before learning was 4.75 (S.D. = 2.05) out of a full score of 20. The mean score of achievement after learning was 13.66 (S.D. = 2.99) out of a full score of 20 when comparing between Both test scores It can be seen that the average score after learning is higher than before, equal to 8.91, and the average score is 68.30 percent of the full score, and the learning achievement after learning management has an average increase of 8.91 from the full score of 20 achievement points. There was a statistically significant improvement in learning at the level lower than .05.

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Keywords: Improve achievement, Physics, 5-step inquiry, learning management

บทนำ

ความรู้ทางด้านวิทยาศาสตร์ มีบทบาทสำคัญในสังคมโลกปัจจุบัน เพราะวิทยาศาสตร์ได้เข้ามาเกี่ยวข้องกับชีวิตประจำวันของคนเรา เห็นได้จากสิ่งอำนวยความสะดวกต่าง ๆ ล้วนเป็นผลมาจากการพัฒนาต่อยอดของความรู้พื้นฐานทางด้านวิทยาศาสตร์ (สถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี, 2557) ประกอบกับยุคปัจจุบันเป็นยุคศตวรรษที่ 21 ที่ให้ความสำคัญกับการพัฒนานวัตกรรมที่ต้องอาศัยคนที่มีความสามารถคิดวิเคราะห์ เพราะโลกต้องการคนพร้อมที่จะเรียนรู้สิ่งใหม่และพร้อมจะรับมือกับการเปลี่ยนแปลงอย่างสร้างสรรค์ (มูลนิธิยุวพัฒน์, 2561) ดังนั้นการพัฒนาคนจะต้องให้ทันกับการเปลี่ยนแปลง โดยเฉพาะการพัฒนาเยาวชนในวัยเรียนต้องมีความสามารถในการคิดสร้างสรรค์และความรู้ทันสมัย (UNICEF, 2561) การพัฒนารูปแบบการเรียนรู้ทางด้านวิชาวิทยาศาสตร์ จึงจำเป็นอย่างยิ่งสำหรับการเติมเต็มความรู้พื้นฐานทางวิทยาศาสตร์ให้แก่ผู้เรียนและส่งเสริมให้ผู้เรียนสามารถปรับประยุกต์ใช้ความรู้ในชีวิตประจำวันได้

วิชาฟิสิกส์ เป็นวิชาพื้นฐานที่เป็นพื้นสำคัญวิชาหนึ่งในกลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยีตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 (กระทรวงศึกษาธิการ, 2551) ฟิสิกส์เป็นวิทยาศาสตร์ที่ศึกษาเกี่ยวกับพฤติกรรมของสิ่งที่ไม่มีชีวิตเพื่ออธิบายลักษณะที่เป็นเหตุผลทางกายภาพของวัตถุ โดยความรู้พื้นฐานทางฟิสิกส์ได้ถูกนำไปประยุกต์ใช้ในการพัฒนาเทคโนโลยีต่าง ๆ มากมาย เช่น การติดต่อสื่อสารด้วย การคมนาคม และการก่อสร้าง เป็นต้น แต่ที่ผ่านมาผลสัมฤทธิ์ทางการเรียนของผู้เรียนในระดับมัธยมศึกษาตอนปลายในระดับประเทศอยู่ในระดับต่ำ จากรายงานผลการทดสอบทางการศึกษาระดับ ชาติขั้นพื้นฐาน (O-NET) ระดับชั้นมัธยมศึกษาปีที่6 ในวิชาวิทยาศาสตร์ ปีการศึกษา 2558, 2559, 2560 และ2561 มีคะแนนเฉลี่ยทั้งประเทศ ดังนี้ 33.40, 31.62, 29.37 และ30.51 ตามลำดับ (สถาบันทดสอบทาง การศึกษาแห่งชาติ(องค์การมหาชน, 2558-2561)

จากผลการสอบเข้ามหาลัยที่ผ่านมาพบว่า นักเรียนส่วนมากประสบปัญหาในการเรียนรู้และการทำความเข้าใจในวิชาฟิสิกส์อย่างลึกซึ้ง ซึ่งผลการสอบถามนักเรียนพบว่าฟิสิกส์เป็นวิชาที่ยาก การคำนวณยาก เวลาส่วนมากหมดไปกับการฝึกทำโจทย์และเรียนรู้ทักษะการคำนวณทางคณิตศาสตร์ซึ่งเป็นเรื่องที่ไม่มีในชีวิตประจำวัน นักเรียนไม่สามรถจับต้องได้ ไม่สามารนำหลักการทางฟิสิกส์ไปอธิบายเหตุการณ์ในชีวิตประจำวันได้ นักเรียนจึงขาดความกระตือรือร้นที่จะเรียนรู้ เบื่อหน่ายไม่ใส่ใจที่จะเรียน (นราภรณ์ ชัยบัวแดง, 2561) เมื่อพิจารณาผลการทดสอบ O-NET วิชาวิทยาศาสตร์ ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ในปีการศึกษา 2561, 2562 และ 2563 พบว่ามีคะแนนเฉลี่ยอยู่ที่ร้อยละ 30.51, 29.20 และ 32.68 ตามลำดับ (สถาบันทดสอบทางการศึกษาแห่งชาติ, 2565) ซึ่งจะเห็นได้ว่าคะแนนเฉลี่ยในการทดสอบ O-NET วิชาวิทยาศาสตร์ มีคะแนนไม่ถึงร้อยละ 50 ของคะแนนสอบทั้งหมด

การตั้งคำถาม (inquiry) เป็นกระบวนการที่นักวิทยาศาสตร์และผู้ศึกษาวิชาวิทยาศาสตร์ใช้ในการหาความรู้เกี่ยวกับปรากฏการณ์ที่มีอยู่ในธรรมชาติ การตั้งคำถามจะช่วยให้ผู้เรียนได้รับความรู้และความเข้าใจในแนวคิด หลักการ รูปแบบ และทฤษฎีที่เกี่ยวข้อง การตั้งคำถามจึงเป็นส่วนที่สำคัญอย่างยิ่งของการศึกษาวิทยาศาสตร์ในทุกระดับและในทุกสาขาวิชาทางวิทยาศาสตร์ (ปิยนันท์ สวัสดิ์ศฤงฆาร, 2563) การจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน (The 5Es of inquiry-based learning, 5E) เป็นรูปแบบการเรียนการสอนที่พัฒนาขึ้นมาโดยมุ่งหมายให้ใช้เป็นแนวทางการสอนและเรียนรู้วิชาวิทยาศาสตร์ แต่แนวทางนี้ก็สามารถนำไปปรับใช้กับการศึกษาวิชาความรู้ในสาขาอื่น ๆ โดยเฉพาะอย่างยิ่งกับการให้การฝึกอบรมในสถานประกอบการซึ่งผู้เรียนต่างผ่านประสบการณ์กันมามากพอที่จะเข้าใจปัญหาและนำสิ่งที่เรียนรู้ไปปรับใช้ นอกจากนั้น การเรียนรู้ร่วมกันตามหลัก 5E ยังเป็นพื้นฐานที่ดีสำหรับการทำงานเป็นทีมอีกด้วย

ผู้วิจัยในฐานะอาจารย์และครูผู้สอนที่มีบทบาทหน้าที่โดยตรงที่ต้องพัฒนาผู้เรียน จึงมุ่งเน้นการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน เพื่อเพิ่มผลสัมฤทธิ์ทางการเรียนวิชาฟิสิกส์ เรื่อง ฟิสิกส์เชิงความร้อน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยศึกษา โดยใช้กลุ่มตัวอย่างของนักเรียนชั้นมัธยมศึกษาปีที่ 6/7 จำนวน 38 คน ตามลำดับ และนักเรียนชั้นมัธยมศึกษาปีที่ 6 ห้อง 7 จำนวน 36 คน การวิเคราะห์ข้อมูลใช้ค่าเฉลี่ย (Mean) และความแปรปรวน (Variance) ของคะแนนผลการสอบทั้งก่อนและหลังเรียน

วัตถุประสงค์การวิจัย

1. เพื่อพัฒนาผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยศึกษา
2. เพื่อเปรียบเทียบคะแนนผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ของนักเรียนกลุ่มตัวอย่างหลังการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน เทียบกับเกณฑ์ที่กำหนดไว้ที่ร้อยละ 60

สมมติฐานการวิจัย

นักเรียนที่เรียนด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอนมีผลสัมฤทธิ์หลังเรียนสูงกว่าเป้าหมายร้อยละ 60

ระเบียบวิธีการวิจัย

กลุ่มเป้าหมาย

กลุ่มเป้าหมายที่ใช้ในการวิจัยเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่ศึกษาในภาคเรียนที่ 1 ปีการศึกษา 2565 โรงเรียนอากาศอำนวยศึกษา สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร ชั้นมัธยมศึกษาปีที่ 6/7 จำนวน 38 คน

เครื่องมือที่ใช้ทำการวิจัย

เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ประกอบด้วย

1. แผนการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน โดยผู้วิจัยได้ดำเนินการตามขั้นตอน ดังนี้

1.1 ศึกษาหลักการและทำความเข้าใจวิธีการจัดการเรียนรู้ตามรูปแบบการสืบเสาะหาความรู้ 5 ขั้นตอน ได้แก่ ขั้นการสร้างความสนใจ ขั้นการสำรวจและค้นหา ขั้นการอธิบายและลงข้อสรุป ขั้นการขยายความรู้ และขั้นการประเมิน

1.2 วิเคราะห์และศึกษาหลักสูตรสถานศึกษาของโรงเรียนอากาศอำนวยและผลการเรียนรู้ที่คาดหวัง ช่วงชั้นที่ 4 (ม.4 - ม.6) รายวิชาเพิ่มเติมตามมาตรฐานการเรียนรู้กลุ่มสาระวิทยาศาสตร์และเทคโนโลยี เรื่อง ฟิสิกส์เชิงความร้อน โดยผู้วิจัยได้แบ่งเนื้อหาออกเป็น 3 เรื่องย่อย ได้แก่

เรื่องที่ 1 ความร้อนและอุณหภูมิของสสาร

เรื่องที่ 2 การขยายตัวและสถานะของสสาร

เรื่องที่ 3 การถ่ายโอนความร้อนของสสาร

1.3 สร้างแผนการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน จำนวน 3 แผน แผนละ 4 ชั่วโมง ซึ่งแผนการจัดการเรียนรู้ประกอบด้วย

1.3.1 กำหนดมาตรฐานการเรียนรู้ช่วงชั้นที่สอดคล้อง

1.3.2 กำหนดผลการเรียนรู้ที่คาดหวังที่สอดคล้อง

1.3.3 กำหนดสาระสำคัญของแผนการจัดการเรียนรู้

1.3.4 กำหนดจุดประสงค์การเรียนรู้ของแผนการจัดการเรียนรู้

1.3.5 กำหนดสาระการเรียนรู้ของแผนการจัดการเรียนรู้

1.3.6 กำหนดกิจกรรมการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอนของแผนการจัดการเรียนรู้

1.3.7 กำหนดสื่อและแหล่งการเรียนรู้ของแผนการจัดการเรียนรู้

1.3.8. กำหนดการวัดและประเมินผลของแผนการจัดการเรียนรู้

1.4 นำแผนการจัดการประเรียนรู้ที่สร้างเสร็จแล้วไปให้ผู้เชี่ยวชาญ 5 ท่าน ได้แก่ ครูดีเด่นสาขาวิทยาศาสตร์ระดับชั้นมัธยมศึกษาตอนปลาย 1 ท่าน ศึกษานิเทศก์รับผิดชอบวิทยาศาสตร์สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาสกลนคร 1 ท่าน อาจารย์ระดับอุดมศึกษาที่สอนในสาขาครุศาสตร์สาขาวิชาวิทยาศาสตร์ 1 ท่าน รองผู้อำนวยการสถานศึกษาโรงเรียนอากาศอำนวยที่รับผิดชอบด้านการบริหารงานวิชาการ 1 ท่าน และหัวหน้าฝ่ายวิชาการโรงเรียนมัธยมศึกษาโรงเรียนอากาศอำนวยที่รับผิดชอบการนิเทศภายในสถานศึกษา 1 ท่าน เพื่อให้คำแนะนำในการปรับปรุงพัฒนาแผนการจัดการเรียนรู้

1.5 นำแผนการจัดการเรียนรู้ที่ปรับปรุงแก้ไขตามคำแนะนำของผู้เชี่ยวชาญ 5 ท่านให้ทำการประเมินคุณภาพแผนการจัดการเรียนรู้หลังจากทำการปรับปรุงแก้ให้มีความสมบูรณ์ ผลการประเมินคุณภาพแผนจัดการเรียนรู้อยู่ในระดับคุณภาพดี ($\overline{X}$= 4.68)

1.6 นำแผนการจัดการเรียนรู้กลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยี เรื่อง ฟิสิกส์เชิงความร้อน ชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยไปใช้กับนักเรียนกลุ่มเป้าหมายตามแผนที่วางไว้

2. แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน เป็นแบบทดสอบที่ผู้วิจัยสร้างขึ้นตามจุดประสงค์และเนื้อหาวิชาฟิสิกส์ เรื่อง ฟิสิกส์เชิงความร้อน เป็นแบบทดสอแบบปรนัย ชนิดเลือกตอบ 4 ตัวเลือก จำนวน 20 ข้อ โดยมีขั้นตอนในการสร้าง ดังนี้

2.1 ขั้นตอนการสร้างแบบทดสอบ

2.1.1 ศึกษาวิธีการสร้างแบบทดสอบและการเขียนข้อสอบ

2.1.2 วิเคราะห์เนื้อหาและจุดประสงค์เชิงพฤติกรรมของบทเรียนที่สร้างขึ้น

2.1.3 เขียนข้อสอบวัดผลสัมฤทธิ์ทางการเรียน แบบเลือกตอบ 4 ตัวเลือกโดยให้สอดคล้องกับจุดประสงค์ที่ตังไว้

2.2 ขั้นการหาคุณภาพของแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน

2.2.1 หาความเที่ยงตรงเชงเนื้อหา (Content Validity) โดยนำแบบทดสอบวัดผล สัมฤทธิ์ทางการเรียนที่สร้างเสร็จแล้วให้ผู้เชี่ยวชาญด้านเนื้อหา 3 คน และผู้เชี่ยวชาญด้านการวัดและประเมินผลิ จำนวน 2 คน ตรวจสอบความเที่ยงตรงเชิงเนื้อหาวาข่อสอบวัดได้ตรงตามจุดประสงค์เชิงพฤติกรรมหรือไม่ โดยใช้หลักเกณฑ์ในการกำหนดคะแนนความคิดเห็น ดังนี้ (ล้วน สายยศและอังคณา สายยศ, 2543)

+1 หมายถึง แน่ใจว่าข้อคำถามสอดคล้องกับจุดประสงค์เชิงพฤติกรรมที่ระบุไว้

0 หมายถึง ไม่แน่ใจว่าข้อคำถามสอดคล้องกับจุดประสงค์เชิงพฤติกรรมที่ระบุไว้

-1 หมายถึง แน่ใจว่า ข้อความไม่สอดคล้องกับจุดประสงค์เชิงพฤติกรรมที่ระบุไว้

2.2.2 หาค่าดัชนีความสอดคล้องระหว่างข้อสอบกับจุดประสงค์เชิงพฤติกรรมโดย นำผลการพิจารณาความเที่ยงตรงเชิงเนื้อหาของผู้เชี่ยวชาญแต่ละคนมาหาค่าดัชนีความสอดคล้อง ระหว่างข้อสอบกับจุดประสงค์ เชิงพฤติกรรม ซึ่งข้อสอบที่จะนำไปใช้ต้องมีค่าดัชนีความสอดคล้องมากกว่า หรือ เท่ากับ 0.5 (ล้วน สายยศและอังคณา สายยศ, 2543)

ซึ่งผู้วิจัยได้คัดเลือกข้อสอบที่มีค่าดัชนีความสอดคล้องระหว่างข้อสอบกับจุดประสงค์เชิงพฤติกรรมที่มีค่าตั้งแต่ 0.60- 1.00 ไปใช้เป็นแบบทดสอบระหว่างเรียนกับแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน (ภาคผนวกข)

2.2.3 วิเคราะห์ค่าความยาก (Difficulty) และคำนวณอำนาจจำแนก (Discrimination) ของข้อสอบแต่ละข้อโดยนำแบบทดสอบวดผลสัมฤทธิ์ทางการเรียนที่ผานการคัดเลือกแล้วไป ทดสอบกับนักเรียนชั้นปีที่ 6 โรงเรียนวานรนิวาส ซึ่งเป็นนักเรียนที่เคยเรียนเนื้อหาเรื่อง ฟิสิกส์เชิงความร้อนมาแล้วจำนวน 30 คน จากนั้นนำผลที่ได้จาการทดสอบ มาตรวจให้คะแนน โดยข้อที่ตอบถูกให้ 1 คะแนน ข้อที่ตอบผิดหรือไม่ ตอบให้ 0 คะแนน จากนั้นจึงวิเคราะห์หาค่าความยาก (Difficulty) และคำนวณอำนาจจำแนก (Discrimination) ของของข้อสอบแต่ละข้อโดยใช้เทคนิค 30% (Gronlund and Linn, 1990 : 249) และ คัดเลือกข้อสอบที่มีค่าความยากตั้งแต่ 0.20 - 0.80 และมีค่าอำนาจจำแหนก 0.20 ขึ้นไป (ล้วน สายยศและอังคณา สายยศ, 2543)

จากผลการทดสอบผู้วิจัยได้คัดเลือกข้อสอบที่มีนำมาใช้เป็นแบบทดสอบ ดังนี้

2.2.3.1 ข้อสอบที่นำมาใช้เป็นแบบทดสอบระหว่างเรียนมีค่าความยากตั้งแต่ .30 - .80 และมีค่าอำนาจจำแนกตั้งแต่ .20 - .53

2.2.3.2 ข้อสอบที่นำมาใช้เป็นแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน มีค่า ความยากตั้งแต่ .26 - .80 และมีค่าอำนาจจำแนกตั้งแต่ .25 - .65

2.2.4 การหาค่าความเชื่อมั่นโดยนำข้อสอบที่ผ่านการหาค่าความยากและค่าอำนาจ จำแนกตามเกณฑ์ที่กำหนดไว้ไปทดสอบกับนักเรียนที่เคยเรียนเนื้อหา เรื่อง ทฤษฎีการเรียนรู้ มาแล้วจำนวน 30 คน และนำผลที่ได้จากการทดสอบนักเรียนมาหาค่าความเชื่อมั่น (Reliability) ของแบบทดสอบโดยใช้สูตร KR-20 ของคูเดอร์-ริชาร์ดสัน (ล้วน สายยศและอังคณา สายยศ, 2543) แล้วนำผลที่ได้มาวิเคราะห์ปรับปรุงและคัดเลือกข้อสอบที่ครอบคลุมเนื้อหาและจุดประสงค์เชิงพฤติกรรมที่กำหนดไว้ แล้วจึงนำไปใช้เป็นเครื่องมือในการวิจัยครั้งนี้ ผลปรากฏว่า ข้อสอบที่นำมาใช้เป็นแบบทดสอบระหว่างเรียนมีค่าความเชื่อมั่นของแบบทดสอบเท่ากับ 0.80 ข้อสอบที่นำมาใช้เป็นแบบทดสอบหลังเรียนมีคาความเชื่อมั่นของ แบบทดสอบเท่ากับ 0.89 และจากนั้นนำแบบทดสอบที่ผ่านการหาประสิทธิภาพทุกขั้นตอนไปใช้ใน กระบวนการวิจัยต่อไป

รูปแบบของการวิจัย

การวิจัยครั้งนี้เป็นการวิจัยเชิงทดลอง (Experimental research) แบบแผนการทดลองกึ่งทดลอง (Quasi-experimental design) แบบ Quasi-equivalent control group design ซึ่งมีแบบแผน ดังนี้ (พวงรัตน์ ทวีรัตน์, 2543)

$$T_1 \rightarrow x_1 \rightarrow T_2$$

T_1 แทน การทดสอบก่อนเรียน

T_2 แทน การทดสอบหลังเรียน

x_1 แทน กลุ่มตัวอย่างที่จัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน

วิธีการดำเนินการวิจัย

ในการวิจัยครั้งนี้ ผู้วิจัยทำการทดลองและเก็บรวบรวมข้อมูลในภาคเรียนที่ 1 ปีการศึกษา 2565 จำนวน 12 ชั่วโมง โดยดำเนินการเก็บรวบรวมข้อมูล ดังนี้

1. ผู้วิจัยวิเคราะห์ปัญหาการเรียนรู้วิชาฟิสิกส์ เรื่อง ฟิสิกส์เชิงความร้อน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยในปีที่ผ่านมา เพื่อมาศึกษาและวิเคราะห์หาแนวทางในการแก้ไขปัญหาและออกแบบการวิจัยในชั้นเรียน

2. ก่อนดำเนินการวิจัยผู้วิจัยได้ดำเนินการปฐมนิเทศ ชี้แจงวัตถุประสงค์ของการวิจัยให้นักเรียนกลุ่มตัวอย่างทราบและอธิบายถึงบทบาทหน้าที่ของนักเรียนและผู้วิจัย

3. ผู้วิจัยทำการทดสอบก่อนการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ด้วยแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน แบบปรนัย 4 ตัวเลือก จำนวน 20 ข้อ โดยมีระยะเวลาทำแบบทดสอบ 20 นาที

4. ดำเนินการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน เรื่อง ฟิสิกส์เชิงความร้อน โดยจัดการเรียนรู้ตามแผนการจัดการเรียนรู้ที่เตรียมไว้

5. เมื่อเสร็จสิ้นการจัดการเรียนรู้แล้ว ทำการทดสอบหลังการจัดการเรียนรู้ด้วยแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน แบบปรนัย 4 ตัวเลือก จำนวน 20 ข้อ โดยมีระยะเวลาทำแบบทดสอบ 20 นาที

6. ผู้วิจัยนำข้อมูลที่ได้จากคะแนนการทำแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนมาวิเคราะห์ด้วยวิธีการทางสถิติ โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป และทำการประมวลผลเพื่อนำเสนอต่อไป

การวิเคราะห์ข้อมูล

ผู้วิจัยได้ดำเนินการเก็บรวบรวมจากเครื่องมือที่ใช้ในการทดสอบผลสัมฤทธิ์ทางการเรียนของนักเรียนหลังจากได้รับการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน และทำการวิเคราะห์ข้อมูลจากแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ดังนี้

1. ดำเนินการวิเคราะห์หาค่าเฉลี่ย ($\overline{X}$) และส่วนเบี่ยงเบนมาตรฐาน ($S.D.$) ของคะแนนผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ทั้งก่อนและหลังการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน

2. ดำเนินการวิเคราะห์เปรียบเทียบคะแนนผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ซึ่งกลุ่มเป้าหมายทั้งก่อนและหลังการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน โดยหาค่าเฉลี่ยของผลต่างของคะแนนก่อนและหลังการจัดการเรียนรู้ ($\overline{D}$) และใช้สถิติการทดสอบที (t) ชนิดกลุ่มเป้าหมายไม่เป็นอิสระต่อกัน (t-test dependent group)

3. ดำเนินการวิเคราะห์เปรียบเทียบคะแนนผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ซึ่งกลุ่มเป้าหมายหลังการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน จำนวน 3 แผนการจัดการเรียนรู้ จำนวน 12 ชั่วโมง เพื่อนำมาเทียบกับเกณฑ์ที่กำหนด (ร้อยละ 60)

ผลการวิจัย

ผลการวิจัย เรื่อง การพัฒนาผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยศึกษา ผลการวิจัยเป็นดังนี้

1. ผลการเปรียบเทียบผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน (5E) ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยศึกษา ก่อนและหลังการจัดการเรียนรู้ พบว่า ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน และการเปรียบเทียบความแตกต่างของคะแนนผลสัมฤทธิ์ทางการเรียนวิชาฟิสิกส์กับเกณฑ์ที่ตั้งไว้ ผู้วิจัยได้นำแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ไปใช้กับนักเรียนกลุ่มเป้าหมาย ชั้นมัธยมศึกษาปีที่ 6/7 (จำนวนนักเรียนทั้งหมด 38 คน) ทั้งก่อนและหลังการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน จากนั้นนำแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนฟิสิกส์มาตรวจให้คะแนนและทำการวิเคราะห์ผล ได้ผลการวิเคราะห์ดังตารางที่ 1

ตารางที่ 1 ผลการวิเคราะห์การเปรียบเทียบผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน (5E) ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยศึกษา ก่อนและหลังการจัดการเรียนรู้

การทดสอบ	N	คะแนนเต็ม	$\overline{X}$	$S.D.$	$\overline{D}$	t	$Sig.$
ก่อนเรียน	38	20	4.75	2.05			
หลังเรียน	38	20	13.66	2.99	8.91	22.09*	0.000

จากตารางที่ 1 พบว่า คะแนนเฉลี่ยผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ของนักเรียนกลุ่มตัวอย่างชั้นมัธยมศึกษาปีที่ 6 ที่ได้รับการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ก่อนเรียนมีคะแนนเฉลี่ยเท่ากับ 4.75 จากคะแนนเต็ม 20 คะแนน ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 2.05 และหลังเรียนมีคะแนนเฉลี่ยเท่ากับ 13.66 จากคะแนนเต็ม 20 คะแนน ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 2.99 เมื่อเปรียบเทียบคะแนนผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ของนักเรียนกลุ่มตัวอย่างชั้นมัธยมศึกษาปีที่ 6 ที่ได้รับการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน พบว่า ผลสัมฤทธิ์ทางการเรียนหลังการจัดการเรียนรู้มีค่าเพิ่มขึ้นเฉลี่ย 8.91 จากคะแนนเต็ม 20 คะแนน โดยที่ผลสัมฤทธิ์ทางการเรียนมีการพัฒนาอย่างมีนัยสำคัญทางสถิติที่ระดับต่ำกว่า .05

2. ผลการเปรียบเทียบผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน (5E) ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยศึกษา เทียบกับเกณฑ์ที่กำหนด (ร้อยละ 60) โดยผู้วิจัยได้นำแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ไปใช้กับนักเรียนกลุ่มเป้าหมาย ชั้นมัธยมศึกษาปีที่ 6/7 (จำนวนนักเรียนทั้งหมด 38 คน) ทั้งก่อนและหลังการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน จากนั้นนำแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนฟิสิกส์มาตรวจให้คะแนนและทำการวิเคราะห์ผล พบว่าคะแนนเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานและการเปรียบเทียบความแตกต่างของคะแนนผลสัมฤทธิ์ทางการเรียนวิชาฟิสิกส์ เรื่อง ฟิสิกส์เชิงความร้อน ของนักเรียนกลุ่มเป้าหมายกับเกณฑ์ที่ตั้งไว้ ได้ผลการวิเคราะห์ดังตารางที่ 1

ตารางที่ 2 การเปรียบเทียบผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยศึกษา เทียบกับเกณฑ์ที่กำหนด (ร้อยละ 60)

การทดสอบ	N	คะแนนเต็ม	$\overline{X}$	S. D.	ร้อยละ
ผลสัมฤทธิ์ทางการเรียนหลังการจัดการเรียนรู้	38	20	13.66	2.99	68.30

จากตารางที่ 2 พบว่าคะแนนเฉลี่ยของผลสัมฤทธิ์ทางการเรียนของนักเรียนที่ได้รับการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน เท่ากับ 13.66 คิดเป็นร้อยละ 68.30 สูงกว่าเกณฑ์ที่กำหนด (ร้อยละ 60) การศึกษาเป็นไปตามสมมติฐาน

อภิปรายผล

จากผลการวิจัย เรื่อง การพัฒนาผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยศึกษา ที่ได้รับการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน พบว่า

1. การเปรียบเทียบผลสัมฤทธิ์ทางการเรียนระหว่างก่อนและหลังเรียน เรื่อง ฟิสิกส์เชิงความร้อน ด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยศึกษา พบว่า คะแนนผลสัมฤทธิ์ทางการเรียนก่อนเรียนมีคะแนนเฉลี่ยเท่ากับ 4.75 จากคะแนนเต็ม 20 คะแนน ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 2.05 และหลังเรียนมีคะแนนเฉลี่ยเท่ากับ 13.66 จากคะแนนเต็ม 20 คะแนน ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 2.99 เมื่อเปรียบเทียบคะแนนผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ของนักเรียนกลุ่มตัวอย่างชั้นมัธยมศึกษาปีที่ 6 ที่ได้รับการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน พบว่า ผลสัมฤทธิ์ทางการเรียนหลังการจัดการเรียนรู้มีค่าเพิ่มขึ้นเฉลี่ย 8.91 จากคะแนนเต็ม 20 คะแนน โดยที่ผลสัมฤทธิ์ทางการเรียนมีการพัฒนาอย่างมีนัยสำคัญทางสถิติที่ระดับต่ำกว่า .05 ทั้งนี้อาจเป็นเพราะว่า การจัดกิจกรรมการเรียนรู้ที่ผู้สอนดำเนินการสอนต่อเนื่องครั้งละ 4 ชั่วโมง มีเวลาพอสำหรับจัดกิจกรรมการใช้คำถามปลายเปิดที่สามารถเชื่อมโยงความรู้ที่ได้รับกับความรู้เดิม การส่งเสริมให้นักเรียนได้ลงมือปฏิบัติจริง มีปฏิสัมพันธ์กับเพื่อน การใช้คำถามเพื่อร่วมกันอภิปราย การใช้สื่อการเรียนรู้ที่หลากหลายเน้นการสืบเสาะหาคือรู้ตามขั้นตอน 5Es การจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5Es) เป็นรูปแบบการจัดการเรียนรู้ที่เน้นผู้เรียนเป็นศูนย์กลาง ส่งเสริมให้ผู้เรียนค้นคว้าหาความรู้ด้วยตัวเอง กระตุ้นให้ผู้เรียนเกิดข้อคำถามหรือข้อ สงสัย เกิดความคิด และแสวงหาคำตอบหรือข้อเท็จจริงด้วยตนเองโดยใช้กระบวนการทาง วิทยาศาสตร์ และสามารถนำมาประมวลคำตอบหรือข้อสรุปด้วยตนเอง ทำให้ผู้เรียนได้รับ ประสบการณ์ตรง และเกิดการเรียนรู้มากขึ้น ครูเป็นเพียงผู้อำนวยความสะดวกในการเรียนรู้ของผู้เรียน (พิมพันธ์ เดชะคุปต์, 2544; ทิศนา แขมมณี, 2545; ชัยวัฒน์ สุทธิรัตน์, 2552 และ สุคนธ์ สินธพานนท์, 2558) สอดคล้องกับงานวิจัยของ พงศกร ลอยล่อง เยาวเรศ ใจเย็น และปวริศา จรดล (2564) ที่วิจัยพบว่า การเรียนรู้แบบสืบเสาะหาความรู้ให้ผลสัมฤทธิ์ก่อนเรียนสูงกว่าหลังเรียน โดยเฉพาะในเนื้อหาที่ต้องใช้ ความรู้ ความจำความเข้าใจ เนื้อหา เชิงทฤษฎี เหมาะสมกับการนำ มาใช้เพิ่มผลสัมฤทธิ์ทางการเรียน สำหรับการจัดการเรียนรู้แบบใช้ ปัญหาเป็นฐานที่จัดกิจกรรมที่เน้นการแก้ปัญหาในวิชาวิทยาศาสตร์ กายภาพที่ใช้ในการวิจัยใน

ครั้งนี้ เนื้อหาเป็นเนื้อหาเชิงฟิสิกส์ที่ม และ Funda, William and Mark (2008) ที่พบว่า การที่นักเรียนเรียนวิชาฟิสิกส์ไม่ประสบความสำเร็จ มีสาเหตุมาจากการที่นักเรียนไม่ศึกษาเรียนรู้เพิ่มเติมและไม่ค่อยอ่านหนังสือ

2. การเปรียบเทียบคะแนนผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 หลังการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน เทียบกับเกณฑ์ที่กำหนดไว้ที่ร้อยละ 60 พบว่า มีผลคะแนนเฉลี่ยคิดเป็นร้อยละ 68.30 ของคะแนนเต็ม โดยที่ผลสัมฤทธิ์ทางการเรียนมีการพัฒนาอย่างมีนัยสำคัญทางสถิติที่ระดับต่ำกว่า .05 ผลการศึกษาเป็นไปตามสมมติฐาน เนื่องจากนักเรียนมีความเข้าใจในเนื้อหาชองฟิสิกส์เชิงความร้อนเพิ่มขึ้น ทั้งนี้เนื่องจาก การจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน เป็นการกระบวนการเรียนสอนที่เริ่มต้นจากการสร้างความสนใจให้กับผู้เรียน และใช้การกระตุ้นให้เกิดการเรียนรู้โดยใช้การตั้งคำถาม (Inquiry) เป็นพื้นฐานในการให้ผู้เรียนได้นำประสบการณ์มาทดลองปฏิบัติหรือแสวงหาคำตอบ ซึ่งลักษระของการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5Es) ประกอบด้วย 5 ขั้นตอน ได้แก่ ขั้นที่ 1 ขั้นสร้างความสนใจ ซึ่งในขั้นนี้ครูจะกระตุ้นความสนใจของนักเรียน ด้วยวิธีการต่าง ๆ เช่น การตั้งคำถามที่กระตุ้นให้ผู้เรียนเกิดข้อสงสัย หรือการใช้สื่อต่าง ๆ แล้วกระตุ้นให้ผู้เรียนเกิดข้อคำถาม ขึ้น และบางครั้งครูกระตุ้นความสนใจของนักเรียนด้วยการสาธิตโดยให้ผู้เรียนมีส่วนร่วมในการสาธิต เป็นต้น โดยครูเปิดโอกาสให้ผู้เรียนทุกคนเท่าเทียมกันในการตั้งคำถาม ซึ่งนักเรียนแต่ละคนมีความ กระตือรือร้น มีการซักถาม ทำให้บรรยากาศการเรียนรู้เป็นไปด้วยความสนุกสนาน ขั้นที่ 2 ขั้นสำรวจ และค้นหา ในขั้นนี้ครูจะให้นักเรียนลงมือปฏิบัติการทดลองเป็นกลุ่ม ซึ่งสมาชิกทุกคนภายในกลุ่มต้อง มีส่วนร่วมในการปฏิบัติการทดลองทุกครั้ง โดยผู้เรียนจะแบ่งหน้าที่สลับกันในแต่ละครั้งของการ ทดลองทำให้ผู้เรียนทุกคนมีส่วนร่วมและมีโอกาสเรียนรู้ในทุกขั้นตอนของการปฏิบัติการทดลอง ทำให้นักเรียนมีประสบการณ์ตรงและเกิดการเรียนรู้อย่างมีความหมาย และช่วยให้ผู้เรียนเกิดความเข้าใจ ที่ถูกต้องเกี่ยวกับสมดุลเคมีมากขึ้น ซึ่งนักเรียนแต่ละคนมีความรับผิดชอบในหน้าที่ของตนเอง เมื่อ ผู้เรียนมีข้อคำถามหรือข้อสงสัย ครูจะตั้งคำถามกับผู้เรียนกลับแทนการตอบคำถามนั้นโดยตรง เพื่อ กระตุ้นให้ผู้เรียนเกิดกระบวนการคิด และค้นพบความรู้หรือค าตอบนั้นด้วยตนเอง ทำให้บรรยากาศ การปฏิบัติการทดลองเป็นไปด้วยความสนุกสนาน และครูต้องคอยกำชับเรื่องเวลา เนื่องจากนักเรียน บางกลุ่มเพลิดเพลินกับการทดลอง โดยใช้เวลาเกินกว่าที่กำหนดไว้ ขั้นที่ 3 ขั้นอธิบายและลงข้อสรุป ในขั้นนี้นักเรียนแต่ละกลุ่มต้องนำข้อมูลที่ได้จากการทดลองมาวิเคราะห์ แปลผล สรุปผล และนำเสนอ ในรูปแบบต่าง ๆ เช่น ตาราง รูปภาพ เป็นต้น จากนั้นครูและนักเรียนร่วมกันอภิปรายผลการทดลอง โดยครูคอยตั้งคำถามเพื่อให้นักเรียนตอบ ซึ่งนักเรียนแต่ละคนมีความกระตือรือร้นในการตอบคำถาม มีการปรึกษาหารือกับเพื่อนภายในกลุ่มตลอดจนเพื่อนต่างกลุ่ม โดยครูเปิดโอกาสให้นักเรียนแต่ละคน ได้แสดงความคิดเห็นอย่างเท่าเทียมกัน และไม่ตำหนิหากนักเรียนตอบผิด ทำให้นักเรียนมีความกล้าแสดงออก และนักเรียนมีเหตุมีผลในการตอบคำถามโดยนักเรียนอ้างอิงจากการปฏิบัติการทดลอง ร่วมกับการอภิปรายร่วมกันระหว่างสมาชิกภายในกลุ่ม ทำให้นักเรียนมีความมั่นใจในการแสดงความ คิดเห็นของตนเอง และรู้จักการทำงานร่วมกับผู้อื่น รับฟังความคิดเห็นของผู้อื่นอย่างมีเหตุผล ขั้นที่ 4 ขั้นขยายความรู้ ในขั้นนี้ครูจะยกตัวอย่างหรือสถานการณ์อื่น ๆ เพื่อที่นักเรียนจะได้นำองค์ความรู้ที่ค้นพบจากการศึกษามาประยุกต์ใช้กับสถานการณ์อื่น ๆ ได้ ดังนั้นในขั้นนี้นอกจากที่นักเรียนจะได้นำองค์ความรู้ที่ค้นพบไปประยุกต์ใช้ในสถานการณ์อื่น ๆ แล้ว ยังเป็นการตรวจสอบว่าอีกว่าองค์ความรู้ที่ นักเรียนค้นพบนั้นมีข้อบกพร่องหรือขัดแย้งหรือผิดไปจากทฤษฎีหรือไม่อย่างไร โดยครูจะให้นักเรียน แต่ละกลุ่มร่วมกันพูดคุยและอภิปรายถึงประเด็นดังกล่าว จากนั้นครูจะตั้งคำถาม และเปิดโอกาสให้ นักเรียนทุกคนได้แสดงความคิดเห็นอย่างเท่าเทียมกัน โดยนักเรียนมีความกระตือรือร้นในการตอบ คำถามโดยอ้างจากองค์ความรู้ที่นักเรียนค้นพบจากขั้นที่ผ่านมา ซึ่งถ้านักเรียนตอบผิด ครูจะตั้งคำถาม กลับแทนการตอบคำถามนั้น หรือถ้ามีนักเรียนคนอื่น ๆ ที่สามารถตอบคำถามนี้ได้ ครูก็จะเปิดโอกาส ให้นักเรียนได้อธิบาย จากนั้นครูและนักเรียนร่วมกันสรุปเรื่องดังกล่าวอีกครั้งเพื่อให้นักเรียนทุกคนมี ความเข้าใจที่ถูกต้องและเป็นการทบทวนความรู้ดังกล่าวอีกด้วย และขั้นที่ 5 ขั้นประเมินผล ขั้นนี้ครูจะให้นักเรียนทำกิจกรรมแบบจำลองทางความคิด โดยใช้ใบกิจกรรมแบบจำลองทางความคิด เพื่อตรวจสอบว่านักเรียนทุกคนมีความเข้าใจที่ถูกต้องเกี่ยวกับเรื่องที่เรียนหรือไม่ โดยใบกิจกรรมดังกล่าว นักเรียนต้องวาดภาพในระดับอนุภาคและอธิบายเหตุผลประกอบเพื่อเชื่อมโยงความรู้ทั้งระดับมหภาค และระดับอนุภาค ซึ่งการที่นักเรียนสามารถสร้างแบบจำลองทางความคิดมาใช้ในการอธิบายหรือบรรยายสิ่งที่ศึกษา ซึ่งเป็นแนวคิดเรื่องสมดุลเคมีเป็นแนวคิดที่ยากต่อการทำความเข้าใจและเป็น นามธรรม (Van Driel, 2002) แสดงว่านักเรียนมีความเข้าใจเกี่ยวกับเรื่องนั้น ๆ อย่างแท้จริง โดย นักเรียนแต่ละคนก็มีแบบจำลองทางความคิดที่แตกต่างกันไป ทั้งนี้ขึ้นอยู่กับประสบการณ์ของนักเรียน แต่ละบุคคลและสิ่งแวดล้อมโดยรอบ (ณัชธฤต เกื้อทาน, 2557: 20; ภรพิพย์ สุภัทรชัยวงศ์, 2556: 19-20; ศุภกาญจน์ รัตนกร, 2552: 23-24; Norman, 1983: 7-14; Harrison and Treagust, 1996: 510; Buckley and Boulter, 2000: 120 และ Jonassen and Cho, 2008: 145) สอดคล้องกับกระบวนการที่นักวิทยาศาสตร์ใช้การศึกษาและการวิจัย (ปิยนันท์ สวัสดิ์ศฤงฆาร, 2563) ดังนั้น การเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน จึงเป็นอีกหนึ่งกระบวนการจัดการเรียนรู้ที่เหมาะสมกับการจัดการเรียนรู้ในรายวิชาฟิสิกส์

โดยสรุปการพัฒนาผลสัมฤทธิ์ทางการเรียน เรื่อง ฟิสิกส์เชิงความร้อน ด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนอากาศอำนวยศึกษา ครั้งนี้ได้ข้อสรุปว่า การจัดการเรียนรู้สาระการเรียนรู้ฟิสิกส์ ซึ่ง

เป็นรายวิชาที่ยากสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่มีผลสัมฤทธิ์ทางการเรียนต่ำมาโดยตลอด เมื่อนักเรียนได้รับการจัดการเรียนรู้แบบ สืบเสาะหาความรู้ 5 ขั้นตอน ทำให้ผลสัมฤทธิ์หลังการจัดการเรียนรู้สูงกว่าก่อนการจัดการเรียนรู้ โดยมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับต่ำกว่า .05 และมีผลคะแนนเฉลี่ยคิดเป็นร้อยละ 68.30 ของคะแนนเต็ม สูงกว่าเกณฑ์ที่ตั้งไว้ ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้ ดังนั้นจึงอาจสรุปว่า วิธีการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน เป็นอีกวิธีหนึ่งที่สอดคล้องกับการเรียนรู้วิทยาศาสตร์และต้องมีเวลาให้นักเรียนได้เรียนรู้เป็นไปตามลำดับไม่เร่งรีบจนเกินไป เพราะระหว่างเรียนพบคำถามทวนความรู้บ่อยครั้ง

ข้อเสนอแนะ

ข้อเสนอแนะในการนำผลวิจัยไปใช้

1. ก่อนการจัดกิจกรรมการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ผู้สอนควรมีความรู้ความเข้าใจเกี่ยวกับการหลักการและขั้นตอนการจัดการกิจกรรมการเรียนรู้เป็นอย่างดี

2. การเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน เป็นกระบวนการการจัดการเรียนการสอนที่ช่วยให้นักเรียนเข้าใจในสิ่งที่เรียนรู้ได้ด้วยตนเอง สอนควรมีความรู้ความเข้าใจเกี่ยวกับเนื้อหาที่จะจัดกิจกรรมการเรียนการสอนเป็นอย่างดี

3. ในการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ปัญหาที่พบส่วนใหญ่ในการจัดการเรียนรู้ คือ เวลาและแหล่งการค้นหาความรู้ของนักเรียน เนื่องจากเป็นการเรียนการสอนที่ให้นักเรียนเกิดการเรียนรู้ด้วยตัวเองจากการตั้งคำถาม ดังนั้น การวางแผนและการเตรียมตัวล่วงหน้าจึงเป็นสิ่งที่สำคัญมาก

4. ควรมีการเพิ่มเกณฑ์ที่ตั้งไว้ให้สูงขึ้น เช่น ร้อยละ 70 เพื่อสร้างแรงบันดาลใจหรือจูงใจให้นักเรียนมีความมุ่งมั่นและมีความพยายามทำงานเป็นกลุ่มในระหว่างเรียนอย่างมีความสุขและไม่ควรเร่งรีบจนเกินไปจนทำให้นักเรียนตามไม่ทันและขาดความเข้าใจ

ข้อเสนอแนะในการวิจัยครั้งต่อไป

1. ควรทำการวิจัยและศึกษาเกี่ยวกับการพัฒนาผลสัมฤทธิ์ทางการเรียนด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน กลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยี ในระดับชั้นอื่น ๆ

2. ควรทำการวิจัยและศึกษาตัวแปรอื่น ๆ ที่เกิดจากการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน เช่น ความสามารถในการแก้ปัญหา หรือทักษะในการคิดวิเคราะห์ เป็นต้น

3. ควรทำการวิจัยและศึกษาการพัฒนาผลสัมฤทธิ์ทางการเรียนด้วยการจัดการเรียนรู้แบบสืบเสาะหาความรู้ 5 ขั้นตอน ร่วมกับรูปแบบการจัดการเรียนรู้แบบอื่น ๆ

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แนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

The Guidelines Developing Collaborative Leadership of School Administrators in the Office of Khon Kaen Primary Educational Service Area 4

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาหรือผู้รักษาการในตำแหน่งผู้บริหารสถานศึกษา จำนวน 121 คน การสุ่มตัวอย่างแบบง่าย (Simple random sampling) 2) เพื่อศึกษาแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 11 คน เลือกแบบเจาะจง 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา จำนวน 10 คน เครื่องมือที่ใช้ในวิจัย คือ แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบสอบถามประเมินแนวทาง สถิติที่ใช้ในการวิจัย ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีความต้องการจำเป็น ผลการวิจัยพบว่า

1) สภาพปัจจุบัน โดยรวมอยู่ในระดับปานกลาง สภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมาก และลำดับความต้องการจำเป็น เรียงลำดับคาวมต้องการจำเป็น 1) ด้านการมีวิสัยทัศน์ร่วม 2) ด้านการเปลี่ยนแปลง 3) ด้านการตัดสินใจร่วม 4) ด้านความไว้วางใจ และ 5) ด้านความผูกพัน

2) แนวทางการพัฒนาภาวะผู้นำแบบร่วมมือ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ประกอบด้วย 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ มีเนื้อหา 5 ด้าน คือ ด้านความไว้วางใจ ด้านความผูกพัน ด้านการตัดสินใจร่วม ด้านการเปลี่ยนแปลง และด้านการมีวิสัยทัศน์ร่วม 4) การประเมิน และ 5) เงื่อนไขความสำเร็จ ผลการประเมินแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา พบว่า มีความเหมาะสมอยู่ในระดับมาก

3) การประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา พบว่า โดยรวม มีความเหมาะสมอยู่ในระดับมาก และความเป็นไปได้อยู่ในระดับมาก

คำสำคัญ : แนวทางการพัฒนา, ภาวะผู้นำแบบร่วมมือ

Abstract

This research aimed 1) to study current conditions, desirable conditions, and needs of the collaborative leadership for school administrators, the sample group consisted of 11 experts. 2) to study the guidelines to develop the collaborative leadership for administrators in the office of Khon Kaen Primary Educational Service Area 4. The informant group consisted of 11 experts selected by purposive sampling. 3) to assess the guidelines to develop the collaborative leadership for administrators in the office of Khon Kaen Primary Educational Service Area 4. The informant group consisted of 10 school administrators. The research instrument was the status questionnaire. desirable condition, interview form, focus group discussion form and the guidelines developing collaborative leadership evaluation questionnaire. The statistics used in the research were frequency distribution, percentage, mean, standard deviation. analyze content The priorities of the needs were analyzed using the $PNI_{modified}$ index.

The results showed that

[1] สาขาวิชาการบริหารการศึกษา วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น (088-5126435)

[2] สาขาวิชาการบริหารการศึกษา วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น (088-5126435)

1) The current condition in general is moderate. desirable condition Overall, it was at a high level. and orderof needs the order of needs is 1) shared vision, 2) change, 3) shared decision-making, 4) trust, and 5) Engagement.

2) Cooperative Leadership Development Approaches under the Office of Khon Kaen Primary Educational Service Area 4 consisting of 1) Concepts and Principles 2) Objectives 3) Methods relationship joint decision-making Change and shared vision, 4) evaluation, and 5) conditions for success. The results of the evaluation of the cooperative leadership development approaches of educational institute administrators were found to be appropriate at a high level.

3) Assessment of the cooperative leadership development approaches of educational institute administrators found that, overall, it was appropriate at a high level. and the possibility is at a high level.

บทนำ

ในโลกยุคศตวรรษที่ 21 ที่มีการเปลี่ยนแปลงในทุกๆ ด้านอย่างรวดเร็วและมีการแข่งขันที่รุนแรง องค์กรต่างๆ จะต้องปรับตัวให้ทันกับสถานการณ์ที่ดำเนินไป การขับเคลื่อนองค์กรต้องอาศัยการมีผู้นำที่ดีและเก่ง มีความรู้ มีความสามารถ มีวิสัยทัศน์ในการกำหนดทิศทางขององค์กร เพื่อให้ทีมงานผู้ตามเป็นผู้ที่เดินอยู่ในทิศทาง ที่ผู้นำกำหนด หากผู้นำกำหนดทิศทางผิดไม่มีภาวะผู้นำที่ดีเหมาะสมกับยุคสมัยแล้ว เส้นทางแห่งความสำเร็จย่อมเกิดขึ้นได้ยาก (วิโรจน์ สารรัตนะ, 2561) ผู้นำแบบร่วมมือ (Collaborative Leadership) คือ ผู้นำที่สามารถสร้างแรงบันดาลใจให้กับกลุ่มคนเพื่อมุ่งไปสู่เป้าหมายเดียวกันด้วยความทุ่มเท ช่วยเหลือ สนับสนุน ส่งเสริมกันและกันอย่างเต็มกำลังความสามารถ มีความสำคัญและเหมาะสมต่อการสร้างและพัฒนาผู้นำสมัยใหม่ให้มีคุณลักษณะภาวะผู้นำเพื่อการเปลี่ยนแปลง และแก้ปัญหาทางที่เกิดขึ้นมากมายและรวดเร็วต่อเนื่องทุกวัน (วิทยากร เชียงกูล, 2553) สอดคล้องกับ หลักธรรมาภิบาล หรือ หลักการบริหารกิจการบ้านเมืองที่ดี (Good Governance) หมายถึง การปกครองที่เป็นธรรม เป็นหลักการเพื่อการอยู่ร่วมกันในบ้านเมืองและสังคมอย่างมีความสงบสุข สามารถประสานประโยชน์และคลี่คลายปัญหาข้อขัดแย้งโดยสันติวิธีและพัฒนาสังคมให้มีความยั่งยืน

การบริหารจัดการศึกษาของสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ปีการศึกษา 2564 มีแนวโน้มผลการพัฒนาการศึกษาลดลง ในการขับเคลื่อนการจัดการศึกษามีปัญหาและอุปสรรค คือ ปัญหาในการบริหารและจัดการการเรียนการสอนซึ่งเป็นส่วนสำคัญที่ทำให้ผลสัมฤทธิ์ทางการเรียนไม่บรรลุเป้าหมาย และได้ให้ข้อเสนอแนะเชิงนโยบายไว้ว่า ควรมีการวิจัยการบริหารจัดการโรงเรียนขนาดเล็กที่มีคุณภาพเพื่อยกระดับคุณภาพการศึกษาให้สูงขึ้น และบูรณาการสู่การจัดการสู่การจัดกระบวนการเรียนการสอนโดยมีการดำเนินการอย่างจริงจังและต่อเนื่อง (สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4, 2565)

จากแนวคิดและหลักการที่กล่าวมาข้างต้น แนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 จึงจัดทำขึ้นเพื่อพัฒนาผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 เพื่อเป็นแนวทางการพัฒนาผู้บริหาร พัฒนาสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ให้มีภาวะผู้นำแบบร่วมมือในการบริหารจัดการศึกษา และส่งเสริมให้ผู้บริหารสถานศึกษาสามารถนำความรู้ หลักการที่ได้จากการพัฒนามาใช้ในการบริหารงานสถานศึกษาอย่างมีประสิทธิภาพและยั่งยืนต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4
2. เพื่อศึกษาแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4
3. เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง แนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการ พัฒนาแนวทางภาวะผู้นำแบบร่วมมือ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

1. ขั้นตอนการดำเนินการ ดังนี้

ในระยะที่ 1 มีขั้นตอนการดำเนินการ ดังนี้

1.1 ผู้วิจัยศึกษาแนวคิด ทฤษฎี เกี่ยวกับภาวะผู้นำแบบร่วมมือ จากเอกสาร และงานวิจัยที่เกี่ยวข้อง ทำการวิเคราะห์ข้อมูลโดยการสร้างข้อสรุปจากการวิเคราะห์เนื้อหา (Content Analysis) จากข้อมูลที่เก็บรวบรวมได้ แล้วนำมาสร้างกรอบแนวคิดการวิจัย ได้องค์ประกอบและตัวชี้วัดของภาวะผู้นำแบบร่วมมือ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ประกอบด้วย 5 องค์ประกอบ ดังนี้ 1) ความไว้วางใจ 2) ความผูกพัน 3) การตัดสินใจร่วม 4) การเปลี่ยนแปลง 5) การมีวิสัยทัศน์ร่วม

1.2 นำองค์ประกอบ และตัวชี้ของภาวะผู้นำแบบร่วมมือ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 มาใช้สร้างแบบสอบถามเพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็น

1.3 ทำการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

1.4 วิเคราะห์สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของภาวะผู้นำแบบร่วมมือ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 มาหาดัชนีความต้องการจำเป็น (Priority Needs Index)

2. ประชากรและกลุ่มตัวอย่าง

2.1 ประชากร ได้แก่ ผู้อำนวยการสถานศึกษาหรือผู้รักษาการในตำแหน่งผู้อำนวยการสถานศึกษา จำนวน 175 คน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

2.2 กลุ่มตัวอย่าง ได้แก่ ผู้อำนวยการสถานศึกษาหรือผู้รักษาการในตำแหน่งผู้อำนวยการสถานศึกษาที่ได้จากการสุ่มตัวอย่างแบบง่าย (Simple random sampling) กำหนดจำนวนกลุ่มตัวอย่างโดยวิธีการเทียบตารางสำเร็จรูปของ Krejcie & Morgan

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 แบบสอบถามเพื่อการวิจัย

แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำแบบร่วมมือ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถามและข้อมูลทั่วไป ได้แก่ วุฒิการศึกษา ประสบการณ์ทางการบริหาร และขนาดของสถานศึกษา ซึ่งเป็นแบบตรวจสอบรายการ (Checklist)

ตอนที่ 2 เป็นแบบสอบถามเกี่ยวกับภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา และทักษะที่จำเป็นต่อภาวะผู้นำแบบร่วมมือ ของผู้บริหารศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 เป็นแบบสอบถามมาตราส่วนประเมินค่า 5 ระดับ สอบถามภาวะผู้นำใน 5 ด้าน

3.2 การสร้างและหาคุณภาพของเครื่องมือ

แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำแบบร่วมมือ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 มีวิธีการสร้างและหาคุณภาพ ดังนี้

1. ศึกษาหลักเกณฑ์ และวิธีการสร้างแบบสอบถามแบบมาตราส่วน ประมาณค่า

2. ร่างแบบสอบถามโดยใช้ประเด็นองค์ประกอบและตัวชี้วัดที่ได้จากการศึกษามาเป็นกรอบการสร้างแบบสอบถาม

3. นำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ เพื่อตรวจสอบความถูกต้องและความครอบคลุมของเนื้อหาแล้วนำข้อเสนอแนะที่ได้ไปพิจารณาปรับปรุงแก้ไขให้สมบูรณ์ยิ่งขึ้น

4. การตรวจคุณภาพของแบบสอบถาม โดยการตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ผู้วิจัยนำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นและผ่านการพิจารณาจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว นำเสนอผู้เชี่ยวชาญเพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา ความเหมาะสมและความชัดเจนของข้อคำถาม ดำเนินการตรวจสอบคุณภาพเครื่องมือโดยวิธีการตรวจสอบความเที่ยงตรงเชิงเนื้อหาใช้เทคนิค IOC (Index of Item-Objective Congruence) หรือดัชนีความสอดคล้องระหว่างข้อคำถาม

5. นำแบบสอบถามที่ผ่านการตรวจพิจารณาของผู้เชี่ยวชาญแล้วนำไปทดลองใช้ เพื่อหาคุณภาพของแบบสอบถามโดยนำไปทดลองใช้ (Try Out) กับผู้บริหารสถานศึกษาหรือผู้รักษาการในตำแหน่งผู้บริหารสถานศึกษา ที่ปฏิบัติงานในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน

6. นำแบบสอบถามที่ทดลองใช้นำมาหาค่าอำนาจจำแนกรายข้อโดยการหาค่าสัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อกับคะแนนรวม (Item–Total Correlation) คัดเลือกข้อคำถามที่มีค่า 0.20 ขึ้นไปใช้ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายของ Pearson โดยดูจากค่าความสัมพันธ์จากคะแนนรายข้อกับคะแนนรวม (Item Total Correlation) ข้อคำถามมีค่าอำนาจจำแนกอยู่ระหว่างการตรวจสอบค่าความเชื่อมั่น ผู้วิจัยได้นำข้อคำถามที่มีค่าอำนาจจำแนกตามเกณฑ์ไปหาค่าความเชื่อมั่นทั้งฉบับตามวิธีการหาค่าสัมประสิทธิ์แอลฟาของคอนบราค (Cronbach's Alpha Coefficient)

7. จัดพิมพ์แบบสอบถามฉบับสมบูรณ์ แล้วนำไปเก็บรวบรวมข้อมูลกับกลุ่มตัวอย่างต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยดำเนินการขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ถึงผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 เพื่อขออนุญาตและอำนวยความสะดวกในการดำเนินการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างที่เป็นผู้อำนวยการโรงเรียนหรือผู้รักษาการในตำแหน่งผู้อำนวการโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

4.2 ผู้วิจัยนำแบบสอบถามพร้อมหนังสือขอความร่วมมือในการตอบแบบสอบถาม จัดส่งไปยังสถานศึกษาที่เป็นกลุ่มตัวอย่างทางออนไลน์

5. การจัดกระทำและวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์และนำเสนอข้อมูลจากแบบสอบถาม ดังนี้

5.1 การจัดกระทำข้อมูล

5.1.1 ตรวจสอบจำนวนและความสมบูรณ์ของแบบสอบถามที่ได้รับคืนมาแต่ละฉบับใช้วิเคราะห์ข้อมูล โดยใช้โปรแกรมสำเร็จรูป ดังนี้

5.1.1.1 วิเคราะห์ข้อมูล ตอนที่ 1 ของแบบสอบถาม ที่มีลักษณะเป็นข้อมูลทั่วไปเกี่ยวกับสถานภาพ เพศ อายุ ประสบการณ์ วิเคราะห์โดยใช้ค่าความถี่ (Frequency) และ ค่าร้อยละ Percentage)

5.1.1.2 วิเคราะห์ข้อมูล ตอนที่ 2 ของแบบสอบถาม ที่มีลักษณะข้อมูล ประเภทมาตราส่วนประมาณค่า (Rating Scale) โดยใช้โปรแกรมสำเร็จรูปในการดำเนินการหาค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล ในการวิเคราะห์ข้อมูลการวิจัยครั้งนี้ ผู้วิจัยได้ใช้สถิติในการวิเคราะห์ข้อมูลดังนี้

5.2.1 สถิติพื้นฐาน

5.2.1.1 ร้อยละ (Percentage)

5.2.1.2 ค่าเฉลี่ย (Mean)

5.2.1.3 ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation: S.D.)

5.2.2 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ

5.2.2.1 ค่าความเชื่อมั่นของแบบสอบถามโดยหาค่าสัมประสิทธิ์แอลฟา (Alpha Coefficient) โดยใช้สูตรของครอนบาค (Cronbach) และค่าอำนาจจำแนกรายข้อ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อคำถามกับคะแนนตามสูตรหาค่า สัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson's Product Moment Correlation Coefficient)

5.2.2.2 การหาค่าความตรงด้านเนื้อหา (Content Validity) ของ แบบสอบถามโดยใช้สูตรดัชนีความสอดคล้อง (Index of item Objective Congruence: IOC)

5.3. วิเคราะห์ความต้องการความจำเป็น (Need Assessment) โดยนำข้อมูลที่ได้จากการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์มาหาดัชนีความต้องการจำเป็น (Priority Needs Index) เพื่อจัดลำดับความต้องการความจำเป็น

ระยะที่ 2 ศึกษาแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

ขั้นตอนที่ 1 การศึกษา Best Practices เกี่ยวกับการเสริมสร้างภาวะแบบร่วมมือ จากผู้ทรงคุณวุฒิในการบริหารการศึกษา

1. ผู้ให้ข้อมูล ได้แก่ อาจารย์สาขาการบริหารจัดการศึกษาในระดับอุดมศึกษา 1 คน ผู้บริหารการศึกษา กลุ่มงานบริหารงานบุคคล สังกัดสำนักงานเขตพื้นที่การศึกษา 1 คน และผู้บริหารสถานศึกษา 1 คน ใช้วิธีการเลือกแบบเจาะจง (Purposive Sampling) รวมผู้ให้ข้อมูลทั้งหมด 3 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสัมภาษณ์กึ่งโครงสร้างซึ่งใช้คำถามที่ประกอบด้วยข้อมูลทั่วไป และความคิดเห็นเกี่ยวกับการเสริมสร้างภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา ซึ่งมีส่วนประกอบดังนี้

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับตำแหน่งทางการบริหาร ตำแหน่งทางวิชาการ คุณวุฒิสูงสุด สถานที่ทำงาน ประสบการณ์ในการทำงาน

ตอนที่ 2 ความคิดเห็นเกี่ยวกับการเสริมสร้างภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา

2.2 การสร้างและการหาคุณภาพของเครื่องมือ

2.2.1 ศึกษาแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้องกับแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

2.2.2 สร้างเป็นข้อคำถามของแบบสัมภาษณ์

2.2.3 นำข้อคำถามของแบบสัมภาษณ์ที่สร้างได้ไปให้อาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้องของแบบสัมภาษณ์ สำนวนภาษา และปรับปรุงตามคำแนะนำของอาจารย์ที่ปรึกษา

2.2.4 นำแบบสัมภาษณ์ที่สร้างขึ้นเรียบร้อยแล้วไปให้ผู้เชี่ยวชาญ (ชุดเดิม) ในการตรวจสอบเครื่องมือวิจัย พิจารณาความสอดคล้องระหว่างประเด็นข้อคำถามในการสัมภาษณ์ กับวัตถุประสงค์และนิยามศัพท์เฉพาะ ในขั้นตอนนี้ใช้การวิเคราะห์ความสอดคล้อง (IOC : Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

2.2.5 ปรับปรุงแบบสัมภาษณ์ตามคำแนะนำของผู้เชี่ยวชาญไปจัดทำเป็นแบบ สัมภาษณ์ฉบับสมบูรณ์

3. การเก็บรวบรวมข้อมูล

ดำเนินการประสานงานกับหน่วยงานต้นสังกัดของผู้ให้ข้อมูลและสัมภาษณ์ด้วยตนเอง โดยใช้แบบสอบถามที่สร้างขึ้น ผู้วิจัยใช้วิธีการสัมภาษณ์และจัดเก็บข้อมูลด้วยวิธีการจดบันทึก ใช้เครื่องบันทึกเสียงและกล้องถ่ายภาพ โดยมีรายละเอียดดังนี้

3.1 ขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล

3.2 นำหนังสือขอความอนุเคราะห์ในการตอบแบบสัมภาษณ์ส่งถึงกลุ่มผู้ให้ข้อมูลด้วยตนเอง พร้อมนัดหมายวันเวลาที่กลุ่มผู้ให้ข้อมูลสะดวกในการให้สัมภาษณ์กับผู้วิจัย

3.3 ดำเนินการสัมภาษณ์ตามวันเวลาที่นัดหมายพร้อมเก็บบันทึกข้อมูล โดยละเอียด

4. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

4.1 นำข้อมูลที่ได้จากแบบบันทึกการสัมภาษณ์มาเรียบเรียง จัดระเบียบ ข้อมูล จัดกลุ่มเนื้อหาตามองค์ประกอบหลักและองค์ประกอบย่อย

4.2 ผู้วิจัยวิเคราะห์ข้อมูลโดยการวิเคราะห์ข้อมูลเชิงคุณภาพ

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงคุณภาพ คือ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 2 แนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

ยกร่างแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยดำเนินการนำข้อมูลที่ได้จากการวิเคราะห์ความต้องการจำเป็นในระยะที่ 1 และการศึกษา Best Practices เกี่ยวกับการเสริมสร้างภาวะแบบร่วมมือของผู้บริหารสถานศึกษา มาพัฒนาเป็นแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

ขั้นตอนที่ 3 การตรวจสอบยืนยันแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

1. ผู้ทรงคุณวุฒิ ตรวจสอบยืนยันแนวทางฯ จำนวน 8 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบบันทึกการสนทนากลุ่ม (Focus Group Discussion) ของผู้ทรงคุณวุฒิด้านความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา

2.2.2 ศึกษาวิธีการสร้างแบบบันทึกการสนทนากลุ่ม (Focus Group Discussion)

2.2.3 ร่างแบบบันทึกการสนทนากลุ่ม (Focus Group Discussion) โดยใช้ประเด็นสำคัญของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบบันทึกการสนทนากลุ่มที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษา วิทยานิพนธ์แล้วให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้อง ตั้งแต่ .60 ขึ้นไป

2.2.6 จัดทำแบบบันทึกการสนทนากลุ่มฉบับจริงและนำไปเก็บข้อมูลกับกลุ่มผู้ทรงคุณวุฒิต่อไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุมถึงผู้ทรงคุณวุฒิ

3.2 ติดต่อประสานงานกับผู้ทรงคุณวุฒิเพื่อขอความอนุเคราะห์ในการตรวจสอบ ยืนยันแนวทางด้วยการสนทนากลุ่ม (Focus Group Discussion) ของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบบันทึกการสนทนากลุ่ม

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูลและการวิเคราะห์ข้อมูลเชิงคุณภาพ

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 การวิเคราะห์ข้อมูล คือ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 4 ประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดย

1. ผู้ทรงคุณวุฒิ (ชุดเดิม) จำนวน 8 คน ประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดย โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดย ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2556)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ระยะที่ 3 ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

1. นำร่างแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 เสนอต่อผู้ทรงคุณวุฒิ เพื่อประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสม และความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดย โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดย ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2556)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

1. สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาแนวทางภาวะผู้นำแบบร่วมมือ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 สภาพปัจจุบันของภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับปานกลางเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านความผูกพัน รองลงมาคือ ด้านการตัดสินใจร่วม ด้านความไว้วางใจ ด้านการเปลี่ยนแปลง และด้านการมีวิสัยทัศน์ร่วม สภาพที่พึงประสงค์ของภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการเปลี่ยนแปลง และด้านการมีวิสัยทัศน์ร่วม รองลงมาคือ ด้านความไว้วางใจ ด้านการตัดสินใจร่วม และด้านความผูกพัน และความต้องการจำเป็นในการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปน้อย ได้แก่ ด้านการมีวิสัยทัศน์ร่วม ด้านการเปลี่ยนแปลง ด้านการตัดสินใจร่วม ด้านความไว้วางใจ และด้านความผูกพัน

2. แนวทางการพัฒนาภาวะผู้นำแบบร่วมมือ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ประกอบด้วย 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ ใช้กิจกรรมการพัฒนาตามหลักวิธีการพัฒนา 70:20:10 ได้แก่ การเรียนรู้จากประสบการณ์ปฏิบัติจริง การให้คำปรึกษาหรือการฝึกอบรม และการศึกษาจากผู้อื่นหรือการศึกษาด้วยตนเอง มีแนวทางในการพัฒนา 5 ด้าน ประกอบด้วย ด้านความไว้วางใจ ด้านความผูกพัน ด้านการตัดสินใจร่วม ด้านการเปลี่ยนแปลง และด้านการมีวิสัยทัศน์ร่วม 4) การประเมิน มีการประเมิน 2 ขั้นตอน ขั้นที่ 1 ประเมินก่อนการดำเนินการ ได้แก่ ประเมินความเป็นไปได้ในการปฏิบัติ ตรวจสอบเครื่องมือ สื่อ คน และเวลา และประเมินความเข้าใจก่อนการพัฒนา ขั้นที่ 2 ประเมินหลังดำเนินการ ได้แก่ ประเมินความเข้าใจหลังการพัฒนา ประเมินภาวะแบบร่วมมือของผู้เข้าร่วมพัฒนา และแบบประเมินความพึงพอใจของผู้เข้าร่วมพัฒนา และ 5) เงื่อนไขความสำเร็จ ผลการตรวจสอบยืนยัน และประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยผู้ทรงคุณวุฒิ พบว่า โดยรวมอยู่ในระดับมาก

3. ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 พบว่า มีความเหมาะสมอยู่ในระดับมาก และมีความเป็นไปได้อยู่ในระดับมาก

อภิปรายผลการวิจัย

1. สภาพปัจจุบันของภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับปานกลางเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านความผูกพัน รองลงมาคือ ด้านการตัดสินใจร่วม ด้านความไว้วางใจ ด้านการเปลี่ยนแปลง และด้านการมีวิสัยทัศน์ร่วม ผลการวิจัยเช่นนี้อาจเป็นเพราะ ผู้บริหารสถานศึกษายังไม่ได้รับการพัฒนาทักษะการนำเอาภาวะผู้นำแบบร่วมมือมาใช้ในการบริหารจัดการศึกษาเท่าทีควร ซึ่งสอดคล้องกับงานวิจัยของ Huffaker (2017) ได้ทำการวิจัยเรื่อง Me to we: How collaborative leadership culture developed in an organization เกี่ยวกับการสร้างวัฒนธรรมความเป็นผู้นำแบบร่วมมือกันพัฒนาในองค์กร พบว่า องค์กรในปัจจุบันต้องพบกับความท้าทายทั้งภายนอกและภายในของการเปลี่ยนแปลงอย่างต่อเนื่อง โมเดลองค์กรแบบดั้งเดิมส่วนใหญ่ได้รับการออกแบบเพื่อความมั่นคง รวมถึงรูปแบบการเป็นผู้นำที่ใช้ลำดับชั้นจากบนลงล่าง คำสั่งและการควบคุมเพื่อควบคุมทิศทางและการทำงาน การศึกษานี้สำรวจปรากฏการณ์ทางเลือกที่สังเกตได้ในทางปฏิบัติ นำไปสู่ตัวขับเคลื่อนองค์กร

2. สภาพที่พึงประสงค์ของภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการเปลี่ยนแปลง และด้านการมีวิสัยทัศน์ร่วม รองลงมาคือ ด้านความไว้วางใจ ด้านการตัดสินใจร่วม และด้านความผูกพัน ซึ่งสอดคล้องกับ Sankey (2017) ได้ทำการวิจัยเรื่อง Understanding How Principals Shape Collaborative School Cultures

เกี่ยวกับการกำหนดรูปแบบวัฒนธรรมความร่วมมือในโรงเรียน พบว่า ประเด็นของการปรับปรุงโรงเรียนมีความซับซ้อน และถึงแม้ความคิดริเริ่มในการปฏิรูปจะเกิดจากความตั้งใจเชิงบวกสำหรับโรงเรียน แต่หลายๆ ประเด็นก็ส่งผลเสียต่อวัฒนธรรมของโรงเรียน วัฒนธรรมโรงเรียนที่มีความร่วมมือถือเป็นองค์ประกอบสำคัญของการปรับปรุงโรงเรียน ดังนั้นจึงมีความจำเป็นที่จะต้องมีความเข้าใจมากขึ้นว่าครูใหญ่รับรู้และกำหนดรูปแบบวัฒนธรรมของโรงเรียนที่ร่วมมือกันอย่างไร

3. ความต้องการจำเป็นในการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปน้อย ได้แก่ ด้านการมีวิสัยทัศน์ร่วม ด้านการเปลี่ยนแปลง ด้านการตัดสินใจร่วม ด้านความไว้วางใจ และด้านความผูกพัน ทั้งนี้อาจเป็นเพราะสังคมในปัจจุบันมีการเปลี่ยนแปลงอยู่ตลอดเวลา จึงส่งผลต่อความต้องการจำเป็นของการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา ซึ่งสอดคล้องกับงานวิจัยของบุญไช จันทร์ศรีนา และคณะ (2562) ได้ศึกษาวิจัยเรื่องการศึกษาภาวะผู้นำแบบร่วมมือร่วมพลังของผู้บริหารที่ส่งผลต่อการดำเนินงานของสถานศึกษาขั้นพื้นฐานของภาครัฐสังกัดกระทรวงศึกษาธิการและกีฬาสาธารณรัฐประชาธิปไตยประชาชนลาว พบว่า ผลการศึกษากรอบแนวคิดการศึกษาภาวะผู้นำแบบร่วมมือร่วมพลัง ประกอบด้วย ตัวแปรภาวะผู้นำแบบร่วมพลัง 5 ตัวแปรสามารถร่วมกันพยากรณ์ผลการดำเนินงานของสถานศึกษาได้ร้อยละ 74.1 โดยตัวแปรด้านการปกครองกลุ่มคนที่มีความหลากหลายด้วยหลักธรรมาภิบาล สามารถพยากรณ์ผลการดำเนินงานของสถานศึกษาได้สูงสุด รองลงมาเป็นการมีวิสัยทัศน์ การสร้างความสัมพันธ์ การมีส่วนร่วม การเห็นคุณค่าของผู้มีส่วนได้เสียที่มีความหลายหลาก และความฉลาดไหวพริบในการตัดสินใจแก้ปัญหา สอดคล้องกับงานวิจัยของ กันตธี เนื่องศรี (2563) เรื่องการพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำพลังร่วมของผู้บริหารโรงเรียนประถมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน พบว่ามี องค์ประกอบคุณลักษณะและตัวชี้วัดภาวะผู้นำพลังร่วมของผู้บริหารโรงเรียนประถมศึกษา ประกอบด้วย การมีวิสัยทัศน์ร่วม การสร้างการเปลี่ยนแปลง การตัดสินใจร่วม การสร้างทีมงาน และการหมุนเวียนกันเป็นผู้นำ

4. แนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 พบว่า ประกอบด้วย 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ ใช้กิจกรรมการพัฒนาตามหลักวิธีการพัฒนา 70:20:10 ได้แก่ การเรียนรู้จากประสบการณ์ปฏิบัติจริง การให้คำปรึกษาหรือการฝึกอบรม และการศึกษาจากผู้อื่นหรือการศึกษาด้วยตนเอง มีแนวทางในการพัฒนา 5 ด้าน ประกอบด้วย ด้านความไว้วางใจ ด้านความผูกพัน ด้านการตัดสินใจร่วม ด้านการเปลี่ยนแปลง และด้านการมีวิสัยทัศน์ร่วม 4) การประเมิน มีการประเมิน 2 ขั้นตอน ขั้นที่ 1 ประเมินก่อนการดำเนินการ ได้แก่ ประเมินความเป็นไปได้ในการปฏิบัติ ตรวจสอบเครื่องมือ สื่อ คน และเวลา และประเมินความเข้าใจก่อนการพัฒนา ขั้นที่ 2 ประเมินหลังดำเนินการ ได้แก่ ประเมินความเข้าใจหลังการพัฒนา ประเมินภาวะแบบร่วมมือของผู้เข้าร่วมพัฒนา และแบบประเมินความพึงพอใจของผู้เข้าร่วมพัฒนา และ 5) เงื่อนไขความสำเร็จ ผลการประเมินแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา มีความเหมาะสมและความเป็นไปได้ อยู่ในระดับมาก ซึ่งสอดคล้องกับผลการวิจัยของ บุญไช จันทร์ศรีนา และคณะ (2562) ได้ศึกษาวิจัยเรื่องการศึกษาภาวะผู้นำแบบร่วมมือร่วมพลังของผู้บริหารที่ส่งผลต่อการดำเนินงานของสถานศึกษาขั้นพื้นฐานของภาครัฐสังกัดกระทรวงศึกษาธิการและกีฬาสาธารณรัฐประชาธิปไตยประชาชนลาว พบว่า การดำเนินงานของสถานศึกษาที่ประสบผลสำเร็จ ประกอบด้วย การปกครองกลุ่มคนที่มีความหลากหลายด้วยหลักธรรมาภิบาล สามารถพยากรณ์ผลการดำเนินงานของสถานศึกษาได้สูงสุด รองลงมาเป็นการมีวิสัยทัศน์ การสร้างความสัมพันธ์ การมีส่วนร่วม การเห็นคุณค่าของผู้มีส่วนได้เสียที่มีความหลายหลาก และความฉลาดไหวพริบในการตัดสินใจแก้ปัญหา

โดยสรุป แนวทางพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ประกอบด้วย 5 ด้าน ได้แก่ 1. ความไว้วางใจ 2. ความผูกพัน 3. การตัดสินใจร่วม 4. การเปลี่ยนแปลง 5. การมีวิสัยทัศน์ร่วม ผู้บริหารสถานศึกษาสามารถนำไปวางแผนให้สอดคล้องกับความต้องการ เพื่อเป็นแนวทางพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษาให้บรรลุตามเป้าหมายที่สถานศึกษากำหนด อันจะนำไปสู่ประสิทธิภาพในการปฏิบัติงาน รวมทั้งเกิดความก้าวหน้าและบรรลุวัตถุประสงค์สูงสุดขององค์กร

ข้อเสนอแนะ

ข้อเสนอแนะทั่วไป

1. จากการศึกษาสภาพที่พึงประสงค์ของภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา สรุปได้ว่ามีความต้องการด้านการเปลี่ยนแปลง และด้านการมีวิสัยทัศน์ร่วมมากที่สุด ดังนั้นผู้วิจัยและผู้มีส่วนเกี่ยวข้องควรส่งเสริมให้มีการพัฒนาอย่างต่อเนื่อง เพราะจะทำให้ผู้บริหารเป็นผู้ที่มีประสิทธิภาพมากยิ่งขึ้น

2. สำนักงานเขตพื้นที่การศึกษา ควรกำหนดนโยบายการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารเป็นลำดับต้นๆ ควรมีการจัดระบบการกำกับ ติดตามและประเมินผลเป็นระยะที่ต่อเนื่อง มีการจัดกิจกรรมสร้างความตระหนักและพัฒนาตนเองอย่าง

ต่อเนื่อง สำหรับผู้บริหารสถานศึกษา โดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น ($PNI_{modified}$) ที่มีความต้องการจำเป็นสูง

3. ผู้บริหารสถานศึกษามีบทบาทสำคัญในการขับเคลื่อนนโยบายการบริหารจัดการศึกษา ควรได้รับการพัฒนาตนเองด้านการบริหารจัดการศึกษาอย่างต่อเนื่อง สม่ำเสมอ เพื่อพัฒนาตนเองและส่งผลต่อการพัฒนาองค์กรให้มีประสิทธิภาพ ผู้บริหารควรเล็งเห็นความสำคัญและความจำเป็นที่ต้องพัฒนาในด้านต่างๆ และการพัฒนาภาวะผู้นำแบบร่วมมือ โดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น ($PNI_{modified}$)

ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

1. ควรมีการศึกษารูปแบบการพัฒนาภาวะผู้นำแบบร่วมมือที่หลากหลายและเหมาะสมกับบริบทของแต่ละองค์กร

2. ควรมีการศึกษาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษาเป็นรายด้านโดยเฉพาะด้านที่มีระดับความต้องการจำเป็นมาก เพื่อเป็นแนวทางในการพัฒนาได้ตรงกับความต้องการอย่างแท้จริง

3. ควรศึกษาถึงกลยุทธ์ของการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา ที่จะส่งผลต่อผู้เข้ารับการพัฒนาด้านบวกและด้านลบ ทั้งก่อนและหลังการพัฒนา

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สภาพ และความต้องการจำเป็นในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

Situations And Needs for The Development of Integrated School Management Skills Under The Secondary Educational Service Area Office Nakhon Phanom

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ และ(2) ประเมินความต้องการจำเป็นในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ กลุ่มตัวอย่างที่ใช้ในวิจัย คือผู้บริหารสถานศึกษาและครู จำนวน 344 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ จำนวน 2 ฉบับ คือ (1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .46 - .89 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98 (2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้องระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .49 - .85 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ . 98 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการศึกษาพบว่า (1) สภาพปัจจุบันในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ โดยรวมอยู่ในระดับมาก และสภาพที่พึงประสงค์ในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ อยู่ในระดับมากที่สุด (2) ความต้องการจำเป็นในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ ที่มีค่าสูงสุด 3 อันดับแรก ได้แก่ 1) ด้านการสร้างความสำเร็จ 2) ด้านการสร้างความเชื่อมโยง 3) ด้านการสร้างความร่วมมือ

คำสำคัญ : สภาพปัจจุบัน, สภาพที่พึงประสงค์, ความต้องการจำเป็น, ทักษะการบริหารสถานศึกษาเชิงบูรณาการ

Abstract

The purposes of this study were 1) to examine the current and desirable situations, and 2) to assess the needs for the development of integrated school management skills. The samples used were 344 school administrators and teachers. The instruments employed in data collection were 2 five-rating scale questionnaires as followed : (1) a current situation questionnaire with the Index of item Congruence (IC) between .80 - 1.00, the discrimination between .46 - .89, and the reliability of .98 and (2) a questionnaire in the desirable situations with the Index of item Congruence (IC) between .80 - 1.00, the discrimination between .49 - .85, and the reliability of .98 The statistics employed in data analysis were percentage, mean, standard deviation, and the modified priority need assessment index ($PNI_{Modified}$).

The results revealed that (1) the current situations for the development of integrated school management skills were at the high level in overall aspect and the desirable situations for the development of integrated school management skills of school administrators were at the highest level in overall aspect. (2) The top three highest of need assessment in situations and the priority needs index on for the development of integrated school management skills of school administrators were 1) aspects of success. 2) in connection building. 3) cooperation.

Keywords: Current Situations / Desirable Situations / Needs / Development of Integrated School Management Skills

บทนำ

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ในสถานการณ์การเปลี่ยนแปลงทั้งภายในและภายนอกประเทศที่มีผลกระทบต่อการจัดการศึกษาของประเทศ ชี้ให้เห็นว่าประเทศไทยยังต้องเผชิญกับกระแสการเปลี่ยนแปลงของโลกศตวรรษที่ 21 ทีที่เป็นไปอย่างรวดเร็ว ซับซ้อนและคาดการณ์ได้ยาก ในขณะที่ผลการจัดการศึกษาของประเทศในทุรกะดับยังคงมีปัญหา ทั้งในด้านคุณภาพของคนไทยที่ผู้เรียนและผู้สำเร็จการศึกษาระดับต่าง ๆ ที่ยังมีผลสัมฤทธิ์ทางการศึกษา คุณลักษณะ และทักษะอยู่ในระดับที่ยังไม่น่าพึงพอใจ และกำลังแรงงานของประเทศที่มีสมรรถนะไม่สอดคล้องกับความต้องการของตลาดงานและระบบเศรษฐกิจและสังคมของประเทศที่มีการเปลี่ยนแปลงอย่างรวดเร็ว การเร่งปฏิรูปการศึกษาตามแนวทางการปฏิรูปประเทศ ยุทธศาสตร์ชาติและการขับเคลื่อนประเทศไทยสู่ยุค 4.0 จึงเป็นทางออกสำคัญของการจัดการศึกษาเพื่อให้ประชาชนได้รับโอกาสในการศึกษาและเรียนรู้ตลอดชีวิตอย่างมีคุณภาพ (แผนการศึกษาแห่งชาติ พ.ศ. 2560 – 2579) ผู้บริหารสถานศึกษาต้องมีคุณลักษณะที่โดดเด่น มีทักษะและบทบาทในการบริหารการเปลี่ยนแปลงให้ได้อย่างมีประสิทธิภาพการใช้ข้อมูลสารสนเทศเพื่อใช้ในการกำหนดยุทธศาสตร์และนำไปสู่การปฏิบัติในอนาคต (ชัยยนต์ เพาพาน, 2559)

การบูรณาการ (Integration) กำลังเป็นทิศทางการดำเนินการของหน่วยงานหรือองค์กรต่างๆ ไม่เว้นแม้แต่หน่วยงานหรือองค์กรทางด้านการศึกษาที่เริ่มให้ความสำคัญกับการบูรณาการดังกล่าวนี้มากขึ้น อาทิ การบูรณาการความร่วมมือข้ามภาคส่วน การบูรณาการข้ามศาสตร์สาขาวิชา เป็นต้น อันส่งผลเป็นประโยชน์ช่วยให้การศึกษาสามารถสนองตอบโจทย์ความต้องการของสังคมที่นับวันจะทวีความสลับซับซ้อนมากยิ่งขึ้น (เกรียงศักดิ์ เจริญวงศ์ศักดิ์, 2555)

ในปัจจุบันการบูรณาการมีการเชื่อมโยงข้ามศาสตร์ซึ่งมีความเกี่ยวข้องกับความรู้ 3 รูปแบบ ได้แก่ (1) ความรู้เชิงระบบ เป็นความรู้ที่อธิบายสาเหตุ พัฒนาการ และผลลัพธ์ของปัญหาอย่างเป็นระบบ (2) ความรู้เป้าหมาย เป็นความรู้สำหรับกำหนดเป้าหมายและกระบวนการแก้ไขปัญหา และ (3) ความรู้เพื่อการเปลี่ยนแปลงเป็นความรู้วิธีการเปลี่ยนผ่านหรือปรับเปลี่ยนสถานการณ์แห่งปัญหาไปสู่เป้าหมายที่กำหนดไว้ ซึ่งสอดคล้องกับกับนโยบายทางการศึกษา (จรัญ โฆษณานันท์, 2555)

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ได้กำหนดแนวทางการปฏิบัติงานของสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ในการบริหารยุทธศาสตร์และบูรณาการการศึกษาและกลุ่มจังหวัด หมายถึง การจัดทำแผนพัฒนาการศึกษา แผนปฏิบัติราชการ 4 ปี และแผนปฏิบัติราชการประจำปีที่สอดคล้องกบนโยบายรัฐบาลหน่วยงานต้นสังกัด นโยบายการพัฒนาจังหวัดและกลุ่มจังหวัดและสภาพปัญหา ความต้องการของ ประชาชนในพื้นที่โดยบูรณาการการดำเนินงาน/โครงการของหน่วยงานที่เกี่ยวข้องอย่างเป็นระบบและเอกภาพ (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม, 2565)

จากสภาพปัญหาดังกล่าวข้างต้นผู้ศึกษาจึงมีความสนใจที่จะศึกษาสภาพปัจจุบัน และความต้องการจำเป็นในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนมเพื่อจะได้นำผลงานวิจัยนี้ไปใช้เป็นแนวทางในการปรับปรุงและพัฒนาทักษะการบริหารสถานศึกษา คุณภาพของสถานศึกษาให้มีคุณภาพต่อไป

กรอบแนวคิดในการศึกษา

เรื่อง สภาพ และความต้องการจำเป็นในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนมโดยผู้ศึกษาได้ศึกษาตามกรอบแนวคิดของ Amorim, Gunther and Almada–Lobo (2012) ; Barrington, Chopin and Robinson (2009) ; Beane (1991); Hopkins, Hopkins and Hoffman (2005); Immordino-Yang, Darling-Hammond, and Krone (2018 : online) ; Tsai and others (2010) ; เกรียงศักดิ์ เจริญวงศ์ศักดิ์ (2555) ; เทื้อน ทองแก้ว (2562) ; ศักดา แจ่มแจ้ง (2560) ; สำนักงานคณะกรรมการการอุดมศึกษา (2557) ผู้ศึกษาได้สรุปเป็นกรอบแนวคิดของการศึกษาครั้งนี้ประกอบด้วย 5 ด้าน ดังนี้

1. ด้านกระบวนการบริหาร
2. ด้านการสร้างความสำเร็จ
3. ด้านการสร้างความเชื่อมโยง
4. ด้านการปฏิบัติงาน
5. ด้านการสร้างความร่วมมือ

วัตถุประสงค์การศึกษา

1 เพื่อศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

2 เพื่อประเมินความต้องการจำเป็นในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

วิธีการดำเนินการศึกษา

1 ประชากรและกลุ่มตัวอย่างที่

1) ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ปีการศึกษา 2565 จาก 51 สถานศึกษา จำนวน1,895 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 102 คน ครู จำนวน 1,793 คน

2) กลุ่มตัวอย่างในการศึกษาครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม จาก 51 โรงเรียน จำนวน 344 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 64 คน และครู จำนวน 280 คน

3) การกำหนดขนาดของกลุ่มตัวอย่าง ผู้ศึกษากำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละของบุญชม ศรีสะอาด. (2560) แยกตามสถานภาพได้ ดังนี้ (1) ผู้บริหารสถานศึกษาขนาดเล็กใช้เกณฑ์ร้อยละ 60 และขนาดกลางใช้เกณฑ์ร้อยละ 70 และผู้บริหารสถานศึกษาขนาดใหญ่ใช้เกณฑ์ร้อยละ 65 (2) ครูสถานศึกษาขนาดเล็กใช้เกณฑ์ร้อยละ 15 ขนาดกลางใช้เกณฑ์ร้อยละ 20 และครูสถานศึกษาขนาดใหญ่ใช้เกณฑ์ร้อยละ 15

2 เครื่องมือที่ใช้ในการศึกษา

เครื่องมือทีใช้ในการศึกษาครั้งนี้ มี 2 ฉบับ เป็นแบบสอบถามที่ผู้ศึกษาสร้างขึ้นเองโดยการศึกษาเอกสารตำราและงานวิจัยที่เกี่ยวข้อง และขอคำแนะนำจากผู้เชี่ยวชาญมาสร้างเป็นแบบสอบถาม เรื่องสภาพปัจจุบันและสภาพที่พึงประสงค์ในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้มี 2 ขั้นตอนดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถามเป็นข้อมูลสถานภาพของขนาดโรงเรียน ของผู้ตอบแบบสอบถาม ได้แก่ สถานภาพและขนาดของสถานศึกษาที่ปฏิบัติงานมีลักษณะเป็นแบบตรวจสอบรายการ (Checklist)

ตอนที่ 2 ข้อแบบสอบถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ แบบสอบถามเป็นแบบมาตราส่วนประมาณค่า (Rating Scale)

3 การเก็บรวบรวมข้อมูล

1) ขอหนังสือจากงานบัณฑิตศึกษา คณะครุศาสตร์ มหาวิทยาลัยนครพนม เพื่อขอความอนุเคราะห์จากผู้บริหารสถานศึกษา และครูของสถานศึกษาที่เป็นกลุ่มตัวอย่างตอบแบบสอบถาม

2) นำส่งแบบสอบถามสถานศึกษาที่เป็นกลุ่มตัวอย่างสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ให้สถานศึกษาทั้งหมด 51 โรงเรียน จำนวน 344 ฉบับ โดยได้รับแบบสอบถามกลับคืนมาทั้งหมด 344 ฉบับ คิดเป็นร้อยละ 100 ซึ่งใช้การเก็บข้อมูลผ่านทาง Google Form และนำแบบถามมาตรวจสอบความถูกต้อง และนำไปวิเคราะห์ข้อมูล

4 การวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลและการนำเสนอข้อมูลที่รวบรวมได้จากแบบสอบถาม 3 ตอน โดยใช้โปรแกรมคอมพิวเตอร์รูปแบบสำเร็จรูป ดังนี้

ตอนที่ 1 วิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ประกอบด้วยสถานภาพ และขนาดของโรงเรียน นำเสนอข้อมูลโดยการแสดงร้อยละในรูปตารางประกอบคำบรรยาย

ตอนที่ 2 การวิเคราะห์ข้อมูลข้อคำถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม โดย ใช้วิธีประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistic) นำข้อมูลที่รวบรวมได้มาวิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยการแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

ตอนที่ 3 การประเมินความต้องการจำเป็นในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

สรุปผลการวิจัย

1 วิเคราะห์การพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม จำแนกตามสถานภาพทั้งโดยภาพรวมและรายด้านอยู่ในระดับมาก ปรากฏดังตารางที่ 1

ตารางที่ 1 แสดงค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ความคิดเห็นเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ โดยรวมและจำแนกเป็นรายด้าน

การพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1. ด้านกระบวนการบริหาร	3.55	0.21	มาก	4.63	0.19	มากที่สุด
2. ด้านการสร้างความสำเร็จ	3.50	0.33	ปาน	4.71	0.17	มากที่สุด
3. ด้านการสร้างความเชื่อมโยง	3.54	0.12	กลาง	4.74	0.19	มากที่สุด
4. ด้านการปฏิบัติงาน	3.62	0.27	มาก	4.63	0.19	มากที่สุด
5. ด้านการสร้างความร่วมมือ	3.68	0.24	มาก	4.81	0.16	มากที่สุด
			มาก			
รวม	3.57	0.13	มาก	4.70	0.08	มากที่สุด

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับปานกลาง 1 ด้าน และระดับมาก 4 ด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือด้านที่ 5 ด้านการสร้างความร่วมมือ และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้านที่ 2 ด้านการสร้างความสำเร็จ

ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์ในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่า อยู่ในระดับ มากที่สุดทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุดคือด้านที่ 5 ด้านการสร้างความร่วมมือ) และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้านที่ 1 ด้านกระบวนการบริหาร และด้านที่ 4 ด้านการปฏิบัติงาน

ตารางที่ 2 ค่าเฉลี่ย สภาพปัจจุบันและสภาพที่พึงประสงค์ ค่าดัชนีความต้องการจำเป็น ($PNI_{modified}$) และลำดับความต้องการจำเป็นในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ โดยรวม และจำแนกเป็นรายด้าน

การพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1. ด้านกระบวนการบริหาร	3.55	4.63	0.304	3
2. ด้านการสร้างความสำเร็จ	3.50	4.71	0.346	1
3. ด้านการสร้างความเชื่อมโยง	3.54	4.74	0.339	2
4. ด้านการปฏิบัติงาน	3.62	4.63	0.279	5
5. ด้านการสร้างความร่วมมือ	3.68	4.81	0.307	4
รวม	3.57	4.70	0.317	-

จากตารางที่ 2 พบว่าการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม มีค่าดัชนีความต้องการจำเป็น ($PNI_{modified}$) โดยรวมเท่ากับ 0.317 เมื่อพิจารณาลำดับความต้องการจำเป็นรายด้านพบว่าด้านที่มีค่าเฉลี่ยสูงกว่าค่าเฉลี่ยรวมมี 2 ด้าน ได้แก่ด้านที่ 2 ด้านการสร้างความสำเร็จ มีค่าเท่ากับ 0.346 และด้านที่ 3 ด้านการสร้างความเชื่อมโยง มีค่าเท่ากับ 0.339 ตามลำดับ

อภิปรายผลการวิจัย

1. จากการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ผู้ศึกษาได้อภิปรายผลดังนี้

1.1 ผลการศึกษาพบว่า สภาพปัจจุบันในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม โดยรวมพบว่าอยู่ในระดับมาก ผู้ศึกษาเห็นว่าการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ แสดงให้เห็นว่าผู้บริหารสถานศึกษามีวิสัยทัศน์ ในการพัฒนาในด้านการบริหารเชิงบูรณาการ ทั้งใน ด้านกระบวนการบริหารด้านการสร้างความสำเร็จ ด้านการสร้างความเชื่อมโยง ด้านการปฏิบัติงาน และด้านการสร้างความร่วมมือ ในการทำหน้าที่บริหารสถานศึกษาเชิงบูรณาการ เพื่อให้สถานศึกษาบรรลุผลสำเร็จที่สูงขึ้น ทันสมัย สอดคล้องกับ สรินทร เชี่ยวโสธร (2557) ได้ทำการวิจัยเรื่อง รูปแบบการบริหารยุทธศาสตร์แบบบูรณาการเพื่อนำองค์กรสู่วิสัยทัศน์ ผลการวิจัยพบว่า รูปแบบการบริหารยุทธศาสตร์ที่เหมาะสมกับการดำเนินงานในแต่ละองค์กรนั้นแตกต่างกัน และยังสอดคล้องกับ Drnevich and Croson (2013) ได้ทำการวิจัย เรื่อง เทคโนโลยีสารสนเทศและกลยุทธ์ระดับธุรกิจต่อการบูรณาการ ผลการวิจัยพบว่า เทคโนโลยีสารสนเทศมีความสำคัญต่อความสำเร็จของธุรกิจ เพราะส่งผลต่อผลกำไรจากการลงทุน เทคโนโลยีสารสนเทศจึงเป็นส่วนของกลยุทธ์ และ Lam and Lidstone (2001) ได้วิจัยเกี่ยวกับการใช้หลักสูตรสังคมศาสตร์ที่บูรณาการใหม่โดยดึกษาจากกรณีศึกษาของนักเรียนในโรงเรียนมัธยมศึกษาเมืองบริสเบน ประเทศออสเตรเลีย จากการสังเกตนักเรียนในห้องเรียนและสัมภาษณ์ครูผู้สอนจำนวน 10 คน ในจำนวนโรงเรียนทั้งหมด 8 โรง ผลการวิจัยพบว่า การพัฒนารายวิชาต่างๆ โดยบูรณาการในสาขาการจัดการ สังคมศาสตร์ และมนุษยศาสตร์ และยังสอดคล้องกับ วัชรินทร์ พร้อมใจ พระมหาดาวสยาม วชิรปญโญ และโสวิทย์ บำรุงภักดิ์ (2562) ได้ทำการวิจัยเรื่อง แนวทางการบริหารสถานศึกษาเชิงพุทธบูรณาการ โรงเรียนบ้านคำอ้อ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานีเขต 3 ผลการวิจัยพบว่า โดยรวมมีคุณภาพในระดับมากทุกด้าน

1.2 ผลการศึกษาพบว่า สภาพที่พึงประสงค์ในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม โดยรวมพบว่าอยู่ในระดับมากที่สุด สอดคล้องกับพระครูโกศลพัฒนาภรณ์ (รัชพล ปภสฺสโร) (2560) ได้ทำการวิจัยเรื่อง การบูรณาการหลักพุทธธรรมในการบริหารวิชาการสู่ความเป็นเลิศของโรงเรียนประถมศึกษาจังหวัดสมุทรปราการ และยังสอดคล้องกับสาธิต ปรัชญาอริยะกุล พิณสุดา สิริธรังศรี และสินธะวา คามดิษฐ์ (2560) ได้ทำการวิจัยเรื่อง รูปแบบการบริหารจัดการการศึกษาของโรงเรียนแบบมีส่วนร่วมขององค์กรในชุมชนเชิงบูรณาการนี้เป็นวิจัยวิธีเชิงผสม ผลการวิจัยพบว่า การบริหารจัดการการศึกษาในงาน 6 ด้าน ได้แก่ งานวิชาการ งานกิจการนักเรียน งานบริหารงานบุคคล งานงบประมาณ งานระดมทรัพยากรและงานสร้างความสัมพันธ์กับชุมชน พบว่า งานสร้างความสัมพันธ์กับชุมชนมีระดับการมีส่วนร่วมทั้งสภาพจริงและความคาดหวังสูงสุด สำหรับการมีส่วนร่วมทั้ง 4 ด้านพบว่า ระดับการมีส่วนร่วมตามสภาพจริงมากที่สุด

2.การประเมินความต้องการจำเป็นในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม พบว่ามีค่าดัชนีความต้องการจำเป็น(PNI) โดยรวมเท่ากับ 0.317 เมื่อพิจารณาเป็นรายด้าน พบว่าด้านที่มีค่าเฉลี่ยสูงสุด 3 อันดับแรก เรียงลำดับจากมากไปหาน้อยได้แก่ ด้านการสร้างความสำเร็จ ด้านการสร้างความเชื่อมโยง และด้านการสร้างความร่วมมือตามลำดับ ทั้งนี้อาจเป็นเพราะสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม มีนโยบายในการพัฒนาสถานศึกษาในสังกัดให้มีคุณภาพ โดยทางสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ได้กำหนดแผนพัฒนาคุณภาพการศึกษาฉบับทบทวนปีงบประมาณ พ.ศ.2565 มีการกำหนดแผนคุณภาพการศึกษาที่เกี่ยวข้องกับการบูรณาการการจัดการศึกษาของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ดังนั้นผู้บริหารสถานศึกษาจึงต้องมีการบูรณาการการบริหารในสถานศึกษาส่งผลให้ผู้บริหารสถานศึกษามีวิสัยทัศน์ ในการพัฒนาในด้านการบริหารเชิงบูรณาการ สอดคล้องกับปรีชา พันธ์สีดา (2559) ได้ทำการวิจัยเรื่อง รูปแบบการบริหารจัดการการศึกษาขั้นพื้นฐานเชิงบูรณาการในจังหวัดอุดรธานี ผลการวิจัยพบว่า ประสิทธิผลการบริหารจัดการการศึกษาขั้นพื้นฐานเชิงบูรณาการในจังหวัดอุดรธานี ในภาพรวมนั้นได้แก่ ปัจจัยที่นำมาศึกษาทั้งหมด 4 มิติ ด้วยกันและมีค่าอยู่ในระดับปานกลาง ได้แก่ ความเป็นเลิศทางวิชาการ ความสอดคล้องกับสถานการณ์ปัจจุบันสอดคล้องกับประชาชน และการศึกษามีคุณภาพตามเกณฑ์ สมศ. สอดคล้องกับความต้องการของประชาชนและความเป็นเลิศทางวิชาการ

ข้อเสนอแนะ

1. ข้อเสนอแนะเพื่อนำผลการวิจัยไปใช้

1.1 สภาพปัจจุบันในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ด้านการสร้างความสำเร็จ มีค่าเฉลี่ยต่ำที่สุด ดังนั้นผู้บริหารสถานศึกษาควรพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ ด้านการสร้างความสำเร็จ โดยการสร้างเป้าหมายความสำเร็จร่วมกัน เพื่อให้กับองค์กรขับเคลื่อนองค์กรให้ประสบผลสำเร็จ ตามเป้าหมาย

1.2 สภาพที่พึงประสงค์ในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ด้านการสร้างความร่วมมือ ที่มีค่าเฉลี่ยที่สูงที่สุด ดังนั้น ผู้บริหารสถานศึกษาควรพัฒนาทักษะการบริหาร

สถานศึกษาเชิงบูรณาการ ด้านการสร้างความร่วมมือ เพื่อสร้างความร่วมมือในการปฏิบัติงานในองค์กรร่วมกัน เป็นหนึ่งเดียวกันในองค์การและเป็นแบบอย่างการปฏิบัติงานที่ดีในการร้างความร่วมมือให้เกิดขึ้นในองค์กร

1.3 ความต้องการจำเป็นที่มีค่าสูงสุดได้แก่ ด้านการสร้างความสำเร็จ ดังนั้น ผู้บริหารสถานศึกษามีหน้าที่สำคัญในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ เพื่อทันต่อการเปลี่ยนแปลงในการสร้างความสำเร็จมาประยุกต์ในการบริหารเชิงบูรณาการให้สอดคล้องกับบริบทของสถานศึกษา ในด้านกระบวนการบริหาร การปฏิบัติงาน การสร้างความร่วมมือ การเชื่อมโยงความรู้และประสบการณ์ การสร้างความสำเร็จขององค์กรร่วมกัน ต้องพิจารณาให้สอดคล้องกับพระราชบัญญัติการศึกษาแห่งชาติ นโยบายสำนักงานงานเขตพื้นที่การศึกษา รวมทั้งสถานศึกษาสามารถเพิ่มเติมในส่วนที่เกี่ยวข้องกับสภาพบริบทของสถานศึกษา ปัญหาในชุมชนและสังคม ภูมิปัญญาท้องถิ่นและความต้องการของผู้เรียนโดยชุมชนเข้ามามีส่วนร่วมวางแผนในในการพัฒนาบริหารจัดการสถานศึกษา มีส่วนร่วมในการจัดทำหลักสูตรสถานศึกษา และการนำหลักสูตรไปใช้ให้เกิดประสิทธิผลนั้น ผู้บริหารจะต้องมีการสร้างความสำเร็จในการปฏิบัติงานร่วมกับครู ในด้านการวางแผน การปฏิบัติงาน และการนำหลักสูตรไปปฏิบัติให้เกิดผลตามวิสัยทัศน์ของสถานศึกษา โดยจะต้องเชื่อมโยงสัมพันธ์ในองค์กรทั้งผู้เรียนและครู ผู้บริหารสถานศึกษามีหน้าที่การสร้างความสำเร็จในการปฏิบัติงานในสถานศึกษา ด้านวิสัยทัศน์ หลักสูตรของสถานศึกษา ไปปฏิบัติให้เกิดผล รวมทั้งสถานศึกษาสามารถบริหารตามบริบทของสถานศึกษาเพิ่มเติมในส่วนที่เกี่ยวข้องกับสภาพปัญหาในชุมชนและสังคม ภูมิปัญญาท้องถิ่น และความต้องการของผู้เรียนได้

2. ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่ส่งผลต่อการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

2.2 ควรศึกษาเปรียบเทียบผลในการพัฒนาทักษะการบริหารสถานศึกษาเชิงบูรณาการ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ระหว่างโรงเรียน ขนาดเล็ก ขนาดกลาง ขนาดใหญ่ โดยใช้แนวคิดที่ยึดตามความพร้อมและบริบทของขนาดโรงเรียน

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การพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

Developing a Teacher Digital Leadership Program Under the Office of Khon Kaen Primary Education Service Area 5

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บทคัดย่อ

วิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นในการเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 2) พัฒนาโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 3) ประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 กลุ่มตัวอย่าง ได้แก่ ครู จำนวน 318 คน สุ่มตัวอย่างแบบแบ่งชั้นภูมิ เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ และแบบสอบถามการประเมินโปรแกรม มีค่าความเชื่อมั่น 0.713 สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน วิเคราะห์เนื้อหา และวิเคราะห์ลำดับความสำคัญของความต้องการจำเป็นด้วยค่าดัชนี $PNI_{Modified}$ ผลการวิจัยพบว่า

1) สภาพปัจจุบัน โดยรวมอยู่ในระดับปานกลาง สภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมาก และลำดับความต้องการจำเป็นเรียงลำดับความต้องการจำเป็น ดังนี้ 1) ด้านการจัดการเรียนรู้ยุคดิจิทัล 2) ด้านการรู้การเข้าใจ 3) ด้านวิสัยทัศน์ดิจิทัล และ 4) ด้านการสื่อสารดิจิทัล

2) โปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหา มี 4 Module คือ วิสัยทัศน์ดิจิทัล การรู้การเข้าใจดิจิทัล การสื่อสารดิจิทัล และการจัดการเรียนรู้ดิจิทัล และผลการประเมินความเหมาะสมของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู มีความเหมาะสม อยู่ในระดับมาก

3) การประเมินความเหมาะสม และความเป็นไปได้ของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู โดยรวม มีความเหมาะสมอยู่ในระดับมาก และความเป็นไปได้อยู่ในระดับมาก

คำสำคัญ : การพัฒนาโปรแกรม, ภาวะผู้นำดิจิทัล, ครูยุคดิจิทัล

Abstract

This research aims to 1) study current conditions; Desirable conditions and needs needed to strengthen teachers' digital leadership. Khon Kaen Elementary School District Office District 5 2) Develop teachers' digital leadership programs. Affiliated with Khon Kaen Elementary School District Office, District 5 3) Assess the appropriateness and feasibility of teacher digital leadership programs. Affiliated with Khon Kaen Elementary School District Office, District 5. The sample included 318 teachers, stratified sampling. The tool used in the research is the

current condition questionnaire. Desirable conditions, with a confidence value of 0.713, interviews, group discussion notes, and program evaluation questionnaires. Statistics used in the research include percentage, average, standard deviation, content analysis, and priority analysis of needed with $PNI_{Modified}$ index values.

The results showed that

1) The overall current condition effect is moderate, the overall desirable condition is very high, and the order of needs needed is as follows: 1) Digital learning management, 2) literacy, 3) digital vision, and 4) digital communication.

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2) The results of the teacher's digital leadership program consist of 1) principles, 2) objectives, 3) content. Digital communications and digital learning management and the results of the teacher's digital leadership program suitability assessment. It was found to be appropriate to a large extent.

3) Assessment of the suitability and feasibility of teachers' digital leadership programs Overall, there is a high level of suitability and a large level of possibility.

Keywords: program development, digital leadership, digital teacher

บทนำ

ความท้าทายที่เป็นพลวัตของโลกศตวรรษที่ 21 ทั้งในส่วนที่เป็นแรงกดดันจากภายนอก ได้แก่ การเปลี่ยนแปลงของบริบทเศรษฐกิจและสังคมโลก อันเนื่องจากการปฏิวัติดิจิทัล (Digital Revolution) การเปลี่ยนแปลงสู่อุตสาหกรรม 4.0 (The Fourth Industrial Revolution) การดำเนินงานเพื่อให้บรรลุเป้าหมายการ พัฒนาที่ยั่งยืนขององค์การสหประชาชาติ 2573 (Sustainable Development Goals : SDGs 2030) ที่ประเทศไทยได้ให้สัตยาบันไว้ รวมทั้ง ผลกระทบของการเป็นประชาคมอาเซียน และความต้องการกำลังคนที่มีทักษะในศตวรรษที่ 21 ประกอบกับแรงกดดันจากภายในประเทศจากการเปลี่ยนแปลงโครงสร้างประชากรที่ส่งผลให้ ประเทศเข้าสู่สังคมสูงวัยอย่างสมบูรณ์ในอนาคตอันใกล้นี้ รวมทั้งระบบการศึกษาที่ยังมีปัญหาหลายประการ นับตั้งแต่ปัญหาคุณภาพของคนไทยทุกช่วงวัย ปัญหาคุณภาพและมาตรฐานการจัดการศึกษาในทุกระดับ จุดอ่อนของระบบการศึกษาและการพัฒนาบุคลากรด้านวิทยาศาสตร์ ภาษาอังกฤษ เทคโนโลยี และการบริหารจัดการศึกษาของสถานศึกษาที่ยังไม่เหมาะสม ขาดความคล่องตัว ยังมีความเหลื่อมล้ำในด้านโอกาส และความเสมอภาคทางการศึกษา รวมทั้งปัญหาด้านคุณธรรม จริยธรรม และการขาดความตระหนักถึงความสำคัญของการมีวินัย ความซื่อสัตย์สุจริต และการมีจิตสาธารณะของคนไทยส่วนใหญ่ ส่งผลกระทบต่อระบบการศึกษาจำเป็นต้องปรับเปลี่ยนให้สนองและรองรับความท้าทายดังกล่าว และผลการพัฒนาการศึกษาในช่วงปี ๒๕๕๒ - ๒๕๕๙ พบว่า ไทยประสบความสำเร็จในหลายด้าน และมีอีกหลายด้านยังเป็นปัญหาที่ต้องได้รับการพัฒนาอย่างเร่งด่วนในระยะต่อไป (สำนักงานเลขาธิการสภาการศึกษา, 2560)

ครูในยุคดิจิทัลต้องมีทักษะเกี่ยวกับการใช้เทคโนโลยีและสารสนเทศ มีความตระหนักเล็งเห็นความสำคัญในการเรียนรู้ มีประเด็นการเรียนรู้ มีทักษะการตั้งคำถามในการเรียนรู้ สามารถหาความรู้จากแหล่งเรียนรู้ผ่านสื่อดิจิทัล Social Medias โดยที่ผู้บริหารสถานศึกษาควรส่งเสริมสนับสนุนในการจัดหาอุปกรณ์ และงบประมาณ รวมทั้งเครื่องมือทางเทคโนโลยีและสารสนเทศเพื่อส่งเสริมครูให้เรียนรู้สิ่งที่อยากรู้ได้ทั่วโลกด้วยตนเอง สามารถเข้าถึงข้อมูลที่ต้องการ มีปัญหาเกี่ยวกับการประเมินข้อมูล ได้แก่ ความทันสมัย ความน่าเชื่อถือ ความถูกต้อง ซึ่งเป็นข้อจำกัดในการเข้าถึงข้อมูล นอกจากนี้ครูจำนวนมากยังขาดทักษะด้านเทคโนโลยีสารสนเทศและการสื่อสารทำให้การรับรู้ข้อมูล หรือมีแหล่งค้นคว้าน้อยกว่าผู้เรียน (สงบ อินทรมณี, 2562)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ได้กำหนดกลยุทธ์ที่ 3 เพื่อยกระดับคุณภาพการศึกษาให้สอดคล้องกับการเปลี่ยนแปลงในศตวรรษที่ 21 โดยมีเป้าหมาย คือ ผู้บริหาร ครู และบุคลากรทางการศึกษาเป็นบุคคลแห่งการเรียนรู้ทันต่อการเปลี่ยนแปลงของเทคโนโลยี มีสมรรถนะ ความรู้ ความเชี่ยวชาญ จรรยาบรรณและมาตรฐานวิชาชีพมีความพร้อมทั้งทางด้านวิชาการ เชี่ยวชาญวิชาชีพ มีจรรยาบรรณ และจิตวิญญาณความเป็นครู โดยมีแนวทางการพัฒนาไว้ว่า ส่งเสริม พัฒนาทักษะด้านดิจิทัลและด้านการเรียนรู้ของครูและผู้เรียน ที่นำไปสู่ Digital Life & Learning และกลยุทธ์ที่ 4 เพื่อเพิ่มประสิทธิภาพการบริหารจัดการศึกษา โดยมีเป้าหมาย คือ สำนักงานเขตพื้นที่การศึกษา สถานศึกษา มีการนำระบบข้อมูลสารสนเทศและเทคโนโลยีดิจิทัลมาใช้ในการบริหารจัดการอย่างมีประสิทธิภาพ และได้กำหนดแนวทางการพัฒนา คือ ส่งเสริมการนำเทคโนโลยีดิจิทัลมาใช้ในการบริหารจัดการให้มีประสิทธิภาพทุกระดับ (สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5, 2564)

การยกระดับความเป็นผู้นำของครู โดยใช้เทคโนโลยีเพื่อสนับสนุนความสามารถของครูในการเป็นผู้นำดิจิทัล เป็นตัวแทนของการเปลี่ยนแปลงทางด้านการจัดการศึกษาและส่งเสริมให้นักเรียน เกิดการเรียนรู้อย่างบูรณาการ บทบาทของครูคือนำไปสู่การบูรณาการของเทคโนโลยีที่เป็นนวัตกรรมใหม่ในระบบการศึกษา และเพื่อเตรียมรับมือกับการเปลี่ยนแปลงทิศทางการจัดการเรียนรู้ที่รวดเร็วนี้ ดังนั้นครูผู้สอนควรมีภาวะผู้นำดิจิทัลจำเป็น ต้องมีส่วนร่วมกับเพื่อนครู และการเตรียมครูที่มีภาวะผู้นำดิจิทัลจำเป็นต้องมีการพัฒนาวิชาชีพเพื่อให้ครูมีความสามารถ รู้สึกได้กับการบูรณาการเทคโนโลยี และเกิดภาวะผู้นำในยุคสังคมดิจิทัล (เยาวลักษณ์ จิตต์วโรดม, 2560)

จากความเป็นมา ความสำคัญ และปัญหาที่กล่าวมาข้างต้น โปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 จึงถูกพัฒนาขึ้นเพื่อให้มีความเหมาะสม และสอดคล้องกับความต้องการของครูและสถานศึกษา ให้ครูได้เสริมสร้างภาวะผู้นำดิจิทัลของตนเอง ให้ครูเป็นผู้จัดการเรียนรู้ที่มีประสิทธิภาพ และเป็นครูในยุคดิจิทัล

ครูควรมีรูปแบบแนวคิด ใหม่ ๆ ที่สร้างสรรค์ ประยุกต์ใช้ให้เกิดการพัฒนาคน พัฒนาตน พัฒนางาน และการจัดการเรียนรู้อย่างมีประสิทธิภาพ และยั่งยืน ต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5
2. เพื่อพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5
3. เพื่อประเมินความเหมาะสม และความเป็นไปได้ของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

ประโยชน์ที่ได้รับ

1. ได้ทราบสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5
2. ได้โปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู เพื่อนำไปประยุกต์ใช้ ส่งเสริม สนับสนุน บุคลากรในสถานศึกษา
3. ได้โปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู เพื่อนำไปประยุกต์ใช้ ส่งเสริม สนับสนุน บุคลากรในสถานศึกษาและในระดับเขตพื้นที่การศึกษาที่รับผิดชอบ

วิธีดำเนินการวิจัย

การวิจัยเรื่อง การพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

ในระยะที่ 1 มีขั้นตอนการดำเนินการ ดังนี้

ขั้นตอนที่ 1 ดังนี้

1. ขอบเขตด้านเนื้อหา

1.1 ผู้วิจัยศึกษาแนวคิด ทฤษฎี เกี่ยวกับภาวะผู้นำดิจิทัลของครู จากเอกสาร และงานวิจัยที่เกี่ยวข้อง ทำการวิเคราะห์ข้อมูลโดยการสร้างข้อสรุปจากการวิเคราะห์เนื้อหา (Content Analysis) จากข้อมูลที่เก็บรวบรวมได้จาก DigComp. (2020) ; ISTE (2020) ; Eric Sheninger (2014) ; NETS·T (2008) Münevver Çetin (2022) แล้วนำมาสร้างกรอบแนวคิดการวิจัย ได้องค์ประกอบและตัวชี้วัดของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ประกอบด้วย 4 องค์ประกอบ ดังนี้ 1) ด้านวัฒนธรรมการเรียนรู้ดิจิทัล 2) ด้านความรู้ความเข้าใจดิจิทัล 3) ด้านวิสัยทัศน์ดิจิทัล 4) ด้านการสื่อสารดิจิทัล

1.2 นำองค์ประกอบ และตัวบ่งชี้ของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 มาใช้สร้างแบบสอบถามเพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็น

1.3 ทำการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

1.4 วิเคราะห์สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 มาหาดัชนีความต้องการจำเป็น (Priority Needs Index)

2. ประชากรและกลุ่มตัวอย่าง

2.1 ประชากร คือ ครูทั้งหมด จำนวน 2,811 คน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

2.2 กลุ่มตัวอย่าง คือ ครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ปีการศึกษา 2565 ได้กลุ่มตัวอย่าง 318 คน โดยเปิดตารางของ Krejie and Morgan (บุญชม ศรีสะอาด ,2553) โดยผู้วิจัยได้ทำการกำหนดขนาดของกลุ่มตัวอย่างที่ระดับความเชื่อมั่นที่ 95 % และระดับความคลาดเคลื่อนของกลุ่มตัวอย่างที่ .05

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบ รายการ (Checklist) เป็นข้อมูลพื้นฐานเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นแบบสอบถามที่เป็นข้อคำถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ (Rating Scale) ตามแบบของลิเคิร์ท (Likert Type)

3.2 การสร้างและหาคุณภาพของเครื่องมือ

1. ศึกษาหลักเกณฑ์ และวิธีการสร้างแบบสอบถามแบบมาตราส่วน ประมาณค่า

2. ร่างแบบสอบถามโดยใช้ประเด็นองค์ประกอบและตัวชี้วัดที่ได้จากการศึกษามาเป็นกรอบการสร้างแบบสอบถาม

3. นำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ เพื่อตรวจสอบความถูกต้องและความครอบคลุมของเนื้อหาแล้วนำข้อเสนอแนะที่ได้ไปพิจารณาปรับปรุงแก้ไขให้สมบูรณ์ยิ่งขึ้น

4. การตรวจคุณภาพของแบบสอบถาม โดยการตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ผู้วิจัยนำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นและผ่านการพิจารณาจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว นำเสนอผู้เชี่ยวชาญเพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา ความเหมาะสมและความชัดเจนของข้อคำถาม ดำเนินการตรวจสอบคุณภาพเครื่องมือโดยวิธีการตรวจสอบความเที่ยงตรงเชิงเนื้อหาใช้เทคนิค IOC (Index of Item-Objective Congruence) หรือดัชนีความสอดคล้องระหว่างข้อคำถาม

5. นำแบบสอบถามที่ผ่านการตรวจพิจารณาของผู้เชี่ยวชาญแล้วนำไปทดลองใช้ เพื่อหาคุณภาพของแบบสอบถามโดยนำไปทดลองใช้ (Try Out) กับครู ที่ปฏิบัติงานในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน

6. นำแบบสอบถามที่ทดลองใช้นำมาหาค่าอำนาจจำแนกรายข้อโดยการหาค่าสัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อกับคะแนนรวม (Item–Total Correlation) คัดเลือกข้อคำถามที่มีค่า 0.20 ขึ้นไปใช้ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายของ Pearson โดยดูจากค่าความสัมพันธ์จากคะแนนรายข้อกับคะแนนรวม (Item Total Correlation) ข้อคำถามมีค่าอำนาจจำแนกอยู่ระหว่างการตรวจสอบค่าความเชื่อมั่น ผู้วิจัยได้นำข้อคำถามที่มีค่าอำนาจจำแนกตามเกณฑ์ไปหาค่าความเชื่อมั่นทั้งฉบับตามวิธีการหาค่าสัมประสิทธิ์แอลฟาของคอนบราค (Cronbach’s Alpha Coefficient)

7. จัดพิมพ์แบบสอบถามฉบับสมบูรณ์ แล้วนำไปเก็บรวบรวมข้อมูลกับกลุ่มตัวอย่างต่อไป

4. การเก็บรวบรวมข้อมูล

ผู้วิจัยดำเนินการขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 เพื่อขออนุญาตและอำนวยความสะดวกในการดำเนินการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างที่เป็นครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 จำนวน 318 คน

5. การจัดกระทำและวิเคราะห์ข้อมูล ดังนี้

1. การจัดกระทำข้อมูล

1.1 ตรวจสอบจำนวนและความสมบูรณ์ของแบบสอบถามที่ได้รับคืนมาแต่ละฉบับใช้วิเคราะห์ข้อมูล โดยใช้โปรแกรมสำเร็จรูป ดังนี้

1.1.1 วิเคราะห์ข้อมูล ตอนที่ 1 ของแบบสอบถาม ที่มีลักษณะเป็นข้อมูลทั่วไปเกี่ยวกับสถานภาพ เพศ อายุ ประสบการณ์ วิเคราะห์โดยใช้ค่าความถี่ (Frequency) และ ค่าร้อยละ Percentage)

1.1.2 วิเคราะห์ข้อมูล ตอนที่ 2 ของแบบสอบถาม ที่มีลักษณะข้อมูล ประเภทมาตราส่วนประมาณค่า (Rating Scale) โดยใช้โปรแกรมสำเร็จรูปในการดำเนินการหาค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

2. การวิเคราะห์ข้อมูล ในการวิเคราะห์ข้อมูลการวิจัยครั้งนี้ ผู้วิจัยได้ใช้สถิติในการวิเคราะห์ข้อมูลดังนี้

2.1 สถิติพื้นฐาน ได้แก่ ร้อยละ (Percentage) ค่าเฉลี่ย (Mean) ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation : S.D.)

2.2 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ ได้แก่

1. ค่าความเชื่อมั่นของแบบสอบถามโดยหาค่าสัมประสิทธิ์แอลฟา (Alpha Coefficient) โดยใช้สูตรของครอนบาค (Cronbach) และค่าอำนาจจำแนกรายข้อ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อคำถามกับคะแนนตามสูตรหาค่า สัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson’s Product Moment Correlation Coefficient)

2. การหาค่าความตรงด้านเนื้อหา (Content Validity) ของ แบบสอบถามโดยใช้สูตรดัชนีความสอดคล้อง (Index of item Objective Congruence: IOC)

ขั้นตอนที่ 2

วิเคราะห์ความต้องการความจำเป็น (Need Assessment) โดยนำข้อมูลที่ได้จากการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์มาหาดัชนีความต้องการจำเป็น (Priority Needs Index) เพื่อจัดลำดับความต้องการความจำเป็น

ระยะที่ 2 การพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

ขั้นตอนที่ 1 การศึกษา Best Practices เกี่ยวกับการเสริมสร้างภาวะผู้นำดิจิทัลครู จากสถานศึกษาต้นแบบในการนำภาวะผู้นำดิจิทัลมาใช้ในการจัดการเรียนรู้ กลุ่มผู้ให้ข้อมูล ได้แก่ ครูผู้สอนโรงเรียนละ 2 คน จำนวน 3 โรงเรียน ใช้วิธีการเลือกแบบเจาะจง (Purposive Sampling) รวมผู้ให้ข้อมูลทั้งหมด 6 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสัมภาษณ์กึ่งโครงสร้าง สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงคุณภาพ คือ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 2 ยกร่างโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยดำเนินการนำข้อมูลที่ได้จากการวิเคราะห์ความต้องการจำเป็นในระยะที่ 1 และการศึกษา Best Practices เกี่ยวกับการเสริมสร้างภาวะผู้นำดิจิทัลของครู มาพัฒนาเป็นโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

ขั้นตอนที่ 3 ตรวจสอบยืนยันโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 7 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบบันทึกการสนทนากลุ่ม (Focus Group Discussion) สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 4 ประเมินความเหมาะสมของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดย ผู้ทรงคุณวุฒิ (ชุดเดิม) จำนวน 7 คน ประเมินความเหมาะสมของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยการเลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบประเมินความเหมาะสมของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ ของลิเคอร์ท (Likert Scale) สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ระยะที่ 3 ประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

นำร่างโปรแกรมเสนอต่อครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 เพื่อประเมินความเหมาะสม และความเป็นไปได้ของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 กลุ่มผู้ให้ข้อมูล ได้แก่ ครู จำนวน 9 คน โดยการเลือกแบบเจาะจง (Purposive sampling) เครื่องมือที่ใช้ในวิจัย ได้แก่ แบบประเมินความเหมาะสม และความเป็นไปได้ของโปรแกรมโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดย โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ ของลิเคอร์ท (Likert Scale) สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

1. สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

ตารางที่ 1 ผลสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

องค์ประกอบภาวะผู้นำดิจิทัลของครู	สภาพปัจจุบัน			สภาพที่พึงประสงค์			ความต้องการจำเป็น			
	$\bar{X}$	S.D.	ระดับ	$\bar{X}$	S.D.	ระดับ	D	I	$PNI_{Modified}$	ลำดับ
1. ด้านการสื่อสารดิจิทัล	3.4	0.040	ปานกลาง	4.02	0.042	มาก	3.4	4.02	0.182	4
2. ด้านการรู้การเข้าใจดิจิทัล	3.21	0.035	ปานกลาง	4.03	0.041	มาก	3.21	4.03	0.255	2
3. ด้านวิสัยทัศน์ดิจิทัล	3.37	0.042	ปานกลาง	4.08	0.039	มาก	3.37	4.08	0.21	3
4. ด้านการจัดการเรียนรู้ยุคดิจิทัล	3.43	0.043	ปานกลาง	4.37	0.037	มาก	3.43	4.37	0.274	1
โดยรวม	3.35	0.040	ปานกลาง	4.12	0.039	มาก				

จากตารางที่ 1 พบว่า ผลสภาพปัจจุบันภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยรวมอยู่ในระดับ ปานกลาง และรายด้าน ได้แก่ ด้านวิสัยทัศน์ดิจิทัล อยู่ในระดับ ปานกลาง ด้านการรู้การเข้าใจดิจิทัลอยู่ในระดับ ปานกลาง ด้านการสื่อสารดิจิทัลอยู่ในระดับ ปานกลาง และการจัดการเรียนรู้ยุคดิจิทัลอยู่ในระดับ ปานกลาง ผลสภาพที่พึงประสงค์ภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยรวมอยู่ในระดับ มาก และรายด้าน ได้แก่ ด้านวิสัยทัศน์ดิจิทัล อยู่ในระดับ มาก ด้านการรู้การเข้าใจดิจิทัลอยู่ในระดับ มาก ด้านการสื่อสารดิจิทัลอยู่ในระดับ มาก และการจัดการเรียนรู้ยุคดิจิทัลอยู่ในระดับ มาก และผลความต้องการจำเป็นของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ ด้านการจัดการเรียนรู้ยุคดิจิทัล ด้านการรู้การเข้าใจดิจิทัล ด้านวิสัยทัศน์ดิจิทัล และด้านการสื่อสารดิจิทัล ตามลำดับ

2. การพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

ตารางที่ 2 ผลการประเมินความเหมาะสมของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

รายการประเมิน	ความเหมาะสม		
	$\bar{X}$	S.D.	แปลผล
1. หลักการ	4.67	0.71	มากที่สุด
2. วัตถุประสงค์	3.67	0.87	มาก
3. เนื้อหา	3.97	0.82	มาก
4. กิจกรรมพัฒนา	4.18	0.82	มาก

ตารางที่ 2 (ต่อ)

รายการประเมิน	ความเหมาะสม		
	$\bar{X}$	S.D.	แปลผล
5. การวัดและประเมินผล	4.11	0.90	มาก
โดยรวม	4.03	0.83	มาก

จากตารางที่ 2 ผลการพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 พบว่า ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหา มี 4 Module ประกอบด้วย Module 1 การสื่อสารดิจิทัล Module 2 การรู้การเข้าใจดิจิทัล Module 3 วิสัยทัศน์ดิจิทัล และ Module 4 การจัดการเรียนรู้ยุคดิจิทัล 4) กิจกรรมพัฒนา

ประกอบด้วย การศึกษาเรียนรู้ออนไลน์ด้วยตนเอง การฝึกอบรมเชิงปฏิบัติการ และการบูรณาการกับปฏิบัติงานจริง 5) การวัดผลและประเมินผล ประกอบด้วย การประเมินความรู้ความเข้าใจก่อนและหลังการเข้าร่วมโปรแกรมการพัฒนา การประเมินระดับพฤติกรรมตามโปรแกรมการพัฒนา และการประเมินความพึงพอใจของผู้เข้าร่วมโปรแกรมการพัฒนา และผลตรวจสอบยืนยันและความเหมาะสมของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 พบว่า โดยรวมมีความเหมาะสมอยู่ในระดับ มาก

3. การประเมินความเหมาะสม และความเป็นไปได้ของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

ตารางที่ 3 ผลการประเมินความเหมาะสม และความเป็นไปได้ของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

รายการประเมิน	ความเหมาะสม			ความเป็นไปได้		
	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1. หลักการ	3.89	0.93	มาก	4.32	0.51	มาก
2. วัตถุประสงค์	3.67	0.78	มาก	4.56	0.53	มากที่สุด
3. เนื้อหา	4.01	0.81	มาก	**4.31**	0.57	มาก
4. กิจกรรมพัฒนา	3.93	0.79	มาก	4.56	0.55	มากที่สุด
5. การวัดและประเมินผล	3.67	0.78	มาก	4.48	0.75	มาก
โดยรวม	3.94	0.81	มาก	4.37	0.59	มาก

จากตารางที่ 3 ผลการประเมินโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 พบว่า โดยรวมมีความเหมาะสมอยู่ในระดับมาก และความเป็นไปได้อยู่ในระดับมาก

อภิปรายผลการวิจัย

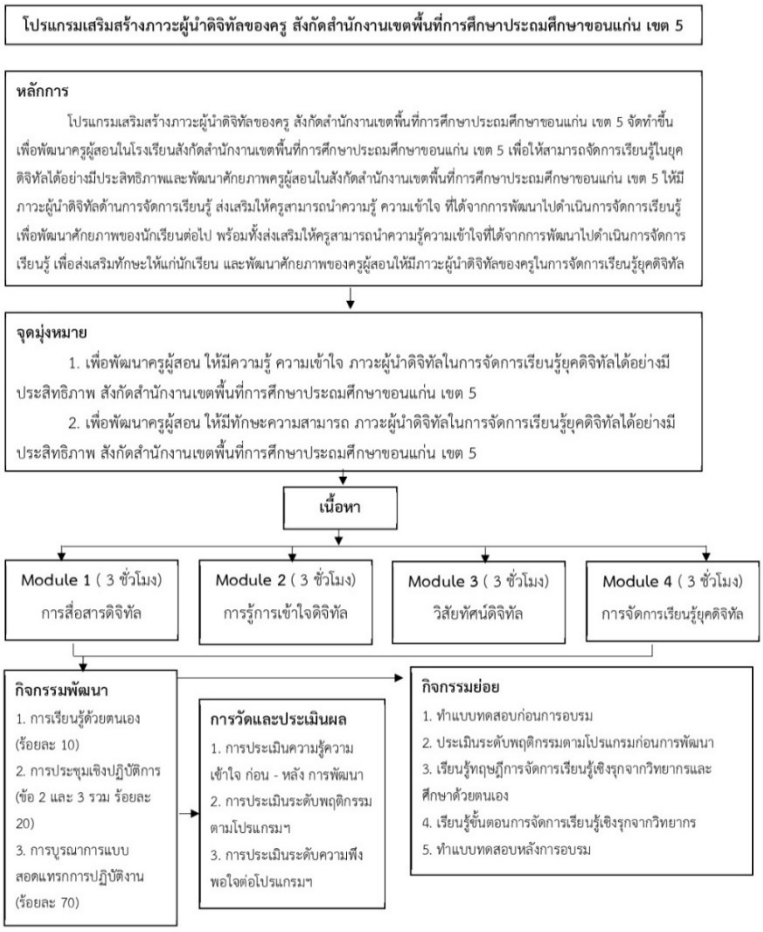
1. สภาพปัจจุบันภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 พบว่า โดยรวมอยู่ในระดับ ปานกลาง ผลการวิจัยเช่นนี้อาจเป็นเพราะ ครูผู้สอนยังไม่ได้รับการพัฒนาทักษะการนำเอาเทคโนโลยีมาใช้ในการจัดการเรียนการสอนเท่าที่ควร สถานศึกษาส่วนใหญ่สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 นั้นเป็นสถานศึกษาขนาดเล็ก คิดเป็นร้อยละ 64.92 ทำให้การจัดสรรงบประมาณ และบุคลากร มีจำนวนน้อย อาจจะส่งผลต่อการจัดการเรียนการสอนที่มีการนำเอาเทคโนโลยีดิจิทัลมาใช้ไม่เพียงพอ ซึ่งสอดคล้องกับงานวิจัยของ รัฐนันท์ รถทอง และ มลรักษ์ เลิศวิลัย (2564) ได้ทำการวิจัยเรื่อง ภาวะผู้นำดิจิทัลของครูโรงเรียนเทศบาลบ้านสามกอง อำเภอเมือง จังหวัดภูเก็ต จากการวิจัยพบว่า การศึกษาสภาพภาพผู้นำดิจิทัลโดยรวมอยู่ในระดับปานกลาง ประกอยด้วย 3 ด้าน ดังนี้ 1) การปรับตัวและการสร้างสภาวะแวดล้อมที่เอื้อต่อการศึกษาแบบดิจิทัลโดยรวมอยู่ในระดับมาก 2) การปรับกฎระเบียบ กฎหมาย และการปรับวัฒนธรรม และทัศนคติเพื่อใช้เทคโนโลยีดิจิทัลโดยรวมอยู่ในระดับน้อย 3) วิสัยทัศน์ดิจิทัลและการประยุกต์ใช้เทคโนโลยีก้าวกระโดดโดยรวมอยู่ในระดับน้อย

2. สภาพที่พึงประสงค์ภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 พบว่า โดยรวมอยู่ในระดับ มาก ผลการวิจัยเช่นนี้อาจเป็นเพราะว่า สถานศึกษาส่วนใหญ่สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 นั้นเป็นสถานศึกษาขนาดเล็ก ดังนั้นครูผู้สอนจึงต้องการเทคโนโลยีดิจิทัลเข้ามาช่วยจัดการเรียนการสอน เพื่อเพิ่มประสิทธิภาพของผลสัมฤทธิ์ทางการเรียนให้สูงขึ้น ซึ่งสอดคล้องกับงานวิจัยของ นันทรัตน์ ฤทธิ์บำรุง (2559) ได้ทำการวิจัยเรื่องการพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำครูด้านการเป็นแบบอย่างทางการสอนสำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 30 จากการวิจัย พบว่า สภาพที่พึงประสงค์ของสมรรถนะภาวะผู้นำครูอยู่ในระดับมากที่สุด

3. ความต้องการจำเป็นของการเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ ด้านการจัดการเรียนรู้ยุคดิจิทัล ด้านการรู้การเข้าใจดิจิทัล ด้านวิสัยทัศน์ดิจิทัล และด้านการสื่อสารดิจิทัล ตามลำดับ ผลการวิจัยเช่นนี้อาจเป็นเพราะว่า ครูผู้สอนต้องการให้มีการพัฒนาการจัดการเรียนรู้ที่มีการนำเอาเทคโนโลยีดิจิทัลเข้ามาใช้ในการเรียนการสอน และอาจเป็นเพราะครูผู้สอนยังขาดทักษะด้านเทคโนโลยีดิจิทัล ซึ่งสอดคล้องกับ พิชญ์พิมล สุนทะวงศ์ (2565) ได้ศึกษาเรื่อง แนวทางการพัฒนาภาวะผู้นำเชิงดิจิทัลของครู สังกัด

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม จากการศึกษาพบว่า ความต้องการจำเป็นของภาวะผู้นำเชิงดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม เรียงลำดับจากมากไปหาน้อย ได้แก่ 1) ด้านวิสัยทัศน์ดิจิทัล 2) ด้านการสื่อสาร 3) ด้านความรู้ดิจิทัล 4) ด้านความร่วมมือ

4. โปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยรวมมีความเหมาะสมอยู่ในระดับมาก และผลการประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยรวมมีความเหมาะสมอยู่ในระดับมาก และความเป็นไปได้อยู่ในระดับมาก ดังภาพประกอบ 1



ภาพประกอบที่ 1

ข้อเสนอแนะ

ข้อเสนอแนะทั่วไป

1.1 สำนักงานเขตพื้นที่การศึกษา ต้องกำหนดนโยบายการพัฒนาภาวะผู้นำดิจิทัลของครูในการจัดการเรียนรู้ยุคดิจิทัลเป็นลำดับต้นๆ กำหนดเกณฑ์มาตรฐานให้ครูทุกคนจะต้องได้รับการพัฒนาตามโปรแกรมที่พัฒนาขึ้นนี้ และกำหนดเป็นเกณฑ์หนึ่งในการประเมินผลการปฏิบัติงาน ควรมีการจัดระบบการกำกับ ติดตามและประเมินผลเป็นระยะที่ต่อเนื่อง มีการจัดกิจกรรมสร้างความตระหนักและพัฒนาตนเอง อย่างต่อเนื่อง สำหรับผู้บริหารสถานศึกษา ครู และบุคลากร โดยพิจารณาจากลำดับความสำคัญของ ความต้องการจำเป็น (PNI) ที่มีความต้องการจำเป็นสูง

1.2 สถานศึกษา ควรส่งเสริม สนับสนุนให้ครูใช้เทคโนโลยีดิจิทัลในการทำงาน การจัดการเรียนการสอน ควรสนับสนุนด้านงบประมาณและอุปกรณ์ให้แก่ครูผู้สอน ในการนำเทคโนโลยีดิจิทัลมาใช้ในการเรียนการสอน ปรับปรุงระบบการติดตามและประเมินผลการการเรียนการสอนหรือการจัดการเรียนรู้โดยใช้เทคโนโลยีดิจิทัล อย่างต่อเนื่อง พร้อมทั้งสร้างแรงกระตุ้นให้ครูผู้สอนได้เกิดความตระหนักในด้านเทคโนโลยีดิจิทัลเพื่อนำไปใช้ในการทำงาน และการจัดการเรียนการสอน โดยให้ครูได้พัฒนาตนเองผ่านช่องทางเทคโนโลยีดิจิทัลที่หลากหลาย ตามความถนัดและความสนใจ

1.3 ครูผู้สอนควรมีบทบาทสำคัญในการจัดการเรียนการสอนอย่างแท้จริง ครูผู้สอนควรได้รับการพัฒนาตนเองด้านเทคโนโลยีดิจิทัลอย่างต่อเนื่อง สม่ำเสมอ เพื่อส่งผลต่อสำเร็จของผู้เรียน ครูผู้สอนควรเล็งเห็นความสำคัญและความจำเป็นที่ต้องพัฒนาด้านการจัดการเรียนรู้โดยใช้เทคโนโลยีดิจิทัล มีเจตคติที่ดีต่อเทคโนโลยีดิจิทัล และใช้สื่อดิจิทัลในการพัฒนาศักยภาพของผู้เรียน โดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น (PNI)

ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

1. ควรมีการศึกษารูปแบบการพัฒนาภาวะผู้นำดิจิทัลด้านการจัดการเรียนรู้ยุคดิจิทัล ที่หลากหลาย และเหมาะสมกับบริบทของแต่ละองค์กร

2. ควรศึกษาถึงกลยุทธ์ของการพัฒนาภาวะผู้นำดิจิทัลของครู ที่จะส่งผลต่อผู้เข้ารับการพัฒนาด้านบวกและด้านลบ ทั้งก่อนและหลังการพัฒนา

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แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

The Guideline Transformational Leadership Development for School Administrators Under the Office of Chaiyaphum Primary Educational Service Area Office 1

เมทินี สืบญาติ, Maytinee Suebyat[1]
ธีระ รุญเจริญ, Teera Runcharoen[2]

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษา หรือรองผู้อำนวยการสถานศึกษา หรือผู้รักษาการในตำแหน่งผู้บริหารสถานศึกษา จำนวน 127 คน สุ่มตัวอย่างตามตารางสำเร็จรูปของเครซี่และมอร์แกน 2) เพื่อศึกษาแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จากการสัมภาษณ์ จำนวน 3 คน และผู้ทรงคุณวุฒิจากการสนทนากลุ่ม (Focus Group Discussion) จำนวน 9 คน เลือกแบบเจาะจง 3) เพื่อประเมินแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา จำนวน 10 คน เครื่องมือที่ใช้ในวิจัย คือ แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบสอบถามประเมินแนวทาง สถิติที่ใช้ในการวิจัย ได้แก่ การแจกแจงความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน วิเคราะห์เนื้อหา และวิเคราะห์ลำดับความสำคัญของความต้องการจำเป็นด้วยค่าดัชนี $PNI_{Modified}$ ผลการวิจัยพบว่า

1) สภาพปัจจุบัน โดยรวมอยู่ในระดับมาก สภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมากที่สุด และลำดับความต้องการจำเป็นเรียงลำดับคาวมต้องการจำเป็น 1) ด้านการสร้างวิสัยทัศน์ 2) ด้านการสร้างแรงบันดาลใจ 3) ด้านการกระตุ้นการใช้ปัญญา 4) ด้านการคำนึงถึงความเป็นปัจเจกบุคคล 5) ด้านการมีอิทธิพลอย่างมีอุดมการณ์

2) แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ประกอบด้วย 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ มีเนื้อหา 5 ด้าน คือ ด้านการกระตุ้นการใช้ปัญญา ด้านการคำนึงถึงความเป็นปัจเจกบุคคล ด้านการมีอิทธิพลอย่างมีอุดมการณ์ ด้านการสร้างแรงบันดาลใจ ด้านการสร้างวิสัยทัศน์ 4) การประเมิน และ 5) เงื่อนไขความสำเร็จ ผลการประเมินแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา พบว่า มีความเหมาะสมอยู่ในระดับมาก

3) การประเมินแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา พบว่า โดยรวม มีความเหมาะสมอยู่ในระดับมาก และความเป็นไปได้อยู่ในระดับมาก

คำสำคัญ : แนวทางการพัฒนา, ภาวะผู้นำการเปลี่ยนแปลง

Abstract

This research aims to 1) study current conditions, Desirable conditions and essential needs of leadership, changes of school administrators. Under the Chaiyaphum Elementary School District Office, District 1, the sample is the school administrator or the deputy director of the school or the acting superintendent in the position of school administrator. 127 people sampled according to Crazy and Morgan's ready-made table 2) to study the transformational leadership development approach of school administrators, affiliated with the Chaiyaphum Elementary School District Office, District 1, informants including 3 interview luminaries and 9 focus group discussion luminaries. 3) to assess the approach to leadership development of school administrators under the Chaiyaphum Elementary School District Office, District 1. Desirable conditions, interview forms, group discussion notes, and guideline assessment questionnaires. Statistics used in the research include frequency distributions, percentages,

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[2] สาขาวิชาการบริหารการศึกษา วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

averages, standard deviations, content analysis, and priority analysis of essential needs with PNIModified index values, the findings show.

1) Current condition overall is very high. desirable conditions Overall, are at the highest levels, and the order of needs is necessary. It's 1) vision-building, 2) motivational, 3) intellectual stimulation, 4) individualism, 5) ideological influence.

2) The approach to leadership development of school administrators under the Chaiyaphum Elementary School District Office 1 consists of 1) concepts and principles, 2) objectives, 3) methods of action. There are 5 aspects: stimulation of intellectual use, consideration of individuality, ideological influence, motivational aspects, vision building, 4) assessment, and 5) conditions of success. Evaluation of the approach to leadership development, change of school administrators. It was found to be appropriate to a large extent.

3) Evaluation of the approach to leadership development, change of school administrators. Overall, there is a high level of suitability and a large level of possibility.
Keywords: development approach, transformational leadership

บทนำ

ภาวะผู้นำนับว่าเป็นปัจจัยที่สำคัญมาก ซึ่งการนำพาองค์กรไปสู่ความสำเร็จ ผู้บริหารจะต้องมีภาวะผู้นำที่ปรากฏอย่างชัดเจน แสดงถึงพลังแห่งอำนาจในการโน้มน้าวให้ผู้อื่นทำงานให้บรรลุ เป้าหมายขององค์กร โดยมีความเชื่อพื้นฐานว่าผู้นำคือผู้สร้างความแตกต่าง และเป็นผู้ที่มีความเข้าใจในองค์กร (สุวัฒน์ จุลสุวรรณ์, 2554) การศึกษาแนวคิดทฤษฎีและงานวิจัยเกี่ยวกับภาวะผู้นำที่มีประสิทธิภาพมีจำนวนมากแต่มีแนวคิดทฤษฎีหนึ่งที่ได้รับการยอมรับและกล่าวถึงกันมากคือ “ภาวะผู้นำการเปลี่ยนแปลง” (Transformational Leadership) ซึ่งมีงานวิจัยหลายเรื่องที่สนับสนุนทฤษฎีนี้ในทั่วโลก และยืนยันว่าทฤษฎีสามารถนำไปประยุกต์ใช้ได้และสามารถพัฒนาภาวะผู้นำนี้ได้ทุกองค์กรและในประเทศต่าง ๆ ไม่ว่าจะเป็นองค์กรที่อยู่ในอเมริกา ยุโรป หรือเอเชีย สำหรับในเอเชียมีการศึกษาวิจัยในองค์กรธุรกิจอุตสาหกรรมทั้งขนาดเล็กและขนาดใหญ่ โดยเฉพาะในประเทศญี่ปุ่น ฮ่องกง สิงคโปร์สำหรับในประเทศไทยพบว่า ภาวะผู้นำการเปลี่ยนแปลงนี้มีอิทธิพลต่อประสิทธิผลขององค์กร ผลการปฏิบัติงานทั้งของกลุ่มผู้บริหารและของผู้ใต้บังคับบัญชา เจตคติต่อการทำงาน ความพึงพอใจในการทำงานความผูกพันต่อองค์กร รวมถึงการพัฒนาบุคลากรในองค์กรและตัวแปรหรือปัจจัยอื่น ๆ อีกมากมาย (รัตติกรณ์ จงวิศาล, 2551)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 มีวิสัยทัศน์ เพื่อมุ่งเป็นองค์กรคุณภาพ พัฒนาการศึกษาด้วยนวัตกรรมสู่ความเป็นเลิศที่ยั่งยืน ซึ่งการที่จะทำให้วิสัยทัศน์ดังกล่าวเป็นความจริงได้นั้น การบริหารงานของผู้บริหารโรงเรียนเป็นสิ่งสำคัญและจำเป็นที่ต้องเตรียมความพร้อม ด้วยการส่งเสริมและสนับสนุนตลอดจนร่วมวางแผนให้โรงเรียนมีระบบการ พัฒนาผู้เรียน สถานศึกษา แหล่งเรียนรู้ สภาพแวดล้อม หลักสูตรและการจัดการเรียนรู้ ที่เอื้ออำนวยให้ผู้เรียนสามารถเรียนรู้ด้วยตัวเองอย่างต่อเนื่องตลอดชีวิต มีนิสัยใฝ่เรียนรู้ มีความสามารถคิดวิเคราะห์ แก้ปัญหา มีความคิดริเริ่มสร้างสรรค์ มีคุณธรรมนำความรู้ รักความเป็นไทยและสามารถก้าวไกลในระดับนานาชาติ (กิตติกร ธรรมกิจวัฒน์, 2562) สอดคล้องกับแนวคิดของ (กฤษพล อัมระนันท์, 2559) กล่าวว่าการจะพัฒนาการศึกษาด้วยนวัตกรรม ต้องพัฒนาที่ตัวผู้นำ ผู้บริหารโรงเรียนจึงจำเป็นที่ต้องเตรียมความพร้อมในการรับกับสภาพสภาวการณ์ที่เปลี่ยนแปลงในปัจจุบัน ด้วยการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ เพื่อนำไปใช้ในการบริหารจัดการสถานศึกษาที่รับผิดชอบให้มีประสิทธิภาพและเกิดประโยชน์สูงสุด

ด้วยเหตุผลดังกล่าวในฐานะผู้วิจัย จึงได้ศึกษาเรื่องแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา โดยทำการศึกษาแนวทางในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงในการบริหารสถานศึกษา ว่าเป็นอย่างไรเพื่อนำมาใช้เป็นข้อมูลและแนวทางในการพัฒนาโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ให้มีประสิทธิภาพนำองค์กรสู่ความสำเร็จต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

2. เพื่อศึกษาแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

3. เพื่อประเมินแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัยเป็น 3 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของ การพัฒนาแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

1. ขั้นตอนการดำเนินการ ดังนี้

ในระยะที่ 1 มีขั้นตอนการดำเนินการ ดังนี้

1.1 ผู้วิจัยศึกษาแนวคิด ทฤษฎี เกี่ยวกับภาวะผู้นำการเปลี่ยนแปลง จากเอกสาร และงานวิจัยที่เกี่ยวข้อง ทำการวิเคราะห์ข้อมูลโดยการสร้างข้อสรุปจากการวิเคราะห์เนื้อหา (Content Analysis) จากข้อมูลที่เก็บรวบรวมได้ แล้วนำมาสร้างกรอบแนวคิดการวิจัย ได้องค์ประกอบและตัวชี้วัดของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ประกอบด้วย 5 องค์ประกอบ ดังนี้ 1)ด้านการกระตุ้นการใช้ปัญญา 2)ด้านการคำนึงถึงความเป็นปัจเจกบุคคล 3)ด้านการมีอิทธิพลอย่างมีอุดมการณ์ 4)ด้านการสร้างแรงบันดาลใจ 5)ด้านการสร้างวิสัยทัศน์

1.2 นำองค์ประกอบ และตัวชี้ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 มาใช้สร้างแบบสอบถามเพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็น

1.3 ทำการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

1.4 วิเคราะห์สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 มาหาดัชนีความต้องการจำเป็น (Priority Needs Index)

2. ประชากรและกลุ่มตัวอย่าง

2.1 ประชากร ได้แก่ ผู้อำนวยการสถานศึกษาหรือรองผู้อำนวยการสถานศึกษาหรือผู้รักษาการในตำแหน่งผู้อำนวยการสถานศึกษา จำนวน 189 คน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

2.2 กลุ่มตัวอย่าง ได้แก่ อำนวยการสถานศึกษาหรือรองผู้อำนวยการสถานศึกษาหรือผู้รักษาการในตำแหน่งผู้อำนวยการสถานศึกษาที่ได้จากการสุ่มตัวอย่างด้วยวิธีการเทียบตารางสำเร็จรูปของ Krejcie & Morgan

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 แบบสอบถามเพื่อการวิจัย

แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถามและข้อมูลทั่วไป ได้แก่ วุฒิการศึกษา ประสบการณ์ทางการบริหาร ซึ่งเป็นแบบตรวจสอบรายการ (Checklist)

ตอนที่ 2 เป็นแบบสอบถามเกี่ยวกับภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา และทักษะที่จำเป็นต่อภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 เป็นแบบสอบถามมาตราส่วนประเมินค่า 5 ระดับ สอบถามภาวะผู้นำใน 5 ด้าน

3.2 การสร้างและหาคุณภาพของเครื่องมือ

แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 มีวิธีการสร้างและหาคุณภาพ ดังนี้

1. ศึกษาหลักเกณฑ์ และวิธีการสร้างแบบสอบถามแบบมาตราส่วน ประมาณค่า

2. ร่างแบบสอบถามโดยใช้ประเด็นองค์ประกอบและตัวชี้วัดที่ได้จากการศึกษามาเป็นกรอบการสร้างแบบสอบถาม

3. นำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ เพื่อตรวจสอบความถูกต้องและความครอบคลุมของเนื้อหาแล้วนำข้อเสนอแนะที่ได้ไปพิจารณาปรับปรุงแก้ไขให้สมบูรณ์ยิ่งขึ้น

4. การตรวจคุณภาพของแบบสอบถาม โดยการตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ผู้วิจัยนำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นและผ่านการพิจารณาจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว นำเสนอผู้เชี่ยวชาญเพื่อตรวจสอบ

ความเที่ยงตรงเชิงเนื้อหา ความเหมาะสมและความชัดเจนของข้อคำถาม ดำเนินการตรวจสอบคุณภาพเครื่องมือโดยวิธีการตรวจสอบความเที่ยงตรงเชิงเนื้อหาใช้เทคนิค IOC (Index of Item-Objective Congruence) หรือดัชนีความสอดคล้องระหว่างข้อคำถาม

5. นำแบบสอบถามที่ผ่านการตรวจพิจารณาของผู้เชี่ยวชาญแล้วนำไปทดลองใช้ เพื่อหาคุณภาพของแบบสอบถามโดยนำไปทดลองใช้ (Try Out) กับผู้อำนวยการสถานศึกษาหรือรองผู้อำนวยการสถานศึกษาหรือผู้รักษาการในตำแหน่งผู้บริหารสถานศึกษา ที่ปฏิบัติงานในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน

6. นำแบบสอบถามที่ทดลองใช้นำมาหาค่าอำนาจจำแนกรายข้อโดยการหาค่าสัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อกับคะแนนรวม (Item–Total Correlation) คัดเลือกข้อคำถามที่มีค่า 0.20 ขึ้นไปใช้ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายของ Pearson โดยดูจากค่าความสัมพันธ์จากคะแนนรายข้อกับคะแนนรวม (Item Total Correlation) ข้อคำถามมีค่าอำนาจจำแนกอยู่ระหว่างการตรวจสอบค่าความเชื่อมั่น ผู้วิจัยได้นำข้อคำถามที่มีค่าอำนาจจำแนกตามเกณฑ์ไปหาค่าความเชื่อมั่นทั้งฉบับตามวิธีการหาค่าสัมประสิทธิ์แอลฟาของคอนบราค (Cronbach's Alpha Coefficient)

7. จัดพิมพ์แบบสอบถามฉบับสมบูรณ์ แล้วนำไปเก็บรวบรวมข้อมูลกับกลุ่มตัวอย่างต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยดำเนินการขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ถึงผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 เพื่อขออนุญาตและอำนวยความสะดวกในการดำเนินการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างที่เป็นผู้อำนวยการสถานศึกษาหรือรองผู้อำนวยการสถานศึกษาหรือผู้รักษาการในตำแหน่งผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 จำนวน 127 คน

4.2 ผู้วิจัยนำแบบสอบถามพร้อมหนังสือขอความร่วมมือในการตอบแบบสอบถาม จัดส่งไปยังสถานศึกษาที่เป็นกลุ่มตัวอย่างทางออนไลน์

5. การจัดกระทำและวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์และนำเสนอข้อมูลจากแบบสอบถาม ดังนี้

5.1 การจัดกระทำข้อมูล

5.1.1 ตรวจสอบจำนวนและความสมบูรณ์ของแบบสอบถามที่ได้รับคืนมาแต่ละฉบับใช้วิเคราะห์ข้อมูล โดยใช้โปรแกรมสำเร็จรูป ดังนี้

5.1.1.1 วิเคราะห์ข้อมูล ตอนที่ 1 ของแบบสอบถาม ที่มีลักษณะเป็นข้อมูลทั่วไปเกี่ยวกับสถานภาพ เพศ อายุ ประสบการณ์ วิเคราะห์โดยใช้ค่าความถี่ (Frequency) และ ค่าร้อยละ Percentage)

5.1.1.2 วิเคราะห์ข้อมูล ตอนที่ 2 ของแบบสอบถาม ที่มีลักษณะข้อมูล ประเภทมาตราส่วนประมาณค่า (Rating Scale) โดยใช้โปรแกรมสำเร็จรูปในการดำเนินการหาค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล ในการวิเคราะห์ข้อมูลการวิจัยครั้งนี้ ผู้วิจัยได้ใช้สถิติในการวิเคราะห์ข้อมูลดังนี้

5.2.1 สถิติพื้นฐาน

5.2.1.1 ร้อยละ (Percentage)

5.2.1.2 ค่าเฉลี่ย (Mean)

5.2.1.3 ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation: S.D.)

5.2.2 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ

5.2.2.1 ค่าความเชื่อมั่นของแบบสอบถามโดยหาค่าสัมประสิทธิ์แอลฟา (Alpha Coefficient) โดยใช้สูตรของครอนบาค (Cronbach) และค่าอำนาจจำแนกรายข้อ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อคำถามกับคะแนนตามสูตรหาค่า สัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson's Product Moment Correlation Coefficient)

5.2.2.2 การหาค่าความตรงด้านเนื้อหา (Content Validity) ของ แบบสอบถามโดยใช้สูตรดัชนีความสอดคล้อง (Index of item Objective Congruence : IOC)

5.3. วิเคราะห์ความต้องการความจำเป็น (Need Assessment) โดยนำข้อมูลที่ได้จากการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์มาหาดัชนีความต้องการจำเป็น (Priority Needs Index) เพื่อจัดลำดับความต้องการความจำเป็น

ระยะที่ 2 ศึกษาแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

ขั้นตอนที่ 1 การศึกษา Best Practices เกี่ยวกับการพัฒนาภาวะผู้นำการเปลี่ยนแปลง จากผู้ทรงคุณวุฒิในการบริหารการศึกษา

1. ผู้ให้ข้อมูล ได้แก่ อาจารย์สาขาการบริหารจัดการศึกษาในระดับอุดมศึกษา 1 คน ผู้บริหารการศึกษา กลุ่มงานบริหารงานบุคคล สังกัดสำนักงานเขตพื้นที่การศึกษา 1 คน และผู้บริหารสถานศึกษา 1 คน ใช้วิธีการเลือกแบบเจาะจง (Purposive Sampling) รวมผู้ให้ข้อมูลทั้งหมด 3 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสัมภาษณ์กึ่งโครงสร้างซึ่งใช้คำถามที่ประกอบด้วยข้อมูลทั่วไป และความคิดเห็นเกี่ยวกับการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา ซึ่งมีส่วนประกอบดังนี้

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับตำแหน่งทางการบริหาร ตำแหน่งทางวิชาการ คุณวุฒิสูงสุด สถานที่ทำงาน ประสบการณ์ในการทำงาน

ตอนที่ 2 ความคิดเห็นเกี่ยวกับการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา

2.2 การสร้างและการหาคุณภาพของเครื่องมือ

2.2.1 ศึกษาแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้องกับแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

2.2.2 สร้างเป็นข้อคำถามของแบบสัมภาษณ์

2.2.3 นำข้อคำถามของแบบสัมภาษณ์ที่สร้างได้ไปให้อาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้องของแบบสัมภาษณ์ สำนวนภาษา และปรับปรุงตามคำแนะนำของอาจารย์ที่ปรึกษา

2.2.4 นำแบบสัมภาษณ์ที่สร้างขึ้นเรียบร้อยแล้วไปให้ผู้เชี่ยวชาญ (ชุดเดิม) ในการตรวจสอบเครื่องมือวิจัย พิจารณาความสอดคล้องระหว่างประเด็นข้อคำถามในการสัมภาษณ์ กับวัตถุประสงค์และนิยามศัพท์เฉพาะ ในขั้นตอนนี้ใช้การวิเคราะห์ความสอดคล้อง (IOC : Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

2.2.5 ปรับปรุงแบบสัมภาษณ์ตามคำแนะนำของผู้เชี่ยวชาญไปจัดทำเป็นแบบ สัมภาษณ์ฉบับสมบูรณ์

3. การเก็บรวบรวมข้อมูล

ดำเนินการประสานงานกับหน่วยงานต้นสังกัดของผู้ให้ข้อมูลและสัมภาษณ์ด้วยตนเอง โดยใช้แบบสอบถามที่สร้างขึ้น ผู้วิจัยใช้วิธีการสัมภาษณ์และจัดเก็บข้อมูลด้วยวิธีการจดบันทึก ใช้เครื่องบันทึกเสียงและกล้องถ่ายภาพ โดยมีรายละเอียดดังนี้

3.1 ขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล

3.2 นำหนังสือขอความอนุเคราะห์ในการตอบแบบสัมภาษณ์ส่งถึงกลุ่มผู้ให้ข้อมูลด้วยตนเอง พร้อมนัดหมายวันเวลาที่กลุ่มผู้ให้ข้อมูลสะดวกในการให้สัมภาษณ์กับผู้วิจัย

3.3 ดำเนินการสัมภาษณ์ตามวันเวลาที่นัดหมายพร้อมเก็บบันทึกข้อมูล โดยละเอียด

4. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

4.1 นำข้อมูลที่ได้จากแบบบันทึกการสัมภาษณ์มาเรียบเรียง จัดระเบียบ ข้อมูล จัดกลุ่มเนื้อหาตามองค์ประกอบหลักและองค์ประกอบย่อย

4.2 ผู้วิจัยวิเคราะห์ข้อมูลโดยการวิเคราะห์ข้อมูลเชิงคุณภาพ

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงคุณภาพ คือ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 2 แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

ยกร่างแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยดำเนินการนำข้อมูลที่ได้จากการวิเคราะห์ความต้องการจำเป็นในระยะที่ 1 และการศึกษา Best Practices เกี่ยวกับการพัฒนาภาวะผู้นำของผู้บริหารสถานศึกษา มาพัฒนาเป็นแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

ขั้นตอนที่ 3 การตรวจสอบยืนยันแนวทางทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

1. ผู้ทรงคุณวุฒิ ตรวจสอบยืนยันแนวทาง ฯ จำนวน 9 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบบันทึกการสนทนากลุ่ม (Focus Group Discussion) ของผู้ทรงคุณวุฒิด้านความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา

2.2.2 ศึกษาวิธีการสร้างแบบบันทึกการสนทนากลุ่ม (Focus Group Discussion)

2.2.3 ร่างแบบบันทึกการสนทนากลุ่ม (Focus Group Discussion) โดยใช้ประเด็นสำคัญของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบบันทึกการสนทนากลุ่มที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษา วิทยานิพนธ์แล้วให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้อง ตั้งแต่ .60 ขึ้นไป

2.2.6 จัดทำแบบบันทึกการสนทนากลุ่มฉบับจริงและนำไปเก็บข้อมูลกับกลุ่มผู้ทรงคุณวุฒิต่อไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุมถึงผู้ทรงคุณวุฒิ

3.2 ติดต่อประสานงานกับผู้ทรงคุณวุฒิเพื่อขอความอนุเคราะห์ในการตรวจสอบ ยืนยันแนวทางด้วยการสนทนากลุ่ม (Focus Group Discussion) ของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบบันทึกการสนทนากลุ่ม

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูลและการวิเคราะห์ข้อมูลเชิงคุณภาพ

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 การวิเคราะห์ข้อมูล คือ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 4 ประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดย

1. ผู้ทรงคุณวุฒิ (ชุดเดิม) จำนวน 9 คน ประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดย โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดย ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2556)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ระยะที่ 3 ประเมินแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

1. นำร่างแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 เสนอต่อผู้ทรงคุณวุฒิ เพื่อประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสม และความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดย โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดย ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2556)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

1. สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาแนวทางภาวะผู้นำการเปลี่ยนแปลง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 สภาพปัจจุบันของภาวะผู้นำการเปลี่ยนแปลง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยรวมอยู่ในระดับมาก เมื่อ พิจารณาเป็นรายด้าน เรียงลำดับคะแนนเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการมีอิทธิพลอย่างมีอุดมการณ์ ด้านการคำนึงถึงความเป็นปัจเจกบุคคล ด้านการกระตุ้นการใช้ปัญญา ด้านการสร้างแรงบันดาลใจ และด้านการสร้างวิสัยทัศน์ สภาพที่พึงประสงค์ของภาวะผู้นำการเปลี่ยนแปลง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 พบว่า โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน เรียงลำดับคะแนนเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการสร้างแรงบันดาลใจ ด้านการคำนึงถึงความเป็นปัจเจกบุคคล ด้านการกระตุ้นการใช้ปัญญา ด้านการมีอิทธิพลอย่างมีอุดมการณ์ และด้านการสร้างวิสัยทัศน์ และความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 พบว่า ลำดับ ความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ ด้านการสร้างวิสัยทัศน์ ด้านการสร้างแรงบันดาลใจ ด้านการกระตุ้นการใช้ปัญญา ด้านการคำนึงถึงความเป็นปัจเจก และด้านการมีอิทธิพลอย่างมีอุดมการณ์

2. แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ประกอบด้วย 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ ใช้กิจกรรมการพัฒนาตามหลักวิธีการพัฒนา 70:20:10 ได้แก่ การประชุมเชิงปฏิบัติการ การฝึกอบรม และการศึกษาดูงาน มีแนวทางในการพัฒนา 5 ด้าน ประกอบด้วย ด้านการสร้างวิสัยทัศน์ ด้านการสร้างแรงบันดาลใจ ด้านการกระตุ้นการใช้ปัญญา ด้านการคำนึงถึงความเป็นปัจเจก และด้านการมีอิทธิพลอย่างมีอุดมการณ์ 4) การประเมิน มีการประเมิน 2 ขั้นตอน ขั้นที่ 1 ประเมินก่อนการดำเนินการ ได้แก่ ประเมินความเป็นไปได้ในการปฏิบัติ ตรวจสอบเครื่องมือ สื่อ คน และเวลา และประเมินความเข้าใจก่อนการพัฒนา ขั้นที่ 2 ประเมินหลังดำเนินการ ได้แก่ ประเมินความเข้าใจหลังการพัฒนา ประเมินภาวะผู้นำการเปลี่ยนแปลงของผู้เข้าร่วมพัฒนา และแบบประเมินความพึงพอใจของผู้เข้าร่วมพัฒนา และ 5) เงื่อนไขความสำเร็จผลการตรวจสอบยืนยัน และประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยผู้ทรงคุณวุฒิ พบว่า โดยรวมอยู่ในระดับมาก

3. ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 พบว่า มีความเหมาะสมอยู่ในระดับมาก และมีความเป็นไปได้อยู่ในระดับมาก

อภิปรายผลการวิจัย

1. สภาพปัจจุบันของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการมีอิทธิพลอย่างมีอุดมการณ์ รองลงมาคือ ด้านการคำนึงถึงความเป็นปัจเจกบุคคล ด้านการกระตุ้นการใช้ปัญญา ด้านการสร้างแรงบันดาลใจ และด้านการสร้างวิสัยทัศน์ ตามลำดับ ผลการวิจัยเช่นนี้อาจเป็นเพราะ การประกาศใช้พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 แก้ไขเพิ่มเติม (ฉบับที่ 4) พ.ศ.2562 การใช้หลักสูตรแกนกลางการศึกษา พ.ศ.2551 ส่งผลให้เกิดการเปลี่ยนแปลงทั้งหลักสูตร การจัดการเรียนการสอน เทคโนโลยี สื่อและนวัตกรรมทางการศึกษา ทำให้ผู้บริหารมีความสำคัญมากต่อการพัฒนาสถานศึกษา ให้บรรลุประสิทธิผลอย่างมีประสิทธิภาพและการเปลี่ยนแปลงไปในทางที่ดี สอดคล้องกับ ชาญชัย อาจินสมาจาร (2551) ได้ให้ความสำคัญของภาวะผู้นำการเปลี่ยนแปลง ไว้ว่า เป็นสิ่งสำคัญยิ่งสำหรับองค์กร เพราะจะเพิ่มเสริมความสำเร็จขององค์กรในระยะยาวงานของภาวะผู้นำจึงไม่ใช่เป็นการดำเนินงานตามกรอบงานประจำ แต่จะเป็นการดำเนินงานให้เกิดผลที่สร้างสรรค์ขององค์กร ใช้แนวคิดหรือทฤษฎีใหม่เพื่อพัฒนาองค์กรใหม่ภายใต้สถานการณ์แห่งการเปลี่ยนแปลง

2. สภาพที่พึงประสงค์ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากที่สุดเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการสร้างแรงบันดาลใจ รองลงมาคือ ด้านการคำนึงถึงความเป็นปัจเจกบุคคล ด้านการกระตุ้นการใช้ปัญญา ด้านการมีอิทธิพลอย่างมีอุดมการณ์ และด้านการสร้างวิสัยทัศน์ ตามลำดับ ซึ่งสอดคล้องกับ สุเทพ พงศ์ศรีวัฒน์ (2551) ได้ให้แนวคิดเชิงทฤษฎีภาวะผู้นำการเปลี่ยนแปลง ไว้ว่า ผู้นำการเปลี่ยนแปลงจะใช้การจูงใจให้ผู้ตาม เกิดการเพิ่มความพยายามในการทำงานมากขึ้นกว่าปกติซึ่งมาจากการที่ผู้ตามมีระดับความมั่นใจ ต่อผลของงานที่ได้รับมอบหมาย และความมุ่งมั่นต่อความสำเร็จค่อนข้างสูงในที่สุด การสร้างแรงบันดาลใจ เป็นการจูงใจให้เกิดแรงบันดาลใจในการทำงานโดยการสร้าง แรงจูงใจภายใน การสร้างเจตคติและการคิดในแง่บวก และกระตุ้นจิตวิญญาณของทีมให้มีชีวิตชีวา

3. ความต้องการจำเป็นในการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปน้อย ได้แก่ ด้านการสร้างวิสัยทัศน์

ด้านการสร้างแรงบันดาลใจ ด้านการกระตุ้นการใช้ปัญญา ด้านการคำนึงถึงความเป็นปัจเจก และด้านการมีอิทธิพลอย่างมีอุดมการณ์ตามลำดับ ทั้งนี้อาจเป็นเพราะสังคมในปัจจุบันมีการเปลี่ยนแปลงอยู่ตลอดเวลา จึงส่งผลต่อความต้องการจำเป็นของการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา ซึ่งสอดคล้องกับ ธีระ รุญเจริญ (2553) ได้ให้ความสำคัญของภาวะผู้นำการเปลี่ยนแปลงไว้ว่า มีความจำเป็น และมีความสำคัญอย่างยิ่งในการจัดและบริหารการศึกษาในยุคนี้ ทั้งนี้เพราะผู้นำซึ่งเป็นผู้บริหารการศึกษาจำต้องมีความรู้ความสามารถในการปรับเปลี่ยนสาระเนื้อหาขององค์กรทางการศึกษา

4. แนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 พบว่า ประกอบด้วย 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ ใช้วิธีการพัฒนาตามหลักแนวคิดการพัฒนา 70:20:10 ได้แก่ การประชุมเชิงปฏิบัติการ การฝึกอบรม และการศึกษาดูงาน มีแนวทางในการพัฒนา 5 ด้าน ประกอบด้วย ด้านการสร้างวิสัยทัศน์ ด้านการสร้างแรงบันดาลใจ ด้านการกระตุ้นการใช้ปัญญา ด้านการคำนึงถึงความเป็นปัจเจก และด้านการมีอิทธิพลอย่างมีอุดมการณ์ 4) การประเมิน มีการประเมิน 2 ขั้นตอน ขั้นที่ 1 ประเมินก่อนการดำเนินการ ได้แก่ ประเมินความเป็นไปได้ในการปฏิบัติ ตรวจสอบเครื่องมือ สื่อ คน และเวลา และประเมินความเข้าใจก่อนการพัฒนา ขั้นที่ 2 ประเมินหลังดำเนินการ ได้แก่ ประเมินความเข้าใจหลังการพัฒนา ประเมินภาวะแบบร่วมมือของผู้เข้าร่วมพัฒนา และแบบประเมินความพึงพอใจของผู้เข้าร่วมพัฒนา และ 5) เงื่อนไขความสำเร็จ ผลการประเมินแนวทางการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา มีความเหมาะสม/ความเป็นไปได้ อยู่ในระดับมาก ซึ่งสอดคล้องกับผลการวิจัยของ รุ่งนภา จันทร์ลี (2562) ได้ศึกษาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาที่ส่งผลต่อการเป็นองค์กรแห่งการเรียนรู้ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี เขต 2 ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษาเป็นพฤติกรรมและสามารถในการบริหารที่จะนำพาผู้ใต้บังคับบัญชาให้สามารถปฏิบัติหน้าที่ได้เต็มความสามารถ และสอดคล้องกับ Kyle Sandell (2012) ได้ทำการศึกษา รูปแบบความเป็นผู้นำการเปลี่ยนแปลงได้รับการแสดงให้เห็นประสิทธิภาพโดยเฉลี่ยในผู้ตาม การมีส่วนร่วมของผู้ติดตามเป็นสื่อกลางความสัมพันธ์ระหว่างการรับรู้ความเป็นผู้นำการเปลี่ยนแปลงและผลการปฏิบัติงาน แม้ว่าความสัมพันธ์ระหว่างความเป็นผู้นำการเปลี่ยนแปลงการมีผลต่อพนักงานและการปฏิบัติงาน

ข้อเสนอแนะ

ข้อเสนอแนะทั่วไป

1. จากการศึกษาสภาพที่พึงประสงค์ของภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สรุปได้ว่ามีความต้องการด้านการสร้างวิสัยทัศน์มากที่สุด ดังนั้นผู้วิจัยและผู้มีส่วนเกี่ยวข้องควรส่งเสริมให้มีการพัฒนาอย่างต่อเนื่อง เพราะจะทำให้ผู้บริหารเป็นผู้ที่มีประสิทธิภาพมากยิ่งขึ้น

2. สำนักงานเขตพื้นที่การศึกษา ต้องกำหนดนโยบายการพัฒนาภาวะผู้การเปลี่ยนแปลงของผู้บริหารเป็นลำดับต้นๆ ควรมีการจัดระบบการกำกับ ติดตามและประเมินผลเป็นระยะที่ต่อเนื่อง มีการจัดกิจกรรมสร้างความตระหนักและพัฒนาตนเองอย่างต่อเนื่อง สำหรับผู้บริหารสถานศึกษา โดยพิจารณาจากลำดับความสำคัญของ ความต้องการจำเป็น ($PNI_{modified}$) ที่มีความต้องการจำเป็นสูง

3. ผู้บริหารสถานศึกษามีบทบาทสำคัญในการขับเคลื่อนนโยบายการบริหารจัดการศึกษา ควรได้รับการพัฒนาตนเองด้านการบริหารจัดการศึกษาอย่างต่อเนื่อง สม่ำเสมอ เพื่อพัฒนาตนเองและส่งผลต่อการพัฒนาองค์กรให้มีประสิทธิภาพ ผู้บริหารควรเล็งเห็นความสำคัญและความจำเป็นที่ต้องพัฒนาในด้านต่างๆ และการพัฒนาภาวะผู้นำการเปลี่ยนแปลง โดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น ($PNI_{modified}$)

ข้อเสนอแนะในการวิจัยครั้งต่อไป

1. ควรศึกษาปัจจัยที่มีผลต่อภาวะผู้นำเปลี่ยนแปลงให้กับผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

2. ควรจะศึกษาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารโรงเรียนในระดับเขตพื้นที่การศึกษาประถมศึกษาและมัธยมศึกษาเพื่อพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สำนักงานเขตพื้นที่การศึกษาให้มีประสิทธิภาพยิ่งขึ้น

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สภาพ และความต้องการจำเป็นของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร

Situations And Needs of School Administrations in Digital Era Under the Secondary Educational Service Area Office Mukdahan

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ของการบริหารสถานศึกษาในยุคดิจิทัล (2) ประเมินความต้องการจำเป็นของการบริหารสถานศึกษาในยุคดิจิทัล กลุ่มตัวอย่างที่ใช้ในวิจัย คือผู้บริหารสถานศึกษาและครู จำนวน 300 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 จำนวน 2 ฉบับ คือ (1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องระหว่าง .80-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .23- .60 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .91 (2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้องระหว่าง .80-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .31- .76 และค่าความเชื่อมั่นทั้งฉบับ เท่ากับ . 93 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการวิจัยพบว่า (1) สภาพปัจจุบันการการบริหารสถานศึกษาในยุคดิจิทัล โดยรวมอยู่ในระดับปานกลาง และสภาพที่พึงประสงค์การบริหารสถานศึกษาในยุคดิจิทัล โดยรวมอยู่ในระดับมากที่สุด (2) ผลการประเมินความต้องการจำเป็นของการบริหารสถานศึกษาในยุคดิจิทัลด้านที่มีค่าสูงสุด 3 อันดับแรก ได้แก่ 1) ด้านการจัดการองค์การ 2) ด้านการบริหารบุคคล และ 3) ด้านการประสานงานตามลำดับ

คำสำคัญ: 1) สภาพปัจจุบัน, 2) สภาพที่พึงประสงค์, 3) ความต้องการจำเป็น, 4) การบริหารสถานศึกษา, 5) ยุคดิจิทัล

Abstract

The purposes of this research were (1) to examine the current and desirable situations of school administrations in digital era, and (2) to assess the needs of school administrations. The samples used were 300 school administrators and teachers. The instruments employed in data collection were 2 five-rating scale questionnaires as followed: (1) a current situation questionnaire with the Index of item Congruence (IC) between .80-1.00, the discrimination between .23- .60 and the reliability of .91 and (2) Questionnaire on the desirable condition of school administrations in digital era with the Index of item Congruence (IC) between .80-1.00, the discrimination between .31- .76, and the reliability of .93. The statistics employed in data analysis were percentage, mean standard deviation and priority needs index modified ($PNI_{modified}$).

The results revealed that (1) the current situations and the desirable situations of situations and needs of school administrations in digital era under the Secondary Educational Service Area Office Mukdahan in over all were at the moderate level and at the highest level, respectively. (2) The top three highest of needs of situations and needs of school administrations in digital era were 1) Organizing 2) Staffing and 3) Coordinating respectively.

Keywords: 1) Current Situations, 2) Desirable Situations, 3) Needs, 4) Management in school, 5) Digital Era

บทนำ

สังคมโลกในยุคปัจจุบันมีความเจริญก้าวหน้าอย่างรวดเร็ว เนื่องจากมนุษย์นำเอาเทคโนโลยีดิจิทัลเข้ามาเป็นส่วนสำคัญในการดำเนินชีวิต ส่งผลให้เกิดการเปลี่ยนแปลงไปจากอดีต เทคโนโลยีดิจิทัลได้รับการพัฒนาอย่างต่อเนื่องและมีความทันสมัยมากขึ้น มีระบบประมวลผลที่ฉลาดขึ้น มีความเป็นอัตโนมัติ มีฐานข้อมูลขนาดใหญ่ขึ้น อุปกรณ์คอมพิวเตอร์ และโทรศัพท์มีขนาดเล็กลงซึ่งสามารถพกพา และสะดวกในเคลื่อนที่ไปทุกหนทุกแห่ง มนุษย์สามารถเข้าถึงข้อมูลข่าวสาร สามารถพัฒนาองค์ความรู้และแหล่งเรียนรู้

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ได้อย่างไร้ขีดจำกัด สามารถนำเทคโนโลยีมาปรับใช้ในการทำธุรกิจ การซื้อขาย การเรียนรู้ครอบคลุมเกือบทุกพื้นที่ และคนเกือบทุกคน เกือบทุกวัยต่างใช้เทคโนโลยีดิจิทัล เพื่อการสื่อสารในชีวิตประจำวัน (ปิยศักดิ์ มานะสันต์. 2560)

ตามแผนการศึกษาแห่งชาติ พ.ศ. 2560 -2579 ด้านประสิทธิภาพของการจัดการเรียนการสอน และการบริหารจัดการเพื่อเพิ่มคุณภาพการศึกษาพัฒนาการเรียนการสอน และพัฒนาครู การพัฒนาระบบข้อมูลและสารสนเทศทางการศึกษาที่เชื่อมโยงกัน เพื่อใช้ในการบริหารจัดการ เพิ่มประสิทธิภาพการบริหารจัดการสถานศึกษา ส่งเสริมการมีส่วนร่วมของทุกภาคส่วนในการจัดและสนับสนุนการศึกษา (กระทรวงศึกษาธิการ. 2560) และรัฐต้องส่งเสริมให้มีการวิจัยและพัฒนาการผลิต และการพัฒนาเทคโนโลยีเพื่อการศึกษา รวมทั้งการติดตาม ตรวจสอบ และประเมินผลการใช้เทคโนโลยีเพื่อการศึกษาเพื่อให้เกิดการใช้ที่คุ้มค่า และเหมาะสมกับกระบวนการเรียนรู้ของคนไทย

การบริหารจัดการสถานศึกษาในยุคดิจิทัล ผู้บริหารสถานศึกษาจำเป็นต้องมีความรู้ความเข้าใจเกี่ยวกับเทคโนโลยีการสื่อสารและเทคโนโลยีคอมพิวเตอร์ เพื่อให้สามารถเลือกใช้กับการบริหารสถานศึกษาได้อย่างเหมาะสมคุ้มค่าและเพียงพอต่อการใช้งาน (จิณณวัตร ปะโคทัง. 2561) สถานศึกษาแต่ละแห่งต้องจัดการศึกษาให้สอดคล้องกับสถานการณ์การเปลี่ยนแปลงที่เกิดขึ้นของโลก และประเทศชาติ โดยเฉพาะอย่างยิ่งผู้บริหารสถานศึกษา และครูเป็นผู้มีบทบาทสำคัญที่จะต้องบริหารจัดการสถานศึกษาให้มีประสิทธิภาพ และให้เกิดความสมดุลเพื่อการจัดการศึกษาให้บรรลุผลสำเร็จ รวมไปถึงการเปลี่ยนแปลงทางด้านเศรษฐกิจการเมือง เทคโนโลยี สังคม สิ่งแวดล้อม และการใช้เทคโนโลยีส่งผ่านข้อมูล เชื่อมต่อกันอย่างรวดเร็ว ปัจจัยดังกล่าวส่งผลต่อการวางแผนของการจัดการศึกษาในยุคปัจจุบัน เพิ่มขีดความสามารถในการแข่งขัน การพัฒนาทรัพยากรมนุษย์ ส่งเสริมความรู้ ความคิด ทัศนคติ และทักษะ เพื่อนำไปสู่การพัฒนาการศึกษาไทย และการเตรียมความพร้อมสำหรับโลกในอนาคต (สำนักงานเลขาธิการสภาการศึกษา. 2563)

ผู้บริหารสถานศึกษาต้องเข้าใจบริบทของสถานศึกษา โดยเฉพาะสภาพแวดล้อมทางเทคโนโลยีที่เป็นทั้งปัจจัยเอื้อ และปัจจัยที่เป็นอุปสรรคในการดำเนินกิจกรรมต่าง ๆ ของสถานศึกษาในการจัดการเรียนรู้ให้ผู้เรียนทั้งการเปลี่ยนแปลงในระดับต่าง ๆ ที่ส่งผลกระทบต่อการศึกษาของไทย ทำให้สภาพแวดล้อมภายในไม่ว่าจะเป็นผู้เรียนในยุคดิจิทัล การเรียนรู้ในยุคดิจิทัล ครูในยุคดิจิทัล เทคโนโลยี และนวัตกรรมการเรียนรู้ในยุคดิจิทัลได้เปลี่ยนแปลงไป (สุกัญญา แช่มช้อย. 2561)

การจัดการเรียนรู้ให้กับผู้เรียนที่เป็นกลุ่มเด็กที่เกิดในยุคดิจิทัล โดยครูและผู้บริหารสถานศึกษาที่เป็นกลุ่มบุคคลที่เกิดก่อนที่จะมีการใช้ดิจิทัลอย่างแพร่หลายนับเป็นความท้าทายในการบริหารการศึกษาในยุคดิจิทัลอย่างมาก ผู้บริหารสถานศึกษาต้องทำความเข้าใจว่าผู้เรียนในยุคนี้มีการเรียนรู้อย่างไร และจะทำอย่างไรให้ครูสามารถจัดการเรียนรู้ด้วยนวัตกรรม หรือแนวทางใหม่ ๆ ที่จะเชื่อมโยงความคิด ความรู้ โดยใช้เทคโนโลยีเป็นตัวส่งผ่านไปยังผู้เรียนยุคดิจิทัล (สุกัญญา แช่มช้อย. 2561) การบริหารจัดการศึกษาทุกประเภท ทุกระดับ ให้เกิดประสิทธิภาพและประสิทธิผลสูงสุดนั้น สถานศึกษาต้องบริหารจัดการอย่างเป็นระบบ ทันสมัยต่อเหตุการณ์ปัจจุบัน นำสื่อเทคโนโลยีต่าง ๆ เข้ามามีบทบาทในการบริหารสถานศึกษามากขึ้น อำนวยความสะดวกในการบริหารจัดการชั้นเรียน รวมไปถึงการอำนวยความสะดวกในการติดต่อประสานงานจากบุคคลภายนอกสถานศึกษา เพื่อพัฒนาการเรียนรู้ของผู้เรียน โดยผู้บริหารสถานศึกษาต้องทำความเข้าใจ เช่น การนำโทรศัพท์ คอมพิวเตอร์ สื่อออนไลน์มาใช้ประโยชน์สำหรับการบริหารสถานศึกษาให้เข้ากับการเปลี่ยนแปลงครั้งนี้ด้วย

ในปีการศึกษา 2564 ที่ผ่านมาสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร มีสถานศึกษาในสังกัด จำนวน 30 แห่ง เปิดทำการสอนในระดับชั้นมัธยมศึกษา โดยมุ่งพัฒนาคุณภาพและมาตรฐานการศึกษาทุกระดับ ซึ่งผลการประเมินในปีการศึกษา 2564 ภาพรวมมีผลสัมฤทธิ์ของผู้เรียนมีผลการทดสอบต่ำกว่าเกณฑ์ ซึ่งปัญหาดังกล่าวเกิดจากการบริหารสถานศึกษา ขาดความรู้และทักษะในการนำสื่อดิจิทัลใช้ในการบริหารสถานศึกษา เนื่องจากทำงานส่วนใหญ่ในรูปแบบของเอกสารไม่ได้ใช้ระบบเทคโนโลยีดิจิทัลในการทำงานเท่าที่ควร ส่งผลต่อคุณภาพของการศึกษา โดยสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหารจำเป็นต้องปรับเปลี่ยนรูปแบบและกระบวนการในการบริหารให้มีความทันสมัย ทันต่อเหตุการณ์ สอดคล้องต่อนโยบายของรัฐกระทรวงศึกษาธิการ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานมีวิสัยทัศที่ครอบคลุม ส่งเสริมและสร้างโอกาสทางการศึกษาให้กับผู้เรียนอย่างทั่วถึง เท่าเทียม และมีคุณภาพเพิ่มขีดความสามารถในการแข่งขันด้านทักษะวิชาการ ทักษะชีวิตและทักษะวิชาชีพเน้นครูและบุคลากรทางการศึกษาเป็นผู้สร้างนวัตกรรม มีทักษะด้านภาษาและดิจิทัล (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร. 2565) โดยจัดการศึกษามุ่งพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์และต้องมุ่งเน้นความเป็นเลิศทางการศึกษา เพื่อให้นักเรียนเป็นคนดีมีปัญญา มีความสุข และศักยภาพจึงเกิดผลดีบรรลุตามวัตถุประสงค์ที่สถานศึกษากำหนด (ธีระ รุญเจริญ. 2554)

จากความเป็นมา และความสำคัญของปัญหาดังกล่าว เห็นได้ว่าเทคโนโลยีดิจิทัลมีอิทธิพลต่อการดำเนินชีวิตของคนในยุคปัจจุบันอย่างมาก ในการบริหารสถานศึกษาผู้บริหารสถานศึกษาและครูจึงได้นำเทคโนโลยีดิจิทัลเข้ามาใช้ในการบริหารสถานศึกษาได้อย่างเหมาะสม และคุ้มค่า จากเหตุผลดังกล่าว ผู้ศึกษาจึงมีความสนใจที่จะศึกษาสภาพ และความต้องการจำเป็นของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร เพื่อนำผลการศึกษาไปใช้ให้เกิดประโยชน์ในการ

บริหารสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร อันจะนำไปสู่การปรับปรุงการบริหารสถานศึกษาให้มีประสิทธิภาพต่อไปในอนาคต

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร

2. เพื่อประเมินความต้องการจำเป็นของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร

วิธีดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่าง

1.1 ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา และครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร ปีการศึกษา 2565 จำนวน 30 สถานศึกษา จำนวน 947 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 62 คน และครู จำนวน 885 คน

1.2 กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร ปีการศึกษา 2565 จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 31 คน และครู จำนวน 269 คน

1.3 การกำหนดขนาดของกลุ่มตัวอย่าง ผู้วิจัยกำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ (บุญชม ศรีสะอาด, 2560) แยกตามสถานภาพได้ ดังนี้ (1) ผู้บริหารสถานศึกษาขนาดเล็กใช้เกณฑ์ร้อยละ 100 ผู้บริหารสถานศึกษาขนาดกลางใช้เกณฑ์ร้อยละ 50 และผู้บริหารสถานศึกษาขนาดใหญ่ใช้เกณฑ์ร้อยละ 50 (2) ครูสถานศึกษาขนาดเล็กใช้เกณฑ์ร้อยละ 50 ครูสถานศึกษาขนาดกลางใช้เกณฑ์ร้อยละ 30 และครูสถานศึกษาขนาดใหญ่ใช้เกณฑ์ร้อยละ 30

2. เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัยครั้งนี้ มี 2 ฉบับ เป็นแบบสอบถามที่ผู้วิจัยสร้างขึ้นเองโดยการศึกษาเอกสารตำราและงานวิจัยที่เกี่ยวข้อง และขอคำแนะนำจากผู้เชี่ยวชาญมาสร้างเป็นแบบสอบถาม เรื่องสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้มี 2 ขั้นตอนดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถามเป็นข้อมูลสถานภาพของสถานศึกษา ได้แก่ สถานภาพและขนาดของสถานศึกษาที่ปฏิบัติงานมีลักษณะเป็นแบบตรวจสอบรายการ (Checklist)

ตอนที่ 2 แบบสอบถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร แบบสอบถามเป็นแบบมาตราส่วนประมาณค่า (Rating Scale)

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือจากงานบัณฑิตศึกษา คณะครุศาสตร์ มหาวิทยาลัยนครพนม เพื่อขอความอนุเคราะห์จากผู้บริหารสถานศึกษา และครูของสถานศึกษาที่เป็นกลุ่มตัวอย่างตอบแบบสอบถาม

3.2 นำส่งแบบสอบถามสถานศึกษาที่เป็นกลุ่มตัวอย่างสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร ให้สถานศึกษาทั้งหมด 30 โรงเรียน จำนวน 300 ฉบับ โดยได้รับแบบสอบถามกลับคืนมาทั้งหมด 300 ฉบับ คิดเป็นร้อยละ 100 ซึ่งใช้การเก็บข้อมูลผ่านทาง Google Form และเก็บด้วยตนเองจากนั้นนำแบบถามมาตรวจสอบความถูกต้อง และนำไปวิเคราะห์ข้อมูล

4. การวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลและการนำเสนอข้อมูลที่รวบรวมได้จากแบบสอบถาม 3 ตอน โดยใช้โปรแกรมคอมพิวเตอร์รูปแบบสำเร็จรูป ดังนี้

ตอนที่ 1 วิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ประกอบด้วย สถานภาพ และขนาดของสถานศึกษา นำเสนอข้อมูลโดยการแสดงร้อยละในรูปตารางประกอบคำบรรยาย

ตอนที่ 2 การวิเคราะห์ข้อมูลข้อคำถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์การบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร โดยใช้วิธีประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistic) นำข้อมูลที่รวบรวมได้มาวิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยการแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

ตอนที่ 3 การประเมินความต้องการจำเป็นการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร

สรุปผลการวิจัย

จากการวิจัยเรื่องสภาพและความต้องการจำเป็นของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร ผลการวิจัยปรากฏ ดังนี้

ตารางที่ 1 แสดงค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ความคิดเห็นเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ของการบริหารสถานศึกษาในยุคดิจิทัล โดยรวมและจำแนกเป็นรายด้าน

	การบริหารสถานศึกษาในยุคดิจิทัล	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
		$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล
1	ด้านการวางแผน	3.67	.82	มาก	4.56	.31	มากที่สุด
2	ด้านการจัดการองค์การ	3.21	.88	ปานกลาง	4.60	.31	มากที่สุด
3	ด้านการประสานงาน	3.26	.82	ปานกลาง	4.59	.33	มากที่สุด
4	ด้านการบริหารบุคคล	3.23	.68	ปานกลาง	4.60	.25	มากที่สุด
5	ด้านการจัดงบประมาณ	3.45	.84	ปานกลาง	4.58	.31	มากที่สุด
6	ด้านการอำนวยการสั่งการ	3.57	.75	มาก	4.54	.26	มากที่สุด
7	ด้านการรายงานผล	3.84	.73	มาก	4.52	.28	มากที่สุด
	รวม	3.46	.57	ปานกลาง	4.57	.16	มากที่สุด

จากตารางที่ 1 พบว่าผู้บริหารสถานศึกษาและครู มีความคิดเห็นเกี่ยวกับสภาพปัจจุบันของการบริหารสถานศึกษาในยุคดิจิทัล โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ระดับมาก 3 ด้าน และอยู่ในระดับปานกลาง 4 ด้าน ด้านที่มีค่าเฉลี่ยสูงที่สุดคือ ด้านที่ 7 ด้านการรายงานผล และด้านที่มีค่าเฉลี่ยต่ำที่สุดคือ ด้านที่ 2 ด้านการจัดการองค์การ

ผู้บริหารสถานศึกษาและครู มีความคิดเห็นเกี่ยวกับสถานภาพที่พึงประสงค์ของการบริหารสถานศึกษาในยุคดิจิทัล โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากที่สุดทุกด้าน ด้านที่มีค่าเฉลี่ยสูงที่สุดคือ ด้านที่ 2 ด้านการจัดการองค์การ และด้านที่ 4 ด้านบริหารบุคคล และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 7 ด้านการรายงานผล

ตารางที่ 2 แสดงค่าเฉลี่ยสภาพปัจจุบัน และสภาพสภาพที่พึงประสงค์ ค่าดัชนีความต้องการจำเป็น ($PNI_{Modified}$) และลำดับความต้องการจำเป็นของการบริหารสถานศึกษาในยุคดิจิทัล โดยรวมและจำแนกเป็นรายด้าน

	การบริหารสถานศึกษาในยุคดิจิทัล	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1	ด้านการวางแผน	3.67	4.56	.242	6
2	ด้านการจัดการองค์การ	3.21	4.60	.433	1
3	ด้านการประสานงาน	3.26	4.59	.407	3
4	ด้านการบริหารบุคคล	3.23	4.60	.424	2
5	ด้านการจัดงบประมาณ	3.45	4.58	.327	4
6	ด้านการอำนวยการสั่งการ	3.57	4.54	.271	5
7	ด้านการรายงานผล	3.84	4.52	.177	7
	รวม	3.46	4.57	.325	-

จากตารางที่ 2 พบว่า การบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร โดยรวมมีค่าดัชนีความต้องการจำเป็น ($PNI_{Modified}$) เท่ากับ .325 เมื่อพิจารณาเป็นรายด้าน พบว่าด้านที่มีค่าเฉลี่ยสูงกว่าค่าเฉลี่ยรวมมี 4 ด้าน

ได้แก่ ด้านที่ 2 ด้านการจัดการองค์การ มีค่าเท่ากับ .433 ด้านที่ 4 ด้านการบริหารบุคคล มีค่าเท่ากับ .424 ด้านที่ 3 ด้านการประสานงาน มีค่าเท่ากับ .407 และด้านที่ 5 ด้านการจัดงบประมาณ มีค่าเท่ากับ .327 ตามลำดับ

อภิปรายผล

จากผลการวิจัย สามารถอภิปรายผลได้ดังนี้

1. จากผลการวิจัยสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร ปรากฏผลการวิจัยที่สามารถอภิปรายได้ว่า

1.1 สภาพปัจจุบันของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร โดยรวมอยู่ในระดับปานกลาง ผู้วิจัยเห็นว่าการบริหารสถานศึกษาในยุคดิจิทัล ผู้บริหารสถานศึกษาและครูต้องมีวิสัยทัศน์ ตั้งเป้าหมายและกำหนดแผนการปฏิบัติงานให้ชัดเจน รวมไปถึงการบริหารจัดการบุคลากรภายในสถานศึกษา ผู้บริหารสถานศึกษาต้องมีการบริหารจัดการ ตามคขั้นตอนและมีความเหมาะสมให้สอดคล้องกับยุคสมัยปัจจุบันและความเหมาะสมเพื่อส่งเสริมสถานศึกษาให้มีประสิทธิภาพ ทั้งนี้อาจเนื่องมาจากการรายงานผลเป็นกระบวนการสำคัญในการบริหารงาน เป็นส่วนหนึ่งของการทำงาน การรับฟังการปฏิบัติงานของบุคคล และหน่วยงานที่เป็นผู้ใต้บังคับบัญชาได้รายงานมา เพื่อทราบถึงความเคลื่อนไหวของงานส่วนต่าง ๆ สามารถดำเนินไปตามแผนงานที่กำหนดไว้ การรายงานถือเป็นมาตรการในการตรวจสอบ และควบคุมงาน (อิศยา พัฒนาภักดี. 2557) ซึ่งหน่วยงานที่มีหน้าที่รับผิดชอบการรายงานผลการปฏิบัติงานประมวลสถิติของงานหรือสอดส่องดูแลสภาพเหตุการณ์ต่าง ๆ ที่เกิดขึ้นภายในหน่วยงานเพื่อทำการเสนอรายงานให้กับผู้บริหารที่รับผิดชอบให้ได้ทราบถึงความเคลื่อนไหวความเป็นไปของงานเป็นระยะๆ (สุธี ขวัญเงิน. 2559) ดังนั้นด้านการรายงานผลจึงเป็นงานที่ถือได้ว่าเป็นบทสรุปรวมของทุกฝ่ายงาน รวมถึงด้านการจัดการองค์การ การดำเนินการในเรื่องของวัสดุ และบุคคลโดยคำนึงถึงอำนาจหน้าที่ และความรับผิดชอบซึ่งประกอบไปด้วยการนำปัจจัยทางการบริหารเพื่อทำให้งานต่าง ๆ สามารถดำเนินไปได้อย่างมีระเบียบเป็นแผนงานจะดำเนินการไปได้ด้วยดีก็ด้วยการจัดการองค์การที่ดี ซึ่งประกอบไปด้วยการนำปัจจัยทางการบริหาร เช่น คน เงิน วัสดุอุปกรณ์ และวิธีการบริหารที่จะทำให้เกิดสัมฤทธิ์ผล การนำเอาทรัพยากรการบริหารทุกประเภทมาบูรณาการเพื่อดำเนินการ (Koontz and O'Donnell. 1972) ซึ่งสอดคล้องกับการศึกษาของพระราชวุธ ปณฺญาวชิโร (เพชรไพร) (2561) ได้ทำการวิจัย เรื่องการบริหารสถานศึกษาในยุคดิจิทัลตามหลักสัปปุริสธรรม 7 โรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา จังหวัดขอนแก่น ผลการวิจัยพบว่า โดยภาพรวมมีค่าเฉลี่ยอยู่ในระดับมาก และเมื่อจำแนกเป็นรายด้าน พบว่ามีค่าเฉลี่ยอยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการบริหารงานทั่วไปในยุคดิจิทัลตามหลักสัปปุริสธรรม 7 รองลงมาคือ ด้านการบริหารงานงบประมาณในยุคดิจิทัลตามหลักสัปปุริสธรรม 7 และด้านการบริหารงานบุคคลในยุคดิจิทัลตามหลักสัปปุริสธรรม 7 ตามลำดับ ส่วนด้านที่มีค่าเฉลี่ยต่ำสุด คือด้านการบริหารงานวิชาการในยุคดิจิทัลตามหลักสัปปุริสธรรม 7

1.2 ผลการวิจัยพบว่า สภาพที่พึงประสงค์ของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร โดยรวมอยู่ในระดับมากที่สุด ดังที่สถานศึกษาส่วนมากให้ความสำคัญเกี่ยวกับบริหารจัดการองค์การทั้งบริหารทรัพยากรณ์ เวลา เงิน รวมถึงบริหารบุลคลากรในองค์การ เนื่องจากการทำงานเป็นระบบต้องอาศัยการจัดการที่มีความชัดเจนจึงจะสามารถส่งเสริมให้ผู้ใต้บังคับบัญชาปฏิบัติงานตามหน้าที่ได้รับมอบหมายได้ถูกต้องและครบถ้วน สอดคล้องกับสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 7 (2557) กล่าวว่าการจัดการในสถานศึกษาทั้ง 4 ด้านใช้กรอบการบริหารของสถานศึกษาที่เป็นนิติบุคคลโดยนำหลักการว่าด้วยการบริหารกิจการบ้านเมือง และสังคมที่ดีซึ่งเรียกโดยทั่วไปว่า "ธรรมาภิบาล" ได้แก่หลักนิติธรรมหลักคุณธรรมหลักความโปร่งใสหลักการมีส่วนร่วมหลักความรับผิดชอบ และหลักความคุ้มค่ามาบูรณาการในการบริหาร และจัดการศึกษาเพื่อเสริมสร้างความเข้มแข็งให้กับโรงเรียนในฐานะที่เป็นนิติบุคคลด้วยโดยนำหลักธรรมาภิบาลดังกล่าวมาบูรณาการเข้ากับการดำเนินงานด้านต่าง ๆ ของสถานศึกษาซึ่ง ได้แก่ การดำเนินงานด้านการบริหารงานวิชาการ ด้านบริหารงานงบประมาณ ด้านบริหารงานบุคคล และด้านบริหารงานทั่วไป มีเป้าหมายในการจัดการศึกษาคือ ทำให้ผู้เรียนเป็นคนดี เก่ง และมีความสุข สอดคล้องกับบุณยวรีย์ เศวตวงศ์สกุล และคณะ (2557) ได้ทำการวิจัยเรื่องทักษะการบริหารของผู้บริหารสถานศึกษาขั้นพื้นฐานสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครศรีธรรมราช เขต 3 ผลการวิจัย พบว่าโดยภาพรวมมีทักษะการบริหารอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่ามีทักษะการบริหารอยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุดคือ ทักษะด้านการศึกษาและการสอน รองลงมาตามลำดับคือ ทักษะด้านมนุษย์ ทักษะด้านความคิดรวบยอดทักษะด้านเทคนิคและทักษะด้านความรู้คิด ประเด็นทักษะการบริหารของผู้บริหารสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครศรีธรรมราช เขต 3

2. ผลการประเมินความต้องการจำเป็นของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร จากผลการวิจัย พบว่าด้านที่มีค่าเฉลี่ยสูงสุด 3 อันดับแรก เรียงลำดับจากมากไปหาน้อย ได้แก่ ด้านการจัดการองค์การ ด้านการบริหารบุคคล และด้านการประสานงาน ทั้งนี้อาจเป็นเพราะนโยบายของรัฐ กระทรวงศึกษาธิการสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานมีวิสัยทัศที่ครอบคลุมส่งเสริมและสร้างโอกาศทางการศึกษาให้กับผู้เรียนอย่างทั่วถึง เท่าเทียมและมี

คุณภาพเพิ่มขีดความสามารถในการแข่งขันด้านทักษะวิชาการ ทักษะชีวิตและทักษะวิชาชีพเน้นครูและบุคลากรทางการศึกษาเป็นผู้สร้างนวัตกรรม มีทักษะด้านภาษาและดิจิทัล (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร. 2565) โดยจัดการศึกษามุ่งพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์และต้องมุ่งเน้นความเป็นเลิศทางการศึกษา เพื่อให้นักเรียนเป็นคนดี มีปัญญา มีความสุข และศักยภาพ จึงเกิดผลดีบรรลุตามวัตถุประสงค์ที่สถานศึกษากำหนด (ธีระ รุญเจริญ. 2554) ดังนั้น ผู้บริหารสถานศึกษาต้องเข้าใจบริบทของสถานศึกษา โดยเฉพาะสภาพแวดล้อมทางเทคโนโลยีที่เป็นทั้งปัจจัยเอื้อ และปัจจัยที่เป็นอุปสรรคในการดำเนินกิจกรรมต่าง ๆ ของสถานศึกษาในการจัดการเรียนรู้ให้ผู้เรียน ทั้งการเปลี่ยนแปลงในระดับต่าง ๆ ที่ส่งผลกระทบต่อการศึกษาของไทยทำให้สภาพแวดล้อมภายในไม่ว่าจะเป็นผู้เรียนในยุคดิจิทัล การเรียนรู้ในยุคดิจิทัล ครูในยุคดิจิทัล และเทคโนโลยี และนวัตกรรมการเรียนรู้ในยุคดิจิทัลได้เปลี่ยนแปลงไป (สุกัญญา แช่มช้อย. 2561) สอดคล้องกับชุมพร ภามนตรี (2558) ได้ทำการศึกษาเรื่องคุณลักษณะของผู้บริหารสถานศึกษาในศตวรรษที่ตามการรับรู้ และความคาดหวังของครู สำหรับสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 27 ผลการศึกษาพบว่า คุณลักษณะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ตามการรับรู้ของครูสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 27 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน โดยด้านมนุษยสัมพันธ์และการวิสัยทัศน์ มีค่าเฉลี่ยสูงสุด รองลงมาคือด้านคุณธรรมจริยธรรม ด้านความรู้ และความสามารถในการบริหาร และที่มีค่าเฉลี่ยสูงสุดคือด้านภาวะผู้นำ คุณลักษณะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ตามความคาดหวังของครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 27 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากสุดทุกด้าน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านมนุษยสัมพันธ์รองลงมาคือ ด้านคุณธรรมจริยธรรม ด้านคุณธรรมจริยธรรม ด้านวิสัยทัศน์ และด้านความรู้ความสามารถในการบริหารตามลำดับ และด้านที่มีค่าเฉลี่ยต่ำสุดคือ ด้านภาวะผู้นำ

ข้อเสนอแนะ

1. นำผลจากการวิจัยเรื่องสภาพ และความต้องการจำเป็นของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร มาเป็นข้อกำหนดในการเสนอแนะดังนี้

1.1 สภาพปัจจุบันของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร ด้านการจัดการองค์การ มีค่าเฉลี่ยสูงสุด ดังนั้น ผู้บริหารสถานศึกษาควรพัฒนากระบวนการการทำงานโดยเน้นให้บุคลากรภายในสถานศึกษารายงานผลการทำงานอย่างมีขั้นตอนที่ชัดเจน และสามารถตรวจสอบได้เพื่อพัฒนาการบริหารสถานศึกษาให้มีประสิทธิภาพยิ่งขึ้น

1.2 สภาพที่พึงประสงค์ของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร ด้านการรายงานผล มีค่าเฉลี่ยสูงสุดสุด ดังนั้น ผู้บริหารสถานศึกษาควรส่งเสริม และสนับสนุนการทำงานในด้านการจัดการงานต่างๆ ภายในสถานศึกษาให้เรียบร้อย มีความเป็นระบบ มีรูปแบบ กระบวนการจัดการอย่างชัดเจน สามารถตรวจสอบได้ เข้าใจง่าย และตรวจสอบได้เพื่อเสริมสร้างการบริหารสถานศึกษาในยุคดิจิทัลให้มีประสิทธิภาพยิ่งขึ้น

1.3 ความต้องการจำเป็นที่มีค่าสูงสุด ได้แก่ ด้านการจัดการองค์การ ดังนั้น ผู้บริหารสถานศึกษามีหน้าที่สำคัญในด้านการจัดการองค์การ เพื่อตอบสนองความต้องการของผู้เรียนยุคดิจิทัล สอดคล้องกับบริบทของสถานศึกษา ผู้บริหารสถานศึกษาต้องมีการวางแผนและดำเนินการบริหารสถานศึกษาโดยอย่างเป็นระบบ ใช้เทคโนโลยีดิจิทัลเข้ามาเป็นตัวช่วยในการบริหารจัดการสถานศึกษา ปฏิบัติงานตามฝ่ายต่างๆ ชัดเจน ตรวจสอบได้ เพื่อส่งเสริมและพัฒนาศักยภาพของผู้บริหาร บุคลากรและหน่วยงานชุมชนสามารถเข้ามามีส่วนร่วมในการส่งเสริมและพัฒนาสถานศึกษา รวมถึงแนะนำ ร่วมแก้ไขปัญหาเพื่อให้สถานศึกษาเกิดประสิทธิภาพ ประสิทธิผล มีการประสานกับบุคคลภายนอก หรือหน่วยงานที่ใกล้เคียง เพื่อแลกเปลี่ยนเรียนรู้ โดยจะต้องสัมพันธ์กับหลักสูตรของสถานศึกษา ผู้บริหารสถานศึกษามีหน้าที่สร้างความเข้าใจกับครูในการพัฒนาระบบการทำงาน ยกระดับสถานศึกษาให้เป็นสถานศึกษายุคดิจิทัล

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่ส่งผลต่อการการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร

2.2 ควรศึกษาเปรียบเทียบผลของการบริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร ระหว่างสถานศึกษาขนาดเล็ก ขนาดกลาง และขนาดใหญ่ โดยใช้แนวคิดที่ยึดตามความพร้อมและบริบทของขนาดสถานศึกษา

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สภาพ ความต้องการจำเป็นการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

Situations, Needs of New Measurement and Evaluation for Teachers in Schools under the Secondary Educational Service Area Office Nakhon Phanom

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บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนมจำแนกตามสถานภาพของผู้บริหารและครู 2) ประเมินความต้องการจำเป็นของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม เป็นการวิจัยเชิงปริมาณ กลุ่มตัวอย่างประกอบด้วยผู้บริหารและครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม จำนวน 344 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ ได้มาโดยการสุ่มแบบแบ่งชั้น เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสอบจำนวน 2 ฉบับ มีค่าดัชนีความสอดคล้องระหว่าง .60-1.00 สถิติที่ใช้ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการวิจัย พบว่า 1) สภาพปัจจุบันของการวัดและประเมินผลการเรียนรู้แนวใหม่ โดยภาพรวมอยู่ในระดับมาก ส่วนสภาพที่พึงประสงค์ของการวัดและประเมินผลการเรียนรู้แนวใหม่ โดยภาพรวมอยู่ในระดับมากที่สุด 2) ผลการประเมินความต้องการจำเป็นการวัดและประเมินผลการเรียนรู้แนวใหม่ ด้านที่มีค่ามากที่สุด คือ ด้านการกำหนด ออกแบบการวัดและประเมินผลการเรียนรู้

คำสำคัญ: สภาพ, ความต้องการจำเป็น, การวัดและประเมินผลการเรียนรู้แนวใหม่

Abstract

The purposes of this research were 1) to study of current conditions and desirable conditions for new Measurement and Evaluation for Teachers in Schools under the Secondary Educational Service Area Office Nakhon Phanom classified by status of school administrators and teachers 2) to estimate needs of current conditions and desirable conditions for new Measurement and Evaluation for Teachers in Schools under the Secondary Educational Service Area Office Nakhon Phanom. It's Quantitative Research. The samples used were 344 school administrators and teachers. followed the proportion using the percentage criteria, and they were selected by Random Sampling. There were 2 instruments used for data collection. The index of item congruence (IC) between .60-1.00. And the statistics employed were percentage, mean, standard deviation, The statistics analysis use formula Modified Priority Needs Index ($PNI_{modified}$) to rank needs.

The results revealed that (1) current conditions for new Measurement and Evaluation were at the hight level. And desirable conditions for new Measurement and Evaluation for Teachers were at the highest level. 2)To priority Needs Index value of new measurement and evaluation for new ,highest is Specify, Design Measurement and Evaluation.

Keywords: (1) Situations (2) Needs (3) New Measurement and Evaluation

บทนำ

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โรคติดเชื้อไวรัสโคโรนา 2019 หรือโรคโควิด-19 (Coronavirus Disease 2019(COVID-19) ที่กำลังระบาดหนักอยู่ในขณะนี้ จัดอยู่ในกลุ่มเชื้อไวรัสโคโรนาซึ่งเป็นเชื้อไวรัสที่มีรูปร่างคล้ายมงกุฎพบครั้งแรกกลางทศวรรษที่ 1960 แต่ยังไม่ทราบแหล่งที่มาอย่างชัดเจนว่ามาจากที่ใด เป็นไวรัสที่สามารถติดเชื้อได้ทั้งในมนุษย์และสัตว์ ปัจจุบันมีการค้นพบไวรัสสายพันธุ์นี้แล้วทั้งหมด 6 สายพันธุ์ ส่วนสายพันธุ์ที่กำลังแพร่ระบาดหนักทั่วโลกตอนนี้ เป็นสายพันธุ์ที่ยังไม่เคยพบมาก่อน คือ สายพันธุ์ที่ 7 จึงถูกเรียกว่าเป็น "ไวรัสโคโรนาสายพันธุ์ใหม่ 2019" และในภายหลังถูกตั้งชื่ออย่างเป็นทางการว่าโรคติดเชื้อไวรัสโคโรนา 2019 หรือโรคโควิด-19 (Coronavirus Disease 2019 (COVID-19)) เริ่มต้นขึ้นในเดือนธันวาคม พ.ศ.2562 แรกเริ่มถูกค้นพบจากสัตว์ โดยเป็นสัตว์ทะเลที่มีการติดเชื้อไวรัสนี้ แล้วคนที่อยู่ใกล้ชิดคลุกคลีกับสัตว์เหล่านี้ก็ติดเชื้อไวรัสมาอีกที โดยเริ่มต้นจากเมืองอู่ฮั่น เมืองหลวงของมณฑลหูเปย์ ประเทศจีน อันตรายที่ทำให้เสี่ยงถึงชีวิต จะเกิดขึ้นเมื่อระบบภูมิต้านทานโรคของเราไม่แข็งแรง หรือเชื้อไวรัสเข้าไปทำลายการทำงานของปอด โดยเชื้อไวรัสจะแพร่กระจายลุกลามอย่างรวดเร็วและเพิ่มมากขึ้นจนทำให้ปอดเกิดการเสียหายและสุญเสียการทำงานหากไม่ได้รับการรักษาอย่างทันท่วงที จะทำให้ผู้ป่วยเสียชีวิตได้อย่างรวดเร็ว (สำนักงานสรรพสามิตพื้นที่หนองคาย, 2563 : ออนไลน์)

จากรายงานสถานการณ์โรคโควิด-19 ในประเทศไทยที่มีการระบาดเป็นวงกว้าง กรมควบคุมโรคจึงได้ดำเนินการยกระดับศูนย์ปฏิบัติการภาวะฉุกเฉินทางสาธารณสุข ตั้งแต่วันที่ 3 มกราคม 2563 จนถึงปัจจุบัน โดยประเทศไทยพบผู้ป่วยติดเชื้อ COVID-19 รายแรกในวันที่ 8 มกราคม 2563 ซึ่งเป็นผู้ที่เดินทางมาจากประเทศจีน และเกิดการแพร่ระบาดเป็นวงกว้างจากประชากรภายในประเทศด้วยกันรัฐบาลจึงกำหนดมาตรการเร่งด่วนในการควบคุมและป้องกันโรคโควิด-19 และเมื่อสถานการณ์แพร่ระบาดมีความร้ายแรงมากขึ้น รัฐบาลจึงประกาศใช้พระราชกำหนดบริหารราชการในสถานการณ์ฉุกเฉิน พ.ศ. 2548 และออกข้อกำหนดตามความในมาตรา 9 แห่งพระราชกำหนดในสถานการณ์ฉุกเฉิน พ.ศ. 2548 และมาตรา 11 แห่งพระราชกำหนดบริหารราชการแผ่นดิน พ.ศ. 2534 เพื่อควบคุมสถานการณ์และจำกัดพื้นที่การแพร่ระบาดของโรค กรมควบคุมโรค กระทรวงสาธารณสุข มีจำนวนบุคลากรจำนวนมากและเป็นพื้นที่ ที่มีความหนาแน่นของประชากรสูงเมื่อเทียบกับพื้นที่ใช้งานส่วนตัว ทำให้เป็นพื้นที่เสี่ยงต่อการแพร่เชื้อโควิด-19 กรมควบคุมโรค จึงได้กำหนดมาตรการต่าง ๆสถานการณ์และให้หน่วยงานในสังกัดเร่งควบคุมและป้องกันการแพร่ระบาดในพื้นที่ที่รับผิดชอบ ซึ่งกองโรคไม่ติดต่อ เป็นสถานที่ทำงานที่มีความเสี่ยงสูงมากในการระบาดของโรคโควิด-19 เนื่องจากในแต่ละวันมีผู้ที่มาปฏิบัติงานร้อยกว่าคนอยู่ในสถานที่ที่ค่อนข้างแออัด และใกล้ชิดกัน จึงมีความเสี่ยงของการแพร่กระจายของเชื้อไวรัสได้ง่ายถ้าหากจัดการไม่ดี (สุมาลี จุทอง, 2563 : 2)

สถานการณ์การแพร่เชื้อไวรัสโคโรนา 2019 (COVID -19) ที่เป็นอยู่ในปัจจุบันนี้ส่งผลกระทบต่อการศึกษา การเรียนการสอนในทุกระดับชั้น ทำให้ภาครัฐได้มีมาตรการออกมาเพื่อป้องกันเชื้อไวรัสดังกล่าว อีกทั้งสถานศึกษาที่เป็นความเสี่ยงได้มีมาตรการต่างๆ ในการเฝ้าระวังการแพร่เชื้อไวรัสโคโรนา 2019 (COVID -19) จึงได้มีกระบวนการเรียนการสอนแต่ละสถานศึกษาแตกต่างกันไป ขณะนี้สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (สพฐ.) ได้วางแผนการบริหารจัดการการศึกษาภายใต้สถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 หรือโควิด-19 ในปีการศึกษา 2565 ซึ่งจะเป็นการเติมเต็มทักษะการเรียนรู้ของนักเรียนอย่างเข้มข้น เนื่องจาก 2 ปีที่ผ่านมาสถานการณ์โควิดส่งผลให้สถานศึกษาต้องจัดการเรียนการสอนในรูปแบบออนไลน์ โดยยอมรับว่าการเรียนในรูปแบบนี้ไม่ตอบโจทย์กับนักเรียนโดยเฉพาะเด็กปฐมวัยไปจนถึงประถมศึกษาตอนปลาย ดังนั้น รูปแบบการบริหารจัดการศึกษาในภาคเรียนที่ 1 ปีการศึกษา 2565 เราจะไม่มีการเลื่อนเปิดภาคเรียนอีกแล้ว จะเปิดภาคเรียนที่ 1 ตามปฏิทินเดิมในวันที่ 15 พ.ค.2565 (อัมพร พินะสา, 2565:ออนไลน์)

ในสถานการณ์ปัจจุบันที่เกิดภาวการณ์แพร่ระบาดของไวรัสโคโรน่า 2019 (COVID- 19) ที่แพร่กระจายอย่างรวดเร็วและส่งผลกระทบต่อการจัดกิจกรรมการสอนในชั้นเรียน ตามนโยบายของกระทรวงศึกษาธิการ ได้มีแนวทางให้มีการจัดการเรียนการสอนในสถานการณ์ดังกล่าว มีผลกระทบต่อการเรียนการสอนในสถานศึกษาทุกระดับชั้น การปรับเปลี่ยนแนวทางและกระบวนการการจัดการเรียนการสอน การวัดผลประเมินผลเพื่อให้สอดคล้องกับวิถีชีวิตใหม่ (New Normal) ของสังคมที่มีมาตรการการรักษาระยะห่างของคน (Social Distant) จึงมีความสำคัญอย่างยิ่ง การนำระบบนำเทคโนโลยีสารสนเทศเข้ามาใช้ในการเรียนการสอน การวัดผลประเมินผลของทุกสถาบันการศึกษาเป็นการปรับเปลี่ยนวิธีการเพื่อให้สอดคล้องกับสถานการณ์ของการเปลี่ยนแปลงที่เกิดขึ้น การศึกษาและการเรียนรู้ของผู้สอนและผู้เรียน รวมถึงการนำเทคโนโลยีสารสนเทศมาใช้ให้เกิดผลลัพธ์ที่เกิดประสิทธิภาพและตอบสนองการจัดการเรียนการสอนที่ให้ผู้เรียนมีคุณภาพตามวัตถุประสงค์จึงมีความสำคัญ ดังนั้น การเปลี่ยนแปลงอย่างรวดเร็วของการจัดการเรียนการสอน การวัดผลประเมินผลการเรียนรู้ในสถานการณ์การแพร่ระบาดของไวรัสโคโรน่า 2019 (COVID-19) นอกจากการเลือกใช้ระบบเทคโนโลยีสารสนทศมาใช้ให้เหมาะสมแล้ว อีกประการที่สำคัญคือผู้สอนและผู้เรียนต้องรู้จักปรับเปลี่ยนกระบวนทัศน์และวิธีการเพื่อให้การจัดการเรียนการสอน การวัดผลประเมินผลเกิดประสิทธิภาพ (ปิยะสุดา เพชราเวช และ พระครูกิตติวราทร , 2564:103)

จากความเป็นมาและความสำคัญของปัญหาดังกล่าว เห็นได้ว่า การวัดและประเมินผลการเรียนรู้แนวใหม่ จำเป็นต้องมีการวิเคราะห์สภาพปัญหา ความต้องการจำเป็นการวัดและประเมินผลแนวใหม่ เพื่อให้การวัดและประเมินผลการเรียนรู้แนวใหม่ สอดคล้อง

กับสภาพความเป็นจริง และความต้องการจำเป็นการวัดและประเมินผลการเรียนรู้ที่เกิดขึ้นจริงในสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 ในปัจจุบัน และเพื่อพัฒนาคุณภาพการศึกษาให้มีประสิทธิภาพ

วัตถุประสงค์ของการวิจัย

(1) เพื่อศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ของการวัดและประเมินผลแนวใหม่ของครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

(2) เพื่อประเมินความต้องการจำเป็นการวัดและประเมินผลแนวใหม่ของครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม

กรอบแนวคิดในการวิจัย

การศึกษาเรื่องสภาพ ความต้องการจำเป็นการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ผู้ศึกษาได้ศึกษาตามกรอบแนวคิดของ หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน ปี พ.ศ. 2551 ปรับปรุง 2560 (2560 : 1 - 2, 22) ; กลุ่มวิชาชีพครูมหาวิทยาลัยราชภัฏเชียงใหม่ (2562 : 5) ; สมนึก ภัททิยธนี (2562 : 1,57 - 58) ; สำนักบริหารวิชาการ จุฬาลงกรณ์หาวิทยาลัย (2563 : 34, 38, 40 - 42) ; กฤตพร สินชัย และ องอาจ เจ๊ะยะหลี (2563 : 21) ; ชนาธิป ทุ้ยแป (2564 : 25 - 26) ; กรรณิการ์ วงษ์พานิชย์ (2564 : 7) ; อรรถการ สัตยพาณิชย์ (2564 : 17) ; สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2564 : 7) ; สำนักงานเลขาสภาการศึกษากระทรวงศึกษาธิการ (2564 : 31) ; สำนักทดสอบทางการศึกษา สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2564 : 1, 3 - 4) ; รัตนา แสงบัวเผื่อน และวิษณุ ทรัพย์สมบัติ (2564 : 5 - 7, 14) ผู้ศึกษาได้สรุปกรอบแนวคิดการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ดังนี้

1. การกำหนด ออกแบบการวัดและประเมินผลการเรียนรู้
2. การประเมินด้วยวิธีที่หลากหลายและต่อเนื่อง
3. การประเมินผลย่อย (Formative assessment) และการประเมินผลสรุป (Summative assessment)
4. การวัดผลตามสภาพจริง (Authentic Assessment)
5. องค์ประกอบของการให้คะแนนและการตัดสินผลการเรียนรู้

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้ มีวิธีดำเนินการวิจัย ตามลำดับขั้นตอนดังนี้

1. รูปแบบการวิจัย เป็นการวิจัยเชิงปริมาณ (Quantitative Research)

2. ประชากรและตัวอย่าง ประชากรที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ปีการศึกษา 2565 จำนวน 1,793 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 102 คน และครู จำนวน 1,895คน กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ปีการศึกษา 2565 จำนวน 344 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 64 คน และครู จำนวน 280 คน โดยใช้เกณฑ์ร้อยละ ได้มาโดยการสุ่มแบบแบ่งชั้น (Stratified Random Sampling) (บุญชม ศรีสะอาด. 2560 : 42 - 50)

3. เครื่องมือวิจัย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้เป็นแบบสอบถามที่ผู้วิจัยสร้างและพัฒนาขึ้นเพื่อศึกษาเกี่ยวกับสภาพ ปัญหาและแนวทางการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร แบ่งเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Check list)

ตอนที่ 2 เครื่องมือที่ใช้ในการเก็บรวบรวมเป็นแบบสอบถาม จำนวน 2 ฉบับ ฉบับที่ 1 เป็นแบบสอบถามเกี่ยวกับสภาพปัจจุบันการวัดและประเมินผลการเรียนรู้แนวใหม่ มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .60–1.00 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .94 ฉบับที่ 2 เป็นแบบสอบถามเกี่ยวกับสภาพที่พึงประสงค์ของการวัดและประเมินผลการเรียนรู้แนวใหม่ มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .60–1.00 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .93

4. การเก็บรวบรวมข้อมูล การเก็บรวบรวมข้อมูล ผู้วิจัยได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างด้วยตนเอง โดยส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 344 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล การวิเคราะห์ข้อมูลและการนำเสนอข้อมูลที่รวบรวมได้จากแบบสอบถาม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป ดังนี้

การวิเคราะห์ข้อมูลข้อคำถามเกี่ยวกับ สภาพปัจจุบัน สภาพที่พึงประสงค์ ของการวัดและประเมินผลการเรียนรู้แนวใหม่ โดยวิธีประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistic) นำข้อมูลที่รวบรวมได้มาวิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) และใช้เกณฑ์การแปลความหมายหาค่าเฉลี่ย (บุญชม ศรีสะอาด.2560 : 121) ดังนี้

เกณฑ์เฉลี่ย 5 ระดับ ดังนี้

ค่าเฉลี่ย 4.51 – 5.00 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครู อยู่ในระดับมากที่สุด

ค่าเฉลี่ย 3.51 – 4.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครู อยู่ในระดับมาก

ค่าเฉลี่ย 2.51 – 3.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครู อยู่ในระดับกลาง

ค่าเฉลี่ย 1.51 – 2.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครู อยู่ในระดับน้อย

ค่าเฉลี่ย 1.00 – 1.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครู อยู่ในระดับน้อยที่สุด

สรุปผลการวิจัย

จากการวิจัยเรื่องสภาพ ความต้องการจำเป็นการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ผลการวิจัยปรากฏ ดังนี้

1. ผลการศึกษาสภาพ ความต้องการจำเป็นการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ปรากฏผลการวิจัยดังตารางที่ 1

ตารางที่ 1 แสดงค่าเฉลี่ยและส่วนเบี่ยงเบนความคิดเห็นของผู้บริหารสถานศึกษาและครูเกี่ยวกับสภาพ ความต้องการจำเป็นการวัดและประเมินผลการเรียนรู้แนวใหม่ โดยรวมและจำแนกเป็นรายด้าน

ด้านที่	รายการ	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
		$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล
1	การกำหนด ออกแบบการวัดและประเมินผลการเรียนรู้	3.91	0.43	มาก	4.63	0.24	มากที่สุด
2	การประเมินด้วยวิธีที่หลากหลายและต่อเนื่อง	3.97	0.49	มาก	4.60	0.25	มากที่สุด
3	การประเมินผลย่อย (Formative assessment) และการประเมินผลสรุป (Summative assessment)	3.96	0.56	มาก	4.56	0.28	มากที่สุด
4	การวัดผลตามสภาพจริง (Authentic Assessment)	3.89	0.56	มาก	4.55	0.31	มากที่สุด
5	องค์ประกอบของการให้คะแนนและการตัดสินผลการเรียนรู้	3.88	0.56	มาก	4.56	0.30	มากที่สุด
	รวม	3.92	0.47	มาก	4.58	0.19	มากที่สุด

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม โดยภาพรวมอยู่ในระดับมาก ($\overline{X}$ = 3.92) เมื่อพิจารณาเป็นรายด้านพบว่าอยู่ในระดับมาก 5 ด้าน ($\overline{X}$ = 3.88 – 3.97) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 2 การประเมินด้วยวิธีที่

หลากหลายและต่อเนื่อง ($\overline{X}$ = 3.97) ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 5 องค์ประกอบของการให้คะแนนและการตัดสินผลการเรียนรู้ ($\overline{X}$ = 3.88)

ส่วนความเห็นที่เกี่ยวกับสภาพที่พึงประสงค์ของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม โดยภาพรวมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.58) เมื่อพิจารณาเป็นรายด้านพบว่าอยู่ในระดับมากที่สุด 5 ด้าน ($\overline{X}$ = 4.55 – 4.63) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 การกำหนด ออกแบบการวัดและประเมินผลการเรียนรู้ ($\overline{X}$ = 4.63) ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 4 การวัดผลตามสภาพจริง (Authentic Assessment) ($\overline{X}$ = 4.55)

2. ผลการประเมินความต้องการจำเป็นของจัดการเรียนการสอนออนไลน์ภายใต้สถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 คณะครุศาสตร์ มหาวิทยาลัยนครพนม ปรากฏผลการวิจัยดังตารางที่ 2

ตารางที่ 2 แสดงค่าเฉลี่ยสภาพปัจจุบัน สภาพที่พึงประสงค์ ค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) และลำดับความต้องการจำเป็นของการจัดการเรียนการสอนออนไลน์ ภายใต้สถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 คณะครุศาสตร์ มหาวิทยาลัยนครพนม โดยรวมและจำแนกเป็นรายด้าน

ด้านที่	รายการ	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1	การกำหนดออกแบบการวัดและประเมินผลการเรียนรู้	3.91	4.63	0.184	1
2	การประเมินด้วยวิธีที่หลากหลายและต่อเนื่อง	3.97	4.60	0.159	4
3	การประเมินผลย่อย (Formative assessment) และการประเมินผลสรุป(Summative assessment)	3.96	4.56	0.152	5
4	การวัดผลตามสภาพจริง(Authentic Assessment)	3.89	4.55	0.170	3
5	องค์ประกอบของการให้คะแนนและการตัดสินผลการเรียนรู้	3.88	4.56	0.175	2
	รวม	3.92	4.58	0.168	-

จากตารางที่ 11 พบว่า การวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม มีค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นของการวัดและประเมินผลการเรียนรู้แนวใหม่ โดยรวมมีค่าเท่ากับ 0.168 เมื่อพิจารณาเป็นรายด้าน พบว่า มีจำนวน 3 ด้าน ที่มีค่าสูงกว่าค่าโดยรวม คือ ด้านที่ 1 การกำหนดออกแบบการวัดและประเมินผลการเรียนรู้ ($PNI_{modified}$ = 0.184) ด้านที่ 5 องค์ประกอบของการให้คะแนนและการตัดสินผลการเรียนรู้ ($PNI_{modified}$ = 0.175) และด้านที่ 4 การวัดผลตามสภาพจริง (Authentic Assessment) ($PNI_{modified}$ = 0.170)

อภิปรายผลการวิจัย

จากการวิจัยเรื่อง สภาพ ความต้องการจำเป็นการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม ผู้วิจัยพบว่า มีประเด็นน่าสนใจที่นำมาอภิปรายผล ดังนี้

1) ผลการศึกษาสภาพปัจจุบันของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการประเมินด้วยวิธีที่หลากหลายและต่อเนื่อง ทั้งนี้ อาจเป็นเพราะการที่สถานศึกษากำหนดให้นักเรียนได้เรียนใน 5 รูปแบบ ได้แก่ On-Air, On-demand, On-hand, On-line และOn-site ดังนั้น สถานศึกษาทุกระดับจึงกำหนดให้ใช้เทคโนโลยีสารสนเทศสำหรับนำไปเป็นช่องทางในการสื่อสาร การจัดการเรียนการสอน รวมไปถึงการวัดผลและประเมินผลการเรียนรู้ในแบบออนไลน์ระหว่างผู้สอนกับผู้เรียนที่หลากหลากหลาย ได้แก่ การจัดการเรียนการสอนแบบออนไลน์โดยใช้ โปรแกรม Zoom Meeting โปรแกรมGoogle Classroom โปรแกรม Google Meet โปรแกรม Microsoft Team โปรแกรม LMS (Learning Management System) และโปรแกรม Kahoot เป็นต้น ส่วนช่องทางการสื่อสารแบบไม่เป็นทางการที่ใช้ในการสื่อสารระหว่างผู้สอนและผู้เรียนจะมีทั้งการสื่อสารผ่านโปรแกรม Facebook และ Line เพื่อความสะดวกรวดเร็วในการสื่อสาร และทดแทนการปฏิสัมพันธ์ที่เกิดขึ้นในชั้นเรียน (อรรถการ สัตยพาณิชย์. 2564 : 17) ซึ่งสอดคล้องกับ สุฤทธิ์ บุญรอด (2563 : 123) ศึกษาวิจัยเรื่องแนวทางการจัดการเรียนรู้วิถีใหม่ ของศูนย์การศึกษาพิเศษ ประจำจังหวัดเชียงราย พบว่า การวัดผลและประเมินผลด้วยวิธีการที่หลากหลายและเหมาะสมกับความแตกต่าง

ระหว่างบุคคล เนื่องด้วยในสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรนาสายพันธุ์ใหม่ (โควิด-19) การวัดผลประเมินผลต้องปรับเปลี่ยนเพื่อให้เข้าเหตุการณ์ ยุคสมัยมีประสิทธิภาพและมีความถูกต้องแม่นยำ แปลผลออกมาได้อย่างชัดเจนตามสภาพจริงสภาพบริบทที่อาศัยอยู่

2) ผลการศึกษาสภาพที่พึงประสงค์ของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม พบว่า โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านแล้ว พบว่า ด้านการกำหนดออกแบบการวัดและประเมินผลการเรียนรู้ ทั้งนี้ อาจเป็นเพราะ การออกแบบการวัดและประเมินผลการเรียนรู้แนวใหม่ เป็นขั้นตอนที่สำคัญมาก เพราะคุณครูจะต้องศึกษาสภาพปัญหา บริบท รวมถึงสถานการณ์โควิด19 ที่เป็นอยู่ในปัจจุบันนี้ แล้วนำมาออกแบบเป็นการวัดและประเมินผลแนวใหม่ที่ต้องคำนึงถึงสภาพจริงของผู้เรียนเป็นสำคัญด้วย โดยครูต้องจัดรูปแบบการเรียนรู้และการวัดและประเมินผลที่หลากหลาย สอดแทรกในวิถีชีวิตของเด็ก และจัดจำนวนชั่วโมงให้เหมาะสมตามช่วงวัย (ดร.รัตนา แสงบัวเผื่อน และดร.วิษณุ ทรัพย์สมบัติ. 2564 : 5-7) ซึ่งสอดคล้องกับ อานันท์ สีห์พิทักษ์เกียรติ และคณะ (2563 : 138) สถานการณ์การแพร่ระบาดของ COVD-19 ได้มีการปรับเปลี่ยนชุมชนการเรียนรู้จากเดิมผู้ที่มีบทบาทสำคัญคือผู้สอน ผู้เรียนและเพื่อนร่วมห้องเพราะเงื่อนไขสำคัญของการจัดการเรียนการสอนอยู่ในห้องเรียนที่มีพื้นที่ชัดเจน แต่เมื่อเกิดสถานการณ์ดังกล่าว ประกอบกับการเน้นการจัดการเรียนรู้ที่ให้ผู้เรียนเป็นศูนย์กลางทำให้ชุมชนการเรียนรู้และผู้มีส่วนเกี่ยวข้องขยายขอบเขตมากขึ้น ไม่ว่าจะเป็นการกำหนดนโยบายของรูปแบบในการจัดการเรียนการเสอน การกำหนดรูปแบบการวัดและประเมินผลของผู้บริหาร การเข้ามามีส่วนร่วมของผู้ช่วยสอนในการออกแบบชั้นเรียนออนไลน์เพิ่มมากขึ้น โดยเฉพาะอย่างยิ่งในการจัดการเรียนการสอนระบบออนไลน์ในการแพร่ระบาดระลอกที่ 1 และเนื่องจากเงื่อนไขของการจัดการเรียนการสอนข้างต้นทำให้เพื่อนร่วมห้องเรียน เปลี่ยนเป็นเพื่อนที่ร่วมหอพัก เพื่อนร่วมชั้นเรียนออนไลน์ หรือบุคคลแวดล้อมในสถานที่ที่ผู้สอนหรือผู้เรียนนั่งอยู่

3) การประเมินความต้องการจำเป็นของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ การกำหนด ออกแบบการวัดและประเมินผลการเรียนรู้ อาจเป็นเพราะในสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 โรงเรียนทำการหยุดการจัดการเรียนการสอน แต่การเรียนรู้ของนักเรียนทุกคนนั้นหยุดไม่ได้ ดังนั้น การกำหนด ออกแบบการวัดและประเมินผลการเรียนรู้ให้สอดคล้องกับสภาวะการดังกล่าวจึงมีความจำเป็นอย่างยิ่ง โดยสถานศึกษาต้องพิจารณารูปแบบการจัดการศึกษาที่คำนึงถึงสภาพบริบท ความเหมาะสม และความปลอดภัยของพื้นที่ของตนเอง มีการสร้างข้อตกลงร่วมกับผู้เรียนเกี่ยวกับผลลัพธ์การเรียนรู้ การจัดการเรียนการสอน สื่อ แหล่งการเรียนรู้ แพลตฟอร์ม การเรียนรู้ ระยะเวลา วิธีการวัดและประเมินผล เกณฑ์การให้ะแนน ช่องทางการส่งงาน ความซื่อสัตย์ทางวิชาการ เพื่อปรับให้หมาะกับความพร้อมของอุปกรณ์การเรียน การเดินทาง และปัจจัยที่เกี่ยวข้องอื่นๆ ทั้งจากผู้สอนและผู้เรียน (สำนักบริหารวิชาการ จุฬาลงกรณ์มหาวิทยาลัย. 2563:41 - 42) ซึ่งสอดคล้องกับ Hong Su (2020 : 144) ทำวิจัยเรื่อง การประเมินผลการศึกษายุคหลังการระบาดใหญ่: ประสบการณ์และแนวโน้มของจีนจากการเรียนรู้ออนไลน์ขนาดใหญ่ ผลการวิจัยพบว่า หลังการระบาดใหญ่ของโรคโควิด19 ในประเทศจีน นักเรียนต้องเรียนรู้ออนไลน์มากกว่าออฟไลน์และโปรแกรมการประเมินการศึกษาขนาดใหญ่จะต้องถูกระงับหรือเลื่อนออกไป ดังนั้นการออกแบบการประเมินการศึกษาจึงใช้วิธีการประเมินแบบออนไลน์เป็นส่วนมาก โดยคำนึงถึงความปลอดภัยและความแตกต่างระหว่างบุคคลเป็นสำคัญ รวมไปถึงความพร้อมของอุปกรณ์ และจะต้องปรับปรุงพัฒนาวิธีการที่มีอยู่อย่างต่อเนื่องและการพัฒนาเทคนิคการประเมินอย่างสร้างสรรค์ตามสถานการณ์การใช้งานใหม่ ส่วนด้านที่มีความจำเป็นรองลงมาคือ การกำหนดองค์ประกอบการให้คะแนนและตัดสินผลการเรียนรู้ ทั้งนี้อาจเพราะองค์ประกอบการให้คะแนนและการตัดสินผลการเรียนรู้นั้นมีความสำคัญต่อผู้สอนที่จะต้องคำนึงถึง เพื่อนำมาประกอบการการตรวจแบบทดสอบ และการให้คะแนน รวมไปถึงการตัดสินผลการเรียนของผู้เรียน ซึ่งสอดคล้องกับ Alkhudiry (2021 : 158) ได้ทำการวิจัยเรื่อง บทบาทของการเรียนรู้ออนไลน์ระหว่างและหลัง COVID - 19 กรณีศึกษาทางจิตสังคม พบว่า องค์ประกอบด้านการตัดสินผลการเรียน เช่น เกณฑ์การให้คะแนน เกณฑ์การตัดสินผลการเรียนรู้ การให้ข้อมูลย้อนกลับจากผลการทดสอบ การใช้ผลการประเมินเพื่อปรับปรุงคุณภาพการเรียนการสอน สามารถเพิ่มแรงจูงใจภายของผู้เรียนให้มีความสนใจในการเข้าสอบวัดผลได้อย่างมีนัยสำคัญ ในทางกลับกัน สิ่งเหล่านี้สามารถยกระดับการเรียนรู้ของนักเรียนในช่วงโควิด-19 ได้อย่างมาก ผลการศึกษาในปัจจุบันให้ข้อมูลเชิงลึกที่มีคุณค่าเกี่ยวกับการเรียนรู้ออนไลน์ตามแรงจูงใจภายในของผู้เรียน และด้านที่มีความจำเป็นรองลงมา คือ ด้านการวัดผลตามสภาพจริง ทั้งนี้อาจะเป็นเพราะในช่วงสถานการณ์โควิด - 19 นั้นเป็นสถานการณ์ที่การเรียนการสอนไม่ได้อยู่ในสถาวะการปกติ ผู้สอนจึงจำเป็นต้องออกแบบการจัดการเรียนรู้ให้สอดคล้องกับสภาวะการดังกล่าว โดยต้องคำนึงถึงความปลอดภัยของผู้เรียนเป็นสำคัญ ซึ่งสอดคล้องกับวิทยา วาโย และคณะ (2563 : 156) ได้ทำการวิจัยเรื่อง การเรียนการสอนแบบออนไลน์ภายใต้สถานการณ์การแพร่ระบาดของไวรัส COVID-19 ผลการวิจัยพบว่า การวัดและการประเมินผลตามสภาพจริง จำเป็นต้องมีการวัดและประเมินผล โดยมีการวัดและประเมินผลทั้งระหว่างเรียน (formative assessment) เช่น การตั้งคำถาม การสังเกตพฤติกรรมผู้เรียน สะท้อนคิดเป็นต้น และภายหลังจัดการเรียน (summative assessment) เช่น การ

ทดสอบด้วยแบบทดสอบต่างๆ เพื่อตรวจสอบความเข้าใจของผู้เรียนประสิทธิผลของการเรียน เพื่อสะท้อนความสามารถการเรียนรู้ของผู้เรียน ซึ่งควรมีความหลากหลาย เพื่อวัดประเมินผลผู้เรียนให้สอดคล้องตามสภาพจริง

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

1.1) ผลจากการวิจัยสภาพ ความต้องจำเป็นการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม พบว่า สภาพปัจจุบันของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม องค์ประกอบของการให้คะแนนและการตัดสินผลการเรียนรู้ อยู่ในระดับต่ำที่สุด ดังนั้น ผู้บริหาร ครู ควรพัฒนาการกำหนดเกณฑ์การประเมิน กำหนดกติกาในการส่งงาน รวมถึงการเลือกชิ้นงานที่สามารถนำมาประเมินได้ทั้งประเมินตนเองและประเมินเพื่อนได้ มีเกณฑ์การประเมินที่ชัดเจน เพื่อให้สามารถตรวจสอบที่มาของคะแนนได้ ส่วนคะแนนที่ได้มาควรมาจากความรู้ความสามารถในการเรียนตามวัตถุประสงค์ แต่ไม่ควรให้อุปสรรคด้านทักษะ และการเข้าถึงระบบแนวใหม่เป็นปัจจัยที่ทำให้คะแนนที่ได้นั้นต่างกัน และผู้สอนควรนำผลการประเมินของผู้เรียนไปใช้เพื่อปรับปรุง โดยให้ข้อมูลย้อนกลับไปยังนักเรียน (feedback to the students) เป็นขั้นตอนที่นักเรียนได้รับคำแนะนำจากครูผู้สอน หรืออาจเป็นคำแนะผลจากเพื่อน เพราะเป็นการสะท้อนคุณภาพของผลงาน การใช้ข้อมูลย้อนกลับเพื่อให้มีประสิทธิภาพนั้นต้องกระทำโดยอาจเป็นการบันทึกที่เป็นลายลักษณ์อักษรรวมกับข้อมูลที่ได้จากการสังเกต เพื่อให้ได้ข้อมูลย้อนกลับไปยังผู้เรียนให้ได้มากที่สุด เมื่อนักเรียนทราบแล้วก็นำข้อคิดเห็นจากครูและเพื่อนไปปรับปรุงแก้ไขต่อไป

1.2) ผลจากการวิจัยสภาพ ความต้องจำเป็นการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม พบว่า สภาพที่พึงประสงค์ของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม องค์ประกอบของการกำหนด ออกแบบการวัดและประเมินผลการเรียนรู้ อยู่ในระดับสูงที่สุด ดังนั้น ผู้บริหารควรส่งเสริมให้ครูทุกท่านได้มีการพัฒนาการกำหนด ออกแบบการวัดและประเมินผลการเรียนรู้แนวใหม่ โดยการร่วมมือร่วมใจกันศึกษาบริบทของโรงเรียน สถานการณ์โควิด19 นโยบายของรัฐ รวมไปถึงหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานแล้วนำข้อมูลต่าง ๆ มากำหนด ออกแบบแนวทางการวัดและประเมินผลการเรียนรู้แนวใหม่ต่อไป

1.3) ผลการประเมินกวามต้องการจำเป็นของการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม พบว่า ด้านที่มีความต้องการจำเป็นสูงสุด คือ การกำหนด ออกแบบการวัดและประเมินผลการเรียนรู้ ดังนั้น ผู้บริหารและครูควรร่วมมือร่วมใจกันในการกำหนด ออกแบบการวัดและประเมินผลการเรียนรู้แนวใหม่ เนื่องจากการกำหนด ออกแบบการวัดและประเมินผลการเรียนรู้แนวใหม่นั้น เป็นขั้นตอนที่สำคัญมาก เพราะคุณครูจะต้องศึกษาสภาพปัญหา บริบท รวมถึงสถานการณ์โควิด19 ที่เป็นอยู่ในปัจจุบันนี้ รวมไปถึงนโยบายต่าง ๆ ของรัฐบาลที่กำหนดออกมาในช่วงสถานการณ์โควิด-19 แล้วนำมาออกแบบเป็นการวัดและประเมินผลแนวใหม่ที่ต้องคำนึงถึงสภาพจริงของผู้เรียนเป็นสำคัญ โดยครูต้องจัดรูปแบบการเรียนรู้และการวัดและประเมินผลที่หลากหลาย เพื่อให้ผู้เรียนได้สามารถเรียนรู้ได้อย่างมีความสุขและเต็มตามศักยภาพ

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1) ควรวิจัยปัจจัยที่ส่งผลต่อการวัดและประเมินผลการเรียนรู้แนวใหม่ของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครพนม เพื่อให้ครูหรือผู้ที่สนใจมีแนวทางในการการวัดและประเมินผลการเรียนรู้แนวใหม่

2.2) ควรวิจัยและเปรียบเทียบผลของการวัดและประเมินผลการเรียนรู้แนวใหม่กับการวัดและประเมินผลการเรียนรู้แบบเดิม

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สภาพและแนวทางพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

Situations And Guidelines for Developing the Participatory Internal Supervision of School Under Nakhon Phanom Primary Educational Service Area Office 2

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บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน (2) เปรียบเทียบสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน จำแนกตามสถานภาพและขนาดโรงเรียน (3) ศึกษาแนวทางพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 313 คน กำหนดขนาด กลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ ได้มาโดยการสุ่มแบบหลายขั้นตอน เครื่องมือที่ใช้เป็นแบบสอบถามประมาณค่า 5 ระดับและเป็นคำถามปลายปิด จำนวน 1 ฉบับ มีค่าดัชนีความสอดคล้องเท่ากับ 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .53 - .76 มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98 สถิติที่ใช้ ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ทดสอบสมมติฐานโดยใช้ค่าที (t-test แบบ Independent Samples) และการวิเคราะห์ความแปรปรวนแบบทางเดียว (One-way ANOVA)

ผลการศึกษา พบว่า (1) สภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียนอยู่ในระดับมากทุกด้าน (2) ผลการเปรียบเทียบจำแนกตามสถานภาพ พบว่าโดยรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และจำแนกตามขนาดของโรงเรียน พบว่าโดยรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 (3) แนวทางพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน คือ ผู้บริหารและครูควรร่วมกันวิเคราะห์สภาพปัจจุบัน ประชุมและวางแผน กำกับนิเทศติดตามเป็นระยะๆ ประเมินผล เสนอแนวทางพัฒนาการนิเทศภายในโรงเรียนและผู้บริหารควรให้กำลังใจแก่คณะครู

คำสำคัญ: (1) สภาพ (2) แนวทางพัฒนา (3) การนิเทศภายในแบบมีส่วนร่วม

Abstract

The purposes of this study were (1) to examine situations of the participatory internal supervision of school (2) compare situations of the participatory internal supervision of school classified by status and school size. (3) to examine guidelines for developing the participatory internal supervision of school. The samples used were 313 school administrators and teachers with followed the proportion using the percentage criteria, and they were selected by Multi- stage Random Sampling. The instrument employed was a five-rating scale questionnaire and its open-end questions with the Index of Item Congruence (IC) equal 1.00, the discrimination between .53 - .76, and the reliability of .98. The statistics employed were percentage, mean, standard deviation, t-test (Independent Samples), and One-way analysis of variance analysis.

The results were found that (1) situations of the participatory internal supervision of school in overall were at a high level. (2) The results of size found that the overall difference was statistically significant at .05 level. And comparison by school found that the overall difference was statistically significant at .01 level. (3) The guidelines for developing the participatory internal supervision of school were administrators and teachers jointly analyze the current condition, meeting and planning, supervise and follow up periodically, participate in the evaluation, propose guidelines for the development of internal supervision of schools and administrators encourage the teachers.

Keywords: (1) Situations (2) Guidelines (3) The Participatory Internal Supervision

บทนำ

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การนิเทศภายในโรงเรียนเป็นกระบวนการเชิงบริหารจัดการทางวิชาการด้านการศึกษา เพื่อประโยชน์สำหรับ การบริหารสถานศึกษาในการปรับปรุงการบริหารด้านการนิเทศภายในของผู้บริหารโรงเรียน และพัฒนาประสิทธิภาพ ในการปฏิบัติงานของครู เกิดขวัญและกำลังใจการปฏิบัติงาน รวมทั้งทุกฝ่ายที่เกี่ยวข้อง เพื่อจะได้รับทราบถึงข้อเสนอแนะ ในการปรับปรุง แก้ไข และพัฒนากระบวนการนิเทศ อันส่งผลต่อการพัฒนาคุณภาพการศึกษา โดยถือเป็นกระบวนการที่สำคัญและจำเป็นอย่างยิ่งที่ทุกโรงเรียนต้องกำหนดเป็นนโยบายและดำเนินการตามบทบาทภารกิจของการจัดการศึกษายุคใหม่ภายใต้พระราชบัญญัติการศึกษาแห่งชาติ (ชุตินันท์ ก้อนทอง, 2564) การนิเทศเปรียบเสมือนกระจกที่คอยส่องให้เห็นภาพ การสอนของครูและเป็นกระบวนการที่เสริมสร้างการสอนของครูให้มีประสิทธิภาพ เพื่อเป็นข้อมูลในการวางแผนพัฒนาการศึกษา การสร้างสื่อและนวัตกรรมการเรียนรู้ให้เหมาะสมในการจัดการเรียนรู้ให้กับผู้เรียนได้ถูกต้อง ตามจุดหมาย ของหลักสูตรสถานศึกษาโดยเน้นผู้เรียนเป็นสำคัญและยังเป็นการสร้างความตระหนักให้กับครูถึงปัญหาที่เกี่ยวกับ การจัดประสบการณ์เรียนรู้ ให้สามารถแก้ปัญหาได้และสร้างขวัญกำลังใจให้กับครูผู้สอนอีกด้วย (ดวงใจ ศรไชย, 2560)

การนิเทศแนวใหม่ คือ การนิเทศที่ผู้อำนวยการโรงเรียนและครูทำงานร่วมกันในชั้นเรียน (supervisor working with the teacher in the classroom) โดยใช้ข้อมูลนักเรียน ชั้นเรียน และโรงเรียนเป็นฐานในการพัฒนาและยกระดับคุณภาพการศึกษา ด้วยเทคนิคการนิเทศแบบ Reflective Coaching, Mentoring & Supporting และเทคนิคอื่นๆ ที่เหมาะสมตามบริบทของโรงเรียน โดยใช้กระบวนการวิจัยเป็นฐาน (Research Based Supervision : RBS) และกระบวนการชุมชนการเรียนรู้วิชาทางวิชาชีพ (Professional Learning Community : PLC) ในการปฏิบัติการนิเทศ อย่างต่อเนื่อง ลักษณะสำคัญของการนิเทศแนวใหม่ มีความแตกต่างจากการนิเทศในแบบเดิม ดังนั้นการนิเทศแนวใหม่ จึงมีลักษณะสำคัญ ดังนี้ มีระบบปฏิบัติงานร่วมกันระหว่างผู้นิเทศและผู้รับการนิเทศ มีเทคนิควิธีการนิเทศที่หลากหลายสอดคล้องกับสภาพปัจจุบันและความต้องการจำเป็น มีระบบเครือข่ายการนิเทศ สนับสนุน ใช้สื่อนวัตกรรมและเทคโนโลยีใหม่ๆ ช่วยในการนิเทศ ใช้ข้อมูลพื้นฐานและกระบวนการวิจัยในการพัฒนาและเพิ่มประสิทธิภาพการนิเทศ ผู้นิเทศทำหน้าที่เป็นผู้ชี้แนะ/พี่เลี้ยง (coach/mentor) ให้คำแนะนำและดูแลอย่างใกล้ชิด ผู้รับการนิเทศและผู้นิเทศรับผลการนิเทศร่วมกัน การนิเทศแนวใหม่เป็นการนำเทคนิคมาใช้ในการนิเทศร่วมกันระหว่างผู้อำนวยการโรงเรียนและครูซึ่งจำเป็นต้องมีแนวทางและขั้นตอนที่เป็นระบบ เพื่อให้การดำเนินการจัดการนิเทศแนวใหม่นี้ ประสบความสำเร็จ (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2551)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 รางานผลการดำเนินงานนิเทศปีงบประมาณ 2564 พบประเด็นที่เป็นปัญหาอุปสรรค ในระดับมากที่สุด 3 อันดับ คือ 1) ปัญหาการสร้างความรู้ความเข้าใจในกิจกรรมการนิเทศระหว่างผู้นิเทศกับผู้นิเทศและผู้นิเทศกับผู้รับการนิเทศยังมีน้อยมาก ข้อเสนอแนะ คือ ให้จัดทำสื่อ ใบความรู้เกี่ยวกับกิจกรรมการนิเทศ และแนวทางการเก็บรวบรวมข้อมูล เผยแพร่ก่อนการนิเทศ 2) ปัญหาการนิเทศกำกับติดตามไม่เป็นไปตามแผนการนิเทศและไม่ต่อเนื่อง ข้อเสนอแนะให้จัดทำปฏิทินการนิเทศ และให้นิเทศตามปฏิทินอย่างต่อเนื่อง 3) ไม่มีการแลกเปลี่ยนเรียนรู้ เพื่อสรุปผลการนิเทศภายหลังจากการไปนิเทศ ในแต่ละครั้ง ข้อเสนอแนะให้ใช้กระบวนการกระบวนการชุมชนการเรียนรู้วิชาทางวิชาชีพ (Professional Learning Community : PLC) และ การจัดการความรู้ (Knowledge Management : KM) ทุกครั้งภายหลังจากการนิเทศในแต่ละกิจกรรม (กลุ่มนิเทศติดตามและประเมินผลการจัดการศึกษา, 2564)

จากความสำคัญและปัญหาของการนิเทศภายในโรงเรียนดังกล่าว ผู้ศึกษาจึงมีความสนใจที่จะทำการศึกษาเรื่องสภาพและแนวทางการพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 เพื่อนำผลการศึกษามาเป็นแนวทางในการพัฒนากระบวนการนิเทศภายในโรงเรียนให้เป็นส่วนสำคัญในการขับเคลื่อนการจัดการศึกษา พัฒนากระบวนการจัดการเรียนรู้ของครู อันจะส่งผลให้ครูจัดการเรียนรู้ได้อย่างมีประสิทธิภาพมากยิ่งขึ้นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2
2. เพื่อเปรียบเทียบสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพและขนาดสถานศึกษา
3. เพื่อศึกษาแนวทางพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

สมมติฐานการวิจัย

1. ผู้บริหารสถานศึกษาและครูที่มีสถานภาพแตกต่างกันมีความคิดเห็นเกี่ยวกับสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 แตกต่างกัน

2. ผู้บริหารสถานศึกษาและครูที่ปฏิบัติงานในสถานศึกษาขนาดแตกต่างกันมีความคิดเห็นเกี่ยวกับสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 แตกต่างกัน

วิธีการดำเนินการศึกษา

1. ประชากรและตัวอย่าง

1.1 ประชากรในการศึกษาครั้งนี้ ได้แก่ผู้บริหารสถานศึกษาและครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปีการศึกษา 2565 จาก 181 สถานศึกษา จำนวน 2,360 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 195 คน และครู จำนวน 2,165 คน (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 วันที่ 1 พฤษภาคม 2565)

1.2 กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปีการศึกษา 2565 จำนวน 313 คน ได้จากการกำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ (บุญชม ศรีสะอาด, 2560) จำแนก เป็นผู้บริหารสถานศึกษา จำนวน 92 คน และครู จำนวน 221 คน โดยวิธีการสุ่มแบบหลายขั้นตอน (Multi-Stage Random Sampling)

2. ตัวแปรที่ใช้ในการศึกษา

2.1 ตัวแปรอิสระ ได้แก่ สถานภาพและขนาดสถานศึกษา

(1) สถานภาพ ประกอบด้วย

(1.1) ผู้บริหารสถานศึกษา

(1.2) ครู

(2) ขนาดสถานศึกษาประกอบด้วย

(2.1) สถานศึกษาขนาดเล็ก

(2.2) สถานศึกษาขนาดกลาง

(2.3) สถานศึกษาขนาดใหญ่และใหญ่พิเศษ

2.2 ตัวแปรตาม ได้แก่

(1) สภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ประกอบด้วย 6 ด้าน ดังนี้

(1.1) ด้านร่วมศึกษาสภาพปัจจุบัน

(1.2) ด้านร่วมวางแผน

(1.3) ด้านร่วมนิเทศกำกับติดตาม

(1.4) ด้านร่วมวัดประเมินผลการดำเนินงาน

(1.5) ด้านร่วมปรับปรุงผลการนิเทศ

(1.6) ด้านการสร้างขวัญกำลังใจ

(2) แนวทางพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

3. เครื่องมือการศึกษา

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้เป็นแบบสอบถามที่ผู้ศึกษาสร้างและพัฒนาขึ้นเพื่อศึกษาเกี่ยวกับสภาพและแนวทางพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 แบ่งเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Check list)

ตอนที่ 2 สภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยมีลักษณะคำถามเป็นมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ได้ค่าอำนาจจำแนกอยู่ระหว่าง .53 - .76 มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98

ตอนที่ 3 แบบสอบถามปลายเปิดแนวพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน เพื่อให้ผู้ตอบแบบสอบถามแสดงความคิดเห็นและเสนอข้อเสนอแนะได้อย่างอิสระ

4. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ผู้ศึกษาได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างอยู่ในอำเภอบ้านแพง ผู้ศึกษานำส่งและรับแบบสอบถามเอง แต่ถ้าสถานศึกษาเป็นกลุ่มตัวอย่างอยู่ต่างอำเภอ ผู้ศึกษาจัดส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 313 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ได้แก่ สถานภาพและขนาดสถานศึกษา ซึ่งมีลักษณะเป็นการสำรวจรายการ (Check List) วิเคราะห์โดยหาค่าความถี่ (Frequency) และร้อยละ (Percentage)

ตอนที่ 2 แบบสอบถามสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน วิเคราะห์โดยการหาค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

ตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพ โดยรวมและจำแนกเป็นรายด้าน

ตอนที่ 3 วิเคราะห์เปรียบเทียบสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน โดยภาพรวมและรายด้าน ด้วยการ

สภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน	สถานภาพ						รวม		
	ผู้บริหารสถานศึกษา			ครู					
	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1. ด้านร่วมศึกษาสภาพปัจจุบัน	4.31	.41	มาก	4.19	.54	มาก	4.23	.51	มาก
2. ด้านร่วมวางแผน	4.32	.44	มาก	4.19	.57	มาก	4.23	.54	มาก
3. ด้านร่วมนิเทศกำกับติดตาม	4.33	.44	มาก	4.19	.57	มาก	4.23	.54	มาก
4. ด้านร่วมวัดผล ประเมินผลการดำเนินงาน	4.29	.43	มาก	4.19	.55	มาก	4.22	.52	มาก
5. ด้านร่วมปรับปรุงผลการนิเทศ	4.33	.43	มาก	4.18	.59	มาก	4.23	.55	มาก
6. ด้านการสร้างขวัญกำลังใจ	4.35	.41	มาก	4.21	.56	มาก	4.25	.52	มาก
รวม	4.32	.42	มาก	4.19	.56	มาก	4.23	.52	มาก

ทดสอบสมมติฐาน ดังนี้ จำแนกตามสถานภาพโดยใช้การทดสอบค่าที (t-test แบบ Independent Samples) จำแนกตามขนาดสถานศึกษา โดยใช้การวิเคราะห์ความแปรปรวนแบบทางเดียว (One-way ANOVA) กรณีถ้าพบ ความแตกต่างอย่างมีนัยสำคัญทำการทดสอบความแตกต่างของค่าเฉลี่ยรายคู่ตามวิธีการของ Scheffe'

ตอนที่ 4 แบบสอบถามปลายเปิดแนวทางพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน วิเคราะห์โดยหาค่าความถี่ (Frequency) และร้อยละ (Percentage) ประกอบการพรรณนาวิเคราะห์

สรุปผลการวิจัย

1. สภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพทั้งโดยภาพรวมและรายด้านอยู่ในระดับมาก ปรากฏดังตารางที่ 1

2. สภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษาทั้งโดยภาพรวมและรายด้านอยู่ในระดับมาก ปรากฏดังตารางที่ 2

ตารางที่ 2 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

สภาพการนิเทศภายใน แบบมีส่วนร่วมของโรงเรียน	ขนาดสถานศึกษา									รวม		
	ขนาดเล็ก			ขนาดกลาง			ขนาดใหญ่และใหญ่พิเศษ					
	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1. ด้านร่วมศึกษาสภาพปัจจุบัน	4.33	.46	มาก	4.11	.53	มาก	4.24	.52	มาก	4.23	.51	มาก
2. ด้านร่วมวางแผน	4.35	.46	มาก	4.08	.57	มาก	4.25	.54	มาก	4.23	.54	มาก
3. ด้านร่วมนิเทศกำกับติดตาม	4.37	.45	มาก	4.09	.58	มาก	4.23	.55	มาก	4.23	.54	มาก
4. ด้านร่วมวัดผลประเมินผลการดำเนินงาน	4.33	.46	มาก	4.10	.53	มาก	4.22	.53	มาก	4.22	.52	มาก
5. ด้านร่วมปรับปรุงผลการนิเทศ	4.34	.49	มาก	4.07	.58	มาก	4.26	.56	มาก	4.23	.55	มาก
6. ด้านการสร้างขวัญกำลังใจ	4.37	.46	มาก	4.10	.53	มาก	4.28	.55	มาก	4.25	.52	มาก
รวม	4.35	.46	มาก	4.09	.54	มาก	4.25	.53	มาก	4.23	.52	มาก

3. ผลการเปรียบเทียบสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพ โดยรวมและจำแนกเป็นรายด้านพบว่ามีความคิดเห็นแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ปรากฏดังตารางที่ 3

ตารางที่ 3 ผลการเปรียบเทียบสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพ โดยรวมและจำแนกเป็นรายด้าน

การนิเทศภายในแบบมีส่วนร่วมของโรงเรียน	สถานภาพ				t	p
	ผู้บริหารสถานศึกษา		ครู			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. ด้านร่วมศึกษาสภาพปัจจุบัน	4.31	.41	4.19	.54	2.07*	.04
2. ด้านร่วมวางแผน	4.32	.44	4.19	.57	2.23*	.03
3. ด้านร่วมนิเทศกำกับติดตาม	4.33	.44	4.19	.57	2.39*	.02
4. ด้านร่วมวัดผล ประเมินผลการดำเนินงาน	4.29	.43	4.19	.55	1.81	.07
5. ด้านร่วมปรับปรุงผลการนิเทศ	4.33	.43	4.18	.59	2.37*	.02
6. ด้านการสร้างขวัญกำลังใจ	4.35	.41	4.21	.56	2.51**	.01
รวม	4.32	.42	4.19	.56	2.28*	.02

* มีนัยสำคัญทางสถิติที่ระดับ .05

** มีนัยสำคัญทางสถิติที่ระดับ .01

4. ผลการเปรียบเทียบ สภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้านแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ปรากฏดังตารางที่ 4

ตารางที่ 4 ผลการเปรียบเทียบสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

การนิเทศภายในโรงเรียนของผู้บริหารสถานศึกษา	แหล่งความแปรปรวน	SS	df	MS	F	Sig
1. ด้านร่วมศึกษาสภาพปัจจุบัน	ระหว่างกลุ่ม	2.75	2	1.37	5.46*	.01
	ภายในกลุ่ม	78.03	310	.25		
	รวม	80.77	312			
2. ด้านร่วมวางแผน	ระหว่างกลุ่ม	4.01	2	2.00	7.27*	.00
	ภายในกลุ่ม	85.41	310	.28		
	รวม	89.42	312			
3. ด้านร่วมนิเทศกำกับติดตาม	ระหว่างกลุ่ม	4.03	2	2.01	7.21*	.00
	ภายในกลุ่ม	86.54	310	.28		
	รวม	90.56	312			
4. ด้านร่วมวัดผล ประเมินผลการดำเนินงาน	ระหว่างกลุ่ม	2.88	2	1.44	5.58*	.00
	ภายในกลุ่ม	79.90	310	.26		
	รวม	82.78	312			
5. ด้านร่วมปรับปรุงผลการนิเทศ	ระหว่างกลุ่ม	3.88	2	1.94	6.60*	.00
	ภายในกลุ่ม	91.03	310	.29		
	รวม	94.90	312			
6. ด้านการสร้างขวัญกำลังใจ	ระหว่างกลุ่ม	3.82	2	1.91	7.25*	.00
	ภายในกลุ่ม	81.57	310	.26		
	รวม	85.39	312			
โดยรวม	ระหว่างกลุ่ม	3.52	2	1.76	6.73*	.00
	ภายในกลุ่ม	81.10	310	.26		
	รวม	84.62	312			

** มีนัยสำคัญทางสถิติที่ระดับ .01

5. แนวทางพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

แนวทางพัฒนาด้านร่วมศึกษาสภาพปัจจุบันการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน คือ ผู้บริหารและครูร่วมกันวิเคราะห์สภาพปัจจุบันการนิเทศภายในโรงเรียน ผู้บริหารและครูร่วมกันวิเคราะห์ปัญหาการนิเทศภายในโรงเรียน ผู้บริหารและครูร่วมกันกำหนดเป้าหมายการนิเทศภายในโรงเรียน

แนวทางพัฒนาด้านร่วมวางแผนการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน คือ ผู้บริหารและครูร่วมกันประชุม วางแผนการนิเทศภายในโรงเรียน ผู้บริหารและครูร่วมกันกำหนดจุดมุ่งหมายการนิเทศภายในโรงเรียน ผู้บริหารและครู ร่วมกำหนดกิจกรรมการนิเทศภายในโรงเรียน

แนวทางพัฒนาด้านร่วมกำกับนิเทศติดตามการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน คือ ผู้บริหารและครูกำกับติดตามการนิเทศภายในโรงเรียนเป็นระยะๆ ผู้บริหารและครูร่วมกันดำเนินการนิเทศภายในโรงเรียนตามแผนที่กำหนด ผู้บริหารและครูร่วมมือร่วมใจในการนิเทศใช้รูปแบบการนิเทศที่เหมาะสมกับบริบทของโรงเรียน ใช้เครื่องมือ เทคนิคการนิเทศภายในโรงเรียนอย่างเหมาะสม

แนวทางพัฒนาด้านร่วมวัดผล ประเมินผลการดำเนินงานการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน คือ ผู้บริหารและครูร่วมประเมินผลการนิเทศภายในโรงเรียน ผู้บริหารและครูร่วมสรุปผลการนิเทศภายในโรงเรียน ผู้บริหารและครูร่วมอภิปรายผลการนิเทศภายในโรงเรียน

แนวทางพัฒนาด้านร่วมปรับปรุงผลการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน คือ ผู้บริหารและครูร่วมกันเสนอแนวทางพัฒนาการนิเทศภายในโรงเรียน ผู้บริหารและครูร่วมหาวิธีการนิเทศแก้ไขข้อบกพร่องการนิเทศภายในโรงเรียน ผู้บริหารและครูร่วมวิเคราะห์ผลการนิเทศ หาข้อบกพร่องในการนิเทศภายในโรงเรียน

แนวทางพัฒนาด้านการสร้างขวัญกำลังใจ การนิเทศการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน คือ ผู้บริหารให้กำลังใจแก่คณะครู สนับสนุนวัสดุ อุปกรณ์ สนับสนุนงบประมาณ และผู้บริหารควรยกย่อง กล่าวชมเชยด้วยวาจา ส่งเสริมการทำงานเป็นทีม ให้ข้อเสนอแนะและคำปรึกษาแก่ครู

อภิปรายผล

จากผลการศึกษา สามารถอภิปรายผลได้ดังนี้

1. จากผลการศึกษาสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปรากฏผลการศึกษาที่สามารถอภิปรายได้ว่า

1) สภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมและรายด้านอยู่ในระดับมาก ทั้งนี้อาจเนื่องมาจากผู้บริหารสถานศึกษาและครูให้ความสำคัญต่อการนิเทศภายในโรงเรียนเป็นอย่างมาก โดยการนิเทศภายในโรงเรียนส่วนใหญ่ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ในปัจจุบันได้ดำเนินการยึดถือปฏิบัติและต้องการให้เกิดสภาพการนิเทศภายในโรงเรียน ที่มีประสิทธิภาพมากยิ่งขึ้น นอกจากนั้นความตื่นตัวต่อการเปลี่ยนแปลงของการศึกษาทำให้ผู้บริหารสถานศึกษาและครู ในสถานศึกษาต้องปรับเปลี่ยนพฤติกรรม และต้องปรับตัวให้ทันต่อการเปลี่ยนแปลงที่เกิดขึ้นอย่างรวดเร็ว ดังนั้น ผู้ที่มีส่วนเกี่ยวข้องทุกฝ่ายจึงต้องร่วมคิด ร่วมทำ และมีส่วนร่วมในการตัดสินใจในการจัดการศึกษาโดยเฉพาะข้าราชการครูและบุคลากรทางการศึกษา ถือว่าเป็นหัวใจหลักการดำเนินงานและลงมือปฏิบัติ จึงจำเป็นอย่างยิ่งที่จะต้องประสานความร่วมมือร่วมใจกัน ร่วมทำงานด้วยความมุ่งมั่นให้การยอมรับและไว้ใจซึ่งกันและกัน จึงจะทำให้การปฏิบัติงานประสบผลสำเร็จ (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2, 2563) สอดคล้องกับการศึกษาของ (Wanzare, 2012) ได้ทำการศึกษาเรื่อง การนิเทศภายในโรงเรียนมัธยมศึกษาของประเทศเคนยา ผลการศึกษา พบว่า ระดับสภาพการนิเทศภายในโรงเรียนโดยรวมและรายด้านอยู่ในระดับมาก สอดคล้องกับการศึกษาของ (ชุตินันท์ ก้อนทอง, 2564) ได้ทำการศึกษาเรื่อง สภาพการนิเทศและแนวทางการนิเทศภายในโรงเรียนประถมศึกษาในกลุ่มเครือข่ายพัฒนาการศึกษาอำเภอศรีรัตนะ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาศรีสะเกษ เขต 4 ผลการศึกษา พบว่า ระดับสภาพการนิเทศภายในโรงเรียนโดยรวมและรายด้านอยู่ในระดับมาก

2. จากผลเปรียบเทียบสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยจำแนกตามสถานภาพและขนาดสถานศึกษา สามารถอภิปรายได้ 2 ประเด็น ดังนี้

1) ผลการวิเคราะห์เปรียบเทียบสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพ ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู โดยภาพรวม พบว่า ผู้บริหารสถานศึกษาและครูมีความคิดเห็นแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ทั้งนี้ อาจเนื่องมาจากผู้บริหารสถานศึกษาเป็นผู้ที่มีบทบาทสำคัญในการนิเทศภายในโรงเรียน ซึ่งเป็นผู้นำในการกำหนดนโยบาย เป้าหมาย วางแผนการดำเนินงานของสถานศึกษา พัฒนาและส่งเสริมกานิเทศภายในโรงเรียนรวมถึงเป็นผู้นำในการขับเคลื่อนและกำหนดทิศทางในการทำงาน ส่งผลให้เกิดความร่วมมือกันทำงานของครู การช่วยเหลือเกื้อกูลกัน ร่วมกันดำเนินการนิเทศภายในโรงเรียนให้มีประสิทธิภาพสอดคล้องกับแนวคิดของ (พัทธนันท์ พูนประสิทธิ, 2561) ที่ได้กล่าวว่าผู้บริหารสถานศึกษา มีหน้าที่เป็นผู้นิเทศ ผู้ประสานงาน ผู้ให้ความรู้ และสร้างความเข้าใจเกี่ยวกับการดำเนินการนิเทศส่งเสริม ผู้ให้คำชี้แนะ สนับสนุนให้คำปรึกษาแก่ผู้รับการนิเทศ ผู้รับการนิเทศ นำความรู้ที่ได้จากการศึกษาไปประยุกต์ใช้ในการจัดกิจกรรมการนิเทศให้มีประสิทธิภาพ ซึ่งสอดคล้องกับการศึกษาของ (ดวงใจ ศรไชย, 2560) ได้ทำการศึกษาเรื่อง การศึกษาสภาพและปัญหาการนิเทศภายในสถานศึกษาตามความคิดเห็นของผู้บริหารและครูในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุบลราชธานี เขต 1 ผลการศึกษา พบว่า การนิเทศภายในโรงเรียน ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู จำแนกตามสถานภาพ พบว่า โดยรวมและรายด้าน แตกต่างกันอย่างมีนัยสำคัญที่ระดับ .01

2) ผลการวิเคราะห์เปรียบเทียบสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา พบว่า โดยภาพรวมมีแตกต่างกันอย่างมีนัยสำคัญ ทางสถิติที่ระดับ .01 ทั้งนี้ อาจเนื่องมาจากผู้บริหารสถานศึกษาและครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ที่ปฏิบัติหน้าที่ ในสถานศึกษาขนาดเล็กและขนาดกลางมีนักเรียนและครูจำนวนน้อยจึงมีการพบปะ พูดคุยสนทนากันบ่อยทำให้มีทัศนะต่อการนิเทศภายในโรงเรียนที่สูงกว่า อีกทั้งความสามัคคีของกลุ่มและการนิเทศภายในโรงเรียนนั้นขึ้นอยู่กับความสัมพันธ์ส่วนตัวของสมาชิก ความเป็นมิตร ความเห็นอกเห็นใจซึ่งกันและกัน ปรึกษาหารือ ช่วยเหลือซึ่งกันและกัน การยอมรับนับถือและไว้วางใจซึ่งกัน

และกัน ซึ่งในสถานศึกษาขนาดที่เล็กจะมีบุคลากรจำนวนน้อย การนิเทศภายในโรงเรียนร่วมกัน จึงเป็นไปอย่างราบรื่นสมานฉันท์มากกว่าสถานศึกษาขนาดใหญ่ที่มีจำนวนบุคลากรมากกว่า ซึ่งเป็นไปตามแนวคิด (สายวินิตย์ ดวงสนาม, 2563) ที่ได้กล่าวไว้ว่า การนิเทศภายในโรงเรียนคือการดำเนินงานที่เกิดขึ้นจากความร่วมมือของผู้บริหารสถานศึกษาและบุคลากรในสถานศึกษาขั้นพื้นฐานได้ร่วมกันปรึกษาหารือ ช่วยเหลือซึ่งกันและกันในการพัฒนาประสิทธิภาพการนิเทศภายในโรงเรียนให้บรรลุผลสำเร็จ ซึ่งสอดคล้องกับการศึกษาของ (ศานิต โหนแหย็ม, 2560) ได้ทำการศึกษาเรื่อง สภาพและปัญหาการนิเทศภายในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 18 ผลการศึกษา พบว่า สภาพการนิเทศภายในสถานศึกษา จำแนกตามขนาดสถานศึกษา มีสภาพการนิเทศภายในโรงเรียนโดยรวมและรายด้านแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

3. จากผลการศึกษาแนวทางพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 สามารถอภิปรายได้ดังนี้

1) แนวทางพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ผลการศึกษา พบว่า ผู้บริหารสถานศึกษาและครูควรมีการประชุมวางแผนร่วมกันในทุกขั้นตอน กำหนดวัตถุประสงค์จุดมุ่งหมายและกำหนดกิจกรรมอย่างชัดเจน โดยเปิดโอกาสให้ครูและบุคลากรมีส่วนร่วม ในการกำหนดวัตถุประสงค์จุดมุ่งหมายและกำหนดกิจกรรมของการนิเทศภายในโรงเรียน เพื่อสร้างความเข้าใจ และร่วมมือร่วมใจดำเนินการ กำกับ ติดตามการนิเทศภายในโรงเรียนเป็นระยะๆตามแผนที่กำหนด ประเมินผล สรุปผล อภิปรายผล และร่วมวิเคราะห์ข้อบกพร่อง หาวิธีการนิเทศแก้ไขข้อบกพร่องร่วมกันเสนอแนวทางพัฒนาการนิเทศภายในโรงเรียน รวมถึงการสร้างขวัญกำลังใจแก่คณะครู โดยการให้กำลังใจสนับสนุนวัสดุอุปกรณ์ สนับสนุนงบประมาณกับบุคลากร ของโรงเรียน สอดคล้องกับการศึกษาของ (พิชญ์ชาญ์ สุดทุม, 2559) ได้ทำการศึกษาเรื่องแนวทางการพัฒนาการนิเทศภายในโรงเรียนมัธยมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 21 ผลการศึกษา พบว่า แนวทางการพัฒนาการนิเทศภายในโรงเรียน คือ ต้องมีการประชุมชี้แจง จัดอบรมใช้วิธีการนิเทศที่หลากหลายรูปแบบและให้ทุกคน ในโรงเรียนมีส่วนร่วมในการนิเทศภายในโรงเรียน ต้องมีการจัดให้มีการศึกษาดูงานการนิเทศภายในโรงเรียน นำเทคนิคใหม่ๆ มาใช้ในการนิเทศภายในโรงเรียน ต้องดำเนินการนิเทศให้ตรงกับปฏิทินที่วางแผนไว้อย่างต่อเนื่องทุกภาคเรียน ผู้นิเทศควรให้คำปรึกษา แนะนำจุดอ่อนของผู้รับการนิเทศให้เกิดความเข้าใจและสามารถพัฒนาต่อได้ ต้องประเมินการนิเทศที่เป็นไปตามสภาพความเป็นจริง มีการประเมินผลการนิเทศ และแจ้งผลการประเมินให้ผู้รับการนิเทศทราบหลังการนิเทศ สรุปผลและรายงานผลการนิเทศให้ผู้บริหารทราบ จัดเก็บการรายงานผลการนิเทศอย่างเป็นระบบ เพื่อเป็นข้อมูลในการพัฒนาการนิเทศภายในโรงเรียนต่อไป

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

1. ผลจากการศึกษาสภาพการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านร่วมวัดผลประเมินผลการดำเนินงาน ดังนั้น ผู้บริหารสถานศึกษาและครูควรร่วมประเมินผลการนิเทศภายในโรงเรียน ร่วมสรุปผลการนิเทศภายในโรงเรียน ร่วมอภิปรายผลการนิเทศภายในโรงเรียน และร่วมกันจัดทำรายงานผลการนิเทศภายในโรงเรียน

2. ผลจากการศึกษาแนวทางพัฒนาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน ด้านร่วมศึกษาสภาพปัจจุบัน คือ ผู้บริหารและครูร่วมกันวิเคราะห์สภาพปัจจุบันการนิเทศภายในโรงเรียน ด้านร่วมวางแผน คือ ผู้บริหารและครูร่วมกันประชุม วางแผนการนิเทศภายในโรงเรียน ด้านร่วมกำกับนิเทศติดตาม คือ ผู้บริหารและครูกำกับติดตามการนิเทศภายในโรงเรียน เป็นระยะๆ ด้านร่วมวัดผลประเมินผลการดำเนินงาน คือ ผู้บริหารและครูร่วมประเมินผลการนิเทศภายในโรงเรียน ด้านร่วมปรับปรุงผลการนิเทศ คือ ผู้บริหารและครูร่วมกันเสนอแนวทางพัฒนาการนิเทศภายในโรงเรียน ด้านการสร้างขวัญกำลังใจ คือ ผู้บริหารให้กำลังใจแก่คณะครู ดังนั้น ผู้บริหารและครูควรนำแนวทางซึ่งเป็นผลจากการศึกษาไปปฏิบัติหรือดำเนินการในสถานศึกษาให้เป็นรูปธรรม เพื่อให้การนิเทศภายในโรงเรียนพัฒนาดียิ่งขึ้น

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

1. ควรศึกษาปัจจัยที่ส่งเสริมให้มีการนิเทศภายในแบบมีส่วนร่วมของโรงเรียน เพื่อให้ได้ข้อมูลที่จะนำไปพัฒนา การนิเทศภายในโรงเรียนให้มีประสิทธิภาพมากยิ่งขึ้น

2. ควรมีการศึกษาการนิเทศภายในแบบมีส่วนร่วมของโรงเรียนที่ประสบความสำเร็จในการนิเทศภายในโรงเรียนเพื่อให้สถานศึกษาอื่น ๆ นำไปใช้เป็นแนวทางในการนิเทศภายในโรงเรียนเพื่อพัฒนาคุณภาพการศึกษาต่อไป

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ปัญหาความเหลื่อมล้ำของชุมชนในจังหวัดร้อยเอ็ด : กรณีศึกษาตำบลท่าม่วง อำเภอเสลภูมิ จังหวัดร้อยเอ็ด

Problems of community inequality in Roi Et Province: A case study of Tha Muang Subdistrict, Selaphum District, Roi Et Province.

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความปัญหาความเหลื่อมล้ำของชุมชนในจังหวัดร้อยเอ็ด โดยทำการเก็บรวบรวมข้อมูลกับคนในชุมชนตำบลท่าม่วง อำเภอเสลภูมิ จังหวัดร้อยเอ็ด ที่เข้าร่วมโครงการ จำนวน 200 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามความคิดเห็นต่อประเด็นความเหลื่อมล้ำในชุมชนมี 3 ด้านได้แก่ 1) ด้านข้อมูลส่วนบุคคล จำนวน 4 ข้อ 2) ด้านประเด็นความเหลื่อมล้ำในชุมชน จำนวน 6 ข้อ และ 3) ด้านปัจจัยที่ส่งผลต่อความเหลื่อมล้ำในชุมชน จำนวน 3 ข้อ สถิติที่ใช้ในการวิจัยประกอบด้วยร้อยละ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า

ประเด็นที่ 1 ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิงจำนวน 123 คน คิดเป็นร้อยละ 61.50 และเพศชายจำนวน 77 คน คิดเป็นร้อยละ 38.50 ผู้ตอบแบบสอบถามส่วนใหญ่อยู่ในช่วงอายุ 30-39 ปี จำนวน 91 คน คิดเป็นร้อยละ 45.50 ผู้ตอบแบบสอบถามส่วนใหญ่มีระดับการศึกษาอยู่ในระดับประถมศึกษาจำนวน 78 คน คิดเป็นร้อยละ 39.00 และผู้ตอบแบบสอบถามจำนวน 80 คน คิดเป็นร้อยละ 40.00 ประกอบอาชีพเกษตรกร

ประเด็นที่ 2 ผู้ตอบแบบสอบถามมีความคิดเห็นต่อประเด็นความเหลื่อมล้ำในชุมชนในทุกประเด็นอยู่ในระดับปานกลาง คิดเป็นร้อยละ 52.50

ประเด็นที่ 3 ผู้ตอบแบบสอบถามส่วนใหญ่มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อความเหลื่อมล้ำในชุมชน ในปัจจัยทางด้านเศรษฐกิจอยู่ในระดับมาก คิดเป็นร้อยละ 42.50

คำสำคัญ: ความเหลื่อมล้ำ, จังหวัดร้อยเอ็ด

Abstract

The purpose of this research is to study the community inequality problem in Roi Et Province by collecting data from people in the community of Tambon Tha Muang, Selaphum District, Roi Et Province. There are 200 participants participating in the project. The research tool is a questionnaire on inequality in the community, which consisted of 3 aspects: 1) personal information 4 items 2) inequality in the community 6 items, and 3) factors affecting inequality in the community 3 items. The statistics used in the research comprised of percentages, mean and standard deviation.

The results showed that

Issue 1 most of the respondents are 123 females, representing 61.50%, and 77 males, representing 38.50%. Most of the respondents are in the age range of 30–39 years, 91 people, representing 45.50%. Most of the respondents had education at the elementary level 78 people, representing 39.00%, and 80 people, representing 40.00%, are farmers.

[1] อาจารย์สาขาวิชาคณิตศาสตร์และภาษาอังกฤษ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด (หมายเลขโทรศัพท์ 098-9369149 E-mail : nusharin_m@kkumail.com)

[2] อาจารย์สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด

[3] อาจารย์สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด

[4] อาจารย์สาขาวิชาพลศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด

Issue 2 : The respondents had moderate opinions on all issues of inequality in the community, representing 52.50%.

Issue 3 Most of the respondents had opinions on factors affecting inequality in the community. In terms of economic factors, it is at a high level, representing 42.50%.
Keywords: Inequality, Roi Et Province.

บทนำ

การแก้ไขปัญหาความเหลื่อมล้ำ หรือการสร้างความเสมอภาคทางสังคม เป็นภารกิจสำคัญในยุทธศาสตร์ชาติ 20 ปี (พ.ศ. 2561-2580) ซึ่งเป็นทิศทางการพัฒนาชาติในระยะยาวที่มีเป้าหมายเพื่อการพัฒนาอย่างยั่งยืน คณะกรรมการยุทธศาสตร์ชาติ จึงแต่งตั้งคณะกรรมการจัดทำยุทธศาสตร์ชาติ 6 ด้าน ประกอบด้วย ด้านความมั่นคง ด้านการสร้างความสามารถในการแข่งขัน ด้านการพัฒนาและเสริมสร้างศักยภาพทรัพยากรมนุษย์ ด้านการสร้างโอกาส และความเสมอภาคทางสังคม ตลอดจนด้านการสร้างความเติบโตบนคุณภาพชีวิตที่เป็นมิตรต่อสิ่งแวดล้อม และด้านการปรับสมดุลและพัฒนาระบบการบริหารจัดการภาครัฐ (สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ. 2561 : ออนไลน์)

ความเหลื่อมล้ำ หมายความว่า ความไม่เท่าเทียมกัน (inequality) ซึ่งเนื่องจากความไม่เท่าเทียมกันปรากฏในทุกเรื่อง ทุกพื้นที่ ทุกภาคส่วน และทุกเวลา ดังนั้นจึงเป็นปรากฏการณ์ที่ไม่อาจจะขจัดให้หมดสิ้นไปได้ ความเหลื่อมล้ำทางสังคมเป็นสิ่งที่อยู่คู่กับสังคมมาอย่างยาวนาน สิ่งเหล่านี้ถือเป็นการผลิตซ้ำที่เกิดขึ้นจากหลายปัจจัยร่วมกันโดยเฉพาะปัจจัยทางเศรษฐกิจ โดยมีกลุ่มคนเปราะบาง คนชายขอบ ที่ยังคงเป็นตัวแสดงหลักที่รับบทเป็นผู้ที่ถูกเลือกปฏิบัติ ถูกกีดกัน และถูกตีตราอยู่เสมอไป ไม่ว่าจะในสถานการณ์ใด ๆ ก็ตาม ภาพสถานการณ์ในปัจจุบันเราจะเห็นความเหลื่อมล้ำได้ชัดตั้งแต่การเกิดสถานการณ์การแพร่ระบาดของเชื้อไวรัส Covid-19 ที่อุบัติขึ้นทั่วโลกอย่างกว้างขวางและรวดเร็ว ซึ่งรวมถึงประเทศไทยที่มิอาจหลีกเลี่ยงได้ ทำให้สังคมในทุกภาคส่วนได้รับผลกระทบเป็นอย่างมาก สถานการณ์ที่เกิดขึ้นในคราวนี้จึงเป็นอีกสถานการณ์หนึ่งที่ทำให้เราได้เห็นความเหลื่อมล้ำที่เกิดขึ้นในสังคมอีกระลอก และดูเหมือนระลอกนี้จะมีระยะเวลาที่ยาวนานสร้างความสาหัสให้กับผู้คนเป็นจำนวนไม่น้อย (อำนาจ มงคลสืบสกุล. 2563 : ออนไลน์)

ประเภทของความเหลื่อมล้ำมีหลายด้าน ดังการศึกษาของ ภูริวัจน์ ปุณยวุฒิปรีดา (2561) ระบุว่าความเหลื่อมล้ำของสังคมไทยนั้นมี 7 ประเด็น ได้แก่ 1) ความเหลื่อมล้ำด้านเศรษฐกิจ 2) ความเหลื่อมล้ำทางสังคม 3) ความเหลื่อมล้ำด้านวัฒนธรรม 4) ความเหลื่อมล้ำด้านการเมือง 5) ความเหลื่อมล้ำทางสิ่งแวดล้อม 6) ความเหลื่อมล้ำเชิงพื้นที่ 7) ความเหลื่อมล้ำทางความรู้ (ภูริวัจน์ ปุณยวุฒิปรีดา. 2561 : 35 – 43)

เมื่อศึกษาสาเหตุของความเหลื่อมล้ำจะพบว่า ปัจจัยของความเหลื่อมล้ำมีความแตกต่างกันไปตามบริบทของพื้นที่ เช่น การศึกษาของ อรรฆพร ก๊กค้างพลู กนกกานต์ แก้วนุช และพูลพงศ์ สุขสว่าง (2563) อธิบายถึงปัจจัยที่มีอิทธิพลต่อความเหลื่อมล้ำทางสังคมของคนในพื้นที่ท่องเที่ยวชุมชนประเทศไทย มาจากปัจจัยด้านเศรษฐกิจ และปัจจัยด้านเทคโนโลยีเป็นสำคัญ (อรรฆพร ก๊กค้างพลู กนกกานต์ แก้วนุช และพูลพงศ์ สุขสว่าง. 2563 : 214 - 236) ในขณะที่การศึกษาของทนงศักดิ์ แสงสว่างวัฒนะ และ โชติ บดีรัฐ (2564) ซึ่งทำการศึกษาในชุมชนที่เป็นสังคมเกษตรกรรม พบว่า ปัญหาสำคัญที่สุดของตำบลดินทอง อำเภอวังทอง จังหวัดพิษณุโลก คือปัญหาความเหลื่อมล้ำทางสังคม เป็นต้น (ทนงศักดิ์ แสงสว่างวัฒนะ และ โชติ บดีรัฐ. 2564 : 130 – 148)

ด้วยเหตุนี้ การศึกษาทำความเข้าใจกับปัญหาความเหลื่อมล้ำของชุมชนในจังหวัดร้อยเอ็ด จึงควรกำหนดพื้นที่ในการศึกษาเพื่อทำความเข้าใจในบริบทของชุมชนอย่างลึกซึ้ง โดยเริ่มต้นที่ตำบลท่าม่วง อำเภอเสลภูมิ จังหวัดร้อยเอ็ด อันเป็นเขตพื้นที่บริการของมหาวิทยาลัยราชภัฏร้อยเอ็ดเพื่อเป็นต้นแบบแนวทางในการศึกษาพื้นที่อื่น ๆ ต่อไป โดยมีคำถามในการวิจัยว่าคนในตำบลท่าม่วง อำเภอเสลภูมิ จังหวัดร้อยเอ็ด มีความคิดเห็นว่าความเหลื่อมล้ำด้านใดเป็นปัญหาสำคัญมากที่สุด

วัตถุประสงค์ของการวิจัย

เพื่อศึกษาความปัญหาความเหลื่อมล้ำของชุมชนในจังหวัดร้อยเอ็ด

วิธีการดำเนินการวิจัย

1. ประเภทของการวิจัย

การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจ (survey research) โดยมีวัตถุประสงค์เพื่อศึกษาความปัญหาความเหลื่อมล้ำของชุมชนในจังหวัดร้อยเอ็ด ผู้วิจัยได้นำเสนอวิธีการดำเนินการวิจัยตามลำดับดังนี้

2. ประชากรและกลุ่มตัวอย่าง

ประชากรและกลุ่มตัวอย่าง คือคนในชุมชนตำบลท่าม่วง อำเภอเสลภูมิ จังหวัดร้อยเอ็ด เป็นตัวแทนเข้าร่วมโครงการ จำนวน 200 คน จำนวน 200 คน ซึ่งเป็นจำนวนทั้งหมดของผู้ตอบแบบสอบถามจึงมีจำนวนการสำรวจร้อยละ 100

3. เครื่องมือที่ใช้การเก็บรวบรวมข้อมูล

เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามความคิดเห็นต่อประเด็นความเหลื่อมล้ำในชุมชนมี 3 ด้านได้แก่

ด้านที่ 1 ข้อมูลส่วนบุคคล เป็นคำถามปลายปิดมีลักษณะให้เลือกตอบ จำนวน 4 ข้อ

ด้านที่ 2 ด้านประเด็นความเหลื่อมล้ำในชุมชน เป็นคำถามปลายปิดมีลักษณะให้เลือกตอบ จำนวน 6 ข้อ

ด้านที่ 3 ด้านปัจจัยที่ส่งผลต่อความเหลื่อมล้ำในชุมชน เป็นคำถามปลายปิดมีลักษณะให้เลือกตอบ จำนวน 3 ข้อ

4. การสร้างเครื่องมือและการหาคุณภาพของเครื่องมือที่ใช้ในการวิจัย

1. ผู้วิจัยได้ศึกษาเอกสาร แนวคิด ทฤษฎี งานวิจัย และเอกสารที่เกี่ยวข้องเพื่อจัดทำเป็นแบบสอบถาม

2. สร้างรายการข้อคำถาม ซึ่งมีลักษณะเลือกตอบและเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ ตามประเด็นที่กำหนดในแบบสำรวจ

3. ผู้วิจัยส่งแบบสอบถามฉบับร่างไปให้ผู้เชี่ยวชาญที่มีประสบการณ์เกี่ยวกับความเหลื่อมล้ำ จำนวน 3 คน เพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (content Validity) โดยการหาดัชนีความสอดคล้อง (Index of Item Objective Congruence: IOC) ได้ค่าดัชนีความสอดคล้อง (IOC) อยู่ระหว่าง 0.6 - 1.00

4. นำแบบสอบถามมาปรับปรุงใช้เป็นเครื่องมือฉบับสมบูรณ์แล้ว นำไปทดลองใช้กับประชากรที่มีลักษณะใกล้เคียงกับกลุ่มตัวอย่างจำนวน 30 คน เพื่อหาค่าความเชื่อมั่นของแบบสอบถาม (Reliability) โดยใช้สูตรสัมประสิทธิ์อัลฟาของครอนบาค (Cronbach’s alpha Coefficient) ได้ค่าความเชื่อมั่นทั้งฉบับ 0.95

5. นำแบบสอบถามฉบับสมบูรณ์ที่ได้ไปสร้างเป็นแบบสอบถาม และใช้เก็บข้อมูลก่อนการอบรมให้ความรู้เรื่องความเหลื่อมล้ำ

5. การเก็บรวมรวมข้อมูล

ผู้วิจัยได้เก็บรวบรวมข้อมูลจากผู้เข้าร่วมโครงการให้ความรู้เรื่องความเหลื่อมล้ำจำนวน 200 คน ระหว่างวันที่ 20 – 21 ธันวาคม 2565 โดยใช้เวลาในช่วงก่อนการอบรมเป็นช่วงเวลาสำคัญในการเก็บข้อมูล และมีผู้ตอบแบบสอบถามทั้งสิ้น 200 คน

6. สถิติที่ใช้การวิเคราะห์ข้อมูล

สถิติที่ใช้การวิเคราะห์ข้อมูลครั้งนี้ ประกอบด้วยร้อยละ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

ประเด็นที่ 1 ข้อมูลส่วนบุคคล

จากการศึกษาปัญหาความเหลื่อมล้ำของชุมชนในจังหวัดร้อยเอ็ด กรณีศึกษาตำบลท่าม่วง อำเภอเสลภูมิ จังหวัดร้อยเอ็ด ผลการวิจัยด้านข้อมูลส่วนบุคคล พบว่า ผู้ตอบแบบสอบถามจำนวน 200 คน เป็นเพศหญิงจำนวน 123 คน คิดเป็นร้อยละ 61.50 และเพศชายจำนวน 77 คน คิดเป็นร้อยละ 38.50 ผู้ตอบแบบสอบถามส่วนใหญ่อยู่ในช่วงอายุ 30-39 ปี จำนวน 91 คน คิดเป็นร้อยละ 45.50 รองลงมาคือช่วงอายุ 20-29 ปี จำนวน 33 คน คิดเป็นร้อยละ 16.50 และช่วงอายุ 40-49 ปี จำนวน 31 คน คิดเป็นร้อยละ 15.50 ตามลำดับ ผู้ตอบแบบสอบถามส่วนใหญ่มีระดับการศึกษาอยู่ในระดับประถมศึกษาจำนวน 78 คน คิดเป็นร้อยละ 39.00 รองลงมามีระดับการศึกษาอยู่ในระดับมัธยมศึกษาตอนต้นจำนวน 69 คน คิดเป็นร้อยละ 34.50 และมีระดับการศึกษาอยู่ในระดับมัธยมศึกษาตอนปลายจำนวน 40 คน คิดเป็นร้อยละ 20.00 ตามลำดับ และผู้ตอบแบบสอบถามส่วนใหญ่ประกอบอาชีพเกษตรกร จำนวน 80 คน คิดเป็นร้อยละ 40.00 รองลงมาประกอบอาชีพรับจ้าง จำนวน 48 คน คิดเป็นร้อยละ 24.00 และ ประกอบอาชีพธุรกิจส่วนตัว จำนวน 35 คน คิดเป็นร้อยละ 17.50 ตามลำดับ

ประเด็นที่ 2 ประเด็นความเหลื่อมล้ำในชุมชน

ผู้ตอบแบบสอบถามมีความคิดเห็นต่อประเด็นความเหลื่อมล้ำในชุมชนในทุกประเด็นมีค่าเฉลี่ยอยู่ในระดับปานกลาง

ตารางที่ 1 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานระดับความคิดเห็นปัจจัยที่ส่งผลต่อความเหลื่อมล้ำในชุมชน

ประเด็นความเหลื่อมล้ำในชุมชน	ระดับความคิดเห็น		
	$\bar{x}$	S.D.	แปลผล
1. ความเหลื่อมล้ำในการเข้าถึงระบบการศึกษาและการพัฒนาเยาวชน	3.28	1.10	ปานกลาง
2. ความเหลื่อมล้ำในด้านการพัฒนาด้านกายภาพของชุมชน	3.10	1.05	ปานกลาง
3. ความเหลื่อมล้ำในการแก้ไขปัญหาความยากจน และสร้างความเข้มแข็งแก่ชุมชน	3.45	1.06	ปานกลาง
4. ความเหลื่อมล้ำในด้านการปฏิบัติที่ไม่เป็นธรรมโดยอำนาจรัฐ	3.20	1.07	ปานกลาง
5. ความเหลื่อมล้ำในการเข้าถึงทรัพยากรของรัฐ	3.27	1.08	ปานกลาง
6. ความเหลื่อมล้ำในการแสดงความคิดเห็น	3.27	1.10	ปานกลาง

จากตารางที่ 1 ผลการศึกษา พบว่า ประเด็นความเหลื่อมล้ำในชุมชนเมื่อพิจารณาเป็นรายด้านโดยเรียงลำดับจากมากไปน้อย พบว่า 1) ความเหลื่อมล้ำในการแก้ไขปัญหาความยากจนและสร้างความเข้มแข็งแก่ชุมชนมีค่าเฉลี่ย 3.60 อยู่ในระดับปานกลาง 2) ความเหลื่อมล้ำในการเข้าถึงระบบการศึกษาและการพัฒนาเยาวชนมีค่าเฉลี่ย 3.28 อยู่ในระดับปานกลาง 3) ความเหลื่อมล้ำในการแสดงความคิดเห็นมีค่าเฉลี่ย 3.27 อยู่ในระดับปานกลาง 4) ความเหลื่อมล้ำในการเข้าถึงทรัพยากรของรัฐมีค่าเฉลี่ย 3.27 อยู่ในระดับปานกลาง 5) ความเหลื่อมล้ำในด้านการปฏิบัติที่ไม่เป็นธรรมโดยอำนาจรัฐมีค่าเฉลี่ย 3.20 อยู่ในระดับปานกลาง และ 6) ความเหลื่อมล้ำในด้านการพัฒนาด้านกายภาพของชุมชนมีค่าเฉลี่ย 3.10 อยู่ในระดับปานกลาง ตามลำดับ

ประเด็นที่ 3 ปัจจัยที่ส่งผลต่อความเหลื่อมล้ำในชุมชน

ผู้ตอบแบบสอบถามส่วนใหญ่มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อความเหลื่อมล้ำในชุมชน ในปัจจัยทางด้านเศรษฐกิจอยู่มีค่าเฉลี่ยอยู่ในระดับมาก

ตารางที่ 2 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานระดับความคิดเห็นปัจจัยที่ส่งผลต่อความเหลื่อมล้ำในชุมชน

ปัจจัย	ระดับความคิดเห็น		
	$\bar{x}$	S.D.	แปลผล
ด้านเศรษฐกิจ	3.60	0.99	มาก
ด้านเทคโนโลยี	3.28	1.04	ปานกลาง
ด้านการศึกษา	3.35	1.01	ปานกลาง

จากตารางที่ 2 ผลการศึกษา พบว่า ระดับความคิดเห็นปัจจัยที่ส่งผลต่อความเหลื่อมล้ำในชุมชน เมื่อพิจารณาเป็นรายด้านโดยเรียงลำดับจากมากไปน้อย พบว่า เศรษฐกิจเป็นปัจจัยหลักที่ผู้ตอบแบบสอบถามให้ความสำคัญที่ส่งผลต่อความเหลื่อมล้ำในชุมชนโดยมีค่าเฉลี่ย 3.60 อยู่ในระดับมาก รองลงมาคือด้านการศึกษามีค่าเฉลี่ย 3.35 อยู่ในระดับปานกลาง และด้านเทคโนโลยี มีค่าเฉลี่ย 3.28 อยู่ในระดับปานกลาง ตามลำดับ

อภิปรายผลการวิจัย

การวิจัยครั้งนี้ มีเพื่อศึกษาความปัญหาความเหลื่อมล้ำของชุมชนในจังหวัดร้อยเอ็ด ผู้วิจัยนำผลการวิจัยประเด็นที่สำคัญมาอภิปรายผล ดังนี้

ประเด็นที่ 1 ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิงจำนวน 123 คน คิดเป็นร้อยละ 61.50 และเพศชายจำนวน 77 คน คิดเป็นร้อยละ 38.50 ผู้ตอบแบบสอบถามส่วนใหญ่อยู่ในช่วงอายุ 30-39 ปี จำนวน 91 คน คิดเป็นร้อยละ 45.50 ผู้ตอบแบบสอบถามส่วนใหญ่มีระดับการศึกษาอยู่ในระดับประถมศึกษาจำนวน 78 คน คิดเป็นร้อยละ 39.00 และผู้ตอบแบบสอบถามจำนวน 80 คน คิดเป็นร้อยละ 40.00 ประกอบอาชีพเกษตรกร ผลการวิจัยเช่นนี้แสดงให้เห็นว่าผู้ตอบแบบสอบถามส่วนใหญ่อยู่ในช่วงวัยที่เป็น

กำลังสำคัญของครอบครัว ที่ย่อมมีความรู้และประสบการณ์ด้านความเหลื่อมล้ำในชีวิตสามารถเป็นตัวแทนของชุมชนได้ สอดคล้องกับสำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ (2561) ที่เห็นว่าปัญหาความเหลื่อมล้ำเป็นปัญหาใหญ่ของสังคมไทยมีความหลากหลายครอบคลุมในหลายมิติ

ประเด็นที่ 2 ผู้ตอบแบบสอบถามมีความคิดเห็นต่อประเด็นความเหลื่อมล้ำในชุมชนในทุกประเด็นอยู่ในระดับปานกลาง คิดเป็นร้อยละ 52.50 ผลการวิจัยเช่นนี้ชี้ให้เห็นว่าปัญหาความเหลื่อมล้ำในชุมชนมีความหลากหลายแตกต่างกันไปตามแต่ละครัวเรือน สอดคล้องกับการศึกษาของ ภูริวัจน์ ปุณยวุฒิปรีดา (2561) ที่ระบุว่าความเหลื่อมล้ำของสังคมไทยนั้นมี 7 ประเด็น ได้แก่ 1) ความเหลื่อมล้ำด้านเศรษฐกิจ 2) ความเหลื่อมล้ำทางสังคม 3) ความเหลื่อมล้ำด้านวัฒนธรรม 4) ความเหลื่อมล้ำด้านการเมือง 5) ความเหลื่อมล้ำทางสิ่งแวดล้อม 6) ความเหลื่อมล้ำเชิงพื้นที่ 7) ความเหลื่อมล้ำทางความรู้ และการศึกษาของอำนาจ มงคลสืบสกุล. (2563) ที่ว่าความเหลื่อมล้ำ หมายความว่า ความไม่เท่าเทียมกัน (inequality) ซึ่งเนื่องจากความไม่เท่าเทียมกันปรากฏในทุกเรื่อง ทุกพื้นที่ ทุกภาคส่วน และทุกเวลา ดังนั้นจึงเป็นปรากฏการณ์ที่ไม่อาจจะขจัดให้หมดสิ้นไปได้ ความเหลื่อมล้ำทางสังคมเป็นสิ่งที่อยู่คู่กับสังคมมาอย่างยาวนาน สิ่งเหล่านี้ถือเป็นการผลิตซ้ำที่เกิดขึ้นจากหลายปัจจัยร่วมกันโดยเฉพาะปัจจัยทางเศรษฐกิจ โดยมีกลุ่มคนเปราะบาง คนชายขอบ ที่ยังคงเป็นตัวแสดงหลักที่รับบทเป็นผู้ที่ถูกเลือกปฏิบัติ ถูกกีดกัน และถูกตีตราอยู่เสมอไป ไม่ว่าจะในสถานการณ์ใดๆก็ตาม ภาพสถานการณ์ในปัจจุบันเราจะเห็นความเหลื่อมล้ำได้ชัดตั้งแต่การเกิดสถานการณ์การแพร่ระบาดของเชื้อไวรัส Covid-19 ที่อุบัติขึ้นทั่วโลกอย่างกว้างขวางและรวดเร็ว ซึ่งรวมถึงประเทศไทยที่มิอาจหลีกเลี่ยงได้ ทำให้สังคมในทุกภาคส่วนได้รับผลกระทบเป็นอย่างมาก สถานการณ์ที่เกิดขึ้นในคราวนี้จึงเป็นอีกสถานการณ์หนึ่งที่ทำให้เราได้เห็นความเหลื่อมล้ำที่เกิดขึ้นในสังคมอีกระลอก และดูเหมือนระลอกนี้จะมีระยะเวลาที่ยาวนานสร้างความสาหัสให้กับผู้คนเป็นจำนวนไม่น้อย

ประเด็นที่ 3 ผู้ตอบแบบสอบถามส่วนใหญ่มีความคิดเห็นต่อปัจจัยที่ส่งผลต่อความเหลื่อมล้ำในชุมชน ในปัจจัยทางด้านเศรษฐกิจอยู่ในระดับมาก คิดเป็นร้อยละ 42.50 ผลการวิจัยเช่นนี้แสดงให้เห็นว่าปัญหาความเหลื่อมล้ำทางเศรษฐกิจมีปัจจัยที่อาจก่อให้เกิดความไม่เท่าเทียมหลายด้านมากกว่าความเหลื่อมล้ำด้านอื่น ๆ สอดคล้องกับ การศึกษาของ อรรฆพร ก๊กค้างพลู กนกกานต์ แก้วนุช และพูลพงศ์ สุขสว่าง (2563) อธิบายถึงปัจจัยที่มีอิทธิพลต่อความเหลื่อมล้ำทางสังคมของคนในพื้นที่ท่องเที่ยวชุมชนประเทศไทย มาจากปัจจัยด้านเศรษฐกิจ และปัจจัยด้านเทคโนโลยีเป็นสำคัญ และสอดคล้องกับการศึกษาของทนงศักดิ์ แสงสว่างวัฒนะ และโชติ บดีรัฐ (2564) ซึ่งทำการศึกษาในชุมชนที่เป็นสังคมเกษตรกรรม พบว่า ปัญหาสำคัญที่สุดของตำบลดินทอง อำเภอวังทอง จังหวัดพิษณุโลก คือปัญหาความเหลื่อมล้ำทางสังคม

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

จากผลการวิจัย พบว่าผู้ตอบแบบสอบถามส่วนใหญ่อยู่ในช่วงวัยที่เป็นกำลังสำคัญของครอบครัว ที่ย่อมมีความรู้และประสบการณ์ด้านความเหลื่อมล้ำในชีวิตสามารถเป็นตัวแทนของชุมชนได้ ปัญหาความเหลื่อมล้ำในชุมชนมีความหลากหลายแตกต่างกันไปตามแต่ละครัวเรือน และปัญหาความเหลื่อมล้ำทางเศรษฐกิจมีปัจจัยที่อาจก่อให้เกิดความไม่เท่าเทียมหลายด้านมากกว่าความเหลื่อมล้ำด้านอื่น ๆ แสดงให้เห็นว่าก่อนการแก้ไขปัญหาความเหลื่อมล้ำของชุมชนอื่น ๆ ในจังหวัดร้อยเอ็ดควรนำเครื่องมือในงานวิจัยนี้ไปใช้เพื่อศึกษาปัญหาของแต่ละชุมชนก่อนในเบื้องแรก

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

ควรใช้เครื่องมือในการวิจัยนี้ไปใช้ในการเก็บข้อมูลในชุมชนอื่น ๆ เพื่อเปรียบเทียบผลการศึกษาว่ามีความเหมือน หรือความแตกต่างอย่างไร และควรศึกษาปัญหารายประเด็นของความเหลื่อมล้ำอย่างลึกซึ้ง

เอกสารอ้างอิง

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การประเมินการใช้หลักสูตรคณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห - คูเต่า สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสงขลา เขต 2 โดยใช้รูปแบบการประเมินหลักสูตรของ Robert L. Hammond

Robert L. Hammond's Model-Based Mathematics Curriculum Evaluation for Khlong Hae – Khu Tao Network Schools under the Songkhla Primary Educational Service Area Office 2

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อการประเมินการใช้หลักสูตรคณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห-คูเต่าสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสงขลา เขต 2 โดยใช้รูปแบบการประเมินหลักสูตรของRobert L. Hammond ในมิติการจัดการเรียนการสอน มิติสถาบัน มิติพฤติกรรม ผู้ให้ข้อมูล ได้แก่ผู้บริหาร จำนวน 11 คน หัวหน้าฝ่ายวิชาการ จำนวน 11 คน ครูผู้สอนวิชาคณิตศาสตร์ชั้นประถมศึกษาปีที่ 3 จำนวน 11 คน นักเรียนชั้นประถมศึกษาปีที่ 3 จำนวน 176 คน และผู้ปกครองของนักเรียนชั้นประถมศึกษาปีที่ 3 จำนวน 176 คน เครื่องมือประกอบด้วย 1) แบบสอบถาม จำนวน 4 ฉบับ 2) แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน จำนวน 1 ฉบับ 3) แบบบันทึกคะแนน จำนวน 1 ฉบับ และ 4) แบบถามวัดเจตคติต่อวิชาคณิตศาสตร์ จำนวน 1 ฉบับ การวิเคราะห์ข้อมูลใช้ความถี่ ร้อยละ ค่าเฉลี่ยเลขคณิต ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา ผลการวิจัย พบว่า

1) มิติการจัดการเรียนการสอน สำหรับผู้บริหารและหัวหน้าฝ่ายวิชาการ โดยภาพรวมอยู่ในระดับมาก และสำหรับครูผู้สอนโดยภาพรวมอยู่ในระดับมากที่สุด 2) มิติสถาบัน สำหรับผู้บริหาร โดยภาพรวมอยู่ในระดับมากที่สุด สำหรับหัวหน้าฝ่ายวิชาการ ครูผู้สอน และผู้ปกครองโดยภาพรวมอยู่ในระดับมาก 3) มิติพฤติกรรม สำหรับนักเรียน ประกอบด้วย ด้านความรู้ ความคิด ผลการประเมินผ่านเกณฑ์ ด้านทักษะ ผลการประเมินผ่านเกณฑ์ ด้านเจตคติ โดยภาพรวมมีระดับความคิดเห็นอยู่ในระดับมาก

คำสำคัญ: การประเมินการใช้หลักสูตร รูปแบบการประเมินหลักสูตรของ Hammond คณิตศาสตร์

Abstract

This study aims to evaluate the Robert L. Hammond's model-based mathematics curriculum for Khlong Hae – Khu Tao network schools under the Songkhla Primary Educational Service Area Office 2 in the dimensions of instructional management, institution, and behavior. The informants consisted of 11 administrators, 11 heads of academic affairs, 11 third-grade mathematics teachers, 176 third-grade students, and 176 third-grade students' parents. The research instruments comprised 1) 4 questionnaires, 2) 1 learning achievement test paper, 3) 1 scoring sheet, and 4) 1 questionnaire asking about the respondent's attitude towards mathematics. The data analysis were performed using frequency, percentage, arithmetic mean, standard deviation, and content analysis. The findings revealed that:

1) the overall dimension of instructional management for administrators and heads of academic affairs was found at a high level, and for teachers, it was found at the highest level; 2) the overall dimension of institution for administrators was found at the highest level, and for heads of academic affairs, teachers, and parents, it was found at a high level; 3)the overall dimension of behavior for students, which consisted of knowledge aspect, cognitive aspect, passing criteria for skill evaluation, passing criteria for attitude evaluation, was found at a high level.

Keywords: Curriculum Evaluation, Hammond's Model, Mathematics

บทนำ

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การศึกษามีบทบาทและความสำคัญในการพัฒนาคุณภาพชีวิตโดยเฉพาะอย่างยิ่งในยุคปัจจุบันที่มีการเปลี่ยนแปลงทั้งด้านเศรษฐกิจ และสังคม ระบบการศึกษาต้องมีการพัฒนาเพื่อให้สอดคล้องกับสภาวะความเป็นจริง กระทรวงศึกษาธิการ กำหนดนโยบายและจุดเน้น เพื่อให้การบริหารจัดการศึกษามีความสอดคล้องกับยุทธศาสตร์ชาติ เป้าหมายของแผนแม่บทภายใต้ยุทธศาสตร์ชาติ เรื่องการเตรียมคนในศตวรรษที่ 21 ในระดับประถมศึกษามุ่งคำนึงถึงพหุปัญญาของผู้เรียนรายบุคคลที่หลากหลายตามศักยภาพ โดยเฉพาะการเรียนภาษาไทย เน้นเพื่อใช้เป็นเครื่องมือในการเรียนรู้วิชาอื่น รวมถึงนโยบายการพัฒนาและส่งเสริมให้นักเรียนระดับประถมศึกษาคิดเลขเป็น พร้อมกับสร้างเด็กให้เกิดทักษะกระบวนการทางคณิตศาสตร์ รวมถึงการคิดวิเคราะห์ เพื่อให้แก้ปัญหาได้และสอดคล้องกับความถนัดความสนใจ ความต้องการของผู้เรียนชุมชนและภูมิปัญญาท้องถิ่น (กระทรวงศึกษาธิการ, 2551) นอกจากนี้หลักสูตรสถานศึกษา ยังเป็นเอกสารที่บุคคลภายนอกหน่วยต่างๆ ที่เกี่ยวข้องมีไว้เพื่อใช้ประโยชน์ในกรณีที่ต้องการศึกษาแนวทางการจัดการการศึกษาของสถานศึกษา และเป็นเอกสารที่ใช้ประกอบการประเมินคุณภาพภายนอก เพื่อประเมินให้สอดคล้องกับสภาพการปฏิบัติจริงในสถานศึกษา แต่จากการใช้หลักสูตรสถานศึกษาที่มาจากหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2551 เดียวกัน เมื่อโรงเรียนนำหลักสูตรไปใช้ในบริบทที่ต่างกัน เช่น มิติพฤติกรรม มิติการจัดการเรียนการสอน มิติสถาบัน ส่งผลสัมฤทธิ์ทางการเรียนดังเช่นผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นประถมศึกษาปีที่ 3 ในรายวิชาคณิตศาสตร์ เจตคติต่อวิชาคณิตศาสตร์ และความสามารถด้านคณิตศาสตร์ อย่างคะแนนการประเมินระดับชาติ (NT) เป็นความสามารถที่ตกผลึก จากการเรียนรู้ตามหลักสูตรแกนกลางขั้นพื้นฐาน พุทธศักราช 2551 ที่ผลลัพธ์ของแต่ละโรงเรียนออกมาแตกต่างกัน

การพัฒนาหลักสูตรจำเป็นต้องมีการประเมินผลการดำเนินการการใช้หลักสูตรเพื่อให้ทราบข้อบกพร่องหรือจุดอ่อนของหลักสูตร โรงเรียนในเครือข่ายคลองแห - คูเต่า สำนักงานเขตพื้นที่การศึกษาประถมศึกษาสงขลา เขต 2 ได้ดำเนินการใช้หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 กลุ่มสาระการเรียนรู้คณิตศาสตร์ ระดับประถมศึกษา ซึ่งเป็นหลักสูตรที่โรงเรียนได้นำหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 โดยเริ่มใช้ตั้งแต่ปี 2552 แต่ยังไม่มีการประเมินการใช้หลักสูตรอย่างเป็นแบบแผน และจากรายงานสรุปผลการทดสอบของสถานบันทดสอบทางระดับชาติ ได้ประเมินผลสัมฤทธิ์ทางการเรียนที่เกิดขึ้นกับผู้เรียน พบว่า คะแนนทดสอบวิชาคณิตศาสตร์ในระดับในชาติภาพรวมระดับชั้นประถมศึกษาชั้นปีที่ 3 ของโรงเรียนในเครือข่ายคลองแห -คูเต่าปรากฏผลคะแนนดังนี้ ปี 2560 คะแนนเฉลี่ย 57.11 ปี 2561 คะแนนเฉลี่ย 45.15 ปี 2562 คะแนนเฉลี่ย 52.13 ปี 2563 คะแนนเฉลี่ย 39.85 (ข้อมูลจากรายงานผลการประเมินคุณภาพผู้เรียน (NT) ชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาสงขลา เขต 2) คะแนนทดสอบวิชาคณิตศาสตร์เฉลี่ยไม่คงที่ทุกปีและในบางปีต่ำกว่าคะแนนเฉลี่ยในระดับประเทศ ซึ่งถือเป็นการประเมินความสามารถพื้นฐานเบื้องต้นที่สำคัญที่ใช้ในการเรียนรู้ในระดับที่สูงขึ้นและยังสะท้อนไปสู่การยกระดับผลการประเมินระดับชาติ (O-Net) และนานาชาติ (PISA) และผลสัมฤทธิ์ทางการเรียนวิชาคณิตศาสตร์ต่ำ เกิดจากการที่นักเรียนขาดทักษะและกระบวนการทางคณิตศาสตร์ โดยเฉพาะการแก้โจทย์ปัญหา ผู้เรียนยังไม่สามารถวิเคราะห์ ตีโจทย์ ทำให้ยังไม่สามารถแก้โจทย์ปัญหานั้นได้ ส่วนการวัดผลในระดับชั้นเรียน พบว่า คะแนนจากการทำ แบบทดสอบวัดระหว่างเรียนกลางภาคเรียน หรือปลายภาคเรียนข้อสอบในส่วนของอัตนัยของหัวข้อการแก้โจทย์ปัญหา นักเรียนจะทำคะแนนได้น้อยและนักเรียนส่วนใหญ่ไม่ได้ทำเลย ส่วนด้านการจัดการเรียนการสอนของผู้สอนนั้น กระบวนการจัดการเรียนการสอนผู้สอนควรมุ่งพัฒนาการเรียนการสอนเน้นผู้เรียนเป็นสำคัญมากกว่าสอนที่เน้นเพียงสาระเนื้อหา เพราะการจัดการเรียนรู้แบบท่องจำจะเกิดการเรียนรู้ที่ไม่คงทนต่างกับการเรียนรู้ที่เกิดจากความรู้ความเข้าใจ อีกทั้งนักเรียนขาดเจตคติที่ดีต่อวิชาคณิตศาสตร์ ส่งผลให้นักเรียนไม่สามารถให้เหตุผล ไม่สามารถแก้ปัญหาได้

การประเมินการใช้หลักสูตร เป็นกระบวนการรวบรวมข้อมูลสารสนเทศตลอดจนกิจกรรมต่างๆเกี่ยวกับหลักสูตรเพื่อนำมาตัดสินค่าหรือคุณภาพของหลักสูตรนั้น การประเมินการใช้หลักสูตรจึงเป็นขั้นตอนหนึ่งที่สำคัญของการพัฒนาหลักสูตร เพื่อให้ทราบว่าหลักสูตรที่ใช้อยู่ได้ผลตามความมุ่งหมายที่กำหนดไว้เพียงใด มีปัญหา หรืออุปสรรคใดบ้างจะได้แก้ไข ปรับปรุง พัฒนาต่อไป ดังนั้นเมื่อมีการพัฒนาหลักสูตรและนำไปใช้ก็จะต้องมีการประเมิน เพื่อนำผลมาเป็นข้อมูลในการตัดสินใจเกี่ยวกับหลักสูตรต่อไป โดยการประเมินหลักสูตรจะต้องครอบคลุมขั้นตอนการพัฒนาหลักสูตร โดยมีจุดมุ่งหมายของการประเมินหลักสูตร ดังที่ วิชัย วงษ์ใหญ่(2554) ได้กล่าวถึงจุดมุ่งหมายของการประเมินหลักสูตรของการประเมินหลักสูตรได้เป็น 3 ประเด็น คือ 1.เพื่อปรับปรุงแก้ไขสิ่งต่างๆที่พบในองค์ประกอบของหลักสูตร ระบบการบริหาร 2.เพื่อหาคุณค่าของหลักสูตรดูว่าหลักสูตรที่จัดทำขึ้นนั้นสนองวัตถุประสงค์ที่หลักสูตรนั้นต้องการหรือไม่และช่วยในการตัดสินว่าควรใช้หลักสูตรต่อไปอีก หรือควรยกเลิกการใช้หลักสูตรเพียงบางส่วน และ 3.เพื่อติดตามผลผลิตจากหลักสูตร คือ ผู้เรียนมีการเปลี่ยนแปลงพฤติกรรมหลังจากการผ่านกระบวนการทางศึกษามาแล้วตามหลักสูตรว่าเป็นไปตามความมุ่งหวังหรือไม่

จากความสำคัญและปัญหาดังกล่าวผู้วิจัยในฐานะปฏิบัติหน้าที่เป็นผู้สอนในกลุ่มสาระการเรียนรู้คณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห - คูเต่า จึงเห็นความสำคัญของการประเมินผลการใช้หลักสูตรคณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห - คูเต่า สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสงขลา เขต 2 และมีการประเมินอย่างเป็นระบบ การประเมินผลครั้งนี้เพื่อตรวจสอบว่าการใช้หลักสูตรกลุ่มสาระการเรียนรู้คณิตศาสตร์ ที่ใช้อยู่นั้น บรรลุตามความมุ่งหมายของหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน

พุทธศักราช 2551 หรือไม่อย่างไร มีปัญหาและอุปสรรคในการนำหลักสูตรไปใช้อย่างไรบ้าง มีสิ่งใดที่จะต้องแก้ไข การประเมินการใช้หลักสูตรเป็นกระบวนการในการวัดและเก็บรวบรวมข้องมูลเพื่อนำมาวิเคราะห์พิจารณาว่าการใช้หลักสูตรมีประสิทธิภาพแค่ไหนเมื่อนำไปใช้แล้วบรรลุตามจุดมุ่งหมายที่กำหนดหรือไม่เพียงใด มีอะไรที่ต้องแก้ไขเพื่อนำมาใช้ในการตัดสินใจหาทางเลือกที่ดีที่สุด หลักสูตรที่มีคุณภาพเมื่อนำไปใช้แล้วต้องมีการประเมินอยู่เสมอหรือเป็นระยะเพื่อพิจารณาทบทวนเกี่ยวกับคุณภาพของหลักสูตรโดยการประเมินการใช้หลักสูตรกลุ่มสาระการเรียนรู้คณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห - คูเต่า สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสงขลา เขต 2 โดยการศึกษาสภาพการใช้หลักสูตรสถานศึกษา เพื่อจะได้ศึกษาสภาพอันแท้จริงในการนำหลักสูตรไปใช้ว่ามีสภาพอย่างไร โดยศึกษาจากผู้ที่เกี่ยวข้องกับการหลักสูตรในโรงเรียนโดยใช้แนวคิดการประเมินหลักสูตรของ Robert L. Hammond (1967:104) ที่ประเมินหลักสูตร ใน 3 มิติ ได้แก่ 1) มิติการจัดการเรียนสอน 2) มิติสถาบัน และ3) มิติพฤติกรรม เพื่อประโยชน์ต่อการนำไปใช้ในการจัดการเรียนรู้กลุ่มสาระการเรียนรู้คณิตศาสตร์เป็นหลักสูตรที่มีประสิทธิภาพ เป็นแนวทางในการปรับปรุง และบริหารจัดการหลักสูตรกลุ่มสาระการเรียนรู้คณิตศาสตร์ และสามารถตอบสนองความต้องการของผู้เรียนต่อไป

วัตถุประสงค์ของการวิจัย

เพื่อการประเมินการใช้หลักสูตรคณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห-คูเต่าสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสงขลา เขต 2 โดยใช้รูปแบบการประเมินหลักสูตรของRobert L. Hammond ในมิติการจัดการเรียนการสอน มิติสถาบัน มิติพฤติกรรม

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้เป็นการวิจัย โดยใช้ระเบียบวิธีวิจัยเชิงประเมิน โดยมีรายละเอียดวิธีดำเนินการวิจัยดังต่อไปนี้

ประชากรที่ใช้ในการวิจัยครั้งนี้ โดยผู้ให้ข้อมูล ประกอบด้วย

1) ผู้บริหาร จำนวน 11 คน
2) หัวหน้าฝ่ายวิชาการ จำนวน 11 คน
3) ครูผู้สอนชั้นประถมศึกษาปีที่ 3 จำนวน 11 คน
4) นักเรียนชั้นประถมศึกษาปีที่ 3 จำนวน 176 คน
5) ผู้ปกครองของนักเรียนชั้นประถมศึกษาปีที่ 3 จำนวน 176 คน

ขอบเขตการวิจัย

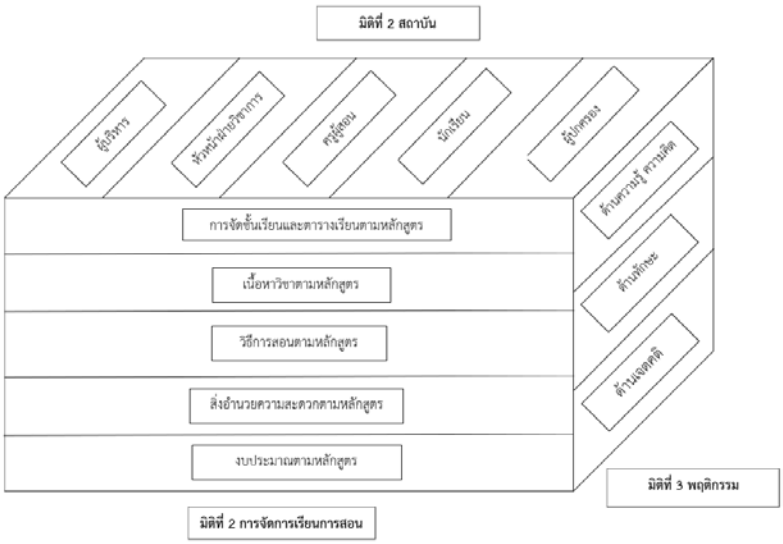
1. ขอบเขตด้านการประเมิน

การวิจัยครั้งนี้เป็นการประเมินการใช้หลักสูตรคณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห-คูเต่าสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสงขลา เขต 2 โดยใช้รูปแบบการประเมินหลักสูตรของ Robert L. Hammond ใน 3 มิติ ดังนี้

1.1 มิติการจัดการเรียนการสอน ได้แก่ 1) ด้านการจัดชั้นเรียนและตารางเรียนตามหลักสูตร 2) ด้านเนื้อหาวิชาตามหลักสูตร3) ด้านวิธีการสอนตามหลักสูตร 4) ด้านสิ่งอำนวยความสะดวกตามหลักสูตร 5) ด้านงบประมาณตามหลักสูตร

1.2 มิติสถาบัน ได้แก่ 1) ด้านคุณลักษณะและพฤติกรรมการเรียน 2) ด้านการส่งเสริมการจัดกิจกรรมการเรียนการสอน 3) ด้านการสนับสนุนการเรียน

1.3 มิติพฤติกรรม ได้แก่ 1) ด้านความรู้ความคิด 2) ด้านทักษะ 3) ด้านเจตคติ



ภาพที่ 1 ขอบเขตด้านการประเมินโดยใช้รูปแบบการประเมินหลักสูตรของ Robert L. Hammond

2. ขอบเขตด้านระยะเวลา

การวิจัยครั้งนี้ใช้เวลาในการประเมิน ภาคเรียนที่ 1 ปีการศึกษา 2565

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัยประกอบด้วยเครื่องมือจำนวน 7 ฉบับ ประกอบด้วย

1. แบบสอบถาม จำนวน 4 ฉบับ ได้แก่

ฉบับที่ 1 เป็นแบบสอบถาม สำหรับผู้บริหารเป็นผู้ตอบ แบ่งเป็น 3 ตอน

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้บริหาร

ตอนที่ 2 ข้อมูลเกี่ยวกับการประเมินการใช้หลักสูตรของผู้บริหาร มี 2 มิติ ดังนี้

1) มิติการจัดการเรียนการสอน ประเด็นการประเมิน 1. การจัดชั้นเรียนและตารางเรียนตามหลักสูตรคณิตศาสตร์ 2. สิ่งอำนวยความสะดวกต่อการเรียนหลักสูตรคณิตศาสตร์ 3. งบประมาณตามหลักสูตรคณิตศาสตร์

2) มิติสถาบัน ประเด็นการประเมิน 1. การส่งเสริมการจัดกิจกรรมการเรียนการสอน

ตอนที่ 3 ปัญหา อุปสรรคและข้อเสนอแนะ

ฉบับที่ 2 เป็นแบบสอบถาม สำหรับหัวหน้าฝ่ายวิชาการเป็นผู้ตอบ แบ่งเป็น 3 ตอน

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับหัวหน้าฝ่ายวิชาการ

ตอนที่ 2 ข้อมูลเกี่ยวกับการประเมินการใช้หลักสูตรของหัวหน้าฝ่ายวิชาการมี 2 มิติ ดังนี้

1) มิติการจัดการเรียนการสอน ประเด็นการประเมิน 1. การจัดชั้นเรียนและตารางเรียนตามหลักสูตรคณิตศาสตร์ 2. เนื้อหาวิชาตามหลักสูตร 3. สิ่งอำนวยความสะดวกต่อการเรียนหลักสูตรคณิตศาสตร์ 4. งบประมาณตามหลักสูตรคณิตศาสตร์

2) มิติสถาบัน ประเด็นการประเมิน 1. การส่งเสริมการจัดกิจกรรมการเรียนการสอน

ตอนที่ 3 ปัญหา อุปสรรคและข้อเสนอแนะ

ฉบับที่ 3 เป็นแบบสอบถาม สำหรับครูผู้สอนเป็นผู้ตอบ แบ่งเป็น 3 ตอน

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับครูผู้สอน

ตอนที่ 2 ข้อมูลเกี่ยวกับการประเมินการใช้หลักสูตรของครูผู้สอนมี 2 มิติ ดังนี้

1) มิติการจัดการเรียนการสอน ประเด็นการประเมิน 1. การจัดชั้นเรียนและตารางเรียนตามหลักสูตรคณิตศาสตร์

2. เนื้อหาวิชาตามหลักสูตร 3. วิธีการสอนตามหลักสูตรคณิตศาสตร์ 4. สิ่งอำนวยความสะดวกต่อการเรียนหลักสูตรคณิตศาสตร์ 5. งบประมาณตามหลักสูตรคณิตศาสตร์

2) มิติสถาบัน ประเด็นการประเมิน 1. คุณลักษณะและพฤติกรรมการเรียนของนักเรียน 2. การส่งเสริมการจัดกิจกรรมการเรียนการสอน 3. การสนับสนุนการเรียนของครู

ตอนที่ 3 ปัญหา อุปสรรคและข้อเสนอแนะ

ฉบับที่ 4 เป็นแบบสอบถาม สำหรับผู้ปกครองของนักเรียนชั้นประถมศึกษาปีที่ 3 เป็นผู้ตอบ แบ่งเป็น 3 ตอน

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ปกครอง

ตอนที่ 2 ข้อมูลเกี่ยวกับการประเมินการใช้หลักสูตรของผู้ปกครองมี 1 มิติ ดังนี้

1) มิติสถาบัน ประเด็นการประเมิน 1. การสนับสนุนการเรียนของผู้ปกครอง

ตอนที่ 3 ปัญหา อุปสรรค และข้อเสนอแนะ

โดยแบบสอบถามทั้ง 4 ฉบับเป็นแบบวัดมาตราส่วนประมาณค่า 5 ระดับ เกณฑ์การให้คะแนนความคิดเห็น มีดังนี้

5 หมายถึง เห็นด้วย/เหมาะสมในระดับมากที่สุด

4 หมายถึง เห็นด้วย/เหมาะสมในระดับมาก

3 หมายถึง เห็นด้วย/เหมาะสมในระดับปานกลาง

2 หมายถึง เห็นด้วย/เหมาะสมในระดับน้อย

1 หมายถึง เห็นด้วย/เหมาะสมในระดับน้อยที่สุด

การแปลผลคะแนนเฉลี่ยความคิดเห็นมีดังนี้

ค่าเฉลี่ย 4.51 - 5.00 หมายถึง มีความพร้อม/มีความเหมาะสม/ความเพียงพอในระดับมากที่สุด

ค่าเฉลี่ย 3.51 - 4.50 หมายถึง มีความพร้อม/มีความเหมาะสม/ความเพียงพอในระดับมาก

ค่าเฉลี่ย 2.51 - 3.50 หมายถึง มีความพร้อม/มีความเหมาะสม/ความเพียงพอในระดับปานกลาง

ค่าเฉลี่ย 1.51 - 2.50 หมายถึง มีความพร้อม/มีความเหมาะสม/ความเพียงพอในระดับน้อย

ค่าเฉลี่ย 1.00 - 1.50 หมายถึง มีความพร้อม/มีความเหมาะสม/ความเพียงพอในระดับน้อยที่สุด

2. แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน โดยประเมินมิติพฤติกรรมด้านความรู้ ความคิดของนักเรียนชั้นประถมศึกษาปีที่ 3 แบบปรนัย 4 ตัวเลือก จำนวน 20 ข้อ 1 ฉบับ

3. แบบบันทึกคะแนน ใช้บันทึกผลคะแนนผลการทดสอบความสามารถขั้นพื้นฐานของผู้เรียนระดับชาติ (NT) โดยประเมินมิติพฤติกรรมด้านทักษะของนักเรียนชั้นประถมศึกษาปีที่ 3 จำนวน 1 ฉบับ

4. แบบสอบถามวัดเจตคติเจตคติต่อวิชาคณิตศาสตร์ โดยประเมินมิติพฤติกรรมด้านเจตคติของนักเรียนชั้นประถมศึกษาปีที่ 3 แบบมาตรประมาณค่า 3 ระดับ จำนวน 15 ข้อ 1 ฉบับ

โดยแบบสอบถามวัดเจตคติเจตคติต่อวิชาคณิตศาสตร์ เป็นแบบวัดมาตราส่วนประมาณค่า 3 ระดับ เกณฑ์การให้คะแนนความคิดเห็น มีดังนี้

3 หมายถึง เห็นด้วย/เหมาะสมในระดับมาก

2 หมายถึง เห็นด้วย/เหมาะสมในระดับปานกลาง

1 หมายถึง เห็นด้วย/เหมาะสมในระดับน้อย

การแปลผลคะแนนเฉลี่ยความคิดเห็นมีดังนี้

คะแนนเฉลี่ยระหว่าง 2.34 – 3.00 หมายถึง มาก

คะแนนเฉลี่ยระหว่าง 1.68 – 2.33 หมายถึง ปานกลาง

คะแนนเฉลี่ยระหว่าง 1.00 – 1.67 หมายถึง น้อย

การวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูล โดยการเก็บรวบรวมข้อมูลจากแบบสอบถามและแบบสอบถามวัดเจตคติเจตคติต่อวิชาคณิตศาสตร์ โดยใช้สถิติพื้นฐาน คือความถี่ ร้อยละ ค่าเฉลี่ยเลขคณิต ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

เกณฑ์การประเมิน

ผู้วิจัยได้กำหนดเกณฑ์ประเมินแต่ละด้าน ดังนี้

1. มิติการจัดการเรียนการสอน การปฏิบัติต้องมีเหมาะสมในระดับมากขึ้นไปหรือคะแนนเฉลี่ยไม่ต่ำกว่า 3.51 ถือวาผ่านเกณฑ์การประเมิน

2. มิติสถาบัน การปฏิบัติต้องมีเหมาะสมในระดับมากขึ้นไปหรือคะแนนเฉลี่ยไม่ต่ำกว่า 3.51 ถือวาผ่านเกณฑ์การประเมิน

3. มิติพฤติกรรม 3 ด้าน

3.1 ด้านผลสัมฤทธิ์ทางการเรียน นักเรียนต้องมีคะแนนแบบวัดผลสัมฤทธิ์ทางการเรียนโดยมีคะแนนร้อยละ 60 ขึ้นไป ถือว่าผ่านเกณฑ์

3.2 ด้านผลคะแนนการทดสอบความสามารถขั้นพื้นฐานของผู้เรียนระดับชาติ (NT) สูงกว่าระดับประเทศ ถือว่าผ่านเกณฑ์การประเมิน

3.3 ด้านเจตคตินักเรียนที่มีต่อวิชาคณิตศาสตร์ของนักเรียน โดยมีคะแนนเฉลี่ยไม่ต่ำกว่า 1.68 ถือว่าผ่านเกณฑ์

สรุปผลการวิจัย

ผลการวิจัยตามวัตถุประสงค์

เพื่อการประเมินการใช้หลักสูตรคณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห-คูเต่าสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสงขลา เขต 2 โดยใช้รูปแบบการประเมินหลักสูตรของRobert L. Hammond ในมิติการจัดการเรียนการสอน มิติสถาบัน มิติพฤติกรรม

1. ผลการประเมินมิติการจัดการเรียนการสอน

ตารางที่ 1 ผลการประเมินมิติการจัดการเรียนการสอนการใช้หลักสูตรคณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห-คูเต่า

รายการ	ผู้บริหาร			หัวหน้าฝ่ายวิชการ			ครูผู้สอน		
	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น
1.การจัดชั้นเรียนและตารางตามหลักสูตร	4.36	1.21	มาก	4.48	0.61	มากที่สุด	4.68	0.25	มากที่สุด
1.1 มีการจัดตารางเรียนในรายวิชาคณิตศาสตร์เหมาะสมกับธรรมชาติ	4.36	1.21	มาก	5.00	1.21	มากที่สุด	4.73	0.47	มากที่สุด
1.2 มีการกำหนดตารางการเรียนที่แน่นอน	5.00	0	มากที่สุด	5.00	0	มากที่สุด	5.00	0	มากที่สุด
1.3 มีการจัดสรรครูที่จบตรงวิชาเอกมาสอน	3.36*	0.50	ปานกลาง	3.45*	0.69	ปานกลาง			
1.4 ครูจัดกลุ่มนักเรียนโดยแบ่งนักเรียนตามความรู้ความสามารถ	-	-	-	-	-	-	4.45	0.52	มาก
1.5 ครูจัดการเรียนการสอนโดยเน้นนักเรียนเป็นสำคัญ	-	-	-	-	-	-	4.55	0.52	มากที่สุด
2. เนื้อหาวิชาตามหลักสูตร	-	-	-	4.73	0.35	มากที่สุด	4.61	0.06	มากที่สุด
2.1 มีการจัดเนื้อหาวิชาครอบคลุมจุดประสงค์ของหลักสูตร	-	-	-	5.00	0	มากที่สุด	4.82	0.40	มากที่สุด
2.2 มีการจัดเนื้อหาวิชาสอดคล้องกับสภาพท้องถิ่น	-	-	-	4.55	0.52	มากที่สุด	4.45	0.52	มาก

รายการ	ผู้บริหาร			หัวหน้าฝ่ายวิชการ			ครูผู้สอน		
	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น
2.3 มีการจัดเนื้อหาวิชาตรงกับความต้องการของนักเรียน	-	-	-	4.45	0.82	มาก	4.45	0.52	มาก
2.4 มีการจัดเนื้อหาวิชาให้นักเรียนสามารถนำไปใช้ในชีวิตประจำวันได้	-	-	-	4.91	0.30	มากที่สุด	4.45	0.52	มาก
2.5 ครูจัดเนื้อหาวิชาโดยยึดความยากง่ายเหมาะสมกับระดับของนักเรียน	-	-	-	-	-	-	4.82	0.40	มากที่สุด
2.6 ครูจัดเนื้อหาวิชาที่มีความทันสมัยเหมาะสมกับสถานการณ์ปัจจุบัน	-	-	-	-	-	-	4.55	0.52	มากที่สุด
2.7 ครูจัดเนื้อหาวิชาให้มีความสัมพันธ์ต่อเนื่องกัน	-	-	-	-	-	-	4.73	0.47	มากที่สุด
3. วิธีการสอนตามหลักสูตร	-	-	-	-	-	-	4.76	0.04	มากที่สุด
3.1 ครูจัดกิจกรรมการเรียนรู้เหมาะสมกับเนื้อหาวิชา	-	-	-	-	-	-	4.64	0.50	มากที่สุด
3.2 ครูจัดกิจกรรมการเรียนการสอนเหมาะสมกับความสามารถของนักเรียนแต่ละบุคคล	-	-	-	-	-	-	4.73	0.47	มากที่สุด
3.3 ครูจัดกิจกรรมการสอนเน้นให้นักเรียนนำไปใช้ในชีวิตจริง	-	-	-	-	-	-	4.73	0.47	มากที่สุด
3.4 ครูจัดกิจกรรมการเรียนรู้ให้นักเรียนพัฒนาตนเองเต็มตามศักยภาพ	-	-	-	-	-	-	4.82	0.40	มากที่สุด
3.5 ครูจัดกิจกรรมการเรียนรู้ที่หลากหลายเหมาะสมกับธรรมชาติของวิชาและความแตกต่างระหว่างบุคคล	-	-	-	-	-	-	4.82	0.40	มากที่สุด
3.6 ครูมีวิธีการวัดและประเมินที่หลากหลาย	-	-	-	-	-	-	4.73	0.47	มากที่สุด
4.สิ่งอำนวยความสะดวกต่อการเรียนหลักสูตรคณิตศาสตร์	4.77	0.17	มากที่สุด	4.23	0.07	มาก	4.43	0.04	มาก
4.1 มีการประชุมวางแผนเตรียมเอกสารและสื่อต่างๆเพียงพอกับจำนวนนักเรียน	4.82	0.40	มากที่สุด	4.36	0.50	มาก	4.82	0.40	มากที่สุด
4.2 มีการจัดสื่อและอุปกรณ์ในการเรียนการสอนที่ทันสมัย	4.82	0.40	มากที่สุด	4.20	0.63	มาก	4.36	0.50	มาก
4.3 มีแหล่งเรียนรู้ในท้องถิ่นที่สามารถนำมาใช้ในการจัดการเรียนการสอนได้	4.55	0.69	มากที่สุด	4.09	0.54	มาก	4.27	0.47	มาก

รายการ	ผู้บริหาร			หัวหน้าฝ่ายวิชาการ			ครูผู้สอน		
	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น
4.4 มีการจัดสภาพแวดล้อมที่เหมาะสมทั้งในและนอกอาคารให้มีบรรยากาศที่เอื้อต่อการเรียนรู้	4.91	0.30	มากที่สุด	4.27	0.47	มาก	4.27	0.47	มาก
5.งบประมาณตามหลักสูตร	3.87	0.16	มาก	3.71	0.31	มาก	4.06	0.04	มาก
5.1 มีงบประมาณสนับสนุนการสอนหลักสูตรคณิตศาสตร์	3.82	0.87	มาก	3.64	0.67	4.09	-	-	-
5.2 มีการจัดงบประมาณในการจัดซื้อสื่อ วัสดุอุปกรณ์การเรียนการสอนคณิตศาสตร์พอเพียง	4.36	4.36	มาก	3.73	0.90	มาก	4.09	0.70	มาก
5.3 มีการจัดงบประมาณเพียงพอต่อการพัฒนาแหล่งการเรียนรู้รายวิชาคณิตศาสตร์	3.45*	0.69	ปานกลาง	4.00	0.89	มาก	4.09	0.70	มาก
5.4 มีการจัดงบประมาณเพียงพอต่อการพัฒนาครูคณิตศาสตร์	3.45*	0.52	ปานกลาง	-	-	-	-	-	-
5.5 มีงบประมาณเพียงพอต่อการจัดจ้างครูจบตรงวิชาเอก				2.91*	1.51	ปานกลาง			
5.6 มีการจัดกระบวนการใช้งบประมาณที่ชัดเจนเอื้อต่อการบริหารหลักสูตรรายวิชาคณิตศาสตร์	4.27	0.90	มาก	4.18	0.98	มาก	-	-	-
รวม	4.33	0.51	มาก	4.29	0.34	มาก	4.51	0.09	มากที่สุด

* คะแนนเฉลี่ยต่ำกว่า 3.51 ไม่ผ่านเกณฑ์การประเมิน

จากตารางที่ 1 ผลการประเมินมิติการจัดการเรียนการสอนการใช้หลักสูตรคณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห-คูเต่า สำหรับผู้บริหารและหัวหน้าฝ่ายวิชาการ โดยภาพรวมอยู่ในระดับมาก สำหรับครูผู้สอน โดยภาพรวมอยู่ในระดับมากที่สุด และโดยภาพรวมทั้งอยู่ในระดับมาก (μ = 4.38 , σ = 0.21)

ผลการวิเคราะห์ ปัญหา / อุปสรรค และข้อเสนอแนะการประเมินมิติการจัดการเรียนการสอน ได้จากแบบสอบถามปลายเปิด

ผู้บริหาร มีความคิดเห็น มีปัญหาด้านงบประมาณ แต่ละโรงเรียนเป็นโรงเรียนขนาดเล็กมีค่าใช้จ่ายเฉลี่ยรายหัวที่สูง ครูไม่ครบชั้น โดยข้อเสนอแนะ ให้รัฐบาล หน่วยงานที่เกี่ยวข้องต้องดำเนินการแก้ปัญหาโรงเรียนขนาดเล็ก โดยการกำหนดนโยบายและแผนการดำเนินงานเพื่อแก้ปัญหา ซึ่งต้องอาศัยการประสานความร่วมมือและทำความเข้าใจกับผู้ปกครอง ชุมชน ผู้บริหาร ครู

หัวหน้าฝ่ายวิชาการ มีความคิดเห็นว่า ขาดครูผู้สอนที่จบตรงเอกคณิตศาสตร์ ทำให้การเรียนการสอนไม่มีประสิทธิภาพและครูไม่เพียงพอตรงตามหลักสูตร ครูคนเดียวสอนทุก โดยข้อเสนอแนะ ให้หน่วยงานที่เกี่ยวข้อง ควรจัดสรรครูให้ตรงกับวิชาเอกและเพียงพอต่อความต้องการของโรงเรียน

ครูผู้สอน มีความคิดเห็นว่า ปัญหาการเรียนการสอนที่ขาดความไม่ต่อเนื่อง เนื่องจากมีกิจกรรมอื่นๆเข้ามาแทรกในชั่วโมงเรียน ซึ่งไม่ใช่วิธีการที่ทำให้ครูพัฒนาการเรียนการสอนได้อย่างเต็มที่ และปัญหาครอบครัวของนักเรียน บางครอบครัวไม่ค่อยให้ความสำคัญ ผู้ปกครองละเลย ผลักภาระให้ครูทั้งหมด โดยข้อเสนอแนะ ให้หน่วยงานที่เกี่ยวข้อง ลดภาระงานครู โดยเฉพาะด้านเอกสาร และลดความซ้ำซ้อนในการประเมิน เพื่อเพิ่มคุณภาพชีวิตและความก้าวหน้าของครู เพื่อยกระดับคุณภาพการศึกษา

2. ผลการประเมินมิติสถาบัน

ตารางที่ 2 ผลการประเมินมิติสถาบันการใช้หลักสูตรคณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห-คูเต่า

รายการ	ผู้บริหาร			หัวหน้าฝ่ายวิชาการ			ครูผู้สอน			ผู้ปกครอง		
	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น
1. การส่งเสริมการจัดกิจกรรมการเรียนการสอน	4.58	0.01	มากที่สุด	4.60	0.13	มาก	-	-	-	-	-	-
1.1 มีการส่งเสริมและให้กำลังใจในการจัดกิจกรรมการเรียนการสอนของครูผู้สอน	4.55	0.52	มากที่สุด	-	-	-	-	-	-	-	-	-
1.2 มีการสนับสนุนเกี่ยวกับการค้นคว้าความรู้ใหม่ๆ ในการจัดกิจกรรมการเรียนสอนของครูผู้สอน	4.55	0.52	มากที่สุด	4.55	0.69	-	-	-	-	-	-	-
1.3 มีการกำหนดแผนการกำกับติดตามการใช้หลักสูตร	4.64	0.50	มากที่สุด	4.64	0.50	-	-	-	-	-	-	-
2.คุณลักษณะและพฤติกรรมการเรียนของนักเรียน	-	-	-	-	-	-	3.95	0.13	มาก	-	-	-
2.1 นักเรียนสนใจและมุ่งมั่นในการเข้าร่วมกิจกรรมการเรียนการสอน	-	-	-	-	-	-	3.45 *	0.82	ปานกลาง	-	-	-
2.2 นักเรียนมีความรับผิดชอบและทำงานตามที่ได้รับมอบหมายใน	-	-	-	-	-	-	3.27 *	0.47	ปานกลาง	-	-	-
2.3 นักเรียนสืบค้นข้อมูลในการเรียนด้วยตนเองใน	-	-	-	-	-	-	3.36 *	0.50	ปานกลาง	-	-	-
2.4 นักเรียนมีเจตคติที่ดีในการเรียนรายวิชา	-	-	-	-	-	-	4.00	0.63	มาก	-	-	-
2.5 นักเรียนเข้าเรียนตามตารางสอน	-	-	-	-	-	-	4.73	0.47	มากที่สุด	-	-	-

รายการ	ผู้บริหาร			หัวหน้าฝ่ายวิชาการ			ครูผู้สอน			ผู้ปกครอง		
	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น
2.6 นักเรียนเชื่อฟังคำสั่งสอนของคุณครูผู้สอน	-	-	-	-	-	-	4.36	0.50	มาก	-	-	-
3. การส่งเสริมการจัดกิจกรรมการเรียนการสอน	-	-	-	-	-	-	4.43	0.08	มาก		-	-
3.1มีการวิเคราะห์หลักสูตร สาระการเรียนรู้ แผนการจัดการเรียนรู้	-	-	-	-	-	-	4.55	0.52	มากที่สุด	-	-	-
3.2 มีการวิเคราะห์สภาพนักเรียนเป็นรายบุคคลและรายกลุ่ม	-	-	-	-	-	-	4.55	0.52	มากที่สุด	-	-	-
3.3 วางแผนและจัดการเรียนรู้แบบบูรณาการในรายวิชาตนเองกับรายวิชาอื่น	-	-	-	-	-	-	4.45	0.52	มาก	-	-	-
3.4 จัดหา ผลิต พัฒนาและใช้สื่อนวัตกรรมการเรียนรู้ แหล่งเรียนรู้ในชุมชน	-	-	-	-	-	-	4.27	0.47	มาก	-	-	-
3.5 มีการวิจัยศึกษาปัญหาและแก้ไขปัญหาในชั้นเรียนเพื่อพัฒนาการเรียนการสอน	-	-	-	-	-	-	4.00	0.77	มาก	-	-	-
3.6 มีการวัดผลและประเมินผลตามสภาพจริงด้วยเครื่องมือและวิธีการที่เหมาะสม	-	-	-	-	-	-	4.45	0.52	มาก	-	-	-
3.7 เรียนรู้โดยยึดนักเรียนเป็นสำคัญและสามารถเรียนรู้และพัฒนาตนเองได้	-	-	-	-	-	-	4.55	0.52	มากที่สุด	-	-	-

รายการ	ผู้บริหาร			หัวหน้าฝ่ายวิชาการ			ครูผู้สอน			ผู้ปกครอง		
	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น	μ	σ	ระดับความคิดเห็น
4. การสนับสนุนการเรียนของครู	-	-	-	-	-	-	4.39	0.08	มาก	-	-	-
4.1 ให้ความสนใจและมีวิธีการให้นักเรียนร่วมกิจกรรมเกี่ยวกับวิชาคณิตศาสตร์	-	-	-	-	-	-	4.36	0.81	มาก	-	-	
4.2 ส่งเสริมให้นักเรียนได้ค้นคว้าหาความรู้ใหม่ๆ เกี่ยวกับจากแหล่งข้อมูลอื่น	-	-	-	-	-	-	4.36	0.67	มาก	-	-	-
4.3 สอบถามพฤติกรรมการเรียนรู้ของนักเรียนกับผู้ปกครอง	-	-	-	-	-	-	4.45	0.69	มาก	-	-	-
5.การสนับสนุนการเรียนของผู้ปกครอง		-	-	-	-	-	-	-	-	3.80	0.03	มาก
5.1 ให้ความสนใจและสนับสนุนนักเรียนร่วมกิจกรรมทางคณิตศาสตร์	-	-	-	-	-	-	-	-	-	3.95	1.00	ปานกลาง
5.2 ให้งบประมาณสนับสนุนการเรียนของนักเรียน	-	-	-	-	-	-	-	-	-	3.49 *	0.95	มาก
5.3 ส่งเสริมนักเรียนได้ค้นคว้าหาความรู้ใหม่เกี่ยวกับจากคณิตศาสตร์แหล่งข้อมูลต่าง	-	-	-	-	-	-	-	-	-	3.95	1.00	มาก
รวม	4.58	0.01	มากที่สุด	4.60	0.13	มาก	4.17	0.11	มาก	3.80	0.03	มาก

* คะแนนเฉลี่ยต่ำกว่า 3.51 ไม่ผ่านเกณฑ์การประเมิน

จากตารางที่ 2 ผลการประเมินมิติมิติสถาบันการใช้หลักสูตรคณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห-คูเต่า สำหรับผู้บริหาร โดยภาพรวมอยู่ในระดับมากที่สุด สำหรับหัวหน้าฝ่ายวิชาการ ครูผู้สอน และผู้ปกครองโดยภาพรวมอยู่ในระดับมาก และโดยภาพรวมทั้งอยู่ในระดับมาก (μ = 4.29 , σ = 0.06)

ผลการวิเคราะห์ ปัญหา / อุปสรรค และข้อเสนอแนะการประเมินมิติสถาบัน ได้จากแบบสอบถามปลายเปิด

1. ผู้บริหาร มีความคิดเห็นว่า มีการส่งเสริมการพัฒนาครูคณิตศาสตร์ในโรงเรียน อย่างต่อเนื่องโดยส่งเสริมให้เข้ารับการฝึกอบรม เข้าร่วมประชุมสัมมนาและไปทัศนะศึกษาโครงการเกี่ยวกับคณิตศาสตร์ โดยข้อเสนอแนะ มีการประสานความร่วมมือในการพัฒนาคุณภาพการศึกษาของสถานศึกษา และของบุคคล ครอบครัว องค์กร หน่วยงาน และ สถาบันอื่นๆอย่างกว้างขวาง

2. หัวหน้าฝ่ายวิชาการ มีความคิดเห็นว่า ควรวางแผนในการส่งเสริมสนับสนุน พัฒนาครูและบุคลากรทางการศึกษาที่เกี่ยวข้องในการจัดทำและการนำหลักสูตรกลุ่มสาระการเรียนรู้คณิตศาสตร์ไปใช้ในการจัดกิจกรรมการเรียนการสอน เพื่อให้บรรลุตามเป้าหมายของหลักสูตร โดยข้อเสนอแนะ ให้ผู้เกี่ยวข้องนิเทศกำกับติดตามการใช้หลักสูตรสถานศึกษาควรมีการกำหนดนโยบาย กรอบแนวคิด ทิศทาง เกณฑ์การติดตามและประเมินผลการจัดการเรียนรู้อย่างเป็นระบบ และการประเมิน การใช้หลักสูตรควรมีการประเมินผลการจัดทำหลักสูตร การนำหลักสูตรไปใช้ และพัฒนาการ ใช้หลักสูตร

3. ครูผู้สอน มีมีความคิดเห็นว่า งบประมาณในการสนับสนุนด้านการจัดทำสื่อที่จำกัด นวัตกรรมไม่เพียงต่อ ส่วนใหญ่ใช้งบส่วนตัวของครูผู้สอนเอง โดยข้อเสนอแนะ สถาบันควรมีระบบการบริหารจัดการหรือมาตรการ เพื่อทำความเข้าใจทั้งสถาบันการศึกษาและสถาบันครอบครัว ให้มีจุดมุ่งหมายเดียวกัน ในการพัฒนานักเรียน

4. ผู้ปกครองของชั้นประถมศึกษาปีที่ 3 มีความคิดเห็นว่า อยากให้มีการจัดกิจกรรมทางคณิตศาสตร์มากขึ้น และให้นักเรียนได้สนุกกับกิจกรรมและได้ความรู้มากกว่าการท่องจำในห้องเรียนเพียงอย่างเดียว ข้อแนะนำ สถาบันการศึกษาควรมีระบบบริหารจัดการและประชาสัมพันธ์ให้เพิ่มขึ้น

3. ผลการประเมินมิติพฤติกรรม

3.1 ด้านความรู้ ความคิด ประเมินโดยใช้แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน พบว่า นักเรียนจำนวน 176 คะแนนวัดผลสัมฤทธิ์ทางการเรียนผ่านเกณฑ์ร้อยละ 60 มีคะแนนเฉลี่ย 12.28 คะแนนและมีจำนวนนักเรียนที่ผ่านเกณฑ์จำนวน 94 คน คิดเป็นร้อยละ 53.4 ของจำนวนนักเรียนทั้งหมด และมีจำนวนนักเรียนที่ไม่ผ่านเกณฑ์ จำนวน 82คน คิดเป็นร้อยละ 46.6 ของจำนวนนักเรียนทั้งหมด ซึ่งเป็นไปตามเกณฑ์ที่กำหนดไว้

3.2 ด้านทักษะ ประเมินโดยใช้จากคะแนนการทดสอบความสามารถขั้นพื้นฐานของผู้เรียนระดับชาติ (NT) พบว่าเครือข่ายคลองแห-คูเต่ามีคะแนนเฉลี่ย 62.37 สูงกว่าระดับประเทศ (คะแนนเฉลี่ย 49.44) ผ่านเกณฑ์การประเมิน

3.3 ด้านเจตคติ โดยใช้แบบวัดเจตคติที่มีต่อวิชาคณิตศาสตร์ของนักเรียนชั้นประถมศึกษาปีที่ 3

ตารางที่ 3 ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานการของวัดเจตคติที่มีต่อวิชาคณิตศาสตร์ของนักเรียนชั้นประถมศึกษาปีที่ 3

รายการ	μ	σ	ระดับเจตคติต่อวิชาคณิตศาสตร์
1. วิชาคณิตศาสตร์เป็นวิชาที่ว่าด้วยเหตุผลและความรอบคอบ	2.66	0.50	มาก
2. วิชาคณิตศาสตร์เป็นวิชาการแก้ไขปัญหาที่ต้องการความรู้ ความเข้าใจ ทักษะการคำนวณ	2.76	0.43	มาก
3.วิชาคณิตศาสตร์เป็นวิชาที่มีกระบวนการท้าทายสามารถและนำไปใช้จริงในชีวิตประจำวัน	2.71	0.49	มาก
4. วิชาคณิตศาสตร์เป็นวิชาที่ต้องหมั่นทบทวนและฝึกทำโจทย์	2.70	0.47	มาก
5. วิชาคณิตศาสตร์เป็นวิชาที่มีการเรียนอย่างเป็นลำดับขั้นตอน เรียนรู้จากง่ายไปยาก	2.69	0.51	มาก
6. ฉันชอบวิชาคณิตศาสตร์	2.53	0.60	มาก
7. ฉันเรียนวิชาคณิตศาสตร์แล้วทำให้ฉันมีความสุข	2.51	0.58	มาก
8. ฉันเรียนคณิตศาสตร์แล้วทำให้ฉันเครียด	2.02	0.74	ปานกลาง
9. ฉันคิดว่าวิชาคณิตศาสตร์เป็นวิชาที่เรียนแล้วสนุก	2.51	0.60	มาก
10. ฉันสนใจ เมื่อครูอธิบายเนื้อหาคณิตศาสตร์เพิ่มเติม	2.55	0.57	มาก
11. ฉันไม่เข้าใจเนื้อหาวิชาคณิตศาสตร์เลย	1.87	0.71	ปานกลาง
12. ฉันไม่เข้าใจในกระบวนการแก้ปัญหาทางคณิตศาสตร์	1.97	0.69	ปานกลาง
13. ฉันง่วงนอน เมื่อเรียนคณิตศาสตร์	1.80	0.70	ปานกลาง
14. ฉันชอบทำแบบฝึกหัดคณิตศาสตร์ด้วยตนเอง	2.40	0.70	มาก
15. เมื่อครูมอบหมายงานวิชาคณิตศาสตร์ฉันจะรีบลงมือทำทันที	2.40	0.68	มาก
รวม	**2.40**	**0.03**	**มาก**

* คะแนนเฉลี่ยต่ำกว่า 1.68 ไม่ผ่านเกณฑ์การประเมิน

อภิปรายผลการวิจัย

1.ผลการประเมินมิติการจัดการเรียนการสอน ตามความเห็นของผู้บริหาร หัวหน้าฝ่ายวิชาการ ครูผู้สอน

ด้านการจัดชั้นเรียนและตารางตามหลักสูตร โดยภาพรวมมีระดับความคิดเห็นอยู่ในระดับมากที่สุด เพราะมีการจัดการเรียนการสอนที่ให้ความสำคัญกับนักเรียน โดยส่วนใหญ่เป็นโรงเรียนขนาดเล็กจึงสามารถจัดกลุ่มนักเรียนและแบ่งนักเรียนออกตามลำดับความสามารถ การจัดตารางเรียนในรายวิชาคณิศาสตร์เหมาะสมกับช่วงเวลาในการเรียน มีการกำหนดตารางการสอนที่แน่นอน แต่การจัดสรรครูที่จบตรงวิชาเอกคณิตศาสตร์มาสอนยังไม่ผ่านเกณฑ์การประเมิน เนื่องจากหน่วยงานที่เกี่ยวข้องไม่สามารถจัดสรรครูผู้สอนให้เพียงพอต่อความต้องการของสถานศึกษา ครูเป็นบุคลากรที่สำคัญที่สุดในการนำหลักสูตรไปใช้ควรได้รับการพัฒนาอย่างเต็มที่และจริงจัง การขาดครูผู้สอนที่จบตรงเอกคณิตศาสตร์ทำให้การเรียนการสอนไม่มีประสิทธิภาพ และในบางครั้งผู้บริหารสถานศึกษาขาดความรู้ความเข้าใจในการเตรียมความพร้อมของครูผู้สอน ทำให้ครูไม่มีเวลาว่างในการออกแบบกิจกรรมการเรียนรู้เนื่องจากมีภาระงานอื่นๆมาแทรกในการเตรียการสอน สอดคล้องกับอลิษา สืบสิงห์ (2559) ได้วิจัยเรื่อง การศึกษาการบริหาร หลักสูตรสถานศึกษาของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษา ประถมศึกษาปทุมธานีเขต 1 กล่าวว่า ปัญหาการบริหารหลักสูตรสถานศึกษาของโรงเรียนที่พบมากที่สุด ได้แก่ ครูมีจำนวนไม่ครบตามเกณฑ์ของจำนวนนักเรียน จัดการเรียนรู้ไม่ตรงวิชาเอกและมีภาระงานนอกเหนือจากการจัดการเรียนรู้

ด้านเนื้อหาวิชาตามหลักสูตร โดยภาพรวมมีระดับความคิดเห็นอยู่ในระดับมากที่สุด เพราะโรงเรียนมีครูผู้สอนในรายวิชาคณิตศาสตร์ที่มีการคำนึงถึงความรู้พื้นฐานของนักเรียนเนื่องจากลักษณะการเรียนรู้คณิตศาสตร์ต้องอาศัยความรู้พื้นฐานที่ต่อเนื่องกันและการสอนคณิตศาสตร์สำหรับเด็กครูผู้สอนเปิดโอกาสให้นักเรียนๆรู้จากการปฏิบัติ ทำกิจกรรม ได้ฝึกทักษะกระบวนการ โดยฝึกการสังเกต ฝึกให้เหตุผล และส่วนใหญ่จัดเนื้อหาวิชาครอบคลุม ตามจุดประสงค์ มีความสัมพันธ์ต่อเนื่องกัน มีความทันสมัยเหมาะสมกับสถานการณ์ปัจจุบัน และสอดคล้องกับเวลาที่กำหนดไว้ในหลักสูตร ตรงกับความต้องการ และนักเรียนสามารถนำไปใช้ในชีวิตประจำวันได้ สอดคล้องกับงานวิจัยของนารี อุไรรักษ์ (2562) มีความเหมาะสมอยู่ในระดับมากที่สุด ทั้งนี้สถานศึกษาให้ความสำคัญกับการจัดการศึกษาให้มีคุณภาพ เพื่อใช้เป็นแนวทางในการดำเนินงานในด้านการจัดการศึกษาให้บรรลุตามจุดมุ่งหมายที่กำหนดไว้ การจัดทำหลักสูตรการเรียนการสอนในแต่ระดับชั้นให้มีประสิทธิภาพซึ่งจะช่วยพัฒนาผู้เรียน มีการจัดเนื้อหาสาระการเรียนรู้และการจัดเวลาเรียนครบถ้วนเหมาะสมสอดคล้องกับโครงสร้างหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

ด้านวิธีการสอนตามหลักสูตร โดยภาพรวมมีระดับความคิดเห็นอยู่ในระดับมากที่สุด เพราะครูส่วนใหญ่จัดกิจกรรมการสอนเน้นให้มีความเชื่อมโยงเนื้อหาคณิตศาสตร์กับการแก้ปัญหาในชีวิตจริง และจัดกิจกรรมการเรียนการสอนโดยให้นักเรียนมีส่วนร่วมในการซักถามและแลกเปลี่ยนความคิดเห็น โดยหลักสูตรของสถานศึกษาสามารถพัฒนาเต็มตามศักยภาพ ครูมีการจัดกิจกรรมการเรียนรู้วัดผลและประเมินผลที่หลากหลายเหมาะสมกับธรรมชาติความแตกต่างระหว่างบุคคลของนักเรียนชั้นประถมศึกษาปีที่ 3 สอดคล้องกับงานวิจัยของนารี อุไรรักษ์ (2562) การจัดการเรียนรู้โดยภาพรวม พบว่า มีความเหมาะสมอยู่ในระดับมากที่สุด ทั้งนี้เป็นเพราะสถานศึกษามีการจัดการเรียนรู้และส่งเสริมการเรียนรู้ โดยครูมีจัดกิจกรรมที่เน้นผู้เรียนเป็นสำคัญ เน้นทักษะกระบวนการคิดและการแก้ปัญหาคำนึงถึงความแตกต่างระหว่างบุคคล และมีการจัดกิจกรรมการเรียนรู้ที่หลากหลายเหมาะสมกับเนื้อหา

ด้านสิ่งอำนวยความสะดวกตามหลักสูตร โดยภาพรวมมีระดับความคิดเห็นอยู่ในระดับมาก เพราะโรงเรียนมีการประชุมวางแผนเตรียมเอกสารหลักสูตรคณิตศาสตร์ต่างๆ วัสดุ อุปกรณ์และวิธีการ เพื่อนำมาใช้ในการเรียนให้เพียงพอต่อความต้องการของนักเรียน เพราะสื่อ อุปกรณ์คณิตศาสตร์จะเป็นตัวกลางในการนำส่งหรือถ่ายทอดความรู้ทักษะและเจตคติจากครูผู้สอนหรือแหล่งความรู้ไปยังตัวนักเรียน ดังนั้นการเรียนการสอนในระดับประถมศึกษา อุปกรณ์การสอนจึงเป็นส่วนสำคัญ ที่ช่วยให้การเรียนการสอนดำเนินไปอย่างสะดวกและมีประสิทธิภาพ และทำให้นักเรียนเกิดการเรียนรู้ตามวัตถุประสงค์ของการเรียนการสอนที่ตั้งไว้ ซึ่งสอดคล้องกับงานวิจัยของนารี อุไรรักษ์ (2562) พบว่าด้านสื่อ วัสดุ และอุปกรณ์ โดยภาพรวมมีความเหมาะสมอยู่ในระดับมากทั้งนี้เป็นเพราะสถานศึกษามี หนังสือ ตำรา เอกสาร สื่อ วัสดุ อุปกรณ์ เพื่อดำเนินการจัดกิจกรรมการเรียนรู้สอดคล้องเหมาะสมกับเนื้อหาสาระการเรียนรู้ สื่อ วัสดุ อุปกรณ์ที่ใช้ในการจัดการเรียนรู้ มีประสิทธิภาพมีความพร้อมในการปฏิบัติงาน

ด้านงบประมาณตามหลักสูตร โดยภาพรวมมีระดับความคิดเห็นอยู่ในระดับมาก เพราะมีการจัดกระบวนการใช้งบประมาณที่ชัดเจนเอื้อต่อการบริหารหลักสูตรคณิตศาสตร์ มีการวางนโยบายเกี่ยวกับการใช้งบประมาณโดยทุกฝ่ายมีการประชุม ร่วมกันในการวางแผนการใช้งบประมาณให้มีความเหมาะสม สอดคล้องกับกิจกรรม โครงการ แผนปฏิบัติงานของหลักสูตร และแผนกลยุทธ์ของสถานศึกษาในแต่ละปีการศึกษา รวมทั้งการใช้ทรัพยากรต่าง ๆ ของสถานศึกษา จะมีคณะกรรมการรับผิดชอบ ติดตามและตรวจสอบรายงานผลการใช้งาน และสถานศึกษายังได้รับการสนับสนุนงบประมาณในการสนับสนุนพัฒนาครูผู้สอนคณิตศาสตร์ ที่จัดสรรจากหน่วยงานต้นสังกัดซึ่งสอดคล้องกับงานวิจัยของนารี อุไรรักษ์ (2562) พบว่า ด้านงบประมาณ โดยภาพรวม พบว่ามีความเหมาะสมอยู่

ในระดับมาก เพราะ สถานศึกษาได้รับการจัดสรรงบประมาณ และใช้งบประมาณมีความคุ้มค่า ครอบคลุมภารกิจ ทุกด้าน สถานศึกษามีการบริหารจัดการจัดสรรงบประมาณเพื่อใช้ในการจัดกิจกรรมการเรียนรู้ของ ผู้เรียนได้อย่างมีประสิทธิภาพ รวมทั้งสถานศึกษามีการตรวจสอบติดตามและประเมินผลการใช้ จ่ายงบประมาณให้เป็นไปตามที่ระเบียบกฎหมายกำหนด

2.ผลการประเมินมิติสถาบันของผู้บริหาร หัวหน้าฝ่ายวิชาการ ครูผู้สอน ผู้ปกครอง

ด้านคุณลักษณะและพฤติกรรมการเรียน โดยภาพรวมมีระดับความคิดเห็นอยู่ในระดับมาก เพราะ มีการปลูกฝังคุณลักษณะและพฤติกรรมการเรียนอันพึงประสงค์ของนักเรียนเป็นไปตามหลักสูตรรายวิชาคณิตศาสตร์ในสถานศึกษาที่กำหนดไว้เพื่อเป็นตัวชี้วัด ทำให้นักเรียนมีความมุ่งมั่น ตระหนักถึงความสำคัญของเวลาเรียน ความรับผิดชอบ ความใฝ่เรียนรู้เข้าเรียนตามตารางสอน เชื่อฟังคำสั่งสอนของคุณครูผู้สอนคณิตศาสตร์ ซึ่งสอดคล้องกับงานวิจัยนารี อุไรรักษ์ (2562) พบว่า มีความเหมาะสมอยู่ในระดับมากเพราะสถานศึกษามีการใช้หลักสูตรที่มีประสิทธิภาพ ทำให้สามารถพัฒนาผู้เรียนให้มีคุณภาพ นักเรียนมีความใฝ่เรียนรู้ ตั้งใจ เพียรพยายามในการเรียนและสนใจเข้าร่วมกิจกรรมเรียนรู้ต่างๆ รับผิดชอบต่องานที่ครูมอบหมายได้

ด้านการส่งเสริมการจัดกิจกรรมการเรียนการสอน โดยภาพรวมมีระดับความคิดเห็นอยู่ในระดับมาก เป็นเพราะโรงเรียนมีการกำหนดแผนการกำกับติดตามการใช้หลักสูตรคณิตศาสตร์ โดยมีการประเมินการใช้หลักสูตรอย่างสม่ำเสมอ ผู้บริหาร ครู บุคลากร รวมถึงนักเรียนได้มีการประเมินการใช้ ทำให้สามารถนำผลการ ประเมินหลักสูตรไปพัฒนา ปรับปรุงหลักสูตร ให้ทันสมัยและมีประสิทธิ์ภาพสามารถนำไปเป็นแนวทางในการจัดการเรียนรู้กลุ่มสาระคณิตศาสตร์ มีการนิเทศ ติดตาม การใช้หลักสูตรอย่างสม่ำเสมอ อีกทั้งยังส่งเสริมให้ ครูและบุคลากรทางการศึกษา มีความรู้ความ เข้าใจในการพัฒนาหลักสูตรสถานศึกษาอย่างต่อเนื่อง และผู้บริหารมีการวางแผนงาน สอดส่องดูแล เป็นที่ปรึกษาให้ คำแนะนำ สร้างขวัญและกำลังใจแก่ครูผู้สอน ซึ่งสอดคล้องกับงานวิจัยของนารี อุไรรักษ์ (2562) พบว่า มีความเหมาะสมอยู่ในระดับมากที่สุด เพราะสถานศึกษามีการส่งเสริมให้ครูมีการจัดทำแผนการจัดการเรียนรู้และจัดกิจกรรมการเรียนรู้ตามแผนที่เตรียมไว้ มีการส่งเสริมและพัฒนาการจัดการเรียนการ และมีการแลกเปลี่ยนประสบการณ์มาใช้พิจารณาปรับปรุงและพัฒนาหลักสูตรอย่างเป็นระบบ เพื่อการพัฒนาคุณภาพศึกษา โดยให้ทุกฝ่ายที่เกี่ยวข้องมีส่วนร่วมในการส่งเสริมสนับสนุนและให้ความร่วมมือในการนำหลักสูตรให้มีประสิทธิภาพ

ด้านการสนับสนุนการเรียน โดยภาพรวมมีระดับความคิดเห็นอยู่ในระดับมาก ทั้งนี้เป็นเพราะผู้ปกครองของนักเรียนส่วนใหญ่ พร้อมที่จะสนับสนุนกิจกรรมที่ทางโรงเรียนจัดและคอยติดตามสอบถามพฤติกรรมการเรียนรู้วิชาคณิตศาสตร์ของนักเรียนกับครูผู้สอน ซึ่งสอดคล้องกับงานวิจัยของมีนา แซ่ลิ้ม (2560) พบว่าการสนับสนุนการเรียนของผู้ปกครอง มีความเหมาะสมระดับมาก พบว่า ผู้ปกครองส่งเสริมให้นักศึกษาได้ค้นคว้าหาความรู้ใหม่จากแหล่งข้อมูลอื่น ผู้ปกครอง สอบถามพฤติกรรมของนักศึกษากับครูที่ปรึกษาและผู้ปกครองให้ความสนใจและให้นักศึกษาร่วม กิจกรรม แต่พบบางรายการไม่ผ่านเกณฑ์การประเมิน ได้แก่ผู้ปกครองให้งบประมาณสนับสนุน การเรียนของนักศึกษา เนื่องจากนักศึกษาที่เรียนการศึกษานอกโรงเรียนส่วนใหญ่เป็นนักศึกษาที่ ยากจน และผู้ปกครองมีอาชีพรับจ้าง มีรายได้น้อยจึงทำให้ขาดงบสนับสนุนการเรียนของนักศึกษา

3. ผลการประเมินมิติพฤติกรรมการเรียนรู้ทางคณิตศาสตร์

พบว่า นักเรียนเกิดการเรียนรู้และการบรรลุจุดประสงค์เชิงพฤติกรรมของผู้เรียน 3 ด้าน ได้แก่

ด้านความรู้ ความคิด ได้แก่ ความรู้ ความเข้าใจตามเนื้อหาในหลักสูตรวิชาคณิตศาสตร์ ผลการทดสอบวัดผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นประถมศึกษาปีที่ 3 พบว่า นักเรียนมีคะแนนวัดผลสัมฤทธิ์ทางการเรียนผ่านเกณฑ์ร้อยละ 60 เนื่องจากการจัดการเรียนรู้โดยใช้แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนคณิตศาสตร์ที่ผู้วิจัยจัดทำขึ้นมีความเหมาะสมกับนักเรียนชั้นประถมศึกษาปีที่ 3 ที่ต้องการวัดความสามารถของนักเรียนในการเรียนรู้วิชาคณิตศาสตร์ ได้แก่ ความรู้ ความเข้าใจ ตามเนื้อหาในหลักสูตรวิชาคณิตศาสตร์ ถ้านักเรียนขาดสิ่งใดสิ่งหนึ่งไปในการเรียนก็จะไม่สามารถผ่านบรรลุจุดมุ่งหมายได้ โดยเฉพาะวิชาคณิตศาสตร์ที่มีการสอนเป็นมีลำดับขั้นของเนื้อหาจากง่ายไปหายาก การที่มีความรู้พื้นฐานเดิมอยู่จะเป็นฐานสำคัญในการเรียนรู้ได้ดีมากขึ้น เร็วขึ้นและมั่งคงขึ้น สอดคล้องกับงานวิจัยของวชิรภรณ์ เทียบเพชร (2562) ความรู้พื้นฐานทางคณิตศาสตร์ที่ดีจะเป็นพื้นฐานในการเรียนเรื่องต่อไปก็สามารถที่จะนำความรู้นั้นมาใช้ได้อย่างต่อเนื่อง ครูผู้สอนควรมีการตรวจสอบพื้นฐานการเรียนของนักเรียนก่อนที่จะเรียนเรื่องนั้น ๆ ว่านักเรียนมีความรู้พื้นฐานอยู่ในระดับใดเพื่อเป็นการพิจารณาว่า นักเรียนพร้อมที่จะเรียนเนื้อหาต่อไปมากน้อยเพียงใด หากพบว่านักเรียนมีข้อบกพร่องในส่วนใด ครูจะได้ ทบทวนก่อนที่จะสอน

ด้านทักษะ ได้แก่ การวิเคราะห์ การให้เหตุผล การสื่อสาร ความคิดริเริ่มสร้างสรรค์ การแก้ปัญหาโจทย์ทางคณิตศาสตร์ไปใช้ในชีวิตประจำวัน พบว่า ผลจากคะแนนการทดสอบความสามารถขั้นพื้นฐานของผู้เรียนระดับชาติในเครือข่ายคลองแห-คูเต่ามีคะแนนเฉลี่ย 62.37 สูงกว่าระดับประเทศ เนื่องการจัดการเรียนการสอนต้องได้รับความรู้และเกิดทักษะ เกิดกระบวนการคิด มีความคิดสร้างสรรค์ จากการลงมือปฏิบัติ การวัดความสามารถของนักเรียนในการตีความ และแปลงจากสถานการณ์ปัญหา หรือสถานการณ์ต่างๆ ในบริบทของชีวิตจริง ทำให้นักเรียนสามารถบรรลุเป้าหมายของการจัดการศึกษาของชาติอย่างมีประสิทธิภาพ สอดคล้องกับงานวิจัยของพัสสกรณ์ วิวรรธมงคล (2563) การจัดกิจกรรมการเรียนรู้อย่างเป็นลำดับขั้นตอน ฝึกทักษะให้ผู้เรียนได้ลงมือ

ปฏิบัติมากขึ้นสอดแทรกเนื้อหาสาระให้สอดคล้องกับการดำเนินชีวิตโดยการยกตัวอย่างการโจทย์ทางคณิตศาสตร์เชื่อมโยงไปสู่การใช้ชีวิตประจำวัน โดยวิธีการการสอนที่เน้นทักษะในการคิดของผู้เรียน

ด้านเจตคติ ได้แก่ การวัดเจตคติที่มีต่อวิชาคณิตศาสตร์ของนักเรียน ประถมศึกษาปีที่ 3 พบว่า เจตคติที่มีต่อวิชาคณิตศาสตร์โดยรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 2.40 เนื่องจากการจัดกิจกรรมการเรียนรู้จากง่ายไปหายากตามลำดับควรมีการวางแผนและการวิเคราะห์เนื้อหาที่ชัดเจนในการจัดกิจกรรมให้เป็นลำดับการเรียนรู้ที่สอดคล้องกัน จากเรื่องที่ง่ายไปหาเรื่องที่ยากและปรับระยะเวลาให้เหมาะสมกับกิจกรรมการเรียนรู้เพื่อให้บรรลุเป้าหมายที่ตั้งไว้โดยคำนึงถึงความแตกต่างระหว่างผู้เรียน ดังนั้น พฤติกรรมที่จะช่วยส่งเสริมให้นักเรียนมี เจตคติที่ดีต่อวิชาคณิตศาสตร์ ได้แก่ การใช้คำถามปลายเปิดเพื่อกระตุ้นให้นักเรียนเกิดความอยากรู้อยากเห็น เลือกใช้วิธีสอนและสื่อการเรียนการสอนที่เปิดโอกาสให้นักเรียนมีส่วนร่วม ให้งานนักเรียนตามความสามารถและอย่างมีเหตุผล ส่งเสริมให้นักเรียนเข้าใจลักษณะโครงสร้างและประโยชน์ของ คณิตศาสตร์ ดังนั้นเจตคติของครูมีความสำคัญอย่างยิ่ง เพราะการสอนของครูมีความสัมพันธ์ต่อการเรียนรู้ของผู้เรียนทำ ให้ผู้เรียนเกิดการเชื่อมโยงสร้างแรงจูงใจให้เกิดความอยากเรียน และเห็นคุณค่าในการเรียนขึ้นอยู่กับการออกแบบการจัดกิจกรรมการสอนของครูผู้สอน สอดคล้องกับงานวิจัยของศศิธร โมลา (2560) นักเรียนมีเจตคติต่อวิชาคณิตศาสตร์รายด้าน โดยรวมอยู่ในระดับมากค่าเฉลี่ยเท่ากับ 3.78 การจัดการเรียนการสอนที่ส่งเสริมให้เกิดบรรยากาศที่เอื้อต่อการเรียนรู้เช่น มีกิจกรรมที่ส่งเสริมกระตุ้นให้นักเรียนได้คิด ครูได้เปิดโอกาสให้นักเรียนมีส่วนในการเรียนรู้ ไม่มุ่งสอนเนื้อหาแต่เปลี่ยนวิธีการให้นักเรียนได้ศึกษาค้นคว้าด้วยตัวเอง ครูเป็นผู้อำนวยความสะดวกการเตรียมสื่อให้พร้อม และคอยชี้แนะและกระตุ้นคิด เมื่อนักเรียนยังไม่บรรลุเป้าหมาย

ข้อเสนอแนะ

ข้อเสนอแนะการนำผลการวิจัยไปใช้

1. มิติการจัดการเรียนการสอน มีผลการประเมินบางรายการในด้านการจัดชั้นเรียนและตารางตามหลักสูตรคณิตศาสตร์ ด้านงบประมาณตามหลักสูตรคณิตศาสตร์ ไม่ผ่านเกณฑ์ประเมิน สถานศึกษาควรให้หน่วยงานที่เกี่ยวข้องจัดสรรครูตรงกับวิชาเอกคณิตศาสตร์ จัดหางบประมาณในการจัดซื้อสื่อ วัสดุ อุปกรณ์และพัฒนาแหล่งเรียนรู้ให้เพียงพอกับความต้องการของนักเรียน

2. มิติสถาบัน มีผลการประเมินบางรายการในด้านคุณลักษณะและพฤติกรรมการเรียนของนักเรียน ด้านการสนับสนุนการเรียนของผู้ปกครอง ไม่ผ่านเกณฑ์ประเมิน ครูผู้สอนควรให้นักเรียนเห็นถึงความสำคัญของการศึกษาไม่ว่าจะเป็นในวิชาคณิตศาสตร์หรือวิชาอื่นๆ และควรปลูกจิตสำนึกให้มีความรับผิดชอบ ปฏิบัติหน้าที่ให้สมกับวัย และสถาศึกษาควรจัดหาแหล่งทุนสนับสนุนการเรียนของนักเรียนเพิ่มขึ้น

3. มิติพฤติกรรมการเรียนรู้ทางคณิตศาสตร์ พบว่า นักเรียนเกิดการเรียนรู้และมีพฤติกรรมการเรียนรู้ทางคณิตศาสตร์ ครบ 3 ด้าน คือ ด้านความรู้ ด้านทักษะ และด้านเจตคติ ควรให้นักเรียนได้ตระหนักถึงความสำคัญของการเรียนวิชาคณิตศาสตร์มากขึ้น ให้นักเรียนได้เห็นถึงประโยชน์ในการเรียนอย่างชัดเจน เพื่อให้นักเรียนสามารถนำความรู้พื้นฐานไปประยุกต์ใช้ในระดับชั้นที่สูงขึ้นได้เป็นอย่างดี

ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

1. ควรมีการติดตามผู้สำเร็จการศึกษาของการประเมินการใช้หลักสูตรคณิตศาสตร์ของโรงเรียนในเครือข่ายคลองแห – คูเต่าสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสงขลา เขต 2 เพื่อวางแผนพัฒนาหลักสูตรให้สอดคล้องกับความต้องการของกลุ่มเป้าหมายต่อไป

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รูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

Administration model for school excellence with World Class Standard School Under the Mahasarakham Secondary Education Service Area Office

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สุธรรม ธรรมทัศนานนท์ Sutham Thammatasananon [2]

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ เพื่อ 1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำและแนวทางการบริหาร 2) สร้างและตรวจสอบความเหมาะสมของรูปแบบ 3) ประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบ การดำเนินการขั้นตอนที่ 1ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำ กลุ่มตัวอย่าง คือ ผู้บริหารสถานศึกษา และหัวหน้ากลุ่มบริหารงานวิชาการ จำนวน 78 คน และศึกษาแนวทางปฏิบัติที่เป็นเลิศ จำนวน 3 โรงเรียน กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา หัวหน้ากลุ่มบริหารงานวิชาการ รวมทั้งสิ้น 9 คน ขั้นตอนที่ 2 ยกร่างรูปแบบ ตรวจสอบยืนยันความเหมาะสม โดยผู้ทรงคุณวุฒิ 9 คน ด้วยวิธีการสนทนากลุ่ม ได้องค์ประกอบ 5 ส่วน ได้แก่ 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหาของรูปแบบ มี 6 หน่วยพัฒนา 4) แนวทางการประเมินรูปแบบ 5) เงื่อนไขความสำเร็จ ขั้นตอนที่ 3 ประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบ กลุ่มผู้ให้ข้อมูล 9 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบสอบถามความเป็นไปได้และความเป็นประโยชน์ของรูปแบบ สถิติที่ใช้ในวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง ค่าอำนาจจำแนก ค่าความเชื่อมั่น และค่าดัชนีความต้องการจำเป็น

คำสำคัญ : รูปแบบการบริหาร, โรงเรียนมาตรฐานสากล

Abstract

This research aims to 1) study the current conditions. desirable condition Memory requirements and management guidelines 2) Create and verify the suitability of the model 3) Evaluate the feasibility and usefulness of the model step action 1Study the current situation desirable condition need to remember The sample group was school administrators. and heads of academic administration groups of 78 people and studying best practices in 3 schools. Head of Academic Administration Group Total of 9 people Step 2 Draft the form, verify the suitability by 9 experts by group discussion method There are 5 components: 1) Principles 2) Objectives 3) Contents of the model with 6 development units 4) Guidelines for model evaluation 5) Success conditions Step 3 Assess the feasibility and usefulness of the model. The group of informants were 9 people. The tools used for data collection were current and desirable condition questionnaire, interview form, group discussion record form. and a questionnaire on the feasibility and usefulness of the model Statistics used in data analysis were mean, standard deviation. Consistency Index classification power sentiment and the required index value

Keywords: Model of Administration, World Class Standard School

บทนำ

ท่ามกลางความเปลี่ยนแปลงของโลกที่เกิดขึ้นอย่างรวดเร็วนั้น สังคมโลกในปัจจุบันต้องมีการปรับตัวเพื่อให้ทันกับเหตุการณ์ซึ่งนำเข้าสู่การแข่งขันทางเศรษฐกิจ การค้าและอุตสาหกรรมระหว่างประเทศ และเป็นแรงผลักดันให้มีการปฏิรูปการศึกษา คุณภาพการศึกษาจึงเป็นตัวชี้วัดประการหนึ่งสำหรับความพร้อมในการเข้าสู่ศตวรรษที่ 21 และศักยภาพในการแข่งขันในเวทีโลก ดังนั้นแต่ละประเทศจึงต้องมีการเตรียมคนรุ่นใหม่ที่มีทักษะการปรับตัวและดำรงชีวิตอยู่ในโลกยุคใหม่อย่างรู้เท่าทันมีความสุข มีคุณภาพชีวิตที่ดีเหมาะสม และเพียงพอ (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2555) การจัดการศึกษานับเป็นกระบวนการสำคัญอย่างยิ่งใน

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การพัฒนาคนอย่างมีคุณภาพ ต้องพัฒนาศักยภาพที่มีอยู่ในตัวคนให้ได้รับการพัฒนาอย่างเต็มที่ (วรณัน ขุนศรี, 2549) ในการพัฒนาคุณภาพของคนให้สำเร็จนั้น ขึ้นอยู่กับประสิทธิภาพและคุณภาพของกระบวนการจัดการศึกษาเป็นสำคัญ ดังนั้น ระบบการจัดการศึกษาของไทยจึงต้องปรับเปลี่ยนกระบวนทัศน์การบริหารจัดการศึกษา เพื่อส่งเสริมการพัฒนาคุณภาพการศึกษา การบริหารจัดการศึกษาของไทยอยู่ภายใต้เงื่อนไขของการแข่งขัน และความมุ่งมั่นตามความคาดหวังของสังคมในการสร้างคุณภาพคน ที่สอดรับกับความเปลี่ยนแปลงของสังคมตลอดเวลา ดังนั้นกระบวนการบริหารการศึกษาให้มีประสิทธิภาพและประสิทธิผล จึงต้องปรับเปลี่ยนและพัฒนาตนเองให้สอดคล้องกับสภาพการณ์ดังกล่าว (ธีระ รุณเจริญ, 2550)

คุณภาพการจัดการศึกษาของโรงเรียนถูกกำหนดโดยมาตรฐานการศึกษา โดยมีการประกันคุณภาพการศึกษาที่เป็นเครื่องมือตรวจสอบและชี้วัดถึงความเข้มแข็งของโรงเรียน ในการจัดการศึกษาอย่างมีคุณภาพและได้มาตรฐาน ที่มีการพัฒนาอย่างต่อเนื่อง ต้องสอดคล้องกับพระราชบัญญัติการศึกษาแห่งชาติแห่งชาติ พ.ศ.2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 หมวด 6 มาตรฐานและการประกันคุณภาพการศึกษา เพื่อให้การพัฒนาคุณภาพและมาตรฐานการศึกษา โดยให้ถือว่าการประกันคุณภาพภายในเป็นส่วนหนึ่งของกระบวนการบริหารการศึกษาที่ต้องดำเนินการอย่างต่อเนื่อง เพื่อนำไปสู่การพัฒนาคุณภาพและมาตรฐานการศึกษา ซึ่งเป็นแนวคิดสำคัญในการจัดการศึกษาของโรงเรียนในการสร้างความมั่นใจด้านคุณภาพและมาตรฐานของการจัดการศึกษาให้เกิดขึ้นกับผลผลิต นักเรียนที่เป็นผู้รับบริการได้อย่างมีประสิทธิภาพและประสิทธิผล (กระทรวงศึกษาธิการ, 2546)

โรงเรียนมาตรฐานสากลเป็นนวัตกรรมการจัดการศึกษา ที่สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน นำมาเป็นมาตรการเร่งด่วนในการยกระดับคุณภาพการศึกษาให้เทียบเท่าสากลโรงเรียนมาตรฐานสากล มีความมุ่งหวังว่าให้นักเรียนมีศักยภาพเป็นพลโลก โดยมีวัตถุประสงค์ที่กำหนดไว้ คือ 1) เพื่อพัฒนาผู้เรียนให้มีศักยภาพเป็นพลโลก เป็นเลิศทางวิชาการ สื่อสารสองภาษา ล้ำหน้าทางความคิดผลิตงานอย่างสร้างสรรค์ ร่วมกันรับผิดชอบต่อสังคมโลก 2) จัดการเรียนการสอนเทียบเคียงมาตรฐานสากล โดยกำหนดรายวิชาเพิ่มเติมที่มีความเป็นสากล 3) ยกระดับการบริหารจัดการด้วยระบบคุณภาพ (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2555) ในช่วงเริ่มต้น มีโรงเรียนมาตรฐานสากล จำนวน 500 โรงเรียน เป็นโรงเรียนประถมศึกษาจำนวน 119 โรงเรียน ปัจจุบันมีการเพิ่มเติมโรงเรียนมาตรฐานสากล รุ่นที่ 2 อีกจำนวน 150 โรงเรียน เป็นโรงเรียนประถมศึกษาจำนวน 84 โรงเรียน ในการพัฒนาโรงเรียนมาตรฐานสากลนั้น จะมุ่งพัฒนาใน 5 ด้าน ได้แก่ พัฒนาหลักสูตรสถานศึกษาเทียบเคียงมาตรฐานสากล พัฒนาสาระวิทยาศาสตร์คณิตศาสตร์โดยใช้ภาษาอังกฤษ พัฒนาครูผู้สอนในสาระการเรียนรู้ภาษาต่างประเทศ เป็นภาษาที่สองครูผู้สอนคณิตศาสตร์และวิทยาศาสตร์ใช้ภาษาอังกฤษในการจัดการเรียนการสอน พัฒนาผู้บริหารโรงเรียนร่วมกับสำนักพัฒนาครูและบุคลกรทางการศึกษาขั้นพื้นฐาน และพัฒนาระบบการบริหารโรงเรียนเกี่ยวกับการจัดทำ แผนกลยุทธ์โรงเรียนมาตรฐานสากล ทั้งนี้ เพื่อให้บรรลุวัตถุประสงค์สำนักงานบริหารการมัธยมศึกษาตอนปลาย และสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานจึงได้กำหนดแนวทางการดำเนินงานโรงเรียนมาตรฐานสากล ได้แก่ การขับเคลื่อนกลยุทธ์การพัฒนาหลักสูตรและการสอน การบริหารจัดการระบบคุณภาพ การสร้างเครือข่ายร่วมพัฒนาและการส่งเสริมคุณภาพนักเรียน และการนิเทศเพื่อพัฒนาคุณภาพการจัดการศึกษา โรงเรียนมาตรฐานสากลจึงเป็นที่คาดหวังของสังคมที่จะพัฒนาการจัดการเรียนการสอน บูรณาการการจัดการศึกษาอย่างต่อเนื่องและมีคุณภาพ

การบริหารจัดการเพื่อพัฒนาคุณภาพโรงเรียนมาตรฐานสากล ให้มีประสิทธิภาพนั้นจำเป็นต้องนำแนวคิดการบริหารสู่ความเป็นเลิศของโรงเรียนมาใช้ โดยยึดหลักการบริหารจัดการระบบคุณภาพเป็นกลไกสำคัญในการผลักดันการพัฒนาโรงเรียนสู่ความมีมาตรฐาน ได้มีการนำแนวทางการดำเนินงานตามเกณฑ์รางวัลคุณภาพแห่งชาติมาประยุกต์ใช้ในองค์กรสถาบันและสถานศึกษาต่าง ๆ โดยได้กำหนดกรอบเกณฑ์ด้านการจัดการศึกษาเพื่อผลงานที่เป็นเลิศ โดยยึดหลักการดำเนินงานเชิงระบบเพื่อช่วยให้โรงเรียนสร้างการเปลี่ยนแปลงอย่างเป็นระบบ ทั้งนี้เพื่อผลการดำเนินงานที่มีความเป็นเลิศ (สิริภัทร์ วงศ์ธีรุตม์, 2546) เนื่องจากว่าการบริหารการศึกษาสู่ความเป็นเลิศในโรงเรียน เป็นกลไกที่สำคัญในการบริหารการศึกษาเพื่อให้โรงเรียนมีคุณภาพ โรงเรียนซึ่งเป็นสถาบันทางสังคมที่มีหน้าที่ด้านการจัดการศึกษา เพื่อพัฒนานักเรียนให้มีคุณลักษณะอันพึงประสงค์ มีความรู้ มีคุณธรรมและจริยธรรม สามารถอยู่ในสังคมอย่างมีปกติสุข ภารกิจของโรงเรียนจึงมีความสำคัญอย่างยิ่ง ในยุคสังคมปัจจุบันมีการเปลี่ยนแปลงอย่างรวดเร็ว โรงเรียนซึ่งทำหน้าที่เตรียมและต้องพร้อมในการพัฒนาคน จึงจำเป็นที่จะต้องมีพัฒนาการบริหารงานด้านการศึกษาที่มีความเป็นเลิศเพื่อพัฒนาคุณภาพทรัพยากรมนุษย์ได้อย่างมีคุณภาพ ปัจจัยสำคัญที่มีส่วนสำคัญที่นำไปสู่ความสำเร็จในการบริหารงานที่ไปสู่ความเป็นเลิศนั้น คือ บทบาทของผู้บริหารต่อการพัฒนาโรงเรียนสู่ความเป็นเลิศ ลักษณะสถานศึกษาที่เป็นเลิศ ขั้นตอนการพัฒนาสถานศึกษาสู่ความเป็นเลิศและหลักการทำงานเพื่อพัฒนาโรงเรียน ซึ่งปัจจัยต่าง ๆ เหล่านี้จะมีส่วนสำคัญในการนำโรงเรียนไปสู่ความเป็นเลิศ และจะเกิดผลสัมฤทธิ์ตามที่โรงเรียนได้มุ่งหวังไว้ (นาฏฤดี จิตรรังสรรค์, 2559)

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม มีโรงเรียนที่ดำเนินการตามโครงการโรงเรียนมาตรฐานสากล จำนวน 14 โรงเรียน จากการกำกับติดตามการดำเนินงานของโรงเรียนในโครงการโรงเรียนมาตรฐานสากล ซึ่งส่วนมากดำเนินภารกิจตามแนวทางคู่มือการดำเนินการที่กำหนดไว้ในมิติของการบริหารจัดการ ถือได้ว่าเกิดประสิทธิผล แต่ยังไม่มีประสิทธิภาพเท่าที่ควร ซึ่งผลการพัฒนาคุณภาพการศึกษาประสบความสำเร็จน่าพึงพอใจในระดับหนึ่งเท่านั้นในเชิงปริมาณ แต่ยังคงมีปัญหาในเชิงคุณภาพหลาย

ประการ พบปัญหาอุปสรรคในการปฏิบัติงานบางประการ ยังไม่ได้มาตรฐานตามเกณฑ์การประเมินของสำนักงานรับรองมาตรฐานและประเมินคุณภาพการศึกษา ด้านประสิทธิภาพการจัดการศึกษาตามแนวทางพัฒนาคุณภาพการจัดการใหม่ ยังไม่เกิดผลเท่าที่ควร ด้วยโรงเรียนยังไม่มีความอิสระและคล่องตัวในการบริหารจัดการนอกจากนี้ในระดับโรงเรียน ครู ผู้ปกครอง บุคลากรยังไม่เข้าใจการดำเนินงานของโรงเรียนมาตรฐานสากลส่งผลให้การดำเนินงานส่วนใหญ่ขาดการมีส่วนร่วมองค์กรทางการศึกษาส่วนใหญ่ จึงยังไม่มีความพร้อมที่จะปรับปรุงพัฒนาตามแนวทางการจัดการด้วยระบบคุณภาพ TQA (นุชนรา รัตนศิรประภา, 2557) ดังนั้นจึงทำให้เกิดความเชื่อว่าคุณภาพการศึกษา เมื่อเทียบกับคุณภาพของนานาชาติก็ยังคงอยู่ในระดับต่ำ และควรได้รับการปรับปรุงพัฒนาการศึกษาให้มีคุณภาพทัดเทียมกับการศึกษานานาชาติ (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2556) สอดคล้องกับการศึกษาความคิดเห็นของคณะกรรมการดำเนินงานโรงเรียนมาตรฐานสากล สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน(สพฐ.) ที่มีความคิดเห็นต่อผลการดำเนินงานของโรงเรียนมาตรฐานสากลว่ายังไม่เกิดผลสำเร็จเท่าที่ควร เนื่องจากโรงเรียนมาตรฐานสากลเป็นแนวคิดในการบริหารและจัดการการศึกษาไทย เป็นนวัตกรรมการจัดการศึกษาที่สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน นำมาใช้เป็นมาตรการเร่งด่วนในการยกระดับการจัดการศึกษาให้มีคุณภาพมาตรฐานเทียบเท่าสากล (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม, 2564)

จากเหตุผลดังกล่าวข้างต้น ผู้วิจัยจึงมีความสนใจศึกษาวิจัยเกี่ยวกับรูปแบบการบริหารสู่ความเป็นเลิศของโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม เพราะเล็งเห็นว่าในการบริหารการศึกษา การพัฒนาและการยกระดับคุณภาพโรงเรียนมาตรฐานสากลตามแนวทางที่กล่าวถึงนี้ มีประโยชน์และสามารถส่งผลให้มีการพัฒนาประสิทธิภาพ มีประสิทธิผลการบริหารจัดการโรงเรียนมาตรฐานสากลให้มีคุณภาพมากยิ่งขึ้น เพื่อให้ผู้บริหารสถานศึกษาและครูมีความตระหนักร่วมกัน มีความรู้ ความเข้าใจที่ถูกต้องในรูปแบบการบริหารสู่ความเป็นเลิศ มีความสามารถในการพัฒนา ยกระดับคุณภาพโรงเรียนมาตรฐานสากลมากขึ้น โดยเฉพาะการพัฒนากระบวนการจัดการเรียนการสอนที่สอดคล้องและเหมาะสมกับบริบทของโรงเรียนมาตรฐานสากล เพื่อให้ผู้บริหารสามารถพัฒนาองค์ความรู้ในการบริหารจัดการศึกษา และพัฒนาครูให้สามารถออกแบบการจัดการเรียนรู้ให้มีคุณภาพ ทั้งนี้เพื่อให้ผู้บริหารได้พัฒนาคุณภาพการศึกษาให้มีประสิทธิภาพและประสิทธิผล เพื่อต่อยอดพัฒนาตามรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ให้มีคุณภาพตามมาตรฐานสากลเพื่อความเป็นเลิศต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการบริหารสู่ความเป็นเลิศของโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม
2. เพื่อศึกษารูปแบบการบริหารสู่ความเป็นเลิศของโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม
3. เพื่อประเมินความเหมาะสมรูปแบบการบริหารสู่ความเป็นเลิศของของโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง รูปแบบการบริหารสู่ความเป็นเลิศของโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม มีขั้นตอนในการดำเนินงานการวิจัยเป็น 3 ขั้นตอน ดังนี้

ขั้นตอนที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำและการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากลสังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม มีวิธีการดำเนินการแบ่งออกเป็น 3 ส่วน ดังนี้

ส่วนที่ 1.1 ศึกษาเอกสารตำรา แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้อง ศึกษาวิเคราะห์และสังเคราะห์องค์ประกอบของการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนเพื่อใช้เป็นกอบแนวคิดการวิจัย และวิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา

ส่วนที่ 1.2 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ด้วยแบบสอบถาม ประชากรที่ใช้ในการวิจัยครั้งนี้ จำนวน 158 คน ใช้วิธีการ ผู้วิจัยได้ดำเนินการกำหนดขนาดของกลุ่มตัวอย่างตามตารางของ Krejcie and Morgan คำนวณค่ากลุ่มตัวอย่างตามสัดส่วนของประชากรที่ได้มาจากวิธีการสุ่มแบบแบ่งชั้น (Stratified Random Sampling) ให้ได้จำนวนครบตามสัดส่วนของกลุ่มประชากรในแต่ละประเภท กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา หัวหน้ากลุ่มบริหารวิชาการ ปีการศึกษา 2565 จำนวน 14 โรงเรียน ผู้บริหารสถานศึกษา จำนวน 70 คน และหัวหน้ากลุ่มบริหารวิชาการ จำนวน 14 คน รวมทั้งสิ้น 84 คน

และวิเคราะห์ข้อมูลทางสถิติ ได้แก่ ค่าเฉลี่ย ค่าร้อยละ ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์ความต้องการจำเป็น (PNI modified) (สุวิมล ว่องวาณิช, 2558)

ส่วนที่ 1.3 การศึกษารูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล จากสถานศึกษาต้นแบบที่มีการปฏิบัติที่ดี (Best Practices) กำหนดคุณสมบัติของโรงเรียนที่จะนำมาเป็นกรณีศึกษาโดยพิจารณาจากโรงเรียนที่ได้รับรางวัลเกี่ยวกับการส่งเสริมความเป็นเลิศในทุกด้าน ทั้งด้านวิชาการ ดนตรี กีฬา กรีฑา ศิลปะ จนได้รับรางวัลในระดับเขตพื้นที่การศึกษา ระดับภูมิภาค จนถึงระดับประเทศ ในปีการศึกษา 2562-2564 จำนวน 3 โรงเรียน ได้แก่ 1) โรงเรียนสารคามพิทยาคม สำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม 2) โรงเรียนวาปีปทุม สำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม 3) โรงเรียนนาเชือกพิทยาสรรค์ สำนักงานเขตที่การศึกษามัธยมศึกษามหาสารคาม ผู้ให้ข้อมูล ประกอบด้วย ผู้บริหารสถานศึกษา โรงเรียนละ 1 คน และหัวหน้ากลุ่มบริหารวิชาการ โรงเรียน ละ 1 คน รวมทั้งสิ้น 6 คน โดยเลือกแบบเจาะจง (Purposive Sampling) ด้วยแบบสัมภาษณ์แบบกึ่งโครงสร้าง และวิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา

ขั้นตอนที่ 2 การสร้าง และตรวจสอบความเหมาะสมของรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม มีวิธีการดำเนินการ แบ่งออกเป็น 3 ส่วน ดังนี้

ส่วนที่ 2.1 การยกร่างรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม นำผลการศึกษาจากขั้นตอนที่ 1 มาเป็นข้อมูลในการยกร่างรูปแบบการบริหารโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ตามกรอบแนวคิดเกี่ยวกับองค์ประกอบของรูปแบบ ประกอบด้วย 6 องค์ประกอบ ได้แก่ ส่วนที่ 1 หลักการ ส่วนที่ 2 วัตถุประสงค์ ส่วนที่ 3 เนื้อหาของรูปแบบ ส่วนที่ 4 กระบวนการพัฒนา ส่วนที่ 5 การวัดผลและประเมินผล และส่วนที่ 6 เงื่อนไขความสำเร็จ และนำร่างรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม เสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา เพื่อเสนอผู้ทรงคุณวุฒิตรวจสอบความเหมาะสมของรูปแบบ

ส่วนที่ 2.2 การตรวจสอบยืนยันร่างรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ด้วยวิธีการสนทนากลุ่ม (Focus Group) ผู้ทรงคุณวุฒิ จำนวน 7 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) โดยคัดเลือกจากผู้มีคุณสมบัติเป็นนักวิชาการอาจารย์มหาวิทยาลัย ผู้บริหารการศึกษา ผู้บริหารสถานศึกษา ศึกษานิเทศก์ ครู ที่มีผลงานหรือมีความเกี่ยวข้องกับการกำหนดนโยบายการบริหาร การกำกับติดตามเพื่อส่งเสริมทักษะการบริหารของผู้บริหาร นำข้อมูลจากการสนทนากลุ่ม (Focus Group) มาสรุปการวิเคราะห์เนื้อหาและสรุปประเด็นการตรวจสอบยืนยันร่างรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม โดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

ส่วนที่ 2.3 การประเมินความเหมาะสมรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ด้วยแบบสอบถาม โดยผู้ทรงคุณวุฒิ จำนวน 7 คน จากส่วนที่ 2.2 และวิเคราะห์ข้อมูลทางสถิติ ได้แก่ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ในการตัดสินผลการตรวจสอบ มีค่าเฉลี่ย 3.57 ขึ้นไป และส่วนเบี่ยงเบนมาตรฐานไม่เกิน 1 ถือว่ารูปแบบมีความเหมาะสม

ขั้นตอนที่ 3 การประเมินความเป็นไปได้ และความเป็นประโยชน์ของรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ด้วยแบบสอบถาม โดยผู้ทรงคุณวุฒิ จำนวน 7 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) จำแนกเป็นผู้บริหารสถานศึกษา และหัวหน้ากลุ่มบริหารงานวิชาการ ที่ปฏิบัติงานในปีการศึกษา 2565 โรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม และวิเคราะห์ข้อมูลทางสถิติ ได้แก่ ค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน ประเด็นไหนที่มีค่าเฉลี่ยสูงแสดงว่าเรื่องนั้นมีความเป็นไปได้ และความเป็นประโยชน์กับการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

สรุปผลการวิจัย

1. ผลการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

1.1 ผลการศึกษาสภาพปัจจุบันการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล โดยรวมอยู่ในระดับปานกลาง และรายขั้นตอน ได้แก่ การนำองค์กร อยู่ในระดับปานกลาง การวางแผนเชิงกลยุทธ์ อยู่ในระดับปานกลาง การมุ่งเน้นบุคลากร อยู่ในระดับปานกลาง การมุ่งเน้นกระบวนการ อยู่ในระดับปานกลาง การวัดผล การวิเคราะห์ การจัดการเรียนรู้และผลลัพธ์การดำเนินการ อยู่ในระดับปานกลาง และการมุ่งเน้นผู้เรียน อยู่ในระดับปานกลาง

1.2 ผลการศึกษาสภาพที่พึงประสงค์การบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยรวมอยู่ในระดับมากที่สุด และรายขั้นตอน ได้แก่ การนำองค์กร อยู่ในระดับมากที่สุด การวางแผนเชิงกลยุทธ์ อยู่ในระดับมากที่สุด การมุ่งเน้นบุคลากร อยู่ในระดับมากที่สุด การมุ่งเน้นกระบวนการ อยู่ในระดับมากที่สุด การวัดผล การวิเคราะห์ การจัดการเรียนรู้และผลลัพธ์การดำเนินการ อยู่ในระดับมากที่สุด และการมุ่งเน้นผู้เรียน อยู่ในระดับมากที่สุด

1.3 ผลการศึกษาความต้องการจำเป็นของการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ การนำองค์กร การวางแผนเชิงกลยุทธ์ การมุ่งเน้นบุคลากร การมุ่งเน้นกระบวนการ การวัดผล การวิเคราะห์ การจัดการเรียนรู้และผลลัพธ์การดำเนินการ ตามลำดับ

1.4 ผลการศึกษาการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม โรงเรียนที่มีแบบวิธีปฏิบัติที่ดี (Best Practice) 3 โรงเรียน ได้เสนอแนวทางการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล มีองค์ประกอบ 6 ส่วน ดังนี้ ส่วนที่ 1 หลักกการ ส่วนที่ 2 วัตถุประสงค์ ส่วนที่ 3 เนื้อหาของรูปแบบ ประกอบด้วย 6 หน่วยพัฒนา ได้แก่ หน่วยพัฒนาที่ 1 การนำองค์กร หน่วยพัฒนาที่ 2 การวางแผนเชิงกลยุทธ์ หน่วยพัฒนาที่ 3 การมุ่งเน้นบุคลากร หน่วยพัฒนาที่ 4 การมุ่งเน้นกระบวนการ หน่วยพัฒนาที่ 5 การวัด การวิเคราะห์ การจัดการเรียนรู้และผลลัพธ์การดำเนินการ หน่วยพัฒนาที่ 6 การมุ่งเน้นผู้เรียน ส่วนที่ 4 กระบวนการพัฒนา ส่วนที่ 5 การวัดผลและประเมินผล และส่วนที่ 6 เงื่อนไขความสำเร็จ

2. ผลการสร้างและตรวจสอบความเหมาะสมของรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม

2.1 ผลการสร้างรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม ประกอบด้วย 6 ส่วน ได้แก่ 1) หลักกการ 2) วัตถุประสงค์ 3) เนื้อหาของรูปแบบ โดยใช้แนวคิดการบริหารตามแนวทางของวงจรคุณภาพเดิมมิ่ง (PDCA) มี 6 ขั้นตอน ประกอบด้วย หน่วยพัฒนาที่ 1 การนำองค์กร หน่วยพัฒนาที่ 2 การวางแผนเชิงกลยุทธ์ หน่วยพัฒนาที่ 3 การมุ่งเน้นบุคลากร หน่วยพัฒนาที่ 4 การมุ่งเน้นกระบวนการ หน่วยพัฒนาที่ 5 การวัด การวิเคราะห์ การจัดการเรียนรู้และผลลัพธ์การดำเนินการ หน่วยพัฒนาที่ 6 การมุ่งเน้นผู้เรียน ส่วนที่ 4 กระบวนการพัฒนา ส่วนที่ 5 การวัดผลและประเมินผล และส่วนที่ 6 เงื่อนไขความสำเร็จ

2.2 ผลตรวจสอบความเหมาะสมของรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม โดยผู้ทรงคุณวุฒิ พบว่า โดยภาพรวมมีความเหมาะสม อยู่ในระดับมากที่สุด

3. ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม โดยภาพรวมมีความเป็นไปได้และความเป็นประโยชน์ อยู่ในระดับมากที่สุด

อภิปรายผลการวิจัย

1. ผลการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นและแนวทางการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม

1.1 ผลการศึกษาสภาพปัจจุบันการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม โดยภาพรวมอยู่ในระดับปานกลางและหลายขั้นตอน ได้แก่ ด้านการนำองค์กรอยู่ในระดับปานกลาง ด้านการวางแผนเชิงกลยุทธ์อยู่ในระดับปานกลาง ด้านการมุ่งเน้นบุคลากรอยู่ในระดับปานกลาง ด้านการมุ่งเน้นกระบวนการอยู่ในระดับปานกลาง ด้านการวัดผล การวิเคราะห์ การจัดการเรียนรู้และผลลัพธ์การดำเนินการอยู่ในระดับปานกลาง และด้านการมุ่งเน้นผู้เรียนอยู่ในระดับปานกลาง

1.2 ผลการศึกษาสภาพที่พึงประสงค์การบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม โดยภาพรวมอยู่ในระดับมากที่สุดและหลายขั้นตอน ได้แก่ ด้านการนำองค์กรอยู่ในระดับมากที่สุด ด้านการวางแผนเชิงกลยุทธ์อยู่ในระดับมากที่สุด ด้านการมุ่งเน้นบุคลากรอยู่ในระดับมากที่สุด ด้านการมุ่งเน้นกระบวนการอยู่ในระดับมากที่สุด ด้านการวัดผล การวิเคราะห์ การจัดการเรียนรู้และผลลัพธ์การดำเนินการอยู่ในระดับมากที่สุด และด้านการมุ่งเน้นผู้เรียนอยู่ในระดับมากที่สุด

1.3 ผลการศึกษาลำดับความต้องการจำเป็นในการพัฒนารูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านการนำองค์กร ลำดับที่ 2 ด้านการวางแผนเชิงกลยุทธ์ ลำดับที่ 3 ด้านการมุ่งเน้นบุคลากร ลำดับที่ 4 ด้านการมุ่งเน้นกระบวนการ ลำดับที่ 5 ด้านการวัดผล การวิเคราะห์ การจัดการเรียนรู้และผลลัพธ์การดำเนินการ และลำดับที่ 6 ด้านการมุ่งเน้นผู้เรียน สอดคล้องกับงานวิจัยของอร่าม วัฒนะ (2561) กล่าวว่ารูปแบบการบริหารสถานศึกษาสู่ความเป็นเลิศของโรงเรียนสังกัดองค์การบริหารส่วนจังหวัด มี

วัตถุประสงค์ 1) เพื่อวิเคราะห์องค์ประกอบการบริหารสถานศึกษาสู่ความเป็นเลิศของโรงเรียนสังกัดองค์การบริหารส่วนจังหวัด 2) เพื่อสร้างรูปแบบการบริหารสถานศึกษาสู่ความเป็นเลิศของโรงเรียนสังกัดองค์การบริหารส่วนจังหวัด 3) เพื่อประเมินรูปแบบการบริหารสถานศึกษาสู่ความเป็นเลิศของโรงเรียนสังกัดองค์การบริหารส่วนจังหวัด ผลการวิจัยพบว่าองค์ประกอบการบริหารสถานศึกษาสู่ความเป็นเลิศของโรงเรียนสังกัดองค์การบริหารส่วนจังหวัดมี 7 องค์ประกอบ ได้แก่ 1) ภาวะผู้นำของผู้บริหาร 2) คุณภาพครู 3) การวางแผนกลยุทธ์ 4) เครือข่ายความร่วมมือ 5) คุณภาพนักเรียน 6) การบริหารจัดการ 7) การพัฒนาบุคลากร

2. ผลการสร้างและตรวจสอบความเหมาะของรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม มี 6 องค์ประกอบ ได้แก่ ส่วนที่ 1 หลักการ ส่วนที่ 2 วัตถุประสงค์ ส่วนที่ 3 เนื้อหาของรูปแบบประกอบด้วย 6 หน่วยพัฒนา ได้แก่ 1) ด้านการนำองค์กร มี 5 ตัวบ่งชี้ 2) ด้านการวางแผนเชิงกลยุทธ์ มี 5 ตัวบ่งชี้ 3) ด้านการมุ่งเน้นบุคลากร มี 6 ตัวบ่งชี้ 4) ด้านการมุ่งเน้นกระบวนการ มี 5 ตัวบ่งชี้ 5) ด้านการวัดผล การวิเคราะห์ การจัดการเรียนรู้และผลลัพธ์การดำเนินการ มี 5 ตัวบ่งชี้ ส่วนที่ 4 กระบวนการพัฒนา ส่วนที่ 5 การวัดผลและประเมินผล และส่วนที่ 6 เงื่อนไขความสำเร็จ ทั้งนี้อาจเป็นเพราะว่า ในการวิจัยครั้งนี้ ผู้วิจัยได้ศึกษาข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ เพื่อให้ได้มาซึ่งข้อมูลเชิงประจักษ์ที่ถูกต้องชัดเจน สามารถนำมาเป็นรูปแบบฯ ได้อย่างถูกต้องตามหลักทฤษฎี และสามารถอธิบายเชิงเหตุผลของเรื่องที่ศึกษาสอดคล้องกับแนวคิดของสุจินดา เอี่ยมศิริ (2563) กล่าวไว้ว่ารูปแบบการบริหารจัดการโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา ภาคตะวันออกเฉียงเหนือ การจัดการศึกษาขั้นพื้นฐานถือได้ว่าเป็นหน่วยงานหลักที่สำคัญต่อการอำนวยประโยชน์ต่อการเรียนรู้อย่างต่อเนื่องตลอดชีวิต ซึ่งเป็นการนำมาสู่การวิจัยครั้งนี้ ที่มีวัตถุประสงค์เพื่อ 1) ศึกษาประสิทธิผลและกระบวนการการบริหารจัดการ 2) สร้างและประเมินรูปแบบการบริหารจัดการ 3) ประเมินผลก่อนและหลังการนำรูปแบบไปใช้ และ 4) ประเมินความเหมาะสมและความเป็นไปได้ ของรูปแบบการบริหารจัดการโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาภาคตะวันออกเฉียงเหนือ กำหนดกลุ่มตัวอย่างด้วยการเปิดตาราง Krejcie and Morgan เท่ากับ 615 คน โดยใช้การสุ่มตัวอย่างแบบเจาะจง และขนาดกลุ่มตัวอย่างร้อยละ 30 ของประชากร 99 คน คือ 33 คน ใช้การสุ่มอย่างง่าย และกลุ่มเป้าหมาย ใช้วิธีเลือกแบบเจาะจงเป็นกลุ่มโรงเรียนมาตรฐานสากล 17 คน กลุ่มผู้ทรงคุณวุฒิ 17 คน โรงเรียนอาสาสมัคร 1 แห่ง โดยใช้แบบสอบถาม มีค่าความเชื่อมั่นเท่ากับ 0.994 (ร่าง) รูปแบบการบริหารจัดการ แบบประเมินรูปแบบ 2 ชุด และแบบประเมินการบริหารจัดการ 1 ชุด ผ่านการตรวจสอบความตรงเชิงประจักษ์จากผู้ทรงคุณวุฒิ 5 คน เก็บรวบรวมข้อมูลด้วยการรับส่งทางไปรษณีย์ การสัมภาษณ์ และการทดลองใช้รูปแบบ ทำการวิเคราะห์ข้อมูลโดยใช้สถิติเชิงพรรณนาเพื่อหาค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และการวิแคราะห์เชิงเนื้อหา ผลการวิจัยพบว่า โดยรวมของประสิทธิผลและกระบวนการบริหารจัดการ อยู่ในระดับมาก ซึ่งรูปแบบที่พัฒนาขึ้นมีองค์ประกอบ 5 ส่วน คือ 1) หลักการและเหตุผล 2) วัตถุประสงค์ 3) โครงสร้างและสาระสำคัญ 4) แนวทางการดำเนินงาน 5) เงื่อนไขความสำเร็จ โดยหลังนำรูปแบบไปใช้มีประสิทธิผลอยู่ในระดับมากที่สุด และมีความเหมาะสมและความเป็นไปได้มากที่สุด จึงยืนยันได้ว่ารูปแบบที่ได้มีกระบวนการและการปฏิบัติอย่างแท้จริง

3. ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม ภาพรวมอยู่ในระดับมากที่สุด อาจเนื่องมาจากในการศึกษารูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนมีกระบวนการดำเนินการตามขั้นตอน โดยการศึกษาค้นคว้าจากทฤษฎี แนวคิด เอกสารและงานวิจัยที่เกี่ยวข้องมาวิเคราะห์ร่วมกับการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นในการพัฒนารูปแบบฯ และแนวปฏิบัติที่ดีในการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียน นำมายกร่างรูปแบบฯ นำเสนอผู้ทรงคุณวุฒิ จำนวน 9 ท่าน โดยจัดการสนทนากลุ่ม (Focus group) รับคำแนะนำจากผู้ทรงคุณวุฒิ มาปรับปรุงแก้ไขและได้พัฒนารูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ฉบับสมบูรณ์ มีการแสดงขั้นตอนการดำเนินงานตามกระบวนการ PDCA เป็นแผนภาพให้เข้าใจได้อย่างชัดเจน จึงส่งผลให้ความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ อยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับแนวคิดของพรพิมล แม้นญาติ (2563) กล่าวไว้ว่าการศึกษาวิจัยรูปแบบการบริหารงานโรงเรียนมัธยมศึกษาสู่มาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 7 มีวัตถุประสงค์เพื่อสร้างและพัฒนารูปแบบการบริหารงานโรงเรียนมัธยมศึกษาสู่มาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 7 การวิจัยแบ่งเป็น 3 ระยะ ได้แก่ ระยะที่ 1 ศึกษาและสำรวจข้อมูลเบื้องต้นเกี่ยวกับแนวคิด และหลักการบริหารโรงเรียนมาตรฐานสากล จากโรงเรียนมัธยมศึกษา 10 โรงเรียน ด้วยการวิเคราะห์เอกสาร และการสัมภาษณ์เชิงลึก จากนั้นนำมาจัดทำรูปแบบจำลองอิสระเพื่อใช้ในขั้นตอนต่อไป ระยะที่ 2 พัฒนารูปแบบการบริหารงานโรงเรียนมัธยมศึกษาสู่มาตรฐานสากล โดยใช้เทคนิค เดลฟาย (Delphi) จากผู้ทรงคุณวุฒิ 20 คน โดยแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ ระยะที่ 3 ประเมินผลและสรุปรูปแบบการบริหารงาน โรงเรียนมัธยมศึกษาสู่มาตรฐานสากลสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 7 โดยใช้เทคนิคการสนทนากลุ่ม ผลการวิจัยพบว่า รูปแบบการบริหารงานโรงเรียนมัธยมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 7 ประกอบด้วยด้านภาวะผู้นำ ด้านการวางแผน

เชิงกลยุทธ์ ด้านการมุ่งเน้นผู้รับบริการ ด้านการวัด การวิเคราะห์ และการจัดการความรู้ ด้านการมุ่งเน้นบุคลากร ด้านการจัดกระบวนการ ด้านผลลัพธ์ และผลการประเมินในมิติขององค์ประกอบด้านคุณภาพผู้เรียน องค์ประกอบด้านการจัดการเรียนการสอนเทียบเคียงมาตรฐานสากล และองค์ประกอบด้านบริหารจัดการด้วยระบบคุณภาพ ส่งผลให้ได้ผลลัพธ์ที่มีประสิทธิภาพและประสิทธิผล โดยเฉพาะด้านผู้เรียนซึ่งเป็นเป้าหมายหลักในการจัดการศึกษา และสอดคล้องกับสรณ์สิริ ศรีชาทุม (2565) กล่าวไว้ว่าศึกษาวิจัยการบริหารสถานศึกษาสู่ความเป็นเลิศตามหลักอิทธิบาท 4 ของผู้บริหารโรงเรียนเอกชน สังกัดศึกษาธิการจังหวัดหนองบัวลำภู มีวัตถุประสงค์เพื่อ 1) ศึกษาการบริหารสถานศึกษาสู่ความเป็นเลิศตามหลักอิทธิบาท 4 ของผู้บริหารโรงเรียนเอกชน สังกัดศึกษาธิการจังหวัดหนองบัวลาภู 2) เสนอแนวทางการบริหารสู่ความเป็นเลิศของผู้บริหารโรงเรียนเอกชน สังกัดศึกษาธิการจังหวัดหนองบัวลาภู โดยใช้ระเบียบวิจัย แบบผสมผสานวิธี กลุ่มตัวอย่างเป็นผู้บริหาร และครู จำนวน 214 รูป/คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามและแบบสัมภาษณ์แบบกึ่งโครงสร้าง โดยใช้สถิติวิเคราะห์หาค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และวิเคราะห์เชิงเนื้อหา ผลการวิจัยพบว่า 1) การบริหารสถานศึกษาสู่ความเป็นเลิศตามหลักอิทธิบาท 4 ของผู้บริหารโรงเรียนเอกชน สังกัดศึกษาธิการจังหวัดหนองบัวลาภู โดยภาพรวมอยู่ในระดับมากที่สุด จำแนกรายด้านโดยรวมอยู่ในระดับมากเรียงจากมากไปหาน้อย 3 อันดับแรก ได้แก่ 1. ด้านการปฏิบัติงานตามหลักอิทธิบาท 4 โดยมีค่าเฉลี่ย 4.82 ส่วนเบี่ยงเบนมาตรฐาน 0.03 2.ด้านการนาองค์กรตามหลักอิทธิบาท 4 มีค่าเฉลี่ย 4.77 ส่วนเบี่ยงเบนมาตรฐาน 0.40 3.ด้านการวางแผนตามหลักอิทธิบาท 4 มีค่าเฉลี่ย 4.74 ส่วนเบี่ยงเบนมาตรฐาน 0.01 2) แนวทางการบริหารสู่ความเป็นเลิศของผู้บริหารโรงเรียนเอกชน สังกัดศึกษาธิการจังหวัดหนองบัวลาภู คือ ผู้บริหารควรเป็นผู้นาทางความคิด ที่มีวิสัยทัศน์ในการวางนโยบายในการบริหาร ส่งเสริมให้มีส่วนร่วมของบุคลากรทั้งภายในและภายนอกโรงเรียน พร้อมทั้งให้ความสำคัญกับบุคลากรในทุกระดับอย่างเท่าเทียมกัน ควรมุ่งเน้นการปฏิบัติการอย่างเป็นระบบ เพื่อเอื้ออานวยในการปฏิบัติงานของครูและบุคลากรในโรงเรียน โดยคำนึงถึงความต้องการของนักเรียนหรือผู้มีส่วนได้ส่วนเสียทุกกลุ่มของโรงเรียน มีการจัดทำมาตรฐานและเกณฑ์การวัดทั้งในด้านการเรียนการสอน และการทางานของบุคลากร โดยมาตรฐานและเกณฑ์การวัดที่นามาใช้มีความชัดเจนและสามารถปฏิบัติได้จริง ควรสร้างให้นักเรียนและผู้ปกครองมีความพึงพอใจต่อการจัดการศึกษาของโรงเรียน

ข้อเสนอแนะ

ข้อเสนอแนะในการนำผลการวิจัยไปใช้

1. ข้อเสนอแนะสำหรับหน่วยงานต้นสังกัด หรือหน่วยงานกำหนดนโนบาย

สำนักงานสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ควรกำหนดแนวทาง หรือนโยบาย ดังนี้ 1) กำหนดนโยบาย หรือกลยุทธ์ให้สถานศึกษาบริหารจัดการเพื่อการบริหารสู่ความเป็นเลิศ 3) กำหนดนโยบายพัฒนาผู้บริหาร ครู และผู้เกี่ยวข้องให้เข้าใจ และมีเป้าหมายในการบริหารสู่ความเป็นเลิศร่วมกัน

2. ข้อเสนอแนะสำหรับสถานศึกษาที่สนใจรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม ไปใช้

2.1 เนื่องจากรูปแบบการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม ภาพรวม ดังนั้นการนำรูปแบบไปใช้ให้ได้ตรงประเด็น สถานศึกษาควรสำรวจประเมินความต้องการจำเป็นของโรงเรียนสนใจ ในแต่ละโรงเรียนก่อนเป็นอันดับแรก และนำมาพัฒนาหลักสูตรการฝึกอบรม ที่มีความสอดคล้องกับทักษะการบริหารของผู้บริหารที่มีความต้องการจำเป็น

2.2. ควรมีการพัฒนาหลักสูตรผู้บริหาร โดยนำเทคโนโลยีในมาใช้ในการบริหารสู่ความเป็นเลิศกับความต้องการของโรงเรียน ชุมชน และตอบสนองความต้องการของผู้บริหาร โดยเปิดโอกาสให้ผู้บริหารทุกภาคส่วนเข้ามามีส่วนร่วมในการดำเนินการ

2.3 โรงเรียนควรเปิดโอกาสให้แก่ครูและบุคลากรทางการศึกษา นักเรียน ชุมชน ได้มีส่วนร่วมในการวางแผนดำเนินงานการบริหาร การพัฒนาโรงเรียนร่วมกัน

2.4 ควรสร้างภาคีเครือข่ายการบริหาร/การพัฒนาโรงเรียน เพื่อร่วมจัดทำหลักสูตรพัฒนาผู้บริหาร

2.5 ครูและบุคลากรทางการศึกษาในโรงเรียน ควรจะได้รับการพัฒนาหรือให้ความรู้เกี่ยวกับการบริหารสู่ความเป็นเลิศเพื่อให้เกิดความตระหนักและความเข้าใจร่วมกัน

2.6 ควรจัดตั้งกรรมการ หรืออนุกรรมการ เพื่อขับเคลื่อน ติดตาม นิเทศในการบริหารสู่ความเป็นเลิศ

2.7 ผู้บริหารควรแสดงภาวะผู้นำ ขับเคลื่อนงานส่งเสริมการบริหารสู่ความเป็นเลิศ โดยอาจกำหนด นโยบายทิศทางพร้อมทั้งสนับสนุน ส่งเสริม กำกับติดตามอย่างใกล้ชิด

ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

1. ควรศึกษาปัจจัยที่ส่งผลต่อความสำเร็จในการบริหารสู่ความเป็นเลิศในโรงเรียนมาตรฐานสากล เพื่อหาแนวทางพัฒนาโรงเรียนมาตรฐานสากลอย่างต่อเนื่อง

2. ควรศึกษาวิจัยเกี่ยวกับการพัฒนาการบริหารสู่ความเป็นเลิศโรงเรียนมาตรฐานสากล เพื่อนำแนวคิด หลักการบริหารโรงเรียนมาตรฐานสากลมาพัฒนา บริหารสู่ความเป็นเลิศต่อไป

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การศึกษาองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่

A Study of School Administrators Competencies in Digital Age in the Area of Chiang Mai Education Sandbox

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) สังเคราะห์องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล และ 2) ตรวจสอบและยืนยันองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ มีวิธีดำเนินการวิจัย 2 ระยะ ได้แก่ ระยะที่ 1 การสังเคราะห์องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล จากแนวคิดและผลงานวิจัยของนักวิชาการและนักการศึกษา จำนวน 29 แหล่งข้อมูล และระยะที่ 2 การตรวจสอบและยืนยันองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย แบบสังเคราะห์องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล แบบบันทึกการสนทนากลุ่ม แบบตรวจสอบและยืนยันองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล

ผลการวิจัยพบว่า

1. ผลการสังเคราะห์องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล พบว่า มี 8 องค์ประกอบ โดยเป็นสมรรถนะหลัก 4 องค์ประกอบ ได้แก่ 1) ภาวะผู้นำทางวิชาการ 2) การพัฒนาทีมงานแนวใหม่ 3) การสร้างเครือข่ายทางการศึกษา และ 4) การเป็นพลเมืองดิจิทัล สำหรับสมรรถนะประจำสายงานมี 4 องค์ประกอบ ได้แก่ 1) การบริหารสถานศึกษายุคดิจิทัล 2) การพัฒนาศักยภาพบุคลากร 3) การสื่อสารและการจูงใจ และ 4) การเป็นผู้นำดิจิทัล

2. ผลการตรวจสอบและยืนยันองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ด้วยการสนทนากลุ่มกับผู้ทรงคุณวุฒิ พบว่า ทั้ง 8 องค์ประกอบผ่านการตรวจสอบและได้รับการยืนยัน โดยมีข้อเสนอแนะให้ปรับชื่อและลดจำนวนองค์ประกอบเป็น 7 องค์ประกอบ ดังนั้นองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ที่ได้รับการตรวจสอบและยืนยันจากผู้ทรงคุณวุฒิ พบว่ามี 7 องค์ประกอบ โดยเป็นสมรรถนะหลัก 4 องค์ประกอบ ได้แก่ 1) ความเป็นผู้นำทางวิชาการเชิงสร้างสรรค์ 2) การสร้างสรรค์นวัตกรรมการทำงานเป็นทีม 3) การสร้างภาคีหุ้นส่วนการศึกษา และ 4) การพัฒนาศักยภาพความเป็นผู้บริหารมืออาชีพ สำหรับสมรรถนะประจำสายงานมี 3 องค์ประกอบ ได้แก่ 1) การบริหารจัดการเชิงพื้นที่ 2) การพัฒนาศักยภาพบุคลากรสู่ความเป็นมืออาชีพ และ 3) การสื่อสารและการจูงใจ

คำสำคัญ : สมรรถนะผู้บริหารสถานศึกษา, ยุคดิจิทัล, พื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่

Abstract

The objectives of this research were to synthesize the components of school administrators' competencies in the digital age and to examine and confirm the components of school administrators' competencies in the area of Chiang Mai Education Sandbox. The research was conducted in two phases. The first phase was concerned with the synthesis of the components from 29 information sources from the concepts and study results of academics and educational officers. The second phase involved the examination and confirmation of the proposed components of school administrators' competencies. The research instruments were composed of a component

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synthesis form, a focus-group discussion record, and an examination and confirmation form. The research results are summarized as follows.

1. The synthesis results revealed that there were eight components of the school administrators' competencies. There were four core competencies which included academic leadership, new teamwork development, educational network creation, and digital citizenship. There were four functional competencies which comprised school administration in the digital age, development of personnel potential, communication and motivation, and digital leadership.

2. The examination and confirmation of the components by means of a focus group discussion with the experts revealed that the eight components were confirmed. Nevertheless, there were suggestions to adjust the component names and reduce the component number to seven. Consequently, there were confirmed seven components of the school administrators' competencies. There were four core competencies which consisted of creative academic leadership, team innovation creation, educational partnership creation, and development of professional administratorship. There were three functional competencies which were composed of spatial administration, development of personnel potential for professionalism, and communication and motivation.
Keywords: School Administrators' Competencies, Digital Age, Area of Chiang Mai Education Sandbox

บทนำ

การพัฒนาและเสริมสร้างศักยภาพทรัพยากรมนุษย์เป็นยุทธศาสตร์หนึ่งของเป้าหมายการพัฒนาประเทศในช่วงเวลาของยุทธศาสตร์ชาติระยะ 20 ปี (พ.ศ. 2561-2580) ซึ่งถือได้ว่าเป็นภารกิจสำคัญประการหนึ่งของกระทรวงศึกษาธิการที่จะต้องจัดการศึกษาให้มีคุณภาพ ซึ่งเป็นปัจจัยสำคัญในการสร้างทรัพยากรมนุษย์ให้มีสมรรถนะสูง เพื่อเสริมสร้างขีดความสามารถการแข่งขันของประเทศในเวทีโลกให้มุ่งสู่เป้าหมายไทยแลนด์ 5.0 ดังนั้นจึงได้มีการดำเนินงานปฏิรูปการศึกษาทั้งระบบโดยเฉพาะการปฏิรูปครู ผู้บริหาร และบุคลากรทางการศึกษา โดยเริ่มตั้งแต่ระบบการผลิตครู และผู้บริหาร ระบบคัดกรองสำหรับผู้ที่มีความประสงค์ในการประกอบวิชาชีพ ระบบการพัฒนาวิชาชีพ และระบบเส้นทางความก้าวหน้าในวิชาชีพ ตลอดจนการปรับแก้กฎหมายที่เกี่ยวข้อง เพื่อให้การปฏิรูปการศึกษาประสบผลสำเร็จตามเป้าประสงค์ (สำนักงานเลขาธิการสภาการศึกษา, 2562) ปัจจุบันระบบการพัฒนาผู้บริหารสถานศึกษาของประเทศไทยประสบปัญหาหลายประการ ซึ่งมีข้อมูลปรากฏในรายงานพันธกิจของคณะกรรมการอิสระเพื่อการปฏิรูปการศึกษาของสำนักงานเลขาธิการสภาการศึกษา (2562) ที่พบว่า 1) การคัดเลือกและพัฒนาผู้บริหารที่ไม่ได้เติบโตมาจากการเป็นครูผู้เชี่ยวชาญหรือชำนาญการ ส่งผลให้ผู้บริหารส่วนหนึ่งไม่สามารถเป็นผู้นำทางวิชาการในการพัฒนาครูให้สามารถพัฒนางานวิชาการและพัฒนาผู้เรียนได้อย่างเต็มที่ เนื่องจากระบบการคัดเลือกไม่ได้ให้ความสำคัญด้านประสบการณ์เกี่ยวกับการสอนและด้านการบริหารงานวิชาการ จึงทำให้ผู้บริหารมีความรู้ด้านหลักสูตรและศาสตร์การสอนค่อนข้างน้อย 2) ระบบการพัฒนาผู้บริหารที่เน้นการฝึกให้มีประสบการณ์การบริหาร โดยเรียนรู้จากผู้บริหารที่เป็นผู้บริหารมืออาชีพ ไม่มีการกำหนดสมรรถนะสำหรับการเป็นผู้บริหารที่ชัดเจน 3) ผู้บริหารสถานศึกษาที่มีแรงจูงใจในการปฏิบัติงานในพื้นที่ห่างไกลและขาดแคลน ไม่ได้รับการสนับสนุนเท่าที่ควร และ 4) ระบบการประเมินผู้บริหารสถานศึกษาที่เน้นผลการพัฒนาโรงเรียนและนักเรียนยังไม่ชัดเจน เป็นต้น นอกจากนี้ มานะ ครุธาโรจน์ (2563) ได้เสนอเพิ่มเติมว่าผู้บริหารส่วนใหญ่ไม่มีแรงจูงใจในการพัฒนาสถานศึกษาสู่ความเป็นเลิศในระดับนานาชาติ เนื่องจากไม่มีโอกาสได้รับการพัฒนาทักษะการใช้ภาษาอังกฤษเพื่อการสื่อสาร ทักษะการบริหารแนวใหม่ และการทำงานเป็นทีม เพื่อให้เป็นผู้มีวิสัยทัศน์ที่มีความสามารถในการกระตุ้นให้บุคลากรในองค์กรใช้ศักยภาพในการทำงานให้เกิดประสิทธิภาพสูงสุด มุ่งสู่ความเป็นเลิศและรู้เท่าทันการเปลี่ยนแปลง ซึ่ง พฤทธิ์ ศิริบรรณพิทักษ์ (2561) ได้มีข้อเสนอแนะไว้ว่า "การบริหารสถานศึกษาในยุคการเปลี่ยนแปลงอย่างรุนแรงและต่อเนื่อง เป็นการเปลี่ยนแปลงแบบพลิกโฉม (Disruptive Change) ดังนั้น ผู้บริหารจึงจำเป็นต้องปรับกระบวนทัศน์ใหม่ในการบริหารจัดการโดยต้องสร้างเสริมและพัฒนาตนเองให้เกิดสมรรถนะที่พึงประสงค์ พร้อมรับมือต่อการเปลี่ยนแปลงในยุคดิจิทัล ข้อเสนอดังกล่าวสอดคล้องกับแนวคิดของ ณัฐวุฒิ พงศ์สิริ (2563) ที่ได้เสนอไว้ว่าการบริหารทรัพยากรมนุษย์ในยุคดิจิทัลภายใต้เศรษฐกิจดิจิทัล (Digital Economy) ที่องค์กรต้องปรับตัวให้เป็นองค์กรดิจิทัล (Digital Organization) ต้องมีการนำเทคโนโลยีดิจิทัล 4 ประเภท มาเป็นเครื่องมือในการบริหารทรัพยากรมนุษย์ในยุคดิจิทัล ได้แก่ 1) Social : S 2) Mobility : M 3) Analytic : A และ 4) Cloud : C ซึ่งเรียกว่า "SMAC" เพื่อปรับปรุงระบบบริการบุคลากรออนไลน์ให้เป็นระบบ Mobile-based ภายใต้แนวคิด "Any Device Anywhere Any Time" และสนับสนุนการใช้ Social Media เป็นช่องทางการการเรียนรู้เพื่อพัฒนาให้ใช้งานได้บน Mobile-based เป็นการกระตุ้นความร่วมมือและผูกพันในองค์กร (Collaboration)

เนื่องจากได้มีการประกาศใช้พระราชบัญญัติพื้นที่นวัตกรรมการศึกษา พ.ศ. 2562 ซึ่งมีผลบังคับใช้เมื่อวันที่ 30 เมษายน 2562 โดยมาตรา 3 ได้นิยามความหมาย "พื้นที่นวัตกรรมการศึกษา" ไว้ว่าหมายถึง พื้นที่ที่คณะรัฐมนตรีประกาศกำหนดให้เป็นพื้นที่ปฏิรูปการบริหารและการจัดการศึกษาเพื่อสนับสนุนการสร้างนวัตกรรมการศึกษา และในมาตรา 5 ได้ระบุวัตถุประสงค์ของการจัดตั้งพื้นที่นวัตกรรมการศึกษาไว้

4 ประการคือ 1) คิดค้นและพัฒนานวัตกรรมการศึกษาและการเรียนรู้เพื่อยกระดับผลสัมฤทธิ์ทางการศึกษาของผู้เรียนรวมทั้งเพื่อดำเนินการให้มีการขยายผลไปใช้ในสถานศึกษาขั้นพื้นฐานอื่น 2) ลดความเหลื่อมล้ำในการศึกษา 3) การกระจายอำนาจและให้อิสระแก่หน่วยงานทางการศึกษานำร่องในพื้นที่นวัตกรรมการศึกษาเพื่อเพิ่มความคล่องตัวในการบริหารและการจัดการศึกษาให้มีประสิทธิภาพยิ่งขึ้น และ 4) สร้างและพัฒนากลไกในการจัดการศึกษาร่วมกันระหว่างภาครัฐ องค์กรปกครองส่วนท้องถิ่น ภาคเอกชนและภาคประชาสังคมในพื้นที่นวัตกรรมการศึกษา (สำนักงานศึกษาธิการจังหวัดเชียงใหม่, 2565) จากวัตถุประสงค์และเจตนารมณ์แห่งพระราชบัญญัติพื้นที่นวัตกรรมการศึกษา พุทธศักราช 2562 ดังกล่าวมาข้างต้น ผู้บริหารสถานศึกษาเป็นผู้ที่มีบทบาทสำคัญในการขับเคลื่อนการพัฒนาคุณภาพการศึกษาในพื้นที่นวัตกรรมการศึกษาให้ประสบผลสำเร็จ ประกอบกับการบริหารสถานศึกษาในยุคดิจิทัลมีการเปลี่ยนแปลงทางเทคโนโลยีอย่างก้าวกระโดด ผู้บริหารสถานศึกษาจึงจำเป็นต้องพัฒนาตนเองให้เป็นผู้ที่มีสมรรถนะสูงในการบริหารจัดการสถานศึกษา เพื่อให้สามารถดำเนินงานต่าง ๆ ให้บรรลุเป้าหมายและส่งเสริมให้สถานศึกษาเป็นองค์กรแห่งการเรียนรู้ที่มีประสิทธิภาพ

จากความเป็นมาและความสำคัญดังกล่าวมาข้างต้น ผู้วิจัยในฐานะที่ปฏิบัติงานในตำแหน่งผู้บริหารสถานศึกษา จึงมีความสนใจที่จะศึกษาวิจัยเรื่องการศึกษาองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ซึ่งผลจากการวิจัยครั้งนี้คาดว่าจะเป็นประโยชน์ต่อผู้บริหารสถานศึกษาให้สามารถนำไปประยุกต์ใช้เป็นแนวทางในการพัฒนาสมรรถนะของตนเองเพื่อเพิ่มประสิทธิภาพในการบริหารสถานศึกษาในยุคดิจิทัลตามบริบทและอัตลักษณ์เชิงพื้นที่ ประกอบกับหน่วยงานทางการศึกษาที่มีบทบาทในการพัฒนาผู้บริหารสถานศึกษาสามารถนำผลจากการวิจัยไปพัฒนากลยุทธ์เพื่อการขับเคลื่อนให้ผู้บริหารสถานศึกษามีสมรรถนะที่เหมาะสมและสอดคล้องกับความต้องการในการพัฒนาคุณภาพการศึกษายุคดิจิทัล

วัตถุประสงค์ของการวิจัย

1. เพื่อสังเคราะห์องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล
2. เพื่อตรวจสอบและยืนยันองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่

วิธีดำเนินการวิจัย

1. ขอบเขตการวิจัย

1.1 ประชากรและกลุ่มตัวอย่าง ประกอบด้วย

1.1.1 แหล่งข้อมูลที่เป็นเอกสาร ตำราและผลงานวิจัยที่เกี่ยวข้องกับองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล จากแนวคิดของนักวิชาการและนักการศึกษาทั้งภายในประเทศและต่างประเทศ จำนวน 29 แหล่งข้อมูล โดยมีหลักเกณฑ์ในการคัดเลือกแหล่งข้อมูลดังกล่าว ตามแนวคิดของ Scott (1990) ประกอบด้วย 1) ให้ข้อมูลที่เป็นความจริง (Authenticity) 2) ให้ข้อมูลที่มีความน่าเชื่อถือไม่บิดเบือนหรือคลาดเคลื่อนไปจากที่เป็นจริง (Credibility) 3) ให้ข้อมูลที่เป็นตัวแทน สามารถแสดงรายละเอียดข้อมูลประเภทและหรือกลุ่มประชากรเดียวกันได้ (Representativeness) และ 4) ให้ข้อมูลที่มีความหมายชัดเจน สามารถเข้าใจง่าย (Meaning)

1.1.2 ผู้ให้ข้อมูลในการสนทนากลุ่ม (Focus group discussion) เป็นผู้ทรงคุณวุฒิที่มีคุณสมบัติตามเกณฑ์ที่กำหนด กล่าวคือ 1) ปฏิบัติงานที่เกี่ยวข้องกับการบริหารการศึกษาของหน่วยงานทางการศึกษาในจังหวัดเชียงใหม่ และ 2) มีประสบการณ์ในการปฏิบัติงาน ด้านการบริหารการศึกษา ไม่น้อยกว่า 5 ปี ได้มาโดยการเลือกแบบเจาะจง ประกอบด้วย อาจารย์ผู้สอนระดับบัณฑิตศึกษา สาขาวิชาการบริหารการศึกษา จำนวน 1 คน ผู้บริหารการศึกษา จำนวน 1 คน นักการศึกษา 1 คน และผู้บริหารสถานศึกษาในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ จำนวน 2 คน รวมทั้งสิ้น 5 คน

1.1.3 ตัวแปรที่ใช้ในการวิจัย ประกอบด้วย องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ มี 8 องค์ประกอบ ได้แก่ 1) การบริหารสถานศึกษายุคดิจิทัล 2) ภาวะผู้นำทางวิชาการ 3) การพัฒนาศักยภาพบุคลากร 4) การพัฒนาทีมงานแนวใหม่ 5) การสื่อสารและการจูงใจ 6) การสร้างเครือข่ายทางการศึกษา 7) การเป็นพลเมืองดิจิทัล และ 8) การเป็นผู้นำดิจิทัล

2. ขั้นตอนในการวิจัย

การวิจัยในครั้งนี้ใช้ระเบียบวิธีวิจัยเชิงคุณภาพ (Qualitative research) โดยการสังเคราะห์เอกสาร ตำราและงานวิจัยที่เกี่ยวข้องกับองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล และการสนทนากลุ่ม (Focus group discussion) มี 2 ระยะ ดังนี้

ระยะที่ 1 การสังเคราะห์องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล จากแนวคิดและผลงานวิจัยของนักวิชาการ และนักการศึกษาทั้งในประเทศและต่างประเทศ ที่อยู่ในช่วงระยะเวลา 10 ปี จำนวน 29 แหล่งข้อมูล ได้แก่ Thapa (2016), Covert (2016), Shyr (2017), Nyakan & Ogola (2018), Wenceslao, Misa & Tugonon (2018), Jolley (2020), Chebib (2020), Asio & Bayucca (2021), Hamzah, Nasir & Wahab (2021), รอง ปัญสังกา (2555), นุชนรา รัตนะศิระประภา (2557), ทรงพล เทพคำ (2557), มณภัสสรณ์ เสถียรบุตร (2558), กรรณิกา เรดมอนด์ (2559), สมเจตน์ พันธุโฆษิต และปรียาพร วงศ์อนุตรโรจน์ (2560), วิชชุตา ถาวรกัลปชัย (2560), วัสนัย ล้นเหลือ (2560), ศราวุธ สุขจินดา

และคณะ (2561), ปณตนนท์ เถียรประภากุล (2561), นริศ มหาพรมวัน (2561), สกุณา ปั้นทอง และคณะ (2561), เล็ก ขมิ้นเขียว และคณะ (2562), ทิพวรรณ ล้วนปสิทธิ์สกุล (2562), ทินกร บัวชู และทิพภาพร บัวชู(2562), ภิชาพัชญ์ โหนา (2562), ฐิตินันท์ นันทะศรี (2563), สุชญา โกมลวานิช และคณะ (2563), มานะ ครุธาโรจน์ (2563), ภคพร เลิกนอก (2563) เพื่อมาจัดทำตารางสังเคราะห์องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล และสรุปผลโดยใช้เกณฑ์การแจกแจงความถี่จากแหล่งข้อมูลที่มีค่าความถี่ตั้งแต่ 15 ขึ้นไป ซึ่งเท่ากับหรือมากกว่าร้อยละ 50 ของแหล่งข้อมูลทั้งหมด โดยนำมาจัดลำดับตามจำนวนความถี่ของแต่ละองค์ประกอบ และจัดหมวดหมู่จำแนกออกเป็นองค์ประกอบที่เป็นสมรรถนะหลักและสมรรถนะประจำสายงาน

ระยะที่ 2 การตรวจสอบและยืนยันองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ โดยการจัดสนทนากลุ่ม (Focus Group Discussion) กับผู้ทรงคุณวุฒิ จำนวน 5 คน ซึ่งเป็นผู้ที่มีคุณสมบัติตามเกณฑ์การคัดเลือกที่ได้กำหนด เพื่อร่วมพิจารณาตรวจสอบและยืนยันองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ พร้อมทั้งให้ข้อเสนอแนะนิยามเชิงปฏิบัติการของแต่ละองค์ประกอบ จากผลการดำเนินงานในระยะที่ 2 ใช้เวลาดำเนินการ 1 วัน เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แบบบันทึกการสนทนากลุ่ม และแบบตรวจสอบและยืนยันองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล

สรุปผลการวิจัย

1. ผลการสังเคราะห์องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล โดยผู้วิจัยดำเนินการสังเคราะห์จากแนวคิดและผลงานวิจัยของนักวิชาการและนักการศึกษาทั้งภายในประเทศและต่างประเทศ ที่อยู่ในช่วงระยะเวลา 10 ปี จำนวน 29 แหล่งข้อมูล นำเสนอผลการแจกแจงความถี่ การจัดลำดับของแต่ละองค์ประกอบ และการจัดหมวดหมู่จำแนกออกเป็นองค์ประกอบที่เป็นสมรรถนะหลักและสมรรถนะประจำสายงาน ดังแสดงในตารางที่ 1 และตารางที่ 2

ตารางที่ 1 ผลการแจกแจงความถี่ และการจัดลำดับขององค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล

องค์ประกอบสมรรถนะผู้บริหารสถานศึกษาฯ / แนวคิดและผลงานวิจัยของนักวิชาการ และนักการศึกษา	Thapa (2016)	Covert (2016)	Shyr (2017)	Nyakan & Ogola (2018)	Wencesiao, Misa & Lugonon	Jolley (2020)	Chebib (2020)	Asio & Bayucca (2021)	Hamzah, Nasir & Wahab	วิจารณ์ พานิช (2555)	ปรัชญา ทัฬหกิจวิบูลย์ (2557)	พรรณี เกิดวิชัย (2557)	ณมัทธ์ภัสร์ เลิศวุฒา (2558)	กรรณิการ์ บุญหลง (2559)	สมเจตน์ ภูวิลัยพงศ์ และคณะ	ภัทรพล กาญจนวัฒน์ (2560)	ภัทร์ สันหลัก (2560)	ศรชล ศิริชัย และคณะ (2561)	ปนัดดา เลาหกิจการุณ (2561)	นริศ พรหมหิตาธร (2561)	ศกุล ปัญหา และคณะ(2562)	เสก ขันธ์ชัย และคณะ(2562)	ทิพวรรณ ลำดับศิลป์ (2562)	ทินกร วงศ์ทองหลาง และ ปรัชญา (2562)	ปัญญ์ชัย ไทยวัฒน์ (2562)	สิริลักษณ์ ทองศรี (2563)	ศุภณัฐ ศรีสุวรรณ และคณะ	ณัฐวุฒิ ไกรโรจน์ (2563)	ภาสกร เสนาสน (2563)	ผลรวม	ลำดับที่
	1	2	3	4	5	6	7	8	9	1 0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2		
1. การบริหารแบบมุ่งผลสัมฤทธิ์		/	/			/				/	/	/		/	/				/	/	/				/		/	/	/		17	5
2. การบริหารจัดการเชิงกลยุทธ์	/	/	/		/	/		/		/									/	/	/							/	/		15	7
3. การบริหารการเปลี่ยนแปลง		/	/			/	/	/	/			/		/	/	/	/	/	/	/	/				/		/	/			19	3
4. การบริหารความเสี่ยง					/	/		/		/		/		/					/	/					/						13	8
5. การพัฒนาองค์กรแห่งนวัตกรรม	/		/		/						/				/	/				/	/	/	/	/	/	/	/	/	/		17	5
6. การพัฒนาระบบเครือข่ายเทคโนโลยีดิจิทัล			/	/			/	/	/				/									/	/	/				/	/		15	7
7. การบริหารจัดการหลักสูตรสถานศึกษา			/			/				/		/		/		/		/				/	/								12	9
8. การส่งเสริมการสร้างนวัตกรรมการจัดการเรียนรู้		/	/				/	/			/				/	/				/	/							/	/		16	6
9. การพัฒนาประสิทธิภาพการจัดการเรียนรู้ของครู				/		/	/	/		/	/	/		/	/	/	/				/	/	/					/			18	4
10. การระดมทรัพยากรทางการศึกษาเพื่อการเรียนรู้		/	/		/	/	/	/		/			/	/	/		/				/			/	/			/	/		20	2
11. การพัฒนาระบบนิเวศการเรียนรู้				/	/	/		/		/						/	/				/	/						/			13	8
12. การพัฒนาความรู้ ทักษะ ความสามารถของบุคลากร		/	/		/	/		/	/		/	/		/	/	/					/	/	/					/	/		22	1
13. การส่งเสริมขวัญและกำลังใจ	/									/				/	/						/							/	/		15	7

แนวคิดและผลงานวิจัยของ นักวิชาการ และนักการศึกษา / องค์ประกอบสมรรถนะผู้บริหารสถานศึกษาฯ	Thapa (2016)	Covert (2016)	Shyr (2017)	Nyakan & Ogola (2018)	Wenceslao, Misa & Tugonon	Jolley (2020)	Chebib (2020)	Asio & Bayucca (2021)	Hamzah, Nasir & Wahab	รอง ปัญญา (2555)	นุชนารา รัตนะศิระประภา (2557)	ทรงพล เทพคำ (2557)	มณีภัสสรณ์ เสถียรบุตร (2558)	กรรณิการ เรดมอนด์ (2559)	สมเจตน์ พันธุไชยิต และคณะ	วิชชุดา ถาวรกิจปัจัย (2560)	วัสมัย ล้นเหลือ (2560)	ศราวุธ สุขจินดา และคณะ (2561)	ปณตนนท์ เถียรประภากุล (2561)	นริศ มหาพรมวัน (2561)	สกุณา ปั้นทอง และคณะ(2562)	เล็ก ซั้นเขียว และคณะ(2562)	ทิพวรรณ ล้านปลิทธิ์สกุล (2562)	ทินกร บัวชู และทิพภาพร บัวชู	ภัทราพัชญ์ โหนา (2562)	ฐิติมันท์ นันทะศรี (2563)	สุชญา โกมลวานิช และคณะ	มานะ ดวงโรจน์ (2563)	ภคพร เลิกนอก (2563)	ความถี่	ลำดับที่
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
14. การใช้สื่อเทคโนโลยีและนวัตกรรมบริหารงานบุคคล			/		/	/	/	/	/			/			/	/		/		/		/	/	/	/		/	/	/	18	4
15. การส่งเสริมการพัฒนาวิชาชีพ		/						/	/	/	/	/	/		/	/	/	/		/	/	/	/	/	/			/	/	19	3
16. สร้างสรรค์ความร่วมมือ	/	/	/		/	/	/			/	/	/	/	/	/	/	/				/	/			/	/				18	4
17. สร้างเครือข่ายที่เข้มแข็ง	/	/	/			/	/			/	/		/	/	/	/					/		/		/	/	/			16	6
18. สร้างสัมพันธภาพและความผูกพันระหว่างกัน	/	/	/			/				/	/	/	/	/	/	/				/	/	/	/	/	/			/		18	4
19. การมีทักษะการสื่อสารและการรับฟังอย่างมีประสิทธิผล	/	/			/	/					/	/	/			/	/	/				/	/	/		/			/		15	7
20. การมีศิลปะในการสื่อสารจูงใจ	/				/	/				/	/	/	/	/	/		/				/	/				/	/		/		15	7
21. การมีทักษะการสื่อสารดิจิทัล		/									/	/	/	/	/	/	/				/	/		/	/	/		/	/	/	16	6
22. มีความสามารถในการสร้างเครือข่ายภายในและภายนอกองค์กร		/								/	/	/	/	/		/		/	/	/				/	/	/		/		/	15	7
23. มีทักษะในการประสานงานบุคลากรภายในหน่วยงานอื่น และชุมชนที่ใกล้เคียงกับสถานศึกษา		/			/	/				/	/		/	/	/	/	/					/	/	/	/	/			/	/	17	5
24. มีมนุษยสัมพันธ์ การรู้จักบุคคลในชุมชน		/				/				/		/	/	/	/	/	/		/	/		/		/			/		/		15	7
25. ความสามารถด้านการบริหารจัดการ							/			/	/	/	/		/	/	/			/		/	/	/	/	/			/	/	16	6
26. เป็นผู้นำเชิงสร้างสรรค์	/	/	/		/	/	/	/						/	/	/			/			/	/	/	/	/	/	/			17	5
27. เป็นผู้นำเชิงนวัตกรรม		/	/		/	/	/	/				/			/	/			/	/	/	/	/	/	/	/	/	/	/	/	20	2

แนวคิดและผลงานวิจัยของนักวิชาการ และนักการศึกษา / องค์ประกอบสมรรถนะผู้บริหารสถานศึกษา	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	ค่าน้ำหนัก	ค่าร้อยละ
Thapa (2016)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
Covert (2016)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
Shyr (2017)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
Nyakan & Ogola (2018)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
Wencesiao, Misa & Tugonon	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
Jolley (2020)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
Chebib (2020)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
Asio & Bayucca (2021)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
Hamzah, Nasir & Wahab	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
รอง ปัญญา (2555)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
พูนชาว สัมมะวิสะวาสะ (2557)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
ทรงพล เกษา (2557)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
มณฑิตาภา ณัฐวุฒา (2558)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
กรรณิการ์ เรืองหนู (2559)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
สมชาติ พลเจริญ และคณะ	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
วิชุดา กาญจนสิงห์ (2560)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
วิสิฐ ศิริพันธ์ (2560)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
ศรายุธ ศิริพันธ์ และคณะ (2561)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
ปณพนพร์ ณัฐวุวรกกุล (2561)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
นวัล ลมพรพิรวัน (2561)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
ธฤณ ปิยพร และคณะ(2562)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
ณัท ขมันธ์ชัย และคณะ(2562)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
ทิพวรรณ ลิ้มปนิลทิลิณ (2562)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
ทินกร ปวุฒิ และพิพวาพร ปวุฒิ	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
ปุ๊กพรพัฒน์ ไม้หา (2562)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
ฐิติมันท์ นันทะศรี (2563)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
ศิขรินทร์ ไกษาสิงห์ และคณะ	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
สมพร ปุญญาวิวัฒน์ (2563)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
อนันต์ ยอดมณี (2563)	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	16	20	22	16	15	17	6	6
ค่าน้ำหนัก	6	9	7	8	9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2								
ค่าร้อยละ	6	9	7	8	9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2								

ตารางที่ 2 ผลการจัดหมวดหมู่องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล จำแนกเป็นสมรรถนะหลักและสมรรถนะประจำสายงาน

องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล	ความถี่	ลำดับที่
องค์ประกอบที่เป็นสมรรถนะหลัก ประกอบด้วย		
1. ภาวะผู้นำทางวิชาการ		
1.1 การระดมทรัพยากรทางการศึกษาเพื่อการเรียนรู้	20	1
1.2 การพัฒนาประสิทธิภาพการจัดการเรียนรู้ของครู	18	2
1.3 การส่งเสริมการสร้างนวัตกรรมการจัดการเรียนรู้	16	3
2. การพัฒนาทีมงานแนวใหม่		
2.1 การสร้างสัมพันธภาพและความผูกพันระหว่างกัน	18	1
2.2 การสร้างสรรค์ความร่วมมือ	18	1
2.3 การสร้างเครือข่ายที่เข้มแข็ง	16	2
3. การสร้างเครือข่ายทางการศึกษา		
3.1 การมีทักษะการประสานงานบุคลากรภายในหน่วยงานอื่นๆ และชุมชนที่ใกล้เคียงกับสถานศึกษา	17	1
3.2 การมีความสามารถด้านการบริหารจัดการ	16	2
3.3 การมีความรู้ในการสร้างเครือข่ายทั้งภายในและนอกองค์กร	15	3
3.4 การมีมนุษยสัมพันธ์ รู้จักบุคคลในชุมชน	15	3
4. การเป็นพลเมืองดิจิทัล		
4.1 การพัฒนาตนเองอย่างต่อเนื่อง	22	1
4.2 การปฏิบัติตนตามจรรยาบรรณวิชาชีพ	17	2
4.3 การรู้เท่าทัน มีสำนึกสากล	16	3
4.4 ความกล้าหาญทางจริยธรรม	15	4
องค์ประกอบที่เป็นสมรรถนะประจำสายงาน ประกอบด้วย		
1. การบริหารสถานศึกษายุคดิจิทัล		
1.1 การบริหารความเปลี่ยนแปลง	19	1
1.2 การบริหารแบบมุ่งผลสัมฤทธิ์	17	2
1.3 การพัฒนาองค์กรแห่งนวัตกรรม	17	2
1.4 การพัฒนาระบบเครือข่ายเทคโนโลยีดิจิทัล	15	3
1.5 การบริหารจัดการเชิงกลยุทธ์	15	3
2. การพัฒนาศักยภาพบุคลากร		
2.1 การพัฒนาความรู้ ทักษะ ความสามารถของบุคลากร	22	1
2.2 การส่งเสริมการพัฒนาวิชาชีพ	19	2
2.3 การใช้สื่อเทคโนโลยีและนวัตกรรมบริหารงานบุคคล	18	3
2.4 การส่งเสริมขวัญและกำลังใจ	15	4
3. การสื่อสารและการจูงใจ		
3.1 การมีทักษะการสื่อสารดิจิทัล	16	1
3.2 การมีทักษะการสื่อสารและการรับฟังอย่างมีประสิทธิผล	15	2
3.3 การมีศิลปะในการสื่อสารจูงใจ	15	2
4. การเป็นผู้นำดิจิทัล		
4.1 การเป็นผู้นำเชิงนวัตกรรม	20	1
4.2 การเป็นผู้นำการเปลี่ยนแปลง	20	1
4.3 การเป็นผู้นำเชิงสร้างสรรค์	17	2
4.4 การเป็นผู้นำเทคโนโลยีดิจิทัล	16	3

จากตารางที่ 1 และตารางที่ 2 พบว่า ผลการสังเคราะห์องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลตามเกณฑ์การแจกแจงความถี่จากแหล่งข้อมูลที่มีค่าความถี่ตั้งแต่ 15 ขึ้นไป ซึ่งเท่ากับหรือมากกว่าร้อยละ 50 ของแหล่งข้อมูลทั้งหมด เรียงลำดับความถี่สูงสุดถึงต่ำสุดตามเกณฑ์ที่กำหนด โดยเลือกพฤติกรรมที่มีความถี่ลำดับ 1-4 ของแต่ละองค์ประกอบได้มาทั้งหมด 8 องค์ประกอบ จำแนกเป็นสมรรถนะหลัก 4 องค์ประกอบ ได้แก่ 1) ภาวะผู้นำทางวิชาการ ประกอบด้วยการระดมทรัพยากรทางการศึกษาเพื่อการเรียนรู้ การพัฒนาประสิทธิภาพการจัดการเรียนรู้ของครู การเป็นผู้นำเชิงสร้างสรรค์และการเป็นผู้นำเทคโนโลยีดิจิทัล 2) การพัฒนาทีมงานแนวใหม่ ประกอบด้วยการสร้างสัมพันธภาพและความผูกพันระหว่างกัน การสร้างสรรค์ความร่วมมือ การสร้างเครือข่ายที่เข้มแข็ง 3) การสร้างเครือข่ายทางการศึกษา ประกอบด้วยการมีทักษะการประสานงานบุคลากรภายในหน่วยงานอื่น ๆ และชุมชนที่ใกล้เคียงกับสถานศึกษา การมีความสามารถด้านการบริหารจัดการ การมีความรู้ในการสร้างเครือข่ายทั้งภายในและนอกองค์กร และการมีมนุษยสัมพันธ์ รู้จักบุคคลในชุมชน และ 4) การเป็นพลเมืองดิจิทัล ประกอบด้วย การพัฒนาตนเองอย่างต่อเนื่อง การปฏิบัติตนตามจรรยาบรรณวิชาชีพ การรู้เท่าทัน มีสำนึกสากลและความกล้าหาญทางจริยธรรม และจำแนกเป็นสมรรถนะประจำสายงาน 4 องค์ประกอบ ได้แก่ 1) การบริหารสถานศึกษายุคดิจิทัล ประกอบด้วย การบริหารความเปลี่ยนแปลง การบริหารแบบมุ่งผลสัมฤทธิ์ การพัฒนาองค์กรแห่งนวัตกรรม การพัฒนาระบบเครือข่ายเทคโนโลยีดิจิทัล และการบริหารจัดการเชิงกลยุทธ์ 2) การพัฒนาศักยภาพบุคลากร ประกอบด้วยการพัฒนาความรู้ ทักษะความสามารถของบุคลากร การส่งเสริมการพัฒนาวิชาชีพ การใช้สื่อเทคโนโลยีและนวัตกรรมบริหารงานบุคคล และการส่งเสริมขวัญและกำลังใจ 3) การสื่อสารและการจูงใจ ประกอบด้วย การมีทักษะการสื่อสารดิจิทัล การมีทักษะการสื่อสารและการรับฟังอย่างมีประสิทธิผล และการมีศิลปะในการสื่อสารจูงใจ และ 4) การเป็นผู้นำดิจิทัล ประกอบด้วย การเป็นผู้นำเชิงนวัตกรรม การเป็นผู้นำการเปลี่ยนแปลง การเป็นผู้นำเชิงสร้างสรรค์ และการเป็นผู้นำเทคโนโลยีดิจิทัล

2. ผลการตรวจสอบและยืนยันองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ด้วยการจัดสนทนากลุ่ม (Focus Group Discussion) พบว่า องค์ประกอบทั้ง 8 องค์ประกอบผ่านการตรวจสอบและได้รับการยืนยัน แต่ได้เสนอแนะให้ปรับชื่อองค์ประกอบที่เป็นสรรถนะหลักและสมรรถนะประจำสายงาน พร้อมทั้งลดจำนวนองค์ประกอบให้คงเหลือ 7 องค์ประกอบ นอกจากนี้ผู้ทรงคุณวุฒิได้มีข้อเสนอแนะในการปรับนิยามเชิงปฏิบัติการของแต่ละองค์ประกอบโดยให้พิจารณาถึงคำสำคัญที่เน้นพฤติกรรมตามสมรรถนะหลักและสมรรถนะประจำสายงานของผู้บริหารสถานศึกษาให้สอดคล้องกับการบริหารสถานศึกษาในยุคดิจิทัล และยุทธศาสตร์การขับเคลื่อนพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ดังนั้นองค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ที่ได้รับการตรวจสอบและยืนยันจากผู้ทรงคุณวุฒิพบว่า มี 7 องค์ประกอบ จำแนกเป็นสมรรถนะหลัก และสมรรถนะประจำสายงาน ดังนี้

2.1 สมรรถนะหลักมี 4 องค์ประกอบ ได้แก่ 1) ความเป็นผู้นำทางวิชาการเชิงสร้างสรรค์ เน้นพฤติกรรมเกี่ยวกับการระดมทรัพยากรทางการศึกษาเพื่อการเรียนรู้ การพัฒนาประสิทธิภาพการจัดการเรียนรู้ของครู การเป็นผู้นำเชิงสร้างสรรค์ การเป็นผู้นำเทคโนโลยีดิจิทัล และการส่งเสริมการสร้างนวัตกรรมการจัดการเรียนรู้ 2) การสร้างสรรค์นวัตกรรมการทำงานเป็นทีม เน้นพฤติกรรมเกี่ยวกับการสร้างสัมพันธภาพและความผูกพันระหว่างกัน การสร้างสรรค์ความร่วมมือ และการสร้างเครือข่ายที่เข้มแข็ง 3) การสร้างภาคีหุ้นส่วนการศึกษา เน้นพฤติกรรมเกี่ยวกับทักษะการประสานงานบุคลากรภายในหน่วยงานอื่น ๆ และชุมชนที่ใกล้เคียงกับสถานศึกษา ความสามารถด้านการบริหารจัดการ ความรู้ในการสร้างเครือข่ายทั้งภายในและนอกองค์กร และการมีมนุษยสัมพันธ์ รู้จักบุคคลในชุมชน 4) การพัฒนาศักยภาพความเป็นผู้บริหารมืออาชีพ เน้นพฤติกรรมเกี่ยวกับการพัฒนาตนเองอย่างต่อเนื่อง การปฏิบัติตนตามจรรยาบรรณวิชาชีพ รู้เท่าทัน มีสำนึกสากล และความกล้าหาญทางจริยธรรม

2.2 สมรรถนะประจำสายงาน มี 3 องค์ประกอบ ได้แก่ 1) การบริหารจัดการเชิงพื้นที่ เน้นพฤติกรรมเกี่ยวกับการเป็นผู้นำเชิงนวัตกรรม การเป็นผู้นำการเปลี่ยนแปลง การบริหารความเปลี่ยนแปลง การบริหารแบบมุ่งผลสัมฤทธิ์ การพัฒนาองค์กรแห่งนวัตกรรม การพัฒนาระบบเครือข่ายเทคโนโลยีดิจิทัล และการบริหารจัดการเชิงกลยุทธ์ 2) การพัฒนาศักยภาพบุคลากรสู่ความเป็นมืออาชีพ เน้นพฤติกรรมเกี่ยวกับการพัฒนาความรู้ ทักษะความสามารถของบุคลากร การส่งเสริมการพัฒนาวิชาชีพ กการใช้สื่อเทคโนโลยีและนวัตกรรมบริหารงานบุคคล และการส่งเสริมขวัญและกำลังใจ และ 3) การสื่อสารและการจูงใจ เน้นพฤติกรรมเกี่ยวกับการมีทักษะการสื่อสารดิจิทัล การมีทักษะการสื่อสารและการรับฟังอย่างมีประสิทธิผล และการมีศิลปะในการสื่อสารจูงใจ

อภิปรายผลการวิจัย

จากผลการวิจัยครั้งนี้ สามารถนำมาอภิปรายจำแนกได้ 2 ประเด็น ดังนี้

1. จากผลการวิจัยที่พบว่า องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ที่เป็นสมรรถนะหลักมี 4 องค์ประกอบ ได้แก่ 1) ความเป็นผู้นำทางวิชาการเชิงสร้างสรรค์ ซึ่งเน้นพฤติกรรมเกี่ยวกับการพัฒนานวัตกรรมการบริหารจัดการงานวิชาการด้วยการส่งเสริมและสนับสนุนการระดมทรัพยากรเพื่อการบริหารการศึกษาในการจัดทำหลักสูตรสถานศึกษาเชิงสมรรถนะที่มุ่งทักษะในอนาคต การใช้สื่อเทคโนโลยีดิจิทัล การพัฒนานวัตกรรมการบริหารจัดการเรียนรู้ มีการพัฒนาระบบนิเทศภายในที่เข้มแข็งเพื่อพัฒนาประสิทธิภาพการจัดการเรียนรู้ของครูและคุณภาพผู้เรียนให้มีคุณลักษณะอันพึงประสงค์ในสังคมปัจจุบันและอนาคต 2) การสร้างสรรค์นวัตกรรมการทำงานเป็นทีม ซึ่งเน้นพฤติกรรมเกี่ยวกับการพัฒนากระบวนการทำงานเป็นทีมอย่างเป็นระบบด้วยนวัตกรรมดิจิทัล ส่งเสริมและพัฒนา

ศักยภาพของทีมงาน สนับสนุนการปฏิบัติงาน แก้ไขปัญหาความขัดแย้ง สร้างและรักษาสัมพันธภาพความผูกพันและความไว้วางใจเพื่อสร้างวัฒนธรรมองค์กรอย่างยั่งยืน 3) การสร้างภาคีหุ้นส่วนการศึกษา ซึ่งเน้นพฤติกรรมเกี่ยวกับการสร้างกลไกในการประสานงานและพัฒนาเครือข่ายทั้งภาครัฐ ภาคเอกชนและภาคประชาสังคมเพื่อร่วมขับเคลื่อนและสร้างสรรค์ความร่วมมือให้เกิดการแลกเปลี่ยนเรียนรู้ สร้างความเข้มแข็งในการบริหารจัดการศึกษาเพื่อพัฒนาสถานศึกษาให้มีประสิทธิภาพ 4) การพัฒนาศักยภาพความเป็นผู้บริหารมืออาชีพ ซึ่งเน้นพฤติกรรมเกี่ยวกับการใช้เทคโนโลยีดิจิทัลในการพัฒนาตนเองและวิชาชีพให้เป็นพลเมืองดิจิทัลที่มีทักษะการใช้ภาษาไทยและภาษาอังกฤษเพื่อการสื่อสาร ปฏิบัติตนตามหลักปรัชญาเศรษฐกิจพอเพียง มีจิตสำนึกรับผิดชอบในการบริหารสถานศึกษาตามจรรยาบรรณวิชาชีพ ยึดมั่นในหลักธรรมาภิบาล มีความกล้าหาญทางจริยธรรม รู้เท่าทันสถานการณ์โลก มีสำนึกสากล มีทัศนคติเชิงบวก ยอมรับความหลากหลายทางวัฒนธรรม ตลอดจนนำองค์กรสู่การเปลี่ยนแปลงเพื่อให้เกิดประโยชน์สูงสุดต่อการบริหารสถานศึกษายุคดิจิทัล ผลการวิจัยดังกล่าวจึงสอดคล้องกับข้อเสนอของสมาคมเทคโนโลยีการศึกษานานาชาติ (International Society for Technology in Education : ITSE, 2009 ที่เกี่ยวกับมาตรฐานชาติด้านการใช้เทคโนโลยีสำหรับผู้บริหารสถานศึกษา (National Educational Technology Standard for Administrators : NETS-A) ในด้านการปฏิบัติที่เป็นเลิศอย่างมืออาชีพ (Excellence in professional practiced) ในการจัดสภาพแวดล้อมและนวัตกรรมการเรียนรู้ให้กับผู้เรียน เสริมสร้างพลังอำนาจครูให้จัดการเรียนรู้โดยใช้เทคโนโลยีและแหล่งเรียนรู้ดิจิทัล และการเป็นพลเมืองในยุคดิจิทัล (Digital Citizenship) ซึ่งผู้บริหารสถานศึกษาจะต้องเป็นแบบอย่างที่ดีและส่งเสริมให้เกิดความตระหนักในประเด็นทางสังคม จริยธรรมและกฎหมาย ตลอดจนรับผิดชอบการปฏิบัติตามวัฒนธรรมในสังคมดิจิทัล ซึ่งสอดคล้องกับข้อค้นพบจากผลงานวิจัยของวชิน อ่อนอ้าย (2558) ที่พบว่า ผู้บริหารสถานศึกษาต้องมีภาวะผู้นำเชิงนวัตกรรมที่มีขีดความสามารถในการสร้างสรรค์สนับสนุนบุคลากรให้เกิดการเรียนรู้ร่วมกัน จัดระบบเทคโนโลยีสารสนเทศเพื่อการสื่อสาร สร้างวัฒนธรรมและบรรยากาศองค์การ สร้างทีมงานเฉพาะกิจ และสร้างเครือข่ายทางสังคม (Social Network Mapping) ในการเชื่อมโยงการติดต่อสื่อสารระหว่างครู บุคลากรในสถานศึกษาและนักวิชาการ ผู้เชี่ยวชาญจากภายนอกเพื่อพัฒนาสถานศึกษาไปสู่การเป็นองค์การแห่งนวัตกรรม นอกจากนี้ยังสอดคล้องกับข้อค้นพบจากผลงานวิจัยของทินกร บัวชู และทิพภาพร บัวชู (2562) ที่พบว่า ภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา ประกอบด้วยการมีวิสัยทัศน์ในการเปลี่ยนแปลงองค์กรด้วยการพัฒนานวัตกรรมดิจิทัล และต้องเป็นผู้นำในการใช้งานดิจิทัลได้อย่างคล่องแคล่ว จัดสภาพแวดล้อมการเรียนรู้และนวัตกรรมดิจิทัลได้อย่างมืออาชีพ ตลอดจนสร้างสรรค์พลวัตในการใช้เทคโนโลยีและนวัตกรรมดิจิทัลให้เป็นวัฒนธรรมการเรียนรู้ในสถานศึกษาได้อย่างทั่วถึง อีกทั้งยังสอดคล้องกับผลการวิจัยของภคพร เลิกนอก (2563) ที่พบว่า สมรรถนะผู้บริหารสถานศึกษาด้านการบริหารงานวิชาการ การบริหารงานงบประมาณ การบริหารงานบุคคล และการบริหารงานทั่วไปในยุคดิจิทัล ที่สำคัญได้แก่ การนำสื่อเทคโนโลยีสารสนเทศและนวัตกรรมมาประยุกต์ใช้ในการจัดทำหลักสูตรสถานศึกษา การพัฒนากระบวนการจัดการเรียนรู้ การสร้างฐานข้อมูลสารสนเทศออนไลน์เพื่อพัฒนาบุคลากร ตลอดจนการพัฒนาระบบสารสนเทศเพื่อการดำเนินงานธุรการและการประชาสัมพันธ์ อนึ่ง ผู้วิจัยเห็นว่า สมรรถนะหลักของผู้บริหารสถานศึกษายุคดิจิทัลที่ได้จากข้อค้นพบในงานวิจัยครั้งนี้ จะสามารถนำประเทศเปลี่ยนผ่านไปสู่ยุคประเทศไทย 5.0 ได้ ซึ่งสอดคล้องกับผลงานวิจัยของจุฬาลักษณ์ โสระพันธ์ (2564) ที่พบว่า ผู้บริหารสถานศึกษายุคดิจิทัลจะต้องเป็นผู้เรียนรู้ตลอดชีวิต พร้อมรับการเปลี่ยนแปลงตนเอง รวมถึงเปิดโอกาสให้ครูและนักเรียนมีส่วนร่วมและเรียนรู้นวัตกรรมใหม่บนพื้นฐานของสิ่งแวดล้อมที่มีอยู่ มีความคิดเชิงกลยุทธ์แบบอนาคตที่สามารถแก้ปัญหาได้ แบ่งปันความเป็นผู้นำ กล้าทดลองเทคโนโลยีใหม่ ๆ และสร้างความสัมพันธ์ที่ดีกับผู้รู้ที่เป็นภูมิปัญญา

2. จากผลการวิจัยที่พบว่า องค์ประกอบสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลในพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่ ที่เป็นสมรรถนะประจำสายงานมี 3 องค์ประกอบ ได้แก่ 1) การบริหารจัดการเชิงพื้นที่ ซึ่งเน้นพฤติกรรมเกี่ยวกับการบริหารจัดการที่เน้นการบริหารการเปลี่ยนแปลงเชิงกลยุทธ์และการสร้างระบบเฝ้าระวังการบริหารจัดการศึกษารวมถึงการพัฒนาระบบเครือข่ายเทคโนโลยีดิจิทัลให้มุ่งสู่การเป็นองค์กรแห่งนวัตกรรม 2) การพัฒนาศักยภาพบุคลากรสู่ความเป็นมืออาชีพ ซึ่งเน้นพฤติกรรมเกี่ยวกับการพัฒนาระบบการเสริมสร้างประสิทธิภาพการปฏิบัติงานเชิงสมรรถนะด้วยการใช้สื่อเทคโนโลยีดิจิทัลในการบริหารงานบุคคลรวมทั้งส่งเสริมกระบวนการแลกเปลี่ยนเรียนรู้ทางวิชาชีพและพัฒนาตนเองจากการลงมือทำและสนับสนุนการสร้างนวัตกรรมการจัดการเรียนรู้โดยใช้การวิจัยเป็นฐานอีกทั้งส่งเสริมขวัญและกำลังใจเพื่อพัฒนาบุคลากรสู่ความเป็นมืออาชีพ 3) การสื่อสารและการจูงใจ ซึ่งเน้นพฤติกรรมเกี่ยวกับการใช้ศิลปะในการสื่อสารและจูงใจ มีทักษะการสื่อสารดิจิทัลเพื่อโน้มน้าวและสร้างแรงบันดาลใจให้ผู้ร่วมงานสามารถปฏิบัติงานมุ่งสู่ผลลัพธ์ที่ท้าทายได้อย่างมีประสิทธิภาพตลอดจนสร้างขวัญกำลังใจให้มีความสุขในการทำงาน ซึ่งผลจากการวิจัยครั้งนี้สอดคล้องกับข้อค้นพบในงานวิจัยของเล็ก ขมิ้นเขียว และคณะ (2562) ที่พบว่า สมรรถนะผู้บริหารโรงเรียนมัธยมศึกษาในศตวรรษที่ 21 มี 6 องค์ประกอบ ได้แก่ การบริหารการเปลี่ยนแปลงเชิงกลยุทธ์ การทำงานเป็นทีม การพัฒนาตนเองและบุคลากร การพัฒนานวัตกรรมการบริหาร การพัฒนาการคิด และการมีภาวะผู้นำทางวิชาการ ซึ่งองค์ประกอบดังกล่าวครอบคลุมถึงสมรรถนะหลักและสมรรถนะ ประจำสายงานของผู้บริหารสถานศึกษายุคดิจิทัล นอกจากนี้ ณัฐวุฒิ พงศ์สิริ (2563) ได้เสนอไว้ว่า การบริหารทรัพยากรมนุษย์ในยุคดิจิทัลภายใต้เศรษฐกิจดิจิทัล (Digital Economy) ที่องค์กรต้องปรับตัวให้เป็นองค์กรดิจิทัล (Digital Organization) โดยนำเทคโนโลยีดิจิทัล 4 ประเภท มาเป็นเครื่องมือในการบริหารทรัพยากรมนุษย์ในยุคดิจิทัล ได้แก่ 1) Social : S 2) Mobility : M 3) Analytic : A และ 4) Cloud : C ซึ่งเรียกว่า “SMAC” เพื่อนำมาต่อยอดกับ Smart Phone ของตนเองเชื่อมต่อกับฐานข้อมูลและระบบปฏิบัติการเพื่อบริหารจัดการเป็นรายบุคคล ปรับปรุงระบบบริการบุคลากรออนไลน์ให้เป็นระบบ Mobile-based ภายใต้แนวคิด “Any Device Anywhere Any Time” สนับสนุนการใช้ Social Media เป็นช่องทางการการเรียนรู้และพัฒนาให้ใช้งานได้บน Mobile-based และพัฒนาต่อยอด Social Media ด้วยการใช้เทคนิคใน

รูปแบบของเกม โดยไม่ใช้ตัวเกม (Gamification) เพื่อกระตุ้นความร่วมมือและความผูกพันในองค์กร (Collaboration) จึงกล่าวได้ว่าข้อเสนอดังกล่าวสอดคล้องกับผลการวิจัยครั้งนี้ เนื่องจากเป็นการนำเทคโนโลยีดิจิทัลมาประยุกต์ในการบริหารบุคลากรของสถานศึกษาให้ก้าวทันกับยุคแห่งการเปลี่ยนแปลงในสังคมดิจิทัล อนึ่งจากการศึกษาข้อค้นพบจากงานวิจัยของโสมวลี ชยามฤต (2564) ที่พบว่า การพัฒนาบุคลากรเพื่อรองรับยุคดิจิทัลต้องมีการพัฒนาทักษะที่จำเป็นในอนาคต ได้แก่ ทักษะด้านเทคโนโลยีสารสนเทศ ภาษา การปรับตัว การใช้สัญชาติญาณในการตัดสินใจและการเข้าใจผู้อื่น ตลอดจนการพัฒนาทักษะให้ตรงกับงาน อาทิ จัดโครงการฝึกอบรม การทำข้อตกลงร่วมกัน (MOU) กับหน่วยงานต่าง ๆ จัดตั้งสถาบันเพื่อผลิตบุคลากรให้มีทักษะตรงกับลักษณะงานที่จะเกิดขึ้นในอนาคต จัดสร้างพื้นที่และโครงการต่าง ๆ เพื่อแลกเปลี่ยนเรียนรู้และประสบการณ์ให้บุคลากรได้แสดงศักยภาพ และพัฒนาการเรียนรู้ในรูปแบบแพลตฟอร์มออนไลน์ เพื่อสนับสนุนการเรียนรู้ด้วยตนเอง (Self-Learning) และจัดทำฐานข้อมูลนวัตกรรม (Innovation) เพื่อจัดเก็บข้อมูล องค์ความรู้ หรือประสบการณ์อย่างเป็นระบบ ดังนั้นจะเห็นว่าข้อค้นพบดังกล่าวสอดรับกับผลจากการวิจัยในครั้งนี้ ซึ่งผู้วิจัยสามารถนำไปเป็นข้อเสนอในการพัฒนาสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัล ให้สอดคล้องกับบริบทและอัตลักษณ์เชิงพื้นที่ ตามยุทธศาสตร์การขับเคลื่อนพื้นที่นวัตกรรมการศึกษาจังหวัดเชียงใหม่ ในแผนพัฒนาการศึกษาจังหวัดเชียงใหม่ (พ.ศ. 2562-2565) ของสำนักงานศึกษาธิการจังหวัดเชียงใหม่ (2564) ด้านการพัฒนาผู้บริหาร ครู อาจารย์ และบุคลากรทางการศึกษาให้มีสมรรถนะตามมาตรฐานวิชาชีพ เพื่อยกระดับคุณภาพการบริหารจัดการศึกษาให้ก้าวทันต่อการเปลี่ยนแปลงในยุคดิจิทัล

ข้อเสนอแนะ

1. ข้อเสนอแนะสำหรับการนำผลวิจัยไปใช้

1.1 ผู้บริหารสถานศึกษาสามารถนำผลการวิจัยไปเป็นแนวทางในการพัฒนาสมรรถนะตนเองและผู้ร่วมงาน เพื่อเพิ่มประสิทธิภาพในการบริหารจัดการสถานศึกษายุคดิจิตัลตามบริบทและอัตลักษณ์เชิงพื้นที่ของแต่ละแห่ง

1.2 สถานศึกษาทุกระดับและทุกสังกัดสามารถร่วมกันขับเคลื่อนการพัฒนาสมรรถนะผู้บริหารสถานศึกษาให้ก้าวทันการเปลี่ยนแปลงในยุคดิจิทัล และสอดคล้องกับยุทธศาสตร์ตามแผนพัฒนาการศึกษาของพื้นที่นวัตกรรมการศึกษา จังหวัดเชียงใหม่

1.3 หน่วยงานทางการศึกษาระดับนโยบายสามารถนำผลการวิจัยไปพัฒนากลยุทธ์เพื่อการขับเคลื่อนให้ผู้บริหารสถานศึกษามีสรรมถนะที่เหมาะสมและสอดคล้องกับความต้องการในการพัฒนาคุณภาพการบริหารสถานศึกษาในยุคดิจิทัล

2. ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

2.1 ควรศึกษาวิจัยเกี่ยวกับรูปแบบการบริหารจัดการเพื่อพัฒนาสมรรถนะผู้บริหารสถานศึกษายุคดิจิทัลของสถานศึกษาทุกระดับและทุกสังกัดในพื้นที่นวัตกรรมการศึกษาของแต่ละจังหวัด

2.2 ควรศึกษาวิจัยเกี่ยวกับกลยุทธ์การพัฒนาสมรรถนะผู้บริหารตามมาตรฐานวิชาชีพและมาตรฐานตำแหน่งของผู้บริหารการศึกษาและผู้บริหารสถานศึกษาในแต่ละสังกัดให้สอดคล้องกับยุทธศาสตร์การขับเคลื่อนพื้นที่นวัตกรรมการศึกษาของแต่ละจังหวัด

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การพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

Developing Management Guidelines Toward Innovative Organization of School Under the Secondary Educational Service Area Office Loei-Nong Bua Lam Phu

ปรัชญากร โพธิ์ทอง Pruchayakorn Poetong[1]
เสน่ห์ คำสมหมาย Sanae Komsommai[2]

บทคัดย่อ

การวิจัยนี้มีความมุ่งหมายเพื่อ 1) เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นในการพัฒนา แนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู 2) เพื่อพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 297 คน ได้มาโดยการสุ่มตัวอย่างจากการเทียบตารางสำเร็จรูปของตาราง Krejcie & Morgan และการสุ่มแบบแบ่งชั้นภูมิ ผู้บริหารสถานศึกษาและครูที่มีผลงานด้านนวัตกรรมการบริหารและนวัตกรรมด้านการจัดการเรียนรู้ จำนวน 3 โรงเรียน โรงเรียนละ 2 คน รวมทั้งสิ้น 6 คน ผู้ทรงคุณวุฒิ จำนวน 7 คน และผู้ทรงคุณวุฒิเพื่อประเมินความเป็นไปได้ของแนวทาง จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบประเมินความเหมาะสมและความเป็นไปได้ของแนวทาง สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง ค่าอาจจำแนก ค่าความเชื่อมั่น และค่าดัชนีความต้องการจำเป็น ผลการวิจัยพบว่า

1. สภาพปัจจุบันการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยภาพรวมอยู่ในระดับมาก และ สภาพที่พึงประสงค์ การบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยภาพรวมอยู่ในระดับมาก และลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านวิสัยทัศน์และกลยุทธ์ ลำดับที่ 2 ด้านบรรยากาศการสร้างสรรค์ และ ลำดับ ที่ 3 ด้านโครงสร้าง

2. แนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู พบว่า ประกอบด้วย 1) วัตถุประสงค์ 2) วิธีดำเนินการ มี 3 ด้าน 16 วิธีดำเนินการ ดังนี้ ด้านวิสัยทัศน์และกลยุทธ์ มี 6 วิธีดำเนินการ ด้านบรรยากาศการสร้างสรรค์ มี 5 วิธีดำเนินการ และด้านโครงสร้าง มี 5 วิธีดำเนินการ 3) กลไกในการบริหารจัดการ และ 4) เงื่อนไขความสำเร็จ

3. ผลการประเมินความเหมาะสมของการพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยผู้ทรงคุณวุฒิ 7 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และ ผลการประเมินความเหมาะสมและความเป็นไปได้ของการพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยผู้บริหารจำนวน 10 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด

คำสำคัญ : การพัฒนาแนวทาง, การบริหาร, องค์กรแห่งนวัตกรรม

Abstract

This research study aimed to 1) Study the generalities, current conditions and needs in the innovative organization management of the school under the secondary educational service area office Loei - Nong Bua Lam Phu. 2) Develop guidelines toward the innovative organization management of the school under the secondary educational service area office Loei - Nong Bua Lam Phu. 3) evaluate to affirm professional development for

[1] สาขาวิชาการบริหารการศึกษา วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น (065-2355461)
[2] สาขาวิชาการบริหารการศึกษา วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

innovative organization management of the school under the secondary educational service area office Loei - Nong Bua Lam Phu. The sample group consisted of 297 school directors and teachers by random sampling from the ready-made table comparisons of Krejcie & Morgan and stratified random sampling. The informants were 3 school directors and teachers who have innovative organization management and innovative learning management. It is almost 6 people, and 7 experts selected by purposive sampling. The research tools are current condition questionnaire, desirable condition, interview form, group conversation record and the appropriateness and feasibility assessment form of the approach research report preparation statistics consist of requests upon receipt of standardized sections. The value consistency index may sort the required reference value and requirement index value.

The result found that:

1) From the study of current conditions, problems, needs in the innovative organization management of the school under the secondary educational service area office Loei - Nong Bua Lam Phu. It was found that innovative organization management of the school under the office of the secondary education area Nong Bua Lam Phu, with the total in the high level and the need from descending as follows: the 1st vision and strategy, the 2nd creative atmosphere and the 3rd structure.

2) The guidelines management toward innovative organization of the school under the secondary educational service area office Loei - Nong Bua Lam Phu. It was found that it consists of 1) Objective 2) Procedure, there are 3 compositions included 16 methods. As follows: Vision and strategy, there are 6 methods. Creative Atmosphere, there are 5 methods and Structure, there are 5 methods as well. 3) Management mechanisms and 4) Success conditions.

3) Assessment results of guidelines management toward innovative organization management of the school under the secondary educational service area office Loei - Nong Bua Lam Phu, evaluate by 7 experts are at the most appropriate level. The possibility results of guidelines management toward innovative organization management, evaluate by 10 directors are at the most appropriate level and the possibility is at the highest level.
Keywords: Development of guidelines, The management, Innovative organization

บทนำ

องค์กรแห่งนวัตกรรม (Innovation Organization : IO) เป็นการบริหารจัดการองค์กรสมัยใหม่หรือการเปลี่ยนแปลงองค์กรไปสู่สิ่งใหม่ (Organizational Renewal) Szabo & Csontos (2016) เพื่อปรับเปลี่ยนคุณลักษณะหรือพฤติกรรมขององค์กรโดยการสร้างนวัตกรรมอย่างมีระบบที่มุ่งเน้นศักยภาพหรือความแตกต่างให้สามารถนำไปต่อยอดหรือสร้างยุทธศาสตร์การศึกษาแนวใหม่ได้ Drucker (2015) มีความยืดหยุ่นในการบริหาร กระจายอำนาจและมีบรรยากาศการทำงานเป็นทีมโดยการเปิดโอกาสให้ทุกคนในองค์กรแสดงความคิดเห็น และนำความรู้จากศาสตร์ที่หลากหลายมาต่อยอด เพื่อสร้างและปรับปรุงวิธีการจัดการรูปแบบใหม่พัฒนาให้เกิดวิธีการและรูปแบบวิธีการใหม่ได้ อีกทั้งเปิดโอกาสให้ทุกฝ่ายที่เกี่ยวข้องได้แสดงความคิดเห็นร่วมกันในการตัดสินใจ และให้ความสำคัญกับความรู้ สามารถเข้าถึงความรู้ได้อย่างสร้างสรรค์ เพื่อเป็นทรัพยากรที่สำคัญในการสร้างนวัตกรรม

จากพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 และ (ฉบับที่ 3) พ.ศ. 2553 หมวดที่ 7 มาตรา 52 ว่าด้วยเรื่อง การส่งเสริมให้มีระบบกระบวนการผลิต การพัฒนาครู คณาจารย์ และบุคลากรทางการศึกษาให้มีคุณภาพและมาตรฐานที่เหมาะสมกับการเป็นวิชาชีพชั้นสูง โดยการกำกับและประสานให้สถาบันที่ทำหน้าที่ผลิตและพัฒนาครู คณาจารย์ รวมทั้งบุคลากรทางการศึกษาให้มีความพร้อมและมีความเข้มแข็งในการเตรียมบุคลากรใหม่และการพัฒนาบุคลากรประจำการอย่างต่อเนื่อง จากพระราชบัญญัติการศึกษาข้างต้นจะเห็นได้ว่าหากองค์กรการศึกษาสามารถพัฒนาครู บุคลากรในองค์กร ให้เป็นผู้มีความพร้อมอยู่เสมอก็สามารถขับเคลื่อนและทำให้องค์กรก้าวเข้าสู่องค์กรแห่งนวัตกรรมได้ กระทรวงศึกษาธิการ (2553)

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู มีปัญหาด้านการบริหารทรัพยากรที่มีอยู่อย่างจำกัดซึ่งเป็นอุปสรรคในการเป็นองค์กรแห่งนวัตกรรม และจากสถานการณ์ที่เปลี่ยนแปลงในปัจจุบัน รวมไปถึงสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรน่า 2019 ทำให้การศึกษาขาดความต่อเนื่อง ดังนั้น ผู้อำนวยการและบุคลากรทางการศึกษา สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู จึงมีบทบาทหน้าที่สำคัญอย่างยิ่ง ในการสร้างความเข้าใจและสร้างความตระหนักให้บุคลากรในสังกัดคิดค้นและพัฒนา นำพาสถานศึกษาในสังกัดให้เป็นองค์กรแห่งนวัตกรรม รวมถึงการเล็งเห็นความสำคัญของนโยบายระดับประเทศใน

ด้านการส่งเสริมและพัฒนาบุคลากรให้สามารถสร้างสรรค์สิ่งใหม่ หรือพัฒนาให้บุคลากรเป็น นวัตกรเพื่อสร้างสรรค์นวัตกรรม ในปัจจุบันสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ได้กำหนดกลยุทธ์ในการบริหารงาน ปีการศึกษา 2564 กลยุทธ์ที่ 5 คือ การส่งเสริมสนับสนุนให้สถานศึกษาในสังกัดทำวิจัยและพัฒนานวัตกรรม พัฒนาคุณภาพการศึกษาที่เทียบเคียงกับมาตรฐานสากล เพื่อนำไปสู่การบริหารสถานศึกษาให้เป็นองค์กรแห่งนวัตกรรมที่เป็นรูปธรรมมากยิ่งขึ้น

จากความเป็นมา ความสำคัญ และปัญหาที่กล่าวมาข้างต้น การพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู จึงถูกพัฒนาขึ้นเพื่อให้มีความเหมาะสมสอดคล้องกับความต้องการของผู้บริหารสถานศึกษา และครู ให้ผู้บริหารสถานศึกษาและครูได้นำไปปรับประยุกต์ใช้ให้สอดคล้องกับบริบทของสถานศึกษา เพื่อบรรลุเป้าหมายต่อไปในอนาคต

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นในการพัฒนาแนวทางการบริหารสู่องค์กร แห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู
2. เพื่อพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เลย หนองบัวลำภู
3. เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง การพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงาน การวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็น ของการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

1. ประชากรและกลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ปีการศึกษา 2564 ผู้บริหารสถานศึกษา จำนวน 112 คน และครูผู้สอน 2,524 คน รวมทั้งสิ้น 2,636 คน โดยผู้วิจัยได้ดำเนินการกำหนดขนาดกลุ่มตัวอย่างโดยเทียบจำนวนประชากรทั้งหมด กับตารางสำเร็จรูปของเคจซีมอร์แกน (Krejcie and Morgan) บุญชม ศรีสะอาด (2556) ได้กลุ่มตัวอย่าง จำนวน 335 คน ผู้วิจัยคำนวณหาจำนวนกลุ่มตัวอย่างตามสัดส่วนของประชากรที่ได้มาโดยใช้หน่วยการสุ่มเป็นตามขนาดของโรงเรียน โดยใช้สูตร Taro Yamane (1973) ให้ได้จำนวนครบตามสัดส่วนที่กำหนดไว้ แบ่งเป็น โรงเรียนขนาดใหญ่พิเศษ 98 คน โรงเรียนขนาดใหญ่ 118 คน โรงเรียนขนาดกลาง 95 คน และโรงเรียนขนาดเล็ก 24 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม ได้แก่ วุฒิการศึกษา ตำแหน่งงานในสถานศึกษา ประสบการณ์การทำงานในตำแหน่งปัจจุบัน ขนาดของสถานศึกษาที่ปฏิบัติงาน ซึ่งเป็นแบบตรวจสอบรายการ (Check List)

ตอนที่ 2 แบบสอบถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ของการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ตามองค์ประกอบและตัวบ่งชี้ที่ได้จากการศึกษา มีลักษณะเป็นแบบมาตราประมาณค่า (Rating Scale) 5 ระดับ และได้กำหนดน้ำหนักคะแนนตามวิธีของลิเคิร์ท (Likert)

2.2 การสร้างและหาคุณภาพของเครื่องมือ

2.2.1 ผู้วิจัยนำแบบสอบถาม สภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ไปตรวจสอบค่าดัชนีความสอดคล้องระหว่างจุดประสงค์กับข้อคำถาม (IOC) กับผู้เชี่ยวชาญ (ชุดเดิม) 5 คน เกณฑ์การตัดสินค่า IOC มีค่า 0.50 – 1.00 พบว่า ได้ค่า IOC เท่ากับ 0.94

2.2.2 ผู้วิจัยนำเครื่องมือไปปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

2.2.3 ผู้วิจัยนำแบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์ไปทดลอง (Try Out) เก็บรวบรวมข้อมูลจากกลุ่มที่มีลักษณะใกล้เคียงกับกลุ่มตัวอย่างที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 8 คน และครู

จำนวน 22 คน แล้วนำแบบสอบถามที่ทดลองใช้มาวิเคราะห์หาความเชื่อมั่น (Riliability) ของแบบสอบถาม โดยนำแบบสอบถามแต่ละข้อที่มีค่าอำนาจจำแนกเข้าเกณฑ์ คือ ตั้งแต่ 0.20 – 1.00 มาคำนวณหาค่าสัมประสิทธิ์แอลฟ่า (α-Coefficient) ตามวิธีการของครอนบาค (Cronbach) เกณฑ์ที่กำหนดคือตั้งแต่ 0.70 ขึ้นไป (บุญชม ศรีสะอาด, 2556) พบว่า ได้ค่าความเชื่อมั่นของแบบสอบถามสภาพปัจจุบัน เท่ากับ 0.962 ความเชื่อมั่นของแบบสอบถามสภาพที่พึงประสงค์ เท่ากับ 0.936 และมีค่าอำนาจจำแนกรายข้อ (Item – Total Correlations) อยู่ระหว่าง 0.92

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ในการขอความอนุเคราะห์จากผู้อำนวยการสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู แจ้งให้สถานศึกษากลุ่มตัวอย่างทราบ และให้ความร่วมมือในการตอบแบบสอบถาม

3.2 ส่งหนังสือขอความอนุเคราะห์ในการตอบแบบสอบถาม พร้อมส่งแบบสอบถามถึงผู้บริหารสถานศึกษาและครูที่เป็นกลุ่มตัวอย่าง โดยผ่าน Google Form โดยผู้วิจัยได้สร้าง QR CODE ในการเข้าไปตอบแบบสอบถาม และกำหนดระยะเวลาในการตอบแบบสอบถาม เพื่อสะดวกในการเก็บข้อมูล และได้ข้อมูลตรงตามระยะเวลาที่กำหนด

3.3 ดำเนินการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างการวิจัยผ่าน Google Form

3.4 ผู้วิจัยนำแบบสอบถามมาวิเคราะห์ข้อมูลด้วยคอมพิวเตอร์โดยใช้โปรแกรมสำเร็จรูป

4. การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ ของการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint)

ระยะที่ 2 การพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรม โดยการศึกษาจากโรงเรียนผลงานด้านนวัตกรรมที่ได้รับรางวัลในระดับเขตพื้นที่การศึกษา

ตอนที่ 1 ศึกษาการพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรม โดยการศึกษาจากผู้บริหารและครูที่มีผลงานด้านนวัตกรรมการบริหารและนวัตกรรมด้านการจัดการเรียนรู้ที่ได้รับรางวัลในระดับเขตพื้นที่การศึกษา

1. กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู ของโรงเรียนที่มีการบริหารสู่องค์กรแห่งนวัตกรรมที่ได้รับรางวัลในระดับเขตพื้นที่การศึกษา จำนวน 3 โรงเรียน โรงเรียนละ 2 คน รวม 6 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทของเครื่องมือ แบบสัมภาษณ์แบบกึ่งมีโครงสร้าง (Semi Structure Interview)

2.2 การสร้างและหาคุณภาพของเครื่องมือ

2.2.1 ผู้วิจัยศึกษากรอบแนวคิดในการสร้างแบบสัมภาษณ์เพื่อศึกษาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู (บุญชม ศรีสะอาด, 2556)

2.2.2 ผู้วิจัยสร้างแบบสัมภาษณ์เพื่อศึกษาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

2.2.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของแบบสัมภาษณ์

2.2.4 ผู้วิจัยนำแบบสัมภาษณ์เสนอต่อผู้เชี่ยวชาญ 5 คน (ชุดเดิม) เพื่อตรวจสอบ เพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ IOC เท่ากับ 0.80 – 1.00

2.2.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ จัดพิมพ์แบบสัมภาษณ์ ที่ปรับปรุงแก้ไขแล้ว ไปใช้ในการเก็บรวบรวมข้อมูล

3. การเก็บรวบรวมข้อมูล

3.1 ผู้วิจัยเสนอคำร้องต่อสำนักงานบัณฑิตวิทยาลัย มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ให้ออกหนังสือราชการขอความร่วมมือไปยังโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ที่เป็นกลุ่มเป้าหมาย จำนวน 3 โรงเรียน เพื่อขอความร่วมมือในการเข้าสัมภาษณ์

3.2 ดำเนินการสัมภาษณ์โดยผู้วิจัยดำเนินการและประสานกับผู้ทรงคุณวุฒิตามช่องทางที่เหมาะสม ตามวันเวลาที่กำหนด

4. การวิเคราะห์ข้อมูล

ดำเนินการเก็บรวบรวมข้อมูลโดยการสัมภาษณ์เชิงลึก และนำข้อมูลจากการสัมภาษณ์มาสรุปประเด็นและนำเสนอโดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

ตอนที่ 2 ยกร่างแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

1. ขั้นการดำเนินการ

1.1 วิเคราะห์และสังเคราะห์ผลจากการศึกษาในระยะที่ 1 สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

1.2 วิเคราะห์และสังเคราะห์ผลจากการศึกษาข้อมูลในระยะที่ 2 ซึ่งเป็นการศึกษา โรงเรียนที่มีการบริหารสู่องค์กรแห่งนวัตกรรมที่ได้รับรางวัลในระดับเขตพื้นที่การศึกษา จำนวน 3 โรงเรียน โดยใช้เทคนิคการสัมภาษณ์เชิงลึก

1.3 นำข้อมูลที่ได้จากข้อ 1.1 และ 1.2 ยกร่างการพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู (ฉบับที่1) ผู้วิจัยได้กำหนดกรอบสาระของร่างแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู เป็นแนวทางเชิงโครงสร้างความคิดที่แสดงโครงสร้างและความสัมพันธ์ของขอบข่ายการบริหารสู่องค์กรแห่งนวัตกรรม ได้แก่ ด้านวิสัยทัศน์และกลยุทธ์ ด้านโครงสร้าง และด้านบรรยากาศการสร้างสรรค์ ตามกรอบแนวคิดทฤษฎีวงจรคุณภาพ Deming (PDCA) ที่กำหนด

ตอนที่ 3 ตรวจสอบยืนยันร่างแนวทางการบริหารสู่องค์กรแห่งนวัตกรรม สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

1. นำร่างแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู มาตรวจสอบยืนยัน โดยผู้ทรงคุณวุฒิ จำนวน 7 คน ใช้วิธีการสนทนากลุ่ม (Focus Group Discussion)

2. กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 7 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ ได้แก่ แบบบันทึกการสนทนากลุ่ม และแบบประเมินความเหมาะสมของแนวทางฯ

3.2 การสร้างและหาคุณภาพเครื่องมือ

3.2.1 ผู้วิจัยศึกษาวิธีการสร้างแบบบันทึกการสนทนากลุ่ม จากเอกสารตำรา (บุญชม ศรีสะอาด, 2556)

3.2.2 ผู้วิจัยสร้างแบบบันทึกประเด็นการสนทนากลุ่ม เกี่ยวกับร่างแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

3.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของแนวทาง

3.3.4 ผู้วิจัยนำเครื่องมือ นำเสนอต่อผู้เชี่ยวชาญ จำนวน 5 คน (ชุดเดิม) ตรวจสอบเพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป

3.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.6 ผู้วิจัยจัดพิมพ์แบบบันทึกการสนทนากลุ่ม ฉบับสมบูรณ์ เพื่อดำเนินการเก็บรวบรวมข้อมูล

4. ประเมินความเหมาะสมแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยผู้ทรงคุณวุฒิ (ชุดเดิม) นำร่างแนวทางฯ ไปปรับแก้ไข และให้ผู้ทรงคุณวุฒิ (ชุดเดิม) ประเมินความเหมาะสมของแนวทางฯ

5. การวิเคราะห์ข้อมูล

5.1 ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลจากแบบบันทึกการสนทนากลุ่ม มาวิเคราะห์เนื้อหาและสรุปประเด็น

5.2 สรุปประเด็นจากการสนทนากลุ่ม และนำเสนอโดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

5.3 ผู้วิจัยวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมของแนวทางการบริหารสู่องค์กรแห่งนวัตกรรม ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

ระยะที่ 3 การประเมินความเหมาะสมและความเป็นไปได้ของร่างแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

1. กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทของเครื่องมือ ได้แก่ แบบสอบถามเพื่อประเมินแนวทางฯ

2.2 ลักษณะของเครื่องมือ แบบมาตราประมาณค่า (Rating Scale) 5 ระดับ (บุญชม ศรีสะอาด, 2556)

2.3 การสร้างและหาคุณภาพเครื่องมือ

2.3.1 ผู้วิจัยศึกษากรอบแนวคิดในการสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้แนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู (บุญชม ศรีสะอาด, 2556)

2.3.2 ผู้วิจัยสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

2.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของแนวทาง

2.3.4 ผู้วิจัยนำแบบสอบถามเพื่อประเมินแนวทางฯ เสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) เพื่อตรวจสอบ เพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป

2.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

2.3.6 ผู้วิจัยจัดพิมพ์แบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ฉบับสมบูรณ์ และนำไปใช้ในการเก็บรวบรวมข้อมูลต่อไป

3. การวิเคราะห์ข้อมูล

3.1 ผู้วิจัยดำเนินตรวจสอบความครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาเพื่อวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

3.2 ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint)

4. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

4.1 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ

4.1.1 การตรวจสอบค่าอำนาจจำแนก โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายของเพียร์สัน โดยดูจากค่าความสัมพันธ์จากคะแนนรายข้อกับคะแนนรวม (Item Total Correlation) เกณฑ์ที่ใช้แต่ละข้อมีค่าระหว่าง 0.30-1.00 (บุญชม ศรีสะอาด, 2556)

4.1.2 การตรวจสอบความเชื่อมั่น โดยใช้สูตรสัมประสิทธิ์แอลฟาของครอนบาค (Cronbrach'Alpha Coefficient) (บุญชม ศรีสะอาด, 2556)

4.2 สถิติพื้นฐาน ได้แก่ หาค่าเฉลี่ย ($\bar{X}$) และส่วนเบี่ยงเบนมาตรฐาน (S.D.)

สรุปผลการวิจัย

การวิจัยเรื่อง การพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ผู้วิจัยได้สรุป ผลการวิจัย ดังนี้

1. ผลการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ปรากฏดังนี้

1.1 สภาพปัจจุบันโดยรวมอยู่ในระดับมาก ($\bar{X}$= 4.07) พิจารณาเป็นรายด้าน พบว่า มีการปฏิบัติอยู่ในระดับมากทุกด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านโครงสร้าง ($\bar{X}$= 4.11) ด้านวิสัยทัศน์และกลยุทธ์ ($\bar{X}$= 4.05) และด้านบรรยากาศการสร้างสรรค์ ($\bar{X}$ = 4.05)

1.2 สภาพที่พึงประสงค์โดยรวมอยู่ในระดับมาก ($\bar{X}$= 4.24) มีสภาพที่พึงประสงค์อยู่ในระดับมากทุกด้าน เรียงลำดับค่าเฉลี่ยพบว่ามีค่าเท่ากันทุกด้าน ได้แก่ ด้านวิสัยทัศน์และกลยุทธ์ ($\bar{X}$= 4.24) ด้านโครงสร้าง ($\bar{X}$= 4.24) และด้านบรรยากาศการสร้างสรรค์ ($\bar{X}$= 4.24)

1.3 ลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านวิสัยทัศน์และกลยุทธ์ ($PNI_{modified}$ = 0.044) ด้านบรรยากาศการสร้างสรรค์ ($PNI_{modified}$ = 0.044) ลำดับที่ 2 ด้านโครงสร้าง ($PNI_{modified}$ = 0.025)

2. การพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู พบว่า

2.1 แนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู พบว่า ประกอบด้วย 1) วัตถุประสงค์ 2) วิธีดำเนินการ มี 3ด้าน 16 วิธีดำเนินการ ดังนี้ ด้านวิสัยทัศน์และกลยุทธ์ มี 6 วิธีดำเนินการ ด้านบรรยากาศการสร้างสรรค์ มี 5 วิธีดำเนินการ ด้านโครงสร้าง มี 5 วิธีดำเนินการ 3) กลไกในการบริหารจัดการ และ 4) เงื่อนไขความสำเร็จ

2.2 ผลการประเมินความเหมาะสมของการพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยผู้ทรงคุณวุฒิ 7 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.69)

2.3 ผลการประเมินความเหมาะสมและความเป็นไปได้ของการพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยผู้บริหารและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู 10 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.68) และความ เป็นไปได้อยู่ในระดับมากที่สุด ($\overline{X}$= 4.76)

อภิปรายผลการวิจัย

ผลการวิจัยการพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู สามารถอภิปรายผล ได้ดังนี้

1. การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ผลการวิจัยสรุปว่า

1.1 จากผลการวิจัยพบว่า สภาพปัจจุบันของการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ตามความเห็นของกลุ่มตัวอย่างโดยรวมอยู่ในระดับมาก ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านโครงสร้าง เนื่องจากสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู มีการปรับเปลี่ยนผู้บริหารและโครงสร้างขององค์กรอยู่บ่อยครั้ง ทำให้การบริหารงานในภาพรวมยังไม่มีความคล่องตัวเท่าที่ควร ซึ่งสอดคล้องกับงานวิจัยของ Nkang (2013) สำหรับแนวทางพัฒนาการบริหารงานองค์กร ผลการวิจัยพบว่า องค์กรควรมีการพัฒนาแผนกลยุทธ์โดยกำหนดภาพอนาคตที่ท้าทายและปรับปรุงโครงสร้างองค์กรอย่างเหมาะสม ด้านที่มีค่าเฉลี่ยต่ำสุดมี 2 ด้าน คือ ด้านวิสัยทัศน์และกลยุทธ์ และ ด้านบรรยากาศการสร้างสรรค์ แม้ว่าสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ได้กำหนดกลยุทธ์ในการสนับสนุน ให้สถานศึกษาภายในสังกัดจัดทำวิจัยและพัฒนานวัตกรรม แต่วิธีการหรือแนวทางด้านการนำองค์กรสู่ความเป็นองค์กรแห่งนวัตกรรมยังไม่ชัดเจน รวมไปถึงในปัจจุบันสถานการณ์การแพร่ระบาดของเชื้อไวรัสโคโรน่า 2019 ทำให้การจัดการเรียนการสอนยังขาด ความต่อเนื่อง และการพัฒนาบุคลากรเพื่อเป็นนวัตกรยังไม่เป็นรูปธรรมเท่าที่ควร สอดคล้องกับงานวิจัยของ ลักขณา ธีรศักดิ์วรกุล และคณะ (2564) ที่ได้กล่าวว่า ทุกองค์กรต่างทราบถึงประโยชน์และความสำคัญของการมีนวัตกรรมภายในองค์กรเพื่อสร้างความ ได้เปรียบเทียบกับคู่แข่งขันในกลุ่มเดียวกัน แต่ติดเรื่องข้อจำกัดและอุปสรรคต่างๆ ได้แก่ การสนับสนุนจากภาครัฐ สภาพเศรษฐกิจเทคโนโลยี รวมไปถึงอุปสรรคด้านทรัพยากรและงบประมาณที่มีอยู่อย่างจำกัด และสอดคล้องกับแนวคิดของ Bonsu, & Twum-Danso (2018) ที่ได้กล่าวว่า การสร้างบรรยากาศที่สร้างสรรค์ การเปิดกว้างทางความคิดและให้ความสำคัญกับการปฏิบัติ เป็นพฤติกรรมที่ช่วยสร้างโอกาสในการเรียนรู้และพัฒนาการสร้างสรรค์นวัตกรรม ซึ่งทำให้เกิดการขับเคลื่อนองค์กรไปสู่วิสัยทัศน์ เชิงนวัตกรรมได้ดีเพิ่มขึ้น

1.2 จากผลการวิจัยพบว่า สภาพที่พึงประสงค์ของการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ตามความเห็นของกลุ่มตัวอย่างโดยรวมอยู่ในระดับมาก ด้านที่มีค่าเฉลี่ยสูงสุดมี 2 ด้าน คือ ด้านวิสัยทัศน์และกลยุทธ์ และ ด้านบรรยากาศการสร้างสรรค์ เนื่องจากการบริหารจำเป็นต้องใช้แนวคิดการบริหารจัดการเชิงกลยุทธ์โดยพิจารณาวิสัยทัศน์ กำหนดทิศทางที่ชัดเจน มีการวางแผน และเปิดโอกาสให้ผู้มีส่วนได้ส่วนเสียทั้งภายในและภายนอกองค์กรมีส่วนร่วม ผู้บริหารสถานศึกษาที่มีวิสัยทัศน์และกลยุทธ์ในการขับเคลื่อนนวัตกรรมที่ชัดเจน จะสามารถนำองค์กรไปสู่องค์กร แห่งนวัตกรรมได้อย่างประสบผลสำเร็จ ซึ่งสอดคล้องกับงานวิจัยของ เมลิสา มหาพล และคณะ (2564) ที่ได้ศึกษาเรื่อง การสร้างนวัตกรรมการบริหารองค์การภาครัฐ ผลการศึกษาสรุปได้ว่า ปัจจัยที่ส่งผลต่อการสร้างนวัตกรรมการบริหารองค์การภาครัฐแต่ละด้าน ได้แก่ ด้านคุณลักษณะภาวะผู้นำ ด้านการกำหนดทิศทางและกลยุทธ์ที่มุ่งสู่นวัตกรรม ด้านการสร้างบรรยากาศและวัฒนธรรมที่เอื้อ ต่อการเรียนรู้

ด้านการสร้างเครือข่ายและการจัดการความรู้ ด้านการกำหนดโครงสร้างการทำงานแบบทีม ด้านนวัตกรรมและด้าน การพัฒนาทักษะการคิดเชิงนวัตกรรม สภาพที่พึงประสงค์ของการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านโครงสร้าง ซึ่งสอดคล้องกับงานวิจัยของ ไชยยุทธ์ อินบัว และคณะ (2564) ที่ได้ศึกษาเรื่อง การนำนโยบายพื้นที่นวัตกรรมทางการศึกษาไปปฏิบัติฯ ผลการวิจัยพบว่า การสร้างรากฐานที่เข้มแข็งของสถานศึกษาให้เป็นองค์กรแห่งนวัตกรรมหรือพื้นที่นวัตกรรม ประกอบด้วย 1) ปัจจัยภายใน ผู้บริหารสถานศึกษา จะต้องมีภาวะผู้นำทางด้านนวัตกรรม มีการสื่อสารภายในองค์กรอย่างสม่ำเสมอและชัดเจน และมีการจัดโครงสร้างภายในองค์กรให้รองรับการทำงานที่มีความคล่องตัวมากขึ้น และ 2) ปัจจัยภายนอก คือ สถานศึกษาควรได้รับความร่วมมือและการมีส่วนร่วมของชุมชน ผู้ปกครอง และ ผู้ที่มีส่วนเกี่ยวข้อง ในการให้คำแนะนำ สนับสนุนสถานศึกษา นอกจากนั้นแล้วผู้บริหารสถานศึกษายังต้องมีการปรับปรุง ระเบียบกฎเกณฑ์ ข้อบังคับ ต่างๆ ที่ยังเป็นอุปสรรค และไม่สอดคล้องกับการบริหารสถานศึกษาสู่องค์กรแห่งนวัตกรรม

2. การพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู พบว่า ประกอบด้วย 1) วัตถุประสงค์ 2) วิธีดำเนินการ มี 3 ด้าน 16 วิธีดำเนินการ ดังนี้ ด้านวิสัยทัศน์และกลยุทธ์ มี 6 วิธีดำเนินการ ด้านบรรยากาศการสร้างสรรค์ มี 5 วิธีดำเนินการ และด้านโครงสร้าง มี 5 วิธีดำเนินการ 3) กลไกในการบริหารจัดการ และ 4) เงื่อนไขความสำเร็จ ทั้งนี้ผู้วิจัยได้ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องทั้งในและต่างประเทศสังเคราะห์ได้องค์ประกอบตัวบ่งชี้นำไปสร้างแบบสอบถามเก็บข้อมูล และเก็บข้อมูลจากการสัมภาษณ์โรงเรียนที่ได้รับรางวัลด้านนวัตกรรมการบริหารและนวัตกรรมด้านการจัดการเรียนรู้ในระดับเขตพื้นที่การศึกษา อีกทั้งนำร่างแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมฯ เข้าสู่กระบวนการสนทนากลุ่มเพื่อให้ผู้ทรงคุณวุฒิที่มีความรู้ความเชี่ยวชาญด้านการบริหารการศึกษา การบริหารสถานศึกษา และ การบริหารสู่องค์กรแห่งนวัตกรรมได้ร่วมกันตรวจสอบยืนยัน ประเมินความเหมาะสมและความเป็นไปได้ จึงได้ข้อมูลทั้งประกอบไปด้วยข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ กำหนดเป็นวิธีดำเนินการอย่างเป็นรูปธรรม ดังที่ จันทรรัตน สิทธสมจินต์ และคณะ (2560) ได้นำเสนอไว้ว่า แนวทางการจัดการนวัตกรรมที่ส่งผลต่อโรงเรียนสมรรถนะสูง ได้แก่ ผู้บริหารวางทิศทางองค์กร โดยจัดกิจกรรมเพื่อร่วมกันกำหนดวิสัยทัศน์ พันธกิจ เป้าประสงค์และกลยุทธ์ที่มุ่งเน้นการเรียนรู้ พัฒนาองค์ความรู้สู่ชุมชนแห่ง การเรียนรู้ทางวิชาชีพและการจัดการความรู้ มีการสร้างบรรยากาศเพื่อทำให้เกิดความคิดสร้างสรรค์ การสื่อสารแบบเปิดกว้างทางความคิดและมุ่งเน้นการเรียนรู้ของผู้เรียนเป็นสำคัญ สอดคล้องกับงานวิจัยของ อริยา ฉัตรวัฒนกุล (2563) ได้ศึกษางานวิจัย เรื่อง บทบาทของ HR ที่ช่วยเอื้อให้องค์กรเป็นองค์กรนวัตกรรม ผลการวิจัยพบว่า การส่งเสริมและสนับสนุนให้เกิดความเป็นองค์กรแห่งนวัตกรรม ในด้านต่างๆ ผ่านกลไก ทั้งในด้านกลยุทธ์, โครงสร้างการบริหาร, ระบบ ,วัฒนธรรมองค์กร, การพัฒนาและการฝึกอบรม และ การบริหารผลตอบแทน สวัสดิการที่จูงใจให้เกิดการเพิ่มขีดความสามารถในการทำงาน รวมถึงการนำเทคโนโลยีสารสนเทศมาเป็นเครื่องมือที่จะช่วยพัฒนาความรู้ ทักษะ ความสามารถของพนักงาน และสอดคล้องกับงานวิจัยของ พระทอง บุตรดี และ ศันสนีย์ จะสุวรรณ์ (2564) ได้ศึกษางานวิจัย เรื่อง แนวทางการพัฒนาองค์กรนวัตกรรมยุค 4.0 ของโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา ผลการวิจัยพบว่า องค์ประกอบขององค์กรนวัตกรรมยุค 4.0 ของโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา 15 องค์ประกอบ คือ 1) การปรับปรุงโครงสร้างองค์กรนวัตกรรม 2) การมีวิสัยทัศน์พันธกิจ เป้าหมายขององค์กรนวัตกรรมร่วมกัน 3) การมุ่งเน้นความสำคัญของบุคลากร 4) การสร้างแรงจูงใจในการสร้างนวัตกรรม 5) การส่งเสริมโรงเรียนให้เป็นองค์กรแห่งการเรียนรู้ 6) การบริหารทรัพยากรทุนมนุษย์ 7) วัฒนธรรมองค์กรที่ส่งเสริมการสร้างนวัตกรรม 8) การสร้างระบบนิเวศน์นวัตกรรมในองค์กร 9) การส่งเสริมความคิดสร้างสรรค์ 10) ผู้นำเชิงนวัตกรรม 11) การทำงานเป็นทีมที่มีประสิทธิภาพ 12) การจัดการความรู้ 13) การสร้างเครือข่าย 14) การส่งเสริมเทคโนโลยี และ 15) ปัจจัยภายนอก

3. การประเมินความเหมาะสมและความเป็นไปได้การพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ผลการประเมินโดย ผู้บริหารสถานศึกษาและครู จำนวน 10 คน มีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด ทั้งนี้ เพราะผู้วิจัยได้นำร่างแนวทางฯ ที่ผู้ทรงคุณวุฒิ ได้ให้คำแนะนำมาปรับปรุงแก้ไข และให้ผู้ทรงคุณวุฒิร่วมกันตรวจสอบยืนยัน ประเมินความเหมาะสมและความเป็นไปได้ จึงได้ข้อมูลทั้งประกอบด้วยข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ กำหนดเป็นวิธีดำเนินการอย่างเป็นรูปธรรม และนำกระบวนการบริหารของวงจรคุณภาพเดมมิ่ง (PDCA) ตามที่ สุธรรม ธรรมทัศนานนท์ (2561) ได้เสนอไว้ ประกอบด้วย 4 ขั้นตอน ดังนี้ P คือ Plan หมายถึง การวางแผน โดยเลือกปัญหาและตั้งเป้าหมายร่วมกันทั้ง ผู้บริหารและผู้ปฏิบัติงาน D คือ Do หมายถึง การนำแผนหรือวิธีการแก้ไขปัญหาที่ได้กำหนดไว้ร่วมกันไปใช้ในการแก้ไขปัญหาร่วมกัน เป็นการนำแผนแก้ปัญหาไปสู่การปฏิบัติ C คือ Check หมายถึง การเปรียบเทียบผลการดำเนินงานกับเป้าหมายที่กำหนดไว้ โดยนำข้อมูลก่อนการดำเนินงานและหลังการดำเนินงานมาเปรียบเทียบกัน A คือ Act หมายถึง ปรับปรุงการดำเนินการให้เหมาะสม สอดคล้องกับงานวิจัยของจักภัทสรัณย์ ไตรรัตน์ และคณะ (2563) ได้ศึกษางานวิจัยเรื่อง การพัฒนาสถานศึกษาสู่องค์กรนวัตกรรม กรณีศึกษา: โรงเรียนในสหวิทยาเขตวิภาวดี ผลการวิจัยพบว่า ทิศทางในการพัฒนาสถานศึกษาในสหวิทยาเขตวิภาวดีสู่องค์กรนวัตกรรม ดังนี้ ผู้บริหารกำหนดวิสัยทัศน์ขององค์กรในด้านนวัตกรรม สนับสนุนในการสร้างนวัตกรรมอย่างจริงจัง ปลูกฝังให้บุคลากรทุกคนมีทัศนคติที่ดีต่อนวัตกรรม สร้างทีมงานที่มีความคิดสร้างสรรค์แสวงหาความรู้ใหม่ๆ อยู่

เสมอ ด้านความเป็นประโยชน์และด้านความเป็นไปได้ โดยรวมอยู่ในระดับมากที่สุด และสอดคล้องกับงานวิจัยของ พิชญา สิงยะเมือง และคณะ (2564) ได้ศึกษางานวิจัย เรื่อง การศึกษาตัวบ่งชี้ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารโรงเรียนขนาดเล็กสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาในภาคตะวันออกเฉียงเหนือ ผลการวิจัยพบว่า ตัวบ่งชี้ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา ในภาคตะวันออกเฉียงเหนือ ประกอบด้วย 5 องค์ประกอบ ได้แก่ 1) การมีวิสัยทัศน์เชิงนวัตกรรม 2) ทักษะการคิดสร้างสรรค์เชิงนวัตกรรม 3) การใช้เทคโนโลยีและการสื่อสาร 4) การทำงานเป็นทีมและมีส่วนร่วม และ5) การสร้างบรรยากาศเชิงนวัตกรรม ด้านความเหมาะสมและความเป็นไปได้ โดยรวมอยู่ในระดับมาก

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ผลจากการศึกษาการพัฒนาแนวทางการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู พบว่า ลำดับความต้องการจำเป็นด้านวิสัยทัศน์และกลยุทธ์ ต้องการจำเป็นอยู่อันดับที่ 1 แสดงให้เห็นว่า การบริหารสู่องค์กรแห่งนวัตกรรม ด้านวิสัยทัศน์และกลยุทธ์ เป็นสิ่งสำคัญที่เป็นจุดเริ่มต้นในการบริหารสู่องค์กรแห่งนวัตกรรม ดังนั้น ผู้บริหารการศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ควรมีการวิเคราะห์สภาพแวดล้อมตามบริบทของสถานศึกษา กำหนดวิสัยทัศน์ และกลยุทธ์ที่ชัดเจน บูรณาการกับนวัตกรรมด้านการบริหารจัดการเพื่อพัฒนาสถานศึกษาสู่การเป็นองค์กรแห่งนวัตกรรมได้อย่างเป็นรูปธรรมและเกิดประสิทธิภาพผลต่อองค์กรอย่างยั่งยืน

1.2 ผู้บริหารสถานศึกษา ส่งเสริม สนับสนุนงบประมาณ นิเทศ ติดตาม อย่างเป็นระบบ รวมทั้งให้กำลังใจ คอยช่วยเหลือครูและบุคลากรทางการศึกษา ให้ทุกฝ่ายมีส่วนร่วมในการบริหารสู่องค์กรแห่งนวัตกรรม เพื่อให้การบริหารองค์กรและการบริหารด้านการจัดการเรียนรู้ดำเนินไปอย่างต่อเนื่องและมีประสิทธิภาพ

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรมีการทำวิจัยการพัฒนารูปแบบหรือโปรแกรมการบริหารสู่องค์กรแห่งนวัตกรรมของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

2.2 ควรนำแนวทางนี้ไปทดลองใช้ปรับปรุงและพัฒนาให้มีความเป็นไปได้มากที่สุดสำหรับบริบทของสถานศึกษานั้นๆ

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สภาพ ปัญหาและแนวทางพัฒนาภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

Situations, Problems and Guidelines for Developing Ethical Leadership of School Administrators in Schools Under Nakhon Phanom Primary Educational Service Area Office 2

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาและเปรียบเทียบสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา 2) ศึกษาปัญหาและแนวทางพัฒนาภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ ผู้บริหารสถานศึกษาและครู จำนวน 401 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม ชนิดมาตราส่วนประมาณค่า 5 ระดับ มีค่าดัชนีความสอดคล้องอยู่ระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้ออยู่ระหว่าง .32 - .76 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .96 สถิติที่ใช้ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ทดสอบสมมติฐานโดยใช้ค่า ที แบบ Independent Samples และการวิเคราะห์ความแปรปรวนแบบทางเดียว

ผลการวิจัยพบว่า 1) สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาโดยภาพรวมและรายด้านอยู่ในระดับมาก ผลการเปรียบเทียบจำแนกตามสถานภาพและขนาดสถานศึกษา พบว่าโดยรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ ระดับ.01 2) ปัญหาภาวะผู้นำเชิงจริยธรรมของครูในสถานศึกษาสูงสุด 3 อันดับแรก ได้แก่ ด้านการมีความน่าเชื่อถือ ด้านการประพฤติปฏิบัติตน และด้านการทำประโยชน์เพื่อส่วนรวมคือ ผู้บริหารไม่มีความยุติธรรมเสมอภาคขาดความน่าเชื่อถือ ไม่เป็นแบบอย่างที่ด้านการปฏิบัติตน ใช้อำนาจในทางที่ไม่ถูกต้อง ผู้บริหารสถานศึกษา คำนึงผลประโยชน์ตนมากกว่าขององค์กรและส่วนรวม

คำสำคัญ: สภาพ / ปัญหา / แนวทางพัฒนา / ภาวะผู้นำเชิงจริยธรรม /ผู้บริหารสถานศึกษา

Abstract

The purposes of this study were to investigate: 1) to examine and compare problems and guidelines for developing ethical leadership situations in schools, and 2) to to examine some problems and guidelines for developing ethical leadership situations of schools administrators of schools. The samples used were 401 school administrators and teachers. The instrument employed in data collection was a five-rating scale questionnaire. The index of item congruence (IC) between .80 - 1.00, the discrimination between .32 - .76 and the reliability of .98. The statistics employed were percentage, mean, standard deviation, t-test (Independent Samples), and one-way analysis of variance analysis (One-way ANOVA).

The results revealed that 1) the Situations, Problems and Guidelines for Developing Ethical Leadership of schools were found at the high level in the overall and individual aspects. In comparison, classified by status and school-size revealed the statistically significant different at the level of .01 2) The Situations, Problems and Guidelines for Developing Ethical Leadership top 3 are: aspect of credibility Behavior and the aspect of making contributions for the public Executives are unfair and lack credibility. not a role model in practice Misuse of power school administrators more self-interest than the organization and the public

Keywords: Situations / Problems / Developmental Guidelines / Ethical Leadership / Administrators In Schools

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บทนำ

การพัฒนาและขับเคลื่อนเศรษฐกิจและสังคมของชาติ ให้มีการพัฒนาอย่างยั่งยืนได้นั้นจำเป็นต้องอาศัยพลังผลักดันจากทุกภาคส่วนอย่างต่อเนื่องทรัพยากรมนุษย์เป็นกุญแจสำคัญที่สุดที่จะเป็นฟันเฟืองให้เกิดการขับเคลื่อนและก้าวสู่ทิศทางที่เหมาะสม การพัฒนาทรัพยากรทุนมนุษย์จึงเป็นสิ่งสำคัญและจำเป็นที่จะต้องดำเนินการอย่างมีประสิทธิภาพและประสิทธิผลการศึกษาเป็นกลไกสำคัญที่สุดที่จะขัดเกลาและพัฒนาทรัพยากรทุนมนุษย์ให้มีความเป็นมนุษย์ที่สมบูรณ์ ทั้งในด้านความรู้ ปลูกฝังทัศนคติและค่านิยมอันพึงประสงค์ การสนับสนับความคิดสร้างสรรค์ การวางแผนการกำเนินชีวิต ทักษะการใช้ชีวิตบนรากฐานของคุณธรรมจริยธรรมอันดีงามเพื่อการดำเนินชีวิตร่วมกันในสังคมอย่างสันติสุขการแข่งขันทั้งทางด้านเศรษฐกิจ สังคม การเมือง และอื่น ๆ ซึ่งส่งผลให้คุณภาพชีวิตด้านจิตใจลดต่ำลง เพราะมุ่งแต่ผลประโยชน์ส่วนตน มากกว่าการมีคุณธรรมในการดำเนินชีวิต (อภิชา อินสุวรรณ, ณัฐหรินทร์ แพทยานนท์, ฐิติพร ฐิติจำเริญพร, และ ปนัดดา เดชวงศ์ญา, 2561)

ภาวะผู้นำเชิงจริยธรรมมีความสำคัญสำหรับ ผู้บริหารสถานศึกษา หากผู้บริหารสถานศึกษาขาดคุณธรรมและจริยธรรมอาจมีพฤติกรรมไม่โปร่งใสต่อตำแหน่งหน้าที่ราชการโดยเฉพาะอย่างยิ่งการบริหารงบประมาณ นำไปสู่ กระทำผิดวินัย (สำนักงานคณะกรรมการข้าราชการครูและบุคลากรทางการศึกษา, 2560) คุณธรรมที่ผู้บริหารควรมีประกอบด้วย การครองตน ครองคน และครองงาน คุณธรรมทั้งสามมีความสำคัญต่อการบริหารโรงเรียนให้ประสบผลสำเร็จ (ขวัญเรือน สุวรรณจันทร์,2560) (บุญมี แท่นแก้ว , 2552)จริยธรรมมีความจำเป็นสำหรับการพัฒนาทรัพยากรมนุษย์ในองค์กร ควรประกอบด้วย ความคิด ความรู้สึก และพฤติกรรม ทางจริยธรรมที่ตั้งอยู่บนหลักการพื้นฐานความมีเหตุผลที่ดีตามกระบวนการที่ถูกต้อง สามารถหลอมรวมจิตสำนึก ความรับผิดชอบในการปฏิบัติต่อกันด้วยความเอื้ออาทรดูแลเอาใจใส่ซึ่งกันและกันให้ เป็นไปตามบทบาทหน้าที่ในสิทธิและสิ่งที่พึงตระหนักรู้คุณค่าสัมพันธภาพทางสังคมดีงาม ภายใต้มาตรฐาน กฎเกณฑ์รวมไปถึงเป้าหมายชีวิตและปรัชญาเชิงจริยธรรม (รุจิรา ริคารมย์ 2564)

ตามพระราชบัญญัติระเบียบข้าราชการพลเรือน พ.ศ. 2551 มาตรา 34 บัญญัติให้การจัดระเบียบข้าราชการพลเรือนต้องเป็นไปเพื่อผลสัมฤทธิ์ต่อภารกิจของรัฐ ความมีประสิทธิภาพ และความคุ้มค่า โดยให้ข้าราชการปฏิบัติราชการอย่างมีคุณภาพ คุณธรรม และมีคุณภาพชีวิตที่ดี และมาตรา 72บัญญัติให้ส่วนราชการมีหน้าที่ดำเนินการให้มีการเพิ่มพูนประสิทธิภาพและเสริมสร้างแรงจูงใจแก่ ข้าราชการพลเรือนสามัญ เพื่อให้ข้าราชการพลเรือนสามัญมีคุณภาพ คุณธรรม จริยธรรม คุณภาพชีวิตมีขวัญและกำลังใจในการปฏิบัติราชการให้เกิดผลสัมฤทธิ์ต่อภารกิจของรัฐ ทั้งนี้ตามหลักเกณฑ์และวิธีการที่ ก.พ. กำหนด (สำนักงานคณะกรรมการข้าราชการพลเรือน 2552)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 เป็นหน่วยงานที่รับผิดชอบจัดการศึกษาสถานศึกษาตั้งแต่ระดับก่อนประถมศึกษา-ระดับมัธยมศึกษาตอนต้น ใน 6 อำเภอของจังหวัดนครพนม โดยมีนโยบายทางการศึกษาเร่งพัฒนาคุณภาพการศึกษา โดยการปฏิรูประบบความรู้ของสังคมไทย สร้างโอกาสทางการศึกษากระจายโอกาสทางการศึกษาในสังคมไทยโดยคำนึงถึงการสร้างความเสมอภาคและความเป็นธรรมให้เกิดขึ้นแก่ประชากรทุกกลุ่ม พัฒนาปฏิรูปครูยกฐานะครูให้เป็นวิชาชีพชั้นสูงอย่างแท้จริง ส่งเสริมคุณธรรมจริยธรรมส่งเสริมและพัฒนาคุณธรรมจริยธรรมโดยการใช้และพัฒนารูปแบบการส่งเสริมคุณธรรมจริยธรรมจึงได้กำหนดกลยุทธ์พ.ศ. 2551 ด้านคุณธรรมจริยธรรมเพื่อนนำสู่การปฏิบัติโดยมีจุดเน้นให้โรงเรียนทุกโรงเรียนในสังกัดจัดกิจกรรมคุณธรรมนำความรู้ที่นำคุณธรรมที่คัดสรรเชื่อมโยงสู่การเรียนการสอนตามกลุ่มสาระและสู่วัฒนธรรมขององค์กร

จากความเป็นมาและความสำคัญดังกล่าว ผู้ศึกษาจึงสนใจที่จะศึกษาสภาพปัญหาและแนวทางพัฒนาภาวะผู้นำเชิงจริยธรรม ของผู้บริหารสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ทั้งนี้ เพื่อนำข้อมูลที่ได้ไปเป็นแนวทางในการพัฒนาคุณธรรมจริยธรรมของผู้บริหารและครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 และนำข้อมูลที่ได้ไปพัฒนาปรับปรุงคุณธรรมจริยธรรมของบุคลากรผู้บริหารสถานศึกษา ครู หน่วยงานการศึกษา หน่วยงานทั่วไป และผู้สนใจ ไปใช้ในการบริหารจัดการการส่งเสริมภาวะผู้นำเชิงจริยธรรมให้มีประสิทธิภาพสูงขึ้นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาและเปรียบเทียบสภาพภาวะผู้นำเชิงจริยธรรม ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพและขนาดสถานศึกษา
2. เพื่อศึกษาปัญหาและแนวทางพัฒนาภาวะผู้นำเชิงจริยธรรม ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2

กรอบแนวคิดในการวิจัย

การวิจัยเรื่อง สภาพ ปัญหาและแนวทางพัฒนาภาวะผู้นำเชิงจริยธรรม ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษา ประถมศึกษานครพนม เขต 2 ผู้ศึกษาได้ศึกษาตามกรอบแนวคิด Brown and Trevino (2006 : 596-597) ; Freeman

and Stewart (2006 : 2) ; Resick., Hanges, Dickson and Mitchelson (2006 : 346-347; Berghofer and Schwartz (2008 : 2) ; Heiskanen (2009:17) ; Khaire (2009 :3) ; Neubert et al (2009 : 159) ; Prince and Tumlin (2009 : 96) ; ศุภลักษณ์ สุพรรณปราการ (2555 : 10) ; สาโรจน์ โอพิทักษ์ชีวิน (2555 : 475) ; สุเทพ ปาลสาร (2555 : 9) ; กฤษณะ เหลืองทอง (2556:6) ; หนูไกร มาเชค (2559 : 42) ซึ่งสรุปเป็นกรอบแนวคิดของการวิจัยได้ ดังนี้

ด้านการประพฤติปฏิบัติตน
ด้านการทำประโยชน์เพื่อส่วนรวม
ด้านการมีจิตวิทยาโน้มน้าวใจ
ด้านการมีมนุษย์สัมพันธ์

สมมติฐานการวิจัย

1. ผู้บริหารสถานศึกษาและครูที่มีสถานภาพแตกต่างกัน มีความคิดเห็นเกี่ยวกับสภาพการพัฒนาภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 แตกต่างกัน

2. ผู้บริหารสถานศึกษาและครูที่ปฏิบัติงานในสถานศึกษาขนาดแตกต่างกัน มีความคิดเห็นเกี่ยวกับสภาพการพัฒนาภาวะผู้นำเชิงจริยธรรม ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 แตกต่างกัน

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้ มีวิธีดำเนินการวิจัย ตามลำดับขั้นตอนดังนี้

1. รูปแบบการวิจัย เป็นการวิจัยเชิงปริมาณ (Quantitative Research)

2. ประชากรและตัวอย่าง ประชากร ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ปีการศึกษา 2565 จำนวน 2,360 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 195 คน และครู จำนวน 2,165 คน กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาประถมศึกษานครพนม เขต 2 จำนวน 401 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 141 คน และครู จำนวน 260 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละของ (ประสาท เนืองเฉลิม, 2564) ได้มาโดยใช้วิธีการสุ่มแบบหลายขั้นตอน (Multi-Stage Random Sampling)

3. เครื่องมือวิจัย

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถาม จำนวน 1 ฉบับ แบ่งเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Check list)

ตอนที่ 2 สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหาร สถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยมีลักษณะคำถามเป็นมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ได้ค่าอำนาจจำแนกอยู่ระหว่าง .32 - .76 มีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .96

ตอนที่ 3 แบบสอบถามปลายเปิด (Open End Form) ปัญหาและแนวทางพัฒนาภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาเพื่อให้ผู้ตอบแบบสอบถามแสดงความคิดเห็นและเสนอข้อเสนอแนะได้อย่างอิสระ

4. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ผู้วิจัยได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างด้วยตนเอง โดยส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 401 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล

ตอนที่ 1 ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม ได้แก่ สถานภาพและขนาดสถานศึกษา ซึ่งมีลักษณะเป็นการสำรวจรายการ (Check List) วิเคราะห์โดยหาค่าความถี่ (Frequency) และร้อยละ (Percentage)

ตอนที่ 2 ข้อมูลสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 วิเคราะห์โดยการหาค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

ตอนที่ 3 วิเคราะห์เปรียบเทียบสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา โดยภาพรวมและรายด้านด้วยการทดสอบสมมติฐาน ดังนี้ จำแนกตามสถานภาพโดยใช้การทดสอบค่าที (t-test แบบ Independent Samples) จำแนกตามขนาดสถานศึกษา โดยใช้การวิเคราะห์ความแปรปรวนแบบทางเดียว (One-way ANOVA) กรณีถ้าพบความแตกต่างอย่างมีนัยสำคัญทำการทดสอบความแตกต่างของค่าเฉลี่ยรายคู่ตามวิธีการของ Scheffe’

ตอนที่ 4 ปัญหาและแนวทางพัฒนาการภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 วิเคราะห์โดยหาค่าความถี่(Frequency) และร้อยละ(Percentage)ประกอบการพรรณนาวิเคราะห์

สรุปผลการวิจัย

1. สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพทั้งโดยภาพรวมและรายด้านอยู่ในระดับมาก ปรากฏดังตารางที่ 1

ตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพทั้งโดยภาพรวมและรายด้าน

สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา	สถานภาพ						รวม		
	ผู้บริหารสถานศึกษา			ครู					
	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล
1. ด้านการประพฤติปฏิบัติตน	4.37	0.42	มาก	4.16	0.69	มาก	4.24	0.22	มาก
2. ด้านการทำประโยชน์เพื่อส่วนรวม	4.18	0.45	มาก	4.10	0.77	มาก	4.13	0.68	มาก
3. ด้านการมีความน่าเชื่อถือ	4.16	0.43	มาก	4.04	0.77	มาก	3.09	0.68	มาก
4. ด้านการมีจิตวิทยาโน้มน้าวใจ	4.22	0.43	มาก	4.08	0.74	มาก	4.14	0.66	มาก
5. ด้านการมีมนุษย์สัมพันธ์	4.32	0.40	มาก	4.10	0.79	มาก	4.18	0.69	มาก
รวม	4.25	0.34	มาก	4.10	0.72	มาก	4.16	0.62	มาก

จากตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพโดยรวมสภาพการดำเนินงานอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 การประพฤติปฏิบัติตน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 3 การมีความน่าเชื่อถือ เมื่อพิจารณาตามสถานภาพ พบว่า ผู้บริหารสถานศึกษามีความคิดเห็นต่อภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 การประพฤติปฏิบัติตน ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 3 การมีความน่าเชื่อถือ

ส่วนครูมีความคิดเห็นต่อภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 การประพฤติปฏิบัติตน ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 3 การมีความน่าเชื่อถือ

2. สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษาทั้งโดยภาพรวมและรายด้านอยู่ในระดับมาก ปรากฏดังตารางที่ 2

ตารางที่ 2 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา	ขนาดสถานศึกษา									รวม		
	ขนาดเล็ก			ขนาดกลาง			ขนาดใหญ่					
	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล	$\overline{X}$	S.D.	แปลผล
1. การประพฤติปฏิบัติตน	4.29	0.55	มาก	4.40	0.45	มาก	3.36	0.70	ปานกลาง	4.24	0.62	มาก
2. การทำประโยชน์เพื่อส่วนรวม	4.12	0.64	มาก	4.30	0.58	มาก	3.46	0.74	ปานกลาง	4.13	0.68	มาก
3. การมีความน่าเชื่อถือ	4.09	0.65	มาก	4.24	0.60	มาก	3.43	0.64	ปานกลาง	3.09	0.68	มาก
4. การมีจิตวิทยาโน้มน้าวใจ	4.12	0.66	มาก	4.31	0.56	มาก	3.46	0.54	ปานกลาง	4.14	0.66	มาก
5. การมีมนุษย์สัมพันธ์	4.18	0.67	มาก	4.31	0.62	มาก	3.63	0.73	ปานกลาง	4.18	0.69	มาก
รวม	4.16	0.57	มาก	4.31	0.52	มาก	3.46	0.65	ปานกลาง	4.16	0.62	มาก

จากตารางที่ 2 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษาโดยรวมสภาพภาวะผู้นำเชิงจริยธรรมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 การประพฤติปฏิบัติตน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 3 การมีความน่าเชื่อถือ

เมื่อพิจารณาตามขนาดสถานศึกษา พบว่า ผู้บริหารสถานศึกษามีและครูในสถานศึกษาขนาดเล็กมีความคิดเห็นต่อสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 การประพฤติปฏิบัติตน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 3 การมีความน่าเชื่อถือ

ผู้บริหารสถานศึกษามีและครูในสถานศึกษาขนาดกลาง มีความคิดเห็นต่อสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทุกด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 การประพฤติปฏิบัติตน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 3 การมีความน่าเชื่อถือ

ส่วนผู้บริหารสถานศึกษามีและครูในสถานศึกษาขนาดใหญ่ มีความคิดเห็นต่อสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับปานกลางจำนวน 4 ด้าน คือ ด้านที่ 1 การประพฤติปฏิบัติตน ด้านที่ 2 การทำประโยชน์เพื่อส่วนรวม ด้านที่ 3 การมีความน่าเชื่อถือ ด้านที่ 4 การมีจิตวิทยาโน้มน้าวใจ ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 2 การทำประโยชน์เพื่อส่วนรวม และด้านที่ 4 การมีจิตวิทยาโน้มน้าวใจ ด้านที่มีค่าเฉลี่ยต่ำสุดคือ ด้านที่ 1 การประพฤติปฏิบัติตน และอยู่ในระดับมาก จำนวน 1 ด้าน คือ ด้านที่ 5 การมีมนุษย์สัมพันธ์

3. ผลการเปรียบเทียบสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพ โดยรวมและจำแนกเป็นรายด้านพบว่ามีความคิดเห็นแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ปรากฏดังตารางที่ 3

ตารางที่ 3 ผลการเปรียบเทียบ สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพ โดยรวมและจำแนกเป็นรายด้าน

สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา	สถานภาพ				t	Sig
	ผู้บริหารสถานศึกษา		ครู			
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. การประพฤติปฏิบัติตน	4.37	0.42	4.16	0.69	3.78**	.00
2. การทำประโยชน์เพื่อส่วนรวม	4.18	0.45	4.10	0.77	1.24**	.00
3. การมีความน่าเชื่อถือ	4.16	0.43	4.04	0.77	1.98**	.00
4. การมีจิตวิทยาโน้มน้าวใจ	4.22	0.43	4.08	0.74	2.41**	.00
5. การมีมนุษย์สัมพันธ์	4.32	0.40	4.10	0.79	3.72**	.00
รวม	4.25	0.34	4.10	0.72	2.90**	.00

****** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 3 ผลการเปรียบเทียบสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพโดยรวมและรายด้าน พบว่า ผู้บริหารสถานศึกษาและครูมีความคิดเห็นเกี่ยวกับสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 เมื่อพิจารณาเป็นรายด้าน พบว่า ผู้บริหารสถานศึกษามีความคิดเห็นสูงกว่าครูอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทุกด้าน

4. ผลการเปรียบเทียบ สภาพสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้านแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ปรากฏดังตารางที่ 4

ตารางที่ 4 ผลการเปรียบเทียบ สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา	แหล่งความแปรปรวน	SS	df	MS	F	Sig
1. การประพฤติปฏิบัติตน	ระหว่างกลุ่ม	41.849	2	20.92	73.76**	.00
	ภายในกลุ่ม	112.901	398	.28		
	รวม	154.750	400			
2. การทำประโยชน์เพื่อส่วนรวม	ระหว่างกลุ่ม	27.106	2	13.55	33.96**	.00
	ภายในกลุ่ม	158.822	398	.39		
	รวม	185.929	400			
3. การมีความน่าเชื่อถือ	ระหว่างกลุ่ม	25.151	2	12.57	31.38**	.00
	ภายในกลุ่ม	159.492	398	.40		
	รวม	184.643	400			
4. การมีจิตวิทยาโน้มน้าวใจ	ระหว่างกลุ่ม	27.106	2	13.55	36.71**	.00
	ภายในกลุ่ม	146.925	398	.36		
	รวม	174.030	400			
5. การมีมนุษย์สัมพันธ์	ระหว่างกลุ่ม	17.706	2	8.85	20.40**	.00
	ภายในกลุ่ม	172.697	398	.43		
	รวม	190.403	400			
โดยรวม	ระหว่างกลุ่ม	27.114	2	13.55	42.45**	.00
	ภายในกลุ่ม	127.102	398	.31		
	รวม	154.216	400			

****** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4 ผลการเปรียบเทียบสภาพสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา ระหว่างสถานศึกษาขนาดเล็ก สถานศึกษาขนาดกลาง และสถานศึกษาขนาดใหญ่ โดยรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และเมื่อพิจารณาเป็นรายด้าน พบว่า แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทุกด้าน ผู้ศึกษาจึงได้ทำการเปรียบเทียบค่าเฉลี่ยรายคู่ โดยวิธีการของเชฟเฟ่ (Scheffe') ดังตารางที่ 4.1-4.6

ตารางที่ 4.1 ผลการทดสอบรายคู่สภาพสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษาโดยรวม

ขนาดสถานศึกษา	$\overline{X}$	ขนาดเล็ก	ขนาดกลาง	ขนาดใหญ่
		4.17	4.32	3.47
ขนาดเล็ก	4.17	-	0.15**	0.70**
ขนาดกลาง	4.32	-	-	0.85**
ขนาดใหญ่	3.47	-	-	-

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.1 พบว่า สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหาร สถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยภาพรวม พบว่า แตกต่างกัน 3 คู่ โดยผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กและขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ และผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูขนาดเล็ก อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

ตารางที่ 4.2 ผลการทดสอบรายคู่สภาพสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา ด้านการประพฤติปฏิบัติตน

ขนาดสถานศึกษา	$\overline{X}$	ขนาดเล็ก	ขนาดกลาง	ขนาดใหญ่
		4.30	4.40	3.36
ขนาดเล็ก	4.30	-	0.11	0.94**
ขนาดกลาง	4.40	-	-	1.04**
ขนาดใหญ่	3.36	-	-	-

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.2 พบว่า สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ด้านการประพฤติปฏิบัติตน พบว่า แตกต่างกัน 2 คู่ โดยผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กและขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ส่วนคู่อื่น ๆ ไม่แตกต่างกัน

ตารางที่ 4.3 ผลการทดสอบรายคู่สภาพสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา ด้านการทำประโยชน์เพื่อส่วนรวม

ขนาดสถานศึกษา	$\overline{X}$	ขนาดเล็ก	ขนาดกลาง	ขนาดใหญ่
		4.13	4.31	3.46
ขนาดเล็ก	4.13	-	0.18**	0.66**
ขนาดกลาง	4.31	-	-	0.85**
ขนาดใหญ่	3.46	-	-	-

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.3 พบว่า สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหาร สถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ด้านการทำประโยชน์เพื่อส่วนรวม พบว่า แตกต่างกัน 3 คู่ โดยผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กและขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ และผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูขนาดเล็ก อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

ตารางที่ 4.4 ผลการทดสอบรายคู่สภาพสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา ด้านการมีความน่าเชื่อถือ

ขนาดสถานศึกษา	$\overline{X}$	ขนาดเล็ก	ขนาดกลาง	ขนาดใหญ่
		4.10	4.25	3.43
ขนาดเล็ก	4.10	-	0.15	0.67**
ขนาดกลาง	4.25	-	-	0.82**
ขนาดใหญ่	3.43	-	-	-

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.4 พบว่า สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ด้านการมีความน่าเชื่อถือ พบว่า แตกต่างกัน 2 คู่ โดยผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กและขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ส่วนคู่อื่น ๆ ไม่แตกต่างกัน

ตารางที่ 4.5 ผลการทดสอบรายคู่สภาพสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา ด้านการมีจิตวิทยาโน้มน้าวใจ

ขนาดสถานศึกษา	$\overline{X}$	ขนาดเล็ก	ขนาดกลาง	ขนาดใหญ่
		4.1-	4.31	3.46
ขนาดเล็ก	4.13	-	0.18**	0.67**
ขนาดกลาง	4.31	-	-	0.85**
ขนาดใหญ่	3.46	-	-	-

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.5 พบว่า สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ด้านการมีจิตวิทยาโน้มน้าวใจ พบว่า แตกต่างกัน 3 คู่ โดยผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กและขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ และผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูขนาดเล็ก อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

ตารางที่ 4.6 ผลการทดสอบรายคู่สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา ด้านการมีมนุษย์สัมพันธ์

ขนาดสถานศึกษา	$\overline{X}$	ขนาดเล็ก	ขนาดกลาง	ขนาดใหญ่
		4.19	4.32	3.37
ขนาดเล็ก	4.19	-	0.13	0.55**
ขนาดกลาง	4.32	-	-	0.69**
ขนาดใหญ่	3.63	-	-	-

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.6 พบว่า สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 ด้านการมีมนุษย์สัมพันธ์ พบว่า แตกต่างกัน 2 คู่ โดยผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดเล็กและขนาดกลางมีความคิดเห็นเกี่ยวกับสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 สูงกว่าความคิดเห็นของผู้บริหารสถานศึกษาและครูในสถานศึกษาขนาดใหญ่ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ส่วนคู่อื่น ๆ ไม่แตกต่างกัน

อภิปรายผลการวิจัย

(1) สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยภาพรวมอยู่ในระดับมาก โดยลักษณะของภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานการศึกษาประถมศึกษานครพนม เขต 2 มุ่งเน้นส่งเสริมและพัฒนาคุณธรรมจริยธรรม ให้เป็นผู้มีจิตสำนึกเชิงคุณธรรมจริยธรรมที่จำเป็นต่อการดำเนินชีวิตและการแสดงออกในการประพฤติปฏิบัติตนที่ดี มีความน่าเชื่อถือ มีจิตวิทยาการโน้มน้าวใจ และการทำประโยชน์เสียสละเพื่อส่วนรวม รวมทั้งการมีมนุษย์สัมพันธ์ที่ดีกับทุกคนในสังคม ถือเป็นคุณธรรมจริยธรรมของข้าราชการและบุคลากรภาครัฐ เป็นคุณลักษณะที่พึงประสงค์และเป็นปัจจัยสำคัญของบุคลากรภาครัฐ สอดคล้องกับ ชัชวาล แก้วกระจาย, วิชิต แสงสว่าง (2564 : 54) ได้ทำการวิจัยเรื่อง ภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษามัธยมศึกษาสังกัดศึกษาธิการจังหวัดลพบุรี ผลการวิจัยพบว่า ระดับภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษามัธยมศึกษา สังกัดศึกษาธิการจังหวัดลพบุรี โดยภาพรวมอยู่ในระดับมาก

(2) เมื่อพิจารณาตามสถานภาพ พบว่า ผู้บริหารสถานศึกษามีความคิดเห็นต่อสภาพการระดมทรัพยากรทางการศึกษาของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร โดยรวมและรายด้านอยู่ในระดับมาก ทั้งนี้อาจเนื่องมาจากสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร สนับสนุนการจัดการศึกษา ตามแนวทาง 5S Model ได้แก่ “ร่วมคิด ร่วมวางแผน ร่วมทำ ร่วมยินดี ร่วมรับผิดชอบ” โดยเน้นการมีส่วนร่วมจากทุกภาคส่วนและร่วมมือกับองค์กรปกครองส่วนท้องถิ่น ทำให้เกิดภาคีเครือข่ายในการระดมทรัพยากรทางการศึกษา สอดคล้องกับ Usman (2016) ได้ศึกษาเรื่อง ทรัพยากรทางการศึกษา : ส่วนประกอบสำคัญเพื่อประสิทธิผลการบริหารโรงเรียนในไนจีเรีย พบว่า ทรัพยากรทางการศึกษาเป็นสิ่งจำเป็นและเป็นส่วนประกอบที่สำคัญในการบริหารจดัการโรงเรียนและโดยพื้นฐานแล้วเป็นสิ่งที่จะนำไปสู่การพัฒนาด้านอื่น ๆ ในทุก ๆ ด้าน ในกระบวนการจัดการเรียนการสอนที่เป็นการรับประกัน ว่าโรงเรียนจะให้บริการที่มีคุณภาพสู่สังคม การประสบความสำเร็จในโรงเรียนในประเทศไนจีเรีย ขึ้นอยู่กับหลาย ๆ ปัจจัยในการบริการจัดการโรงเรียนที่มีประสิทธิภาพด้านต่าง ๆ ไม่ว่าจะเป็นภาวะผู้นำที่ดีระบบการจัดการเวลาในโรงเรียน การจัดสรรปันส่วนการเงินที่เหมาะสม การฝึกอบรมต่าง ๆ ในโรงเรียน ความสัมพันธ์ระหว่างบุคคลที่ดี และการใช้ประโยชน์ทรัพยากรที่มีอยู่อย่างเหมาะสม

(3) เมื่อพิจารณาตามสถานภาพ พบว่า ผู้บริหารสถานศึกษาและครูมีความคิดเห็นต่อสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหาร สถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 โดยรวมและรายด้านอยู่ในระดับมาก ทั้งนี้อาจเนื่องมาจาก สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มีความมุ่งมั่นที่จะเป็นองค์กรที่เป็นผู้นำการเปลี่ยนแปลง มีความพร้อมและสามารถเป็นผู้นำในการปฏิรูปการศึกษา เพื่อให้การจัดการศึกษามีคุณภาพและประสิทธิภาพ จึงได้กำหนดกลยุทธ์การพัฒนาการศึกษา โดยมีกรอบกฎหมายที่สำคัญทางการศึกษา ได้แก่ นโยบายของรัฐบาล ยุทธศาสตร์ของกระทรวงศึกษาธิการ กลยุทธ์จุดเน้นของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน เพิ่มศักยภาพการปฏิบัติงานของครูและบุคลากร และพัฒนารูปแบบการส่งเสริมถาวะผู้นำเชิงคุณธรรมจริยธรรมจึงได้กำหนดกลยุทธ์พ.ศ. 2551 ด้านคุณธรรมจริยธรรมเพื่อนำสู่การปฏิบัติโดยมีจุดเน้นให้โรงเรียนทุกโรงเรียนในสังกัดจัดกิจกรรมคุณธรรมนำความรู้ที่นำคุณธรรมที่คัดสรรเชื่อมโยงสู่การเรียนการสอนตามกลุ่มสาระและสู่วัฒนธรรมขององค์กร สอดคล้องกับ ธนิกา กรีธาพล (2562 : 220)ได้ทำการวิจัยเรื่อง รูปแบบการพัฒนาภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 1-7 ผลการวิจัยพบว่า 1)ระดับภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาตามความคิดเห็นของผู้บริหารสถานศึกษาอยู่ในระดับมาก ส่วนรองผู้อำนวยการหรือหัวหน้ากลุ่มงานวิชาการ และครูมีความคิดเห็นว่าผู้บริหารสถานศึกษามีภาวะผู้นำจริยธรรมอยู่ในระดับมาก

(4) ผลการเปรียบเทียบสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหาร ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามสถานภาพโดยรวมและรายด้าน พบว่า ผู้บริหารสถานศึกษาและครูมีความคิดเห็นเกี่ยวกับสภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารในสถานศึกษาแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 สอดคล้องกับ เกวลิน เมืองชู,จุติพร อัศวโสวรรณ ,และธีระพงษ์ สมเขาใหญ่ (2564 : 13)ได้ทำการวิจัยเรื่อง ภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาที่ส่งผลต่อความผูกพันต่อองค์กรของครูสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครศรีธรรมราช เขต 1 ผลการวิจัยพบว่า ภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาส่งผลต่อความผูกพันต่อองค์กรของครูพบว่า ตัวแปรภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาที่สามารถพยากรณ์ความผูกพันต่อองค์กรของครูคือ ด้านความซื่อสัตย์ ด้านความเอื้ออาทร และด้านความยุติธรรม อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

(5) ผลการเปรียบเทียบสภาพ ภาวะผู้นำเชิงจริยธรรมของผู้บริหาร ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดสถานศึกษา พบว่า โดยรวมและรายด้านแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทั้งนี้อาจเนื่องมาจาก ภาวะผู้นำเชิงจริยธรรมของผู้บริหาร ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 เป็นไปอย่างหลากหลาย แตกต่างกันตามบริบทของสถานศึกษานั้นๆ ระหว่างสถานศึกษาของรัฐ เอกชน และองค์กรปกครองส่วนท้องถิ่น ทั้งที่อยู่ในเมืองและชนบท หรือแม้แต่ขนาดของสถานศึกษา ทั้งด้านการแสดงออกในการประพฤติปฏิบัติตนที่ดี มีความน่าเชื่อถือ มีจิตวิทยาการโน้มน้าวใจ และการทำประโยชน์เสียสละเพื่อส่วนรวม รวมทั้งการมีมนุษย์สัมพันธ์ที่ดีกับทุกคนในสังคม ซึ่งสอดคล้องกับ Siva Vikaraman, Sharmini; Mansor, Azlin Norhaini; Mohd Nor, Mohamed Yusoff; Alias, Bity Salwana; Gurusamy, Vasanthan (2021 : 174-191) ได้ทำการวิจัยเรื่องแนวปฏิบัติในการเป็นผู้นำทางจริยธรรมและความไว้วางใจในหมู่ผู้นำโรงเรียนรัฐบาลในมาเลเซียผลการวิจัยพบว่าผู้บริหารทั่วประเทศมีความเป็นผู้นำที่มีจริยธรรมสูง ระดับความเชื่อมั่นของครูที่มีต่อครูใหญ่ก็สูงเช่นกัน การวิเคราะห์การอนุมานพบว่ามีความสัมพันธ์ที่มีนัยสำคัญอย่างมากระหว่างความเป็นผู้นำที่มีจริยธรรมและความไว้วางใจของครูที่มีต่อหัวหน้างาน การสัมภาษณ์แบบกึ่งโครงสร้างกับผู้อำนวยการโรงเรียนสามคนได้ดำเนินการเพื่อรวบรวมข้อมูลเชิงคุณภาพเปิดเผยว่าผู้บริหารโรงเรียนของมาเลเซียขาดความเข้าใจเกี่ยวกับรูปแบบการเป็นผู้นำที่มีจริยธรรม แต่ยังคงฝึกฝนความเป็นผู้นำทางจริยธรรมในหลายมิติในการบริหารโรงเรียน

(6) ปัญหาภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า ภาวะผู้นำเชิงจริยธรรมของผู้บริหาร ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 มีดังนี้ ผู้นำใช้อำนาจในทางที่ไม่ถูกต้อง เลือกปฏิบัติตนโดยไม่เท่าเทียม คำนึงผลประโยชน์ส่วนตนมากกว่าขององค์กรและส่วนรวม ไม่รับฟังความเห็นจากทุกฝ่ายขององค์กรและส่วนรวม ไม่มีความรับผิดชอบต่อองค์กรและส่วนรวม ไม่มีทักษะกระบวนการของความเป็นผู้นำไม่เคารพต่อการตัดสินใจของทุกคน ไม่เปิดโอกาสให้ทุกคนมีส่วนร่วมในการตัดสินใจ ไม่มีทักษะกระบวนการของความเป็นผู้นำไม่เคารพต่อการตัดสินใจของทุกคน ไม่เปิดโอกาสให้ทุกคนมีส่วนร่วมในการตัดสิน ไม่มีการสร้างสัมพันธภาพที่ดีกับทุกคน ไม่ให้รางวัลหรือชมเชยเพื่อสร้างสัมพันธ์ที่ดี สอดคล้องกับ อาคม มากมีทรัพย์ (2556 : 213) ได้ทำการวิจัยเรื่อง จริยธรรมผู้บริหารสถานศึกษา ผลการวิจัย พบว่า 1) องค์ประกอบจริยธรรมผู้บริหารสถานศึกษา ประกอบด้วย องค์ประกอบ 11 ด้านได้แก่ 1) ด้านความเมตตากรุณา 2) ค้านกัลยาณมิตร 3) ด้านธรรมาภิบาล 4) ด้านความยุติธรรม 5) ด้านความซื่อสัตย์6) ค้านการบังคับตนเอง 1 ด้านความมีเหตุผล 8) ด้านการเป็นผู้ นำ 9 ด้านการปกครอง 10)ด้านความมีวินัย และ 11)ค้านความรับผิดชอบ 2) จริยธรรมผู้บริหารสถานศึกษาที่ประก อบด้วยองค์ประกอบที่สำคัญ จำนวน 11 ด้าน มีความเป็นไปได้ ถูกต้อง เหมาะสม และสามารถนำไปใช้ประโยชน์ได้สอดคล้องกับกรอบแนวคิดทฤษฎีของการวิจัย

(7) แนวการพัฒนาภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 พบว่า แนวการพัฒนาภาวะผู้นำเชิงจริยธรรมของผู้บริหาร ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 แนวทางการพัฒนาด้านการประพฤติปฏิบัติตน ผู้นำควรใช้อำนาจในทางที่เหมาะสม และมีความเท่าเทียมต่อบุคลากร มีความรับผิดชอบและเอาใจใส่ในการปฏิบัติงาน มีการรับฟังความคิดเห็นบุคลากร มีการประพฤติปฏิบัติตนเหมาะสมกับหน้าที่ มีทักษะการบริหารองค์กร และเป็นแบบอย่างที่ด้านการปฏิบัติตน ควรคำนึงผลประโยชน์ขององค์กรและส่วนรวมมากกว่าส่วนตน พร้อมรับฟังความเห็นจากทุกฝ่ายขององค์กร มีความรับผิดชอบต่อส่วนรวม มีทักษะกระบวนการของผู้นำในกาโน้มน้าวใจให้เกียรติและเคารพต่อการตัดสินใจของทุกคน มีทักษะด้านการสื่อสารเพื่อสร้างสัมพันธ์ที่ดี มีการสร้างความพึงพอใจเพื่อสร้างสัมพันธ์ที่ดี สอดคล้องกับ ดวงทิพา พุ่มไม้ (2557 : 79) ได้ทำการวิจัยเรื่อง การศึกษาสภาพและแนวทางการพัฒนาภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษาสังกัดองค์กรปกครองส่วนท้องถิ่นจังหวัดสุโขทัย ผลการวิจัยพบว่า สภาพภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา สังกัดองค์กรปกครองส่วนท้องถิ่นจังหวัดสุโขทัย โดยรวมอยู่ในระดับมาก คือ เมื่อพิจารณารายด้านพบว่า ผู้บริหารสถานศึกษามีภาวะผู้นำเชิงจริยธรรม ด้านการครองงานสูงสุด รองลงมาด้านการคน และด้านการดรองคนอยู่ในลำดับต่ำสุด ส่วนแนวทางการพัฒนาภาวะผู้นำเชิงจริยธรรมของบริหารสถานศึกษาพบว่า ด้านการครองตน คือ ผู้บริหารสถานศึกษาพูดในสิ่งที่เป็นไปได้เสมอ, ผู้บริหารสถานศึกษาพูดจริงทำจริงเสมอ

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

(1) ผลการศึกษาปัญหาของการมีภาวะผู้นำเชิงจริยธรรม ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการประพฤติปฏิบัติตน ดังนั้น ผู้บริหารสถานศึกษาควรนำไปเป็นแนวทางพัฒนาตนเพื่อประสิทธิภาพที่จะเกิดขึ้นต่อบุคลากรและภายในองค์กร

(2) ผลจากการศึกษา ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการมีความน่าเชื่อถือ ดังนั้น ผู้บริหารสถานศึกษาควรพัฒนาด้านการมีความน่าเชื่อถือ โดยผู้นำควรให้ความเสมอภาคและมีความยุติธรรมในการตัดสินใจ ไม่แสดงออกทางอารมณ์ที่ส่งผลเสียมากกว่าผลดี ควรประพฤติตนให้มีความน่าเชื่อถือและเป็นที่ยอมรับ ไม่เลือกปฏิบัติและควรเห็นคุณค่าของทุกคน และปฏิบัติตนต่อทุกคนโดยยึดถือคุณธรรมเป็นสำคัญประพฤติตนเป็นกลางและบริสุทธิ์ใจ

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

(1) ควรศึกษาปัจจัยที่ส่งเสริมแนวทางพัฒนาภาวะผู้นำเชิงจริยธรรมของผู้บริหาร สถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 เพื่อให้ได้ข้อมูลที่จะนำไปพัฒนาภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา ให้มีประสิทธิภาพมากยิ่งขึ้น

(2) ควรศึกษาปัจจัยที่ส่งเสริมแนวทางพัฒนาภาวะผู้นำเชิงจริยธรรมของผู้บริหาร สถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 เพื่อให้ได้ข้อมูลที่จะนำไปพัฒนาภาวะผู้นำเชิงจริยธรรมของผู้บริหารสถานศึกษา ให้มีประสิทธิภาพมากยิ่งขึ้น

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สภาพ และความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

Situations, And Needs for Delvoloping the Internal Supervission of Schools in New Normal Era Under Nakhon Panom Primary Educational Service Area Office 1

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ (2) ประเมินความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ กลุ่มตัวอย่าง ได้แก่ ผู้บริหารและครู รวมจำนวน 345 คน เครื่องมือที่ใช้ในการศึกษา มีจำนวน 2 ฉบับ คือ (1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องระหว่าง .80-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .25 - .66 และมีค่าความเชื่อมั่นทั้งฉบับ เท่ากับ .94 (2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้องเท่ากับ 1.00 ทุกข้อ มีค่าอำนาจจำแนกรายข้อระหว่าง .36 - .90 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98 สถิติที่ใช้ ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$)

ผลการศึกษา พบว่า (1) สภาพปัจจุบันของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ โดยรวมอยู่ในระดับมาก และสภาพที่พึงประสงค์ของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ โดยรวมอยู่ในระดับมากที่สุด (2) ผลการประเมินความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ เรียงลำดับสูงสุด 3 อันดับแรก 1) ด้านการสร้างขวัญและกำลังใจ 2) ด้านการประเมินผลการนิเทศ 3) ด้านการสะท้อนผล

คำสำคัญ: สภาพปัจจุบัน / สภาพที่พึงประสงค์ / การนิเทศภายใน / ยุคชีวิตวิถีใหม่

Abstract

The purposes of this study were to investigate: (1) to examine the current and desirable situations of the internal supervision of schools in new normal era, (2) to assess the needs of the internal supervision of schools in new normal era. The sample group consisted of 344 school administrators and teachers. There were 2 instruments used in this result: (1) Questionnaire on the current condition They have a conformity index between 0.80-1.0, have a discriminating power between 0.25-0.66, and have a confidence in the whole issue of 0.94. (2) A questionnaire on the desirable condition They have a conformity index between 1.00, have a discriminating power between 0.36-0.90, and have a confidence in the whole issue of 0.98. The statistics employed were percentage, mean, standard deviation and the Modified Priority Needs Index ($PNI_{modified}$).

The results were found that (1) to examine the current of the internal supervision of schools in new normal era were at the high level, and desirable situations of the delvoloping the internal supervision of schools in new normal era were at the highest level. (2) The results of need for the delvoloping the internal supervision of schools in new normal era respectively top three are: 1) Building morale 2) Supervising evaluating 3) Reflecting.

Keywords: (1) Examine the Current (2) Desirable Situations (3) The internal supervision (4) New Normal Era

บทนำ

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พระราชบัญญัติการศึกษาแห่งชาติ พุทธศักราช 2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 มาตรา 47 กำหนดให้มีระบบการประกันคุณภาพ เพื่อพัฒนาคุณภาพและมาตรฐานการศึกษาทุกระดับ แนวทางการพัฒนาคุณภาพการศึกษาจำเป็นต้องอาศัยกระบวนการปฏิบัติอย่างหลากหลาย ซึ่งประกอบด้วย กระบวนการที่สำคัญ คือ กระบวนการบริหารจัดการ กระบวนการจัดการเรียนรู้ และกระบวนการนิเทศ ติดตาม ประเมินผล และการนิเทศภายในมีกำหนดไว้ในกฎกระทรวงว่าด้วยระบบ หลักเกณฑ์ และวิธีการประกันคุณภาพภายในสถานศึกษา พ.ศ. 2542 ซึ่งกำหนดการกำกับ ติดตาม การจัดการศึกษาของผู้บริหารไว้อย่างชัดเจน นอกจากนี้เกณฑ์การประเมินคุณภาพภายนอก ของสำนักงานรับรองมาตรฐานและประกันคุณภาพการศึกษา (สมศ.) ได้กำหนดให้การนิเทศภายใน เป็นส่วนหนึ่งของเกณฑ์การประเมินเพื่อให้ผู้บริหารสถานศึกษาได้ตระหนักถึงความสำคัญ และนำไปปฏิบัติ ในโรงเรียนให้มีประสิทธิภาพและได้ผลอย่างเป็นรูปธรรม (มหาวิทยาลัยวลัยลักษณ์, 2558)

การแพร่ระบาดของไวรัส COVID-19 ส่งผลกระทบวงกว้างในหลายมิติทั่วโลก รวมทั้งผลกระทบต่อแวดวงการศึกษาในหลายแง่มุม ตั้งแต่การปิดเรียน ปรับมาใช้การสอนผ่านกลไกต่างๆ ตลอดจนปัญหาทางเศรษฐกิจที่ตามมาที่ทำให้เด็กหลายคนต้องออกจากโรงเรียน ทำให้ความเหลื่อมล้ำทางการศึกษาถ่างเพิ่มมากขึ้น แต่อีกด้าน COVID-19 กลายเป็นแรงผลักดันบังคับให้เกิดการปรับตัวและนำมาซึ่งเทคโนโลยีและนวัตกรรมรูปแบบการศึกษาใหม่ๆ ที่ช่วยให้เด็กได้เรียนรู้ด้วยตนเองด้วยรูปแบบที่แตกต่างกลายเป็นโมเดลใหม่ๆ ที่สอดรับกับบริบทของแต่ละพื้นที่ทั่วโลก (ภูมิศรัณย์ ทองเลี่ยมนาคม, 2564)

จากการแพร่ระบาดของเชื้อโรคโควิด-19 หรือโคโรนาไวรัส ช่วงปลาย พ.ศ. 2562 จนปัจจุบัน ซึ่งเกิดขึ้นอย่างรวดเร็วและรุนแรง ปัจจุบันเป็นการระบาดละระลอกใหม่ ส่งผลกระทบในทุกๆด้าน โดยเฉพาะด้านการศึกษาของไทย ต่างได้มีการวางแผนการสอนและการบริหารจัดการของสถานศึกษา เพื่อให้การจัดการเรียนรู้ยังคงสามารถดำเนินการต่อไปได้ (มาลี บุญศิริพันธ์, 2563) กล่าวว่า ฐานวิถีชีวิตใหม่ หมายถึง รูปแบบการดำเนินชีวิตอย่างใหม่ที่แตกต่างจากอดีตอันเนื่องจากมีบางสิ่งมากระทบ จนแบบแผนและแนวทางปฏิบัติที่คนในสังคม คุ้นเคยอย่างเป็นปกติและเคยคาดหมายล่วงหน้าได้ต้องเปลี่ยนแปลงไปสู่วิถีใหม่ภายใต้หลักมาตรฐานใหม่ที่ไม่คุ้นเคยรูปแบบวิถีชีวิตใหม่นี้ ประกอบด้วยวิธีคิด วิธีเรียนรู้ วิธีสื่อสาร วิธีปฏิบัติและการจัดการ การใช้ชีวิตแบบ ใหม่เกิดขึ้นหลังจากเกิดการเปลี่ยนแปลงอย่างใหญ่หลวงและรุนแรงอย่างใดอย่างหนึ่ง ทำให้มนุษย์ต้องปรับตัว เพื่อรับมือกับสถานการณ์ปัจจุบันมากกว่าจะธำรงรักษาวิถีดั้งเดิมหรือหวนหาถึงอดีต ในนมุมมองทาง เศรษฐศาสตร์และธุรกิจ หลังวิกฤตเศรษฐกิจถดถอยทั่วโลกในช่วงต้นคริสต์ศตวรรษที่ 21 (ค.ศ. 2007–2008) ได้เกิดการเปลี่ยนแปลงในระบบเศรษฐกิจครั้งใหญ่ การจัดการบางอย่างซึ่งแต่เดิมเคยถูกมองว่าผิดปรกติ ได้กลับกลายมาเป็นสิ่งที่พบเห็นกันได้ทั่วไป และถูกนำมาใช้ในบริบทอื่นๆ อย่างเช่น ด้านวิทยาศาสตร์ เพื่อสื่อสารและทำความเข้าใจถึงสภาวะการเปลี่ยนแปลงของภูมิอากาศซึ่งมีอิทธิพลต่อวิถีชีวิตของมนุษย์เช่น อุณหภูมิที่สูงขึ้นและความเปลี่ยนแปลงของฤดูกาล (นาฏนารี ชื่นจิตร, 2564)

รวมถึงการปรับรูปแบบการจัดการเรียนรู้โดยนำเทคโนโลยีเข้ามาใช้อย่างเต็มรูปแบบสำหรับการศึกษา โดยการจัดการเรียนรู้ในรูปแบบของออนไลน์จากสภาพปัจจุบันของการจัดการศึกษาของแต่ละสำนักงานเขตพื้นที่การศึกษา และรายงานผลการนิเทศของหน่วยศึกษานิเทศก์สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน พบว่า กระบวนการนิเทศภายในโรงเรียนมีความแตกต่างกัน มีทั้งปัจจัยที่เอื้อและปัจจัยที่เป็นอุปสรรคต่อการนิเทศ การนิเทศยังขาดความต่อเนื่องและความเป็นเอกภาพที่สอดคล้องกับบริบทของพื้นที่เพื่อให้ทันต่อการเปลี่ยนแปลงในยุคประเทศไทย 4.0 และการพัฒนาผู้เรียนให้มีทักษะและคุณลักษณะพื้นฐานของพลเมืองไทย มีทักษะและคุณลักษณะที่จำเป็นในศตวรรษที่ 21 (นาฏนารี ชื่นจิตร, 2564)

ผลกระทบจาก COVID-19 ทำให้ห้องเรียนส่วนใหญ่ต้องถูกปิด แม้จะเปลี่ยนมาทำการเรียนการสอนแบบออนไลน์แต่ก็ไม่มีประสิทธิภาพเท่ากับการเรียนในห้องเรียนได้ ทำให้เด็กมีปัญหาทั้งการเรียนที่ต้องหยุดชะงัก ไปจนถึงความไม่พร้อมของผู้ปกครอง การขาดแคลนอุปกรณ์คอมพิวเตอร์ การเข้าถึงอินเตอร์เน็ต การใช้เวลาหน้าจอมากเกินไป ขาดปฏิสัมพันธ์กับเพื่อน สุดท้ายทำให้เกิดความเครียดทั้งเด็กและครู “สุดท้ายคือการที่เด็กมีการเรียนรู้ที่ลดลง (Learning Loss) ในสถานการณ์โควิด-19 ช่วงที่เขาต้องอยู่บ้านหรือขาดการทบทวนบทเรียนเป็นเวลานาน ความรู้ก็อาจจะหายไป นอกจากความรู้ที่หายไปแล้ว ยังอาจส่งผลต่อพื้นฐานความรู้ในด้านสำคัญๆ ซึ่งเป็นพื้นฐานของการพัฒนาทุนมนุษย์ในสังคม หลายประเทศก็พยายามแก้ปัญหา โดยการเพิ่มอุปกรณ์ต่างๆ เพิ่มอินเตอร์เน็ต เทรนครูให้รับมือกับการเรียนการสอนแบบระยะไกล” (ภูมิศรัณย์ ทองเลี่ยมนาค, 2564)

การนิเทศการจัดการเรียนรู้ในยุคชีวิตวิถีใหม่เป็นกระบวนการที่ส่งเสริมพัฒนาการจัดการเรียนรู้ของครูให้มีคุณภาพ โดยเป็นการดำเนินการอย่างเป็นระบบมีผู้เกี่ยวข้อง ได้แก่ ผู้บริหารสถานศึกษา ผู้นิเทศและครูร่วมกันวางแผนดำเนินการ ให้ข้อมูลย้อนกลับเพื่อการปรับปรุงแก้ไขให้เกิดการพัฒนาการจัดการเรียนรู้ของครูและร่วมกันสรุปผลแลกเปลี่ยนเรียนรู้สะท้อนคิดร่วมกันผ่านการสื่อสารโดยการนำดิจิทัลเทคโนโลยีการเชื่อมต่อเครือข่ายมาใช้ในรูปแบบต่างๆ รวมทั้งการออกแบบการเรียนรู้และการจัดการเรียนรู้ทาง Internet โดยใช้ Application Line, Facebook, Zoom, Google meet, Google sites, Google Classroom, YouTube และอื่นๆ เพื่อสร้างปฏิสัมพันธ์ระหว่างทุกฝ่ายที่เกี่ยวข้องตามความเหมาะสมของสถานศึกษาแต่ละแห่งภายใต้บริบทของเศรษฐกิจสังคม วัฒนธรรม

สิ่งแวดล้อม และเทคโนโลยีที่เปลี่ยนแปลงไป ทั้งนี้ผู้นิเทศเองในฐานะที่เป็นผู้นำแห่งการเรียนรู้ในยุคชีวิตวิถีใหม่จำเป็นต้องเข้าใจถึงลักษณะของครูที่มีความแตกต่างกัน (วชิรา เครือคำอ้าย และคณะ, 2564)

ปัจจุบันงานในด้านการศึกษาได้เจริญก้าวหน้าไปมาก มีการเปลี่ยนแปลงหลายๆ ประการ เช่น การเปลี่ยนแปลงหลักสูตร ความรู้ในสาขาวิชาการต่างๆ เพิ่มขึ้น แนวความคิดและแนวการเรียนการสอนใหม่ๆ เพิ่มขึ้น ตลอดจนการเปลี่ยนแปลงจุดมุ่งหมายของการศึกษา แต่ยังพบว่า บุคลากรทางการศึกษาหลายคนยังไม่สามารถปรับเปลี่ยนให้ทันต่อการเปลี่ยนแปลง ปัญหาดังกล่าวข้างต้นสามารถจะแก้ไขได้โดยอาศัยผู้นิเทศหรือศึกษานิเทศก์ ซึ่งมีหน้าที่นิเทศการศึกษาให้ครูมีความเจริญงอกงามทางวิชาการ สามารถพึงตนเองได้และนำความรู้เหล่านี้ไปใช้ให้เป็นประโยชน์ในการพัฒนาการเรียนการสอนตามวัตถุประสงค์ที่วางไว้ การนิเทศการศึกษา จัดขึ้นเพื่อปรับปรุงการจัดกิจกรรมการเรียนรู้ให้ดียิ่งขึ้น ในการปรับปรุงการจัดกิจกรรมการเรียนรู้จะสำเร็จได้นั้น ย่อมขึ้นอยู่กับทักษะและความสามารถของศึกษานิเทศก์ผู้ทำงานร่วมกับครู ตลอดจนเทคนิคและวิธีการต่างๆ ที่ศึกษานิเทศก์นำมาใช้ในการนิเทศการศึกษา (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1, 2565)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 “ได้กำหนดขั้นตอนของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ แบ่งออกเป็นดังนี้ (1) จัดทำข้อมูลสารสนเทศ ศึกษาความต้องการการส่งเสริมสนับสนุนเครือข่ายการนิเทศทั้งระดับเขตพื้นที่การศึกษา สถานศึกษา หน่วยงานที่เกี่ยวข้องและชุมชน (2) จัดทำแผนสร้างความรู้ความเข้าใจเพื่อส่งเสริมและสนับสนุนเครือข่ายการนิเทศทุกระดับโดยคำนึกถึงสภาพปัญหาและความต้องการของแต่ละเครือข่าย (3) ประชุมเครือข่ายนิเทศทุกระดับ เพื่อสร้างความเข้าใจและกำหนดแนวทางการพัฒนา (4) ดำเนินการส่งเสริมและสนับสนุนการพัฒนาเครือข่ายการนิเทศในรูปแบบต่างๆ เช่น จัดเครือข่ายบุคคล จัดเครือข่ายในรูปชุมนุม (5) ประเมินผลและสรุปผลการพัฒนาเครือข่ายการนิเทศ (6) นำผลการประเมินไปกำหนดแนวทางการพัฒนาเครือข่ายการนิเทศทั้งระดับเขตพื้นที่การศึกษา สถานศึกษา หน่วยงานที่เกี่ยวข้องและชุมชนต่อไป (7) สรุปผลการดำเนินงานเครือข่ายนิเทศและรายงานผลการพัฒนาต่อหน่วยงานต้นสังกัด สถานศึกษา หน่วยงานที่เกี่ยวข้อง และเผยแพร่ประชาสัมพันธ์ (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1, 2565)

ในปีงบประมาณ 2565 กลุ่มนิเทศ ติดตามและประเมินผลการจัดการศึกษา สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ใช้กระบวนพัฒนาคุณภาพงานรูปแบบ TEAM ในการนิเทศการศึกษา ใช้พื้นที่เป็นฐานและใช้นวัตกรรมขับเคลื่อนการดำเนินงานนิเทศการศึกษา สอดคล้องกับสภาพการดำเนินงาน ปัญหา และความต้องการของเขตพื้นที่การศึกษา มีการปฏิบัติงานร่วมกับคณะกรรมการติดตาม ตรวจสอบ ประเมินผล และนิเทศการศึกษาของเขตพื้นที่การศึกษา (ก.ต.ป.น.) คณะกรรมการเครือข่ายผู้นิเทศและผู้รับการนิเทศทุกระดับ ทั้งนี้ เพื่อให้บรรลุเป้าหมายและเกิดประโยชน์สูงสุดต่อการพัฒนาคุณภาพการศึกษา สร้างการศึกษาที่มีคุณภาพอย่างยั่งยืน ผ่านโครงการ/กิจกรรมต่างๆ ที่สอดคล้องกับกรอบภาระงานของกลุ่มนิเทศ ติดตามและประเมินผล การจัดการศึกษา และสอดคล้องกับนโยบายและจุดเน้นของกระทรวงศึกษาธิการ สำนักงานคณะกรรมการ การศึกษาขั้นพื้นฐาน และสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1, 2565)

จากความเป็นมาและความสำคัญดังกล่าว ผู้ศึกษาจึงสนใจศึกษาการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 เพื่อนำข้อมูลที่ได้ไปเป็นแนวทางในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 และนำข้อมูลที่ได้ไปพัฒนาปรับปรุงการนิเทศภายในสถานศึกษา หน่วยงานการศึกษา หน่วยงานทั่วไป และผู้สนใจไปใช้ในการพัฒนาการนิเทศภายในสถานศึกษาให้เกิดประสิทธิภาพสูงสุด

วัตถุประสงค์ของการศึกษา

1) เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

2) เพื่อประเมินความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

กรอบแนวคิดในการศึกษา

การศึกษาเรื่องสภาพและความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผู้ศึกษาได้สังเคราะห์กรอบแนวคิดจากนักการศึกษาและสำนักงานทางการศึกษาทั้งหมด 8 คน/องค์กร ดังนี้ (นรินทร์ บุตรพรม, 2562); (นิกูล ทองหน้าศาล, 2563); (สันติ หัดที, 2563); (กฤษฎา โพธิ์ชัยรัตน์, 2564); (ทิพวรรณ ถาวรโชติ, 2564); (ทองคำ อำไพ, 2564); (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1, 2565) และ

(สำนักงานศึกษาธิการจังหวัดแม่ฮ่องสอน, 2565) โดยผู้ศึกษาได้สรุปกรอบแนวคิดของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ ดังนี้

1) การวางแผนการนิเทศ
2) การให้ความรู้ก่อนการนิเทศ
3) การดำเนินการนิเทศ
4) การสะท้อนผล
5) การสร้างขวัญและกำลังใจ
6) การประเมินผลการนิเทศ

วิธีการดำเนินการศึกษา

การศึกษาครั้งนี้ มีวิธีดำเนินการศึกษา ตามลำดับขั้นตอนดังนี้

1. รูปแบบการศึกษา เป็นการศึกษาเชิงปริมาณ (Quantitative Research)

2. ประชากรและกลุ่มตัวอย่าง ประชากร ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จำนวน 2,801 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 255 คน และครู จำนวน 2,546 คน กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำนวน 345 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 78 คน และครู จำนวน 267 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละของ (ประสาท เนืองเฉลิม, 2564) ได้มาโดยใช้วิธีการสุ่มแบบหลายขั้นตอน (Multi-Stage Random Sampling)

3. เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการเก็บรวบรวมเป็นแบบสอบถาม จำนวน 2 ฉบับ ฉบับที่ 1 เป็นแบบสอบถามเกี่ยวกับสภาพปัจจุบันของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .80–1.00 และมีค่าอำนาจจำแนกรายข้ออยู่ระหว่าง .25-.66 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .94 ฉบับที่ 2 เป็นแบบสอบถามเกี่ยวกับสภาพที่พึงประสงค์ของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง 1.00 ทุกข้อ มีค่าอำนาจจำแนกรายข้อระหว่าง .36-.90 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98

4. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ผู้วิจัยได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างด้วยตนเอง โดยส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 345 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม วิเคราะห์ข้อมูลนำมาแจกแจงความถี่(Frequency) และหาค่าร้อยละ (Percentage) นำเสนอผลการวิเคราะห์ในรูปแบบของตารางประกอบ คำบรรยายความเรียง

ตอนที่ 2 สภาพปัจจุบันสภาพที่พึงประสงค์และความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 วิเคราะห์โดยหาค่าเฉลี่ย ($\overline{X}$) และส่วนเบี่ยงเบนมาตรฐาน แล้วนำมาเทียบเกณฑ์การแปลความหมายที่กำหนด (บุญชม ศรีสะอาด, 2558) ดังนี้

ค่าเฉลี่ย 4.51-5.00 หมายถึง มีความคิดเห็นอยู่ในระดับ มากที่สุด
ค่าเฉลี่ย 3.51-4.50 หมายถึง มีความคิดเห็นอยู่ในระดับ มาก
ค่าเฉลี่ย 2.51-3.50 หมายถึง มีความคิดเห็นอยู่ในระดับ ปานกลาง
ค่าเฉลี่ย 1.51-2.50 หมายถึง มีความคิดเห็นอยู่ในระดับ น้อย
ค่าเฉลี่ย 1.00-1.50 หมายถึง มีความคิดเห็นอยู่ในระดับ น้อยที่สุด

ตอนที่ 3 ผลการประเมินความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ ใช้การประเมินการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) ตามแนวคิดของ (สุวิมล ว่องวานิช, 2558)

สรุปผลการศึกษา

จากการศึกษาเรื่องสภาพ และความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผลการศึกษาปรากฏ ดังนี้

1. ผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏ**ผลการศึกษา** ดังตารางที่ 1

ตารางที่ 1 ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานและการแปลผล ความคิดเห็นเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ โดยรวมและจำแนกเป็นรายด้าน

ด้านที่	รายการ	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
		$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล
1	ด้านการวางแผนการนิเทศ	3.59	.47	มาก	4.63	.24	มากที่สุด
2	ด้านการให้ความรู้ก่อนการนิเทศ	3.60	.43	มาก	4.61	.25	มากที่สุด
3	ด้านการดำเนินการนิเทศ	3.63	.49	มาก	4.58	.31	มากที่สุด
4	ด้านการสะท้อนผล	3.54	.57	มาก	4.57	.29	มากที่สุด
5	ด้านการสร้างขวัญและกำลังใจ	3.40	.45	ปานกลาง	4.60	.31	มากที่สุด
6	ด้านการประเมินผลการนิเทศ	3.44	.59	ปานกลาง	4.62	.41	มากที่สุด
	รวม	3.53	.37	มาก	4.60	.17	มากที่สุด

ตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยภาพรวมอยู่ในระดับมาก ($\overline{X}$ = 3.53) เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการดำเนินการนิเทศ ($\overline{X}$ = 3.63) รองลงมา ได้แก่ ด้านการให้ความรู้ก่อนการนิเทศ ($\overline{X}$ = 3.60) ด้านการวางแผนการนิเทศ ($\overline{X}$ = 3.59) ด้านการสะท้อนผล ($\overline{X}$ = 3.54) ด้านการประเมินผลการนิเทศ ($\overline{X}$ = 3.44) และด้านการสร้างขวัญและกำลังใจ ($\overline{X}$ = 3.40) ตามลำดับ

ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์ของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยภาพรวม อยู่ในระดับมากที่สุด ($\overline{X}$ = 4.60) เมื่อพิจารณาเป็นรายด้านพบว่า อยู่ในระดับมากที่สุดทุกด้าน ($\overline{X}$ = 4.57-4.63) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการวางแผนการนิเทศ ($\overline{X}$ = 4.63) และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการสะท้อนผล ($\overline{X}$ = 4.57)

2. ผลการประเมินความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการศึกษาดังตารางที่ 2

ตารางที่ 2 แสดงค่าเฉลี่ยสภาพปัจจุบัน สภาพที่พึงประสงค์ ค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) และลำดับความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมและจำแนกเป็นรายด้าน

รายการ	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
ด้านการวางแผนการนิเทศ	3.59	4.63	.288	4
ด้านการให้ความรู้ก่อนการนิเทศ	3.60	4.61	.282	5
ด้านการดำเนินการนิเทศ	3.63	4.58	.263	6
ด้านการสะท้อนผล	3.54	4.57	.291	3
ด้านการสร้างขวัญและกำลังใจ	3.40	4.60	.352	1
ด้านการประเมินผลการนิเทศ	3.44	4.62	.345	2
รวม	3.53	4.60	.303	-

จากตารางที่ 2 พบว่า ผลการประเมินความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ **สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1** โดยรวมมีค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) เท่ากับ .303 เมื่อพิจารณาเป็นรายด้าน สามารถเรียงลำดับจากด้านที่มีค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุงมากที่สุดไปด้านที่มีค่าน้อยที่สุด ดังนี้ ลำดับที่ 1 คือด้านการสร้างขวัญและกำลังใจ ($PNI_{Modified}$ = .352) ลำดับที่ 2 ด้านการประเมินผลการนิเทศ ($PNI_{Modified}$ = .345) ลำดับที่ 3 ด้านการสะท้อนผล ($PNI_{Modified}$ = .291) ลำดับที่ 4 ด้านการวางแผนการนิเทศ ($PNI_{Modified}$ = .288) ลำดับที่ 5 ด้านการให้ความรู้ก่อนการนิเทศ ($PNI_{Modified}$ = .282) และลำดับที่ 6 ด้านการส่งงานและทำแบบฝึกหัดออนไลน์ ($PNI_{Modified}$ = .263)

ผลการศึกษาเรื่องนี้ สรุปได้ว่า 1) ผลการศึกษาสภาพปัจจุบันของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่าโดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการวางแผนการนิเทศ และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการสร้างขวัญและกำลังใจ ผลการศึกษาสภาพที่พึงประสงค์ของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการวางแผนการนิเทศ และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการสะท้อนผล 2) ผลการประเมินความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า ด้านที่มีค่าสูงกว่าค่าโดยรวม โดยเรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย คือ ด้านการสร้างขวัญและกำลังใจ และด้านการประเมินผลการนิเทศ

อภิปรายผลการศึกษา

จากผลการศึกษา สามารถอภิปรายผลได้ดังนี้

1. จากผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการศึกษาที่สามารถอภิปรายได้ว่า

1.1 การศึกษาสภาพปัจจุบันของการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมพบว่า อยู่ใน 6 ระดับ อยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุดได้แก่ ด้านการดำเนิน การนิเทศ รองลงมา ด้านการให้ความรู้ก่อนการนิเทศ ด้านการวางแผนการนิเทศ ด้านการสะท้อนผล ด้านการประเมินผลการนิเทศ และด้านการสร้างขวัญและกำลังใจ ตามลำดับ ทั้งนี้ อาจเป็นเพราะการพัฒนา การนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ของสังกัดสำนักงานเขตพื้นที่การศึกษาประถม ศึกษานครพนม เขต 1 ใช้กระบวนพัฒนาคุณภาพงานรูปแบบ TEAM ในการนิเทศการศึกษา ใช้พื้นที่เป็นฐานและใช้นวัตกรรมขับเคลื่อนการดำเนินงานนิเทศการศึกษา สอดคล้องกับสภาพการดำเนินงาน ปัญหาและความต้องการของเขตพื้นที่การศึกษา มีการปฏิบัติงานร่วมกับคณะกรรมการติดตาม ตรวจสอบ ประเมินผล

และนิเทศการศึกษาของเขตพื้นที่การศึกษา (ก.ต.ป.น.) คณะกรรมการเครือข่ายผู้นิเทศและผู้รับการนิเทศทุกระดับ ทั้งนี้ เพื่อให้บรรลุเป้าหมายและเกิดประโยชน์สูงสุดต่อการพัฒนาคุณภาพการศึกษา สร้างการศึกษาที่มีคุณภาพอย่างยั่งยืน ผ่านโครงการ/กิจกรรมต่างๆ ที่สอดคล้องกับกรอบภาระงานของกลุ่มนิเทศ ติดตามและประเมินผล การจัดการศึกษา และสอดคล้องกับนโยบายและจุดเน้นของกระทรวงศึกษาธิการ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1, 2565) สอดคล้องกับงานวิจัยของ (เมวิกา ชอบสูงเนิน, 2564) ได้ทำวิจัยเรื่อง การพัฒนาแนวทางการนิเทศภายในของสถาบันอาชีวศึกษาเอกชน สถานศึกษา สังกัดสำนักงานอาชีวศึกษาจังหวัดขอนแก่น ผลการวิจัยพบว่า สภาพปัจจุบันของการนิเทศภายในของสถาบันอาชีวศึกษาเอกชน สถานศึกษาสังกัดสำนักงานอาชีวศึกษาจังหวัดขอนแก่น โดยรวมอยู่ในระดับมาก นอกจากนี้ยังมีงานวิจัยของ (ธีรวุฒิ หอมอินทร์, 2563) ได้ทำวิจัยเรื่อง การพัฒนาแนวทางการนิเทศภายในโดยใช้แนวคิดชุมชนการเรียนรู้ทางวิชาชีพ สำหรับครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 27 ผลการวิจัยพบว่า การพัฒนาแนวทางการนิเทศภายในโดยใช้แนวคิดชุมชนการเรียนรู้ทางวิชาชีพ สำหรับครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 27 โดยภาพรวมอยู่ในระดับมาก สรุปประเด็นได้ว่า การดำเนินการนิเทศภายในโดยใช้แนวคิดชุมชนการเรียนรู้ทางวิชาชีพ ควรมีการวางแผน การสังเกตการสอน การวิเคราะห์ผลการสังเกตการสอน และการให้ข้อมูลย้อนกลับ สอดคล้องกับ (อัจฉริยา ฤทธิรณ, 2563) ได้ทำวิจัย เรื่อง สภาพและแนวทางการพัฒนาการนิเทศภายในของผู้บริหารโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 ตามความคิดเห็นของผู้บริหารสถาน ศึกษาและครูผู้สอนโดยภาพรวมอยู่ในระดับมาก สอดคล้องกับ (สรรเพชญ ศิริเกตุ 2563) ได้ทำวิจัยเรื่อง การพัฒนารูปแบบการนิเทศภายในแบบมีส่วนร่วมของสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดกาฬสินธุ์ โดยรวมอยู่ในระดับมาก

1.2 การศึกษาสภาพที่พึงประสงค์ของการพัฒนาการนิเทศภายในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมพบว่า อยู่ในระดับมากที่สุด ทั้งนี้ อาจเป็นเพราะว่า เนื่องจากการดำเนินการบริหารหลักสูตรสถานศึกษาจัดกระบวนการเรียนรู้ มีระบบการประกันคุณภาพภายในสถานศึกษา มีการนิเทศภายใน มีการพัฒนาการวัดและประเมินผลการศึกษา มีการพัฒนาสื่อ/นวัตกรรมและเทคโนโลยีทางการศึกษาได้อย่างมีคุณภาพ ส่งเสริม สนับสนุน ให้สถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ขับเคลื่อนการพัฒนาคุณภาพการศึกษาตามนโยบาย และจุดเน้นของกระทรวงศึกษาธิการ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1, 2565) สอดคล้องกับ (จริยาภรณ์ เรืองแสน, 2563) ได้ทำวิจัยเรื่อง แนวทางพัฒนากระบวนการนิเทศภายในสถานศึกษาของโรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากำแพงเพชร เขต 2 สภาพการดำเนินงานพบว่า ผู้บริหารส่งเสริมสนับสนุนให้บุคลากรในสถานศึกษามีความรู้ ความเข้าใจเกี่ยวกับการนิเทศ แต่งตั้งคณะกรรมการวางแผนและจัดกิจกรรมดำเนินการนิเทศภายในสถานศึกษาตามแผนงาน/โครงการ กำกับขั้นตอนในกระบวนการนิเทศให้เป็นไปตามแผนงาน ผู้นิเทศควรสร้างขวัญและกำลังใจ ให้คำปรึกษาร่วมแก้ปัญหาโดยใช้เทคนิคและวิธีการที่หลากหลายในการนิเทศ สนับสนุนบุคลากรทุกคนมีส่วนร่วมในการประเมินผลการนิเทศ ตั้งแต่สรุปผล วิเคราะห์ผล ที่ได้จากการปฏิบัติงานนิเทศเปรียบเทียบกับตัวบ่งชี้ความสำเร็จของสถานศึกษา จัดกิจกรรมให้ครูได้แลกเปลี่ยนเรียนรู้กับสถานศึกษาใกล้เคียงถึงผลการนิเทศร่วมทั้งปัญหาและแนวทางการแก้ปัญหานำผลการนิเทศจัดทำเป็นเอกสาร เผยแพร่อย่างเป็นรูปธรรมในหลากหลายช่องทางโดยนำนวัตกรรมและเทคโนโลยีมาช่วยในการเผยแพร่ สอดคล้องกับ (นวพร อุตรินทร์, 2563) ได้ทำวิจัยเรื่อง การพัฒนาแนวทางการนิเทศภายในโรงเรียนเอกชน สังกัดสำนักงานศึกษาธิการจังหวัดมหาสารคาม ผลการวิจัยพบว่า สภาพที่พึงประสงค์ของการนิเทศภายในโรงเรียนเอกชน สังกัดสำนักงานศึกษาธิการจังหวัดมหาสารคาม โดยรวมอยู่ในระดับมากที่สุด

2. การประเมินความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถาน ศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า ด้านที่มีค่าสูงสุด คือ ด้านการสร้างขวัญและกำลังใจ ทั้งนี้ อาจเป็นเพราะว่า ปีงบประมาณ 2565 กลุ่มนิเทศ ติดตามและประเมินผลการจัดการศึกษา สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ใช้กระบวน การพัฒนาคุณภาพงานรูปแบบ TEAM ในการนิเทศ การศึกษาผ่านการดำเนินการตามโครงการ/กิจกรรมต่าง ๆ เพื่อสร้างคุณภาพการศึกษาอย่างยั่งยืน ส่งเสริม สนับสนุน ให้ขวัญและกำลังใจแก่ข้าราชการครูและบุคลากรทางการศึกษา ให้มีความรัก สามัคคี สร้างแรงจูงใจในการพัฒนาคุณภาพการศึกษาร่วมกัน (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1, 2565) สอดคล้องกับ (Kazi Enamul Hoque , Husaina Banu Bt Kenayathulla, 2020) **ทำการศึกษาเรื่องความสัมพันธ์ระหว่างการนิเทศกับผลการปฏิบัติงานของครูและทัศนคติในโรงเรียนมัธยมศึกษาในมาเลเซีย** ผลการวิจัยพบว่า **การนิเทศสั่งสอนนั้นเกี่ยวข้องในทางบวกและอย่างมีนัยสำคัญกับผลการปฏิบัติงานและทัศนคติของครู ผลการศึกษานี้จะเป็นประโยชน์ต่อผู้กำหนดนโยบาย หัวหน้าโรงเรียนและอาจารย์ใหญ่ในการเลือกแนวทางการกำกับดูแลที่เหมาะสมซึ่งจะส่งผลต่อประสิทธิภาพการสอนที่ดียิ่งขึ้น** สอดคล้องกับ (Sayyam Bin Saeed , 2021) ผู้บริหารควรมีทักษะและความเชี่ยวชาญที่เกี่ยวข้องเพื่อแก้ไขปัญหาทั้งหมด ควรให้ความร่วมมือและให้แนวทางเพื่อเสริมสร้างสมรรถนะที่เกี่ยวข้องเพื่อพัฒนาความสามารถในการสอนของครู สอดคล้องกับ (Mofareh Alkrdem,

2021) การกำกับดูแลถูกขัดจังหวะด้วยการปฏิบัติที่น่าสงสัยที่เกี่ยวข้องกับการตกเป็นเหยื่อ การข่มขู่ ความไม่สอดคล้องกัน ความสับสนและอคติ ผู้บังคับ บัญชาขาดทักษะการกำกับดูแลที่จำเป็น ไม่จริงจังกับบทบาทการกำกับดูแล และด้วยเหตุนี้ครูจึงไม่ได้รับการดูแลอย่างจริงจัง สอดคล้องกับ (B. E. Alumode, 2020) จากการวิจัยนี้พบว่า หัวหน้างานและอาจารย์ใหญ่ควรพยายามดูแลให้มีการเยี่ยมชมชั้นเรียนอย่างสม่ำเสมอ เพื่อให้ครูในโรงเรียนมัธยมศึกษาสามารถปรับปรุงผลงานได้ดีขึ้น และปัจจัยที่เป็นองค์ประกอบแห่งความสำเร็จของการนิเทศภายใน คือกระบวนการวางแผนเพื่อสร้างคุณภาพงานนิเทศ การตระหนักรู้และการกำหนด

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลการศึกษาไปใช้

(1) สภาพปัจจุบันของการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ ด้านการสร้างขวัญและกำลังใจ อยู่ในระดับต่ำสุด ดังนั้น ผู้บริหารสถานศึกษาควรเสริมกำลังใจเพื่อให้ผู้รับการนิเทศมีความมั่นใจและบังเกิดความพึงพอใจในการปฏิบัติงาน สภาพที่พึงประสงค์ของการพัฒนา การนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ ด้านการวางแผนการนิเทศ อยู่ในระดับมากที่สุด ดังนั้น สถานศึกษาควรมีการวางแผนการกำหนดเครื่องมือที่จะประเมินผลการนิเทศภายในร่วมมือกันจากทุกฝ่าย ผู้บริหาสถานศึกษา ครู และบุคลากรทางการศึกษา เพื่อให้แนวทางการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่มีทิศทางในทางเดียวกัน เป็นประจำอย่างต่อเนื่อง

(2) ความต้องการจำเป็นที่มีค่าสูงสุด ได้แก่ ด้านการสร้างขวัญและกำลังใจ ดังนั้น ผู้บริหารสถานศึกษา ครู และบุคลากรทางการศึกษา ควรมีการปฏิบัติการนิเทศภายใน ที่เน้นการพัฒนาการเรียนการสอน โดยสร้างความสัมพันธ์ร่วมกันเพื่อให้การยอมรับซึ่งกันและกันภายในสถานศึกษา นอกจากนี้ควรเสริมสร้างขวัญและกำลังใจที่ดี รวมทั้งการเชิดชูเกียรติและยกย่องผลงานที่ได้รับการนำเสนอเพื่อให้เป็นแบบย่างที่ดี

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

(1) ควรศึกษาปัจจัยที่ส่งเสริมการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เพื่อให้ได้ข้อมูลที่จะนำไปพัฒนาการนิเทศภายในสถานศึกษาให้มีประสิทธิภาพมากยิ่งขึ้น

(2) ควรศึกษาเพื่อหาแนวทางในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ แต่ละด้านในประเด็นนั้นๆ เพื่อให้สถานศึกษาอื่นๆ นำไปใช้เป็นแนวทางในการนิเทศภายในสถานศึกษาเพื่อพัฒนาคุณภาพการศึกษาต่อไป

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สภาพและความต้องการจำเป็นในการพัฒนาการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1

Situtions And Needs Necessary to Develop Professional Learning Community of Schools Under Nakhom Phanom Primary Educational Service Area Office 1

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ โรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต1 (2) ประเมินความต้องการจำเป็นของการพัฒนาการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 กลุ่มตัวอย่าง ได้แก่ ผู้บริหารและครู รวมจำนวน 345 คน เครื่องมือที่ใช้ในการศึกษา มีจำนวน 2 ฉบับ คือ (1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องระหว่าง .80-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .31 - .87 และมีค่าความเชื่อมั่นทั้งฉบับ เท่ากับ .96 (2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้องเท่ากับ .80-1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .49 - .84 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98 สถิติที่ใช้ ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง (PNI $_{Modified}$)

ผลการศึกษา พบว่า (1) สภาพปัจจุบันของการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ โดยรวมอยู่ในระดับมาก และสภาพที่พึงประสงค์ของการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ โดยรวมอยู่ในระดับมากที่สุด (2) ผลการประเมินความต้องการจำเป็นการพัฒนาการในการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ เรียงตามลำดับ ดังนี้ ด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ ด้านการสนับสนุนและการเป็นผู้นำร่วมกัน ด้านการสร้างวิสัยทัศน์และค่านิยมร่วมกัน ด้านการสร้างสภาพแวดล้อมที่เอื้อต่อการเรียนรู้ และด้านการร่วมเรียนรู้และประยุกต์ใช้

คำสำคัญ : (1) สภาพปัจจุบัน (2) สภาพที่พึงประสงค์ (3) ความต้องการจำเป็น (4) การเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ

Abstract

The purposes of this study were (1) to examine the current and desirable situations of community of professional learning in schools under Nakhon Phanom Primary Educational Service Area Office 1, (2) to assess the needs necessary to develop community of professional learning in schools under Nakhon Phanom Primary Educational Service Area Office 1, The samples group consisted of 345 school administrators and teachers. The educational tools It is a questionnaire of 2 copies namely (1) Questionnaire on the current condition They have a conformity index between 0.80-1.0, have a discriminating power between .31-.87, and have a confidence in the whole issue of .96. A questionnaire on the desirable condition They have a conformity index between .80-1.0, have The results were found that (1) to examine the current of the internal supervision of schools in new normal era a discriminating power between .49-.84, and have a confidence in the whole issue of .98. The statistics employed were percentage, mean, standard deviation and the Modified Priority Needs Index (PNI modified).

The results of the assessment of the necessitous needs to develop a community of professional learning sorted in order as follows promote the exchange of knowledge, promote the exchange of knowledge, creating a shared vision and values, creating an environment conducive to learning and learning and applying.

Keywords: (1) Examine the Current (2) Desirable Situations (3) The internal supervision (4) New Normal Era

บทนำ

[1] นักศึกษาปริญญาโท สาขาวิชาการบริหารและพัฒนาการศึกษา คณะครุศาสตร์ มหาวิทยาลัยนครพนม
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[2] สาขาวิชาการบริหารและพัฒนาการศึกษา คณะครุศาสตร์ มหาวิทยาลัยนครพนม

ประเทศไทยได้ตระหนักถึงความสำคัญของการเรียนรู้ตลอดชีวิต และการสร้างการเรียนรู้เช่นเดียวกับหลายประเทศ มีกรอบเป้าหมายและทิศทางการจัดการศึกษา ในการพัฒนาศักยภาพและขีดความสามารถของคนไทยทุกช่วงวัยให้เต็มตามศักยภาพ สามารถแสวงหาความรู้และเรียนรู้ได้ด้วยตนเองอย่างต่อเนื่องตลอดชีวิต โดยการขับเคลื่อนภายใต้วิสัยทัศน์ของคนไทยทุกคน ได้รับการศึกษาและเรียนรู้ตลอดชีวิตอย่างมีคุณภาพดำรงชีวิตอย่างเป็นสุข สอดคล้องกับหลักปรัชญาของเศรษฐกิจพอเพียง และการเปลี่ยนแปลงของโลกศตวรรษที่ 21 มีคุณภาพโดยไม่เก็บค่าใช้จ่ายภายใต้วิสัยทัศน์ "คนไทยได้เรียนรู้ ตลอดชีวิตอย่างมีคุณภาพ" โดยมุ่งเน้นการพัฒนาคุณภาพและมาตรฐานการศึกษา การเพิ่มโอกาสทางการศึกษาและเรียนรู้ ส่งเสริมการมีส่วนร่วมของทุกภาคส่วนเพื่อให้คนไทยทุกคนได้เรียนรู้ตลอดชีวิต ทั้งในระบบ นอกระบบ และตามอัธยาศัยอย่างมีคุณภาพในทุกระดับทุกประเภทการศึกษา (แผนการศึกษาแห่งชาติฉบับที่ 12, 2560-2579)

นอกจากนี้ปัจจุบันการศึกษามีความจำเป็นมากขึ้น มีเปลี่ยนแปลงมากมายและมีผลกระทบต่อสภาพความเป็นอยู่และการดำเนินชีวิตของบุคคล ซึ่งสอดคล้องกับแผนพัฒนาการศึกษาแห่งชาติที่ว่า การจัดการศึกษาของประเทศ โดยมุ่งจัดการศึกษาให้คนไทยทุกคนสามารถเข้าถึงโอกาสและความเสมอภาคในการศึกษาที่มีคุณภาพ พัฒนาระบบการบริหารจัดการศึกษาที่มีประสิทธิภาพ พัฒนากำลังคนให้มีสมรรถนะในการทำงานที่สอดคล้องกับความต้องการของตลาดงานและพัฒนาคนทุกช่วงวัย โดยส่งเสริมการเรียนรู้ตลอดชีวิต เพื่อให้สามารถมีความรู้และทักษะใหม่ที่สามารถประกอบอาชีพได้หลากหลายตามแนวโน้มการจ้างงานในอนาคต ปรับกระบวนการเรียนรู้และหลักสูตรให้เชื่อมโยงกับภูมิสังคม โดยบูรณาการความรู้และคุณธรรมเข้าด้วยกัน เพื่อให้เอื้อต่อการพัฒนาผู้เรียนทั้งในด้านความรู้ทักษะ การใฝ่เรียนรู้ การแก้ปัญหา การรับฟังความเห็นผู้อื่น การมีคุณธรรม จริยธรรม ความเป็นพลเมืองดี ทั้งนี้ ในการจัดการศึกษาของประเทศจะพัฒนาจัดการศึกษาให้มีประสิทธิภาพและสอดรัดรับกับการเปลี่ยนแปลง จะเห็นได้ว่าการเสริมสร้างชุมชนแห่งการเรียนรู้ในโรงเรียน ตามองค์ประกอบนโยบายของรัฐและสถานการณ์ทางการเมือง สภาพเศรษฐกิจ สภาพสังคม ความก้าวหน้าของเทคโนโลยีและนวัตกรรมทางการศึกษา ที่เป็นปัจจัยของการเสริมสร้างชุมชนแห่งการเรียนรู้ทางวิชาชีพในสถานศึกษา (อนุสรา สุวรรณวงศ์,2558 : 209)

การเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ผู้บริหารจะต้องใช้กระบวนการความร่วมมือเพื่อกระตุ้นให้มีการปฏิสัมพันธ์และเชื่อมโยงระหว่างครู ให้เกิดวิสัยทัศน์ร่วมกันของโรงเรียนองค์ประกอบของกระบวนการความร่วมมือของหมู่คณะ การสร้างวิสัยทัศน์และค่านิยมร่วมกัน การสร้างสภาพแวดล้อมที่เอื้อต่อการเรียนรู้ การร่วมเรียนรู้และประยุกต์ใช้ การสนับสนุนและการเป็นผู้นำร่วมกัน ส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ ในการแลกเปลี่ยนภาวะผู้นำการตัดสินใจ การวางแผน การสะท้อนกลับ และการประเมินผล ความเกี่ยวพันกับผู้ปกครอง ชุมชน เป็นสิ่งที่สำคัญอย่างยิ่งที่จะพัฒนาชุมชนแห่งการเรียนรู้ ครูจะต้องได้รับการพัฒนาไปสู่มืออาชีพที่สามารถตัดสินใจได้ด้วยตัวเองที่จะปรับปรุงการเรียนรู้สำหรับนักเรียน เริ่มต้นการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพด้วยการมีวิสัยทัศน์ของผู้บริหารสถานศึกษาเกี่ยวกับการเป็นสถานศึกษาและพัฒนาไปสู่วิสัยทัศน์ร่วม กับ ครู บุคลากรทางการศึกษา ชุมชน เพื่อให้เกิดการเรียนรู้แก่ผู้เรียน ทั้งนี้ในการปฏิบัติงานให้เกิดผลสำเร็จได้อย่างมีประสิทธิภาพ สามารถถ่ายทอดความรู้และประสบการณ์ที่มีให้กับเพื่อนร่วมงานได้ผลการปฏิบัติงานสูงกว่ามาตรฐาน เข้าใจปัญหาและผลที่เกิดขึ้นในการทำงานของหน่วยงานที่มีผลต่อความสำเร็จขององค์กร (กมลวรรณ ทิพยเนตร,2561:127)

ดังนั้น การเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ มีความสำคัญและจะเป็นกระบวนการที่จะพัฒนาคนให้มีคุณภาพควรได้รับการส่งเสริมและความร่วมมือจากหลายฝ่าย อาทิ ผู้บริหารสถานศึกษา ครู บุคลากรทางการศึกษา ผู้ปกครอง ชุมชน การเป็นชุมชนแห่งการเรียนรู้ของสถานศึกษานั้น ประกอบด้วยปัจจัยหลายด้าน ไม่ว่าจะเป็นปัจจัยด้านสถานศึกษา ผู้บริหาร และครูผู้สอน บุคลากรทางการศึกษาของสถานศึกษาจะเป็นปัจจัยในการขับเคลื่อนให้สถานศึกษาให้เป็นชุมชนแห่งการเรียนรู้ การปฏิสัมพันธ์แลกเปลี่ยนกับเพื่อนจะเกิดความรู้และความเชี่ยวชาญมากขึ้น พร้อมการแลกเปลี่ยนความคิดความรู้เพื่อการเรียนรู้ต่อยอด การเรียนรู้ในลักษณะนี้จะเป็นการเรียนรู้เพื่อการเปลี่ยนแปลง องค์ความรู้ที่ได้จากการจัดการเรียนรู้ในชั้นเรียนของครูแต่ละคน จะถูกนำมาจัดการความรู้อย่างเป็นระบบ ผ่านการอภิปรายสะท้อนคิดตามหลักวิชาการ และนำมาแลกเปลี่ยนเรียนรู้ร่วมกันอย่างต่อเนื่อง สิ่งที่ได้ตามมา คือ ครูมีความรู้ในเนื้อหา เทคนิควิธีการจัดการเรียนรู้และกระบวนการวัดประเมินผล ทำให้สามารถจัดการเรียนรู้ได้อย่างมีประสิทธิภาพ เกิดการปรับปรุงและพัฒนาอย่างต่อเนื่อง เมธาสิทธิ์ ธัญรัตนศรีสกุล (2560 : 217)

การพัฒนาครูและบุคลากรทางการศึกษาเพื่อประสบความสำเร็จ ให้ความสำคัญกับการพัฒนาวิชาชีพที่มุ่งให้ครู ผู้บริหารนักการศึกษา และผู้เกี่ยวข้อง ร่วมมือรวมพลังกันพัฒนาวิชาชีพอย่างต่อเนื่องและสม่ำเสมอ ในรูปแบบชุมชนแห่งการเรียนรู้ทางวิชาชีพ โดยสมาชิกทางวิชาชีพร่วมกันกำหนดวิสัยทัศน์เป้าหมาย กิจกรรมพัฒนาวิชาชีพ และภารกิจการพัฒนาร่วมกัน สมาชิกรวมพลังเรียนรู้แบบกัลยาณมิตร ร่วมสะท้อนคิด และแลกเปลี่ยนเรียนรู้ทางวิชาชีพร่วมกันมากขึ้น ส่งเสริม สนับสนุนเครือข่ายพัฒนาวิชาชีพครูและบุคลากรทางการศึกษา โดยจัดสรรเงินอุดหนุนกิจกรรมพัฒนาวิชาชีพให้แก่เครือข่ายๆ ที่มีการรวมตัวกันทางวิชาชีพครูและบุคลากรทางการศึกษาในรูปแบบชุมชนแห่งการเรียนรู้ทางวิชาชีพ การรวมตัวทางวิชาชีพของครูและบุคลากรทางการศึกษาที่มีความเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ที่แท้จริงและต่อเนื่อง จะทำให้เพิ่มสมรรถนะในการทำงานของทุกฝ่าย ซึ่งเป็นคุณลักษณะสำคัญที่ทำให้เกิด

การพัฒนาการเรียนการสอน การบริหาร และการปฏิรูปสถานศึกษาที่นำไปสู่การพัฒนาคุณภาพผู้เรียน และความท้าทายตามยุคสมัยที่มีการเปลี่ยนแปลงตลอดเวลาได้สำเร็จ ชุมชนแห่งการเรียนรู้ทางวิชาชีพ จึงเป็นชุมชนการพัฒนาที่ผู้ประกอบวิชาชีพทางการศึกษารวมตัวกันเพื่อสร้างการเปลี่ยนแปลงให้เกิดขึ้นแก่ตนเอง และวิชาชีพ ก่อให้เกิดประโยชน์สูงสุดกับผู้เรียน รวมทั้งสร้างความก้าวหน้าทางวิชาชีพแก่สมาชิกให้สมกับความเป็นครูมืออาชีพอย่างแท้จริง (คู่มือประกอบการอบรม การขับเคลื่อนกระบวนการ PLC สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน: 5)

สภาพและความต้องการจำเป็นในการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 การบริหารโรงเรียนเอกชนเพื่อเสริมสร้างชุมชนแห่งการเรียนรู้ทางวิชาชีพจะเป็นกุญแจสำคัญในการพัฒนาคุณภาพการศึกษาไทยตามเจตนารมณ์ของการปฏิรูปอย่างมีประสิทธิภาพและมีประสิทธิผลมีความสำคัญอย่างยิ่งต่อการจัดการศึกษาในสภาพสังคมปัจจุบันที่มุ่งเน้นการแข่งขันด้วยระบบคุณภาพและมาตรฐานสากลผู้บริหารโรงเรียนจำเป็นต้องเปลี่ยนแปลงการบริหารจัดการชั้นเรียนเชิงบวกโดยครูมีกระบวนการจัดกิจกรรมการเรียนการสอนที่หลากหลายมาส่งเสริมพัฒนากระบวนการเรียนรู้ของผู้เรียนส่งเสริมให้ครูทุกคน มีการศึกษาหลักการวัดและประเมินผล จุดมุ่งหมายของการวัด และประเมินผลการเรียนรู้มีการพัฒนาเครื่องมือวัด วิธีการวัดและประเมินผลการเรียนที่มีคุณภาพตามหลักการวัดและประเมินผลสอดคล้องกับทุกมาตรฐานและตัวชี้วัดตามกิจกรรมการจัดการเรียนรู้ ครู ได้มีการประเมินตรวจสอบความรู้ความเข้าใจของผู้เรียนอย่างเป็นระบบ โดยการประเมินผู้เรียนจากสภาพจริงมีขั้นตอนการตรวจสอบและประเมินอย่างเป็นระบบ มีการใช้เครื่องมือและวิธีการวัดและประเมินผลให้เหมาะสมกับผู้เรียนสถานศึกษาต้องการเพื่อใช้ในการบริหารจัดการในการจัดการศึกษาประสบความสำเร็จตามวิสัยทัศน์ พันธกิจ และเป้าประสงค์ที่สถานศึกษากำหนดไว้อย่างมีประสิทธิภาพและมีประสิทธิผล (สำนักงานคณะกรรมการการศึกษาพื้นฐาน. 2563 : 84)

จากปัญหาดังกล่าวข้างต้น แสดงให้เห็นถึงสภาพและความต้องการจำเป็นในการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต1 ที่มีประสิทธิภาพ อาทิ การสร้างวิสัยทัศน์และค่านิยมร่วมกัน การสร้างสภาพแวดล้อมที่เอื้อต่อการเรียนรู้ การร่วมเรียนรู้และประยุกต์ใช้ การสนับสนุนและการเป็นผู้นำร่วมกัน และส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ ทั้งนี้สภาพสภาพและความต้องการจำเป็นในการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จะเป็นนวัตกรรมทางการศึกษาที่สำคัญของสถานศึกษาโดยมุ่งเน้นให้สถานศึกษาสามารถนำไปใช้ในการจัดการเรียนการสอนเพื่อพัฒนาสถานศึกษาให้มีประสิทธิภาพและเกิดประสิทธิผลสูงสุดต่อไป

วัตถุประสงค์ของการศึกษา

1) เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต1

2) เพื่อประเมินความต้องการจำเป็นในการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต1

กรอบแนวคิดในการศึกษา

กรอบแนวคิดในการศึกษาครั้งนี้ ผู้ศึกษาได้ศึกษา สภาพ และความต้องการจำเป็นในการพัฒนาการการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต1 ผู้ศึกษาได้ศึกษาตามกรอบแนวคิดของ Hord (1997 : 14-24), Hipp & Huffman (2003 : 8-9), กัสมัสห์ อาแด (2561: 80-83), หนูฤทธิ์ ไกรพล (2558 : 173-175), ละดา ดอนหงษา (2559 : 948-949), การญ์พิชชา กชกานน และคณะ (2561), วรลักษณ์ ชูกำเนิด (2557 : 28-29), สุชน วิเชียรสรรค์ และคณะ (2560), เมธาสิทธิ์ ธัญรัตนศรีสกุล (2560 : 227) และ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2560 : 26-30) ผู้ศึกษาสามารถสรุปกรอบแนวคิดขององค์ประกอบของชุมชนแห่งการเรียนรู้ทางวิชาชีพ ประกอบด้วย 5 ด้าน ดังนี้

1) การสร้างวิสัยทัศน์และค่านิยมร่วมกัน
2) การสร้างสภาพแวดล้อมที่เอื้อต่อการเรียนรู้
3) การร่วมเรียนรู้และประยุกต์ใช้
4) การสนับสนุนและการเป็นผู้นำร่วมกัน
5) ส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้

วิธีการดำเนินการศึกษา

การศึกษาครั้งนี้ มีวิธีดำเนินการศึกษา ตามลำดับขั้นตอนดังนี้

1. รูปแบบการศึกษา เป็นการวิจัยเชิงปริมาณ (Quantitative Research)

2. ประชากรและกลุ่มตัวอย่าง ประชากร ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปีการศึกษา 2565 จำนวน 2,801 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 255 คน และครู จำนวน 2,546 คน กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 จำนวน 345 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 78 คน และครู จำนวน 267 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละของ (ประสาท เนืองเฉลิม, 2564) ได้มาโดยใช้วิธีการสุ่มแบบหลายขั้นตอน (Multi-Stage Random Sampling)

3. เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการเก็บรวบรวมเป็นแบบสอบถาม จำนวน 2 ฉบับ ฉบับที่ 1 เป็นแบบสอบถามเกี่ยวกับสภาพปัจจุบันของการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพของ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .80–1.00 และมีค่าอำนาจจำแนกรายข้ออยู่ระหว่าง . 31-.87 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .96 ฉบับที่ 2 เป็นแบบสอบถามเกี่ยวกับสภาพที่พึงประสงค์ของการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพของ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนมเขต 1 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating Scales) 5 ระดับ มีค่าดัชนีความสอดคล้อง ระหว่าง .80–1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .49–.84 และมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98

4. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ผู้วิจัยได้เก็บรวบรวมข้อมูลโดยส่งแบบสอบถามให้กลุ่มตัวอย่างด้วยตนเอง โดยส่งในรูปแบบ Google Form ผ่านระบบออนไลน์ และได้แบบสอบถามคืนจำนวน 345 ฉบับ คิดเป็นร้อยละ 100

5. การวิเคราะห์ข้อมูล

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม วิเคราะห์ข้อมูลนำมาแจกแจงความถี่(Frequency) และหาค่าร้อยละ (Percentage) นำเสนอผลการวิเคราะห์ในรูปแบบของตารางประกอบ คำบรรยายความเรียง

ตอนที่ 2 สภาพปัจจุบันสภาพที่พึงประสงค์และความต้องการจำเป็นในการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 วิเคราะห์โดยหาค่าเฉลี่ย ($\overline{X}$) และส่วนเบี่ยงเบนมาตรฐาน แล้วนำมาเทียบเกณฑ์การแปลความหมายที่กำหนด (บุญชม ศรีสะอาด, 2558) ดังนี้

ค่าเฉลี่ย 4.51-5.00 หมายถึง มีความคิดเห็นอยู่ในระดับ มากที่สุด
ค่าเฉลี่ย 3.51-4.50 หมายถึง มีความคิดเห็นอยู่ในระดับ มาก
ค่าเฉลี่ย 2.51-3.50 หมายถึง มีความคิดเห็นอยู่ในระดับ ปานกลาง
ค่าเฉลี่ย 1.51-2.50 หมายถึง มีความคิดเห็นอยู่ในระดับ น้อย
ค่าเฉลี่ย 1.00-1.50 หมายถึง มีความคิดเห็นอยู่ในระดับ น้อยที่สุด

ตอนที่ 3 ผลการประเมินความต้องการจำเป็นในการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ การประเมินการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) ตามแนวคิดของ (สุวิมล ว่องวานิช, 2558)

สรุปผลการศึกษา

จากการศึกษาเรื่องสภาพ และความต้องการจำเป็นในการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ผลการศึกษาปรากฏ ดังนี้

1. ผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการศึกษา ดังตารางที่ 1

ตารางที่ 1 ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานและการแปลผล ความคิดเห็นเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ โดยรวมและจำแนกเป็นรายด้าน

ด้านที่	รายการ	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
		$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล
1	ด้านการสร้างวิสัยทัศน์และค่านิยมร่วมกัน	3.96	.54	มาก	4.61	.24	มากที่สุด
2	ด้านการสร้างสภาพแวดล้อมที่เอื้อต่อการเรียนรู้	3.93	.54	มาก	4.55	.29	มากที่สุด
3	ด้านการร่วมเรียนรู้และประยุกต์ใช้	3.94	.54	มาก	4.52	.34	มากที่สุด
4	ด้านการสนับสนุนและการเป็นผู้นำร่วมกัน	3.92	.56	มาก	4.54	.33	มากที่สุด
5	ด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้	3.88	.55	ปานกลาง	4.62	.29	มากที่สุด
	รวม	3.92	.53	มาก	4.57	.21	มากที่สุด

ตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันของการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยภาพรวมอยู่ในระดับมาก ($\overline{X}$ = 3.92) เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการสร้างวิสัยทัศน์และค่านิยมร่วมกัน ($\overline{X}$ = 3.96) รองลงมา ได้แก่ ด้านการร่วมเรียนรู้และประยุกต์ใช้ ($\overline{X}$ = 3.94) ด้านการสร้างสภาพแวดล้อมที่เอื้อต่อการเรียนรู้ ($\overline{X}$ = 3.93) ด้านการสนับสนุนและการเป็นผู้นำร่วมกัน ($\overline{X}$ = 3.92) ด้านการประเมินผลการนิเทศ ($\overline{X}$ = 3.44) และด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ ($\overline{X}$ = 3.88) ตามลำดับ

ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์ของการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยภาพรวม อยู่ในระดับมากที่สุด ($\overline{X}$ = 4.57) เมื่อพิจารณาเป็นรายด้านพบว่า อยู่

ในระดับมากที่สุดทุกด้าน ($\overline{X}$ = 4.52-4.62) ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ ($\overline{X}$ = 4.62) และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการร่วมเรียนรู้และประยุกต์ใช้ ($\overline{X}$ = 4.52)

2. ผลการประเมินความต้องการจำเป็นในการพัฒนาการนิเทศภายในสถานศึกษาในยุคชีวิตวิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ปรากฏผลการศึกษาดังตารางที่ 2

ตารางที่ 2 แสดงค่าเฉลี่ยสภาพปัจจุบัน สภาพที่พึงประสงค์ ค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) และลำดับความต้องการจำเป็นในการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต1 โดยรวมและจำแนกเป็นรายด้าน

รายการ	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1. ด้านการสร้างวิสัยทัศน์และค่านิยมร่วมกัน	3.96	4.61	.164	2
2. ด้านการสร้างสภาพแวดล้อมที่เอื้อต่อการเรียนรู้	3.93	4.55	.158	3
3. ด้านการร่วมเรียนรู้และประยุกต์ใช้	3.94	4.52	.147	4
4. ด้านการสนับสนุนและการเป็นผู้นำร่วมกัน	3.92	4.54	.158	3
5. ด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้	3.88	4.62	.191	1
รวม	3.92	4.57	.166	-

จากตารางที่ 2 พบว่า ผลการประเมินความต้องการจำเป็นในการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต1 โดยรวมมีค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{Modified}$) เท่ากับ .166 เมื่อพิจารณาเป็นรายด้าน สามารถเรียงลำดับจากด้านที่มีค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุงมากที่สุดไปด้านที่มีค่าน้อยที่สุด ดังนี้ ลำดับที่ 1 คือด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ (PNI

$_{Modified}$ = .191) ลำดับที่ 2 ด้านการสร้างวิสัยทัศน์และค่านิยมร่วมกัน (PNI $_{Modified}$ = .164) ลำดับที่ 3 ด้านการสร้างสภาพแวดล้อมที่เอื้อต่อการเรียนรู้ และด้านการสนับสนุนและการเป็นผู้นำร่วมกัน (PNI $_{Modified}$ = .158) และลำดับที่ 4 ด้านการร่วมเรียนรู้และประยุกต์ใช้ (PNI $_{Modified}$ = .147)

ผลการศึกษาเรื่องนี้ สรุปได้ว่า 1) ผลการศึกษาสภาพปัจจุบันของการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่าโดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการสร้างวิสัยทัศน์และค่านิยมร่วมกัน และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ ผลการศึกษาสภาพที่พึงประสงค์ของการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการร่วมเรียนรู้และประยุกต์ใช้ 2) ผลการประเมินความต้องการจำเป็นในการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต1 พบว่า ด้านที่มีค่าสูงกว่าค่าโดยรวม โดยเรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย คือ ด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้

อภิปรายผลการศึกษา

จากผลการศึกษา สามารถอภิปรายผลได้ดังนี้

1. ความคิดเห็นเกี่ยวกับสภาพปัจจุบันการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด ได้แก่ ด้านการสร้างวิสัยทัศน์และค่านิยมร่วมกัน ทั้งนี้ อาจเป็นเพราะ ผู้บริหารและครูผู้สอนร่วมกันสร้างค่านิยมและกำหนดวิสัยทัศน์ในการจัดการเรียนการสอน เพื่อผลสัมฤทธิ์ทางการเรียนที่ดีของนักเรียน และเพื่อให้โรงเรียนมีคุณภาพที่ดี ผู้บริหารและครูร่วมกันแสดงความเห็น และเป็นส่วนหนึ่งในการกำหนดข้อปฏิบัติเกี่ยวกับการจัดการเรียนการสอนเพื่อพัฒนาการศึกษาที่ยึดผู้เรียนเป็นสำคัญ โดยการมองเห็นภาพทิศทางสิ่งที่จะเกิดขึ้นจริงในอนาคตร่วมกัน อาศัยความเข้าใจถึงความสัมพันธ์ของปัจจัยต่างๆ ที่เกิดขึ้นจริงในปัจจุบัน ซึ่งเป็นการเชื่อมโยงสู่การเปลี่ยนแปลงหรือผลที่จะเกิดขึ้นในอนาคตอาจเป็นการมองเริ่มจากผู้นำหรือกลุ่มผู้นำที่มีวิสัยทัศน์ ที่ทำหน้าที่เหนี่ยวนำให้ผู้ร่วมงานเห็นวิสัยทัศน์นั้นร่วมกัน สู่การรวมตัวกันเป็นวิสัยทัศน์ร่วมจากภาพอนาคตนำสู่ความชัดเจนในการตั้งเป้าหมายความสำเร็จ มุ่งการเรียนรู้ของผู้เรียนเป็นหัวใจสำคัญ การริเริ่มของกลุ่มครูในการพัฒนาตนเองถือเป็นพื้นฐานของเจตจำนงที่จะกระทำสิ่งใดหนึ่งร่วมกันด้วยใจอย่างมีความสุข โดยอาจมีการกำหนดภารกิจในการดำเนินการเป็นพันธะกิจร่วมกันเพื่อเป็นเส้นทางดำเนินการไปสู่ทิศทาง และเป้าหมายที่มุ่งหวัง สอดคล้องกับ พิมพ์อร สดเอี่ยม และคณะ (2561 : บทคัดย่อ) ได้ทำการวิจัยเรื่อง ข้อเสนอแนวทางการขับเคลื่อนการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดเลย ผลการศึกษาพบว่า แนวทางการขับเคลื่อนการเป็นชุมชนแห่งการเรียนรู้ในสถานศึกษา ประกอบด้วย 6 ด้าน ได้แก่ การมีวิสัยทัศน์ พันธกิจ ค่านิยมและเป้าหมายร่วมกัน มีทีมร่วมมือที่มุ่งเน้นการเรียนรู้ การเสาะแสวงหาสิ่งใหม่ๆ การลงมือปฏิบัติและทดลอง ใช้การปรับปรุงอย่างต่อเนื่อง และมุ่งที่ผลลัพธ์ สอดคล้องกับ สรศักดิ์ นิมากร และเสาวนี สิริสุขศิลป์ (2561 : บทคัดย่อ) ได้ศึกษาแนวทางการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพของโรงเรียนเฉพาะความพิการทางด้านร่างกายหรือการเคลื่อนไหวหรือสุขภาพ สังกัดสำนักบริหารงานการศึกษาพิเศษ ซึ่งมีวัตถุประสงค์เพื่อศึกษาระดับการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ และเพื่อเสนอแนวทางการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ ผลการศึกษาพบว่า 1) ระดับการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพโดยภาพรวมมีการปฏิบัติในระดับปานกลาง 2) แนวทางการพัฒนาชุมชนแห่งการเรียนรู้ทางวิชาชีพ ผู้บริหารควรเปิดโอกาสและรับฟังความคิดเห็นของครู มีการส่งเสริมให้ครูกล้าคิด กล้าแสดงออกผ่านการขอความเห็นจากครูหรือการจัดให้มีการประชุม ผู้บริหารและครูควรมีการวางแผนและลงมือปฏิบัติร่วมกัน มีการตัดสินใจในรูปแบบคณะกรรมการ ควรมีการประชุมร่วมกันในรูปแบบคณะกรรมการเพื่อกำหนดวิสัยทัศน์หรือนโยบาย และควรมีการนิเทศกำกับ ติดตามหลังการปฏิบัติงาน

ความเห็นเกี่ยวกับสภาพที่พึงประสงค์ในการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุดได้แก่ ด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ ทั้งนี้เพราะ ผู้บริหารและครูสามารถแสดงความคิดเห็นของตนเองได้อย่างอิสระและเคารพซึ่งกันและกัน มีรูปแบบการส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ เป็นการแลกเปลี่ยนเรียนรู้ซึ่งกันและกัน ตามลำดับ ทั้งนี้ เพราะผู้บริหารและครูสามารถแสดงความคิดเห็นของตนเองได้อย่างอิสระและเคารพซึ่งกันและกัน มีรูปแบบการส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ เป็นการแลกเปลี่ยนเรียนรู้ซึ่งกันและกัน มีการแสดงความคิดเห็นในการปฏิบัติการสอน งานในสถานศึกษา ปัญหา อุปสรรค ในการปฏิบัติงานต่างๆ เพื่อช่วยยกระดับผลสัมฤทธิ์ของผู้เรียนและเพิ่มความสามารถในการปฏิบัติงานของตนและองค์กรให้ดีขึ้น มีการแบ่งปันประสบการณ์หรือบทเรียนที่เกิดขึ้นภายในห้องเรียนของครูแต่ละคนร่วมกับครูท่านอื่น กระบวนการ "เพื่อนช่วยเพื่อน"ซึ่งเป็นกระบวนการพื้นฐานของการพัฒนาบุคลากรและชุมชน อีกทั้งยังเป็นการ

ยืนยันถึงความเคารพเชื่อใจซึ่งกันและกันระหว่างสมาชิกอีกด้วยในรูปแบบต่างๆ เช่น การสำรวจ การจดบันทึก การพูดคุยกันการสังเกตการณ์ สอดคล้องกับ วาสนา ทองทวียิ่งยศ (2560 : 98) ได้ศึกษาปัจจัยที่ส่งผลต่อการเป็นชุมชนแห่งการเรียนรู่ทางวิชาชีพครูในสถานศึกษามัธยมศึกษา ผลการศึกษาพบว่า โดยรวมการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพของครู มีค่าเฉลี่ยในระดับมาก ทั้งนี้เนื่องจากการเป็นชุมชนแห่งการเรียนรู้เป็นนโยบายสำคัญของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน สถานศึกษาต้องเร่งดำเนินการ จึงทำให้สถานศึกษาปฏิบัติตามหลักการของชุมชนแห่งการเรียนรู้ และเมื่อพิจารณาเป็นราด้านจะพบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการแลกเปลี่ยนเรียนรู้ระหว่างบุคคล โดยสถานศึกษาเปิด โอกาสให้ครู ได้มีการนิเทศการเรียนการสอนระหว่างเพื่อนครู สนับสนุนให้ตรูและนักเรียนร่วมกันขัดกิจกรรมเพื่อการเรียนรู้ทางวิชาการ และเปิดโอกาสให้นักเรียนได้แสดงความคิดเห็นและให้ข้อมูลข้อนกลับซึ่งกันและกัน เพื่อนำไปปรับปรุงและพัฒนาการเรียนการสอน อีกทั้งครูต้องสร้างความน่านับถือและความเชื่อใจให้แก่นักเรียน และมีความมุ่งมั่นในการสร้างสถานศึกษาให้เป็นชุมชนแห่งการเรียนรู้อีกด้วย โดยการนิเทศการเรียนการสอนเป็นรูปแบบหนึ่งในการแลกเปลี่ยนการเรียนรู้ซึ่งกันและกันระหว่างครูกับครู และครูกับนักเรียนที่ทางสถานศึกษากำหนดให้ครูทุกคนในสถานศึกษาร่วมกันปฏิบัติอย่างเป็นรูปธรรม เพื่อนำผลการนิเทศที่ได้ไปปรับใช้ในการปรับปรุงพัฒนาคุณภาพการเรียนการสอน

ความคิดเห็นเกี่ยวกับสภาพการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ด้านการสร้างวิสัยทัศน์และค่านิยมร่วมกัน โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อพบว่า ข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ ครูได้สร้างบรรยากาศที่เอื้อต่อการเรียนรู้และส่งเสริมให้ผู้เรียนบรรลุผลสัมฤทธิ์ตามที่คาดหวังไว้ ค่าเฉลี่ยรองลงมา ได้แก่ ได้รับการส่งเสริมและสนับสนุนให้มีส่วนร่วมในการกำหนดวิสัยทัศน์ที่เน้นผู้เรียนเป็นสำคัญ ผู้บริหารและเพื่อนครูมีความเอื้ออาทรห่วงใยซึ่งกันและกันในการปฏิบัติงาน และข้อที่มีค่าเฉลี่ยต่ำสุด ได้แก่ ผู้บริหารและครูทุกคนมีเป้าหมายในการปฏิบัติงานร่วมกันคือการมุ่งเน้นผู้เรียนเป็นสำคัญ ทั้งนี้ อาจเป็นเพราะกระบวนการบริหารจัดการของผู้บริหารและครูในการจัดกระบวนการเรียนการสอน สอดคล้องกับ Art (2021 : Abstract) ผู้บริหารและครูควรมีกรอบวางแผนเชิงกลยุทธ์บูรณาการเพื่อศึกษาผู้เรียน ตามความต้องการ มีการจัดตั้งชุมชนการเรียนรู้อย่างมืออาชีพและมองเห็นการสนับสนุนสำหรับครูและการเข้าถึงการพัฒนาวิชาชีพที่เพิ่มขึ้นโอกาส การก่อตัวและการดำเนินงานของชุมชนการเรียนรู้ทางวิชาชีพที่ชัดเจน สอดคล้องกับ พิมพ์อร สดเอี่ยม และคณะ (2561 : บทคัดย่อ) แนวทางการขับเคลื่อนการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพในสถานศึกษา ผลการศึกษาพบว่า แนวทางการขับเคลื่อนการเป็นชุมชนแห่งการเรียนรู้ในสถานศึกษา ประกอบด้วย 6 ด้าน ได้แก่ การมิวิสัยทัศน์ พันธกิจ ค่านิยมและเป้าหมายร่วมกัน มีทีมร่วมมือที่มุ่งเน้นการเรียนรู้ การเสาะแสวงหาสิ่งใหม่ๆ การลงมือปฏิบัติและทดลอง ใช้การปรับปรุงอย่างต่อเนื่องและมุ่งที่ผลลัพธ์

ความคิดเห็นเกี่ยวกับสภาพการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ด้านการสร้างสภาพแวดล้อมที่เอื้อต่อการเรียนรู้ โดยภาพรวมอยู่ในระดับมากเมื่อพิจารณาเป็นรายข้อพบว่า ข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ โรงเรียนมีการส่งเสริมสนับสนุนการจัดบรรยากาศในชั้นเรียน ค่าเฉลี่ยรองลงมา ได้แก่ ได้รับการสนับสนุนจากผู้บริหารในการจัดหาสื่อ เทคโนโลยี และนวัตกรรมใหม่ๆ มาใช้ในการจัดการเรียนการสอนให้มีคุณภาพ สัมพันธภาพที่ดีต่อกันและข้อที่มีค่าเฉลี่ยต่ำสุด ได้แก่ ครูจัดการเรียนการสอนโดยใช้สื่อเทคโนโลยีที่ทันสมัย ทั้งนี้ อาจเป็นเพราะกระบวนการบริหารจัดการของผู้บริหารและครูในการการเอาใจใส่จากผู้บริหารในการจัดสภาพแวดล้อมทางกายภาพและชีวภาพภายในโรงเรียนให้เกิดบรรยากาศที่เอื้อต่อการเรียนรู้และการจัดการเรียนการสอน การส่งเสริมจากผู้บริหารในการจัดสภาพแวดล้อมให้เกิดบรรยากาศที่ เอื้อต่อการเรียนการสอน การส่งเสริม ให้กำลังใจ และยกย่องชมเชยการทำงานจากผู้บริหาร สอดคล้องกับ T. E. Vossen and group (2019 : 315) มีการเชื่อมโยงระหว่างการวิจัยและการออกแบบในทางปฏิบัติตลอดจนบรรยากาศในชั้นเรียน ครูพัฒนาความรู้ของตนเองอยู่เสมอ แต่ยังมีส่วนทำให้แบ่งปันความรู้ของกลุ่ม การพัฒนาความรู้ของครูสามารถนำมาประกอบการอภิปราย การบรรยายการเรียนรู้อย่างมืออาชีพซึ่งครูที่มีภูมิหลังต่างกันสร้างความรู้และกลยุทธ์ในการสอนร่วมกัน ตลอดจนผู้บริหารมุ่งพัฒนาของครูแบบองค์รวมและโดย มืออาชีพในปัจจุบัน ในขณะที่การศึกษาความรู้ของครูและกลยุทธ์เกี่ยวกับการเชื่อมต่อของกิจกรรม

ความคิดเห็นเกี่ยวกับสภาพการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ด้านการร่วมเรียนรู้และประยุกต์ใช้ โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อพบว่า ข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ โรงเรียนมีระบบการจัดเก็บองค์ความรู้ที่ได้จากการแลกเปลี่ยนเรียนรู้ของครู เช่น การจดบันทึก กระดานสนทนาเว็บไซต์ ค่าเฉลี่ยรองลงมา ได้แก่ ผู้บริหารและครูได้แลกเปลี่ยนเรียนรู้ระหว่างเพื่อนครูเกี่ยวกับการจัดการเรียนการสอน สภาพปัญหาการเรียน และข้อที่มีค่าเฉลี่ยต่ำสุด ได้แก่ ผู้บริหารและครูได้เรียนรู้ร่วมกันเพื่อแสวงหาองค์ความรู้ใหม่ๆ ในการพัฒนาการจัดการเรียนการสอน ทั้งนี้ อาจเป็นเพราะกระบวนการบริหารจัดการเรียนการสอน ผู้บริหารและครูได้นำองค์ความรู้เติมที่มีการจัดเก็บในฐานข้อมูลของโรงเรียนมาประยุกต์ใช้ในการจัดการเรียนการสอนและปรับปรุงและพัฒนาการเรียนการสอนครูมีส่วนร่วมในการกำหนดรูปแบบวางแผน การสอนใหม่ๆที่เหมาะสมกับผู้เรียน สอดคล้องกับ วิราวรรณ์ เพ็ชรนาวา (2563 : 81-86) สร้างองค์กรที่มีเครือข่ายการสนับสนุนที่ดีมีเสรีภาพ การบริหารจัดการของฝ่ายบริหารที่ชัดเจน และความรู้ความเข้าใจเกี่ยวกับชุมชนแห่งการเรียนรู้ทางวิชาชีพของ

ครู และสอดคล้องกับ สรศักดิ์ นิมากร และเสาวนี สิริสุขศิลป์ (2561 : บทคัดย่อ) เปิดโอกาสและรับฟังความคิดเห็นของครู มีการส่งเสริมให้ครูกล้าคิด กล้าแสดงออกผ่านการขอความเห็นจากครูหรือการจัดให้มีการประชุม ผู้บริหารและครูควรมีการวางแผนและลงมือปฏิบัติร่วมกัน มีการตัดสินใจในรูปแบบคณะกรรมการ ควรมีการประชุมร่วมกันในรูปแบบคณะกรรมการเพื่อกำหนดวิสัยทัศน์หรือนโยบาย และควรมีการนิเทศกำกับ ติดตามหลังการปฏิบัติงาน

ความคิดเห็นเกี่ยวกับสภาพการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ด้าน การสนับสนุนและการเป็นผู้นำร่วมกัน โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อพบว่า ข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ ผู้บริหารและครูตระหนักถึงความสำคัญของเพื่อนร่วมงาน ค่าเฉลี่ยรองลงมา ได้แก่ ผู้บริหารและครูสร้างพันธะสัญญาร่วมกันจะปฏิบัติงานให้บรรลุตามเป้าหมายที่ตั้งไว้ และข้อที่มีค่าเฉลี่ยต่ำสุด ได้แก่ ครูได้นำรูปแบบการเรียนการสอนที่ร่วมกันกำหนดไปใช้ในการจัดการเรียนการสอน ทั้งนี้ อาจเป็นเพราะ ผู้บริหารและครูควรร่วมกันสนับสนุนการปฏิบัติงานด้านต่างๆ ในโรงเรียนให้ประสบผลสำเร็จ โดยใช้หลักประชาธิปไตย ร่วมกันตัดสินใจ รวมทั้งช่วยกันส่งเสริมสนับสนุน เพิ่มพูนความรู้ และพัฒนาความก้าวหน้าในวิชาชีพซึ่งกันและกันอย่างต่อเนื่อง สอดคล้องกับ Beth B. Kern and Tabitha Kingsbury (2019 : Abstract) การเรียนรู้มีโอกาสเป็นสร้างการเรียนรู้และการศึกษาต่อในระดับสูงขึ้น จัดโครงสร้างหลักสูตรอย่างมีจุดมุ่งหมายในการเป็นชุมชนการเรียนรู้ มีหลักสูตรด้วยการสนับสนุนที่ช่วยให้นักเรียนประสบความสำเร็จ และสอดคล้องกับสุภัทรา สภาพอัตถ (2562 : 168-181) ผู้บริหารสถานศึกษาต้องเป็นผู้นำในระยะเริ่มต้นของการนำองค์กรเพื่อให้เกิดชุมชนแห่งการเรียนรู้ทางวิชาชีพในโรงเรียน และต้องมีความเข้าใจในชุมชนแห่งการเรียนรู้ทางวิชาชีพอย่างถูกต้อง ผู้บริหารสถานศึกษาต้องสร้างความตระหนักและแรงบันดาลใจ “การระเบิดจากข้างใน” ให้เกิดขึ้นกับครูส่งเสริมให้ครูทุกคนเกิดภาวะผู้นำในตนเอง มีอิสระและมั่นใจในการเลือกแนวทางการจัดการเรียนการสอนแก่นักเรียน ควรสร้างทีมงานชุมชนแห่งการเรียนรู้ทางวิชาชีพในโรงเรียนและครูที่มีความเชี่ยวชาญสามารถอยู่ในกลุ่มที่อิสระได้ ไม่ควรกำหนดตารางชั่วโมงที่ชัดเจนให้ผู้บริหารสถานศึกษาเข้ากลุ่มกระบวนการชุมชนแห่งการเรียนรู้ทางวิชาชีพในโรงเรียนมัธยมศึกษา การกำกับดูแลติดตามและประเมินผล มีความสำคัญเพื่อให้เกิดชุมชนแห่งการเรียนรู้ทางวิชาชีพอย่างต่อเนื่อง ไม่ล้มเลิกกลางทาง และเพื่อให้เกิดความยั่งยืนจนกลายเป็นวัฒนธรรมองค์กรแห่งการเรียนรู้ของโรงเรียนในที่สุด

ความคิดเห็นเกี่ยวกับสภาพการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 ด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ โดยภาพรวมอยู่ในระดับมากเมื่อพิจารณาเป็นรายข้อพบว่า ข้อที่มีค่าเฉลี่ยสูงสุด ได้แก่ 1 ผู้บริหารและครูมีการถอดบทเรียนและประสบการณ์ซึ่งกันและกัน ค่าเฉลี่ยรองลงมา ครูได้มีการติดตามผลเมื่อเพื่อนครูนำข้อเสนอแนะไปใช้ในการจัดการเรียนการสอน และข้อที่มีค่าเฉลี่ยต่ำสุด ได้แก่ ครูได้ให้การช่วยเหลือเพื่อนครูด้วยวิธีสังเกตการสอน ทั้งนี้ อาจเป็นเพราะผู้บริหารและครูควรมีการแบ่งปันประสบการณ์หรือบทเรียนที่เกิดขึ้นภายในห้องเรียนของครูแต่ละคนร่วมกับครูท่านอื่น กระบวนการ "เพื่อนช่วยเพื่อน" ซึ่งเป็นกระบวนการพื้นฐานของการพัฒนาบุคลากรและชุมชน อีกทั้งยังเป็นการยืนยันถึงความเคารพเชื่อใจซึ่งกันและกัน สอดคล้องกับ วาสนา ทองทวียิ่งยศ (2560 : 98) การเป็นชุมชนแห่งการเรียนรู้เป็นนโยบายสำคัญของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (สพฐ .) ที่สถานศึกษาต้องเร่งดำเนินการ จึงทำให้สถานศึกษาปฏิบัติตามหลักการของชุมชนแห่งการเรียนรู้ และเมื่อพิจารณาเป็นรายด้านจะพบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการแลกเปลี่ยนเรียนรู้ระหว่างบุคคล โดยสถานศึกษาเปิด โอกาสให้ครู ได้มีการนิเทศการเรียนการสอนระหว่างเพื่อนครู สนับสนุนให้ครูและนักเรียนร่วมกันขัดกิจกรรมเพื่อการเรียนรู้ทางวิชาการ และเปิดโอกาสให้นักเรียนได้แสดงความคิดเห็นและให้ข้อมูลข้อนกลับซึ่งกันและกัน เพื่อนำไปปรับปรุงและพัฒนาการเรียนการสอน อีกทั้งครูต้องสร้างความน่านับถือและความเชื่อใจให้แก่นักเรียน และมีความมุ่งมั่นในการสร้างสถานศึกษาให้เป็นชุมชนแห่งการเรียนรู้อีกด้วย โดยการนิเทศการเรียนการสอนเป็นรูปแบบหนึ่งในการแลกเปลี่ยนการเรียนรู้ซึ่งกันและกันระหว่างครูกับครู และครูกับนักเรียนที่ทางสถานศึกษากำหนดให้ครูทุกคนในสถานศึกษาร่วมกันปฏิบัติอย่างเป็นรูปธรรม เพื่อนำผลการนิเทศที่ได้ไปปรับใช้ในการปรับปรุงพัฒนาคุณภาพการเรียนการสอนต่อไป

2. การประเมินความต้องการจำเป็นของการพัฒนาการเรียนรู้ทางวิชาชีพ โรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 พบว่าด้านที่มีความต้องการจำเป็น สูงสุด คือ ด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ รองลงมา ด้านการสนับสนุนและการเป็นผู้นำร่วมกัน ด้านการสร้างวิสัยทัศน์และค่านิยมร่วมกัน ด้านการสร้างสภาพแวดล้อมที่เอื้อต่อการเรียนรู้ ด้านการร่วมเรียนรู้และประยุกต์ใช้ ทั้งนี้เพราะว่า ผู้บริหารและครูจะต้องมีการแลกเปลี่ยนเรียนรู้ซึ่งกันและกัน โดยการสังเกต นิเทศติดตามและแสดงความคิดเห็นในการปฏิบัติการสอน เพื่อช่วยยกระดับผลสัมฤทธิ์ของผู้เรียนและเพิ่มความสามารถในการปฏิบัติงานของตนและองค์กร สอดคล้อง สุภัทรา สภาพอัตถ (2562 : 168-181) การบริหารจัดการชุมชนแห่งการเรียนรู้ทางวิชาชีพ ประกอบด้วย 6 ด้าน ได้แก่ การนำองค์กร การวางแผนและการเตรียมความพร้อม การกระจายภาวะผู้นำ การพัฒนาบุคลากร การส่งเสริมสนับสนุนทรัพยากร การกำกับดูแล ติดตามและประเมินผล และทัศนะของผู้บริหารต่อการบริหารจัดการชุมชนแห่งการเรียนรู้ทางวิชาชีพใน มีความสอดคล้องกับการบริหารจัดการชุมชนแห่งการเรียนรู้ทางวิชาชีพ และสอดคล้องกับ พิมพ์อร สดเอี่ยม และคณะ (2561 : บทคัดย่อ) แนวทางการขับเคลื่อนการเป็นชุมชนแห่งการเรียนรู้ในสถานศึกษา ประกอบด้วย 6 ด้าน ได้แก่ การมิวิสัยทัศน์ พันธกิจ

ค่านิยมและเป้าหมายร่วมกัน มีทีมร่วมมือที่มุ่งเน้นการเรียนรู้ การเสาะแสวงหาสิ่งใหม่ๆ 4) การลงมือปฏิบัติและทดลอง ใช้การปรับปรุงอย่างต่อเนื่อง และ มุ่งที่ผลลัพธ์**ข้อเสนอแนะ**

1. ข้อเสนอแนะในการนำผลการศึกษาไปใช้

(1) สภาพปัจจุบันของการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ด้านการสนับสนุนและการเป็นผู้นำร่วมกัน อยู่ในระดับต่ำสุด ดังนั้น ผู้บริหารสถานศึกษาและครูควรส่งเสริมสนับสนุนให้เพื่อนร่วมงานมีความก้าวหน้าในวิชาชีพ ผู้บริหารสนับสนุนครูในการพัฒนาวิชาชีพและเพิ่มพูนความรู้ตลอดเวลา ผู้บริหารใช้หลักประชาธิปไตย การมีส่วนร่วม โดยการกระจายอำนาจการตัดสินใจ ให้ความรับผิดชอบงานการบริหารงานตามฝ่ายต่างๆ และส่งเสริมภาวะผู้นำทีมร่วมกันกับผู้สอนในการบริหารจัดการชั้นเรียนของครูแต่ละคน จะถูกนำมาจัดการความรู้อย่างเป็นระบบ ผ่านการอภิปรายสะท้อนคิดตามหลักวิชาการ และนำมาแลกเปลี่ยนเรียนรู้ร่วมกันอย่างต่อเนื่อง

(2) ความต้องการจำเป็นที่มีค่าสูงสุด ได้แก่ ด้านส่งเสริมให้มีการแลกเปลี่ยนเรียนรู้ดังนั้น โรงเรียนควรให้มีการแลกเปลี่ยนเรียนรู้ซึ่งกันและกัน โดยการสังเกต นิเทศติดตาม และแสดงความคิดเห็นในการปฏิบัติการสอน เพื่อช่วยยกระดับผลสัมฤทธิ์ของผู้เรียนและเพิ่มความสามารถในการปฏิบัติงานของตนและองค์กร แลกเปลี่ยนเรียนรู้ซึ่งกันและกัน มีการแสดงความคิดเห็นในการปฏิบัติการสอน งานในสถานศึกษา ปัญหา อุปสรรค ในการปฏิบัติงานต่างๆ เพื่อช่วยยกระดับผลสัมฤทธิ์ของผู้เรียนและเพิ่มความสามารถในการปฏิบัติงานของตนและองค์กรให้ดีขึ้น

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

(1) ควรทำการศึกษาปัจจัยที่ส่งเสริมการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 เพื่อเป็นข้อมูลที่จะนำไปพัฒนาการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพในสถานศึกษาให้มีประสิทธิภาพยิ่งขึ้น

(2) ควรศึกษาเพื่อหาแนวทางในการพัฒนาการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 1 แต่ละด้านในประเด็นนั้นๆ เพื่อให้สถานศึกษาอื่นๆ นำไปใช้เป็นแนวในการพัฒนาคุณภาพการศึกษาต่อไป

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สภาพ ความต้องการจำเป็นการบริหารด้านความปลอดภัยในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร
Situations And Needs School Safety Under the Secondary Educational Service Area Office Mukdahan

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์การบริหารความปลอดภัยในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร (2) ประเมินความต้องการจำเป็นการบริหารความปลอดภัยในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหารกลุ่มตัวอย่าง ได้แก่ ผู้บริหารและครู รวมจำนวน 947 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้เกณฑ์ร้อยละ ได้มาโดยการสุ่มแบบแบ่งชั้นเครื่องมือที่ใช้เป็นแบบสอบถามประมาณค่า 5 ระดับและคำถามปลายเปิด จำนวน 1 ฉบับ มีค่าดัชนีความสอดคล้องอยู่ระหว่าง .08-1.00 มีค่าอำนาจจำแนกรายข้ออยู่ระหว่าง .28-.78 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .92 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานและดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง ($PNI_{modified}$)

ผลการศึกษาค้นคว้า พบว่า (1) ผลการศึกษาสภาพปัจจุบันของการบริหารด้านความปลอดภัยใน พบว่า โดยรวมอยู่ในระดับมาก ส่วนการศึกษาสภาพที่พึงประสงค์ของการบริหารด้านความปลอดภัยในสถานศึกษา พบว่า โดยรวมอยู่ในระดับมากที่สุด (2) ผลการประเมินความต้องการจำเป็นของการบริหารด้านความปลอดภัยในสถานศึกษา พบว่า ลำดับความต้องการจำเป็นที่มีค่าสูงสุด ได้แก่ การปกป้องคุ้มครองด้านจิตใจของนักเรียน และลำดับความต้องการจำเป็นที่มีค่าต่ำสุด ได้แก่ การรักษาความปลอดภัยของสถานศึกษาด้านสัตว์มีพิษ

คำสำคัญ: คำสำคัญ : สภาพปัจจุบัน / สภาพที่พึงประสงค์ / ความต้องการจำเป็น / ความปลอดภัย

Abstract

Safety in school is important for school administrations because students will be happiness and safety.The purposes of this study were (1) to examine the current and desirable situations of school safety under the Secondary Education Service Area Office Mukdahan, and (2) to assess the needs of school safety under the Secondary Education Service Area Office Mukdahan.The samples employed were 947 school administrators and teachers. The sample size was determination using a percentage criterion selected by Stratified Random Sampling. The instrument employed in data collection was a five-rating scale questionnaire on school safety under the Secondary Education Service Area Office Mukdahan.with the Index of item Congruence (IC) between .80 -1.00, the discrimination between .28-.78 and the reliability of .92. The statistics used in the data analysis were percentage, mean, standard deviation, and analysis of Modified Priority Needs Index. ($PNI_{modified}$)

The results revealed that (1) the current and the desirable situations of the Secondary Educational Service Area Office Mukdahan in over all were at the high level and at the highest level, respectively. (2) The needs of school safety in digital era under the Secondary Educational Service Area Office Mukdahan found that there were five highest average aspects preventing and correcting accidents in schools maintaining student health and safety poisonous animal education facility security student body protection and protecting students' mental health.

Keywords: Current Situations / Desirable Situations / Needs, and / School Safety

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[2] สาขาวิชาการบริหารและพัฒนาการศึกษา คณะครุศาสตร์ มหาวิทยาลัยนครพนม

บทนำ

ยุทธศาสตร์ชาติด้านที่ 1 การจัดการศึกษาเพื่อความมั่นคงของสังคมและประเทศชาติ มีวัตถุประสงค์หลักในการเสริมสร้างความมั่นคงในชีวิตของคนทุกช่วงวัย จากภัยคุกคามในรูปแบบใหม่อาทิ อาชญากรรมและความรุนแรงในรูปแบบต่าง ๆ ยาเสพติด ภัยพิบัติจากธรรมชาติ ภัยจากโรคอุบัติใหม่และภัยจากไซเบอร์ เป็นต้น แผนการศึกษาแห่งชาติ (พ.ศ.2560- 2579) จึงได้ตระหนักถึงการเปลี่ยนแปลงทางการศึกษาที่เกิดจากความก้าวหน้าทางวิทยาการและเทคโนโลยีของโลกยุค ศตวรรษที่ 21 เป็นพลวัตที่ก่อให้เกิดความท้าทายในด้านการเปลี่ยนแปลงของบริบทเศรษฐกิจและสังคมโลก อันเนื่องจาก การปฏิวัติดิจิทัล (Digital Revolution) ประเทศเข้าสู่สังคมสูงวัยอย่างสมบูรณ์ในอนาคตอันใกล้ การติดกับดักประเทศ ที่มีรายได้ปานกลาง ทัศนคติ ความเชื่อค่านิยม วัฒนธรรม และพฤติกรรมของประชากรที่ปรับเปลี่ยนไปตามกระแส โลกาภิวัตน์เป็นผลให้เกิดการเร่งแก้ไขปัญหา ทั้งยังเกิดภัยคุกคามต่อความมั่นคงรูปแบบใหม่ที่ส่งผลกระทบต่อประชาชน และประเทศชาติมีความซับซ้อนและรุนแรงมากขึ้น ซึ่งภัยในแต่ละด้านล้วนมีความสำคัญต่อการพัฒนาประเทศ กับนโยบายใหม่ของกระทรวงศึกษาธิการ คือ Quick Win 7 วาระเร่งด่วน ข้อที่ 1 ความปลอดภัยของผู้เรียน กระทรวงศึกษาธิการมองเห็นภัยที่เกิดแก่นักเรียน ครูและบุคลากรทางการศึกษา ที่เกิดขึ้นซ้ำและส่งผลกระทบต่อสภาพร่างกายและจิตใจในหลายปีที่ผ่านมา เช่น ภัยจาก การคุกคามทางเพศ ภัยจากการกลั่นแกล้งรังแก (Bully) รวมถึงภัยที่เกิดจากโรคอุบัติใหม่ ได้แก่ การแพร่ระบาดของโรคติด เชื่อไวรัสโคโรนา 2019 (COVID - 19) เป็นผลให้เป็นอุปสรรคต่อการเรียนรู้และสวัสดีภาพชีวิตของนักเรียน ครูและบุคลากร ทางการศึกษา (คำแถลงนโยบาย รมต.ศึกษาธิการ.2564 : 4)

นโยบายสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน มุ่งมั่นในการพัฒนาการศึกษาขั้นพื้นฐานให้เป็น “การศึกษาขั้นพื้นฐานวิถีใหม่วิถีคุณภาพ” มุ่งเน้นความปลอดภัยในสถานศึกษา ส่งเสริมโอกาสทางการศึกษาที่มีคุณภาพอย่าเท่าทียม และบริหารจัดการศึกษาอย่างมีประสิทธิภาพ โดยมุ่งเน้นพัฒนาระบบและกลไกในการดูแลความปลอดภัยให้แก่ผู้เรียน ครูและบุคลากรทางการศึกษา และสถานศึกษา จากภัยพิบัติและภัยคุกคามทุกรูปแบบ รวมถึงการจัดสภาพแวดล้อมที่เอื้อต่อการมีสุขภาวะที่ดี สามารถปรับตัวต่อโรคอุบัติใหม่และอุบัติซ้ำส่งเสริมความปลอดภัยสร้างความมั่นใจให้สังคม เพื่อคุ้มครองความปลอดภัยแก่นักเรียน ครูและบุคลากรทางการศึกษาสังกัด กระทรวงศึกษาธิการเพื่อให้การป้องกัน ดูแล ช่วยเหลือหรือเยียวยา และแก้ไขปัญหามีความเป็นเอกภาพ มีข้อมูลสารสนเทศที่เป็นระบบสามารถแก้ไขปัญหาและบริหารจัดการความเสี่ยงได้อย่างยั่งยืนด้วยการบริหารจัดการตามมาตรการ 3 ป ได้แก่ ป้องกัน ปลูกฝัง และปราบปราม ให้เกิดความปลอดภัยให้มากที่สุดและไม่ให้เกิดเหตุการณ์นั้นซ้ำอีก เพื่อสร้างความมั่นใจและความเชื่อมั่นให้แก่นักเรียน ครูและบุคลากรทางการศึกษา ผู้ปกครอง และประชาชนทั่วไปในการที่จะได้เรียนรู้อย่างมีคุณภาพ และเกิดความปลอดภัยอย่างมั่นคงและยั่งยืนเพื่อให้แนวทางการปฏิบัติสอดคล้องและเป็นระบบกระทรวงศึกษาธิการจึงได้จัดทำคู่มือการดำเนินงานความปลอดภัยสถานศึกษาเพื่อเป็นแนวทางในการสร้างความปลอดภัยในเกิดแก่นักเรียนนี้เป็นสำคัญเพราะความปลอดภัยเป็นปัจจัยที่ส่งผลกระทบโดยตรงต่อคุณภาพและการเรียนรู้ของผู้เรียน (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน.2554 : 4)

จากความเป็นมาและความสำคัญดังกล่าว ผู้ศึกษาจึงสนใจศึกษาการบริหารความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร ทั้งนี้ เพื่อนำข้อมูลที่ได้ไปเป็นแนวทางการบริหารความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร และนำข้อมูลที่ได้ไปพัฒนาปรับปรุงการบริหารความปลอดภัยในสถานศึกษาหน่วยงานทั่วไป และผู้สนใจ ไปใช้ในการบริหารจัดการความปลอดภัยในสถานศึกษาให้มีประสิทธิภาพสูงขึ้นต่อไป

วัตถุประสงค์ของการศึกษา

1 เพื่อศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์การบริหารความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกมัธยมศึกษามุกดาหาร

2 เพื่อประเมินความต้องการจำเป็นความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกมัธยมศึกษามุกดาหาร

กรอบแนวคิดในการศึกษา

การศึกษาเรื่องสภาพ และความต้องการจำเป็นการบริหารความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร ผู้ศึกษาได้ศึกษาตามกรอบแนวคิดของ สพฐ. (2556 : 24-138) ; กฤษฎา ศรีสุชาติ (2559 : 82) สำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุตรดิตถ์ เขต 2 (ออนไลน์ : 2556) ; มูลนิธิศูนย์พิทักษ์เด็ก (ออนไลน์ : 2557) ; โรงเรียนอนุบาลภูเก็ต (ออนไลน์ : 2558) ผู้ศึกษาได้สรุปกรอบแนวคิดการบริหารความปลอดภัยในสถานศึกษา 5 ด้าน ดังนี้

1 การป้องกันและแก้ไขอุบัติเหตุในสถานศึกษา

2 การรักษาความปลอดภัยในด้านสุขภาพอนามัยของนักเรียน

3 การรักษาความปลอดภัยของสถานศึกษาด้านสัตว์มีพิษ

4 การปกป้องคุ้มครองทางด้านร่างกายของนักเรียน

5 การปกป้องคุ้มครองด้านจิตใจของนักเรียน

วิธีการดำเนินการศึกษา

การศึกษาครั้งนี้ มีวิธีดำเนินการศึกษา ตามลำดับขั้นตอนดังนี้

1. รูปแบบการศึกษา เป็นการศึกษาเชิงปริมาณ (Quantitative Research)

2. ประชากรและตัวอย่าง ประชากร ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร ปีการศึกษา 2565 จำนวน 956 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 25 คน และครู จำนวน 931 คน กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร จำนวน 252 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 16 คน และครู จำนวน 236 คน

3. เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถาม จำนวน 1 ฉบับ แบ่งเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Check list)

ตอนที่ ข้อคำถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ของการบริหารความปลอดภัยในลักษณะแบบสอบถามเป็นแบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับประยุกต์ใช้แบบ Likert คือ มากที่สุด มากที่สุด มาก ปานกลาง น้อย และน้อยที่สุด

4. การเก็บรวบรวมข้อมูล

เก็บรวบรวมแบบสอบถามโดยผู้ศึกษาเก็บ และรับแบบสอบถามกลับคืนมาจากโรงเรียนที่เป็นกลุ่มตัวอย่าง ตรวจสอบความถูกต้องของแบบสอบถามโดยเลือกเฉพาะฉบับที่แบบสมบูรณ์

5. การวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลข้อคำถามเกี่ยวกับ สภาพปัจจุบัน สภาพที่พึงประสงค์ ของการบริหารความปลอดภัยในสถานศึกษา โดยวิธีประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistic) นำข้อมูลที่รวบรวมได้มาวิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) และใช้เกณฑ์การแปลความหมายหาค่าเฉลี่ย (บุญชม ศรีสะอาด.2560 : 121) ดังนี้

ค่าเฉลี่ย 4.51 - 5.00 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของการบริหารความปลอดภัยในสถานศึกษาอยู่ในระดับมากที่สุด

ค่าเฉลี่ย 3.51 - 4.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของการบริหารความปลอดภัยในสถานศึกษาอยู่ในระดับมาก

ค่าเฉลี่ย 2.51 - 3.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของการบริหารความปลอดภัยในสถานศึกษาอยู่ในระดับกลาง

ค่าเฉลี่ย 1.51 - 2.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของการบริหารความปลอดภัยในสถานศึกษาอยู่ในระดับน้อย

ค่าเฉลี่ย 1.00 - 1.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ ของการบริหารความปลอดภัยในสถานศึกษาอยู่ในระดับน้อยที่สุด

สรุปผลการศึกษา

1. สภาพที่พึงประสงค์ของการบริหารด้านความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร โดยรวมและจำแนกเป็นรายด้าน ปรากฏดังตารางที่ 1

ตารางที่ 1 ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการแปลผลความคิดเห็นเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารด้านความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร โดยรวมและจำแนกเป็นรายด้าน

การบริหารด้านความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษา มัธยมศึกษามุกดาหาร	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\overline{X}$	S. D.	แปลผล	$\overline{X}$	S. D.	แปลผล
1.การป้องกันและแก้ไขอุบัติเหตุในสถานศึกษา	3.87	0.41	มาก	4.59	0.25	มากที่สุด
2.การรักษาความปลอดภัยในด้านสุขภาพอนามัยของนักเรียน	3.97	0.46	มาก	4.58	0.24	มากที่สุด
3.การรักษาความปลอดภัยของสถานศึกษาด้านสัตว์มีพิษ	4.01	0.55	มาก	4.53	0.30	มากที่สุด
4.การปกป้องคุ้มครองทางด้านร่างกายของนักเรียน	3.88	0.44	มาก	4.50	0.32	มาก
5.การปกป้องคุ้มครองด้านจิตใจของนักเรียน	3.88	0.42	มาก	4.59	0.31	มากที่สุด
รวม	3.92	0.40	มาก	4.56	0.18	มากที่สุด

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันของการบริหารด้านความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าอยู่ในระดับมาก 5 ด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 3 การรักษาความปลอดภัยของสถานศึกษาด้านสัตว์มีพิษ ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 1 การป้องกันและแก้ไขอุบัติเหตุในสถานศึกษา

ส่วนความเห็นที่เกี่ยวกับสภาพที่พึงประสงค์ของการบริหารด้านความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าอยู่ในระดับมากที่สุด 5 ด้าน ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านที่ 1 การป้องกันและแก้ไขอุบัติเหตุในสถานศึกษา ด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านที่ 5 การปกป้องคุ้มครองด้านจิตใจของนักเรียน

ตารางที่ 2 ค่าเฉลี่ยสภาพปัจจุบัน สภาพที่พึงประสงค์ ค่าดัชนีการจัดลำดับความสำคัญของความ ต้องการจำเป็นแบบปรับปรุง และลำดับความต้องการจำเป็นของการบริหารด้านความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร โดยรวมและจำแนกเป็นรายด้าน

การบริหารด้านความปลอดภัยในสถานศึกษา	D	I	$PNI_{modified}$	ลำดับความต้องการจำเป็น
. การป้องกันและแก้ไขอุบัติเหตุในสถานศึกษา	3.87	4.59	0.186	2
. การรักษาความปลอดภัยในด้านสุขภาพอนามัยของนักเรียน	3.97	4.58	0.151	4
. การรักษาความปลอดภัยของสถานศึกษาด้านสัตว์มีพิษ	4.01	4.53	0.130	5
. การปกป้องคุ้มครองทางด้านร่างกายของนักเรียน	3.88	4.50	0.160	3
. การปกป้องคุ้มครองด้านจิตใจของนักเรียน	3.88	4.53	0.186	1
รวม	3.92	4.56	0.163	-

จากตารางที่ 2 พบว่า การบริหารด้านความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร มีค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นของการบริหารด้านความปลอดภัยในสถานศึกษา โดยรวมมีค่าเท่ากับ 0.163 เมื่อพิจารณาเป็นรายด้าน พบว่า มีจำนวน 3 ด้าน ที่มีค่าสูงกว่าค่าโดยรวม คือ ด้านที่ 5 สถานศึกษามีการดำเนินการป้องกันยาเสพติด ด้านที่ 1 องค์ประกอบของการให้คะแนนและการตัดสินผลการเรียนรู้การป้องกันและแก้ไขอุบัติเหตุในสถานศึกษา และด้านที่ 4 การปกป้องคุ้มครองทางด้านร่างกายของนักเรียน

อภิปรายผลการศึกษา

จากการศึกษาเรื่อง สภาพ ความต้องการจำเป็นการบริหารด้านความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร ผู้ศึกษาพบว่า มีประเด็นน่าสนใจที่นำมาอภิปรายผล ดังนี้

1 ผลการศึกษาสภาพปัจจุบันของการบริหารด้านความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ การปกป้องคุ้มครองด้านจิตใจของนักเรียน ทั้งนี้ อาจเป็นเพราะการที่สถานศึกษากำหนดให้นักเรียนได้ตระหนักถึงความสำคัญในการพัฒนาคุณภาพชีวิตของนักเรียนให้มีความสมบูรณ์ และความพร้อม ทั้งทางด้านร่างกาย สติปัญญา ความรู้ความสามารถ คุณธรรมจริยธรรม ตลอดจนให้มีทักษะ ในการดำรงชีวิต กระทรวงศึกษาธิการ โดยกรมสามัญศึกษาในสมัยนั้น ได้ประสานความร่วมมือกับหน่วยงาน ที่เกี่ยวข้องโดยเฉพาะอย่างยิ่ง กรมสุขภาพจิต กระทรวงสาธารณสุข จึงได้จัดทำระบบการดูแลช่วยเหลือนักเรียน และเมื่อมีการปรับโครงสร้างกระทรวงศึกษาธิการ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (สพฐ.) ซึ่งรับผิดชอบการจัดการศึกษาขั้นพื้นฐานจึงกำหนดนโยบายสำคัญ ในการให้สถานศึกษาในสังกัดทุกแห่งจัดให้มีระบบการดูแลช่วยเหลือนักเรียน และดำเนินการอย่างจริงจังต่อเนื่อง เพื่อให้เกิดความยั่งยืน ซึ่งนักเรียนทุกคนจะต้องได้รับการดูแล ช่วยเหลือ พิทักษ์ ปกป้อง คุ้มครอง อย่างรอบด้านด้วยกระบวนการที่ถูกต้อง เหมาะสม และทันเหตุการณ์ และได้รับการพัฒนาในทุกมิติ เพื่อให้เป็นคนดี มีความสุข และปลอดภัยในสภาพสังคมปัจจุบัน

ผลการศึกษาสภาพที่พึงประสงค์ของการบริหารด้านความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร พบว่า โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านแล้ว พบว่า การปกป้องคุ้มครองด้านจิตใจของนักเรียน อาจเป็นเพราะการเยี่ยมบ้านเพราะการเยี่ยมบ้านเป็นกิจกรรมที่สำคัญอย่างหนึ่งในระบบการดูแลช่วยเหลือนักเรียน ซึ่งมักจะนำไปใช้มากในขั้นตอนการรู้จักนักเรียนเป็นรายบุคคล ช่วยให้รู้จักนักเรียนอย่างลึกซึ้งและมีข้อมูล เชิงประจักษ์ และนำไปใช้ในการส่งเสริมพัฒนารวมถึงการป้องกันและแก้ไขได้อย่างเหมาะสม โดยมีกิจกรรมย่อย ระยะเตรียมการ (1) ประชาสัมพันธ์ให้ผู้ปกครองและประชาชนทราบการดำเนินงานโดยใช้สื่อ อย่างหลากหลาย เช่น การประชุมผู้ปกครองการจัดทำป้ายประชาสัมพันธ์ การประชาสัมพันธ์ทางหอกระจาย ข่าวประจำหมู่บ้าน การจัดทำแผ่นพับ การจัดทำจดหมายข่าว ฯลฯ (2) รวบรวม สังเกต ศึกษาข้อมูลนักเรียนที่จะไปเยี่ยมบ้านทั้งข้อมูลเชิงพฤติกรรม และกายภาพ เช่น พฤติกรรมขณะอยู่โรงเรียน การแต่งกาย ความสะอาดของร่างกาย ระยะทางถึงโรงเรียน การเดินทาง เป็นต้น นำมาวิเคราะห์ สรุป และกำหนดวัตถุประสงค์ในการเยี่ยมบ้าน (3) วิเคราะห์ว่าใครคือคนที่ต้องการพบ เช่น พ่อแม่ หรือลุง ป้า น้า อา ของนักเรียน (4) เตรียมความพร้อมทั้งด้านบุคลากร อุปกรณ์ ทักษะในการสื่อสาร เพื่อการสร้างสัมพันธภาพ การค้นหาปัญหา การรู้สึกเข้าใจแลเห็นใจ การให้กำลังใจ ทบทวนประเด็นที่จะ สังเกต และสนทนา (5) นัดหมายล่วงหน้าเพื่อให้พร้อมทั้งสองฝ่าย หรือในกรณีที่ต้องการข้อมูล ที่เป็นธรรมชาติไม่มีการจัดฉาก ผู้เยี่ยมบ้านอาจไม่นัดหมายล่วงหน้า ระยะเยี่ยมบ้าน (1) ไปตามนัดกรณีไม่ไปต้องแจ้งล่วงหน้าเพราะผู้ปกครองนักเรียนบางคน อาจต้องหยุดงานเพื่อรอพบครู ไม่ควรเลื่อนนัดถ้าไม่จำเป็น (2) หากไปตามนัดแล้วไม่พบใคร ให้ถามเพื่อนบ้านใกล้เคียงเพื่อทราบข้อมูล ที่จะมาในครั้งต่อไป (3) รวบรวมข้อมูลโดย การสังเกตสภาพที่อยู่อาศัย และพฤติกรรมของนักเรียนและบุคคลในบ้านนักเรียน การพูดคุยสนทนากับพ่อแม่ ผู้ปกครอง หรือผู้มีส่วนเกี่ยวข้องกับนักเรียนระหว่างเยี่ยมบ้านควรระวังการเขียนบันทึก ไม่ควรทำขณะสนทนา แต่อาจใช้สื่อช่วยบันทึกอื่นในการบันทึกการสนทนา ทั้งนี้ ควรขออนุญาตผู้ปกครองก่อน และต้องถือเป็นความลับไม่นำไปเผยแพร่ และเมื่อเยี่ยมบ้านเสร็จควรรีบจดบันทึกข้อมูลที่พบจากการสังเกตและการสนทนา ในแบบบันทึกที่เตรียมไว้ทันที เพื่อรวบรวมข้อมูลให้ครบถ้วนที่สุด

2 การประเมินความต้องการจำเป็นของการบริหารด้านความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ การปกป้องคุ้มครองด้านจิตใจของนักเรียน อาจเป็นเพราะ การพัฒนาคุณภาพชีวิตเด็กนักเรียนจำเป็นต้องมีผู้เกี่ยวข้องหลายฝ่าย เช่น ผู้ปกครองและชุมชน เข้ามามีส่วนร่วมดูแลและช่วยเหลือ ครูรู้จักเด็กนักเรียนเป็นรายบุคคลโดยการเยี่ยมบ้าน การคัดกรอง การป้องกัน การแก้ปัญหา การให้คำปรึกษา และการส่งเสริมพัฒนาเด็กนักเรียนด้านความสามารถและทักษะ ตลอดจนคุณลักษณะ ที่จะช่วยเสริมสร้างให้เด็กนักเรียนมีคุณภาพและมีภูมิคุ้มกัน การดำเนินชีวิตของเด็กนักเรียนจะต้องมีความสามารถ ในการปรับตัวต่อสภาพแวดล้อมทางสังคม การเปลี่ยนแปลง การตัดสินใจที่เหมาะสม และสามารถอยู่ในสังคมอย่าง ปลอดภัย รวมทั้งหน่วยงานของรัฐให้ความสำคัญของปัญหา และร่วมมือกันแก้ปัญหาอย่างจริงจัง

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลการศึกษาไปใช้

(1) สภาพปัจจุบันของการบริหารด้านความปลอดภัยในสถานศึกษา ด้านการปกป้องคุ้มครองด้านจิตใจของนักเรียน อยู่ในระดับต่ำสุด ดังนั้นผู้บริหารสถานศึกษาควรพัฒนาการจัดการเรียนรู้ จัดให้มีแหล่งเรียนรู้ที่หลากหลาย สร้างบรรยากาศของการจัดการเรียนการสอนให้ผู้เรียนเกิดการเรียนรู้ เพื่อให้นักเรียนกล้าที่จะปรึกษา และขอคำแนะนำ

(2) สภาพความต้องการจำเป็นที่มีค่าสูงสุด ได้แก่ คือ การปกป้องคุ้มครองด้านจิตใจของนักเรียน ดังนั้น ผู้บริหารควรให้มีการกำหนดในแผนปฏิบัติการสถานศึกษา เพื่อให้การบริหารสถานศึกษาด้านความปลอดภัย เปลี่ยนแปลงตามวัตถุประสงค์ที่กำหนดไว้

จำเป็นจะต้องใช้ความร่วมมือของบุคลากรทุกฝ่ายที่เกี่ยวข้อง ทั้งผู้บริหาร ครู ผู้ปกครอง และชุมชนในการจัดทำแผนปฏิบัติการสถานศึกษา

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

(1) ควรศึกษาปัจจัยที่ส่งผลต่อการบริหารด้านความปลอดภัยในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามุกดาหาร เพื่อให้ครูหรือผู้ที่สนใจมีแนวทางในการบริหารด้านความปลอดภัยในสถานศึกษา

(2) ควรศึกษาและเปรียบเทียบผลของการบริหารด้านความปลอดภัยในสถานศึกษา โดยใช้แนวคิดที่ยึดตามความพร้อมและบริบทของขนาดโรงเรียน

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ผลการจัดกิจกรรมการเรียนรู้เชิงรุกต่อผลสัมฤทธิ์ทางการเรียนและทักษะการทำปฏิบัติการของนักเรียนชั้นมัธยมศึกษาปีที่ 6 วิชานิเวศวิทยาเชิงบูรณาการ เรื่อง ไฟลัมอาร์โทโพดา

Results of Active Learning Activity on Learning Achievement and Laboratory Skill of Mathayomsuksa 6 Students on the Topic Phylum Arthropoda

สุธิโชติ ทวีกสิกรรม Suthichote Thawikasikarm[1]

บทคัดย่อ

งานวิจัยนี้มีจุดมุ่งหมายเพื่อ 1) เปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ก่อนและหลังการจัดกิจกรรมการเรียนรู้เชิงรุก 2) เพื่อศึกษาผลการจัดกิจกรรมการเรียนรู้เชิงรุกต่อทักษะการทำปฏิบัติการ และ 3) เพื่อศึกษาความพึงใจต่อการจัดกิจกรรมการเรียนรู้เชิงรุก ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 กลุ่มตัวอย่างในการวิจัยเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 60 คน ภาคเรียนที่ 1 ปีการศึกษา 2565 โรงเรียนสุรวิวัฒน์ มหาวิทยาลัยเทคโนโลยีสุรนารี จังหวัดนครราชสีมา โดยเป็นการเลือกแบบเจาะจง เป็นการวิจัยกึ่งทดลองแบบกลุ่มเดียวทดสอบก่อนและหลัง ผลการวิจัยพบว่า นักเรียนมีผลสัมฤทธิ์ทางการเรียนหลังการจัดกิจกรรมการเรียนรู้เชิงรุกสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และนักเรียนมีทักษะการทำปฏิบัติการในแนวโน้มทางบวกในระดับดีมาก นักเรียนมีความพึงพอใจต่อการจัดการเรียนรู้แบบเชิงรุกในระดับมากที่สุด

คำสำคัญ: การจัดกิจกรรมการเรียนรู้เชิงลึก, ผลสัมฤทธิ์ทางการเรียน, ทักษะการทำปฏิบัติการ

Abstract

This research aim to 1) compare learning achievement of Mathayomsuksa 6 students before and after learning though an active learning activity 2) study the effect of active learning activity on laboratory skill and 3) study the satisfaction to active learning activity of Mathayomsuksa 6 students. Sample was purposive sampling by 60 of grade 12 students in first semester of 2022 from Surawiwat School, Suranaree University of Technology, Nakhon Ratchasima province. The result revealed that 1) learning achievement of students who learned by active learning had post-test score higher than pre-test score (p=0.05) 2) laboratory skill of students who learned by active learning at excellent score and 3) satisfaction of students to active learning activity at the high level.

Keywords: Active learning, Learning achievement, Laboratory skill

บทนำ

วิทยาศาสตร์เป็นสาขาวิชาที่ว่าด้วยของการเรียนรู้เกี่ยวกับธรรมชาติรอบตัว มีการฝึกให้ผู้เรียนใช้กระบวนการสังเกต สำรวจตรวจสอบ การทดลองและตั้งคำถามเกี่ยวกับสิ่งรอบๆ ตัว แล้วนำผลการทดลองมาจัดระบบ เพื่อนำไปสู่หลักการ แนวคิดและทฤษฎี ดังนั้นการเรียนการสอนวิทยาศาสตร์จึงมุ่งเน้นให้ผู้เรียนได้เป็นผู้เรียนรู้และค้นพบด้วยตนเองมากที่สุด นั่นคือให้ได้ทั้งกระบวนการ และองค์ความรู้ ตั้งแต่วัยเริ่มแรกก่อนเข้าเรียน ช่วงที่อยู่ในสถานศึกษา และเมื่อจบออกจากสถานศึกษาไปประกอบอาชีพแล้ว (กรมวิชาการ กระทรวงศึกษาธิการ, 2546 หน้า 3) อีกทั้งวิทยาศาสตร์ยังเป็นกลไกที่สำคัญในการพัฒนาประชากรให้เป็นพลเมืองที่มีความรู้ความสามารถ และทักษะกระบวนการทางความคิดสามารถคิด วิเคราะห์ แยกแยะเพื่อใช้ในการตัดสินใจโดยอ้างอิงจากข้อมูลที่หลากหลายและน่าเชื่อถือ ดังนั้นการพัฒนาให้ประชากรมีความรู้ทางวิทยาศาสตร์จึงมีความสำคัญอย่างมาก อันจะเป็นพื้นฐานไปสู่การพัฒนาชุมชน สังคมและประเทศชาติในลำดับถัดไป การจัดการเรียนรู้ในรายวิชาวิทยาศาสตร์จึงจำเป็นอย่างยิ่งต่อ ประกอบกับในสังคมปัจจุบัน มีการเปลี่ยนแปลงด้านวิทยาศาสตร์และเทคโนโลยีอย่างรวดเร็ว จึงเป็นเหตุผลสำคัญที่กระบวนการจัดการเรียนรู้ด้านวิทยาศาสตร์ต้องมีการพัฒนาให้ก้าวทันและสอดคล้องกับการเปลี่ยนแปลงที่แทบจะเกิดขึ้นรายวัน การจัดการเรียนรู้ตามกรอบแนวคิดทักษะในศตวรรษที่ 21 มีรูปแบบที่หลากหลายมากมาย ให้เลือกสรร ซึ่งล้วนแต่ส่งเสริมให้นักเรียนมีทักษะกระบวนการด้านวิทยาศาสตร์ ช่วยเตรียมความพร้อมให้นักเรียน รู้จักคิด เรียนรู้การแก้ปัญหา การสื่อสาร การเรียนรู้ในการทำงานร่วมกันอย่างมี

[1] กลุ่มสาระการเรียนรู้วิทยาศาสตร์ โรงเรียนสุรวิวัฒน์ มหาวิทยาลัยเทคโนโลยีสุรนารี
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ประสิทธิภาพ ซึ่งจะช่วยตอบโจทย์ต่อความต้องการของสังคมและประเทศชาติที่กำลังเปลี่ยนแปลงไปสู่ยุค Thailand 4.0 (Bellanca & Bradt, 2010; Dass, 2014; Van laar et al., 2017)

การพัฒนาด้านวิทยาศาสตร์ ยังถูกนับอยู่ในยุทธศาสตร์ชาติ 20 ปี ในยุทธศาสตร์ด้านที่ 3 การพัฒนาวิทยาศาสตร์ เทคโนโลยี การวิจัยและนวัตกรรมระดับขั้นแนวหน้าที่ก้าวหน้าล้ำยุค เพื่อสร้างโอกาสใหม่และความพร้อมของประเทศในอนาคต ดังนั้น การปลูกฝังให้เยาวชนมีเจคตติที่ดีต่อวิทยาศาสตร์จึงเป็นสิ่งสำคัญอันดับต้นๆ และการจัดการเรียนรู้ด้านวิทยาศาสตร์ก็ต้องจัดการเรียนรู้ให้นักเรียนได้พัฒนาวิธีการคิด ทั้งความคิดเป็นเหตุเป็นผล คิดสร้างสรรค์ คิดวิเคราะห์วิจารณ์ มีทักษะที่สำคัญในการค้นคว้าหาความรู้ มีความสามารถในการแก้ปัญหาอย่างเป็นระบบ สามารถตัดสินใจโดยใช้ข้อมูลหลากหลายและประจักษ์พยานที่ตรวจสอบได้ ซึ่งก็คือการจัดการเรียนรู้วิทยาศาสตร์โดยให้นักเรียนได้ทักษะการปฏิบัตินั่นเอง โดยที่การให้ผู้เรียนได้ลงมือปฏิบัติจริงจะทำให้ผู้เรียนได้กระบวนการเรียนรู้ องค์ความรู้ เจตคติ และเกิดเป็นความรู้ที่คงทนตรงตามที่กำหนดไว้ในวิสัยทัศน์การเรียนรู้วิทยาศาสตร์ (สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ, 2562)

สืบเนื่องจากสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 (COVID-19) ในช่วงกลางปีพุทธศักราช 2564 ทำให้สถานศึกษาทั่วประเทศต้องปิดชั่วคราวและให้ครูผู้สอนจัดการเรียนการสอนโดยประยุกต์ไปตามความถนัดและความสะดวกในการจัดการเรียนการสอนของครูผู้สอนและนักเรียน เช่น ใช้การจัดการเรียนรู้ออนไลน์ผ่านแอพลิเคชันต่าง ๆ เช่น Zoom, Google Classroom หรือ SUT e-learning เพื่อให้การเรียนการสอนดำเนินไปได้ตามปกติ กระทรวงศึกษาธิการได้กำหนด 5 รูปแบบการเรียนประกอบด้วย การเรียนแบบ on-site, on-line, on-air, on-hand และ on demand การสอนเพื่อรองรับการเปิดภาคเรียนประจำปีการศึกษา 2564 แม้จะมีการสรรหาวิธีการต่างๆ ให้เข้ามามีส่วนช่วยในการจัดการเรียนรู้ของนักเรียนในช่วงสถานการณ์โรคระบาดแล้วก็ตาม ในปีการศึกษา 2565 ซึ่งสถานศึกษากลับมาเปิดทำการตามปกติอีกครั้ง กลับปรากฏภาวการณ์เรียนรู้ถดถอยของผู้เรียน (learning loss) เกิดขึ้นเป็นวงกว้าง ซึ่งพบในนักเรียนทุกคนและในทุกรายวิชา ส่งผลให้การจัดการเรียนรู้ขาดตอนและเกิดความไม่ต่อเนื่อง อีกทั้งสภาพความพร้อมของผู้เรียนต้องใช้แรงจูงใจและแรงกระตุ้นมากกว่าเดิม จึงทำให้วิธีการสอนรูปแบบเดิมๆ ไม่มีประสิทธิภาพและสะท้อนออกมาในผลสัมฤทธิ์ของผู้เรียน

กระบวนการจัดการเรียนรู้เชิงรุก (Active Learning) เป็นกระบวนการจัดการเรียนรู้รูปแบบหนึ่ง ผ่านการปฏิบัติเพื่อสร้างองค์ความรู้ ซึ่งเกิดขึ้นได้จากการลงมือทำและประสบการณ์ กระบวนการจัดการเรียนรู้เชิงรุกนั้น เน้นให้ผู้เรียนต้องได้มีโอกาสลงมือกระทำมากกว่าการฟังเพียงอย่างเดียว ผู้สอนต้องจัดกิจกรรมให้ผู้เรียนได้เกิดการเรียนรู้ผ่านรูปแบบต่างๆ เช่น การอ่าน การเขียน การโต้ตอบและการแก้ปัญหา อีกทั้งต้องกระตุ้นให้ผู้เรียนได้ใช้กระบวนการคิดขึ้นสูง ได้แก่ การวิเคราะห์ การสังเคราะห์ และการประเมินค่า (ไพฑูรย์ สินลารัตน์, 2545) การจัดการเรียนรู้เชิงรุกจะเน้นไปที่การร่วมมือระหว่างผู้เรียนด้วยกัน ซึ่งครูต้องลดบทบาทในด้านการสอนหรือการให้ข้อมูลองค์ความรู้แก่ผู้เรียนโดยตรง แต่ไปเพิ่มกระบวนการ และกิจกรรมที่จะทำให้ผู้เรียนเกิดความกระตือรือร้นในการจะทำกิจกรรมต่างๆ มากขึ้น ไม่ว่าจะเป็นการแลกเปลี่ยนประสบการณ์ โดยการพูด การเขียน การอภิปรายกับเพื่อนๆ ผู้เรียนจะเปลี่ยนบทบาทจากผู้รับความรู้ (Receivers) ไปสู่การเป็นผู้มีส่วนรวมในการสร้างความรู้ (Co - creators) แทน

จากที่กล่าวมาในข้างต้นถึงความสำคัญของวิทยาศาสตร์และปัญหาภาวการณ์เรียนรู้ถดถอยของผู้เรียน (learning lost) เกิดขึ้นเป็นวงกว้างอันเนื่องจากสถานการณ์ของโรคระบาดในช่วงที่ผ่านมา ผู้วิจัยจึงสนใจที่จะนำการจัดการเรียนรู้เชิงรุกมาใช้เพื่อพัฒนาผลสัมฤทธิ์ทางการเรียน โดยนำมาใช้ในรายวิชานิเวศวิทยาเชิงบูรณาการ เรื่อง ไฟลัมอาร์โธโพดา โดยมุ่งหวังให้ผู้เรียนสามารถสร้างองค์ความรู้ได้ด้วยตนเอง คิดและหาทางแก้ปัญหาได้ รวมทั้งนำทักษะและกระบวนการความรู้ที่ได้ไปใช้พัฒนาตนเอง ไปจนถึงนำไปใช้ในการเรียนรายวิชาอื่นๆ และยังเป็นแนวทางให้ครูผู้สอนและผู้ที่เกี่ยวข้องใช้เป็นข้อมูลอ้างอิงในการพัฒนารูปแบบการจัดการเรียนรู้ที่จะช่วยยกระดับผลสัมฤทธิ์ทางการเรียนวิทยาศาสตร์ให้สูงขึ้นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนวิชา นิเวศวิทยาเชิงบูรณาการ เรื่อง ไฟลัมอาร์โธโพดา ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 หลังจากการจัดกิจกรรมการเรียนรู้เชิงรุก กับเกณฑ์ร้อยละ 70
2. เพื่อพัฒนาทักษะการทำปฏิบัติการ วิชา นิเวศวิทยาเชิงบูรณาการ เรื่อง ไฟลัมอาร์โธโพดา ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 หลังจากการจัดกิจกรรมการเรียนรู้เชิงรุกกับเกณฑ์ระดับดีมาก
3. เพื่อศึกษาความพึงพอใจของนักเรียนต่อการจัดกิจกรรมการเรียนรู้เชิงรุก

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการวิจัยนี้ ได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนสุรวิวัฒน์ มหาวิทยาลัยเทคโนโลยีสุรนารี ภาคเรียนที่ 1 ปีการศึกษา 2565 จำนวน 108 คน โดยกลุ่มตัวอย่าง คือ นักเรียนชั้นมัธยมศึกษาปีที่ 60 จากห้องโครงการสนับสนุนการจัดตั้งห้องเรียนวิทยาศาสตร์ในโรงเรียน โดยการกำกับดูแลของมหาวิทยาลัย (วมว.) จำนวน 60 คน โดยเป็นการเลือกแบบเจาะจง (purposive sampling)

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรต้น : การจัดการเรียนรู้แบบเชิงรุก

ตัวแปรตาม : ผลสัมฤทธิ์ทางการเรียน เรื่อง ไฟลัมอาร์โธโพดาหลังจากการจัดการเรียนรู้แบบเชิงรุก

ทักษะการทำปฏิบัติการและความพึงพอใจของนักเรียนต่อการจัดกิจกรรมการเรียนรู้เชิงรุก

เครื่องมือที่ใช้ในการวิจัย

1. แผนการจัดการเรียนรู้แบบการจัดการเรียนรู้เชิงรุก วิชา ว 31282 นิเวศวิทยาเชิงบูรณาการ เรื่อง ไฟลัมอาร์โทโพดา จำนวน 8 ชั่วโมง มีค่าดัชนีความสอดคล้อง (IOC) เท่ากับ 0.66 - 1.00
2. แบบประเมินทักษะการทำปฏิบัติการโดยเป็นการประเมินจากครู (teacher assessment) จำนวน 5 ข้อ โดยแบบประเมินค่า 3 ระดับ ค่าเฉลี่ยความสอดคล้อง (IOC) เท่ากับ 0.64 – 1.00
3. แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนแบบปรนัย 4 ตัวเลือก จำนวน 20 ข้อ มีความยากง่ายอยู่ระหว่าง 0.32 – 0.51 ค่าอำนาจจำแนกอยู่ระหว่าง 0.26 – 0.48 และมีค่าความเชื่อมั่นเท่ากับ 0.83
4. แบบประเมินความพึงพอใจ

ขั้นตอนในการวิจัย

1. การสร้างเครื่องมือสำหรับการจัดกิจกรรมการเรียนรู้เชิงรุก วิชา นิเวศวิทยาเชิงบูรณาการ เรื่อง ไฟลัมอาร์โธโพดา สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6

1.1 แผนการจัดการเรียนรู้

ศึกษาหลักสูตร มาตรฐาน ผลการเรียนรู้ของรายวิชา นิเวศวิทยาเชิงบูรณาการ ตามหลักสูตรโรงเรียนสุรวิวัฒน์ มหาวิทยาลัยเทคโนโลยีสุรนารี พุทธศักราช 2559 (ฉบับปรับปรุง พ.ศ 2561) เพื่อให้ทราบถึงแนวทางการสร้างแผนการจัดกิจกรรมการเรียนรู้ ศึกษาทฤษฎีแนวคิดการจัดจิกรรมการจัดการเรียนรู้ จากเอกสารและงานวิจัยที่เกี่ยวข้องกับการจัดกิจกรรมการเรียนรู้แบบเชิงรุก จากนั้นกำหนดขั้นตอนและแนวทางในการจัดกิจกรรมการเรียนรู้แบบเชิงรุก ดำเนินสร้างแผนการจัดการเรียนรู้ เรื่อง ไฟลัมอาร์โธโพดา ดังตารางที่ 1

ตารางที่ 1 สาระการเรียนรู้และเวลาในการดำเนินการจัดกิจกรรมการเรียนรู้เชิงรุก

แผนการจัดกิจกรรมการเรียนรู้ที่	**สาระการเรียนรู้**	**เวลา (ชั่วโมง)**
1	การจำแนกชนิดของสัตว์ในไฟลัมอาร์โธโพดา	3
2	โครงสร้างกายวิภาคของสัตว์ในไฟลัมอาร์โธโพดา	3
3	ปฏิบัติการ ไฟลัมอาร์โธโพดา	2
	รวม	8

นำแผนการจัดการเรียนรู้ที่สร้างขึ้นดังกล่าวไปเสนอให้กับผู้เชี่ยวชาญ จากนั้นนำคำแนะนำของผู้เชี่ยวชาญมาปรับปรุงแก้ไขเพื่อให้ได้แผนการจัดการเรียนรู้ฉบับสมบูรณ์

1.2 แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน

ศึกษาหลักสูตร มาตรฐาน ผลการเรียนรู้ของรายวิชา นิเวศวิทยาเชิงบูรณาการ ตามหลักสูตรโรงเรียนสุรวิวัฒน์ มหาวิทยาลัยเทคโนโลยีสุรนารี พุทธศักราช 2559 (ฉบับปรับปรุง พ.ศ 2561) เพื่อให้ทราบถึงแนวทางในการสร้างแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน ศึกษาทฤษฎี แนวคิดการสร้างแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน โดยผู้วิจัยได้เลือกเป็นแบบทดสอบปรนัยชนิดเลือกตอบ 4 ตัวเลือก จำนวน 20 ข้อ

นำแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนที่สร้างขึ้นเสนอผู้เชี่ยวชาญชุดเดิม เพื่อตรวจสอบความตรงเชิงเนื้อหาโดยการหาค่าความสอดคล้องระหว่างวัตถุประสงค์กับแบบทดสอบ IOC (Index of Item-objective Congruence) คำนวณค่า IOC ของข้อสอบรายข้อ แล้วคัดเลือกข้อสอบที่มีค่า IOC ตั้งแต่ 0.80 ถึง 1.00 ปรับปรุงแก้ไขจากผลการประเมิน แล้วนำแบบทดสอบวัดผลสัมฤทธิ์ไปทดลองใช้กับกลุ่มนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 60 คน ซึ่งเคยเรียนเนื้อหาที่กำลังศึกษามาแล้ว

นำผลการทดสอบที่ได้มาวิเคราะห์ หาค่าความยากง่ายโดยมีค่าระหว่าง 0.53 ถึง 0.70 หาค่าอำนาจจำแนกโดยมีค่าระหว่าง 0.20 ถึง 0.60 คัดเลือกข้อสอบตามเกณฑ์ดังกล่าวจำนวน 20 ข้อ นำมาวิเคราะห์หาค่าความเชื่อมั่นของแบบทดสอบมีเท่ากับ 0.81 จัดพิมพ์และทำแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนฉบับสมบูรณ์ เพื่อนำไปใช้จริง

1.3 แบบประเมินทักษะการทำปฏิบัติการ

ศึกษาหลักสูตร มาตรฐาน ผลการเรียนรู้ของรายวิชา นิเวศวิทยาเชิงบูรณาการ ตามหลักสูตรโรงเรียนสุรวิวัฒน์ มหาวิทยาลัยเทคโนโลยีสุรนารี พุทธศักราช 2559 (ฉบับปรับปรุง พ.ศ 2561) เพื่อให้ทราบถึงแนวทางในการสร้างแบบประเมินทักษะการทำปฏิบัติการ ศึกษาทฤษฎี แนวคิดการสร้างแบบประเมินผลการเรียนรู้ตามสภาพจริง โดยผู้วิจัยได้เลือกเป็นแบบประเมินทักษะการทำปฏิบัติการโดยเป็นการประเมินจากครู (teacher assessment) จำนวน 5 ข้อ โดยแบบประเมินค่า 4 ระดับ (ควรปรับปรุง พอใช้ ดี ดีมาก) นำแบบประเมินทักษะการทำปฏิบัติการที่สร้างขึ้นดังกล่าวไปเสนอให้กับผู้เชี่ยวชาญ จากนั้นนำคำแนะนำของผู้เชี่ยวชาญมาปรับปรุงแก้ไข เพื่อให้ได้แบบประเมินทักษะการทำปฏิบัติการที่สมบูรณ์

1.4 แบบสอบถามความพึงพอใจ

ได้รับความอนุเคราะห์จากหน่วยศึกษาค้นคว้าการเรียนรู้ สถานศึกษาค้นคว้าการเรียนรู้วิทยาศาสตร์ เทคโนโลยีและภาษา มหาวิทยาลัยเทคโนโลยีสุรนารี เป็นผู้จัดทำแบบสอบถามความพึงพอใจให้กับการวิจัยในครั้งนี้

2. การวิเคราะห์ข้อมูล

2.1 แผนการจัดการเรียนรู้

วิเคราะห์ความเหมาะสมของแผน และประสิทธิภาพของแผนการจัดกิจกรรมการเรียนรู้เชิงรุกโดยการหาค่าเฉลี่ย ค่าความเบี่ยงเบนมาตรฐานและร้อยละแล้วนำไปเปรียบเทียบกับเกณฑ์

2.2 แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน

วิเคราะห์ความสอดคล้องของแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนโดยการหาค่าดัชนีความสอดคล้อง (IOC) แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน วิเคราะห์หาค่าความยากง่ายค่าอำนาจจำแนกค่าความเชื่อมั่นของแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนหลังเรียน นำแบบทดสอบไปใช้งานจริงโดยแบ่งเป็นการทดสอบก่อนเรียนและหลังเรียน แล้วนำผลการทดสอบมาวิเคราะห์ข้อมูล โดยใช้ โปรแกรม SPSS 17.0 โดยใช้ t – test ประเภท Dependent Samples ที่นัยสำคัญทางสถิติที่ .05 เพื่อเปรียบเทียบความแตกต่างของค่าเฉลี่ย ของ คะแนนทดสอบก่อนและหลังการจัดการเรียนรู้แบบเชิงรุก

2.3 แบบประเมินทักษะการทำปฏิบัติการ

วิเคราะห์ความสอดคล้องของแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนโดยการหาค่าดัชนีความสอดคล้อง (IOC) แบบประเมินทักษะการทำปฏิบัติการ

สรุปผลการวิจัย

1. การเปรียบเทียบผลสัมฤทธิ์ทางการเรียนวิชา นิเวศวิทยาเชิงบูรณาการ เรื่อง ไฟลัมอาร์โธโพดา ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 หลังจากการจัดกิจกรรมการเรียนรู้เชิงรุก กับเกณฑ์ร้อยละ 70

ในการเปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนกลุ่มทดลอง ผู้วิจัยได้วิเคราะห์ค่าเฉลี่ย ($\overline{X}$) ค่าเบี่ยงเบนมาตรฐาน (S.D.) และทดสอบความแตกต่างของค่าเฉลี่ยของคะแนนก่อนและหลังเรียนที่ได้รับการจัดกิจกรรมการเรียนรู้เชิงรุก ดังรายละเอียดตารางที่ 2

ตารางที่ 2 การเปรียบเทียบผลสัมฤทธิ์ทางการเรียนวิชา นิเวศวิทยาเชิงบูรณาการ เรื่อง ไฟลัมอาร์โธโพดา ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 หลังจากการจัดกิจกรรมการเรียนรู้เชิงรุก กับเกณฑ์ร้อยละ 70

การทดสอบ	n	$\bar{X}$	S.D.	เกณฑ์ร้อยละ 70	df	t	p
ก่อนเรียน	60	8.63	2.65	14.00	58.00	-14.15	.00*
หลังเรียน	60	14.14	5.38				

* $p < .05$

จากตารางที่ 2 การวิเคราะห์คะแนนทดสอบวัดผลสัมฤทธิ์ทางการเรียนเปรียบเทียบก่อนและหลังการจัดการเรียนรู้ด้วยกิจกรรมการเรียนรู้เชิงรุกของนักเรียนชั้นมัธยมศึกษาปีที่ 6 พบว่า นักเรียนมีค่าคะแนนเฉลี่ยผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ .05 โดยนักเรียนมีคะแนนเฉลี่ยก่อนได้รับการจัดการเรียนรู้ด้วยกิจกรรมการเรียนรู้เชิงรุกเท่ากับ 8.63 และคะแนนเฉลี่ยหลังได้รับการจัดการเรียนรู้ด้วยกิจกรรมการเรียนรู้เชิงรุกเท่ากับ 14.14 นักเรียนกลุ่มตัวอย่างจำนวน 60 คน มีผลสัมฤทธิ์ทางการเรียนผ่านเกณฑ์ร้อยละ 70 คิดเป็นร้อยละ 73.75

2. การพัฒนาทักษะการทำปฏิบัติการ วิชา นิเวศวิทยาเชิงบูรณาการ เรื่อง ไฟลัมอาร์โธโพดา ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 หลังจากการจัดกิจกรรมการเรียนรู้เชิงรุกกับเกณฑ์ระดับดีมาก

ในการศึกษาระดับของทักษะการทำปฏิบัติการของนักเรียนกลุ่มทดลอง ผู้วิจัยได้วิเคราะห์ค่าเฉลี่ย ($\overline{X}$) ค่าเบี่ยงเบนมาตรฐาน (S.D.) และการแปรผลของทักษะการทำปฏิบัติการทั้ง 5 ด้าน ดังรายละเอียดตารางที่ 3

ตารางที่ 3 ผลของทักษะการทำปฏิบัติการจำแนกรายด้านโดยครูเป็นผู้ประเมนของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่ได้รับการจัดการเรียนรู้แบบกิจกรรมเชิงรุก

ทักษะการทำปฏิบัติการ	ข้อความ	ค่าเฉลี่ยรายด้าน	S.D.	การแปรผล
การกำหนดปัญหา	นักเรียนมีส่วนร่วมในการเสนอปัญหา มีการพูดคุยปรึกษากัน เลือกปัญหาได้น่าสนใจ	2.60	0.41	ดีมาก
การทำความเข้าใจและวางแผนการแก้ปัญหา	นักเรียนมีส่วนร่วมในการระดมความคิด อธิบายและสถานการณ์ของปัญหา พร้อมเสนอแนวทางในการค้นหาคำตอบเพื่อแก้ปัญหา	2.77	0.43	ดีมาก
การดำเนินการศึกษา	นักเรียนมีส่วนร่วมในการลงมือทำปฏิบัติการ มีการแบ่งหน้าที่ กำหนดเป้าหมายและดำเนินการทำปฏิบัติการตามขั้นตอนที่ได้ร่วมกันหารือไว้ สามารถแก้ปัญหาที่เกิดขึ้นเฉพาะหน้าได้	2.69	0.36	ดีมาก
การสังเคราะห์ความรู้	นักเรียนนำองค์ความรู้ที่ได้มาแลกเปลี่ยนกัน มีการช่วยเหลือ ร่วมกันตรวจสอบคำตอบที่ได้	2.98	0.35	ดีมาก
การสรุปและประเมินค่าของคำตอบ	นักเรียนนำองค์ความรู้ที่สังเคราะห์ได้มาสรุปเพื่อประมวลการสร้างองค์ความรู้ใหม่ มีการประเมินองค์ความรู้ของตนเองกับเพื่อนสมาชิกในกลุ่ม	2.88	0.29	ดีมาก
ทักษะการทำปฏิบัติการเฉลี่ยรวมทุกด้าน		2.77	0.04	ดีมาก

จากตารางที่ 3 การประเมินทักษะการทำปฏิบัติการของนักเรียนทั้ง 60 คนโดยครูเป็นผู้ประเมิน ผลการประเมินพบว่าอยู่ในระดับดีมาก (ค่าเฉลี่ยเท่ากับ 2.77) และเมื่อพิจารณาแยกตามรายด้านพบว่าด้านการสังเคราะห์ความรู้มีค่าเฉลี่ยโดยรวมสูงที่สุด และมีการแปรผลในระดับดีมาก และด้านการกำหนดปัญหามีค่าเฉลี่ยโดยรวมน้อยที่สุดและมีการแปรผลในระดับดีมาก

3. การศึกษาความพึงพอใจของนักเรียนต่อการจัดกิจกรรมการเรียนรู้เชิงรุก

ในการศึกษาการศึกษาความพึงพอใจของนักเรียนต่อการจัดกิจกรรมการเรียนรู้เชิงรุก รายละเอียดเป็นดังตารางที่ 4

ตารางที่ 4 ผลของความพึงพอใจของนักเรียนของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่ได้รับการจัดการเรียนรู้แบบกิจกรรมเชิงรุก

ความพึงพอใจ	ค่าเฉลี่ย	S.D.	การแปลผล
การนำเข้าสู่บทเรียน			
มีการใช้สื่อในการสอน เพื่อส่งเสริมการเรียนรู้ให้แก่นักเรียนอย่างเหมาะสมในการทดลองภาคปฏิบัติ	4.68	0.64	มากที่สุด
ผู้เรียนมีส่วนร่วมในการจัดการเรียนการสอน	4.63	0.75	มากที่สุด
เฉลี่ย	4.66	0.70	มากที่สุด
การสร้างประสบการณ์			
รูปแบบของการเรียนเปิดโอกาสให้นักเรียนมีส่วนร่วมในการทำกิจกรรม	4.61	0.71	มากที่สุด
การจัดการเรียนการสอน แบบกิจกรรมการเรียนรู้เชิงรุกช่วยให้นักเรียนสร้างความรู้ ความเข้าใจด้วยตนเองได้	4.59	0.76	มากที่สุด
ผู้เรียนเกิดองค์ความรู้จากการลงมือปฏิบัติจริงด้วยตนเอง	4.66	0.72	มากที่สุด
การจัดกิจกรรมการเรียนรู้เชิงรุกน่าสนใจ และส่งเสริมให้อยากเรียนรู้	4.63	0.75	มากที่สุด
เฉลี่ย	4.62	0.74	มากที่สุด
การแบ่งปันความรู้			
รูปแบบของการเรียนเปิดโอกาสให้นักเรียนมีส่วนร่วมในการทำกิจกรรม	4.61	0.71	มากที่สุด
กิจกรรมการเรียนรู้เชิงรุก ทำให้ได้ทำงานร่วมกับผู้อื่น	4.73	0.67	มากที่สุด
ผู้สอนมีการให้ข้อมูลย้อนกลับเพื่อนำไปสู่การพัฒนาตนเอง	4.54	0.85	มากที่สุด
กิจกรรมการเรียนรู้เชิงรุกส่งเสริมให้ผู้เรียนได้พัฒนาการคิด อภิปราย ซักถาม และแสดงความคิดเห็น	4.68	0.72	มากที่สุด
เฉลี่ย	4.65	0.72	มากที่สุด
การทบทวนความรู้และการนำไปใช้			
กิจกรรมการเรียนรู้เชิงรุกส่งเสริมให้นักเรียนมีความรู้และทักษะในการนำไปปฏิบัติได้จริง	4.55	0.83	มากที่สุด
การจัดกิจกรรมการเรียนรู้เชิงรุกช่วยให้ผู้เรียนมีการคิดอย่างมีวิจารณญาณ และการแก้ไขปัญหา	4.55	0.83	มากที่สุด
ผู้เรียนมีโอกาสร่วมอภิปรายและนำเสนอผลงาน	4.39	0.97	มาก
ผู้เรียนสามารถนำความรู้ที่ได้ไปประยุกต์ใช้ในการแก้ปัญหาหรือสถานการณ์ใหม่ๆ	4.54	0.91	มากที่สุด
การจัดกิจกรรมการเรียนรู้เชิงรุกนี้ทำให้ผู้เรียนมีความรับผิดชอบร่วมกัน และมีการแบ่งหน้าที่รับผิดชอบในภารกิจต่างๆ	4.64	0.70	มากที่สุด
เฉลี่ย	4.55	0.83	มากที่สุด
รวม	**4.61**	**0.75**	**มากที่สุด**

จากตารางที่ 4 พบว่า นักเรียนมีความพึงพอใจต่อการจัดกิจกรรมการเรียนรู้เชิงรุก มีค่าเฉลี่ยรวมเท่ากับ 4.61 ซึ่งอยู่ในระดับมากที่สุด โดยมีความพึงพอใจในด้านการนำเข้าสู่บทเรียนมากที่สุด (4.65) รองลงมาคือ ด้านการแบ่งปันความรู้ ด้านการสร้างประสบการณ์ และ ด้านการทบทวนความรู้และการนำไปใช้ ตามลำดับ

อภิปรายผลการวิจัย

ผู้วิจัยได้ทำการศึกษาแนวทางการจัดกิจกรรมการเรียนรู้เชิงรุกจากเอกสารและงานวิจัยต่างๆ แล้วทำมาประยุกต์ใช้กับวิชานิเวศวิทยาเชิงบูรณาการ เรื่อง ไฟลัมอาร์โธโพดา สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 6 พบว่าการจัดกิจกรรมการเรียนรู้ประกอบด้วย 5 ขั้นตอนหลัก ได้แก่ 1) การนำเข้าสู่บทเรียน 2) การสร้างองค์ความรู้3) การแบ่งปันความรู้ 4) การทบทวนความรู้และนำไปใช้ 5) การประเมินผล ผลสัมฤทธิ์ทางการเรียนหลังการจัดกิจกรรมการเรียนรู้เชิงรุกสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 สอดคล้องกับการนำแนวทางการจัดกิจกรรมเชิงรุกมาสนับสนุนการจัดการเรียนรู้ในงานวิจัยของสิริกัลยา สุวะรักษ์ และอนุสรณ์ จันทร์ประทักษ์ (2564) ซึ่งได้พัฒนาการจัดกิจกรรมเชิงรุก วิชา ชีววิทยา เรื่อง การหายใจระดับเซลล์ของนักเรียนชั้นมัธยมศึกษาปีที่ 4 ซึ่งทำให้มีผลสัมฤทธิ์ทางการเรียนหลังเรียนเฉลี่ย 16.75 (S.D = 3.95) คิดเป็นร้อยละ 83.75 ซึ่งสูงกว่าเกณฑ์อย่างมีนัยสำคัญทางสถิติ ทิพย์วัลย์ สุทิน (2555) ได้กล่าวไว้ว่า กระบวนการจัดการเรียนรู้เชิงรุกมีส่วนช่วยให้นักเรียนรักษาระดับผลการเรียนรู้ให้คงทนได้ยาวนานกว่ากระบวนการเรียนรู้เชิงรับ เพราะ กระบวนการเรียนรู้เชิงรุกสอดคล้องกับธรรมชาติการทำงานของสมองซึ่งเกี่ยวข้องกับความจำ โดยสมองมักจะเลือกจดจำในสิ่งที่เกิดจากการเรียนรู้อย่างมีส่วนร่วม เช่น การสร้างปฏิสัมพันธ์ระหว่างเพื่อนหรือครูผู้สอน ไปจนถึงสิ่งแวดล้อมการเรียนรู้ ซึ่งทั้งหมดนี้จะเกิดขึ้นได้ผ่านการลงมือปฏิบัติจริง ส่งผลให้สมองสามารถเก็บผลการเรียนรู้ที่เกิดขึ้นได้นี้ไว้ในรูปแบบของความจำระยะยาว (Long Term Memory) การจัดการเรียนรู้เชิงรุก มีลำดับขั้นตอนที่มีพื้นฐานแนวคิดมาจากทฤษฎีคอนสตรัคติวัสต์ กล่าวคือ มีการเปิดโอกาสให้ผู้เรียนได้คิดและลงมือปฏิบัติการค้นหาคำตอบชองปัญหาด้วยตนเอง เริ่มจากนักเรียนจะต้องมีการวางแผนการแก้ปัญหาหรือสิ่งที่ต้องการเรียนรู้ มีการค้นหาคำตอบด้วยตนเอง อาจร่วมกับกลุ่มเพื่อน และจากรูปแบบการสอนที่มีการกระตุ้นความสนใจของนักเรียนนี้เอง จึงทำให้นักเรียนเกิดการเชื่อมโยงทางความคิด ระหว่างความรู้และประสบการณ์ จากทั้งที่มีอยู่เดิมและที่กำลังเกิดขึ้นใหม่จากการเรียนรู้แบบเชิงรุก นำไปสู่การสร้างองค์ความรู้ของตนเองได้ในที่สุด และการจัดการเรียนรู้เชิงรุก ยังเป็นการพัฒนาศักยภาพของสมอง ด้านทักษะการคิดและทักษะการแก้ปัญหา อีกทั้งยังเปิดโอกาสให้ผู้เรียนมีส่วนร่วมในการจัดการเรียนรู้ ช่วยให้แสวงหาความรู้ มีการบูรณาการความรู้ ข้อมูล ข่าวสาร ได้ด้วยตนเอง จนนำไปสู่การสังเคราะห์ความรู้ ได้เป็นความคิดรวบยอดในที่สุด (ทวีวัฒน์ วัฒนกุลเจริญ, 2552)

นักเรียนมีทักษะการทำปฏิบัติการ เรื่อง ไฟลัมอาร์โธโพดา ซึ่งใช้การจัดกิจกรรมการเรียนรู้แบบเชิงรุก โดยรวมเฉลี่ยอยู่ในระดับดีมาก ($\overline{X}$=4.55, S.D.=0.83) กล่าวคือ มีแนวโน้มที่ทักษะการทำปฏิบัติการของนักเรียนมีระดับที่สูงขึ้น สอดคล้องกับแนวคิดของเชงเคอร์ กอส และเบิร์นสไตน์ (Shenker; Goss; & Bearstein. 2017) กล่าวไว้ว่า เป็นการเรียนรู้ที่มุ่งลดการถ่ายทอดความรู้จากผู้สอนสู่ผู้เรียนให้น้อยลง แต่ไปเน้นและพัฒนาทักษะให้เกิดกับผู้เรียนมากที่สุด โดยต้องให้ผู้เรียนมีส่วนร่วมในชั้นเรียนผ่านการลงมือกระทำมากกว่านั่งฟังเพียงอย่างเดียว ให้ผู้เรียนมีส่วนในกิจกรรม เช่น การอ่าน อภิปรายและเขียน ผู้สอนเน้นการสำรวจเจตคติและคุณค่าที่มีอยู่ในผู้เรียน ผู้เรียนได้พัฒนาการคิดระดับสูงในการวิเคราะห์ สังเคราะห์ และประเมินผล การนำไปใช้ ทั้งผู้เรียนและผู้สอนรับข้อมูลป้อนกลับจากการสะท้อนความคิดได้อย่างรวดเร็ว อีกทั้งสำนักงานวิชาการและมาตรฐานการศึกษา กระทรวงศึกษาธิการ (2553) ได้อธิบายเกี่ยวกับการเรียนรู้เชิงรุก (Active Learning) ว่า เป็นกระบวนการที่เปิดโอกาสให้ผู้เรียนมีส่วนร่วมในการจัดกิจกรรมการเรียนรู้เพื่อเป็นการสร้างความเข้าใจอย่างลึกซึ้ง ด้วยการเชื่อมโยงผู้เรียนกับเนื้อหาในองค์ความรู้ที่เป็นข้อเท็จจริง แนวคิดและทักษะ ผ่านการจัดกิจกรรมที่ให้ผู้เรียนได้ลงมือปฏิบัติจริง อีกทั้งบอนเวลและแอริสัน (Bonwell and Eison, 1991) ยังได้กล่าวไว้ว่า การเรียนเชิงรุก นักเรียนจะได้อ่าน เขียน ปรึกษาหารือ และสิ่งที่สำคัญที่สุด คือ การได้มีส่วนร่วมในการแก้ไขปัญหาร่วมกันอย่างจริงจัง ซึ่งจะทำให้นักเรียนเกิดการทำงานร่วมกันเพื่อนำไปสู่ความสำเร็จในการแก้ปัญหา และสุดท้ายแล้วนักเรียนจะสามารถบูรณาการเชื่อมโยงความรู้และสามารถนำความรู้ไปใช้ได้อย่างมีประสิทธิภาพ ซึ่ง สอดคล้องกับ อนันต์ นวลใหม่ พัชรี ร่มพยอม วิชัยดิษ และ วันวิสาข์ ลิจ้วน (2563) ได้ศึกษาการพัฒนาทักษะกระบวนการทำงานร่วมกันเป็นทีม ซึ่งเป็นหนึ่งในส่วนหนึ่งของทักษะการทำปฏิบัติการทางวิทยาศาสตร์ พบว่ามีแนวโน้มสูงขึ้น และ วันเพ็ญ คำเทศ (2549 น. 91-95) ได้ศึกษาผลของการเรียนการสอนชีววิทยาโดยใช้รูปแบบการเรียนรู้แบบกระตือรือร้นของ เลสไล ดี ฟิ งค์ ต่อผลสัมฤทธิ์ทางการเรียนของนักเรียนมัธยมศึกษาตอนปลาย และจันทิมา โยหา (2555) ได้ศึกษาการพัฒนากิจกรรมการเรียนรู้วิทยาศาสตร์แบบกระตือรือร้น ในระดับชั้นประถมศึกษา เรื่อง ชีวิตกับสิ่งแวดล้อม พบว่านักเรียนที่ได้รับการจัดการเรียนรู้วิทยาศาสตร์แบบเชิงรุก มีคะแนนพฤติกรรมการเรียนรู้ ได้แก่ การมีส่วนร่วมในการทำงาน การเข้าร่วมกิจกรรมอย่างสม่ำเสมอ ความรับผิดชอบต่องานที่ได้รับมอบหมาย การยอมรับความคิดเห็นของผู้อื่น และการแสวงหาความรู้จากแหล่งความรู้ที่หลากหลาย โดยรวมอยู่ในระดับดี ซึ่งเป็นพฤติกรรมการเรียนรู้ที่บ่งชี้ถึงพฤติกรรมของการทำงานเป็นทีมของนักเรียนที่เกิดจากเรียนรู้เชิงรุก

จากข้อสรุปในข้างต้น ทั้งด้านผลสัมฤทธิ์หลังเรียนและทักษะการทำปฏิบัติการ ชี้ให้เห็นว่าการจัดกิจกรรมการเรียนรู้แบบเชิงรุก สามารถแก้ปัญหาภาวการณ์เรียนรู้ถดถอยของผู้เรียนได้ในระดับหนึ่ง

ความพึงพอใจของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่มีต่อการจัดกิจกรรมการเรียนรู้เชิงรุก วิชานิเวศวิทยาเชิงบูรณาการ เรื่อง ไฟลัมอาร์โธโพดา โดยรวมมีความพึงพอใจอยู่ในระดับมากที่สุด ($\overline{X}$=4.61, S.D.=0.75) เนื่องจากผู้วิจัย มีการสร้างมนุษยสัมพันธ์ที่ดีกับ

ผู้เรียน สร้างความเชื่อใจ ทำให้นักเรียนกล้าที่จะลงมือฝึกปฏิบัติค้นคว้าและรวบรวมความรู้เพื่อสร้างและสังเคราะห์องค์ความรู้ขึ้นมาเอง และผู้วิจัยยังมีการทดสอบย่อยในแต่ละหัวข้อ มีการตรวจประเมินผลงานของนักเรียนอย่างสม่ำเสมอ ทั้งนี้เพื่อให้ผู้เรียนได้นำผลที่ได้ไปปรับปรุงการเรียนรู้ของตนเองอยู่เสมอ ทำให้ผู้เรียนเกิดความรู้สึกสนใจและอยากมีส่วนร่วมในการจัดกระบวนการเรียนรู้ ซึ่งเป็นไปตามทฤษฎีความพึงพอใจของมาสโลว์ กล่าวคือ มนุษย์มีความต้องการพื้นฐานและความต้องการขั้นแรกนั้นต้องได้รับการตอบสนองก่อนจึงจะนำไปสู่การตอบสนองในขั้นถัดไป และวัฒนา เพ็ชรวงศ์ (2542) ได้กล่าวว่า ความพึงพอใจเป็นความรู้สึกหรือทัศนคติด้านบวก ซึ่งจะเกิดขึ้นต่อเมื่อสิ่งนั้นตอบสนองความต้องการให้แก่บุคคล ซึ่งมีความแตกต่างกันในแต่ละบุคคล ขึ้นกับประสบการณ์และค่านิยมที่ได้รับ

ข้อเสนอแนะ

1. การจัดกิจกรรมการเรียนรู้แบบเชิงรุก ผู้สอนควรเปิดโอกาสให้นักเรียนมีส่วนร่วมมากที่สุด และอาจต้องปรับเปลี่ยนแผนการสอนบ้างตามสถานการณ์ ควรหมั่นเสริมแรงกระตุ้นให้กับนักเรียนอย่างสม่ำเสมอเพื่อให้นักเรียนจดจ่อกับองค์ความรู้ที่กำลังค่อยๆ ถูกสร้างขึ้นอย่างต่อเนื่อง

2. แบบฝึกหัดหรืองานมอบหมายควรเน้นรูปแบบการเขียนตอบมากกว่าแบบตัวเลือก เนื่องจากการตอบแบบข้อเขียน เป็นการวัดผลที่แสดงให้เห็นว่านักเรียนมีความเข้าใจ ความรู้สึกและความคิดเห็นต่อการจัดการเรียนรู้แบบเชิงรุกได้มากที่สุด จากการวิจัยนี้ผู้วิจัยพบว่าการใช้แบบฝึกหัดหรือการวัดผลด้วยข้อสอบปรนัยแบบตัวเลือกอาจไม่สามารถวัดผลสัมฤทธิ์ซึ่งเกิดจากการจัดกิจกรรมการเรียนรู้แบบเชิงรุกได้อย่างเที่ยงตรงเท่าใดนัก

3. แบบประเมินทักษะการทำปฏิบัติการยังไม่สามารถวัดพฤติกรรมของผู้เรียนได้อย่างเที่ยงตรงเมื่อนำไปใช้งานจริง อาจต้องมีการปรับปรุงและพัฒนาอย่างสม่ำเสมอ การสังเกตและวัดพฤติกรรมของผู้เรียนขณะทำปฏิบัติการ เพื่อให้แสดงลักษณะที่พึงประสงค์ออกมานั้น ยังมีข้อจำกัดอยู่มาก

4. การเรียนรู้เชิงรุกเหมาะแก่การนำไปประยุกต์ใช้ในการแก้ปัญหาอื่นๆ ซึ่งผู้วิจัยมีแผนงานในอนาคตที่จะลองนำไปใช้ เช่น การแก้ปัญหาแนวคิดคาดเคลื่อน การกระตุ้นแรงเสริม การพัฒนาทักษะและเจตคติที่ดีต่อการเรียนวิทยาศาสตร์ เป็นต้น

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ภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากลสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ
Strategic Leadership of School Administrators in World-Class Standard Schools Under the Secondary Education Service Area Office Chaiyaphum

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู 2) เปรียบเทียบระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพและขนาดของสถานศึกษา กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ คือ ผู้บริหารสถานศึกษา และครู โรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยกำหนดกลุ่มตัวอย่างโดยใช้การเปิดตารางของเครจซี่และมอร์แกน และใช้วิธีการสุ่มกลุ่มตัวอย่างแบบแบ่งชั้น ได้กลุ่มตัวอย่างจำนวน 458 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 148 คน และครู จำนวน 310 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามแบบมาตราส่วนประมาณค่า 5 ระดับ โดยมีค่าดัชนีความสอดคล้องอยู่ระหว่าง 0.8 - 1.0 ค่าอำนาจจำแนกรายข้อ ตั้งแต่ .390 - .830 และค่าความเชื่อมั่นเท่ากับ .971 สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์ความแปรปรวนทางเดียว

ผลการวิจัยพบว่า

1. ระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษา โรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ การกำหนดทิศทางขององค์การ รองลงมา คือ การบริหารจัดการทรัพยากร และการนำกลยุทธ์ไปปฏิบัติ ตามลำดับ ส่วนด้านที่มีค่าเฉลี่ยต่ำสุด คือ การควบคุมและประเมินกลยุทธ์

2. ผลการเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ต่อ ภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล จำแนกตามสถานภาพ และขนาดของสถานศึกษา โดยภาพรวมและรายด้าน พบว่า ไม่แตกต่างกัน

คำสำคัญ: ภาวะผู้นำเชิงกลยุทธ์, ผู้บริหารสถานศึกษา, โรงเรียนมาตรฐานสากล

Abstract

The purposes of this research were 1) study the level of strategic leadership of school administrators in world-class standard schools, under the Secondary education service area office Chaiyaphum, according to the opinions of school administrators and teachers 2) compare the strategic leadership levels of the school administrators of school administrators world-class standard schools, under the Secondary education service area office Chaiyaphum, Classified by status and school size. The sample used in this study consisted of administrators and teachers from world-class standard schools, from under the Secondary education service area office Chaiyaphum. The sample size was determined using Krajcie & Morgan's formula and the sample was selected using multi-step sampling. The sample size is determined as 458 participants, consisting of 148 administrators and 310 teachers. The instrument used in this study was a 5-level questionnaire, with an index of congruence between 0.8 - 1.0, the range of item-total correlation from .390 to .830 and the range of the confidence value was .971. The Statistics used for the data analysis were mean, standard deviation, t-test, and one-way ANOVA.

The results showed that;

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1. The level of strategic leadership of school administrators in world-class standard schools, under the Secondary education service area office Chaiyaphum, it was at the highest level. When considering each aspect, it was found that the aspect with the highest average was organizational direction, followed by resource management. and implementation of the strategy, respectively. The aspect with the lowest average was the control and evaluation of the strategy.

2. The results of comparing the opinions of school administrators and teachers of school administrators in World - Class Standard Schools is classified by status and the size of the school overall and in each aspect, it was found that they were not different.

Keywords: Strategic leadership, Administrators, World - Class Standard Schools

บทนำ

ปัจจุบันนโยบายของกระทรวงศึกษาธิการ มีความมุ่งมั่นต่อการพัฒนาคุณภาพและมาตรฐานการศึกษาโดยการยกระดับโรงเรียนชั้นนำที่มีความพร้อมสู่โรงเรียนมาตรฐานสากล เพื่อให้เป็นโรงเรียนที่มีการบริหารจัดการด้วยระบบคุณภาพตามเกณฑ์สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานและพัฒนาก้าวสู่มาตรฐานคุณภาพแห่งชาติ ส่งผลให้โรงเรียนมีการพัฒนาผู้เรียน หลักสูตร และกระบวนการจัดการเรียนการสอน แหล่งเรียนรู้ สภาพแวดล้อมและการจัดการเรียนรู้ที่เอื้ออำนวยให้ผู้เรียนสามารถเรียนรู้ด้วยตนเองอย่างต่อเนื่องตลอดชีวิต มีนิสัยใฝ่เรียนรู้ มีความสามารถในการคิด วิเคราะห์ สังเคราะห์ แก้ปัญหาริเริ่มสร้างสรรค์ มีคุณธรรมนำความรู้รักความเป็นไทยและมีความสามารถก้าวไกลเป็นพลโลกที่มีคุณภาพ (สำนักบริหารงานการมัธยมศึกษาตอนปลาย, 2561)

โครงการโรงเรียนมาตรฐานสากล (World Class Standard School) เป็นนวัตกรรมการจัดการศึกษาที่นำมาใช้เป็นมาตรการเร่งด่วน ในการยกระดับการจัดการศึกษาให้มีคุณภาพมาตรฐานเทียบเท่าสากล ผู้เรียนมีศักยภาพ และความสามารถแข่งขันทัดเทียมกับผู้เรียนของนานาประเทศ โดยโรงเรียนมาตรฐานสากลมีจุดเน้นคือ ส่งเสริมให้ผู้เรียนมีศักยภาพเป็นพลโลก (World Citizen) มีความเป็นเลิศวิชาการ สามารถสื่อสารได้อย่างน้อยสองภาษา ล้ำหน้าทางความคิด และผลิตงานได้อย่างสร้างสรรค์ และมีจิตร่วมรับผิดชอบในสังคมโลก รวมถึงเน้นการจัดการเรียนการสอนเทียบเคียงมาตรฐานสากล (World Class Standard) และบริหารจัดการด้วยระบบคุณภาพ (Quality System Management) การสอดแทรกคุณธรรมจริยธรรม และค่านิยมอันดีงาม ตลอดจนการเรียนการสอนในบริบทของการผสมผสานกับความเป็นสากล เพื่อให้นักเรียนที่ได้รับการศึกษาสามารถพัฒนาตนเองได้ เต็มตามศักยภาพ และในอนาคตพวกเขาสามารถเป็นบุคลากรที่สำคัญส่วนหนึ่งของชาติในการขับเคลื่อนการพัฒนาตนเองสู่มาตรฐานสากล ส่งผลต่อการพัฒนาประเทศอย่างยั่งยืน สำนักบริหารงานการมัธยมศึกษาตอนปลาย จึงได้เร่งสนองนโยบายดังกล่าว โดยการศึกษาสังเคราะห์เอกสารจัดประชุมรับฟังความคิดเห็นจากโรงเรียน และประสานงานกับทุกภาคส่วนที่เกี่ยวข้อง เพื่อวางแนวทางการดำเนินงานโรงเรียนให้เป็นไปตามเป้าประสงค์ (สำนักบริหารงานการมัธยมศึกษาตอนปลาย, 2553) ซึ่งพฤติกรรมผู้นำของผู้บริหารสถานศึกษาจะส่งผลโดยตรงต่อประสิทธิผลของสถานศึกษาอย่างหลีกเลี่ยงไม่ได้ เพราะผู้บริหารคือ กลไกสำคัญที่ทำให้การดำเนินงานของโรงเรียนมีประสิทธิภาพและสามารถบรรลุเป้าหมายได้ ดังนั้น ผู้บริหารสถานศึกษาจะต้องมีภาวะผู้นำที่สอดคล้องกับสถานการณ์ในปัจจุบัน สถานศึกษาจะประสบความสำเร็จหรือไม่นั้นขึ้นอยู่กับภาวะผู้นำของผู้บริหารสถานศึกษา เนื่องจากผู้บริหารเป็นผู้กำหนดทิศทางและขับเคลื่อนแนวคิด วิสัยทัศน์ตลอดจนการบริหารจัดการทรัพยากรที่มีอยู่อย่างจำกัดให้เกิดประสิทธิภาพสูงสุด

ในการบริหารงานของผู้บริหารสถานศึกษาในปัจจุบัน ผู้บริหารจะต้องมีภาวะผู้นำซึ่งเป็นองค์ประกอบที่สำคัญของการบริหารงาน องค์การใดจะประสบความสำเร็จหรือล้มเหลวในการดำเนินงาน ปัจจัยสำคัญที่สุดคือ ผู้นำ ถ้าองค์การใดได้ผู้นำที่มีประสิทธิภาพสามารถสั่งการและใช้อิทธิพลต่อผู้ใต้บังคับบัญชาให้ปฏิบัติงาน ตลอดจนทำกิจกรรมต่าง ๆ ในองค์การให้สำเร็จลุล่วงไปได้ด้วยดี แต่ในทางตรงข้ามถ้าองค์การใดได้ผู้นำไม่มีประสิทธิภาพจะไม่สามารถสั่งการ และใช้อิทธิพลต่อผู้ใต้บังคับบัญชาให้เชื่อฟัง และปฏิบัติตามคำสั่งได้ ซ้ำร้ายยังเป็นการทำลายขวัญของผู้ใต้บังคับบัญชาที่มีต่อผู้นำเป็นผลทำให้การปฏิบัติงานด้านต่าง ๆ ในองค์การประสบความล้มเหลว (วิโรจน์ สารรัตนะ,2557) ประกอบกับผู้นำมีความสำคัญในการนำองค์กรไปสู่ทิศทางที่เหมาะสม ก้าวสู่ความสำเร็จตามเป้าหมายที่วางไว้ และมีความรอบรู้หลักการบริหารจัดการที่ดี รู้หลักการจัดการใช้ทรัพยากรในองค์กรให้เกิดประโยชน์สูงสุด (Ivancevich, J. M., Konopaske, R. and Matteson, M. T., 2008) ภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารจึงเป็นสิ่งสำคัญที่ผู้นำจะต้องมีความสามารถในการมองอนาคต รักษาความยืดหยุ่น มีความคิดเชิงกลยุทธ์ และกระตุ้น ริเริ่มให้เกิดการเปลี่ยนแปลงเพื่อเกิดความได้เปรียบทางการแข่งขัน (Daft ,2005) ซึ่งเป็นหลักการบริหารที่เรียกว่า การบริหารเชิงกลยุทธ์ซึ่งเกี่ยวข้องกับการกำหนดนโยบายของสถานศึกษาและนำไปปฏิบัติเพื่อให้สถานศึกษาก้าวไปในทิศทางที่เหมาะสมเป็นหัวใจของการบริหารโดยผู้บริหารจะต้องมีการวางแผนที่ชาญฉลาด กำหนดแผนที่แตกต่างจากผู้อื่น แต่เป็นความแตกต่างเชิงสร้างสรรค์เพื่อจะได้ใช้เป็นแนวทางให้สถานศึกษา

ปฏิบัติงานได้อย่างมีประสิทธิภาพมากขึ้น และเพื่อสามารถบรรลุเป้าหมายตามที่ต้องการ แต่ถ้าปราศจากการวางแผนสถานศึกษาจะไม่มีแนวทางที่ชัดเจน ในการดำเนินงานและไม่มีแผนที่จะปฏิบัติให้เหมาะสมกับสถานการณ์ที่เปลี่ยนแปลงไป (ภารดี อนันต์นาวี, 2553) โดยผู้นำที่สามารถกำหนดเป้าหมาย และทิศทางที่ชัดเจนเพื่อนำไปสร้างกลยุทธ์ต่าง ๆ ขึ้นมา และมุ่งเน้นใช้กลยุทธ์เพื่อนำองค์การไปสู่วิสัยทัศน์หรือเป้าหมายที่กำหนดไว้จึงเรียกได้ว่าเป็นผู้นำเชิงกลยุทธ์ (Ackerman, 2006) ดังนั้น ภาวะผู้นำเชิงกลยุทธ์จึงมีความสำคัญต่อการบริหารงานเป็นอย่างมาก ในการขับเคลื่อนองค์การ โดยผู้บริหารจะต้องมีความสามารถในการคาดการณ์ มีวิสัยทัศน์ที่กว้างไกล และกำหนดเป้าหมายทิศทางที่ชัดเจน กระตุ้น สร้างแรงบันดาลใจให้แก่ผู้ใต้บังคับบัญชาในองค์กร ริเริ่มสร้างสรรค์สิ่งใหม่ ๆ โดยให้อำนาจแก่ผู้ปฏิบัติงานให้มีความคิดสร้างสรรค์ในการทำงาน เพื่อให้ องค์การสามารถดำเนินงานได้บรรลุตามวัตถุประสงค์

ดังนั้น ผู้วิจัยจึงสนใจศึกษาภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ผลการวิจัยในครั้งนี้เพื่อเป็นข้อมูลสารสนเทศที่เป็นประโยชน์สำหรับผู้บริหารสถานศึกษา ที่จะนำไปเป็นแนวทางในการประยุกต์ใช้ในการพัฒนาสถานศึกษา เสริมสร้างผู้บริหารสถานศึกษาให้มีภาวะผู้นำเชิงกลยุทธ์และมีการปฏิบัติงานที่มีประสิทธิภาพยิ่งขึ้นต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ตามความคิดเห็นของผู้บริหารสถานศึกษา และครู
2. เพื่อเปรียบเทียบระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพและขนาดของสถานศึกษา

วิธีการดำเนินการวิจัย

1. ประชากร ประชากรที่ใช้ในการวิจัย คือผู้บริหารสถานศึกษา และครูในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ปีการศึกษา 2565 จำนวน 1,805 คน

2. กลุ่มตัวอย่าง คือ ผู้บริหารและครูผู้สอนโดยกำหนดขนาดกลุ่มตัวอย่างโดยใช้ตารางสำเร็จรูปของ Krejcie and Morgan (บุญชม ศรีสะอาด, 2554) และใช้การสุ่มแบบแบ่งชั้น (Stratified Random Sampling) ได้ขนาดกลุ่มตัวอย่างผู้บริหารสถานศึกษา จำนวน 148 คน ครู จำนวน 310 คน รวมกลุ่มตัวอย่างผู้บริหารสถานศึกษาและครู จำนวนทั้งสิ้น 458 คน

3. ตัวแปรที่ใช้ในการวิจัย ประกอบด้วย ภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษา ผู้วิจัยได้ทำการสังเคราะห์แนวคิดทฤษฎีของนักวิชาการทางการบริหาร ที่เกี่ยวข้องกับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหาร ได้องค์ประกอบ 5 ด้าน ดังนี้ 1) การกำหนดทิศทางขององค์การ 2) การนำกลยุทธ์ไปปฏิบัติ 3) การควบคุมและประเมินกลยุทธ์ 4) การสร้างวัฒนธรรมขององค์การ 5) การบริหารจัดการทรัพยากร

4. เครื่องมือที่ใช้ในการวิจัย เป็นแบบสอบถาม แบ่งเป็น 2 ตอน ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบสำรวจรายการ (Checklist) ตอนที่ 2 เป็นแบบสอบถามระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษา ประกอบด้วย 5 ด้าน มีลักษณะเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ (Rating Scale) ตามวิธีของ Likert

จำนวน 50 ข้อ โดยมีขั้นตอนการสร้างและตรวจสอบคุณภาพของเครื่องมือที่ใช้ในการวิจัยดังนี้

1. ศึกษาแนวคิด ทฤษฎี หลักการ จากหนังสือ เอกสาร และงานวิจัยที่เกี่ยวข้องกับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษา เพื่อกำหนดเป็นนิยามศัพท์เฉพาะและกรอบแนวคิดในการวิจัย
2. สร้างแบบสอบถาม โดยกำหนดเนื้อหา และข้อคำถามให้ครอบคลุมและสอดคล้องกับนิยามศัพท์เฉพาะและกรอบแนวคิดในการวิจัย และนำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาเพื่อตรวจสอบความถูกต้องของเนื้อหา โครงสร้างของแบบสอบถาม ความถูกต้องเหมาะสมของภาษา และความครอบคลุมเนื้อหา เพื่อนำข้อเสนอแนะไปปรับปรุงแบบสอบถาม
3. นำแบบสอบถามที่ปรับปรุงแก้ไขแล้ว เสนอผู้เชี่ยวชาญ จำนวน 5 ท่าน เพื่อตรวจสอบคุณภาพของเครื่องมือด้านความเที่ยงตรงเชิงเนื้อหา (Content Validity) และความถูกต้องในการใช้ภาษาให้ผู้เชี่ยวชาญพิจารณาค่าดัชนีความสอดคล้อง (Index of Congruence : IOC) และหาค่าดัชนีความสอดคล้อง (Index of Congruence) จากการใช้แบบสอบถามความคิดเห็นของผู้เชี่ยวชาญ 5 คน โดยใช้เกณฑ์ในการพิจารณา คือค่าดัชนีความสอดคล้อง ต้องมีค่าตั้งแต่ 0.50 ขึ้นไป พบว่า ข้อคำถามทุกข้อโดยมีค่าดัชนีความสอดคล้องอยู่ระหว่าง 0.8 - 1.0 ตามเกณฑ์ที่ผู้วิจัยกำหนดไว้
4. นำแบบสอบถามที่ได้ปรับปรุงแล้วไปทดลองใช้ (Try Out) ครูและผู้บริหารสถานศึกษา ของสถานศึกษาระดับมัธยมศึกษาในจังหวัดชัยภูมิ จำนวน 30 คน ที่ไม่ใช่กลุ่มตัวอย่าง แล้วนำมาวิเคราะห์หาค่าอำนาจจำแนก (Discrimination) ของแบบสอบถาม โดยวิธีการหาค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างรายข้อกับคะแนนรวม (Item Total Correlation) โดยสรุปได้ดังนี้

1) ค่าอำนาจจำแนก (Discrimination) ของแบบสอบถาม โดยวิธีการหาค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างรายข้อกับคะแนนรวม (Item Total Correlation) จากการทดลองใช้เครื่องมือกับกลุ่มตัวอย่าง จำนวน 30 คน ผลการวิเคราะห์ข้อมูลในส่วนของแบบสอบถามเกี่ยวกับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษา มีค่าอำนาจจำแนกรายข้อ ตั้งแต่ .390 - .830

2) ค่าความเชื่อมั่น (Reliability) โดยใช้วิธีหาค่าสัมประสิทธิ์อัลฟา (α- Coefficient) ตามวิธีของ Cronbach โดยกำหนดค่าความเชื่อมั่นไว้ที่ 0.70 ขึ้นไป ผลการวิเคราะห์ข้อมูลได้ค่าความเชื่อมั่นของแบบสอบถามเกี่ยวกับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษา เท่ากับ .971

5. นำแบบสอบถามที่ผ่านการตรวจสอบแล้วมาปรับปรุง และจัดทำแบบสอบถามฉบับสมบูรณ์เพื่อนำไปใช้กับกลุ่มตัวอย่างในลำดับต่อไป

5. การเก็บรวบรวมข้อมูล

1. ผู้วิจัยขอหนังสือขอความอนุเคราะห์เก็บข้อมูลวิจัยจากคณะครุศาสตร์ มหาวิทยาลัยราชภัฏชัยภูมิ ถึงผู้อำนวยการโรงเรียนในโครงการมาตรฐานสากล ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำนวน 21 โรงเรียน

2. ส่งหนังสือขอความร่วมมือตอบแบบสอบถามเพื่อการวิจัยไปยังสถานศึกษาที่เข้าร่วมโครงการโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ พร้อมด้วยแบบสอบถามสำหรับครู และผู้บริหารสถานศึกษา พร้อมด้วยซองเปล่าติดแสตมป์จ่าหน้าซองถึงผู้วิจัยเพื่อขอความอนุเคราะห์ ส่งแบบสอบถามกลับคืนผู้วิจัยทางไปรษณีย์

6. การวิเคราะห์ข้อมูล

1. วิเคราะห์ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม โดยใช้ค่าความถี่ และค่าร้อยละ และนำเสนอในรูปแบบตารางประกอบคำบรรยาย

2. วิเคราะห์ข้อมูลการวิเคราะห์ภาวะผู้นำเชิงกลยุทธ์ โดยใช้ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน และนำเสนอในรูปแบบตารางประกอบคำบรรยาย

สรุปผลการวิจัย

1. การวิเคราะห์เกี่ยวกับสถานภาพผู้ตอบแบบสอบถาม ซึ่งประกอบด้วยผู้บริหารสถานศึกษา และครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ปรากฏผลดังตารางที่ 1

ตารางที่ 1 แสดงค่าร้อยละของจำนวนประชากรและกลุ่มตัวอย่างจำแนกตามสถานภาพ และขนาดสถานศึกษา

สถานภาพ	จำนวน (คน)	ร้อยละ
ตำแหน่ง		
1. ครู	310	67.70
2. ผู้บริหารสถานศึกษา	148	32.30
รวม	**458**	**100.00**
ขนาดสถานศึกษา		
1. ขนาดกลาง	72	15.70
2. ขนาดใหญ่	152	33.20
3. ขนาดใหญ่พิเศษ	234	51.10
รวม	**458**	**100.00**

จากตารางที่ 1 พบว่าผู้ตอบแบบสอบถามส่วนใหญ่เป็นครู จำนวน 310 คน คิดเป็นร้อยละ 67.70 ผู้บริหารสถานศึกษา จำนวน 148 คน คิดเป็นร้อยละ 32.30 และปฏิบัติหน้าที่ในสถานศึกษาขนาดกลาง จำนวน 72 คน คิดเป็นร้อยละ 15.70 สถานศึกษาขนาดใหญ่ จำนวน 152 คน คิดเป็นร้อยละ 33.20 และสถานศึกษาขนาดใหญ่พิเศษ จำนวน 234 คน คิดเป็นร้อยละ 51.10

2. ผลการวิเคราะห์ระดับความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

ผลการวิเคราะห์ข้อมูลความคิดเห็นของผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ต่อภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล มีผลการวิเคราะห์โดยภาพรวม และรายด้าน ทั้งหมด 5 ด้าน

ได้แก่ 1) การกำหนดทิศทางขององค์การ 2) การนำกลยุทธ์ไปปฏิบัติ 3) การควบคุมและประเมินกลยุทธ์ 4) การสร้างวัฒนธรรมขององค์การ และ 5) การบริหารจัดการทรัพยากร ซึ่งทำการวิเคราะห์เป็นรายด้าน และรายข้อ โดยหาค่าเฉลี่ย ($\overline{X}$) และค่าส่วนเบี่ยงเบนมาตรฐาน (S.D.) ปรากฏผลดังตารางที่ 2

ตารางที่ 2 ค่าเฉลี่ย ($\overline{X}$) และส่วนเบี่ยงเบนมาตรฐาน (S.D.) ความคิดเห็นของผู้บริหารสถานศึกษา และครูต่อภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวม

ภาวะผู้นำเชิงกลยุทธ์	($\overline{X}$)	S.D.	แปลผล
1. การกำหนดทิศทางขององค์การ	4.55	0.44	มากที่สุด
2. การนำกลยุทธ์ไปปฏิบัติ	4.50	0.47	มาก
3. การควบคุมและประเมินกลยุทธ์	4.47	0.46	มาก
4. การสร้างวัฒนธรรมขององค์การ	4.50	0.46	มาก
5. การบริหารจัดการทรัพยากร	4.51	0.49	มากที่สุด
รวมเฉลี่ย	**4.51**	**0.41**	**มากที่สุด**

จากตารางที่ 2 พบว่า ระดับความคิดเห็นของผู้บริหารสถานศึกษาและครู ต่อภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิโดยภาพรวมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.51, S.D. = 0.41) และเมื่อพิจารณาเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ การกำหนดทิศทางขององค์การ ($\overline{X}$ = 4.55, S.D. = 0.44) รองลงมา คือ การบริหารจัดการทรัพยากร ($\overline{X}$ = 4.51, S.D. = 0.49) และการนำกลยุทธ์ไปปฏิบัติ ($\overline{X}$ = 4.50, S.D. = 0.47) ตามลำดับ ส่วนด้านที่มีค่าเฉลี่ยต่ำสุด คือ การควบคุมและประเมินกลยุทธ์ ($\overline{X}$ = 4.47, S.D. = 0.46)

3. ผลการเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพ

การวิเคราะห์เปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูที่มีต่อภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล ตามความคิดเห็นของครู และผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพ การทดสอบความแตกต่างระหว่างค่าเฉลี่ย ของกลุ่มตัวอย่าง 2 กลุ่ม โดยใช้ t-test for independent samples ผลการวิเคราะห์ข้อมูลดังปรากฏ ในตารางที่ 3

ตารางที่ 3 การวิเคราะห์เปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล ตามความคิดเห็นของครู และผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพ โดยภาพรวมและรายด้าน

ภาวะผู้นำเชิงกลยุทธ์	สถานภาพ	n	$\overline{X}$	S.D.	t	P-Value
1. การกำหนดทิศทางขององค์การ	ครู	310	4.538	.431	.783	.434
	ผู้บริหาร	148	4.573	.469		
2. การนำกลยุทธ์ไปปฏิบัติ	ครู	310	4.495	.434	.322	.748
	ผู้บริหาร	148	4.511	.525		
3. การควบคุมและประเมินกลยุทธ์	ครู	310	4.462	.444	.808	.419
	ผู้บริหาร	148	4.500	.508		
4. การสร้างวัฒนธรรมองค์การ	ครู	310	4.484	.427	.901	.368
	ผู้บริหาร	148	4.525	.502		

ภาวะผู้นำเชิงกลยุทธ์	สถานภาพ	n	$\overline{X}$	S.D.	t	P-Value
5. การบริหารจัดการทรัพยากร	ครู	310	4.511	.454	.284	.777
	ผู้บริหาร	148	4.497	.546		
รวม	**ครู**	**310**	**4.498**	**.393**	**.560**	**.576**
	ผู้บริหาร	**148**	**4.521**	**.440**		

*P<.05

จากตารางที่ 3 พบว่า ภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล ตามความคิดเห็นของครู และผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตาม สถานภาพ โดยภาพรวมและรายด้านไม่แตกต่างกัน

4. ผลการเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษา

การเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษา โดยใช้การวิเคราะห์ความแปรปรวนทางเดียว (One way ANOVA) ผลการวิเคราะห์ข้อมูล ดังปรากฏในตารางที่ 4

ตารางที่ 4 การเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษาโดยภาพรวมและรายด้าน

ภาวะผู้นำเชิงกลยุทธ์	แหล่งความแปรปรวน	SS	df	MS	F	P-Value
1. การกำหนดทิศทางขององค์การ	ระหว่างกลุ่ม	.48	2	.239	1.214	.298
	ภายในกลุ่ม	89.42	455	.197		
	รวม	89.90	457			
2. การนำกลยุทธ์ไปปฏิบัติ	ระหว่างกลุ่ม	.06	2	.031	.145	.865
	ภายในกลุ่ม	98.62	455	.217		
	รวม	98.68	457			
3. การควบคุมและประเมินกลยุทธ์	ระหว่างกลุ่ม	.02	2	.010	.044	.957
	ภายในกลุ่ม	98.93	455	.217		
	รวม	98.95	457			
4. การสร้างวัฒนธรรมองค์การ	ระหว่างกลุ่ม	.23	2	.116	.565	.569
	ภายในกลุ่ม	93.45	455	.205		
	รวม	93.68	457			
5. การบริหารจัดการทรัพยากร	ระหว่างกลุ่ม	.29	2	.144	.612	.543
	ภายในกลุ่ม	107.08	455	.235		
	รวม	107.37	457			
รวม	**ระหว่างกลุ่ม**	**.162**	**2**	**.081**	**.484**	**.617**
	ภายในกลุ่ม	**76.23**	**455**	**.168**		
	รวม	**76.39**	**457**			

*P<.05

จากตารางที่ 4 พบว่า ภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษา โดยภาพรวมและรายด้านไม่แตกต่างกัน

อภิปรายผลการวิจัย

จากการวิจัยภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิผู้วิจัยได้อภิปรายผลตามวัตถุประสงค์ ได้ดังนี้

1. ศึกษาระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ตามความคิดเห็นของผู้บริหารสถานศึกษา และครู

จากผลการวิจัยครั้งนี้ พบว่า ภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิโดยภาพรวมอยู่ในระดับมากที่สุด ทั้งนี้เนื่องจากผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มีการนำกลยุทธ์ต่าง ๆ มาใช้ในการบริหารสถานศึกษาโรงเรียนมาตรฐานสากล โดยมีการวิเคราะห์สภาพบริบทของโรงเรียน วางแผน ตรวจสอบ แก้ไขปรับปรุง ส่งเสริมและพัฒนาให้สถานศึกษาบรรลุตามวัตถุประสงค์ที่ตั้งไว้อย่างมีประสิทธิภาพ เพื่อให้เป็นไปตามเกณฑ์ตัวชี้วัดความสำเร็จของโรงเรียนในโครงการมาตรฐานสากล ซึ่งสอดคล้องกับงานวิจัยของ Johnson and Scholes (2003) ได้ศึกษากลยุทธ์การพัฒนาพบว่า ผู้นำเชิงกลยุทธ์เป็นผู้ที่มีเอกลักษณ์เฉพาะตัวในการพัฒนากลยุทธ์และเป็นผู้ที่มองเห็นการเปลี่ยนแปลงโดยอาศัยข้อมูลในการออกแบบองค์การผ่านกลยุทธ์ในการวิเคราะห์ การวางแผนกลยุทธ์ ดังนั้นบทบาท ด้านความคิดที่เพิ่มเติมอย่างเด่นชัดของผู้นำกลยุทธ์ คือการมีวิสัยทัศน์ พันธกิจ จุดประสงค์ที่ชัดเจน อันนำไปสู่การกำหนดตัวอื่น ๆ ในองค์กรที่สามารถนำไปสู่การปฏิบัติจริง เพราะการมีเอกลักษณ์เฉพาะตัวนี้นำไปสู่ความสำเร็จของกลยุทธ์องค์กร นอกจากนี้เมื่อพิจารณารายด้าน ผู้วิจัย พบว่า ด้านที่มีค่าเฉลี่ยมากที่สุด คือ ด้านการกำหนดทิศทางขององค์การ ทั้งนี้อาจเป็นเพราะผู้บริหารสถานศึกษามีการวิเคราะห์สถานการณ์ภายในและภายนอกองค์การ ศึกษานโยบายของหน่วยงานต้นสังกัดและหน่วยงานอื่น ๆ เพื่อนำไปวางแผนและกำหนดวิสัยทัศน์ พันธกิจ เป้าประสงค์และกลยุทธ์อย่างเป็นรูปธรรม เพื่อให้บุคลากรมองเห็นเป้าหมายเดียวกันนำไปปฏิบัติให้สามารถดำเนินการบริหารจัดการองค์การไปสู่เป้าหมายหรือวัตถุประสงค์ที่ต้องการ โดยสอดคล้องกับแนวคิดของ Schermerhorn (1999) ได้กล่าวไว้ว่า องค์ประกอบของภาวะผู้นำเชิงกลยุทธ์เกี่ยวกับการสำรวจสภาพแวดล้อมเพื่อการกำหนดทิศทางขององค์การ เป็นวิธีการหรือแผน เพื่อให้เกิดความเข้าใจที่ช่วยให้องค์การสามารถบรรลุเป้าหมายภายในระยะเวลาที่กำหนดกลยุทธ์จะกำหนดทิศทางและกำหนดโครงร่างงานซึ่งการบริหารจะใช้เพื่อให้บรรลุเป้าหมาย โดยอาศัยการวางแผนกลยุทธ์ (Strategic) ยุทธวิธี (Technical) และการปฏิบัติการ (Operational) การสร้างกลยุทธ์ (Strategy Formulation) จึงเป็นการพิจารณาว่าการที่บรรลุตามวิสัยทัศน์นั้นจะต้องใช้วิธีการอย่างไร และสอดคล้องกับงานวิจัยของรื่น หมื่นโกตะ (2557) ได้ศึกษากระบวนการวางแผนกลยุทธ์ในการบริหารการเปลี่ยนแปลงของผู้บริหารโรงเรียนโรงเรียนมัธยมศึกษาในโครงการโรงเรียนมาตรฐานสากล ผลการศึกษาพบว่า มีค่าเฉลี่ยโดยรวมอยู่ในระดับมากที่สุด นอกจากนี้ ค่าเฉลี่ยรายด้านที่มีค่าเฉลี่ยมากที่สุดรองลงมา คือ ด้านการบริหารจัดการทรัพยากร ทั้งนี้อาจเป็นเพราะผู้บริหารมีการวางแผนการปฏิบัติงานที่เกี่ยวข้องกับบุคลากรขององค์การ โดยการส่งเสริม สนับสนุน ครูและบุคลากรทางการศึกษา ให้มีความมั่นคงและก้าวหน้าในวิชาชีพ ได้ตามมาตรฐานวิชาชีพ และจัดระบบการบริหารงานในด้านต่าง ๆ ให้บรรลุผลตามมาตรฐานและเป้าหมายที่กำหนดไว้ สอดคล้องกับแนวคิด Schermerhorn, Hunt and Osborn (2005) ได้กล่าวไว้ว่า การจัดองค์การประกอบด้วยการระบุและอธิบายงานที่จะถูกนำไปดำเนินการ การกระจายงานออกเป็นหน้าที่การรวมหน้าที่ต่าง ๆ เข้าเป็นตำแหน่งงาน และสามารถบริหารจัดการได้ การมอบหมายงานความรับผิดชอบและอำนาจหน้าที่ ทบทวนและปรับโครงสร้างขององค์การเมื่อสถานการณ์เปลี่ยนแปลงและผลลัพธ์ของการควบคุมไม่เป็นไปตามที่กำหนด การติดต่อ สื่อสารในกระบวนการของการจัดการเป็นไปอย่างทั่วถึง นอกจากนี้ยังสอดคล้องกับงานวิจัยของ พัชรี จันจำปา (2565) ได้ศึกษา ภาวะผู้นำเชิงกลยุทธ์ที่ส่งผลต่อความเป็นเลิศทางวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 13 โดยภาพรวมอยู่ในระดับมาก และด้านที่มีค่าเฉลี่ยสูงสุด คือ การบริหารทรัพยากรในองค์กร ทั้งนี้อาจเป็นเพราะผู้บริหารสามารถบริหารบุคลากรขององค์การ ร่วมกันใช้ความรู้ ทักษะและประสบการณ์ ส่งเสริมสนับสนุนการเรียนรู้ของบุคลากร เพิ่มสมรรถนะในการทำงาน มีการบริหารจัดการงบประมาณได้อย่างเหมาะสม คุ้มค่า และ มีการจูงใจในการทำงานของบุคลากรในองค์กรด้วยการเสริมแรง ด้วยวิธีที่เหมาะสม

2. เปรียบเทียบระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพและขนาดของสถานศึกษา

1) ภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพ

จากผลการวิจัยครั้งนี้ พบว่า การเปรียบเทียบระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพ โดยภาพรวมและรายด้านพบว่า ไม่แตกต่างกัน ทั้งนี้อาจเนื่องจากผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล ได้ใช้หลักการบริหารที่เน้นการมีส่วนรวมของครูและมีมนุษย์สัมพันธ์ที่ดีต่อกัน สนับสนุนให้ครูมีส่วนร่วมในการประเมินผลการปฏิบัติงานกับผู้บริหาร เพื่อให้เกิดประสิทธิภาพในการทำงาน จัดสรรงบประมาณเพื่อพัฒนาบุคลากร ให้มีความรู้ ความสามารถในการจัดการเรียนการสอนที่มีประสิทธิภาพและประสิทธิผล

จึงส่งผลทำให้ผู้บริหารสถานศึกษาและครูที่มีความคิดเห็นต่อภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากลไม่แตกต่างกัน ซึ่งสอดคล้องกับงานวิจัยของวรารักษ์ หนึ่งโชคชัย (2557) ได้ทำการศึกษา เรื่อง ภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาตาม การรับรู้ของครูในสถานศึกษาสังกัดองค์การ บริหารส่วนจังหวัดอุดรธานี ผลการวิจัยพบว่าการเปรียบเทียบภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาตามการรับรู้ของครูใน สถานศึกษาสังกัดองค์การบริหารส่วนจังหวัดอุดรธานี โดยภาพรวมและรายด้าน พบว่า ไม่แตกต่างกัน นอกจากนี้ยังสอดคล้องกับงานวิจัยของอำนวย มีราคา (2564) ได้ศึกษาภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาและครูโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา กลุ่มที่ 11 ศรีสะเกษ นครราชสีมา ชัยภูมิ บุรีรัมย์ และสุรินทร์ พบว่า ผู้บริหารสถานศึกษาและครูที่มีเพศ อายุ และประสบการณ์ในการปฏิบัติงานต่างกัน มีความคิดเห็นต่อภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนพระปริยัติธรรม แผนกสามัญศึกษา กลุ่มที่ 11 ศรีสะเกษ นครราชสีมาชัยภูมิ บุรีรัมย์ และสุรินทร์ ไม่แตกต่างกัน

2) ภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล ตามความคิดเห็นของครู และผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษา

จากผลการวิจัยครั้งนี้ พบว่า การเปรียบเทียบระดับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกขนาดของสถานศึกษาโดยภาพรวมและรายด้าน พบว่าไม่แตกต่างกัน ทั้งนี้ อาจเนื่องมาจากผู้บริหารสถานศึกษาโรงเรียนมาตรฐานสากล ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มีคุณวุฒิ ความรู้ประสบการณ์ทางการบริหารยาวนาน ซึ่งผู้บริหารสถานศึกษาบางคนผ่านการบริหารสถานศึกษา ตามขนาดสถานศึกษาต่าง ๆ มาแล้ว จึงทำให้มีประสบการณ์ทางการบริหารในการพัฒนาภาวะผู้นำของตนเอง และสามารถนำมาปรับใช้ ในการบริหารสถานศึกษาขนาดต่าง ๆ ได้อย่างเหมาะสมตามสถานการณ์ อีกทั้งในโครงการโรงเรียนมาตรฐานสากล มีจุดเน้น คือส่งเสริมให้ผู้เรียนมีศักยภาพเป็นพลโลก (World Citizen) มีความเป็นเลิศวิชาการสามารถสื่อสารได้อย่างน้อยสองภาษา ล้ำหน้าทางความคิดและผลิตงานได้อย่างสร้างสรรค์และมีจิตร่วมรับผิดชอบในสังคมโลก รวมถึงเน้นการจัดการเรียนการสอนเทียบเคียงมาตรฐานสากล (World Class Standard) และการบริหารจัดการด้วยระบบคุณภาพ (Quality System Management) ดังนั้นผู้บริหารต้องมีภาวะผู้นำเชิงกลยุทธ์ที่ต้องขับเคลื่อนองค์กรให้เป็นไปตามเกณฑ์ตัวชี้วัดของความสำเร็จในโครงการมาตรฐานสากล ซึ่งสอดคล้องกับผลการวิจัยของจิตรลดา พระสุราช (2564) ได้ศึกษาภาวะผู้นำเชิงกลยุทธ์ในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา ที่ส่งผลต่อการจัดการเรียนรู้เชิงรุกของครูในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครพนม เขต 2 จำแนกตามขนาดของโรงเรียน ระหว่างโรงเรียนขนาดเล็ก โรงเรียนขนาดกลางและโรงเรียนขนาดใหญ่ โดยรวมและจำแนกเป็นรายด้าน พบว่าโดยภาพรวมไม่แตกต่างกัน ซึ่งไม่สอดคล้องกับสมมติฐานที่ตั้งไว้ นอกจากนี้ยังสอดคล้องกับผลการวิจัยของนันท์ดณุชยา ณภัคพงศ์ชัย (2564) พบว่า ภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาแพร่เขต 1 โดยภาพรวมและรายด้าน พบว่า ไม่แตกต่างกัน

ข้อเสนอแนะ

1. ข้อเสนอแนะเพื่อนำผลการศึกษาไปใช้

1) ด้านการกำหนดทิศทางขององค์การ ผู้บริหารควรมีการแก้ปัญหาต่าง ๆ ที่เกิดขึ้นได้ทันต่อสถานการณ์ในปัจจุบัน ทำงานเชิงรุก รู้จักสร้างวิกฤติให้เป็นโอกาส และไม่รีรอที่จะนำโอกาสนั้นมาใช้ประโยชน์ในการพัฒนาสถานศึกษา

2) ด้านการนำกลยุทธ์ไปปฏิบัติ ผู้บริหารควรจัดหาสื่อ วัสดุ อุปกรณ์ และสิ่งอำนวยความสะดวก ในการปฏิบัติงานให้แก่บุคลากรอย่างเหมาะสมและเพียงพอ เพื่อให้งานสำเร็จบรรลุตามเป้าหมาย

3) ด้านการควบคุมและประเมินกลยุทธ์ ผู้บริหารควรมีกลไกและเครื่องมือการตรวจสอบผลการดำเนินงานที่มีประสิทธิภาพและมีการรายงานผลการปฏิบัติงานอย่างเป็นระบบ

4) ด้านการสร้างวัฒนธรรมองค์การ ผู้บริหารควรสร้างขวัญและกำลังใจ ให้กับบุคลากร เพื่อให้รู้สึกมั่นคงในหน้าที่การงานเพื่อเป็นแรงกระตุ้นที่จะนำพาองค์กรดำเนินงานไปสู่ความสำเร็จ

5) ด้านการบริหารจัดการทรัพยากร ผู้บริหารควรมีการให้รางวัล จูงใจ หรือการเชิดชูเกียรติในการปฏิบัติงานหรือผลงานที่ดีแก่บุคลากร

2. ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

1) ควรมีการศึกษาเกี่ยวกับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษากับประสิทธิผลของโรงเรียนมาตรฐานสากล

2) ควรมีการศึกษาเพื่อวิเคราะห์ถึงปัจจัยที่มีผลต่อภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษา

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รูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ
A Model of Administration to Promote to Career Skills of Students in Schools Under the Jurisdiction of The Office of Chaiyaphum Secondary Educational Service Area

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำและแนวทางการบริหาร 2) สร้างและตรวจสอบความเหมาะสมของรูปแบบ 3) ประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบ การดำเนินการขั้นตอนที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำ กลุ่มตัวอย่าง คือ ผู้บริหารสถานศึกษา หัวหน้ากลุ่มบริหารงานวิชาการ และหัวหน้ากลุ่มสาระการเรียนรู้การงานอาชีพและเทคโนโลยี จำนวน 138 คน และศึกษาแนวทางปฏิบัติที่เป็นเลิศ จำนวน 3 โรงเรียน กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา หัวหน้ากลุ่มบริหารงานวิชาการ และหัวหน้ากลุ่มสาระการเรียนรู้การงานอาชีพ รวมทั้งสิ้น 9 คน ขั้นตอนที่ 2 ยกร่างรูปแบบ ตรวจสอบยืนยันความเหมาะสม โดยผู้ทรงคุณวุฒิ 9 คน ด้วยวิธีการสนทนากลุ่ม ได้องค์ประกอบ 5 ส่วน ได้แก่ 1) หลักการแนวคิด 2) วัตถุประสงค์ 3) วิธีดำเนินการของรูปแบบ มี 6 ขั้นตอน 4) แนวทางการประเมินรูปแบบ 5) เงื่อนไขความสำเร็จ ขั้นตอนที่ 3 ประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบ กลุ่มผู้ให้ข้อมูล 9 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบสอบถามความเป็นไปได้และความเป็นประโยชน์ของรูปแบบ สถิติที่ใช้ในวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง ค่าอำนาจจำแนก ค่าความเชื่อมั่น และค่าดัชนีความต้องการจำเป็น

คำสำคัญ : รูปแบบการบริหาร, ส่งเสริมทักษะอาชีพ, ทักษะอาชีพ

Abstract

This research aims to 1) study a present, desirable characteristic, the essential needs and guidelines secondary educational service area. There were 138 samples consisting of administrators and teachers administrators, teachers academic head teacher and teachers career department head teacher by stratified random sampling. And study best practices in 3 schools by purposive sampling. There are 9 educational consisting teachers administrators, teachers academic head teacher and teachers career department head teacher. 2) Construct And assess the suitability, by focus group 9 experts. 3) Evaluate Model By 3 administrators and teachers administrators, 3 teachers Academic head teacher and 3 teachers Career Department head teacher acting in schools under the district office chaiyaphum secondary education area. The research statistics used in the research were percentage, mean, standard deviation, Index of Item objective congruence (IOC), discrimination, reliability and index need (PNI Modified).

Keywords: Model of Administration, Promote to Career Skills, Career Skills

บทนำ

สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานได้น้อมนำพระบรมราโชบายด้านการศึกษาในสมเด็จพระเจ้าอยู่หัว มหาวิชิราลงกรณบดินทรเทพวรางกูร ในหลวงรัชการที่ 10 ในการสร้างพื้นฐานให้แก่นักเรียนด้านการมีงานทำ มีอาชีพ ประกอบกับแผนการศึกษาแห่งชาติ พ.ศ. 2560-2579 ยุทธศาสตร์ที่ 3 การพัฒนาศักยภาพคนทุกช่วงวัยและการสร้างสังคมแห่งการเรียนรู้ มีวัตถุประสงค์หนึ่ง คือ เพื่อให้คนทุกช่วงวัยได้รับการพัฒนาและเสริมสร้างศักยภาพที่เหมาะสมกับแต่ละช่วงวัย โดยนักเรียนได้รับการพัฒนาอย่างมีคุณภาพทั้งความรู้ทักษะอาชีพ ทักษะชีวิต ทักษะการทำงานที่สอดคล้องกับ ความต้องการของตลาดงาน รวมทั้งมี

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คุณธรรมจริยธรรม มีจิตสาธารณะ และสามารถปรับตัวอยู่ร่วมกับผู้อื่น ในสังคมได้ เนื่องจากปัจจุบันนี้กระแสโลกาภิวัตน์ส่งผลให้เกิดการเปลี่ยนแปลงอย่างรวดเร็วและรุนแรง ทั้งวิทยาศาสตร์เทคโนโลยี เศรษฐกิจ และสังคม ตลอดจนด้านอื่นๆ ซึ่งการเปลี่ยนแปลงนี้เป็นไป อย่างแพร่หลายส่งผลกระทบต่อการดำรงชีวิต โลกของการทำงานและการประกอบอาชีพของนานาประเทศ รวมถึงประเทศไทยเป็นอย่างมาก ทุกภาคส่วน ทั้งภาครัฐและเอกชน ตระหนักเห็นความสำคัญ ของการเตรียมความพร้อมพัฒนาประเทศในทุกด้านโดยกำหนดยุทธศาสตร์การพัฒนาประเทศ “Thailand ๔.๐” ขึ้น ซึ่งปัจจัยที่จะนำไปสู่ความสำเร็จตามยุทธศาสตร์ดังกล่าว คือ ทรัพยากรมนุษย์ดังนั้น จึงต้องมีการเตรียมความรู้ทักษะและคุณลักษณะพื้นฐานที่ถูกต้องและรู้เท่าทันการเปลี่ยนแปลง (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2561)

การฝึกทักษะอาชีพการทำงาน มีความสำคัญจะต้องพัฒนาตั้งแต่วัยเรียนเพราะเป็นการสร้างทัศนคติที่ดีต่อการทำงาน ซึ่งมีความสำคัญอย่างมากต่อการดำเนินชีวิตในอนาคต จึงควรมีการพัฒนาทักษะอาชีพของนักเรียนตั้งแต่ระดับปฐมวัย ประถมศึกษา และมัธยมศึกษา เพื่อให้ผู้เรียนได้เรียนรู้ทักษะอาชีพสอดคล้องกับความต้องการความสนใจความถนัดของนักเรียน ความต้องการของตลาดงานให้สามารถก้าวสู้การศึกษาต่อ และการมีงานทำเพื่อที่จะได้มีทักษะอาชีพ ตลอดจนสามารถดำรงชีวิตในยุคปัจจุบันได้อย่างมีประสิทธิภาพ (สายเพ็ญ บุญกองแก้ว, 2563)

การส่งเสริมทักษะอาชีพของนักเรียนเพื่อให้นักเรียนเรียนรู้อาชีพ จากสถานประกอบการ แหล่งเรียนรู้ตามสภาพจริง ซึ่งจะช่วยให้นักเรียนสามารถวางแผนและตัดสินใจ เลือกเส้นทางการศึกษาการประกอบอาชีพในอนาคตได้สอดคล้องกับความต้องการ ความสนใจ ความถนัด ของนักเรียน ส่งเสริมการพัฒนาคุณลักษณะของนักเรียนให้สอดคล้องกับความต้องการของตลาดงาน ส่งเสริมทักษะและสร้างเสริมประสบการณ์อาชีพของนักเรียน ให้มีทักษะและศักยภาพสอดคล้องกับความต้องการของตลาดงาน ให้สามารถก้าวสู่โลกแห่งการศึกษาต่อและมีงานทำอย่างมีคุณภาพ การส่งเสริมทักษะอาชีพของนักเรียนสามารถดำเนินการได้โดยร่วมมือกับองค์กรหน่วยงานสถานประกอบการ สังคม ชุมชน หรือสถาบันทางการศึกษาด้านอาชีพร่วมกันพิจารณานำอาชีพมาจัดเป็นรายวิชา เพิ่มเติมซึ่งจะทำให้นักเรียนได้เรียนรู้อาชีพอย่างหลากหลาย รวมถึงการให้นักเรียนได้สร้างเสริมประสบการณ์อาชีพและการถอดประสบการณ์อาชีพ ได้ค้นพบความสนใจ และความถนัดของตนเองเห็น เส้นทางชีวิตเพื่อวางแผนศึกษาต่อในระดับมัธยมศึกษาตอนปลายทั้งสายสามัญ และสายอาชีพ หรือเรียน ควบคู่ ทั้งสายสามัญและสายอาชีพ (ระบบทวิศึกษา) และเชื่อมโยงการศึกษาต่อในระดับอุดมศึกษาอย่างมีเป้าหมาย หรือกรณีที่ไม่ประสงค์จะศึกษาต่อก็สามารถพัฒนาทักษะอาชีพที่ตกผลึกในตัวนักเรียน ไปประยุกต์ใช้ในการประกอบสัมมาอาชีพเลี้ยงตนเองได้ต่อไปในอนาคต (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2561)

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษามัธยมศึกษาชัยภูมิ ได้ติดตามผลการดำเนินโครงการ“พาน้องกลับมาเรียน”ตามนโยบายเร่งด่วนของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (สพฐ.) ซึ่งสามารถติดตามนักเรียนที่มีปัญหาออกกลางคันกลับมาเรียนได้ครบ 79 คน (https://today.line.me/th/v2/article/mWoJwyz สืบค้นเมื่อ 5 กรกฎาคม 2565) เนื่องจากปัญหาความยากจน ทำให้ต้องออกไปช่วยครอบครัวทำงานหารายได้เลี้ยงชีพ ฉะนั้น การส่งเสริมการศึกษาด้านอาชีพและการมีงานทำในช่วงที่กำลังศึกษาอยู่ เป็นแนวทางหนึ่งที่ใช้ในการพัฒนาศักยภาพให้แก่ผู้เรียน เพื่อให้มีอาชีพและมีงานทำที่มีความสัมพันธ์กับเศรษฐกิจของชุมชนความต้องการแรงงานของตลาด ความต้องการประกอบอาชีพของนักเรียน จึงเป็นสิ่งที่มีความจำเป็นยิ่งที่สถานศึกษาต้องมีหลักสูตรสถานศึกษาที่ส่งเสริมด้านอาชีพและการมีงานทำ ช่วยให้นักเรียนสามารถสร้างรายได้ในระหว่างเรียนได้ (ปิย สุดิสุสดี, 2562)

ด้วยเหตุดังกล่าวข้างต้น ผู้วิจัยในฐานะครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จึงสนใจการพัฒนารูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียน ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ เพื่อเป็นแนวทางให้โรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ได้นำไปประยุกต์ใช้ในการปรับปรุงการบริหารงานตามกระบวนการของวงจรคุณภาพเดมมิ่ง (PDCA) ให้มีประสิทธิภาพและยั่งยืนต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นและแนวทางการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ
2. เพื่อสร้างและตรวจสอบความเหมาะสมของรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ
3. เพื่อประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง รูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัยเป็น 3 ขั้นตอน ดังนี้

ขั้นตอนที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำและแนวทางการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มีวิธีการดำเนินการแบ่งออกเป็น 3 ส่วน ดังนี้

ส่วนที่ 1.1 ศึกษาเอกสารตำรา แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้อง ศึกษาวิเคราะห์และสังเคราะห์องค์ประกอบของการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนเพื่อใช้เป็นกอบแนวคิดการวิจัย และวิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา

ส่วนที่ 1.2 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำของบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ด้วยแบบสอบถาม ประชากรที่ใช้ในการวิจัยครั้งนี้ จำนวน 158 คน ใช้วิธีการ ผู้วิจัยได้ดำเนินการกำหนดขนาดของกลุ่มตัวอย่างตามตารางรางของ Krejcie and Morgan คำนวณค่ากลุ่มตัวอย่างตามสัดส่วนของประชากรที่ได้มาจากวิธีการสุ่มแบบแบ่งชั้น (Stratified Random Sampling) ให้ได้จำนวนครบตามสัดส่วนของกลุ่มประชากรในแต่ละประเภท ได้กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา หัวหน้ากลุ่มบริหารวิชาการ และหัวหน้ากลุ่มสาระการเรียนรู้การงานอาชีพในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ปีการศึกษา 2565 จำนวน 37 โรงเรียน ผู้บริหารสถานศึกษา จำนวน 70 คน หัวหน้ากลุ่มบริหารวิชาการ จำนวน 34 คน และหัวหน้ากลุ่มสาระการเรียนรู้การงานอาชีพ จำนวน 34 คน รวมทั้งสิ้น 138 คน และวิเคราะห์ข้อมูลทางสถิติ ได้แก่ ค่าเฉลี่ย ค่าร้อยละ ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์ความต้องการจำเป็น (PNI modified) (สุวิมล ว่องวาณิช, 2550)

ส่วนที่ 1.3 การศึกษาแนวทางการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียน จากสถานศึกษาต้นแบบที่มีการปฏิบัติที่ดี (Best Practices) กำหนดคุณสมบัติของโรงเรียนที่จะนำมาเป็นกรณีศึกษาโดดยพิจารณาจากโรงเรียนที่ได้รับรางวัลเกี่ยวกับการส่งเสริมทักษะอาชีพของนักเรียน จนได้รับรางวัลเกี่ยวกับงานด้านอาชีพระดับเขตพื้นที่การศึกษา ระดับภูมิภาคจนถึงระดับประเทศ ในปีการศึกษา 2562-2564 จำนวน 3 โรงเรียน ได้แก่ 1) โรงเรียนสตรีชัยภูมิ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ 2) โรงเรียนหนองบัวแดงวิทยา สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ 3) โรงเรียนบ้านพันดุง สำนักงานเขตที่การศึกษาประถมศึกษานครราชสีมา เขต 5 ผู้ให้ข้อมูล ประกอบด้วย ผู้บริหารสถานศึกษา โรงเรียนละ 1 คน หัวหน้ากลุ่มบริหารวิชาการ โรงเรียนละ 1 คน และหัวหน้ากลุ่มสาระการเรียนรู้การงานอาชีพ โรงเรียนละ 1 คน รวมทั้งสิ้น 9 คน โดยเลือกแบบเจาะจง (Purposive Sampling) ด้วยแบบสัมภาษณ์แบบกึ่งโครงสร้าง และวิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา

ขั้นตอนที่ 2 การสร้าง และตรวจสอบความเหมาะสมของรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มีวิธีการดำเนินการแบ่งออกเป็น 3 ส่วน ดังนี้

ส่วนที่ 2.1 การยกร่างรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ นำผลการศึกษาจากขั้นตอนที่ 1 มาเป็นข้อมูลในการยกร่างรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ตามกรอบแนวคิดเกี่ยวกับองค์ประกอบของรูปแบบประกอบด้วย 5 องค์ประกอบ ได้แก่ องค์ประกอบที่ 1 หลักการและแนวคิด องค์ประกอบที่ 2 วัตถุประสงค์ องค์ประกอบที่ 3 วิธีดำเนินการของรูปแบบ ประกอบด้วย 6 ขั้นตอน ได้แก่ การวิเคราะห์งานอาชีพที่นักเรียนสนใจ การสำรวจวิทยากรและภูมิปัญญาท้องถิ่น การสร้างภาคีเครือข่าย การพัฒนาหลักสูตรและการจัดการเรียนรู้ การฝึกประสบการณ์ทักษะอาชีพ และการติดตามและประเมินผล องค์ประกอบที่ 4 แนวการประเมินรูปแบบ และองค์ประกอบที่ 5 เงื่อนไขความสำเร็จ และนำร่างรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ เสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา เพื่อเสนอผู้ทรงคุณวุฒิตรวจสอบความเหมาะสมของรูปแบบ

ส่วนที่ 2.2 การตรวจสอบยืนยันร่างรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ด้วยวิธีการสนทนากลุ่ม (Focus Group) ผู้ทรงคุณวุฒิจำนวน 9 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) โดยคัดเลือกจากผู้มีคุณสมบัติเป็นนักวิชาการอาจารย์มหาวิทยาลัย ผู้บริหารการศึกษา ผู้บริหารสถานศึกษา ศึกษานิเทศก์ ครู ที่มีผลงานหรือมีความเกี่ยวข้องกับการกำหนดนโยบายการบริหาร การกำกับติดตามเพื่อส่งเสริมทักษะอาชีพของนักเรียน นำข้อมูลจากการสนทนากลุ่ม (Focus Group) มาสรุปการวิเคราะห์เนื้อหาและสรุปประเด็นการตรวจสอบยืนยันร่างรูปแบบการบริหารเพื่อพัฒนาทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

ส่วนที่ 2.3 การประเมินความเหมาะสมรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ด้วยแบบสอบถาม โดยผู้ทรงคุณวุฒิ จำนวน 9 คน จากส่วนที่ 2.2 และวิเคราะห์ข้อมูล

ทางสถิติ ได้แก่ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ในการตัดสินผลการตรวจสอบ ถ้าค่าเฉลี่ย 3.51 ขึ้นไป และส่วนเบี่ยงเบนมาตรฐานไม่เกิน 1 ถือว่า รูปแบบมีความเหมาะสม

ขั้นตอนที่ 3 การประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ด้วยแบบสอบถาม โดยผู้ทรงคุณวุฒิ จำนวน 9 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) จำแนกเป็น ผู้บริหารสถานศึกษา หัวหน้ากลุ่มบริหารงานวิชาการ และหัวหน้ากลุ่มสาระการเรียนรู้การงานอาชีพ ที่ปฏิบัติงานปีการศึกษา 2565 ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ และวิเคราะห์ข้อมูลทางสถิติ ได้แก่ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ประเด็นไหนที่มีค่าเฉลี่ยสูงแสดงว่าเรื่องนั้นมีความเป็นไปได้และความเป็นประโยชน์กับการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

สรุปผลการวิจัย

1. ผลการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นและแนวทางการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

1.1 ผลการศึกษาสภาพปัจจุบันการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยรวมอยู่ในระดับปานกลาง และรายขั้นตอน ได้แก่ การวิเคราะห์งานอาชีพที่นักเรียนสนใจ อยู่ในระดับปานกลาง การสำรวจวิทยากรและภูมิปัญญาท้องถิ่น อยู่ในระดับปานกลาง การสร้างภาคีเครือข่าย อยู่ในระดับปานกลาง การพัฒนาหลักสูตรและการจัดการเรียนรู้ อยู่ในระดับปานกลาง การฝึกประสบการณ์ทักษะอาชีพ อยู่ในระดับปานกลาง และการติดตามและประเมินผล อยู่ในระดับปานกลาง

1.2 ผลการศึกษาสภาพที่พึงประสงค์การบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยรวมอยู่ในระดับมากที่สุด และรายขั้นตอน ได้แก่ การวิเคราะห์งานอาชีพที่นักเรียนสนใจ อยู่ในระดับมากที่สุด การสำรวจวิทยากรและภูมิปัญญาท้องถิ่น อยู่ในระดับมากที่สุด การสร้างภาคีเครือข่าย อยู่ในระดับมากที่สุด การพัฒนาหลักสูตรและการจัดการเรียนรู้ อยู่ในระดับมากที่สุด การฝึกประสบการณ์ทักษะอาชีพ อยู่ในระดับมากที่สุด และการติดตามและประเมินผล อยู่ในระดับมากที่สุด

1.3 ผลการศึกษาความต้องการจำเป็นของการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ การวิเคราะห์งานอาชีพที่นักเรียนสนใจ การสำรวจวิทยากรและภูมิปัญญาท้องถิ่น การสร้างภาคีเครือข่าย การพัฒนาหลักสูตรและการจัดการเรียนรู้ การฝึกประสบการณ์ทักษะอาชีพ และการติดตามและประเมินผล ตามลำดับ

1.4 ผลการศึกษาแนวทางการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โรงเรียนที่มีแบบวิธีปฏิบัติที่ดี (Best Practice) 3 โรงเรียน ได้เสนอแนวทางการบริหารเพื่อส่งเสริมทักษะอาชีพสำหรับนักเรียน มีองค์ประกอบ 5 องค์ประกอบ ดังนี้ องค์ประกอบที่ 1 หลักกการและแนวคิด องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ องค์ประกอบที่ 3 วิธีดำเนินการส่งเสริมทักษะอาชีพของนักเรียน ประกอบด้วย 6 ขั้นตอน ได้แก่ การวิเคราะห์งานอาชีพที่นักเรียนสนใจ การสำรวจวิทยากรและภูมิปัญญาท้องถิ่น การสร้างภาคีเครือข่าย การพัฒนาหลักสูตรและการจัดการเรียนรู้ การฝึกประสบการณ์ทักษะอาชีพ และการติดตามและประเมินผล องค์ประกอบที่ 4 แนวทางการประเมินรูปแบบ และองค์ประกอบที่ 5 เงื่อนไขความสำเร็จ

2. ผลการสร้างและตรวจสอบความเหมาะสมของรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

2.1 ผลการสร้างรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ประกอบด้วย 5 องค์ประกอบ ได้แก่ 1) หลักกการและแนวคิด 2) วัตถุประสงค์ 3) วิธีดำเนินการ โดยใช้แนวคิดการบริหารตามแนวทางของวงจรคุณภาพเดิมมิ่ง (PDCA) มี 6 ขั้นตอน ประกอบด้วย ขั้นตอนที่ 1 การวิเคราะห์งานอาชีพที่นักเรียนสนใจ ขั้นตอนที่ 2 การสำรวจวิทยากรและภูมิปัญญาท้องถิ่น ขั้นตอนที่ 3 การสร้างภาคีเครือข่าย ขั้นตอนที่ 4 การพัฒนาหลักสูตรและการจัดการเรียนรู้ ขั้นตอนที่ 5 การฝึกประสบการณ์ทักษะอาชีพ และขั้นตอนที่ 6 การติดตามและประเมินผล 4) แนวทางการประเมินรูปแบบ 5) เงื่อนไขความสำเร็จ

2.2 ผลตรวจสอบความเหมาะสมของรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยผู้ทรงคุณวุฒิ พบว่า โดยภาพรวมมีความเหมาะสม อยู่ในระดับมากที่สุด

3. ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวมมีความเป็นไปได้และความเป็นประโยชน์ อยู่ในระดับมากที่สุด

อภิปรายผลการวิจัย

1. ผลการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นและแนวทางการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

1.1 ผลการศึกษาสภาพปัจจุบันการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวมอยู่ในระดับปานกลาง ทั้งนี้อาจเป็นเพราะสถานศึกษาได้มีการพัฒนากระบวนการจัดการเรียนการสอน และส่งเสริมการจัดหลักสูตรทักษะอาชีพ ควบคู่กับวิชาสามัญ ตามนโยบายการจัดการศึกษาขั้นพื้นฐาน เพื่อการมีงานทำในศตวรรษที่ 21 จึงเป็นภารกิจของสถานศึกษาในการปรับหลักสูตรสถานศึกษาให้มีแผนการเรียนและรายวิชาเพิ่มเติมที่รองรับสมรรถนะทางสาขาวิชา และสาขาวิชาชีพ ตามเส้นทางการศึกษาสู่อาชีพของนักเรียน (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน กระทรวงศึกษาธิการ, 2560) โดยมีสาระการเรียนรู้การงานอาชีพ พัฒนาหลักสูตรทักษะอาชีพที่สอดคล้องกับอาชีพในท้องถิ่น และสนองต่อความเปลี่ยนแปลงของสังคม มีการบูรณาการร่วมกับรายวิชาอื่น ๆ จัดการเรียนรู้ทักษะอาชีพมีความหลากหลายเหมาะสมกับผู้เรียน มีการจัดการเรียนการสอนให้นักเรียนได้ฝึกปฏิบัติจริงจากแหล่งเรียนรู้ในชุมชน สอดคล้องกับงานวิจัยของ สายเพ็ญ บุญทองแก้ว (2563) สรุปได้ว่า สถานศึกษามีการบูรณาการการสอนทักษะอาชีพร่วมกับรายวิชาอื่น ๆ จัดการเรียนรู้อาชีพที่มีความหลากหลายเหมาะสมกับผู้เรียน เพื่อพัฒนาทักษะอาชีพ สำหรับนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสุราษฎร์ธานี เขต 2 และยังสอดคล้องกับงานวิจัยของ สรเดช เลิศวัฒนาวณิช (2560) ที่ได้พัฒนากิจกรรมพัฒนาผู้เรียน โดยใช้โครงงานเป็นฐาน เพื่อส่งเสริมทักษะอาชีพและคุณลักษณะในการประกอบอาชีพ สำหรับนักเรียนชั้นมัธยมศึกษาได้เรียนรู้ทักษะอาชีพของท้องถิ่นด้วยการลงมือปฏิบัติจริงในแหล่งเรียนรู้ในชุมชน

1.2 ผลการศึกษาสภาพที่พึงประสงค์การบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวมอยู่ในระดับมากที่สุด ทั้งนี้อาจเป็นเพราะสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิได้ดำเนินการขับเคลื่อนคุณภาพการจัดการศึกษา และได้จัดทำแนวทางการพัฒนาหลักสูตรสถานศึกษาที่สอดคล้องกับการจัดการเรียนรู้ทักษะอาชีพเพื่อการมีงานทำ โดยเชื่อมโยงหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2551 และมาตรฐานการเรียนรู้และตัวชี้วัดฯ (ฉบับปรับปรุง พ.ศ. 2560) ให้สอดคล้องกับสภาพและความต้องการของชุมชนหรือท้องถิ่น เพื่อนำไปสู่การจัดทำหลักสูตรของสถานศึกษา ส่งเสริมการใช้และพัฒนาหลักสูตรในระดับสถานศึกษาให้ประสบความสำเร็จ โดยมีภารกิจที่สำคัญ คือ กำหนดเป้าหมายและจุดเน้นการพัฒนาคุณภาพผู้เรียน ในด้านทักษะชีวิต ทักษะอาชีพเพื่อการมีงานทำ ให้เกิดการพัฒนาอย่างต่อเนื่องและเกิดความยั่งยืนตามระดับช่วงวัยของผู้เรียน สอดคล้องกับงานวิจัยของ ณรงค์ อภัยใจ (2560) ที่ได้ศึกษาวิจัย เรื่อง รูปแบบการบริหารจัดการศึกษา เพื่อส่งเสริมอาชีพสำหรับเด็กด้อยโอกาส โรงเรียนในโครงการตามพระราชดำริ โดยการจัดหลักสูตรการสอนวิชาชีพที่มีความสอดคล้องกับสภาพบริบทหรืออาชีพในท้องถิ่น และสัมพันธ์กับภาคการตลาด ความต้องการแรงงานในพื้นที่และต้องอาศัยความร่วมมือกับเครือข่ายทั้งสถานประกอบการผู้ประกอบการ และสถาบันการศึกษาที่เปิดสอนวิชาชีพ ร่วมวางแผนจัดการเรียนรู้ทักษะอาชีพเพื่อการมีงานทำ อีกทั้งยังสอดคล้องกับงานวิจัยของ อุมาพร อ่อนคำ, อุดร อรกุล และวรวรรณ อุบลเลิศ (2561) ที่จัดการเรียนรู้ทักษะอาชีพโดยใช้ชุมชนเป็นฐาน เพื่อสร้างทักษะอาชีพในท้องถิ่นของนักเรียนโรงเรียนขยายโอกาสทางการศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษายโสธร โดยจัดกิจกรรมการเรียนรู้ที่เน้นปฏิบัติจริง ใช้วิทยากรในชุมชนร่วมกับครูในโรงเรียน

1.3 ผลการศึกษาลำดับความต้องการจำเป็นในการพัฒนารูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านการวิเคราะห์งานอาชีพที่นักเรียนสนใจ ลำดับที่ 2 ด้านการสำรวจวิทยากรและภูมิปัญญาท้องถิ่น ลำดับที่ 3 ด้านการสร้างภาคีเครือข่าย ลำดับที่ 4 ด้านการพัฒนาหลักสูตรและการจัดการเรียนรู้ ลำดับที่ 5 ด้านการฝึกประสบการณ์ทักษะอาชีพ และลำดับที่ 6 ด้านการติดตามและประเมินผล สอดคล้องกับงานวิจัยของ วัชรสินธุ์ เพ็งบุบผา และกนิษฐ์ ศรีเคลือบ (2564) ที่ได้ศึกษาวิจัย เรื่อง ทักษะการประกอบอาชีพที่สำคัญในโลกยุคใหม่ที่นักเรียนไทยควรได้รับการพัฒนา : การวิจัยประเมินความต้องการจำเป็น ซึ่งประเมินความต้องการจำเป็นโดยการวิเคราะห์ค่าดัชนี PNImodified พบว่า รายการประเมินที่มีค่าสูงที่สุด คือ ประสบการณ์ในอาชีพ ฉะนั้นจึงจำเป็นอย่างยิ่งที่ต้องมีเร่งส่งเสริมทักษะอาชีพให้กับนักเรียน เพื่อให้ตอบสนองความต้องการของผู้ประกอบการในตลาดงาน ซึ่งสอดคล้องกับการจัดการศึกษาที่ระบุว่าต้องพัฒนาหลักสูตรและการจัดการเรียนรู้ด้านการประกอบอาชีพในระดับชั้นมัธยมศึกษาตอนปลาย ส่งเสริมทักษะด้านการประกอบอาชีพ ทักษะการทำงาน รวมถึงส่งเสริมการประกอบอาชีพอิสระแก่นักเรียน (สำนักงานเลขาธิการสภาการศึกษา, 2560)

2. ผลการสร้างและตรวจสอบความเหมาะของรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มี 5 องค์ประกอบ ได้แก่ ส่วนที่ 1 หลักการและแนวคิด ส่วนที่ 2 วัตถุประสงค์ ส่วนที่ 3 วิธีดำเนินการส่งเสริมทักษะอาชีพของนักเรียน ประกอบด้วย 6 ขั้นตอน ได้แก่ 1) ด้านการวิเคราะห์งานอาชีพที่นักเรียนสนใจ มี 4 ตัวบ่งชี้ 2) ด้านการสำรวจวิทยากรและภูมิปัญญาท้องถิ่น มี 5 ตัวบ่งชี้ 3) ด้านการสร้างภาคีเครือข่าย มี 10 ตัวบ่งชี้ 4) ด้านการพัฒนาหลักสูตรและการจัดการเรียนรู้ มี 6 ตัวบ่งชี้ 5) ด้านการฝึกประสบการณ์ทักษะอาชีพ มี 8 ตัวบ่งชี้ และ 6) ด้านการติดตามและประเมินผล มี 6 ตัวบ่งชี้ ส่วนที่ 4 แนวทางการประเมินรูปแบบ ส่วนที่ 5 เงื่อนไขความสำเร็จ ทั้งนี้อาจเป็นเพราะว่า ในการวิจัยครั้งนี้ผู้วิจัยได้ศึกษาข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ เพื่อให้ได้มาซึ่งข้อมูลเชิงประจักษ์ที่ถูกต้องชัดเจน สามารถนำมาเป็นรูปแบบฯ ได้อย่างถูกต้องตามหลักทฤษฎี และสามารถอธิบายเชิงเหตุผลของเรื่องที่ศึกษาสอดคล้องกับแนวคิดของ ทนงศักดิ์ โพธิ์เกตุ (2564) ที่ได้ศึกษาวิจัย เรื่อง รูปแบบการบริหารเพื่อพัฒนาสู่โรงเรียนคุณภาพของโรงเรียนบ้านดอนแยง สำนักงานเขตพื้นที่การศึกษาประถมศึกษาเชียงราย เขต 4 ผลการวิจัยพบว่า รูปแบบฯ มี 6 องค์ประกอบ ได้แก่ 1) หลักการ 2) จุดมุ่งหมาย 3) องค์ประกอบของโรงเรียนคุณภาพ 4) กระบวนการบริหาร 7 ขั้นตอน 5) ผลผลิต และ 6) เงื่อนไขความสำเร็จ ซึ่งผู้เชี่ยวชาญมีความเห็นว่ารูปแบบมีความเหมาะสมและความเป็นไปได้อยู่ในระดับมากที่สุด อีกทั้งยังสอดคล้องกับแนวคิดของ สกันณ์วุฒิ เศรษฐีกมล (2565) ที่ได้ศึกษาวิจัย เรื่อง การพัฒนารูปแบบการบริหารสถานศึกษา เพื่อส่งเสริมทักษะชีวิตและอาชีพในศตวรรษที่ 21 ของนักเรียนโรงเรียนเทศบาลอินทปัญญา วัดใหญ่อินทาราม สังกัดเทศบาลเมืองชลบุรี จังหวัดชลบุรี ซึ่งองค์ประกอบของรูปแบบที่เหมาะสม ได้แก่ 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหา มี 4 ขั้นตอน ประกอบด้วย ขั้นตอนที่ 1 การออกแบบการเรียนรู้ ขั้นตอนที่ 2 การจัดการเรียนรู้ผ่านกระบวนการคิดและการลงมือปฏิบัติ ขั้นตอนที่ 3 การใช้และพัฒนาสื่อนวัตกรรม เทคโนโลยีเพื่อการเรียนรู้ และขั้นตอนที่ 4 การวัดและประเมินผลการเรียนรู้ตามสภาพจริง 4) วิธีการพัฒนา ประกอบด้วย การเรียนรู้ด้วยตนเอง และการประชุมเชิงปฏิบัติการ 5) การวัดและประเมินผล

3. ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ภาพรวมอยู่ในระดับมากที่สุด อาจเนื่องมาจากในการศึกษารูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนมีกระบวนการดำเนินการตามขั้นตอน โดยการศึกษาค้นคว้าจากทฤษฎี แนวคิด เอกสารและงานวิจัยที่เกี่ยวข้องมาวิเคราะห์ร่วมกับการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นในการพัฒนารูปแบบฯ และแนวปฏิบัติที่ดีในการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียน นำมายกร่างรูปแบบฯ นำเสนอผู้ทรงคุณวุฒิ จำนวน 9 ท่าน โดยจัดการสนทนากลุ่ม (Focus group) รับคำแนะนำจากผู้ทรงคุณวุฒิ มาปรับปรุงแก้ไขและได้พัฒนารูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ฉบับสมบูรณ์ มีการแสดงขั้นตอนการดำเนินงานตามกระบวนการ PDCA เป็นแผนภาพให้เข้าใจได้อย่างชัดเจน จึงส่งผลให้ความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ อยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับแนวคิดของ ทิศนา แขมมณี (2560 : 1) กล่าวว่า รูปแบบเป็นรูปธรรมของความคิดที่เป็นนามธรรม ซึ่งบุคคลแสดงออกมาในลักษณะใดลักษณะหนึ่ง เช่น เป็นคำอธิบาย เป็นแผนผังไดอะแกรมหรือแผนภาพ เพื่อช่วยให้ตนเองและบุคคลอื่นสามารถเข้าใจได้ชัดเจนขึ้น และสอดคล้องกับงานวิจัยของ ณรงค์ อภัยใจ (2560) ที่ได้ศึกษาวิจัย เรื่อง รูปแบบการบริหารจัดการศึกษาเพื่อส่งเสริมอาชีพสำหรับเด็กด้อยโอกาสโรงเรียนในโครงการพระราชดำริ พบว่า ผลการประเมินรูปแบบมีความเป็นไปได้ในการนำไปปฏิบัติ อยู่ในระดับมาก และมีประโยชน์อยู่ในระดับมากที่สุด และงานวิจัยของ สายเพ็ญ บุญทองแก้ว (2563) ที่ได้ศึกษาวิจัย เรื่อง การพัฒนารูปแบบการบริหารสถานศึกษาเพื่อพัฒนาทักษะอาชีพ สำหรับนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสุราษฎร์ธานี เขต 2 พบว่า ผลการประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบ พบว่า โดยรวมอยู่ในระดับมาก อีกทั้งยังสอดคล้องกับงานวิจัยของ บุษกร วิเศษสมบัติ (2564) ที่ได้ศึกษาวิจัย เรื่อง การพัฒนารูปแบบการจัดการศึกษาเพื่อการมีงานทำที่ส่งผลต่อผลสัมฤทธิ์ทางการเรียนทักษะอาชีพและเจตคติต่ออาชีพของนักเรียนโรงเรียนสุรศักดิ์มนตรี พบว่า ผู้เชี่ยวชาญมีความคิดเห็นต่อโครงร่างรูปแบบการจัดการศึกษาเพื่อการมีงานทำ โรงเรียนสุรศักดิ์มนตรี ค่าเฉลี่ยในภาพรวมทุกด้านอยู่ในระดับมากที่สุด แสดงว่า รูปแบบการจัดการศึกษาเพื่อการมีงานทำโรงเรียนสุรศักดิ์มนตรี มีความเหมาะสมและสามารถนำไปใช้ได้

ข้อเสนอแนะ

ข้อเสนอแนะในการนำผลการวิจัยไปใช้

1. ข้อเสนอแนะสำหรับหน่วยงานต้นสังกัด หรือหน่วยงานกำหนดนโนบาย สำนักงานสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิควรกำหนดแนวทาง หรือนโยบาย ดังนี้ 1) กำหนดนโยบายส่งเสริมทักษะอาชีพของนักเรียน 2) กำหนดนโยบาย หรือกลยุทธ์ให้สถานศึกษาบริหารจัดการเพื่อส่งเสริมทักษะอาชีพของนักเรียน 3) กำหนดนโยบายพัฒนาผู้บริหาร ครู และผู้เกี่ยวข้อง ให้เข้าใจ และมีเป้าหมายในการส่งเสริมทักษะอาชีพของนักเรียนร่วมกัน

2. ข้อเสนอแนะสำหรับสถานศึกษาที่สนใจรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ไปใช้

2.1 เนื่องจากการส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิเป็นภาพรวม ดังนั้นการนำรูปแบบไปใช้ให้ได้ตรงประเด็น สถานศึกษาควรสำรวจประเมินความต้องการจำเป็นของทักษะอาชีพที่นักเรียนสนใจ ในแต่ละสถานศึกษาก่อนเป็นอันดับแรก และนำมาพัฒนาหลักสูตรและการจัดการเรียนรู้ ที่มีความสอดคล้องกับทักษะอาชีพของนักเรียนที่มีความต้องการจำเป็น

2.2. ควรมีการพัฒนาหลักสูตรท้องถิ่น โดยนำทรัพยากรในท้องถิ่นมาใช้ในการส่งเสริมอาชีพที่สอดคล้องกับความต้องการของชุมชน และตอบสนองความต้องการของนักเรียน โดยเปิดโอกาสให้ทุกภาคส่วนเข้ามามีส่วนร่วมในการดำเนินการ

2.3 โรงเรียนควรเปิดโอกาสให้แก่ครูและบุคลากรทางการศึกษา นักเรียน ชุมชน ได้มีส่วนร่วมในการวางแผนดำเนินงานร่วมกัน

2.4 ควรสร้างภาคีเครือข่ายที่มาจากหลากหลายอาชีพ เพื่อร่วมจัดทำหลักสูตรส่งเสริมทักษะอาชีพที่ตอบสนองความต้องการของตลาด

2.5 ครูและบุคลากรทางการศึกษาในโรงเรียนจะควรได้รับการพัฒนาหรือให้ความรู้เกี่ยวกับการพัฒนาทักษะอาชีพสำหรับนักเรียนตามตัวชี้วัด เพื่อให้เกิดความตระหนักและความเข้าใจร่วมกัน

2.6 ควรจัดตั้งกรรมการ หรืออนุกรรมการ เพื่อขับเคลื่อนงานส่งเสริมทักษะอาชีพของนักเรียน

2.7 ผู้บริหารควรแสดงภาวะผู้นำ ขับเคลื่อนงานส่งเสริมทักษะอาชีพของนักเรียนโดยอาจกำหนด นโยบายทิศทาง พร้อมทั้งสนับสนุน ส่งเสริม กำกับติดตามอย่างใกล้ชิด

ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

1. ควรศึกษาปัจจัยที่ส่งผลต่อความสำเร็จในการส่งเสริมทักษะอาชีพนักเรียน เพื่อหาแนวทางพัฒนาอย่างต่อเนื่อง

2. ควรศึกษาวิจัยเกี่ยวกับการพัฒนาหลักสูตรท้องถิ่น เพื่อส่งเสริมทักษะอาชีพที่สอดคล้องกับสภาพบริบทของโรงเรียนและนักเรียนสามารถนำไปใช้ในการประกอบอาชีพได้จริง

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ความสัมพันธ์ระหว่างสมรรถนะดิจิทัลของผู้บริหารสถานศึกษากับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย

The relationship between digital competencies of school administrators and professional learning communities in schools Under the Office of Nong Khai Secondary Education Service Area

ภคพล ขันทอง Phakhaphon Khan Thong [1]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาระดับสมรรถนะดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย 2) เพื่อศึกษาระดับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย 3) เพื่อศึกษาความสัมพันธ์ระหว่างสมรรถนะดิจิทัลของผู้บริหารสถานศึกษากับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย

กลุ่มตัวอย่างในการวิจัยครั้งนี้ เป็นครูผู้สอนในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย จำนวน 287 คน ได้มาโดยการสุ่มตัวอย่างแบบแบ่งชั้น เครื่องมือที่ใช้ในการวิจัยครั้งนี้ เป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ แบ่งเป็นแบบสอบถามเกี่ยวกับสมรรถนะดิจิทัลของผู้บริหารสถานศึกษา มีค่าอำนาจจำแนกอยู่ระหว่าง .482-.836 ค่าความเชื่อมั่นเท่ากับ .962 และชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา มีค่าอำนาจจำแนกอยู่ระหว่าง .247-.776 ค่าความเชื่อมั่นเท่ากับ .936 วิเคราะห์ข้อมูลโดยหาความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ สัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน

ผลการวิจัยพบว่า

1. สมรรถนะดิจิทัลของผู้บริหารสถานศึกษา ตามความคิดเห็นของครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย โดยรวมอยู่ในระดับมาก

2. ชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา ตามความคิดเห็นของครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย โดยรวมอยู่ในระดับมาก

3. สมรรถนะดิจิทัลของผู้บริหารสถานศึกษากับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย มีความสัมพันธ์กัน

Abstract

The purposes of this research were to 1) study levels of digital competencies of school administrators under Nongkhai Secondary Educational Service Area Office 2) study the levels of professional learning community in schools under Nongkhai Secondary Educational Service Area Office 3) study the relationship between digital competencies of school administrators and professional learning community in schools under Nongkhai Secondary Educational Service Area Office

The sample consisted of 287 teachers in school under Nongkhai Secondary Educational Service Area Office. The research instrument was a 5 level-rating-scale questionnaire on the digital competencies of school administrators between .482-.836, reliability at .962 and professional learning community in schools with a discriminative power between .247-.776 and reliability at .936 The statistical techniques employed in this analysis were frequency percentage, mean, standard deviation, Pearson product moment and correlation coefficient

The result were as follows:

1. Overall, the level of digital competencies of school administrators under Nongkhai Secondary Educational Service Area Office, was found at a high level.

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2. Overall, the level professional learning community in schoolsunder Nongkhai Secondary Educational Service Area Office was found at a high level.

3. The relationship between digital competencies of school administrators and professional learning community in schools under Nongkhai Secondary Educational Service Area Office were related.

บทนำ

ความเป็นมาและความสำคัญของปัญหา

ปัจจุบันโลกมีการเปลี่ยนแปลงอย่างรวดเร็วในทุกมิติทั้งทางสังคม เศรษฐกิจ การเมือง และเทคโนโลยี อันเป็นผลมาจากการพัฒนาเทคโนโลยีสารสนเทศ และการปรับเปลี่ยนโครงสร้างเศรษฐกิจการเมืองโลก เกิดเชื่อมโยงของข้อมูลข่าวสารระหว่างกันมากขึ้น มนุษย์สามารถเข้าถึงข้อมูลได้จากหลายช่องทางในเวลาอันรวดเร็ว โดยเฉพาะอย่างยิ่ง เทคโนโลยีดิจิทัลที่มีการเปลี่ยนแปลงอย่างก้าวกระโดด หลอมรวมเข้ากับวิถีการดำเนินชีวิตของคนในสังคม อีกทั้งก่อให้เกิดวิทยาการทางความรู้และนวัตกรรมใหม่ๆ แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 12 (พ.ศ.2560-2564) ยุทธศาสตร์ที่ 8 ให้ความสำคัญกับการใช้องค์ความรู้ในการวิจัยและพัฒนาวิทยาศาสตร์ เทคโนโลยี วิจัย และนวัตกรรม สนับสนุนเทคโนโลยีการศึกษา เทคโนโลยีสารสนเทศและการสื่อสาร เพื่อลดความเหลื่อมล้ำ และยกระดับคุณภาพชีวิตของประชาชน (สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ สำนักนายกรัฐมนตรี, 2559: 163) กระทรวงดิจิทัลเพื่อเศรษฐกิจและสังคมที่มีนโยบายและแผนระดับชาติว่าด้วย การพัฒนาดิจิทัลเพื่อเศรษฐกิจและสังคม โดยมุ่งหวังให้ประเทศไทยให้ทันต่อบริบทการพัฒนาทางเศรษฐกิจและสังคมที่กำลังเปลี่ยนแปลงอย่างรวดเร็ว ไปสู่ยุคดิจิทัล โดยการวางรากฐานดิจิทัลของประเทศผ่านการลงทุนในโครงสร้างพื้นฐานด้านดิจิทัล การสร้างระบบเศรษฐกิจและสังคมดิจิทัลที่ทุกหน่วยงานมีส่วนร่วมตามแนวทางประชารัฐ ให้ความสำคัญกับการเสริมสร้างศักยภาพของผู้บริหารระดับสูงในหน่วยงาน ของรัฐให้เป็นผู้มีความรู้ความเข้าใจในศักยภาพของเทคโนโลยีดิจิทัล และสามารถนำเทคโนโลยีดิจิทัล มาประยุกต์ใช้ในงานตามภารกิจของหน่วยงานให้บรรลุเป้าหมายการพัฒนาศได้อย่างมีประสิทธิภาพ ควบคู่ไปกับการยกระดับความรู้และสมรรถนะของบุคลากรของรัฐ ให้มีความรู้ความสามารถในการสร้างสรรค์นวัตกรรม (สำนักงานคณะกรรมการดิจิทัลเพื่อเศรษฐกิจและสังคมแห่งชาติ กระทรวงดิจิทัลเพื่อเศรษฐกิจและสังคม, 2559: 46) อีกทั้งมีการร่วมมือกับสำนักงานคณะกรรมการข้าราชการพลเรือน ในการวางแผนและพัฒนากำลังคนดิจิทัลของรัฐให้สอดคล้องกับความต้องการตามบริบทการพัฒนาของประเทศ โดยกำหนดสมรรถนะด้านดิจิทัลของข้าราชการและบุคลากรภาครัฐ 7 ด้าน ได้แก่ ด้านความเข้าใจและใช้เทคโนโลยีดิจิทัล ด้านการควบคุมกำกับและการปฏิบัติตามกฎหมาย นโยบายและมาตรฐานการจัดการด้านดิจิทัล ด้านเทคโนโลยีดิจิทัลเพื่อยกระดับศักยภาพองค์กร ด้านการออกแบบกระบวนการ และการให้บริการด้วยระบบดิจิทัลเพื่อการพัฒนาคุณภาพงานภาครัฐ ด้านการจัดการโครงการและการบริหารกลยุทธ์ ด้านผู้นำดิจิทัล และด้านการขับเคลื่อนการเปลี่ยนแปลงด้านดิจิทัล (สำนักงานคณะกรรมการข้าราชการพลเรือน, 2560: 4) สอดคล้องกับนโยบายและจุดเน้นของกระทรวงศึกษาธิการ ปีงบประมาณ 2565 ที่มุ่งปฏิรูประบบการบริหารจัดการและการพัฒนากำลังคนโดยนำเทคโนโลยีดิจิทัลมาช่วยในการบริหารงานและการจัดการศึกษา

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคายได้นำนโยบายของภาครัฐที่ส่งเสริมสนับสนุนการใช้เทคโนโลยีดิจิทัลและการสร้างชุมชนการเรียนรู้ทางวิชาชีพมากำหนดแผนพัฒนาการศึกษา พ.ศ. 2564-2568 กลยุทธ์ที่ 4 สร้างภาคีเครือข่ายขยายชุมชนแห่งการเรียนรู้สนับสนุนผู้บริหาร ครูและบุคลากร ให้มีวิทยฐานะที่สูงขึ้นส่งเสริม เครือข่ายการเรียนรู้ แลกเปลี่ยนประสบการณ์จากผู้ร่วมประกอบอาชีพ ให้เกิดชุมชนแห่งการเรียนรู้ อีกทั้งส่งเสริมให้ผู้บริหาร ครู บุคลากร และนักเรียน สร้างสรรค์และพัฒนานวัตกรรมการเรียนรู้ในรูปแบบ แพลตฟอร์มการเรียนรู้ดิจิทัล (Digital Learning Platform) ส่งเสริมให้นักเรียนแสวงหาความรู้ด้วยตนเองจากสื่อดิจิทัลและสื่อสังคมออนไลน์ (Social Media) ปลูกฝังให้นักเรียนมีพฤติกรรมการเรียนรู้ด้วยตนเองตลอดเวลา (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย, 2564: 46) สอดคล้องกับ Balyer, Karatas, and Alci (2015) ที่มีความเชื่อว่าพลังของครูมีความสำคัญในการที่จะพัฒนาการเรียนรู้ของผู้เรียน การศึกษาจะเกิดการปฏิรูปขึ้นอยู่กับแรงจูงใจ สมรรถนะการพัฒนา การเรียนรู้วัฒนธรรมองค์กร ในเชิง ซึ่งผู้บริหารสถานศึกษาควรจะให้ความสำคัญในการสร้างความร่วมมือในการสร้างชุมชนแห่งการเรียนรู้

ผู้บริหารสถานศึกษาเป็นผู้ที่มีบทบาทสำคัญในการพัฒนาการศึกษาให้มีประสิทธิภาพและเกิดประสิทธิผลของสถานศึกษา ผู้บริหารสถานศึกษาในยุคดิจิทัลจึงจะเป็นต้องมีความรู้ความสามารถ สมรรถนะและประสบการณ์ทางการบริหารการศึกษาเพื่อพัฒนาสถานศึกษาให้ทันสมัยเหมาะสมกับการเปลี่ยนแปลงของโลก นอกจากนั้นการขับเคลื่อนให้เกิดการพัฒนาต้องอาศัยความร่วมมือจากครู สมรรถนะของผู้บริหารจึงมีความสำคัญในการพัฒนาตัวผู้บริหารให้สามารถนำพาสถานศึกษาไปสู่เป้าหมายที่วางไว้ โดยสำนักงานคณะกรรมการข้าราชการครู และบุคลากรทางการศึกษา ได้กล่าวถึงองค์ประกอบของสมรรถนะไว้ 5 องค์กระกอบได้แก่ ความรู้ (Knowledge) สมรรถนะ(Skill) ความคิดเห็นเกี่ยวกับตนเอง(Self-concept) บุคลิกลักษณะประจำตัวของบุคคล(Traits) และแรงจูงใจหรือเจตคติ (Motive and attitude) (สำนักงานคณะกรรมการข้าราชการครูและบุคลากรทางการศึกษา, 2558:31) เนื่องจากปัญหา

สมรรถนะดิจิทัล ส่วนใหญ่มีปัญหาในเรื่องบุคคลากรผู้ใช้งานดิจิทัล ขาดสมรรถนะความสามารถในการใช้งานเทคโนโลยีดิจิทัล จากการศึกษา ของ อมรรัตน์ จินดา (2558) ศึกษาเรื่อง สภาพปัญหาและแนวทางการส่งเสริมการใช้เทคโนโลยี สารสนเทศและการสื่อสารเพื่อการศึกษาสำหรับสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษา ประถมศึกษานครปฐม เขต 2 พบว่า การขาดบุคลากรที่มีความรู้ความสามารถ และสมรรถนะ ด้านการจัดการ การ ใช้เครื่องมือและเทคโนโลยีสารสนเทศและการสื่อสารเพื่อการศึกษาเป็นองค์ประกอบสำคัญ ในความไม่ประสบ ความสำเร็จของการใช้เทคโนโลยีดิจิทัลผู้วิจัยจึงเห็นว่าที่เป็นเช่นนี้ก็เพราะสาเหตุเกิดจากผู้ใช้งานขาดความ ชำนาญเนื่องจากไม่ได้ใช้งานจริง อันเนื่องมาจากไม่มีอุปกรณ์ให้ใช้งานอย่างเหมาะสม ประกอบกับผู้ใช้ เทคโนโลยีดิจิทัลไม่ได้เรียนจบทางด้านนี้โดยตรง ทำให้ผู้บริหารสถานศึกษาจำเป็นต้องเข้าถึงเข้าใจสมรรถนะดิจิทัลที่มีส่วนช่วยในการพัฒนาคุณภาพการศึกษาในสถานศึกษา

ปัจจุบันพบว่าสถานศึกษาหลายแห่งได้นำกระบวนการ PLC (Professional Learning Community) หรือ "ชุมชนการเรียนรู้ทางวิชาชีพ" มาใช้ในการพัฒนาคุณภาพการศึกษาแต่กลับพบว่ายังมีปัญหาและข้อจำกัดพอสมควรที่ทำให้ไม่ประสบความสำเร็จตามสภาพที่พึงประสงค์ของการพัฒนาผู้บริหารโรงเรียนตามแนวคิดโรงเรียนเป็นชุมชนแห่ง การเรียนรู้ นอกเหนือจากสมรรถนะที่กล่าวมาข้างต้นผู้บริหารจำเป็นจะต้องศึกษาเรียนรู้เกี่ยวกับนโยบายการพัฒนาบุคคลากรในองค์กร โดยกระทรวงศึกษาธิการมีนโยบายส่งเสริมให้มีการอบรม PLC (Professional Learning Community) หรือ "ชุมชนการเรียนรู้ทางวิชาชีพ" คือรวมตัว ร่วมใจ ร่วมพลัง ร่วมทำ และร่วมเรียนรู้ร่วมกันของครู ผู้บริหาร และ นักการศึกษาบนพื้นฐานวัฒนธรรมความสัมพันธ์แบบกัลยาณมิตร สู่คุณภาพการจัดการเรียนรู้ที่เน้น ความสำเร็จหรือประสิทธิผลของผู้เรียนเป็นสำคัญ และความสุขของการทำงานร่วมกันของสมาชิกในชุมชน (สำนักพัฒนาครูและบุคลากรการศึกษาขั้นพื้นฐาน สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน กระทรวงศึกษาธิการ, 2560: 7) เพื่อการพัฒนาคุณภาพและแก้ไขปัญหาที่เกิดของผู้บริหารและผู้ร่วมปฏิบัติงาน ดังปรากฏในงานวิจัยของ ศนิชา ภาวโน (2562: 136) พบว่าผู้บริหารประสงค์จะได้รับการพัฒนาการคิดและการปฏิบัติในการบริหารโรงเรียน ตามวิสัยทัศน์ของตนเองและเป้าหมายองค์กรมากที่สุด การพัฒนาการคิดและการปฏิบัติในการบริหาร โรงเรียนตามความคาดหวังของสังคมและผู้นำรองลงมา ซึ่งแสดงให้เห็นว่ากรอบความคิดของผู้บริหาร โรงเรียนส่วนใหญ่ยังมองว่าโรงเรียนเป็นองค์กรที่ต้องพัฒนาด้วยตัวเอง ตามวิสัยทัศน์และเป้าหมายที่ ตั้งขึ้นภายในโรงเรียน และนโยบายที่ต้นสังกัดสั่งการ ทำให้เกิดสภาพปัญหาที่ผู้บริหารโรงเรียนไม่ สามารถนำนโยบายลงสู่การปฏิบัติให้กับผู้เรียนและครูได้หมด เกิดเป็นภาระให้กับครูกระทบต่อผู้เรียน ผู้บริหารจำเป็นจะต้องศึกษาเกี่ยวกับ การเป็นชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาเพื่อก่อให้เกิดความเข้าใจและบรรลุเป้าหมายตามวิสัยทัศน์ของโรงเรียน

จากความเป็นมาและความสำคัญดังกล่าวข้างต้น ผู้วิจัยในฐานะที่เป็นบุคลากรทางการศึกษาจึงมีความสนใจที่จะศึกษาเกี่ยวกับ สมรรถนะดิจิทัลของผู้บริหารสถานศึกษาที่ส่งผลต่อชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย เพื่อนำข้อมูลในการวิจัยครั้งนี้ไปใช้เป็นแนวทางในการพัฒนาสมรรถนะด้านดิจิทัลของผู้บริหารสถานศึกษาต่อไปในอนาคต

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับสมรรถนะดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย
2. เพื่อศึกษาระดับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย
3. เพื่อศึกษาความสัมพันธ์ระหว่างสมรรถนะดิจิทัลของผู้บริหารสถานศึกษากับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย

สมมติฐานของการวิจัย

สมรรถนะดิจิทัลของผู้บริหารสถานศึกษามีความสัมพันธ์กับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย

ประชากร

ประชากรที่ใช้ในการวิจัยครั้งนี้ คือ ครูผู้สอน ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย ปีการศึกษา 2564 จำนวน 1,136 คน

กลุ่มตัวอย่าง

กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ครูผู้สอน ภายในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย จำนวน 287 คน โดยข้อมูลข้าราชการครูและบุคลากรทางการศึกษาในสถานศึกษา จากรายงานผลการดำเนินงานประจำปีงบประมาณ พ.ศ. 2564 โดยมีวิธีการ ดังนี้

กำหนดขนาดกลุ่มตัวอย่างจากการใช้ตารางสำเร็จรูปของ เครซซี่ และ มอร์แกน (Krejcie & Morgan) โดยได้กลุ่มตัวอย่างครู จำนวน 287 คน แล้วกำหนดสัดส่วนของกลุ่มตัวอย่างตามขนาดของโรงเรียน และ สุ่มตัวอย่าง โดยใช้การสุ่มแบบแบ่งชั้น (Stratified Random Sampling) โดยจำแนกตามขนาดของโรงเรียน ได้แก่ ขนาดเล็ก ขนาดกลาง ขนาดใหญ่ และขนาดใหญ่พิเศษ เพื่อให้ได้กลุ่มตัวอย่างที่มีความกระจายและครอบคลุมตามขนาดของโรงเรียน

ขอบเขตของการวิจัย

การวิจัยครั้งนี้เป็นการศึกษา ความสัมพันธ์ระหว่างสมรรถนะดิจิทัลของผู้บริหารสถานศึกษากับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย ผู้วิจัยได้ทำการการสังเคราะห์แนวคิดในการวิจัยเกี่ยวกับสมรรถนะดิจิทัลของผู้บริหารสถานศึกษา เป็น 5สมรรถนะ ได้แก่ สมรรถนะในการสืบค้น สมรรถนะการสร้างนวัตกรรมสมรรถนะการแก้ปัญหา สมรรถนะการสื่อสาร และ สมรรถนะการใช้ดิจิทัล ผู้วิจัยได้ทำการการสังเคราะห์แนวคิดในการวิจัยเกี่ยวกับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา 5 ด้าน ได้แก่ ด้านการมีค่านิยมและวิสัยทัศน์ร่วม ด้านการเรียนรู้ร่วมกัน ด้านการสนับสนุนทางโครงสร้าง ด้านการสนับสนุนทางชุมชน และ ด้านการสนับสนุนส่งเสริมภาวะผู้นำ

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัยครั้งนี้ เป็นแบบสอบถาม (Questionnaires) ที่ผู้วิจัยพัฒนาจากการศึกษาเอกสาร หลักการ แนวคิด ทฤษฎี ตลอดถึงงานวิจัยที่เกี่ยวข้อง แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 แบบตรวจสอบรายการ (Check List) สอบถามข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ประกอบด้วย เพศ ระดับการศึกษา ประสบการณ์การปฏิบัติงาน และขนาดของสถานศึกษา

ตอนที่ 2 แบบสอบถามสมรรถนะดิจิทัลของผู้บริหารสถานศึกษาที่ส่งผลต่อชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา จำนวน 5 สมรรถนะ ได้แก่ สมรรถนะในการสืบค้น สมรรถนะการสร้างนวัตกรรมสมรรถนะการแก้ปัญหา สมรรถนะการสื่อสาร และ สมรรถนะการใช้ดิจิทัล แบบสอบถามเกี่ยวกับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา 5 ด้าน ได้แก่ ด้านการมีค่านิยมและวิสัยทัศน์ร่วม ด้านการเรียนรู้ร่วมกัน ด้านการสนับสนุนทางโครงสร้าง ด้านการสนับสนุนทางชุมชน และ ด้านการสนับสนุนส่งเสริมภาวะผู้นำ โดยใช้แบบมาตราส่วนประมาณค่า 5 ระดับ (Rating Scale) ของ บุญชม ศรีสะอาด

การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลด้วยตนเอง โดยมีขั้นตอนการเก็บข้อมูล ดังนี้

1. ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยราชภัฏอุดรธานีถึงผู้อำนวยการสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย เพื่อขออนุญาตเก็บข้อมูลและส่งแบบสอบถามไปยังกลุ่มตัวอย่างทางไปรษณีย์
2. ผู้วิจัยนำแบบสอบถามพร้อมสำเนาหนังสือขอความร่วมมือในการทำวิจัยไปยังสถานศึกษา เพื่อขอความอนุเคราะห์จากกลุ่มตัวอย่างในการตอบแบบสอบถาม
3. การเก็บรวบรวมแบบสอบถาม ผู้วิจัยเก็บรวบรวมทางไปรษณีย์ภายหลังจาก 3 สัปดาห์ หากยังไม่ได้รับคืนจะติดตามโดยการโทรศัพท์ไปสอบถาม เพื่อขอรับแบบสอบถามคืนตามจำนวนที่ได้กำหนดไว้

การวิเคราะห์ข้อมูล

ผู้วิจัยได้นำแบบสอบถามที่ได้รับคืนมาตรวจสอบความสมบูรณ์ แล้วนำมาวิเคราะห์หาค่าสถิติ โดยใช้โปรแกรมสถิติสำเร็จรูปทางสังคมศาสตร์ (Statistical Package for the Social Sciences: SPSS) ในการวิเคราะห์ค่าสถิติที่ใช้ในการวิจัย ได้แก่

1. วิเคราะห์ข้อมูลที่ได้จากการตอบแบบสอบถาม ตอนที่ 1 เกี่ยวกับสถานภาพของผู้ตอบ แบบสอบถาม
2. วิเคราะห์ข้อมูลที่ได้จากการตอบแบบสอบถาม ตอนที่ 2 ซึ่งเป็นข้อมูลเกี่ยวกับสมรรถนะดิจิทัลของผู้บริหารสถานศึกษา นำมาวิเคราะห์ระดับสมรรถนะดิจิทัลโดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) แล้วนำมาเปรียบเทียบกับเกณฑ์ ของ บุญชม ศรีสะอาด เพื่อแปรผล
3. วิเคราะห์ข้อมูลที่ได้จากการตอบแบบสอบถาม ตอนที่ 3 ซึ่งเป็นข้อมูลเกี่ยวกับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา นำมาวิเคราะห์ระดับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) แล้วนำมาเปรียบเทียบกับเกณฑ์ ของ บุญชม ศรีสะอาด เพื่อแปรผล
4. นำค่าเฉลี่ยจากข้อ 2 และ 3 มาวิเคราะห์หาความสัมพันธ์ระหว่างสมรรถนะดิจิทัลของผู้บริหารสถานศึกษากับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย โดยใช้การหาค่าสัมประสิทธิ์สหสัมพันธ์

ของเพียร์สัน (Pearson's Product Moment Correlation Coefficient) โดยใช้เกณฑ์การวิเคราะห์ค่าสัมประสิทธิ์สหสัมพันธ์ (r) แล้วแปลความหมายตามเกณฑ์ ของ บุญชม ศรีสะอาด

สรุปผลการวิจัย

ผลการวิจัย สรุปสาระสำคัญตามวัตถุประสงค์ ดังนี้

1. สมรรถนะดิจิทัลของผู้บริหารสถานศึกษาตามความคิดเห็นของครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายด้านจะพบว่า สมรรถนะการใช้ดิจิทัลมากที่สุด รองลงมาสมรรถนะการสื่อสาร สมรรถนะการแก้ปัญหา สมรรถนะในการสืบค้น และทักษะการสร้างนวัตกรรม อยู่ในระดับมากตามลำดับ

2. ชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาตามความคิดเห็นของครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายด้าน พบว่า ด้านการเรียนรู้ร่วมกันมากที่สุด และด้านการสนับสนุนส่งเสริมภาวะผู้นำมากที่สุด รองลงมา ด้านการสนับสนุนทางโครงสร้าง ด้านการมีค่านิยมและวิสัยทัศน์ร่วม และ ด้านการสนับสนุนทางชุมชน อยู่ในระดับมาก ตามลำดับ

3. สมรรถนะดิจิทัลของผู้บริหารสถานศึกษามีความสัมพันธ์กับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ทั้งหมด 5 สมรรถนะ คือ สมรรถนะในการสืบค้น สมรรถนะการสร้างนวัตกรรม สมรรถนะการแก้ปัญหา สมรรถนะการสื่อสาร และ สมรรถนะด้านการใช้ดิจิทัล

การอภิปรายผล

จากการศึกษาความสัมพันธ์ระหว่างสมรรถนะดิจิทัลของผู้บริหารสถานศึกษากับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย มีข้อค้นพบที่ควรนำมาอภิปรายตามวัตถุประสงค์และสมมติฐานการวิจัยดังนี้

1. สมรรถนะดิจิทัลของผู้บริหารสถานศึกษาตามความคิดเห็นของครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมหนองคาย โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายด้านจะพบว่า สมรรถนะการใช้ดิจิทัลมากที่สุด รองลงมาสมรรถนะการสื่อสาร สมรรถนะการแก้ปัญหา สมรรถนะในการสืบค้น และทักษะการสร้างนวัตกรรม สอดคล้องกับ งานวิจัยของ ภสุ เขียวสอาด (2562) NASSP และ กรรณิกา เรดมอนด์ (2017) กล่าวว่าสมรรถนะผู้นำในยุคดิจิทัล มีสำคัญและส่งผลดีต่อการบริหาร โรงเรียนให้เกิดผลสำเร็จตามเป้าหมาย สอดคล้องกับ อเลซซานโดร (Alessandro B, 2018) ได้ศึกษาและได้กำหนดกรอบสมรรถนะดิจิทัลของบุคคลากรทางการศึกษาประกอบไปด้วย องค์ประกอบไปด้วย สมรรถนะการใช้ข้อมูลและการรู้ข้อมูล สมรรถนะการสื่อสารและการร่วมมือ สมรรถนะการสร้างสื่อทางดิจิทัล สมรรถนะความปลอดภัย และสมรรถนะการแก้ปัญหา

1.1 สมรรถนะในการสืบค้น โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อพบว่าอยู่ในระดับมากทุกข้อ โดยพบว่าผู้บริหารสถานศึกษามีความสามารถในการใช้สื่อดิจิทัลที่หลากหลายในการสืบค้นข้อมูล มากที่สุด รองลงมา ผู้บริหารสถานศึกษามีความสามารถในการวิเคราะห์ข่าวสารหนังสือพิมพ์ หรือ นิตยสารข่าวออนไลน์ อย่างเป็นระบบ ผู้บริหารสถานศึกษาสามารถนำข้อมูลที่ได้จากการอภิปรายร่วมกันมาเป็นแนวทางในการพัฒนาสถานศึกษา ผู้บริหารสถานศึกษามีจริยธรรมในการสืบค้นข้อมูล ผู้บริหารสถานศึกษามีความคล่องแคล่ว ว่องไวและแม่นยำ ในการสืบค้น ผู้บริหารผู้บริหารสถานศึกษาสามารถใช้เทคโนโลยีดิจิทัลในการวิเคราะห์และประเมินข้อมูลอย่างมีคุณภาพ ตามลำดับ ทั้งนี้อาจเป็นเพราะ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย ได้กำหนดแนวทางการยกระดับคุณภาพการศึกษาและการเรียนรู้ตลอดชีวิต โดยการส่งเสริมให้ผู้บริหารสถานศึกษาและครูในสังกัด ใช้สื่ออิเล็กทรอนิกส์อุปกรณ์เคลื่อนที่ และเครื่องมือเกี่ยวข้องกับเทคโนโลยีดิจิทัล ในการสืบค้น รวบรวม ประมวลผล ใช้งาน และจัดเก็บข้อมูลอย่างเป็นระบบ ซึ่งสอดคล้องกับแนวคิดของ อันธิกา ปริญญานิลกุล และคณะ (อ้างถึงใน ณิศรานันท์ ขันทอง,2564: 35)

1.2 สมรรถนะการสร้างนวัตกรรม โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อพบว่าอยู่ในระดับมากทุกข้อ โดยพบว่าผู้บริหารสถานศึกษามีความสามารถในการนำเทคโนโลยีดิจิทัลมาสร้างนวัตกรรม มากที่สุด รองลงมา ผู้บริหารสถานศึกษาสามารถต่อยอดแนวคิดทางเทคโนโลยีและนำมาปรับใช้กับการสร้างนวัตกรรมใหม่ ผู้บริหารสถานศึกษามีการแลกเปลี่ยนเรียนรู้ประสบการณ์กับบุคคลากรเพื่อการสร้างนวัตกรรมใหม่ ผู้บริหารสถานศึกษามีการส่งเสริมให้บุคคลากรในสถานศึกษาเข้ารับการอบรมเกี่ยวกับการสร้างนวัตกรรมเพื่อพัฒนาตนเอง ผู้บริหารสถานศึกษามีความรู้ความเข้าใจในนวัตกรรม และเทคโนโลยีดิจิทัล และ ผู้บริหารสถานศึกษาสามารถบูรณาการนวัตกรรมและเทคโนโลยีดิจิทัลได้อย่างสร้างสรรค์ ตามลำดับ สอดคล้องกับ ธนชาติ นุ่มนนท์ (2560) ที่ได้กล่าวว่าทุกคนควรมี สมรรถนะด้านการสร้างนวัตกรรม เพื่อที่จะสามารถสร้างสิ่งใหม่ๆ ได้ในรูปแบบต่างๆได้

1.3 สมรรถนะการแก้ปัญหา โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อพบว่าอยู่ในระดับมากทุกข้อ โดยพบว่าผู้บริหารสถานศึกษามีการส่งเสริมให้ครูเข้ารับการอบรมเกี่ยวกับการแก้ไขปัญหาตนเองและสถานศึกษา มากที่สุด รองลงมา ผู้บริหาร

สถานศึกษาสามารถนำเทคนิควิธีการต่าง ๆ มาบูรณาการอย่างสร้างสรรค์ ผู้บริหารสถานศึกษาสามารถแก้ไขปัญหาทางเทคโนโลยีที่เกิดขึ้นในสถานศึกษาได้ ผู้บริหารสถานศึกษาสามารถให้เหตุผลและอธิบายวิธีการแก้ไขปัญหาในสถานศึกษาได้อย่างมีประสิทธิภาพ ผู้บริหารสถานศึกษาสามารถนำเทคโนโลยีดิจิทัลมาวิเคราะห์ สังเคราะห์ แก้ไขปัญหาต่าง ๆ ที่เกิดขึ้นในสถานศึกษา และ ผู้บริหารสถานศึกษามีการแลกเปลี่ยนเรียนรู้กับครูเพื่อการแก้ไขปัญหาอยู่เสมอ ตามลำดับ ดังคำกล่าวของ Huber (2010) ที่ได้กล่าวว่า สมรรถนะ เป็นความสามารถในการแก้ปัญหาที่ประสบพบเจอในขณะปฏิบัติงานได้อย่างสำเร็จลุล่วง โดยที่บุคคลนั้น สามารถแกปัญหาสำเร็จในด้านใดด้านหนึ่งแสดงว่าคนผู้นั้นมีสมรรถนะในด้านนั้น สอดคล้องกับ วิชัย วงษ์ใหญ่ (2564) ที่กล่าวว่า การแก้ปัญหาด้วยเครื่องมือดิจิทัลจะสามารถระบุความ ต้องการและทรัพยากรได้ การตัดสินใจใช้เครื่องมือดิจิทัลที่เหมาะสม ได้อย่างชาญฉลาดตามวัตถุประสงค์และความต้องการได้ จะเป็นการแก้ปัญหาเชิงเทคนิค และปัทมา ประทุมสุวรรณ (2561) ได้ศึกษาเรื่อง สมรรถนะการบริหารในศตวรรษที่ 21 พบว่า สมรรถนะการบริหารในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา โดยรวมและรายด้านอยู่ในระดับ มาก ได้แก่ สมรรถนะการทำงานเป็นทีม สมรรถนะการแก้ปัญหา สมรรถนะการตัดสินใจ สมรรถนะการใช้เทคโนโลยี สมรรถนะการสื่อสาร และสมรรถนะการกระตุ้นจูงใจ ประสิทธิผลโรงเรียนในสังกัด ด้านความสามารถในการแก้ปัญหาภายในโรงเรียน อยู่ในระดับมากที่สุด สมรรถนะด้านการแก้ไขปัญหาจึงเป็นสิ่งที่สำคัญที่ผู้บริหารสถานศึกษาทุกคนต้องมี

1.4 สมรรถนะการสื่อสาร โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อพบว่าอยู่ในระดับมากทุกข้อ โดยพบว่า ผู้บริหารสถานศึกษาสามารถใช้เทคโนโลยีดิจิทัลในการสื่อสารกับบุคคลากรในสถานศึกษาผู้บริหารสถานศึกษามีการนำเทคโนโลยีดิจิทัลมาใช้เป็นช่องทางในการให้บริการข้อมูลสารสนเทศ ผู้บริหารสถานศึกษาสามารถสื่อสารผ่านทางสื่อต่างๆได้อย่างหลากหลายและมีประสิทธิภาพ ผู้บริหารสถานศึกษามีการสนับสนุนให้บุคคลากรใช้เทคโนโลยีดิจิทัลในการสื่อสารภายในสถานศึกษา ผู้บริหารสถานศึกษามีการนำเทคโนโลยีดิจิทัลมาใช้เป็นช่องทางในการสั่งการ และการติดตามการปฏิบัติงาน ดังที่ ธนชาติ นุ่มนนท์ (2560) ได้กล่าวถึงสมรรถนะการสื่อสารและการร่วมมือ ว่าเป็นโลกที่ทำให้ทุกคนเชื่อมต่อกัน สื่อสารกันได้ง่ายขึ้น รูปแบบการทำงานได้เปลี่ยนไป สามารถทำงานร่วมกันได้ในสถานที่ต่างๆ สอดคล้องกับ อิปซอส (Ipsos, 2015) ที่ได้ศึกษา สมรรถนะดิจิทัลพื้นฐาน และความสามารถทางด้านดิจิทัลโดยรวมของประชากรในสหราชอาณาจักร พบว่า ส่วนใหญ่มีสมรรถนะพื้นฐานในการจัดการข้อมูล มีการสื่อสารระหว่างกันแบ่งปันข้อมูล โดยใช้อุปกรณ์อิเล็กทรอนิกส์ โปรแกรมเว็บไซต์ในการค้นหาข้อมูล การทำธุรกรรมต่าง ๆ และนำสื่อดิจิทัลมาเป็นตัวช่วยในการแก้ไขปัญหาและเพิ่มประสิทธิภาพการทำงาน

1.5 สมรรถนะด้านการใช้ดิจิทัล โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อพบว่าอยู่ในระดับมากทุกข้อ โดยพบว่า ผู้บริหารสถานศึกษามีการสนับสนุนนโยบายในการนำเทคโนโลยีมาใช้พัฒนาคุณภาพการจัดการเรียนการสอน มากที่สุด รองลงมา ผู้บริหารสถานศึกษาสามารถนำเทคโนโลยีดิจิทัลมาประยุกต์ใช้กับงานทุกด้านได้อย่างมีประสิทธิภาพ ผู้บริหารสถานศึกษาสามารถนำเทคโนโลยีดิจิทัลที่มีอยู่ในปัจจุบันมาใช้อย่างสร้างสรรค์ ผู้บริหารสถานศึกษาสามารถนำเทคโนโลยีดิจิทัลมาใช้ในการบริหารจัดการทรัพยากรอย่างเป็นระบบ ผู้บริหารสถานศึกษาสามารถนำเทคโนโลยีดิจิทัลมาอำนวย ความสะดวกในการปฏิบัติงาน ผู้บริหารสถานศึกษาสามารนำเทคโนโลยีดิจิทัลมาใช้เผยแพร่ข้อมูลอย่างเป็นประโยชน์ และ ผู้บริหารสถานศึกษาสามารนำเทคโนโลยีดิจิทัลมาใช้สื่อสารได้อย่างมีประสิทธิภาพ ตามลำดับ สอดคล้องกับ สำนักงานพัฒนารัฐบาลดิจิทัล (2562) ได้กล่าวถึง สมรรถนะดิจิทัล ในการโดยการยกระดับคุณภาพบุคลากรภาครัฐให้มีความเชี่ยวชาญด้านดิจิทัลในการใช้เทคโนโลยีดิจิทัล ด้วยสมรรถนะในระดับมาตรฐานสากล เพื่อเป็นกำลังสำคัญในการขับเคลื่อน นวัตกรรม และพัฒนาเศรษฐกิจอย่างสร้างสรรค์ และ มณฑาทิพย์ นามนุ (2561) ได้ศึกษาวิจัยเรื่อง สมรรถนะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาปทุมธานี เขต 2 พบว่า สมรรถนะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 อยู่ในระดับมาก ความสามารถในการใช้เทคโนโลยีดิจิทัลของครูหรือบุคลากรทางการศึกษา จึงเป็นสิ่งที่สำคัญและจำเป็นต่อการปฏิบัติงานในยุคปัจจุบัน

2. ระดับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายด้านจะพบว่า ด้านการเรียนรู้ร่วมกัน และด้านการสนับสนุนส่งเสริมภาวะผู้นำมากที่สุด รองลงมา ด้านการสนับสนุนทาง ด้านการมีค่านิยมและวิสัยทัศน์ร่วม และ ด้านการสนับสนุนทางชุมชน ทั้งนี้อาจเป็นเพราะ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย ได้กำหนดกลยุทธ์ในการสร้างภาคีเครือข่ายขยายชุมชนแห่งการเรียนรู้ สอดคล้องกับสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน กระทรวงศึกษาธิการ (2560: 26-30) ได้กล่าวถึงองค์ประกอบของชุมชนแห่งการเรียนรู้วิชาชีพในสถานศึกษา ได้แก่ วิสัยทัศน์ร่วม ทีมร่วมแรงร่วมใจ ภาวะผู้นำร่วม การเรียนรู้และการพัฒนาวิชาชีพ ชุมชนกัลยาณมิตร และโครงสร้างสนับสนุนชุมชน และสอดคล้องกับงานวิจัยของ ฮอร์ด (Hord, 1997) กล่าวว่าชุมชนแห่งการเรียนรู้ทางวิชาชีพในสถานศึกษามีองค์ประกอบ 5 องค์ประกอบที่สำคัญ ประกอบไปด้วย การมีวิสัยทัศน์ร่วม ความเป็นผู้นำในการสนับสนุนและแบ่งปัน การเรียนรู้ร่วมกันและการประยุกต์ใช้เงื่อนไขสนับสนุน การแบ่งปันบทเรียนส่วนบุคคล และสอดคล้องกับงานวิจัยของ จุลลี่ ศรีษะโคตร (2557) ได้กล่าวถึงองค์ประกอบของชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา ที่สำคัญวิเคราะห์และรวบรวมจากเอกสารทั้งในและต่างประเทศ ได้แก่ วิสัยทัศน์ร่วม ทีมและเครือข่ายการเรียนรู้ การจัดการเรียนรู้ การส่งเสริมแหล่งเรียนรู้และเทศโนโลยีสารสนเทศ

2.1 ด้านการมีค่านิยมและวิสัยทัศน์ร่วม โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อพบว่าอยู่ในระดับมากทุกข้อ โดยพบว่า สถานศึกษามีการกำหนดวิสัยทัศน์อย่างชัดเจนเกี่ยวกับบริหารชุมชนแห่งการเรียนรู้ทางวิชาชีพในสถานศึกษา มากที่สุด รองลงมา ผู้บริหารสถานศึกษา และบุคคลากรในสถานศึกษาร่วมกันกำหนดแนวคิด แนวปฏิบัติ และบรรทัดฐานอย่างชัดเจน ในการสร้างหรือบริหารชุมชนแห่งการเรียนรู้ทางวิชาชีพในสถานศึกษา ผู้บริหารสถานศึกษามีการเหนี่ยวนำสมาชิกให้เกิดวิสัยทัศน์ร่วมในการบริหารชุมชนแห่งการเรียนรู้ทางวิชาชีพในสถานศึกษา ผู้บริหารสถานศึกษา และบุคคลากรในสถานศึกษาร่วมกันวางเป้าหมายจนรวมไปถึงพันธกิจ ในการสร้างหรือบริหารชุมชนแห่งการเรียนรู้ทางวิชาชีพในสถานศึกษา และ ผู้บริหารสถานศึกษา และบุคคลากรในสถานศึกษามีการร่วมกันสร้างภาพอนาคตกว้างๆ ในการสร้างและบริหารชุมชนแห่งการเรียนรู้ทางวิชาชีพในสถานศึกษา ตามลำดับ ดังที่เซนจ์ (Senge, 1990: 11) ได้กล่าวถึง วิสัยทัศน์ร่วม ว่าเป็นสิ่งที่เกี่ยวข้องกับมุมมองและภาพจินตนาการของผู้บริหารสถานศึกษาที่มีผลต่อบุคคลากรและอนาคตของสถานศึกษา เป็นทิศทางไม่เพียงแต่เป็นประโยคคำพูดที่ยังไม่เกิดผล แต่นำไปสู่การสร้าง การเห็นภาพและทิศทางร่วมของสถานศึกษา สอดคล้องกับสุธิภรณ์ ขนอม (2559) ทำการศึกษาวิจัยเรื่อง รูปแบบการบริหารชุมชนการเรียนรู้ทางวิชาชีพเพื่อพัฒนาความสามารถในการสอนภาษาไทยของครูในสถานศึกษาระดับประถมศึกษา พบว่า แนวคิดและหลักการชุมชนการเรียนรู้ทางวิชาชีพ ได้แก่ ค่านิยมและวิสัยทัศน์ร่วม ความร่วมมือของทีมที่มุ่งเน้นการเรียนรู้ การเรียนรู้ร่วมกันและการประยุกต์ใช้ การแบ่งปันวิธีปฏิบัติ ความมุ่งมั่นในการปรับปรุงอย่างต่อเนื่อง และเงื่อนไขการสนับสนุนและการสร้างความสัมพันธ์

2.2 ด้านการเรียนรู้ร่วมกัน โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อพบว่าอยู่ในระดับมากทุกข้อ โดยพบว่า ผู้บริหารสถานศึกษาเป็นผู้ควบคุมการแลกเปลี่ยนเรียนรู้ที่ดีระหว่างบุคคลากรทางการศึกษา มากที่สุด รองลงมา คณะบุคคลากรมีความพร้อมในการแลกเปลี่ยนเรียนรู้ร่วมกัน บุคคลากรในสถานศึกษาได้รับการยกย่องเชิดชูผลงานที่ดี ผู้บริหารสถานศึกษามีการส่งเสริมด้านสภาพแวดล้อมทางการแลกเปลี่ยนเรียนรู้ร่วมกัน และ ผู้บริหารสถานศึกษามีการสนับสนุนให้บุคคลากรในสถานศึกษามีการแลกเปลี่ยนประสบการณ์กันภายในองค์กร ตามลำดับ ทั้งนี้อาจเป็นเพราะสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย ได้กำหนด กลยุทธ์ที่ 3 พัฒนาหลักสูตรสถานศึกษาสู่การปฏิบัติจริงเพื่อยกระดับผลสัมฤทธิ์ของผู้เรียนเป็นรายหน่วย สู่มาตรฐานสากล โดยให้สถานศึกษาจัดตั้งชุมชนแห่งการเรียนรู้วิชาชีพ เพื่อแลกเปลี่ยนประสบการณ์จากผู้ร่วมประกอบอาชีพและนำกระบวน PLC มาใช้ในการยกระดับผลสัมฤทธิ์รายหน่วย ส่งผลให้ผู้บริหารสถานศึกษา ครู และศึกษานิเทศก์มีการร่วมวางแผนการเรียนรู้กับผู้เรียนเพื่อยกระดับผลสัมฤทธิ์ทางการเรียนของผู้เรียนและพัฒนาหลักสูตรสถานศึกษา ดังที่ของนันท์นภัส ชัยสงคราม (2561: 32) กล่าวไว้ว่า ชุมชนแห่งการเรียนรู้ทางวิชาชีพในสถานศึกษาเป็นการรวมตัว ร่วมพลัง ร่วมทำ และร่วมเรียนรู้ร่วมกันของครู ผู้บริหาร และนักการศึกษา บนพื้นฐานวัฒนธรรมความสัมพันธ์แบบกัลยาณมิตร ที่มีเป้าหมายร่วมกัน โดยมีผู้บริหารเป็นผู้ดูแลสนับสนุน สู่การเรียนรู้และพัฒนาคุณภาพการศึกษาเน้นความสำเร็จหรือประสิทธิผลของผู้เรียนเป็นสำคัญ สอดคล้องกับพิชิต ขำดี (2561) ได้ศึกษาเกี่ยวกับ แนวทางการส่งเสริมการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพ สำหรับโรงเรียนขนาดเล็ก จังหวัดพระนครศรีอยุธยา พบว่า แนวทางการส่งเสริมการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพสำหรับโรงเรียนขนาดเล็ก ตามการจัดลำดับความต้องการจำเป็นมากที่สุด ได้แก่ ด้านการแลกเปลี่ยนเรียนรู้ระหว่างบุคคล ด้านการเรียนรู้ร่วมกันและประยุกต์ใช้ความรู้ ด้านวิสัยทัศน์และค่านิยมร่วมกัน ด้านการมีเงื่อนไขสนับสนุน และด้านการสนับสนุนและการเป็นผู้นำร่วมกัน

2.3 ด้านการสนับสนุนทางโครงสร้าง โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อพบว่าอยู่ในระดับมากทุกข้อ โดยพบว่า สถานศึกษามีโครงสร้างการบริหารงานด้านวิชาการที่ชัดเจน มากที่สุด รองลงมา สถานศึกษาเกิดสภาวะเชิงบวกหรือระบบที่เอื้ออำนวยความสะดวกให้ครูหรือสมาชิกในชุมชนได้ปฏิบัติงานอย่างมีประสิทธิภาพ ผู้บริหารสถานศึกษามีความรู้ความเข้าใจในโครงสร้างสถานศึกษา ผู้บริหารสถานศึกษาและครูสร้างบรรยากาศที่ดีในองค์กร เป็นชุมชนกัลยาณมิตร สอดคล้องกับ ณัฐพล พงษ์ถาวร (2563) ได้ศึกษาเกี่ยวกับ แนวทางการดำเนินงานชุมชนแห่งการเรียนรู้ทางวิชาชีพครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบึงกาฬ ผลการวิจัยพบว่า สภาพที่เป็นจริงด้านปัจจัยสนับสนุนด้านโครงสร้างและชุมชน โดยภาพรวมอยู่ในระดับมาก เรียงตามลำดับดังนี้ มากที่สุดคือผู้บริหารสถานศึกษาและครูสร้างบรรยากาศที่ดีในองค์กร เป็นชุมชนกัลยาณมิตร ในชุมชนแห่งการเรียนรู้ทางวิชาชีพในสถานศึกษา รองลงมาสถานศึกษามีโครงสร้างการบริหารงานด้านวิชาการที่ชัดเจนมีสภาพที่เป็นจริง และ ผู้บริหารสถานศึกษาและครูมีความเคารพ เอื้ออาทรซึ่งกันและกัน ในชุมชนแห่งการเรียนรู้ทางวิชาชีพครูในสถานศึกษา ตามลำดับ

2.4 ด้านการสนับสนุนทางชุมชน โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อพบว่าอยู่ในระดับมากทุกข้อ โดยพบว่า ผู้บริหารสถานศึกษามีการจัดประชุมคณะกรรมการชุมชนเพื่อยกระดับคุณภาพการจัดการเรียนการสอนในสถานศึกษาอย่างสม่ำเสมอมากที่สุด รองลงมา ผู้บริหารสถานศึกษามีการสนับสนุนให้ชุมชนมีส่วนร่วมในการพัฒนาจัดการเรียนการสอน ชุมชนและสถานศึกษามีความสัมพันธ์อันดีนำไปสู่การพัฒนาคุณภาพสถานศึกษา ผู้บริหารสถานศึกษามีสัมพันธ์อันดีกับชุมชน ผู้บริหารสถานศึกษาและครู มีการนำเสนอข้อมูลสารสนเทศสู่ชุมชน สังคมและเครือข่ายต่าง ๆ แบบออนไลน์ และผู้บริหารสถานศึกษาเปิดโอกาสให้ชุมชน ผู้ปกครองเข้ามาเป็นผู้นำทางวิชาการในสถานศึกษาตามความถนัดและเหมาะสม ตามลำดับ สอดคล้องกับวรลักษณ์ ชูกำเนิด (2557) ได้ศึกษาเรื่องรูปแบบชุมชนการเรียนรู้ทางวิชาชีพครูสู่การเรียนรู้ในศตวรรษที่ 21 ในประเทศไทย ที่มีความสัมพันธ์ส่งผลต่อเนื่องกันอย่างเป็นเหตุ

และผลอย่างเป็นลำดับตามองค์ประกอบสำคัญ 6 ด้าน ได้แก่ ด้านชุมชนกัลยาณมิตรตามวิถีไทย ด้านภาวะผู้นำ ด้านวิสัยทัศน์เชิงศรัทธาร่วม ด้านระบบเปิดแบบผนึกกำลังมุ่งสู่ผู้เรียน ด้านระบบทีมเรียนรู้ทางวิชาชีพสู่วุฒิภาวะและจิตวิญญาณความเป็นครู และด้านพื้นที่เรียนรู้แบบร่วมแรงร่วมใจบนฐานงานจริง

2.5 ด้านการสนับสนุนส่งเสริมภาวะผู้นำ โดยรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อพบว่าอยู่ในระดับมากทุกข้อ โดยพบว่า ผู้บริหารสถานศึกษาเปิดโอกาสให้ครูเป็นผู้นำทางวิชาการ และมีส่วนร่วมในการตัดสินใจ มากที่สุด รองลงมา สถานศึกษามีการจัดอบรมส่งเสริมภาวะผู้นำของบุคคลากรทางการศึกษาในสถานศึกษา ผู้บริหารสถานศึกษาและครู มีการปฏิบัติงานโดยนำหลักการทางวิชาการและการบริหารมาใช้ในการทำงานอย่างจริงจัง สอดคล้องกับ วาสนา ทองทวียิ่งยศ (2560) ได้ศึกษาเรื่อง ปัจจัยที่ส่งผลต่อการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพของครูในสถานศึกษาระดับมัธยมศึกษาพบว่า ปัจจัยที่ส่ง ผลต่อการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพครูของสถานศึกษาระดับมัธยมศึกษา ได้แก่ ด้านภาวะผู้นำทางวิชาการ ด้านโครงสร้างองค์กร ด้านบรรยากาศองค์กร และด้านวัฒนธรรมองค์กร ส่งผลต่อการเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพของครูในสถานศึกษาระดับมัธยมศึกษา และสคริบเนอร์ และคณะ (Scribner et al. 1999) ได้ศึกษาวิจัยเรื่อง การสร้างชุมชนแห่งการเรียนรู้ในสถานศึกษาผ่าน องค์กรแห่งการเรียนรู้ การประเมินของกระบวนพัฒนาโรงเรียน พบว่า องค์ประกอบที่ส่งผลกระทบต่อ
การสร้างชุมชนทางวิชาชีพ ได้แก่ ภาวะผู้นำของผู้บริหาร ความเป็นมาขององค์กร ภาระหน้าที่หลักขององค์กร และลักษะณะเชิงโครงสร้างชุมชน

3. ความสัมพันธ์ระหว่างสมรรถนะดิจิทัลของผู้บริหารสถานศึกษากับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย โดยรวมมีความสัมพันธ์กัน เป็นไปตามสมมติฐานข้อที่ 1 สมรรถนะดิจิทัลของผู้บริหารสถานศึกษามีความสัมพันธ์กับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย ซึ่งสอดคล้องกับงานวิจัยของ ณิศรานันท์ ขันทอง (2563) ได้ศึกษาวิจัยเรื่อง ทักษะดิจิทัลของผู้บริหารสถานศึกษาที่ส่งผลต่อแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย พบว่า ความสัมพันธ์ระหว่างทักษะดิจิทัลของผู้บริหารสถานศึกษากับแรงจูงใจในการปฏิบัติงานของครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาหนองคาย ทั้ง 5 ทักษะ คือ ทักษะการปฏิบัติงานอย่างจริงจัง ทักษะในการสืบค้น ทักษะการสร้างนวัตกรรม ทักษะการใช้เทคโนโลยีดิจิทัลเพื่อยกระดับศักยภาพองค์กร ทักษะการใช้ช่องทางดิจิทัลในการสื่อสารความร่วมมือ มีความสัมพันธ์ทางบวกกับแรงจูงใจในการปฏิบัติงานของครู

ดังนั้น ผู้บริหารสถานศึกษาจำเป็นต้องมีการพัฒนาการสื่อสารจากช่องทางเทคโนโลยีดิจิทัลให้มีความชัดเจนตรงไปตรงมา ใช้ภาษาที่ถูกต้อง เหมาะสม เน้นการเกิดแรงจูงใจและร่วมมือในการทำงาน เปิดใจยอมรับความคิดเห็นที่แตกต่างเพื่อลดความขัดแย้งในองค์กร

ข้อเสนอแนะ

จากการศึกษาวิจัยในครั้งนี้ ผู้วิจัยมีข้อเสนอแนะดังนี้

1. ข้อเสนอแนะสำหรับการนำผลการวิจัยไปใช้

1.1 จากผลการศึกษาระดับสมรรถนะดิจิทัลของผู้บริหารสถานศึกษา พบว่า ภาพรวมอยู่ในระดับมาก โดยผลการวิเคราะห์ข้อมูลแสดงให้เห็นว่า สมรรถนะการสร้างนวัตกรรม อยู่ในระดับต่ำที่สุดเมื่อเทียบกับด้านอื่น ดังนั้น ผู้บริหารสถานศึกษาควรพัฒนาตนเองให้เป็นผู้ที่มีความรู้ ความสามารถ มีความคิดสร้างสรรค์ สร้างสรรค์นวัตกรรมมาเพื่อเป็นแนวปฏิบัติที่ดี (Best Practice) ของสถานศึกษา

1.2 จากผลการศึกษาระดับชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา พบว่า ภาพรวมอยู่ในระดับมาก โดยผลการวิเคราะห์ข้อมูลแสดงให้เห็นว่า ด้านการสนับสนุนทางชุมชน อยู่ในระดับต่ำที่สุดเมื่อเทียบกับด้านอื่น ดังนั้น ผู้บริหารสถานศึกษาควรให้ความสัมพันธ์ในการสร้างความสัมพันธ์อันดีระหว่างโรงเรียนกับชุมชน โดยการเข้าร่วมกิจกรรมชุมชนอย่างสม่ำเสมอ และให้บริการแก่ชุมชน เพื่อการพัฒนาการบริหารสถานศึกษาให้มีคุณภาพและเข้าถึงความต้องการของชุมชด ก่อให้เกิดความร่วมมืออันดีและบรรยากาศที่เหมาะสมแก่การพัฒนาชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษา

2. ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

2.1 จากผลการวิจัยที่พบว่า สมรรถนะการสร้างนวัตกรรมเป็นด้านที่มีค่าเฉลี่ยอยู่ในระดับต่ำที่สุดเมื่อเทียบกับด้านอื่น ดังนั้น การศึกษาวิจัยครั้งต่อไปจึงควรหาแนวทางการพัฒนาว่า สมรรถนะการสร้างนวัตกรรมของผู้บริหารสถานศึกษา

2.2 ควรมีการศึกษาเชิงคุณภาพเกี่ยวกับสมรรถนะดิจิทัลของผู้บริหารสถานศึกษาที่
ส่งผลต่อชุมชนการเรียนรู้ทางวิชาชีพในสถานศึกษาเพื่อให้ได้ข้อมูลเชิงลึกและหลากหลาย

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รูปแบบการนิเทศที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี
A Supervision Model for Development to Modern Teachers Competency of The Nonthaburi Secondary Education Service Area Office

สกาวรัตน์ จรุงนันทกาล Sakawrat Jarungnuntakan[1]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาสภาพปัจจุบัน สภาพที่คาดหวัง และความต้องการได้รับการนิเทศของครูและโรงเรียน 2) เพื่อพัฒนารูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ กลุ่มเป้าหมาย คือ ข้าราชการครูและบุคลากรทางการศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี จำนวน 330 คน เครื่องมือที่ใช้ ได้แก่ แบบสอบถาม แบบสัมภาษณ์ แบบประเมินความสอดคล้องขององค์ประกอบ แบบประเมินความเหมาะสมขององค์ประกอบในรูปแบบการนิเทศ การวิเคราะห์ข้อมูลใช้สถิติเชิงพรรณนา การสังเคราะห์เอกสาร และการวิเคราะห์องค์ประกอบเชิงยืนยัน ผลการวิจัย พบว่า ได้รูปแบบการนิเทศแบบ 3S3P ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ประกอบด้วย 3 ส่วน คือ ส่วนที่ 1 ส่วนนำ ประกอบด้วย จุดมุ่งหมาย เพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูทั้ง 3 ด้าน คือ ด้านกลยุทธ์การสอน ด้านเทคโนโลยีในการจัดการเรียนรู้ และด้านการประเมินผลเพื่อการเรียนรู้ ส่วนที่ 2 รูปแบบการนิเทศ ประกอบด้วย กระบวนการ ดังนี้ 1) วิเคราะห์และตรวจสอบ (S1) 2) กำหนดกลยุทธ์ (S2) 3) นำสู่การนิเทศโดยรูปแบบ GROUPS (S3) 4) ประเมินความสามารถ (P1) 5) ส่งเสริมและสนับสนุน (P2) 6) ขยายผลความสำเร็จของวิชาชีพ (P3) และส่วนที่ 3 ผลลัพธ์

คำสำคัญ: รูปแบบการนิเทศ สมรรถนะการจัดการเรียนรู้ ครูยุคใหม่

Abstract

The objectives of this research were 1) to study the current condition, expected condition, and supervision needs of teachers and schools, and 2) to develop a 3S3P supervisory model that promotes learning management competencies of modern teachers. The target group used in this research were teachers and personnel under the 330 peoples of The Secondary Educational Service Area Office, Nonthaburi. The research tools used were a questionnaire, a semi-structured interview form, a confirmatory factor assessment form, and a superi^vision model assessment form. Data analysis used descriptive statistics, document synthesis, and Confirmatory Factor Analysis (CFA). The result was the 3S3P supervision model that promotes the learning management competencies of modern teachers. Consists of 3 parts: Part 1- the introduction part, consists of the aim of supervision to enhance teachers' learning management competencies in all 3 aspects, namely teaching strategies, technology in learning management, and assessment for learning. Part 2- components of the supervision model, consisting of processes 1) analyze and examine (S1) 2) set strategies(S2)3) lead to supervision using the GROUPS model process(S3) 4) performance assessment(P1) 5) promote and support(P2) 6) expanding results of professional success (P3) and Part 3-results

Keywords: Supervision Model Teacher Competency Modern Teacher

บทนำ

กระทรวงศึกษาธิการ ในฐานะหน่วยงานหลักในการจัดการศึกษา ตระหนักและเห็นความสำคัญในการพัฒนาทรัพยากรมนุษย์ ขับเคลื่อนพัฒนาทรัพยากรมนุษย์ตามนโยบาย มุ่งเน้นการเตรียมคนไทยในศตวรรษที่ 21(3R8C) โดยกำหนดนโยบายและจุดเน้นของกระทรวงศึกษาธิการ ปีงบประมาณ พ.ศ.2563 สอดคล้องกับยุทธศาสตร์ชาติ 20 ปี และแผนแม่บทภายใต้ยุทธศาสตร์ชาติ 20 ปี ประเด็นการพัฒนาการเรียนรู้ มุ่งเน้นการปฏิรูปกระบวนการเรียนรู้ที่ตอบสนองต่อการเปลี่ยนแปลงในศตวรรษที่ 21 โดยเฉพาะการเปลี่ยนโฉมครู เป็น “ครูยุคใหม่ (Modern Teacher)” ปรับจากครู เป็น โค้ช หรือผู้อำนวยการเรียนรู้ เรียนรู้แบบเชิงรุก(Active Learning) เพื่อพัฒนากระบวนการคิด การเรียนรู้จากประสบการณ์จริง หรือประสบการณ์จำลอง จากการลงมือปฏิบัติ เปิดโลกทัศน์มุมมองร่วมกันของผู้เรียนและครูด้วยการจัดการเรียนการสอนในเชิงแสดงความคิดเห็นให้มากขึ้น และตระหนักพหุปัญญาของมนุษย์ที่

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หลากหลาย (กระทรวงศึกษาธิการ, 2563) สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานเป็นองค์กรหลักในการขับเคลื่อนและพัฒนาทรัพยากรมนุษย์ในระดับการศึกษาขั้นพื้นฐาน มีการนำยุทธศาสตร์ชาติ ๒๐ ปี (พ.ศ. ๒๕๖๑ – ๒๕๘๐) แผนการศึกษาแห่งชาติ พ.ศ. ๒๕๖๐ - ๒๕๗๙ แผนการปฏิรูปประเทศ นโยบายของกระทรวงศึกษาธิการ สู่การกำหนดแนวทางการปฏิบัติ ดังนโยบายของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ประจำปีงบประมาณ พ.ศ.2563 ใน 6 ยุทธศาสตร์ ให้ความสำคัญการพัฒนาครูและบุคลากรทางการศึกษาเปลี่ยนโฉมบทบาท “ครู” ให้เป็นครูยุคใหม่ (Modern Teacher) เพราะครูมีบทบาทสำคัญในการพัฒนาทรัพยากรมนุษย์ให้คนไทยเป็นคนดี คนเก่ง มีคุณภาพ พร้อมสำหรับวิถีชีวิตในศตวรรษที่ 21 ครู กำหนดให้สำนักงานเขตพื้นที่การศึกษา และสถานศึกษาพัฒนาคุณภาพการศึกษาอย่างเป็นระบบ โดยใช้พื้นที่เป็นฐาน (Area Base)

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี หน่วยงานในระดับปฏิบัติเชิงพื้นที่นำยุทธศาสตร์ชาติ 20 ปี(พ.ศ.2560 - 2580) และนโยบายของหน่วยงานต้นสังกัดที่เกี่ยวข้องในทุกระดับ ร่วมกับการวิเคราะห์สภาพแวดล้อม (SWOT Analysis) ขององค์กรกำหนดเป็นวิสัยทัศน์ พันธกิจ เป้าประสงค์ และกลยุทธ์ในการพัฒนา จากข้อมูลการวิเคราะห์สภาพแวดล้อม ผลการวิเคราะห์ พบว่า สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี มีจุดแข็ง - โอกาส (S-O) ทั้งในด้านจำนวนและคุณภาพของข้าราชการครูและบุคลากรทางการศึกษามีความรู้ ความสามารถตามมาตรฐานตำแหน่ง ผู้ปกครองและชุมชนให้ความเชื่อมั่น และสนับสนุนทรัพยากรทางการศึกษา พื้นที่ตั้งอยู่ในบริบทที่มีสภาพเอื้อต่อการเรียนรู้ของผู้เรียน สถานศึกษามีโครงสร้าง วัฒนธรรมในการทำงานที่เข้มแข็ง มีวัฒนธรรมการทำงานแบบพี่น้อง เป็นต้น สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี กำหนดวิสัยทัศน์ และแนวทางการขับเคลื่อนคุณภาพการศึกษาสำนักงานเขตพื้นที่การศึกษา “เป็นองค์กรชั้นนำ บริหารจัดการได้คุณภาพตามมาตรฐานสากล”(สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี, 2563) โดยใช้กลยุทธ์เชิงรุก (Star) และมอบหมายให้กลุ่มนิเทศ ติดตามและประเมินผลการจัดการศึกษาเป็นหน่วยงานหลักในการพัฒนาและขับเคลื่อนคุณภาพของผู้เรียน ข้าราชการครูและบุคลากรทางการศึกษา(ครูยุคใหม่) และสถานศึกษาในสังกัด จำนวน 18 โรงเรียน ผู้วิจัยได้รับมอบหมายแต่งตั้งให้ปฏิบัติหน้าที่หัวหน้างานนิเทศ ติดตามและประเมินผลระบบบริหารและการจัดการศึกษา ตั้งแต่ปี 2561 ให้ความสำคัญในการพัฒนาครู ดำเนินการศึกษา วิเคราะห์ และสังเคราะห์ทฤษฎี เอกสารที่เกี่ยวข้องกับการนิเทศเพื่อพัฒนาครู ดังนี้ รายงานผลการประเมินตนเองของสถานศึกษา (SAR) สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี ปีการศึกษา 2562 พบว่า มาตรฐานการศึกษาของสถานศึกษาในสังกัดภาพรวมทั้ง 3 มาตรฐาน มีคุณภาพระดับดีเลิศถือเป็นจุดแข็ง (S) และเมื่อจำแนกภาพรวมเป็นรายมาตรฐาน มาตรฐานที่ 3 กระบวนการจัดการเรียนการสอนที่เน้นผู้เรียนเป็นสำคัญ มีระดับคุณภาพดีเลิศ ครูบางส่วนยังคงจัดการเรียนรู้แบบเชิงรับ (Passive Learning) และคุณภาพมาตรฐานที่ 1 คุณภาพผู้เรียนมีระดับคุณภาพดีเลิศ โดยเฉพาะด้านทักษะการคิดขั้นสูง และพัฒนาความสามารถในการสร้างนวัตกรรมของผู้เรียน ผ่านกิจกรรมและการเรียนรู้แบบเชิงรุก (Active Learning) (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี, 2562) ซึ่งสอดคล้องกับผลการประเมินผลและนิเทศการศึกษาของคณะกรรมการติดตาม ตรวจสอบ ประเมินผลและนิเทศการศึกษา (ก.ต.ป.น.) ปีการศึกษา 2562 พบจุดควรพัฒนาอย่างเร่งด่วน ดังนี้ 1) ครูจัดกิจกรรมการเรียนรู้แบบเชิงรุก (Active Learning) อย่างเป็นระบบ 2) ผู้บริหารสถานศึกษาและข้าราชการครูและบุคลากรทางการศึกษาขาดความตระหนักและความต่อเนื่องในการนิเทศ ติดตาม และ 3) ครูส่วนใหญ่มีมุมมองเชิงลบต่อการ และการรับการนิเทศเป็นการเพิ่มภาระงานให้ครู (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี, 2562) จากประเด็นดังกล่าว สะท้อนคุณภาพการจัดกิจกรรมการเรียนรู้ของครูที่ยังคงเป็นรูปแบบตั้งรับ (Passive Learning) เป็นส่วนใหญ่ ไม่สอดคล้องตามเป้าหมายการพัฒนาศักยภาพทรัพยากรมนุษย์ของยุทธศาสตร์ชาติ 20 ปี ที่มุ่งเน้นการพัฒนาศักยภาพมนุษย์ในรูปแบบเชิงรุก (Active Learning) และขาดการส่งเสริม สนับสนุน และการนิเทศการศึกษาอย่างต่อเนื่อง และเป็นระบบ และสังเคราะห์ทฤษฎี งานวิจัยที่เกี่ยวข้องการนิเทศเพื่อพัฒนาครู พบว่า การพัฒนารูปแบบการนิเทศในยุคที่มีเป้าหมาย เพื่อเปลี่ยนโฉมครู สู่ครูยุคใหม่ (Modern Teacher) ยุคที่มีการเปลี่ยนแปลง (Disruption) ต้องเน้นพัฒนาครูให้มีสมรรถนะทางวิชาชีพในการจัดการเรียนรู้ มุ่งเน้นผลลัพธ์ของผู้เรียน (Student Outcome) ทั้งในด้านผลสัมฤทธิ์ทางการเรียนของผู้เรียนและด้านคุณลักษณะอันพึงประสงค์ของผู้เรียน (กระทรวงศึกษาธิการ, 2561) ใช้หลักการกัลยาณมิตร รับฟังความคิดเห็นของครู ร่วมออกแบบบทเรียนร่วมกัน และเชื่อมโยงผลลัพธ์ของการจัดการเรียนการสอน สู่การพัฒนาผู้เรียน และการยกย่องเชิดชูเกียรติและส่งเสริม พัฒนาครูให้มีความก้าวหน้าทางวิชาชีพ การพัฒนาครู เป็นครูยุคใหม่ (Modern Teacher) ควรพัฒนาครูทั้งด้านความรู้ ความเข้าใจในเรื่องศาสตร์การสอนและวิธีการจัดการเรียนรู้ (Pedagogy) สามารถออกแบบ ปรับเปลี่ยนหลักสูตรและกิจกรรมการเรียนการสอนแบบเชิงรุก (Active Learning) ที่มีความยืดหยุ่นและเหมาะสมกับผู้เรียนและบริบทปัจจุบัน ด้านความรู้ ความสามารถในการใช้เทคโนโลยีในการจัดการเรียนการสอน (Technology) สามารถจัดการเรียนรู้ได้อย่างมีประสิทธิภาพ และด้านความสามารถในการประเมินผลเพื่อพัฒนาการเรียนรู้ของผู้เรียน (Assessment) ตามความแตกต่างระหว่างบุคคล พัฒนาผู้เรียนเต็มตามศักยภาพ

ผู้วิจัยจึงสนใจที่จะศึกษาการพัฒนารูปแบบการนิเทศที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) ให้เป็นบุคคลที่มีความรู้ มีสมรรถนะในการจัดการเรียนรู้ (Pedagogy) มีความรู้มีสมรรถนะด้านเทคโนโลยี (Technology) และมีสมรรถนะด้านการวัดผลและประเมินผลเพื่อการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ (Assessment) พัฒนาครูที่มีสมรรถนะให้เป็น

บุคคลหลัก (Keyman) ในการพัฒนาการจัดการเรียนรู้ที่มีคุณภาพ สู่การยกระดับคุณภาพของผู้เรียน ให้เกิดการเรียนรู้ (Learning) สามารถนำความรู้ ทักษะไปประยุกต์ใช้ได้จริง และพร้อมรับกับสถานการณ์ต่างๆ ที่มีการเปลี่ยนแปลง มีภูมิคุ้มกันในตัวที่ดี

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพที่เป็นจริงปัจจุบัน สภาพที่คาดหวัง และความต้องการได้รับการนิเทศ เพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)
2. เพื่อพัฒนารูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)

วิธีการดำเนินการวิจัย

ผู้วิจัยแสดงขั้นตอนการดำเนินการเป็นตารางกระบวนการวิจัย ดังนี้

ตาราง 1 ขั้นตอนการดำเนินงาน

ระยะ	ขั้นตอนการดำเนินงาน	เครื่องมือ	ผลที่ได้รับ
1. ศึกษาสภาพที่เป็นจริงปัจจุบัน สภาพที่คาดหวัง และความต้องการได้รับการนิเทศ เพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)	**ขั้นที่ 1** การศึกษาสภาพปัจจุบัน สภาพที่คาดหวัง ความต้องการของการนิเทศเพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) และศึกษาสภาพการดำเนินงานนิเทศของปีที่ผ่านมา	แบบสอบถาม แบบสัมภาษณ์	- ได้สภาพปัจจุบัน สภาพที่คาดหวัง และความต้องการของการนิเทศเพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ - ได้ผลการศึกษาสภาพการดำเนินงานนิเทศของปีที่ผ่านมา
	ขั้นที่ 2 ศึกษาองค์ประกอบและตัวบ่งชี้ของการนิเทศ ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)	แบบสังเคราะห์	ได้องค์ประกอบและตัวบ่งชี้ของการนิเทศ ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ ที่มาจากการสังเคราะห์เอกสาร สัมภาษณ์ และสอบถาม
2. พัฒนารูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)	**ขั้นที่ 3** ตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ของ องค์ประกอบและตัวบ่งชี้ ของ องค์ประกอบด้านกระบวนการและผลลัพธ์ รูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)	แบบประเมินความสอดคล้องความเหมาะสม องค์ประกอบ	ได้องค์ประกอบและตัวบ่งชี้ขององค์ประกอบด้านกระบวนการและผลลัพธ์ รูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)
	ขั้นที่ 4 ตรวจสอบความเที่ยงตรงเชิงโครงสร้าง (Construct Validity)	แบบสอบถามความเหมาะสม องค์ประกอบ	ได้องค์ประกอบและตัวบ่งชี้ของการนิเทศ ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ ที่ผ่านการตรวจสอบความเที่ยงตรงเชิงโครงสร้าง
	ขั้นที่ 5 สร้างรูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) และสร้างคู่มือการใช้รูปแบบการนิเทศ 3S3P Supervisory Model ที่	รูปแบบ คู่มือการใช้รูปแบบ	- ได้รูปแบบการนิเทศฯ - ได้คู่มือการใช้รูปแบบการนิเทศฯ

ระยะ	ขั้นตอนการดำเนินงาน	เครื่องมือ	ผลที่ได้รับ
	ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)		
	ขั้นที่ 6 ตรวจสอบรูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) และคู่มือการใช้รูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)	แบบประเมินความเหมาะสม ความเป็นไปได้ ความถูกต้อง ของรูปแบบ	- ได้รูปแบบการนิเทศฯ - ได้คู่มือการใช้รูปแบบการนิเทศฯ ที่ผ่านการประเมินคุณภาพ

ขอบเขตการวิจัย

ขอบเขตด้านเนื้อหา

รูปแบบการนิเทศที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี มีขอบเขตในการวิจัยด้านเนื้อหา ได้แก่1) แนวคิดเกี่ยวกับรูปแบบ ประกอบด้วย ความหมาย ของรูปแบบ องค์ประกอบรูปแบบ ประเภทของรูปแบบ การสร้างรูปแบบ 2) แนวคิดเกี่ยวกับการนิเทศ ได้แก่ ความหมายของการนิเทศ จุดหมายของการนิเทศ หลักการนิเทศ กระบวนการนิเทศ วิธีการ กิจกรรมการนิเทศ การประเมินผลการนิเทศ บทบาทที่เกี่ยวข้องในการนิเทศ 3) แนวคิดเกี่ยวกับแนวทางการพัฒนาครู มืออาชีพ ได้แก่ ความหมายแนวทางการพัฒนาครู รูปแบบและวิธีการพัฒนา การพัฒนาครูด้วยการนิเทศการสอน

ขอบเขตด้านกลุ่มเป้าหมาย

ในการวิจัยในครั้งนี้ใช้รูปแบบการวิจัยแบบผสานวิธี (Mixed Methods Research) มีขอบเขตในการวิจัยด้านกลุ่มเป้าหมายดังนี้

ระยะที่ 1

ขั้นที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่คาดหวังและความต้องการได้รับการนิเทศ เพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี

ประชากร ครูในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี ปีการศึกษา 2563 จำนวน 18 โรงเรียน ประชากร 2,009 คน

กลุ่มตัวอย่าง กำหนดขนาดกลุ่มตัวอย่างโดยใช้ตารางสำเร็จรูปของ Krejcie & Morgan (1970) จำนวน 330 คน ที่ได้มาจากการสุ่มตัวอย่างแบบมีระบบ (Systematic Random Sampling) มีรายชื่อผู้บริหารและครู ทำการสุ่มรายชื่อ ได้ฝ่ายบริหาร จำนวน 45 คน และครู จำนวน 285 คน

ขั้นที่ 2 ศึกษาองค์ประกอบและตัวบ่งชี้ของการนิเทศ ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)

กลุ่มผู้ให้ข้อมูล ผู้ทรงคุณวุฒิจำนวน 5 คน ที่ได้มาโดยการเลือกแบบเจาะจงตามคุณสมบัติ สอบถามความคิดเห็นของผู้เชี่ยวชาญโดยการสัมภาษณ์ผู้เชี่ยวชาญแบบสัมภาษณ์ปลายเปิด

ระยะที่ 2 พัฒนารูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) การดำเนินงาน จำนวน 4 ขั้น

ขั้นที่ 3 ตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ขององค์ประกอบและตัวบ่งชี้ ขององค์ประกอบด้านกระบวนการและผลลัพธ์ รูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)

ผู้ให้ข้อมูล ผู้ทรงคุณวุฒิจำนวน 5 คน ที่ได้มาโดยการเลือกแบบเจาะจงตามคุณสมบัติ สอบถามความคิดเห็นของผู้ทรงคุณวุฒิ

ขั้นที่ 4 ตรวจสอบความเที่ยงตรงเชิงโครงสร้าง วิเคราะห์องค์ประกอบเชิงยืนยัน

กลุ่มประชากร ครูในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี ปีการศึกษา 2563 จำนวน 18 โรงเรียน ประชากร 2,009 คน

กลุ่มตัวอย่าง โดยได้มีการกำหนดขนาดกลุ่มตัวอย่างให้สอดคล้องตามหลักการวิเคราะห์ข้อมูล การกำหนดกลุ่มตัวอย่างที่ เหมาะสมสำหรับโมเดลสมการโครงสร้าง Faul et al., (2007) นงลักษณ์ วิรัชชัย และ สุวิมล ว่องวานิช (2555) ได้เสนอให้ใช้โปรแกรม G*power ในการคำนวณ ขนาดกลุ่มตัวอย่างขั้นต่ำที่เหมาะสม การคำนวณในโปรแกรมนี้จะสร้างมาจากสูตรการหาขนาดตัวอย่างที่เหมาะสมของ Cohen (1977) โปรแกรมจะกำหนดให้เลือกประเภทสถิติที่ต้องการใช้ในการ วิเคราะห์ ซึ่งได้กำหนดค่าเอฟเฟ็กไซด์ (Effect size) เท่ากับ 0.5 ค่าความคลาดเคลื่อน เท่ากับ 0.05 เมื่อคำนวณด้วยโปรแกรมแล้วได้จำนวนกลุ่มตัวอย่างที่เหมาะสมขั้นต่ำ เท่ากับ 267 คน อย่างไรก็ตาม เพื่อป้องกันการได้ข้อมูลที่ไม่ครบถ้วนและความไม่สมบูรณ์ของแบบสอบถาม ผู้วิจัยได้ส่งแบบสอบถามไปเป็นจำนวนทั้งสิ้น 278 ชุด และได้แบบสอบถามที่สมบูรณ์ครบ 278 ชุด ได้มาจากการสุ่มตัวอย่างแบบมีระบบ (Systematic Random Sampling) ในการวิเคราะห์ข้อมูลโดยใช้เทคนิคการวิเคราะห์องค์ประกอบ

ขั้นที่ 5 สร้างรูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) คู่มือการใช้รูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)

ขั้นที่ 6 ตรวจสอบรูปแบบและคู่มือการใช้รูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)

ผู้ให้ข้อมูล ผู้ทรงคุณวุฒิจำนวน 5 คน ที่ได้มาโดยการเลือกแบบเจาะจงตามคุณสมบัติ สอบถามความคิดเห็นของผู้ทรงคุณวุฒิ

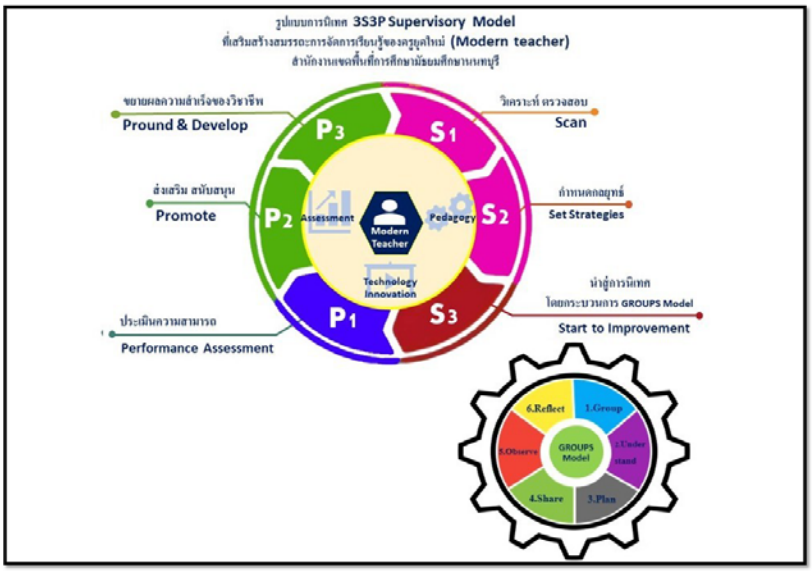
สรุปผลการวิจัย

1. ผลการศึกษาสภาพที่เป็นจริงปัจจุบัน สภาพที่คาดหวัง และความต้องการได้รับการนิเทศ เพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)

ผลการศึกษาสภาพที่เป็นจริงปัจจุบัน สภาพที่คาดหวัง และความต้องการได้รับการนิเทศ เพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) พบว่า สภาพปัจจุบันของการนิเทศการศึกษาของครูเพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) โดยรวมอยู่ในระดับปานกลาง ต่ำกว่าสภาพที่คาดหวังของการนิเทศการศึกษาของครูเพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) ซึ่งโดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านทั้ง 6 ด้าน พบว่า 1) การกำหนดปัญหาและความต้องการจำเป็นของการนิเทศ มีค่าความต้องการจำเป็นสูงสุด คือ สำรวจความต้องการของครูที่มีต่อประเด็นการนิเทศ 2) การกำหนดเป้าหมายและจุดประสงค์การนิเทศ มีค่าความต้องการจำเป็นสูงสุด คือการกำหนดเป้าหมายและจุดประสงค์การนิเทศตามความต้องการของครู 3) การออกแบบกระบวนการนิเทศ มีค่าความต้องการจำเป็นสูงสุด คือมีรูปแบบกระบวนการนิเทศ 4) ความรอบรู้ของผู้นิเทศในการให้ความรู้แก่ครู มีค่าความต้องการจำเป็นสูงสุด คือผู้นิเทศมีความรอบรู้ด้านสื่อเทคโนโลยี 5) คุณลักษณะที่สำคัญของผู้นิเทศ มีค่าความต้องการจำเป็นสูงสุด คือมีความเป็นกัลยาณมิตร และมีมนุษยสัมพันธ์ที่ดี 6) การประเมินผล สรุปผล และให้ข้อมูลป้อนกลับ มีค่าความต้องการจำเป็นสูงสุด คือมีการให้ข้อมูลป้อนกลับต่อผู้รับการนิเทศ

2. ผลการพัฒนารูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)

2.1 รูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) ประกอบไปด้วย 3 ส่วน ส่วนที่ 1 องค์ประกอบส่วนนำ ประกอบด้วย จุดมุ่งหมาย เป็นการนิเทศเพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูทั้ง 3 ด้าน คือ ด้านกลยุทธ์การสอน (Pedagogy) ด้านเทคโนโลยีในการจัดการเรียนรู้ (Technology) และด้านการประเมินผลเพื่อการเรียนรู้ (Assessment) เปลี่ยนครู ให้เป็นครูยุคใหม่ (Modern Teacher) ในการพัฒนาการจัดการเรียนรู้ที่มีคุณภาพสู่การยกระดับคุณภาพของผู้เรียนให้เกิดการเรียนรู้ (Learning) และสามารถนำความรู้ ทักษะที่เรียนรู้ไปประยุกต์ใช้ได้จริง และพร้อมรับกับทุกสถานการณ์ที่มีการเปลี่ยนแปลง หลักการ และการดำเนินงาน ส่วนที่ 2 องค์ประกอบด้านรูปแบบ ประกอบด้วย กระบวนการ และส่วนที่ 3 ผลลัพธ์ ดังรูปภาพ และข้อมูลด้านล่าง



กระบวนการและผลลัพธ์ของรูปแบบการนิเทศ3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)

- Scan : วิเคราะห์ ตรวจสอบ เป็นขั้นตอนการดำเนินงานขั้นตอนแรก เริ่มจากการศึกษาสภาพปัจจุบันปัญหาและความต้องการ พร้อมกับศึกษาสภาพการดำเนินงานนิเทศของปีที่ผ่านมา และนำมาวิเคราะห์ผลการดำเนินงาน
- Set Strategies : กำหนดกลยุทธ์ เป็นขั้นตอนการดำเนินงานขั้นตอนที่สอง ในการกำหนดโครงสร้างองค์กร และมอบหมายภาระงาน และพัฒนาเครื่องมือ สื่อในการนิเทศการศึกษา
- Start to Improvement : นำสู่การนิเทศ โดยกระบวนการ GROUPS Model เป็นขั้นตอนการดำเนินงานขั้นตอนที่สามในรูปแบบการนิเทศห้องเรียน โดยใช้ GROUPS Model โดยมีการดำเนินงานเป็นลำดับขั้น ดังนี้ 1) Grouping (G) จัดตั้งกลุ่ม 2) Understand (U) สร้างความรู้ ความเข้าใจ และกำหนดเป้าหมาย (PLC1) 3) Plan (P) จัดทำแผนการจัดการเรียนรู้ 4) Share (S) แบ่งปันความรู้ประสบการณ์การวางแผนการจัดการเรียนรู้ร่วมกัน (PLC2) 5) Observe (O) สังเกตการจัดการเรียนรู้ในชั้นเรียน 6) Reflect (R) สะท้อนผลการสังเกตการจัดการเรียนรู้ในชั้นเรียนและเสนอแนะ เพื่อพัฒนา (PLC3)
- Performance Assessment : ประเมินความสามารถ เป็นขั้นตอนการดำเนินงานขั้นตอนที่สี่ ในการวัดผลประเมินผล และสรุปรายงาน โดยการประเมินทักษะการออกแบบการจัดการเรียนการเรียนรู้ ประเมินการจัดการเรียนรู้ และสอบถามความพึงพอใจต่อที่มีการนิเทศ
- Promote: ส่งเสริม สนับสนุน: เป็นขั้นตอนการดำเนินงานขั้นตอนที่ห้า การส่งเสริม สนับสนุน ดำเนินการจัดอบรมพัฒนาต่อยอด เพื่อส่งเสริมและพัฒนา (Up skills & Next skills) พร้อมร่วมแลกเปลี่ยนเรียนรู้วิธีการปฏิบัติที่เป็นเลิศ ช่องทางออนไลน์และการให้คำปรึกษาทางตรง
- Proud and Development : ขยายผลความสำเร็จของวิชาชีพ เป็นขั้นตอนการดำเนินงานขั้นตอนที่หก ให้การเสริมแรง สร้างขวัญกำลังใจและยกย่องเชิดชูเกียรติ พร้อมกับสร้างเวทีนำเสนอผลงาน แลกเปลี่ยนเรียนรู้ และขยายผลและต่อยอดผลงาน สู่ความสำเร็จในระดับที่สูงขึ้น
- Modern Teacher : สมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) เป็นองค์ประกอบด้านผลลัพธ์สมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) หมายถึงความรู้ ความสามารถและประสิทธิภาพของครูผู้สอนในการจัดการเรียนรู้ในยุคศตวรรษที่ 21 ที่เป็นการจัดการเรียนรู้แบบเชิงรุก (Active Learning) ตามตัวบ่งชี้ที่ผู้วิจัยได้สังเคราะห์และพัฒนาขึ้น 3 ด้าน ดังนี้ 1) ด้านความสามารถในการออกแบบและจัดการเรียนรู้ด้านกลยุทธ์การสอน 2) ด้านความสามารถในการออกแบบและจัดการเรียนรู้ด้านเทคโนโลยี 3) ด้านความสามารถในการออกแบบและจัดการเรียนรู้ด้านการประเมินผลการเรียนรู้

2.2 ผลการตรวจสอบรูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) ประเมินด้านการใช้ประโยชน์ ด้านความเป็นไปได้ ด้านความเหมาะสม และด้านความถูกต้อง พบว่าภาพรวมอยู่ในระดับมากที่สุดทั้ง 4 ด้าน ด้านที่สูงที่สุดคือด้านความถูกต้อง รองลงมา คือด้านการใช้ประโยชน์ และด้านความเป็นไปได้มีค่าเฉลี่ยเท่ากัน

2.3 ผลการประเมินระดับคุณภาพคู่มือการใช้รูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) ประกอบด้วย คำชี้แจง ตอนที่ 1 บทนำ ตอนที่ 2 รูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) ตอนที่ 3 บทบาทของผู้ที่เกี่ยวข้องและวิธีการดำเนินการ ตอนที่ 4 เครื่องมือนิเทศ กำกับ ติดตามการจัดการเรียนรู้ ประเมินด้านความเหมาะสมและความถูกต้องของคู่มือฯ พบว่า ภาพรวมอยู่ในระดับมากที่สุดทั้ง 2 ด้าน โดยมีด้านความเหมาะสมอยู่ในระดับมากที่สุด รองลงมาคือด้านความถูกต้อง เมื่อพิจารณารายองค์ประกอบ อยู่ในระดับมากที่สุดทุกองค์ประกอบ ทั้ง 2 ด้าน

อภิปรายผลการวิจัย

1. ผลการศึกษาสภาพที่เป็นจริงปัจจุบัน สภาพที่คาดหวัง และความต้องการได้รับการนิเทศ เพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) พบว่า สภาพปัจจุบันของการนิเทศการศึกษาของครูเพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) โดยรวมอยู่ในระดับปานกลาง ต่ำกว่าสภาพที่คาดหวังของการนิเทศการศึกษาของครูเพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) ซึ่งโดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านทั้ง 6 ด้าน พบว่า 1) การกำหนดปัญหาและความต้องการจำเป็นของการนิเทศ ความต้องการจำเป็นพบว่ามีค่าความสำคัญสูงสุด คือ สำรวจความต้องการของครูที่มีต่อประเด็นการนิเทศ เนื่องจาก การสำรวจความต้องการ จะส่งผลให้พัฒนาครูได้ตรงสภาพปัญหา และความต้องการของครู สอดคล้องกับรายงานผลการนิเทศการศึกษา สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี ปีการศึกษา 2562 ข้อเสนอแนะในการพัฒนา คือ อยากให้ทำการสำรวจสภาพปัญหา และความต้องการจำเป็นของครูในการนิเทศเพื่อให้เกิดการพัฒนาที่ตรงจุด สู่การยกระดับคุณภาพการศึกษา และสอดคล้องกับ Harris (1990) สงัด อุทรานันท์ (2530) เกรียงศักดิ์ สังข์ชัย (2552) และวัชรา เล่าเรียนดี (2556) ได้เสนอกระบวนการนิเทศการศึกษา โดยขั้นตอนให้ความสำคัญกับขั้นตอนแรก คือ การประเมินสภาพการทำงาน เป็นการศึกษาสภาพแวดล้อม ความต้องการจำเป็นในการนิเทศ เพื่อเป็นสารสนเทศที่สำคัญในการออกแบบกระบวนการนิเทศการศึกษา ให้ตรงจุดในการพัฒนา 2) การกำหนดเป้าหมาย และจุดประสงค์การนิเทศ ความต้องการจำเป็น พบว่ามีค่าความสำคัญสูงสุด คือ มีการกำหนดเป้าหมาย และจุดประสงค์การนิเทศตามความต้องการของครู สอดคล้องกับความต้องการจำเป็นมีค่าความสำคัญสูงสุดของด้านที่ 1 การกำหนดปัญหา และความต้องการจำเป็นของการนิเทศ เมื่อมีการกำหนดปัญหา และความต้องการจำเป็นในการนิเทศ ขั้นต่อไปในการวางแผนกระบวนการนิเทศ คือ การตั้งเป้าหมาย และจุดประสงค์การนิเทศในการพัฒนาตามความต้องการของครู ซึ่งเป็นผลผลิตของการพัฒนา และเป็นขั้นตอนร่วมในขั้นการวางแผนการนิเทศ 3) การออกแบบกระบวนการนิเทศความต้องการจำเป็น พบว่า มีค่า ความสำคัญเป็นลำดับที่หนึ่ง คือ มีรูปแบบกระบวนการนิเทศ ซึ่งเป็นขั้นตอนต่อเนื่องในการวางแผนการนิเทศอย่างเป็นระบบ มีการออกแบบขั้นตอนการนิเทศ สอดคล้อง Harris (1990) ที่ได้เสนอกระบวนการนิเทศ เป็น 6 ขั้นตอน ดังนี้ ประเมินสภาพการทำงาน จัดลำดับความสำคัญของงาน ออกแบบวิธีการทำงาน จัดสรรทรัพยากร ประสานงาน และนำการทำงาน ซึ่งขั้นตอนการออกแบบกระบวนการนิเทศ ถือเป็นขั้นตอนที่มีความสำคัญ ในการลงสู่การปฏิบัติการนิเทศอย่างเป็นระบบ 4) ความรอบรู้ของผู้นิเทศในการให้ความรู้แก่ครู ความต้องการจำเป็น พบว่ามีความสำคัญเป็นลำดับที่หนึ่ง คือ ผู้นิเทศมีความรอบรู้ด้านสื่อเทคโนโลยี เนื่องจากปัจจุบันเป็นยุคที่มีความก้าวหน้าทางด้านเทคโนโลยี สามารถนำเทคโนโลยีมาใช้ในการเพิ่มประสิทธิภาพการทำงานในการจัดการเรียนรู้ของครูในทุกมิติ ผู้นิเทศจึงควรมีความรอบรู้ และสามารถให้ความรู้แก่ครูในด้านสื่อ และเทคโนโลยี สอดคล้องตามยุทธศาสตร์ชาติ 20 ปี (พ.ศ.2561 - 2580) ที่มุ่งเน้นการปฏิรูปกระบวนการเรียนรู้ที่ตอบสนองการเปลี่ยนแปลงในศตวรรษที่ 21 โดยเน้นการพัฒนาทักษะดิจิทัล การใช้เทคโนโลยีผสมผสาน การพัฒนาสื่อการเรียนรู้ที่มีคุณภาพ และพัฒนาตนเองผ่านเทคโนโลยีการเรียนรู้สมัยใหม่ให้เกิดประโยชน์สูงสุด 5) คุณลักษณะที่สำคัญของผู้นิเทศ ความต้องการจำเป็น พบว่ามีความสำคัญ 2 รายการเท่ากันคือ มีความเป็นกัลยาณมิตร และมีมนุษยสัมพันธ์ที่ดี ซึ่งเป็นคุณลักษณะพื้นฐานของผู้นิเทศ “เพื่อนครู” ในการร่วมพัฒนา สอดคล้องกับนิภาวรรณ เดชบุญ (2563) สมรรถนะการนิเทศ เป็นคุณลักษณะเชิงพฤติกรรมของศึกษานิเทศก์ ซึ่งเป็นผลมาจากความรู้ ทักษะ คุณลักษณะส่วนบุคคล ที่ส่งผลให้ศึกษานิเทศก์ประสบผลสำเร็จในการปฏิบัติงาน มีผลงานสูงกว่ามาตรฐาน หรือโดดเด่น ประกอบด้วย ด้านความรู้ในการนิเทศ ด้านทักษะการนิเทศ ได้แก่ ทักษะด้านมนุษยสัมพันธ์ ทักษะด้านผู้นำ ทักษะกระบวนกลุ่ม ทักษะด้านการจัดการนิเทศ ทักษะด้านการประเมินผล และทักษะด้านการสื่อสาร และด้านคุณลักษณะส่วนตัวของผู้นิเทศ ได้แก่ การมีบุคลิกภาพที่ดี การมีคุณธรรมจริยธรรม การมีเจตคติที่ดีต่อการนิเทศ และด้านแรงจูงใจในการนิเทศ และ 6) การประเมินผล สรุปผล และให้ข้อมูลป้อนกลับ ความต้องการจำเป็น พบว่า ความสำคัญเป็นลำดับที่หนึ่ง คือ มีการให้ข้อมูลป้อนกลับต่อผู้รับการนิเทศ การให้ข้อมูลป้อนกลับต่อผู้รับการนิเทศ ถือเป็นกระบวนการสำคัญสู่การพัฒนาครูอย่างแท้จริง ซึ่งในสภาพการปฏิบัติงานจริง ผู้นิเทศส่วนใหญ่ให้ความสำคัญและให้เวลากับการนิเทศเป็นส่วนใหญ่ แต่ขาดการสะท้อนกลับแบบทางตรง ผ่านการสื่อสารพูดคุย แลกเปลี่ยนความคิดเห็นในการพัฒนาร่วมกัน สอดคล้องกับสงัด อุทรานันท์ (2530) กระบวนการนิเทศแบบ PIDRE มีขั้นตอน ดังนี้ การวางแผน

การนิเทศ การให้ความรู้ความเข้าใจในการทำงาน การปฏิบัติงาน การสร้างขวัญและกำลังใจ และการประเมินผลผลิตของการดำเนินงาน

ความต้องการ 3 ลำดับแรก ลำดับที่ 1 ด้านเทคนิคการจัดการเรียนรู้แบบเชิงรุก (Active Learning) ลำดับที่ 2 ด้านการเขียนแผนการจัดการเรียนรู้แบบเชิงรุก (Active Learning) ลำดับที่ 3 ด้านการออกแบบสื่อ และเทคโนโลยี ที่ใช้ในการจัดการเรียนรู้ล้วนเป็นทักษะในการจัดการเรียนรู้เป็นสำคัญ ทั้งในเรื่องเทคนิคการจัดการเรียนรู้ การเขียนแผนการจัดการเรียนรู้ และการออกแบบและพัฒนาสื่อ เทคโนโลยีในการจัดการเรียนรู้ แสดงให้เห็นถึงทิศทางความต้องการในการพัฒนาของครู ที่ตอบสนองกับจุดเน้น และนโยบายของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานที่มุ่งเน้นการจัดการเรียนรู้แบบเชิงรุก (Active Learning) และการจัดการเรียนรู้ในศตวรรษที่ 21 และสอดคล้องกับ สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2550) ความมุ่งหมายของการนิเทศการศึกษาที่สำคัญไว้ ดังนี้ 1) เพื่อช่วยพัฒนาความสามารถของครูผู้สอน 2) เพื่อช่วยให้ครูสามารถวิเคราะห์ปัญหาและหาแนวทางแก้ไขปัญหาได้ด้วยตนเอง 3) เพื่อช่วยให้ครูค้นหาวิธีการทำงานด้วยตนเอง 4) เพื่อช่วยให้ครูมีความศรัทธาในวิชาชีพตน 5) เพื่อช่วยให้ครูมีความก้าวหน้าทางวิชาชีพ 6) เพื่อช่วยให้ครูมีทักษะในการปฏิบัติงาน เช่น การพัฒนาหลักสูตร การปรับปรุงการเรียนการสอน การใช้และการผลิตสื่อการสอน การวัดและประเมินผล เป็นต้น

2. ผลการพัฒนารูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher)

รูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) มีเป้าหมาย เพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) ประกอบไปด้วย 3 ส่วน ส่วนที่ 1 องค์ประกอบส่วนนำ ประกอบด้วย จุดมุ่งหมาย เป็นการนิเทศเพื่อส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูทั้ง 3 ด้าน คือ ด้านกลยุทธ์การสอน (Pedagogy) ด้านเทคโนโลยีในการจัดการเรียนรู้ (Technology) และด้านการประเมินผลเพื่อการเรียนรู้ (Assessment) เปลี่ยนครู ให้เป็นครูยุคใหม่ (Modern Teacher) ในการพัฒนาการจัดการเรียนรู้ที่มีคุณภาพ สู่การยกระดับคุณภาพของผู้เรียนให้เกิดการเรียนรู้ (Learning) และสามารถนำความรู้ ทักษะที่เรียนรู้ไปประยุกต์ใช้ได้จริง และพร้อมรับกับทุกสถานการณ์ที่มีการเปลี่ยนแปลง หลักการและการดำเนินงาน ส่วนที่ 2 องค์ประกอบด้านรูปแบบ ประกอบด้วย กระบวนการ 1) วิเคราะห์ ตรวจสอบ (Scan) 2) กำหนดกลยุทธ์ (Set Strategies) 3) นำสู่การนิเทศ โดยกระบวนการ GROUPS Model 4) ประเมินความสามารถ (Performance Assessment) 5) ส่งเสริม สนับสนุน (Promote) 6) ขยายผลความสำเร็จของวิชาชีพ (Pride & Develop) การพัฒนาวิชาชีพครูผ่านกระบวนการนิเทศการสอน สอดคล้องกับวรลักษณ์ ชูกำเนิด และเอกรินทร์ สังข์ทอง (2557) ที่ได้กล่าวไว้ว่าการจัดพัฒนาวิชาชีพให้กับบุคลากรทางการศึกษา ควรเริ่มต้นจากการศึกษาความต้องการจำเป็นของกลุ่มเป้าหมายที่จะเข้าร่วมพัฒนาวิชาชีพ เพื่อทำให้ทราบข้อมูลพื้นฐานไม่ว่าจะเป็นในเรื่องของกิจกรรมที่เกิดขึ้นในระหว่างการจัดพัฒนาวิชาชีพ จากนั้นนำข้อมูลเหล่านั้นมาทำการวิเคราะห์ ออกแบบอย่างเหมาะสมไว้เพื่อเป็นการนำข้อมูลที่ได้จากการศึกษาความต้องการจำเป็นในส่วนแรกมาผนวกกับการวิเคราะห์ความรู้ รวมทั้งการเลือกกลยุทธ์ที่เหมาะสมสำหรับการพัฒนาวิชาชีพ ซึ่งข้อมูลที่ปรากฏใน Instructional Design Model แต่ละขั้นตอนจะเป็นสิ่งที่ช่วยส่งเสริมการจัดการพัฒนาวิชาชีพเกิดประสิทธิภาพอย่างต่อเนื่องสำหรับคุณครู โดย 1) การเตรียมการเริ่มต้นก่อนการจัดพัฒนาวิชาชีพ 2. การเปิดโอกาสให้คุณครูเข้ารับการพัฒนาวิชาชีพเพิ่มเติมความรู้และทักษะอย่างต่อเนื่อง และ 3) การติดตามผลการพัฒนาวิชาชีพเพื่อเป็นการส่งเสริมและสนับสนุนให้นำความรู้และทักษะไปใช้ในการจัดการเรียนการสอน ซึ่งหลักการที่กำหนดขึ้นนี้เป็นการกำหนดเพื่อเป็นส่วนหนึ่งที่สามารถนำไปใช้เป็นแนววิสัยทัศน์หรือนโยบายของหน่วยงานที่มีหน้าที่ในการพัฒนามาตรฐานของการพัฒนาวิชาชีพ นอกจากนี้ในการจัดพัฒนาวิชาชีพให้กับบุคลากรทางการศึกษา ยังจำเป็นต้องมีการเลือกใช้เทคโนโลยีที่เหมาะสม ซึ่งจะเป็นปัจจัยหนึ่งที่จะส่งผลต่อการพัฒนาการเรียนรู้และการจัดประสบการณ์ในการเรียนรู้ของผู้เข้ารับการพัฒนาวิชาชีพที่ควรต้องได้รับการพัฒนาวิชาครูอย่างต่อเนื่อง เพื่อเป็นการพัฒนาความรู้และทักษะที่จะเกิดขึ้นกับครูในโรงเรียนโดยการร่วมมือกันเป็นชุมชนแห่งการเรียนรู้ทางวิชาชีพที่มีการเน้นในจุดมุ่งหมายเดียวกัน คือเพื่อการเรียนรู้ของผู้เรียนเป็นสำคัญ โดยภาพรวมสอดคล้องกับรูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) ที่ผู้วิจัยพัฒนาขึ้น และส่วนที่ 3 ผลลัพธ์ ประเมินความสามารถ (Performance Assessment) มีตัวบ่งชี้ 3 ตัว คือ ด้านกลยุทธ์การสอน (Pedagogy) ด้านเทคโนโลยีในการจัดการเรียนรู้ (Technology) และด้านการประเมินผลเพื่อการเรียนรู้ (Assessment) สอดคล้องกับ สงัด อุทรานันท์ (2530) Harris (1990) มณฑาทิพย์ ขันแก้ว (2554) วันทนา สมภักดี (2563) ในประเด็นองค์ประกอบด้านการประเมิน ในงานวิจัยฉบับนี้เป็นเป็นการวิจัยพัฒนารูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) สอดคล้องกับการพัฒนาตามแนวคิด TPACK ของ Mishra และ Koehler (2006) กำหนดกรอบแนวคิดทีแพค ผู้วิจัยจึงได้มีการกำหนดกรอบแนวคิดทีแพค(TPACK) ขยายจากแนวคิดของ Mishra และ Koehler (2006) โดยลดความสำคัญด้านความรู้เนื้อหา (Content Knowledge: CK) ซึ่งครูมีสมรรถนะด้านนี้ในระดับดีเยี่ยม มาบูรณาการร่วมกันในการพัฒนาสมรรถนะด้านกระบวนการสอน (Pedagogical – Content Knowledge: PCK) และเพิ่มเติมประเด็นการวัดและประเมินผลเพื่อการเรียนรู้ (Assessment

Knowledge) ดังนั้น สมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) ของผู้วิจัย พัฒนาตามแนวคิดทีแพค (TPACK) ประกอบไปด้วยความรู้ที่สำคัญ 3 แบบ ดังนี้ 1) ความรู้กลยุทธ์การสอน (Pedagogical-Content Knowledge: PCK) หมายถึงความรู้ต่างๆ ที่เกี่ยวกับการปฏิบัติการเรียนสอน รวมถึงกลยุทธ์และวิธีการสอนที่ส่งเสริมการเรียนรู้ของผู้เรียน 2) ความรู้เทคโนโลยี (Technological Knowledge: TK) หมายถึง ความรู้เกี่ยวกับเทคโนโลยีทั้งแบบเดิมและสมัยใหม่ที่สามารถบูรณาการเข้าไปในหลักสูตรการเรียนการสอน 3) ความรู้การวัดและประเมินผล (Assessment Knowledge) หมายถึง ความรู้เกี่ยวกับการวัดและประเมินผลเพื่อการเรียนรู้ของนักเรียน ผลการประเมินรูปแบบด้านการใช้ประโยชน์ ด้านความเป็นไปได้ ด้านความเหมาะสม และด้านความถูกต้อง พบว่าภาพรวมอยู่ในระดับมากที่สุดทั้ง 4 ด้าน

ข้อเสนอแนะ

ข้อเสนอแนะสำหรับการนำการวิจัยไปใช้

1. รูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) มี 6 ขั้น ดังนี้ 1) วิเคราะห์ ตรวจสอบ (Scan : S) 2) กำหนดกลยุทธ์ (Set Strategies : S) 3) นำสู่การนิเทศ โดยกระบวนการ GROUPS Model (Start to Improvement : S) 4) ประเมินความสามารถ (Performance Assessment : P) 5) ส่งเสริม สนับสนุน (Promote : P) และ 6) ขยายผลความสำเร็จของวิชาชีพ (Proud and Development : P) ในการนำรูปแบบการนิเทศไปใช้ควรดำเนินการตามลำดับขั้นตอน โดยให้ความสำคัญตั้งแต่ขั้น 1 วิเคราะห์ ตรวจสอบ (Scan) เพื่อทำความเข้าใจองค์กร สภาพปัจจุบัน สภาพปัญหา และสภาพที่คาดหวัง เพื่อนำเป็นข้อมูลสารสนเทศในการกำหนดกลยุทธ์ (Set Strategies) นำสู่การนิเทศ โดยกระบวนการ GROUPS Model (Start to Improvement) ควบคู่กับขั้นการประเมินความสามารถ (Performance Assessment) และให้นำข้อมูลสารสนเทศในการประเมินการปฏิบัติของครู มาเป็นประเด็นพัฒนาในการส่งเสริม สนับสนุน (Promote) ซึ่งในขั้นการส่งเสริม สนับสนุนนี้อาจจัดกิจกรรมส่งเสริม สนับสนุนได้ทั้งก่อน และหลังขั้นนำสู่การนิเทศ โดยกระบวนการ GROUPS Model (Start to Improvement) โดยคำนึงตามบริบทขององค์กรและความต้องการพัฒนาของครู และดำเนินการในขั้นขยายผลสู่ความสำเร็จในวิชาชีพวิชาชีพ (Proud and Development) ซึ่งเป็นขั้นสุดท้ายของรูปแบบการนิเทศ และควรดำเนินการซ้ำตามขั้นตอนอย่างต่อเนื่อง เพื่อการพัฒนาสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่อย่างยั่งยืน

2. การใช้คู่มือการใช้รูปแบบการนิเทศ 3S3P Supervisory Model ที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูยุคใหม่ (Modern Teacher) ผู้ใช้ควรทำการศึกษาคู่มือการใช้ให้เข้าใจอย่างถ่องแท้ และปฏิบัติตามขั้นตอนของคู่มือการใช้ โดยสามารถปรับประยุกต์ขั้นตอน และการปฏิบัติให้เหมาะสมตามบริบทของผู้ใช้และผู้ใช้ควรให้ความสำคัญกระบวนการสร้างชุมชนการเรียนรู้ทางวิชาชีพ (PLC) เปิดโอกาสให้ทุกภาคส่วนที่เกี่ยวข้อง เช่น สำนักงานเขตพื้นที่การศึกษา สถานศึกษา ข้าราชการครูและบุคลากรทางการศึกษา เป็นต้น ได้เข้ามามีส่วนร่วมทุกขั้นตอน ตั้งแต่การวิเคราะห์สภาพปัจจุบัน การกำหนดเป้าหมายการพัฒนา กระบวนการนิเทศตามรูปแบบการนิเทศ การประเมินผลเพื่อพัฒนาการเรียนรู้ การจัดกิจกรรมส่งเสริม สนับสนุน และขยายผลสู่ความสำเร็จในวิชาชีพ

3. การประเมินสมรรถนะการจัดการเรียนรู้ของครู ควรประเมินตามแนวคิด TPACK ที่มุ่งเน้นด้านเทคโนโลยี (T) ด้านกลยุทธ์การสอน (P) ด้านการวัดและประเมินผล (A) และด้านเนื้อหา (C) โดยจัดลำดับความสำคัญในการประเมินเพื่อพัฒนาสมรรถนะของครูตามผลการวิเคราะห์ ตรวจสอบ (Scan)

ข้อเสนอแนะสำหรับการวิจัยในครั้งต่อไป

1. ควรทำการศึกษารูปแบบการนิเทศที่พัฒนาสมรรถนะเฉพาะด้านของครูในการจัดการเรียนรู้ เช่น สมรรถนะด้านการประเมินเพื่อการเรียนรู้ (Learning Assessment) สมรรถนะด้านกลยุทธ์การสอน (Pedagogy) และสมรรถนะด้านเทคโนโลยี (Technology) เป็นต้น

2. ควรพัฒนาทักษะการโค้ช (Coach) ให้กับสมาชิกทุกคนที่เข้าร่วมกระบวนการนิเทศตามรูปแบบการนิเทศนี้ ซึ่งถือเป็นหัวใจความสำเร็จของการนิเทศ สมาชิกทุกคนต้องช่วยกระตุ้น และสร้างบรรยากาศแห่งการเรียนรู้ สะท้อนคิด ประเมินการจัดการเรียนรู้ของครู และให้ข้อเสนอแนะ เพื่อพัฒนาได้

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แนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

The Guideline for The Participation of The Community in Basic Educational Management of Small School Under the Office of Udonthani Primary Education Service Area 3

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บทคัดย่อ

วิจัยนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นในการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษา ครู และ ประธานกรรมการสถานศึกษา จำนวน 276 คน สุ่มตัวอย่างแบบแบ่งชั้นภูมิ 2) เพื่อศึกษาแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน เลือกแบบเจาะจง 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา จำนวน 10 คน เครื่องมือที่ใช้ในวิจัย คือ แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบประเมินความเหมาะสม และแบบสอบถามประเมินความเหมาะสมและความเป็นไปได้ สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน วิเคราะห์เนื้อหา และวิเคราะห์ลำดับความสำคัญของความต้องการจำเป็นด้วยค่าดัชนี $PNI_{Modified}$ ผลการวิจัยพบว่า

1) สภาพปัจจุบัน โดยรวมอยู่ในระดับปานกลาง สภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมากที่สุด และลำดับความต้องการจำเป็นเรียงลำดับความต้องการจำเป็น 1) ด้านการบริหารงานวิชาการ 2) ด้านการบริหารงานงบประมาณ 3) ด้านการบริหารงานทั่วไป และ 4) ด้านการบริหารงานบุคคล

2) แนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก ประกอบด้วย 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีการดำเนินการ มี 4 ด้าน 23 วิธีดำเนินการ ดังนี้ ด้านการบริหารงานวิชาการ มี 7 วิธีดำเนินการ ด้านการบริหารงานงบประมาณ มี 5 วิธีดำเนินการ ด้านการบริหารงานบุคคล มี 4 วิธีดำเนินการ และด้านการบริหารงานทั่วไป มี 7 วิธีดำเนินการ 4) การประเมิน และ 5) เงื่อนไขความสำเร็จ ผลการประเมินแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก พบว่า มีความเหมาะสมอยู่ในระดับมากที่สุด

3) การประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก พบว่า โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด

คำสำคัญ : การบริหารแบบมีส่วนร่วม, การจัดการศึกษา, สถานศึกษาขนาดเล็ก

Abstract

This research aims to 1) to study the current conditions desirable condition and the necessities of the participation of the community in basic education management of small school under the office of Udonthani Primary Education Service Area Office 3, the sample group consisted of 276 school administrators, teachers and chairman of the Boars of Basic Education Institutions were selected by Stratified random sampling and 9 experts. 2) To present guidelines participation of the community in basic education management of small school under the office of Udonthani Primary Education Service Area Office 3, the informants were 5 experts selected by purposive sampling. 3) To assess the suitability and feasibility of the participation of the community in basic education management of small school under the office of Udonthani Primary Education Service Area Office 3, the informants

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were 10 school administrators selected by purposive sampling. The research instrument was the current status questionnaire. desirable condition, interview form, focus group discussion form and a program evaluation questionnaire. The statistics used in the research were frequency distribution, percentage, mean, standard deviation. analyze content The priorities of the needs were analyzed using the $PNI_{modified}$ index.

The results showed that

1. The current condition in general is moderate, desirable condition Overall, it was at a highest level and order of necessary needs in order of necessary needs 1) Academic management 2) Budgeting management 3) General management and 4) Human Resources management.

2. The Guidelines for participation of the community in basic education management of small school under the Udonthani Primary Educational Service Area Office 3 were found to consists of 1) principles 2) objectives 3) methods of operation. There are 4 aspects and 23 methods of operation as follows Academic management there are 7 implementation methods Innovation, Budgeting management, there are 4 implementation methods, Human Resources management there are 5 implementation methods and General management, there were 7 methods, 4) assessment, and 5) conditions for success. Evaluations were found to be appropriate at a highest level.

3) Evaluation of participation the community in basic education management of small school is appropriate at a highest level and the overall possibility is at a highest level.

Keywords: community participation, education management, small sized school

บทนำ

รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 ได้บัญญัติแนวคิด “การมีส่วนร่วม” ไว้ในมาตรา 54 วรรคสอง โดยกำหนดให้รัฐต้องดำเนินการให้ประชาชนได้รับการศึกษาตามความต้องการในระบบต่าง ๆ รวมทั้งส่งเสริมให้มีการเรียนรู้ตลอดชีวิต และจัดให้มีการร่วมมือกันระหว่างรัฐ องค์กรปกครองส่วนท้องถิ่น และภาคเอกชนในการจัดการศึกษาทุกระดับ กอรปกับยุทธศาสตร์ชาติ (พ.ศ. 2561 – 2580) ได้ระบุถึงการมีส่วนร่วมไว้ในยุทธศาสตร์ที่ 3 การพัฒนาและเสริมสร้างศักยภาพทรัพยากรมนุษย์ ซึ่งมีเป้าหมายการพัฒนาที่สำคัญเพื่อพัฒนาคนในทุกมิติและในทุกช่วงวัยให้เป็นคนดี เก่ง และมีคุณภาพ โดยมีประเด็นยุทธศาสตร์ที่สำคัญ คือ การปฏิรูปกระบวนการเรียนรู้ที่ตอบสนองต่อการเปลี่ยนแปลงในศตวรรษที่ 21 เพื่อเพิ่มประสิทธิภาพระบบบริหารจัดการศึกษาในทุกระดับ ทุกประเภท โดยส่งเสริมการมีส่วนร่วมจากภาคเอกชนในการจัดการศึกษา และ การส่งเสริมบทบาทการมีส่วนร่วมของภาครัฐ ภาคเอกชน องค์กรปกครองส่วนท้องถิ่น ครอบครัว และชุมชนในการพัฒนาทรัพยากรมนุษย์ นอกจากนี้แผนการปฏิรูปประเทศด้านการศึกษาได้ให้ความสำคัญในการปฏิรูปการศึกษาและการเรียนรู้โดยรวมของประเทศ โดยมีประเด็นปฏิรูปที่สำคัญ คือ การสร้างความร่วมมือระหว่างรัฐ องค์กรปกครองส่วนท้องถิ่น และเอกชนเพื่อการจัดการศึกษาด้วย (รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560, 2560)

แผนการปฏิรูปประเทศด้านการศึกษา ได้กำหนดเรื่องและประเด็นปฏิรูปที่ 1 ซึ่งมีเป้าหมายเร่งด่วนในการปฏิรูประบบการศึกษาและการเรียนรู้โดยรวมของประเทศ โดยกำหนดให้มีการจัดทำประกาศกระทรวงว่าด้วยการจัดตั้งดำเนินการสมัชชาการศึกษาระดับจังหวัด มีแนวคิดในการส่งเสริมการมีส่วนร่วมของทุกภาคส่วน ในมาตรา 18 ซึ่งวางหลักให้ประชาชน ซึ่งมีภูมิลำเนาหรือประกอบอาชีพหรือธุรกิจในจังหวัดใด อาจรวมตัวกันเป็นคณะบุคคล เพื่อให้การส่งเสริม สนับสนุน ช่วยเหลือ เสนอแนะ อุดหนุนหรือให้ความร่วมมือในการจัดการศึกษาของสถานศึกษาในจังหวัดนั้นหรือจังหวัดใกล้เคียงได้ ตลอดจนแผนการศึกษาแห่งชาติ พ.ศ. 2560-2579 มีแนวคิดในการจัดการศึกษา (Conceptual Design) โดยยึดหลัก “การมีส่วนร่วมของทุกภาคส่วนของสังคม” และได้กำหนดให้มีการส่งเสริมการมีส่วนร่วมของทุกภาคส่วนในการจัดการศึกษาไว้ในยุทธศาสตร์ที่ 6: การพัฒนาประสิทธิภาพของระบบบริหารจัดการศึกษา โดยมีเป้าหมายว่า “ทุกภาคส่วนของสังคมมีส่วนร่วมในการจัดการศึกษาที่ตอบสนองความต้องการของประชาชนและพื้นที่” (สำนักงานเลขาธิการสภาการศึกษา, 2562)

ปัญหาการมีส่วนร่วมของชุมชนในการจัดการสถานศึกษา พบว่า ทางสถานศึกษาขาดการปรึกษาหารือกับชุมชนในการจัดทำแผนงาน มีงบประมาณดำเนินงานน้อย วัสดุครุภัณฑ์ให้บริการแก่ชุมชนไม่เพียงพอ และฐานทางเศรษฐกิจของชุมชนไม่เอื้อต่อการสนับสนุนโรงเรียน การบริหารสถานศึกษาด้านการสร้างความสัมพันธ์กับชุมชนได้รับการปฏิบัติน้อยกว่าการบริหารงานด้านอื่น และมีปัญหาอื่นๆ ที่หลากหลาย เช่น ผู้ปกครองไม่สนใจการศึกษาของผู้เรียน ชุมชนไม่ให้ความร่วมมือกับสถานศึกษา ครูอาจารย์มีชั่วโมงสอนมากไม่มีเวลาให้บริการชุมชน แหล่งทรัพยากรท้องถิ่นมีน้อย ผู้ปกครองในชุมชนมีรายได้ต่ำ ให้ความร่วมมือกับสถานศึกษาค่อนข้างน้อย และขาดวัสดุครุภัณฑ์ในการเผยแพร่เกียรติประวัติของสถานศึกษา (หวน พินธุพันธ์, 2554)

ปัจจุบันโรงเรียนขนาดเล็กในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 ยังมีปัญหาในการให้ชุมชนเข้ามามีส่วนร่วมในการบริหารงานทั้ง 4 ฝ่าย อย่างเช่น ด้านการบริหารงานทั่วไปของโรงเรียนยังด้อยการสนับสนุนให้ชุมชนเข้ามามีส่วนร่วมในการคิด การตัดสินใจในการจัดการศึกษา การมีส่วนร่วมในการดำเนินงานกิจกรรมต่าง ๆ ของโรงเรียน ด้านการบริหารงานงบประมาณ ชุมชนยังต้องการค่าตอบแทนเมื่อโรงเรียนขอความช่วยเหลือในการดำเนินงานต่างๆ ในด้านการบริหารงานวิชาการ ชุมชนเข้ามามีส่วนร่วมน้อยมาก ซึ่งแตกต่างจากความคาดหวังของโรงเรียนที่ต้องการจะให้ชุมชนมีส่วนร่วมในการจัดการศึกษาขั้นพื้นฐาน โดยเฉพาะอย่างยิ่งการพัฒนาหลักสูตรท้องถิ่นหรือกิจกรรมที่เกี่ยวกับการพัฒนาหลักสูตรของโรงเรียนและการจัดกิจกรรมการเรียนรู้ของนักเรียน ส่วนปัญหาด้านการมีส่วนร่วมในการบริหารงานบุคคล คณะกรรมการสถานศึกษาขั้นพื้นฐานยังทำหน้าที่ผู้แทนชุมชนอย่างไม่เต็มความสามารถ

จากความเป็นมา ความสำคัญ และปัญหาที่กล่าวมาข้างต้น แนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 จึงถูกพัฒนาเพื่อให้มีความเหมาะสมสอดคล้องกับความต้องการของสถานศึกษา ส่งเสริมบทบาทของการมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาให้มีประสิทธิภาพก่อให้เกิดประโยชน์โดยตรงกับผู้เรียน และเพื่อเป็นแนวทางให้โรงเรียนและหน่วยงานที่เกี่ยวข้องนำไปประยุกต์ใช้ดำเนินการนำชุมชนเข้ามามีส่วนร่วมในการจัดการศึกษา อันจะนำไปสู่ความสำเร็จ และการจัดการเรียนรู้อย่างมีประสิทธิภาพ และยั่งยืน ต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3
2. เพื่อศึกษาแนวทางการบริหารแบบมีส่วนของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3
3. เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารแบบมีส่วนของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง แนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

ขั้นตอนที่ 1 การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก

1. ขั้นตอนการดำเนินการ ดังนี้

1.1 ผู้วิจัยศึกษาแนวคิด ทฤษฎี เกี่ยวกับภาวะผู้นำดิจิทัลของครู จากเอกสาร และงานวิจัยที่เกี่ยวข้อง ทำการวิเคราะห์ข้อมูลโดยการสร้างข้อสรุปจากการวิเคราะห์เนื้อหา (Content Analysis) จากข้อมูลที่เก็บรวบรวมได้ แล้วนำมาสร้างกรอบแนวคิดการวิจัย ได้องค์ประกอบและตัวชี้วัดของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 ประกอบด้วย 4 องค์ประกอบ ดังนี้ 1) ด้านการบริหารงานวิชาการ 2) ด้านการบริหารงานงบประมาณ 3) ด้านการบริหารงานบุคคล 4) ด้านการบริหารงานทั่วไป

1.2 นำองค์ประกอบ และตัวบ่งชี้ของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานีเขต 3 มาใช้สร้างแบบสอบถามเพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็น

1.3 ทำการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

1.4 วิเคราะห์สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 มาหาดัชนีความต้องการจำเป็น (Priority Needs Index)

2. ประชากรและกลุ่มตัวอย่าง

2.1 ประชากร คือ สถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 จำนวน 115 โรงเรียน

2.2 กลุ่มตัวอย่างคือ สถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 จำนวน 92 โรงเรียน ที่ได้จากการกำหนดตัวอย่างจากตารางสำเร็จรูป Krejcie and Morgan (Krejcie & Morgan, 1970, p. 608) โดยใช้วิธีสุ่มแบบชั้นภูมิ (Stratified random sampling) แบ่งเป็น 6 อำเภอ โดยผู้วิจัยได้ทำการกำหนดขนาดของกลุ่มตัวอย่างที่ระดับความเชื่อมั่นที่ 95 % และระดับความคลาดเคลื่อนของกลุ่มตัวอย่างที่ .05

2.3 กลุ่มผู้ให้ข้อมูล กลุ่มผู้ให้ข้อมูลสถานศึกษาขนาดเล็กละ 3 คน ประกอบด้วย ผู้อำนวยการโรงเรียนหรือรองผู้อำนวยการโรงเรียน 1 คน ครู จำนวน 1 คน และประธานกรรมการสถานศึกษาขั้นพื้นฐาน 1 คน รวมทั้งสิ้น 276 คน

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 แบบสอบถามเพื่อการวิจัย

แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบ รายการ (Checklist) เป็นข้อมูลพื้นฐานเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นแบบสอบถามที่เป็นข้อคำถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ (Rating Scale) ตามแบบของลิเคิร์ท (Likert Type)

3.2 การสร้างและหาคุณภาพของเครื่องมือ

แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 มีวิธีการสร้างและหาคุณภาพ ดังนี้

1. ศึกษาหลักเกณฑ์ และวิธีการสร้างแบบสอบถามแบบมาตราส่วน ประมาณค่า

2. ร่างแบบสอบถามโดยใช้ประเด็นองค์ประกอบและตัวชี้วัดที่ได้จากการศึกษามาเป็นกรอบการสร้างแบบสอบถาม

3. นำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ เพื่อตรวจสอบความถูกต้องและความครอบคลุมของเนื้อหาแล้วนำข้อเสนอแนะที่ได้ไปพิจารณาปรับปรุงแก้ไขให้สมบูรณ์ยิ่งขึ้น

4. การตรวจคุณภาพของแบบสอบถาม โดยการตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ผู้วิจัยนำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นและผ่านการพิจารณาจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว นำเสนอผู้เชี่ยวชาญเพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา ความเหมาะสมและความชัดเจนของข้อคำถาม ดำเนินการตรวจสอบคุณภาพเครื่องมือโดยวิธีการตรวจสอบความเที่ยงตรงเชิงเนื้อหาใช้เทคนิค IOC (Index of Item-Objective Congruence) หรือดัชนีความสอดคล้องระหว่างข้อคำถาม

5. นำแบบสอบถามที่ผ่านการตรวจพิจารณาของผู้เชี่ยวชาญแล้วนำไปทดลองใช้ เพื่อหาคุณภาพของแบบสอบถามโดยนำไปทดลองใช้ (Try Out) กับครู ที่ปฏิบัติงานในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 2 ที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน

6. นำแบบสอบถามที่ทดลองใช้นำมาหาค่าอำนาจจำแนกรายข้อโดยการหาค่าสัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อกับคะแนนรวม (Item–Total Correlation) คัดเลือกข้อคำถามที่มีค่า 0.20 ขึ้นไปใช้ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายของ Pearson โดยดูจากค่าความสัมพันธ์จากคะแนนรายข้อกับคะแนนรวม (Item Total Correlation) ข้อคำถามมีค่าอำนาจจำแนกอยู่ระหว่างการตรวจสอบค่าความเชื่อมั่น ผู้วิจัยได้นำข้อคำถามที่มีค่าอำนาจจำแนกตามเกณฑ์ไปหาค่าความเชื่อมั่นทั้งฉบับตามวิธีการหาค่าสัมประสิทธิ์แอลฟาของคอนบราค (Cronbach’s Alpha Coefficient)

7. จัดพิมพ์แบบสอบถามฉบับสมบูรณ์ แล้วนำไปเก็บรวบรวมข้อมูลกับกลุ่มตัวอย่างต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ขอหนังสือจากวิทยาลัยบัณฑิตด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ถึงผู้อำนวยการเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล

4.2 จัดส่งแบบสอบถาม ไปยังโรงเรียนในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 ผ่านช่องทาง ระบบสนับสนุนการบริหารจัดการสำนักงาน Smart Area AMSS^{++} และให้กลุ่มตัวอย่างตอบแบบสอบถามในรูปแบบของกูเกิลฟอร์ม (Google form) ผ่านลิงค์ และคิวอาร์โค้ด (QR Code) ที่ผู้วิจัยสร้างขึ้น เป้าหมายในการเก็บรวบรวมข้อมูลจำนวน 276 คน

4.3 ในกรณีที่ไม่ได้รับแบบสอบถามคืนตามเวลาที่กำหนด ผู้วิจัย ติดตามเก็บรวบรวมแบบสอบถามด้วยตนเอง

4.4 ผู้วิจัยนำแบบสอบถามมาวิเคราะห์ข้อมูลด้วยคอมพิวเตอร์โดยใช้โปรแกรมสำเร็จรูป

5. การจัดกระทำและวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์และนำเสนอข้อมูลจากแบบสอบถาม ดังนี้

5.1 การจัดกระทำข้อมูล

5.1.1 ตรวจสอบจำนวนและความสมบูรณ์ของแบบสอบถามที่ได้รับคืนมาแต่ละฉบับใช้วิเคราะห์ข้อมูล โดยใช้โปรแกรมสำเร็จรูป ดังนี้

5.1.1.1 วิเคราะห์ข้อมูล ตอนที่ 1 ของแบบสอบถาม ที่มีลักษณะเป็นข้อมูลทั่วไปเกี่ยวกับสถานภาพ เพศ อายุ ประสบการณ์ วิเคราะห์โดยใช้ค่าความถี่ (Frequency) และ ค่าร้อยละ Percentage)

5.1.1.2 วิเคราะห์ข้อมูล ตอนที่ 2 ของแบบสอบถาม ที่มีลักษณะข้อมูล ประเภทมาตราส่วนประมาณค่า (Rating Scale) โดยใช้โปรแกรมสำเร็จรูปในการดำเนินการหาค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล ในการวิเคราะห์ข้อมูลการวิจัยครั้งนี้ ผู้วิจัยได้ใช้สถิติในการวิเคราะห์ข้อมูลดังนี้

5.2.1 สถิติพื้นฐาน

5.2.1.1 ร้อยละ (Percentage)

5.2.1.2 ค่าเฉลี่ย (Mean)

5.2.1.3 ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation: S.D.)

5.2.2 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ

5.2.2.1 ค่าความเชื่อมั่นของแบบสอบถามโดยหาค่าสัมประสิทธิ์แอลฟา (Alpha Coefficient) โดยใช้สูตรของครอนบาค (Cronbach) และค่าอำนาจจำแนกรายข้อ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อคำถามกับคะแนนตามสูตรหาค่า สัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson’s Product Moment Correlation Coefficient)

5.2.2.2 การหาค่าความตรงด้านเนื้อหา (Content Validity) ของ แบบสอบถามโดยใช้สูตรดัชนีความสอดคล้อง (Index of item Objective Congruence: IOC)

5.3. วิเคราะห์ความต้องการความจำเป็น (Need Assessment) โดยนำข้อมูลที่ได้จากการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์มาหาดัชนีความต้องการจำเป็น (Priority Needs Index) เพื่อจัดลำดับความต้องการความจำเป็น

ขั้นตอนที่ 2 การศึกษา Best Practices เกี่ยวกับการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก

1. ผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา ครูผู้สอน และประธานกรรมการสถานศึกษา โรงเรียนละ 3 คน จำนวน 3 โรงเรียน ใช้วิธีการเลือกแบบเจาะจง (Purposive Sampling) รวมผู้ให้ข้อมูลทั้งหมด 9 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสัมภาษณ์กึ่งโครงสร้างซึ่งใช้คำถามที่ประกอบด้วยข้อมูลทั่วไปและความคิดเห็นเกี่ยวกับการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก ซึ่งมีส่วนประกอบดังนี้

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับตำแหน่งทางการบริหาร ตำแหน่งทางวิชาการ คุณวุฒิสูงสุด สถานที่ทำงาน ประสบการณ์ในการทำงาน

ตอนที่ 2 ความคิดเห็นเกี่ยวกับการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก

2.2 การสร้างและการหาคุณภาพของเครื่องมือ

2.2.1 ศึกษาแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้องกับการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

2.2.2 สร้างเป็นข้อคำถามของแบบสัมภาษณ์

2.2.3 นำข้อคำถามของแบบสัมภาษณ์ที่สร้างได้ไปให้อาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้องของแบบสัมภาษณ์ สำนวนภาษา และปรับปรุงตามคำแนะนำของอาจารย์ที่ปรึกษา

2.2.4 นำแบบสัมภาษณ์ที่สร้างขึ้นเรียบร้อยแล้วไปให้ผู้เชี่ยวชาญ (ชุดเดิม) ในการตรวจสอบเครื่องมือวิจัย พิจารณาความสอดคล้องระหว่างประเด็นข้อคำถามในการสัมภาษณ์ กับวัตถุประสงค์และนิยามศัพท์เฉพาะ ในขั้นตอนนี้ใช้การวิเคราะห์ความสอดคล้อง (IOC : Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

2.2.5 ปรับปรุงแบบสัมภาษณ์ตามคำแนะนำของผู้เชี่ยวชาญไปจัดทำเป็นแบบ สัมภาษณ์ฉบับสมบูรณ์

3. การเก็บรวบรวมข้อมูล

ดำเนินการประสานงานกับหน่วยงานต้นสังกัดของผู้ให้ข้อมูลและสัมภาษณ์ด้วยตนเอง โดยใช้แบบสอบถามที่สร้างขึ้น ผู้วิจัยใช้วิธีการสัมภาษณ์และจัดเก็บข้อมูลด้วยวิธีการจดบันทึก ใช้เครื่องบันทึกเสียงและกล้องถ่ายภาพ โดยมีรายละเอียดดังนี้

3.1 ขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ไปยังสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล ณ โรงเรียนที่มีแนวปฏิบัติที่ดี จำนวน 3 โรงเรียน

3.2 นำหนังสือขอความอนุเคราะห์ในการตอบแบบสัมภาษณ์ส่งถึงกลุ่มผู้ให้ข้อมูลด้วยตนเอง พร้อมนัดหมายวันเวลาที่กลุ่มผู้ให้ข้อมูลสะดวกในการให้สัมภาษณ์กับผู้วิจัย

3.3 ดำเนินการสัมภาษณ์ตามวันเวลาที่นัดหมายพร้อมเก็บบันทึกข้อมูล โดยละเอียด

4. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

4.1 นำข้อมูลที่ได้จากแบบบันทึกการสัมภาษณ์มาเรียบเรียง จัดระเบียบ ข้อมูล จัดกลุ่มเนื้อหาตามองค์ประกอบหลักและองค์ประกอบย่อย

4.2 ผู้วิจัยวิเคราะห์ข้อมูลโดยการวิเคราะห์ข้อมูลเชิงคุณภาพ

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงคุณภาพ คือ การวิเคราะห์เนื้อหา (Content Analysis)

ระยะที่ 2 ศึกษาแนวทางการการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

ขั้นตอนที่ 1 ยกร่างแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

ยกร่างแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 โดยดำเนินการนำข้อมูลที่ได้จากการวิเคราะห์ความต้องการจำเป็นในระยะที่ 1 และการศึกษา Best Practices เกี่ยวกับการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

ขั้นตอนที่ 2 การตรวจสอบยืนยันแนวทาง

1. ผู้ทรงคุณวุฒิ ตรวจสอบยืนยันแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 จำนวน 5คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบบันทึกประเด็นการสัมภาษณ์เกี่ยวกับร่างแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก

2.2.2 ศึกษาวิธีการสร้างแบบบันทึกการสัมภาษณ์แบบกึ่งโครงสร้าง

2.2.3 ร่างแบบสัมภาษณ์ โดยใช้ประเด็นสำคัญของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบบันทึกการสนทนากลุ่มที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษา วิทยานิพนธ์แล้วให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้อง ตั้งแต่ .60 ขึ้นไป

2.2.6 จัดทำแบบบันทึกการสนทนากลุ่มฉบับจริงและนำไปเก็บข้อมูลกับกลุ่มผู้ทรงคุณวุฒิต่อไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อนำไปส่งถึงผู้ทรงคุณวุฒิ เพื่อขอความอนุเคราะห์ตอบแบบสัมภาษณ์เพื่อตรวจสอบ ยืนยันร่างแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

3.2 นำแบบสัมภาษณ์พร้อมทำการเก็บรวบรวมข้อมูลโดยการสัมภาษณ์จากกลุ่มผู้ให้ข้อมูล

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูลตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบบันทึกการสัมภาษณ์

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูลและการวิเคราะห์ข้อมูลเชิงคุณภาพ

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 การวิเคราะห์ข้อมูล คือ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 3 ประเมินความเหมาะสมของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 โดย

1. ผู้ทรงคุณวุฒิ (ชุดเดิม) จำนวน 5 คน ประเมินความเหมาะสมของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสมของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 โดย โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ ของลิเคอร์ท (Likert Scale)

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 โดย ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2558)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ระยะที่ 3 การประเมินความเหมาะสมและความเป็นไปได้ในการนำแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

1. นำร่างแนวทางเสนอต่อผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 เพื่อประเมินความเหมาะสมแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสม และความเป็นไปได้ของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 โดย โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ ของลิเคอร์ท (Likert Scale)

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 โดย ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2558)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

1. การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

1.1 สภาพปัจจุบันของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 โดยรวมอยู่ในระดับปานกลาง และรายด้าน ได้แก่ ด้านบริหารงานวิชาการอยู่ในระดับ ปานกลาง ด้านการบริหารงานงบประมาณอยู่ในระดับ ปานกลาง ด้านการบริหารงานบุคคลอยู่ในระดับ ปานกลาง และด้านการบริหารงานทั่วไปอยู่ในระดับ ปานกลาง

1.2 สภาพที่พึงประสงค์ของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 โดยรวมอยู่ในระดับมากที่สุด และรายด้าน ได้แก่ ด้านการบริหารงานวิชาการ อยู่ในระดับ มากที่สุด ด้านการบริหารงานงบประมาณอยู่ในระดับ มากที่สุด ด้านการบริหารงานบุคคลอยู่ในระดับ มาก และด้านการบริหารงานทั่วไปอยู่ในระดับ มากที่สุด

1.3 ความต้องการจำเป็นของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ ด้านการบริหารงานวิชาการ ด้านการบริหารงานงบประมาณ ด้านการบริหารงานทั่วไป และด้านการบริหารงานบุคคล ตามลำดับ

2. แนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3

2.1 ผลของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 ประกอบด้วย 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ มี 4 ด้าน 23

วิธีดำเนินการ ดังนี้ ด้านการบริหารงานวิชาการ มี 7 วิธีดำเนินการ ด้านการบริหารงานงบประมาณ มี 5 วิธีดำเนินการ ด้านการบริหารงานบุคคล มี 4 วิธีดำเนินการ และด้านการบริหารงานทั่วไป มี 7 วิธีดำเนินการ 4) การประเมิน และ 5) เงื่อนไขความสำเร็จ

2.2 ผลตรวจสอบยืนยันและความเหมาะสมของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 โดยผู้ทรงคุณวุฒิ พบว่า โดยรวมมีความเหมาะสมอยู่ในระดับ มากที่สุด

3. ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 พบว่า โดยรวมมีความเหมาะสมอยู่ในระดับ มากที่สุด และความเป็นไปได้อยู่ในระดับ มากที่สุด

อภิปรายผลการวิจัย

1. สภาพปัจจุบันของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก โดยรวมอยู่ในระดับปานกลาง ผลการวิจัยเช่นนี้อาจเป็นเพราะ สถานศึกษาขนาดเล็ก ทำให้การจัดสรรงบประมาณ และบุคลากร มีจำนวนน้อย ชุมชนยังไม่เข้าใจบทบาทในการมีส่วนร่วมกับทางสถานศึกษา ซึ่งสอดคล้องกับงานวิจัยของ รัตนพร รัตนสุวรรณ (2564) ได้ทำการวิจัยเรื่องแนวทางการมีส่วนร่วมของชุมชนในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครศรีธรรมราช เขต 2 พบว่า การมีส่วนร่วมของชุมชนในการบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครศรีธรรมราช เขต 2 โดยรวมอยู่ในระดับมาก เมื่อเรียงลำดับจากค่าเฉลี่ยรายด้านจากมากไปหาน้อย ได้แก่ ด้านการบริหารงานงบประมาณ ด้านการบริหารงานวิชาการ ด้านการบริหารงานทั่วไป และด้านการบริหารงานบุคค ตามลำดับ

2. สภาพที่พึงประสงค์ของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก โดยรวมอยู่ในระดับมากที่สุด ผลการวิจัยเช่นนี้อาจเป็นเพราะว่า สถานศึกษาขนาดเล็กส่วนใหญ่สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 ต้องการให้ชุมชนเข้ามามีส่วนร่วมในการจัดการศึกษา เพื่อเพิ่มประสิทธิภาพในการบริหารจัดการสถานศึกษา ซึ่งสอดคล้องกับงานวิจัยของ จิรายุ พรหมจักร (2559) ได้ทำการวิจัยการพัฒนาแนวทางการบริหารแบบมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานสำหรับสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาหนองบัวลำภู เขต 2 พบว่า สภาพที่พึงประสงค์ของการบริหารแบบมีส่วนร่วมของคณะกรรมการสถานศึกษาขั้นพื้นฐานสำหรับสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาหนองบัวลำภู เขต 2 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากทุกด้าน

3. ลำดับความต้องการจำเป็น ของการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านการบริหารงานวิชาการ ลำดับที่ 2 ด้านการบริหารงานงบประมาณ ลำดับที่ 3 ด้านการบริหารงานทั่วไป และลำดับที่ 4 ด้านการบริหารงานบุคคล

4. แนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 โดยรวมมีความเหมาะสมอยู่ในระดับ มากที่สุด และผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 โดยผู้บริหารสถานศึกษา โดยรวมมีความเหมาะสมอยู่ในระดับ มากที่สุด และความเป็นไปได้อยู่ในระดับ มากที่สุด ซึ่งสอดคล้องกับงานวิจัยของ ปานระพี มหาสาโร (2563) ได้ทำการวิจัยเรื่อง การพัฒนาแนวทางการมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การประถมศึกษามหาสารคาม เขต 2 พบว่า ผลการประเมินแนวทางการมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก พบว่า โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และมีความเป็นไปได้อยู่ในระดับมากที่สุด

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ควรศึกษาแนวทางการบริหารแบบมีส่วนร่วมแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 ที่ผู้วิจัยสร้างขึ้น แต่ละขั้นให้ชัดเจน เพื่อจะได้นำไปปฏิบัติให้ถูกต้อง ครบถ้วนตามขั้นตอน ซึ่งจะนำไปสู่การบริหารแบบมีส่วนร่วมของชุมชนที่มีคุณภาพ

1.2 ควรถอดบทเรียนของสถานศึกษาที่มีผลการปฏิบัติงานดีเยี่ยม ด้านการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษา ให้สอดคล้องกับบริบทของสถานศึกษา

1.3 ควรนำผลการพัฒนาการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 ไปใช้เป็นแนวทางการบริหารแบบมีส่วนร่วม เพื่อให้เกิดประสิทธิภาพและประสิทธิผล

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

เพื่อให้งานวิจัยเกี่ยวกับแนวทางการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 เป็นประโยน์สำหรับการวิจัยในอนาคต ผู้วิจัยจึงของเสนอแนะแนวทางการวิจัยครั้งต่อไป ดังต่อไปนี้

2.1 ควรศึกษาปัจจัยที่ส่งผลให้ชุมชนเข้ามามีส่วนร่วมหรือไม่มีส่วนร่วมในการจัดการศึกษากับสถานศึกษา

2.2 ควรศึกษาองค์ประกอบอื่นๆ ถึงปัจจัยที่ส่งผลต่อการบริหารแบบมีส่วนร่วมของชุมชนในการจัดการศึกษาของสถานศึกษาสำหรับทุกสถานศึกษา

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การศึกษาคุณลักษณะของบัณฑิตที่พึงประสงค์ตามความต้องการของผู้ใช้บัณฑิตของสาขาวิชาการศึกษาปฐมวัย คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกาญจนบุรี

The study of desirable graduate characteristics according to the needs of graduate users of the Department of Early Childhood Education, Faculty of Education, Kanchanaburi Rajabhat University

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาคุณลักษณะบัณฑิตที่พึงประสงค์ตามความต้องการของผู้ใช้บัณฑิต เพื่อเสนอแนวทางการพัฒนาคุณลักษณะบัณฑิตตามความต้องการของผู้ใช้บัณฑิต ของสาขาวิชาการศึกษาปฐมวัย คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกาญจนบุรี และเพื่อเป็นแนวทางการผลิตบัณฑิตสาขาวิชาการศึกษาปฐมวัย โดยเก็บข้อมูลจากผู้อำนวยการสถานศึกษา ครูในสถานศึกษา และผู้บริหารหน่วยงาน ผู้ร่วมงานที่บัณฑิตปฏิบัติงานอยู่ จำนวน 39 คน ได้มาจากการสุ่มตัวอย่างอย่างง่าย (Simple Random Sampling) จากโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาญจนบุรี และสถาบันการศึกษาที่บัณฑิตได้ปฏิบัติงานอยู่ในการดำเนินการสำรวจความพึงพอใจของผู้ใช้บัณฑิตแบ่งออกเป็น 6 ด้าน คือ 1. ด้านคุณธรรม จริยธรรม 2. ด้านความรู้ 3. ด้านทักษะทางปัญญา 4. ด้านทักษะความสัมพันธ์ระหว่างบุคคลและความรับผิดชอบ 5. ด้านทักษะการวิเคราะห์เชิงตัวเลข การสื่อสารและการใช้เทคโนโลยีสารสนเทศ และ 6. ด้านทักษะการจัดการเรียนรู้ โดยได้ศึกษากลุ่มตัวอย่างผู้อำนวยการสถานศึกษา ครูในสถานศึกษา และผู้บริหารหน่วยงาน ผู้ร่วมงานที่บัณฑิตปฏิบัติงานอยู่ สถิติที่ใช้ในการวิเคราะห์ข้อมูลประกอบด้วย ค่าร้อยละ ค่าเฉลี่ย ($\bar{X}$) และค่าเบี่ยงเบนมาตรฐาน (S.D.) โดยทำการศึกษาตามขอบข่ายของเนื้อหา 6 ด้าน พบว่า ด้านคุณธรรม จริยธรรม พบว่า ความคิดเห็นของผู้ใช้บัณฑิต โดยรวมอยู่ในระดับมากที่สุด ($\bar{X}$= 3.73) ด้านความรู้ พบว่า ความคิดเห็นของผู้ใช้บัณฑิต โดยรวมอยู่ในระดับมากที่สุด ($\bar{X}$= 3.60) ด้านทักษะทางปัญญา พบว่า ความคิดเห็นของผู้ใช้บัณฑิต โดยรวมอยู่ในระดับมากที่สุด ($\bar{X}$= 3.62) ด้านทักษะความสัมพันธ์ระหว่างบุคคลและความรับผิดชอบ พบว่า ความคิดเห็นของผู้ใช้บัณฑิต โดยรวมอยู่ในระดับมากที่สุด ($\bar{X}$= 3.70) ด้านทักษะการวิเคราะห์เชิงตัวเลข การสื่อสารและการใช้เทคโนโลยีสารสนเทศ พบว่า ความคิดเห็นของผู้ใช้บัณฑิต โดยรวมอยู่ในระดับมาก ($\bar{X}$= 3.37) ด้านทักษะการจัดการเรียนรู้ พบว่า ความคิดเห็นของผู้ใช้บัณฑิต โดยรวมอยู่ในระดับมาก ($\bar{X}$= 3.42)

คำสำคัญ : คุณลักษณะบัณฑิต

Abstract

This research study The objective is to study graduate characteristics that are desirable according to the needs of graduate users. To propose guidelines for developing graduate characteristics according to the needs of graduate users of the Department of Early Childhood Education, Faculty of Education, Kanchanaburi Rajabhat University and as a guideline for producing graduates in the field of early childhood education by collecting data from the director of the school teacher in school and executives 39 people working with graduates into 6 aspects: 1. morality, ethics, 2. knowledge, 3. intellectual skills, 4. relationship skills. between individuals and responsibilities 5. Numerical analysis skills communication and the use of information technology; and 6. learning management skills. to focus on the results obtained from the study to propose guidelines for the development of graduate characteristics by studying the sample of the director of the school teacher in school and executives Associates with whom the graduates are working The statistics used in the data analysis consisted of percentage, mean ($\bar{X}$) and standard deviation (S.D.). The study was conducted according to the scope of the content in 6 areas. It was found that. In terms of morality and ethics, it was found that the opinions of graduate users Overall, it was at the highest level ($\bar{X}$= 3.73). In terms of knowledge, it was found that the opinions of graduate users Overall, it was at

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the highest level ($\bar{X}$= 3.60). Regarding intellectual skills, it was found that the opinions of graduate users Overall, it was at the highest level ($\bar{X}$= 3.62). Regarding interpersonal skills and responsibility, it was found that the opinions of graduate users Overall, it was at the highest level ($\bar{X}$= 3.70). Numerical analysis skills Communication and use of information technology found that the opinions of graduate users Overall, it was at a high level ($\bar{X}$= 3.37). Regarding learning management skills, it was found that the opinions of graduate users Overall, it was at a high level ($\bar{X}$= 3.42).

Keywords: Graduate attributes

บทนำ

บทบาทหน้าที่ของครูทางการศึกษาปฐมวัยข้างต้นสอดคล้องกับพระราชบัญญัติ การศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 ในหมวดที่ 7 ได้มีสาระบัญญัติสำคัญ ที่เกี่ยวกับครู คณาจารย์ และบุคลากรทางการศึกษาไว้โดยเฉพาะ โดยมีเจตนารมณ์ที่จะให้วิชาชีพครูเป็นวิชาชีพชั้นสูง ผู้ประกอบวิชาชีพนี้จะต้องได้รับการพัฒนาอย่างต่อเนื่อง มีเกียรติและศักดิ์ศรีแห่งวิชาชีพเป็นที่ยอมรับของสังคม อันจะส่งผลต่อการพัฒนาคุณภาพการศึกษาของชาติต่อไป จากแนวทางแห่งพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 ดังกล่าว แสดงให้เห็นถึงความสำคัญของคุณลักษณะของครู ในด้านต่าง ๆ เช่น ด้านการสอน ด้านความรู้ ด้านคุณธรรม จริยธรรม และด้านการพัฒนา เป็นต้น ที่ตนเองจะส่งผล ต่อการพัฒนา การศึกษาเป็นอย่างมาก จึงมีความจำเป็นที่จะต้องทำให้เกิดคุณลักษณะที่ดีในตัวครูให้ได้ ในยุคโลกาภิวัตน์มีการเปลี่ยนแปลงอย่างรวดเร็ว ภาวการณ์แข่งขัน การพัฒนาทรัพยากรมนุษย์ให้มีคุณภาพเป็นสิ่งสำคัญและจำเป็น ซึ่งสถาบันอุดมศึกษาต้องมุ่งผลิตบัณฑิตที่มีความรู้ความสามารถ เพื่อดำรงชีวิตในสังคมแห่งการเปลี่ยนแปลงได้อย่างมีคุณภาพชีวิตที่ดี ตามเป้าหมายของการพัฒนาคนด้วยการจัดกระบวนการพัฒนาคุณลักษณะที่จำเป็นของคนในยุคแห่งการเรียนรู้มีความคิดริเริ่มสร้างสรรค์ มีความเป็นเหตุเป็นผล มีความสามารถในด้านภาษาต่างประเทศเทคโนโลยีสารสนเทศ เป็นต้น การประเมินคุณภาพบัณฑิตที่สำเร็จการศึกษา โดยมุ่งศึกษาคุณลักษณะของบัณฑิตที่พึงประสงค์หรือความต้องการของผู้ใช้บัณฑิต และความพึงพอใจที่มีต่อการปฏิบัติงานของผู้ใช้บัณฑิตที่สำเร็จการศึกษา ซึ่งเป็นไปตามนโยบายการปฏิรูปการศึกษาของภาครัฐที่กำหนดไว้ในพระราชบัญญัติการศึกษาแห่งชาติ พุทธศักราช 2542 ให้การศึกษาต้องเป็นไปเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ทั้งร่างกาย จิตใจ สติปัญญา ความรู้ และคุณธรรมจริยธรรมและวัฒนธรรม ในการดำรงชีวิตสามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข การสำรวจคุณลักษณะของบัณฑิตที่พึงประสงค์และความพึงพอใจของผู้ใช้บัณฑิตเป็นตัวชี้วัดหนึ่งที่จะทำให้ทราบคุณภาพบัณฑิตว่าอยู่ในระดับใด ทั้งนี้เพื่อนำข้อมูลที่ได้จากการสำรวจมาใช้ในรูปของการปรับปรุงการเรียนการสอนให้มีคุณภาพ และสามารถผลิตบัณฑิตให้สอดคล้องกับความต้องการของผู้ใช้บัณฑิตหรือนายจ้างหรือผู้ประกอบการทั้งในด้านความรู้ ความสามารถทางวิชาการ ความรู้ความสามารถพื้นฐาน คุณธรรมจริยธรรมและจรรยาบรรณในวิชาชีพ ซึ่งจะส่งผลดีต่อบัณฑิตและคุณภาพมาตรฐานของการจัดการเรียนการสอน การที่จะพัฒนาคุณภาพการศึกษาได้สำเร็จขึ้นอยู่กับปัจจัยองค์ประกอบหลายด้าน และที่สำคัญที่สุด คือ ครู เพราะครูมีอิทธิพลโดยตรงต่อผลสัมฤทธิ์ ดังนั้น จึงได้มีการปฏิรูปการเรียนการสอนในสถาบันฝึกหัดครู ปรับเปลี่ยนกระบวนการเรียนการสอนในสถาบันฝึกหัดครู ให้สามารถสร้างสรรค์คุณลักษณะบัณฑิตที่เป็นคนดี มองกว้าง คิดไกลและใฝ่รู้ โดยได้กำหนดเป้าหมายไว้ดังนี้คือ ปรับปรุงและพัฒนาหลักสูตรการฝึกหัดครูให้มีความหลากหลาย เน้นให้บัณฑิตครูเป็นครูดี มีปัญญา มีความสามารถคิดอย่างเป็นระบบ มีทัศนคติต่อวิชาชีพครู การปรับปรุงเนื้อหา และพัฒนาระบบการฝึกประสบการณ์วิชาชีพครูให้เอื้ออำนวยต่อการเรียนรู้งานครูจากครูที่เป็นแบบอย่างที่ดีในโรงเรียนและชุมชน การเรียนรู้สภาพวิถีชีวิตของคนในชุมชนและท้องถิ่นที่ตั้งของโรงเรียนฝึกประสบการณ์วิชาชีพ การปรับปรุงและพัฒนาการเรียนการอสนเพื่อมุ่งให้นิสิตนักศึกษาครูมีคุณสมบัติที่มองกว้าง คิดไกล ใฝ่รู้ เป็นคนดี มีคุณธรรม เป็นแบบอย่างที่ดีให้กับศิษย์และสังคมให้มีการจัดการพัฒนาผลิตสื่อ การเรียนการสอนและนำทรัพยากรท้องถิ่นมาใช้ในการเรียนการสอนให้มากขึ้น การปรับปรุงและพัฒนาวิธีการวัดผลประเมินผล โดยให้วัดได้ทั้งความรู้ ทักษะกระบวนการ เจตคติและศรัทธาต่อวิชาชีพครู รวมทั้งด้านวัฒนธรรมและคุณธรรม การปรับปรุงและส่งเสริมปัจจัยพื้นฐานของการเรียนการสอน เพื่อการเรียนการสอนดำเนินไปอย่างมีประสิทธิภาพ การสร้างและพัฒนาเครือข่ายการเรียนรู้ เพื่อส่งเสริมการฝึกหัดครูขึ้นโดยเฉพาะ ซึ่งจะช่วยฝึกฝนและพัฒนานิสิตนักศึกษาครูได้อย่างมีประสิทธิภาพสอดคล้องกับสภาพปัญหาและความต้องการของชุมชน สร้างความสัมพันธ์ระหว่างสถาบันฝึกหัดครูกับสถาบันชุมชน สร้างความสัมพันธ์ระหว่างสถาบันฝึกหัดครูกับสถาบันการศึกษาชุมชน เน้นการจัดการศึกษาแบบมีส่วนร่วม (สำนักงานคณะกรรมการการอุดมศึกษาแห่งชาติ, 2538: 1)

สาขาวิชาการศึกษาปฐมวัย คณะครุศาสตร์ มีความเป็นเลิศด้านการเรียนการสอน เชื่อมโยงกับการบริการวิชาการ พร้อมทั้งได้รับการคาดหวังในด้านการผลิตบัณฑิต ให้เป็นบัณฑิตที่ได้มาตรฐานตามกรอบคุณวุฒิการศึกษาระดับอุดมศึกษา (TQF:HEd) ได้

พัฒนาบัณฑิตมาหลายรุ่นเพื่อตอบสนองความต้องการของท้องถิ่นโดยเสมอมา ได้ดำเนินการศึกษา สำรวจความพึงพอใจของผู้ใช้บัณฑิตเพื่อนำข้อมูลมาใช้ในการพัฒนาสาขาวิชาและคณะครุศาสตร์ในลำดับต่อไป ผู้วิจัยจึงมีความต้องการที่จะทำการศึกษาคุณลักษณะบัณฑิตที่พึงประสงค์ตามความต้องการของผู้ใช้บัณฑิต สาขาวิชาการศึกษาปฐมวัย คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกาญจนบุรี

วัตถุประสงค์

1. เพื่อศึกษาคุณลักษณะบัณฑิตที่พึงประสงค์ตามความต้องการของผู้ใช้บัณฑิต คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกาญจนบุรี: สาขาวิชาการศึกษาปฐมวัย

2. เพื่อเสนอแนวทางการพัฒนาคุณลักษณะบัณฑิตที่พึงประสงค์ตามความต้องการของผู้ใช้บัณฑิต คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกาญจนบุรี: สาขาวิชาการศึกษาปฐมวัย

ขอบเขตการวิจัย

ประชากรที่ใช้ในการวิจัยคือ ครู ผู้บริหาร ศิษย์เก่า โรงเรียนสังกัดสำนักงานการศึกษาขั้นพื้นฐาน จ.กาญจนบุรี จำนวน 39 คน โดยใช้วิธีการสุ่มตัวอย่างอย่างง่าย (Simple Random Sampling)

วิธีการดำเนินการวิจัย

ในการวิจัยครั้งนี้ เป็นการวิจัยเชิงพรรณนา (Descriptive Research) โดยมีวัตถุประสงค์เพื่อศึกษาคุณลักษณะบัณฑิตที่พึงประสงค์ของผู้ใช้บัณฑิต คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกาญจนบุรี: สาขาวิชาการศึกษาปฐมวัย โดยผู้วิจัยได้ดำเนินการมีการสร้างและหาคุณภาพเครื่องมือ ดังนี้

1. ศึกษาหลักการจัดการศึกษาของชาติ มาตรฐานคุณวุฒิระดับปริญญาตรี สาขาครุศาสตร์ และสาขาศึกษาศาสตร์ (หลักสูตร 5 ปี) และงานวิจัยที่เกี่ยวข้อง

2. พัฒนาเครื่องมือที่ใช้ในการศึกษาเป็นแบบสอบถามแบ่งออกเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไป

ตอนที่ 2 ความคิดเห็นของผู้ใช้งานบัณฑิตเกี่ยวกับคุณลักษณะของบัณฑิต คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกาญจนบุรี : สาขาวิชาการศึกษาปฐมวัย

ตอนที่ 3 ข้อเสนอแนะ และความคิดเห็นทั่วไปในการพัฒนาคุณลักษณะบัณฑิต : สาขาวิชาการศึกษาปฐมวัย ที่หน่วยงานต้องการ

3. นำแบบสอบถามให้ผู้เชี่ยวชาญทั้ง 3 ท่านตรวจสอบเครื่องมือ

4. นำแบบสอบถามที่ผู้เชี่ยวชาญได้ทำการประเมินความถูกต้องของเครื่องมือแล้วมาตรวจสอบและวิเคราะห์ค่าความสอดคล้อง (IOC) โดยค่าความสอดคล้องจะต้องมีค่าอยู่ระหว่าง 0.5-1.00

6. ส่งแบบสอบถามให้กับกลุ่มเป้าหมายที่ได้กำหนดไว้

7. ผู้วิจัยได้รับแบบสอบถามคืนกลับมาจากกลุ่มตัวอย่าง จำนวน 39 คน คิดเป็นร้อยละ 95 ของแบบสอบถามทั้งหมด ที่ระดับความเชื่อมั่นร้อยละ 95

การวิเคราะห์ข้อมูล

ผู้วิจัยได้นำเสนอการวิเคราะห์ข้อมูลตามลำดับคือ

ผู้วิจัยรวบรวมข้อมูลจากแบบสอบถามที่ได้รับกลับมา โดยนำมาสรุปเป็นตารางและความเรียง โดยมีขั้นตอนดังนี้

1. นำเสนอข้อมูลทั่วไปเกี่ยวกับสถานภาพผู้ตอบแบบสอบถาม

2. นำเสนอความคิดเห็นของคุณลักษณะบัณฑิตหลักสูตรครุศาสตร์บัณฑิต สาขาวิชาการศึกษาปฐมวัย โดยใช้ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

3. นำเสนอข้อเสนอแนะเพื่อเป็นแนวทางการพัฒนาบัณฑิตให้สามารถปฏิบัติงานได้อย่างมีประสิทธิภาพ โดยใช้การพรรณนาเป็นความเรียง

เกณฑ์การแปลความหมายคะแนน

เกณฑ์การแปลความหมายคะแนนในการแสดงความคิดเห็นคุณลักษณะบัณฑิตที่พึงประสงค์ โดยพิจารณาจากคะแนนเฉลี่ยตามช่วงคะแนน แบ่งเป็น 5 ระดับ คือ

4.51 – 5.00 หมายถึง มีความต้องการในระดับ มากที่สุด

3.51 – 4.50 หมายถึง มีความต้องการในระดับ มาก

2.51 – 3.50 หมายถึง มีความต้องการในระดับ ปานกลาง

1.51 – 2.50 หมายถึง มีความต้องการในระดับ น้อย

1.01 – 1.50 หมายถึง มีความต้องการในระดับ น้อยที่สุด

สถิติที่ใช้ในการวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลในการวิจัยได้ใช้สถิติในการศึกษา ดังนี้

1. สถิติพื้นฐาน

1.1 ค่าร้อยละ

1.2 ค่าเฉลี่ย

1.3 ส่วนเบี่ยงเบนมาตรฐาน

2. สถิติที่ใช้ในการหาคุณภาพของเครื่องมือที่ใช้ในการวิจัย คือ ค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับ โดยคำนวณค่าสัมประสิทธิ์แอลฟ่าของครอนบัค

สรุปผลการวิจัย

จากการดำเนินการวิจัยสามารถสรุปผลการวิจัยได้ดังนี้ แบบสอบถามคุณลักษณะของบัณฑิต คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกาญจนบุรี : สาขาวิชาการศึกษาปฐมวัย แบ่งออกเป็น 3 ตอน สรุปได้ดังนี้

ตารางที่ 1 ข้อมูลทั่วไปเกี่ยวกับสถานภาพผู้ตอบแบบสอบถาม จำแนกตามเพศ อายุ ตำแหน่ง วุฒิการศึกษา และประสบการณ์ในการทำงาน สรุปได้ดังนี้

ข้อมูลทั่วไป	จำนวน (คน)	ร้อยละ
1. เพศ		
1.1 ชาย	3	7.69
1.2 หญิง	36	92.30
รวม	39	100.00
2. อายุ		
2.1 น้อยกว่า 30 ปี	17	43.58
2.2 30-35 ปี	0	0.00
2.3 36-40 ปี	3	7.69
2.4 41-45 ปี	5	12.82
2.5 46-50 ปี	2	5.12
2.6 51-55 ปี	8	20.51
2.7 มากกว่า 55 ปี	4	10.25
รวม	39	100.00
3. ตำแหน่ง		
3.1 ผู้อำนวยการ	5	12.82
3.2 รองผู้อำนวยการ	10	25.64
3.3 ครู	24	61.53
รวม	39	100.00

ข้อมูลทั่วไป	จำนวน (คน)	ร้อยละ
4. วุฒิการศึกษา		
4.1 ต่ำกว่าระดับปริญญาตรี	10	25.64
4.2 ปริญญาตรี	17	43.58
4.6 ปริญญาโท	11	28.20
4.7 ปริญญาเอก	0	0.00
รวม	39	100.00
5. ประสบการณ์ในการทำงาน		
5.1 น้อยกว่า 5 ปี	18	46.15
5.2 5-10 ปี	2	5.12
5.3 11-15 ปี	3	7.69
5.4 16-20 ปี	4	10.25
5.5 21-25 ปี	2	5.12
5.6 มากกว่า 25 ปี	10	25.64
รวม	39	100.00

เพศของผู้ตอบแบบสอบถาม เป็นเพศชาย ร้อยละ 7.69 และเป็นเพศหญิง ร้อยละ 92.30อายุของผู้ตอบแบบสอบถาม ส่วนใหญ่มีอายุ น้อยกว่า 30 ปี คิดเป็นร้อยละ 43.58 อายุมากกว่า 51-55 ปี ร้อยละ 20.51 และอายุ 41-45 ปี ร้อยละ 12.82 ตามลำดับ โดยผู้ตอบแบบสอบถามส่วนใหญ่ เป็นครู คิดเป็นร้อยละ 61.53 รองผู้อำนวยการ ร้อยละ 25.64 และผู้อำนวยการ ร้อยละ 12.82 ตามลำดับ ผู้ตอบแบบสอบถามส่วนใหญ่จบการศึกษาระดับปริญญาตรี ร้อยละ 43.58 และระดับปริญญาโท ร้อยละ 28.20 โดยมีประสบการณ์ในการทำงานของผู้ตอบแบบสอบถาม มีประสบการณ์การทำงาน น้อยกว่า 5 ปี ร้อยละ 46.51 มากกว่า 25 ปี ร้อยละ 25.64 และอายุ 16-20 ปี ร้อยละ 10.25

ตอนที่ 2 คุณลักษณะบัณฑิตหลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษาปฐมวัย

จากข้อคิดเห็นของผู้ตอบแบบสอบถาม ให้ความคิดเห็นถึงคุณลักษณะบัณฑิตหลักสูตร ครุศาสตร์บัณฑิต สาขาวิชาการศึกษาปฐมวัย รวม 6 ด้าน สรุปได้ดังนี้

ตารางที่ 2 สรุปผลคุณลักษณะบัณฑิตหลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษาปฐมวัยเกี่ยวกับด้านคุณธรรมจริยธรรม

ภาพรวมคุณลักษณะบัณฑิต หลักสูตรครุศาสตร์บัณฑิต สาขาวิชาการศึกษาปฐมวัย	$\overline{X}$	S.D.	แปลความหมาย
1. ด้านคุณธรรมจริยธรรม			
ความซื่อสัตย์	3.76	0.43	มากที่สุด
ความมีระเบียบวินัย	3.84	0.37	มากที่สุด
ความสุภาพเรียบร้อย	3.68	0.47	มากที่สุด
มีความเสียสละ	3.74	0.45	มากที่สุด
มีทัศนคติที่ดีต่องานหรือหน่วยงาน	3.66	0.48	มากที่สุด
มีจรรยาบรรณต่อวิชาชีพครู	3.76	0.49	มากที่สุด
มีความประพฤติดี	3.66	0.48	มากที่สุด
มีจิตสาธารณะ	3.68	0.47	มากที่สุด
มีสัมมาคารวะ	3.76	0.43	มากที่สุด
ค่าเฉลี่ยรวม	3.73	0.45	มากที่สุด

ตามความคิดเห็นของผู้ตอบแบบสอบถาม เห็นว่า บัณฑิตมีความซื่อสัตย์ ความมีระเบียบวินัย ความสุภาพเรียบร้อย มีความเสียสละ มีทัศนคติที่ดีต่องานหรือหน่วยงาน มีจรรยาบรรณต่อวิชาชีพครู มีความประพฤติดี มีจิตสาธารณะ และมีสัมมาคารวะ อยู่ในระดับมากที่สุด

ตารางที่ 3 สรุปผลคุณลักษณะบัณฑิตหลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษาปฐมวัยเกี่ยวกับ ด้านความรู้

ภาพรวมคุณลักษณะบัณฑิต หลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษาปฐมวัย	$\overline{X}$	**S.D.**	**แปลความหมาย**
2. ด้านความรู้			
มีองค์ความรู้ในสาขาวิชาการศึกษาปฐมวัย ที่หลากหลาย	3.71	0.52	มากที่สุด
มีความรอบรู้ในศาสตร์ที่เกี่ยวข้องกับความก้าวหน้าทางการศึกษาปฐมวัย และเทคโนโลยีสารสนเทศ	3.47	0.60	มากที่สุด
สามารถปฏิบัติงานที่ได้รับมอบหมายโดยใช้ความรู้ทางการศึกษาปฐมวัย แบบบูรณาการ	3.63	0.49	มากที่สุด
สามารถเชื่อมโยงความรู้ทางการศึกษาปฐมวัย กับการจัดการเรียนรู้ระหว่างผู้เรียนและท้องถิ่น	3.58	0.50	มากที่สุด
มีการพัฒนาตนเองและต่อยอดองค์ความรู้ให้ก้าวหน้าและทันสมัย	3.58	0.55	มากที่สุด
มีความสามารถในการถ่ายทอด/เผยแพร่ความรู้สู่ท้องถิ่น	3.53	0.56	มากที่สุด
มีความสามารถในการพัฒนาและจัดกิจกรรมเสริมทักษะทางการศึกษาปฐมวัย	3.71	0.52	มากที่สุด
ค่าเฉลี่ยรวม	3.60	0.53	มากที่สุด

ตามความคิดเห็นของผู้ตอบแบบสอบถาม เห็นว่า บัณฑิตมีองค์ความรู้ ในสาขาวิชาการศึกษาปฐมวัยที่หลากหลาย มีความรอบรู้ในศาสตร์ที่เกี่ยวข้องกับความก้าวหน้าทางการศึกษาปฐมวัยและเทคโนโลยีสารสนเทศ สามารถปฏิบัติงานที่ได้รับมอบหมายโดยใช้ความรู้ทางการศึกษาปฐมวัยแบบบูรณาการ สามารถเชื่อมโยงความรู้ทางการศึกษาปฐมวัยกับการจัดการเรียนรู้ระหว่างผู้เรียนและท้องถิ่น มีการพัฒนาตนเองและต่อยอดองค์ความรู้ให้ก้าวหน้าและทันสมัย มีความสามารถในการถ่ายทอด/เผยแพร่ความรู้สู่ท้องถิ่น และมีความสามารถในการพัฒนาและจัดกิจกรรมเสริมทักษะการศึกษาปฐมวัย อยู่ในระดับมากที่สุด

ตารางที่ 4 สรุปผลคุณลักษณะบัณฑิตหลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษาปฐมวัยเกี่ยวกับ ด้านทักษะทางปัญญา

ภาพรวมคุณลักษณะบัณฑิต หลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษาปฐมวัย	$\overline{X}$	**S.D.**	**แปลความหมาย**
3. ด้านทักษะทางปัญญา			
มีความสามารถในการคิดวิเคราะห์ สังเคราะห์และประยุกต์ความรู้	3.45	0.55	มากที่สุด
ความสามารถในการเรียนรู้งานในวิชาชีพ	3.63	0.49	มากที่สุด
มีวิสัยทัศน์ในการทำงาน	3.71	0.46	มากที่สุด
มีทักษะความสามารถในการแก้ปัญหาเฉพาะหน้า	3.68	0.53	มากที่สุด
ใช้ทักษะและความเข้าใจอันถ่องแท้ในเนื้อหาสาระทางวิชาการและวิชาชีพ	3.66	0.48	มากที่สุด
มีความคิดสร้างสรรค์ในการนำความรู้ไปประยุกต์ใช้ในชั้นเรียน	3.58	0.56	มากที่สุด
มีทักษะการแก้ไขปัญหาในการปฏิบัติงานอย่างเหมาะสม	3.61	0.55	มากที่สุด
ค่าเฉลี่ยรวม	3.62	0.52	มากที่สุด

ตามความคิดเห็นของผู้ตอบแบบสอบถาม เห็นว่า บัณฑิตมีความสามารถในการคิดวิเคราะห์ สังเคราะห์และประยุกต์ความรู้ มีความสามารถในการเรียนรู้งานในวิชาชีพ มีวิสัยทัศน์ในการทำงาน มีทักษะความสามารถในการแก้ปัญหาเฉพาะหน้า มีการใช้ทักษะและความเข้าใจอันถ่องแท้ในเนื้อหาสาระทางวิชาการและวิชาชีพ มีความคิดสร้างสรรค์ในการนำความรู้ไปประยุกต์ใช้ในชั้นเรียน และมีทักษะการแก้ไขปัญหาในการปฏิบัติงานอย่างเหมาะสมอยู่ในระดับมากที่สุด

ตารางที่ 5 สรุปผลคุณลักษณะบัณฑิตหลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษาปฐมวัยเกี่ยวกับ ด้านทักษะความสัมพันธ์ระหว่างบุคคลและความรับผิดชอบ

ภาพรวมคุณลักษณะบัณฑิต หลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษาปฐมวัย	$\overline{X}$	S.D.	แปลความหมาย
4. ด้านทักษะความสัมพันธ์ระหว่างบุคคลและความรับผิดชอบ มีมนุษยสัมพันธ์ต่อผู้บังคับบัญชา เพื่อนร่วมงานและบุคคลทั่วไป	3.82	0.39	มากที่สุด
ความรับผิดชอบเอาใจใส่ต่องานในหน้าที่	3.79	0.47	มากที่สุด
การทำงานร่วมกับผู้อื่นหรือทำงานเป็นทีม	3.76	0.43	มากที่สุด
ความเป็นผู้นำ และผู้ตามที่ดี	3.58	0.60	มากที่สุด
ความขยัน อดทน	3.68	0.47	มากที่สุด
ความตรงต่อเวลา	3.63	0.54	มากที่สุด
ความเชื่อมั่นกล้าแสดงออก	3.66	0.53	มากที่สุด
ค่าเฉลี่ยรวม	3.70	0.49	มากที่สุด

ตามความคิดเห็นของผู้ตอบแบบสอบถาม เห็นว่า บัณฑิตมีมนุษยสัมพันธ์ต่อผู้บังคับบัญชา เพื่อนร่วมงานและบุคคลทั่วไปมีความรับผิดชอบเอาใจใส่ต่องานในหน้าที่ มีการทำงานร่วมกับผู้อื่นหรือทำงานเป็นทีม มีความเป็นผู้นำ และผู้ตามที่ดีมีความขยัน อดทน มีความตรงต่อเวลา และมีความเชื่อมั่นกล้าแสดงออก อยู่ในระดับมากที่สุด

ตารางที่ 6 สรุปผลคุณลักษณะบัณฑิตหลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษาปฐมวัยเกี่ยวกับ ด้านทักษะการวิเคราะห์ การสื่อสาร และการใช้เทคโนโลยีคอมพิวเตอร์

ภาพรวมคุณลักษณะบัณฑิต หลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษาปฐมวัย	$\overline{X}$	S.D.	แปลความหมาย
5. ด้านทักษะการวิเคราะห์ การสื่อสาร และการใช้เทคโนโลยีคอมพิวเตอร์			
ความสามารถในการพูดและเขียนเพื่อสื่อสารความคิดของตนเองกับผู้อื่นอย่างถูกต้องและเหมาะสม	3.53	0.56	มากที่สุด
ความสามารถในการใช้เทคโนโลยีสารสนเทศ และการใช้โปรแกรมคอมพิวเตอร์	3.50	0.60	มากที่สุด
ความสามารถในการใช้ภาษาต่างประเทศ	3.05	0.87	มาก
ความสามารถทางด้านสถิติและการคำนวณ	3.05	0.87	มาก
ความสามารถพิเศษด้านอื่น	3.55	0.55	มากที่สุด
ค่าเฉลี่ยรวม	3.37	0.66	มากที่สุด

ตามความคิดเห็นของผู้ตอบแบบสอบถาม เห็นว่า บัณฑิตมีความสามารถในการพูดและเขียนเพื่อสื่อสารความคิดของตนเองกับผู้อื่นอย่างถูกต้องและเหมาะสม มีความสามารถในการใช้เทคโนโลยีสารสนเทศ และการใช้โปรแกรมคอมพิวเตอร์ อยู่ในระดับมาก

ที่สุด ส่วนความสามารถในการใช้ภาษาต่างประเทศ และความสามารถทางด้านสถิติและการคำนวณ อยู่ในระดับมาก และมีความสามารถพิเศษด้านอื่น อยู่ในระดับมากที่สุด

ตารางที่ 7 สรุปผลคุณลักษณะบัณฑิตหลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษาปฐมวัยเกี่ยวกับ ด้านทักษะการจัดการเรียนรู้

ภาพรวมคุณลักษณะบัณฑิต หลักสูตรครุศาสตรบัณฑิต สาขาวิชาการศึกษาปฐมวัย	$\overline{X}$	S.D.	**แปลความหมาย**
6. ด้านทักษะการจัดการเรียนรู้			
มีความรู้และเข้าใจเกี่ยวกับแนวคิด หลักการ และทฤษฎีที่เกี่ยวข้องกับการศึกษา	3.37	0.59	มากที่สุด
สามารถใช้เทคนิคการสอนที่หลากหลาย เหมาะสมกับสภาพผู้เรียนและเนื้อหา	3.47	0.51	มากที่สุด
สามารถใช้งานวิจัยเพื่อนำมาพัฒนาหลักสูตร การจัดกิจกรรมการเรียนรู้	3.34	0.63	มากที่สุด
สามารถใช้วิธีการวัดผลที่หลากหลายเป็นไปตามสภาพจริง	3.45	0.50	มากที่สุด
สามารถวางแผน ออกแบบ ปฏิบัติการจัดการเรียนรู้เพื่อพัฒนาศักยภาพผู้เรียนได้เหมาะสมตามความแตกต่างระหว่างบุคคล	3.34	0.58	มากที่สุด
สามารถจัดการเรียนรู้ตามสภาพการเปลี่ยนแปลงของสังคมและท้องถิ่น	3.47	0.56	มากที่สุด
สามารถนำองค์ความรู้มาใช้ในการวิจัยการเรียนการสอนการศึกษาปฐมวัย	3.47	0.56	มากที่สุด
ค่าเฉลี่ยรวม	3.42	0.56	มากที่สุด

ตามความคิดเห็นของผู้ตอบแบบสอบถาม เห็นว่า บัณฑิตมีความรู้และเข้าใจเกี่ยวกับแนวคิด หลักการ และทฤษฎีที่เกี่ยวข้องกับการศึกษา มีความสามารถใช้เทคนิคการสอนที่หลากหลาย เหมาะสมกับสภาพผู้เรียนและเนื้อหา มีความสามารถใช้งานวิจัยเพื่อนำมาพัฒนาหลักสูตร การจัดกิจกรรมการเรียนรู้ มีความสามารถใช้วิธีการวัดผลที่หลากหลายเป็นไปตามสภาพจริง มีความสามารถวางแผน ออกแบบ ปฏิบัติการจัดการเรียนรู้เพื่อพัฒนาศักยภาพผู้เรียนได้เหมาะสมตามความแตกต่างระหว่างบุคคลมีความสามารถจัดการเรียนรู้ตามสภาพการเปลี่ยนแปลงของสังคมและท้องถิ่น และมีความสามารถนำองค์ความรู้มาใช้ในการวิจัยการเรียนการสอนพลศึกษา อยู่ในระดับมากที่สุด

2. เพื่อเสนอแนวทางการพัฒนาคุณลักษณะบัณฑิตที่พึงประสงค์ของผู้ใช้บัณฑิต คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกาญจนบุรี: สาขาวิชาการศึกษาปฐมวัย

ตอนที่ 3 ข้อเสนอแนะเพื่อเป็นแนวทางการพัฒนาบัณฑิตให้สามารถปฏิบัติงานได้อย่างมีประสิทธิภาพ

จากข้อเสนอแนะเพื่อเป็นแนวทางการพัฒนาบัณฑิตให้สามารถปฏิบัติงานได้อย่างมีประสิทธิภาพ โดยมีประเด็นซึ่งสรุปได้ดังนี้

ต้องการให้สาขาวิชาการศึกษาปฐมวัย เพิ่มเติมในส่วนการเรียนรู้ด้านภาษาอังกฤษ และใช้ความคิดริเริ่มสร้างสรรค์ในการแก้ปัญหา อดทน สู้ความลำบาก อยู่ในท้องถิ่นกันดารได้ ส่งเสริมบัณฑิตทุกสาขาวิชามีจิตวิญาณครู มีจิตอาสาและรัก ศรัทธาในวิชาชีพครู ควรฝึกให้บัณฑิตมีความรับผิดชอบในการทำงานมากขึ้น อยากให้นักศึกษาที่เรียนการศึกษาปฐมวัย จบอย่างมีคุณภาพและนำความรู้ที่เรียนไปใช้ในการทำงานได้จริง โดยรวมแล้วมีการจัดการเรียนการสอนดีมาก มีการสอนเป็นการสอนที่ฝึกปฏิบัติและออกไปหาประสบการณ์ตรง ทำให้เกิดการเรียนรู้ที่ดีกับนักศึกษา อยากให้มีการสอนเนื้อหาให้มากกว่านี้ เน้นกิจกรรมน้อยลง พัฒนาด้านการสื่อสาร การใช้ภาษาต่างประเทศให้ดียิ่งขึ้น

อภิปรายผลการวิจัย

การวิจัยเพื่อศึกษาคุณลักษณะบัณฑิตที่พึงประสงค์ของผู้ใช้บัณฑิต คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกาญจนบุรี: สาขาวิชาการศึกษาปฐมวัย มีประเด็นการอภิปรายผลดังนี้

คุณลักษณะบัณฑิตของผู้ใช้บัณฑิต คณะครุศาสตร์ มหาวิทยาลัยราชภัฏกาญจนบุรี: สาขาวิชาการศึกษาปฐมวัย 1) ด้านคุณธรรมจริยธรรม ต้องประกอบด้วย ความซื่อสัตย์ ความมีระเบียบวินัย ความสุภาพเรียบร้อย มีความเสียสละ มีทัศนคติที่ดีต่องานหรือหน่วยงาน มีจรรยาบรรณต่อวิชาชีพครู มีความประพฤติดี มีจิตสาธารณะ และมีสัมมาคารวะ อยู่ในระดับมากที่สุด 2) ด้านความรู้ ต้องประกอบด้วย มีองค์ความรู้ ในสาขาวิชาการศึกษาปฐมวัย ที่หลากหลาย มีความรอบรู้ในศาสตร์ที่เกี่ยวข้องกับความก้าวหน้าทางการศึกษาปฐมวัย และเทคโนโลยีสารสนเทศ สามารถปฏิบัติงานที่ได้รับมอบหมายโดยใช้ความรู้ทางการศึกษาปฐมวัย แบบบูรณาการ สามารถเชื่อมโยงความรู้ทางการศึกษาปฐมวัยกับการจัดการเรียนรู้ระหว่างผู้เรียนและท้องถิ่น มีการพัฒนาตนเองและต่อยอดองค์ความรู้ให้ก้าวหน้าและทันสมัย มีความสามารถในการถ่ายทอด/เผยแพร่ความรู้สู่ท้องถิ่น และมีความสามารถในการพัฒนาและจัดกิจกรรมเสริมทักษะทางการศึกษาปฐมวัย อยู่ในระดับมากที่สุด 3) ด้านทักษะทางปัญญา ต้องประกอบด้วย มีความสามารถในการคิดวิเคราะห์ สังเคราะห์และประยุกต์ความรู้ มีความสามารถในการเรียนรู้งานในวิชาชีพ มีวิสัยทัศน์ในการทำงาน มีทักษะความสามารถในการแก้ปัญหาเฉพาะหน้า มีการใช้ทักษะและความเข้าใจอันถ่องแท้ในเนื้อหาสาระทางวิชาการและวิชาชีพ มีความคิดสร้างสรรค์ในการ นำความรู้ไปประยุกต์ใช้ในชั้นเรียน และมีทักษะการแก้ไขปัญหาในการปฏิบัติงานอย่างเหมาะสม อยู่ในระดับมากที่สุด 4) ด้านทักษะความสัมพันธ์ระหว่างบุคคลและความรับผิดชอบต้องประกอบด้วย บัณฑิตมีมนุษยสัมพันธ์ต่อผู้บังคับบัญชา เพื่อนร่วมงานและบุคคลทั่วไป มีความรับผิดชอบเอาใจใส่ต่องานในหน้าที่ มีการทำงานร่วมกับผู้อื่นหรือทำงานเป็นทีม มีความเป็นผู้นำ และผู้ตามที่ดี มีความขยัน อดทน มีความตรงต่อเวลา และมีความเชื่อมั่นกล้าแสดงออกอยู่ในระดับมากที่สุด 5) ด้านทักษะการวิเคราะห์ การสื่อสาร และการใช้เทคโนโลยีคอมพิวเตอร์ ต้องประกอบด้วย มีความสามารถในการพูดและเขียนเพื่อสื่อสารความคิดของตนเองกับผู้อื่นอย่างถูกต้องและเหมาะสม มีความสามารถในการใช้เทคโนโลยีสารสนเทศ และการใช้โปรแกรมคอมพิวเตอร์ อยู่ในระดับมากที่สุด ส่วนความสามารถในการใช้ภาษาต่างประเทศ และความสามารถทางด้านสถิติและการคำนวณ อยู่ในระดับมาก และมีความสามารถพิเศษด้านอื่น อยู่ในระดับ มากที่สุด และ 6) ด้านทักษะการจัดการเรียนรู้ ต้องประกอบด้วย มีความรู้และเข้าใจเกี่ยวกับแนวคิดหลักการ และทฤษฎีที่เกี่ยวข้องกับการศึกษา มีความสามารถใช้เทคนิคการสอนที่หลากหลาย เหมาะสมกับสภาพผู้เรียนและเนื้อหา มีความสามารถใช้งานวิจัยเพื่อนำมาพัฒนาหลักสูตรการจัดกิจกรรมการเรียนรู้ มีความสามารถใช้วิธีการวัดผลที่หลากหลายเป็นไปตามสภาพจริง มีความสามารถวางแผน ออกแบบ ปฏิบัติการจัดการเรียนรู้เพื่อพัฒนาศักยภาพผู้เรียนได้เหมาะสมตามความแตกต่างระหว่างบุคคล มีความสามารถจัดการเรียนรู้ตามสภาพการเปลี่ยนแปลงของสังคมและท้องถิ่น และมีความสามารถนำองค์ความรู้มาใช้ในการวิจัยการเรียนการสอนการศึกษาปฐมวัย อยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับ พรเพ็ญ จักษ์ตรีมงคล (อ้างถึงในรอยพิมพ์ใจ เพชรกุล, 2545, หน้า 58) ที่ศึกษาจากผู้บริหารโรงแรมทั้งหมด 23 ราย สรุปได้ว่า พนักงานปฏิบัติงานจะต้องมีคุณลักษณะต่างๆ คือ มีไหวพริบดี มีความสามารถปรับตัวได้เร็ว มีสุขภาพแข็งแรง มีความซื่อสัตย์ มีประวัติส่วนตัวดี มีความสามารถในการใช้ภาษาอังกฤษ มีมนุษยสัมพันธ์ที่ดี นอกจากนี้ สถาบันราชภัฏสวนดุสิต (อ้างถึงในวันดี บุญยิ่ง, ขนิษฐา สาคร, และปิยหทัย สุขะรัง, 2549, หน้า 30) ได้ศึกษาความต้องการบัณฑิตและคุณลักษณะที่พึงประสงค์ของบัณฑิต สถาบันราชภัฏตามทัศนะของผู้ประกอบการ โดยการจัดประชุมเชิงอภิปราย เรื่อง “บัณฑิตที่พึงประสงค์ตามทัศนะของผู้ประกอบการ” ได้ผลการศึกษา พบว่า 1. ด้านความรู้ ความสามารถทางวิชาการ 2. ด้านความรู้ ความสามารถพิเศษ ประกอบด้วยใช้คอมพิวเตอร์พื้นฐานได้ ทำงานเป็นทีม แก้ปัญหาเฉพาะหน้าได้ดี วางแผนการทำงานเป็น ทำงานเป็นระบบ ใช้ภาษาต่างประเทศได้อย่างน้อย 1 ภาษา สามารถค้นคว้าและเรียนรู้ด้วยตนเอง ใช้อุปกรณ์เทคโนโลยีทันสมัย ทันต่อเหตุการณ์ในสังคมและประยุกต์ใช้งาน และ3. ด้านบุคลิกภาพ ประกอบด้วย มีมนุษยสัมพันธ์ดี รับผิดชอบต่อหน้าที่การงาน แต่งกายสะอาดเรียบร้อย ถูกกาลเทศะ ซื่อสัตย์ เคารพกฎเกณฑ์ขององค์กร กระตือรือร้น มีความคิดสร้างสรรค์ กล้าแสดงความคิดเห็นและมีวิสัยทัศน์กว้างไกล ทั้งยังสอดคล้องกับ สำนักงานคณะกรรมการการศึกษาแห่งชาติ (2540, หน้า 24-26) ที่ได้ตั้งเป้าหมายสังคมไทยที่พึงประสงค์ เน้นให้คนมีการพัฒนาอย่างสมดุล 4 ด้าน คือ ด้านร่างกาย: มีสุขภาพพลานามัยที่ดี ด้านจิตใจ: มีคุณธรรม จริยธรรม และเจตคติที่ดีต่อการดำเนินชีวิต ด้านสติปัญญา: มีความรู้ ทักษะ และความสามารถเพื่อการประกอบอาชีพ รู้จักคิดวิเคราะห์อย่างมีเหตุผล และรู้ทันการเปลี่ยนแปลง และ ด้านสังคม: รู้จักตนเองและสังคม และอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข ซึ่ง วันดี บุญยิ่ง และคนอื่นๆ (2549, หน้า 10) ได้กล่าวว่าเมื่อวันที่ 14 สิงหาคม พ.ศ. 2540 ทบวงมหาวิทยาลัย (เดิม) ได้ออกประกาศเรื่อง คุณลักษณะบัณฑิตที่พึงประสงค์ของทบวงมหาวิทยาลัย และให้ถือเป็นนโยบายในการปฏิบัติแก่สถาบันอุดมศึกษาในสังกัดและในกำกับของทบวงมหาวิทยาลัย โดยได้กำหนดคุณลักษณะบัณฑิตที่พึงประสงค์ ดังนี้ 1. เป็นผู้มีความรู้ในวิชาการทั้งภาคทฤษฎีและภาคปฏิบัติ มีความสามารถในการคิดวิเคราะห์อย่างเป็นระบบ 2. เป็นผู้มีคุณธรรม จริยธรรม สามารถครองตนอยู่ในสังคมได้อย่างภาคภูมิ 3. เป็นผู้มีความรู้ในศาสตร์ที่เกี่ยวข้องกับการดำรงชีวิตในสังคมปัจจุบัน ได้แก่ มีความรู้พื้นฐานด้านคอมพิวเตอร์เพียงพอที่จะใช้งาน มีความสามารถในการเล่นดนตรีได้อย่างน้อย 1 ชนิด หรือมีความสามารถในเชิงศิลปะและวรรณกรรม มีความสามารถในการเล่นกีฬาอย่างน้อย 1 ชนิดกีฬา มีความสามารถทางภาษาต่างประเทศอย่างน้อย 1 ภาษา 4. เป็นผู้มีความรับผิดชอบต่อสังคม และดำรงชีวิตด้วยความเหมาะสม

นอกจากนี้ ยังสอดคล้องกับ สำนักงานรับรองมาตรฐานและประเมินคุณภาพการศึกษา (2547, หน้า 5) กล่าวว่า จุดมุ่งหมายและหลักการจัดการศึกษาเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ ทั้งร่างกาย จิตใจ สติปัญญา ความรู้และคุณธรรม มีจริยธรรมและวัฒนธรรมในการดำรงชีวิต สามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข กระบวนการเรียนรู้ต้องมุ่งปลูกฝังจิตสำนึกที่ถูกต้องเกี่ยวกับการเมืองการปกครองในระบอบประชาธิปไตย อันมีพระมหากษัตริย์เป็นประมุข รู้จักรักษาและส่งเสริมสิทธิ หน้าที่ เสรีภาพ เคารพกฎหมาย ความเสมอภาค และศักดิ์ศรีของความเป็นมนุษย์มีความภาคภูมิใจในความเป็นไทย รู้จักรักษาผลประโยชน์ส่วนรวม รวมทั้งส่งเสริมศาสนา ศิลปวัฒนธรรมของชาติ การกีฬา ภูมิปัญญาท้องถิ่น และความรู้อันเป็นสากล ตลอดจนอนุรักษ์ทรัพยากรธรรมชาติและสิ่งแวดล้อม มีความสามารถในการประกอบอาชีพ รู้จักพึ่งตนเอง มีความริเริ่มสร้างสรรค์ ใฝ่รู้ และเรียนรู้ด้วยตนเองอย่างต่อเนื่อง และ สอดคล้องกับ สำนักงานคณะกรรมการการอุดมศึกษา (2550, หน้า 40) ได้กำหนดมาตรฐานตัวบ่งชี้คุณภาพบัณฑิต ที่ตอบสนองต่อความต้องการของสังคมและสอดคล้องกับพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 โดยกำหนดคุณลักษณะที่พึงประสงค์ของบัณฑิตไว้ 3 ด้าน คือ มีความรู้ ความสามารถทางวิชาการตามคุณลักษณะงานของสาขาวิชานั้นๆ มีความรู้ความสามารถพื้นฐานที่ส่งผลต่อการทำงาน และมีคุณธรรม จริยธรรม จรรยาบรรณในวิชาชีพ

ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

1. ควรมีการศึกษาความคาดหวังและความพึงพอใจต่อการใช้บัณฑิตหรือนักศึกษาฝึกประสบการณ์วิชาชีพครูของโรงเรียนศูนย์ฝึกประสบการณ์วิชาชีพครู

2. ควรมีการศึกษาการพัฒนาเกณฑ์ในแนวทางการจัดทำคู่มือฝึกประสบการณ์ของนักศึกษาวิชาชีพครูกับการฝึกประสบการณ์วิชาชีพครูระหว่างสถานศึกษากับความต้องการของผู้ใช้บัณฑิตในโรงเรียนศูนย์ฝึกประสบการณ์วิชาชีพครู

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รูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่ การศึกษาประถมศึกษาขอนแก่น เขต 1

The Development of Teachers, Learning Management In the 21st century. by Applying KhonKean Primary Educational Service Area 1

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บทคัดย่อ

1) เพื่อศึกษาองค์ประกอบความต้องการ และแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 2)เพื่อสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 3)เพื่อประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 ไปใช้โดยวิธีดำเนินการวิจัย แบ่งออกเป็น 3 ระยะ ได้แก่ ระยะที่ 1 การศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1ขั้นตอนที่ 1.1 การศึกษาองค์ประกอบของการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 1 โดยการสังเคราะห์เอกสารขั้นตอนที่ 1.2 การศึกษาความต้องการในการการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1ขั้นตอนที่ 1.3 การศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1 โดยการสัมภาษณ์กลุ่มผู้ทรงคุณวุฒิ ขั้นตอนที่ 1.4 การศึกษาองค์ประกอบ ความต้องการและแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1ระยะที่ 2 การสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1ขั้นตอนที่ 2.1 การยกร่างรูปแบบการการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1 ขั้นตอนที่ 2.2 การตรวจสอบความเหมาะสมของรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1 ระยะที่ 3 การประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1 ไปใช้ สถิติในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีความต้องการจำเป็น ผลการวิจัยพบว่า ผลการศึกษาศึกษาองค์ประกอบความต้องการ และแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 มี 4 องค์ประกอบ ภาพรวมมีความต้องการ อยู่ในระดับมากที่สุด โดยด้านที่มีความต้องการสูงสุดอยู่ในระดับมากที่สุด ได้แก่ 1) หลักการของรูปแบบ 2) วัตถุประสงค์ของรูปแบบ 3) ขอบข่ายเนื้อหาการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 4) แนวทางการประเมิน มีผลการประเมินความเหมาะสมและมีความเป็นไป ได้ของโปรแกรมในการน าไปใช้เพื่อพัฒนารูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1 จากผู้ทรงคุณวุฒิอยู่ในระดับ มากที่สุด

คำสำคัญ : รูปแบบ, การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่21

Abstract

This study aims to 1) to study the requirements component and guidelines for the development of teachers in learning management in the 21st century under the Office of Khon Kaen Primary Educational Service Area 1 2) to create and verify the appropriateness of the model of teacher development in learning management in the 21st century under the jurisdiction of Khon Kaen Primary Educational Service Area Office 1 3) to assess the feasibility and usefulness of the teacher development model for learning management in the 21st century under the Khon Kaen Primary Educational Service Area Office 1 to use. The research method was divided into 3 phases as follows: Phase 1 : a study of components, needs and guidelines for teacher development in learning

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management in the 21st century under the Office of Khon Kaen Primary Educational Service Area 1, step 1.1 education. Components of teacher development in learning management in the 21st century under the Office of Khon Kaen Primary Educational Service Area 1 by document synthesis procedures Step 1.2 A study of the needs for teacher development in the 21st century learning management under the Office of Khon Kaen Primary Educational Service Area 1 Step 1.3 The study of the approaches for the development of teachers in the 21st century learning management under the Office of Khon Kaen Primary Educational Service Area 1 by interviewing a group of experts. Step 1.4 Study of components. Needs and approaches for teacher development in learning management in the 21st century, Office of Khon Kaen Primary Educational Service Area 1, Phase 2. Building and examining the suitability of a teacher development model in learning management in the 21st century. 21 under Khon Kaen Primary Educational Service Area Office, Region 1 Step 2.1 Drafting a teacher development model for learning management in the 21st century under the Office of Khon Kaen Primary Educational Service Area 1 Step 2.2 Examining the suitability of a teacher development model for learning management in the 21st century Learning Management in the 21st Century under the Office of Khon Kaen Primary Educational Service Area 1, Phase 3, Assessment of Feasibility and Benefits of Implementing the Teacher Development Model in Learning Management in the 21st Century, Under the Office Khon Kaen Primary Education Area 1 was used for data analysis, including frequency, percentage, mean, standard deviation. and the required index value

Research results

The Research results of the study study the needs component. and teacher development guidelines for learning management in the 21st century. There are 4 elements. at the highest level The areas with the highest demand were 1) Principles of the model 2) Objectives of the model 3) Content scope of teacher development in learning management in the 21st century 4) Assessment guidelines There is a suitable and feasible appraisal result. of the program in bringing It was used to develop a teacher development model for learning management in the 21st century under the Office of Khon Kaen Primary Educational Service Area 1 from the experts at the highest level.

บทนำ

ปัจจุบันเป็นยุคสมัยใหม่เต็มไปด้วยการเปลี่ยนแปลงที่ท้าทาย อีกทั้งการเปลี่ยนแปลงยังเป็นไปอย่างรวดเร็ว ทั้งด้านวิทยาการ สังคม เศรษฐกิจ เทคโนโลยี และฐานความรู้ โลกได้เคลื่อนสู่ “สังคมความรู้” (knowledge-based society) ทักษะที่จำเป็นในสังคมความรู้ คือ ทักษะการคิด วิเคราะห์ ทักษะในการเลือกสรรและประมวลข้อมูลขว่าสารที่มีอยู่อย่างมากมาย การจัดศึกษาและการเรียนรู้ควรมีเป้าหมายสำคัญในการพัฒนาคนในฐานะพลเมืองให้เป็นมนุษย์ที่สมบูรณ์ทั้งร่างกาย จิตใจ สติปัญญา ความรู้และคุณธรรม มีจริยธรรมและวัฒนธรรมในการดำรงชีวิตอย่างสมดุล มีทักษะจำเป็นและสามารถอยู่ร่วมกับผู้อื่นอย่างมีความสุข มีภาวะผู้นำ การเรียนรู้ด้วยตนเองอย่างต่อเนื่องตลอดชีวิต โดยเน้นการเรียนรู้เพื่อสร้างเสริมแรงบันดาลใจให้มีชีวิตอยู่อย่างมีความหมาย การเรียนรู้เพื่อบ่มเพาะความคิดสร้างสรรค์ ความสามารถในการสร้างสรรค์สิ่งใหม่ๆ การเรียนรู้เพื่อปลูกฝังจิตสาธารณะ ยึดประโยชน์ส่วนรวม และการเรียนรู้เพื่อการนำไปปฏิบัติ มุ่งสร้างการทำงานให้เกิดผลสัมฤทธิ์ เป็นพลเมืองที่มีคุณภาพ พึ่งพาตนเองได้ และดำเนินชีวิตอย่างมีความสุข ทั้งนี้ หลักสูตรและวิธีการจัดการศึกษาและการเรียนรู้ในศตวรรษที่ 21 ควรจัดให้ผู้เรียนได้เรียนรู้และพัฒนาตนเองอย่างต่อเนื่อง มิใช่การจดจำเนื้อหาวิชา เน้นการเรียนรู้ที่เกิดจากความต้องการของผู้เรียนอย่างแท้จริงและลงมือปฏิบัติเพื่อให้เกิดประสบการณ์ตรงและต่อยอดความรู้นั้นได้ด้วยตนเอง ผู้สอนต้องสามารถสร้างและออกแบบสภาพแวดล้อมในการเรียนรู้ที่มีบรรยากาศเกื้อหนุนและเอื้อต่อการเรียนรู้อย่างมีเป้าหมาย การเชื่อมโยงความรู้หรือแลกเปลี่ยนความรู้กับชุมชนและสังคมโดยรวม จัดการเรียนรู้ผ่านบริบทความเป็นจริง และการสร้างโอกาสให้ผู้เรียนได้เข้าถึงสื่อเทคโนโลยี เครื่องมือ และแหล่งเรียนรู้ที่มีคุณภาพ (สำนักวิชาการและมาตรฐานการศึกษา, 2564)

การจัดการศึกษาในศตวรรษที่ 21 ซึ่งสถานศึกษาจะต้องพัฒนาผู้เรียนทั้งในด้าน ความรู้สาระวิชาหลัก (Core Subjects) และทักษะแห่งศตวรรษที่ 21 ซึ่งประกอบด้วย ทักษะการ เรียนรู้และนวัตกรรม ทักษะชีวิตและอาชีพ และทักษะด้านสารสนเทศ สื่อและเทคโนโลยี จึงเป็นภาระที่สำคัญของผู้บริหารที่จะต้องรับผิดชอบจัดการศึกษาให้ประสิทธิภาพ ซึ่งผู้บริหาร จะต้องรู้เท่าทันความเปลี่ยนแปลง พัฒนาตนเองคิดหายุทธศาสตร์ในการบริหารจัดการใหม่ๆ ปรับเปลี่ยนรูปแบบการทำงานให้ความสำคัญกับความสัมพันธ์ของผู้ปฏิบัติงานในองค์กร และนอก องค์กรให้ความสนใจต่อวัฒนธรรมองค์กรที่มุ่งผลลัพธ์ใส่ใจในเรื่องของศาสตร์ทางการสอนที่

เหมาะสม และต้องเข้ามารับบทบาทในการเร่งปรับเปลี่ยนรูปแบบการจัดการเรียนการสอนของครู ปรับเปลี่ยนเนื้อหาตามหลักสูตร ควบคู่ไปกับการพัฒนาทักษะใหม่ๆให้กับครูผู้สอน ส่งเสริมให้มี การนำเทคโนโลยีมาใช้เพื่อพัฒนาคุณภาพทางการศึกษาให้สูงขึ้นรวมทั้ง ปรับบทบาทในการสร้าง เครือข่ายการเรียนรู้ทั้งภายในและภายนอกสถานศึกษาเพื่อพัฒนาผู้เรียนให้มีความรู้ความสามารถ และมีทักษะทัดเทียมเป็นที่ยอมรับของชาติอื่นและสามารถดำรงชีวิตได้อย่างมีความสุข)ซึ่งครูเป็นกลไกสำคัญใน ออกแบบการจัดการเรียนรู้ให้เหมาะสมกับความสามารถและความสนใจของผู้เรียน สอดคล้องกับ การเปลี่ยนแปลงและวิธีการเรียนรู้ของผู้เรียนในปัจจุบันที่มีหลายช่องทาง ครูต้องสร้างนวัตกรรม บริหารจัดการชั้นเรียนแนวใหม่ในการพัฒนาคุณภาพผู้เรียน เพื่อช่วยให้ผู้เรียนเกิดการเรียนรู้และสร้างองค์ความรู้ได้ด้วยตนเอง ดังนั้น ครูต้องปรับเปลี่ยนวิธีการจัดการเรียนรู้ นำไปสู่การเรียนรู้ “ทักษะเพื่อการดำรงชีวิตในศตวรรษที่ 21” (21st Century Skills) จากเป็นผู้ถ่ายทอดความรู้ไปเป็น ผู้สนับสนุนช่วยเหลือให้นักเรียนสามารถเปลี่ยนสารสนเทศเป็นความรู้ออกแบบการเรียนรู้และอำ นวยความสะดวก (Facilitate) ในการเรียนรู้ ให้นักเรียนเรียนรู้จากการเรียนแบบลงมือทำแล้วการเรียนรู้ก็จะเกิดจากภายในใจและสมองของตนเอง (วิจารณ์ พาณิชย์, 2555) การจัดการเรียนรู้ ต้องอธิบายทักษะที่เป็นของใหม่ได้แก่ ความคิดสร้างสรรค์และนวัตกรรม ความยืดหยุ่นและ ความสามารถในการปรับตัว วิธีการจัดการเรียนรู้ของครูแสดงให้เห็นถึงความสัมพันธ์เกี่ยวกับ การเรียนของนักเรียน ครูที่มุ่งเน้นผู้เรียนเป็นสำคัญจะใช้วิธีการสอนที่ลุ่มลึก พยายามทำความเข้าใจ กับเนื้อหามากกว่าการใช้วิธีการสอนแบบผิวเผินที่พยายามจำเนื้อหา (Trig well and others, 1999)

สถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 รับผิดชอบในการจัดบริการการศึกษาขั้นพื้นฐาน โดยมีโรงเรียนในสังกัดจำแนกตามกลุ่มเครือข่ายคุณภาพพัฒนาการศึกษา จำนวน 10 กลุ่ม รวมโรงเรียนจำนวน 156 โรงเรียน (สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1,2565) มีเป้าประสงค์ ที่เกี่ยวข้องกับผู้บริหาร ครูและผู้เรียนโดยตรงคือ ผู้เรียนระดับมัธยมศึกษาทุกคนได้รับโอกาสทางการศึกษาอย่างทั่วถึง ผู้เรียนทุกคนเป็นคนดี มีคุณธรรม จริยธรรม เป็นคนเก่งตามหลักพหุปัญญา มีทักษะชีวิต มีเป้าหมายชีวิตและมีทักษะวิชาชีพในศตวรรษที่ 21 ข้าราชการครูและบุคลากรทางการศึกษามีสมรรถนะตรงตามสายงาน และมีวัฒนธรรมการทำงานที่มุ่งเน้นผลสัมฤทธิ์อย่างมืออาชีพสถานศึกษาในสังกัดทุกแห่ง มีหลักสูตรสถานศึกษาเทียบเคียงมาตรฐานสากลที่เน้นวิชาการและอาชีพ บนพื้นฐานของความ เป็นไทย สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 และสถานศึกษาในสังกัดทุกแห่ง ใช้นวัตกรรม เทคโนโลยีสารสนเทศและการสื่อสารในการบริหารจัดการตามแนวทางการจัดทักษะการเรียนรู้ในศตวรรษที่ 21 ยุคไทยแลนด์ 4.0 โดยครูสร้างเครือข่ายการเรียนรู้ การมีส่วนร่วมจากผู้มีส่วนเกี่ยวข้องและทุกภาคส่วนให้เกิดชุมชนแห่งการเรียนรู้(สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1,2565) และครูต้องได้รับการพัฒนาองค์ความรู้และสมรรถนะผ่านการปฏิบัติจริงและการช่วยเหลืออย่างต่อเนื่อง โดยครูได้รับการช่วยเหลือให้จัดการเรียนรู้ได้อย่างมีประสิทธิผล โดยชุมชนแห่งการเรียนรู้ของครูในพื้นที่ทั้งในโรงเรียนเดียวกันระหว่างโรงเรียนหรืออื่น ๆ และจุดเน้นด้านการบริหารจัดการ โดยส่งเสริมการบริหารจัดการแบบมุ่งผลสัมฤทธิ์ เน้นการกระจายอำนาจ การมีส่วนร่วมและมีความรับผิดชอบในทุกระดับ เน้นการมีส่วนร่วมขององค์คณะบุคคลที่เกี่ยวข้องอย่างเข้มแข็งและเป็นกัลยาณมิตร (สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1,2565)

จากที่กล่าวมาข้างต้นผู้วิจัยจึงมีความสนใจที่จะทำการพัฒนาแนวทางพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ทั้งนี้เพื่อให้ให้ตัวครูมีพัฒนาการจัดการเรียนรู้ในการนำนวัตกรรมใหม่เข้ามามีบทบาทผลักดัน เพื่อพัฒนาครู เป็นแนวทางใหม่ มิติใหม่ ในการปฏิรูปการศึกษา ครูต้องมีความรู้และปรับเปลี่ยนให้ทันกับการเปลี่ยนแปลงของสังคมโลก เพื่อนำไปประยุกต์และปรับใช้โดยมุ่งมั่นให้เกิดผลลัพธ์ต่อสมรรถนะทางวิชาชีพสำหรับครูและการเรียนรู้ของนักเรียน สอดคล้องกับเป้าประสงค์ กลยุทธ์ตลอดจนจุดเน้นสำคัญของสถานศึกษาสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 ในการส่งเสริม สนับสนุนการพัฒนาคุณภาพครูและบุคลากรทางการศึกษา ที่ต้องการพัฒนาครูผ่านการปฏิบัติงานจริงอย่างต่อเนื่อง ผู้เรียนระดับการศึกษาขั้นพื้นฐานทุกคนมีความรู้ทักษะวิชาการ ทักษะชีวิต ทักษะอาชีพและคุณลักษณะในศตวรรษที่ 21 ผู้วิจัยได้ศึกษารูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 อันจะส่งผลโดยตรงต่อการพัฒนาครูในสถานศึกษาให้สามารถปฏิบัติงานได้อย่างมีประสิทธิภาพและมีความเป็นมืออาชีพนอกจากนั้นยังส่งผลต่อการบริหารจัดการสถานศึกษาให้เกิดประสิทธิภาพและประสิทธิผลต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาองค์ประกอบความต้องการ และแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1

2. เพื่อสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1

3. เพื่อประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 ไปใช้

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง รูปแบบพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 การศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1

ขั้นตอนที่ 1.1 การศึกษาองค์ประกอบของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1 โดยการสังเคราะห์เอกสาร

ขั้นตอนที่ 1.2 การศึกษาความต้องการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1

ขั้นตอนที่ 1.3 การศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นทการศึกษาประถมศึกษาขอนแก่น เขต 1 โดยการสัมภาษณ์ผู้ทรงคุณวุฒิ

ระยะที่ 2 การสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1

ขั้นตอนที่ 2.1 การยกร่างรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1

ขั้นตอนที่ 2.2 การตรวจสอบความเหมาะสมของรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1

ระยะที่ 3 การประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1 ไปใช้ดำเนินการประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1 ไปใช้

ประชากรและกลุ่มตัวอย่าง

1) ประชากร

ประชากร ได้แก่ ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ครูโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1 ในปีการศึกษา 2565 จำนวน 1,122 คน

2) กลุ่มตัวอย่าง

กลุ่มตัวอย่างที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ ครูโรงเรียนในสังกัดสำนักงานเขตพื้นทการศึกษาประถมศึกษาขอนแก่น เขต 1 จำนวน 291 คน ซึ่งผู้วิจัยกำหนดขนาดกลุ่มตัวอย่าง โดยเปิดตารางสำเร็จรูปของเคจซีมอร์แกน (Krejcie and Morgan) (บุญชม ศรีสะอาด, 2556) และเลือกกลุ่มตัวอย่างด้วยการสุ่มแบบแบ่งชั้น (Stratified Random Sampling) ตามสัดส่วนของครูในโรงเรียนแต่ละขนาดซึ่งจำนวนประชากรและกลุ่มตัวอย่าง ดังแสดงในตาราง 1

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

แบบสอบถามเพื่อการวิจัย

แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบ รายการ (Checklist) เป็นข้อมูลพื้นฐานเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นแบบสอบถามที่เป็นข้อคำถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ (Rating Scale) ตามแบบของลิเคิร์ท (Likert Type)

การสร้างและหาคุณภาพของเครื่องมือ

1) เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสอบถาม แบ่งออกเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ลักษณะเป็นแบบตรวจสอบรายการ (Check List)

ตอนที่ 2 สอบถามความต้องการของแนวทางการพัฒนาการการพัฒนาครูด้านจัดการเรียนรู้ในศตวรรษที่ 21ใน 7 ด้าน ได้แก่ด้านการกำหนดวัตถุประสงค์ ด้านการศึกษาคุณลักษณะผู้เรียน ด้านการกำหนดจุดมุ่งหมาย ด้านการกำหนดเนื้อหา ด้านการจัดกิจกรรมการเรียนรู้ ด้านการประเมินผลการจัดการเรียนรู้ ด้านการวิเคราะห์ข้อมูลป้อนกลับ ลักษณะเป็นแบบมาตรประมาณค่า 5 ระดับ (Rating Scale) ดังนี้

5 หมายถึง มีความต้องการอยู่ในระดับมากที่สุด

4 หมายถึง มีความต้องการอยู่ในระดับมาก

3 หมายถึง มีความต้องการอยู่ในระดับปานกลาง

2 หมายถึง มีความต้องการอยู่ในระดับน้อย

1 หมายถึง มีความต้องการอยู่ในระดับน้อยที่สุด

ตอนที่ 3 ข้อเสนอแนะ ลักษณะเป็นแบบปลายเปิด

2) การสร้างเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ดำเนินการดังนี้

2.1) ศึกษาเอกสารงานวิจัยที่เกี่ยวข้อง และกำหนดกรอบแนวคิดในการวิจัย

2.2) นิยามศัพท์เฉพาะเพื่อเป็นแนวทางการสร้างแบบสอบถาม

2.3) สร้างแบบสอบถามฉบับร่างเสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา

2.4) หาความตรงเชิงเนื้อหา (Content Validity) เพื่อหาค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับนิยามศัพท์เฉพาะ (Index of Item Congruence : IOC) โดยผู้เชี่ยวชาญ จำนวน 5 คน

2.5) นำแบบสอบถามไปทดลองใช้ (try-out) กับครู จำนวน 12 คน ที่ไม่ใช่กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 1เพื่อหาความเชื่อมั่น (Reliability)ของแบบสอบถามโดยใช้วิธีการหาสัมประสิทธิ์อัลฟา (Coefficient Alpha) ของครอนบาค (Cronbach)

การเก็บรวบรวมข้อมูล

1) ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ถึงผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1 เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลจากครูในสถานศึกษาของกลุ่มตัวอย่าง

2) ผู้วิจัยจัดส่งแบบสอบถาม ไปยังโรงเรียนในสังกัด สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 1 ผ่านช่องทาง ระบบสนับสนุนการบริหารจัดการสำนักงาน Smart Area AMSS^{++} และให้กลุ่มตัวอย่างตอบแบบสอบถามในรูปแบบของกูเกิลฟอร์ม (Google form) ผ่านลิงค์ และคิวอาร์โค้ด (QR Code) ที่ผู้วิจัยสร้างขึ้น เป้าหมายในการเก็บรวบรวมข้อมูลจำนวน 285 คน

3) ในกรณีที่ไม่ได้รับแบบสอบถามคืนตามเวลาที่กำหนด ผู้วิจัย ติดตามเก็บรวบรวมแบบสอบถามด้วยตนเอง

4) เป้าหมายในการเก็บรวบรวมข้อมูล จำนวน 285 ฉบับ ได้รับคืนจำนวน 242 ฉบับคิดเป็นร้อยละ 85

การจัดกระทำและวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์และนำเสนอข้อมูลจากแบบสอบถาม ดังนี้

5.1 การจัดกระทำข้อมูล

5.1.1 ตรวจสอบจำนวนและความสมบูรณ์ของแบบสอบถามที่ได้รับคืนมาแต่ละฉบับใช้วิเคราะห์ข้อมูล โดยใช้โปรแกรมสำเร็จรูป ดังนี้

5.1.1.1 วิเคราะห์ข้อมูล ตอนที่ 1 ของแบบสอบถาม ที่มีลักษณะเป็นข้อมูลทั่วไปเกี่ยวกับสถานภาพ เพศ ประสบการณ์ วิเคราะห์โดยใช้ค่าความถี่ (Frequency) และ ค่าร้อยละ Percentage)

5.1.1.2 วิเคราะห์ข้อมูล ตอนที่ 2 ของแบบสอบถาม ที่มีลักษณะข้อมูล ประเภทมาตราส่วนประมาณค่า (Rating Scale) โดยใช้โปรแกรมสำเร็จรูปในการดำเนินการหาค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล ในการวิเคราะห์ข้อมูลการวิจัยครั้งนี้ ผู้วิจัยได้ใช้สถิติในการวิเคราะห์ข้อมูลดังนี้

5.2.1 สถิติพื้นฐาน

5.2.1.1 ร้อยละ (Percentage)

5.2.1.2 ค่าเฉลี่ย (Mean)

5.2.1.3 ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation: S.D.)

5.2.2 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ

5.2.2.1 การหาค่าความตรงด้านเนื้อหา (Content Validity) ของ แบบสอบถามโดยใช้สูตรดัชนีความสอดคล้อง (Index of item Objective Congruence: IOC)

สรุปผลการวิจัย

1. สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นในการเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

1.1 สภาพปัจจุบันภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยรวมอยู่ในระดับ ปานกลาง และรายด้าน ได้แก่ ด้านวิสัยทัศน์ดิจิทัล อยู่ในระดับ ปานกลาง ด้านการรู้การเข้าใจดิจิทัลอยู่ในระดับ ปานกลาง ด้านการสื่อสารดิจิทัลอยู่ในระดับ ปานกลาง และการจัดการเรียนรู้ยุคดิจิทัลอยู่ในระดับ ปานกลาง

1.2 สภาพที่พึงประสงค์ภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยรวมอยู่ในระดับ มาก และรายด้าน ได้แก่ ด้านวิสัยทัศน์ดิจิทัล อยู่ในระดับ มาก ด้านการรู้การเข้าใจดิจิทัลอยู่ในระดับ มาก ด้านการสื่อสารดิจิทัลอยู่ในระดับ มาก และการจัดการเรียนรู้ยุคดิจิทัลอยู่ในระดับ มาก

1.3 ความต้องการจำเป็นของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ ด้านการจัดการเรียนรู้ยุคดิจิทัล ด้านการรู้การเข้าใจดิจิทัล ด้านวิสัยทัศน์ดิจิทัล และด้านการสื่อสารดิจิทัล ตามลำดับ

2. การพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

2.1 ผลการพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 พบว่า ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหา มี 4 Module ประกอบด้วย Module 1 การสื่อสารดิจิทัล Module 2 การรู้การเข้าใจดิจิทัล Module 3 วิสัยทัศน์ดิจิทัล และ Module 4 การจัดการเรียนรู้ยุคดิจิทัล 4) กิจกรรมพัฒนา ประกอบด้วย การศึกษาเรียนรู้ออนไลน์ด้วยตนเอง การฝึกอบรมเชิงปฏิบัติการ และการบูรณาการกับปฏิบัติงานจริง 5) การวัดผลและประเมินผล ประกอบด้วย การประเมินความรู้ความเข้าใจก่อนและหลังการเข้าร่วมโปรแกรมการพัฒนา การประเมินระดับพฤติกรรมตามโปรแกรมการพัฒนา และการประเมินความพึงพอใจของผู้เข้าร่วมโปรแกรมการพัฒนา

2.2 ผลตรวจสอบยืนยันและความเหมาะสมของโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยผู้ทรงคุณวุฒิ พบว่า โดยรวมมีความเหมาะสมอยู่ในระดับ มาก

3. ประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมโดยครูผู้สอน ผลการประเมินโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 พบว่า โดยรวมมีความเหมาะสมอยู่ในระดับ มาก และความเป็นไปได้อยู่ในระดับ มาก

อภิปรายผลการวิจัย

1. ผลการศึกษาศึกษาองค์ประกอบความต้องการ และแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21

1.1 ผลการศึกษาศึกษาองค์ประกอบ แนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด โดยการสังเคราะห์เอกสาร สรุปได้ว่าองค์ประกอบที่ 1 หลักการของรูปแบบผลการศึกษาพบว่าหลักการพัฒนาครูให้มีทักษะในการจัดการเรียนรู้ในศตวรรษที่ 21 ในด้านการกำหนดวัตถุประสงค์ คุณลักษณะผู้เรียน การกำหนดจุดมุ่งหมาย การกำหนดเนื้อหา การจัดกิจกรรมการเรียนรู้ ผลการจัดกิจกรรมการเรียนรู้ การวิเคราะห์ข้อมูลป้อนกลับ องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ ผลการศึกษาพบว่าเพื่อให้ผู้บริหารสถานศึกษา มีรูปแบบการพัฒนาครูให้มีการจัดการเรียนรู้ในศตวรรษที่ 21 เพื่อเป็นรูปแบบที่ใช้ในการพัฒนาครูในการจัดการเรียนรู้ในศตวรรษที่ 21 เพื่อนำรูปแบบการพัฒนาครูในการจัดการเรียนรู้ในศตวรรษที่ ไปใช้ให้เกิดประโยชน์องค์ประกอบที่ 3 ขอบข่ายของการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ผลการศึกษาพบว่ามีเนื้อหาคือ ด้านการกำหนดวัตถุประสงค์ ด้านการศึกษาคุณลักษณะผู้เรียน ด้านการกำหนดจุดมุ่งหมาย ด้านการกำหนดเนื้อหา ด้านการจัดกิจกรรม ด้านการประเมินผล ด้านการวิเคราะห์ข้อมูลป้อนกลับ องค์ประกอบที่ แนวทางการประเมิน ผลการศึกษาพบว่า ประเด็นการประเมิน เพื่อประเมินการสอนของครูจากคุณภาพผู้เรียน เพื่อประเมินครูจากการปรับปรุงแผนการจัดการเรียนรู้ให้ตรงตามความสามารถผู้เรียน เพื่อให้นักเรียนมีความสามารถในกระบวนการคิดวิเคราะห์และปรับปรุงจุดอ่อนและจากการศึกษาเอกสารจากนักวิชาการต่างๆเครื่องมือที่ใช้ในการประเมิน แบบสังเกต, แบบบันทึกการนิเทศการสอน แบบประเมินการนิเทศการสอน แบบประเมินตนเองแบบทดสอบ

1.2 ผลการศึกษาความต้องการ พัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สรุปได้ว่าผลการศึกษาความต้องการในการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21

องค์ประกอบการจัดการเรียนรู้ในศตวรรษที่ 21ในภาพรวมมีความต้องการ อยู่ในระดับมากที่สุด โดยด้านที่มีความต้องการสูงสุดอยู่ในระดับมากที่สุด (x=4.57, S.D.=0.58) ได้แก่ ด้านการวิเคราะห์ข้อมูลป้อนกลับ (x=4.62, S.D.=0.59) รองลงมาคือ ด้านการประเมินผล (x=4.61, S.D.=0.58) สรุปครูมีความต้องการพัฒนาการจัดการเรียนรู้ในศตวรรษที่ 21 อยู่ในระดับมากที่สุด ทั้ง 7 ด้าน

1.3 ผลการศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 ผู้ทรงคุณวุฒิ

สรุปได้ว่าองค์ประกอบที่ 1 หลักการของรูปแบบคือหลักการพัฒนาครูให้มีทักษะในการ จัดการเรียนรู้ หลักการจัดการเรียนรู้ที่เน้นผู้เรียน เป็นสำคัญโดยผ่านกิจกรรม เชิงรุกหลักการบูรณาการกับทักษะชีวิต องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ คือ 1.เพื่อพัฒนาสถานศึกษาและขับเคลื่อนครูในการ จัดการเรียนรู้ เพื่อเป็นแนวทางในการพัฒนาครู เพื่อให้ครูมีแนวทางในการจัดกิจกรรมการเรียนรู้ องค์ประกอบที่ 3 ขอบข่ายของการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 211 ด้านการกำหนดวัตถุประสงค์ ด้านการศึกษาคุณลักษณะผู้เรียน ด้านการกำหนดจุดมุ่งหมาย ด้านการกำหนดเนื้อหา ด้านการจัดกิจกรรมการเรียนรู้ ด้านการประเมินผลการจัดการเรียนรู้ ด้านการวิเคราะห์ข้อมูลป้อนกลับ องค์ประกอบที่ 4 แนวทางการประเมินคือ ประเด็นการประเมินเพื่อประเมินการจัดการเรียนรู้ของครูให้ผู้เรียนมีคุณภาพ เพื่อประเมินการปรับปรุงแผนการจัดการเรียนรู้ของครู ผู้เรียนมีความรู้ความสามารถในการปรับปรุงจุดอ่อนตอนเองจากการคิดวิเคราะห์เครื่องมือที่ใช้ในการประเมิน แบบสังเกต, แบบบันทึกการนิเทศการสอน แบบประเมินการนิเทศการสอนแบบประเมินตนเอง แบบทดสอบ

2. ผลการสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 พบว่า รูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 ประกอบด้วย 4 องค์ประกอบ ดังนี้

องค์ประกอบที่ 1 วัตถุประสงค์ของรูปแบบ

องค์ประกอบที่ 2 หลักการของรูปแบบ

องค์ประกอบที่ 3 ขอบข่ายของการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21

องค์ประกอบที่ 4 แนวทางการประเมิน

องค์ประกอบที่ 1 วัตถุประสงค์ของรูปแบบ เพื่อให้ผู้บริหารสถานศึกษามีแนวทางในการ พัฒนาและขับเคลื่อนการพัฒนาครูเพื่อการ จัดการเรียนรู้ เพื่อเป็นแนวทางในการพัฒนาครูเพื่อการ จัดการเรียนรู้ เพื่อให้ครูมีแนวทางในการจัดกิจกรรมการเรียนรู้ให้นักเรียนเกิดทักษะโดยมีระดับความเหมาะสมอยู่ค่าเฉลี่ยรวมอยู่ในระดับมากและผ่านเกณฑ์การตัดสินการตรวจสอบ ($\bar{X}$=4.61)

องค์ประกอบที่ 2 หลักการ หลักการพัฒนาครูให้มีทักษะในการ จัดการเรียนรู้ในศตวรรษที่ 21 หลักการจัดการเรียนรู้ที่เน้นผู้เรียน เป็นสำคัญโดยผ่านกิจกรรม เชิงรุก หลักการบูรณาการกับทักษะชีวิต ในศตวรรษที่ 21
โดยมีระดับความเหมาะสมอยู่ค่าเฉลี่ยรวมอยู่ในระดับมากและผ่านเกณฑ์การตัดสินการตรวจสอบ ($\bar{X}$=4.58)

องค์ประกอบที่ 3 ขอบข่ายของการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21ด้านการกำหนดวัตถุประสงค์ ด้านการศึกษาคุณลักษณะผู้เรียนด้านการกำหนดจุดมุ่งหมาย ด้านการกำหนดเนื้อหา ด้านการจัดกิจกรรมการเรียนรู้ ด้านการประเมินผลการจัดการเรียนรู้ ด้านการวิเคราะห์ข้อมูลป้อนกลับโดยมีระดับความเหมาะสมอยู่ค่าเฉลี่ยรวมอยู่ในระดับมากที่สุดและผ่านเกณฑ์การตัดสินการตรวจสอบ ($\bar{X}$=4.63)

องค์ประกอบที่ 4 แนวทางการประเมิน ประเด็นการประเมินเพื่อประเมินการจัดการเรียนรู้ของครูให้ผู้เรียนมีคุณภาพ เพื่อประเมินการปรับปรุงแผนการจัดการเรียนรู้ของครูผู้เรียนมีความรู้ความสามารถในการปรับปรุงจุดอ่อนตอนเองจากการคิดวิเคราะห์เครื่องมือที่ใช้ในการประเมินแบบสังเกต, แบบบันทึกการนิเทศการสอน แบบประเมินการนิเทศการสอน แบบประเมินตนเอง แบบทดสอบโดยมีระดับความเหมาะสมอยู่ค่าเฉลี่ยรวมอยู่ในระดับมากที่สุดและผ่านเกณฑ์การตัดสินการตรวจสอบ ($\bar{X}$=4.83)

ผลการตรวจสอบความเหมาะสมของรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 พบว่า ผู้ทรงคุณวุฒิมีความเห็นว่า มีความเหมาะสมอยู่ในระดับมากที่สุด

3. ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 ไปใช้ พบว่า ครูมีความคิดเห็นว่า ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ในการการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 1 มีความเป็นไปได้อยู่ในระดับมากที่สุดและมีความเป็นประโยชน์อยู่ในระดับมากที่สุด

อภิปรายผล

จากสรุปผลการวิจัยมีประเด็นสำคัญทีนำมาอภิปรายผล ดังนี้ การพัฒนาครูของสถานศึกษาส่วนใหญ่มีความชัดเจนในการนำหลักการพัฒนาครูที่มุ่งเน้นการพัฒนาบุคคล โดยการกำหนดวัตถุประสงค์ กำหนดกลุ่มเป้าหมาย จัดทำแผนกำหนดโครงสร้างหลักสูต กำหนดกิจกรรม การฝึกอบรม การวางแผนการพัฒนา การกำหนดผู้รับผิดชอบ และทำการประเมินผลหลังการพัฒนาครู ซึ่งกล่าวได้ว่าเป็นหลักสำคัญ ของขั้นตอนและวิธีการพัฒนาครู เพราะว่าครูเป็นบุคลากรหลักในการพัฒนาคุณภาพการศึกษาให้บรรลุผลตามเป้าหมาย ในฐานะที่ส่งเสริมให้ผู้เรียนเกิดการเรียนรู้และพัฒนาอย่างรอบด้าน ดังนั้นสถานศึกษาซึ่งถือได้ว่าเป็นองค์กรหนึ่ง ที่จำเป็นต้องดำเนินการส่งเสริมและพัฒนาครูให้มีความรู้ ความสามารถด้วยศักยภาพที่สูงขึ้น ดังเช่นงานวิจัย ของพระสมุห์นริศ นรินโท (Narinto, 2019)ได้ทำการศึกษาสภาพการพัฒนาครูเพื่อคุณภาพของผู้เรียน ในศตวรรษที่ 21 พบว่า ความเหมาะสมโดยภาพรวมอยู่ในระดับมากที่สุด โดยมียุทธศาสตร์ที่ 3 การพัฒนาครู ให้เกิดทักษะการจัดการเรียนรู้เพื่อทักษะแห่งศตวรรษที่ 21 และยุทธศาสตร์ที่ 4 การเสริมสร้างประสิทธิภาพการใช้ครู อยู่ในระดับมาก ซึ่งชนิตา รักษ์พลเมือง และคณะ (Rakphonlamueang et al.,2017) ได้ให้ข้อเสนอเชิงนโยบาย สำหรับการพัฒนาครูการศึกษาขั้นพื้นฐานที่สอดคล้องกับความต้องการในอนาคตที่สำคัญคือ การพัฒนาครู ให้มีความเชื่อมโยงกับคุณภาพการผลิตบัณฑิตและการพิจารณาผลการปฏิบัติงานของครู การพัฒนาครูให้มีจรรยาบรรณ วิชาชีพครูและจิตวิญญาณความเป็นครูซึ่งเป็นหัวใจสำคัญของการเป็นครูอย่างไรก็ตาม การพัฒนาครูยังพบปัญหาการกำหนดวัตถุประสงค์ไม่ตรงกับความต้องการของครู กำหนด กลุ่มเป้าหมายไม่สอดคล้องกับผลสำรวจ การจัดสรรงบประมาณที่ไม่เพียงพอ กำหนดโครงสร้างหลักสูตรไม่ครอบคลุม การดำเนินการกิจกรรมตามแผนการพัฒนาที่ไม่ชัดเจน ไม่มีการสรุปผลการดำเนินงาน การประเมินผลก่อนการพัฒนาครูไม่เหมาะสม ไม่สอดคล้องตามหลักสูตรและวัตถุประสงค์ แสดงให้เห็นได้ว่าสถานศึกษามีการเพียงการดำเนินงาน ให้เป็นไปตามโยบายและแผนปฏิบัติงาน โดยขาดการรวบรวมข้อมูลหรือผลสะท้อนกลับมาประมวลผลวิเคราะห์ เพื่อวัดผลเป้าหมายอย่างแท้จริง จึงทำให้เกิดปัญหาตามสภาพและบริบทของสถานศึกษาขึ้นมานี้ ทั้งนี้ อาจกล่าวได้ว่า สถานศึกษาหลายแห่งมีข้อจำกัดทางด้านวัสดุ อุปกรณ์เทคโนโลยี และสิ่งสำคัญคืองบประมาณที่ให้การสนับสนุน การพัฒนาครูอย่างเพียงพอและสอดคล้องกับระบบการพัฒนาครูระดับประเทศ จึงนำมาสู่ประเด็นปัญหาทางด้าน โครงสร้างหลักสูตร การวางแผนดำเนินงาน และไม่สามารถประเมินผลการดำเนินการด้านการพัฒนาครูออกมาได้ อย่างชัดเจน โดยคณะกรรมาธิการการศึกษาและกีฬา สภานิติบัญญัติแห่งชาติ (Commission on Education and Sports National Legislative Assembly, 2017) ได้กล่าวว่า ระบบพัฒนาครูประจำการยังไม่มี ระบบเชื่อมโยงกันโดยเฉพาะไม่มีความชัดเจนเรื่องระบบการพัฒนาครูใหม่ อีกทั้งครูใหม่ขาดการให้คำปรึกษา

และการแนะนำจากครูที่มีประสบการณ์ (Coaching and mentoring) และมรกต วงษ์เนตร (Wongnate,2015) เสนอแนวทางการพัฒนาครูเพื่อการจัดการเรียนรู้ที่ส่งเสริมทักษะการคิดของนักเรียน ประกอบด้วย ขั้นตอนการ
วางแผน ได้แก่ สำรวจปัญหาที่ชี้ เฉพาะกำหนดนโยบาย และพัฒนาครูอย่างเป็นระบบ ขั้นการลงมือปฏิบัติ ได้แก่ ผู้บริหารสถานศึกษาสร้างทัศนคติที่ดี และเปิดใจให้กว้าง ขั้นตอนการตรวจสอบ ได้แก่ กำหนดวัตถุประสงค์หรือเกณฑ์ การวัดความสำเร็จที่ระบุทักษะการคิด แต่งตั้งคณะกรรมการให้ครูมีส่วนร่วมออกแบบการคิดให้นักเรียน ขั้นตอน การปรับปรุง ได้แก่ ควรกำกับติดตามการดำเนินงานตามวัตถุประสงค์ของโครงการที่กำหนดไว้อย่างชัดเจน

รูปแบบการพัฒนาครูที่ผู้วิจัยได้พัฒนาขึ้นมีจำนวน 4 องค์ประกอบ ได้แก่วัตถุประสงค์ของรูปแบบ หลักการของรูปแบบ ขอบข่ายของการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21แนวทางการประเมินโดยใช้หลักการมีส่วนร่วมผ่านการศึกษาที่มีสอดคล้องกับบริบทของการจัดการเรียนรู้ ตามบทบาทและหน้าที่ของผู้มีส่วน เกี่ยวข้องในการพัฒนาตามภารกิจ เป็นการบูรณาการการจัดการความรู้และระบบกลไกของการพัฒนารูปแบบ มาประยุกต์ตามหลักการออกแบบระบบงาน และมีการนำข้อมูลป้อนกลับไปยังครูผู้สอนซึ่งเป็นการจัดการเรียนรู้ ที่เน้นผู้เรียนเป็นสำคัญผ่านกิจกรรมการฝึกปฏิบัติจริง ทำให้ครูที่มีส่วนร่วมมีความพึงพอใจมากที่สุดในเรื่องการให้ คำปรึกษา ชี้แนะ แนะนำการช่วยเหลือเกี่ยวกับการจัดการเรียนรู้ในศตวรรษที่ 21 ซึ่งมีความคล้ายคลึงกับงานวิจัย ของกิตติภพ ภวณัฐกุลธร และคณะ (Pawanutkulthon et al., 2017) ที่ได้ทำการศึกษาเอกสาร งานวิจัยที่เกี่ยวข้องและการสัมภาษณ์ผู้ทรงคุณวุฒิเกี่ยวข้องกับรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 1โดยการสังเคราะห์ที่ครอบคลุมเนื้อหาเกี่ยวกับ 1)ด้านการกำหนดวัตถุประสงค 2) ด้านการศึกษาคุณลักษณะผู้เรียน 3) ด้านการกำหนดจุดมุ่งหมาย 4) ด้านการกำหนดเนื้อหา 5) ด้านการจัดกิจกรรมการจัดการเรียนรู้ 21 6) ด้านการประเมินผลการจัดการเรียนรู้ 7) ด้านการวิเคราะห์ข้อมูลป้อนกลับ และโดยภาพรวม รูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 มีความเหมาะสมอยู่ในระดับมากที่สุด ซึ่งพิมพันธ์ เดชะคุปต์ และพเยาว์ ยินดีสุข (Dechakhup & Yindisuk,2017) ได้เสนอว่า จุดมุ่งหมายของการจัดการเรียนรู้ในศตวรรษที่ 21 ควรเป็นจุดมุ่งหมาย เชิงพฤติกรรม โดยครูมุ่งพัฒนาความรู้ ทักษะกระบวนการ ทักษะกระบวนการคิดและกระบวนการปฏิบัติ รวมทั้ง การแสดงออกคุณลักษณะและเจตคติ รวมทั้งลักษณะนิสัยที่ดี

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

1. สำนักงานเขตพื้นที่การศึกษา ควรมีนโยบายให้สถานศึกษานำรูปแบบการพัฒนาครูที่ได้จากการวิจัยครั้งนี้ ไปใช้เพื่อวางแผนการส่งเสริม สนับสนุน และพัฒนาครูให้มีความรู้ความเข้าใจและมีทักษะในการจัดการเรียนรู้ ให้ผู้เรียนมีทักษะในศตวรรษที่ 21 ควรนำองค์ประกอบของรูปแบบมาจัดอบรมพัฒนา เชิงปฏิบัติการเพื่อพัฒนาครูและศึกษาดูงานเกี่ยวกับการพัฒนาครูเพื่อการจัดการเรียนรู้ในศตวรรษที่ 21 ในสถานศึกษา ขั้นพื้นฐาน

2. ผู้บริหารสถานศึกษาควรศึกษาและทำความเข้าใจกับรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 เพื่อนำสู่การต่อยอดและพัฒนาครูที่ดีขึ้นแล้วนำไปประยุกต์ใช้สำหรับการพัฒนาครูตามบริบทของสถานศึกษา

3. ผู้ที่มีบทบาทส่งเสริมและสนับสนุนครูด้านการจตัดการเรียนรู้ในศตวรรษที่ 21 เช่นศึกษานิเทศก์สามารถนำรูปแบบการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ไปใช้ได้

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

1. ควรมีการศึกษารูปแบบการพัฒนาครู ที่หลากหลาย และเหมาะสมกับบริบทของแต่ละสถานศึกษา

2. ควรศึกษาถึงกลยุทธของการพัฒนาครู ที่จะส่งผลต่อผู้เข้ารับการพัฒนาด้านบวกและด้านลบ ทั้งก่อนและหลังการพัฒนา

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ความต้องการศึกษาต่อหลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา มหาวิทยาลัยราชภัฏร้อยเอ็ด รอบรับตรง ปีการศึกษา 2565

Requirements for studying in the Bachelor of Education program Social Studies Roi Et Rajabhat University, direct admission round, academic year 2022

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ประสาร ศรีพงษ์เพลิด Prasarn Sripongplerd[5]
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความต้องการศึกษาต่อระดับปริญญาตรี หลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา มหาวิทยาลัยราชภัฏร้อยเอ็ด ผู้ให้ข้อมูลเป็นกลุ่มผู้สมัครเข้าเรียนต่อในรอบรับตรงจำนวน 49 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามเป็นแบบเลือกตอบมี 3 ด้านได้แก่ ด้านข้อมูลส่วนบุคคล จำนวน 4 ข้อ ด้านความต้องการศึกษาต่อในระดับปริญญาตรี จำนวน 4 ข้อ และด้านปัจจัยที่ส่งผลต่อการตัดสินใจเข้าศึกษาต่อในระดับปริญญาตรี เป็นแบบมาตราส่วนประมาณค่า 5 ระดับ จำนวน 13 ข้อ มีค่าความเชื่อมั่นทั้งฉบับ 0.94 การวิเคราะห์ข้อมูลด้วยร้อยละ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า

1. ด้านข้อมูลส่วนบุคคล ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง (ร้อยละ 91.80) จบจากสถานศึกษาของรัฐ 47 คน (ร้อยละ 95.92) ส่วนมากอยู่นอกจังหวัดร้อยเอ็ด 27 คน (ร้อยละ 55.10) ส่วนมากรับรู้ข่าวสารเกี่ยวกับหลักสูตรสังคมศึกษาจากอินเตอร์เน็ต 27 คน (ร้อยละ 49.00)

2. ความต้องการศึกษาต่อในระดับปริญญาตรี ผู้ตอบแบบสอบถามส่วนใหญ่มีความต้องการศึกษาต่อในระดับปริญญาตรี สาขาสังคมศึกษา มหาวิทยาลัยราชภัฏร้อยเอ็ด จำนวน 44 คน (ร้อยละ 89.80) โดยมีเป้าหมายในการศึกษาต่อระดับปริญาตรีเพื่อใช้ในการประกอบอาชีพในอนาคต จำนวน **44** คน (ร้อยละ 81.00) ช่วงเวลาที่ผู้ตอบแบบสอบถามส่วนใหญ่เห็นว่าเหมาะสมสำหรับการศึกษาต่อคือศึกษาต่อทันทีหลังสำเร็จการศึกษาขั้นพื้นฐาน จำนวน 44 คน (ร้อยละ 89.80) และวุฒิการศึกษาของปริญญาที่ต้องการเมื่อสำเร็จการศึกษา คือ ครุศาสตรบัณฑิต จำนวน 49 คน (ร้อยละ 100)

3. ด้านปัจจัยที่จะส่งผลให้ตัดสินใจศึกษาต่อในระดับปริญญาตรี ข้อที่มีค่าเฉลี่ยสูงสุด คือ ความน่าสนใจของหลักสูตร (ค่าเฉลี่ย 4.61) รองลงมา คือ ชื่อเสียงของมหาวิทยาลัย (ค่าเฉลี่ย 4.55) และความสะดวกของสถานที่เรียน (ค่าเฉลี่ย 4.53)

คำสำคัญ: ความต้องการศึกษาต่อ, หลักสูตรครุศาสตรบัณฑิต, สาขาวิชาสังคมศึกษา

Abstract

The purpose of this research is to study the requirements for pursuing a bachelor's degree, Bachelor of Education, program Social Studies, Roi Et Rajabhat University. The data giver is a group of 49 candidates for direct admission in the direct admission round. The research tool is a questionnaire with 3 aspects of choice: personal information 4 items, desire to continue studying at the bachelor's degree 4 items, and factors affecting the decision

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to study at the bachelor's degree. It is a 5-level estimation scale with 13 items with a confidence value of 0.94 for the entire issue. The statistics used in the research consisted of mean and standard deviation.

The results showed that

1. Personal data Most of the respondents were female (91.80%), graduated from state educational institutions, 47 people (95.92%), most of them outside Roi Et Province, 27 people (55.10%), most of them learned about the social studies curriculum from the Internet 27 people (49.00%).

2. Requirements for studying at the bachelor's degree level Most of the respondents wished to pursue a bachelor's degree. Social Studies Roi Et Rajabhat University, 44 people (89.80%), with the goal of pursuing a bachelor's degree for future careers, 44 people (81.00%), during which time most respondents considered suitable for continuing education is continuing education immediately after completing basic education, 44 people (89.80%), and the required degree qualification upon graduation is Bachelor of Education, 49 people (100%).

3. Factors that will affect the decision to study for the bachelor's degree The items with the highest average were the interestingness of the program (mean 4.61), followed by the reputation of the university (mean 4.55) and the convenience of the study location (mean 4.53).

Keywords: Require for the further study, Bachelor of Education program, Social Studies

บทนำ

สังคมศึกษาเป็นวิชาที่ช่วยให้ผู้เรียนมีความรู้เกี่ยวกับการอยู่ร่วมกัน ตลอดจนสอนให้ผู้เรียนมีความสามารถในการปรับตัวต่อความเปลี่ยนแปลงต่าง ๆ อันเนื่องจากความเปลี่ยนแปลงของเทคโนโลยี เศรษฐกิจ และภาวการณ์อื่น ๆ ของโลก ดังการนิยามความหมายของ ฐาปกรณ์ แก้วมาเมือง (2554) ที่ว่าสังคมศึกษา หมายถึง การให้การศึกษาสังคมศึกษาในโรงเรียนที่ประกอบด้วยเนื้อหาที่มีลักษณะเป็นบูรณาการ (Integrate) คือ มีเนื้อหาผสมผสานกันโดยคัดเลือก เนื้อหามาจากสาขาวิชาต่าง ๆ เช่น สังคมศาสตร์ เศรษฐศาสตร์ รัฐศาสตร์ มนุษยศาสตร์ จริยศาสตร์ และปรัชญา ฯลฯ แล้วจัดเข้ารวมเป็นหลักสูตรสังคมศึกษาในโรงเรียน หรืออาจกล่าวได้ว่า วิชา สังคมศาสตร์เป็น รากฐานของวิชาสังคมศึกษาในโรงเรียนเพราะ สังคมศึกษา (Social Studies) มี ลักษณะวิชาเป็นสหวิทยาการ (Interdisciplinary) หรือบูรณาการ โดยมีมโนทัศน์และหลักการสำคัญเป็นหลักหรือำ แกนกลาง สำหรับนักเรียนในโรงเรียนประถมศึกษาและมัธยมศึกษา เพื่อให้เกิดความเข้าใจในความสัมพันธ์ระหว่างมนุษย์กับมนุษย์และมนุษย์กับสิ่งแวดล้อมทุกด้าน และฝึกฝนทักษะและพัฒนา เจตคติอันเหมาะสม เพื่อเป็นพลเมืองที่ดีมีประสิทธิภาพ สามารถอยู่รวมกันได้อย่างสันติและ สร้างสรรค์ (ฐาปกรณ์ แก้วมาเมือง.2554 : 12)

ด้วยเหตุนี้ ครูสังคมศึกษาจึงมีบทบาทสำคัญต่อการพัฒนาผู้เรียนให้มีความเป็นพลเมืองที่ดีมีคุณภาพ จนมีอัตราการบรรจุครูสังคมศึกษาเป็นจำนวนมากในรอบ 10 ปีที่ผ่านมา ส่งผลให้ระหว่างระยะเวลานั้นมีผู้สนใจเรียนสังคมศึกษาในระดับปริญญาตรีเป็นจำนวนมาก ดังที่เกรียงศักดิ์ เจริญวงศ์ศักดิ์ (2542) กล่าวถึงค่านิยมทางความคิด ในการศึกษาต่อว่าเป็นไปเพื่อลดการแข่งขันในการประกอบอาชีพ เพื่อต้องการเลื่อนตำแหน่งตลอดจนสถานภาพทางสังคมตามความคาดหวังของครอบครัว เป็นต้น (เกรียงศักดิ์ เจริญวงศ์ศักดิ์. 2542)

อย่างไรก็ตาม จากการที่ประเทศไทยยังเข้าสู่สังคมผู้สูงวัย (Aging Society) ส่งผลให้จำนวนประชากรในวัยเรียนลดน้อยลง การจัดการเรียนการสอนสังคมศึกษาในระดับอุดมศึกษาจึงตกอยู่ในสภาพที่สุ่มเสี่ยงต่อการลดลงของจำนวนผู้เรียนจนอาจกระทบต่อการดำเนินการของหลักสูตร ดังการศึกษาของ ศรุดา ชัยสุวรรณ, เสน่ห์ สีตลารมณ์ และ วีรจักร แสงวงศ์ (2563) ที่ทำการสำรวจจำนวนผู้เรียนของมหาวิทยาลัยต่าง ๆ ในประเทศไทยในปี 2562 และพบว่าภาพรวมจำนวนนักเรียนใหม่เข้าเรียนลดลงในภาพรวมร้อยละ 10 – 15 ในขณะที่มหาวิทยาลัยขนาดเล็กหลายแห่ง จำนวนผู้เรียนลดลงถึงร้อยละ 50 – 70 ด้วยเหตุนี้ มหาวิทยาลัยต่าง ๆ จึงจำเป็นที่จะต้องแสวงหาผู้เรียนให้เพียงพอต่อการขับเคลื่อนให้องค์กรอยู่รอด กลยุทธ์ที่มหาวิทยาลัยหลายแห่งใช้เพื่อเพิ่มจำนวนนักศึกษามีหลากหลายกลยุทธ์ เริ่มตั้งแต่สร้างแรงจูงใจ สร้างภาพลักษณ์ความแข็งแกร่ง เช่น การให้ทุนการศึกษาตลอดหลักสูตร หรือการมีเงินให้กู้ยืมเพื่อการศึกษา การเปลี่ยนวิธีการเรียนการสอน การสะสมหน่วยกิต ตลอดจนการเปลี่ยนชื่อหลักสูตรให้มีความรู้สึกทันสมัย หรือพัฒนาหลักสูตรให้มีความใหม่ ตอบสนองความต้องการผู้เรียนมากยิ่งขึ้น รวมถึงการผลักดันให้หลักสูตรพัฒนาอาจารย์ให้มีมีศักยภาพสูงขึ้น (ศรุดา ชัยสุวรรณ, เสน่ห์ สีตลารมณ์ และ วีรจักร แสงวงศ์. 2563 : 686 – 702)

หลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด เป็นอีกหนึ่งหลักสูตรที่ต้องปรับตัวตามกระแสของการช่วงชิงผู้เรียนในทุกรูปแบบ โดยประสบปัญหาอย่างต่อเนื่องจนจำเป็นต้องแสวงหาแนวทางในการปรับตัวเพื่อตอบสนองต่อความต้องการของผู้เรียนอย่างชัดเจนตรงประเด็นที่สุด อันเป็นแนวทางที่มหาวิทยาลัยต่าง ๆ ใช้ในปัจจุบัน ดัง

การศึกษาของ วิทวัส เหล่ามะลอ (2562) ศึกษาเรื่องปัจจัยที่มีผลต่อการตัดสินใจเข้าศึกษาต่อระดับปริญญาตรีของนักศึกษามหาวิทยาลัยขอนแก่น ประจำ ปีการศึกษา 2562 โดยผ่านการคัดเลือกด้วยระบบ TCAS จากผลการวิจัยพบว่าสรุปได้ว่าปัจจัยที่มีผลต่อการตัดสินใจเข้าศึกษาต่อระดับปริญญาตรีของนักศึกษามหาวิทยาลัยขอนแก่นคือ ปัจจัยทางด้านสถาบันการศึกษามีค่าเฉลี่ยสูงสุด รองลงมาปัจจัยด้านหลักสูตร และปัจจัยทางด้านสังคมตามลำดับ โดยกลุ่มตัวอย่างที่มีเพศที่แตกต่างกันมีแนวโน้มในการตัดสินใจเข้าศึกษาต่อไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และผลการเปรียบเทียบกลุ่มตัวอย่างที่ปัจจุบันศึกษาอยู่ในโรงเรียนแตกต่างกันมีแนวโน้มในการตัดสินใจเข้าศึกษาต่อระดับปริญญาตรี ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 (วิทวัส เหล่ามะลอ. 2562)

ปีการศึกษา 2565 หลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ดมีเป้าหมายการรับนักศึกษา 60 คน เปิดรับนักศึกษาจำนวน 3 รอบ ประกอบด้วย 1) รอบเด็กดีมีที่เรียน ได้นักศึกษาจำนวน 15 คน 2) รอบโควตา ได้นักศึกษาจำนวน 19 คน และ 3) รอบรับตรง ที่ต้องได้นักศึกษาให้ครบ 60 คน ด้วยเหตุนี้ทางหลักสูตรจึงพยายามศึกษาความต้องการในการศึกษาต่อและปัจจัยต่าง ๆ ที่ส่งผลต่อการตัดสินใจในการศึกษาต่อจากผู้มาสมัครสอบรอบรับตรง และสามารถนำสู่คำตอบในการวิจัยว่าจุดเด่นเช่นใดจึงจะตอบสนองต่อผู้เข้ามาเรียนสังคมศึกษา มหาวิทยาลัยราชภัฏร้อยเอ็ด เพื่อใช้เป็นแนวทางในการปรับปรุงเนื้อหาในการปรับปรุงการดำเนินงานของหลักสูตรให้ตรงกับความคาดหวังของผู้ที่กำลังตัดสินใจเข้าศึกษาต่อในหลักสูตรนี้ในปีการศึกษาต่อไป

วัตถุประสงค์ของการวิจัย

เพื่อศึกษาความต้องการศึกษาต่อในระดับปริญญาตรี หลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด

วิธีการดำเนินการวิจัย

1. ประเภทของการวิจัย

การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจ (survey research) โดยมีวัตถุประสงค์เพื่อศึกษาความต้องการศึกษาต่อในระดับปริญญาตรี หลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด

2. ประชากรและกลุ่มตัวอย่าง

ประชากรและกลุ่มตัวอย่าง คือกลุ่มผู้สมัครเข้าเรียนต่อในรอบรับตรง จำนวน 49 คน ซึ่งเป็นจำนวนทั้งหมดของผู้สมัครสอบในรอบดังกล่าวจึงมีจำนวนการสำรวจร้อยละ 100

3. เครื่องมือที่ใช้การเก็บรวบรวมข้อมูล

เครื่องมือที่ใช้การวิจัยครั้งนี้ เป็นแบบสอบถามเกี่ยวกับความต้องการศึกษาต่อในระดับปริญญาตรีหลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษา มหาวิทยาลัยราชภัฏร้อยเอ็ด ที่ผู้วิจัยพัฒนาขึ้น ประกอบด้วย 3 ตอน คือ

ตอนที่ 1 ข้อมูลส่วนบุคคล เป็นคำถามปลายปิดมีลักษณะให้เลือกตอบ จำนวน 4 ข้อ

ตอนที่ 2 ความต้องการศึกษาต่อในระดับปริญญาตรีเป็นคำถามปลายปิดมีลักษณะให้เลือกตอบ จำนวน 4 ข้อ

ตอนที่ 3 ด้านปัจจัยที่ส่งผลต่อการตัดสินใจเข้าศึกษาต่อในระดับปริญญาตรี เป็นมาตราส่วนประมาณค่า 5 ระดับจำนวน 13 ข้อ

4. การสร้างเครื่องมือและการหาคุณภาพของเครื่องมือที่ใช้ในการวิจัย

1. ผู้วิจัยได้ศึกษาเอกสาร แนวคิด ทฤษฎี งานวิจัย และเอกสารที่เกี่ยวข้องเพื่อจัดทำเป็นแบบสอบถาม

2. สร้างรายการข้อคำถาม ซึ่งมีลักษณะเลือกตอบและเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ ตามประเด็นที่กำหนดในแบบสำรวจ

3. ผู้วิจัยส่งแบบสอบถามฉบับร่างไปให้ผู้เชี่ยวชาญที่มีประสบการณ์เกี่ยวกับการจัดทำหลักสูตรระดับ ปริญญาตรี พิจารณา จำนวน 3 คน เพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (content Validity) โดยการหาดัชนีความสอดคล้อง (Index of Item Objective Congruence: IOC) ได้ค่าดัชนีความสอดคล้อง (IOC) อยู่ระหว่าง 0.6 -1.00

4. นำแบบสอบถามมาปรับปรุงใช้เป็นเครื่องมือฉบับสมบูรณ์แล้ว นำไปทดลองใช้กับประชากรที่มีลักษณะใกล้เคียงกับกลุ่มตัวอย่างจำนวน 30 คน คือการสอบรับเข้าศึกษาในรอบโควต้า เพื่อหาค่าความเชื่อมั่นของแบบสอบถาม (Reliabilty) โดยใช้สูตรสัมประสิทธิ์อัลฟาของครอนบาค (Cronbach’s alpha Coefficient) ได้ค่าความเชื่อมั่นทั้งฉบับ 0.94

5. นำแบบสอบถามฉบับสมบูรณ์ที่ได้ไปสร้างเป็นแบบสอบถามออนไลน์ใน Google form

5. การเก็บรวมรวมข้อมูล

ผู้วิจัยได้เก็บรวบรวมข้อมูลจากผู้สมัครเข้าเรียนต่อในรอบรับตรง จำนวน 49 คน ระหว่างวันที่ 3 – 10 มกราคม 2565 ผ่านระบบ google form ให้กรอกอีเมล์ 1 บัญชีได้ 1 ครั้งเพื่อป้องกันการตอบซ้ำ โดยให้ผู้สมัครทุกคนเข้าร่วมกลุ่มไลน์เพื่อตอบแบบสอบถาม

6. สถิติที่ใช้การวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลในครั้งนี้ วิเคราะห์โดยค่าความถี่ ร้อยละ ค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน และนำไปเทียบเกณฑ์การแปลความหมายค่าเฉลี่ยดังนี้

ค่าเฉลี่ย 1.00-1.50 หมายถึง ความเห็นด้วย/ความสำคัญอยู่ในระดับน้อยที่สุด
ค่าเฉลี่ย 1.51-2.50 หมายถึง ความเห็นด้วย/ความสำคัญอยู่ในระดับน้อย
ค่าเฉลี่ย 2.51-3.50 หมายถึง ความเห็นด้วย/ความสำคัญอยู่ในระดับปานกลาง
ค่าเฉลี่ย 3.51-4.50 หมายถึง ความเห็นด้วย/ความสำคัญอยู่ในระดับมาก
ค่าเฉลี่ย 4.51-5.00 หมายถึง ความเห็นด้วย/ความสำคัญอยู่ในระดับมากที่สุด

สรุปผลการวิจัย

ตอนที่ 1 **ข้อมูลส่วนบุคคล**

ผลการศึกษาข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถามเกี่ยวกับความต้องการศึกษาต่อในระดับปริญญาตรีสาขาสังคมศึกษา ดังตาราง 1

ตารางที่ 1 ผลการวิเคราะห์ข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถามเกี่ยวกับความต้องการศึกษาต่อในระดับปริญญาตรีสาขาวิชาสังคมศึกษา

ข้อมูลส่วนบุคคล	จำนวน	ร้อยละ
เพศ		
ชาย	4	**8.20**
หญิง	45	**91.80**
รวม	49	**100.00**
สถานศึกษาเดิม		
สถานศึกษาของรัฐ	**47**	95.92
สถานศึกษาเอกชน	**2**	4.08
รวม	49	**100.00**
ภูมิลำเนา		
ในจังหวัดร้อยเอ็ด	22	**44.90**
นอกจังหวัดร้อยเอ็ด	**27**	55.10
รวม	49	**100.00**
รับรู้ข่าวสารเกี่ยวกับหลักสูตรจาก		
รุ่นพี่	**9**	18.40
เพื่อน	**11**	**22.40**
ครู	**5**	**10.20**
อินเตอร์เน็ต	27	49.00
รวม	49	**100.00**

จากตาราง 1 ด้านข้อมูลส่วนบุคคล พบว่า

ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง จำนวน 45 คน คิดเป็นร้อยละ 91.80 และเป็นเพศชาย จำนวน 4 คน คิดเป็นร้อยละ 8.20

ผู้ตอบแบบสอบถามส่วนใหญ่จบจากสถานศึกษาของรัฐ จำนวน 47 คน คิดเป็นร้อยละ 95.92 จบจากสถานศึกษาของเอกชนจำนวน 2 คน คิดเป็นร้อยละ 4.08

ผู้ตอบแบบสอบถามส่วนใหญ่มีภูมิลำเนาอยู่นอกจังหวัดร้อยเอ็ดจำนวน 27 คน คิดเป็นร้อยละ 55.10 และมีภูมิลำเนาอยู่ในจังหวัดร้อยเอ็ดจำนวน 22 คน คิดเป็นร้อยละ 44.90

ผู้ตอบแบบสอบถามส่วนใหญ่รับรู้ข่าวสารเกี่ยวกับหลักสูตรสังคมศึกษาจากอินเตอร์เน็ตจำนวน 27 คน คิดเป็นร้อยละ 49.00 รองลงมาคือรับรู้ข่าวสารเกี่ยวกับหลักสูตรสังคมศึกษาจากเพื่อจำนวน 11 คน คิดเป็นร้อยละ 22.40 และรุ่นพี่จำนวน 9 คน คิดเป็นร้อยละ 18.40 ลำดับสุดท้ายคือรับรู้ข่าวสารผ่านครูจำนวน 5 คน คิดเป็นร้อยละ 10.20

ตอนที่ 2 ความต้องการศึกษาต่อในระดับปริญญาตรี

ผลการศึกษาความต้องการศึกษาต่อในระดับปริญญาตรี หลักสูตรครุศาสตรบัณฑิต สาขาสังคมศึกษา มหาวิทยาลัยราชภัฏร้อยเอ็ด ดังตาราง 2

ตารางที่ 2 ผลการวิเคราะห์ข้อมูลความต้องการศึกษาต่อในระดับปริญญาตรีหลักสูตรครุศาสตรบัณฑิต สาขาสังคมศึกษา มหาวิทยาลัยราชภัฏร้อยเอ็ด

ความต้องการศึกษาต่อในระดับปริญญาตรีหลักสูตรครุศาสตรบัณฑิต สาขาสังคมศึกษา มหาวิทยาลัยราชภัฏร้อยเอ็ด	**จำนวน**	**ร้อยละ**
ความต้องการศึกษาต่อ		
ระดับปริญญาตรี	**44**	89.80
ระดับต่อเนื่องถึงปริญญาโท	5	10.20
รวม	**65**	**100.00**
เป้าหมายที่ต้องการศึกษาต่อในระดับปริญญาตรี		
ต้องการต่อยอดองค์ความรู้ในหัวข้อ/สาขาที่สนใจ	9	18.37
เพื่อใช้ในการประกอบอาชีพในอนาคต	**40**	81.63
แก้ปัญหาในชีวิต	**0**	0.00
เพื่อใช้เวลาว่างให้เกิดประโยชน์	**0**	**100.00**
รวม	49	
ช่วงเวลาที่ท่านเห็นว่าเหมาะสมสำหรับการศึกษาต่อในระดับปริญญาตรี		**100.00**
ศึกษาต่อทันที หลังสำเร็จการศึกษาขั้นพื้นฐาน	**44**	89.80
ศึกษาต่อ หลังสำเร็จการศึกษาขั้นพื้นฐาน 1-2 ปี	3	6.10
ศึกษาต่อ หลังสำเร็จการศึกษาขั้นพื้นฐาน 3-5 ปี	2	4.10
ศึกษาต่อ หลังสำเร็จการศึกษาขั้นพื้นฐาน มากกว่า 5 ปี	**0**	**100.00**
รวม	49	
วุฒิการศึกษาของปริญญาที่ต้องการเมื่อสำเร็จการศึกษา		
ครุศาสตรบัณฑิต	**49**	**100.00**
ศิลปศาสตรบัณฑิต	**0**	**0.00**
รวม	49	**100.00**

จากตารางที่ 2 ความต้องการศึกษาต่อในระดับปริญญาตรี พบว่า

ผู้ตอบแบบสอบถามส่วนใหญ่มีความต้องการศึกษาต่อในระดับปริญญาตรี สาขาสังคมศึกษา มหาวิทยาลัยราชภัฏร้อยเอ็ด จำนวน 44 คน คิดเป็นร้อยละ 89.80 และมีความต้องการศึกษาต่อระดับต่อเนื่องถึงปริญญาโท จำนวน 5 คน คิดเป็นร้อยละ 10.20

ผู้ตอบแบบสอบถามส่วนใหญ่มีเป้าหมายในการศึกษาต่อระดับปริญาตรีเพื่อใช้ในการประกอบอาชีพในอนาคต จำนวน 44 คน คิดเป็นร้อยละ 81.00 รองลงมาคือต้องการต่อยอดองค์ความรู้ในหัวข้อหรือสาขาที่สนใจจำนวน 9 คน คิดเป็นร้อยละ 18.37

ผู้ตอบแบบสอบถามส่วนใหญ่เห็นว่าช่วงเวลาที่ผู้ตอบแบบสอบถามส่วนใหญ่เห็นว่าเหมาะสมสำหรับการศึกษาต่อคือศึกษาต่อทันทีหลังสำเร็จการศึกษาขั้นพื้นฐาน จำนวน 44 คน คิดเป็นร้อยละ 89.80 รองลงมาคือศึกษาต่อ หลังสำเร็จการศึกษาขั้นพื้นฐาน 1-

2 ปี จำนวน 3 คน คิดเป็นร้อยละ 6.10 และเห็นว่าควรศึกษาต่อ หลังสำเร็จการศึกษาขั้นพื้นฐาน 3-5 ปี จำนวน 2 คน คิดเป็นร้อยละ 4.10

ผู้ตอบแบบสอบถามส่วนใหญ่เห็นว่าวุฒิการศึกษาของปริญญาที่ต้องการเมื่อสำเร็จการศึกษา คือ ครุศาสตรบัณฑิต จำนวน 49 คน คิดเป็นร้อยละ 100

ตอนที่ 3 ปัจจัยต่างๆ ที่ท่านพิจารณาในการศึกษาต่อระดับปริญญาตรี

ผลการศึกษาปัจจัยต่างๆที่ท่านพิจารณาในการศึกษาต่อระดับปริญญาตรีดังตาราง 3

ตารางที่ 3 ผลการวิเคราะห์ปัจจัยต่างๆที่ท่านพิจารณาในการศึกษาต่อระดับปริญญาตรี

ปัจจัยต่างๆที่ท่านพิจารณาในการศึกษาต่อระดับปริญญาตรี	ค่าเฉลี่ย	ส่วนเบี่ยงเบนมาตรฐาน	การแปลผล
1. ค่าใช้จ่ายต่อภาคเรียน	3.78	**0.80**	มาก
2. แหล่งทุนการศึกษา	3.80	**0.89**	มาก
3. การมีกองทุนกู้ยืมเพื่อการศึกษา	3.63	**1.01**	มาก
4. การผูกมัดของทุนหรือแหล่งทุนการศึกษา	3.45	**1.00**	ปานกลาง
5. ความน่าสนใจของหลักสูตร	4.61	**0.61**	มากที่สุด
6. ชื่อเสียงของสถาบันการศึกษา	4.55	**0.68**	มากที่สุด
7. การประชาสัมพันธ์ของหลักสูตรและสถานศึกษา	4.47	**0.74**	มาก
8. ความมีชื่อเสียงของอาจารย์	4.08	**0.73**	มาก
9. เวลาเรียนภาคปกติในเวลาราชการ	3.96	**0.84**	มาก
10. จัดเวลาเรียนแบบ module	3.94	**0.80**	มาก
11. การจัดกิจกรรมภาคสนาม	4.08	**0.76**	มาก
12. ความสะดวกของสถานที่เรียน	4.53	**0.62**	มากที่สุด
13. กิจกรรมเสริมหลักสูตร	4.43	**0.68**	มาก
รวม	4.10	**0.78**	**มาก**

จากตาราง 3 ด้านปัจจัยที่จะส่งผลให้ตัดสินใจศึกษาต่อในระดับปริญญาตรี พบว่า

1) ข้อที่มีค่าเฉลี่ยสูงสุด คือ ความน่าสนใจของหลักสูตร ค่าเฉลี่ย 4.61 อยู่ในระดับมากที่สุด
2) รองลงมาคือชื่อเสียงของมหาวิทยาลัย ค่าเฉลี่ย 4.55 อยู่ในระดับมากที่สุด
3) ความสะดวกของสถานที่เรียน ค่าเฉลี่ย 4.53 อยู่ในระดับมากที่สุด
4) กิจกรรมเสริมหลักสูตร ค่าเฉลี่ย 4.43 อยู่ในระดับมาก
5) ความมีชื่อเสียงของอาจารย์ และการจัดกิจกรรมภาคสนาม ค่าเฉลี่ย 4.08 อยู่ในระดับมาก
6) เวลาเรียนภาคปกติในเวลาราชการ ค่าเฉลี่ย 3.96 อยู่ในระดับมาก
7) จัดเวลาเรียนแบบ module ค่าเฉลี่ย 3.94 อยู่ในระดับมาก
8) แหล่งทุนการศึกษา ค่าเฉลี่ย 3.80 อยู่ในระดับมาก
9) ค่าใช้จ่ายต่อภาคเรียน ค่าเฉลี่ย 3.78 อยู่ในระดับมาก
10) การมีกองทุนกู้ยืมเพื่อการศึกษา ค่าเฉลี่ย 3.63 อยู่ในระดับมาก
11) การผูกมัดของทุนหรือแหล่งทุนการศึกษา ค่าเฉลี่ย 3.45 อยู่ในระดับปานกลาง

อภิปรายผลการวิจัย

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาความต้องการศึกษาต่อในระดับปริญญาตรีหลักสูตรครุศาสตรบัณฑิต สาขาสังคมศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏร้อยเอ็ด ผู้วิจัยนำผลการวิจัยประเด็นที่สำคัญมาอภิปรายผล ดังนี้

ประเด็นที่ 1 ด้านข้อมูลส่วนบุคคล ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง (ร้อยละ 91.80) จบจากสถานศึกษาของรัฐ 47 คน (ร้อยละ 95.92) ส่วนมากอยู่นอกจังหวัดร้อยเอ็ด 27 คน (ร้อยละ 55.10) ส่วนมากรับรู้ข่าวสารเกี่ยวกับหลักสูตรสังคมศึกษาจากอินเตอร์เน็ต 27 คน (ร้อยละ 49.00) ผลการวิจัยเช่นนี้ชี้ให้เห็นว่าผู้สนใจเรียนสังคมศึกษาส่วนใหญ่เป็นผู้หญิงจบจากสถานศึกษาของรัฐ อาศัยอยู่นอกจังหวัดร้อยเอ็ดมากกว่าในจังหวัดร้อยเอ็ดเล็กน้อย ส่วนมากรับรู้ข่าวสารเกี่ยวกับหลักสูตรสังคมศึกษาจากอินเตอร์เน็ต ด้วยเหตุนี้หลักสูตรจึงควรใช้ช่องทางการประชาสัมพันธ์สร้างภาพลักษณ์ทางอินเตอร์เน็ตอย่างต่อเนื่อง สอดคล้องกับ ของ ศรุดา ชัยสุวรรณ, เสน่ห์ สีตลารมณ์ และ วีรจักร แสงวงศ์ (2563) ที่ทำการสำรวจจำนวนผู้เรียนของมหาวิทยาลัยต่าง ๆ ในประเทศไทยในปี 2562 และพบว่าภาพรวมจำนวนนักเรียนใหม่เข้าเรียนลดลงในภาพรวมร้อยละ 10 – 15 ในขณะที่มหาวิทยาลัยขนาดเล็กหลายแห่ง จำนวนผู้เรียนลดลงถึงร้อยละ 50 – 70 ด้วยเหตุนี้ มหาวิทยาลัยต่าง ๆ จึงจำเป็นที่จะต้องแสวงหาผู้เรียนให้เพียงพอต่อการขับเคลื่อนให้องค์กรอยู่รอด กลยุทธ์ที่มหาวิทยาลัยหลายแห่งใช้เพื่อเพิ่มจำนวนนักศึกษามีหลากหลายกลยุทธ์ เริ่มตั้งแต่สร้างแรงจูงใจ สร้างภาพลักษณ์ความแข็งแกร่ง เช่น การให้ทุนการศึกษาตลอดหลักสูตร หรือการมีเงินให้กู้ยืมเพื่อการศึกษา การเปลี่ยนวิธีการเรียนการสอน การสะสมหน่วยกิต ตลอดจนการเปลี่ยนชื่อหลักสูตรให้มีความรู้สึกทันสมัย หรือพัฒนาหลักสูตรให้มีความใหม่ ตอบสนองความต้องการผู้เรียนมากยิ่งขึ้น รวมถึงการผลักดันให้หลักสูตรพัฒนาอาจารย์ให้มีมีศักยภาพสูงขึ้น (ศรุดา ชัยสุวรรณ, เสน่ห์ สีตลารมณ์ และ วีรจักร แสงวงศ์. 2563 : 686 – 702)

2. ความต้องการศึกษาต่อในระดับปริญญาตรี ผู้ตอบแบบสอบถามส่วนใหญ่มีความต้องการศึกษาต่อในระดับปริญญาตรีสาขาสังคมศึกษา มหาวิทยาลัยราชภัฏร้อยเอ็ด จำนวน 44 คน (ร้อยละ 89.80) โดยมีเป้าหมายในการศึกษาต่อระดับปริญาตรีเพื่อใช้ในการประกอบอาชีพในอนาคต จำนวน 44 คน (ร้อยละ 81.00) ช่วงเวลาที่ผู้ตอบแบบสอบถามส่วนใหญ่เห็นว่าเหมาะสมสำหรับการศึกษาต่อคือศึกษาต่อทันทีหลังสำเร็จการศึกษาขั้นพื้นฐาน จำนวน 44 คน (ร้อยละ 89.80) และวุฒิการศึกษาของปริญญาที่ต้องการเมื่อสำเร็จการศึกษา คือ ครุศาสตรบัณฑิต จำนวน 49 คน (ร้อยละ 100)ผลการวิจัยนี้ชี้ให้เห็นว่าผู้มาสมัครเรียนส่วนใหญ่มีความมุ่งหวังตั้งใจที่จะเป็นครูสังคมศึกษา มากกว่าการทำงานด้านอื่น และต้องการศึกษาต่อทันทีหลังจบการศึกษา สอดคล้องกับเกรียงศักดิ์ เจริญวงศ์ศักดิ์ (2542) กล่าวถึงค่านิยมทางความคิด ในการศึกษาต่อว่าเป็นไปเพื่อลดการแข่งขันในการประกอบอาชีพ เพื่อต้องการเลื่อนตำแหน่งตลอดจนสถานภาพทางสังคมตามความคาดหวังของครอบครัว เป็นต้น (เกรียงศักดิ์ เจริญวงศ์ศักดิ์. 2542)

3. ด้านปัจจัยที่จะส่งผลให้ตัดสินใจศึกษาต่อในระดับปริญญาตรี ข้อที่มีค่าเฉลี่ยสูงสุด คือ ความน่าสนใจของหลักสูตร (ค่าเฉลี่ย 4.61) รองลงมา คือ ชื่อเสียงของมหาวิทยาลัย (ค่าเฉลี่ย 4.55) และความสะดวกของสถานที่เรียน (ค่าเฉลี่ย 4.53) ผลการวิจัยนี้ชี้ให้เห็นว่าปัจจัยที่จะส่งผลให้ตัดสินใจศึกษาต่อในระดับปริญญาตรีของหลักสูตรสังคมศึกษา มหาวิทยาลัยราชภัฏร้อยเอ็ด คือความน่าสนใจของหลักสูตร ดังนั้นหลักสูตรจึงจำเป็นต้องพึ่งพาตนเองในการสื่อสารภาพลักษณ์ผ่านช่องทางอินเตอร์เน็ตให้ต่อเนื่องและจับจุดเด่นของตนให้ตรงประเด็นที่สุด สอดคล้องกับ วิทวัส เหล่ามะลอ (2562) ศึกษาเรื่องปัจจัยที่มีผลต่อการตัดสินใจเข้าศึกษาต่อระดับปริญญาตรีของนักศึกษา มหาวิทยาลัยขอนแก่น ประจำ ปีการศึกษา 2562 โดยผ่านการคัดเลือกด้วยระบบ TCAS จากผลการวิจัยพบว่าสรุปได้ว่าปัจจัยที่มีผลต่อการตัดสินใจเข้าศึกษาต่อระดับปริญญาตรีของนักศึกษามหาวิทยาลัยขอนแก่นคือ ปัจจัยทางด้านสถาบันการศึกษามีค่าเฉลี่ยสูงสุด รองลงมาปัจจัยด้านหลักสูตร และปัจจัยทางด้านสังคมตามลำดับ (วิทวัส เหล่ามะลอ. 2562)

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 จากผลการวิจัย พบว่าผู้สนใจเรียนสังคมศึกษาเป็นเพศหญิงมากกว่าเพศชาย ส่วนใหญ่มาจากสถานศึกษาของรัฐและมีภูมิลำเนานอกจังหวัดร้อยเอ็ด และผู้สมัครเรียนรับรู้ข่าวสารเกี่ยวกับหลักสูตรจากอินเตอร์เน็ตมากที่สุด ดังนั้น หลักสูตรสังคมศึกษาจึงควรนำสารสนเทศที่ได้จากการวิจัยไปวางแผนพัฒนาหลักสูตร ให้ทันกับความต้องการของกลุ่มเป้าหมาย

1.2. จากผลการวิจัย พบว่าผู้ตอบแบบสอบถามส่วนใหญ่มีความต้องการศึกษาต่อในระดับปริญญาตรีหลักสูตรครุศาสตรบัณฑิต สาขาสังคมศึกษา มหาวิทยาลัยราชภัฏร้อยเอ็ด เป้าหมายที่ต้องการศึกษาต่อในระดับปริญญาตรีต้องการเพื่อใช้ในการประกอบอาชีพในอนาคต โดยต้องการศึกษาต่อทันทีหลังสำเร็จการศึกษาขั้นพื้นฐาน และปริญญาที่ต้องการคือครุศาสตรบัณฑิต ทำให้หลักสูตรต้องตระหนักถึงการทำหน้าที่ผลิตครูอันเป็นหน้าที่ซึ่งตอบสนองความต้องการของผู้เรียน

1.3 จากผลการวิจัย พบว่าจุดเด่นของหลักสูตรสังคมศึกษา ประกอบด้วยความน่าสนใจของหลักสูตร ชื่อเสียงของสถาบันการศึกษา และความสะดวกของสถานที่เรียน หลักสูตรควรนำจุดเด่นเหล่านี้ไปวางแผนการสื่อสารภาพลักษณ์ต่อไป

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1. ควรศึกษาวิจัยความต้องการศึกษาต่อหลักสูตรครุศาสตรบัณฑิต สาขาวิชาสังคมศึกษามหาวิทยาลัยราชภัฏร้อยเอ็ด ในปีการศึกษา 2566 เพื่อนำผลที่ได้จากการศึกษามาเปรียบเทียบกันว่าการปรับปรุงการดำเนินงานของหลักสูตรส่งผลอย่างไรบ้าง

2.2 ควรศึกษาวิจัยความต้องการศึกษาต่อหลักสูตรครุศาสตรบัณฑิต สาขาวิชาอื่น ๆ เพื่อนำผลที่ได้จากการศึกษามาเปรียบเทียบกันว่าผลแต่ละรอบมีความเหมือนหรือแตกต่างกันอย่างไร

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รูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

Academic administration model for development Education quality of education of schools under the Secondary Education Service Area Office Khonkaen.

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และ ความต้องการจำเป็นของการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น 2) สร้างและตรวจสอบความเหมาะสมของรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น 3) ประเมินความเหมาะสมและความเป็นประโยชน์ของรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น การดำเนินการขั้นตอนที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น กลุ่มตัวอย่าง คือ ผู้บริหารสถานศึกษา และ หัวหน้ากลุ่มบริหารงานวิชาการ จำนวน 140 คน และศึกษาแนวทางปฏิบัติที่เป็นเลิศ จำนวน 3 โรงเรียน กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและ หัวหน้ากลุ่มบริหารงานวิชาการ รวมทั้งสิ้น 6 คน ขั้นตอนที่ 2 ยกร่างรูปแบบ ตรวจสอบยืนยันความเหมาะสม โดยผู้ทรงคุณวุฒิ 7 คน ด้วยวิธีการสนทนากลุ่ม ได้องค์ประกอบ 5 ส่วน ได้แก่ 1) หลักการแนวคิด 2) วัตถุประสงค์ 3) วิธีดำเนินการของรูปแบบ มี 5 ขั้นตอน 4) แนวทางการประเมินรูปแบบ 5) เงื่อนไขความสำเร็จ ขั้นตอนที่ 3 ประเมินความเหมาะสมความเป็นไปได้ของรูปแบบ กลุ่มผู้ให้ข้อมูล 6 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบสอบถามความเหมาะสมและความเป็นประโยชน์ของรูปแบบ สถิติที่ใช้ในวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง ค่าอำนาจจำแนก ค่าความเชื่อมั่น และค่าดัชนีความต้องการจำเป็น

คำสำคัญ : รูปแบบการบริหารงานวิชาการ, การบริหาร, พัฒนาคุณภาพการศึกษาของสถานศึกษา

Abstract

This research aims to 1) study a present, desirable characteristic, the essential needs and guidelines secondary educational service area. There were 140 samples consisting of administrators and teachers administrators and teachers academic head teacher by stratified random sampling. And study best practices in 3 schools by purposive sampling. There are 6 educational consisting teachers administrators teachers academic head teacher 2) Construct And assess the suitability, by focus group 7 experts. 3) Evaluate Model By 3 administrators and teachers administrators, 3 teachers Academic head teacher acting in Secondary Education Service Area Office Khonkaen. The research statistics used in the research were percentage, mean, standard deviation, Index of Item objective congruence (IOC), discrimination, reliability and index need (PNI Modified).

Keywords: Model of Administration for academic, Administration, Education quality of schools

บทนำ

ในการจัดการศึกษาทุกระดับ วิชาการเป็นงานที่มีความสำคัญอย่างยิ่ง ถือเป็นหัวใจของสถาบันการศึกษา ทุกระดับ เพราะจุดมุ่งหมายของการบริหารวิชาการอยู่ที่การสร้างนักเรียนให้มี คุณภาพ มีความรู้ มีจริยธรรม และมีคุณสมบัติตามที่ต้องการ วิชาการเป็นตัวบ่งชี้คุณภาพและความสำเร็จของโรงเรียน คนทั่วไปหรือแม้แต่ นักวิชาการมักพิจารณาคุณภาพ และความสำเร็จของโรงเรียนที่

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ผลงานทางวิชาการของโรงเรียน ซึ่งคุณภาพ ทางวิชาการ โดยทั่วไปจะพิจารณาจากคุณภาพของผลผลิต คือ ตัวนักเรียนอย่างไรก็ตาม แม้ไม่อาจกล่าวได้ทั้งหมด ว่า คุณภาพของผลผลิตของโรงเรียน เกิดจากกระบวนการจัดประสบการณ์การเรียนรู้ของโรงเรียนเท่านั้น แต่โรงเรียน ก็นับเป็นแหล่งเรียนรู้และประสบการณ์ที่สำคัญยิ่งที่จะก่อให้เกิดคุณภาพของผลผลิตตามต้องการได้ ถ้าได้ดำเนินการ จัดการเรียนการสอนอย่างมีประสิทธิภาพ ดังนั้นคุณภาพของผลผลิต จึงขึ้นอยู่กับประสิทธิภาพในการดำเนินงาน ด้านวิชาการของโรงเรียน โรงเรียนใดที่สามารถผลิตนักเรียนที่มีคุณภาพได้มาตรฐาน จะเป็นเครื่องแสดงถึงคุณภาพ และความสำเร็จในการดำเนินงานของโรงเรียนและเป็นงานที่ต้องการของบุคคล สังคมและประเทศชาติ ดังนั้นการ บริหารงานด้านวิชาการ จึงเป็นงานที่สำคัญของผู้บริหารโรงเรียน ที่จะต้องรับผิดชอบในการใช้หลักการในการ บริหารงานด้านนี้อย่างมีประสิทธิภาพซึ่งนักวิชาการ และนักการศึกษาหลายท่านได้ให้ความหมายและความสำคัญ ของการบริหารวิชาการไว้ดังนี้ Forest & Kinser (2002) ได้ให้ความหมายของการบริหารงานวิชาการ หมายถึง งานที่จะต้องรับผิดชอบเกี่ยวกับการบริหารและการส่งเสริม การจัดทำหลักสูตร การสอน และการจัดการเรียนรู้ ด้าน Fry, Ketteridge & Marshall (2009) ที่ได้ให้ความหมายของการบริหารงานวิชาการ หมายถึง การดำเนินกิจกรรมทุก ชนิดในสถานศึกษาที่เกี่ยวข้องกับการพัฒนาและปรับปรุงแก้ไขการเรียนการสอนของนักเรียนให้ได้ผลดี มี ประสิทธิภาพมากที่สุด ประกอบด้วยงานหลายอย่าง เช่น หลักสูตรการจัดแผนการเรียน การจัดครูเข้าสอน การ พัฒนาการเรียนการสอน การพัฒนาครูด้านวิชาการ รวมถึงการนิเทศการสอน เป็นต้น ในขณะที่ Prididilok (1989) กล่าวว่า การบริหารงานวิชาการ หมายถึง การบริหารกิจกรรมทุกชนิดในสถานศึกษา หรือโรงเรียนเกี่ยวกับการ ปรับปรุง พัฒนาการเรียนการสอนให้ได้ผลดี และมี ประสิทธิภาพที่สุดการบริหารงานวิชาการเป็นหัวใจของการบริหารสถานศึกษาที่ผู้บริหารในสถานศึกษาจำเป็นต้องมีความรู้ ความสามารถ มีภาวะผู้นำ มีคุณธรรม จริยธรรม ตลอดจนมีกลยุทธ์เชิงรุกและพร้อมรับมือกับการเปลี่ยนแปลงของสถานการณ์ต่าง ๆ ในสถานศึกษาอย่างมีประสิทธิภาพ พร้อมจะพัฒนาแนวทางกาบริหารงานสู่การปฏิบัติได้อย่างมีประสิทธิผล เพื่อให้การบริหารงานในสถานศึกษาบรรลุวัตถุประสงค์และเป้าหมายตั้งไว้ รวมถึงให้เป็นไปตามความคาดหวังของสังคมยุคการศึกษา 4.0 ของแผนการศึกษาแห่งชาติ พ.ศ. 2560 – 2579 (สำนักงานเลขาธิการสภาการศึกษา, 2560)

ด้วยเหตุดังกล่าวข้างต้น ผู้วิจัยในฐานะครูในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น จึงสนใจการพัฒนารูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เพื่อเป็นแนวทางให้โรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ได้นำไปประยุกต์ใช้ในการปรับปรุงการบริหารงานตาม ให้มีประสิทธิภาพต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นของการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น
2. เพื่อสร้างและตรวจสอบความเหมาะสมของรูปแบบการบริหารเพื่อส่งเสริมทักษะอาชีพของนักเรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ
3. เพื่อประเมินความเหมาะสมและความเป็นประโยชน์ของรูปแบบการบริหารงานวิชาการของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง รูปแบบการบริหารงานวิชาการของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัยเป็น 3 ขั้นตอน ดังนี้

ขั้นตอนที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นและแนวทางการการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษา ของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น มีวิธีการดำเนินการแบ่งออกเป็น 3 ส่วน ดังนี้

ส่วนที่ 1.1 ศึกษาเอกสารตำรา แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้อง ศึกษาวิเคราะห์และสังเคราะห์องค์ประกอบของการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา เพื่อใช้เป็นกอบแนวคิดการวิจัย และวิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา

ส่วนที่ 1.2 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นของการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ด้วยแบบสอบถาม ประชากรที่ใช้ในการวิจัยครั้งนี้ จำนวน 168 คน ใช้วิธีการ ผู้วิจัยได้ดำเนินการกำหนดขนาดของกลุ่มตัวอย่างตามตารางของ Krejcie and Morgan คำนวณค่ากลุ่มตัวอย่างตามสัดส่วนของประชากรที่ได้มาจากวิธีการสุ่มแบบแบ่งชั้น (Stratified Random Sampling) ให้ได้จำนวนครบตาม

สัดส่วนของกลุ่มประชากรในแต่ละประเภท ได้กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา หัวหน้ากลุ่มบริหารวิชาการ และหัวหน้ากลุ่มสาระการเรียนรู้การงานอาชีพในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ปีการศึกษา 2565 จำนวน 84 โรงเรียน ผู้บริหารสถานศึกษา จำนวน 70 คน หัวหน้ากลุ่มบริหารวิชาการ จำนวน 70 คน รวมทั้งสิ้น 140 คน และวิเคราะห์ข้อมูลทางสถิติ ได้แก่ ค่าเฉลี่ย ค่าร้อยละ ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์ความต้องการจำเป็น (PNI modified) (สุวิมล ว่องวาณิช, 2558)

ส่วนที่ 1.3 การศึกษาแนวทางการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น จากสถานศึกษาต้นแบบที่มีการปฏิบัติที่ดี (Best Practices) กำหนดคุณสมบัติของโรงเรียนที่จะนำมาเป็นกรณีศึกษาโดดยพิจารณาจากโรงเรียนที่ได้รับรางวัลเกี่ยวกับการบริหารงานวิชาการ จนได้รับรางวัลเกี่ยวกับงานวิชาการระดับเขตพื้นที่การศึกษา ระดับภูมิภาคจนถึงระดับประเทศ ในปีการศึกษา 2562-2564 จำนวน 3 โรงเรียน ได้แก่ 1) โรงเรียนน้ำพองศึกษา สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น 2) โรงเรียนหนองบัวแดงวิทยา สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ 3) โรงเรียนวาปีปทุม สำนักงานเขตที่การศึกษามัธยมศึกษามหาสารคาม ผู้ให้ข้อมูล ประกอบด้วย ผู้บริหารสถานศึกษา โรงเรียนละ 1 คน หัวหน้ากลุ่มบริหารวิชาการ โรงเรียนละ 1 คน รวมทั้งสิ้น 6 คน โดยเลือกแบบเจาะจง (Purposive Sampling) ด้วยแบบสัมภาษณ์แบบกึ่งโครงสร้าง และวิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา

ขั้นตอนที่ 2 การสร้าง และตรวจสอบความเหมาะสมของรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น มีวิธีการดำเนินการแบ่งออกเป็น 3 ส่วน ดังนี้

ส่วนที่ 2.1 การยกร่างรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น นำผลการศึกษาจากขั้นตอนที่ 1 มาเป็นข้อมูลในการยกร่างรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ตามกรอบแนวคิดเกี่ยวกับองค์ประกอบของรูปแบบ ประกอบด้วย 5 องค์ประกอบ ได้แก่ องค์ประกอบที่ 1 หลักการและแนวคิด องค์ประกอบที่ 2 วัตถุประสงค์ องค์ประกอบที่ 3 วิธีดำเนินการของรูปแบบ องค์ประกอบที่ 4 แนวการประเมินรูปแบบ และองค์ประกอบที่ 5 เงื่อนไขความสำเร็จ และนำร่างรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา เพื่อเสนอผู้ทรงคุณวุฒิตรวจสอบความเหมาะสมของรูปแบบ

ส่วนที่ 2.2 การตรวจสอบยืนยันร่างรูปแบบรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ด้วยวิธีการสนทนากลุ่ม (Focus Group) ผู้ทรงคุณวุฒิจำนวน 7 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) โดยคัดเลือกจากผู้มีคุณสมบัติเป็นนักวิชาการอาจารย์มหาวิทยาลัย ผู้บริหารการศึกษา ผู้บริหารสถานศึกษา ศึกษานิเทศก์ ครู ที่มีผลงานหรือมีความเกี่ยวข้องกับการกำหนดนโยบายการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น นำข้อมูลจากการสนทนากลุ่ม (Focus Group) มาสรุปการวิเคราะห์เนื้อหาและสรุปประเด็นการตรวจสอบยืนยันร่างรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

ส่วนที่ 2.3 การประเมินความเหมาะสมของรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ด้วยแบบสอบถาม โดยผู้ทรงคุณวุฒิ จำนวน 7 คน จากส่วนที่ 2.2 และวิเคราะห์ข้อมูล ทางสถิติ ได้แก่ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ในการตัดสินผลการตรวจสอบ ถ้าค่าเฉลี่ย 3.51 ขึ้นไป และส่วนเบี่ยงเบนมาตรฐานไม่เกิน 1 ถือว่า รูปแบบมีความเหมาะสม

ขั้นตอนที่ 3 การประเมินความเป็นไปได้ และความเป็นประโยชน์ของรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ด้วยแบบสอบถาม โดยผู้ทรงคุณวุฒิ จำนวน 7 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) จำแนกเป็น ผู้บริหารสถานศึกษา หัวหน้ากลุ่มบริหารงานวิชาการ ที่ปฏิบัติงานปีการศึกษา 2565 ในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น และวิเคราะห์ข้อมูลทางสถิติ ได้แก่ ค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน ประเด็นไหนที่มีค่าเฉลี่ยสูงแสดงว่าเรื่องนั้นมีความเป็นไปได้และความเหมาะสมกับการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

สรุปผลการวิจัย

1. ผลการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นและแนวทางการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

1.1 ผลการศึกษาสภาพปัจจุบันการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยรวมอยู่ในระดับมาก และรายขั้นตอน ได้แก่ การพัฒนาหลักสูตรสถานศึกษา อยู่ในระดับมาก การพัฒนากระบวนการเรียนรู้ อยู่ในระดับมาก การวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน อยู่ในระดับมาก การนิเทศการศึกษา อยู่ในระดับมาก การพัฒนาสื่อนวัตกรรมและใช้เทคโนโลยีเพื่อการศึกษา อยู่ในระดับมาก

1.2 ผลการศึกษาสภาพที่พึงประสงค์การบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของนักเรียนในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยรวมอยู่ในระดับมากที่สุด และรายขั้นตอน ได้แก่ การพัฒนาหลักสูตรของสถานศึกษา อยู่ในระดับมากที่สุด การการพัฒนากระบวนการเรียนรู้ อยู่ในระดับมากที่สุด การวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน อยู่ในระดับมากที่สุด การนิเทศการศึกษา อยู่ในระดับมากที่สุด การพัฒนาสื่อนวัตกรรมและใช้เทคโนโลยีเพื่อการศึกษา อยู่ในระดับมากที่สุด 1.3 ผลการศึกษาความต้องการจำเป็นของการบริหารบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ การพัฒนากระบวนการเรียนรู้ การวัดผลประเมินผลและเทียบโอนผลการเรียน การพัฒนาหลักสูตรของสถานศึกษา การนิเทศการศึกษา และการพัฒนาสื่อนวัตกรรมและเทคโนโลยีเพื่อการศึกษา ตามลำดับ

1.4 ผลการศึกษาแนวทางการบริหางานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โรงเรียนที่มีแบบวิธีปฏิบัติที่ดี (Best Practice) 3 โรงเรียน ได้เสนอแนวทางการบริหารเพื่อส่งเสริมทักษะอาชีพสำหรับนักเรียน มีองค์ประกอบ 5 องค์ประกอบ ดังนี้ องค์ประกอบที่ 1 หลักกการและแนวคิด องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ องค์ประกอบที่ 3 วิธีดำเนินการการบริหารวิชาการ ประกอบด้วย 5 ขั้นตอน ได้แก่ ได้แก่ การพัฒนาหลักสูตรของสถานศึกษา การการพัฒนากระบวนการเรียนรู้ การวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน การนิเทศการศึกษา การพัฒนาสื่อนวัตกรรมและใช้เทคโนโลยีเพื่อการศึกษา องค์ประกอบที่ 4 แนวทางการประเมินรูปแบบ และองค์ประกอบที่ 5 เงื่อนไขความสำเร็จ

2. ผลการสร้างและตรวจสอบความเหมาะสมของรูปแบบทางการบริหางานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

2.1 ผลการสร้างรูปแบบการบริหารทางการบริหางานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ประกอบด้วย 5 องค์ประกอบ ได้แก่ 1) หลักกการและแนวคิด 2) วัตถุประสงค์ 3) วิธีดำเนินการ โดยใช้แนวคิดการบริหารตามแนวทางของวงจรคุณภาพเดรมมิ่ง (PDCA) มี 5 ขั้นตอน ประกอบด้วย ขั้นตอนที่ 1 การพัฒนาหลักสูตรของสถานศึกษา ขั้นตอนที่ 2 การพัฒนาสื่อนวัตกรรมและการใช้เทคโนโลยีเพื่อการศึกษา ขั้นตอนที่ 3 การพัฒนากระบวนการเรียนรู้ ขั้นตอนที่ 4 การวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน ขั้นตอนที่ 5 การนิเทศการศึกษา 4) แนวทางการประเมินรูปแบบ 5) เงื่อนไขความสำเร็จ

2.2 ผลตรวจสอบความเหมาะสมของรูปแบบการบริหารทางการบริหางานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยผู้ทรงคุณวุฒิ พบว่า โดยภาพรวมมีความเหมาะสม อยู่ในระดับมากที่สุด

3. ผลการประเมินความเหมาะสมและความเป็นประโยชน์ของรูปแบบการบริหารทางการบริหางานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมมีความเหมาะสม อยู่ในระดับมากที่สุด

อภิปรายผลการวิจัย

1. ผลการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นและแนวทางการทางการบริหางานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

1.1 ผลการศึกษาสภาพปัจจุบันการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมอยู่ในระดับ มาก สอดคล้องกับงานวิจัยของ จริยาภรณ์ ภูนบทอง สภาพปัจจุบันการบริหารงานวิชาการของสถานศึกษาขนาดเล็ก โดยรวมอยู่ในระดับมาก สภาพที่พึงประสงค์โดยรวมอยู่ในระดับมาก ความสำคัญจำเป็นและความต้องการพัฒนาแนวทางการบริหารงานวิชาการ เรียงลำดับจากมากไปหาน้อย ดังนี้ด้านการจัดการเรียนการสอน ด้านการนิเทศการศึกษา ด้านการพัฒนาสื่อ และนวัตกรรม ด้านการพัฒนากระบวนการเรียนรู้ด้านการพัฒนาหลักสูตรสถานศึกษา และด้านการวัดผล ประเมินผล 2. แนวทางการบริหารงานวิชาการของสถานศึกษาขนาดเล็กสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสุรินทร์เขต 1 ประกอบด้วย ด้านการจัดการเรียนการสอน ด้านการนิเทศการศึกษา ด้านการพัฒนาสื่อ และนวัตกรรม ด้านการพัฒนากระบวนการเรียนรู้ด้านการพัฒนาหลักสูตรสถานศึกษา และด้านการวัดผล ประเมินผล การเรียนการสอนโดยเน้นความแตกต่าง

รายบุคคล สถานศึกษามีการจัดฝึกอบรมให้ความรู้มีการติดตามเพื่อพัฒนาระบบและกระบวนการนิเทศงานวิชาการ ผู้บริหารสถานศึกษากำหนดให้ครูทุกคนต้องผลิต และใช้สื่อ นวัตกรรมและเทคโนโลยีเพื่อการศึกษา ผู้บริหารกำหนดให้ครูเข้ารับการอบรมเพิ่มพูนความรู้อยู่เสมอ เพื่อให้บุคลากรได้พัฒนาตนเองอย่างเต็มศักยภาพ สถานศึกษาพัฒนาหลักสูตรสถานศึกษาโดยเกิดจากการมีส่วนร่วมของทุกฝ่าย ทั้งครูผู้ปกครอง คณะกรรมการสถานศึกษาขั้นพื้นฐาน นักเรียน และสถานศึกษากำหนดแนวปฏิบัติเกี่ยวกับการวัดผลและประเมินผลของสถานศึกษาไว้อย่างชัดเจน

1.2 ผลการศึกษาสภาพที่พึงประสงค์ของรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมอยู่ในระดับมากที่สุด ทั้งนี้อาจเป็นเพราะสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ได้ดำเนินการขับเคลื่อนคุณภาพการจัดการศึกษา และได้จัดทำแนวทางการพัฒนาหลักสูตรสถานศึกษาที่สอดคล้องกับการจัดการเรียนรู้เพื่อพัฒนาคุณภาพการศึกษา โดยเชื่อมโยงหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2551 และมาตรฐานการเรียนรู้และตัวชี้วัดฯ (ฉบับปรับปรุง พ.ศ. 2560) ให้สอดคล้องกับสภาพและความต้องการของชุมชนหรือท้องถิ่น เพื่อนำไปสู่การจัดทำหลักสูตรของสถานศึกษา ส่งเสริมการใช้และพัฒนาหลักสูตรในระดับสถานศึกษาให้ประสบความสำเร็จ โดยมีภารกิจที่สำคัญ คือกำหนดเป้าหมายและจุดเน้นการพัฒนาคุณภาพผู้เรียน ในด้านทักษะจำเป็นในยุคศตวรรษที่ 21 เกิดทักษะที่จำเป็นทำให้เกิดการพัฒนาอย่างต่อเนื่องและเกิดความยั่งยืนตามระดับช่วงวัยของผู้เรียน งานวิชาการเป็นเครื่องชี้วัดความสำเร็จและความสามารถ ของผู้บริหารโรงเรียน เนื่องจากงานวิชาการเป็นงานหลักที่ผู้บริหารจะต้องดำเนินการกระตุ้น ส่งเสริม ร่วมมือกันในการปรับปรุงงานวิชาการของโรงเรียนอยู่เสมอ (ปรียาพร วงศ์อนุตรโรจน์ , 2553) และ (กาญจนา เรืองมนตรี และธรินธร นามวรรณ, 2554) กล่าวว่า งานวิชาการถือเป็นหัวใจของการ บริหารการศึกษา เพราะจุดมุ่งหมายของสถานศึกษา คือ การจัดการศึกษาให้มีคุณภาพ ซึ่งขึ้นอยู่ กับวิชาการทั้งสิ้น งานวิชาการเป็นกิจกรรมการจัดการเกี่ยวกับงานด้านหลักสูตร การนำหลักสูตรไป ใช้แบบเรียน งานการเรียนการสอน งานสื่อการเรียนการสอน งานวัดผลและประเมินผล งานห้องสมุด งานนิเทศการศึกษา งานวางแผนการศึกษาและงานประชุมอบรมทางวิชาการ เพื่อส่งเสริมให้ผู้เรียนบรรลุจุดมุ่งหมายของการจัดการศึกษาที่กำหนดไว้อย่างมีประสิทธิภาพ ของสถานศึกษา สอดคล้องกับงานวิจัยของ อภิชญา สังกะคำ (2564) แนวทางการพัฒนาการบริหารวิชาการสู่การเป็นโรงเรียนคุณภาพสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาฬสินธุ์เขต 1.ผลการวิจัยพบว่า 1. สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการบริหารงานวิชาการสู่การเป็นโรงเรียนคุณภาพ สำนักงานเขตพื้นที่การศึกษาประถมศึกษากาฬสินธุ์ เขต 1 โดยรวมอยู่ในระดับปานกลาง ด้านที่มีค่าเฉลี่ยสูงสุดคือการพัฒนาระบบประกันคุณภาพภายในและมาตรฐานการศึกษาส่วนสภาพที่พึงประสงค์ของการบริหารงานวิชาการสู่การเป็นโรงเรียนคุณภาพโดยรวมอยู่ในระดับมากที่สุด ด้านที่มีค่าเฉลี่ยสูงสุด คือ การพัฒนากระบวนการเรียนรู้2. แนวทางการพัฒนาการบริหารงานวิชาการสู่โรงเรียนคุณภาพ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาฬสินธุ์ เขต 1 โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และมีความเป็นไปได้อยู่ในระดับมากที่สุด องค์ประกอบทั้งหมด 7 ด้าน 42 แนวทาง

1.3 ผลการศึกษาลำดับความต้องการจำเป็นในการพัฒนารูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านการพัฒนากระบวนการเรียนรู้ ลำดับที่ 2 ด้านการวัดผลประเมินผลและเทียบโอนผลการเรียน ลำดับที่ 3 ด้านการพัฒนาหลักสูตรของสถานศึกษา ลำดับที่ 4 ด้านการนิเทศการศึกษา และลำดับที่ 5 ด้านการพัฒนาสื่อนวัตกรรมและเทคโนโลยีเพื่อการศึกษา สอดคล้องกับงานวิจัย ของ 1 ได้สอดคล้องกับงานวิจัย ของ Panamake, Janleuchai & Chiltanun (2015) เรื่อง การพัฒนาแนวทางการบริหารงานวิชาการในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 2 พบว่า สภาพการบริหารงานวิชาการใน สถานศึกษาโดยภาพรวมอยู่ในระดับปานกลาง โดยแนวทางการพัฒนาการบริหารงานวิชาการในสถานศึกษาสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 2 ได้แก่ การส่งเสริมให้ทุกภาคส่วนมีส่วนร่วมในการบริหารหลักสูตร การศึกษาดูงานสถานศึกษาที่ประสบความสำเร็จในการพัฒนากระบวนการเรียนรู้ การดำเนินการวัด และประเมินผลด้วยวิธีการที่หลากหลาย ผู้บริหาร และคณะครูมีการทำวิจัยอย่างน้อยปีละ 1 เรื่อง และมีเวที แลกเปลี่ยนเรียนรู้ พัฒนาสื่อนวัตกรรมทางการศึกษาอยู่เสมอ มีการนิเทศภายในโดยผู้บริหารและคณะครูอย่าง สม่ำเสมอ มีการดูแลและช่วยเหลือนักเรียนอย่างเป็นระบบใช้กระบวนการ PDCA ในการพัฒนาระบบการประกัน คุณภาพภายใน

2. ผลการสร้างและตรวจสอบความเหมาะของรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น มี 5 องค์ประกอบ ได้แก่ ส่วนที่ 1 หลักการและแนวคิด ส่วนที่ 2 วัตถุประสงค์ ส่วนที่ 3 วิธีดำเนินการส่งเสริมการพัฒนารูปแบบการบริหารวิชาการเพื่อพัฒนาคุณภาพการศึกษา ประกอบด้วย 6 ขั้นตอน ได้แก่ 1 ด้านการพัฒนากระบวนการเรียนรู้ มี 5 ตัวบ่งชี้ 2) ด้านการวัดผลประเมินผลและเทียบโอนผลการเรียน มี 5 ตัวบ่งชี้ 3)) ด้านการพัฒนาหลักสูตรของสถานศึกษา มี 5 ตัวบ่งชี้ 4) ด้านการนิเทศการศึกษา มี 3 ตัวบ่งชี้ และ 5) ด้านการพัฒนาสื่อนวัตกรรมและเทคโนโลยีเพื่อการศึกษา มี 5 ตัวบ่งชี้ ส่วนที่ 4 แนวทางการประเมินรูปแบบ ส่วนที่ 5 เงื่อนไขความสำเร็จ ทั้งนี้อาจเป็นเพราะว่า ในการวิจัยครั้งนี้ ผู้วิจัยได้ศึกษาข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ เพื่อให้ได้มาซึ่งข้อมูลเชิงประจักษ์ที่ถูกต้องชัดเจน สามารถนำมาเป็นรูปแบบฯ

ได้อย่างถูกต้องตามหลักทฤษฎี และสามารถอธิบายเชิงเหตุผลของเรื่องที่ศึกษาสอดคล้องกับแนวคิดของ ทนงศักดิ์ โพธิ์เกตุ (2564) ที่ได้ศึกษาวิจัย เรื่อง รูปแบบการบริหารเพื่อพัฒนาสู่โรงเรียนคุณภาพของโรงเรียนบ้านดอนแยง สำนักงานเขตพื้นที่การศึกษาประถมศึกษาเชียงราย เขต 4 ผลการวิจัยพบว่า รูปแบบฯ มี 6 องค์ประกอบ ได้แก่ 1) หลักการ 2) จุดมุ่งหมาย 3) องค์ประกอบของโรงเรียนคุณภาพ 4) กระบวนการบริหาร 7 ขั้นตอน 5) ผลผลิต และ 6) เงื่อนไขความสำเร็จ ซึ่งผู้เชี่ยวชาญมีความเห็นว่ารูปแบบมีความเหมาะสมและความเป็นไปได้อยู่ในระดับมากที่สุด อีกทั้งยังสอดคล้องกับแนวคิดของ สกันณ์วุฒิ เศรษฐีกมล (2565) ที่ได้ศึกษาวิจัย เรื่อง การพัฒนารูปแบบการบริหารสถานศึกษา เพื่อส่งเสริมทักษะชีวิตและอาชีพในศตวรรษที่ 21 ของนักเรียนโรงเรียนเทศบาลอินทปัญญา วัดใหญ่อินทาราม สังกัดเทศบาลเมืองชลบุรี จังหวัดชลบุรี ซึ่งองค์ประกอบของรูปแบบที่เหมาะสม ได้แก่ 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหา มี 4 ขั้นตอน ประกอบด้วย ขั้นตอนที่ 1 การออกแบบการเรียนรู้ ขั้นตอนที่ 2 การจัดการเรียนรู้ผ่านกระบวนการคิดและการลงมือปฏิบัติ ขั้นตอนที่ 3 การใช้และพัฒนาสื่อนวัตกรรม เทคโนโลยีเพื่อการเรียนรู้ และขั้นตอนที่ 4 การวัดและประเมินผลการเรียนรู้ตามสภาพจริง 4) วิธีการพัฒนา ประกอบด้วย การเรียนรู้ด้วยตนเอง และการประชุมเชิงปฏิบัติการ 5) การวัดและประเมินผล

3. ผลการประเมินความเหมาะสมและความเป็นประโยชน์ของรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมขอนแก่น ภาพรวมอยู่ในระดับมากที่สุด อาจเนื่องมาจากในการศึกษารูปแบบการบริหารงานวิชาการมีกระบวนการดำเนินการตามขั้นตอน โดยการศึกษาค้นคว้าจากทฤษฎี แนวคิด เอกสารและงานวิจัยที่เกี่ยวข้องมาวิเคราะห์ร่วมกับการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นในการพัฒนารูปแบบฯ และแนวปฏิบัติที่ดีในการการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษา นำมายกร่างรูปแบบฯ นำเสนอผู้ทรงคุณวุฒิ จำนวน 7 ท่าน โดยจัดการสนทนากลุ่ม (Focus group) รับคำแนะนำจากผู้ทรงคุณวุฒิ มาปรับปรุงแก้ไขและได้พัฒนารูปแบบการบริหารงานวิชาการพัฒนาคุณภาพการศึกษาของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ฉบับสมบูรณ์ มีการแสดงขั้นตอนการดำเนินงานตามกระบวนการ PDCA เป็นแผนภาพให้เข้าใจได้อย่างชัดเจน จึงส่งผลให้ความเหมาะสมและความเป็นไปได้ของรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น อยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับแนวคิดของ ทิศนา แขมมณี (2560) กล่าวว่า รูปแบบเป็นรูปธรรมของความคิดที่เป็นนามธรรม ซึ่งบุคคลแสดงออกมาในลักษณะใดลักษณะหนึ่ง เช่น เป็นคำอธิบาย เป็นแผนผังไดอะแกรมหรือแผนภาพ เพื่อช่วยให้ตนเองและบุคคลอื่นสามารถเข้าใจได้ชัดเจนขึ้น และสอดคล้องกับงานวิจัยของ ธริศร เทียบปาน (2561) ได้ศึกษาการพัฒนารูปแบบการบริหารงานวิชาการเพื่อยกระดับ คุณภาพผู้เรียนโรงเรียนการกุศลของวัดในพระพุทธศาสนาในเขตจังหวัดภาคใต้ ผลการศึกษาพบว่า สภาพปัญหาด้านการพัฒนากระบวนการเรียนรู้ อยู่ในระดับมาก และยังสอดคล้องกับผลงานวิจัยของขวัญข้าว ซุ่มเกษรกูลกิจ (2560) ได้ศึกษาแนวทางการบริหารงานวิชาการเพื่อพัฒนาทักษะการคิดวิเคราะห์ของผู้เรียนในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาปทุมธานี เขต 1 ผลการศึกษาพบว่า มีสภาพปัญหาด้านการพัฒนากระบวนการเรียนรู้ อยู่ในระดับมาก เช่นกัน

ข้อเสนอแนะ

ข้อเสนอแนะในการนำผลการวิจัยไปใช้

1. ข้อเสนอแนะสำหรับหน่วยงานต้นสังกัด หรือหน่วยงานกำหนดนโนบาย

สำนักงานสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ควรกำหนดแนวทาง หรือนโยบาย ดังนี้ 1) กำหนดนโยบายตัวชี้วัดความสำเร็จของโรงเรียน ตามสภาพบริบทของสถานศึกษา 2) กำหนดนโยบายพัฒนาผู้บริหาร ครู และผู้เกี่ยวข้อง ให้เข้าใจ และมีเป้าหมายในการส่งเสริมการพัฒนาการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาร่วมกัน

2. ข้อเสนอแนะสำหรับสถานศึกษาที่สนใจรูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ไปใช้

2.1 เนื่องจากการพัฒนารูปแบบการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เป็นภาพรวม ดังนั้นการนำรูปแบบไปใช้ให้ได้ตรงประเด็น สถานศึกษาควรสำรวจประเมินความต้องการจำเป็น ในแต่ละสถานศึกษาก่อนเป็นอันดับแรก และนำมาพัฒนาหลักสูตรและการจัดการเรียนรู้ ที่มีความสอดคล้องกับสถานศึกษา และผู้เรียนที่มีความต้องการจำเป็น

2.2. ควรมีการพัฒนาหลักสูตรของสถานศึกษา โดยนำทรัพยากรในท้องถิ่นมาใช้ในการสอนให้สอดคล้องกับความต้องการของชุมชน และตอบสนองความต้องการของนักเรียน โดยเปิดโอกาสให้ทุกภาคส่วนเข้ามามีส่วนร่วมในการดำเนินการ

2.3 โรงเรียนควรเปิดโอกาสให้แก่ครูและบุคลากรทางการศึกษา นักเรียน ชุมชน ได้มีส่วนร่วมในการวางแผนดำเนินงานร่วมกัน

ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

1. ควรศึกษาปัจจัยที่ส่งผลต่อความสำเร็จในการส่งเสริมการบริหารงานวิชาการเพื่อพัฒนาคุณภาพการศึกษาที่ยึดความต้องการของผู้เรียน ผู้ปกครองชุมชนท้องถิ่น เป็นสำคัญ

2. ควรศึกษาวิจัยเกี่ยวกับกิจกรรมการพัฒนาคุณภาพการศึกษาแบบมีส่วนร่วมของชุมชนท้องถิ่น

3. ครูและบุคลากรทางการศึกษาในโรงเรียนควรได้รับการพัฒนาหรือให้ความรู้เกี่ยวกับการพัฒนาคุณภาพการศึกษาเพื่อให้เกิดความตระหนักและความเข้าใจร่วมกัน

4. ควรจัดตั้งกรรมการ หรืออนุกรรมการ เพื่อขับเคลื่อนงานพัฒนาคุณภาพการศึกษาโดยใช้สื่อดิจิตัลสังคมออนไลน์

5. ผู้บริหารควรแสดงภาวะผู้นำ ขับเคลื่อนงานพัฒนาคุณภาพหารศึกษาในยุคดิจิตัล โดยอาจกำหนด นโยบายทิศทาง พร้อมทั้งสนับสนุน ส่งเสริม กำกับติดตามอย่างใกล้ชิด

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โปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

Teacher Development Program for Assessment and Evaluation according to the actual condition of new generation teachers under Nong Bua Lamphu Secondary Educational Service Area Office.

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู 2) เพื่อพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู 3) ประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 243 คน ได้มาโดยการสุ่มตัวอย่างจากการเทียบตารางสำเร็จรูปของตาราง Krejcie & Morgan และการสุ่มแบบแบ่งชั้นภูมิ ผู้บริหารสถานศึกษาและศึกษาโรงเรียนที่มีวิธีปฏิบัติที่เป็นเลิศเกี่ยวกับการวัดผลและประเมินผลตามสภาพจริง (Best Practices) จำนวน 3 โรงเรียน โรงเรียนละ 2 คน รวมทั้งสิ้น 6 คน ผู้ทรงคุณวุฒิ จำนวน 7 คน และผู้ทรงคุณวุฒิเพื่อประเมินความเป็นไปได้ของแนวทาง จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบประเมินความเหมาะสมและความเป็นไปได้ของแนวทาง สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง ค่าอาจจำแนก ค่าความเชื่อมั่น และค่าดัชนีความต้องการจำเป็น ผลการวิจัยพบว่า

1. สภาพปัจจุบันโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภูโดยภาพรวมอยู่ในระดับมาก และ สภาพที่พึงประสงค์ของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยภาพรวมอยู่ในระดับมาก และลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านการตัดสินคุณค่า ลำดับที่ 2 ด้านเครื่องมือวัด ลำดับ ที่ 3 ด้านผลการวัด ลำดับที่ 4 ด้านสิ่งที่จะวัด ลำดับที่ 5 ด้านเกณฑ์

2. โปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหา มี 5 Module ด้านสิ่งที่จะวัด ด้านเครื่องมือวัด ด้านผลการวัด ด้านเกณฑ์ ด้านการตัดสินคุณค่า คือ ผลการประเมินโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู พบว่า มีความเหมาะสม อยู่ในระดับมาก

3) การประเมินโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยรวม มีความเหมาะสมอยู่ในระดับมาก และความเป็นไปได้ของโปรแกรม อยู่ในระดับมาก

คำสำคัญ : โปรแกรม, การพัฒนาครู, การวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่

Abstract

This research aims to 1) study current conditions desirable condition and the need for a teacher development program in terms of assessment and evaluation according to real conditions of modern teachers in schools under the Office of Loei Secondary Educational Service Area, Nongbualamphu. 2) To develop a teacher development program in terms of measurement and evaluation according to real conditions of modern teachers

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in schools under the Office of Loei Secondary Educational Service Area, Nongbualamphu. 3) Assess the suitability and feasibility of the teacher development program in terms of assessment and evaluation based on real conditions of modern teachers in schools under the Office of Loei Secondary Educational Service Area, Nongbualamphu. The sample group consisted of 243 school administrators and teachers, obtained by random sampling from comparing the ready-made tables of Krejcie & Morgan tables and stratified random sampling Administrators of educational institutes and schools with best practices in measurement and evaluation according to real conditions (Best Practices), 3 schools, 2 people per school, total 6 people, 7 experts and experts to evaluate the feasibility of the approach, 10 people by purposive sampling The research tools were the current situation questionnaire. Desired condition, interview form, focus group discussion form and the appropriateness and feasibility assessment form of the approach The statistics used in the research were percentage, mean, standard deviation. Concordance index Possibly classifiable value Reliability and the required index value.

The results showed that

1.The current condition of the teacher development program for measuring and evaluating the real conditions of modern teachers in schools under the jurisdiction of the district office.
Secondary education area Nongbualamphu as a whole was at a high level and the desirable condition of the teacher development program in terms of evaluation and evaluation according to real conditions of modern teachers in schools under the Office of the Secondary Educational Service Area, Nongbualamphu was at a high level overall. and order of needs The order of needs from the most to the least is as follows: No. 1 in determining values, No. 2 in measuring tools, No. 3 in terms of measurement results, No. 4 in terms of what to be measured, and No. 5 in terms of criteria.

2. The teacher development program in terms of measurement and evaluation according to the actual conditions of modern teachers in schools under the Office of Secondary Education Service Area, Nongbualamphu consists of 1) Principles 2) Objectives 3) Content There are 5 modules in terms of what to measure. In terms of measurement tools, measurement results, criteria, and value judgment, namely, the evaluation results of the teacher development program in terms of measurement and evaluation according to the actual conditions of modern teachers in schools under the Office of Secondary Education Service Area, Nongbualamphu, found that they were appropriate. at a high level.

3. Assessment of teacher development programs in terms of measurement and evaluation according to real conditions of modern teachers in schools under the Office of Loei Secondary Educational Service Area Office, Nongbualamphu overall was appropriate at a high level. and the possibilities of the program at a high level.
Keywords: Program, Teacher development, Measurement and evaluation according to the real situation of modern teachers

บทนำ

หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 ได้บัญญัติไว้ว่าการวัดและการประเมินผลการเรียนของผู้เรียนนั้น ต้องอยู่บนจุดมุ่งหมายพื้นฐานสองประการ ประการแรกคือ การวัดและประเมินผลเพื่อพัฒนาผู้เรียน โดยเก็บรวบรวมข้อมูลเกี่ยวกับผลการเรียนและการเรียนรู้ ของผู้เรียนในระหว่างการเรียนการสอนอย่างต่อเนื่อง บันทึก วิเคราะห์ และแปลความหมายข้อมูลแล้วนำมาใช้ในการส่งเสริมหรือปรับปรุงแก้ไขการ เรียนรู้ของผู้เรียนและการสอนของครูการวัดและประเมินผลกับการสอนจึงเป็นเรื่องที่สัมพันธ์กัน หากขาดสิ่งหนึ่งสิ่งใดการเรียนการสอนก็ขาดประสิทธิภาพ ประการที่สอง คือ การวัดและประเมิน ผลเพื่อตัดสินผลการเรียนเป็นการประเมินสรุปผล การเรียนรู้ ได้แก่ เมื่อเรียนจบหน่วยการเรียนจบ รายวิชาเพื่อตัดสินให้คะแนน หรือให้ระดับผลการเรียนให้การรับรองความรู้ ความสามารถของผู้เรียนว่าผ่านรายวิชาหรือไม่ ควรได้รับการเลื่อน ชั้นหรือไม่ หรือสามารถจบหลักสูตรหรือไม่ในการ ประเมินเพื่อตัดสินผลการเรียนที่ดี ต้องให้โอกาส ผู้เรียนแสดงความรู้ ความสามารถด้วยวิธีการที่หลากหลายและพิจารณาตัดสินบนพื้นฐานของ เกณฑ์ผลการปฏิบัติมากกว่าใช้เปรียบเทียบระหว่างผู้เรียน (สำนักวิชาการและมาตรฐานการ ศึกษา, 2554) ซึ่งการวัดและประเมินผลการเรียนรู้ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2551 นั้นจะต้องดำเนินการวัดและ ประเมินผลการเรียนรู้ให้เป็นไปอย่างมีคุณภาพและ ประสิทธิภาพและเพื่อให้ได้ผลการประเมินที่ตรงตามความรู้ความสามารถที่แท้จริงของผู้เรียน

(ดนุพล กาญจนะกันโห, ดวงรัตน์ ธารดำรงค์, 2562)

การจัดการเรียนการสอนในปัจจุบันเน้นให้ผู้เรียนมีส่วนร่วมในการเรียนได้รับประสบการณ์ตรงจากสิ่งที่เรียน ได้เลือกกิจกรรมตามความสามารถ ได้ศึกษาค้นคว้าหาข้อมูลเพื่อสร้างองค์ความรู้ ได้ฝึกปฏิบัติทำกิจกรรมแลกเปลี่ยนเรียนรู้ กับเพื่อน ได้ค้นหาคำตอบและแก้ปัญหาด้วยตนเอง เป็นการเรียนรู้ที่ผู้เรียนต้องใฝ่หาความรู้อย่างต่อเนื่อง โดยมีครูผู้สอนคอยสร้างบรรยากาศและ จัดสิ่งแวดล้อมที่เอื้ออำนวยต่อการเรียนรู้และเสริมแรงให้ผู้เรียนมีความกระตือรือร้นในการเรียนรู้จาก แหล่งเรียนรู้ที่หลากหลายที่สามารถเชื่อมโยงกับ ประสบการณ์จริง โดยการวัดและประเมินผลการเรียนด้วยแบบทดสอบเพียงอย่างเดียวอาจจะไม่ สามารถประเมินครอบคลุมพฤติกรรมทุกด้านของ ผู้เรียนแล้วยังไม่อาจวัดกระบวนการคิดที่ซับซ้อน กระบวนการเรียนรู้ ทักษะทางสังคม ดังนั้นหากจะจัดรูปแบบการจัดการเรียนการสอนแบบที่เน้นให้ ผู้เรียนมีส่วนร่วม ก็ควรเปลี่ยนวิธีการวัดและ ประเมินผลเป็นแบบการวัดและประเมินผลตามสภาพจริงที่ใช้วิธีการที่หลากหลายที่สามารถวัดและประเมินผลได้ทั้งทักษะการคิด การทำงาน ความสามารถในการแก้ปัญหาและการแสดงออกที่เกิดจากการปฏิบัติในสภาพจริง เน้นพัฒนาการทั้งใน ส่วนของห้องเรียนและนอกห้องเรียน ทั้งที่เป็นทางการและไม่เป็นทางการโดยมีผู้ประเมินหลาย ฝ่าย เพื่อเปิดโอกาสให้ผู้เรียนได้มีส่วนรับรู้และมี ส่วนร่วมในการประเมินตนเองตลอดเวลา รวมถึง การมีส่วนร่วมวางแผนและเลือกกระบวนการเรียนรู้ ที่เหมาะสมกับสภาพผู้เรียนด้วยจุดมุ่งหมายของ หลักสูตรการศึกษาในทุกระดับชั้นจะกำหนดให้ ผู้เรียนเกิดสมรรถนะทั้งในด้านความรู้ ทักษะ เจตคติและพฤติกรรมที่พึงประสงค์ตามธรรมชาติของแต่ละรายวิชา (สมศักดิ์ ภู่วิภาดาวรรธน์, 2544)

สำนักงานเขตพื้นที่การศึกษา มัธยมศึกษา เลยหนองบัวลำภู มีปัญหาด้านคุณภาพผู้เรียน รองลงมาเป็นปัญหา ด้านการจัดการเรียนการสอน จากการรายงานผลการประเมินคุณภาพการศึกษาขั้นพื้นฐาน ปีการศึกษา 2563 ของสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู พบว่าผลการศึกษาระดับชาติขั้นพื้นฐาน O-NET ชั้นมัธยมศึกษาปีที่ 6 โดยรวมนั้นต่ำกว่าระดับประเทศซึ่งจากผลการทดสอบวัดผลสัมฤทธิ์ทางการเรียนระดับชาติ O-NET ของสถาบันทดสอบการศึกษาแห่งชาติ สทศ. พบว่าผลสัมฤทธิ์ทางการเรียนระดับชาติของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 6 ปีการศึกษา 2563 มีค่าคะแนนเฉลี่ยรวมทุกรายวิชาในแต่ละปีการศึกษาไม่ถึงร้อยละ 50 ซึ่งมีคะแนนเฉลี่ย 34.15 คะแนน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู จากผลการทดสอบวัดผลสัมฤทธิ์ทางการเรียนระดับชาติ O-NET แสดงให้เห็นว่า คุณภาพการศึกษา สมควรได้รับการติดตามและปรับปรุงคุณภาพการศึกษาให้ได้ตามมาตรฐาน และจากสภาพปัญหาและเหตุผลดังกล่าว แสดงให้เห็นถึง ความสำคัญของการพัฒนาการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ผู้บริหารสถานศึกษามีส่วนในการพัฒนาประเทศชาติจะต้องปรับปรุงและพัฒนาให้สูงขึ้น ทั้งนี้ส่วนหนึ่งนั้นอาจเกิดจากปัญหาในการปฏิบัติงานหลายๆด้านและควรพัฒนาเพิ่มขึ้นในทุกๆด้าน ตามวิสัยทัศน์ของสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู “ภายในปี 2566 สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู เป็นองค์กรขับเคลื่อนการศึกษาขั้นพื้นฐาน ที่หลากหลายสู่คุณภาพและมาตรฐานระดับสากล บนพื้นฐานความเป็นไทยที่ยั่งยืนและการวัดผลประเมินผลต้องได้รับการพัฒนาให้ดีขึ้น ซึ่งสาเหตุอาจเกิดขึ้นหลายปัจจัย ปัจจัยหลักคือครู หรืออาจเกิดจากหลักสูตรการเรียนการสอน การวัดและประเมินผลไม่สอดคล้องกับความต้องการของผู้เรียน

จากความเป็นมา ความสำคัญ และปัญหาที่กล่าวมาข้างต้น โปรแกรมโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภูจึงถูกพัฒนาขึ้นเพื่อให้มีความเหมาะสมสอดคล้องกับความต้องการของครู และสถานศึกษา ให้ครูได้พัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภูและให้ครูมีรูปแบบแนวคิดใหม่ ๆ ที่จะสร้างสรรค์ ประยุกต์ใช้ให้เกิดการพัฒนาคน พัฒนาตน พัฒนางาน และการจัดการเรียนรู้อย่างมีประสิทธิภาพ และยั่งยืน ต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของโปรแกรมพัฒนาครูด้านการวัดและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู
2. เพื่อพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู
3. เพื่อประเมินโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง โปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

1. ประชากรและกลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ปีการศึกษา 2564 ผู้บริหารสถานศึกษา จำนวน 112 คน และครูผู้สอน 2,524 คน รวมทั้งสิ้น 2,636 คน โดยผู้วิจัยได้ดำเนินการกำหนดขนาดกลุ่มตัวอย่างโดยเทียบจำนวนประชากรทั้งหมด กับตารางสำเร็จรูปของเคจซีมอร์แกน (Krejcie and Morgan) บุญชม ศรีสะอาด (2556) ได้กลุ่มตัวอย่าง จำนวน 335 คน ผู้วิจัยคำนวณหาจำนวนกลุ่มตัวอย่างตามสัดส่วนของประชากรที่ได้มาโดยใช้หน่วยการสุ่มเป็นตามขนาดของโรงเรียน โดยใช้สูตร Taro Yamane (1973) ให้ได้จำนวนครบตามสัดส่วนที่กำหนดไว้ แบ่งเป็น โรงเรียนขนาดใหญ่พิเศษ 98 คน โรงเรียนขนาดใหญ่ 118 คน โรงเรียนขนาดกลาง 95 คน และโรงเรียนขนาดเล็ก 24 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภูเขต 2 แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม ได้แก่ ประสบการณ์ในตำแหน่ง วุฒิการศึกษา ประเภทตำแหน่งเป็นแบบตรวจสอบรายการ (Check List)

ตอนที่ 2 แบบสอบถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ตามองค์ประกอบและตัวบ่งชี้ที่ได้จากการศึกษา มีลักษณะเป็นแบบมาตราประมาณค่า (Rating Scale) 5 ระดับ และได้กำหนดน้ำหนักคะแนนตามวิธีของ ลิเคิร์ท (Likert)

2.2 วิธีการสร้างเครื่องมือและหาคุณภาพแบบสอบถาม

2.2.1 ผู้วิจัยนำแบบสอบถาม สภาพปัจจุบันและสภาพที่พึงประสงค์ของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ไปตรวจสอบค่าดัชนีความสอดคล้องระหว่างจุดประสงค์กับข้อคำถาม (IOC) กับผู้เชี่ยวชาญ (ชุดเดิม) 5 คน เกณฑ์การตัดสินค่า IOC มีค่า 0.50 – 1.00 พบว่า ได้ค่า IOC เท่ากับ 0.94

2.2.2 ผู้วิจัยนำเครื่องมือไปปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

2.2.3 ผู้วิจัยนำแบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์ไปทดลอง (Try Out) เก็บรวบรวมข้อมูลจากกลุ่มที่มีลักษณะใกล้เคียงกับกลุ่มตัวอย่างที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 7 คน และครู จำนวน 22 คน แล้วนำแบบสอบถามที่ทดลองใช้มาวิเคราะห์หาความเชื่อมั่น (Riliability) ของแบบสอบถาม โดยนำแบบสอบถามแต่ละข้อที่มีค่าอำนาจจำแนกเข้าเกณฑ์ คือ ตั้งแต่ 0.20 – 1.00 มาคำนวณหาค่าสัมประสิทธิ์แอลฟ่า (α-Coefficient) ตามวิธีการของครอนบาค (Cronbach) เกณฑ์ที่กำหนดคือตั้งแต่ 0.70 ขึ้นไป (บุญชม ศรีสะอาด, 2556) พบว่า ได้ค่าความเชื่อมั่นของแบบสอบถามสภาพปัจจุบัน เท่ากับ 0.962 ความเชื่อมั่นของแบบสอบถามสภาพที่พึงประสงค์ เท่ากับ 0.936 และมีค่าอำนาจจำแนกรายข้อ (Item – Total Correlations) อยู่ระหว่าง 0.92

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ในการขอความอนุเคราะห์จากผู้อำนวยการสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู แจ้งให้สถานศึกษากลุ่มตัวอย่างทราบ และให้ความร่วมมือในการตอบแบบสอบถาม

3.2 ส่งหนังสือขอความอนุเคราะห์ในการตอบแบบสอบถาม พร้อมส่งแบบสอบถามถึงผู้บริหารสถานศึกษาและครูที่เป็นกลุ่มตัวอย่าง โดยผ่าน Google Form โดยผู้วิจัยได้สร้าง QR CODE ในการเข้าไปตอบแบบสอบถาม และกำหนดระยะเวลาในการตอบแบบสอบถาม เพื่อสะดวกในการเก็บข้อมูล และได้ข้อมูลตรงตามระยะเวลาที่กำหนด

3.3 ดำเนินการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างการวิจัยผ่าน Google Form

3.4 ผู้วิจัยนำแบบสอบถามมาวิเคราะห์ข้อมูลด้วยคอมพิวเตอร์โดยใช้โปรแกรมสำเร็จรูป

4. การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ ของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint)

ระยะที่ 2 ยกร่างโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยดำเนินการนำข้อมูลที่ได้จากการวิเคราะห์ความต้องการจำเป็นในระยะที่ 1 และการศึกษา Best Practices เกี่ยวกับการวัดและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษามาพัฒนาเป็นโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย

ขั้นตอนที่ 3 การตรวจสอบยืนยันโปรแกรม

1. ผู้ทรงคุณวุฒิ ตรวจสอบยืนยันโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู จำนวน 7 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบบันทึกการสนทนากลุ่ม (Focus Group Discussion) ของผู้ทรงคุณวุฒิด้านความเหมาะสมของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษา

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องการพัฒนาโปรแกรมโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษา

2.2.2 ศึกษาวิธีการสร้างแบบบันทึกการสนทนากลุ่ม (Focus Group Discussion)

2.2.3 ร่างแบบบันทึกการสนทนากลุ่ม (Focus Group Discussion) โดยใช้ประเด็นสำคัญของการพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 จัดทำแบบบันทึกการสนทนากลุ่มฉบับจริงและนำไปเก็บข้อมูลกับกลุ่มผู้ทรงคุณวุฒิต่อไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุมถึงผู้ทรงคุณวุฒิ

3.2 ติดต่อประสานงานกับผู้ทรงคุณวุฒิเพื่อขอความอนุเคราะห์ในการตรวจสอบ ยืนยันโปรแกรมด้วยการสนทนากลุ่ม (Focus Group Discussion) ของโปรแกรมโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบบันทึกการสนทนากลุ่ม

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูลและการวิเคราะห์ข้อมูลเชิงคุณภาพ

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 การวิเคราะห์ข้อมูล คือ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 4 ประเมินความเหมาะสมของโปรแกรมโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดย

1. ผู้ทรงคุณวุฒิ ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) ประเมินความเหมาะสมของโปรแกรมโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสมของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดย โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ ของลิเคอร์ท (Likert Scale)

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องการพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของการพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมของโโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2553)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

3. การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ ของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint)

ระยะที่ 3 ประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

1. นำร่างโปรแกรมเสนอต่อครูสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู เพื่อประเมินความเหมาะสมโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสม และความเป็นไปได้ของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ ของลิเคอร์ท (Likert Scale)

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องการพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของการพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดย ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2553)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

1. สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นในการพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู

1.1 สภาพปัจจุบันโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยรวมอยู่ในระดับ มาก และรายด้าน ได้แก่ ข้อ 3 ด้านผลการวัด อยู่ในระดับมาก ข้อ 4 ด้านเกณฑ์ อยู่ในระดับ มาก ข้อ 1ด้านสิ่งที่จะวัด อยู่ในระดับมาก ข้อ 2 ด้านเครื่องมือวัด อยู่ในระดับมาก และข้อ 5 ด้านการตัดสินคุณค่า อยู่ในระดับมาก

1.2 สภาพที่พึงประสงค์โปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู โดยรวมอยู่ในระดับ มาก และเมื่อพิจารณาเป็นรายองค์ประกอบโดยเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ข้อ 4 ด้านเกณฑ์ อยู่ในระดับมาก และรายด้าน ได้แก่ข้อ 1 ด้านสิ่งที่จะวัด อยู่ในระดับมาก ข้อ 2 ด้านเครื่องมือวัดอยู่ในระดับมาก ข้อ 3 ด้านผลการวัด อยู่ในระดับมาก ข้อ 5 ด้านการตัดสินคุณค่า อยู่ในระดับมาก

1.3 ความต้องการจำเป็นของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู ลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ลำดับที่ 1 ด้านการตัดสินคุณค่า อยู่ในระดับมาก ลำดับที่ 2 ด้านเครื่องมือวัด อยู่ในระดับมาก ลำดับที่ 3 ด้านผลการวัด อยู่ในระดับมาก ลำดับที่ 4 ด้านสิ่งที่จะวัด อยู่ในระดับมาก ลำดับที่ 5 ด้านเกณฑ์ อยู่ในระดับมาก ตามลำดับ

2. การพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลยหนองบัวลำภู ที่พัฒนาขึ้นมีลักษณะ ดังนี้

2.1 ผลการพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลยหนองบัวลำภูประกอบด้วย 8 องค์ประกอบ ได้แก่ 1) หลักการ 2) วัตถุประสงค์ 3) เป้าหมาย 4) ระยะเวลา 5) วิธีการพัฒนา 6) เนื้อหาและสาระสำคัญ มี 5 Module Module 1 สิ่งที่จะวัด Module 2 เครื่องมือวัด Module 3 ผลการวัด Module 4 เกณฑ์ Module 5 การตัดสินคุณค่า 7) สื่อ และ 8) การประเมินผล ประกอบด้วยการประเมิน

ความรู้ความเข้าใจก่อนและหลังการเข้าร่วมโปรแกรมพัฒนา การประเมินความพึงพอใจของผู้เข้าร่วมโปรแกรมพัฒนา

2.2 ผลการตรวจสอบยืนยันและความเหมาะสมของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลยหนองบัวลำภูโดยผู้ทรงคุณวุฒิ พบว่าโดยรวมมีความเหมาะสมอยู่ในระดับมาก

3. การประเมินความเหมาะและความเป็นไปได้ของโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลยหนองบัวลำภู พบว่าโดยรวมมีความเหมาะสมอยู่ในระดับ มาก

อภิปรายผลการวิจัย

จากการศึกษาการพัฒนาโปรแกรมพัฒนาครูด้านการวัดและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลยหนองบัวลำภู ผู้วิจัยนำมาอภิปรายผลได้ดังนี้

1. สภาพปัจจุบันของการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู พบว่าโดยรวมอยู่ในระดับมาก ได้แก่ ข้อ 3 ด้านผลการวัด อยู่ในระดับมาก ข้อ 4 ด้านเกณฑ์อยู่ในระดับมาก ข้อ 1 ด้านสิ่งที่จะวัด อยู่ในระดับมาก ข้อ 2 ด้านเครื่องมือวัด อยู่ในระดับมาก และข้อ 5 ด้านการตัดสินคุณค่า อยู่ในระดับมากทั้งนี้เป็นเพราะว่า ครูผู้สอนให้ความสำคัญกับกระบวนการ ขั้นตอน การดำเนินการวัดและการประเมินผลตามสภาพจริง นำการวัดและการประเมินผลตามสภาพจริงไปใช้ ในการเรียนการสอน และด้านวิธีการ และเครื่องมือที่ใช้ในการวัดผลและการประเมินผลตามสภาพจริง ซึ่ง สอดคล้องกับพระราชบัญญัติ การศึกษาแห่งชาติ พ.ศ.2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ.2545 มาตรา 22 และ มาตรา 24 (3) (2) บัญญัติไว้ว่าการจัดการศึกษาต้องยึดหลักว่าผู้เรียนทุกคนมี ความสามารถเรียนรู้และพัฒนาตนเองได้และถือว่าผู้เรียนสำคัญที่สุดกระบวนการจัดการศึกษาต้อง ส่งเสริมให้ผู้เรียนสามารถพัฒนาตามธรรมชาติและเต็มศักยภาพสอดคล้องกับผลการวิจัยของ สวัสดิ์ชัย ศรีพนมธนากร, ธันวดี ดอนวิเศษ (2560) ซึ่งได้ศึกษาเรื่อง งานวิจัยเรื่องการศึกษาการดำเนินงานการวัดและประเมินผลการเรียนรู้ของสถานศึกษาขั้นพื้นฐาน ในจังหวัดจันทบุรี ผลการวิจัยพบว่า การดำเนินงานการวัดและประเมินผลการเรียนรู้ของสถานศึกษาขั้นพื้นฐานในจังหวัดจันทบุรี โดยภาพรวมอยู่ในระดับมาก การประเมินเพื่อตัดสินผลการเรียนที่ดี ต้องให้โอกาสผู้เรียนแสดงความรู้ความสามารถด้วยวิธีการที่ หลากหลายและพิจารณาตัดสินบนพื้นฐานของเกณฑ์ผลการปฏิบัติมากกว่าใช้เปรียบเทียบระหว่าง ผู้เรียน จากที่กล่าวมานั้นครูผู้สอนจำเป็นต้องมีความรู้และความเข้าใจในการวัดและประเมินผลตามสภาพจริงซึ่งผลการวิจัยในครั้งนี้ก็พบว่า ครูผู้สอนที่มีประสบการณ์ในการทำงานระหว่าง 5 - 10 ปี หรือ มากกว่า 10 ปีขึ้นไป จะมีการดำเนินการวัดและประเมินผลการเรียนรู้ที่สูงกว่ากลุ่มที่มีประสบการณ์ทำงานน้อยกว่า 5 ปี จึงส่งผลให้การดำเนินงานการวัดและประเมินผลการเรียนรู้ในภาพรวมอยู่ในระดับมากและสอดคล้องกับงานวิจัยของศาสตรา สายสุนันทรารมย์ และณภัสวรรณ ธนาพงษ์อนันท์ (2561) ได้ศึกษาการพัฒนาโปรแกรมการเสริมสร้างสมรรถนะครูด้านการวัดและประเมินผลตามสภาพจริงสำหรับสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 32 จากการวิจัยพบว่าสภาพปัจจุบันโดยรวมทุกองค์ประกอบและแต่ละองค์ ประกอบอยู่ในระดับมาก

2. สภาพที่พึงประสงค์วัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลย หนองบัวลำภู พบว่าโดยรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายองค์ประกอบโดยเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ข้อ 4 ด้านเกณฑ์ ข้อ 1 ด้านสิ่งที่จะวัด อยู่ในระดับมาก ข้อ 2 ด้านเครื่องมือวัด อยู่ในระดับมาก ข้อ 3 ด้านผลการวัดอยู่ในระดับมาก ข้อ 5 ด้านการตัดสินคุณค่า อยู่ในระดับมาก ทั้งนี้เป็นเพราะว่าการจัดการ เรียนการสอนในปัจจุบันนั้นเน้นให้ผู้เรียน มีส่วนร่วม ในการเรียนได้รับประสบการณ์ตรงจากสิ่งที่เรียน ได้เลือกกิจกรรมตามความสามารถ ได้ศึกษา ค้นคว้าหาข้อมูลเพื่อสร้างองค์ความรู้ได้ฝึกปฏิบัติทำกิจกรรมแลกเปลี่ยนเรียนรู้กับเพื่อน ได้ค้นหาคำตอบและแก้ปัญหาด้วยตนเอง ซึ่งกล่าวได้ว่า เป็นการเรียนรู้ที่ผู้เรียนต้องใฝ่หาความรู้อย่างต่อเนื่องโดยมีครูผู้สอนคอยสร้างบรรยากาศและจัดสิ่งแวดล้อมที่เอื้ออำนวยต่อการเรียนรู้และเสริมแรง ให้ผู้เรียนมีความกระตือรือร้นในการเรียนรู้จาก แหล่งเรียนรู้ที่หลากหลายที่สามารถเชื่อมโยงกับประสบการณ์จริง โดยการวัดและประเมินผลการเรียนด้วยแบบทดสอบเพียงอย่างเดียวอาจจะไม่ สามารถประเมินครอบคลุมพฤติกรรมทุกด้านของผู้เรียนแล้ว ยังไม่อาจวัดกระบวนการคิดที่ซับซ้อน กระบวนการเรียนรู้ ทักษะทางสังคม ดังนั้นหากจะจัดรูปแบบการจัดการเรียนการสอนแบบที่เน้นให้ผู้เรียนมีส่วนร่วม ก็ควรเปลี่ยนวิธีการวัดและประเมินผลเป็นแบบการวัดและประเมินผลตามสภาพจริงที่ใช้วิธีการที่หลากหลายที่สามารถวัดและ ประเมินผลได้ทั้งทักษะการคิดการทำงาน ความสามารถในการแก้ปัญหาและการแสดงออกที่เกิด จากการปฏิบัติในสภาพจริง เน้นพัฒนาการทั้งใน ส่วนของห้องเรียนและนอกห้องเรียน ทั้งที่เป็นทางการและไม่เป็นทางการโดยมีผู้ประเมินหลายฝ่าย การวัดและประเมินผลเพื่อสะท้อนถึงพฤติกรรมระดับความสามารถและทักษะที่จำเป็น สำหรับผู้เรียนในสถานการณ์ที่เป็นจริงของการดำเนินชีวิตโดยการวัดและประเมินผลและการสะท้อนผลการเรียนรู้ของผู้เรียนอย่างต่อเนื่องสภาพผู้เรียนด้วยจุดมุ่งหมายของหลักสูตรการ ศึกษาในทุกระดับชั้นจะกำหนดให้ผู้เรียนเกิด สมรรถนะทั้งในด้านความรู้ ทักษะ เจตคติและ พฤติกรรมที่พึงประสงค์ตามธรรมชาติของแต่ละ

รายวิชาซึ่งสอดคล้องเพื่อเปิดโอกาสให้ผู้เรียนได้มีส่วนรับรู้และมีส่วนร่วมในการประเมินตนเองตลอดเวลารวมถึงการมีส่วนร่วมวางแผนและเลือกกระบวนการเรียนรู้ที่เหมาะสมกับสภาพผู้เรียนด้วยจุดมุ่งหมายของหลักสูตรการศึกษาในทุกระดับชั้นจะกำหนดให้ผู้เรียนเกิดสมรรถนะทั้งในด้านความรู้ ทักษะ เจตคติและ พฤติกรรมที่พึงประสงค์ตามธรรมชาติของแต่ละ รายวิชาซึ่งสอดคล้องกับแนวคิดของศาสตรา สายสุนันทรารมย์ และ ณภัสวรรณ ธนาพงษ์อนันท์ (2561) ได้ศึกษาการพัฒนาโปรแกรมการเสริมสร้างสมรรถนะครูด้านการวัดและประเมินผลตามสภาพจริงสำหรับสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 32 พบว่าสภาพที่พึงประสงค์โดยรวมทุกองค์ประกอบอยู่ในระดับมากที่สุด และสอดคล้องกับงานวิจัยของวัชราภรณ์ แสงทิพย์ ได้ศึกษาวิจัยเรื่อง การพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครราชสีมา จากการศึกษา สภาพที่พึงประสงค์ของภาวะผู้นำดิจิทอลของครู อยู่ในระดับมากที่สุด

3. ความต้องการจำเป็นของการพัฒนาโปรแกรมพัฒนาครูด้านการวัดและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลยหนองบัวลำภู พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ ลำดับที่ 1 ด้านการตัดสินคุณค่า อยู่ในระดับมาก ลำดับที่ 2 ด้านเครื่องมือวัด อยู่ในระดับมาก ลำดับที่ 3 ด้านผลการวัด อยู่ในระดับ มาก ลำดับที่ 4 ด้านสิ่งที่จะวัด อยู่ในระดับมาก ลำดับที่ 5 ด้านเกณฑ์อยู่ในระดับมากตามลำดับ ผลการวิจัยเช่นนี้อาจเป็นเพราะว่า ครูผู้สอนมีการพัฒนาเช่นร่วมกันวิเคราะห์เกณฑ์การประเมินผลงานให้มีความสอดคล้องกับคุณลักษณะที่ต้องการให้เกิดขึ้นกับผู้เรียน เปรียบเทียบผลการวัดกับเกณฑ์ที่กำหนดให้ถูกต้องและเหมาะสมปราศจากอคติ นำผลการประเมินผลหรือการตัดสินคุณค่ามาเป็นข้อมูลในการพัฒนาผู้เรียนให้มีประสิทธิภาพและเกิดประสิทธิผลมีการกำหนดชิ้นงาน และภาระงานที่นำมาวัดและประเมินผลรวมทั้งสร้างเครื่องมือวัดและประเมินผลตามสภาพจริงมีการนิเทศติดตามมีการปรับปรุงเกณฑ์ให้มีความสอดคล้องกับวิเคราะห์หลักสูตร และวัตถุประสงค์การเรียนรู้ สอดคล้องกับผ์เรียน มีการปรับปรุงคุณลักษณะที่ต้องการให้เกิดขึ้นกับผู้เรียนให้มีความเหมาะสมโดยคำนึงถึงเนื้อหาและความถนัดของผู้เรียนสอดคล้องกับ ปิเอทิเลเน็น วิลเล (Ville Pietilainen) (2012) ได้ทดสอบแนวคิดการประเมินผลการวิจัย ทางการศึกษาแบบมีส่วนร่วมในรูปแบบพื้นฐานทั่วไปผลการวิจัยสรุปออกมา 2 ประเด็น คือ 1) กิจกรรม/ชิ้นงานที่ใช้ในการประเมินผลได้รับการจัดกระทำให้เกิดขึ้นจริงอย่างสมเหตุสมผล ซึ่งสอดคล้องกับเป้าประสงค์ของการประเมินแบบมีส่วนร่วม 2) กิจกรรม/ชิ้นงาน ในการประเมินผลได้รับการจัดกระทำ ให้เกิดขึ้นจริงอย่างสมเหตุสมผล โดยยึดความจำเป็นไปกระบวนการตัดสินใจทางการเมืองเข้ามามีส่วนร่วม เพื่อให้สอดคล้องกับเป้าประสงค์ของการประเมินผลแบบมีส่วนร่วม99 และสอดคล้องกับ โคเฮน ซีฮาวิท และ คราเมาสกี้ บราชา (Zehavit Kohen and Bracha Kramarski) (2012) ได้ทำการพัฒนารูปแบบการประเมินแบบ TPCK-SRL สำหรับเทคโนโลยีทางการศึกษาขั้นสูง ผลการวิจัยสรุปได้ว่ารูปแบบการประเมินแบบ TPCK-SRL ที่พัฒนาขึ้นมีความเที่ยงเชิงเนื้อหา และสอดคล้องกับรูปแบบที่กำหนด ทั้งนี้โดยหลักการทางทฤษฎี ระเบียบวิธีวิจัย และการนำแบบประเมินนี้ไปใช้ในอนาคต ก็ยังเป็นที่ถกเถียงกันในประเด็นของการใช้รูปแบบ TPCK-SRL ในการเพิ่มความเป็นมืออาชีพทางด้านเทคโนโลยี ให้กับครูผู้สอนอยู่ด้วย98

4. โปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขต พื้นที่การศึกษามัธยมศึกษาเลยหนองบัวลำภู ประกอบด้วย 1) หลักการ 2) จุดมุ่งหมาย 3) เนื้อหา มี 4 Module ประกอบด้วย Module 1 ด้านสิ่งที่จะวัด Module 2 ด้านเครื่องมือวัด Module 3 ด้านผลการวัด Module 4 ด้านเกณฑ์ และ Module 5 ด้านการตัดสินคุณค่า 4) กิจกรรมพัฒนา ประกอบด้วย 1) การเรียนรู้ด้วยตนเอง 2) การประชุมเชิงปฏิบัติการ 3) การบูรณาการแบบสอดแทรกการปฏิบัติงาน 5) การวัดผลและประเมินผล ประกอบด้วย 1) การประเมินความรู้ความเข้าใจ ก่อน - หลัง การพัฒนา 2) การประเมินระดับพฤติกรรมตามโปรแกรมฯ 3) การประเมินระดับความพึงพอใจต่อโปรแกรมฯ ผลการประเมินความเหมาะสมของโปรแกรมพัฒนาครูด้านการวัดและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลยหนองบัวลำภู โดยผู้ทรงคุณวุฒิ (ชุดเดิม) โดยรวมมีความเหมาะสมอยู่ในระดับ มาก และผลการประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมพัฒนาครูด้านการวัดและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลยหนองบัวลำภู โดยครูผู้สอน โดยรวมมีความเหมาะสมอยู่ในระดับ มาก และความเป็นไปได้อยู่ในระดับ มาก

ซึ่งผลการวิจัยเป็นเช่นนี้อาจเป็นเพราะรูปแบบวิธีการพัฒนาครูของโปรแกรมสอดคล้องกับแนวคิดของ Boyle (1981); อุ่นตา นพ คุณ (2546); พวงแก้ว กิจธรรม (2552) และสุวิมล ว่องวาณิช (2544) ได้ให้ความหมายไว้ว่า โปรแกรม เป็นแผนการจัดกิจกรรมหรือระบบที่มีขั้นตอน กระบวนการ วิธีการพัฒนา เพื่อที่จะทำให้เกิดผลลัพธ์ที่ต้องการซึ่งเป็นการปรับปรุงหรือพัฒนาความรู้และทักษะในการปฏิบัติงาน ซึ่งในการพัฒนาโปรแกรมครั้งนี้ ก็เพื่อเพิ่มเติมความรู้ ทักษะและคุณลักษณะในการวัดและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษา นอกจากนี้ยังดำเนินการพัฒนาโปรแกรมตามแนวคิดของ Bar and Keating (1990); Styles (1990); Barratt และคณะ (2009) และวิโรจน์ สารรัตนะ (2556) ที่อธิบายขั้นตอนต่าง ๆ ของการพัฒนาโดยเริ่มด้วยขั้นตอนที่ 1 การวิเคราะห์ความต้องการจำเป็น ขั้นตอนที่ 2 การกำหนด วัตถุประสงค์ของโปรแกรม ขั้นตอนที่ 3 การวางแผนในการจัดทำโปรแกรม ขั้นตอนที่ 4 การสร้าง โปรแกรมเพื่อใช้ในการฝึกอบรม ขั้นตอนที่ 5 การนำโปรแกรมไปใช้และขั้นตอนที่ 6 การประเมินผล โปรแกรม

ซึ่งเห็นได้ว่าโปรแกรมที่พัฒนาขึ้นมามีความสอดคล้องกับแนวคิดในการศึกษาวิจัย และ นอกจากนี้ผู้วิจัยยังได้ศึกษาองค์ประกอบของโปรแกรมและขอบข่ายเนื้อหาของโปรแกรมตามแนวคิด ของนักการศึกษาและนักวิชาการหลายท่าน จนสามารถสรุปองค์ประกอบต่าง ๆ ของโปรแกรมได้ ทั้งหมด 8 องค์ประกอบ จึงได้ดำเนินการพัฒนาโปรแกรมที่ประกอบด้วย 1) หลักการและเหตุผล 2) วัตถุประสงค์ 3) เป้าหมาย 4) ระยะเวลา 5) วิธีการพัฒนา 6) เนื้อหาและสาระสำคัญ 7) สื่อ และ 8) การประเมินผล (ธำรง บัวศรี, 2542; หรรษา สุขกาล, 2543; สุมิตรา พงศธร, 2550; และปริญญา มีสุข, 2552) นอกจากนี้ยังสอดคล้องกับงานวิจัยของยิ่งยง ประดับกรณ์ (2560) ได้ศึกษาการพัฒนา โปรแกรมพัฒนาครูด้านการวิจัยเพื่อพัฒนาการเรียนรู้ สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่ การศึกษามัธยมศึกษา เขต 27 ผลการวิจัยพบว่า โปรแกรมพัฒนาครูด้านการวิจัยเพื่อพัฒนาการเรียนรู้ สำหรับสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 27 ประกอบด้วย 1) บทนำ 2) หลักการและเหตุผล 3) ความมุ่งหมาย 4) ผู้เข้ารับการพัฒนา 5) ระยะเวลา 6) โครงสร้างขอบข่ายเนื้อหา 7) วิธีการพัฒนา 8) สื่อ และ 9) การวัดและการประเมินผล โดยได้รับการประเมินจากผู้ทรงคุณวุฒิ พบว่าโปรแกรมโดยรวมมีความเหมาะสมในระดับมากและความเป็นไปได้อยู่ในระดับมาก และยังสอดคล้องกับงานวิจัยของกาญจนา จันทะโยธา (2560) ได้ศึกษาการพัฒนา โปรแกรมพัฒนาครูด้านการจัดการเรียนรู้ สำหรับสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ผลการวิจัยพบว่า โปรแกรมพัฒนาครูด้านการจัดการเรียนรู้สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 มีองค์ประกอบ ดังนี้ 1) บทนำ ประกอบด้วยแนวคิดทฤษฎีที่เกี่ยวข้องกับการพัฒนาครูด้านการจัดการเรียนรู้ สภาพปัจจุบัน สภาพปัญหาและความสำคัญของการพัฒนาครูด้านการจัดการเรียนรู้ 2) หลักการและเหตุผล ประกอบด้วยเหตุผลและความจำเป็นในการสร้างโปรแกรมพัฒนาครูด้านการจัดการเรียนรู้ 3) ความมุ่งหมาย ประกอบด้วยเป้าหมายที่ต้องการให้บรรลุผลในการใช้โปรแกรมพัฒนาครูด้านการจัดการเรียนรู้ 4) ผู้เข้ารับการพัฒนา ประกอบด้วยบุคคลที่ควรเข้ารับการพัฒนาในโปรแกรมพัฒนาครูด้าน การจัดการเรียนรู้ 5) ระยะเวลา ประกอบด้วยระยะเวลาในการพัฒนาโปรแกรมพัฒนาครูด้านการ จัดการเรียนรู้ 6) โครงสร้างขอบข่ายเนื้อหา ประกอบด้วย 3 โมดูล ได้แก่ โมดูล 1 การใช้วิธีสอนที่หลากหลาย โมดูล 2 การส่งเสริมผู้เรียนให้เรียนรู้ด้วยตนเอง และโมดูล 3 การส่งเสริมบรรยากาศการ เรียนรู้ 7) วิธีการพัฒนา ประกอบด้วยการเรียนรู้ด้วยตนเอง การฝึกอบรมการสอนแนะและการเป็นพี่เลี้ยง การเรียนรู้จากการปฏิบัติงานและการแลกเปลี่ยนเรียนรู้ 8) สื่อ ประกอบด้วยเอกสารประกอบการพัฒนาครูด้านการจัดการเรียนรู้ เครื่องฉายภาพข้ามศีรษะ เครื่องคอมพิวเตอร์และเครื่องฉายโปรแกรมสำเร็จรูปเพื่อการนำเสนอ ใบความรู้ ใบงานและใบกิจกรรม แบบทดสอบและแบบบันทึกการเรียนรู้จากการปฏิบัติงาน และ9) การวัดและการประเมิน ประกอบด้วยการประเมินผู้เข้ารับการพัฒนาและประเมินความพึงพอใจของผู้เข้ารับการพัฒนาโปรแกรมพัฒนาครูด้านการจัดการเรียนรู้สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 โดยได้รับ การประเมินจากผู้ทรงคุณวุฒิ พบว่าโปรแกรมโดยรวมมีความเหมาะสมในระดับมากที่สุดและความ เป็นไปได้อยู่ในระดับมาก นอกจากนี้แล้วยังสอดคล้องกับงานวิจัยของศาสตรา สายสุนันทรารมย์ (2561) ได้ศึกษาการพัฒนาโปรแกรมการเสริมสร้างสมรรถนะครูด้านการวัดและประเมินผลตามสภาพจริง สำหรับสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 32 ผลการวิจัยพบว่า โปรแกรมการเสริมสร้างสมรรถนะครูด้านการวัดและประเมินผลตามสภาพจริง สำหรับสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 32 ประกอบด้วย 9 ส่วน คือ 1) ที่มาและความสำคัญของโปรแกรม 2) วัตถุประสงค์ของโปรแกรม 3) เป้าหมาย 4) รูปแบบและวิธีการพัฒนา 5) โครงสร้างของโปรแกรม 6) เนื้อหา 7) แนวการจัดกิจกรรม 8) เทคนิคและเครื่องมือ และ 9) การประเมินผล โดยได้รับการประเมินโดยผู้ทรงคุณวุฒิ 5 ท่าน ผลปรากฏว่า โปรแกรมการเสริมสร้าง สมรรถนะครูด้านการวัดและประเมินผลตามสภาพจริง สำหรับสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 32 มีความเหมาะสมโดยรวมอยู่ในระดับมากที่สุดและมีความเป็นไปได้อยู่ ในระดับมาก

ข้อเสนอแนะ

ข้อเสนอแนะทั่วไป

การพัฒนาโปรแกรมโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลยหนองบัวลำภู จะประสบความสำเร็จหรือไม่นั้น ต้องอาศัยปัจจัยที่เอื้อต่อความสำเร็จในการพัฒนา ดังนี้

1.1 ผู้บริหารสถานศึกษา เป็นผู้ที่มีบทบาทสำคัญต่อการส่งเสริมด้านการบริหารวิชาการและนวัตกรรมการเรียนรู้ โดยสร้างความตระหนักและจัดโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริง ของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลยหนองบัวลำภูนี้ เป็นหลักสูตรระยะสั้นเพื่อเสริมสร้างความรู้ ทักษะ และคุณลักษณะในการวัดผลและประเมินผลตามสภาพจริงให้กับบุคลากรในสถานศึกษาอย่างจริงจัง ควรมีการจัดระบบการกำกับ ติดตามและประเมินผลเป็นระยะที่ต่อเนื่อง มีการจัดกิจกรรมสร้างความตระหนักและพัฒนาตนเอง อย่างต่อเนื่อง สำหรับผู้บริหารสถานศึกษาครู และบุคลากร โดยพิจารณาจากลำดับความสำคัญของ ความต้องการจำเป็น (PNI) ที่มีความต้องการจำเป็นสูง

1.2 ครูผู้สอนเป็นผู้ที่มีบทบาทสำคัญในการจัดการเรียนรู้และเสริมสร้างความสำเร็จ ให้กับผู้เรียนควรได้รับการพัฒนาความรู้ ทักษะ และคุณลักษณะในการวัดและประเมินผลตามสภาพจริง พร้อมทั้งมีการส่งเสริมให้ครูผู้สอนต้องได้รับการพัฒนาอย่างต่อเนื่อง

1.3 สถานศึกษาควรจัดให้มีระบบการติดตามและประเมินผลการพัฒนาด้านการวัด และประเมินผลตามสภาพจริงเป็นระยะ ๆ และต่อเนื่อง พร้อมทั้งมีการจัดกิจกรรมเพื่อเป็นการกระตุ้นให้ผู้บริหารสถานศึกษาและครูผู้สอนเกิดความตระหนักในด้านมาตรฐานวิชาชีพและพร้อม พัฒนาตนเองอย่างต่อเนื่องโดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น (PNI)

1.4 สำนักงานเขตพื้นที่การศึกษา ต้องมีการกำหนดนโยบายที่ชัดเจนในการให้ครูทุกคนจะต้องเข้ารับการพัฒนาตามโปรแกรมนี้ เพื่อเป็นการส่งเสริมและพัฒนาครูและบุคลากรทางการ ศึกษาให้มีความรู้ มีทักษะ และสามารถปฏิบัติงานได้อย่างมีประสิทธิภาพและเต็มศักยภาพ

ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

1. ควรทำการศึกษาและพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเลยหนองบัวลำภู ร่วมกับเทคนิค แนวคิดและทฤษฎีใหม่ ๆ เพื่อแสวงหาแนวทางที่เหมาะสมและความเป็นไปได้ของการพัฒนาในรูปแบบต่าง ๆ ซึ่งจะเป็นนวัตกรรมในการจัดการเรียนรู้ที่มีประสิทธิภาพและเหมาะสมกับกระบวนการจัดการเรียนการสอนกับผู้เรียนในศตวรรษที่ 21

2. ควรมีการศึกษารูปแบบการพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษา ที่หลากหลาย และเหมาะสมกับบริบทของแต่ละองค์กร

3. ควรศึกษาถึงกลยุทธ์ของการพัฒนาโปรแกรมพัฒนาครูด้านการวัดผลและประเมินผลตามสภาพจริงของครูยุคใหม่ในสถานศึกษา ที่จะส่งผลต่อผู้เข้ารับการพัฒนาด้านบวกและด้านลบทั้งก่อนและหลังการพัฒนา

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รูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

A model of learning management through flipped classroom for teacher in the Secondary Educational Service Area Office Chaiyaphum

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บทคัดย่อ

การวิจัยนี้มีจุดมุ่งหมายเพื่อ 1) เพื่อศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ 2) เพื่อสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ 3) เพื่อประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ ครูโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำนวน 320 คน โดยการสุ่มแบบแบ่งชั้น (Stratified random sampling) ใช้ขนาดโรงเรียนเป็นเกณฑ์ เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสังเคราะห์เอกสาร แบบสอบถาม และแบบสัมภาษณ์ แบบตรวจสอบความเหมาะสม แบบประเมินความเป็นไปไปได้และความเป็นประโยชน์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัย พบว่า รูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้าน มี 4 องค์ประกอบ ได้แก่ 1) หลักการของรูปแบบ 2) วัตถุประสงค์ของรูปแบบ 3) ขอบเขตการพัฒนาการจัดการเรียนรู้ห้องเรียนกลับด้าน 4) แนวทางการประเมิน และผลการตรวจสอบความเหมาะสมของรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้าน ผู้ทรงคุณมีความเห็นว่ามีความเหมาะสม ส่วนผลการประเมินความเป็นไปได้อยู่ในระดับมากที่สุด และเป็นประโยชน์อยู่ในระดับมากที่สุด

คำสำคัญ : รูปแบบ, การจัดการเรียนรู้, ห้องเรียนกลับด้าน

Abstract

The objectives of this study were 1) A study of element requirements and guidelines for developing learning management through flipped classroom for teacher in the Secondary Educational Service Area Office Chaiyaphum 2) creating and assessment suitability of a model for developing learning management through flipped classroom for teacher in the Secondary Educational Service Area Office Chaiyaphum and 3) assessment the feasibility and utility of a model of learning management through flipped classroom for teacher in the Secondary Educational Service Area Office Chaiyaphum. The sample group used in this research were 320 teachers selected by stratified random sampling and use the size of the school as a criterion. The research instruments consisted of document synthetic form, questionnaire, an expert interview form, the feasibility and utility assessment form. The data were analyzed by using mean and standard deviation.

Result of the study showed that a model for developing learning management through flipped classroom for teacher in the Secondary Educational Service Area Office Chaiyaphum consisted of 4 components: 1) principles of a model 2) objectives of a model 3) development scope 4) assessment. The results of the suitability assessment of a model for developing learning management through flipped classroom for teacher in the Secondary Educational Service Area Office Chaiyaphum, the experts agreed that the model is appropriate. The assessment of the utility and feasibility were at the highest level.

บทนำ

[1] สาขาวิชาการบริหารการศึกษา วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น (091-7716250)
[2] สาขาวิชาการบริหารการศึกษา วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

สถานการณ์ของโลกในศตวรรษที่ 21 มีการเปลี่ยนแปลงที่ส่งผลกระทบต่อองค์กรและพลเมืองโลกหลายด้าน อาทิ ความผันผวนทางเศรษฐกิจ การเข้าสู่สังคมสูงวัย การเปลี่ยนแปลงทางเทคโนโลยีและนวัตกรรมที่รวดเร็ว การปรวนแปรของสภาพภูมิอากาศ ผลกระทบจากสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 (COVID-19) ความเสื่อมโทรมของทรัพยากรธรรมชาติและสิ่งแวดล้อมภัยพิบัติทางธรรมชาติของโลกมีแนวโน้มเกิดความรุนแรงมากขึ้นและผลกระทบอื่น ๆ อีกมากมาย (สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ, 2558) ทำให้องค์การทั้งภาครัฐและเอกชนต้องมีการปรับเปลี่ยนให้มีความเหมาะสมกับสถานการณ์ ผู้บริหารในฐานะผู้นำองค์การต้องปฏิรูปตนเอง และเปลี่ยนแปลงองค์การเพื่อนำพาไปสู่ความสำเร็จตามเป้าหมายที่ต้องการ โดยเฉพาะอย่างยิ่งผู้บริหารสถานศึกษามีบทบาทสำคัญที่จะต้องบริหารจัดการทรัพยากรทางการศึกษาให้เกิดประสิทธิภาพและความสมดุลเพื่อให้บริหารจัดการศึกษาบรรลุผลสำเร็จ (ชัยยนต์ เพาพาน, 2559) สังคมยุคความรู้ในศตวรรษที่ 21 ที่มีการเปลี่ยนแปลงอย่างรวดเร็ว เนื่องมาจากการใช้เทคโนโลยีเพื่อเชื่อมโยงข้อมูลต่าง ๆ ของทุกภูมิภาคของโลกเข้าด้วยกันพลังขับของเทคโนโลยียุคดิจิทัล ส่งผลทำให้เกิดการเปลี่ยนแปลงอย่างรวดเร็ว (สมหมาย อ่ำดอนกลอย, 2556) ซึ่งการเปลี่ยนแปลงดังกล่าวทำให้เกิดการเปลี่ยนแปลงทางการศึกษาตามไปด้วยอย่างไม่อาจหลีกเลี่ยงได้ สถานศึกษาจึงต้องมีความตื่นตัวและเตรียมพร้อมในการจัดการเรียนรู้เพื่อเตรียมความ พร้อมให้นักเรียนมีทักษะสำหรับการออกไปดำรงชีวิตในโลกในศตวรรษที่ 21 ซึ่งส่งผลให้มีการเปลี่ยนแปลงการจัดการเรียนรู้เพื่อเด็กในศตวรรษที่ 21

ห้องเรียนกลับด้าน (Flipped classroom) เป็นวิธีการจัดการเรียนการสอนที่มีแนวความคิดว่า “เรียนที่บ้าน ทำการบ้านที่โรงเรียน” การเรียนรู้จึงไม่ได้จำกัดเฉพาะในห้องเรียนเท่านั้น (วิจารณ์ พานิช, 2556) ซึ่งสอดคล้องกับสถานการณ์และผลกระทบที่เกิดขึ้นในสังคมยุคปัจจุบัน ดังนั้น เมื่อมนุษย์ เรียนรู้และปรับตัวจากสภาพการเปลี่ยนแปลงของสังคมที่เกิดขึ้นในวิถีใหม่จนกลายเป็นบรรทัดฐานวิถีปกติห้องเรียนกลับด้าน จึงเป็นการจัดการเรียนรู้ที่สนองตอบต่อการเรียนรู้ของผู้เรียนในยุคความปกติถัดไป ด้วยการออกแบบเพื่อให้เกิดการเรียนรู้ได้ทุกสถานที่และทุกเวลา ผสานเทคโนโลยีดิจิทัลเป็นเครื่องมือในการสนับสนุนการเรียนรู้เพื่อพัฒนาการศึกษาให้ดำเนินต่อไปได้อย่างมีคุณภาพ และผู้เรียนสามารถดำรงชีวิตอยู่ร่วมกับผู้อื่นในสังคมได้อย่างมีความสุข

จากแนวคิดและหลักการที่กล่าวมาข้างต้น ผู้วิจัยจึงมีความสนใจที่จะทำการพัฒนารูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้าน ทั้งนี้เพื่อให้ได้ข้อสนเทศที่เป็นประโยชน์สำหรับผู้บริหารในการนำจัดการเรียนรู้แบบห้องเรียนกลับด้านไปประยุกต์เพื่อ สนองตอบต่อการเรียนรู้ของผู้เรียนในยุคปัจจุบัน โดยผสานเทคโนโลยีดิจิทัลเป็นเครื่องมือในการสนับสนุนการเรียนรู้เพื่อพัฒนาการศึกษาให้ดำเนินต่อไปได้อย่างมีคุณภาพ และผู้เรียนสามารถดำรงชีวิตอยู่ร่วมกับผู้อื่นในสังคมได้อย่างมีความสุข และพัฒนาตนเองให้ก้าวไปสู่ความเป็นครูมืออาชีพ สามารถทำหน้าที่ของตนเองได้อย่างเข้มแข็งจริงจัง และ ดำเนินงานด้านการศึกษาให้บรรลุเป้าหมายอย่างมีคุณภาพในการจัดการศึกษาทุกระดับต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ
2. เพื่อสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ
3. เพื่อประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการพัฒนา การจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

วิธีการดำเนินการวิจัย

ระยะที่ 1 การศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา

ในการศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา แบ่งออกเป็น 3 ขั้นตอน ดังนี้

ขั้นตอนที่ 1.1 การศึกษาองค์ประกอบของการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษาโดยการสังเคราะห์เอกสาร

1.1.1 ขอบเขตเนื้อหา

การศึกษาองค์ประกอบการพัฒนาการจัดการเรียนแบบห้องเรียนกลับด้านของครูในสถานศึกษา ประกอบด้วย 1) หลักการของรูปแบบ 2) วัตถุประสงค์ของรูปแบบ 3) ขอบข่ายการพัฒนา 4) แนวทางการประเมิน

1.1.2 แหล่งข้อมูล

แหล่งข้อมูล ได้แก่ เอกสารและงานวิจัยที่เกี่ยวข้องกับการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา

1.1.3 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ องค์ประกอบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา ใน 4 องค์ประกอบ องค์ประกอบที่ 1 หลักการ องค์ประกอบที่ 2 วัตถุประสงค์ องค์ประกอบที่ 3 ขอบข่ายของการพัฒนา องค์ประกอบที่ 4 แนวทางการประเมิน

ขั้นตอนที่ 1.2 การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ การพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา

1.2.1 ขอบเขตเนื้อหา

ความต้องการในการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้าน ประกอบด้วย 5 ด้าน ได้แก่ ด้านการกำหนดยุทธวิธีเพิ่มพูนประสบการณ์ ด้านการสืบค้นเพื่อให้เกิดมโนทัศน์รวบยอด ด้านการสร้างองค์ความรู้อย่างมีความหมาย ด้านการสาธิตและประยุกต์ใช้ และด้านการวัดและประเมินผล

1.2.2 ประชากรและกลุ่มตัวอย่าง

1) ประชากร

ประชากร ได้แก่ ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ครูโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ในปีการศึกษา 2565 จำนวน 1,834 คน

2) กลุ่มตัวอย่าง

กลุ่มตัวอย่างที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ ครูโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำนวน 320 คน ซึ่งผู้วิจัยกำหนดขนาดกลุ่มตัวอย่าง โดยเปิดตารางสำเร็จรูปของเคจซีมอร์แกน (Krejcie and Morgan) (บุญชม ศรีสะอาด, 2556) และเลือกกลุ่มตัวอย่างด้วยการสุ่มแบบแบ่งชั้น (Stratified Random Sampling) ตามสัดส่วนของครูในโรงเรียนแต่ละขนาด

1.2.3 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ ความต้องการในการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา ประกอบด้วย 5 ด้าน ดังนี้

1) ด้านการกำหนดยุทธวิธีเพิ่มพูนประสบการณ์
2) ด้านการสืบค้นเพื่อให้เกิดมโนทัศน์รวบยอด
3) ด้านการสร้างองค์ความรู้อย่างมีความหมาย
4) ด้านการสาธิตและประยุกต์ใช้
5) ด้านการวัดและประเมินผล

ขั้นตอนที่ 1.3 การศึกษาแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิโดยการสัมภาษณ์ผู้ทรงคุณวุฒิ

1.3.1 ขอบเขตเนื้อหา

แนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) ขอบข่ายการดำเนินงาน 4) แนวทางการประเมิน

1.3.2 กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน ได้มาด้วยการเลือกแบบเจาะจง (Purposive Sampling) ซึ่งแบ่งออกเป็น 3 กลุ่ม ได้แก่ กลุ่มที่ 1 ผู้บริหารการศึกษา กลุ่มที่ 2 ผู้บริหารสถานศึกษา กลุ่มที่ 3 ศึกษานิเทศก์และครู ที่มีวุฒิการศึกษาเกี่ยวกับการบริหารการศึกษา ตั้งแต่ระดับปริญญาเอกขึ้นไป และมีความรู้และประสบการณ์เกี่ยวกับการจัดการเรียนการสอนมาแล้วไม่น้อยกว่า 10 ปี

1.3.3 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ แนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา ใน 4 องค์ประกอบ คือ องค์ประกอบ 1 หลักการ องค์ประกอบ 2 วัตถุประสงค์ องค์ประกอบ 3 ขอบข่ายของการพัฒนา องค์ประกอบ 4 แนวทางการประเมิน

ระยะที่ 2 การสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

ในการสร้างและตรวจสอบความเหมาะสมของรูปแบบพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ แบ่งออกเป็น 2 ขั้นตอน ดังนี้

ขั้นตอนที่ 2.1 การยกร่างรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

ในการยกร่างรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ดำเนินการดังนี้

2.1.1 ผู้วิจัยนำผลจากการศึกษา จากระยะที่ 1 ผลการศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มาเป็นข้อมูลในการยกร่างรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ตามกรอบแนวคิดในการวิจัย ประกอบด้วย 4 องค์ประกอบ ได้แก่ องค์ประกอบที่ 1 หลักการ องค์ประกอบที่ 2 วัตถุประสงค์ องค์ประกอบที่ 3 ขอบข่ายของการพัฒนา องค์ประกอบที่ 4 แนวทางการประเมิน

2.1.2 นำร่างรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา เสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะ

2.1.3 นำร่างรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา เพื่อเสนอผู้ทรงคุณวุฒิตรวจสอบความเหมาะสมต่อไป

ขั้นตอนที่ 2.2 การตรวจสอบความเหมาะสมของรูปแบบการพัฒนาการจัดการเรียนรู้ แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

2.2.1 กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 6 คน ได้มาด้วยการเลือกแบบเจาะจง (Purposive Sampling) ซึ่งแบ่งออกเป็น 3 กลุ่ม ดังนี้ กลุ่มที่ 1 ผู้บริหารการศึกษา กลุ่มที่ 2 ผู้บริหารสถานศึกษา กลุ่มที่ 3 ศึกษานิเทศก์

2.2.2 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ ความเหมาะสมของรูปแบบการพัฒนาการจัดการเรียนรู้ แบบห้องเรียนกลับด้านของครูในสถานศึกษา

ระยะที่ 3 การประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการพัฒนา การจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา

3.1 กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารและครูโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา ชัยภูมิ ปีการศึกษา 2565 จำนวน 12 คน ได้มาด้วยการเลือกแบบเจาะจง จากครูที่มีประสบการณ์ในการสอนไม่น้อยกว่า 10 ปี จากโรงเรียนขนาดใหญ่พิเศษ จำนวน 3 คน ครูของโรงเรียนขนาดใหญ่ จำนวน 3 คน ครูของโรงเรียนขนาดกลาง จำนวน 3 คน ครูของโรงเรียนเล็ก จำนวน 3 คน โดยแบ่งออกเป็นก ผู้บริหาร 1 คน และครู 2 คน

3.2 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ ความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา

สรุปผลการวิจัย

1. ผลการศึกษาองค์ประกอบ ความต้อง และแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

1.1 ผลการศึกษาองค์ประกอบของการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิโดยการสังเคราะห์เอกสาร สรุปได้ดังนี้ องค์ประกอบที่ 1 หลักการของรูปแบบ องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ องค์ประกอบที่ 3 ขอบข่ายการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้าน องค์ประกอบที่ 4 แนวทางการประเมิน

1.2 ผลการศึกษาความต้องการในการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา ในภาพรวมมีความต้องการอยู่ในระดับมากที่สุด ($\bar{X}$ =4.60, S.D.=0.48)

1.3 ผลการศึกษาแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิโดยการสัมภาษณ์ผู้ทรงคุณวุฒิ สรุปได้ดังนี้ องค์ประกอบที่ 1 หลักการของรูปแบบ องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ องค์ประกอบที่ 3 ขอบข่ายการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้าน องค์ประกอบที่ 4 แนวทางการประเมิน

2 ผลการสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ พบว่า รูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ **ประกอบด้วย 4 องค์ประกอบ ดังนี้**

องค์ประกอบที่ 1 หลักการของรูปแบบ ประกอบด้วย 4 หลักการ ได้แก่ 1) หลักการเปลี่ยนบทบาทครูผู้สอนจากการเรียนเนื้อหาที่บ้านหรือนอกชั้นเรียน ผ่านการเรียนด้วยตนเองจากสื่อเทคโนโลยีและสารสนเทศ ที่ครูจัดเตรียมให้นอกห้องเรียน 2) หลักการเรียนในชั้นเรียนโดยจัดกิจกรรมที่ส่งเสริมให้ผู้เรียนได้มีการแลกเปลี่ยนเรียนรู้ กิจกรรมส่งเสริมกระบวนการคิด กิจกรรมการสืบค้นร่วมกัน โดยมีครูเป็นผู้คอยให้ความช่วยเหลือ แนะนำ 3) หลักการนำเทคโนโลยีสารสนเทศมาใช้ในการจัดการเรียนรู้ และสามารถเรียนรู้ได้ทุกที่ทุกเวลา 4) หลักการส่งเสริมให้นักเรียนสร้างองค์ความรู้ด้วยตัวเอง

องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ ประกอบด้วย 3 วัตถุประสงค์ ได้แก่ 1 เพื่อเปลี่ยนวิธีการสอนของครู จากสอนทฤษฎีในชั้นเรียน เป็นการนำทฤษฎีไปเรียนรู้ที่บ้านหรือนอกห้องเรียนและมาทำกิจกรรมในห้องเรียน 2. เพื่อนำเทคโนโลยีมาใช้ในการจัดการเรียนรู้ 3 เพื่อให้นักเรียนสามารถสร้างองค์ความรู้ได้ด้วยตนเอง 4 เพื่อให้นักเรียนสามารถเรียนรู้ได้ทุกที่ทุกเวลา

องค์ประกอบที่ 3 ขอบข่ายและการพัฒนาการจัดการเรียนรู้ห้องเรียนกลับด้าน ประกอบ 5 ด้าน ได้แก่ 1 ด้านการกำหนดยุทธวิธีเพิ่มพูนประสบการณ์ มีขอบค่ายในการพัฒนาดังนี้ 1) การกำหนดวัตถุประสงค์ การออกแบบกิจกรรมการเรียนรู้, สื่อการสอน, เนื้อหาที่สอนในชั้นเรียน และนอก ชั้นเรียน 2) การชี้แจง ทำความเข้าใจเกี่ยวกับขั้นตอนในการดำเนินการจัดการเรียนรู้ ข้อตกลง และการประเมินเพื่อให้นักเรียนเกิดความเข้าใจ ทุกกระบวนการของกิจกรรมการเรียนรู้ 3) ครูจัดเตรียมสื่อการจัดการเรียนรู้แบบออนไลน์และออฟไลน์ ทั้งที่เป็นสื่อเทคโนโลยีสารสนเทศ แหล่งเรียนรู้ ไว้สำหรับการจัดการเรียนรู้ทั้งในและนอกห้องเรียน เช่น เว็บไซต์, Blog, Facebook, Google Classroom, Youtube, E-book, Podcast, แฟรชไดร์ฟ, ซีดี,แบบฝึกทักษะ,ชุดกิจกรรมการเรียนรู้ 2. ด้านการสืบค้นเพื่อให้เกิดมโนทัศน์รวบยอด มีขอบข่ายในการพัฒนาดังนี้ 1) การแนะนำ สาธิตการใช้อุปกรณ์และเครื่องมือในการเข้าถึงสื่อการเรียนรู้ 2) เสนอแนะแนวทางและให้คำแนะนำการเรียนรู้ด้วยตนะองของผู้เรียน 3) การสังเกต ติดตาม และตรวจสอบความรับผิดชอบในการเรียนนอกห้องเรียนของผู้เรียน เช่น การมอบหมายการจดบันทึกจากการดูคลิวีดิโอ หรือการเรียนล่วงหน้ามาจากที่บ้าน 3. ด้านการสร้างองค์ความรู้อย่างมีความหมาย มีขอบข่ายในการพัฒนาดังนี้ 1) การกระตุ้นให้ผู้เรียนศึกษา ค้นคว้าหาความรู้ด้วยตนเอง พร้อมสรุปให้เกิดมโนทัศน์รวบยอดของตนเอง 2) การส่งเสริมให้นักเรียนใช้สื่อสังคมออนไลน์ในการแลกเปลี่ยนความคิดร่วมกัน ผ่านกระดานสำหรับอภิปรายแบบออนไลน์ 3) การให้ความช่วยเหลือ และให้คำแนะนำตลอดกิจกรรมการเรียนรู้ 4. ด้านการสาธิตและประยุกต์ใช้ มีขอบข่ายการพัฒนาดังนี้ 1) การจัดเตรียมวัสดุ อุปกรณ์ และสิ่งอำนวยความสะดวกในการจัดกิจกรรมการเรียนรู้ 2) จัดกิจกรรมที่ส่งเสริมกระบวนการคิดอย่างเป็นระบบโดยประยุกต์ใช้ความรู้จากการศึกษาด้วยตนเอง เช่น กิจกรรมระดมสมองประลองปัญญา, กิจกรรมฝึกการคิดวิเคราะห์สู่การปฏิบัติ กิจกรรมฝึกทักษะการแก้ปัญหา และการสะท้อนผลกผลเรียนรู้ของผู้เรียน ให้เป็นไปอย่างต่อเนื่อง 3) การเปิดโอกาสให้ผู้เรียนซักถามประเด็นที่สงสัย 4) การช่วยเหลือ สนับสนุน และให้คำแนะนำเมื่อผู้เรียนเกิดปัญหาหรือต้องการความช่วยเหลือ เพื่อให้การดำเนินกิจกรรมเป็นไปอย่างต่อเนื่อง 5. ด้านการวัดและประเมินผล มีขอบข่ายในการพัฒนาดังนี้ 1) การประเมินผลการสืบค้น และการเรียนรู้ด้วยตนเอง 2) ประเมินผลการจัดกิจกรรมการเรียนรู้ในชั้นเรียน 3) ประเมินผลการจัดกิจกรรมการเรียนรู้ในชั้นเรียน

องค์ประกอบที่ 4 แนวทางการประเมิน ประกอบด้วย 1. ประเด็นการประเมิน มีขอบข่ายการประเมินดังนี้ 1) เพื่อเปลี่ยนวิธีการสอนของครู จากสอนทฤษฎีในชั้นเรียน เป็นการนำทฤษฎีไปเรียนรู้ที่บ้านหรือนอกห้องเรียนและมาทำกิจกรรมในห้องเรียน 2) เพื่อนำเทคโนโลยีมาใช้ในการจัดการเรียนรู้ 3) เพื่อให้นักเรียนสามารถสร้างองค์ความรู้ได้ด้วยตนเอง 4) เพื่อให้นักเรียนสามารถเรียนรู้ได้ทุกที่ทุกเวลา 2. เครื่องมือที่ใช้ในการประเมิน มีเครื่องมือในการประเมิน ดังนี้ 1) แบบสังเกต 2) แบบสัมภาษณ์ปลายเปิด 3) แบบประเมินตนเอง 4) แบบทดสอบาร

ผลการตรวจสอบรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ พบว่า ผู้ทรงคุณวุฒิมีความเห็นว่า มีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$ =4.79, S.D.=0.41)

3 ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิไปใช้ พบว่า ครูมีความคิดเห็นว่า ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัด

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มีความเป็นไปได้อยู่ในระดับมากที่สุด ($\overline{X}$ =4.58, S.D.=0.50) และมีความเป็นประโยชน์อยู่ในระดับมากที่สุด ($\overline{X}$ =4.90, S.D.=0.29)

อภิปรายผลการวิจัย

การศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครู พบว่า รูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้าน มี 5 ด้าน เมื่อพิจารณารายด้าน พบว่า ด้าน 1 ด้านการกำหนดยุทธวิธีเพิ่มพูนประสบการณ์ ประกอบด้วย 1) การกำหนดหลักสูตร วัตถุประสงค์ของหลักสูตร การออกแบบกิจกรรมการเรียนรู้, สื่อการสอน, เนื้อหาที่สอนในชั้นเรียนและนอกห้องเรียนให้สอดคล้องกับบริบทของผู้เรียน 2) การชี้แจง ทำความเข้าใจเกี่ยวกับขั้นตอนในการดำเนินการจัดการเรียนรู้ ข้อตกลง และการประเมินเพื่อให้นักเรียนเกิดความเข้าใจ ทุกกระบวนการของกิจกรรมการเรียนรู้ 3) ครูจัดเตรียมสื่อการจัดการเรียนรู้แบบออนไลน์และออฟไลน์ ทั้งที่เป็นสื่อเทคโนโลยีสารสนเทศ แหล่งเรียนรู้ ไว้สำหรับการจัดการเรียนรู้ทั้งในและนอกห้องเรียน สอดคล้องกับ School wires (2013) ได้กล่าวว่า การจัดการเรียนการสอนแบบห้องเรียนกลับด้าน ควรมีการกำหนดยุทธวิธีเพิ่มพูนประสบการณ์ โดยมีครูเป็นผู้คอยชี้แนะวิธีการเรียนรู้ให้กับผู้เรียนเพื่อเรียนเนื้อหาโดยอาศัยวิธีการที่หลากหลาย ด้านที่ 2 ด้านการสืบค้นเพื่อให้เกิดมโนทัศน์รวบยอด มีขอบข่ายในการพัฒนาดังนี้ 1) การแนะนำ สาธิตการใช้อุปกรณ์และเครื่องมือในการเข้าถึงสื่อการเรียนรู้ 2) เสนอแนะแนวทางและให้คำแนะนำการเรียนรู้ด้วยตนะองของผู้เรียน 3) การสังเกต ติดตาม และตรวจสอบความรับผิดชอบในการเรียนนอกห้องเรียนของผู้เรียน เช่น การมอบหมายการจดบันทึกจากการดูคลิวีดิโอ หรือการเรียนล่วงหน้ามาจากที่บ้าน สอดคล้องกับ สุรศักดิ์ ปาเฮ (2556) ได้อธิบายถึง ด้านการสืบค้นเพื่อให้เกิดมโนทัศน์รวบยอดไว้ว่า ครูผู้สอนเป็น ผู้คอยชี้แนะให้กับผู้เรียนจากสื่อหรือกิจกรรมหลายประเภทเช่น สื่อประเภทวิดีโอบันทึกการบรรยายการใช้ สื่อบันทึกเสียงประเภท Podcasts การใช้สื่อ Websites หรือสื่อออนไลน์ Chats ด้านที่ 3 ด้านการสร้างองค์ความรู้อย่างมีความหมาย มีขอบข่ายในการพัฒนาดังนี้ 1) การกระตุ้นให้ผู้เรียนศึกษา ค้นคว้าหาความรู้ด้วยตนเอง พร้อมสรุปให้เกิดมโนทัศน์รวบยอดของตนเอง 2) การส่งเสริมให้นักเรียนใช้สื่อสังคมออนไลน์ในการแลกเปลี่ยนความคิดร่วมกัน ผ่านกระดานสำหรับอภิปรายแบบออนไลน์ 3) การให้ความช่วยเหลือ และให้คำแนะนำตลอดกิจกรรมการเรียนรู้ สอดคล้องกับ ปิยะวดี พงษ์สวัสดิ์ และ ณมน จีรังสุวรรณ (2558) ได้กล่าวว่า. การสร้างองค์ความรู้อย่างมีความหมาย (Meaning Making) โดยผู้เรียนเป็นผู้บูรณาการสร้างทักษะองค์ความรู้จากสื่อที่ได้รับจากการเรียนรู้ด้วยตนเองโดยการสร้างกระดานความรู้อิเล็กทรอนิกส์(Blogs) การใช้แบบทดสอบ (Tests) การใช้สื่อสังคมออนไลน์และกระดานสำหรับอภิปรายแบบออนไลน์ (Social Networking and Discussion Boards) ด้านที่ 4 ด้านการสาธิตและประยุกต์ใช้ มีขอบข่ายการพัฒนาดังนี้ 1) การจัดเตรียมวัสดุ อุปกรณ์ และสิ่งอำนวยความสะดวกในการจัดกิจกรรมการเรียนรู้ 2) จัดกิจกรรมที่ส่งเสริมกระบวนการคิดอย่างเป็นระบบโดยประยุกต์ใช้ความรู้จากการศึกษาด้วยตนเอง เช่น กิจกรรมระดมสมองประลองปัญญา, กิจกรรมฝึกการคิดวิเคราะห์สู่การปฏิบัติ กิจกรรมฝึกทักษะการแก้ปัญหา และการสะท้อนผลกผลเรียนรู้ของผู้เรียน ให้เป็นไปอย่างต่อเนื่อง 3) การเปิดโอกาสให้ผู้เรียนซักถามประเด็นที่สงสัย 4) การช่วยเหลือ สนับสนุน และให้คำแนะนำเมื่อผู้เรียนเกิดปัญหาหรือต้องการความช่วยเหลือ เพื่อให้การดำเนินกิจกรรมเป็นไปอย่างต่อเนื่อง สอดคล้องกับ ปิยะวดี พงษ์สวัสดิ์ และ ณมน จีรังสุวรรณ (2558) ได้กล่าวว่า เป็นการสร้างองค์ความรู้โดยผู้เรียนเองในเชิงสร้างสรรค์โดยการจัดทำเป็นโครงงาน (Project) และผ่านกระบวนการนำเสนอผลงาน (Presentations) ที่เกิดจากการรังสรรค์งานเหล่านั้น และสอดคล้องกับผลการศึกษาของ Larsen (2013) ผลการศึกษาพบว่า การจัด สภาพแวดล้อมการเรียนรู้ร่วมกันในชั้นเรียน ช่วยเพิ่มศักยภาพกระบวนการคิดของผู้เรียนและกระตือรือร้น ช่วยให้สามารถมีส่วนร่วมในชั้นเรียนและมีส่วนร่วมในลักษณะด้วยตนเองในเวลา เดียวกัน ทำให้เกิดความเป็นตัวของตัวเอง สามารถรับรู้ความสามารถทางการเรียนของตนเองภายใต้สภาพ แวดล้อมการเรียนรู้ของการทำงานร่วมกัน และรู้จักกำหนดเป้าหมายที่ชัดเจนมากขึ้น ด้านที่ 5 ด้านการวัดและประเมินผล มีขอบข่ายในการพัฒนาดังนี้ 1) การประเมินผลการสืบค้น และการเรียนรู้ด้วยตนเอง 2) ประเมินผลการจัดกิจกรรมการเรียนรู้ในชั้นเรียน 3) ประเมินผลการจัดกิจกรรมการเรียนรู้ในชั้นเรียน สอดคล้องกับ วิจารณ์ พานิช (2556) ได้สรุปถึงด้านการประเมินไว้ว่า มีการสร้างวิธีสอบหลายวิธีเพื่อพิสูจน์ว่านักเรียนบรรลุผลสัมฤทธิ์ตามวัตถุประสงค์ในแต่ละบทเรียน

ผลการสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา โดยภาพรวม ความคิดเห็นของผู้ทรงคุณวุฒิส่วนใหญ่เห็นว่า รูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษามีความแหมาะสม ทั้งนี้ เป็นเพราะว่า รูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษาที่พัฒนาขึ้นนี้ มีวิธีการและลำดับขั้นตอนที่ชัดเจน สามารถใช้เป็นแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้าน ซึ่งประกอบด้วย หลักการของรูปแบบ วัตถุประสงค์ของรูปแบบ ขอบข่ายการพัฒนาการจัดการเรียนรู้ห้องเรียนกลับด้าน และแนวทางการประเมิน โดยมุ่งเน้นในการพัฒนากระบวนการจัดการเรียนรู้ของครู ดังนั้นการสอนในศตวรรษที่ 21 ผู้สอนต้องออกแบบการสอนและฝึกฝนตนเองให้เป็นโค้ช (coaching) ช่วยเหลือแนะนำผู้เรียน ต้องไม่เน้นสอนในห้องเรียน หากแต่มาเน้นการเรียนรู้ของผู้เรียน ในการสร้างองค์ความรู้ด้วยตนเอง เช่นเดียวกับงานวิจัยของ มุทิตา หวังคิด (2560) ได้การสร้างรูปแบบการจัดการเรียนรู้วิชา

เทคโนโลยีสารสนเทศ ด้วยการเรียนรู้กลับทาง ผลการวิจัยพบว่า รูปแบบการจัดการเรียนรู้วิชาเทคโนโลยีสารสนเทศด้วยการเรียนรู้กลับทาง มีองค์ประกอบหลัก 4 องค์ประกอบ ได้แก่ 1) หลักการของรูปแบบ 2) วัตถุประสงค์ 3) กระบวนการจัดการเรียนรู้ และ 4) การวัดและประเมินผล

ผลประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการพัฒนา การจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวมมีความเป็นไปได้และเป็นประโยชน์อยู่ในระดับมากที่สุด ทั้งนี้ เป็นเพราะว่า รูปแบบการพัฒนา การจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษาที่สร้างขึ้น สามารถนำไปพัฒนาครูในการจัดการเรียนรู้แบบห้องเรียนกลับด้าน อีกทั้ง รูปแบบการพัฒนา การจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษามีการสร้างและพัฒนาอย่างเป็นระบบตามหลักการพัฒนา โดยการศึกษาค้นคว้า แนวคิด ทฤษฎีและผลการศึกษาหรืองานวิจัยที่เกี่ยวข้องกับการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้าน และการสัมภาษณ์ผู้ทรงคุณวุฒิที่มีความรู้และประสบการณ์ตรงเกี่ยวกับการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้าน เพื่อนำมายกร่างรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้าน แล้วนำไปให้ผู้ทรงคุณวุฒิพิจารณาความเหมาะสมของรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้าน นำผลที่ได้มาปรับปรุง แล้วนำไปให้ผู้ใช้ซึ่งในที่นี้คือ กลุ่มผู้บริหารและครู จำนวน 12 คน แบ่งออกเป็น โรงเรียนละ 3 คน ผู้บริหาร 1 คน ครู 2 คน แบ่งตามขนาดโรงเรียน เล็ก กลาง ใหญ่ ใหญ่พิเศษ ในการประเมินความเป็นไปได้และเป็นประโยชน์ ซึ่งรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านได้ผ่านกระบวนการพัฒนาและมีการตรวจสอบจากผู้ทรงคุณวุฒิที่มีความรู้และประสบการณ์

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

1.1 ผู้บริหารระดับสำนักงานเขตพื้นที่การศึกษา ควรกำหนดนโยบายในการพัฒนาครูในด้านการจัดการเรียนรู้แบบห้องเรียนกลับด้าน โดยการนำองค์ประกอบของรูปแบบและแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียกลับด้านไปใช้ในการพัฒนาครู

1.2 ผู้บริหารสถานศึกษาหรือ ควรนำรูปแบบการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านไปกำหนดเป็นนโยบายในการพัฒนาครูในด้านการจัดการเรียนรู้แบบห้องเรียนกลับด้าน โดยการนำองค์ประกอบของรูปแบบและแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียกลับด้านไปใช้ในการพัฒนาครู

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

ควรวิจัยและพัฒนารูปแบบการการจัดการเรียนรู้แบบอื่น ๆ เพื่อเป็นแนวทางในการส่งเสริม และพัฒนาครูในการจัดการเรียนรู้และพัฒนาสื่อเทคโนโลยีและสารสนเทศในการจัดการเรียนรู้ต่อไป

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ประสิทธิผลการบริหารงานโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์

The effectiveness on enrichment science classroom project school of the Nakhon Chai Burin group.

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาระดับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู 2) เปรียบเทียบระดับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ จำแนกตามจังหวัด ประชากรในการวิจัยครั้งนี้ คือบุคลากรจากโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ กลุ่มนครชัยบุรินทร์ จำนวน 14 โรงเรียน ประกอบ ผู้อำนวยการ รองผู้อำนวยการ หัวหน้ากลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยีหรือหัวหน้าโครงการห้องเรียนพิเศษวิทยาศาสตร์ ครูผู้สอนกลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยี ปีการศึกษา 2565 จำนวนทั้งสิ้น 541 คน โดยผู้วิจัยได้กลุ่มตัวอย่างวิจัยโดยวิธีกำหนดกลุ่มตัวอย่างโดยใช้สูตร Krejcie & Morgan แล้วทำการสุ่มแบบแบ่งชั้นภูมิ (Stratified random sampling) โดยใช้จังหวัดเป็นชั้นในการแบ่ง ได้กลุ่มตัวอย่าง 226 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถาม ซึ่งมีลักษณะเป็นมาตรประมาณค่า 5 ระดับ การตรวจสอบความเที่ยงตรงตามเนื้อหาโดยผู้เชี่ยวชาญ 5 คน มีค่าดัชนีความสอดคล้อง .60-1.00 และค่าความเชื่อมั่น .98 สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์ความแปรปรวนทางเดียว

ผลการวิจัยพบว่า

1. ระดับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู โดยรวมและรายด้านทุกด้านอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุดคือ มาตรฐานด้านกิจกรรมพัฒนาผู้เรียน รองลงมาคือมาตรฐานด้านนักเรียน และมาตรฐานด้านโรงเรียน ตามลำดับ

2. ผลการเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครู ต่อประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ จำแนกตามจังหวัดโดยภาพรวมและรายด้าน พบว่าไม่แตกต่างกัน

คำสำคัญ: ประสิทธิผล,ห้องเรียนพิเศษวิทยาศาสตร์,นครชัยบุรินทร์

Abstract

The purposes of this research were 1) to study the level of the effectiveness on enrichment science classroom project school of the Nakhon Chai Burin group 2) to compare the level of the effectiveness on enrichment science classroom project school of the Nakhon Chai Burin group, classified by province. The sample used in this study consisted of administrators and teachers from the enrichment science classroom project school of Nakhon chai Burin Group. The sample size was determined using Krejcie & Morgan's formula and sample was selected using multi-step sampling. The sample size is determined as 226 participants, consisting of administrators and teachers. The instrument used in this study was 5-level questionnaire, with an index of congruence between 0.6-1.00 and the confidence value was .98.The statistics used for the data analysis were percentage, mean, standard deviation and one-way ANOVA.

The research results revealed that;

1. The level of the effectiveness school on enrichment science classroom project school of the Nakhon Chai Burin group for overall and each aspect were at the high level, sorted in descending order: student activities standards, student standards and school standards.

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2. The results of comparing the opinions of administrators and teachers of the effectiveness school on enrichment science classroom project school of the Nakhon Chai Burin group is classified by province for overall and in each aspect, it was found that they were not different.
Keyword: The effectiveness**,** Enrichment science classroom, Nakhon Chai Burin group**.**

บทนำ

การเปลี่ยนแปลงของสังคมโลกทำให้การศึกษาเปลี่ยนแปลงไป และผู้บริหารสถานศึกษาถือว่าเป็นผู้ที่มีความสำคัญยิ่ง เพราะต้องเป็นผู้นำและประสานความร่วมมือจากทุกฝ่ายที่มีความสามารถทำให้เกิดการเปลี่ยนแปลงในเรื่องการจัดการเรียนรู้ รวมทั้งประสานสัมพันธ์ ระดมและจัดสรรทรัพยากรได้อย่างมีประสิทธิภาพ ผู้บริหารจะทำหน้าที่สำคัญในการนำพาองค์กรสู่เป้าหมายที่พึงประสงค์โดยการกำหนดเป็นยุทธศาสตร์การจัดการศึกษาสู่การปฏิบัติที่แสดงให้เห็นศักยภาพคุณภาพเกิดประสิทธิภาพสูงสุดในการบริหารจัดการศึกษาภายในสถานศึกษา (กระทรวงศึกษาธิการ, 2552) ความรู้ทางด้านวิทยาศาสตร์และเทคโนโลยีเข้ามามี อิทธิพลและส่งผลกระทบต่อมนุษย์ทั้งด้านเศรษฐกิจ สังคม การเมือง (สำนักงานเลขาธิการสภาการศึกษา, 2552) ดังนั้นสถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยีจึงได้จัดทำหลักสูตรห้องเรียนพิเศษวิทยาศาสตร์ โดยมีจุดมุ่งหมายเพื่อเป็นแนวทางให้สถานศึกษาปรับใช้ในโครงการห้องเรียนพิเศษวิทยาศาสตร์ และส่งเสริมผู้เรียนที่มีความสามารถพิเศษด้านวิทยาศาสตร์ ให้ได้รับการพัฒนาได้อย่างเต็มศักยภาพ เน้นกระบวนการที่ให้ผู้เรียนได้เรียนรู้และพัฒนาศักยภาพด้านทักษะการปฏิบัติ ทักษะกระบวนการทางวิทยาศาสตร์ การเรียนรู้ที่เน้นประสบการณ์ เข้าใจในธรรมชาติและสิ่งแวดล้อมเน้นให้ผู้เรียนเป็นนักวิจัยที่ดี สามารถนำความรู้ทางวิทยาศาสตร์ คณิตศาสตร์ เทคโนโลยี และ สิ่งแวดล้อมมาปรับใช้เพื่อให้ผู้เรียนเกิดการเรียนรู้และอยู่กับธรรมชาติอย่างสมดุลยั่งยืน อีกทั้งยังปลูกฝังให้ผู้เรียนให้มีเจตคติทางวิทยาศาสตร์ มีความเป็นนักวิจัยอย่างลึกซึ้ง รวมทั้งเน้นให้ผู้เรียนเกิดทักษะการคิดแก้ปัญหา การคิดอย่างมีวิจารณญาณ มีความคิดสร้างสรรค์ และมีความสามารถในการสืบเสาะหาความรู้ด้วยตนเองอย่างมีระบบ (สถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี,2561)

ประสิทธิผลของสถานศึกษาเป็นตัวบ่งชี้ความสำเร็จการบริหารงานโครงงานห้องเรียนพิเศษวิทยาศาสตร์พิจารณาจากองค์ประกอบ 3 ประการ ได้แก่ 1) มาตรฐานด้านโรงเรียน 2) มาตรฐานด้านนักเรียน 3) มาตรฐานด้านการเรียนรู้ ซึ่งเป็นแนวทางการบริหารจัดการเพื่อให้สามารถดำเนินงานบรรลุวัตถุประสงค์ของโครงการห้องเรียนพิเศษวิทยาศาสตร์หรือกล่าวได้ว่ามีประสิทธิผลนั้นจำเป็นต้องจัดการศึกษาสำหรับผู้มีความสามารถพิเศษให้เป็นไปตามที่กำหนดไว้ในพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 ซึ่งอาศัยปัจจัยหลายด้าน และหลักสูตรห้องเรียนพิเศษวิทยาศาสตร์เป็นโปรแกรมในการจัดการเรียนการสอนที่จัดการเรียนรู้แบบบูรณาการความรู้ทางด้านวิทยาศาสตร์ คณิตศาสตร์ เทคโนโลยี และสิ่งแวดล้อมมีความยืดหยุ่น หลากหลาย โดยยึดผู้เรียนเป็นสำคัญเพื่อพัฒนาศักยภาพของนักเรียนเป็นรายบุคคลเน้นทักษะการคิดระดับสูง ด้านกระบวนการแก้ปัญหา การคิดอย่างมีวิจารญาณและคิดอย่างสร้างสรรค์โดยให้มีความสามารถในการสืบเสาะหาความรู้ได้ด้วยตนเองอย่างเป็นระบบ มีคุณธรรมจริยธรรม และอีกปัจจัยที่ขาดไม่ได้คือปัจจัยการพัฒนาผู้บริหารและครู นับเป็นปัจจัยที่มีความสำคัญสูงสุดต่อความสำเร็จในการดำเนินงานของห้องเรียนพิเศษวิทยาศาสตร์ จำเป็นต้องมีแผนในการพัฒนาผู้บริหาร ครู และบุคลากรทางการสอน ดำเนินงานห้องเรียนพิเศษด้วยความเร่งรัดและชัดเจน (ธงชัย ชิวปรีชา,2555) และ Mott (1972,p.373) อธิบายองค์ประกอบประสิทธิผลของโรงเรียน ประกอบด้วยความสามารถ 4 ประการ คือ ความสามารถในการผลิตนักเรียนที่มีผลสัมฤทธิ์ทางการเรียนสูง ความสามารถในการพัฒนาทัศนคติทางบวก ความสามารถในการแก้ปัญหาในโรงเรียน และความสามารถในการปรับเปลี่ยนและพัฒนาโรงเรียน

สถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี (สสวท.) ร่วมกับสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน(สพฐ.) และสำนักงานคณะกรรมการการอุดมศึกษา (สกอ.) ได้เล็งเห็นความสำคัญของผู้เรียนที่มีความสามารถพิเศษด้านวิทยาศาสตร์และคณิตศาสตร์ จึงดำเนินงานโรงเรียนในโครงการห้องเรียนพิเศษวิทยาศาสตร์ คณิตศาสตร์ เทคโนโลยี และสิ่งแวดล้อม ตั้งแต่ปี พ.ศ. 2553 เพื่อส่งเสริมและพัฒนาการจัดการเรียนการสอนสำหรับนักเรียนที่มีความสามารถพิเศษ ด้านวิทยาศาสตร์และคณิตศาสตร์ ปัจจุบันมีโรงเรียนในโครงการ 220 แห่ง โดยบริหารจัดการในลักษณะเครือข่ายความร่วมมือจำนวน 9 เครือข่าย แบ่งตามเขตภูมิศาสตร์ของประเทศ เพื่อการใช้ทรัพยากรและองค์ความรู้ร่วมกันระหว่างโรงเรียนที่จัดโครงการห้องเรียนพิเศษวิทยาศาสตร์ คณิตศาสตร์ เทคโนโลยี และสิ่งแวดล้อม ผู้วิจัยจึงมีความสนใจที่จะศึกษาประสิทธิผลการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ซึ่งเป็นกลุ่มย่อยของเครือข่ายห้องเรียนพิเศษวิทยาศาสตร์ภาคตะวันออกเฉียงเหนือตอนล่างโดยมุ่งหวังที่จะใช้เป็นข้อมูลสารสนเทศในการปรับปรุง แก้ไขปัญหาในการบริหารงานโครงการห้องเรียนพิเศษวิทยาศาสตร์ ซึ่งจะนำไปสู่การพัฒนาคุณภาพการศึกษาของสถานศึกษา เพื่อประโยชน์ต่อการจัดการศึกษาต่อไป

วัตถุประสงค์

1. เพื่อศึกษาระดับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู

2. เพื่อเปรียบเทียบระดับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ จำแนกตามจังหวัด

วิธีการดำเนินการวิจัย

1. ประชากร ประชากรที่ใช้ในการศึกษาครั้งนี้ ได้แก่ บุคลากรจากโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ กลุ่มนครชัยบุรินทร์ จำนวน 14 โรงเรียน ประกอบ ผู้อำนวยการ 14 คน รองผู้อำนวยการ 14 คน หัวหน้ากลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยีหรือหัวหน้าโครงการห้องเรียนพิเศษวิทยาศาสตร์ 14 คน ครูผู้สอนกลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยี 420คน รวมจำนวนทั้งสิ้น 462 คน

2. กลุ่มตัวอย่าง กลุ่มตัวอย่างได้แก่ บุคลากรจากโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ กลุ่มนครชัยบุรินทร์ จำนวน 14 โรงเรียน ประกอบ ผู้อำนวยการ รองผู้อำนวยการ หัวหน้ากลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยีหรือหัวหน้าโครงการห้องเรียนพิเศษวิทยาศาสตร์ ครูผู้สอนกลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยี กำหนดกลุ่มตัวอย่างโดยใช้สูตร Krejcie & Morgan (บุญชม ศรีสะอาด, 2554, น. 42-43) แล้วทำการสุ่มแบบแบ่งชั้น (Stratified random sampling) โดยใช้จังหวัดเป็นชั้นในการแบ่ง ได้ขนาดกลุ่มตัวอย่างจำนวนทั้งสิ้น 226 คน

3. ตัวแปรที่ใช้ในการวิจัย คือ ประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์กลุ่มนครชัยบุรินทร์ตามหลักการของสถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี (สสวท.) โดยประกอบด้วย 3 มาตรฐาน ดังนี้ 1) มาตรฐานด้านโรงเรียน 2) มาตรฐานด้านผู้เรียน 3) มาตรฐานด้านกิจกรรมพัฒนาผู้เรียน

4. เครื่องมือที่ใช้ในการวิจัย เป็นแบบสอบถาม แบ่งเป็น 2 ตอน ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบสำรวจรายการ (Checklist) ตอนที่ 2 เป็นแบบสอบถามระดับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์กลุ่มนครชัยบุรินทร์ ประกอบด้วย 3 ด้าน มีลักษณะเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ (Rating Scale) ตามวิธีของ Likert จำนวน 16 ข้อ โดยมีขั้นตอนการสร้างและตรวจสอบคุณภาพของเครื่องมือที่ใช้ในการวิจัยดังนี้

1. ศึกษาแนวคิด ทฤษฎี หลักการ จากหนังสือ เอกสาร และงานวิจัยที่เกี่ยวข้องกับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ เพื่อกำหนดเป็นนิยามศัพท์เฉพาะและกรอบแนวคิดในการวิจัย

2. สร้างแบบสอบถาม โดยกำหนดเนื้อหา และข้อคำถามให้ครอบคลุมและสอดคล้องกับนิยามศัพท์เฉพาะและกรอบแนวคิดในการวิจัย และนำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาเพื่อตรวจสอบความถูกต้องของเนื้อหา โครงสร้างของแบบสอบถาม ความถูกต้องเหมาะสมของภาษา และความครอบคลุมเนื้อหา เพื่อนำข้อเสนอแนะไปปรับปรุงแบบสอบถาม

3. นำแบบสอบถามที่ปรับปรุงแก้ไขแล้ว เสนอผู้เชี่ยวชาญ จำนวน 5 ท่าน เพื่อตรวจสอบคุณภาพของเครื่องมือด้านความเที่ยงตรงเชิงเนื้อหา (Content Validity) และความถูกต้องในการใช้ภาษาให้ผู้เชี่ยวชาญพิจารณาค่าดัชนีความสอดคล้อง (Index of Congruence : IOC) และหาค่าดัชนีความสอดคล้อง (Index of Congruence) จากการใช้แบบสอบถามความคิดเห็นของผู้เชี่ยวชาญ 5 คน โดยใช้เกณฑ์ในการพิจารณา คือค่าดัชนีความสอดคล้องมีค่าตั้งแต่ 0.50 ขึ้นไป พบว่า ข้อคำถามทุกข้อโดยมีค่าดัชนีความสอดคล้องอยู่ระหว่าง 0.6 - 1.0 ตามเกณฑ์ที่ผู้วิจัยกำหนดไว้

4. นำแบบสอบถามที่ได้ปรับปรุงแล้วไปทดลองใช้ (Try Out) ครูและผู้บริหารสถานศึกษาโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์กลุ่มนครชัยบุรินทร์ จำนวน 30 คน ที่ไม่ใช่กลุ่มตัวอย่าง แล้วนำมาวิเคราะห์หาค่าอำนาจจำแนก (Discrimination) ของแบบสอบถาม โดยวิธีการหาค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างรายข้อกับคะแนนรวม (Item Total Correlation) โดยสรุปได้ดังนี้

1) ค่าอำนาจจำแนก (Discrimination) ของแบบสอบถาม โดยวิธีการหาค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างรายข้อกับคะแนนรวม (Item Total Correlation) จากการทดลองใช้เครื่องมือกับกลุ่มตัวอย่าง จำนวน 30 คน จากตารางผลการวิเคราะห์ข้อมูลในส่วนของแบบสอบถามเกี่ยวกับ มีค่าอำนาจจำแนกรายข้อ ตั้งแต่ .412-.836

2) ค่าความเชื่อมั่น (Reliability) โดยใช้วิธีหาค่าสัมประสิทธิ์อัลฟา (α- Coefficient) ตามวิธีของ Cronbach โดยกำหนดค่าความเชื่อมั่นไว้ที่ 0.70 ขึ้นไป ผลการวิเคราะห์ข้อมูลได้ค่าความเชื่อมั่นของแบบสอบถามเกี่ยวกับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ .98

5. นำแบบสอบถามที่ผ่านการตรวจสอบแล้วมาปรับปรุง และจัดทำแบบสอบถามฉบับสมบูรณ์เพื่อนำไปใช้กับกลุ่มตัวอย่างในลำดับต่อไป

5. การเก็บรวบรวมข้อมูล

1 ผู้วิจัยขอหนังสือขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลจากมหาวิทยาลัยราชภัฏชัยภูมิ ถึงผู้อำนวยการโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์กลุ่มนครชัยบุรินทร์ เพื่อขออนุญาตใช้แบบสอบถามในการเก็บรวบรวมข้อมูลจากผู้บริหารและครูผู้สอนที่เป็นกลุ่มตัวอย่างในการวิจัยครั้งนี้

2. ผู้วิจัยส่งหนังสือขอความร่วมมือตอบแบบสอบถามเพื่อการวิจัยไปยังโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์กลุ่มนครชัยบุรินทร์ ในจังหวัดนครราชสีมา จังหวัดชัยภูมิ จังหวัดบุรีรัมย์ และจังหวัดสุรินทร์ พร้อมด้วยแบบสอบถามและซองเปล่าติดแสตมป์จ่าหน้าซองถึงผู้วิจัยเพื่อขอความอนุเคราะห์ ส่งแบบสอบถามกลับคืนผู้วิจัยทางไปรษณีย์

6.การวิเคราะห์ข้อมูล

1. วิเคราะห์ข้อมูลประสิทธิผลการบริหารโครงการโรงเรียนห้องเรียนพิเศษวิทยาศาสตร์กลุ่มนครชัยบุรินทร์ โดยใช้ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

จากการวิจัยสรุปผลได้ดังนี้

1. ผลการศึกษาระดับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู

ตารางที่ 1 แสดงค่าร้อยละของกลุ่มตัวอย่าง จำแนกตามจังหวัด

สถานภาพของกลุ่มตัวอย่าง	จำนวน (คน)	ร้อยละ
1. นครราชสีมา	90	39.83
2. ชัยภูมิ	45	19.91
3. บุรีรัมย์	43	19.03
4. สุรินทร์	48	21.23
รวม	**226**	**100.00**

จากตารางที่ 1 พบว่า กลุ่มตัวอย่างจำนวน 226 คน จำนวนผู้บริหารสถานศึกษาและครู จังหวัดนครราชสีมามากที่สุด จำนวน 90 คน คิดเป็นร้อยละ 39.83 รองลงมาคือจังหวัดสุรินทร์ จำนวน 48 คน คิดเป็นร้อยละ 19.91 จังหวัดชัยภูมิ จำนวน 45 คน คิดเป็นร้อยละ 19.91 และจังหวัดบุรีรัมย์ จำนวน 43 คน คิดเป็นร้อยละ 19.03 ตามลำดับ

ตารางที่ 2 ค่าคะแนนเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และระดับประสิทธิผลโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ โดยรวมและรายด้าน

ประสิทธิผลของโรงเรียน	(n=226)		แปลผล	อันดับ
	$\bar{x}$	SD		
1. มาตรฐานด้านโรงเรียน	4.57	.43	มากที่สุด	3
2. มาตรฐานด้านนักเรียน	4.58	.47	มากที่สุด	2
3. มาตรฐานด้านกิจกรรมพัฒนาผู้เรียน	4.81	.42	มากที่สุด	1
รวม	**4.64**	**.38**	**มากที่สุด**	

จากตารางที่ 2 พบว่าระดับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู โดยรวมและรายด้านทุกด้านอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงสุดคือ มาตรฐานด้านกิจกรรมพัฒนาผู้เรียน รองลงมาคือมาตรฐานด้านนักเรียน และมาตรฐานด้านโรงเรียนตามลำดับ

ตารางที่ 3 ค่าคะแนนเฉลี่ย และระดับประสิทธิผลโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ มาตรฐานด้านโรงเรียน โดยรวมและรายข้อ

ประสิทธิผลของโรงเรียน	(n=226)		แปลผล	อันดับ
	$\bar{x}$	SD		
1. โรงเรียนมีวิสัยทัศน์ มีแผนการดำเนินโครงการ	4.82	.38	มากที่สุด	1
2. โรงเรียนจัดทำหลักสูตรเฉพาะนักเรียนที่มีความสามารถพิเศษ	4.81	.45	มากที่สุด	2
3. โรงเรียนมีสื่ออุปกรณ์ที่ทันสมัยมีประสิทธิภาพ	4.66	.57	มากที่สุด	3
4. โรงเรียนมีเครือข่ายอินเตอร์เน็ต	4.63	.53	มากที่สุด	4
5.โรงเรียนมีเครือข่ายกับมหาวิทยาลัยท้องถิ่น ในการจัดทำโครงงานร่วมกัน	4.42	.85	มาก	8
6. โรงเรียนมีการวัดและประเมินผลโดยจัดทำข้อสอบแบบอัตนัย แบบ ในสัดส่วนที่เหมาะสม มีการจัดทำข้อสอบกลางที่มีมาตรฐานเดียวกัน	4.46	.73	มาก	6
7. โรงเรียนมีเว็บไซต์เผยแพร่ข้อมูลโครงการห้องเรียนพิเศษวิทยาศาสตร์	4.44	.64	มาก	7
8. โรงเรียนจัดอบรมพัฒนาครูด้านการจัดการเรียนรู้	4.38	.64	มาก	9
9. โรงเรียนนำบุคลากรศึกษาดูงานและแลกเปลี่ยนเรียนรู้กับโรงเรียนอื่นๆ	4.48	.67	มาก	5
รวม	**4.57**	**.42**	**มากที่สุด**	

จากตารางที่ 3 พบว่าประสิทธิผลโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ มาตรฐานด้านโรงเรียน โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายข้อ พบว่า ข้อที่มีค่าเฉลี่ยสูงสุดคือ โรงเรียนมีวิสัยทัศน์ มีแผนการดำเนินโครงการ รองลงมาคือ โรงเรียนจัดทำหลักสูตรเฉพาะนักเรียนที่มีความสามารถพิเศษ และโรงเรียนมีสื่ออุปกรณ์ที่ทันสมัยมีประสิทธิภาพ ตามลำดับ

ตารางที่ 4 ค่าคะแนนเฉลี่ย และระดับประสิทธิผลโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ มาตรฐานด้านนักเรียน โดยรวมและรายข้อ

ประสิทธิผลของโรงเรียน	(n=226)		แปลผล	อันดับ
	$\bar{x}$	SD		
1. นักเรียนที่มีความสามารถพิเศษได้รับการแบ่งกลุ่มเป้าหมายที่ชัดเจน เพื่อนำมาพัฒนาเฉพาะด้านตรงตามศักยภาพ	4.57	.64	มากที่สุด	2
2. นักเรียนสามารถนำเสนอผลงานวิชาการ สัมมนาแลกเปลี่ยน ประสบการณ์เรียนรู้ของนักเรียน	4.68	.62	มากที่สุด	1
3. นักเรียนสามารถทำโครงงานวิทยาศาสตร์หรือโครงการวิจัยได้	4.55	.57	มากที่สุด	4
4. นักเรียนได้เข้าร่วมแข่งขันกิจกรรมเกี่ยวกับวิทยาศาสตร์และเทคโนโลยี ระดับภูมิภาคหรือระดับชาติ	4.56	.60	มากที่สุด	3
5. นักเรียนมีผลการเรียนดี สามารถศึกษาต่อในระดับอุดมศึกษาหรือระดับสูง ทั้งในและต่างประเทศ	4.53	.60	มากที่สุด	5
รวม	**4.58**	**.38**	**มากที่สุด**	

จากตารางที่ 4 พบว่าประสิทธิผลโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ มาตรฐานด้านนักเรียน โดยรวมและรายข้ออยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายข้อ พบว่า ข้อที่มีค่าเฉลี่ยสูงสุดคือ นักเรียนสามารถนำเสนอผลงานวิชาการ สัมมนาแลกเปลี่ยนประสบการณ์เรียนรู้ของนักเรียน รองลงมาคือนักเรียนที่มีความสามารถพิเศษได้รับการแบ่งกลุ่มเป้าหมายที่ชัดเจน เพื่อนำมาพัฒนาเฉพาะด้านตรงตามศักยภาพ และนักเรียนได้เข้าร่วมแข่งขันกิจกรรมเกี่ยวกับวิทยาศาสตร์และเทคโนโลยี ระดับภูมิภาคหรือระดับชาติ ตามลำดับ

ตารางที่ 5 ค่าคะแนนเฉลี่ย อันดับ และระดับประสิทธิผลโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ มาตรฐานด้านกิจกรรมพัฒนาผู้เรียน โดยรวมและรายข้อ

ประสิทธิผลของโรงเรียน	(n=226)		แปลผล	อันดับ
	$\bar{x}$	SD		
1. โรงเรียนกำหนดให้นักเรียนในโครงการห้องเรียนพิเศษวิทยาศาสตร์ ได้เข้าร่วมกิจกรรมที่ต้องจัดร่วมกับนักเรียนทุกคนในโรงเรียน เช่น กิจกรรมชุมนุม กิจกรรมสาธารณประโยชน์	4.84	.39	มากที่สุด	2
2. โรงเรียนมีกิจกรรมพิเศษสำหรับนักเรียนในโครงการห้องเรียนพิเศษวิทยาศาสตร์ มีการฝึกงาน ณ ศูนย์วิจัยหรือหน่วยงานวิจัย การเข้าค่ายวิชาการในมหาวิทยาลัย การฟังบรรยายพิเศษ เป็นต้น	4.80	.52	มากที่สุด	1
รวม	**4.82**	**.38**	**มากที่สุด**	

จากตารางที่ 4 พบว่าประสิทธิผลโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ มาตรฐานด้านกิจกรรมพัฒนาผู้เรียน โดยรวมและรายข้ออยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายข้อ พบว่า ข้อที่มีค่าเฉลี่ยสูงสุดคือ โรงเรียนกำหนดให้นักเรียนในโครงการห้องเรียนพิเศษวิทยาศาสตร์ได้เข้าร่วมกิจกรรมที่ต้องจัดร่วมกับนักเรียนทุกคนในโรงเรียน เช่น กิจกรรมชุมนุม กิจกรรมสาธารณประโยชน์ รองลงมาคือ โรงเรียนมีกิจกรรมพิเศษสำหรับนักเรียนในโครงการห้องเรียนพิเศษวิทยาศาสตร์ มีการฝึกงาน ณ ศูนย์วิจัยหรือหน่วยงานวิจัย การเข้าค่ายวิชาการในมหาวิทยาลัย การฟังบรรยายพิเศษ

4. ผลการเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับประสิทธิผลโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ จำแนกตามจังหวัด

การเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับประสิทธิผลโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ จำแนกตามจังหวัดโดยใช้การวิเคราะห์ความแปรปรวนทางเดียว (one-way ANOVA) ผลการวิเคราะห์ข้อมูล ดังปรากฏในตารางที่ 6

ตารางที่ 6 ผลการเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับประสิทธิผลโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ จำแนกตามจังหวัด

ประสิทธิผลของโรงเรียน	แหล่งความแปรปรวน	SS	df	MS	F	P-Value
1. มาตรฐานด้านโรงเรียน	ระหว่างกลุ่ม	.364	3	.121	.693	.557
	ภายในกลุ่ม	38.918	222	.175		
	รวม	39.282	225			
2. มาตรฐานด้านนักเรียน	ระหว่างกลุ่ม	.215	3	.072	.318	.813
	ภายในกลุ่ม	50.035	222	225		
	รวม	50.249	225			
3. มาตรฐานด้านกิจกรรมพัฒนาผู้เรียน	ระหว่างกลุ่ม	.349	3	.116	.650	.584
	ภายในกลุ่ม	39.713	222	.179		
	รวม	40.062	225			
รวม	**ระหว่างกลุ่ม**	**.272**	**3**	**.091**	**.618**	**.604**
	ภายในกลุ่ม	**32.516**	**222**	**.146**		
	รวม	**32.787**	**225**			

*P<.05

จากตารางที่ 6 พบว่าผลการเปรียบเทียบความคิดเห็นของผู้บริหารและครูต่อระดับประสิทธิผลโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ จำแนกตามจังหวัด โดยภาพรวมและรายด้านไม่แตกต่างกัน

อภิปรายผลการวิจัย

จากการวิจัยประสิทธิผลโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ ผู้วิจัยได้อภิปรายผลตามวัตถุประสงค์ดังนี้

1) เพื่อศึกษาระดับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู

จากการศึกษาวิจัยครั้งนี้พบว่าระดับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู โดยรวมและรายด้านทุกด้านอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุดคือ มาตรฐานด้านกิจกรรมพัฒนาผู้เรียน รองลงมาคือมาตรฐานด้านนักเรียน และมาตรฐานด้าน ทั้งนี้เนื่องจากมาตรฐานด้านกิจกรรมพัฒนาผู้เรียนของโครงการห้องเรียนพิเศษวิทยาศาสตร์ โรงเรียนกำหนดให้นักเรียนในโครงการห้องเรียนพิเศษวิทยาศาสตร์กลุ่มนครชัยบุรินทร์ได้เข้าร่วมกิจกรรมที่ต้องจัดร่วมกับนักเรียนทุกคนในโรงเรียน เช่น กิจกรรมชุมนุม กิจกรรมสาธารณประโยชน์ และโรงเรียนมีกิจกรรมพิเศษสำหรับนักเรียนในโครงการห้องเรียนพิเศษวิทยาศาสตร์ มีการฝึกงาน ณ ศูนย์วิจัยหรือหน่วยงานวิจัย การเข้าค่ายวิชาการในมหาวิทยาลัย การฟังบรรยายพิเศษ ซึ่งกิจกรรมนี้ส่งเสริมให้นักเรียนมีทักษะด้านวิทยาศาสตร์ และโครงการห้องเรียนพิเศษวิทยาศาสตร์ในสังกัดของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน(สพฐ.) ร่วมกับสถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี (สสวท.) กำหนดให้โรงเรียนในสังกัดมีกิจกรรมพิเศษเพื่อพัฒนาผู้เรียนร่วมกันโดยมีเครือข่ายแบ่งตามภูมิภาค โดยโรงเรียนในกลุ่มนครชัยบุรินทร์เป็นส่วนย่อยของกลุ่มเครือข่ายห้องเรียนพิเศษวิทยาศาสตร์ภาคตะวันออกเฉียงเหนือตอนล่าง และสอดคล้องกับอนุสร พุทธจร (2558,น.34) ที่กล่าวไว้ว่ากิจกรรมวิทยาศาสตร์เป็นกิจกรรมเสริมหลักสูตรวิชาวิทยาศาสตร์ที่ให้นักเรียนได้ปฏิบัติจริงด้วยตนเองและได้รับประสบการณ์ตรงในกิจกรรมที่จัดขึ้นเพื่อให้นักเรียนได้ศึกษาเพิ่มเติมเนื้อหาวิชาวิทยาศาสตร์จากที่บ่งชี้ไว้ในหลักสูตรช่วยพัฒนานักเรียนในด้านความรู้ความคิดทักษะกระบวนการทางวิทยาศาสตร์

และเจตคติทางวิทยาศาสตร์ สอดคล้องกับจตุรภัทร ประทุม (2559, น. 122) กล่าวไว้ว่าประสิทธิผลของสถานศึกษา ประกอบด้วย 1) ความสามารถในการผลิตนักเรียนให้มีผลสัมฤทธิ์ทางการเรียนสูง 2) ความสามารถในการพัฒนานักเรียนให้มีทัศนคติทางบวก 3) ความสามารถในการปรับเปลี่ยนและพัฒนาสถานศึกษา และ 4) ความสามารถในการแก้ไขปัญหาภายในสถานศึกษา โดยโรงเรียนมีวิสัยทัศน์ มีแผนการดำเนินโครงการ โรงเรียนจัดทำหลักสูตรเฉพาะนักเรียนที่มีความสามารถพิเศษ โรงเรียนมีสื่ออุปกรณ์ที่ทันสมัยมีประสิทธิภาพ นักเรียนสามารถนำเสนอผลงานวิชาการ สัมมนาแลกเปลี่ยนประสบการณ์เรียนรู้ของนักเรียน นักเรียนที่มีความสามารถพิเศษได้รับการแบ่งกลุ่มเป้าหมายที่ชัดเจน เพื่อนำมาพัฒนาเฉพาะด้านตรงตามศักยภาพ นักเรียนได้เข้าร่วมแข่งขันกิจกรรมเกี่ยวกับวิทยาศาสตร์และเทคโนโลยี ระดับภูมิภาคหรือระดับชาติ และสอดคล้องกับสุวัฒน์ วิวัฒนานนท์ (2559, น. 297-310) กล่าวถึงประสิทธิผลของโรงเรียนมัธยมศึกษาที่จัดการเรียนการสอนห้องเรียนพิเศษ วิทยาศาสตร์ คณิตศาสตร์สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 2 ได้แก่ ระดับนักเรียนเป็นผลสัมฤทธิ์ทางการเรียนของนักเรียน และระดับโรงเรียนเป็นความสามารถในการปรับเปลี่ยนโรงเรียน

2) เพื่อเปรียบเทียบระดับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ จำแนกตามจังหวัด พบว่าระดับประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ในจังหวัดนครราชสีมา จังหวัดชัยภูมิ จังหวัดบุรีรัมย์ และจังหวัดสุรินทร์ ไม่แตกต่างกัน เนื่องมาจากสำนักงานการศึกษาขั้นพื้นฐาน และสถาบันการสอนวิทยาศาสตร์และเทคโนโลยี (สสวท.) ได้เล็งเห็นความสำคัญของเยาวชนที่มีความสามารถพิเศษทางวิทยาศาสตร์ (Talent or Gifted) จึงได้ร่วมกันเปิดโครงการห้องเรียนพิเศษวิทยาศาสตร์ขึ้น เพื่อเป็นการขยายฐานการพัฒนาและส่งเสริมผู้มีความสามารถพิเศษทางวิทยาศาสตร์และเทคโนโลยีของประเทศ โดยจัดให้เปิดห้องเรียนพิเศษในโรงเรียนที่มีคุณภาพเป็นที่นิยมเชื่อถือของประชาชนกระจายอยู่ทั่วทุกภูมิภาคเพื่อให้สามารถให้บริการการศึกษาได้อย่างทั่วถึง และแข่งขันในระดับนานาชาติได้ การจัดห้องเรียนพิเศษด้านวิทยาศาสตร์สำหรับนักเรียนที่มีทักษะและความสามารถเฉพาะด้านวิทยาศาสตร์คณิตศาสตร์โดยใช้หลักสูตรการเรียนการสอนพิเศษโดยนักเรียนจะได้รับการพัฒนาและส่งเสริมกิจกรรมทางวิชาการเพิ่มพิเศษ (อดิศักดิ์ มุ่งชู, 2559, น.1-2) ดังนั้นประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ จำแนกตามจังหวัดจึงไม่แตกต่าง โดยแต่ละโรงเรียนที่เข้าร่วมโครงการห้องเรียนพิเศษวิทยาศาสตร์ในกลุ่มนครชัยบุรินทร์ ทุกจังหวัดมีประสิทธิผลด้านมาตรฐานโรงเรียนโดยรวมอยู่ระดับมากที่สุดโดยประกอบด้วย โรงเรียนมีวิสัยทัศน์ มีแผนการดำเนินโครงการ มีสื่ออุปกรณ์ที่ทันสมัยมีประสิทธิภาพ มีเครือข่ายอินเตอร์เน็ต มีเครือข่ายกับมหาวิทยาลัยท้องถิ่น มีการจัดทำข้อสอบกลางที่มีมาตรฐานเดียวกัน มีเว็บไซต์เผยแพร่ข้อมูลโครงการห้องเรียนพิเศษวิทยาศาสตร์ จัดอบรมพัฒนาครูด้านการจัดการเรียนรู้ นำบุคลากรศึกษาดูงานและแลกเปลี่ยนเรียนรู้กับโรงเรียนอื่นๆ และแนวทางการเปิดห้องเรียนพิเศษ สถานศึกษาต้องมีความพร้อมทางด้านบุคลากร นักเรียน การระดมทรัพยากร แผนการจัดการเรียนการสอน อาคารสถานที่ และด้านบริหารจัดการในการจัดการเรียนการสอน เพื่อส่งเสริมศักยภาพนักเรียนที่มีความสามารถพิเศษในด้านวิชาการและด้านอื่น ๆ โดยกำหนดวิธีการรับนักเรียนห้องเรียนพิเศษให้สอดคล้องกับนโยบายการรับนักเรียนของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (กระทรวงศึกษาธิการ, 2559, น.59)

ข้อเสนอแนะ

1. ข้อเสนอแนะเพื่อนำผลการศึกษาไปใช้

1. ประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ เป็นแนวทางในการดำเนินงานบริหารโครงการห้องเรียนพิเศษวิทยาศาสตร์ เพื่อให้โรงเรียนบรรลุวัตถุประสงค์การดำเนินงานและมีประสิทธิภาพสูงขึ้น

2. โรงเรียนในกลุ่มเครือข่ายโครงการห้องเรียนพิเศษนครชัยบุรินทร์ สามารถนำผลการวิจัยประสิทธิผลการบริหารด้านมาตรฐานโรงเรียน มาตรฐานนักเรียน และมาตรฐานกิจกรรมพัฒนาผู้เรียน เช่น จัดกิจกรรมค่ายวิชาการอย่างหลายหลายรูปแบบ ฟังบรรยายจากนักวิทยาศาสตร์ หรือศึกษาแหล่งเรียนรู้ด้านวิทยาศาสตร์และเทคโนโลยี ไปปรับใช้เพื่อให้ระดับประสิทธิผลการบริหารสูงขึ้น

3. ผู้บริหาร ครู และผู้ที่เกี่ยวข้อง สามารถนำผลการวิจัยประสิทธิผลไปปรับใช้เพื่อขอเปิดห้องเรียนพิเศษอื่นๆได้

2.ข้อเสนอแนะเพื่อการวิจัยต่อไป

1. ควรศึกษาประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์ โดยการวิจัยเชิงคุณภาพ เพื่อให้ได้ข้อมูลที่ครอบคลุมและสมบูรณ์

2. ควรศึกษาประสิทธิผลการบริหารโครงการห้องเรียนพิเศษวิทยาศาสตร์กับเทียบกับห้องเรียนปกติ

3. ควรศึกษาปัจจัยที่ส่งผลต่อประสิทธิผลการบริหารโรงเรียนโครงการห้องเรียนพิเศษวิทยาศาสตร์ของโรงเรียนกลุ่มนครชัยบุรินทร์

4. ควรศึกษาระดับประสิทธิผลการบริหารโครงการห้องเรียนพิเศษวิทยาศาสตร์ของภูมิภาคที่มีกลุ่มโครงการห้องเรียนพิเศษที่ใหญ่ขึ้น

5.ควรศึกษาเปรียบเทียบระดับประสิทธิผลการบริหารโครงการห้องเรียนพิเศษวิทยาศาสตร์ จำแนกตามภูมิภาค

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Big Data กับการจัดการสถานศึกษาสู่ความเป็นเลิศ
Big Data and School Management towards Excellence

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บทคัดย่อ

บทความวิชาการนี้มีวัตถุประสงค์เพื่อนำเสนอเกี่ยวกับ Big Data กับการจัดการสถานศึกษาสู่ความเป็นเลิศ ปัจจุบันความก้าวหน้า และการพัฒนาระบบการติดต่อสื่อสาร เทคโนโลยีสารสนเทศ ดิจิทัล มีการเปลี่ยนแปลง สร้าง และพัฒนาในรูปแบบที่หลากหลาย ความต่อเนื่องที่เกิดขึ้นจากความรวดเร็วได้ส่งผลต่อการเกิดขึ้นของ Big Data และได้มีการนำมาใช้ในมิติด้านเศรษฐกิจ สังคม วัฒนธรรม และอื่น ๆ ในการช่วยวิเคราะห์ หรือการใช้สนับสนุนเพื่อประกอบการตัดสินใจในงานต่าง ๆ ส่งผลต่อประสิทธิภาพของงาน สำหรับการพัฒนาทางด้านการศึกษา Big Data ได้เข้ามามีบทบาทในการพัฒนาหรือการปรับปรุง ส่งเสริมระบบการบริหารจัดการ หรือการพัฒนาคุณภาพทางการศึกษาของสถานศึกษาในลักษณะต่าง ๆ ตามเป้าหมายและความสอดคล้องกับบริบทของสถานศึกษา เพื่อเป็นการวางแผน กำหนดแนวทางในการพัฒนาและการบริหารจัดการสถานศึกษา การประยุกต์ใช้ Big Data จึงต้องทำความเข้าใจข้อมูล แนวคิด แนวทางของการใช้ ตลอดจนหลักการในการบริหารจัดการสถานศึกษา และการสร้างความเป็นลักษณะเฉพาะที่จะนำไปสู่ความเป็นเลิศของสถานศึกษาที่มีแนวทางการนำไปปรับใช้ การวางแผน และพัฒนาสถานศึกษาอย่างมีระบบ สร้างและส่งเสริมงาน และการทำงานของสถานศึกษาที่มีประสิทธิภาพ คุณภาพในการบริหารจัดการ และเกิดประโยชน์กับบุคคลที่เกี่ยวข้องต่อไป

คำสำคัญ : Big Data การจัดการสถานศึกษา ความเป็นเลิศ

Abstract

This academic article aims to present about Big Data and School Management towards Excellence. Currently, the progress and development of communication systems. Information technology, digital is changing. Create and develop in a variety of ways The continuity created by the rapidity has contributed to the emergence of big data and has been implemented in the economic dimension. For educational development, Big Data has played a role in the development or improvement. Promote the management system or the development of educational quality of educational institutions in various ways according to the goals and in accordance with the context of the educational institution. Establish guidelines for the development and management of educational institutions. The application of big data requires understanding of data. concept The guidelines of use, as well as the principles of school management, and the creation of characteristics that will lead to the excellence of the school with the guidelines adopted. Systematic planning and development of educational institutions Create and

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promote the work and functioning of effective educational institutions. Quality of management and benefit to related persons.
Keywords: Big Data, School Management, Excellence

บทนำ

Big Data เป็น 1 ใน 10 เรื่องที่เป็นแนวโน้มเทคโนโลยีในอนาคตที่โลกและประเทศไทยต้องเรียนรู้และเข้าใจเทคโนโลยีในอนาคต ทั้งหมด 10 เรื่อง ได้แก่ 1) เทคโนโลยี Cloud หรือ Cloud Computing คือ บริการที่ครอบคลุมถึงการประมวลผลหน่วยจัดเก็บข้อมูล 2) Big Data คือ อภิมหาข้อมูลที่สามารถนำมาจัดระบบและใช้ประโยชน์ได้ 3) ระบบ 5G คือระบบสื่อสารไร้สายความเร็วสูงยุคที่ 5 ซึ่งเป็นระบบที่สามารถรับส่งข้อมูลได้เร็วมาก เครือข่าย 5G สามารถทำความเร็วได้ถึง 10 กิกะบิดต่อวินาทีซึ่งเร็วกว่าเครือข่าย 4G ถึง 10 เท่า 4) SaaS หรือ Software as a Service คือ รูปแบบการขายซอฟต์แวร์ โดยให้บริการผ่านทางอินเตอร์เน็ต 5) ICT Security คือ ความมั่นคงปลอดภัยระบบสารสนเทศ 6) Mobile Banking คือ เป็นการพัฒนารูปแบบการให้บริการต่าง ๆ ของ Online Banking โดยออกแบบมาให้ใช้งานได้ผ่านอินเตอร์เน็ตเบราว์เซอร์บนมือถือ 7) E-Commerce คือ การดำเนินกิจกรรมทางธุรกิจผ่านสื่ออิเล็กทรอนิกส์ การใช้คอมพิวเตอร์ เทคโนโลยีสารสนเทศ การสื่อสารและอินเทอร์เน็ต 8) AI หรือ Artificial Intelligence คือ ระบบปัญญาประดิษฐ์ สามารถทำงานได้อย่างรวดเร็วภายใต้หน่วยความจำที่มีขนาดใหญ่ คิดและมีเหตุผลแบบมนุษย์ 9) Smart Devices คือ อุปกรณ์สื่อสารหรือเครื่องโทรศัพท์ที่ฉลาดกว่าโทรศัพท์ทั่วไป เช่น Smartphone , Tablet เป็นต้น 10) IOT หรือ Internet of Things คือ การที่สิ่งต่าง ๆ ถูกเชื่อมโยงสู่โลกอินเตอร์เน็ต ทำให้มนุษย์สามารถสั่งการควบคุมการใช้งานอุปกรณ์ต่าง ๆ ผ่านทางเครือข่ายอินเตอร์เน็ต เช่น การเปิด-ปิด อุปกรณ์เครื่องใช้ไฟฟ้า รถยนต์ โทรศัพท์มือถือ เครื่องมือสื่อสาร เครื่องมือการเกษตร อาคาร บ้านเรือน เครื่องใช้ในชีวิตประจำวันต่าง ๆ ผ่านเครือข่ายอินเตอร์เน็ต เป็นต้น

สำหรับการพัฒนาการศึกษาของไทยเพื่อความยั่งยืนนั้น Big Data จะถูกนำมาประยุกต์ใช้เพื่อ 1) ช่วยพัฒนาผลการศึกษาและพัฒนาการของผู้เรียน 2) ช่วยในการสร้าง/จัดโปรแกรมการเรียนการสอนที่มีประสิทธิภาพ 3) พัฒนาและเรียนรู้ผ่านประสบการณ์แบบเรียลไทม์ ซึ่งการประยุกต์ใช้ทั้งสามประการนี้จะช่วยให้ผลการเรียนของผู้เรียนเป็นไปในทางที่ดีขึ้น

ในอนาคตอันใกล้ Big Data จะยิ่งมีบทบาทมากขึ้นในวงการการศึกษาทุกระดับ ตั้งแต่ระดับปฐมวัย ประถมศึกษา มัธยมศึกษา มหาวิยาลัย และวิทยาลัยต่าง ๆ เริ่มมีการนำเอา Big Data เข้ามาใช้มากขึ้นเรื่อย ๆ เพื่อใช้พัฒนาผลการการศึกษาของผู้เรียน โดยคนเรียนเก่งก็ได้จะรับการสนับสนุนทักษะที่ชำนาญให้ยิ่งเกิดความเชี่ยวชาญ ในขณะที่คนที่มีผลการเรียนด้อยก็จะได้รับการขัดเกลาที่ถูกจุด

วัตถุประสงค์

การบทความวิชาการนี้มีวัตถุประสงค์เพื่อนำเสนอความรู้ความเข้าใจเกี่ยวกับ Big Data หลักเกณฑ์สถานศึกษาสู่ความเป็นเลิศ และการเสนอแนวทางในการบริหารจัดการสถานศึกษา เพื่อให้ผู้บริหาร บุคลากร หรือผู้ที่สนใจได้มีความรู้ ความเข้าใจศึกษา การนำไปปรับใช้ให้เกิดการวางแผน พัฒนาทางการศึกษา หรือการประยุกต์ใช้ความรู้ ข้อมูลในงานต่าง ๆที่สนใจ

Big Data กับการบริหารจัดการสถานศึกษาสู่ความเป็นเลิศ

Big Data

ความหมาย

ปัจจุบันการบริหารการศึกษาถูกขับเคลื่อนด้วยข้อมูล การบริหารสถานศึกษาคนต้องอาศัยข้อมูลในการตัดสินใจต่างๆ ซึ่งข้อมูลคือหัวใจสำคัญในการบริหารสถานศึกษา ทุกวันนี้การเก็บรวบรวมข้อมูลของสถานศึกษายังอยู่ในรูปแบบกระดาษ ซึ่งข้อมูลมีอยู่มากและกระจัดกระจายอาจจะทำให้การบริหารจัดการสถานศึกษาช้าลง ด้วยเหตุนี้ BIG DATA จึงมีบทบาทสำคัญอย่างมากในช่วยวิเคราะห์สถานการณ์ปัญหา บริหารและพัฒนาได้ตรงจุด

BIG DATA เป็นเทคโนโลยีที่ได้รับการออกแบบให้สามารถรองรับจัดเก็บข้อมูลที่มีปริมาณมากๆ และมีความหลากหลายทางโครงสร้างของข้อมูล ซึ่งข้อมูลจะมีปริมาณที่เพิ่มมากขึ้นเรื่อย ๆ ทำให้สามารถบริหารจัดการและสร้างการเข้าถึงรวมถึงการวิเคราะห์ข้อมูลที่มีปริมาณมากขึ้นได้อย่างรวดเร็วและมีคุณภาพ

ลักษณะของข้อมูล BIG DATA องค์ประกอบของฐานข้อมูลที่สามารถเรียกได้ว่าเป็น Big Data จากนิยามของ IBM ประกอบด้วย 4 คุณลักษณะ (4Vs) ได้แก่ ความหลากหลายของข้อมูล (Variety)

ขนาดของข้อมูล (Volume) ความถี่ในการถ่ายโอนและปรับเปลี่ยนข้อมูล (Velocity) และความสามารถในการใช้ประโยชน์ตามวัตถุประสงค์ (Veracity) ฐานข้อมูลใดที่มีองค์ประกอบครบถ้วนดังนี้ถือว่าเป็น Big Data ที่จะสามารถสนับสนุนการดำเนินงานขององค์กรได้ตามนิยามของ IBM

ตัวอย่างข้อมูลที่เป็น Big Data

แนวคิดของกองทุนเพื่อความเสมอภาคทางการศึกษา (กสศ.) มีแนวทางการทำงานเพื่อสร้างความเสมอภาคทางการศึกษาในฐานะหน่วยงานของรัฐรูปแบบใหม่ว่าจะมีการนำ Big Data มาใช้ประโยชน์ในการสร้างความเสมอภาคทางการศึกษาร่วมกับหน่วยงานภาครัฐท้องถิ่น และเอกชน

กองทุนเพื่อความเสมอภาคทางการศึกษากำลังดำเนินการวิจัยพัฒนาระบบสารสนเทศเพื่อความเสมอภาคทางการศึกษาระดับชาติ หรือ Information System for Equitable Education (iSEE) ซึ่งเป็น Big Data ที่มีองค์ประกอบ 4Vs ได้แก่ ข้อมูลความยากจนและด้อยโอกาสครอบคลุมด้านเศรษฐกิจ สังคม สุขภาพ ข้อมูลสารสนเทศทางภูมิศาสตร์ (GIS) ของเด็กเยาวชนครอบครัว และสถานศึกษาในทุกมิติ (Variety) ข้อมูลรายบุคคลของเด็กเยาวชนและครอบครัวมากกว่า 4 ล้านคนทั่วประเทศ (Volume) เชื่อมโยงกับฐานข้อมูลขนาดใหญ่ของทั้งรัฐ 6 กระทรวง รวมทั้งเชื่อมโยงและถ่ายโอนข้อมูลกับสถานศึกษามากกว่า 3 หมื่นแห่งทั่วประเทศอย่างต่อเนื่อง (Velocity) และสามารถนำข้อมูลไปใช้ประกอบการวางแผนการจัดสรรงบประมาณ และติดตามตรวจสอบการดำเนินงาน (ไกรยศ ภัทราวาท, 2561, ออนไลน์)

ความสำคัญของ Big Data

Big Data มีความสำคัญมากมายหลายประการ ผู้ศึกษาขอนำเสนอความสำคัญในการพัฒนาสถานศึกษาที่เด่นชัด 3 ประการ

1. แนวทางในกระบวนการบริหาร (Administrative Process) เช่น การวางแผนจัดการ การประสานความร่วมมือ การตัดสินใจ และการรับมือกับความเปลี่ยนแปลง

2. การปรับแนวคิดการสอนของครูและการเปลี่ยนวัฒนธรรมการเรียนรู้ของผู้เรียน เช่น ทักษะการสอน ทักษะการใช้ดิจิทัล การพัฒนาชุมชนแห่งการเรียนรู้ ให้เหมาะสม สอดคล้องตามบริบทของสถานศึกษาและสังคมโลก การใช้แอปพลิเคชันในการวัดและประเมินผลการเรียนรู้เพื่อให้ทราบผลแบบเรียลไทม์ ผู้เรียนและครูสามารถมองเห็นความก้าวหน้าในการเรียนการสอน ชุมชนสามารถเข้าถึงข้อมูลและติดตามประเมินผลคุณภาพผู้เรียนได้

3. การบริหารกับการขับเคลื่อนนโยบายต่าง ๆ เช่น การดูแลช่วยเหลือนักเรียน การดำเนินงานสถานศึกษาปลอดภัย การดำเนินงานตามน้องกลับมาเรียน การสร้างห้องเรียนในรูปแบบการเรียนรู้ในศตวรรษที่ 21

กล่าวได้ว่า ในการเปลี่ยนแปลงของสังคมโลก การบริหารการศึกษาแนวใหม่ต้องเริ่มต้นด้วยการศึกษาข้อมูล Big Data เพื่อลดขั้นตอน ลดเวลา ลดภาระงานครู พัฒนาทักษะการเรียนรู้แห่งอนาคตให้กับครูและผู้เรียน พร้อมทั้งเป็นการขับเคลื่อนคุณภาพของสถานศึกษาให้ก้าวสู่ความเป็นเลิศ

การบริหารจัดการสถานศึกษา

การบริหารจัดการสถานศึกษา ในส่วนนี้นำเสนอสิ่งที่จะนำไปสู่ความเข้าใจเกี่ยวกับการบริหารจัดการ ได้แก่ ความหมาย ลักษณะผู้บริหารสถานศึกษา และทักษะของผู้บริหารในการบริหารจัดการสถานศึกษา ดังนี้

ไชยา ภาวะบุตร (2565, หน้า 39) ได้กล่าวว่า โดยทั่วไปเราจะเรียกและเข้าใจในความหมายว่า Management หมายถึง การจัดการ Manager หมายถึง ผู้จัดการ และ Administration หมายถึง การบริหาร Administrator หมายถึงผู้บริหาร

คุณลักษณะของผู้บริหารสถานศึกษามืออาชีพ มีองค์ประกอบด้านคุณลักษณะที่สำคัญ 2 องค์ประกอบ (พิสมัย โถชัยนำ, 2549 : บทคัดย่อ อ้างถึงใน ศักดิ์ไทย สุรกิจบวร, 2556, หน้า 19) คือ

องค์ประกอบที่ 1 ด้านคุณลักษณะส่วนบุคคล ประกอบด้วยคุณลักษณะ 9 ด้าน คือ ด้านความสามารถในการสอนงานฝึกงานให้แก่ผู้ใต้บังคับบัญชา ด้านความสามารถในการเรียนรู้ ด้านการบริหารงานของผู้บริหาร ด้านความสามารถในการบริหารความขัดแย้ง ด้านความสามารถในการประเมินและวินิจฉัยสถานการณ์ ด้านความสามารถในวิชาชีพ ด้านการเป็นผู้นำแห่งการเปลี่ยนแปลง ด้านความแนบเนียน และด้านความสามารถในความคิดและวางแผนกลยุทธ์

องค์ประกอบที่ 2 ด้านการบริหารจัดการ ประกอบด้วยคุณลักษณะ 8 ด้าน คือด้านความสามารถในการสร้างและพัฒนาทีมงาน ด้านการนำยุทธวิธีสู่ความสำเร็จ ด้านความสามารถในการตัดสินใจ ด้านความโปร่งใสตรวจสอบได้ ด้านคุณธรรม จริยธรรม ด้านความสามารถในการสร้างวิสัยทัศน์ ด้านการสังคมดี และด้านความรู้และทักษะในการเป็นผู้นำ

ทักษะการบริหารสถานศึกษา เป็นความสามารถทางการบริหารที่ผู้บริหารจำเป็นต้องมีความรู้ ความสามารถในการบริหารสถานศึกษา เพื่อให้ภารกิจบรรลุผลสำเร็จตามเป้าหมายและวัตถุประสงค์ที่วางไว้ โดยเฉพาะอย่างยิ่งในสังคมยุคปัจจุบันนี้ ซึ่งเป็นยุคแห่งการเปลี่ยนแปลงการเรียนรู้อยู่ตลอดเวลา ผู้บริหารสถานศึกษาและสถานศึกษาจึงจำเป็นต้องเร่งเรียนรู้พัฒนาตนเองอย่างต่อเนื่อง

เพื่อสร้างความพร้อมให้กับตนเองและสถานศึกษาของตนให้รับมือกับ ความเปลี่ยนแปลงหรือผลกระทบต่าง ๆ ที่ไม่อาจหลีกเลี่ยงได้ในอนาคต (เวียงวิวรรธน์ ทำทูล, 2557, หน้า 23-28) ได้แก่

ทักษะด้านเทคนิควิธี สามารถคิดแก้ปัญหาด้วยวิธีการใหม่ ๆ ได้อย่างถูกต้อง รวดเร็วเหมาะสมกับสถานการณ์ โดยการแก้ปัญหาด้วยวิธีการใหม่ ๆ สามารถวางแผนการทำงาน อย่างเป็นระบบ มีการวัดและประเมินผลได้สอดคล้องกับมาตรฐานในการปฏิบัติงาน นำทฤษฎี ความรู้ เทคนิคต่าง ๆ ที่ทันสมัยมาใช้ให้เกิดประโยชน์ได้อย่างถูกต้องตามหลักวิชาการ และสามารถ นำไปใช้ประกอบการแก้ปัญหาให้มีคุณภาพ

ทักษะด้านความคิดรวบยอด ผู้บริหารสถานศึกษาพัฒนาครูให้สามารถทำผลงานทางวิชาการเพื่อความก้าวหนาในหนาที่การงาน โดยมีแนวทางในการกำหนดนโยบายเพื่อเน้นการพัฒนาครูและบุคลากร ทางการศึกษาอย่างทั่วถึงตรงตามความต้องการเป็นรายบุคคล ติดตามผลงานอย่างเป็นระบบ สนับสนุนให้ครูและบุคลากรทางการศึกษาพัฒนาตนเองตามความสามารถ และส่งเสริมความหน้า ในวิชาชีพ มีการสร้างขวัญกำลังใจ เสริมสร้างแรงจูงใจในการปฏิบัติงาน อำนวยความสะดวกในด้านต่าง ๆ สนับสนุนสื่อ อุปกรณ์ งบประมาณและอื่น ๆ ที่จำเป็นให้กับครูและบุคลากรทางการศึกษา

ทักษะด้านมนุษย์ มีการระดมความคิด นำวิธีการทำงานแบบร่วมมือมา ใช้มีการแต่งตั้งคณะกรรมการบริหารสถานศึกษาเพื่อปรึกษาหารือการดำเนินงานต่าง ๆ ของโรงเรียน เปิดโอกาสให้ครูและบุคลากรในสถานศึกษาให้มีส่วนร่วมในการวางแผนปฏิบัติงานโดยใช้กระบวนการทำงานเป็นทีม

ทักษะด้านการสอน ผู้บริหารสถานศึกษาสามารถช่วยเหลือ พร้อมทั้งเสนอแนะสิ่งที่เป็น ประโยชน์ต่อความก้าวหน้าของครู โดยการให้คำแนะนำ คำปรึกษาทางวิชาการ การจัดการศึกษา ส่งเสริมสนับสนุนให้ครูและบุคลากรทางการศึกษาเข้ารับการพัฒนาตนเอง เพื่อแสวงหาความรู้ใหม่ ๆ ให้สามารถพัฒนาศักยภาพตนเองให้เต็มกำลังจนประสบความสำเร็จ สามารถจัดทำผลงาน เพื่อขอวิทยฐานะและเลื่อนขั้นเงินเดือน เพื่อความก้าวหน้าในวิชาชีพ มีความเป็นประชาธิปไตย รับฟังความคิดเห็นที่แตกต่าง และให้คำแนะนำที่ดี มีความสุจริต ยุติธรรม มีคุณธรรม ปฏิบัติตามจรรยาบรรณวิชาชีพ รับฟัง ปัญหา เปิดใจรับฟังสิ่งที่เกิดขึ้นทั้งภายในและภายนอก เปิดโอกาสให้ครูและบุคลากรทางการศึกษา ได้แสดงความคิดเห็นต่อการบริหารจัดการของสถานศึกษาอย่างสร้างสรรค์

ทักษะด้านความรู้ความคิด ผู้บริหารสถานศึกษามีภาวะความเป็นผู้นำทางการศึกษา สามารถกำหนดทิศทางเพื่อมุ่งสู่เป้าหมายของสถานศึกษาได้อย่างมีประสิทธิภาพ มุ่งมั่นในการบริหาร เอาใจใส่ใน การจัดการศึกษาให้มีคุณภาพและมาตรฐานเพื่อผลประโยชน์ของผู้เรียนเป็นสำคัญ มีความรอบรู้ เกี่ยวกับการจัดการศึกษา สามารถบอกทิศทางการพัฒนาสถานศึกษา พัฒนาคุณภาพผู้เรียนได้ ชัดเจน มีการกำหนดมาตรฐานของสถานศึกษา จัดทำแผนพัฒนาคุณภาพการศึกษา เป็นผู้นำครู หรือบุคลากรทางการศึกษา รวมทั้งผู้มีส่วนเกี่ยวข้องกับการศึกษามาร่วมมือกันในการจัดการศึกษา ให้มีประสิทธิภาพและประสิทธิผลบรรลุวัตถุประสงค์ตามที่วางไว้ สนับสนุนให้ครูรู้จักใช้ความรู้ ความสามารถที่มีอยู่เพื่อ เพิ่มสมรรถภาพในการปฏิบัติงาน

ในการบริหารจัดการสิ่งที่เป็นองค์ประกอบสำคัญประการหนึ่งนั่นคือภาวะผู้นำที่จะนำพาองค์การสู่ความสำเร็จ ที่นี้จึงเสนอภาวะผู้นำเชิงนวัตกรรมโดยพิจารณาว่ามีความสอดคล้องกับยุคสมัย และการใช้เทคโนโลยี ดิจิทัล ดังนี้

พยัต วุฒิรงค์ (2555, หน้า 43) ได้ศึกษาภาวะผู้นำเชิงนวัตกรรมเป็นการประยุกต์ใช้ ความสามารถของผู้บริหารในการนำองค์การ โดยคำนึงถึงปัจจัยต่าง ๆ ได้แก่ การสร้างวิสัยทัศน์การเปลี่ยนแปลง การมีความคิดสร้างสรรค์การสร้างบรรยากาศในองค์การ การบริหารความเสี่ยง จริยธรรมของผู้บริหาร และการทำงานเป็นทีมการมีส่วนร่วม

เวียงวิวรรธน์ ทำทูล (2557, หน้า 41) อธิบายว่า ภาวะผู้นำเชิงนวัตกรรมควรประกอบไปด้วยองค์ประกอบหลัก ได้แก่ การมีวิสัยทัศน์การเปลี่ยนแปลง การคิดสร้างสรรค์ การทำงานเป็นทีมและมีส่วนร่วม การมีจริยธรรมและตรวจสอบได้ การบริหารความเสี่ยง บรรยากาศแห่งองค์การนวัตกรรม ปัจจัยเหล่านี้ที่ผู้นำ ต้องใช้เป็นกระบวนการสำคัญในด้านการพัฒนาขององค์การให้มากขึ้น

อรอนงค์ โรจน์วัฒนบูลย์ (2553, หน้า 179) ทักษะ**ภาวะผู้นำเชิงนวัตกรรม เป็นทักษะของผู้นำที่มีความรู้ ความสามารถเข้าถึงปัญหาและโอกาส มีความคิดสร้างสรรค์ สามารถขับเคลื่อนให้เกิดการคิดค้น แนวคิด ทฤษฎี วิธีการดำเนินงานใหม่ๆ เพื่อสร้างสรรค์นวัตกรรมในองค์การ เพื่อช่วยตอบสนองและแก้ไขปัญหาในสถานการณ์จริงได้ดีขึ้น สู่การสร้างมูลค่าเพิ่มให้เกิด**คุณประโยชน์แก่องค์กรได้ ผู้บริหารสถานศึกษา มีจำเป็นที่จะต้องมีทักษะภาวะผู้นำทางนวัตกรรม ด้วยวิสัยทัศน์การเป็นผู้นำการเปลี่ยนแปลง (Visionary and Leading Change) มีความสามารถถ่ายทอดความคิดสู่การปฏิบัติ (Alignment and Execution) มีความสามารถในการเรียนรู้ (Capability to Learn) มีสมรรถนะในการกระตุ้นการสร้างนวัตกรรม (Encourage Innovation) มีความคิดสร้างสรรค์ (Creative Thinking) สร้างความไว้วางใจในองค์การ (Trusted Influence) สามารถขับเคลื่อนผลลัพธ์ของการดำเนินงาน (Drive Results and Outcomes) และสามารถแก้ไขปัญหาได้ดี (Problem Solving)

สรุปได้ว่า การบริหารจัดการสถานศึกษานั้นผู้บริหารสถานศึกษาสามารถประยุกต์ใช้ทักษะการบริหารสถานศึกษา และทักษะภาวะผู้นำเชิงนวัตกรรม ทั้งวิธีการคิด วิธีการทำงานแนวทางใหม่ๆ เพื่อสร้างงานที่มีประสิทธิภาพ ประสานความร่วมมือ เพื่อให้บรรลุเป้าหมายนำไปสู่การสร้างสรรค์นวัตกรรม โดยคำนึงถึงปัจจัยต่าง ๆ ได้แก่ การมีวิสัยทัศน์การเปลี่ยนแปลง การทำงานเป็นทีมและ

มีส่วนร่วม การคิดสร้างสรรค์ การบริหารความเสี่ยง การใช้เทคโนโลยีสารสนเทศและการสื่อสาร และการสร้างบรรยากาศองค์กรนวัตกรรม เป็นทักษะภาวะผู้นำเชิงนวัตกรรมที่มีความสำคัญกับผู้บริหารสถานศึกษา ที่ส่งผลให้สามารถปฏิบัติงานได้อย่างมีประสิทธิภาพ

การบริหารสถานศึกษาสู่ความเป็นเลิศ

ความเป็นเลิศมีเกณฑ์ หรือมาตรฐานในการวัดคุณภาพของแต่ละหน่วยงาน หรือรางวัล สำหรับบทความนี้ใช้เกณฑ์รางวัลคุณภาพแห่งชาติ (Thailand Quality Award: TQA) ซึ่งเป็นเกณฑ์รางวัลคุณภาพแห่งชาติ (Thailand Quality Award) หรือที่รู้จักกันดีว่า TQA เป็นเกณฑ์ที่มีต้นแบบมาจากรางวัลคุณภาพแห่งชาติของประเทศสหรัฐอเมริกาที่เรียกว่า The Malcolm Baldrige National Quality Award (MBNQA) ซึ่งเป็นรางวัลแห่งชาติที่นำแนวคิด ของการบริหารคุณภาพแบบเบ็ดเสร็จ (Total Quality Management: TQM) มาใช้ และมีลักษณะที่เกี่ยวข้องกันกับรางวัลเดมมิ่งซึ่งเป็นรางวัลคุณภาพแห่งชาติของประเทศญี่ปุ่น บทบาทสำคัญของ MBNQA มีอยู่ด้วยกัน 3 ประการ คือ 1) ช่วยปรับปรุงวิธีดำเนินการและผลการดำเนินการให้เป็นที่ยอมรับ โดยเฉพาะอย่างยิ่งจะทำให้เกิดการพัฒนาอย่างเป็นรูปธรรมที่แท้จริง 2) กระตุ้นให้มีการสื่อสารและแลกเปลี่ยนข้อมูลเกี่ยวกับวิธีการปฏิบัติสู่ความเป็นเลิศระหว่างองค์กรต่าง ๆ และ 3) เป็น เครื่องมือที่สามารถนำมาใช้ในการจัดการผลการดำเนินการขององค์กรรวมทั้งใช้เป็นแนวทางในการ วางแผนและเพิ่มโอกาสในการเรียนรู้ (ศุภลักษณ์ เศษธะพานิช, 2550) ซึ่งเป็นที่ยอมรับกันแพร่หลาย ทั่วโลกว่าเป็นแนวทางการบริหารองค์กรที่มีประสิทธิผลสูงสุด ต่อมาหน่วยงานทางการศึกษาได้นำระบบ MBNQA มาประยุกต์ใช้เพื่อเป็นแนวทางในการประกันคุณภาพสถานศึกษา

สำหรับ TQA ที่มีในประเทศไทยนั้น มีเจตนารมณ์เพื่อ 1) สนับสนุนการนำแนวทาง รางวัลคุณภาพแห่งชาติไปใช้ในการปรับปรุงความสามารถในการแข่งขัน 2) ประกาศเกียรติคุณให้แก่องค์กรที่ประสบผลสำเร็จในระดับมาตรฐานโลก 3) กระตุ้นให้มีการเรียนรู้และแลกเปลี่ยนวิธีปฏิบัติที่เป็นเลิศ และ 4) แสดงให้นานาชาติเห็นถึงความมุ่งมั่นในการยกระดับมาตรฐานความเป็นเลิศในการบริหารจัดการ ซึ่งผลจากการดำเนินการตามเกณฑ์ต่าง ๆ ของ TQA จะช่วยให้องค์กรมุ่งสู่ผลการ ดำเนินการที่เป็นเลิศ ประกอบด้วย

1. การส่งมอบคุณค่าที่ดีขึ้นเสมอให้แก่ลูกค้าและผู้มีส่วนได้ส่วนเสีย ซึ่งจะส่งผลต่อความยั่งยืนขององค์กร
2. การปรับปรุงประสิทธิผลและขีดความสามารถขององค์กรโดยรวม
3. การปรับปรุงและการเรียนรู้ขององค์กร
4. การเรียนรู้และการเติบโตของบุคลากร โดยโครงสร้างเกณฑ์รางวัลคุณภาพแห่งชาติ เพื่อการดำเนินการที่เป็นเลิศ (Criteria for Performance Excellence Structure) สามารถใช้สร้างความเข้มแข็งให้กับองค์กร ไม่ว่าจะเป็นองค์กรขนาดใดหรืออยู่ในรูปแบบใด เพื่อให้บรรลุเป้าหมาย ปรับปรุงผลลัพธ์ และเพิ่มขีดความสามารถในการแข่งขัน การสร้างความสอดคล้องไปในแนวทางเดียวกันของแผนงาน กระบวนการ การตัดสินใจ บุคลากร การปฏิบัติการ และผลลัพธ์ ประกอบด้วยมุมมองที่สำคัญในการบริหารจัดการองค์กร 7 หมวดดัง แสดงในภาพที่ 1



ภาพที่ 1 ภาพแสดงเกณฑ์รางวัลคุณภาพแห่งชาติ เพื่อการดำเนินการที่เป็นเลิศ: มุมมองเชิงระบบ

(สันวิช แก้วมี. 2561. หน้า 49)

เกณฑ์ทั้ง 7 หมวดประกอบด้วย 17 หัวข้อ และอีก 2 หัวข้อในโครงร่าง องค์กร แต่ละหัวข้อมีจุดมุ่งเน้นที่เฉพาะเจาะจง สามารถแบ่งออกได้เป็น 3 กลุ่มตามประเภทของสารสนเทศที่ต้องการ

1. บทนำ (โครงร่างองค์กร) สอบถามเพื่อให้องค์กรระบุสภาพแวดล้อมขององค์กร

2. หัวข้อที่เป็นกระบวนการ (หมวด 1-6) สอบถามเพื่อให้องค์กรระบุ กระบวนการต่าง ๆ ขององค์กร

3. หัวข้อที่เป็นผลลัพธ์ (หมวด 7) สอบถามเพื่อให้องค์กรรายงานผลลัพธ์ ของกระบวนการต่างๆ ขององค์กร (สันวิช แก้วมี. 2561. หน้า 48-50) สำหรับรายละเอียดของหัวข้อในแต่ละเกณฑ์แสดงไว้ในตารางที่ 1

ตารางที่ 1 เกณฑ์และหัวข้อตามโครงสร้างเกณฑ์รางวัลคุณภาพแห่งชาติเพื่อการดำเนินการที่เป็นเลิศ

เกณฑ์	หัวข้อของเกณฑ์
โครงร่างองค์กร	1. ลักษณะองค์กร 2. สภาวะการขององค์กร
หมวด 1 การนำองค์กร	1. การนำองค์กรโดยผู้นำระดับสูง 2. การกำกับดูแลองค์กรและความรับผิดชอบต่อสังคมในวงกว้าง
หมวด 2 การวางแผนเชิงกลยุทธ์	1. การจัดทำกลยุทธ์ 2. การนำกลยุทธ์ไปสู่การปฏิบัติ
หมวด 3 การมุ่งเน้นผู้รับบริการ	1. เสียงผู้รับบริการ 2. ความผูกพันของลูกค้า
หมวด 4 การวัด การวิเคราะห์และการจัดการความรู้	1. การวัด การวิเคราะห์ และการปรับปรุงผลการดำเนินการขององค์กร 2. การจัดการความรู้ สารสนเทศ และเทคโนโลยีสารสนเทศ
หมวด 5 การมุ่งเน้นบุคลากร	1. สภาพแวดล้อมของบุคลากร 2. ความผูกพันธ์ของบุคลากร
หมวด 6 การมุ่งเน้นการปฏิบัติการ	1. กระบวนการทำงาน 2. ประสิทธิผลของการปฏิบัติการ
หมวด7 ผลลัพธ์	1. ผลลัพธ์ด้านการผลิตภัณฑ์และกระบวนการ 2. ผลลัพธ์ด้านการมุ่งเน้นผู้รับบริการ 3. ผลลัพธ์ด้านการมุ่งเน้นบุคลากร 4. ผลลัพธ์ด้านการการนำองค์กรและการกำกับดูแลองค์กร 5. ผลลัพธ์ด้านการด้านการเงิน

การวางแผน และดำเนินการองค์การ หรือสถานศึกษาสู่ความเป็นเลิศตามเป้าหมาย บริบทขององค์การหรือสถานศึกษามีความจำเป็นที่ต้องทำความเข้าใจเกณฑ์ องค์ประกอบ ปัจจัยที่จะนำไปสู่การดำเนินการตามแผน ระบบ ที่ได้องค์การต้องมีส่วนร่วมตั้งแต่กระบวนการวางแผน และร่วมรับผิดชอบ ผลประโยชน์ร่วมกัน

Big Data เทคโนโลยีดิจิทัลกับการพัฒนาการศึกษา

เทคโนโลยีดิจิทัลเป็นสิ่งที่ถูกกล่าวถึงในสังคมปัจจุบันในหลากหลายด้าน หากพิจารณาทำความเข้าใจตามความหมายของคำว่า เทคโนโลยี หมายถึง วิทยาการที่นำเอาความรู้ทางวิทยาศสตร์มาใช้ให้เกิดประโยชน์ในทางปฏิบัติ อุตสาหกรรม เป็นต้น (พจนานุกรม ฉบับราชบัณฑิตยสถาน พ.ศ.2554 : online) และคำว่า ดิจิทัล คณะกรรมการจัดทำพจนานุกรมศัพท์คอมพิวเตอร์และเทคโนโลยีสารสนเทศ สำนักงานราชบัณฑิตยสภา ให้ความหมายว่า เป็นคำที่ใช้เกี่ยวกับการแทนความหมาของข้อมูลด้วยตัวเลขโดยเฉพาะเลขฐานสอง หรือเป็นคำที่นำไปใช้เกี่ยวกับรูปแบบข้อมูลที่คอมพิวเตอร์สามารถจัดเก็บและจัดการได้ ทั้งนี้ พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ.2542 ได้กำหนดสาระสำคัญในส่วนที่เกี่ยวกับสื่อการเรียนรู้ไว้หลายมาตรา โดยเฉพาะในหมวดที่ 9 ที่ว่าด้วยเทคโนโลยีเพื่อการศึกษา กระทรวงศึกษาธิการ ได้วิเคราะห์สาระสำคัญของพระราชบัญญัติการศึกษาแห่งชาติ ดังกล่าวแล้ว เห็นว่าควรกำหนดให้มีนโยบายในเรื่องของสื่อการเรียนรู้ตามหลักสูตรให้สอดคล้องกับพระราชบัญญัติการศึกษาแห่งชาติ โดยกำหนดนโยบายการผลิต

พัฒนาและใช้สื่อและเทคโนโลยีเพื่อการศึกษา ซึ่งมีสาระสำคัญว่า กระทรวงศึกษาธิการส่งเสริมสนับสนุนให้มีการผลิตและพัฒนาสื่อและเทคโนโลยีเพื่อการศึกษาทุกประเภท ทุกสาระการเรียนรู้และทุกช่วงชั้น โดยเปิดโอกาสให้มีการแข่งขันผลิตอย่างเสรีและเป็นธรรม และส่งเสริมสนับสนุนให้สถานศึกษามีและใช้สื่อและเทคโนโลยีเพื่อการศึกษาที่มีคุณภาพในกระบวนการเรียนการสอน (ไชยา ภาวะบุตร, 2565, หน้า 266) ดังนั้นแล้วเทคโนโลยีดิจิทัลเป็นสิ่งที่มนุษย์พัฒนาขึ้นโดยการนำเอาความรู้ทางวิทยาศาสตร์มาประยุกต์ใช้ให้เกิดประโยชน์ในการบริหารจัดการข้อมูลด้านต่าง ๆ

เทคโนโลยี (Technology) เป็นสิ่งที่มีความก้าวหน้าทั้งยังเข้ามามีบทบาทกับชีวิตของคนในยุคปัจจุบันอย่างหลากหลายด้าน พจนานุกรม ฉบับราชบัณฑิตยสถาน พ.ศ.2554 (2554) ได้ให้ความหมายคำว่า เทคโนโลยี หมายถึง วิทยาการที่นำเอาความรู้ทางวิทยามาใช้ให้เกิดประโยชน์ในทางปฏิบัติ อุตสาหกรรม เป็นต้น สุภาพร เพียรดี (2555) กล่าวถึงเทคโนโลยีสารสนเทศ คือเทคโนโลยีในการนำคอมพิวเตอร์มาใช้งานจัดการกับข้อมูล ข่าวสาร หรือที่เรียกว่าสารสนเทศ เทคโนโลยีสารสนเทศนั้นมีลักษณะเด่นคือมีการเปลี่ยนแปลงที่รวดเร็วมาก เทคโนโลยีใหม่ ๆ ที่ทันสมัยเกิดขึ้นมาเรื่อย ๆ ทุกวัน ทั้งยังมีลักษณะสำคัญของเทคโนโลยีสารสนเทศไม่ว่าจะเป็นการช่วยเพิ่มผลผลิต ลดต้นทุน เพิ่มประสิทธิภาพในการทำงาน เปลี่ยนรูปแบบการบริการเป็นแบบกระจาย เป็นสิ่งจำเป็นสำหรับการดำเนินการในหน่วยงานต่าง ๆ มีความเกี่ยวข้องกับคนทุกระดับ ตลอดจนผลที่เกิดขึ้นในสังคมจากการเรียนรู้และใช้เทคโนโลยีสารสนเทศ ทั้งนี้ Heinich, Molenda and Russell (1993: 449 อ้างใน ศุภชัย หวั่นวดี, 2565, หน้า 32) กล่าวว่า ลักษณะของเทคโนโลยี สามารถจำแนก ออกเป็น 3 ลักษณะ คือ (1) เทคโนโลยีในลักษณะของกระบวนการ (Process) เป็นการใช้อย่างเป็นระบบของวิธีการทางวิทยาศาสตร์หรือความรู้ต่าง ๆ ที่ได้รวบรวมไว้เพื่อนำไปสู่ผลในทางปฏิบัติ โดยเชื่อว่าเป็นกระบวนการ ที่เชื่อถือได้และนำไปสู่การแก้ปัญหาต่าง ๆ (2) เทคโนโลยีในลักษณะของผลผลิต (Product) หมายถึง วัสดุและอุปกรณ์ที่เป็นผลมาจากการใช้กระบวนการทางเทคโนโลยี และ (3) เทคโนโลยีในลักษณะผสมของกระบวนการและผลผลิต (Process and Product) เช่น ระบบคอมพิวเตอร์ซึ่งมีการทำงานเป็นปฏิสัมพันธ์ระหว่างตัวเครื่องกับโปรแกรม

จากความหมายและลักษณะของเทคโนโลยี เป็นสิ่งที่ใช้ความรู้ ความคิด เครื่องมือ หลักการ เทคนิค อย่างเป็นระบบในการสร้างสรรค์กระบวนการ หรือผลผลิตที่สามารถนำมาประยุกต์ใช้ให้เกิดประโยชน์ร่วมกับศาสตร์ความรู้ด้านต่าง ๆ ในสังคม ซึ่งต้องคำนึงถึงสภาพแวดล้อม ความพร้อม ผลที่เกิดขึ้นในแง่ดี ข้อจำกัดในการใช้ร่วมด้วย เพื่อการบรรลุเป้าหมายหรือวัตถุประสงค์ของการนำเอาเทคโนโลยีไปใช้ต่อไป

ในที่นี้จะกล่าวถึงเทคโนโลยีดิจิทัลกับการพัฒนาการศึกษา ที่มีการนำมาใช้เป็นภาพกว้างด้วยกัน 2 ลักษณะได้แก่

1. การบริหารจัดการทางการศึกษา ด้วยข้อมูลของสถานศึกษาที่มีอยู่เป็นจำนวนมาก ประกอบกับการติดต่อประสานงานทั้งบุคคล หน่วยงานทั้งภายในและภายนอก สิ่งที่พบในการนำเอาเทคโนโลยีดิจิทัลมาใช้ในการบริหารจัดการทางการศึกษาก็มีอยู่หลากหลายวิธีการ ดังนี้

การนำเอาเครือข่ายอินเตอร์เน็ตมาใช้เป็นเครื่องมือในการติดต่อสื่อสารที่ช่วยในการจัดเก็บข้อมูลเพื่อความถูกต้อง แม่นยำ อำนวยความสะดวก รวดเร็วในการบริหารจัดการงาน เช่น การจัดทำฐานข้อมูลของนักเรียน บุคลากร หน่วยงาน การลงทะเบียน การจัดทำตารางเรียนตารางสอน เป็นต้น

การใช้เทคโนโลยีดิจิทัลสำหรับการติดต่อสื่อสาร ทั้งนี้การติดต่อสื่อสารทั้งที่เป็นทางการและไม่เป็นทางการ ซึ่งสามารถช่วยในเรื่องของการเก็บหลักฐานในการติดต่อสื่อสาร ความรวดเร็ว และสะดวกต่อการจัดส่งข้อมูลข่าวสาร เช่น การจัดส่งข้อมูลในรูปแบบไปรษณีย์อิเล็กทรอนิกส์ LINE Facebook การประชุมในรูปแบบออนไลน์ เป็นต้น

2. การจัดการเรียนการสอน และการให้บริการในการเรียนรู้ ปัจจุบันมีการนำเอาเทคโนโลยีดิจิทัลมาประยุกต์ใช้ในกิจกรรมการเรียนรู้ให้กับทั้งผู้เรียน และผู้สอนเพื่อให้เกิดประสิทธิภาพ ตอบสนองความต้องการในการเรียนรู้ ความสนใจที่มีอยู่อย่างหลากหลายอย่างต่อเนื่อง เทคโนโลยีได้กล่าวถึงความเป็นสิ่งใหม่ สิ่งที่อำนวยความสะดวกในงานหรือกิจกรรมต่าง ๆ ในทางการศึกษาก็ได้มีการนำเอาเทคโนโลยีมาใช้อย่างแพร่หลาย ซึ่งมองถึงเทคโนโลยีเป็นสิ่งที่จะช่วยลดความเหลื่อมล้ำ ลดช่องว่างความแตกต่างทางการศึกษาของผู้เรียนในสังคมเมืองและสังคมชนบท การส่งเสริมการเรียนรู้ตลอดชีวิตให้กับคนทุกช่วงวัยในรูปแบบต่าง ๆ ผ่านทางเทคโนโลยีไม่ว่าจะเป็นการใช้โทรทัศน์เพื่อการศึกษา (DLTV) แอพพลิเคชั่น เพื่อการเรียนรู้ต่าง ๆ การใช้ระบบสารสนเทศที่สถานศึกษา หรือหน่วยงานต่าง ๆ จัดทำขึ้นเพื่ออำนวยความสะดวกในการจัดเก็บข้อมูล สำหรับการวัดและประเมินผล การติดต่อสื่อสาร การประสานงานในกระบวนการที่เกี่ยวข้องกับการจัดการเรียนการสอน กระบวนการนิเทศ ซึ่งหากกล่าวถึงเทคโนโลยีที่เกี่ยวข้องกับการเรียนการสอนมี 3 ลักษณะ (สำนักงานเขตพื้นที่การศึกษาประถมศึกษาพิจิตร เขต 1, พ.ศ. 2563) คือ 1. การเรียนรู้เกี่ยวกับเทคโนโลยี (Learning about Technology) ได้แก่ เรียนรู้ระบบการทำงานของคอมพิวเตอร์ เรียนรู้จนสามารถใช้ระบบคอมพิวเตอร์ได้ ทำระบบข้อมูลสารสนเทศเป็น สื่อสารข้อมูลทางไกลผ่าน Email และ Internet ได้ เป็นต้น 2. การเรียนรู้โดยใช้เทคโนโลยี (Learning by

Technology) ได้แก่ การเรียนรู้ความรู้ใหม่ ๆ และฝึกความสามารถ ทักษะ บางประการโดยใช้สื่อเทคโนโลยี เช่น ใช้คอมพิวเตอร์ช่วยสอน (CAI) เรียนรู้ทักษะใหม่ ๆ ทางโทรทัศน์ที่ส่งผ่านดาวเทียม การค้นคว้าเรื่องที่สนใจผ่าน Internet เป็นต้น 3. การเรียนรู้กับเทคโนโลยี (Learning with Technology) ได้แก่ การเรียนรู้ด้วยระบบการสื่อสาร 2 ทาง (interactive) กับเทคโนโลยี เช่น การฝึกทักษะภาษากับโปรแกรมที่ให้ข้อมูลย้อนกลับถึงความถูกต้อง (Feedback) การฝึกการแก้ปัญหากับสถานการณ์จำลอง (Simulation) เป็นต้น จากการเรียนรู้ดังกล่าว เป็นแนวคิดในการเพิ่มคุณค่าของเทคโนโลยีช่วยการเรียนรู้ที่ทำเกิดการพัฒนากระบวนการทางปัญหาการพัฒนาความสามารถในการแก้ปัญหาของผู้เรียน แต่ในขณะเดียวกันข้อจำกัดที่เกี่ยวข้องกับการใช้เทคโนโลยีไม่ว่าจะเป็นเรื่องการเข้าถึง หรือการใช้ที่ไม่เป็นไปตามวัตถุประสงค์ที่สามารถเกิดขึ้นได้กับทั้งผู้เรียน ครู ผู้บริหาร ผู้ปกครอง หรือผู้เกี่ยวข้อง อาจกลายเป็นปัญหาอุปสรรคที่ส่งผลกระทบตามมาในด้านต่าง ๆ ได้เช่นกัน จึงมีนำมาใช้ในหลายรูปแบบ ได้แก่

การพัฒนาสื่อการเรียนรู้ บทเรียนอิเล็กทรอนิกส์ เพื่อให้เกิดความน่าสนใจ การเรียนรู้ที่เข้าใจง่ายขึ้น สามารถแสดงภาพที่เสมือนจริง ตลอดจนการปรับรูปลักษณะของบทเรียนให้สอดคล้องกับช่วงวัย และการเรียนรู้ของผู้เรียนได้ไม่จำกัด เช่น การแสดงภาพจำลอง แบบจำลอง ภาพเคลื่อนไหว แสง สี เสียง เป็นต้น ทั้งนี้ การพัฒนาสื่อการเรียนรู้ บทเรียนอิเล็กทรอนิกส์ ที่มีการพัฒนาต่อยอดและสร้างความน่าสนใจในปัจจุบัน เช่น

การเรียนรู้แบบไฮบริด ที่เป็นการผสมผสานเทคโนโลยีการศึกษากับระบบการเรียนรู้ที่เปิดกว้าง มีเป้าหมายคือการจัด ปรับสภาพแวดล้อมให้เอื้อต่อการแลกเปลี่ยนเรียนรู้ให้ผู้เรียนสามารถเข้าถึง โต้ตอบ ร่วมทำกิจกรรมทั้งกับผู้สอน หรือคนอื่น ๆที่เกี่ยวข้องได้ เช่น ระบบ E-Learning หนังสืออิเลคทรอนิกส์ บทความออนไลน์ การฟัง Podcast การดูวิดีโอ หรือการทำแบบทดสอบออนไลน์

เกมกับการเรียนรู้ มีลักษณะในการใช้เกมเพื่อกระตุ้น ส่งเสริมการเรียนรู้ ซึ่งเกมสามารถออกแบบทั้งที่เป็นกระบวนการจัดกิจกรรมในชั้นเรียน หรือการนำเอาเทคโนโลยีการศึกษาผสมผสานในการออกแบบเกม ที่สร้างบรรยากาศในการเรียนรู้ที่สนุกสนาน มีความตื่นเต้น ท้าทาย อีกทั้งการออกแบบเกมสามารถที่จะพิจารณาการพัฒนาพัฒนาทักษะความคิดสร้างสรรค์ การคิดวิเคราะห์ ทักษะการประเมินสถานการณ์ ทักษะการแก้ปัญหา ทักษะทางสังคมในการเรียนรู้ร่วมกันเป็นทีม ซึ่งสามารถออกแบบได้อย่างหลากหลายภายใต้เงื่อนไข เป้าหมายในการเรียนรู้

การเป็นแหล่งเรียนรู้ หรือการพัฒนาเทคโนโลยีดิจิทัลเป็นแหล่งเรียนรู้ ในการเข้าถึงเทคโนโลยีดิจิทัลในปัจจุบันสามารถทำได้ง่าย มีความรวดเร็ว แหล่งข้อมูลต่าง ๆ ที่มีผู้พัฒนา และสร้างสรรค์ขึ้นสามารถที่ผู้สอน และผู้เรียนเลือกใช้เป็นแหล่งเรียนรู้ที่หลากหลาย โดยผู้สอนควรให้คำแนะนำ กำกับติดตามการเข้าใช้งานอย่างถูกต้องเหมาะสม เพื่อให้ผู้เรียนได้ใช้แหล่งข้อมูลได้อย่างตรงตามวัตถุประสงค์และเกิดประโยชน์ในการเรียนรู้

การใช้ Big Data เทคโนโลยี ดิจิทัลในการพัฒนาการศึกษาสามารถดำเนินการได้ในรูปแบบที่หลากหลาย ทั้งนี้ขึ้นอยู่กับองค์ประกอบ ปัจจัย สภาพการณ์ของสถานศึกษา ตลอดจนบุคลากร และผู้มีส่วนเกี่ยวข้องในการประยุกต์ใช้เพื่อประโยชน์ในการบริหารจัดการเพื่อนำไปสู่เป้าหมายของสถานศึกษา และการสร้าง หรือพัฒนาสถานศึกษาที่มีมาตรฐานตามหลักเกณฑ์ความเป็นเลิศที่ร่วมกันคิด ร่วมทำ ร่วมแรง ร่วมใจอย่างต่อเนื่อง

สรุป

การนำ Big Data มาใช้ในการบริหารจัดการสถานศึกษา สามารถนำเทคโนโลยี ซึ่งเป็นการนำเอาหลักการ แนวคิด กระบวนการทางวิทยาศาสตร์ พัฒนาอย่างเป็นระบบที่สามารถเป็นเครื่องมือช่วย สนับสนุน อำนวยความสะดวกงานที่เกี่ยวข้องกับการศึกษา ในลักษณะการเป็นแหล่งการเรียนรู้ แหล่งข้อมูล การสื่อสาร ขณะเดียวกันการใช้ และการเข้าถึงเทคโนโลยีก็ยังมีข้อจำกัดที่เกิดขึ้นซึ่งอาจจะเป็นปัญหา อุปสรรคในการปฏิบัติงานในการจัดการเรียนการสอน ดังนั้นใช้ Big Data ในการวิเคราะห์ หรือประยุกต์ใช้ในการศึกษาทั้งที่เป็นระบบบริหารจัดการภายในสถานศึกษา หรือภายนอกในลักษณะการสื่อสารระหว่างหน่วยงาน หรือการใช้งานภายนอกซึ่งเป็นการสร้างโอกาสในการเข้าถึงข้อมูลที่มีความจำเป็น หรือช่วยในการสนับสนุนการตัดสินใจ การแก้ปัญหาของบุคคล สถานศึกษา การวางแผน ระบบ กลยุทธ์สู่เป้าหมายตามเกณฑ์ มาตรฐาน หรือคุณภาพที่มากกว่าสู่ความเป็นเลิศ ซึ่งกระบวนการมีส่วนร่วมในการปฏิบัติงาน ช่วยชี้แนะทิศทางของการแสวงหาความรู้ การพัฒนาความรู้ ความสามารถ ศักยภาพของผู้ที่เกี่ยวข้องการพัฒนางานตามกับบริบทของสถานศึกษา เป็นการพัฒนาการศึกษา การพัฒนาคนให้เกิดการเรียนรู้อย่างต่อเนื่องสามารถสร้างสรรค์ชีวิตและประสิทธิภาพให้เกิดขึ้นท่ามกลางการเปลี่ยนแปลงของสังคมได้อย่างเหมาะสมต่อไป

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ปัจจัยที่ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในเขตกรุงเทพมหานคร
Factors affecting purchase decisions through social networks in Bangkok

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บทคัดย่อ

การศึกษาครั้งนี้ มีวัตถุประสงค์ 1) เพื่อศึกษาปัจจัยด้านประชากรศาสตร์ ที่ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในเขตกรุงเทพมหานคร 2)เพื่อศึกษาปัจจัยที่มีอิทธิพลในการซื้อสินค้า ที่ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในเขตกรุงเทพมหานคร และ3) เพื่อศึกษาทัศนคติที่มีอิทธิพลในการซื้อสินค้า ที่ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในเขตกรุงเทพมหานคร กลุ่มตัวอย่างที่ใช้ในการวิจัย คือผู้บริโภคที่ซื้อสินค้าผ่านสังคมออนไลน์ จำนวน 400 คน เครื่องมือที่ใช้ในการวิจัย เป็นแบบสอบถาม สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตฐาน และสถิติทดสอบค่า Independent Sample T-Test สถิติเอฟ One-Way ANOVA และการวิเคราะห์การถดถอยเชิงพหุคูณ (Multiple Regression) ที่ระดับนัยสำคัญทางสถิติ 0 .05

ผลการศึกษาพบว่าผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง อายุระหว่าง 18-35 ปี มีอาชีพเป็นเจ้าของธุรกิจ/อาชีพอิสระ มีรายได้เดือนละ 15,001-25,000 บาท นิยมใช้การซื้อขายออนไลน์บน Facebook มากที่สุด ด้านการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานคร ผู้บริโภคที่มีอาชีพต่างกันมีการตัดสินใจซื้อสินค้าที่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ปัจจัยด้านการซื้อสินค้า ด้านคุณภาพการบริการการซื้อสินค้าออนไลน์ และด้านคุณภาพเว็บไซต์มีอิทธิพลและส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในเขตกรุงเทพมหานคร คิดเป็นร้อยละ 25.70 อย่างมีนัย สำคัญทางสถิติที่ระดับ 0.05 และทัศนคติการซื้อสินค้าด้านพฤติกรรม มีอิทธิพลและส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในเขตกรุงเทพมหานคร คิดเป็นร้อยละ 2.50 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

คำสำคัญ: สังคมออนไลน์, ทัศนคติ, การตัดสินใจซื้อ

Abstract

This study Objectives 1) to study demographic factors That affects the decision to buy products through online society. in Bangkok 2) to study factors influencing the purchase of products That affects the decision to buy products through online society. in Bangkok and 3) to study the attitudes that influence the purchase of goods That affects the decision to buy products through online society. in Bangkok. The sample used in the research are 400 consumers who buy products through online social networks. Research tools as a questionnaire The statistics used in the research were percentage, mean and standard deviation. and Independent Sample T-Test, One-Way ANOVA and Multiple Regression analysis at statistical significance level of 0.05.

The results showed that most of the respondents were female, aged between 18-35 years old, who were business owners/self-employed. have monthly income 15,001-25,000 baht and used online trading on Facebook the most. in Bangkok Consumers with different occupations had different purchasing decisions at the statistical significance level of 0.05. on the quality of service for online shopping and the quality of the website has

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an influence and affects the decision to buy products through online social networks in Bangkok. representing 25.70 percent with a statistical significance of 0.05 and behavioral purchasing attitudes Influencing and affecting the decision to buy products through online society. in Bangkok representing 2.50 percent with a statistical significance at the 0.05 level

Keywords: social media, attitudes, purchasing decisions

บทนำ

สังคมปัจจุบันได้เปลี่ยนแปลงเป็นสังคมโลกาภิวัฒน์ กล่าวคือ สังคมที่ไร้พรมแดน มนุษย์สามารถติดต่อสื่อสารกันอย่างสะดวกและรวดเร็วมากยิ่งขึ้น เนื่องจากการพัฒนาทางด้านเทคโนโลยี อุปกรณ์การสื่อสารต่างๆรวมไปถึงระบบเครือข่ายสัญญาณต่างๆ จากความสะดวกสบายที่มนุษย์ได้รับ จากเทคโนโลยีเหล่านี้จึงไม่สามารถปฏิเสธได้เลยว่าเทคโนโลยีเหล่านี้ได้เข้ามามีบทบาทในการดำเนิน ชีวิตประจ าวันของมนุษย์เป็นอย่างมาก ไม่ว่าจะเป็นทางด้านการศึกษา ความบันเทิง และทางด้านธุรกิจต่างๆจากความเจริญก้าวหน้าทางเทคโนโลยีอย่างรวดเร็วนี้เป็นสาเหตุทำให้ระบบการค้าในปัจจุบันมีความแตกต่างไปจากเดิม ซึ่งในอดีตการท าการค้าจะเป็นการขายผ่านทางหน้าร้านเท่านั้นจึงทำให้ต้องใช้เงินลงทุนสูง นอกจากนี้การทการค้าแบบเดิม ร้านค้านั้นๆจะเป็นที่รู้จักและสามารถเข้าถึงได้ เพียงลูกค้าในพื้นที่เท่านั้น แต่ในปัจจุบันได้มีการนำเทคโนโลยีเข้ามาใช้ในการทำธุรกิจการค้า หรือ เรียกอีกอย่างหนึ่งว่าพาณิชย์อิเล็กทรอนิกส์(E-commerce) ซึ่งเป็นการใช้อินเทอร์เน็ตเป็นสื่อกลางการค้าระหว่างผู้ค้ากับกลุ่มลูกค้าพาณิชย์อิเล็กทรอนิกส์กำลังเป็นที่นิยมอย่างกว้างขวาง เนื่องจากมี ผลตอบแทนที่คุ้มค่าเป็นการทำการค้าที่ไม่ต้องผ่านพ่อค้าคนกลาง อีกทั้งยังเป็นการทำการค้าที่ไร้พรมแดน ไม่มีขีดจำกัดของเวลาและสถานที่ ทำให้สามารถเข้าถึงกลุ่มเป้าหมายได้โดยตรงและรวดเร็ว ผู้ประกอบการในประเทศไทยได้เล็งเห็นถึงประโยชน์ของพาณิชย์อิเล็กทรอนิกส์ ดังจะเห็นได้จากร้านค้าออนไลน์ที่มีจำนวนเพิ่มขึ้นอย่างต่อเนื่อง และหลากหลายธุรกิจในประเทศไทยที่หันมาใช้ ช่องทางอีคอมเมิร์ซในการจำหน่ายสินค้าและบริการธุรกิจพาณิชอิเล็กทรอนิกส์ของเมืองไทยในปี พ.ศ. 2559 ได้พัฒนาขึ้นอย่างมากสืบ เนื่องมาจากพฤติกรรมของผู้บริโภคที่เปลี่ยนแปลงไป ซื้อสินค้าและบริการผ่านทางอินเตอร์เน็ตเพิ่ม มากขึ้น รวมไปถึงการเข้าตลาดพาณิชย์อิเล็กทรอนิกส์ของธุรกิจมากขึ้น ส่งผลให้ระบบชำระเงินออนไลน์ของไทยพัฒนาความสามารถมากขึ้น สร้างความเชื่อมั่นให้กับผู้บริโภคเป็นอย่างมาก ผู้บริโภค ไทยกำลังก้าวเข้าสู่ยุคที่สื่อออนไลน์มีอิทธิพลต่อพฤติกรรมการจับจ่ายสินค้าและบริการ โดยเฉพาะโทรศัพท์มือถือก็กลายเป็นเครื่องมือที่ช่วยในการซื้อสินค้าของลูกค้า เช่น การเริ่มตั้งแต่การหาข้อมูลของสินค้าและร้านค้าก่อนซื้อ เปรียบเทียบราคา อ่านรีวิวของลูกค้าคนอื่น แม้กระทั่งถ่ายรูปสินค้าขึ้น สื่อออนไลน์เพื่อขอความเห็นจากญาติหรือเพื่อนสนิท

ความเจริญทางเทคโนโลยีสารสนเทศและการสื่อสาร (Information Communication Technology) ส่งผลให้การติดต่อสื่อสารระหว่างกันดำเนินไปได้แบบไร้ขีดจำกัด สังคมปัจจุบันถูกแปรเปลี่ยนสภาพกลายเป็นสังคมสารสนเทศผ่านเครือข่าย (Network) ช่วยอำนวยความสะดวกให้วิถีในการดำเนินชีวิตมีความสบายมากขึ้น สัญญาณอินเทอร์เน็ตได้แผ่ครอบคลุมเกือบทุกพื้นที่เสถียรภาพ และความรวดเร็วของระบบอินเทอร์เน็ตพัฒนาดีขึ้นมาก ในหลาย ๆ ประเทศรวมทั้งประเทศไทยได้ยกระดับระบบเครือข่ายอินเทอร์เน็ตเป็นระบบ 5 G การเปลี่ยนแปลงอย่างต่อเนื่องของระบบเทคโนโลยีสารสนเทศนี้ทำให้พฤติกรรมของประชาชนผู้บริโภคเปลี่ยนแปลงไปตามกระแส ตามผลการสำรวจของบริษัทอิริคสัน ในปี พ.ศ.2661 พบว่า ประชาชนไทยใช้สมาร์ทโฟนกันมากถึงร้อยละ 90 ทำให้เกิดการใช้บริการอินเทอร์เน็ตบนมือถือเพิ่มมากขึ้น และจากข้อมูลผลการสำรวจของสำนักงานพัฒนาธุรกรรมทางอิเล็กทรอนิกส์ (2557) ที่พบว่า ในปี พ.ศ.2559 ประชากรในกรุงเทพมหานคร มีการใช้งานชั่วโมงอินเทอร์เน็ตเฉลี่ย 48.1 ชั่วโมงต่อสัปดาห์ สูงกว่าคนในต่างจังหวัดที่ใช้จำนวน 44.6 ชั่วโมงต่อสัปดาห์ โดย Gen Y คือกลุ่มที่ใช้งานอิเทอร์เน็ตมากที่สุด เฉลี่ย 53.2 ชั่วโมงต่อสัปดาห์ และในภาพรวมคนไทยทั้งประเทศใช้อินเทอร์เน็ตเฉลี่ย 45 ชั่วโมงต่อสัปดาห์ หรือ 6.4 ชั่วโมงต่อวัน แสดงให้เห็นถึงความนิยมการใช้งานเครือข่ายสังคมออนไลน์บนโทรศัพท์มือถือที่ชัดเจนมากขึ้น

ผลสำรวจการใช้โมบายแอพพลิเคชั่นของคนไทยพบว่า ส่วนใหญ่นิยมใช้ประเภทรูปแบบการใช้ชีวิต (Lifestyle) มากที่สุดประมาณ 26.7% ความบันเทิง (Entertainment) ประมาณ 20.01 % และการศึกษา (Education) ประมาณ 19% (ศูนย์วิจัยกสิกรไทย , 2557) จากข้อมูลทั้งหมดจะเห็นได้ว่า คนไทยมีการใช้บริการทางอิเล็กทรอนิกส์เพิ่มขึ้นทั้งนี้น่าจะเกิดความพึงพอใจต่อผลที่ได้จากการรับบริการ ซึ่งสอดคล้องกับ Kotler และ Keller (2006, p. 136) ที่ได้กล่าวว่า ความพึงพอใจเป็นผลมาจากการเปรียบเทียบผลลัพธ์ที่ได้จากการใช้สินค้าหรือบริการกับความคาดหวัง ถ้าผลลัพธ์จากการใช้สินค้าหรือบริการต่ำกว่าความคาดหวัง ลูกค้าจะมีความรู้สึกไม่พอใจ หากผลลัพธ์เป็นไปตามความคาดหวังลูกค้าก็พอใจ และหากผลลัพธ์มีค่าเกินความคาดหวัง ลูกค้าก็เกิดความรู้สึกพอใจ ดังนั้นระบบคุณภาพบริการที่ดีจึงมีความสัมพันธ์ต่อความพึงพอใจของลูกค้าโดยรวมในเชิงบวก การเปลี่ยแปลงค่านิยมของผู้บริโภคจากเดิมที่นิยมซื้อสินค้าอุปโภคและบริโภคจากร้านค้าทั่วไปด้วยตนเองมาเป็นการซื้อขายจากที่บ้านผ่านออนไลน์หรืออินเทอร์เน็ตแทน เกิดตลาดหรือการพาณิชย์อิเล็กทรอนิกส์ (E-commerce) ขึ้น และธุรกิจทางระบบออนไลน์เติบโตอย่างรวดเร็วและต่อเนื่อง จากผลการศึกษา

รายงานของสำนักงานพัฒนาธุรกรรมทางอิเล็กทรอนิกส์ (2557) พบว่า มูลค่าการเติบโตของตลาดพาณิชย์อิเล็กทรอนิกส์มีแนวโน้มเพิ่มขึ้นทุกปี โดยมาจากปัจจัย 3 ประการ คือ 1) เทคโนโลยีมีวิวัฒนาการไปมาก เกิดรูปแบบการสื่อสารและนวัตกรรมใหม่ 2) นโยบายภาครัฐที่ขับเคลื่อนเศรษฐกิจดิจิทัล ที่ช่วยสร้างพ่อค้าแม่ค้าออนไลน์ยุคใหม่ขึ้นมาและ 3) การทำธุรกรรมทางการเงินที่เปลี่ยนไปรวดเร็ว ปัจจุบันผู้ประกอบการในประเทศไทยต่างมองเห็นว่า ตลาดพาณิชย์อิเล็กทรอนิกส์เป็นช่องทางจำหน่ายหลัก ๆ ในการเข้าถึงผู้บริโภคได้อย่างรวดเร็วและต้นทุนต่ำ (กิตติวัฒน์ จิตรวัตร, 2559, น. 1) กอปรกับการขยายตัวของผู้ให้บริการจากต่างประเทศเข้ามาในประเทศไทยเพิ่มมากขึ้น ทำให้เกิดการแข่งขันด้านการให้บริการเพื่อตอบสนองความต้องการของผู้บริโภคเพื่อชิงความได้เปรียบในการครอบครองส่วนแบ่งการตลาดให้ได้มากที่สุด

การซื้อสินค้าออนไลน์ (Online Shopping) เป็นความสะดวกสบายที่ผู้บริโภคสามารถค้นหาและซื้อสินค้าที่สนใจ โดยไปที่เว็บไซต์ของร้านค้าปลีกโดยตรงและใช้เครื่องมือค้นหาสินค้า ผู้บริโภคสามารถเลือกซื้อสินค้าออนไลน์และชำระเงินได้จากทุกที่ผ่านอุปกรณ์เทคโนโลยี (สิริพล ตันติสันติสม, 2558) การยอมรับการให้บริการซื้อขายสินค้าออนไลน์ของผู้บริโภคเกิดจากปัจจัยหลายสาเหตุร่วมกัน ปัจจัยที่สำคัญประการหนึ่งก็คือ คุณภาพการบริการอิเล็กทรอนิกส์ (E-service Quality) ที่ประกอบด้วย 1) ความน่าเชื่อถือ (Credibility) 2) การตอบสนองความต้องการ (Responsiveness) 3) ความเป็นส่วนตัว (Privacy) และ 4) การเข้าถึงบริการ (Access) เมื่อผู้ใช้บริการรับรู้ถึงประโยชน์ที่ได้รับ (Perceived Usefulness) และรับรู้ถึงความง่ายในการใช้งาน (Perceived Ease of Use) แล้วก็จะส่งผลต่อการยอมรับการให้บริการอิเล็กทรอนิกส์เพิ่มมากขึ้น (Parasuraman, Zeithaml & Berry, 1988) คุณภาพการให้บริการที่ดีจึงเป็นการสร้างทัศนคติให้ผู้รับบริการสะสมข้อมูลความคาดหวังไว้ว่าจะได้รับจากบริการ ซึ่งหากอยู่ในระดับที่ยอมรับได้ (Tolerance Zone) ผู้รับบริการก็จะมีความพึงพอใจในการให้บริการ แต่จะมีระดับแตกต่างกันออกไปตามความคาดหวังของแต่ละบุคคล (สมวงศ์ พงศ์สถาพร, 2550, หน้า 66) การซื้อสินค้าออนไลน์ มีปัจจัยองค์ประกอบหลายประการ เช่น พฤติกรรม ประสบการณ์ แรงจูงใจ การแสดงตน คุณภาพบริการ คุณภาพเว็บไซต์ ทัศนคติในการซื้อสินค้าออนไลน์ และอื่น ๆ เป็นต้น ปัจจัยต่าง ๆ ที่กล่าวถึงนี้ จะมีความสัมพันธ์กับการซื้อสินค้าออนไลน์เสมอ โดยแต่ละปัจจัยจะมีความสำคัญที่แตกต่างกันไป หากผู้ให้บริการสามารถวิเคราะห์พิจารณาความสำคัญของปัจจัยแต่ละด้านได้อย่างสัมพันธ์กับความต้องการของผู้ใช้บริการแล้ว จะส่งผลดีต่อธุรกิจการขายสินค้าออนไลน์อย่างดียิ่ง

จากสาเหตุดังกล่าวจึงเป็นเหตุผลสำคัญที่ทำให้ผู้วิจัยสนใจที่จะศึกษาปัจจัยที่ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในเขตกรุงเทพมหานครเพื่อรวบรวมข้อมูลและและสรุปผลการวิจัยสำหรับให้ผู้ที่สนใจธุรกิจการพาณิชย์อิเล็กทรอนิกส์ (E-commerce) ได้นำไปศึกษาตามศักยภาพเพื่อพัฒนาการให้บริการอิเล็กทรอนิกส์ (E-service) ที่สอดคล้องกับสภาพการณ์ปัจจุบันที่สามารถสนองตอบต่อความต้องการของผู้ใช้บริการในทุก ๆ ระดับ ส่งผลดีต่อการดำเนินธุรกิจทั้งในระดับจุลภาค (Microeconomics) และระดับมหภาค (Macroeconomics) ต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาปัจจัยด้านประชากรศาสตร์ ที่ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในเขตกรุงเทพมหานคร
2. เพื่อศึกษาปัจจัยที่มีอิทธิพลในการซื้อสินค้า ที่ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในเขตกรุงเทพมหานคร
3. เพื่อศึกษาทัศนคติที่มีอิทธิพลในการซื้อสินค้า ที่ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในเขตกรุงเทพมหานคร

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

ประชากร คือ ผู้บริโภคที่เคยใช้บริการซื้อสินค้าบนผ่านสังคมออนไลน์ ที่อาศัยในกรุงเทพมหานคร จำนวน 6 กลุ่มของเขตการปกครองของกรุงเทพมหานคร (ศูนย์ข้อมูลสารสนเทศ, 2562) ประกอบด้วย กลุ่มรัตนโกสินทร์ 9 เขต กลุ่มบูรพา 9 เขต กลุ่มศรีนครินทร์ 8 เขต กลุ่มเจ้าพระยา 9 เขต กลุ่มกรุงธนใต้ 8 เขต และกลุ่มกรุงธนเหนือ 7 เขต จับสลากเลือกตัวแทนกลุ่ม ๆ ละ 1 เขต ได้สำนักงานเขต พญาไท ดอนเมือง มีนบุรี ห้วยขวาง บางแค และภาษีเจริญ รวมจำนวนประชากรทั้งสิ้น 708,523 คน

กลุ่มตัวอย่าง คือ ผู้บริโภคที่เคยใช้บริการซื้อสินค้าผ่านสังคมออนไลน์ ที่อาศัยในกรุงเทพมหานครที่จำนวน 400 คน ได้มาจากการสุ่มแบบสัดส่วน (Proportional Sampling) โดยกำหนดขนาดตัวอย่างจากเขตที่เป็นตัวแทนของกลุ่ม โดยใช้เกณฑ์ประชากรทั้งหมดที่จะทำการสุ่มตัวอย่าง ได้สัดส่วนจากการคำนวณดังนี้ ใช้สูตรทาโรยามาเน (Yamane) จากประชากร 708,523 คน ได้ค่าเท่ากับ 399.7668 ปรับเป็นกลุ่มตัวอย่างเท่ากับ 400 คน โดยใช้วิธีการสุ่มตัวอย่างอย่างง่าย

เครื่องมือการวิจัย

แบบสอบถาม ประกอบด้วย 3 ส่วน ส่วนที่ 1 เป็นข้อมูลสถานภาพทั่วไป ประกอบด้วย เพศ อายุ อาชีพ รายได้ และเว็บไซต์ที่ซื้อสินค้า ส่วนที่ 2 เป็นแบบสอบถาม ประกอบด้วย ปัจจัยการซื้อสินค้าออนไลน์ ด้านพฤติกรรมการซื้อสินค้าออนไลน์ ประสบการณ์การซื้อสินค้าออนไลน์ แรงจูงใจการซื้อสินค้าออนไลน์ การแสดงตนซื้อสินค้าออนไลน์ คุณภาพบริการการซื้อสินค้าออนไลน์ และคุณภาพเว็บไซต์ และทัศนคติการซื้อสินค้าออนไลน์ด้านพฤติกรรม ความเข้าใจ และความรู้สึก การสร้างเครื่องมือที่ใช้ในการวิจัยและการหาคุณภาพของเครื่องมือ โดยให้ผู้เชี่ยวชาญทั้งหมด 3 ท่าน โดยแบบสอบถามมีความเที่ยงตรงเชิงประจักษ์โดยใช้ค่าดัชนีความสอดคล้อง (IOC) มีค่าทั้งฉบับเท่ากับ 0.783 มีค่ามากกว่า 0.5 และมีค่าความเชื่อมั่น (Reliability) ทุกปัจจัยและทัศนคติ อยู่ระหว่าง 0.77-0.87

สถิติที่ใช้ในการวิจัย

สถิติ เชิงพรรณา ประกอบด้วย ความถี่ ร้อยละ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน และสถิติเชิงปริมาณได้แก่ ค่าเฉลี่ย สถิติที (Independent Sample T-Test) สถิติเอฟ (One-Way ANOVA) และการวิเคราะห์การถดถอยเชิงพหุคูณ (Multiple Regression) โดยนำผลที่ได้เทียบกับเกณฑ์การประเมิน (ประกาศิต รักษ์ศิริ, 2559)

การเก็บรวบรวมข้อมูล

1 ข้อมูลปฐมภูมิ (Primary Data) เป็นข้อมูลที่ได้จากการตอบแบบสอบถามจากกลุ่มตัวอย่างในการเก็บข้อมูล โดยใช้ Google form เพื่อให้ได้ข้อมูลครบตามสถานที่และจำนวนกลุ่มตัวอย่าง

2 ข้อมูลทุติยภูมิ (Secondary Data) เป็นข้อมูลที่ผู้วิจัยศึกษาค้นคว้าข้อมูล แนวคิด และทฤษฎีที่เกี่ยวข้องกับงานวิจัยจากหนังสือ วารสาร บทความ งานวิจัย และสื่ออิเล็กทรอนิกส์ต่างๆ ระยะเวลาการเก็บข้อมูล

ขอบเขตการวิจัย

1. ขอบเขตด้านเนื้อหาการวิจัยครั้งนี้ ศึกษาเพื่อศึกษาปัจจัยด้านประชากรศาสตร์ ปัจจัยที่มีอิทธิพลในการซื้อสินค้าทัศนคติที่มีอิทธิพลในการซื้อสินค้า ที่ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในเขตกรุงเทพมหานคร
2. ขอบเขตด้านประชากร ผู้บริโภคที่เคยใช้บริการซื้อสินค้าผ่านสังคมออนไลน์ ที่อาศัยในกรุงเทพมหานคร

สรุปผลการวิจัย

1. ปัจจัยด้านประชากรศาสตร์

ผลการวิเคราะห์ข้อมูลพบว่า

ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิง จำนวน 238 คน (ร้อยละ 58.30) อายุระหว่าง 18-35 ปี จำนวน 127 คน (ร้อยละ 31) มีอาชีพเป็นเจ้าของธุรกิจ/อาชีพอิสระมากที่สุด จำนวน 115 คน (ร้อยละ 28) มีรายได้เดือนละ 15,001 -25,000 บาท มากที่สุด จำนวน 177 คน (ร้อยละ 44) และนิยมใช้การซื้อขายออนไลน์บน Facebook มากที่สุด จำนวน 380 คน (ร้อยละ 93.75)

2. ปัจจัยด้านการซื้อสินค้าออนไลน์

ผลการศึกษาความคิดเห็นของผู้ตอบแบบสอบถามเห็นด้วยมากที่สุดกับแรงจูงใจการซื้อสินค้าออนไลน์ ($\overline{X}$ = 4.68) รองลงมา คือ คุณภาพเว็บไซต์ ($\overline{X}$ = 4.43) คุณภาพการบริการการซื้อสินค้าออนไลน์ ($\overline{X}$ = 4.33) พฤติกรรมการซื้อสินค้าออนไลน์ ($\overline{X}$ = 4.30) ประสบการณ์การซื้อสินค้าออนไลน์ ($\overline{X}$ = 4.21) และการแสดงตนในการซื้อสินค้าออนไลน์ ($\overline{X}$ = 4.13) ตามลำดับ

3. ปัจจัยด้านทัศนคติ

ผลการศึกษาความคิดเห็นของผู้ตอบแบบสอบถามเห็นด้วยมากที่สุดกับทัศนคติด้านความรู้สึก ($\overline{X}$ = 4.62) รองลงมา คือ พฤติกรรม ($\overline{X}$ = 4.59) และ ความเข้าใจ ($\overline{X}$ = 4.34) ตามลำดับ

4. การทดสอบสมมติฐาน

ตารางที่ 1 ปัจจัยประชากรศาสตร์ที่แตกต่างกันที่มีอิทธิพล ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานคร

ตัวแปรอิสระ	สถิติที่ใช้ในการทดสอบสมมติฐาน	ค่านัยสำคัญ	ผลการทดสอบสมมติฐาน
สมมติฐานที่ 1 ปัจจัยประชากรศาสตร์			
เพศ	t-test	0.799	ไม่สอดคล้อง
อายุ	F-test	0.82	ไม่สอดคล้อง
อาชีพ	F-test	0.006*	สอดคล้อง
รายได้	F-test	0.108	ไม่สอดคล้อง

* มีนัยสำคัญที่ระดับ .05

จากตารางที่ 1 พบว่า กลุ่มตัวอย่างที่มีเพศ อายุ และรายได้ที่แตกต่างกันมีผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ในกรุงเทพมหานครไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ยกเว้น กลุ่มตัวอย่างที่มีอาชีพแตกต่างกันมีต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานครแตกต่างกันอย่างมีนัยสำคัญทางสถิตที่ระดับ .05

ตารางที่ 2 แสดงผลการทดสอบสมมติฐานปัจจัยที่มีอิทธิพล ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานคร โดยวิธี Enter

การตัดสินใจซื่อสินค้าผ่านสังคมออนไลน์	b	Std. Error	t	Sig.	VIF
สมมติฐานที่ 2 ปัจจัยการตัดสินใจซื้อสินค้า					
(Constant)	2.005	0.545	3.679	0.000	
1.พฤติกรรมการซื้อสินค้า (X_1)	0.068	0.053	1.287	0.199	1.020
2.ประสบการณ์การซื้อสินค้า (X_2)	0.055	0.052	1.060	0.290	1.016
3.แรงจูงใจการซื้อสินค้า (X_3)	-0.004	0.063	-0.060	0.952	1.042
4.การแสดงตนในการซื้อสินค้า (X_4)	-0.007	0.042	-0.173	0.863	1.029
5.คุณภาพการบริการการซื้อสินค้า (X_5)	0.562	0.050	11.207	0.000*	1.064
6.คุณภาพเว็บไซต์ (X_6)	-0.126	0.052	-2.437	0.015*	1.008
Adjusted R^2 = 0.267 SE_{est} = 0.27750 F = 23.847		Sig =0.000*			

* ระดับนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 2 พบว่า ปัจจัยที่มีอิทธิพลต่อการซื้อสินค้า ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในเขตกรุงเทพมหานคร ได้แก่ ด้านคุณภาพการบริการการซื้อสินค้า และ ด้านคุณภาพเว็บไซต์ ส่งผลต่อการตัดสินใจซื้อสินค้าบน Website สังคมออไลน์ ในกรุงเทพมหานคร ที่นัยสำคัญทางสถิติที่ระดับ 0.05 มีอำนาจในการพยากรณ์ร้อยละ 26.70 (Adjusted R^2 = 0.267)

การตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานคร = 2.005 + 0.562 (ด้านคุณภาพการบริการการซื้อสินค้า) - 0.126 (คุณภาพเว็บไซต์)

ตารางที่ 3 แสดงผลการทดสอบสมมติฐานทัศนคติที่มีอิทธิพล ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ในกรุงเทพมหานคร โดยวิธี Enter

การตัดสินใจซื่อสินค้าผ่านสังคมออนไลน์	b	Std. Error	t	Sig.	VIF
สมมติฐานที่ 3 ทัศนคติการตัดสินใจซื้อสินค้า					
(Constant)	3.154	0.450	7.015	0.000	
1.พฤติกรรมการซื้อสินค้า (X_1)	0.163	0.060	2.712	0.007*	1.000
2.ประสบการณ์การซื้อสินค้า (X_2)	0.098	0.055	1.769	0.078	1.001
3.แรงจูงใจการซื้อสินค้า (X_3)	-0.005	0.060	-0.077	0.939	1.001
Adjusted R^2 = 0.026 SE_{est} = 0.318700 F = 3.476		Sig =0.016*			

* ระดับนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 3 พบว่า ทัศนคติที่มีอิทธิพลต่อการซื้อสินค้า ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานคร ได้แก่ ทัศนคติด้านพฤติกรรมการซื้อสินค้า ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานคร ที่นัยสำคัญทางสถิติที่ระดับ 0.05 มีอำนาจในการพยากรณ์ร้อยละ 2.60 (Adjusted R^2 =0.026)
การตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานคร = 3.154 + 0.163 (ทัศนคติด้านพฤติกรรมการซื้อสินค้า)

อภิปรายผลการวิจัย

วัตถุประสงค์ข้อ 1 พบว่า ผู้บริโภคที่มีปัจจัยด้านประชากรศาสตร์ด้านเพศ อายุ และรายได้ที่ต่างกัน มีการตัดสินใจซื้อสินค้าผ่านทางสังคมออนไลน์ไม่ต่างกัน เนื่องด้วยสังคมในยุคปัจจุบันเป็นสังคมออนไลน์ ทาให้บุคคลทุกเพศ ทุกช่วงอายุ ทุกระดับรายได้ สามารถเข้าถึงเครือข่ายสังคมออนไลน์ได้อย่างทั่วถึงและเท่าเทียมกัน และเครือข่ายสังคมออนไลน์ก็ได้กลายเป็นสิ่งจำเป็นในชีวิตประจาวันของผู้บริโภคยุคใหม่ไปแล้ว ส่งผลให้ผู้บริโภคในยุคปัจจุบันมีความคุ้นเคยและมีความเข้าใจในการใช้งานเครือข่ายสังคมออนไลน์เป็นอย่างดี อีกทั้งร้านค้าออนไลน์ในปัจจุบันมีจานวนเพิ่มมากขึ้น ส่งผลให้มีสินค้าที่หลากหลายมากขึ้น มีกิจกรรมการส่งเสริมการตลาดที่เข้าถึงผู้บริโภคทุกคนได้อย่างทั่วถึง ไม่มีการแบ่งแยก สามารถตอบสนองผู้บริโภคได้หลากหลาย จึงทำให้ทั้งเพศ อายุ และระดับรายได้ ไม่เป็นปัจจัยที่ส่งผลต่อการตัดสินใจเลือกซื้อสินค้าผ่านทางสังคมออนไลน์ (ปิยมาภรณ์ ช่วยชูหนู, 2559, น.46) แต่ผลการศึกษาด้านอาชีพ กลับพบว่า ด้านอาชีพที่แตกต่างกัน ส่งผลต่อการตัดสินใจซื้อสินค้าในสังคมออนไลน์ สอดคล้องกับ อมราลักษณ์ วาทหงส์ (2545 อ้างถึงใน ปิยมาภรณ์ ช่วยชูหนู. 2559, น.11) ได้ศึกษาเรื่องการรับรู้การโฆษณาและประชาสัมพันธ์มีผลต่อทัศนคติในการซื้อสินค้าและบริการผ่านระบบอินเทอร์เน็ตของผู้บริโภคในเขตกรุงเทพหานคร พบว่า ผู้บริโภคที่มีปัจจัยด้านประชากรศาสตร์ด้านอาชีพที่แตกต่างกัน จะมีทัศนคติในการซื้อสินค้าและบริการผ่านระบบอินเทอร์เน็ตที่แตกต่างกันอย่างมีนัยสาคัญทางสถิติที่ระดับ 0.05

วัตถุประสงค์ข้อ 2 ผลการศึกษาปัจจัยที่มีอิทธิพล ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานคร พบว่า มีปัจจัยที่ส่งผลต่อการตัดสินใจซื้อแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 อยู่ 2 ปัจจัยได้แก่ ปัจจัยด้านคุณภาพบริการในการซื้อสินค้าออนไลน์ ทั้งนี้อาจเป็นเพราะ เนื่องจากผู้บริโภคมีความคิดเห็นว่าร้านค้าออนไลน์ได้ปรับวิธีการเพื่อให้บริการอย่างมืออาชีพ มีการสร้างภาพลักษณ์ที่คล้ายคลึงกันกับร้านค้าออฟไลน์ทั่วไป โดยผลการวิจัยครั้งนี้สอดคล้องกับ Wu, Hwang, Sharkbuv, & Ochir (2016) ที่พบว่า คุณภาพบริการส่งผลต่อความไว้วางใจในร้านค้าปลีกออนไลน์และออฟไลน์ของผู้บริโภค สำหรับปัจจัยด้านคุณภาพเว็บไซต์ก็พบว่าส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานครด้วยเช่นกัน ทั้งนี้เนื่องจากความก้าวหน้าทางเทคโนโลยีที่หลากหลาย ทำให้เว็บไซต์พาณิชย์อิเล็กทรอนิกส์ต่าง ๆ มีการออกแบบที่สามารถดึงดูดความสนใจผู้บริโภค มีความสะดวกและง่ายต่อการใช้งานมากขึ้น โดยผลการวิจัยครั้งนี้สอดคล้องกับงานวิจัยของ ปพน เลิศชาคร และนิตนา ฐานิตธนกร (2560) ศึกษาเรื่อง คุณภาพของเว็บไซต์ส่งผลต่อการตัดสินใจซื้อสินค้าผ่าน e-Bay ของผู้บริโภคชาวไทย และสอดคล้องกับ Pappas, et all (2014) ที่กล่าวว่า คุณภาพของการปรับเว็บไซต์ให้ตรงกับความต้องการส่วนบุคคล (Quality Personalization) จะช่วยให้ลูกค้าสามารถรับรู้ข้อมูลที่นำเสนอ เช่น สินค้า ราคา โปรโมชั่นเป็นต้น ซึ่งส่งผลให้เกิดความเพลิดเพลินและความพึงพอใจในขณะทาการชอปปิงออนไลน์

สำหรับปัจจัยที่มีผลการศึกษา พบว่า ไม่ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานคร โดยไม่มีนัยสำคัญทางสถิติที่ระดับ .05 ได้แก่ 1) ปัจจัยด้านพฤติกรรมการซื้อสินค้าออนไลน์ ทั้งนี้อาจเนื่องมาจากผู้บริโภคอาจมีความต้องการการตอบสนองที่ดี ถ้าผู้ให้บริการไม่สามารถตอบสนองความต้องการของผู้บริโภคได้สูงสุดแล้ว ผู้บริโภคอาจมีข้อคำถามว่า การซื้อสินค้าออนไลน์นี้มีความเสี่ยงหรือไม่อย่างไร โดยผลการวิจัยครั้งนี้ขัดแย้งกับงานวิจัยของ ณัฏฐนันท์ พิธิวัตโชติกุล และนิตนา ฐานิตธนกร (2560)

ที่พบว่า ด้านการรับรู้ทรัพยากรทางการเงิน การตลาดผ่านสื่อสังคมออนไลน์ด้านโฆษณาออนไลน์ และพฤติกรรมผู้บริโภคออนไลน์ด้านประสิทธิภาพของสารสนเทศส่งผลต่อความตั้งใจซื้อสินค้าออนไลน์ผ่านแอปพลิเคชันของผู้บริโภคในกรุงเทพมหานคร 2) ปัจจัยด้านประสบการณ์ในการซื้อสินค้าออนไลน์ ทั้งนี้อาจเนื่องจากผู้บริโภคอาจเคยได้รับประสบการณ์ที่ไม่ดีในการซื้อสินค้าออนไลน์ รวมถึงประสบการณ์ความเสี่ยงจากการได้รับสินค้าไม่ตรงกับที่ต้องการ ดังนั้นผู้บริโภคจึงมีประสบการณ์ด้านลบต่อบางเว็บไซต์ โดยผลการวิจัยครั้งนี้ขัดแย้งกับงานวิจัยของ Pappas, et al. (2014) ที่พบว่า ประสบการณ์และแรงจูงใจในการชอปปิงออนไลน์ส่งผลต่อความตั้งใจซื้อ นอกจากนี้ยังพบว่าคุณภาพบริการส่วนบุคคลของร้านค้า ความบันเทิงจะได้รับการยอมรับจากลูกค้า และมีส่วนช่วยในตัดสินใจการชอปปิงออนไลน์ของผู้บริโภค 3) ปัจจัยด้านแรงจูงใจในการซื้อสินค้าออนไลน์ ทั้งนี้เนื่องจากผู้บริโภคส่วนหนึ่งขาดความไว้วางใจเนื่องจากประสบการณ์ที่ได้รับอาจก่อให้เกิดแรงจูงใจทางลบขึ้น โดยผลการวิจัยครั้งนี้ขัดแย้งกับ Pappas, et all (2017) ที่ศึกษาแรงจูงใจในการชอปปิงออนไลน์พบว่า ส่งผลต่อความตั้งใจซื้อ และมีส่วนช่วยในตัดสินใจการชอปปิงออนไลน์ของผู้บริโภค และ 4) ปัจจัยด้านการแสดงตนในการซื้อสินค้าออนไลน์ ทั้งนี้อาจสืบเนื่องมากจากการซื้อสินค้าออนไลน์จะไม่ส่งผลต่อความรู้สึกในความเป็นตัวตนของผู้บริโภค และไม่สามารถเติมเต็มความต้องการของผู้บริโภคได้มากเท่าที่ควร โดยผลการวิจัยครั้งนี้ขัดแย้งกับงานวิจัยของ Sirgy, et al. (2016) ที่พบว่า ประสบการณ์ที่ดีในการซื้อสินค้าออนไลน์ และความตระหนักรับรู้ในตนเองส่งผลต่อการแสดงตนในการซื้อสินค้าออนไลน์ และการแสดงตนในการซื้อสินค้าออนไลน์ส่งผลและมีอิทธิพลต่อความพึงพอใจในชีวิต

วัตถุประสงค์ข้อ 3 พบว่า ทัศนคติที่มีอิทธิพล ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานคร ผลการทดสอบสมมติฐานโดยการวิเคราะห์การถดถอยเชิงพหุ พบว่า ทัศนคติด้านพฤติกรรมมีผลต่อการตัดสินใจซื้อสินค้าบน Website อย่างมีนัยสำคัญทางสถิติที่ 0.05 ซึ่งสอดคล้องกับสมมติฐานที่ตั้งไว้ ทั้งนี้เนื่องจากลูกค้ามีความรู้สึกว่าการตลาดที่เปลี่ยนแปลงไป เพื่อปรับรูปแบบให้ตรงกับความพึงพอใจของลูกค้ามากขึ้น เป็นกลยุทธ์ที่ดีที่ส่งผลต่อแนวโน้มของการกระทำในการตัดสินใจซื้อ (Purchase Decision) ของลูกค้าเพิ่มขึ้น ความพึงพอใจและกระทำการซื้อสินค้าจึงเป็นทัศนคติด้านพฤติกรรมเฉพาะบุคคลที่ส่งผลต่อการซื้อสินค้า (วิเลิศ ภูริวัชร, 2555) และสอดคล้องกับ กัญญาภัค พันธุมจินดา (2557) ที่ศึกษาอิทธิพลของทัศนคติ ที่ส่งผลต่อความต้องการซื้อสินค้าออนไลน์ของกลุ่มคนทำงานในกรุงเทพมหานคร พบว่า ทัศนคติมีความสัมพันธ์กับความต้องการซื้อสินค้าออนไลน์ และทัศนคติส่งผลต่อความต้องการซื้อสินค้าออนไลน์

สำหรับในทัศนคติด้านความเข้าใจไม่ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานคร ทั้งนี้อาจเป็นเพราะเมื่อบุคคลมีความเชื่อต่อการซื้อสินค้าบนสังคมออนไลน์ที่ลดลง จะส่งต่อทัศนคติด้านความเข้าใจที่ลดลงด้วย โดยผลการวิจัยขัดแย้งกับ แบบจำลองการยอมรับเทคโนโลยี (Davis, 1989) ที่กล่าวว่า การรับรู้ถึงประโยชน์ที่ได้รับ (Perceived Usefulness) จะช่วยเพิ่มประสิทธิภาพในการทำงานของตนได้ และการรับรู้ถึงความง่ายในการใช้งาน จะช่วยให้ผู้บริโภคมีความเข้าใจในการตัดสินใจซื้อสินค้าออนไลน์ได้สะดวกขึ้น และ ผลการศึกษาทัศนคติด้านความรู้สึก พบว่า ไม่ส่งผลต่อการตัดสินใจซื้อสินค้าผ่านสังคมออนไลน์ ในกรุงเทพมหานครด้วยเช่นกัน ทั้งนี้เนื่องจากการที่ผู้บริโภคมีความรู้สึกหรือมีอารมณ์ไม่ประสงค์ที่จะต้องการซื้อสินค้าออนไลน์ที่อาจเกิดขึ้นได้จากประสบการณ์ที่ได้รับมาก่อนหน้านั้น หรืออาจเกิดจากปัจจัยด้านต่าง ๆ ดังนั้น ถ้าผู้ประกอบการมีการศึกษาและพยายามคำนึงถึงความรู้สึกของผู้บริโภคจะช่วยเสริมสร้างความสนใจของผู้บริโภคได้เป็นอย่างดี ซึ่งผลการศึกษาวิจัยครั้งนี้ขัดแย้งกับ ธัญชนกภรณ์ โตชมบุญ (2558) ที่กล่าวว่า การตัดสินใจซื้อตามสิ่งจูงใจด้านอารมณ์ คือ ผู้บริโภคจะมีความภาคภูมิใจในตัวสินค้าที่ได้ซื้อ

ข้อเสนอแนะ

ข้อเสนอแนะเพื่อการปฏิบัติ ผลการวิจัยครั้งนี้ พบว่า คุณภาพการบริการในการซื้อสินค้าออนไลน์ส่งผลต่อการตัดสินใจซื้อสินค้าออนไลน์มากที่สุด ดังนั้นผู้ประกอบการควรให้ความสำคัญในด้านของภาพลักษณ์ การบริการเสริมที่ตรงกับความต้องการของผู้บริโภค ขายสินค้าที่มีคุณภาพ ราคาเหมาะสม บริการจัดส่งสินค้าได้ถูกต้อง รวมถึงการแก้ปัญหาในทุกกรณี

ปัจจัยรองลงมาได้แก่ คุณภาพเว็บไซต์ (Website Quality) ส่งผลต่อการตัดสินใจซื้อสินออนไลน์ ซึ่งผู้ประกอบการ ควรให้ความสำคัญในการศึกษาข้อมูล และเลือกใช้งานเว็บไซต์ออนไลน์ที่มีคุณภาพและมีประสิทธิภาพ รวมทั้งมีความปลอดภัยในระดับสูง

ทัศนคติด้านพฤติกรรมส่งผลต่อการตัดสินใจซื้อสินค้าผ่าน สังคมออนไลน์ ในกรุงเทพมหานคร ทั้งนี้เพราะทัศนคติด้านพฤติกรรม เป็นแนวโน้มของการกระทำจากปัจจัยทัศนคติต่าง ๆ ที่ผู้บริโภคจะทำการซื้อผลิตภัณฑ์นั้น การส่งเสริมให้ผู้บริโภคมีทัศนคติที่ดีต่อการซื้อ-ขายสินค้าออนไลน์ก็จะมีพฤติกรรมที่ตอบสนองในทางที่ดี เกิดเป็นความรู้สึกพึงพอใจ และต้องการที่จะกลับมาซื้อซ้ำอยู่เสมอ

ข้อเสนอแนะสำหรับงานวิจัยครั้งต่อไป

1. นักวิจัย นักวิชาการ หรือผู้ที่สนใจควรศึกษาปัจจัยของตัวแปรอิสระอื่นๆ หลายตัวแปรที่มีความสัมพันธ์หรือมีอิทธิพลต่อการเปลี่ยนแปลงของตัวแปรต้น อาทิเช่น ทฤษฎีการรับรู้ความเสี่ยงออนไลน์ (Perceived Risk Online) และการรับรู้การใช้งานบนเว็บไซต์ (Perceived Website Usability) เป็นต้น

2. นักวิจัย นักวิชาการ หรือผู้ที่สนใจควรศึกษากฎหมาย พรบ. คอมพิวเตอร์ พรบ.คุ้มครองผู้บริโภค และกฎหมายที่เกี่ยวข้องกับธุรกิจออนไลน์ต่าง ๆ เช่น กฎหมายการทำธุรกรรมทางการเงิน เป็นต้น เพื่อเป็นแนวทางป้องกันความเสียหาย และเพื่อประโยชน์ร่วมกันของทุกฝ่าย

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ภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษาที่ส่งผลต่อความผูกพันในองค์กรของครู โรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาปทุมธานี

Authentic Leadership of School Executives which affected organizational commitment of teachers under The Office of Secondary Educational Service Area Pathum Thani

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บทคัดย่อ

การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจโดยมีวัตถุประสงค์เพื่อ 1) ศึกษาระดับภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษาและความผูกพันในองค์กรของครู 2) ศึกษาภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา ที่ส่งผลต่อความผูกพันในองค์กรของครู กลุ่มตัวอย่างที่ใช้คือ ครูที่อยู่ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาปทุมธานี สหวิทยาเขตปทุมเบญจา จำนวน 230 คน โดยใช้วิธีการแบบแบ่งชั้นภูมิ เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามที่ใช้มาตรวัดแบบ Rating Scale ที่มีค่าความเชื่อมั่นเท่ากับ 0.946 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และวิเคราะห์ความสัมพันธ์ระหว่างตัวแปรภาวะผู้นำที่แท้จริงทั้ง 4 ด้าน กับตัวแปรความผูกพันในองค์กรของครู ด้วยสมการถดถอยพหุคูณ จากผลการวิจัยพบว่า ระดับภาวะผู้นำที่แท้จริงโดยภาพรวมอยู่ในระดับสูงที่สุด โดยมีด้านความโปร่งใสเชิงสัมพันธ์มีค่าเฉลี่ยมากที่สุด ส่วนระดับความผูกพันในองค์กรของครูโดยภาพรวมอยู่ในระดับสูงที่สุดเช่นเดียวกัน มีด้านความเต็มใจที่จะทุ่มเทความพยายามอย่างมากเพื่อประโยชน์ขององค์กร มีค่าเฉลี่ยสูงที่สุด สำหรับอิทธิพลของตัวแปรต้นทั้ง 4 ด้าน ที่ส่งผลต่อตัวแปรตาม พบว่า ภาวะผู้นำที่แท้จริงด้านความโปร่งใสเชิงสัมพันธ์ และความตระหนักในตนเองที่ส่งผลต่อความผูกพันในองค์กรของครู อย่างมีนัยสำคัญทางสิถิติที่ระดับ 0.05

คำสำคัญ: ภาวะผู้นำที่แท้จริง , ความผูกพันในองค์กร , ส่งผลต่อ

Abstract

This is a survey research which aimed to 1) study the level of the Authentic Leadership of school executives and the organizational commitment of teachers 2) study the effect of the Authentic Leadership of school executives on the organizational commitment of teachers. The sample consisted of 230 teachers under The Office of Secondary Educational Service Area Pathum Thani , (Pathum Bencha Group) who were derived from Stratified Random Sampling. The reach tool was rating scale questionnaires with reliability equaling to 0.946. The statistics for data analytics consisted of mean, standard deviation. The multiple regression was used to analyze the relationship between the 4 area of authentic Leadership and the teachers' organizational commitment. The research finding was discovered that the level of overall authentic Leadership was the highest especially in the area of the relational transparency showing the highest mean. The level of overall organizational commitment of teachers was also the highest especially in the area of the intention of making great effort for the organizations showing the highest mean. In term of the influence of the 4 independent variables on the dependent variable, the research finding was discovered that the authentic Leadership in the area of relational transparency and self-awareness effect the teachers' organizational commitment at the .05 level of significance.

Keywords: Authentic Leadership, organizational commitment , affect

บทนำ

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ผู้บริหารสถานศึกษานับว่าเป็นผู้ที่มีบทบาทสำคัญในการสนับสนุน ส่งเสริมบุคลากรภายในสถานศึกษา ให้สามารถปฏิบัติงานได้อย่างมีประสิทธิผลและประสิทธิภาพจนบรรลุเป้าหมายที่สำคัญของการจัดการศึกษา ดังคำกล่าวที่ว่า “คนไทยเป็นคนเก่ง คนดี และมีความสุข” เนื่องจากผู้บริหารสถานศึกษาเป็นผู้รับผิดชอบ การบริหารงานตามขอบข่ายและภารกิจงาน 4 ด้าน ได้แก่ ด้านวิชาการ ด้านงบประมาณ ด้านการบริหารงานบุคคล และด้านการบริหารงานทั่วไป ดังนั้นจึงเป็นสิ่งจำเป็นอย่างยิ่งที่ผู้บริหารสถานศึกษาจะต้องมีความรู้ ความสามารถในการบริหารงาน และต้องมีการปรับตัวต่อการเปลี่ยนแปลงอยู่ตลอดเวลาอีกทั้งยังต้องพัฒนาตนเองในทุก ๆ ด้าน เพื่อให้มีความรู้และทักษะต่างๆ ที่เป็นประโยชน์ในการบริหารสถานศึกษา โดยเฉพาะอย่างยิ่งทักษะด้านภาวะผู้นำ แต่เมื่อกล่าวถึงคำว่าภาวะผู้นำ ได้มีทฤษฎีดังกล่าวอยู่หลากหลาย แตกต่างกันออกไปตามประสบการณ์และแนวคิดของนักวิชาการในแต่ละสมัย แต่ในงานวิจัยนี้ผู้วิจัยเลือกใช้ภาวะผู้นำที่แท้จริง (Authentic Leadership) เพราะว่า ภาวะผู้นำที่แท้จริงคือผู้นำที่ตระหนักรู้ถึงตนเอง เช่น รู้ถึงจุดแข็งและจุดอ่อนของตน รู้ว่าตนให้ความสำคัญกับคุณค่าอะไร มีค่านิยมแบบไหน และเชื่อในอะไร นอกจากนี้ยังเป็นคนที่มองเห็นเป้าหมายของตนเองได้อย่างชัดเจน ซึ่งผู้นำประเภทนี้จะแสดงออกถึงความเป็นตัวตนที่แท้จริง โดยไม่มีการสร้างภาพให้เป็นไปตามความคาดหวังของผู้อื่น ทั้งคำพูดและการกระทำล้วนสะท้อนถึงความเชื่อที่มี บวกกับยังเป็นผู้นำที่มีศีลธรรม ภาวะผู้นำที่แท้จริง จึงเป็นผู้นำที่เข้าใจถึงความไม่สมบูรณ์แบบของมนุษย์ เคารพในความแตกต่างระหว่างบุคคล และเป็นผู้นำที่เปิดกว้างต่อความคิดที่หลากหลาย ทำให้มีความสมดุลในการประมวลผลและตัดสินใจ นอกจากนี้ ด้วยความโปร่งใสในการสื่อสารและการแบ่งปันข้อมูล ภาวะผู้นำที่แท้จริง มักจะสร้างความสัมพันธ์ที่ดีกับลูกน้องโดยมีความเชื่อใจเป็นพื้นฐาน ทำให้ลูกน้องรู้สึกปลอดภัยและกล้าที่จะแสดงความคิดเห็นของตัวเองออกมา เช่น งานวิจัยของ ธีรภัทร กุโลภาส (2556) ชี้ให้เห็นว่า เมื่อผู้บริหารสถานศึกษามีระดับภาวะผู้นำที่แท้จริงอยู่ในระดับสูง ผู้บริหารจะแสดงออกถึงความเข้าใจในธรรมชาติของการทำงานของครู มุ่งเน้นการสร้างบรรยากาศที่ดีและเป็นมิตรในโรงเรียน เพื่อเสริมสร้างความสัมพันธ์อันดีระหว่างตนเองและครู ระหว่างครูด้วยกัน และระหว่างครูกับผู้ปกครอง

จากเหตุผลดังกล่าวข้างต้น ผู้วิจัยได้เห็นถึงความสำคัญของภาวะผู้นำที่แท้จริง ที่เมื่อผู้บริหารสถานศึกษาได้แสดงออกมาแล้วนั้น จะส่งผลถึงครูซึ่งเป็นผู้ปฏิบัติงานได้แสดงออกซึ่งพฤติกรรมของตนเอง ในการสร้างทัศนคติของความผูกพันที่ดีที่มีต่อองค์กร เพราะความผูกพันที่มีต่อองค์กรของครูถือว่าเป็นสิ่งที่สำคัญอย่างยิ่ง เพราะความผูกพันเป็นที่สิ่งที่แสดงออกหรือเป็นตัวบ่งชี้ถึงความรัก ความภาคภูมิใจ การยอมรับและการยึดมั่นในจุดมุ่งหมายและอุดมการณ์ขององค์กร อันเป็นผลให้ครูที่มีความเต็มใจที่จะทำงานเพื่อความก้าวหน้าและประโยชน์ขององค์กร ตลอดจนมีความปรารถนาที่จะเป็นสมาชิกตลอดไป ซึ่งสอดคล้องกับ Steers. 1991 (อ้างถึงใน ณิชานันท์ ศิริกุลสถิตย์, 2562) ได้ให้ความหมายของคำว่า ความผูกพันต่อองค์กร ว่าเป็นความรู้สึกหรือความสัมพันธ์ที่เหนียวแน่นเป็นอันหนึ่งอันเดียวกันของสมาชิกในการเข้าร่วมกิจกรรมขององค์กรด้วยความเต็มใจ ซึ่งความผูกพันต่อองค์กรประกอบด้วย ลักษณะสำคัญ 3 ประการ คือ 1. ความเชื่อมั่นอย่างแรงกล้าในการยอมรับเป้าหมายและค่านิยมขององค์กร 2. ความเต็มใจที่จะทุ่มเทความพยายามอย่างมากเพื่อประโยชน์ขององค์กร และ 3. ความปรารถนาอย่างแรงกล้าที่จะคงไว้ซึ่งความเป็นสมาชิกภาพองค์กร

ดังนั้นผู้วิจัยจึงสนใจเกี่ยวกับภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษาที่ส่งผลต่อความผูกพันในองค์กรของครู เพื่อที่ผู้บริหารสถานศึกษาสามารถนำไปเป็นรูปแบบการพัฒนาภาวะผู้นำตนเอง ปรับปรุงพฤติกรรมของตนเอง โดยจะส่งผลให้สร้างความสัมพันธ์ที่ดีในการทำงานระหว่างครูและผู้บริหารสถานศึกษา ซึ่งจะก่อให้เกิดความพึงพอใจ และประสิทธิภาพในการปฏิบัติงานและส่งผลต่อประสิทธิภาพของโรงเรียนในที่สุด

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา และความผูกพันในองค์กรของครู
2. เพื่อศึกษาภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา ที่ส่งผลต่อความผูกพันในองค์กรของครู

วิธีการดำเนินการวิจัย

ประชากร

ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ครูที่อยู่ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาปทุมธานี สหวิทยาเขตปทุมเบญจา จำนวน 5 โรงเรียน ประกอบด้วย 1. โรงเรียนคณะราษฎร์บำรุงปทุมธานี 2. โรงเรียนหอวัง ปทุมธานี 3. โรงเรียนธรรมศาสตร์คลองหลวงวิทยาคม 4. โรงเรียนชัยสิทธาวาส "พัฒน์สายบำรุง" และ 5. โรงเรียนเตรียมอุดมศึกษาน้อมเกล้า ปทุมธานี จำนวนทั้งสิ้น 554 คน

กลุ่มตัวอย่าง

กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ครูที่อยู่ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาปทุมธานี สหวิทยาเขตปทุมเบญจา จำนวน 230 คน โดยคำนวณจากสูตรของ เครซี่และมอร์แกน (Krejcie & Morgan) เมื่อได้ขนาดของกลุ่มตัวอย่าง ผู้วิจัยใช้วิธีการแบบแบ่งชั้นภูมิ (Stratified random sampling) และใช้วิธีการสุ่มตัวอย่างตามความสะดวก (Convenience sampling) ในแต่ละชั้น ดังตารางที่ 1

ตารางที่ 1 แสดงจำนวนครูโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาปทุมธานีสหวิทยาเขตปทุมเบญจาโดยจำแนกตามโรงเรียน

โรงเรียน	จำนวนครู (คน)	กลุ่มตัวอย่าง (คน)
คณะราษฎร์บำรุงปทุมธานี	122	51
หอวัง ปทุมธานี	132	55
ธรรมศาสตร์คลองหลวงวิทยาคม	219	91
ชัยสิทธาวาส "พัฒน์สายบำรุง"	17	7
เตรียมอุดมศึกษาน้อมเกล้า ปทุมธานี	64	26
รวม	**554**	**230**

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรที่ใช้ในการศึกษา ได้แก่ ตัวแปรต้น และตัวแปรตาม ดังนี้

1. ตัวแปรต้น
   - 1.1 ภาวะผู้นำที่แท้จริง
     - 1.1.1 ความตระหนักในตนเอง
     - 1.1.2 ความโปร่งใสเชิงสัมพันธ์
     - 1.1.3 กระบวนการที่สมดุล
     - 1.1.4 มุมมองเชิงจริยธรรมภายในตน
2. ตัวแปรตาม
   - 2.1 ความผูกพันในองค์กร
     - 2.1.1 ความเชื่อมั่นอย่างสูงในการยอมรับในเป้าหมายและค่านิยมขององค์กร
     - 2.1.2 ความเต็มใจที่จะทุ่มเทความพยายามอย่างมากเพื่อประโยชน์ขององค์กร
     - 2.1.3 ความปรารถนาอย่างแรงกล้าที่จะดำรงไว้ซึ่งความเป็นสมาชิกภาพขององค์กร

ขอบเขตการวิจัย

1. การวิจัยครั้งนี้ มุ่งศึกษาภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา 4 ด้าน คือ ด้านความตระหนักในตนเอง ด้านความโปร่งใสเชิงสัมพันธ์ ด้านกระบวนการที่สมดุล และด้านมุมมองเชิงจริยธรรมภายในตนที่ส่งผลต่อความผูกพันในองค์กรของครู
2. กลุ่มตัวอย่างที่ใช้ในการศึกษาคือ ครูมัธยมศึกษาจากสหวิทยาเขตปทุมเบญจา จำนวน 230 คน

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัยในครั้งนี้เป็นแบบสอบถามที่สร้างขึ้นจากแนวคิด ทฤษฎีและการทบทวนเอกสารงานวิจัยที่เกี่ยวข้อง แบ่งออกเป็น 3 ส่วนดังต่อไปนี้

ส่วนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม จำนวน 6 ข้อ

ส่วนที่ 2 แบบสอบถามเกี่ยวกับภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา โดยแบ่งคำถามออกเป็นด้าน รวมคำถามทั้งหมด 12 ข้อ โดยแบ่งคำถามออกเป็นด้านต่างๆ ดังนี้

ด้านความตระหนักในตนเอง จำนวน 3 ข้อ

ด้านความโปร่งใสเชิงสัมพันธ์ จำนวน 3 ข้อ
ด้านกระบวนการที่สมดุล จำนวน 3 ข้อ
ด้านมุมมองเชิงจริยธรรมภายในตน จำนวน 3 ข้อ

ซึ่งแบบสอบถามส่วนที่ 2 เป็นแบบสอบถามที่ใช้มาตรวัดแบบ Rating Scale ตามรูปแบบของ Likert Scale โดยให้ผู้ตอบคำถามเลือกตอบได้เพียงคำตอบเดียว มี 5 ระดับ ใช้ระดับในการวัดข้อมูลประเภทอันตรภาค (Interval Scale) โดยเกณฑ์การแปลความหมายภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา สามารถแปลความหมายได้ดังนี้

4.21 – 5.00 ผู้บริหารสถานศึกษา มีภาวะผู้นำที่แท้จริงอยู่ในระดับ สูงที่สุด
3.41 – 4.20 ผู้บริหารสถานศึกษา มีภาวะผู้นำที่แท้จริงอยู่ในระดับ สูง
2.61 – 3.40 ผู้บริหารสถานศึกษา มีภาวะผู้นำที่แท้จริงอยู่ในระดับ ปานกลาง
1.81 – 2.60 ผู้บริหารสถานศึกษา มีภาวะผู้นำที่แท้จริงอยู่ในระดับ น้อย
1.00 – 1.80 ผู้บริหารสถานศึกษา มีภาวะผู้นำที่แท้จริงอยู่ในระดับ น้อยที่สุด

ส่วนที่ 3 แบบสอบถามเกี่ยวกับความผูกพันในองค์กรของครู โดยแบ่งคำถามออกเป็น 3 ด้าน รวมคำถามทั้งหมด 12 ข้อ โดยแบ่งคำถามออกเป็นด้านต่างๆ ดังนี้

ด้านความเชื่อมั่นอย่างสูงในการยอมรับในเป้าหมายและค่านิยมขององค์กร จำนวน 4 ข้อ
ด้านความเต็มใจที่จะทุ่มเทความพยายามอย่างมากเพื่อประโยชน์ขององค์กร จำนวน 4 ข้อ
ด้านความปรารถนาอย่างแรงกล้าที่จะดำรงไว้ซึ่งความเป็นสมาชิกภาพขององค์กร จำนวน 4 ข้อ

ซึ่งแบบสอบถามส่วนที่ 3 เป็นแบบสอบถามที่ใช้มาตรวัดแบบ Rating Scale ตามรูปแบบของ Likert Scale โดยให้ผู้ตอบคำถามเลือกตอบได้เพียงคำตอบเดียว มี 5 ระดับ ใช้ระดับในการวัดข้อมูลประเภทอันตรภาค (Interval Scale) โดยเกณฑ์การแปลความหมายความผูกพันในองค์กรของครู สามารถแปลความหมายได้ดังนี้

4.21 – 5.00 ความผูกพันในองค์กรของครู อยู่ในระดับ สูงที่สุด
3.41 – 4.20 ความผูกพันในองค์กรของครู อยู่ในระดับ สูง
2.61 – 3.40 ความผูกพันในองค์กรของครู อยู่ในระดับ ปานกลาง
1.81 – 2.60 ความผูกพันในองค์กรของครู อยู่ในระดับ น้อย
1.00 – 1.80 ความผูกพันในองค์กรของครู อยู่ในระดับ น้อยที่สุด

ขั้นตอนในการวิจัย

1. ผู้วิจัยดำเนินการทดสอบคุณภาพเครื่องมือ โดยขอความอนุเคราะห์ผู้เชี่ยวชาญ จำนวน 3 ท่าน เพื่อตรวจสอบความตรงตามเนื้อหา (Content Validity) และหาค่าความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ (Index of Item Object Congruence : IOC) ได้ค่าอยู่ระหว่าง 0.6 ถึง 1.0 จากนั้นทำการหาค่าความเชื่อมั่น (Reliability) โดยการนำแบบสอบถามไปทดลองใช้ (Tryout) กับกลุ่มที่ไม่ใช่กลุ่มตัวอย่างจำนวน 30 คน ได้ค่าเท่ากับ 0.946

2. ผู้วิจัยขอความอนุเคราะห์ดำเนินการเก็บรวบรวมข้อมูลจากครูที่อยู่ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาปทุมธานี สหวิทยาเขตปทุมเบญจา จำนวน 5 โรงเรียน จำนวน 230 คน

3. การวิเคราะห์ข้อมูล ผู้วิจัยนำข้อมูลที่เก็บรวบรวมได้จากกลุ่มตัวอย่างมาทำการวิเคราะห์ข้อมูล โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป ตามวัตถุประสงค์ของการวิจัยและสมมุติฐาน ดังต่อไปนี้

3.1 การวิเคราะห์ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม ซึ่งเป็นแบบสอบถามชนิดเลือกตอบ (Multiple Choices) วิเคราะห์โดยการหาค่าความถี่ (Frequency) และค่าร้อยละ (Percentage)

3.2. การวิเคราะห์ข้อมูลระดับความคิดเห็นของภาวะผู้นำที่แท้จริง และความผูกพันในองค์กรของครู โดยการหาค่าเฉลี่ย (Mean) ค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) การแปลผล และจัดอันดับ

3.3 การวิเคราะห์ความสัมพันธ์ระหว่างตัวแปรภาวะผู้นำที่แท้จริง กับตัวแปรความผูกพันในองค์กรของครู ผู้วิจัยใช้การวิเคราะห์สมการถดถอยพหุคูณ (Multiple Linear Regression Analysis) แบบขั้นบันได (Stepwise)

สรุปผลการวิจัย

1. ผลการวิจัย พบว่าภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาปทุมธานี โดยภาพรวมอยู่ในระดับสูงที่สุดทั้ง 4 ด้าน ซึ่งอันดับหนึ่งได้แก่ ด้านความโปร่งใสเชิงสัมพันธ์ มีค่าเฉลี่ยรวมเท่ากับ 4.31 รองลงมาได้แก่ ด้านความตระหนักในตนเอง มีค่าเฉลี่ยรวมเท่ากับ 4.23 และด้านกระบวนการที่สมดุลกับด้านมุมมองเชิงจริยธรรมภายในตน มีค่าเฉลี่ยรวมเท่ากัน คือ 4.21 สำหรับค่าเฉลี่ยรวมภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา มีค่าเฉลี่ยเท่ากับ 4.24 ดังตารางที่ 2

ตารางที่ 2 แสดงค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา

ภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา	$\overline{X}$	*S.D.*	แปลผล
ด้านความตระหนักในตนเอง	4.23	0.811	สูงที่สุด
2. ด้านความโปร่งใสเชิงสัมพันธ์	4.31	0.655	สูงที่สุด
3. ด้านกระบวนการที่สมดุล	4.21	0.735	สูงที่สุด
4. ด้านมุมมองเชิงจริยธรรมภายในตน	4.21	0.845	สูงที่สุด
ค่าเฉลี่ยรวมภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา	**4.24**	**0.707**	**สูงที่สุด**

2. ผลการวิจัย พบว่าความผูกพันในองค์กรของครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาปทุมธานี โดยภาพรวมอยู่ในระดับสูงที่สุด มี 2 ด้าน คือด้านความเต็มใจที่จะทุ่มเทความพยายามอย่างมากเพื่อประโยชน์ขององค์กร มีค่าเฉลี่ย 4.65 รองลงมาคือด้านความเชื่อมั่นอย่างสูงในการยอมรับในเป้าหมายและค่านิยมขององค์กร มีค่าเฉลี่ย 4.59 ส่วนด้านความปรารถนาอย่างแรงกล้าที่จะดำรงไว้ซึ่งความเป็นสมาชิกภาพขององค์กรโดยรวมอยู่ในระดับสูง มีค่าเฉลี่ย 3.99 สำหรับค่าเฉลี่ยรวมความผูกพันในองค์กรของครูโดยรวมอยู่ในระดับสูงที่สุด มีค่าเฉลี่ยเท่ากับ 4.41 ดังตารางที่ 3

ตารางที่ 3 แสดงค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน ความผูกพันในองค์กรของครู

ความผูกพันในองค์กรของครู	$\overline{X}$	*S.D.*	แปลผล
1. ด้านความเชื่อมั่นอย่างสูงในการยอมรับในเป้าหมายและค่านิยมขององค์กร	4.59	0.521	สูงที่สุด
ด้านความเต็มใจที่จะทุ่มเทความพยายามอย่างมากเพื่อประโยชน์ของกร	4.65	0.463	สูงที่สุด
ด้านความปรารถนาอย่างแรงกล้าที่จะดำรงไว้ซึ่งความเป็นสมาชิกภาพองค์กร	3.99	0.583	สูง
ค่าเฉลี่ยรวมความผูกพันในองค์กรของครู	**4.41**	**0.418**	**สูงที่สุด**

3. ผลการทดสอบสมมติฐาน

ผู้วิจัยได้ทำการหาค่าอิทธิพลขององค์ประกอบภาวะผู้นำที่แท้จริงที่ส่งผลต่อความผูกพันในองค์กรของครู ซึ่งใช้การวิเคราะห์ข้อมูลโดยการวิเคราะห์การถดถอยพหุคูณ (Multiple Regression) ด้วยวิธี Stepwise เพื่อทดสอบสมมติฐาน ซึ่งเป็นความสัมพันธ์ของตัวแปรอิสระ (X) คือ ภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา ทั้ง 4 ด้าน ที่ส่งผลต่อตัวแปรตาม (Y) คือ ความผูกพันในองค์กรของครู ที่ระดับความเชื่อมัน 0.05 โดยมีการกำหนดตัวแปร คือ

ตัวแปรอิสระ (X)

ภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา 4 ด้าน

- ด้านความตระหนักในตนเอง
- ด้านความโปร่งใสเชิงสัมพันธ์
- ด้านกระบวนการที่สมดุล
- ด้านมุมมองเชิงจริยธรรมภายในตน

ตัวแปรตาม (Y)

ความผูกพันในองค์กรของครู

ตารางที่ 4 ตัวแบบที่ได้จากการวิเคราะห์การถดถอยเชิงเส้น (Model Summary)

Model Summary[c]				
R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.540[b]	.292	.286	.35292	1.911
Predictors: (Constant), ความโปร่งใสเชิงสัมพันธ์, ความตระหนักในตนเอง				
Dependent Variable: ความผูกพันในองค์กรของครู				

จากผลการวิเคราะห์ข้อมูล พบว่า ตัวแปรอิรสะทั้ง 4 ตัว ร่วมกันอธิบายความผันแปรของความผูกพันในองค์กรของครูได้ร้อยละ 29.2 (R2 = .292) โดยองค์ประกอบที่มีอิทธิพลต่อความผูกพันในองค์กรของครู คือ ความโปร่งใสเชิงสัมพันธ์ และความตระหนักในตนเอง และจากค่า Durbin-Watson เท่ากับ 1.911 ซึ่งอยู่ในช่วง 1.5 ถึง 2.5 แสดงถึงค่าความคลาดเคลื่อนเป็นอิสระต่อกัน และจากการวิเคราะห์การถดถอยเชิงพหุคูณ ที่ระดับนับสำคัญเท่ากับ 0.05 โดยใช้วิธีการ Stepwise ในทุกตัวแบบ พบว่ามีองค์ประกอบที่เป็นตัวแปรอิสระในด้านกระบวนการที่สมดุล และด้านมุมมองเชิงจริยธรรมภายในตน ไม่ได้ถูกใช้ในการวิเคราะห์ แสดงถึงองค์ประกอบที่เป็นตัวแปรอิสระในด้านดังกล่าวไม่มีผลต่อความผูกพันในองค์กรของครู ดังตารางที่ 4
ตารางที่ 5 ผลการวิเคราะห์สมการถดถอยของตัวแบบ

ANOVA[a]					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	11.647	2	5.824	46.756	.000[c]
Residual	28.274	227	.125		
Total	39.921	229			

จากตารางที่ 5 พบว่า ค่า F เท่ากับ 46.756 และค่า Sig. เท่ากับ 0.000 ซึ่งมีค่าน้อยกว่า 0.05 จึงสรุปได้ว่า มีองค์ประกอบที่ใช้ในตัวแบบอย่างน้อย 1 ตัว ที่มีผลต่อความผูกพันในองค์กรของครูอย่างมีนัยสำคัญ

ตารางที่ 6 ผลการวิเคราะห์การถดถอยเชิงพหุคูณ (Multiple Regression Analysis) ขององค์ประกอบภาวะผู้นำที่แท้จริงที่มีอิทธิพลต่อความผูกพันในองค์กรของครู

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
ความโปร่งใสเชิงสัมพันธ์	.227	.055	.356	4.138	.000
ความตระหนักในตนเอง	.112	.044	.217	2.517	.013

จากตารางที่ 6 พบว่า องค์ประกอบที่มีอิทธิพลต่อความผูกพันในองค์กรของครู คือ ความโปร่งใสเชิงสัมพันธ์ และความตระหนักในตนเอง และเมื่อพิจารณาตัวแปรอิสระที่มีอำนาจในการทำนายการเปลี่ยนแปลงของความผูกพันในองค์กรของครูได้ดีที่สุด คือ ความโปร่งใสเชิงสัมพันธ์ (Beta = .356) และความตระหนักในตนเอง (Beta = .217) ตามลำดับ สำหรับองค์ประกอบของภาวะผู้นำที่แท้จริงในด้านกระบวนการที่สมดุล และมุมมองเชิงจริยธรรมภายในตน ไม่ปรากฏค่าเนื่องจากมีนัยสำคัญทางสถิติมากกว่า 0.05 จึงสามารถสรุปได้ว่า ภาวะผู้นำทั้ง 2 ด้านดังกล่าว ไม่ส่งผลต่อความผูกพันในองค์กรของครู

อภิปรายผลการวิจัย

จากผลการวิจัยเรื่อง ภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษาที่ส่งผลต่อความผูกพันในองค์กรของครู โรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาปทุมธานี สรุปประเด็นการอภิปรายได้ดังนี้

1. ผลจากการวิจัยพบว่า ระดับภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา โดยรวมอยู่ในระดับสูงที่สุดทั้ง 4 ด้าน หมายความว่า ผู้บริหารสถานศึกษามีความเป็นตัวตนที่แท้จริง โดยไม่มีการสร้างภาพให้เป็นไปตามความคาดหวังของผู้อื่น ทั้งคำพูดและการกระทำล้วนสะท้อนถึงความเชื่อที่มี บวกกับยังเป็นผู้นำที่มีศีลธรรม ภาวะผู้นำที่แท้จริง จึงเป็นผู้นำที่เข้าใจถึงความไม่สมบูรณ์แบบของมนุษย์ เคารพในความแตกต่างระหว่างบุคคล และเป็นผู้นำที่เปิดกว้างต่อความคิดที่หลากหลาย ทำให้มีความสมดุลในการประมวลผลและตัดสินใจ เมื่อพิจารณาถึงองค์ประกอบของภาวะผู้นำที่แท้จริง พบว่า ด้านความโปร่งใสเชิงสัมพันธ์มีค่าเฉลี่ยสูงที่สุด หมายความว่า ผู้บริหารปฏิบัติกับครูอย่างตรงไปตรงมาทั้งกาย วาจา และใจ และมักจะเปิดเผยข้อมูลที่สำคัญของโรงเรียน โดยยึดหลักของเหตุผลและประโยชน์ของส่วนรวมเป็นที่ตั้งให้ครูได้ทราบข้อมูล รวมถึงให้ความไว้วางใจในการทำงานของครู โดยคอยติดตามและสอบถามความก้าวหน้าของงานตามความเหมาะสม

ผลการวิจัยในครั้งนี้สอดคล้องกับผลการวิจัยของ โกศล ตามะทะ (2559) ที่พบว่า ระดับภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษาอยู่ในระดับสูง และเมื่อพิจารณาองค์ประกอบแบบรายด้าน ก็พบว่ามีความสอดคล้องกันในด้านของความโปร่งใสเชิงสัมพันธ์ที่มีค่าเฉลี่ยสูงที่สุด ซึ่งไม่สอดคล้องกับงานวิจัยของ สุนทร พริกจำรูญ (2562) ที่ค่าเฉลี่ยสูงสุดคือด้านมุมมองเชิงจริยธรรม กล่าวคือ ผู้บริหารศึกษานั้นได้ประพฤติตนเป็นผู้มีคุณธรรม มีค่านิยมที่ดีงาม ให้ความยุติธรรมกับทุกฝ่ายที่เกี่ยวข้อง รวมถึงไม่สอดคล้องกับงานวิจัยของ ธีรภัทร กุโลมาส (2556) ที่พบว่า ความโปร่งใสเชิงสัมพันธ์ มีค่าเฉลี่ยค่อนข้างต่ำ เมื่อเปรียบเทียบกับด้านอื่นๆ หมายถึง ครูเห็นว่าผู้บริหารส่วนใหญ่รับรู้เกี่ยวกับการเข้าใจตนเอง และการให้ครูได้แสดงความคิดเห็นและการตัดสินใจในเรื่องสำคัญของผู้บริหารมากกว่า

2. ผลจากการวิจัยพบว่า ระดับความผูกพันในองค์กรของครูโดยรวมอยู่ในระดับสูงที่สุด หมายถึง การที่ครูมีความรู้สึกดีต่อองค์กรมีความรักความภาคภูมิใจความเอาใจใส่ต่อองค์กร รู้สึกว่าตนเองเป็นส่วนหนึ่งมีความเชื่อมั่นยอมรับเป้าหมายและค่านิยมขององค์กร เต็มใจและเสียสละความสุขส่วนตัวเพื่อเป้าหมายและต้องการที่จะดำรงไว้ซึ่งการเป็นสมาชิกขององค์กรนั้นตลอดไป เมื่อพิจารณาถึงองค์ประกอบของความผูกพันในองค์กรของครู พบว่า ด้านความเต็มใจที่จะทุ่มเทความพยายามอย่างมากเพื่อประโยชน์ขององค์กร มีค่าเฉลี่ยสูงที่สุด กล่าวคือ ครูเต็มใจทุ่มเทให้กับงานอย่างเต็มกำลังความสามารถเพื่อองค์กร ใช้ความรู้ความสามารถเต็มที่ในการปฏิบัติงานที่ได้รับมอบหมาย ยินดีทำสิ่งที่ช่วยส่งเสริมองค์กรของท่าน แม้ว่างานนั้นไม่ได้อยู่ในความดูแลรับผิดชอบของท่าน และเมื่อพบอุปสรรคในการทำงานท่านจะแก้ไขปัญหาจนกว่าจะสำเร็จ

ผลการวิจัยในครั้งนี้สอดคล้องกับผลการวิจัยของ ณิชานันท์ ศิริกุลสถิต์ (2562) ที่พบว่า ระดับความผูกพันต่อองค์กรของครูในภาพรวมอยู่ในระดับมาก โดยด้านที่มีค่าเฉลี่ยมากที่สุด คือ ด้านความเต็มใจที่จะทุ่มเทความพยายามอย่างมากเพื่อประโยชน์ขององค์กร หมายถึง ครูมีความพยายามอย่างเต็มความสามารถให้กับการปฏิบัติงานเพื่อให้โรงเรียนประสบความสำเร็จ มีความเต็มใจที่จะปฏิบัติตามแนวทางการดำเนินงานในโรงเรียน มีการทุ่มเทให้งานที่ได้รับมอบหมายอย่างเต็มที่ทุกครั้ง และมีความเต็มใจที่จะทำงานต่อให้เสร็จ แม้ว่าจะเลยเวลางานไปแล้ว มีความสุขในการทำงานเพื่อให้งานสำเร็จลุล่วงทันเวลา ถึงแม้จะพบปัญหาและอุปสรรคในการทำงานบ้าง แต่ก็มีความภาคภูมิใจที่สามารถผลิตเยาวชนที่มีคุณภาพเพื่อชื่อเสียงของโรงเรียน

3. ผลการวิจัยในส่วนของการวิเคราะห์องค์ประกอบภาวะผู้นำที่แท้จริงที่ส่งผลต่อความผูกพันในองค์กรของครู พบว่า ด้านความโปร่งใสเชิงสัมพันธ์ และด้านความตระหนักในตนเอง มีอิทธิพลต่อความผูกพันในองค์กรของครู ซึ่งผลการวิจัยดังกล่าวสอดคล้องกับงานวิจัยของ วรรณวิสาข์ รัตนพันธ์, ณัฐวรรณ พุ่มดียิ่ง , พิชญาภา ยืนยาว (2564) ที่พบว่า ภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิภาพการปฏิบัติงานของข้าราชการครู ด้านการดำเนินการโปร่งใส เป็นปัจจัยที่ส่งผลต่อประสิทธิภาพการปฏิบัติงานของข้าราชการครูมากที่สุด และสอดคล้องกับ Avolio, Gardner, Walumbwa, & May (2004: 801) ที่ได้ใช้แนวคิดจิตวิทยาเชิงบวกที่ได้รับอิทธิพลจากแนวคิดของ Seligman (2000: 5-14) มาใช้อธิบายกระบวนการที่ผู้นำที่แท้จริงส่งผลต่อทัศนคติ พฤติกรรม และผลการปฏิบัติงานของผู้ตาม เนื่องจากผู้นำที่แท้จริงจะมีพฤติกรรมที่สอดคล้องกับค่านิยมและความเชื่อภายในของตน อันจะสร้างความเชื่อถือ ความเคารพ และความไว้ใจจากผู้ตาม มุ่งเน้นให้ผู้ตามสามารถแสดงความคิดเห็นที่แตกต่าง มีความโปร่งใส และสร้างความสัมพันธ์แบบร่วมมือร่วมใจ (collaborative) และสอดคล้องกับงานวิจัยของ ปณตนนท์ เถียรประภา (2561) กล่าวว่า ภาวะผู้นำที่แท้จริงจะสร้างการเปลี่ยนแปลงให้สถานศึกษาให้สำเร็จ ด้วยผู้บริหารนั้นสามารถควบคุมพฤติกรรมของตนเอง มีความตระหนักรู้ มีวิสัยทัศน์ สามารถอธิบายถึงเหตุผลและความจำเป็นในการเปลี่ยนแปลงที่เกิดขึ้นได้ สามารถสร้างแรงบันดาลใจให้กับครูในสถานศึกษาให้เกิดความเคารพและเชื่อมั่นในผู้บริหารสถานศึกษา อันจะส่งผลต่อการร่วมแรงร่วมใจในการปฏิบัติงานให้บรรลุตามเป้าหมายได้สำเร็จ

สำหรับองค์ประกอบด้านกระบวนการที่สมดุล และด้านมุมมองเชิงจริยธรรมภายในตน ที่ไม่ส่งผลต่อความผูกพันในองค์กรของครู อาจเป็นเพราะ ภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษาด้านกระบวนการที่สมดุล และด้านมุมมองเชิงจริยธรรมภายในตน เป็นสิ่งที่ผู้บริหารพึงควรจะมี และปฏิบัติอยู่แล้ว แต่ถึงแม้ว่า ด้านกระบวนการที่สมดุล และด้านมุมมองเชิงจริยธรรมภายในตน จะเป็นสิ่งสำคัญ เพราะพฤติกรรมการรับฟังข้อมูลจากรอบด้าน การวิเคราะห์ข้อมูลอย่างถี่ถ้วน ใช้หลักศีลธรรมเป็นเกณฑ์ในการตัดสินใจ มีความสื่อสัตย์สุจริต มีความยุติธรรม สรรเสริญและส่งเสริมการทำความดีในขณะที่ตำหนิและลงโทษคนที่ทำผิดต่อครูหรือบุคลากรในสถานศึกษา ก็สามารถช่วยสร้างความสุขในองค์กรและความพึงพอใจในการปฏิบัติงานได้ แต่อาจจะไม่ได้มีอิทธิพลมากพอต่อความผูกพันในองค์กรของครู

ข้อเสนอแนะ

จากผลการวิจัยจะเห็นว่าองค์ประกอบของภาวะผู้นำที่แท้จริงของผู้บริหารสถานศึกษา ด้านความโปร่งใสเชิงสัมพันธ์ และด้านความตระหนักในตนเอง ส่งผลต่อความผูกพันในองค์กรของครู ซึ่งสามารถสะท้อนได้ว่า พฤติกรรมของผู้บริหารสถานศึกษาที่แสดงถึงการเปิดเผยตัวตนที่ไม่บิดเบือนต่อครู ให้ความไว้วางใจ เปิดเผยข้อมูลสำคัญให้ครูได้ทราบ แสดงความคิดเห็นอย่างเปิดเผย โดยไม่แสดงอาการที่ไม่พึงประสงค์ รวมถึงมีพฤติกรรมที่แสดงถึงความเข้าใจตนเอง เข้าใจในมุมมองของครูที่มีต่อตนเอง และอิทธิพลของตนที่มีต่อครู จากพฤติกรรมที่กล่าวมาข้างต้นถือว่าเป็นพฤติกรรมที่จะสร้างความผูกพันต่อองค์กรของครูทั้งสิ้น แต่ทั้งนี้ผลการวิจัยนี้เป็นเพียงกลุ่มตัวอย่างของครูเพียงแค่กลุ่มเดียว ดังนั้นการที่ผู้บริหารจะบริหารบุคลากรภายในสถานศึกษาให้เกิดความผูกพันต่อองค์กร ก็ควรที่จะมีภาวะผู้นำให้ครบองค์ประกอบในทุกๆด้าน เพราะผู้บริหารสถานศึกษาซึ่งเป็นผู้รับผิดชอบสถานศึกษาที่มีบทบาทสำคัญในการสนับสนุน ส่งเสริมบุคลากรภายในสถานศึกษา ให้สามารถปฏิบัติงานได้อย่างมีประสิทธิผลและประสิทธิภาพจนบรรลุเป้าหมายที่สำคัญของการจัดการศึกษา สามารถนำผลการศึกษามาปรับใช้กับบุคลากรภายในสถานศึกษา ที่จะส่งผลให้ครูเกิดความผูกพันในองค์กรในระดับสูงต่อไป และควรจะมีการส่งเสริมในด้านต่างๆเพิ่มเติมดังนี้

1. ผู้บริหารสถานศึกษาควรให้ความสำคัญและความสนใจต่อครูในสถานศึกษาของตนเองอย่างทั่วถึงกัน รวมทั้งรับฟังเสียงสะท้อนและพยายามเข้าใจปัญหาที่เกิดขึ้นอย่างสุขุม
2. ผู้บริหารต้องพยายามดึงศักยภาพของครูออกมาใช้ให้ได้มากที่สุด เพื่อทำให้ครูรู้สึกว่าตนเองมีความสำคัญต่อองค์กรและผลที่ได้รับจากการทำงานต้องมีความเหมาะสม
3. ผู้บริหารควรมีการเปิดโอกาสให้ครูได้มีส่วนร่วมในการแสดงความคิดเห็น การกำหนดนโยบาย กฎระเบียบข้อบังคับต่างๆ ในการทำงาน เพื่อให้ครูมีความรู้สึกเป็นส่วนหนึ่งในองค์กร

ข้อเสนอแนะในการวิจัยครั้งต่อไป

1. อาจมีการศึกษาถึงภาวะผู้นำลักษณะอื่นๆ ที่ส่งผลต่อความผูกพันในองค์กรของครู แล้วอาจนำข้อมูลมาวิเคราะห์ดูว่าผู้บริหารสถานศึกษาในปัจจุบันเหมาะกับการใช้ภาวะผู้นำในลักษณะแบบใดที่จะส่งผลต่อความผูกพันในองค์กรของครูมากที่สุด เพื่อเป็นแนวทางสำหรับผู้บริหารสถานศึกษา หรือผู้บริหารในหน่วยงานอื่นๆ สามารถนำแนวทางไปปรับใช้ในองค์กรของตนเองต่อไป
2. อาจมีการพิจารณาตัวแปรด้านอื่นๆ ที่อาจไม่เกี่ยวข้องกับผู้นำ แต่มีอิทธิพลที่ส่งผลต่อความผูกพันในองค์กรของครู เช่น แรงจูงใจในการทำงาน วัฒนธรรมองค์กร สภาพแวดล้อม เป็นต้น

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การพัฒนาแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

The Development of Student Affairs Administraion Guidelines Inaffiliated Schools of The Secondary Educational Service Area Officekhonkaen

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารงานกิจการนักเรียนของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น 2) พัฒนาแนวทางการบริหารงานกิจการนักเรียนของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น 3) ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารงานกิจการนักเรียนของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น มีวิธีการดำเนินงานเป็น 3 ระยะ คือ ระยะที่ 1 ได้แก่ ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของทางการบริหารงานกิจการนักเรียนของโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่นประชากร ได้แก่ ผู้บริหารสถานศึกษาและครูสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น จำนวน 3,257 คน กำหนดกลุ่มตัวอย่างโดยใช้ตาราง Krejcie and Morgan ได้ 238 คน ด้วยวิธีสุ่มแบบง่าย เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถามมีค่าความเชื่อมั่นสภาพปัจจุบันเท่ากับ 0.92 สภาพที่พึงประสงค์เท่ากับ 0.97และแบบประเมินเพื่อตรวจสอบความเหมาะสมและความเป็นไปได้มีค่า IOC อยู่ระหว่าง 0.50 – 1.00 วิเคราะห์ข้อมูลโดยใช้สถิติหา ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ระยะที่ 2 พัฒนาแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 3 โรงเรียน โรงเรียนละ 2 คน รวม 6 คน และผู้ทรงคุณวุฒิ จำนวน 7 คน เลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสัมภาษณ์ และแบบประเมินความเหมาะสม ระยะที่ 3 ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 10 คน เลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง ค่าอำนาจจำแนก ค่าความเชื่อมั่น และค่าดัชนีความต้องการจำเป็น

ผลการวิจัย พบว่า

1. สภาพปัจจุบันการทางการบริหารงานกิจการนักเรียนของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมอยู่ในระดับมาก ($\overline{X}$= 3.60, S.D.=0.72) และ สภาพที่พึงประสงค์ทางการบริหารงานกิจการนักเรียนของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมอยู่ในระดับมากที่สุด ($\overline{X}$= 4.77, S.D.= 0.49) และลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ลำดับที่ 1 ด้านการดำเนินการส่งเสริมประชาธิปไตยในโรงเรียน ลำดับที่ 2 ด้านวางแผนงานกิจการนักเรียน ลำดับที่ 3 ด้านงานบริหารงานกิจการนักเรียน ลำดับที่ 4. ด้านการส่งเสริมพัฒนาให้นักเรียนมีวินัย คุณธรรม จริยธรรม ลำดับที่5 ด้านการดูแลช่วยเหลือนักเรียน และลำดับที่6 การประเมินผลการดำเนินงานกิจการ

2. แนวทางการบริหารงานกิจการนักเรียนของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า มี 6 ด้าน 39 วิธีดำเนินการ ดังนี้ ด้านวางแผนงานกิจการนักเรียนมี 6 วิธีดำเนินการ ด้านงานบริหารงานกิจการนักเรียน มี 7 วิธีดำเนินการ ด้านการส่งเสริมพัฒนาให้นักเรียนมีวินัยคุณธรรม จริยธรรม มี 8 วิธีดำเนินการ ด้านการดูแลช่วยเหลือนักเรียน มี 7 วิธีดำเนินการ ด้านการดำเนินการส่งเสริมประชาธิปไตยในโรงเรียน มี 7 วิธีดำเนินการ และ ด้านการประเมินผลการดำเนินงานกิจการ มี 4 วิธีดำเนินการ ผลการประเมินความเหมาะสมของการพัฒนาแนวทางการบริหารกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยผู้ทรงคุณวุฒิ 7 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด($\overline{X}$ = **4.67**)

3. ผลการประเมินความเหมาะสมและความเป็นไปได้ของการพัฒนาแนวทางการบริหารกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น2 โดยผู้บริหารและครู 10 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.67) และความเป็นไปได้อยู่ในระดับมากที่สุด ($\overline{X}$ = 4.59)

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คำสำคัญ การพัฒนาแนวทาง/การบริหาร/งานกิจการนักเรียน

Abstract

The purposes of this research were to: 1) study the current condition, the desirable condition, and the necessity of student affairs administration in affiliated schools of the secondary educational service area office, Khon Kaen 2) develop the student affairs administration guidelines in affiliated schools of the secondary educational service area office, Khon Kaen 3) evaluate the suitability and possibility of student affairs administration guidelines in affiliated schools of the secondary educational service area office, Khon Kaen. The research methodology was divided into three phases as follows. Phase 1: Studying current conditions, desirable conditions, and necessities of student affairs administration in affiliated schools of the secondary educational service area office, Khon Kaen. A total of 238 administrators and teachers in affiliated schools of the secondary educational service area office, Khon Kaen, were selected by using simple random sampling of *Krejcie and Morgan's* table. The questionnaire of current condition with 0.92 of reliability, the desirable condition with 0.92, and the suitability and possibility evaluation form with 0.50-1.00 of IOC were used as the research instruments. The data was analyzed by using fundamental statistical values which were Mean and Standard Deviation. Phase 2: development of the student affairs administration guidelines in affiliated schools of the secondary educational service area office, Khon Kaen. A total of 6 administrators and teachers from 3 schools, and 7 experts were selected by using the purposive sampling method. The research instruments were interview form and suitability evaluation form. Phase 3: Evaluation of the suitability and possibility of student affairs administration guidelines in affiliated schools of the secondary educational service area office, Khon Kaen. A total of 10 administrators and teachers were selected by the purposive sampling method. The research instrument was the suitability and possibility evaluation form of student affairs administration guidelines in affiliated schools of the secondary educational service area office, Khon Kaen. The data was analyzed by using Mean$(\bar{x})$, Percentage$(\%)$, Standard Deviation $(S.D.)$, Index of item objective congruence (IOC), Discrimination, Reliability, Priority Needs Index (PNI).

The research findings were as follows;

1. The current conditions of student affairs administration in affiliated schools of the secondary educational service area office Khon Kaen, the overall level was high $(\bar{x} = 3.60\ ,\ S.D. = 0.72)$ and the desirable conditions of student affairs administration in affiliated schools of the secondary educational service area office Khon Kaen, the overall level was at the highest level $(\bar{x} = 4.67, S.D. = 0.49)$ and the order of needs from the most to least as follows: No. 1 the actions of democratic promotion No. 2 planning students affairs duties No. 3 students affairs administration No. 4 promoting students with disciplines and moral ethics No. 5 supporting students and No. 6 the evaluation of actions.

2. The student affairs administration guidelines in affiliated schools of the secondary educational service area office, Khon Kaen was found to consist of 6 aspects and 39 methods as follows: There were 6 implementation methods on Planning students affairs duties aspects, 7 implementation methods on Students Affairs Administration aspects , 8 implementation methods on Promoting Students with Disciplines and Moral ethics aspects, 7 implementation methods on Supporting Students aspects, 7 implementation methods on Actions of Democratic Promotion aspects, 4 implementation methods on Evaluation of actions aspects. The results of appropriateness evaluation of development of student affairs administration in affiliated schools of the secondary educational service area office, Khon Kaen by 7 experts were overall suitable at the highest level $(\bar{x} = 4.67)$

3. The results of the evaluation of suitability and possibility of the development of student affairs administration in affiliated schools of the secondary educational service area office, Khon Kaen by 10 administrators and teachers, the suitability was at the highest level $(\bar{x} = 4.67)$ and possibility was at the highest level $(\bar{x} = 4.59)$

Keywords: Development Of Guidelines/ Administration/Student Affairs

บทนำ

พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ.2542 และแก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ.2545 ได้กำหนดให้รัฐสนับสนุนให้สถานศึกษาจัดการศึกษาที่มุ่งเน้นความสำคัญในด้านต่างๆ ผสมผสานสาระความรู้ให้ได้สัดส่วนสมดุลกัน รวมทั้งปลูกฝัง คุณธรรม จริยธรรม ค่านิยมที่ดีงาม และคุณลักษณะอันพึงประสงค์ของผู้เรียน(สำนักงานคณะกรรมการการศึกษาแห่งชาติ, 2545) โดยที่การศึกษาขั้นพื้นฐานเป็นสิ่งสำคัญสำหรับคุณภาพของคนในชาติ การบริหารงานของผู้บริหารจึงเป็นสิ่งที่ส่งผลในการพัฒนาการศึกษาให้ผู้เรียนมีความสมบูรณ์ทั้งร่างกาย และจิตใจ มีสติปัญญา คิดเป็น ประยุกต์ได้ มีคุณธรรม จริยธรรม ดังนั้นการจัดการศึกษาในสถานศึกษาที่สอดคล้องกับพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ.2542 และแก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ.2545 มาตราที่ 6 ที่กล่าวไว้ว่า การจัดการศึกษาต้องเป็นไปเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ทั้งร่างกาย จิตใจ สติปัญญา ความรู้ และคุณธรรม มีจริยธรรมและวัฒนธรรมในการดำรงชีวิต สามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข

งานบริหารกิจการนักเรียนเป็นภาระงานหนึ่งมีบทบาทสำคัญในการดำเนินงานของสถานศึกษา เนื่องจากสถานการณ์ปัจจุบัน นักเรียนระดับชั้นมัธยมศึกษาเป็นช่วงระดับที่อยู่ในช่วงหัวเลี้ยวหัวต่อที่สำคัญยิ่งเป็นวัยที่เปลี่ยนแปลงและอ่อนไหวต่อสภาวะสังคมได้ง่าย ทำให้นักเรียนประพฤติตนไม่เหมาะสมกับสภาพและวัยเป็นจำนวนมาก งานกิจการนักเรียนช่วยส่งเสริมประสบการณ์ของนักเรียนให้กว้างขวางยิ่งขึ้น และบรรลุจุดมุ่งหมายของหลักสูตรพัฒนานักเรียนให้เกิดความเจริญงอกงามในทุกด้านต่าง ๆ อารมณ์ สังคม จิตใจ ช่วยให้เป็นคนที่สมบูรณ์ สามารถอยู่ร่วมกับผู้อื่นในสังคมอย่างมีความสุข ครูมีหน้าที่ดูแลช่วยเหลือผู้เรียน รู้จักนักเรียนรายบุคคล เพื่อช่วยให้ครูสามารถพัฒนานักเรียนให้มีคุณภาพ เกิดคุณลักษณะที่พึงประสงค์ของนักเรียน มีการส่งเสริมนักเรียนมีระเบียบ วินัย คุณธรรมและจริยธรรมที่ดีงาม เกิดการเรียนรู้ระบอบประชาธิปไตย ดำเนินชีวิตตามหลักปรัชญาเศรษฐกิจพอเพียง มีจิตสาธารณะ ซึ่งงานกิจกรรมนักเรียนเป็นงานที่ช่วยให้นักเรียนสามารถปรับตัวอยู่ในสังคมเพื่อเป็นคนดีและใช้ชีวิตอยู่ในโรงเรียนและสังคมอย่างเป็นสุขการเรียนรู้สามารถเกิดจากการจัดกิจกรรมนอกห้องเรียนและสามารถทำได้อย่างกว้างขวาง วณิชย์ เอื้อน้อมจิตต์กุล(2556) ตามขอบข่ายงานของการบริหารงานกิจการนักเรียน 6ด้าน ได้แก่1) ด้านการวางแผนงานกิจการนักเรียน 2) ด้านการบริหารงานกิจการนักเรียน 3) ด้านการส่งเสริมพัฒนาให้นักเรียนมีวินัย คุณธรรม จริยธรรม 4) ด้านการดำเนินงานระบบดูแลช่วยเหลือนักเรียน 5) ด้านการดำเนินการส่งเสริมประชาธิปไตยในโรงเรียน 6) ด้านการประเมินผลการดำเนินงานกิจการนักเรียน (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน(2562) และเล็งเห็นความสำคัญและความมุ่งหมายของการบริหารกิจการนักเรียนเป็นการดำเนินไปเพื่อส่งเสริมให้นักเรียนมีความรับผิดชอบและมีวินัยในตนเองและปรับตัวเข้ากับสิ่งแวดล้อมและพัฒนาความรู้ความสามารถสติปัญญาของนักเรียนให้นักเรียนสามารถนำไปใช้ให้เกิดประโยชน์ในการเรียนการประกอบอาชีพการงานในอนาคต

การบริหารงานกิจการนักเรียนในสถานศึกษามีสภาพที่แตกต่างกันขึ้นอยู่กับสภาพแวดล้อมและบริบทของแต่ละสถานศึกษา การบริหารงานกิจการนักเรียนของโรงเรียนยังคงมีปัญหาในเรื่องของการดำเนินงานต่าง ๆ ซึ่งสอดคล้องกับสภาพการบริหารงานกิจการนักเรียนของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยสำนักงานเขตพื้นที่ การศึกษา ให้การส่งเสริม สนับสนุนและช่วยเหลือตามสภาพความพร้อมที่แตกต่างกันสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น จัดการศึกษาขั้นพื้นฐานครอบคลุมโรงเรียนมัธยมศึกษาภายในจังหวัดขอนแก่น การบริหารงานกิจการนักเรียนส่วนใหญ่ขาดการสนับสนุนงบประมาณในการจัดกิจกรรมและความจริงจังในการนิเทศ กำกับ ติดตามประผลการประเมิณดำเนินงาน สง่า พุมพวง(2548) กล่าววว่าปัญหาการดำเนินงานเรียงลำดับจากมากไปหาน้อยคือ ด้านการเตรียมการวางแผนการดำเนินงาน ด้านการปฏิบัติตามแผน และด้านการกำกับติดตาม ประเมินการรายงาน ครูขาดความเข้าใจเกี่ยวกับการจัดการ แนวทาง วิธีในการดำเนินงาน ดังนั้น การบริหารกิจการนักเรียนถือเป็นหน้าที่ของผู้บริหารสถานศึกษาและครูที่ต้องร่วมกันดำเนินการแก้ไข ส่งเสริมให้ผู้เรียนได้รู้และเห็นคุณค่าในตนเองและบุคคลอื่น

จากสภาพปัจจุบันที่กล่าวข้างต้น ชี้ให้เห็นว่าการบริหารจัดการงานกิจการนักเรียน มีความสำคัญต่อกระบวนการพัฒนาผู้เรียน หากมีแนวทางการพัฒนาการบริหารงานดังกล่าวอย่างเป็นระบบ อาจนำมาซึ่งแนวทางในการลดปัญหาที่เกิดขึ้นกับผู้เรียน ในฐานะผู้ศึกษาสนใจศึกษาบทบาทของผู้บริหารสถานศึกษาในเรื่อง การพัฒนาแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่นซึ่งผลการวิจัยยังเป็นข้อมูลในการศึกษาการพัฒนาแนวทางการบริหารงานกิจการนักเรียนให้มีคุณภาพตลอดจนการนำข้อมูลไปใช้ในการวางแผนพัฒนาผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่นโดยยึดหลักทางการบริหารเชิงคุณภาพ เพื่อเป็นข้อมูลสำหรับนำมาใช้เป็นแนวทางในการบริหารงานกิจการนักเรียนนักศึกษา ให้มีประสิทธิภาพมากขึ้น

วัตถุประสงค์วิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการพัฒนาการบริหารงานกิจการนักเรียนของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น อยู่ในระดับใด

2. เพื่อพัฒนาแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

3. เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

สรุปผลวิจัย

การวิจัยเรื่อง การพัฒนาแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผู้วิจัยได้สรุป ผลการวิจัย ดังนี้

1. สภาพปัจจุบันโดยรวมอยู่ในระดับมาก ($\overline{X}$= 3.60, S.D.=0.) พิจารณาเป็นรายด้าน พบว่า มีการปฏิบัติอยู่ในระดับปานกลาง 2 ด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านวางแผนงานกิจการนักเรียน($\overline{X}$= 3.46) 5. ด้านการดำเนินการส่งเสริมประชาธิปไตยในโรงเรียน ($\overline{X}$= 3.24) พบว่า มีการปฏิบัติอยู่ในระดับมาก 4ด้านเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านด้านการประเมินผลการดำเนินงานกิจการ ($\overline{X}$= 3.87) ด้านการดูแลช่วยเหลือนักเรียน ($\overline{X}$= 3.75) ด้านการส่งเสริมพัฒนาให้นักเรียนมีวินัย คุณธรรม จริยธรรม ($\overline{X}$ = 3.74) และด้านงานบริหารงานกิจการนักเรียน ($\overline{X}$= 3.54)

2. สภาพที่พึงประสงค์โดยรวมอยู่ในระดับมากที่สุด ($\overline{X}$= 4.77) มีสภาพที่พึงประสงค์อยู่ในระดับมากที่สุดทุกด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการดำเนินการส่งเสริมประชาธิปไตยในโรงเรียน ($\overline{X}$= 4.94) ด้านวางแผนงานกิจการนักเรียน ($\overline{X}$= 4.82) ด้านงานบริหารงานกิจการนักเรียน ($\overline{X}$= 4.78) ด้านการส่งเสริมพัฒนาให้นักเรียนมีวินัยคุณธรรม จริยธรรม ($\overline{X}$= 4.74) ด้านการดูแลช่วยเหลือนักเรียน ($\overline{X}$= 4.71) และด้านการประเมินผลการดำเนินงานกิจการ ($\overline{X}$= 4.67)

3.ลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านการดำเนินการส่งเสริมประชาธิปไตยในโรงเรียน($PNI_{modified}$ = 0.524) ลำดับที่ 2 ด้านวางแผนงานกิจการนักเรียน ($PNI_{modified}$ = 0.393) ลำดับที่ 3 ด้านงานบริหารงานกิจการนักเรียน($PNI_{modified}$ = 0.350) ลำดับที่ 4 ด้านการส่งเสริมพัฒนาให้นักเรียนมีวินัยคุณธรรม จริยธรรม ($PNI_{modified}$ = 0.267) ลำดับที่5 ด้านการดูแลช่วยเหลือนักเรียน($PNI_{modified}$ = 0.256) และลำดับที่ 6 ด้านการประเมินผลการดำเนินงานกิจการ($PNI_{modified}$ = 0.2062)

4.การพัฒนาแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า

1 แนวทางการบริหารงานกิจการนักเรียนของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่าประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ มี 6 ด้าน 39 วิธีดำเนินการ ดังนี้ ด้านวางแผนงานกิจการนักเรียนมี 6 วิธีดำเนินการ ด้านงานบริหารงานกิจการนักเรียน มี 7 วิธีดำเนินการ ด้านการส่งเสริมพัฒนาให้นักเรียนมีวินัยคุณธรรม จริยธรรม มี 8 วิธีดำเนินการ ด้านการดูแลช่วยเหลือนักเรียน มี 7 วิธีดำเนินการ ด้านการดำเนินการส่งเสริมประชาธิปไตยในโรงเรียน มี 7 วิธีดำเนินการ และ ด้านการประเมินผลการดำเนินงานกิจการ มี 4 วิธีดำเนินการ 4) กลไกในการบริหารจัดการ และ 5) เงื่อนไขความสำเร็จ

2. ผลประเมินความเหมาะสมของการพัฒนาแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยผู้ทรงคุณวุฒิ 7 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$ = **4.67**)

3. ผลการประเมินความเหมาะสมและความเป็นไปได้ของการพัฒนาแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยผู้บริหาร 10 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{\mathbf{X}}$ = 4.67) และความเป็นไปได้อยู่ในระดับมากที่สุด ($\overline{\mathbf{X}}$ = 4.59)

อภิปรายผลการวิจัย

ผลการวิจัยการพัฒนาแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น สามารถอภิปรายผล ได้ดังนี้

1. สภาพปัจจุบันของการบริหารงานกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่นโดยรวมอยู่ในระดับมาก ทั้งนี้เป็นเพราะว่าผู้บริหารสถานศึกษาเล็งเห็นความสำคัญของการพัฒนาในด้านระเบียบวินัยคุณธรรมและจริยธรรมในการบริหารงานกิจการนักเรียนอย่างต่อเนื่องสม่ำเสมอ สอดคล้องกับพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ.2542 ที่

มาตรา 6 กล่าวว่า" การจัดการศึกษาต้องเป็นไปเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ทั้ง ร่างกายจิตใจ สติปัญญา ความรู้ และคุณธรรม มีจริยธรรมและวัฒนธรรมในการดำรงชีวิต สามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข" ดังนั้นการบริหารงานกิจการนักเรียนของสถานศึกษาขั้นพื้นฐานจำเป็นต้องให้ความสำคัญในการส่งเสริมและพัฒนาทางจริยธรรมให้กับเด็กและเยาวชน เพื่อให้เยาวชนมีคุณภาพตามที่สังคมต้องการ โดยมีจุดมุ่งหมายหลักเพื่อช่วยป้องกันปัญหาอันจะเกิดแก่นักเรียน ช่วยแก้ปัญหา ที่อาจเกิดขึ้นโดยนักเรียน และเพื่อช่วยพัฒนานักเรียนในด้านต่าง ๆ และมุ่งส่งเสริมความประพฤติ ศีลธรรม จรรยามารยาทอันดีงามให้แก่นักเรียน เพื่อให้เป็นผู้มีระเบียบวินัย มีความประพฤติที่เหมาะสม สามารถดำรงตนในสังคมได้อย่างมีความสุขสนับสนุนการจัดการเรียนการสอนให้บรรลุเป้าหมาย ตามหลักสูตรการแก้ไขพฤติกรรมที่ไม่เหมาะสมของนักเรียน เปิดโอกาสให้ทุกคนเข้ามามีบทบาทและมีส่วนร่วมในการบริหารงานกิจการนักเรียน มีการกำหนดผู้รับผิดชอบในการปฏิบัติงานแต่ละด้านอย่างชัดเจน มีการจัดโครงการและกิจกรรมต่าง ๆ ให้นักเรียนได้เข้าร่วมและได้รับประสบการณ์จริงอย่างหลากหลาย มีการจัดกิจกรรมส่งเสริมพัฒนาด้านวินัย คุณธรรม จริยธรรมแก้นักเรียนอย่างต่อเนื่อง และปัจจุบันมีการยกระดับวิชาชีพทางการศึกษาเป็นวิชาชีพชั้นสูง การดำเนินการบริหารกิจการนักเรียนของผู้บริหารสถานศึกษาจึงอยู่ภายใต้มาตรฐานวิชาชีพทางการศึกษา ซึ่งมีข้อกำหนดเกี่ยวกับคุณลักษณะอันพึงประสงค์และคุณภาพอันพึงประสงค์ในการประกอบวิชาชีพทางการศึกษา ซึ่งผู้ประกอบวิชาชีพต้องประพฤติปฏิบัติตามมาตรฐานวิชาชีพทางการศึกษาเพื่อให้เกิดคุณภาพในการประกอบวิชาชีพ สามารถสร้างความเชื่อมั่นและศรัทธาให้แก่ผู้รับบริหาร เช่น ผู้ปกครอง นักเรียน และหน่วยงานที่เกี่ยวข้องอื่น ๆ ดังนั้นผู้บริหารสถานศึกษาจึงต้องตระหนักถึงความจำเป็นและความสำคัญของการบริหารกิจการนักเรียน เพื่อให้การจัดการศึกษาบรรลุตามเป้าหมายและเจตนารมณ์ของการบริหารการศึกษา ซึ่งสอดคล้องกับงานวิจัยของ สุทธิชัย อัมโรสถ (2551) ได้ศึกษาสภาพการดำเนินงานส่งเสริมงานกิจการนักเรียนของโรงเรียนในอำเภอดอยเต่า จังหวัดเชียงใหม่ ผลการวิจัยพบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อยได้ดังนี้ ด้านการส่งเสริมระเบียบวินัยนักเรียน ด้านระบบดูแลช่วยเหลือนักเรียน พบว่ามีความคิดเห็นอยู่ในระดับมากทุกด้าน

2. สภาพที่พึงประสงค์ของการบริหารงานกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่นโดยรวม อยู่ในระดับมากที่สุด ทั้งนี้เป็นเพราะว่า งนี้อาจเนื่องจากการบริหารงานกิจการนักเรียนมีความสำคัญในการพัฒนาคุณภาพทางการศึกษา เป็นระบบที่ส่งเสริมพัฒนาการเรียนการสอนเพื่อให้ผู้ปฏิบัติงานได้ลงมือปฏิบัติอย่างถูกต้องและเหมาะสมจนบรรลุตามแผนที่วางไว้เพื่อปรับปรุงส่งเสริมคุณภาพการเรียนการสอนภายในสถานศึกษาให้ดีขึ้นสอดคล้องกับงานวิจัย ของ วราภรณ์ บุญดอก (2560) ได้ศึกษาสภาพและปัญหาการบริหารกิจการนักเรียนโรงเรียนมัธยมวัดหนองจอก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษากรุงเทพมหานครเขต2 ที่พบว่า สภาพการบริหารกิจการนักเรียนของโรงเรียนมัธยมวัดหนองจอก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษากรุงเทพมหานครเขต2โดยรวมและรายด้านอยู่ในระดับมากที่สุด สอดคล้องกับงานวิจัยของ สวภพ เทพกสิกุล (2560)ได้ศึกษาแนวทางการบริหารกิจการนักเรียนตามแนวคิดการเสริมสร้างความยึดมั่นผูกพันระหว่างโรงเรียนครอบครัว และชุมชนของโรงเรียนมัธยมศึกษาสำนักงานเขตพื้นที่การศึกษามัธยมศึกษากรุงเทพมหานคร เขต 10 พบว่าสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารกิจการนักเรียนตามแนวคิดการเสริมสร้างความยึดมั่นผูกพันระหว่างโรงเรียน ครอบครัวและชุมชนของโรงเรียนมัธยมศึกษา สำนักงานเขตพื้นที่การศึกษากรุงเทพมหานครมัธยมศึกษา เขต 10 พบว่าสภาพที่พึงประสงค์ มีค่าสูงกว่าสภาพปัจจุบันทุกด้าน

3. ลำดับความต้องการจำเป็นในการบริหารบริหารงานกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านการดำเนินการส่งเสริมประชาธิปไตยในโรงเรียน ลำดับที่ 2 ด้านวางแผนงานกิจการนักเรียน ลำดับที่ 3 ด้านงานบริหารงานกิจการนักเรียน ลำดับที่ 4 ด้านการส่งเสริมพัฒนาให้นักเรียนมีวินัยคุณธรรม จริยธรรม ลำดับที่5 ด้านการดูแลช่วยเหลือนักเรียน และลำดับที่ 6 ด้านการประเมินผลการดำเนินงานกิจการ จากความต้องการจำเป็นที่กล่าวมาข้างต้นผลปรากฏว่าด้านการดำเนินการส่งเสริมประชาธิปไตยในโรงเรียนต้องการพัฒนามากที่สุดสถานศึกษาต้องมีบุคคลากรที่มีความรู้แนะนำส่งเสริมให้คำปรึกษาแนะนำเกี่ยวกับการทำกิจกรรมของคณะกรรมการนักเรียนให้อยู่ในขอบข่ายที่เหมาะสมและไม่ขัดต่อกฎระเบียบข้อบังคับการเปิดโอกาสให้ครูนักเรียนได้แสดงความคิดเห็นและข้อเสนอแนะการบริหารงานโรงเรียน และการสนับสนุนส่งเสริมให้มีการจัดบรรยากาศของประชาธิปไตยในโรงเรียน ทั้งนี้ อาจเนื่องจากโรงเรียนเป็นส่วนหนึ่งของสังคมและชุมชน การเตรียมความพร้อม ให้เป็นผู้ใหญ่ที่ดีในสังคม การสร้างลักษณนิสัยให้นักเรียนรู้จักระเบียบ ข้อบังคับ กฎเกณฑ์และกติกาตลอดจนรู้จักรับผิดชอบหน้าที่ที่ตนพึงมีต่อหมู่คณะ ต่อชุมชน และต่อประเทศชาติ สอดคล้องกับแนวคิดของ พนัส หันนาคินทร์ (2559) ในการจัดสภาพแวดล้อม บรรยากาศและการเรียนการสอนที่เอื้ออำนวยต่อการเกิดพฤติกรรมประชาธิปไตย มีการส่งเสริมให้ประชาชนได้รับการปลูกฝังประชาธิปไตย ได้รับความรู้ได้ฝึกฝน อบรม ทั้งจากโรงเรียนและจากบริบทของชุมชนในสังคมที่สอดแทรกอยู่ในวิถีการดำเนินชีวิตเด็กเยาวชน ประชาชน ได้อย่างเหมาะสม ในการปูพื้นฐานประชาธิปไตยให้นักเรียนรู้จักปฏิบัติตนใต้ผู้ต้องตามภาระหน้าที่และมีวิถีชีวิตตามหลักประชาธิปไตยให้สามารถดำรงให้อยู่ในสังคมได้อย่างเป็นสุข ซึ่งสอดคล้องกับแนวคิดของสำนักงานคณะกรรมการการที่เชิง

ขั้นพื้นฐาน(2554) ที่กล่าวว่า ประเทศไทยมีการปกครองในระบอบการปกครองแบบประชาธิปไตย จมีพระมหากษัตริย์ทรงเป็นประมุขยึดหลักการสำคัญ5 ประการ คือ หลักสิทธิเสรีภาพ หลักควจมเสมอภาค หลักนิติธรรม หลักการใช้เหตุผล และหลักการยอมรับเสียงข้างมาก ร่วมพัฒนาให้ความสำคัญกับกระบวนการเรียนรู้ประชาธิปไตยในโรงเรียนเพื่อเป็นการส่งเสริมให้นักเรียนได้ตระหนักถึงความสำคัญของระบอบประชาธิปไตย เป็นพื้นฐานสำหรับการนำไปใช้สังคม เตรียมความพร้อมผู้เรียนให้เติบโตเป็นผู้ใหญ่ที่ดีในอนาคต เป็นการสร้างลักษณะนิสัยให้เด็กได้รู้จักระเบียบ ข้อบังคับกฎเกณฑ์และกติกาของสังคม ตลอดจนรู้จักรับผิดชอบหน้าที่ของตน รับผิดชอบชุมชนและสังคมได้อย่างเหมาะสม โดย ผู้บริหารและครู เป็นผู้มีบทบาทสำคัญต่อการพัฒนาคุณภาพการศึกษา ผลักดันสนับสนุนและส่งเสริมในการวางรากฐานวิถีชีวิตประชาธิปไตยให้กับนักเรียน สอดคล้องกับผลการวิจัยของวาทยุทธ พุทธพรหม (2555)ที่ได้ศึกษาวิจัยเรื่อง การพัฒนาระบบการบริหารงานกิจการนักเรียนในสถานศึกษาขั้นพื้นฐาน ตามกระบวนการยุติธรรมเชิงสมานฉันท์ ได้ให้ข้อคิดเห็นจากการวิจัยในประเด็นเรื่อง ผลลัพธ์ที่สำคัญของระบบผู้เรียนได้รับความเป็นธรรมจากการดูแลช่วยเหลือปกป้อง และคุ้มครองด้วยกระบวนการยุติธรรมเชิงสมานฉันท์ โรงเรียนมีนวัตกรรมในการจัดการกับการกระทำผิดและปัญหาพฤติกรรมที่ไม่เหมาะสมของผู้เรียนโดยใช้กระบวนการยุติธรรมเชิงสมานฉันท์ซึ่งส่งผลให้ปริมาณคดีความที่เข้าสู่ระบบการลงโทษตามระเบียบของสถานศึกษา และอัตราการออกกลางคันของผู้เรียน ซึ่งการใช้พลังในทุก ๆ ระดับของสังคมเป็นกลไกขับเคลื่อนการพัฒนาผ่านวิถีการสร้างเสริมประชาธิปไตยให้เกิดขึ้นอย่างแท้จริงในสังคม

4. การพัฒนาแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่นพบว่า วิธีดำเนินการ มี 6 ด้าน 39 วิธีดำเนินการ ดังนี้ ด้านวางแผนงานกิจการนักเรียนมี 6 วิธีดำเนินการ ด้านงานบริหารงานกิจการนักเรียน มี 7 วิธีดำเนินการ ด้านการส่งเสริมพัฒนาให้นักเรียนมีวินัยคุณธรรม จริยธรรม มี 8 วิธีดำเนินการ ด้านการดูแลช่วยเหลือนักเรียน มี 7 วิธีดำเนินการ ด้านการดำเนินการส่งเสริมประชาธิปไตยในโรงเรียน มี 7 วิธีดำเนินการ และ ด้านการประเมินผลการดำเนินงานกิจการ มี 4 และผลประเมินจากผู้ทรงคุณวุฒิ 7 คน คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด($\overline{X}$ = 4.67) ทั้งนี้ผู้วิจัยได้ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องทั้งในและต่างประเทศสังเคราะห์ได้องค์ประกอบตัวบ่งชี้ นำไปสร้างแบบสอบถามเก็บข้อมูล และเก็บข้อมูลจากการสัมภาษณ์โรงเรียนที่ได้รับรางวัลแนวปฏิบัติที่เป็นเลิศของโรงเรียนสังกัดสำนักงานเขตพื้นที่มัธยมศึกษาขอนแก่น อีกทั้งนำร่างแนวทางเข้าสู่กระบวนการสนทนากลุ่มเพื่อให้ผู้ทรงคุณวุฒิที่มีความรู้ความเชี่ยวชาญด้านบริหารการศึกษา บริหารสถานศึกษา และบริหารจัดการชั้นเรียนได้ร่วมกันตรวจสอบยืนยัน ประเมินความเหมาะสมและความเป็นไปได้จึงได้ข้อมูลทั้งประกอบด้วยข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ กำหนดเป็นวิธีดำเนินการอย่างเป็นวิธีดำเนินการอย่างเป็นรูปธรรม ดังที่มาลินี เกศชนากร (2556) การบริหารงานกิจการนักเรียนมีความสำคัญต่อนักเรียน สังคม และประเทศชาติ เพราะเป็นกิจกรรมที่ช่วยดูแลเอาใจใส่ ช่วยเหลือนักเรียนให้เป็นคนเก่ง ดี และมีความสุข ตรงตามเจตนารมณ์ของการจัดการศึกษาตามหลักสูตรการศึกษาขั้นพื้นฐาน พ.ศ. 2544 และพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และแก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545มีจุดมุ่งหมายเพื่อพัฒนาและเติมเต็มศักยภาพในตัวผู้เรียนให้เป็นไปอย่างสมบูรณ์พร้อมทั้งร่างกายและจิตใจ สอดคล้องกับงานวิจัยของ กัมปนาท อาทิตย์ตั้ง(2564)ได้ศึกษา แนวทางการบริหารงานกิจการนักเรียนในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์ ผลการวิจัย พบว่า ประกอบด้วย 6 ด้าน ด้านการวางแผนงานกิจการนักเรียน ด้านการบริหารงานกิจการนักเรียน ด้านการส่งเสริมพัฒนาให้นักเรียนมีวินัย คุณธรรม จริยธรรม ด้านการดำเนินงานระบบการดูแลช่วยเหลือนักเรียน ด้านการส่งเสริมประชาธิปไตยในโรงเรียน ด้านการประเมินผลการดำเนินงานกิจการนักเรียน สอดคล้องกับงานวิจัยของ ณฐพัฒน์ ถุงพลอย(2564) ได้ศึกษา การบริหารกิจการนักเรียนของโรงเรียนสังกัดสำนักงาน เขตพื้นที่การศึกษามัธยมศึกษาสุราษฎร์ธานีผลการวิจัยพบว่า แนวทางการการบริหารกิจการนักเรียนของโรงเรียนโรงเรียนสังกัดสำนักงาน เขตพื้นที่การศึกษามัธยมศึกษาสุราษฎร์ธานี มีทั้งหมด 6 ด้าน ด้าน ด้านการวางแผนงานกิจการนักเรียน ด้านการบริหารงานกิจการนักเรียน ด้านการส่งเสริมพัฒนาให้นักเรียนมีวินัย คุณธรรม จริยธรรม ด้านการดำเนินงานระบบการดูแลช่วยเหลือนักเรียน ด้านการส่งเสริมประชาธิปไตยในโรงเรียน ด้านการประเมินผลการดำเนินงานกิจการนักเรียน

3. การประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารงานกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผลการประเมินโดย ผู้บริหารสถานศึกษา จำนวน 10 คน มีความเหมาะสมอยู่ในระดับมากและความเป็นไปได้อยู่ในระดับมากที่สุด ทั้งนี้เพราะผู้วิจัยได้นำร่างแนวทางที่ผู้ทรงคุณวุฒิได้ให้คำแนะนำมาปรับปรุงแก้ไขและให้ผู้ทรงคุณวุฒิร่วมกันตรวจสอบยืนยัน ประเมินความเหมาะสมและความเป็นไปได้ จึงได้ข้อมูลทั้งประกอบด้วยข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ กำหนดเป็นวิธีดำเนินการอย่างเป็นรูปธรรม และนำกระบวนการบริหารของวงจรคุณภาพเดมมิ่ง (PDCA) ตามที่สุธรรม ธรรมทัศนานนท์ (2561) ได้เสนอไว้ ประกอบด้วย 4 ขั้นตอน ดังนี้ P คือ Plan หมายถึง การวางแผน โดยเลือกปัญหาและตั้งเป้าหมายร่วมกันทั้ง ผู้บริหารและผู้ปฏิบัติงาน D คือ Do หมายถึง การนำแผนหรือวิธีการแก้ไขปัญหาที่ได้กำหนดไว้ร่วมกันไป ใช้ในการแก้ไขปัญหาร่วมกัน เป็นการนำแผนแก้ปัญหาไปสู่การปฏิบัติ C คือ Check หมายถึง การเปรียบเทียบผลการดำเนินงานกับเป้าหมายที่กำหนดไว้ โดยนำข้อมูลก่อนการดำเนินงานและหลังการดำเนินงานมาเปรียบเทียบกัน A คือ Act หมายถึง ปรับปรุงการ

ดำเนินการให้เหมาะสม สอดคล้องกับงานวิจัยของ กุสินา รอดทอง (2560) ได้ศึกษา การบริหารงานกิจการนักเรียนของโรงเรียนในสังกัดเทศบาลนครสุราษฎร์ธานี ผลการวิจัยพบว่า การบริหารงานกิจการนักเรียนของโรงเรียนในสังกัดเทศบาลนครสุราษฎร์ธานี โดยรวมและรายด้านอยู่ในระดับมาก เรียงลำดับจากมากไปหาน้อย ดังนี้ ด้านส่งเสริมประชาธิปไตย ด้านกิจกรรมนักเรียน ด้านการควบคุมความประพฤติและระเบียบวินัยนักเรียน ด้านการจัดบริการ แนะแนว ด้านการจัดบริการสุขภาพอนามัยนักเรียน ด้านระบบการดูแลช่วยเหลือนักเรียน ด้านส่งเสริม คุณธรรม จริยธรรม ตามลำดับ และสอดคล้องกับงานวิจัยพิมพ์ผกา โพธิจันทร์(2561) ได้ศึกษาการบริหารงานกิจการนักเรียนในสถานศึกษาขั้นพื้นฐานสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาญจนบุรี เขต 3 ผลการวิจัยพบว่า การบริหารงานกิจการนักเรียนในสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาญจนบุรี เขต 3 โดยภาพรวมมีการปฏิบัติอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านมีผลการปฏิบัติอยู่ในระดับมาก เรียงตามลำดับค่าเฉลี่ย คือ ด้านงานระบบดูแลช่วยเหลือนักเรียน ด้านการส่งเสริมประชาธิปไตยในโรงเรียน ด้านการส่งเสริมพัฒนาให้นักเรียนมีวินัย คุณธรรม จริยธรรม ด้านการประเมินผลการดำเนินงานกิจการนักเรียน ด้านการวางแผนกิจการนักเรียน และด้านการบริหารกิจกรรมนักเรียน

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ผลจากการศึกษาการบริหารงานกิจการนักเรียนของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า ลำดับความต้องการจำเป็นด้านการดำเนินการส่งเสริมประชาธิปไตยในโรงเรียนต้องการจำเป็นอยู่อันดับ 1 แสดงให้เห็นว่า การบริหารงานกิจการนักเรียน ด้านด้านการดำเนินการส่งเสริมประชาธิปไตยในโรงเรียนเป็นสิ่งสำคัญที่เป็นจุดเริ่มต้นในการร่วมพัฒนาให้ความสำคัญกับกระบวนการเรียนรู้ประชาธิปไตยในโรงเรียนเพื่อเป็นการส่งเสริมให้นักเรียนได้ตระหนักถึงความสำคัญของระบอบประชาธิปไตย เป็นพื้นฐานสำหรับการนำไปใช้สังคม เตรียมความพร้อมผู้เรียนให้เติบโตเป็นผู้ใหญ่ที่ดีในอนาคต เป็นการสร้างลักษณะนิสัยให้เด็กได้รู้จักระเบียบ ข้อบังคับกฎเกณฑ์และกติกาของสังคม ตลอดจนรู้จักรับผิดชอบหน้าที่ของตน รับผิดชอบชุมชนและสังคมได้อย่างเหมาะสม โดย ผู้บริหารและครู เป็นผู้มีบทบาทสำคัญต่อการพัฒนาคุณภาพการศึกษา ผลักดัน สนับสนุนและส่งเสริมในการวางรากฐานวิถีชีวิต ดังนั้น ผู้บริหารในระดับสำนักงานเขตพื้นที่การศึกษา ควรสนับสนุน จัดครู และบุคลากรทางการศึกษา อบรมพัฒนาสมรรถนะครูให้มีความรู้ ความสามารถ เพื่อจะได้จัดการส่งเสริมประชาธิปไตยในโรงเรียนได้อย่างเป็นรูปธรรมและเกิดประสิทธิผลแก่ผู้เรียนอย่างยั่งยืน

1.2 ผู้บริหารสถานศึกษา ควรให้ครูทุกคนมีส่วนร่วมในการวางแผนเกี่ยวกับงานกิจกรรม นักเรียนเพื่อให้ครูทุกคนได้รับทราบทุกขั้นตอนและทุกกิจกรรม ของการบริหารงานกิจกรรมนักเรียน แบบมีส่วนร่วมที่สถานศึกษาดำเนินการ

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรศึกษาแนวทางการบริหารงานกิจการนักเรียนในโรงเรียนเอกชนสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาญจนบุรี

2.2 ในการวิจัยครั้งต่อไปว่าควรศึกษาแนวทางการปรับปรุงระเบียบและแนวปฏิบัติให้สอดคล้องกับการเปลี่ยนแปลงของการศึกษาในยุคปัจจุบันและใช้นวัตกรรมเข้ามาช่วยในการประเมินผลการดำเนินงานการบริหารงานกิจการนักเรียน

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การจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 โรงเรียนอนุบาลเชียงคาน (เทศบาล 1)

An English hybrid learning activity on Telling the time to develop communication skills Grade 3, Chiang Khan Kindergarten School (Tessaban 1)

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สายชล จินโจ Saichol JInjo[2]

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) พัฒนาการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 โรงเรียนอนุบาลเชียงคาน (เทศบาล 1) ให้มีประสิทธิภาพตามเกณฑ์ 80/80 2) เปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นประถมศึกษาปีที่ 3 ระหว่างก่อนและหลังเรียนโดยใช้การจัดกิจกรรมการเรียนรู้แบบไฮบริด และ 3) ศึกษาความพึงพอใจของนักเรียนที่ได้รับการจัดกิจกรรมการเรียนรู้แบบไฮบริด กลุ่มตัวอย่างเป็นนักเรียนชั้นประถมศึกษาปีที่ 3 โรงเรียนอนุบาลเชียงคาน (เทศบาล 1) จำนวน 25 คน ได้มาโดยการคัดเลือกด้วยวิธีการจับสลากหน่วยห้องเรียน เครื่องมือที่ใช้ได้แก่ เว็บไซต์ t-ning.net แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนและแบบประเมินความพึงพอใจ สถิติที่ใช้ในการวิจัย ได้แก่ ค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบสมมติฐานด้วย t-test ผลการวิจัยพบว่า 1) ประสิทธิภาพของการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ ชั้นประถมศึกษาปีที่ 3 มีประสิทธิภาพ 80.10/81.80 ซึ่งสูงกว่าเกณฑ์ที่กำหนด 2) การตรวจสอบนัยสำคัญของผลสัมฤทธิ์ทางการเรียนพบว่ากลุ่มตัวอย่างมีคะแนนหลังเรียนสูงกว่าคะแนนก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และ 3) ความพึงพอใจของกลุ่มตัวอย่างที่มีต่อการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 โรงเรียนอนุบาลเชียงคาน (เทศบาล 1) อยู่ในระดับมากที่สุด ($\overline{X}$ =2.59, S.D.=0.49) เป็นไปตามสมมติฐานที่กำหนดไว้

คำสำคัญ: กิจกรรมการเรียนรู้ การเรียนรู้แบบไฮบริด ภาษาอังกฤษ ทักษะการสื่อสาร

Abstract

The objectives of this research were to 1) find the effectiveness of English hybrid learning activity on Telling the time to develop communication skills in Grade 3 at Chiangkhan Kindergarten School (Tessaban 1) 2) compare the pre-test and post-test achievements of the students after receiving the developed hybrid learning activities, and 3) the satisfaction of the students after receiving the developed hybrid learning activities. The sample consisted of 25 grade 3 students of Chiangkhan Kindergarten School (Tessaban 1) in one classroom, selected by lottery for classroom units. The tools used were the t-ning.net website, the learning achievement test and the satisfaction assessment form. The statistics used in the research were mean, percentage, standard deviation. and hypothesis testing by t-test. The results showed that 1) the efficiency of the hybrid learning activities in Grade 3 English subjects had efficiency 80.10/81.80 which was higher than the specified criterion 2) Examining the significance of learning achievement, it was found that the sample group's post-learning score was significantly higher than the pre-learning score at the .05 level, and 3) the sample's satisfaction with learning activities. The hybrid knowledge English subject Telling the time to develop communication skills for grade 3 at Chiangkhan Kindergarten School (Tessaban 1) was at the highest level ($\overline{X}$ =2.59, S.D.=0.49) according to the hypothesis. hold

Keywords: Learning Activities Hybrid Learning English Communication Skills

บทนำ

[1] ครูชำนาญการพิเศษ กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ โรงเรียนอนุบาลเชียงคาน (เทศบาล 1) กองการศึกษา เทศบาลตำบลเชียงคาน อำเภอเชียงคาน จังหวัดเลย (หมายเลขโทรศัพท์ 090-585-5047. E-mail: khanittha5047@gmail.com)

[2] นักวิชาการอิสระ ปรัชญาดุษฎีบัณฑิต สาขาคอมพิวเตอร์ศึกษา

หลักสูตรกลุ่มสาระการเรียนรู้ภาษาต่างประเทศ พุทธศักราช 2551 (กระทรวงศึกษาธิการ 2551) ได้กล่าวถึงความสำคัญในการเรียนรู้ภาษาต่างประเทศและมีความจำเป็นอย่างยิ่งในชีวิตประจำวัน เนื่องจากเป็นเครื่องมือสำคัญในการติดต่อสื่อสาร การศึกษาการแสวงหาความรู้ การประกอบอาชีพ การสร้างความเข้าใจเกี่ยวกับวัฒนธรรมและวิสัยทัศน์ของชุมชนโลก และตระหนักถึงความหลากหลายทางวัฒนธรรมและมุมมองของสังคมโลก นำมาซึ่งมิตรไมตรีและความร่วมมือกับประเทศต่าง ๆ ช่วยพัฒนาผู้เรียนให้มีความเข้าใจตนเองและผู้อื่น มีเจตคติที่ดีต่อการใช้ภาษาต่างประเทศและใช้ภาษาต่างประเทศเพื่อการสื่อสารได้ รวมทั้งเข้าถึงองค์ความรู้ต่าง ๆ ได้ง่ายและกว้างขึ้น มีวิสัยทัศน์ในการดำเนินชีวิต ภาษาต่างประเทศเป็นสาระการเรียนรู้พื้นฐานที่กำหนดให้เรียนตลอดหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานนั้นคือภาษาอังกฤษ ผู้เรียนจะต้องเรียนรู้ทักษะทางภาษาทั้ง 4 ด้านคือ ทักษะการฟัง ทักษะการพูด ทักษะการอ่าน และทักษะการเขียน เมื่อผู้เรียนเรียนรู้แล้วทำกิจกรรมทางภาษาแล้วนั้น ผู้เรียนจะเข้าใจวัฒนธรรมของเจ้าของภาษา สามารถนำภาษาไปใช้เพื่อการสื่อสารหรือประกอบอาชีพได้ (อมรรัตน์ ผุดสุวรรณ, 2559) กระทรวงศึกษาธิการได้ตระหนักถึงความสำคัญและความจำเป็นในการเรียนวิชาภาษาอังกฤษจึงกำหนดให้วิชาภาษาอังกฤษเป็นสาระการเรียนรู้พื้นฐานซึ่งกำหนดให้เรียนตลอดหลักสูตรการศึกษาขั้นพื้นฐาน โดยหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานกลุ่มสาระการเรียนรู้ภาษาต่างประเทศพุทธศักราช 2551 มุ่งหวังให้นักเรียนมีเจตคติที่ดีต่อภาษาต่างประเทศ สามารถใช้ภาษาต่างประเทศ สื่อสารในสถานการณ์ต่าง ๆ แสวงหาความรู้ประกอบอาชีพ และศึกษาต่อในระดับที่สูงขึ้นรวมทั้งมีความรู้ความเข้าใจในเรื่องราวและวัฒนธรรมอันหลากหลายของประชาคมโลกและสามารถถ่ายทอดความคิดและวัฒนธรรมไทยไปยังสังคมโลกได้อย่างสร้างสรรค์ (กระทรวงศึกษาธิการ, 2551)

ประเทศไทยได้มีความพยายามที่จะเพิ่มขีดความสามารถในการใช้ภาษาอังกฤษแต่ความสามารถในการใช้ภาษาอังกฤษก็ยังไม่เกิดผลสัมฤทธิ์เท่าที่ควรผลสอบ O-NET หรือ GAT พบว่ามีคะแนนผลสัมฤทธิ์อยู่ในระดับต่ำและเมื่อเปรียบเทียบกับวิชาอื่น ๆ พบว่าคะแนนผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษแทบจะอยู่ในระดับต่ำสุด จากผลการประเมินประกันคุณภาพการศึกษาของโรงเรียนในช่วง 3 ปีที่ผ่านมายังพบว่านักเรียนยังมีคะแนนเฉลี่ยไม่ถึงเกณฑ์ที่กำหนดจากรายงานผลการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน O – Net ชั้นประถมศึกษาปีที่ 6 ปีการศึกษา 2561 -2563 พบว่า มีค่าเฉลี่ยระดับโรงเรียนเท่ากับ 42.31, 36.07 และ 43.55 สำหรับค่าเฉลี่ยระดับประเทศเท่ากับ 39.24, 34.42 และ 43.55 ซึ่งยังไม่ถึงเกณฑ์ที่กำหนด นอกจากนี้จากคำแนะนำของคณะกรรมการประเมินคุณภาพการศึกษาจากภายนอกได้แนะนำด้านการเรียนการสอนภาษาอังกฤษให้กับครูผู้สอนให้เน้นย้ำการนำนวัตกรรมเทคโนโลยีสารสนเทศเข้ามาปรับใช้กับเทคนิคการสอน เน้นการสอนเพื่อการสื่อสารโดยนำเนื้อหาเกี่ยวกับรอบตัวเข้ามาช่วยให้นักเรียนสามารถทำการสื่อสารได้ เน้นการอ่านเพื่อให้นักเรียนได้อ่านคำศัพท์เรื่องราวรายละเอียดต่าง ๆ ได้ จะส่งผลให้นักเรียนสามารถเชื่อมโยงไปยังการอ่าน การเขียน การฟัง และการพูดได้ สอดคล้องกับการศึกษาของ Pualston and Bruder (1978) ได้กล่าวไว้ว่าการสอนภาษาอังกฤษโดยมากมุ่งส่งเสริมให้เกิดทักษะทั้ง 4 ด้าน คือ ทักษะการฟัง การพูด การอ่าน และการเขียน แต่ทักษะการอ่านถือเป็นทักษะที่สำคัญสำหรับนักเรียนที่เรียนภาษาอังกฤษมากกว่าทักษะอื่น เช่นเดียวกับ ชัชรีย์ บุนนาค (2560) ได้ศึกษาเรื่องปัญหาการเรียนการสอนภาษาอังกฤษในประเทศไทยและข้อเสนอแนะด้านยุทธศาสตร์การพัฒนาการเรียนการสอนภาษาอังกฤษปี 2564 – 2568 โดยผลการศึกษาสรุปไว้ว่า 1) การเรียนการสอนภาษาอังกฤษยังไม่บูรณาการทั้ง 4 ทักษะการฝึกปฏิบัติยังไม่เพียงพอ ส่วนใหญ่เน้นการสอนไวยากรณ์และท่องศัพท์ ส่งผลให้ผู้เรียนไม่สามารถใช้ภาษาอังกฤษแบบการสื่อสารได้ 2) วิธีจัดการเรียนการสอนยังไม่หลากหลายและไม่สอดคล้องกับพื้นฐานของนักเรียน 3) จำนวนนักเรียนในชั้นเรียนมากเกินไป ทำให้ไม่สามารถดูแลหรือจัดให้ผู้เรียนฝึกปฏิบัติได้อย่างทั่วถึง

เนื่องจากสถานการณ์การระบาดของไวรัสโควิด-19 ซึ่งทั่วโลกกำลังเผชิญอยู่ ณ ขณะนี้ประเทศไทยเองก็เผชิญกับการระบาดนี้เช่นกัน ทำให้ต้องปรับเปลี่ยนการใช้ชีวิตการทำงานโดยให้ทำงานอยู่บ้านเพื่อลดการแพร่กระจายผลกระทบต่าง ๆ ส่งผลให้วงการศึกษาต้องมีการปรับเปลี่ยน การระบาดของโควิด-19 ในประเทศไทยรอบแรกส่งผลให้คณะรัฐมนตรีมีมติให้สถานศึกษาปิดการเรียนการสอนชั่วคราวเป็นระยะเวลาสองสัปดาห์ และให้สถานศึกษาดำเนินการป้องกันโรคตามมาตรฐานของกระทรวงสาธารณสุขอย่างเคร่งครัด โดยวิธีการรับมือกับการระบาดคือ Social distancing หรือการเพิ่มระยะห่างระหว่างกันในสังคมเพื่อป้องกันการระบาดจากคนสู่คน โดยมาตรการนี้ส่งผลดีกับทุกวงการทุกภาคส่วนรวมถึงวงการการศึกษาเองเกิดปัญหาการจัดการเรียนการสอน เนื่องจากมีประกาศงด และการปรับเปลี่ยนระยะเวลาการจัดการเรียนการสอน จากการศึกษารูปแบบการเรียนการสอนในปัจจุบันพบว่ามีการพัฒนาทั้งรูปแบบการเรียนการสอนออฟไลน์และออนไลน์ ด้วยเทคนิควิธีการต่าง ๆ มากมาย การเรียนด้วยบทเรียนออนไลน์เป็นการเรียนการสอนผ่านเครือข่าย เวิลด์ ไวด์ เว็บ นั่นคือการประยุกต์ใช้เทคนิคการสอนส่งผ่านเครือข่ายคอมพิวเตอร์ โดยการจัดการเรียนการสอนในรูปแบบนี้จะทำให้ผู้สอนนำเสนอข้อมูลความรู้ให้ผู้เรียนได้ทำการศึกษาผ่านเว็บ หรือเวิลด์ไวด์เว็บเป็นบริการสำหรับให้ข่าวสารให้ผู้ใช้ในระบบอินเทอร์เน็ต ซึ่งสอดคล้องกับแนวคิดของ สมใจ จันทร์เต็ม (2553) ได้ทำการศึกษาเกี่ยวกับ Hybrid Learning กับนวัตกรรมการเรียนการสอนวิชาบัญชีในศตวรรษที่ 21 พบว่า ในศตวรรษที่ 21 มีเทคโนโลยีใหม่ ๆ เกิดขึ้นมากมาย รวมถึงนวัตกรรมเทคโนโลยีการเรียนการสอนในระดับอุดมศึกษาที่เรียกว่า Hybrid Learning ที่เป็นการนำส่วนที่ดีที่สุดของการเรียนการสอนในห้องเรียนมาผสมผสานกับการเรียนการสอนนอกห้องเรียนด้วยระบบการศึกษาทางไกลทางอิเล็กทรอนิกส์ โดยใช้เครื่องมือที่เป็น

เทคโนโลยีใหม่ ๆ รวมทั้งการจัดกิจกรรมการเรียนการสอนที่เอื้อให้ผู้เรียนสามารถเรียนรู้ด้วยตนเอง เป็นการเรียนการสอนที่มุ่งเน้นผู้เรียนเป็นสำคัญ เช่นเดียวกับศิวาพัชญ์ บำรุงเศรษฐพงษ์และคณะ (2563) ได้ทำการศึกษาเกี่ยวกับ การเรียนการสอนแบบไฮบริด (Hybrid Learning) กับการพัฒนาคุณภาพการศึกษาไทยในศตวรรษที่ 21 พบว่า แผนการศึกษาแห่งชาติ ฉบับปรับปรุง พ.ศ. 2560 – 2579 นวัตกรรมความก้าวหน้าทางเทคโนโลยีอย่างก้าวกระโดดและการเปลี่ยนแปลงของโลกศตวรรษที่ 21 ส่งผลให้ครูผู้สอนมีการตื่นตัว และปรับกระบวนทัศน์ในการจัดการเรียนการสอนจากการเรียนการสอนแบบเดิม (Teaching Paradigm) พัฒนาระบบและกระบวนการจัดการศึกษาที่มีคุณภาพและมีประสิทธิภาพ การเรียนการสอนแบบไฮบริด (Hybrid Learning) กับการพัฒนาคุณภาพการศึกษาไทยในศตวรรษที่ 21จากการศึกษาพบว่า การเรียนรู้แบบไฮบริด เป็นรูปแบบการสอนอีกรูปแบบหนึ่งที่เหมาะต่อการนำมาใช้ในการเรียนรู้ในยุคการเปลี่ยนแปลงของโลกศตวรรษที่ 21 ในปัจจุบัน ซึ่งเป็นลักษณะการผสมผสานรูปแบบการเรียนรู้ทั้งในลักษณะเผชิญหน้า และการเรียนผ่านระบบคอมพิวเตอร์ ในการสร้างองค์ความรู้ได้อย่างหลากหลาย อันก่อให้เกิดการศึกษาที่มีคุณภาพและเกิดประสิทธิภาพสูงสุดแก่ผู้เรียน

จากสภาพปัญหาและสถานการณ์การแพร่ระบาดโควิด-19 ในช่วงปี 2563 ที่ผ่านมาทางโรงเรียนอนุบาลเชียงคาน (เทศบาล 1) ได้รับผลกระทบและจำเป็นต้องมีการปรับเปลี่ยน ผู้วิจัยในฐานะครูผู้สอนภาษาอังกฤษได้ประสบปัญหาการจัดการเรียนการสอนมาในระยะการแพร่ระบาดโควิด-19 จึงได้ทำการศึกษาเกี่ยวกับเทคนิควิธีการสอน การจัดกิจกรรมที่เหมาะสมและการใช้เทคโนโลยีสารสนเทศเข้ามาช่วยในการจัดกิจกรรมการเรียนการสอนในช่วงที่ผ่านมาจากผู้เชี่ยวชาญต่าง ๆ ทำให้เกิดแนวคิดในการวิจัยเพื่อต้องการพัฒนาทักษะการสื่อสารให้กับผู้เรียน และต้องการพัฒนาความรู้ในด้านการวิจัยด้วย จึงมีแนวคิดในการพัฒนาการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษโดยได้ทำการทดลองกับหน่วยการเรียนรู้ที่เหมาะสมเพื่อพัฒนาทักษะการสื่อสารและต้องการเก็บรวบรวมข้อมูลเพื่อศึกษาวิจัยต่อยอดในการพัฒนากิจกรรมการเรียนรู้สำหรับรายวิชาภาษาอังกฤษต่อไปในอนาคต

วัตถุประสงค์ของการวิจัย

1. เพื่อพัฒนาการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 โรงเรียนอนุบาลเชียงคาน (เทศบาล 1) ให้มีประสิทธิภาพตามเกณฑ์ 80/80
2. เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนของนักเรียนระหว่างก่อนและหลังเรียนโดยใช้การจัดกิจกรรมการเรียนรู้แบบไฮบริด
3. เพื่อศึกษาความพึงพอใจของนักเรียนที่ได้รับการจัดกิจกรรมการเรียนรู้แบบไฮบริด

วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการวิจัย ได้แก่ นักเรียนชั้นประถมศึกษาปีที่ 3 โรงเรียนอนุบาลเชียงคาน (เทศบาล 1) สังกัดกองการศึกษา เทศบาลตำบลเชียงคาน อำเภอเชียงคาน จังหวัดเลย ภาคเรียนที่ 1 ปีการศึกษา 2563 จำนวน 2 ห้องเรียน จำนวน 50 คน

กลุ่มตัวอย่างที่ใช้งานการวิจัยได้แก่ นักเรียนชั้นประถมศึกษาปีที่ 3/1 โรงเรียนอนุบาลเชียงคาน (เทศบาล 1) สังกัดกองการศึกษา เทศบาลตำบลเชียงคาน อำเภอเชียงคาน จังหวัดเลย จำนวน 25 คน ได้มาโดยการคัดเลือกด้วยวิธีการจับสลากหน่วยห้องเรียน เนื่องจากนักเรียนแต่ละห้องคละความสามารถจึงไม่แตกต่างกัน

ตัวแปรที่ใช้ในการวิจัย

ตัวแปรต้น ได้แก่ การจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 โรงเรียนอนุบาลเชียงคาน (เทศบาล 1)

ตัวแปรตาม ได้แก่ 1) ผลสัมฤทธิ์ทางการเรียน และ 2) ความพึงพอใจ

แบบแผนการทดลอง

ในการวิจัยครั้งนี้เป็นการวิจัยทดลอง (Pre-experimental research) ใช้แบบแผนการทดลองแบบหนึ่งกลุ่ม One Group Pre test – Post test Design (ประสาท เนืองเฉลิม 2556) ดังตารางที่ 1

ตารางที่ 1 แสดงแบบแผนการทดลองแบบ One Group Pre test - Post test Design

Pre-test	Treatment	Post-test
O_1	X	O_2

เมื่อ O_1 แทน การทดสอบก่อนเรียน (Pre-test)

X แทน การจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ

O_2 แทน การทดสอบหลังเรียน (Post test)

เครื่องมือที่ใช้ในการวิจัย

1. เว็บไซต์ t-ning.net
2. แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน
3. แบบประเมินความพึงพอใจ

การเก็บรวบรวมข้อมูล

การทดลองดำเนินการในภาคเรียนที่ 1 ปีการศึกษา 2563 ทดลองและเก็บรวบรวมข้อมูลโดยดำเนินการตามแบบแผนการทดลองและขั้นตอนดังนี้

1. ผู้วิจัยดำเนินการทดสอบก่อนการทดลอง (Pre-test) กับกลุ่มตัวอย่าง จำนวน 25 คน ด้วยแบบทดสอบที่ผู้วิจัยได้พัฒนาขึ้นและทำการทดสอบเป็นรายบุคคล

2. ดำเนินการทดลองกับกลุ่มตัวอย่างโดยการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 ที่ผู้วิจัยพัฒนาขึ้นปรากฏตามแผนการจัดการเรียนรู้

3. หลังจากสิ้นสุดการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 ผู้วิจัยทำการทดสอบหลังการทดลองกับกลุ่มตัวอย่าง โดยใช้แบบทดสอบชุดเดิม และให้แบบประเมินความพึงพอใจจัดเก็บรวบรวมข้อมูลนำมาวิเคราะห์ประเมินผล

การวิเคราะห์ข้อมูล

1. วิเคราะห์หาประสิทธิภาพของการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 ให้มีประสิทธิภาพตามเกณฑ์ 80/80 ใช้สูตร E_1/E_2

2. เปรียบเทียบผลสัมฤทธิ์ทางการเรียนระหว่างก่อนเรียนและหลังเรียนโดยใช้สูตร t-test แบบ Dependent samples ด้วยโปรแกรมคอมพิวเตอร์สำเร็จรูป

3.ศึกษาพึงพอใจของการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 หาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานด้วยโปรแกรมคอมพิวเตอร์สำเร็จรูปแล้วนำไปเทียบกับเกณฑ์ที่กำหนด

สถิติที่ใช้ในการวิจัย

1. สถิติพื้นฐาน ได้แก่ ค่าเฉลี่ย, ส่วนเบี่ยงเบนมาตรฐาน

2. สถิติที่ใช้ในการตรวจสอบคุณภาพเครื่องมือ ได้แก่ 1) หาค่าความสอดคล้องระหว่างจุดประสงค์การเรียนรู้กับแบบวัดแต่ละข้อ (IOC) 2) หาค่าความยากง่าย (p) และค่าอำนาจจำแนก (r) ของแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน และ 3) หาค่าความเชื่อมั่นของแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนด้วยสูตร KR-20 ของคูเดอร์ - ริชาร์ดสัน (Kuder-Richardson)

3. สถิติที่ใช้ในการวิเคราะห์ประสิทธิภาพของกิจกรรมการเรียนรู้ 80/80 (E1/E2) และทดสอบสมมติฐานค่าเฉลี่ยของประชากรสองกลุ่มที่ไม่เป็นอิสระจากกันด้วยสูตร t-test (Dependent sample)

สรุปผลการวิจัย

1. ผลการหาประสิทธิภาพของการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสารชั้นประถมศึกษาปีที่ 3 โดยนำมาคิดร้อยละของคะแนนกิจกรรมระหว่างเรียนและร้อยละของคะแนนทดสอบหลังเรียน

ตารางที่ 2 ประสิทธิภาพของการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3

ประสิทธิภาพของกระบวนการเรียนรู้ (E_1)	*ประสิทธิภาพผลลัพธ์ของการเรียนรู้ (E_2)*
80.10	81.80
ประสิทธิภาพ E_1/E_2 = 80.10/81.80	

จากตารางที่ 2 พบว่า ผลการหาประสิทธิภาพของการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 โดยรวมพบว่ามีประสิทธิภาพ 80.10/81.80 ซึ่งสูงกว่าเกณฑ์ที่กำหนดไว้ คือ 80/80

2. ผลการวิเคราะห์เปรียบเทียบผลสัมฤทธิ์ทางการเรียน โดยก่อนการทดลองได้ทำการทดสอบความรู้ด้วยแบบทดสอบก่อนเรียนและหลังการทดลองทำการทดสอบด้วยแบบทดสอบหลังเรียน ซึ่งเป็นแบบทดสอบชุดเดียวกัน หลังจากนั้นนำคะแนนที่ได้มาคำนวณหาค่าการแจกแจงของ t-test ผลการวิเคราะห์แสดงไว้ในตารางที่ 3

ตารางที่ 3 ผลการวิเคราะห์การตรวจสอบนัยสำคัญของผลสัมฤทธิ์ทางการเรียนของกลุ่มตัวอย่าง

กลุ่ม	n	$\overline{X}$	$\sum D$	$\sum D^2$	t
คะแนนก่อนเรียน	25	8.16	205	1743	25.51*
คะแนนหลังเรียน	25	16.36			

* $p < .05$

จากตารางที่ 3 ผลการวิเคราะห์การตรวจสอบนัยสำคัญของผลสัมฤทธิ์ทางการเรียนของกลุ่มตัวอย่างพบว่ามีค่าเฉลี่ยของคะแนนการทดสอบก่อนเรียนเท่ากับ 8.16 และคะแนนการทดสอบหลังเรียนมีค่าเฉลี่ยเท่ากับ 16.36 แสดงว่าคะแนนเฉลี่ยการทดสอบหลังเรียนสูงกว่าคะแนนเฉลี่ยการทดสอบก่อนเรียน ผลการวิเคราะห์การตรวจสอบนัยสำคัญของผลสัมฤทธิ์ทางการเรียนโดยอาศัยการแจกแจงของ t-test พบว่า ค่า t(คำนวณ)= 25.51 มีค่าสูงกว่า ค่า t(ตาราง)= 1.71 แสดงให้เห็นว่ากลุ่มตัวอย่างมีคะแนนหลังเรียนสูงกว่าคะแนนก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ซึ่งเป็นไปตามสมมติฐานที่กำหนดไว้

3. ผลการหาความพึงพอใจของนักเรียนหลังการจัดกิจกรรมผู้วิจัยได้ให้นักเรียนทำแบบประเมินความพึงพอใจ แล้วนำคะแนนระดับความพึงพอใจมาวิเคราะห์ผลทางสถิติเทียบกับเกณฑ์ดังนี้

ตารางที่ 4 ผลการวิเคราะห์ความพึงพอใจของกลุ่มตัวอย่างที่มีต่อการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3

รายการ	$\overline{X}$	S.D.	ความหมาย
1.เข้าใช้งานบนเว็บไซต์ไม่ยุ่งยาก	2.56	0.50	มากที่สุด
2.เว็บไซต์มีสื่อหลากหลาย	2.52	0.51	มากที่สุด
3.เว็บไซต์แหล่งการเรียนรู้ค้นหาง่าย	2.52	0.51	มากที่สุด
4.ทดสอบก่อนและหลังเรียนไม่ยุ่งยาก	2.64	0.49	มากที่สุด
5.ห้องสนทนาใช้งานง่าย	2.56	0.51	มากที่สุด
6.การส่งใบงานแบบฝึกหักไม่ยุ่งยาก	2.64	0.49	มากที่สุด
7. กระดานถาม-ตอบร่วมกัน	2.68	0.48	มากที่สุด
8. ทบทวนเนื้อหาได้ตลอดเวลา	2.64	0.49	มากที่สุด
9. มีการรายงานผลคะแนนทันที	2.60	0.50	มากที่สุด
10. นักเรียนมีความรับผิดชอบมากขึ้น	2.48	0.51	มากที่สุด
11.ช่วยแก้ปัญหาการเรียนในสถานการณ์โควิด	2.56	0.51	มากที่สุด
12.นักเรียนกล้าแสดงออกในการสื่อสาร	2.68	0.48	มากที่สุด
รวม	2.59	0.49	มากที่สุด

จากตารางที่ 4 ผลการหาความพึงพอใจของกลุ่มตัวอย่างที่มีต่อการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 โรงเรียนอนุบาลเชียงคาน (เทศบาล 1) โดยรวมพบว่าอยู่

ในระดับมากที่สุด ($\overline{X}$ =2.59, S.D.=0.49) เป็นไปตามสมมติฐานที่กำหนดไว้ เมื่อพิจารณารายข้อจากมากไปหาน้อยพบว่า กระดานถาม-ตอบร่วมกัน เป็นรายข้อที่กลุ่มตัวอย่างให้ความคิดเห็นมากที่สุดรองลงมาได้แก่ นักเรียนกล้าแสดงออกในการสื่อสาร ทดสอบก่อนและหลังเรียนไม่ยุ่งยาก การส่งใบงานแบบฝึกหักไม่ยุ่งยาก ทบทวนเนื้อหาได้ตลอดเวลา มีการรายงานผลคะแนนทันที เข้าใช้งานบนเว็บไซต์ไม่ยุ่งยาก ห้องสนทนาใช้งานง่าย ช่วยแก้ปัญหาการเรียนในสถานการณ์โควิด เว็บไซต์มีสื่อหลากหลาย เว็บไซต์แหล่งการเรียนรู้ค้นหาง่าย และนักเรียนมีความรับผิดชอบมากขึ้น ตามลำดับ

อภิปรายผลการวิจัย

1. ผลการหาประสิทธิภาพของการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 โดยรวมพบว่ามีประสิทธิภาพ 80.10/81.80 ซึ่งสูงกว่าเกณฑ์ที่กำหนดไว้คือ 80/80 เนื่องจากผู้วิจัยได้ทำการนำกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 โรงเรียนอนุบาลเชียงคาน (เทศบาล 1) ที่พัฒนาขึ้นไปทดลองใช้กับกลุ่มที่ไม่ใช่กลุ่มตัวอย่างเพื่อประเมินประสิทธิภาพโดยทำการทดลองแบบ (1:1:1) แบบ (3:3:3) และ แบบภาคสนาม ทำการปรับแก้ไขและตรวจประเมินความเหมาะสมโดยผู้เชี่ยวชาญก่อนนำไปทดลองจริงทำให้ผลการศึกษาเป็นไปตามที่กำหนดซึ่งสอดคล้องกับงานวิจัยของชัยวัฒน์ สุภัควรกุล (2560) ได้ทำการศึกษาการพัฒนาระบบการเรียนการสอนแบบไฮบริดสำหรับนักศึกษาระดับปริญญาตรี มหาวิทยาลัยราชภัฏ พบว่า ระบบการเรียนการสอนแบบไฮบริด สำหรับนักศึกษาระดับปริญญาตรีมหาวิทยาลัยราชภัฏ มีประสิทธิภาพเท่ากับ 82.43/81.75 เช่นเดียวแนวคิดของศิวาพัชญ์ บำรุงเศรษฐพงษ์และคณะ (2563) ได้ทำการศึกษาเกี่ยวกับ การเรียนการสอนแบบไฮบริด (Hybrid Learning) กับการพัฒนาคุณภาพการศึกษาไทยในศตวรรษที่ 21 พบว่าการเรียนการสอนแบบไฮบริด (Hybrid Learning) กับการพัฒนาคุณภาพการศึกษาไทยในศตวรรษที่ 21 ซึ่งมีวัตถุประสงค์ดังนี้1) เพื่อศึกษาการเรียนการสอนแบบไฮบริดกับการพัฒนาคุณภาพการศึกษาไทยในศตวรรษที่ 21 2)เพื่อศึกษาแนวทางการแก้ไขปัญหาและอุปสรรคของการเรียนการสอนแบบไฮบริด กับการพัฒนาคุณภาพการศึกษาไทยในศตวรรษที่ 21 และ 3) เพื่อศึกษาแนวทางการออกแบบและพัฒนาการเรียนการสอนแบบไฮบริด กับการพัฒนาคุณภาพการศึกษาไทย ในศตวรรษที่ 21 จากการศึกษาพบว่า การเรียนรู้แบบไฮบริด เป็นรูปแบบการสอนอีกรูปแบบหนึ่งที่เหมาะต่อการนำมาใช้ในการเรียนรู้ในยุคการเปลี่ยนแปลงของโลกศตวรรษที่ 21 ในปัจจุบัน ซึ่งเป็นลักษณะการผสมผสานรูปแบบการเรียนรู้ทั้งในลักษณะเผชิญหน้า และการเรียนผ่านระบบคอมพิวเตอร์ ในการสร้างองค์ความรู้ได้อย่างหลากหลาย อันก่อให้เกิดการศึกษาที่มีคุณภาพและเกิดประสิทธิภาพสูงสุดแก่ผู้เรียน

2. ผลการวิเคราะห์การตรวจสอบนัยสำคัญของผลสัมฤทธิ์ทางการเรียนโดยอาศัยการแจกแจงของ t-test พบว่ากลุ่มตัวอย่างมีคะแนนหลังเรียนสูงกว่าคะแนนก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ซึ่งเป็นไปตามสมมติฐานที่กำหนดไว้ ทั้งนี้เนื่องจากแบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนที่พัฒนาขึ้นได้นำไปทดสอบกับกลุ่มที่ไม่ใช่กลุ่มตัวอย่างเพื่อประเมินประสิทธิภาพโดยทำการทดลองแบบ (1:1:1) แบบ (3:3:3) และ แบบภาคสนาม ทำการปรับแก้ไขและตรวจประเมินความเหมาะสมโดยผู้เชี่ยวชาญก่อนนำไปทดลองจริงทำให้ผลการศึกษาเป็นไปตามที่กำหนดซึ่งสอดคล้องกับงานวิจัยของเมษา พูลสวัสดิ์(2559)ได้ทำการศึกษาการพัฒนาบทเรียนออนไลน์ เรื่อง การสื่อสารข้อมูลและเครือข่ายคอมพิวเตอร์ สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 2 มหาวิทยาลัยราชภัฏนครสวรรค์ พบว่า นักเรียนชั้นมัธยมศึกษาปีที่ 2 ที่ได้รับการสอน โดยใช้บทเรียนออนไลน์ผลสัมฤทธิ์ ทางการเรียน วิชาเทคโนโลยีสารสนเทศหลังเรียนสูงกว่าก่อนเรียน อย่างมีนัยสำคัญทางสถิติ ที่ระดับ .05 เช่นเดียวกับ ลภัสปาลิน ใจธรรม (2558) ได้ทำการศึกษาการเรียนรู้แบบผสมผสานกรณีศึกษา : โรงเรียนศิริวังวิทยาคาร พบว่า ผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญที่ระดับ 0.05 เช่นกัน

3. ผลการหาความพึงพอใจของกลุ่มตัวอย่างที่มีต่อการจัดกิจกรรมการเรียนรู้แบบไฮบริดวิชาภาษาอังกฤษ เรื่อง Telling the time เพื่อพัฒนาทักษะการสื่อสาร ชั้นประถมศึกษาปีที่ 3 โรงเรียนอนุบาลเชียงคาน (เทศบาล 1) โดยรวมพบว่าอยู่ในระดับมากที่สุด ($\overline{X}$ =2.59, S.D.=0.49) เป็นไปตามสมมติฐานที่กำหนดไว้ ทั้งนี้เนื่องจากการจัดกิจกรรมในครั้งนี้มีการปรับเปลี่ยนแบบไฮบริดที่เหมาะสมตามสถานการณ์โควิด-19 ที่ส่งผลให้การเรียนการสอนในโรงเรียนมีการปรับเปลี่ยน ผู้วิจัยจึงมีการปรับเปลี่ยนแบบไฮบริดที่ยืดหยุ่น และมีการสอนออนไลน์โดยมีเว็บไซต์ สื่อและเครื่องมืออื่น ๆ เข้ามาช่วยในการจัดการเรียนรู้ จึงทำให้ผลการศึกษาเป็นไปตามสมมติฐานที่กำหนดไว้ ซึ่งสอดคล้องกับแนวคิดของ สมใจ จันทร์เต็ม (2553) ได้ทำการศึกษาเกี่ยวกับ Hybrid Learning กับนวัตกรรมการเรียนการสอนวิชาบัญชีในศตวรรษที่ 21 พบว่า ในศตวรรษที่ 21 มีเทคโนโลยีใหม่ ๆ เกิดขึ้นมากมาย รวมถึงนวัตกรรมเทคโนโลยีการเรียนการสอนในระดับอุดมศึกษาที่เรียกว่า Hybrid Learning ที่เป็นการนำส่วนที่ดีที่สุดของการเรียนการสอนในห้องเรียนมาผสมผสานกับการเรียนการสอนนอกห้องเรียนด้วยระบบการศึกษาทางไกลทางอิเล็กทรอนิกส์ โดยใช้เครื่องมือที่เป็นเทคโนโลยีใหม่ ๆ รวมทั้งการจัดกิจกรรมการเรียนการสอนที่เอื้อให้ผู้เรียนสามารถเรียนรู้ด้วยตนเอง เป็นการเรียนการสอนที่มุ่งเน้นผู้เรียนเป็นสำคัญ เช่นเดียวกับ ศิวาพัชญ์ บำรุงเศรษฐพงษ์และคณะ (2563) ได้ทำการศึกษาเกี่ยวกับ การเรียนการสอนแบบไฮบริด (Hybrid Learning)

กับการพัฒนาคุณภาพการศึกษาไทยในศตวรรษที่ 21 พบว่า การเรียนรู้แบบไฮบริด เป็นรูปแบบการสอนอีกรูปแบบหนึ่งที่เหมาะต่อการนำมาใช้ในการเรียนรู้ในยุคการเปลี่ยนแปลงของโลกศตวรรษที่ 21 ในปัจจุบัน ซึ่งเป็นลักษณะการผสมผสานรูปแบบการเรียนรู้ทั้งในลักษณะเผชิญหน้า และการเรียนผ่านระบบคอมพิวเตอร์ ในการสร้างองค์ความรู้ได้อย่างหลากหลาย อันก่อให้เกิดการศึกษาที่มีคุณภาพและเกิดประสิทธิภาพสูงสุดแก่ผู้เรียน

ข้อเสนอแนะ

1. การจัดกิจกรรมการเรียนรู้แบบไฮบริดที่พัฒนาขึ้นมีการปรับเปลี่ยนตามสถานการณ์การแพร่ระบาดของโควิด-19 แบบยืดหยุ่นตามสถานการณ์จริงปัจจุบันในระหว่างการทดลอง ดังนั้นหากผู้ที่สนใจต้องการนำกิจกรรมไปปรับใช้สามารถปรับใช้ได้ตามสถานการณ์ปัจจุบันหรือปรับขั้นตอนของกิจกรรมที่เหมาะสมได้

2. การจัดกิจกรรมแบบออนไลน์ในรูปแบบของไฮบริดที่พัฒนาขึ้นมีการพัฒนาเว็บไซต์ซึ่งเป็นระบบบริหารจัดการการเรียนการสอนเฉพาะของผู้วิจัยซึ่งพัฒนาโดยทีมพัฒนาซอฟต์แวร์ดังนั้นผู้ที่สนใจจะต้องขออนุญาติในการเข้าใช้งานและเรียนรู้ระบบก่อนจึงจะสามารถนำไปใช้งานได้จริง

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แนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็กสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

Guidelines For Academic Administration of Small Secondary Schools According Under the Office Khonkaen Secondary Education Service Area

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น 2) พัฒนาแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น 3) ประเมินความเหมาะสมและความเป็นไปได้ของการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น การวิจัยแบ่งออกเป็น 3 ระยะ คือ ระยะที่ 1 ได้แก่ ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ประชากร ได้แก่ ผู้บริหารสถานศึกษาและครูโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น จำนวน 158 คน กำหนดกลุ่มตัวอย่างโดยใช้ตาราง Krejcie and Morgan ได้ 118 คน ด้วยวิธีสุ่มแบบง่าย เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม มีค่าความเชื่อมั่นสภาพปัจจุบันเท่ากับ 0.94 สภาพที่พึงประสงค์เท่ากับ 0.96 และแบบประเมินเพื่อตรวจสอบความเหมาะสมและความเป็นไปได้มีค่า IOC อยู่ระหว่าง 0.50 – 1.00 วิเคราะห์ข้อมูลโดยใช้สถิติหา ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ระยะที่ 2 พัฒนาแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 3 โรงเรียน โรงเรียนละ 2 คน รวม 6 คน และผู้ทรงคุณวุฒิ จำนวน 7 คน เลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสัมภาษณ์ และแบบประเมินความเหมาะสม ระยะที่ 3 ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 10 คน เลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง ค่าอำนาจจำแนก ค่าความเชื่อมั่น และค่าดัชนีความต้องการจำเป็น

ผลการวิจัย พบว่า

1. สภาพปัจจุบันการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมอยู่ในระดับมาก ($\overline{X}$= 3.63, S.D.=0.77) และ สภาพที่พึงประสงค์การบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมอยู่ในระดับมากที่สุด ($\overline{X}$= 4.81, S.D.= 0.42) และลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ ลำดับที่ 1 ด้านการพัฒนาหลักสูตรสถานศึกษา ลำดับที่ 2 ด้านการนิเทศการศึกษา ลำดับที่ 3 ด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา และลำดับที่ 4 ด้านการวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน

2. แนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า ประกอบด้วย 4 ด้าน 25 วิธีดำเนินการ ดังนี้ ด้านการพัฒนาหลักสูตรสถานศึกษา มี 5 วิธีดำเนินการ ด้านการนิเทศการศึกษา มี 6 วิธีดำเนินการ ด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา มี 7 วิธีดำเนินการ และด้านการวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน มี 7 วิธีดำเนินการ ผลการประเมินความเหมาะสมของการพัฒนาแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยผู้ทรงคุณวุฒิ 7 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.64)

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3. ผลการประเมินความเหมาะสมและความเป็นไปได้ของการพัฒนาแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยผู้บริหารและครู 10 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.70) และความเป็นไปได้อยู่ในระดับมากที่สุด ($\overline{X}$ = 4.65)
คำสำคัญ แนวทาง/การบริหารงานวิชาการ/โรงเรียนมัธยมศึกษาขนาดเล็ก

Abtract

The purposes of this research were to 1) study the current conditions,the desirable conditions ,and the necessities of Academic Administration in the small secondary school under the Office of Khon Kaen Secondary Education Service Area. 2) develop Academic admissions guidelines in small secondary schools under the Office of Khon Kaen Secondary Education Service Area. 3) assess the suitability and possibility of academic administration in small secondary schools under the Office of Khon Kaen Secondary Education Service Area.The research was divided into 3 phases: Phase 1: study about the current conditions, desirable conditions and the necessity for academic administration in small secondary schools under the Office of Khon Kaen Secondary Education Service Area.158 persons as the population in this research included school administrators and teachers of small secondary schools under the Office of Khon Kaen Secondary Education Service Area.A sample group was 118 people ,determined using the Krejcie and Morgan table,selected by a simple random method. The questionnaire of current condition with 0.94 of reliability, the desirable condition with 0.96, and an assessment form to determine suitability and possibility with an IOC between 0.50 - 1.00. Data were analyzed by statistical mean, standard deviation.The second phrase was to develop academic administration approach of small secondary schools under the Khon Kaen Secondary Educational Service Area Office, the informants were administrators and teachers from 3 schools, 2 students per school, a total of 6 students, and 7 experts selected by purposive sampling. The research instruments were interview forms. and suitability assessment form.The third phrase was to evaluate the suitability and possibility of the academic administration in small secondary schools under the Office of Khon Kaen Secondary Education Service Area, the informants were 10 school administrators and teachers by purposive sampling from small secondary school .The statistics used in the research were percentage, mean, standard deviation,Concordance index ,Possibly classifiable value, Reliability value, and the required index value.

The results were as follows;

1) The current state of academic administration in small secondary schools under the Office of Khon Kaen Secondary Education Service Area was at a high level ($\bar{x}$= 3.63, S.D.=0.77) and the desirable state of academic administration of small secondary schools under the Office of Khon Kaen Secondary Education Service Area was at the highest level ($\bar{x}$= 4.81, S.D.= 0.42) and the order of needs was necessary. The needs are ranked in descending order as follows:in educational institution curriculum development, in educational supervision,in research to develop educational quality in educational institutions, and in assessment, evaluation and transfer of academic results.

2) Academic Administration guidelines for Small Secondary Schools under the Khon Kaen Secondary Educational Service Area Office consist of principles, objectives, methods, with 4 aspects and 25 methods as follows: Educational curriculum development aspect had 5 methods, 6 methods for educational supervision aspect, and 7 methods for research aspect in improving the quality of education in educational institutions,7 methods for assessment, evaluation, and transfer of learning outcomes. Evaluation results of the appropriateness of the development for academic administration guidelines in small secondary schools under the Office of Khon Kaen Secondary Education Service Area by 7 experts was appropriate at the highest level ($\bar{x}$ = 4.64)

3) Evaluation results of the suitability and possibility of developing academic administration guidelines in small secondary schools under the Office of Khon Kaen Secondary Education Service Area from 10 administrators

and teachers were appropriate at the highest level ($\bar{x}$ = 4.70) and the probability was at the highest level ($\bar{x}$ = 4.65)
Keywords Guidelines / Academic Administration / Small Secondary Schools

บทนำ

พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 มาตรา 22 และมาตรา 24 ได้กำหนดแนวทางการจัดการศึกษา โดยการจัดการศึกษาต้องยึดหลักผู้เรียนทุกคนมีความสามารถเรียนรู้และพัฒนาตนเองได้ โดยถือว่าผู้เรียนมีความสำคัญที่สุด กระบวนการจัดการศึกษาต้องส่งเสริมให้ผู้เรียนสามารถพัฒนาตามธรรมชาติ ที่เน้นผู้เรียนเป็นสำคัญและเน้นการบริหารที่ใช้สถานศึกษาเป็นฐาน นอกจากนั้น มาตรา 6 และมาตรา 7 ได้ระบุว่า มาตรา 6 กำหนดไว้ว่า การจัดการศึกษาต้องเป็นไปเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ทั้งร่างกาย จิตใจ สติปัญญา ความรู้คุณธรรม และวัฒนธรรมในการดำรงชีวิต สามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุขและมาตรา 7 ได้ระบุไว้ว่า ในกระบวนการเรียนรู้ต้องมุ่งปลูกฝังจิตสำนึกที่ถูกต้องเกี่ยวกับการเมืองการปกครองในระบอบประชาธิปไตยอันมีพระมหากษัตริย์ทรงเป็นประมุข รู้จักรักษาและส่งเสริมสิทธิหน้าที่ เสรีภาพ ความเคารพกฎหมาย ความเสมอภาค และศักดิ์ศรีความเป็นมนุษย์ มีความภาคภูมิใจในความเป็นไทย มีความสามารถในการประกอบอาชีพและการเรียนรู้ด้วยตนเองอย่างต่อเนื่อง (พรบ.การศึกษาแห่งชาติ, 2542)

การบริหารงานวิชาการโรงเรียนมัธยมศึกษาขนาดเล็กนับเป็นการบริหารที่มีความแตกต่างจากโรงเรียนขนาดกลางและโรงเรียนขนาดใหญ่ จากการสรุปของสำนักงานเลขาธิการสภาการศึกษา ได้ดำเนินการวิเคราะห์สภาพการจัดการศึกษาพบจุดอ่อน ด้านการบริหารการศึกษา พบว่า มีความแตกต่างระหว่างโรงเรียนขนาดเล็กใหญ่ โดยที่โรงเรียนขนาดเล็กจำนวนมากยังขาดศักยภาพ ทั้งด้านครู วัสดุ การพัฒนาวิชาการ รวมทั้งมีความแตกต่างกันทั้งในคุณภาพและมาตรฐานของสถานศึกษาซึ่งเกิดจากในโรงเรียนขนาดเล็กไม่สามารถนำนโยบายการศึกษาขั้นพื้นฐานไปปฏิบัติได้ครบ ซึ่งสอดคล้องจากผลการสรุปของสำนักงานเลขาธิการสภาการศึกษา พบว่า โรงเรียนมัธยมศึกษาขนาดเล็กขาดแคลนสื่อ และอุปกรณ์การสอน เนื่องจากการขาดแคลนงบประมาณเพื่อจัดหาสื่อและอุปกรณ์การสอน สื่อที่มีอยู่ไม่ตรงกับเนื้อหา ขาดความหลากหลายและทันสมัย นอกจากนี้การศึกษาไทยด้านผลสัมฤทธิ์ของผู้เรียนแตกต่างกันตามขนาดของโรงเรียน (สำนักงานเลขาธิการสภาการศึกษา, 2551)

จากสภาพปัญหาดังกล่าว แสดงให้เห็นว่า การบริหารงานวิชาการเป็นสิ่งที่ครูต้องคำนึงถึงและพัฒนาทั้งด้านการพัฒนาหลักสูตรสถานศึกษา ด้านการนิเทศการศึกษา ด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา และด้านการวัดผลประเมินผลและดำเนินการเปรียบเทียบโอนผลการเรียนเพื่อพัฒนาคุณภาพผู้เรียนให้มีคุณภาพตามเกณฑ์มาตรฐานการศึกษา และบริหารงานวิชาการให้มีประสิทธิภาพและเกิดประสิทธิผลต่อผู้เรียนอย่างยั่งยืนต่อไป

วัตถุประสงค์วิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น
2. เพื่อพัฒนาแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น
3. เพื่อประเมินความเหมาะสมและความเป็นไปได้ของการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

สรุปผลวิจัย

การวิจัยเรื่อง แนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผู้วิจัยได้สรุป ผลการวิจัย ดังนี้

1. สภาพปัจจุบันโดยรวมอยู่ในระดับมาก ($\bar{X}$= 3.63) พิจารณาเป็นรายด้าน พบว่า มีการปฏิบัติอยู่ในระดับมากทุกด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน ($\bar{X}$= 3.76) ด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา ($\bar{X}$= 3.67) ด้านการพัฒนาหลักสูตรสถานศึกษา ($\bar{X}$ = 3.59) และด้านการนิเทศการศึกษา ($\bar{X}$= 3.53)

2. สภาพที่พึงประสงค์โดยรวมอยู่ในระดับมากที่สุด ($\bar{X}$= 4.81) มีสภาพที่พึงประสงค์อยู่ในระดับมากที่สุดทุกด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการพัฒนาหลักสูตรสถานศึกษา ($\bar{X}$= 4.94) ด้านการนิเทศการศึกษา ($\bar{X}$= 4.81) ด้าน

การวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน ($\overline{X}$= 4.76) และด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา ($\overline{X}$= 4.75)

3. ลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านการพัฒนาหลักสูตรสถานศึกษา ($PNI_{modified}$ = 0.376) ลำดับที่ 2 ด้านการนิเทศการศึกษา ($PNI_{modified}$ = 0.362) ลำดับที่ 3 ด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา ($PNI_{modified}$ = 0.294) และลำดับที่ 4 ด้านการวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน ($PNI_{modified}$ = 0.265)

4. แนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า

1. แนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ มี 4 ด้าน 25 วิธีดำเนินการ ดังนี้ ด้านการพัฒนาหลักสูตรสถานศึกษา มี 5 วิธีดำเนินการ ด้านการนิเทศการศึกษา มี 6 วิธีดำเนินการ ด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา มี 7 วิธีดำเนินการ และด้านการวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน มี 7 วิธีดำเนินการ 4) กลไกในการบริหารจัดการ และ 5) เงื่อนไขความสำเร็จ

2. ผลการประเมินความเหมาะสมของแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยผู้ทรงคุณวุฒิ 7 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.64)

3. ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยผู้บริหารและครู 10 คนโดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.70) และความเป็นไปได้อยู่ในระดับมากที่สุด ($\overline{X}$ = 4.65)

อภิปรายผลการวิจัย

ผลการวิจัยแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น สามารถอภิปรายผล ได้ดังนี้

1. สภาพปัจจุบันของแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยรวมอยู่ในระดับมาก ทั้งนี้เป็นเพราะว่า ผู้บริหารสถานศึกษามีการกำหนดเป้าหมายของงานวิชาการในการจัดการศึกษาอย่างชัดเจน และสอดคล้องกับปรัชญาของสถานศึกษา กำหนดโครงสร้างและระเบียบแนวปฏิบัติ รวมไปถึงการจัดประชุมครูและบุคลากร เพื่อระดมความคิดเห็นในการกำหนดปฏิทินการปฏิบัติงาน จัดทำแผนงานวิชาการในระยะยาว การจัดทำปฏิทินการปฏิบัติงานวิชาการ และวางแผนจัดทำหลักสูตรสถานศึกษา โดยการศึกษา วิเคราะห์ เอกสารหลักสูตร สาระแกนกลางตามความต้องการของชุมชนและท้องถิ่น ซึ่งครูและบุคลากรมีความเข้าใจในทิศทางการจัดการศึกษาในสถานศึกษา สอดคล้องกับงานวิจัยของ ณัฏฐณิกานต์ ทองโคตร และวานิช ประเสริฐพร (2564) ได้ศึกษาแนวทางการบริหารงานวิชาการเพื่อยกระดับคุณภาพผู้เรียนในโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ผลการวิจัย พบว่า สภาพปัจจุบันในการบริหารงานวิชาการเพื่อยกระดับคุณภาพผู้เรียนในโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยภาพรวมอยู่ในระดับมาก

2. สภาพที่พึงประสงค์ของการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยรวมอยู่ในระดับมากที่สุด ทั้งนี้เป็นเพราะว่า ผู้บริหารสถานศึกษาและผู้มีส่วนเกี่ยวข้องในการจัดการศึกษา ให้ความสำคัญและให้ความร่วมมือในการแก้ไขปัญหาโรงเรียนขนาดเล็กร่วมกัน โดยนำเอานโยบายเกี่ยวกับการบริหารจัดการโรงเรียนขนาดเล็ก และมีการติดตามผลการดำเนินงานอย่างเป็นระบบ ซึ่งเป็นไปตามที่สำนักงานคณะกรรมการศึกษาขั้นพื้นฐาน มีการกำหนดแผนยุทธศาสตร์พัฒนาโรงเรียนขนาดเล็ก โดยกำหนดวิสัยทัศน์การบริหารโรงเรียนขนาดเล็กให้มีคุณภาพตามมาตรฐานการศึกษาขั้นพื้นฐาน และกำหนดยุทธศาสตร์และมาตรฐานการบริหารโรงเรียนขนาดเล็ก จันทร์แรม พรมทา และสุขุม พรมเมืองคุณ (2565) ได้ศึกษาแนวทางการพัฒนานวัตกรรมการบริหารงานวิชาการของโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเลย เขต 3 ผลการวิจัย พบว่า สภาพที่พึงประสงค์ของการพัฒนานวัตกรรมการบริหารงานวิชาการของโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเลย เขต 3 โดยภาพรวมอยู่ในระดับมากที่สุด และสอดคล้องกับงานวิจัยของ ณัฏฐณิกานต์ ทองโคตร และวานิช ประเสริฐพร (2564) ได้ศึกษาแนวทางการบริหารงานวิชาการเพื่อยกระดับคุณภาพผู้เรียนในโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ผลการวิจัย พบว่า สภาพที่พึงประสงค์โดยภาพรวมอยู่ในระดับมากที่สุด

3. ลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านการพัฒนาหลักสูตรสถานศึกษา ลำดับที่ 2 ด้านการนิเทศการศึกษา ลำดับที่ 3 ด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา และลำดับที่ 4 ด้านการวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน ทั้งนี้ด้านการพัฒนาหลักสูตรสถานศึกษามีความสำคัญต่อการบริหารงานวิชาการ เนื่องจากการทำข้อมูลพื้นฐานอย่างเป็นระบบของสถานศึกษาเป็นเรื่องสำคัญที่สามารถนำมาพัฒนาต่อยอดทางด้านวิชาการด้านหลักสูตร สามารถทำให้เห็นการเปลี่ยนแปลงให้ทันต่อสถานการณ์ปัจจุบัน นอกจากนี้การศึกษานโยบายการพัฒนาหลักสูตรของคณะกรรมการการศึกษาขั้นพื้นฐานทำให้หลักสูตรมีความสอดคล้องกับหลักสูตรการศึกษาขั้นพื้นฐาน สอดคล้องกับแนวคิดของ ปรียาพร วงศ์อนุตรโรจน์ (2553) การพัฒนาหลักสูตรบอกไว้ว่าวัตถุประสงค์ที่ต้องการมีอะไรบ้าง จะใช้อะไรเป็นวัสดุและอุปกรณ์ จะสอนอย่างไร จัดเตรียมการสอนอย่างไรบ้างเพื่อช่วยในด้านการจัดการเรียนการสอนหลักสูตร จึงมีความสำคัญเป็นแผนยุทธศาสตร์ที่จะนำไปสู่ความสำเร็จที่ต้องการ เป็นแนวทางในการปฏิบัติงานของครูที่จะจัดประสบการณ์ให้กับผู้เรียนได้มีความรู้ ทักษะ ความประพฤติ มีเจตคติ ที่ดีต่อวิชาชีพ ด้านการนิเทศการศึกษา ส่งเสริมให้เกิดการปรับปรุงการสอนเพื่อพัฒนานักเรียนให้เต็มศักยภาพ สอดคล้องกับแนวความคิดของ สันติ บุญภิรมย์ (2552) ในการนิเทศการศึกษา เป็นกิจกรรมหนึ่งในหลาย ๆ กิจกรรมของการบริหารการศึกษาในส่วนที่เกี่ยวข้องกับการปรับปรุงเงื่อนไขการเรียนรู้ และความเจริญงอกงามของผู้เรียน โดยมุ่งให้ผู้สอนปรับปรุงวิธีการสอนและจัดกิจกรรมอื่นควบคู่ไปด้วย ด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษา เป็นการส่งเสริมให้ครูมีความเป็นผู้นำทางวิชาการปฏิบัติหน้าที่โดยใช้กระบวนการวิจัยเพื่อพัฒนาการเรียนรู้ สอดคล้องกับแนวความคิดของ รุ่งรัชดาพร เวหะชาติ (2552) เป็นการแสวงหาแนวทางและเทคนิควิธีการในการบริหารจัดการตามภารกิจสถานศึกษา แสวงหาเทคนิคและวิธีการจัดการเรียนการสอนให้สอดคล้องกับธรรมชาติ และศักยภาพของผู้เรียน ถือเป็นกระบวนการการบริหารงานวิชาการเพื่อให้ผู้บริหารพัฒนาศักยภาพของครูให้มีความรู้ความเข้าใจเกี่ยวกับงานวิจัยสามารถปฏิบัติได้ และนำข้อมูลมาใช้ในการปรับปรุง และพัฒนาการเรียนรู้ให้เกิดประโยชน์สูงสุดแก่ผู้เรียน ส่วนด้านการวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน เป็นการจัดทำแผนการดำเนินการวัดผลประเมินผลตามสภาพจริง สอดคล้องกับ กระทรวงศึกษาธิการ (2551) กล่าวถึงประโยชน์ของข้อมูลการประเมินระดับต่าง ๆ ว่าเป็นประโยชน์ต่อสถานศึกษาในการตรวจสอบจำแนกตามสภาพปัญหา และความต้องการ สอดคล้องกับงานวิจัยของ ณัฏฐณิกานต์ ทองโคตร และวานิช ประเสริฐพร (2564) ได้ศึกษาแนวทางการบริหารงานวิชาการเพื่อยกระดับคุณภาพผู้เรียนในโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ความต้องการจำเป็นเรียงตามลำดับดังนี้ 1) ด้านการพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา 2) ด้านการพัฒนากระบวนการเรียนรู้ 3) ด้านการพัฒนาหลักสูตรสถานศึกษา 4) ด้านการนิเทศการศึกษา 5) ด้านการพัฒนาระบบประกันคุณภาพภายในและมาตรฐานการศึกษา 6) ด้านการวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน

4. แนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ มี 4 ด้าน 25 วิธีดำเนินการ ดังนี้ ด้านการพัฒนาหลักสูตรสถานศึกษา มี 5 วิธีดำเนินการ ด้านการนิเทศการศึกษา มี 6 วิธีดำเนินการ ด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษาในสถานศึกษา มี 7 วิธีดำเนินการ และด้านการวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน มี 7 วิธีดำเนินการ 4) กลไกในการบริหารจัดการ และ 5) เงื่อนไขความสำเร็จ ทั้งนี้ผู้วิจัยได้ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องทั้งในและต่างประเทศสังเคราะห์ได้องค์ประกอบตัวบ่งชี้นำไปสร้างแบบสอบถามเก็บข้อมูล และเก็บข้อมูลจากการสัมภาษณ์โรงเรียนที่ได้รับรางวัลแนวปฏิบัติที่เป็นเลิศของโรงเรียนขนาดเล็กสังกัดสำนักงานเขตพื้นที่มัธยมศึกษาขอนแก่น อีกทั้งนำร่างแนวทางเข้าสู่กระบวนการสนทนากลุ่มเพื่อให้ผู้ทรงคุณวุฒิที่มีความรู้ความเชี่ยวชาญด้านบริหารการศึกษา บริหารสถานศึกษา และบริหารงานวิชาการได้ร่วมกันตรวจสอบยืนยัน ประเมินความเหมาะสมและความเป็นไปได้จึงได้ข้อมูลทั้งประกอบด้วยข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ กำหนดเป็นวิธีดำเนินการอย่างเป็นวิธีดำเนินการอย่างเป็นรูปธรรม สอดคล้องกับงานวิจัยของ ณัฏฐณิกานต์ ทองโคตร, วานิช ประเสริฐพร (2564) ได้ศึกษาแนวทางการบริหารงานวิชาการเพื่อยกระดับคุณภาพผู้เรียนในโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ผลการวิจัยพบว่า ประกอบด้วย 6 ด้าน คือ 1) ด้านการพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา 2) ด้านการพัฒนากระบวนการเรียนรู้ 3) ด้านการพัฒนาหลักสูตรสถานศึกษา 4) ด้านการนิเทศการศึกษา 5) ด้านการพัฒนาระบบประกันคุณภาพภายในและมาตรฐานการศึกษา 6) ด้านการวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน

5. การประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็กสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผลการประเมินโดย ผู้บริหารสถานศึกษา จำนวน 10 คน มีความเหมาะสมอยู่ในระดับมากและความเป็นไปได้อยู่ในระดับมากที่สุด ทั้งนี้เพราะผู้วิจัยได้นำร่างแนวทางที่ผู้ทรงคุณวุฒิได้ให้คำแนะนำมาปรับปรุงแก้ไขและให้ผู้ทรงคุณวุฒิร่วมกันตรวจสอบยืนยัน ประเมินความเหมาะสมและความเป็นไปได้ จึงได้ข้อมูลทั้งประกอบด้วยข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ กำหนดเป็นวิธีดำเนินการอย่างเป็นรูปธรรม และนำกระบวนการบริหารของวงจรคุณภาพเดมมิ่ง (PDCA) ตามที่สุธรรม ธรรมทัศนานนท์ (2561) ได้เสนอไว้ ประกอบด้วย 4 ขั้นตอน ดังนี้ P คือ Plan หมายถึง การวางแผน โดยเลือกปัญหาและตั้งเป้าหมายร่วมกันทั้ง ผู้บริหารและผู้ปฏิบัติงาน D คือ Do หมายถึง การนำแผนหรือวิธีการแก้ไขปัญหาที่ได้กำหนดไว้ร่วมกันไป ใช้ใน

การแก้ไขปัญหาร่วมกัน เป็นการนำแผนแก้ปัญหาไปสู่การปฏิบัติ C คือ Check หมายถึง การเปรียบเทียบผลการดำเนินงานกับเป้าหมายที่กำหนดไว้ โดยนำข้อมูลก่อนการดำเนินงานและหลังการดำเนินงานมาเปรียบเทียบกัน A คือ Act หมายถึง ปรับปรุงการดำเนินการให้เหมาะสม สอดคล้องกับงานวิจัยของ ปรัตถกรณ์ กองนาคู (2564) ได้ศึกษาการพัฒนาแนวทางการบริหารงานวิชาการสำหรับโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากาฬสินธุ์ เขต 3 มีความเหมาะสมและความเป็นไปได้อยู่ในระดับมากที่สุด โดยมีการพัฒนาแนวทางแต่ละด้าน คือ การนำกระบวนการบริหาร PDCA เข้ามาปรับใช้

ข้อเสนอแนะ

1.ข้อเสนอแนะทั่วไป

1.1 ผลจากการศึกษาการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า ลำดับความต้องการจำเป็นด้านการพัฒนาหลักสูตรสถานศึกษาต้องการจำเป็นอยู่อันดับ 1 แสดงให้เห็นว่าการพัฒนาหลักสูตรสถานศึกษา มีความสำคัญต่อการบริหารงานวิชาการ เนื่องจากการทำข้อมูลพื้นฐานอย่างเป็นระบบของสถานศึกษาเป็นเรื่องสำคัญที่สามารถนำมาพัฒนาต่อยอด ทางด้านวิชาการด้านหลักสูตร สามารถทำให้เห็นการเปลี่ยนแปลงให้ทันต่อสถานการณ์ปัจจุบัน ดังนั้น ควรศึกษาหลักสูตรแกนกลางให้ชัดเจน ให้ทุกฝ่ายมีส่วนร่วมในการพัฒนาหลักสูตรตามความต้องการของชุมชนและท้องถิ่น จัดทำโครงสร้างหลักสูตร มีการนิเทศ ติดตาม ประเมินผลและปรับปรุงพัฒนาหลักสูตรอย่างต่อเนื่อง

1.2 ผู้บริหารสถานศึกษา ส่งเสริม สนับสนุนงบประมาณ นิเทศ กำกับติดตาม ให้ทุกฝ่ายมีส่วนร่วมในการบริหารงานวิชาการ เพื่อให้การบริหารงานวิชาการดำเนินไปอย่างต่อเนื่องและมีประสิทธิภาพ

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรศึกษาการมีส่วนร่วมในการบริหารวิชาการของครูบุคลากรและคณะกรรมการสถานศึกษาขั้นพื้นฐานสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เพื่อที่นำไปสู่ความมั่นใจยิ่งขึ้นเกี่ยวกับการบริหารงานวิชาการและก่อให้เกิดประสิทธิภาพยิ่งขึ้น

2.2 ควรศึกษาปัจจัยที่ส่งผลต่อการดำเนินงานด้านวิชาการของสถานศึกษาขั้นพื้นฐานที่ได้รับรางวัลหรือประสบความสำเร็จ

2.3 ควรวิจัยและพัฒนารูปแบบแนวทางการบริหารงานวิชาการโดยใช้โรงเรียนเป็นฐานเฉพาะด้าน เช่น ด้านหลักสูตร

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ประสบการณ์การระดมทรัพยากรทางการศึกษาของครูที่ทำหน้าที่รักษาการในตำแหน่งผู้อำนวยโรงเรียนขนาดเล็ก

Educational resource mobilization experience of teachers who maintain the position of director of a small school

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาประสบการณ์ชีวิตของครูรักษาการในตำแหน่งผู้อำนวยการสถานศึกษา ด้านการระดมทรัพยากรโดยใช้วิธีการสัมภาษณ์ตนเอง (The self-interview) ตามหลักการวิธีวิทยาแบบใหม่ที่เสนอแนะโดย Keightley, Pickering & Allet (2012) ผลการวิจัยในครั้งนี้พบว่า ครูที่ได้รับมอบหมายให้ปฏิบัติงานในตำแหน่งรักษาการผู้อำนวยการสถานศึกษามีทักษะการระดมทรัพยากรทางการศึกษา ประเด็นหลักๆ 5 ประเด็น ได้แก่ 1)การพัฒนาตนเองจากบทบาทครูสู่รักษาการในตำแหน่งผู้อำนวยการสถานศึกษา 2)การปรับตัวต่อสถานการณ์ 3) ความสามารถในการประสานสัมพันธ์กับบุคคลนอกองค์กร 4) ความสามารถในการจูงใจให้เกิดการยอมรับและให้ความช่วยเหลือ และ 5) ทักษะในการระดมทรัพยากรการศึกษา ผลการวิจัยที่ได้ทำให้ผู้ที่เกี่ยวข้องเข้าใจประสบการณ์ชีวิตของครูที่ทำหน้าที่รักษาการผู้อำนวยการสถานศึกษา ด้านการระดมทรัพยากรซึ่งเป็นแนวทางในการบริหารโรงเรียน และเป็นประโยชน์ในการวางแผนและพัฒนาโรงเรียนขนาดเล็กต่อไป

คำสำคัญ: รักษาการผู้อำนวยการสถานศึกษา, ประสบการณ์ชีวิต, ทักษะการระดมทรัพยากร

Abstract

The purpose of this research was to study the life experiences of acting teachers in the position of school director. Resource mobilization using the self-interview method based on new methodological principles suggested by Keightley, Pickering & Allet (2012).

The results of this research found that teachers assigned to work in the position of acting director of the school skilled in mobilizing educational resources in four main areas: 1) Self-development from the role of teacher to acting in the position of director of the school 2) The ability to adapt to situations 3) The ability to coordinate with outsiders 4) The ability to motivate acceptance and assistance and 5) Skills in mobilizing educational resources. The results of this research have made people involved understand the life experiences of teachers acting as school directors. Resource mobilization, which is a guideline for school administration, and it is useful for planning and developing small schools in the future.

Keyword: Acting director of the school, Life experience, Resource mobilization skills

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บทนำ

นโยบายการบริหารจัดการโรงเรียนขนาดเล็ก ถือเป็นนโยบายสำคัญประการหนึ่งของกระทรวงศึกษาธิการที่มีความต่อเนื่องกันมาเกือบ 3 ทศวรรษ มาจนถึงปัจจุบัน เมื่อสำนักงานการศึกษาขั้นพื้นฐานมีหนังสือแจ้งมติคณะรัฐมนตรี ในการควบรวมโรงเรียนขนาดเล็กไปยังเขตพื้นที่การศึกษา จากแนวทางการแก้ปัญหาของนโยบายมีความชัดเจน คือการกำหนดเป้าหมายกลุ่มโรงเรียนขนาดเล็กที่เข้าเกณฑ์ในการควบรวม โดยปัจจุบันมีกลุ่มโรงเรียนเป้าหมายหลัก ที่มีนักเรียนน้อยกว่า 40 คน และมีระยะห่างจากโรงเรียนในตำบลเดียวกันไม่เกิน 6 กิโลเมตร นอกจากนี้ยัง มีการตั้งคณะกรรมการ 2 ระดับ ได้แก่ คณะกรรมการระดับจังหวัดเพื่อทำแผน สนับสนุน กำกับติดตามการบริหารโรงเรียนขนาดเล็ก และคณะกรรมการระดับอำเภอเพื่อทำแผนให้สอดคล้องกับแนวทางของคณะกรรมการระดับจังหวัด ในทางปฏิบัติที่ผ่านมา ปัญหานี้เป็นเรื่องละเอียดอ่อนในทางการเมือง และยังไม่สามารถแก้ไขปัญหาได้ เพราะไม่ใช่แค่เรื่องประสิทธิภาพในการใช้งบประมาณของรัฐเท่านั้น แต่ยังเกี่ยวข้องกับการมีส่วนร่วมของชุมชนที่ไม่มีความเห็นชอบให้ควบรวมโรงเรียน

ในประเทศไทยมีโรงเรียนขนาดเล็ก อยู่จำนวนหลายแห่ง คิดเป็น 50% ของโรงเรียนทั้งประเทศ ในจำนวนนั้น สถาบันวิจัยเพื่อการพัฒนาประเทศไทย ประเมินว่า โรงเรียนขนาดเล็กซึ่งส่วนใหญ่เป็น**โรงเรียนระดับอนุบาล-ประถมกว่า 12,000 แห่ง มีครูไม่ครบชั้น** เมื่อจำนวนครูไม่สอดคล้องกันจำนวนชั้นเรียน ครูในโรงเรียนขนาดเล็กจึงจำเป็นต้องสอนเด็กมากกว่า 1 ระดับชั้น หรือสอนในวิชาที่ตนเองไม่เชี่ยวชาญ ปัญหาครูไม่ครบชั้นและขาดแคลนครูที่มีความเชี่ยวชาญในบางวิชา **จึงอาจส่งผลต่อคุณภาพด้านการศึกษาของนักเรียนกว่า 900,000 คน** ซึ่งเรียนอยู่โรงเรียนขนาดเล็กเหล่านั้น นอกจากปัญหาขาดแคลนครูแล้ว นักเรียนไทยอีกหลายล้านคนยัง**ขาดแคลน**สื่อการเรียนการสอน ครุภัณฑ์ และวัสดุอุปกรณ์ต่างๆ ที่เหมาะสมและทันสมัย ขาดแคลนหนังสือแบบเรียนหนังสืออ่านประกอบ แหล่งเรียนรู้ในโรงเรียนและชุมชน อาคารเรียนมีสภาพเก่า ชำรุด ทรุดโทรม และไม่เพียงพอกับความต้องการ ขาดแคลนเครื่องมือสื่อสาร เช่น โทรศัพท์ อินเทอร์เน็ต ตลอดจนขาดห้องปฏิบัติการทางวิทยาศาสตร์และภาษา และห้องน้ำไม่ถูกสุขลักษณะ เนื่องด้วยโรงเรียนขนาดเล็กมีจำนวนนักเรียนน้อยจึงได้งบประมาณตามรายหัวของนักเรียนน้อยซึ่งจะแตกต่างจากโรงเรียนขนาดใหญ่ อีกทั้งโรงเรียนขนาดเล็กส่วนใหญ่จึงขาดประสิทธิภาพในการบริหาร เพราะนอกจากโรงเรียนขนาดเล็กขาดแคลนครูแล้วยังขาดแคลนผู้บริหารโรงเรียน แนวทางการแก้ปัญหาการขาดแคลนผู้บริหารสถานศึกษา คือ การแต่งตั้งครูมาเป็นรักษาการผู้อำนวยการสถานศึกษา เพื่อบริหารจัดการโรงเรียนในฐานะผู้บริหารที่ยังไม่ได้รับการพัฒนาด้านการบริหาร ก็จะเป็นผลให้การบริหารโรงเรียนเป็นไปได้ยากเช่นกัน ครูที่ทำหน้าที่รักษาการในตำแหน่งผู้อำนวยการโรงเรียน จึงต้องทำหน้าที่บริหารพยายามช่วยเหลือโรงเรียนตนเองโดยการระดมทรัพยากรมาจ้างครูเพิ่ม และระดมทรัพยากรมาใช้ในการบริหารโรงเรียน

จากการทบทวนวรรณกรรมและงานวิจัยที่ผ่านมา พบว่า ยังไม่ค่อยมีการศึกษาที่สะท้อนถึงประสบการณ์ครูที่ทำหน้าที่รักษาการผู้อำนวยการสถานศึกษา ด้านทักษะการระดมทรัพยากรทางการศึกษา เพื่อเป็นการเติมเต็มช่องว่างทางวรรณกรรม โดยเป็นการถอดประสบการณ์ผู้บริหารสถานศึกษาซึ่งยังดำรงตำแหน่งครูที่ทำหน้าที่รักษาการในตำแหน่งผู้อำนวยการสถานศึกษาในแนวทางในการระดมทรัพยากรทางการศึกษา เพื่อเป็นแนวทางและเป็นประโยชน์ต่อครูที่ทำหน้าที่รักษาการในตำแหน่งผู้อำนวยการสถานศึกษา ดังนั้นผู้วิจัยจึงมีความสนใจที่จะศึกษาถึงประสบการณ์ตรงของรักษาการผู้อำนวยการสถานศึกษาจากการสัมภาษณ์เชิงลึก จากรักษาการผู้อำนวยการสถานศึกษาจำนวน 5 ราย เพื่อให้เป็นประโยชน์ต่อผู้ที่ศึกษางานวิจัยนี้ในการเป็นรักษาการผู้อำนวยการสถานศึกษาในด้านการระดมทรัพยากรทางการศึกษา ต่อไป

วัตถุประสงค์ของการวิจัย

เพื่อศึกษาประสบการณ์การระดมทรัพยากรของครูรักษาการผู้อำนวยการสถานศึกษา

วิธีการดำเนินการวิจัย

การวิจัยในครั้งนี้เป็นการวิจัยเชิงคุณภาพ โดยใช้วิธีการสัมภาษณ์ตนเอง (The self-interview) ตามหลักการวิธีวิทยาแบบใหม่ที่เสนอแนะโดย Keightley, Pickering & Allet (2012) ทั้งนี้ผู้ให้ข้อมูลหลักคือตัวผู้วิจัยเองที่ปัจจุบันดำรงตำแหน่งครูรักษาการผู้อำนวยการสถานศึกษา เป็นการสะท้อนประสบการณ์ชีวิตของรักษาการผู้อำนวยการสถานศึกษา ด้านทักษะการระดมทรัพยากรทางการศึกษา ในช่วงระยะเวลา 4 ปี ผู้วิจัยเก็บข้อมูลโดยการสังเกต การสัมภาษณ์และการจดบันทึก เก็บรวบรวมข้อมูลด้วยตนเอง โดยการเขียนสะท้อนคิด (reflective writing) ซึ่งเป็นการเขียนที่เน้นทำงานกับตัวเอง ใช้ตัวตนของนักวิจัยเป็นทั้งผู้เก็บและผู้ให้ข้อมูลในเวลาเดียวกัน เพื่อย้อนมองไปถึงสิ่งที่ได้ยิน ได้ฟัง ได้ทำและ ได้เรียนรู้มา หลังจากนั้นนำความเรียงที่เขียนบรรยายตามประเด็นที่กำหนดมาวิเคราะห์เนื้อหา จับประเด็นและ วิเคราะห์ตามแนวคิดเบื้องต้นตามวิธีการของโคไลซ์ซี ซึ่งมีวิธีการวิเคราะห์จากการอ่านข้อมูลหลายๆรอบของแต่ละผู้ให้ข้อมูล แล้วดึงข้อมูลที่เป็นสาระสำคัญออกมา และทำการจัดหมวดหมู่ข้อมูลที่ได้จากการสัมภาษณ์ เพื่อนำมาสะท้อนให้เห็นประสบการณ์ของครูที่ทำหน้าที่รักษาการผู้อำนวยการสถานศึกษา

สรุปผลการวิจัย

จากการวิเคราะห์ข้อมูลที่ได้จากการสัมภาษณ์เกี่ยวกับประสบการณ์ของรักษาการผู้อำนวยการสถานศึกษา พบประเด็นหลัก 5 ประเด็น คือ ได้แก่ 1)การพัฒนาตนเองจากบทบาทครูสู่รักษาการในตำแหน่งผู้อำนวยการสถานศึกษา 2)การปรับตัวต่อสถานการณ์ 3) ความสามารถในการประสานสัมพันธ์กับบุคคลนอกองค์กร 4) ความสามารถในการจูงใจให้เกิดการยอมรับและให้ความช่วยเหลือ และ 5) ทักษะในการระดมทรัพยากรการศึกษา ผลการวิจัยที่ได้ทำให้ผู้ที่เกี่ยวข้องเข้าใจประสบการณ์ชีวิตของครูที่ทำหน้าที่รักษาการผู้อำนวยการสถานศึกษา ด้านการระดมทรัพยากรซึ่งเป็นแนวทางในการบริหารโรงเรียนดังรายละเอียดดังนี้

ฝันที่ไม่ใช่แค่ฝัน

"โตขึ้นหนูอยากเป็นอะไรลูก" ตอนเป็นเด็กเรามักจะได้ยินคำถามแบบนี้อยู่เสมอ และเด็กๆต่างก็จะตอบอาชีพในฝันของตัวเองไม่กี่อาชีพ นั่นก็คือ ตำรวจ ทหาร พยาบาล และ "คุณครู" ก็นั่นแหละค่ะ ดิฉันก็เป็นอีกหนึ่งคนที่ใฝ่ฝันจะเป็นข้าราชการครู เพราะครูในอุดมคติในตอนเด็กๆ ของดิฉัน คือ แต่งตัวสวยๆมาสอนนักเรียน"

"สุดท้ายความฝันมันไม่ใช่เพียงแค่ความฝัน ดิฉันสอบบรรจุเป็นข้าราชการครู สมใจปรารถนา ในปี 2561 ในอายุ 27 ปี เป็นสิ่งที่ครอบครัวภูมิใจ และเวลาที่รอคอยมาถึงแล้ว ฉันจะได้ทำหน้าที่ครูอย่างเต็มที่และสมศักดิ์ศรี จึงเป็นจุดเริ่มต้นของประสบการณ์ชีวิต"

"ดิฉันคิดเสมอว่า การเดินทางตามหาความฝัน เปรียบเสมือนการขับขี่รถตามเส้นทาง มันอาจจะมีหลงทางบ้าง จอดแวะพักบ้าง แต่ไม่ว่าจะอย่างไร จะช้าหรือจะเร็ว เราก็เดินทางมาถึงจุดหมายอยู่ดี ความสำเร็จมันไม่มีขา ถ้าหากเราอยากประสบความสำเร็จเราต้องเดินเข้าไปหามันเอง"

ทำตัวให้เหมือนหนังยาง

"ดิฉันสอบบรรจุข้าราชการครู ได้เป็นลำดับที่ 43 ซึ่งมีการเรียกบรรจุรอบแรก คือลำดับที่ 1-20 ต่อมาภายในเดือนเดียวกันเรียกบรรจุเป็นครั้งที่สอง ลำดับที่ 21-44 นั่นเป็นการบ่งบอกว่า ดิฉันเป็นคนรองสุดท้ายที่ได้เลือกโรงเรียน หรือเรียกง่ายๆ ว่าแทบไม่มีสิทธิ์ได้เลือก ดิฉันเชื่อเสมอว่า โชคชะตา ฟ้าลิขิต นั้นมีจริง ดิฉันได้บรรจุลงโรงเรียนวัดนาร่อง ซึ่งเดินทางห่างจากบ้านเพียง 12 กิโลเมตร เป็นโรงเรียนขนาดเล็ก (ไม่มี ผอ.)"

"เรารู้สึกท้อแท้ว่าจะจัดการเรียนการสอนอย่างไร ไม่มีเพื่อน มีเพียงครู 1 ท่านที่ใกล้จะเกษียณอายุราชการ ไม่มีแม่ครัว มีเพียงพี่สาวของครูมาช่วยทำกับข้าวให้นักเรียนทาน มาบรรจุรับราชการครูวันแรกได้สอนนักเรียนในระดับชั้น ป.1-ป.3 ทุกรายวิชาได้รับมอบหมายหลังจากมาทำงานได้ 1 วัน คือ หัวหน้ากลุ่มบริหารงานวิชาการ และหัวหน้ากลุ่มบริหารบุคคล เจ้าหน้าที่พัสดุ ครูเวรประจำวันทุกวัน ต้องเดินทางมาถึงโรงเรียน 07.00 น. ของทุกวัน"

"การปรับตัวจึงเป็นอีกหนึ่งทักษะที่ดิฉันต้องปฏิบัติ เราต้องทำตัวให้เหมือนหนังยางที่มีความยืดหยุ่น เพราะมันเป็นเทคนิคเดียวที่ทำให้เราสามารถปฏิบัติงานและดำเนินชีวิตต่อไปได้ เราต้องมีการยอมรับการเปลี่ยนแปลง ในเมื่อโชคชะตา ฟ้าลิขิตให้ดิฉันมาทำงานที่โรงเรียนแห่งนี้แล้ว ฉันให้พลังบวกกับตนเองเสมอว่า เราต้องได้เจอของดีที่เรียกว่า ทีเด็ดแห่งประสบการณ์

ใจบันดาลแรง

"จะยุบโรงเรียนเราทำไม ก็ส่งเงินมาให้เราสิง่ายจะตาย ควมาคิดของชาวบ้านได้ดังขึ้น โรงเรียนเรียนแห่งนี้ไม่สามารถยุบเลิกสถานศึกษาได้ เนื่องจากคณะกรรมการสถานศึกษาและชาวบ้านไม่ยินยอม มีโรงเรียนใกล้เคียงในตำบลอีก 2 โรงเรียน จึงทำให้เด็กนักเรียนไปเรียนที่อื่นกันหมด อีกทั้งคณะกรรมสถานศึกษาในโรงเรียนแบ่งออกเป็น 2 ฝ่าย ทำให้คณะครูทำงานกันอย่างยากลำบากจึงมีการย้ายออกบ่อยๆ"

"ท้อ...เอาไว้ให้ลิงถือ ซึ่งเป็นที่มาของยาหม่องตราลิงถือลูกท้อที่เมื่อก่อนเป็นสินค้าสารพัดประโยชน์ที่ฮิตใช้กัน เมื่อไรที่รู้สึกท้อแท้กับการทำงานดิฉันจะนึกถึงยาหม่องนี้เสมอว่า มีแค่ลิงเท่านั้นที่ถือลูกท้อ เราไม่ใช่ลิงเราจะถือไว้ทำไม ส่วนใหญ่โอกาสมักจะเดินทางมาหาเราในเวลาที่เราไม่ได้ตั้งตัว และในเวลาที่เราไม่มีความพร้อม แต่เมื่อโอกาสมาถึงจงคว้ามันไว้ เพราะไม่อย่างนั้น มันจะกลายเป็นอากาศ"

นี่แหละคือประสบการณ์อันท้าทายของตำแหน่งรักษาการโรงเรียนขนาดเล็กอย่างเรา คือที่มาที่ว่า ใจบันดาลแรง ในเมื่อใจเราพร้อม พร้อมที่จะทำตามเป้าหมายที่ท้าทาย ใจมันก็จะบันดาลแรงกายให้เราต่อสู้ต่อไป

บททดสอบ

"โอกาสที่เราจะบรรลุเป้าหมายและประสบความสำเร็จในชีวิตขึ้นอยู่กับปริมาณของความพยายาม ซึ่งดิฉันไม่ใช่คนเก่ง แต่ดิฉันเป็นคนที่มีความพยายาม เมื่อช่วงเวลาของการทำหน้าที่รักษาการในตำแหน่งผู้อำนวยการโรงเรียนเริ่มขึ้นอย่างเต็มตัว ดิฉันจึงตัดสินใจเรียนต่อในระดับปริญญาโท สาขาบริหารการศึกษา"

"ทำมากกว่าพูดสร้างความเชื่อมั่นในการทำงาน เสียสละ และทุ่มเทในการทำงาน แสดงถึงผลงานให้เพื่อนร่วมงานได้เห็นและเกิดการยอมรับ เป็นผู้ปกครองคนระดับธรรมดา โดยใช้ความสามารถของตนอย่างเต็มที่"

“เรียงลำดับตามความสำคัญ เมื่อเรามีรายการอยู่ในมือเราก็สามารถนำรายการเหล่านั้นมาจัดเรียงตามลำดับความสำคัญจากสำคัญมากไปหาสำคัญน้อย เพื่อที่เราจะได้รู้ว่าเราควรจะทุ่มแรงให้กับงานแต่ละชิ้นแค่ไหน”

การทำหน้าที่หลายๆหน้าที่ในเวลาเดียวกันที่เราจะต้องมีการบริหารจัดการเรื่องราวต่างๆ ขอเพียงเราเชื่อมั่นและปลุกกำลังแรงกายแรงใจในตัวเรา และจัดการกับทุกๆปัญหาที่เข้ามาในชีวิต

เงินอยู่บนฟ้า

ความเหลื่อมล้ำทางการศึกษา เกิดจากหลายๆปัจจัย มีเด็กจำนวนมากที่ต้านทานกับปัญหาความยากจนของครอบครัวไม่ได้ โรงเรียนหลายโรงเรียนจำนวนครูไม่เพียงพอต่อนักเรียน ปัญหาครูไม่ครบชั้น โรงเรียนขนาดเล็กงบประมาณไม่เพียงพอต่อการบริหารจัดการศึกษา ทำให้เป็นบ่อเกิดของปัญหาในด้านความเหลื่อมล้ำทางการศึกษา

“ก็ในเมื่อของบไปทางหน่วยงานต้นสังกัดก็ไม่มีงบในการบริหารจัดการเรื่องเหล่านี้ ไอเราผู้ที่มีบทบาทเป็นผู้นำ ต้องหาทางช่องทางในการเงิน มาซ่อมแซมห้องเรียนอนุบาลและจัดจ้างครูปฐมวัย ดิฉันจึงจัดตั้งประชุมคณะกรรมการสถานศึกษาเพื่อหารือและหาทางออกกับปัญหานี้ แต่ผลที่ได้คือคณะกรรมการสถานศึกษาของโรงเรียนแบ่งออกเป็นสองพรรคสองฝ่ายทำให้มีการคัดค้านกันในที่ประชุม”

“10 ปีย้อนหลัง โรงเรียนไม่เคยทำบุญและทอดผ้าป่าเลย และเนื่องด้วยโรงเรียนวัดนาร่องครบรอบ 99 ปี ของการก่อตั้งโรงเรียนดิฉันจึงถือโอกาสนี้เป็นการทำบุญ 99 ปี”

“ทอดผ้าป่าการศึกษาจะได้เงินสักเท่าไรกันเชียวโรงเรียนขนาดเล็กแบบนี้ เสียงจากมนุษย์ลุงท่านนึง ดังกึกก้องไปถึงหัวใจ ”

“เหนือความคาดหมาย ยอดผ้าป่าของโรงเรียนขนาดเล็กอย่างเราได้ถึง 385,385.96 บาท เป็นสิ่งภูมิใจกับการที่เราปฏิบัติหน้าที่รักษาการในตำแหน่งผู้อำนวยการโรงเรียน ถึงแม้เราจะมีกันอยู่เพียง 3 คน”

“นั่นเป็นการบ่งบอกเลยว่า เงินมันอยู่บนฟ้าจริงๆ เมื่อเราตั้งใจทำสิ่งใดสิ่งหนึ่งที่เป็นประโยชน์และเป็นผลดีจริง ฟ้าย่อมมีตาจะเสกเงินมาให้เราเอง”

จากการสะท้อนผลการวิเคราะห์ข้อมูลได้ 5 ประเด็น คือ 1)การพัฒนาตนเองจากบทบาทครูสู่รักษาการในตำแหน่งผู้อำนวยการสถานศึกษา 2)การปรับตัวต่อสถานการณ์ 3) ความสามารถในการประสานสัมพันธ์กับบุคคลนอกองค์กร 4) ความสามารถในการจูงใจให้เกิดการยอมรับและให้ความช่วยเหลือ และ 5) ทักษะในการระดมทรัพยากรการศึกษา การเป็นรักษาการผู้อำนวยการสถานศึกษาจะต้องมีทักษะการระดมทรัพยากร ซึ่งถือว่าเป็นทักษะที่จำเป็นอย่างหนึ่งสำหรับการบริหารจัดการโรงเรียนขนาดเล็กที่งบประมาณไม่เพียงพอ เนื่องจากรักษาการผู้อำนวยการสถานศึกษาจะต้องทำหน้าที่บริหารโรงเรียนให้เป็นไปตามทิศทางที่กำหนดไว้ และการจะบริหารให้โรงเรียนมีการพัฒนาและมีคุณภาพทางการศึกษา ครูผู้ที่ทำหน้าที่รักษาการในตำแหน่งผู้อำนวยการสถานศึกษาจึงต้องมีทักษะการระดมทรัพยากรทางการศึกษาเพื่อบริหารจัดการโรงเรียนขนาดเล็กให้มีการพัฒนาและคงอยู่คู่กับชุมชนต่อไป

ข้อเสนอแนะ

1. งานวิจัยที่เพิ่มและขยายขอบเขตงานวิจัยในการศึกษาต่อยอดและเป็นประโยชน์ต่อรักษาการผู้อำนวยการสถานศึกษาเพื่อนำไปศึกษาและนำมาปรับใช้ได้ คือการเรียนรู้ทักษะที่จำเป็นสำหรับรักษาการผู้อำนวยการสถานศึกษา

2. รัฐบาลหรือกระทรวงศึกษาธิการพิจารณาถึงความสำคัญในการขาดแคลนสายบริหารภายในโรงเรียนขนาดเล็กซึ่งเป็นจุดอ่อนของการพัฒนาการศึกษา

3. รูปแบบแนวทางการระดมทรัพยากรทางการศึกษาในการบริหารจะทำให้การจัดการในโรงเรียนเป็นไปด้วยความยาก

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รูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

A Budget Management Model That Emphasizes the Outcomes of Strategy of Educational Institutions Under the Office of Nakhon Ratchasima Primary Educational Service Area 6

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บทคัดย่อ

การศึกษาในครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 2) เพื่อสร้างรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 และ3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ ผู้บริหารสถานศึกษาและครูปฏิบัติงานการเงินในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 จำนวน 186 คน โดยการสุ่มแบบแบ่งชั้น (Stratified random sampling) ใช้ขนาดโรงเรียนเป็นเกณฑ์ เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสอบถามแบบมาตราส่วนประมาณค่า และแบบสัมภาษณ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และวิเคราะห์ความต้องการจำเป็น

ผลการวิจัยพบว่า

1. สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการ จำเป็นของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 มีดังนี้

1.1 สภาพปัจจุบันการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยภาพรวมอยู่ในระดับมาก เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการประมาณการงบประมาณรายจ่ายล่วงหน้าระยะปานกลาง ด้านการเพิ่มขอบเขตความครอบคลุมงบประมาณ ด้านการมุ่งเน้นผลสำเร็จตามเป้าหมายยุทธศาสตร์ ด้านการมอบอำนาจการบริหารจัดการงบประมาณ และด้านการเน้นหลักธรรมาภิบาล

1.2 สภาพที่พึงประสงค์การบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยภาพรวมอยู่ในระดับมากที่สุด เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการเน้นหลักธรรมาภิบาล ด้านการประมาณการงบประมาณรายจ่ายล่วงหน้าระยะปานกลาง ด้านการมุ่งเน้นผลสำเร็จตามเป้าหมายยุทธศาสตร์ ด้านการเพิ่มขอบเขตความครอบคลุมงบประมาณ และด้านการมอบอำนาจการบริหารจัดการงบประมาณ

1.3 การวิเคราะห์ความต้องการจำเป็นในการพัฒนารูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านการเน้นหลักธรรมาภิบาล ลำดับที่ 2 ด้านการมอบอำนาจการบริหารจัดการงบประมาณ ลำดับที่ 3 ด้านการมุ่งเน้นผลสำเร็จตามเป้าหมายยุทธศาสตร์ ลำดับที่ 4 ด้านการเพิ่มขอบเขตความครอบคลุมงบประมาณ และลำดับที่ 5 ด้านการประมาณการงบประมาณรายจ่ายล่วงหน้าระยะปานกลาง

2. การประเมินความเหมาะสมของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยผู้ทรงคุณวุฒิ จำนวน 5 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$=4.66)

3. การประเมินความเหมาะสมและความเป็นไปได้ของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยผู้บริหารสถานศึกษาและครูจำนวน 10 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$=4.81) และความเป็นไปได้อยู่ในระดับมากที่สุด ($\overline{X}$ =4.78)

คำสำคัญ : รูปแบบ, การบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์

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Abstract

This research aimed 1) to study current conditions, desirable conditions, and needs of the collaborative leadership for school administrators, the sample group consisted of 11 experts. 2) to study the guidelines to develop the collaborative leadership for administrators in the office of Khon Kaen Primary Educational Service Area 4. The informant group consisted of 11 experts selected by purposive sampling. 3) to assess the guidelines to develop the collaborative leadership for administrators in the office of Khon Kaen Primary Educational Service Area 4. The informant group consisted of 10 school administrators. The research instrument was the current status questionnaire. desirable condition, interview form, focus group discussion form and a the guidelines developing collaborative leadership evaluation questionnaire. The statistics used in the research were frequency distribution, percentage, mean, standard deviation. analyze content The priorities of the needs were analyzed using the PNIModified index.

The results showed that

1) The current condition in general is moderate. desirable condition Overall, it was at a high level. and order of needs The order of needs is 1) shared vision, 2) change, 3) shared decision-making, 4) trust, and 5) Engagement.

2) Cooperative Leadership Development Approaches under the Office of Khon Kaen Primary Educational Service Area 4 consisting of 1) Concepts and Principles 2) Objectives 3) Methods relationship joint decision-making Change and shared vision, 4) evaluation, and 5) conditions for success. The results of the evaluation of the cooperative leadership development approaches of educational institute administrators were found to be appropriate at a high level.

3) Assessment of the cooperative leadership development approaches of educational institute administrators found that, overall, it was appropriate at a high level. and the possibility is at a high level.

Keywords: Model, A budget management that emphasizes the outcomes of strategy of educational institutions

บทนำ

การนำระบบรูปแบบและวิธีการจัดสรรงบประมาณมาใช้ จะต้องไม่ยุ่งยาก ไม่ซับซ้อน เข้าใจง่าย มีความยืดหยุ่นคล่องตัว แต่ต้องโปร่งใสรับผิดชอบ ตรวจสอบได้ และบรรลุเป้าหมายที่ต้องการ การปรับเปลี่ยนระบบงบประมาณดังกล่าว ผู้บริหารโรงเรียน ครู อาจารย์ ผู้รับผิดชอบ จะมีบทบาทสำคัญมากในการรับผิดชอบตั้งแต่ขั้นวางแผน ขั้นบริหารงบประมาณและขั้นรายงานผล โดยมุ่งเน้นความสำเร็จของงาน และมีการใช้ทรัพยากรอย่างคุ้มค่า (กระทรวงศึกษาธิการ, 2555) และปัจจุบันได้พัฒนาเป็นระบบแบบมุ่งเน้นผลงานตามยุทธศาสตร์ (Strategic Performance Based Budgeting Management : SPBB) ซึ่งเป็นการผสมผสานรูปแบบของงบประมาณแบบแผนงานและแบบมุ่งเน้นผลงาน โดยหน่วยงานหรือองค์กรต้องมีการกำหนดวิสัยทัศน์ พันธกิจ ยุทธศาสตร์ การพัฒนาและกำหนดวัตถุประสงค์การพัฒนาเพื่อให้มีความเหมาะสมกับสภาพเศรษฐกิจ สังคมและมีความสอดคล้องกับหลักธรรมาภิบาลที่นำมาใช้ในปัจจุบัน (ญาดา แก้วตา, 2556 อ้างถึงใน วันลัดดา สุภาวงค์, 2559)

การจัดการศึกษาของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 มีโรงเรียนทั้งหมด 181 โรงเรียน จำแนกตามขนาดของโรงเรียน ประจำปีการศึกษา 2563 ประกอบไปด้วย โรงเรียนขนาดเล็ก จำนวน 114 โรงเรียน และโรงเรียนขนาดกลางจำนวน 67 โรงเรียน (สำนักงานเขตพื้นการศึกษาประถมศึกษานครราชสีมา เขต 6 ,2563) การจัดสรรงบประมาณของแต่ละโรงเรียนได้รับการจัดสรรจากสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานโดยโอนให้กับโรงเรียนโดยตรง ภาระหน้าที่การรับผิดชอบในการบริหารงบประมาณถือเป็นภารกิจหนึ่งของการบริหารและการจัดการของสถานศึกษาซึ่งในการดำเนินงานการบริหารงบประมาณเป็นงานที่ต้องปฏิบัติให้ถูกต้องตามระเบียบ กฎหมาย ข้อบังคับของกระทรวงการคลัง การบริหารงบประมาณของสถานศึกษาในปัจจุบันตกเป็นครูผู้สอนซึ่งเป็นงานที่ถือว่าต้องปฏิบัติและทำอย่างประจำ ไม่สามารถปล่อยปละละเลยได้และต้องทำให้ถูกต้องตามกฎหมาย ระเบียบข้อบังคับ ครูหรือผู้ปฏิบัติหน้าที่ในสถานศึกษาเอง จึงจำเป็นต้องให้ความใส่ใจและศึกษาระเบียบข้อบังคับอย่างถ่องแท้ เพื่อป้องกันความผิดพลาด และขณะเดียวกันก็ต้องปฏิบัติได้อย่างถูกต้องและรวดเร็ว

จากความเป็นมา ความสำคัญ และปัญหาที่กล่าวมาข้างต้น รูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 จึงถูกพัฒนาขึ้นเพื่อเป็นแนวทางในการส่งเสริมสนับสนุนให้บุคลากรมีความรู้ ความเข้าใจในการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ เพื่อนำไปใช้เป็น

แนวทางในการปรับปรุงและพัฒนางานให้เกิดประสิทธิภาพสูงสุดกับสถานศึกษา และใช้เป็นแนวทางให้แก่ผู้ที่สนใจเกี่ยวกับการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษาได้นำไปศึกษาต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6
2. เพื่อสร้างรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6
3. เพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง รูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 การศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

ตอนที่ 1 ศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ดังนี้

1. ขั้นตอนการดำเนินการ ดังนี้

1.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์จากนักการศึกษาหลายท่าน

1.2 นำผลการวิเคราะห์ สังเคราะห์ เอกสาร ตำรา งานวิจัยที่เกี่ยวข้องได้องค์ประกอบการบริหารงบประมาณงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ ประกอบด้วย 5 องค์ประกอบ 1) มุ่งเน้นผลสำเร็จตามเป้าหมายยุทธศาสตร์ 2) เน้นหลัก ธรรมาภิบาล 3) การมอบอำนาจการบริหารจัดการงบประมาณ 4) การเพิ่มขอบเขตความครอบคลุมของงบประมาณ และ 5) การประมาณงบประมาณรายจ่ายล่วงหน้าระยะปานกลาง มากำหนดเป็นกรอบแนวคิดในการวิจัยและสร้างแบบสอบถาม สภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 แล้วนำไปตรวจสอบค่าดัชนีความเที่ยงตรงของข้อคำถาม

1.3 เก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

1.4 วิเคราะห์ข้อมูลสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

2. ประชากรและกลุ่มตัวอย่าง

2.1 ประชากร ได้แก่ ผู้บริหารสถานศึกษาและครูปฏิบัติงานการเงินในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 จำนวน 181 โรงเรียน โดยจำแนกเป็นผู้อำนวยการสถานศึกษา จำนวน 181 คน และ ครูการเงิน จำนวน 181 คน รวมทั้งสิ้นจำนวน 362 คน

2.2 กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครูปฏิบัติงานการเงินในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 จำนวน 181 โรงเรียน จำนวน 362 คน ตามตารางกำหนดขนาดกลุ่มตัวอย่างโดยใช้ตารางของ Krejcie and Morgan และกลุ่มตัวอย่างได้มาจากการสุ่มแบบแบ่งชั้น (Stratified random sampling) โดยการสุ่มแบบแบ่งชั้นใช้ขนาดโรงเรียนเป็นเกณฑ์ ได้กลุ่มตัวอย่าง จำนวน 186 คน

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ

แบบสอบถาม

3.2 ลักษณะของเครื่องมือ

แบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ

แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม ได้แก่ ประสบการณ์ในตำแหน่ง วุฒิการศึกษา ประเภทตำแหน่งเป็นแบบตรวจสอบรายการ (Check List)

ตอนที่ 2 แบบสอบถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ของการบริหารงบประมาณงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ตามองค์ประกอบและตัวบ่งชี้ที่ได้จากการศึกษา มีลักษณะเป็นแบบมาตราประมาณค่า (Rating Scale) 5 ระดับ และได้กำหนดน้ำหนักคะแนนตามวิธีของลิเคิร์ท (Likert)

3.3 วิธีการสร้างเครื่องมือและหาคุณภาพแบบสอบถาม

ผู้วิจัยได้ดำเนินการสร้างแบบสอบถาม ตามขั้นตอนดังนี้

3.3.1 ผู้วิจัยนำองค์ประกอบและตัวบ่งชี้มาสร้างเป็นแบบสอบถามปัจจุบันและสภาพที่พึงประสงค์ของการบริหารงบประมาณงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยยึดความมุ่งหมายและจากนิยามศัพท์เป็นหลัก

3.3.2 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของรูปแบบ

3.3.3 ผู้วิจัยนำแบบสอบถาม สภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารงบประมาณงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ไปตรวจสอบค่าดัชนีความสอดคล้องระหว่างจุดประสงค์กับข้อคำถาม (IOC) กับผู้เชี่ยวชาญ เกณฑ์ในการพิจารณาเลือกข้อคำถาม พิจารณาจากข้อคำถามที่มีค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ ตั้งแต่ 0.50-1.00 มาสร้างเป็นแบบสอบถามของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

3.3.4 ผู้วิจัยนำเครื่องมือไปปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.5 ผู้วิจัยนำแบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์ไปทดลอง (Try Out) เก็บรวบรวมข้อมูลจากกลุ่มที่มีลักษณะให้เคียงกับกลุ่มตัวอย่างที่ไม่ใช่กลุ่มตัวอย่าง ได้แก่ โรงเรียนในสังกัด สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 7 จำนวน 30 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 15 คน และครูปฏิบัติงานการเงินในสถานศึกษา จำนวน 15 คน แล้วนำแบบสอบถามที่ทดลองใช้มาวิเคราะห์หาความเชื่อมั่น (Reliability) ของแบบสอบถาม โดยนำแบบสอบถามแต่ละข้อที่มีที่มีค่าอำนาจจำแนกเข้าเกณฑ์คือ ตั้งแต่ 0.20-1.00 มาคำนวณหาค่าสัมประสิทธิ์แอลฟ่า (α-Coefficient ตามวิธีการของครอนบาค (Cronbach) เกณฑ์ที่กำหนดคือตั้งแต่ 0.70 ขึ้นไป

3.3.6 ผู้วิจัยนำมาปรับปรุงและจัดพิมพ์แบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์เพื่อนำไปเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัย มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อส่งถึงผู้บริหารสถานศึกษาในการขอความอนุเคราะห์เก็บรวบรวมข้อมูลในสถานศึกษาของกลุ่มตัวอย่าง

4.2 ผู้วิจัยนำส่งแบบสอบถามพร้อมหนังสือขอความอนุเคราะห์ในการตอบแบบสอบถามถึงผู้บริหารสถานศึกษาโดยผู้วิจัยนำส่งด้วยตนเองและผู้ช่วยนักวิจัย จำนวน 186 ฉบับ

4.3 กลุ่มตัวอย่างส่งแบบสอบถามคืน โดยการติดตามของผู้วิจัย

4.4 ผู้วิจัยนำแบบสอบถามมาวิเคราะห์ข้อมูลด้วยคอมพิวเตอร์โดยใช้โปรแกรมสำเร็จรูป

5. การจัดกระทำและการวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยตรวจสอบความถูกต้องและความสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาจากกลุ่มตัวอย่างจากนั้นนำมาวิเคราะห์ข้อมูลโดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป ดังนี้

1) ผู้วิจัยวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามในตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับสถานภาพผู้ตอบแบบสอบถามวิเคราะห์ข้อมูลโดยใช้การแจกแจงความถี่และหาค่าร้อยละแล้วนำเสนอเป็นตารางประกอบความเรียงท้ายตาราง

2) ผู้วิจัยวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามในตอนที่ 2 ข้อมูลเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารงบประมาณงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยหาค่าเฉลี่ย (Mean) ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) และวิเคราะห์ความต้องการจำเป็น (Need Assessment)

5.2 การวิเคราะห์ข้อมูล

5.2.1 ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ของการบริหารงบประมาณงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยหา

ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint)

5.2.2 สถิติพื้นฐาน

5.2.1.1 ร้อยละ (Percentage)

5.2.1.2 ค่าเฉลี่ย (Mean)

5.2.1.3 ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation: S.D.)

5.2.2 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ

5.2.2.1 ค่าความเชื่อมั่นของแบบสอบถามโดยหาค่าสัมประสิทธิ์แอลฟา (Alpha Coefficient) โดยใช้สูตรของครอนบาค (Cronbach) และค่าอำนาจจำแนกรายข้อ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อคำถามกับคะแนนตามสูตรหาค่า สัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson’s Product Moment Correlation Coefficient)

5.2.2.2 การหาค่าความตรงด้านเนื้อหา (Content Validity) ของ แบบสอบถามโดยใช้สูตรดัชนีความสอดคล้อง (Index of item Objective Congruence: IOC)

ตอนที่ 2 การศึกษาโรงเรียนที่มีวิธีปฏิบัติที่ดี (Best Practices) ดังนี้

1. วิธีการดำเนินการวิจัย

1.1 นำข้อมูลจากการวิเคราะห์ความต้องการความจำเป็น (Need Assessment) ในระยะที่ 1 กำหนดคุณสมบัติของโรงเรียนที่จะนำมาเป็นกรณีศึกษาโดยพิจารณาจากโรงเรียนที่มีวิธีการปฏิบัติที่ดีเกี่ยวกับการบริหารงบประมาณงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ จนได้รับคัดเลือกให้เป็นโรงเรียนสุจริต หรือโรงเรียนคุณภาพประจำตำบล จำนวน 3 โรงเรียน โรงเรียนละ 2 คน รวม 6 คน เลือกแบบเจาะจง (Purposive Sampling) ได้แก่ 1) โรงเรียนชุมชนบ้านเหลื่อม 2) โรงเรียนบ้านตลุกพลวง และ3) โรงเรียนบ้านดอนตะหนิน

1.2 เก็บรวบรวมข้อมูลจากกลุ่มเป้าหมาย ผู้วิจัยติดต่อส่งหนังสือขอความอนุเคราะห์ถึงผู้อำนวยการโรงเรียน เพื่อขอศึกษาข้อมูลโรงเรียนที่มีวิธีปฏิบัติที่ดี (Best Practices) จำนวน 3 โรงเรียน

1.3 เก็บรวบรวมข้อมูลจากกลุ่มผู้ให้ข้อมูล

2. กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูลจากโรงเรียนที่มีวิธีปฏิบัติที่ดี (Best Practices) โดยเลือกแบบเจาะจง(Purposive Sampling) จำนวน 3 โรงเรียน ได้แก่ ผู้บริหารสถานศึกษา โรงเรียนละ 1 คน และครูที่ปฏิบัติงานการเงินโรงเรียนละ 1 คน รวมทั้งสิ้น 6 คน

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 เครื่องมือ

3.1.1 แบบสัมภาษณ์

3.2 การสร้างและหาคุณภาพเครื่องมือ

3.2.1 ศึกษาวิธีการสร้างแบบสัมภาษณ์จากเอกสารตำรา

3.2.2 สร้างแบบสัมภาษณ์กึ่งโครงสร้าง จากข้อมูลที่ได้จากการศึกษาความต้องการความจำเป็น (Need Assessment) ในระยะที่ 1

3.2.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้อง

3.2.4 ปรับปรุงแก้ไขตามคำแนะนำของอาจารย์ที่ปรึกษา

3.2.5 จัดพิมพ์แบบสัมภาษณ์ฉบับสมบูรณ์ เพื่อดำเนินการเก็บรวบรวมข้อมูล

4. การเก็บรวบรวมข้อมูลจากแบบสัมภาษณ์ผู้วิจัยดำเนินการดำเนินการเก็บรวบรวมข้อมูลแบบสัมภาษณ์ ดังนี้

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อนำไปส่งถึงผู้อำนวยการสถานศึกษาในการขอความอนุเคราะห์เก็บรวบรวมข้อมูลโดยการสัมภาษณ์ในสถานศึกษาของกลุ่มผู้ให้ข้อมูลที่เป็นกลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษา โรงเรียนละ 1 คน ครูปฏิบัติงานการเงิน โรงเรียนละ 1 คน รวมทั้งสิ้น 6 คน โดยเลือกแบบเจาะจง (Purposive Sampling)

4.2 ผู้วิจัยดำเนินการส่งถึงผู้อำนวยการสถานศึกษาในการขอความอนุเคราะห์เก็บรวบรวมข้อมูลโดยการสัมภาษณ์และนัดหมายวันสัมภาษณ์

4.3 ผู้วิจัยนำแบบสัมภาษณ์พร้อมทำการเก็บรวบรวมข้อมูลโดยการสัมภาษณ์จากกลุ่มผู้ให้ข้อมูล

4.4 ผู้วิจัยนำข้อมูลที่ได้จากการสัมภาษณ์มาวิเคราะห์ข้อมูลโดยการสรุปประเด็นดำเนินการเก็บรวบรวมข้อมูลด้วยตนเอง

5. การจัดกระทำและการวิเคราะห์ข้อมูลจากแบบสัมภาษณ์

นำข้อมูลจากการสัมภาษณ์มาสรุปประเด็นและนำเสนอโดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

ระยะที่ 2 การสร้างรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

ตอนที่ 1 ยกร่างรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

1. ขั้นการดำเนินการ

1.1 วิเคราะห์และสังเคราะห์แนวคิดและหลักการในการร่างการพัฒนารูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 เพื่อกำหนดแนวคิดและหลักการการร่างรูปแบบฯ และได้สังเคราะห์ประเด็นหลักของแนวคิดหลักการและนโยบายที่เกี่ยวข้องจากเอกสารและงานวิจัยที่เกี่ยวข้อง

1.2 วิเคราะห์และสังเคราะห์ข้อมูลที่ได้จากการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ความต้องการจำเป็นของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 จากโรงเรียนที่มีวิธีปฏิบัติที่ดีเยี่ยม (Best Practices)

1.3 นำข้อมูลที่ได้จากข้อ 1.1 และ 1.2 ยกร่างรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 (ฉบับร่าง) ผู้วิจัยได้กำหนดกรอบสาระของร่างรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 เป็นแนวทางเชิงโครงสร้างความคิดที่แสดงโครงสร้างและความสัมพันธ์ขององค์ประกอบ ครอบคลุมการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา ได้แก่ 1) มุ่งเน้นผลสำเร็จตามเป้าหมายยุทธศาสตร์ 2) เน้นหลักธรรมาภิบาล 3) การมอบอำนาจการบริหารจัดการงบประมาณ 4) การเพิ่มขอบเขตความครอบคลุมของงบประมาณ และ5) การประมาณงบประมาณรายจ่ายล่วงหน้าระยะปานกลาง

ตอนที่ 2 ตรวจสอบยืนยันร่างรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

1. ขั้นการดำเนินการ

นำร่างรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 (ฉบับร่าง) มาตรจสอบยืนยัน โดยผู้ทรงคุณวุฒิ จำนวน 5 คน ใช้วิธีการสัมภาษณ์

2. ประชากรและกลุ่มตัวอย่าง/กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน โดยการเลือกแบบเจาะจง (Purposive Sampling จำแนกเป็นอาจารย์ผู้ทรงคุณวุฒิ ผู้บริหาร ศึกษานิเทศก์ และครูปฏิบัติงานการเงินในสถานศึกษา

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ

แบบสัมภาษณ์

3.2 ลักษณะของเครื่องมือ

แบบบันทึกประเด็นการสัมภาษณ์เกี่ยวกับร่างรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

3.3 การสร้างและหาคุณภาพเครื่องมือ

3.3.1 ผู้วิจัยศึกษาวิธีการสร้างแบบสัมภาษณ์จากเอกสารตำรา

3.3.2 ผู้วิจัยสร้างแบบสัมภาษณ์กึ่งโครงสร้าง ร่างรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

3.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้อง

3.3.4 ผู้วิจัยนำเครื่องมือ นำเสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) ตรวจสอบเพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ ได้ค่า IOC เท่ากับ 0.80 - 1.00

3.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.6 ผู้วิจัยจัดพิมพ์แบบสัมภาษณ์ฉบับสมบูรณ์ เพื่อดำเนินการเก็บรวบรวมข้อมูล

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อเชิญผู้ทรงคุณวุฒิ ในการขอความอนุเคราะห์เข้าสัมภาษณ์ เพื่อตรวจสอบ ยืนยันร่างรูปฯ

4.2 ผู้วิจัยนำแบบสัมภาษณ์พร้อมทำการเก็บรวบรวมข้อมูลโดยการสัมภาษณ์จากกลุ่มผู้ให้ข้อมูล

4.3 ผู้วิจัยนำข้อมูลที่ได้จากการสัมภาษณ์ดำเนินการปรับปรุงแก้ไขร่างรูปแบบฯ

5. การจัดกระทำและวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลจากแบบสัมภาษณ์ มาวิเคราะห์เนื้อหาและสรุปประเด็น

5.2 การวิเคราะห์ข้อมูล

ผู้วิจัยสรุปประเด็นจากการสัมภาษณ์ และนำเสนอโดยการพรรณนาวิเคราะห์

ตอนที่ 3 การประเมินความเหมาะสมของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

1. ขั้นการดำเนินการ

นำรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 (ฉบับปรับปรุง) ให้ผู้ทรงคุณวุฒิ ประเมินความเหมาะสมของรูปแบบฯ

2. ประชากรและกลุ่มตัวอย่าง/กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน (ชุดเดิม) โดยการเลือกแบบเจาะจง (Purposive Sampling)

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ

แบบสอบถามเพื่อประเมินความเหมาะสมของรูปแบบฯ

3.2 ลักษณะของเครื่องมือ

แบบมาตราประมาณค่า (Rating Scale) 5 ระดับ (บุญชม ศรีสะอาด, 2556)

3.3 การสร้างและหาคุณภาพเครื่องมือ

3.3.1 ผู้วิจัยศึกษากรอบแนวคิดในการสร้างแบบสอบถามเพื่อประเมินความเหมาะสมของแนวทาง

3.3.2 ผู้วิจัยสร้างแบบสอบถามเพื่อประเมินความเหมาะสมของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

3.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของรูปแบบ

3.3.4 ผู้วิจัยนำแบบสอบถามเพื่อประเมินความเหมาะสมของรูปแบบฯ เสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) เพื่อตรวจสอบเพื่อหาคำความเที่ยงตรงด้านเนื้อหา โดยหาคำดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ IOC เท่ากับ 0.80 - 1.00

3.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.6 ผู้วิจัยจัดพิมพ์แบบสอบถามเพื่อประเมินความเหมาะสมของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ฉบับสมบูรณ์ ใช้ในการเก็บรวบรวมข้อมูลต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยนำแบบสอบถามเพื่อประเมินความเหมาะสมของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 มาให้ผู้ทรงคุณวุฒิ จำนวน 5 คน (ชุดเดิม) ประเมินความเหมาะสม

4.2 ผู้วิจัยนำผลจากแบบสอบถามเพื่อประเมินความเหมาะสมของรูปแบบฯ ที่ได้ไปจัดกระทำและวิเคราะห์ข้อมูล

5. การจัดกระทำและวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยดำเนินตรวจสอบความครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาเพื่อวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint)

ระยะที่ 3 การประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

1. ขั้นการดำเนินการ

นำร่างรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 (ฉบับสมบูรณ์) ให้ผู้บริหาร และครูปฏิบัติงานการเงิน ประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบฯ

2. ประชากรและกลุ่มตัวอย่าง/กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา และครูปฏิบัติงานการเงิน จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ

แบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบฯ

3.2 ลักษณะของเครื่องมือ

แบบมาตราประมาณค่า (Rating Scale) 5 ระดับ

3.3 การสร้างและหาคุณภาพเครื่องมือ

3.3.1 ผู้วิจัยศึกษากรอบแนวคิดในการสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

3.3.2 ผู้วิจัยสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

3.3.3 ผู้วิจัยนำเครื่องเมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของรูปแบบ

3.3.4 ผู้วิจัยนำแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบฯ เสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) เพื่อตรวจสอบ เพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถามซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ IOC เท่ากับ 0.80 – 1.00

3.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.6 ผู้วิจัยจัดพิมพ์แบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ฉบับสมบูรณ์ ใช้ในการเก็บรวบรวมข้อมูลต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อขอความอนุเคราะห์ประเมินความเหมาะสมและความเป็นไปได้ของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

4.2 ผู้วิจัยนำแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 มาให้ผู้บริหารสถานศึกษาและครู ประเมินความเหมาะสมและความเป็นไปได้

4.3 ผู้วิจัยนำแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบ ฯ ที่ได้ไปจัดกระทำและวิเคราะห์ข้อมูล

5. การจัดกระทำและวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยดำเนินตรวจสอบความครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาเพื่อวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของ

สถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint) (บุญชม ศรีสะอาด, 2560)

สถิติที่ใช้ในการวิเคราะห์ข้อมูล

ผู้วิจัยทำการวิเคราะห์ข้อมูล โดยใช้สถิติดังต่อไปนี้

1. สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่

1.1 ค่าดัชนีความสอดคล้องของเนื้อหา (Index of Consistency : IOC) โดยใช้สูตร

1.2 ค่าอำนาจจำแนกรายข้อของแบบสอบถามที่มีลักษณะเป็นมาตราส่วนประมาณค่า (Rating Scale) การคำนวณจะใช้สูตรสหสัมพันธ์อย่างง่ายของเพียรีสัน (rxy)

1.3 หาค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับ โดยใช้ค่าสัมประสิทธิ์แอลฟา (Alpha Coefficient) ตามวิธีของครอนบาค (Cronbach) โดยใช้สูตร

2. สถิติพื้นฐาน

2.1 ค่าร้อยละ โดยใช้สูตร

2.2 ค่าเฉลี่ย โดยใช้สูตร

2.3 ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) โดยใช้สูตร

3. สถิติที่ใช้ในการตรวจสอบคุณภาพเครื่องมือ

3.1 ดัชนีลำดับความสำคัญของความต้องการจำเป็น เป็นการหาความต้องการจำเป็นซึ่งเป็นวิธีการหาความแตกต่างของสภาพที่เป็นอยู่และสภาพที่ควรจะเป็นแล้วหารด้วยสภาพที่เป็นอยู่มีสูตรในการคำนวณ

สรุปผลการวิจัย

1. ผลการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการ จำเป็นของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

1.1 ผลการศึกษาสภาพปัจจุบันการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยภาพรวมอยู่ในระดับมาก ($\overline{\mathbf{X}}$= 3.90) จำนวน 5 ด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการประมาณการงบประมาณรายจ่ายล่วงหน้าระยะปานกลาง ($\overline{\mathbf{X}}$= 4.11) ด้านการเพิ่มขอบเขตความครอบคลุมงบประมาณ ($\overline{\mathbf{X}}$ = 3.99) ด้านการมุ่งเน้นผลสำเร็จตามเป้าหมายยุทธศาสตร์ ($\overline{\mathbf{X}}$ = 3.98) ด้านการมอบอำนาจการบริหารจัดการงบประมาณ ($\overline{\mathbf{X}}$ = 3.77) และด้านการเน้นหลักธรรมาภิบาล ($\overline{\mathbf{X}}$ = 3.65)

1.2 ผลการศึกษาสภาพที่พึงประสงค์การบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ระดับมากที่สุด ($\overline{\mathbf{X}}$ = 4.60) จำนวน 5 ด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการเน้นหลักธรรมาภิบาล ($\overline{\mathbf{X}}$ = 4.62) ด้านการประมาณการงบประมาณรายจ่ายล่วงหน้าระยะปานกลาง ($\overline{\mathbf{X}}$ = 4.62) ด้านการมุ่งเน้นผลสำเร็จตามเป้าหมายยุทธศาสตร์ ($\overline{\mathbf{X}}$= 4.61) ด้านการเพิ่มขอบเขตความครอบคลุมงบประมาณ ($\overline{\mathbf{X}}$ = 4.60) และด้านการมอบอำนาจการบริหารจัดการงบประมาณ ($\overline{\mathbf{X}}$ = 4.57)

1.3 ผลการวิเคราะห์ความต้องการจำเป็นในการพัฒนารูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 ด้านการเน้นหลักธรรมาภิบาล ($PNI_{modified}$ = 0.27) ลำดับที่ 2 ด้านการมอบอำนาจการบริหารจัดการงบประมาณ($PNI_{modified}$ = 0.21) ลำดับที่ 3 ด้านการมุ่งเน้นผลสำเร็จตามเป้าหมายยุทธศาสตร์ ($PNI_{modified}$ = 0.16) ลำดับที่ 4 ด้านการเพิ่มขอบเขตความครอบคลุมงบประมาณ ($PNI_{modified}$ = 0.15) และลำดับที่ 5 ด้านการประมาณการงบประมาณรายจ่ายล่วงหน้าระยะปานกลาง ($PNI_{modified}$ = 0.12)

2. รูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 พบว่า

2.1 รูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ประกอบด้วย 1) หลักการและแนวคิด 2) วัตถุประสงค์ 3) วิธีดำเนินการของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 มี 5 ด้าน ดังนี้ 1. ด้านการมุ่งเน้นผลสำเร็จตามเป้าหมายเชิงยุทธศาสตร์ 2. ด้านการเน้นหลักธรรมาภิบาล 3. ด้านการมอบอำนาจการบริหารจัดการงบประมาณ 4. ด้านการเพิ่มขอบเขตความครอบคลุมของงบประมาณ และ 5. ด้านการประมาณงบประมาณรายจ่ายล่วงหน้าระยะ 4) แนวทางการนำรูปแบบไปใช้ 5) การประเมินผล และ 6) เงื่อนไขความสำเร็จ ผลการประเมินความเหมาะสมของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยผู้ทรงคุณวุฒิ จำนวน 5 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$=4.66)

3. ผลการประเมินความเหมาะสมและความเป็นไปได้ของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยผู้บริหารสถานศึกษาและครูจำนวน 10 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$=4.81) และความเป็นไปได้อยู่ในระดับมากที่สุด ($\overline{X}$=4.78)

อภิปรายผลการวิจัย

ผลการวิจัย การพัฒนารูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 อภิปรายผล ได้ดังนี้

1. ผลการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นการบริหารการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

1.1 สภาพปัจจุบันการบริหารการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายองค์ประกอบ พบว่า องค์ประกอบที่มีค่าเฉลี่ยสูงสุด คือ องค์ประกอบด้านที่มี คือ องค์ประกอบด้านการประมาณการงบประมาณรายจ่ายล่วงหน้าระยะปานกลาง รองลงมา คือ องค์ประกอบด้านการเพิ่มขอบเขตความครอบคลุมงบประมาณ ทั้งนี้เนื่องจากว่า สถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ได้มีการดำเนินการจัดทำแผนพัฒนาการจัดการศึกษาของสถานศึกษาตามกฎหมายกระทรวงว่าด้วยระบบหลักเกณฑ์ และวิธีการประกันคุณภาพการศึกษา พ.ศ. 2553 ในราชกิจจานุเบกษา ลงวันที่ 2 เมษายน 2553 ซึ่งกำหนดไว้ว่าให้สถานศึกษาจัดทำแผนพัฒนาการจัดการศึกษาของสถานศึกษาที่มุ่งคุณภาพตามมาตรฐานการศึกษาของสถานศึกษา โดยได้กำหนดเป้าหมาย หลักการ เนื้อหา กระบวนการจัดทำและบทบาทหน้าที่ของผู้ที่เกี่ยวข้องที่สถานศึกษาต้องคำนึงและนำไปปฏิบัติ ภายใต้การส่งเสริมสนับสนุน และร่วมพัฒนาจากสำนักงานเขตพื้นที่การศึกษาและหน่วยงานต้นสังกัด สอดคล้องกับงานวิจัยของ ประสพ เกรติคุณ (2557) ได้ทำการศึกษาสภาพปัญหาการจัดทำแผนปฏิบัติการประจำปีของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 2 ตามความคิดเห็นของผู้บริหารโรงเรียนและครูผู้รับผิดชอบการจัดทำแผน ผลการวิเคราะห์ความเห็นของผู้บริหารโรงเรียนและครูผู้รับผิดชอบการจัดทำแผนที่มีต่อสภาพและปัญหาการจัดทำแผนปฏิบัติการของโรงเรียน โดยรวมมีการปฏิบัติในการจัดทำแผนที่มีต่อสภาพและปัญหาการจัดทำแผนปฏิบัติการของโรงเรียน โดยรวมมีการปฏิบัติในระดับมาก เช่นเดียวกับ เยาวนารถ ตาบประสิทธิ์ (2554) ได้ศึกษาแนวทางพัฒนาการวางแผนปฏิบัติการประจำปีของโรงเรียนเอกชนขนาดใหญ่ในเขตพื้นที่การศึกษาลำปาง เขต 1 โดยรวมมีการปฏิบัติอยู่ในระดับมาก มีวัตถุประสงค์เพื่อศึกษาสภาพการวางแผนปฏิบัติการ ปัญหาและแนวทางแก้ไข และศึกษาแนวทางพัฒนาการวางแผนปฏิบัติการประจำปีของโรงเรียนในเขตพื้นที่การศึกษาลำปาง เขต 1

1.2 สภาพที่พึงประสงค์การบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยภาพรวมอยู่ในระดับมากที่สุด และเมื่อพิจารณาเป็นรายองค์ประกอบ พบว่าทุกองค์ประกอบอยู่ในระดับมากที่สุด โดยเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย องค์ประกอบที่มีค่าเฉลี่ยสูงสุด คือ ด้านการเน้นหลักธรรมาภิบาล รองลงมา คือ ด้านการประมาณการงบประมาณรายจ่ายล่วงหน้าระยะปานกลาง สอดคล้องกับงานวิจัยของ สุรวุฒิ ตั้งดี (2558) ได้ทำการศึกษาวิจัย เรื่อง การศึกษาการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยนาท ผลการวิจัยพบว่า สภาพการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษาตามความคิดเห็นของผู้บริหารสถานศึกษาและครูการเงินโดยรวมมีการปฏิบัติอยู่ในระดับมาก โดยมีการปฏิบัติสูงสุดในด้านการเน้นหลักธรรมาภิบาล รองลงมา คือ ด้านการมุ่งเน้นผลสำเร็จตามเป้าหมายยุทธศาสตร์ และด้านที่มีการปฏิบัติที่ต่ำที่สุด คือ ด้านการประมาณงานงบประมาณรายจ่ายล่วงหน้าระยะปานกลาง สอดคล้องกับงานวิจัยของ กันตทัช บุตรคำ (2549) ได้ทำการศึกษา

สภาพและปัญหาการบริหารงบประมาณตามระบบงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ในสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 3 พบว่า สภาพการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ในสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 3 จำแนกตามตำแหน่งไม่แตกต่างกันนอกจากนี้การที่ผลการวิจัยพบว่า การบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ ด้านการเน้นหลักธรรมาภิบาลตามความคิดเห็นของผู้บริหารสถานศึกษาและครูการเงินมีสภาพการดำเนินงานต่างกันเนื่องจาก การบริหารจัดการสถานศึกษาโดยทั่วไปผู้บริหารต้องแสดงความสามารถในการบริหารงานและมีการใช้ทรัพยากรที่มีอยู่อย่างจำกัดให้มีประสิทธิภาพก่อให้เกอดผลลัพธ์สูงสุด

2. รูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ประกอบด้วย ประกอบด้วย 1) หลักการและแนวคิด 2) วัตถุประสงค์ 3) วิธีดำเนินการของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 มี 5 ด้าน ดังนี้ 1. ด้านการมุ่งเน้นผลสำเร็จตามเป้าหมายเชิงยุทธศาสตร์ 2. ด้านการเน้นหลักธรรมาภิบาล 3. ด้านการมอบอำนาจการบริหารจัดการงบประมาณ 4. ด้านการเพิ่มขอบเขตความครอบคลุมของงบประมาณ และ 5. ด้านการประมาณงบประมาณรายจ่ายล่วงหน้าระยะปานกลาง 4) แนวทางการนำรูปแบบไปใช้ 5) การประเมินผล และ 6) เงื่อนไขความสำเร็จ ทั้งนี้ผู้วิจัยได้ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องทั้งในและต่างประเทศสังเคราะห์ได้องค์ประกอบตัวบ่งชี้ นำไปสร้างแบบสอบถามเก็บข้อมูลและเก็บข้อมูลจากการสัมภาษณ์โรงเรียนที่ได้รับรางวัลแนวปฏิบัติที่เป็นเลิศ อีกทั้งนำร่างรูปแบบเข้าสู่การประเมินความเหมาะสมและความเป็นไปได้จึงได้ข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ กำหนดเป็นวิธีดำเนินการอย่างเป็นวิธีดำเนินการอย่างเป็นรูปธรรม ดังที่ จารุวรรณ มาแต้ม (2561) ได้ทำการศึกษาวิจัย เรื่อง การบริหารงบประมาณแบบมุ่งเน้นผลงานของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาประจวบคีรีขันธ์ เขต 1 แนวทางการบริหารแบบมุ่งเน้นผลงานของสถานศึกษา ควรมีการพัฒนาระบบเทคโนโลยีสารสนเทศ การมีส่วนร่วมจากการทุกภาคส่วน ควรสร้างและพัฒนาเครือข่ายแลกเปลี่ยนเรียนรู้ การให้ความช่วยเหลือสนับสนุนส่งเสริมพัฒนาศักยภาพของบุคลากรให้มีความรู้ ความเข้าใจและสร้างความตระหนักให้เห็นความสำคัญของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ และกำหนดมาตรฐานการปฏิบัติงาน สอดคล้องกับงานวิจัย นันทรัตน์ เจิญกุล (2554) ได้ทำการศึกษาวิจัย เรื่อง การพัฒนารูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานสำหรับสถานบันอุดมศึกษา ผลการวิจัยพบว่า ผู้บริหารสถานบันอุดมศึกษาในแต่ละระดับสามารถใช้องค์ประกอบหลักของรูปแบบการบริหารงบประมาณแบบมุ่งเน้นผลงานเชิงบูรณาการ ได้แก่ แผนกลยุทธ์ ระบบงบประมาณที่ดำเนินการตามมาตรฐานทางการเงินทั้ง 7 ด้าน (7 Hurdles) โครงสร้างการบริหารแบบบูรณาการระหว่างวิธีการบริหารแบบรวมศูนย์และการกระจายอำนาจ เงื่อนไขและปัจจัยสนับสนุนการนำรูปแบบไปใช้ เป็นเครื่องมือในการสื่อสารกับบุคลากรในองค์การ/หน่วยงาน ที่อยู่ในความรับผิดชอบ เพื่อให้เกิดความเข้าใจ และการดำเนินงานด้านงบประมาณที่สอดคล้องและเป็นไปในทิศทางเดียวกัน ทั้งนี้ ผู้บริหารควรมีคุณลักษณะความเป็นผู้นำการเปลี่ยนแปลงที่มีวิสัยทัศน์และสามารถสร้างแรงจูงใจให้บุคลากรทำงานร่วมกันเป็นทีม เพื่อมุ่งสู่ผลลัพธ์และเป้าหมายขององค์กร/หน่วยงาน ที่กำหนดไว้

3. การประเมินความเหมาะสมและความเป็นไปได้ของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ผลการประเมินโดย ผู้บริหารสถานศึกษาและครู จำนวน 10 คน มีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$=4.81) และความเป็นไปได้อยู่ในระดับมากที่สุด ($\overline{X}$=4.78) จึงได้นำข้อมูลมากำหนดเป็นวิธีการดำเนินการอย่างเป็นรูปธรรม และนำกระบวนการบริหารของวงจรคุณภาพเดมมิ่ง (PDCA) ตามที่ สุธี ขวัญเงิน (2548) ได้กล่าวถึง วงจรเดมิ่ง (Deming Cycle) ประกอบด้วย 4 ขั้นตอน ดังนี้ ขั้นที่ 1 การวางแผน (Plan) คือ การกำหนดเป้าหมายของการปรับปรุงพัฒนา เพื่อทำการวิเคราะห์ข้อมูลและแนวทางปฏิบัติในการบรรลุเป้าหมาย ขั้นที่ 2 การทำ (Do) ดำเนินการตามแผนและตรวจสอบความก้าวหน้าของกระบวนการ โดยเก็บรวบรวมข้อมูลตามระยะเวลาที่กำหนด เพื่อเป็นหลักฐานในการวิเคราะห์ ขั้นที่ 3 การตรวจสอบ (Check) ทีมงานต้องตรวจสอบข้อมูลการดำเนินงานว่าจะสามารถบรรลุเป้าหมายตามแผนที่กำหนด ขั้นที่ 4 การปฏิบัติ (Act) ตรวจสอบกระบวนการและจัดทำเอกสาร เพื่อนำแผนงานที่พัฒนาจนประสบความสำเร็จไปเป็นแนวทางและมาตรฐานในการปฏิบัติงานต่อไป และสอดคล้องกับงานวิจัยของ เพ็ญพรรณ บางอร (2562) ได้ศึกษาวิจัย เรื่อง แนวทางการบริหารจัดการระบบบริหารงานงบประมาณของโรงเรียนสบเมยวิทยาคม อำเภอสบเมย จังหวัดแม่ฮ่องสอน แนวทางการบริหารจัดการระบบบริหารงานงบประมาณของโรงเรียนสบเมยวิทยาคม อำเภอสบเมย จังหวัดแม่ฮ่องสอน โดยใช้วงจรคุณภาพ PDCA แบ่งเป็น 4 ขั้นตอน คือ ขั้นการวางแผน (P) เป็นขั้นของการวางแผนร่วมกันทั้งกลุ่มงานเป็นหน้าที่หลักของงานแผนงานในการจัดทำเอกสาร การติดตามและตรวจสอบ ขั้นการดำเนินงาน (D) เป็นการขอใช้งบประมาณที่ต้องมีความถูกต้อง แม่นยำ รวดเร็วตรงตามความต้องการของผู้ใช้งาน เป็นหน้าที่หลักของงานการพัสดุและสินทรัพย์ งานการเงินและงานบัญชี ขั้นการตรวจสอบการดำเนินงาน (C) เป็นการตรวจสอบเอกสารหลักฐานทั้งการเงิน บัญชี พัสดุและสิทนทรัพย์ ทั้งจากผู้ตรวจสอบภายในและภายนอก ขั้นปรับปรุงแก้ไข (A) เป็นการสรุปผลโครงการโดยระบุปัญหา วิธีการ ข้อเสนอแนะและการบริหารความเสี่ยง ต่าง ๆ เพื่อนำข้อมูลมาจัดทำเป็นแผนปฏิบัติการในปีงบประมาณถัดไป

ข้อเสนอแนะ

ข้อเสนอแนะในการนำผลการวิจัยไปใช้

1. หน่วยงานต้นสังกัด ควรให้ความรู้ ความเข้าใจ และการสร้างความตะหนักให้กับบุคลากรทุกระดับเห็นความสำคัญของการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธ์ศาสตร์

2. สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ควรมีการส่งเสริม สนับสนุน จัดให้มีคู่มือการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์สำหรับผู้บริหารสถานศึกษาและดำเนินการจัดอบรมให้ความรู้แก่บุคลากรที่ปฏิบัติงานเพื่อให้มีความรู้อย่างชัดเจน สามารถปฏิบัติงานได้อย่างมีประสิทธิภาพ

3. ครูและบุคลากรที่ปฏิบัติงาน ต้องมีความตระหนักและให้ความสำคัญในด้านการประมาณการงบประมาณรายจ่ายล่วงหน้า โดยปฏิบัติตามแนวปฏิบัติและคู่มือที่เกี่ยวข้องอย่างถูกต้อง ครบถ้วน

4. ควรพัฒนาระบบเทคโนโลยีสารสนเทศทางเพื่อใช้ในการบริหารงบประมาณอย่างเป็นระบบ

5. สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ควรมีการจัดประชุมเชิงปฏิบัติการ เกี่ยวกับการจัดทำแผนกลยุทธ์ให้กับ ผู้บริหารและบุคลากรที่ปฏิบัติงานเพื่อปรับปรุงการปฏิบัติงานให้มีประสิทธิภาพ

ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

1. ควรมีการศึกษาการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของสถานศึกษาขนาดเล็ก

2. ควรมีการศึกษาการพัฒนาระบบเทคโนโลยีสารสนเทศสำหรับการบริหารงบประมาณของสถานศึกษาและสำนักงานเขตพื้นที่การศึกษา

3. ควรศึกษาปัจจัยภายในของผู้บริหารสถานศึกษาที่ส่งผลต่อการบริหารงบประมาณแบบมุ่งเน้นผลงานตามยุทธศาสตร์ของผู้บริหารสถานศึกษา

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การบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

The Academic administration in World-Class Standard Schools under the Secondary Education Service Area Office Chaiyaphum

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ตามความคิดเห็นของครู 2) เพื่อเปรียบเทียบการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามประสบการณ์การทำงาน และขนาดสถานศึกษา กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ครูที่ปฏิบัติหน้าที่ในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ปีการศึกษา 2565 จำนวน 302 คน โดยการสุ่มแบบชั้นภูมิ (Stratified Random Sampling) เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน t-test (Independent Samples) และ F-test

ผลการวิจัยพบว่า

1. การบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ อยู่ในระดับมากที่สุด

2. ครูที่มีประสบการณ์การทำงานต่างกันมีความคิดเห็นต่อการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ไม่แตกต่างกัน และครูที่ปฏิบัติหน้าที่ในสถานศึกษาที่มีขนาดสถานศึกษาต่างกันมีความคิดเห็นต่อการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ยกเว้นด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน และด้านการพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา ไม่แตกต่างกัน

คำสำคัญ : การบริหารการศึกษา, การบริหารงานวิชาการ, โรงเรียนมาตรฐานสากล

Abstract

The purposes of this research were 1) to study academic administration in World Class Standard schools under the Secondary Educational Service Area Office Chaiyaphum 2) to compare academic administration in in World Class Standard schools under the Secondary Educational Service Area Office Chaiyaphum, classified by work experience and school size. The sample used in the research were 302 teachers working in in World Class Standard schools under the Secondary Educational Service Area Office Chaiyaphum in Academic Year 2022, drawn by total stratified random sampling. The research instrument was a questionnaire. The statistics used to analyze the data were the mean, standard deviation, t-test (Independent Samples) and F-test.

The results showed that;

1. The academic administration in World Class Standard schools under the Secondary Educational Service Area Office Chaiyaphum was at the highest level.

2. Teachers with different working experiences had no different opinions towards academic administration in World Class Standard schools under the Secondary Educational Service Area Office Chaiyaphum and teachers working in different school sizes had different opinions toward academic administration in World Class Standard schools under the Secondary Educational Service Area Office Chaiyaphum at statistical significance at the level of

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[2] อาจารย์ ดร. สาขาวิชาการบริหารการศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏชัยภูมิ

.01, except for the measurement, evaluation and transfer of learning results aspect and the development and use of technological media for education aspect had no difference.
Keywords: education administration, academic administration, World-Class Standard schools

บทนำ

กระแสโลกาภิวัตน์ และความเปลี่ยนแปลงของโลกที่เกิดขึ้นอย่างรวดเร็ว ทั้งด้านวิทยาการ และความก้าวหน้าทางเทคโนโลยีสารสนเทศ ทำให้แต่ละประเทศไม่สามารถปิดตัวอยู่โดยลำพัง ต้องร่วมมือและพึ่งพาอาศัยซึ่งกันและกัน การดำรงชีวิตของคนในแต่ละประเทศ มีการติดต่อสื่อสารซึ่งกันและกันมากขึ้น มีความร่วมมือในการปฏิบัติภารกิจและแก้ปัญหาต่าง ๆ ร่วมกันมากขึ้น ในขณะเดียวกัน สังคมโลกในยุคปัจจุบัน เต็มไปด้วยข้อมูลข่าวสารทำให้คนต้องคิด วิเคราะห์ แยกแยะ และมีการตัดสินใจที่รวดเร็ว เพื่อให้ทันกับเหตุการณ์ในสังคม ที่มีความสลับซับซ้อนมากขึ้น สิ่งเหล่านี้นำไปสู่สภาวการณ์ของการแข่งขันทางเศรษฐกิจ การค้า และอุตสาหกรรมระหว่างประเทศอย่างหลีกเลี่ยงไม่ได้ และเป็นแรงผลักดันสำคัญที่ทำให้หลายประเทศต้องปฏิรูปการศึกษา คุณภาพของการจัดการศึกษาจึงเป็นตัวบ่งชี้สำคัญประการหนึ่ง สำหรับความพร้อมในการเข้าสู่ศตวรรษที่ 21 และศักยภาพในการแข่งขันในเวทีโลกของแต่ละประเทศ ประเทศที่จะอยู่รอดได้หรือคงความได้เปรียบก็คือประเทศที่มีอำนาจทางความรู้และเป็นสังคมแห่งการเรียนรู้ ซึ่งในยุคโลกไร้พรมแดนคนต่างชาติจะเข้ามาทำงาน และประกอบอาชีพในประเทศไทยมากขึ้น ขณะเดียวกันคนไทยก็มีโอกาสไปทำงานและประกอบอาชีพในต่างประเทศมากขึ้นด้วยเช่นกัน (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2555, น. 3)

แผนการศึกษาแห่งชาติ พ.ศ. 2560 - 2579 มุ่งพัฒนาคุณภาพและประสิทธิภาพการจัดการศึกษาของประเทศ โดยมุ่งเพิ่มโอกาสและความเสมอภาคในการเข้าถึงบริการการศึกษาที่มีคุณภาพและมาตรฐานของประชาชนทุกช่วงวัย ทุกกลุ่มเป้าหมาย เพิ่มประสิทธิภาพของการบริหารจัดการศึกษาทุกระดับ พัฒนากำลังคนที่สอดคล้องกับความต้องการของตลาดงานและการพัฒนาประเทศ และสร้างการมีส่วนร่วมในการจัดการศึกษาของทุกภาคส่วนในสังคมผ่านการสร้างความรู้ความเข้าใจ การรับรู้การยอมรับและพร้อมที่จะเข้ามามีส่วนร่วมในการดำเนินงานของผู้เกี่ยวข้องทุกภาคส่วนเพื่อให้การดำเนินงานบรรลุผลตามเป้าหมายที่กำหนด โดยมีกรอบทิศทางและเป้าหมายของแผนการศึกษาแห่งชาติที่สนองหลักปรัชญาของเศรษฐกิจพอเพียง แนวพระราชดำริของสมเด็จพระเจ้าอยู่หัวเกี่ยวกับการสร้างบุคลิกและอุปนิสัยที่ดีงาม (สำนักงานเลขาธิการสภาการศึกษา, 2560, น. 141) สอดคล้องกับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 12 พ.ศ. 2560 - 2564 กำหนดยุทธศาสตร์ การเสริมสร้างและพัฒนาศักยภาพทุนมนุษย์ โดยมุ่งการวางรากฐานการพัฒนาคนให้มีความสมบูรณ์ เริ่มตั้งแต่กลุ่มเด็กปฐมวัยที่ต้องพัฒนาให้มีสุขภาพกายและใจที่ดี มีทักษะทางสมอง ทักษะการเรียนรู้ และทักษะชีวิต เพื่อให้เติบโตอย่างมีคุณภาพ ควบคู่กับการพัฒนาคนไทยในทุกช่วงวัยให้เป็นคนดี มีสุขภาวะที่ดีมีคุณธรรมจริยธรรม มีระเบียบวินัย มีจิตสำนึกที่ดีต่อสังคมส่วนรวม มีทักษะความรู้และความสามารถปรับตัวเท่าทันกับการเปลี่ยนแปลงรอบตัวที่รวดเร็ว บนพื้นฐานของการมีสถาบันทางสังคมที่เข้มแข็งทั้งสถาบันครอบครัว สถาบันการศึกษา สถาบันศาสนา สถาบันชุมชน และภาคเอกชนที่ร่วมกันพัฒนาทุนมนุษย์ให้มีคุณภาพสูง อีกทั้งยังเป็นทุนทางสังคมสำคัญในการขับเคลื่อนการพัฒนาประเทศ (สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ, 2559, น. 65)

ผลการประเมินคุณภาพการศึกษาของประเทศไทย ปีการศึกษา 2564 พบว่า ผลลัพธ์ทางการศึกษาของเด็กวัยเรียนค่อนข้างต่ำ ดังจะเห็นได้จากผลการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O-NET) ปีการศึกษา 2564 ชั้นมัธยมศึกษาปีที่ 3 มีคะแนนเฉลี่ยรวมระดับประเทศ 34.56 และชั้นมัธยมศึกษาปีที่ 6 มีคะแนนเฉลี่ยรวมระดับประเทศ 31.75 ซึ่งสะท้อนให้เห็นว่า คุณภาพการศึกษาของประเทศไทย มีคะแนนเฉลี่ยต่ำกว่าร้อยละ 50 สอดคล้องกับผลการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O-NET) ปีการศึกษา 2564 ของสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ชั้นมัธยมศึกษาปีที่ 3 มีคะแนนเฉลี่ยรวมระดับเขตพื้นที่ 32.97 และชั้นมัธยมศึกษาปีที่ 6 มีคะแนนเฉลี่ยรวมระดับเขตพื้นที่ 29.85 ซึ่งสะท้อนให้เห็นว่า คุณภาพการศึกษาของสถานศึกษา สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มีคะแนนเฉลี่ยต่ำกว่าร้อยละ 50 (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ, 2565, น. 15-19)

งานวิชาการเป็นงานที่มีความสำคัญยิ่งยวด เพราะจุดมุ่งหมายของการบริหารงานวิชาการอยู่ที่การสร้างนักเรียนให้มีคุณภาพ มีความรู้ มีจริยธรรม และมีคุณสมบัติตามที่พึงประสงค์ (ภาวิดา ธาราศรีสุทธิ, 2550, น. 4) ส่วนงานอื่น ๆ เป็นงานที่มาสนับสนุนงานวิชาการให้มีคุณภาพ ดังนั้น งานวิชาการจึงมิใช่เพียงแต่ให้นักเรียนอ่านออกเขียนได้ ทำเลขเก่งเท่านั้น แต่หมายความรวมถึงการดำรงชีวิตในสังคมร่วมกับผู้อื่นได้อย่างมีความสุข (สันติ บุญภิรมย์, 2553, น. 22) งานวิชาการเป็นหัวใจสำคัญของการบริหารการศึกษา เพราะจุดมุ่งหมายของสถานศึกษาก็คือ การจัดการศึกษาให้มีคุณภาพ ซึ่งขึ้นอยู่กับงานวิชาการทั้งสิ้น งานวิชาการเป็นกิจกรรมการจัดการเกี่ยวกับงานด้านหลักสูตร การนำหลักสูตรไปใช้ แบบเรียน งานการจัดการเรียนการสอน งานสื่อการเรียนการสอน งานวิจัยในชั้นเรียน การวัดและประเมินผล งานห้องสมุด งานนิเทศภายใน งานวางแผนการศึกษา งานประกันคุณภาพภายในและ

ภายนอก และงานพัฒนาบุคลากร เพื่อส่งเสริมให้ผู้เรียนบรรลุจุดหมายของการศึกษาที่กำหนดไว้อย่างมีประสิทธิภาพสูงสุด (กาญจน์ เรืองมนตรี และธรินธร นามวรรณ, 2554,

น. 3-4) นอกจากนี้งานวิชาการเป็นภารกิจหลักของสถานศึกษาตามพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 มุ่งให้กระจายอำนาจในการบริหารจัดการไปให้สถานศึกษาให้มากที่สุดด้วยเจตนารมณ์ที่จะให้สถานศึกษาดำเนินการโดยอิสระ คล่องตัว รวดเร็ว สอดคล้องกับความต้องการของผู้เรียน สถานศึกษา ชุมชน ท้องถิ่นและการมีส่วนร่วมจากผู้ที่มีส่วนได้ส่วนเสียทุกฝ่าย ซึ่งจะเป็นปัจจัยสำคัญทำให้สถานศึกษามีความเข้มแข็งในการบริหารจัดการ สามารถพัฒนาหลักสูตร และกระบวนการเรียนรู้ ตลอดจนการวัดผลประเมินผล รวมทั้งวัดปัจจัยเกื้อหนุนการพัฒนาคุณภาพนักเรียน ชุมชน ท้องถิ่นได้อย่างมีคุณภาพและมีประสิทธิภาพ ซึ่งหัวใจสำคัญในการพัฒนาคุณภาพการศึกษา ผู้บริหารสถานศึกษามีบทบาทสำคัญยิ่งในการจัดการศึกษาให้มีคุณภาพมาตรฐาน ตามหลักสูตร ตลอดทั้งการนำนโยบายสู่การปฏิบัติ (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2561, น. 13-16) โดยที่สำนักงานเขตพื้นที่การศึกษาเป็นหน่วยงานที่มีบทบาทในการขับเคลื่อนคุณภาพการจัดการศึกษา (กระทรวงศึกษาธิการ, 2551, น. 35)

โรงเรียนมาตรฐานสากลเป็นโรงเรียนที่มีการพัฒนาหลักสูตรการจัดกิจกรรมการเรียนการสอน และการบริหารจัดการด้วยระบบคุณภาพที่มุ่งเน้นการพัฒนาผู้เรียนให้มีศักยภาพเป็นพลโลก มีทักษะ ความรู้ความสามารถ และคุณลักษณะอันพึงประสงค์ ในระดับเดียวกับมาตรฐานสากลหรือมาตรฐานของประเทศชั้นนำที่มีคุณภาพการศึกษาสูง สอดคล้องกับวัตถุประสงค์ของหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 ที่มุ่งเน้นการพัฒนาคุณภาพเยาวชนสำหรับยุคศตวรรษที่ 21 ตามปฏิญญาว่าด้วยการจัดการศึกษาของ UNESCO ทั้ง 4 ด้าน คือ Learning to know, Learning to do, Learning to live together and Learning to be การดำเนินงานของโรงเรียนมาตรฐานสากล จะประสบความสำเร็จได้ จะต้องมีการพัฒนาหลายมิติไปพร้อมกัน โดยจะต้องดำเนินการทั้งระบบ คือ ด้านหลักสูตร ด้านการจัดการเรียนการสอน และด้านการบริหารจัดการ แต่ความสำเร็จขั้นสุดท้ายของโรงเรียนมาตรฐานสากล คือ คุณภาพของผู้เรียน โรงเรียนที่ได้รับการประเมินว่ามีหลักสูตร กิจกรรมการเรียนการสอน และการบริหารจัดการที่ดีเยี่ยม แต่การประเมินคุณภาพของผู้เรียนยังไม่ผ่านเกณฑ์ตามที่โรงเรียนได้กำหนดไว้ ก็ไม่ถือว่าโรงเรียนนั้นประสบความสำเร็จในการเป็นโรงเรียนมาตรฐานสากล เป้าหมายและตัวชี้วัดความสำเร็จด้านผู้เรียน ในการดำเนินงานโรงเรียนมาตรฐานสากล มี 5 เป้าหมาย ได้แก่ เป็นเลิศทางวิชาการ สื่อสารสองภาษา ล้ำหน้าทางความคิด ผลิตงานอย่างสร้างสรรค์ และร่วมกันรับผิดชอบต่อสังคมโลก (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2555, น. 11-18)

จากความเป็นมาและความสำคัญของปัญหาดังกล่าวข้างต้น ผู้วิจัยเห็นว่า คุณภาพการศึกษาของประเทศไทยและคุณภาพการศึกษาของสถานศึกษา สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มีคะแนนเฉลี่ยต่ำกว่าร้อยละ 50 การพัฒนาคุณภาพการศึกษางานวิชาการเป็นภารกิจหลักของสถานศึกษา ซึ่งหัวใจสำคัญในการพัฒนาคุณภาพการศึกษา ผู้บริหารสถานศึกษามีบทบาทสำคัญยิ่งในการจัดการศึกษาให้มีคุณภาพมาตรฐานตามหลักสูตร ตลอดทั้งการนำนโยบายสู่การปฏิบัติ และเป้าหมายด้านการพัฒนาผู้เรียนของโรงเรียนในโครงการโรงเรียนมาตรฐานสากล มี 5 เป้าหมาย ได้แก่ เป็นเลิศทางวิชาการ สื่อสารสองภาษา ล้ำหน้าทางความคิด ผลิตงานอย่างสร้างสรรค์ และร่วมกันรับผิดชอบต่อสังคมโลก ผู้วิจัยมีความสนใจที่จะศึกษาการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ทั้งนี้เพื่อเป็นแนวทางสำหรับผู้บริหารสถานศึกษาในการพัฒนาการบริหารงานวิชาการในโรงเรียนมาตรฐานสากลได้อย่างมีประสิทธิภาพ

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ตามความคิดเห็นของครู

2. เพื่อเปรียบเทียบการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามประสบการณ์การทำงาน และขนาดสถานศึกษา

สมมติฐานของการวิจัย

1. ครูที่มีประสบการณ์การทำงานต่างกันมีความคิดเห็นต่อการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ แตกต่างกัน

2. ครูที่ปฏิบัติหน้าที่ในสถานศึกษาที่มีขนาดสถานศึกษาต่างกันมีความคิดเห็นต่อการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ แตกต่างกัน

วิธีดำเนินการวิจัย

1. ประชากรที่ใช้ในการวิจัย ได้แก่ ครูที่ปฏิบัติหน้าที่ในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ปีการศึกษา 2565 ทั้งหมด 21 โรงเรียน จำนวน 1,398 คน

2. กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ครูที่ปฏิบัติหน้าที่ในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ปีการศึกษา 2565 จำนวน 302 คน เป็นครูที่ปฏิบัติหน้าที่ในโรงเรียนมาตรฐานสากลในสถานศึกษาขนาดกลาง 45 คน ขนาดใหญ่ 92 คน และขนาดใหญ่พิเศษ 165 คน โดยการสุ่มแบบชั้นภูมิ (Stratified Random Sampling) แบ่งหน่วยของการสุ่มออกเป็นชั้นภูมิ (Stratum) ตามขนาดสถานศึกษา กำหนดขนาดกลุ่มตัวอย่างโดยใช้ตารางของ Krejcie and Morgan (1970, pp. 607-610) และสุ่มตัวอย่างจากแต่ละชั้นตามสัดส่วน (Proportional Allocation) ของประชากร

3. ตัวแปรที่ใช้ในการวิจัย

ตัวแปรต้น ได้แก่ ประสบการณ์การทำงาน ประกอบด้วย 1) ประสบการณ์การทำงานไม่ถึง 10 ปี 2) ประสบการณ์การทำงาน 10 ปีขึ้นไป และขนาดสถานศึกษา ประกอบด้วย 1) ขนาดกลาง 2) ขนาดใหญ่ 3) ขนาดใหญ่พิเศษ

ตัวแปรตาม ได้แก่ การบริหารงานวิชาการในโรงเรียนมาตรฐานสากล ประกอบด้วย 5 ด้าน ดังนี้ 1) การจัดการเรียนการสอนในสถานศึกษา 2) การพัฒนาหลักสูตรของสถานศึกษา 3) การวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน 4) การนิเทศการศึกษา 5) การพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา

4. เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถามเพื่อการวิจัย เรื่อง การบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ เป็นแบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ตามวิธีการของลิเคอร์ท (Likert) ระดับความคิดเห็น แบ่งเป็น มากที่สุด มาก ปานกลาง น้อย และน้อยที่สุด จำนวน 54 ข้อ มีค่าอำนาจจำแนก ตั้งแต่ 0.390 - 0.930 และค่าความเชื่อมั่นทั้งฉบับ 0.988

5. ขั้นตอนในการวิจัย

ผู้วิจัยให้ครูกลุ่มตัวอย่าง ได้แก่ ครูที่ปฏิบัติหน้าที่ในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ปีการศึกษา 2565 จำนวน 302 คน เป็นครูที่ปฏิบัติหน้าที่ในโรงเรียนมาตรฐานสากลในสถานศึกษาขนาดกลาง 45 คน ขนาดใหญ่ 92 คน และขนาดใหญ่พิเศษ 165 คน ทำแบบสอบถามเพื่อการวิจัย เรื่อง การบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ แล้วนำข้อมูลที่รวบรวมได้มาวิเคราะห์ข้อมูลตามวัตถุประสงค์ของการวิจัย

สรุปผลการวิจัย

1. ผลการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยหาค่าเฉลี่ย เป็นดังนี้

ตาราง 1 แสดงการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

การบริหารงานวิชาการในโรงเรียนมาตรฐานสากล	$\overline{X}$	S.D.	ระดับความคิดเห็น
1. ด้านการจัดการเรียนการสอนในสถานศึกษา	4.61	0.47	มากที่สุด
2. ด้านการพัฒนาหลักสูตรของสถานศึกษา	4.62	0.48	มากที่สุด
3. ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน	4.60	0.48	มากที่สุด
4. ด้านการนิเทศการศึกษา	4.61	0.47	มากที่สุด
5. ด้านการพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา	4.64	0.47	มากที่สุด
ภาพรวม	4.62	0.43	มากที่สุด

จากตาราง 1 พบว่า การบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวมอยู่ในระดับมากที่สุด ($\overline{X}$=4.62, S.D.=0.43) เมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากที่สุดทุกด้าน เรียงลำดับค่าเฉลี่ยจากมากไปน้อย ดังนี้ ด้านการพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา ($\overline{X}$=4.64, S.D.=0.47) ด้านการพัฒนาหลักสูตรของสถานศึกษา ($\overline{X}$=4.62, S.D.=0.48) ด้านการนิเทศการศึกษา ($\overline{X}$=4.61, S.D.=0.47) ด้านการจัดการเรียนการสอนในสถานศึกษา ($\overline{X}$=4.61, S.D.=0.47) และด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน ($\overline{X}$=4.60, S.D.=0.48)

2. ผลการเปรียบเทียบการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามประสบการณ์การทำงาน โดยใช้ t-test (Independent Samples) และตามขนาดสถานศึกษา โดยใช้ F-test เป็นดังนี้

ตาราง 2 แสดงผลการเปรียบเทียบการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิจำแนกตามประสบการณ์การทำงาน

การบริหารงานวิชาการในโรงเรียนมาตรฐานสากล	ประสบการณ์การทำงาน						t	p
	ไม่ถึง 10 ปี			10 ปีขึ้นไป				
	n	$\bar{X}$	S.D.	n	$\bar{X}$	S.D.		
1. ด้านการจัดการเรียนการสอนในสถานศึกษา	139	4.62	0.49	163	4.60	0.45	0.233	0.816
2. ด้านการพัฒนาหลักสูตรของสถานศึกษา	139	4.63	0.50	163	4.62	0.47	0.182	0.856
3. ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน	139	4.61	0.49	163	4.60	0.46	0.148	0.883
4. ด้านการนิเทศการศึกษา	139	4.62	0.47	163	4.61	0.47	0.181	0.857
5. ด้านการพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา	139	4.67	0.46	163	4.62	0.48	0.904	0.367
ภาพรวม	139	4.63	0.44	163	4.61	0.43	0.369	0.712

จากตาราง 2 พบว่า ครูที่มีประสบการณ์การทำงานต่างกันมีความคิดเห็นต่อการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ไม่แตกต่างกัน

ตาราง 3 แสดงผลการเปรียบเทียบการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิจำแนกตามขนาดสถานศึกษา

การบริหารงานวิชาการในโรงเรียนมาตรฐานสากล	แหล่งความแปรปรวน	SS	df	MS	F	p
1. ด้านการจัดการเรียนการสอนในสถานศึกษา	ระหว่างกลุ่ม ภายในกลุ่ม รวม	2.516 63.980 66.497	2 299 301	1.258 0.214	5.880	0.003**
2. ด้านการพัฒนาหลักสูตรของสถานศึกษา	ระหว่างกลุ่ม ภายในกลุ่ม รวม	2.940 67.476 70.416	2 299 301	1.470 0.226	6.514	0.002**
3. ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน	ระหว่างกลุ่ม ภายในกลุ่ม รวม	1.354 66.769 68.123	2 299 301	0.677 0.223	3.031	0.050
4. ด้านการนิเทศการศึกษา	ระหว่างกลุ่ม ภายในกลุ่ม รวม	2.074 64.004 66.078	2 299 301	1.037 0.214	4.846	0.008**
5. ด้านการพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา	ระหว่างกลุ่ม ภายในกลุ่ม รวม	1.656 65.064 66.720	2 299 301	0.828 0.218	3.805	0.023
ภาพรวม	ระหว่างกลุ่ม ภายในกลุ่ม	1.995 54.523	2 299	0.997 0.182	5.470	0.005**

การบริหารงานวิชาการในโรงเรียนมาตรฐานสากล	แหล่งความแปรปรวน	SS	df	MS	F	p
	รวม	56.518	301			

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตาราง 3 พบว่า ครูที่ปฏิบัติหน้าที่ในสถานศึกษาที่มีขนาดสถานศึกษาต่างกันมีความคิดเห็นต่อการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ยกเว้นด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน และด้านการพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา ไม่แตกต่างกัน

อภิปรายผลการวิจัย

1. การบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากที่สุดทุกด้าน เรียงลำดับค่าเฉลี่ยจากมากไปน้อย ดังนี้ ด้านการพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา ด้านการพัฒนาหลักสูตรของสถานศึกษา ด้านการนิเทศการศึกษา ด้านการจัดการเรียนการสอนในสถานศึกษา และด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน ทั้งนี้เป็นเพราะผู้บริหารสถานศึกษาได้ส่งเสริมสนับสนุนการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล ได้แก่ ด้านการจัดการเรียนการสอนในสถานศึกษา ด้านการพัฒนาหลักสูตรของสถานศึกษา ด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน ด้านการนิเทศการศึกษา และด้านการพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา กาญจน์ เรืองมนตรี และธรินธร นามวรรณ (2554, น. 3-4) ได้กล่าวว่า งานวิชาการถือว่าเป็นหัวใจสำคัญของการบริหารการศึกษา เพราะจุดมุ่งหมายของสถานศึกษาก็คือ การจัดการศึกษาให้มีคุณภาพ ซึ่งขึ้นอยู่กับงานวิชาการทั้งสิ้น งานวิชาการเป็นกิจกรรมการจัดการเกี่ยวกับงานด้านหลักสูตร การนำหลักสูตรไปใช้ แบบเรียน งานการจัดการเรียนการสอน งานสื่อการเรียนการสอน งานวิจัยในชั้นเรียน การวัดและประเมินผล งานห้องสมุด งานนิเทศภายใน งานวางแผนการศึกษา งานประกันคุณภาพภายในและภายนอก และงานพัฒนาบุคลากร เพื่อส่งเสริมให้ผู้เรียนบรรลุจุดหมายของการศึกษาที่กำหนดไว้อย่างมีประสิทธิภาพสูงสุด Beauchamp (1985, p. 78) ได้กล่าวว่า การบริหารงานวิชาการเป็นหัวใจของสถานศึกษา หน้าที่ของโรงเรียนคือการให้ความรู้ทางวิชาการแก่นักเรียนเป็นสำคัญ แต่การที่โรงเรียนจะสามารถทำหน้าที่ด้านนี้อย่างสมบูรณ์ก็ต่อเมื่อผู้บริหารให้ความสำคัญแก่การบริหารงานวิชาการและเข้าใจขอบเขตของการบริหารงานวิชาการในโรงเรียนเป็นอย่างดี ซึ่งงานที่เกี่ยวข้องกับวิชาการที่สำคัญยิ่งมีดังนี้ งานด้านหลักสูตรและการจัดการเรียนการสอน งานด้านปรับปรุงการเรียนการสอน และงานด้านการวัดผลและประเมินผล และ Faber (1970, p. 213) ได้กล่าวว่า การจัดการเรียนการสอนเป็นภารกิจที่สำคัญ ผู้บริหารจะต้องเตรียมการวางแผนสิ่งต่าง ๆ ไว้เป็นอย่างดีถูกต้องเหมาะสม เพื่อพัฒนาผู้เรียนไปสู่จุดหมายปลายทางตามแผนกำหนด ทั้งนี้การจัดการเรียนการสอน หรืองานวิชาการจะจัดให้เหมาะสมสอดคล้องกับผู้เรียน ควรเปิดกว้างให้ผู้เรียนเกิดความใฝ่รู้ตลอดเวลา ทั้งในและนอกห้องเรียน และที่สำคัญที่สุดเพื่อให้นักเรียนเป็นคนดีที่สังคมต้องการ สอดคล้องกับงานวิจัยของ กัญจ์ชลิการ์ กันทะเจตน์ (2563, น. 67-68) ได้ศึกษาความคิดเห็นของครูที่มีต่อการบริหารงานวิชาการของวิทยาลัยเทคนิคระยอง พบว่า ความคิดเห็นของครูต่อการบริหารงานวิชาการของวิทยาลัยเทคนิคระยอง ภาพรวมและรายด้านทุกด้านอยู่ในระดับมาก และงานวิจัยของ รุ่งเรือง ไตรณรงค์ (2562, น. 89-92) ได้ศึกษาการบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดกรุงเทพมหานคร สำนักงานเขตลาดพร้าว พบว่า ความคิดเห็นของครูต่อการบริหารงานวิชาการของผู้บริหารสถานศึกษา สังกัดกรุงเทพมหานคร สำนักงานเขตลาดพร้าว ภาพรวมและรายด้านทุกด้านอยู่ในระดับมาก

2. ครูที่มีประสบการณ์การทำงานต่างกันมีความคิดเห็นต่อการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ไม่แตกต่างกัน ทั้งนี้เป็นเพราะผู้บริหารสถานศึกษาได้ส่งเสริมสนับสนุนการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล ได้อย่างมีประสิทธิภาพและเกิดประสิทธิผล ชุมศักดิ์ อินทร์รักษ์ (2546, น. 4) ได้กล่าวว่า งานวิชาการเป็นงานหลักและมีความสำคัญยิ่งที่จะกำหนดบทบาทและภารกิจของหน่วยงานหรือสถานศึกษาให้บรรลุวัตถุประสงค์ มีประสิทธิภาพและประสิทธิผล บุคลากรสามารถปฏิบัติงานได้อย่างมีทิศทางไม่ก่อให้เกิดความสับสนในบทบาทหน้าที่และผู้บริหารสถานศึกษาต้องรู้ว่างานใด เป็นงานหลักหรืองานสนับสนุน และภาวิดา ธาราศรีสุทธิ (2550, น. 4) ได้กล่าวว่า งานวิชาการเป็นงานที่มีความสำคัญยิ่งยวด เพราะจุดมุ่งหมายของการบริหารงานวิชาการอยู่ที่การสร้างนักเรียนให้มีคุณภาพ มีความรู้ มีจริยธรรม และมีคุณสมบัติตามที่พึงประสงค์ งานวิชาการเป็นตัวบ่งชี้คุณภาพและความสำเร็จของโรงเรียน ความสำคัญของโรงเรียนจะพิจารณาจากคุณภาพของผลผลิต คือ ตัวนักเรียน ดังนั้น คุณภาพของโรงเรียนจะขึ้นอยู่กับประสิทธิภาพในการดำเนินงานด้านวิชาการของโรงเรียน

สอดคล้องกับงานวิจัยของ ดาว อินผ่อง (2561, น. 73-76) ได้ศึกษาความคิดเห็นของครูต่อการบริหารงานวิชาการของโรงเรียนสังกัดกรุงเทพมหานคร สำนักงานเขตบางเขน พบว่า ครูผู้สอนที่มีประสบการณ์การทำงานต่างกัน มีความคิดเห็นต่อการบริหารงานวิชาการของโรงเรียนสังกัดกรุงเทพมหานคร สำนักงานเขตบางเขน ภาพรวมและรายด้านไม่แตกต่างกัน และงานวิจัยของ วาสนา อนันต์ (2561, น. 78-79) ได้ศึกษาความพึงพอใจของข้าราชการครูต่อการบริหารงานวิชาการในสถานศึกษาขั้นพื้นฐานขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร พบว่า ข้าราชการครูที่มีประสบการณ์ในการทำงานต่างกันมีความพึงพอใจของข้าราชการครูต่อการบริหารงานวิชาการในสถานศึกษาขั้นพื้นฐานขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามุกดาหาร ภาพรวมและรายด้านไม่แตกต่างกัน

และครูที่ปฏิบัติหน้าที่ในสถานศึกษาที่มีขนาดสถานศึกษาต่างกันมีความคิดเห็นต่อการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ยกเว้นด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน และด้านการพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา ไม่แตกต่างกัน ทั้งนี้เป็นเพราะผู้บริหารสถานศึกษาที่ปฏิบัติหน้าที่ในสถานศึกษาที่มีขนาดสถานศึกษาต่างกันได้ส่งเสริมสนับสนุนการบริหารงานวิชาการในโรงเรียนมาตรฐานสากล ได้อย่างมีประสิทธิภาพและเกิดประสิทธิผลแตกต่างกัน ยกเว้นด้านการวัดผล ประเมินผล และดำเนินการเทียบโอนผลการเรียน และด้านการพัฒนาและใช้สื่อเทคโนโลยีเพื่อการศึกษา ไม่แตกต่างกัน มหาวิทยาลัยสุโขทัยธรรมาธิราช (2551, น. 8) ได้กล่าวว่า งานวิชาการเป็นตัวกำหนดนโยบายในการบริหารงานสถานศึกษา การจัดสรรทรัพยากรให้แก่สถานศึกษา ทั้งในรูปของงบประมาณหรือวัสดุครุภัณฑ์จะจัดให้ตามสัดส่วนของปริมาณที่สถานศึกษามีอยู่ สถานศึกษาใดที่มีปริมาณมากก็ย่อมได้รับการจัดสรรงบประมาณหรือทรัพยากรมาก งานวิชาการจึงเปรียบเสมือนเครื่องกำหนดทรัพยากรให้แก่สถานศึกษา ทั้งในด้านของปริมาณและประเภทของทรัพยากร สอดคล้องกับงานวิจัยของ พรศิริ ประสพบุญ (2561, น. 14-24) ได้ศึกษาสภาพการบริหารงานวิชาการตามความคิดเห็นของครูในโรงเรียนสังกัดเทศบาล จังหวัดกระบี่ พบว่า ผลการเปรียบเทียบสภาพการบริหารงานวิชาการตามความคิดเห็นของครู จำแนกตามขนาดโรงเรียน ภาพรวมและรายด้านแตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

ข้อเสนอแนะ

ข้อเสนอแนะเพื่อนำผลการวิจัยไปใช้

1. ผู้บริหารสถานศึกษาควรกำกับ ติดตามให้ครูวิเคราะห์มาตรฐานการเรียนรู้และตัวชี้วัดของหลักสูตรสถานศึกษา
2. ผู้บริหารสถานศึกษาควรส่งเสริมการพัฒนาห้องสมุดและห้องปฏิบัติการต่าง ๆ ให้เอื้อต่อการเรียนรู้
3. ผู้บริหารสถานศึกษาควรส่งเสริมการนิเทศภายนอก รวมทั้งส่งเสริมการนิเทศที่มีการรวมพลังจากทุกฝ่าย

ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

1. ควรศึกษาความสัมพันธ์ระหว่างการบริหารงานวิชาการกับประสิทธิผลของสถานศึกษา
2. ควรศึกษาการพัฒนาตัวบ่งชี้การบริหารงานวิชาการของสถานศึกษาขั้นพื้นฐาน

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โปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

Innovative Leadership Development Program for School Administrators under the Office of Non-Formal and Informal Education, Khon Kaen Province

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บทคัดย่อ

วิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น 2) เพื่อพัฒนาโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัด 3) ประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น กลุ่มตัวอย่างกลุ่มตัวอย่างได้แก่ ผู้บริหารสถานศึกษา 24 คน ครู จำนวน 215 คน กลุ่มตัวอย่างโดยเทียบประชากรกับตาราง Krejcie and Morgan และการสุ่มแบบแบ่งชั้นภูมิ ผู้บริหารสถานศึกษาและศึกษาโรงเรียนที่มีวิธีปฏิบัติที่ดี (Best Practices) ผู้บริหารสถานศึกษา จำนวน 3 คน ผู้ทรงคุณวุฒิ จำนวน 7 คน และผู้ทรงคุณวุฒิเพื่อประเมินความเป็นไปได้ของโปรแกรม จำนวน 10 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบสภาพปัจจุบัน สภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรม สถิติที่ใช้ในการวิจัย ได้แก่ ค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง ค่าอำนาจจำแนก ค่าความเชื่อมั่น และค่าดัชนีความต้องการจำเป็น ผลการวิจัยพบว่า

1. สภาพปัจจุบันภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยภาพรวมอยู่ในระดับมาก และ สภาพที่พึงประสงค์ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่นโดยภาพรวมอยู่ในระดับมากที่สุด และ ลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 การมีความคิดสร้างสรรค์ ลำดับที่ 2 การมีวิสัยทัศน์ ลำดับที่ 3 การสร้างบรรยากาศ ลำดับที่ 4 บทบาทหน้าที่ และลำดับที่ 5 ทำงานเป็นทีม

2. โปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหา 5 Module คือ การมีความคิดสร้างสรรค์ การมีวิสัยทัศน์ การสร้างบรรยากาศ บทบาทหน้าที่ ทำงานเป็นทีม พบว่า มีความเหมาะสม อยู่ในระดับมาก

3. การประเมินโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยรวม มีความเหมาะสมอยู่ในระดับมาก และความเป็นไปได้ของโปรแกรม อยู่ในระดับมาก

คำสำคัญ : โปรแกรม, ภาวะผู้นำเชิงนวัตกรรม, ผู้บริหารสถานศึกษา

Abstract

This research aims to :1) study the current conditions. Desirable and necessary conditions for innovative leadership by school administrators 2) to develop an innovative leadership development program for school administrators 3) Assess the suitability and feasibility of an innovative leadership development program for school administrators. Under the Office of Non-formal and Informal Education, Khon Kaen Province The sample group consisted of 24 school administrators, 215 teachers. The sample group was compared with the population using the Krejcie and Morgan table and stratified random sampling. Educational institute administrators and schools with best practices, 3 educational institute administrators, 7 experts, and 10 experts for assessing the feasibility of the program. Research instruments was the: current state exam : desirable conditions, interview form, a focus group

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discussion form and a form to assess the suitability and feasibility of the program The statistics used in the research were mean, percentage, and standard deviation. Consistency Index classification power sentiment and the required index value the results showed that

1. The current situation, innovative leadership of school administrators Under the Office of Non-formal and Informal Education, Khon Kaen Province The overall level was a high level and the desirable condition of innovative leadership among school administrators. Under the Office of Non-formal Education and Informal Education, Khon Kaen Province, the overall level was at the highest level and in order of necessary needs. Needs are ranked from the most to the least as follows: Creativity, Vision, Creation of atmosphere Roles and duties, and working as a team.

2. Innovative Leadership Development Program for School Administrators Under the Office of Non-formal and Informal Education, Khon Kaen Province , consisting of 1) Principles 2) Objectives 3) Content 5 Modules are creativity. Having a vision Atmosphere creation, roles, duties, working as a team were found to be appropriate. at a high level

3. Assessment of the innovative leadership development program of school administrators Under the Office of Non-formal and Informal Education, Khon Kaen Province , overall, there was a high level of appropriateness. and the possibilities of the program at a high level
Keyword: Program, innovation leadership, School Administrators

บทนำ

ในปัจจุบันความก้าวหน้าของเทคโนโลยีและนวัตกรรมที่ก่อให้เกิดการเปลี่ยนแปลงของโลกในหลายด้าน ทั้งทางด้านเศรษฐกิจและสังคมอันนำไปสู่การปรับตัวเพื่อให้เกิดความสามารถในการแข่งขันจึงได้มีการกำหนดนโยบายการให้ความสำคัญกับนวัตกรรมและมีการวางแผนเพื่อนำพาประเทศให้เป็นผู้นำด้านนวัตกรรมที่เป็นระบบ ให้เป็นที่ยอมรับกันอย่างกว้างขวางว่าการสร้างนวัตกรรมให้เกิดขึ้นในองค์การนั้น ผู้นำองค์การจะต้องเป็นผู้นำที่มีภาวะผู้นำเชิงนวัตกรรมซึ่งถือเป็นปัจจัยที่มีความสำคัญอย่างยิ่ง เพราะผู้นำ เป็นผู้ที่มีบทบาทในการทำงานพร้อมทั้งเป็นผู้ที่สนับสนุนเสริมสร้างให้บุคลากรในองค์การมีความคิดที่สร้างสรรค์และมีแนวทางในการสร้างสิ่งที่มีความแปลกใหม่ และวิธีการใหม่ ๆ ให้เกิดประโยชน์แก่องค์การได้มากที่สุด (กุลชลี จงเจริญ,2562)

ยุทธศาสตร์ชาติ 20 ปี ได้เห็นถึงความสำคัญด้านการพัฒนาคุณภาพการศึกษาที่มุ่งเน้นให้ผู้เรียนสามารถสร้างนวัตกรรมได้และนวัตกรรมนำนวัตกรรมมาใช้ในการพัฒนาคุณภาพการศึกษา ผู้บริหาสถานศึกษาต้องได้รับการพัฒนาให้มีคุณลักษณะและความจำเป็นผู้นำเชิงนวัตกรรม ผู้บริหาสถานศึกษาจะต้องเรียนรู้และปรับเปลี่ยนทัศนคติให้เป็นผู้นำเชิงนวัตกรรมโดยวิธีการใหม่ ๆ มาใช้ให้เกิดภาวะผู้นำเชิงนวัตกรรมที่มุ้งเน้นการสร้างบรรยากาศในการทำงานและมีความคิดสร้างสรรค์พร้อมทั้งการเกิดนวัตกรรมใหม่ ๆ ให้กับองค์การ (กระทรวงศึกษาธิการ,2559) แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 12 (พ.ศ. 2560 - 2564) ได้มีการพัฒนาเทคโนโลยีที่มีการเปลี่ยนแปลงอย่างรวดเร็ว และมีการปรับตัวขนาดใหญ่ โดยการพัฒนาวิทยาศาสตร์ เทคโนโลยี การวิจัยและพัฒนาและนวัตกรรมให้เป็นปัจจัยหลักในการขับเคลื่อนการพัฒนาในทุก ๆ ด้านเพื่อเพิ่มขีดความสามารถในการแข่งขันของประเทศ ทั้งนี้จุดเน้นประการหนึ่งคือการพัฒนา นวัตกรรมและการนำนวัตกรรมมาใช้ขับเคลื่อนการพัฒนาในทุกมิติเพื่อยกระดับศักยภาพของประเทศ โดยจะมุ่งเน้นการ นำความคิดสร้างสรรค์และการพัฒนานวัตกรรม (สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ, 2560)

ภาวะผู้นำเชิงนวัตกรรม (Innovative Leadership) เป็นสมรรถนะสำคัญที่ผู้บริหารสถานศึกษาและครูจะต้องมี เพื่อสร้างความตระหนักและปรับเปลี่ยนทัศนคติ รวมทั้งความสามารถในการเปลี่ยนแปลงตนเองเป็นผู้นำเชิงนวัตกรรมสามารถเรียนรู้ทักษะใหม่ ๆ มีกรอบการทำงานที่จะพัฒนาตนเองให้เป็นผู้นำเชิงนวัตกรรมที่สามารถนาความคิดสร้างสรรค์นำ เปลี่ยนเป็นการกระทำเพื่อให้เกิดประโยชน์กับสถานศึกษา ครูจะต้องเรียนรู้ และปรับเปลี่ยนทัศนะคติให้เป็นผู้นำเชิง นวัตกรรม โดยคำนึงถึง 2 ประเด็นหลัก คือการนำวิถีการใหม่มาใช้เพื่อให้เกิดภาวะผู้นำและการเป็นผู้นำเชิงนวัตกรรมที่ มุ่งเน้นการสร้างบรรยากาศในการทำงานที่เอื้อต่อการเกิดนวัตกรรม อีกทั้งยังเป็นการนำความคิดเชิงนวัตกรรมมาช่วย แก้ปัญหาและสร้างสรรค์นวัตกรรมต่าง ๆ ในองค์กร นอกจากนี้ผู้นำเชิงนวัตกรรมมีหน้าที่หลักในการเปลี่ยนวัฒนธรรม องค์กรไปสู่วัฒนธรรมนวัตกรรมอีกด้วย (กระทรวงศึกษาธิการ, 2559)

สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย (สำนักงาน กศน.) ได้มีการส่งเสริมสนับสนุนในการให้ผู้บริหารสถานศึกษามีบทบาทหน้าที่ในการดำเนินการนิเทศ ติดตามการดำเนินงาน และส่งเสริม สนับสนุน การดำเนินการพัฒนา

คุณภาพการศึกษา การวิจัยการพัฒนาหลักสูตรและ นวัตกรรมทางการศึกษา เพื่อให้บุคลากรได้มีการดำเนินงานตามจุดเน้นในด้านการพัฒนาหลักสูตร สื่อ เทคโนโลยีและนวัตกรรมทางการศึกษา แหล่งเรียนรู้ และรูปแบบการจัดการศึกษาและการเรียนรู้ ในทุกระดับทุกประเภท เพื่อให้เป็นประโยชน์ต่อการจัดการศึกษาที่เหมาะสมกับทุกกลุ่มเป้าหมาย ดังนั้นผู้บริหารสถานศึกษาต้องเป็นผู้นำในการขับเคลื่อนการจัดการศึกษา ให้สอดคล้องกับนโยบายและจุดเน้นการดำเนินงาน (นโยบายและจุดเน้นของสำนักงาน กศน.,2563)

จากความสำคัญข้างต้น ผู้วิจัยในฐานะที่เป็นครูในสถานศึกษา เห็นว่าผู้บริหารสถานศึกษา ที่มีแนวคิดหรือวิสัยทัศน์ในการส่งเสริมให้บุคลากรภายในองค์กร ได้มีการสร้างสรรค์นวัตกรรมหรือคิดค้นวิธีการใหม่ ๆ ในการพัฒนาองค์กร ดังนั้นผู้วิจัยจึงมีความสนใจที่จะศึกษาและพัฒนาโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษาขึ้นเพื่อเป็นประโยชน์ต่อการศึกษาที่สามารถนำมาประยุกต์ใช้ในการพัฒนาคุณภาพการศึกษาต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น
2. เพื่อพัฒนาโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น
3. เพื่อประเมินโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง โปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ใช้กระบวนการรวบรวมข้อมูลแบบผสมผสาน Mixed Method มีขั้นตอนในการวิจัยเป็น 3 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1. ประชากรและกลุ่มตัวอย่าง

ประชากรและกลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ผู้บริหารสถานศึกษา จำนวน 26 คน ครู จำนวน 356 คน รวมทั้งสิ้น 382 คน โดยผู้วิจัยได้ดำเนินการกำหนดขนาดกลุ่มตัวอย่างโดยเทียบประชากรทั้งหมด กับกับตารางเคจซี่และมอร์แกน (Krejcie and Morgan) (บุญชม ศรีสะอาด,2556) ได้กลุ่มตัวอย่าง จำนวน 239 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น แบ่งเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ วุฒิการศึกษา ประสบการณ์การทำงานในสถานศึกษา ตำแหน่งงานในสถานศึกษา

ตอนที่ 2 แบบสอบถามสภาพปัจจุบันสภาพที่พึงประสงค์ของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ตามองค์ประกอบที่ได้จากการศึกษา มีลักษณะเป็นมาตราประมาณค่า (Rating Scale) 5 ระดับ และได้กำหนดคะแนนตามวิธีลิเคิร์ท (Likert)

2.2 วิธีการสร้างและหาคุณภาพของแบบสอบถาม

2.2.1 สร้างแบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์ของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

2.2.2 นำแบบสอบถามเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์และผู้เชี่ยวชาญ เพื่อขอคำแนะนำและตรวจสอบความถูกต้องของแบบสอบถาม

2.2.3 นำแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ไปตรวจสอบค่าดัชนีความสอดคล้องระหว่างจุดประสงค์กับข้อคำถาม (IOC) (Index of Congruence) มากกว่า 0.50 ขึ้นไป นำเครื่องมือไปปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

2.2.4 ผู้วิจัยนำแบบสอบถามที่ผ่านการพิจารณาไปทดลอง (Try Out) เก็บรวบรวมข้อมูลจากกลุ่มที่มีลักษณะใกล้เคียงกับกลุ่มตัวอย่างที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน

2.2.5 ผู้วิจัยนำแบบสอบถามมาปรับปรุงและจัดพิมพ์แบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์เพื่อนำไปเก็บข้อมูลจากกลุ่มตัวอย่าง

3. การเก็บรวบรวมข้อมูล

3.1 ผู้วิจัยดำเนินการขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ในการขอความอนุเคราะห์จากผู้อำนวยการสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น แจ้งให้สถานศึกษาทราบและ ขอความร่วมมือในการตอบแบบสอบถาม

3.2 ผู้วิจัยดำเนินการส่งหนังสือขอความอนุเคราะห์ในการตอบแบบสอบถาม พร้อมส่งแบบสอบถามถึงผู้บริหารสถานศึกษาและครูที่เป็นกลุ่มตัวอย่าง โดยผ่าน Google Form และผู้วิจัยได้สร้าง QR Code ในการเข้าไปตอบแบบสอบถามและกำหนดระยะเวลาในการตอบแบบสอบถามเพื่อสะดวกในการเก็บข้อมูล

3.3 ผู้ดำเนินการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างการวิจัย

3.4 ผู้วิจัยนำแบบสอบถามมาวิเคราะห์ข้อมูลด้วยคอมพิวเตอร์โดยใช้โปรแกรมสำเร็จรูป

4. การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป

ระยะที่ 2 ร่างโปรแกรมกการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

ตอนที่ 1 การศึกษาสถานศึกษาที่มีวิธีปฏิบัติที่ดี (Best Practice)

1. กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา จำนวน 3 คน เลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทเครื่องมือ แบบสัมภาษณ์กึ่งมีโครงสร้าง

2.2 การสร้างและหาคุณภาพเครื่องมือ

2.2.1 ศึกษากรอบแนวคิดในการสร้างแบบสัมภาษณ์

3.2.2 ผู้วิจัยสร้างแบบสัมภาษณ์กึ่งมีโครงสร้าง

3.2.3 ผู้วิจัยนำแบบสัมภาษณ์เสนออาจารย์ที่ปรึกษาวิทยานิพนธ์และผู้เชี่ยวชาญ (ชุดเดิม) เพื่อตรวจสอบความถูกต้อง

3.2.4 ปรับปรุงแบบแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษาวิทยานิพนธ์และผู้เชี่ยวชาญ (ชุดเดิม) จัดพิมพ์แบบสัมภาษณ์ฉบับสมบูรณ์ เพื่อดำเนินการเก็บรวบรวมข้อมูล

4. เก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ไปยังสถานศึกษาที่มีวิธีปฏิบัติที่ดี (Best Practice) จำนวน 3 สถานศึกษา โดยการเก็บรวบรวมข้อมูลจากสถานศึกษาและสัมภาษณ์ผู้บริหารสถานศึกษาเพื่อขอความอนุเคราะห์เก็บรวบรวมข้อมูล

4.2 ผู้วิจัยดำเนินการขอความอนุเคราะห์เก็บรวบรวมข้อมูลโดยการสัมภาษณ์และนัดหมายวันเวลาในการให้สัมภาษณ์กับผู้วิจัย

ตอนที่ 2 ยกร่างโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยดำเนินการวิเคราะห์และสังเคราะห์ข้อมูลที่ได้จากระยะที่ 1 สภาพปัจจุบันและสภาพที่พึงประสงค์ของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น และการศึกษา Best Practice เกี่ยวกับภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา มาพัฒนาเป็นโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

ตอนที่ 3 ตรวจสอบยืนยันโปรแกรม

1. ผู้ทรงคุณวุฒิ ตรวจสอบยืนยันโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น มาตรวจสอบยืนยัน จำนวน 7 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทของเครื่องมือ แบบบันทึกการสนทนากลุ่ม (Focus Group Discussion) ของผู้ทรงคุณวุฒิด้านความเหมาะของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา

2.2 การสร้างและหาคุณภาพเครื่องมือ

2.2.1 ผู้วิจัยศึกษา ตำรา และงานวิจัยที่เกี่ยวข้องเกี่ยวกับโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา

2.2.2 ศึกษาวิธีการสร้างการสนทนากลุ่ม (Focus Group Discussion)

2.2.3 ร่างแบบบันทึกการสนทนากลุ่ม (Focus Group Discussion) โดยใช้ประเด็นสำคัญของโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 จัดทำแบบบันทึกการสนทนากลุ่มฉบับสมบูรณ์ และนำไปเก็บข้อมูลกับผู้ทรงคุณวุฒิต่อไป

3. การเก็บรวบรวมข้อมูล

3.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อเชิญผู้ทรงคุณวุฒิ

3.2 ติดต่อประสานงานกับผู้ทรงคุณวุฒิเพื่อขอความอนุเคราะห์ในการตรวจสอบ ยืนยันโปรแกรมด้วยการสนทนากลุ่ม (Focus Group Discussion) ของโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

4. การจัดกระทำและวิเคราะห์ข้อมูล

ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบบันทึกการสนทนากลุ่ม

ระยะที่ 3 การประเมินความเหมาะสมและความเป็นไปได้ของร่างโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1. ผู้ทรงคุณวุฒิ ได้แก่ ผู้บริหารสถานศึกษา จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) ประเมินความเหมาะสมของโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสมของโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยจำแนกข้อคำถามเป็นมาตรประมาณค่า (Rating Scale) 5 ระดับ ของ ลิเคอร์ท (Likert Scale)

2.2 การสร้างและหาคุณภาพของเครื่องมือ

2.2.1 ศึกษาเอกสาร งานวิจัยที่เกี่ยวข้องเรื่องโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ(ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

ขอหนังสือราชการในการเก็บรวบรวมข้อมูลจากวิทยาลัยบัณฑิตด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้ทรงคุณวุฒิ และดำเนินการเก็บรวบรวมข้อมูล ประเมินความเหมาะสมของโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

4. การจัดกระทำข้อมูลและกากรวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยการกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2553)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการคุณภาพของเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

1. สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1.1 สภาพปัจจุบันภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยภาพรวมอยู่ในระดับมาก และรายด้าน ได้แก่ การทำงานเป็นทีม บทบาทหน้าที่ การมีวิสัยทัศน์ การสร้างบรรยากาศ และ การมีความคิดสร้างสรรค์

1.2 สภาพที่พึงประสงค์ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยภาพรวมอยู่ในระดับมากที่สุด และรายด้าน ได้แก่ การมีความคิดสร้างสรรค์ บทบาทหน้า

1.3 ความต้องการจำเป็นของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ ลำดับที่ 1 การมีความคิดสร้างสรรค์ ลำดับที่ 2 การมีวิสัยทัศน์ ลำดับที่ 3 การสร้างบรรยากาศ ลำดับที่ 4 บทบาทหน้าที่ และลำดับที่ 5 ทำงานเป็นทีม ตามลำดับ

2. โปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

2.1 ผลโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น พบว่า ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหา มี 5 Module ประกอบด้วย Module 1 การมีวิสัยทัศน์ Module 2 การมีความคิดสร้างสรรค์ Module 3 บทบาทหน้าที่ Module 4 การสร้างบรรยากาศ Module 5 ทำงานเป็นทีม 4) วิธีการพัฒนา ประกอบด้วย 1) การประชุมเชิงปฏิบัติการ 2) การศึกษาด้วยตนเอง 3) บูรณาการกับการปฏิบัติงาน 5) การวัดและประเมินผล

2.2 ผลการตรวจสอบยืนยันประเมินความเหมาะสมของโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยผู้ทรงคุณวุฒิ พบว่า โดยรวมอยู่ในระดับ มาก

3. ประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยผู้ทรงคุณวุฒิ พบว่า โดยรวมมีความเหมาะสมอยู่ในระดับมาก และความเป็นไปได้ อยู่ในระดับ มาก

อภิปรายผลการวิจัย

จากการศึกษาโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ผู้วิจัยนำมาอภิปรายผลได้ดังนี้

1. สภาพปัจจุบันของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น พบว่าโดยรวมอยู่ใน ระดับมาก และด้านที่มีค่าเฉลี่ยสูงสุด คือ การทำงานเป็นทีม ทั้งนี้เป็นเพราะว่า ผู้บริหารสถานศึกษา และครู ให้ความสำคัญในด้านของการทำงานเป็นทีมที่จะทำให้องค์กรดำเนินการทำงานตามนโยบาย

จากต้นสังกัดให้เป็นไปอย่างมีประสิทธิภาพ ซึ่งสอดคล้องกับงานวิจัยของเนาวรัตน์ เยาวนาถ (2562) ได้ทำวิจัยเรื่องเรื่องแนวทางการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากำแพงเพชร เขต 2 ซึ่งผลการวิจัยพบว่า ด้านที่มีค่าเฉลี่ยสูงสุด ได้แก่ การทำงานเป็นทีม เป็นการทำงานเป็นทีม การสร้างแรงจูงใจให้แก่บุคลากร การมอบหมายงาน/การกระจายอำนาจ ความสามารถในการเรียนรู้เพื่อสร้างนวัตกรรม การมีวิสัยทัศน์เพื่อการเปลี่ยนแปลง การสร้างบรรยากาศแห่งนวัตกรรมในสถานศึกษา กล้าเสี่ยงและกล้าตัดสินใจ การมีความคิดสร้างสรรค์และจินตนาการ

2. สภาพที่พึงประสงค์ของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น พบว่าโดยรวมอยู่ใน ระดับมากที่สุด และด้านที่มีค่าเฉลี่ยสูงสุดคือ การมีความคิดสร้างสรรค์ ทั้งนี้เป็นเพราะว่าปัจจุบันที่มีการเปลี่ยนแปลงไป และเกิดการคิดค้นนวัตกรรมในการจัดการภายในสถานศึกษาให้มีการเรียนรู้ และการทำงานที่สามารถทำให้องค์กรเกิดประโยชน์และมีประสิทธิภาพ สอดคล้องกับงานวิจัยของจีระศักดิ์ นามวงษ์ (2563) ได้ทำการวิจัยเรื่องการพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาศรีสะเกษ เขต 1 สภาพที่พึงประสงค์ของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาศรีสะเกษเขต 1 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายองค์ประกอบ พบว่าทุกองค์ประกอบอยู่ในระดับมากที่สุดเช่นเดียวกัน

3. ความต้องการจำเป็นของของภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ การมีความคิดสร้างสรรค์ การมีวิสัยทัศน์ การสร้างบรรยากาศ บทบาทหน้าที่ ทำงานเป็นทีม ผลการวิจัยเช่นนี้อาจจะเป็นเพราะว่า ผู้บริหารสถานศึกษา เป็นผู้บริหารที่มีการส่งเสริม สนับสนุนให้บุคลากรในการสร้างการมีความคิดสร้างสรรค์ภายในองค์กรที่จะส่งผลให้ภายในองค์กรเป็นสถานศึกษาที่มีการสร้างสรรค์นวัตกรรมให้เกิดประโยชน์ต่อสถานศึกษาเป็นอย่างดี สอดคล้องกับงานวิจัยของนพรัตน์ มูลศรีแก้ว (2563) ได้ทำการวิจัยเรื่องการพัฒนาโปรแกรมเสริมสร้างภาวะผู้นำเชิงนวัตกรรมของผู้บริหารโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน เรียงลำดับจากมากไปน้อย ได้แก่ ความคิดสร้างสรรค์ การสร้างและขับเคลื่อนทีม ความกล้าหาญ และความปารถนาอย่างแรงกล้า

4. โปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ประกอบด้วย ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหา มี 5 Module ประกอบด้วย Module 1 การมีวิสัยทัศน์ Module 2 การมีความคิดสร้างสรรค์ Module 3 บทบาทหน้าที่ Module 4 การสร้างบรรยากาศ Module 5 ทำงานเป็นทีม 4) วิธีการพัฒนา ประกอบด้วย 1) การประชุมเชิงปฏิบัติการ 2) การศึกษาด้วยตนเอง 3) บูรณาการกับการปฏิบัติงาน 5) การวัดและประเมินผล ประกอบด้วย 1) การประเมินความรู้ ก่อนและหลัง การพัฒนา 2) การประเมินความพึงพอใจ ผลการประเมินความเหมาะสมของโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยรวมมีความเหมาะสมอยู่ในระดับมาก และผลการประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยรวมมีความเหมาะสมอยู่ในระดับมาก และความเป็นไปได้อยู่ในระดับมาก ซึ่งผลการวิจัยเช่นนี้อาจเป็นเพราะกิจกรรมต่าง ๆ สามารถนำไปประยุกต์ใช้ในสถานศึกษา และพัฒนาคุณภาพการศึกษาต่อไป สอดคล้องกับงานวิจัยของสุธิดา สอนสืบ (2565) ได้ทำการวิจัยเรื่อง โปรแกรมเสริมสร้างภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษาในยุคดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาอุบลราชธานี อำนาจเจริญ ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหาสาระ 4) วิธีการพัฒนา 5) การวัดและประเมินผล เนื้อหาสาระ ประกอบด้วย 4 Module ได้แก่ Module 1 การมีวิสัยทัศน์ Module 2 การมีความคิดสร้างสรรค์ Module 3 การสร้างบรรยากาศองค์การนวัตกรรม และ Module 4 การใช้เทคโนโลยีสารสนเทศ ซึ่งผลการประเมินโปรแกรมโดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และมีความเป็นไปได้ อยู่ในระดับมากที่สุด

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น เป็นผู้ที่มีบทบาทสำคัญในการเชื่อมโยงการทำงานให้มีความสำเร็จตามนโยบายจากต้นสังกัด ดังนั้น ผู้บริหารสถานศึกษา จึงควรได้รับการส่งเสริมและสนับสนุนในการพัฒนาภาวะผู้นำเชิงนวัตกรรม

1.2 ผู้บริหารระดับสูงควรให้ความสำคัญในการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา ควรมีการส่งเสริมให้ผู้บริหารสถานศึกษาได้รับการพัฒนาในด้านการมีภาวะผู้นำเชิงนวัตกรรม

1.3 สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น มีการกำหนดนโยบายที่ชัดเจน ในการส่งเสริมด้านภาวะผู้นำเชิงนวัตกรรม และรวมถึงให้ผู้บริหารสถานศึกษา ครู หรือผู้ที่สนใจสามารถเข้ารับการพัฒนาภาวะผู้นำเชิงนวัตกรรมได้อย่างทั่วถึง

2. ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

2.1 ควรมีการศึกษารูปแบบการพัฒนาภาวะผู้นำเชิงนวัตกรรมที่หลากหลาย และเหมาะสมกับบริบทของแต่ละองค์กร

2.2 ควรมีการศึกษาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา ในรูปแบบอื่น ๆ เพื่อให้สถานศึกษาได้มีแนวทางในการพัฒนาคุณภาพต่อไป

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การศึกษาความสัมพันธ์ระหว่างทุนทางวิชาชีพ และทักษะการเรียนรู้ตลอดชีวิตของครู

Examining the Relationship between Professional Capital and Teachers' Lifelong Learning Skills.

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ 2 ประการ 1) เพื่อศึกษาระดับทุนทางวิชาชีพ และทักษะการเรียนรู้ตลอดชีวิตของครู โรงเรียนสังกัดกรุงเทพมหานคร สำนักงานเขตดอนเมือง และ 2) เพื่อศึกษาความสัมพันธ์ระหว่างระหว่างทุนทางวิชาชีพ และทักษะการเรียนรู้ตลอดชีวิตของครู โรงเรียนสังกัดกรุงเทพมหานคร สำนักงานเขตดอนเมือง ข้อมูลเก็บมาจากข้าราชการครูที่ปฏิบัติหน้าที่ในโรงเรียนในสังกัดกรุงเทพมหานคร สำนักงานเขตดอนเมือง ใช้วิธีการสุ่มโดยขนาดของกลุ่มตัวอย่างกำหนด ซึ่งในขนาดตัวอย่าง 190 คน จากนั้นทำการคำนวณสัดส่วนแยกตามโรงเรียน เพื่อให้กลุ่มตัวอย่างมาจากทุกโรงเรียน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ค่าเฉลี่ยเลขคณิต ค่าเบี่ยงเบนมาตรฐาน และค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน

ผลการวิจัยพบว่า 1) ครูในโรงเรียนดังกล่าว มีระดับระดับทุนทางวิชาชีพ และทักษะการเรียนรู้ตลอดชีวิตอยู่ในระดับสูง และ 2) ทุนทางวิชาชีพ และทักษะการเรียนรู้ตลอดชีวิต มีความสัมพันธ์เชิงบวกอย่างมีนัยทางสถิติที่ 0.05
คำสำคัญ: ทุนทางวิชาชีพ, ทักษะการเรียนรู้ตลอด

Abstract

This research has two objectives: First, the research examined the level of professional capital and teacher lifelong learning skills. Second, the research investigated the relationship between professional capital and teacher's lifelong learning skills. The data were collected from 190 teachers working in schools under the Bangkok Metropolitan Administration located in Don Muang. The statistics used in the data analysis were frequency distribution, percentage, arithmetic mean. standard deviation and Pearson's correlation coefficient. There are two key findings. First the participants perceived that their own professional capital and lifelong learning skills as "high." Second, professional capital and lifelong learning skills were positively correlated at 0.05. This suggests that teachers had a positive view towards their professional capital were those who had a positive attitude on their lifelong learning skills.
Keywords: Professional Capital, Lifelong Learning Skills.

บทนำ

ปัจจุบันสถานการณ์โลกในศตวรรษที่ 21 มีการเปลี่ยนแปลงไปอย่างรวดเร็วทั้งด้านสังคมและเศรษฐกิจที่มีการพัฒนาเทคโนโลยีอย่างก้าวกระโดด มีการนำเทคโนโลยีเข้ามาทดแทนแรงงานมนุษย์ ส่งผลให้เกิดสถานการณ์การช่วงชิงแรงงานทักษะสูง ภาคธุรกิจต้องการบุคลากรที่มีความรู้ ทักษะใหม่ๆ ที่หลากหลาย ภายใต้การเปลี่ยนแปลงอย่างรวดเร็วในกระแสโลกาภิวัตน์นี้ การเรียนรู้ตลอดชีวิตถือเป็นกุญแจดอกสำคัญในการเตรียมความพร้อมให้กับประชาชนพร้อมรับการเปลี่ยนแปลงที่จะเกิดขึ้นอย่างจริงจัง การเรียนรู้ตลอดชีวิต ถือเป็นการเริ่มต้นตั้งแต่เกิดจนถึงวาระสุดท้ายของชีวิต (Cradle to grave) โดยการเรียนรู้ในสถาบันการศึกษาต่าง ๆ อาจไม่ได้รับความรู้ที่เพียงพอ จำเป็นต้องเพิ่มการเรียนรู้ผ่านทักษะทางชีวิต และประสบการณ์ชีวิตทางสังคมในการตัดสินใจเพื่อใช้ในการประกอบวิชาชีพ เพราะเป็นสิ่งจำเป็นต้องเรียนรู้อยู่ตลอดเวลา จึงต้องมีกระบวนการเรียนรู้ และมีแรงจูงใจที่ทำให้เกิดความสามารถในการเรียนรู้ที่จะทำให้เกิดผลสำเร็จทางการเรียนรู้ (Hargreaves, 2004) ตลอดจนทักษะการเรียนรู้ตลอดชีวิตยังมีความสามารถในการหาวิธีการต่าง ๆ ที่จะได้มาซึ่งความรู้ และนำไปสู่ให้การพัฒนาตนเองอย่างต่อเนื่อง

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[3] สาขาวิชาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยเกษตรศาสตร์

ประกอบไปด้วย ทักษะการคิด (Thinking skills), ทักษะการเรียนรู้ (Learning skills), และทักษะด้านเทคโนโลยีสารสนเทศและการสื่อสาร (Information technology and Communication skills) ทั้งนี้กระบวนการเรียนรู้ดังกล่าวไม่สามารถปฏิเสธไม่ได้ว่า ครูเป็นบุคลากรที่สำคัญที่มีส่วนในการให้ความรู้ ให้ประสบการณ์ และอบรมสั่งสอนให้แก่ผู้เรียนนำองค์ความรู้ไปประกอบอาชีพและอยู่ในสังคมได้อย่างมีความสุข

บุคลากรวิชาชีพครูถือเป็นผู้เรียนที่เป็นผู้ใหญ่ที่สามารถเรียนรู้และพัฒนาตนเอง และวิชาชีพของตนเองที่จะนำไปสู่ความมั่นใจและความเชี่ยวชาญในการประกอบอาชีพ (Smith W.J., 2002) การพัฒนาครูจึงเป็นความท้าทายอย่างหนึ่งของระบบการศึกษา ที่จะให้ได้ครูที่มีประสิทธิภาพและคุณภาพในการทำงานมาพัฒนาทรัพยากรมนุษย์ในประเทศ โดยถือเป็นบุคคลหลักในการเตรียมความพร้อมให้กับผู้เรียนในด้านความรู้ และทักษะต่าง ๆ ที่มีความจำเป็น ตลอดจนพัฒนาทักษะการคิดสร้างสรรค์ และสร้างนวัตกรรมเพื่อรองรับการเปลี่ยนแปลงที่จะเกิดขึ้นในอนาคต (สำนักงานเลขาธิการสภาการศึกษา, 2561) การพัฒนาบุคลากรทางการศึกษาให้มีการพัฒนาตนเองอย่างสม่ำเสมอ และมีความเป็นผู้นำในการเรียนรู้ตลอดชีวิตนั้น เป็นการเพิ่มสมรรถนะและทักษะความสามารถของตัวบุคคลให้เกิดความรู้ทางวิชาชีพของครู เพื่อยกระดับผลงานของกลุ่ม และเพิ่มคุณภาพของความเป็นมืออาชีพ ซึ่งเป็นสิ่งที่บ่งบอกถึงระดับของทุนมนุษย์ในสถานศึกษา และเมื่อทุนทางมนุษย์ในสถานศึกษามีระดับที่สูงขึ้น จะส่งผลให้สถานศึกษานั้นมีระดับทุนทางสังคมที่สูงขึ้นด้วยเช่นกัน มีการสร้างชุมชนแห่งการแลกเปลี่ยนเรียนรู้ของบุคลากรในโรงเรียน สร้างสภาพแวดล้อมและบรรยากาศการทำงานร่วมกันในสถานศึกษาที่ดีขึ้นด้วยความรู้สึกของความเป็นเจ้าของร่วมกัน ภายใต้การกำหนดความคาดหวังและความรับผิดชอบร่วมกัน โดยบุคลากรทุกคนในสถานศึกษาได้มีส่วนร่วมในการสนับสนุนให้เกิดปฏิสัมพันธ์อย่างมืออาชีพ สร้างความเข้มแข็งผ่านการทำงานร่วมกัน และเกิดความไว้วางใจซึ่งกันและกัน ซึ่งจะทำให้บุคลากรทุกคนในสถานศึกษาไม่รู้สึกโดดเดี่ยวเมื่อพบกับสถานการณ์ที่ไม่ปกติ ต้องใช้ความคิด และใช้การตัดสินใจในการแก้ไขปัญหาต่าง ๆ ที่เกิดขึ้น การร่วมกันตัดสินใจของบุคลากรในโรงเรียนนั้น จะช่วยพัฒนาการเรียนรู้ การวิเคราะห์ และการสะท้อนคิดในการพัฒนาศักยภาพในการตัดสินใจของตนเอง และการตัดสินใจร่วมกันให้มีประสิทธิภาพมากยิ่งขึ้น (Hargreaves and Fullan, 2012) ตลอดจนนำไปสู่การพัฒนาทุนทางวิชาชีพของครูที่เพิ่มศักยภาพในการพัฒนาการเรียนรู้ของผู้เรียน และระบบการศึกษาของประเทศ ทั้งนี้บุคลากรครูที่มีระดับการรับรู้ความสามารถในตนเองสูง จะส่งผลต่อระดับการทำงานที่มีประสิทธิภาพที่สูงขึ้น และกลุ่มบุคลากรครูที่มีระดับการรับรู้ความสามารถของกลุ่มครูสูง ก็จะส่งผลระดับการทำงานที่มีประสิทธิภาพที่สูงขึ้นเช่นกัน ซึ่งจะทำให้เกิดความมั่นใจในความสำเร็จของกลุ่มงาน และเกิดประสิทธิภาพในการตัดสินใจที่ดีขึ้นในการประกอบวิชาชีพ (Bandura,1997; Guidettietal, 2018)

ในการส่งเสริมทักษะคิดสร้างสรรค์ที่ต้องการให้เกิดกับผู้เรียนนั้น มีวิธีการและเครื่องมือที่หลากหลายแตกต่างกันออกไป การนำกระบวนการคิดเชิงออกแบบ (Design Thinking) ตามแนวคิดของ Stanford d.school, 2009 ถือเป็นอีกแนวคิดหนึ่งที่มีการประยุกต์ใช้ในภาคการศึกษา เนื่องจากสามารถกระตุ้นผู้เรียนให้เกิดการพัฒนาการคิดวิเคราะห์ (Critical Thinking) และทักษะความคิดสร้างสรรค์ (Creativity Skills) มากยิ่งขึ้น โดยบุคลากรครูสามารถนำกระบวนการคิดเชิงออกแบบมาใช้ในการจัดการเรียนการสอนได้ ซึ่งจะช่วยให้ผู้เรียนสามารถเข้าใจและเข้าถึงปัญหาที่เกิดขึ้นภายในห้องเรียน และนำไปสู่การออกแบบการเรียนรู้เพื่อแก้ไขปัญหานั้น ๆ ซึ่งจะช่วยเพิ่มประสิทธิภาพในการจัดการเรียนการสอนได้มากยิ่งขึ้น (ต่อศักดิ์ กาญจนทรัพย์สิน ,2564) การใช้แนวคิดเชิงออกแบบในการพัฒนาการศึกษาให้มีประสิทธิภาพนั้น บุคลากรครูจำเป็นต้องรับรู้ถึงระดับความสามารถในตนเองในการนำการคิดเชิงออกแบบมาปรับใช้ให้เข้ากับการปฏิบัติงานด้านวิชาชีพครู โดยสามารถรับรู้ถึงสภาพปัญหา ระบุแนวทางในการแก้ไขปัญหาด้วยวิธีการที่หลากหลาย ทั้งจากแนวคิดของตนเองและบุคลากรครูในสถานศึกษา นำไปสู่ความสามารถในการออกแบบกระบวนการทำงาน สร้างสรรค์ ผลงาน เพื่อปรับปรุงแก้ไขปัญหาและพัฒนาแนวคิดให้ดียิ่งขึ้น การรับรู้ความสามารถในตนเองของครูมีอิทธิพลต่อพฤติกรรมในการจัดการเรียนการสอน การสร้างแรงจูงใจ การพัฒนาผลสัมฤทธิ์ของผู้เรียน จะแสดงให้เห็นว่าบุคลากรครูที่มีการรับรู้ความสามารถในตนเองในระดับที่สูง จะทำให้ผู้เรียนเกิดแรงจูงใจในการเรียนรู้และเพิ่มผลสัมฤทธิ์ทางการเรียนได้มากขึ้น (Betoret, 2006) ตลอดจนสร้างความมั่นใจในการประกอบวิชาชีพ และทำงานร่วมกันกับเพื่อนร่วมวิชาชีพเดียวกัน ซึ่งจะช่วยเสริมสร้างแรงจูงใจซึ่งกันและกันในการพัฒนาตนเอง สถานศึกษาและองค์กรทางการศึกษาให้นำไปสู่การศึกษาของประเทศชาติต่อไป

ดังนั้น บุคลากรวิชาชีพครูจึงมีความจำเป็นอย่างยิ่งที่จะต้องได้รับการพัฒนาอย่างต่อเนื่องในเรื่องของทักษะการเรียนรู้ตลอดชีวิต เพื่อเพิ่มศักยภาพในการเรียนรู้ของบุคลากรครูในการแสวงหาความรู้ เพื่อให้ได้มาซึ่งความรู้ในศาสตร์ที่หลากหลาย และมีความสามารถในการสืบค้นข้อมูลที่ทันสมัยมากยิ่งขึ้นในการเพิ่มพูนองค์ความรู้ ทักษะ และความสามารถในตนเองที่จะนำไปปรับประยุกต์ใช้ในทางวิชาชีพครูให้เหมาะสมกับสภาพสังคมที่มีการเปลี่ยนแปลงอย่างต่อเนื่อง อันจะนำไปสู่การส่งเสริมทักษะของบุคคลแห่งการเรียนตลอดชีวิตอีกด้วย จากการศึกษาในครั้งนี้ จึงเป็นการศึกษาความสัมพันธ์ของทุนทางวิชาชีพของครู ทักษะการเรียนรู้ตลอดชีวิตของครู ซึ่งจะเป็นแนวทางในการต่อยอดในการวัดตัวแปรของทุนทางวิชาชีพของครู และทักษะการเรียนรู้

ตลอดชีวิตของครู เพื่อให้เกิดองค์ความรู้เชิงวิชาการที่เพิ่มมากยิ่งขึ้น ตลอดจนนำไปสู่บุคลากรครูที่มีคุณภาพของประเทศชาติต่อไปอย่างยั่งยืน

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับทุนทางวิชาชีพ และทักษะการเรียนรู้ตลอดชีวิตของครู
2. เพื่อศึกษาความสัมพันธ์ระหว่างทุนทางวิชาชีพและทักษะการเรียนรู้ตลอดชีวิตของครู

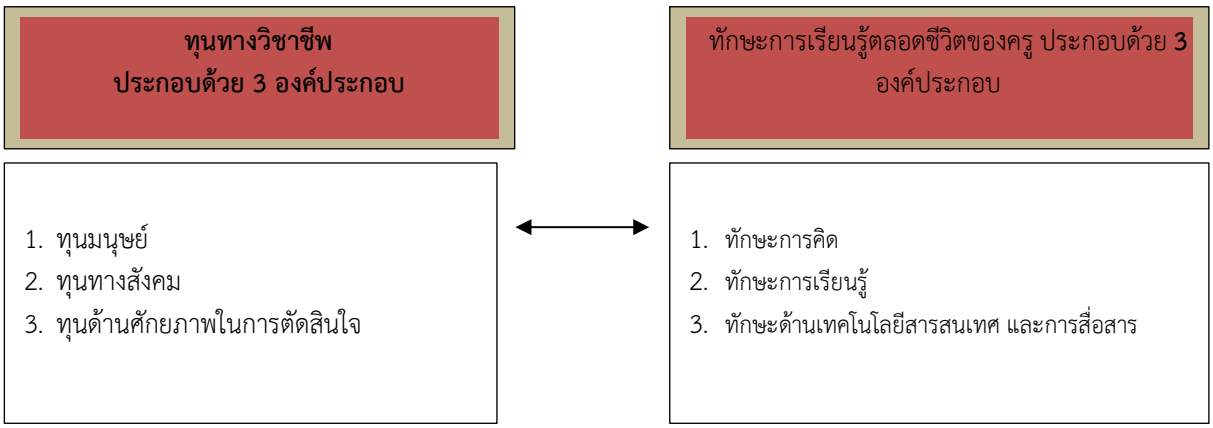
วิธีการดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่างที่ใช้ในการวิจัย

ประชากรในการศึกษาวิจัยครั้งนี้ คือ ข้าราชครูโรงเรียนสังกัดกรุงเทพมหานคร สำนักงานเขตดอนเมือง จำนวน 6 โรงเรียนปีการศึกษา 2565 จำนวนทั้งหมด 365 คน (สำนักการศึกษากรุงเทพมหานคร,2565)

กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ผู้วิจัยใช้วิธีการสุ่มเลือกแบบเจาะจง โดยขนาดกลุ่มตัวอย่างกำหนดจากตารางความสำเร็จของ Krejcie and Morgan ที่ระดับความเชื่อมั่น 95% (Krejcie and Morgan,1970) ซึ่งได้ขนาดตัวอย่าง 190 คน จากนั้นผู้วิจัยได้กำหนดกลุ่มตัวอย่างเพื่อเพิ่มความแม่นยำและสมบูรณ์ในการนำข้อมูลไปวิเคราะห์ทั้งหมดเป็น 200 คน แล้วทำการคำนวณสัดส่วนแยกตามโรงเรียน เพื่อให้ได้กลุ่มตัวอย่างครบทุกโรงเรียน รวมทั้งหมด 6 โรงเรียน

ตัวแปรที่ใช้ในการวิจัย



เครื่องมือใช้ในการวิจัย

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลการวิจัยครั้งนี้ได้แก่ แบบสอบถามแบ่งเป็น 3 ส่วน

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Checklist) ประกอบด้วยเพศ อายุ วุฒิการศึกษา ตำแหน่งวิทยฐานะ บทบาทการปฏิบัติหน้าที่ตำแหน่งอื่น ๆ และประสบการณ์ในการทำงาน

ส่วนที่ 2 แบบสอบถามระดับทักษะการเรียนรู้ตลอดชีวิตของครู ประยุกต์ใช้ตามทฤษฎีทุนทางวิชาชีพ Hargreaves and Fullan, (2012) ประกอบด้วย 3 องค์ประกอบ ได้แก่ ทุนมนุษย์ ทุนทางสังคม และทุนด้านศักยภาพในการตัดสินใจ โดยมีลักษณะคำถามเป็นมาตราส่วนประมาณค่า 5 ระดับ ตามแนวคิดของ Likert’s five rating scale

ส่วนที่ 3 แบบสอบถามระดับทักษะการเรียนรู้ตลอดชีวิตของครู ประกอบด้วย 5 องค์ประกอบ ได้แก่ ทักษะการคิด ทักษะการเรียนรู้ และทักษะด้านเทคโนโลยีสารสนเทศและการสื่อสาร โดยมีลักษณะคำถามเป็นมาตราส่วนประมาณค่า 5 ระดับ ตามแนวคิดของ Likert’s five rating scale

ขั้นตอนในการวิจัย

1. สร้างและตรวจสอบคุณภาพเครื่องมือที่ใช้ในการวิจัย ผู้วิจัยได้นำแบบสอบถามที่สร้างขึ้นเสนอต่อผู้เชี่ยวชาญจำนวน 3 คน เป็นผู้เชี่ยวชาญในด้านสาขาการบริหารการศึกษา 2 คน และผู้เชี่ยวชาญสาขาวิจัยและประเมินผล 1 คน เพื่อทำการตรวจสอบเนื้อหาและสำนวนการใช้ภาษาตลอดจนความถูกต้องคือให้มีความตรงเชิงเนื้อหา (content validity) โดยข้อคำถามทุกข้อได้รับค่า IOC ตั้งแต่ 0.6 – 1 ทุกข้อ นำแบบสอบถามฉบับร่างไปปรับปรุงและนำไปทดลองใช้ (Try out) กลับโรงเรียนที่

ไม่ใช่กลุ่มตัวอย่างจำนวน 30 คน ได้รับคืนมาคำนวณค่าความเชื่อมั่น (reliability) โดยใช้ค่าสัมประสิทธิ์แอลฟา (α-coefficient) โดยใช้สูตรของ Cronbach (1990) โดยได้รับความเชื่อมั่นทั้งฉบับ อยู่ที่ 0.865

2. เก็บรวบรวมข้อมูล นำแบบสอบถามทั้งหมดแจกให้กับกลุ่มตัวอย่างที่ต้องการเก็บรวบรวมข้อมูลระหว่างวันที่ 22 ธันวาคม พ.ศ. 2565 ถึง 4 มกราคม พ.ศ. 2566 ซึ่งผู้วิจัยได้รับแบบสอบถามที่สมบูรณ์กลับคืนมาจำนวน 190 ฉบับ คิดเป็นร้อยละ 100.00 ของกลุ่มตัวอย่าง และนำข้อมูลคะแนนที่ได้มาดำเนินการวิเคราะห์ตามวิธีการทางสถิติ

3. วิเคราะห์ข้อมูล จัดทำโดยหลังจากได้รับแบบสอบถามกับคืนมาแล้ว ทำการตรวจสอบให้คะแนน และทำการประมวลผลด้วยโปรแกรมสำเร็จรูปทางคอมพิวเตอร์ โดยการวิเคราะห์ข้อมูล คือ การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics) ได้แก่ ค่าเฉลี่ย ($\bar{X}$) ส่วนเบี่ยงเบนมาตรฐาน (S.D.) สำหรับการแปลความหมายของค่าเฉลี่ยตัวแปรหลัก และตัวแปรย่อยในการวิจัยกำหนดเกณฑ์เพื่อจัดระดับ

4. การวิเคราะห์ข้อมูล เพื่อหาความสัมพันธ์ระหว่างทุนทางวิชาชีพของครู และทักษะการเรียนรู้ตลอดชีวิตของครู โดยหาค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson product moment correlation coefficient) (r) โดยใช้เกณฑ์การวิเคราะห์สัมประสิทธิ์สหสัมพันธ์ของ Dancey and Reidy (2004)

สรุปผลการวิจัย

1. การวิเคราะห์ข้อมูลเพื่อศึกษาระดับทุนทางวิชาชีพ และทักษะการเรียนรู้ตลอดชีวิตของครู แปลงผลในตารางที่ 1

ตารางที่ 1 ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานของทุนทางวิชาชีพ และทักษะการเรียนรู้ตลอดชีวิตของครู (n=190)

ตัวแปร/องค์ประกอบ	$\bar{X}$	S.D.	ระดับ
ทุนทางวิชาชีพของครู			
ทุนมนุษย์	4.25	0.65	มาก
ทุนทางสังคม	4.32	0.69	มาก
ทุนทางศักยภาพในการตัดสินใจ	4.20	0.70	มาก
รวมค่าเฉลี่ยทุนทางวิชาชีพของครู	4.26	0.68	มาก

ตัวแปร/องค์ประกอบ	$\bar{X}$	S.D.	ระดับ
ทักษะการเรียนรู้ตลอดชีวิตของครู			
ทักษะการคิด	4.10	0.58	มาก
ทักษะการเรียนรู้	4.16	0.59	มาก
ทักษะด้านเทคโนโลยีสารสนเทศและการสื่อสาร	4.13	0.61	มาก
รวมเฉลี่ยทักษะการเรียนรู้ตลอดชีวิตของครู	4.13	0.59	มาก

จากตารางที่ 1 แสดงระดับทุนทางวิชาชีพของครู โดยภาพรวมอยู่ในระดับ ($\bar{X}$ = 4.26, S.D. = 0.68) เมื่อพิจารณาแต่ละขึ้น พบว่าทุนทางสังคม มีค่าเฉลี่ยอันดับสูงสุด อยู่ในระดับมาก ($\bar{X}$ = 4.32 S.D. = 0.69) ส่วน ทุนทางศักยภาพในการตัดสินใจ มีค่าเฉลี่ยอันดับที่ต่ำสุด อยู่ในระดับมาก ($\bar{X}$ = 4.20, S.D. = 0.70) และระดับทักษะการเรียนรู้ตลอดชีวิตของครู โดยภาพรวมอยู่ในระดับมาก ($\bar{X}$ = 4.13, S.D. = 0.59) เมื่อพิจารณาแต่ละองค์ประกอบ พบว่าทักษะการเรียนรู้ มีค่าเฉลี่ยในอันดับสูงสุด อยู่ในระดับมาก ($\bar{X}$ = 4.16, S.D. = 0.59) และ ทักษะการคิด มีค่าเฉลี่ยในอันดับที่ต่ำสุด อยู่ในระดับมาก ($\bar{X}$ = 4.13, S.D. = 4.10)

2. ความสัมพันธ์ระหว่างทุนทางวิชาชีพ และทักษะการเรียนรู้ตลอดชีวิตของครู แสดงผลในตารางที่ 2 ผู้วิจัยได้กำหนดสัญลักษณ์ของตัวแปรที่ใช้ในการนำเสนอผลการวิเคราะห์ข้อมูล ดังนี้

PC1 แทน ทุนมนุษย์

PC2 แทน ทุนสังคม

PC3 แทน ทุนด้านศักยภาพในการตัดสินใจ
PC1-3 แทน ทุนทางวิชาชีพของครู
LLLS1 แทน ทักษะการคิด
LLLS2 แทน ทักษะการเรียนรู้
LLLS3 แทน ทักษะด้านเทคโนโลยีสารสนเทศและการสื่อสาร
LLLS1-3 แทน ทักษะการเรียนรู้ตลอดชีวิต

จากตารางที่ 2 พบว่า โดยภาพรวมแล้วระดับทุนทางวิชาชีพของครู โรงเรียนสังกัดกรุงเทพมหานคร กลุ่มกรุงเทพเหนือ มีความสัมพันธ์ทางบวก ระดับสูงกับทักษะการเรียนรู้ตลอดชีวิตของครู โรงเรียนสังกัดกรุงเทพมหานครกลุ่มกรุงเทพเหนือ อย่างมีนัยสำคัญทางสถิติที่ 0.05 (r = 0.521) ทั้งนี้เมื่อพิจารณาในมิติย่อย พบว่า 3 ลำดับแรกมีความสัมพันธ์ทางบวก ลำดับแรกที่มีความสัมพันธ์ทางบวก ระดับสูง คือ ทุนมนุษย์ ทักษะการคิด (LLLS1) ซึ่งเป็นองค์ประกอบย่อยของทักษะการเรียนรู้ตลอดชีวิตของครู มีความสัมพันธ์เชิงบวกกับ ทุนมนุษย์ (PC1) ซึ่งเป็นองค์ประกอบย่อยของทุนทางวิชาชีพสูงที่สุด อย่างมีนัยสำคัญทางสถิติที่ 0.05 (r = 0.609) รองลงมา คือทักษะการเรียนรู้ (LLLS2) ซึ่งเป็นองค์ประกอบย่อยของทักษะการเรียนรู้ตลอดชีวิตของครู มีความสัมพันธ์เชิงบวกกับ ทุนมนุษย์ (PC1) ซึ่งเป็นองค์ประกอบย่อยของทุนทางวิชาชีพ มีนัยสำคัญทางสถิติที่ 0.05 (r = 0.586) และอันดับ 3 คือ ทักษะด้านเทคโนโลยีสารสนเทศและการสื่อสาร (LLLS3) ซึ่งเป็นองค์ประกอบย่อยของทักษะการเรียนรู้ตลอดชีวิตของครู มีความสัมพันธ์เชิงบวกกับ ทุนมนุษย์ (PC1) มีนัยยะสำคัญทางสถิติที่ 0.05 (r = 0.579) อีกทั้ง ความสัมพันธ์ระหว่างทักษะด้านเทคโนโลยีสารสนเทศและการสื่อสาร (LLLS3) ซึ่งเป็นหนึ่งในองค์ประกอบย่อยของทักษะการเรียนรู้ตลอดชีวิตของครู กับทุนด้านศักยภาพทางการตัดสินใจ (PC3) ซึ่งเป็นหนึ่งในองค์ประกอบย่อยของทุนทางวิชาชีพ มีความสัมพันธ์ระดับต่ำ อย่างมีนัยสำคัญทางสถิติที่ 0.05 (r = 0.286)

ตารางที่ 2 ค่าสหสัมพันธ์ระหว่างทุนทางวิชาชีพ และทักษะการเรียนรู้ตลอดชีวิต (n=190)

ค่าสัมประสิทธิ์สหสัมพันธ์								
ตัวแปร	PC1	PC2	PC3	PC1-3	LLLS1	LLLS2	LLLS3	LLLS1-3
PC1	1							
PC2	0.485*	1						
PC3	0.387*	0.655*	1					
PC1-3	0.692*	0.660*	0.617*	1				
LLLS1	0.609*	0.461*	0.413*	0.504*	1			
LLLS2	0.586*	0.441*	0.437*	0.525*	0.733*	1		
LLLS3	0.579*	0.428*	0.286*	0.445*	0.619*	0.675*	1	
LLLS1-3	0.601*	0.407*	0.367*	0.521*	0.771*	0.813*	0.779*	1

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

อภิปรายผลการวิจัย

1. ระดับทุนทางวิชาชีพและทักษะการเรียนรู้ตลอดชีวิตของครูอยู่ในระดับมาก ทั้งนี้ เพราะผู้บริหารสถานศึกษาคอยให้คำแนะนำ ชี้แนะและให้ความช่วยเหลือครูในการทำงานเสมอมา ซึ่งสอดคล้องกับ Jones and Harris,(2010) ได้อธิบายถึงองค์ประกอบด้านพฤติกรรม คือการสนับสนุนความเป็นผู้นำหรือผู้บริหารสถานศึกษา สภาพแวดล้อมการทำงานของโรงเรียนที่ต้องการให้ของผู้บริหารสถานศึกษาใช้เป็นแนวทางเชิงระบบในการแบ่งปันความรู้ การขัดเกลาและคงไว้ซึ่งวัฒนธรรมของการทำงานร่วมกันอย่างมีระเบียบวินัย มีการรับฟังความคิดเห็นและสนับสนุนการโต้แย้งของบุคลากรในโรงเรียน ที่จะเรียนรู้ร่วมกันเกี่ยวกับแนวทางการปฏิบัติของพวกเขา ผู้บริหารสถานศึกษาจึงต้องมีบทบาทสำคัญในการสนับสนุนความก้าวหน้าทางวิชาชีพของบุคลากร ผ่านการเรียนรู้และการพัฒนาวิชาชีพกับเพื่อนร่วมวิชาชีพในองค์กรให้ยั่งยืน ในขณะเดียวกัน Akgin, Keskin, Cebecioglu, & Dogan, (2015) มีแนวคิดที่สอดคล้องถึงพฤติกรรมของผู้บริหารสถานศึกษา ในการสนับสนุนการเรียนรู้ของครูมืออาชีพให้มีประสิทธิภาพนั้น จำเป็นต้องมีทักษะด้านเทคโนโลยีสารสนเทศและการสื่อสารกับผู้อื่นได้อย่างชัดเจนร่วมด้วย คือ การสร้างจุดประสงค์ทางศีลธรรม เพื่อเป็นเหตุผลที่ตกลงร่วมกันสำหรับการเรียนรู้ว่า เหตุใดการเรียนรู้จึงมีความจำเป็นที่เป็น

รูปธรรม สร้างความตั้งใจร่วมกันจึงจะเห็นวัตถุประสงค์ของการเรียนรู้ ใช้หลักการและเหตุผลในการตัดสินใจ สร้างความสอดคล้องทางวัฒนธรรมส่วนรวม โดยให้บุคลากรในสถานศึกษาร่วมกันตัดสินใจถึงแนวทางในการปฏิบัติงานในสถานศึกษา ขณะที่ Hargreaves and Fullan, (2012) ได้อธิบายถึงการตัดสินใจในโรงเรียนจะช่วยพัฒนาต่อเมื่อบุคลากรได้เรียนรู้ สะท้อนคิด แยกแยะ และตัดสินสถานการณ์ในการทำงานร่วมกัน ซึ่งการตัดสินใจจะเพิ่มขึ้นได้ เมื่อบุคลากรในโรงเรียนได้ตัดสินใจในสถานการณ์เกี่ยวกับความเข้าใจและกรอบการทำงานผ่านกระบวนการตัดสินใจ ซึ่งจะช่วยเพิ่มความมั่นใจให้กับบุคลากรในการตัดสินใจโดยไม่ต้องพึ่งผู้มีอำนาจที่สูงกว่า ดังนั้นครูจึงจำเป็นต้องมีทักษะการคิด สามารถแก้ไขปัญหาจากสถานการณ์ที่เกิดขึ้นได้อย่างเหมาะสม ผ่านแนวทางการฝึกสอนและการให้คำปรึกษา ที่แลกเปลี่ยนประสบการณ์ ความเข้าใจข้อตกลงเกี่ยวกับเป้าหมายและวัตถุประสงค์ของโรงเรียนระหว่างบุคลากรของโรงเรียนทุกคน ซึ่งจะนำไปสู่การทำงานที่ได้รับมอบหมายได้สำเร็จลุล่วงตามกำหนด ทั้งนี้ Hargreaves and Fullan (2012) ยังได้อธิบายถึง สมรรถนะและความสามารถของครูแต่ละคน จะเพิ่มขึ้นได้ก็ต่อเมื่อบุคคลมีทักษะ การเรียนรู้ ความเชี่ยวชาญ สามารถค้นหาข้อมูลจากแหล่งข้อมูลที่หลากหลายไปใช้ได้อย่างมีประสิทธิภาพ และคุณสมบัติไม่ว่าจะสร้างขึ้นด้วยตนเองหรือร่วมกับผู้อื่น ผู้บริหารสถานศึกษามีหน้าที่รับผิดชอบ ส่งเสริมสนับสนุนบุคลากรในสถานศึกษาพัฒนาทุนมนุษย์ที่จำเป็นต่อการเป็นมืออาชีพ โดยครูมืออาชีพใช้หลักการสอนที่มีข้อมูลการวิจัย มีความเข้าใจในตัวนักเรียนอย่างลึกซึ้ง สามารถปฏิบัติต่อนักเรียนด้วยความเอาใจใส่ มีความสามารถและความเต็มใจที่จะมีส่วนร่วมในการเรียนรู้อย่างต่อเนื่อง และพัฒนาความเป็นมืออาชีพของครู จึงได้รับการสนับสนุนโดยให้โอกาสในการเรียนรู้อย่างต่อเนื่องเพื่อพัฒนาตนเองและทางวิชาชีพ

2. ทุนทางวิชาชีพของครูและทักษะการเรียนรู้ตลอดชีวิตของครูมีความสัมพันธ์เชิงบวกอย่างมีนัยสำคัญทางสถิติที่ 0.5 พบว่า 3 ลำดับแรกที่มีความสัมพันธ์ทางบวก ระดับสูง คือ ทุนมนุษย์ ซึ่งเป็นตัวแปรย่อยของทุนทางวิชาชีพ มีความสัมพันธ์ที่สอดคล้องกับทั้ง 3 ทักษะการเรียนรู้ตลอดชีวิต อันดับหนึ่งได้แก่ ทักษะการคิด เพราะบุคคลที่จะประกอบวิชาชีพครู จะต้องเป็นผู้ที่มีทักษะ ความเชี่ยวชาญ และศักยภาพไม่ว่าจะสร้างขึ้นด้วยตนเองหรือร่วมกับผู้อื่น สอดคล้องกับ Hargreaves and Fullan, (2012) ได้กล่าวว่า ครูที่มีความเป็นมืออาชีพนั้น จะใช้หลักการสอนที่มีข้อมูลการวิจัย มีความเข้าใจผู้เรียน จะต้องมีทักษะการคิดเพื่อวิเคราะห์ปัญหาและระบุแนวทางในการแก้ไขปัญหาที่เกิดได้อย่างเหมาะสม อีกทั้งครูจะต้องมีความคิดริเริ่มในการสร้างสรรเพื่อพัฒนาวิชาชีพให้มีคุณภาพมากขึ้น รองลงมา คือทักษะการเรียนรู้ ครูจำเป็นต้องมีศักยภาพในการเรียนรู้เพื่อพัฒนาตนเอง มีความคิดริเริ่มในการกำหนดเป้าหมาย วางแผน สืบค้นข้อมูลเพื่อสังเคราะห์ข้อมูลอย่างเป็นระบบ และนำไปปรับประยุกต์ใช้ อีกทั้งสามารถประเมินความรู้ตนเองได้ ในขณะเดียวกัน โชติรส สุวรรณรัตน์, (2561) ได้กล่าวว่า ครูต้องมีทักษะเรียนรู้เพื่อพัฒนาตนเอง ผ่านประสบการณ์ด้วยรูปแบบต่าง ๆ ซึ่งจะช่วยพัฒนาความรู้ความสามารถในมุมมองที่ใหม่ ตลอดจนครูต้องมีทักษะการเรียนรู้เพื่ออยู่ร่วมกับผู้อื่น เพื่อให้ทำงานร่วมกับผู้อื่น สามารถรับรู้เข้าใจถึงความต้องการซึ่งกันและกัน แบ่งปันประสบการณ์เรียนรู้นำไปสู่การทำงานทางวิชาชีพให้บรรลุเป้าหมายร่วมกัน และอันดับ 3 คือความสัมพันธ์ระหว่างทุนมนุษย์กับทักษะด้านเทคโนโลยีสารสนเทศและการสื่อสาร เป็นไปในทิศทางเดียวกับ สุบินและปิยพงษ์, (2558) ที่อธิบายถึงยุคปัจจุบัน มีความเจริญเติมโตอย่างรวดเร็วทางด้านเทคโนโลยี และมีการนำเทคโนโลยีมาปรับประยุกต์ใช้ในชีวิตประจำวัน รวมถึงการใช้เทคโนโลยีสารสนเทศ มาปรับประยุกต์ใช้ในการสื่อสารด้วยวิธีการที่หลากหลาย เพื่อให้เกิดความเข้าใจที่ตรงกัน จนเกิดทักษะในการพัฒนาเพื่อสร้างความสัมพันธ์อันดีในองค์กรวิชาชีพ ฉะนั้น หากครูแต่ละตน มีความรู้ความสามารถ มีความเชี่ยวชาญ ในทักษะต่าง ๆ จะบ่งบอกถึงระดับของทุนมนุษย์ในโรงเรียน นำไปสู่การยกระดับทุนทางสังคมที่จะบ่งบอกถึง ประสิทธิภาพการทำงานร่วมกันในโรงเรียน เสริมสร้างศักยภาพในการตัดสินใจที่มีคุณภาพเมื่อพบสถานการณ์ที่ไม่ปกติ สร้างความเข้าใจซึ่งกันและกัน สอดคล้องกับ Fullan et al, (2015) ที่อธิบายว่า การสร้างวัฒนธรรมทางวิชาชีพภายในโรงเรียนทำให้เกิดความไว้วางใจที่เพิ่มขึ้นซึ่งจะช่วยพัฒนาความสามารถและประสิทธิภาพของครู ส่งผลให้เกิดบรรยากาศในเชิงบวกในการทำงานได้จริง และยกระดับทุนทางวิชาชีพที่สูงขึ้น ซึ่งจะเป็นแนวทางให้กับผู้บริหารสถานศึกษาในการสร้างนโยบาย ออกแบบกลยุทธ์ และวางแผนในการบริหารสถานศึกษาเพื่อส่งเสริมการสร้างทุนทางวิชาชีพครูในสถานศึกษา จัดบรรยากาศสภาพแวดล้อมให้เอื้อต่อการพัฒนาทักษะการเรียนรู้ตลอดชีวิตให้กับบุคลากรในสถานศึกษาเพื่อเพิ่มศักยภาพในตัวบุคคลให้มีความพร้อมในการผนึกกำลังการพัฒนาวิชาชีพทางการศึกษาอย่างยั่งยืน

ข้อเสนอแนะ

1. บุคลากรในโรงเรียนจะมีความเป็นมืออาชีพมากขึ้น เมื่อผู้บริหารสถานศึกษาให้ความสำคัญกับการให้ความช่วยเหลือ และให้ความการสนับสนุนในการการพัฒนาตนเองรายบุคคลเพื่อให้มีทักษะการเรียนรู้ตลอดชีวิต อันจะนำไปสู่การพัฒนาวิชาชีพ และสามารถยกระดับความเป็นมืออาชีพในโรงเรียน

2. ผู้บริหารสถานศึกษาควรให้การสนับสนุนการทำงานร่วมกันของบุคลากรทุกคนในโรงเรียน โดยให้โอกาสและสร้างความคาดหวังในการทำงานร่วมกันให้มากขึ้น สร้างความรู้ ความเข้าใจถึงเป้าหมายร่วมกัน ตลอดจนให้ความเป็นอิสระในการ

ทำงานของบุคลากรในโรงเรียน อันจะเกิดความสัมพันธ์ที่ไว้วางใจซึ่งกันและกัน ทำให้เกิดความเป็นอิสระในการตัดสินใจมากยิ่งขึ้น และสร้างความรู้สึกความเป็นเจ้าของแก่บุคลากรในโรงเรียนมี และมีความรับผิดชอบร่วมกันกับสิ่งที่จะเกิดขึ้นในโรงเรียน ซึ่งจะส่งผลให้เกิดบรรยากาศการทำงานในโรงเรียนในเชิงบวก เป็นบรรยากาศที่เอื้อต่อการพัฒนาตนเองและพัฒนาทุนทางวิชาชีพต่อไป

3. บุคลากรครู ควรมีการพัฒนาทักษะการคิด ที่จะช่วยพัฒนาความสามารถในการคิดวิเคราะห์ สังเคราะห์ และคิดเชิงวิพากษ์ เพื่อจะได้มีศักยภาพในการแก้ไขปัญหาที่จะเกิดขึ้นในการทำงานในองค์กรวิชาชีพ และสามารถเชื่อมโยงความรู้ให้มีความคิดสร้างสรรค์ไปปรับใช้ในการแก้ไขปัญหาได้อย่างตรงจุด รวมถึงครูควรพัฒนาทักษะการเรียนรู้ของตนเอง เพื่อการสืบค้นข้อมูลหรือองค์ความรู้ที่ทันสมัย ในศาสตร์ที่หลากหลาย เพื่อเตรียมความพร้อมในการทำงานในยุคที่มีการเปลี่ยนแปลงอย่างสม่ำเสมอ และควรพัฒนาทักษะด้านเทคโนโลยีสาระสนเทศและการสื่อสาร เพื่อจะทำให้ครูก้าวทันในสถานการณ์ในยุคปัจจุบัน

4. ภาครัฐควรให้การสนับสนุนการพัฒนาองค์กรวิชาชีพครู โดยส่งเสริมให้ครูได้ได้รับการพัฒนาทักษะตามความถนัดเพื่อเพิ่มศักยภาพในตัวครูให้มากยิ่งขึ้น และส่งเสริมให้ครูที่พัฒนาตนเองตามความสนใจ เพื่อให้ครูมีองค์ความรู้ที่หลากหลายมาปรับประยุกต์ใช้กับการทำงาน พร้อมมีการแลกเปลี่ยนเรียนรู้ซึ่งกันและกัน สร้างเครือข่ายทางการศึกษาทั้งในโรงเรียน และนอกโรงเรียน รวมถึงกับองค์กรอื่น ๆ เพื่อให้ได้ซึ่งศาสตร์ที่หลากหลายมากยิ่งขึ้น นำไปสู่การยกระดับศักยภาพของทุนทางวิชาชีพครูในการพัฒนาระบบการศึกษาให้มีคุณภาพที่มากขึ้นต่อไป

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การสังเคราะห์องค์ประกอบผลลัพธ์ของการประกันคุณภาพการศึกษาภายในของศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม

A Synthesis of Outcome Components of Internal Quality Assurance of Child Development Centers under Local Government Organization in Nakhon Phanom Province

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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อสังเคราะห์องค์ประกอบผลลัพธ์ของการประกันคุณภาพการศึกษาภายในของศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม โดยใช้กระบวนการวิจัยศึกษาจากเอกสาร (Documentary Study) ประกอบด้วย 2 ขั้นตอน คือ 1) การศึกษาเอกสารแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้องตามแนวคิดของนักวิชาการและเอกสารที่เกี่ยวข้อง จำนวน 7 แหล่ง 2) การยืนยันความถูกต้องเหมาะสมของผลลัพธ์การประกันคุณภาพการศึกษาภายในของศูนย์พัฒนาเด็กเล็กโดยผู้ทรงคุณวุฒิจำนวน 5 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถามชนิดมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ผลการวิจัยพบว่าผลลัพธ์ของการประกันคุณภาพการศึกษาภายในของศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม มี 3 ด้านได้แก่ 1) คุณภาพของเด็ก มีความเหมาะสมในระดับมากที่สุด ($\bar{X}$=4.56, S.D.=0.49) ประกอบด้วย 11 พฤติกรรมบ่งชี้ 2) คุณภาพของกระบวนการจัดประสบการณ์ที่เน้นเด็กเป็นสำคัญ มีความเหมาะสมในระดับมาก ($\bar{X}$=4.16, S.D.=0.44) ประกอบด้วย 7 พฤติกรรมบ่งชี้ 3) คุณภาพของการบริหารจัดการ มีความเหมาะสมในระดับมาก ($\bar{X}$=4.12, S.D.=0.37) ประกอบด้วย 9 พฤติกรรมบ่งชี้

คำสำคัญ: ผลลัพธ์การประกันคุณภาพการศึกษาภายใน, ศูนย์พัฒนาเด็กเล็ก, องค์กรปกครองส่วนท้องถิ่น

Abstract

The purpose of this research was to synthesize of Outcome Components of Internal Quality Assurance of Child Development Centers under Local Government Organization in Nakhon Phanom Province. The research process is based on a documentary study consisting of 2 steps: 1) The study of documents, theoretical concepts and related research. According to the concepts of academics and related documents of 7 sources. 2) Confirmation of Outcome Components of Internal Quality Assurance of Child Development Centers by 5 experts. The tools used in the research were questionnaires, 5-level estimation scale. Statistics used in data analysis were frequency, percentage, mean, standard deviation. The research findings indicated that there were three main of Outcome Components of Internal Quality Assurance of Child Development Centers: 1) The quality of children of eleven indicators scoring highest at ($\bar{X}$=4.56, S.D.=0.49) 2) The quality of the child-centered experience process is important of seven indicators scoring high at ($\bar{X}$=4.16, S.D.=0.44) 3) The quality of management of nine indicators scoring high at ($\bar{X}$=4.12, S.D.=0.37)

Keywords: Internal Educational Quality Assurance Results, Child Development Center, Local Government Organization

บทนำ

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การศึกษามีความสำคัญอย่างมากเพราะเป็นปัจจัยพื้นฐานสำคัญในการพัฒนาทรัพยากรมนุษย์และเป็นกลไกในการพัฒนาเศรษฐกิจและสังคม การศึกษาไทยมีประวัติการพัฒนามาอย่างยาวนานซึ่งสะท้อนให้เห็นถึงวิวัฒนาการการเรียนการสอนในประเทศไทย ซึ่งได้รับการปฏิรูปหลายครั้งเพื่อให้ประชาชนได้เข้าถึงการศึกษาให้มากที่สุดผลกระทบจากกระแสโลกาภิวัตน์ (Globalization) ทำให้เกิดการสื่อสารไร้พรมแดน หรือเป็นยุคของข้อมูลข่าวสาร (Information Technology) ก่อให้เกิดการเปลี่ยนแปลงทางด้านต่างๆ อย่างรวดเร็วทั้งทางด้านเศรษฐกิจ สังคม การเมือง การศึกษา และวัฒนธรรม การเปลี่ยนแปลงดังกล่าวส่งผลให้บุคคลต้องมีการเรียนรู้ที่จะปรับตัวให้ทันกับยุคและสมัย การที่บุคคลจะเรียนรู้และปรับตัวได้ดีจะต้องมาจากการได้รับการศึกษาที่มีคุณภาพ และการศึกษาที่มีคุณภาพจำเป็นต้องมีระบบการศึกษาและการจัดการระบบที่ดี มีคุณภาพและประสิทธิภาพในทุกๆ ด้านทั้งทางด้านการบริหารจัดการ หลักสูตรการเรียนการสอน การพัฒนาครู การพัฒนาสื่อ และแหล่งการเรียนรู้ ตลอดจนการสร้างความร่วมมือและการประสานสัมพันธ์ระหว่างสถานศึกษา ผู้ปกครอง ชุมชน และองค์กรต่างๆการศึกษาจึงเป็นกลไกที่สำคัญในการพัฒนาคุณภาพของคนให้สามารถพัฒนาศักยภาพที่มีอยู่ในตัวคนได้อย่างเต็มที่ ทำให้เป็นคนที่รู้จักคิดวิเคราะห์ รู้จักแก้ปัญหา รู้จักเรียนรู้ด้วยตนเอง สามารถปรับตัวให้ทันการเปลี่ยนแปลงที่เกิดขึ้นอย่างรวดเร็ว มีจริยธรรม คุณธรรม และสามารถดำรงชีวิตอยู่ในสังคมได้อย่างเป็นสุข (สำนักงานประกันคุณภาพการศึกษา, ม.ป.ป.)

สำนักงานรับรองมาตรฐานและประเมินคุณภาพการศึกษา (องค์การมหาชน) หรือสมศ. ได้ดำเนินการประเมินคุณภาพภายนอกศูนย์พัฒนาเด็กเล็กสังกัดองค์กรปกครองส่วนท้องถิ่นในปี 2558 โดยเป็นการประเมินภายนอกรอบแรกของศูนย์พัฒนาเด็กเล็กเพื่อชี้ทิศทางการพัฒนามาตรฐานของศูนย์พัฒนาเด็กเล็กในภาพรวม จากการประเมินดังกล่าวพบว่ามีศูนย์พัฒนาเด็กเล็กขององค์กรปกครองส่วนท้องถิ่นเข้ารับการประเมินจำนวน 19,480 ศูนย์ ได้รับผลการประเมินในระดับดีมาก จำนวน 296 ศูนย์ คิดเป็นร้อยละ 1.52 ระดับดี จำนวน 7,647 ศูนย์ คิดเป็นร้อยละ 39.26 ระดับพอใช้ จำนวน 9,562 ศูนย์ คิดเป็นร้อยละ 49.09 ระดับต้องปรับปรุง จำนวน 1,671 ศูนย์ คิดเป็นร้อยละ 8.58 และระดับต้องปรับปรุงเร่งด่วน จำนวน 304 ศูนย์ คิดเป็นร้อยละ 1.56 จากผลการประเมินคุณภาพภายนอกดังกล่าว ศูนย์พัฒนาเด็กเล็กที่อยู่ในระดับต้องปรับปรุงเร่งด่วน ในมาตรฐาน 2 ด้าน 7 ตัวบ่งชี้ ได้แก่ มาตรฐานด้านคุณภาพครูผู้ดูแลเด็กในศูนย์พัฒนาเด็กเล็ก ตัวบ่งชี้ที่ 6 ประสิทธิผลของการจัดประสบการณ์การเรียนรู้ที่เน้นเด็กเป็นสำคัญ มาตรฐานด้านบริหารจัดการศูนย์พัฒนาเด็กเล็ก ตัวบ่งชี้ที่ 7 ประสิทธิภาพของการบริหารจัดการและการพัฒนาสถานศึกษา ตัวบ่งชี้ที่ 8 ประสิทธิผลของระบบการประกันคุณภาพภายใน 8(1)ประสิทธิผลของระบบการประกันคุณภาพภายในโดยสถานศึกษาหรือหน่วยงานที่มีหน้าที่กำกับดูแลสถานศึกษา ตัวบ่งชี้ที่ 9 ผลการพัฒนาให้บรรลุตามปรัชญา ปณิธาน/วิสัยทัศน์ พันธกิจและวัตถุประสงค์ของการจัดตั้งสถานศึกษา ตัวบ่งชี้ที่ 10 ผลการพัฒนาตามจุดเน้นและจุดเด่นที่ส่งผลสะท้อนเป็นเอกลักษณ์ของสถานศึกษา ตัวบ่งชี้ที่ 11 ผลการดำเนินงานโครงการพิเศษเพื่อส่งเสริมบทบาทของสถานศึกษา ตัวบ่งชี้ที่ 12 ผลการพัฒนาสถานศึกษาให้มีคุณภาพตามนโยบายการปฏิรูปการศึกษา 12(1) ผลการส่งเสริมพัฒนาสถานศึกษาที่สอดคล้องกับแนวทางการปฏิรูปการศึกษา (กรมส่งเสริมการปกครองท้องถิ่น , 2560, หน้า 2)

จากหลักการและเหตุผลดังกล่าว จะเห็นว่าการประกันคุณภาพการศึกษาภายในสถานศึกษาของศูนย์พัฒนาเด็กเล็กมีความสำคัญต่อการศึกษาที่จะพัฒนาประชากรให้มีคุณภาพอย่างเป็นรูปธรรมและต่อเนื่อง การประกันคุณภาพการศึกษาจึงเป็นการบริหารจัดการและดำเนินกิจกรรมตามภารกิจปกติของสถานศึกษาเพื่อพัฒนาคุณภาพของผู้เรียนอย่างต่อเนื่องซึ่งจะเป็นการสร้างความมั่นใจให้ผู้รับบริการการศึกษาทั้งยังเป็นการป้องกันการศึกษาที่ด้อยคุณภาพและสร้างสรรค์การศึกษาให้เป็นกลไกที่มีพลังในการพัฒนาประชากรให้มีคุณภาพสูงยิ่งขึ้น โดยครูต้องมีความรู้ความเข้าใจเรื่องระบบประกันคุณภาพการศึกษา มีความเชื่อที่ถูกที่เหมาะที่ควรและต้องทำงานอย่างต่อเนื่องเป็นระบบสถานศึกษาในสังกัดองค์กรปกครองส่วนท้องถิ่น จึงจำเป็นต้องดำเนินการประเมินผลภายในหรือ ประเมินตนเอง เพื่อปรับปรุงและพัฒนา นอกจากนี้ ยังเป็นการปฏิรูปวัฒนธรรมความคิดและเจตคติของคนไทยที่มีผลต่อการประเมินด้วย ทำให้ผู้วิจัยมีความสนใจที่จะสังเคราะห์องค์ประกอบผลลัพธ์ของการประกันคุณภาพการศึกษาภายในของศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม เพื่อจะได้ข้อมูลที่สามารถนำไปพัฒนาต่อยอดเป็นเป็นแนวทางในการจะพัฒนารูปแบบการประกันคุณภาพการศึกษาภายในสถานศึกษาของศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม เพื่อให้ได้แบบแผนการประกันคุณภาพการศึกษาภายในสถานศึกษาที่มีความชัดเจนซึ่งจะเป็นประโยชน์ สามารถนำไปปรับปรุงพัฒนาระบบประกันคุณภาพการศึกษาภายในของสถานศึกษา ให้มีการบริหารจัดการที่มีประสิทธิภาพ มีการทำงานที่มีเป้าหมาย และแผนการดำเนินงานที่ชัดเจน นำไปสู่การพัฒนาคุณภาพและมาตรฐานคุณภาพการศึกษาเพื่อรองรับการประเมินคุณภาพภายนอกต่อไป (กรมส่งเสริมการปกครองส่วนท้องถิ่น, 2557, หน้า 27-28)

วัตถุประสงค์ของการวิจัย

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อสังเคราะห์องค์ประกอบผลลัพธ์ของการประกันคุณภาพการศึกษาภายในของศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม

วิธีการดำเนินการวิจัย

การวิจัยในครั้งนี้ใช้ระเบียบวิธีวิจัยเอกสาร (documentary research) โดยจำแนกการดำเนินการวิจัยออกเป็น 2 ขั้นตอน ดังนี้

ขั้นตอนที่1 ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องกับผลลัพธ์ของการประกันคุณภาพการศึกษาภายในของศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม โดยการวิเคราะห์แนวคิดและผลการวิจัยเกี่ยวกับผลลัพธ์ของการประกันคุณภาพการศึกษาภายในของศูนย์พัฒนาเด็กเล็ก จำนวน 7 แหล่ง มีรายละเอียดดังต่อไปนี้

1.1 ศึกษาผลลัพธ์ของการประกันคุณภาพการศึกษาภายในศูนย์พัฒนาเด็กเล็กตามแนวคิดและงานวิจัยของนักวิชาการและนักวิจัย ดังนี้ สำนักงานรับรองมาตรฐานและประเมินคุณภาพการศึกษา(องค์การมหาชน) (2551) ศิราพร งามแสงและคณะ (2555) กระทรวงพัฒนาสังคมและความมั่นคงของมนุษย์ (2556) วสุกฤต สุวรรณเทน (2559) ภาคิม จิรจตุรพรกุล (2560) สำนักทดสอบทางการศึกษา (2561) และ กระทรวงศึกษาธิการ (2562)

1.2 การสังเคราะห์ผลลัพธ์ของการประกันคุณภาพการศึกษาภายในศูนย์พัฒนาเด็กเล็ก โดยการแจกแจงความถี่จากแหล่งข้อมูลและสรุปผลโดยใช้เกณฑ์ค่าความถี่ตั้งแต่ 4 ขึ้นไปหรือตั้งแต่ร้อยละ 50 ของความถี่ทั้งหมด จากนั้นจึงวิเคราะห์เอกสารและงานวิจัยที่เกี่ยวข้องกับองค์ประกอบเพื่อหานิยามเชิงปฏิบัติการมาสังเคราะห์เพื่อหาพฤติกรรมบ่งชี้ที่เหมาะสม และนำผลที่ได้จากการสังเคราะห์ในขั้นที่ 1 ไปเสนอต่อผู้ทรงคุณวุฒิเพื่อยืนยันองค์ประกอบในขั้นที่ 2 ต่อไป

ขั้นตอนที่ 2 การยืนยันความถูกต้องเหมาะสมผลลัพธ์ของการประกันคุณภาพการศึกษาภายในศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม

2.1 ผู้ให้ข้อมูลสำคัญ (Key Informants) การยืนยันองค์ประกอบผลลัพธ์ของการประกันคุณภาพการศึกษาภายในศูนย์พัฒนาเด็กเล็ก โดยการนำองค์ประกอบที่ได้จากการสังเคราะห์เสนอผู้ทรงคุณวุฒิจำนวน 5 คน เพื่อพิจารณาตรวจสอบความถูกต้องและความเหมาะสมขององค์ประกอบผลลัพธ์ของการประกันคุณภาพการศึกษาภายในศูนย์พัฒนาเด็กเล็ก โดยผู้ทรงคุณวุฒิมีคุณสมบัติดังนี้

2.1.1 นักวิชาการหรืออาจารย์มหาวิทยาลัย จำนวน 1 คน มีวุฒิทางการศึกษาไม่ต่ำกว่าปริญญาเอก และมีประสบการณ์ด้านการบริหารการศึกษาและการประกันคุณภาพการศึกษา ไม่น้อยกว่า 5 ปี

2.1.2 ผู้อำนวยการกองการศึกษา สังกัดองค์กรปกครองส่วนท้องถิ่น จำนวน 1 คน มีวุฒิทางการศึกษาไม่ต่ำกว่าปริญญาโท และมีประสบการณ์ด้านการบริหารการศึกษาและการประกันคุณภาพการศึกษา ไม่น้อยกว่า 5 ปี

2.1.3 ศึกษานิเทศก์ จำนวน 1 คน มีวุฒิทางการศึกษาไม่ต่ำกว่าปริญญาเอก และมีประสบการณ์ด้านการประกันคุณภาพการศึกษา ไม่น้อยกว่า 5 ปี

2.1.4 ครูผู้สอนในศูนย์พัฒนาเด็กเล็ก จำนวน 2 คน มีวุฒิทางการศึกษาไม่ต่ำกว่าปริญญาโท และมีประสบการณ์ด้านการประกันคุณภาพการศึกษา ไม่น้อยกว่า 5 ปี

2.2 เกณฑ์การพิจารณา เพื่อพิจารณาตรวจสอบและยืนยันความเหมาะสมและองค์ประกอบในแต่ละองค์ประกอบที่ผู้ทรงคุณวุฒิเห็นด้วย ผู้วิจัยได้กำหนดเกณฑ์ค่าเฉลี่ยตั้งแต่ 3.51 ขึ้นไป ถือว่าเป็นองค์ประกอบที่มีความเหมาะสม

ขั้นตอนที่ 3 เครื่องมือและวิธีการที่ใช้ในการศึกษา

3.1 แบบสังเคราะห์เอกสารซึ่งเป็นตารางสังเคราะห์องค์ประกอบจากแนวคิดของนักวิชาการและนักวิจัยต่างๆ ที่เกี่ยวข้อง จำนวน 7 แหล่ง เพื่อใช้ในการแจกแจงความถี่

3.2 แบบสอบถาม เป็นแบบมาตราส่วนประมาณค่า (Rating Scale) ชนิด 5 ระดับ โดยใช้เกณฑ์การให้คะแนนประยุกต์ตามแนวทางของ Likert (Likert Five's Rating Scale) และ บุญชม ศรีสะอาด (2553, หน้า 100) ซึ่งได้กำหนดค่าคะแนนของคะแนนช่วงน้ำหนักเป็น 5 ระดับ ดังนี้

5 หมายถึง ความเหมาะสมขององค์ประกอบ อยู่ในระดับมากที่สุด

4 หมายถึง ความเหมาะสมขององค์ประกอบ อยู่ในระดับมาก

3 หมายถึง ความเหมาะสมขององค์ประกอบ อยู่ในระดับปานกลาง

2 หมายถึง ความเหมาะสมขององค์ประกอบ อยู่ในระดับน้อย

1 หมายถึง ความเหมาะสมขององค์ประกอบ อยู่ในระดับน้อยที่สุด

3.3 การวิเคราะห์ยืนยันองค์ประกอบ โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (S.D.) และให้ความหมายของค่าเฉลี่ยเป็นรายข้อ ผู้วิจัยกำหนดเกณฑ์ในการแปลความหมายค่าเฉลี่ย ดังนี้ (บุญชม ศรีสะอาด, 2553, หน้า 21)

4.51-5.00 หมายถึง องค์ประกอบ มีความเหมาะสม มากที่สุด

3.51-4.50 หมายถึง องค์ประกอบ มีความเหมาะสม มาก

2.51-3.50 หมายถึง องค์ประกอบ มีความเหมาะสม ปานกลาง
1.51-2.50 หมายถึง องค์ประกอบ มีความเหมาะสม น้อย
1.00-1.50 หมายถึง องค์ประกอบ มีความเหมาะสม น้อยที่สุด

สรุปผลการวิจัย

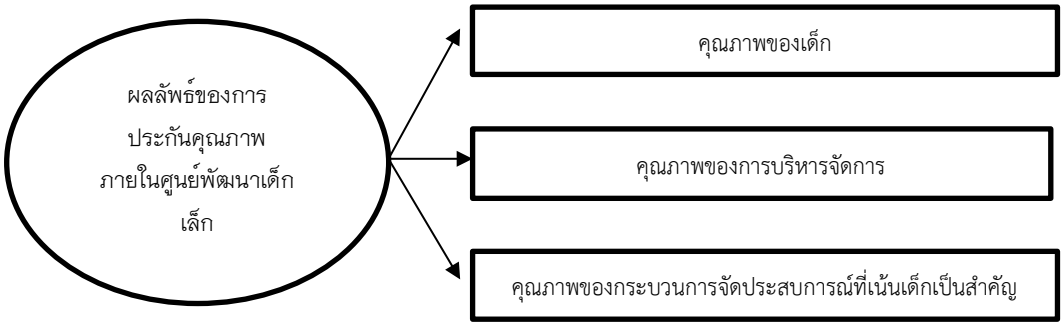
ผลการสังเคราะห์องค์ประกอบผลลัพธ์ของการประกันคุณภาพการศึกษาภายในศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม ซึ่งได้จากการศึกษาแนวคิด ทฤษฎีของนักวิชาการและงานวิจัยที่เกี่ยวข้อง ดังแสดงในตารางที่ 1

ตารางที่ 1 การสังเคราะห์ผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม

นักวิชาการ/ นักวิจัย / ผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก	สำนักงานรับรองมาตรฐานฯ (2551)	ศิราพร งามแสงและคณะ (2555)	กระทรวงพัฒนาสังคมฯ (2556)	วสุกฤต สุวรรณเทน (2559)	ภาคิม จิรจตุรพรกุล (2560)	สำนักทดสอบทางการศึกษา (2561)	กระทรวงศึกษาธิการ (2562)	ความถี่	ร้อยละ	องค์ประกอบคัดเลือก
1. คุณภาพของเด็ก								6	85.71	√
- คุณภาพเด็ก			√		√					
- คุณภาพของเด็ก	√			√		√				
- คุณภาพเด็กปฐมวัย							√			
2. การเป็นชุมชนแห่งการเรียนรู้								1	14.28	
- การสร้างสังคมแห่งการเรียนรู้										
- คุณภาพการพัฒนาชุมชนแห่งการเรียนรู้										
- องค์การแห่งการเรียนรู้				√						
3. คุณภาพของการบริหารจัดการ								6	85.71	√
- คุณภาพของการบริหารจัดการและพัฒนาการสถานศึกษา		√								
- คุณภาพประสิทธิภาพในการบริหารงาน				√						
- การบริหารจัดการศูนย์เด็กเล็ก			√		√					
- การบริหารจัดการ							√			
- กระบวนการบริหารและการจัดการ						√				
4. คุณภาพของกระบวนการเรียนการสอนที่เน้นเด็กเป็นสำคัญ								6	85.71	√
- คุณภาพการเรียนการสอน										
- คุณภาพการจัดประสบการณ์การเรียนรู้ที่เน้นเด็กเป็นสำคัญ		√								
- การจัดประสบการณ์ที่เน้นเด็กเป็นสำคัญ						√				
- กระบวนการดูแลจัดประสบการณ์เรียนรู้ และเล่น							√			
- การจัดระบบการศึกษาที่ส่งผลต่อคุณภาพของเด็ก	√									
- การจัดกระบวนการเรียนรู้เพื่อส่งเสริมพัฒนาการเด็ก			√		√					

นักวิชาการ/ นักวิจัย ผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก	สำนักงานรับรองมาตรฐานฯ (2551)	ศิราพร งามแสงและคณะ (2555)	กระทรวงพัฒนาสังคมฯ (2556)	วสุกฤต สุวรรณเทน (2559)	ภาคิม จิรจตุรพรกุล (2560)	สำนักทดสอบทางการศึกษา (2561)	กระทรวงศึกษาธิการ (2562)	ความถี่	ร้อยละ	องค์ประกอบคัดเลือก
5. การดำเนินงานระบบประกันคุณภาพภายใน		√						1	14.28	
6. ความพึงพอใจในการทำงาน				√				1	14.28	
7. การมีส่วนร่วมของผู้ปกครองชุมชน				√				1	14.28	
8. การพัฒนาให้บรรลุตามปรัชญา ปณิธาน พันธกิจ และวัตถุประสงค์ของการจัดตั้งสถานศึกษา		√						1	14.28	
9. การพัฒนาตามจุดเน้นและจุดเด่นที่ส่งผลสะท้อนเป็นเอกลักษณ์ของสถานศึกษา		√						1	14.28	
10. การดำเนินงานโครงการพิเศษเพื่อส่งเสริมบทบาทของสถานศึกษา และ		√						1	14.28	
11. การส่งเสริมพัฒนาสถานศึกษาเพื่อยกระดับมาตรฐาน รักษามาตรฐาน และพัฒนาสู่ความเป็นเลิศที่สอดคล้องกับแนวทางการปฏิรูปการศึกษา		√						1	14.28	
12. เด็กเล็กได้รับบริการส่งเสริมสุขภาพ		√						1	14.28	
13. เด็กเล็กมีลักษณะอันพึงประสงค์		√						1	14.28	
รวม	2	9	3	5	3	3	3	28		

จากตารางที่ 1 ผลการสังเคราะห์องค์ประกอบผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก ที่ได้จากการสังเคราะห์มีจำนวนทั้งหมด 13 องค์ประกอบจาก 7 แหล่งที่มา ซึ่งได้ใช้เกณฑ์พิจารณาจากองค์ประกอบที่มีความถี่ตั้งแต่ 4 ขึ้นไป หรือมากกว่าร้อยละ 50 ขึ้นไป จึงสรุปได้ว่า ประกอบด้วย 3 องค์ประกอบ และผู้วิจัยได้เรียงลำดับตามกระบวนการได้ดังต่อไปนี้ จากข้างต้นสามารถเขียนแสดงความสัมพันธ์ขององค์ประกอบและรายละเอียดได้ดังรูปที่ 1) คุณภาพของเด็ก 2) คุณภาพของการบริหารจัดการ และ 3) คุณภาพของกระบวนการจัดประสบการณ์ที่เน้นเด็กเป็นสำคัญ



รูปที่ 1 ความสัมพันธ์ขององค์ประกอบผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก

จากรูปที่ 1 องค์ประกอบผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม ประกอบด้วย 3 องค์ประกอบ ผู้วิจัยได้นำผลการสังเคราะห์องค์ประกอบมานิยามเชิงปฏิบัติการและพฤติกรรมบ่งชี้ จากนั้นเสนอผู้ทรงคุณวุฒิจำนวน 5 คน เพื่อพิจารณาตรวจสอบความถูกต้องเหมาะสมขององค์ประกอบผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก ผลการวิเคราะห์มีรายละเอียดดังตารางที่ 2

ตารางที่ 2 แสดงผลยืนยันองค์ประกอบผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม (ผู้ทรงคุณวุฒิ 5 คน)

นิยามศัพท์เชิงปฏิบัติการ	องค์ประกอบ	ความเหมาะสม		
		$\bar{X}$	S.D.	แปลผล
1. คุณภาพของเด็ก		4.56	0.49	มากที่สุด
คุณลักษณะที่เกิดขึ้นกับเด็กจากการจัดการศึกษาของสถานศึกษาประกอบด้วยการมีพัฒนาการทั้ง 4 ด้านสมวัย ได้แก่ ด้านร่างกาย เช่น เด็กมีสุขภาพกายสมวัย มีสุขนิสัยสมวัย ด้านอารมณ์และจิตใจ เช่น เด็กมีสุขภาพจิตสมวัย มีสุนทรียภาพสมวัย ด้านสังคม เช่น เด็กสามารถปรับตัวเข้ากับสังคมได้ มีวินัยและรู้ผิดชอบสมวัย และด้านสติปัญญา เช่น เด็กมีความสามารถในการเรียนรู้สมวัย มีจินตนาการและคิดสร้างสรรค์สมวัย และมีทักษะและความรู้พื้นฐานตามพัฒนาการ มีความพร้อมที่จะศึกษาต่อในชั้นต่อไป	1.1 เด็กมีพัฒนาการทั้ง 4 ด้านสมวัย	4.60	0.49	มากที่สุด
	1.2 เด็กมีสุขภาพกายสมวัย	4.60	0.49	มากที่สุด
	1.3 เด็กมีสุขนิสัยสมวัย	4.60	0.49	มากที่สุด
	1.4 เด็กมีสุขภาพจิตสมวัย	4.40	0.49	มาก
	1.5 เด็กมีสุนทรียภาพสมวัย	4.60	0.49	มากที่สุด
	1.6 เด็กสามารถปรับตัวเข้ากับสังคมได้	4.80	0.40	มากที่สุด
	1.7 เด็กมีวินัยและรู้ผิดชอบสมวัย	4.60	0.49	มากที่สุด
	1.8 เด็กมีความสามารถในการเรียนรู้สมวัย	4.60	0.49	มากที่สุด
	1.9 เด็กมีจินตนาการและคิดสร้างสรรค์สมวัย	4.40	0.49	มาก
	1.10 เด็กมีทักษะและความรู้พื้นฐานตามพัฒนาการ	4.60	0.49	มากที่สุด
	1.11 เด็กมีความพร้อมที่จะศึกษาต่อในชั้นต่อไป	4.40	0.49	มาก

ตารางที่ 2 (ต่อ)

นิยามศัพท์เชิงปฏิบัติการ	องค์ประกอบ	ความเหมาะสม		
		$\bar{X}$	S.D.	แปลผล
2. คุณภาพของการบริหารจัดการ		4.12	0.37	มาก
ผลสำเร็จของผู้บริหารสถานศึกษาในการดำเนินการบริหารและจัดการสถานศึกษาที่ครอบคลุมด้านวิชาการ ด้านครูและบุคลากร ด้านข้อมูลสารสนเทศ ด้านสภาพแวดล้อมและสื่อเพื่อการเรียนรู้ และด้านระบบประกันคุณภาพภายใน โดยเปิดโอกาสให้ผู้เกี่ยวข้องทุกฝ่ายมีส่วนร่วมในการจัดการศึกษา มีการกำกับติดตามการดำเนินงานอย่างเป็น	2.1 ผู้บริหารสถานศึกษาเป็นผู้นำในการดำเนินการบริหารและจัดการสถานศึกษา	4.40	0.49	มาก
	2.2 ผู้บริหารสถานศึกษาจัดการสถานศึกษาที่ครอบคลุมด้านวิชาการ	4.40	0.49	มาก
	2.3 ผู้บริหารสถานศึกษาจัดการสถานศึกษาที่ครอบคลุมด้านครูและบุคลากร	4.20	0.40	มาก
	2.4 ผู้บริหารสถานศึกษาจัดการสถานศึกษาที่ครอบคลุมด้านข้อมูลสารสนเทศ	3.60	0.49	มาก
	2.5 ผู้บริหารสถานศึกษาจัดการสถานศึกษาที่ครอบคลุมด้านสภาพแวดล้อมและสื่อเพื่อการเรียนรู้	4.00	0.00	มาก

ระบบและต่อเนื่อง เพื่อสร้างความมั่นใจต่อคุณภาพการจัดการศึกษาของสถานศึกษา	2.6 ผู้บริหารสถานศึกษาจัดการสถานศึกษาที่ครอบคลุมด้านระบบประกันคุณภาพภายใน	4.00	0.00	มาก
	2.7 ผู้บริหารสถานศึกษาเปิดโอกาสให้ผู้เกี่ยวข้องทุกฝ่ายมีส่วนร่วมในการจัดการศึกษา	4.00	0.00	มาก
	2.8 ผู้บริหารสถานศึกษามีการกำกับติดตามการดำเนินงานอย่างเป็นระบบและต่อเนื่อง	4.00	0.00	มาก
	2.9 ผู้บริหารสถานศึกษาสร้างความมั่นใจต่อคุณภาพการจัดการศึกษาของสถานศึกษา	3.80	0.40	มาก
3. คุณภาพของกระบวนการจัดประสบการณ์ที่เน้นเด็กเป็นสำคัญ		4.16	0.44	มาก
ผลสำเร็จที่เกิดจากการจัดประสบการณ์ให้เด็กมีพัฒนาการทุกด้านอย่างสมดุล เต็มศักยภาพ รู้จักเด็กเป็นรายบุคคลและสร้างโอกาสให้เด็กทุกคนได้รับประสบการณ์ตรง เล่นและลงมือกระทำผ่านประสาทสัมผัส จัดบรรยากาศที่เอื้อต่อการเรียนรู้ ใช้สื่อและเทคโนโลยีที่เหมาะสมกับวัย มีการติดตามและประเมินผลพัฒนาการเด็กอย่างเป็นระบบ	3.1 จัดประสบการณ์ให้เด็กมีพัฒนาการทุกด้านอย่างสมดุล เต็มศักยภาพ	4.60	0.49	มากที่สุด
	3.2 รู้จักเด็กเป็นรายบุคคล	4.20	0.40	มาก
	3.3 สร้างโอกาสให้เด็กทุกคนได้รับประสบการณ์ตรง	4.00	0.00	มาก
	3.4 เด็กเล่นและลงมือกระทำผ่านประสาทสัมผัส	3.60	0.49	มาก
	3.5 จัดบรรยากาศที่เอื้อต่อการเรียนรู้ของเด็ก	4.40	0.80	มาก
	3.6 ใช้สื่อและเทคโนโลยีที่เหมาะสมกับวัย	3.80	0.40	มาก
	3.7 มีการติดตามและประเมินผลพัฒนาการเด็กอย่างเป็นระบบ	4.00	0.00	มาก

จากตารางที่ 2 ผลการยืนยันผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม โดยผู้ทรงคุณวุฒิ 5 คน พบว่า

1. ผลการยืนยันผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็ก ในภาพรวม พบว่า คุณภาพของเด็ก มีความเหมาะสมในระดับมากที่สุด ($\bar{X}$= 4.56, S.D.=0.49) รองลงมาเป็น คุณภาพของกระบวนการจัดประสบการณ์ที่เน้นเด็กเป็นสำคัญ มีความเหมาะสมในระดับมาก ($\bar{X}$= 4.16, S.D.=0.44) และสุดท้ายคือ คุณภาพของการบริหารจัดการ มีความเหมาะสมในระดับมาก ($\bar{X}$= 4.12, S.D.=0.37) ตามลำดับ

2. ผลการยืนยันผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็ก พบว่า

2.1 คุณภาพของเด็ก ประกอบด้วย 11 พฤติกรรมบ่งชี้ ได้แก่ 1) เด็กมีพัฒนาการทั้ง 4 ด้านสมวัย 2) เด็กมีสุขภาพกายสมวัย 3) เด็กมีสุขนิสัยสมวัย 5) เด็กมีสุนทรียภาพสมวัย 7) เด็กมีวินัยและรู้ผิดชอบสมวัย 8) เด็กมีความสามารถในการเรียนรู้สมวัย และ 10) เด็กมีทักษะและความรู้พื้นฐานตามพัฒนาการ มีความเหมาะสมที่เท่ากัน ในระดับมากที่สุด ($\bar{X}$= 4.60, S.D.= 0.49) 4) เด็กมีสุขภาพจิตสมวัย 9) เด็กมีจินตนาการและคิดสร้างสรรค์สมวัย และ 11) เด็กมีความพร้อมที่จะศึกษาต่อในชั้นต่อไป มีความเหมาะสมในระดับมาก ($\bar{X}$= 4.40, S.D.= 0.49) 6) เด็กสามารถปรับตัวเข้ากับสังคมได้ มีความเหมาะสมในระดับมากที่สุด ($\bar{X}$= 4.80, S.D.= 0.40)

2.2 คุณภาพของการบริหารจัดการ ประกอบด้วย 9 พฤติกรรมบ่งชี้ ได้แก่ 1) ผู้บริหารสถานศึกษาเป็นผู้นำในการดำเนินการบริหารและจัดการสถานศึกษา และ 2) ผู้บริหารสถานศึกษาจัดการสถานศึกษาที่ครอบคลุมด้านวิชาการมีความเหมาะสมที่เท่ากัน ในระดับมาก ($\bar{X}$= 4.40, S.D.= 0.49) 3) ผู้บริหารสถานศึกษาจัดการสถานศึกษาที่ครอบคลุมด้านครูและบุคลากร มีความเหมาะสมในระดับมาก ($\bar{X}$= 4.20, S.D.= 0.40) 4) ผู้บริหารสถานศึกษาจัดการสถานศึกษาที่ครอบคลุมด้านข้อมูลสารสนเทศ ความเหมาะสมในระดับมาก ($\bar{X}$= 3.60, S.D.= 0.49) 5) ผู้บริหารสถานศึกษาจัดการสถานศึกษาที่ครอบคลุมด้านสภาพแวดล้อมและสื่อเพื่อการเรียนรู้ 6) ผู้บริหารสถานศึกษาจัดการสถานศึกษาที่ครอบคลุมด้านระบบประกันคุณภาพภายใน 7) ผู้บริหารสถานศึกษาเปิดโอกาสให้ผู้เกี่ยวข้องทุกฝ่ายมีส่วนร่วมในการจัดการศึกษา และ 8) ผู้บริหารสถานศึกษามีการกำกับติดตามการดำเนินงานอย่างเป็นระบบและต่อเนื่อง มีความเหมาะสมที่เท่ากัน ในระดับมาก ($\bar{X}$= 4.00, S.D.= 0.00) และ 9) ผู้บริหารสถานศึกษาสร้างความมั่นใจต่อคุณภาพการจัดการศึกษาของสถานศึกษา มีความเหมาะสม ในระดับมาก ($\bar{X}$= 3.80, S.D.= 0.40)

2.3 คุณภาพของกระบวนการจัดประสบการณ์ที่เน้นเด็กเป็นสำคัญ ประกอบด้วย 7 พฤติกรรมบ่งชี้ ได้แก่ 1) จัดประสบการณ์ให้เด็กมีพัฒนาการทุกด้านอย่างสมดุลเต็มศักยภาพ มีความเหมาะสม ในระดับมากที่สุด ($\bar{X}$= 4.60, S.D.= 0.49) 2) รู้จักเด็กเป็นรายบุคคล มีความเหมาะสม ในระดับมาก ($\bar{X}$= 4.20, S.D.= 0.40) 3) สร้างโอกาสให้เด็กทุกคนได้รับประสบการณ์ตรง และ 7) มีการติดตามและประเมินผลพัฒนาการเด็กอย่างเป็นระบบ มีความเหมาะสมที่เท่ากัน ในระดับมาก ($\bar{X}$= 4.00, S.D.= 0.00) 4) เด็กเล่นและลงมือกระทำผ่านประสาทสัมผัส มีความเหมาะสม ในระดับมาก ($\bar{X}$= 3.60, S.D.= 0.49) 5) จัดบรรยากาศที่เอื้อต่อการเรียนรู้ของเด็ก มีความเหมาะสม ในระดับมาก ($\bar{X}$= 4.40, S.D.= 0.80) และ 6) ใช้สื่อและเทคโนโลยีที่เหมาะสมกับวัย มีความเหมาะสม ในระดับมาก ($\bar{X}$= 3.80, S.D.= 0.40)

อภิปรายผลการวิจัย

การศึกษาผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม ครั้งนี้ ผลจากการสังเคราะห์เอกสารงานวิจัยที่เกี่ยวข้องและการประเมินของผู้ทรงคุณวุฒิเพื่อให้ได้องค์ประกอบผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในจังหวัดนครพนม และพฤติกรรมบ่งชี้ผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็ก พบว่า ประกอบด้วย 3 องค์ประกอบ 27 ตัวบ่งชี้ ได้แก่ 1) คุณภาพของเด็ก ประกอบด้วย 11 พฤติกรรมบ่งชี้ ซึ่งสอดคล้องกับแนวคิดของ สุพัชรกานต์ หมายกล้า (2557, หน้า 6) และทิฆัมพร ยศสมบัติ (2557, หน้า 4) ที่ได้ทำการศึกษาผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก พบว่ามีคุณภาพของเด็กเป็นองค์ประกอบ 2) คุณภาพของการบริหารจัดการ ประกอบด้วย 9 พฤติกรรมบ่งชี้ ซึ่งสอดคล้องกับการศึกษาผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก ของพินิจ นาทองห่อ (2554, หน้า 50) พบว่ามีคุณภาพของการบริหารจัดการ เป็นองค์ประกอบ เช่นเดียวกับสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2559, หน้า 7) และ 3) คุณภาพของกระบวนการจัดประสบการณ์ที่เน้นเด็กเป็นสำคัญ ประกอบด้วย 7 พฤติกรรมบ่งชี้ ซึ่งสอดคล้องกับแนวคิดของ พินิจ นาทองห่อ (2554, หน้า 54) และ สุพัชรกานต์ หมายกล้า (2557, หน้า 6) ได้กล่าวถึง ผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก พบว่ามีคุณภาพของกระบวนการจัดประสบการณ์ที่เน้นเด็กเป็นสำคัญ เป็นองค์ประกอบ

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลการวิจัยไปใช้

1.1 ผู้บริหารสถานศึกษาควรนำผลการวิจัยผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก ไปพัฒนารูปแบบการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก ให้มีประสิทธิภาพและเกิดความต่อเนื่อง

1.2 ครูควรนำผลการวิจัยไปพัฒนารูปแบบในการจัดการเรียนการสอนของตนเอง เพื่อให้สามารถปฏิบัติงานได้อย่างมีประสิทธิภาพ และเกิดประโยชน์ต่อเด็ก ในการพัฒนาคุณภาพทั้ง 4 ด้านอย่างยั่งยืน

2. ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

2.1 ควรมีการศึกษาองค์ประกอบผลลัพธ์ของการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก ด้านอื่นๆ เพื่อให้ได้ข้อค้นพบเพิ่มเติมที่เป็นประโยชน์ในการพัฒนาการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก ต่อไป

2.2 ควรทำการวิจัยเพื่อประเมินรูปแบบที่เหมาะสมในการประกันคุณภาพภายในศูนย์พัฒนาเด็กเล็ก ที่ผู้วิจัยได้พัฒนาขึ้น เพื่อนำข้อค้นพบที่ได้จากการประเมินไปปรับปรุงรูปแบบต่อไป

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การศึกษาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

A Study On Innovative Leadership Of School Administrators Under The Secondary Education Service Area Office Chaiyaphum

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู 2) เพื่อเปรียบเทียบภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพและขนาดของสถานศึกษา กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ คือ ผู้บริหารสถานศึกษาและครู ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยผู้วิจัยได้กำหนดกลุ่มตัวอย่างโดยใช้การเปิดตารางของเครจซี่และมอร์แกน และใช้วิธีการสุ่มกลุ่มตัวอย่างแบบแบ่งชั้น ได้กลุ่มตัวอย่างจำนวน 523 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 196 คน และครู จำนวน 327 คน เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามแบบมาตราส่วนประมาณค่า 5 ระดับ โดยมีค่าดัชนีความสอดคล้องอยู่ระหว่าง 0.6 - 1.0 ค่าอำนาจจำแนกรายข้อ ตั้งแต่ .536 - .863 และค่าความเชื่อมั่นเท่ากับ .987 สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์ความแปรปรวนทางเดียว

ผลการวิจัยพบว่า

1. ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ตามความคิดเห็นของผู้บริหารสถานศึกษา และครู โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ การมีวิสัยทัศน์ รองลงมา คือ การเป็นผู้นำการเปลี่ยนแปลง และการทำงานเป็นทีม ตามลำดับ ส่วนด้านที่มีค่าเฉลี่ยต่ำสุด คือ การเป็นผู้นำการคิดสร้างสรรค์

2. ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพและขนาดของสถานศึกษา โดยภาพรวมและรายด้าน พบว่า ไม่แตกต่างกัน

คำสำคัญ: ภาวะผู้นำเชิงนวัตกรรม, ผู้บริหารสถานศึกษา, ครู

Abstract

The purposes of this research were 1) study the level of innovation leadership of school administrators, under the Secondary education service area office Chaiyaphum, according to the opinions of school administrators and teachers 2) compare the innovation leadership levels of the school administrators of school administrators, under the Secondary education service area office Chaiyaphum, Classified by status and school size. The sample used in this study consisted of administrators and teachers from under the Secondary education service area office Chaiyaphum. The sample size was determined using Krajcie & Morgan's formula and the sample was selected using multi-step sampling. The sample size is determined as 523 participants, consisting of 196 administrators and 327 teachers. The instrument used in this study was a 5-level questionnaire, with an index of congruence between 0.6 - 1.0, the range of item-total correlation from .536 to .863 and the range of the confidence value was .987. The Statistics used for the data analysis were mean, standard deviation, t-test, and one-way ANOVA.

The results showed that;

1. The level of innovation leadership of school administrators, under the Secondary education service area office Chaiyaphum, it was at the highest level. When considering each aspect, it was found that the aspect

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with the highest average was vision, followed by being a change leader and teamwork, respectively. The aspect with the lowest average was creative leadership.

2. The results of comparing the opinions of school administrators and teachers of school administrators is classified by status and the size of the school overall and in each aspect, it was found that they were not different.

Keywords: Innovation leadership, Administrators, teachers

บทนำ

การเปลี่ยนแปลงอย่างรวดเร็วของโลกศตวรรษที่ 21 การพัฒนาอย่างก้าวกระโดดของเทคโนโลยีสารสนเทศและการสื่อสาร ส่งผลให้ประเทศต่าง ๆ ในโลกต้องเผชิญกับการแข่งขันอย่างเสรีและไร้พรมแดนอย่างไม่อาจหลีกเลี่ยงได้ ความท้าทายใหม่ในกระแสโลกาภิวัตน์ คือ การก้าวเข้าสู่ยุคอินเทอร์เน็ตในทุกสิ่ง (Internet of things) องค์การจึงจำเป็นต้องปรับตัวสู่การพัฒนาบนฐานความรู้ วิทยาศาสตร์ เทคโนโลยี และนวัตกรรม การพัฒนาทรัพยากรมนุษย์จึงเป็นกลไกที่สำคัญยิ่งในการนำประเทศเข้าสู่สังคมโลกในศตวรรษที่ 21 และเป็นประเด็นหลักที่กำหนดไว้ในยุทธศาสตร์ชาติและยุทธศาสตร์ประเทศไทย 4.0 เพื่อเตรียมความพร้อมกำลังคนทั้งด้านความรู้ทักษะ สมรรถนะที่จำเป็นให้สามารถปรับตัวและเท่าทันต่อกระแสความเปลี่ยนแปลงของโลกที่มีพลวัต และการแข่งขันอย่างเสรีและไร้พรมแดน จึงเป็นความสำคัญจำเป็นเร่งด่วนที่ประเทศต้องเร่งดำเนินการเพื่อสร้างขีดความสามารถในการแข่งขันของประเทศ (แผนการศึกษาแห่งชาติ, 2560)

ด้วยความสำคัญของการศึกษาทำให้ต้องมีการพัฒนาการจัดการเรียนการสอนให้สอดคล้องกับ พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ.2545 และ (ฉบับที่ 3) พ.ศ. 2553 และให้มีความทันสมัยตามทันความเปลี่ยนแปลงของการศึกษาและเทคโนโลยี โดยเฉพาะอย่างยิ่งในปัจจุบันที่โลกเข้าสู่ยุคศตวรรษที่ 21 ซึ่งภาวะผู้นำเชิงนวัตกรรม (Innovative Leadership) เป็นสมรรถนะสำคัญที่ผู้บริหารสถานศึกษาและครูจะต้องมี เพื่อสร้างความตระหนักและปรับเปลี่ยนทัศนคติ รวมทั้งความสามารถในการเปลี่ยนแปลงตนเองเป็นผู้นำเชิงนวัตกรรมสามารถเรียนรู้ทักษะใหม่ๆมีกรอบการทำงานที่จะพัฒนาตนเองให้เป็นผู้นำเชิงนวัตกรรมที่สามารถนำความคิดสร้างสรรค์นำเปลี่ยนเป็นการกระทำเพื่อให้เกิดประโยชน์กับสถานศึกษา ครูจะต้องเรียนรู้ และปรับเปลี่ยนทัศนะคติให้เป็นผู้นำเชิงนวัตกรรม โดยคำนึงถึง 2 ประเด็นหลัก คือการนำวิถีการใหม่มาใช้เพื่อให้เกิดภาวะผู้นำและการเป็นผู้นำเชิงนวัตกรรมที่มุ่งเน้นการสร้างบรรยากาศในการทำงานที่เอื้อต่อการเกิดนวัตกรรม อีกทั้งยังเป็นการนำความคิดเชิงนวัตกรรมมาช่วย แก้ปัญหาและสร้างสรรค์นวัตกรรมต่าง ๆในองค์กร นอกจากนี้ผู้นำเชิงนวัตกรรมมีหน้าที่หลักในการเปลี่ยนวัฒนธรรม องค์กรไปสู่วัฒนธรรมนวัตกรรมอีกด้วย (กระทรวงศึกษาธิการ, 2559)

การศึกษามีบทบาทอย่างยิ่งต่อการพัฒนาประเทศในยุคโลกาภิวัตน์ซึ่งมีการเปลี่ยนแปลงข้อมูลข่าวสาร เทคโนโลยีสารสนเทศ ในทุก ๆ ด้านไปอย่างรวดเร็ว ดังนั้นการที่จะพัฒนาการศึกษาให้มีคุณภาพและตอบรับการเปลี่ยนแปลงไปตามกระแสของโลกในยุคปัจจุบันได้อย่างมีคุณภาพนั้น ผู้นำจึงควรมีภาวะผู้นำเชิงนวัตกรรม ซึ่งภาวะผู้นำเชิงนวัตกรรมจะส่งผลให้สามารถปฏิบัติงานในหน้าที่เพื่อ ให้ได้นวัตกรรม หรือสิ่งใหม่ๆ ที่เป็นประโยชน์ต่อสถานศึกษาสามารถพัฒนาการศึกษาได้อย่างมีคุณภาพบนฐานของการเปลี่ยนแปลงของโลกอยู่ตลอดเวลา ซึ่งผู้นำเป็นผู้ที่มีส่วนเกี่ยวข้องโดยตรงในการสร้าง พัฒนา และเป็นแรงผลักดันสำคัญให้เกิดการเปลี่ยนแปลง ในสถานศึกษาก็คือ ผู้บริหารสถานศึกษานั่นเอง ดังนั้น จึงมีความสำคัญและจำเป็นอย่างยิ่ง ที่ผู้บริหารสถานศึกษาจะต้องมีภาวะผู้นำเชิงนวัตกรรมอย่างปฏิเสธไม่ได้ ภาวะผู้นำเชิงนวัตกรรมจึงมีความสำคัญกับผู้บริหารสถานศึกษาซึ่งจะส่งผลให้สามารถปฏิบัติงานให้ได้นวัตกรรม หรือสิ่งที่เป็นประโยชน์ต่อสถานศึกษา สามารถพัฒนาการศึกษาได้อย่างมีคุณภาพบนฐานของการเปลี่ยนแปลงของโลกอยู่ตลอดเวลา ซึ่งผู้นำมีส่วนเกี่ยวข้องโดยตรงในการสร้างพัฒนา และเป็นแรงผลักดันสำคัญให้เปลี่ยนแปลงในสถานศึกษาก็คือ ผู้บริหารสถานศึกษานั้นเอง ดังนั้น จึงมีความสำคัญอย่างยิ่งที่ผู้บริหารสถานศึกษาจะต้องมีภาวะผู้นำเชิงนวัตกรรม ดังนั้นการบริหารจัดการโรงเรียนให้ประสบผลสำเร็จ ผู้บริหารจำเป็นต้องมีภาวะผู้นำเชิงนวัตกรรม เพื่อพัฒนาสถานศึกษาไปสู่ความสำเร็จตามเป้าหมาย (ปวีณา กันถิ่น, 2560)

จากความเป็นมาและความสำคัญของปัญหา จึงทำให้ผู้วิจัยมีความสนใจและต้องการศึกษาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดสถานศึกษา เพื่อเป็นแนวทางในการปรับปรุงและพัฒนากาวะผู้นำเชิงนวัตกรรมของผู้บริหารโรงเรียน ซึ่งจะส่งผลต่อการบริหารการศึกษาของโรงเรียนให้มีประสิทธิภาพตามมาตรฐานการศึกษาของชาติ และเพิ่มศักยภาพการแข่งขันของการศึกษาไทยในระดับสากล เพื่อพัฒนาผู้เรียนที่เป็นกำลังสำคัญในการขับเคลื่อนโมเดลไทยแลนด์ 4.0 ต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา ตามความคิดเห็นของผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

2. เพื่อเปรียบเทียบภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพและขนาดของสถานศึกษา

วิธีการดำเนินการวิจัย

1. ประชากร ประชากรที่ใช้ในการวิจัย คือครูและผู้บริหารสถานศึกษา จำนวน 37 โรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ปีการศึกษา 2565 ซึ่งประกอบด้วยครู จำนวน 2,061 คน และผู้บริหารสถานศึกษา จำนวน 390 คน รวมประชากรทั้งหมด จำนวน 2,451 คน

2. กลุ่มตัวอย่าง คือ ผู้บริหารและครูผู้สอนโดยกำหนดขนาดกลุ่มตัวอย่างโดยใช้ตารางสำเร็จรูปของ Krejcie and Morgan (บุญชม ศรีสะอาด, 2554) ในการกำหนดขนาดกลุ่มตัวอย่าง และใช้การสุ่มแบบแบ่งชั้น (Stratified Random Sampling) ได้ขนาดกลุ่มตัวอย่างผู้บริหารสถานศึกษา จำนวน 196 คน ขนาดกลุ่มตัวอย่างครู จำนวน 327 คน รวมกลุ่มตัวอย่างผู้บริหารสถานศึกษาและครู จำนวนทั้งสิ้น 523 คน

3. ตัวแปรที่ใช้ในการวิจัย ประกอบด้วย ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา ผู้วิจัยได้ทำการสังเคราะห์แนวคิด ทฤษฎีของนักวิชาการที่เกี่ยวข้องกับภาวะผู้นำเชิงนวัตกรรมของผู้บริหาร ประกอบด้วย 4 องค์ประกอบ ดังนี้ 1) การเป็นผู้นำการเปลี่ยนแปลง 2) การเป็นผู้นำการคิดสร้างสรรค์ 3) การมีวิสัยทัศน์ 4) การทำงานเป็นทีม

4. เครื่องมือที่ใช้ในการวิจัย เป็นแบบสอบถาม แบ่งเป็น 2 ตอน ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบสำรวจรายการ (Checklist) ตอนที่ 2 เป็นแบบสอบถามระดับภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา ประกอบด้วย 4 ด้าน มีลักษณะเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ (RatingScale) ตามวิธีของ Likert จำนวน 65 ข้อ โดยมีขั้นตอนการสร้างและตรวจสอบคุณภาพของเครื่องมือที่ใช้ในการวิจัยดังนี้

1. ศึกษาแนวคิด ทฤษฎี หลักการ จากหนังสือ เอกสาร และงานวิจัยที่เกี่ยวข้องกับภาวะผู้นำเชิงกลยุทธ์ของผู้บริหารสถานศึกษา เพื่อกำหนดเป็นนิยามศัพท์เฉพาะและกรอบแนวคิดในการวิจัย

2. สร้างแบบสอบถาม โดยกำหนดเนื้อหา และข้อคำถามให้ครอบคลุมและสอดคล้องกับนิยามศัพท์เฉพาะและกรอบแนวคิดในการวิจัย และนำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาเพื่อตรวจสอบความถูกต้องของเนื้อหา โครงสร้างของแบบสอบถาม ความถูกต้องเหมาะสมของภาษา และความครอบคลุมเนื้อหา เพื่อนำข้อเสนอแนะไปปรับปรุงแบบสอบถาม

3. นำแบบสอบถามที่ปรับปรุงแก้ไขแล้ว เสนอผู้เชี่ยวชาญ จำนวน 5 ท่าน เพื่อตรวจสอบคุณภาพของเครื่องมือด้านความเที่ยงตรงเชิงเนื้อหา (Content Validity) และความถูกต้องในการใช้ภาษาให้ผู้เชี่ยวชาญพิจารณาค่าดัชนีความสอดคล้อง (Index of Congruence : IOC) และหาค่าดัชนีความสอดคล้อง (Index of Congruence) จากการใช้แบบสอบถามความคิดเห็นของผู้เชี่ยวชาญ 5 คน โดยใช้เกณฑ์ในการพิจารณา คือค่าดัชนีความสอดคล้อง ต้องมีค่าตั้งแต่ 0.50 ขึ้นไป พบว่า ข้อคำถามทุกข้อโดยมีค่าดัชนีความสอดคล้องอยู่ระหว่าง 0.6 - 1.0 ตามเกณฑ์ที่ผู้วิจัยกำหนดไว้

4. นำแบบสอบถามที่ได้ปรับปรุงแล้วไปทดลองใช้ (Try Out) ครูและผู้บริหารสถานศึกษา ของสถานศึกษาระดับมัธยมศึกษาในจังหวัดชัยภูมิ จำนวน 30 คน ที่ไม่ใช่กลุ่มตัวอย่าง แล้วนำมาวิเคราะห์หาค่าอำนาจจำแนก (Discrimination) ของแบบสอบถาม โดยวิธีการหาค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างรายข้อกับคะแนนรวม (Item Total Correlation) โดยสรุปได้ดังนี้

1) ค่าอำนาจจำแนก (Discrimination) ของแบบสอบถาม โดยวิธีการหาค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างรายข้อกับคะแนนรวม (Item Total Correlation) จากการทดลองใช้เครื่องมือกับกลุ่มตัวอย่าง จำนวน 30 คน ผลการวิเคราะห์ข้อมูลในส่วนของแบบสอบถามเกี่ยวกับภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา มีค่าอำนาจจำแนกรายข้อ ตั้งแต่ .536 - .863

2) ค่าความเชื่อมั่น (Reliability) โดยใช้วิธีหาค่าสัมประสิทธิ์อัลฟา (α- Coefficient) ตามวิธีของ Cronbach โดยกำหนดค่าความเชื่อมั่นไว้ที่ 0.70 ขึ้นไป ผลการวิเคราะห์ข้อมูลได้ค่าความเชื่อมั่นของแบบสอบถามเกี่ยวกับภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา เท่ากับ .987

5. นำแบบสอบถามที่ผ่านการตรวจสอบแล้วมาปรับปรุง และจัดทำแบบสอบถามฉบับสมบูรณ์เพื่อนำไปใช้กับกลุ่มตัวอย่างในลำดับต่อไป

5. การเก็บรวบรวมข้อมูล

1. ผู้วิจัยขอหนังสือขอความอนุเคราะห์เก็บข้อมูลวิจัยจากคณะครุศาสตร์ มหาวิทยาลัยราชภัฏชัยภูมิ ถึงผู้อำนวยการโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำนวน 37 โรงเรียน

2. ส่งหนังสือขอความร่วมมือตอบแบบสอบถามเพื่อการวิจัยไปยังสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ พร้อมด้วยแบบสอบถามสำหรับครู และผู้บริหารสถานศึกษา พร้อมด้วยซองเปล่าติดแสตมป์จ่าหน้าซองถึงผู้วิจัยเพื่อขอความอนุเคราะห์ ส่งแบบสอบถามกลับคืนผู้วิจัยทางไปรษณีย์

6. การวิเคราะห์ข้อมูล

1. วิเคราะห์ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม โดยใช้ค่าความถี่ และค่าร้อยละ และนำเสนอในรูปแบบตารางประกอบคำบรรยาย

2. วิเคราะห์ข้อมูลการวิเคราะห์ภาวะผู้นำเชิงกลยุทธ์ โดยใช้ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน และนำเสนอในรูปแบบตารางประกอบคำบรรยาย

สรุปผลการวิจัย

1. ผลการวิเคราะห์เกี่ยวกับสถานภาพผู้ตอบแบบสอบถาม ซึ่งประกอบด้วยผู้บริหารสถานศึกษา และครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ปรากฏผลดังตารางที่ 1

ตารางที่ 1 แสดงค่าร้อยละของจำนวนประชากรและกลุ่มตัวอย่างจำแนกตามสถานภาพ และขนาดสถานศึกษา

สถานภาพ	จำนวน (คน)	ร้อยละ
ตำแหน่ง		
1. ครู	327	62.50
2. ผู้บริหารสถานศึกษา	196	37.50
รวม	**523**	**100.00**
ขนาดสถานศึกษา		
1. ขนาดเล็ก	139	26.60
2. ขนาดกลาง	187	35.80
3. ขนาดใหญ่	197	37.60
รวม	**523**	**100.00**

จากตารางที่ 1 พบว่าผู้ตอบแบบสอบถามส่วนใหญ่เป็นครู จำนวน 327 คน คิดเป็นร้อยละ 62.50 ผู้บริหารสถานศึกษา จำนวน 196 คน คิดเป็นร้อยละ 37.50 และปฏิบัติหน้าที่ในสถานศึกษาขนาดเล็ก จำนวน 139 คน คิดเป็นร้อยละ 26.60 สถานศึกษาขนาดกลาง จำนวน 187 คน คิดเป็นร้อยละ 35.80 และสถานศึกษาขนาดใหญ่ จำนวน 197 คน คิดเป็นร้อยละ 37.60

2. ผลการวิเคราะห์ระดับความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

ผลการวิเคราะห์ข้อมูลความคิดเห็นของผู้บริหารสถานศึกษาและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ต่อภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา มีผลการวิเคราะห์โดยภาพรวม และรายด้าน ทั้งหมด 4 ด้าน ได้แก่ 1) การเป็นผู้นำการเปลี่ยนแปลง 2) การเป็นผู้นำการคิดสร้างสรรค์ 3) การมีวิสัยทัศน์ และ4) การทำงานเป็นทีม ซึ่งทำการวิเคราะห์เป็นรายด้าน และรายข้อ โดยหาค่าเฉลี่ย ($\overline{X}$) และค่าส่วนเบี่ยงเบนมาตรฐาน (S.D.) ปรากฏผลดังตารางที่ 2

ตารางที่ 2 ค่าเฉลี่ย ($\overline{X}$) และส่วนเบี่ยงเบนมาตรฐาน (S.D.) ความคิดเห็นของผู้บริหารสถานศึกษา และครูต่อภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวม

ภาวะผู้นำเชิงนวัตกรรม	($\overline{X}$)	S.D.	แปลผล
1. การเป็นผู้นำการเปลี่ยนแปลง	4.46	0.49	มาก
2. การเป็นผู้นำการคิดสร้างสรรค์	4.45	0.48	มาก
3. การมีวิสัยทัศน์	4.47	0.47	มาก
4. การทำงานเป็นทีม	4.46	0.48	มาก
รวมเฉลี่ย	**4.46**	**0.45**	**มาก**

จากตารางที่ 2 พบว่า ระดับความคิดเห็นของผู้บริหารสถานศึกษาและครู ต่อภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิโดยภาพรวมอยู่ในระดับมาก ($\overline{X}$ = 4.46, S.D. = 0.45) และเมื่อพิจารณาเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ การมีวิสัยทัศน์ ($\overline{X}$ = 4.47, S.D. = 0.47) รองลงมา คือ การเป็นผู้นำการเปลี่ยนแปลง ($\overline{X}$ = 4.46, S.D. = 0.49) และการทำงานเป็นทีม ($\overline{X}$ = 4.46, S.D. = 0.48) ตามลำดับ ส่วนด้านที่มีค่าเฉลี่ยต่ำสุด คือ การเป็นผู้นำการคิดสร้างสรรค์ ($\overline{X}$ = 4.45, S.D. = 0.48)

3. ผลการเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพ

การวิเคราะห์เปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูที่มีต่อภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา ตามความคิดเห็นของครู และผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพ การทดสอบความแตกต่างระหว่างค่าเฉลี่ย ของกลุ่มตัวอย่าง 2 กลุ่ม โดยใช้ t-test for independent samples ผลการวิเคราะห์ข้อมูลดังปรากฏ ในตารางที่ 3

ตารางที่ 3 การวิเคราะห์เปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษาตามความคิดเห็นของครู และผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพ โดยภาพรวมและรายด้าน

ภาวะผู้นำเชิงนวัตกรรม	สถานภาพ	n	$\overline{X}$	S.D.	t	P-Value
1. การเป็นผู้นำการเปลี่ยนแปลง	ครู	327	4.4396	.494	1.78	.075
	ผู้บริหาร	196	4.5180	.472		
2. การเป็นผู้นำการคิดสร้างสรรค์	ครู	327	4.4432	.480	.92	.356
	ผู้บริหาร	196	4.4828	.462		
3. การมีวิสัยทัศน์	ครู	327	4.4462	.476	1.65	.098
	ผู้บริหาร	196	4.5172	.472		
4. การทำงานเป็นทีม	ครู	327	4.4411	.483	1.77	.076
	ผู้บริหาร	196	4.5179	.466		
รวม	**ครู**	**327**	**4.4426**	**.459**	**1.62**	**.106**
	ผู้บริหาร	**196**	**4.5090**	**.443**		

*P<.05

จากตารางที่ 3 พบว่า ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษาตามความคิดเห็นของครูและผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตาม สถานภาพ โดยภาพรวมและรายด้านไม่แตกต่างกัน

4. ผลการเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษา

การเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษา โดยใช้การวิเคราะห์ความแปรปรวนทางเดียว (One way ANOVA) ผลการวิเคราะห์ข้อมูล ดังปรากฏในตารางที่ 4

ตารางที่ 4 การเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษาโดยภาพรวมและรายด้าน

ภาวะผู้นำเชิงนวัตกรรม	แหล่งความแปรปรวน	SS	df	MS	F	P-Value
1. การเป็นผู้นำการเปลี่ยนแปลง	ระหว่างกลุ่ม	.241	2	.121	.506	.603
	ภายในกลุ่ม	123.765	520	.238		
	รวม	124.006	522			
2. การเป็นผู้นำการคิดสร้างสรรค์	ระหว่างกลุ่ม	.847	2	.424	1.894	.152
	ภายในกลุ่ม	116.346	520	.224		
	รวม	117.193	522			
3. การมีวิสัยทัศน์	ระหว่างกลุ่ม	.158	2	.079	.349	.705
	ภายในกลุ่ม	117.858	520	.227		
	รวม	118.016	522			
4. การทำงานเป็นทีม	ระหว่างกลุ่ม	.577	2	.289	1.262	.284
	ภายในกลุ่ม	118.878	520	.229		
	รวม	119.455	522			
รวม	**ระหว่างกลุ่ม**	**.379**	**2**	**.190**	**.919**	**.400**
	ภายในกลุ่ม	**107.335**	**520**	**.206**		
	รวม	**107.715**	**522**			

*P<.05

จากตารางที่ 4 พบว่า ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษา โดยภาพรวมและรายด้าน ไม่แตกต่างกัน

อภิปรายผลการวิจัย

จากการวิจัยภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ สามารถอภิปรายผลได้ ดังนี้

1. ระดับความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิโดยภาพรวมอยู่ในระดับมาก ทั้งนี้เนื่องจากว่าผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ สามารถนำองค์กร โดยใช้วิธีการคิด วิธีการทำงาน แนวทางใหม่ๆ เพื่อสร้างงานที่มีประสิทธิภาพ ประสานความร่วมมือ เพื่อให้องค์กรบรรลุเป้าหมายนำไปสู่การสร้างสรรค์นวัตกรรม ซึ่งสอดคล้องกับแนวคิดของยินดี ฮานาฟี (2562) ได้กล่าวไว้ว่า ผู้นำที่มีแนวคิดกล้าคิดกล้าทำในสิ่งใหม่ๆ เป็นผู้ที่มีความรู้ความสามารถในการสร้างสรรค์นวัตกรรมใหม่ๆ ทั้งที่เป็นวิธีการ และการกระทำ เพื่อให้เกิดการเปลี่ยนแปลงไปในทิศทางที่ดีขึ้น รวมถึงมีทักษะในการแก้ไขปัญหาที่มีความซับซ้อนมากขึ้นภายใต้สถานการณ์ที่ไม่แน่นอนมีการเปลี่ยนแปลงอย่างต่อเนื่อง จนบรรลุวัตถุประสงค์ที่ตั้งไว้ นอกจากนี้เมื่อพิจารณารายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ การมีวิสัยทัศน์ ทั้งนี้อาจเป็นเพราะผู้บริหารนำวิสัยทัศน์มากำหนดเป้าหมาย นโยบาย และแผนปฏิบัติการของโรงเรียนไปปฏิบัติได้อย่างเหมาะสม และเป็นผู้ที่อุทิศตนเพื่อองค์กร

ตลอดจนใช้ทักษะการเก็บรวบรวมข้อมูล การวิเคราะห์ข้อมูลในการตัดสินใจทุกครั้ง จึงทำให้องค์กรขับเคลื่อนไปตามเป้าหมาย ซึ่งสอดคล้องกับแนวคิดของ Ailin and Lindgren (2008) ได้กล่าวไว้ว่า ภาวะผู้นำด้านนวัตกรรมต้องมีวิสัยทัศน์ เป้าหมายและกลยุทธ์ด้านนวัตกรรมและต้องมีความเชื่อว่านวัตกรรมเป็นกลไกที่สำคัญที่ทำให้องค์การประสบความสำเร็จ มีพันธสัญญาที่มุ่งมั่นในการริเริ่มการสร้างนวัตกรรม ดังนั้นภาวะผู้นำด้านนวัตกรรมจะต้องมีบทบาทในระดับกลยุทธ์และระดับปฏิบัติการด้านนวัตกรรม คือต้องมีเทคนิคในการจัดการนวัตกรรม และผู้นำจะต้องตระหนักถึงความสำคัญของการมีเครือข่ายและพันธมิตรด้านนวัตกรรมด้วย และค่าเฉลี่ยรายด้านที่มีค่าเฉลี่ยมากที่สุดรองลงมา คือ การเป็นผู้นำการเปลี่ยนแปลง ทั้งนี้อาจเป็นเพราะผู้บริหารสถานศึกษามีการสร้างเจตคติที่ดีในการทำงาน ประพฤติตนเป็นที่น่าชื่นชม น่าเคารพนับถือ และศรัทธาแก่ผู้ร่วมงานและบุคคลทั่วไป และผู้บริหารใช้หลักคุณธรรม จริยธรรมในการทำงาน ไม่ใช้อำนาจเพื่อประโยชน์ส่วนตน สอดคล้องกับแนวคิดของธิติพงษ์ สุขดี (2561) ได้กล่าวว่า ภาวะผู้นำการเปลี่ยนแปลง เป็นพฤติกรรมของผู้นำ ที่สร้างกระบวนการเปลี่ยนแปลงด้านแรงจูงใจที่จากแบบอย่างภาวะผู้นำของตนเอง สร้างความผูกพันต่อจุดประสงค์ขององค์การ การสร้างแรงบันดาลใจให้กับผู้ตาม สามารถกระตุ้นศักยภาพโดยคำนึงถึงความแตกต่างระหว่างบุคคล และดูแลอย่างใกล้ชิด ซึ่งการเปลี่ยนแปลงนี้จะส่งผลกระทบต่อค่านิยม ความเชื่อ ทัศนคติ จริยธรรม และพฤติกรรม การปฏิบัติงานส่งผลให้องค์การได้รับการพัฒนาอยู่ตลอดเวลา ทันการเปลี่ยนแปลงของสังคมประเทศและโลก สอดคล้องกับงานวิจัยของถนอมวรรณ ช่างทอง (2562) ได้ศึกษาเรื่อง ความสัมพันธ์ระหว่างภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา และความเป็นองค์กรดิจิทัลของสถานศึกษา ในอำเภอท่าชนะ สังกัดสำนักงานเขตพื้นที่ประถมศึกษาสุราษฎร์ธานี เขต 2 ผลการศึกษาพบว่า ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา โดยรวม และรายด้านอยู่ในระดับมาก

2. การเปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อระดับภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพและขนาดของสถานศึกษา

1) ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพ

จากผลการวิจัยครั้งนี้ พบว่า การเปรียบเทียบระดับภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพ โดยภาพรวมและรายด้าน พบว่า ไม่แตกต่างกัน ทั้งนี้อาจเนื่องจากผู้บริหารสถานศึกษา ให้ความสำคัญกับการกระตุ้นและสร้างความมั่นใจให้กับครูในการลองทำสิ่งใหม่ ๆ ของผู้บริหารสถานศึกษาจะทำให้ครูมีความรู้ มีทักษะและความสามารถใหม่ ๆ ในการที่จะนำไปใช้สร้างสื่อการสอน สิ่งประดิษฐ์ นวัตกรรมที่ทันสมัยเพื่อให้เกิดทักษะโดยสิ่งเหล่านี้จะเกิดได้ต้องอาศัยบรรยากาศในการทำงานที่เอื้อต่อการมีความคิดสร้างสรรค์ ส่งผลทำให้ผู้บริหารสถานศึกษาและครูที่มีความคิดเห็นต่อภาวะผู้นำนวัตกรรมของผู้บริหารสถานศึกษา ไม่แตกต่างกัน ซึ่งสอดคล้องกับงานวิจัยของศิริพรพรรณ์ สียวง (2563) ได้ทำการศึกษา เรื่อง การศึกษาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา กลุ่มโรงเรียน ขยายโอกาสทางการศึกษา อำเภอแม่จัน จังหวัดเชียงรายผลการวิจัยพบว่าการเปรียบเทียบ การศึกษาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา กลุ่มโรงเรียนขยายโอกาสทางการศึกษา อำเภอแม่จัน จังหวัดเชียงราย ในภาพรวมพบว่า ไม่แตกต่างกัน

2) ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา ตามความคิดเห็นของครู และผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษา

ผลการวิเคราะห์เปรียบเทียบความคิดเห็นของผู้บริหารสถานศึกษาและครูต่อภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา ตามความคิดเห็นของครู และผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกขนาดสถานศึกษา โดยภาพรวมและรายด้าน พบว่า ไม่แตกต่างกัน ทั้งนี้อาจเนื่องมาจากผู้บริหารสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มีคุณวุฒิ ความรู้ประสบการณ์ทางการบริหารต่าง ๆ มาแล้ว ซึ่งนโยบายการปฏิรูปการศึกษาให้เป็น “การศึกษา 4.0 ผู้เรียนสร้างนวัตกรรมได้” จำเป็นอย่างยิ่งที่จะต้องอาศัยผู้บริหารที่มีภาวะผู้นำที่เหมาะสมกับสถานการณ์การเปลี่ยนแปลงในปัจจุบัน ต้องใช้พลังและความสามารถของตนในการโน้มน้าว จูงใจและกระตุ้นบุคลากรด้วยวิธีการที่หลากหลาย มุ่งให้บุคลากรเปลี่ยนแปลงพฤติกรรมการปฏิบัติงาน และคิดสร้างสรรค์แนวทางการดำเนินงานใหม่ หรือนวัตกรรมใหม่ๆ ที่ทันสมัย เป็นประโยชน์ต่อการปฏิบัติงานและสถานศึกษาสูงสุด สอดคล้องกับแนวคิดของกุลชลี จงเจริญ (2562) ได้กล่าวไว้ว่า กระบวนการของการสร้างสรรค์บริบททางนวัตกรรมเพื่อการขับเคลื่อนให้บุคลากรสามารถสร้างนวัตกรรมในการสร้างมูลค่าเพิ่มให้กับผลผลิตและการให้บริการอย่างสร้างสรรค์ ดังนั้นด้วยเหตุผลและปัจจัย ที่กล่าวข้างต้นจึงช่วยผลักดันและส่งผลให้ผู้บริหารต้องพัฒนาตนเองให้มีภาวะผู้นำเชิงนวัตกรรม เพื่อนำพาองค์การไปสู่เป้าประสงค์ที่ตั้งไว้ให้ได้และสามารถนำมาปรับใช้ ในการบริหารสถานศึกษาขนาดต่าง ๆ ได้อย่างเหมาะสมตามสถานการณ์ ซึ่งสอดคล้องกับผลการวิจัยของปาริฉัตร นวนทอง (2564) พบว่า ภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาพัทลุง เขต 2 จำแนกตามขนาดของสถานศึกษา โดยภาพรวมและรายด้าน ไม่แตกต่างกัน และสอดคล้องกับงานวิจัยของวิชุดาบุญเทียม (2564) ได้ศึกษาเรื่อง การศึกษาภาวะผู้นำเชิงนวัตกรรมของผู้บริหาร

สถานศึกษาตามความคิดเห็นของครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษากรุงเทพมหานคร เขต 2 พบว่า ครูที่มีระดับการศึกษาและปฏิบัติงานในสถานศึกษาขนาดต่างกัน มีความคิดเห็นต่อผลการศึกษาด้านการมีวิสัยทัศน์ด้านนวัตกรรม ไม่แตกต่างกัน

ข้อเสนอแนะ

1. ข้อเสนอแนะเพื่อนำผลการศึกษาไปใช้

1) การเป็นผู้นำการเปลี่ยนแปลง ผู้บริหารควรจัดประชุมเพื่อให้ผู้ร่วมงานได้ทราบถึงจุดอ่อนและจุดแข็งของหน่วยงาน

2) การเป็นผู้นำการคิดสร้างสรรค์ ผู้บริหารสถานศึกษาควรสร้างความอิสระ และผ่อนคลายในการทำงาน ไม่ให้ตึงเครียดจนเกินไป

3) การมีวิสัยทัศน์ ผู้บริหารควรหาแนวทางในการสร้างความกระตือรือร้นของผู้ตามในหน่วยงานของตน

4) การทำงานเป็นทีม ผู้บริหารควรให้ข้อมูลในการปฏิบัติงานอย่างชัดเจน และทั่วถึง

2. ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

1) ควรศึกษาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษาตามความคิดเห็นของครูสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยใช้ระเบียบวิธีวิจัยเชิงคุณภาพหรือปรับเปลี่ยนตัวแปรอื่น ๆ ที่คาดว่าจะส่งผลต่อภาวะผู้นำาเชิงนวัตกรรมของผู้บริหารสถานศึกษา

2) ควรมีการศึกษาเพื่อวิเคราะห์ถึงปัจจัยที่มีผลต่อภาวะผู้นำเชิงนวัตกรรมของผู้บริหารสถานศึกษา

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รูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย จังหวัดขอนแก่น

The development of digital age of teachers under the Office of the Non-Formal and Informal Education Khon Kaen Province.

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บทคัดย่อ

การวิจัยนี้มีจุดมุ่งหมายเพื่อ 1) เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น กลุ่มตัวอย่าง ได้แก่ ข้าราชการครูและครูกศน.ตำบล จำนวน 215 คน สุ่มตัวอย่างตามตารางสำเร็จรูปของเครซี่และมอร์แกน 2) เพื่อสร้างรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน เลือกแบบเจาะจง 3) เพื่อประเมินรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตาอัธยาศัยจังหวัดขอนแก่น กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา จำนวน 10 คน เครื่องมือที่ใช้ในวิจัย คือ แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบ และแบบประเมินความเหมาะสม และแบบสอบถามประเมินแนวทาง สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง ค่าอาจจำแนก ค่าความเชื่อมั่น และค่าดัชนีความต้องการจำเป็น($PNI_{modified}$)

ผลการวิจัยพบว่า

1) สภาพปัจจุบัน โดยรวมอยู่ในระดับปานกลาง สภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมาก และลำดับความต้องการจำเป็น เรียงลำดับคาวมต้องการจำเป็น 1) ด้านทักษะการสื่อสารที่มีประสิทธิภาพ 2) ด้านการใช้เทคโนโลยีดิจิทัลเพื่อการเรียนรู้ 3) ด้านการพัฒนาและส่งเสริมความก้าวหน้าบุคลากร 4) ด้านการสร้างเครือข่ายดิจิทัล 5) ด้านการมีวิสัยทัศน์ด้านดิจิทัล

2) รูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย จังหวัดขอนแก่น ประกอบด้วย 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ มีเนื้อหา 5 ด้าน คือ ด้านการมีวิสัยทัศน์ด้านดิจิทัล ด้านการใช้เทคโนโลยีดิจิทัลเพื่อการเรียนรู้ ด้านทักษะการสื่อสารที่มีประสิทธิภาพ ด้านการสร้างเครือข่ายดิจิทัล และด้านการพัฒนาและส่งเสริมความก้าวหน้าบุคลากร 4) การประเมิน และ 5) เงื่อนไขความสำเร็จ ผลการประเมินรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู พบว่า มีความเหมาะสมอยู่ในระดับมาก

3) การประเมินแนวทางการพัฒนาภาวะผู้นำแบบร่วมมือของผู้บริหารสถานศึกษา พบว่า โดยรวม มีความเหมาะสมอยู่ในระดับมาก และความเป็นไปได้อยู่ในระดับมากที่สุด

คำสำคัญ : ภาวะผู้นำ,ดิจิทัลของครู

Abstract

This research aims to 1) to study the current conditions Desirable and Necessary Conditions of Teacher Digital Leadership Development Under the Office of Non-formal Education and Informal Education, Khon Kaen Province The sample group consisted of 215 civil servants and sub-district non-formal teachers, randomly sampling according to the ready-made tables of Crazy and Morgan. 2) to create a digital leadership development model for teachers. Under the Office of Non-formal Education and Informal Education, Khon Kaen Province The group of informants consisted of 5 experts selected by purposive 3) to assess the digital leadership development model of teachers. Under the Office of Non-Formal Education and Friendly Education, Khon Kaen Province The informant group consisted of 10 school administrators. The research tool was the current situation questionnaire. Desired condition, interview form, form and suitability assessment form and guideline assessment questionnaire The

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statistics used in the research were percentage, mean, standard deviation. Concordance index Possibly classifiable value Reliability and the necessary needs index (PNImodified).

The results showed that

1) The current condition in general is moderate. desirable condition Overall, it was at a high level. and order of needs Ranking the needs and requirements 1) Effective communication skills 2) Use of digital technology for learning 3) Personnel development and promotion 4) Building a digital network 5) Capability digital vision.

2) Teachers' Digital Leadership Development Model Under the Office of Non-formal Education and Informal Education, Khon Kaen Province, consists of 1) Concepts and Principles 2) Objectives 3) Methods The use of digital technology for learning effective communication skills in building a digital network and development and promotion of personnel advancement, 4) evaluation, and 5) conditions for success. The results of the assessment of teachers' digital leadership development model were found to be appropriate at a high level.

3) Assessment of the cooperative leadership development approach of educational institute administrators found that, overall, it was appropriate at a high level. and the possibility is at the highest level.
Keywords: Leadership, Teacher Digital

บทนำ

ปัจจุบันเทคโนโลยีดิจิทัลได้หลอมรวมและเป็นส่วนหนึ่งของชีวิต ส่งผลให้เกิด การเปลี่ยนแปลงพฤติกรรมและวิถีชีวิตของประชาชน การพัฒนาศักยภาพของบุคคลทุกช่วงวัย เพื่อสร้างสังคมแห่งการเรียนรู้ เพื่อให้คนไทยสามารถเรียนรู้และพัฒนาทักษะตนเองให้สามารถ ดำรงชีวิตในโลกที่เปลี่ยนแปลงอย่างรวดเร็วจากอิทธิพลของเทคโนโลยีดิจิทัล ครู จึงจำเป็นต้องพัฒนาตนเองให้มีทักษะ คุณลักษณะที่สำคัญในปฏิบัติงานในยุคดิจิทัล ความก้าวหน้าของเทคโนโลยีดิจิทัลนอกจากกระทบต่อเศรษฐกิจ สังคม วิถีชีวิต พฤติกรรมของ คนทั่วโลก รวมทั้งกระทบต่อการจัดการสถานศึกษา ซึ่งครูต้องปรับเปลี่ยน แนวคิด วิธีการบริหารให้เท่าทันและสอดคล้องกับสถานการณ์

แนวคิดการบริหารจัดการสำนักงาน กศน. จังหวัด สู่ยุคดิจิทัล “องค์กรออนไลน์” จึงเป็นแนวคิดที่เป็นนวัตกรรมการบริหารจัดการองค์กรสมัยใหม่ที่ทันสมัย สอดรับกับการพัฒนาประเทศตามยุทธศาสตร์ชาติ (พ.ศ. ๒๕๖๑ – ๒๕๘๐) และเป็นแนวคิดที่สามารถพัฒนาองค์กรของสำานักงาน กศน. ให้เป็นองค์กรทันสมัย (Modern Institution) ที่มีการผสมผสานลักษณะองค์กรที่มีคุณภาพด้วยกัน ประกอบด้วย องค์กรแบบมีชีวิตองค์กรแห่งการเรียนรู้ องค์กรสู่ความเป็นเลิศ และองค์กรแบบกลยุทธ์

จากสภาพและเพื่อตอบสนองนโยบายดังกล่าวข้างต้น ผู้วิจัยในฐานะครู สำนักงาน กศน.จังหวัดขอนแก่น มีความสนใจศึกษารูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ซึ่งจะเป็นประโยชน์ในการพัฒนาภาวะผู้นำดิจิทัลของครู เพื่อให้ครูเกิดภาวะผู้นำดิจิทัลที่มีประสิทธิภาพและเกิดประสิทธิผลอันจะส่งผลต่อคุณภาพในการจัดการศึกษาและคุณภาพของผู้เรียนต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

2. เพื่อสร้างรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

3. เพื่อประเมินรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง รูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาภาวะผู้นำดิจิทัลของครูสังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ดังนี้

ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาภาวะผู้นำดิจิทัลของครูสังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ดังนี้

1. วิธีการดำเนินการวิจัย

1.1 ศึกษา เอกสาร ตำรา และงานวิจัยที่เกี่ยวข้อง เกี่ยวกับการพัฒนาภาวะผู้นำดิจิทัลของครู จากการศึกษาหลายท่าน

1.2 นำผลการศึกษาวิเคราะห์ สังเคราะห์ เอกสาร ตำรา งานวิจัยที่เกี่ยวข้องได้องค์ประกอบการพัฒนาภาวะผู้นำดิจิทัลของครู มากำหนดกรอบแนวคิดในการวิจัยและสร้างแบบสอบถาม สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ในการวิจัยแล้วนำไปตรวจสอบค่าดัชนีความเที่ยงตรงของข้อคำถาม

1.3 เก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

1.4 วิเคราะห์ข้อมูล สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

2. ประชากรและจากกลุ่มตัวอย่าง

2.1 ประชากรที่ใช้ในการวิจัย ได้แก่ ข้าราชการครูจำนวน 43 คนและ ครู กศน.ตำบล จำนวน 312 คน ในสังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น รวมทั้งสิ้น จำนวน 355 คน

2.2 กลุ่มตัวอย่าง ได้แก่ข้าราชการครู จำนวน 40 คน โดยการเลือกแบบเจาะจง (Purpositive Sampling) และครูกศน.ตำบล สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น จำนวน 175 คน ใช้ตารางสำเร็จรูปของ (Krejcie and Morgan) ซึ่งได้ครูทั้งหมด จำนวน 215 คน

2.2.1 กำหนดขนาดกลุ่มตัวอย่างโดยเทียบจำนวนประชากรทั้งหมด กับตารางสำเร็จรูปของเคซีมอร์แกน (Krejcie and Morgan) (บุญชม ศรีสะอาด, 2556) ได้กลุ่มตัวอย่างจำนวน 215 คน

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ

แบบสอบถาม

3.2 ลักษณะของเครื่องมือ

แบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ

แบ่งออกเป็น 2 ตอนดัง นี้

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม ได้แก่ ประสบการณ์ในตำแหน่ง วุฒิการศึกษา ประเภทตำแหน่ง เป็นแบบตรวจสอบรายการ (Check List)

ตอนที่ 2 แบบสอบถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ตามองค์ประกอบและตัวบ่งชี้ที่ได้จากการศึกษา มีลักษณะเป็นแบบมาตรา ประมาณค่า (Rating Scale) 5 ระดับ และได้กำหนดน้ำหนักคะแนนตามวิธีของลิเคิร์ท (Likert) คือ (บุญชมศรีสะอาด, 2556)

3.3 วิธีการสร้างเครื่องมือและหาคุณภาพแบบสอบถาม

ผู้วิจัยได้ดำเนินการสร้างแบบสอบถาม ตามขั้นตอนดังนี้

3.3.1 ผู้วิจัยนำองค์ประกอบและตัวบ่งชี้สร้างเป็นแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยยึดความมุ่งหมายและจากนิยามศัพท์เป็นหลัก

3.3.2 ผู้วิจัยนำเครื่องเมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของรูปแบบ

3.3.3 ผู้วิจัยนำแบบสอบถาม สภาพปัจจุบันและสภาพที่พึงประสงค์ของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ไปตรวจสอบค่าดัชนีความสอดคล้องระหว่างจุดประสงค์กับข้อคำถาม (IOC) กับผู้เชี่ยวชาญ (ชุดเดิม) 5 คน ดังนี้

1. ผู้ทรงคุณวุฒิที่มีความรู้และประสบการณ์เกี่ยวกับภาวะผู้นำในยุคดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ได้มาโดยการเลือกแบบเจาะจง (Purpose Selection) อาจารย์มหาวิทยาลัยที่มีความรู้และประสบการณ์เกี่ยวกับการพัฒนาภาวะผู้นำยุคดิจิทัลสังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น จำนวน 5 คน

โดยใช้เกณฑ์การให้คะแนน ดังนี้

+ 1 เมื่อ สอดคล้องกับนิยามศัพท์เฉพาะ

0 เมื่อ ไม่แน่ใจว่าสอดคล้องกับนิยามศัพท์เฉพาะ

- 1 เมื่อ ไม่สอดคล้องกับนิยามศัพท์เฉพาะ

เกณฑ์ในการพิจารณาเลือกข้อคำถาม พิจารณาจากข้อคำถามที่มีค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ ตั้งแต่ 0.50-1.00 มาสร้างเป็นแบบสอบถาม สภาพปัจจุบันและสภาพที่พึงประสงค์ของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

3.3.4 ผู้วิจัยนำเครื่องมือไปปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.5 ผู้วิจัยนำแบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์ไปทดลอง (Try Out) เก็บรวบรวมข้อมูลจากกลุ่มที่มีลักษณะใกล้เคียงกับกลุ่มตัวอย่างที่ไม่ใช่กลุ่มตัวอย่าง ได้แก่ สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดกาฬสินธุ์ จำนวน 30 คน จำแนกข้าราชการครู จำนวน 15 คน และครูกศน.ตำบล จำนวน 15 คน แล้วนำแบบสอบถามที่ทดลองใช้มาวิเคราะห์หาความเชื่อมั่น (Riliability) ของแบบสอบถามทุกข้อทั้งฉบับ โดยหาค่าสัมประสิทธิ์แอลฟา (Alpha coefficient) ของ Cronbach (บุญชม ศรีสะอาด และคณะ, 2558) โดยการคัดเลือกข้อความที่มีค่าอำนาจจำแนกรายข้อตั้งแต่ .20 ขึ้นไป

3.3.6 ผู้วิจัยนำมาปรับปรุงและจัดพิมพ์แบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์เพื่อนำไปเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยทำผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่นเพื่อส่งถึงครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ในการขอความอนุเคราะห์เก็บรวบรวมข้อมูลในสถานศึกษาของกลุ่มตัวอย่าง

4.2 ผู้วิจัยนำส่งแบบสอบถามพร้อมหนังสือขอความอนุเคราะห์ในการตอบแบบสอบถามถึงครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยผู้วิจัยนำส่ง (แบบสอบถามผ่าน google ฟอร์ม) จำนวน 215 ฉบับ

4.3 กลุ่มตัวอย่างส่งแบบสอบถามคืน (แบบสอบถามผ่าน google ฟอร์ม) โดยการติดตามของผู้วิจัย จำนวน 188 ฉบับ คิดเป็นร้อยละ 87.44

4.4 ผู้วิจัยนำแบบสอบถามมาวิเคราะห์ข้อมูลด้วยคอมพิวเตอร์โดยใช้โปรแกรมสำเร็จรูป

5. การจัดกระทำและการวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยตรวจสอบความถูกต้องและความสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาจากกลุ่มตัวอย่างจากนั้นนำมาวิเคราะห์ข้อมูลโดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป ดังนี้

1) ผู้วิจัยวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามในตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับสถานภาพผู้ตอบแบบสอบถามวิเคราะห์ข้อมูลโดยใช้การแจกแจงความถี่และหาค่าร้อยละแล้วนำเสนอเป็นตารางประกอบความเรียงท้ายตาราง

2) ผู้วิจัยวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามในตอนที่ 2 ข้อมูลเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยหาค่าเฉลี่ย (Mean) ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) และวิเคราะห์ความต้องการจำเป็น (Need Assessment

5.2 การวิเคราะห์ข้อมูล

5.2.1 ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint) (บุญชม ศรีสะอาด, 2556)

ระยะที่ 2 การสร้างรูปแบบรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น มี 3 ตอนดังนี้

ตอนที่ 1 การศึกษาสถานศึกษามีวิธีปฏิบัติที่เป็นเลิศ (Best Practices) ดังนี้

1. วิธีดำเนินการวิจัย

1.1 นำข้อมูลจากการวิเคราะห์ความต้องการจำเป็น (Need Assessment) ในระยะที่ 1 กำหนดคุณสมบัติของสถานศึกษาที่จะนำมาเป็นกรณีศึกษา โดยพิจารณาจากสถานศึกษาที่มีวิธีการปฏิบัติที่ดีเกี่ยวกับการพัฒนาภาวะผู้นำดิจิทัลของครูของ

สถานศึกษา ที่มีผลงานการพัฒนาสถานศึกษาที่มีผลงานเป็นที่ประจักษ์ จำนวน 3 สถานศึกษาสังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น สถานศึกษาละ 1 คน รวม 3 คน เลือกแบบเจาะจง (Purposive Sampling)

1.2 เก็บรวบรวมข้อมูลจากกลุ่มผู้ให้ข้อมูล ผู้วิจัยติดต่อส่งหนังสือขอความอนุเคราะห์ถึงครู ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัย เพื่อขอศึกษาข้อมูลศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยที่มีวิธีปฏิบัติที่ดี (Best Practices) จำนวน 3 ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัย

1.3 เก็บรวบรวมข้อมูลจากกลุ่มผู้ให้ข้อมูล

2. กลุ่มผู้ให้ข้อมูล

ได้แก่ ครูของสถานศึกษาต้นแบบ (Best Practice) ด้านภาวะผู้นำดิจิทัล ได้มาโดยการเลือกแบบเจาะจง (Purposive Sampling) จำนวน 3 คน โดยคัดเลือกจากผู้ที่มีคุณสมบัติ ดังนี้

ครู สังกัดสังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ที่มีผลงานการพัฒนาสถานศึกษาที่มีผลงานเป็นที่ประจักษ์ และ มีประสบการณ์ในสถานศึกษาไม่น้อยกว่า 10 ปี จนได้รับการยอมรับจากชุมชน ดังนี้

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 เครื่องมือ

3.1.1 แบบสัมภาษณ์

3.2 การสร้างและหาคุณภาพเครื่องมือ

3.2.1 ศึกษาวิธีการสร้างแบบสัมภาษณ์จากเอกสารตำรา (บุญชม ศรีสะอาด, 2556)

3.2.2 สร้างแบบสัมภาษณ์กึ่งโครงสร้าง จากข้อมูลที่ได้จากการศึกษาความต้องการความจำเป็น (Need Assessment) ในระยะที่ 1

3.2.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของรูปแบบ

3.2.4 นำเครื่องมือเสนอต่อผู้เชี่ยวชาญตรวจสอบเพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ (ชุดเดิม) 5 คน

3.2.5 ปรับปรุงแก้ไขตามคำแนะนำของผู้เชี่ยวชาญ

3.2.6 จัดพิมพ์แบบสัมภาษณ์ฉบับสมบูรณ์ เพื่อดำเนินการเก็บรวบรวมข้อมูล

4. การเก็บรวบรวมข้อมูลจากแบบสัมภาษณ์

ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลแบบสัมภาษณ์ ดังนี้

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อนำไปส่งถึงผู้อำนวยการสถานศึกษาในการขอความอนุเคราะห์เก็บรวบรวมข้อมูลโดยการสัมภาษณ์ในสถานศึกษาของกลุ่มผู้ให้ข้อมูลที่เป็นกลุ่มตัวอย่าง ได้แก่ ครูของสถานศึกษาต้นแบบ (Best Practice) ด้านภาวะผู้นำดิจิทัล จำนวน 3 คน ได้มาโดยการเลือกแบบเจาะจง (Purposive Sampling)

4.2 ผู้วิจัยดำเนินการส่งถึงครู ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัย สถานศึกษาในการขอความอนุเคราะห์เก็บรวบรวมข้อมูลโดยการสัมภาษณ์และนัดหมายวันสัมภาษณ์

4.3 ผู้วิจัยนำแบบสัมภาษณ์พร้อมทำการเก็บรวบรวมข้อมูลโดยการสัมภาษณ์จากกลุ่มผู้ให้ข้อมูล

4.4 ผู้วิจัยนำข้อมูลที่ได้จากการสัมภาษณ์มาวิเคราะห์ข้อมูลโดยการสรุปประเด็นดำเนินการเก็บรวบรวมข้อมูลด้วยตนเอง

5. การจัดกระทำและการวิเคราะห์ข้อมูลจากแบบสัมภาษณ์

นำข้อมูลจากการสัมภาษณ์มาสรุปประเด็นและนำเสนอโดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

ตอนที่ 2 ยกร่างรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1. ขั้นตอนการดำเนินการ

1.1 วิเคราะห์และสังเคราะห์แนวคิดและหลักการในการร่างแนวทางการบริหารจัดการชั้นเรียนของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น เพื่อกำหนดแนวคิดและหลักการการร่างแนวทางฯ และได้สังเคราะห์ประเด็นหลักของแนวคิดหลักการและนโยบายที่เกี่ยวข้องจากเอกสารและงานวิจัยที่เกี่ยวข้อง

1.2 วิเคราะห์และสังเคราะห์ข้อมูลที่ได้จากการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น และจากสถานศึกษาที่มีวิธีปฏิบัติที่ดีเยี่ยม (Best Practices)

ตอนที่ 3 ตรวจสอบยืนยัน รูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1. ขั้นการดำเนินการ

นำรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น(ฉบับปรับปรุง) ให้ผู้ทรงคุณวุฒิ ประเมินความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

2. ประชากรและกลุ่มตัวอย่าง/กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน (ชุดเดิม) โดยการเลือกแบบเจาะจง

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ

แบบสอบถามเพื่อประเมินแนวทางฯ

3.2 ลักษณะของเครื่องมือ

แบบมาตราประมาณค่า (Rating Scale) 5 ระดับ (บุญชม ศรีสะอาด, 2558)

3.3 การสร้างและหาคุณภาพเครื่องมือ

3.3.1 ผู้วิจัยศึกษากรอบแนวคิดในการสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้รูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น (บุญชม ศรีสะอาด, 2558)

3.3.2 ผู้วิจัยสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

3.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของแนวทาง

3.3.4 ผู้วิจัยนำแบบสอบถามเพื่อประเมินแนวทางฯ เสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) เพื่อตรวจสอบ เพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ IOC เท่ากับ 0.80 – 1.00

3.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.6 ผู้วิจัยจัดพิมพ์แบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ฉบับสมบูรณ์ ใช้ในการเก็บรวบรวมข้อมูลต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยนำแบบสอบถามเพื่อประเมินความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น จำนวน 5 คน (ชุดเดิม)

4.2 ผู้วิจัยนำแบบสอบถามเพื่อประเมินความเหมาะสมของรูปแบบฯ ที่ได้ไปจัดกระทำและวิเคราะห์ข้อมูล

5. การจัดกระทำและวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยดำเนินตรวจสอบความครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาเพื่อวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint) (บุญชม ศรีสะอาด, 2558)

ระยะที่ 3 การประเมินความเหมาะสมและความเป็นไปได้ของ รูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1. วิธีดำเนินการวิจัย

นำร่างรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น(ฉบับปรับปรุง) ให้ผู้ทรงคุณวุฒิ (ชุดเดิม) ประเมินความเหมาะสม และความเป็นไปได้ของรูปแบบฯ

2. ประชากรและกลุ่มตัวอย่าง/กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ

แบบสอบถามเพื่อประเมินรูปแบบฯ

3.2 ลักษณะของเครื่องมือ

3.3 การสร้างและหาคุณภาพเครื่องมือ

3.3.1 ผู้วิจัยศึกษากรอบแนวคิดในการสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้รูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น (บุญชม ศรีสะอาด, 2556)

3.3.2 ผู้วิจัยสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

3.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของรูปแบบฯ

3.3.4 ผู้วิจัยนำแบบสอบถามเพื่อประเมินรูปแบบฯ เสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) เพื่อตรวจสอบ เพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ IOC เท่ากับ 0.80 – 1.00

3.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.6 ผู้วิจัยจัดพิมพ์แบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ฉบับสมบูรณ์ ใช้ในการเก็บรวบรวมข้อมูลต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อประเมินความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

4.2 ผู้วิจัยนำแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น มาให้ผู้บริหารสถานศึกษาและครูที่ได้ไปจัดกระทำและวิเคราะห์ข้อมูล

5. การจัดกระทำและวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยดำเนินตรวจสอบความครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาเพื่อวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint) ดังนี้ (บุญชม ศรีสะอาด, 2556)

คะแนนเฉลี่ย 4.51 – 5.00 หมายถึง มีความเหมาะสม/ความเป็นไปได้ อยู่ในระดับมากที่สุด คะแนนเฉลี่ย 3.51 – 4.50 หมายถึง มีความเหมาะสม/ความเป็นไปได้ อยู่ในระดับมาก คะแนนเฉลี่ย 2.51 – 3.50 หมายถึง มีความเหมาะสม/ความเป็นไปได้ อยู่

ในระดับปานกลาง คะแนนเฉลี่ย 1.51 – 2.50 หมายถึง มีความเหมาะสม/ความเป็นไปได้ อยู่ในระดับน้อย คะแนนเฉลี่ย 1.00 – 1.50 หมายถึง มีความเหมาะสม/ความเป็นไปได้ อยู่ในระดับน้อยที่สุด

สถิติที่ใช้ในการวิเคราะห์ข้อมูล

ผู้วิจัยทำการวิเคราะห์ข้อมูล โดยใช้สถิติดังต่อไปนี้

1. สถิติที่ใช้ในการหาคุณภาพเครื่องมือ
   1.1 ค่าความเที่ยงของเนื้อหา (Validity)
   1.2 ค่าอำนาจจำแนก
   1.3 หาความเชื่อมั่นของแบบสอบถาม

สรุปผลการวิจัย

การวิจัยเรื่อง รูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ผู้วิจัยได้สรุปผลการวิจัย ดังนี้

1. ผลการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการ จำเป็นของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1.1 สภาพปัจจุบันการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยภาพรวมอยู่ในระดับปานกลาง จำนวน 5 ด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านทักษะการสื่อสารที่มีประสิทธิภาพ ด้านการใช้เทคโนโลยีดิจิทัลเพื่อการเรียนรู้ ด้านการพัฒนาและส่งเสริมความก้าวหน้าบุคลากร ด้านการสร้างเครือข่ายดิจิทัล และด้านการมีวิสัยทัศน์ด้านดิจิทัล

1.2 สภาพที่พึงประสงค์การพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ระดับมากที่สุด 4.71) จำนวน 5 ด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการมีวิสัยทัศน์ด้านดิจิทัล ด้านการพัฒนาและส่งเสริมความก้าวหน้าบุคลากร ด้านการใช้เทคโนโลยีดิจิทัลเพื่อการเรียนรู้ ด้านการสร้างเครือข่ายดิจิทัล และด้านทักษะการสื่อสารที่มีประสิทธิภาพ

1.3 3 ความต้องการจำเป็นในการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ด้านการมีวิสัยทัศน์ด้านดิจิทัล ด้านการพัฒนาและส่งเสริมความก้าวหน้าบุคลากร ด้านการใช้เทคโนโลยีดิจิทัลเพื่อการเรียนรู้ ด้านการสร้างเครือข่ายดิจิทัล และ ด้านทักษะการสื่อสารที่มีประสิทธิภาพ

2. รูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

2.1 การพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น พบว่า ประกอบด้วย 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ วิธีดำเนินการของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น มี ด้านทักษะการสื่อสารที่มีประสิทธิภาพ ด้านการสร้างเครือข่ายดิจิทัล และด้านการพัฒนาและส่งเสริมความก้าวหน้าบุคลากร 4) แนวทางการนำรูปแบบไปใช้ 5) การประเมินผล และ 6) เงื่อนไขความสำเร็จ ผลการประเมินความเหมาะสมของ รูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยผู้ทรงคุณวุฒิ จำนวน 5 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด

2.2 ผลการตรวจสอบยืนยันรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยผู้ทรงคุณวุฒิ พบว่า โดยรวมอยู่ในระดับมากที่สุด

3. ประเมินความเหมาะสม/ความเป็นไปได้ของรูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น พบว่า มีความเหมาะสมอยู่ในระดับมากที่สุด และมีความเป็นไปได้อยู่ในระดับมากที่สุด

อภิปรายผลการวิจัย

ผลการวิจัย การพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น อภิปรายผล ได้ดังนี้

1. ผลการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1.1 สภาพปัจจุบันการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยภาพรวมอยู่ในระดับปานกลาง และเมื่อพิจารณาเป็นรายองค์ประกอบ พบว่า องค์ประกอบที่มีค่าเฉลี่ยสูงสุด คือ องค์ประกอบด้านที่มี คือ องค์ประกอบด้านทักษะการสื่อสารที่มีประสิทธิภาพ รองลงมา คือ ด้านการใช้เทคโนโลยีดิจิทัลเพื่อการเรียนรู้ ทั้งนี้เนื่องจากว่า สถานศึกษาสังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น มีความเปลี่ยนแปลงของสภาพแวดล้อมในยุคนี้ส่งผลกระทบต่อการบริหารจัด การสถานศึกษาปัจจุบัน ความเปลี่ยนแปลงที่เกิดขึ้นโดยไม่คาดคิด กระตุ้นให้ครูต้องใช้ทักษะ ความสามารถในการจัดการเพื่อแก้ไขปัญหาสถานการณ์ที่ไม่ปกติ อาทิ สถานการณ์แพร่ระบาดของโรคติดเชื้อไวรัสโคโรน่า 2019 ซึ่งครูจะต้อง มีภาวะผู้นำสามารถปรับเปลี่ยนการปฏิบัติงาน เสริมแรงให้ครูและบุคลากรร่วมกันเปลี่ยนแปลง วิธีการและบูรณาการเทคโนโลยีดิจิทัลเพื่อจัดการศึกษาให้สอดคล้องสภาพแวดล้อมในโลกที่ ซับซ้อน ภาวะผู้นำของครูในยุคดิจิทัลนี้ย่อมมีคุณลักษณะ ความสามารถและทักษะที่ แตกต่างจากอดีต เนื่องจากสถานการณ์ความไม่แน่นอนของสภาพแวดล้อม ครูจึงจำเป็นต้องมีภาวะผู้นำในยุคดิจิทัล มีทักษะการรู้ดิจิทัล มีทักษะการใช้เครือข่าย สังคมออนไลน์ การใช้เครื่องมือเทคโนโลยี เพื่อการสื่อสารและบริหารจัดการศึกษาให้มีคุณภาพ จากสภาพและเพื่อตอบสนองนโยบายดังกล่าวข้างต้น ผู้วิจัยในฐานะครู สำนักงาน กศน.จังหวัดขอนแก่น มีความสนใจศึกษารูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ซึ่งจะเป็นประโยชน์ในการพัฒนาภาวะผู้นำดิจิทัลของครู เพื่อให้ครูเกิดภาวะผู้นำดิจิทัลที่มีประสิทธิภาพและเกิดประสิทธิผลอันจะส่งผลต่อคุณภาพในการจัดการศึกษาและคุณภาพของผู้เรียนต่อไป

1.2 สภาพที่พึงประสงค์การพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยภาพรวมอยู่ในระดับมากที่สุด และเมื่อพิจารณาเป็นรายองค์ประกอบ พบว่าทุกองค์ประกอบอยู่ในระดับมากที่สุด โดยเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย องค์ประกอบที่มีค่าเฉลี่ยสูงสุด คือ ด้านการมีวิสัยทัศน์ด้านดิจิทัล รองลงมา คือ ด้านการพัฒนาและส่งเสริมความก้าวหน้าบุคลากร สอดคล้องกับงานวิจัยของ แนวคิดการพัฒนาภาวะผู้นำดิจิทัลของครู เอกชัย กี่สุพันธ์, 2559; ณัฐวุฒิ พงศ์สิริ, 2560; Sisber, Kaganer, & Zamora, 2013; Hearsum, 2015 และ Zhu, 2016) ประกอบด้วยองค์ประกอบ 5 ด้าน ได้แก่ 1) ด้านการมีวิสัยทัศน์ด้านดิจิทัล 2) ด้านการใช้เทคโนโลยีดิจิทัลเพื่อการเรียนรู้ 3) ด้านทักษะการสื่อสารที่มีประสิทธิภาพ 4) ด้านการสร้างเครือข่ายดิจิทัล และ 5) ด้านการพัฒนาและส่งเสริมความก้าวหน้าบุคลากร

2. รูปแบบการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ประกอบด้วย ประกอบด้วย 1) หลักการและแนวคิด 2) วัตถุประสงค์ 3) วิธีดำเนินการของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ด้าน 28 วิธีดำเนินการ ดังนี้ ด้านการมีวิสัยทัศน์ด้านดิจิทัล มี 5 วิธีดำเนินการ ด้านการใช้เทคโนโลยีดิจิทัลเพื่อการเรียนรู้ มี 5 วิธีดำเนินการ ด้านทักษะการสื่อสารที่มีประสิทธิภาพ มี 6 วิธีดำเนินการ ด้านการสร้างเครือข่ายดิจิทัล มี 7 วิธีดำเนินการ และด้านการพัฒนาและส่งเสริมความก้าวหน้าบุคลากร มี 5 วิธีดำเนินการ 4) แนวทางการนำรูปแบบไปใช้ 5) การประเมินผล และ 6) เงื่อนไขความสำเร็จ ทั้งนี้ผู้วิจัยได้ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องทั้งในและต่างประเทศสังเคราะห์ได้องค์ประกอบตัวบ่งชี้ นำไปสร้างแบบสอบถามเก็บข้อมูล และเก็บข้อมูลจากการสัมภาษณ์สถานศึกษาที่ได้รับรางวัลแนวปฏิบัติที่เป็นเลิศ อีกทั้งนำร่างรูปแบบเข้าสู่การประเมินความเหมาะสมและความเป็นไปได้จึงได้ข้อมูลเชิงปริมาณและข้อมูลเชิงคุณภาพ กำหนดเป็นวิธีดำเนินการอย่างเป็นวิธีดำเนินการอย่างเป็นรูปธรรม ดังที่ มลิวัลย์ ธรรมแสง (2558) ได้เสนอแนวคิดองค์ประกอบของภาวะผู้นำด้านเทคโนโลยีและดิจิทัลเพื่อการศึกษาของผู้บริหารโรงเรียนที่เหมาะสม มี 8 องค์ประกอบ ได้แก่ 1) วิสัยทัศน์ผู้นำทางดิจิทัล 2) การบริหารจัดการเทคโนโลยีในโรงเรียน 3) วัฒนธรรมเรียนรู้ในยุคดิจิทัล 4) ความรู้เกี่ยวกับเทคโนโลยีเพื่อการศึกษา 5) การบูรณาการเทคโนโลยีในการจัดการศึกษา 6) การประเมินและการนิเทศด้วยเทคโนโลยี 7) สังคม จริยธรรม และกฎหมายสำหรับพลเมืองยุคดิจิทัล และ 8) ความเป็นมืออาชีพ
เพื่อส่งเสริมสนับสนุนสร้างแรงจูงใจครูอาจารย์และบุคลากรทุกคนของสถานศึกษาให้นำความรู้ความสามารถด้าน ICT และเทคโนโลยีต่าง ๆ ที่สถานศึกษาจัดให้มาสร้างนวัตกรรมใหม่ ๆ ในการจัดการเรียนการสอนหรือการปฏิบัติงาน เพื่อมุ่งสู่ผลลัพธ์และเป้าหมายขององค์กร/หน่วยงาน ที่กำหนดไว้

3. การประเมินความเหมาะสมและความเป็นไปได้ของการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ผลการประเมินโดย ผลการประเมินโดยผู้บริหารสถานศึกษา จำนวน 10 คน ศิริพงษ์ กลั่นไพฑูรย์ (2564) ได้ทำการวิจัยเรื่อง รูปแบบการพัฒนาภาวะผู้นำทางวิชาการในยุคดิจิทัลของผู้บริหารสถานศึกษาขั้นพื้นฐาน ผลการตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำทางวิชาการในยุคดิจิทัลของผู้บริหารสถานศึกษาขั้นพื้นฐาน ผู้ทรงคุณวุฒิมีความเห็นว่ามีความเหมาะสม ส่วนผลการประเมินความเป็นประโยชน์อยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด อรวรรณ ภัทรดำเนินสุข (2564) ได้ทำวิจัยเรื่อง ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารกับแรงจูงใจในการปฏิบัติงาน

ของครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสงคราม ผลการวิจัยพบว่า 1. ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสงคราม โดยภาพรวม และรายด้านอยู่ในระดับ

ข้อเสนอแนะ

จากการวิจัย เรื่อง การพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ผู้วิจัยสามารถนำผลการวิจัยไปปรับใช้และสรุปเป็นข้อเสนอแนะได้ดังนี้

ข้อเสนอแนะในการนำผลการวิจัยไปใช้

1. ครูสังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ควรกำหนดนโยบายในการพัฒนาภาวะผู้นำดิจิทัลของครู โดยนำองค์ประกอบและแนวทางการพัฒนาภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ไปใช้ในการพัฒนาครูและบุคลากรในสถานศึกษา หรือให้ครูใช้เป็นแนวทางในการพัฒนาตนเอง

2. หน่วยงานหรือสถาบันที่เกี่ยวข้องกับพัฒนาครูและบุคลากรทางการศึกษา สามารถนำองค์ประกอบและแนวทางการพัฒนาภาวะผู้นำยุคดิจิทัลของครูไปฝึกอบรมหลักสูตรของครู โดยบรรจุเนื้อหาการพัฒนาภาวะผู้นำดิจิทัลไว้ในหลักสูตร

3. สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ควรกำหนดนโยบายการพัฒนาภาวะผู้นำดิจิทัลของครู โดยนำองค์ประกอบและแนวทางการพัฒนาภาวะผู้นำดิจิทัลของครูให้สถานศึกษาใช้เป็นแนวทางในการวางแผนการพัฒนาสำหรับครู

ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

1. ควรมีการศึกษาวิจัยเกี่ยวกับการพัฒนาภาวะผู้นำด้านทักษะการสื่อสารที่มีประสิทธิภาพของครูโดยใช้วิธีการพัฒนาด้วยวิธีการเรียนรู้ผ่านสังคมเครือข่าย

2. ควรมีการศึกษาวิจัยเกี่ยวกับรูปแบบการบริหารงานในยุคดิจิทัลของครูสถานศึกษา

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แนวทางการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาลของโรงเรียนประถมศึกษา ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

The Guidelines for The Development of School Administration According to Good Governance Principles in A Small Primary School, Educational Quality Development Center, Center 2, Khonkaen Primary Educational Service Area Office 3.

สุภาพร พิบูรณ์ Supaphorn Phiboon[1]

บทคัดย่อ

การศึกษาค้นคว้าอิสระครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารสถานศึกษาการตามหลักธรรมาภิบาลในโรงเรียนประถมศึกษา ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 2) เพื่อนำเสนอแนวทางการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาล ในโรงเรียนประถมศึกษาศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ประชากรที่ใช้ในการศึกษา คือ ผู้บริหารสถานศึกษา และครูในศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 จำนวน 94 คน กลุ่มตัวอย่าง คือ ผู้บริหารสถานศึกษา ครู ผู้ในศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 จำนวน 74 คน จากตารางสำเร็จรูปของเครจซีและมอร์แกน (Krejcie and Morgan) สำหรับสถิติที่ใช้ในการวิเคราะห์ข้อมูล ใช้ค่าร้อยละ ค่าเฉลี่ยเลขคณิต ค่าความเบี่ยงเบนมาตรฐานค่าดัชนีลำดับความสำคัญของความต้องการจำเป็น (Priority Needs Index : PNI) ผลการศึกษาค้นคว้าพบว่าความต้องการจำเป็นในการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาลของโรงเรียนประถมศึกษา ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 เมื่อพิจารณารายหลักพบว่า หลักภาระรับผิดชอบ (PNImodified = 0.154) มีความต้องการในการ พัฒนามากที่สุด รองลงมา คือ หลักการกระจายอำนาจ (PNImodified = 0.141) หลักประสิทธิภาพ (PNImodified = 0.130) ตามลำดับ

คำสำคัญ: หลักธรรมาภิบาล

Abstract

The purpose of this research were 1) to study the current and desirable conditions of educational institute administration in according to good governance principles in elementary schools. Educational Quality Development Center, Center 2. And 2) To present guidelines for developing educational institution administration according to good governance principles in elementary schools, Educational Quality Development Center, Center 2, Khon Kaen Primary Educational Service Area Office 3. The population were school administrators and teachers from 9 primary schools in Quality Development Center 2 was consisted 94 teachers. The sample were 74 school administrators, teachers, and members of the Educational Quality Development Center 2 from
Krejcie and Morgan's ready-made table. The statistics for analyzing the data were percentage, arithmetic mean. standard deviation and Priority Needs Index : PNI. The finding were: The priority needs index for developing the educational administration according to the good governance principles of elementary schools. Educational Quality Development Center, Center 2, Khon Kaen Primary Educational Service Area Office 3. it was found when considering the main items, the principle of accountability (PNImodified = 0.154) had the most need for development, followed by the decentralization (PNImodified = 0.141) and efficiency (PNImodified = 0.130), respectively.

Keywords: Good governance

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บทนำ

พระราชบัญญัติระเบียบบริหารราชการแผ่นดิน พ.ศ. 2534 และที่แก้ไขเพิ่มเติมฉบับที่ 5 พ.ศ.2545 และ ฉบับที่ 7 พ.ศ. 2550 มาตรา 3/1 ได้กำหนดไว้ว่า การบริหารราชการต้องเป็นไปเพื่อประโยชน์สุขของประชาชน เกิดผลสัมฤทธิ์ต่อภารกิจของรัฐ ความมีประสิทธิภาพ ความคุ้มค่าในเชิงภารกิจแห่งรัฐ การลดขั้นตอนการปฏิบัติงาน การลดภารกิจและยุบเลิกหน่วยงานที่ไม่จำเป็น การกระจายภารกิจและทรัพยากรให้แก่ท้องถิ่น การกระจายอำนาจตัดสินใจ การอำนวยความสะดวก และการตอบสนองความต้องการของประชาชน โดยมีผู้รับผิดชอบต่อผลของงาน ในการปฏิบัติหน้าที่ของส่วนราชการ ต้องใช้วิธีการบริหารกิจการบ้านเมืองที่ดี โดยเฉพาะอย่างยิ่งให้คำนึงถึงความรับผิดชอบของผู้ปฏิบัติงาน การมีส่วนร่วมของประชาชน การเปิดเผยข้อมูล การติดตามตรวจสอบและประเมินผลการปฏิบัติงาน ในสถานการณ์ปัจจุบันกระแสสังคมเปลี่ยนแปลงไปอย่างรวดเร็วภายใต้โลกยุคโลกาภิวัตน์ ส่งผลให้การเมือง เศรษฐกิจ สังคมและการบริหารงานภาครัฐและเอกชน มีการเปลี่ยนแปลงไปอย่างรวดเร็ว สืบเนื่องมาจาความก้าวหน้าด้านเทคโนโลยีสารสนเทศและการสื่อสาร พร้อมทั้งการถ่ายทอดข้อมูลข่าวสารอย่างรวดเร็วสู่ประชาชน แต่ระบบการบริหารงานทั้งภาครัฐและเอกชน เกิดความไม่สอดคล้องและทันต่อความเปลี่ยนแปลง การบริหารเป็นเรื่องที่สำคัญยิ่งต่อการดำเนินงานขององค์กร เพราะเป็นเครื่องมือที่ชี้ให้เห็นถึงความสำเร็จและความล้มเหลวความมีประสิทธิภาพหรือความไร้ประสิทธิภาพขององค์กร การบริหารเป็นลักษณะการทำงานร่วมกันของกลุ่มบุคคลในองค์การ เพื่อให้บรรลุตามวัตถุประสงค์ที่กำหนดไว้ โดยนำศาสตร์และศิลป์พร้อมด้วยทรัพยากรทางการบริหารมาใช้กระบวนการ การบริหารได้อย่างเหมาะสม การบริหารการศึกษาก็เช่นเดียวกัน เพราะการศึกษามีส่วนในการที่ช่วยพัฒนาคนในชาติทั้งด้านสติปัญญา อารมณ์ และสังคม เพื่อให้อยู่ร่วมกับผู้อื่นได้อย่างมีความสุข ดังเช่น อุทัย บุญประเสริฐ (2542) ได้กล่าวไว้เกี่ยวกับความสำคัญของการศึกษาว่ารัฐบาลทุกรัฐบาลต่างก็มีความประสงค์ ให้ประชากรในความรับผิดชอบของตนอยู่ดี กินดี มีความสุข มีชีวิตและความเป็นอยู่ที่มีสุขภาพอนามัยดีมีความปลอดภัยในชีวิตและทรัพย์สิน มีภาพชีวิตที่ปกติสุขในสังคม จากการที่รัฐบาลได้เห็นความสำคัญของการปฏิรูประบบราชการเพื่อบริการประชาชนให้มีความพึงพอใจในการบริการภาครัฐมากขึ้น โดยการออกระเบียบสำนักนายกรัฐมนตรีว่าด้วยการสร้างระบบบริหารกิจการบ้านเมืองและสังคมที่ดีพ.ศ.2542 วรรค 2 กล่าวว่า ในการบริหารกิจการบ้านเมืองและสังคมที่ดีควรจัดหรือส่งเสริมให้สังคมไทยอยู่บนพื้นฐานของหลักสำคัญอย่างน้อย 6 ประการ ดังนี้ 1) หลักนิติธรรม 2) หลักคุณธรรม 3) หลักความโปร่งใส 4) หลักความมีส่วนร่วม 5) หลักความรับผิดชอบ และ 6) หลักความคุ้มค่า ในการบริหารจัดการองค์กร สำนักงานคณะกรรมการพัฒนาระบบข้าราชการ (2555) ได้กำหนดแนวทางสำคัญในการบริหารจัดการระเบียบองค์กรขึ้น ประกอบด้วยหลักสำคัญพื้นฐาน เรียกว่า “หลักธรรมาภิบาล 10 หลัก” ครอบคลุมไปถึงการบริหารงบประมาณ การบริหารงานบุคคล และการบริหารงานทั่วไป มีการบริหารงานโดยเน้นหลักประสิทธิผล หลักประสิทธิภาพ หลักการตอบสนอง หลักภาระรับผิดชอบ หลักความโปร่งใส หลักการมีส่วนร่วม หลักการกระจายอำนาจ หลักนิติธรรม หลักความเสมอภาค และหลักมุ่งเน้นฉันทามติ ดังนั้นหากผู้บริหารมีคุณธรรมจริยธรรม รู้จักนำหลักธรรมาภิบาลมาบูรณาการในการบริหารโรงเรียนหรือสถานศึกษา เพื่อให้องค์กรมีคุณภาพและประสิทธิภาพในทุกๆ ด้าน อยู่ร่วมกันอย่างมีความสุขและเป็นที่ยอมรับของสังคมตลอดไป

สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 มีภารกิจให้บริการในการจัดการศึกษาให้เป็นไปตามบทบัญญัติแห่งรัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2550 และตามพระราชบัญญัติการศึกษาแห่งชาติ พุทธศักราช 2542 แก้ไขเพิ่มเติม (ฉบับที่ 2) พุทธศักราช 2545 ตลอดจนพระราชบัญญัติระเบียบบริหารราชการกระทรวงศึกษาธิการ พุทธศักราช 2546 ให้กับประชากรในวัยเรียนโดยดำเนินการจัดการศึกษา และส่งเสริมสนับสนุนการจัดการศึกษาในระดับปฐมวัย ระดับการศึกษาภาคบังคับ 9 ปี ระดับการศึกษาขั้นพื้นฐานและการศึกษาตามอัธยาศัยตลอดจนการศึกษาตลอดชีวิต และจากสภาพการบริหารสถานศึกษาในปัจจุบันตามบริบทของโรงเรียนประถมศึกษาภายในสังกัด พบปัญหาการบริหารงานในภาพรวม คือการบริหารงานต่างๆในโรงเรียน สังเกตได้จากปัญญาการดำเนินงานที่ล่าช้าและขาดประสิทธิภาพทั้งทางด้านการจัดสรรงบประมาณ การบริหารงานบุคคล การบริหารงานทั่วไป และการบริหารงานวิชาการ ส่งผลต่อประสิทธิผลการจัดการศึกษาซึ่งเป็นภารกิจหลักของการบริหารงานสถานศึกษา เช่น การทดสอบการศึกษาระดับชาติ หรือ (O-net) และผลการแข่งขันทักษะทางวิชาการ ในระดับจังหวัด ในแต่ละปีผลการทดสอบหรือแข่งขันโรงเรียนประถมศึกษา จังหวัดขอนแก่นในภาพรวมอยู่ในระดับต่ำกว่ามาตรฐานหรือระดับประเทศ ทั้งนี้เป็นเพราะบริบทโรงเรียนประถมศึกษาขนาดเล็ก ที่จำกัดด้วยงบประมานในการบริหารงานด้านการส่งเสริมการเรียนรู้ จำนวนครูและบุคลากรทางการศึกษามีไม่ครบตรงกับ 8 กลุ่มสาระการเรียนรู้ หรือในรายวิชาที่โรงเรียนเปิดการเรียนการสอน และขาดความต่อเนื่องในการบริหารงานโรงเรียนและการจัดเรียนการสอน เนื่องจากการย้ายกลับภูมิลำเนาของครูและผู้อำนวยการโรงเรียน หรือเปลี่ยนจากสายงานผู้สอนเป็นสายงานบริหารสถานศึกษาหรือสายงานอื่น ด้วยเหตุนี้จึงผู้ศึกษาเห็นว่าวิสัยทัศน์และทักษะการบริหารงานในองค์กรของผู้บริหารโดยเฉพาะด้านการบริหารถสานศึกษาทั้ง 4 ฝ่าย ซึ่งนับว่าเป็นกลไกขับเคลื่อนงานในสถานศึกษา เป็นปัจจัยสำคัญกับการบริหารโรงเรียนหรือสถานศึกษาทุกระดับ ทุกขนาดโรงเรียน โดยเฉพาะโรงเรียนประถมศึกษา ซึ่งมีปัญหาด้านการบริหารงานวิชาการ ด้านการบริหารงานงบประมาณ ด้านการบริหารงานบุคคล ตลอดจนการบริหารทั่วไปเพราะจำนวนครูที่มีน้อย แต่มีภาระงานที่ได้รับมอบหมายมีจำนวนมาก และขาด

แคลนครูที่มีความถนัดหรือเชี่ยวชาญตรงกับงานในโรงเรียน ปัญหาเหล่านี้ทำให้เห็นว่าการบริหารสถานศึกษามีความสำคัญและจำเป็นในสถานการณ์ปัจจุบัน

โรงเรียนศูนย์พัฒนาคุณภาพการศึกษาศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เป็นโรงเรียนระดับประถมศึกษา ที่จัดการศึกษาตั้งแต่ชั้นปฐมวัยถึงชั้นประถมศึกษาปีที่ 6 หรือชั้นมัธยมศึกษาปีที่ 3 จัดเป็นโรงเรียนที่ได้มาตรฐานที่รับผิดชอบในการบริหารและจัดการศึกษา ทั้งด้านวิชาการ งบประมาณ การบริหารบุคคล และการบริหารทั่วไป การบริหารงานทางการศึกษาจึงมีความซับซ้อนมากกว่าโรงเรียนขนาดใหญ่ที่มีระบบบริหารงานตรงตามขอบเขตอย่างเป็นระบบ ผู้บริหารต้องบริหารงานถึง 3 ระดับ ในสถานที่เดียวกัน และบุคลากรมีการปฏิบัติงานที่แตกต่างกันตามระดับชั้นที่จัดการศึกษา ทำให้การปฏิบัติงานในภาพรวมของโรงเรียนขาดการมีส่วนร่วม ขาดการช่วยเหลือซึ่งกันและกัน ไม่ยอมรับฟังความคิดเห็นของผู้อื่น รวมทั้งการบริหารจัดการโรงเรียนของผู้บริหารและการปฏิบัติตนของครูก็เป็นปัญหาเช่นกัน เนื่องจากไม่สามารถทำงานให้บรรลุเป้าหมายได้ สาเหตุหลักมาจากการทำงานกับครูที่อยู่ต่างระดับชั้นที่จัดการศึกษา ดังนั้นผู้บริหารที่รับบทบาทการเป็นผู้นำจะต้องเป็นผู้มีความรู้ความสามารถในการปฏิบัติงาน มีทักษะและภาวะการเป็นผู้นำ เพราะการบริหารสถานศึกษาถือเป็นหัวใจสำคัญที่จะขับเคลื่อนภารกิจต่างๆของสถานศึกษาให้บรรลุเป้าประสงค์ของการจัดการศึกษาได้ หากผู้บริหารประพฤติตนให้เป็น ที่เลื่อมใสศรัทธาของผู้ร่วมงานหรือผู้ใต้บังคับบัญชา โดยใช้หลักธรรมาภิบาลมาเป็นแนวทางในการบริหารสถานศึกษา เพื่อให้การบริหารงานทั้ง 4 ฝ่าย และงานอื่นๆในสถานศึกษาประสบผลสำเร็จและมีประสิทธิภาพ

จากความสำคัญและปัญญาการบริหารสถานศึกษาดังกล่าว ผู้ศึกษาจึงทำการศึกษา เรื่องแนวทางการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาลของโรงเรียนประถมศึกษา ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารสถานศึกษาการตามหลักธรรมาภิบาล และนำเสนอแนวทางการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาล ในโรงเรียนประถมศึกษาศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ตลอดจนนำผลการประเมินแนวทางการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาลที่ได้ไปปรับใช้ในการบริหารจัดการโรงเรียนประถมศึกษาต่อไป

วัตถุประสงค์

1. เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารสถานศึกษาตามหลักธรรมาภิบาลในโรงเรียนประถมศึกษา ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2
2. เพื่อนำเสนอแนวทางการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาล ในโรงเรียนประถมศึกษาศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

สมมุติฐานของการศึกษาค้นคว้า

สมมุติฐานที่ 1 สภาพปัจจุบันและสภาพที่พึงประสงค์ของการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาลของโรงเรียนประถมศึกษาตามความคิดเห็นของผู้บริหารและครู ในศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 อยู่ในระดับมาก

สมมุติฐานที่ 2 การบริหารสถานศึกษาตามหลักธรรมาภิบาลส่งผลต่อการบริหารราชการในเชิงบวก

ขอบเขตของการศึกษา

การศึกษาค้นคว้าอิสระครั้งนี้ผู้ศึกษาได้กำหนดขอบเขตการศึกษา ดังนี้

1. ขอบเขตด้านเนื้อหา

การศึกษาค้นคว้าอิสระครั้งนี้มุ่งศึกษาการบริหารสถานศึกษาตามหลักธรรมาภิบาลของสำนักงานคณะกรรมการพัฒนาระบบข้าราชการ (2555) 10 หลัก ได้แก่ 1) หลักประสิทธิผล 2) หลักประสิทธิภาพ 3) หลักการตอบสนอง 4) หลักภาระรับผิดชอบ 5) หลักความโปร่งใส 6) หลักการมีส่วนร่วม 7) หลักการกระจายอำนาจ 8) หลักนิติธรรม 9) หลักความเสมอภาค และ 10) หลักมุ่งเน้นฉันทามติ

2. ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

1) ประชากรที่ใช้ในการศึกษาค้นคว้าอิสระ คือ ผู้บริหารสถานศึกษา และครู ในโรงเรียนประถมศึกษาใน ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 จำนวน 9 โรงเรียน ประชากรรวมทั้งสิ้นจำนวน 94 คน 2) กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้าอิสระ คือ ผู้บริหารสถานศึกษา ครู ผู้ในศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 จำนวน 74 คน จากตารางสำเร็จรูปของเครจซีและมอร์แกน (Krejcie and Morgan)

3. ขอบเขตด้านตัวแปร

ตัวแปรที่ใช้ในการศึกษาค้นคว้าอิสระในครั้งนี้ประกอบด้วย ตัวแปรต้น ได้แก่ บริบทและสภาพการบริหารงานวิชาการตามหลักธรรมาภิบาลของสำนักงานคณะกรรมการพัฒนาระบบราชการ (2555) 10 หลัก ดังนี้ 1) หลักประสิทธิผล 2) หลักประสิทธิภาพ 3) หลักการตอบสนอง 4) หลักภาระรับผิดชอบ 5) หลักความโปร่งใส 6) หลักการมีส่วนร่วม 7) หลักการกระจายอำนาจ 8) หลักนิติธรรม 9) หลักความเสมอภาค 10) หลักมุ่งเน้นฉันทามติ ตัวแปรตาม แนวทางการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาลที่มีประสิทธิผล

ประโยชน์ที่คาดว่าจะได้รับ

1. ทำให้ทราบสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารสถานศึกษาตามหลักธรรมาภิบาลในโรงเรียนประถมศึกษา ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 เพื่อเป็นแนวทางในการพัฒนากระบวนการบริหารสถานศึกษาต่อไป

2. ได้แนวทางการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาลในโรงเรียนประถมศึกษา ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

วิธีดำเนินการศึกษา

1. ขั้นตอนการดำเนินการศึกษาค้นคว้าการศึกษาค้นคว้าอิสระนี้เป็นการศึกษาแบบผสมผสาน (Mixed methods research) กล่าวคือ เป็น การศึกษาเชิงปริมาณและการศึกษาเชิงคุณภาพ ซึ่งสามารถแบ่งขั้นตอนการดำเนินการศึกษาออกเป็น 2 ระยะ ดังนี้

ระยะที่ 1 ใช้แบบสอบถาม เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารสถานศึกษาตามหลักธรรมาภิบาลในโรงเรียนประถมศึกษา ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต3

ระยะที่ 2 ใช้การสัมภาษณ์ ผู้ทรงคุณวุฒิเพื่อหาแนวทางการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาลในโรงเรียนประถมศึกษา ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

2. ประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการศึกษาค้นคว้า คือผู้บริหารสถานศึกษา และครู ในโรงเรียนประถมศึกษา ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 จำนวน 9 โรงเรียน ประชากรรวมทั้งสิ้นจำนวน 94 คน (ข้อมูลจาก https://data.bopp-obec.info/ ณ วันที่ 20 มิถุนายน 2565) กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้า คือ ผู้บริหารสถานศึกษา และครู จากโรงเรียนในศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 จำนวน 74 คน จากตารางสำเร็จรูปของเครจซีและมอร์แกน (Krejcie and Morgan)

3. เครื่องมือที่ใช้ในการศึกษา

การศึกษาค้นคว้าอิสระครั้งนี้เครื่องมือที่ใช้ในการศึกษา คือ แบบสอบถามแบบสอบถาม แบ่งออกเป็น 2 ตอน คือ ตอนที่ 1 แบบสอบถามทั่วไปเกี่ยวกับปัจจัยส่วนบุคคล เป็นแบบตรวจสอบรายการ (Check List) ตามหลักการของลิเคิร์ท (Likert Scale) ตอนที่ 2 แบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารสถานศึกษาโดยใช้หลักธรรมาภิบาล และแบบสัมภาษณ์แบบกึ่งโครงสร้าง (Semi-Structured interviews) กำหนดประเด็นข้อคำถามแบบปลายเปิด (Open-Ended) โดยเปิดช่องว่างผู้ให้ข้อมูลหลักตอบได้อย่างอิสระ

4. การเก็บรวบรวมข้อมูล

ในการเก็บรวบรวมข้อมูลในการศึกษาค้นคว้า ผู้ศึกษาดำเนินการ ดังนี้

1) ผู้ศึกษาขอหนังสือจากสำนักบัณฑิตศึกษา คณะศึกษาศาสตร์และศิลปศาสตร์ วิทยาลัยบัณฑิตเอเชียถึงผู้บริหารสถานศึกษาในศูนย์พัฒนาคุณภาพการศึกษาพัฒนศึกษา ศูนย์ที่ 2 สพป.ขอนแก่น เขต 3 เพื่อขอความร่วมมือในการเก็บรวบรวมข้อมูลสถานศึกษา

2) จัดส่งแบบสอบถามไปยังผู้บริหารและครูผ่านระบบ Google form และจัดส่งแบบสัมภาษณ์ไปยังผู้ทรงคุณวุฒิด้วยตนเอง

3) ผู้ศึกษาเก็บรวบรวมข้อมูลจากแบบ สอบถามในระบบ Google form และรวบรวมข้อมูลจากแบบสัมภาษณ์ด้วยตนเองครบทุกฉบับ

4) ทำการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปเพื่อดำเนินการตามขั้นตอนของการศึกษาค้นคว้าต่อไป

5) การวิเคราะห์ข้อมูล

ผู้ศึกษาดำเนินการวิเคราะห์ข้อมูลตามแนวทางการวิจัยเชิงปริมาณ คือ ใช้โปรแกรมสำเร็จรูป เพื่อวิเคราะห์หาค่าสถิติต่างๆ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารสถานศึกษาตามหลักธรรมาภิบาลในโรงเรียนประถมศึกษาศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัด สพป.ขอนแก่น เขต 3 ดำเนินการวิเคราะห์ระดับการบริหารสถานศึกษาโดยใช้หลักธรรมาภิบาลของผู้บริหารตามความคิดเห็นของข้าราชการครูศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยใช้สถิติ ค่าเฉลี่ยเลขคณิต ($\bar{x}$) และค่าเบี่ยงเบนมาตรฐาน (S.D) นำเสนอในรูปตารางประกอบคำบรรยาย โดยกำหนดเกณฑ์ในการวิเคราะห์ ตามแนวคิดของเบสต์ (Best,1993; อ้างถึงในบุญชู ราชสุวรรณ, 2548) และแปลผล 5 ระดับ

ระยะที่ 2 ศึกษาแนวทางการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาลในโรงเรียนประถมศึกษาศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัด สพป.ขอนแก่น เขต 3 จากการสัมภาษณ์ผู้ทรงคุณวุฒิ และนำเสนอในรูปแบบความเรียง

สรุป

จากการศึกษามีประเด็นสำคัญที่นำมาอภิปรายผล ดังนี้

ตอนที่ 1 ความต้องการจำเป็นในการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาลของโรงเรียนประถม ศึกษา ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ต้องการพัฒนาตามลำดับ ดังนี้ หลักภาระรับผิดชอบ หลักการกระจายอำนาจ หลักประสิทธิภาพ หลักความโปร่งใส หลักนิติธรรม หลักประสิทธิผล หลักการตอบสนอง หลักการมีส่วนร่วม หลักความเสมอภาค และหลักมุ่งเน้นฉันทามติ โดยหลักภาระรับผิดชอบ พบว่า มีความต้องการในการพัฒนามากที่สุด คือ สถานศึกษาจัดบุคลากรเหมาะสมกับภาระงาน รองลงมา คือ สถานศึกษาส่งเสริมบุคลากรให้มีเจตคติที่ดี มีความรับผิดชอบต่อการปฏิบัติงานอย่างเต็มที่และเต็มความสามารถและสถานศึกษาส่งเสริมบุคลากรในองค์กรให้ปฏิบัติหน้าที่ตามกฎระเบียบที่กำหนดไว้ มีความสอดคล้องกับ สุรศักดิ์ ชะมารัมย์ (2554) ได้กล่าวว่า หลักภาระรับผิดชอบ คือ การแสดงความรับผิดชอบในการปฏิบัติงานในหน้าที่โดยมีความกระตือรือร้นและใส่ใจต่อการแก้ปัญหาต่าง ๆ ที่เกิดขึ้นทั้งภายในและภายนอกหน่วยงาน ตลอดจนส่งเสริมการทำงานเป็นทีมและรับผิดชอบร่วมกันและมีระบบการติดตามและประเมินผลการปฏิบัติงานที่ชัดเจน น่าเชื่อถือและทำการควบคุมตรวจสอบอย่างสม่ำเสมอ เพื่อให้เกิดผลสัมฤทธิ์ต่อภารกิจของสถานศึกษา หลักการกระจายอำนาจ พบว่า มีความต้องการในการพัฒนามากที่สุด คือ สถานศึกษากระจายอำนาจการบริหารจัดการ และภารกิจจากผู้บริหารสู่บุคลากร เพื่อดำเนินการแทนตามความเหมาะสม รองลงมา คือ สถานศึกษามอบอำนาจ และความรับผิดชอบในการตัดสินใจให้ภาคประชาชน โดยมีอิสะตามสมควร และสถานศึกษามีกระบวนการมอบอำนาจ และความรับผิดชอบในการตัดสินใจ ทั้งนี้ในบริบทของโรงเรียนระดับประถมศึกษามีการมอบอำนาจหน้าที่หรือกระจายความรับผิดชอบในการปฏิบัติงานของบุคลากรยังไม่ชัดเจนเหมาะสมเท่าที่ควร ซึ่งสอดคล้องกับถวิลวดี บุรีกุลและคณะ (2547) ได้กล่าวถึงหลักธรรมาภิบาล ในส่วนของหลักการกระจายอำนาจ เพราะเป็นการแสดงให้เห็นถึงการให้ความสำคัญอันเป็นประโยชน์ต่อสังคมส่วนรวม ที่ต้องดำเนินการให้เกิดประสิทธิภาพและประสิทธิผล คือการถ่ายโอนอำนาจและความรับผิดชอบจากศูนย์กลางไปสู่ท้องถิ่น เหตุผลและความจำเป็นที่ต้องกระจายอำนาจการศึกษาเพื่อให้การจัดการศึกษามีความยืดหยุ่นสอดคล้องกับสภาพเศรษฐกิจ สภาพสังคมและวัฒนธรรมของแต่ละท้องถิ่นซึ่งแตกต่างกัน การกระจายอำนาจทางการศึกษาจะช่วยตอบสนองความแตกต่างได้พร้อมทั้งระดมทรัพยากรบุคคลและวัสดุอุปกรณ์ต่างๆ ในท้องถิ่นมาใช้ประโยชน์ในการจัดการศึกษาและกระจาย การลงทุนทางการศึกษาควบคู่กันไป การกระจายอำนาจทางการศึกษาเป็นรากฐานของการส่งเสริมประชาธิปไตยเปิดโอกาสให้ประชาชนในท้องถิ่นนั้น เข้ามามีส่วนร่วมในการพัฒนาการศึกษาในชุมชนที่ตนอาศัยอยู่โดยตรง เกี่ยวกับการวางแผนจัดการและประเมินคุณภาพการศึกษา ซึ่งจะสอดคล้องกับแนวคิดว่าการศึกษาของประชาชน โดยประชาชน เพื่อประชาชน

ตอนที่ 2 ข้อเสนอคิดเห็น และข้อเสนอแนะจากการสัมภาษณ์ผู้ทรงคุณวุฒิต่อแนวทางการพัฒนาการบริหารสถานศึกษาตามหลักธรรมาภิบาลของโรงเรียนประถมศึกษา ศูนย์พัฒนาคุณภาพการศึกษา ศูนย์ที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เกี่ยวกับประเด็นที่ต้องการพัฒนามากที่สุดสามลำดับ ดังนี้ 1) หลักภาระรับผิดชอบ มีแนวทางดังนี้ คือ ปลูกฝังค่านิยมและจิตสำนึกด้านความรับผิดชอบให้แก่บุคลากรในสถานศึกษา ควรมอบหมายภาระกิจหรือภาระงานให้บุคลากรตามความรู้และความสามารถ และส่งเสริมการรับผิดชอบต่อหน้าที่และเตรียมพร้อมต่อการรับการตรวจสอบจากทุกภาคส่วนที่เกี่ยวข้อง สอดคล้องกับ สุรชัย ขวัญเมือง (2550) กล่าวว่าผู้บริหารต้องส่งเสริมและสร้างความตระหนักในสิทธิและหน้าที่มีจิตสำนึกในความรับผิดชอบต่อสังคม การตัดสินใจกระทำการใดๆ ต้องกระทำโดยมีพันธะความรับผิดชอบต่อสาธารณะหรือผู้มีส่วนได้เสียกับหน่วยงานนั้น และกล้าที่จะยอมรับผลจากการกระทำนั้นๆ ให้เกิดแก่บุคลากร และสอดคล้องกับ ปิดิเทพ อยู่ยืนยง (2550) ที่กล่างถึง หลักความรับผิดชอบ (Responsibility) กล่าวคือ ต้องมีการรับผิดชอบในการกระทำของตนในฐานะเป็นส่วนหนึ่งของการขับเคลื่อนของงานหรือองค์กรและต้องปฏิบัติตามหน้าที่อย่างเคร่งครัดเพื่อบรรลุผลของงานและองค์กร 2) หลักการกระจายอำนาจ มีแนวทางพัฒนาคือ ควร

จัดโครงสร้างการบริหารงานภายในสถานศึกษาให้มีความเหมาะสมที่รองรับการกระจายอำนาจ และมอบอิสระในการปฏิบัติงานที่ได้รับมอบหมายให้แก่บุคลากร โดยยึดหลัก เชื่อมั่น เชื่อมือ และเชื่อใจ สอดคล้องกับหลักการกระจายอำนาจของสำนักงานคณะกรรมการพัฒนาระบบราชการ (2555) ที่กล่าวว่า ในการปฏิบัติราชการควรมีการมอบอำนาจและกระจายความรับผิดชอบในการตัดสินใจและการดำเนินการให้แก่ผู้ปฏิบัติงานในระดับต่าง ๆ ได้อย่างเหมาะสม รวมทั้งมีการโอนถ่ายบทบาทและภารกิจให้แก่องค์กรปกครองส่วนท้องถิ่นหรือภาค ส่วนอื่นๆในสังคม และ 3) หลักประสิทธิภาพ มีแนวทางดังนี้ ควรกำหนดแผนพัฒนาสถานศึกษาและการจัดการศึกษาตามความสำคัญเร่งด่วน ควรพัฒนาระบบข้อมูลสารสนเทศในหน่วยงานให้ทันสมัย ถูกต้อง ครบถ้วน และเป็นปัจจุบัน สะดวกต่อการใช้งาน ส่งเสริมให้บุคลากรและผู้มีส่วนเกี่ยวข้องในการจัดการศึกษานำทรัพยากรในท้องถิ่นมาใช้ให้เกิดประโยชน์ และส่งเสริมให้บุคลากรเข้ารับการอบรม พัฒนาความรู้และทักษะในการทำงาน ซึ่งสอดคล้องกับหลักประสิทธิภาพของสำนักงานคณะกรรมการพัฒนาระบบราชการ (2555) ที่กล่าวว่า ประสิทธิภาพ (Efficiency) คือการปฏิบัติราชการต้องใช้ทรัพยากรอย่างประหยัด เกิดผลิตภาพที่คุ้มค่าต่อการลงทุนและบังเกิดประโยชน์สูงสุดต่อส่วนรวม ทั้งนี้ต้องมีการลดขั้นตอนและระยะเวลาในการปฏิบัติงานเพื่ออำนวยความสะดวกและลดภาระค่าใช้จ่าย ตลอดจนยกเลิกภารกิจที่ล้าสมัยและไม่มีความจำเป็น

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลการศึกษาไปใช้

1.1 ในการบริหารงานสถานศึกษาผู้บริหารและผู้ใต้บังคับบัญชาควรดำเนินงานตามบทบาทหน้าที่ควบคู่กันไป ภายใต้หลักการเคารพสิทธิซึ่งกันและกัน

1.2 การบริหารสถานศึกษาควรยึดหลักทศพิธราชธรรม คือการใช้คุณธรรมนำทางการบริหารองค์กร

1.3 ควรมีการออกแบบกระบวนการปฏิบัติงานโดยการใช้เทคนิคและเครื่องมือการบริหารจัดการที่เหมาะสมเพื่อลดภารกิจที่ล้าสมัยและไม่มีความจำเป็น ความสามารถในการดำเนินการใช้ทรัพยากรที่มีอยู่อย่างประหยัดให้เกิดประโยชน์สูงสุด

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่มีผลต่อการบริหาร งานตามหลักธรรมาภิบาลของผู้บริหารโรงเรียนในอำเภอพล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

2.2 ควรศึกษากิจกรรมที่เหมาะสมเพื่อสนับสนุนการบริหารงานตามหลักธรรมาภิบาลของผู้บริหารโรงเรียน

2.3 ควรศึกษาการบริหารงานตามหลักธรรมาภิบาลของผู้บริหารโรงเรียนในอำเภอพล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 จากกลุ่มผู้ปกครอง คณะกรรมการสถานศึกษา บุคคลหรือหน่วยงานอื่นที่เกี่ยวข้อง

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โลกทัศน์เรื่องน้ำในวรรณคดีไทย

The worldview of water in Thai literature

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บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อมุ่งศึกษา “โลกทัศน์เรื่องน้ำในวรรณคดีไทย” ผลการศึกษาปรากฏว่าในวรรณคดีไทยมีการแสดงโลกทัศน์เรื่องน้ำไว้อย่างหลากหลายมิติ โดยแสดงผ่านกวีผู้เป็นประจักษ์พยานแห่งยุคสมัย พบว่าโลกทัศน์ของกวีที่มีต่อสายน้ำมีทั้งมุมมองด้านบวกและด้านลบขนานกันไป โดยพบทั้งหมด 4 ประการดังนี้ ประการแรกคือกวีมองว่าสายน้ำคือความงดงาม คือความร่มเย็นที่ทำให้มนุษย์ได้หล่อเลี้ยงชีวิต ประการที่สองคือสายน้ำคืออุปสรรคของชีวิต ประการที่สามคือกวีมองว่าสายน้ำคือเพื่อนและศัตรูของมนุษย์ และประการสุดท้ายคือสายน้ำคือผู้ทำลาย ซึ่งจากผลการศึกษาทั้งหมดนั้นล้วนแสดงให้เห็นถึงมโมทัศน์ของมนุษย์ที่มีต่อสายน้ำที่เป็นเส้นเลือดใหญ่ในการหล่อเลี้ยงเผ่าพันธุ์มนุษยชาติ

คำสำคัญ: น้ำ,วรรณคดีไทย

Abstract

This article aims to study the worldview of water in Thai literature. The results of the study revealed that poets had 4 positive and negative images of water as follows: Firstly, Poets viewed water as beauty. The second is that the river is an obstacle. The third is The poet sees the water as a friend and foe of man. And finally, the river is the destroyer.

Keywords: Water, Thai literature

บทนำ

คำว่า โลกทัศน์ ตรงกับคำภาษาอังกฤษว่า world view หมายถึง การมองเห็นโลก การรับรู้โลก การที่คนแต่ละคนตีความสิ่งต่าง ๆ ในโลกหรือมองว่าสรรพสิ่งในโลกมีปฏิสัมพันธ์กันอย่างไรจะแสดงผ่านความคิด การกระทำ ตลอดจนความรู้สึกต่าง ๆ (ราชบัณฑิตยสภา) ดังนั้นในวรรณคดีไทยอันเป็นเรื่องที่แต่งถึงความเป็นไปของมนุษย์จึงเต็มไปด้วยการมองเห็นโลกผ่านการเล่าเรื่องของกวี ซึ่งในการศึกษาวรรณคดีไทยนั้นธรรมชาติมีบทบาทสำคัญในการแสดงให้เห็นมุมมองต่าง ๆ ของกวี เพราะกวีใช้ธรรมชาติเป็นวัสดุในการประกอบสร้างฉากในวรรณกรรม ซึ่งทำให้เห็นแนวคิดตลอดจนทัศนคติในการสร้างสรรค์ผลงาน ทั้งนี้เพราะการดำรงชีวิตของมนุษย์ต้องทำความเข้าใจความสัมพันธ์ระหว่างมนุษย์กับธรรมชาติ ซึ่งเป็นความสัมพันธ์ที่ซับซ้อนเพราะในบางครั้งธรรมชาติก็มีความสัมพันธ์เปรียบเสมือนมิตร แต่บางคราวก็เปรียบเสมือนศัตรูที่โหดร้ายทารุณ ความหมุนเวียนเปลี่ยนผันของธรรมชาติเป็นเหตุให้กวีมีทัศนคติเกี่ยวกับธรรมชาติสองด้านควบคู่กันทั้งความอ่อนน้อมขอเป็นที่พึ่งและความหวาดกลัวต่อความคุกคามของธรรมชาติ (ดวงมน จิตร์จำนงค์, 2544: 87)

สายน้ำเป็นคือธรรมชาติที่เป็นฉากในวรรณคดีไทยหลากหลายเรื่อง เพราะวรรณคดีไทยหลายเรื่องตัวละครต้องเดินทางทั้งในมหาสมุทร กลางป่า กลางเขา และเป็นฉากที่มีความสำคัญเพราะสายน้ำมีความสัมพันธ์กับเหตุการณ์ต่าง ๆ ของเรื่อง ดังเช่นในเรื่องพระอภัยมณี ที่ฉากของเรื่องเกือบทั้งหมดดำเนินขึ้นทั้งบนผิวน้ำและใต้น้ำ เหตุการณ์หลาย ๆ อย่างในเรื่องต่างเกิดขึ้นในฉากสายน้ำทั้งหมด ซึ่งการบรรยายฉากต่าง ๆ นั้นกวีได้แสดงโลกทัศน์เกี่ยวกับน้ำไว้ทั้งในด้านบวกและด้านลบ เพราะบางครั้งก็แสดงว่าสายน้ำคือความงดงาม คือเส้นเลือดใหญ่ที่หล่อเลี้ยงมนุษยชาติ อาจกล่าวว่ากวีได้แสดงโลกทัศน์เกี่ยวกับสายน้ำว่าสายน้ำคือสิ่งจำเป็นของชีวิต คือความงดงามและคือการดำรงชีวิตรอด แต่ในทางตรงกันข้ามกวีก็ได้แสดงโลกทัศน์ว่าสายน้ำนั้นมหันตภัยที่คร่าทำลายล้างชีวิตมนุษย์อันก่อให้เกิดภัยพิบัติใหญ่หลวงที่ทำให้เกิดความสูญเสียเหลือเกินคณนานับ

[1] อาจารย์ประจำสาขาวิชาภาษาไทย วิทยาลัยการฝึกหัดครู มหาวิทยาลัยราชภัฏพระนคร.
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ด้วยเหตุนี้ผู้ศึกษาจึงต้องการศึกษาโลกทัศน์เรื่องน้ำในวรรณคดีไทย ซึ่งจะทำให้เห็นโลกทัศน์ที่เกี่ยวกับ “น้ำ” ที่แสดงผ่านมุมมองความคิดของกวีผู้เป็นประจักษ์พยานแห่งยุคสมัย อันจะทำให้เห็นถึงโลกทัศน์เกี่ยวกับน้ำของคนไทยว่ามีมุมมองต่อสายน้ำอย่างไรในด้านบวกและด้านลบ อันจะทำให้เห็นถึงแนวคิด มุมมอง และเป็นประโยชน์ต่อการศึกษาวรรณกรรมไทยต่อไป

วัตถุประสงค์

1. เพื่อศึกษาโลกทัศน์เรื่องน้ำในวรรณคดีไทย

1. โลกทัศน์เรื่องน้ำในวรรณคดีไทย

ในวรรณคดีไทยกวีได้สื่อแสดงโลกทัศน์ที่มีต่อสายน้ำไว้ด้วยมุมมองที่หลายหลาก ซึ่งโลกทัศน์ต่าง ๆ นั้นได้สะท้อนให้เห็นถึงความคิดของกวีที่มีต่อสายน้ำที่เปลี่ยนไปตามวัฏจักรของธรรมชาติบ้างเป็นความสุข แต่ในขณะเดียวกันอาจเป็นความทุกข์ โดยปรากฏในงานวรรณกรรมนิทานในลักษณะคู่ขนานทั้งด้านบวกและด้านลบ ดังที่จะกล่าวเป็นประเด็นดังต่อไปนี้

1. สายน้ำคือความงดงามและความร่มเย็น

สายน้ำคือความงดงามและความร่มเย็นเพราะสายน้ำเป็นปัจจัยสำคัญในการหล่อเลี้ยงชีวิตมนุษย์เปรียบเสมือนเส้นเลือดใหญ่ของเผ่าพันธุ์มนุษยชาติ ในวรรณคดีไทยกวีมีการแสดงให้เห็นโลกทัศน์เชิงบวกว่าสายน้ำคือความงดงามและความร่มเย็น ซึ่งจากการศึกษาพบว่าการสื่อมุมมองนี้จะปรากฏระหว่างการเดินทางของตัวละคร ซึ่งถือเป็นเหตุการณ์สำคัญเพราะเป็นธรรมเนียมของการแต่งที่กำหนดให้ตัวละครต้องออกผจญภัยเพื่อพิสูจน์ความสามารถของตัวละครเอก ในวรรณคดีไทยหลายเรื่องตัวละครต้องออกเดินทางไปผจญภัยในป่าหรือไม่ก็กลางมหาสมุทร ทั้งนี้ในการออกเดินทางดังกล่าวกวีได้แสดงทัศนคติต่อสิ่งที่พบพานไว้ ซึ่งกวีได้ใช้สายน้ำเป็นฉากที่ตัวละครต้องพบพานและกวีได้แสดงความคิดต่อสายน้ำอันก่อให้เห็นถึงมุมมองและโลกทัศน์ของกวีว่า “สายน้ำคือความงดงามและความร่มเย็น”ของมนุษย์โดยปรากฏในวรรณคดีหลากหลายเรื่อง อาทิ รามเกียรติ์ ตอนที่พระรามและนางสีดาข้ามแม่น้ำสะโตง กวีแสดงให้เห็นว่าสายน้ำมีอุดมสมบูรณ์มีสัตว์น้ำต่าง ๆ นานาชนิด หรือในเรื่องพระอภัยมณี เมื่อครั้งที่นางสุวรรณมาลีไปเที่ยวทะเล ท้าวสิลราชได้พานางสุวรรณมาลีชมมหาสมุทร ก็ได้ปรากฏภาพของความงดงามและรื่นรมย์ของสายน้ำ ดังความว่า

กรุงกษัตริย์ตรัสชวนพระลูกแก้ว ให้ชมแถวที่ชลาคงคาใส
เหล่าละเมาะเกาะเกียนเหมือนเขียนไว้ มีเขาไม้โขดคุ่มงุ้มชะเงื่อม
บ้างงอกง้ำน้ำท่วมถึงเชิงผา แผ่นศิลาแลลื่นคลื่นกระเพื่อม
เสียงดังโครมใหญ่ไม่กระเทื้อม เป็นไคลเลื่อมเลื่อมผาศิลาราย
พอลมเรื่อยเฉื่อยชื่นคลื่นสงัด ให้แล่นตัดไปตามวนชลสาย
ชมมัจฉาสารพัดพวกสัตว์ร้าย เห็นคล้ายคล้ายว่ายเคล้าสำเภาจร
ฝูงกระโห้โลมาขึ้นคลาคล่ำ บ้างผุดนำเคลื่อนคล้อยลอยสลอน
ทั้งกริวกราวเต่าปลาในสาคร เที่ยวสัญจรหากินในสินธุ
ฝูงฉลามล้วนฉลาดมาตามคลื่น ฉนากตื่นชมฉนากไม่จากคู่
ปลาวาฬวนพ่นฟองขึ้นฟองฟู่ ทั้งราหูเหราสารพัน

(พระอภัยมณี, 2555, น.273)

บทประพันธ์ข้างต้นแสดงให้เห็นถึงลักษณะของมหาสมุทรที่งดงาม มีน้ำใส มี “เหล่าละเมาะเกาะเกียนเหมือนเขียนไว้” บ้างงอกง้ำถึงเชิงผา มีแผ่นศิลาที่ “แลลื่น”ที่มีคลื่นมากระทบ มีลมพัดเรื่อย ๆ “เฉื่อยชื่น”นอกจากนี้ยังมีสัตว์น้ำต่างๆว่ายน้ำเคียงกับสำเภา ทั้งฝูงกระโห้ โลมา เต่า ปลา ที่หากินในมหาสมุทร มีฉลาม มีฉนาก มีวาฬขึ้นพ่นฟองเป็น“ฟองฟู่” มีปลาราหู มีเหรา นานาชนิด ภาพดังกล่าวนั้น เป็นภาพแสดงให้เห็นถึงความงดงาม และความหลายหลากของสัตว์น้ำในมหาสมุทรที่ยิ่งใหญ่ ซึ่งเป็นฉากที่แสดงให้เห็นทัศนคติเชิงบวกของกวีที่มีต่อสายน้ำว่า “สายน้ำคือความงดงามและความรื่นรมย์” อันสื่อแสดงให้เห็นถึงโลกทัศน์ของกวีที่มีต่อสายน้ำ

นอกจากนี้ในวรรณคดีเรื่องอื่นยังปรากฏให้เห็นการสื่อถึงโลกทัศน์ของกวีที่ไปในทิศทางเดียวกัน ดังเช่นในเรื่องลักษณะวงศ์ ตอนนางสุวรรณอำภาและลักษณะวงศ์ต้องออกเดินป่าเพราะท้าวพรหมทัตต้องมนต์เสน่ห์นางยักษ์และสั่งประหารชีวิตบุคคลทั้งสอง นางสุวรรณอำภาและพระโอรสต่างเดินกลางป่าด้วยความทุกข์และยากลำบากยิ่ง เมื่อทั้งสองเดินทางมาถึงสระน้ำแห่งหนึ่งต่างพากันพักผ่อนด้วยความชื่นใจ ดังความว่า

บรรลุถึงสระหนึ่งในกลางเถื่อนมีบัวเผื่อนสัตตบุษย์ผุดไสว
จอกกระจับขึ้นสลับสลอนไป คงคาใสดั่งกระจกกระจ่างดี

มัจฉาว่ายเรียงมาเคียงคู่ บ้างผุดฟู่พ่นน้ำแล้วดำหนี
หมู่กุ้งกามรากก้ามร่ามวารี ดุกกระดี่ดำกระเดือกลงเสือกดิน
กระโห้ใหญ่ไล่ลัดสลัดกุ้ง ดิ้นสะดุ้งโดดดีดกระแสสินธุ์
สองกษัตริย์ทัศนาในวาริน ตระหลบกลิ่นเกสรขจรไกล
รื่นรื่นร่มรังน่านั่งเล่น พระพายพัดเย็นริมสระใหญ่
นางชวนองค์โอรสยศไกร เข้านั่งใต้ร่มรังริมฝั่งชล

(ลักษณะวงศ์, 2529: 364)

ในบทประพันธ์ข้างต้นสื่อแสดงให้เห็นถึงความงดงามและน่ารื่นรมย์ของสายน้ำในสระ ดังปรากฏความหลายหลากของระบบนิเวศเป็นจำนวนมากทั้งพืชน้ำต่างๆอาทิ “บัวสัตตบุษย์” “จอก” “กระจับ” อีกทั้งน้ำก็ใสดั่ง “กระจก” และมีสัตว์น้ำนานาชนิด บ้างว่ายน้ำเคียงคู่กัน บ้างก็ “ผุดฟู่พ่นน้ำ” บ้างก็ “ดำน้ำหนี” ส่วนปลาดุกและปลากระดี่ต่างก็ “กระเดือกลงเสือกดิน” ปลากระโห้ใหญ่ต่างก็ไล่กุ้งก้ามกาม “ดิ้นสะดุ้งโดดดีดกระแสสินธุ์” เมื่อสองกษัตริย์ได้มาพบเห็นสระน้ำที่ร่มรื่นจึงเกิดอารมณ์“น่านั่งเล่น” อีกทั้งบริเวณสระยังมีสายลมที่พัดเย็นโชยกลิ่นขจรของเกสรดอกไม้หอมตลบอบอวล ลักษณะดังกล่าวส่งผลให้นางและพระโอรสเข้าประทับ ณ ริมฝั่งชล ภาพของสระน้ำที่ปรากฏแสดงให้เห็นว่าสายน้ำคือความอุดมสมบูรณ์งดงาม และน่าร่มรื่นย์อันแสดงให้เห็นถึงโลกทัศน์ของกวี

“สายน้ำคือความงดงามและความรื่นรมย์” เป็นโลกทัศน์ที่ปรากฏผ่านฉากที่กวีบรรยายไว้สัมพันธ์กับตัวละคร อันสื่อแสดงให้เห็นถึงมุมมอง ความคิดเชิงบวกของกวีที่มีต่อสายน้ำ เพราะน้ำคือ “ความชื่นใจ” คือชีวิตที่หล่อเลี้ยงชีวิตและจิตวิญญาณของมนุษยชาติ

2. สายน้ำคืออุปสรรคของชีวิต

สายน้ำคืออุปสรรคของชีวิต ในวรรณคดีไทยกวีได้แสดงโลกทัศน์เชิงลบต่อสายน้ำไว้เป็นจำนวนมาก ทั้งนี้เป็นเพราะสายน้ำมีลักษณะน่าหวาดกลัว มีความเชี่ยวกราก มีความกว้างใหญ่เวิ้งว้าง ตลอดจนมีอันตรายต่าง ๆ จากสัตว์น้ำ โดยกวีได้กล่าวถึงความลำบากยากแค้นอันเป็นอุปสรรคของชีวิตไว้ในวรรณคดีไทยหลายเรื่อง ดังตัวอย่างเช่น เรื่องพระอภัยมณี วรรณคดีที่ฉากเกือบทั้งเรื่องเกิดขึ้นบนฉากมหาสมุทร กวีได้แสดงโลกทัศน์ไว้ว่าสายน้ำมีความน่าหวาดกลัว เพราะหลายครั้งที่กวีบรรยายภาพของสายน้ำไว้ว่าลึกลับ เปล่าเปลี่ยว และอ้างว้าง นอกจากนี้ในวรรณคดีเรื่องกาพย์พระไชยสุริยา ยังปรากฏภาพของ “สึนามิน้อย ๆ” ที่มาทำลายชีวิตมนุษย์สำหรับผู้อ่าน เพราะคลื่นมหาสมุทรที่คลั่งและฆ่าชีวิตมนุษย์ หรือในวรรณคดีเรื่อง สมุทโฆษคำฉันท์ตอนปลาย กล่าวถึงตอนที่พระสมุทโฆษใช้พระขรรค์พานางพินทุมดีเหาะไปประพาสป่าหิมพานต์ แต่ถูกพิทยาธรลักพระขรรค์ไป ทั้งสองพระองค์จึงต้องตกระกำลำบาก ครั้งเดินทางข้ามมหาสมุทร และในท่ามกลางมหาสมุทรที่กว้างใหญ่ ต่างอาศัยเพียงการเกาะขอนไม้เพื่อมิให้จมเท่านั้น แต่เมื่อมีพายุใหญ่พัดมาทำให้ขอนไม้ขาด พระสมุทรโฆษและนางพินทุมดีจึงต้องพลัดพรากจากกันกลางมหาสมุทร ดังความว่า

ฟองฟัดซัดสู่สมุทรทำรุดพิริยพล
พ่างเพียงจะวายชมน์ ชิวาตม์
เหลือทนเหลือทุกขเหลือจะถอนอสประสาส
เหลือถวิลเทวษอนาถ อนิจ
สุดแรงสุดที่จะร่ำรำจวนกำสรวญสุดคิด
พึ่งใครก็สุดจิตร รำพึง
แสนโศกแสนทุกขแสนแสวงสำนักนี้สำนึง
แสนร้อนเร่งร้อนรึง อุรา
หาเพื่อนผู้จะพักพำนิพ้นจะหา
หาฝั่งก็เห็นฟ้า กับฟอง
ใครช่วยช่วยก็บมิแลมีแต่ชลนอง
ปองรอดฤปองปอง ฤรอด
กายกับชีพิตจะสลิตเห้งอุทกทอด
ลอยล่องบปลอดปลง เปนตน
เรียมเนื้อมอดดังฤยอดยุพินจะยินจะยล
โอ้มิ่งวิมลแม่ บพาน
ปานฉนี้นุชจะเนาในชฎาลสถาน
มลายชีพฤชนมาน ยังมี

โอ้ปางใดจึงจะพบประสบสมรชี
วิดวอดและรอดชีวี ดุจเดียว
หาเยาวยศก็เป็นพ้นจะเพ่งจะเล็งจะเหลียว
ลับจักษุจริงเจียว จรลึง
แต่ครวญครางอยู่ยังหว่างมหรรณพหึง
สัตวานสำนึง ชเล
(สมุทรโฆษคำฉันท์, 2536: 186-187)

ในบทประพันธ์ข้างต้น กวีได้สื่อแสดงโลกทัศน์ให้เห็นถึงความลำบากยากแค้นที่เกิดขึ้นเพราะสายน้ำเป็นอุปสรรค จะเห็นได้จากการที่พระสมุทโฆษว่ายน้ำอยู่กลางมหาสมุทรด้วยความเหนื่อยล้าถูก“ฟองฟัดซัด” เพียงจะวายชนม์ ทำให้ตัวละครต้อง “เหลือทนเหลือทุกข” จะหาคนช่วยก็ไม่มี จะ“หาฝั่งก็เห็นฟ้ากับฟอง” สายน้ำยังเป็นอุปสรรคที่ทำให้ตัวละครต้องพลัดพรากจากนาง อันเป็นที่รัก ตัวละครต้องทุกข์ใจเพราะไม่รู้ว่านางจะ “มลายชีพ” หรือยังมี “ชนมาน” เพราะแม้แต่ “เพ่งจะเล็งจะเหลียว” สุดสายตาก็ยังไม่พบพาน ได้แต่ครวญครางอยู่กลาง “ชเล” สายน้ำนี้จึงเป็นความลำบากยากแค้นและเป็นอุปสรรคของมนุษย์

กวีแสดงมโนทัศน์ให้เห็นว่า “สายน้ำคืออุปสรรคของมนุษย์” ด้วยการใช้ฉากสายน้ำเป็นตัวแทนของความลำบากต่าง ๆ แต่ทุกอย่างจะผ่านพ้นไปได้ด้วยความพากเพียร สายน้ำจึงทำหน้าที่เป็นสัญญะของอุปสรรคที่พิสูจน์ถึงความมานะพยายามของตัวละคร

3. สายน้ำคือเพื่อนและศัตรูของมนุษย์

ในวรรณคดีไทยกวีแสดงให้เห็นว่าสายน้ำเป็นเพื่อนผู้เอื้ออาทร คอยปลอบประโลมและช่วยเหลือในวันที่เพื่อนมีปัญหา ดังจะเห็นได้จากบทบาทของน้ำในวรรณกรรมนิทานหลายเรื่องดังเช่นในรามเกียรติ์ตอนนางวารินแนะนำให้วิรุณจำบังเข้าไปซ่อนตัวในฟองน้ำนทีสีทันดร ดังความว่า

อันจะหนีศรพระจักรี เรานี้จะบอกอุบายให้
จงไปยังฝั่งสมุทรไท ทิศใต้เชิงเขาสัตภัณฑ์
นอนวินันตกสิงขร สีทันดรระหว่างอัสกรรณกั้น
เป็นที่ภุชงค์ชาญฉกรรจ์ นอกนั้นไม่มีใครไปมา
จงนิมิตตัวให้เท่าไร ด้วยฤทธิไกรยักษา
เข้าซ่อนในฟองคงคา เห็นว่าจะรอดชีวี
(รามเกียรติ์ ล3, 2549: 117)

บทประพันธ์ข้างต้น กวีมองน้ำว่าเป็นที่หลบภัยน้ำจึงเปรียบเสมือนเพื่อนที่ให้ความเอื้ออาทรกับตัวละครในวันที่ตัวละครต้องประสบปัญหา ดังความว่า “เข้าซ่อนในฟองคงคา เห็นว่าจะรอดชีวี” สายน้ำจึงคือเพื่อนของมนุษย์ในการช่วยเหลือให้รอดพ้นจากอันตราย

ในวรรณคดีเรื่องอุณรุท ตอนท้าวอุทุมราชถวายนางศรีสุดาแก่พระอุณรุท นางศรีสุดาได้ครั่ำควรญถึงพระบิดาและพระมารดา ขณะเดินทางท่ามกลางมหาสมุทรพระพี่เลี้ยงที่ร่วมเดินทางไปด้วยจึงปลอบนางโดยให้นางชมมหาสมุทรที่งดงาม ดังความว่า

ทอดพระเนตรไปในชะเลนั้น ชมหมู่พวกพรรณมัจฉา
เป็นอเนกอนันต์เพียงขวัญตา ให้คลายวิญญาณ์ที่ทุกข์ร้อน
....
เสด็จนั่งยังท้ายเภตรา ชมหมู่มัจฉาน้อยใหญ่
ว่ายคลำดำดั้นอยู่ไวไว ที่ในมหาชลธาร
ราหูว่ายหาปลาวาฬ โลมาผุดพ่านอลวน
พิมทองท่องเล่นเป็นหมู่หมู่ สีเสียดปนอยู่กับยี่สน
จันทรเม็ดแมวม้าหน้าคน ฉลามลอยล่องพ่นวาริณ
มังกรเกี้ยวกันกลับกลอก เหราเล่นระลอกกระฉอกสินธุ์
ช้างน้ำงามล้ำหัสดิน ผุดเคล้านางกรินกำเริบฤทธิ์
ฝูงฉนากมากหมู่ปลาร้าย เห็นสำเภาแล่นว่ายตามติด
นางกับพี่เลี้ยงร่วมชีวิต ต่างพิศชมปลาค่อยคลายใจ
(อุณรุท, 2544: 94)

ในบทประพันธ์ข้างต้น กวีแสดงให้เห็นว่าสายน้ำเป็นเครื่องปลอบใจให้นางศรีสุดา“คลายวิญญาณ์ที่ทุกข์ร้อน” โดยให้นางชมหมู่มัจฉาน้อยใหญ่ที่กำลังแหวกว่ายอยู่ในมหาชลธาร ทั้ง“ราหู” “ปลาวาฬ” “โลมา” “พิมทอง” “ยี่สน” “จันทร์เม็ด” “แมวม้า” “ฉลาม” “มังกร” “เหรา” “ช้างน้ำ” “นางกริน”และ“ฉนาก” เมื่อนางศรีสุดาได้ชมความหลายหลากของสิ่งมีชีวิตในท้องทะเลอันกว้างใหญ่นางจึง“ค่อยคลายใจ”จากความทุกข์โศกอันเกิดจากการพลัดพรากจากบุพการี สายน้ำจึงเป็นเสมือนเพื่อนที่ช่วยปลอบประโลมมนุษย์เมื่อยามทุกข์หรือวันที่ความทุกข์เข้ามาเป็นส่วนหนึ่งของชีวิต

นอกจากกวีจะมองว่าสายน้ำเป็นเพื่อนของมนุษย์แล้วยังมองในทางตรงกันข้ามด้วยว่า “สายน้ำ” คือศัตรูของมนุษย์และเป็นศัตรูที่คอยทำลายล้าง คอยขัดขวางชีวิต ดังเช่น ในโคบุตรตอนที่โคบุตรเข้าเมืองพาราณสีแล้วชุบชีวิตท้าวพรหมทัตและมเหสี ท้าวพรหมทัตจึงสั่งประหารราชปุโรหิตและบุตรด้วยการถ่วงทะเลโดยให้เอาหินถ่วง ดังความว่า

ตระเวนรอบขอบเมืองทุกบ้านช่อง *ลงเรือล่องไปกลางทะเลใหญ่*
เอาพ่อลูกผูกแผ่นศิลาชัย *โยนลงในสาชลก็วายปราน*

(โคบุตร 2557: 37)

จากบทประพันธ์ต้น กวีมองว่าสายน้ำคือศัตรูของชีวิตเพราะสายน้ำทำให้จบชีวิตลงได้ ดังความว่า “โยนลงในสาชลก็วายปราน” สายน้ำจึงเปรียบเสมือนศัตรูผู้เย้ยหยันนิ่งเฉยต่อความตายของเพื่อนมนุษย์ในขณะเดียวกันยังเป็นผู้ฆ่ามนุษย์ให้จบชีวิตลงอีกด้วย

ในเรื่องมณีพิชัย ตอนนางจันทรลงสรงสนาน นางเห็นดอกบัวลอยน้ำมาจึงหยิบขึ้นมาแต่ทว่าในดอกบัวนั้นกลับมีงูพิษและกัดนางสลบลง ดังความว่า

ครั้นถึงจึงลงสนาน *กับบริวารข้าสาวชาวแม่*
หัวระริกซิกซี้กันซ้อแซ้ *ชุ่มแช่ชลธารสำราญใจ*
นางจันทราทอดทัศนา *เห็นดอกบัวลอยมาในน้ำไหล*
ไม่แจ้งว่างูร้ายอยู่ภายใน *ครั้นเข้ามาใกล้ก็หยิบเอา*

(มณีพิชัย 2545: 159)

กวีแสดงให้เห็นว่า “สายน้ำ”คือเพื่อนทรยศเพราะเริ่มแรกนางจันทรตั้งใจจะมาแสวงหาความชื่นใจจากสายน้ำด้วยการสรงสนานอย่าง “สำราญใจ” แต่เพื่อนผู้ทรยศได้นำพาความเดือดร้อนมาให้นางด้วยการนำพา “ดอกบัว”ที่มี “งูร้าย”แอบซ่อนอยู่ ทำให้นางต้องพิษงู สายน้ำจึงเป็นศัตรู เป็นเพื่อนที่หักหลังและสร้างความเดือดร้อนให้แก่ชีวิต

4. สายน้ำคือผู้ทำลาย

สายน้ำในวรรณกรรมนิทานของไทยมีส่วนแสดงให้เห็นถึงมุมมองของกวีที่ว่า “สายน้ำมีอำนาจทำลายมนุษย์และสรรพสิ่ง” ซึ่งสอดคล้องกับความเชื่อทางศาสนาที่ปรากฏในไตรภูมิพระร่วง ดังความว่า “สิ่งที่ทำลายโลกมี ๓ สิ่ง คือไฟบรรลัยกัลป์ น้ำบรรลัยกัลป์ และลมบรรลัยกัลป์”(รื่นฤทัย สัจจพันธุ์,2558,น.17) จะเห็นได้ว่าแนวคิดดังกล่าวปรากฏ “น้ำ” เป็นผู้ทำลายโลก และเป็นที่น่าสังเกตว่าในผลงานของสุนทรภู่ สายน้ำมีบทบาทเป็นผู้ทำลายเป็นจำนวนมาก ดังปรากฏในเรื่องพระอภัยมณีในเหตุการณ์หลายตอน ดังเช่นตอนพระอภัยมณีเรือแตก สายน้ำที่เชี่ยวกรากทำหน้าที่ทำลายมนุษย์ ลักษณะดังกล่าวยังสอดคล้องกันกับเรื่องสิงหไกรภพตอนเรือของโจรสลัดล่ม ในกาพย์พระไชยสุริยา น้ำเป็นผู้ทำลายเมืองสาวัตถีให้ล่มจมลงในชั่วพริบตา ในครั้งที่เหล่าอำมาตย์คดโกงบ้านเมือง ตัดสินคดีไม่เป็นธรรม ผีป่าจึงบันดาลให้น้ำท่วมเมือง ดังความว่า

ดังตัวอย่างว่า

จำไปในทะเลเวรา *พายุใหญ่มา*
เภตราก็เหเซไป
สมอก็เก่าเสาใบ *ทะลุปรุไป*
น้ำไหลเข้าลำสำเภา
ผีน้ำซ้ำไต่ใบเสา *เจ้ากำม์ซ้ำเอา*
สำเภาระยำคว่ำไป
ราชาค้าม้ออรไทย *เอาผ้าสะไบ*
ต่อไว้ไม่ไกลกายา
เถ้าแก่เชาแม่เสนา *น้ำเข้าหูตา*
จระเข้เหราคร่าไป

(กาพย์พระไชยสุริยา, 2529, 522)

ฉากข้างต้นคือมหาสมุทรที่น่าหวาดกลัว กวีแสดงภาพความโหดร้ายของฉากทั้ง “พายุใหญ่”ซัดเรือ สมอเรือก็ “ทะละปรุไป” อีกทั้งน้ำยังไหลเข้าไปภายในเรือ ผีน้ำต่างก็ “ไต๋ใบเสา” ผู้คนบ้างก็ “ล้มตาย”บ้างก็“น้ำเข้าหูตา”บ้างก็ถูก “จระเข้เหรา”คาบไป ในบทประพันธ์นี้แสดงถึงโทษของการผิดศีลธรรมของผู้คนในเมืองสาวัตถีโดยเน้นให้สายน้ำเป็นผู้ทำลายล้าง ซึ่งสอดคล้องกับความเชื่อโบราณในคัมภีร์อภิไทธิบาทว์ ในลักษณะอุบาทว์ที่ 5 หรือที่เรียกว่า“อุบาทว์พิรุณ” ที่กล่าวไว้ว่า “หากมนุษย์ไม่ประพฤติตนตามศีลธรรม โดยเฉพาะผู้ปกครองบ้านเมืองที่ไร้ความยุติธรรม จะส่งผลให้ธรรมชาติวิปริต” (สุกัญญา สุจฉายา, 2555, น.115) กวีใช้“มหาสมุทรคลั่ง”เป็นฉากที่สื่อให้เห็นถึงความโหดร้าย ทั้งความตายและการพลัดพรากในเหตุการณ์ครั้งนี้จึงเป็นเครื่องเน้นย้ำได้ว่าสายน้ำเป็นฉากที่มีความสัมพันธ์กับแก่นของเรื่อง เพราะเป็นฉากที่จะนำพาให้ผู้อ่านเห็นถึงภาพของความโหดร้ายทารุณของการทำลายล้างด้วยสายน้ำ และเป็นฉากที่ทำให้เห็นถึงโลกทัศน์ของกวีว่า “สายน้ำคือผู้ทำลาย” เพราะจากตัวบทข้างต้น กวีได้ใช้สายน้ำเป็นสุสานแห่งความตายและเป็นเครื่องยืนยันถึงความโหดร้ายของสายน้ำอันเปรียบเสมือนมัจจุราชที่พรากชีวิตของมนุษย์

ในพระอภัยมณี กวีได้กล่าวถึงเหตุการณ์ “คลื่นคลั่ง”ในตอนที่เกิดอาเพทแผ่นดินไหวทั้งตอนที่นางเสาวคนธ์ขุดโคตรเพชร และฝ่ายมนตรีนำโคตรเพชรไปลอบฝัง ดังความว่า

ฝ่ายมนตรีที่ตัวโปรดถือโคตรเพชร พาแก้วเก็จไปถึงวังนรังสรรค์
ลอบฝังแก้วแล้วออกมาเวลานั้น แผ่นดินลั่นครั่นครึกสะทึกสะท้อน
ตลอดทั้งวังเวียงเพียงจะคว่ำ อีเลิ้งน้ำเป็นระลอกกระฉอกกระฉ่อน
ตึกเรือนโรงโถงเงงโคลงเคลงคลอน สะท้านสะท้อนทั่วทั้งเกาะลังกา
ดูต้นไม้ไกวกวัดสะบัดโบก เขยื้อนโยกขย้อนทุกต้นรุกขา
ฝูงนกตกใจบินไปมา ช้างม้าลาล้มลุกตะคลุกคลาน
ทะเลึกครึกครื้นเป็นคลื่นคลั่ง กระทบฝั่งฟูมฟาดเสียงฉาดฉาน
ชายหญิงยืนขึ้นก็ล้มต้องก้มกราน ต่างเซซานซวนทรงไม่ตรงกาย

(พระอภัยมณี ล2, 2554:351)

จากคำประพันธ์ข้างต้น กวีแสดงให้เห็นว่าน้ำมีอำนาจทำลายมนุษย์และสรรพสิ่ง จากเหตุการณ์แผ่นดินไหวในทะเลซึ่งปรากฏภาพแห่งความโหดร้ายต่างๆทั้ง “แผ่นดินลั่นครึกครื้น” “อีเลิ้งน้ำกระฉอกฉาน” “ตึกเรือนโคลงเคลง” “ฝูงนกบินไปมา” “ทะเลครึกครื้น” “คลื่นคลั่ง” ทำให้ชายหญิงต่างล้มกัน “เซซานซวน” การใช้ภาษาดังกล่าวเป็นหลักฐานที่เน้นย้ำให้เห็นถึงมุมมองของกวีที่มีต่อน้ำว่าน้ำมีอำนาจที่จะทำลายมนุษย์และสรรพสิ่งให้สูญสิ้น

กวีในสมัยรัตนโกสินทร์ตอนต้นมีมุมมองต่อสายน้ำทั้งเชิงบวกและลบ ซึ่งทัศนคตินั้นเป็นทัศนคติที่สะท้อนให้เห็นถึงมุมมองของมนุษย์ที่มีต่อสายน้ำ อันเกิดจากวัฏจักรความเปลี่ยนผันของสายน้ำที่เกิดขึ้นอยู่ตลอดเวลา แม้ความผูกพันระหว่างมนุษย์กับสายน้ำจะทำให้มนุษย์มองว่าน้ำเป็นความอุดมสมบูรณ์ มีความงดงาม และมีความเป็นเพื่อนกับมนุษย์ แต่ในบางครั้งก็อาจจะมีมุมมองว่าน้ำก็อาจจะเป็นผู้ทำลายล้าง เป็นผู้นำมาซึ่งความหายนะแก่ชีวิตของมนุษย์และสรรพสิ่ง ด้วยเหตุนี้มุมมองของกวีที่มีต่อสายน้ำจึงมีความหลายหลาก และปรากฏเป็นคู่ขนานกันไปทั้งด้านบวกและด้านลบ

สรุป

การศึกษาเรื่องน้ำในวรรณคดีไทยผลการศึกษาพบว่ากวีมีการแสดงโลกทัศน์เรื่องน้ำในวรรณคดีไทยทั้งด้านบวกและด้านลบเป็นคู่ขนานกันไปโดยทัศนคตินั้นได้สะท้อนให้เห็นถึงมุมมองของกวีที่มีต่อสายน้ำทั้งหมด 4 ประการดังนี้

ประการแรก สายน้ำคือความงดงาม กวีได้แสดงให้เห็นภาพของสายน้ำที่งดงาม ตลอดจนสัตว์น้ำและพืชน้ำเพื่อชี้ให้เห็นถึงความอุดมสมบูรณ์และความรื่นรมย์

ประการที่สอง สายน้ำคืออุปสรรคของมนุษย์ เพราะสายน้ำมีความกว้างใหญ่และแปรปรวน เป็นอุปสรรคในการขวางกั้น ทำให้เกิดการพลัดพราก

ประการที่สาม สายน้ำคือมิตรและศัตรูของมนุษย์ ในมุมมองของความเป็นเพื่อน กวีมองว่าสายน้ำเป็นมิตรต่อมนุษย์ คอยอยู่เคียงกันในยามที่มีปัญหา ส่วนในมุมมองของความเป็นศัตรูกวีมองว่าสายน้ำคือศัตรูผู้สร้างความหายนะให้แก่ชีวิต และนำความเดือดร้อนมาสู่ชีวิตมนุษย์

ประการสุดที่สี่ สายน้ำคือผู้ทำลาย กล่าวคือสายน้ำมีอำนาจทำลายล้างมนุษย์ มีอำนาจและอานุภาพที่สามารถทำลายสรรพสิ่งด้วยความเชี่ยวกราก ความรุนแรง ทัศนคตินี้น่าจะสอดรับกับความเชื่อเรื่องน้ำบรรลัยกัลป์อันเป็นความเชื่อที่สืบเนื่องมาจากเตภูมิกถา

กล่าวสรุปได้ว่า กวีมีการแสดงโลกทัศน์เกี่ยวกับน้ำในวรรณคดีไทยเป็นคู่ขนานกันไปทั้งบวกและลบ โดยโลกทัศน์นั้นแสดงให้เห็นได้จากการสื่อแสดงความคิด ทัศนคติของกวี ผ่านการใช้ฉาก “สายน้ำ” และการบรรยายความสัมพันธ์ของมนุษย์ที่มีต่อสายน้ำในมุมมองต่าง ๆ อาจกล่าวได้ว่า โลกทัศน์ของกวีนั้น บ้างก็ให้น้ำคือเส้นเลือดใหญ่ที่หล่อเลี้ยงชีวิต แต่ในทางตรงกันข้ามสายน้ำกลับทำหน้าที่เชิงลบเพราะเป็นอุปสรรค เป็นมัจจุราชที่พรากชีวิตมนุษย์ ในบทความวิชาการนี้จึงกล่าวสรุปให้เห็นถึง “โลกทัศน์”ของมนุษย์ที่มีต่อสายน้ำ เพราะสายน้ำคือชีวิตของมนุษย์

ข้อเสนอแนะ

1. ศึกษาโลกทัศน์เรื่องน้ำในวรรณกรรมสมัยใหม่ เพราะในวรรณกรรมสมัยใหม่มีการสื่อแสดงความคิดเรื่องน้ำที่เปลี่ยนไปจากอดีต

2. ศึกษาโลกทัศน์เรื่องอื่น ๆ ในวรรณคดีไทย อาทิ โลกทัศน์เกี่ยวกับธรรมชาติ โลกทัศน์เกี่ยวกับอาหาร ฯลฯ

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รูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

The Community Participatory model for the development of lifelong learning resources with sub-district non-formal and Informal education centre under Khon Kaen provincial office of the non-formal and informal education

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บทคัดย่อ

วิจัยนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นการมีส่วนร่วมของชุมชนพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น กลุ่มตัวอย่างได้แก่ ผู้อำนวยการ กศน.อำเภอ จำนวน 24 คน หัวหน้า กศน.ตำบล จำนวน 132 คน และประธานกรรมการ กศน.ตำบล จำนวน 132 คน สุ่มตัวอย่างแบบแบ่งชั้นภูมิ 2) เพื่อสร้างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น กลุ่มผู้ให้ข้อมูลได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน เลือกแบบเจาะจง 3) เพื่อประเมินรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น กลุ่มผู้ให้ข้อมูลได้แก่ ผู้อำนวยการ กศน.อำเภอ จำนวน 10 คน เลือกแบบเจาะจง เครื่องมือที่ใช้ในวิจัย คือ แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบสอบถามประเมินรูปแบบ สถิติที่ใช้ในการวิจัย ได้แก่ การแจกแจงความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน วิเคราะห์เนื้อหา และวิเคราะห์ลำดับความสำคัญของความต้องการจำเป็นด้วยค่าดัชนี $PNI_{Modified}$ ผลการวิจัยพบว่า

1) สภาพปัจจุบัน โดยรวมอยู่ในระดับปานกลาง สำหรับสภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมากที่สุด และลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ 1.ด้านการมีส่วนร่วมของชุมชนแห่งการเรียนรู้ 2.ด้านการมีส่วนร่วมในการพัฒนา กศน.ตำบลเป็นแหล่งการเรียนรู้ตลอดชีวิต 3.ด้านการมีส่วนร่วมในการพัฒนาสถานที่ กศน.ตำบล 4.ด้านการมีส่วนร่วมในการบูรณาการนวัตกรรมและแหล่งการเรียนรู้ กศน.ตำบล 5.ด้านการมีส่วนร่วมกับ Big data กศน.ตำบล 6.ด้านการมีส่วนร่วมในการติดตามผล ประเมินผล และรายงานผล 7.ด้านการมีส่วนร่วมในการสร้างโอกาสทางการเรียนรู้ตลอดชีวิต 8.ด้านการมีส่วนร่วมในบทบาทหน้าที่ของบุคลากร กศน.ตำบลและ 9.ด้านการมีส่วนร่วมการบริหารงานงบประมาณ

2) รูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิต ของกศน.ตำบล ประกอบด้วย 1.หลักการและแนวคิด 2.วัตถุประสงค์ 3.วิธีดำเนินการ มี 9 ด้าน 56 องค์ประกอบย่อย 4.แนวทางการประเมิน และ 5.เงื่อนไขความสำเร็จ ผลการประเมินความเหมาะสมของรูปแบบฯ พบว่า มีความเหมาะสม อยู่ในระดับมากที่สุด

3) ผลการประเมินของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิต ของกศน.ตำบล พบว่ามีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด

คำสำคัญ : รูปแบบการมีส่วนร่วมของชุมชน, การพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของกศน.ตำบล

Abstract

The purposes of this research were 1) study the current situation desirable condition and the need for community participation in the development of lifelong learning resources of Sub-district Non-Formal and Informal Education centre under Khonkaen provincial office of the Non-Formal and informal Education., The sample group consisted of 24 district Non-Formal Informal Education directors, 132 Sub-district Non-Formal and Informal Education heads, and 132 Sub-district Non-Formal and Informal Education chairman by stratified random sampling. 2) create the Community Participatory model for the development of lifelong learning resources with

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sub-district non-formal and Informal education centre under Khon Kaen provincial office of the non-formal and informal education. In-depth interviews by 5 experts selected by specific method. 3) assess the community participation model in the development of lifelong learning resources of Sub-district Non-Formal and Informal Education centre under Khonkaen provincial office of the Non-Formal and informal Education. In-depth interviews by 10 experts selected by specific method. The research instrument was the current status questionnaire. desirable condition, interview form, focus group discussion form and a model evaluation questionnaire. The statistics used in the research were frequency distribution, percentage, mean, standard deviation. analyze content The priorities of the needs were analyzed using the PNIModified index.

The results showed that

1. The current state as a whole was at a moderate level. Community participation was overall at the highest level and the order of needs was necessary. In order of needs from most to least as follows: 1) Learning Community Participation 2) Participation in Development Non-Formal Non-Formal Education as a lifelong learning source 3) Participation in the development of Sub-district Non-Formal and Informal Education centre 4) Participation in the integration of innovation and learning resources for Non-Formal in-Formal Education district5) Participation with Big data, Tambon Non-Formal Education 6) Participation in follow-up, evaluation and reporting 7) Participation in creating lifelong learning opportunities 8) Part Participate in the roles and duties of the Sub-district Non-Formal and Informal Education centre personnel and 9) Participation in budget management.

2. The model of community participation in the development of lifelong learning resources of Sub-district Non-Formal and Informal Education centre consists of 1) Principles and concepts 2) Objectives 3) There are 9 aspects, 56 sub-components, 4) evaluation guidelines, and 5) success conditions. The results of the assessment of the suitability of the model Overall, the suitability was at the highest level.

3. Assessment results of the community participation model in lifelong learning resource development of sub-district non-formal, overall are appropriate at the highest level and at the highest level of probability.
Keywords: The community participatory model, the development of lifelong learning resources with sub-district NFE

บทนำ

การมีส่วนร่วม มีความสำคัญอย่างยิ่ง ที่จะช่วยให้สถานศึกษาสามารถจัดการศึกษาได้อย่างมีประสิทธิภาพและสอดคล้องกับความต้องการของสังคมและชุมชน ถึงแม้ว่ากฎหมายรัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และแก้ไขเพิ่มเติม ฉบับที่ 2 พ.ศ. 2545 จะมีบทบัญญัติในการกระจายอำนาจให้แก่ชุมชนและองค์กรปกครองส่วนท้องถิ่น โดยให้ชุมชน และองค์กรปกครองส่วนท้องถิ่นเข้ามามีส่วนร่วมในการจัดการศึกษาก็ตาม ชุมชนและองค์กรปกครองส่วนท้องถิ่นก็ไม่สามารถทำได้ตามที่กำหนดไว้ในกฎหมาย

สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น เป็นหน่วยงานในสังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย ซึ่งมีบทบาทหน้าที่โดยตรงในการส่งเสริมสนับสนุนและจัดการศึกษารวมทั้งพัฒนาครูและบุคลากรทางการศึกษา ทั่วไป โดยได้ดำเนินการตามนโยบายและจุดเน้นงานการดำเนินงานการศึกษานอกระบบและการศึกษาตามอัธยาศัย ให้บรรลุเป้าหมายตามนโยบายและจุดเน้นได้อย่างมีประสิทธิภาพ เพื่อยกระดับมาตรฐาน กศน.ตำบล ให้มีความพร้อมเพื่อเป็นพื้นที่สำหรับการเรียนรู้ตลอดชีวิต ได้กำหนดแนวทางการยกระดับคุณภาพการศึกษา กรอบแนวทางการขับเคลื่อนยกระดับ กศน.ตำบลเป็นแหล่งเรียนรู้ตลอดชีวิต ของสำนักงาน กศน. จังหวัดขอนแก่น ประจำปีงบประมาณ พ.ศ. 2565 ในปีงบประมาณ 2565 เพื่อให้สถานศึกษาใช้เป็นแนวทางดำเนินงานได้นำไปสู่การปฏิบัติอย่างมีประสิทธิภาพ (สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น, 2564)

ระบบการศึกษาไทยในปัจจุบันควรเน้นการมีส่วนร่วมและใช้แหล่งการเรียนรู้ที่หลากหลาย ทั้งนี้เพราะการให้ความสำคัญกับแหล่งการเรียนรู้เพียงแหล่งเดียว คือระบบสถานศึกษา อย่างเช่นปัจจุบันนั้นอาจไม่สามารถพัฒนาบุคคลให้สอดคล้องกับวิถีชีวิต อาชีพ วัฒนธรรม สภาพแวดล้อม และทรัพยากรของชุมชน และอาจจะทำให้เยาวชนคนรุ่นใหม่ขาดความสามารถ ทักษะการดำรงชีวิตและพัฒนาตนเองตามวิถีของชุมชน เนื่องจากไม่มีแหล่งการเรียนรู้อื่นเข้ามาเสริม

จากความเป็นมา ความสำคัญ และปัญหาที่กล่าวมาข้างต้น รูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น จึงถูกพัฒนาขึ้นเพื่อให้มีความเหมาะสมสอดคล้องกับความต้องการของผู้เรียนหรือผู้รับบริการที่เข้ามาศึกษาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล ซึ่งรูปแบบที่ที่ถูกพัฒนามาข้างต้น ประกอบด้วย 9 ด้าน ได้แก่ 1.ด้านการมีส่วนร่วมในการพัฒนา กศน.ตำบลเป็นแหล่งการเรียนรู้ตลอดชีวิต 2.ด้านการมีส่วนร่วมในการพัฒนาสถานที่ กศน.ตำบล 3.ด้านการมีส่วนร่วมการบริหารงานงบประมาณ 4.ด้านการมีส่วนร่วมในบทบาทหน้าที่ของบุคลากร กศน.ตำบล 5.ด้านการมีส่วนร่วมในการบูรณาการนวัตกรรมและแหล่งเรียนรู้ กศน.ตำบล 6.ด้านการมีส่วนร่วมกับ Big data กศน.ตำบล7.ด้านการมีส่วนร่วมในการสร้างโอกาสทางการเรียนรู้ตลอดชีวิต 8.ด้านการมีส่วนร่วมของชุมชนแห่งการเรียนรู้ และ 9.ด้านการมีส่วนร่วมในการติดตามผล ประเมินผล และรายงานผล ซึ่งจะช่วยให้ กศน.ตำบลภายใต้การดำเนินงานของ กศน.อำเภอ ดำเนินงานตอบสนองต่อนโยบายและจุดเน้นของ กศน. นอกจากนี้ยังเป็นการรวบรวมข้อมูลที่เป็นประโยชน์ เกี่ยวข้องกับการมีส่วนร่วมของชุมชนจะเป็นประโยชน์ต่อการพัฒนากศน.ตำบลเป็นแหล่งการเรียนรู้ตลอดชีวิตต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นการมีส่วนร่วมของชุมชนพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น
2. เพื่อสร้างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น
3. เพื่อประเมินรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง รูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1. ขั้นตอนการดำเนินการ ดังนี้

ในระยะที่ 1 มีขั้นตอนการดำเนินการ ดังนี้

1.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องเกี่ยวกับการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่นจากนักการศึกษาหลายท่าน

1.2 นำผลการศึกษาวิเคราะห์ สังเคราะห์ เอกสาร ตำรา งานวิจัยที่เกี่ยวข้องได้องค์ประกอบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล มากำหนดเป็นกรอบแนวคิดในการวิจัยและสร้างแบบสอบถาม สภาพปัจจุบันและสภาพที่พึงประสงค์ของการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ในการวิจัย แล้วนำไปตรวจสอบค่าดัชนีความเที่ยงตรงของข้อคำถาม

1.3 เก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างและวิเคราะห์ข้อมูลสภาพปัจจุบันและสภาพที่พึงประสงค์ของการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

2. ประชากรและกลุ่มตัวอย่าง

2.1 ประชากรที่ใช้ในการรวบรวมข้อมูลครั้งนี้ ประกอบด้วย ผู้อำนวยการศูนย์การศึกษานอกระบบ และการศึกษาตามอัธยาศัยอำเภอ 26 คน หัวหน้า กศน. ตำบล 199 คน ประธานคณะกรรมการ กศน.ตำบล 199 คน

2.2 กลุ่มตัวอย่างที่ใช้ในการรวบรวมข้อมูลครั้งนี้ ประกอบด้วย ผู้อำนวยการศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอ 24 คน หัวหน้า กศน. ตำบล 132 คน ประธานคณะกรรมการ กศน.ตำบล 132 คน ตามตารางกำหนดขนาดกลุ่ม

ตัวอย่างโดยใช้ตารางของ Krejcie and Morgan (Krejcie and Morgan, 1970 อ้างถึงใน จารุวรรณ มาแต้ม, 2561) และกลุ่มตัวอย่างได้มาจากการสุ่มแบบแบ่งชั้น (Stratified random sampling)

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ แบบสอบถาม

3.2 ลักษณะของเครื่องมือ แบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ แบ่งออกเป็น 2 ตอนนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ลักษณะเป็นแบบตรวจสอบรายการ (Check List)

ตอนที่ 2 สอบถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ในการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ลักษณะเป็นแบบมาตรประมาณค่า 5 ระดับ (Rating Scale)

3.3 การสร้างและหาคุณภาพของเครื่องมือ

3.3.1) ศึกษาเอกสารงานวิจัยที่เกี่ยวข้อง และกำหนดกรอบแนวคิดในการวิจัย

3.3.2) นิยามศัพท์เฉพาะเพื่อเป็นแนวทางการสร้างแบบสอบถาม

3.3.3) สร้างแบบสอบถามฉบับร่างเสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา

3.3.4) หาความตรงเชิงเนื้อหา เพื่อหาค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับนิยามศัพท์เฉพาะ (IOC) โดยผู้เชี่ยวชาญ จำนวน 5 คน

3.3.5) ผู้เชี่ยวชาญพิจารณาความสอดคล้องระหว่างข้อคำถามกับนิยามศัพท์เฉพาะตามเกณฑ์

3.3.6) นำผลการพิจารณาของผู้เชี่ยวชาญไปค่า IOC ซึ่งกำหนดค่า IOC ตั้งแต่ 0.50 ขึ้นไป ถือว่าข้อคำถามนั้นมีความสอดคล้องกัน และปรับปรุงข้อความตามข้อเสนอแนะตามผู้เชี่ยวชาญ

3.3.7) นำแบบสอบถามที่ผ่านการตรวจหาค่า IOC แล้วนำไปทดลองใช้ (Try out) กับผู้มีส่วนร่วมในชุมชนที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน เพื่อหาค่าอำนาจจำแนกรายข้อและความเชื่อมั่น ของแบบสอบถามทุกข้อทั้งฉบับ โดยหาค่าสัมประสิทธิ์แอลฟาครอนบัค (บุญชม ศรีสะอาด และคณะ, 2558) โดยการคัดเลือกข้อความที่มีค่าอำนาจจำแนกรายข้อตั้งแต่ .20 ขึ้นไป

3.3.8) ผู้วิจัยนำแบบสอบถามหาคุณภาพของแบบสอบถามรายข้อ โดยการหาค่าอำนาจจำแนกรายข้อ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่าย ระหว่างคะแนนรายข้อกับคะแนนรวม (Item-total Correction)

3.3.9) ผู้วิจัยนำแบบสอบถามหาความเชื่อมั่น (Reliability) ของแบบสอบถามทั้งฉบับด้วยค่าสัมประสิทธิ์แอลฟาครอนบัค โดยใช้เกณฑ์ค่าความเชื่อมั่นที่รับได้ตั้งแต่ 0.70 ขึ้นไป (บุญชม ศรีสะอาด และคณะ, 2558) ซึ่งมีค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับ ค่าความเชื่อมั่นของแบบสอบถามสภาพปัจจุบันมีค่าเท่ากับ 0.95 และค่าความเชื่อมั่นของแบบสอบถามสภาพที่พึงประสงค์มีค่าเท่ากับ 0.97

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือจากวิทยาลัยด้านการจัดการ หลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาการบริหารการศึกษา มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ถึงผู้อำนวยการสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล

4.2 จัดส่งแบบสอบถาม ไปยังสถานศึกษาในสำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น และให้กลุ่มตัวอย่างตอบแบบสอบถามในรูปแบบของกูเกิลฟอร์ม (Google form) ผ่านลิงค์ และคิวอาร์โค้ด (QR Code) ที่ผู้วิจัยสร้างขึ้น เป้าหมายในการเก็บรวบรวมข้อมูลจำนวน 288 คน

4.3 ผู้วิจัยนำแบบสอบถามมาวิเคราะห์ข้อมูลด้วยคอมพิวเตอร์โดยใช้โปรแกรมสำเร็จรูป

5. การจัดกระทำและวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล ตรวจสอบจำนวนและความสมบูรณ์ของแบบสอบถามที่ได้รับคืนมาแต่ละฉบับใช้วิเคราะห์ข้อมูล โดยใช้โปรแกรมสำเร็จรูป ดังนี้

1) วิเคราะห์ข้อมูล ตอนที่ 1 ของแบบสอบถาม ที่มีลักษณะเป็นข้อมูลทั่วไปเกี่ยวกับสถานภาพ เพศ อายุ ประสบการณ์ วิเคราะห์โดยใช้ค่าความถี่ และ ค่าร้อยละ

2) วิเคราะห์ข้อมูล ตอนที่ 2 ของแบบสอบถาม ที่มีลักษณะข้อมูล ประเภทมาตราส่วนประมาณค่า (Rating Scale) โดยใช้โปรแกรมสำเร็จรูป ในการดำเนินการหา ค่าเฉลี่ยและค่าส่วนเบี่ยงเบนมาตรฐาน จะให้ค่าน้ำหนักของแบบสอบถามความคิดเห็น

เกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

3) วิเคราะห์ข้อมูลตอนที่ 3 ของแบบสอบถามที่มีลักษณะข้อมูล เป็นแบบสอบถามปลายเปิด วิเคราะห์สังเคราะห์ข้อมูลโดยการวิเคราะห์เนื้อหา (Content analysis)

5.2 การวิเคราะห์ข้อมูล ในการวิเคราะห์ข้อมูลการวิจัยครั้งนี้ ผู้วิจัยได้ใช้สถิติในการวิเคราะห์ข้อมูลดังนี้

1. สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

2. สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ

2.1 ค่าความเชื่อมั่นของแบบสอบถามโดยหาค่าสัมประสิทธิ์แอลฟาครอนบัค และค่าอำนาจจำแนกรายข้อ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อคำถามกับคะแนนตามสูตรหาค่า สัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน

2.2 การหาค่าความตรงด้านเนื้อหาของแบบสอบถามโดยใช้สูตรดัชนีความสอดคล้อง (IOC)

3. วิเคราะห์ความต้องการความจำเป็น โดยนำข้อมูลที่ได้จากการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์มาหาดัชนีความต้องการจำเป็น (Priority Needs Index) เพื่อจัดลำดับความต้องการความจำเป็น (PNI modified)

ตอนที่ 2 การศึกษาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบลที่เป็นเลิศ (Best Practice)

1. วิธีการดำเนินการวิจัย

1.1 นำข้อมูลจากการวิเคราะห์ความต้องการจำเป็น (Need Assessment) ในระยะที่ 1 กำหนดคุณสมบัติของ กศน.ตำบลที่จะนำมาเป็นกรณีศึกษา โดยพิจารณาจาก กศน.ตำบลล ที่มีวิธีการปฏิบัติที่ดีเกี่ยวกับการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น จำนวน 3 แห่ง แห่งละ 3 คน รวม 9 คน เลือกแบบเจาะจง (Purposive Sampling) ดังนี้ 1) กศน.อำเภอเขาสวนกวาง 2) กศน.อำเภอซำสูง 3) กศน.อำเภออุบลรัตน์

1.2 เก็บรวบรวมข้อมูลจากกลุ่มผู้ให้ข้อมูล ผู้วิจัยติดต่อส่งหนังสือขอความอนุเคราะห์ถึงผู้อำนวยการกศน.อำเภอเพื่อขอศึกษาข้อมูล กศน.ตำบลที่มีวิธีปฏิบัติที่เป็นเลิศ (Best Practice) จำนวน 3 แห่ง

1.3 เก็บรวบรวมข้อมูลจากกลุ่มผู้ให้ข้อมูล

2. กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 9 คน ได้มาด้วยการเลือกแบบเจาะจง (Purposive Sampling)

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ลักษณะของเครื่องมือ ได้แก่ แบบสัมภาษณ์แบบกึ่งโครงสร้าง (Semi-structured Interview) แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ให้สัมภาษณ์ ลักษณะเป็นแบบเติมข้อความ

ตอนที่ 2 ประเด็นการสัมภาษณ์เกี่ยวกับแนวทางการบริหารแบบมีส่วนร่วมใน 5 องค์ประกอบ ได้แก่ องค์ประกอบที่ 1 หลักการและแนวคิด องค์ประกอบที่ 2 วัตถุประสงค์ องค์ประกอบที่ 3 วิธีการดำเนินการ องค์ประกอบที่ 4 แนวทางการประเมิน และองค์ประกอบที่ 5 เงื่อนไขความสำเร็จ

3.2 การสร้างและหาคุณภาพเครื่องมือ

1) ศึกษาเอกสาร ตำรา แนวคิด และทฤษฎี ขั้นตอนการสร้างแบบสัมภาษณ์ แบบกึ่งโครงสร้าง

2) นำองค์ประกอบของการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล มาใช้เป็นกรอบในการสร้างแบบสัมภาษณ์แบบกึ่งโครงสร้าง ในระยะที่ 1

3) สร้างแบบสัมภาษณ์ฉบับร่างเสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา

4) นำแบบสัมภาษณ์ไปใช้เก็บรวบรวมข้อมูลในการศึกษาการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.จากผู้ทรงคุณวุฒิ

4. การเก็บรวบรวมข้อมูลจากแบบสัมภาษณ์

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัย มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อนำไปส่งถึงผู้ทรงคุณวุฒิ เพื่อขอความอนุเคราะห์เข้าสัมภาษณ์

4.2 ผู้วิจัยส่งเค้าโครงวิทยานิพนธ์และแบบสัมภาษณ์ให้ทรงคุณวุฒิล่วงหน้า 7 วัน ก่อนทำการสัมภาษณ์

4.3 ผู้วิจัยดำเนินการสัมภาษณ์เพื่อเก็บรวบรวมข้อมูลโดยการสัมภาษณ์ผู้ทรงคุณวุฒิ ด้วยตนเอง ตามวัน เวลา และสถานที่กำหนด

4.4 ผู้วิจัยนำข้อมูลที่ได้จากการสัมภาษณ์มาวิเคราะห์ข้อมูลโดยการสรุปประเด็นดำเนินการเก็บรวบรวมข้อมูลด้วยตนเอง

5. การจัดกระทำข้อมูลและวิเคราะห์ข้อมูล

การจัดกระทำข้อมูล ข้อมูลที่ได้จากการศึกษาแนวทางการบริหารแบบมีส่วนร่วมจากผู้ทรงคุณวุฒิ 9 ท่าน ผู้วิจัยนำผลจากการสัมภาษณ์มาตรวจสอบความถูกต้องและจัดเตรียมข้อมูลให้พร้อมสำหรับการวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูล ผู้วิจัยนำผลจากการสัมภาษณ์ผู้ทรงคุณวุฒิทั้ง 9 ท่าน มาวิเคราะห์ข้อมูลโดยการวิเคราะห์เนื้อหา (Content Analysis) ตามประเด็นที่ตอบในรูปแบบความเรียง

ระยะที่ 2 สร้างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

ตอนที่ 1 การยกร่างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1. ขั้นตอนการดำเนินการ

1.1 วิเคราะห์และสังเคราะห์แนวคิดและหลักการในการร่างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น เพื่อกำหนดแนวคิดและหลักการการร่างรูปแบบฯ และได้สังเคราะห์ประเด็นหลักของแนวคิดหลักการและนโยบายที่เกี่ยวข้องจากเอกสารและงานวิจัยที่เกี่ยวข้อง

1.2 วิเคราะห์และสังเคราะห์ข้อมูลที่ได้จากการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นของการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่นและผลการวิเคราะห์ข้อมูลที่ได้จากการศึกษากศน.ตำบล ที่มีแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบลเป็นเลิศ (best practice) สังกัด สำนักงาน กศน.จังหวัดขอนแก่น

1.3 นำข้อมูลที่ได้จากข้อ 1.1 และ 1.2 ยกร่างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น (ฉบับร่าง) ผู้วิจัยได้กำหนดกรอบสาระของร่างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ตามกรอบแนวคิดในการวิจัย ประกอบด้วย 5 องค์ประกอบ ได้แก่ องค์ประกอบที่ 1 หลักการและแนวคิด องค์ประกอบที่ 2 วัตถุประสงค์ องค์ประกอบที่ 3 วิธีการดำเนินการ องค์ประกอบที่ 4 แนวทางการประเมิน และ องค์ประกอบที่ 5 เงื่อนไขความสำเร็จ

1.4 นำร่างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น เสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา

ตอนที่ 2 การตรวจสอบ ยืนยัน ร่างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1. ขั้นการดำเนินการ

นำร่างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น มาตรวจสอบยืนยันโดยผู้ทรงคุณวุฒิ จำนวน 5 คน

2. กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน ได้มาด้วยการเลือกแบบเจาะจง (Purposive Sampling)

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ แบบสัมภาษณ์

3.2 ลักษณะของเครื่องมือ

แบบบันทึกประเด็นการสัมภาษณ์เกี่ยวกับร่างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

3.3 การสร้างและหาคุณภาพเครื่องมือ

3.3.1 ผู้วิจัยศึกษาวิธีการสร้างแบบสัมภาษณ์จากเอกสารตำรา (บุญชม ศรีสะอาด, 2556)

3.3.2 ผู้วิจัยสร้างแบบสัมภาษณ์กึ่งโครงสร้าง ร่างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

3.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้อง

3.3.4 ผู้วิจัยนำเครื่องมือ นำเสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) ตรวจสอบเพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ ได้ค่า IOC เท่ากับ 0.80 – 1.00

3.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.6 ผู้วิจัยจัดพิมพ์แบบบันทึกการสนทนากลุ่ม ฉบับสมบูรณ์ เพื่อดำเนินการเก็บรวบรวมข้อมูล

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัย มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อนำไปส่งถึงผู้ทรงคุณวุฒิ เพื่อขอความอนุเคราะห์ตอบแบบสัมภาษณ์เพื่อตรวจสอบ ยืนยันร่างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

4.2 ผู้วิจัยนำแบบสัมภาษณ์พร้อมทำการเก็บรวบรวมข้อมูลโดยการสัมภาษณ์จากกลุ่มผู้ให้ข้อมูล

4.3 ผู้วิจัยนำข้อมูลที่ได้จากการสัมภาษณ์ดำเนินการปรับปรุงแก้ไข

ตอนที่ 3 การประเมินความเหมาะสมของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1. ขั้นการดำเนินการ

นำรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น (ฉบับปรับปรุง) ให้ผู้ทรงคุณวุฒิ ประเมินความเหมาะสมของรูปแบบฯ

2. ประชากรและกลุ่มตัวอย่าง/กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน (ชุดเดิม) โดยการเลือกแบบเจาะจง

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ แบบสอบถามเพื่อประเมินแนวทางฯ

3.2 ลักษณะของเครื่องมือ แบบมาตราประมาณค่า (Rating Scale) 5 ระดับ (บุญชม ศรีสะอาด, 2558)

3.3 การสร้างและหาคุณภาพเครื่องมือ

3.3.1 ผู้วิจัยศึกษากรอบแนวคิดในการสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้รูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น (บุญชม ศรีสะอาด, 2558)

3.3.2 ผู้วิจัยสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

3.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของรูปแบบ

3.3.4 ผู้วิจัยนำแบบสอบถามเพื่อประเมินรูปแบบฯ เสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) เพื่อตรวจสอบ เพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ IOC เท่ากับ 0.80 – 1.00

3.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.6 ผู้วิจัยจัดพิมพ์แบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ฉบับสมบูรณ์ ใช้ในการเก็บรวบรวมข้อมูลต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยนำแบบสอบถามเพื่อประเมินความเหมาะสมของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น มาให้ผู้ทรงคุณวุฒิ จำนวน 5 คน (ชุดเดิม)

4.2 ผู้วิจัยนำแบบสอบถามเพื่อประเมินความเหมาะสมของแนวทางฯ ที่ได้ไปจัดกระทำและวิเคราะห์ข้อมูล

5. การจัดกระทำและวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยดำเนินตรวจสอบความครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาเพื่อวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอด

ชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint) ดังนี้ (บุญชม ศรีสะอาด, 2558)

ระยะที่ 3 การประเมินความเหมาะสมและความเป็นไปได้ในการนำรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

ดำเนินการวิเคราะห์ข้อมูลจากแบบประเมินตามลำดับ ดังนี้

1. ขั้นการดำเนินการ

นำร่างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น (ฉบับสมบูรณ์) ให้ผู้บริหารสถานศึกษาแประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบฯ

2. ประชากรและกลุ่มตัวอย่าง/กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา จำนวน 10 คน โดยการเลือกแบบเจาะจง

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ แบบสอบถามเพื่อประเมินแนวทางฯ

3.2 ลักษณะของเครื่องมือ แบบมาตราประมาณค่า (Rating Scale) 5 ระดับ (บุญชม ศรีสะอาด, 2558)

3.3 การสร้างและหาคุณภาพเครื่องมือ

3.3.1 ผู้วิจัยศึกษากรอบแนวคิดในการสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น (บุญชม ศรีสะอาด, 2558)

3.3.2 ผู้วิจัยสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

3.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้อง

3.3.4 ผู้วิจัยนำแบบสอบถามเพื่อประเมินรูปแบบฯ เสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) เพื่อตรวจสอบ เพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ IOC เท่ากับ 0.80 – 1.00

3.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.6 ผู้วิจัยจัดพิมพ์แบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ฉบับสมบูรณ์ ใช้ในการเก็บรวบรวมข้อมูลต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อประเมินความเหมาะสมของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

4.2 ผู้วิจัยนำแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น มาให้ผู้บริหารสถานศึกษาที่ได้ไปจัดกระทำและวิเคราะห์ข้อมูล

5. การจัดกระทำและวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยดำเนินตรวจสอบความครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาเพื่อวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอด

ชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของ กศน.ตำบล สังกัด สำนักงาน ส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint) ดังนี้ (บุญชม ศรีสะอาด, 2558)

สถิติที่ใช้ในการวิเคราะห์ข้อมูล

1. สถิติที่ใช้หาคุณภาพเครื่องมือ ค่าดัชนีความสอดคล้องระหว่างวัตถุประสงค์กับข้อคำถาม (IOC)
2. สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และดัชนีความต้องการจำเป็นปรับปรุง

สรุปผลการวิจัย

1. สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นต้องการจำเป็นของการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิต ของกศน.ตำบล สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

1.1 สภาพปัจจุบัน โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับปานกลาง โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการมีส่วนร่วมในการพัฒนาสถานที่ กศน.ตำบล ส่วนด้านที่มีค่าเฉลี่ยต่ำสุดคือ ด้านการมีส่วนร่วมของชุมชนแห่งการเรียนรู้

1.2 สภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าโดยส่วนมากอยู่ในระดับมากที่สุด โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการมีส่วนร่วมในการพัฒนา กศน.ตำบลเป็นแหล่งการเรียนรู้ตลอดชีวิต ส่วนด้านที่มีค่าเฉลี่ยต่ำสุดคือ ด้านการมีส่วนร่วมการบริหารงานงบประมาณ อยู่ในระดับมาก

1.3 ลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ลำดับที่ 1. ด้านการมีส่วนร่วมของชุมชนแห่งการเรียนรู้ 2. ด้านการมีส่วนร่วมในการพัฒนา กศน.ตำบลเป็นแหล่งการเรียนรู้ตลอดชีวิต 3. ด้านการมีส่วนร่วมในการพัฒนาสถานที่ กศน.ตำบล 4. ด้านการมีส่วนร่วมในการบูรณาการนวัตกรรมและแหล่งการเรียนรู้ กศน.ตำบล 5. ด้านการมีส่วนร่วมกับ Big data กศน.ตำบล 6. ด้านการมีส่วนร่วมในการติดตามผล ประเมินผล และรายงานผล 7. ด้านการมีส่วนร่วมในการสร้างโอกาสทางการเรียนรู้ตลอดชีวิต 8. ด้านการมีส่วนร่วมในบทบาทหน้าที่ของบุคลากร กศน.ตำบล และ 9. ด้านการมีส่วนร่วมการบริหารงานงบประมาณ

2. สร้างรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิต ของกศน. ตำบล สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

2.1 รูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิต ของกศน. ตำบล สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ประกอบด้วย 1) หลักการและแนวคิด 2) วัตถุประสงค์ 3) วิธีดำเนินการ มี 9 ด้าน 56 องค์ประกอบย่อย ดังนี้ ที่ 1. ด้านการมีส่วนร่วมของชุมชนแห่งการเรียนรู้ 2. ด้านการมีส่วนร่วมในการพัฒนา กศน.ตำบลเป็นแหล่งการเรียนรู้ตลอดชีวิต 3. ด้านการมีส่วนร่วมในการพัฒนาสถานที่ กศน.ตำบล 4. ด้านการมีส่วนร่วมในการบูรณาการนวัตกรรมและแหล่งการเรียนรู้ กศน.ตำบล 5. ด้านการมีส่วนร่วมกับ Big data กศน.ตำบล 6. ด้านการมีส่วนร่วมในการติดตามผล ประเมินผล และรายงานผล 7. ด้านการมีส่วนร่วมในการสร้างโอกาสทางการเรียนรู้ตลอดชีวิต 8. ด้านการมีส่วนร่วมในบทบาทหน้าที่ของบุคลากร กศน.ตำบล และ 9. ด้านการมีส่วนร่วมการบริหารงานงบประมาณ

2.2 ผลตรวจสอบยืนยันและความเหมาะสมของรูปแบบ โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด

3. ผลการประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิต ของกศน. ตำบล สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด

อภิปรายผลการวิจัย

1. การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิต ของกศน.ตำบล สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น มีสภาพปัจจุบันโดยรวมอยู่ในระดับปานกลาง มีสภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าโดยส่วนมากอยู่ในระดับมากที่สุด โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการมีส่วนร่วมในการพัฒนา กศน.ตำบลเป็นแหล่งการเรียนรู้ตลอดชีวิต อยู่ใน

ระดับมากที่สุด รองลงมาคือด้านการมีส่วนร่วมในการพัฒนาสถานที่ กศน.ตำบล อยู่ในระดับมากที่สุด ส่วนด้านที่มีค่าเฉลี่ยต่ำสุดคือ ด้านการมีส่วนร่วมการบริหารงานงบประมาณ และลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ลำดับที่ 1. ด้านการมีส่วนร่วมของชุมชนแห่งการเรียนรู้ 2. ด้านการมีส่วนร่วมในการพัฒนา กศน.ตำบลเป็นแหล่งการเรียนรู้ตลอดชีวิต 3. ด้านการมีส่วนร่วมในการพัฒนาสถานที่ กศน.ตำบล 4. ด้านการมีส่วนร่วมในการบูรณาการนวัตกรรมและแหล่งการเรียนรู้ กศน.ตำบล 5. ด้านการมีส่วนร่วมกับ Big data กศน.ตำบล 6. ด้านการมีส่วนร่วมในการติดตามผล ประเมินผล และรายงานผล 7. ด้านการมีส่วนร่วมในการสร้างโอกาสทางการเรียนรู้ตลอดชีวิต 8. ด้านการมีส่วนร่วมในบทบาทหน้าที่ของบุคลากร กศน.ตำบล และ 9. ด้านการมีส่วนร่วมการบริหารงานงบประมาณ สอดคล้องกับงานวิจัย ประกายดาว แก้วชัยเถร (2561) ได้ทำการวิจัยเรื่อง แนวทางการจัดแหล่งการเรียนรู้ตลอดชีวิตในพื้นที่รอบจุฬาลงกรณ์มหาวิทยาลัยเพื่อส่งเสริมเยาวชน ให้เป็นบุคคลแห่งการเรียนรู้ตลอดชีวิต ผลการวิจัยพบว่า เยาวชนเลือกใช้วิธีการเรียนรู้และกิจกรรมการเรียนรู้โดยวิธีการเรียนรู้ด้วยตนเองมากที่สุด และ เลือกใช้แหล่งเรียนรู้ที่ตรงตามความต้องการและความสนใจของตนเองในการส่งเสริมการเป็นบุคคลแห่งการเรียนรู้ตลอดชีวิตมากที่สุดในทุกแหล่ง เรียนรู้เยาวชนมีปัญหาในเรื่องอุปกรณ์ใช้สอยไม่เพียงพอต่อผู้ใช้บริการในการใช้แหล่งเรียนรู้และเยาวชนมีความต้องการในเรื่องการจัดเตรียมสถานที่ให้บริการของแหล่งการเรียนรู้อยู่ในระดับมากเป็นอันดับแรก

2. รูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิต ของกศน.ตำบล สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ประกอบด้วย 1) หลักการและแนวคิด 2) วัตถุประสงค์ 3) วิธีดำเนินการ มี 9 ด้าน 56 องค์ประกอบย่อย ดังนี้ 1.ด้านการมีส่วนร่วมของชุมชนแห่งการเรียนรู้ 2.ด้านการมีส่วนร่วมในการพัฒนา กศน.ตำบลเป็นแหล่งการเรียนรู้ตลอดชีวิต 3.ด้านการมีส่วนร่วมในการพัฒนาสถานที่ กศน.ตำบล 4.ด้านการมีส่วนร่วมในการบูรณาการนวัตกรรมและแหล่งการเรียนรู้ กศน.ตำบล 5.ด้านการมีส่วนร่วมกับ Big data กศน.ตำบล 6.ด้านการมีส่วนร่วมในการติดตามผล ประเมินผล และรายงานผล 7.ด้านการมีส่วนร่วมในการสร้างโอกาสทางการเรียนรู้ตลอดชีวิต 8.ด้านการมีส่วนร่วมในบทบาทหน้าที่ของบุคลากร กศน.ตำบล 9.ด้านการมีส่วนร่วมการบริหารงานงบประมาณ 4) การประเมิน และ 5) เงื่อนไขความสำเร็จ สอดคล้องกับงานวิจัย กัญจน์โชติ สหพัฒนสมบัติ (2558) ได้ทำการวิจัยเรื่อง การพัฒนารูปแบบการมีส่วนร่วมในการจัดการศึกษานอกระบบเพื่อพัฒนาอาชีพ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัย ผลการวิจัยพบว่า ได้รูปแบบการมีส่วนร่วม 5 ด้าน ดังนี้ 1) ด้านสำรวจปัญหา ได้แก่ รับนโยบาย จัดสรรงบประมาณ ประชาสัมพันธ์ และสำรวจความต้องการ 2) ด้านวางแผน ได้แก่ จัดทำแผนงานและโครงการ และเสนอขออนุมัติโครงการ 3) ด้านดำเนินการ ได้แก่ รับสมัคร/ลงทะเบียน รวมกลุ่มผู้เรียน ประสานวิทยากร เตรียมหลักสูตร เตรียมวัสดุอุปกรณ์/สถานที่ และจัดกระบวนการเรียนรู้ 4) ด้านประเมินผล ได้แก่ นิเทศติดตาม ประเมินผลการเรียนรู้ และอนุมัติจบหลักสูตร 5) ด้านรับผลประโยชน์ ได้แก่ มอบวุฒิบัตร ความพึงพอใจผู้เรียน รายงานผลเบิกจ่ายเงิน และนำไปพัฒนาอาชีพ

3. การประเมินความเหมาะสมและความเป็นไปได้ของการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิต ของกศน.ตำบล สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ผลการตรวจสอบความเหมาะสมและความเป็นไปได้ของรูปแบบภาพรวมอยู่ในระดับมากที่สุด มีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับ คนอง ศรีสรณ์ (2561) ได้ศึกษารูปแบบการพัฒนาการมีส่วนร่วมของชุมชนเพื่อส่งเสริมคุณภาพการจัดการศึกษาในโรงเรียนประถมศึกษาขนาดเล็ก ภาคตะวันออกเฉียงเหนือ พบว่า ผลการตรวจสอบความเหมาะสมและความเป็นไปได้ของรูปแบบภาพรวมอยู่ในระดับมากที่สุด เรียงตามลำดับความเหมาะสมที่มีค่าเฉลี่ยมากที่สุด คือวัตถุประสงค์ของรูปแบบและแนวทางการนำรูปแบบไปใช้ ส่วนความเป็นไปได้ของรูปแบบเรียงตามลำดับที่มีค่าเฉลี่ยมากที่สุด คือ แนวทางการนำรูปแบบไปใช้ ส่วนหลักการและแนวคิดวัตถุประสงค์ของรูปแบบมีค่าเฉลี่ยเท่ากัน

ข้อเสนอแนะ

ข้อเสนอแนะในการนำผลวิจัยไปใช้

1. ควรศึกษารูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิต ของกศน.ตำบล สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ที่ผู้วิจัยสร้างขึ้น แต่ละขั้นให้ชัดเจน เพื่อจะได้นำไปปฏิบัติให้ถูกต้อง ครบถ้วนตามขั้นตอน ซึ่งจะนำไปสู่การบริหารแบบมีส่วนร่วมของชุมชนที่มีคุณภาพ

2. ควรถอดบทเรียนของกศน.ตำบลที่มีแหล่งการเรียนรู้ตลอดชีวิตเป็นเลิศ ให้สอดคล้องกับบริบทของ กศน.ตำบล

3. ควรนำผลการพัฒนารูปแบบการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิต ของกศน.ตำบล สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ไปใช้เป็นรูปแบบการมีส่วนร่วมของชุมชน เพื่อให้เกิดประสิทธิภาพและประสิทธิผล

ข้อเสนอแนะในการวิจัยครั้งต่อไป

1. ควรศึกษาปัจจัยที่ส่งผลให้ชุมชนเข้ามามีส่วนร่วมหรือไม่มีส่วนร่วมในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของกศน.ตำบล

2. ควรศึกษาองค์ประกอบอื่นๆ ถึงปัจจัยที่ส่งผลต่อการมีส่วนร่วมของชุมชนในการพัฒนาแหล่งการเรียนรู้ตลอดชีวิตของกศน.ตำบลทุก กศน.ตำบล

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แนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3

guidelines for teacher development in organizing brain-based learning experiences in schools under educational service area office 3

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บทคัดย่อ

การวิจัยนี้มีความมุ่งหมายเพื่อ 1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 กลุ่มตัวอย่างได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 108 คน ได้มาโดยการสุ่มแบบแบ่งชั้นภูมิ เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม 2) ศึกษาแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 ผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 3 โรงเรียน โรงเรียนละ 2 คน รวม 6 คน และผู้ทรงคุณวุฒิ จำนวน 7 คน เลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสัมภาษณ์ และแบบประเมินความเหมาะสม3) ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 ผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 10 คน เลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง ค่าอาจจำแนก ค่าความเชื่อมั่น และค่าดัชนีความต้องการจำเป็น ผลการวิจัยพบว่า

1. สภาพปัจจุบัน โดยรวมอยู่ในระดับมาก และ สภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมากที่สุด และลำดับความสำคัญของความต้องการจำเป็นจากมากไปน้อย 1) ขั้นการสร้างความสนใจ 2) ขั้นนำเสนอความรู้ใหม่ 3) ขั้นการวิเคราะห์และสรุป 4) ชั้นแลกเปลี่ยนเรียนรู้ 5) ขั้นการประเมินผลการเรียน 6) ขั้นประยุกต์ใช้ความรู้

2. แนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ 4) กลไกของแนวทาง 5) การประเมินผล มีการจัดการเรียนรู้โดยใช้สมองเป็นฐาน 6 ขั้น ดังต่อไปนี้ 1) ขั้นสร้างความสนใจ 2) ขั้นนำเสนอความรู้ใหม่ 3) ขั้นการฝึกปฏิบัติ 4) ขั้นการประยุกต์ใช้ความรู้ และ5) ขั้นการประเมินผลการเรียน

3. ผลการประเมินความเหมาะสมของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด

คำศัพท์สำคัญ: แนวทางการพัฒนาครู, การจัดการเรียนรู้โดยใช้สมองเป็นฐาน

Abstract

This research aims to 1) study the current conditions desirable condition and the need for teacher development in brain-based learning experiences in schools. under the Office of Maha Sarakham Primary Educational Service Area 3. The samples were 108 school administrators and teachers were selected by stratified random sampling. The research tools were questionnaires. 2) To study the teacher development guidelines for organizing brain-based learning experiences in schools. Under the Maha Sarakham Primary Educational Service Area Office 3, the informants were school administrators and teachers of 3 schools, 2 students per school, a total of 6 students, and 7 experts selected by purposive sampling. Research tools 3) to assess the suitability and feasibility of teacher development guidelines for organizing brain-based learning experiences in schools. Under the Office of Maha Sarakham Primary Educational Service Area Office 3, 10 educational institution administrators and teachers

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were selected by purposive sampling. Develop teachers in brain-based learning experiences in schools. The statistics used in the research were percentage, mean, standard deviation. Concordance index Possibly classifiable value Reliability and the required index value The results showed that.

The results showed that

1. The overall current condition is at a high level and the condition is desirable. Overall, it was at the highest level. and the order of magnitude of needs from the most to the least 1) Interest generation stage 2) Presenting new knowledge 3) Analysis and Conclusion 4) Learning exchange class 5) Assessment stage 6) The application of knowledge

2. Guidelines for teacher development in terms of brain-based learning experiences in schools consist of 1) Principles 2) Objectives 3) Methods 4) Mechanisms of guidelines 5) Assessment There is brain-based learning management. The base has 6 stages as follows: 1) interest generation, 2) presentation of new knowledge, 3) practice, 4) application of knowledge, and 5) evaluation of learning.

3. Evaluation results of the appropriateness of teacher development guidelines for organizing brain-based learning experiences in schools. Overall, it was appropriate at the highest level. and the possibility is at the highest level.

Keywords: guidelines for teacher development, brain-based learning management

บทนำ

ประเทศชาติจะเจริญก้าวหน้าและพัฒนาในด้านต่าง ๆ ต้องอาศัยกำลังคนในประเทศเป็นปัจจัยสำคัญ และกำลังคนจะมีประสิทธิภาพเพียงใดนั้น ย่อมขึ้นอยู่กับประสิทธิภาพของการจัดการศึกษาเพราะเป็นเครื่องมือสำคัญในการพัฒนาหาความรู้ ความคิด ความประพฤติ เจตคติ ค่านิยม เพื่อนาไปพัฒนาคุณภาพชีวิตให้สามารถอยู่ในสังคมได้อย่างมีความสุข อันจะส่งผลให้การพัฒนาประเทศทำได้อย่างราบรื่นและรวดเร็ว การจัดการศึกษาที่มีคุณภาพเป็นความคาดหวังของสังคม โดยหวังว่าการจัดการศึกษามุ่งเน้นพัฒนาเด็กให้เติบโตขึ้นอย่างมีคุณภาพ โดยเฉพาะการจัดการศึกษาสำหรับเด็กปฐมวัย ซึ่งเป็นวัยที่เหมาะสมในการพัฒนาให้เกิดความพร้อมทั้งด้านความรู้และปลูกฝังคุณธรรมจริยธรรม เพื่อให้เป็นผู้ใหญ่ที่ดีในอนาคตเด็กปฐมวัยเป็นวัยที่มีพัฒนาการเจริญเติบโต ด้านสมองกว่าวัยอื่น ๆ ดังนั้นการจัดการศึกษาระดับนี้ควรได้รับการพัฒนาอย่างถูกวิธีและเป็นระบบ (กระทรวงศึกษาธิการ. 2560 : 5)

ปัจจุบันพบว่าครูผู้สอนระดับปฐมวัยส่วนใหญ่ขาดความเข้าใจที่ถูกต้องในด้านการสอน สาเหตุหนึ่งอาจสืบเนื่องมาจากจบไม่ตรงเอกสาขาวิชา ขาดความเข้าใจในหลักสูตร ทำให้ครูปฐมวัยจัดการเรียนการสอนไม่มีประสิทธิภาพ ซึ่งการจัดการศึกษาปฐมวัยเป็นสิ่งจำเป็นสำหรับเด็กทุกคน เพราะเป็นการเตรียมตัวในระยะต้นของชีวิตก่อนที่จะเข้าเรียนในระดับประถมศึกษา การศึกษาระดับนี้มุ่งจัดให้เด็กวัย 3 -5 ปี ซึ่งเป็นวัยสำคัญในการวางรากฐานของชีวิต เพราะเป็นช่วงที่มีการพัฒนาอย่างรวดเร็วทางด้านร่างกาย จิตใจ อารมณ์ สังคม และสติปัญญา ตลอดจนบุคลิกภาพอันเป็นพัฒนาการต่อเนื่องมาจากวัยทารก ดังนั้นเด็กวัย 3 -5 ปี จึงควรได้รับการเตรียมความพร้อมในทุกด้านของการพัฒนาและให้เป็นไปอย่างถูกทิศทางและต่อเนื่อง เพื่อเป็นพื้นฐานในอนาคตในวงการศึกษาปัจจุบันยอมรับว่าการให้ การอบรมเลี้ยงดูและการเตรียมความพร้อม เพื่อไปสู่การเรียนรู้อย่างถูกวิธีจะทำให้เด็กได้มี การพัฒนาที่ดีทั้งทางด้านร่างกาย อารมณ์ จิตใจ สังคม สติปัญญา และความคิดสร้างสรรค์ ซึ่งจะมีผลทำให้เป็นผู้ใหญ่ที่ดีและมีคุณภาพเป็นกาลังสำคัญของประเทศชาติ ครูปฐมวัยมีบทบาทหน้าที่เกี่ยวข้องกับเด็กให้มีความพร้อมทุก ๆ ด้าน ให้เต็มศักยภาพของแต่ละบุคคลเพื่อจะได้เป็นพื้นฐานของความเป็นมนุษย์ที่สมบูรณ์ต่อไป (กฤษณา สมะวรรธนะ. 2547 : 8)

การเรียนรู้โดยใช้สมองเป็นฐาน (Brain - based Learning) เป็นการเรียนรู้ที่สอดคล้องกับ วิถีการเรียนรู้หรือการทางานของสมองทางธรรมชาติ เช่น ในเรื่องของการจัดประสบการณ์การเรียนรู้ จะเป็นการจัดประสบการณ์การเรียนรู้ที่สอดคล้องกับวิธีการทางานของสมอง แทนที่จะสอดคล้องกับ อายุ ชั้นเรียน หรือห้องเรียนเพียงอย่างเดียว เพราะเด็กอายุเท่ากันสมองอาจไม่เหมือนกันก็ได้ เนื่องจากได้รับการถ่ายทอดสติปัญญาจากบรรพบุรุษ และอยู่ในสิ่งแวดล้อมที่ต่างกันซึ่งการจัด กิจกรรมการเรียนรู้ตามแนวคิดโดยใช้สมองเป็นฐาน มุ่งเน้นให้ผู้เรียนมีสมาธิเพื่อเตรียมความพร้อม โดยการทาสมาธิเล่าเรื่อง ออกกาลังกายแล้วให้นักเรียนมีโอกาสลงมือปฏิบัติจริงรู้จักฝึกฝน ศึกษาค้นคว้า สร้างองค์ความรู้หรือผลงาน โดยการร่วมคิดร่วมทาและยังมีการแลกเปลี่ยนเรียนรู้ ทาให้ผู้เรียนได้มีโอกาสฝึกฝนความสามารถหรือทักษะและจำเรื่องที่เรียนได้ และการเรียนรู้ โดยใช้สมองเป็นฐานเป็นการสอนย้ำซ้ำทวนด้วยกิจกรรมหลากหลาย โดยมุ่งให้ผู้เรียนได้เรียนรู้อย่างเป็นระบบด้วยตนเอง ซึ่งทำให้ผู้เรียนเกิดการเรียนรู้ที่ถาวร (วิมลรัตน์ สุนทรโรจน์. 2553 : 65)

จากความสำคัญข้างต้นที่กล่าวมานั้น ผู้วิจัยจึงมีความสนใจที่จะศึกษาแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 ซึ่งผลการวิจัยจะเป็นประโยชน์ให้กับครู ผู้บริหารสถานศึกษา และสามารถนาผลการวิจัยที่ได้ไปปรับใช้ในการบริหารจัดการสถานศึกษาให้เหมาะสมกับครูผู้สอน และผู้เรียน เพื่อส่งเสริมให้การจัดการเรียนรู้มีประสิทธิภาพ และเกิดประสิทธิผลต่อผู้เรียนมากที่สุด

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3
2. เพื่อศึกษาแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3
3. เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง แนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน พัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3

1. ขั้นตอนการดำเนินการ ดังนี้

ในระยะที่ 1 มีขั้นตอนการดำเนินการ ดังนี้

1.1 ผู้วิจัยศึกษาแนวคิด ทฤษฎี เกี่ยวกับการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานจากเอกสารและงานวิจัยที่เกี่ยวข้อง ทำการวิเคราะห์ข้อมูลโดยการสร้างข้อสรุปจากการวิเคราะห์เนื้อหา (Content Analysis) จากข้อมูลที่เก็บรวบรวมได้ แล้วนำมาสร้างกรอบแนวคิดการวิจัย ได้องค์ประกอบและตัวชี้วัดของการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 ประกอบด้วย 4 องค์ประกอบ ดังนี้ 1) ขั้นสร้างความสนใจ 2) ขั้นนำเสนอความรู้ใหม่ 3) ขั้นวิเคราะห์และสรุป 4) ขั้นแลกเปลี่ยนเรียนรู้ 5) ขั้นประยุกต์ใช้ความรู้ 6)ขั้นประเมินผลการเรียน

1.2 นำองค์ประกอบ และตัวบ่งชี้ของการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 มาใช้สร้างแบบสอบถามเพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็น

1.3 ทำการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

1.4 วิเคราะห์สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 มาหาดัชนีความต้องการจำเป็น (Priority Needs Index)

2. ประชากรและกลุ่มตัวอย่าง

2.1 ประชากร คือ ครูผู้สอนระดับปฐมวัยทั้งหมด จำนวน 149 คน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3

2.2 ครูผู้สอนระดับปฐมวัย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 จำนวน 108 คน ที่ได้จากการกำหนดตัวอย่างจากตารางสำเร็จรูป Krejcie and Morgan (Krejcie & Morgan, 1970, p. 608) โดยใช้วิธีสุ่มแบบแบ่งชั้น (Stratified random sampling) โดยใช้ขนาดสถานศึกษาเป็นเกณฑ์ในการสุ่ม โดยผู้วิจัยได้ทำการกำหนดขนาดของกลุ่มตัวอย่างที่ระดับความเชื่อมั่นที่ 95 % และระดับความคลาดเคลื่อนของกลุ่มตัวอย่างที่ .05

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 แบบสอบถามเพื่อการวิจัย

แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของของการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบ รายการ (Checklist) เป็นข้อมูลพื้นฐานเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นแบบสอบถามที่เป็นข้อคำถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ของการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ (Rating Scale) ตามแบบของลิเคิร์ท (Likert Type)

3.2 การสร้างและหาคุณภาพของเครื่องมือ

แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของของการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 มีวิธีการสร้างและหาคุณภาพ ดังนี้

1. ศึกษาหลักเกณฑ์ และวิธีการสร้างแบบสอบถามแบบมาตราส่วน ประมาณค่า

2. ร่างแบบสอบถามโดยใช้ประเด็นองค์ประกอบและตัวชี้วัดที่ได้จากการศึกษามาเป็นกรอบการสร้างแบบสอบถาม

3. นำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ เพื่อตรวจสอบความถูกต้องและความครอบคลุมของเนื้อหาแล้วนำข้อเสนอแนะที่ได้ไปพิจารณาปรับปรุงแก้ไขให้สมบูรณ์ยิ่งขึ้น

4. การตรวจคุณภาพของแบบสอบถาม โดยการตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ผู้วิจัยนำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นและผ่านการพิจารณาจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว นำเสนอผู้เชี่ยวชาญเพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา ความเหมาะสมและความชัดเจนของข้อคำถาม ดำเนินการตรวจสอบคุณภาพเครื่องมือโดยวิธีการตรวจสอบความเที่ยงตรงเชิงเนื้อหาใช้เทคนิค IOC (Index of Item-Objective Congruence) หรือดัชนีความสอดคล้องระหว่างข้อคำถาม

5. นำแบบสอบถามที่ผ่านการตรวจพิจารณาของผู้เชี่ยวชาญแล้วนำไปทดลองใช้ เพื่อหาคุณภาพของแบบสอบถามโดยนำไปทดลองใช้ (Try Out) กับครู ที่ปฏิบัติงานในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน

6. นำแบบสอบถามที่ทดลองใช้นำมาหาค่าอำนาจจำแนกรายข้อโดยการหาค่าสัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อกับคะแนนรวม (Item–Total Correlation) คัดเลือกข้อคำถามที่มีค่า 0.20 ขึ้นไปใช้ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายของ Pearson โดยดูจากค่าความสัมพันธ์จากคะแนนรายข้อกับคะแนนรวม (Item Total Correlation) ข้อคำถามมีค่าอำนาจจำแนกอยู่ระหว่างการตรวจสอบค่าความเชื่อมั่น ผู้วิจัยได้นำข้อคำถามที่มีค่าอำนาจจำแนกตามเกณฑ์ไปหาค่าความเชื่อมั่นทั้งฉบับตามวิธีการหาค่าสัมประสิทธิ์แอลฟาของคอนบราค (Cronbach’s Alpha Coefficient)

7. จัดพิมพ์แบบสอบถามฉบับสมบูรณ์ แล้วนำไปเก็บรวบรวมข้อมูลกับกลุ่มตัวอย่างต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยดำเนินการขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 เพื่อขออนุญาตและอำนวยความสะดวกในการดำเนินการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างที่เป็นครูผู้สอนระดับปฐมวัย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 จำนวน 108 คน

4.2 เมื่อผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประศึกษามหาสารคาม เขต 3 พิจารณาให้ความเห็นชอบแล้วนำหนังสือที่ผ่านการพิจารณา เสนอต่อผู้อำนวยการโรงเรียนในสังกัด เพื่ออำนวยความสะดวกในการเก็บข้อมูล

4.3 ผู้วิจัยนำแบบสอบถามพร้อมหนังสือขอความร่วมมือในการตอบแบบสอบถาม จัดส่งไปยังสถานศึกษาที่เป็นกลุ่มตัวอย่างทางออนไลน์

5. การจัดกระทำและวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์และนำเสนอข้อมูลจากแบบสอบถาม ดังนี้

5.1 การจัดกระทำข้อมูล

5.1.1 ตรวจสอบจำนวนและความสมบูรณ์ของแบบสอบถามที่ได้รับคืนมาแต่ละฉบับใช้วิเคราะห์ข้อมูล โดยใช้โปรแกรมสำเร็จรูป ดังนี้

5.1.1.1 วิเคราะห์ข้อมูล ตอนที่ 1 ของแบบสอบถาม ที่มีลักษณะเป็นข้อมูลทั่วไปเกี่ยวกับสถานภาพ เพศ อายุ ประสบการณ์ วิเคราะห์โดยใช้ค่าความถี่ (Frequency) และ ค่าร้อยละ Percentage)

5.1.1.2 วิเคราะห์ข้อมูล ตอนที่ 2 ของแบบสอบถาม ที่มีลักษณะข้อมูล ประเภทมาตราส่วนประมาณค่า (Rating Scale) โดยใช้โปรแกรมสำเร็จรูปในการดำเนินการหาค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล ในการวิเคราะห์ข้อมูลการวิจัยครั้งนี้ ผู้วิจัยได้ใช้สถิติในการวิเคราะห์ข้อมูลดังนี้

5.2.1 สถิติพื้นฐาน

5.2.1.1 ร้อยละ (Percentage)

5.2.1.2 ค่าเฉลี่ย (Mean)

5.2.1.3 ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation: S.D.)

5.2.2 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ

5.2.2.1 ค่าความเชื่อมั่นของแบบสอบถามโดยหาค่าสัมประสิทธิ์แอลฟา (Alpha Coefficient) โดยใช้สูตรของครอนบาค (Cronbach) และค่าอำนาจจำแนกรายข้อ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อคำถามกับคะแนนตามสูตรหาค่า สัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson's Product Moment Correlation Coefficient)

5.2.2.2 การหาค่าความตรงด้านเนื้อหา (Content Validity) ของ แบบสอบถามโดยใช้สูตรดัชนีความสอดคล้อง (Index of item Objective Congruence: IOC)

5.3. วิเคราะห์ความต้องการความจำเป็น (Need Assessment) โดยนำข้อมูลที่ได้จากการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์มาหาดัชนีความต้องการจำเป็น (Priority Needs Index) เพื่อจัดลำดับความต้องการความจำเป็น

ระยะที่ 2 ศึกษาแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3

ขั้นตอนที่ 1 การศึกษา Best Practices เกี่ยวกับการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐาน จากโรงเรียนต้นแบบในการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐาน

1. ผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาโรงเรียนละ 1 คน ครูผู้สอนระดับปฐมวัยโรงเรียนละ 1 คน จำนวน 3 โรงเรียน ใช้วิธีการเลือกแบบเจาะจง (Purposive Sampling) รวมผู้ให้ข้อมูลทั้งหมด 6 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสัมภาษณ์กึ่งโครงสร้างซึ่งใช้คำถามที่ประกอบด้วยข้อมูลทั่วไปและความคิดเห็นเกี่ยวกับแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียนซึ่งมีส่วนประกอบดังนี้

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับตำแหน่งทางการบริหาร ตำแหน่งทางวิชาการ คุณวุฒิสูงสุด สถานที่ทำงาน ประสบการณ์ในการทำงาน

ตอนที่ 2 ความคิดเห็นเกี่ยวกับแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน

2.2 การสร้างและการหาคุณภาพของเครื่องมือ

2.2.1 ศึกษาแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้องกับการแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3

2.2.2 สร้างเป็นข้อคำถามของแบบสัมภาษณ์

2.2.3 นำข้อคำถามของแบบสัมภาษณ์ที่สร้างได้ไปให้อาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้องของแบบสัมภาษณ์ สำนวนภาษา และปรับปรุงตามคำแนะนำของอาจารย์ที่ปรึกษา

2.2.4 นำแบบสัมภาษณ์ที่สร้างขึ้นเรียบร้อยแล้วไปให้ผู้เชี่ยวชาญ (ชุดเดิม) ในการตรวจสอบเครื่องมือวิจัย พิจารณาความสอดคล้องระหว่างประเด็นข้อคำถามในการสัมภาษณ์ กับวัตถุประสงค์และนิยามศัพท์เฉพาะ ในขั้นตอนนี้ใช้การวิเคราะห์ความสอดคล้อง (IOC: Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

2.2.5 ปรับปรุงแบบสัมภาษณ์ตามคำแนะนำของผู้เชี่ยวชาญไปจัดทำเป็นแบบ สัมภาษณ์ฉบับสมบูรณ์

3. การเก็บรวบรวมข้อมูล

ดำเนินการประสานงานกับหน่วยงานต้นสังกัดของผู้ให้ข้อมูลและสัมภาษณ์ด้วยตนเอง โดยใช้แบบสอบถามที่สร้างขึ้น ผู้วิจัยใช้วิธีการสัมภาษณ์และจัดเก็บข้อมูลด้วยวิธีการจดบันทึก ใช้เครื่องบันทึกเสียงและกล้องถ่ายภาพ โดยมีรายละเอียดดังนี้

3.1 ขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ไปยังสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล ณ โรงเรียนที่มีแนวปฏิบัติที่ดี จำนวน 3 โรงเรียน

3.2 นำหนังสือขอความอนุเคราะห์ในการตอบแบบสัมภาษณ์ส่งถึงกลุ่มผู้ให้ข้อมูลด้วยตนเอง พร้อมนัดหมายวันเวลาที่กลุ่มผู้ให้ข้อมูลสะดวกในการให้สัมภาษณ์กับผู้วิจัย

3.3 ดำเนินการสัมภาษณ์ตามวันเวลาที่นัดหมายพร้อมเก็บบันทึกข้อมูล โดยละเอียด

4. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

4.1 นำข้อมูลที่ได้จากแบบบันทึกการสัมภาษณ์มาเรียบเรียง จัดระเบียบ ข้อมูล จัดกลุ่มเนื้อหาตามองค์ประกอบหลักและองค์ประกอบย่อย

4.2 ผู้วิจัยวิเคราะห์ข้อมูลโดยการวิเคราะห์ข้อมูลเชิงคุณภาพ

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงคุณภาพ คือ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 2 ยกร่างโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

ยกร่างโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยดำเนินการนำข้อมูลที่ได้จากการวิเคราะห์ความต้องการจำเป็นในระยะที่ 1 และการศึกษา Best Practices เกี่ยวกับการเสริมสร้างภาวะผู้นำดิจิทัลของครู มาพัฒนาเป็นโปรแกรมเสริมสร้างภาวะผู้นำดิจิทัลของครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

ขั้นตอนที่ 3 การตรวจสอบยืนยันร่าง

1. ผู้ทรงคุณวุฒิ ตรวจสอบยืนยันร่างแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 จำนวน 5 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบบันทึกการสัมภาษณ์ของผู้ทรงคุณวุฒิด้านความเหมาะสมของการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐาน

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน

2.2.2 ศึกษาวิธีการสร้างแบบบันทึกการสัมภาษณ์

2.2.3 ร่างแบบบันทึกการสัมภาษณ์ โดยใช้ประเด็นสำคัญของการแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบบันทึกการสมภาษณ์ที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษา วิทยานิพนธ์แล้วให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้อง ตั้งแต่ .60 ขึ้นไป

2.2.6 จัดทำแบบบันทึกการสัมภาษณ์ฉบับจริงและนำไปเก็บข้อมูลกับกลุ่มผู้ทรงคุณวุฒิต่อไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุมถึงผู้ทรงคุณวุฒิ

3.2 ติดต่อประสานงานกับผู้ทรงคุณวุฒิเพื่อขอความอนุเคราะห์ในการตรวจสอบ ยืนยันร่างแนวทางด้วยการสัมภาษณ์ ของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบบันทึกการสัมภาษณ์

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูลและการวิเคราะห์ข้อมูลเชิงคุณภาพ

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 การวิเคราะห์ข้อมูล คือ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 4 ประเมินความเหมาะสมของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 โดย

1. ผู้ทรงคุณวุฒิ (ชุดเดิม) จำนวน 5 คน ประเมินความเหมาะสมของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสมของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 โดย โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ ของลิเคอร์ท (Likert Scale)

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 โดย ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2553)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ระยะที่ 3 ประเมินความเหมาะสมและความเป็นไปได้แนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3

1. นำร่างแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 เพื่อประเมินความเหมาะสมของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสม และความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 โดย โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ ของลิเคอร์ท (Likert Scale)

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3 โดย ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมและความเป็นไปได้แนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 3

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2553)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

การวิจัยเรื่อง แนวการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 สามารถสรุปผลตามวัตถุประสงค์ของการวิจัยได้ดังนี้

1. สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของแนวการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3

1.1 สภาพปัจจุบันของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นการฝึกปฏิบัติ รองลงมาคือ คือ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นประยุกต์ใช้ความรู้ ขั้นการวิเคราะห์ สรุป ขั้นการประเมินผลการเรียน ขั้นนำเสนอความรู้ใหม่ และขั้นสร้างความสนใจ ตามลำดับ

1.2 สภาพที่พึงประสงค์ของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากที่สุดเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นสร้างความสนใจ รองลงมาคือ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นการฝึกปฏิบัติ ขั้นการวิเคราะห์ สรุป ขั้นนำเสนอความรู้ใหม่ ขั้นการประเมินผลการเรียน และขั้นประยุกต์ใช้ความรู้ ตามลำดับ

1.3 ความต้องการจำเป็นของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปน้อย ได้แก่ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นสร้างความสนใจ ขั้นนำเสนอความรู้ใหม่ ขั้นการประเมินผลการเรียน ขั้นการวิเคราะห์ สรุป ขั้นการฝึกปฏิบัติและขั้นประยุกต์ใช้ความ

2. แนวการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงาเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3

2.1 แนวการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 พบว่า มีการจัดการเรียนรู้โดยใช้สมองเป็นฐาน 6 ขั้น ดังต่อไปนี้การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นสร้างความสนใจ การจัดการเรียนรู้โดยใช้สมองเป็นฐาน ขั้นนำเสนอความรู้ใหม่ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นการวิเคราะห์สรุป การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นการฝึกปฏิบัติ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นประยุกต์ใช้ความรู้ การจัดการเรียนรู้โดยใช้สมองเป็นฐาน ขั้นประเมินผลการเรียน การประเมิน มีการประเมิน 2 ขั้นตอน ขั้นที่ 1 ประเมินก่อนการ

ดำเนินการ ได้แก่ ประเมินความเป็นไปได้ในการปฏิบัติ ตรวจสอบเครื่องมือ สื่อ คน และเวลา และประเมินความเข้าใจก่อนการพัฒนา ขั้นที่ 2 ประเมินหลังดำเนินการ ได้แก่ ประเมินความเข้าใจหลังการพัฒนา ประเมินแนวทางการจัดการเรียนรู้วิถีใหม่และแบบประเมินความพึงพอใจของผู้เข้าร่วมพัฒนา และ 5) เงื่อนไขความสำเร็จ

2.2 ผลการตรวจสอบยืนยันแนวการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 โดยผู้ทรงคุณวุฒิ พบว่า โดยรวมอยู่ในระดับมาก

3. ประเมินความเหมาะสม/ความเป็นไปได้ของแนวการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 พบว่า มีความเหมาะสมอยู่ในระดับมาก และมีความเป็นไปได้อยู่ในระดับมาก

อภิปรายผลการวิจัย

จากการศึกษาแนวการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 ผู้วิจัยนำมาอภิปรายผลได้ดังนี้

1. สภาพปัจจุบันของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นการฝึกปฏิบัติ รองลงมาคือ คือ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นประยุกต์ใช้ความรู้ ขั้นการวิเคราะห์ สรุป ขั้นการประเมินผลการเรียน ขั้นนำเสนอความรู้ใหม่ และขั้นสร้างความสนใจ ตามลำดับ ผลการวิจัยเช่นนี้สอดคล้องกับงานวิจัยของจันทร์เพ็ญ พันธ์อินป้อ ได้ศึกษาเรื่อง การพัฒนารูปแบบการจัดประสบการณ์ตามทฤษฎีสมองเป็นฐาน (BBL) ผสานแนวคิดการใช้ปัญหาเป็นฐาน (PBL) ในการเรียนรู้เพื่อส่งเสริม ความคิดสร้างสรรค์ของเด็กปฐมวัย ระดับชั้นอนุบาลปีที่ 1โรงเรียนเทศบาลเมืองท่าข้าม 4 จำนวน 23 คน พบว่า การพัฒนาการจัดประสบการณ์ โดยใช้ปัญหาเป็นฐาน(PBL)เพื่อส่งเสริมทักษะกระบวนการคิดพื้นฐานของเด็กปฐมวัย พบว่า ในภาพรวม มีความเหมาะสมในระดับมากที่สุด และความคิดสร้างสรรค์ของเด็กปฐมวัย ระดับชั้นอนุบาลปีที่ 1 ที่เรียนด้วยรูปแบบการจัดประสบการณ์ตามทฤษฎีสมองเป็นฐานผสานแนวคิดการใช้ปัญหาเป็นฐานในการเรียนรู้ หลังเรียนมีค่าสูงกว่าก่อนเรียน อย่างมีนัยสำคัญทาง สถิติที่ระดับ .05 (จันทร์เพ็ญ พันธ์อินป้อ, 2561) สอดคล้องกับการศึกษาBilal, D. ได้ศึกษาผล การใช้รูปแบบการเรียนการสอนตามแนวคิดสมองเป็นฐาน (Brain - based Learning: BBL) ด้วยการเปรียบเทียบผลสัมฤทธิ์ทางการเรียนและแรงจูงใจของผู้เรียน ที่พบว่า ผู้เรียนที่เรียน ด้วยรูปแบบการสอนตามแนวคิดสมองเป็นฐาน ที่ยึดผู้เรียนเป็นศูนย์กลาง มีผลสัมฤทธิ์ทางการ เรียนสูงกว่าผู้เรียนที่เรียนด้วยรูปแบบการสอนที่ยึดครูเป็นศูนย์กลางอย่างมีนัยสำคัญ สอดคล้องกับการศึกษาวิจัย สุรารักษ์ แก้วชะมอญ การจัดประสบการณ์การเรียนรู้โดยใช้ปัญหา เป็นฐานด้วยเทคนิคการเสริมแรงบวกผ่านการเล่านิทาน เพื่อพัฒนาพฤติกรรมด้านคุณธรรม และจริยธรรมของเด็กระดับชั้นปฐมวัย. (Bilal D., 2010) พบว่า 1) พฤติกรรมด้านคุณธรรม และจริยธรรมของเด็กระดับชั้นปฐมวัยโดยใช้การจัด ประสบการณ์การเรียนรู้แบบใช้ปัญหาเป็น ฐานด้วยเทคนิคการเสริมแรงบวกผ่านการเล่านิทานหลังเข้ากิจกรรมสูงกว่า ก่อนการจัด กิจกรรม (สุรารักษ์ แก้วชะมอญ, 2563)

2.สภาพที่พึงประสงค์ของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากที่สุดเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นสร้างความสนใจ รองลงมา คือ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นการฝึกปฏิบัติ ขั้นการวิเคราะห์ สรุป ขั้นนำเสนอความรู้ใหม่ ขั้นการประเมินผลการเรียน และขั้นประยุกต์ใช้ความรู้ ตามลำดับ ซึ่งสอดคล้องกับ วิจัยของ บุญเลิศ วิเศษรินทอง (2551) ได้ทำการศึกษาวิจัย เรื่องการจัดกิจกรรมเพื่อพัฒนาความคิดสร้างสรรค์สาหรับนักเรียน ระดับก่อนประถมศึกษา (ชั้นอนุบาลปีที่ 2) โรงเรียนบ้านโนนจาน อำเภอพยัคฆภูมิพิสัย จังหวัดมหาสารคาม จานวน 30 คน เครื่องมือที่ใช้ในการศึกษาค้นคว้าประกอบด้วย กิจกรรมฝึกความคิดสร้างสรรค์ 10 กิจกรรม และบททดสอบวัดความคิดสร้างสรรค์ ชนิดรูปภาพแบบ ข ของทอร์แรนซ์ 3 กิจกรรม คือ การวาดภาพ การต่อเติมภาพให้สมบูรณ์ และการใช้วงกลม การวิเคราะห์ข้อมูลค่าเฉลี่ย ค่าความเบี่ยงเบนมาตรฐาน และการทดสอบสมมุติฐานใช้ t-test (Independent Samples) ผลการศึกษาพบว่า (1) นักเรียนโดยรวมมีคะแนนเฉลี่ยความคิดสร้างสรรค์ ก่อนการฝึกกิจกรรมเรียงลาดับ จากสูงไปหาต่ำ ดังนี้ ความคล่องในการคิด ความคิดริเริ่ม ความคิดยืดหยุ่น และความคิดละเอียดลออ และ (2) นักเรียนโดยส่วนรวมมีคะแนนเฉลี่ย มีความคิดสร้างสรรค์โดยรวมและเป็นรายด้าน หลังการฝึกกิจกรรมเพิ่มขึ้นจากก่อนฝึกกิจกรรม อย่างมีนัยสำคัญทางสถิติที่ ระดับ .05 และนักเรียนหญิงมีคะแนนเฉลี่ย มีความคิดสร้างสรรค์ โดยรวมและเป็นรายด้านหลังการฝึกกิจกรรมเพิ่มขึ้นก่อนการฝึกกิจกรรม อย่างมีนัยสำคัญทาสถิติที่ ระดับ .05 และสอดคล้องกับผลการวิจัยของ รพีพรรณ ไสยาสน์ (2554) ได้ศึกษาการเปรียบเทียบความฉลาดทางอารมณ์และความคิดสร้างสรรค์ของนักเรียนชั้นอนุบาล 2 ที่เรียนด้วยการจัดประสบการณ์ตามรูปแบบ ACACA กับการจัดประสบการณ์โดยใช้สมองเป็นฐาน ผลการวิจัยพบว่า 1) แผนการจัดประสบการณ์การเรียนรู้ตามรูปแบบ ACACA และแผนการจัด ประสบการณ์การ

เรียนรู้โดยใช้สมองเป็นฐาน ชั้น อนุบาลปีที่ 2 มี ประสิทธิภาพเท่ากับ 82.16/81.69 และ 84.73/83.48 ตามลาดับ 2) แผนการจัดประสบการณการเรียนรู้ตามรูปแบบ ACACA และแผนการจัด ประสบการณ์การเรียนรู้โดยใช้สมองเป็นฐาน มีค่าดัชนีประสิทธิผลเท่ากับ 0.5983 และ 0.5325 แสดงว่านักเรียนมีความก้าวหน้าในการเรียนร้อยละ 59.83 และ 53.25 ตามลาดับ 3) นักเรียนชั้นอนุบาลปีที่ 2 กลุ่มที่ได้รับการจัดประสบการณ์การเรียนรู้ตามรูปแบบ ACACA และการจัดประสบการณ์การเรียนรู้โดยใช้สมองเป็นฐานมีความฉลาดทางอารมณ์ และความคิดสร้างสรรค์ หลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 4) นักเรียนที่เรียนด้วยการจัดประสบการณ์การเรียนรู้ทั้งสองรูปแบบ มีความฉลาดทางอารมณ์ และความคิดสร้างสรรค์ หลังเรียนไม่แตกต่างกัน โดยสรุป การจัดประสบการณ์การเรียนรู้ตามรูปแบบ ACACA และการเรียนรู้โดยใช้สมองเป็นฐาน มีประสิทธิภาพและประสิทธิผลเหมาะสม ช่วยเสริมสร้างการเรียนรู้ของนักเรียนทั้งในด้านความฉลาดทางอารมณ์และความคิดสร้างสรรค์ได้ ซึ่ง การจัดประสบการณ์การเรียนรู้ดังกล่าว มุ่งเน้นให้ผู้เรียนลงมือปฏิบัติจริงในรูปแบบกลุ่ม รู้จักคิดและสรุปความรู้ จึงควรสนับสนุนให้ครูนารูปแบบการจัดประสบการณ์การเรียนรู้ ทั้งสองรูปแบบไปใช้ในชั้นเรียนที่เกี่ยวข้องให้ประสบผลสำเร็จต่อไป

3. ความต้องการจำเป็นของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปน้อย ได้แก่ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นสร้างความสนใจ ขั้นนำเสนอความรู้ใหม่ ขั้นการประเมินผลการเรียน ขั้นการวิเคราะห์สรุป ขั้นการฝึกปฏิบัติและขั้นประยุกต์ใช้ความรู้ ทั้งนี้อาจเป็นเพราะการจัดการเรียนรู้ในปัจจุบันมีการเปลี่ยนแปลงอยู่ตลอดเวลาขึ้นอยู่กับสถานการในปัจจุบันซึ่งควรมีการตอบสนองและลงมือปฏิบัติจริงของผู้เรียนและได้รับประสบการณ์ตรงจากการเรียนรู้โดยเกิดปฏิสัมพันธ์ที่ดีระหว่างผู้เรียนกับครูผู้สอนและมีระหว่างผู้เรียนด้วยกันเอง จึงส่งผลต่อความต้องการจำเป็นของแนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐาน ซึ่งสอดคล้องกับงานวิจัยของกนกพร บัวแก้ว (2564) ได้ศึกษาวิจัย แนวทางการพัฒนารูปแบบการจัดประสบการณ์ เพื่อส่งเสริมพัฒนาการด้านความคิดสร้างสรรค์ ของเด็กปฐมวัย ระดับชั้นอนุบาลปีที่ 1 โรงเรียน เทศบาลเมืองท่าข้าม 4 พบว่า ควรมีการพัฒนารูปแบบการจัดประสบการณ์ตามทฤษฎีสมอง เป็นฐานผสานแนวคิดการใช้ปัญหาเป็นฐานในการเรียนรู้ เพื่อส่งเสริมความคิดสร้างสรรค์ ของเด็กปฐมวัย ทั้งนี้อาจเนื่องมาจาก ปัจจุบันการจัดประสบการณ์สำหรับเด็กปฐมวัย พบกับปัญหาต่าง ๆ มากมาย เช่น เด็กขาดความเชื่อมั่นในตนเอง ไม่กล้าแสดงออก ทำกิจกรรม ร่วมกับเพื่อน ๆ ไม่ได้ ใช้ภาษาสื่อสารได้ไม่เหมาะสมกับวัย และขาดความสามารถในการคิด รวบยอด และพบว่าเด็กปฐมวัยมีพัฒนาการด้านความคิดสร้างสรรค์ โดยภาพรวมอยู่ในระดับ ต้องปรับปรุง ซึ่งไม่ผ่านเกณฑ์ที่หน่วยงานต้นสังกัดคือกองการศึกษา เทศบาลเมืองท่าข้าม กำหนดไว้ว่าต้องผ่านเกณฑ์ในระดับดีขึ้นไป รูปแบบการจัดประสบการณ์ ที่ครูผู้สอนว่าควรจะ เลือกนำมาใช้คือการเรียนรู้โดยใช้สมองเป็นฐาน (BBL) ซึ่งเป็นทฤษฎีการเรียนรู้ที่อยู่บนพื้นฐาน ของโครงสร้างและหน้าที่การทำงานของสมอง หากสมองยังปฏิบัติสมองจะมีการเชื่อมโยงกับ อารมณ์ของคน ในขณะที่อารมณ์ของคนก็จะส่งผลต่อการเรียนรู้ โดยอารมณ์จะเป็นตัวช่วยเรา ในการเรียกความทรงจำเดิมที่เก็บไว้ในสมองออกมาใช้สำหรับภาวะของสมองที่เหมาะสมที่สุด ต่อการเรียนรู้ รวมทั้งการเรียนรู้โดยใช้ปัญหาเป็นฐาน (PBL) ซึ่งเป็นการจัดสภาพการณ์ของการเรียนการสอน ที่ใช้ปัญหาเป็นตัวกระตุ้นที่เกี่ยวกับการเรียนในชีวิตประจำวัน เป็นตัวกระตุ้นให้ นักเรียนเกิดความต้องการที่จะเรียนรู้และเกิดทักษะในการให้เหตุผลคิดแก้ปัญหา ซึ่งสามารถ เรียนรู้จากการทำงานเป็นกลุ่ม หรือการเรียนรู้โดยใช้กลุ่มเล็ก รวมทั้งการนำทักษะที่ได้ในการ แก้ปัญหา ไปใช้ในชีวิตประจำวันได้โดยครูทำหน้าที่เป็นผู้อำนวยความสะดวกในการเรียนรู้ ซึ่งผู้วิจัยมีความเชื่อมั่นว่าเมื่อนำวิธีการเรียนรู้ทั้ง 2 วิธีมาใช้กับเด็กปฐมวัยแล้ว เด็กจะมี พัฒนาการด้านความคิดสร้างสรรค์สูงขึ้น ดังที่ Torrance, E. P. ให้ความหมายของความคิด สร้างสรรค์ว่าเป็นความสามารถของบุคคลในการคิดสร้างสรรค์ผลิตผลหรือสิ่งแปลก ๆ ใหม่ ๆ ที่ไม่มีใครรู้จักมาก่อน ซึ่งสิ่งต่าง ๆ เหล่านี้อาจเกิดจากการรวบรวมข้อมูลความรู้เนื้อหาต่าง ๆ ที่ได้รับจากประสบการณ์แล้วเกิดการเชื่อมโยงกับสถานการณ์ใหม่ ๆ สิ่งที่เกิดขึ้นไม่จำเป็นต้อง 322 | Vol.9 No.3 (March 2022) ปีที่ 9 ฉบับที่ 3 (มีนาคม 2565) สมบูรณ์อย่างแท้จริง ซึ่งอาจจะออกมาใน รูปแบบของผลิตผลทางศิลปะ วรรณคดี วิทยาศาสตร์ หรือเป็นแค่เพียงกระบวนการในการคิดเท่านั้น (Torrance, E. P., 1963) และสอดคล้องกับ งานวิจัย ชุลีกร จันทรโคตร ได้ศึกษาเรื่อง การพัฒนาชุดการจัดประสบการณ์การเรียนรู้แบบจิต ปัญญาร่วมกับการเรียนรู้โดยใช้สมองเป็นฐาน (BBL) เพื่อเสริมสร้างพัฒนาการและความเชื่อมั่น ในตนเอง สำหรับเด็กปฐมวัย มีค่าค่าดัชนีประสิทธิผลรวมร้อยละ 68.72

4. แนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 พบว่า มีการจัดการเรียนรู้โดยใช้สมองเป็นฐาน 6 ขั้น ดังต่อไปนี้การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นสร้างความสนใจ การจัดการเรียนรู้โดยใช้สมองเป็นฐาน ขั้นนำเสนอความรู้ใหม่ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นการวิเคราะห์สรุป การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นการฝึกปฏิบัติ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นประยุกต์ใช้ความรู้ การจัดการเรียนรู้โดยใช้สมองเป็นฐาน ขั้นประเมินผลการเรียน การประเมิน มีการประเมิน 2 ขั้นตอน ขั้นที่ 1 ประเมินก่อนการดำเนินการ ได้แก่ ประเมินความเป็นไปได้ในการปฏิบัติ ตรวจสอบเครื่องมือ สื่อ คน และเวลา และประเมินความเข้าใจก่อนการพัฒนา ขั้นที่ 2 ประเมินหลังดำเนินการ ได้แก่ ประเมินความเข้าใจหลังการพัฒนา ประเมินแนวทางการจัดการเรียนรู้วิถีใหม่และแบบประเมิน

ความพึงพอใจของผู้เข้าร่วมพัฒนา และ 5) เงื่อนไขความสำเร็จ ซึ่งสอดคล้องกับกนกพร บัวแก้ว (2564) ได้ศึกษาวิจัยเรื่อง แนวทางการพัฒนารูปแบบการจัดประสบการณ์ เพื่อส่งเสริมพัฒนาการด้านความคิดสร้างสรรค์ ของเด็กปฐมวัย ระดับชั้นอนุบาลปีที่ 1 โรงเรียนเทศบาลเมืองท่าข้ามได้ ผลการวิจัยพบว่าผลการประเมินรูปแบบการจัดประสบการณ์ โดยการศึกษาความคิดเห็นของ ผู้ปกครองที่มีต่อรูปแบบการจัดประสบการณ์ตามทฤษฎีสมองเป็นฐานผสานแนวคิดการใช้ ปัญหาเป็นฐานในการเรียนรู้ เพื่อส่งเสริมความคิดสร้างสรรค์ของเด็กปฐมวัย ระดับชั้นอนุบาล ปีที่ 1 พบว่า ความคิดเห็นของผู้ปกครอง โดยรวมอยู่ในระดับมาก โดยมีค่าเฉลี่ย 4.37 สอดคล้องกับการศึกษาวิจัยของ ลัดดาวัลย์ สุวรรณมาโจ และคณะ ได้ศึกษาผลการใช้รูปแบบ การสอนตามแนวคิดตามสมองเป็นฐาน (Brain - based Learning: BBL) ด้วยการเปรียบเทียบ ผลสัมฤทธิ์ทางการเรียนและความคงทนในการเรียนรู้ของนักเรียน ผลการศึกษาพบว่าผู้เรียนที่ เรียนตามรูปแบบการสอนตามแนวคิดสมองเป็นฐานมีผลสัมฤทธิ์ทางการเรียนและความคงทน ในการเรียนรู้ก่อนและหลังทดลองแตกต่างกันอย่างมีนัยสำคัญ (ลัดดาวัลย์ สุวรรณมาโจ และ คณะ, 2556) และสอดคล้องกับงานวิจัยของ จันทร์เพ็ญ พันธ์อินป้อ ได้ศึกษาวิจัย เรื่อง การ พัฒนาการจัดประสบการณ์โดยใช้ปัญหาเป็นฐาน (PBL) เพื่อส่งเสริมทักษะกระบวนการคิด พื้นฐานของเด็กปฐมวัย มุ่งศึกษาเพื่อเปรียบเทียบทักษะกระบวนการคิดพื้นฐานของเด็กปฐมวัย ก่อน และหลังการใช้รูปแบบการจัดประสบการณ์การเรียนรู้โดยใช้ปัญหาเป็นฐาน (PBL) 3) เพื่อวัดเจตคติของเด็กปฐมวัยที่ได้รับจัดประสบการณ์โดยใช้ปัญหาเป็นฐาน (PBL) สรุปผลได้ว่า รูปแบบการจัดประสบการณ์การเรียนรู้โดยใช้ปัญหาเป็นฐาน (PBL) เพื่อส่งเสริมทักษะ กระบวนการคิดพื้นฐาน ของเด็กปฐมวัยตามความคิดเห็นของผู้เชี่ยวชาญ ในภาพรวม มีความ เหมาะสมในระดับมากที่สุด (จันทร์เพ็ญ พันธ์อินป้อ, 2561

โดยสรุป แนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 พบว่า มีการจัดการเรียนรู้โดยใช้สมองเป็นฐาน 6 ขั้นดังต่อไปนี้ การจัดการเรียนรู้โดยใช้สมองเป็นฐานขั้นสร้างความสนใจ ขั้นนำเสนอความรู้ใหม่ ขั้นการวิเคราะห์สรุป ขั้นการฝึกปฏิบัติ ขั้นการประยุกต์ใช้ความรู้ และขั้นการประเมินผลการเรียน ซึ่งครูและผู้บริหารสถานศึกษาสามารถนำไปใช้ในการจัดการเรียนรู้ได้ตามความเหมาะสมต่อบริบทและสถานการณ์ในปัจจุบัน

ข้อเสนอแนะ

ข้อเสนอแนะทั่วไป

แนวทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคามเขต 3 จะประสบความสำเร็จหรือไม่นั้น ต้องอาศัยปัจจัยที่เอื้อต่อความสำเร็จในการพัฒนา ดังนี้

1. สำนักงานเขตพื้นที่การศึกษา ควรกำหนดนโยบายการและการกำกับ ติดตามและประเมินผลเป็นระยะที่ต่อเนื่อง และมีการส่งเสริม สนับสนุน จัดอบรมพัฒนาทักษะครูด้านการจัดการเรียนรู้วิถีใหม่อย่างต่อเนื่อง โดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น ($PNI_{modified}$) ที่มีความต้องการจำเป็นสูง

2. สำนักงานเขตพื้นที่การศึกษาและสถานศึกษาควรจัดหาสื่อ วัสดุ อุปกรณ์ให้เพียงพอต่อความต้องการและความจำเป็นในการจัดการเรียนรู้วิถีใหม่โดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น ($PNI_{modified}$)

ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

1. ควรมีการศึกษารูปแบบทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน ให้เหมาะสมกับบริบทของแต่ละองค์กร

2. ควรศึกษาถึงกลยุทธของทางการพัฒนาครูด้านการจัดประสบการณ์เรียนรู้โดยใช้สมองเป็นฐานในโรงเรียน ที่จะส่งผลต่อผู้เข้ารับการพัฒนาด้านบวกและด้านลบ ทั้งก่อนและหลังการพัฒนา

เอกสารอ้างอิง

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รูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3

A Model of Drug Prevention and Solving in School of Roi Et Primary Education Service Area Office 3

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บทคัดย่อ

วิจัยนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาองค์ประกอบ ความต้องการ และแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ประชากร ได้แก่ ผู้บริหารและครู จำนวน 116 คน 2) เพื่อเพื่อศึกษาแนวทางรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 โดยศึกษาจากโรงเรียนที่มีวิธีการปฏิบัติที่ดี (Best Practice) จำนวน 3 โรงเรียน เลือกแบบเจาะจง 3) เพื่อประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารและครู จำนวน 15 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสังเคราะห์เอกสาร แบบสอบถาม และแบบสัมภาษณ์ แบบตรวจสอบความเหมาะสม แบบประเมินความเป็นไปไปได้และความเป็นประโยชน์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ผลการวิจัยพบว่า

1) แนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา และความต้องการ โดยรวมอยู่ในระดับมากที่สุด 1) มาตรการป้องกัน 2) มาตรการค้นหา 3) มาตรการรักษา 4) มาตรการเฝ้าระวัง และ 5) มาตรการบริหารจัดการ

2) รูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) ขอบข่ายการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติด 4) แนวทางการประเมิน พบว่า มีความเหมาะสม อยู่ในระดับมาก

3) การประเมินความเป็นไปได้ พบว่า โดยรวม มีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นประโยชน์อยู่ในระดับมากที่สุด

คำสำคัญ : รูปแบบ, การดำเนินงาน, การป้องกันและแก้ไขปัญหาเสพติด

Abstract

The objectives of this study were 1) A study of element requirements and guidelines for model of drug prevention and solving in school of Roi-Et Primary Educational Service Area Office 3 2) creating and assessment suitability of a model of drug prevention and solving in school of Roi-Et Primary Educational Service Area Office 3 and 3) assessment the feasibility and utility of a model of drug prevention and solving in school of Roi-Et Primary Educational Service Area Office 3. The sample group used in this research were 116 director and teachers .The research instruments consisted of document synthetic form, questionnaire, an expert interview form, the feasibility and utility assessment form. The data were analyzed by using mean and standard deviation.

Result of the study showed that a model of drug prevention and solving in school of Roi-Et Primary Educational Service Area Office 3 consisted of 4 components: 1) principles of a model 2) objectives of a model 3) development scope 4) assessment. The results of the suitability assessment of a model of prevention and solving of drug in school of Roi-Et Primary Educational Service Area Office 3, the experts agreed that the model is appropriate. The assessment of the utility and feasibility were at the highest level.

The results showed that

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1) A study of element requirements and guidelines the model of drug prevention and solving in school of Roi-Et Primary Educational Service Area Office 3.

2. Result of the study showed that a model of drug prevention and solving in school of Roi-Et Primary Educational Service Area Office 3 consisted of 4 components: 1) principles of a model 2) objectives of a model 3) development scope 4) assessment.. at a high level.

3) The assesment of drug prevention and solving of the utility and feasibility in school is appropriate at a highest level and the overall possibility is at a highest level

Keywords: model, process , drug prevention and solving in school

บทนำ

สถานการณ์การแพร่ระบาดยาเสพติดมีสัดส่วนสูงในผู้เสพ และผู้ค้า โดยเฉพาะในกลุ่มเด็ก และเยาวชน นักเรียนระดับชั้นประถมศึกษาและมัธยมศึกษาตอนต้น ถือว่าเป็นกลุ่มที่มีโอกาสเข้ามาเกี่ยวข้อง กับยาเสพติดมากกว่ากลุ่มอื่นๆ โดยรัฐบาลได้กำหนดให้การป้องกันและแก้ไขปัญหายาเสพติดเป็นวาระแห่งชาติ ตามยุทธศาสตร์ชาติ ๒๐ ปี (พ.ศ.๒๕๖๑-๒๕๘๐) ที่กำหนดเป้าหมายให้ประเทศไทยมีความมั่นคง มั่งคั่ง ยั่งยืน เป็นประเทศพัฒนาแล้ว ด้วยการพัฒนาตามหลักปรัชญาเศรษฐกิจพอเพียง โดยในยุทธศาสตร์ด้านความมั่นคง คือ “ประเทศชาติมั่นคง ประชาชนมีความสุข” เน้นการบริหารจัดการสภาพแวดล้อม ของประเทศให้มีความมั่นคงปลอดภัย มีความพร้อมสามารถรับมือกับภัยคุกคามได้ทุกรูปแบบ และทุกความรุนแรงในทุกระดับ เร่งรัดให้มีการเสริมสร้างความเข้มแข็ง ความรัก และความสามัคคีปรองดอง ของคนในชาติตลอดจน การปลุกจิตสำนึกด้านความมั่นคงให้เกิดขึ้นในประชาชนทุกระดับ ควบคู่กับ การบูรณาการการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดที่มีอยู่ในปัจจุบัน รัฐบาลได้กำหนดให้การป้องกันและแก้ไขปัญหายาเสพติดเป็นวาระแห่งชาติ และกำหนด ยุทธศาสตร์การป้องกันและแก้ไขปัญหายาเสพติด ปี ๒๕๕๘ โดยมอบให้กระทรวงศึกษาธิการรับผิดชอบ ยุทธศาสตร์ที่ ๑ การป้องกันกลุ่มผู้มีโอกาสเข้าไปเกี่ยวข้องกับยาเสพติดและดำเนินการสร้างภูมิคุ้มกันและป้องกันยาเสพติดในสถานศึกษา กำหนดมาตรการป้องกันเด็กและเยาวชนก่อนวัยเสี่ยง และในวัยเสี่ยง ไม่ให้เข้าไปเกี่ยวข้องกับยาเสพติด เรียนรู้ถึงพิษภัยของยาเสพติด รู้จักวิธีปฏิเสธหลีกเลี่ยงยาเสพติด และใช้เวลาว่างให้เป็นประโยชน์เพื่อหลีกเลี่ยงการหมกมุ่นมั่วสุ่มกับยาเสพติดและอบายมุข การเสริมสร้าง ทักษะการดำรงชีวิตของผู้เรียน ตลอดจนดูแลช่วยเหลือนักเรียน นักศึกษา ที่ไปเกี่ยวข้องกับยาเสพติด

ปัญหายาเสพติดที่เกิดจากเด็กนักเรียนในสถานศึกษา มักมีสาเหตุมาจากอันเนื่องมาจากความอ่อนแอของสถาบันครอบครัว ชุมชน ตลอดจนการเปลี่ยนแปลงของนักเรียน ส่วนใหญ่ ดำรงชีวิตอยู่ในสภาพครอบครัวที่แตกแยก ทำให้ขาดความรัก ความอบอุ่น ความเข้าใจ ขาดการเอาใจใส่ในการอบรมเลี้ยงดู จึงทำให้เด็กมีความอ่อนไหวทางอารมณ์ ขาดที่พึงทางจิตใจ ทำให้เด็กต้องไปหาสิ่งทดแทนจากเพื่อน เมื่อเพื่อนหยิบยื่นสิ่งเสพติดให้แม้จะทราบว่าเป็นสิ่งที่ไม่ดี แต่ก็อยากทดลองหรืออยากเสพเพื่อเรียกร้องความสนใจจากครอบครัว กลุ่มเพื่อน จึงกลายเป็นปัญหา ที่เกิดขึ้น รวมทั้งนักเรียนมีส่วนในการเป็นผู้ค้ารายย่อยให้กับกลุ่มเพื่อนนักเรียนด้วยกันเอง มีทั้งลักษณะการขายเพื่อหารายได้สำหรับไว้ซื้อยามาเพื่อใช้เสพเอง และการเป็นส่วนหนึ่งของ ขบวนการค้ายาเสพติดรายย่อยที่ปลอมตัวเป็นนักเรียนเข้าในสถานศึกษา การกระทำดังกล่าว ทำให้เกิดปัญหาหลากหลายและซับซ้อนมากขึ้น ในการดำเนินการป้องกันและปราบปราม อย่างจริงจัง ทั้งนี้เพราะยาเสพติดให้โทษนั้นสามารถทำรายได้อย่างมหาศาลกับผู้ค้า จึงเป็นงานที่ยากที่จะมีมาตรการควบคุมบรรดาเหล่าผู้ค้าทั่วไป รวมทั้งข้าราชการบางคนที่ใช้อำนาจ ตำแหน่งหน้าที่ร่วมมือกับผู้ค้า เป็นที่น่าสังเกตว่า เกือบทุกครั้งที่มีการจับกลุ่มผู้ค้าได้มักจะได้เพียงผู้เสพ หรือผู้ค้ารายย่อย ๆ เท่านั้น (ปุณณลักษณ์ ลีลาพรรณวุฒิ, 2545)

ความพยายามที่จะประเมินสถานการณ์การใช้ยาเสพติดของประชาชนชาวไทย ทั้งประเทศมีมาตลอดในรัฐบาลทุกยุคทุกสมัย โดยเฉพาะอย่างยิ่งกระแสความต้องการทราบจำนวนผู้ติดยาเสพติด และผู้ใช้สารเสพติดเพื่อนำไปใช้ในการกำหนดแผนและมาตรการการแก้ไขปัญหายาเสพติดของประเทศ อีกทั้งในส่วนที่เกี่ยวข้องกับปัญหาการแพร่ระบาดของยาบ้าที่เป็นปัญหาต่อผู้ใช้แรงงาน และยังไม่สามารถแก้ปัญหาได้ก็มีการระบาดต่อไปยังกลุ่มประชากรที่เป็นอนาคต ของชาติ อาทิเช่น นักเรียนและเยาวชน เป็นต้น (อาภา ศิริวงศ์ ณ อยุธยา, 2546)

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาองค์ประกอบ ความต้องการ และแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3

2. เพื่อสร้างและตรวจสอบความเหมาะสมของรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3

3. เพื่อประเมินความเป็นไปได้และเป็นประโยชน์ของรูปแบบการพัฒนาการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง รูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 การศึกษาองค์ประกอบ ความต้องการ และแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3

ในการศึกษาความต้องการ และแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา แบ่งออกเป็น 3 ขั้นตอน ดังนี้

ขั้นตอนที่ 1.1 การศึกษาองค์ประกอบของการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 โดยการสังเคราะห์เอกสาร

1.1.1 แหล่งข้อมูล

แหล่งข้อมูล ได้แก่ เอกสารและงานวิจัยที่เกี่ยวข้องกับการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา

1.1.2 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสังเคราะห์เอกสารการศึกษาองค์ประกอบของการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา

1.1.3 การเก็บรวบรวมข้อมูล

ผู้วิจัยดำเนินการศึกษาและสังเคราะห์ข้อมูลเกี่ยวกับ องค์ประกอบของการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 จากเอกสารที่เกี่ยวข้อง

1.1.4 การวิเคราะห์ข้อมูล

วิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 1.2 การศึกษาความต้องการในการดำเนินงานด้านป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา

1.2.1 ประชากร

ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา และครู สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ปีการศึกษา 2565 จำนวน 116 คน

1.2.2 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

1) ลักษณะของเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสอบถาม แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ลักษณะเป็นแบบตรวจสอบรายการ (Check List)

ตอนที่ 2 สอบถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ในการดำเนินงานการป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ลักษณะเป็นแบบมาตรประมาณค่า 5 ระดับ (Rating Scale) ดังนี้

ตอนที่ 3 ข้อเสนอแนะ ลักษณะเป็นแบบปลายเปิด

2) การสร้างเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1) ศึกษาเอกสารงานวิจัยที่เกี่ยวข้อง และกำหนดกรอบแนวคิดในการวิจัย

2.2) นิยามศัพท์เฉพาะเพื่อเป็นแนวทางการสร้างแบบสอบถาม

2.3) สร้างแบบสอบถามฉบับร่างเสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา

2.4) หาความตรงเชิงเนื้อหา (Content Validity) โดยการหาค่าดัชนีความสอดคล้อง (Index of Item Congruence : IOC) ระหว่างข้อคำถามกับนิยามศัพท์เฉพาะ โดยผู้เชี่ยวชาญ จำนวน 5 คน

ผู้วิจัยปรับปรุงแก้ไขแบบสอบถามตามข้อเสนอแนะของผู้เชี่ยวชาญ ผลการหาค่า IOC ได้ค่า IOC อยู่ระหว่าง .80-1.

2.5 นำแบบสอบถามไปทดลองใช้ (try-out) กับผู้บริหารสถานศึกษา จำนวน 20 คน ที่ไม่ใช่กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 เพื่อหาความเชื่อมั่น (Reliability)ของแบบสอบถามโดยใช้วิธีการหาสัมประสิทธิ์อัลฟา (Coefficient Alpha) ของครอนบาค (Cronbach)

เกณฑ์ผ่านของค่าสัมประสิทธิ์ความเชื่อมั่นของแบบสอบถามอย่างน้อยที่สุดไม่ควรต่ำกว่า 0.50 แต่จะสูงขนาดไหนขึ้นอยู่กับความสำคัญของการตัดสินใจที่จะมีขึ้นและโอกาสของการติดตามตรวจสอบในเรื่องที่ได้ตัดสินใจไปแล้ว (ศิริชัย กาญจนวาสี,2548,หน้า 97) ผลการหาความเชื่อมั่นของแบบสอบถามได้ค่าความเชื่อมั่นเท่ากับ.....0.92

1.2.3 การเก็บรวบรวมข้อมูล

1) ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ถึงผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลจากผู้บริหารสถานศึกษาในสถานศึกษาที่เป็นกลุ่มเป้าหมายในการเก็บรวบรวมข้อมูล

2) ผู้วิจัยจัดส่งแบบสอบถาม ไปยังสถานศึกษาในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ผ่านช่องทาง ระบบสนับสนุนการบริหารจัดการสำนักงาน Smart Area AMSS^{++} และให้กลุ่มประชากร ตอบแบบสอบถามในรูปแบบของกูเกิลฟอร์ม (Google form) ผ่านลิงค์ และคิวอาร์โค้ด (QR Code) ที่ผู้วิจัยสร้างขึ้น

3) ในกรณีที่ไม่ได้รับแบบสอบถามคืนตามเวลาที่กำหนด ผู้วิจัย ติดตามเก็บรวบรวมแบบสอบถามด้วยตนเอง

4) เป้าหมายในการเก็บรวบรวมข้อมูล จำนวน 116 ฉบับ ได้รับคืนจำนวน 94 ฉบับคิดเป็นร้อยละ 81.03

1.2.4 การวิเคราะห์ข้อมูล

ผู้วิจัยตรวจสอบความสมบูรณ์ของแบบสอบถาม และนำแบบสอบถามฉบับสมบูรณ์มาลงรหัส คะแนนตามน้ำหนัก คะแนนแต่ละข้อ บันทึกข้อมูลลงบนคอมพิวเตอร์ และวิเคราะห์ข้อมูลด้วยโปรแกรมสำเร็จรูปทางสถิติ โดยดำเนินการดังนี้

1) ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม วิเคราะห์ด้วยค่าร้อยละ

2) ข้อมูลเกี่ยวกับความต้องการพัฒนาการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา วิเคราะห์ด้วยค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) ในการแปลความหมายค่าเฉลี่ย กำหนดเกณฑ์ดังนี้ (บุญชม ศรีสะอาด, 2554,หน้า 121)

3) ข้อเสนอแนะ วิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา

ขั้นตอนที่ 1.3 การศึกษาแนวทางการพัฒนาการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา โดยการศึกษาจากโรงเรียนที่มีวิธีการปฏิบัติที่ดี (Best Practice)

1.3.1 กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารการศึกษาและบุคลากรที่เกี่ยวข้อง จำนวน 6 คน โรงเรียนละ 2 คน ของโรงเรียนที่มีการปฏิบัติที่ดี (Best Practice) ได้มาด้วยการเลือกแบบเจาะจง (Purposive Sampling) จากโรงเรียนที่มีการบริหารงานเกี่ยวกับการดำเนินงานด้านป้องกันและแก้ปัญหายาเสพติดของโรงเรียนจำนวน 3 โรงเรียนที่ได้รับรางวัลดีเด่นเกี่ยวการดูแลนักเรียนในระบบดูแลช่วยเหลือนักเรียนจาก สพฐ จำนวน 3 แห่ง. ประกอบด้วย

(1) โรงเรียนชุมชนบ้านสว่าง

(2) โรงเรียนบ้านสีเสียด

(3) โรงเรียนบ้านกกตาลดงบังวิทยา

1.3.2 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

1) เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสัมภาษณ์แบบกึ่งโครงสร้าง (Semi-structured Interview) แบ่งออกเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ให้สัมภาษณ์ ลักษณะเป็นแบบเติมข้อความ

ตอนที่ 2 ประเด็นการสัมภาษณ์เกี่ยวกับแนวทางการพัฒนาการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษาใน 5 องค์ประกอบ ได้แก่ องค์ประกอบที่ 1 หลักการของรูปแบบ องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ องค์ประกอบที่ 3 ขอบข่ายของการพัฒนา องค์ประกอบที่ 4 แนวทางการประเมิน

ตอนที่ 3 ข้อเสนอแนะ ลักษณะเป็นแบบปลายเปิด

2) การสร้างเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1) ศึกษาเอกสารงานวิจัยที่เกี่ยวข้อง และกำหนดกรอบแนวคิดในการวิจัย

2.2) นิยามศัพท์เฉพาะเพื่อเป็นแนวทางการสร้างแบบสัมภาษณ์

2.3) สร้างแบบสัมภาษณ์ฉบับร่างเสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา

2.4) หาความตรงเชิงเนื้อหา (Content Validity) เพื่อหาค่าดัชนีความสอดคล้องระหว่างประเด็นการสัมภาษณ์กับนิยามศัพท์เฉพาะ (Index of Item Congruence : IOC) โดยผู้เชี่ยวชาญ จำนวน 5 คน

1.3.3 การเก็บรวบรวมข้อมูล

1) ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัย มหาวิทยาลัยศรีปทุมวิทยาเขตขอนแก่น เพื่อนำไปส่งถึงผู้ทรงคุณวุฒิ เพื่อขอความอนุเคราะห์ในการสัมภาษณ์เกี่ยวกับแนวทางการพัฒนาการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา

2) ผู้วิจัยส่งเค้าโครงวิทยานิพนธ์และแบบสัมภาษณ์ ไปยังโรงเรียนที่มีวิธีการปฏิบัติที่ดี (Best Practice) และศึกษาวิธีการปฏิบัติงานจากโรงเรียนทั้ง 3 โรงเรียน

3) ผู้วิจัยดำเนินการศึกษาดูงานด้วยตนเอง โดยดำเนินการดังนี้

1.3.4 การวิเคราะห์ข้อมูล

ผู้วิจัยนำข้อมูลจากการศึกษาดูงานมาสรุปประเด็นและวิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา (Content Analysis)

ระยะที่ 2 การสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษาในการสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา แบ่งออกเป็น 2 ขั้นตอน ดังนี้

ขั้นตอนที่ 2.1 การยกร่างรูปแบบการพัฒนาแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา

ในการยกร่างรูปแบบการพัฒนาแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา ดังนี้

2.1.1 ผู้วิจัยนำผลจากการศึกษา จากระยะที่ 1 ผลการศึกษาองค์ประกอบ ความต้องการ และแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา มาเป็นข้อมูลในการยกร่างรูปแบบการพัฒนาแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษาของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ตามกรอบแนวคิดในการวิจัย ประกอบด้วย 4 องค์ประกอบ ได้แก่ องค์ประกอบที่ 1 หลักการ องค์ประกอบที่ 2 วัตถุประสงค์ องค์ประกอบที่ 3 ขอบข่ายของการพัฒนา องค์ประกอบที่ 4 แนวทางการประเมิน

2.1.2 นำร่างรูปแบบการพัฒนาแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา เสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา

2.1.3 นำร่างรูปแบบการพัฒนาแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา เพื่อเสนอผู้ทรงคุณวุฒิตรวจสอบความเหมาะสมต่อไป

ขั้นตอนที่ 2.2 การตรวจสอบความเหมาะสมของรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3

2.2.1 กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 6 คน ได้มาด้วยการเลือกแบบเจาะจง (purposive sampling) ซึ่งแบ่งออกเป็น 3 กลุ่ม ดังนี้

กลุ่มที่ 1 ผู้บริหารการศึกษาที่มีวุฒิการศึกษาเกี่ยวกับการบริหารการศึกษา ตั้งแต่ระดับปริญญาโทขึ้นไป และมีความรู้และประสบการณ์เกี่ยวกับการบริหารงานด้านป้องกันและแก้ไขยาเสพติดมาแล้วไม่น้อยกว่า 10 ปี ประกอบด้วย

กลุ่มที่ 2 ผู้บริหารสถานศึกษาที่มีวุฒิการศึกษาเกี่ยวกับการบริหารการศึกษา ตั้งแต่ระดับปริญญาโทขึ้นไป และมีความรู้และประสบการณ์เกี่ยวกับการบริหารงานด้านป้องกันและแก้ไขยาเสพติดมาแล้วไม่น้อยกว่า 10 ปี ประกอบด้วย

กลุ่มที่ 3 ศึกษานิเทศก์ที่มีวุฒิการศึกษาเกี่ยวกับการบริหารการศึกษา ตั้งแต่ระดับปริญญาโทขึ้นไปหรือมีวิทยฐานะชำนาญการพิเศษ และมีความรู้และประสบการณ์เกี่ยวกับการบริหารงานด้านป้องกันและแก้ไขยาเสพติดมาแล้วไม่น้อยกว่า 10 ปี ประกอบด้วย

2.2.2 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

1) เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสอบถาม แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ถามเกี่ยวกับการตรวจสอบความเหมาะของรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา ลักษณะเป็นแบบประมาณค่า 5 ระดับดังนี้

ตอนที่ 2 ถามเกี่ยวกับข้อเสนอแนะ ลักษณะเป็นแบบปลายเปิด

2.2.3 การเก็บรวบรวมข้อมูล

1) ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัย มหาวิทยาลัยศรีปทุมวิทยาเขตขอนแก่น เพื่อนำไปส่งถึงผู้ทรงคุณวุฒิ เพื่อขอความอนุเคราะห์ในการตอบแบบถามเพื่อตรวจสอบความเหมาะสมของรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา

2) ผู้วิจัยส่ง 1) เค้าโครงวิทยานิพนธ์ 2) ร่างรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา 3) แบบสอบถามการตรวจสอบความเหมาะสมของรูปแบบภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาล่วงหน้าก่อน 7 วัน ที่ผู้วิจัยจะไปเก็บรวบรวมข้อมูลจากผู้ทรงคุณวุฒิด้วยตนเอง

3) เป้าหมายในการเก็บรวบรวมข้อมูลจำนวน 6 ฉบับ ได้รับคืนและสมบูรณ์ จำนวน 6 ฉบับ คิดเป็นร้อยละ 100

2.2.4 การวิเคราะห์ข้อมูล

ผู้วิจัยตรวจสอบความสมบูรณ์ของแบบสอบถาม และนำแบบสอบถามฉบับสมบูรณ์มาลงรหัส คะแนนตามน้ำหนักคะแนนแต่ละข้อ บันทึกข้อมูลลงบนคอมพิวเตอร์ และวิเคราะห์ข้อมูลด้วยโปรแกรมสำเร็จรูปทางสถิติ โดยดำเนินการ ดังนี้

1) ข้อมูลเกี่ยวกับการตรวจสอบความเหมาะสมของรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา วิเคราะห์ด้วยค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) ในการแปลความหมายค่าเฉลี่ยกำหนดเกณฑ์ดังนี้ (บุญชม ศรีสะอาด, 2554,หน้า 121)

เกณฑ์การพิจารณาความเหมาะสมของรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา พิจารณาจากค่าเฉลี่ย ตั้งแต่ 3.51 ขึ้นไป และส่วนเบี่ยงเบนมาตรฐานไม่เกิน 1 ถือว่ามีความเหมาะสม

3) ข้อเสนอแนะ วิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา

ระยะที่ 3 การประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา

3.1. กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา จำนวน 15 คน ได้มาด้วยการเลือกแบบเจาะจง จากผู้บริหารสถานศึกษาที่มีวุฒิการศึกษาตั้งแต่ระดับปริญญาโทขึ้นไป เกี่ยวกับการบริหารการศึกษาและมีประสบการณ์ในการบริหารการศึกษามาแล้วไม่น้อยกว่า 10 ปี จากผู้อำนวยการโรงเรียน จำนวน 15 โรงเรียนในแต่ละอำเภอ ใน สพป.รอ.เขต 3 ประกอบด้วย

3.2 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

1) ลักษณะของเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสอบถาม แบ่งออกเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ลักษณะเป็นแบบตรวจสอบรายการ

ตอนที่ 2 สอบถามการประเมินความเป็นไปได้และเป็นประโยชนของรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา ลักษณะเป็นแบบมาตรประมาณค่า 5 ระดับ ดังนี้

ตอนที่ 3 ข้อเสนอแนะ ลักษณะเป็นแบบปลายเปิด

2) การสร้างเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1) ผู้วิจัยนำรูปแบบการพัฒนาแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา ที่ผ่านการตรวจสอบความเหมาะสมจากผู้ทรงคุณวุฒิแล้วมาเป็นกรอบในการกำหนดประเด็นข้อคำถาม

2.2) สร้างแบบสอบถามและนำเสนออาจารย์ที่ปรึกษาเพื่อพิจารณาความเหมาะสมและการใช้ภาษา และปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา

2.3) ผู้วิจัยปรับปรุงและจัดพิมพ์แบบสอบถามฉบับสมบูรณ์เพื่อนำไปเก็บรวบรวมข้อมูลต่อไป

3.3 การเก็บรวบรวมข้อมูล

1) ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ถึงผู้อำนวยการโรงเรียน ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ที่เป็นกลุ่มเป้าหมายในการเก็บรวบรวมข้อมูล

2)) ผู้วิจัยจัดส่งแบบสอบถาม ไปยังผู้บริหารสถานที่เป็นกลุ่มเป้าหมายในการเก็บรวบรวมข้อมูล ผ่านช่องทาง ระบบสนับสนุนการบริหารจัดการสำนักงาน Smart Area AMSS++ และให้กลุ่มตัวอย่างตอบแบบสอบถามในรูปแบบของกูเกิลฟอร์ม (Google form) ผ่านลิงค์ และคิวอาร์โค้ด (QR Code) ที่ผู้วิจัยสร้างขึ้น เป้าหมายในการเก็บรวบรวมข้อมูลจำนวน 12 ฉบับ ได้รับคืนและสมบูรณ์ จำนวน 12 ฉบับ คิดเป็นร้อยละ100

3.4 การวิเคราะห์ข้อมูล

ผู้วิจัยตรวจสอบความสมบูรณ์ของแบบสอบถาม และนำแบบสอบถามฉบับสมบูรณ์มาลงรหัส คะแนนตามน้ำหนักคะแนนแต่ละข้อ บันทึกข้อมูลลงบนคอมพิวเตอร์ และวิเคราะห์ข้อมูลด้วยโปรแกรมสำเร็จรูปทางสถิติ โดยดำเนินการ ดังนี้

1) ข้อมูลเกี่ยวกับการประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา วิเคราะห์ด้วยค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) ในการแปลความหมายค่าเฉลี่ย กำหนดเกณฑ์ดังนี้ (บุญชม ศรีสะอาด, 2554,หน้า 121)

2) ข้อเสนอแนะ วิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา

สรุปผลการวิจัย

1. ผลการศึกษาองค์ประกอบ ความต้อง และแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3

1.1 ผลการศึกษาองค์ประกอบของรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 โดยการสังเคราะห์เอกสาร สรุปได้ดังนี้

องค์ประกอบที่ 1 หลักการของรูปแบบ ประกอบด้วย 4 หลักการ ได้แก่ 1) หลักการสร้างความรับรู้โดยการรณรงค์และประชาสัมพันธ์ในการป้องกันและเฝ้าระวัง หลากหายช่องทาง 2) หลักการนำกิจกรรมมาเชื่อมโยงกับนักเรียนเช่นการเข้าค่ายตามโครงการต่างๆเพื่อให้นักเรียนได้ตระหนักถึงโทษภัยของยาเสพติด 3) หลักการสร้างพื้นที่ปลอดภัยในโรงเรียน เพื่อให้นักเรียนสามารถพูดคุยกับครูได้ทุกเรื่อง 4) หลักการค้นหา และคัดกรองนักเรียนเพื่อจำแนกกลุ่ม

องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ ประกอบด้วย 3 วัตถุประสงค์ ได้แก่
1)เพื่อให้ครูได้รู้ถึงวิธีการดำเนินงานตามมาตรการของ ป.ป.ส 2)เพื่อให้ครูได้ใกล้ชิดและรับรู้ถึงปัญหาและสาเหตุการใช้ยาเสพติดของนักเรียน 3) เพื่อให้นักเรียนมีทักษะชีวิต และตระหนักรู้ถึงพิษภัยของยาเสพติด

องค์ประกอบที่ 3 ขอบข่ายการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา ประกอบด้วย 5 มาตรการ ได้แก่ 1) มาตรการป้องกัน 2) มาตรการค้นหา 3) มาตรการรักษา 4) มาตรการเฝ้าระวัง 5) มาตรการบริหารจัดการ

องค์ประกอบที่ 4 แนวทางการประเมิน ประกอบด้วย 1. ประเด็นการประเมิน 1.1) การจัดทำข้อมูลนักเรียนเป็นรายบุคคล 1.2) การจัดกิจกรรมเข้าค่ายเพื่อให้นักเรียนได้เรียนรู้ถึงโทษภัยของยาเสพติด 1.3)การรายงานผลการดำเนินงานต่อหน่วยงานต้นสังกัด 1.4)นักเรียนทีทักษะชีวิต และตระหนักถึงโทษภัยของยาเสพติด 2. เครื่องมือที่ใช้ในการประเมิน 2.1) แบบสังเกต 2.2) แบบสัมภาษณ์ 2.3) แบบประเมิน

1.2 ผลการศึกษาความต้องการ ในการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 สรุปได้ดังนี้

ผลการศึกษาความต้องการในการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา ในภาพรวมมีความต้องการอยู่ในระดับมากที่สุด

1.3 ผลการศึกษาแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 โดยการสัมภาษณ์ผู้ทรงคุณวุฒิ สรุปได้ดังนี้

องค์ประกอบที่ 1 หลักการของรูปแบบ ประกอบด้วย 4 หลักการ ได้แก่ 1) หลักการสร้างความรับรู้โดยการรณรงค์และประชาสัมพันธ์ในการป้องกันและเฝ้าระวัง หลากหายช่องทาง 2) หลักการนำกิจกรรมมาเชื่อมโยงกับนักเรียนเช่นการเข้าค่ายตามโครงการต่างๆเพื่อให้นักเรียนได้ตระหนักถึงโทษภัยของยาเสพติด 3) หลักการสร้างพื้นที่ปลอดภัยในโรงเรียน เพื่อให้นักเรียนสามารถพูดคุยกับครูได้ทุกเรื่อง4) หลักการค้นหา และคัดกรองนักเรียนเพื่อจำแนกกลุ่ม

องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ ประกอบด้วย 3 วัตถุประสงค์ ได้แก่ 1) เพื่อให้ครูได้รู้ถึงวิธีการดำเนินงานตามมาตรการของ ป.ป.ส 2) เพื่อให้ครูได้ใกล้ชิดและรับรู้ถึงปัญหาและสาเหตุการใช้ยาเสพติดของนักเรียน 3)เพื่อให้นักเรียนมีทักษะชีวิต และตระหนักรู้ถึงพิษภัยของยาเสพติด

องค์ประกอบที่ 3 ขอบข่ายการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา ประกอบด้วย 5 มาตรการ ได้แก่ 1) มาตรการด้านการป้องกัน 2) มาตรการการค้นหา 3) มาตรการการรักษา 4) มาตรการการเฝ้าระวัง 5) มาตรการบริหารจัดการ

องค์ประกอบที่ 4 แนวทางการประเมิน ประกอบด้วย 1) การจัดทำข้อมูลนักเรียนเป็นรายบุคคล 2) การจัดกิจกรรมเข้าค่ายเพื่อให้นักเรียนได้เรียนรู้ถึงโทษภัยของยาเสพติด 3)การรายงานผลการดำเนินงานต่อหน่วยงานต้นสังกัด 4) นักเรียนทีทักษะชีวิต และตระหนักถึงโทษภัยของยาเสพติด เครื่องมือที่ใช้ในการประเมิน 1) แบบสังเกต 2)แบบสัมภาษณ์ 3)แบบประเมิน

2. ผลการสร้างและตรวจสอบความเหมาะสมของรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 พบว่า รูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ประกอบด้วย 4 องค์ประกอบ ดังนี้

องค์ประกอบที่ 1 หลักการของรูปแบบ ประกอบด้วย 4 หลักการ ได้แก่ หลักการของรูปแบบ ประกอบด้วย 4 หลักการ ได้แก่ 1) หลักการสร้างความรับรู้โดยการรณรงค์และประชาสัมพันธ์ในการป้องกันและเฝ้าระวัง หลากหายช่องทาง 2) หลักการนำกิจกรรมมาเชื่อมโยงกับนักเรียนเช่นการเข้าค่ายตามโครงการต่างๆเพื่อให้นักเรียนได้ตระหนักถึงโทษภัยของยาเสพติด 3) หลักการสร้างพื้นที่ปลอดภัยในโรงเรียน เพื่อให้นักเรียนสามารถพูดคุยกับครูได้ทุกเรื่อง4) หลักการค้นหา และคัดกรองนักเรียนเพื่อจำแนกกลุ่ม

องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ วัตถุประสงค์ของรูปแบบ ประกอบด้วย 3 วัตถุประสงค์ ได้แก่ 1) เพื่อให้ครูได้รู้ถึงวิธีการดำเนินงานตามมาตรการของ ป.ป.ส 2) เพื่อให้ครูได้ใกล้ชิดและรับรู้ถึงปัญหาและสาเหตุการใช้ยาเสพติดของนักเรียน 3) เพื่อให้นักเรียนมีทักษะชีวิต และตระหนักรู้ถึงพิษภัยของยาเสพติด

องค์ประกอบที่ 3 ขอบข่ายและการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา ประกอบด้วย 5 มาตรการ ได้แก่ 1) มาตรการด้านการป้องกัน 2) มาตรการการค้นหา 3) มาตรการการรักษา 4) มาตรการการเฝ้าระวัง 5) มาตรการบริหารจัดการ

องค์ประกอบที่ 4 แนวทางการประเมิน ประกอบด้วย 1) การจัดทำข้อมูลนักเรียนเป็นรายบุคคล 2) การจัดกิจกรรมเข้าค่ายเพื่อให้นักเรียนได้เรียนรู้ถึงโทษภัยของยาเสพติด 3)การรายงานผลการดำเนินงานต่อหน่วยงานต้นสังกัด 4) นักเรียนทีทักษะชีวิตและตระหนักถึงโทษภัยของยาเสพติด เครื่องมือที่ใช้ในการประเมิน 1) แบบสังเกต 2)แบบสัมภาษณ์ 3)แบบประเมิน

ผลการตรวจสอบรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 พบว่า ผู้ทรงคุณวุฒิมีความเห็นว่า มีความเหมาะสมอยุ่ในระดับมากที่สุด

3. ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ไปใช้ พบว่า ครูมีความคิดเห็นว่า ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 มีความเป็นไปได้อยู่ในระดับมากที่สุด และมีความเป็นประโยชน์อยู่ในระดับมากที่สุด

อภิปรายผลการวิจัย

การวิจัยรูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา มีประเด็นสำคัญทีนำมาอภิปรายผล ดังนี้

การศึกษาองค์ประกอบ ความต้องการ และแนวทางการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา พบว่า รูปแบบการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา พบว่า มาตรการที่ 1 มาตรการป้องกัน ประกอบด้วย 1) สถานศึกษามีการรณรงค์เผยแพร่ความรู้เกี่ยวกับปัญหายาเสพติด 2) การแต่งตั้งบุคลากรรับผิดชอบงาน ป้องกันยาเสพติดในสถานศึกษาอย่างชัดเจน 3) การส่งเสริมการทำกิจกรรมที่สร้างสรรค์ เช่น กิจกรรมทางศาสนากีฬา หรือดนตรี มาตรการที่ 2 มาตรการค้นหา มีดังนี้ 1) เพื่อให้ครูได้รู้ถึงวิธีการดำเนินงานตามมาตรการของ ป.ป.ส 2) เพื่อให้ครูได้ใกล้ชิดและรับรู้ถึงปัญหาและสาเหตุการใช้ยาเสพติดของนักเรียน 3)เพื่อให้นักเรียนมีทักษะชีวิต และตระหนักรู้ถึงพิษภัยของยาเสพติด มาตรการที่ 3 มาตรการรักษา มีขอบข่ายในการพัฒนาดังนี้

1) สถานศึกษามีการประสานนักเรียนที่ติดยาเสพติดให้ได้รับการดูแลด้วยการเข้าบำบัดฟื้นฟู

2) สถานศึกษามีการนำผู้ติดยาหรือใช้สารเสพติดเข้ารับบำบัดกับหน่วยงานที่เกี่ยวข้อง เช่น สาธารณสุข โรงพยาบาล ตำรวจ 3) การให้ความช่วยเหลือ และให้คำแนะนำเมื่อผู้เรียนเกิดปัญหา มาตรการที่ 4 มาตรการเฝ้าระวัง มีขอบข่ายการพัฒนาดังนี้ 1) มีการรวบรวมข้อมูลนักเรียนทั้งข้อมูลทั่วไปและข้อมูลพฤติกรรมของนักเรียนเพื่อนำมาวิเคราะห์ความเสี่ยงและวางแผนช่วยเหลือนักเรียน 2) สถานศึกษามีการสอดส่องดูแลนักเรียนที่มีพฤติกรรมเสี่ยงโดยเฉพาะกลุ่มนักเรียนที่มาโรงเรียนสาย 3) มีการตรวจหาสารเสพติดอย่างน้อยภาคเรียนละ 1 ครั้งอยู่เป็นประจำ มาตรการที่ 5 มาตรการบริหารจัดการ มีขอบข่ายในการพัฒนาดังนี้ 1)นำยุทธศาสตร์การป้องกันยาเสพติดของรัฐบาลมาปฏิบัติในสถานศึกษา 2)แต่งตั้งครูแกนนำเรื่องยาเสพติดในการปฏิบัติหน้าที่ในสถานศึกษา 3) มีการประชุมผู้ปกครอง เครือข่าย และประสานความร่วมมือในระดับครอบครัวและชุมชน

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

สถานศึกษาตรวจสารเสพติดอยู่เป็นประจำ รวบรวมข้อมูลนักเรียนทั้งข้อมูลทั่วไป ข้อมูลพฤติกรรมของนกัเรียนนามาวิเคราะห์ความเสี่ยงวางแผนช่วยเหลือนักเรียน และจัดทำแผนงานเฝ้าระวังและแก้ไขปัญหายาเสพติด

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

ควรศึกษาแนวทางแบบมีส่วนร่วมของชุมชนและหน่วยงานภายนอก ในการดำเนินงานป้องกันและแก้ไขปัญหายาเสพติดในสถานศึกษา

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แนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

Guidelines for the Development of Internal Supervision on Learning Management in the Digital Age of School Administrators Under the Secondary Educational Service Area Office Buriram

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บทคัดย่อ

วิจัยนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 354 คน สุ่มตัวอย่างแบบแบ่งชั้นภูมิ และศึกษาโรงเรียนที่ปฏิบัติมที่เป็นเลิศ กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 6 คน 2) เพื่อศึกษาแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน เลือกแบบเจาะจง 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 10 คน เครื่องมือที่ใช้ในวิจัย คือ แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ แบบสัมภาษณ์ และแบบสอบถามประเมินแนวทาง สถิติที่ใช้ในการวิจัย ได้แก่ การแจกแจงความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน วิเคราะห์เนื้อหา และวิเคราะห์ลำดับความสำคัญของความต้องการจำเป็นด้วยค่าดัชนี $PNI_{Modified}$ ผลการวิจัยพบว่า

1) สภาพปัจจุบัน โดยรวมอยู่ในระดับมาก สภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมากที่สุด และลำดับความต้องการจำเป็นเรียงลำดับความต้องการจำเป็น 1) ด้านการจัดกิจกรรมการเรียนรู้ 2) ด้านหลักสูตรและการนำไปใช้ 3) ด้านการวัดและประเมินผล และ 4) ด้านการผลิตและการใช้สื่อ

2) แนวทางการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา ประกอบด้วย 1) หลักการและเหตุผล 2) ความมุ่งหมาย 3) ทางการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษาใน 4 ด้าน 4) กลไกในการบริหารจัดการ 5) เงื่อนไขความสำเร็จ แนวทางการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา พบว่า มีความเหมาะสม อยู่ในระดับมากที่สุด

3) การประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ โดยรวมมีความเหมาะสมและความเป็นไปได้อยู่ระดับมากที่สุด

คำสำคัญ : แนวทางการพัฒนา, การนิเทศภายใน, การจัดการเรียนรู้ยุคดิจิทัล

Abstract

This research aims 1) to study the current situation desirable condition and the study needs of internal supervision development guidelines for learning management in the digital age of school administrators under the Secondary Educational Service Area Office Buriram, the sample group consisted of 354 school administrators and teachers. And study best practices from 6 school administrators and teachers. 2) To study guidelines for developing internal supervision in learning management in the digital age of school administrators under the Secondary Educational Service Area Office Buriram. The informants were 5 experts by purposive sampling. 3) To assess the suitability and feasibility of the internal supervision development approach in learning management in the digital age of school administrators under the Secondary Educational Service Area Office Buriram. The research instrument was the current status questionnaire. desirable condition, interview form and a guideline evaluation questionnaire.

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The statistics used in the research were frequency distribution, percentage, mean, standard deviation. analyze content The priorities of the needs were analyzed using the $PNI_{Modified}$ index.

The results were as follows:

1. The current condition in overall was at a high level and the desirable condition in overall was at the highest level. The sequence of requirements needed to develop the guideline in descending order, namely: the organization of learning activities curriculum and application measurement and evaluation and the production and use of media.

2. The development of internal supervision guidelines for learning management in the digital age of school administrators consists of 1) principles and reasons 2) aims 3) internal supervision on learning management in the digital age of school administrators in 4 aspects 4) management mechanism 5) conditions of success.

3. Evaluation results of the appropriateness and feasibility of the internal supervision approach learning management in the digital age of school administrators in overall is appropriate and possible at the highest level.
Keyword: Development Guidelines, Internal Supervision, Learning Management in the Digital Age.

บทนำ

การดำเนินงานนิเทศภายใน เป็นงานที่อยู่ในความรับผิดชอบโดยตรงของผู้บริหารสถานศึกษา ซึ่งผู้บริหารต้องเป็นบุคคลที่สามารถแสดงบทบาทในการนิเทศภายในได้อย่างเหมาะสม มีประสิทธิภาพสูงสุด ผู้บริหารจะต้องเป็นทั้งนักบริหารและนักวิชาการ มีความรู้ความสามารถในเชิงบริหารจัดการ และมีคุณสมบัติเป็นนักวิชาการที่รอบรู้ควบคู่กันไปด้วย ซึ่งผู้บริหารจะต้องเป็นผู้บริหารมืออาชีพ มีความสามารถทั้งในเชิงบริหารและเชิงวิชาการควบคู่กันไป จึงจะนำองค์กรสู่ความสำเร็จได้ (สุรศักดิ์ ปาเฮ, 2545)

การนิเทศการจัดการเรียนรู้ในปัจจุบัน จำเป็นต้องนำการบริหารจัดการเทคโนโลยีสารสนเทศมาใช้ในการพัฒนาร่วมด้วย เนื่องจากก่อให้เกิดการสร้างการรับรู้ระหว่างผู้นิเทศและผู้รับการนิเทศ จึงจำเป็นต้องมีการกำหนดวิธีการนิเทศ และกิจกรรมการนิเทศที่เหมาะสมตามสภาพปัญหาและความต้องการ โดยเน้นการใช้เทคโนโลยีสารสนเทศและการสื่อสาร ในรูปแบบต่าง ๆ รวมทั้งการจัดการเรียนรู้โดยใช้สื่อเทคโนโลยีในการออกแบบการเรียนรู้และการจัดการเรียนรู้ นักเรียนได้เรียนรู้ภายใต้สถานการณ์ต่าง ๆ ที่เปลี่ยนแปลงไป (มุกดา เลขะวิพัฒน์, 2563)

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ มีรูปแบบการดำเนินงานติดตาม ตรวจสอบ ประเมินผล และนิเทศการศึกษา เพื่อพัฒนาคุณภาพการศึกษาตามมาตรฐานการศึกษาของสถานศึกษา โดยมีขอบข่ายสาระสำคัญในการประเมินตามมาตรฐานการศึกษาขั้นพื้นฐาน 4 ด้าน ตามตัวบ่งชี้และระดับคุณภาพ พร้อมทั้งนำประเด็นตัวบ่งชี้ของยุทธศาสตร์ในแผนปฏิบัติราชการของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน พ.ศ. 2561 นอกจากนี้ยังได้กำหนดให้สถานศึกษาในสังกัดให้มีการศึกษา วิเคราะห์ วิจัย นิเทศติดตาม และประเมินผลการบริหารและการดำเนินการ โดยมุ่งผลสัมฤทธิ์ของหน่วยงานและสถานศึกษาในสังกัด (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์, 2563)

จากสภาพปัญหาดังกล่าว แสดงให้เห็นว่าการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลเป็นสิ่งที่ผู้บริหารและครูต้องคำนึงถึงและพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัล ทั้งด้านการจัดกิจกรรมการเรียนรู้ ด้านหลักสูตรและการนำไปใช้ ด้านการวัดและประเมินผล และด้านการผลิตและการใช้สื่อ เพื่อพัฒนาคุณภาพการนิเทศภายในให้มีคุณภาพตามเกณฑ์มาตรฐานการศึกษา มีประสิทธิภาพและเกิดประสิทธิผลต่อสถานศึกษาต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นในการศึกษาของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

2. เพื่อศึกษาแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

3. เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง แนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงาน เขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

ตอนที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็น

1. ขั้นตอนการดำเนินการ

1.1 ผู้วิจัยศึกษาแนวคิด ทฤษฎี เกี่ยวกับพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา จากเอกสาร และงานวิจัยที่เกี่ยวข้อง ทำการวิเคราะห์ข้อมูลโดยการสร้างข้อสรุปจากการวิเคราะห์เนื้อหา (Content Analysis) จากข้อมูลที่เก็บรวบรวมได้ แล้วนำมาสร้างกรอบแนวคิดการวิจัย ได้องค์ประกอบและตัวชี้วัดของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ ประกอบด้วย 4 องค์ประกอบ ดังนี้ 1) ด้านหลักสูตรและการนำไปใช้ 2) ด้านการจัดกิจกรรมการเรียนรู้ 3) ด้านการผลิตและการใช้สื่อ 4) ด้านการวัดและประเมินผล

1.2 นำองค์ประกอบ และตัวบ่งชี้ของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ มาใช้สร้างแบบสอบถามเพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็น

1.3 ทำการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

1.4 วิเคราะห์สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ มาหาดัชนีความต้องการจำเป็น (Priority Needs Index)

2. ประชากรและกลุ่มตัวอย่าง

2.1 ประชากร ได้แก่ ผู้บริหาร และครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ จำนวน 4,218 คน

2.2 กลุ่มตัวอย่าง คือ ผู้บริหาร และครู สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ จำนวน 354 คน โดยการสุ่มตัวอย่างแบบแบ่งชั้น (Stratified random sampling) จากการใช้เกณฑ์ตามตารางกำหนดขนาดกลุ่มตัวอย่างของเครจซี่และมอร์แกน (บุญชม ศรีสะอาด, 2553) โดยผู้วิจัยได้ทำการกำหนดขนาดของกลุ่มตัวอย่างที่ระดับความเชื่อมั่นที่ 95% และระดับความคลาดเคลื่อนของกลุ่มตัวอย่างที่ .05

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 แบบสอบถามเพื่อการวิจัย เป็นแบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบ รายการ (Checklist) เป็นข้อมูลพื้นฐานเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นแบบสอบถามที่เป็นข้อคำถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์ของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ มีลักษณะเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ (Rating Scale) ตามแบบของลิเคิร์ท (Likert Type)

3.2 การสร้างและหาคุณภาพของเครื่องมือ

แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ มีวิธีการสร้างและหาคุณภาพ ดังนี้

1. ศึกษาหลักเกณฑ์ และวิธีการสร้างแบบสอบถามแบบมาตราส่วน ประมาณค่า

2. ร่างแบบสอบถามโดยใช้ประเด็นองค์ประกอบและตัวชี้วัดที่ได้จากการศึกษามาเป็นกรอบการสร้างแบบสอบถาม

3. นำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ เพื่อตรวจสอบความถูกต้องและความครอบคลุมของเนื้อหาแล้วนำข้อเสนอแนะที่ได้ไปพิจารณาปรับปรุงแก้ไขให้สมบูรณ์ยิ่งขึ้น

4. การตรวจคุณภาพของแบบสอบถาม โดยการตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ผู้วิจัยนำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นและผ่านการพิจารณาจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว นำเสนอผู้เชี่ยวชาญเพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา ความเหมาะสมและความชัดเจนของข้อคำถาม ดำเนินการตรวจสอบคุณภาพเครื่องมือโดยวิธีการตรวจสอบความเที่ยงตรงเชิงเนื้อหาใช้เทคนิค IOC (Index of Item-Objective Congruence) หรือดัชนีความสอดคล้องระหว่างข้อคำถาม

5. นำแบบสอบถามที่ผ่านการตรวจพิจารณาของผู้เชี่ยวชาญแล้วนำไปทดลองใช้ เพื่อหาคุณภาพของแบบสอบถาม โดยนำไปทดลองใช้ (Try Out) กับผู้บริหารและครู ที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน

6. นำแบบสอบถามที่ทดลองใช้นำมาหาค่าอำนาจจำแนกรายข้อโดยการหาค่าสัมประสิทธิ์สหสัมพันธ์อย่างง่าย ระหว่างคะแนนรายข้อกับคะแนนรวม (Item–Total Correlation) คัดเลือกข้อคำถามที่มีค่า 0.20 ขึ้นไปใช้ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่าย โดยดูจากค่าความสัมพันธ์จากคะแนนรายข้อกับคะแนนรวม (Item Total Correlation) ข้อคำถามมีค่าอำนาจจำแนกอยู่ระหว่างการตรวจสอบค่าความเชื่อมั่น ผู้วิจัยได้นำข้อคำถามที่มีค่าอำนาจจำแนกตามเกณฑ์ไปหาค่าความเชื่อมั่นทั้งฉบับตามวิธีการหาค่าสัมประสิทธิ์แอลฟาของคอนบราค (Cronbach's Alpha Coefficient)

7. จัดพิมพ์แบบสอบถามฉบับสมบูรณ์ แล้วนำไปเก็บรวบรวมข้อมูลกับกลุ่มตัวอย่างต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยดำเนินการขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้อำนวยการสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ เพื่อขออนุญาตและอำนวยความสะดวกในการดำเนินการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างที่เป็นผู้บริหารและครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ จำนวน 354 คน

4.2 เมื่อผู้อำนวยการสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ พิจารณาให้ความเห็นชอบแล้วนำหนังสือที่ผ่านการพิจารณา เสนอต่อผู้อำนวยการโรงเรียนในสังกัด เพื่ออำนวยความสะดวกในการเก็บข้อมูล

4.3 ผู้วิจัยนำแบบสอบถามพร้อมหนังสือขอความร่วมมือในการตอบแบบสอบถาม จัดส่งไปยังสถานศึกษาที่เป็นกลุ่มตัวอย่างทางออนไลน์

5. การจัดกระทำและวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์และนำเสนอข้อมูลจากแบบสอบถาม ดังนี้

5.1 การจัดกระทำข้อมูล

5.1.1 ตรวจสอบจำนวนและความสมบูรณ์ของแบบสอบถามที่ได้รับคืนมาแต่ละฉบับใช้วิเคราะห์ข้อมูล โดยใช้โปรแกรมสำเร็จรูป ดังนี้

5.1.1.1 วิเคราะห์ข้อมูล ตอนที่ 1 ของแบบสอบถาม ที่มีลักษณะเป็นข้อมูลทั่วไปเกี่ยวกับสถานภาพ เพศ อายุ ประสบการณ์ วิเคราะห์โดยใช้ค่าความถี่ (Frequency) และ ค่าร้อยละ Percentage)

5.1.1.2 วิเคราะห์ข้อมูล ตอนที่ 2 ของแบบสอบถาม ที่มีลักษณะข้อมูล ประเภทมาตราส่วนประมาณค่า (Rating Scale) โดยใช้โปรแกรมสำเร็จรูปในการดำเนินการหาค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล ในการวิเคราะห์ข้อมูลการวิจัยครั้งนี้ ผู้วิจัยได้ใช้สถิติในการวิเคราะห์ข้อมูลดังนี้

5.2.1 สถิติพื้นฐาน

5.2.1.1 ร้อยละ (Percentage)

5.2.1.2 ค่าเฉลี่ย (Mean)

5.2.1.3 ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation: S.D.)

5.2.2 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ

5.2.2.1 ค่าความเชื่อมั่นของแบบสอบถามโดยหาค่าสัมประสิทธิ์แอลฟา (Alpha Coefficient) โดยใช้สูตรของครอนบาค (Cronbach) และค่าอำนาจจำแนกรายข้อ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อคำถามกับคะแนนตามสูตรหาค่า สัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson's Product Moment Correlation Coefficient)

5.2.2.2 การหาค่าความตรงด้านเนื้อหา (Content Validity) ของ แบบสอบถามโดยใช้สูตรดัชนีความสอดคล้อง (Index of item Objective Congruence: IOC)

5.3. วิเคราะห์ความต้องการความจำเป็น (Need Assessment) โดยนำข้อมูลที่ได้จากการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์มาหาดัชนีความต้องการจำเป็น (Priority Needs Index) เพื่อจัดลำดับความต้องการความจำเป็น

ตอนที่ 2 ศึกษา Best Practices โรงเรียนที่ปฏิบัติมที่เป็นเลิศด้านการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัล

1. ขั้นตอนการดำเนินการ

1. ผู้ให้ข้อมูล ได้แก่ ผู้บริหารและครูผู้สอนโรงเรียนละ 2 คน จำนวน 3 โรงเรียน ใช้วิธีการเลือกแบบเจาะจง (Purposive Sampling) รวมผู้ให้ข้อมูลทั้งหมด 6 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสัมภาษณ์กึ่งโครงสร้างซึ่งใช้คำถามที่ประกอบด้วยข้อมูลทั่วไปและความคิดเห็นเกี่ยวกับการเสริมสร้างภาวะผู้นำดิจิทัลของครู ซึ่งมีส่วนประกอบดังนี้

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับตำแหน่งทางการบริหาร ตำแหน่งทางวิชาการ คุณวุฒิสูงสุด สถานที่ทำงาน ประสบการณ์ในการทำงาน

ตอนที่ 2 ความคิดเห็นเกี่ยวกับการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัล

2.2 การสร้างและการหาคุณภาพของเครื่องมือ

2.2.1 ศึกษาแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้องกับแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัล

2.2.2 สร้างเป็นข้อคำถามของแบบสัมภาษณ์

2.2.3 นำข้อคำถามของแบบสัมภาษณ์ที่สร้างได้ไปให้อาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้องของแบบสัมภาษณ์ สำนวนภาษา และปรับปรุงตามคำแนะนำของอาจารย์ที่ปรึกษา

2.2.4 นำแบบสัมภาษณ์ที่สร้างขึ้นเรียบร้อยแล้วไปให้ผู้เชี่ยวชาญ (ชุดเดิม) ในการตรวจสอบเครื่องมือวิจัย พิจารณาความสอดคล้องระหว่างประเด็นข้อคำถามในการสัมภาษณ์ กับวัตถุประสงค์และนิยามศัพท์เฉพาะ ในขั้นตอนนี้ใช้การวิเคราะห์ความสอดคล้อง (IOC : Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

2.2.5 ปรับปรุงแบบสัมภาษณ์ตามคำแนะนำของผู้เชี่ยวชาญไปจัดทำเป็นแบบ สัมภาษณ์ฉบับสมบูรณ์

3. การเก็บรวบรวมข้อมูล

ดำเนินการประสานงานกับหน่วยงานต้นสังกัดของผู้ให้ข้อมูลและสัมภาษณ์ด้วยตนเอง โดยใช้แบบสอบถามที่สร้างขึ้น ผู้วิจัยใช้วิธีการสัมภาษณ์และจัดเก็บข้อมูลด้วยวิธีการจดบันทึก ใช้เครื่องบันทึกเสียงและกล้องถ่ายภาพ โดยมีรายละเอียดดังนี้

3.1 ขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ไปยังสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล ณ โรงเรียนที่มีแนวปฏิบัติที่ดี จำนวน 3 โรงเรียน

3.2 นำหนังสือขอความอนุเคราะห์ในการตอบแบบสัมภาษณ์ส่งถึงกลุ่มผู้ให้ข้อมูลด้วยตนเอง พร้อมนัดหมายวันเวลาที่กลุ่มผู้ให้ข้อมูลสะดวกในการให้สัมภาษณ์กับผู้วิจัย

3.3 ดำเนินการสัมภาษณ์ตามวันเวลาที่นัดหมายพร้อมเก็บบันทึกข้อมูล โดยละเอียด

4. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

4.1 นำข้อมูลที่ได้จากแบบบันทึกการสัมภาษณ์มาเรียบเรียง จัดระเบียบ ข้อมูล จัดกลุ่มเนื้อหาตามองค์ประกอบหลักและองค์ประกอบย่อย

4.2 ผู้วิจัยวิเคราะห์ข้อมูลโดยการวิเคราะห์ข้อมูลเชิงคุณภาพ

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงคุณภาพ คือ การวิเคราะห์เนื้อหา (Content Analysis)

ระยะที่ 2 ศึกษาแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

ขั้นตอนที่ 1 ยกร่างแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ โดยดำเนินการนำข้อมูลที่ได้จากการวิเคราะห์ความต้องการจำเป็นในระยะที่ 1 และการศึกษา Best Practices เกี่ยวกับการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัล มาพัฒนาเป็นแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

ขั้นตอนที่ 2 การตรวจสอบยืนยันโปรแกรม

1. ผู้ทรงคุณวุฒิ ตรวจสอบยืนยันแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ จำนวน 5 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบบันทึกการสัมภาษณ์ ของผู้ทรงคุณวุฒิด้านความเหมาะสมของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องการแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัล

2.2.2 ศึกษาวิธีการสร้างแบบสัมภาษณ์

2.2.3 ร่างแบบบันทึกการสัมภาษณ์ โดยใช้ประเด็นสำคัญของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบบันทึกการสัมภาษณ์ที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษา วิทยานิพนธ์แล้วให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้อง ตั้งแต่ .60 ขึ้นไป

2.2.6 จัดทำแบบสัมภาษณ์ฉบับจริงและนำไปเก็บข้อมูลกับกลุ่มผู้ทรงคุณวุฒิต่อไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุมถึงผู้ทรงคุณวุฒิ

3.2 นำหนังสือขอความอนุเคราะห์ในการตอบแบบสัมภาษณ์ส่งถึงผู้ทรงคุณวุฒิให้ข้อมูลด้วยตนเอง พร้อมนัดหมายวันเวลาที่กลุ่มผู้ให้ข้อมูลสะดวกในการให้สัมภาษณ์กับผู้วิจัย

3.3 ดำเนินการสัมภาษณ์ตามวันเวลาที่นัดหมายพร้อมเก็บบันทึกข้อมูล โดยละเอียด

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบบันทึกการสัมภาษณ์

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูลและการวิเคราะห์ข้อมูลเชิงคุณภาพ

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 การวิเคราะห์ข้อมูล คือ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 3 ประเมินความเหมาะสมของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ โดย

1. ผู้ทรงคุณวุฒิ (ชุดเดิม) จำนวน 5 คน ประเมินความเหมาะสมของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสมของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ ของลิเคอร์ท (Likert Scale)

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2553)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ระยะที่ 3 ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

1. นำแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของบริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ (ฉบับสมบูรณ์) และและแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ เสนอต่อผู้บริหารสถานศึกษาและครู จำนวน 10 คน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา โดยการเลือกแบบเจาะจง (Purposive sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสมและความเป็นไปได้ของของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ ของลิเคอร์ท (Likert Scale)

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ โดย ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้บริหารสถานศึกษาและครู จำนวน 10 คน

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2553)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

1. สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัล ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์

1.1 สภาพปัจจุบันของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัล ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ โดยรวมอยู่ในระดับมาก และรายด้าน ได้แก่ ด้านหลักสูตรและการนำไปใช้ อยู่ในระดับมาก ด้านด้านการจัดกิจกรรมการเรียนรู้ อยู่ในระดับมาก ด้านด้านการผลิตและการใช้สื่อ อยู่ในระดับมาก และด้านด้านการวัดและประเมินผล อยู่ในระดับมาก

1.2 สภาพที่พึงประสงค์ของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัล ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ โดยรวมอยู่ในระดับมากที่สุด และรายด้าน ได้แก่ ด้านหลักสูตรและการนำไปใช้ อยู่ในระดับมากที่สุด ด้านด้านการจัดกิจกรรมการเรียนรู้ อยู่ในระดับมากที่สุด ด้านด้านการผลิตและการใช้สื่อ อยู่ในระดับมากที่สุด และด้านด้านการวัดและประเมินผล อยู่ในระดับมากที่สุด

1.3 ความต้องการจำเป็นของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัล ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ ด้านการจัดกิจกรรมการเรียนรู้ ด้านหลักสูตรและการนำไปใช้ ด้านการวัดและประเมินผล และด้านการผลิตและการใช้สื่อ ตามลำดับ

2. แนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัล ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ พบว่า

2.1 แนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ ประกอบด้วย 1) หลักการและเหตุผล 2) วัตถุประสงค์ 3) วิธีดำเนินการ มี 4 ด้าน 28 วิธีดำเนินการ ดังนี้ ด้านการจัดกิจกรรมการเรียนรู้ มี 7 วิธีดำเนินการ ด้านหลักสูตรและการนำไปใช้ มี 7 วิธีดำเนินการ ด้านการวัดและประเมินผล มี 7 วิธีดำเนินการ และด้านการผลิตและการใช้สื่อ มี 7 วิธีดำเนินการ 4) กลไกในการบริหารจัดการ และ 5) เงื่อนไขความสำเร็จ

2.2 ผลตรวจสอบยืนยันและความเหมาะสมของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ โดยผู้ทรงคุณวุฒิ พบว่า โดยรวมมีความเหมาะสมอยู่ในระดับ มาก

3. ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ พบว่า โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด

อภิปรายผล

1. สภาพปัจจุบันของการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ โดยรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายองค์ประกอบ พบว่า องค์ประกอบที่มีค่าเฉลี่ยสูงสุด คือ องค์ประกอบด้านการวัดและประเมินผล รองลงมาคือ องค์ประกอบด้านการผลิตและการใช้สื่อ สอดคล้องกับงานวิจัยของ วีรพล สถิตสุข (2553) ได้ทำการวิจัยเรื่องความต้องการการนิเทศงานวิชาการของครูผู้สอนโรงเรียนสังกัดเทศบาลเมืองอำเภอบ้านบึง จังหวัดชลบุรี ในขอบข่ายของงานวิชาการคือ ด้านการพัฒนาหลักสูตรสถานศึกษา ด้านการพัฒนากระบวนการเรียนรู้ ด้านการวัดผลและประเมินผลและเทียบโอน ผลการเรียนรู้ ด้านการประกันคุณภาพภายในและมาตรฐานการศึกษา ด้านการพัฒนาและใช้สื่อ และเทคโนโลยีเพื่อการศึกษา ด้านการพัฒนาและส่งเสริมให้มีแหล่งเรียนรู้ ด้านการวิจัยเพื่อพัฒนาคุณภาพการศึกษา และด้านการส่งเสริมให้ชุมชนมีความเข้มแข็งทางวิชาการ พบว่า โดยรวมและรายด้านความต้องการการนิเทศงานวิชาการของครูผู้สอนอยู่ในระดับมากทุกด้าน

2. สภาพที่พึงประสงค์ของการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ โดยรวมอยู่ในระดับมากที่สุด และเมื่อพิจารณาเป็นรายองค์ประกอบ พบว่าทุกองค์ประกอบอยู่ในระดับมากที่สุด โดยเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อยองค์ประกอบที่มีค่าเฉลี่ยสูงสุด คือ องค์ประกอบด้านการวัดและประเมินผล

รองลงมาคือ องค์ประกอบด้านการจัดกิจกรรมการเรียนรู้ สอดคล้องกับงานวิจัยของ ณัฐชา จันทร์ดา (2561) ได้ทำการศึกษาวิจัย เรื่อง การพัฒนารูปแบบการนิเทศงานวิชาการภายในโรงเรียนของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 18 จังหวัดชลบุรี จากการวิจัยพบว่า ระดับความต้องการจำเป็นการนิเทศงานวิชาการภายในโรงเรียนของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 18 จังหวัดชลบุรี ตามความเห็นของผู้บริหารสถานศึกษาและครูผู้สอนโดยรวม พบว่าเมื่อเรียงอันดับตามค่าเฉลี่ย 3 ด้านจากมากไปหาน้อย ได้แก่ 1) ด้านการพัฒนาสื่อ นวัตกรรมและเทคโนโลยีทางการศึกษา 2) ด้านการพัฒนากระบวนการเรียนรู้ และ 3) ด้านการพัฒนาหลักสูตรสถานศึกษา ตามลำดับ

3. แนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัล ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์พบว่า ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ มี 4 ด้าน 28 วิธีดำเนินการ ดังนี้ ด้านการจัดกิจกรรมการเรียนรู้ มี 7 วิธีดำเนินการ ด้านหลักสูตรและการนำไปใช้ มี 7 วิธีดำเนินการ ด้านการวัดและประเมินผล มี 7 วิธีดำเนินการ และด้านการผลิตและการใช้สื่อ มี 7 วิธีดำเนินการ 4) กลไกในการบริหารจัดการ และ 5) เงื่อนไขความสำเร็จ ดังที่ ดิเรก ฤกษ์หร่าย (2543) ได้นำเสนอว่า การพัฒนานั้นเป็นกระบวนการ ที่จะต้องมีองค์ประกอบของเครื่องชี้วัดที่สำคัญและต้องผสมผสานระหว่างการเปลี่ยนแปลงในทางบวก ซึ่งการเปลี่ยนแปลงนั้นต้องมีการควบคุมทิศทางได้ ผลของการพัฒนานั้นต้องเกิดความเสมอภาคและการกระจายใหม่ สอดคล้องกับงานวิจัย ของ ณัฐพร วัตถุ (2560) ได้ทำการศึกษาวิจัย เรื่องการนิเทศภายในของผู้บริหารสถานศึกษาโรงเรียนมัธยมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 17 จังหวัดจันทบุรี พบว่า ประกอบด้วย 4 ด้าน คือ 1) ด้านหลักสูตรและการนำหลักสูตรไปใช้ 2) ด้านการจัดกิจกรรมการเรียนการสอน 3) ด้านการผลิตและการใช้สื่อ 4) ด้านการวัดผลประเมินผล

4. การประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ ผลการประเมินโดย ผู้บริหารสถานศึกษาและครู จำนวน 10 คน มีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด สอดคล้องกับงานวิจัยของ พวงอ้อย ไชยดี (2564) ได้ศึกษาวิจัย เรื่อง การพัฒนาแนวทางการนิเทศแบบสอนแนะ (Coaching) สำหรับสถานศึกษา สังกัดเทศบาลภาคตะวันออกเฉียงเหนือตอนล่าง โดยนำกระบวนการบริหารของวงจรคุณภาพเดมมิ่ง (PDCA) มามาใช้ในการบริหารจัดการพัฒนาแนวทางการนิเทศแบบสอนแนะ (Coaching) สำหรับสถานศึกษาสังกัดเทศบาลภาคตะวันออกเฉียงเหนือตอนล่าง ประกอบด้วย 1) หลักการและเหตุผล 2) ความมุ่งหมาย 3) แนวทางการนิเทศแบบสอนแนะ (Coaching) สำหรับสถานศึกษา 4) กลไกในการบริหารจัดการ 5) เงื่อนไขความสำเร็จแนวทางการนิเทศแบบสอนแนะ (Coaching) สำหรับสถานศึกษาสังกัดเทศบาล ภาคตะวันออกเฉียงเหนือตอนล่าง โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุดและความเป็นไปได้อยู่ในระดับมากที่สุด

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ควรศึกษาแนวทางการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ ที่ผู้วิจัยสร้างขึ้นแต่ละขั้นตอนให้ชัดเจน เพื่อจะได้นำไปปฏิบัติได้ถูกต้อง ครบถ้วนตามขั้นตอนซึ่งจะนำไปสู่การนิเทศการจัดการเรียนรู้ที่มีคุณภาพ

1.2 ควรถอดบทเรียนของสถานศึกษาที่มีผลการปฏิบัติงานที่ดีเยี่ยม ด้านการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลไปประยุกต์ใช้ในการจัดกิจกรรมการรู้ ให้สอดคล้องกับบริบทของสถานศึกษา

1.3 ควรนำผลการพัฒนาการนิเทศภายในด้านการจัดการเรียนรู้ในยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาบุรีรัมย์ ไปใช้เป็นแนวทางในการจัดนิเทศเพื่อให้เกิดประสิทธิภาพและเกิดประสิทธิผล

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรศึกษาวิจัยที่เกี่ยวกับรูปแบบการนิเทศภายในโดยใช้กระบวนการชุมชนแห่งการเรียนรู้วิชาชีพ (PLC) ในยุคดิจิทัลฯ เพื่อความก้าวหน้าทางวิชาการ และเกิดประสบการณ์ใหม่ของผู้วิจัย

2.2 ควรศึกษาวิจัยที่เกี่ยวกับกลยุทธ์การบริหารจัดการการนิเทศภายในที่สอดคล้องกับการจัดการเรียนรู้ในยุคดิจิทัลฯ เพื่อให้มีความหลากหลายในประเภทของงานวิจัยด้านการนิเทศและสามารถนาไปใช้ในสถานศึกษาได้อย่างแท้จริง

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ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

Creative Leadership of the School Administrators under the Secondary Education Service Area Office Chaiyaphum

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ตามความคิดเห็นของผู้บริหารสถานศึกษาและครูผู้สอน 2) เปรียบเทียบระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกความคิดเห็นตามสถานภาพและขนาดของสถานศึกษา ตัวอย่างในการวิจัย ได้แก่ ผู้บริหารและครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยกำหนดกลุ่มตัวอย่างโดยใช้การเปิดตารางของเครจซี่และมอร์แกน และใช้วิธีการสุ่มกลุ่มตัวอย่างแบบแบ่งชั้นภูมิ ได้กลุ่มตัวอย่างจำนวน 438 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 88 คน และครู จำนวน 350 คน เครื่องมือที่ใช้ในการวิจัยในแบบสอบถามแบบมาตราส่วนประมาณค่า 5 ระดับ โดยมีค่าดัชนีความสอดคล้องอยู่ระหว่าง 0.8 - 1.0 ค่าอำนาจจำแนกรายข้อ ตั้งแต่ .362 - .841 และค่าความเชื่อมั่นเท่ากับ .972 สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์ความแปรปรวนทางเดียว

ผลการวิจัยพบว่า

1. ระดับความคิดเห็นของผู้บริหารสถานศึกษาและครูผู้สอนเกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านสามอันดับแรก พบว่า ด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการคำนึงถึงความเป็นปัจเจกบุคคล รองลงมาได้แก่ ด้านการมีจินตนาการ และอันดับที่สาม คือ ด้านการมีวิสัยทัศน์

2. การเปรียบเทียบความคิดเห็นต่อระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพการทำงาน มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ส่วนการเปรียบเทียบความคิดเห็นของครูและผู้บริหาร จำแนกตามขนาดของสถานศึกษา โดยภาพรวมไม่แตกต่างกัน

คำสำคัญ : ภาวะผู้นำ, ภาวะผู้นำเชิงสร้างสรรค์ , ผู้บริหารสถานศึกษา

Abstract

The purposes of this research were 1) study the level of creative leadership of school administrators under the Secondary Education Service Area Office Chaiyaphum, according to the opinions of school administrators and teachers. 2) compare the level of creative leadership of school administrators under the Secondary Education Service Area office Chaiyaphum, classify the opinions by status and size of educational institutions and. The sample size was determined using Krajcie & Morgan's formula and the sample was selected using stratified random sampling. The sample size is determined as 438 participants, consisting of 88 administrators and 350 teachers under the Chaiyaphum Secondary Educational Service Area Office. The instrument used in this study was a 5-level questionnaire, with an index of congruence between 0.8 - 1.0, the range of item-total correlation from .362 to .841 and the range of the confidence value was .972. The Statistics used for the data analysis were mean, standard deviation, t-test, and one-way ANOVA.

The results showed that;

1. The level of opinions of school administrators and teachers about creative leadership of school administrators under the Secondary Education Service Area Office Chaiyaphum in overall was at a high level.

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Considering the top three aspects, it was found that the aspect with the highest mean was the Individualized Consideration followed by the Imagination and the third rank was the Vision.

2. Comparison of the levels of creative leadership of school administrators under the Secondary Education Service Area Office Chaiyaphum, classified by status, there was a statistically significant difference at the 0.01 level. In overall, there was no difference that classified by the size of the school

Keywords: leadership , Creative leadership , School Administrator

บทนำ

การเปลี่ยนแปลงของบริบทเศรษฐกิจและสังคมโลก ทั้งที่เป็นปัจจัยภายนอกจากการปฏิวัติดิจิทัล (Digital Revolution) การเปลี่ยนแปลงสู่อุตสาหกรรม 4.0 (The Fourth Industrial Revolution) เป้าหมายการพัฒนาแห่งสหัสวรรษ 2558 (Millennium Development Goals : MDGs 2015) เป้าหมายการพัฒนาที่ยั่งยืนขององค์การสหประชาชาติ 2573 (Sustainable Development Goals : SDGs 2030) และความต้องการกำลังคนที่มีทักษะ ในศตวรรษที่ 21 และปัจจัยภายในประเทศ จากนโยบายการปรับเปลี่ยนประเทศไปสู่ประเทศไทย 4:0 ยุทธศาสตร์ชาติระยะ 20 ปี (พ.ศ. 2560 – 2579) แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 12 (พ.ศ. 2560 – 2564) และวิกฤตสังคมสูงวัย ล้วนมีผลกระทบต่อการบริหารจัดการศึกษาเพื่อพัฒนาทรัพยากรมนุษย์ของประเทศ (แผนพัฒนาการศึกษาแห่งชาติ พ.ศ. 2560 – 2579, 2560, น. 19) ทรัพยากรมนุษย์ถือว่า เป็นทรัพยากรที่มีคุณค่าและมีความสำคัญอย่างยิ่งต่อการปฏิบัติงานทุกประเภท ดังนั้นการพัฒนาทรัพยากรมนุษย์จึงถูกกำหนดให้เป็นนโยบายที่มีความสำคัญและจัดเป็นยุทธศาสตร์ในการพัฒนาประเทศ

เป็นที่ยอมรับกันโดยทั่วไปว่ากระบวนการในการพัฒนาคุณภาพของคน คือ การจัดการศึกษาเพื่อให้เกิดการพัฒนาความรู้ ความคิด ความสามารถ ตลอดจนมีคุณธรรมจริยธรรมสามารถดำรงตนอยู่ในสังคมได้อย่างมั่นคงและมีความสุข (นิวุธ มีพันธ์, 2559, น. 2) ซึ่งในการจัดการศึกษาให้สอดคล้องกับการเปลี่ยนแปลงนั้นจำเป็นต้องมีผู้นำที่มีศักยภาพและสมรรถนะที่ไร้ขอบเขตขององค์ความรู้ และนอกจากนั้นผู้นำยุคใหม่ยังต้องเผชิญกับสถานการณ์ต่าง ๆ ที่มีความหลากหลายและซับซ้อนมากกว่าในอดีต ดังนั้นผู้นำยุคใหม่นอกจากต้องปรับตัวเข้ากับสถานการณ์ต่าง ๆ แล้ว ก็ต้องมีการปรับเปลี่ยนแนวคิดเพื่อก่อให้เกิดการปรับตัวทั้งระบบ กล่าวคือผู้นำต้องฟื้นฟูและพัฒนาสมาชิกในองค์กรเพื่อให้เกิดศักยภาพของบุคลากรไปพร้อมกันนั่นเอง (สมยศ ชี้แจง, 2552)

ผู้นำ (leader) หมายถึง ผู้มีอิทธิพล มีศิลปะ มีอิทธิพลต่อกลุ่มชน เพื่อให้พวกเขามีความตั้งใจที่จะปฏิบัติงานให้บรรลุเป้าหมายตามต้องการ เป็นผู้นำและแนะนำ เพราะผู้นำต้องคอยช่วยเหลือกลุ่มให้บรรลุเป้าหมายสูงสุดตามความสามารถ ผู้นำไม่เพียงแต่ยืนอยู่ข้างหน้ากลุ่มแนะนำกลุ่มปฏิบัติงานให้มันเป้าหมาย ผู้นำคือผู้ที่ได้รับการยอมรับเคยได้รับการแต่งตั้ง ทั้งอย่างเป็นทางการและไม่เป็นทางการให้นำคนอื่นและนำพาองค์การให้บรรลุเป้าหมายตามที่ได้ตั้งร่วมกันไว้ (บุญทัน ดอกไปสง, 2545, น. 266) ทั้งนี้ในการบริหารจัดการองค์การโดยเฉพะหน่วยงานทางการศึกษานั้นปัจจัยหนึ่งที่จะทำให้ประสบความสำเร็จในการดำเนินงานภายในองค์การคือ การมีผู้บริหารที่มีความรู้ความสามารถ และทักษะในการบริหารและโดยเฉพาะอย่างยิ่งการมี “ภาวะผู้นำ” ของผู้บริหารที่จะสามารถนำพาองค์การให้มีความเป็นน้ำหนึ่งใจเดียวกันที่ปฏิบัติงานเพื่อมุ่งไปสู่เป้าหมายที่ตั้งไว้ร่วมกันได้ เพราะภาวะผู้นำนั้นเปรียบเสมือนอาวุธประจำกายของผู้บริหาร (สุภัททา ปิณฑะแพทย์, 2554) ความเจริญงอกงามขององค์กรและสังคม เกิดจากผู้นำมีภาวะผู้นำ การมีผู้นำ เป็นสิ่งจำเป็นมากไม่ว่าจะองค์กรใดเล็กหรือใหญ่ รัฐหรือเอกชน ประการที่สำคัญ คือ ผู้นำที่มี “ภาวะผู้นำ” ผู้นำที่ดีต้องเรียนรู้การบริหารงาน บริหารคน บริหารชุมชนและบริหารตนเองตลอดเวลาเรียนรู้ที่จะมีจิตใจที่เข้มแข็งและมีความมั่นคงทางอารมณ์ มีสติในการไตร่ตรอง มีความหนักแน่นแต่ต้องรู้จักยืดหยุ่น ผู้นำต้องฝึกการเป็นผู้นำและผู้ตามในเวลาเดียวกัน (กิตติ์กาญจน์ ปฏิพันธ์, 2555, น. 18) และการพัฒนาผู้นำในอนาคตจะต้องมีความริเริ่มสร้างสรรค์ (initiative) จะเน้นในด้านการเป็นผู้ริเริ่มสร้างสรรค์สิ่งแปลกใหม่ ส่งเสริมความคิดนอกกรอบ (think out of the box) อย่างสร้างสรรค์ในวัฒนธรรมองค์กรแบบเปิด (วิโรจน์ สารรัตนะ, 2553, น. 21)

ภาวะผู้นำเชิงสร้างสรรค์เป็นคุณลักษณะที่สำคัญในยุคปัจจุบันและอนาคตของทุกๆ องค์กรจากความเปลี่ยนแปลงทางสภาพสังคมเศรษฐกิจและทรัพยากรธรรมชาติสิ่งแวดล้อม ซึ่งการนำพาองค์กรไปสู่ความสำเร็จได้นั้น จึงต้องมีการแก้ไขปัญหาที่จะเข้ามากระทบหรือเป็นการมองหาโอกาสที่องค์กรจะได้รับเพื่อสร้างความเป็นผู้นำขององค์กรเอาไว้ ล้วนต้องอาศัยความสร้างสรรค์เพื่อผลักดันให้เป็นไปตามเป้าหมายที่ต้องการ (จักรกฤษณ์ โพดาพล, 2556, น. 2) ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษานั้นมีความสำคัญและจำเป็นต่อผู้บริหารยุคใหม่ที่ต้องสร้างสรรค์ (create) และผลิต (produce) สิ่งใหม่ ๆ พร้อมกันไป และผู้นำในเชิงสร้างสรรค์และผลิตภาพ มีความจำเป็นและควรพัฒนาต่อไปด้วยการวิจัยทั้งในเชิงแนวคิด รูปแบบ และกระบวนการ ผู้บริหารที่มีความคิดสร้างสรรจินตนาการเป็นสิ่งที่มีคุณค่าเพราะช่วยสร้างสรรค์ความแปลกใหม่ สร้างนวัตกรรม แนวคิดใหม่ๆ เพื่อนำไปปรับใช้ใน

การทำงานและพัฒนาศักยภาพของตนเองและทีมงานได้อย่างต่อเนื่องบุคลากรได้เปิดโลกทัศน์ กว้างไกล สามารถนำไปแก้ปัญหาและพัฒนาไปในทางที่ดีได้ในอนาคต (ไพฑูรย์ สินลารัตน์, 2554, น. 75-76)

ผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มีบทบาท สำคัญในการบริหารและมีหน้าที่รับผิดชอบจัดการศึกษาภายในสถานศึกษาตามที่กฎหมายกำหนด โดยนำนโยบาย กฎระเบียบ เกณฑ์และมาตรฐานที่กำหนดดำเนินการให้เกิดประสิทธิภาพ ผู้บริหารในฐานะที่เป็นผู้บังคับบัญชาครูและบุคลากรทางการศึกษาในสถานศึกษา จึงจำเป็นต้องปรับเปลี่ยนและพัฒนาบทบาทการบริหารสถานศึกษาเพื่อให้การดำเนินงานของสถานศึกษาสามารถสนองต่อพระราชบัญญัติการศึกษาแห่งชาติและแผนยุทธศาสตร์การพัฒนาการศึกษา โดยในแผนพัฒนาการศึกษาขั้นพื้นฐาน พ.ศ. 2563 - 2565 ของสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ส่วนที่ 5 การบริหารแผนสู่ความสำเร็จ ได้ระบุว่า หนึ่งในปัจจัยแห่งความสำเร็จของการดำเนินการตามแผนนั้นมาจากภาวะผู้นำของผู้บริหารการศึกษาและผู้บริหารสถานศึกษา เพราะจะสามารถนำพาสำนักงานเขตพื้นที่การศึกษาและโรงเรียน ให้สามารถขับเคลื่อนการบริหารจัดการศึกษาตามกลยุทธ์และแนวทางการพัฒนาให้บรรลุวิสัยทัศน์ที่กำหนดได้ (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ, 2563, น.41) ผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จึงควรมีภาวะผู้นำเชิงสร้างสรรค์ในการบริหารงานและสถานศึกษา มีวิสัยทัศน์ สามารถกำหนดภาพความสำเร็จในอนาคตได้ มีความยืดหยุ่นและปรับตัว เปิดกว้าง รับความคิดใหม่ ๆ ตามสถานการณ์ที่เปลี่ยนแปลงได้ มีความสามารถในการคิดได้อย่างหลากหลายในทางสร้างสรรค์และเป็นประโยชน์ต่อส่วนรวม คำนึงถึงความแตกต่างระหว่างบุคคล มอบหมายงานที่เหมาะสมต่อความสามารถของผู้ใต้บังคับบัญชา ตลอดจนมีจินตนาการ หรือคิดได้หลายแบบ สามารถค้นพบสิ่งแปลก ๆ ใหม่ ๆ โดยเชื่อมโยงกับความรู้เดิมและประสบการณ์เดิม มีอารมณ์ขันเพื่อลดความตึงเครียดทางอารมณ์ในการจัดการกับปัญหาที่เผชิญแล้วจะส่งผลต่อการบริหารและจัดการศึกษาในบริบทของสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ให้มีประสิทธิภาพและประสิทธิผลยิ่งขึ้น

จากความสำคัญดังกล่าว ผู้วิจัยจึงสนใจที่จะศึกษาแนวทางการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ซึ่งประกอบไปด้วย 5 ด้านคือ 1) ด้านการมีวิสัยทัศน์ (Vision) 2) ด้านการมีความยืดหยุ่นและการปรับตัว (Flexibility and Adaptation) 3) ด้านการมีความคิดสร้างสรรค์ (Creativity) 4) ด้านการคำนึงถึงความเป็นปัจเจกบุคคล (Individualized Consideration) และ 5) ด้านการมีจินตนาการ (Imagination) เพื่อนำผลการวิจัยที่ได้ไปใช้เป็นข้อมูลในการปรับปรุงและการพัฒนาการบริหารงานของผู้บริหารสถานศึกษาให้มีประสิทธิภาพต่อไป

วัตถุประสงค์ของการวิจัย

การค้นคว้าอิสระเรื่อง การศึกษาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ครั้งนี้มีวัตถุประสงค์ดังนี้

1) เพื่อศึกษาระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิตามความคิดเห็นของผู้บริหารสถานศึกษาและครูผู้สอน

2) เพื่อเปรียบเทียบระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกความคิดเห็นตามสถานภาพและขนาดของสถานศึกษา

วิธีการดำเนินการวิจัย

1. ประชากร ประชากรที่ใช้ในการวิจัยครั้งนี้ ประกอบด้วย ผู้บริหารสถานศึกษาและครูผู้สอนที่ปฏิบัติหน้าที่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ปีการศึกษา 2565 จากสถานศึกษาจำนวน 37 แห่ง จำนวนทั้งสิ้น 1,667 คน

2. กลุ่มตัวอย่าง ผู้บริหารและครูผู้สอนโดยกำหนดขนาดกลุ่มตัวอย่างโดยใช้ตารางสำเร็จรูปของ Krejcie and Morgan (บุญชม ศรีสะอาด, 2554) และใช้การสุ่มแบบแบ่งชั้น (Stratified Random Sampling) ได้ขนาดกลุ่มตัวอย่างผู้บริหารสถานศึกษา จำนวน 88 คน ครู จำนวน 350 คน รวมกลุ่มตัวอย่าง จำนวนทั้งสิ้น 438 คน

3. ตัวแปรที่ใช้ในการวิจัย

1. ตัวแปรต้น ได้แก่ สถานภาพการดำรงตำแหน่งประกอบด้วย ผู้บริหารสถานศึกษาและครูผู้สอน และขนาดของสถานศึกษาจำแนกเป็นขนาดเล็ก ขนาดกลาง ขนาดใหญ่ ขนาดใหญ่พิเศษ

2. ตัวแปรตาม ได้แก่ ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา ประกอบด้วย 5 ด้าน คือ การมีวิสัยทัศน์ การมีความยืดหยุ่นและการปรับตัว การมีความคิดสร้างสรรค์ การคำนึงถึงความเป็นปัจเจกบุคคล และการมีจินตนาการ

4. เครื่องมือที่ใช้ในการวิจัย เป็นแบบสอบถาม แบ่งเป็น 2 ตอน ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบสำรวจรายการ (Checklist) ตอนที่ 2 เป็นแบบสอบถามระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหาร

สถานศึกษา ประกอบด้วย 5 ด้าน มีลักษณะเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ (Rating Scale) ตามวิธีของ Likert จำนวน 57 ข้อ โดยมีขั้นตอนการสร้างและตรวจสอบคุณภาพของเครื่องมือที่ใช้ในการวิจัยดังนี้

1. ศึกษาแนวคิด ทฤษฎี หลักการ จากหนังสือ เอกสาร และงานวิจัยที่เกี่ยวข้องกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา เพื่อกำหนดเป็นนิยามศัพท์เฉพาะและกรอบแนวคิดในการวิจัย

2. สร้างแบบสอบถาม โดยกำหนดเนื้อหา และข้อคำถามให้ครอบคลุมและสอดคล้องกับนิยามศัพท์เฉพาะและกรอบแนวคิดในการวิจัย และนำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาเพื่อตรวจสอบความถูกต้องของเนื้อหา โครงสร้างของแบบสอบถาม ความถูกต้องเหมาะสมของภาษา และความครอบคลุมเนื้อหา เพื่อนำข้อเสนอแนะไปปรับปรุงแบบสอบถาม

3. นำแบบสอบถามที่ปรับปรุงแก้ไขแล้ว เสนอผู้เชี่ยวชาญ จำนวน 5 ท่าน เพื่อตรวจสอบคุณภาพของเครื่องมือด้านความเที่ยงตรงเชิงเนื้อหา (Content Validity) และความถูกต้องในการใช้ภาษาให้ผู้เชี่ยวชาญพิจารณาค่าดัชนีความสอดคล้อง (Index of Congruence : IOC) และหาค่าดัชนีความสอดคล้อง (Index of Congruence) จากการใช้แบบสอบถามความคิดเห็นของผู้เชี่ยวชาญ 5 คน โดยใช้เกณฑ์ในการพิจารณา คือค่าดัชนีความสอดคล้อง ต้องมีค่าตั้งแต่ 0.50 ขึ้นไป พบว่า ข้อคำถามทุกข้อโดยมีค่าดัชนี ความสอดคล้องอยู่ระหว่าง 0.8 - 1.0 ตามเกณฑ์ที่ผู้วิจัยกำหนดไว้

4. นำแบบสอบถามที่ได้ปรับปรุงแล้วไปทดลองใช้ (Try Out) ครูและผู้บริหารสถานศึกษา ของสถานศึกษาระดับมัธยมศึกษาในจังหวัดชัยภูมิ จำนวน 30 คน ที่ไม่ใช่กลุ่มตัวอย่าง แล้วนำมาวิเคราะห์หาค่าอำนาจจำแนก (Discrimination) ของแบบสอบถาม โดยวิธีการหาค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างรายข้อกับคะแนนรวม (Item Total Correlation) โดยสรุปได้ดังนี้

1) ค่าอำนาจจำแนก (Discrimination) ของแบบสอบถาม โดยวิธีการหาค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างรายข้อกับคะแนนรวม (Item Total Correlation) จากการทดลองใช้เครื่องมือกับกลุ่มตัวอย่าง จำนวน 30 คน จากตารางผลการวิเคราะห์ข้อมูลในส่วนของแบบสอบถามเกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา มีค่าอำนาจจำแนกรายข้อ ตั้งแต่ 362 - .841

2) ค่าความเชื่อมั่น (Reliability) โดยใช้วิธีหาค่าสัมประสิทธิ์อัลฟา (α- Coefficient) ตามวิธีของ Cronbach โดยกำหนดค่าความเชื่อมั่นไว้ที่ 0.70 ขึ้นไป ผลการวิเคราะห์ข้อมูลได้ค่าความเชื่อมั่นของแบบสอบถามเกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา เท่ากับ .972

5. นำแบบสอบถามที่ผ่านการตรวจสอบแล้วมาปรับปรุง และจัดทำแบบสอบถามฉบับสมบูรณ์เพื่อนำไปใช้กับกลุ่มตัวอย่างในลำดับต่อไป

5. การเก็บรวบรวมข้อมูล

1. ผู้วิจัยขอหนังสือขอความอนุเคราะห์เก็บข้อมูลวิจัยจากคณะครุศาสตร์ มหาวิทยาลัยราชภัฏชัยภูมิ ถึงผู้อำนวยการโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำนวน 24 โรงเรียน

2. ส่งหนังสือขอความร่วมมือตอบแบบสอบถามเพื่อการวิจัยไปยังสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ พร้อมด้วยแบบสอบถามสำหรับครูและผู้บริหารสถานศึกษา โดยผู้วิจัยแจ้งความประสงค์ขอรับแบบสอบถามกลับด้วยตนเอง

6. การวิเคราะห์ข้อมูล

1. วิเคราะห์ข้อมูลสถานภาพของผู้ตอบแบบสอบถาม โดยใช้ค่าความถี่ และค่าร้อยละ และนำเสนอในรูปแบบตารางประกอบคำบรรยาย

2. วิเคราะห์ข้อมูลการวิเคราะห์ภาวะผู้นำเชิงกลยุทธ์ โดยใช้ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน และนำเสนอในรูปแบบตารางประกอบคำบรรยาย

สรุปผลการวิจัย

1. ผลการวิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม จำแนกตามสถานภาพและขนาดสถานศึกษา ปรากฏผลดังตารางที่ 1

ตารางที่ 1 แสดงจำนวนและร้อยละของผู้ตอบแบบสอบถาม จำแนกตามสถานภาพและขนาดของสถานศึกษา

สถานภาพ	จำนวน (คน)	ร้อยละ
สถานภาพ		
1. ครู	88	20.09
2. ผู้บริหารสถานศึกษา	350	79.91
รวม	**438**	**100.00**
ขนาดสถานศึกษา		
1. ขนาดเล็ก	41	9.36
2. ขนาดกลาง	107	24.43
3. ขนาดใหญ่	112	25.57
4. ขนาดใหญ่พิเศษ	178	40.64
รวม	**438**	**100.00**

จากตารางที่ 1 แสดงให้เห็นว่า ผู้ตอบแบบสอบถามส่วนใหญ่มีเป็นครูผู้สอนจำนวน 350 คน คิดเป็นร้อยละ 79.91 และสถานภาพผู้บริหารสถานศึกษา จำนวน 88 คน คิดเป็นร้อยละ 20.09 และส่วนใหญ่ปฏิบัติหน้าที่ในสถานศึกษาขนาดใหญ่พิเศษ จำนวน 178 คน คิดเป็นร้อยละ 40.64 รองลงมาปฏิบัติหน้าที่ในสถานศึกษาขนาดใหญ่ จำนวน 112 คน คิดเป็นร้อยละ 25.57 ลำดับถัดไปคือ ปฏิบัติหน้าที่ในสถานศึกษาขนาดขนาดกลาง จำนวน 107 คน คิดเป็นร้อยละ 24.43 และปฏิบัติหน้าที่ในสถานศึกษาขนาดเล็ก จำนวน 41 คนคิดเป็นร้อยละ 9.36

2. ผลการวิเคราะห์ระดับความคิดเห็นของครูผู้สอนเกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ปรากฏผลดังตารางที่ 2

ผลการวิเคราะห์ระดับความคิดเห็นของผู้บริหารสถานศึกษาและครูผู้สอน เกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ผลการวิเคราะห์ข้อมูลที่ได้จากการตอบแบบสอบถาม ตอนที่ 2 จำนวน 5 ด้าน คือ ด้านการมีวิสัยทัศน์ ด้านการมีความยืดหยุ่นและการปรับตัว ด้านการมีความคิดสร้างสรรค์ ด้านการคำนึงถึงความเป็นปัจเจกบุคคล และด้านการมีจินตนาการ ซึ่งทำการวิเคราะห์เป็นรายด้าน และรายข้อ โดยหาค่าเฉลี่ย ($\overline{X}$) และส่วนเบี่ยงเบนมาตรฐาน (S.D.) แล้วแปลผลตามเกณฑ์ ผลการวิเคราะห์ข้อมูลภาพรวม ดังแสดงในตารางที่ 2

ตารางที่ 2 แสดงค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานระดับความคิดเห็นของผู้บริหารสถานศึกษาและครูผู้สอนเกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวม

ด้านที่	ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา	ระดับความคิดเห็น		แปลผล
		$\overline{X}$	S.D.	
1	ด้านการมีวิสัยทัศน์	4.37	0.48	มาก
2	ด้านการมีความยืดหยุ่นและการปรับตัว	4.35	0.69	มาก
3	ด้านการมีความคิดสร้างสรรค์	4.35	0.66	มาก
4	ด้านการคำนึงถึงความเป็นปัจเจกบุคคล	4.39	0.65	มาก
5	ด้านการมีจินตนาการ	4.38	0.56	มาก
	รวม	**4.37**	**0.52**	**มาก**

จากตารางที่ 2 แสดงให้เห็นว่าผู้บริหารสถานศึกษาและครูผู้สอนมีความคิดเห็นเกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวมอยู่ในระดับมาก ($\overline{X}$ = 4.37, S.D. = 0.52) เมื่อพิจารณาเป็นรายด้านสามอันดับแรก พบว่า ด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการคำนึงถึงความเป็นปัจเจกบุคคล ($\overline{X}$ = 4.39, S.D. = 0.65) รองลงมาได้แก่ ด้านการมีจินตนาการ ($\overline{X}$ = 4.38, S.D. = 0.56) และอันดับที่สาม คือ ด้านการมีวิสัยทัศน์ ($\overline{X}$ = 4.37, S.D. = 0.48)

3. ผลการเปรียบเทียบระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพและขนาดของสถานศึกษา

ผู้ศึกษาทำการเปรียบเทียบระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพและขนาดของสถานศึกษาดังตารางที่ 3-4

ตารางที่ 3 แสดงผลการวิเคราะห์ความแปรปรวนทางเดียวของระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพ

รายการ	ระดับภาวะผู้นำเชิงสร้างสรรค์ ของผู้บริหารสถานศึกษา				t	Sig.
	ผู้บริหารสถานศึกษา (n = 88)		ครูผู้สอน (n=350)			
	$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1. ด้านการมีวิสัยทัศน์	4.77	0.17	4.29	0.76	10.898	0.00**
2. ด้านการมีความยืดหยุ่นและการปรับตัว	4.73	0.20	4.25	0.73	10.650	0.00**
3. ด้านการมีความคิดสร้างสรรค์	4.76	0.17	4.25	0.69	12.483	0.00**
4. ด้านการคำนึงถึงความเป็นปัจเจกบุคคล	4.82	0.17	4.29	0.68	13.054	0.00**
5. ด้านการมีจินตนาการ	4.78	0.17	4.27	0.57	14.106	0.00**
ภาพรวม	**4.77**	**0.12**	**4.27**	**0.54**	**15.760**	**0.00****

*มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 3 พบว่า ความคิดเห็นของผู้บริหารสถานศึกษาและครูผู้สอนเกี่ยวกับระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01

ตารางที่ 4 แสดงผลการวิเคราะห์ความแปรปรวนทางเดียวของผู้บริหารสถานศึกษาและครูผู้สอน เกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษา

ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา	ความแปรปรวน	SS	df	MS	F	Sig.
1. ด้านการมีวิสัยทัศน์	ระหว่างกลุ่ม	1.699	3	0.566	1.136	0.334
	ภายในกลุ่ม	216.301	434	0.498		
	รวม	218.000	437			
2. ด้านการมีความยืดหยุ่นและการปรับตัว	ระหว่างกลุ่ม	8.433	3	2.811	6.194	0.000**
	ภายในกลุ่ม	196.965	434	0.454		
	รวม	205.398	437			
3. ด้านการมีความคิดสร้างสรรค์	ระหว่างกลุ่ม	5.680	3	1.893	4.497	0.004**
	ภายในกลุ่ม	182.753	434	0.421		
	รวม	188.434	437			
4. ด้านการคำนึงถึงความเป็นปัจเจกบุคคล	ระหว่างกลุ่ม	2.875	3	0.958	2.299	0.077
	ภายในกลุ่ม	180.879	434	0.417		
	รวม	183.754	437			
5. ด้านการมีจินตนาการ	ระหว่างกลุ่ม	1.756	3	0.585	1.911	0.127
	ภายในกลุ่ม	132.929	434	0.306		
	รวม	134.685	437			
	ระหว่างกลุ่ม	**.364**	**3**	**0.121**	**0.441**	**0.724**
ภาพรวม	**ภายในกลุ่ม**	**119.542**	**434**	**0.275**		
	รวม	**119.906**	**437**			

**มีนัยสำคัญทางสถิติที่ระดับ .05

จากตารางที่ 4 พบว่า ความคิดเห็นของผู้บริหารสถานศึกษาและครูผู้สอนเกี่ยวกับระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษา โดยภาพรวมไม่แตกต่าง

อภิปรายผลการวิจัย

การวิจัยเรื่อง การศึกษาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ อภิปรายผลการศึกษาได้ดังนี้

1. ระดับความคิดเห็นของผู้บริหารสถานศึกษาและครูผู้สอนเกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยภาพรวมอยู่ในระดับมาก ทั้งนี้อาจเป็นเพราะภาวะผู้นำเชิงสร้างสรรค์ ทำให้ผู้บริหารสถานศึกษาปฏิบัติงานเป็นไปอย่างมีประสิทธิผล สามารถนำพาองค์กรไปสู่ความสำเร็จจึงมีความจำเป็นอย่างยิ่งที่ผู้บริหารสถานศึกษาจะต้องคิดอย่างมีวิสัยทัศน์ จะต้องพัฒนาตนเองมีการแลกเปลี่ยนเรียนรู้ การขับเคลื่อนใช้เทคนิคในการบริหารจัดการและความเป็นผู้นำ โดยการยอมรับและเรียนรู้แนวคิดและวิธีการใหม่ ๆ ด้วยแผนงานหรือกลยุทธ์ใหม่ ๆ เพื่อการสร้างสรรค์นวัตกรรม ซึ่งจะส่งผลต่อการการบริหารจัดการให้เกิดประสิทธิภาพต่อสถานศึกษาได้ในที่สุด สอดคล้องกับ ชัยยนต์ เพาพาน (2559: 6) ที่กล่าวไว้ว่า การบริหารจัดการและพัฒนาคุณภาพการศึกษาเพื่อให้เกิดประสิทธิผลนั้น ขึ้นอยู่กับภาวะผู้นำของผู้บริหารสถานศึกษาที่จะต้องทำการพัฒนาหรือปรับปรุงวิธีการดำเนินงาน เพื่อเพิ่มขีดความสามารถในการบริหารสถานศึกษาให้สามารถปรับตัวในการรองรับการเปลี่ยนแปลงที่เกิดขึ้นอย่างรวดเร็วดังนั้น การบริหารสถานศึกษาในศตวรรษที่ 21 จะต้องสอดคล้องกับการเปลี่ยน แปลงของสังคมโลกซึ่งเป็นสังคมแห่งการเรียนรู้ในยุคของเทคโนโลยีการเชื่อมโยงข้อมูลต่าง ๆ ของทุกภูมิภาคของโลกเข้าด้วยกัน สอดคล้องกับสุภาพ ฤทธิ์บำรุง (2556: 120) ที่ได้ศึกษาเรื่อง ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาที่ส่งผลต่อความมีประสิทธิผลของโรงเรียน สังกัด

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 30 โดยพบว่า มีภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา โดยภาพรวมอยู่ในระดับมาก และสอดคล้องกับกิตติ์กาญจน์ ปฏิพันธ์ (2555: 124) ที่ได้ศึกษาโมเดลสมการโครงสร้างภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา ผลการวิจัย พบว่า ผู้บริหารสถานศึกษามีระดับการแสดงออกภาวะผู้นำเชิงสร้างสรรค์ โดยภาพรวมอยู่ในระดับมาก และ เกศณี กฐินเทศ (2562: 1) ที่กล่าวไว้ว่า การสร้างผู้นำที่มีความสามารถและ มีพลังที่จะขับเคลื่อนองค์กรสู่การเปลี่ยนแปลงอย่างสร้างสรรค์จึงเป็นสิ่งที่จำเป็นนอกจากนี้ยังสอดคล้องกับ ภรณ์ทิพย์ ปันก้อง (2559: 88) ได้ศึกษาเรื่อง ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 3 พบว่า ความมีวิสัยทัศน์ประกอบด้วย ศักยภาพในการกำหนดเป้าหมายเพื่อการบริหารสู่ความเป็นเลิศ ศักยภาพในการกำหนดวิสัยทัศน์องค์การทั้งในปัจจุบันและอนาคต กำหนดพันธกิจและยุทธศาสตร์การทำงานพร้อมกับยอมรับการเปลี่ยนแปลงที่จะเกิดขึ้น ศักยภาพในการบริหารงานตามวิสัยทัศน์ พันธกิจ และยุทธศาสตร์ซึ่งจะนำไปสู่การบริหารเพื่อความเป็นเลิศศักยภาพในการสร้างงานใหม่ ๆ เพื่อพัฒนาองค์การ มีความกล้าหาญในการนำเสนอความคิดใหม่ ๆ ที่แตกต่างไปจากสภาพแวดล้อมปัจจุบัน

2. การเปรียบเทียบระดับความคิดเห็นของผู้บริหารสถานศึกษาและครูผู้สอน เกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพและขนาดของสถานศึกษา อภิปรายผลการศึกษาได้ดังนี้

2.1 การเปรียบเทียบระดับความคิดเห็นผู้บริหารสถานศึกษาและครูผู้สอนเกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามสถานภาพ โดยรวมและรายด้านไม่แตกต่างกัน ทั้งนี้อาจเป็นเพราะความคิดเห็นผู้บริหารสถานศึกษาและครูผู้สอนที่มีประสบการณ์แตกต่างกันต่างก็เล็งเห็นความสำคัญของภาวะผู้นำเชิงสร้างสรรค์ที่จะเป็นการส่งเสริมให้ผู้บริหารศึกษาให้ทันต่อการเปลี่ยนแปลงทางการศึกษาในยุคปัจจุบัน เนื่องจากภาวะผู้นำเชิงสร้างสรรค์จะสามารถคิดเรื่องเดียวนั้นได้หลายทิศทาง หลายแง่มุมและทำให้เกิดสิ่งแปลกใหม่วิธีแก้ปัญหาที่จะประสบความสำเร็จส่งผลให้เกิดกระบวนการทำงานเป็นขั้นตอนดังนั้น ผู้บริหารที่มีภาวะผู้นำเชิงสร้างสรรค์จึงมีความสำคัญที่จะส่งเสริมคุณภาพ เพื่อสร้างโอกาสแห่งการเรียนรู้การสร้างวัฒนธรรมใหม่ และนำการเปลี่ยนแปลงที่จะเกิดขึ้นได้อย่างมีผลงานที่สร้างสรรค์เพื่อให้ชุมชนมีโอกาสในการเข้าถึงการศึกษาได้อย่างทั่วถึง โดยเฉพาะอย่างยิ่งการสร้างความสามารถของครูและบุคลากรให้กลายเป็นผู้นำ ดังที่ ไพฑูย์ สินลารัตน์ (2553: 47 ที่ได้กล่าวว่า ผู้นำที่สร้างสรรค์ จะมีลักษณะค้นหาสิ่งใหม่ที่ดีกว่าอยู่เสมอ กล้าลองผิดลองถูก ไม่กลัวความล้มเหลว เรียนรู้จากความผิดพลาดและไม่กลัวประสบการณ์ในอดีต และตัดสินใจบนพื้นฐานของข้อมูลและความคิดเห็นของเพื่อนร่วมงานทั้งนี้สอดคล้องกับงานวิจัย กฤษพล อัมระนันท์ (2559: 94 ได้ศึกษาเรื่อง การศึกษาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในอำเภอแม่วงก์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครสวรรค์ เขต 2 ซึ่งผลการศึกษาพบว่าประสบการณ์การปฏิบัติงานต่างกันมีระดับความคิดเห็นโดยภาพรวมไม่ต่างกัน

2.2 การเปรียบเทียบระดับความคิดเห็นของของครูผู้สอน เกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำแนกตามขนาดของสถานศึกษา โดยภาพรวมไม่แตกต่างกัน แต่เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านการมีความยืดหยุ่นและการปรับตัว และด้านการมีความคิดสร้างสรรค์ มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 โดยด้านการมีความยืดหยุ่นและการปรับตัว เมื่อพิจารณาเป็นรายคู่ด้วยวิธี LSD พบว่า แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 จำนวน 5 คู่ และด้านการมีความคิดสร้างสรรค์ จำแนกตามขนาดของสถานศึกษาเป็นรายคู่คู่ด้วยวิธี LSD พบว่าแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 จำนวน 3 คู่ ทั้งนี้อาจเป็นเพราะจำนวนบุคลากรสถานศึกษาขนาดเล็กมีครูผู้สอนจำนวนน้อยกว่าสถานศึกษาขนาดกลาง จึงทำให้มีความเอาใจใส่ของผู้บริหารสถานศึกษาดูแลอย่างทั่วถึง ซึ่งทำให้ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษามีผลที่แตกต่างกันระหว่างขนาดสถานศึกษา ทั้งนี้ขึ้นอยู่กับการพัฒนาศักยภาพแต่ละบุคคล ในการพัฒนาตนเองรอบด้านมีการแสวงหาความรู้ที่แปลกใหม่ใฝ่หาความรู้รอบตัวอยู่เสมอเพื่อนำมาปรับเปลี่ยน ประยุกต์ ใช้ในการบริหารให้เกิดประสิทธิภาพเพราะในปัจจุบันเป็นโลกไร้พรมแดนการติดต่อสื่อสารสามารถติดต่อสื่อสารกันได้ รวดเร็วฉับไว ทันต่อข่าวสารทั่วโลก การเรียนรู้ก็สามารถเรียนรู้ได้ตลอดเวลาทุกเวลา จึงส่งผลให้การคำนึงถึงความเป็นปัจเจกบุคคลมีระดับความคิดเห็นตามขนาดของสถานศึกษามีความแตกต่างกัน กาญจนา ศิลา (2556: 138) ที่ได้ศึกษาเรื่อง การศึกษาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาของโรงเรียน สังกัดกรุงเทพมหานคร สำนักงานเขตบางเขน เพื่อศึกษาและเปรียบเทียบภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารตามความคิดเห็นของครูซึ่งผลการศึกษา พบว่า การเปรียบเทียบภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา โดยรวมไม่แตกต่างกัน แต่เมื่อพิจารณาเป็นรายด้าน พบว่าด้านที่มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

ข้อเสนอแนะ

1. ข้อเสนอแนะเพื่อนำผลการศึกษาไปใช้

1.1 ด้านการมีวิสัยทัศน์ ผู้บริหารควรมีการสร้างการมีส่วนร่วมในการดำเนินการตามวิสัยทัศน์ด้วยการประชุมชี้แจง แลกเปลี่ยนเรียนรู้เกี่ยวกับอนาคตของสถานศึกษา มีความสามารถสื่อสาร นำเสนอวิสัยทัศน์ให้บุคลากร ผู้มีส่วนได้ส่วนเสียได้รับรู้ถึงเป้าหมายของสถานศึกษาอย่างชัดเจน

1.2 ด้านการมีความยืดหยุ่นและการปรับตัว ผู้บริหารควรมีการออกแบบกระบวนทัศน์ใหม่ๆ และขั้นตอนให้เกิดประสิทธิภาพมากขึ้น อีกทั้งเป็นผู้ที่เปิดกว้างต่อการรับประสบการณ์ใหม่ๆ

1.3 ด้านการมีความคิดสร้างสรรค์ ผู้บริหารควร**กล้า**เผชิญกับปัญหาต่าง ๆ และแก้ปัญหาโดยใช้เหตุผล เป็นผู้ที่พยายามคิดค้นหาวิธีการและสร้างสรรค์ที่แปลกใหม่และมีคุณค่าเพื่อปรับปรุงและพัฒนาและสร้างบรรยากาศในการคิดนอกกรอบ

1.4 ด้านการคำนึงถึงความเป็นปัจเจกบุคคล ผู้บริหารควรดูแล เอาใจใส่ผู้ร่วมงานทุกคนด้วยความเท่าเทียมกันปฏิบัติต่อผู้ร่วมงานโดยคำนึงถึงความแตกต่างและความถนัดของแต่ละบุคคลนและรับฟังเรื่องราวและความคิดเห็นของผู้ร่วมงาน

1.5 ด้านการมีจินตนาการ ผู้บริหารควรวิธีการแก้ปัญหาที่หลากหลายและเหมาะสมกับสถานการณ์ มีความเฉลียวฉลาดไหวพริบดี สามารถคิดฉับไว คิดได้หลายทิศทางหลายแง่มุม แปลกใหม่ และมีคุณค่า

2. ข้อเสนอแนะเพื่อการศึกษาครั้งต่อไป

2.1 ควรศึกษาเกี่ยวกับปัจจัยที่ส่งผลต่อภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา

2.2 ควรมีการศึกษาเกี่ยวกับการสร้างแบบวัดและประเมินภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา เพื่อให้ผู้บริหารใช้เป็นเครื่องมือในการตรวจสอบตนเองและ พัฒนาการบริหารจัดการศึกษาต่อไป

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แนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

The Guidelines for Developing Digital Leadership for School Administrators Under the Office of Chaiyaphum Primary Educational Service Area Office 1

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำดิจิทัลผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษา หรือรองผู้อำนวยการสถานศึกษา หรือผู้รักษาการในตำแหน่งผู้บริหารสถานศึกษา จำนวน 127 คน สุ่มตัวอย่างตามตารางสำเร็จรูปของเครซี่และมอร์แกน 2) เพื่อศึกษาแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นทีการศึกษาประถมศึกษาชัยภูมิ เขต 1 กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิจากการสัมภาษณ์ จำนวน 3 คน และผู้ทรงคุณวุฒิจากการสนทนากลุ่ม (Focus Group Discussion) จำนวน 9 คน เลือกแบบเจาะจง 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา จำนวน 10 คน เครื่องมือที่ใช้ในวิจัย คือ แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบสอบถามประเมินแนวทาง สถิติที่ใช้ในการวิจัย ได้แก่ การแจกแจงความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน วิเคราะห์เนื้อหา และวิเคราะห์ลำดับความสำคัญของความต้องการจำเป็นด้วยค่าดัชนี $PNI_{Modified}$ ผลการวิจัยพบว่า

1) สภาพปัจจุบัน โดยรวมอยู่ในระดับมาก สภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมากที่สุด และลำดับความต้องการจำเป็นเรียงลำดับความต้องการจำเป็น 1) ด้านการสื่อสารดิจิทัล 2) ด้านการรู้ดิจิทัล 3) ด้านการมีวิสัยทัศน์ดิจิทัล

2) แนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ประกอบด้วย 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ มีเนื้อหา 3 ด้าน คือ ด้านการสื่อสารดิจิทัล ด้านการการมีวิสัยทัศน์ดิจิทัล ด้านการรู้ดิจิทัล 4) การประเมิน และ 5) เงื่อนไขความสำเร็จ ผลการประเมินแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา พบว่า มีความเหมาะสมอยู่ในระดับมากที่สุด

3) การประเมินแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา พบว่า โดยรวม มีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด

คำสำคัญ : แนวทางการพัฒนา, ภาวะผู้นำดิจิทัล

Abstract

This research aims to 1) to study current conditions, desirable conditions and essential needs of digital leadership for school administrators in the Office of Chaiyaphum Primary Educational Service Area Office 1, the sample is the school administrator or the deputy director of the school or the acting superintendent in the position of school administrator. A total of 127 people were sampled according to Krejcie and Morgan's sample size table. 2) to study the digital leadership development practices of school administrators, affiliated in the Office of Chaiyaphum Primary Educational Service Area Office 1 informants including 3 interview luminaries and 9 focus group discussion luminaries. 3) To assess suitability and feasibility the guidelines for developing Digital Leadership for School Administrators under the Office of Chaiyaphum Primary Educational Service Area Office 1. Desirable conditions, interview forms, group discussion notes, and guideline assessment questionnaires. Statistics used in the research include frequency distributions, percentages, averages, standard deviations, content analysis, and priority analysis of essential needs with $PNI_{Modified}$ The research results were as follow;

[1] สาขาวิชาการบริหารการศึกษา วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
[2] สาขาวิชาการบริหารการศึกษา วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

1) Current condition overall is very high. Desirable conditions, overall at the highest level, and the order of needs needed, sorting the needs needed 1) digital communication, 2) digital literacy, 3) digital vision,

2) The guidelines for digital leadership development of school administrators, under the Office of Chaiyaphum Primary Educational Service Area Office 1, 1) consisting of 1) concepts and principles, 2) objectives, 3) how to proceed, there are 3 aspects of digital communication, digital vision, digital literacy, 4) assessment, and 5) conditions of success. Evaluation of digital leadership development practices of school administrators. It was found to be appropriate was at highest level.

3) Evaluation of the guidelines for digital leadership development of school administrators found that overall, the school's leadership practices were assessed. It's the most appropriate, and the possibilities are at the highest level.

Keywords: Guidelines for development, Digital leadership

บทนำ

ภาวะผู้นำของผู้บริหารมีความสำคัญอย่างยิ่งในการบริหารงานให้สัมฤทธิ์ผลความสำเร็จในผลงานมีส่วนสัมพันธ์กับความสามารถของผู้บริหารหรือภาวะผู้นำเป็นสิ่งสะท้อนให้เห็นว่าหน่วยงานนั้นมีลักษณะการปฏิบัติงานอย่างไร มีประสิทธิภาพและประสิทธิผลเพียงใด ผู้บริหารมีบทบาทสำคัญที่สุดที่ต้องใช้ความรู้ความสามารถในความเป็นผู้นำ บริหารงานให้บุคลากรที่มีอยู่ ช่วยกันทำงานและรู้จักเลือกวิธีการแก้ปัญหาได้อย่างถูกต้องเหมาะสม เพื่อให้การดำเนินงานต่าง ๆ เกิดประสิทธิผลและประสบความสำเร็จตามเป้าหมาย (สุวรรณา เทพประสิทธิ์, 2555) ผู้นำในยุคดิจิทัลจะต้องก้าวทันการเปลี่ยนแปลงของเทคโนโลยี เนื่องจากผู้นำจะเป็นกุญแจสำคัญในการเปลี่ยนแปลงทั้งในทางปฏิบัติและวัฒนธรรมของโรงเรียน ผู้นำดิจิทัลจะเป็นตัวแทนของแนวคิดและวิธีปฏิบัติใหม่ ๆ โดยการใช้การสื่อสารทางโซเชียลมีเดียในการประชาสัมพันธ์ ข่าวสารต่าง ๆ ของโรงเรียนเพื่อเสริมสร้างคุณค่าให้กับโรงเรียน (Sheninger, 2014) ภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา เป็นปัจจัยสำคัญที่ส่งผลต่อความสำเร็จหรือความล้มเหลวของสถานศึกษา ถ้าผู้บริหารสถานศึกษาที่มีภาวะผู้นำดิจิทัลสูง ก็จะได้เปรียบในการแข่งขันที่จะนำไปสู่การบรรลุผล สำเร็จตามเป้าหมายได้อย่างยั่งยืน สามารถบริหารการศึกษาได้อย่างมีประสิทธิภาพ สอดรับกับเป้าหมายและทิศทางการเปลี่ยนแปลง (จันทนา แสนสุข, 2559)

ดังนั้น ผู้บริหารสถานศึกษาจึงต้องพัฒนาภาวะผู้นำดิจิทัลให้สอดคล้องกับการปรับเปลี่ยน ทิศทางการศึกษาที่มีความเปลี่ยนแปลงอยู่ตลอดเวลา มีวิสัยทัศน์ที่ก้าวไกล สามารถตัดสินใจ คาดการณ์ และวางแผนการดำเนินงานโดยนำเทคโนโลยีดิจิทัลมาใช้ได้อย่างมีประสิทธิภาพ และมีนโยบายที่ทันสมัย พร้อมปรับเปลี่ยนได้ตามกระแสของโลก นอกจากนี้ยังสามารถส่งเสริมและสนับสนุนครูผู้สอนและผู้เรียนให้เกิดการเรียนรู้และพัฒนาทักษะที่จำเป็นในศตวรรษที่ 21 รวมถึงการอยู่รอดในสังคมที่มีการเปลี่ยนแปลงอย่างรวดเร็วอยู่ตลอดเวลา

ด้วยเหตุผลดังกล่าวในฐานะผู้วิจัย จึงได้ศึกษาเรื่องแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา โดยทำการศึกษาแนวทางในการพัฒนาภาวะผู้นำดิจิทัลในการบริหารสถานศึกษาว่าเป็นอย่างไรเพื่อนำมาใช้เป็นข้อมูลและแนวทางในการพัฒนาโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ให้มีประสิทธิภาพนำองค์กรสู่ความสำเร็จต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1
2. เพื่อศึกษาแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1
3. เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง แนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ใช้กระบวนการเก็บรวบรวมข้อมูลแบบผสมผสาน (Mixed Method) มีขั้นตอนในการดำเนินงานการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

1. ขั้นตอนการดำเนินการ ดังนี้

ในระยะที่ 1 มีขั้นตอนการดำเนินการ ดังนี้

1.1 ผู้วิจัยศึกษาแนวคิด ทฤษฎี เกี่ยวกับภาวะผู้นำดิจิทัล จากเอกสาร และงานวิจัยที่เกี่ยวข้อง ทำการวิเคราะห์ข้อมูลโดยการสร้างข้อสรุปจากการวิเคราะห์เนื้อหา (Content Analysis) จากข้อมูลที่เก็บรวบรวมได้ แล้วนำมาสร้างกรอบแนวคิดการวิจัยได้องค์ประกอบและตัวชี้วัดของภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ประกอบด้วย 3 องค์ประกอบ ดังนี้ 1) การสื่อสารดิจิทัล 2) การมีวิสัยทัศน์ดิจิทัล 3) การรู้ดิจิทัล

1.2 นำองค์ประกอบ และตัวชี้ของภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 มาใช้สร้างแบบสอบถามเพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็น

1.3 ทำการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

1.4 วิเคราะห์สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 มาหาดัชนีความต้องการจำเป็น (Priority Needs Index)

2. ประชากรและกลุ่มตัวอย่าง

2.1 ประชากร ได้แก่ ผู้อำนวยการสถานศึกษาหรือรองผู้อำนวยการสถานศึกษาหรือผู้รักษาการในตำแหน่งผู้อำนวยการสถานศึกษา จำนวน 189 คน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

2.2 กลุ่มตัวอย่าง ได้แก่ ผู้อำนวยการสถานศึกษาหรือรองผู้อำนวยการสถานศึกษาหรือผู้รักษาการในตำแหน่งผู้อำนวยการสถานศึกษาที่ได้จากการสุ่มตัวอย่างด้วยวิธีการเทียบตารางสำเร็จรูปของ Krejcie & Morgan จำนวน 127 คน

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 แบบสอบถามเพื่อการวิจัย

แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถามและข้อมูลทั่วไป ได้แก่ วุฒิการศึกษา ประสบการณ์ทางการบริหาร ซึ่งเป็นแบบตรวจสอบรายการ (Checklist)

ตอนที่ 2 เป็นแบบสอบถามเกี่ยวกับภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา และทักษะที่จำเป็นต่อภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 เป็นแบบสอบถามมาตราส่วนประเมินค่า 5 ระดับ สอบถามภาวะผู้นำใน 3 ด้าน

3.2 การสร้างและหาคุณภาพของเครื่องมือ

แบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 มีวิธีการสร้างและหาคุณภาพ ดังนี้

1. ศึกษาหลักเกณฑ์ และวิธีการสร้างแบบสอบถามแบบมาตราส่วน ประมาณค่า

2. ร่างแบบสอบถามโดยใช้ประเด็นองค์ประกอบและตัวชี้วัดที่ได้จากการศึกษามาเป็นกรอบการสร้างแบบสอบถาม

3. นำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ เพื่อตรวจสอบความถูกต้องและความครอบคลุมของเนื้อหาแล้วนำข้อเสนอแนะที่ได้ไปพิจารณาปรับปรุงแก้ไขให้สมบูรณ์ยิ่งขึ้น

4. การตรวจคุณภาพของแบบสอบถาม โดยการตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ผู้วิจัยนำแบบสอบถามฉบับร่างที่ผู้วิจัยสร้างขึ้นและผ่านการพิจารณาจากอาจารย์ที่ปรึกษาวิทยานิพนธ์ นำเสนอผู้เชี่ยวชาญเพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา ความเหมาะสมและความชัดเจนของข้อคำถาม ดำเนินการตรวจสอบคุณภาพเครื่องมือโดยวิธีการตรวจสอบความเที่ยงตรงเชิงเนื้อหาใช้เทคนิค IOC (Index of Item-Objective Congruence) หรือดัชนีความสอดคล้องระหว่างข้อคำถาม

5. นำแบบสอบถามที่ผ่านการตรวจพิจารณาของผู้เชี่ยวชาญ นำไปทดลองใช้ เพื่อหาคุณภาพของแบบสอบถาม โดยนำไปทดลองใช้ (Try Out) กับผู้อำนวยการสถานศึกษาหรือรองผู้อำนวยการสถานศึกษาหรือผู้รักษาการในตำแหน่งผู้บริหารสถานศึกษา ที่ปฏิบัติงานในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน

6. นำแบบสอบถามที่ทดลองใช้นำมาหาค่าอำนาจจำแนกรายข้อโดยการหาค่าสัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อกับคะแนนรวม (Item–Total Correlation) คัดเลือกข้อคำถามที่มีค่า 0.20 ขึ้นไปใช้ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายของ Pearson โดยดูจากค่าความสัมพันธ์จากคะแนนรายข้อกับคะแนนรวม (Item Total Correlation) ข้อคำถาม

มีค่าอำนาจจำแนกอยู่ระหว่างการตรวจสอบค่าความเชื่อมั่น ผู้วิจัยได้นำข้อคำถามที่มีค่าอำนาจจำแนกตามเกณฑ์ไปหาค่าความเชื่อมั่นทั้งฉบับตามวิธีการหาค่าสัมประสิทธิ์แอลฟาของคอนบราค (Cronbach's Alpha Coefficient)

7. จัดพิมพ์แบบสอบถามฉบับสมบูรณ์ แล้วนำไปเก็บรวบรวมข้อมูลกับกลุ่มตัวอย่างต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยดำเนินการขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ถึงผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 เพื่อขออนุญาตและอำนวยความสะดวกในการดำเนินการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างที่เป็นผู้อำนวยการสถานศึกษาหรือรองผู้อำนวยการสถานศึกษาหรือผู้รักษาการในตำแหน่งผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 จำนวน 127 คน

4.2 ผู้วิจัยนำแบบสอบถามพร้อมหนังสือขอความร่วมมือในการตอบแบบสอบถาม จัดส่งไปยังสถานศึกษาที่เป็นกลุ่มตัวอย่างทางออนไลน์

5. การจัดกระทำและวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์และนำเสนอข้อมูลจากแบบสอบถาม ดังนี้

5.1 การจัดกระทำข้อมูล

5.1.1 ตรวจสอบจำนวนและความสมบูรณ์ของแบบสอบถามที่ได้รับคืนมาแต่ละฉบับใช้วิเคราะห์ข้อมูล โดยใช้โปรแกรมสำเร็จรูป ดังนี้

5.1.1.1 วิเคราะห์ข้อมูล ตอนที่ 1 ของแบบสอบถาม ที่มีลักษณะเป็นข้อมูลทั่วไปเกี่ยวกับสถานภาพ เพศ อายุ ประสบการณ์ วิเคราะห์โดยใช้ค่าความถี่ (Frequency) และ ค่าร้อยละ (Percentage)

5.1.1.2 วิเคราะห์ข้อมูล ตอนที่ 2 ของแบบสอบถาม ที่มีลักษณะข้อมูล ประเภทมาตราส่วนประมาณค่า (Rating Scale) โดยใช้โปรแกรมสำเร็จรูปในการดำเนินการหาค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล ในการวิเคราะห์ข้อมูลการวิจัยครั้งนี้ ผู้วิจัยได้ใช้สถิติในการวิเคราะห์ข้อมูลดังนี้

5.2.1 สถิติพื้นฐาน

5.2.1.1 ร้อยละ (Percentage)

5.2.1.2 ค่าเฉลี่ย (Mean)

5.2.1.3 ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation: S.D.)

5.2.2 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ

5.2.2.1 ค่าความเชื่อมั่นของแบบสอบถามโดยหาค่าสัมประสิทธิ์แอลฟา (Alpha Coefficient) โดยใช้สูตรของครอนบาค (Cronbach) และค่าอำนาจจำแนกรายข้อ โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายระหว่างคะแนนรายข้อคำถามกับคะแนนตามสูตรหาค่า สัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson's Product Moment Correlation Coefficient)

5.2.2.2 การหาค่าความตรงด้านเนื้อหา (Content Validity) ของ แบบสอบถามโดยใช้สูตรดัชนีความสอดคล้อง (Index of item Objective Congruence: IOC)

5.3. วิเคราะห์ความต้องการความจำเป็น (Need Assessment) โดยนำข้อมูลที่ได้จากการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์มาหาดัชนีความต้องการจำเป็น (Priority Needs Index) เพื่อจัดลำดับความต้องการความจำเป็น

ระยะที่ 2 ศึกษาแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

ขั้นตอนที่ 1 การศึกษา Best Practices เกี่ยวกับการพัฒนาภาวะผู้นำดิจิทัล จากผู้ทรงคุณวุฒิในการบริหารการศึกษา

1. ผู้ให้ข้อมูล ได้แก่ อาจารย์สาขาการบริหารจัดการศึกษาในระดับอุดมศึกษา 1 คน ผู้บริหารการศึกษา กลุ่มงานบริหารงานบุคคล สังกัดสำนักงานเขตพื้นที่การศึกษา 1 คน และผู้บริหารสถานศึกษา 1 คน ใช้วิธีการเลือกแบบเจาะจง (Purposive Sampling) รวมผู้ให้ข้อมูลทั้งหมด 3 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสัมภาษณ์กึ่งโครงสร้างซึ่งใช้คำถามที่ประกอบด้วยข้อมูลทั่วไป และความคิดเห็นเกี่ยวกับการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา ซึ่งมีส่วนประกอบดังนี้

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับตำแหน่งทางการบริหาร ตำแหน่งทางวิชาการ คุณวุฒิสูงสุด สถานที่ทำงาน ประสบการณ์ในการทำงาน

ตอนที่ 2 ความคิดเห็นเกี่ยวกับการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา

2.2 การสร้างและการหาคุณภาพของเครื่องมือ

2.2.1 ศึกษาแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้องกับแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

2.2.2 สร้างเป็นข้อคำถามของแบบสัมภาษณ์

2.2.3 นำข้อคำถามของแบบสัมภาษณ์ที่สร้างได้ไปให้อาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้องของแบบสัมภาษณ์ สำนวนภาษา และปรับปรุงตามคำแนะนำของอาจารย์ที่ปรึกษา

2.2.4 นำแบบสัมภาษณ์ที่สร้างขึ้นเรียบร้อยแล้วไปให้ผู้เชี่ยวชาญ (ชุดเดิม) ในการตรวจสอบเครื่องมือวิจัย พิจารณาความสอดคล้องระหว่างประเด็นข้อคำถามในการสัมภาษณ์ กับวัตถุประสงค์และนิยามศัพท์เฉพาะ ในขั้นตอนนี้ใช้การวิเคราะห์ความสอดคล้อง (IOC : Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

2.2.5 ปรับปรุงแบบสัมภาษณ์ตามคำแนะนำของผู้เชี่ยวชาญไปจัดทำเป็นแบบสัมภาษณ์ฉบับสมบูรณ์

3. การเก็บรวบรวมข้อมูล

ดำเนินการประสานงานกับหน่วยงานต้นสังกัดของผู้ให้ข้อมูลและสัมภาษณ์ด้วยตนเอง โดยใช้แบบสอบถามที่สร้างขึ้น ผู้วิจัยใช้วิธีการสัมภาษณ์และจัดเก็บข้อมูลด้วยวิธีการจดบันทึก ใช้เครื่องบันทึกเสียงและกล้องถ่ายภาพ โดยมีรายละเอียดดังนี้

3.1 ขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล

3.2 นำหนังสือขอความอนุเคราะห์ในการตอบแบบสัมภาษณ์ส่งถึงกลุ่มผู้ให้ข้อมูลด้วยตนเอง พร้อมนัดหมายวันเวลาที่กลุ่มผู้ให้ข้อมูลสะดวกในการให้สัมภาษณ์กับผู้วิจัย

3.3 ดำเนินการสัมภาษณ์ตามวันเวลาที่นัดหมายพร้อมเก็บบันทึกข้อมูล โดยละเอียด

4. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

4.1 นำข้อมูลที่ได้จากแบบบันทึกการสัมภาษณ์มาเรียบเรียง จัดระเบียบ ข้อมูล จัดกลุ่มเนื้อหาตามองค์ประกอบหลักและองค์ประกอบย่อย

4.2 ผู้วิจัยวิเคราะห์ข้อมูลโดยการวิเคราะห์ข้อมูลเชิงคุณภาพ

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงคุณภาพ คือ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 2 แนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

ยกร่างแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยดำเนินการนำข้อมูลที่ได้จากการวิเคราะห์ความต้องการจำเป็นในระยะที่ 1 และการศึกษา Best Practices เกี่ยวกับการพัฒนาภาวะผู้นำของผู้บริหารสถานศึกษามาพัฒนาเป็นแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

ขั้นตอนที่ 3 การตรวจสอบยืนยันแนวทางทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

1. ผู้ทรงคุณวุฒิ ตรวจสอบยืนยันแนวทาง ฯ จำนวน 9 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบบันทึกการสนทนากลุ่ม (Focus Group Discussion) ของผู้ทรงคุณวุฒิด้านความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา

2.2.2 ศึกษาวิธีการสร้างแบบบันทึกการสนทนากลุ่ม (Focus Group Discussion)

2.2.3 ร่างแบบบันทึกการสนทนากลุ่ม (Focus Group Discussion) โดยใช้ประเด็นสำคัญของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้องและปรับปรุงตามคำแนะนำ

2.2.5 นำแบบบันทึกการสนทนากลุ่มที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์ให้ผู้ทรงคุณวุฒิ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้อง ตั้งแต่ .60 ขึ้นไป

2.2.6 จัดทำแบบบันทึกการสนทนากลุ่มฉบับจริงและนำไปเก็บข้อมูลกับกลุ่มผู้ทรงคุณวุฒิต่อไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุมถึงผู้ทรงคุณวุฒิ

3.2 ติดต่อประสานงานกับผู้ทรงคุณวุฒิเพื่อขอความอนุเคราะห์ในการตรวจสอบ ยืนยันแนวทางด้วยการสนทนากลุ่ม (Focus Group Discussion) ของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบบันทึกการสนทนากลุ่ม

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูลและการวิเคราะห์ข้อมูลเชิงคุณภาพ

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 การวิเคราะห์ข้อมูล คือ การวิเคราะห์เนื้อหา (Content Analysis)

ขั้นตอนที่ 4 ประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดย

1. ผู้ทรงคุณวุฒิ (ชุดเดิม) จำนวน 9 คน ประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยการเลือกแบบเจาะจง (Purposive Sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดย โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดย ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์ ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนนและบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2556)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ระยะที่ 3 ประเมินแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

1. นำร่างแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 เสนอต่อผู้ทรงคุณวุฒิ เพื่อประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive sampling)

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ประเภทและลักษณะของเครื่องมือ

แบบประเมินความเหมาะสม และความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดย โดยจำแนกข้อคำถามเป็นแบบมาตรประมาณค่า (Rating Scale) 5 ระดับ

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องกับเรื่องแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

2.2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบแบบประเมิน

2.2.3 ร่างแบบประเมินโดยใช้ประเด็นสำคัญของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดย ที่ได้จากการศึกษามาเป็นกรอบการสร้าง

2.2.4 นำไปเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้อง และปรับปรุงตามคำแนะนำ

2.2.5 นำแบบประเมินที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์แล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือราชการในการเก็บข้อมูลจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ถึงผู้ทรงคุณวุฒิ

3.2 ดำเนินการเก็บข้อมูล ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

4. การจัดกระทำกับข้อมูลและการวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ในการตอบแบบประเมิน

4.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์ และวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลแบบประเมินโดยใช้การหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความเหมาะสม (บุญชม ศรีสะอาด, 2556)

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

5.1 สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง (IOC)

5.2 สถิติพื้นฐาน ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

1. สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาแนวทางภาวะผู้นำดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 สภาพปัจจุบันของภาวะผู้นำดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยรวมอยู่ในระดับมาก เมื่อ พิจารณาเป็นรายด้าน เรียงลำดับคะแนนเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการมีวิสัยทัศน์ดิจิทัล ด้านการรู้ดิจิทัล และด้านการสื่อสารดิจิทัล สภาพที่พึงประสงค์ของภาวะผู้นำดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 พบว่า โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน เรียงลำดับคะแนนเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการรู้ดิจิทัล ด้านการสื่อสารดิจิทัล และด้านการมีวิสัยทัศน์ดิจิทัล และความต้องการจำเป็นในการพัฒนาภาวะผู้นำดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 พบว่า ลำดับ ความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ ด้านการสื่อสารดิจิทัล ด้านการรู้ดิจิทัล และด้านการมีวิสัยทัศน์ดิจิทัล

2. แนวทางการพัฒนาภาวะผู้นำดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 ประกอบด้วย 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ ใช้กิจกรรมการพัฒนาตามหลักวิธีการพัฒนา 70:20:10 ได้แก่

การเรียนรู้จากประสบการณ์ปฏิบัติจริง การให้คำปรึกษาหรือการฝึกอบรม และการศึกษาจากผู้อื่นหรือการศึกษาด้วยตนเอง มีแนวทางในการพัฒนา 3 ด้าน ประกอบด้วย ด้านการสื่อสารดิจิทัล ด้านการมีวิสัยทัศน์ดิจิทัล และการรู้ดิจิทัล 4) การประเมิน มีการประเมิน 2 ขั้นตอน ขั้นที่ 1 ประเมินก่อนการดำเนินการ ได้แก่ ประเมินความเป็นไปได้ในการปฏิบัติ ตรวจสอบเครื่องมือ สื่อ คน และเวลา และประเมินความเข้าใจก่อนการพัฒนา ขั้นที่ 2 ประเมินหลังดำเนินการ ได้แก่ ประเมินความเข้าใจหลังการพัฒนา ประเมินภาวะผู้นำดิจิทัลของผู้เข้าร่วมพัฒนา และแบบประเมินความพึงพอใจของผู้เข้าร่วมพัฒนา และ 5) เงื่อนไขความสำเร็จ ผลการตรวจสอบยืนยัน และประเมินความเหมาะสมของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยผู้ทรงคุณวุฒิ พบว่า โดยรวมอยู่ในระดับมากที่สุด

3. ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 พบว่า มีความเหมาะสมอยู่ในระดับมากที่สุด และมีความเป็นไปได้อยู่ในระดับมากที่สุด

อภิปรายผลการวิจัย

1. สภาพปัจจุบันของภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการมีวิสัยทัศน์ รองลงมาคือ ด้านการรู้ดิจิทัล และด้านการสื่อสารดิจิทัล ซึ่งสอดคล้องกับงานวิจัยของ ออระญา ปะภาวะเตและ บุญชม ศรีสะอาด(2564) ได้ทำการวิจัยเรื่องแนวทางการพัฒนาภาวะผู้นำยุคดิจิทัลของผู้บริหารสถานศึกษา พบว่าสภาพปัจจุบันของภาวะผู้นำยุคดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 2 โดยรวมและรายด้านอยู่ในระดับมาก และสภาพที่พึงประสงค์ของภาวะผู้นำยุคดิจิทัลของผู้บริหารสถานศึกษา โดยรวมและรายด้านอยู่ในระดับมาก

2. สภาพที่พึงประสงค์ของภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากที่สุดเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ ด้านการรู้ดิจิทัล รองลงมาคือด้านการสื่อสารดิจิทัล และด้านการมีวิสัยทัศน์ดิจิทัล ซึ่งสอดคล้องกับ Willeto (2013) ได้ศึกษาวิจัยเรื่องการพัฒนาภาวะผู้นำเพื่อเพิ่มประสิทธิผลขององค์กรโดยศึกษาผลจากการดำเนินกิจกรรมการพัฒนาภาวะผู้นำกิจกรรมในกลุ่มผู้บริหารวิทยาลัยระดับวิทยาเขตในขณะเป็นกลยุทธ์หนึ่งในการบริหารงานเพื่อบรรลุพันธกิจของวิทยาลัยโดยมีกลุ่มประกอบไปด้วยการศึกษาหรือคณบดีเจ้าหน้าที่วิทยาเขตแพร่ข้อมูลในการประเมินผู้เกี่ยวข้องเพื่อสรุปผลการวิเคราะห์ ข้อมูลลงใน Leadership Educational Plan ซึ่งเป็นส่วนหนึ่งของการวิจัยผลการศึกษาพบว่าการพัฒนาภาวะผู้นำเป็นแนวทางในการนำไปสู่ความมีประสิทธิผลของสถาบัน สอดคล้องกับ กัญญารัตน์ สุขแสน (2564) ได้ทำวิจัยเรื่อง รูปแบบการพัฒนาภาวะผู้นำด้านดิจิทัลของผู้บริหารโรงเรียน ผลการวิจัยพบว่า สภาพพึงประสงค์ในภาพรวมอยู่ในระดับมากที่สุดและรูปแบบการพัฒนาภาวะผู้นำดิจิทัล ชื่อรูปแบบการพัฒนาภาวะผู้นำด้านดิจิทัลให้มีวิสัยทัศน์บนวัฒนธรรมที่หลอมรวมผ่านระบบออนไลน์ด้วยเทคโนโลยีปัญญาประดิษฐ์ ประกอบด้วย 4 องค์ประกอบ ได้แก่ องค์ประกอบหลัก ความเป็นผู้นำที่มีวิสัยทัศน์และกลยุทธ์การสื่อสาร การหลอมรวมระบบการบริหารที่เชื่อมโยง และความมีวัฒนธรรมการเรียนรู้ยุคดิจิทัล

3. ความต้องการจำเป็นในการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปน้อย ได้แก่ ด้านการสื่อสารดิจิทัล ด้านการรู้ดิจิทัล และด้านการมีวิสัยทัศน์ดิจิทัล ทั้งนี้อาจเป็นเพราะสังคมในปัจจุบันมีการใช้เทคโนโลยีดิจิทัลในการสื่อสารเพื่อแสดงออกถึงการรู้และการมีวิสัยทัศน์ความเป็นผู้นำของตนเอง และสามารถนำมาบริหารงานภายในโรงเรียนได้อย่างเหมาะสมและมีประสิทธิภาพ จึงส่งผลต่อความต้องการจำเป็นของการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา ซึ่งสอดคล้องกับงานวิจัยของ สุชญา โกมลวานิช (2563) ได้ทำวิจัยเรื่อง ภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษาที่ส่งผลต่อสมรรถนะครูในศตวรรษที่ 21 วิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูป ผลการวิจัยพบว่าภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษาของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 23 โดยภาพรวมมีการปฏิบัติอยู่ในระดับมากทุกด้าน เมื่อพิจารณาเรียงลำดับ พบว่า ด้านการสื่อสารดิจิทัลมีการปฏิบัติที่สูงสุด รองลงมาเป็นด้านการมีวิสัยทัศน์ดิจิทัลและด้านการรู้ดิจิทัล สอดคล้องกับงานวิจัยของ ณัฏฐณิชา พรปทุมชัยกิจ อุดมพันธุ พิชญประเสริฐ พงษศักดิ์ ทองพันชั่ง(2564) ได้ทำวิจัยเรื่อง ภาวะผู้นำยุคดิจิทัลของผู้บริหารสถานศึกษา ผลการวิจัยพบว่า การพัฒนาภาวะผู้นำยุคดิจิทัลของผู้บริหารสถานศึกษา พบว่า ด้านการมีวิสัยทัศน์ ผู้บริหารควรกำหนดวิสัยทัศน์ที่ชัดเจน สอดคล้องกับบริบทโรงเรียน และสามารถปฏิบัติได้จริง ด้านการสร้างวัฒนธรรมการเรียนรู้ยุคดิจิทัล ผู้บริหารควรส่งเสริมให้มีการใช้เทคโนโลยีในการปฏิบัติงาน ด้านการพัฒนาระดับมืออาชีพ ผู้บริหารควรสนับสนุนให้มีการอบรมการใช้เทคโนโลยี และแลกเปลี่ยนเรียนรู้กัน และด้านการเป็นพลเมืองในยุคดิจิทัล ผู้บริหารควรเปิดรับเทคโนโลยีใหม่และเป็นแบบอย่างที่ดีในการใช้เทคโนโลยี

4. แนวทางการพัฒนาภาวะผู้นำดิจิทัล สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1พบว่า ประกอบด้วย

1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ ใช้กิจกรรมการพัฒนาตามหลักวิธีการพัฒนา 70:20:10 ได้แก่ การเรียนรู้จากประสบการณ์ปฏิบัติจริง การให้คำปรึกษาหรือการฝึกอบรม และการศึกษาจากผู้อื่นหรือการศึกษาด้วยตนเอง มีแนวทางในการพัฒนา 3 ด้าน ประกอบด้วย ด้านการสื่อสารดิจิทัล ด้านการมีวิสัยทัศน์ดิจิทัลและด้านการรู้ดิจิทัล 4) การประเมิน มีการประเมิน 2 ขั้นตอน ขั้นที่ 1 ประเมินก่อนการดำเนินการ ได้แก่ ประเมินความเป็นไปได้ในการปฏิบัติ ตรวจสอบเครื่องมือ สื่อ คน และเวลา และประเมินความเข้าใจก่อนการพัฒนา ขั้นที่ 2 ประเมินหลังดำเนินการ ได้แก่ ประเมินความเข้าใจหลังการพัฒนา ประเมินภาวะแบบร่วมมือของผู้เข้าร่วมพัฒนา และแบบประเมินความพึงพอใจของผู้เข้าร่วมพัฒนา และ 5) เงื่อนไขความสำเร็จ ผลการประเมินแนวทางการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา มีความเหมาะสม/ความเป็นไปได้ อยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับผลการวิจัยของ จิติมา วรรณศรี (2564) ได้ทำการวิจัยเรื่องรูปแบบการพัฒนาภาวะผู้นำของผู้บริหารสถานศึกษายุคดิจิทัล ผลการวิจัยพบว่า รูปแบบการพัฒนาภาวะผู้นำของผู้บริหารสถานศึกษายุคดิจิทัลประกอบด้วย หลักการ วัตถุประสงค์ องค์ประกอบหลัก การประเมินผล และเงื่อนไขความสำเร็จ เมื่อประเมินรูปแบบพบว่า มีความเหมาะสม ความเป็นไปได้ และความเป็นประโยชน์ของรูปแบบอยู่ในระดับมากที่สุด และสอดคล้องกับ ออระญา ปะภาวะเตและ บุญชม ศรีสะอาด(2564) ได้ทำการวิจัยเรื่องแนวทางการพัฒนาภาวะผู้นำยุคดิจิทัลของผู้บริหารสถานศึกษา แนวทางการพัฒนาตามองค์ประกอบภาวะผู้นำยุคดิจิทัล สรุปได้ดังนี้ มีระบบการวางแผนและสร้างแนวทางในการพัฒนาบุคลากรเพื่อสร้างสังคมแห่งปัญญาโดยการกำหนดนโยบายให้บุคลากรต้องได้รับการอบรมหรือการอบรมออนไลน์ เข้าร่วมและส่งเสริมกิจกรรมพัฒนาวิชาชีพด้านการพัฒนาการใช้เทคโนโลยีผู้บริหารเป็นแบบอย่างที่ดี ในการสนับสนุนและส่งเสริมให้เกิดความตระหนักในหลักจริยธรรมเพื่อวิวัฒนาการของวัฒนธรรมสังคมดิจิทัลในการใช้สื่อที่เหมาะสม

ข้อเสนอแนะ

ข้อเสนอแนะทั่วไป

1. จากการศึกษาสภาพที่พึงประสงค์ของภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สรุปได้ว่ามีความต้องการด้านการสื่อสารดิจิทัลมากที่สุด ดังนั้นผู้วิจัยและผู้มีส่วนเกี่ยวข้องควรส่งเสริมให้มีการพัฒนาอย่างต่อเนื่อง เพราะจะทำให้ผู้บริหารเป็นผู้ที่มีประสิทธิภาพมากยิ่งขึ้น

2. สำนักงานเขตพื้นที่การศึกษาต้องกำหนดนโยบายการพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารเป็นลำดับต้นๆ ควรมีการจัดระบบการกำกับ ติดตามและประเมินผลเป็นระยะที่ต่อเนื่อง มีการจัดกิจกรรมสร้างความตระหนักและพัฒนาตนเองอย่างต่อเนื่องสำหรับผู้บริหารสถานศึกษา โดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น ($PNI_{modified}$) ที่มีความต้องการจำเป็นสูง

3. ผู้บริหารสถานศึกษามีบทบาทสำคัญในการขับเคลื่อนนโยบายการบริหารจัดการศึกษา ควรได้รับการพัฒนาตนเองด้านการบริหารจัดการศึกษาอย่างต่อเนื่อง สม่ำเสมอ เพื่อพัฒนาตนเองและส่งผลต่อการพัฒนาองค์กรให้มีประสิทธิภาพ ผู้บริหารควรเล็งเห็นความสำคัญและความจำเป็นที่ต้องพัฒนาในด้านต่างๆ และการพัฒนาภาวะผู้นำดิจิทัล โดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น ($PNI_{modified}$)

ข้อเสนอแนะในการวิจัยครั้งต่อไป

1. ควรศึกษาปัจจัยที่มีผลต่อภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1

2. ควรศึกษาภาวะผู้นำดิจิทัลของผู้บริหารโรงเรียนในระดับเขตพื้นที่การศึกษาประถมศึกษาและมัธยมศึกษา เพื่อพัฒนาภาวะผู้นำดิจิทัลของผู้บริหารสถานศึกษา สำนักงานเขตพื้นที่การศึกษาให้มีประสิทธิภาพยิ่งขึ้น

เอกสารอ้างอิง

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แนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

The Developing Guidelines for Classroom Management in The New Normal Under Roi Et Primary Education Survice Area Office 2

อรรถชัย ไหมน้ำคำ, Atachai Mainamkhum[1]
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บทคัดย่อ

การวิจัยนี้มีความมุ่งหมายเพื่อ 1) เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 2) เพื่อศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 การวิจัยแบ่งออกเป็น 3 ระยะ คือ ระยะที่ 1 ได้แก่ ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของงแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 กลุ่มตัวอย่างได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 325 คน ได้มาโดยการสุ่มแบบแบ่งชั้นภูมิ เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม ระยะที่ 2 ศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 3 โรงเรียน โรงเรียนละ 2 คน รวม 6 คน และผู้ทรงคุณวุฒิ จำนวน 5 คน เลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสัมภาษณ์ และแบบประเมินความเหมาะสม ระยะที่ 3 ประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 10 คน เลือกแบบเจาะจง (Purposive Sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารจัดการชั้นเรียนยุคใหม่ของโรงเรียน สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง ค่าอาจจำแนก ค่าความเชื่อมั่น และค่าดัชนีความต้องการจำเป็น

ผลการวิจัย พบว่า

1. สภาพปัจจุบันของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยรวมอยู่ในระดับมากโดยด้านที่มีค่าเฉลี่ยสูงสุดคือการจัดการเรียนรู้แบบ On-site และ สำหรับสภาพที่พึงประสงค์ของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยรวมอยู่ในระดับมากที่สุดโดยด้านที่มีค่าเฉลี่ยสูงสุดคือการจัดการเรียนรู้แบบ On-line และลำดับความต้องการจำเป็น เรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้ดังนี้ ลำดับที่ 1 การจัดการเรียนรู้แบบ On-line ลำดับที่ 2 การจัดการเรียนรู้แบบ On-demand ลำดับที่ 3 การจัดการเรียนรู้แบบ On-air และลำดับที่ 4 การจัดการเรียนรู้แบบ On-site และลำดับที่ 5 การจัดการเรียนรู้แบบ On-hand

2. แนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 พบว่า 1) หลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการซึ่งมีการจัดการเรียนรู้ 5 รูปแบบดังต่อไปนี้การจัดการเรียนรู้แบบ On-site การจัดการเรียนรู้แบบ On-air การจัดการเรียนรู้แบบ On-demand การจัดการเรียนรู้แบบ On-lineและการจัดการเรียนรู้แบบ On-hand 4) การประเมิน มีการประเมิน 2 ขั้นตอน ขั้นที่ 1 ประเมินก่อนการดำเนินการ ได้แก่ ประเมินความเป็นไปได้ในการปฏิบัติ ตรวจสอบเครื่องมือ สื่อ คน และเวลา และประเมินความเข้าใจก่อนการพัฒนา ขั้นที่ 2 ประเมินหลังดำเนินการ ได้แก่ ประเมินความเข้าใจหลังการพัฒนา ประเมินแนวทางการจัดการเรียนรู้วิถีใหม่และแบบประเมินความพึงพอใจของผู้เข้าร่วมพัฒนา และ 5) เงื่อนไขความสำเร็จ

3. ผลการประเมินความเหมาะสมขอแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยผู้ทรงคุณวุฒิ 5 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยผู้บริหารและครู 10 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด

คำสำคัญ : แนวทางการพัฒนาครู, การจัดการเรียนรู้วิถีใหม่

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Abstract

The purposes of this research were 1) to study the current conditions, desirable condition and the necessities of the classroom management in the new normal under Roi Et Primary Education Service Area Office 2. 2) to study the developing guidelines for the classroom management in the new normal under Roi Et Primary Education Service Area Office 2. 3) to evaluate suitability and feasibility of the developing guidelines for the classroom management in the new normal under Roi Et Primary Education Service Area Office 2. The research was divided into 3 phases: Phase 1: To study conditions, desirable condition and the necessities of the classroom management in the new normal under Roi Et Primary Education Service Area Office 2. The samples were selected by stratified random sampling from 325 administrators and teachers. The research instrument was a questionnaire. Phase 2: To study the developing guidelines for the classroom management in the new normal under Roi Et Primary Education Service Area Office 2. The samples were selected by purposive sampling from 5 senior experts and an administrator and a teacher in 3 schools, total 6 people. The research instrument were a questionnaire and a suitability assessment form. Phase 3: To evaluate suitability and feasibility of the developing guidelines for the classroom management in the new normal under Roi Et Primary Education Service Area Office 2. The samples were selected by purposive sampling from 10 administrators and teachers. The research instrument was an assessment form of evaluate suitability and feasibility of the developing guidelines for the classroom management in the new normal. Data was analyzed using percentage, mean, standard deviation. Concordance index Possibly classifiable value Reliability and the required index value.

The results were as follows:

1. The current conditions of the classroom management in the new normal under Roi Et Primary Education Service Area Office 2. The overall level was at high level. The highest average level was On-site classroom management. The desirable condition of the classroom management in the new normal under Roi Et Primary Education Service Area Office 2. The overall level was at high level. The highest average level was On-line classroom management. The order of the necessities from most to least as follows: 1) On-line classroom management 2) On-demand classroom management 3) On-air classroom management 4) On-site classroom management and 5) On-hand classroom management.

2. The developing guidelines for the classroom management in the new normal under Roi Et Primary Education Service Area Office 2 were 1) Principle 2) Objective 3) Methodology in 5 sorts of classroom management. There were On-line classroom management, On-demand classroom management, On-air classroom management, On-site classroom management and On-hand classroom management. 4) Evaluation in 2 steps. First step was Pre-evaluation; there were feasibility evaluation, examined the instruments, media, people and time and evaluate understanding before developing. Second step was Post- evaluation; there were understanding evaluation after developing, evaluation of the developing guidelines for the classroom management in the new normal and evaluate the satisfaction of the development participants. 5) Success conditions.

3) The results of the suitability evaluation of the developing guidelines for the classroom management in the new normal under Roi Et Primary Education Service Area Office 2 by 5 senior experts. The suitable overall was at highest level. The results of suitability and feasibility of the developing guidelines for the classroom management in the new normal under Roi Et Primary Education Service Area Office 2 by 10 administrators and teachers. The suitable overall was at highest level and the feasible overall was at highest level.

Keywords: The developing guidelines, Management in the new normal

บทนำ

เนื่องจากการแพร่ระบาดของเชื้อไวรัสโคโรนา 2019 ส่งผลกระทบต่อพฤติกรรมด้านการดูแล สุขภาพกาย ด้านสุขภาพจิต ด้านสังคม ด้านเศรษฐกิจ และระบบการศึกษา สังคมเกิดการปรับตัวและก่อเกิดมาตราการในการดำเนินชีวิตในรูปแบบหนึ่งในนั้นความมุ่งหมายและหลักการจัดการศึกษาของไทยมีไว้ว่าต้องเป็นไปเพื่อพัฒนาคนไทย ให้เป็นมนุษย์ที่สมบูรณ์ทั้งร่างกายและจิตใจ สติปัญญา

ความรู้และคุณธรรมจริยธรรม และวัฒนธรรมการดำรงชีวิต สามารถดำรงชีวิตอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข โดยมุ่งหวังให้ผู้เรียนเป็นคนเก่ง คนดีและมี ความสุข ยึดหลักผู้เรียนมีความสามารถเรียนรู้และพัฒนาตนเองได้ที่ควรเป็นไปอย่างต่อเนื่อง การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรน่า 2019 นี้ ส่งผลไม่น้อยต่อการจัดการศึกษาทั้งระบบและการจัดการเรียนรู้ทุกระดับนำไปสู่สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน กระทรวงศึกษาธิการ (2563) ได้ประกาศ แนวทางการจัดการเรียนการสอน ของโรงเรียนสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ในสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัส โคโรนา 2019 (COVID-19) ปีการศึกษา 2563 นโยบายการจัดการเรียนการสอนในช่วงสถานการณ์การแพร่ระบาดของไวรัส โคโรนา 2019 (COVD–19) ในทุกระดับชั้นและทุกประเภท ในหลากหลายรูปแบบเพื่อให้สถานศึกษาสามารถปรับให้เหมาะสมกับบริบทและความพร้อมของโรงเรียน

สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2564) มีการจัดการเรียนรู้วิถีใหม่ ซึ่งการเรียนการสอน ก่อนสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา2019และได้รับความเห็นชอบจากคณะกรรมการโรคติดต่อจังหวัดก่อนทำให้เกิดการเรียนรู้รูปแบบใหม่ในวิกฤตการณ์ดังกล่าว โดยมีการจัดการเรียนการสอน 5 รูปแบบ ดังนี้ (1) การจัดการเรียนรู้แบบ On-site (2) การจัดการเรียนรู้แบบ On-air (3) การจัดการเรียนรู้แบบOnline (4) การจัดการเรียนรู้แบบ On-demand (5) การจัดการเรียนรู้แบบ On-hand (กวินทร์เกียรติ นนธ์พละ, 2564) ซึ่งทางสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ดเขต 2 ถือได้ว่าเป็นอีกหนึ่งพื้นที่จากการได้รับผลกระทบของโรคระบาดโควิด-19 ในครั้งนี้ พร้อมทั้งยังเป็นหนึ่งในหน่วยงานซึ่งมีต้นสังกัดคือสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ภายใต้การกำกับควบคุมดูแลในกระทรวงศึกษาธิการ จึงมีการน้อมรับนโยบายต่างๆจากทางกระทรวงศึกษาธิการ และสำนักงานคณะกรรมการศึกษาขั้นพื้นฐานจากการแก้ปัญหาการแพร่ระบาดของเชื้อโรค พร้อมทั้งการขับเคลื่อนการศึกษาในขณะเดียวกัน ซึ่งพบว่ามีการประกาศใช้มาตรการด้านการควบคุมโรคและการจัดการศึกษาที่เรียกว่าการศึกษาวิธีใหม่ทั้ง 5 รูปแบบ

สำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ดเขต 2 พยายามที่จะแก้ปัญหาเพื่อให้เหมาะสมและสอดคล้องกับสถานการณ์ที่เป็นอยู่ ภายใต้กรอบของกฎหมายและกรอบนโยบายที่เกิดขึ้นซึ่งได้กล่าวมาข้างต้นแล้วนั้น ทั้งนี้ทั้งนั้นยังมีข้อจำกัดอื่นๆมากมายจากผลกระทบดังกล่าว ทำให้การเรียนรู้ของนักเรียน นักศึกษามีการเปลี่ยนแปลงไปด้วย ดังนั้นจึงมี การนำเทคโนโลยีสารสนเทศและการสื่อสารหรือ ICT เข้ามามีส่วนร่วมกับการจัดระบบการจัดการเรียนรู้ออนไลน์ (จักรกฤษณ์ โพดาพล, 2563 : 20-22) แต่อย่างไรก็ตามประเด็นปัญหาและข้อจำกัดในการเรียนการสอนออนไลน์ ช่วงสถานการณ์ โควิด-19 พบว่า ความเหลื่อมล้ำทางสังคมที่ทำให้โครงสร้างพื้นฐาน เครื่องมืออุปกรณ์ รวมถึงทักษะในการสอนและการเรียนรู้ ไม่สามารถเข้าได้อย่างทั่วถึงในทุกโรงเรียน หรือนักเรียนนักศึกษาทุกคน ซึ่งโดยส่วนใหญ่แล้วจะขาดอุปกรณ์ทางการศึกษา (วิทัศน์ ฝักเจริญผล และคณะ, 2563 : 44-61)

ด้วยเหตุผลดังกล่าว ผู้วิจัยจึงมีความสนใจและเล็งเห็นความจำเป็นในการศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 เพื่อให้เกิดองค์ความรู้ ความเข้าใจถึงการจัดการเรียนรู้วิถีใหม่และการนำไปประยุกต์ใช้ความต้องการของครูและผู้บริหารสถานศึกษาอย่างสอดคล้องและความเหมาะสมกับบริบทของสถานศึกษารวมทั้งสถานการณ์ปัจจุบันในการจัดการเรียนรู้วิถีใหม่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ซึ่งหวังเป็นอย่างยิ่งว่าจะเป็นผลดีและเป็นประโยชน์ต่อการพัฒนากระบวนการจัดการเรียนรู้ในปัจจุบันและอนาคต เป็นประโยชน์ต่อการพัฒนาวิชาชีพรวมทั้งการศึกษาไทยในอนาคต

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2
2. เพื่อศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2
3. เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง แนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ผู้วิจัยกำหนดวิธีการดำเนินการวิจัย เป็น 3 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

ตอนที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของแนวทางการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ดังนี้

1. วิธีการดำเนินการวิจัย

1.1 ศึกษาเอกสาร ตำรา และงานวิจัยที่เกี่ยวข้องเกี่ยวกับการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

1.2 นำผลการศึกษาวิเคราะห์ สังเคราะห์ เอกสาร ตำรา งานวิจัยที่เกี่ยวข้องได้องค์ประกอบการเกี่ยวกับการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ในการวิจัยแล้วนำไปตรวจสอบค่าดัชนีความเที่ยงตรงของข้อคำถาม

1.3 เก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

1.4 วิเคราะห์ข้อมูลสภาพปัจจุบันและสภาพที่พึงประสงค์ของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

2. ประชากรและกลุ่มตัวอย่าง

2.1 ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครู กำหนดขนาดตัวอย่างโดยใช้การเลือกแบบเจาะโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ได้กลุ่มตัวอย่าง รวมทั้งสิ้น 325 คน

2.2 กำหนดขนาดกลุ่มตัวอย่าง โดยเทียบจำนวนประชากรทั้งหมด กับตารางสำเร็จรูปของเคจซีมอร์แกน (Krejcie and Morgan) (บุญชม ศรีสะอาด, 2545) ได้กลุ่มตัวอย่าง จำนวน 313 คน

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ

แบบสอบถาม

3.2 ลักษณะของเครื่องมือ

แบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ

แบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม ได้แก่ ประสบการณ์ในตำแหน่ง วุฒิการศึกษา ประเภทตำแหน่งเป็นแบบตรวจสอบรายการ (Check List)

ตอนที่ 2 แบบสอบถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ของการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2ตามองค์ประกอบและตัวบ่งชี้ที่ได้จากการศึกษา มีลักษณะเป็นแบบมาตราประมาณค่า (Rating Scale) 5 ระดับ และได้กำหนดน้ำหนักคะแนนตามวิธีของลิเคิร์ท (Likert) คือ (บุญชม ศรีสะอาด, 2556)

3.3 วิธีการสร้างเครื่องมือและหาคุณภาพแบบสอบถาม

ผู้วิจัยได้ดำเนินการสร้างแบบสอบถาม ตามขั้นตอน ดังนี้

3.3.1 ผู้วิจัยนำแบบสอบถาม สภาพปัจจุบันและสภาพที่พึงประสงค์ของการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ไปตรวจสอบค่าดัชนีความสอดคล้องระหว่างจุดประสงค์กับข้อคำถาม (IOC) กับผู้เชี่ยวชาญ 5 คน

3.3.4 ผู้วิจัยนำมาปรับปรุงและจัดพิมพ์แบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์เพื่อนำไปเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยทำวิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อส่งถึงผู้บริหารสถานศึกษาในการขอความอนุเคราะห์เก็บรวบรวมข้อมูลในสถานศึกษาของกลุ่มตัวอย่าง

4.2 ผู้วิจัยนำส่งแบบสอบถามพร้อมหนังสือขอความอนุเคราะห์ในการตอบแบบสอบถามถึงผู้บริหารสถานศึกษาและครู โดยผู้วิจัยนำส่งด้วยตนเอง จำนวน 1 ฉบับ (ตอบแบบสอบถามผ่าน google ฟอร์ม)

4.3 กลุ่มตัวอย่างส่งแบบสอบถามคืน (ตอบแบบสอบถามผ่าน google ฟอร์ม) จำนวน 274 ฉบับ คิดเป็นร้อยละ 84.31

4.4 ผู้วิจัยนำแบบสอบถามมาวิเคราะห์ข้อมูลด้วยคอมพิวเตอร์โดยใช้โปรแกรมสำเร็จรูป

5. การจัดกระทำและการวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยตรวจสอบความถูกต้องและความสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาจากกลุ่มตัวอย่าง จากนั้นนำมาวิเคราะห์ข้อมูลโดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป ดังนี้

1) ผู้วิจัยวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามในตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับสถานภาพผู้ตอบแบบสอบถาม วิเคราะห์ข้อมูลโดยใช้การแจกแจงความถี่และหาค่าร้อยละแล้วนำเสนอเป็นตารางประกอบความเรียงท้ายตาราง

2) ผู้วิจัยวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามในตอนที่ 2 ข้อมูลเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยหาค่าเฉลี่ย (Mean) ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) และวิเคราะห์ความต้องการจำเป็น (Need Assessment)

5.2 การวิเคราะห์ข้อมูล

5.2.1 ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ของการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint) ดังนี้ (บุญชม ศรีสะอาด, 2556)

ระยะที่ 2 ศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

ตอนที่ 1 การศึกษาโรงเรียนที่มีวิธีปฏิบัติที่เป็นเลิศ (Best Practices) ดังนี้

1. วิธีการดำเนินการวิจัย

1.1 นำข้อมูลจากการวิเคราะห์ความต้องการจำเป็น (Need Assessment) ในระยะที่ 1 กำหนดคุณสมบัติของโรงเรียนที่จะนำมาเป็นกรณีศึกษา โดยพิจารณาจากโรงเรียนที่ผ่านการประเมิน สมศ. รอบที่3 หรือรอบที่4 กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา และครูผู้สอน ในสถานศึกษาที่ได้รับรางวัลต่างๆด้านการจัดการเรียนรู้เช่น โรงเรียนดีประจำตำบล โรงเรียนคุณภาพประจำตำบล หรือผ่านการประเมินห้องเรียนคุณภาพจากต้นสังกัด และโรงเรียนที่มีวิธีการปฏิบัติที่ดีเกี่ยวกับการจัดการเรียนรู้วิถีใหม่ 3 โรงเรียน โรงเรียนละ 2 คน รวม 6 คน เลือกแบบเจาะจง (Purposive Sampling) ดังนี้

1) โรงเรียนบ้านยางเครือ-ด่านน้อย

2) โรงเรียนบ้านตาหยวก(ประชาสงเคราะห์)

3) โรงเรียนบ้านฮ่องสังข์

1.2 เก็บรวบรวมข้อมูลจากกลุ่มผู้ให้ข้อมูล ผู้วิจัยติดต่อส่งหนังสือขอความอนุเคราะห์ถึงผู้อำนวยการโรงเรียน เพื่อขอศึกษาข้อมูลโรงเรียนที่มีวิธีปฏิบัติที่ดี (Best Practices) จำนวน 3 โรงเรียน

1.3 เก็บรวบรวมข้อมูลจากกลุ่มผู้ให้ข้อมูล

2. กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูลจากโรงเรียนที่มีวิธีปฏิบัติที่ดี (Best Practices) โดยเลือกแบบเจาะจง (Purposive Sampling) จำนวน 3 โรงเรียน ได้แก่ ผู้บริหารสถานศึกษา โรงเรียนละ 1 คน และครู โรงเรียนละ 1 คน รวมทั้งสิ้น 6 คน

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 เครื่องมือ

3.1.1 แบบสัมภาษณ์

3.2 การสร้างและหาคุณภาพเครื่องมือ

3.2.1 ศึกษาวิธีการสร้างแบบสัมภาษณ์จากเอกสารตำรา (บุญชม ศรีสะอาด, 2556)

3.2.2 สร้างแบบสัมภาษณ์กึ่งโครงสร้าง จากข้อมูลที่ได้จากการศึกษาความต้องการความจำเป็น (Need Assessment) ในระยะที่ 1

3.2.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของรูปแบบ

3.2.5 ปรับปรุงแก้ไขตามคำแนะนำของผู้เชี่ยวชาญ

3.2.6 จัดพิมพ์แบบสัมภาษณ์ฉบับสมบูรณ์ เพื่อดำเนินการเก็บรวบรวมข้อมูล

4. การเก็บรวบรวมข้อมูลจากแบบสัมภาษณ์

ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลแบบสัมภาษณ์ ดังนี้

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อนำไปส่งถึงผู้อำนวยการสถานศึกษาในการขอความอนุเคราะห์เก็บรวบรวมข้อมูลโดยการสัมภาษณ์ในสถานศึกษาของกลุ่มผู้ให้ข้อมูลที่เป็นกลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษา โรงเรียนละ 1 คน ครู โรงเรียนละ 1 คน รวมทั้งสิ้น 6 คน โดยเลือกแบบเจาะจง (Purposive Sampling)

4.2 ผู้วิจัยดำเนินการส่งถึงผู้อำนวยการสถานศึกษาในการขอความอนุเคราะห์เก็บรวบรวมข้อมูลโดยการสัมภาษณ์และนัดหมายวันสัมภาษณ์

4.3 ผู้วิจัยนำแบบสัมภาษณ์พร้อมทำการเก็บรวบรวมข้อมูลโดยการสัมภาษณ์จากกลุ่มผู้ให้ข้อมูล

4.4 ผู้วิจัยนำข้อมูลที่ได้จากการสัมภาษณ์มาวิเคราะห์ข้อมูลโดยการสรุปประเด็นดำเนินการเก็บรวบรวมข้อมูลด้วยตนเอง

5. การจัดกระทำและการวิเคราะห์ข้อมูลจากแบบสัมภาษณ์

นำข้อมูลจากการสัมภาษณ์มาสรุปประเด็นและนำเสนอโดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

ตอนที่ 2 ยกร่างแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

1. ขั้นตอนการดำเนินการ

1.1 วิเคราะห์และสังเคราะห์แนวคิดและหลักการในการร่างแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 เพื่อกำหนดแนวคิดและหลักการการร่างแนวทางฯ และได้สังเคราะห์ประเด็นหลักของแนวคิดหลักการและนโยบายที่เกี่ยวข้องจากเอกสารและงานวิจัยที่เกี่ยวข้อง

1.2 วิเคราะห์และสังเคราะห์ข้อมูลที่ได้จากการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 และจากโรงเรียนที่มีวิธีปฏิบัติที่ดีเยี่ยม (Best Practices)

1.3 นำข้อมูลที่ได้จากข้อ 1.1 และ 1.2 ยกร่างแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 (ฉบับที่ 1) ผู้วิจัยได้กำหนดกรอบสาระของร่างแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 เป็นแนวทางเชิงโครงสร้างความคิดที่แสดงโครงสร้างและความสัมพันธ์ขององค์ประกอบ ครอบคลุมการจัดการเรียนรู้วิถีใหม่ มี 5 รูปแบบ ดังนี้

1) การจัดการเรียนรู้แบบ On-site
2) การจัดการเรียนรู้แบบ On-air
3) การจัดการเรียนรู้แบบ Online
4) การจัดการเรียนรู้แบบ On-demand
5) การจัดการเรียนรู้แบบ On-hand

ตอนที่ 3 ตรวจสอบยืนยันร่างแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

1. ขั้นการดำเนินการ

นำร่างแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 มาตรวจสอบยืนยัน โดยผู้ทรงคุณวุฒิ จำนวน 5 คน ใช้วิธีการสัมภาษณ์

2. ประชากรและกลุ่มตัวอย่าง/กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) จำแนกเป็นผู้บริหารและครู ดังนี้

2.1 ผู้บริหาร มีคุณสมบัติ ดังนี้

2.1.1 สำเร็จการศึกษาในระดับมหาบัณฑิตขึ้นไปสาขาการบริหารการศึกษา
2.1.2 ปฏิบัติหน้าที่ผู้บริหารสถานศึกษาขึ้นไป
2.1.3 มีประสบการณ์ในตำแหน่งไม่น้อยกว่า 5 ปี
2.2.4 ครู มีคุณสมบัติ ดังนี้
2.2.5 สำเร็จการศึกษาในระดับมหาบัณฑิตขึ้นไปด้านการศึกษา
2.2.6 มีประสบการณ์สอน ไม่น้อยกว่า 5 ปี

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ

แบบบันทึกการสัมภาษณ์

3.2 ลักษณะของเครื่องมือ

แบบบันทึกประเด็นการ เกี่ยวกับร่างแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

3.3 การสร้างและหาคุณภาพเครื่องมือ

3.3.1 ผู้วิจัยศึกษาวิธีการสร้างแบบบันทึกการสัมภาษณ์

3.3.2 ผู้วิจัยสร้างแบบบันทึกประเด็นการสัมภาษณ์เกี่ยวกับร่างแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

3.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบคามถูกต้องของแนวทาง

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อเชิญผู้ทรงคุณวุฒิ ในการขอความอนุเคราะห์เข้าร่วมการสนทนากลุ่ม

4.2 ผู้วิจัยดำเนินการ สัมภาษณ์ โดยผู้ทรงคุณวุฒิ จำนวน 5 คน ผู้วิจัยเป็นผู้ดำเนินการด้วยตนเอง มีขั้นตอน ดังนี้

4.2.1 กำหนดวัตถุประสงค์ในการสัมภาษณ์

4.2.2 สร้างประเด็นคำถามให้สอดคล้องกับวัตถุประสงค์ยกร่างแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

4.2.3 กำหนดคุณสมบัติผู้เชี่ยวชาญและจัดเตรียมนัดหมายสัมภาษณ์

4.2.4 ดำเนินการสัมภาษณ์

4.2.5 จดบันทึกข้อมูลที่ได้รับการวิพากษ์ โดยผู้วิจัย

4.2.6 วิเคราะห์สรุปรายงานข้อมูล ข้อเท็จจริง จากการสัมภาษณ์ จากนั้นได้ร่างแนวทางฯฉบับปรับปรุง

4.3 ผู้วิจัยนำข้อมูลที่ได้จากการสัมภาษณ์ ดำเนินการปรับปรุงแก้ไข

5. การจัดกระทำและวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลจากแบบบันทึกการสัมภาษณ์ มาวิเคราะห์เนื้อหาและสรุปประเด็น

5.2 การวิเคราะห์ข้อมูล

สรุปประเด็นจากสัมภาษณ์และนำเสนอโดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

ระยะที่ 3 การประเมินความเหมาะสมและความเป็นไปได้ของร่างแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

ดำเนินการวิเคราะห์ข้อมูลจากแบบประเมินตามลำดับ ดังนี้

1. ขั้นการดำเนินการ

นำร่างแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 (ฉบับปรับปรุง) ให้ผู้ทรงคุณวุฒิ ประเมินความเหมาะสม และความเป็นไปได้ของรูปแบบฯ

2. ประชากรและกลุ่มตัวอย่าง/กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ

แบบสอบถามเพื่อประเมินแนวทางฯ

3.2 ลักษณะของเครื่องมือ

แบบมาตราประมาณค่า (Rating Scale) 5 ระดับ (บุญชม ศรีสะอาด, 2556)

3.3 การสร้างและหาคุณภาพเครื่องมือ

3.3.1 ผู้วิจัยศึกษากรอบแนวคิดในการสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 (บุญชม ศรีสะอาด, 2556)

3.3.2 ผู้วิจัยสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

3.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของแนวทาง

3.3.4 ผู้วิจัยนำแบบสอบถามเพื่อประเมินแนวทางฯ เสนอต่อผู้เชี่ยวชาญ เพื่อตรวจสอบ เพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ IOC เท่ากับ 0.80 – 1.00

3.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.6 ผู้วิจัยจัดพิมพ์แบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ฉบับสมบูรณ์ ใช้ในการเก็บรวบรวมข้อมูลต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อเชิญผู้ทรงคุณวุฒิ ในการขอความอนุเคราะห์เข้าร่วมการสนทนากลุ่ม

4.2 ผู้วิจัยดำเนินการ การสนทนากลุ่ม โดยผู้ทรงคุณวุฒิ จำนวน 10 คน

4.3 ผู้วิจัยปรับปรุงรูปแบบฯ ตามข้อเสนอแนะของผู้ทรงคุณวุฒิ

4.4 ผู้วิจัยนำรูปแบบและแบบสอบถามเพื่อประเมินแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 มาให้ผู้ทรงคุณวุฒิประเมินความเหมาะสมและความเป็นไปได้

4.5 ผู้วิจัยนำแบบสอบถามเพื่อประเมินแนวทางฯ ที่ได้ไปจัดกระทำและวิเคราะห์ข้อมูล

5. การจัดกระทำและวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยดำเนินตรวจสอบความครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาเพื่อวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint) ดังนี้ (บุญชม ศรีสะอาด, 2556)

สรุปผลการวิจัย

การวิจัยเรื่อง แนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 สามารถสรุปผลตามวัตถุประสงค์ของการวิจัยได้ดังนี้

1. สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

1.1 สภาพปัจจุบันของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับปานกลางเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ การจัดการเรียนรู้แบบ On-site รองลงมาคือ การจัดการเรียนรู้แบบ On-line การจัดการเรียนรู้แบบ On-hand การจัดการเรียนรู้แบบ On-demand และการจัดการเรียนรู้แบบ On-air

1.2 สภาพปัจจุบันของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือ การจัดการเรียนรู้แบบ On-site และการจัดการเรียนรู้แบบ On-air รองลงมาคือการจัดการเรียนรู้แบบ On-demand การจัดการเรียนรู้แบบ On-line และการจัดการเรียนรู้แบบ On-hand

1.3 ความต้องการจำเป็นของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปน้อย ได้แก่ การจัดการเรียนรู้แบบ On-site การจัดการเรียนรู้แบบ On-air การจัดการเรียนรู้แบบ On-demand การจัดการเรียนรู้แบบ On-lineและการจัดการเรียนรู้แบบ On-hand

2. แนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2

2.1 แนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 พบว่า 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ โดยมีการจัดการ On-demand การจัดการเรียนรู้แบบ On-line และการจัดการเรียนรู้แบบ On-hand และ 4) การประเมินมีการประเมิน 2 ขั้นตอน ขั้นที่ 1 ประเมินก่อนการดำเนินการ ได้แก่ ประเมินความเป็นไปได้ในการปฏิบัติ ตรวจสอบเครื่องมือ สื่อ คน และเวลา และประเมินความเข้าใจก่อนการพัฒนา ขั้นที่ 2 ประเมินหลัง

ดำเนินการ ได้แก่ ประเมินความเข้าใจหลังการพัฒนา ประเมินแนวทางการจัดการเรียนรู้วิถีใหม่และแบบประเมินความพึงพอใจของผู้เข้าร่วมพัฒนา และ 5) เงื่อนไขความสำเร็จ

2.2 ผลการตรวจสอบยืนยันแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยผู้ทรงคุณวุฒิ พบว่า โดยรวมอยู่ในระดับมากที่สุด

3. ประเมินความเหมาะสม/ความเป็นไปได้ของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 พบว่า มีความเหมาะสมอยู่ในระดับมากที่สุด และมีความเป็นไปได้อยู่ในระดับมากที่สุด

อภิปรายผล

จากการศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ผู้วิจัยนำมาอภิปรายผลได้ดังนี้

1. สภาพปัจจุบันของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในมากเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือการจัดการเรียนรู้แบบ On-site รองลงมาคือการจัดการเรียนรู้แบบ On-air และการจัดการเรียนรู้แบบ On-demand การจัดการเรียนรู้แบบ On-line และการจัดการเรียนรู้แบบ On-hand ผลการวิจัยเช่นนี้อาจเป็นเพราะสถานซึ่งสอดคล้องกับงานวิจัยของ สุวัฒน์ บันลือ (2561) ได้ศึกษาเรื่อง รูปแบบการจัดการเรียนการสอนออนไลน์ที่เหมาะสมสำหรับมหาวิทยาลัยราชภัฏอุบลราชธานี ศึกษาในอาจารย์และนักศึกษา จำนวน 80 คน พบว่า ประสิทธิภาพของรูปแบบการจัดการเรียนการสอนออนไลน์ให้ผลสัมฤทธิ์ทางการเรียนไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติ ซึ่งหมายถึง การเรียนออนไลน์สามารถก่อให้เกิดผลสัมฤทธิ์ได้เทียบเท่ากับการเรียนในชั้นเรียน 23 อย่างไรก็ตาม จากรายงานการสำรวจความพร้อมในการจัดการเรียนการสอนออนไลน์ภายใต้สถานการณ์การระบาดของเชื้อไวรัสโคโรนา 2019 โดยสำรวจในกลุ่มตัวผู้สอน จำนวน 700 คน จาก 67 โรงเรียน พบว่า ผู้สอนส่วนใหญ่ไม่สามารถจัดทำระบบการเรียนการสอนออนไลน์ได้ทันเปิดภาคเรียนคิดเป็นร้อยละ 41.8 เชื่อว่าระบบการเรียนการสอนออนไลน์ที่สร้างขึ้นนี้จะบรรลุจุดประสงค์การเรียนรู้น้อยกว่าการสอนปกติคิดเป็นร้อยละ 55.7 และผู้สอนยังไม่พร้อมกับการสอนแบบออนไลน์คิดเป็นร้อยละ 33.3 ดังนั้นหากรัฐบาลต้องการผลักดันนโยบายการสอนออนไลน์ รัฐบาลจึงจำเป็นต้องจัดอบรมเชิงปฏิบัติการเพื่อให้ผู้สอนสามารถจัดการเรียนการสอนออนไลน์ได้เองอย่างเร่งด่วน หรือต้องจัดทำหลักสูตรออนไลน์กลางแล้วให้ผู้สอนเป็นผู้ประสานงานช่วยเหลือให้ผู้เรียนได้เข้าถึงระบบการเรียนการสอนออนไลน์ส่วนกลางและรังสิยา นรินทร์ (2561) ได้ทำการศึกษาวิจัยเรื่องการพัฒนารูปแบบการจัดการเรียนรู้แบบห้องเรียนกลับด้านโดยการใช้กิจกรรมเป็นฐานในการเรียนรู้เพื่อเสริมสร้างความมุ่งมั่นแน่วแน่ของนักเรียนระดับมัธยมศึกษาตอนปลาย ผลการวิจัยพบว่า นักเรียนมีความพึงพอใจรูปแบบการจัดการเรียนรู้แบบห้องเรียนกลับด้านโดยการใช้กิจกรรมเป็นฐานในการเรียนรู้เพื่อเสริมสร้างความมุ่งมั่นแน่วแน่ของนักเรียนระดับมัธยมศึกษาตอนปลาย โดยภาพรวมอยู่ในระดับมาก และ ครู ผู้บริหารมีความเห็นต่อรูปแบบการจัดการเรียนรู้แบบห้องเรียนกลับด้านโดยการใช้กิจกรรมเป็นฐานในการเรียนรู้เพื่อเสริมสร้างความมุ่งมั่นแน่วแน่ของนักเรียนระดับมัธยมศึกษาตอนปลายโดยภาพรวม อยู่ในระดับมากซึ่งเป็นส่วนหนึ่งในการจัดการเรียนรู้แบบ On-site

2. สำหรับสภาพที่พึงประสงค์ของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากที่สุดเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุดคือการจัดการเรียนรู้แบบ On-line รองลงมาคือการจัดการเรียนรู้แบบ On-site ส่วนด้านที่มีค่าเฉลี่ยต่ำสุดคือการจัดการเรียนรู้แบบ On-hand ซึ่งสอดคล้องกับ นิตยา มณีวงศ์ (2564) ได้ทำการวิจัยเรื่องการศึกษาพฤติกรรมและปัจจัยความสำเร็จการเรียนออนไลน์แอปพลิเคชันไลน์ในช่วงวิกฤต COVID 19 ผลการวิจัย พบว่านักศึกษามีความรู้ด้านเทคโนโลยี ร้อยละ 71.70 มีความคุ้นเคย Facebook ร้อยละ 81.70 ระดับความง่ายของแอพพลิเคชั่น เป็น Line Video Call ร้อยละ 85.00 ใช้คอมพิวเตอร์ตั้งโต๊ะ ร้อยละ 76.60 สัญญาณ ที่เข้าถึง ใช้ระบบ Wifi ร้อยละ 76.70 ที่พักของนักศึกษาร้อยละ 83.30 ช่วงเช้าของการเรียน ร้อยละ 90.00 เวลาที่เหมาะสมต่อการเรียน 1.30 ชั่วโมง วัตถุประสงค์การเข้าเรียนเพื่อเก็บคะแนน ร้อยละ 60.00 ส่วนปัจจัยแห่งความสำเร็จการสอน ผู้เรียน เนื้อหา และเทคโนโลยีอยู่ในระดับมากทุกด้านและมุมมองต่อการเรียน พบว่า ลดภาระค่าใช้จ่ายในการเดินทาง ค่าอาหารและอื่น ๆ แต่จ่ายเงินเพิ่มความเร็วของอินเตอร์เน็ต การปฏิสัมพันธ์กับผู้สอนดี เป็นกันเอง มีความสุขในการเรียน แต่เป็นวิชาภาษาอังกฤษอาจจะมีความยากต่อการเข้าใจในการเรียนแบบออนไลน์และ Noraida Haji Ali (2019) วิจัยเรื่อง เทคโนโลยีดิจิทัล: การพัฒนาเนื้อหาอิเล็กทรอนิกส์โดยใช้ Apple Technology โดยพบว่า การพัฒนาเนื้อหาอิเล็กทรอนิกส์ใช้เพื่อสนับสนุนสภาพแวดล้อมอีเลิร์นนิงในแง่ของสื่อการเรียนรู้ดิจิทัล นักวิจัยหลายคนมองว่าอีเลิร์นนิงเป็นวิธีที่ใช้ในการเข้าถึงสื่อการศึกษาจากอินเทอร์เน็ต e-Learning สร้างปฏิสัมพันธ์ที่หลากหลายภายในผู้สอน ผู้เรียน และเนื้อหา เพื่อให้บริการวิธีที่สะดวกที่สุดสำหรับกระบวนการเรียนรู้ e-Learning เป็นองค์ประกอบหลักในปัจจุบัน โดยเฉพาะในโรงเรียน มหาวิทยาลัย และศูนย์การศึกษา เทคโนโลยีดิจิทัลทำหน้าที่สนับสนุนกระบวนการสอนและการเรียนรู้ และมีส่วนทำให้เกิดแรงจูงใจเพิ่มขึ้น มีส่วนร่วมอย่างเต็มที่ และสร้างการมีส่วนร่วมแบบ

โต้ตอบระหว่างครูและนักเรียนในกิจกรรมการเรียนรู้ มีการนำเทคโนโลยีจำนวนมากมาใช้ในการศึกษา

3. ความต้องการจำเป็นของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 พบว่า ลำดับความสำคัญของความต้องการจำเป็นจากมากไปน้อย ได้แก่ การจัดการเรียนรู้แบบ On-site การจัดการเรียนรู้แบบ On-air การจัดการเรียนรู้แบบ On-demand การจัดการเรียนรู้แบบ On-line และการจัดการเรียนรู้แบบ On-hand ทั้งนี้อาจเป็นเพราะการจัดการเรียนรู้ในปัจจุบันมีการเปลี่ยนแปลงอยู่ตลอดเวลาขึ้นอยู่กับสถานการในปัจจุบันซึ่งควรมีการตอบสนองและลงมือปฏิบัติจริงของผู้เรียนและได้รับประสบการณ์ตรงจากการเรียนรู้โดยเกิดปฏิสัมพันธ์ที่ดีระหว่างผู้เรียนกับครูผู้สอนและมีระหว่างผู้เรียนด้วยกันเอง จึงส่งผลต่อความต้องการจำเป็นของแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ ซึ่งสอดคล้องกับงานวิจัยของสุวิมล มธุรส (2564) ได้ศึกษาวิจัยเรื่องการจัดการศึกษาในระบบออนไลน์ในยุค NEW NORMAL COVID-19 พบว่า บริบทการบริหารจัดการศึกษาที่สอดคล้องกับความปกติ (New Normal) ผู้บริหารจึงต้องมีการบริหารจัดการศึกษาที่สอดคล้องกับความปกติใหม่โดยมีแนวทางในการบริหาร ได้แก่ การเตรียมความพร้อมในการเรียนการสอนออนไลน์ด้านอุปกรณ์และเทคโนโลยีการออกแบบหลักสูตรโดยคำนึงถึงความแตกต่างของนักเรียนแต่ละคน การระบาดของโรค COVID-19 ที่ส่งผลกระทบให้สถาบันการศึกษาทั่วประเทศถูกสั่งปิดเพื่อป้องกันการแพร่ระบาดของโรค ทำให้ทั้งนักเรียน นักศึกษา และอาจารย์ผู้สอน ต้องปรับตัวเข้าสู่การเรียนการสอนแบบออนไลน์ เพื่อให้หลักสูตรยังคงดำเนินต่อไปได้อย่างไม่ขาดตอน การบริหารจัดการต่อการเรียนการสอนสามารถเข้าถึงของนักเรียนทุกคนได้อย่างมีประสิทธิภาพและให้อาจารย์ประสบความสำเร็จในการจัดการเรียนรู้ โดยมีการหารือและวางแผนร่วมกันของบุคคลที่มีส่วนเกี่ยวข้องในทุกภาคส่วน เช่น พ่อแม่ ผู้ปกครอง นักศึกษา รวมไปถึงคณาจารย์ในการเตรียมความพร้อมทั้งทางด้านร่างกายและจิตใจต่อไป

4. แนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 พบว่า 1) แนวคิดและหลักการ 2) วัตถุประสงค์ 3) วิธีดำเนินการ โดยมีการจัดการเรียนรู้ 5 รูปแบบดังต่อไปนี้การจัดการเรียนรู้แบบ On-site การจัดการเรียนรู้แบบ On-air การจัดการเรียนรู้แบบ On-demand การจัดการเรียนรู้แบบ On-line และการจัดการเรียนรู้แบบ On-hand และ 4) การประเมินมีการประเมิน 2 ขั้นตอน ขั้นที่ 1 ประเมินก่อนการดำเนินการ ได้แก่ ประเมินความเป็นไปได้ในการปฏิบัติ ตรวจสอบเครื่องมือ สื่อ คน และเวลา และประเมินความเข้าใจก่อนการพัฒนา ขั้นที่ 2 ประเมินหลังดำเนินการ ได้แก่ ประเมินความเข้าใจหลังการพัฒนา ประเมินแนวทางการจัดการเรียนรู้วิถีใหม่และแบบประเมินความพึงพอใจของผู้เข้าร่วมพัฒนา และ 5) เงื่อนไขความสำเร็จ ผลการประเมินแนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ มีความเหมาะสม/ความเป็นไปได้ อยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับผลการวิจัยของ รังสิยา นรินทร์ (2561) ได้ทำการศึกษาวิจัยเรื่องการพัฒนารูปแบบการจัดการเรียนรู้แบบห้องเรียนกลับด้านโดยการใช้กิจกรรมเป็นฐานในการเรียนรู้เพื่อเสริมสร้างความมุ่งมั่นแน่วแน่ของนักเรียนระดับมัธยมศึกษาตอนปลาย ผลการวิจัยพบว่า นักเรียนมีความพึงพอใจรูปแบบการจัดการเรียนรู้แบบห้องเรียนกลับด้านโดยการใช้กิจกรรมเป็นฐานในการเรียนรู้เพื่อเสริมสร้างความมุ่งมั่นแน่วแน่ของนักเรียนระดับมัธยมศึกษาตอนปลาย โดยภาพรวมอยู่ในระดับมาก และ ครู ผู้บริหารมีความเห็นต่อรูปแบบการจัดการเรียนรู้แบบห้องเรียนกลับด้านโดยการใช้กิจกรรมเป็นฐานในการเรียนรู้เพื่อเสริมสร้างความมุ่งมั่นแน่วแน่ของนักเรียนระดับมัธยมศึกษาตอนปลายโดยภาพรวม อยู่ในระดับมากซึ่งเป็นส่วนหนึ่งในการจัดการเรียนรู้แบบ On-site รองลงมาเป็นการจัดการเรียนรู้แบบ On-air การจัดการเรียนรู้แบบ On-demand การจัดการเรียนรู้แบบ On-lineและการจัดการเรียนรู้แบบ On-hand และสอดคล้องกับงานวิจัยของ สุวัฒน์ บันลือ (2561) ได้ศึกษาเรื่อง รูปแบบการจัดการเรียนการสอนออนไลน์ที่เหมาะสมสำหรับมหาวิทยาลัยราชภัฏอุบลราชธานี จากรายงานการสำรวจความพร้อมในการจัดการเรียนการสอนออนไลน์ภายใต้สถานการณ์การระบาดของเชื้อไวรัสโคโรนา 2019 โดยสำรวจในกลุ่มตัวผู้สอน จำนวน 700 คน จาก 67 โรงเรียน พบว่า ผู้สอนส่วนใหญ่ไม่สามารถจัดทำระบบการเรียนการสอนออนไลน์ได้ทันเปิดภาคเรียนคิดเป็นร้อยละ 41.8 เชื่อว่าระบบการเรียนการสอนออนไลน์ที่สร้างขึ้นนี้จะบรรลุจุดประสงค์การเรียนรู้น้อยกว่าการสอนปกติคิดเป็นร้อยละ 55.7 และผู้สอนยังไม่พร้อมกับการสอนแบบออนไลน์คิดเป็นร้อยละ 33.3 ดังนั้นหากรัฐบาลต้องการผลักดันนโยบายการสอนออนไลน์ รัฐบาลจึงจำเป็นต้องจัดอบรมเชิงปฏิบัติการเพื่อให้ผู้สอนสามารถจัดการเรียนการสอนออนไลน์ได้เองอย่างเร่งด่วน หรือต้องจัดทำหลักสูตรออนไลน์กลางแล้วให้ผู้สอนเป็นผู้ประสานงานช่วยเหลือให้ผู้เรียนได้เข้าถึงระบบการเรียนการสอนออนไลน์และนิตยา มณีวงศ์ (2564) ได้ทำการวิจัยเรื่องการศึกษาพฤติกรรมและปัจจัยความสำเร็จการเรียนออนไลน์แอปพลิเคชันไลน์ในช่วงวิกฤต COVID 19 ผลการวิจัย พบว่านักศึกษามีความรู้ด้านเทคโนโลยี ร้อยละ 71.70 มีความคุ้นเคย Facebook ร้อยละ 81.70 ระดับความง่ายของแอพพลิเคชั่น เป็น Line Video Call ร้อยละ 85.00 ใช้คอมพิวเตอร์ตั้งโต๊ะ ร้อยละ 76.60 สัญญาณ ที่เข้าถึง ใช้ระบบ Wifi ร้อยละ 76.70 ที่พักของนักศึกษาร้อยละ 83.30 ช่วงเข้าของการเรียน ร้อยละ 90.00 เวลาที่เหมาะสมต่อการเรียน 1.30 ชั่วโมง วัตถุประสงค์การเข้าเรียนเพื่อเก็บคะแนน ร้อยละ 60.00 ส่วนปัจจัยแห่งความสำเร็จ การสอน ผู้เรียน เนื้อหา และเทคโนโลยีอยู่ในระดับมากทุกด้านและมุมมองต่อการเรียน พบว่า ลดภาระค่าใช้จ่ายในการเดินทาง ค่าอาหารและอื่น ๆ แต่จ่ายเงินเพิ่มความเร็วของอินเตอร์เน็ต การปฏิสัมพันธ์กับผู้สอนดี เป็นกันเอง มีความสุขในการเรียน แต่เป็นวิชาภาษาอังกฤษอาจจะมีความยากต่อการเข้าใจในการเรียนแบบออนไลน์

โดยสรุป แนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 พบว่า มีการจัดการเรียนรู้ 5 รูปแบบดังต่อไปนี้การจัดการเรียนรู้แบบ On-site การจัดการเรียนรู้แบบ On-air การจัดการเรียนรู้แบบ On-demand การจัดการเรียนรู้แบบ On-lineและการจัดการเรียนรู้แบบ On-hand ซึ่งครูและผู้บริหารสถานศึกษาสามารถนำไปใช้ในการจัดการเรียนรู้ได้ตามความเหมาะสมต่อบริบทและสถานการณ์ในปัจจุบัน

ข้อเสนอแนะ

ข้อเสนอแนะทั่วไป

แนวทางการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 จะประสบความสำเร็จหรือไม่นั้น ต้องอาศัยปัจจัยที่เอื้อต่อความสำเร็จในการพัฒนา ดังนี้

1. สำนักงานเขตพื้นที่การศึกษา ควรกำหนดนโยบายการและการกำกับ ติดตามและประเมินผลเป็นระยะที่ต่อเนื่อง และมีการส่งเสริม สนับสนุน จัดอบรมพัฒนาทักษะครูด้านการจัดการเรียนรู้วิถีใหม่อย่างต่อเนื่องโดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น ($PNI_{modified}$) ที่มีความต้องการจำเป็นสูง

2. สำนักงานเขตพื้นที่การศึกษาและสถานศึกษาควรจัดหาสื่อ วัสดุ อุปกรณ์ให้เพียงพอต่อความต้องการและความจำเป็นในการจัดการเรียนรู้วิถีใหม่โดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น ($PNI_{modified}$)

ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

1. ควรมีการศึกษารูปแบบการพัฒนาครูแบบบูรณาการจัดการเรียนรู้วิถีใหม่ ให้เหมาะสมกับบริบทของแต่ละองค์กร

2. ควรศึกษาถึงกลยุทธของการพัฒนาครูด้านการจัดการเรียนรู้วิถีใหม่ ที่จะส่งผลต่อผู้เข้ารับการพัฒนาด้านบวกและด้านลบ ทั้งก่อนและหลังการพัฒนา

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กรอบแนวคิดการศึกษาเพื่อการพัฒนาระบบการบริหารจัดการความปลอดภัยของการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี
A conceptual framework for the study of development of safety management system in Provincial electricity authority of Pattani province

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บทคัดย่อ

การศึกษาครั้งนี้ มีวัตถุประสงเพื่อพัฒนากรอบแนวคิดการศึกษาการพัฒนาระบบการบริหารจัดการความปลอดภัยของการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี ผลการศึกษาพบว่า ระบบการบริหารจัดการด้านความปลอดภัยนั้นเป็นเรื่องที่สำคัญต่อทุกคนในองค์กร และจากสภาพปัญหาที่เกิดขึ้น มีอุบัติเหตุภายในการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี ทำให้มีผู้ที่ได้รับบาดเจ็บ สูญเสียเวลาการทำงาน ส่งผลต่อขวัญกำลังใจเพื่อนร่วมงาน เกิดภาพลักษณ์ที่ไม่ดีต่อองค์กร ทำให้ผู้วิจัยตระหนักถึงการแก้ปัญหาของอุบัติเหตุที่เกิดขึ้นนั้น จะต้องศึกษาที่แนวคิดการจัดการความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน แนวคิดและทฤษฎีการเกิดอุบัติเหตุ ระบบการบริหารจัดการความปลอดภัยของการไฟฟ้าส่วนภูมิภาค (PEA Safety Management System : PEA-SMS) เพื่อนำไปวิเคราะห์และพัฒนาระบบการบริหารจัดการความปลอดภัยของการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานีให้มีประสิทธิภาพมากยิ่งขึ้น
คำสำคัญ: กรอบแนวคิด, ระบบการบริหารจัดการความปลอดภัย

Abstract

This study the objective is to develop a conceptual framework for the study of development of safety management system in Provincial electricity authority of Pattani province. The results showed that Due to the safety management system is important for all employee in organization. Problems encountered, There was an accident in Provincial Electricity Authority in Pattani Province causing injuries, lost working time, affects to work loads with colleagues, create a bad image for the organization. Make the researcher aware of the solution of the accident that occurred must study the concept of management of safety and occupational health, concept and theory of accidents, PEA Safety Management System (PEA-SMS) to analyze and develop the safety management system of the Provincial Electricity Authority in Pattani Province to be more efficient.
Keywords: Conceptual framework, Safety management

บทนำ

รัฐบาลมีนโยบายที่จะนำพาประเทศสู่ความมั่นคง มั่งคั่ง และยั่งยืน โดยใช้รูปแบบการพัฒนา “ไทยแลนด์ 4.0” กระทรวงแรงงาน ได้รับนโยบายสู่การปฏิบัติที่เป็นรูปธรรม มุ่งหน้าสู่การสร้างคนและสร้างชาติ 4.0 อย่างมีประสิทธิภาพ และได้วางยุทธศาสตร์การเดินหน้าพัฒนากำลังคนของประเทศระยะเวลา 20 ปี เพื่อมุ่งเน้นการพัฒนาประเทศ โดยวาระ Safety Thailand เป็นหนึ่งในแปดของวาระการปฏิรูปเร่งด่วนของกระทรวงแรงงานที่จะส่งเสริมความปลอดภัยและอาชีวอนามัย โดยบูรณาการผ่านกลไกประชารัฐ เนื่องจากปัญหาความไม่ปลอดภัยในการทำงาน เป็นปัญหาสำคัญที่คุกคามความปลอดภัย สุขภาพอนามัยและคุณภาพชีวิตของผู้ใช้แรงงาน ประกอบกับสถานการณ์การผลิตของประเทศในปัจจุบันมีการใช้เทคโนโลยี วัตถุดิบ และกระบวนการผลิตที่มีความหลากหลาย ทำให้เกิดอันตรายจากกระบวนการผลิตในรูปแบบใหม่ๆ (วรรณรัตน์ ศรีสุขใส, 2561) และตามมติคณะรัฐมนตรี (ครม.) เมื่อวันที่ 13 ธันวาคม 2558 เห็นชอบนโยบาย “แรงงานปลอดภัยและสุขภาพอนามัยดี” เป็นระเบียบวาระแห่งชาติระยะที่ 2 เพื่อส่งเสริมและสนับสนุนการขับเคลื่อนภารกิจด้านความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน ภายใต้กรอบวัตถุประสงค์และเจตนารมณ์แห่งพระราชบัญญัติความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน พ.ศ. 2554

[1] คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี
[2] อาจารย์ประจำหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการบริหารสังคม คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี

กระทรวงแรงงานได้ออกกฎกระทรวงกำหนดมาตรฐานเกี่ยวกับระบบการจัดการด้านความปลอดภัย พ.ศ. 2565 กำหนดให้นายจ้างของสถานประกอบกิจการตามที่ระบุไว้ท้ายกระทรวง ที่มีลูกจ้างจำนวน 50 คนขึ้นไป ต้องจัดให้มีระบบการจัดการด้านความปลอดภัย ประกอบด้วย การวางนโยบายด้านความปลอดภัย การจัดการองค์กรด้านความปลอดภัย แผนงานด้านความปลอดภัย การประเมินผลและการทบทวนระบบการจัดการด้านความปลอดภัย และการปรับปรุงและพัฒนาระบบการจัดการด้านความปลอดภัย ซึ่งใกล้เคียงกับงานวิจัยของเฟอนานเดส-มูเนซ์ และคณะ (Fernandez-Muniz et al., 2007) ได้กล่าวว่า ระบบการจัดการความปลอดภัยในสถานที่ทำงาน ต้องเริ่มตั้งแต่ในระดับนโยบายลงมา ซึ่งประกอบด้วย 6 ด้าน ได้แก่ 1) การกำหนดนโยบายความปลอดภัย เพื่อเป็นข้อผูกพันขององค์การ 2) การสร้างแรงจูงใจให้บุคลากรมีส่วนร่วม 3) การฝึกอบรมพัฒนาสมรรถนะของบุคลากรด้านความปลอดภัย โดยมุ่งไปที่การเพิ่มความสามารถและทักษะของผู้ปฏิบัติงานที่จำเป็นในการทำงาน 4) การสื่อสารและการส่งต่อข้อมูลที่เกี่ยวข้องกับความปลอดภัยและความเสี่ยงที่เกิดขึ้น 5) การวางแผนโดยการกำหนดแนวทางป้องกันเหตุการณ์ความไม่ปลอดภัยที่อาจเกิดขึ้นจากการทำงาน และ 6) การควบคุมทบทวนกิจกรรมต่างๆ ที่เกี่ยวข้องกับความปลอดภัยในการทำงาน

การไฟฟ้าส่วนภูมิภาค หรือ กฟภ. (Provincial Electricity Authority : PEA) เป็นรัฐวิสาหกิจ ในสาขาสาธารณูปโภค ซึ่งก่อตั้งตามพระราชบัญญัติการไฟฟ้าส่วนภูมิภาค พ.ศ. 2503 โดยมีหน้าที่บริการ จำหน่ายไฟฟ้าแก่ประชาชนในส่วนภูมิภาคทุกจังหวัด ยกเว้น กรุงเทพมหานคร นนทบุรี และ สมุทรปราการ (วีราพัชร์ เพิ่มพูนวงศ์ษา และเสรี เศวตเศรนี, 2550 ; การไฟฟ้าส่วนภูมิภาค, 2563) ลักษณะงานประกอบด้วย งานแก้ไขกระแสไฟฟ้าขัดข้อง งานก่อสร้างระบบจำหน่ายไฟฟ้า งานติดตั้งรื้อถอน ย้าย สับเปลี่ยน เพิ่ม/ลด ขนาดมิเตอร์ งานรับคำร้องขอใช้ไฟ งานชำระค่าไฟฟ้า และงานคลังพัสดุ ซึ่งตามกฎกระทรวงกำหนดมาตรฐานเกี่ยวกับระบบการจัดการด้านความปลอดภัย พ.ศ. 2565 นับว่าเข้าข่ายอุตสาหกรรมการผลิตไฟฟ้า การจัดส่ง หรือการจ่ายไฟฟ้า ส่วนใหญ่เป็นงานที่มีความเสี่ยง หากเกิดอุบัติเหตุจะมีอัตราความรุนแรงสูง เนื่องจากกระแสไฟฟ้าที่เป็นผลิตภัณฑ์ของสถานประกอบการนั้น ไม่สามารถมองเห็นได้ด้วยตาเปล่า และในปัจจุบันมีการเปิดเสรีเรื่องผลิตไฟฟ้า มีความซับซ้อนของระบบจำหน่าย จึงอาจไม่ทราบว่าไฟฟ้าเข้ามาจากแหล่งใด รวมถึงการปฏิบัติงานที่ผิดพลาด ผู้ปฏิบัติงานทำงานลัดขั้นตอน ประสานงานไม่ชัดเจน และประสบอุบัติเหตุระหว่างการเดินทาง ด้านยานพาหนะ เป็นต้น

ผู้บริหารระดับสูงของ กฟภ. ได้ให้ความสำคัญกับเรื่องความปลอดภัยในการทำงาน มีนโยบายการบริหารและพัฒนา กฟภ. 4S-12 Strategies หัวข้อ Standardizing (S2) Safety Excellence มุ่งสู่ Safety Performance ที่เป็นเลิศ อนุมัติระบบจัดการความปลอดภัยของ กฟภ. (PEA Safety Management System: PEA-SMS) ประกาศใช้เมื่อวันที่ 30 พฤศจิกายน 2560 ทุกหน่วยงาน กฟภ. ทั่วประเทศ เพื่อให้การบริหารจัดการด้านความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน ของ กฟภ. มีประสิทธิภาพมากขึ้น และช่วยลดอุบัติเหตุจากการทำงานให้น้อยลงหรือหมดไป ช่วยให้การตรวจติดตามและตรวจประเมินด้านความปลอดภัยมีประสิทธิภาพ มีรายละเอียดที่ครบถ้วน และดำเนินงานไปในแนวทางเดียวกันทั้งองค์กร รวมถึงยังเป็นการสร้างบรรยากาศด้านความปลอดภัยในการทำงานของ กฟภ. ซึ่งมีองค์ประกอบ 7 มาตรฐานดังนี้ 1) การปฏิบัติตามกฎหมาย ระเบียบ ข้อกำหนด และมาตรฐานของ กฟภ. ที่เกี่ยวกับความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน 2) ผู้นำและการกำกับดูแลงานด้านความปลอดภัย 3) การพัฒนางานด้านความปลอดภัยและการนำระบบการปฏิบัติงานที่ปลอดภัยมาใช้งาน 4) การตรวจประเมินและการตรวจสอบความปลอดภัย 5) กิจกรรมด้านความปลอดภัย 6) การตอบโต้ภาวะฉุกเฉิน 7) ความปลอดภัยของประชาชน

จากดัชนีการประสบอุบัติภัยของ กฟภ. ในปี 2564 ทั่วประเทศ เกิดอุบัติเหตุ 73 ครั้ง บาดเจ็บ 66 ราย และเสียชีวิต 15 ราย มีค่าเท่ากับ 0.1663 อยู่ในเกณฑ์วัดระดับ 1 คิดเป็นร้อยละ 179.01 ของค่าเป้าหมายเกณฑ์วัดระดับ 5 ของทั้งปี (0.0929) ซึ่งสูงกว่าเกณฑ์รายไตรมาสที่กำหนดและมีค่าดัชนีฯ สูงขึ้น เมื่อเทียบกับค่าดัชนีฯ ที่ได้ปี 2563 คิดเป็น 8% โดยมีลักษณะการประสบอันตรายที่เกิดขึ้นสูงคือ ไฟฟ้าช็อต อัตราความถี่ของการประสบอันตรายสูงได้แก่ งานก่อสร้าง อัตราความรุนแรงของการประสบอันตรายสูงได้แก่ งานแก้ไฟฟ้าขัดข้อง สาเหตุของการเกิดอุบัติเหตุที่มีความถี่สูงสุดได้แก่ ไม่ใช้อุปกรณ์ความปลอดภัยหรือ PPE (Personal Protective Equipment) และในปี 2565 ระยะเวลาตั้งแต่เดือน มกราคมถึงสิงหาคม 2565 การไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี รวมถึงการไฟฟ้าส่วนภูมิภาคในสังกัด 2 แห่ง ได้แก่ การไฟฟ้าส่วนภูมิภาคสาขาอำเภอโคกโพธิ์ และการไฟฟ้าส่วนภูมิภาคสาขาย่อยอำเภอยะรัง เกิดอุบัติเหตุรวมจำนวน 3 ครั้ง กรณีที่รุนแรงที่สุด เกิดขึ้นขณะผู้ปฏิบัติงานบริษัทจ้างเหมาของการไฟฟ้าส่วนภูมิภาคสาขาอำเภอโคกโพธิ์ ปฏิบัติงานแก้ไขสายไฟฟ้าแรงต่ำขาดบนรถกระเช้าแก้ไฟฟ้าขัดข้อง บริเวณตำบลท่าเรือ อำเภอโคกโพธิ์ จังหวัดปัตตานี เมื่อวันที่ 30 พฤษภาคม 2565 บาดเจ็บจากการโดนเบิร์น (ความร้อน) เกิดการระเบิดจากสายไฟฟ้าแรงต่ำไปแตะกับสายไฟฟ้าแรงสูง เป็นผลให้ผู้ปฏิบัติงาน 1 คน หยุดงานรักษาตัว 38 วัน สูญเสียเวลาการทำงาน ส่งผลต่อขวัญกำลังใจเพื่อนร่วมงาน ภาระงานมากขึ้น เกิดภาพลักษณ์ที่ไม่ดีต่อองค์กร สอดคล้องกับสถิติการเกิดอุบัติเหตุจากการทำงานของสมาคมป้องกันอัคคีภัย (National Fire Protection Association : NFPA) ของประเทศสหรัฐอเมริกา ได้รายงานสถิติการเกิดการบาดเจ็บทางไฟฟ้าที่ร้ายแรงจากการทำงานในปี 2012 - 2016 พบว่า คนทำงานที่ประสบอันตรายเกี่ยวกับไฟฟ้าส่วนใหญ่จะมีอายุ 25-34 ร้อยละ 27 รองลงมาจะมีอายุ 35–44 ปี ร้อยละ 24 คนทำงานเกี่ยวกับการก่อสร้างต่างๆ จะประสบอันตรายอันตรายมากที่สุด ร้อยละ 47 รองลงมา จะเป็นอาชีพที่

ทำงานเกี่ยวกับการติดตั้ง บำรุง ซ่อมแซม ร้อยละ 22 คิดตามจำนวนผู้เสียชีวิต ส่วนการบาดเจ็บจากไฟฟ้าพบว่าร้อยละ 53 เกิดจากการสัมผัสไฟฟ้าโดยตรง และร้อยละ 41 เกิดจากการสัมผัสไฟฟ้าทางอ้อม ซึ่งการบาดเจ็บจากไฟฟ้าส่วนใหญ่เกิดจากการรับสัมผัสไฟฟ้าที่มีค่าไฟฟ้าอยู่ที่ 220 โวลต์ หรือมากกว่านั้น และการได้รับบาดเจ็บจากการสัมผัสไฟฟ้าส่วนใหญ่ร้อยละ 80 จะเกิดขึ้นในขณะทำงาน (Richard Campbell, 2018)

จากการบริหารระบบการจัดการความปลอดภัยของ การไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี อาจไม่สามารถพิสูจน์ได้ว่าการบริหารจัดการด้านความปลอดภัยนั้น มีประสิทธิภาพหรือไม่ เพราะยังมีอุบัติเหตุเกิดขึ้น แม้ว่าหน่วยงานจะประสบความสำเร็จในโครงการด้านความปลอดภัยหลายโครงการ แต่การดำเนินงานตามมาตรฐานต่างๆ ยังไม่ครอบคลุมทุกด้าน ด้วยหลายข้อจำกัด ไม่ว่าจะเป็นด้านทัศนคติของบุคลากร บทบาทหน้าที่ผู้รับผิดชอบ แบบฟอร์มเอกสาร งบประมาณ ยานพาหนะ ปริมาณงาน งานเร่งด่วน หรือระบบไฟฟ้าที่ซับซ้อนขึ้นตามการขยายตัวของเศรษฐกิจ เป็นต้น ทั้งนี้ผู้วิจัยจึงเล็งเห็นถึงความสำคัญของการศึกษาระบบการบริหารจัดการความปลอดภัยของการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี และพัฒนาระบบให้มีประสิทธิภาพมากขึ้น สามารถนำมาประยุกต์ใช้เป็นแนวทางในการเพิ่มความปลอดภัยจากการทำงาน ลดการประสบอันตรายในสถานประกอบกิจการในภายภาคหน้าต่อไป

วัตถุประสงค์

เพื่อพัฒนากรอบแนวคิดการศึกษาเรื่องการบริหารจัดการความปลอดภัยของการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี

วิธีการศึกษา

การศึกษาครั้งนี้เป็นการศึกษาเชิงคุณภาพ เก็บข้อมูลจากพนักงานและลูกจ้างทุกระดับของการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี โดยผู้วิจัยได้แบ่งผู้ให้ข้อมูลตามบทบาทหน้าที่รับผิดชอบในการบริหารจัดการความปลอดภัย ออกเป็น 3 กลุ่ม และใช้วิธีการการสนทนากลุ่ม (Focus group discussion) โดยการป้อนคำถาม จุดประเด็นในการสนทนา เพื่อชักจูงให้กลุ่มเกิดแนวคิด และแสดงความคิดเห็นต่อประเด็นการพัฒนาระบบการบริหารจัดการความปลอดภัยของการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี แบ่งกลุ่ม ดังนี้

กลุ่มที่ 1 ผู้บริหารของหน่วยงาน

กลุ่มที่ 2 พนักงานที่ปฏิบัติงานภายในสำนักงาน

กลุ่มที่ 3 พนักงานและลูกจ้างที่ปฏิบัติงานภาคสนาม

ผู้วิจัยมุ่งศึกษาเกี่ยวกับแนวคิดการบริหารจัดการความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน แนวคิดและทฤษฎีการเกิดอุบัติเหตุ และระบบการจัดการความปลอดภัยของ กฟภ. (PEA Safety management system: PEA-SMS)

ผลการศึกษาและวิจารณ์

1. การไฟฟ้าส่วนภูมิภาค (Provincial Electricity Authority: PEA)

การไฟฟ้าส่วนภูมิภาค หรือ กฟภ. (Provincial Electricity Authority ตัวย่อ PEA) เป็นรัฐวิสาหกิจสังกัดกระทรวงมหาดไทย มีหน้าที่บริการจำหน่ายไฟฟ้าแก่ประชาชนในส่วนภูมิภาคทุกจังหวัดทั่วประเทศไทย ยกเว้นกรุงเทพมหานคร จังหวัดนนทบุรี และจังหวัดสมุทรปราการ ซึ่งเป็นเขตรับผิดชอบของการไฟฟ้านครหลวง ซึ่งรายละเอียดการให้บริการและการบริหารจัดการของการไฟฟ้าส่วนภูมิภาค มีรายละเอียดดังต่อไปนี้

ลักษณะการให้บริการ การไฟฟ้าส่วนภูมิภาค

ภารกิจของการไฟฟ้าส่วนภูมิภาค คือการให้บริการระบบไฟฟ้าและกระแสไฟฟ้ากับประชาชน ในเขตที่ได้รับผิดชอบทั่วประเทศ มีเป้าหมายในการดำเนินงานเพื่อปรับปรุงและให้บริการพลังงาน ไฟฟ้าอย่างมีประสิทธิภาพ ปลอดภัย เพียงพอ และรวดเร็วทันต่อความต้องการใช้พลังงานไฟฟ้า ที่เพิ่มขึ้น สอดคล้องกับสถานการณ์ที่เปลี่ยนแปลง พัฒนาบริการและผลิตภัณฑ์ต่าง ๆ เพื่อเพิ่มรายได้ องค์กรให้สามารถเลี้ยงตนเองได้ ตลอดจนมีเงินทุนเพียงพอต่อการพัฒนาการบริการและผลิตภัณฑ์ ต่าง ๆ การบริหารงานบุคคลและจัดการทรัพยากรให้เกิดประสิทธิภาพและประสิทธิ์ผลสูงสุด

แบ่งการให้บริการซึ่งเกี่ยวเนื่องกับการจำหน่ายกระแสไฟฟ้า ออกเป็น 4 ประเภท ได้แก่ การก่อสร้างและบำรุงรักษาระบบไฟฟ้า การให้บริการด้านวิศวกรรมไฟฟ้า การสารสนเทศและการ สื่อสาร และการลงทุนภาคเอกชนในธุรกิจด้านพลังงานไฟฟ้าหรือที่เกี่ยวข้อง เช่น บริษัทพีอีเอ เอ็นคอม อินเตอร์เนชั่นแนล จำกัด ซึ่งเป็นบริษัทที่จัดตั้งขึ้นเพื่อดำเนินธุรกิจลงทุนด้านพลังงานไฟฟ้า ทั้งในและต่างประเทศ เป็นต้น นอกจากนี้การไฟฟ้าส่วนภูมิภาคยังมีบริการเสริมจากการดำเนินงาน ของการไฟฟ้าเขตทุกเขต เช่น การบำรุงรักษาหม้อแปลง และการสนับสนุนวิทยากรให้ความรู้เป็นต้น (อรุณี ท้าวกัลยา, 2558)

การบริหารงาน การไฟฟ้าส่วนภูมิภาค

เพื่อให้การบริหารงานเป็นไปอย่างมีประสิทธิภาพ การไฟฟ้าส่วนภูมิภาคจึงได้กระจายอำนาจ การบริหาร สู่ผู้บริหารในระดับต่าง ๆ ทั้งในส่วนกลางและส่วนภูมิภาค จึงแบ่งการบริหารออกเป็น

1) การบริหารงานในส่วนกลาง

การไฟฟ้าส่วนภูมิภาค มีสำนักใหญ่งานตั้งอยู่ที่ 200 ถ. งามวงศ์วาน เขต จตุจักร กรุงเทพฯ มีหน้าที่กำหนดนโยบายและแผนงาน ให้คำแนะนำ ตลอดจนจัดหาวัสดุอุปกรณ์ต่าง ๆ ให้หน่วยงาน ในส่วนภูมิภาค แบ่งการบริหารออกเป็น ผู้ว่าการ รองผู้ว่าการ ผู้ช่วยผู้ว่าการ ผู้อำนวยกาประสานงาน โครงการ สำนักผู้ว่าการ สำนักตรวจสอบภายใน สำนักผู้ตรวจการ สำนักพัฒนาทรัพยากรบุคคล สำนักแผนวิสาหกิจ ฝ่าย และกองต่าง ๆ

2) การบริหารงานในส่วนภูมิภาค

แบ่งออกเป็น 4 ภาค คือ ภาคเหนือ ภาคตะวันออกเฉียงเหนือ ภาคกลาง และภาคใต้ แต่ละภาคประกอบด้วย 3 การไฟฟ้าเขต (เทียบเท่าระดับฝ่าย) รวมเป็น 12 การไฟฟ้าเขต มีหน้าที่ ควบคุมและให้คำแนะนำแก่ไฟฟ้าต่างๆ ในสังกัดรวม 1,081 แห่ง ในเขตความรับผิดชอบซึ่งได้แก่ การไฟฟ้าจังหวัด 73 จังหวัด การไฟฟ้าอำเภอ 701 อำเภอ การไฟฟ้าตำบล 307 ตำบล ทั่วประเทศ ครอบคลุมพื้นที่ประมาณ 510,000 ตารางเมตร หรือคิดเป็นร้อยละ 99 ของพื้นที่ทั่วประเทศไทย

การไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี ตั้งอยู่ที่ 188/9 หมู่ 6 ถนนโรงเหล้าสาย ข ตำบลรูสะมิแล อำเภอเมือง จังหวัดปัตตานี 94000 มีการไฟฟ้าส่วนภูมิภาคในสังกัด เป็นการไฟฟ้าอำเภอระดับสาขาและสาขาย่อย 5 แห่ง ประกอบด้วย

1) การไฟฟ้าส่วนภูมิภาคสาขาอำเภอโคกโพธิ์
2) การไฟฟ้าส่วนภูมิภาคสาขาอำเภอหนองจิก
3) การไฟฟ้าส่วนภูมิภาคสาขาย่อยอำเภอยะรัง
4) การไฟฟ้าส่วนภูมิภาคสาขาย่อยอำเภอยะหริ่ง
5) การไฟฟ้าส่วนภูมิภาคสาขาย่อยอำเภอแม่ลาน

อยู่ภายใต้การบริหารงานของสำนักงานการไฟฟ้าเขต 3 ภาคใต้ (กฟต.3) ตั้งอยู่ที่จังหวัดยะลา ควบคุมและดูแลการไฟฟ้าฯ 6 จังหวัด ได้แก่ ยะลา ปัตตานีพัทลุง สตูล สงขลา และนราธิวาส

ระบบการจัดการความปลอดภัยของการไฟฟ้าส่วนภูมิภาค

การไฟฟ้าส่วนภูมิภาคอนุมัติใช้ระบบการจัดการความปลอดภัยของ กฟภ. (PEA Safety Management System : PEA-SMS) เมื่อวันที่ 30 พฤศจิกายน พ.ศ. 2560 ประกาศให้ทุกหน่วยงานในสังกัดการไฟฟ้าส่วนภูมิภาคทั่วประเทศ ดำเนินการตามระบบการจัดการความปลอดภัยของ กฟภ. หรือปรับใช้ตามความเหมาะสม สอดคล้องตามแผนการดำเนินงานของการไฟฟ้าส่วนภูมิภาค 4S -12 Strategies กลยุทธ์ Standardizing สร้างมาตรฐานที่เป็นเลิศ หัวข้อ Safety excellence ปลูกฝังวัฒนธรรมความปลอดภัย (PEA Safety Culture) และยกระดับความปลอดภัยในการทำงานของผู้ปฏิบัติงาน รวมถึงความปลอดภัยของการใช้ไฟฟ้าของลูกค้า และความปลอดภัยต่อสาธารณชน โดยระบบการจัดการความปลอดภัยของ กฟภ. (PEA Safety Management System : PEA-SMS) นั้น มีองค์ประกอบหลัก 7 มาตรฐาน ดังนี้

มาตรฐานที่ 1 การปฏิบัติตามกฎหมาย ระเบียบ ข้อกำหนด และมาตรฐานของ กฟภ. ที่เกี่ยวกับความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน

มาตรฐานที่ 2 ผู้นำและการกำกับดูแลงานด้านความปลอดภัย

มาตรฐานที่ 3 การพัฒนางานด้านความปลอดภัย และการนำระบบการปฏิบัติงานที่ปลอดภัย มาใช้งาน

มาตรฐานที่ 4 การตรวจประเมินและการตรวจสอบความปลอดภัย

มาตรฐานที่ 5 กิจกรรมด้านความปลอดภัย

มาตรฐานที่ 6 การตอบโต้ภาวะฉุกเฉิน

มาตรฐานที่ 7 ความปลอดภัยของประชาชน

แนวคิดเกี่ยวกับการดำเนินงานด้านความปลอดภัยของ กฟภ. เพื่อให้เกิด Safety excellence ในองค์กร และเกิดบรรยากาศในการปฏิบัติงานด้วยความปลอดภัย เพื่อให้การป้องกันอันตรายและการปฏิบัติงานนั้นมีประสิทธิภาพ พฤติกรรมในการปฏิบัติงานเกิดความปลอดภัยของพนักงาน ลูกจ้าง และคนงาน มีองค์ประกอบในการขับเคลื่อน 4 องค์ประกอบ ดังนี้

1. ความปลอดภัยจากการดำเนินการตามพื้นฐานของการดำเนินงานขององค์กรและกฎหมาย (Safety Foundation)
2. การตระหนักและสร้างพันธะสัญญาด้านความปลอดภัยโดยผู้นำของหน่วยงาน (Leadership)
3. การสร้างวัฒนธรรมความปลอดภัย (PEA Safety Culture) ของผู้ปฏิบัติงาน
4. การสร้างระบบบริหารจัดการด้านความปลอดภัย (Safety Management System)

2. แนวคิดการจัดการด้านความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน

สภาพสังคมไทยในปัจจุบันมีการเปลี่ยนแปลงไปสู่สังคมอุตสาหกรรมมากขึ้น มีการใช้แรงงานที่ต้องเสี่ยงต่ออันตรายมากขึ้น ความปลอดภัยและสุขภาพของผู้ใช้แรงงานในการทำงาน จึงเป็นเรื่องสำคัญอย่างยิ่งที่ทุกคนต้องตระหนักและใส่ใจตลอดเวลาเพราะผลจากสภาพแวดล้อมในการทำงานหรือผลของอุบัติเหตุที่เกิดขึ้น นอกจากจะก่อให้เกิดความสูญเสียแก่ตนเองแล้ว ยังส่งผลกระทบไปถึงบุตรภรรยาพ่อแม่พี่น้องอีกด้วย ซึ่งเป็นความสูญเสียที่เกินกว่าที่คาดคิดหรือเรียกกลับคืนมาได้ บางครั้งอุบัติเหตุยังทิ้งร่องรอยของความข่มขื่นเอาไว้อีกตลอดชีวิต เช่น ความพิการ ความเจ็บปวดทรมาน บางธุรกิจอุตสาหกรรม อุบัติเหตุที่เกิดขึ้นอาจหมายถึงความสิ้นเนื้อประดาตัว ไม่เพียงแต่ขององค์กร ยังมีผลต่อสภาพแวดล้อมและสังคมโดยรอบอีกด้วย เช่น ไฟไหม้โรงงาน ระเบิด พนักงานและชุมชนโดยรอบได้รับสารอันตรายซึ่งอาจถึงแก่ชีวิตได้การดำเนินงานด้าน ความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงานเพื่อลดอุบัติเหตุและการสูญเสียในสถานประกอบกิจการนั้น เป็นหน้าที่ความรับผิดชอบของทุกคนในองค์กร โดยเฉพาะอย่างยิ่งหากนายจ้างหรือฝ่ายบริหารมีความมุ่งมั่น และเป็นผู้นำที่ต้องการให้พนักงาน หรือสถานประกอบการของตนมีความปลอดภัย การจัดการทางด้านความปลอดภัยย่อมดำเนินไปได้อย่างรวดเร็ว และง่ายมากยิ่งขึ้น การจัดการคือกระบวนการที่จะบรรลุความสำเร็จขององค์กรอย่างมีประสิทธิภาพ และ ประสิทธิผล โดยการวางแผนการจัดองค์กรการนำและการควบคุม ในปัจจุบันภาครัฐได้ออกกฎกระทรวงกำหนดมาตรฐานในการบริหารและการจัดการด้านความปลอดภัยอาชีวอนามัยและ สภาพแวดล้อมในการทำงาน พ.ศ. 2549 ซึ่งมีผลบังคับใช้ตั้งแต่ วันที่ 21 มิถุนายน 2549 ข้อกำหนดของกฎหมายในหลาย ๆ หัวข้อทำให้สถานประกอบการต้องหันมาให้ความสำคัญกับเรื่องการจัดการทางด้านความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทางานมากยิ่งขึ้น ในหลายสถานประกอบการเลือกที่จะจัดทำระบบทางด้านความปลอดภัย โดยอาศัยมาตรฐานจากกระทรวงอุตสาหกรรมและกระทรวงแรงงานและสวัสดิการสังคม และใช้มาตรฐานระบบการจัดการอาชีวอนามัยและความปลอดภัย (มาตรฐานผลิตภัณฑ์อุตสาหกรรม18001 : 2542) เป็นแนวทางในการนำไปปฏิบัติ ทั้งนี้มิได้มีจุดมุ่งหมายเพียงการแก้ไขปัญหาอาชีวอนามัยและความปลอดภัยในการทำงาน แต่ยังครอบคลุมถึงแนวทางในการป้องกันมิให้เกิดปัญหาด้านสุขภาพและอุบัติเหตุต่างๆ ต่อ ผู้ปฏิบัติงาน และสังคมโดยรอบ

ความหมายของความปลอดภัย อาชีวอนามัยและสภาพแวดล้อมในการทำงาน

คำว่าความปลอดภัย อาชีวอนามัยและสภาพแวดล้อมในการทำงาน มีนักวิชาการได้ให้ความหมายไว้หลายท่าน ส่วนใหญ่จะให้ความหมายในเชิงเน้นให้เห็นถึงสภาวการณ์ที่ปราศจากปัญหาที่นำไปสู่การเกิดอันตรายในการทำงานในภาคธุรกิจอุตสาหกรรมเป็นหลัก ดังต่อไปนี้

พระราชบัญญัติความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน (2554 : 6) ได้ให้ความหมายของคำว่า “ความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน” หมายความว่า การกระทำหรือสภาพการทำงานซึ่งปลอดจากเหตุอันจะทำให้เกิดการประสบอันตรายต่อชีวิต ร่างกาย จิตใจ หรือสุขภาพอนามัยอันเนื่องจากการทำงาน หรือเกี่ยวกับการทำงาน

วิฑูรย์ สิมะโชคดี และวีรพงษ์ เฉลิมจิระรัตน์ (2556 : 19) ได้ให้ความหมายเกี่ยวกับความปลอดภัยในการทำงานไว้ว่า การปราศจากภัย ซึ่งในที่ทำงานเป็นไปไม่ได้ที่จะขจัดภัยทุกชนิดให้หมดไปโดยสิ้นเชิง ความปลอดภัยจึงให้รวมถึงการปราศจากอันตรายที่มีโอกาสจะเกิดขึ้นด้วย

กรมสวัสดิการและคุ้มครองแรงงาน (2548) ให้ความหมายของความปลอดภัยและอาชีวอนามัย ว่าความปลอดภัยในการทำงาน (Occupational Safety) หมายถึง การปราศจากโอกาสที่จะเกิดภัย ซึ่งในที่นี้มีความหมายเฉพาะภัยที่เกิดจากการทำงานหรือการประกอบอาชีพ และ อาชีวอนามัย (Occupational Health) หมายถึง การควบคุมดูแลอนามัยของผู้ประกอบอาชีพ ได้แก่ การป้องกัน และส่งเสริมสุขภาพอนามัย รวมทั้งการคงไว้ซึ่งสภาพร่างกายและจิตใจที่สมบูรณ์ของผู้ประกอบอาชีพทุกประเภท

วีริศ จิรไชยภาส (2561) ได้ให้ความหมายเกี่ยวกับความปลอดภัยในการทำงานว่า ความปลอดภัยในการทำงาน หมายถึง สภาวะที่ปราศจากภัยหรือพ้นภัย รวมถึงการปราศจากอันตราย บาดเจ็บ หรือการสูญเสีย เสียหาย

โสภณ เสือพันธ์ (2558) ได้ให้ความหมายเกี่ยวกับความปลอดภัยในการทำงานว่า ความปลอดภัยในการทำงาน หมายถึง การที่ร่างกายปราศจากอุบัติภัยหรือทรัพย์สินปราศจากความเสียหายใดๆ เป็นสิ่งที่มนุษย์หรือสัตว์ย่อมต้องการความปลอดภัยทั้งสิ้น ความปลอดภัยจะเป็นประโยชน์มากหรือน้อยเพียงใดขึ้นอยู่กับการปฏิบัติหรือการกระทำของตนเอง

จากความหมายที่กล่าวมาข้างต้น ในการศึกษาครั้งนี้ได้สรุปความหมายของความปลอดภัย อาชีวอนามัยและสภาพแวดล้อมในการทำงานไว้ว่า หมายถึง การกระทำหรือสภาพการทำงานซึ่งปลอดจากเหตุอันจะทำให้เกิดการประสบอันตรายต่อชีวิต ร่างกาย จิตใจ สุขภาพอนามัยอันเนื่องจากการทำงาน หรือเกี่ยวกับการทำงานการดูแลสุขภาพอนามัย ความปลอดภัย และสิ่งแวดล้อมของผู้ประกอบอาชีพ รวมถึงการป้องกันอันตรายและส่งเสริมสุขภาพอนามัย เพื่อคงไว้ซึ่งสภาพร่างกายและจิตใจที่สมบูรณ์ ตลอดจนสถานะความเป็นอยู่ที่ดีของผู้ประกอบอาชีพทั้งมวล

หลักการดำเนินงานด้านความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน

ในการดำเนินงานด้านความปลอดภัยนั้น ต้องมีหลักการดำเนินงานด้านความปลอดภัยอาชีวอนามัยและสภาพแวดล้อมในการทำงาน ทั้งทางด้านการเตรียมการป้องกันมิให้เกิดภัยอันตรายและ ด้านการปฏิบัติการรองรับเมื่อเกิดภัยอันตรายขึ้นแล้ว สำหรับหลักการดำเนินงานด้านความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงานนี้จากการทบทวนงานวรรณกรรม พอจะสรุปแนวทางการ ดำเนินงานด้านความปลอดภัยฯ มีหลักการดังต่อไปนี้ คือ

1) หลักในการบริหารงานความปลอดภัย (นฤมล สัตตบุศย์, 2556) ซึ่งเป็นหลักการพื้นฐาน (Basic Principles) สำหรับผู้บริหารในการกำหนดนโยบายด้านความปลอดภัยในสถานประกอบกิจการ หรือการป้องกันอุบัติเหตุตามทฤษฎีและแนวคิดสมัยใหม่ ได้แก่

หลักการที่ 1 การทำงานที่ไม่ปลอดภัยสภาพแวดล้อมที่ไม่ปลอดภัยและการเกิดอุบัติเหตุถือเป็นอาการที่แสดงออกถึงความบกพร่องหรือความผิดพลาดในการบริหารงาน

หลักการที่ 2 ในบางสถานการณ์หรือสภาพแวดล้อมบางอย่างเราสามารถที่จะคาดการณ์ได้ว่าอาจก่อให้เกิดอุบัติเหตุร้ายแรงขึ้นได้ สถานการณ์เหล่านี้สามารถตรวจพบและแก้ไขควบคุมได้

หลักการที่ 3 งานด้านความปลอดภัย ควรได้รับการบริหารเช่นเดียวกับกิจการด้านอื่น ๆ ผู้บริหารต้องดำเนินการโดยกำหนดเป้าหมายที่สามารถบรรลุได้ การวางแผน การจัดการองค์กรที่มีประสิทธิภาพ การควบคุมติดตามผลเพื่อให้บรรลุเป้าหมายที่ตั้งไว้

หลักการที่ 4 หัวใจสำคัญสำหรับการทำงานความปลอดภัยให้ได้ผลและมีประสิทธิผล ก็คือการกำหนดหน้าที่และความรับผิดชอบแก่ส่ายงานหรือผู้ปฏิบัติงานที่เกี่ยวข้องอย่างชัดเจน

หลักการที่ 5 ภารกิจของการสร้างความปลอดภัย คือการค้นหาหรือระบุชี้ชัดถึงความบกพร่องในการทำงานที่ก่อให้เกิดอุบัติเหตุขึ้นได้มี 2 แนวทางคือ (1) หาเหตุผลว่าทำไมถึงเกิดอุบัติเหตุขึ้นได้ และ (2) ถามว่าการควบคุมที่มีประสิทธิภาพมีหรือยัง ถ้ามีแล้วถูกนำมาใช้หรือยัง

2) หลักจัตุรัสความปลอดภัย จากหลักการพื้นฐานในการบริหารความปลอดภัยในการทำงานที่กล่าวมาแล้ว ยังมีแนวความคิดอีกแนวหนึ่งที่กล่าวถึงการบริหารความปลอดภัยในการทำงาน คือหลักจัตุรัสความปลอดภัย (Safety Square) (วิฑูรย์ สิมะโชคดี และวีระพงษ์ เฉลิมจระรัตน์, 2561) หลักจัตุรัสความปลอดภัย คือ ปัจจัยสำคัญ 4 ประการที่ร่วมประสานขึ้นเป็นระบบที่มีความปลอดภัยต่อคนงานประกอบด้วยสภาพแวดล้อมที่ปลอดภัยในการทำงาน องค์การเพื่อความปลอดภัย วิธีการทำงานที่ปลอดภัย และการซ่อมบำรุงเพื่อความปลอดภัย โดยผู้ที่รับผิดชอบในการประสานงาน คือผู้บริหารองค์กร ผู้จัดการหรือบุคคลที่ได้รับการแต่งตั้งให้มีอำนาจหน้าที่สั่งการในด้านความปลอดภัย จัตุรัสความปลอดภัยจึงเป็นเสมือนแนวทางแบบเบ็ดเสร็จในการปฏิบัติงาน เพื่อบรรลุเป้าหมายทางความปลอดภัยขององค์กร

กล่าวโดยสรุป แนวคิดระบบการจัดการด้านความปลอดภัยอาชีวอนามัยและ สภาพแวดล้อมในการทำงาน สถาบันส่งเสริมความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน-องค์การมหาชน ที่ระบุด้านนโยบายและการมอบหมายงาน จะสอดคล้องกับ วงจรบริหารงานคุณภาพ PDCA หรือวงจรเดมมิ่ง (Deming Cycle) ซึ่งแนวคิดการบริหารคุณภาพการทำงานประเภทหนึ่งที่ถูกคิดค้นโดย วอล์ทเตอร์ ชิวฮาร์ท (Walter Shewhart) คือ PDCA ที่ประกอบไป ด้วย P (Plan) การวางแผน D (Do) การลงมือปฏิบัติ C (Check) การตรวจสอบ และ A (Action) ดำเนินการปรับปรุงแก้ไขส่วนที่มีปัญหาโดยการกำหนดนโยบายจากทางผู้บริหารและนำไปสู่การมอบหมายงานเพื่อนำไปปฏิบัติตามแผนงานที่กำหนด และติดตามผลตามวัตถุประสงค์เป้าหมายในการดำเนินงานโดยการทบทวนประเมินผล อีกทั้งเพื่อรับทราบปัญหาและข้อเสนอแนะเพื่อการพัฒนาปรับปรุงต่อไป โดยในการศึกษาครั้งนี้จะนำแนวคิดดังกล่าวไปใช้ในการพัฒนาระบบการจัดการด้านความปลอดภัยของการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานีเพื่อให้การปฏิบัติงานมีความปลอดภัยและมีประสิทธิภาพมากยิ่งขึ้น

3. แนวคิดทฤษฎีการเกิดอุบัติเหตุ

การศึกษาวิเคราะห์ครั้งนี้ พบว่ามีทฤษฎีเกี่ยวกับความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงานอยู่หลายทฤษฎี แต่ละทฤษฎีได้อธิบายเรื่องเกี่ยวกับความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงานออกมาในแนวทางใดแนวทางหนึ่งคือ 1) เป็นทฤษฎีอธิบายในเชิงสาเหตุ 2) เป็นทฤษฎีที่อธิบายในเชิงกระบวนการที่ทำให้เกิดปัญหาอุบัติเหตุหรือความไม่ปลอดภัยในการทำงาน และ3) เป็นทฤษฎีที่อธิบายในเชิงผลกระทบที่เกิดจากความปลอดภัยอาชีวอนามัยและสภาพแวดล้อมในการทำงานดังนี้

ความหมายของการเกิดอุบัติเหตุ

ผู้วิจัยได้รวบรวมความหมายของการเกิดอุบัติเหตุ ซึ่งมีนักวิชาการหลายท่าน ได้นิยามไว้ ดังต่อไปนี้

กิตติ อินทรานนท์ (2554) ได้ให้ความหมายของอุบัติเหตุไว้ว่า อุบัติเหตุ คือ ปรากฏการณ์ หรือเหตุการณ์ที่เกิดขึ้นโดยไม่คาดฝัน และไม่ได้วางแผนไว้ ทำให้มีการบาดเจ็บแก่บุคคล หรือทไให้เกิดความเสียหายแก่ทรัพย์สิน หรือทำให้เกิดการสูญเสียใด ๆ แก่ส่วนตัว หรือ ส่วนรวม

วไลพร ภิญโญ (2554) ได้ให้ความหมายของอุบัติเหตุไว้ว่า เหตุการณ์ที่เกิดขึ้นโดย มิได้คาดคิดส่งผลให้เกิดการบาดเจ็บพิการ ถึงแก่ชีวิต ทำให้ทรัพย์สินหรือผลผลิตเสียหาย ก่อให้เกิดความเสียหายต่อสภาพแวดล้อมในการทำงานหรือต่อสาธารณชน

อารี เพชรผุด (2557) ได้ให้ความหมายของอุบัติเหตุไว้ว่า สิ่งหรือเหตุการณ์ที่เกิดขึ้นโดยไม่ได้คาดหวัง ไม่ถูกต้อง แต่ไม่จำเป็นว่าจะเกิดอันตรายหรือไม่ แต่จะเป็นสิ่งขัดขวางการทำงานหรือกิจกรรมไม่ให้เสร็จตามกำหนด เช่น คนงานตกบันไดจนบาดเจ็บมากหรือน้อยก็เป็นอุบัติเหตุ

จากความหมายของอุบัติเหตุข้างต้น สรุปได้ว่า อุบัติเหตุ หมายถึง เหตุการณ์ที่เกิดขึ้นโดยไม่มี ใครคาดคิดมาก่อน และเมื่อเกิดอุบัติเหตุแล้วอาจจะทำให้เกิดความเสียหายแก่ร่างกาย และทรัพย์สิน รวมทั้งส่งผลกระทบต่อการปฏิบัติงาน

สาเหตุของการเกิดอุบัติเหตุในการปฏิบัติงาน

เฮ็นริช Heinrich (1981) ได้ศึกษาถึงสาเหตุที่ก่อให้เกิดอุบัติเหตุอย่างจริงจังในโรงงานอุตสาหกรรมต่าง ๆ ในปี1920 สรุปได้ว่าสาเหตุของอุบัติเหตุที่สำคัญมี 3 ประการได้แก่

1) สาเหตุที่เกิดจากคน (Human Cause) อุบัติเหตุที่เกิดจากมนุษย์มีจำนวนสูงที่สุด เช่นการทำงานที่ไม่ถูกต้อง ความพลั้งเผลอ ความประมาท การมีนิสัยชอบเสี่ยงในการทำงาน เป็นต้น และนักจิตวิทยาได้อธิบายว่าการทำงานที่ไม่ถูกต้อง นอกจากพลั้งเผลอหรือประมาทแล้ว พฤติกรรมของมนุษย์ก็เป็นสาเหตุของการเกิดอุบัติเหตุเหมือนกัน ซึ่งพฤติกรรมเหล่านั้น ได้แก่ บุคลิกภาพ เชาว์ปัญญา ประสบการณ์ อายุ การศึกษา และความเหนื่อยล้า เป็นต้น

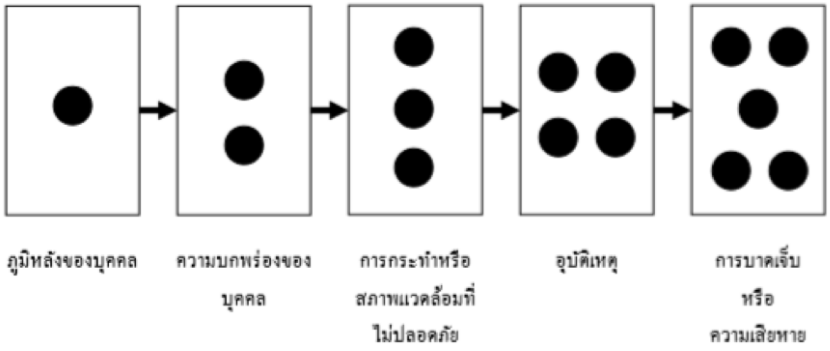
2) สาเหตุที่เกิดจากความผิดพลาดของเครื่องจักร (Mechanical Failure) เป็น สาเหตุที่รองลงมาจากคน เช่น ส่วนที่เป็นอันตรายของเครื่องจักรไม่มีเครื่องป้องกัน เครื่องจักร เครื่องมือหรืออุปกรณ์ต่าง ๆ ชำรุดบกพร่อง รวมถึงการวางผังโรงงานไม่เหมาะสมสภาพแวดล้อมในการทำงานไม่ปลอดภัย

3) สาเหตุที่เกิดจากดวงชะตาหรือภัยธรรมชาติ (Acts of God) เป็นสาเหตุของ อุบัติเหตุที่น้อยที่สุดในสามสาเหตุ ซึ่งเป็นสาเหตุที่เกิดขึ้นโดยธรรมชาติ นอกเหนือการควบคุมได้ เช่น พายุ น้ำท่วม ฟ้าผ่า เป็นต้น

ในปี ค.ศ. 1981 เฮ็นริช (Heinrich, 1959) ได้ปฏิวัติแนวคิดเดิม ซึ่ง เขาได้สรุปสาเหตุสำคัญของการเกิดอุบัติเหตุเป็น 2 ประการ (1) การกระทำที่ไม่ปลอดภัย (Unsafe Acts) เป็นสาเหตุใหญ่ที่ก่อให้เกิดอุบัติเหตุ เช่น การทำงานไม่ถูกวิธี หรือไม่ถูกขั้นตอน การมีทัศนคติที่ไม่ถูกต้อง เช่น อุบัติเหตุเป็นเรื่องของเคราะห์กรรม ความไม่เอาใจใส่ในการทำงาน ความประมาท ความพลั้งเผลอ เหม่อลอย การมีนิสัยชอบเสี่ยง การไม่ปฏิบัติตามกฎ ระเบียบความปลอดภัยของโรงงาน การทำงานโดยไม่ใช้อุปกรณ์ป้องกันอันตรายส่วนบุคคล การแต่งกายไม่เหมาะสม การถอดเครื่องกำบังส่วนอันตรายของเครื่องจักรออกด้วยความรู้สึกรำคาญงานไม่สะดวก หรือถอดเพื่อซ่อมแซมแล้วไม่ใส่คืน การใช้เครื่องมือ หรืออุปกรณ์ต่าง ๆ ไม่เหมาะกับงาน เช่น การใช้ขวดแก้วตอกตะปูแทนการใช้ค้อน การหยอกล้อกันระหว่างทำงาน การทำงานโดยที่ร่างกายและจิตใจไม่พร้อมหรือผิดปกติ เช่นไม่ สบาย เมาค้าง มีปัญหาครอบครัว ทะเลาะกับแฟน เป็นต้น (2) สภาพการณ์ที่ไม่ปลอดภัย (Unsafe Conditions) เป็นสาเหตุรอง ได้แก่ ส่วนที่เป็นอันตราย (ส่วนที่เคลื่อนไหว) ของเครื่องจักรไม่มีเครื่องกำบังหรืออุปกรณ์ป้องกันอันตราย การวางผังโรงงานที่ไม่ถูกต้อง ความไม่เป็นระเบียบเรียบร้อยและสกปรกในการจัดเก็บวัสดุ สภาพแวดล้อมในการทำงานที่ไม่ปลอดภัยหรือไม่ถูกสุขอนามัย เช่น แสงสว่างไม่เพียงพอ เสียงดังเกินควร ความร้อนสูง ฝุ่นละออง ไอระเหยของสารเคมีที่เป็นพิษ เป็นต้น

สมาคมความปลอดภัยแห่งสหรัฐอเมริกา (American Safety Association) ได้แบ่งประเภทของอุบัติเหตุออกเป็น 10 ประเภท ได้แก่ ถูกหนีบ ถูกดึงเข้าไปในเครื่องจักร (Caught In/ On/ Between) วัตถุตกกระทบ (Stuck By) ชน กระแทกกับวัตถุ (Struck Against) ตกจากที่สูง (Fall to Different Level) ลื่นหกล้ม (Fall On Same Level) วัสดุทิ่ม แทง บาด ตำ ตัด (Abraded/ Punctured/ Scratched) 7) ออกแรงเกินกำลัง (Over Exertion) สัมผัสกับอุณหภูมิสูง-ต่ำเกินไป (Contact Temperature) สัมผัสกระแสไฟฟ้า (Contact Electrical) สัมผัสสารเคมี (Contact Chemical)

การป้องกันอุบัติเหตุ เมื่อรู้ว่าสาเหตุเกิดจากการกระทำที่ไม่ปลอดภัยและสภาพแวดล้อมในการทำงานที่ไม่ปลอดภัย อธิบายได้ด้วยทฤษฎีโดมิโน (Domino Theory) Heinrich (1969) เป็นผู้คิดค้นขึ้น เป็นทฤษฎีการเกิดอุบัติเหตุที่ว่า การบาดเจ็บหรือการสูญเสียต่างๆ เป็นผลมาจากการเกิดอุบัติเหตุซึ่งสาเหตุของการเกิดอุบัติเหตุ ก็มาจากการกระทำและสภาพแวดล้อมในการทำงานที่ไม่ปลอดภัยโดยทฤษฎีนี้เปรียบเสมือนตัวโดมิโนที่เรียงกันอยู่ 5 ตัว ถ้าตัวใดตัวหนึ่งล้มย่อมมีผลให้โดมิโนตัวอื่น ๆ ล้มตามไปด้วยเหมือนลูกโซ่ (ตามรูปที่ 2.1)



รูปที่ 1 ทฤษฎีลูกโซ่ของการเกิดอุบัติเหตุโดมิโน
ที่มา : Heinrich (1969)

โดมิโนลูกที่ 1 สภาพแวดล้อมหรือภูมิหลังของบุคคล (Ancestry and Social Environment) สิ่งแวดล้อมทางสังคมและการประพฤติปฏิบัติสืบทอดกันมาจากอดีตทำให้แต่ละบุคคลมีพฤติกรรมที่ แสดงออกมาต่าง ๆ กัน เช่น ความสะเพร่า ประมาท เลินเล่อ ขาดความคิด ความไตร่ตรองความดื้อดึงดันทุรัง ความชอบในการเสี่ยงอันตราย ความตระหนี่ ถี่เหนียวเห็นแต่เงิน และลักษณะอื่น ๆ ที่ถ่ายทอดทางกรรมพันธุ์ เป็นต้น

โดมิโนลูกที่ 2 ความผิดปกติของบุคคล (Fault of Person) สุขภาพจิตและสิ่งแวดล้อมทางสังคมเป็นสาเหตุทำให้เกิดความผิดปกติของบุคคล เช่น การปฏิบัติงานโดยขาดความยั้งคิดอารมณ์ รุนแรง ประสาทอ่อนไหวง่าย ความตื่นเต้น ขาดความรอบคอบเพิกเฉยละเลยต่อการกระทำที่ปลอดภัย เป็นต้นซึ่งความผิดปกติเหล่านี้จะส่งผลกระทบให้เกิดการกระทำที่ไม่ปลอดภัยและทำให้เครื่องจักรและการทำงานต้องอยู่ในสภาพหรือสภาวะที่เป็นอันตราย

โดมิโนลูกที่ 3 การกระทำที่ไม่ปลอดภัย และหรือสภาพเครื่องจักรหรือสภาวะสิ่งแวดล้อมที่ เป็นอันตราย (Unsafe Act and/or Mechanical or Physical Hazard) ตัวอย่างการปฏิบัติงานที่ไม่ปลอดภัยของบุคคล เช่น ยืนทำงานภายใต้ของหนักที่แขวนอยู่ การติดเครื่องยนต์โดยไม่แจ้งหรือเตือน ชอบหยอกล้อเล่น ถอดเซฟการ์ดของเครื่องจักรออก เป็นต้น ตัวอย่างสภาพเครื่องจักรหรือสภาวะแวดล้อมที่เป็นอันตราย เช่น ขาดเครื่องป้องกันจุดอันตราย เสียงดังเกินไป แสงสว่างไม่เพียงพอ การระบายอากาศไม่ดี เป็นต้น สิ่งที่เกิดจากการกระทำที่ไม่ปลอดภัยและสภาพการทำงานที่ไม่ปลอดภัย จะเป็นสาเหตุโดยตรงที่ทำให้เกิดอุบัติเหตุ

โดมิโนลูกที่ 4 การเกิดอุบัติเหตุ (Accident) เหตุการณ์ที่มีสาเหตุปัจจัยทั้ง 3 ลำดับมาแล้ว ย่อมส่งผลให้เกิดอุบัติการณ์ เช่น ตกจากที่สูง ลื่นล้ม เดินสะดุด สิ่งของหล่นจากที่สูง วัตถุกระเด็นใส่ กระแทกหนีบหรือตัด เป็นต้น ซึ่งอุบัติการณ์เหล่านี้อาจจะเป็นสาเหตุของการบาดเจ็บ

โดมิโนลูกที่ 5 การบาดเจ็บ (Injury) ตัวอย่างการบาดเจ็บที่เกิดกับอวัยวะบางส่วนของ ร่างกาย เช่น กระดูกหักหรือแตก เคล็ดขัดยอก แผลฉีกขาด แผลไฟไหม้ เป็นต้น การบาดเจ็บเหล่านี้ เป็นผลโดยตรงจากการเกิดอุบัติเหตุ

นั่นคือสภาพแวดล้อมของสังคมหรือภูมิหลังของคนใดคนหนึ่ง ไม่ว่าจะเป็นสภาพครอบครัว ฐานะความเป็นอยู่ การศึกษา ฯลฯ ก่อให้เกิดความบกพร่องผิดปกติของบุคคลนั้นทำให้มีทัศนคติต่อความปลอดภัยเป็นผลให้เกิดอุบัติเหตุ ซึ่งก่อให้เกิดการบาดเจ็บหรือความเสียหาย ดังนั้น หากเราจะแก้ไขโดมิโนตัวที่ 4 ไม่ให้ล้ม เราต้องกำจัดโดมิโนตัวที่ 3 คือ การกระทำหรือ สภาพการณ์ที่ไม่ปลอดภัยออกไปเสียสภาพการทำงานที่ปลอดภัยก็จะเกิดขึ้นในที่สุด

รูปแบบระบบความปลอดภัยของฟีเรนซ์ (Firenze system Model) บ็อบ ฟีเรนซ์ (Bob Firenze) กล่าวว่าสาเหตุของการเกิดอุบัติเหตุขึ้นอยู่กับองค์ประกอบที่มี ความสำคัญเกี่ยวข้องกัน 3 ส่วนคือ คน เครื่องจักรและสิ่งแวดล้อมแต่ละส่วนจะมีความสำคัญต่อการผลิตและการเกิดอุบัติเหตุดังนี้ (ศิริชัย จันทรสิงห์, 2559)

1) คนหรือผู้ปฏิบัติงาน (Man) ในการผลิตจะต้องมีการตัดสินใจดำเนินงานภายใต้ความเสี่ยงอันตรายอยู่เสมอ ความเสี่ยงนี้จะมากหรือน้อยขึ้นอยู่กับข้อมูลข่าวสารที่ได้รับถ้าหากข้อมูล ข่าวสารที่ได้รับมีปริมาณมากพอ และมีความถูกต้อง การตัดสินใจก็จะถูกต้อง หากข้อมูลนั้นไม่เพียงพอการตัดสินใจ นั้นก็จะมีความเสี่ยงสูง อาจจะเกิดความล้มเหลวในการทำงานส่งผลให้เกิดอุบัติเหตุขึ้นได้

2) อุปกรณ์ เครื่องจักร (Machine) อุปกรณ์ เครื่องจักรที่ใช้ในการผลิตจะต้องมีความพร้อม ถ้าอุปกรณ์ เครื่องจักรออกแบบมาไม่ถูกต้องตามหลักวิชาการ หรือขาดการบำรุงรักษาที่ดีอาจจะเกิดความ ผิดพลาดในการปฏิบัติงาน และจะนำไปสู่การเกิดอุบัติเหตุได้

3) สิ่งแวดล้อม (Environment) สภาพแวดล้อมในการทำงานมีความสำคัญต่อการผลิตการทำงานภายใต้สภาพแวดล้อมที่ไม่เหมาะสม เช่น การมีสารเคมีฟุ้งกระจายในอากาศ การมีแสงจ้ามากเกินไป ก็สามารถก่อให้เกิดอุบัติเหตุได้เช่นกัน

ดังนั้นในการปฏิบัติงานจะต้องมีข้อมูลเพื่อประกอบการตัดสินใจ ได้แก่ ข้อมูล เกี่ยวกับงานที่ต้องปฏิบัติและข้อมูลเกี่ยวกับลักษณะอันตรายที่อาจจะเกิดขึ้น (Nature of harmful consequences) ถ้าข้อมูลมีปริมาณและคุณภาพเพียงพอ ก็จะทำให้ความเสี่ยงต่าง ๆ ลดลงอยู่ในระดับที่สามารถควบคุมได้

สรุป

ปัญหาความไม่ปลอดภัยในการทำงาน เป็นปัญหาสำคัญที่คุกคามความปลอดภัย สุขภาพอนามัยและคุณภาพชีวิตของผู้ใช้แรงงาน ถือเป็นปัญหาในระดับชาติ โดยรัฐบาลได้วางยุทธศาสตร์การเดินหน้าพัฒนากำลังคนของประเทศระยะเวลา 20 ปี ในวาระ Safety Thailand บูรณาการส่งเสริมและสนับสนุนจากหลายหน่วยงานขับเคลื่อนภารกิจด้านความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน เพื่อลดอุบัติเหตุจากการทำงาน ให้ผู้ใช้แรงงานมีสุขภาพดีและเกิดความปลอดภัยในชีวิต การไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี เป็นหน่วยงานรัฐวิสาหกิจ สังกัดกระทรวงมหาดไทย ซึ่งนับว่าเข้าข่ายอุตสาหกรรมการผลิตไฟฟ้า การจัดส่งหรือการจ่ายไฟฟ้า ตามกระทรวงกำหนดมาตรฐานเกี่ยวกับระบบการจัดการด้านความปลอดภัย พ.ศ. 2565 ต้องจัดให้มีระบบการจัดการด้านความปลอดภัย หากพิจารณาการบริหารงานของการไฟฟ้าส่วนภูมิภาค ผู้บริหารระดับสูงของ กฟภ. ได้ให้ความสำคัญกับเรื่องความปลอดภัยในการทำงาน มีนโยบายการบริหารและพัฒนา กฟภ. 4S-12 Strategies หัวข้อ Standardizing (S2) Safety Excellence มุ่งสู่ Safety Performance ที่เป็นเลิศ กำหนดให้มีระบบจัดการความปลอดภัยของ กฟภ. (PEA Safety Management System: PEA-SMS) มีองค์ประกอบ 7 มาตรฐานดังนี้ 1) การปฏิบัติตามกฎหมาย ระเบียบ ข้อกำหนด และมาตรฐานของ กฟภ. ที่เกี่ยวกับความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน 2) ผู้นำและการกำกับดูแลงานด้านความปลอดภัย 3) การพัฒนางานด้านความปลอดภัยและการนำระบบการปฏิบัติงานที่ปลอดภัยมาใช้งาน 4) การตรวจประเมินและการตรวจสอบความปลอดภัย 5) กิจกรรมด้านความปลอดภัย 6) การตอบโต้ภาวะฉุกเฉิน 7) ความปลอดภัยของประชาชน จากการศึกษาองค์ประกอบทั้ง 7 มาตรฐาน และรายละเอียดต่างๆ ผู้วิจัยมีความเห็นว่าการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี มีระบบการบริหารจัดการความปลอดภัยที่ดี และสอดคล้องตามแผนดำเนินงานขององค์กร แต่หากพิจารณาถึงสาเหตุการเกิดอุบัติเหตุ ยังมีหลายปัจจัยที่เกี่ยวข้องนอกเหนือจากเรื่องระบบการจัดการความปลอดภัย ส่วนที่สำคัญที่สุดคือตัวบุคคลที่เป็นผู้ปฏิบัติงาน ขาดความตระหนักด้านความปลอดภัย ละเลยขั้นตอนการปฏิบัติงาน จึงทำให้เกิดอุบัติเหตุและมีผู้ได้รับบาดเจ็บตามมา สรุปว่าหากหน่วยงานมีระบบการบริหารจัดการความปลอดภัยที่ดีแล้ว แต่ไม่สามารถเปลี่ยนทัศนคติของตัวบุคคลได้ ก็อาจทำให้การบริหารจัดการความปลอดภัยของการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานีไม่มีประสิทธิภาพ ตามกรอบแนวคิด ดังภาพ



ภาพ 1 กรอบแนวคิดการวิจัย

ข้อเสนอแนะ

การศึกษาครั้งนี้เป็นขั้นตอนการทำวิจัยเบื้องต้น ในวิทยานิพนธ์เรื่อง การพัฒนาระบบการบริหารจัดการความปลอดภัยของการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี ซึ่งเป็นการวิจัยเชิงปฏิบัติการแบบมีส่วนร่วมระหว่างนักวิจัยซึ่งเป็นเจ้าหน้าที่ความปลอดภัยในการทำงานระดับวิชาชีพกับผู้บริหารและพนักงานของการไฟฟ้าส่วนภูมิภาคจังหวัดปัตตานี ดังนั้นผลการศึกษาครั้งนี้จึงเป็นเพียงกรอบแนวคิดการศึกษาของงานวิจัยในขั้นตอนต่อไป ซึ่งผู้ที่มีความสนใจที่จะศึกษางานในลักษณะเดียวกันสามารถนำไปปรับประยุกต์ใช้ได้

เอกสารอ้างอิง

กฎกระทรวงกำหนดมาตรฐานในการบริหารและการจัดการด้านความปลอดภัย อาชีวอนามัย และสภาพแวดล้อมในการทำงาน (ฉบับที่ ๒) พ.ศ. 2553.ประกาศในราชกิจจานุเบกษาเล่ม 127 ตอนที่ 43 ก วันที่ 9 กรกฎาคม 2553

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การสร้างความสัมพันธ์กับชุมชนเพื่อพัฒนาผู้เรียน
Building relationships with communities to develop learners

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บทคัดย่อ

การสร้างความสัมพันธ์กับชุมชนเพื่อพัฒนาผู้เรียน เป็นกระบวนการรวมพลังของบุคคลเพื่อที่จะร่วมมือกันทำงาน เพื่อสร้างความเข้าใจซึ่งกันและกันระหว่างโรงเรียนกับชุมชน และเปิดโอกาสให้ชุมชนมีส่วนร่วมในการพัฒนาโรงเรียน การสร้างความสัมพันธ์ที่ดีทั้งสองฝ่ายจะต้องปฏิบัติตามบทบาทของตนด้วยวิธีการที่เหมาะสม จึงจะสามารถสร้างความร่วมมืออันดีให้เกิดขึ้นได้ บทบาทหน้าที่สำคัญของโรงเรียนต่อชุมชน คือ บทบาทในการให้การศึกษาอบรมแก่ผู้เรียนและบุคคลในชุมชน ส่วนบทบาทสำคัญของชุมชนต่อโรงเรียนคือบทบาทในการมีส่วนร่วมกำหนดทิศทางการจัดการศึกษา การให้ความร่วมมือและสนับสนุนการจัดการศึกษาและ บทบาทในการกำกับติดตามและประเมินผลการดำเนินงานของโรงเรียน

การสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชนมีแนวทางในการดำเนินการสองแนวทาง คือ การสร้างความร่วมมือทางตรง ได้แก่ การนำโรงเรียนออกสู่ชุมชน และ การนำชุมชนเข้ามาสู่โรงเรียน ส่วนการสร้างความสัมพันธ์ทางอ้อม โดยการพัฒนาให้บุคลากรในโรงเรียนให้มีมนุษย์สัมพันธ์อันดีสามารถปฏิบัติหน้าที่ได้อย่างมีประสิทธิภาพ การปรับปรุงโรงเรียนให้น่าดู น่าอยู่ และน่าเรียน สะอาด ปลอดภัย ร่มรื่น สวยงามเป็นที่ประทับใจแก่ผู้มาเยี่ยมเยือน และพัฒนาผู้เรียนให้มีความรู้ ความสามารถ เป็นคนดี นำความรู้ไปปรับใช้ในชุมชนได้ตามที่ชุมชนคาดหวัง

คำสำคัญ : ความสัมพันธ์กับชุมชน

Abstract

Building relationships with communities to develop learners It is the process of combining the power of individuals in order to work together. to create mutual understanding between the school and the community and give the community the opportunity to participate in school development To build a good relationship, both parties must fulfill their roles in appropriate ways. Therefore, good cooperation can be created. The important role of the school to the community is the role of providing education and training to students and people in the community. The important role of the community in the school is its role in determining the direction of education management. Cooperation and support for education management and role in monitoring and evaluating school performance

There are two approaches to building relationships between schools and communities, namely direct cooperation, namely bringing schools into communities and bringing communities into schools. indirect relationship building By developing personnel in the school to have good human relations to be able to perform their duties effectively. Renovating the school to make it attractive, livable and attractive to study, clean, safe, shady, beautiful that impresses visitors. And develop learners to have knowledge, ability, good people, apply knowledge in the community as expected by the community.

Keyword: Community Relations

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[3] วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

บทนำ

การจัดการศึกษาให้มีคุณภาพได้มาตรฐานสอดคล้องกับความต้องการของบุคคลและสังคม มีความสำคัญยิ่งในการพัฒนาคนซึ่งเป็นทรัพยากรที่สำคัญที่สุดของประเทศ รัฐธรรมนูญแห่งราชอาณาจักรไทย พุทธศักราช 2560 มาตรา 54 ระบุไว้ว่า รัฐต้องดำเนินการให้เด็กทุกคนได้รับการศึกษาเป็นเวลาสิบสองปี ตั้งแต่ก่อนวัยเรียนจนจบการศึกษาภาคบังคับอย่างมีคุณภาพโดยไม่เก็บค่าใช้จ่ายรัฐต้องดำเนินการให้เด็กเล็กได้รับการดูแลและพัฒนาก่อนเข้ารับการศึกษาตามวรรคหนึ่งเพื่อพัฒนาร่างกาย จิตใจ วินัย อารมณ์ สังคม และสติปัญญาให้สมกับวัย โดยส่งเสริมและสนับสนุนให้องค์กรปกครองส่วนท้องถิ่นและภาคเอกชนเข้ามีส่วนร่วมในการดำเนินการด้วยรัฐต้องดำเนินการให้ประชาชนได้รับการศึกษาตามความต้องการในระบบต่าง ๆ รวมทั้งส่งเสริมให้มีการเรียนรู้ตลอดชีวิต และจัดให้มีการร่วมมือกันระหว่างรัฐ องค์กรปกครองส่วนท้องถิ่น และภาคเอกชนในการจัดการศึกษาทุกระดับ โดยรัฐมีหน้าที่ดำเนินการ กำกับ ส่งเสริม และสนับสนุนให้การจัดการศึกษาดังกล่าวมีคุณภาพและได้มาตรฐานสากล จึงกำหนดไว้ชัดเจนในพระราชบัญญัติการศึกษาแห่งชาติ พุทธศักราช 2542 ได้กำหนดไว้ชัดเจนใน ถึงทรัพยากรและการลงทุนเพื่อการศึกษาในมาตร 58 ให้มีการระดมทรัพยากรและการลงทุนด้านงบประมาณ การเงิน และทรัพย์สิน ทั้งจากรัฐ องค์กรปกครองส่วนท้องถิ่น บุคคล ครอบครัว ชุมชน องค์กรชุมชนเอกชน องค์กรเอกชน องค์กรวิชาชีพ สถาบันศาสนา สถาบันสังคมอื่น และต่างประเทศมาใช้จัดการศึกษา สำนักงานคณะกรรมการกฤษฎีกา (2562)

การประกันคุณภาพการศึกษา จึงเป็นกลไกสำคัญในการพัฒนาคุณภาพการศึกษา เพราะเป็นระบบที่สร้างความมั่นใจว่าสถานศึกษาสามารถจัดการศึกษาได้คุณภาพตามมาตรฐานที่กำหนด ทำให้ผู้สำเร็จการศึกษามีความรู้ ความสามารถ มีคุณลักษณะอันพึงประสงค์ตามที่หลักสูตรกำหนดและตามที่สังคมมีความต้องการ ประกอบกับกระทรวงศึกษาธิการได้กระจายบทบาทการจัดการศึกษาให้สถานศึกษาเป็นหน่วยรับผิดชอบในการจัดและพัฒนาคุณภาพการศึกษาให้เป็นที่เชื่อมั่นและพอใจของผู้เรียน ผู้ปกครอง ชุมชน และสังคม ดังนั้นหน่วยงานและผู้เกี่ยวข้องทุกฝ่ายจะต้องมีส่วนร่วมในการจัดการศึกษาตั้งแต่การวางแผนการดำเนินงาน และการตรวจสอบผลการดำเนินงานตามภาระรับผิดชอบอย่างเป็นระบบและมีประสิทธิภาพ เพื่อให้ผู้เรียนมีคุณภาพตามมาตรฐานที่กำหนดไว้

วัตถุประสงค์

บทความนี้ มีวัตถุประสงค์เพื่อนำเสนอหลักการและแนวคิดการสร้างความสัมพันธ์กับชุมชนเพื่อพัฒนาผู้เรียนในการบริหารและการประกันคุณภาพการศึกษา

แนวคิด การสร้างความสัมพันธ์กับบุคลากรการศึกษาและชุมชนเพื่อพัฒนาผู้เรียน

การปฏิรูประบบการบริหารการศึกษาของประเทศไทยในปัจจุบันนั้น พระราชบัญญัติการศึกษาแห่งชาติ พุทธศักราช 2542 ได้ระบุไว้ชัดเจนว่า “ให้กระทรวงกระจายอำนาจการบริหารและการจัดการศึกษาทั้งด้านวิชาการ งบประมาณ การบริหารบุคคลและการบริหารทั่วไปไปยังคณะกรรมการสถานศึกษา ในเขตพื้นที่โดยตรง” การดำเนินการดังกล่าวจะเป็นการกระจายอำนาจการบริหารและการจัดการศึกษา จากส่วนกลางไปยังสถานศึกษา องค์กรปกครองส่วนท้องถิ่นและชุมชน โดยมุ่งหวังให้เป็นการเพิ่มประสิทธิผลและประสิทธิภาพในการจัดการศึกษาให้ผู้ที่มีส่วนเกี่ยวข้องมีส่วนร่วมในการบริหารโรงเรียนให้สอดคล้องและเป็นไปตามความต้องการของผู้เรียนตอบสนองความต้องการของผู้ปกครองและชุมชนมากที่สุด การปฏิวัติการศึกษาไทยต้องหมุนกลับทั้งระบบการคืนการศึกษาให้ครอบครัว การคืนภูมิปัญญาไทยสู่การศึกษาของชาติ การคืนอำนาจให้สถานศึกษาต้องอาศัยพลังความร่วมมือและการมีส่วนร่วมของนักการศึกษา นักบริหาร นักวิชาการ ครู ผู้ปกครองนักเรียน และชุมชนในการจัดการศึกษา กระจายอำนาจการจัดการศึกษา วางระบบการตรวจสอบคุณภาพและมาตรฐาน การกำหนดให้มีธรรมนูญโรงเรียนต้องเปิดโอกาสให้ชุมชนเข้ามามีส่วนร่วมในรูปคณะกรรมการบริหารโรงเรียนชุมชนกับโรงเรียนเป็นหน่วยงานทางสังคมที่แยกจากกันไม่ออก เพราะโรงเรียนเป็นหน่วยทางสังคมที่ได้รับมอบหมายโดยกฎหมายให้ทำหน้าที่จัดการศึกษาให้กับคนในสังคม ขณะเดียวกันสังคมก็คือผลผลิตของหน่วยงานทางการศึกษา ซึ่งประกอบด้วยบุคคลแต่ละคน และครอบครัวของแต่ละคน องค์กรธุรกิจ และองค์กรทางสังคมอื่นๆที่รวมกันเป็นหน่วยงานทางการศึกษาโดยนักการศึกษาได้แสดงความคิดเห็นไว้หลายทัศนะเกี่ยวกับความสำคัญและความจำเป็นในการเสริมสร้างความร่วมมือระหว่างโรงเรียนกับชุมชน เช่น สมาน อัศวภูมิ เสนอว่างานความร่วมมือกับชุมชน มิได้กำหนดไว้ในการกระจายอำนาจตามพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542และแก้ไขเพิ่มเติม (ฉบับที่2) พ.ศ.2545 แต่ได้กำหนดการมีส่วนร่วมของชุมชนไว้หลายมาตราและหลายลักษณะ เช่น กำหนดให้เป็นส่วนหนึ่งของกรรมการการศึกษาในหลายระดับ เช่น ระดับกระทรวง (มาตรา 35) ระดับเขตพื้นที่การศึกษาและสถานศึกษา (มาตรา 38) เป็นต้น มาตรา 29 กำหนดให้สถานศึกษาร่วมกับบุคคล ครอบครัวชุมชน องค์กรชุมชน องค์ปกครองส่วนท้องถิ่น เอกชน องค์กรเอกชน องค์กรวิชาชีพสถาบันศาสนาสถานประกอบการและสถาบันสังคมอื่นๆ ส่งเสริมความเข็มแข็งของชุมชนโดยวิธีการต่างๆและในมาตรา58 (2) กำหนดให้บุคคล ครอบครัว ชุมชน และองค์กรต่างๆ เช่นเดียวกันกับที่ระบุไว้ในมาตรา 29 นั้น ช่วยกันระดมทรัพยากรเพื่อการศึกษา โดยเป็นผู้จัดและมีส่วนร่วมในการศึกษาบริจาคทรัพย์สินและทรัพยากรอื่นให้แก่สถานศึกษา และ

มีส่วนร่วมในการจัดการศึกษาบริจาคทรัพย์สินและทรัพยากรอื่นให้แก่สถานศึกษา และมีส่วนร่วมรับภาระค่าใช้จ่ายทางการศึกษา ตามความเหมาะสมความจำเป็น จากบทบัญญัติเหล่านี้แสดงให้เห็นว่าชุมชนมีความจำเป็นต่อการจัดและบริหารการศึกษาไม่น้อยกว่าที่ผ่านมา

ความหมายการสร้างความสัมพันธ์กับชุมชนเพื่อพัฒนาผู้เรียน

วาสนา ชูแสง (2557) ความสัมพันธ์ระหว่างโรงเรียนกับชุมชน หมายถึง กระบวนการทำงานของโรงเรียน เพื่อสร้างความเข้าใจอันดีระหว่างโรงเรียนกับชุมชน และเปิดโอกาสให้ชุมชนมีส่วนร่วมในการพัฒนาโรงเรียน ร่วมกำหนดความมุ่งหมาย และนโยบาย รวมถึงให้ความร่วมมือในด้านต่าง ๆ ไม่ว่าจะเป็นทางด้านการศึกษา ความสนับสนุนทางด้านทรัพยากร กำลังคน และทุนทรัพย์ เพื่อให้บรรลุเป้าหมายของโรงเรียน ในขณะเดียวกันก็มีความเจริญก้าวหน้าและเกิดประโยชน์ทั้งของโรงเรียนและชุมชน

รุ่งทิพย์ เข็มทิศ (2559) ได้ให้ความหมาย การสร้างความสัมพันธ์กับชุมชนเพื่อพัฒนาผู้เรียน หมายถึง การวางแผนดำเนินการบริหารงานติดต่อประสานความร่วมมือกับชุมชน ผู้ปกครองนักเรียน บุคคลในชุมชน สร้างความเข้าใจระหว่างชุมชน ผู้บริหาร คณะครูอาจารย์ และสร้างความรู้สึกว่า โรงเรียนเป็นของชุมชนอย่างแท้จริง ส่งเสริมและเปิดโอกาสให้ชุมชนเข้ามามีส่วนร่วมกิจกรรมที่โรงเรียนและชุมชนจัดขึ้น เพื่อให้เกิดประโยชน์ในการพัฒนาการศึกษาทั้งโรงเรียนและชุมชน

สุธรรม ธรรมทัศนานนท์ (2561) ได้ให้ความหมายมนุษย์สัมพันธ์ หมายถึง การสร้างความเข้าใจซึ่งกันและกัน ระหว่างบุคคลกับบุคคล บุคคลกับกลุ่ม หรือกลุ่มกับกลุ่ม เพื่อให้การดำรงชีวิตเป็นด้วยความราบรื่น หรือทำงานร่วมกันให้สำเร็จอย่างมีประสิทธิภาพ โดยบรรลุวัตถุประสงค์ทั้งขององค์การและส่วนตัว

จากความหมายดังกล่าวสรุปได้ว่า การสร้างความสัมพันธ์กับชุมชนเพื่อพัฒนาผู้เรียน เป็นกระบวนการรวมพลังของบุคคลเพื่อที่จะทำงานและมีแรงจูงใจให้ร่วมมือกันทำงาน เพื่อสร้างความเข้าใจซึ่งกันและกัน ระหว่างโรงเรียนกับชุมชน และเปิดโอกาสให้ชุมชนมีส่วนร่วมในการพัฒนาโรงเรียน ร่วมกำหนดความมุ่งหมาย และนโยบาย รวมถึงให้ความร่วมมือในด้านต่าง ๆ ไม่ว่าจะเป็นทางด้านการศึกษา ความสนับสนุนทางด้านทรัพยากร กำลังคน และทุนทรัพย์ เพื่อให้บรรลุเป้าหมายในการพัฒนาผู้เรียน

ความจำเป็นการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชน

สุวัฒน์ มุทเมธา (2556) ได้เสนอถึงความจำเป็นในการสร้างความร่วมมือระหว่างโรงเรียนกับชุมชนไว้ดังนี้

1. การศึกษาในโรงเรียนสัมพันธ์กับบุคคลในชุมชน โรงเรียนให้การศึกษาให้แก่นักเรียนซึ่งมาจากชุมชนที่โรงเรียนตั้งอยู่ โรงเรียนจะต้องหาทางให้การศึกษาแก่ชุมชน เพื่อให้เกิดการเปลี่ยนแปลงในชุมชน สัมพันธ์สอดคล้องกับที่โรงเรียนให้การศึกษาแก่นักเรียนไปเพื่อความสุขความเจริญก้าวหน้าของนักเรียน ประชาชนและชุมชนนั้น

2. เพื่อให้ประชาชนเข้าใจโรงเรียน โรงเรียนเป็นสถาบันการศึกษาของชุมชน ในการถ่ายทอดวัฒนธรรมของชุมชน พัฒนาชุมชนและทรัพยากรของชุมชนทำให้ชุมชนมีความเจริญก้าวหน้าเปลี่ยนแปลงไป สิ่งที่โรงเรียนจัดทำไปก็เพื่อชุมชน ถ้าชุมชนไม่เข้าใจโรงเรียนไม่เข้าใจจุดมุ่งหมายของโรงเรียน ไม่เข้าใจจุดมุ่งหมายของโรงเรียน ไม่เข้าใจสิ่งที่โรงเรียนมุ่งกระทำและดำเนินการอยู่ ชุมชนก็ไม่รับรู้ไม่สนใจสิ่งที่โรงเรียนจัดทำขึ้น ไม่สนับสนุนให้ความร่วมมือสิ่งที่โรงเรียนมุ่งทำอยู่ก็ไม่เกิดประโยชน์ เพราะชุมชนไม่ยอมรับไม่ทำให้เกิดการเปลี่ยนแปลง ชุมชนยังอาจมีเจตคติไม่ดีต่อโรงเรียน ยังเป็นปัญหาแก่นักเรียนในการนำสิ่งที่โรงเรียนอบรมสั่งสอนไปใช้ในชีวิตด้วย

3. เพื่อเปิดโอกาสให้ประชาชนมีส่วนร่วมในการทำหน้าที่พัฒนาทรัพยากรของชุมชนและในเวลาเดียวกันพัฒนาชุมชนไปด้วย การให้ประชาชนมีส่วนร่วมนอกจากโรงเรียนจะได้รับความร่วมมือ ความคิดเห็นและข้อเสนอแนะต่างๆจากประชาชน ยังทำให้ประชาชนมีความรู้ความเข้าใจในปรัชญาความมุ่งหมายและการดำเนินการต่างๆของโรงเรียน ทำให้เป็นผลดีต่อความร่วมมือร่วมมือระหว่างโรงเรียนกับชุมชนยิ่งขึ้น เนื่องจากภารกิจของโรงเรียนสัมพันธ์เกี่ยวข้องกับชีวิตของทุกคนในชุมชนการเปิดโอกาสให้ประชาชนมีส่วนร่วมด้วยความศรัทธา และจริงใจเป็นสิ่งสำคัญอย่างยิ่งต่อการปรับปรุงงานทุกงานทุกๆด้านของโรงเรียน

4. ทำให้ประชาชนเห็นความก้าวหน้าของการศึกษา ต้องให้ชุมชนมองเห็นความก้าวหน้าด้วยความชื่นชมยินดีและยอมรับพร้อมที่จะนำไปปรับปรุงชีวิตของตนได้

5. เพื่อให้ประชาชนสนับสนุนช่วยเหลือโรงเรียน โรงเรียนจะเจริญก้าวหน้าได้ต้องอาศัยการสนับสนุนช่วยเหลือจากประชาชน ทั้งกำลังทรัพย์ กำลังกาย และกำลังความคิด ประชาชนยอมรับว่าโรงเรียนเป็นสถาบันที่มีคุณค่าของชุมชน

6. เพื่อแก้ไขภาพพจน์ของครู ความร่วมมืออันดีระหว่างโรงเรียนกับชุมชน จะช่วยขจัดปัญหาต่างๆ เนื่องจากโรงเรียนกับครูกับผู้ปกครอง และประชาชนทั่วไปก็สามารถแลกเปลี่ยนความคิดเห็นทำความเข้าใจกันได้

7. เพื่อแก้ปัญหาเกี่ยวกับกลุ่มคนที่เป็นปัญหาต่อการศึกษา การที่บุคคลบางกลุ่มมีปัญหาต่อการศึกษาจะเป็นกรณีใดก็ตาม โรงเรียนควรทำการศึกษาหาสาเหตุ ศึกษาเจตคติ ความรู้ ความเข้าใจของบุคคลเหล่านั้นต่อการศึกษา ต่อบทบาทและคุณค่าของโรงเรียนทั้งนี้เพื่อแสวงหายุทธศาสตร์และวิธีการในการสร้างความร่วมมือติดต่อกับบุคคลเหล่านั้น

8. เพื่อความร่วมมือของชุมชนต่อการศึกษาหรือโปรแกรมต่างๆการจัดการเรียนการสอนในโรงเรียนต้องมุ่งให้นักเรียนเข้าชุมชน เข้าสิ่งแวดล้อมในชุมชน ให้นักเรียนเห็นความสำคัญและความจำเป็นในการร่วมมือกันปรับปรุงชุมชน สิ่งแวดล้อมต่างๆในชุมชน เพื่อให้เหมาะสมในการที่จะทำให้ชุมชนดีขึ้น การที่นักเรียนจะเข้าใจชุมชน ปรับตัวให้เข้ากับสิ่งแวดล้อมในชุมชนและมีน้ำใจในอันที่จะร่วมมือกันในการพัฒนาชุมชนนั้น จำเป็นที่จะต้องจัดโปรแกรมการเรียนการสอนให้สัมพันธ์กับชุมชน ให้นักเรียนมีโอกาสทำความเข้าใจชุมชนของตนให้เข้าใจผลของความเจริญก้าวหน้าของชุมชนต่อบุคคลและประชาชนในชุมชนนั้น

9. เพื่อปรับปรุงหลักสูตรและการเรียนการสอน เนื่องจากการเรียนการสอนของโรงเรียนต้องสัมพันธ์เกี่ยวข้องกับชุมชน ต้องอาศัยความร่วมมือสนับสนุนของชุมชน

10. เพื่อใช้ทรัพยากรของท้องถิ่นหรือชุมชนให้เป็นประโยชน์ ชุมชนหรือท้องถิ่นแต่ละแห่งมีทรัพยากรต่างๆทั้งทรัพยากรมนุษย์ ทรัพยากรธรรมชาติและทรัพยากรทางสังคม ทรัพยากรเหล่านี้มีค่าต่อการศึกษาและการดำรงชีวิตเป็นอย่างยิ่ง จำเป็นที่จะต้องนำมาใช้ให้เป็นประโยชน์ต่อการศึกษาให้มากที่สุดเท่าที่จะมากได้

11. เพื่อความเจริญงอกงามของเด็ก และแก้ปัญหาพฤติกรรมของเด็ก การที่เด็กจะเจริญงอกงามด้วยดีนั้น จำเป็นต้องอาศัยสิ่งแวดล้อมที่ดี มีความกลมกลืนกับสิ่งแวดล้อมที่ขัดแย้งกันก็ย่อมเป็นปัญหาและอุปสรรคต่อความเจริญงอกงามของเด็ก โดยเฉพาะอย่างยิ่งความขัดแย้งระหว่างโรงเรียนกับพ่อแม่ ผู้ปกครองกับชุมชน

12. เพื่อการศึกษาพัฒนาชุมชน การสร้างความร่วมมือระหว่างโรงเรียนกับชุมชนทำให้โรงเรียนมีความรู้ความเข้าใจชุมชนดีทั้งด้านทรัพยากรของชุมชน ปัญหาและความต้องการของชุมชน ซึ่งโรงเรียนจะได้นำความรู้ด้านต่างๆเหล่านั้นมาปรับปรุงหลักสูตรโปรแกรมต่างๆให้เหมาะสม ในอันที่จะให้การศึกษาแก่นักเรียนและประชาชนเพื่อนำผลการเรียนรู้ไปปรับปรุงแก้ไขปัญหาละอุปสรรคต่างๆของชุมชน และพัฒนาได้อย่างเหมาะสม

หลักการสร้างความสัมพันธ์กับบุคลากรการศึกษาและชุมชนเพื่อพัฒนาผู้เรียน

หลักในการบริหารงานความร่วมมือระหว่างโรงเรียนกับชุมชน กิติมา ปรีดีดิลก ได้กล่าวถึงหลักการสร้างความร่วมมือระหว่างโรงเรียนกับชุมชน ไว้ดังนี้

1.หลักของการมีมนุษย์สัมพันธ์ การติดต่อสัมพันธ์กับชุมชนนั้นต้องอาศัยหลักมนุษย์สัมพันธ์เป็นอย่างมากบุคลากรในโรงเรียนจึงต้องเป็นผู้ที่มีมนุษย์สัมพันธ์ดี

2. หลักของความจริงใจ หรือบริสุทธิ์ใจ ข้อความใดๆที่จะเผยแพร่สู่ประชาชนย่อมที่จะมีความเชื่อถือได้ ตรงไปตรงมามากที่สุดและไม่ควรมีอะไรปิดบังภายในโรงเรียน

3. หลักของความซื่อสัตย์ บุคลากรในโรงเรียนควรมีความซื่อสัตย์ต่อหน้าที่ และการทำงานควรให้ประชาชน หรือคณะกรรมการสถานศึกษาขั้นพื้นฐาน ส่วนร่วมในการดำเนินงานต่างๆด้วย

4. หลักของความคงเส้นคงวา หมายถึงความสม่ำเสมอในการทำงานติดต่อสัมพันธ์กับคน

5. หลักของความเสียสละ บุคลากรในโรงเรียน ควรมีความเสียสละในการทำงานเพื่อชุมชน

6. หลักของความอดทน บุคลากรในโรงเรียนจะต้องอดทนเป็นอย่างมากในการดำเนินงานของโรงเรียนและติดต่อกับชุมชน

7. หลักของความยืดหยุ่น การสร้างความร่วมมือระหว่างโรงเรียนกับชุมชนควรเป็นลักษณะอ่อนโยนผ่อนปรน การดำเนินการควรมีการยืดหยุ่นตามสถานการณ์และเวลา

8. หลักของความต่อเนื่องการจะสร้างความร่วมมือระหว่างโรงเรียนกับชุมชนนั้นย่อมต้องอาศัยเวลาในการดำเนินงานที่ต่อเนื่องกัน และจำเป็นต้องมีตลอดไป

9. หลักของการครอบคลุมเนื้อหา การสร้างความร่วมมือจะต้องครอบคลุมลักษณะงานและขอบข่ายของโรงเรียน ในทุกๆด้านอย่างเพียงพอมิใช่มุ่งในด้านใดด้านหนึ่งโดยเฉพาะ

10. หลักของความเรียบง่าย การนำเสนอของโรงเรียนต่อชุมชนไม่ว่าจะเป็นด้านใดควรคำนึงถึงความเรียบง่ายสื่อสัมพันธ์กันเข้าใจ

11. หลักของการสร้างสรรค์ เป็นหลักการที่โรงเรียนต้องมุ่งที่จะกระทำเพื่อให้เกิดความร่วมมืออันดีระหว่างโรงเรียนกับชุมชน

12.. หลักของความสามารถในการปรับตัว การสร้างความร่วมมือระหว่างโรงเรียนกับชุมชนต้องปรับตัวให้สอดคล้องกับสภาพของท้องถิ่นในแต่ละโอกาส และแต่ละสภาพปัญหา

ชุมชนและโรงเรียนอยู่ในสังคมเดียวกันย่อมมีหน้าที่ช่วยเหลือเกื้อกูลกัน ไม่ปล่อยให้โรงเรียนจัดการศึกษาโดยลำพังฝ่ายเดียว ชุมชนจึงมีส่วนร่วมจัดการศึกษาด้วยจึงกล่าวได้ว่า ชุมชนมีส่วนร่วมในการดำเนินงานในโรงเรียน เพื่อเป็นการสร้างเข้าใจเกี่ยวกับความหมายของชุมชนพจนานุกรมศัพท์ สังคมวิทยา อังกฤษ – ไทย ฉบับราชบัณฑิตยสถาน ให้ความหมายของคำว่า ชุมชน (community) คือ หมู่ชน กลุ่มคนทีอยู่รวมกันเป็นสังคมขนาดเล็ก อาศัยอยู่ในอาณาบริเวณเดียวกัน และมีประโยชน์ร่วมกัน4ส่วนสุ

วิทย์ ยิ่วรพันธ์ ให้ความหมายของชุมชนว่า หมายถึงกลุ่มชนซึ่งอยู่รวมกัน โดยมีความรู้สึกผูกพันเป็นอันหนึ่งอันเดียวกัน จะโดยอาศัยหลักผูกพันในทางเชื่อชาติ เผ่าพันธุ์ ศาสนาเดียวกันก็ตามที่ทำให้บุคคลมีความรู้สึกเป็นส่วนหนึ่งของสังคมนั้นในความหมายดังกล่าวเป็นการที่กลุ่มชนมีความรู้สึกนึกคิด ผลประโยชน์และผูกพันทางเชื้อชาติศาสนา และวัฒนธรรมร่วมกันโดยอาศัยอยู่ในบริเวณพื้นที่ทางภูมิศาสตร์เดียวกัน ตลอดจนการมีประโยชน์และบริการทางสังคมร่วมกัน45 ส่วนสัญญา สัญญาวิวัฒน์ กล่าวว่าชุมชนประกอบด้วยประชาชนซึ่งอาศัยอยู่บนผืนแผ่นดินที่ต่อเนื่องกันและเป็นผู้ซึ่งมีความสนใจร่วมกันกับผู้อื่นอย่างน้อย 10 อย่าง หรือมากกว่าที่เป็นเหตุให้ต้องอาศัยอยู่บนพื้นแผ่นดินนั้น ส่วน อุทัย หิรัญโตได้ให้ความหมายของชุมชนไว้ว่า ชุมชนจะต้องประกอบด้วย 1) ประชาชนหรือคน (people) 2)อาศัยอยู่ในบริเวณหรือพื้นที่แห่งใดแห่งหนึ่ง (area) 3) ผู้คนที่อาศัยอยู่นั้นมีความสนใจร่วมกัน (common interest) 4) มีปฏิสัมพันธ์ต่อกัน (interaction) 5) มีความร่วมมือต่อกัน (relationship)ส่วน ประเวศ วะสี ให้ความหมายของชุมชนว่า หมายถึงการรวมตัวของกลุ่มคนที่มีวัตถุประสงค์ร่วมกัน อาจเป็นการรวมตัวกันตามพื้นที่หรือไม่ใช่พื้นที่ก็ได้ สมาชิกของชุมชนมีการติดต่อสื่อสารกัน มีความเอื้ออาทรต่อกัน มีการกระทำกิจกรรมร่วมกัน มีการเรียนรู้ร่วมกันในการกระทำและมีการจัดการ48และปรีชา นิพนธ์วิทยา ให้ความหมายของชุมชนว่า หมายถึงการอยู่ร่วมกันของกลุ่มคนในพื้นที่หรือขอบเขตที่แน่นอน หรือมีความผูกพันซึ่งกันและกัน อันเป็นผลมาจากการมีกิจกรรมทางการผลิต มีวิธีการผลิตที่เหมือนหรือใกล้เคียงกัน หรือเกื้อกูลกัน มีกิจกรรมทางสังคมและวัฒนธรรมที่เกิดจากความร่วมมือระหว่างคนภายในกลุ่ม และเกิดจากกลุ่มชาติพันธุ์ ประเพณี พิธีกรรม ความเชื่อเดียวกันหรือใกล้เคียงกันและรวมกับความคิดทางการเมืองหรือมีกระบวนการใช้การตัดสินใจร่วมกัน

ความสำคัญของชุมชน

ชูชาติ พ่วงสมจิตร์ (2554) ได้สรุปความสำคัญของชุมชนไว้ 6 ประการ ดังนี้

1. ชุมชนเป็นศูนย์กลางที่ยึดเหนี่ยวทุกคนทุกครอบครัวให้มารวมกัน สังเกตได้จากชุมชนในชนบทหลายแห่งที่มีวัดหรือสุเหร่าเป็นศูนย์กลางของชุมชน เป็นแหล่งให้ประชาชนมาชุมนุมร่วมพิธี หรือร่วมกิจกรรมกันอย่างพร้อมเพรียง

2. ชุมชนเป็นสถาบันระดับพื้นฐานที่ช่วยสร้างระบบในการจัดการตนเองให้เหมาะสมกับสภาพของชุมชน ตัวอย่างเช่น ชุมชนบ้านคีรีวง ตำบลกาโลน อำเภอลานสกา จังหวัดนครศรีธรรมราช เป็นองค์กรชุมชนที่เข้มแข็งและสามารถจัดการกับตนเองได้อย่างเหมาะสม โดยหมู่บ้านแห่งนี้เคยประสบอุทกภัยอย่างหนักมาแล้ว3 ครั้ง คือ เมื่อปี 2505 ปี 2518 และครั้งล่าสุดเมื่อปี 2531 ได้เกิดภูเขาถล่มและน้ำป่าพัดพาบ้านเรือนเสียหายเหตุร้ายนี้ทำให้ชาวบ้านรู้และตระหนักถึงผลเสียของการตัดไม้ทำลายป่า หลังจากนั้นชาวบ้านได้ช่วยกันอนุรักษ์ป่าไม้และก่อตั้งกองทุน “เติมสีเขียวใส่เขาหลวง” รวมทั้งร่วมมือกันจัดการกับทรัพยากรและสิ่งแวดล้อมของหมู่บ้านโดยจัดตั้งชมรมการท่องเที่ยวเชิงอนุรักษ์ขึ้น จนหมู่บ้านนี้ได้รับการยอมรับว่าเป็นหมู่บ้านที่มีอากาศดีที่สุดในประเทศไทย นอกจากนี้ชาวบ้านยังประพฤติตนอยู่ในศีลสัตย์ไม่ มัวเมาอบายมุข มีความรักใคร่กลมเกลียวช่วยเหลือกัน ทำให้ชาวบ้านมีอยู่มีกินไม่ยากไร้และมีเงินออมของหมู่บ้านมากกว่า 50 ล้านบาท การแก้ปัญหาและจัดการกับตนเองของชาวบ้านคีรีวงทำให้หมู่บ้านฟื้นตัวได้อย่างรวดเร็วเมื่อเทียบกับหมู่บ้านอื่นที่ประสบภัยเช่นเดียวกัน

3. เป็นศูนย์กลางในการสร้างกระบวนการเรียนรู้ของประชาชน ตัวอย่างที่เห็นชัดเจนในระยะที่ผ่านมา คือโครงการกองทุนหมู่บ้าน ที่รัฐบาลยุคหนึ่งได้จัดสรรเงินลงไปยังหมู่บ้าน ๆ ละ 1 ล้านบาท โดยให้หมู่บ้านแต่ละแห่งบริหารจัดการกับเงินกองทุนเพื่อประโยชน์ของคนในหมู่บ้าน ซึ่งโครงการดังกล่าวอาจประสบความสำเร็จหรือไม่ประสบความสำเร็จก็ตาม แต่การดำเนินการดังกล่าวได้กระตุ้นให้เกิดกระบวนการเรียนรู้ขึ้นภายในชุมชนช่วยให้ชาวบ้านรู้จักการวิเคราะห์ปัญหา วินิจฉัยปัญหา วิเคราะห์ทางเลือก และตัดสินใจเลือกทางเลือกของตนเองส่งผลให้หมู่บ้านมีความเข้มแข็งพึ่งพาตนเองได้

4. เป็นแหล่งสร้างและอนุรักษ์รากฐานทางวัฒนธรรมและภูมิปัญญาท้องถิ่น สำหรับประโยชน์ข้อนี้คงเป็นที่ยอมรับกันโดยทั่วไปว่า ชุมชนแต่ละแห่งคือผู้สร้างและอนุรักษ์วัฒนธรรมของชาติ ทำให้ประเทศชาติมีความหลากหลายทางวัฒนธรรม

5. เป็นองค์กรสังคมที่ช่วยถ่วงดุลไม่ให้เกิดการเปลี่ยนแปลงที่รวดเร็วเกินไป สืบเนื่องจากการแพร่กระจายของข้อมูลข่าวสารที่รวดเร็วในปัจจุบันทำให้เกิดการแลกเปลี่ยนทางวัฒนธรรม ความรู้ และความคิดไปทั่วโลก แต่ความเป็นชุมชนที่มีลักษณะเฉพาะตนนี้เองที่คอยถ่วงดุลไม่ให้เกิดการเปลี่ยนแปลงที่รวดเร็วเกินไป

6. เป็นองค์กรท้องถิ่นที่ช่วยจัดระบบความร่วมมือของคนในชุมชนให้เกิดความเหมาะสม รวมทั้งช่วยสร้างแบบแผนการมีปฏิสัมพันธ์ให้กับคนในชุมชน

สุธรรม ธรรมทัศนานนท์ (2561) ได้สรุปความสำคัญการสร้างความร่วมมือระหว่างสถานศึกษากับชุมชนท้องถิ่นไว้ ดังนี้

การบริหารสถานศึกษาด้านการสร้างความร่วมมือกับชุมชน เป็นงานบริหารการศึกษา 1 ใน 5 งาน ซึ่งจะช่วยพัฒนาคนให้มีคุณภาพหรือเป็นคนเก่งคนดีได้ เช่น การสอนให้ผู้เรียนนำความรู้ไปใช้ที่บ้านหรือนำไปใช้ในชุมชน ไม่ใช่สอนให้ท่องจำ ไม่ใช่สอนให้นำความรู้ไปสอบสอบแล้วก็ลืมหมดหรือการสอนให้นักเรียนนำความรู้ไปช่วยแก้ปัญหาในชุมชนได้ หรือการเชิญปูชนียบุคคลในชุมชนมาให้ความรู้แก่ผู้เรียน ย่อมจะทำให้ผู้เรียนมีความรู้กว้างขวางขึ้น ยิ่งไปกว่านั้นการบริหารงานด้านการสร้างความชุมพันธ์กับชุมชน จะต้อง

ดำเนินไปพร้อมๆ กับการบริหารงานอีก 5 ด้าน คือ งานวิชาการ งานธุรการ งานบุคคล และงานกิจการนักเรียน และบริหารงานทั้ง 5 ด้านนี้เท่าเทียมกัน จึงจะช่วยพัฒนาคนให้มีคุณภาพคือเป็นทั้งเก่งและคนดีได้

ประโยชน์ของการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชน

ชูชาติ พ่วงสมจิตร์ (2554) ได้สรุปประโยชน์การสร้างความร่วมมือระหว่างโรงเรียนกับชุมชนไว้ 3 ประการ คือ

1.ช่วยให้เกิดความเข้าใจอันดีต่อกัน เนื่องจากโรงเรียนกับชุมชนเป็นสิ่งที่อยู่คู่กันในโครงสร้างสังคมปัจจุบัน การมีความร่วมมือที่ดีต่อกันย่อมช่วยให้ทั้งสององค์กรอยู่ร่วมกันได้อย่างมีความสุขและเอื้อประโยชน์ซึ่งกันและกัน

2.ช่วยแก้ปัญหาความขัดแย้ง เนื่องจากโรงเรียนและชุมชนต่างมีบทบาทหน้าที่ของตนและต่างพึ่งพาอาศัยซึ่งกันและกัน และบางครั้งอาจเกิดความขัดแย้งขึ้นได้ การสร้างความร่วมมืออันดีระหว่างกันย่อมช่วยให้แก้ปัญหาความขัดแย้งได้อย่างเหมาะสมและเป็นประโยชน์กับทั้งสองฝ่าย

3.ช่วยให้เกิดการมีส่วนร่วม โดยปัจจุบันโรงเรียนต้องการการมีส่วนร่วมจากชุมชนอย่างมาก และไม่ใช่เพียงการมีส่วนร่วมส่งเสริมสนับสนุนด้านทรัพยากรเหมือนในอดีตเท่านั้น แต่โรงเรียนต้องการให้ตัวแทนชุมชนเข้ามามีส่วนร่วมในการบริหารจัดการ ทั้งด้านการวางแผน การพัฒนาหลักสูตร การร่วมมือกันพัฒนาผู้เรียนการบอกความต้องการของชุมชน ฯลฯ ขณะเดียวกันชุมชนก็ต้องการความช่วยเหลือสนับสนุนด้านวิชาการโดยโรงเรียนคือแหล่งวิชาการของชุมชน เป็นศูนย์ประสานงานระหว่างชุมชนกับหน่วยงานอื่น ๆ รวมถึงการให้บริการสถานที่และวัสดุอุปกรณ์แก่ชุมชน ดังนั้นการมีความร่วมมือที่ดีต่อกันย่อมช่วยให้ทั้งสององค์กรมีส่วนร่วมสนับสนุนซึ่งกันและกันได้อย่างมีประสิทธิภาพมากขึ้น

เครื่องมือและเทคนิคในการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชน

สุธรรม ธรรมทัศนานนท์ (2561) ได้นำเสนอเครื่องมือและเทคนิคในการสร้างความร่วมมือระหว่างโรงเรียนละชุมชน ไว้ดังนี้

1. นักเรียน เป็นเสมือนสื่อกลางหรือประชาสัมพันธ์ของโรงเรียน เพราะนักเรียนสามารถนำความรู้ที่ได้จากโรงเรียนไปใช้ในชุมชน ด้วยเหตุนี้โรงเรียนจึงจำเป็นต้องใช้สื่อกลางให้เกิดประโยชน์ โดยดำเนินการดังนี้

1.1 สร้างความเข้าใจร่วมกันให้ชัดเจนและให้เป็นที่ยอมรับของทุกฝ่ายว่า นักเรียนเป็นส่วนที่มีความสำคัญยิ่งของโรงเรียน การปฏิบัติงานและการดำเนินงานทุกอย่างในโรงเรียนก็เพื่อความเจริญงอกงามของนักเรียน เพื่อพัฒนาผู้เรียนไปในแนวทางที่พึงประสงค์และเป็นที่ต้องการของสังคม ถ้าชีวิตในโรงเรียนของนักเรียนไม่สัมพันธ์สอดคล้องกับชีวิตในชุมชน หรือโรงเรียนมุ่งสร้างชีวิตในโรงเรียนให้เจริญก้าวล้ำหน้าไปมากจนชุมชนไม่สามารถจะตามได้ทันแล้ว ก็ย่อมจะเกิดปัญหาต่อการดำรงชีวิตของนักเรียนเป็นอย่างมาก เพราะนักเรียนจะไม่สามารถนำสิ่งที่มีอยู่ในโรงเรียนหรือสิ่งที่นักเรียนเรียนจากโรงเรียนไปใช้ในชีวิตประจำวันได้ ถ้านักเรียนพยายามนำสิ่งที่ได้จากโรงเรียนไปใช้ นักเรียนก็จะกลายเป็นผู้ที่ชุมชนไม่ยอมรับ ซึ่งจะทำให้นักเรียนมีปัญหาในการดำเนินชีวิตในชุมชนนั้น

1.2 ร่วมกันกำหนดจุดหมายแผนปฏิบัติงานและโครงการต่างๆ ของโรงเรียนให้เข้าใจร่วมกัน เพื่อพัฒนานักเรียนให้เจริญโดยรอบด้าน และสัมพันธ์สอดคล้องกับการที่นักเรียนดำเนินชีวิตได้อย่างมีความสุขในชุมชนของตน และสามารถที่จำเป็นแบบอย่างในการดำเนินชีวิตในอันที่จะยกระดับความเป็นอยู่ในชุมชนให้สูงขึ้นได้ด้วย

1.3 จัดหลักสูตรโปรแกรมการเรียนการสอนและกิจกรรมให้สอดคล้องกับปัญหาความและต้องการของชุมชนให้นักเรียนได้เรียนเรื่องราวเกี่ยวกับชุมชนของตนหรือใช้ชุมชนเป็นสถานที่เรียน เป็นที่แสหาความรู้ ทำความเข้าใจ และศึกษาปัญหาต่างๆ ข้อสำคัญคือสิ่งที่เรียนต้องเหมาะสมกับวัยและคามต้องการที่จะนำไปใช้ในชีวิตประจำวันของผู้เรียน

1.4 ใช้ทรัพยากรของชุชนให้เป็นประโยชน์ต่อการศึกษาให้มากที่สุดไม่ว่าจะเป็นทรัพยากรมนุษย์ สถานที่ วัตถุหรืออะไรก็ตาม ถ้าโรงเรียนเห็นว่าสิ่งเหล่านั้นมีประโยชน์ต่อบทเรียนต่อการเรียนรู้หรือเป็นโอกาสที่จะนำมาใช้ให้เป็นประโยชน์ได้ โรงเรียนควรใช้ให้เป็นประโยชน์ทันที

1.5 ให้นักเรียนแสดงผลงานและความสามารถในโอกาสอันควร เช่น การแสดงผลงานของนักเรียน การร่วมงานประเพณีในท้องถิ่น การร่วมกิจกรรมของชุมชน ให้นักเรียนบำเพ็ญประโยชน์ หรือแสดงความสามารถในด้านต่างๆ เช่น ดนตรีนาฏศิลป์ เป็นต้น

1.6 นักเรียนต้องได้รับความต้องการ ความรัก ความอบอุ่น ความเอาใจใส่ดูแล จากโรงเรียน โดยโรงเรียนต้องพิจารณาจัดสภาพแวดล้อมภายในโรงเรียนให้เหมาะสม

1.7 ให้นักเรียนมีส่วนร่วมในการปรับปรุงดูแลโรงเรียน เช่น ให้มีส่วนร่วมในการวางแผนปรับปรุงบริเวณโรงเรียน ให้ดูแลรักษาความสะอาดห้องเรียน ปลูกและดูแลรักษาต้นไม้ โดยคำนึงถึงความเหมาะสมกับวัยและความสามารถ

2. ผู้บริหารและครู มีความสำคัญต่อการสร้างความร่วมมือระหว่างโรงเรียนกับชุมชนเป็นอย่างยิ่ง ผู้บริหารจะต้องให้ครูเข้าใจและยอมรับแผนปฏิบัติงานของโรงเรียนการสร้างความร่วมมือระหว่างโรงเรียนกับชุมชน ครูจึงมีบทบาทสำคัญในการก่อให้เกิดการพัฒนาเปลี่ยนแลงขึ้นในตัวผู้เรียนและชุมชนไปในทิศทางที่แผนกำหนดไว้ ถ้าโรงเรียนจะบรรลุจุดประสงค์ในการพัฒนาชุมชน

ปรับปรุงสังคมใหม่ จำเป็นอย่างยิ่งที่ครูจะต้องมีความเข้าใจพื้นฐานทางวัฒนธรรม ซึ่งเป็นมรดกที่มีอิทธิพลต่อชุมชน สิ่งที่ผู้บริหารและครูจะต้องศึกษาทำความเข้าใจ คือ

2.1 สิ่งแวดล้อมทางครอบครัวและชุมชน ซึ่งเป็นผลต่อแนวทางดำเนินชีวิตของแต่ละบุคคลในชุมชนนั้นๆ

2.2 ศีลธรรม มาตรฐานทางจริยธรรม ที่ประพฤติปฏิบัติของแต่ละบุคคลและกลุ่มคนในชุมชนนั้นๆ

2.3 การแสดงออกและความซาบซึ้งทางสุนทรียะ ศิลปะ และรสนิยมของประชาชน เช่น การแกะสลัด การเขียนภาพ ดนตรี นาฏศิลป์ วรรณคดี เป็นต้น

2.4 เพื่อให้เด็กเจริญงอกงาม ผู้บริหารต้องพิจารณาถึงสถาบันที่มีอยู่ในชุมชน เช่น สถาบันเหล่านั้นเป็นอย่างไร มีปัญหาอะไร จะปรับปรุงแก้ไขอย่างไรได้บ้าง เพื่อเป็นประโยชน์ในการศึกษาแก่เด็ก

2.5 การใช้หลักการและความรู้ของวิชามานุษยวิทยาทางสังคม เพื่อทำความเข้าใจกับวัฒนธรรม การปรับปรุงวัฒนธรรมให้เปลี่ยนแปลงไปอย่างเหมาะสม การปรับปรุงเปลี่ยนแปลงกระสวนชีวิตทางด้านอาชีพ การส่งเสริมความรู้ ความชำนาญเฉพาะทาง การปลูกฝังหน้าที่ความรับผิดชอบของพลเมืองในระบอบประชาธิปไตยในฐานะที่เป็นสมาชิกของชุมชน ประเทศ และระหว่างประเทศ

2.6 สภาพแวดล้อมทั่วไปเพื่อนำมาพิจารณาในการจัดหลักสูตรเพื่อการเรียนรู้ของเด็ก

2.7 การพิจารณาสถาบันต่างๆ ในชุมชนที่เป็นผลต่อสิ่งแวดล้อมของเด็ก โดยคำนึงถึงสิ่งแวดล้อมในครอบครัว สิ่งแวดล้อมของโรงเรียน และสิ่งแวดล้อมภายนอกทั่วไปที่เป็นผลต่อวัฒนธรรมของชาติ และวัฒนธรรมของต่างชาติ

2.8 การตระหนักถึงความเจริญทางสังคมของเด็ก ที่เกี่ยวกับความร่วมมือระหว่างชุมชนกับเด็กโดย

1) เยี่ยมเยียนศึกษาปัญหาที่อยู่ของนักเรียนและที่ใกล้เคียง
2) ศึกษาพิจารณาชุมชนในฐานะที่เป็นแหล่งสำคัญของการขยายการเรียนรู้
3) เรียนรู้เกี่ยวกับเด็กให้มากที่สุดในส่วนที่เกี่ยวกับวัฒนธรรม และวิถีชีวิต
4) ประเมินผลนักเรียนจากสภาพที่เป็นอยู่
5) ช่วยให้นักเรียนเจริญงอกงามพัฒนาไปในทิศทางของเด็กเอง เมื่อเด็กมีความพร้อม
6) จัดหลักสูตรให้แตกต่างกันและให้ผู้เรียนเรียนเป็นรายบุคคล หรือให้เด็กได้เรียนเกี่ยวกับสิ่งแวดล้อมทางวัฒนธรรม และให้เด็กเข้าใจสังคม
7) แก้ไขความอิจฉา ความรู้สึกเป็นปฏิปักษ์ ความรังเกียจต่อกัน ด้วยการให้นักเรียนเข้าใจข้อเท็จจริงของความแตกต่างระหว่างกัน
8) ครูทำระเบียนรายบุคคลของนักเรียนเพื่อศึกษาทำความเข้าใจเด็กเป็นรายบุคคลในเรื่องการเรียน ชีวิตทั่วไป และความประพฤติ
9) วางแผนจัดกิจกรรมให้นักเรียน ได้เรียนรู้ระหว่างบุคคล ระหว่างกลุ่ม เพื่อให้เด็กได้เรียนรู้ซึ่งกันและกัน มีความร่วมมือกัน

นอกจากนี้ยังต้องระลึกเสมอว่า ครูมีความสำคัญยิ่งต่อการประชาสัมพันธ์โรงเรียน เป็นตัวจักรสำคัญในการที่จะนำชุมชนเข้ามาในโรงเรียน และนำโรงเรียนออกสู่ชุมชน เพราะเป็นผู้นำแผนปฏิบัติงานของโรงเรียนไปใช้ให้บังเกิดผลอย่างแท้จริงต่อนักเรียนและชุมชน

บทบาทของครูในการสร้างความสัมพันธ์กับชุมชน

ครูมีบทบาทสำคัญยิ่งในการสร้างความร่วมมือระหว่างโรงเรียนกับชุมชน เพราะครูต้องติดต่อสัมพันธ์กับพ่อแม่ ผู้ปกครองนักเรียน รวมทั้งหน่วยงานหรือองค์กรทางการศึกษาอยู่ตลอดเวลา ครูจึงสามารถกระตุ้น ส่งเสริม แนะนำชุมชนให้ร่วมมือกับโรงเรียนได้ดีกว่าบุคคลทั่วไป การสร้างความร่วมมือจะสำเร็จได้ด้วยดี ครูจะแสดงบทบาท ดังนี้

1. มีส่วนร่วมในวิถีชีวิตของชุมขน โดยร่วมมือกับชุมชนในกิจกรรมต่างๆ ที่เหมาะสมและถูกต้อง ในเวลาเดียวกัน ครูต้องพยายามศึกษาทำความเข้าใจชุมชน รู้ถึงปัญหาและความต้องการของชุมชน รู้โครงสร้างของอำนาจ การรวมกลุ่มของชุมชนไปด้วย เพราะในแต่ละชุมชนมักจะประกอบไปด้วยบุคคลซึ่งเป็นที่ยอมรับนับถือและเชื่อถือของผู้อื่นในลักษณะต่างๆ กัน บางชุมชนมีความร่วมมือสามัคคีกันดี บางชุมชนแตกแยกเป็นหมู่เป็นกลุ่ม ครูจึงต้องมีความรู้ความเข้าใจในโครงสร้างต่างๆ เหล่านี้ของชุมชน เพื่อประโยชน์ในการร่วมมือติดต่อและการวางตัวที่เมาะสมของครู

2. ประพฤติตนเป็นแบบอย่างที่ดีแก่ชุมชน โดยดำเนินชีวิตทั้งด้านส่วนตัวและการประกอบวิชาชีพให้เหมาะสม ให้เป็นที่ยอมรับนับถือของชุมชน โดยครูต้องไม่ดำเนินชีวิตที่สูงและแตกต่างจากชุมชนมากขนเกินไป จนกลายเป็นคนละกลุ่มพวกหรือคนละ

ชนชั้นกับชุมชน เพราะจะทำให้ไม่สามารถปรับตัวเข้ากับชุมชนได้ ด้วยเหตุนี้ ครูจึงควรพิจารณาใช้ความรู้ ความสามารถ และความเฉลียวฉลาดปรับปรุงการดำเนินชีวิตของตนเองให้เป็นที่เชื่อถือของชุมชนอยู่เสมอ

3. ต้องมีความศรัทธาและภูมิใจในวิชาชีพของตน และต้องพยายามศึกษาหาความรู้เพิ่มเติมอย่างสม่ำเสมอ มีความมั่นใจในตนเอง คิดพิจารณาปรับปรุงตนเองและวิชาชีพให้เจริญก้าวหน้าอยู่เสมอ ยึดมั่นในคุณธรรม ศีลธรรม และจรรยาบรรณของวิชาชีพ ทำตนให้เป็นที่รักเคารพเลื่อมใสศรัทธาของศิษย์ ผู้รับบริการ และบุคคลทั่วไป

ครูที่ภาคภูมใจในวิชาชีพของตนย่อมจะไม่มีความรู้สึกท้อ น้อยเนื้อต่ำใจในการเข้ามาประกอบวิชาชีพครู ซึ่งจะส่งผลให้การสมาคมติดต่อร่วมมือกับพ่อแม่ ผู้ปกครอง ผู้มีอาชีพอื่น และบุคคลทั่วไปในชุมชนเป็นไปด้วยดี

ครูที่ขาดความรักความศรัทธาในวิชาชีพ จะขาดความภาคภูมิใจในวิชาชีพ รู้สึกด้อยใจในการประกอบวิชาชีพครู ทำให้พยายามหลีกเลี่ยงจากการร่วมมือกับบุคคลในอาชีพอื่น รู้สึกไม่เท่าเทียมเขา รู้สึกว่าตนเองมีปมด้อย ไม่พยายามศึกษาหาความรู้เพิ่มเติมและปรับปรุอาชีพการงานของตน ประพฤติตนไปในทางที่ขัดกับศีลธรรมและจรรยาบรรณของวิชาชีพ ก่อให้เกิดผลเสียต่อการปฏิบัติงานของตนเอง โดยเฉพาะอย่างยิ่ง เป็นผลเสียต่อนักเรียน เพราะนักเรียนจะได้พบเห็นตัวอย่างที่ไม่ดีตลอดเวลา

4. ต้องตระหนักถึงความสำคัญของการประชาสัมพันธ์ เพื่อให้ชุมชนเข้าใจงานของครู ของโรงเรียนและการศึกษา ซึ่งการที่โรงเรียนกับชุมชนจะร่วมมือกันด้วยดีนั้น จะต้องอาศัยการประชาสัมพันธ์ที่ดีของโรงเรียนเป็นเครื่องมือสำคัญอย่างหนึ่ง

5. ต้องรายงานความก้าวหน้าของนักเรียนให้พ่อแม่ผู้ปกครองทราบอยู่เสมอ ซึ่งจะช่วยทำให้พ่อแม่ผู้ปกครองได้แลเห็นความเจริญก้าวหน้าของบุตรหลานของตน เห็นความสำคัญของโรงเรียน ยอมรับในผลงานและคุณค่าของโรงเรียน ทำให้พ่อแม่ผู้ปกครองพร้อมที่จะให้ความร่วมมือหรือสร้างความร่วมมือ และติดต่อสนับสนุนโรงเรียนให้เจริญก้าวหน้าต่อไป

บทบาทหน้าที่ของโรงเรียนต่อชุมชน

ชูชาติ พ่วงสมจิตร (2560) ได้กล่าวถึงบทบาทหน้าที่ของโรงเรียนต่อชุมชนในสองส่วนคือ บทบาทหน้าที่ของโรงเรียนตามที่กฎหมายกำหนด และ บทบาทหน้าที่ตามแนวคิดของนักวิชาการ ดังสาระสำคัญต่อไปนี้

บทบาทหน้าที่ของโรงเรียนต่อชุมชนตามที่กฎหมายกำหนด กฎหมายที่กำหนดบทบาทหน้าที่ของสถานศึกษาหรือโรงเรียนต่อชุมชนไว้ชัดเจนและครอบคลุมที่สุดคือ พระราชบัญญัติการศึกษาแห่งชาติ พุทธศักราช 2542 และที่แก้ไขเพิ่มเติม(ฉบับที่ 2) พ.ศ. 2545 ได้สังเคราะห์สรุปเป็นบทบทของสถานศึกษาต่อชุมชน 7 ประการ ได้แก่

1. บทบาทในการจัดกระบวนการเรียนรู้และพัฒนากระบวนการเรียนการสอนให้มีประสิทธิภาพ
2. บทบาทในการประเมินผู้เรียน
3. บทบาทในการจัดสรรโอกาสการเข้าศึกษาต่อ
4. บทบาทในการพัฒนาหลักสูตร
5. บทบาทในการประสานความร่วมมือกับครอบครัว ชุมชน สังคมเพื่อการจัดการศึกษา
6. บทบาทในการประกันคุณภาพการศึกษา
7. บทบาทในการระดมทรัพยากรและบริหารจัดการทรัพยากรเพื่อการจัดการศึกษา

บทบาทหน้าที่ของโรงเรียนต่อชุมชนตามแนวคิดของชูชาติ พ่วงสมจิตร (2560) จากการสังเคราะห์แนวคิดของนักวิชาการที่กล่าวถึงบทบาทหน้าที่ของสถานศึกษาหรือโรงเรียนต่อชุมชน สามารถประมวลสรุปเป็นบทบาทของสถานศึกษากับชุมชน ได้ 6 ประการ ได้แก่

1. บทบาทในการให้การศึกษาอบรมแก่บุคลากรในชุมชน
2. บทบาทในการถ่ายทอดและส่งเสริมวัฒนธรรมประเพณีของชุมชน
3. บทบาทในการบูรณาการและสร้างสมดุลให้กับชุมชนและสังคม
4. บทบาทในการเป็นแหล่งวิทยาการและขุมปัญญาของชุมชน
5. บทบาทในการเป็นศูนย์ประสานงานของชุมชนกับหน่วยงาน และ
6. บทบาทในการพัฒนาชุมชนให้ก้าวหน้าอย่างต่อเนื่อง

การสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชน

สุธรรม ธรรมทัศนานนท์ (2561) ได้นำเสนอการจัดโปรแกรมและกิจกรรมต่างๆ ของโรงเรียนที่มีความสำคัญต่อการสร้างความร่วมมืออันดีระหว่างโรงเรียนกับชุมชน ที่โรงเรียนสามารถดำเนินการได้ ดังนี้

1. โรงเรียนต้องระลึกเสมอว่าโปรแกรมที่ดีต้องเป็นการสื่อสารสองทาง และต้องเปิดให้มีการปฏิสัมพันธ์อันดีระหว่างโรงเรียนกับชุมชน โดยใช้วิธีการต่างๆ เพื่อให้ชุมชนได้รู้และเข้าใจการดำเนินงานของโรงเรียน เข้าใจจุดหมายและวัตถุประสงค์ในการจัดกิจกรรม เป็นการให้โอกาสแก่ชุมชนได้เข้ามามีส่วนร่วม สนับสนุน เสนอแนะ และให้ข้อคิดเห็นที่เป็นประโยชน์ต่อการจัดการศึกษาของโรงเรียน การจัดโปรแกรมและกิจกรรมนั้นจะต้อคำนึงถึงความต้องการของชุมชนด้วย

2. โรงเรียนต้องเปิดโอกาสให้พ่อแม่ ผู้ปกครองนักเรียน และชุมชน เข้ามามีส่วนร่วมกับกิจกรรมของโรงเรียนตามความเหมาะสม และตามความรู้ความสามารถของแต่ลุบุคคล นับตั้งแต่การสนับสนุนทางกำลังกาย กำลังความคิด วัสดุอุปกรณ์และกำลังทรัพย์ ข้อควรระวังก็คือ การให้พ่อแม่ผู้ปกครองหรือชุมชนมาร่วมในงานใดๆ ของโรงเรียนก็ตาม โรงเรียนต้องวางแผนกำหนดเป้าหมายให้ชัดเจน ให้ผู้เข้ามาร่วมมือช่วยเหลือเข้าใจแผนงานเป้าหมาย และกระบวนการต่างๆ ของการดำเนินงานนั้นๆ ด้วย ทั้งนี้เพื่อความสะดวกสบายใจของผู้ให้ความร่วมมือช่วยเหลือ และยังทำให้ผู้ร่วมมือช่วยเหลือได้เห็นระบบงานที่ดีของโรงเรียนด้วย

3. โรงเรียนควรเปิดโอกาสให้พ่อแม่ ผู้ปกครองและประชาชนเข้าเยี่ยมชมกิจการศึกษา สังเกตการณ์ทำงานด้านต่างๆ ของโรงเรียน โดยอาจทำเป็นหนังสือเชิญพ่อแม่ผู้ปกครองและประชาชนผู้สนใจเข้ารวมงาน และโรงเรียนต้องเปิดใจให้กว้างพอที่จะรับคำติชมรวมทั้งข้อเสนอแนะจากพ่อแม่ ผู้ปกครอง และประชาชนเหล่านั้นด้วย

4. การจัดนิทรรศการและการแสดงผลงานของนักเรียน เป็นสิ่งสำคัญอย่างยิ่งที่จะช่วยให้ชุมชนเกิดความเข้าใจ ชื่นชม เห็นความเจริญก้าวหน้าของโรงเรียนและบุตรหลานของตน นอกจากนั้นยังเป็นการให้การศึกษาแก่ประชาชนและยกระดับของชุมชนขึ้นด้วย ในการจัดนิทรรศการโรงเรียน ต้อมีการวางแผน กำหนดจุดหมาย และโครงการให้ชัดเจน เพื่อจะได้จัดผลงานต่างๆ ให้เป็นสัดส่วนสัมพันธ์กัน ผู้เข้าชมจะได้ไม่สับสน เกิดความรู้ ความเข้าใจตามจุดหมาย เกิดความคิดรวบยอดชัดเจนจากการเข้าชมแต่ละส่วนแต่ละแผนของนิทรรศการ

5. การจัดตั้งองค์กรผู้ปกครองและครู เช่น ชมรม หรือ สมาคมผู้ปกครองและครู เป็นสิ่งสำคัญต่อการสร้างความร่วมมือระหว่างผู้ปกครองและครู ทำให้ผู้ปดครองและครูมีความเข้าใจอันดีต่อกัน รู้และเข้าใจจุดมุ่งหมายความต้องการของกันและกัน ครูสามารถให้การศึกษาแก่นักเรียนได้ผลดียิ่งขึ้นเนื่องจากทั้งครูและผู้ปกครองต่างก็สนับสนุน ร่วมมือ และมุ่งไปสู่ทิศทางเดียวกัน ส่งผลให้เด็กมีความเจริญงอกงามก้าวหน้าไปด้วยดี

6. โรงเรียนต้องทำให้ชุมชนและผู้ปกครอง เข้าใจถึงจุดหมาย ระเบียบแบบแผน รวมทั้งการดำเนินงานกิจกรรมและโปรแกรมต่างๆ ของโรงเรียน ซึ่งอาจทำได้หลายวิธี เช่น

1) วางแผนกำหนดจุดมุ่งหมายในการประชาสัมพันธ์ให้ชัดเจน ให้ทุกฝ่ายที่เกี่ยวข้องเข้าใจและร่วมมือกัน

2) ทำหนังสือพิมพ์ แผ่นปลิว หนังสือพิมพ์รายเดือน รายภาคเรียน หนังสือประจำปี หนังสือพิมพ์ในรูปอาใด ตามความเหมาะสมและความสามารถของสถานศึกษาแต่ละแห่งเผยแพร่ให้ชุมชนและผู้ปกครองทราบ

3) ใช้สื่อมวลชนให้เป็นประโยชน์ เช่น หนังสือพิมพ์ วิทยุ โทรทัศน์ ยิ่งเป็นสื่อสารมวลชนท้องถิ่นยิ่งได้ผลดีมากขึ้น

4) ใช้ที่อ่านหนังสือพิมพ์ประจำหมู่บ้าน ป้ายนิทรรศการของหมู่บ้าน จัดป้ายนิเทศของโรงเรียนขึ้นไว้ที่ใดที่หนึ่ง ซึ่งเป็นศูนย์กลางของชุมชน หรือสถานที่ที่ชุมชนสนใจหาอ่านทำความเข้าใจได้ง่าย

5) รายงานความก้าวหน้าของนักเรียนหรือของโรงเรียน ผู้ปกครองทราบซึ่งอาจจัดทำในหลายรูปแบบ เช่น รายงานประจำภาคเรียน การประชุมครูและผู้ปกครอง เพื่อชี้แจงรายงานผลความเจริญก้าวหน้าหรือรายงานผลงาน หรือใช้สื่อมวลชนประเภทต่างๆ ตามความเหมาะสมกับสภาพของโรงเรียนและท้องถิ่น

7. โรงเรียนต้องพยายามอย่างยิ่งที่จะเรียนรู้และทำความเข้าใจชุมชน โดยครูจะต้องมีความรู้ ความเข้าใจเกี่ยวกับเรื่องราวของชุมชนที่โรงเรียนตั้งอยู่ให้มากที่สุดเท่าที่จะทำได้ ในการศึกษาความเข้าใจชุมชนโรงเรียนอาจทำได้หลายวิธีดังได้กล่าวมาแล้วในตอนต้น

8. โรงเรียนต้องสนับสนุนกิจกรรมของนักเรียน ที่เป็นการสร้างเสริมความร่วมมือระหว่างโรงเรียนกับชุมชน เช่น

1) การศึกษานอกสถานที่ และการท่องเที่ยวในสถานที่ต่างๆ ของชุมชน

2) ร่วมกิจกรรมของชุมชน โดยให้ครูและนักเรียนมีส่วนร่วมในงานเทศกาลต่างๆ หรือร่วมพัฒนาชุมชน ช่วยเหลือประชาชนในโอกาสต่างๆ

3) จัดนิทรรศการผลงานนักเรียนและผลงานของโรงเรียน

4) จัดการเรียนการสอนให้สัมพันธ์กับการดำรงชีวิต และการแก้ปัญหาของชุมชน เช่น ปรับปรุงหลักสูตรให้สัมพันธ์สอดคล้องกับการที่นักเรียนจะนำไปใช้ประโยชน์ในชีวิตประจำวัน ส่งเสริมให้นักเรียนแก้ปัญหาที่เป็นอยู่ในชุมชนและเป็นปัญหาในการดำรงชีวิตของประชาชน ให้ชุมชนเป็นห้องเรียน หรือเป็นสถานที่ศึกษาทำความเข้าใจปัญหาสภาพแวดล้อมที่แท้จริง เป็นต้น

5) จัดกิจกรรมที่เกี่ยวกับชุมชนให้นักเรียนได้ศึกษาและปฏิบัติจริง เช่น ส่งนักเรียนไปสัมภาษณ์บุคคลที่มีชื่อเสียงหรือมีผลงานดี หรือประสบความสำเร็จในการประกอบอาชีพ หรือเป็นบุคคลตัวอย่างของชุมชน ทำการสำรวจประชามติ สำรวจความคิดเห็นเกี่ยวกับโรงเรียนหรือปัญหาของชุมชน ศึกษาและเขียนประวัติของชุมชน จัดทำข่าวสารเกี่ยวกับชุมชน

9. โรงเรียนเป็นศูนย์กลางในการพัฒนา เศรษฐกิจ สังคม การเมือง การปกครอง โรงเรียนจึงอาจเชิญบุคลากรมาให้ความรู้ ความเข้าใจแก่ชุมชนในด้านต่างๆ การเมือง การปกครอง การเศรษฐกิจ การตลาด การจัดการด้านธุรกิจ เนื่องจากชุมชนแต่ละ

แห่งย่อมมีปัญหามากมายที่แตกต่างกัน โรงเรียนจึงควรพิจารณาหาแนวทางแก้ปัญหา และส่งเสริมความเป็นอยู่ของประชาชนในแต่ละชุมชนให้ดีขึ้น ด้วยการให้การศึกษาแก่นักเรียนไปพร้อมๆ กับการศึกษาแก่ชุมชน

10. ส่งเสริมสนับสนุนให้ครูและเจ้าหน้าที่ของโรงเรียนเป็นสมาชิก เป็นผู้นำหรือเป็นกรรมการชมรมหรือสมาคม ที่เหมาะสมในการที่โรงเรียนจะให้การศึกษาหรือร่วมมือเกี่ยวข้องด้วย ในชุมชนแต่ละแห่งอาจมีชมรมหรือสมาคมที่ดำเนินกิจกรรมเพื่อส่งเสริมสวัสดิภาพของชุมชนหรือทำประโยชน์แก่ชุมชน โรงเรียนจึงควรส่งเสริมสนับสนุนให้บุคลากรของโรงเรียนได้เข้าเป็นสมาชิกชมรมหรือสมาคมต่างๆ เหล่านั้น หากพิจารณาแล้วเห็นว่าผลงานของชมรมหรือสมาคมนั้นจะเป็นประโยชน์อย่าแท้จริงแก่ส่วนรวมของชุมชนและประเทศชาติ

11. โรงเรียนต้องพิจารณากำหนดยุทธศาสตร์และวิธีการในการติดต่อร่วมมือกับชุมชนให้เหมาะสมกับสภาพแวดล้อมและความเป็นไปของชุมชน เนื่องจากชุมชนบางแห่งมีปัญหาความแตกแยก แบ่งเป็นกลุ่มเป็นพวก บางแห่งมีความสามัคคีกลมเกลียวกัน แต่บางแห่งก็ประกอบไปด้วยผู้นำหรือผู้มีอิทธิพล โรงเรียนจึงต้องศึกษาทำความเข้าใจชุมชนให้ดีแล้วจึงวางแผนและกำหนดยุทธศาสตร์ให้เหมาะสมในอันที่จะสร้างความร่วมมือระหว่างโรงเรียนกับชุมชน มิเช่นนั้นอาจเกิดปัญหาอุปสรรคต่อการดำเนินงานของโรงเรียนได้

12. เชิญพ่อแม่ ผู้ปกครอง และบุคคลทั่วไป เข้าชมผลงาน และการแสดงของนักเรียน เช่น การแข่งขันกรีฑาภายในโรงเรียน ภายในกลุ่มโรงเรียน การแสดงในวันปิดภาคเรียน การประกวดผลงาน เป็นต้น

13. ใช้ผู้นำชุมชน และสถาบันที่สำคัญของชุมชนให้เป็นประโยชน์ในการสร้างความร่วมมือกับชุมชน ในแต่ละชุมชนย่อมมีผู้นำชุมชนที่เป็นที่ยอมรับนับถือของบุคคลในชุมชนนั้นๆ อาจเป็นกำนัน ผู้ใหญ่บ้าน คหบดี หรือพระภิกษุ ซึ่งประชาชนเชื่อถือและเคารพนับถือ โรงเรียนจึงควรพิจารณาวางแนวทางใช้บุคคลเหล่านี้ให้เป็นประโยชน์ในการสร้างความร่วมมือระหว่างโรงเรียนกับชุมชน

สิ่งที่ควรคำนึงในการสร้างความร่วมมือระหว่างโรงเรียนกับชุมชน จำเป็นที่โรงเรียนจะต้องคำนึงถึงสิ่งต่างๆ ดัง ต่อไปนี้

1. ชุมชนแต่ละแห่งประกอบด้วยบุคคลที่มีความรู้ ความเข้าใจเกี่ยวกับการศึกษาและบทบทหน้าที่ของโรงเรียนในปัจจุบันไม่เท่าเทียมกัน ดังนั้นโรงเรียนจึงต้องพยายามศึกษาทำความเข้าใจเกี่ยวกับความรู้ความเข้าใจของประชาชนที่มีต่อการศึกษาและต้องศึกษาบทบาทหน้าที่ของโรงเรียนที่มีต่อชุมชนด้วยทั้งนี้เพื่อวางแนวทางในการสร้างความร่วมมืออันดีระหว่างโรงเรียนกับชุมชนต่อไป สิ่งที่โรงเรียนไม่สมควรกระทำอย่างยิ่งได้แก่การตำหนิพ่อแม่ผู้ปกครองที่ไม่ได้ให้ความร่วมมือสนับสนุนโรงเรียนแต่ควรจะพยายามให้ความรู้ ความเข้าใจที่ถูกต้องแก่พวกเขา เมื่อใดก็ตามที่โรงเรียนกับชุมชนไม่เข้าใจไม่ร่วมมือกันผลเสียก็จะเกิดขึ้นแก่การศึกษาแก่อนาคตของเด็กและแก่ชุมชนนั้นเอง

2. ชุมชนแต่ละแห่งอาจมีลักษณะพิเศษแตกต่างกันกันไป โดยเฉพาะในด้านความคิดความเชื่อ การแสดงออกในการอนุรักษ์และการเปลี่ยนแปลง โรงเรียนจึงควรศึกษาและทำความเข้าใจกับสาเหตุและลักษณะพิเศษต่างๆ เหล่านั้น เพราะสาเหตุบางอย่างอาจเนื่องมาจากประวัติความเป็นมาหรือสภาพแวดล้อมของชุมชนนั้นเอง นอกจากนี้ชุมชนบางแห่งยังมีบุคคลที่มีอิทธิพลคอยควบคุมการตัดสินใจต่างๆ ของชุมชนเพื่อป้องกันผลประโยชน์ของตนและกลุ่มของตน โรงเรียนจึงต้องศึกษาทำความเข้าใจด้วยถ้าโรงเรียนตัดสินใจผิดพลาดไปเข้าข้างฝ่ายใดฝ่ายหนึ่งในชุมชน อาจก่อให้เกิดปัญหาต่อการสร้างความร่วมมือกับชุมชนส่วนรวมได้

3. การสร้างความร่วมมือกับชุมชนแต่ละแห่ง หรือชุมชนเดียวกันแต่บุคคลต่างกลุ่มกันโรงเรียนอาจต้องใช้วิธีการเครื่องมือ และกระบวนการที่แตกต่างกัน โดยโรงเรียนต้องกำหนดการใช้ยุทธศาสตร์ วิธีการ กระบวนการ และเครื่องมือต่างๆ ให้เหมาะสมกับแต่ละชุมชน เพราะถ้าใช้ยุทธศาสตร์ วิธีการ หรือเครื่องมืออย่างเดียวกันกับทุกกลุ่มบุคคล อาจไม่เกิดผลดีตามที่ต้องการก็ได้ ส่วนการที่โรงเรียนจะใช้วิธีการหรือเครื่องมือประเภทใดที่นอกเหนือไปจากที่ใช้กันอยู่ประจำ ย่อมขึ้นอยู่กับความรู้ความเข้าใจของโรงเรียนที่มีอยู่ต่อชุมชนหรือบุคคลกลุ่มนั้น

4. ความร่วมมือระห่าโรงเรียนกับชุมชนในอดีตและปัจจุบัน ย่อมมีความสำคัญต่อการสร้างความร่วมมือระหว่างโดรงเรียนกับชุมชนในอนาคต ดังนั้นในการสร้างความร่วมมือระหว่างโรงเรียนกับชุมชนจึงจำเป็นอย่างยิ่งที่โรงเรียนจะต้องรู้ความร่วมมือในอดีตปัจจุบัน รวมถึงปัญหาอุปสรรคและเจตคติของประชาชนที่มีต่อโรงเรียน ทั้งนี้เพื่อโรงเรียนจะได้พิจารณาแก้ปัญหาอุปสรรคได้อย่างถูกต้อง โดยโรงเรียนต้องระลึกเสมอว่าการที่ชุมชนไม่ให้ความร่วมมือไม่สนับสนุนโรงเรียนหรือเจตคติที่ไม่ดีต่อโรงเรียนนั้น ย่อมมีสาเหตุมาจากหลายสิ่งหลายอย่างมากมาย โรงเรียนจึงต้องศึกษาให้เข้าใจเพื่อแก้ไขสิ่งต่างๆ เหล่านั้นให้ถูกต้องเหมาะสมต่อไป

5. ความร่วมมือร่วมใจ ความสามัคคี ความรู้ความเข้าใจบทบาทหน้าที่ของโรงเรียนที่มีต่อชุมชน รวมทั้งการเข้าใจถึงเป้าหมายและแผนปฏิบัติการต่างๆ ของโรงเรียนเป็นสิ่งสำคัญอย่างยิ่งต่อการสร้างความร่วมมือระหว่างโรงเรียนกับชุมชน ด้วยเหตุนี้ผู้บริหารโรงเรียนจึงมีบทบาทหน้าที่และความรับผิดชอบอย่างสำคัญในการที่จะทำให้เกิดความสามัคคี ร่วมมือ ร่วมใจกันขึ้นในระหว่างผู้ร่วมงาน และต้องให้ความรู้ความเข้าใจแก่บุคลากรในเรื่องเป้าหมาย บทบาทหน้าที่ และการปฏิบัติงานภายในโรงเรียน เพื่อให้ทุกคน

ปฏิบัติไปในทิศทางเดียวกัน ไปสู่เป้าหมายเดียวกัน ปะชาชนจะได้ไม่สับสน เข้าใจเจตนาของโรงเรียน พร้อมที่จะให้ความร่วมมือสนับสนุนแก่โรงเรียนได้

6. การสร้างความร่วมมือระหว่างโรงเรียนกับชุมชน เป็นเรื่องของการให้ความเปลี่ยนแปลงความคิดและเจตคติ จึงจำเป็นต้องอาศรัยเวลาและความอดทน การสร้างความร่วมมือระหว่างโรงเรียนกับชุมชนนั้น โรงเรียนจะต้องความรู้ความเข้าใจแก่ประชาชนเปลี่ยนแปลงแก้ไข ความเชื่อ ความคิด และเจตคติที่ไม่ดีเดิมๆ ไปด้วย จึงเป็นกระบวนการที่ต้องอาศรัยกลวิธี เวลาและความอดทนอยู่เป็นอันมาก ต้องคอยศึกษา สังเกต ติดตามผล พร้อมทั้งแก้ไขปัญหาอุปสรรคต่างๆ ถ้าโรงเรียนหวังผลเร็วเกินไปหรือโรงเรียนต้องการที่จะได้รับการสนับสนุนช่วยเหลือจากประชาชนเร็วเกินไป เร่งรัดให้เป็นไปตามจุดประสงค์ของตนมากเกินไป อาจเป็นปัญหาอุปสรรคยิ่งขึ้นได้ ในเมื่อชุมชนยังไม่พร้อมยังไม่เข้าใจเจตนาดีของโรงเรียน ไม่เห็นคุณค่าการกระทำของโรงเรียนดีพอ ประชาชนนอกจากไม่ให้ความร่วมมือแล้วยังอาจมีเจตคติที่ไม่ดีต่อโรงเรียนยิ่งขึ้นก็ได้

7. การสร้างความร่วมมือระหว่างโรงเรียนกับชุมชน เป็นกระบวนการต่อเนื่องโรงเรียนจึงต้องกำหนดเป้าหมาย วางแผน และปฏิบัติงานต่อเนื่องกันไป ถ้าโรงเรียนมุ่งสร้างความร่วมมือเมื่อโรงเรียนต้องการความร่วมมือ หรือคิดทำเพียงเพื่อให้เห็นว่าโรงเรียนก็มีความต้องการที่จะสร้างความร่วมมือกับชุมชนเหมือนกัน โดยที่โรงเรียนยังไม่มีจุดหมายเป้าหมายหรือแผนปฏิบัติงานใดๆ ก็ย่อมไม่สามารถสร้างความร่วมมืออันดีกับชุมชนได้

8. การใช้ทรัพยากรของชุมชนให้เป็นประโยชน์ต่อการศึกษา และการใช้ชุมชนเป็นห้องเรียน เป็นสิ่งสำคัญในการส่งเสริมพัฒนาผู้เรียนให้เจริญงอกงามไปทุกด้าน นอกจากนั้นยังเป็นการให้ความรู้ความเข้าใจแก่ชุมชน เป็นการกระตุ้นส่งเสริมให้ชุมชนพัฒนาตนเอง ให้ชุมชนสนใจกิจกรรมต่างๆ ของโรงเรียน

กระบวนการสร้างความสัมพันธ์ของโรงเรียนกับชุมชน

กระบวนการสร้างความร่วมมือของโรงเรียนกับชุมชน อาจมีขั้นตอนและวิธีการแตกต่างกันตามสภาพและบริบทของโรงเรียนกับชุมชนนั้น ๆ ชูชาติ พ่วงสมจิตร(2560) เสนอแนวคิดของกระบวนการพัฒนาคุณภาพ 4 ขั้นตอน ที่สามารถนาไปประยุกต์ใช้ให้เหมาะสมกับสภาพของโรงเรียนและชุมชนได้ ดังต่อไปนี้

ขั้นที่ 1 ขั้นวางแผน(Plan) ประกอบด้วยขั้นตอนย่อย 3 ขั้นตอน คือ

1. ศึกษาสภาพปัจจุบัน ปัญหา และความต้องการเกี่ยวกับความร่วมมือระหว่างโรงเรียนกับชุมชนเป็นขั้นตอนที่โรงเรียนสำรวจความร่วมมือของโรงเรียนกับชุมชนที่เป็นอยู่ในปัจจุบันว่า มีสภาพ ปัญหา และความต้องการอย่างไร โดยอาจใช้แนวคาถามต่อไปนี้เป็นกรอบในการศึกษา

1) ระดับความร่วมมือของโรงเรียนกับชุมชนในภาพรวมเป็นอย่างไร

2) เจตคติที่โรงเรียนและชุมชนมีต่อกันเป็นอย่างไร

3) ภาพลักษณ์ของโรงเรียนตามการรับรู้ของชุมชนเป็นอย่างไร

4) ภาพลักษณ์ของชุมชนตามการรับรู้ของโรงเรียนเป็นอย่างไร

5) โรงเรียนใช้วิธีการใดบ้างในการสร้างความร่วมมือกับชุมชน

6) วิธีการที่โรงเรียนใช้สร้างความร่วมมือกับชุมชนได้ผลอย่างไร

7) ชุมชนได้รับข้อมูลข่าวสารของโรงเรียนอย่างถูกต้องทั่วถึงมากน้อยเพียงใด

8) ความร่วมมืออันดีต่อกันระหว่างโรงเรียนกับชุมชนคือเรื่องใดบ้าง

9) ความขัดแย้งและความเข้าใจที่ไม่ถูกต้องระหว่างโรงเรียนกับชุมชน มีเรื่องใดบ้าง

10) ความต้องการของโรงเรียนต่อชุมชนและ ความต้องการของชุมชนต่อโรงเรียนคืออะไรเป็นต้นสาหรับเครื่องมือที่ใช้ในการศึกษาสภาพปัจจุบัน ปัญหา และความต้องการนี้ อาจได้แก่แบบสอบถาม แบบสัมภาษณ์ และการสนทนากลุ่ม ทั้งนี้ขึ้นกับประเด็นที่ศึกษาในแต่ละเรื่อง

2. กำหนดเป้าหมายการพัฒนา เป็นขั้นตอนสำคัญเนื่องจาก การสร้างความร่วมมือกับชุมชนถือเป็นหน้าที่สำคัญประการหนึ่งของผู้บริหารโรงเรียนที่จะต้องดำเนินการอย่างมีเป้าหมาย โดยขั้นตอนนี้ โรงเรียนควรคัดสรร สภาพปัจจุบัน ปัญหา และความต้องการที่ได้จากการศึกษาในขั้นที่ 1 มากำหนดเป็นเป้าหมายการพัฒนา โดยอาจแยกเป็น 3 เป้าหมาย คือ 1) เป้าหมายของสิ่งที่ควรปรับปรุงพัฒนาให้ดีขึ้น 2) เป้าหมายของสิ่งที่ควรแก้ปัญหา และ 3) เป้าหมายของสิ่งที่ควรธำรงรักษาสภาพเดิมไว้

3. กำหนดยุทธศาสตร์/แนวทางในการพัฒนาความร่วมมือ เป็นขั้นตอนของการกำหนดวิธีการดาเนินการเพื่อให้บรรลุเป้าหมายที่กำหนดไว้ในข้อ 2 โดยท่านอาจเลือกใช้แนวทางในการสร้างความร่วมมือระหว่างโรงเรียนกับชุมชนที่เสนอไว้ในตอนต่อไป ทั้งแนวทางในการสร้างความร่วมมือทางตรงและทางอ้อม

ขั้นที่ 2 ขั้นดาเนินการ(Do) เป็นการดาเนินการตามยุทธศาสตร์ แนวทางที่กำหนดไว้ในแต่ละเรื่องที่เป็นเป้าหมายในการพัฒนา แต่เพื่อให้การดาเนินการประสบความสำเร็จตามเป้าหมาย ผู้บริหารและผู้ปฏิบัติควรตรวจสอบว่าได้ดาเนินการใน 4 ประเด็นต่อไปนี้หรือไม่

1. การปรับเจตคติของฝ่ายโรงเรียนและชุมชนให้ยอมรับซึ่งกันและกัน เนื่องจากการจัดการศึกษาในระยะที่ผ่านมาส่วนใหญ่แล้วฝ่ายโรงเรียนมองว่าฝ่ายตนเองมีหน้าที่โดยตรงในการจัดการศึกษาส่วนฝ่ายชุมชนเป็นเพียงผู้รับบริการและสนับสนุนการดาเนินงานของโรงเรียน ดังนั้นการปฏิบัติของฝ่ายโรงเรียนต่อชุมชนจึงปฏิบัติแบบผู้ให้บริการกับผู้รับบริการ โดยจากัดการมีส่วนร่วมของชุมชนไว้ที่ระดับของการให้ความร่วมมือและสนับสนุนโรงเรียน ตัวอย่างเช่น เมื่อโรงเรียนจะดาเนินการเรื่องใดเรื่องหนึ่ง ฝ่ายโรงเรียนจะเป็นผู้คิดและตัดสินใจไว้ล่วงหน้าว่าจะดาเนินการอย่างไรแล้วจึงไปขอความร่วมมือจากชุมชน เช่น ขอบริจาคเงิน วัสดุอุปกรณ์หรือแรงงานจากชุมชน ทาให้ฝ่ายชุมชนไม่ได้ร่วมคิดร่วมตัดสินใจ เป็นแต่เพียงผู้สนับสนุนเท่านั้น เนื่องจากการจัดการศึกษาส่วนใหญ่จัดโดยระบบราชการ ฝ่ายโรงเรียนที่เป็นข้าราชการมักวางตัวว่าอยู่ในระดับที่สูงกว่าประชาชน ทาให้ความร่วมมือของทั้งสองฝ่ายไม่เสมอภาคกัน นอกจากนี้ฝ่ายโรงเรียนมักมองว่าตนเองมีความรู้ความสามารถสูงกว่าประชาชนทั่วไป ทาให้ละเลยหรือไม่ยอมรับความคิดเห็นของประชาชน

ในส่วนของชุมชนเองก็เกิดความเคยชินต่อระบบการจัดการศึกษาที่ดาเนินการต่อเนื่องมาเป็นเวลายาวนาน ทาให้ยอมรับว่าหน้าที่ในการจัดการศึกษาเป็นหน้าที่ของโรงเรียนและจากัดบทบาทของตนเองไว้ที่การให้ความร่วมมือและสนับสนุน แม้ปัจจุบันจะมีนโยบาย และกฎระเบียบที่กำหนดให้ชุมชนเข้ามามีส่วนร่วมตั้งแต่ขั้นวางแผน จนถึงขั้นการประเมินผลการดาเนินงานของโรงเรียนก็ตาม แต่ความคุ้นชินต่อการดาเนินงานในอดีตยังส่งผลให้การมีส่วนร่วมของชุมชนกับโรงเรียนไม่ถึงระดับของการมีส่วนร่วมที่แท้จริง ดังนั้นการพัฒนาความร่วมมือระหว่างโรงเรียนกับชุมชน จึงต้องเริ่มจากการปรับเจตคติของทั้งสองฝ่ายให้เกิดการยอมรับซึ่งกันและกัน และมีปฏิสัมพันธ์ต่อกันในระดับที่เท่าเทียมกัน

2. การสร้างความรู้ความเข้าใจในบทบาทหน้าที่ของทั้งฝ่ายโรงเรียนและชุมชน เนื่องจากปัจจุบันมีการเปลี่ยนแปลงระเบียบกฎเกณฑ์และบทบาทหน้าที่ใหม่ ดังนั้นทั้งสองฝ่ายต้องมีความรู้ความเข้าใจ ที่ตรงกันเพื่อให้เกิดการยอมรับซึ่งกันและกันและป้องกันปัญหาความขัดแย้งที่จะตามมา สาหรับขั้นตอนนี้ควรจัดให้มีระบบที่ส่งเสริมสนับสนุนให้ทั้งสองฝ่ายเกิดความรู้ความเข้าใจในบทบาทหน้าที่ของตน เช่น มีการอบรมคณะกรรมการสถานศึกษาก่อนปฏิบัติหน้าที่ เป็นต้น

3. ปรับวิธีการดาเนินงานของทั้งสองฝ่ายให้เอื้อต่อการทางานร่วมกัน ในที่นี้ขอเสนอแนวทางการดาเนินงานในส่วนที่โรงเรียนควรดาเนินการ ดังนี้

1) สร้างความร่วมมืออันดีกับชุมชน ซึ่งวิธีการสามารถทาได้หลายวิธี เช่น โครงการโรงเรียนเยี่ยมชุมชน การเข้าร่วมกิจกรรมของชุมชนอย่างสม่ำเสมอ การให้บริการแก่ชุมชน การให้ชุมชนเข้าเยี่ยมชมและร่วมกิจกรรมกับโรงเรียน การติดต่อกับชุมชนด้วยจดหมายและสิ่งพิมพ์ การตั้งสมาคมผู้ปกครอง เป็นต้น

2) ให้เกียรติและรับฟังความคิดเห็นของชุมชนตามเหตุผลและปฏิบัติต่อประชาชนอย่างผู้ที่มีฐานะเท่าเทียมกัน รวมทั้งเปิดโอกาสให้คนในชุมชนมีส่วนร่วมอย่างแท้จริง ไม่ใช้ชุมชนเป็นเพียงแหล่งทรัพยากรแต่ให้ชุมชนเข้ามามีส่วนร่วมได้ตามศักยภาพ

3) ไม่รบกวนชุมชนบ่อยเกินไป เช่นไม่ขอบริจาคบ่อย ๆ จนชุมชนเดือดร้อน

4) แสดงบทบาทของการเป็นฝ่ายให้แก่ชุมชนให้มากขึ้น เช่น จัดโครงการอบรมอาชีพแก่ประชาชน การประสานงานกับหน่วยงานอื่นเพื่อประโยชน์ของชุมชน เป็นต้น

5) สร้างศรัทธาและความเชื่อมั่นต่อชุมชน เช่น การบริหารงานที่โปร่งใสตรวจสอบได้ การมีผลงานเป็นที่ยอมรับของชุมชน โดยเฉพาะอย่างยิ่งคือการตั้งใจสั่งสอนอบรมบุตรหลานของชุมชนให้เป็นคนดี คนเก่ง มีความสุขและปลอดภัย

4. การสร้างความเข้าใจและแก้ปัญหาความขัดแย้งระหว่างโรงเรียนกับชุมชน เนื่องจากโรงเรียนสัมผัสกับชุมชนอยู่ตลอดเวลา และความขัดแย้งสามารถเกิดขึ้นได้เสมอ ดังนั้นเพื่อให้เกิดความร่วมมืออันดีต่อกันโรงเรียนต้องหมั่นสร้างความเข้าใจและแก้ปัญหาความขัดแย้งไม่ให้ลุกลามจนเกิดปัญหาขึ้นได้

ขั้นที่ 3 ขั้นตรวจสอบ(Check) ประกอบด้วยการตรวจสอบ 2 ขั้นตอน คือ

1. การตรวจสอบระหว่างดาเนินการเพื่อนาผลการตรวจสอบมาปรับปรุงการดำเนินการในแต่ละขั้น

2. การตรวจสอบหลังดาเนินการ เป็นการตรวจสอบหลังจากที่ได้ดาเนินการครบทุกขั้นตอนในการพัฒนา โดยนำผลการดาเนินงานมาเปรียบเทียบกับเป้าหมายที่กำหนดไว้

ขั้นที่ 4 ขั้นปรับปรุงแก้ไข(Act) เป็นขั้นของการนำผลการตรวจสอบมาใช้ประโยชน์ โดยขั้นปรับปรุงแก้ไขนี้ จำแนกเป็นการปรับปรุงแก้ไข 2 ส่วน คือ

1. การปรับปรุงแก้ไขระหว่างดำเนินการของแต่ละขั้นตอน

2. การปรับปรุงแก้ไขแผนในวงรอบต่อไป เป็นการนำผลการประเมินมาปรับเป้าหมาย และวิธีดำเนินการให้เหมาะสม มีประสิทธิภาพประสิทธิผลสูงขึ้นในวงรอบการพัฒนาใหม่

จากกระบวนการข้างต้น สรุปเป็นตารางได้ ดังตารางที่ 1 ดังนี้

ตารางที่ 1 กระบวนการสร้างความร่วมมือของโรงเรียนกับชุมชน

กระบวนการ/ขั้นตอน	**กิจกรรมการพัฒนา**
1. วางแผน (Plan)	1. ศึกษาสภาพปัจจุบัน ปัญหา และความต้องการเกี่ยวกับความร่วมมือระหว่างโรงเรียนกับชุมชน 2. กำหนดเป้าหมายการพัฒนา/แก้ปัญหา/ธำรงรักษาความร่วมมือระหว่างโรงเรียนกับชุมชน 3. กำหนดยุทธศาสตร์/แนวทางในการพัฒนาความร่วมมือ
2. ดำเนินการ(D0)	1. ปรับเจตคติของฝ่ายโรงเรียนและชุมชนให้ยอมรับซึ่งกันและกัน 2. สร้างความรู้ความเข้าใจในบทบาทหน้าที่ของทั้งฝ่ายโรงเรียนและชุมชน 3. ปรับวิธีการดำเนินงานของทั้งสองฝ่ายให้เอื้อต่อการทำงานร่วมกัน 4. สร้างความเข้าใจและแก้ปัญหาความขัดแย้งระหว่างโรงเรียนกับชุมชน
3. ตรวจสอบ (Check)	1. ตรวจสอบระหว่างดำเนินการในขั้นที่ 2 เพื่อนำผลไปใช้ประโยชน์ในการปรับปรุงแก้ไขของแต่ละขั้นต่อไป 2. ตรวจสอบหลังดาเนินการโดยเปรียบเทียบกับเป้าหมายที่กำหนด
4. ปรับปรุงแก้ไข (Act)	1. นำผลการตรวจสอบมาปรับปรุงแก้ไขการดำเนินงานของแต่ละขั้นตอน 2. นำผลการตรวจสอบมาปรับปรุงแผนการดำเนินงานและดำเนินการพัฒนาในวงรอบต่อไป

ตารางที่ 1 กระบวนการสร้างความสัมพันธ์ของโรงเรียนกับชุมชน ที่มา ชูชาติ พ่วงสมจิตร(2560)

จากตารางที่ 1 กระบวนการสร้างความร่วมมือของโรงเรียนกับชุมชน ได้นำแนวคิดกระบวนการพัฒนาคุณภาพประกอบด้วย วางแผน(Plan) มีการศึกษาสภาพปัจจุบัน ปัญหา และความต้องการเกี่ยวกับความร่วมมือระหว่างโรงเรียนกับชุมชน กำหนดเป้าหมายการพัฒนา/แก้ปัญหา/ธำรงรักษาความร่วมมือระหว่างโรงเรียนกับชุมชน กำหนดยุทธศาสตร์/แนวทางในการพัฒนาความร่วมมือ ดำเนินการ(D0) ปรับเจตคติของฝ่ายโรงเรียนและชุมชนให้ยอมรับซึ่งกันและกัน สร้างความรู้ความเข้าใจในบทบาทหน้าที่ของทั้งฝ่ายโรงเรียนและชุมชน ปรับวิธีการดำเนินงานของทั้งสองฝ่ายให้เอื้อต่อการทำงานร่วมกัน สร้างความเข้าใจและแก้ปัญหาความขัดแย้งระหว่างโรงเรียนกับชุมชน ตรวจสอบ(Check) ตรวจสอบระหว่างดำเนินการในขั้นที่ 2 เพื่อนำผลไปใช้ประโยชน์ในการปรับปรุงแก้ไข และปรับปรุงแก้ไข(Act) นำผลการตรวจสอบมาปรับปรุงแก้ไขการดำเนินงานของแต่ละขั้นตอน นำผลการตรวจสอบมาปรับปรุงแผนการดำเนินงานและดำเนินการพัฒนาในวงรอบต่อไป

บทสรุป

การจัดการศึกษาเพื่อพัฒนาผู้เรียนให้บรรลุจุดมุ่งหมายตามที่หลักสูตรกำหนดไว้ต้องได้รับความร่วมมือ ช่วยเหลือจากชุมชน การสร้างความสัมพันธ์อันดีมีความสำคัญต่อการจัดการศึกษา เนื่องจากโรงเรียนและชุมชนอยู่ในสังคมเดียวกันย่อมมีหน้าที่ช่วยเหลือเกื้อกูลกัน เครื่องมือสำคัญในการสร้างความสัมพันธ์อันดีกับชุมชน คือ นักเรียน เพราะนักเรียนสามารถนำความรู้ที่ได้จากโรงเรียนไปปรับใช้ในชุมชน นอกจากนั้น ผู้บริหาร ครูผู้สอนมีความสำคัญในการสร้างความร่วมมือระหว่างโรงเรียนกับชุมชน ในชุมชนก็มีแหล่งเรียนรู้ ภูมิปัญญาท้องถิ่นโรงเรียนสามารถนำมาจัดการเรียนการสอนให้กับผู้เรียนได้ การสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชน

อาจมีขั้นตอน วิธีการที่แตกต่างกันในแต่ละบริบทพื้นที่ โรงเรียนอาจนำกระบวนการพัฒนาคุณภาพการศึกษามาปรับใช้เป็นแนวทางได้ คือ ขั้นการวางแผน(P) –ขั้นดำเนินการตามแผน (Do) ขั้นตรวจสอบ (Check) และขั้นการปรับปรุงแก้ไข Act) ให้ความสำคัญที่เป้าหมายที่เกดกับผู้เรียน

ข้อเสนอแนะในการทำวิจัย

1. ควรศึกษารูปแบบการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชนที่ส่งผลต่อการพัฒนาผู้เรียนในบริบทของต้นสังกัดที่มีความแตกต่างกันในการจัดการศึกษา เช่น กรมส่งเสริมการปกครองส่วนท้องถิ่น สำนักงานเขตพื้นที่การศึกษา ขั้นพื้นฐาน สำนักงานคณะกรรมการอาชีวศึกษา เป็นต้น

2. ควรศึกษาแนวทางการสร้างความสัมพันธ์ระหว่างโรงเรียนกับชุมชนเพื่อพัฒนาผู้เรียนในแต่ละระดับการศึกษา เช่น การศึกษาระดับปฐมวัย การศึกษาระดับการศึกษาขั้นพื้นฐาน การศึกษาระดับอาชีวศึกษาเป็นต้น

3. ควรศึกษาแนวทางการมีส่วนร่วมของผู้ปกครอง ชุมชน สถานประกอบการ ในการส่งเสริมสนับสนุนการจัดการศึกษาพัฒนาผู้เรียน

กิตติกรรมประกาศ

งานวิจัยนี้สำเร็จลุล่วงได้ด้วยความกรุณาของมหาวิทยาลัยศรีปทุม วิทยายาเขตขอนแก่น ที่สนับสนุนงานศึกษาครั้งนี้ ทำให้ผู้วิจัยสามารถทำการวิจัยได้สำเร็จลุล่วงด้วยดี

เอกสารอ้างอิง

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การพัฒนาทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว ของนักเรียนชั้นมัธยมศึกษาปีที่ 2/6 โรงเรียนสว่างบริบูรณ์วิทยา โดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ

The Development of Pronunciation Skills of Secondary 2/6 students Sawangboriboonwittaya School Using pronunciation practice exercises

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ศักดิ์สิทธิ์ แสงสิงห์ (Saksit Sangsing)[2]

บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อเปรียบเทียบทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว ของนักเรียนชั้นมัธยมศึกษาปีที่ 2/6 โรงเรียนสว่างบริบูรณ์วิทยา ระหว่างก่อนและหลังเรียนโดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ กลุ่มตัวอย่างได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 2/6 โรงเรียนสว่างบริบูรณ์วิทยา จำนวน 44 คน โดยใช้วิธีเลือกกลุ่มตัวอย่างแบบเจาะจง เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ประกอบด้วย 1) แผนการจัดการเรียนรู้ 2) ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ ร ชุดฝึกทักษะอ่านออกเสียง ล ชุดฝึกทักษะอ่านออกเสียง ว ชุดฝึกทักษะอ่านออกเสียงคำควบกล้ำที่เป็นบทร้อยกรอง และ 3) แบบประเมินทักษะการอ่านคำควบกล้ำ ร ล ว สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัย พบว่า นักเรียนมีคะแนนค่าเฉลี่ยหลังการพัฒนาทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว โดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำเท่ากับ 28.09 จากคะแนนเต็ม 30 คะแนน คิดเป็นร้อยละ 93.63 สูงว่าคะแนนค่าเฉลี่ย ก่อนพัฒนาทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว โดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำมีคะแนนค่าเฉลี่ยเท่ากับ 23.68 คิดเป็นร้อยละ 78.93 ซึ่งมีค่าสูงกว่า 4.41 ดังนั้นจึงสรุปได้ว่า การวิจัยครั้งเป็นไปตามวัตถุประสงค์ที่ตั้งไว้ นักเรียนชั้นมัธยมศึกษาปีที่ 2/6 โรงเรียนสว่างบริบูรณ์วิทยามีทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว พัฒนาดีขึ้นหลังจากพัฒนาโดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ

คำสำคัญ : ชุดฝึกทักษะ, การอ่านออกเสียงคำควบกล้ำ

Abstract

The research aimed to develop the pronunciation practice exercises of students in Secondary 2/6 Sawangboriboonwittaya School by using the clusters reading skill exercises. The subjects were Secondary 2/6 Sawangboriboonwittaya School are 44 students. They were selected by Cluster Sampling technique. The research instrument were clusters reading skill exercises and pronunciation skills, Investigators had analyzed the collected data were means, percentages to compare the test results before and after the students reading aloud diphthongs practice

The research results were as follows students had an average score of 28.09 out of 30 points, 93.63 after developing the pronunciation practice exercises, higher than the average score before develop the combined word pronunciation. The average score was 23.68 or 78.93 percent, respectively. It was higher than 4.41. So concluded that the research was carried out according to the purpose of the 2nd grade of secondary Sawangboriboonwittaya School, had reading aloud diphthongs skills, improved after develop pronunciation practice exercises.

Keywords: Exercises, reading aloud diphthongs.

[1] อาจารย์ประจำหลักสูตรประกาศนียบัตรวิชาชีพครู วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

[2] นักศึกษาสูตรประกาศนียบัตรวิชาชีพครูวิชาชีพครู วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น

บทนำ

ทักษะการอ่านออกเสียง เป็นทักษะทางภาษาที่สำคัญและจำเป็นอย่างยิ่งสำหรับการส่งเสริมให้บุคคลเรียนรู้ตลอดชีวิต ประกอบกับในยุคปัจจุบันเทคโนโลยีของโลกได้ก้าวหน้าไปอย่างรวดเร็วทั้งทางด้านวัตถุและด้านวิทยาการต่าง ๆ ซึ่งส่งผลให้สภาพของสังคมกลายเป็นสังคมแห่งข้อมูลข่าวสารออนไลน์ คนในยุคปัจจุบันจึงต้องอาศัย การอ่านผ่านทางเครื่องมือสื่อสารที่สะดวกและหลากหลายเพื่อให้ก้าวทันต่อการเปลี่ยนแปลงของโลกในยุคของการสื่อสารที่ไร้พรมแดนหรือที่เรียกว่ายุคโลกาภิวัตน์ แต่คนในปัจจุบันโดยเฉพาะเยาวชนหรือนักเรียนไม่ค่อยให้ความสำคัญกับการอ่านรวมถึงการออกเสียงคำในภาษาไทยให้ถูกต้องชัดเจน โดยเฉพาะการอ่านออกเสียงคำควบกล้ำ

การอ่านออกเสียงคำควบกล้ำเป็นลักษณะเฉพาะที่สำคัญอย่างหนึ่งของภาษาไทยเพราะคำควบกล้ำ มีลักษณะที่ทำให้เสียงในภาษาไทยมีความไพเราะและแสดงถึงความประณีตของการออกเสียงคำ และการออกเสียงคำควบกล้ำจะแตกต่างจากการออกเสียงคำที่มีพยัญชนะต้น ตัวเดียวหากผู้พูดไม่ระมัดระวังในการออกเสียง จะออกเสียงผิดเป็นสาเหตุหนึ่งในการเขียนผิดและทำให้ความหมายที่ต้องการสื่อสารผิดไปด้วย การไม่ระมัดระวังการออกเสียงอ่านหรือพูด ไม่ชัดเจนนอกจากทำให้ความหมายผิดพลาดแล้วยังทำให้เสียบุคลิกภาพของผู้พูดหรือผู้อ่านนั้นด้วย (ทิพลัดดา นิลผาย, 2560)

จากการศึกษาสภาพการจัดกิจกรรม การเรียนการสอนรายวิชาภาษาไทยระดับชั้นมัธยมศึกษาปีที่ 2 โรงเรียนสว่างบริบูรณ์วิทยา ผู้วิจัยพบว่านักเรียนส่วนใหญ่มีปัญหาการอ่าน ออกเสียงควบกล้ำ ร ล ว ยังไม่ถูกต้องและชัดเจน จากสภาพปัญหาดังกล่าวผู้วิจัยได้ศึกษาแนวทางการพัฒนาทักษะการอ่านออกเสียงคำควบกล้ำ และพบว่าการใช้แบบฝึกทักษะการอ่านเป็นสื่อการเรียนการสอนที่สำคัญที่สามารถสร้างขึ้นเพื่อ ฝึกทักษะของผู้เรียนให้บรรลุวัตถุประสงค์ที่ตั้งไว้ตามเนื้อหาของแต่ละวิชาและสอดคล้องกับลักษณะของผู้เรียน ช่วยให้ผู้เรียนได้ฝึกปฏิบัติด้วยตนเอง เสริมสร้างความรู้ ประสบการณ์ในการเรียน ก่อให้เกิดความรู้ ความเข้าใจ และมีทักษะทางภาษาเพิ่มมากขึ้น และแบบฝึกทักษะการอ่านถือว่าเป็นนวัตกรรมอย่างหนึ่ง ช่วยให้ผู้เรียนมีความสามารถในการออกเสียงคำควบกล้ำ ร ล ว ได้ (โสภัทรา คงทวี,2556) และจากผลการวิจัยของนุชนาฏ ขันโมล, ภูษิต บุญทองเถิง และ สุพจน์ อิงอาจ (2554) ได้ศึกษาเปรียบเทียบคะแนนทักษะการอ่านออกเสียงคำควบกล้ำฟ ของนักเรียนระหว่างก่อนเรียนและหลังเรียนด้วยแบบฝึกทักษะประกอบภาพเรื่องการอ่านออกเสียงคำควบกล้ำหรับนักเรียนชั้นประถมศึกษาปีที่ 2 ผลปรากฏว่านักเรียนชั้นประถมศึกษาปีที่ 2 มีทักษะการอ่านออกเสียงคำควบกล้ำหลังเรียนสูงกว่าก่อนเรียน

ผู้วิจัยในฐานะที่เป็นครูผู้จัดการเรียนการสอนรายวิชาภาษาไทยระดับชั้นมัธยมศึกษาปีที่ 2 ตระหนักถึงความสำคัญของการอ่านออกเสียงคำควบกล้ำ จึงสนใจที่จะพัฒนาทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว ของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 2/6 โรงเรียนสว่างบริบูรณ์วิทยา โดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ เพื่อพัฒนาทักษะการอ่านออกเสียงคำควบกล้ำ ของนักเรียนให้ถูกต้อง แม่นยำ และแก้ไข ความบกพร่องในการอ่านคำควบกล้ำของนักเรียน ซึ่งจะส่งผลให้นักเรียนเป็นทั้งผู้พูดและผู้อ่านที่ดีและสามารถใช้ภาษาไทยในการสื่อสารได้ถูกต้องและชัดเจนยิ่งขึ้น

วัตถุประสงค์ของการวิจัย

เพื่อเปรียบเทียบทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว ของนักเรียนชั้นมัธยมศึกษาปีที่ 2/6 โรงเรียนสว่างบริบูรณ์วิทยา ระหว่างก่อนและหลังเรียนโดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ

ขอบเขตของการวิจัย

การวิจัยครั้งนี้ผู้วิจัยได้กำหนดขอบเขตของการวิจัยดังนี้

1) กลุ่มตัวอย่าง ที่ใช้ในงานวิจัย ได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 2/6 โรงเรียนสว่างบริบูรณ์วิทยา จำนวน 44 คน โดยเลือกกลุ่มเป้าหมายแบบเจาะจง ซึ่งนักเรียนชั้นดังกล่าวมีสภาพปัญหาเกี่ยวกับการอ่านออกเสียงคำควบกล้ำ และเป็นนักเรียนที่ผู้วิจัยรับผิดชอบในการจัดการเรียนการสอน

2) สาระการเรียนรู้ที่ใช้ในการวิจัย ได้แก่ สาระการเรียนรู้ตามหลักสูตรสถานศึกษาโรงเรียนสว่างบริบูรณ์วิทยา กลุ่มสาระการเรียนรู้ภาษาไทย ระดับชั้นมัธยมศึกษาปีที่ 2 ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2560

3) ตัวแปรการวิจัย

3.1 ตัวแปรต้น การจัดการเรียนรู้โดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ

3.2 ตัวแปรตาม ทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว

4) เนื้อหา คำควบกล้ำที่ใช้สร้างชุดฝึกทักษะการอ่านออกเสียงสำหรับให้นักเรียนฝึกอ่าน สร้างขึ้นจากคำควบกล้ำในหนังสือเรียน หลักภาษาและการใช้ภาษาไทย และหนังสือวรรณคดีและวรรณกรรมชั้นมัธยมศึกษาปีที่ 2 ซึ่งผู้วิจัยคัดกรองจำนวน 60 คำ

5) ระยะเวลา ระยะเวลาดำเนินการวิจัยใช้เวลาในภาคเรียนที่ 2 ปีการศึกษา 2565 จากวันที่ 1 กันยายน – 31 ตุลาคม พ.ศ. 2565 โดยดำเนินการวิจัยเชิงปฏิบัติการทั้งสิ้น 2 วงจร วงจรละ 2 สัปดาห์

วิธีดำเนินการวิจัย

เครื่องมือที่ใช้ในการวิจัย

ผู้วิจัยได้ดำเนินการสร้างเครื่องมือที่ใช้ในการวิจัยครั้งนี้ ประกอบด้วย

1. แผนการสอน เรื่อง การอ่านออกเสียงคำควบกล้ำ วิชาภาษาไทย กลุ่มสาระการเรียนรู้ภาษาไทย ระดับชั้นมัธยมศึกษาปีที่ 2 จำนวน 6 แผน

2. ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำที่ควบด้วย ร ล ว และคำควบกล้ำที่เป็นบทร้อยกรอง

3. แบบประเมินทักษะการอ่านออกเสียง คำควบกล้ำ ร ล ว ก่อนและหลังเรียนอย่างละ 1 ชุด

การเก็บรวบรวมมข้อมูล

เก็บรวบรวมข้อมูลของนักเรียนระดับชั้น มัธยมศึกษาปีที่ 2/6 ในภาคเรียนที่ 2 ปีการศึกษา 2565 ซึ่งมีขั้นตอนดังนี้

1. ทดสอบทักษะการอ่านออกเสียงคำควบกล้ำก่อนเรียนกับนักเรียนกลุ่มเป้าหมายโดยใช้แบบทดสอบวัดทักษะการอ่านออกเสียงคำควบกล้ำที่ผู้วิจัยสร้างขึ้น ตรวจให้คะแนนบันทึกความสามารถในการอ่านและนำไปเปรียบเทียบคะแนนหลังสอน

2. ดำเนินการสอนตามแผนการจัดการเรียนรู้โดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำที่ผู้วิจัยสร้างขึ้นทั้งหมด 6 สัปดาห์ สัปดาห์ละ 1 คาบ คาบละ 50 นาที ใช้เวลาสอนทั้งหมด 6 คาบ เมื่อดำเนินการจัดการเรียนรู้จนจบแต่ละแผน จะมีการสะท้อนผลและรวบรวมข้อมูล ประเมินความคิดรวบยอด แล้วปรับแก้แผนการจัดการเรียนรู้

3. ทดสอบทักษะการอ่านออกเสียงคำควบกล้ำหลังเรียนกับนักเรียนกลุ่มตัวอย่างโดยใช้แบบทดสอบวัดทักษะการอ่านนออกเสียง คำควบกล้ำที่ผู้วิจัยสร้างขึ้น ตรวจให้คะแนนบันทึกความสามารถในการอ่านและเพื่อเก็บข้อมูลและนำผลที่ได้จากการทดสอบไปใช้สำหรับวิเคราะห์ต่อไป

4. นำคะแนนและข้อมูลที่ได้ มาวิเคราะห์ด้วยวิธีการทางสถิติและเนื้อหา

การวิเคราะห์ข้อมูล

การวิจัยครั้งนี้ ผู้วิจัยใช้วิธีการวิเคราะห์ข้อมูลเชิงคุณภาพและข้อมูลเชิงปริมาณ ดังนี้

1. ข้อมูลเชิงคุณภาพ ผู้วิจัยทำการวิเคราะห์เนื้อหา โดยการแจกแจงข้อค้นพบในการเก็บรวบรวมข้อมูล จัดหมวดหมู่ประเด็นเนื้อหา สรุปเชิงพรรณนาวิเคราะห์ โดยใช้เครื่องมือและวิธีการ ได้แก่ แบบบันทึกการสังเกตการณ์จัดกิจกรรมแบบสังเกตพฤติกรรมระหว่างเรียน ข้อมูลทั้งหมดที่ได้จะนำมาวิเคราะห์เชิงเนื้อหา เพื่อพัฒนาสภาพที่เกิดขึ้น ว่ามีข้อบกพร่องมีปัญหาหรืออุปสรรคอย่างไร แล้วร่วมสะท้อนผลเพื่อหาแนวทางแก้ไข ปรับปรุงและพัฒนาให้ดียิ่งขึ้น

2. ข้อมูลเชิงปริมาณ วิเคราะห์ความสามารถในการอ่านออกเสียงคำควบกล้ำของนักเรียนโดยหาค่าร้อยละ (%) ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (S.D.)

สรุปผลการวิจัย

จากการพัฒนาทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว ของนักเรียนชั้นมัธยมศึกษาปีที่ 2/6 โรงเรียนสว่างบริบูรณ์วิทยา โดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ ผลปรากฏว่า

1. คะแนนค่าเฉลี่ยการทำแบบทดสอบก่อนเรียนเท่ากับ 21.84 คิดเป็นร้อยละ 72.80 คะแนนค่าเฉลี่ย การทำแบบทดสอบหลังเรียนเท่ากับ 27.09 จากคะแนนเต็ม 30 คะแนน คิดเป็นร้อยละ 90.30 ซึ่งสูงกว่าคะแนนค่าเฉลี่ย การทำแบบทดสอบก่อนเรียน 5.25

โดยคะแนนค่าเฉลี่ยหลังพัฒนาทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว โดยใช้ชุดฝึกทักษะการอ่านออกเสียง คำควบกล้ำเท่ากับ 27.09 จากคะแนนเต็ม 30 คะแนน คิดเป็นร้อยละ 90.30 สูงว่าคะแนนค่าเฉลี่ยก่อนพัฒนาทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว โดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำมีคะแนนค่าเฉลี่ยเท่ากับ 23.68 คิดเป็นร้อยละ 78.93 ซึ่งมีค่าสูงกว่า 4.41

ตารางที่ 1 แสดงผลการเปรียบเทียบผลคะแนนค่าเฉลี่ยทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว ก่อนหลังเรียนของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 2/6 โรงเรียนสว่างบริบูรณ์วิทยาโดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ

ผลการฝึกทักษะ	N	$\overline{X}$ (30)	P (30)	S.D.
ก่อนฝึก	44	23.68	78.93	3.25
หลังฝึก	44	27.09	90.30	1.42

จากตารางที่ 1 พบว่า ผลการทดสอบหลังฝึก ได้คะแนนร้อยละ 90.30 มีค่าเฉลี่ย 27.09 สูงกว่าผลการทดสอบก่อนฝึกได้คะแนนร้อยละ 78.93 มีค่าเฉลี่ย 23.68

จากผลการวิจัยการพัฒนาทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว ของนักเรียนชั้นมัธยมศึกษาปีที่ 2/6 โรงเรียนสว่างบริบูรณ์วิทยาโดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ เป็นไปตามผลที่คาดว่าจะได้รับ จึงสรุปได้ว่า การวิจัยเป็นไปตามวัตถุประสงค์ที่ตั้งไว้ นักเรียนชั้นมัธยมศึกษาปีที่ 2/6 โรงเรียนสว่างบริบูรณ์วิทยามีทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว พัฒนาดีขึ้นหลังจากพัฒนาโดยใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ

อภิปรายผลการวิจัย

การเปรียบเทียบความสามารถหรือทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว ของนักเรียนชั้นมัธยมศึกษาปีที่ 2/6 โรงเรียนสว่างบริบูรณ์วิทยา ก่อนและหลังการใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำพบว่านักเรียนมีทักษะการอ่านออกเสียงคำควบกล้ำหลังการใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำสูงกว่าก่อนใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ ซึ่งผลการวิจัยสอดคล้องกับวัตถุประสงค์ของการวิจัยทำให้นักเรียนมีทักษะในการอ่านออกเสียงคำควบกล้ำ ได้ดียิ่งขึ้น อย่างเห็นได้ชัด ซึ่งสอดคล้องกับผลการวิจัยของ (โสภัทรา คงทวี,2556) ผลการวิจัยของ นุชนาฏ ขันโมล, ภูษิต บุญทองเถิง และ สุพจน์ อิงอาจ (2554) ได้ศึกษาเปรียบเทียบคะแนนทักษะการอ่านออกเสียงคำควบกล้ำ ของนักเรียนระหว่างก่อนเรียนและหลังเรียนด้วยแบบฝึกทักษะประกอบภาพเรื่องการอ่านออกเสียงคำควบกล้ำหรับนักเรียนชั้นประถมศึกษาปีที่ 2 ซึ่งใช้แบบฝึกทักษะเป็นนวัตกรรมในการพัฒนาผู้เรียนให้สามารถอ่านออกเสียงคำควบกล้ำได้และมีทักษะการอ่านออกเสียงคำควบกล้ำหลังเรียนสูงกว่าก่อนเรียน นอกจากนี้สอดคล้องกับทฤษฎีการเรียนรู้ทางจิตวิทยาของธอร์นไดค์ เกี่ยวกับกฎแห่งการฝึกหัด ซึ่งกล่าวว่าสิ่งใดก็ตามที่มีการฝึกหัดหรือกระทำบ่อย ๆ ย่อมทำให้ผู้ฝึกมีความคล่องแคล่วและสามารถทำได้ดี

ผู้วิจัยพบว่าการฝึกอ่านออกเสียงคำควบกล้ำโดยให้ผู้เรียนฝึกออกเสียงสระ อะ ผสมอยู่ในพยัญชนะตัวหน้าหรือพยางค์หน้าก่อน ค่อยอ่านคำควบกล้ำคำหลังหรือพยางค์หลัง จากนั้นให้ฝึกอ่านออกเสียงคำควบกล้ำนั้นควบกันเร็วขึ้น จะทำให้อ่านออกเสียงคำควบกล้ำได้ชัดเจนยิ่งขึ้น เช่น

กราบ ฝึกออกเสียงเป็น กะ – หราบ
กรอง ฝึกออกเสียงเป็น กะ – รอง
ปราบ ฝึกออกเสียงเป็น ปะ – หราบ

ซึ่งการอ่านออกเสียงด้วยวิธีดังกล่าวสอนคล้องกับหลักการอ่านออกเสียงที่ วิเชียร เกษประทุม (2545: 9) ซึ่งได้กล่าวถึงหลักการออกเสียงคำควบกล้ำไว้ว่า คำควบกล้ำทุกคำออกเสียงยาก ต้องฝึกให้คล่องปาก คล่องลิ้นถ้าออกเสียงคำควบกล้ำไม่ได้ให้ฝึกดังวิธีตัวอย่างข้างต้น คือ ให้ออกเสียงคำควบกล้ำเหล่านั้นโดยมีเสียงสระอะผสมอยู่ใน คำหน้าทุกคำเมื่อออกเสียงโดยมีสระอะนำได้แล้วต่อไปให้ออกเสียงคำควบกล้ำเหล่านั้นโดยมีสระอะนำเร็ว ๆ ก็จะกลายเป็นคำควบกล้ำโดยทันที และจะออกเสียงคำควบกล้ำต่าง ๆ ได้ทุกคำแน่นอน

นอกจากนี้ผู้วิจัยยังพบว่าผู้เรียนที่อ่านออกเสียงคำควบกล้ำได้ไม่ค่อยชัดเจนเกิดจากอวัยวะในการออกเสียงมีปัญหา เช่น ลิ้นแข็ง ลิ้นใหญ่ ทำให้ไม่สามารถออกเสียงได้ชัดเจนโดยเฉพาะคำควบกล้ำที่ควบด้วย ร จะกระดกลิ้นได้ไม่ค่อยได้

ข้อเสนอแนะ

ข้อเสนอแนะในการนำผลการวิจัยไปใช้

1. สถานศึกษาควรส่งเสริมให้ครูใช้ชุดฝึก หรือ สื่อ อื่น ๆ ในการพัฒนาทักษะการเรียนรู้ของผู้เรียนมากขึ้น

2. ครูควรใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว ไม่ควรมากเกินไปควรให้เหมาะสมกับวัยและความสนใจของผู้เรียนเพื่อไม่ให้เกิดความเบื่อหน่าย

3. ผู้เรียนควรใช้ชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว เป็นสื่อการเรียนรู้นอกเวลาเพิ่มเติมเพื่อพัฒนาทักษะการอ่านด้วยตนเอง

ข้อเสนอแนะในการวิจัยครั้งต่อไป

1. ควรศึกษาวิธีการสร้างชุดฝึกก่อนสร้างชุดฝึกและเลือกใช้ชุดฝึกให้เหมาะกับปัญหา และความต้องการของผู้เรียนจะทำให้สามารถแก้ไขปัญหาได้ตรงตามวัตถุประสงค์

2. ในการสร้างชุดฝึกทักษะการอ่านออกเสียงคำควบกล้ำ ร ล ว ไม่ควรมากเกินไปควรให้เหมาะสมกับวัยและความสนใจของผู้เรียนเพื่อไม่ให้เกิดความเบื่อหน่าย

กิตติกรรมประกาศ

งานวิจัยนี้สำเร็จลุล่วงได้ด้วยความกรุณาของมหาวิทยาลัยศรีปทุม วิทยายาเขตขอนแก่น ที่สนับสนุนงานศึกษาครั้งนี้ ทำให้ผู้วิจัยสามารถทำการวิจัยได้สำเร็จลุล่วงด้วยดี

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ความสัมพันธ์ระหว่างการบริหารโดยใช้หลักธรรมาภิบาลของผู้บริหารสถานศึกษากับความผูกพันต่อองค์กรครูผู้สอนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์

สมศักดิ์ สุภิรักษ์ Somsak Suphirak [1]

บทคัดย่อ

งานวิจัยฉบับนี้มีวัตถุประสงค์เพื่อศึกษา 1. เพื่อศึกษาความสัมพันธ์การบริหารงานของผู้บริหารสถานศึกษาที่มีผลต่อความผูกพันต่อครูผู้สอนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์ 2.เพื่อศึกษาหลักธรรมาภิบาลของผู้บริหารสถานศึกษาที่มีผลต่อความผูกพันต่อครูผู้สอน 3. เพื่อศึกษาความผูกพันของครูผู้สอนกับผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์ การวิจัยนี้เป็นการวิจัยแบบผสมผสานการวิจัยเชิงปริมาณและการวิจัยเชิงคุณภาพโดยใช้การวิจัยปริมาณเพื่อทดสอบความสัมพันธ์เชิงสาเหตุด้วยแบบสอบถามผู้บริหารสถานศึกษาและครูของโรงเรียนในเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษามัธยมศึกษาจังหวัดนครสวรรค์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์ จำนวน 327 คน และการวิจัยเชิงคุณภาพวิธีปรากฏการณ์วิทยา สัมภาษณ์เชิงลึกกับผู้ทรงคุณวุฒิเป็นครูผู้สอนจำนวน 5 คน สถิติที่ใช้ทดสอบสมมติฐาน ได้แก่ ค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน และ การวิเคราะห์โมเดลสมการเชิงโครงสร้าง

ผลวิจัยพบว่า

1. หลักธรรมาภิบาลของผู้บริหารสถานศึกษามีความสัมพันธ์กับความผูกพันต่อองค์กรครูผู้สอนมีค่าเฉลี่ยอยู่ในระดับมาก
2. โมเดลการวัดความผูกพันของครูผู้สอนประกอบด้วยความไว้วางใจ ความมุ่งมั่น ความพอใจมีค่าเฉลี่ยอยู่ในระดับมาก
3. รูปแบบความสัมพันธ์เชิงสาเหตุระหว่างการบริหารโดยใช้หลักธรรมาภิบาลของผู้บริหารสถานศึกษากับความผูกพันต่อองค์กรครูผู้สอนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์มีความสอดคล้องกลมกลืนกับข้อมูลเชิงประจักษ์ (ผลการวิเคราะห์การบริหารโดยใช้หลักธรรมาภิบาลส่งผลต่อความผูกพันต่อองค์กรครูผู้สอนเท่ากับ .209 หลักธรรมาภิบาลของผู้บริหารสถานศึกษาส่งผลต่อความผูกพันต่อองค์กรครูผู้สอนเท่ากับ 0.966 การบริหารโดยใช้หลักธรรมาภิบาลของผู้บริหารสถานศึกษาส่งผลต่อความผูกพันต่อองค์กรครูผู้สอนเท่ากับ 0.994 (Chi square (p value) =0.082 Chi-square/df = 0.287 GFI = 0.95 CFI = 0.996 TLI =0.994 RMR= 0.015 RMSEA = 0.017)
4. แนวทางพัฒนาความผูกพันต่อองค์กรครูผู้สอนได้แก่ 1. ผู้บริหารให้ความสำคัญกับความมีอิสระในการทำงานของครูผู้สอนมีอิสระทางความคิด มีอิสระในการปฏิบัติงานภายใต้เป้าประสงค์ตามนโยบายที่กำหนดเปิดโอกาสให้ครูผู้สอนเข้ามามีส่วนร่วมในการกำหนดแผนงาน เสนอความคิดเห็นของตนเองเกี่ยวกับแนวนโยบายในการบริหารสถานศึกษา 2. ส่งเสริมความมีปฏิสัมพันธ์ระหว่างครูผู้สอนกับผู้บริหารสถานศึกษาส่งเสริมกิจกรรมสัมพันธ์ในการเชื่อมโยงให้ครูผู้สอนเข้าเป็นส่วนหนึ่งของวัฒนธรรมในองค์กรครูผู้สอน 3. ส่งเสริมให้ครูผู้สอนได้รับการพัฒนาอบรมเสริมความรู้จากหน่วยงานภายในและหน่วยงานภายนอกสถานศึกษา เพื่อเลื่อนวิทยฐานะ ทำให้ครูผู้สอนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์ มีความน่าเชื่อถือได้รับการยอมรับจากสังคม

ประโยชน์ของงานวิจัยนี้สามารถเป็นแนวทางในการกำหนดนโยบายจัดทำเกณฑ์มาตรฐานการพัฒนาครูผู้สอนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์ เพื่อส่งเสริมให้ครูผู้สอนได้รับปฏิบัติงานที่เป็นมาตรฐานเป็นที่น่าเชื่อถือในสังคม

Abstract

The objectives of this thesis are to study 1) To study the administrative relationship of school administrators affecting teachers' commitment under the Nakhon Sawan Secondary Educational Service Area Office. 2) To study the principles of good governance of school administrators affecting teacher engagement. 3) To study the relationship of teachers and school administrators under the Nakhon Sawan Secondary Educational Service Area Office. This research was a mixed research, quantitative research and qualitative research, using quantitative research to test the causal relationship with questionnaires for school administrators and teachers of schools in the Network for Promotion of Secondary Education Management Efficiency in Nakhon Sawan Province. Under the Office of Nakhon Sawan Secondary Educational Service Area, 327 people and qualitative research,

[1] มหาวิทยาลัยเจ้าพระยา

Phenomenological Method. In-depth interviews were conducted with 5 qualified teachers. The statistics used to test the hypothesis were mean, percentage, standard deviation and structural equation model analysis.

The results indicated as follows: The research found that

1. Principles of good governance of school administrators were related to teachers' organization commitment at a high mean level.

2. The teacher engagement measurement model consisted of trust, commitment, and satisfaction with the average being at a high level.

3. The causal relationship between administration using good governance principles of school administrators and their commitment to teacher organizations under Nakhon Sawan Secondary Educational Service Area Office was consistent with empirical data. (The results of the management analysis using good governance have an impact on teacher organization commitment equal to .209. Good governance principles of school administrators have an impact on teacher organization commitment equal to 0.966. Administrative using good governance of school administrators had an effect on teacher organization commitment equal to 0.994 (Chi square (p value) = 0.082 Chi-square/df = 0.287 GFI = 0.95 CFI = 0.996 TLI. =0.994 RMR= 0.015 RMSEA = 0.017)

4. Guidelines for developing teachers' organizational commitment were as follows: Have the freedom to work under the objectives according to the specified policy, giving teachers the opportunity to participate in planning. present their own opinions on the policies for school administration. 2. Promote interaction between teachers and school administrators, promote relationship activities to connect teachers to be part of the culture in the teacher organization Teach 3. Encourage teachers to develop knowledge-enhancing training from internal and external agencies. to advance the academic standing As a result, teachers under Nakhon Sawan Secondary Educational Service Area Office have credibility and are accepted by society

The benefit of this research can be used as a guideline for formulating a policy for developing teacher development standards under the Nakhon Sawan Secondary Educational Service Area Office. To encourage teachers to receive standardized work that is reliable in society.

ความเป็นมาและความสำคัญของปัญหา

การจัดการศึกษาในปัจจุบันเริ่มให้ความสำคัญกับการมีส่วนร่วมจึงมีการกระจายอำนาจสู่ผู้บริหารสถานศึกษามีความเป็นอิสระในการบริหารงานและใช้ดุลพินิจด้านวิชาชีพในการบริหารจัดการสถานศึกษาให้ครอบคลุมในทุกพื้นที่ ซึ่งการบริหารงานในสถานศึกษาจะต้องอาศัยบุคคลที่มีความรู้ความสามารถมีประสบการณ์ในการทำงานมีวิสัยทัศน์เข้าสู่เป้าหมายที่กำหนด ปัจจัยสำคัญที่จะทำให้สถานศึกษาสามารถจัดการศึกษาได้อย่างสมบูรณ์คือ ผู้บริหารและครูในสถานศึกษามีความเข้าใจในข้อกำหนด กฎระเบียบในการปฏิบัติงาน

ด้วยเหตุที่การลงทุนด้านการศึกษาในประเทศกำลังพัฒนาในแต่ละประเทศในช่วงเปลี่ยนผ่านมักวัดจากปัจจัยการผลิตและประสิทธิผลที่ได้รับ การมุ่งเน้นที่ข้อมูลป้อนเข้า (เช่น จำนวนครูหรือการจัดหาตำราเรียน) หรือผลการศึกษาโดยรวม (เช่น อัตราการรู้หนังสือ การลงทะเบียน และปีเฉลี่ยของการศึกษาที่ทำได้ตามเกณฑ์ที่กำหนด) พบว่า ยังไม่ครอบคลุมถึงประสิทธิภาพที่ได้รับไม่ว่าจะเป็นทรัพยากรถูกนำไปใช้จริงหรือไม่ และการใช้ทรัพยากรอย่างมีประสิทธิภาพเป็นเรื่องยากที่ไม่สามารถวัดผลได้อย่างแท้จริง

ธรรมาภิบาลในระบบการศึกษามุ่งส่งเสริมการให้บริการการศึกษาอย่างมีประสิทธิผล สิ่งสำคัญคือมาตรฐานของการศึกษาแรงจูงใจ ข้อมูล และความรับผิดชอบที่เหมาะสมเป็นการยกระดับผลของการศึกษา เช่น อัตราการคงอยู่ของโรงเรียนนำไปสู่ผลลัพธ์ที่ดีขึ้น เช่น คะแนนสอบของนักเรียน ช่วยลดความเหลื่อมล้ำในการจัดการศึกษา ธรรมาภิบาลยังสามารถป้องกันการทุจริตหากหน่วยงานมีระบบธรรมาภิบาลที่ไม่ดีจะส่งผลกระทบต่อผลที่ได้รับจากการปฏิบัติงานของภาคการศึกษาที่ผ่านมาจะเห็นได้ว่า สำนักนายกรัฐมนตรีว่าด้วยการสร้างระบบบริหารกิจการบ้านเมืองและสังคมที่ดี พ.ศ. 2542 ผู้บริหารจึงมีบทบาทสำคัญต้องสร้างแรงจูงใจ แสดงให้เห็นถึงความปรารถนาดีระหว่างครูกับองค์กรให้เกิดความผูกพันรักใคร่ระหว่างกัน

ความผูกพันต่อองค์กรมีความสำคัญต่อประสิทธิผลขององค์กรที่สามารถนำมาเป็นตัวชี้วัดอัตราความยั่งยืนในการทำงาน หากมีความผูกพันในอัตราสูงจะปฏิบัติงานด้วยความเต็มใจผลงานออกมาดีกว่าผู้ที่มีความผูกพันในระดับต่ำ ความผูกพันของเป็นตัวเชื่อมระหว่างความต้องการของครูผู้สอนกับเป้าหมายของผู้บริหารสถานศึกษา ในการยอมรับเป้าหมาย มีความเต็มใจที่จะทุ่มเทความรู้ความสามารถ มีความพึงพอใจในทำงาน การสร้างความเชื่อมั่นให้กับครูผู้สอนในการปฏิบัติงาน จะทำให้สถานศึกษาได้รับ

ความสำเร็จในการรักษาอัตราความยั่งยืนของการดำรงอยู่ในตำแหน่งครูผู้สอนทำให้ปฏิบัติหน้าที่มีความต่อเนื่องส่งผลต่อประสิทธิภาพการบริหารจัดการของผู้บริหารสถานศึกษา ประเด็นสำคัญสำหรับงานวิจัยนี้ คือ การสำรวจหาปัจจัยที่เกี่ยวข้องความสัมพันธ์ระหว่างการบริหารโดยใช้หลักธรรมาภิบาลของผู้บริหารสถานศึกษากับความผูกพันต่อองค์กรครูผู้สอน ในเขตพื้นที่การศึกษามัธยมศึกษาจังหวัดนครสวรรค์ ในการสร้างตัวชี้วัดสำหรับความผูกพันองค์กรครูผู้สอนให้มีความน่าเชื่อถือสืบต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาความสัมพันธ์การบริหารงานของผู้บริหารสถานศึกษาที่มีผลต่อความผูกพันต่อครูผู้สอนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์
2. เพื่อศึกษาหลักธรรมาภิบาลของผู้บริหารสถานศึกษาที่มีผลต่อความผูกพันต่อครูผู้สอน
3. เพื่อศึกษาความผูกพันของครูผู้สอนกับผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์

ขอบเขตการวิจัย

ความสัมพันธ์ระหว่างการบริหารงานโดยใช้หลักธรรมาภิบาลของผู้บริหารสถานศึกษากับความผูกพันต่อองค์กรของครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์

การวิจัยครั้งนี้ประกอบด้วยการวิจัยเชิงปริมาณ และเชิงคุณภาพ

1. ประชากร (population) ที่ใช้ในการวิจัย ประชากรที่ใช้ในการวิจัยครั้งนี้ คือ ผู้บริหารสถานศึกษา

และครูของโรงเรียนในเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษามัธยมศึกษาจังหวัดนครสวรรค์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์ ปีการศึกษา 2564 มีจำนวน 1,677 คน (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์, 2564 จำแนกตามสังกัดของสหวิทยาเขต ประกอบด้วย สหวิทยาเขตวิมานลอย จำนวน 6 แห่ง สหวิทยาเขตอัจราฉัย จำนวน 8 แห่ง สหวิทยาเขตร่มเกล้า-นวมินทร์ จำนวน 8 แห่ง สหวิทยาเขตทุ่งหินเทิน จำนวน 7 แห่ง สหวิทยาเขตตากฟ้า-ตาคลี จำนวน 5 แห่ง รวม 34 แห่ง ปีการศึกษา 2564 ครูผู้สอนจำนวน 1677 คน (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์, 2564)

ตาราง 1 ตารางจำแนกตามสังกัดของสหวิทยาเขต

สถานศึกษา	ผู้บริหาร	ครู	รวมทั้งสิ้น
สหวิทยาเขตวิมานลอย	10	255	265
สหวิทยาเขตอัจราฉัย	14	440	454
สหวิทยาเขตร่มเกล้า-นวมินทร์	12	366	378
สหวิทยาเขตทุ่งหินเทิน	14	285	299
สหวิทยาเขตตากฟ้า-ตาคลี	13	268	281
รวมทั้งสิ้น (คน)	63	1,614	1,677

ที่มา: ฐานข้อมูลของสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาจังหวัดนครสวรรค์, (2564)

2. ครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์ ประกอบด้วย ผู้บริหารสถานศึกษาและ ครูผู้สอนโรงเรียนในมัธยมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์ จำนวน 37 โรงเรียน กำหนดกลุ่มตัวอย่างจากการสุ่มแบบแบ่งชั้น และสุ่มแบบง่าย ได้กลุ่มตัวอย่างเชิงปริมาณ จำนวน 327 คน ตัวอย่างเชิงคุณภาพ 5 คน

ประโยชน์ที่คาดว่าจะได้รับ

1. ประโยชน์เชิงทฤษฎีงานวิจัยนี้ใช้ทฤษฎีความชอบธรรม ทฤษฎีความมุ่งมั่นความสัมพันธ์ระหว่าง

ครูผู้สอนกับการบริหารงานโดยใช้หลักธรรมาภิบาลของผู้บริหาร สถานศึกษาที่มีผลต่อความผูกพันต่อครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์

2. ประโยชน์ในการบริหารจัดการ

2.1 การบริหารงานของผู้บริหารสถานศึกษาเป็นระบบมีมาตรฐานเดียวกันในสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์

2.2 การบริหารงานโดยใช้หลักธรรมาภิบาลจะสร้างความน่าเชื่อถือให้กับครูผู้สอนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์

2.3 ครูผู้สอนได้รับการฝึกอบรมจะมีความรู้เพิ่มขึ้นมีความพึงพอใจในงานที่ทำ เต็มใจปฏิบัติงานมีโอกาสก้าวหน้าในอาชีพจะความตั้งใจอยู่กับสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์ตลอดไป

นิยามศัพท์

1. ความสัมพันธ์ระหว่างครูกับองค์กร (Teacher with Organization Relationships) หมายถึง ความสัมพันธ์ที่เกิดขึ้นระหว่างครูผู้สอนกับองค์กรครูทั้งที่เป็นทางการและไม่เป็นทางการ ซึ่งความสัมพันธ์นั้นเกิดขึ้นอย่างต่อเนื่องและตลอดระยะเวลาที่ทำงานในองค์กร โดยความสัมพันธ์ระหว่างครูกับองค์กรแบ่งออกเป็น 3 ด้านคือ 1) ความมีศรัทธาการยอมรับอำนาจซึ่งกันและกัน (Control mutuality) 2) ความไว้วางใจ (Trust) 3) ความมุ่งมั่น (Commitment)

2. ความมุ่งมั่น (Commitment) หมายถึง การที่ครูและองค์กรมีความเชื่อมั่นระหว่างกันความเป็นน้ำ หนึ่งใจเดียวกันช่วยกันทำทุกกิจกรรมให้สำเร็จลุล่วงได้ตามระยะเวลาที่กำหนด

3. ความรับผิดชอบในภาระหน้าที่ (Accountability) หมายถึง ความรับผิดชอบในการกระทำตามบทบาทหน้าที่ที่ได้รับมอบหมาย เพื่อรักษาผลประโยชน์สูงสุดอย่างมีคุณธรรมในการมีส่วนร่วมในการบริหารจัดการด้วยความซื่อสัตย์สุจริต

4. การกำกับดูแลกิจการ (Corporate governance) หมายถึง ระบบที่จัดให้มีโครงการในการควบคุมภายในการบริหารจัดการบริษัทที่มีประสิทธิภาพ โปร่งใส ตรวจสอบได้

5. ความผูกพันของครูผู้สอนต่อองค์กร (Teacher Engagement) หมายถึง ความรู้สึกและพฤติกรรมที่เกี่ยวข้องกับการปฏิบัติของพนักงาน ที่แสดงออกถึงความพยายามอย่างเต็มที่ ตั้งใจ อุทิศตน และสติปัญญาในการทำงานให้ประสบความสำเร็จตลอดจนทำงานที่นอกเหนือความรับผิดชอบตนโดยไม่หวังผลตอบแทน

6. ความตั้งใจอยู่ในองค์กร (Intention in organization) หมายถึง ความผูกพันของครูที่มีความพึงพอใจในงานที่ทำจากการฝึกอบรมทำให้เกิดองค์ความรู้ใหม่มีโอกาสพัฒนาตนเองจนกลายเป็นมืออาชีพโดยสมัครใจ

แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง

แนวคิดและทฤษฎีเพื่อใช้เป็นกรอบในการอธิบายความสัมพันธ์เชิงสาเหตุระหว่างครูผู้สอนกับการบริหารโรงเรียนโดยใช้หลักธรรมาภิบาลของผู้บริหารสถานศึกษาที่มีผลต่อความผูกพันในองค์กรกรณีศึกษาสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาจังหวัดนครสวรรค์ ประกอบด้วย ทฤษฎีการจัดการ (Management Theory)ในการบริหารจัดการองค์กร ของผู้บริหารสถานศึกษา ทฤษฎีสถาบัน (Institute Theory) ที่อธิบายถึงกฎเกณฑ์ทางสังคมกับสถานศึกษาเพื่อใช้อธิบายว่า อะไรคือสาเหตุที่ทำให้เกิดความผูกพันในองค์กร ทฤษฎีความชอบธรรม (legitimacy Theory) เป็นทฤษฎีที่อธิบายถึงการปฏิบัติงานของผู้บริหารสถานศึกษาที่สอดคล้องกับกฎระเบียบทางสังคมทำให้เกิดความชอบธรรมตามกฎหมาย ทฤษฎีความมุ่งมั่น (Commitment Theory) ที่อธิบายถึงองค์ประกอบสำคัญในการสร้างระบบการศึกษาที่มีคุณภาพ

งานวิจัยที่เกี่ยวข้อง

John Meyer & Brian Rowan, (1977) ได้ทำการศึกษาความสัมพันธ์ระหว่าง บรรทัดฐานที่เป็นกฎเกณฑ์ทางสังคมกับอุดมการณ์ขององค์กรเพื่อใช้อธิบายว่า อะไรคือสาเหตุที่ทำให้เกิดพฤติกรรมในองค์กร เหตุการณ์ที่เกิดขึ้นนั้นองค์กรจะมีวิธีการสื่อสาร

อย่างไรที่จะทำให้บุคคลที่เกี่ยวข้องมีความเข้าใจ การสื่อสารในนามขององค์กรต้องคำนึงถึงการรักษาชื่อเสียงและมีความชอบธรรมทางกฎหมาย

Meyer & Rowan (1977); DiMaggio & Powell ,(1983); Zucker ,(1977) ได้อธิบายว่า การกำหนดกฎระเบียบบังคับ ภาพรวมการนำเสนอในส่วนนี้จะให้ความสำคัญกับการรับรู้ถึงปฏิสัมพันธ์ระหว่างองค์กรกับสภาพแวดล้อมภายนอกในบริบทที่ผู้วิจัยต้องการศึกษา มีประเด็นนำเสนอ เช่น การศึกษาของ Abbott , (1981) ได้อธิบายว่าปฏิสัมพันธ์ระหว่างองค์กรกับสภาพแวดล้อมต้องมีการเปลี่ยนแปลง องค์กรต้องปรับกระบวนการขององค์กรให้มีความเหมาะสม มีความถูกต้องทางกฎหมายจะสร้างความมั่นคงให้กับองค์กรในระยะยาว (Selznick,1996) และ การศึกษาของ Hirsch & Lounsbury, (1997) ได้ทำการศึกษาเกี่ยวกับการกระทำขององค์กรต้องมีความถูกต้องตามกฎหมายจะช่วยให้เข้าใจพฤติกรรมของผู้ปฏิบัติงาน

Paul DiMaggio & Walter Powell ,(1983) ได้นำแนวคิดเกี่ยวกับสถาบันมาอธิบายแรงกดดันแบบ isomorphic ประกอบด้วย 3 ลักษณะ คือ 1) แบบบีบบังคับ 2) แบบเลียนแบบ 3) เชิงบรรทัดฐาน ที่เกิดจากภายนอกมีอำนาจบังคับให้องค์กรยอมรับกฎเกณฑ์ที่ครอบคลุมทั่วทั้งองค์กรเป็นกระบวนการที่องค์กรแสวงหาความชอบธรรมและความอยู่รอดมากกว่าประสิทธิภาพในการดำเนินงาน ด้วยเหตุที่ความแตกต่างทางวัฒนธรรมทำให้ข้อกำหนดทางกฎหมายและบรรทัดฐานหลักการดำเนินงาน แต่ละองค์กรไม่เหมือนกัน

Sani (2013) ทำการศึกษาและอธิยายว่าการให้คำมั่นสัญญาแก่องค์กรว่าเป็น "ความปรารถนาของพนักงานที่จะเป็นส่วนหนึ่งและเต็มใจที่จะใช้ความพยายามอย่างพิเศษเพื่อสร้างประโยชน์ให้กับองค์กร" ในทำนองเดียวกัน ความมุ่งมั่นขององค์กรได้อธิบายถึงความภักดี ความผูกพัน สัญญาทางจิต การให้ความร่วมมือโดยสมัครใจ และทัศนคติในการทำงานของพนักงานที่มีต่อองค์กรเพื่อให้บรรลุเป้าหมายขององค์กร (Bello, 2012; Robbins, 2001; Wallace, 1995; Wuet al., 2006)

ระเบียบวิธีวิจัย

1. เครื่องมือที่ใช้ในการศึกษา

การวิจัยเชิงปริมาณเป็น แบบสอบถาม เรื่องการบริหารงานโดยใช้หลักธรรมาภิบาลของผู้บริหาร สถานศึกษาที่มีผลต่อความผูกพันต่อองค์กรของครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษา มัธยมศึกษา เขต 17 จังหวัดนครสวรรค์ สามารถจำแนกได้ 2 กลุ่ม ได้แก่ 1) วิธีวิจัยเชิงปริมาณใช้แบบสอบถาม ที่ครอบคลุมนิยามเชิงปฏิบัติการของตัวแปรที่ศึกษา 2) วิธีวิจัยเชิงคุณภาพใช้แบบสัมภาษณ์กึ่งโครงสร้าง การสร้างแบบสอบถามผู้วิจัยได้สร้างจาก การทบทวนวรรณกรรม การศึกษาแนวคิดทฤษฎีที่เกี่ยวข้อง

ตอนที่ 1 แบบสอบถามคำถาม ในส่วนนี้เป็นการวัดตัวแปรสังเกตได้เกี่ยวกับข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถามผู้วิจัยได้ใช้ข้อคำถามตอนที่ 1 แบบสอบถามเกี่ยวกับสถานภาพส่วนตัวผู้ให้ข้อมูลหรือผู้ตอบแบบสอบถาม ลักษณะคำถามปลายปิด และคำถามแบบตรวจสอบรายการ ประกอบด้วยเพศ อายุ ระดับการศึกษา ศาสนา

ตอนที่ 2 แบบสอบถามเกี่ยวกับการบริหารงานโดยใช้หลักธรรมาภิบาลของผู้บริหาร (พัฒนาแนวคิดมาจาก หลักคุณธรรมและจริยธรรมในระบบบริหารกิจการบ้านเมืองและสังคมที่ดี พ.ศ. 2542, หลักธรรมาภิบาลของการบริหารกิจการบ้านเมืองที่ดี พ.ศ. 2555, Martini & Wardhani, (2015)

ตอนที่ 3 แบบสอบถามเกี่ยวกับความผูกพันต่อองค์กรของครูผู้สอน (พัฒนาแนวคิดมาจาก แนวคิดของ Meyer and Allen, (1991) Porter and Steers, (1973, และมี Hirsch & Lounsbury, (1997), Paul DiMaggio & Walter Powell ,(1983)), Zucker, (1977)

แบบสอบถามเพื่อการวิจัยจำแนกตามลักษณะของตัวแปรสังเกตได้ โดยมุ่งเน้นการศึกษาวิจัย ของผู้บริหารสถานศึกษามีความสัมพันธ์กับความผูกพันต่อองค์กรของครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา นครสวรรค์

เครื่องมือที่ใช้ในการวิจัย การวิจัยเชิงคุณภาพ คือ แบบสัมภาษณ์กึ่งโครงสร้าง (semi – structured interview) เป็นเครื่องมือสัมภาษณ์เชิงลึก (in-depth interview) รวมกับการสังเกตแบบมีส่วนร่วมและไม่มีส่วนร่วม (non-participate observation) ผู้ให้ข้อมูลได้แก่ ผู้บริหารสถานศึกษาและครูผู้สอนในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาจังหวัด นครสวรรค์ จำนวน 5 คน

การตรวจสอบคุณภาพเครื่องมือ ผู้วิจัยทำการตรวจสอบคุณภาพเครื่องมือการหาความเที่ยงตรงเชิงเนื้อหา (Content Validity) และ ด้านความเชื่อมั่น (Reliability) มีลำดับขั้นตอน ดังนี้

1. การหาความเที่ยงตรงเชิงเนื้อหา (Content Validity) ผู้วิจัยนำแบบสอบถามให้ผู้เชี่ยวชาญ

3 ท่าน ประกอบด้วย 1). ด้านการบริหารจัดการ 2). ด้านธรรมาภิบาล 3). ด้านความผูกพันขององค์กรครูผู้สอน พิจารณาเกี่ยวกับการใช้ภาษาและครอบคลุมของเนื้อหา โดยการหาดัชนีความสอดคล้องระหว่างข้อคาถามและวัตถุประสงค์ (index of congruence: IOC) แล้วคัดเลือกข้อที่มีค่า IOC ตั้งแต่ 0.50 ขึ้นไปมาทดลองใช้ (สุวิมล ติรกานันท์, 2543)

2. การหาค่าความเชื่อมั่น (Reliability) จากแบบสอบถามที่ปรับปรุงแก้ไขตามคำแนะนำของ ผู้เชี่ยวชาญทั้ง 3 ท่าน นำมาทดสอบกับภาคสนาม เป็นการทดลองใช้ (try out) กับกลุ่มที่มีคุณสมบัติใกล้เคียงกับกลุ่มตัวอย่างได้แก่ ผู้อำนวยการและผู้บริหารสถานศึกษาและครูผู้สอนในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาจังหวัดนครสวรรค์ วิจัยส่งหนังสือขอความอนุเคราะห์ในการตอบแบบสอบถามอิเล็กทรอนิกส์ 30 ชุด อย่างไม่เป็นทางการ แบบสอบถามตอบกลับมามีจำนวน 270 ชุด ผู้วิจัยนำแบบสอบถามมาตรวจสอบความสัมพันธ์ในแต่ละข้อคำถามกับเครื่องมือที่ใช้ในการวิจัย (Item -total correlation) และความสอดคล้องภายใน(Internal Consistency) ด้วยวิธีหาค่าสัมประสิทธิ์แอลฟา แบบครอนบาค (Cronbach's Alpha coefficient)

กระบวนการข้อมูลและการวิเคราะห์ข้อมูลเชิงปริมาณ

ประมวลผลด้วยโปรแกรมสำเร็จรูปสำหรับงานวิจัยทางสังคมศาสตร์ใช้สถิติการวิเคราะห์ ดังนี้

1. การวิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ประกอบด้วย เพศ อายุ การศึกษา ศาสนา ระยะเวลาที่เป็นครูผู้สอน ใช้การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistic Analysis) ได้แก่ ความถี่ (Frequency) ร้อยละ (Percentage) เพื่อใช้วิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

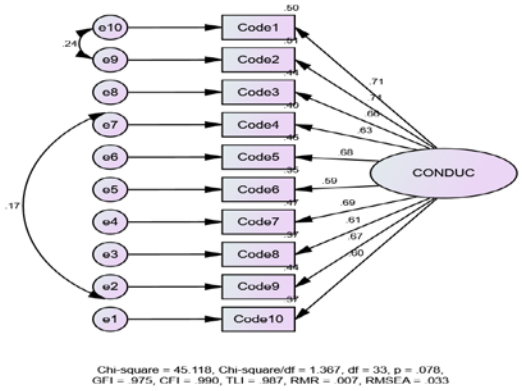
2. การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistic Analysis) ได้แก่ ค่าเฉลี่ย (mean) ค่าเบี่ยงเบนมาตรฐาน (S.D.) ในรูปแบบตารางกับการบรรยายสรุปผลการดำเนินการวิจัย ทั้งนี้ผู้วิจัยได้นำค่าเฉลี่ยไปเปรียบเทียบกับเกณฑ์ตามแนวคิดของ บุญชม ศรีสะอาด, (2558)

3. การวิเคราะห์เพื่อทดสอบเงื่อนไขพื้นฐานของโมเดลสมการเชิงโครงสร้าง (Structural equation modeling) การวิเคราะห์ข้อมูลโดยการแจกแจงปกติ ตรวจสอบข้อมูลในแบบสอบถาม (Screening data) และตรวจสอบข้อมูลสูญหายก่อนการวิเคราะห์ (Missing data) การศึกษาในส่วนนี้ใช้วิธีแทนค่า ด้วยค่าเฉลี่ยของตัวแปรนั้น (Mean) ตรวจสอบการแจกแจงของตัวแปร (Normality) โดยพิจารณาว่าตัวแปรมีการแจกแจงตามปกติหรือไม่ ข้อมูลที่แจกแจงปกติจะมีค่าความเบ้ (Skewness) และ ความโด่ง (Kurtosis) อยู่ระหว่าง -2 ถึง +2 (Garson, 2012) ข้อมูลที่ผ่านการตรวจสอบจะเป็นข้อมูลที่นำมาวิเคราะห์ (กัลยา วานิชย์บัญชา ,2556) รวมทั้งวิเคราะห์ค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างตัวแปร เพื่อทดสอบตัวแปรที่มีค่าความสัมพันธ์สูงเกินไป (Multicollinearity) ใช้ค่าสัมประสิทธิ์สหสัมพันธ์ของเพียรสัน (Pearson's correlation coefficient) (กัลยา วานิชย์บัญชา, 2556)

4. การวิเคราะห์องค์ประกอบเชิงยืนยัน (CFA: Confirmatory Factor Analysis) ว่าตัวแปรสังเกตได้เป็นไปตามทฤษฎีหรือไม่ มีรายละเอียด ดังนี้ 1) ค่าไคสแควร์ (Chi-square) 2) ค่าไคสแควร์สัมพัทธ์ (Chi-square/df) 3) ค่าดัชนีวัดความสอดคล้อง (GFI) 4) ค่า Comparative Fit Index (CFI) 5) ค่า Tucker – Lewis Index (TLI) 6) ค่ารากของกำลังสองเฉลี่ยของเศษเหลือ (RMR) 7) ค่ารากที่สองของค่าเฉลี่ยความคาดเคลื่อนกำลังสองของการประมาณค่า (RMSEA) 8) เกณฑ์ค่าสถิติที่ใช้ในการประเมินความสอดคล้องของตัวแบบ

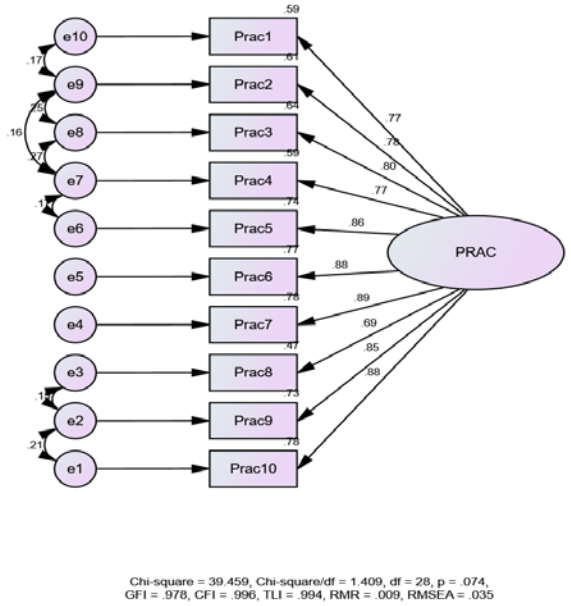
ผลการวิเคราะห์

1) ผลการวิเคราะห์ตัวแบบการวัดในองค์ประกอบด้านหลักธรรมาภิบาล พบว่า โมเดลการวัดความสอดคล้องระหว่างตัวแบบกับข้อมูลเชิงประจักษ์ในระดับดี โดยพิจารณาจากค่าดัชนีต่าง ๆ ได้แก่ Chi-square/df = 1.367, p = 0.078, GFI = 0.975, CFI = 0.990, TLI = 0.987, RMR = 0.007, และ RMSEA = 0.033



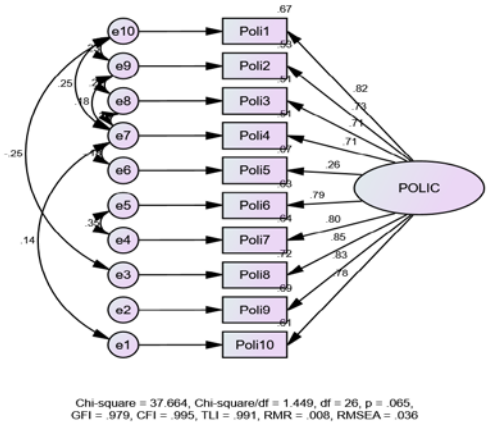
ค่าสถิติ	จรรยาบรรณ
Chi square (p value)	0.078
Chi-square/df	1.367
ดัชนีวัดความสอดคล้อง (GFI)	0.975
Comparative Fit Index (CFI)	0.990
Tucker – Lewis Index (TLI)	0.987
RMR	0.007
RMSEA	0.033

2) ผลการวิเคราะห์ตัวแบบการวัดในองค์ประกอบด้านความผูกพันองค์กรครูผู้สอน พบว่า ตัวแบบมีความสอดคล้องระหว่างตัวแบบกับข้อมูลเชิงประจักษ์ดี โดยพิจารณาจากค่าดัชนีต่าง ๆ ได้แก่ Chi-square/df = 1.409, p = 0.074, GFI = 0.978, CFI = 0.996, TLI = 0.994, RMR = 0.009, และ RMSEA = 0.035



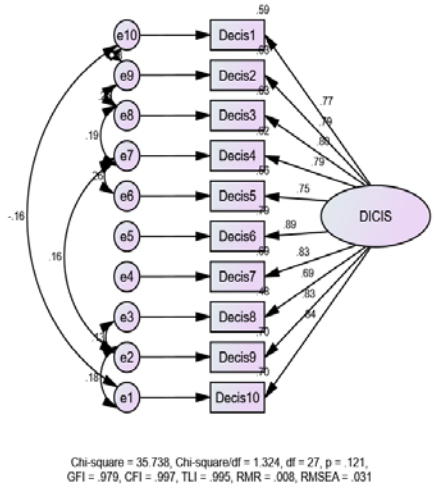
ค่าสถิติ	องค์ประกอบ แนวปฏิบัติบัญชีบริหาร
Chi square (p value)	0.074
Chi-square/df	1.409
ดัชนีวัดความสอดคล้อง (GFI)	0.978
ComparativeFit Index (CFI)	0.996
Tucker – Lewis Index (TLI)	0.987
RMR	0.009
RMSEA	0.035

3) ผลการวิเคราะห์ตัวแบบการวัดองค์ประกอบด้านการบริหารจัดการของผู้บริหารสถานศึกษา พบว่าตัวแบบมีความสอดคล้อง กับข้อมูลเชิงประจักษ์ดี โดยพิจารณาจากค่าดัชนีต่าง ๆ ได้แก่ Chi-square/df = 1.449,
p = 0.065, GFI = 0.979, CFI = 0.995, TLI = 0.991, RMR = 0.008, และ RMSEA = 0.036



ค่าสถิติ	องค์ประกอบ นโยบายองค์กร
Chi square (p value)	0.065
Chi-square/df	1.449
ดัชนีวัดความสอดคล้อง (GFI)	0.979
Comparative Fit Index (CFI)	0.995
Tucker – Lewis Index (TLI)	0.991
RMR	0.008
RMSEA	0.036

4) ผลการวิเคราะห์ตัวแบบการวัดความผูกพันของครูผู้สอนที่มีต่อการบริหารจัดการของผู้บริหารสถานศึกษา พบว่า ตัวแบบมี ความสอดคล้องระหว่างตัวแบบกับข้อมูลเชิงประจักษ์ดี โดยพิจารณาจากค่าดัชนีต่าง ๆ ได้แก่ Chi-square/df = 1.324, p = 0.121, GFI = 0.979, CFI = 0.997, TLI = 0.995, RMR = 0.008, และ RMSEA = 0.031



ค่าสถิติ	การตัดสินใจเชิงจริยธรรม
Chi square (p value)	0.121
Chi-square/df	1.324
ดัชนีวัดความสอดคล้อง (GFI)	0.979
Comparative Fit Index (CFI)	0.997
Tucker – Lewis Index (TLI)	0.995
RMR	0.008
RMSEA	0.031

ผลการวิเคราะห์โมเดลตามสมมติฐานการวิจัย

1) ผลการวิเคราะห์โมเดลการวัดความผูกพันของครูผู้สอนที่มีต่อการบริหารจัดการของผู้บริหารสถานศึกษา พบว่า ค่านัยสำคัญทางสถิติ (p-value) มีค่าเท่ากับ 0.082 ค่าไคสแควร์สัมพัทธ์ (df) มีค่าเท่ากับ .287 ค่าดัชนีวัดความสอดคล้องเชิงสัมพัทธ์ (CFI) มีค่าเท่ากับ .996 ค่าดัชนีวัดความสอดคล้อง (GFI) มีค่าเท่ากับ 0. 950 ดัชนีเปรียบเทียบความกลมกลืนของข้อมูลเชิงประจักษ์ (TLI) 0.994 ค่าประมาณความคลาดเคลื่อนของรากกำลังสองเฉลี่ย (RMSEA) มีค่าเท่ากับ 0.017 ดัชนีวัดค่าเฉลี่ยส่วนที่เหลือจากการเปรียบเทียบขนาด (RMR) มีค่าเท่ากับ 0.015 ซึ่งทุกค่าผ่านเกณฑ์ที่กำหนด (Hair, et al., 2010)

สรุปได้ว่า โมเดลที่ผู้วิจัยพัฒนาขึ้นมีความสอดคล้องกับข้อมูลเชิงประจักษ์เป็นตามเกณฑ์พิจารณาทุกข้อผลการพิจารณาผ่านในเกณฑ์ดี ผู้วิจัยพัฒนาขึ้นมีความสอดคล้องกับข้อมูลเชิงประจักษ์เป็นตามเกณฑ์พิจารณาทุกข้อผลการพิจารณาผ่านในเกณฑ์ดี

การวิเคราะห์ตัวแบบสมการโครงสร้างโดยการทดสอบความเหมาะสมของโมเดล Goodness-of-fit ผลการวิเคราะห์พบว่าโมเดลมีความเหมาะสม โดยมีค่าสถิติความสอดคล้องในระดับที่ยอมรับได้

ผลการวิเคราะห์ข้อมูลเพื่อตอบสมมติฐานการวิจัย

ตามสมมติฐาน H1-H3 ที่มีต่อความสัมพันธ์ความสัมพันธ์ระหว่างการบริหารโดยใช้หลักธรรมาภิบาลของผู้บริหารสถานศึกษากับความผูกพันต่อองค์กรครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์

ผลการศึกษายอมรับสมมติฐานการวิจัยทุกข้อ คือ

สมมติฐานการวิจัยที่ 1: การบริหารงานของผู้บริหารสถานศึกษามีความสัมพันธ์เชิงบวกกับความผูกพันต่อ ครูผู้สอนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เป็นไปตามเงื่อนไข ยอมรับ H1

สมมติฐานการวิจัยที่2: หลักธรรมาภิบาลของผู้บริหารสถานศึกษาที่ความสัมพันธ์เชิงบวกกับความผูกพันต่อครูผู้สอนสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เป็นไปตามเงื่อนไข ยอมรับ H2

สมมติฐานการวิจัยที่3: ความผูกพันของครูผู้สอนมีความสัมพันธ์เชิงบวกกับผู้บริหารสถานศึกษา เป็นไปตามเงื่อนไข ยอมรับ H3

ผลการวิเคราะห์ข้อมูลครูผู้สอนส่วนใหญ่เป็นเพศหญิง อายุ 25-40 ปีขึ้นไป นับถือศาสนาพุทธ การศึกษาในระดับปริญญาตรี ระยะเวลาเป็นระยะเวลาที่เป็นครูผู้สอน 6-10 ปี

ผลการวิเคราะห์อิทธิพลเส้นทางการตรวจสอบความเชื่อถือได้ของโมเดลการวัดด้านธรรมาภิบาล พบว่า 2 ตัวแปรมีค่าสูงสุด ได้แก่ ความเป็นอิสระและมาตรฐานการปฏิบัติงาน มีค่าความเที่ยงตรงของตัวแปรแฝง เท่ากับ 10.258 และ เท่ากับ 10.194 ผลการวิเคราะห์อิทธิพลเส้นทางการตรวจสอบความเชื่อถือได้ของโมเดลการวัดการบริหารงานตามหลักธรรมาภิบาลของผู้บริหารสถานศึกษา พบว่า 2 ตัวแปรมีค่าสูงสุด ได้แก่ ผู้บริหารปฏิบัติตนตามกฎหมาย กฎ ระเบียบ ข้อบังคับอย่างสม่ำเสมอ และ ผู้บริหารมีทัศนคติที่ดีและส่งเสริมให้ผู้ใต้บังคับบัญชาปฏิบัติตามกฎหมาย มีค่าเท่ากับ .996 และ .995

อภิปรายผลการวิเคราะห์องค์ประกอบเชิงยืนยัน (Confirmatory factor) แนวคิดเกี่ยวกับหลักธรรมาภิบาลประเด็นที่มีค่าสูงสุด คือ หลักนิติธรรม สอดคล้องกับทฤษฎีสถาบัน งานวิจัยของ John Meyer & Brian Rowan, (1977) ได้ทำการศึกษาความสัมพันธ์ระหว่าง บรรทัดฐานที่เป็นกฎเกณฑ์ทางสังคมกับอุดมการณ์ขององค์กรเพื่อใช้อธิบายว่า อะไรคือสาเหตุที่ทำให้เกิด

พฤติกรรมในองค์กร และสอดคล้องกับทฤษฎีความชอบธรรม งานวิจัยของ Archel et , al, (2009) ปฏิสัมพันธ์ระหว่างองค์กรกับสภาพแวดล้อมมีการเปลี่ยนแปลงตลอดเวลา นักวิชาการหลายท่านได้กล่าวว่าการปฏิบัติงานด้วยความชอบธรรมยังคงต้องมีการปรับปรุงให้มีความเหมาะสมกับสภาพแวดล้อมในการทำงาน

แนวคิดเกี่ยวกับการบริหารจัดการของผู้บริหารสถานศึกษา ประเด็นที่มีค่าสูงสุด คือ หลักคุณธรรม ผู้บริหารมีหลักการบริหารงานโดยยึดมั่นในความถูกต้อง สอดคล้องกับทฤษฎีทฤษฎีความมุ่งมั่น งานวิจัยของ Sani (2013) ทำการศึกษาและอธิยายว่าการให้คำมั่นสัญญาแก่องค์กรว่าเป็น "ความปรารถนาของพนักงานที่จะเป็นส่วนหนึ่งในการบริหารจัดกงานมีความเต็มใจที่จะใช้ความพยายามเพื่อสร้างประโยชน์ให้กับองค์กร" ในทำนองเดียวกัน ความมุ่งมั่นขององค์กรได้อธิบายถึงความภักดี ความผูกพันเป็นสัญญาทางจิตใจ ครูผู้สอนมีความปรารถนาที่จะให้ความร่วมมือในกิจกรรมที่ได้รับมอบหมายจากผู้บริหารโดยสมัครใจ มีทัศนคติที่ดีในการทำงานเพื่อต้องการผลสำเร็จตามเป้าหมายขององค์กร

ข้อเสนอแนะที่ได้จากการวิจัย

1. ผู้บริหารสถานศึกษาสามารถนำผลการวิจัยไปกำหนดเป็นแนวทางการในเสริมสร้างความผูกพันกับครูผู้สอน เพื่อสร้างแรงจูงใจในการปฏิบัติงานในสถานศึกษาอย่างเป็นมาตรฐานเดียวกัน

2. ผู้บริหารสถานศึกษานำแนวทางการเสริมสร้างความผูกพันของครูผู้สอนในด้านการดูแลช่วยเหลือนักเรียนและกิจกรรมสร้างเสริมประสบการณ์ของสถานศึกษา โดยการส่งเสริมให้ครูผู้สอนมีอิสระทางความคิดสามารถนำเสนอแนวคิดในกิจกรรมต่างๆ ของสถานศึกษาและมีส่วนร่วมในการดำเนินงาน มีสัมพันธ์ภาพที่ดีกับเพื่อนครูในสถานศึกษา สร้างบรรยากาศที่ดีในการทำงาน เปิดโอกาสให้ครูผู้สอนได้รับการพัฒนาทักษะความรู้ นำความรู้ที่ได้รับมาพัฒนางานให้มีประสิทธิภาพ จะเกิดผลดีกับการบริหารจัดการสถานศึกษาให้ดียิ่งขึ้นต่อไป

3. สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานครสวรรค์ นำผลการวิจัยไปกำหนดแนวทางในการวางแผน เพื่อเสริมสร้างความผูกพันระหว่างการบริหารจัดการของผู้บริหารสถานศึกษากับครูผู้สอน เพื่อให้ครูมีความเข้าใจ มีความเสียสละ ทุ่มเทเวลากับการทำงาน อุทิศเวลาให้กับการเรียนการสอน

ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

1. ควรมีการศึกษาเกี่ยวกับปัจจัยส่วนบุคคลที่มีอิทธิพลต่อความผูกพัน เพื่อสร้างความสัมพันธ์ของตัวแปรที่สามารถนำมาใช้เป็นแนวทางพัฒนาครูผู้สอนในสถานศึกษา

2. ควรมีการทำวิจัยกับครูผู้สอนในบริบทที่แตกต่างด้านความพึงพอใจในค่าตอบแทนในการสร้างความผูกพันกับสถานศึกษา เพื่อจะได้มุมมองใหม่นำมาใช้เป็นแนวทางการเสริมสร้างความผูกพันของครูในบริบทที่แตกต่างกันออกไป

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คุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี

The quality of the elderly lives in Bang Khu Subdistrict Administrative Organization, Tha Wung District, Lopburi Province

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาระดับคุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี เพื่อเปรียบเทียบระดับคุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี จำแนกตามปัจจัยส่วนบุคคล

กลุ่มตัวอย่างที่ใช้ในการศึกษาในการวิจัยครั้งนี้ ได้แก่ ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี จำนวน 280 คน โดยเครื่องมือที่ใช้ในการเก็บข้อมูลในการศึกษาวิจัย คือ แบบสอบถาม และใช้โปรแกรมคอมพิวเตอร์สำเร็จรูปทางสถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์ความแปรปรวนทางเดียว โดยกำหนดค่านัยสำคัญทางสถิติที่ใช้ในการวิเคราะห์ครั้งนี้ไว้ที่ระดับ .05

ผลการศึกษาค้นคว่า พบว่า คุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี มีระดับคุณภาพชีวิตในระดับปานกลาง จากการทดสอบสมมติฐานพบว่า ตัวแปรทางด้าน อายุ อาชีพ และแหล่งที่มารายได้หลัก มีผลต่อคุณภาพชีวิตอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

คำสำคัญ: คุณภาพชีวิต, ผู้สูงอายุ, องค์การบริหารส่วนตำบลบางคู้

Abstract

The purpose of this research was to study the level of quality of the elderly lives in Bang Khu Subdistrict Administrative Organization, Tha Wung District, Lopburi Province. To caompare the level of quality of the elderly lives in Bang Khu Subdistrict Administrative Organization, Tha Wung District, Lopburi Province classifired by personal factors.

The sample composed of 280 persons of eldery in Bang Khu Subdistrict Administrative Organization, Tha Wung District, Lopburi Province. The data collected by using questionnaires and analyzed by using the statistic program. The statistics used for data analysis were Percentage, Mean, Standard Deviation, t-test, and One-Way ANOVA. The level of significance for statistical testing was 0.05.

The research findings are as follow. The level of quality of the elderly lives in Bang Khu Subdistrict Administrative Organization, Tha Wung District, Lopburi Province was moderate. According to the hypothesis testing, age, occupation, and income sources did cause difference in the quality of the elderly lives. The level of significance for statistical testing was 0.05.

Keywords: Quality of life, Elderly, Bang Khu Subdistrict Administrative Organization

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บทนำ

ในปัจจุบันโครงสร้างของประชากรโลกและประชากรไทยมีการเปลี่ยนแปลงอย่างคล้ายคลึงกัน คือ จำนวนประชากรวัยเด็กมีโนวโน้มลดลง แต่ในขณะเดียวกันแนวโน้มจำนวนประชากรสูงอายุนั้นเพิ่มขึ้น โดยโครงสร้างประชากรจะมีการเปลี่ยนแปลงเข้าสู่การเป็นสังคมผู้สูงอายุในทศวรรษนี้ เหตุผลหลักของการเปลี่ยนผ่านทางสังคมเข้าสู่สังคมผู้สูงอายุนั้นมาจากความเจริญทางเศรษฐกิจ ความก้าวหน้าทางสาธารณสุขและการดูแลรักษาสุขภาพร่างกายอย่างเหมาะสม ซึ่งเหตุผลหลักเหล่านี้ทำให้ประชากรผู้สูงอายุมีจำนวนคงที่และยังทำให้เพิ่มจำนวนผู้สูงอายุรายใหม่อีกด้วย และในปัจจุบันนี้ ประเทศไทยได้เข้าสู่การเป็นสังคมผู้สูงอายุอย่างสมบูรณ์ เนื่องจากร้อยละ 20 ของจำนวนประชากรทั้งหมด คือ ประชากรที่มีอายุมากกว่า 60 ปีขึ้นไป ตามที่องค์การสหประชาชาติ หรือ UN ได้มีการระบุไว้ว่าประเทศที่มีประชากรอายุ 60 ปีขึ้นไปมากกว่าร้อยละ 20 ของประชากรทั้งหมดในประเทศ จะถือว่าประเทศนั้นได้เข้าสู่สังคมผู้สูงอายุอย่างสมบูรณ์

ซึ่งการที่ประเทศมีจำนวนผู้สูงอายุมากขึ้นทำให้มีผู้สูงอายุจำนวนมากที่ต้องเผชิญกับภาวะยากลำบากในหลายมิติ ไม่ว่าจะเป็นมิติทางเศรษฐกิจ มิติสุขภาพ มิติสภาพแวดล้อมและที่อยู่อาศัยและมิติสังคม โดยทางด้านมิติเศรษฐกิจนั้น ประมาณร้อยละ 17 ของผู้สูงอายุมีรายได้รวมน้อยกว่า 40,000 บาทต่อปีและไม่มีเงินออมเลยอีกด้วย และด้านมิติสังคม ผู้สูงอายุร้อยละ 1 ครองตัวเป็นโสดและอาศัยอยู่เพียง ซึ่งสัดส่วนของประชากรวัยเด็กและวัยทำงานมีจำนวนลดลงในขณะที่สัดส่วนของประชากรสูงอายุที่มีแนวโน้มเพิ่มขึ้นอย่างต่อเนื่องนั้นเป็นการก้าวผ่านสถานการณ์เปลี่ยนแปลงโครงสร้างทางประชากร ที่ถือเป็นหนึ่งในความท้าทายของประเทศ เนื่องจากจำนวนผู้สูงอายุที่เพิ่มมากขึ้น ทำให้เกิดภาระทางการคลังในการจัดสรรสวัสดิการให้กับผู้สูงอายุ อย่างเช่น เบี้ยยังชีพผู้สูงอายุและค่ารักษาพยาบาล และด้วยปัญหาทางด้านเศรษฐกิจที่ผู้สูงอายุต้องเผชิญทำให้เกิดความไม่พร้อมทางการเงินและการจัดหาที่อยู่อาศัยที่เหมาะสมในยามแก่ชราได้จึงต้องหันไปพึ่งพาสวัสดิการต่าง ๆจากรัฐ (มูลนิธิสถาบันวิจัยและพัฒนาผู้สูงอายุ, 2564) จากการสำรวจการทำงานของผู้สูงอายุในปี พ.ศ. 2562 ที่ผ่านมา พบว่า ผู้สูงอายุส่วนมากไม่ได้ทำงานในระบบและไม่มีแนวโน้มการเปลี่ยนแปลงการประกอบอาชีพมากนัก

โครงสร้างประชากรที่มีการเปลี่ยนแปลงเป็นสังคมผู้สูงอายุ เป็นประเด็นที่ได้รับความสนใจในระดับชาติและในระดับโลก และเป็นปรากฏการณ์ที่เกิดขึ้นทั้งในประเทศที่พัฒนาแล้วและประเทศกำลังพัฒนา โครงสร้างประชากรที่เปลี่ยนแปลงไปทำให้เกิดผลกระทบเป็นวงกว้างในระดับมหภาค อย่างเช่น ผลิตภัณฑ์มวลรวมในประเทศ (GDP) รายได้ต่อหัวของประชากร งบประมาณของรัฐบาลและการจ้างงาน นอกจากนี้ยังส่งผลต่อในระดับบุคคลอีกด้วย อย่างเช่น ปัญหาด้านเศรษฐกิจ ปัญหาทางด้านสุขภาพ ทั้งในด้านร่างกายและจิตใจ ดังนั้นการวางแผนโครงสร้างประชากรที่มีสัดส่วนของจำนวนประชากรสูงอายุเพิ่มขึ้นอย่างเป็นระบบจึงเป็นสิ่งที่สำคัญอย่างยิ่ง อายุที่เพิ่มขึ้นทำให้โอกาสของการเจ็บป่วย การเกิดภาวะทุพพลภาพและภาวะพิการก็จะสูงขึ้นด้วย ผู้สูงอายุในปัจจุบันเป็นกลุ่มเปราะบางที่ต้องประสบกับกระแสการเปลี่ยนแปลงทางเศรษฐกิจ สังคม วัฒนธรรมและการเมือง ซึ่งการเปลี่ยนแปลงดังกล่าวส่งผลต่อการดำรงชีวิตของผู้สูงอายุ รวมไปถึงคุณภาพชีวิตของผู้สูงอายุอีกด้วย

การศึกษาคุณภาพชีวิตของผู้สูงอายุอาจจะเป็นประโยชน์แก่ชุมชนหรือหน่วยงานที่เกี่ยวข้องในการพัฒนาและปรับปรุงคุณภาพชีวิตของผู้สูงอายุให้มีความเป็นอยู่ที่ดีขึ้น สาเหตุของคุณภาพชีวิตผู้สูงอายุมีมาจากหลายปัจจัยที่มารวมกัน ไม่ได้เกิดจากปัจจัยใจเพียงปัจจัยเดียวเท่านั้น ดังนั้นผู้วิจัยจึงมีความสนใจที่จะศึกษาคุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี เพื่อนำผลการศึกษาที่ได้นำเสนอต่อองค์การบริหารส่วนตำบลบางคู้นำไปใช้เป็นข้อมูลพื้นฐานสำหรับการนำไปประยุกต์ใช้ในการดำเนินการด้านการกำหนดนโยบาย โครงการหรือกิจกรรมที่เกี่ยวข้องเพื่อการพัฒนาและยกระดับคุณภาพชีวิตของผู้สูงอายุภายในเขตการปกครอง ตลอดจนนำไปใช้เผนแพร่เป็นสื่อประชาสัมพันธ์ รวมถึงใช้ในการแลกเปลี่ยนข้อมูลเป็นแนวทางในการเรียนการดำเนินงานด้านผู้สูงอายุกับองค์กรปกครองส่วนท้องถิ่นอื่น ๆต่อไปในอนาคต

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับคุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี
2. เพื่อเปรียบเทียบคุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี จำแนกตามปัจจัยส่วนบุคคล

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง คุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี เป็นการศึกษาปัจจัยส่วนบุคคลที่มีผลต่อคุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี

ในการวิจัยครั้งนี้ ประชากรที่ใช้ในการวิจัยในครั้งนี้ คือ ผู้สูงอายุที่อาศัยอยู่ในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี ทั้ง 15 หมู่บ้าน จำนวน 1,093 คน ผู้ศึกษาค้นคว้าได้กำหนดขนาดของกลุ่มตัวอย่างขนาดของกลุ่มตัวอย่าง โดยใช้โปรแกรมสำเร็จรูป G*Power ได้จำนวนตัวอย่างเท่ากับ 280 คน ผู้ศึกษาค้นคว้าได้แจกแบบสอบถามและได้รับคืนครบทุกชุด

สำหรับตัวแปรอิสระที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ เพศ อายุ สถานภาพสมรส ระดับการศึกษา อาชีพ รายได้ต่อเดือนและแหล่งที่มารายได้หลัก ตัวแปรตาม คือ คุณภาพชีวิตของผู้สูงอายุ

แบบสอบถามที่ใช้ในการศึกษาค้นคว้าประกอบด้วย 2 ส่วน คือ ส่วนที่ 1 ข้อมูลปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม และในส่วนที่ 2 เป็นคำถามเกี่ยวกับคุณภาพชีวิตทั้ง 4 ด้าน ได้แก่ ด้านร่างกาย ด้านจิตใจ ด้านสถาพแวดล้อมและด้านสังคม จำนวน 20 ข้อ

สถิติที่ใช้ในการวิจัย คือ ค่าสถิติร้อยละ (Percentage) ค่าเฉลี่ย (Mean) ค่าเบี่ยงเบนมาตรฐาน (Standard Deviation) การค่าทดสอบที (t-test) ใช้ทดสอบความแตกต่างของค่าเฉลี่ยของตัวแปรอิสระซึ่งจำแนกออกเป็น 2 กลุ่ม และการวิเคราะห์ความแปรปรวนทางเดียว (One-Way ANOVA) ใช้ทดสอบความแตกต่างของค่าเฉลี่ยของตัวแปรอิสระซึ่งจำแนกออกเป็น 3 กลุ่มขึ้นไป โดยค่านัยสำคัญทางสถิติที่ใช้ในการวิเคราะห์ครั้งนี้ กำหนดไว้ที่ระดับ 0.05

สรุปผลการวิจัย

ผลการวิจัยคุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี สรุปได้ ดังนี้

ส่วนที่ 1 ข้อมูลทั่วไปของกลุ่มตัวอย่าง

1. เพศ กลุ่มตัวอย่างที่ใช้ในการศึกษาวิจัยครั้งนี้ ส่วนใหญ่เป็นเพศหญิง คิดเป็นร้อยละ 52.9 มีจำนวน 148 คน และเป็นเพศชาย จำนวน 132 คน คิดเป็นร้อยละ 47.1

2. อายุ กลุ่มตัวอย่างที่ใช้ในการศึกษาวิจัยครั้งนี้ ส่วนใหญ่มีอายุ 65 – 69 ปี จำนวน 104 คน คิดเป็นร้อยละ 37.1 รองลงมามีอายุ 60 – 64 ปี มีจำนวน 89 คน คิดเป็นร้อยละ 31.8 อายุ 70 – 74 มีจำนวน 65 คน คิดเป็นร้อยละ 23.2 และน้อยที่สุดมีอายุ 75 ปีขึ้นไป มีจำนวน 22 คน คิดเป็นร้อยละ 7.9

3. สถานภาพสมรส กลุ่มตัวอย่างที่ใช้ในการศึกษาวิจัยครั้งนี้ ส่วนใหญ่มีสถานภาพสมรส จำนวน 155 คน คิดเป็นร้อยละ 55.4 รองลงมา คือ โสด มีจำนวน 71 คน คิดเป็นร้อยละ 25.4 และหม้าย/หย่าร้าง มีน้อยที่สุด 54 คน คิดเป็นร้อยละ 19.3

4. ระดับการศึกษา กลุ่มตัวอย่างที่ใช้ในการศึกษาวิจัยครั้งนี้ ส่วนใหญ่มีการศึกษาในระดับอนุปริญญา/ปวส. จำนวน 152 คน คิดเป็นร้อยละ 55.4 รองลงมาเป็นระดับปริญญาตรีหรือสูงกว่า มีจำนวน 69 คน คดิเป็นร้อยละ 24.6 และระดับประถามศึกษา/มัธยมศึกษา มีจำนวนน้อยที่สุด คือ 59 คน คิดเป็นร้อยละ 21.1

5. อาชีพ กลุ่มตัวอย่างที่ใช้ในการศึกษาวิจัยครั้งนี้ ส่วนใหญ่ประกอบอาชีพ จำนวน 199 คน คิดเป็นร้อยละ 71.1 และไม่ได้ประกอบอาชีพ มีจำนวน 81 คน คิดเป็นร้อยละ 28.9

6. รายได้ต่อเดือน กลุ่มตัวอย่างที่ใช้ในการศึกษาวิจัยครั้งนี้ ส่วนใหญ่มีรายได้ 10,001 – 15,000 บาท ต่อเดือน จำนวน 147 คน คิดเป็นร้อยละ 52.5 รองลงมา คือไม่เกิน 10,000 บาท มีจำนวน 73 คน รายได้ 15,001 – 20,000 บาท มีจำนวน 52 คน และรายได้ 20,001 บาทขึ้นไป มีจำนวน 8 คน โดยคิดเป็นร้อยละ 26.1, 18.6 และ 2.9 ตามลำดับ

7. แหล่งที่มารายได้หลัก กลุ่มตัวอย่างที่ใช้ในการศึกษาวิจัยครั้งนี้ ส่วนใหญ่แหล่งที่มารายได้หลักมาจากการประกอบอาชีพ จำนวน 121 คน คิดเป็นร้อยละ 47.9 รองลงมามีแหล่งที่มารายได้หลักจากสมาชิกในครอบครัว มีจำนวน 121 คน คิดเป็นร้อยละ 43.2 สวัสดิการจากรัฐ มีจำนวน 14 คน คิดเป็นร้อยละ 5.0 และน้อยที่สุด คือ บำเหน็จ/บำนาญ มีจำนวน 11 คน คิดเป็นร้อยละ 3.9

8. คุณภาพชีวิต แสดงให้เห็นว่าผู้สูงอายุมีคุณภาพชีวิตในระดับปานกลาง โดยมีค่าเฉลี่ย 3.26

ส่วนที่ 2 ข้อมูลเกี่ยวกับคุณภาพชีวิตของสูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี

คุณภาพชีวิตของสูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี โดยภาพรวม มีคุณภาพชีวิตอยู่ในระดับปานกลาง ค่าเฉลี่ยเท่ากับ 3.26 เมื่อพิจารณาเป็นรายด้านพบว่า

ด้านร่างกาย พบว่าคุณคุณภาพชีวิตของสูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี ด้านร่างกาย โดยภาพรวมอยู่ในระดับปานกลาง ค่าเฉลี่ยเท่ากับ 3.24 และเมื่อพิจารณาเป็นรายข้อแล้วพบว่าด้านความพึงพอใจกับความสามารถในการทำงานของท่านอย่างที่เคยทำมา มีค่าเฉลี่ยสูงที่สุด 3.29 รองลงมาคือรู้สึกเป็นอิสระไม่ต้องพึ่งพาผู้อื่น มีค่าเฉลี่ย 3.28 และต่ำที่สุด คือ ความสามารถในการช่วยเหลือตนเองในชีวิตประจำวัน รวมไปถึงการทำงานโดยไม่ต้องได้รับการช่วยเหลือจากผู้อื่นค่าเฉลี่ยเท่ากับ 3.14

ด้านจิตใจ พบว่าคุณคุณภาพชีวิตของสูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี ด้านจิตใจ โดยภาพรวมอยู่ในระดับปานกลาง ค่าเฉลี่ยเท่ากับ 3.27 และเมื่อพิจารณาเป็นรายข้อแล้วพบว่าด้านมีความรู้สึกไม่ดี เช่น หดหู่ วิตกกังวล เหงา ท้อแท้ สิ้นหวัง มีค่าเฉลี่ยสูงที่สุด 3.36 รองลงมา คือ ความมีสมาธิในการทำงานหรือกิจกรรมอื่นๆ และนอนหลับพักผ่อนได้อย่างเต็มที่ มีค่าเฉลี่ยเท่ากับ 3.26 และด้านที่มีค่าเฉลี่ยต่ำที่สุด คือ ความพอใจและภูมิใจในการทำสิ่งใดสิ่งหนึ่งให้สำเร็จ มีค่าเฉลี่ยเท่ากับ 3.21

ด้านสภาพแวดล้อม คุณคุณภาพชีวิตของสูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี ด้านสภาพแวดล้อม โดยภาพรวมอยู่ในระดับปานกลาง ค่าเฉลี่ยเท่ากับ 3.29 และเมื่อพิจารณาเป็นรายข้อแล้วพบว่า ผู้สูงอายุมีความพอใจกับบ้านที่พักอาศัยอยู่ในปัจจุบัน มีค่าเฉลี่ยเท่ากับ 3.35 รองลงมา คือ ความพอใจกับชีวิตความเป็นอยู่โดยรวมในปัจจุบัน มีค่าเฉลี่ย 3.31 และต่ำที่สุดมีค่าเฉลี่ย 3.25 คือ ชุมชนที่ท่านอาศัยอยู่มีความปลอดภัย และสภาพแวดล้อมโดยรอบบ้านท่าน (เช่น อากาศ เสียง กลิ่น) ดีต่อสุขภาพของท่าน

ด้านสังคม คุณคุณภาพชีวิตของสูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี ด้านสังคม โดยภาพรวมอยู่ในระดับปานกลาง ค่าเฉลี่ยเท่ากับ 3.25 และเมื่อพิจารณาเป็นรายข้อแล้วพบว่า การบริการด้านสาธารณะสุขมีความสะดวกและรวดเร็ว มีค่าเฉลี่ยสูงที่สุด 3.27 รองลงมา คือ ความพอใจกับการช่วยเหลือจากองค์การปกครองส่วนท้องถิ่น (อบต.) ในเรื่องต่างๆ และคนในชุมชนมีอัธยาศัยดีและเป็นมิตร มีค่าเฉลี่ยเท่ากัน 3.25 และต่ำที่สุด คือ ความพอใจกับการช่วยเหลือและเกื้อกูลกันในชุมชน ค่าเฉลี่ยเท่ากับ 3.23

อภิปรายผลการวิจัย

ตารางที่ 1 สรุปผลการทดสอบสมมติฐาน

(n = 280)

ตัวแปรอิสระ		Sig	เป็นไปตามสมมติฐาน	ไม่เป็นไปตามสมมติฐาน
1.	เพศ	0.418		✓
2.	อายุ	0.030*	✓	
3.	สถานภาพสมรส	0.764		✓
4.	ระดับการศึกษา	0.477		✓
5.	อาชีพ	0.018*	✓	
6.	รายได้ต่อเดือน	0.290		✓
7.	แหล่งที่มารายได้หลัก	0.027*	✓	

โดยกำหนดระดับนัยสำคัญทางสถิติที่ใช้ในการทดสอบไว้ที่ระดับ 0.05

การวิจัยเรื่องคุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี ผลการวิจัยคุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี จากการทดสอบสมมติฐานที่ตั้งไว้ 7 สมมติฐาน ผลปรากฏว่าเป็นไปตามสมมติฐานที่ตั้งไว้ 3 สมมติฐาน และไม่เป็นไปตามสมมติฐานที่ตั้งไว้ 4 สมมติฐาน ซึ่งมีรายละเอียดดังนี้

สมมติฐานที่ 1 ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีเพศต่างกันมีคุณภาพชีวิตแตกต่างกัน

ผลที่ได้จากการทดสอบสมมติฐาน พบว่า ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีเพศแตกต่างกัน มีคุณภาพชีวิตที่ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้

แสดงให้เห็นว่าเพศของผู้สูงอายุไม่มีอิทธิพลต่อคุณภาพชีวิตของผู้สูงอายุ อาจจะเป็นเพราะไม่ว่าจะเป็นเพศหญิงหรือเพศชายไม่มีความสำคัญต่อคุณภาพชีวิต ซึ่งสอดคล้องกับงานวิจัยของ นิธิภัทร ชิตานนท์ (2563) ศึกษาเรื่อง “คุณภาพชีวิตของผู้สูงอายุในเขตเทศบาลตำบลเสม็ด อำเภอเมืองชลบุรี จังหวัดชลบุรี” ณรงค์ คุณสุข (2559) ศึกษาเรื่อง “คุณภาพชีวิตของผู้สูงอายุในเขตเทศบาลตำบลแสนตุ้ง อำเภอเขาสมิง จังหวัดตราด” จากผลการวิเคราะห์ความแปรปรวนเพื่อเปรียบเทียบความแตกต่างของคุณภาพชีวิตของผู้สูงอายุ จำแนกตามเพศ พบว่า ผู้สูงอายุที่มีเพศต่างกัน มีคุณภาพชีวิตที่ไม่แตกต่างกัน

สมมติฐานที่ 2 ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีอายุต่างกันมีคุณภาพชีวิตแตกต่างกัน

ผลที่ได้จากการทดสอบสมมติฐาน พบว่า ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีอายุแตกต่างกัน มีคุณภาพชีวิตที่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

แสดงให้เห็นว่า อายุของผู้สูงอายุมีอิทธิพลต่อคุณภาพชีวิตของผู้สูงอายุ อาจจะเป็นเพราะผู้สูงอายุแต่ละคนและแต่ละวัยมีการใช้ชีวิตที่แตกต่างกัน โดยประสบการณ์ในการดำเนินชีวิตที่ผ่านมาในแต่ละช่วงอายุทำให้คุณภาพชีวิตที่มีแตกต่างกัน อย่างเช่น ผู้สูงอายุที่อยู่ในช่วงการเริ่มต้นเข้าสู่วัยผู้สูงอายุ อายุ 60 ปีขึ้นไป แต่ไม่เกิน 75 ปี อาจจะยังไม่สามารถปรับตัวให้เข้ากับการเปลี่ยนแปลงได้ จึงทำให้มีคุณภาพชีวิตที่แตกต่างกัน ซึ่งสอดคล้องกับงานวิจัยของ นิธิภัทร ชิตานนท์ (2563) ศึกษาเรื่อง “คุณภาพชีวิตของผู้สูงอายุในเขตเทศบาลตำบลเสม็ด อำเภอเมืองชลบุรี จังหวัดชลบุรี” และ สมชาย เพชรรัตน์ (2562) ศึกษาเรื่อง “คุณภาพชีวิตของผู้สูงอายุในเขตเทศบาลเมืองแสนสุข อำเภอเมือง จังหวัดชลบุรี”

สมมติฐานที่ 3 ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีสถานภาพสมรสต่างกันมีคุณภาพชีวิตแตกต่างกัน

ผลที่ได้จากการทดสอบสมมติฐาน พบว่า ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีสถานภาพสมรสแตกต่างกัน มีคุณภาพชีวิตที่ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้

แสดงให้เห็นว่า สถานภาพสมรสไม่มีอิทธิพลต่อคุณภาพชีวิตของผู้สูงอายุ อาจจะเป็นเพราะว่า บุคคลที่มีสถานภาพสมรสแตกต่าง มีแนวทางการเนินชีวิตที่เหมือนหรือคล้ายคลึงกัน จึงทำให้มีคุณภาพชีวิตที่ไม่แตกต่างกัน ซึ่งมีความสอดคล้องกับ สุวิทย์ งอกศรี (2560) ศึกษาเรื่อง “คุณภาพชีวิตของผู้สูงอายุในเขตพื้นที่องค์การบริหารส่วนตำบลเมืองเตา อำเภอเมืองพยัคฆภูมิพิสัย จังหวัดมหาสารคาม” แต่ไม่สอดคล้องกับอรนิษฐ์ แสงทองสุข (2562) ศึกษาเรื่อง “การศึกษาคุณภาพชีวิตของผู้สูงอายุในประเทศไทย กรณีศึกษา เขตกรุงเทพมหานคร ปทุมธานี และนนทบุรี” ที่ศึกษาและพบว่า ผู้สูงอายุในเขตกรุงเทพมหานคร ปทุมธานี และนนทบุรีที่มีสถานภาพสมรสแตกต่างกัน มีคุณภาพชีวิตที่แตกต่างกัน

สมมติฐานที่ 4 ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีระดับการศึกษาต่างกันมีคุณภาพชีวิตแตกต่างกัน

ผลที่ได้จากการทดสอบสมมติฐาน พบว่า ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีระดับการศึกษาแตกต่างกัน มีคุณภาพชีวิตที่ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้

แสดงให้เห็นว่า ระดับการศึกษาไม่มีอิทธิพลต่อคุณภาพชีวิตของผู้สูงอายุ อาจจะเป็นเพราะว่า การศึกษาที่แตกต่างกันไม่ได้เป็นตัวกำหนดถึงการมีคุณภาพชีวิตที่ดี เนื่องจากการมีคุณภาพชีวิตที่ดีนั้นไม่มีมาจากการศึกษาจากในห้องเรียนเพียงอย่างเดียว แต่อาจจะรวมไปถึงการเรียนรู้จากประสบการณ์ในการใช้ชีวิตที่ได้ประสบพบเจอที่ผ่านมา ซึ่งมีความสอดคล้องกับ นิธิภัทร ชิตานนท์ (2563) ศึกษาเรื่อง คุณภาพชีวิตของผู้สูงอายุในเขตเทศบาลตำบลเสม็ด อำเภอเมืองชลบุรี จังหวัดชลบุรี” และนัสรียา สือมะ (2557) ศึกษาเรื่อง “คุณภาพชีวิตของผู้สูงอายุ อำเภอสุขสำราญ จังหวัดระนอง” ที่ศึกษาและพบว่า ระดับการศึกษาไม่มีความสัมพันธ์กับคุณภาพชีวิตของผู้สูงอายุอย่างมีนัยสำคัญทางสถิติ

สมมติฐานที่ 5 ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีอาชีพต่างกันมีคุณภาพชีวิตแตกต่างกัน

ผลที่ได้จากการทดสอบสมมติฐาน พบว่า ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีอาชีพแตกต่างกัน มีคุณภาพชีวิตที่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

แสดงให้เห็นว่า อาชีพมีอิทธิพลต่อคุณภาพชีวิตของผู้สูงอายุ อาจจะเป็นเพราะว่า ผู้สูงอายุส่วนใหญ่ประกอบอาชีพเพื่อหารายได้เลี้ยงชีพและเพื่อเพิ่มความรู้สึกมีคุณค่าในตัวเอง ทำให้ประสบการณ์ ความรู้ ทักษะที่แต่ละบุคคลมีส่งผลให้คุณภาพชีวิตที่มี

แตกต่างกัน ซึ่งมีความสอดคล้องกับ นิธิภัทร ชิตานนท์ (2563) ศึกษาเรื่อง คุณภาพชีวิตของผู้สูงอายุในเขตเทศบาลตำบลเสม็ด อำเภอเมืองชลบุรี จังหวัดชลบุรี” ที่มีผลการศึกษา คือ อาชีพที่แตกต่างกันทำให้มีคุณภาพชีวิตแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานที่ 6 ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีรายได้ต่อเดือนต่างกันมีคุณภาพชีวิตแตกต่างกัน

ผลที่ได้จากการทดสอบสมมติฐาน พบว่า ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีรายได้ต่อเดือนแตกต่างกัน มีคุณภาพชีวิตที่ไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้

แสดงให้เห็นว่า รายได้ต่อเดือนไม่มีอิทธิพลต่อคุณภาพชีวิตของผู้สูงอายุ อาจจะเป็นเพราะว่า การใช้จ่ายของผู้สูงอายุที่ประหยัด มีความสมเหตุสมผล เพื่อให้พอกับรายได้ที่ได้รับในแต่ละเดือน หรือการดูแลเอาใจใส่ของสมาชิกในครอบครัวของผู้สูงอายุ ที่ถึงแม้จะมีรายได้ต่อเดือนที่แตกต่างกันแต่คุณภาพชีวิตของผู้สูงอายุไม่แตกต่างกัน ซึ่งไม่สอดคล้องกับ สมชาย เพชรรัตน์ (2562) ที่ศึกษาเรื่อง “คุณภาพชีวิตของผู้สูงอายุในเขตเทศบาลเมืองแสนสุข อำเภอเมือง จังหวัดชลบุรี” ที่ผู้สูงอายุที่มีรายได้ต่อเดือนต่างกันมีระดับคุณภาพชีวิตโดยรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 แต่มีความสอดคล้องกับ ณรงค์ คุณสุข (2559) ที่ศึกษาเรื่อง “คุณภาพชีวิตของผู้สูงอายุในเขตเทศบาลตำบลแสนตุ้ง อำเภอเขาสมิง จังหวัดตราด” และพบว่า ผู้สูงอายุในเขตเทศบาลตำบลแสนตุ้ง อำเภอเขาสมิง จังหวัดตราดที่มีรายได้ต่างกันมีคุณภาพชีวิตที่ไม่แตกต่างกัน

สมมติฐานที่ 7 ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีแหล่งที่มารายได้หลักต่างกันมีคุณภาพชีวิตแตกต่างกัน

ผลที่ได้จากการทดสอบสมมติฐาน พบว่า ผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีที่มีแหล่งที่มารายได้หลักแตกต่างกัน มีคุณภาพชีวิตที่แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งเป็นไปตามสมมติฐานที่ตั้งไว้

แสดงให้เห็นว่า แหล่งที่มารายได้หลักมีอิทธิพลต่อคุณภาพชีวิตของผู้สูงอายุ ซึ่งสอดคล้องกับ สมชาย เพชรรัตน์ (2562) ที่ศึกษาเรื่อง “คุณภาพชีวิตของผู้สูงอายุในเขตเทศบาลเมืองแสนสุข อำเภอเมือง จังหวัดชลบุรีผลการศึกษา พบว่า ผู้สูงอายุบางส่วนต้องพึ่งพารายได้หลักจากเงินสวัสดิการจากรัฐ เช่น เบี้ยยังชีพคนชรา ซึ่งจำนวนเงินที่ผู้สูงอายุได้รับจากรัฐไม่เหมาะสมกับค่าครองชีพในปัจจุบันที่มีค่าครองชีพสูง ทำให้คุณภาพชีวิตของผู้สูงอายุมีความแตกต่างกัน เช่นเดียวกันกับ ธาริน สุขอนันต์ (2554) ศึกษาเรื่อง “คุณภาพชีวิตของผู้สูงอายุในเขตเทศบาลเมืองบ้านสวน จังหวัดชลบุรี” ที่พบว่า ผู้สูงอายุที่ไม่ได้รับเงินสวัสดิการกองทุนผู้สูงอายุมีคุณภาพชีวิตที่ดีกว่าผู้สูงอายุกลุ่มอื่นที่ได้รับเงินรายได้จากแหล่งอื่น

ข้อเสนอแนะ

จากผลการวิจัยพบว่า คุณภาพชีวิตของผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรีอยู่ในระดับปานกลาง แสดงให้เห็นว่าผู้สูงอายุในเขตองค์การบริหารส่วนตำบลบางคู้มีคุณภาพชีวิตที่ค่อนข้างดี เพื่อเป็นแนวทางในการปรับปรุงและพัฒนาคุณภาพชีวิตของผู้สูงอายุ ผู้ศึกษาค้นคว้าขอเสนอข้อคิดเห็นบางประการที่อาจจะเป็นประโยชน์ต่อผู้บริหาร ผู้ปฏิบัติงานหรือหน่วยงานที่เกี่ยวข้องในเขตองค์การบริหารส่วนตำบลบางคู้ อำเภอท่าวุ้ง จังหวัดลพบุรี ดังนี้

1. องค์การบริหารส่วนตำบลบางคู้ ควรจัดอสม.ในการดูแลสอดส่องผู้สูงอายุในชุมชน เพื่อเป็นการดูแลและสามารถให้ความช่วยเหลือได้อย่างทันท่วงทีแก่ผู้สูงอายุที่อาศัยอยู่เพียงคนเดียวหรือผู้สูงอายุที่เจ็บป่วยไม่สามารถช่วยเหลือตัวเองได้
2. องค์การบริหารส่วนตำบลบางคู้ ควรมีการจัดกิจกรรมให้ความรู้เกี่ยวกับการออกกำลังกายที่ถูกต้องแก่ผู้สูงอายุ เพื่อเป็นการเพิ่มความแข็งแรงทางด้านร่างกายให้แก่ผู้สูงอายุ
3. องค์การบริหารส่วนตำบลบางคู้ ควรมีการจัดกิจกรรมเพื่อส่งเสริมการใช้เวลาร่วมกันของสมาชิกในครอบครัว รวมไปถึงสมาชิกในชุมชนให้มีการพบปะพูดคุยและทำกิจกรรมร่วมกัน เพื่อเป็นการเสริมสร้างสุขภาพจิต และอารมณ์ของผู้สูงอายุให้ดียิ่งขึ้น

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สมรรถนะของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของโรงเรียนศูนย์เครือข่าย บูรพาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

The Competency of School Administrators Affecting The Effectiveness of Burapha Network Center Schools Under KhonKaen Primary Educational Service Area Office 5

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาระดับสมรรถนะของผู้บริหารสถานศึกษา ของโรงเรียนฯ (2) ศึกษาระดับประสิทธิผลของโรงเรียนฯ (3) ศึกษาความสัมพันธ์ระหว่างสมรรถนะของผู้บริหารสถานศึกษากับประสิทธิผลของโรงเรียนฯ (4) ศึกษาสมรรถนะของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของโรงเรียนฯ ประชากรที่ใช้ในการศึกษาได้แก่ ผู้บริหารสถานศึกษา และครูผู้สอนโรงเรียนฯ 16 โรงเรียน จำนวน 183 คน กลุ่มตัวอย่าง จำนวน 123 คน ผลการวิจัยพบว่า 1) สมรรถนะของผู้บริหารสถานศึกษาฯ โดยภาพรวมอยู่ในระดับมาก 2) ประสิทธิผลของโรงเรียน ฯ โดยรวมอยู่ในระดับมาก 3) ค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างสมรรถนะของผู้บริหารสถานศึกษากับประสิทธิผลของโรงเรียนฯ โดยภาพรวมทุกด้านมีความสัมพันธ์กันในทางบวก อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 (r=.718) หรือร้อยละ 71.80 4) สมรรถนะของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของโรงเรียนฯ ได้แก่ ด้านการพัฒนาตนเอง(X_3) ด้านการบริการที่ดี (X_2) และด้านการมุ่งผลสัมฤทธิ์ (X_1) และได้ค่าสัมประสิทธิ์สหสัมพันธ์พหุคูณเท่ากับ .718 (R = .718) ซึ่งมีนัยสำคัญทางสถิติที่ระดับ .01 มีค่าสัมประสิทธิ์การทำนายหรืออำนาจพยากรณ์ ร้อยละ 51.60 (R^2 = 0.516) โดยเขียนเป็นสมการในรูปคะแนนดิบ และคะแนนมาตรฐาน ได้ดังนี้ $Y' = 1.896 + 0.205^{**}(X_3) + 0.156^{**}(X_2) + 0.174^{**}(X_1)$ และ $Z = 0.359\ Z_3 + 0.222\ Z_2 + 0.256\ Z_1$

คำสำคัญ: 1) สมรรถนะของผู้บริหารสถานศึกษา 2) ประสิทธิผลของโรงเรียน

Abstract

These purposes of this research were to. (1) study the level of competence of school administrators, (2) study the level of effectiveness of schools, (3) study the relationship between the competence of school administrators and the effectiveness of schools, (4) study the competencies of school administrators that affect the effectiveness of schools. The population used in the study was 183 school administrators and teachers of 16 schools, sample of 123 people. The results showed that 1) the overall performance of school administrators was very high, 2) the overall effectiveness of the school was very high, 3) the correlation coefficient between the performance of school administrators and the effectiveness of the school. Statistically significant at .01 (r=.718) or 71.80% 4) The performance of school administrators affecting school effectiveness is self-improvement (X_3), good service (X_2), and achievement (X_1). and obtained a multiple correlation coefficient equal to .718 (R = .718), which is statistically significant at the level of .01. 51.60% (R^2 = 0.516), written as an equation in raw and standard score form, as follows: $Y' = 1.896 + 0.205^{**}(X_3) + 0.156^{**}(X_2) + 0.174^{**}(X_1)$ and $Z = 0.359\ Z_3 + 0.222\ Z_2 + 0.256\ Z_1$

Keywords: 1) School executive competency 2) School effectiveness

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บทนำ

ประสิทธิผลของโรงเรียนเป็นสิ่งสำคัญซึ่งถือเป็นความสำเร็จของโรงเรียนในการดำเนินงานต่าง ๆ ให้บรรลุวัตถุประสงค์ที่กำหนดไว้ส่งผลให้เกิดความก้าวหน้าขององค์การโดยสถานศึกษาตามพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 ประกอบไปด้วย สถานพัฒนาเด็ก ปฐมวัย โรงเรียน ศูนย์การเรียน วิทยาลัย สถาบัน มหาวิทยาลัย หน่วยงานการศึกษาหรือหน่วยงาน อื่นของรัฐหรือของเอกชน จากที่ได้กล่าวมาสถานศึกษานับเป็นหน่วยขับเคลื่อนคุณภาพการศึกษาที่สำคัญ โดยมีผู้บริหารสถานศึกษาเป็น แกนนำจัดการศึกษา เนื่องจากเป็นผู้ที่มีภาระรับผิดชอบในการบริหารจัดการให้ผู้ที่มีส่วนเกี่ยวข้องใน การพัฒนาคุณภาพผู้เรียนทั้งโดยตรงและโดยอ้อม สามารถจัดกิจกรรมทางการศึกษาให้บรรลุ เป้าหมายอย่างมีคุณภาพ ทั้งนี้ผู้บริหารสถานศึกษาจะต้องใช้ความรู้ ความสามารถ ทักษะ และ คุณลักษณะที่เป็นที่น่าเชื่อถือศรัทธาในการส่งเสริม สนับสนุน ผลักดัน กระตุ้น และจัดการให้ครู นักเรียนสามารถจัดกิจกรรมการเรียนรู้ให้บรรลุเป้าหมาย หรือเป็นการรับผิดชอบภาระงาน และใช้ความสามารถที่เหมาะสมสอดคล้องกับบทบาทที่ปฏิบัติให้ประสบผลสำเร็จอย่างโดดเด่นกว่าผู้อื่นซึ่ง เรียกว่า สมรรถนะ (competency) ความรู้ความสามารถของผู้บริหารสถานศึกษาและบุคลากรที่ เกี่ยวข้องในการบริหารจัดการคุณภาพและสนับสนุนการพัฒนาปรับปรุงสิ่งต่าง ๆ อย่างต่อเนื่อง หรือ อาจกล่าวได้ว่าสมรรถนะนั้นเป็นอาวุธสำคัญคู่กายที่มีอยู่ในตัวตนของผู้บริหารสถานศึกษามืออาชีพ อันจะนำไปสู่ความสำเร็จได้ แนวความคิดเรื่องสมรรถนะ (competency) จึงเข้ามามีบทบาทและนำมาใช้ในการจัดการสถานศึกษาอย่างเป็นรูปธรรมมากขึ้นเพราะการกำหนดสมรรถนะของผู้บริหาร สถานศึกษาจะต้องกำหนดให้สอดคล้องเชื่อมโยงกับวิสัยทัศน์ พันธกิจ และเป้าหมายของหน่วยงาน

ดังนั้น ในการสร้างคุณภาพการศึกษาที่ดีต้องมาจากการบริหารสถานศึกษาที่ดีและมีคุณภาพ สอดคล้องกับประสิทธิผลของสถานศึกษา ผู้บริหารสถานศึกษา สถานศึกษามีหน้าที่ในการวางแผน การจัดการศึกษาภายในสถานศึกษา มีหน้าที่ในการรับผิดชอบและตัดสินใจในการบริหารงานต่าง ๆ ให้เป็นไปตามความเหมาะสมและความต้องการของผู้เรียน และชุมชน อีกทั้งผู้บริหารสถานศึกษาต้อง สร้างความพึงพอใจให้เกิดขึ้นกับทุกคนในสถานศึกษา ดังที่จิระ งอกศิลป์ (2550) กล่าวว่า หนึ่งใน สามด้านของการประเมินผู้บริหารสถานศึกษา คือ สมรรถนะ (competency) เป็นเครื่องมือชนิดหนึ่ง ที่นำมาเป็นพื้นฐานจัดทำระบบหรือวางแนวทางในการพัฒนาทรัพยากรบุคคลขององค์กรให้สอดคล้อง กับกลยุทธ์และเป้าหมายในการดำเนินงานขององค์กรและนำมาใช้กับการบริหารทรัพยากรบุคคล เพื่อให้มีประสิทธิภาพ ส่วนมนชนก พุ่มเพชร์ (2559) ได้สรุปว่า การบริหาร หมายถึง กระบวนการ บริหารที่ผู้บริหารดำเนินงานอย่างมีแบบแผนที่มีขั้นตอน ระบบ แบบแผน เพื่อให้บรรลุตามวัตถุประสงค์และเป้าหมายที่ตั้งไว้อย่างมีประสิทธิภาพและได้ประสิทธิผลของสถานศึกษา ซึ่งกระบวนการบริหารงาน ต่าง ๆ ต้องอาศัยความรู้ความสามารถในการบริหารงานของผู้บริหารสถานศึกษา เครื่องมือที่สำคัญใน การดำเนินการบริหารงาน คือ สมรรถนะ ดังนั้นสมรรถนะจึงมีความสำคัญในการบริหารจัดการในทุก ๆ หน่วยงาน ทั้งภาครัฐและภาคเอกชน โดยระบบราชการเป็นกลไกสำคัญในการพัฒนาประเทศ ซึ่งเป็นหน้าที่หลักในการนำนโยบายไปปฏิบัติ เพื่อให้เกิดประสิทธิภาพ ประสิทธิผล และสนองตอบความต้องการของทุก ๆ ฝ่าย ซึ่งการเปลี่ยนแปลง ของสังคม เศรษฐกิจ นั้นมีผลทำให้ข้าราชการต้องปฏิบัติงานในลักษณะมืออาชีพ โดยเฉพาะสถานศึกษามีความสำคัญเป็นอย่างมากในการที่จะพัฒนาคนให้เป็นกำลังสำคัญของประเทศต่อไป

การบริหารจัดการสถานศึกษา เพื่อพัฒนาให้สถานศึกษามีคุณภาพการศึกษาที่กำหนด เนื่องจากระดับสมรรถนะของผู้บริหารสถานศึกษาเป็นสิ่งที่จะชี้วัดคุณภาพของสถานศึกษาได้ว่า ผู้บริหารมีความสามารถมาก น้อย เพียงใดในการบริหารจัดการสถานศึกษาของตนเอง ที่จะก่อให้เกิด ประสิทธิผลหรือไม่ ขึ้นอยู่กับสมรรถนะของผู้บริหารสถานศึกษาเป็นสำคัญ ดังที่ยุวดี จิตตโสภา (2557) ได้กล่าวว่า สมรรถนะมีความสำคัญต่อการปฏิบัติงานของบุคลากร และองค์กรเป็นอย่างมาก เพราะสมรรถนะมีประโยชน์ต่อตัวผู้ปฏิบัติงาน สมรรถนะจึงมีความสำคัญต่อการปฏิบัติงาน สามารถ นำมาคัดสรรบุคคลที่มีลักษณะดี ทั้งความสามารถและทักษะรวมถึงพฤติกรรมที่เหมาะสม กับงานเข้าไปปฏิบัติงานให้สำเร็จบรรลุเป้าหมายอย่างแท้จริง สมรรถนะจึงเป็นปัจจัยในการทำงานที่ เพิ่มขีดความสามารถในการแข่งขันให้แก่องค์กร โดยเฉพาะการเพิ่มขีดความสามารถในการบริหาร ทรัพยากรมนุษย์ เพราะสมรรถนะเป็นปัจจัยช่วยให้พัฒนาศักยภาพของบุคลากรเพื่อให้ส่งผลไปสู่การ พัฒนาองค์กรให้ประสบความสำเร็จต่อไป ทั้งนี้ สำนักงานคณะกรรมการข้าราชการครูและบุคลากรทางการศึกษา (2552) ได้กำหนดสมรรถนะที่จำเป็นสำหรับสายผู้บริหารคือ สมรรถนะหลัก ประกอบด้วย 1) การมุ่งผลสัมฤทธิ์ 2) การบริการที่ดี3) การพัฒนาตนเอง 4) การทำงานเป็นทีม และสมรรถนะประจำสายงาน ประกอบด้วย 1) การวิเคราะห์และ สังเคราะห์2) การสื่อสารและการจูงใจ 3) การพัฒนาศักยภาพบุคลากร และ 4) การมีวิสัยทัศน์ ซึ่งจะเห็นว่าสมรรถนะของผู้บริหารสถานศึกษา เป็นปัจจัยสำคัญที่แสดงถึงความสามารถในการดำเนินงาน ต่าง ๆ ของสถานศึกษาได้อย่างมีประสิทธิผลมากน้อยเพียงใด ในการนำไปสู่การพัฒนาของสถานศึกษา

ศูนย์เครือข่ายบูรพา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 เป็นหน่วยงานราชการสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน มีภารกิจหลักในการจัดการศึกษาขั้นพื้นฐาน มีสภาพแตกต่างกันทั้งด้านขนาดโรงเรียนทำเลที่ตั้ง จำนวนบุคลากรในโรงเรียน งบประมาณที่ได้รับและผลการดำเนินงานในแต่ละสถานศึกษาต่างกัน ผู้บริหารมีรูปแบบการบริหารที่หลากหลาย ขาดการพัฒนาที่ตรงรูปแบบและไม่เต็มศักยภาพ ทำให้การบริหารงานการจัดการภายในสถานศึกษาเป็นไปด้วยความ

ยากลำบากและไม่ค่อยตรงตามเป้าหมายที่วางไว้ ส่งผลให้คุณภาพการจัดการศึกษาหรือไปยังเป้าหมายช้าลง สิ่งที่อาจจะตามมาคือการพัฒนาผู้เรียนไม่ตรงตามศักยภาพที่นักเรียนมีได้ จึงควรให้ความสำคัญทั้งตัวผู้บริหารเองและบุคลากรภายในสถานศึกษา ให้เห็นถึงความสำคัญของสถานศึกษาและร่วมมือกันพัฒนาอย่างจริงจัง และยิ่งในสถานการณ์ต่างๆที่เกิดขึ้น ไม่ว่าจะเป็นด้านนโยบายที่จำเป็นต้องแก้ไขหรือปรับปรุงการเร่งด่วน คือ การพัฒนาส่งเสริมให้สถานศึกษาเป็นสถานศึกษาที่เน้นให้ผู้เรียนเกิดการเรียนรู้สูงสุด เน้นผู้เรียนเป็นสำคัญให้ความสำคัญกับนักเรียนเป็นอันดับแรก ทั้งในด้านการศึกษา ด้านวิชาการ ด้านสภาพแวดล้อมต้องให้เอื้อต่อการเรียนรู้ ด้านบุคลากรภายในสถานศึกษาดังที่กล่าวมาล้วนแล้วเป็นสิ่งที่ยังคงเกิดปัญหาทั้งสิ้น ทั้งเกิดจากตัวผู้บริหารเอง เกิดจากบุคลากรภายในสถานศึกษาและบุคคลหลักที่จำเป็นในการขับเคลื่อนสิ่งต่างๆที่เกิดปัญหาในปัจจุบัน คือตัวผู้บริหารที่จะต้องมีสมรรถนะอยู่ในตัวของผู้บริหารให้เปรียบเสมือนเสาหลักขององค์กรหรือสถานศึกษาในการขับเคลื่อนเป็นคนเชื่อมต่อระหว่าง นโยบาย บุคลากรผู้ปกครองและนักเรียนให้เป็นอังหนึ่งอันเดียวกัน พร้อมที่จะแก้ไขปัญหาและนำพาสถานศึกษาไปยังเป้าหมายที่วางไว้อย่างแท้จริง

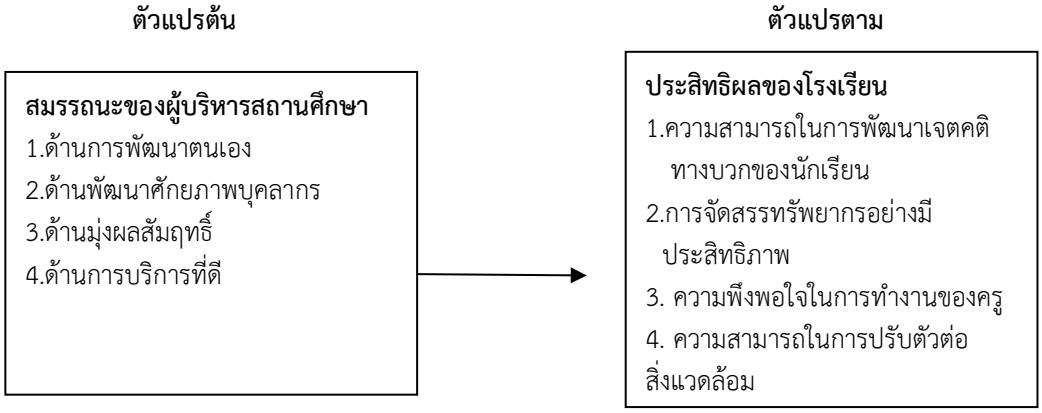
จากที่กล่าวมาข้างต้นแสดงให้เห็นว่า สมรรถนะของผู้บริหารสถานศึกษาและประสิทธิผลของโรงเรียนเป็นสิ่งสำคัญในการบริหารงานของสถานศึกษาให้บรรลุเป้าหมายที่กำหนด ผู้วิจัย ในฐานะผู้บริหารในสถานศึกษา สนใจที่จะศึกษาสมรรถนะของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของโรงเรียน รวมทั้งเป็นแนวทางในการพัฒนาสถานศึกษาและเสริมสร้างผู้บริหารสถานศึกษาให้มีสมรรถนะในการบริหารสถานศึกษาให้เกิดประสิทธิภาพและประสิทธิผลและจะเป็นข้อมูลพื้นฐานที่สำคัญในการพัฒนางานเพื่อให้เกิดประสิทธิผลของโรงเรียน และเพื่อเป็นประโยชน์ต่อโรงเรียนและการพัฒนาประเทศต่อไป

วัตถุประสงค์

1. เพื่อศึกษาระดับสมรรถนะของผู้บริหารสถานศึกษาและระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5
2. เพื่อศึกษาความสัมพันธ์ระหว่างสมรรถนะของบริหารสถานศึกษากับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5
3. เพื่อศึกษาสมรรถนะของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5

วิธีดำเนินการวิจัย

การวิจัยครั้งนี้ เป็นการวิจัยเชิงสำรวจ ประชากรที่ใช้ในการศึกษาได้แก่ ผู้บริหารสถานศึกษา และครูผู้สอนโรงเรียน ศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 มี 16 โรงเรียน จำนวน 183 คน กลุ่มตัวอย่าง โดยใช้ตาราง Krejcie & Morgan(1970) กลุ่มตัวอย่างได้ 123 คน เครื่องมือที่ใช้เป็นแบบสอบถามมีค่าสัมประสิทธิ์ความเที่ยง 0.90 และได้ค่า IOC ที่มีค่าตั้งแต่ 0.80–1.00 การวิเคราะห์ข้อมูล มีดังนี้ ค่าความถี่ ค่าร้อยละ ส่วนเบี่ยงเบนมาตรฐาน ค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน (Pearson Product Moment Coefficient) และการถดถอยพหุคูณแบบมีขั้นตอน (Stepwise Multiple Regression Analysis)



ภาพ 1 กรอบแนวคิดในการวิจัย

สรุป

1. ผลการวิเคราะห์ระดับสมรรถนะของผู้บริหารสถานศึกษาของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 แสดงได้ดังตารางที่ 1-5

ตารางที่ 1 ค่าเฉลี่ย ($\overline{X}$) และค่าเบี่ยงเบนมาตรฐาน (**S.D.**) ระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 โดยภาพรวม

สมรรถนะของผู้บริหารสถานศึกษา	ระดับความคิดเห็น		
	$\overline{X}$	S.D.	แปลความ
1. ด้านการพัฒนาตนเอง	4.28	0.46	มาก
2. ด้านการพัฒนาศักยภาพบุคลากร	4.32	0.45	มาก
3. ด้านการมุ่งผลสัมฤทธิ์	4.30	0.40	มาก
4. ด้านการบริการที่ดี	4.50	0.42	มาก
รวม	**4.33**	**0.38**	**มาก**

จากตารางที่ 1 พบว่า ระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 โดยภาพรวมทั้ง 4 ด้าน อยู่ในระดับ “มาก ($\overline{X}$ = 4.33) เมื่อพิจารณาค่าเฉลี่ยเป็นรายด้าน พบว่า ค่าเฉลี่ยสูงสุดตามลำดับได้แก่ ด้านการบริการที่ดี ($\overline{X}$ = 4.50) รองลงมา ได้แก่ ด้านการพัฒนาศักยภาพบุคลากร ($\overline{X}$=4.32) และด้านการมุ่งผลสัมฤทธิ์ ($\overline{X}$=4.30) สำหรับด้านการพัฒนาตนเอง มีค่าเฉลี่ยเป็นอันดับสุดท้าย ($\overline{X}$=4.28) โดยแยกผลการวิเคราะห์รายด้านทั้ง 4 ด้าน ดังนี้

ตารางที่ 2 ค่าเฉลี่ย($\overline{X}$)และค่าเบี่ยงเบนมาตรฐาน(**S.D.**)ระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ด้านการพัฒนาตนเอง

	ระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ด้านการพัฒนาตนเอง	ระดับความคิดเห็น		
		$\overline{X}$	S.D.	แปลความ
1.	ผู้บริหารปรับปรุงและพัฒนาตนเองให้เป็นผู้มีศักยภาพในการปฏิบัติงานตามหน้าที่ และความรับผิดชอบอย่างต่อเนื่อง	4.24	0.54	มาก
2.	ผู้บริหารมีการพัฒนาศักยภาพทางวิชาการเพื่อเพิ่มพูนความรู้ ทักษะในการบริหารจัดการสถานศึกษา	4.28	0.54	มาก
3.	ผู้บริหารศึกษา วิจัย ค้นคว้า หาความรู้พัฒนาตนเองระดับที่สูง	4.20	0.54	มาก
4.	ผู้บริหารปฏิบัติหน้าที่ทางการบริหารครบถ้วนและมีประสิทธิภาพ	4.30	0.54	มาก
5.	ผู้บริหารมีการแลกเปลี่ยนเรียนรู้กับภาคีเครือข่ายและเพื่อนร่วมวิชาชีพเพื่อนำมาบริหารจัดการสถานศึกษา	4.30	0.54	มาก
6.	ผู้บริหารวิเคราะห์และสังเคราะห์องค์ความรู้และนวัตกรรมเพื่อนำไปใช้พัฒนาสถานศึกษาในยุคดิจิตอล	4.35	0.51	มาก
รวม		**4.28**	**0.46**	**มาก**

จากตารางที่ 2 พบว่าระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ด้านการพัฒนาตนเอง โดยภาพรวมอยู่ในระดับ “มาก” ($\overline{X}$ = 4.30) เมื่อพิจารณาค่าเฉลี่ยรายข้อ โดยมีค่าเฉลี่ยสูงสุด อันดับแรก ได้แก่ผู้บริหารวิเคราะห์และสังเคราะห์องค์ความรู้และนวัตกรรมเพื่อนำไปใช้พัฒนาสถานศึกษาในยุคดิจิตอล ($\overline{X}$ = 4.35) อันดับที่สอง เท่ากันได้แก่ผู้บริหารมีการแลกเปลี่ยนเรียนรู้กับภาคีเครือข่ายและเพื่อนร่วมวิชาชีพเพื่อนำมาบริหารจัดการสถานศึกษา ผู้บริหารปฏิบัติหน้าที่ทางการบริหารครบถ้วนและมีประสิทธิภาพ ($\overline{X}$ = 4.30) และรองลงมา ได้แก่ผู้บริหารมีการพัฒนาศักยภาพทางวิชาการเพื่อเพิ่มพูนความรู้ ทักษะในการบริหารจัดการสถานศึกษา ($\overline{X}$=4.28) และผู้บริหารปรับปรุงและพัฒนาตนเองให้เป็นผู้มีศักยภาพในการปฏิบัติงานตามหน้าที่ ความรับผิดชอบอย่างต่อเนื่อง ($\overline{X}$=4.24) ผู้บริหารศึกษา วิจัย ค้นคว้า หาความรู้พัฒนาตนเองระดับที่สูงมีค่าเฉลี่ยเป็นอันดับสุดท้าย ($\overline{X}$=4.25)

ตารางที่ 3 ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ด้านการพัฒนาศักยภาพบุคลากร

ระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ด้านการพัฒนาศักยภาพบุคลากร		ระดับความคิดเห็น		
		$\overline{X}$	S.D.	แปลความ
1.	ผู้บริหารให้คำปรึกษา แนะนำ แก่บุคลากรเพื่อพัฒนางานให้มี ประสิทธิภาพ	4.34	0.48	มาก
2.	ผู้บริหารสร้างเสริมพลังอำนาจให้บุคลากรได้มีส่วนร่วมในการบริหารจัดการ	4.32	0.55	มาก
3.	ผู้บริหารปฏิบัติตนเป็นแบบอย่างที่ดี ในการครองตน ครองคน ครองงาน ให้แก่บุคลากร	4.28	0.55	มาก
4.	ผู้บริหารสนับสนุนและให้โอกาสผู้ร่วมงานในการพัฒนางานในรูปแบบต่างๆ	4.33	0.49	มาก
รวม		**4.32**	**0.45**	**มาก**

จากตารางที่ 3 พบว่าระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ด้านการพัฒนาศักยภาพบุคลากร โดยภาพรวมอยู่ในระดับ “มาก” ($\overline{X}$ = 4.32) เมื่อพิจารณาค่าเฉลี่ยรายข้อ โดยมีค่าเฉลี่ยสูงสุดอันดับแรกได้แก่ผู้บริหารให้คำปรึกษา แนะนำ แก่บุคลากรเพื่อพัฒนางานให้มีประสิทธิภาพ ($\overline{X}$ = 4.34) รองลงมาผู้บริหารสนับสนุนและให้โอกาสผู้ร่วมงานในการพัฒนางานในรูปแบบต่างๆ ได้แก่ ($\overline{X}$ = 4.33) และผู้บริหารปฏิบัติตนเป็นแบบอย่างที่ดี ในการครองตน ครองคน ครองงาน ให้แก่บุคลากร มีค่าเฉลี่ยเป็นอันดับสุดท้าย ($\overline{X}$ = 4.38)

ตารางที่ 4 ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ด้านการมุ่งผลสัมฤทธิ์

ระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ด้านการมุ่งผลสัมฤทธิ์		ระดับความคิดเห็น		
		$\overline{X}$	S.D.	แปลความ
1.	ผู้บริหารมุ่งมั่นในการปฏิบัติหน้าที่อย่างมีคุณภาพถูกต้องครบถ้วนและสมบูรณ์	4.25	0.54	มาก
2.	ผู้บริหารมุ่งหวังผลสำเร็จในการทำงานให้มีประสิทธิภาพ	4.25	0.52	มาก
3.	ผู้บริหารกำหนดเป้าหมาย วัตถุประสงค์ในการได้อย่างชัดเจน	4.29	0.47	มาก
4.	ผู้บริหารจัดสรรทรัพยากรที่มีเพื่อให้เกิดประโยชน์สูงสุด	4..35	0.51	มาก
5.	ผู้บริหารพัฒนาผลงานให้มีคุณภาพอย่างต่อเนื่อง	4.28	0.50	มาก
6.	ผู้บริหารสามารถแก้ปัญหาและรับผิดชอบในการบริหารได้อย่างมีประสิทธิภาพ	4.32	0.48	มาก
7.	ผู้บริหารสามารถบริหารจัดการได้บรรลุตามตามเป้าหมาย	4.33	0.47	มาก
รวม		**4.30**	**0.40**	**มาก**

จากตารางที่ 4 พบว่าระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ด้านการมุ่งผลสัมฤทธิ์ โดยภาพรวมอยู่ในระดับ “มาก” ($\overline{X}$=4.30) เมื่อพิจารณาค่าเฉลี่ยรายข้อ โดยเรียงจากค่าเฉลี่ยสูงสุด ได้แก่ผู้บริหารจัดสรรทรัพยากรที่มีเพื่อให้เกิดประโยชน์สูงสุด ($\overline{X}$ = 4.35) รองลงมา ได้แก่ผู้บริหารสามารถบริหารจัดการได้บรรลุตามตามเป้าหมาย ($\overline{X}$=4.33) และผู้บริหารมุ่งมั่นในการปฏิบัติหน้าที่อย่างมีคุณภาพถูกต้องครบถ้วนและสมบูรณ์ ผู้บริหารมุ่งหวังผลสำเร็จในการทำงานให้มีประสิทธิภาพ มีค่าเฉลี่ยเป็นอันดับสุดท้าย ($\overline{X}$ = 4.25)

ตารางที่ 5 ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ด้านการบริการที่ดี

ระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ด้านการบริการที่ดี		ระดับความคิดเห็น		
		$\overline{X}$	S.D.	แปลความ
1	ผู้บริหารส่งเสริมสนับสนุนอำนวยความสะดวก และตอบสนอง ความต้องการของผู้รับบริการอย่างทั่วถึง	4.55	0.49	มากที่สุด
2	ผู้บริหารให้บริการตามความต้องการของผู้รับบริการด้วยความ รวดเร็วถูกต้อง ประทับใจและยุติธรรม	4.47	0.50	มาก
3	ผู้บริหารนำข้อมูลสารสนเทศในงานบริการมาปรับปรุงและพัฒนาระบบการให้บริการอย่างมีคุณภาพ	4.50	0.41	มาก
รวม		**4.50**	**0.41**	**มาก**

จากตารางที่ 5 พบว่าระดับสมรรถนะของผู้บริหารสถานศึกษาโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ด้านการบริการที่ดี โดยภาพรวมอยู่ในระดับ “มาก” ($\overline{X}$=4.50) เมื่อพิจารณาค่าเฉลี่ยรายข้อ โดยเรียงจากค่าเฉลี่ยสูงสุด ได้แก่ ผู้บริหารส่งเสริมสนับสนุนอำนวยความสะดวก และตอบสนอง ความต้องการของผู้รับบริการอย่างทั่วถึง ($\overline{X}$=4.55) รองลงมา ได้แก่ผู้บริหารนำข้อมูลสารสนเทศในงานบริการมาปรับปรุงและพัฒนาระบบการให้บริการอย่างมีคุณภาพ ($\overline{X}$=4.50) สำหรับผู้บริหารให้บริการตามความต้องการของผู้รับบริการด้วยความรวดเร็วถูกต้องประทับใจและยุติธรรม มีค่าเฉลี่ยเป็นอันดับสุดท้าย ($\overline{X}$ = 4.47)

2. ผลการวิเคราะห์ระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 แสดงได้ดังตารางที่ 6-10

ตารางที่ 6 ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ระดับและลำดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 โดยภาพรวม

ระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 โดยภาพรวม	ระดับความคิดเห็น		
	$\overline{X}$	S.D.	แปลความ
1. ความสามารถในการพัฒนาเจตคติทางบวกของนักเรียน	4.19	0.31	มาก
2. การจัดสรรทรัพยากรอย่างมีประสิทธิภาพ	4.33	0.39	มาก
3.การสร้างความพึงพอใจในการทำงานของครู	4.32	0.44	มาก
4.ความสามารถในการปรับตัวต่อสภาพแวดล้อม	4.54	0.39	มากที่สุด
รวม	**4.32**	**0.34**	**มาก**

จากตารางที่ 6 พบว่าระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 โดยภาพรวมทั้ง 4 ด้าน อยู่ในระดับ “มาก” ($\overline{X}$ = 4.32) เมื่อพิจารณาค่าเฉลี่ยเป็นรายด้าน โดยเรียงจากค่าเฉลี่ยสูงสุด ได้แก่ความสามารถในการปรับตัวต่อสภาพแวดล้อม ($\overline{X}$=4.54) รองลงมา ได้แก่การจัดสรรทรัพยากรอย่างมีประสิทธิภาพ ($\overline{X}$=4.33) และการสร้างความพึงพอใจในการทำงานของครู ($\overline{X}$=4.32) สำหรับความสามารถในการพัฒนาเจตคติทางบวกของนักเรียน มีค่าเฉลี่ยเป็นอันดับสุดท้าย ($\overline{X}$ = 4.19) โดยแยกผลการวิเคราะห์รายด้านทั้ง 4 ด้าน ดังนี้

ตารางที่ 7 ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ความสามารถในการพัฒนาเจตคติทางบวกของนักเรียน

ระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ความสามารถในการพัฒนาเจตคติทางบวกของนักเรียน		ระดับความคิดเห็น		
		$\bar{X}$	S.D.	แปลความ
1.	นักเรียนมีระดับความรู้ ความสามารถและทักษะในศตวรรษที่ 21	4.14	0.51	มาก
2.	นักเรียนมีความพร้อมทั้งทางด้านร่างกาย สังคม สติปัญญาและอารมณ์	4.22	0.47	มาก
3.	นักเรียนมีพัฒนาการทางด้านการเรียนรู้ในศตวรรษที่ 21 เทคโนโลยีที่เหมาะสมกับวัย	4.24	0.56	มาก
4.	นักเรียนมีการเปลี่ยนแปลงพฤติกรรมการแสดงออก เกี่ยวกับสติปัญญา ด้านพุทธิพิสัย	4.22	0.60	มาก
5.	นักเรียนมีการเปลี่ยนแปลงพฤติกรรมการแสดงออกเกี่ยวกับจิตใจด้านจิตพิสัย	4.20	0.60	มาก
6.	นักเรียนมีการเปลี่ยนแปลงพฤติกรรมการแสดงออก เกี่ยวกับความสามารถในการปฏิบัติงาน ด้านทักษะพิสัย	4.15	0.57	มาก
7.	นักเรียนมีการเปลี่ยนแปลงพฤติกรรมการแสดงออกตามคุณลักษณะที่พึงประสงค์	4.21	0.56	มาก
รวม		**4.19**	**0.31**	**มาก**

จากตารางที่ 7 พบว่าระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 นักเรียนมีผลสัมฤทธิ์ทางการเรียนสูง โดยภาพรวมอยู่ในระดับ “มาก” ($\bar{X}$=4.19) เมื่อพิจารณาค่าเฉลี่ยเป็นรายข้อ โดยเรียงจากค่าเฉลี่ยสูงสุด ได้แก่นักเรียนมีพัฒนาการทางด้านการเรียนรู้ในศตวรรษที่ 21 เทคโนโลยีที่เหมาะสมกับวัย ($\bar{X}$=4.24) รองลงมาได้แก่นักเรียนมีการเปลี่ยนแปลงพฤติกรรมการแสดงออกเกี่ยวกับสติปัญญา ด้านพุทธิพิสัยและนักเรียนมีความพร้อมทั้งทางด้านร่างกาย สังคม สติปัญญาและอารมณ์ ($\bar{X}$=4.22) สำหรับนักเรียนมีระดับความรู้ ความสามารถและทักษะในศตวรรษที่ 21 มีค่าเฉลี่ยเป็นอันดับสุดท้าย ($\bar{X}$=4.14)

ตารางที่ 8 ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 การจัดสรรทรัพยากรอย่างมีประสิทธิภาพ

ระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 การจัดสรรทรัพยากรอย่างมีประสิทธิภาพ		ระดับความคิดเห็น		
		$\bar{X}$	S.D.	แปลความ
1.	ผู้บริหารวางแผน จัดสรรทรัพยากรเพื่อการจัดการศึกษาได้อย่างมีประสิทธิภาพ	4.28	0.48	มาก
2.	ผู้บริหารจัดสรรทรัพยากรเพื่อนำไปพัฒนาคุณภาพผู้เรียนให้บรรลุตามวัตถุประสงค์	4.35	0.47	มาก
3.	ผู้บริหารใช้ทรัพยากรตรงตาม กลยุทธ์ เป้าหมาย โครงการกิจกรรมในการจัดการศึกษาได้อย่างมีคุณภาพ	4.35	0.52	มาก
4.	มีการบริหารจัดการครูและบุคลากรให้ปฏิบัติงานตามแผนและเต็มตามศักยภาพ	4.37	0.50	มาก
5.	ผู้บริหารวางแผนการใช้เงินงบประมาณให้เป็นไปตามแผน	4.30	0.49	มาก
6.	ผู้บริหารวางแผนการใช้วัสดุอุปกรณ์อย่างคุ้มค่าและเกิดประโยชน์สูงสุด	4.35	0.47	มาก
7.	ผู้บริหารวางแผนการจัดสรรทรัพยากรทุกด้านให้มีความเหมาะสม	4.31	0.48	มาก
รวม		**4.33**	**0.39**	**มาก**

จากตารางที่ 8 พบว่าระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 การจัดสรรทรัพยากรอย่างมีประสิทธิภาพ “มาก” ($\bar{X}$ = 4.33) เมื่อพิจารณาค่าเฉลี่ยเป็นรายข้อ โดยเรียงจากค่าเฉลี่ยสูงสุดได้แก่มีการบริหารจัดการครูและบุคลากรให้ปฏิบัติงานตามแผนและเต็มตามศักยภาพ ($\bar{X}$=4.37) รองลงมา ได้แก่ผู้บริหารจัดสรรทรัพยากรเพื่อนำไปพัฒนาคุณภาพผู้เรียนให้บรรลุตามวัตถุประสงค์ผู้บริหารใช้ทรัพยากรตรงตาม กลยุทธ์ เป้าหมาย โครงการกิจกรรมในการจัดการศึกษาได้อย่างมีคุณภาพผู้บริหารวางแผนการใช้วัสดุอุปกรณ์อย่างคุ้มค่าและเกิดประโยชน์สูงสุด สำหรับผู้บริหารวางแผนจัดสรรทรัพยากรเพื่อการจัดการศึกษาได้อย่างมีประสิทธิภาพ มีค่าเฉลี่ยเป็นอันดับสุดท้าย ($\bar{X}$=4.14)

ตารางที่ 9 ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 การสร้างความพึงพอใจในการทำงานของครู

ระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 การสร้างความพึงพอใจในการทำงานของครู		ระดับความคิดเห็น		
		$\overline{X}$	S.D.	แปลความ
1.	ครูแสดงความพึงพอใจ เต็มใจ และมีความสุขต่องานที่รับผิดชอบ	4.25	0.52	มาก
2.	ครูได้รับการตอบสนองตามความต้องการเกิดทัศนคติและความภักดีต่อองค์กร	4.31	0.51	มาก
3.	ครูปฏิบัติงานที่ได้รับมอบหมายอย่างเต็มกำลังความสามารถด้วยความเต็มใจ	4.31	0.56	มาก
4.	ครูทำงานอย่างเต็มความสามารถส่งผลให้งานมีประสิทธิภาพตามวัตถุประสงค์	4.37	0.51	มาก
5.	ครูภาคภูมิใจที่ปฏิบัติงานจนบรรลุเป้าหมายและวัตถุประสงค์ของสถานศึกษา	4.35	0.49	มาก
รวม		**4.32**	**0.44**	**มาก**

จากตารางที่ 9 พบว่าระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 การสร้างความพึงพอใจในการทำงานของครู “มาก” ($\overline{X}$=4.32) เมื่อพิจารณาค่าเฉลี่ยเป็นรายข้อ โดยเรียงจากค่าเฉลี่ยสูงสุด ได้แก่ครูทำงานอย่างเต็มความสามารถส่งผลให้งานมีประสิทธิภาพตามวัตถุประสงค์ ($\overline{X}$=4.37) รองลงมา ได้แก่ ครูภาคภูมิใจที่ปฏิบัติงานจนบรรลุเป้าหมายและวัตถุประสงค์ของสถานศึกษา ($\overline{X}$=4.35) สำหรับครูแสดงความพึงพอใจ เต็มใจ และมีความสุขต่องานที่รับผิดชอบ มีค่าเฉลี่ยเป็นอันดับสุดท้าย ($\overline{X}$=4.25)

ตารางที่ 10 ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ความสามารถในการปรับตัวต่อสภาพแวดล้อม

ระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ความสามารถในการปรับตัวต่อสภาพแวดล้อม		ระดับความคิดเห็น		
		$\overline{X}$	S.D.	แปลความ
1.	ครูและบุคลากรปรับเปลี่ยนเทคนิควิธีการสอนที่ทันสมัยเพื่อพัฒนาคุณภาพการศึกษา	4.56	0.49	มากที่สุด
2.	ครูและบุคลากรมีการพัฒนาด้านวิชาการ หลักสูตรและด้านการจัดการเรียนการสอน	4.58	0.47	มากที่สุด
3.	ครูและบุคลากรร่วมพัฒนาผู้เรียนให้มีทักษะชีวิตและเป็นไปตามคุณลักษณะที่พึงประสงค์	4.55	0.50	มากที่สุด
4.	ครูและบุคลากรสามารถปรับตัวให้ทันต่อสภาพทางเศรษฐกิจ การเมือง การศึกษา ได้อย่างมีคุณภาพและมาตรฐาน	4.48	0.50	มาก
รวม		**4.54**	**0.39**	**มากที่สุด**

จากตารางที่ 10 พบว่าระดับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 5 ความสามารถในการปรับตัวต่อสภาพแวดล้อม โดยภาพรวมอยู่ในระดับ “มากที่สุด” ($\overline{X}$ = 4.54) เมื่อพิจารณาค่าเฉลี่ยเป็นรายข้อ โดยเรียงจากค่าเฉลี่ยสูงสุด ได้แก่ ครูและบุคลากรมีการพัฒนาด้านวิชาการ หลักสูตรและด้านการ จัดการเรียนการสอน($\overline{X}$ = 4.58) รองลงมา ได้แก่ครูและบุคลากรปรับเปลี่ยนเทคนิควิธีการสอนที่ทันสมัยเพื่อพัฒนาคุณภาพการศึกษา ($\overline{X}$=4.56) สำหรับครูและบุคลากรสามารถปรับตัวให้ทันต่อสภาพทางเศรษฐกิจการเมืองการศึกษา ได้อย่างมีคุณภาพและมาตรฐาน มีค่าเฉลี่ยเป็นอันดับสุดท้าย ($\overline{X}$=4.48)

3. ผลการวิเคราะห์ความสัมพันธ์ระหว่างสมรรถนะของผู้บริหารสถานศึกษากับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

การหาความสัมพันธ์ ผู้ศึกษาได้ศึกษาความสัมพันธ์ระหว่างสมรรถนะของผู้บริหารสถานศึกษากับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยใช้การหาค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน (Pearson Product Moment Coefficient) ซึ่งผลการวิเคราะห์ปรากฏ ดังตารางที่ 11

ตารางที่ 11 ค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างสมรรถนะของผู้บริหารสถานศึกษากับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

ตัวแปร	ด้านการมุ่งผลสัมฤทธิ์ (X_1)	ด้านการบริการที่ดี (X_2)	ด้านการพัฒนาตนเอง (X_3)	ด้านการพัฒนาศักยภาพบุคลากร (X_4)	ประสิทธิผลของโรงเรียน (Y)
ด้านการมุ่งผลสัมฤทธิ์ (X_1)	1.00				
ด้านการบริการที่ดี (X_2)	.504**	1.00			
ด้านการพัฒนาตนเอง (X_3)	.698**	.544**	1.00		
ด้านการพัฒนาศักยภาพบุคลากร (X_4)	.602**	.543**	.708**	1.00	
ประสิทธิผลของโรงเรียน (Y)	.618**	.546**	.658**	.606**	1.00

** ความสัมพันธ์มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 11 พบว่า ค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างสมรรถนะของผู้บริหารสถานศึกษากับประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ทุกด้านมีความสัมพันธ์ทางบวก และมีความสัมพันธ์อยู่ในระดับปานกลาง อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ซึ่งเรียงตามลำดับ สมรรถนะของผู้บริหารสถานศึกษา คือ ด้านการพัฒนาตนเอง (X_3) มีความสัมพันธ์ระหว่างประสิทธิผลของโรงเรียน (y) ในระดับที่สูงสุดอยู่ที่ (r=.658) หรือ 65.82 รองลงมาคือ ด้านการมุ่งผลสัมฤทธิ์ (X_1) มีความสัมพันธ์ระหว่างประสิทธิผลของโรงเรียน (y) อยู่ที่ (r=.618) หรือ 61.83 และด้านการพัฒนาศักยภาพบุคลากร (X_4) มีความสัมพันธ์ระหว่างประสิทธิผลของโรงเรียน (y) อยู่ที่ (r = .606) หรือ 60.61 สำหรับ ด้านการบริการที่ดี (X_2) มีความสัมพันธ์ระหว่างประสิทธิผลของโรงเรียน (y) ในระดับที่ต่ำสุด อยู่ที่ (r=.546) หรือ 54.58

4.6 ผลการวิเคราะห์สมรรถนะของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5

การวิเคราะห์ความสัมพันธ์สมรรถนะของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ผู้ศึกษาได้สร้างสมการเพื่อพยากรณ์ว่าตัวแปรต้นใดบ้างที่ร่วมกันทำนายตัวแปรตามดีที่สุด พิจารณาจาก ตัวแปรตามคือความมีประสิทธิผลของโรงเรียน โดยใช้สถิติวิเคราะห์การถดถอยพหุคูณแบบมีขั้นตอน (Stepwise Multiple Regression Analysis) ซึ่งผลการวิเคราะห์ปรากฏดังตารางที่ 12-13

ตารางที่ 12 ผลการวิเคราะห์การถดถอยพหุคูณแบบมีขั้นตอนของสมรรถนะของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยทดสอบความแตกต่างของค่าสัมประสิทธิ์ การถดถอยเมื่อเพิ่มตัวแปรเข้าทีละตัว

ตัวแปรต้น	R	R^2	Adjusted R^2	Std.error	F	P-values
X_3	.658	.433	.429	.259	92.497**	.000
X_3 X_2	.695	.483	.475	.248	56.132**	.000
X_3 X_2 X_1	.718	.516	.503	.241	42.230**	.000

จากตารางที่ 12 พบว่า จากตัวแปรต้นทั้งหมด 4 ตัว พบว่า ทุกด้านมีความสัมพันธ์เป็นไปทางบวก มีนัยสำคัญทางสถิติที่ระดับ .01 จำนวน 3 ตัว ตามลำดับ คือ ด้านการพัฒนาตนเอง (X_3) ด้านการบริการที่ดี (X_2) และด้านการมุ่งผลสัมฤทธิ์ (X_1) ส่วนตัวแปรต้นอีก 1 ตัว คือ ด้านการพัฒนาศักยภาพบุคลากร (X_4) ถูกคัดออกจากสมการ เนื่องจากทดสอบความสัมพันธ์แล้วไม่มีความสัมพันธ์

ไปในทางเดียวกัน จึงแสดงให้เห็นว่า ตัวแปรต้นที่ดีและเหมาะสมที่สุดที่จะทำให้โรงเรียนในศูนย์เครือข่ายบูรพา ของสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 มีประสิทธิผลได้นั้นจะต้องประกอบด้วยตัวแปรต้นเพียง 3 ตัวเท่านั้น ส่วนค่าสัมประสิทธิ์การถดถอย (R^2) เมื่อนำตัวแปรต้นใส่เข้าไปในสมการ จะมีค่าเปลี่ยนไปทำให้ค่าร้อยละของพยากรณ์เปลี่ยนไป โดยพบว่าเมื่อใส่ตัวแปรต้น คือ ด้านการพัฒนาตนเอง (X_3) เพียงตัวเดียวเข้าไปในสมการถดถอย จะทำให้ค่าสัมประสิทธิ์พยากรณ์เกิดขึ้นร้อยละ 43.3 (R^2 = .433) เมื่อใส่ตัวแปรต้น ด้านการบริการที่ดี (X_2) เพิ่มเข้าไปในสมการจะทำให้มีค่าสัมประสิทธิ์พยากรณ์ร้อยละ 48.3 (R^2=.483) และเมื่อใส่ตัวแปรต้นตัวสุดท้าย คือ ด้านการมุ่งผลสัมฤทธิ์ (X_1) เข้าไปในสมการจะทำให้มีค่าสัมประสิทธิ์พยากรณ์ ร้อยละ 51.6 (R^2=.516)

ตารางที่ 13 ค่าสัมประสิทธิ์การถดถอยของตัวพยากรณ์ที่อยู่ในรูปคะแนนดิบ (B) และที่อยู่ในรูป คะแนนมาตรฐาน (β)

ตัวแปร	คะแนนดิบ		คะแนนมาตรฐาน	t	P-values
	B	Std.error	β		
(Constant)	1.896	.214	-	8.853	.000
X_3	.205	.053	.359	3.830**	.000
X_2	.156	.055	.222	2.851**	.005
X_1	.174	.062	.256	2.817**	.006
R= .718, R^2= .516, Adjusted R^2= .503, Std.error= .214, F= 42.230					

จากตารางที่ 13 พบว่า เมื่อนำตัวแปรต้นสมรรถนะของผู้บริหารสถานศึกษา ทั้ง 3 ด้าน คือ ด้านการพัฒนาตนเอง (X_3) ด้านการบริการที่ดี (X_2) และด้านการมุ่งผลสัมฤทธิ์ (X_1) เข้าสมการถดถอยแล้ว จะได้ค่าสัมประสิทธิ์สหสัมพันธ์พหุคูณเท่ากับ 71.80 (R=.718) หรือร้อยละ 71.80 ซึ่งมีนัยสำคัญทางสถิติที่ระดับ .01 มีค่าสัมประสิทธิ์การทำนายหรืออำนาจพยากรณ์ ร้อยละ 51.60 (R^2= 0.516) โดยค่าสัมประสิทธิ์การถดถอยสมรรถนะของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของโรงเรียนศูนย์เครือข่ายบูรพา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ด้านที่มากที่สุด คือ ด้านการพัฒนาตนเอง (X_3) รองลงมาคือด้านการบริการที่ดี (X_2) และด้านการมุ่งผลสัมฤทธิ์ (X_1) ตามลำดับ โดยมีค่าสัมประสิทธิ์การถดถอยในรูปของคะแนนมาตรฐาน (β) เท่ากับ .359 (X_3), .222 (X_2) และ .256 (X_1) ซึ่งสามารถสร้างสมการพยากรณ์จากค่าสัมประสิทธิ์การถดถอยของตัวพยากรณ์ที่อยู่ในรูปคะแนนดิบ (B) และที่อยู่ในรูปคะแนนมาตรฐาน (β) ได้ ดังต่อไปนี้

สมการพยากรณ์ในรูปคะแนนดิบ (Unstandardized Score)

$Y' = 1.896 + 0.205^{**} (X_3) + 0.156^{**}(X_2) + 0.174^{**}(X_1)$

สมการพยากรณ์ในรูปคะแนนมาตรฐาน (Standardized Score)

$Z = 0.359\ Z_3 + 0.222\ Z_2 + 0.256\ Z_1$

ข้อเสนอแนะ

1. ข้อเสนอแนะสำหรับการนำผลการวิจัยไปใช้

1.1 ผู้บริหารสถานศึกษาควรได้รับการพัฒนาในด้านการพัฒนาตนเองเพราะชี้ให้เห็นว่า ระดับพฤติกรรมการแสดงออกในด้านการพัฒนาตนเอง มีค่าเฉลี่ยน้อยที่สุด เมื่อเทียบกับประเด็นอื่นๆ ที่นำมาวิจัย

1.2 ผู้บริหารสถานศึกษา ควรให้ความสำคัญและเอาใจใส่ประสิทธิผลของโรงเรียนในความสามารถสำหรับนักเรียนมีผลสัมฤทธิ์ทางการเรียนสูงมากขึ้น เนื่องจากผลการวิจัยชี้ให้เห็นว่า ผู้บริหารสถานศึกษามีความสามารถนักเรียนที่มีผลสัมฤทธิ์ทางการเรียนมีค่าเฉลี่ยน้อยที่สุด เมื่อเทียบกับประเด็นอื่นๆ ที่นำมาศึกษา ผู้บริหารสถานศึกษาจะต้องพัฒนาผลสัมฤทธิ์ทางการเรียนของนักเรียนให้อยู่ในระดับที่สูงขึ้นอย่างต่อเนื่อง

2. ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

2.1 ควรศึกษาวิจัยเชิงคุณภาพเกี่ยวกับประสิทธิผลของโรงเรียนเพื่อให้ได้องค์ความรู้ในเชิงลึกมาเปรียบเทียบกับงานวิจัยในเชิงปริมาณ หรือเพื่อเป็นการสนับสนุนงานวิจัยเชิงปริมาณ

2.2 จะเห็นได้ว่าจากประสิทธิภาพความสามารถในการพัฒนาเจตคติทางบวกของนักเรียนมีค่าเฉลี่ยต่ำสุด ควรที่จะนำมาศึกษาวิจัยของผู้บริหารสถานศึกษาในโอกาสต่อไป

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แนวทางการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

Guidelines of Innovation Organization Development of Schools in Wiang Ruea Khum Consortium under the Secondary Educational Service Area Office Khonkaen

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บทคัดย่อ

การศึกษาค้นคว้าอิสระครั้งนี้มีวัตถุประสงค์เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์การเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น และศึกษาแนวการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ประชากรที่ใช้ในการศึกษาครั้งนี้ คือ ผู้บริหารและครูในโรงเรียนสหวิทยาเขตเวียงเรือคำ กลุ่มตัวอย่าง ได้แก่ ผู้บริหารโรงเรียนจำนวน คน ครูผู้สอน 19 คน 186 จำนวนรวมทั้งสิ้น คน 205 ขนาดของกลุ่มตัวอย่างได้มาโดยการเทียบตารางสำเร็จรูปของ Krejcie and Morgan และทำการสุ่มตัวอย่างง่า (Simple Random Sampling) ในการศึกษาครั้งนี้ได้แบ่งเป็น คือ ระยะการ 1 ระยะ ระยะที่ 2ศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์การเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ เครื่องมือที่ใช้ในการศึกษา ได้แก่ แบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และดัชนีความต้องการจำเป็น ($PNI_{Modified}$) ระยะที่ คือระยะการศึกษา 2แนวทางการการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ เครื่องมือที่ใช้ในการศึกษา คือ แบบสัมภาษณ์กึ่งโครงสร้าง แบบประเมินความเหมาะสม และความเป็นไปได้ของร่างแนวทางการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ

ผลการศึกษาค้นคว้า พบว่า 1) สภาพปัจจุบันของพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษาโดยภาพรวมอยู่ในระดับมาก และสภาพที่พึงประสงค์การเป็นองค์กรนวัตกรรมของสถานศึกษาอยู่ในระดับมากที่สุด โดยด้านที่มีความต้องการจำเป็นมากที่สุด คือ ด้านบรรยากาศองค์กร 2) แนวทางการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษามีผลการประเมินความเหมาะสมและความเป็นไปได้โดยภาพรวมอยู่ในระดับมากที่สุด

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Abstract

The present study aimed 1) to investigate the current situations and desirable situations of innovation organization of schools in Wiang Ruea Khum consortium under the secondary educational service area office Khonkaen, 2) to investigate the guidelines of innovation organization development in schools in Wiang Ruea Khum consortium under the secondary educational service area office Khonkaen. The population were school's administrators and teachers of schools in Wiang Ruea Khum consortium. The sample were 205 consisted of 19 school's administrators and 186 teachers selected by using Krejcie and Morgan table and simple random sampling. The study divided into 2 phases; phase 1 was the study related to current situations and desirable situations, the instrument used was questionnaire, the statistics used were frequency, mean, percentage, standard deviation and priority needs index) $PNI_{Modified}$ (. Phase 2 was the study related to the guidelines of innovation organization development in schools in Wiang Ruea Khum consortium, the instruments used were semi-structured interview form, the evaluation form of feasibility and suitability of the guidelines.

The results of the study revealed as follows;1) The currents situations overall rated in more level and the desirable situations overall rated in the most level. The priority needs revealed that the most needed was

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organization atmosphere.2) The results of feasibility and suitability of the guidelines evaluation overall rated in the most level.
Keywords: Innovation Organization, School's Administrators, Guidelines Development

บทนำ

ความท้าทายที่เป็นพลวัตของโลกศตวรรษที่ 21 ทั้งในส่วนที่เป็นแรงกดดันภายนอก ได้แก่การเปลี่ยนแปลงของบริบทเศรษฐกิจและสังคมโลกอันเนื่องมาจากการปฏิวัติดิจิทัล (Digital Revolution) การเปลี่ยนแปลงสู่อุตสาหกรรม 4.0 (The Fourth Industrial Revolution) การดำเนินงานเพื่อบรรลุเป้าหมายการพัฒนาที่ยั่งยืนขององค์การสหประชาชาติ 2573 (Sustainable Development Goals : SDGs) ที่ประเทศไทยได้ให้สัตยาบันรวมทั้งผลกระทบของการเป็นประชาคมอาเซียน และความต้องการกำลังคนที่มีทักษะในศตวรรษที่ 21 กรอบทิศทางของแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 12 (พ.ศ. 2560– 2564) นำพาประเทศไปสู่ความมั่นคง มั่งคั่ง และยั่งยืนในอีก 20 ปี ข้างหน้า (กระทรวงศึกษาธิการ, 2560) ขณะเดียวกัน องค์กรทางการศึกษาจะประสบความสำเร็จและอยู่รอดท่ามกลางความเปลี่ยนแปลงของโลกอย่าง รวดเร็วดังกล่าว ขึ้นอยู่กับการมีความคิดสร้างสรรค์ การค้นพบสิ่งใหม่ๆ และการสร้างนวัตกรรม (กีรติ ยศยิ่งยง, 2552) การสร้างสรรค์นวัตกรรมจึงเป็นปัจจัยที่มีผลต่อการดำเนินงานขององค์กร องค์กรต้องสร้างสรรค์ นวัตกรรมเพื่อสร้างความได้เปรียบเพื่อให้องค์กรอยู่รอดภายใต้สังคมที่แข่งขัน

การพัฒนาประเทศไทยภายใต้แนวคิด ประเทศไทย 4.0 ขับเคลื่อนด้วยความรู้และ นวัตกรรม ซึ่งสอดคล้องกับเป้าหมายการพัฒนาที่ยั่งยืน ประเทศไทยจำเป็นต้องมีการปฏิรูป และปรับเปลี่ยนอย่างเป็นระบบ เพื่อให้โครงสร้างทางเศรษฐกิจและสังคมของประเทศ เหมาะสมกับภูมิทัศน์ใหม่ของโลก ในการนี้ จึงได้มีการจัดทำ "ยุทธศาสตร์ชาติ" ซึ่งจะช่วยยกระดับคุณภาพของประเทศในทุกภาค ส่วนและนำพาประเทศให้หลุดพ้นจากสภาพปัญหาที่เกิดขึ้นในปัจจุบัน และมียุทธศาสตร์ที่จะใช้เป็นกรอบแนวทางการพัฒนาในระยะ 20 ปีต่อจากนี้ไป (กระทรวง อุตสาหกรรม, 2559)

จากกระแสการเปลี่ยนแปลงที่มุ่งเข้าสู่ยุคนวัตกรรมดังกล่าว สอดคล้องกับแนวคิดตาม พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 หมวด 9 เทคโนโลยีทางการศึกษา มาตราที่ 64 ที่กำหนดว่ารัฐจะต้องส่งเสริมและสนับสนุนให้มี การผลิต และพัฒนาแบบเรียน ตำรา หนังสือทางวิชาการ สื่อสิ่งพิมพ์อื่น วัสดุอุปกรณ์ และ เทคโนโลยีเพื่อการศึกษาอื่น โดยเร่งรัดพัฒนาขีดความสามารถในการผลิต จัดให้มีเงินสนับสนุน การผลิตและมีการให้แรงจูงใจแก่ผู้ผลิต และพัฒนาเทคโนโลยีเพื่อการศึกษา ทั้งนี้ โดยเปิดให้มี การแข่งขันโดยเสรี อย่างเป็นธรรม และมาตรา 65 ให้มีการพัฒนาบุคลากรทั้งด้านผู้ผลิต และ ผู้ใช้เทคโนโลยีเพื่อการศึกษา เพื่อให้มีความรู้ ความสามารถ และทักษะในการผลิตรวมทั้งการ ใช้เทคโนโลยีที่เหมาะสม มีคุณภาพ และประสิทธิภาพ หากมีการดำเนินการตามแนวคิด ดังกล่าวจะทำ ให้เกิดเป็นนวัตกรรม ที่สามารถนำมาใช้กับการบริหารและการจัดการศึกษาได้ เป็นอย่างดี (สุกัญญา แช่มช้อย, 2555) ในระดับองค์กรก็เช่นกัน ถ้าองค์กรใดไม่สามารถที่จะพัฒนา ปรับปรุงและเปลี่ยนแปลงตนเองด้วยวิธีการหรือสิ่งใหม่ ๆ แล้วก็ย่อมเป็นการยากที่จะทำให้องค์การของตนประสบความสำเร็จในการแข่งขันได้ ต้องมีการพัฒนาปรับปรุงและเปลี่ยนแปลงอย่างรวดเร็วและต่อเนื่อง ตลอดทั้งมีการนำเอาแนวความคิดใหม่ ๆ เข้ามาใช้ในการบริหารจัดการ การนำเอานวัตกรรมและการยอมรับการเปลี่ยนแปลงในองค์กรนั้น (รังสรรค์ ประเสริฐศรี, 2556) "นวัตกรรม" เป็นกระบวนการสร้างสรรค์ คิดค้นพัฒนา สามารถนำไปปฏิบัติจริงและมีการเผยแพร่ออกสู่ชุมชนในลักษณะของใหม่ที่ไม่มีมาก่อน หรือของเก่าที่มีอยู่เดิม แต่ได้รับการปรับปรุง เสริมแต่ง พัฒนาขึ้นใหม่ ทำให้มีมูลค่าทางเศรษฐกิจสามารถนำไปใช้ในเชิงพาณิชย์ได้ (กีรติ ยศยิ่งยง, 2552)

ดังนั้นองค์กรการศึกษาจะประสบความสำเร็จ และอยู่รอดท่ามกลางความเปลี่ยนแปลง ของโลกอย่างรวดเร็ว ขึ้นอยู่กับการมีความคิดสร้างสรรค์ การค้นพบสิ่งใหม่ ๆ และการสร้างนวัตกรรม จากองค์กรแบบการตั้งเดิม ที่เน้นการสั่งการจากบนลงล่าง ต้องเปลี่ยนลักษณะ องค์กรไปสู่การเป็นองค์กรแห่งนวัตกรรมการศึกษา ที่ต้องมีการพัฒนารูปแบบการจัดการศึกษา การบริหารงานใหม่ ๆ รวมไปถึงการสร้างนิสัยนวัตกรรมให้เกิดขึ้นกับคนในองค์กรนั่นก็คือครู บุคลากรทางการศึกษา ในสถานศึกษาที่จะต้องมีความคิดริเริ่มสรรค์สร้างรูปแบบการทำงาน สร้างสื่อการสอน และวิธีจัดการเรียนการสอนใหม่ ๆ อยู่เสมอเพื่อพัฒนาสถาบันการศึกษา เพราะความคิดริเริ่มสร้างสรรค์ถือเป็นจุดกำเนิดของการสร้างนวัตกรรมให้เกิดขึ้นภายในองค์กร เป็นทรัพย์สินทางปัญญา ที่ไม่อาจจับต้องได้ แต่มีค่ามหาศาลมากกว่าทรัพย์สินทางกายภาพ (Adams, R. & Bessant, J., 2006)

"องค์กรแห่งนวัตกรรม" ไม่ได้หมายความว่า สถานศึกษามีการทำวิจัยและพัฒนาหรือวิจัยในชั้นเรียนเท่านั้น แต่ต้องเกิดจากความร่วมมือร่วมใจในการดำเนินกิจกรรมต่าง ๆ ของครูและบุคลากรทางการศึกษาทุกคน (สุกัญญา แช่มช้อย,2555) สอดคล้องกับงานวิจัยของ อนุพงษ์ ชุมแวงวาปี (2561) ที่กล่าวว่า นโยบายระดับชาติและสำนักงานเขตพื้นที่การศึกษา ล้วนให้ความสำคัญกับความเป็นองค์กรนวัตกรรมของสถานศึกษา เนื่องจากสถานการณ์ที่เปลี่ยนแปลงทำให้ทุกคนต้องพัฒนาความสามารถของตนเอง เพื่อที่จะ

นำไปสู่สังคมแห่งการเรียนรู้และการสร้างสรรค์นวัตกรรม ดังนั้น องค์กรวัตกรรมจึงเป็นรูปแบบการบริหารสถานศึกษาอีกแบบหนึ่งซึ่งเป็นการพัฒนาสถานศึกษาด้วยความคิดริเริ่มสร้างสรรค์และส่งเสริมให้ไปสู่เป้าหมายคุณภาพ

จากความเป็นมาและความสำคัญข้างต้น แม้สถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น จะมีการนำแนวคิดริเริ่มใหม่ ๆหรือนวัตกรรมมาใช้ในสถานศึกษาแต่ยังมีการขาดการบริหารอย่างเป็นระบบและมีการพัฒนาไม่ทันกับการเปลี่ยนแปลง การจัดการบริหารในภาพรวมไม่เด่นชัดรวมแต่สถานศึกษายังขาดข้อมูลที่จะช่วยส่งเสริมในการเป็นองค์กรนวัตกรรมที่มีประสิทธิภาพ จึงทำให้ผู้วิจัยสนใจที่จะการบริหารที่ส่งผลต่อการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผลการวิจัยครั้งนี้จะเป็นข้อมูลสำหรับผู้บริหารสถานศึกษาหรือผู้ที่เกี่ยวข้องสามารถนำไปเป็นแนวทางในการแก้ไขปัญหาและพัฒนาสถานศึกษาให้เกิดเป็นองค์กรนวัตกรรมอันเป็นส่งผลคุณภาพนักเรียนและสถานศึกษา

ด้วยสภาพปัญหาและความจำเป็นดังกล่าว ผู้วิจัยจึงมีความสนใจที่จะศึกษาแนวทางการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ซึ่งจะได้นำสภาพปัจจุบันและสภาพพึงประสงค์การเป็นองค์กรนวัตกรรม ไปศึกษาแนวทางการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษา มัธยมศึกษาขอนแก่นเพื่อส่งเสริมโรงเรียนให้เป็นองค์กรแห่งการเรียนรู้ และแนวทางพัฒนาการเป็นองค์กรนวัตกรรม ต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพพึงประสงค์และความต้องการจำเป็นการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น
2. เพื่อศึกษาแนวทางการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษา มัธยมศึกษาขอนแก่น

วิธีการดำเนินการวิจัย

ระยะที่ 1 การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษา จำนวน 19 คน ครูจำนวน 186 คน เครื่องมือที่ใช้ในการศึกษาค้นคว้าอิสระเป็นแบบสอบถาม แบ่งออกเป็น 2 ตอน ได้แก่ ตอนที่ 1 แบบสอบถามแบบตรวจสอบรายการ (Check list) เป็นการสอบถามข้อมูล ประสบการณ์ในการปฏิบัติราชการ ของผู้ตอบแบบสอบถามเป็นแบบเลือกตอบที่กำหนดให้ไว้เป็นแบบตัวเลือก ตอนที่ 2 แบบสอบถามแบบมาตราส่วนประมาณค่า (Rating Scale) สอบถามเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยจำแนกข้อคำถามเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง ค่าอำนาจจำแนก โดยใช้ค่าสัมประสิทธิ์สหสัมพันธ์อย่างง่ายของเพียร์สัน ค่าความเชื่อมมั่นทั้งฉบับโดยใช้ค่าสัมประสิทธิ์แอลฟาของครอนบาค สถิติพื้นฐาน ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ดัชนีความต้องการจำเป็น $PNI_{modified}$ เป็นวิธีการที่เรียงลำดับความสำคัญของความต้องการจำเป็น โดยการถ่วงน้ำหนักของผลต่าง (สุวิมล ว่องวาณิช,2550)

ระยะที่ 2 การศึกษาแนวทางการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขต เวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น การสัมภาษณ์แนวทางการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ลักษณะของเครื่องมือ แบบสัมภาษณ์แบบกึ่งโครงสร้าง (Semi-structured Interview) สัมภาษณ์ผู้ทรงคุณวุฒิ จำนวน 5 คน วิเคราะห์ข้อมูลด้วยวิธีทางสถิติ โดยการหาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

ผลการศึกษาค้นคว้า เรื่อง แนวทางการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผู้ศึกษาสามารถสรุปได้ตามวัตถุประสงค์ดังนี้

1. การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นขององค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่นของผู้บริหารสถานศึกษา

1.1 สภาพปัจจุบันของการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขต เวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายด้านเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ บรรยากาศองค์กร การติดต่อสื่อสาร การทำงานเป็นทีม วัฒนธรรมองค์กร และวิสัยทัศน์และกลยุทธ์ ภาวะผู้นำของผู้บริหารสถานศึกษา และโครงสร้างขององค์กร

1.2 สภาพที่พึงประสงค์องค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณารายด้านเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ บรรยากาศองค์กร ภาวะผู้นำของผู้บริหารสถานศึกษา การติดต่อสื่อสาร วิสัยทัศน์และกลยุทธ์ วัฒนธรรมองค์กร การทำงานเป็นทีม และโครงสร้างขององค์กร

1.3 ลำดับความต้องการจำเป็นขององค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เมื่อพิจารณารายด้านเรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ โครงสร้างขององค์กร ภาวะผู้นำของผู้บริหารสถานศึกษา วิสัยทัศน์และกลยุทธ์ วัฒนธรรมองค์กร การทำงานเป็นทีม การติดต่อสื่อสาร และบรรยากาศองค์กร

2. การศึกษาแนวทางการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น มีผลการประเมินความเหมาะสมโดยภาพรวมอยู่ในระดับมาก และมีผลการประเมินความเป็นไปได้โดยภาพรวม อยู่ในระดับ มากที่สุด โดยมีแนวทางการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษาตามรายละเอียดดังต่อไปนี้

2.1 ด้านวิสัยทัศน์และกลยุทธ์ มีแนวทางในการพัฒนา คือ สถานศึกษาควรมีโครงการหรือกิจกรรมที่ส่งเสริมให้เกิดการสร้างสรรค์นวัตกรรม มีการจัดอบรมและพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษา กำหนดวิสัยทัศน์ต้องได้มาจากการวางนโยบาย และทุกคนในสถานศึกษา สถานศึกษาควรมีส่วนร่วมในการสร้างวิสัยทัศน์เพื่อจะได้มีส่วนร่วมและมีเป้าหมายไปในแนวทางเดียวกันทั้งสถานศึกษา

2.2 ด้านโครงสร้างขององค์กร มีแนวทางการพัฒนา คือ สถานศึกษาควรจัดทำโครงสร้างขององค์กรนวัตกรรม ดำเนินการพัฒนาองค์กรนวัตกรรม ได้แก่ ระดับยุทธศาสตร์ ระดับปฏิบัติการ ระดับสนับสนุน เปิดโอกาสให้บุคลากรดำเนินโครงการที่ส่งเสริมให้เกิดการสร้างสรรค์นวัตกรรมมีโครงสร้างที่ยืดหยุ่นบุคลากรในสถานศึกษาสื่อสารกับผู้บังคับบัญชาได้ทุกระดับเพื่อการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษา มีการจัดสายงานตามความรู้ ความสามารถที่เหมาะสมกับงาน และสถานศึกษาเปิดโอกาสให้บุคลากรในสถานศึกษาตัดสินในการดำเนินโครงการหรือกิจกรรมต่างๆ

2.3 ด้านวัฒนธรรมองค์กร แนวทางการพัฒนา คือ สถานศึกษาควรให้ความสำคัญกับบุคลากรทุกคนและคำนึงถึงความแตกต่างระหว่างบุคคล รับฟังความคิดเห็นซึ่งกันและกันร่วมกันแก้ไขปัญหาทำงานในสถานศึกษาเป็นแบบกัลยาณมิตร สร้างทีมงานนวัตกรรมมีความหลากหลาย ยอมรับสิ่งใหม่และการเปลี่ยนแปลงที่สร้างสรรค์ส่งเสริมการเรียนรู้รับรู้จากภายนอก และรู้จักตนเอง ผู้บริหารสถานศึกษาเป็นแบบอย่างในการสร้างและพัฒนานวัตกรรม และสถานศึกษามีมาตรฐานในการสร้างสรรค์และพัฒนานวัตกรรมและบุคลากรในสถานศึกษายอมรับการปฏิบัติงานตามมาตรฐานที่กำหนดไว้

2.4. ด้านบรรยากาศองค์กร แนวทางการพัฒนา คือ สถานศึกษาควรจัดบรรยากาศทางกายภาพเอื้อต่อการสร้างสรรค์นวัตกรรมและสถานศึกษามีบรรยากาศการทำง่ายของความเป็นมิตร เอื้ออารีที่ส่งผลต่อการเป็นองค์กรนวัตกรรม สถานศึกษาเปิดโอกาสให้ครูแสดงความสามารถในการริเริ่มสร้างสรรค์นวัตกรรม ผู้บริหารสถานศึกษาและบุคลากรในสถานศึกษานำนวัตกรรมมาประยุกต์ใช้ในการปฏิบัติงานสถานศึกษามีการมอบรางวัล สร้างขวัญกำลังใจให้แก่บุคลากรในสถานศึกษาที่การสร้างและพัฒนานวัตกรรม และผู้บริหารสถานศึกษาสร้างสัมพันธ์ที่ดีกับบุคคลากร

2.5 ด้านภาวะผู้นำของผู้บริหารสถานศึกษา แนวทางการพัฒนา คือ ผู้บริหารสถานศึกษาควรมีความสามารถในการกำหนดวิสัยทัศน์และกลยุทธ์ด้านนวัตกรรม ผู้บริหารสถานศึกษามีการนำเอานวัตกรรมเข้ามาประยุกต์ใช้ในการบริหารสถานศึกษา ผู้บริหารสถานศึกษามีความรู้ ความสามารถในด้านการบริหารจัดการนวัตกรรมให้ความสำคัญกับการอบรมพัฒนาบุคลากรในสถานศึกษาเกี่ยวกับการสร้างนวัตกรรม ผู้บริหารสถานศึกษาควรให้ความสำคัญกับการอบรมพัฒนาบุคลากรในสถานศึกษาเกี่ยวกับการสร้างนวัตกรรม และผู้บริหารสถานศึกษามีส่วนร่วมในการคิดสร้างสรรค์นวัตกรรม

2.6 ด้านภาวะผู้นำของผู้บริหารสถานศึกษา แนวทางการพัฒนา คือ สถานศึกษาให้ความสำคัญกับการทำงานเป็นทีมของบุคลากรในสถานศึกษาเพื่อสร้างและพัฒนานวัตกรรม สนับสนุนให้บุคลากรในสถานศึกษาแลกเปลี่ยนเรียนรู้ประสบการณ์กับหน่วยงานภายในและภายนอกเพื่อสร้างเครือข่ายพัฒนานวัตกรรมและร่วมมือทำงานด้วยความเข้าใจซึ่งกันและกัน สถานศึกษามีทีมงานที่มีความเชี่ยวชาญเป็นมืออาชีพในการสร้างและพัฒนานวัตกรรม พิจารณาบุคลากรเข้าร่วมเป็นคณะทีมงานจากความรู้ความสามารถทักษะและประสบการณ์ และผู้บริหารสถานศึกษาและบุคลากรในสถานศึกษาร่วมมือทำงานด้วยความเข้าใจซึ่งกันและกัน

2.7 ด้านด้านการติดต่อสื่อสาร แนวทางการพัฒนา คือ สถานศึกษาควรที่จะส่งเสริม สนับสนุนให้เกิดการติดต่อสื่อสารอย่างเปิดเผยและเป็นประโยชน์ที่ก่อให้เกิดความรู้ ในการสร้างและพัฒนานวัตกรรม มีการสร้างช่องทางการสื่อสารที่เพียงพอ ในการติดต่อประสานงาน ทั้งภายในและภายนอกสถานศึกษา ส่งเสริมการสื่อสารในการแลกเปลี่ยนความคิดกับสถานศึกษาหรือหน่วยงานอื่นๆ แจ้งข้อมูลข่าวสารเกี่ยวกับนวัตกรรมให้บุคลากรในสถานศึกษาทราบอย่างสม่ำเสมอ พัฒนาระบบหรือช่องทางการติดต่อสื่อสารให้พร้อมใช้งานและมีประสิทธิภาพ และสร้าง แอพลิเคชั่นที่เป็นพื้นที่ให้บุคลากรได้พบปะแลกเปลี่ยนความรู้และข้อมูลข่าวสารเกี่ยวกับนวัตกรรมระหว่างกัน

อภิปรายผลการวิจัย

1. จากผลการวิเคราะห์ สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของแนวทางการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่าสามารถนำมาอภิปรายผลได้ดังนี้

1.1. จากการศึกษาสภาพปัจจุบันของการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายด้านเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ น้อย ได้แก่ บรรยากาศองค์กร การติดต่อสื่อสาร การทำงานเป็นทีม วัฒนธรรมองค์กร และวิสัยทัศน์และกลยุทธ์ ภาวะผู้นำของผู้บริหารสถานศึกษา และโครงสร้างขององค์กร ตามลำดับ ทั้งนี้อาจเป็นเพราะผู้บริหารสถานศึกษาและครูให้ความสำคัญต่อการสร้างสรรค์นวัตกรรมและนำนวัตกรรมมาประยุกต์ใช้ในการปฏิบัติงานสอดคล้องกับงานวิจัยของ (กุลชาติ อุปรี,2559) เรื่อง รูปแบบนวัตกรรมการบริหารโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษา สกลนคร เขต 3 ผลการศึกษาพบว่าระดับสภาพปัจจุบันดำเนินงานนวัตกรรมการบริหารโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสกลนคร เขต 3 โดยรวมอยู่ในระดับมาก และสอดคล้องกับงานวิจัยของ (วีรยา สัจจะเขตต์,2564) เรื่องการพัฒนาแนวทางการเป็นองค์กรแห่งการเรียนรู้ของโรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ผลการศึกษาพบว่าสภาพปัจจุบันการเป็นองค์กรแห่งการเรียนรู้ของโรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยรวมและรายด้านอยู่ในระดับมาก และยังสอดคล้องกับงานวิจัยของ (อนุพงษ์ ชุมมแวงวาปี,2560) ศึกษาการพัฒนารูปแบบองค์การแห่งนวัตกรรมของโรงเรียนมัธยมศึกษาสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ผลการศึกษาพบว่า สภาพปัจจุบันขององค์การแห่งนวัตกรรมของโรงเรียนมัธยมศึกษา สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานในภาพรวมมีสภาพการดำเนินงานอยู่ในระดับมาก โดยสภาพปัจจุบันขององค์การแห่งนวัตกรรมที่มีสภาพการดำเนินงานลำดับสูงสุด คือ ด้านการมุ่งเน้นความสำคัญของบุคลากรและด้านการส่งเสริมความคิดสร้างสรรค์ รองลงมา คือ ด้านการมีวิสัยทัศน์และเป้าหมายร่วม ด้านการปรับปรุงโครงสร้างองค์การด้านการสื่อสารที่มีประสิทธิภาพ และด้านการพัฒนาบุคลากรอย่างต่อเนื่อง

1.2. จากการศึกษาสภาพที่พึงประสงค์ของแนวทางการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่นพบว่า โดยภาพรวมอยู่ในระดับมากที่สุดเมื่อพิจารณารายด้านเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ บรรยากาศองค์กร ภาวะผู้นำของผู้บริหารสถานศึกษา การติดต่อสื่อสาร วิสัยทัศน์และกลยุทธ์ วัฒนธรรมองค์กร การทำงานเป็นทีม และโครงสร้างขององค์กร ตามลำดับ ทั้งนี้อาจเป็นเพราะผู้บริหารสถานศึกษาและครูเล็งเห็นความสำคัญของการเป็นองค์กรนวัตกรรมของสถานศึกษา เพราะองค์กรนวัตกรรมเป็นการพัฒนาสถานศึกษาด้วยความคิดริเริ่มสร้างสรรค์และส่งเสริมให้ไปสู่เป้าหมายคุณภาพ สอดคล้องกับงานวิจัยของ (เมธาวีคำภูลา,2564) ได้ศึกษาเรื่องแนวทางการพัฒนาการเป็นองค์กรแห่งการเรียนรู้ของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดหนองบัวลำภู ผลการศึกษาพบว่าสภาพที่พึงประสงค์โดยรวมอยู่ในระดับมากที่สุด และเมื่อพิจารณาเป็นรายด้านทั้ง 5 ด้าน คือ ด้านการเรียนรู้ร่วมกันเป็นทีม รองลงมา คือ ด้านการมีวิสัยทัศน์ร่วมกัน ด้านการเป็นบุคคลรอบรู้ ด้านการมีแบบแผนทางความคิด และด้านการคิดอย่างเป็นระบบ ตามลำดับ และยังสอดคล้องกับงานวิจัยของ (วีรยา สัจจะเขตต์,2564) เรื่องการพัฒนาแนวทางการเป็นองค์กรแห่งการเรียนรู้ของโรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ผลการศึกษาพบว่าสภาพที่พึงประสงค์การเป็นองค์กรแห่งการเรียนรู้ของโรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 โดยรวม และรายด้านอยู่ในระดับมากที่สุด เรียงลำดับตามค่าเฉลี่ยได้ ดังนี้ ด้านการนำเทคโนโลยีมาใช้ ด้านการสร้างวิสัยทัศน์ร่วม ด้านการคิดอย่างเป็นระบบ ด้านรูปแบบทางความคิด ด้านการเป็นบุคคลรอบรู้ ด้านการพัฒนาการเรียนรู้ของทีม ทั้งนี้เนื่องจากผู้บริหารและครู มีความประสงค์ให้โรงเรียนมีการจัดระบบองค์กรให้เป็นองค์กรแห่งการเรียนรู้ตามองค์ประกอบที่ ผู้วิจัยได้สังเคราะห์จากเอกสารและต ารางวิชาการจากนักวิชาการทั้งไทยและต่างประเทศ ทั้ง 6 ด้าน โดยด้านที่ได้ค่าเฉลี่ยมากที่สุด คือ ด้านการนำเทคโนโลยีมาใช้ เนื่องจากโรงเรียนขยายโอกาสส่วนใหญ่ ในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 ยังไม่สามารถนำเทคโนโลยี เข้ามาช่วยในการทำงาน จัดเก็บข้อมูล หรือแบ่งปันข้อมูลภายในได้อย่างมีประสิทธิภาพ เช่น การนำ Google เข้ามาช่วยเหลือการจัดการเรียนการสอน

หรือการรวบรวมข้อมูลภายในสถานศึกษา เพื่อให้ครูและบุคคลากรสามารถเข้าถึงได้อย่างสะดวกรวดเร็ว ด้านที่ได้ค่าเฉลี่ยน้อยที่สุด คือ ด้านการพัฒนาการเรียนรู้ของทีม

1.3. จากการศึกษาลำดับความต้องการจำเป็นแนวทางการพัฒนาองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่าลำดับความต้องการจำเป็นที่สูงสุดคือ โครงสร้างขององค์กร ทั้งนี้อาจเป็นเพราะโครงสร้างสถานศึกษาที่ดีที่มีความยืดหยุ่น ความเป็นอิสระ ไม่ซับซ้อน คล่องตัว สื่อสารกับผู้บังคับบัญชาได้ทุกระดับเปิดโอกาสให้บุคลากรตัดสินในการดำเนินโครงการ ทำให้การดำเนินงานในสถานศึกษาเป็นไปอย่างมีประสิทธิภาพสู่การเป็นองค์กรนวัตกรรม สอดคล้องกับงานวิจัยของ (Marquardt,1994) ที่กล่าวไว้ว่า การมีวิสัยทัศน์ร่วมจะเป็นแรงผลักดันให้การปฏิบัติงานมุ่งสู่เป้าหมายอย่างมีเจตจำนง อย่างผูกพันบนพื้นฐานของค่านิยม ปรัชญา ความคิด ความเชื่อที่คล้ายคลึงกัน ส่งผลให้มีการร่วมกันทำกิจกรรมที่มีจุดหมายเดียวกันในที่สุด และยังเป็นไปในแนวทางเดียวกันกับ (จิรประภา อัครบวร, 2554)กล่าวถึงการกำหนดวิสัยทัศน์ร่วม ว่าบุคลากรใหญ่ขององค์การควรร่วมกำหนดด้วย ซึ่งจะเป็นภาพความคิดขององค์การในอนาคต เสมือนให้ทุกคนมีฝันร่วมกัน เป็นฝันที่ปรารถนาจะให้เกิดขึ้นจริงทุกคนจะต้องทุ่มเทแรงกายในการกระทำให้เกิดขึ้น ทั้งนี้ก็เพื่อให้เริ่มเรียนรู้ ทดลอง สิ่งใหม่ ๆ ของคนในองค์การเป็นไปในทิศทางเดียวกัน

2. ผลจากการศึกษาแนวทางการพัฒนาองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น มีผลการประเมินความเหมาะสมโดยรวมและรายด้านทุกด้านอยู่ในระดับมาก และผลการประเมินความเป็นไปได้โดยรวมอยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับงานวิจัยของ (ปานชนก ด้วงอุดม,2562) ได้ศึกษาเรื่องศึกษาสภาพการเป็นองค์กรนวัตกรรมของสถานศึกษา ตามความคิดเห็นของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาพระนครศรีอยุธยา เขต 2 ผลการศึกษา พบว่า สภาพการเป็นองค์กรนวัตกรรมของสถานศึกษาตามความคิดเห็นของผู้บริหารสถานศึกษา โดยภาพรวมอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านโครงสร้างองค์กร และด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านปัจจัยภายนอก มีประเด็นที่น่าสนใจและนำมาอภิปรายผล ดังนี้

2.1 ด้านวิสัยทัศน์และกลยุทธ์ ผลการวิจัยพบว่า ภาพรวมอยู่ในระดับมาก ทั้งนี้เนื่องจาก สถานศึกษา ผู้บริหาร คณะครูในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น การมองการณ์ไกลหรือการสร้างภาพสถานศึกษาในอนาคตข้างหน้าที่จะเกิดขึ้นเกี่ยวกับนวัตกรรมได้อย่างชัดเจน วางแผนให้เกิดความสอดคล้องกับอนาคต โดยโอกาสให้บุคลากรมีส่วนร่วม มีกิจกรรมหรือโครงการสร้างเสริมสร้างความเข้มแข็ง ซึ่งจะพัฒนาและนำพาสถานศึกษาสู่เป้าหมายความสำเร็จสู่การเป็นองค์กรนวัตกรรม สอดคล้องกับแยวคิดของ (ทองคำ พิมพา,2556) ได้ให้แนวคิดเกี่ยวกับวิสัยทัศน์และกลยุทธ์ การมองเห็นภาพที่เป็นเป้าหมายหลักขององค์การเพื่อกำหนดแนวนโยบายในการวางแผน พัฒนาให้องค์การเกิดการพัฒนาอย่างมีทิศทาง โดยภาพนั้นต้องมีความเป็นไปได้และมีเป้าหมายที่ชัดเจนตามวิสัยทัศน์ขององค์การ สอดคล้องกับแนวคิดของ (คริสเตียนเซน,2000) ได้ให้แนวคิดเกี่ยวกับวิสัยทัศน์และกลยุทธ์ ไว้ว่า จะเป็นการกำหนดแนวทางการพัฒนาองค์การว่าจะพัฒนาไปอย่างไรจะบอกถึงแนวทางการตลาดเทคโนโลยี และบทบาทขององค์กรในอนาคต สอดคล้องกับแนวคิดของ (โวน สเตมม์,2008) ได้ให้แนวคิดเกี่ยวกับวิสัยทัศน์ว่าจะต้องมีความชัดเจนสามารถบอกได้ว่าที่ไหนคือที่ที่องค์การต้องการและอยากจะเป็นในอนาคต และสอดคล้องกับผลงานวิจัยของ (จักภัทส รัณย์ ไตรรัตน์ ,2563) ศึกษาการพัฒนาสถานศึกษาสู่องค์กรนวัตกรรม กรณี ศึกษา:โรงเรียนในสหวิทยาเขตวิภาวดี ผลการศึกษาพบว่าผู้บริหารองค์กรมีวิสัยทัศน์ กลยุทธ์และเป้าหมายด้านนวัตกรรมและมีทิศทางในการพัฒนาวิสัยทัศน์ด้านนวัตกรรมให้ปฏิบัติได้จริงและนำนวัตกรรมมาพัฒนาการดำเนินงานขับเคลื่อนองค์กรด้วยระบบบริหารจัดการนวัตกรรมแบบการกระจายอำนาจ มีการสร้างแรงจูงใจให้บุคลากรพัฒนาความคิดสร้างสรรค์ มีความสามารถในการสร้างหรือนำนวัตกรรมมาใช้ เพื่อให้เกิดการพัฒนาและเปลี่ยนแปลงภายในองค์กร

2.2 ด้านโครงสร้างขององค์กร ผลการวิจัยพบว่า ภาพรวมอยู่ในระดับมาก ทั้งนี้เนื่องจาก การสถาศึกษามีการกำหนดกำหนดความสัมพันธ์อย่างระหว่างบุคคล โดยการจัดสายงาน การแบ่งงานตามความรู้ความสามารถที่เหมาะสม การกระจายอำนาจให้มีส่วนร่วม มีการวางแผนการ การควบคุม การปฏิบัติงานด้านวัตกรรมที่กำหนดให้มีความยืดหยุ่น มีความเป็นอิสระ ไม่ซับซ้อน เพื่อให้เกิดความคล่องตัว ทำให้การดำเนินงานในสถานศึกษาเป็นไปอย่างมีประสิทธิภาพนำไปสู่การเป็นองค์กรนวัตกรรม สอดคล้องกับแนวคิดของ (คณพงศ์ ดาเลิศ,2555) ได้เสนอแนวคิดเกี่ยวกับลักษณะโครงสร้างขององค์กรไว้ว่า การจัดส่วนต่างๆ ของโรงเรียนอย่างเป็นทางการ ซึ่งจะช่วยให้การบังคับบัญชาและควบคุมการดำเนินงานในโรงเรียนเป็นไปอย่างมีประสิทธิภาพ เพื่อให้เกิดการประสานงานและสอดคล้องกับเป้าหมายของโรงเรียน ได้แก่ การจัดลำดับขั้นของการบังคับบัญชา การจัดแผนกงานการประสานงาน สายการบังคับบัญชาและการมอบอำนาจหน้าที่ สอดคล้องกับแนวคิดของ (ยุทธศักดิ์ ไชยสีหา,2555) ได้เสนอแนวคิดเกี่ยวกับลักษณะโครงสร้างขององค์กรไว้ว่ากระบวนการของการกำหนดความสัมพันธ์อย่างเป็นทางการระหว่างบุคคลโดยการจัดสายงาน การแบ่งงาน การกำหนดบุคคลตามความเหมาะสมของงาน จะช่วยให้บรรลุผลสำเร็จตามวัตถุประสงค์ที่ได้กำหนดไว้ สอดคล้องกับแนวคิดของ (อัชราภรณ์ มาตรา,2555) ได้เสนอแนวคิดเกี่ยวกับลักษณะโครงสร้างขององค์กรไว้ว่าเป็นการจัดโครงสร้างที่เอื้อต่อการมีส่วนร่วม การจัดระบบ

มอบหมายงานและความรับผิดชอบ เป็นระบบการลดขั้นตอนการปฏิบัติงานการจัดสายงานการบังคับบัญชาและมีกฎระเบียบแนวปฏิบัติที่เอื้อต่อการปฏิบัติงานและมีการจัดบุคลากรให้ปฏิบัติหน้าที่สอดคล้องกับความรู้ความสามารถ สอดคล้องกับแนวคิดของ (คำเตียง กำเกลี้ยง,2556:) ได้เสนอแนวคิดเกี่ยวกับลักษณะโครงสร้างขององค์กรไว้ว่าการกำหนดการจัดสายงานการบังคับบัญชา การจัดกลุ่มงานตามจุดประสงค์หรือหน้าที่ของงาน การกำหนดบทบาทและจัดสรรอำนาจหน้าที่ชัดเจน มีการจัดบุคลากรให้ปฏิบัติหน้าที่สอดคล้องกับความรู้ความสามารถ มีการควบคุมการปฏิบัติงาน การวางแผนการปฏิบัติงาน การใช้กฎระเบียบข้อบังคับในโรงเรียน การจัดระบบงานหรือสายทางเดินของงานให้บรรลุเป้าหมายอย่างมีประสิทธิภาพ และสอดคล้องกับงานวิจัยของ (จักภัทสรัณย์ ไตรรัตน์, 2563) พบว่า องค์กรนวัตกรรมมีโครงสร้างองค์กรที่ส่งเสริมการสร้างนวัตกรรม และมีทิศทางในการพัฒนาโครงสร้างองค์กรโดยใช้หลักการกระจายอำนาจ ให้บุคลากรมีอำนาจหรืออมีส่วนร่วมในการตัดสินใจ และจัดโครงสร้างองค์กรที่มีความยืดหยุ่นและแบนราบลดระดับชัอนการบังคับบัญชาทำให้การประสานงานรวดเร็วคล่องตัว กำหนดให้มี ฝ่ายงานวิจัยและพัฒนาเทคโนโลยี ในองค์กร เพื่อส่งเสริมให้บุคลากรคว้นคว้าสร้างสรรค์นวัตกรรมใหม่ ๆ มีความคิดสร้างสรรค์ ทำงานเป็นทีมและพร้อมรับการเปลี่ยนแปลงอยู่เสมอ

2.3 ด้านวัฒนธรรมองค์กร ผลการวิจัยพบว่า ภาพรวมอยู่ในระดับมาก ทั้งนี้เนื่องจาก สถานศึกษามีมาตฐานในการสร้างสรรค์และพัฒนานวัตกรรมที่ได้รับการยอมรับ มีลักษณะการทำงานเป็นแบบกัลยาณมิตรมีความเป็นหนึ่งเดียว ปรับตัวให้ทันต่อการเปลี่ยนแปลงที่เกิดขึ้นอยู่เสมอ ผู้บริหารสถานศึกษาประพฤติตัวเป็นแบบอย่าง ให้ความสำคัญกับบุคลากรในสถานศึกษาทุกคนและคำนึงถึงความแตกต่างระหว่างบุคคล รับฟังความคิดเห็นและร่วมกันแก้ไขปัญหาต่างๆ สอดคล้องกับงานวิจัยของ (ชวน ภารังกูล, 2556) ศึกษาองค์กรนวัตกรรม บทเรียนจากบริษัทยอดนิยม พบว่า ผู้นำนั้นจะต้องสร้างวัฒนธรรมให้สอดคล้องกับปัจจุบันและพัฒนาวัฒนธรรมไปสู่อนาคตได้ วัฒนธรรมต้องสนับสนุนบุคคลและทีมงาน เพราะทั้ง 2 ปัจจัยเป็นแนวคิดพัฒนานวัตกรรม สอดคล้องกับแนวคิดของ (พินิจตา คำกรฤชา, 2560) ได้เสนอแนวคิดเกี่ยวกับวัฒนธรรมองค์กรว่าเป็นเอกลักษณ์ เฉพาะของแต่ละองค์กรเป็นหลักและส่งต่อสู้รุ่นต่อ ๆ ไปวัฒนธรรมองค์กรสามารถเปลี่ยนแปลงได้ ตามกระแส สถานการณ์และพฤติกรรมของคนในองค์กร วัฒนธรรมองค์กรจึงเป็นเหมือนบรรทัดฐานการประพฤติปฏิบัติของบุคคลในองค์กร เพื่อให้มีความเป็นหนึ่งเดียวกันและบรรลุวัตถุประสงค์หลักขององค์กร สอดคล้องกับแนวคิดของ (ศิริพงษ์ ฐานมั่น , 2555) ได้ให้แนวคิดเกี่ยวกับวัฒนธรรมองค์กรจะเป็นแนวทางการปฏิบัติของบุคคลและกลุ่มบุคคลที่สามารถนำพาตนเองและองค์การไปสู่เป้าหมายร่วมกันได้ ด้วยความทุ่มเทความคิดความสามารถและการกระทำอย่างเต็มที่และเต็มใจ และสอดคล้องกับแนวคิดของ (โวน สเตมม์,2008) ที่ให้แนวคิดเกี่ยวกับวัฒนธรรมองค์กร ไว้ว่า สิ่งสำคัญในการผลักดันพฤติกรรมของผู้นำซึ่งจะได้รับการสนับสนุนจากเครื่องมือและการทำงานของฝ่ายบุคคล ความท้าทายจากสถานการณ์ปัจจุบัน การร่วมมือ การทดลองและการเรียนรู้จากความล้มเหลวสิ่งนี้เป็นสัญญาณของวัฒนธรรมนวัตกรรม

2.4 บรรยากาศองค์กร ผลการวิจัยพบว่า ภาพรวมอยู่ในระดับมาก ทั้งนี้เนื่องจาก สถานศึกษามีลักษณะสภาพแวดล้อมทางกายภาพเอื้อต่อการสร้างสรรค์นวัตกรรมมีความเป็นมิตร เอื้ออารี มีความสามัคคี เปิดโอกาสและส่งเสริมในการแสดงความสามารถในการคิดริเริ่มสร้างสรรค์ สนับสนุนงบประมาณและวัสดุอุปกรณ์แก่บุคลากรในสถานศึกษา ดำเนินการจัดกิจกรรมการแข่งขันการพัฒนาสร้างสรรค์สิ่งใหม่ มอบรางวัลสร้างขวัญและกำลังใจในนำนวัตกรรมมาประยุกต์ใช้ในการปฏิบัติงาน สอดคล้องกับแนวคิดของ (พาตีเมาะ สะดียามู,2555) ได้ให้แนวคิดเกี่ยวกับบรรยากาศองค์กรไว้ว่า รูปแบบและลักษณะต่าง ๆ ขององค์กรรวมทั้งสภาพแวดล้อมของงานซึ่งคุณลักษณะนี้จะมีความเฉพาะเจาะจงในแต่ละองค์กรบุคลากรสามารถรับรู้ได้ทั้งทางตรงและทางอ้อม คุณลักษณะเหล่านี้มีอิทธิพลต่อพฤติกรรมการทำงานการปฏิบัติงานตลอดจนการมีปฏิสัมพันธ์ ระหว่างบุคคลภายในองค์กรนั้น ๆ ทั้งมีผลกระทบต่อความคิดทัศนะคติ ความพึงพอใจและประสิทธิภาพ สอดคล้องกับแนวคิดของ (อัชราภรณ์ มาตรา 2555) ได้ให้แนวคิดเกี่ยวกับบรรยากาศองค์กรไว้ว่า บุคลากรในองค์กรต้องมีความร่วมมือร่วมใจในการทำงาน ความผ่อนคลาย ความเอื้ออาทรและจริงใจความเป็นสถานศึกษาและหมู่คณะกรกล้าคิดกล้าทำสิ่งใหม่ ๆ ความรักความภาคภูมิใจในองค์กรและการมีปฏิสัมพันธ์เพื่อการทำงาน สอดคล้องกับแนวคิดของ (อคีราภ์รัตน์ วรรณรัตน์, 2556) ได้ให้แนวคิดเกี่ยวกับบรรยากาศองค์กรไว้ว่า สภาพการทำงานที่บุคลากรในโรงเรียน มีความร่วมมือร่วมใจในการทำงาน มีความเอื้ออาทรต่อกันให้ความไว้วางใจซึ่งกันและกัน ยอมรับฟังความคิดเห็น กล้าคิดกล้าทำสิ่งใหม่ มีการปฏิสัมพันธ์กันอย่างจริงใจไม่แบ่งแยก และสอดคล้องกับงานวิจัยของ (จักภัทสรัณย์ ไตรรัตน์, 2563) ศึกษาการพัฒนาสถานศึกษาสู่องค์กรนวัตกรรม กรณี ศึกษา:โรงเรียนในสหวิทยาเขตวิภาวดี พบว่าบรรยากาศองค์กรนวัตกรรม มีการให้รางวัลและการยอมรับในการส่งเสริมการสร้างนวัตกรรม ให้กำลังใจในการยอมรับ ยกย่อง ชมเชย มอบรางวัล เกียรติบัตร ตำแหน่งงานโอกาสในการเพิ่มพูนความรู้และประสบการณ์ โดยมีการตั้งเกณฑ์การพิจารณาผลตอบแทนที่หลากหลายชัดเจนและยุติธรรม

2.5 ด้านภาวะผู้นำของผู้บริหารสถานศึกษา ผลการวิจัยพบว่า ภาพรวมอยู่ในระดับมาก ทั้งนี้เนื่องจาก ผู้บริหารสถานศึกษามีความสามารถในการกำหนดเป้าหมายและกลยุทธ์และการทำงานด้านนวัตกรรม เปิดกว้างทางความคิดทันต่อการเปลี่ยนแปลงที่เกิดขึ้น ร่วมคิดร่วมสร้างสรรค์เป็นแบบอย่างให้กับบุคลากรในสถานศึกษา สนับสนุนงบประมาณ ทรัพยากรทางการศึกษาในการส่งเสริมพัฒนาการสร้างนวัตกรรมและนำนวัตกรรมมาประใช้ในการบริหารสถานศึกษา สอดคล้องกับแนวคิดของ (จักภัทสรัณย์ ไตรรัตน์,2563) ศึกษาการพัฒนาสถานศึกษาสู่องค์กรนวัตกรรม กรณี ศึกษา:โรงเรียนในสหวิทยาเขตวิภาวดี ผลการศึกษาพบว่า

ผู้บริหารมีค่านิยมและวัฒนธรรมที่ส่งเสริมนวัตกรรมและมีการส่งเสริมค่านิยม โดยใช้นวัตกรรมในการขับเคลื่อนและอำนวยความสะดวกในการบริหารจัดการสร้างองค์กรแห่งการเรียนรู้ ส่งเสริมให้บุคลากรมุ่งแสวงหาสิ่งใหม่ รักการเรียนรู้ มีส่วนร่วมในการคิด วางแผนและตัดสินใจในการดำเนินงาน มีวัฒนธรรมที่ส่งเสริมการทำงานเป็นทีม การแสดงความคิดเห็นที่หลากหลายและยอมรับความคิดเห็นของผู้อื่น มุ่งมั่นค้นคว้า สร้าง ทดลอง วิจัย รวมถึงหาวิธีปรับปรุงแก้ไขปัญหาโดยใช้ความคิดสร้างสรรค์และนวัตกรรมใหม่ๆและเตรียมความพร้อมรับความเปลี่ยนแปลงที่อาจเกิดขึ้นได้ เป็นผู้นำในการส่งเสริมการสร้างนวัตกรรม การกำหนดวิสัยทัศน์ด้านนวัตกรรมที่ปฏิบัติได้จริง แสวงหาเทคโนโลยีใหม่ๆมาใช้ สนับสนุนงบประมาณวัสดุ อุปกรณ์ และให้ความร่วมมือกับผู้เกี่ยวข้องในการสร้างการพัฒนาและการใช้นวัตกรรมเป็นที่ปรึกษาให้กับบุคลากร ส่งเสริมบรรยากาศการทำงานเป็นทีมและแลกเปลี่ยนเรียนรู้ให้บุคลากรมีความคิดสร้างสรรค์ ร่วมกันแสดงความคิดเห็นและมีแรงบันดาลใจในการสร้าง นวัตกรรม ให้การยกย่องชมเชยบุคลากรที่สร้างนวัตกรรมใหม่ ๆ สำเร็จ สอดคล้องกับแนวคิดของ (วิโรจน์ สารรัตนะ , 2555) ได้เสนอแนวคิดเกี่ยวกับปัจจัยภาวะผู้นำของผู้บริหารไว้ว่า ภาวะผู้นำนั้นเป็นกุญแจสำคัญในการพัฒนาผู้บริหารที่มีประสิทธิผล ทักษะภาวะผู้นำจึงเป็นส่วนสำคัญที่จะทำให้การบริหารมีความเจริญเติบโตก้าวหน้า ภาวะผู้นำของผู้บริหารมีผลต่อความพึงพอใจของผู้ปฏิบัติตามและมีผลต่อการปฏิบัติงานของผู้ปฏิบัติตามว่าจะดีหรือไม่ดีด้วย เพราะคนเป็นปัจจัยสำคัญในการบริหารงานเพื่อความสำเร็จ หากไม่มุ่งพัฒนาคนไม่มุ่งพัฒนาภาวะผู้นำ แม้จะมีเทคโนโลยีที่ทันสมัยเพียงใดก็ไม่อาจที่จะเจริญเติบโตก้าวหน้าได้ และสอดคล้องกับแนวคิดของ (กิตติกร ธรรมกิจวัฒน์, 2562) ได้เสนอแนวคิดเกี่ยวกับปัจจัยภาวะผู้นำของผู้บริหารไว้ว่าจะมีลักษณะเด่นที่สามารถทำให้เกิดการเปลี่ยนแปลงที่สำคัญต่อองค์การเป็นผู้นำที่ไม่ใช้แรงจูงใจทางวัตถุ เพื่อมีอิทธิพลเหนือผู้ตามแต่พยายามทำให้กิจกรรมต่างๆ ที่ทำมีความหมายเชิงคุณค่าสร้างความเข้าใจและความรู้สึกร่วมของผู้ตามผู้นำการเปลี่ยนแปลงจะเน้นที่ความมีประสิทธิผลของงาน

2.6 ด้านการทำงานเป็นทีม ผลการวิจัยพบว่า ภาพรวมอยู่ในระดับมาก ทั้งนี้เนื่องจาก สถานศึกษามีการทำงานในการสร้างและพัฒนานวัตกรรม โดยสนับสนุนให้บุคลากรแลกเปลี่ยนความคิด ข้อมูล และประสบการณ์ซึ่งกันและกัน กับหน่วยงานภายในและภายนอกสถานศึกษาเพื่อสร้างเครือข่าย ความร่วมมือ มีทีมที่มีความเชี่ยวชาญเป็นมืออาชีพ บุคลากรในสถานศึกษามีความเชื่อใจยอมรับความคิดเห็นซึ่งกันและดำเนินการประชุมติดตามผลการปฏิบัติงานอย่างสม่ำเสมอ สอดคล้องกับแนวคิดของ (อรุณวดี รื่นรมย์, 2553) ได้เสนอแนวคิดเกี่ยวกับการทำงานเป็นทีม ไว้ว่า การกันดำเนินกิจกรรมทั้งหลาย ให้บรรลุเป้าหมายในทิศทางเดียวกันมีการสนับสนุนช่วยเหลือเอาใจใส่ซึ่งกันและกัน ใช้ทักษะประสบการณ์ แบกรับภาระร่วมกัน ร่วมมือกันทำงานอย่างเต็มความสามารถสามัคคีกันเพื่อแก้ไขปัญหาต่างๆ และพัฒนาองค์กรให้บรรลุวัตถุ ประสงค์อย่างมีประสิทธิภาพและเกิดประสิทธิผล สอดคล้องกับแนวคิดของ (ลำเทียน เผ้าอาจ , 2559) ได้เสนอแนวคิดเกี่ยวกับการทำงานเป็นทีมเพื่อร่วมกันไปสู่จุดมุ่งหมายเดียวกัน บุคลากรในองค์การมีภาระหน้าที่รับผิดชอบแตกต่างกัน แต่ต้องขับเคลื่อนการทำงานไปพร้อมๆ กัน การทำงานเป็นทีมจึงต้องอาศัยความร่วมมือร่วมใจ ความสามัคคี การพึ่งพาอาศัยกัน การยอมรับความคิดเห็นของคนอื่น และสอดคล้องกับแนวคิดของ (สุวรรณา พงษ์ผ่องพูล ,2558) ได้เสนอแนวคิดเกี่ยวกับการทำงานเป็นทีม ไว้ว่า มีการวางแผนการทำงาน การกำหนดบทบาทหน้าที่ในการรับผิดชอบใช้ทรัพยากรร่วมกัน ประสานความรู้ มีความสัมพันธ์อย่างใกล้ชิด มีความสามัคคี มีเป้าหมายเดียวกัน มีความพึงพอใจซึ่งกันและกัน รวมทั้งร่วมกันตัดสินใจเพื่อผลสำเร็จของผลงานละการแลกเปลี่ยนความคิดเห็นซึ่งกันและกัน การทำงานเป็นทีมต้องใช้การประสานงานเป็นหลักในการติดต่อสื่อสารระหว่างสมาชิกภายในกลุ่มและหน่วยงานภายนอกการปฏิสัมพันธ์ที่ดีจะเป็นผลลัพธ์ที่ก่อให้เกิดความเข้ามามีส่วนร่วมในการทำงาน เมื่อเกิดปัญหาสามารถร่วมกันแก้ไขและตัดสินใจได้ ดังนั้น องค์การใดที่มีผู้ปฏิบัติงานมีศักยภาพในการดำเนินงาน มีจุดมุ่งหมายไปในทิศทางเดียวกันก็สามารถนำพาองค์การไปสู่ความสำเร็จได้

2.7 ด้านการติดต่อสื่อสาร ผลการวิจัยพบว่า ภาพรวมอยู่ในระดับมาก ทั้งนี้เนื่องจาก สถานศึกษามีกระบวนการส่งข่าวข้อมูล ความคิด ความเข้าใจหรือความรู้สึกระหว่างบุคคล โดยใช้ภาษาและข้อความที่ชัดเจน เข้าใจง่าย ผ่านช่องทางการสื่อสารต่าง ๆ เช่น เว็บไซต์หรือใช้ แอพลิเคชั่น ก่อให้เกิดการแลกเปลี่ยนความคิดความรู้ใหม่ ๆ ในการสร้างและพัฒนานวัตกรรมและช่องทางการติดต่อสื่อสารจะต้องมีหลากหลายช่องทางพร้อมใช้งานและมีประสิทธิภาพ สอดคล้องกับแนวคิดของ (วิโรจน์ สารรัตนะ, 2553) ได้เสนอแนวคิดเกี่ยวกับการติดต่อสื่อสาร ถือว่าเป็นเรื่องที่มีความสำคัญเพราะแม้จะมียุทธศาสตร์ดีเพียงใดก็ตาม หากขาดการติดต่อสื่อสารที่ดีแล้ว ก็ยากที่จะนำไปสู่ความสำเร็จดังนั้น ผู้บริหารโรงเรียนจึงควรพัฒนาให้มีการติดต่อสื่อสาร ทั้งที่เป็นแบบทางการและไม่เป็นทางการ ทั้งในแนวนอนและในแนวดิ่ง ทั้งเป็นการติดต่อสื่อสารสองทางและแบบหลายทาง สอดคล้องกับงานวิจัยของ (จักภัทสรัณย์ ไตรรัตน์,2563) ศึกษาการพัฒนาสถานศึกษาสู่องค์กรนวัตกรรม กรณี ศึกษา:โรงเรียนในสหวิทยาเขตวิภาวดี ผลการศึกษาพบว่า จะต้องมีรูปแบบการสื่อสารกิจกรรมการสื่อสารที่ส่งเสริมการสร้างนวัตกรรมมีทิศทาง ในการพัฒนารูปแบบการสื่อสารในองค์กรโดยใช้วิธีการสื่อสารแบบเป็นทางการและไม่เป็นทางการ เช่น การจัดอบรมประชุมสื่อสารและรับฟังความคิดเห็นของผู้อื่นเกี่ยวกับเป้าหมายในการสร้างและนำนวัตกรรมไปใช้ในการดำเนินการต่างๆในองค์กร สนับสนุนให้บุคลากรทุกคนสร้างสรรค์ผลงานของตนเองรวมถึงใช้เทคโนโลยีระบบอิเล็กทรอนิกส์และแอพพลิเคชั่นในการสื่อสารแบบออนไลน์ เพื่อความสะดวกและกำหนดให้ฝ่าย

พัฒนาด้านสื่อเทคโนโลยีและนวัตกรรมของสถานศึกษามีหน้าที่สื่อสารกับบุคลากร โดยการชี้แจงวิธีการทำนวัตกรรมและการพัฒนานวัตกรรมการแก้ปัญหาต่างๆ พัฒนารูปแบบการสื่อสารให้หลากหลายมากขึ้น

3. ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ผู้บริหารสถานศึกษาสามารถนำผลการวิจัยสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของแนวทางการพัฒนาการเป็นองค์กรนวัตกรรมไปวางแผนในการพัฒนา

1.2 ผลการศึกษาจากสภาพปัจจุบันของการเป็นองค์กรนวัตกรรมของสถานศึกษาในสหวิทยาเขต เวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ด้านที่มีความต้องการจำเป็นในการพัฒนามากที่สุด คือ บรรยากาศองค์กร ดังนั้น โรงเรียนจึงควรพัฒนาบรรยากาศทางกายภาพเอื้อต่อการสร้างสรรค์นวัตกรรม

1.3 ในการนำแนวทางการพัฒนาการเป็นองค์กรนวัตกรรมของสถานศึกษาไปใช้โรงเรียนควรวิเคราะห์สภาพปัญหาของโรงเรียนก่อนจากนั้นจึงนำแนวทางที่ได้จากการศึกษามาปรับใช้

2. ข้อเสนอแนะการศึกษาค้นคว้าครั้งต่อไป

2.1 จากผลการวิจัยที่พบว่า การเป็นองค์กรนวัตกรรมของสถานศึกษา โครงสร้างองค์กร อยู่ในระดับต่ำที่สุดเมื่อเทียบกับด้านอื่น ดังนั้น การศึกษาวิจัยครั้งต่อไปจึงควรศึกษาปัจจัยที่ส่งผลต่อโครงสร้างองค์กร เพื่อหาแนวทางการพัฒนาโครสร้างสถานศึกษาให้นำไปสู่การเป็นองค์กรนวัตกรรม

2.2 ควรมีการศึกษาปัจจัยอื่นๆ ที่มีผลต่อการเป็นองค์กรนวัตกรรมของสถานศึกษา เช่น เทคโนโลยี ที่ส่งผลต่อการพัฒนาองค์กร บรรยากาศที่สนับสนุนให้เกิดการเรียนรู้ภายในองค์กร

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สมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษาโรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ

The Information Technology Competency of School Administrators under The the Chaiyaphum Primary Educational Service Area

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ ตามความคิดเห็นครู และผู้บริหารสถานศึกษา 2) เพื่อศึกษาเปรียบเทียบสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิจำแนกตามสำนักงานเขตพื้นการศึกษา กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ครูผู้สอน และผู้บริหารโรงเรียนขยายโอกาสสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ ปีการศึกษา 2565 จำนวน 449 คน โดยการสุ่มแบบชั้นภูมิ (Stratified Random Sampling) เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ F-test

ผลการวิจัยพบว่า

1. สมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ โดยภาพรวมอยู่ในระดับมาก

2. สมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ ตามความคิดเห็นครู และผู้บริหารสถานศึกษา สำนักงานเขตพื้นที่การศึกษาทั้ง 3 เขต แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

คำสำคัญ : สมรรถนะ, การบริหารเทคโนโลยีสารสนเทศ, โรงเรียนขยายโอกาส, การบริหารการศึกษา

Abstract

The purposes of this research were 1) to study the information technology management competencies of school administrators under the Opportunity Extension School Under the Chaiyaphum Primary Educational Service Area according to the teacher's and school administrators' opinions 2) to study the comparative competency of information technology management of school administrators under the Opportunity Extension School Under the Chaiyaphum Primary Educational Service Area, classified by Educational Area Office. The samples used in the research were teachers and administrators of Opportunity Extension School Under the Chaiyaphum Primary Educational Service Area in Academic Year 2022. The sample was determined as 458 participants, selected by using multi-step sampling. The instrument used in this study was a 5-level questionnaire, statistics used in data analysis were mean, standard deviation and F-test.

The results showed that

1. The Information technology management competency of school administrators under the Opportunity Extension School Under the Chaiyaphum Primary Educational Service Area in overall was at a high level.

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2. The Information technology management competency of school administrators under the Opportunity Extension School Under the Chaiyaphum Primary Educational Service Area, according to the teacher's and school administrators' opinions were different at the statistical significance level of .01.
Keywords: competency, information technology administration, opportunity expansion school, educational administration

บทนำ

การศึกษาที่มีคุณภาพและมาตรฐานสำหรับประชากรเป็นกลไกหลักสำคัญในการขับเคลื่อนการพัฒนาประเทศ จึงเป็นหน้าที่ของรัฐในการเพิ่มโอกาสและความเสมอภาคในการเข้าถึงการศึกษาของผู้เรียนทุกกลุ่มเป้าหมายเพื่อลดความเหลื่อมล้ำ โดยการพัฒนาสถานศึกษาทุกแห่งให้มีคุณภาพและมาตรฐานที่เท่าเทียม และจัดให้มีระบบสนับสนุน และส่งเสริมให้ทุกภาคส่วนของสังคมที่มีศักยภาพและความพร้อมเข้ามามีส่วนร่วมในการจัดการศึกษา โดยพัฒนาระบบข้อมูลและสารสนเทศที่ถูกต้องและเป็นปัจจุบันในการบริหารจัดการและการตัดสินใจเชิงนโยบายที่ส่งผลต่อกลุ่มเป้าหมายทุกกลุ่ม ทั้งผู้เรียนและสถานศึกษาที่มีความต้องการจำเป็นพิเศษ รวมทั้งการใช้ประโยชน์จากระบบเทคโนโลยีดิจิทัลเพื่อการบริหารจัดการและการจัดการศึกษาที่เปิดช่องทางการเรียนรู้ของผู้เรียนอย่างไร้ขีดจำกัด เพื่อสร้างความเสมอภาคในการศึกษาเรียนรู้โดยไม่จำกัดรูปแบบ เวลา และสถานที่ (สำนักงานเลขาธิการสภาการศึกษา กระทรวงศึกษาธิการ, 2560 , น. 119) ซึ่งปัจจุบันทั่วโลกให้ความสำคัญกับการลงทุนทางเทคโนโลยีสารสนเทศและการสื่อสารเพื่อเป็นเครื่องมือในการพัฒนาด้านเศรษฐกิจ ด้านสังคม และด้านการศึกษาของประเทศโดยเฉพาะในยุคของการปฏิรูปการศึกษา เพื่อพัฒนาการศึกษาเร่งพัฒนาคุณภาพคน เพื่อให้คนไปช่วยพัฒนาประเทศ เทคโนโลยีสารสนเทศและการสื่อสาร จึงเป็นเครื่องมือที่มีพลานุภาพสูงในการช่วยเพิ่มประสิทธิภาพของการจัดการศึกษา เช่น ช่วยนำการศึกษาให้เข้าถึงประชาชนส่งเสริมการเรียนรู้ต่อเนื่องนอกระบบโรงเรียนและการเรียนรู้ตามอัธยาศัย ช่วยจัดทำข้อมูลสารสนเทศเพื่อการบริหารและจัดการด้านเทคโนโลยีสารสนเทศและการสื่อสารเพื่อช่วยในการเรียนการสอน (สงบ ลักษณะ, 2545, ออนไลน์)

การศึกษาเป็นหัวใจของการพัฒนาคน ให้เป็นมนุษย์ที่สมบูรณ์รอบอย่างรอบด้านและเป็นเครื่องมือในการเพิ่มขีดความสามารถของและมีความสำคัญอย่างยิ่งต่อการพัฒนามนุษย์ให้เป็นทรัพยากรที่มีคุณค่ามีประโยชน์ต่อสังคม และเพื่อเป็นการพัฒนาประเทศให้มีความเจริญก้าวหน้าทัดเทียมกับนานาประเทศให้มีความเจริญก้าวหน้าต่อไป (กระทรวงศึกษาธิการ, 2544, น. 24) ในพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ.2542 และแก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 หมวด 9 ว่าด้วยเทคโนโลยีสารสนเทศเพื่อการศึกษา กำหนดให้รัฐต้องจัดโครงสร้างพื้นฐานทางเทคโนโลยีสารสนเทศ ช่องทางและสื่อโทรคมนาคมเพื่อการศึกษาและต้องจัดให้มีโครงสร้างและหน่วยงานเฉพาะเพื่อรับผิดชอบด้านเทคโนโลยีสารสนเทศเพื่อการศึกษา นอกจากนี้ยังต้องส่งเสริมบุคลากรทางการศึกษาตลอดทั้งประชาชน ให้มีขีดความสามารถในการผลิตการใช้เทคโนโลยีสารสนเทศและการสื่อสารเพื่อการเรียนรู้ ดังนั้นรัฐจึงให้ความสำคัญในการนำเทคโนโลยีสารสนเทศและการสื่อสารเข้ามาใช้ในการบริหารจัดการในหน่วยงานต่างๆของภาครัฐรวมถึงการพัฒนาบุคลากรด้านต่างๆ โดยอาศัยเทคโนโลยีสารสนเทศและการสื่อสารเข้ามาใช้มากขึ้น กระทรวงศึกษาธิการเล็งเห็นความสำคัญของเทคโนโลยีสารสนเทศและการสื่อสาร จึงนำเทคโนโลยีสารสนเทศและการสื่อสารมาประยุกต์ใช้เพื่อให้ผู้เรียนได้เรียนรู้และพัฒนาให้มีความรู้ในระดับสูงขึ้น รวมถึงรู้จักวิเคราะห์ผลกระทบที่ เกิดจากการใช้เทคโนโลยีสารสนเทศและการสื่อสารที่ไม่เหมาะสมได้ด้วย (กระทรวงศึกษาธิการ, 2553)

สภาครูและบุคลากรทางการศึกษาหรือคุรุสภา ได้กำหนดมาตรฐานวิชาชีพของผู้ประกอบวิชาชีพทางการศึกษาไว้ให้แก่ครู ผู้บริหารสถานศึกษา ผู้บริหารการศึกษาและบุคลากรทางการศึกษาเพื่อเป็นเครื่องมือสำคัญในการประกอบวิชาชีพที่ต้องประพฤติปฏิบัติ เพื่อให้เกิดผลดีต่อผู้รับบริการ โดยเฉพาะสมรรถะของผู้บริหารในด้านเทคโนโลยีสารสนเทศและการสื่อสารของผู้บริหาร ว่าด้วยการบริหารจัดการเทคโนโลยีสารสนเทศเพื่อการบริหารจัดการและเทคโนโลยีสารสนเทศเพื่อการจัดการเรียนรู้ และยังกำหนดสมรรถนะไว้ว่า ผู้บริหารสถานศึกษาต้องมีความสามารถใช้และบริหารเทคโนโลยีสารสนเทศเพื่อการศึกษาและการปฏิบัติงาน ได้อย่างเหมาะสม มีความสามารถประเมินการใช้เทคโนโลยีสารสนเทศเพื่อนำมาปรับปรุงการบริหารจัดการและมีความสามารถส่งเสริมสนับสนุนการใช้เทคโนโลยีสารสนเทศเพื่อการศึกษา (สภาครูและบุคลากรทางการศึกษา, 2548) สมรรถนะ (competency) มีความสำคัญต่อการปฏิบัติงานของบุคลากรและองค์การ สมรรถนะมีประโยชน์ต่อตัวผู้ปฏิบัติงาน ต่อองค์การหน่วยงาน และต่อการบริหารงานบุคคล (สำนักงานคณะกรรมการข้าราชการพลเรือน, 2548, น. 7) ซึ่งความสามารถของมนุษย์ จำแนก ได้ 3 ลักษณะ คือ ความสามารถที่แสดงความเป็นความรู้ (Knowledge) ความสามารถที่แสดงออกมาเป็นทักษะ (Skill) และลักษณะนิสัยที่พึงประสงค์ (Attributes) ถ้ารวมกันอยู่ในตัวของบุคคล จะทำให้บุคคลนั้นปฏิบัติงานได้ผลสำเร็จที่แตกต่างกันเรียกโดยองค์รวมว่า สมรรถนะ (Competency) การบริหารบุคคลปัจจุบันถือว่า คนเป็นทรัพยากรหรือเป็นทรัพย์สินขององค์กร การมีบุคคลที่มีความสามารถจะทำให้องค์การบรรลุวัตถุประสงค์ได้อย่างมีประสิทธิภาพและประสิทธิผล เฉกเช่นเดียวกันการมีทุนในการบริหารและการจัดการอันประมาณค่ามิได้ ในทาง

ตรงกันข้าม หากคนในองค์กรไร้ความสามารถ องค์กรก็เสมือนมีทรัพย์สินแต่ไม่มีราคาสร้างมูลค่าเพิ่มไม่ได้ท้ายสุดก็จะล่มสลายตามกันไป เนื่องจากไม่อาจบรรลุวัตถุประสงค์ขององค์กรได้ (วิทยา จันทร์ศิริ, 2551, น. 45) สมรรถนะสามารถจำแนกได้เป็น 5 ประเภท คือ 1) สมรรถนะส่วนบุคคล (Personal Competencies) หมายถึง สมรรถนะที่แต่ละคนมีเป็นความสามารถเฉพาะตัว คนอื่นไม่สามารถลอกเลียนแบบได้ เช่น ความสามารถของนักดนตรีนักกายกรรม นักกีฬา เป็นต้น ลักษณะเหล่านี้ยากที่จะเลียนแบบ หรือต้องมีความพยายามสูงมาก 2) สมรรถนะเฉพาะงาน (Job Competencies) หมายถึง สมรรถนะของบุคคลกับการทำงานในตำแหน่ง หรือบทบาทเฉพาะตัว เช่น อาชีพนักสำรวจ ก็ต้องมีความสามารถในการวิเคราะห์ตัวเลข การคิดคำนวณ ความสามารถในการทำบัญชี เป็นต้น 3) สมรรถนะองค์การ (Organization Competencies) หมายถึง ความสามารถพิเศษเฉพาะองค์การนั้นเท่านั้น เช่น บริษัทเนชั่นแนล (ประเทศไทย) จำกัด สามารถในการเป็นบริษัทที่มีความ ผลิตเครื่องใช้ไฟฟ้า หรือบริษัทฟอร์ด (มอเตอร์) จำกัด มีความสามารถในการผลิตรถยนต์ เป็นต้น 4) สมรรถนะหลัก
(Core Competencies) หมายถึง ความสามารถสำคัญที่บุคคล ต้องมีหรือต้องทำเพื่อให้บรรลุผลตามเป้าหมายที่ตั้งไว้ เช่น พนักงานเลขานุการสำนัก สมรรถนะหลัก คือ การใช้คอมพิวเตอร์ได้ ติดต่อประสานงานได้ดี เป็นต้น หรือผู้จัดการบริษัท สมรรถนะหลัก คือ การสื่อสาร การวางแผน การบริหารจัดการ และทำงานเป็นทีม เป็นต้น 5) สมรรถนะในการทำงาน (Functional Competencies) หมายถึง ความสามารถของบุคคลที่มีตามหน้าที่ที่รับผิดชอบ ตำแหน่งหน้าที่อาจเหมือนกัน แต่ความสามารถต่างกัน เช่น ข้าราชการตำรวจเหมือนกัน แต่มีความสามารถต่างกัน บางคนมีสมรรถนะทางการสืบสวน สอบสวน บางคนมีสมรรถนะทางการปราบปราม เป็นต้น (เทื้อน ทองแก้ว, 2550 , น. 5)

สำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ มีสำนักงานเขตพื้นที่การศึกษาทั้งหมด 3 เขตพื้นที่การศึกษา ประกอบด้วย 3 สำนักงานเขตพื้นที่การศึกษา

สำนักงานเขตพื้นที่การศึกษาประศึกษาชัยภูมิ เขต 1 มีวิสัยทัศน์ เป็นองค์กรคุณภาพ สร้างสรรค์นวัตกรรม จัดการศึกษาอย่างมีคุณภาพตามมาตรฐานสากลโดยการมีส่วนร่วมของทุกภาคส่วนสอดคล้องกับหลักปรัชญาของเศรษฐกิจพอเพียง มีพันธกิจ ที่ส่งเสริมพัฒนาการใช้เทคโนโลยีสารสนเทศ ดังนี้ 1) พัฒนาบุคลากรให้มีสมรรถนะตามมาตรฐานวิชาชีพ และมีทักษะ การจัดการเรียนรู้โดยใช้เทคโนโลยีสร้างสรรค์นวัตกรรม 2) พัฒนาระบบการบริหารจัดการโดยใช้สื่อเทคโนโลยีและระบบข้อมูลสารสนเทศและจัดทำนวัตกรรมเพื่อบริหารจัดการศึกษาอย่างมีประสิทธิภาพ มีเป้าประสงค์ ที่สอดคล้องกับการส่งเสริมสมรรถนะด้านเทคโนโลยีสารสนเทศ ดังนี้ 1) ผู้บริหารสถานศึกษา ครูและบุคลากรทางการศึกษา มีสมรรถนะตามมาตรฐานวิชาชีพมีทักษะการจัดการเรียนรู้โดยใช้เทคโนโลยี และสร้างสรรค์นวัตกรรม 2) สำนักงานเขตพื้นที่การศึกษาและสถานศึกษาใช้สื่อเทคโนโลยีระบบข้อมูลสารสนเทศและจัดทำนวัตกรรม เพื่อบริหารจัดการศึกษาอย่างมีประสิทธิภาพ (สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิเขต 1, 2565, น. 4-9)

สำนักงานเขตพื้นที่การศึกษาประศึกษาชัยภูมิ เขต 2 มีวิสัยทัศน์ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 2 เป็นองคกรชั้นนำ บริหารจัดการตามศาสตร์พระราชา ผู้เรียนมีคุณธรรมนำคุณภาพ พันธกิจที่ส่งเสริมข้าราชการครูและบุคลากรทางการศึกษาด้านเทคโนโลยี คือ ส่งเสริมการพัฒนาผู้บริหาร ครู และบุคลากรทางการศึกษาใหเป็นมืออาชีพด้วยรูปแบบทีหลากหลาย มีเป้าประสงค์ในการพัฒนาด้านเทคโนโลยี คือ ผู้บริหาร ครู และบุคลากรทางการศึกษาได้รับการพัฒนาใหมีสมรรถะตามมาตรฐานวิชาชีพ อยางมีศักยภาพ มีคุณธรรม จริยธรรม (สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิเขต 2, 2566, น. 39)

สำนักงานเขตพื้นที่การศึกษาประศึกษาชัยภูมิ เขต 3 มีวิสัยทัศน์ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 3 เป็นผู้นำการเปลี่ยนแปลงโดยใช้นวัตกรรมและเทคโนโลยีเพื่อสร้างโอกาสและพัฒนาคุณภาพการศึกษา เสริมสร้างศรัทธาด้วยหลักธรรมาภิบาล ภายใต้หลักปรัชญาของเศรษฐกิจพอเพียงสู่การพัฒนาอย่างยั่งยืน พันธกิจที่สอดคล้องในด้านเทคโนโลยีสารสนเทศ 1) นักเรียนต้องมีความสามารถในการแข่งขันในยุคดิจิทัล 2) ผู้บริหาร ครู และบุคลากรทางการศึกษา ต้องเป็นแบบอย่างที่ดี ในทุกด้านสอดคล้องกับเป้าประสงค์ ข้อที่ 2 นักเรียนที่มีความสามารถ นำไปสู่การการแข่งขันในยุคดิจิทัล และข้อที่ 3 ผู้บริหาร ครู และบุคลากรทางการศึกษา เป็นบุคคลแห่งการเรียนรู้ ตามมาตรฐานวิชาชีพ (สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิเขต 3, 2563, น. 8)

จากความเป็นมาและความสำคัญของการวิจัย ผู้วิจัย ได้ตระหนักและเห็นความสำคัญของการบริหารเทคโนโลยีสารสนเทศในสถานศึกษา ผู้วิจัยต้องการศึกษาสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ เพราะโรงเรียนขยายโอกาสทางการศึกษามีบริบทที่ใกล้เคียงกันทั้ง 3 สำนักงานเขตพื้นที่การศึกษา รวมทั้งจำนวนครูและบุคลากรทางการศึกษามีจำนวนใกล้เคียงกัน บริบทคล้างคลึงกัน ซึ่งผลการวิจัยนี้จะเป็นข้อมูล สารสนเทศที่เป็นประ โยชน์ต่อ กลุ่มบริหารงานบุคคลของสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิทั้ง 3 สำนักงานเขตพื้นที่การศึกษา ที่จะใช้เป็นข้อมูลในการพัฒนาผู้บริหารสถานศึกษาในสังกัดให้มีสมรรถนะเพิ่มขึ้น เพื่อให้การบริหารจัดการศึกษาของสำนักงานเขตพื้นที่การศึกษาประถมศึกษา ทั้ง 3 สำนักงานเขตพื้นที่ บรรจุวัตถุประสงค์ ตามเป้าหมายของการจัดการศึกษาและตามมาตรฐานการศึกษาของชาติต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ ตามความคิดเห็นครู และผู้บริหารสถานศึกษา

2. เพื่อศึกษาเปรียบเทียบสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิจำแนกตามสำนักงานเขตพื้นการศึกษา

สมมติฐานของการวิจัย

สมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิตาม ความคิดเห็นครู และผู้บริหารสถานศึกษา สำนักงานเขตพื้นที่การศึกษาทั้ง 3 เขต แตกต่างกัน

วิธีดำเนินการวิจัย

1. ประชากรที่ใช้ในการวิจัยในครั้งนี้ คือ ครูผู้สอนและผู้บริหารสถานศึกษา โรงเรียนขยายโอกาสสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ ปีการศึกษา 2565 จำนวน 3 สำนักงานเขตพื้นที่การศึกษา จำนวนสถานศึกษา 185 แห่ง จำแนกตามสำนักงานเขตพื้นที่การศึกษา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 จำนวน 848 คน สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 2 จำนวน 726 คน สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 3 จำนวน 565 คน รวมทั้งสิ้น 2,139 คน

2. กลุ่มตัวอย่างในการวิจัยในครั้งนี้ คือ ครูผู้สอน และผู้บริหารสถานศึกษา โรงเรียนขยายโอกาสสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ ปีการศึกษา 2565 จำนวน 449 คน ได้แก่ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 จำนวน 169 คน เป็นผู้บริหารจำนวน 39 คน ครูผู้สอนจำนวน 130 คน สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 2 จำนวน 144 คน เป็น ผู้บริหารจำนวน 32 คน ครูผู้สอนจำนวน 112 คน และสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 3 จำนวน 136 คน เป็น ผู้บริหารจำนวน 56 คน ครูผู้สอนจำนวน 80 คน แบ่งหน่วยของการสุ่มออกเป็นชั้นภูมิ (Stratum) ตามสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ กำหนดขนาดกลุ่มตัวอย่างโดยใช้ตารางของ Krejcie and Morgan (1970, pp. 607-610) และสุ่มตัวอย่างจากแต่ละชั้นตามสัดส่วน (Proportional Allocation) ของประชากร

3. ตัวแปรที่ใช้ในการวิจัย

ตัวแปรต้น คือ โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ ได้แก่ 1) สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 2) สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 2 3) สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 3

ตัวแปรตาม คือ สมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษาโรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ จำนวน 3 ด้าน ได้แก่ 1) มีความสามารถใช้และบริหารเทคโนโลยีสารสนเทศและการปฏิบัติงานได้อย่างเหมาะสม 2) มีความสามารถประเมินการใช้เทคโนโลยีสารสนเทศเพื่อนำมาปรับปรุงการบริหารจัดการ 3) มีความสามารถส่งเสริมสนับสนุนการใช้เทคโนโลยีสารสนเทศเพื่อการศึกษา

4. เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถามเกี่ยวกับสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษาโรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ ตามความคิดเห็นของครูผู้สอนและผู้บริหารสถานศึกษา เป็นแบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ตามวิธีการของลิเคอร์ท (Likert) ระดับความคิดเห็น แบ่งเป็นมากที่สุด มาก ปานกลาง น้อย และน้อยที่สุด

5. ขั้นตอนในการวิจัย

ผู้วิจัยให้ครูผู้สอนและผู้บริหารสถานศึกษากลุ่มตัวอย่าง ได้แก่ ครูผู้สอนและผู้บริหารสถานศึกษา โรงเรียนขยายโอกาสสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ ปีการศึกษา 2565 จำนวน 449 คน ได้แก่ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 จำนวน 169 คน เป็นผู้บริหารจำนวน 39 คน ครูผู้สอนจำนวน 130 คน สำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 2 จำนวน 144 คน เป็น ผู้บริหารจำนวน 32 คน ครูผู้สอนจำนวน 112 คน และสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 3 จำนวน 136 คน เป็น ผู้บริหารจำนวน 56 คน ครูผู้สอนจำนวน 80 คน ทำแบบสอบถามเกี่ยวกับสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษาโรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ ตามความคิดเห็นของครูผู้สอนและผู้บริหารสถานศึกษา แล้วนำข้อมูลที่รวบรวมได้มาวิเคราะห์ข้อมูลตามวัตถุประสงค์ของการวิจัย

สรุปผลการวิจัย

1. ผลการศึกษาสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ โดยหาค่าเฉลี่ย เป็นดังนี้

ตาราง 1 แสดงสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ

สมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส	$\overline{X}$	S.D.	ระดับความคิดเห็น
1. ด้านความสามารถใช้และบริหารเทคโนโลยีสารสนเทศและการปฏิบัติงานได้อย่างเหมาะสม	4.21	0.43	มาก
2. ด้านความสามารถประเมินการใช้เทคโนโลยีสารสนเทศเพื่อนำมาปรับปรุงการบริหารจัดการ	4.14	0.42	มาก
3. ด้านความสามารถส่งเสริมสนับสนุนการใช้เทคโนโลยีสารสนเทศเพื่อการศึกษา	4.20	0.42	มาก
ภาพรวม	4.18	0.46	มาก

จากตาราง 1 พบว่า สมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ โดยภาพรวมอยู่ในระดับมาก ($\overline{X}$=4.18, S.D.=0.46) เมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากทุกด้าน เรียงลำดับค่าเฉลี่ยจากมากไปน้อย ดังนี้ ด้านความสามารถใช้และบริหารเทคโนโลยีสารสนเทศและการปฏิบัติงานได้อย่างเหมาะสม ($\overline{X}$=4.21, S.D.=0.43) ด้านความสามารถส่งเสริมสนับสนุนการใช้เทคโนโลยีสารสนเทศเพื่อการศึกษา ($\overline{X}$=4.20, S.D.=0.46) และด้านความสามารถประเมินการใช้เทคโนโลยีสารสนเทศเพื่อนำมาปรับปรุงการบริหารจัดการ ($\overline{X}$=4.14, S.D.=0.42)

2. ผลการเปรียบเทียบสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิจำแนกตามสำนักงานเขตพื้นการศึกษา โดยใช้ F-test เป็นดังนี้

ตาราง 2 ผลการเปรียบเทียบสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขต พื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิจำแนกตามสำนักงานเขตพื้นการศึกษา

สมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส	**แหล่งความแปรปรวน**	**SS**	**df**	**MS**	**F**	**p**
1. ด้านความสามารถใช้และบริหารเทคโนโลยีสารสนเทศและการปฏิบัติงานได้อย่างเหมาะสม	ระหว่างกลุ่ม ภายในกลุ่ม รวม	6.703 133.318 140.021	2 446 448	3.351 .299	11.212	.000**
2. ด้านความสามารถประเมินการใช้เทคโนโลยีสารสนเทศเพื่อนำมาปรับปรุงการบริหารจัดการ	ระหว่างกลุ่ม ภายในกลุ่ม รวม	10.458 170.349 180.807	2 446 448	5.229 .382	13.691	.000**
3. ด้านความสามารถส่งเสริมสนับสนุนการใช้เทคโนโลยีสารสนเทศเพื่อการศึกษา	ระหว่างกลุ่ม ภายในกลุ่ม รวม	20.678 146.352 167.030	2 446 448	10.339 .328	31.507	.000**
ภาพรวม	ระหว่างกลุ่ม ภายในกลุ่ม รวม	11.290 137.393 148.683	2 446 448	5.645 .308	18.325	.000**

** มีนัยสำคัญทางสถิติที่ระดับ .01

จากตาราง 2 พบว่า สมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ ตามความคิดเห็นครู และผู้บริหารสถานศึกษา สำนักงานเขตพื้นที่การศึกษาทั้ง 3 เขต แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

อภิปรายผลการวิจัย

1. สมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายด้าน พบว่า อยู่ในระดับมากทุกด้าน เรียงลำดับค่าเฉลี่ยจากมากไปน้อย ดังนี้ ด้านความสามารถใช้และบริหารเทคโนโลยีสารสนเทศและการปฏิบัติงานได้อย่างเหมาะสม ด้านความสามารถส่งเสริมสนับสนุนการใช้เทคโนโลยีสารสนเทศเพื่อการศึกษา และด้านความสามารถประเมินการใช้เทคโนโลยีสารสนเทศเพื่อนำมาปรับปรุงการบริหารจัดการ ทั้งนี้เป็นเพราะผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส มีสมรรถนะการบริหารเทคโนโลยีสารสนเทศ ได้แก่ ด้านความสามารถใช้และบริหารเทคโนโลยีสารสนเทศและการปฏิบัติงานได้อย่างเหมาะสม ด้านความสามารถประเมินการใช้เทคโนโลยีสารสนเทศเพื่อนำมาปรับปรุงการบริหารจัดการ และด้านความสามารถส่งเสริมสนับสนุนการใช้เทคโนโลยีสารสนเทศเพื่อการศึกษา สำนักงานเลขาธิการคุรุสภา (2552, น. 55) ได้กล่าวว่า สมรรถนะผู้บริหารโรงเรียนในระดับขั้นพื้นฐานมีความสำคัญต่อการจัดการศึกษาของชาติ คุรุสภาซึ่งเป็นสถาบันที่มีหน้าที่เกี่ยวกับการกำหนดมาตรฐานวิชาชีพและจรรยาบรรณของข้าราชการครูและบุคลากรทางการศึกษา มีบทบาท สนับสนุน ส่งเสริมพัฒนา ควบคุมความประพฤติและการดำเนินงานของผู้ประกอบวิชาชีพทางการศึกษาให้เป็นไปตามมาตรฐานและจรรยาบรรณทั้งข้าราชการครู บุคลากรทางการศึกษา ผู้บริหารสถานศึกษา ให้มีสมรรถนะเหมาะสมกับมาตรฐานตำแหน่ง จึงได้กำหนดสมรรถภาพของผู้บริหารที่มีประสิทธิภาพ มีความรู้ความสามารถ มีคุณลักษณะเป็นผู้บริหารมืออาชีพ มีภาวะผู้นำเข้าใจถึงขวัญและบรรยากาศในการทำงาน มีวิสัยทัศน์ สามารถปฏิบัติเชิงรุก ผลักดันให้มีการเปลี่ยนแปลงเพื่อพัฒนางานให้เกิดประสิทธิผล มีความรู้ในหลักและกระบวนการบริหารการศึกษา การประกันคุณภาพการศึกษา สามารถกำหนดนโยบายและการวางแผนการศึกษา สามารถบริหารวิชาการ บุคคล กิจกรรมนักเรียน ธุรการ การเงิน พัสดุและอาคารสถานที่ ประชาสัมพันธ์โรงเรียน จัดการเทคโนโลยีสารสนเทศและมีคุณธรรม จริยธรรม สอดคล้องกับงานวิจัยของ สตรีรัตน์ ตั้งมีลาภ (2558, น. 88-89) ได้ศึกษาสมรรถนะของผู้บริหารสถานศึกษาด้านการบริหารจัดการเทคโนโลยีสารสนเทศและการสื่อสาร สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษากำแพงเพชร เขต 2 พบว่า สมรรถนะของผู้บริหารด้านการบริหารจัดการเทคโนโลยีสารสนเทศและการสื่อสาร โดยภาพรวมอยู่ในระดับมาก และงานวิจัยของเยาวลักษณ์ ซื่อสัตย์ (2564, น.136-147) ได้ศึกษาสมรรถนะและแนวทางพัฒนาด้านการบริหารจัดการเทคโนโลยีสารสนเทศ ของผู้บริหารสถานศึกษา กลุ่มเครือข่ายสหวิทยา เขต 8 (ศรีนครอัจจะ) สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 33 พบว่า สมรรถนะด้านการบริหารจัดการเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา ภาพรวมและรายด้านทุกด้านอยู่ในระดับมากที่สุด

2. สมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จังหวัดชัยภูมิ ตามความคิดเห็นครู และผู้บริหารสถานศึกษา สำนักงานเขตพื้นที่การศึกษาทั้ง 3 เขต แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ทั้งนี้เป็นเพราะผู้บริหารสถานศึกษา โรงเรียนขยายโอกาส ที่ปฏิบัติหน้าที่ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 2 และสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยภูมิ เขต 3 มีความสามารถในการบริหารเทคโนโลยีสารสนเทศ แตกต่างกัน ชูชัย สมิทธิไกร (2550, น. 28) ได้กล่าวว่า สมรรถนะมีความสำคัญต่อการปฏิบัติงานของบุคลากรและองค์กร มีประโยชน์ต่อตัวผู้ปฏิบัติงาน ต่อองค์กรหรือหน่วยงาน และต่อการบริหารงานบุคคล ช่วยให้การคัดสรรบุคคลที่มีลักษณะดีทั้งความรู้ทักษะและความสามารถ ตลอดจนพฤติกรรมที่เหมาะสมกับงานเพื่อปฏิบัติงานให้สำเร็จตามความต้องการขององค์กรอย่างแท้จริง สอดคล้องกับงานวิจัยของ นารีรัตน์ เพชรคง (2565, น. 238-255) ได้ศึกษาสมรรถนะผู้บริหารสถานศึกษาด้านการใช้เทคโนโลยีสารสนเทศและการสื่อสารของโรงเรียนสังกัดกรุงเทพมหานคร ในพื้นที่เขตจตุจักร ครูและผู้บริหารสถานศึกษาที่สังกัดในโรงเรียนที่มีขนาดโรงเรียนต่างกัน มีระดับความคิดเห็นของครูและผู้บริหารสถานศึกษาที่มีต่อสมรรถนะผู้บริหารสถานศึกษาด้านการใช้เทคโนโลยีสารสนเทศและการสื่อสารของโรงเรียนสังกัดกรุงเทพมหานคร ในพื้นที่เขตจตุจักร โดยรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

ข้อเสนอแนะ

ข้อเสนอแนะเพื่อนำผลการวิจัยไปใช้

1. ผู้บริหารสถานศึกษาจัดให้มีแหล่งเรียนรู้ด้านเทคโนโลยีสารสนเทศและการสื่อสาร เพื่อใช้ในการค้นคว้าหาความรู้
2. ผู้บริหารสถานศึกษาส่งสริมการใช้เทคโนโลยีสารสนเทศในการบริหารงานทั้ง 4 ฝ่าย

ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

1. ควรศึกษาความสัมพันธ์ระหว่างสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษากับการจัดระบบสารสนเทศในสถานศึกษา

2. ควรศึกษาสมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษาที่ส่งผลต่อการบริหารระบบสารสนเทศของสถานศึกษา

3. ควรศึกษาการพัฒนาตัวบ่งชี้สมรรถนะการบริหารเทคโนโลยีสารสนเทศของผู้บริหารสถานศึกษาขั้นพื้นฐาน

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กรอบแนวคิดการศึกษาการบริหารความขัดแย้งในองค์กรปกครองส่วนท้องถิ่นอำเภอเมือง จังหวัดมหาสารคาม

Conceptual Framework for Conflict Management Studies in Muang District Local Administrative Organizations Maha Sarakham Province

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บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อ กำหนดกรอบแนวคิดในการบริหารความขัดแย้งในองค์กรปกครองส่วนท้องถิ่นอำเภอเมือง จังหวัดมหาสารคาม เป็นการวิจัยเชิงคุณภาพ โดยใช้วิธีการศึกษาเอกสาร และการสัมภาษณ์เชิงลึก ผลการวิจัยพบว่า แนวคิดสาเหตุของความขัดแย้ง ประกอบด้วย 1) การมีเป้าหมายที่แตกต่างกัน 2) ความขัดแย้งจากผลประโยชน์ หรือการแข่งขันด้านทรัพยากร 3) การสื่อสารที่บกพร่องและข้อมูลผิดพลาด 4) โครงสร้างองค์กรที่ไม่สอดคล้องกัน 5) ความขัดแย้งจากค่านิยม ส่วนการบริหารความขัดแย้ง มุ่งแสวงหาแนวทางที่เหมาะสมในการจัดการความขัดแย้งในระดับต่าง ๆ กล่าวคือ 1) การหลีกเลี่ยง 2) การแข่งขัน 3) การประนีประนอม 4) การปรองดอง 5) การร่วมมือ (Collaboration) ทั้งนี้เพื่อให้บุคลากรส่วนท้องถิ่นมีสมรรถนะใน 5 ประการ ประกอบด้วย 1) การมุ่งผลสัมฤทธิ์ 2) การยึดมั่นในความถูกต้องและจริยธรรม 3) ความเข้าใจในองค์กร และระบบงาน 4) การบริการที่เป็นเลิศ 5) การทำงานเป็นทีม

คำสำคัญ: กรอบแนวคิด การบริหารความขัดแย้ง องค์กรปกครองส่วนท้องถิ่น

Abstract

This study aims to establishing a conceptual framework for conflict management in muang district local government organizations Maha Sarakham Province. It is a qualitative research by using the document study method and in-depth interviews. The results showed that The concept of causes of conflict consists of 1) differences in goals 2) interest conflict or resource competition 3) Flawed communication and misinformation. 4) inconsistent organizational structure and 5) value conflict. Conflict management division aiming to seek appropriate ways to manage conflicts at various levels, namely 1) avoidance 2) competition 3) compromise 4) reconciliation and 5) cooperation. This is to enable local personnel to have competence in 5 areas, consisting of 1) achievement 2) adherence to correctness and ethics 3) understanding of the organization and work system 4) excellent service and 5) work as a team

Keywords: conceptual framework; conflict management; local government organization.

บทนำ

การบริหารราชการไทยที่ผ่านมาในอดีตมีการใช้หลักการปกครองประเทศใน 2 หลักการคือ หลักการรวมอำนาจ (Centralization) หมายถึงการรวมอำนาจการปกครอง อำนาจหน้าที่ (Authority) ในการตัดสินใจวินิจฉัยสั่งการไว้ที่รัฐส่วนกลาง อันได้แก่ กระทรวง ทบวง กรม เป็นผู้ดำเนินการปกครองและจัดทำบริการสาธารณะ มีการจัดระเบียบการปกครองที่กำหนดให้หน่วยการปกครองในรัฐมีความสัมพันธ์อย่างใกล้ชิด โดยมีวัตถุประสงค์เพื่อรักษาไว้ซึ่งความเป็นเอกภาพ ความมั่นคง ในการปกครองประเทศ และหลักการแบ่งอำนาจการปกครอง (Denconcentration) เป็นการแบ่งมอบอำนาจการตัดสินใจและการบริหารให้กับส่วนราชการในระดับภูมิภาค จังหวัด อำเภอ โดยที่สามารถบริหาร สั่งการและตัดสินใจ ได้บางส่วนตามที่ราชการส่วนกลางได้กำหนดไว้ให้เพื่อแก้ไข

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ปัญหาความเดือดร้อนเบื้องต้นและตอบสนองความต้องการของประชาชนให้ทันท่วงทีจากการรับบริหารราชการ แต่ในหลักการทั้งสองหลักการดังกล่าวข้างต้นนั้นก่อให้เกิดความล่าช้าในการปฏิบัติ ขาดประสิทธิภาพ และไม่สนองตอบปัญหาความต้องการของประชาชนที่เข้ามารับบริการราชการ ได้อย่างแท้จริง เนื่องจากเป็นการบริหารราชการที่มีลักษณะสั่งการจากส่วนบนสู่ส่วนล่าง โดยไม่ได้คำนึงถึงปัจจัยด้านสภาพภูมิประเทศ สภาพพื้นที่ วัฒนธรรมและศาสนา เป็นต้น และประชาชนในพื้นที่ท้องถิ่นไม่มีส่วนร่วมในการปกครอง มีลักษณะเป็นรูปแบบบริหารเหมือนกันทั้งประเทศ

ต่อมาในประเทศไทย ภายหลังการเปลี่ยนแปลงการปกครอง ปี พ.ศ.2475 เป็นต้นมา จึงมีแนวคิดในการจัดการบริหารราชการแผ่นดินไทย โดยมีการกระจายอำนาจในการปกครอง (Decentralization) ให้แก่องค์กรปกครองท้องถิ่น เพื่อให้การบริหารราชการแผ่นดินไทยมีความรวดเร็ว สนองความต้องการตรงปัญหาและทันต่อเหตุการณ์ จนในปัจจุบันนี้ก็มีปรากฏในรัฐธรรมนูญแห่งราชอาณาจักรไทย พ.ศ.2560 ซึ่งมีการบัญญัติไว้ในมาตรา 249 ภายใต้บังคับมาตรา 1 ให้มีการจัดการปกครองส่วนท้องถิ่นตามหลักแห่งการปกครองตนเองตามเจตนารมณ์ของประชาชนในท้องถิ่น ทั้งนี้ ตามวิธีการและรูปแบบองค์กร ปกครองส่วนท้องถิ่นที่กฎหมายบัญญัติ การจัดตั้งองค์กรปกครองส่วนท้องถิ่นในรูปแบบใดให้คำนึงถึงเจตนารมณ์ของประชาชนในท้องถิ่น และความสามารถในการปกครองตนเองในด้านรายได้ จำนวนและความหนาแน่นของประชากร และพื้นที่ ที่ต้องรับผิดชอบ ประกอบกัน ในรัฐธรรมนูญแห่งราชอาณาจักรไทย พ.ศ.2560 มาตรา 250 องค์กรปกครองส่วนท้องถิ่นมีหน้าที่และอำนาจดูแลและจัดทำบริการสาธารณะ และกิจกรรมสาธารณะเพื่อประโยชน์ของประชาชนในท้องถิ่นตามหลักการพัฒนาอย่างยั่งยืน รวมทั้งส่งเสริม และสนับสนุนการจัดการศึกษาให้แก่ประชาชนในท้องถิ่น (ราชกิจจานุเบกษา, 2560)

องค์กรปกครองส่วนท้องถิ่นในพื้นที่อำเภอเมือง จังหวัดมหาสารคาม ประกอบด้วยองค์กรปกครองส่วนท้องถิ่น จำนวน 15 แห่ง แบ่งเป็นเทศบาลเมือง จำนวน 1 แห่ง เทศบาลตำบล จำนวน 1 แห่ง และ องค์การบริหารส่วนตำบล จำนวน 13 แห่ง ซึ่งการบริหารงานองค์กรปกครองส่วนท้องถิ่น รัฐธรรมนูญแห่งราชอาณาจักรไทยพุทธศักราช 2560 มาตรา 76 กำหนดให้รัฐพึงพัฒนาระบบการบริหารราชการแผ่นดินทั้งราชการส่วนกลาง ส่วนภูมิภาค ส่วนท้องถิ่น และงานของรัฐอย่างอื่น ให้เป็นไปตามหลักการบริหารกิจการบ้านเมืองที่ดี โดยหน่วยงานของรัฐ ต้องร่วมมือและช่วยเหลือกันในการปฏิบัติหน้าที่ เพื่อให้การบริหารราชการแผ่นดิน การจัดทำบริการสาธารณะ และการใช้จ่ายเงินงบประมาณมีประสิทธิภาพสูงสุด เพื่อประโยชน์สุขของประชาชน รวมตลอดทั้งพัฒนาเจ้าหน้าที่ของรัฐให้มีความซื่อสัตย์สุจริต และมี ทัศนคติเป็นผู้ให้บริการประชาชนให้เกิดความสะดวก รวดเร็ว ไม่เลือกปฏิบัติ และปฏิบัติหน้าที่อย่างมีประสิทธิภาพ

นอกจากนี้รัฐพึงดำเนินการให้มีกฎหมายเกี่ยวกับการบริหารงานบุคคลของหน่วยงานของรัฐ ให้เป็นไป ตามระบบคุณธรรม โดยกฎหมายดังกล่าวอย่างน้อยต้องมีมาตรการป้องกันมิให้ผู้ใดใช้อำนาจ หรือกระทำการ โดยมิชอบที่เป็นการก้าวก่ายหรือแทรกแซงการปฏิบัติหน้าที่ หรือกระบวนการแต่งตั้งหรือการพิจารณา ความดีความชอบของเจ้าหน้าที่ของรัฐพึงจัดให้มีมาตรฐานทางจริยธรรมเพื่อให้หน่วยงานของรัฐใช้เป็นหลักในการกำหนดประมวลจริยธรรม สำหรับเจ้าหน้าที่ของรัฐในหน่วยงานนั้น ๆ ซึ่งต้องไม่ต่ำกว่ามาตรฐานทางจริยธรรมดังกล่าว เป็นต้น แต่อย่างไรก็ตามในการปฏิบัติงานของบุคลากรในองค์กรปกครองส่วนท้องถิ่น อำเภอเมือง จังหวัดมหาสารคาม พบว่า ยังมีปัญหาความขัดแย้งของบุคลากรที่ปฏิบัติอันเนื่องมาจากสาเหตุต่าง ๆ เช่น สาเหตุจากความเข้าใจไม่ตรงกัน การรับรู้ข่าวสารไม่ทั่วถึง ตลอดจนพฤติกรรมส่วนบุคคล ที่มีเป้าหมาย หรือสิ่งต้องการที่ต่างกัน ความคิดและค่านิยม ความเชื่อ การขาดแคลนด้านทรัพยากรบุคคลที่มีไม่เพียงพอ โครงสร้างสายการบังคับบัญชา การไม่ชัดเจนในอำนาจหน้าที่ ปัญหาการทำงานที่ซ้ำซ้อน และบางครั้งก็เกิดจากประสบการณ์ในการทำงานการไม่เข้าใจในระบบงาน รวมไปถึงพื้นฐานการศึกษา เป็นต้น จากสาเหตุในลักษณะดังกล่าวมานั้น ทำให้มีผลกระทบต่อการปฏิบัติราชการขององค์กรปกครองส่วนท้องถิ่นในพื้นที่อำเภอเมือง จังหวัดมหาสารคาม ทำให้มีประสิทธิภาพประสิทธิผลการปฏิบัติราชการลดลง (เจ้าหน้าที่องค์กรปกครองส่วนท้องถิ่น, สัมภาษณ์, 7 มกราคม 2566)

ดังนั้น บุคลากรในสังกัดองค์กรปกครองส่วนท้องถิ่นในพื้นที่อำเภอเมือง จังหวัดมหาสารคามไม่ว่าจะเป็นข้าราชการการเมือง ข้าราชการประจำ และเจ้าหน้าที่ในระดับปฏิบัติทุกคน จึงจำเป็นต้องทำความเข้าใจปัจจัยที่ทำให้การเกิดความขัดแย้งตลอดจนแนวทางการบริหารความขัดแย้งในการปฏิบัติราชการ เพื่อให้การปฏิบัติงานเกิดประสิทธิภาพและประสิทธิผล การศึกษาครั้งนี้จึงเป็นการพัฒนากรอบแนวคิดการศึกษาการบริหารความขัดแย้งในองค์กรปกครองส่วนท้องถิ่นอำเภอเมือง จังหวัดมหาสารคาม เพื่อเป็นกรอบแนวคิดในการวิจัยเชิงลึกในโอกาสต่อไป

วัตถุประสงค์ของการวิจัย

เพื่อพัฒนากรอบแนวคิดการศึกษาการบริหารความขัดแย้งในองค์กรปกครองส่วนท้องถิ่นอำเภอเมือง จังหวัดมหาสารคาม

วิธีการดำเนินการวิจัย

การศึกษาครั้งนี้เป็นการศึกษาเชิงคุณภาพ เก็บข้อมูลจาก 1) แหล่งข้อมูลประเภทเอกสาร ได้แก่ ตำรา เอกสาร งานวิจัย วิทยานิพนธ์ และสื่อสิ่งพิมพ์ อื่น ๆ ที่เกี่ยวข้องกับการพัฒนาผลิตภัณฑ์ การพัฒนาสินค้าชุมชน และการพัฒนาวิสาหกิจชุมชน ตลอดจนงานวิจัยที่เกี่ยวข้อง โดยค้นคว้าแหล่งข้อมูลเหล่านี้จากห้องสมุดสถาบันการศึกษา ห้องสมุดออนไลน์ทางอินเตอร์เน็ต และสื่อทางอินเตอร์เน็ต และ 2) แหล่งข้อมูลประเภทบุคคล ใช้การสัมภาษณ์บุคคลที่เกี่ยวข้อง โดยเลือกผู้ให้ข้อมูลแบบเจาะจง (purposive Sampling) ใช้การสัมภาษณ์แบบเจาะลึก (In-depth Interview) บุคคลสำคัญในองค์กรปกครองส่วนท้องถิ่น (Key Informant) จำนวน 5 คน ได้แก่ ข้าเราชการการเมือง ข้าราชการประจำ ลูกจ้าชั่วคราว และ ประชาชนในพื้นที่ เพื่อศึกษาข้อมูลพื้นฐานในการปฏิบัติงาน ตลอดจนปัญหาอุปสรรค และสถานการณ์ความขัดแย้งในการปฏิบัติงาน โดยสร้างประเด็นคำถามในลักษณะปลายเปิด (Open-End Question) ผู้ศึกษานำเสนอผลการศึกษา โดยวิธีการพรรณนาวิเคราะห์ พร้อมอภิปรายผลเพื่อให้เห็นความสอดคล้องหรือแตกต่างกับแนวคิด ทฤษฎีและงานศึกษาที่เกี่ยวข้องพร้อมให้ข้อเสนอแนะเพื่อการนำผลการศึกษาไปใช้ต่อไป

สรุปผลการวิจัย

ความขัดแย้งเป็นสิ่งที่เกิดขึ้นตามธรรมชาติเมื่อบุคคลมีเป้าหมาย หรือจุดมุ่งหมายที่แตกต่างกัน การพิจารณาความขัดแย้งจะมุ่งเน้นไปที่การรับรู้ของบุคคลเป็นหลักเพราะถ้าไม่มี ฝ่ายหนึ่งฝ่ายใดหรือบุคคลหนึ่งบุคคลใดที่ตระหนักถึงความขัดแย้ง และความแตกต่างเหล่านี้จะก่อให้เกิดเป็น ความขัดแย้ง ขึ้น ภายในองค์กรขึ้นได้

สรุปได้ว่าความขัดแย้ง (Conflict) คือ การที่บุคคล 2 คน หรือสำนักงาน/กองงาน หรือมากกว่า 2 คนขึ้นไป หรือมากกว่า 2 หน่วยงานขึ้นไป มีความคิดเห็นที่ไม่ลงรอยกัน การรับรู้ที่แตกต่างกัน อาจเกิดมาจากความคิด ความเชื่อ ทัศนคติ ค่านิยม ผลประโยชน์ หรือการสื่อสาร ที่แตกต่างกัน ทำให้เกิดความรู้สึกไม่เข้าใจกัน และไม่พอใจซึ่งกันและกัน จึงส่งผลให้เกิดความขัดแย้ง ไม่ลงรอยกัน จากความหมายของความขัดแย้งแสดงให้เห็นว่า ความขัดแย้งภายในองค์กรเป็นสิ่งที่ หลีกเลี่ยงและหลีกหนีไม่ได้ แต่โดย ความจริงแล้ว ความขัดแย้งเป็นสิ่งที่ดีในแง่บวกและมีประโยชน์ หมายถึง อาจเป็นเสมือนเครื่องมือที่ไป กระตุ้นให้เกิดความคิดริเริ่มสร้างสรรค์สิ่งใหม่ ๆ ภายในองค์กร ส่วนความขัดแย้งในแง่ลบ หมายถึง ความขัดแย้งที่ก่อให้เกิดผลเสีย และบรรยากาศที่ไม่ดีต่อตัวเอง องค์กรและสังคม อันเป็นการสะท้อนรูปลักษณ์ของความขัดแย้งออกมา

ความขัดแย้งเป็นส่วนหนึ่งขององค์กร ซึ่ง ความขัดแย้งจะส่งผลกระทบต่อองค์กรได้ทั้งทางบวกและทางลบ ผลกระทบมากหรือน้อย มีโทษ หรือมีประโยชน์ ขึ้นอยู่กับสาเหตุ ระดับของความขัดแย้ง และวิธีการบริหารความขัดแย้งภายในองค์กรนั้น ๆ ซึ่งการบริหารความขัดแย้งให้อยู่ในระดับที่เหมาะสมจะช่วยกระตุ้นแรงจูงใจให้พนักงานปฏิบัติงานอย่าง มีประสิทธิภาพและประสิทธิผล

สาเหตุของความขัดแย้ง

อุไร ส้มเกลี้ยง และคณะ (2563) แบ่งสาเหตุของความขัดแย้ง ออกได้ ดังนี้

1) การมีเป้าหมายที่แตกต่างกัน (Differences in Goals) ในองค์กรแต่ละองค์กรนั้นย่อมต้อง มีการแบ่งงานออกเป็นฝ่ายงานหรือกองงานต่าง ๆ ซึ่งแต่ละฝ่ายงานแต่ละกองย่อมมีหน้าที่รับผิดชอบ เป้าหมาย วัตถุประสงค์ วิธีปฏิบัติงาน และลักษณะงานที่แตกต่างกัน ซึ่งความแตกต่างเหล่านี้ย่อมส่งผลให้เกิดความขัดแย้ง ในองค์กรได้ทั้งสิ้น

2) ความขัดแย้งจากผลประโยชน์ (Interest Conflict) หรือการแข่งขันด้านทรัพยากร (Resource Competition) เมื่อองค์กรมีทรัพยากรให้ใช้อย่างจำกัด ความไม่พอเพียงของทรัพยากรทำให้เกิด การแข่งขันแย่งชิงเพื่อให้ตนเองสามารถบรรลุวัตถุประสงค์และเป้าหมายจนบางครั้งละเลยความสัมพันธ์ของทีมงานและเพื่อนร่วมงาน และความรู้สึก และแม้ว่าองค์กรจะพยายามจัดสรรทรัพยากรให้แก่ พนักงานทุก ๆ ฝ่ายอย่างเหมาะสมและเท่าเทียมกันแล้วก็ตาม แต่พนักงานทุกฝ่ายก็มักจะรู้สึกว่าฝ่าย/กองงานงานของตนนั้น ไม่ได้รับการจัดสรรอย่างเป็นธรรม จึงเกิดเป็นสาเหตุของความขัดแย้งในที่สุด

3) การสื่อสารที่บกพร่องและข้อมูลผิดพลาด (Communication Failure and Misperception of Information) ถึงแม้ว่าองค์กรจะมีการให้ข้อมูลในการทำงานแก่พนักงานทุก ฝ่ายงานแล้วแต่ ข้อมูล ที่พนักงานแต่ละฝ่ายงานได้รับอาจไม่เหมือนกัน ทั้งนี้ขึ้นอยู่กับหน้าที่ที่รับผิดชอบของแต่ละฝ่ายแต่ละงาน การที่พนักงานหรือฝ่ายงานได้รับข้อมูลที่ไม่เพียงพอหรือขาดความเข้าใจในข้อมูลที่ใช้ในการตัดสินใจ อาจทำให้เกิดความเข้าใจผิดระหว่างฝ่ายงานได้ ดังนั้น การสื่อสารที่ดีจะต้องยึดหลัก “4Cs”

- Complete เนื้อหาจะต้องมีความสมบูรณ์ ไม่ตกหล่นสาระที่มีความสำคัญต่อการสื่อสาร ในครั้งนั้น ๆ
- Correct เนื้อหาต้องถูกต้อง เป็นจริง ไม่ปิดบังซ่อนเร้น
- Concise ข้อมูลต้องกระชับ ไม่เยิ่นเย้อ เน้นประเด็นสำคัญของเนื้อหาที่ต้องการสื่อสาร
- Clear ต้องมีความชัดเจน ผู้รับข้อมูลจะต้องเข้าใจสิ่งที่ผู้ให้ข้อมูลต้องการสื่อสาร ได้อย่างถูกต้อง

4) โครงสร้างองค์กรที่ไม่สอดคล้องกัน (Organizational Structure Incongruities) บางองค์กร อาจมีการกำหนดหน้าที่ความรับผิดชอบไม่ชัดเจน ก้าวก่ายงาน ทำให้ผู้ปฏิบัติงานเกิดความสับสน หรือการทำงานซ้ำซ้อนกัน หรืออาจกล่าวได้ว่าเป็นความ

ขัดแย้งที่เกิดจากกระบวนการทำงาน ระบบการควบคุม ระบบการกระจายอำนาจที่ไม่ชัดเจน ทำให้เกิดความขัดแย้งในเรื่องบทบาทหน้าที่การทำงานของสมาชิกในองค์กร ถึงแม้ว่าสภาพแวดล้อมในการทำงานขององค์กรจะมีการเปลี่ยนแปลงอยู่ตลอดเวลา บางครั้งอาจจะเกิดงานหรือหน้าที่ความรับผิดชอบใหม่ๆ ขึ้นตามมา แต่องค์กรส่วนใหญ่ ยังคงไม่ปรับเปลี่ยนโครงสร้างการทำงานให้สอดคล้องกับสถานการณ์ในปัจจุบัน ทำให้พนักงานในองค์กรหรือฝ่ายงานไม่สามารถตกลงกันได้ว่าใครจะเป็นผู้รับผิดชอบงานที่เกิดขึ้น ทำให้เกิดการแบ่งงาน หรือปัดความรับผิดชอบงานให้กับฝ่ายงานอื่น และก่อให้เกิดความขัดแย้งภายในองค์กรตามมาอย่างหลีกเลี่ยง ไม่ได้

5) ความขัดแย้งจากค่านิยม (Value Conflict) เกิดขึ้นจากความแตกต่างทางด้านวัฒนธรรม สังคม ทัศนคติ ความคาดหวัง เป้าหมาย หรือความเชื่อส่วนบุคคล ของ พนักงานที่ปฏิบัติงานอยู่ในองค์กร ซึ่งคนหรือกลุ่มมีค่านิยมที่แตกต่างกันจะต้องมาทำงานร่วมกันภายใต้ ค่านิยมที่แตกต่างกัน จึงจำเป็นต้องทำความเข้าใจกัน ดังนั้น การทำงานร่วมกันจำเป็นต้องสร้างความเข้าใจในความแตกต่าง และยอมรับซึ่งกันและกันก่อน จึงสามารถทำงานร่วมกันได้อย่างมีประสิทธิภาพและประสิทธิผล

แนวคิดและทฤษฎีที่เกี่ยวข้องกับความขัดแย้ง

รัฐพล เย็นใจมาและสุรพล สุยะพรหม (2561) ได้สรุปทฤษฎีเกี่ยวกับความขัดแย้งนั้นมีพัฒนาการจากทฤษฎีดั้งเดิมที่เป็นแนวคิดชั้นคลาสสิก (Classic) ก่อนที่จะมีการพัฒนาและขยายให้กว้างขวางขึ้นตามสถานการณ์ที่เกิดขึ้นมีนักวิชาการหลายท่านได้ให้ทรรศนะไว้ดังนี้

1) ทฤษฎีความขัดแย้งตามแนวคิดของ Karl Mark (1904) เชื่อว่าความขัดแย้งและการเปลี่ยนแปลงเป็นของคู่กัน ความขัดแย้งเป็นกฎพื้นฐานของชีวิต และความขัดแย้งเป็นเครื่องมือในการเปลี่ยนแปลงหรือพัฒนาสังคม Karl Marx ยังเชื่อว่า จุดเริ่มต้นของความขัดแย้งมาจากเศรษฐกิจ ความขัดแย้งระหว่างกลุ่มเกิดขึ้นเพราะแต่ละกลุ่มมีความสนใจทางเศรษฐกิจที่ตรงข้ามกัน ความขัดแย้งทางเศรษฐกิจระหว่างกลุ่มเป็นสิ่งที่หลีกเลี่ยงได้ยาก และจะนำไปสู่ความขัดแย้งทางสังคมและทางการเมือง จุดเน้นในแนวคิดของ Karl Marx จึงอยู่ที่เศรษฐกิจ การต่อสู้ของชนชั้น การแสวงหาประโยชน์ และการปฏิวัติ

2) ทฤษฎีความขัดแย้งตามแนวคิดของ Georg Simmel (1968) เป็นนักสังคมวิทยาชาวเยอรมันที่ชี้ให้เห็นว่า "ความขัดแย้ง" เป็นปฏิสัมพันธ์รูปแบบหนึ่ง (Sociation) ที่เกิดขึ้นในกลุ่มที่สมาชิกมีความสัมพันธ์ใกล้ชิดกัน Georg Simmel ยังเชื่อว่า ความขัดแย้งระหว่างสองฝ่ายแสดงให้เห็นถึงลักษณะความสัมพันธ์และความสามัคคีกลมเกลียวภายในกลุ่ม ขณะเดียวกันความกลมเกลียวภายในกลุ่มก็เป็นอีกสาเหตุทาให้เกิดความขัดแย้งได้เช่นเดียวกัน

3) ทฤษฎีความขัดแย้งตามแนวคิดของ Socrates (โสเครเตส) นักปราชญ์ชาวกรีกโบราณที่ใช้การถามตอบหรือวาทศิลป์เพื่อแสวงหาความรู้ที่ถูกต้องและสมเหตุสมผลมากกว่าเดิม ถือเป็นความขัดแย้งในทางความรู้ของบุคคลสองฝ่าย คือ ผู้ถามและผู้ตอบ ผู้ถามมักจะต้องถามจนผู้ตอบไม่สามารถโต้แย้งได้และยอมจานน ผู้ถามจึงจะบอกคาตอบที่ถูกต้องให้ ความขัดแย้งแบบนี้เรียกว่า "ความขัดแย้งแบบสมเหตุสมผลมากกว่าเดิม" (Logical Consistency) ซึ่งถือเป็นวิธีการที่ Socrates ใช้สอนศิษย์และผู้คนในสมัยนั้น

4) ทฤษฎีความขัดแย้งตามแนวคิดของ Lewis A. Coser (1965) เป็นนักสังคมวิทยาชาวอเมริกันที่พยายามชี้ให้เห็นว่าความขัดแย้งเป็นทั้งสิ่งที่เป็นประโยชน์และไม่เป็นประโยชน์ และ ความขัดแย้งอาจนาไปสู่ความกลมเกลียวหรือความแตกแยกได้ เช่น ความขัดแย้งกับกลุ่มภายนอกจะนาไปสู่ความกลมเกลียวภายในที่แน่นแฟ้นของคนในกลุ่ม

5) ทฤษฎีความขัดแย้งของ Immanuel Kant (2001) นักทฤษฎีความขัดแย้งชาวเยอรมันที่ได้เสนอทฤษฎีความขัดแย้งที่มีสาระคัญ คือ ความขัดแย้ง (Dialectic) ที่เริ่มจาก "ข้อเสนอเบื้องต้น" (Thesis) แล้วมีข้อขัดแย้ง (Antithesis) จึงทาให้เกิดความขัดแย้งกันขึ้น มนุษย์แต่ละคนจะมีความขัดแย้งธรรมชาติ (Natural Dialectics) คือ ความขัดแย้งในจิตใจ และมนุษย์ทุกคนมีความเห็นแก่ตัวละเมิดและเอารัดเอาเปรียบอยู่เสมอซึ่งถือเป็นมูลเหตุสาคัญของปัญหาความขัดแย้ง

6) ทฤษฎีความขัดแย้งตามแนวคิดของ Ludwig Feuerbach (1987) เป็นอีกหนึ่งนักทฤษฎีความขัดแย้งของชาวเยอรมัน ที่มองว่ามนุษย์แต่ละคนต่างมีความเห็นแก่ตัวและมีความพยายามที่จะครอบครองวัตถุต่าง ๆ ไว้ให้ได้มากที่สุด และเมื่อมนุษย์ไม่สามารถที่จะครองครองวัตถุได้มากดังที่ตั้งใจ ความขัดแย้งจากการแก่งแย่งแข่งขันจึงเกิดขึ้น ปรากฏการณ์นี้จึงเรียกว่า "ความขัดแย้งทางวัตถุ" (Material Dialectic)

7) ทฤษฎีความขัดแย้งตามแนวคิดของ Gaetano Mosca (1939) เป็นนักสังคมวิทยาชาวอิตาลีที่เชื่อว่าความขัดแย้งในสังคมไม่ว่าจะเป็นความขัดแย้งระหว่างบุคคลกับบุคคล หรือ ระหว่างกลุ่มกับกลุ่ม เป็นเรื่องปกติที่เกิดโดยธรรมชาติและไม่สามารถหลีกเลี่ยงได้ในการดารงชีวิต และยังเป็นสาเหตุในการสร้างความก้าวหน้า ความเป็นระเบียบของสังคม และเสรีภาพทางการเมือง

8) ทฤษฎีความขัดแย้งตามแนวคิดของ Fredrich Hegel (1987) เป็นนักทฤษฎีความขัดแย้งชาวเยอรมันโดยมองว่าความขัดแย้งจะเกิดขึ้นก็ต่อเมื่อผู้ปกครองรัฐบางรัฐพยายามที่จะครอบครองและควบคุมรัฐอื่น ๆ ไว้ จึงเป็นเหตุให้เกิดสงครามระหว่างรัฐขึ้น ถือเป็นความขัดแย้งทางประวัติศาสตร์ (Historical Conflict)

9) ทฤษฎีความขัดแย้งตามแนวคิดของ Max Weber (1968) ยอมรับว่าความขัดแย้งในผลประโยชน์ระหว่างบุคคลพบได้ทุกหนทุกแห่งในสังคม ความขัดแย้งเกิดจากการกระทาของบุคคลที่ต้องการที่จะบรรลุความปรารถนาของตนเกิดปะทะกับการต่อต้านของ

อีกฝ่ายหนึ่ง หรือ หลาย ๆ กลุ่ม และความขัดแย้งเป็นผลมาจากการมีทรัพยากรหรือรางวัลอย่างจากัด Max Weber ยังถือว่า "การแข่งขัน" (Competition) เป็นรูปแบบหนึ่งของความขัดแย้ง เพราะในการแข่งขันนั้นถึงจะมีกฎหรือกติกาที่ทุกฝ่ายยอมรับ แต่การแพ้-ชนะ ก็จะเป็นชนวนสำคัญที่นามาซึ่งความขัดแย้งด้วย

การบริหารความขัดแย้ง

รัฐพล เย็นใจมาและสุรพล สุยะพรหม (2561) ได้เสนอแนวทางการบริหารความขัดแย้ง จำแนกได้ดังนี้

1) **การหลีกเลี่ยง (Avoidance)**เป็นวิธีการที่ให้ประสิทธิภาพผลน้อยที่สุดใน 5 วิธีการบริหารความขัดแย้งทั้งหมด เพราะเนื่องจากการหลีกเลี่ยงมิได้ทำให้ความขัดแย้งนั้นหมดไป แต่เป็นเพียงการหลบเลี่ยงจากปัญหาที่ไม่ได้เกิดการแก้ไข และพร้อมที่จะกลับมาเจอกับปัญหาได้อีกตลอดเวลา รวมทั้งยังอาจเป็นการก่อให้คู่กรณีเกิดโทสะได้ เช่น ฝ่ายตรงข้ามอาจจะคิดว่า เราไม่ให้ความสำคัญหรือสนใจเพียงพอในการรับฟัง จึงกลับกลายเป็นการเพิ่มความขัดแย้งมากขึ้นไปอีก ผู้ที่ใช้วิธีการนี้มักจะพยายามให้ตนเองหนีไปจากเหตุการณ์ที่เป็นปัญหาขัดแย้ง โดยไม่ยุ่งเกี่ยวกับฝ่ายตรงข้ามที่จะนำข้อโต้แย้งเข้ามาหาตน หรือโดยวิธีการเปลี่ยนประเด็นการสนทนา (Changing Issues) ดังนั้น วิธีการหลีกเลี่ยงจึงเป็นการหนีปัญหา ผู้ที่ใช้วิธีการหลีกเลี่ยงอาจต้องคอยหวาดระแวงว่าวันใดวันหนึ่งจะหลีกเลี่ยงไม่ได้ จึงนิยมใช้สำหรับผู้อ่อนแอ ไม่มีความสามารถในการเผชิญหน้า แต่อาจจะใช้ได้ดีสำหรับประเด็นปัญหาที่ไม่ค่อยจะสำคัญนัก

2) **การแข่งขัน (Competition)** เป็นการใช้วิธีเอาแพ้เอาชนะ เพื่อให้ตนเองสามารถบรรลุความต้องการ อาจจะต้องใช้อำนาจหรือการแสดงความก้าวร้าวรุนแรง อันอาจจะเกิดมาจากเมื่อมีอุปสรรคหรือสิ่งขัดขวางมิให้บรรลุเป้าหมาย จึงใช้วิธีการที่อาจจะต้องทำลายอีกฝ่ายหนึ่ง เพื่อให้ได้ในสิ่งที่ตนหวังไว้ ผู้ที่อยู่ในลักษณะของการแข่งขัน มักจะแสวงหาข้อโต้แย้งอยู่เสมอ และจะคำนึงถึงจุดหมายเฉพาะของตนโดยใช้การบีบบังคับให้มีการยอมรับ เพื่ออำนาจที่เหนือกว่า และจะรับรู้เฉพาะจุดดีของตน มองหาจุดบกพร่องของฝ่ายตรงข้าม วิธีการนี้เป็นการสร้างความพึงพอใจให้แก่ผู้ที่เป็นฝ่ายชนะ แต่ในทางตรงกันข้ามผู้ที่เป็นฝ่ายแพ้อาจจะเก็บความคับแค้นใจไว้ในขณะหนึ่ง เพื่อรอเวลาที่จะหาทางแก้แค้นในที่สุด อย่างไรก็ดี วิธีการแข่งขันถือได้ว่าเป็นวิธีการแก้ปัญหาความขัดแย้งวิธีหนึ่งที่ใช้ได้ผล

3) **การประนีประนอม (Compromise)** เป็นวิธีที่บุคคลทั้งสองฝ่ายที่มีความขัดแย้ง สามารถตกลงกันได้โดยวิธี “พบกันครึ่งทาง” ต่างฝ่ายต่างต้องยอมลดความต้องการของตนบางส่วน ดังนั้น วิธีการนั้นจึงเป็นการที่แต่ละฝ่ายต้องเสียสละบางส่วน เพื่อให้ได้ข้อตกลงที่สามารถยุติปัญหาความขัดแย้ง มักจะพบได้ว่าบุคคลทั้งสองฝ่ายจะไม่ค่อยเห็นด้วยอย่างเต็มที่นักในระยะยาว เพราะต่างฝ่ายต่างก็ต้องยอมเสียบางส่วนของตน อาจจะด้วยความไม่เต็มใจ อย่างไรก็ดี การใช้วิธีประนีประนอมเพื่อลดข้อขัดแย้งอาจจะใช้ได้ผลกับความขัดแย้งในผลประโยชน์อันเกิดจากความจำกัดของทรัพยากร (Scarce Resources) ที่จะมีผลสนองต่อความต้องการของแต่ละฝ่ายได้

4) **การปรองดอง (Accommodation)** เป็นวิธีการแก้ปัญหาด้วยการยอมเสียสละความต้องการของตนเอง เพื่อที่จะให้ฝ่ายตรงข้ามบรรลุความต้องการของตน เป็นการสร้างความพึงพอใจให้แก่อีกฝ่าย เพื่อหลีกเลี่ยงความขัดแย้ง แต่วิธีนี้มักจะไม่ก่อให้เกิดความพึงพอใจแก่ผู้ยินยอมให้ เพราะตนต้องยอมสละความต้องการและเป้าประสงค์ของตนให้แก่ผู้อื่น จึงเป็นการสร้างความคับแค้นใจที่ติดอยู่ในใจ วิธีการนี้จึงไม่ใช่ทางเลือกที่ดีนักในการแก้ปัญหาความขัดแย้ง

5) **การร่วมมือ (Collaboration)** โดยทั่วไปการแก้ไขความขัดแย้งด้วยการเผชิญหน้า เป็นวิธีที่มีประสิทธิภาพมากที่สุด จากวิธีการแก้ปัญหาความขัดแย้งที่กล่าวมาแล้วทั้งหมด คู่กรณีทั้งสองฝ่ายยินยอมที่จะหันหน้าเข้าหารือกันเพื่อหาวิธีที่ดีที่สุดในการช่วยกันบริหารความขัดแย้ง การร่วมมือกันเป็นการทำความตกลงกันในลักษณะของการบรรลุถึงข้อยุติโดยวิธีการซึ่งคู่กรณีทั้งสองฝ่ายที่เกี่ยวข้องมีความพึงพอใจ และยินยอมพร้อมใจ รวมทั้งยอมที่จะปฏิบัติตามผลของข้อยุตินั้น อย่างไรก็ตาม วิธีการนี้จำเป็นจะต้องใช้ระยะเวลามากในการจัดการแก้ไขปัญหา แต่ก็เป็นวิธีที่ดีที่สุด สำหรับบุคคลที่เกี่ยวข้องกับข้อขัดแย้งทุกฝ่ายที่มีสัมพันธภาพในการทำงานอยู่ร่วมกันในระยะยาว

สถานการณ์พื้นฐานทางการบริหารขององค์กรปกครองส่วนท้องถิ่นอำเภอเมือง จังหวัดมหาสารคาม

ความขัดแย้งทางการบริหารขององค์กรปกครองส่วนท้องถิ่นอำเภอเมือง จังหวัดมหาสารคาม จากการสำรวจข้อมูลเบื้องต้นโดยยึดตามแนวคิดสาเหตุของความขัดแย้ง พบว่า

1) การมีเป้าหมายที่แตกต่างกัน (Differences in Goals) ปัญหานี้มักเกิดระหว่างผู้บังคับบัญชากับผู้ใต้บังคับบัญชา ที่มีมุมมองการทำงานที่แตกต่างกัน ผู้บริหารส่วนท้องถิ่น (สัมภาษณ์, 7 มกราคม 2566) สะท้อนมุมมองว่า การขับเคลื่อนนโยบายไปสู่การปฏิบัติจำเป็นต้องสร้างความเข้าใจกับผู้ปฏิบัติ โดยเฉพาะข้าราชการประจำที่มักมีความเคยชินกับการทำงานในอดีต ยึดติดกับกฎระเบียบจนไม่กล้าที่จะปฏิบัติงานเพื่อแก้ไขปัญหาให้พี่น้องประชาชนที่เกิดขึ้นเฉพาะหน้า ขณะที่ฝ่ายปฏิบัติท่านหนึ่งก็กล่าวไปในทิศทางที่ตรงกันข้ามกล่าวคือ ข้าราชการการเมืองมีวาระการดำรงตำแหน่ง และต้องทำงานโดยมุ่งหวังคะแนนนิยม แต่ข้าราชการ

ประจำจะต้องอยู่ในหน้าที่จนกระทั่งเกษียณราชการ หากทำอะไรที่มีความผิดพลาดย่อมส่งผลกระทบต่อความมั่นคงในหน้าที่การงาน (ข้าราชการประจำ, สัมภาษณ์ 6 มกราคม 2566) อย่างไรก็ตามจากการสัมภาษณ์เชิงลึกพบว่า บุคลากรขององค์กรปกครองส่วนท้องถิ่นทุกระดับต่างประสงค์จะทำงานในหน้าที่ให้ดีที่สุด เพื่อประโยชน์สูงสุดของพี่น้องประชาชน

2) ความขัดแย้งจากผลประโยชน์ (Interest Conflict) หรือการแข่งขันด้านทรัพยากร (Resource Competition) ซึ่งในประเด็นนี้ ต้องยอมรับว่าองค์กรปกครองส่วนท้องถิ่นมีปัญหาในเรื่องการจัดสรรทรัพยากรที่เป็นธรรม และการทุจริตคอรัปชั่น ซึ่งเป็นปัญหาต้องได้รับการแก้ไข หรือตรวจสอบจากองค์กรที่เกี่ยวข้อง (ประชาชน, สัมภาษณ์, 6 มกราคม 2566) ซึ่งมองว่าการจัดการปัญหาในเรื่องนี้ต้องมีการบังคับใช้กฎหมายอย่างเข้มข้น และการตรวจสอบของประชาชน

3) การสื่อสารที่บกพร่องและข้อมูลผิดพลาด (Communication Failure and Misperception of Information) ปัญหาเรื่องการสื่อสารที่บกพร่องนั้น จะมีปัญหามากสำหรับความแตกต่างของบุคลากรที่มีหลากหลายช่วงวัย โดยเฉพาะการบริหารระบบราชการปัจจุบันจำเป็นต้องใช้วิธีการใหม่ ๆ ใช้ระบบเทคโนโลยีสารสนเทศมาสนับสนุนการทำงาน ทำให้เกิดการปฏิเสธข้อมูลข่าวสารและนวัตกรรมของคนที่ไม่สามารถที่จะปรับตัวได้ (ข้าราชการประจำ, สัมภาษณ์ 4 มกราคม 2566) นอกจากนี้ยังมีความขัดแย้งในด้านข้อมูลข่าวสารกับประชาชน เพราะประชาชนมีศักยภาพในการเรียนรู้และเข้าถึงข้อมูลข่าวสารมากขึ้น สามารถสร้างข้อเรียกร้อง และปกป้องสิทธิของตนเองได้มากขึ้น ทำให้บุคลากรจำเป็นต้องปรับกระบวนการทำงานตามไปด้วย (ลูกจ้างชั่วคราว, สัมภาษณ์, 5 มกราคม 2566)

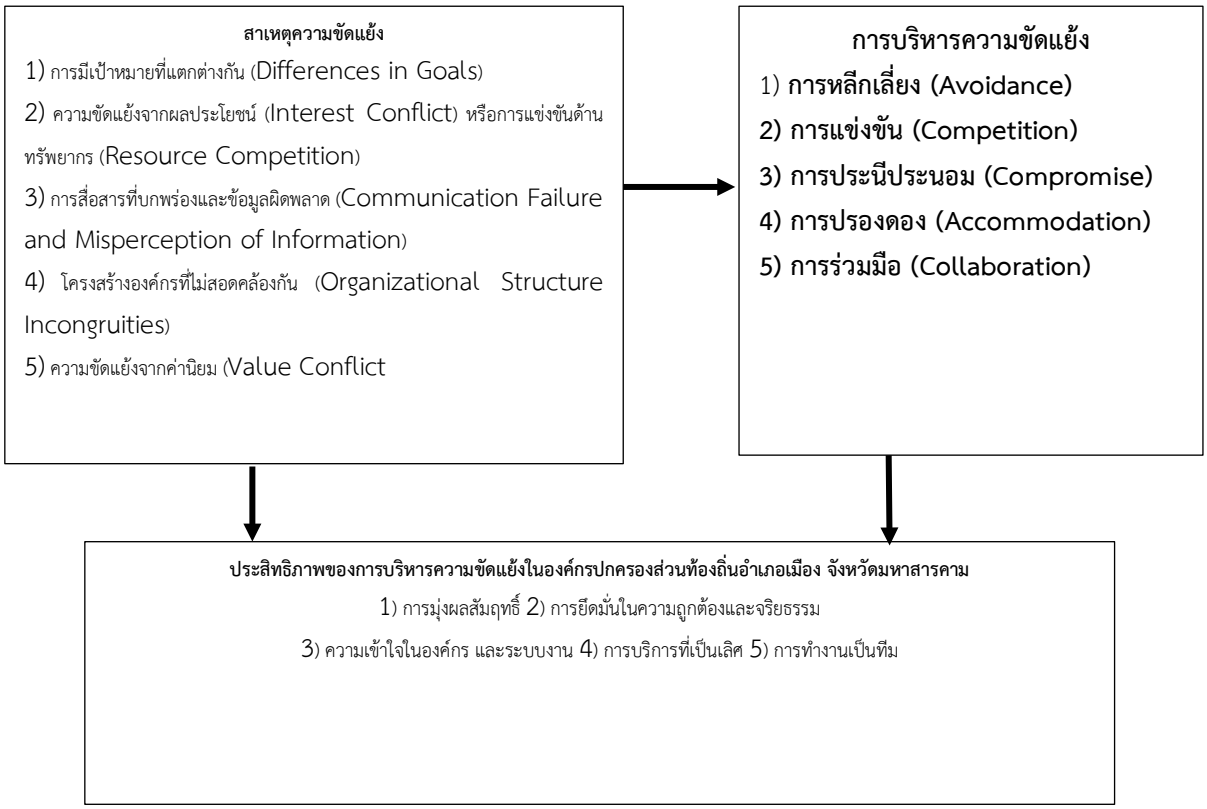
4) โครงสร้างองค์กรที่ไม่สอดคล้องกัน (Organizational Structure Incongruities) ปัญหาเรื่องโครงสร้างองค์กรไม่พบว่ามีปัญหาในกระบวนการทำงานภายในองค์กรปกครองส่วนท้องถิ่น ส่วนที่จะพบปัญหาอยู่มากคือภารกิจขององค์กรปกครองส่วนท้องถิ่นหลายอย่างมีความทับซ้อนกับส่วนราชการอื่นที่ยังไม่มีการถ่ายโอนอย่างเต็มรูปแบบ ซึ่งองค์กรปกครองส่วนท้องถิ่นเป็นเพียงหน่วยงานทางผ่านของงบประมาณเท่านั้น (ผู้บริหารท้องถิ่น, สัมภาษณ์, 5 มกราคม 2566)

5) ความขัดแย้งจากค่านิยม (Value Conflict) ปัญหานี้มีความสำคัญมากในการบริหารงานเพราะค่านิยมของบุคลากรมีความผูกพันขั้วการเมืองในพื้นที่ที่แตกต่างกัน ลูกจ้างชั่วคราวหลายคนจะประสบปัญหาความไม่มั่นคงในอาชีพ เพราะมีการเปลี่ยนแปลงผู้บริหารที่อยู่ตรงข้ามกับขั้วการเมืองเดิมที่ตนเองสนับสนุน (ลูกจ้างชั่วคราว, สัมภาษณ์ 4 มกราคม 2566) ขณะที่ผู้บริหารท้องถิ่นบางแห่งก็มีความจำเป็นต้องปรับเปลี่ยนบุคลากรเพื่อสนับสนุนบุคลากรที่ให้การสนับสนุนในการเข้าสู่ตำแหน่งเพราะมีความไว้วางใจมากกว่า (ผู้บริหารท้องถิ่น, สัมภาษณ์, 5 มกราคม 2566)

กรอบแนวคิดการศึกษาการบริหารความขัดแย้งในองค์กรปกครองส่วนท้องถิ่นอำเภอเมือง จังหวัดมหาสารคาม

การศึกษาเรื่องการบริหารความขัดแย้งในองค์กรปกครองส่วนท้องถิ่นอำเภอเมือง จังหวัดมหาสารคาม ผู้วิจัยกำหนดกรอบแนวคิดในการศึกษาโดยใช้แนวคิดสาเหตุของความขัดแย้ง ซึ่งประกอบด้วย 1) การมีเป้าหมายที่แตกต่างกัน (Differences in Goals) 2) ความขัดแย้งจากผลประโยชน์ (Interest Conflict) หรือการแข่งขันด้านทรัพยากร (Resource Competition) 3) การสื่อสารที่บกพร่องและข้อมูลผิดพลาด (Communication Failure and Misperception of Information) 4) โครงสร้างองค์กรที่ไม่สอดคล้องกัน (Organizational Structure Incongruities) 5) ความขัดแย้งจากค่านิยม (Value Conflict)

ส่วนการบริหารความขัดแย้ง มุ่งแสวงหาแนวทางที่เหมาะสมในการจัดการความขัดแย้งในระดับต่าง ๆ กล่าวคือ 1) **การหลีกเลี่ยง (Avoidance) 2) การแข่งขัน (Competition) 3) การประนีประนอม (Compromise) 4) การปรองดอง (Accommodation) 5) การร่วมมือ (Collaboration)** ทั้งนี้เพื่อให้บุคลากรส่วนท้องถิ่นมีสมรรถนะใน 5 ประการ ประกอบด้วย 1) การมุ่งผลสัมฤทธิ์ 2) การยึดมั่นในความถูกต้องและจริยธรรม 3) ความเข้าใจในองค์กร และระบบงาน 4) การบริการที่เป็นเลิศ 5) การทำงานเป็นทีม ซึ่งกรอบแนวคิดการวิจัยแสดงดังภาพต่อไปนี้



อภิปรายผลการวิจัย

การพัฒนากรอบแนวคิดการศึกษาการบริหารความขัดแย้งในองค์กรปกครองส่วนท้องถิ่นอำเภอเมือง จังหวัดมหาสารคาม เป็นการวิจัยเบื้องต้น ก่อนที่จะดำเนินการวิจัยเพื่อค้นหาองค์ความรู้ในเชิงลึกต่อไป ซึ่งบุญธรรม กิจปรีดาบริสุทธิ์ (2547) กล่าวว่า กรอบแนวคิดการวิจัย (Conceptual Framework) เป็นภาพพจน์ที่เป็นแนวคิดในการวิจัยเรื่องนั้น ซึ่งจะเป็นการกำหนดว่าตัวแปรต่าง ๆ ที่ศึกษามีความสัมพันธ์เกี่ยวข้องกันอย่างไร ปัญหาที่ตั้งไว้แต่ละข้อจะหาคำตอบอย่างไร ใช้วิธีการวิจัยอย่างไรจึงจะค้นหาคำตอบในปัญหาเหล่านั้นได้ ฉะนั้นในการกำหนดกรอบแนวคิดการวิจัย จึงต้องเริ่มจากการทบทวนเอกสารและงานวิจัยที่เกี่ยวข้อง วิเคราะห์ประเด็นปัญหา กำหนดปัญหาการวิจัยให้ชัดเจน และหาแนวทางการค้นหาคำตอบจากนั้นจึงประมวลเป็นกรอบแนวคิดการวิจัยเรื่องนั้นขึ้น

วิทยานิพนธ์เรื่อง การบริหารความขัดแย้งในองค์กรปกครองส่วนท้องถิ่นอำเภอเมือง จังหวัดมหาสารคาม ผู้วิจัยมุ่งจะศึกษาสถานการณ์ปัญหาความขัดแย้งและการบริหารความขัดแย้ง และแนวทางการบริหารความขัดแย้ง เพื่อยกระดับการบริหารองค์กรปกครองส่วนท้องถิ่นให้มีประสิทธิภาพต่อไป

ข้อเสนอแนะ

การศึกษาครั้งนี้เป็นขั้นตอนการทำวิจัยเบื้องต้น ในการวิจัยเพื่อวิทยานิพนธ์เรื่อง การบริหารความขัดแย้งในองค์กรปกครองส่วนท้องถิ่นอำเภอเมือง จังหวัดมหาสารคาม ดังนั้นผลการศึกษาครั้งนี้จึงเป็นเพียงกรอบแนวคิดการศึกษาของงานวิจัยที่ได้จากการศึกษาเอกสารและการเก็บข้อมูลเบื้องต้นเท่านั้น ซึ่งผู้ที่มีความสนใจที่จะศึกษางานในลักษณะเดียวกันสามารถนำไปปรับประยุกต์ใช้ได้

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หลวงพ่อพระพุทธมณีนพรัตน์ (พระไม้ทอง) : พระพุทธรูปศักดิ์สิทธิ์แห่งเมืองศรีสะเกษ

Reverend Father Phra Phuttha Manee Noppharat (Phra Mai Thong): The sacred Buddha image of Sisaket City

ธันยพงศ์ สารรัตน์ Thanyapong Sararat[1]

บทคัดย่อ

วัดพันทาหรือวัดพานทา อำเภอเมืองศรีสะเกษ จังหวัดศรีสะเกษ เป็นสถานที่ประดิษฐานหลวงพ่อพระพุทธมหามณีนพรัตน์ (พระไม้ทอง) พระพุทธรูปโบราณที่มีความสำคัญและมีความศักดิ์สิทธิ์อีกองค์หนึ่งของจังหวัดศรีสะเกษ จากการศึกษาพบว่า ภายในสิมที่สร้างขึ้นใหม่ของวัดพานทา เป็นที่ประดิษฐานหลวงพ่อพระพุทธมณีนพรัตน์ (พระไม้ทอง) พระพุทธรูปโบราณลงรักปิดทอง ปางมารวิชัย ศิลปะล้านช้าง ฝีมือช่างพื้นบ้าน สันนิษฐานว่าสร้างขึ้นประมาณพุทธศตวรรษที่ 23-24 หลวงพ่อพระพุทธมณีนพรัตน์ (พระไม้ทอง) เป็นพระพุทธรูปโบราณที่มีความศักดิ์สิทธิ์และเป็นที่เคารพนับถือของชาวบ้านในชุมชนใกล้เคียงและชาวศรีสะเกษอีกองค์หนึ่ง ปัจจุบันวัดพานทาถือเป็นสถานที่สำคัญทางด้านพระพุทธศาสนาและการท่องเที่ยวเชิงพระพุทธศาสนาและวัฒนธรรมอีกแห่งหนึ่งของจังหวัดศรีสะเกษ

คำสำคัญ: ชุมชนโบราณ ประวัติศาสตร์ พุทธศิลป์ วัดพานทา เมืองศรีสะเกษ

Abstract

Phantha Temple or Phantha Temple Mueang Sisaket District Sisaket Province It is the place where Luang Pho Phra Phuttha Maha Manee Nopparat (Phra Mai Thong) is enshrined, another ancient Buddha image that is important and sacred in Sisaket Province. The study found that Inside the newly built Sim of Wat Phan Tha It is enshrined Luang Pho Phra Phuttha Manee Nopparat (Phra Mai Thong), an ancient lacquered and gilded Buddha image in the subduing Mara posture, in Lan Xang art. local craftsmanship It is assumed that it was built around the 23rd-24th Buddhist century. Luang Pho Phra Phuttha Manee Nopparat (Phra Mai Thong) is an ancient Buddha image that is sacred and revered by the villagers in the nearby community and the Si Sa Ket people. At present, Phantha Temple is considered an important place for Buddhism and Buddhist and cultural tourism in Sisaket Province.

Keywords: Ancient Community, History, Buddhist Art, Phan Tha Temple, Sisaket City

บทนำ

วัดพันทาหรือวัดพานทา อำเภอเมืองศรีสะเกษ จังหวัดศรีสะเกษ เป็นส่วนหนึ่งของชุมชนพานทา (ปัจจุบันแยกเป็นพานทาใหญ่ พานทาน้อย เนื่องจากชุมชนขยายตัว ซึ่งก่อน พ.ศ.2540 เรียกว่า ชุมชนบ้านพันทา เดิมมีชื่อว่าบ้านพานทา (สุภัทตรา อ่อนศรี, 2551, น.60) เป็นที่ประดิษฐานหลวงพ่อพระพุทธมณีนพรัตน์ ซึ่งเป็นพระพุทธรูปโบราณที่สำคัญและมีความศักดิ์สิทธิ์อีกองค์หนึ่งของจังหวัดศรีสะเกษ ทั้งบริเวณที่ตั้งชุมชนที่เป็นที่ตั้งวัดคือ ชุมชนพานทาใหญ่ ที่เป็นพื้นที่ป่าโนนบักบ้าที่ตั้งอยู่ในเขตชุมชนพันทาใหญ่ ตำบลโพธิ์ อำเภอเมืองฯ จังหวัดศรีสะเกษ (สุภัทตรา อ่อนศรี, 2551, น.4) ถือเป็นชุมชนโบราณมาก่อน มีพระพุทธรูปศิลปะล้านช้างทั้งที่สร้างด้วยปูนปั้นและหล่อด้วยโลหะหลายองค์ในวัฒนธรรมล้านช้างมาตั้งแต่พุทธศตวรรษที่ 19 เป็นอย่างน้อย ซึ่งมีความสำคัญต่อการการศึกษาประวัติศาสตร์ วิถีชีวิต สังคม และศิลปวัฒนธรรมของผู้คนแถบนี้ รวมถึงมีความสำคัญต่อการศึกษา การเข้ามาของพระพุทธศาสนาในพื้นที่จังหวัดศรีสะเกษ เพราะในพื้นที่ใกล้เคียงกับวัดแห่งนี้คือที่ตั้งของมหาวิทยาลัยราชภัฏศรีสะเกษ ซึ่งอยู่ในอาณาบริเวณของลุ่มน้ำห้วยสำราญ มีการพบโบสถ์เก่าแก่อายุประมาณ 300 ปีในบริเวณมหาวิทยาลัยราชภัฏศรีสะเกษ ซึ่งสันนิษฐานว่าบริเวณนี้เดิมเป็นท่าเรือสำหรับขนส่งสินค้าของชาวศรีสะเกษไปยังโคราชและอุบลราชธานีที่บริเวณปากห้วยแฮดตก คาดว่าโบสถ์นี้อาจเป็นโบสถ์ที่สร้างมาพร้อมกับเมืองศรีสะเกษที่เดิม เรียกว่าเมืองอินทเกษ ต่อมาคือเมืองศรีนครเขตที่ชาวนครเวียงจันทน์ และชาวนครจำปาศักดิ์อพยพมาตั้งเมืองขึ้นบริเวณโนนสามขา พันทา เจียงอี (ประดิษฐ ศิลาบุตร, 2550,น.67) ซึ่งบริเวณที่ตั้งชุมชนโบราณแถบนี้มีลักษณะคล้ายกับบริเวณสามแยกในเส้นทางโบราณที่จะสามารถเชื่อมโยงต่อกับบ้านเมืองตอนในได้ (วัฒนธรรม พัฒนาการทาง

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ประวัติศาสตร์ เอกลักษณ์ และภูมิปัญญาจังหวัดศรีสะเกษ, 2545, น.55 และ กระทรวงมหาดไทย, 2529, น.7) ซึ่งวัดแห่งนี้เป็นส่วนหนึ่งของโนนดังกล่าว และปัจจุบันวัดพานทาถือเป็นสถานที่สำคัญทางด้านพระพุทธศาสนาและการท่องเที่ยวเชิงพระพุทธศาสนาและวัฒนธรรมอีกแห่งหนึ่งของจังหวัดศรีสะเกษ ซึ่งแสดงให้เห็นถึงความสำคัญของพระพุทธมณีนพรัตน์และวัดพานทาได้เป็นอย่างดีแต่ที่ผ่านมาข้อมูลทางด้านประวัติศาสตร์ โบราณคดี และศิลปกรรมของพระพุทธมณีนพรัตน์และวัดพานทายังไม่ได้รับการศึกษาค้นคว้าและเผยแพรให้เป็นที่รู้จักของชาวศรีสะเกษและประชาชนทั่วไปมากนัก และจากการสำรวจงานวิจัยที่เกี่ยวข้องพบว่า ส่วนใหญ่งานวิจัยที่ศึกษาจะเน้นศึกษาพระพุทธรูปสำคัญของจังหวัดคือ หลวงพ่อโตทั้ง 3 องค์ และ หลวงพ่อพระพุทธเจ้าใหญ่ และพระไม้บางส่วนเท่านั้น อีกทั้งบริเวณที่ตั้งวัดยังเคยเป็นชุมชนโบราณมาก่อน ผู้เขียนจึงได้พยายามที่จะพยายามศึกษาค้นคว้าข้อมูลที่เกี่ยวข้องกับพระพุทธมณีนพรัตน์ วัดพานทา และชุมชนแถบนี้จากเอกสารและหลักฐานประวัติศาสตร์ต่างๆ ที่มีอยู่ค่อนข้างจำกัด และนำข้อมูลเหล่านั้นมาเรียบเรียงเป็นบทความวิชาการ เพื่อเป็นการเผยแพร่องค์ความรู้ทางด้านประวัติศาสตร์ท้องถิ่นให้พี่น้องชาวจังหวัดศรีสะเกษและผู้คนทั่วไปได้ศึกษาเรียนรู้ อันจะนำไปสู่ความก้าวหน้าทางวิชาการด้านประวัติศาสตร์ โบราณคดี และศิลปวัฒนธรรมของท้องถิ่นจังหวัดศรีสะเกษต่อไป

วัตถุประสงค์

เพื่อศึกษาความสำคัญของพลวงพ่อพระพุทธมณีนพรัตน์ในฐานะพระพุทธรูปศักดิ์สิทธิ์แห่งจังหวัดศรีสะเกษ

1. ลักษณะทางพุทธศิลป์ของหลวงพ่อพระพุทธมณีนพรัตน์ (พระไม้ทอง)

หลวงพ่อพระพุทธมณีนพรัตน์ เป็นพระพุทธรูปแกะสลักจากไม้ ซึ่งสันนิษฐานว่าเป็นไม้สักทองหรือไม้ตะเคียนทอง หน้าตักกว้าง 50 เซนติเมตร สูง 60 เซนติเมตร ,นกว้าง 50 เซนติเมตร สูง 40 เซนติเมตร ประทับนั่งขัดสมาธิราบบนฐานบัวยกสูง ปัจจุบันประดิษฐานภายในสิมที่บูรณะขึ้นใหม่จากสิมองค์เดิมภายในอาณาบริเวณวัดพานทา อำเภอเมืองฯ จังหวัดศรีสะเกษ มีพระพุทธรูปสมัยใหม่ 2 องค์ขนาบข้าง และมีพระพุทธรูปปางนาคปรก ซึ่งมีโยมนำมาถวายภายหลัง 3 องค์ วางบริเวณด้านข้างองค์พระประธานเบื้องหน้ามีพระบรมสารีริกธาตุประดิษฐานอยู่ องค์พระมีรอบชำรุดบางแห่ง ซึ่งหลวงพ่อพระพุทธมณีนพรัตน์ (พระไม้ทอง) มีกรอบพระพักตร์เล็ก พระพักตร์รูปไข่ เม็ดพระศกเล็กและห่าง เป็นวงก้นหอยขนาดเล็กแบบหนามขนุน พระวรกายบอบบาง (สงวน รอดบุญ, 2545, น.15, สมบัติ จำปาเงิน, 2548, น.5 และ ประภัสสร์ ชูวิเชียร, 2561, น.39) พระวรกายบอบบาง พระรัศมีเป็นเปลวสูง ค่อนข้างแข็งกระด้าง หัวพระขนงห่างกันเหมือนคิ้วคนธรรมดา แย้มสรวลเล็กน้อย มีอุษณีษะ 2 ชั้น พระหนุเสี้ยม พระเนตรโต ปลายพระเนตรตก โดยเฉพาะลักษณะพระโอษฐ์แหลมคล้ายปากครุฑ พระกรรณยาวและไม่กางออกอย่างพระพุทธรูปที่พบทั่วไปในวัฒนธรรมล้านช้าง พระขนงโก่งเป็นเส้นนูนขึ้น มีขอบไรพระศก ยกของสูงมีความคมชัด พระอังสาค่อนข้างเล็ก พระอุระไม่กว้างใหญ่อุจจอกราชสีห์ พระเนตรเรียวเหลือบลงต่ำ พระนาสิกใหญ่ ปลายตัด พระโอษฐ์เล็ก ริมพระโอษฐ์ใหญ่ พระหัตถ์และนิ้วพระหัตถ์เรียวยาว ปลายนิ้วพระหัตถ์เท่ากัน สังฆาฏิเป็นแผ่นใหญ่ ยางลงมาจรดพระนาภี ปลายตัดเป็นสามแฉกและมีการตัดเส้น พระศอมีสามปล้องขูดลึกในเนื้อไม้ พระถันนูนทั้ง 2 ข้าง มีการสวมใส่เครื่องประดับ (ทองพระกร) ตลอดทั่วทั้งพระวรกายมีการลงรักปิดทอง ประทับนั่งเหนือฐานชุกชีที่เป็นรุปดอกบัวบานและพันธุ์พฤกษาต่างๆ ซึ่งสันนาฐานว่าทำขึ้นพร้อมองค์พระ และแยกเป็นส่วนกัน โดยใต้องค์พระจะมีการทำเป็นเดือยสวมเข้ากับฐานให้แน่น (พระอธิการกัญจน์ กนฺตธมฺโม, 2566, สัมภาษณ์) พระทำปางมารวิชัย พระอิริยาบถนั่งขัดสมาธิ พระหัตถ์ซ้ายวางหงายบนพระเพลา พระหัตถ์ขวาวางคว่ำที่พระชานุ นิ้วพระหัตถ์ชี้พระธรณี (ไขศรี ศรีอรุณ, 2561, น.47) มีลักษณะดิบๆ แข็งๆ หยาบๆ เป็นความงามในวิถีชาวบ้าน บริเวณร่องพระหัตถ์ซ้ายถูกปิดทึบ ซึ่งข้อเสนอข้างต้นสอดคล้องกับข้อเสนอของสมเด็จฯ กรมพระยาดำรงราชานุภาพที่กล่าวว่า “พระพุทธรูปสร้างที่อันตกไปอยู่ในอาณาเขตล้านช้างโดยประวัติบ้าง สร้างขึ้นในเขตล้านช้างแต่เมื่อยังเป็นประเทศศรีสัตนาคนหุตบ้าง พระพุทธรูปที่สร้างทางเขตล้านช้างมักเรียกว่า ฝีมือช่างลาวพุงขาว” (สมเด็จฯ กรมพระยาดำรงราชานุภาพ, 2521, น.9) ซึ่งในที่นี้องค์พระปราณีตมาก อาจสร้างโดยขุนนางเจ้าเมือง แต่สร้างจากวัสดุราคาถูก หาได้ง่าย (ประภัสสร์ ชูวิเชียร, 254, น.112 และสมบัติ จำปาเงิน, 2545, น.23) ซึ่งองค์พระพุทธรูปประทับบนฐานซ้อนกันเป็นทรงสูง 5 ชั้น มีผ้าทิพย์ มีการตกแต่งเป็นลวดลายพรรณพฤกษาแบบโปร่งโดยรอบฐาน แต่มีฝีมือช่างยังไม่ประณีตนัก ด้านหลังเป็นภาพเขียนขณะทำการตรัสรู้ มีภาพเขียนแต่งขอบคล้ายประภามณฑลของผู้มีบุญญาธิการด้วย



ภาพที่ 1 หลวงพ่อพระพุทธมณีนพรัตน์ (พระไม้ทอง) วัดพานทา อำเภอเมืองฯ จังหวัดศรีสะเกษ

เมื่อพิจารณาจากรูปแบบพุทธศิลป์ที่ปรากฏในปัจจุบัน พระพุทธรูปหลวงพ่อพระพุทธมณีนพรัตน์ (พระไม้ทอง) มีลักษณะของพุทธศิลป์ใกล้เคียงกับพระพุทธรูปปูนปั้นและพระพุทธรูปไม้ในศิลปะล้านช้าง แต่มีความเป็นฝีมือช่างพื้นบ้านค่อนข้างสูง สันนิษฐานว่า หลวงพ่อพระพุทธมณีนพรัตน์สร้างขึ้นประมาณพุทธศตวรรษที่ 23-24 และสันนิษฐานว่ามีการสร้างเลียนแบบพุทธศิลป์ในสมัยรัตนโกสินทร์ตอนต้น คือมีพระพักตร์คล้ายคลึงกับพระพุทธรูปพระพุทธยอดฟ้าจุฬาโลกและพระพุทธรูปพระพุทธเลิศหล้านภาลัยที่ประดิษฐานภายในพระอุโบสถวัดพระศรีรัตนศาสดาราม (พระอธิการกัญจน์ กนฺตธมฺโม, 2566, สัมภาษณ์ และศักดิ์ชัย สายสิงห์, 2556, น.259) รวมถึงค่อนข้างคล้ายกับศิลปะสมัยอยุธยา เช่น บริเวณเศียรด้านข้างขององค์พระมงคลบพิตร (ศักดิ์ชัย สายสิงห์, 2556, น.17)



ภาพที่ 2-3 บริเวณที่ประดิษฐานพระพุทธรูปและพระบรมสารีริกธาตุ

2.ประวัติความเป็นมาของหลวงพ่อพระพุทธมณีนพวงศ์ (พระไม้ทอง)

หลวงพ่อพระพุทธมณีนพรัตน์ (พระไม้ทอง) ไม่ปรากฏหลักฐานการสร้างที่ชัดเจน ซึ่งพระอธิการกัญจน์ กนฺตธมฺโม (ดร.) เจ้าอาวาสวัดพานทารูปปัจจุบัน ซึ่งมีภูมิลำเนาเป็นคนจังหวัดพิจิตรและได้มาจำพรรษาและมาศึกษาต่อที่วัดพานทาแห่งนี้ ได้กล่าวถึงพระราชกิตติรังสี อดีตเจ้าอาวาสวัดเจียงอีศรีมงคลวราราม พระอารามหลวง ได้เล่าให้ฟังว่า พระองค์นี้เดิมเคยอยู่ที่วัดแห่งนี้ เพราะเป็นชุมชนเก่าแก่มาก่อน และเชื่อกันว่า เดิมนั้นมีชื่อว่าวัด “พรานทา” เพราะมีนายพรานมาล่าสัตว์และบางกระแสเล่าว่านายพรานมาสร้างวัดเพื่อไถ่บาปจากการที่ตนฆ่าสัตว์ด้วย ภายหลังชุมชนได้ร้างไปเกือบ 100 ปี จึงถูกนำไปฝากไว้ที่วัดเลียบบูรพาราม ซึ่งอยู่ทางทิศใต้ของวัดภายหลังจากที่ชุมชนร้างไปแล้ว และภายหลังจึงได้ถูกนำกลับมาเมื่อมีการยกฐานะวัดขึ้นในวันที่ 24 สิงหาคม 2502 และมีความเชื่อว่าเป็นพระพุทธรูป 3 พี่น้อง ที่ถูกสร้างรวมกันเป็นรุ่นเดียวกัน คือ ที่วัดบ้านคูซอด และวัดอีกแห่งหนึ่งในเขตอำเภอเมืองศรีสะเกษ เช่นเดียวกับตำนานหลวงพ่อโสธร พลวงพ่อวัดบ้านแหลม และหลวงพ่อวัดบางพลี (พระอธิการกัญจน์ กนฺตธมฺโม, 2566, สัมภาษณ์) และผู้เฒ่าผู้แก่เคยเล่าให้ฟังว่าแต่เดิมบริเวณบริเวณวัดแห่งนี้เป็นดงหญ้าคารกชัฏ มีสิมโบราณที่มุ่งด้วยสังกะสีที่เหมือนโกดังเก็บของเป็นโรงไม้ที่เต็มไปด้วยนกพิราบ และต่อมามีคนไปเปิดประตูดูพบว่ามีพระอยู่ เมื่อลูบฝุ่นและขัดสีฉวีวรรณ จึงพบว่าเป็นพระพุทธรูปไม้สีทองเหลืองอร่าม เข้าทำนองที่ว่า “มีพระดีอยู่กับตัวแต่ถูกทอดทิ้งนั่นเอง” (พระอธิการกัญจน์ กนฺตธมฺโม, 2566, สัมภาษณ์) หลังจากนั้นได้ตัดถางต้นไม้ ทำความสะอาดรอบบริเวณรอบให้โล่งเตียน และต่อมาก็ได้พัฒนาวัดร้างให้เป็นวัดที่มีพระภิกษุจำพรรษาจากข้อมูลที่ปรากฏในป้ายประจำวัดบริเวณด้านข้างของสิมหรือวิหารหลวงพ่อไม้ทอง ซึ่งเป็นหารรวบรวมข้อมูลของชุมชนและข้อมูลจากเอกสารประวัติศาสตร์ พบว่า สิมที่ประดิษฐานองค์หลวงพ่อไม้ทองนี้ได้รับการบูรณะขึ้นใหม่ และเห็นรูปท้าวเวสสุวรรณ 2 ตน ยืนเฝ้ารักษาอยู่ด้านหน้าสิม ถือเป็นการนับถือยักษ์จากเรื่องรามเกียรติ์นั่นเอง (รัตนพล ชื่นค้า, 2561, น.97) เดิมทีนั้นสิมแห่งนี้เป็นสิมเก่าแก่ที่สามารถบรรจุพระภิกษุสงฆ์ในการทำสังฆกรรม 21 รูป ที่เชื่อกันว่าสร้างขึ้นในสมัยรัชกาลที่ 5 โดยมีหลักฐานทางโบราณคดีคือ สิ่งปลูกสร้างที่เหลือเป็นหลักฐาน คือ ฐาน “สิม” อุโบสถ” ซึ่งก่อนหน้าจะสร้างสิมองค์นี้ เมื่อค้นพบองค์พระพุทธรูปแล้วได้เชิญเข้าไปประดิษฐานไว้ภายในโบสถ์ก่อน ซึ่งโบสถ์ที่สร้างนั้นเชื่อกันว่าเป็นอาคารโถงขนาดเล็ก หลังคามุงด้วยแผ่นไม้เกล็ด และมีความเป็นไปได้ว่าน่าจะมีการผูกพัทธสีมาโดยนำแท่งหินทรายมาฝังรอบโบสถ์ทั้ง 8 ทิศ เพื่อกำหนดเป็นเขตสีมา ให้พระภิกษุสามารถทำสังฆกรรมภายในอาคารที่สร้างขึ้นในช่วงเวลาดังกล่าวนี้คือ สิมขนาดเล็กที่ประดิษฐานองค์พะรพุทธรูปหลวงพ่อไม้ทองนี้ถูกสร้างขึ้นในต้นปี พ.ศ.2564 และแล้วเสร็จในกลางปี 2564 พร้อมกันนั้นได้มีการสร้างศาลาการเปรียญขึ้นใหม่ใน พ.ศ.2565 ด้วย ส่วนที่มาของชื่อหลวงพ่อพระพุทธมณีนพรัตน์ หรือหลวงพ่อแก้วสารพัดนึก ไม่ทราบที่มาแน่ชัด แต่เป็นชื่อที่ชาวบ้านใช้เรียกคู่กับชื่อ “หลวงพ่อไม้ทอง” และวัตถุมงคลเหรียญหลวงพ่อพระพุทธมณีนพรัตน์รุ่นแรก พ.ศ.2565 ก็มีการเรียกชื่อ “พระพุทธมณีนพรัตน์ (พระไม้ทอง) ส่วนนามของ “หลวงพ่อแก้วสารพัดนึก” ปรากฏอยู่บริเวณป้ายไม้ข้างสิมเพียงแห่งเดียวเท่านั้น



ภาพที่ 4 วัตถุมงคลที่เกี่ยวเนื่องด้วยองค์หลวงพ่อพระไม้ทอง

3.วิถีแห่งศรัทธาและปาฏิหาริย์หลวงพอพระพุทธมหามุนีนพรัตน์ (พระไม้ทอง)

หลวงพ่อพระพุทธมณีนพรัตน์ (พระไม้ทอง) หรือ หลวงพ่อพระแก้วสารพัดนึก สะท้อนให้เห็นถึงคติความเชื่อในเรื่องของความสำเร็จ โชคลาภ ที่ได้ด้วยความรวดเร็วเหมือนคนนึกเอา เป็นการประยุกต์ใช้ที่สะท้อนถึงเรื่องของทุนนิยมไว้อย่างแยบคาย และนอกจากจะเป็นพระพุทธรูปไม้แกะสลักโบราณที่มีคุณค่าทางด้านประวัติศาสตร์และพุทธศิลป์แล้ว หลวงพ่อพระพุทธมณีนพรัตน์ยังได้รับความเคารพศรัทธาจากชาวบ้านและชุมชนใกล้เคียงเป็นอย่างมาก เพราะพระพุทธรูปเหล่านี้ปรากฏอยู่กับชุมชนชาวลาวที่อาศัยอยู่โดยทั่วไป เพราะชุมชนต้องมีวัดเป็นศูนย์กลางทางศาสนา และต้องมีการสร้างพระพุทธรูปขึ้นเพื่อเป็นที่สักการะบูชา อีกทั้งเนื่องจากพระพุทธรูปองค์นี้เป็นพระพุทธรูปศักดิ์สิทธิ์ มีเรื่องเล่าถึงอิทธิปาฏิหาริย์ โดยเฉพาะเหตุการณ์ช่วงแรกที่พบคือ พระพักตร์จะมีลักษณะดำคล้ำ ชาวบ้านจึงเรียกพระพุทธรูปองค์นี้ว่า “พระเจ้าหน้าดำ” ที่ถึงแม้ว่าจะรู้ว่ามีพระพุทธรูปใหญ่อยู่บริเวณดังกล่าว แต่ก็ไม่มี

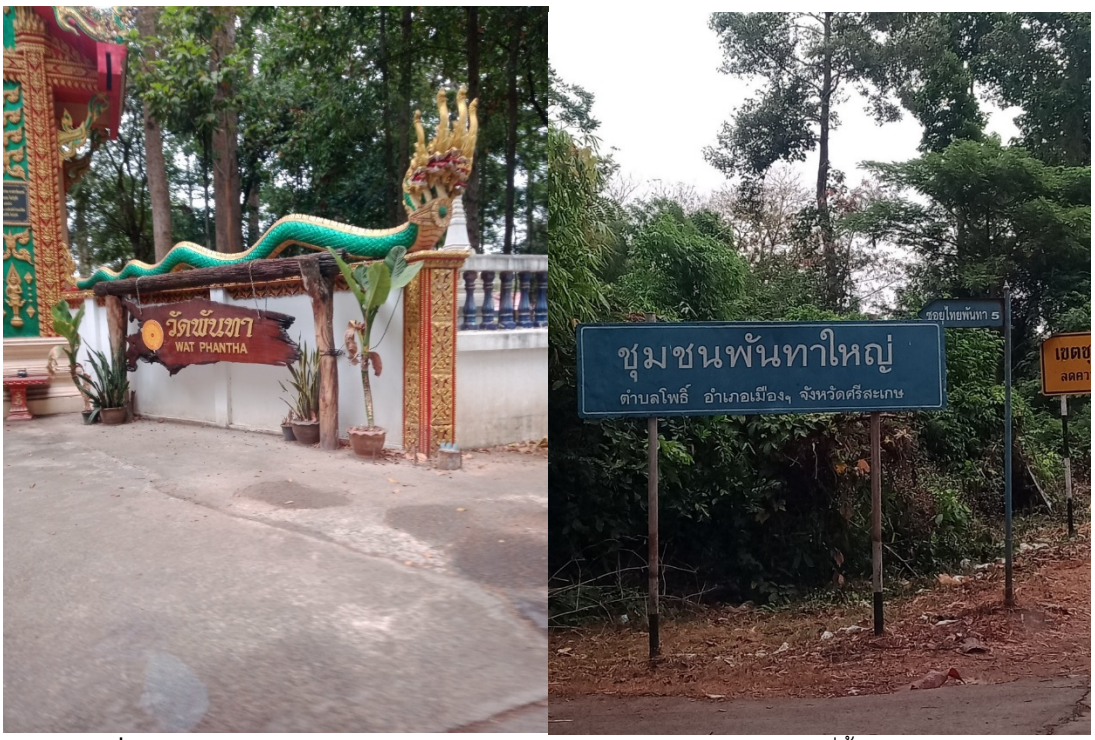
ชาวบ้านคนใดกล้าเข้าไปใกล้หรือแตะต้องเคลื่อนย้าย เพราะกลัวเหตุเภทภัยต่างๆ (เอนก กลิ่นบุปฝา, 2566, สัมภาษณ์) และยังมีความสัมพันธ์กับวิถีชีวิตและความเชื่อของชุมชนพานทาใหญ่ด้วย



ภาพที่ 4-7 ป้ายสื่อความหมายเกี่ยวกับองค์พระพุทธรูปภายในวัด

เรื่องราวความศักดิ์สิทธิ์และปาฏิหาริย์ของหลวงพ่อพระพุทธมณีนพรัตน์ (หลวงพ่อไม้ทอง) เริ่มขึ้นพร้อมๆ กับการค้นพบองค์พระที่บริเวณสิมเก่า และรอดพ้นจากสายตาผู้ที่ไม่ประสงค์ดีทั้งหลาย และชาวบ้านเล่าว่าในช่วงเคลื่อนย้ายพระพุทธรูป ปรากฏว่ามีอุปสรรคนานจนไม่สามารถเคลื่อนย้ายไปได้เป็นผลสำเร็จนับสิบหน จนในยามใกล้รุ่งที่ฝนกำลังตกหนัก พระพุทธรูปไม้ได้ตกกระแทกที่พื้น รอยฝุ่นดินกะเทาะออกเป็นสีทองสุกปลั่งอร่ามทาบอยู่ภายใน และชาวบ้านได้ใช้สายสิญจน์คล้องพระหัตถ์ จึงสามารถอัญเชิญไปไว้ภายในพระอุโบสถได้อย่างง่ายดาย และตอนนำองค์พระมาประดิษฐานที่สิมใหม่ๆ นั้น ก็เกิดปาฏิหาริย์คือตอนกลางคืน มีดวงไฟลอยไปยังองค์พระประธาน พระภิกษุที่เห็นนึกว่าเป็นแสงหิ่งห้อยจึงไม่ประหลาดใจ แต่เมื่อเห็นเป็นเช่นนี้นานนับเดือนจึงสงสัย ไปตรวจสอบไม่พบหิ่งห้อย พบดวงไฟลอยเข้าไปยังสิม จึงเชื่อว่าดวงไฟดังกล่าวคือแสงพระบรมสารีริกธาตุที่อยู่ในผอบพระบรมสารีริกธาตุที่วางอยู่บนพานหน้าองค์หลวงพ่อนั่นเอง และในสิมเก่าคนโบราณยังมีข้อห้ามไม่ให้ผู้หญิงเข้าไปในพระอุโบสถ เนื่องจากมีความเชื่อว่าใต้พื้นพระอุโบสถฝังด้วยพระเครื่องเป็นจำนวนมาก และมีตำนานเล่ากันว่า ครั้งหนึ่งบริเวณชุมชนวัดพานนาเกิดน้ำท่วมใน พ.ศ.2518 (สุภัทตรา อ่อนศรี, 2551, น.5) ชาวบ้านได้พายเรือเข้ามาจอดรวมกันเพื่อกราบนมัสการพระองค์นี้ ปรากฏว่านับจากปีนั้นมิเคยมีน้ำหลากท่วมบริเวณวัดอีกเลย (สมร พานทา, 2566, สัมภาษณ์ และ เยาวพา ทิมงาม, 2566, สัมภาษณ์) และในอีกกรณีหนึ่งคือ เจ้าอาวาสองค์ปัจจุบันได้เดินไปยังบริเวณที่ตั้งของสิมแห่งนี้ในปัจจุบัน ซึ่งก่อนหน้านี้ท่านได้วางแผนที่จะสร้างที่ประดิษฐานพระองค์นี้โดยเฉพาะอย่างเป็นการถาวร แต่ยังมีปัญหาและงบประมาณ หลังจากนั้นมีนักท่องเที่ยวสามีภรรยาขับรถมาจากกรุงเทพฯ มาเที่ยวในพื้นที่อีสานเพื่อมาตามหาวัดในความวัด และมาพักที่โรงแรมศรีลำดวน โดยฝันว่าเห็นซุ้มประตูโขงของวัดแห่งหนึ่ง มีพระสงฆ์เดินเข้ามาเป็นแถว น้ำไหลเข้ามาเป็นสาย เมื่อขับรถมาถึงประตูโขงวัดพานทาทั้ง 2 ฝั่ง ที่ถูกสร้างใน พ.ศ.2534 (ด้านทิศตะวันออก) และวันที่ 6 มิถุนายน 2556 (ด้านทิศตะวันตก) ก็จะได้ว่าตรงกับในความฝัน และเทเงินในซองน้ำตาลที่มีธนบัตรให้จนหมด จึงเป็นที่มาของสิมหลังใหม่หลังนี้

ภายหลังจึงมีคนสร้างท้าวเวสสุวรรณถวายเป็นพุทธบูชาด้วย ดังกล่าวถือเป็นความศักดิ์สิทธิ์ขององค์หลวงพ่อที่บันดาลให้คนมาร่วมทำบุญเพื่อสร้างสิมที่ประดิษฐาน ซึ่งความศักดิ์สิทธิ์ที่แสดงผ่านปาฏิหาริย์ต่างๆ ทำให้ชาวบ้านที่ประสบความเดือดร้อน มีทุกข์ มีโศก มีโรคภัยไข้เจ็บที่ยากต่อการรักษา หรือที่มาขอบนบานศาลกล่าวได้ประสบความสำเร็จ หายทุกข์หายโศกตามที่ขอบนบานไว้อย่างน่าอัศจรรย์จำนวนมาก โดยเฉพาะอย่างยิ่งการหายจากอาการเจ็บป่วยด้วยโรคภัยไข้เจ็บที่แม้แต่แพทย์ยังวินิจฉัยว่ายากที่จะรักษาให้หายเป็นปกติได้ หรือการสอบแข่งขันเข้ารับราชการหรือเข้าทำงานในหน่วยงานต่างๆ จนเป็นที่เลื่องลือของชาวบ้าน และเชื่อว่าเมื่อหากนำ “ไข่เค็ม” มาบนบาน เป็นอาหารที่หลวงพ่อโปรด พรที่ขอจะสัมฤทธิ์ ซึ่งการแก้บนนั้น หากเป็นชายจะบนบวชพระแก้ ถ้าเป็นหญิงจะบวชชีพราหมณ์ บ้างจุดประทัดถวาย หรือไม่ก้เลี้ยงอาหารแก้บน (ชอบ ขาวงาม, 2566, สัมภาษณ์) อีกทั้งมีเรื่องเล่าว่า มีคนมาบนบานเรื่องการงานและการค้าขาย เมื่อสำเร็จผลจึงฝันว่ามีพราหมณ์มาบอกให้แก้บนด้วยการวิ่งม้ามงคล และมีเรื่องเล่าอีกว่า มีคนมาวิ่งม้าแก้บน แต่แกล้งวิ่งม้าหลอกๆ ปรากฏว่ามีมือขนาดยักษ์มาเขกหัว ทั้งๆที่บริเวณนั้นไม่มีใครเลย และยังมีเรื่องเล่าว่า ในอดีตมีคนร้าย 2 คน เข้าไปในสิมโบราณเพื่อทำการโจรกรรม โดยทำลายกระจกหน้าต่างส่วนบนแล้วปีนลอดเข้าไป หลังจากรวบรวมสิ่งของชิ้นมีค่าที่ตั้งไว้เป็นพุทธบูชา เช่น ต้นโพธิ์ทอง ต้นโพธิ์เงิน และสิ่งอื่นๆ อีกหลายอย่าง คิดเป็นราคาเงินจำนวนมาก ใส่กระสอบจะนำออกหนีไป แต่จะด้วยเหตุใดก็สุดจะเดา คนร้ายทั้ง 2 ได้วนเวียนอยู่ในสิมจนรุ่งเช้า มีผู้เข้าไปพบจึงช่วยกันจับคนร้ายได้ จากการสอบสวนของตำรวจคนร้ายแจ้งว่าเมื่อรวบรวมสิ่งของได้แล้ว หาทางออกไม่ได้ทั้งๆ ที่ควรจะกลับออกไปได้อย่างสะดวกด้วยวิธีการถอดสลักหน้าต่างแล้วจึงปีนออกไป แต่คนร้ายมิได้ทำเช่นนั้น เพราะหาหน้าต่างโดยรอบไม่พบ มีการร่วมทำบุญสร้างสิม สร้างบุญกุศล ทั้งอุทิศส่วนกุศลให้กับผู้ที่ล่วงลับและกับตัวผู้สร้าง อันเป็นการสั่งสมบุญบารมีเพื่อให้ไปเกิดในชาติที่ดีขึ้น ได้ไปอยู่ในยุคพระศรีอารยเมตไตรย และสุดท้ายขอให้ถึงซึ่งนิพพาน คติดังกล่าวนี้ได้สืบต่อมาจนถึงปัจจุบัน มีการบนบานศาลกล่าวขอให้ฝนไม่ตก เพื่อจะได้จัดงานสำคัญต่างๆ ของพื้นที่ได้อย่างราบรื่นเรียบร้อย ก็ปรากฏว่าฝนฟ้าไม่ตกมาทำลายพิธีจริงๆ แต่หลังจากงานผ่านพ้นไปได้ด้วยดีก็จะมีฝนตกทุกครั้งไป โดยนิยมนำทานดอกไม้ รวมถึงขัน 5 ซึ่งประกอบด้วยดอกไม้และเทียนอย่างละ 5 คู่ มาทำการการสักการะบูชา จนกระทั่งความศักดิ์สิทธิ์ที่ปรากฏนำมาซึ่งการสร้างวัตถุมงคล หลวงพ่อพระพุทธมณีนพรัตน์ (พระไม้ทอง) รุ่นแรกขึ้น ในโอกาสที่ระลึกสร้างศาลาการเปรียญวัดพานทา อำเภอเมืองฯ จังหวัดศรีสะเกษ 2562 ด้านหลังเป็นรูปลวดลายมงคล 108 ประการบนดอกบัว ซึ่งวัตถุมงคลเหรียญหลวงพ่อพระพุทธมณีนพรัตน์ (พระไม้ทอง) รุ่นแรกนั้น ได้แสดงอิทธิปาฏิหาริย์ให้เห็นเป็นที่ประจักษ์แก่บุคคลที่นำไปบูชาติดต่อมานับไม่ถ้วน



ภาพที่ 8-9 ชุมชนพันทาใหญ่กับความสัมพันธ์กับวัดพันทาในฐานะอาณาบริเวณที่ตั้งของชุมชนโบราณ

ตัวอย่างเหล่านี้ทำให้วัตถุมงคลหลวงพ่อพระพุทธมณีนพรัตน์ จะมีผู้ศรัทธามาทำบุญเช่าไปบูชา เพื่อความเป็นสิริมงคลจนหมดภายในเวลาไม่นาน

สรุป

พระพุทธรูปเป็นสัญลักษณ์แทนองค์สมเด็จพระสัมมาสัมพุทธเจ้า ซึ่งแสดงออกถึงความศรัทธาของผู้คนที่มีต่อพระพุทธศาสนาและความเจริญในเรื่องของพระพุทธศาสนา ดังนั้นจึงมีการสร้างพระพุทธรูปอย่างแพร่หลายควบคู่กับการดำรงอยู่ของพระพุทธศาสนาสืบเนื่องมาตั้งแต่อดีตจนถึงปัจจุบัน ซึ่งหลวงพ่อพระพุทธมณีนพรัตน์ เป็นพระพุทธรูปเก่าแก่อยู่คู่กับชุมชนโบราณบ้านพานทาใหญ่เป็นเวลากว่า 200 ปีมาแล้ว สะท้อนให้เห็นถึงความเจริญรุ่งเรืองของชุมชนในอดีตได้เป็นอย่างดี และวัดพานทายังเป็นอารามสำคัญที่เกี่ยวข้องกับพัฒนาทางประวัติศาสตร์ท้องถิ่นของชุมชนในเขตป่าโนนบักบ้า แม้เวลาผ่านไปหลายร้อยปี แต่ความเป็นพระพุทธรูปศักดิ์สิทธิ์ของชุมชนพานทาได้ทำให้หลวงพ่อพระพุทธมณีนพรัตน์ยังเป็นที่เคารพสักการะของพุทธศาสนิกชนในท้องถิ่นชาวจังหวัดศรีสะเกษและใกล้เคียงมาโดยตลอด ซึ่งสะท้อนให้เห็นถึงศรัทธาความเชื่อทางพระพุทธศาสนาหรือความศักดิ์สิทธิ์ที่ถูกปลูกฝังและถ่ายทอดจากบรรพบุรุษมาจนถึงปัจจุบัน



ภาพที่ 10-13 การเปรียบเทียบลักษณะพุทธลักษณะของพระพุทธรูปในการรับรู้และความเข้าใจของชุมชนท้องถิ่น

หลวงพ่อพระพุทธมณีนพวงศ์ (พระไม้ทอง) จึงมีความสำคัญ เป็นมรดกทางวัฒนธรรมและถือว่าเป็นแหล่งโบราณคดีของชุมชนที่มีความเก่าแก่ มีประวัติความเป็นมาที่เป็นประโยชน์ทางด้านศิลปะประวัติศาสตร์หรือโบราณคดีที่ควรคู่ต่อการศึกษา อนุรักษ์และพัฒนาอย่างยิ่ง องค์ความรู้หรือข้อมูลที่เกิดขึ้นจากการศึกษาพัฒนาการทางประวัติศาสตร์ โบราณคดี ศิลปกรรม และความเชื่อเกี่ยวกับพระพุทธรูปองค์นี้ วัดพานทาและชุมชนโบราณรายรอบ ล้วนแล้วแต่เป็นสิ่งที่ชาวบ้านหรือคนในท้องถิ่นควรนำไปต่อยอดขยายผลและบูรณาการโดยแปลงองค์ความรู้เหล่านั้นมาเป็นทุนทางวัฒนธรรม เพื่อการพัฒนาท้องถิ่นให้มั่งคั่งอย่างยั่งยืน ดังคำขวัญวัดที่ว่า “วัดเป็นศูนย์กลางทานกุศล พันทาบ่งนามชุมชนรวมก่อสร้าง พระพุทธมณีนพรัตน์เป็นศรีเมืองลือนาม วัดเก่านามล้ำค่า พันทาเอย”



ภาพที่ 14 พระอธิการกัญจน์ กนฺตธมฺโม. เจ้าอาวาสวัดพันทา ผู้ให้ข้อมูลหลัก

แต่อย่างไรก้ดี เนื่องจากความขาดแคลนเอกสารหลักฐานประวัติศาสตร์และข้อมูลทางด้านโบราณคดี ผลการวิเคราะห์ศึกษาของผู้เขียนที่ปรากฏในงานนี้จึงยังไม่ใช่เป็นข้อยุติทางวิชาการ และจำเป็นที่จะต้องศึกษาค้นคว้ากันต่อไปตามระเบียบวิธีวิจัยทางประวัติศาสตร์และโบราณคดี

ข้อเสนอแนะ

พระพุทธมณีนพรัตน์ (พระไม้ทอง) เป็นโบราณวัตถุที่มีคุณค่าทางประวัติศาสตร์อย่างมาก ดังนั้นการศึกษาเฉพาะเรื่องพระพุทธรูปในมิติเดียวอาจให้ข้อมูลได้เพียงคนเดียว ควรมีการศึกษาพระพุทธรูปในหลายมิติที่กว้างขึ้นในการส่งเสริมและอนุรักษ์พระพุทธรูปในวัดแห่งนี้ ควรมีหน่วยงานที่เกี่ยวข้องให้การสนับสนุน ในด้านการให้องค์ความรู้ด้านการดูแล วิธีการรักษา และการจัดเก็บโบราณวัตถุ พระพุทธรูปในท้องถิ่นอย่างเป็นระบบ ตลอดจนควรสร้างความร่วมมือระหว่างวัด ชุมชน หน่วยงานทั้งภาครัฐและเอกชนให้มีส่วนร่วมในการอนุรักษ์ ส่งเสริม และเผยแพร่โบราณวัตถุที่มีคุณค่าของชุมชนให้แก่ประชาชน เยาวชน และผู้ที่มีความสนใจฯลฯ เพื่อเป็นประโยชน์ต่อการเรียนรู้ ก่อให้เกิดความตระหนัก และเห็นคุณค่าของโบราณวัตถุของท้องถิ่นและของประเทศชาติให้คงอยู่สืบไป ทั้งนี้ผู้เขียนได้ยกตัวอย่างพระพุทธรูปเพียงองค์เดียวเท่านั้น เพื่ออธิบายให้ทราบถึงของคติและการสืบทอดความเชื่อจากอดีตจากอดีตสู่ปัจจุบัน สำหรับผู้ที่สนใจศึกษาพุทธศิลป์ของพระพุทธรูปท้องถิ่นควรศึกษาประวัติศาสตร์และที่มาของคติต่างๆ ที่มีต่อการสร้างพระพุทธรูปเพื่อเป็นการต่อยอด และสิ่งต่อองค์ความรู้อย่างถูกต้อง อีกทั้งยังเป็นการส่งเสริม ดำรงรักษาวัฒนธรรมประเพณีความเชื่อให้ดำรงคงอยู่สืบไป และอาจศึกษาต่อยอดในบริบทของคุณค่าและอิทธิพลต่อการดำรงชีวิตของประชาชนในท้องถิ่น โดยเฉพาะอาจจะเกิดการท่องเที่ยวที่เป็นผลมาจากวัฒนธรรมประเพณีที่มีการจัดติดต่อกันมาตั้งแต่อดีตจนถึงปัจจุบัน เป็นผลให้เศรษฐกิจท้องถิ่นนั้นๆ มีรายได้หมุนเวียน ประชาชนมีพื้นที่เลี้ยงชีพนอกเหนือจากเกษตรกร และควรอัญเชิญออกให้ประชาชนนมัสการบูชาในงานเทศกาลใดๆ ก็ให้กระทำตามแต่จะเห็นสมควร ส่วนการปิดทองที่องค์พระพุทธรูปนั้นอาจทำให้พระพุทธรูปเสียความงาม หากทางวัดจะประดิษฐานองค์พระบนฐาน ซึ่งทำด้วยวัตถุที่อาจปิดทองได้อีกชั้นหนึ่งให้ประชาชนปิดทองได้ จะเป็นการเหมาะสมยิ่งขึ้น

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รูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหาร สถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ
Development Model for Creative Leadership of The Secondary School Administrators Secondary Educational Service Area Office Chaiyaphum

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บทคัดย่อ

การศึกษาในครั้งนี้มีวัตถุประสงค์เพื่อ 1. เพื่อศึกษาองค์ประกอบ ความต้องการและแนวทางการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ 2. เพื่อสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ 3. เพื่อประเมินความเป็นไปได้และเป็นประโยชน์ของรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ ผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำนวน 86 คน โดยการสุ่มแบบแบ่งชั้นภูมิ (Stratified random sampling) ใช้ขนาดโรงเรียนเป็นเกณฑ์ เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสังเคราะห์เอกสาร แบบสอบถาม และแบบสัมภาษณ์ แบบตรวจสอบความเหมาะสม แบบประเมินความเป็นไปไปได้และความเป็นประโยชน์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัย พบว่า รูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา มี 4 องค์ประกอบ ได้แก่ 1) หลักการของรูปแบบ 2) วัตถุประสงค์ของรูปแบบ 3) ขอบข่ายของรูปแบบ 4) แนวทางการประเมิน และผลการตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา ผู้ทรงคุณมีความเห็นว่ามีความเหมาะสม ส่วนผลการประเมินความเป็นไปได้อยู่ในระดับมากที่สุด และเป็นประโยชน์อยู่ในระดับมากที่สุด

คำสำคัญ : รูปแบบ, สร้างสรรค์, ภาวะผู้นำ

Abstract

The objectives of this study were 1) A study of element requirements and guidelines for developing creative leadership of the secondary school administrators in the Secondary Educational Service Area Office Chaiyaphum 2) creating and assessment suitability of a model for developing creative leadership of the secondary school administrators in the Secondary Educational Service Area Office Chaiyaphum and 3) assessment the feasibility and utility of a model of creative leadership of the secondary school administrators in the Secondary Educational Service Area Office Chaiyaphum. The sample group used in this research were 86 administrators selected by stratified random sampling and use the size of the school as a criterion. The research instruments consisted of document synthetic form, questionnaire, an expert interview form, the feasibility and utility assessment form. The data were analyzed by using mean and standard deviation.

Result of the study showed that a model for developing creative leadership of the secondary school administrators in the Secondary Educational Service Area Office Chaiyaphum consisted of 4 components: 1) principles of a model 2) objectives of a model 3) development scope 4) assessment. The results of the suitability assessment of a model for creative leadership of the secondary school administrators in the Secondary Educational Service Area Office Chaiyaphum, the experts agreed that the model is appropriate. The assessment of the utility and feasibility were at the highest level.

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บทนำ

สถานการณ์ของโลกในศตวรรษที่ 21 มีการเปลี่ยนแปลงที่ส่งผลกระทบต่อองค์กรและพลเมืองโลกหลายด้าน อาทิ ความผันผวนทางเศรษฐกิจ การเข้าสู่สังคมสูงวัย การเปลี่ยนแปลงทางเทคโนโลยีและนวัตกรรมที่รวดเร็ว การปรวนแปรของสภาพภูมิอากาศ ผลกระทบจากสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 (COVID-19) ความเสื่อมโทรมของทรัพยากรธรรมชาติและสิ่งแวดล้อมภัยพิบัติทางธรรมชาติของโลกมีแนวโน้มเกิดความรุนแรงมากขึ้นและผลกระทบอื่น ๆ อีกมากมาย (สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ, 2558) ทำให้องค์การทั้งภาครัฐและเอกชนต้องมีการปรับเปลี่ยนให้มีความเหมาะสมกับสถานการณ์ ผู้บริหารในฐานะผู้นำองค์การต้องปฏิรูปตนเอง และเปลี่ยนแปลงองค์การเพื่อนำพาไปสู่ความสำเร็จตามเป้าหมายที่ต้องการ โดยเฉพาะอย่างยิ่งผู้บริหารสถานศึกษามีบทบาทสำคัญที่จะต้องบริหารจัดการทรัพยากรทางการศึกษาให้เกิดประสิทธิภาพและความสมดุลเพื่อให้บริหารจัดการศึกษาบรรลุผลสำเร็จ (ชัยยนต์ เพาพาน, 2559) สังคมยุคความรู้ในศตวรรษที่ 21 ที่มีการเปลี่ยนแปลงอย่างรวดเร็ว เนื่องมาจากการใช้เทคโนโลยีเพื่อเชื่อมโยงข้อมูลต่าง ๆ ของทุกภูมิภาคของโลกเข้าด้วยกันพลังขับของเทคโนโลยียุคดิจิทัล ส่งผลทำให้เกิดการเปลี่ยนแปลงอย่างรวดเร็ว (สมหมาย อ่ำดอนกลอย, 2556) ซึ่งการเปลี่ยนแปลงดังกล่าวทำให้เกิดการเปลี่ยนแปลงทางการศึกษาตามไปด้วยอย่างไม่อาจหลีกเลี่ยงได้ สถานศึกษาจึงต้องมีความตื่นตัวและเตรียมพร้อมในการจัดการเรียนรู้เพื่อเตรียมความ พร้อมให้นักเรียนมีทักษะสำหรับการออกไปดำรงชีวิตในโลกในศตวรรษที่ 21 ซึ่งส่งผลให้มีการเปลี่ยนแปลงการจัดการเรียนรู้เพื่อเด็กในศตวรรษที่ 21

จากเหตุผลดังกล่าวมาข้างต้น ภาวะผู้นำการเชิงสร้างสรรค์ จึงเป็นความจำเป็นที่จะต้องเกิดขึ้น ในตัวผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ตามองค์ประกอบและความต้องการ ที่กำลังเกิดขึ้น เพราะเป็นสิ่งที่สำคัญอย่างยิ่งในการบริหารจัดการศึกษาและการปฏิบัติงานของบุคลากรในสถานศึกษาให้มีประสิทธิภาพ ซึ่งถือว่ามีความสำคัญในการเปลี่ยนแปลงการบริหารจัดการของผู้บริหารสถานศึกษา ในยุคที่ต้องเผชิญกับสิ่งแวดล้อมที่เปลี่ยนแปลงตลอดเวลา ผู้วิจัยจึงสนใจที่จะศึกษา “รูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ” เพื่อจะได้นำผลการวิจัยไปใช้ในการพัฒนาผู้บริหารสถานศึกษาในการเสริมสร้างภาวะผู้นำ เชิงสร้างสรรค์ให้สอดคล้องกับการเปลี่ยนแปลงในยุคศตวรรษที่ 21 และส่งเสริมประสิทธิภาพ ในการปฏิบัติงานที่จะส่งผลต่อการบริหารจัดการศึกษา ให้มีคุณภาพมากยิ่งขึ้นและเป็นแนวทางให้สถานศึกษา รวมทั้งองค์กรอื่นที่มีบริบทใกล้เคียงกันนำไปใช้ในการพัฒนาผู้บริหารสถานศึกษา เพื่อให้ การบริหารจัดการศึกษาเป็นไปอย่างมีประสิทธิภาพและมีประสิทธิผลต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาองค์ประกอบ ความต้องการและแนวทางการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ
2. เพื่อสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ
3. เพื่อประเมินความเป็นไปได้และเป็นประโยชน์ของรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

วิธีการดำเนินการวิจัย ผู้วิจัยได้ดำเนินการวิจัย 3 ระยะ ดังนี้

ระยะที่ 1 การศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

ในการศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ แบ่งออกเป็น 3 ขั้นตอน ดังนี้

ขั้นตอนที่ 1.1 การศึกษาองค์ประกอบ ความต้องการ ของการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยการสังเคราะห์เอกสาร

1.1.1 ขอบเขตเนื้อหา

ผู้วิจัยได้ศึกษาเกี่ยวกับองค์ประกอบ ความต้องการ ของการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

1.1.2 แหล่งข้อมูล

แหล่งข้อมูล ได้แก่ เอกสารและงานวิจัยที่เกี่ยวข้องกับการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

1.1.3 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ องค์ประกอบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ใน 4 องค์ประกอบ ดังนี้ องค์ประกอบที่ 1 หลักการ องค์ประกอบที่ 2 วัตถุประสงค์ องค์ประกอบที่ 3 ขอบข่ายของการพัฒนา องค์ประกอบที่ 4 แนวทางการประเมิน

ขั้นตอนที่ 1.2 การศึกษาความต้องการ การพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

1.2.1 ขอบเขตเนื้อหา

ความต้องการภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ใน 4 ด้าน ได้แก่ 1) ด้านความยืดหยุ่น (Elasticity) 2) ด้านจินตนาการ (Imagination) 3)ด้านคำนึงถึงการเป็นปัจเจกบุคคล (Individual) และ 4) ด้านความคิดสร้างสรรค์ (Creative thinking)

1.2.2 ประชากรและกลุ่มตัวอย่าง

1) ประชากร

ประชากรที่ใช้ในงานวิจัยในครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา จำนวน 106 คน ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

2) กลุ่มตัวอย่าง

กลุ่มตัวอย่างที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ จำนวน 86 คน ซึ่งผู้วิจัยกำหนดขนาดกลุ่มตัวอย่าง โดยเปิดตารางสำเร็จรูปของเคจซีมอร์แกน (Krejcie and Morgan) (บุญชม ศรีสะอาด, 2554) และเลือกกลุ่มตัวอย่างด้วยการสุ่มแบบแบ่งชั้น (Stratified Sampling) ตามสัดส่วนของผู้บริหารสถานศึกษาตามขนาดของโรงเรียน

1.2.3 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ ความต้องการ การพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ใน 4 ด้าน ดังนี้ 1) ด้านความยืดหยุ่น 2) ด้านการมีจินตนาการ 3) ด้านการคำนึกถึงความเป็นปัจเจกบุคคล 4) ด้านการมีความคิดสร้างสรรค์

ขั้นตอนที่ 1.3 การศึกษาแนวทางการพัฒนาการภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยการสัมภาษณ์ผู้ทรงคุณวุฒิ

1.3.1 ขอบเขตเนื้อหา

ผู้วิจัยได้ศึกษาแนวทางการพัฒนาการภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

1.3.2 กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูลได้แก่ ผู้ทรงคุณวุฒิ จำนวน 5 คน ได้มาด้วยการเลือกแบบเจาะจง (Purposive Sampling) ซึ่งแบ่งออกเป็น 3 กลุ่ม ได้แก่ กลุ่มที่ 1 ผู้บริหารการศึกษา กลุ่มที่ 2 ผู้บริหารสถานศึกษา กลุ่มที่ 3 ได้แก่ กลุ่มที่ 1 ผู้บริหารการศึกษา กลุ่มที่ 2 ผู้บริหารสถานศึกษา กลุ่มที่ 3 ศึกษานิเทศก์ ที่มีวุฒิการศึกษาเกี่ยวกับการบริหารการศึกษา ตั้งแต่ระดับปริญญาโทขึ้นไป และมีความรู้และประสบการณ์เกี่ยวกับการบริหารการจัดการเรียนการสอนมาแล้วไม่น้อยกว่า 10 ปี

1.3.3 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ แนวทางการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ใน 4 องค์ประกอบ ดังนี้ องค์ประกอบ 1 หลักการ องค์ประกอบ 2 วัตถุประสงค์ องค์ประกอบ 3 ขอบข่ายการพัฒนา องค์ประกอบ 4 แนวทางการประเมิน

ระยะที่ 2 การสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

ในการสร้างและตรวจสอบความเหมาะสมของรูปแบบพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ แบ่งออกเป็น 2 ขั้นตอน ดังนี้

ขั้นตอนที่ 2.1 การยกร่างรูปแบบการพัฒนาการจัดการเรียนรู้แบบภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

ในการยกร่างรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ดำเนินการดังนี้

2.1.1 ผู้วิจัยนำผลจากการศึกษา จากระยะที่ 1 ผลการศึกษาองค์ประกอบ ความต้องการ และแนวทางการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มาเป็นข้อมูลในการยกร่างรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ตามกรอบแนวคิดในการวิจัย ประกอบด้วย 5 องค์ประกอบ ได้แก่ องค์ประกอบที่ 1 หลักการ องค์ประกอบที่ 2 วัตถุประสงค์ องค์ประกอบที่ 3 ขอบข่ายการพัฒนา องค์ประกอบที่ 4 แนวทางการประเมิน

2.1.2 นำร่างรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ เสนออาจารย์ที่ปรึกษาเพื่อพิจารณาและปรับปรุงแก้ไขตามข้อเสนอแนะของอาจารย์ที่ปรึกษา

2.1.3 นำร่างรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ เพื่อเสนอผู้ทรงคุณวุฒิตรวจสอบความเหมาะสมต่อไป

ขั้นตอนที่ 2.2 การตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

2.2.1 กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 6 คน ได้มาด้วยการเลือกแบบเจาะจง (Purposive Sampling) ซึ่งแบ่งออกเป็น 3 กลุ่ม ดังนี้ กลุ่มที่ 1 ผู้บริหารการศึกษา กลุ่มที่ 2 ผู้บริหารสถานศึกษา กลุ่มที่ 3 ศึกษานิเทศก์

2.2.2 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ ความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

ระยะที่ 3 การประเมินความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

3.1 กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ในปีการศึกษา 2565 จำนวน 12 คน ได้มาด้วยการเลือกแบบเจาะจง จากผู้บริหารที่มีประสบการณ์ในการบริหารสถานศึกษามาแล้ว ไม่น้อยกว่า 10 ปี จากโรงเรียนขนาดใหญ่พิเศษ จำนวน 4 คน ผู้บริหารสถานศึกษาของโรงเรียนขนาดใหญ่ จำนวน 3 คน ผู้บริหารสถานศึกษาของโรงเรียนขนาดกลาง จำนวน 3 คน ผู้บริหารสถานศึกษาของโรงเรียนเล็ก จำนวน 2 คน

3.2 ตัวแปรที่ศึกษา

ตัวแปรที่ศึกษา ได้แก่ ความเป็นไปได้และความเป็นประโยชน์ของรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

สรุปผลการวิจัย

1. ผลการศึกษาองค์ประกอบ ความต้องและแนวทางการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ

1.1 ผลการศึกษาองค์ประกอบของการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ โดยการสังเคราะห์เอกสาร สรุปได้ดังนี้ องค์ประกอบที่ 1 หลักการ ประกอบด้วย 3 หลักการ องค์ประกอบที่ 2 วัตถุประสงค์ องค์ประกอบที่ 3 ขอบข่ายการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา องค์ประกอบที่ 4 แนวทางการประเมิน

1.2 ผลการศึกษาความต้องการในการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหาร ในภาพรวมมีความต้องการอยู่ในระดับมากที่สุด ($\bar{X}$ =4.56, S.D.=0.49)

1.3 ผลการศึกษาแนวทางการพัฒนาการจัดการเรียนรู้แบบห้องเรียนกลับด้านของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิโดยการสัมภาษณ์ผู้ทรงคุณวุฒิ สรุปได้ดังนี้ องค์ประกอบที่ 1 หลักการ ประกอบด้วย 3 หลักการ องค์ประกอบที่ 2 วัตถุประสงค์ องค์ประกอบที่ 3 ขอบข่ายการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา องค์ประกอบที่ 4 แนวทางการประเมิน

2. ผลการสร้างและตรวจสอบความเหมาะสมของรูปแบบการภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ พบว่า รูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ประกอบด้วย 4 องค์ประกอบ ดังนี้

องค์ประกอบที่ 1 หลักการของรูปแบบ ประกอบด้วย 3 หลักการ ได้แก่ 1) หลักการบริหารสถานศึกษาแบบมี ส่วนร่วมทำงานสร้างสรรค์ร่วมกันหรือผ่านองค์คณะบุคคล 2) หลักการพัฒนาผู้บริหารสถานศึกษาในการดำเนินงานโดย มุ่งหวังการมีประสิทธิภาพสอดคล้องกับบทริบทของสถานศึกษาอย่างเป็นระบบ 3) หลักการกระจายอำนาจ ความเสมอภาค ศักยภาพระหว่างบุคคล รักษากำลังใจในการทำงานของปัจเจกบุคคล โดยมอบหมายงานให้ผู้ร่วมงานได้เพิ่มพูนประสบการณ์ใหม่ๆให้เกิดความเปลี่ยนแปลง ในทางสร้างสรรค์สร้างมีความสัมพันธ์ที่ดีระหว่างสมาชิกมีความรู้สึกพึ่งพาอาศัยกันและกัน

องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ ประกอบด้วย 3 วัตถุประสงค์ ได้แก่ 1) เพื่อเสริมสร้างผู้บริหารสถานศึกษาให้มีแนวทางการบริหารเชิงสร้างสรรค์ เหมาะสมกับการเปลี่ยนแปลงของโลกที่เกิดขึ้นอย่างรวดเร็ว 2) เพื่อพัฒนาความรู้ความสามารถและคุณลักษณะการเป็นผู้นำที่ดีผู้บริหารสถานศึกษามาประยุกต์ใช้ให้เหมาะสมกับบริบทขององค์กรส่งผลให้ระบบการทำงานเปลี่ยนแปลงไปจากเดิมเกิดประสิทธิภาพและประสิทธิผล เป็นองค์กรแห่งการเรียนรู้อย่างสม่ำเสมอ เกิดนวัตกรผ่านนวัตกรรมสร้างความสัมพันธ์ ระหว่างผู้บริหารสถานศึกษากับสมาชิกการติดต่อสื่อสารที่ดี มีการสนับสนุนระหว่างสมาชิกพึ่งพาอาศัยกันและกัน กระตุ้นชี้นำมีส่วนร่วมในการพัฒนาความรู้ความสามารถของผู้ร่วมงานสู่ความสามารถที่สูงขึ้น

องค์ประกอบที่ 3 ขอบข่ายการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา ประกอบ 4 ด้าน ได้แก่ 1) ด้านความยืดหยุ่น 2) ด้านการคำนึงถึงความเป็นปัจเจกบุคคล 3) ด้านการมีจินตนาการ 4) ด้านการมีความคิดสร้างสรรค์

องค์ประกอบที่ 4 แนวทางการประเมิน ประกอบด้วย 1. ประเด็นการประเมิน มีขอบข่ายการประเมินดังนี้ 1) เพื่อเสริมสร้างคุณลักษณะของผู้บริหารสถานศึกษาให้มีคุณภาพ มีวุฒิภาวะเหมาะสมกับการเป็นผู้นำอย่างสร้างสรรค์ 2) เพื่อปรับเปลี่ยนพฤติกรรมหรือเสริมสร้างคุณลักษณะของผู้บริหารสถานศึกษาแนวใหม่มุ่งพัฒนาองค์กร ผ่านนวัตกรรมอย่างสร้างสรรค์นำมาประยุกต์ใช้ให้เหมาะสมกับสภาพแวดล้อมและบริบทขององค์กรส่งผลให้ระบบการทำงานเปลี่ยนแปลงไปจากเดิมเกิดประสิทธิภาพและประสิทธิผล 2. เครื่องมือที่ใช้ในการประเมิน 1. แบบสังเกต 2.แบบสอบถาม

ผลการตรวจสอบรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ พบว่า ผู้ทรงคุณวุฒิมีความเห็นว่า มีความเหมาะสมอยู่ในระดับมากที่สุด ($\overline{X}$ = 4.62,S.D.=0.31)

3 ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิไปใช้ พบว่า บริหารมีความคิดเห็นว่า ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มีความเป็นไปได้อยู่ในระดับมากที่สุด ($\overline{X}$ =4.64,S.D.=0.48) และมีความเป็นประโยชน์อยู่ในระดับมากที่สุด ($\overline{X}$ = 4.72,S.D.=0.42)

อภิปรายผลการวิจัย

1. การศึกษาองค์ประกอบของการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ ประกอบด้วย 4 ด้าน เมื่อพิจารณารายด้าน พบว่า 1) ด้านความยืดหยุ่น ประกอบด้วย สามารถปรับตัวตามสถานการณ์ต่าง ๆ เปิดกว้างรับฟังความคิดใหม่ ๆ เต็มใจยอมรับการเปลี่ยนแปลง ให้อิสระทางความคิดและการตัดสินใจแก่ครูและบุคลากรทางการศึกษา สอดคล้องกับ A.J Dubrin (2010) ได้สรุปว่า ผู้นำต้องมีความยืดหยุ่นเพื่อรองรับกับความเปลี่ยนแปลง เช่น รองรับกับเทคโนโลยีที่ทันสมัย ผู้นำจะต้องมีความสามารถปรับตัวเข้ากับสถานการณ์ที่แตกต่างกันได้ และความยืดหยุ่น (Flexibility) ก็เป็นคุณลักษณะที่สำคัญสำหรับผู้นำที่มีประสิทธิภาพ และได้กำหนดตัวบ่งชี้ของความยืดหยุ่นคือ ความสามารถในการปรับตัวกับสถานการณ์ต่าง ๆ และ การเปิดกว้างรับความคิดใหม่ๆ 2) ด้านการคำนึงถึงความเป็นปัจเจกบุคคล ประกอบด้วย ปฏิบัติต่อผู้ร่วมงานและการมอบหมายงานให้ผู้อื่น โดยคำนึงถึงความรู้ความถนัด ความเหมาะสมและความแตกต่างระหว่างบุคคล เอาใจใส่ ส่งเสริมสนับสนุนให้ผู้ร่วมงาน ให้มีความเจริญก้าวหน้าในหน้าที่การงาน ส่งเสริมพัฒนาศักยภาพของผู้ร่วมงานให้สูงขึ้น ด้วยวิธีการที่หลากหลาย ปฏิบัติต่อผู้ร่วมงาน โดยคำนึงถึงความปลอดภัย ความเสมอภาคเท่าเทียม อย่างเป็นกันเอง สอดคล้องกับ คุณาวุฒิ สิงห์ทอง (2561) ได้สรุปไว้ว่า การคำนึงถึงความเป็นปัจเจกบุคคลคน คือ เป็นพฤติกรรมของผู้นำที่ทราบถึงความแตกต่างของผู้ตาม ทั้งในด้านศักยภาพและการรับผิดชอบในหน้าที่ มีการให้คำปรึกษาในการทำงาน มีความสัมพันธ์อันดีกับผู้อื่น การพัฒนาระดับความสามารถของเพื่อนร่วมงานให้สูงขึ้น และการมอบหมายงานที่ท้าทายและเหมาะสม มีตัวบ่งชี้ ดังนี้ 1) ให้คำปรึกษาที่ดีในการปฏิบัติงาน 2) มีการส่งเสริมผู้ใต้บังคับบัญชาให้ได้รับการพัฒนา 3) มีการนิเทศงานเพื่อให้ผู้อื่นได้รับข้อมูลที่ถูกต้อง 4) การสร้างวัฒนธรรมองค์กรที่เข้มแข็ง มี 5) การมอบหมายงานที่เหมาะสมกับตัวบุคคล 3) ด้านการมีจินตนาการ ประกอบด้วย มีความสุขในการทำงาน ใช้เหตุผลในการแก้ปัญหา มีสติปัญญาในการบูรณาการความคิดเพื่อใช้พัฒนาองค์กร สร้างบรรยากาศในการทำงานที่เป็นกันเอง สอดคล้องกับ แก้วมณี ปัทมะ (2564) ได้อธิบายว่า การมีจินตนาการเป็นพฤติกรรมการแสดงออกของผู้บริหารสถานศึกษาถึงการมีอารมณ์ขันในการทำงาน มี

ความคิดเชิงสร้างสรรค์ มีสติปัญญาเฉลียวฉลาด มีความรอบรู้ มีการสร้างขวัญและกำลังใจในการท้างาน มีการส่งเสริมและสนับสนุนความสามารถของบุคลากรในการสร้างสรรค์นวัตกรรมใหม่ ๆ มีความสามารถในการแก้ปัญหาอย่างสร้างสรรค์และมีความบริสุทธิ์ใจในการทำงาน สามารถวิเคราะห์สถานการณ์ต่าง ๆ มีเจตคติที่ดีในการยอมรับเทคโนโลยีสารสนเทศในการบริหารจัดการสถานศึกษาเพื่อให้บรรลุเป้าหมายอย่างสร้างสรรค์และมีคุณภาพ และ 4) ด้านการมีความคิดสร้างสรรค์ ประกอบด้วย มีความคิดริเริ่มสร้างสรรค์สิ่งแปลกใหม่เชิงอนาคต มีความคิดเชิงบวกมองเห็นวิกฤติเป็นโอกาสเสมอ บูรณาการวิธีทำงานที่หลากหลายโดยอาศัยการเชื่อมโยงจากความรู้และประสบการณ์เดิมอย่างสร้างสรรค์ ส่งเสริมบรรยากาศแห่งการค้นคว้าการประดิษฐ์คิดค้นการทดลองและกล้าคิด กล้าทำในสิ่งใหม่ มีความสามารถในการ วิเคราะห์ สังเคราะห์ และคิดสร้างสรรค์ปัญหาได้อย่างรอบด้าน สอดคล้องกับ เพ็ญนภา ศรีภูธร (2562) กล่าวว่า การมีความคิดสร้างสรรค์ เป็นความสามารถของผู้บริหารในการสร้างมโนภาพที่เด่นชัดไว้ในจิตใจ มีเหตุผล มีการแสดงออกถึงความคิดริเริ่มสร้างสรรค์ มีจินตนาการและสร้างนวัตกรรมใหม่ ๆ มาใช้ในการบริหารและส่งเสริมการศึกษาค้นคว้าของผู้เรียน กระตุ้นครูและบุคลากรทางการศึกษาให้เกิดความกล้าที่จะริเริ่มสร้างสรรค์ความคิดใหม่ ๆ โดยการระดมสมองหรือวิธีการอื่นอยู่เสมอ

2. ผลการสร้างและตรวจสอบความเหมาะสมของรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา โดยภาพรวม ความคิดเห็นของผู้ทรงคุณวุฒิส่วนใหญ่เห็นว่า รูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา มีความเหมาะสม ทั้งนี้ เป็นเพราะว่า รูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาที่พัฒนาขึ้นนี้ มีวิธีการและลำดับขั้นตอนที่ชัดเจน สามารถใช้เป็นแนวทางการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหาร ซึ่งประกอบด้วย หลักการของรูปแบบ วัตถุประสงค์ของรูปแบบ ขอบข่ายการพัฒนา และแนวทางการประเมิน โดยมุ่งเน้นในการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา ดังนั้นการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหาร ผู้บริหารสถานศึกษาจะต้องกำหนดเป้าหมาย ของสถานศึกษาเพื่อเป็นกรอบแนวทางในการดำเนินงานบรรลุวัตถุประสงค์ สอดคล้องกับผลการวิจัยของ ทิศนา แขมมณี และคณะ (2546) ได้กล่าวถึงองค์ประกอบของรูปแบบว่ามีองค์ประกอบที่สำคัญ 5 องค์ประกอบ คือ 1) วัตถุประสงค์ แนวคิด 2) บริบทและเงื่อนไข 3) ยุทธศาสตร์ 4) กระบวนการดำเนินงาน 5) ผลที่ได้รับจากการนำรูปแบบไปใช้

3. ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิไปใช้ พบว่า บริหารมีความคิดเห็นว่า ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ในการนำรูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาชัยภูมิ มีความเป็นไปได้อยู่ในระดับมากที่สุด ($\overline{X}$ =4.64,S.D.=0.48) และมีความเป็นประโยชน์อยู่ในระดับมากที่สุด ($\overline{X}$ = 4.72,S.D.=0.42)

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลวิจัยไปใช้

1. บริหารสถานศึกษา ควรได้รับการพัฒนาให้รอบด้าน เพื่อจะได้มีความสัมพันธ์ที่ดีกับคนอื่นในทุกมิติและพัฒนาองค์กรอย่างต่อเนื่อง มีกระบวนการทำงานที่มีประสิทธิภาพ

2. สำนักงานเขตพื้นที่การศึกษา ควรให้ความสำคัญและเอาใจใส่ ความมีประสิทธิผลผ่านการทำงานของผู้บริหารสถานศึกษา เน้นการมีภาวะการเป็นผู้นำในองค์กร มีความยืดหยุ่น และการมีความคิดสร้างสรรค์

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

ควรศึกษาตัวแปรอื่นที่เกี่ยวข้องกับการพัฒนาภาวะผู้นำในด้านอื่น ๆ เช่น การสร้างความเป็นทีม มุ่งทำงานให้สำเร็จ เป็นต้น ทั้งนี้ เพื่อให้การศึกษาภาวะผู้นำเชิงสร้างสรรค์มีความสมบูรณ์และมีความหลากหลายมากยิ่งขึ้น

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ผลสัมฤทธิ์ทางการเรียนรายวิชาวิทยาศาสตร์กายภาพ 1 เรื่องตารางธาตุและสมบัติของธาตุหมู่หลัก โดยใช้รูปแบบการสอน 5E สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนกัลยาณวัตร จังหวัดขอนแก่น

Learning Achievement in Physical Science 1 Subject: Periodic Table and Properties of Primary Group Elements Using the 5E Teaching Model for Mathayomsuksa 4 Students at Kanlayanawat School Khon Kaen Province

ละเอียด จงกลนี La-Eard Chongolnee[1]
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บทคัดย่อ

การวิจัยนี้เป็นการวิจัยในชั้นเรียนเพื่อศึกษาผลสัมฤทธิ์ทางการเรียนวิทยาศาสตร์กายภาพ1 เรื่องตารางธาตุและสมบัติของธาตุหมู่หลักโดยใช้รูปแบบการสอน 5E สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 4 กลุ่มเป้าหมายในการวิจัย คือ นักเรียนในระดับชั้นมัธยมศึกษาปีที่ 4 ที่เรียนในรายวิชาวิทยาศาสตร์กายภาพ 1 โรงเรียนกัลยาณวัตร ปีการศึกษา 2565 จำนวน 44 คน โดยการเลือกแบบเจาะจง เครื่องมือที่ใช้ในการวิจัย มี 2 ชนิด คือ 1) แผนการจัดการเรียนรู้โดยใช้รูปแบบการสอน 5E และ 2) แบบทดสอบทางการเรียนก่อนและหลังเรียน ที่มีต่อการจัดการเรียนรู้โดยใช้รูปแบบการสอน 5E สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าเฉลี่ย ($\overline{X}$) และส่วนเบี่ยงเบนมาตรฐาน (S.D.)

ผลการวิจัย พบว่า ผลสัมฤทธิ์ทางด้านการเรียน เรื่องตารางธาตุและสมบัติของธาตุหมู่หลัก ก่อนเรียนและหลังเรียนแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยมีคะแนนเฉลี่ยหลังเรียน ($\overline{X}$ = 14.93 , S.D = 2.58) สูงกว่าคะแนนเฉลี่ยก่อนเรียน ($\overline{X}$ = 8.70 , S.D = 5.38) หลังได้รับการเรียนรู้โดยใช้รูปแบบการสอนโดยใช้รูปแบบการสอน 5E แสดงว่าผู้เรียนมีผลสัมฤทธิ์ทางรายวิชาวิทยาศาสตร์กายภาพ1 เรื่องตารางธาตุและสมบัติของธาตุหมู่หลักหลังเรียนเพิ่มมากขึ้นจากก่อนเรียน

คำสำคัญ : ผลสัมฤทธิ์ทางการเรียน , รูปแบบการสอน 5E

Abstract

This was a classroom action research with the objective was to study physical science learning achievement1. on the periodic table and properties of the primary element by using the 5E teaching model for Mathayom Suksa 4 students. The subject of the periodic table and the properties of the primary element that is effective for teaching and learning for Mathayom Suksa 4 students. The research target group was 44 students in Mathayomsuksa 4 studying in the Physical Science 1 course at Kanlayanawat school, academic year 2022.There were 2 types of research instruments which were 1) learning management plan using the 5E teaching model and 2) an educational test before and after classes. The statistical analysis of the data were mean and standard deviation (SD).

The results of the research revealed that the learning achievement about the periodic table and properties of the main element before and after school was a statistically significant difference at the .05 level with the mean score after school ($\overline{X}$ = 14.93, S.D = 2.58) higher than the average score before school ($\overline{X}$ = 8.70, S.D = 5.38) The teaching model using the 5E teaching model showed that the learners had achievements in the physical science course1. about the periodic table and properties of the main element after studying higher than before learning

Keywords: Learning Achievement, Teaching Model 5E

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บทนำ

ปัจจุบันปัจจุบันวิทยาศาสตร์และเทคโนโลยีได้เจริญก้าวหน้าอย่างรวดเร็ว ส่งผลกระทบต่อสภาพสังคมและการดำเนินชีวิตของคนอย่างมาก การเตรียมคนให้พร้อมสำหรับการเปลี่ยนแปลงจึงต้องอาศัยการจัดการศึกษาที่มีความหลากหลายและรู้เท่าทันการเปลี่ยนแปลงกล่าวคือ ความหลากหลายทั้งระบบการจัดการศึกษาและความหลากหลายในวิธีการเรียนการสอนที่เหมาะสมกับนักเรียนแต่ละคน โดยยึดนักเรียนสำคัญที่สุด ขณะเดียวกันการจัดกระบวนการเรียนรู้ต้องอยู่ในโลกของความจริง นักเรียนได้เรียนรู้ในสถานการณ์จริงที่เชื่อมโยง ซับซ้อนและเคลื่อนไหวตลอดเวลาจึงจะรู้เท่าทันการเปลี่ยนแปลงได้ นอกจากนี้นักเรียนควรได้รับการพัฒนาให้สมบูรณ์ทั้งร่างกายจิตใจ สติปัญญา มีความรู้และคุณธรรม มีจริยธรรมและวัฒนธรรมในการดำรงชีวิตสามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข ซึ่งสอดคล้องกับพระราชบัญญัติการศึกษาแห่งชาติพุทธศักราช 2542 ว่าด้วยแนวการจัดการศึกษามาตรา 22 ที่กำหนดการจัดการศึกษาต้องยึดหลักว่านักเรียนทุกคนมีความสามารถเรียนรู้และพัฒนาตนเองได้และถือว่านักเรียนมีความสำคัญที่สุด กระบวนการจัดการศึกษาต้องส่งเสริมให้นักเรียนสามารถพัฒนาตามธรรมชาติและเต็มตามศักยภาพ และมาตรา 24 ที่กำหนดว่าการจัดกระบวนการเรียนรู้ให้สถานศึกษาและหน่วยงานที่เกี่ยวข้องดำเนินการ ตามวรรคที่สองและวรรคสามได้กล่าวไว้ว่า การฝึกการปฏิบัติให้ทำได้คิดเป็นทำเป็นรักการอ่านและเกิดการใฝ่รู้อย่างต่อเนื่อง ซึ่งจากบทบัญญัติพระราชบัญญัติการศึกษาแห่งชาติพ.ศ.2542 ดังกล่าวทุกฝ่ายจึงให้ความสำคัญกับระบบการศึกษาไทยในปัจจุบันและทำให้มีแรงผลักดันที่ทำให้มีความจำเป็นที่จะต้องมีการปฏิรูปการศึกษาอีกครั้งหนึ่งในประวัติศาสตร์การศึกษาไทย ดังนั้นสำนักงานคณะกรรมการการศึกษาแห่งชาติจึงได้แก้วิกฤตปัญหาด้วยการปฏิรูปกระบวนการเรียนรู้สู่การเรียนการสอนตามพระราชบัญญัติการศึกษาแห่งชาติพ.ศ. 2542 มาตรา 22 ที่กล่าว "การจัดการศึกษาต้องยึดหลักว่านักเรียนทุกคนสามารถเรียนรู้และพัฒนาตนเองได้และถือว่านักเรียนมีความสำคัญที่สุด กระบวนจัดการศึกษาต้องส่งเสริมให้นักเรียนสามารถพัฒนาตนตามธรรมชาติและเต็มศักยภาพ"(กระทรวงศึกษาธิการ, 2551)

ในการจัดการเรียนการสอนวิทยาศาสตร์ จะเกิดประสิทธิภาพก็ต่อเมื่อนักเรียนได้มีโอกาสทดลอง สร้างองค์ความรู้ด้วยตนเอง เพื่อให้เกิดความรู้ความเข้าใจแนวคิด หลักการ กฎและทฤษฎีต่างๆ ทางวิทยาศาสตร์ สามารถนำความรู้ที่ได้ไปปรับใช้ให้เกิดประโยชน์ได้ นักเรียนได้รับการพัฒนาความคิดขั้นสูง เกิดกระบวนการเรียนรู้ มีความสามารถในการแก้ปัญหา ตัดสินใจ มีเจตคติทางวิทยาศาสตร์ ดังนั้นการจัด การเรียนการสอนจึงต้องเน้นให้ผู้เรียนมีส่วนร่วมในการเรียนรู้และให้การเรียนรู้เกิดที่ตัวนักเรียน มีความสุขในการเรียนสามารถนำความรู้ที่ได้ไปปรับใช้ในชีวิตประจำวัน ความสามารถของนักเรียนในการประยุกต์ใช้ความรู้ทางวิทยาศาสตร์ที่เรียนมาให้เกิดประโยชน์ต่อการดำเนินชีวิตในสภาพจริงมีน้อยมาก เพราะนักเรียนมุ่งเรียนเพื่อทำข้อสอบมากกว่าเพื่อให้ เกิดความเข้าใจ อีกทั้งครูผู้สอนวิทยาศาสตร์จำนวนมากยังขาดเทคนิคการสอนที่ดี ทำให้นักเรียนเกิดความเบื่อหน่ายและมีเจตคติที่ไม่ดีต่อวิชาวิทยาศาสตร์ การจัดกระบวนการเรียนการสอนวิทยาศาสตร์จึงถือว่าเป็นปัจจัยที่สำคัญอย่างมากในการปรับปรุงคุณภาพการเรียนการสอน (นางสิวินีย์ เททะสังข์ ,2563)

การจัดหลักสูตรการศึกษาขั้นพื้นฐาน กลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยี(กระทรวงศึกษาธิการ, 2551) จึงได้ใช้หลักการดังกล่าวคือ วิทยาศาสตร์มีบทบาทสำคัญยิ่งในสังคมโลกปัจจุบันและอนาคตเพราะวิทยาศาสตร์เกี่ยวข้องกับทุกคนทั้งในชีวิตประจำวันและการงานอาชีพต่าง ๆ ตลอดจนเทคโนโลยีเครื่องมือเครื่องใช้และผลผลิตต่าง ๆ ที่มนุษย์ได้ใช้เพื่ออำนวยความสะดวกในชีวิตและการทำงาน เหล่านี้ล้วนเป็นผลของความรู้วิทยาศาสตร์ ผสมผสานกับความคิดสร้างสรรค์และศาสตร์อื่น ๆ วิทยาศาสตร์ช่วยให้มนุษย์ได้พัฒนาวิธีคิด ทั้งความคิดเป็นเหตุเป็นผล คิดสร้างสรรค์ คิดวิเคราะห์ วิจารณ์ มีทักษะสำคัญในการค้นคว้าหาความรู้ มีความสามารถในการแก้ปัญหาอย่างเป็นระบบ สามารถตัดสินใจโดยใช้ข้อมูลที่หลากหลายและมีประจักษ์พยานที่ตรวจสอบได้ วิทยาศาสตร์เป็นวัฒนธรรมของโลกสมัยใหม่ซึ่งเป็นสังคมแห่งการเรียนรู้ ดังนั้นทุกคนจึงจำเป็นต้องได้รับการพัฒนาให้รู้วิทยาศาสตร์เพื่อที่จะมีความรู้ความเข้าใจในธรรมชาติและเทคโนโลยีที่มนุษย์สร้างสรรค์ขึ้น สามารถนำความรู้ไปใช้อย่างมีเหตุผล สร้างสรรค์และมีคุณธรรม กระทรวงศึกษาธิการได้เล็งเห็นความสำคัญในการจัดทำหลักสูตรการศึกษาขั้นพื้นฐานพุทธศักราช 2551 การจัดการเรียนรู้กลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยี มุ่งหวังให้นักเรียนได้เรียนรู้วิทยาศาสตร์ที่เน้นกระบวนการไปสู่การสร้างองค์ความรู้ โดยนักเรียนมีส่วนร่วมในการเรียนทุกขั้นตอน นักเรียนได้ทำกิจกรรมหลากหลายทั้งเป็นกลุ่มและเป็นรายบุคคล โดยครูผู้สอนมีบทบาทในการวางแผนการเรียนรู้กระตุ้นแนะนำ ช่วยเหลือให้นักเรียนเกิดการเรียนรู้ที่สอดคล้องกับความสามารถและความต้องการของตนเอง ครูจะต้องออกแบบกิจกรรมการเรียนรู้ให้เหมาะสมกับวัยของผู้เรียนและเนื้อหา ซึ่งจะต้องมีการใช้สื่อการเรียนรู้และวิธีการที่หลากหลายให้ผู้เรียนเป็นผู้ลงมือปฏิบัติจริง และสร้างองค์ความรู้ใหม่ด้วยตนเอง เน้นผู้เรียนเป็นสำคัญ ได้เรียนรู้โจทย์ปัญหาที่อยู่ใกล้ตัว การสร้างโจทย์ควรนำเอาโจทย์ที่อยู่ใกล้ตัวที่ใช้ในชีวิตประจำวัน เรียนรู้จากสื่อที่เป็นรูปธรรมและให้เด็กได้สร้างองค์ความรู้ด้วยตัวเอง ครูผู้สอนจะต้องเตรียมกิจกรรมการเรียนรู้สื่อการเรียนรู้ให้พร้อมโดยเฉพาะการสืบเสาะหาความรู้โดยใช้รูปแบบการสอน 5E ซึ่งมีความสำคัญ เมื่อใช้ฝึกสามารถทำให้นักเรียนเกิดทักษะ เข้าใจและมีความแม่นยำในเรื่องที่เรียน ก่อให้เกิดการเรียนรู้ที่ดีและมีความสุขในการเรียนการใช้การสืบเสาะหาความรู้โดยใช้รูปแบบการสอน 5E ในวิชาวิทยาศาสตร์กายภาพ 1สามารถช่วยให้นักเรียนเกิดทักษะและพัฒนาผลสัมฤทธิ์ทางการเรียนของนักเรียนให้สูงขึ้น และสามารถช่วยให้ครูดาเนินการปรับปรุงแก้ไขปัญหานั้น ๆ ได้ทันท่วงทีทราบ

ข้อบกพร่องของนักเรียนแต่ละคน และสาเหตุอีกอย่างคือแบบฝึกหัดในหนังสือเรียนมีน้อย การสอนแบบสืบเสาะหาความรู้โดยใช้รูปแบบการสอน 5E ทำให้นักเรียนมีการคิด วิเคราะห์ ลงมือปฏิบัติและสามารถนำไปใช้ประโยชน์ในชีวิตประจำวันได้

จากเหตุผลดังกล่าว ในฐานะครูผู้สอนวิชาวิทยาศาสตร์กายภาพ1 จึงนำการสอนโดยการสืบเสาะหาความรู้ใช้รูปแบบการสอน 5E มาใช้ในการวิจัยครั้งนี้ เพื่อเป็นการช่วยให้นักเรียนเข้าใจรายวิชาช่วยให้นักเรียนมีทักษะกระบวนการ คิดวิเคราะห์สืบเสาะหาความรู้เพิ่มมากขึ้น เพื่อให้ผลสัมฤทธิ์ทางการเรียนรายวิชาวิทยาศาสตร์กายภาพ 1 เพิ่มขึ้นจึงนำผลการวิจัยที่ได้มาใช้เป็นแนวทางในการจัดการเรียนการสอนวิชาวิทยาศาสตร์กายภาพ1 และนำไปปรับปรุงการจัดการเรียนรู้วิชาวิทยาศาสตร์กายภาพ1 ให้มีประสิทธิภาพต่อไป

วัตถุประสงค์ของการวิจัย

เพื่อศึกษาผลสัมฤทธิ์ทางการเรียนวิทยาศาสตร์กายภาพ1 เรื่องตารางธาตุและสมบัติของธาตุหมู่หลักโดยใช้รูปแบบการสอน 5E สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 4

เอกสาร และงานวิจัยที่เกี่ยวข้อง

การวิจัยในครั้งนี้ เป็นการศึกษาผลสัมฤทธิ์ทางการเรียนรายวิชาวิทยาศาสตร์กายภาพ 1 หน่วยการเรียนรู้ที่ 2 เรื่องตารางธาตุและสมบัติของธาตุหมูหลักโดยใช้รูปแบบการสอน 5E โรงเรียนกัลยาณวัตร จังหวัดขอนแก่น ผู้วิจัยได้ศึกษาค้นคว้าเอกสารที่เป็นแนวคิด ทฤษฎีงานวิจัยที่เกี่ยวข้อง เพื่อหาแนวทางในการดำเนินงานและให้เกิดผลประโยชน์สูงสุดต่อผู้รับการศึกษา ดังนี้

หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 กลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยี

กระทรวงศึกษาธิการ โดยสถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยีได้ดำเนินการจัดทำมาตรฐานการเรียนรู้และตัวชี้วัด กลุ่มสาระการเรียนรู้คณิตศาสตร์และวิทยาศาสตร์ (ฉบับปรับปรุง พ.ศ. 2560) และสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานได้ดำเนินการจัดทำสาระภูมิศาสตร์ในกลุ่มสาระการเรียนรู้สังคมศึกษา ศาสนา และวัฒนธรรม (ฉบับปรับปรุง พ.ศ. 2560) ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 พร้อมทั้งจัดทำสาระการเรียนรู้แกนกลางของกลุ่มสาระการเรียนรู้และสาระดังกล่าวในแต่ละระดับชั้น เพื่อให้เขตพื้นที่การศึกษา หน่วยงานระดับท้องถิ่น และสถานศึกษาทุกสังกัดที่จัดการศึกษาขั้นพื้นฐาน ได้นำไปใช้เป็นกรอบและทิศทางในการพัฒนาหลักสูตรสถานศึกษา และจัดการเรียนการสอน (กระทรวงศึกษาธิการ, 2551)

จากตัวชี้วัดและสาระการเรียนรู้แกนกลาง กลุ่มสาระการเรียนรู้วิทยาศาสตร์ (ฉบับปรับปรุง พ.ศ. 2560) ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 นี้ได้กำหนดสาระการเรียนรู้ออกเป็น 4 สาระ ได้แก่ สาระที่ 1 วิทยาศาสตร์ชีวภาพ สาระที่ 2 วิทยาศาสตร์กายภาพสาระที่ 3 วิทยาศาสตร์โลก และอวกาศ และสาระที่ 4 เทคโนโลยีมีสาระเพิ่มเติม 4 สาระ ได้แก่สาระชีววิทยาสาระเคมีสาระฟิสิกส์และสาระโลกดาราศาสตร์และอวกาศซึ่งองค์ประกอบของหลักสูตรทั้งในด้านของเนื้อหา การจัดการเรียนการสอน และการวัดและประเมินผลการเรียนรู้นั้นมีความสำคัญอย่างยิ่งในการวางรากฐานการเรียนรู้วิทยาศาสตร์ของผู้เรียนในแต่ละระดับชั้น ให้มีความต่อเนื่องเชื่อมโยงกัน ตั้งแต่ชั้นประถมศึกษาปีที่ 1 จนถึงชั้นมัธยมศึกษาปีที่ 6 สำหรับกลุ่มสาระการเรียนรู้วิทยาศาสตร์ได้กำหนดตัวชี้วัดและสาระการเรียนรู้แกนกลาง ที่ผู้เรียนจำเป็นต้องเรียนเป็นพื้นฐาน เพื่อให้สามารถนำความรู้นี้ไปใช้ในการดำรงชีวิตหรือศึกษาต่อในวิชาชีพที่ต้องใช้ วิทยาศาสตร์ได้โดยจัดเรียงลำดับความยากง่ายของเนื้อหาแต่ละสาระในแต่ละระดับชั้นให้มีการเชื่อมโยงกับกระบวนการเรียนรู้และการจัดกิจกรรมการเรียนรู้ที่ส่งเสริมให้ผู้เรียนพัฒนาความคิดทั้งความคิดเป็นเหตุเป็นผล คิดสร้างสรรค์ คิดวิเคราะห์วิจารณ์ มีทักษะที่สำคัญทั้งทักษะกระบวนการทางวิทยาศาสตร์และทักษะในศตวรรษที่ 21 ในการค้นคว้าและสร้างองค์ความรู้ด้วยกระบวนการสืบเสาะหาความรู้สามารถแก้ปัญหาอย่างเป็นระบบ สามารถตัดสินใจ โดยใช้ข้อมูลหลากหลายและประจักษ์พยานที่ตรวจสอบได้

สถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี (สสวท.) ตระหนักถึงความสำคัญของการจัดการเรียนรู้วิทยาศาสตร์ที่มุ่งหวังให้เกิดผลสัมฤทธิ์ต่อผู้เรียนมากที่สุด จึงได้จัดทำตัวชี้วัดและสาระการเรียนรู้แกนกลาง กลุ่มสาระการเรียนรู้วิทยาศาสตร์ (ฉบับปรับปรุง พ.ศ. 2560) ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 ขึ้น เพื่อให้สถานศึกษา ครูผู้สอนตลอดจนหน่วยงานต่าง ๆ ได้ใช้เป็นแนวทางในการพัฒนาหนังสือเรียน คู่มือครูสื่อประกอบการเรียนการสอน ตลอดจนการวัดและประเมินผลโดยตัวชี้วัดและสาระการเรียนรู้แกนกลาง กลุ่มสาระการเรียนรู้วิทยาศาสตร์ (ฉบับปรับปรุง พ.ศ. 2560) ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช 2551 ที่จัดทำขึ้นนี้ได้ปรับปรุงเพื่อให้มีความสอดคล้องและเชื่อมโยงกันภายในสาระการเรียนรู้เดียวกัน และระหว่างสาระการเรียนรู้ในกลุ่มสาระการเรียนรู้วิทยาศาสตร์ตลอดจนการเชื่อมโยงเนื้อหาความรู้ทางวิทยาศาสตร์กับคณิตศาสตร์ด้วย นอกจากนี้ยังได้ปรับปรุงเพื่อให้มีความทันสมัยต่อการเปลี่ยนแปลง และความเจริญก้าวหน้าของวิทยาการต่าง ๆ และทัดเทียมกับนานาชาติกลุ่มสาระการเรียนรู้วิทยาศาสตร์ (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานกระทรวงศึกษาธิการ,2560)

วิธีการสอนแบบสืบเสาะหาความรู้ Inquiry Cycles (5 E's)

ความหมาย การสอนแบบสืบเสาะหาความรู้ เป็นรูปแบบการเรียนการสอนที่ใช้เป็นกระบวนการที่นักเรียนจะต้อง สืบค้น เสาะหา สำรวจตรวจสอบ และค้นคว้าด้วยวิธีการต่างๆ จนทำให้นักเรียนเกิดความเข้าใจ และเกิดการรับรู้ความรู้นั้นอย่างมีความหมาย จึงจะสามารถสร้างเป็นองค์ความรู้ของนักเรียนเอง และเก็บเป็นข้อมูลไว้ในสมองได้อย่างยาวนาน สามารถนำมาใช้ได้เมื่อมีสถานการณ์ใด ๆ มาเผชิญหน้า

ขั้นตอนการเรียนการสอน

นักการศึกษากลุ่ม BSCS (Biological Science Curriculum Study) ได้นำวิธีการสอนแบบ Inquiry มาใช้ในการพัฒนาหลักสูตรวิชาวิทยาศาสตร์ โดยเสนอขั้นตอนในการเรียนการสอนเป็น 5 ขั้นตอน เรียกว่า การเรียนการสอนแบบ Inquiry Cycle หรือ 5 E's ได้แก่ Engagement, Exploration,Explaination, Elaboration และ Evaluation

การสร้างความสนใจ (Engagement) เป็นการนำเข้าสู่บทเรียนหรือเรื่องที่สนใจ ซึ่งอาจเกิดขึ้นเองจากความสงสัยหรือความสนใจของตัวนักเรียนเอง หรือเกิดจากการอภิปรายภายในกลุ่มเรื่องที่น่าสนใจอาจมาจากเหตุการณ์ที่กำลังเกิดขึ้นอยู่ในช่วงเวลานั้น ทำให้ให้นักเรียนตื่นเต้น สงสัย ใครรู้ อยากรู้อยากเห็น หรือขัดแย้ง เพื่อนำไปสู่การแก้ปัญหา การศึกษาค้นคว้า หรือการทดลอง ประเด็นหรือปัญหาที่ครูกำลังสนใจเป็นเรื่องที่จะศึกษา ทำได้หลายแบบเช่น สาธิต ทดลอง นำเสนอข้อมูล เล่าเรื่อง/เหตุการณ์ ให้ค้นคว้า/อ่านเรื่อง อภิปราย/พูดคุยอธิบาย สนทนา ใช้เกม ใช้สื่อ วัสดุอุปกรณ์ สร้างสถานการณ์/ปัญหาที่น่าสนใจ ที่น่าสงสัยแปลกใจ

การสำรวจและค้นคว้า (Exploration) นักเรียนดำเนินการสำรวจ ทดลอง ค้นหา และรวบรวมข้อมูล วางแผนกำหนดการสำรวจตรวจสอบ หรือออกแบบการทดลอง ลงมือปฏิบัติ เช่นสังเกต วัด ทดลอง รวบรวมข้อมูล ข้อสนเทศ หรือปรากฏการณ์ต่างๆ

การอธิบาย (Explaination) นักเรียนนำข้อมูลที่ได้จากการสำรวจและค้นหามาวิเคราะห์แปลผล สรุปและอภิปราย พร้อมทั้งนำเสนอผลงานในรูปแบบต่างๆ ซึ่งอาจเป็นรูปวาด ตารางแผนผัง ผลงานมีความหลากหลาย สนับสนุนสมมติฐานที่ตั้งไว้หรือโต้แย้งกับสมมติฐานที่ตั้งไว้เขียนถึงหรือไม่เกี่ยวข้องกับประเด็นที่กำหนดไว้ โดยมีการอ้างอิงความรู้ประกอบการให้เหตุผลสมเหตุสมผล การลงข้อสรุปถูกต้องเชื่อถือได้ มีเอกสารอ้างอิงและหลักฐานชัดเจน

การขยายความรู้ (Elaboration) ครูจัดกิจกรรมหรือสถานการณ์ เพื่อให้นักเรียนมีความรู้ลึกซึ้งขึ้น หรือขยายกรอบความคิดกว้างขึ้นหรือเชื่อมโยงความรู้เดิมสู่ความรู้ใหม่หรือนำไปสู่การศึกษาค้นคว้า ทดลอง เพิ่มขึ้นเช่น ตั้งประเด็นเพื่อให้นักเรียน ชี้แจงหรือร่วมอภิปรายแสดงความคิดเห็นเพิ่มเติมให้ชัดเจนยิ่งขึ้นซักถามให้นักเรียนชัดเจนหรือกระจ่างในความรู้ที่ได้หรือเชื่อมโยงความรู้ที่ได้กับความรู้เดิม

การประเมิน (Evaluation) นักเรียนระบุสิ่งที่นักเรียนได้เรียนรู้ทั้งด้านกระบวนการและผลผลิตการตรวจสอบความถูกต้องของความรู้ที่ได้ เช่น วิเคราะห์วิจารณ์แลกเปลี่ยนความรู้ซึ่งกันและกัน คิดพิจารณาให้รอบคอบทั้งกระบวนการและผลงาน อภิปรายประเมินปรับปรุงเพิ่มเติมและสรุป ถ้ายังมีปัญหา ให้ศึกษาทบทวนใหม่อีกครั้ง อ้างอิงทฤษฎีหรือหลักการและเกณฑ์เปรียบเทียบผลกับสมมติฐาน เปรียบเทียบความรู้ใหม่กับความรู้เดิมนักเรียนทราบจุดเด่น จุดด้อยในการศึกษาค้นคว้า หรือทดลองเขียนถึง

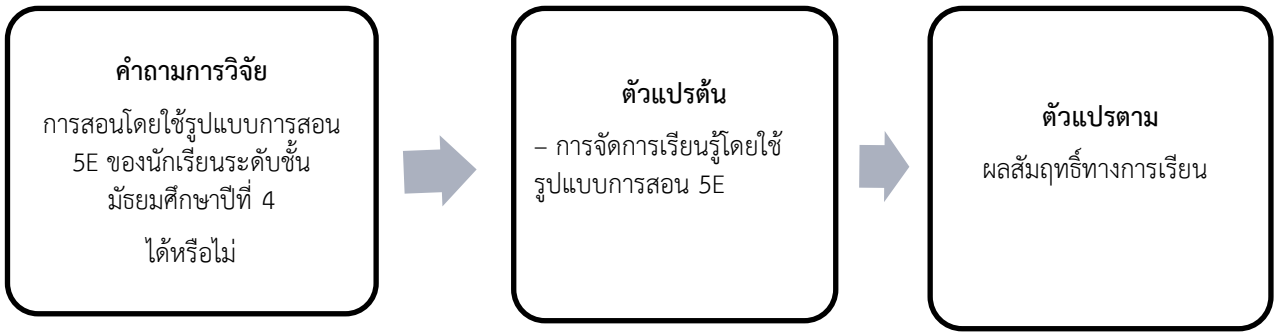
งานวิจัยที่เกี่ยวข้อง

ธัญรชนก บุญส่ง (2561) ผลวิจัยพบว่า 1) ชุดการสอนตามกระบวนการเรียนแบบสืบเสาะหาความรู้ เรื่องงานและพลังงาน สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3 มีประสิทธิภาพตามเกณฑ์เท่ากับ 81.46/80.24 ซึ่งเป็นไปตามเกณฑ์ที่กำหนดไว้ 2) ผลสัมฤทธิ์ทางการเรียนหลังสูงกว่าก่อนเรียนโดยมีค่าคะแนนเฉลี่ยก่อนเรียนเท่ากับ 15.98 และค่าคะแนนเฉลี่ยหลังเรียน เท่ากับ 24.07 มีความแตกต่างอย่างมีเลขนัยสำคัญทางสถิติที่ระดับ .05 และ 3) ความพึงพอใจของนักเรียนที่มีแต่ชุดการสอนตามกระบวนการ การเรียนแบบสืบเสาะหาความรู้ เรื่องงานและพลังงาน สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3 อยู่ในระดับมาก ($\overline{X}$ =4.14)

Senol Sen (2560) ผลของกิจกรรมการเรียนรู้แบบสืบเสาะหาความรู้ 5E ต่อผลสัมฤทธิ์ทางการเรียนและเจตคติต่อวิชาเคมีของนักเรียน การศึกษานี้ใช้การออกแบบกลุ่มควบคุมที่เทียมกันในการวิจัยกึ่งทดลอง นักศึกษาระดับปริญญาตรีจำนวน 34 คน (ชาย 8 คน และหญิงคน) ในการเข้าร่วมการศึกษาโดยสมัครใจ กิจกรรมการเรียนรู้แบบสืบเสาะหาความรู้ SE ใช้กับกลุ่มทดลอง และกิจกรรมดั้งเดิมแบบบรรยายถกนำไปใช้กับกลุ่มควบคม ทั้งสองกลุ่มสอน โดยอาจารย์คนเดียวกันและใช้หนังสือชดเดียวกัน การทดสอบแนวคิดสมดลเคมี (CECT) และทัศนคติต่อวิสามัญชีรายชื่อเคมี (ASCI) ถกนำไปใช้กับทั้งสองกลุ่มเป็นแบบทดูสอบก่อนและหลังการทดสอบ ผลการวิจัยพบว่ากิจกรรมการเรียนรู้แบบสืบเสาะหาความรู้ 5E มีประสิทธิผลในการยกระดับผลสัมฤทธิ์ทางการเรียนในสภาวะสมดลเคมีได้ดีกว่ากิจกรรมแบบบรรยาย นอกจากนี้ยังพบว่าไม่มีนัยสำคัญทางสถิติค่าเฉลี่ยความแตกต่างระหว่างกลุ่มทดลองและกลุ่มควบคมที่เกี่ยวกับเจตคติต่อวิชา

งานวิจัยในชั้นเรียน

การวิจัยในชั้นเรียน คือ กระบวนการแสวงหาความรู้อัน เป็นความจริงที่เชื่อถือได้ในเนื้อหาเกี่ยวกับ การพัฒนาการจัดการ



เรียนการสอน เพื่อการพัฒนาการเรียนรู้ของ นักเรียนในบริบทของชั้นเรียน การวิจัยใน ชั้นเรียนมีเป้าหมายสำคัญอยู่ที่การพัฒนางาน การจัดการเรียนการ สอนของครู ลักษณะของ การวิจัยเป็นการ วิจัยเชิงปฏิบัติการ (Action Research) คือ เป็นการวิจัยควบคู่ไปกับการปฏิบัติงานจริง โดยมีครูเป็นทั้งผู้ผลิต งานวิจัย และผู้บริโภคผลการวิจัย หรือกล่าวอีกนัยหนึ่งคือครูเป็น นักวิจัยในชั้นเรียนครู นักวิจัยจะตั้งคำถามที่มี ความหมายในการพัฒนาการจัดการเรียนการสอน แล้วจะวาง แผนการปฏิบัติงานและการวิจัย หลักจากนั้นครูจะดำเนินการการจัดการเรียนการสอนไปพร้อมๆ กับทำการ จัดเก็บข้อมูลตาม ระบบข้อมูลที่ได้วางแผนการ วิจัยไว้ นำข้อมูลที่ได้มาวิเคราะห์สรุปผลการวิจัย นำผลการวิจัยไป ใช้ในการพัฒนาการจัดการเรียนการสอน แล้วจะพัฒนาข้อความรู้ที่ได้นั้นต่อไปให้มีความถูกต้องเป็นสากลและ เป็นประโยชน์มากยิ่งขึ้นต่อการ พัฒนาการเรียนการสอนเพื่อการพัฒนานักเรียนของครูให้มีคุณภาพยิ่งๆ ขึ้นไป โดยทั่วไปแล้วประชากร เป้าหมายของการวิจัยในชั้นเรียนจะถูกจำกัดเป็นกลุ่มนักเรียนในความรับผิดชอบ ของครูนักวิจัยเท่านั้น และข้อความรู้ที่ได้มักจะมีความเฉพาะคือจะเกี่ยวกับสภาพปัญหาและผลการพัฒนา นักเรียนในชั้นเรียนของครู นักวิจัยเป็นสำคัญ (ศศิวิมล สนิทบุญ,2560)

กรอบแนวคิดของการวิจัย

วิธีดำเนินการวิจัย เป็นการวิจัยในชั้นเรียน

กลุ่มเป้าหมาย

นักเรียนชั้นมัธยมศึกษาปีที่ 4/11 จำนวน 44 คน โรงเรียนกัลยาณวัตร ตำบลในเมือง อำเภอเมืองขอนแก่น จังหวัดขอนแก่น ภาคเรียนที่ 1 ปีการศึกษา 2565

เครื่องมือที่ใช้ในการวิจัย

1.เครื่องมือที่ใช้ในการทดลอง

- แผนการจัดการเรียนรู้หน่วยการเรียนรู้ที่ 2 แผนการจัดการเรียนรู้ที่ 8 เรื่องตารางธาตุและสมบัติของธาตุหมู่หลัก
- สื่อการประกอบการเรียนรู้

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

- แบบทดสอบวิชาวิทยาศาสตร์กายภาพ1 เรื่องตารางธาตุและสมบัติของธาตุหมู่หลัก

การเก็บรวบรวมข้อมูล

ในการวิจัยครั้งนี้ การเก็บรวบรวมข้อมูล ผู้วิจัยได้รวบรวมข้อมูลกับนักเรียนชั้นมัธยมศึกษาปีที่ 4/11 จำนวน 44 คน โรงเรียนกัลยาณวัตร ตำบลในเมือง อำเภอเมืองขอนแก่น จังหวัดขอนแก่น ภาคเรียนที่ 1 ปีการศึกษา 2565 โดยจะเก็บข้อมูลและปรับปรุง เป็นระยะเพื่อนำข้อมูลสะท้อนผลการดำเนินการ ซึ่งอาศัยเครื่องมือ ดังนี้

1. ดำเนินการจัดกิจกรรมการเรียนการสอนตามแผนการจัดการเรียนรู้ วิชาวิทยาศาสาตร์กายภาพ1 เรื่อง เรื่องตารางธาตุและสมบัติของธาตุหมู่หลัก เวลา 6 ชั่วโมง ดังนี้ ดำเนินการจัดการเรียนรู้ จำนวน 1 แผนการเรียนรู้ โดยมีรายละเอียด ดังนี้

หน่วยการเรียนรู้ที่	แผนการจัดการเรียนรู้	เนื้อหา/จำนวนชั่วโมง
หน่วยการเรียนรู้ที่ 2	แผนการจัดการเรียนรู้ 8	ตารางธาตุและสมบัติของธาตุหมู่หลัก

2. แบบการประเมินโดยการทดสอบก่อนเรียน (Pre-Test) หลังเรียน (Post-Test) เป็นการประเมินความรู้ก่อนเรียนเพื่อปรับเนื้อหาความรู้ก่อนสอนให้กับนักเรียน และมีการสอบหลังเรียนเพื่อดูผลสัมฤทธิ์หลังการสอนว่านักเรียนมีการพัฒนาขึ้นมากน้อยเพียงใด

การวิเคราะห์ข้อมูล

ผู้พัฒนาดำเนินการวิเคราะห์ข้อมูลตามตัวแปรที่ศึกษาดังนี้

ข้อมูลเชิงปริมาณ ได้แก่ ข้อมูลที่ได้จากการทดสอบก่อนเรียน (Pre-Test) หลังเรียน (Post-Test) แล้วนำมาวิเคราะห์เกี่ยวกับสภาพการเรียนการสอน และเสนอแนะที่ได้จากผู้ร่วมวิจัย เพื่อการพัฒนาปรับปรุงแก้ไขในการสอนครั้งต่อไป

กระบวนการวิจัยเชิงปฏิบัติการในชั้นเรียน

การในชั้นเรียนในการพัฒนาวิจัยครั้งนี้ได้ดำเนินการตามขั้นตอนดังนี้

1.ขั้นวางแผน (Plan) วิเคราะห์ ศึกษาสภาพปัญหา การจัดการเรียนการสอนกลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยี ศึกษาวิเคราะห์หลักสูตรกลุ่มสาระการเรียนรู้วิทยาศาสตร์และเทคโนโลยี โครงสร้างหลักสูตรวิชาเพิ่มเติม เพื่อจำแนกกระบวนการเรียนรู้วิทยาศาสตร์ กำหนดมาตรฐานการเรียนรู้และตัวชี้วัด การวัดและการประเมินผล โดยอิงหลักสูตรสาระกาเรียนรู้เกี่ยวกับวิทยาศาสตร์โดยละเอียด กำหนดหน่วยการเรียนรู้ และเนื้อหาย่อยโดยละเอียด ศึกษาหลักการทฤษฎี วิธีการ และเทคนิคการสอนจากเอกสารต่างๆ และงานศึกษาที่เกี่ยวข้อง และเขียนแผนการจัดการเรียนรู้

2. การปฏิบัติตามแผน (Action) การออกแบบพัฒนาแผนการจัดการเรียนรู้ กิจกรรมการเรียนรู้ และวิธีการเรียนรู้โดยครูผู้สอนได้นำไปให้ผู้เชี่ยวชาญตรวจสอบความถูกต้องของเนื้อหาจุดประสงค์แล้วนำมาปรับปรุง ได้ฉบับสมบูรณ์แล้วนำไปพัฒนากลับกลุ่มเป้าหมาย ซึ่งมีกรอบเนื้อหาการเรียนรู้ดังนี้ผู้วิจัยได้เลือกวิจัยชั้นเรียนในรายวิชาวิทยาศาสตร์กายภาพ1 เรื่องตารางธาตุและสมบัติของธาตุหมู่หลัก ของนักเรียนชั้นมัธยมศึกษาปีที่ 4/11 โดยใช้รูปแบบการสอน 5E เรื่องตารางธาตุและสมบัติของธาตุหมู่หลัก เวลา 6 ชั่วโมง ดังนี้

- แผนการจัดการเรียนรู้ที่ 8 เรื่องตารางธาตุและสมบัติของธาตุหมูหลัก

ดำเนินการพัฒนาตามแผนการจัดการเรียนรู้ตามที่กำหนด โดยใช้กับนักเรียนชั้นมัธยมศึกษาปีที่ 4/11 จำนวน 44 คน โรงเรียนกัลยาณวัตร ตำบลในเมือง อำเภอเมืองขอนแก่น จังหวัดขอนแก่น ภาคเรียนที่ 1 ปีการศึกษา 2565 เก็บรวบรวมข้อมูลต่างๆ ที่เกี่ยวข้องที่ได้จากวิจัย

3. การสังเกตตรวจสอบผลจากการปฏิบัติตามแผน (Observe) การประเมินความรู้การทดสอบก่อนเรียน (Pre-Test) หลังเรียน (Post-Test) โดยใช้รูปแบบการสอน 5E

4. การสะท้อนผลหลังจากการปฏิบัติงานให้ผู้ที่มีส่วนร่วมได้วิพากษ์วิจารณ์ ซึ่งนำไปสู่การปรับปรุงแก้ไขการปฏิบัติงานต่อไป (Reflect) โดยใช้รูปแบบการสอน 5E

1. การสื่อสารเรียบเรียงคำพูดบางคำควรให้มีความชัดเจน
2. เนื้อหาแบบฝึกหัดบางข้อคำตอบสามารถตอบได้หลายแบบให้เฉลยให้ครอบคลุม
3. ควรเพิ่มการทดลองเพื่อให้นักเรียนจะได้มีความเข้าใจในบทเรียนมากขึ้นเพราะจะได้ลงมือปฏิบัติ

สรุปผลการวิจัย

ผลการวิจัยศึกษาผลสัมฤทธิ์ทางการเรียนวิทยาศาสตร์กายภาพ1 เรื่องตารางธาตุและสมบัติของธาตุหมู่หลักโดยใช้รูปแบบการสอน 5E สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 4 พบว่า ผลสัมฤทธิ์ทางด้านการเรียน เรื่องตารางธาตุและสมบัติของธาตุหมู่หลัก ก่อนเรียนและหลังเรียน แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยมีคะแนนเฉลี่ยหลังเรียน ($\overline{X}$ = 14.93 , S.D = 2.58) สูงกว่าคะแนนเฉลี่ยก่อนเรียน ($\overline{X}$ = 8.70 , S.D = 5.38) หลังได้รับการเรียนรู้โดยใช้รูปแบบการสอน 5E แสดงว่าผู้เรียนมีผลสัมฤทธิ์ทางรายวิชาวิทยาศาสตร์กายภาพ1 เรื่องตารางธาตุและสมบัติของธาตุหมู่หลัก หลังเรียนเพิ่มมากขึ้นจากก่อนเรียน

อภิปรายผล

จากการศึกษาผลสัมฤทธิ์ทางการเรียนวิทยาศาสตร์กายภาพ1 เรื่องตารางธาตุและสมบัติของธาตุหมู่หลักโดยใช้รูปแบบการสอน 5E สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 4 พบว่า ผลสัมฤทธิ์ทางด้านการเรียน เรื่องตารางธาตุและสมบัติของธาตุหมู่หลัก ก่อนเรียนและหลังเรียน แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยมีคะแนนเฉลี่ยหลังเรียน ($\overline{X}$ = 14.93 , S.D = 2.58) สูง

กว่าคะแนนเฉลี่ยก่อนเรียน ($\overline{X}$ = 8.70 , S.D = 5.38) หลังได้รับการเรียนรู้โดยใช้รูปแบบการสอน 5E แสดงว่าผู้เรียนมีผลสัมฤทธิ์ทางรายวิชาวิทยาศาสตร์กายภาพ1 เรื่องตารางธาตุและสมบัติของธาตุหมู่หลัก หลังเรียนเพิ่มมากขึ้นจากก่อนเรียน เนื่องจากการใช้รูปแบบการสอนแบบ 5E เป็นแนวทางการจัดการเรียนรู้แบบสืบเสาะหาความรู้ (5E) มีขั้นตอนการจัดการเรียนรู้ทั้งหมด 5 ขั้นตอนคือ ขั้นที่ 1 ขั้นสร้างความสนใจ ขั้นที่ 2 ขั้นสำรวจและค้นหา ขั้นที่ 3 ขั้นอธิบายและลงข้อสรุป ขั้นที่ 4 ขั้นขยายความรู้ ขั้นที่ 5 ขั้นประเมิน พบว่าสิ่งที่ควรเน้นในการจัดการเรียนรู้ คือ ครูควรเริ่มต้นด้วยการทบทวนความรู้ก่อน เพื่อให้นักเรียนมีพื้นฐานที่ดีในการนำความรู้เดิมไปเชื่อมโยงจนเกิดความรู้ใหม่ อีกทั้งยังช่วยลดความคลาดเคลื่อนในการวัดทักษะการคิดเชิงคำนวณของนักเรียนอีกด้วย และครูควรเลือกใช้สถานการณ์ที่อยู่ในชีวิตประจำวันของนักเรียนเพื่อให้นักเรียนมีความกระตือรือร้น ให้ความสนใจมากยิ่งขึ้น

ซึ่งสอดคล้องกับงานวิจัยของ กิตติกรณ์ หงส์ยิ้ม (2560) การวิจัยครั้งนี้เพื่อเปรียบเทียบผลสัมฤทธิ์ทางการเรียนและคะแนนพัฒนาการ ต่อการเรียน ระหว่างกลุ่มตัวอย่างที่ได้รับการเรียนรู้เชิงรุก (Active learning) และกลุ่มตัวอย่างที่ ได้รับการเรียนรู้แบบวัฏจักรสืบเสาะหาความรู้ (5E) ในรายวิชาชีววิทยา เรื่อง การหายใจระดับเซลล์ กลุ่มตัวอย่างที่ใช้ในการวิจัยประกอบด้วยนักเรียนชั้นมัธยมศึกษาปี ที่ 4 จำนวน 2 ห้องเรียน แผนการเรียนวิทยาศาสตร์และคณิตศาสตร์ โรงเรียนคณะราษฎร์บำรุงปทุมธานีอำเภอเมืองจังหวัด ปทุมธานี ภาคเรียนที่ 1 ปี การศึกษา 2560 ทั้งสองกลุ่มได้มาโดยการเลือกแบบเจาะจง (Purposive Sampling) ซึ่งประกอบไปด้วยมัธยมศึกษาปี ที่ 4 ห้อง 2 ได้รับการจัดการเรียนรู้เชิงรุกและ มัธยมศึกษาปี ที่ 4 ห้อง 3 ได้รับการจัดการเรียนรู้วัฏจักรการสืบเสาะหาความรู้ ซึ่งเป็นห้องที่ผู้วิจัย รับผิดชอบสอน เครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1) แผนการจัดการเรียนรู้เชิงรุกและแผนการจัดการ เรียนรู้วัฏจักรการสืบเสาะหาความรู้ อย่างละ 6 แผน 2) แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน จำนวน 40 ข้อ 3) แบบสังเกตพฤติกรรมการสอนของครูและแบบสังเกตพฤติกรรมการเรียนของ นักเรียน 4) แบบบันทึกภาคสนาม ผลการวิจัยพบว่า (1) นักเรียนชั้นมัธยมศึกษาปี ที่ 4 ห้อง 3 ที่ได้รับการจัดการเรียนรู้แบบวัฏจักรสืบ เสาะหาความรู้ 5E มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่านักเรียนชั้นมัธยมศึกษาปี ที่ 4 ห้อง 2 ที่ ได้รับการจัดการเรียนรู้เชิงรุกอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (2) นักเรียนชั้นมัธยมศึกษาปี ที่ 4 ห้อง 2 ที่ได้รับการจัดการเรียนรู้เชิงรุกมีคะแนนพัฒนาการไม่แตกต่างกันกับนักเรียนชั้นมัธยมศึกษา ปี ที่ 4 ห้อง 3 ที่ได้รับการจัดการเรียนรู้แบบวัฏจักรสืบเสาะหาความรู้ 5E อย่างมีนัยสำคัญทางสถิติที่ ระดับ .05 (3) นักเรียนชั้นมัธยมศึกษาปี ที่ 4 ห้อง 2 ที่ได้รับการจัดการเรียนรู้เชิงรุกมีทักษะในการ กระตือรือร้นในการถามคำถาม การตอบคำถาม การแบ่งปันข้อมูลระหว่างเพื่อนร่วมกลุ่มและเพื่อน ต่างกลุ่ม การแบ่งหน้าที่รับผิดชอบงานในกลุ่มมากกว่านักเรียนชั้นมัธยมศึกษาปี ที่ 4 ห้อง 3 ที่ได้รับ การจัดการเรียนรู้แบบวัฏจักรสืบเสาะหาความรู้ (5E)

ข้อเสนอแนะ

ข้อเสนอแนะในการนำไปใช้

1 การจัดการเรียนรู้โดยใช้รูปแบบการสอนแบบ 5E ในเรื่องเรื่องตารางธาตุและสมบัติของธาตุหมูหลักซึ่งพบว่าผลสัมฤทธิ์ของนักเรียนเพิ่มขึ้น ดังนั้นควรที่จะนำไปปรับใช้กับบทเรียนอื่น

2 ควรให้ระยะเวลาสำหรับนักเรียนได้คิดทบทวนก่อนที่จะผ่านไปดำเนินกิจกรรมอื่น

3 ครูผู้สอนต้องมีความพยายามตั้งประเด็นคำถามหรือสถานการณ์ให้ได้ เพื่อให้นักเรียนได้เกิดความสงสัย และค้นคว้าหาคำตอบด้วยตนเอง เพื่อนำไปสู่การตั้งประเด็นคำถาม

ข้อเสนอแนะในการวิจัยครั้งต่อไป

1 ควรมีการพัฒนาการคิดวิเคราะห์ในรูปแบบการสอนแบบ 5E ใช้ปัญหาเป็นฐานไปใช้กับกลุ่มสาระการเรียนรู้อื่น ในระดับชั้นเรียนอื่น หรือปรับใช้ได้ตามความเหมาะสมและสถานการณ์

2 ควรมีการพัฒนาทักษะทางด้านอื่น เช่น การคิดสร้างสรรค์ คิดวิเคราะห์ โดยใช้รูปแบบการสอนแบบ 5E

3 ควรมีการจัดกิจกรรมการเรียนรู้ควรมีวิธีการจัดกิจกรรมการเรียนรู้ สื่อและแหล่งเรียนรู้ที่หลากหลาย โดยเพิ่มทักษะปฏิบัติการเพื่อให้เด็กได้ลงมือทดลองจริง

4. ควรใช้รูปแบบการจัดการเรียนการสอนร่วมกับการใช้นวัตกรรมอื่นๆ

กิตติกรรมประกาศ

งานวิจัยเล่มนี้จัดทำขึ้นเพื่อรายงานการวิจัยเรื่อง ผลสัมฤทธิ์ทางการเรียนรายวิชาวิทยาศาสตร์กายภาพ 1 เรื่องตารางธาตุและสมบัติของธาตุหมู่หลักโดยใช้รูปแบบการสอน 5E สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนกัลยาณวัตร จังหวัดขอนแก่นสำเร็จลุล่วงไปได้ด้วยความกรุณา ของมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น ที่สนับสนุนงานศึกษาครั้งนี้ ทำให้ผู้วิจัยสามารถทำการวิจัยได้สำเร็จลุล่วงด้วยดี ผู้วิจัยรู้สึกซาบซึ้งและขอกราบขอบพระคุณเป็นอย่างสูงมา ณ โอกาสนี้

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การพัฒนารูปแบบการนิเทศที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสารสำหรับครูระดับประถมศึกษาโรงเรียนเอกชนในจังหวัดขอนแก่น

Supervision Model Development to Enhance English Language for Communication Learning Management Competency for Primary Private School Teachers in KhonKaen

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บทคัดย่อ

วิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1)ศึกษาสภาพปัจจุบัน และสภาพพึงประสงค์ของการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น 2) พัฒนารูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร 3)นำรูปแบบการนิเทศไปใช้ และ 4)ประเมินผลการใช้รูปแบบการนิเทศ ผลการวิจัยพบว่า 1) สภาพปัจจุบันของการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โดยรวมมีการปฏิบัติอยู่ในระดับมาก สภาพพึงประสงค์ด้านการนิเทศอยู่ในระดับมากที่สุด ครูมีการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร อยู่ในระดับ ปานกลาง และครูมีความต้องการในการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร อยู่ในระดับมากที่สุด 2) รูปแบบการนิเทศที่พัฒนาขึ้น มี 5 องค์ประกอบ ได้แก่ หลักการ วัตถุประสงค์ กระบวนการนิเทศ การประเมินผล และเงื่อนไขการนำรูปแบบไปใช้ 3)ผลการใช้รูปแบบการนิเทศ พบว่า หลังการใช้รูปแบบการนิเทศครูมีความรู้ความเข้าใจเกี่ยวกับการจัดการเรียนภาษาอังกฤษเพื่อการสื่อสารสูงกว่าก่อนใช้รูปแบบ ครูมีความสามารถด้านการเขียนแผนการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร อยู่ในระดับมากที่สุด 4)ผลการประเมินรูปแบบการนิเทศ พบว่า ความพึงพอใจของครู ต่อรูปแบบการนิเทศ อยู่ในระดับมากที่สุด

คำสำคัญ การพัฒนารูปแบบการนิเทศ, สมรรถนะ, การจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร

Abstract

This research was purposed 1) to study current state and desirable conditions for supervision to Enhance English Language for Communication Learning Management Competency for Primary Private School Teachers in Khon Kaen 2) to develop the supervision model 3)to study the results of applying the supervision model and 4) to assess the model .It was found that the current state was at a high level and desirable conditions were presented at the highest level,the current state and desirable conditions of English Language for Communication Learning Management Competency was at a middle level and desirable conditions were presented at the highest level 2) the Supervision Model which consists of (1) principles of supervision model; (2) objectives of the model; (3) supervision process (4) the evaluation of supervision model; and (5) using conditions. 3)The results of the supervision model indicated that: (1) the result of knowledge and understanding test of teachers in English Language for Communication Learning Management was higher than before the supervision was provided; (2) the result of designing lesson plans of the supervising teachers was at the highest , as well as, the teachers gained more knowledge; 4) the result of the teachers' satisfaction towards the supervision model was in the highest level, in overall.

Keywords: Supervision Model, Teacher Competency, Learning Management, English Language for Communication

บทนำ

กระแสโลกาภิวัตน์และความเปลี่ยนแปลงของโลกที่เกิดขึ้นอย่างรวดเร็ว โดยเฉพาะในด้านวิทยาการทางเทคโนโลยีทำให้แต่ละประเทศไม่สามารถอยู่ได้โดยลำพังจำเป็นต้องร่วมมือและพึ่งพาอาศัยซึ่งกันและกันและมีการติดต่อสื่อสารกันมากขึ้น การจัดการศึกษาในปัจจุบัน มุ่งเน้น การสร้างทรัพยากรบุคคลให้มีความรู้ ทักษะและความสามารถที่จำเป็นต่อการดำรงชีวิตในศตวรรษที่ 21 (21st Century Skills) โดยครอบคลุมทักษะชีวิต ทักษะอาชีพ ทักษะด้านศีลธรรมจรรยาบรรณ และ ทักษะภาษาต่างประเทศ ส่งเสริมการคิดสร้างสรรค์นวัตกรรมและผลผลิตใหม่ ๆ การใช้เทคโนโลยีและ ข้อมูลข่าวสารเป็นตัวขับเคลื่อน และคนไทยในยุคนี้จำเป็นต้องมีทักษะความเป็นนานาชาติ (Internationalization Skills) อันเป็นความรู้ความสามารถในการดำรงชีวิตอยู่ในสังคมโลกที่เชื่อมโยงถึงกัน

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ได้ รู้และเข้าใจความแตกต่างของบุคคลต่างวัฒนธรรม ต่างกระบวนทัศน์ (Cross-cultural Understanding) แลกเปลี่ยนเรียนรู้ข้อมูล ข่าวสาร และสามารถปฏิบัติงานร่วมกันได้ ภาษาอังกฤษ จึงมีบทบาทสำคัญเป็นอย่างยิ่งในฐานะภาษาสากล (English as Global Language) ที่นิยมใช้ ติดต่อสื่อสารกันในสังคมโลกและนับเป็นเครื่องมือที่ใช้ในการเข้าถึงผู้คนบนโลกได้

แม้การศึกษาของไทยจะให้ความสำคัญกับภาษาอังกฤษและจัดให้มีหลักสูตรวิชาภาษาอังกฤษสอนในโรงเรียนตั้งแต่ระดับการศึกษาขั้นพื้นฐาน แต่การจัดเรียนการสอนภาษาอังกฤษของไทยนับว่ายังไม่ประสบความสำเร็จเท่าที่ควร เห็นได้จากผลสัมฤทธิ์การเรียนภาษาอังกฤษของผู้เรียน ยังไม่อยู่ในระดับที่พึงพอใจนัก โดยเฉพาะปัญหาด้านทักษะการสื่อสารภาษาอังกฤษได้อย่างมีประสิทธิภาพ เห็นได้จากการจัดอันดับคุณภาพการศึกษาของไทยกับนานาชาติและกระบวนการที่เป็นองค์ประกอบทางการพัฒนาคุณภาพการศึกษาล้วนมีแนวโน้มตกต่ำ เห็นได้จากการจัดอันดับทักษะความสามารถด้านภาษาอังกฤษ (English Proficiency Index - EPI) และการทดสอบ TOEFL ของบริษัท Education First ซึ่งเป็นผู้นำด้านการเรียนต่อต่างประเทศและการแลกเปลี่ยนวัฒนธรรมทั่วโลก พบว่า ประเทศไทยอยู่ในกลุ่มที่มีระดับทักษะทางภาษาที่ต่ำมาก โดยไทยได้คะแนนเฉลี่ย 44.44 ได้อันดับที่ 55 จาก 60 ประเทศ ซึ่งผลการสำรวจนี้สอดคล้องกับผลการทดสอบ โครงการประเมินผลนักเรียนนานาชาติ (PISA) ที่นักเรียนไทยมีคะแนนภาษาอังกฤษลดลง (ผู้จัดการรายวัน, 2557) และสอดคล้องกับข้อมูลการเปรียบเทียบสัดส่วนการใช้ภาษาอังกฤษสื่อสารของประเทศในอาเซียน พบว่า คนไทยที่สื่อสารด้วยภาษาอังกฤษได้มีเพียง 10 % เท่านั้น ซึ่งทำให้ไทยอยู่ในอันดับที่ 5 จาก 10 ประเทศในอาเซียน คือ คนไทย 63.03 ล้านคน ใช้ภาษาอังกฤษ 6.54 ล้านคน คิดเป็น 10% หากเปรียบเทียบคะแนน TOEFL ของบัณฑิตจากประเทศอาเซียน พบว่า ไทยมีคะแนนเฉลี่ยของบัณฑิตต่ำกว่า 500 คะแนน ซึ่งอยู่ในระดับเดียวกับบัณฑิตจากประเทศลาว

จากข้อมูลคุณภาพการจัดการศึกษาและความสามารถการใช้ภาษาอังกฤษของคนไทยข้างต้นสะท้อนให้เห็นถึงกระบวนการพัฒนาทักษะภาษาอังกฤษของคนไทยยังไม่มีประสิทธิภาพ กระทรวงศึกษาธิการจึงได้มีนโยบายในการปฏิรูปการศึกษาของประเทศโดยยกระดับการใช้ภาษาอังกฤษในสถานศึกษาให้เป็นรูปธรรม และการพัฒนาระบบตรวจสอบและประเมินคุณภาพการศึกษาเพื่อให้กระบวนการประเมินคุณภาพของสถานศึกษาทั้งภายในและภายนอกมีความสอดคล้องกัน มีกลไกการประเมินที่มีประสิทธิภาพ ปรับปรุงระบบการนิเทศครูและสถานศึกษาขั้นพื้นฐานให้เข้มข้นและเป็นรูปธรรม (กระทรวงศึกษาธิการ. 2559 :42-46)

แนวทางการสอนภาษาอังกฤษตั้งแต่ทศวรรษที่ 1970 เป็นต้นมา เชื่อว่าความสามารถทางภาษาของมนุษย์ไม่ได้ขึ้นอยู่กับความถูกต้องของระบบภาษาและหลักทางภาษาที่มนุษย์ใช้แต่อย่างเดียว แต่ยังขึ้นอยู่กับทักษะความสามารถในการใช้ภาษาอังกฤษสื่อสารได้อย่างเหมาะสมอีกด้วย (อรุณี วิริยะจิตรา และคณะ, 2555) จากแนวคิดของ Dell Hymes นักภาษาศาสตร์เชิงสังคมชาวอเมริกันได้ให้ความสำคัญเกี่ยวกับสมรรถนะทางการสื่อสาร มุ่งเน้นให้ผู้เรียนภาษาสามารถใช้ภาษาสื่อสารในสถานการณ์ต่าง ๆ ได้อย่างถูกต้องและเหมาะสมกับบริบททางสังคม ทำให้ผู้เรียน ได้รับความรู้ทางภาษาและเกิดทักษะทางภาษาไปในเวลาพร้อมๆ กันได้ (Richards & Rodgers, 2002) นับเป็นพื้นฐานสำคัญของการสอนภาษาแนวสื่อสารในยุคนี้ โดยเป้าหมายของการสอนภาษาที่สองหรือภาษาต่างประเทศตามแนวคิดการสอนภาษาเพื่อการสื่อสาร ก็คือ ผู้เรียนสามารถสื่อสาร ภาษาเป้าหมายได้อย่างมีประสิทธิภาพ (Larsen-Freeman, 2000) วิธีการสอนภาษามุ่งพัฒนาผู้เรียน ให้มีความสามารถสื่อสารตามสถานการณ์ในการใช้ภาษาจริง มากกว่ามุ่งเน้นการสอนรูปแบบหรือ โครงสร้างภาษาเพียงอย่างเดียว วิธีการสอนภาษาแนวสื่อสาร (Communicative Language Teaching: CLT) เป็นวิธีสอนภาษาอังกฤษที่เกิดขึ้นในช่วงของการปรับเปลี่ยนกระบวนทัศน์ครั้งสำคัญของวงการสอนภาษาในศตวรรษที่ 20 ซึ่งแนวคิดเกี่ยวกับวิธีการสอนภาษาอังกฤษเพื่อการสื่อสารนี้ เป็นที่ยอมรับกันอย่างกว้างขวางมาจนถึงปัจจุบัน ทั้งนี้ วิธีการสอนภาษาอังกฤษแนวสื่อสารเริ่มเกิดขึ้น เมื่อประมาณปลาย ค.ศ. 1960 เป็นจุดเปลี่ยนสำคัญของวงการการสอนภาษาในอังกฤษ (British Language Teaching Tradition) นักภาษาศาสตร์ประยุกต์ชาวอังกฤษต่างมีความเห็นว่า ควรมุ่งเน้นการสอนภาษาเพื่อผลสัมฤทธิ์ทางการสื่อสาร (Communicative Proficiency) มากกว่าการสอนภาษาเพื่อความรอบรู้เฉพาะโครงสร้างทางภาษา (Mastery of Structures) ในปี ค.ศ. 1972 Wilkins ได้นำเสนอนิยามความหมายของภาษาเพื่อการใช้งานและ การสื่อสาร (Functional or Communicative Definition of Language) ซึ่งถือเป็นพื้นฐานสำคัญอย่างยิ่งต่อการพัฒนาหลักสูตรการสอนภาษาอังกฤษแนวสื่อสารและได้มีส่วนช่วยให้เห็นถึง ความหมายของการสื่อสารที่แท้จริง ที่ผู้เรียนภาษาควรมีความเข้าใจและสามารถสื่อสารออกมาได้นอกเหนือจากการเรียนรู้ภาษาผ่านระบบของไวยากรณ์และคำศัพท์แบบดั้งเดิม ทำให้แนวคิดเกี่ยวกับวิธีการสอนภาษาแนวสื่อสาร เป็นที่ยอมรับกันอย่างรวดเร็วในวงการนักภาษาศาสตร์ชาวอังกฤษ และ ได้แผ่ขยายครอบคลุมไปทั้งอังกฤษและอเมริกา โดยเรียกการสอนแนวนี้ว่าเป็นหลักการสอน (An Approach) มากกว่าวิธี การสอน (A method) และมีจุดมุ่งหมายสำคัญของการสอนภาษา 2 ประการ ได้แก่ (1) เพื่อสร้างสมรรถนะทางการสื่อสาร (Communicative Competence) และ(2) เพื่อพัฒนากระบวนการสอนและวิธีการสอนภาษาทั้งสี่ทักษะ โดยเชื่อมโยงความรู้ทางภาษาและ การสื่อสารเข้าด้วยกัน (Richards & Rodgers, 2002)

การพัฒนาพฤติกรรมการจัดการเรียนรู้ของครู อาจทำได้หลายวิธี วิธีหนึ่งที่น่าจะส่งผลโดยตรงที่ทำให้ครูสามารถปรับปรุงการจัดการเรียนรู้ได้อย่างมีประสิทธิภาพ คือ กระบวนการนิเทศการสอน ดังที่ วัชรา เล่าเรียนดี ได้กล่าวไว้ว่า การนิเทศการสอนเป็นกระบวนการหนึ่งของการจัดการศึกษา ที่มุ่งปรับปรุงกระบวนการสอน กระบวนการเรียนรู้ในชั้นเรียน และส่งเสริมพัฒนาความ

เจริญก้าวหน้าในวิชาชีพครูอย่างต่อเนื่อง ซึ่งส่งผลโดยตรงต่อผลการเรียนรู้ของผู้เรียน ในการพัฒนาพฤติกรรมการจัดการเรียนการสอนต้องอาศัยวิธีการหลากหลาย และวิธีการหนึ่งที่จะช่วยเหลือครู ให้สามารถปรับปรุงและพัฒนาตนเอง พัฒนางานการจัดการเรียนการสอนในวิชาชีพของตนได้อย่างต่อเนื่องและเกิดประสิทธิภาพสูงสุดต่อผู้เรียน คือ การนิเทศการสอน ซึ่งอาจเป็นการนิเทศ รายบุคคลหรือวิธีการนิเทศกลุ่มที่สอดคล้องกับปัญหาและความต้องการของครู โดยใช้เทคนิค วิธีการนิเทศ ที่หลากหลาย เน้นความร่วมมือกันระหว่างบุคลากรในโรงเรียนเพื่อพัฒนาการจัดการเรียนการสอน

การนิเทศการศึกษาเป็นส่วนหนึ่งของการประกันคุณภาพการศึกษา ในมาตรฐานที่ 18 ที่ได้กำหนดให้สถานศึกษามีระบบการนิเทศการสอนและนำผลไปปรับปรุงการสอนอย่างสม่ำเสมอ (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2545) และเป็นส่วนหนึ่งกระบวนการที่ใช้ในการหาคุณภาพการจัดการเรียนรู้ของครู เพราะการนิเทศการสอนมีความสำคัญอย่างมากต่อการเพิ่มประสิทธิภาพให้กับครูและโรงเรียน การที่จะทำให้ผู้มีเรียนมีศักยภาพทางการเรียนสูงขึ้น ครูที่อยู่ในระบบการศึกษาจะต้องมีคุณภาพที่สูงขึ้นด้วย (วิชัย วงษ์ใหญ่, 2554) และสมรรถนะในการสอน มีความสัมพันธ์กับสมรรถนะในการนิเทศ ถ้าสมรรถนะการนิเทศสูงย่อมจะทำให้สมรรถนะในการสอนของครูพัฒนาสูงขึ้น เช่นเดียวกับครูที่มีความเชี่ยวชาญ (Expert Teacher) เท่านั้น จึงจะสามารถสร้างผู้เรียนที่เป็น Expert Learner (วัชรา เล่าเรียนดี, 2556)

ดังนั้นการนิเทศจึงมีความจำเป็นและสำคัญอย่างยิ่งในการจัดการศึกษาให้มีคุณภาพ ประสิทธิภาพซึ่งผู้นิเทศจึงต้องมีบทบาทสำคัญที่จะช่วยให้โรงเรียนประสบผลสำเร็จในภารกิจการพัฒนาคุณภาพการศึกษา ในการพัฒนาคุณภาพการศึกษาจะมุ่งเน้นที่การนิเทศการศึกษาในโรงเรียน (สิทธิชัย เวศสุวรรณ, 2541) เพราะการนิเทศเป็นการหน้าที่ของผู้บริหารร่วมกับครูในการพัฒนาการเรียนการสอนโดยเฉพาะอย่างยิ่งผู้บริหารโรงเรียนมีส่วนสำคัญอย่างยิ่งในการผลักดันให้การนิเทศภายในบรรลุผลและเป็นประโยชน์ต่อการปรับปรุงการเรียนการสอนในโรงเรียนให้มีประสิทธิภาพ (ชารี มณีศรี, 2542) รวมทั้งภารกิจการนิเทศการศึกษาจะช่วยให้ครูปรับปรุงพฤติกรรมการเรียนการสอนและส่งผลต่อการเรียนรู้ของผู้เรียน

จากรายงานผลการนิเทศเพื่อศึกษาสภาพการจัดการเรียนรู้ภาษาอังกฤษ ของโรงเรียนเอกชนและสภาพการนิเทศการจัดการเรียนการสอนภาษาอังกฤษในโรงเรียนเอกชนในจังหวัดขอนแก่น พบว่า การจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสารของครูผู้สอนยังไม่ประสบความสำเร็จ เนื่องจากครูผู้สอนส่วนมากไม่ได้จบเอกภาษาอังกฤษทำให้ครูผู้สอนมีความเชื่อมั่นในการจัดการเรียนรู้น้อย ส่วนมากจะสอนตามความรู้สึกของตนเอง ยังมีความรู้และความสามารถในด้านการจัดกิจกรรมการเรียนการสอนภาษาอังกฤษไม่เพียงพอ โดยเฉพาะอย่างยิ่งการจัดการเรียนการสอนภาษาอังกฤษเพื่อการสื่อสาร ซึ่งเป็นวิธีการสอนที่ส่งเสริมการใช้ภาษาอังกฤษในการสื่อสารที่แท้จริง ดังที่ได้กล่าวมาแล้วเบื้องต้นรวมถึง การนำนวัตกรรมใหม่ๆ และสื่อการสอนที่ทันสมัยมาใช้ในการจัดกิจกรรมการเรียนการสอน การจัดกิจกรรมทำตามรูปแบบของวิทยากรที่มาให้ความรู้ซึ่งได้รับการพัฒนาจากภาคเอกชนปีละ 1-2 วัน และไม่มีการนิเทศการนำความรู้ไปใช้อย่างต่อเนื่อง ทำให้การจัดการเรียนการสอนไม่ต่อเนื่องขาดความคิดสร้างสรรค์และการประยุกต์ใช้ภาษา และส่วนใหญ่จะเป็นการจัดการเรียนการสอนในห้องเรียน นักเรียนยังมีโอกาสในการใช้และแสดงออกด้านภาษาอังกฤษน้อย ส่วนด้านการนิเทศ ติดตามการจัดการเรียนการสอนของโรงเรียนพบว่ายังไม่มีประสิทธิภาพ เนื่องจาก โรงเรียนเอกชนไม่เคยมีศึกษานิเทศก์เลย ดังนั้นผู้นิเทศคือผู้บริหารโรงเรียน หรือหัวหน้าวิชาการ จะมีการนิเทศบ้างแต่ยังเป็นการนิเทศที่ไม่มีกระบวนการ ไม่มีรูปแบบที่ชัดเจน ไม่ต่อเนื่อง และยังขาดความรู้ความเข้าใจเกี่ยวกับการนิเทศการศึกษา (รายงานการนิเทศโรงเรียนเอกชนจังหวัดขอนแก่น สำนักงานศึกษาธิการจังหวัดขอนแก่น, 2561)

ดังนั้นผู้วิจัยซึ่งทำหน้าที่เป็นศึกษานิเทศก์ ได้ตระหนักถึงปัญหาและเล็งเห็นความสำคัญดังกล่าว จึงได้คิดค้นหารูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนการสอนภาษาอังกฤษเพื่อการสื่อสารโรงเรียนเอกชนจังหวัดขอนแก่น เพื่อพัฒนาครูในการจัดการเรียนรู้วิชาภาษาอังกฤษเพื่อการสื่อสารให้มีความเหมาะสมและมีประสิทธิภาพ และสามารถยกระดับคุณภาพการศึกษาได้อย่างแท้จริง เพื่อนำไปเป็นแนวทางในการพัฒนาการคุณภาพการศึกษาในด้านอื่นๆ ให้สูงยิ่งขึ้นในลำดับต่อไปให้มีความหลากหลายในการปฏิบัติงาน ให้เกิดความคล่องตัว และมีอิสระในการบริหารจัดการที่มีประสิทธิภาพ และเกิดประสิทธิผล อีกทั้งยัง เป็นการสร้างรากฐาน สร้างความเข้มแข็งให้สถานศึกษา ให้สามารถบริหารจัดการศึกษาได้อย่างมีคุณภาพได้มาตรฐานของการจัดการศึกษาต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน และสภาพพึงประสงค์ของการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น
2. เพื่อพัฒนารูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น
3. เพื่อนำรูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่นไปใช้

4. เพื่อประเมินผลการใช้รูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น

วิธีการดำเนินการวิจัย

การวิจัยครั้งนี้เป็นการวิจัยและพัฒนา โดยดำเนินการวิจัย 4 ระยะ มีรายละอียดดังต่อไปนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน ปัญหา สภาพพึงประสงค์ของการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชนจังหวัดขอนแก่น โดยการศึกษาวิเคราะห์และสังเคราะห์เอกสารต่าง ๆ ที่เป็นแนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้องกับการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โดยใช้วิธีการวิเคราะห์เนื้อหา และการสอบถามสภาพปัจจุบัน ปัญหา สภาพพึงประสงค์ของการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชนจังหวัดขอนแก่น กลุ่มเป้าหมาย ได้แก่ผู้บริหารโรงเรียน ครูหัวหน้าวิชาการ และครูผู้สอนระดับชั้นประถมศึกษาปีที่ 4 – 6 โรงเรียนเอกชนในจังหวัดขอนแก่น จำนวน 72 โรงๆละ5 คน รวมเป็น 360 คน เครื่องมือที่ใช้ในการวิจัย คือ แบบสอบถามที่มีค่า IOC 0.50 ขึ้นไป เก็บรวบรวมข้อมูล วิเคราะห์ข้อมูลโดยหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ระยะที่ 2 การพัฒนารูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสารโรงเรียนเอกชน จังหวัดขอนแก่น โดยผู้ทรงคุณวุฒิ จำนวน 9 คน ได้มา โดยการเลือกแบบเจาะจง ประกอบด้วย ผู้ทรงคุณวุฒิด้านบริหารการศึกษา จำนวน 2 คน ผู้ทรงคุณวุฒิด้านการนิเทศการศึกษา จำนวน 4 คน ผู้ทรงคุณวุฒิด้านการวิจัยการศึกษา จำนวน 2 คน และผู้ทรงคุณวุฒิด้านการจัดการเรียนรู้ จำนวน 2 คน โดยการจัดสนทนากลุ่ม (Focus Group) เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสนทนากลุ่ม (Focus Group Discussion) เพื่อตรวจสอบร่างรูปแบบรูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น เก็บรวบรวมข้อมูล วิเคราะห์ข้อมูลโดยหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ระยะที่ 3 การนำรูปแบบและคู่มือรูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่นไปใช้ในโรงเรียนที่อาสาสมัครเข้าร่วมการพัฒนา จำนวน 6 โรงเรียน โดยการประชุมให้ความรู้และชี้แจงการใช้รูปแบบและคู่มือการใช้รูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น โดยใช้คู่มือชุดฝึกอบรมครู เรื่องการสอนภาษาอังกฤษเพื่อการสื่อสาร และคู่มือการใช้รูปแบบการนิเทศ ครื่องมือที่ใช้ในการนำรูปแบบการนิเทศไปใช้ ได้แก่ แบบทดสอบความรู้ความเข้าใจของครู แบบประเมินแผนการจัดการเรียนรู้ของครู แบบประเมินการจัดการเรียนรู้ของครู และแบบประเมินความพึงพอใจต่อรูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสารโรงเรียนเอกชน จังหวัดขอนแก่น

ระยะที่ 4 การประเมินผลการใช้รูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น โดยการประเมินผลการใช้รูปแบบ ประกอบด้วย ความรู้ความเข้าใจเกี่ยวกับการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร และรูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น การออกแบบแผนการจัดการเรียนรู้ การจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร และความพึงพอใจของครูต่อรูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น ได้แก่ ผู้บริหาร หรือหัวหน้าวิชาการ และครูโรงเรียนที่อาสาสมัครเข้าร่วมการพัฒนา จำนวน 6 โรงเรียน เก็บรวบรวมข้อมูล วิเคราะห์ข้อมูลโดยหาค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

การพัฒนารูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น สามารถสรุปผลการวิจัย ได้ดังนี้

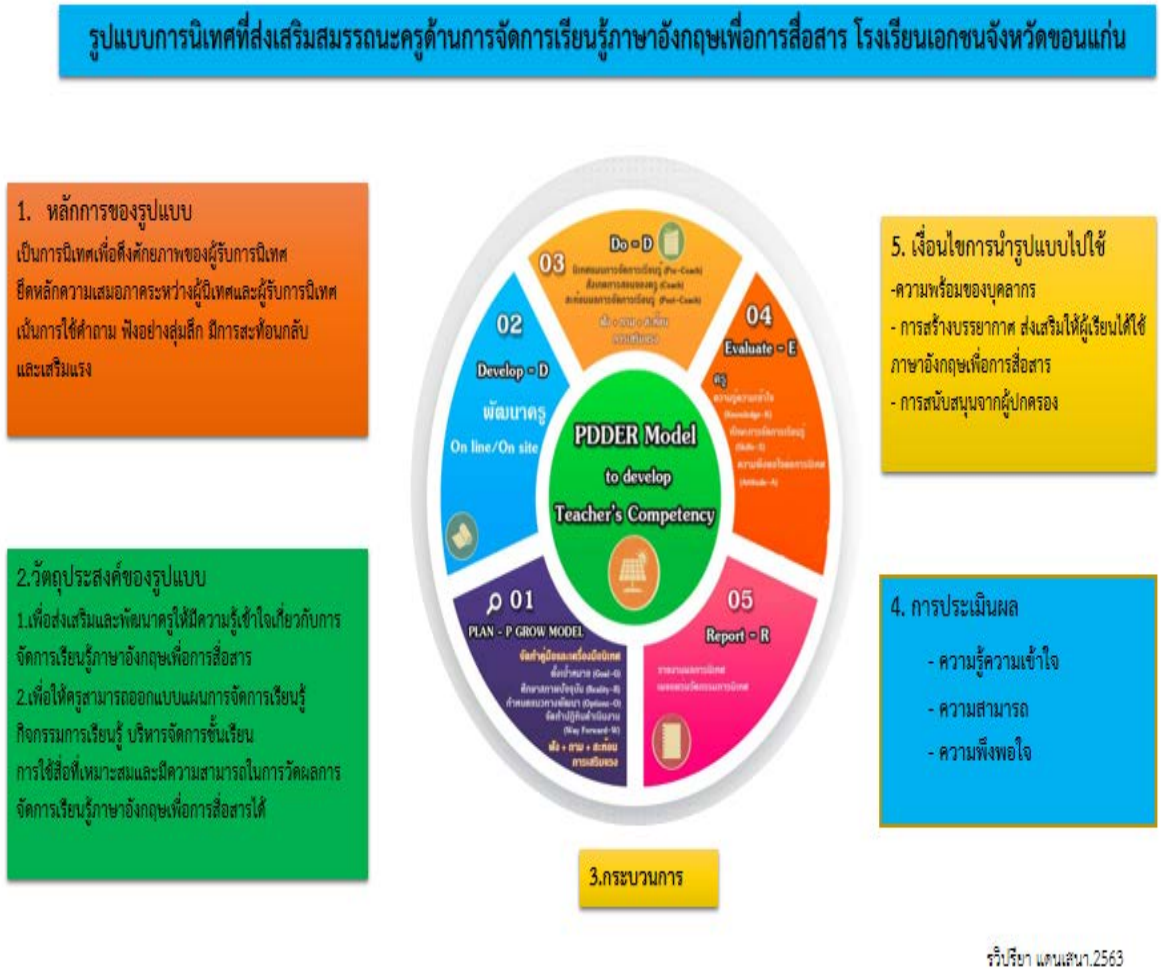
1. ผลการศึกษาสภาพปัจจุบันและสภาพพึงประสงค์การนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น พบว่า สภาพปัจจุบันของการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โดยรวมมีการปฏิบัติอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน ด้านการนิเทศ พบว่า สภาพปัจจุบันของการนิเทศ ที่มีค่าเฉลี่ยมากที่สุด คือ การประเมินและสรุปผลการนิเทศ การวางแผนการนิเทศ และ การพัฒนาครู สภาพความพึงประสงค์ของการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร พบว่า สภาพความพึงประสงค์ของการนิเทศ โดยรวมมีความประสงค์อยู่ในระดับมากที่สุด เมื่อพิจารณาเป็น รายด้าน พบว่า สภาพพึงประสงค์ด้านการนิเทศที่มีค่าเฉลี่ยมากที่สุด คือ การประเมินและสรุปผลการนิเทศ การวางแผนการนิเทศ และการปฏิบัติการนิเทศ

ด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร พบว่า สภาพปัจจุบันของการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โดยรวมมีการปฏิบัติอยู่ในระดับ ปานกลาง ที่มีค่าเฉลี่ยมากที่สุด คือ การใช้และพัฒนาสื่อนวัตกรรมเทคโนโลยีเพื่อการจัดการเรียนรู้ การจัดการเรียนการสอน และ การวัดและประเมินผลการเรียนรู้ สภาพความพึงประสงค์ของการการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร พบว่า มีความประสงค์อยู่ในระดับมากที่สุด ที่มีค่าเฉลี่ยมากที่สุด คือ การจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร การใช้และพัฒนาสื่อนวัตกรรมเทคโนโลยีเพื่อการจัดการเรียนรู้ และการวัดและประเมินผลการเรียนรู้

สภาพปัญหาการนิเทศเพื่อเสริมสร้างสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษ คือ บุคลากรที่ดำเนินการนิเทศภายในมีองค์ความรู้เรื่องการนิเทศไม่เพียงพอ ทำให้นำการนิเทศมาใช้ได้ไม่เหมาะสม เช่น ทำให้ผู้รับการนิเทศอึดอัด เหมือนโดนจับผิดในการจัดการเรียนการสอน โรงเรียนมีการวางแผนการนิเทศแต่ยังขาดการสร้างการรับรู้ร่วมกัน ไม่มีส่วนร่วมในการออกแบบการนิเทศ ขาดการชี้แจงองค์ความรู้เรื่องการนิเทศ และในการปฏิบัติมีการดำเนินการนิเทศของโรงเรียนไม่ต่อเนื่อง และไม่มีรูปแบบที่ชัดเจน ทำให้ครูยังไม่เห็นความสำคัญของการนิเทศในการพัฒนาตนเองในการจัดการเรียนการสอน

สภาพปัญหาการจัดการเรียนการสอนภาษาอังกฤษเพื่อการสื่อสาร ครูยังมีความเข้าใจไม่เพียงพอในวิธีการสอน การออกแบบกิจกรรมการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร และการส่งเสริมผู้เรียนให้ได้ใช้ภาษาอังกฤษในชีวิตประจำวัน

2. ผลการพัฒนารูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น พบว่า การนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น ที่ผ่านการตรวจสอบคุณภาพรูปแบบการนิเทศ จากผู้ทรงคุณวุฒิ ประกอบด้วย 1. หลักการของรูปแบบ เป็นการนิเทศเพื่อดึงศักยภาพของผู้รับการนิเทศ โดยยึดหลักความเสมอภาคระหว่างผู้นิเทศและผู้รับการนิเทศ และเน้นการใช้คำถาม ฟังอย่างลุ่มลึก มีการสะท้อนกลับและเสริมแรง 2.วัตถุประสงค์ของรูปแบบ คือ 1)เพื่อส่งเสริมและพัฒนาครูให้มีความรู้เข้าใจเกี่ยวกับการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร 2)เพื่อให้ครูสามารถออกแบบแผนการจัดการเรียนรู้ กิจกรรมการเรียนรู้ บริหารจัดการชั้นเรียน การใช้สื่อที่เหมาะสมและมีความสามารถในการวัดผลการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสารได้ 3.กระบวนการนิเทศ (PDDER model) ประกอบด้วย ขั้นที่ 1 วางแผน (Planng : P) ขั้นที่ 2 พัฒนาครู (Develop;D) ขั้นที่ 3 (Do : D) ปฏิบัติการนิเทศ มี 3 ขั้นตอน คือ (1) การประชุมปรึกษาก่อนการสังเกตชั้นเรียน (Pre-Coach หรือ Pre Observation Conference) (2) การสังเกตชั้นเรียน (Coach ;Observation) (3)การประชุมหลังการสังเกตชั้นเรียน (Post-Coach หรือ Post Observation Conference) (4) ประเมินผลการนิเทศ (Evaluate : E) (5) ประเมินผลการนิเทศ (Evaluate;E) 4. การประเมินรูปแบบ และ 5. เงื่อนไขการนำรูปแบบไปใช้ ผลการนำรูปแบบไปใช้ พบว่า 1) ผลการทดสอบความรู้ความเข้าใจของครูผู้รับการนิเทศในการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร ครูผู้รับการนิเทศมีความรู้สูงกว่าก่อนได้รับการนิเทศ 2) ผลการประเมินความสามารถในการออกแบบแผนการจัดการเรียนรู้ของครูผู้รับการนิเทศ หลังได้รับการนิเทศมีความสามารถในการจัดการเรียนรู้สูงกว่าก่อนได้รับการนิเทศ และครูผู้รับการนิเทศ มีความสามารถในการจัดการเรียนรู้มากกว่าก่อนรับการนิเทศ และ 3) ผลการประเมินความพึงพอใจของครูผู้รับการนิเทศที่มีต่อการนิเทศที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น โดยรวมอยู่ในระดับความพึงพอใจมากที่สุด ผลการประเมินความเหมาะสม ความเป็นไปได้ และความเป็นประโยชน์ของรูปแบบการนิเทศโดยผู้บริหารและครู ภาพรวมอยู่ในระดับมากที่สุด ผู้บริหารและครูมีความเห็นสอดคล้องกันว่า รูปแบบการนิเทศที่พัฒนาขึ้น เป็นไป ตามหลักวิชาการของการนิเทศการสอน แต่ละขั้นตอนมีความสัมพันธ์และต่อเนื่อง สอดคล้องกับเป้าหมายที่ต้องการของโรงเรียน สอดคล้องกับวิธีดำเนินการและเครื่องมือที่ใช้ มีการให้ข้อสะท้อนคิดและสามารถนำไปใช้ได้จริงในภาคปฏิบัติ



รูปประกอบ 1 รูปแบบการนิเทศ PDDER (พีดีเดอร์) Model ที่ส่งเสริมสมรรถนะด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น

อภิปรายผลการวิจัย

การพัฒนารูปแบบการนิเทศที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษของครูโรงเรียนเอกชน สามารถนำผลการวิจัยมาอภิปรายผล ได้ดังนี้

1. ผลการศึกษาสภาพปัจจุบันและสภาพพึงประสงค์การนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น พบว่า สภาพปัจจุบันของการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โดยรวมมีการปฏิบัติอยู่ในระดับมาก และสภาพพึงประสงค์ด้านการนิเทศอยู่ในระดับมากที่สุด ด้านที่มีค่าเฉลี่ยมากที่สุด เมื่อพิจารณาเป็นรายด้าน ด้านการนิเทศ พบว่า สภาพปัจจุบันและสภาพพึงประสงค์ที่โรงเรียนต้องการรับการพัฒนามี 4 ด้านคือ การวางแผนการนิเทศ การพัฒนาครู และการปฏิบัติการนิเทศ และการประเมินและสรุปผลการนิเทศ สภาพปัญหาการนิเทศเพื่อเสริมสร้างสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษ คือ บุคลากรที่ดำเนินการนิเทศภายในมีองค์ความรู้เรื่องการนิเทศไม่เพียงพอ ทำให้นำการนิเทศมาใช้ได้ไม่เหมาะสม เช่น ทำให้ผู้รับการนิเทศอึดอัด เหมือนโดนจับผิดในการจัดการเรียนการสอน โรงเรียนมีการวางแผนการนิเทศแต่ยังขาดการสร้างการรับรู้ร่วมกัน ไม่มีส่วนร่วมในการออกแบบการนิเทศ ขาดการชี้แจงองค์ความรู้เรื่องการนิเทศ และในการปฏิบัติมีการดำเนินการนิเทศของโรงเรียนไม่ต่อเนื่อง และไม่มีรูปแบบที่ชัดเจน ทำให้ครูยังไม่เห็นความสำคัญของการนิเทศในการพัฒนาตนเองในการจัดการเรียนการสอน จึงจำเป็นต้องมีการพัฒนารูปแบบการนิเทศที่สามารถสร้างความรู้ความเข้าใจเกี่ยวกับการนิเทศที่ถูกต้อง ชัดเจน สามารถนำไปปฏิบัติได้ในสถานการณ์จริง

ด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร พบว่า สภาพพึงประสงค์ด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสารที่ต้องการพัฒนามากที่สุด คือ การจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร การใช้และพัฒนาสื่อนวัตกรรมเทคโนโลยีเพื่อการจัดการเรียนรู้ และการวัดและประเมินผลการเรียนรู้ สภาพปัญหาการจัดการเรียนการสอนภาษาอังกฤษเพื่อการสื่อสาร ครูยังมีความเข้าใจไม่เพียงพอในวิธีการสอน การออกแบบกิจกรรมการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร และการส่งเสริมผู้เรียนให้ได้ใช้

ภาษาอังกฤษในชีวิตประจำวัน ผลการวิจัยเป็นเช่นนี้อาจจะเป็นเพราะว่าการดำเนินการนิเทศการจัดการเรียนการสอนจะประสบความสำเร็จหรือไม่ความต้องการรับการนิเทศของผู้รับการนิเทศเป็นปัจจัยสำคัญในการนิเทศการศึกษา กอปรกับการศึกษาหลักสูตรแกนกลางการจัดการศึกษาขั้นพื้นฐาน การจัดการเรียนการสอนที่สอดคล้องกับการใช้ภาษาอังกฤษในชีวิตประจำวัน และการจัดกิจกรรมนิเทศที่สอดคล้องกับสภาพปัญหาที่ค้นพบซึ่งสอดคล้องกับ ปริญญา เกษประสิทธิ์ (2550) ได้ทำการศึกษาวิจัย เรื่อง สภาพและปัญหาการจัดการเรียนการสอนภาษาอังกฤษ ระดับประถมศึกษา ในอำเภออุ้มผาง จังหวัดตาก พบว่า ปัญหาด้านกิจกรรมการเรียนการสอนที่สำคัญที่สุด ได้แก่ การจัดกิจกรรมการเรียนการสอนเพื่อส่งเสริมให้นักเรียนนำไปใช้ในชีวิตประจำวัน และปัญหาสำคัญที่สุดในการจัดการเรียนการสอนของโรงเรียนทั้งสองประเภทก็คือ ปัญหาด้านสื่อการเรียนการสอนและแหล่งเรียนรู้ โดยรายการที่มีค่าเฉลี่ยสูงสุด คือ การสนับสนุนให้นักเรียนได้ใช้ภาษาอังกฤษนอกห้องเรียน รองลงมา ได้แก่ การให้นักเรียนมีโอกาสได้ฝึกการใช้ภาษาอังกฤษกับเจ้าของภาษา

2. ผลการพัฒนารูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น พบว่า การนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น ประกอบด้วย 1. หลักการของรูปแบบ เป็นการนิเทศเพื่อดึงศักยภาพของผู้รับการนิเทศ โดยยึดหลักความเสมอภาคระหว่างผู้นิเทศและผู้รับการนิเทศ และเน้นการใช้คำถาม ฟังอย่างลุ่มลึก มีการสะท้อนกลับและเสริมแรง 2.วัตถุประสงค์ของรูปแบบ คือ (1)เพื่อส่งเสริมและพัฒนาครูให้มีความรู้เข้าใจเกี่ยวกับการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร (2)เพื่อให้ครูสามารถออกแบบแผนการจัดการเรียนรู้ กิจกรรมการเรียนรู้ บริหารจัดการชั้นเรียน การใช้สื่อที่เหมาะสมและมีความสามารถในการวัดผลการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสารได้ 3.กระบวนการนิเทศ (PDDER model) ประกอบด้วย ขั้นที่ 1 วางแผน (Plan : P) ขั้นที่ 2 พัฒนาครู (Develop;D) ขั้นที่ 3 (Do : D) ปฏิบัติการนิเทศ มี 3 ขั้นตอน คือ (1) การประชุมปรึกษาก่อนการสังเกตชั้นเรียน (Pre-Coach หรือ Pre Observation Conference) (2) การสังเกตชั้นเรียน (Coach ;Observation) (3) การประชุมหลังการสังเกตชั้นเรียน (Post-Coach หรือ Post Observation Conference) ขั้นที่ 4 ประเมินผลการนิเทศ (Evaluate : E) ขั้นตอนที่ 5 รายงานผลการนิเทศ (Report;R) 4. การประเมินรูปแบบ และ 5. เงื่อนไขการนำรูปแบบไปใช้ ผลการวิจัยปรากฏเช่นนี้ อาจเป็นเพราะว่า ทั้งนี้เนื่องจากผู้วิจัยได้พัฒนารูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน โดยการศึกษาหลักการ แนวคิด ทฤษฎี และการสังเคราะห์เอกสารและงานวิจัยที่เกี่ยวข้อง เพื่อนำมาเป็นข้อมูลพื้นฐานในการออกแบบรูปแบบการนิเทศ รวมทั้งการพิจารณาตรวจสอบ ให้ข้อเสนอแนะเพื่อปรับปรุงการนิเทศให้มีความถูกต้อง เหมาะสมตามกรอบแนวคิดการนิเทศเพื่อเสริมสร้างสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษของครูโรงเรียนเอกชน จากผู้ทรงคุณวุฒิเพื่อให้รูปแบบการนิเทศมีความเหมาะสมก่อนนำไปใช้จริง ดังที่ Joyce and Weil (1992) กล่าวว่า รูปแบบคือตัวแทนของกรอบความสัมพันธ์ของตัวแปรให้เห็นรูปธรรมหรือ หมายถึงแผนการทำงาน ซึ่งใช้ในการอธิบายกระบวนการสำคัญในเชิงปฏิบัติให้ประสบผลสำเร็จตาม เป้าหมายที่วางไว้ ทิศนา แขมมณี (2547) ได้ให้ความหมายว่า รูปแบบเป็นรูปธรรมทางความคิดที่เป็น นามธรรม มีลักษณะเป็นโครงสร้างทางความคิดที่แสดงองค์ประกอบและความสัมพันธ์ของ องค์ประกอบที่สำคัญของสิ่งที่ศึกษาหรือสิ่งที่บุคคลใช้ในการหาคำตอบ ความรู้ และความเข้าใจในปรากฏการณ์ต่าง ๆ สอดคล้องกับจรัญ น่วมมะโน (2562) การพัฒนารูปแบบการนิเทศภายในเพื่อพัฒนาสมรรถนะครูในการจัดการเรียนรู้ ภาษาอังกฤษสำหรับโรงเรียนมัธยมศึกษาในภาคตะวันออกเฉียงเหนือ พบว่า ผลการพัฒนารูปแบบการนิเทศภายในเพื่อพัฒนาสมรรถนะครูในการจัดการเรียนรู้ ภาษาอังกฤษสำหรับโรงเรียนมัธยมศึกษา ในภาคตะวันออกเฉียงเหนือ พบว่า รูปแบบการนิเทศ ภายในเพื่อพัฒนาสมรรถนะครูในการจัดการเรียนรู้ภาษาอังกฤษสำหรับโรงเรียนมัธยมศึกษาในภาค ตะวันออกเฉียงเหนือ มี 7 องค์ประกอบ คือ องค์ประกอบที่ 1 หลักการของรูปแบบ องค์ประกอบที่ 2 วัตถุประสงค์ของรูปแบบ องค์ประกอบที่ 3 กลไกการดำเนินงาน องค์ประกอบที่ 4 เนื้อหาการนิเทศ ภายใน องค์ประกอบที่ 5 กระบวนการนิเทศภายใน ประกอบด้วย การศึกษาวิเคราะห์ข้อมูลพื้นฐาน (Analyzing : A) การวางแผนการนิเทศ (Planning : P) การปฏิบัติการนิเทศ (Doing : D) และ ประเมินผลการนิเทศ (Evaluating : E) องค์ประกอบที่ 6 การประเมินรูปแบบ และองค์ประกอบที่ 7 เงื่อนไขความสำเร็จในการนำรูปแบบไปใช้ และ สิริกร คำมูล (2556) ได้ทำการศึกษาวิจัย เรื่อง การพัฒนารูปแบบการนิเทศการศึกษาสำหรับโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษา สังกัดสำนักงานพระพุทธศาสนาแห่งชาติ โดยมีวัตถุประสงค์การวิจัย คือ เพื่อพัฒนารูปแบบการนิเทศการศึกษาสำหรับโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษา สังกัดสำนักงานพระพุทธศาสนาแห่งชาติ ผลการวิจัยพบว่า มีความสอดคล้องในประเด็นองค์ประกอบของการนิเทศคือจุดมุ่งหมายของการนิเทศการศึกษา หลักการของการนิเทศการศึกษา กระบวนการของการนิเทศการศึกษาและเงื่อนไขความสำเร็จของการนิเทศการศึกษา มีผลการประเมินรูปแบบการนิเทศการศึกษาสำหรับโรงเรียนพระปริยัติธรรมแผนกสามัญศึกษา สังกัดสำนักงานพระพุทธศาสนาแห่งชาติ พบว่า มีความเป็นไปได้อยู่ในระดับ มาก สอดคล้องกับ ยุพิน ยืนยง (2553 : 65) ได้พัฒนารูปแบบการนิเทศแบบหลากหลายวิธีการเพื่อส่งเสริมสมรรถภาพการวิจัยในชั้นเรียนของครู เขตการศึกษา 5 อัครสังฆมลฑล กรุงเทพมหานครฯ การวิจัยครั้งนี่มีวัตถุประสงค์เพื่อพัฒนารูปแบบการนิเทศแบบหลากหลายวิธี เพื่อส่งเสริมสมรรถภาพการวิจัยในชั้นเรียนของครู เขตการศึกษา 5 อัครสังฆมลฑล กรุงเทพมหานครฯ และเพื่อประเมินผลการใช้รูปแบบนิเทศแบบหลากหลายวิธี ประชากรคือ ครูและนักเรียนในเขต

การศึกษา 5 ผลการวิจัย พบว่า 1) รูปแบบการนิเทศแบบหลากหลายวิธีการเพื่อส่งเสริมสมรรถภาพการวิจัยในชั้นเรียนของครู มีชื่อย่อว่า ซีไอพีอี (CIPE Model) ประกอบด้วยหลักการมุ่งเน้นกระบวนการนิเทศที่เป็นระบบสัมพันธ์กัน และคำนึงถึงความแตกต่างระหว่างบุคคล มีกระบวนการ 4 ขั้นตอนคือ 1 การประชุมก่อนการสังเกตการณ์สอน (Pre conference) 2 การสังเกตการสอน (Observation) 3 การประชุมหลังการสังเกตการสอน (Post conference) และ 4 การประเมินผลการนิเทศโดยมีการกำกับอย่างต่อเนื่องทุกขั้นตอน(Evaluating) ผลการใช้รูปแบบพบว่า ครูผู้นิเทศมีสมรรถภาพการนิเทศแบบหลากหลายวิธีการ อยู่ในระดับมาก และมีความเข้าใจเกี่ยวกับการวิจัยในชั้นเรียนก่อนและหลังการใช้รูปแบบการนิเทศแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยหลังการใช้รูปแบบการนิเทศมีคะแนนเฉลี่ยสูงกว่าก่อนใช้รูปแบบการนิเทศ ครูผู้รับการนิเทศ มีความรู้ความเข้าใจเกี่ยวกับการนิเทศแบบหลากหลายวิธีการก่อนและหลังการใช้รูปแบบการนิเทศ แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยหลังการใช้รูปแบบการนิเทศมีคะแนนเฉลี่ยสูงกว่าก่อนการใช้รูปแบบการนิเทศแบบหลากหลายวิธีการ มีสมรรถภาพการวิจัยในชั้นเรียนอยู่ในระดับ มาก และมีความพึงพอใจในรูปแบบการนิเทศแบบหลากหลายวิธีการอยู่ในระดับ มากที่สุด และนักเรียนมีผลการเรียนรู้ก่อนและหลังการใช้รูปแบบการนิเทศแบบหลากหลายวิธีการของครูผู้รับการนิเทศ แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ.05 โดยหลังการใช้รูปแบบการนิเทศนักเรียนมีผลการเรียนรู้สูงกว่าก่อนการใช้รูปแบบการนิเทศ

3. ผลการนำรูปแบบไปใช้ พบว่า 1) ผลการทดสอบความรู้ความเข้าใจของครูผู้รับการนิเทศในการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร ครูผู้รับการนิเทศมีความรู้สูงกว่าก่อนได้รับการนิเทศ 2) ผลการประเมินความสามารถในการออกแบบแผนการจัดการเรียนรู้ของครูผู้รับการนิเทศ หลังได้รับการนิเทศมีความสามารถในการจัดการเรียนรู้สูงกว่าก่อนได้รับการนิเทศ และครูผู้รับการนิเทศ มีความสามารถในการจัดการเรียนรู้มากกว่าก่อนรับการนิเทศ และ 3) ผลการประเมินความพึงพอใจของครูผู้รับการนิเทศที่มีต่อการนิเทศที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น โดยรวมอยู่ในระดับความพึงพอใจมากที่สุด ที่ผลการวิจัยเป็นเช่นนี้อาจเป็นเพราะผู้วิจัยได้ดำเนินการพัฒนาเครื่องมือในการวิจัยผ่านขั้นตอนการตรวจสอบโดยผู้เชี่ยวชาญและผู้ทรงคุณวุฒิ ส่งผลให้เครื่องมือมีคุณภาพสามารถวัดได้ตามวัตถุประสงค์ ส่งผลต่อความพึงพอใจที่สูงขึ้นเช่นเดียวกันกับวัตถุประสงค์อื่น สอดคล้องกับBritton and Kenneth (2009) ได้ศึกษาเรื่อง การโค้ชแบบเพื่อนช่วยเพื่อนกับนักศึกษาฝึกประสบการณ์วิชาชีพครู การทดสอบแนวคิดโดยมีวัตถุประสงค์ของการศึกษา เพื่อทดสอบผลของการโค้ชแบบเพื่อนช่วยเพื่อนที่มีต่อการฝึกประสบการณ์การจัด การเรียนรู้ในชั้นเรียนของครูก่อนประจำการ กลุ่มตัวอย่าง คือ นักศึกษาฝึกประสบการณ์วิชาชีพครูจำนวน 4 คน ที่ได้รับการฝึกอบรมเกี่ยวกับบทบาทหน้าที่และเทคนิคของการโค้ชแบบเพื่อนช่วยเพื่อน จับคู่สังเกตการจัดการเรียนรู้ในชั้นเรียนซึ่งกันและกัน จดบันทึกข้อมูล และร่วมประชุมปรึกษาหารือ ผลการศึกษา พบว่า การโค้ชแบบเพื่อนช่วยเพื่อน ส่งเสริมให้นักศึกษาฝึกประสบการณ์วิชาชีพมีการปรับเปลี่ยนพฤติกรรมการจัดการเรียนการสอน และ Moore (2000) ได้ทำการศึกษาความคิดเห็นของผู้บริหาร สำนักงานกลางจำนวน 7 คนเกี่ยวกับความสัมพันธ์ระหว่างการนิเทศกับการประเมินของผู้บริหารโรงเรียน ผลการศึกษาพบว่าผู้บริหารสำนักงานกลางรับรู้ว่า การนิเทศเป็นกระบวนการปรับปรุงอย่างต่อเนื่อง ซึ่งเชื่อว่าจะช่วยทำให้ครูมีการพัฒนาและเจริญก้าวหน้าในงานที่รับผิดชอบ โดยผู้บริหารเห็นว่า การนิเทศ เป็นเครื่องมือที่มีคุณค่าเท่าเทียมกับการประเมินผล นอกจากนี้ผู้นิเทศและผู้บริหารโรงเรียน ได้มีการทบทวนเครื่องมือการประเมินผลในช่วงที่มีการประชุมกลางปีและการประชุมปลายปีการศึกษาเพื่อให้ได้เครื่องมือที่มีประสิทธิภาพที่ใช้ในการประเมินผลอีกด้วย

4. ผลการประเมินความเหมาะสม ความเป็นไปได้ และความเป็นประโยชน์ของรูปแบบการนิเทศโดยผู้บริหารและครู ภาพรวมอยู่ในระดับมากที่สุด ผู้บริหารและครูมีความเห็นสอดคล้องกันว่า รูปแบบการนิเทศที่พัฒนาขึ้น เป็นไป ตามหลักวิชาการของการนิเทศการสอน แต่ละขั้นตอนมีความสัมพันธ์และต่อเนื่อง สอดคล้องกับเป้าหมายที่ต้องการของโรงเรียน สอดคล้องกับวิธีดำเนินการและเครื่องมือที่ใช้ มีการให้ข้อสะท้อนคิดและสามารถนำไปใช้ได้จริงในภาคปฏิบัติ และ 4. ผลการประเมินการใช้รูปแบบการนิเทศเพื่อเสริมสร้างสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษ พบว่า 1) ผลการทดสอบความรู้ความเข้าใจของครูผู้รับการนิเทศในการจัดการเรียนรู้ภาษาอังกฤษ ครูผู้รับการนิเทศมีความรู้สูงกว่าก่อนได้รับการนิเทศ 2) ผลการประเมินความสามารถในการออกแบบแผนการจัดการเรียนรู้ของครูผู้รับการนิเทศ หลังได้รับการนิเทศมีความสามารถในการจัดการเรียนรู้สูงกว่าก่อนได้รับการนิเทศ และครูผู้รับการนิเทศ มีความสามารถในการจัดการเรียนรู้มากกว่าก่อนรับการนิเทศ และ 3) ผลการประเมินความพึงพอใจของครูผู้รับการนิเทศที่มีต่อการนิเทศเพื่อเสริมสร้างสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษของครูโรงเรียนเอกชน โดยรวมอยู่ในระดับความพึงพอใจมากที่สุด และ 5) ผลการประเมินความเหมาะสม ความเป็นไปได้ และความเป็นประโยชน์ของรูปแบบการนิเทศโดยรวมอยู่ในระดับมากที่สุด ผลการวิจัยปรากฏเช่นนี้อาจเป็นเพราะว่า องค์ประกอบของการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น เป็นระบบต่อเนื่อง สัมพันธ์กัน เพราะรูปแบบการนิเทศ **ที่ผู้วิจัยพัฒนาขึ้น** ได้รับการ ออกแบบภายใต้เงื่อนไขและองค์ประกอบด้านหลักการแนวคิดทฤษฎีที่ถูกต้องเหมาะสม สามารถ ประยุกต์ใช้ให้เชื่อมโยงกับบริบทและสถานการณ์การนิเทศการจัดการเรียนรู้ให้ผู้สอนได้จัดการเรียนรู้ ได้บรรลุผลการพัฒนาสมรรถนะครู ผ่านกรอบแนวคิด ทฤษฎีหลักการนิเทศ ซึ่ง ธีรศักดิ์ เลื่อยไธสง ได้นำเสนอหลักการนิเทศว่า ดำเนินการตามกระบวนการอย่างเป็นระบบและต่อเนื่อง ส่งเสริมให้ครูทุกคนมีส่วนร่วมและรับผิดชอบ

กิจกรรมการนิเทศตรงตามความต้องการจำเป็นในการพัฒนาครู จัดสภาพแวดล้อมและแหล่งวิทยากรให้เอื้อต่อการดำเนินงาน และสร้างมนุษยสัมพันธ์ที่ดี สอดคล้องกับ Glatthorn (1990) กล่าวว่า การนำความรู้ด้านพัฒนาการของวัยผู้ใหญ่ไปใช้นั้น ควรใช้ในการวินิจฉัยความต้องการของครูแล้วจึงกำหนดวิธีการนิเทศที่ เหมาะสม ซึ่งต้องเคารพความเป็นอิสระของครูในการตัดสินใจ การเปิดใจกว้างและเชื่อถือและ มีความสมดุลระหว่างความต้องการส่วนบุคคลกับความต้องการขององค์กร ทฤษฎีการสื่อสารซึ่ง วัชรา เล่าเรียนดี (2552) กล่าวว่า การติดต่อสื่อสารเป็นกระบวนการในการสร้างความเข้าใจของ บุคคลให้ถูกต้อง.ตรงกัน ระหว่างผู้สื่อสารและผู้รับสาร ปฏิสัมพันธ์ระหว่างผู้นิเทศกับผู้รับการนิเทศ ต้องอาศัยการสื่อสารที่ใช้ภาษา สามารถเข้าใจได้ดีทั้งสองฝ่าย การสื่อสารจึงเป็นพื้นฐานของการสร้าง ความเข้าใจร่วมกัน การยอมรับซึ่งกันและกัน และการแสดงความคิดสร้างสรรค์ เพื่อการเปลี่ยนแปลง ที่ดีขึ้นและนำไปสู่การบรรลุเป้าหมาย นอกจากนั้นยังมีการทดลองใช้รูปแบบเพื่อให้มีความน่าเชื่อถือมากขึ้น สอดคล้องกับแนวคิดของคีฟส์ (J.P. Keeves. 1988 : 52) ได้กล่าวว่า ปัญหาที่เป็นอันตรายอย่างสำคัญในการสร้างหรือพัฒนารูปแบบทางวิจัยการศึกษา คือ การสร้างรูปแบบขึ้นมาเพื่ออธิบายเท่านั้น ไม่ได้มีการนำไปทดสอบรูปแบบให้ได้ข้อมูลเชิงประจักษ์เป็นที่ยอมรับ ฉะนั้น การสร้างรูปแบบที่ดีต้องมีการทดสอบรูปแบบควบคู่ไปด้วยและการวิจัยและพัฒนารูปแบบการนิเทศเพื่อเสริมสร้างสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษยังสอดคล้องกับ Joyce และ Calhoun (2010) กล่าวถึงหลักในการสร้างและพัฒนารูปแบบไว้ว่า 1.รูปแบบควรพัฒนาจากแนวคิด หรือทฤษฎีที่เป็นวรรณกรรม (Literature)ที่เป็นพื้นฐานหรือเกี่ยวข้องกับรูปแบบที่จะสร้างหรือพัฒนา 2. รูปแบบควรสร้างขึ้นอย่างมีวัตถุประสงค์ เช่น รูปแบบการพัฒนาบุคลากร อาจจะสร้างขึ้นโดยมีวัตถุประสงค์เพื่อเป็นแนวทางให้บุคลากรในองค์การมีระบบและวิธีการในการพัฒนาตนเองขณะปฏิบัติงานปกติ เป็นต้น 3. รูปแบบควรมีวิธีการ หรือแนวทางในการดำเนินการที่ชัดเจน และเป็นไปได้ในการนำสู่การปฏิบัติ 4. มีผลการดำเนินการที่สามารถวัดผลได้ว่าเป็นไปตามวัตถุประสงค์ของรูปแบบที่กำหนดไว้หรือไม่ เพียงใด และ 5. หากเป็นไปได้ควรสามารถที่จะวัดผลกระทบต่อเนื่อง หรือ Impact ด้วยยิ่งดี สุภาภรณ์ กิตติรัชดานนท์ (2550) ได้ศึกษาการพัฒนารูปแบบการนิเทศการจัดการเรียนการสอนในสถานศึกษาระดับการศึกษาขั้นพื้นฐาน พบว่า 1.รูปแบบการนิเทศการจัดการเรียนการสอนในสถานศึกษาระดับการศึกษาขั้นพื้นฐานประกอบด้วยประเด็นหลัก 7 ด้าน และประเด็นย่อย 23 ประเด็น ดังนี้ 1) ด้านวัตถุประสงค์ของการนิเทศ 1ประเด็น คือ เพื่อส่งเสริม สนับสนุน ช่วยเหลือ และร่วมมือกับครูให้สามารถพัฒนาตนเอง พัฒนาวิชาชีพ และพัฒนาการเรียนการสอนที่จะนำไปสู่คุณภาพผู้เรียน 2) ด้านเนื้อหาของการนิเทศ มี 5 ประเด็น คือ การพัฒนาหลักสูตรอิงมาตรฐาน การออกแบบการเรียนรู้ การจัดกิจกรรมการเรียนรู้ การวัดผลประเมินการเรียนรู้ การบริหารจัดการชั้นเรียน 3) ด้านกระบวนการนิเทศมี 6 ประเด็น คือ การสร้างความตระหนักเกี่ยวกับคุณภาพ การวางแผนการนิเทศ การสร้างเครื่องมือ สื่อการนิเทศการเรียนการสอน การประเมินติดตามผล ขยายผล สร้างวัฒนธรรมคุณภาพโดยใช้กระบวนการจัดการเรียนรู้ 4) ด้านวิธีการนิเทศ มี 4 ประเด็น คือ การนิเทศแบบตรวจตรา การนิเทศแบบให้ผลผลิต การนิเทศแบบคลินิก การนิเทศเพื่อพัฒนา 5) ด้านผู้นิเทศมี 3 ประเด็น คือ ศึกษานิเทศก์สำนักงานเขตพื้นที่การศึกษา ผู้บริหารสถานศึกษา ครูวิชาการโรงเรียน 6) ด้านระยะเวลาการนิเทศ มี 1 ประเด็น คือ นิเทศทั้งในและนอกเวลาที่ครูทำการสอน 7) ด้านปัจจัยเอื้อ/ ข้อจำกัดในการนิเทศ มี 3 ประเด็น คือ การจัดทำระบบรายงานผลการนิเทศภายในของสถานศึกษาที่เข้าใจง่าย ถูกต้องและเป็นรูปธรรม เพื่อการติดตามผลรายงานต้นสังกัด การพัฒนาความรู้ด้านการนิเทศภายในให้แก่ผู้บริหารสถานศึกษาและทีมผู้บริหารการกำหนดบทบาทการนิเทศภายในของผู้บริหารสถานศึกษาและทีมงานให้ชัดเจนขึ้น 2. รูปแบบการนิเทศการจัดการเรียนการสอนในสถานศึกษาระดับการศึกษาขั้นพื้นฐาน เมื่อนำไปทดลองใช้ในสถานการณ์จริง พบว่า ผู้บริหารสถานศึกษาและครูผู้สอนสามารถปฏิบัติตามรูปแบบที่กำหนดไว้อย่างเป็นรูปธรรม ผู้บริหารสถานศึกษาและครูผู้สอนมีความพึงพอใจระดับมาก 3. ผลการประเมินรูปแบบการนิเทศการจัดการเรียนการสอนในสถานศึกษาระดับการศึกษาขั้นพื้นฐานที่พัฒนาขึ้น มีความเหมาะสม ความเป็นไปได้ ความเป็นประโยชน์และความถูกต้อง อยู่ในระดับมาก

ข้อเสนอแนะ

1.1 โรงเรียนที่ต้องการนำรูปแบบการนิเทศที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น ไปใช้ ควรพิจารณาถึงบริบทของโรงเรียนว่า มีความเหมาะสมสอดคล้องกับการนำรูปแบบการนิเทศนี้ไปใช้ในการพัฒนาครูหรือไม่ ทั้งนี้เพราะความสำเร็จของการนิเทศขึ้นอยู่กับตัวบุคคลและบริบทขององค์กร ดังนั้นโรงเรียนที่มีความเหมาะสมในการนำรูปแบบนี้ไปใช้ในการพัฒนาครู ผู้บริหารควรมีความเชื่อมั่นในศักยภาพครูและให้โอกาสครูทุกคนในการทำงาน และสนับสนุนส่งเสริมให้ครูได้แลกเปลี่ยนเรียนรู้ซึ่งกันและกัน และควรมีการบริหารงานแบบเปิดโอกาสให้ครูมีส่วนร่วมอย่างจริงจังในการพัฒนาการเรียนการสอน

1.2 รูปแบบการนิเทศที่ส่งเสริมสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน จังหวัดขอนแก่น มีลักษณะเด่นคือ เป็นการนิเทศเพื่อดึงศักยภาพของผู้รับการนิเทศ ยึดหลักความเสมอภาคระหว่างผู้นิเทศและผู้รับการนิเทศ เน้นการใช้คำถาม ฟังอย่างลุ่มลึก มีการสะท้อนกลับและเสริมแรง และเปิดโอกาสให้ครูทุกคนมีส่วนร่วมตั้งแต่การวางแผน การลงมือปฏิบัติ และการประเมินผลการจัดการเรียนรู้ โดย ส่งเสริมให้ครูมีความรู้ ความเข้าใจมีทักษะ และเจตคติที่ดีต่อการจัดการเรียนรู้ และเป็นแนวทาง

ที่จะส่งผลให้ครูเกิดการพัฒนาด้วยตัวเขาเองในระยะยาว ในขณะเดียวกันในการอบรมให้ความรู้อาจเชิญผู้เชี่ยวชาญเฉพาะทางมาช่วยให้ความรู้ โดยเฉพาะโรงเรียนที่ขาดแคลนบุคลากรด้านการนิเทศและด้านภาษาอังกฤษ

1.3 จากรูปแบบการนิเทศที่ส่งเสริมสมรรถนะครูด้านการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสาร โรงเรียนเอกชน สำนักงานที่เกี่ยวข้องกับการพัฒนาคุณภาพการศึกษาควรใช้ผลการวิจัยเป็นข้อมูลในการกำหนดนโยบาย ส่งเสริมสนับสนุน และช่วยเหลือโรงเรียนในด้านการนิเทศเพื่อเสริมสร้างสมรรถนะการจัดการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสารของครูให้มากขึ้น และควรนำผลจากการวิจัยครั้งนี้ไปใช้เป็นแนวทางสำหรับการพัฒนาผู้บริหารโรงเรียน เพื่อนำไปใช้ในการพัฒนาสมรรถนะครูและส่งผลต่อคุณภาพผู้เรียนโดยใช้โรงเรียนเป็นฐานแห่งการเรียนรู้ต่อไป

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การพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 4 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา

Development of Mathematics Learning Management Competency for Grade 3 Teachers KhonKaen Primary Educational Service Area Office 4 with Collaborative development supervision process

ภัทริกา ทองยา Phattarik Thongya[1]

บทคัดย่อ

การวิจัยนี้เป็นการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 4 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา มีวัตถุประสงค์เพื่อศึกษาสภาพปัจจุบันปัญหาและความต้องการ การพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครู และศึกษาความพึงพอใจของครูผู้รับการนิเทศและผู้เรียน กลุ่มเป้าหมายในการวิจัยคือ ครูในโรงเรียนสังกัดจากสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ที่จัดการเรียนรู้คณิตศาสตร์ในระดับชั้นประถมศึกษาปีที่ 3 เครื่องมือที่ใช้ในการวิจัยคือ แบบสอบถามการศึกษาสภาพปัจจุบันปัญหาและความต้องการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 แบบประเมินแผนการจัดการเรียนรู้ แบบประเมินผลการจัดการเรียนรู้ แบบประเมินความพึงพอใจของครูผู้รับการนิเทศและนักเรียนต่อกระบวนการนิเทศแบบร่วมพัฒนา สถิติที่ใช้ในการวิเคราะห์ข้อมูล ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ผลวิจัยโดยสรุป

1. สภาพปัจจุบันปัญหาและความต้องการในการจัดการเรียนรู้คณิตศาสตร์ของครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา ได้แก่ การจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ การวัดและประเมินผลการเรียนรู้ การจัดการเรียนรู้ การใช้และพัฒนาสื่อนวัตกรรมเทคโนโลยีการจัดการเรียนรู้ คุณลักษณะของครู 2. การพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา สมรรถนะในแต่ละด้านของครูผู้สอนที่รับการนิเทศมีพัฒนาการสูงขึ้น 3. การประเมินความพึงพอใจของครูผู้รับการนิเทศและนักเรียนต่อกระบวนการนิเทศแบบร่วมพัฒนาอยู่ในระดับมากที่สุด

คำสำคัญ: สมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครู, การนิเทศแบบร่วมพัฒนา

Abstract

This research to Development of Mathematics Learning Competency for grade 3 teachers KhonKaen Primary Educational Service Area Office 4 with collaborative development supervision process. The objective is to study current conditions, problems and needs. Development of mathematics learning competencies for teachers and to study the satisfaction of the teachers and learners. The target group in this research is teachers in schools under the jurisdiction of KhonKaen Primary Educational Service Area Office 4 who manage mathematics learning at grade 3 level. The research tools were A study questionnaire on current conditions, problems and needs for mathematics learning management for grade 3 teachers. Assessment of the learning management plan. Assessment form of learning management. Assessment of the satisfaction of teachers and students. Statistics used in data analysis were percentage, mean, research findings.

1. Current conditions, problems and needs in Mathematics Learning Competency for grade 3 teachers KhonKaen Primary Educational Service Area Office 4 with collaborative development supervision process. namely, learning management that focuses on the student as the main point Measurement and evaluation of learning outcomes learning management Use and development of learning management technology innovation media teacher attributes. 2. Development of mathematics learning competency for grade 3 teachers. Competencies in

[1] ศึกษานิเทศก์ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 อำเภอน้ำพอง จังหวัดขอนแก่น
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each aspect of supervised teachers have improved. The evaluation of the satisfaction of teachers and students towards the development supervision process was at the highest level.
Keywords: Mathematics learning competencies for teachers, Collaborative development supervision process

บทนำ

การศึกษาเป็นกระบวนการเรียนรู้เพื่อความเจริญงอกงามของบุคคลและสังคม นับเป็นเครื่องมือสำคัญในการพัฒนาทรัพยากรบุคคลให้เป็นมนุษย์ที่สมบูรณ์ทั้งร่างกาย จิตใจ สติปัญญา ความรู้คุณธรรม จริยธรรม สามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข การศึกษาจึงจำเป็นต้องจัดกระบวนการเรียนรู้เพื่อให้ผู้เรียนมีความรู้ที่หลากหลาย มุ่งพัฒนาให้คนมีการเรียนรู้ตลอดชีวิตอย่างมีคุณภาพ โดยมีครูเป็นผู้จัดการเรียนรู้ให้กับผู้เรียน ดังนั้นการพัฒนาครูจึงเป็นหัวใจของการพัฒนาผู้เรียน เพราะครูมีความสำคัญต่อการจัดการศึกษาให้กับผู้เรียนและเป็นเป้าหมายสำคัญของการพัฒนาที่ยั่งยืน และเพื่อเตรียมความพร้อมให้กับผู้เรียนให้มีคุณลักษณะในศตวรรษที่ 21 จำเป็นต้องได้รับการพัฒนาให้ความรู้ด้านวิชาการในวิชาหลักและความรอบรู้ด้านอื่น การแก้ปัญหา การคิดสร้างสรรค์ การรู้คิด ทักษะทางด้านเทคโนโลยีการสื่อสาร การร่วมมือกัน ทักษะชีวิตและอาชีพ การพัฒนาครูจึงเป็นปัจจัยสำคัญในการพัฒนานักเรียน โดยเฉพาะการพัฒนาสมรรถนะการจัดการเรียนรู้สำหรับครูเพื่อให้ครูได้มีทักษะการออกแบบการจัดการเรียนรู้ การเขียนแผนการจัดการเรียนรู้ การใช้สื่อเทคโนโลยีเพื่อการศึกษา วิธีการและการใช้เครื่องมือวัดและประเมินผลเพื่อนำผลการประเมินพัฒนาผู้เรียน ซึ่งการนิเทศการศึกษาเป็นกระบวนการที่สำคัญอย่างหนึ่งในการพัฒนาคุณภาพการศึกษา เป็นการส่งเสริมสนับสนุนหรือให้ความช่วยเหลือครูในโรงเรียนให้ประสบความสำเร็จในการปฏิบัติงานตามภารกิจหลัก ได้แก่ การจัดกิจกรรมการเรียนการสอน หรือการเสริมสร้างพัฒนาการเรียนของผู้เรียนทุกด้านให้เต็มตามวัยและศักยภาพ โดยการนิเทศการศึกษาเป็นกระบวนการทำงานร่วมกันของทุกฝ่ายที่เกี่ยวข้องในการจัดกิจกรรมการเรียนการสอน ทั้งครู ผู้บริหาร และบุคลากรทางการศึกษา เพื่อให้ครูสามารถปรับปรุงกระบวนการเรียนการสอนที่ตรงกับความต้องการ ผู้นิเทศจะช่วยเหลือ ส่งเสริม สนับสนุน อำนวยความสะดวก ร่วมมือร่วมใจให้คำปรึกษาแนะนำ ชวนคิด เพื่อให้กับผู้รับการนิเทศดึงหรือแสดงศักยภาพที่มีให้ศักยภาพสูงขึ้น โดยการนิเทศแบบร่วมพัฒนาของกลิคแมนมามีพื้นฐานความเชื่อว่าทั้งผู้นิเทศและผู้รับการนิเทศเป็นเพื่อนร่วมงานที่มีความรู้ ความสามารถในการปรับปรุงการสอนใกล้เคียงกัน ยอมรับต่อภาระหน้าที่ร่วมกัน แลกเปลี่ยนเรียนรู้ซึ่งกันและกัน ซึ่งครูมีบทบาทสำคัญมากกว่าผู้ทำหน้าที่นิเทศ ครูจะเป็นผู้ที่ตัดสินใจในวิธีการปฏิบัติและการแก้ปัญหาปรับปรุงการเรียนการสอนด้วยตัวเองเป็นสำคัญ ผู้นิเทศเป็นเพียงผู้ช่วยในการสนับสนุนส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูให้มีประสิทธิผล สมรรถนะการจัดการเรียนรู้ของครูด้านความรู้ ด้านทักษะ ด้านคุณลักษณะ ดังนั้นการนิเทศการศึกษาต้องมีกระบวนการในการนิเทศ ติดตามและประเมินผล เพื่อเป็นแนวทางในการปฏิบัติให้เกิดประสิทธิภาพในการพัฒนาสมรรถนะการจัดการเรียนรู้สำหรับครูเพื่อส่งผลให้ผู้เรียนเกิดการพัฒนาในทุกด้านอย่างมีประสิทธิภาพและต่อเนื่องส่งผลให้ผู้เรียนมีคุณภาพตามมาตรฐานและมีคุณลักษณะในศตวรรษที่ 21 ที่สังคมโลกต้องการ เช่น ทักษะการแก้ปัญหา ทักษะการคิดสร้างสรรค์ ทักษะการรู้คิด ทักษะทางด้านเทคโนโลยีการสื่อสาร การร่วมมือกัน ทักษะชีวิตและอาชีพ ดังที่หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราชการ 2551 มุ่งพัฒนาผู้เรียนผู้เรียนให้เกิดคุณลักณะอันพึงประสงค์เห็นคุณค่าของตนเอง ปฏิบัติตามหลักธรรมของศาสนามีคุณธรรมจริยธรรมและมีค่านิยม มีความคิดสร้างสรรค์ใฝ่รู้ใฝ่เรียนตลอดจนการศึกษาค้นคว้าหาความรู้อันเป็นสากลรู้เท่าการเปลี่ยนแปลงและความเจริญก้าวหน้าทางวิทยาการ มีทักษะและกระบวนการทางคณิตศาสตร์ วิทยาศาสตร์ ทักษะการคิดสร้างสร้างปัญญาและทักษะในการดำเนินชีวิต จึงได้กำหนดความสามารถในการคิดเป็นสมรรถนะที่ต้องพัฒนาและส่งเสริมให้ผู้เรียนสามารถใช้กระบวนการคิด ในการพัฒนาตนเองและกระบวนการเรียน ซึ่งจะเห็นได้ว่าการศึกษาไทยให้ความสำคัญของความสามารถในคิดเป็นอย่างมาก โดยการจัดการเรียนรู้คณิตศาสตร์เป็นวิชาที่มีจุดประสงค์เพื่อให้ผู้เรียนนำไปประยุกต์ใช้ในชีวิตประจำวันได้สามารถแก้ปัญหาต่างๆ ได้อย่างมีประสิทธิภาพ เป็นศาสตร์ที่เน้นให้ผู้เรียนหาวิธีการคิดอย่างมีเหตุผลเป็นระบบมีแบบแผนสามารถวิเคราะห์ปัญหาและกระบวนการคิดเพื่อให้มีองค์ความรู้และหลักการคิดต่างๆ ทางคณิตศาสตร์โดยนำความรู้และหลักการไปพัฒนาแก้ไขปัญหาในชีวิตจริงจนทำให้ผู้เรียนเกิดความสนใจ มีความคิดริเริ่มสร้างสรรค์และเห็นคุณค่าของคณิตศาสตร์ (กระทรวงศึกษาธิการ, 2551) จากที่กล่าวมาข้างต้นแสดงให้เห็นถึงความจำเป็นในการจัดการเรียนรู้เพื่อพัฒนาและส่งเสริมทักษะทางคณิตศาสตร์ให้แก่นักเรียนอย่างจริงจัง โดยการจัดการเรียนรู้ครูมีบทบาทสำคัญอย่างยิ่งในการสร้างเสริมประสบการณ์คณิตศาสตร์ให้แก่นักเรียนเพื่อนำไปสู่การใช้ใช้ในชีวิตจริง นอกจากนี้ยังเป็นพื้นฐานที่นำไปสู่ความเจริญก้าวหน้าทางวิทยาศาสตร์ เศรษฐกิจ และสังคมความเจริญในวิทยาการต้องอาศัยหลักการทางคณิตศาสตร์เพราะเป็นกระบวนการพัฒนาความคิดของผู้เรียนช่วยฝึกให้นักเรียนคิดเป็นขั้นตอนอย่างละเอียดถี่ถ้วนฝึกการใช้เหตุผล เพื่อประกอบการตัดสินใจ การจัดให้นักเรียนได้เรียนรู้คณิตศาสตร์อย่างมีความหมาย เรียนรู้สิ่งต่างๆ ด้วยความเข้าใจ ฝึกฝนให้เกิดทักษะจนเกิดความคล่องแคล่ว แม่นยำ รวดเร็ว รู้คุณค่าของคณิตศาสตร์เพื่อพัฒนาผู้เรียนให้ถึงขั้นนำประสบการณ์นำไปใช้ได้ ปัจจุบันการจัดการเรียนรู้คณิตศาสตร์ มุ่งเน้นการฝึกให้นักเรียนมีทักษะกระบวนการคิดอย่างเป็นระบบ พัฒนาการคิดอย่างมีเหตุผล รู้จักการคิดวิเคราะห์ สังเคราะห์ แสวงหาความรู้ด้วยตนเอง และสามารถแสดงความคิดเห็นหรือการอธิบายสิ่งต่างๆ ได้อย่างมีเหตุผล

วัตถุประสงค์ของการวิจัย

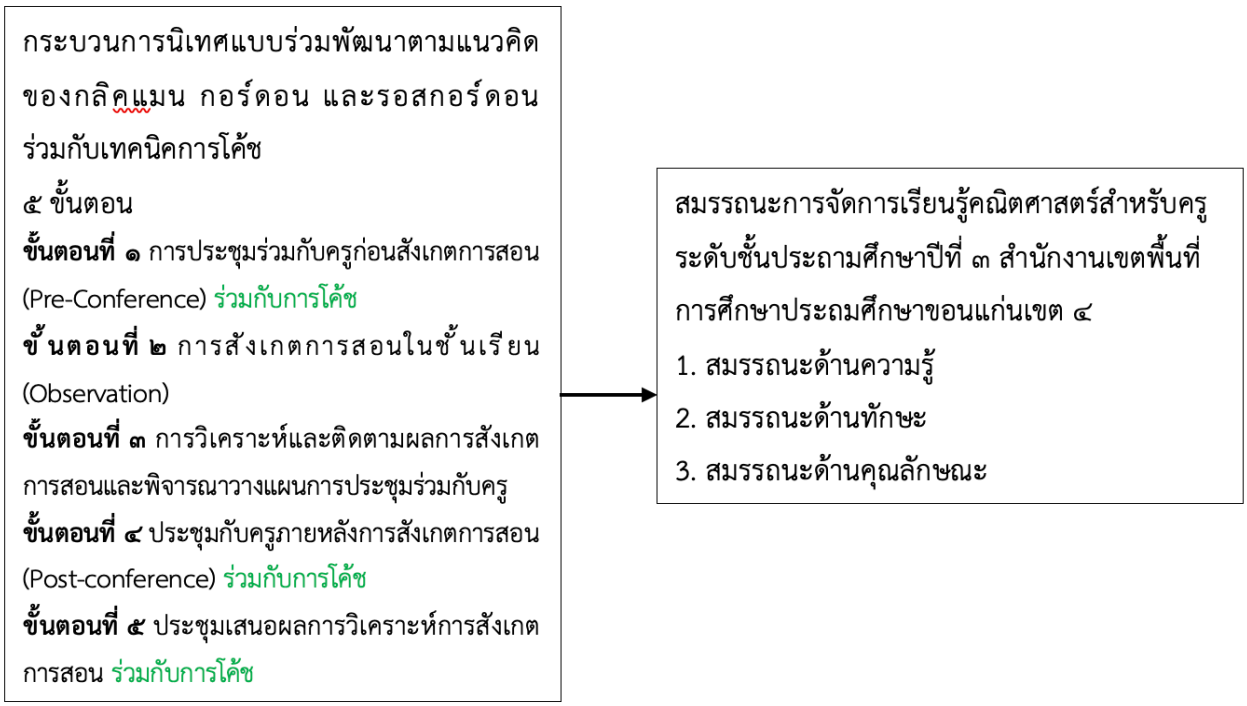
1. เพื่อการศึกษาสภาพปัจจุบันปัญหาและความต้องการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3

2. เพื่อพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา

3. เพื่อศึกษาความพึงพอใจของครูผู้รับการนิเทศและนักเรียนต่อกระบวนการนิเทศแบบร่วมพัฒนาในการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3

กรอบแนวคิดในการวิจัย

กรอบแนวคิดการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 4 ด้วยกระบวนการนิเทศแบบร่วมพัฒนาตามแนวคิดของกลิคแมน กอร์ดอน และรอสกอร์ดอน (1995 อ้างใน วัชรา เล่าเรียนดี, 2550) ร่วมกับเทคนิคการโค้ช ศศิมา สุขสว่าง (2560) และรวิปรียา แดนเสนา (2563) ดังแสดงในแผนภาพที่ 1



แผนภาพที่ 1 กรอบแนวคิดในการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 4 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา

วิธีการดำเนินการวิจัย

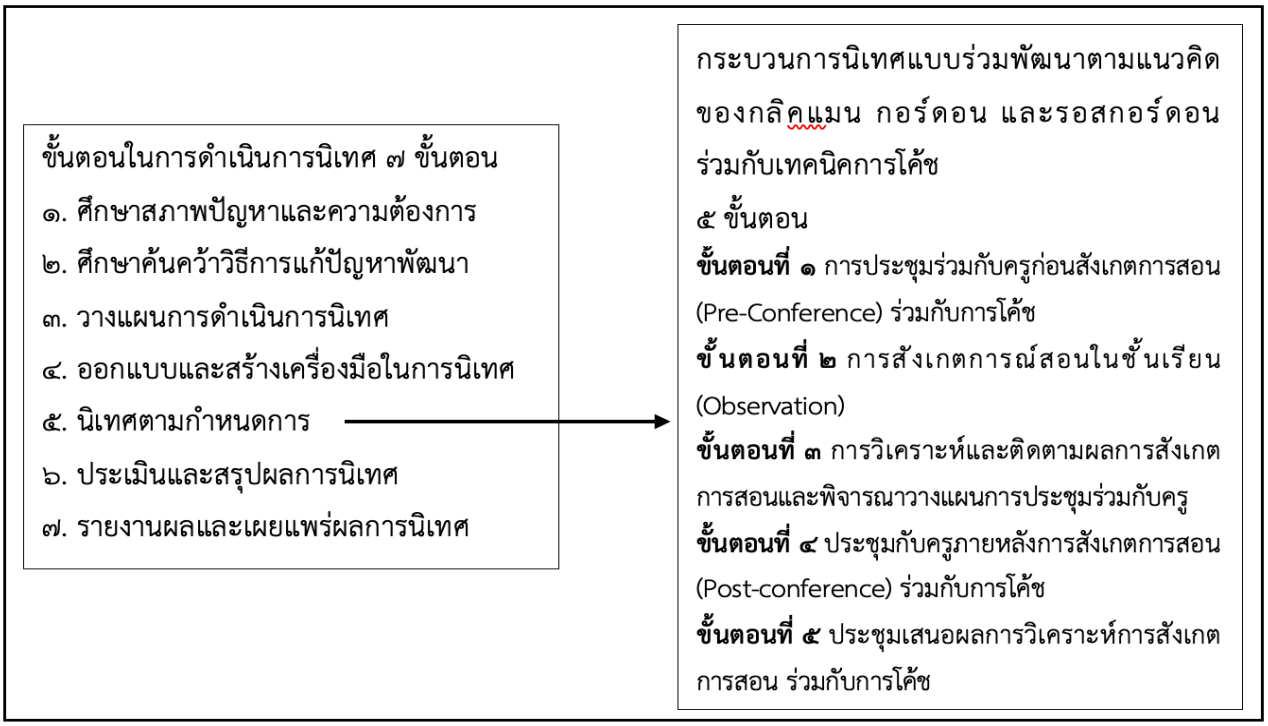
ระยะที่ 1 ศึกษาสภาพปัจจุบันปัญหาและความต้องการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 4

การวิจัยในระยะนี้เป็นการวิจัยเชิงสำรวจ (Survey Research) เพื่อศึกษาสภาพปัจจุบันปัญหาและความต้องการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 4 กลุ่มเป้าหมายที่ใช้ในการวิจัยในครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา ครูหัวหน้าวิชาการ ครูผู้สอนที่ปฏิบัติหน้าที่ในการจัดการเรียนรู้ในกลุ่มสาระ การเรียนรู้คณิตศาสตร์ชั้นประถมศึกษาปีที่ 3 ปีการศึกษา 2563 โรงเรียนในกลุ่มภูพานคำ 14 โรงเรียน อำเภออุบลรัตน์ จังหวัดขอนแก่น สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โรงเรียนละ 3 คน จำนวน 42 คน เครื่องมือในการวิจัยคือแบบสอบถามการศึกษาสภาพปัจจุบันปัญหาและความต้องการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 มีค่า IOC เท่ากับ 0.98 สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน เป็นต้น ค่าดัชนีความต้องการจำเป็นแบบปรับปรุง (Priority Need Index หรือ PNI)

ระยะที่ 2 พัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 4 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา

2.1 การพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา กลุ่มเป้าหมายที่ใช้ในการวิจัยในครั้งนี้ คือ ครูที่ปฏิบัติหน้าที่ในการจัดการเรียนรู้ในกลุ่มสาระการเรียนรู้คณิตศาสตร์ ชั้นประถมศึกษาปีที่ 3 ปีการศึกษา 2564 โรงเรียนในกลุ่มภูพานคำที่มีผลการประเมินคุณภาพผู้เรียนระดับชั้นประถมศึกษาปีที่ 3 ด้านคณิตศาสตร์ ในปีการศึกษา 2561 – 2563 ต่ำกว่าระดับประเทศ จำนวน 9 โรงเรียน ครูโรงเรียนละ 1 คน จำนวน 9 คน เครื่องมือที่ใช้ในการวิจัยคือ แบบประเมินแผนการจัดการเรียนรู้ แบบประเมินผลการจัดการเรียนรู้ มีค่า IOC ตั้งแต่ 0.98 – 1.00 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน

2.2 ศึกษาความพึงพอใจของครูผู้รับการนิเทศและนักเรียนต่อกระบวนการนิเทศแบบร่วมพัฒนาในการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 กลุ่มเป้าหมายที่ใช้ในการวิจัยในครั้งนี้ คือ ครูที่ปฏิบัติหน้าที่ในการจัดการเรียนรู้ในกลุ่มสาระการเรียนรู้คณิตศาสตร์ชั้นประถมศึกษาปีที่ 3 ซึ่งเป็นผู้ที่ได้รับการนิเทศ จำนวน 9 คน และนักเรียนชั้นประถมศึกษาปีที่ 3 ที่ได้รับการจัดการเรียนรู้จากครูกลุ่มเป้าหมาย ปีการศึกษา 2564 จำนวน 86 คน เครื่องมือที่ใช้ในการวิจัยคือ แบบประเมินแผนการจัดการเรียนรู้ แบบประเมินผลการจัดการเรียนรู้ มีค่า IOC ตั้งแต่ 0.99 – 1.00 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ดังแสดงในแผนภาพที่ 2



แผนภาพที่ 2 ขั้นตอนในการดำเนินการนิเทศ

สรุปผลการวิจัย

การพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 4 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา พบว่า การศึกษาสภาพปัจจุบันปัญหาและความต้องการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 4 โดยภาพรวมอยู่ในระดับปานกลาง ($\overline{X}$ = 2.83, SD = 0.69) เมื่อพิจารณาเป็นรายด้านโดยเรียงค่าเฉลี่ยจากมากไปน้อย ดังนี้ ด้านการจัดการเรียนรู้ ($\overline{X}$ = 3.27, SD = 0.45) การจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ ($\overline{X}$ = 3.19, SD = 0.39) การวัดและประเมินผลการเรียนรู้ ($\overline{X}$ = 3.17, SD = 0.39) การใช้และพัฒนาสื่อนวัตกรรมเทคโนโลยีเพื่อการจัดการเรียนรู้ เรียนรู้ ($\overline{X}$ = 3.15, SD = 0.38) และคุณลักษณะของครูผู้สอน ($\overline{X}$ = 1.92, SD = 0.28) ความต้องการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 4 โดยภาพรวมอยู่ในระดับมาก ($\overline{X}$ = 4.23, SD = 0.99) เมื่อพิจารณาเป็นรายด้านโดยเรียงจากค่าเฉลี่ยจากมากไปน้อย ดังนี้ การจัดการเรียนรู้ ($\overline{X}$ = 4.88, SD = 0.32) การจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ ($\overline{X}$ = 4.82, SD = 0.47) การวัดและ

ประเมินผลการเรียนรู้ ($\overline{X}$ = 4.74, SD = 0.47) การใช้และพัฒนาสื่อนวัตกรรมเทคโนโลยีเพื่อการจัดการเรียนรู้ ($\overline{X}$ = 4.70, SD = 0.51) และคุณลักษณะของครูผู้สอน ($\overline{X}$ = 2.86, SD = 0.35)

เมื่อพิจารณาความต้องการจำเป็น (PNI) ในการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 4 เป็นรายด้าน พบว่า ความต้องการจำเป็นที่ควรได้รับการพัฒนาโดยเรียงลำดับจากมากไปน้อยได้แก่ 1) การจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ ($PNI_{modified}$ = 0.51) 2) การวัดและประเมินผลการเรียนรู้ ($PNI_{modified}$ = 0.50) 3) การจัดการเรียนรู้ (Learning Management) ($PNI_{modified}$ = 0.49) 4) การใช้และพัฒนาสื่อนวัตกรรมเทคโนโลยีเพื่อการจัดการเรียนรู้ ($PNI_{modified}$ = 0.49) 5) คุณลักษณะของครูผู้สอน ($PNI_{modified}$ = 0.48)

ผลการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา โดยครูผู้สอนที่รับการนิเทศ จำนวน 9 คน ได้รับการนิเทศจำนวน 3 ครั้ง พบว่า ครูผู้สอนที่รับการนิเทศมีสมรรถนะการจัดการเรียนรู้คณิตศาสตร์ระดับชั้นประถมศึกษาปีที่ 3 ในภาพรวมอยู่ในระดับมาก ($\overline{X}$ = 4.12, SD = 0.21) เมื่อพิจารณาเป็นรายด้าน พบว่า ครูผู้สอนที่รับการนิเทศมีสมรรถนะด้านคุณลักษณะในความเป็นครูอยู่ในระดับมาก ($\overline{X}$ = 4.34, SD = 0.42) สมรรถนะด้านความรู้การออกแบบแผนการจัดการเรียนรู้อยู่ในระดับมาก ($\overline{X}$ = 4.10, SD = 0.62) และสมรรถนะด้านทักษะการจัดการเรียนรู้อยู่ในระดับมาก ($\overline{X}$ = 3.93, SD = 0.51) สรุปได้ว่าการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา พบว่า สมรรถนะในแต่ละด้านของครูผู้สอนที่รับการนิเทศมีพัฒนาการเพิ่มขึ้นตามลำดับ

ผลการประเมินความพึงพอใจของนักเรียนที่มีต่อกระบวนการนิเทศแบบร่วมพัฒนาในการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 พบว่า นักเรียนมีความพึงพอใจต่อกระบวนการนิเทศแบบร่วมพัฒนาในระดับมากที่สุดในทุกด้าน ($\overline{X}$= 4.85, SD = 0.39) และเมื่อพิจารณาเป็นรายด้าน พบว่า นักเรียนมีความพึงพอใจต่อกระบวนการจัดการเรียนรู้ในระดับมากที่สุด ($\overline{X}$= 4.88, SD = 0.32) รองลงมาคือ ความพึงพอใจต่อครูผู้สอน ในระดับมากที่สุด ($\overline{X}$= 4.86, SD = 0.40) ความพึงพอใจต่อสื่อการเรียนการสอนในระดับมากที่สุด ($\overline{X}$= 4.85, SD = 0.36) ความพึงพอใจต่อคุณภาพการเรียนรู้ ในระดับมากที่สุด ($\overline{X}$= 4.83, SD = 0.37) และความพึงพอใจต่อการวัดและประเมินผล ในระดับมากที่สุด ($\overline{X}$= 4.82, SD = 0.48)

อภิปรายผลการวิจัย

การพัฒนาการของการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา ผู้วิจัยมีประเด็นอภิปรายดังนี้

1. ผลการศึกษาสภาพปัจจุบันปัญหาและความต้องการพัฒนาสมรรถนะการจัดการเรียนรคณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 พบว่า การจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 4 ยังมีปัญหาและความต้องการพัฒนาเพิ่มขึ้น สภาพปัจจุบันโดยภาพรวมอยู่ในระดับปานกลาง ซึ่งเมื่อพิจารณาเป็นรายด้าน ได้แก่ ด้านการจัดการเรียนรู้ ด้านการจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ ด้านการวัดและประเมินผลการเรียนรู้ ด้านการใช้และพัฒนาสื่อนวัตกรรมเทคโนโลยีเพื่อการจัดการเรียนรู้ และด้านคุณลักษณะของครูผู้สอนมีภาพปัจจุบันปัญหาที่เป็นอยู่ในระดับน้อย และเมื่อพิจารณาความต้องการพัฒนาโดยรวมอยู่ในระดับมาก พบว่าด้านที่มีความต้องการพัฒนามากที่คือ การจัดการเรียนรู้ การจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ การวัดและประเมินผลการเรียนรู้ การใช้และพัฒนาสื่อนวัตกรรมเทคโนโลยีเพื่อการจัดการเรียนรู้ และคุณลักษณะของครูผู้สอน ซึ่งสอดคล้องกับงานวิจัยของ จรัญ น่วมมะโน (2562) การพัฒนารูปแบบการนิเทศภายในเพื่อพัฒนาสมรรถนะครูในการจัดการเรียนรู้ ภาษาอังกฤษสำหรับโรงเรียนมัธยมศึกษาในภาคตะวันออกเฉียงเหนือ โดยสภาพปัจจุบันของสมรรถนะครูในการจัดการเรียนรู้ภาษาอังกฤษสำหรับโรงเรียนมัธยมศึกษาโดยรวมอยู่ในระดับปานกลาง และสภาพที่พึงประสงค์ของสมรรถนะครูในการจัดการเรียนรู้ภาษาอังกฤษสำหรับโรงเรียน มัธยมศึกษา โดยรวมอยู่ในระดับมากที่สุด นอกจากนั้นยังเห็นได้ว่ากลุ่มเป้าหมายมีความต้องการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์ในระดับชั้นประถมศึกษาปีที่ 3 เมื่อพิจารณาเป็นรายด้านกลุ่มเป้าหมายมีความต้องการพัฒนามากที่สุดได้แก่ 1) การจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ 2) การวัดและประเมินผลการเรียนรู้ 3) การจัดการเรียนรู้ 4) การใช้และพัฒนาสื่อนวัตกรรมเทคโนโลยีเพื่อการจัดการเรียนรู้ 5) คุณลักษณะของครูผู้สอน ดังที่ ฮูล (Houle, 1972 อ้างถึงใน เอกพล จันทร์สถิตย์พร, 2551) ได้กล่าวว่า ความต้องการจำเป็นนั้นจะมุ่งไปที่สิ่งที่ต้องการ หรือสิ่งที่พึงปรารถนาเพื่อที่จะนำมา ขจัดช่องว่างที่เกิดขึ้น (Solution) ในกรณีนี้ผลที่ได้รับสะท้อนแนวทางการแก้ปัญหาหรือวิถีทาง (Means) ที่ไปสู่จุดมุ่งหมายปลายทาง (Ends) โดยสอดคล้องกับ พิสมัย อรทัย และศรีเวียงแก้ว เต็งเกียรติ์ตระกูล (2554) ได้ประเมินความต้องการจำเป็นด้านการจัดการศึกษาของหลักสูตรพยาบาลศาสตร์บัณฑิตตามการรับรู้ของบัณฑิตพยาบาลรามาธิบดี โดยสอดคล้องกับงานวิจัยของ สนัน วงษ์ดี (2561) การพัฒนารูปแบบชุมชนแห่งการเรียนรู้ทางวิชาชีพในโรงเรียนด้วยวิธีผสานการชี้แนะทางปัญญาสำหรับพัฒนาการจัดการเรียนรู้เชิงรุกของครูมัธยมศึกษาขนาดเล็กสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 38 พบว่า ครูมีความต้องการพัฒนา

ตนเอง ด้านสื่อประกอบการสอน ด้านการวัดและประเมินผล ด้านการสอนและเทคนิคการสอนและด้านบุคลิกลักษณะของครูและนอกจากนั้นยังสอดคล้องกับ กิตติ บุญปรุง (2560) การพัฒนาแนวทางการนิเทศแบบสอนแนะสำหรับครูคณิตศาสตร์ของสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 21 คือ ด้านการตรวจสอบและประเมินผลการสอนแนะ ด้านการดำเนินการสอนแนะ ด้านการลงมือปฏิบัติงานตามการสอนแนะ และด้านการเตรียมการก่อนการสอนแนะ

2. การพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 ด้วยกระบวนการนิเทศแบบร่วมพัฒนาผู้วิจัยได้ดำเนินการใช้กระบวนการนิเทศแบบร่วมพัฒนาตามแนวคิดของกลิคแมน กอร์ดอน และรอสกอร์ดอน (1995 อ้างใน วัชรา เล่าเรียนดี, 2550) ร่วมกับเทคนิคการโค้ชของศศิมา สุขสว่าง (2560) และรวิปรียา แดนเสนา (2563) โดยมี 5 ขั้นตอนได้แก่ ขั้นตอนที่ 1 การประชุมร่วมกับครูก่อนสังเกตการสอน (Pre-Conference) ขั้นตอนที่ 2 การสังเกตการสอนในชั้นเรียน (Observation) ขั้นตอนที่ 3 การวิเคราะห์และติดตามผลการสังเกตการสอนและพิจารณาวางแผนการประชุมร่วมกับครู ขั้นตอนที่ 4 ประชุมกับครูภายหลังการสังเกตการสอน (Post-conference) และขั้นตอนที่ 5 ประชุมเสนอผลการวิเคราะห์การสังเกตการสอน ร่วมกับเทคนิคการโค้ช โดยใช้เทคนิคการโค้ชในขั้นตอนที่ 1,4,5 ในกระบวนการของนิเทศแบบร่วมพัฒนาตามแนวคิดของกลิคแมน กอร์ดอน และรอสกอร์ดอน (1995 อ้างใน วัชรา เล่าเรียนดี, 2550) โดยในขั้นที่ 1 ใช้คำถามกระตุ้นถามเพื่อค้นคิด ขั้นที่ 4 และ 5 ใช้คำถามสะท้อนคิด ซึ่งใช้นิเทศการโค้ชของ ศศิมา สุขสว่าง (2560) และรวิปรียา แดนเสนา (2563) โดยใช้ทักษะการฟัง ถาม และสะท้อนกลับ ซึ่งเป็นการใช้คำถามกระตุ้นถามและสะท้อนคิด เพื่อกระตุ้นความคิดสร้างสรรค์ สร้างแรงบันดาลใจให้ผู้ที่รับการนิเทศนำเอาศักยภาพ ทั้งส่วนตัวและวิชาชีพมาใช้อย่างสูงสุด ผู้นิเทศต้องเป็นเหมือนเพื่อนชวนคิดให้ผู้ที่รับการนิเทศหาวิธีที่สร้างสรรค์และมีความสุข เพื่อกระตุ้นความคิดสร้างสรรค์ สร้างแรงบันดาลใจให้ผู้ที่รับการนิเทศนำเอาศักยภาพ ทั้งส่วนตัวและวิชาชีพมาใช้อย่างสูงสุด ผู้นิเทศต้องเป็นเหมือนเพื่อนชวนคิดให้ผู้ที่รับการนิเทศหาวิธีที่สร้างสรรค์และมีความสุข พบว่า การพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา พบว่า สมรรถนะในแต่ละด้านของครูผู้สอนที่รับการนิเทศ มีพัฒนาการเพิ่มขึ้นตามลำดับ เนื่องจากในกระบวนการนิเทศของกลิคแมนมีพื้นฐานความเชื่อว่าทั้งผู้นิเทศและผู้รับการนิเทศเป็นเพื่อนร่วมงานที่มีความรู้ ความสามารถในการปรับปรุงการสอนใกล้เคียงกัน ยอมรับต่อภาระหน้าที่ร่วมกัน แลกเปลี่ยนเรียนรู้ซึ่งกันและกัน ซึ่งครูมีบทบาทสำคัญมากกว่าผู้ทำหน้าที่นิเทศ ผู้นิเทศเป็นผู้สนับสนุนให้ข้อเสนอแนะเมื่อครูต้องการเท่านั้น ได้พิจารณาใช้วิธีการแบบไม่ชี้นำ ครูจะเป็นผู้ที่ตัดสินใจในวิธีการปฏิบัติและการแก้ปัญหาปรับปรุงการเรียนการสอนด้วยตัวเองเป็นสำคัญ ผู้นิเทศเป็นเพียงผู้ช่วยในการสนับสนุนส่งเสริมสมรรถนะการจัดการเรียนรู้ของครูให้มีประสิทธิผล สมรรถนะการจัดการเรียนรู้ของครู ประกอบด้วย 1. ด้านความรู้ในการออกแบบการจัดการเรียนรู้/การเขียนแผนการจัดการเรียนรู้ 2. ด้านทักษะการจัดการเรียนรู้ 3. ด้านคุณลักษณะของความเป็นครู โดยเฉพาะในการดำเนินการของกระบวนการนิเทศแบบร่วมพัฒนาผู้นิเทศจะใช้คำถามกระตุ้นถามและสะท้อนคิด ซึ่งเป็นการให้ผู้รับการนิเทศได้ผลสะท้อนตนเองการจัดการเรียนรู้ด้วยตนเอง (Self-Reflecting) และแสดงศักยภาพ แนวทางการพัฒนาตนเองสอดคล้องกับ Stevens (1987) ที่กล่าวว่า การนิเทศแบบชี้แนะสะท้อนคิด เป็นกระบวนการเรียนรู้อย่างเป็นทางการของโค้ชร่วมกับครูในการฝึกประสบการณ์ ประเมินและสนับสนุนในการทำงาน โดยมีวัตถุประสงค์เพื่อพัฒนาทักษะและอำนวยความสะดวกการปฏิบัติงานที่ดีที่สุด และมีประสิทธิภาพมากที่สุด และสอดคล้องกับงานวิจัยของ พวงอ้อย ไชยดี (2564) การพัฒนาแนวทางการนิเทศแบบสอนแนะ (Coaching) สำหรับสถานศึกษาสังกัดเทศบาลภาคตะวันออกเฉียงเหนือตอนล่าง ประกอบด้วย 1. หลักการและเหตุผล 2. ความมุ่งหมาย 3. แนวทางการนิเทศแบบสอนแนะ (Coaching) สำหรับสถานศึกษา มี 4 องค์ประกอบ ดังนี้ 3.1) องค์ประกอบด้านการเตรียมการก่อนการนิเทศแบบสอนแนะ 3.2) องค์ประกอบด้านการกำหนด เป้าหมายและแผนการดำเนินงานการนิเทศแบบสอนแนะ 3.3) องค์ประกอบด้านการดำเนินการการนิเทศแบบสอนแนะ 3.4) องค์ประกอบด้านการประเมินและติดตามผลการนิเทศแบบสอนแนะ 4. กลไกในการบริหารจัดการ 5. เงื่อนไขความสำเร็จ แนวทางการนิเทศแบบสอนแนะ (Coaching) สำหรับสถานศึกษาสังกัดเทศบาล ภาคตะวันออกเฉียงเหนือตอนล่าง โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับ และสอดคล้องกับ Carol-Anne Minski (2014) ศึกษารูปแบบการโค้ชผู้บริหารที่ช่วยสร้างประสิทธิภาพภายในตนเอง เพื่อช่วยในการพัฒนาผการปฏิบัติงาน และสามารถบรรลุตามเป้าหมายขององค์การ ได้ผลการวิจัยว่าการตั้งเป้าหมายและความมุ่งมั่นไปสู่เป้าหมายเป็นเครื่องมือสำคัญ ในการช่วยบริหารงานบุคคลที่มีประสิทธิภาพภายในตนเองสูงจะมีความรับผิดชอบ และความพยายามสูงในการหาวิธีการและกลยุทธ์ที่ดี เพื่อมาช่วยให้การบริหารงานนั้นบรรลุตามเป้าหมายที่ตั้งไว้ โดยใช้วิธีการสะท้อนกลับในเชิงบวก และนอกจากนั้น Grant (2012) การนิเทศภายในแบบชี้แนะเพื่อการกำกับดูแลการฝึกปฏิบัติและผลกระทบต่อการศึกษาของออสเตรเลีย ผลการวิจัย พบว่า การนิเทศภายในแบบชี้แนะเป็นการสะท้อนออกมาถึงการพัฒนาและการปฏิบัติซึ่งจะได้ข้อมูลเชิงลึก และได้มุมมองของการนิเทศภายในที่ใหม่ๆ และเกิดประสิทธิภาพต่อการเรียนการสอนเป็นอย่างยิ่ง

3. การศึกษาความพึงพอใจของครูผู้รับการนิเทศและนักเรียนต่อกระบวนการนิเทศแบบร่วมพัฒนาในการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 พบว่า ครูผู้สอนที่รับการนิเทศและนักเรียนมีความพึงพอใจต่อกระบวนการนิเทศแบบร่วมพัฒนาอยู่ในระดับมากที่สุด โดยพบว่า นักเรียนมีความพึงพอใจกระบวนการจัดการเรียนรู้ใน ความพึงพอใจ

ต่อครูผู้สอน ความพึงพอใจต่อสื่อการเรียนการสอน ความพึงพอใจต่อคุณภาพการเรียนรู้ และความพึงพอใจต่อการวัดและประเมินผล ดังที่ พัฒนา พรหมณี ยุพิน พิทยาวัฒนชัย และจีระศักดิ์ ทัพผา (2563) กล่าวไว้ว่า ความพึงพอใจเป็นพฤติกรรมที่แสดงออกให้เห็นชัดเจนว่ามีความพึงพอใจต่อสิ่งที่กระตุ้นหรือสิ่งที่ได้รับว่ามีมากน้อยเพียงใด โดยเฉพาะอย่างยิ่งในกระบวนการดำเนินงาน ด้านการเรียนการสอน เพื่อให้ทราบถึงสภาวะหรือคุณภาพของสมรรถนะการดำเนินการนั้น ซึ่งจะส่งผลให้ผู้ปฏิบัติงานเกิดความรู้สึกกระตือรือร้น มีความเชื่อมั่นและความมุ่งมั่นในการทำงาน ความพึงพอใจทำให้เกิดความสุขจากการปฏิบัติงาน ต้องการให้งานมีประสิทธิภาพและเกิดประโยชน์สูงสุดช่วยให้ประสบความสำเร็จในการปฏิบัติงาน โดยสอดคล้องกับแนวคิดของ พัฒนา พรหมณี ยุพิน พิทยาวัฒนชัย และจีระศักดิ์ ทัพผา(2563) แนวคิดเกี่ยวกับความพึงพอใจและการสร้างแบบสอบถามความพึงพอใจ ได้เสนอไว้ว่า ความพึงพอใจที่มีความสำคัญต่อการดำเนินงานขององค์กรต่าง ๆ ทั้งภาครัฐและเอกชนความพึงพอใจหมายถึง สภาวะทางอารณ์ของบุคคลเมื่อได้รับการตอบสนองความต้องการตามความคาดหวังความพึงพอใจในงานเป็นทัศนคติของผู้ปฏิบัติงานที่มีต่องานที่เขากระทำ ซึ่งแสดงออกมาเป็นความชอบหรือความไม่ชอบคุณลักษณะของงาน ในรางวัลที่ได้รับจากการทำงาน และในสภาพแวดล้อมของการทำงาน ซึ่งช่วยส่งเสริมให้เกิดการปฏิบัติงานที่มีคุณภาพ และความร่วมมือร่วมใจ ระบบงานดำเนินไปด้วยความราบรื่นเรียบร้อย บรรยากาศในการทำงานที่ดี และภาพลักษณ์ที่น่าประทับใจ โดยเฉพาะอย่างยิ่งผู้รับบริการเกิดความพึงพอใจการประเมินความพึงพอใจในงานเป็นการประเมินความรู้สึก ความคิดและพฤติกรรม สามารถประเมินได้ด้วยวิธีการสังเกต การสัมภาษณ์ และการสอบถาม ที่นิยมคือใช้แบบสอบถามที่สร้างขึ้นอย่างรอบคอบและอย่างถูกต้องเหมาะสมตามทฤษฎีของการวัดผล ประเมินผลและแปลผล เพื่อการนำไปใช้ประโยชน์ในการดำเนินงานตามความต้องการต่อไป ซึ่งสอดคล้องกับ Jeffrey Glanz (2021) การวิจัยเชิงปฏิบัติการนิเทศการสอน: ข้อเสนอแนะสำหรับผู้บริหาร พบว่า การนิเทศแบบมีส่วนร่วม การตัดสินใจ การคิด การฝึกปฏิบัติร่วมกัน เป็นการปรับปรุงพัฒนาโรงเรียนให้มีศักยภาพ

ข้อเสนอแนะ

ข้อเสนอแนะสำหรับการนำผลวิจัยไปใช้

1. การดำเนินการการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา มีลักษณะเด่นคือ การนิเทศที่เปิดโอกาสให้ครูได้มีส่วนร่วมตั้งแต่การวางแผน การลงมือปฏิบัติ และการประเมินผลการจัดการเรียนรู้ โดยส่งเสริมให้ครูมีความเข้าใจ มีทักษะ และเจตคติที่ดีต่อการจัดการเรียนรู้ และหนึ่งในกิจกรรมของการนิเทศคือการสะท้อนผลการจัดการเรียนรู้ของตนเอง (Self-Reflecting) โดยตอบคำถามกระตุ้นคิดซึ่งต้องใช้เวลาเพื่อให้ครูได้ฝึกและเกิดความคุ้นเคยกับการสะท้อนตนเองโดยการไม่ลำเอียง และเป็นแนวทางที่จะส่งผลให้ครูเกิดการพัฒนาด้วยตัวเองและยั่งยืน

2. การพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา เป็นกระบวนการนิเทศที่มีประสิทธิภาพเชิงประจักษ์ สามารถพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 ในโรงเรียนประถมศึกษาได้สูงขึ้น ดังนั้น ผู้นิเทศ ประกอบด้วย ผู้บริหารสถานศึกษา ศึกษานิเทศก์ หัวหน้าวิชาการ บุคคลอื่นๆ ที่เกี่ยวข้องกับการพัฒนาการจัดการศึกษา จึงควรนำกระบวนการนิเทศแบบร่วมพัฒนาไปการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 และส่งเสริมสมรรถนะการจัดการเรียนรู้สำหรับครูในโรงเรียนประถมศึกษาในโรงเรียนอื่น

ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

1. ในการวิจัยครั้งนี้เป็นการใช้กระบวนการนิเทศแบบร่วมพัฒนาตามแนวคิดของกลิคแมนร่วมกับการใช้เทคนิคการโค้ช โดยผู้นิเทศปฏิบัติหน้าที่ในการนิเทศเพียงผู้เดียว ส่วนผู้รับการนิเทศปฏิบัติหน้าที่ในการรับการนิเทศ ซึ่งควรให้ผู้รับการนิเทศได้รับการฝึกฝนการเป็นผู้นิเทศ เพื่อที่จะได้นำเทคนิคและกระบวนการนิเทศแบบร่วมพัฒนาไปใช้พัฒนาสมรรถนะการจัดการเรียนรู้ให้กับครูผู้สอนทางอื่น

2. การใช้กระบวนการนิเทศแบบร่วมพัฒนาตามแนวคิดของกลิคแมนร่วมกับการใช้เทคนิคการโค้ชเพื่อการพัฒนาสมรรถนะการจัดการเรียนรู้คณิตศาสตร์สำหรับครูระดับชั้นประถมศึกษาปีที่ 3 ด้วยกระบวนการนิเทศแบบร่วมพัฒนา เพื่อให้เกิดความยั่งยืนและมีคุณประโยชน์ต่อการพัฒนาคุณภาพการศึกษาภายในสถานศึกษา ควรให้ผู้บริหารสถานศึกษาและเพื่อนครูเข้าร่วมกระบวนการนิเทศแบบร่วมพัฒนาทำหน้าที่เป็นผู้นิเทศและผู้รับการนิเทศ รวมทั้งฝึกฝนการใช้เทคนิคการโค้ชและการสะท้อนผลการจัดการเรียนรู้

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ความสัมพันธ์ระหว่างบทบาทของผู้บริหารสถานศึกษากับการดำเนินงานระบบดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ

The Relationship Between the Roles of School Administrators and The Operation of The Student Support System of Special Education Centers Educational Management Efficiency Promotion Network Group 11 Under the Office of Special Education Administration

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาบทบาทของผู้บริหารสถานศึกษาในการดำเนินงานระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ 2) เพื่อศึกษาผลการดำเนินงานระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ 3) เพื่อศึกษาความสัมพันธ์ระหว่างบทบาทของผู้บริหารสถานศึกษาในการดำเนินงานและระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ ประชากรในการวิจัยครั้งนี้คือ คือ ผู้บริหารและข้าราชการครู ศูนย์การศึกษาพิเศษ ในกลุ่มเครือข่ายส่งเสริมประสิทธิภาพที่ 11 ปีการศึกษา 2565 มีสถานศึกษา จำนวน 5 แห่ง ประชากรที่ใช้ในการวิจัยครั้งนี้ จำนวน 210 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้ตารางเครจซี่และมอร์แกน จำนวน 152 คน และกลุ่มตัวอย่างได้มาจากวิธีการสุ่ม *แบบชั้นภูมิ* (Stratified Random Sampling) เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถาม ซึ่งมีลักษณะเป็นมาตรประมาณค่า 5 ระดับ โดยแบบสอบถามมีช่วงพิสัยของค่าอำนาจจำแนก (Item Total Correlation) 0.380 ถึง 0.779 และมีช่วงพิสัยของค่าความเชื่อมั่น .975 ตัวแปรที่ศึกษาทั้งสิ้น 5 ตัวแปร คือ 1) การส่งเสริมและสนับสนุน 2) การพัฒนาบุคลากร 3) การเป็นผู้นำ 4) การประสานสัมพันธ์ 5) การนิเทศติดตามและประเมินผล สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ การแจกแจงความถี่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบน มาตรฐาน สัมประสิทธิ์สหสัมพันธ์อย่างง่ายแบบเพียร์สัน

ผลการวิจัยพบว่า

1. บทบาทของผู้บริหารสถานศึกษากับการดำเนินงานระบบดูแลช่วยเหลือของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษาเครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษโดยรวม พบว่าอยู่ในระดับมาก

2. ผลการดำเนินงานระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษโดยรวมพบว่า อยู่ในระดับมาก

3. ความสัมพันธ์ระหว่างบทบาทของผู้บริหารสถานศึกษากับการดำเนินงานระบบดูแลช่วยเหลือนักเรียนโดยรวมพบว่า มีความสัมพันธ์กันทางบวก อยู่ในระดับสูงมาก

คำสำคัญ: บทบาทของผู้บริหาร,ระบบดูแลช่วยเหลือนักเรียน,ศูนย์การศึกษาพิเศษ,สำนักบริหารงานการศึกษาพิเศษ

Abstract

The objectives of this research were 1) to study the roles of school administrators in the operation of the student support system of special education centers; 2) to study the performance of the student support system of the special education center 3) to study the relationship between the roles of educational institution administrators in the operation and the student support system of special education centers; Educational Management Efficiency Promotion Network Group 11 under the Office of Special Education Administration The population in this research was administrators and government officials. special education center In the 11th performance promotion network group, academic year 2022, there were 5 schools. The population used in this research was 210 people. The sample size was determined by using the Craigie and Morgan table of 152 people

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and the sample group was obtained. From stratified random sampling, the tool used for data collection was a questionnaire, which was a 5-level estimator, with a range of item total correlation 0.380 to 0.779 and the range of the confidence value was .975. There were 5 variables studied: 1) promotion and support 2) personnel development 3) leadership 4) coordination 5) supervision, monitoring and evaluation. Statistics used in data analysis were frequency, percentage, mean, standard deviation, Pearson simple correlation coefficient.

This research found that

1. The role of school administrators and the operation of the special education center student support system Networks promoting the efficiency of education management networks 11 under the Office of Special Education Administration as a whole found that it was at a high level.

2. Performance of the student support system of the special education center Networks promoting the efficiency of education management, networks 11 under the Office of Special Education Administration, in general, found that it was at a high level.

3. The relationship between the roles of educational institute administrators and the operation of the student support system was generally positively correlated at a very high level.

Keywords: Roles of administrators, Student support system, Special education center, Special education administration office

บทนำ

ผู้บริหารเป็นผู้กำหนดทิศทางการทำงานให้มีประสิทธิภาพ เป็นผู้ที่มีความเป็นผู้นำทางวิชาการสูง มีความคิดริเริ่ม มีวิสัยทัศน์รอบรู้ เป็นที่พึ่งทาง วิชาการให้แก่ผู้ใต้บังคับบัญชาได้มีความสามารถในการจัดโครงสร้างและจัดบุคลากร ให้เหมาะสมกับศักยภาพสอดรับกับภาระและปริมาณงาน บริหารโดยใช้หลักการกระจาย อำนาจ การมีส่วนร่วมบริหารโดยมุ่งผลสัมฤทธิ์ของงาน มีการตรวจสอบและถ่วงดุลการทำงานทุกด้าน (สำนักงานคณะกรรมการ การศึกษาขั้นพื้นฐาน, 2550) โดยผู้บริหารต้องให้ความสำคัญกับบทบาทในการการบริหารสถานศึกษา เพื่อการขับเคลื่อนให้บรรลุเป้าหมายของสถานศึกษาคือผู้บริหารสถานศึกษา เพราะว่ามีบทบาทหน้าที่ในการปฏิบัติกิจกรรมเพื่อพัฒนางานการจัดการเรียนการสอนในสถานศึกษา เช่น การเปลี่ยนแปลงด้านหลักสูตรการประเมินผลนักเรียน การจัดโครงการสำหรับเด็กที่มีความต้องการพิเศษการประเมินผลการสอนของครูและการวางแผนเพื่อพัฒนาความก้าวหน้าในวิชาชีพของครู (ธีระ รุญเจริญ,2550) **จนสามารถบรรลุจุดมุ่งหมายของการจัดการศึกษาที่กำหนดไว้ในการจัดการศึกษาขั้นพื้นฐานโดยอาศัยกระบวนการการบริหารที่เน้นการมีส่วนร่วมของบุคลากรทุกฝ่าย ทุกสถาบัน และทุกองค์กรที่เกี่ยวข้องทั้งภายนอกสถานศึกษา (ณัฐธยาน์ โพธิชาธาร,2553)**

สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานได้กำหนดนโยบายให้สถานศึกษาทุกแห่งจัดให้มีระบบดูแลช่วยเหลือนักเรียนและกำหนดมาตรการสนับสนุนส่งเสริมศักยภาพนักเรียนเน้นกิจกรรมส่งเสริม พัฒนาป้องกัน แก้ไขปัญหาและการคุ้มครองสิทธิเด็กโดยการมีส่วนร่วมของบุคลากรและหน่วยงานที่เกี่ยวข้องเพื่อเป็นมาตรการสู่การปฏิบัติในการสร้างความเข้มแข็งให้โรงเรียนมีมาตรฐานในการจัดระบบดูแลช่วยเหลือนักเรียน ซึ่งสอดคล้องกับ พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 3) พ.ศ. 2553 (สำนักงานคณะกรรมการการศึกษาแห่งชาติ, 2553 : 22) ที่มุ่งจัดการศึกษาต้องเป็นไปเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ทั้งร่างกาย จิตใจ สติปัญญา ความรู้และคุณธรรม มีจริยธรรมและวัฒนธรรมในการดำรงชีวิตสามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข ระบบดูแลช่วยเหลือนักเรียนเป็นกระบวนการหนึ่งในการบริหารจัดการศึกษาของสถานศึกษา ที่จะดำเนินงานดูแลช่วยเหลือนักเรียนที่มีขั้นตอนวิธีการ และเครื่องมือการทำงานที่ชัดเจน ระบบดูแลช่วยเหลือนักเรียนเป็นกระบวนการดำเนินงานดูแลช่วยเหลือนักเรียนอย่างเป็นระบบที่มีขั้นตอน 5 ขั้นตอน ประกอบด้วย 1.การรู้จักนักเรียนเป็นรายบุคคล เป็นสิ่งที่จะช่วยให้ครูทราบถึงจุดแข็งและจุดอ่อนของนักเรียนแต่ละคนโดยใช้วิธีการที่หลากหลาย 2.การคัดกรองนักเรียน เป็นการวิเคราะห์ข้อมูลทั้งหมดที่ได้จากการรู้จักนักเรียนเป็นรายบุคคล แล้วนำผลที่ได้มาจำแนกตามเกณฑ์การคัดกรอง ซึ่งเป็นการจัดแบ่งนักเรียนเป็นกลุ่มตามพฤติกรรม 3. การส่งเสริมและพัฒนานักเรียนเป็นการสนับสนุน ให้นักเรียนทุกคนที่อยู่ในความดูแลได้เรียนรู้และพัฒนาให้เป็นบุคคลที่มีคุณภาพและมีคุณลักษณะที่พึงประสงค์มีความภาคภูมิใจในตนเอง 4. การป้องกันช่วยเหลือและแก้ไข เป็นการดูแลเอาใจใส่และช่วยเหลือนักเรียนทุกคนอย่างเท่าเทียมกันโดยเฉพาะนักเรียนกลุ่มเสี่ยงหรือกลุ่มที่มีปัญหาจำเป็นต้องได้รับการดูแลเอาใจใส่อย่างใกล้ชิด 5. การส่งต่อนักเรียน เป็นกระบวนการที่นอกเหนือจากกระบวนการทั้งสี่ที่ปัญหามีความยากแก่การช่วยเหลือก็ควรดำเนินการส่งต่อไปยังผู้เชี่ยวชาญภายนอก (กรมสุขภาพจิต,2546) กระทรวงศึกษาธิการได้ตระหนักถึงความสำคัญและสิทธิของคนพิการในการรับบริการทางการศึกษาตามพระราชบัญญัติการศึกษาแห่งชาติ พุทธศักราช 2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พุทธศักราช 2545 ได้กำหนดความมุ่งหมาย

และหลักการจัดการศึกษาต้องเป็นไปเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ทั้งร่างกาย จิตใจ สติปัญญา ความรู้และคุณธรรม มีจริยธรรมและวัฒนธรรมในการดำรงชีวิต สามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข (มาตรา 6) และเป็นแนวทางการจัดการศึกษาโดยยึดหลักว่าทุกคนมีความสามารถเรียนรู้และพัฒนาตนเองได้ และถือว่าผู้เรียนมีความสำคัญที่สุดและต้องส่งเสริมผู้เรียนให้พัฒนาเต็มศักยภาพและเป็นไปตามธรรมชาติ (มาตรา 22) (สำนักงานคณะกรรมการการศึกษาแห่งชาติ,2560)

สำนักบริหารงานการศึกษาพิเศษ สังกัดคณะกรรมการการศึกษาขั้นพื้นฐาน กระทรวงศึกษาธิการ ได้เห็นความสำคัญในระบบการดูแลช่วยเหลือนักเรียนเป็นกระบวนการดำเนินงานดูแลช่วยเหลือนักเรียนอย่างมีขั้นตอนพร้อมด้วยวิธีการและเครื่องมือการทำงานที่ชัดเจนโดยมีครูประจำชั้น ครูที่ปรึกษาเป็นบุคลากรหลักในการดำเนินการดังกล่าว และมีการประสานความร่วมมืออย่างใกล้ชิดกับผู้ปกครองนักเรียน ครูที่เกี่ยวข้อง หรือบุคคลภายนอก รวมทั้งการสนับสนุน ส่งเสริมจากองค์กร หน่วยงานและเครือข่ายที่เกี่ยวข้อง มีความจำเป็นอย่างยิ่งในนักเรียนที่มีความพิการด้านต่างๆ เพราะสภาพความพิการของนักเรียนต้องได้รับการช่วยเหลือในขั้นพื้นบานเพื่อตอบสนองและพัฒนาศักยภาพให้ได้อย่างเต็มที่ จากเหตุผลและความสำคัญดังกล่าวทำให้เกิดมีความจำเป็นต้อนพัฒนาระบบดูแลผู้เรียน ทำให้ผู้วิจัยสนใจศึกษาบทบาทของผู้บริหารสถานศึกษาในการดำเนินงานระบบดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพศูนย์การศึกษาพิเศษกลุ่ม 11 สำนักบริหารงานการศึกษาพิเศษ เพื่อให้ผู้บริหารสถานศึกษา ครูผู้สอนและผู้ที่มีส่วนเกี่ยวข้องนำข้อมูลไปใช้สำหรับการวางแผนการดำเนินงานระบบการดูแลช่วยเหลือนักเรียนในสถานศึกษา สังกัดสำนักบริหารงานการศึกษาพิเศษ ที่จะส่งผลทำให้เกิดการพัฒนา และปรับปรุงการทำงานด้านระบบการดูแลช่วยเหลือนักเรียนให้เกิดประสิทธิภาพสูงสุด และลดผลกระทบด้านต่างๆต่อตัวผู้เรียน

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาบทบาทของผู้บริหารสถานศึกษาในการดำเนินงานระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษกลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ
2. เพื่อศึกษาผลการดำเนินงานระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ
3. เพื่อศึกษาความสัมพันธ์ระหว่างบทบาทของผู้บริหารสถานศึกษาในการดำเนินงานและระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ

วิธีการดำเนินการวิจัย

งานวิจัยครั้งนี้ผู้ศึกษามุ่งศึกษาบทบาทของผู้บริหารสถานศึกษาในการดำเนินงานระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ

1. ประชากร/กลุ่มตัวอย่าง

1.1 ประชากร (Population) ประชากรที่ใช้ในการวิจัยครั้งนี้ คือ ผู้บริหารและข้าราชการครู ศูนย์การศึกษาพิเศษในกลุ่มเครือข่ายส่งเสริมประสิทธิภาพที่ 11 ปีการศึกษา 2565 มีสถานศึกษา จำนวน 5 แห่ง เป็นผู้บริหารสถานศึกษา จำนวน 38 คน และข้าราชการครู จำนวน 172 คน รวมประชากรที่ใช้ในการวิจัยครั้งนี้ จำนวน 210 คน

1.2 กลุ่มตัวอย่าง (Sample) กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ คือ ผู้บริหารและข้าราชการครู ศูนย์การศึกษาพิเศษในกลุ่มเครือข่ายส่งเสริมประสิทธิภาพที่ 11 ภาคเรียนที่ 2 ปีการศึกษา 2565 เป็นผู้บริหารสถานศึกษา จำนวน 33 คน และข้าราชการครู จำนวน 119 คน ใช้จำนวนประชากรของผู้บริหารสถานศึกษาและข้าราชการครู มากำหนดขนาดกลุ่มตัวอย่างโดยใช้ตารางสำเร็จรูปของเครจซี่และมอร์แกนได้ขนาดกลุ่มตัวอย่างรวมทั้งสิ้น จำนวน 152 คน ซึ่งได้มาโดยวิธีการสุ่ม*แบบชั้นภูมิ* (Stratified Random Sampling) โดยใช้ตำแหน่งการทำงานเป็นชั้นในการแบ่ง

2. ตัวแปรที่ศึกษา

2.1 ตัวแปรต้น คือ บทบาทหน้าที่ผู้บริหารสถานศึกษา ประกอบด้วย ผู้บริหารสถานศึกษาและข้าราชการครู ศูนย์การศึกษาพิเศษ ในกลุ่มเครือข่ายส่งเสริมประสิทธิภาพที่ 11 ได้แก่ 1) การส่งเสริมและสนับสนุน 2) การพัฒนาบุคลากร 3) การเป็นผู้นำ 4) การประสานสัมพันธ์ 5) การนิเทศติดตามและประเมินผล

2.2 ตัวแปรตาม คือ ระบบการดูแลช่วยเหลือนักเรียนสถานศึกษา กลุ่มเครือข่ายส่งเสริมประสิทธิภาพศูนย์การศึกษาพิเศษกลุ่ม 11 สำนักบริหารงานการศึกษาพิเศษ 5 ด้านได้แก่1) การรู้จักนักเรียนเป็นรายบุคคล 2) การคัดกรองนักเรียน 3) การส่งเสริมและพัฒนานักเรียนพิการ 4) การป้องกันและแก้ไขปัญหา 5) การส่งต่อนักเรียน

3. เครื่องมือที่ใช้ในการวิจัย

การวิจัยในครั้งนี้ผู้วิจัยใช้แบบสอบถามโดยมี3 ส่วน คือ ส่วนที่ 1 สถานภาพของผู้ตอบแบบสอบถามเป็นแบบตรวจสอบรายการ ส่วนที่ 2 แบบสอบถามเกี่ยวกับบทบาทของผู้บริหารสถานศึกษา และการดำเนินงานระบบดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษกลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ ซึ่งแบบสอบถามมีลักษณะ เป็นแบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ตามวิธีการของ Likert จำนวน 47 ข้อ ส่วนที่ 3 คำถามปลายเปิด (Open Ended) ให้ผู้ตอบแบบสอบถามได้ตอบข้อเสนอแนวทางการพัฒนาบทบาทของผู้บริหารสถานศึกษาในการดำเนินงานระบบดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษกลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ เป็นมาตรประมาณค่า (Rating Scale) 5 ระดับ ตามรูปแบบของ Likert Scale จำนวน 32 ข้อ โดยมีขั้นตอนการสร้างและตรวจสอบคุณภาพของเครื่องมือที่ใช้ในการวิจัยดังนี้

3.1 ศึกษาหลักการ แนวคิด ทฤษฎี เกี่ยวกับบทบาทของผู้บริหารสถานศึกษาในการดำเนินงานระบบดูแลช่วยเหลือนักเรียนสถานศึกษา

3.2 ศึกษาวิธีการสร้างแบบสอบถามจากเอกสารและงานวิจัยที่เกี่ยวข้อง เพื่อใช้เป็นแนวทางในการสร้างแบบสอบถาม

3.3 สร้างแบบสอบถามฉบับร่าง ที่ใช้ในการเก็บรวบรวมข้อมูล โดยสร้างคำถามตามกรอบแนวคิดบทบาทของผู้บริหารสถานศึกษาในการดำเนินงานระบบดูแลช่วยเหลือนักเรียน ซึ่งข้อคำถามนำมาจากสาระหลัก เป็นแบบมาตราส่วนประมาณค่า (Rating scale) 5 ระดับ คือ มากที่สุด มาก ปานกลาง น้อยและน้อยที่สุด

3.4 ตรวจสอบความเที่ยงตรงของเนื้อหาโดยผู้เชี่ยวชาญ จำนวน 5 ท่าน ตรวจสอบความสอดคล้องระหว่างนิยามเชิงปฏิบัติการกับข้อคำถาม ซึ่งพบว่ามีค่าดัชนีIOC ระหว่าง 0.71 – 1.00 ซึ่งมากกว่า 0.50 ตามเกณฑ์ที่ผู้วิจัยกำหนดไว้ซึ่งแสดงว่าแบบสอบถามชุดนี้นำไปใช้ได้

3.5 นำแบบสอบถามไปทดลองใช้กับครูซึ่งไม่ใช่กลุ่มตัวอย่างจำนวน 30 คน จากนั้นตรวจสอบค่าอำนาจจำแนกด้วยวิธีสหสัมพันธ์อย่างง่ายแบบเพียร์สันโดยการหาค่าความสัมพันธ์ระหว่างคะแนนรายข้อกับคะแนนรวม (Item Total Correlation) และ ตรวจสอบความเชื่อมั่นซึ่งคำนวณโดยใช้สูตรสัมประสิทธิ์อัลฟาของครอนบาค (Cronbach’s Alpha Coefficient) โดยใช้โปรแกรมสำเร็จรูป

3.6 จัดทำแบบสอบถามฉบับสมบูรณ์เพื่อนำไปใช้กับกลุ่มตัวอย่างในลำดับต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือขอความอนุเคราะห์เก็บข้อมูลวิจัยจากคณะครุศาสตร์ มหาวิทยาลัยราชภัฏชัยภูมิ ถึงผู้อำนวยการศูนย์การศึกษาพิเศษ ในกลุ่มเครือข่ายส่งเสริมประสิทธิภาพที่ 11 จำนวน 5 แห่ง

4.2 ส่งแบบสอบถามให้กับกลุ่มประชากรโดยใช้รูปแบบสอบถามออนไลน์และทางไปรษณีย์และรอรับผลแบบสอบถามกลับ

4.3 ตรวจสอบความสมบูรณ์ของแบบสอบถาม และนำแบบสอบถาม มาบันทึกลงรหัสและตรวจให้คะแนนตามเกณฑ์ที่กำหนดไว้

สรุปผลการวิจัย

ผู้วิจัยรายงานผลการวิจัยตามวัตถุประสงค์ของการวิจัย ดังนี้

1. ผลการวิเคราะห์ข้อมูลเกี่ยวกับบทบาทของผู้บริหารสถานศึกษากับการดำเนินงานระบบดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัด สำนักบริหารงานการศึกษาพิเศษ

ตารางที่ 1 ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และระดับบทบาทของผู้บริหารสถานศึกษากับการดำเนินงานระบบดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัด สำนักบริหารงานการศึกษาพิเศษ

บทบาทของผู้บริหารสถานศึกษากับการดำเนินงานระบบดูแลช่วยเหลือนักเรียน	$\bar{x}$	SD	ระดับ
1.ด้านการส่งเสริมสนับสนุน	4.22	0.63	มาก
2.ด้านการพัฒนาบุคลากร	4.36	0.57	มาก
3.ด้านการเป็นผู้นำ	4.25	0.57	มาก
4.ด้านการประสานสัมพันธ์	4.24	0.52	มาก
5.การนิเทศ ติดตามและประเมินผล	4.32	0.51	มาก
รวม	4.28	0.48	**มาก**

จากตาราง 1 พบว่าระดับบทบาทของผู้บริหารสถานศึกษากับการดำเนินงานระบบดูแลช่วยเหลือของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษาเครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ โดยรวม พบว่าอยู่ในระดับมาก ($\bar{x}$= 4.28) เมื่อพิจารณาเป็นรายด้านพบว่า ด้านการพัฒนาบุคลกรมีค่าเฉลี่ยสูงสุด ($\bar{x}$= 4.36) รองลงมาคือ ด้านการนิเทศ ติดตามและประเมินผล ($\bar{x}$= 4.32) ส่วนด้านการส่งเสริมสนับสนุนมีค่าเฉลี่ยต่ำสุด ($\bar{x}$= 4.22)

2. ผลการวิเคราะห์ข้อมูลเกี่ยวกับการดำเนินงานระบบดูแลช่วยเหลือนักเรียนของของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัด สำนักบริหารงานการศึกษาพิเศษ

ตารางที่ 2 ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และระดับการดำเนินงานระบบการดูแลช่วยเหลือนักเรียนของของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัด สำนักบริหารงานการศึกษาพิเศษ

การดำเนินงานระบบการดูแลช่วยเหลือ	$\bar{x}$	SD	ระดับ
1.ด้านการรู้จักนักเรียนเป็นรายบุคคล	4.40	0.50	มาก
2.ด้านการคัดกรองนักเรียน	4.43	0.53	มาก
3.ด้านการส่งเสริมและพัฒนา	4.42	0.52	มาก
4.ด้านการป้องกัน ช่วยเหลือและแก้ไข	4.34	0.52	มาก
5.ด้านการส่งต่อ	4.34	0.52	มาก
รวม	4.39	0.48	มาก

จากตาราง 2 พบว่าระดับการดำเนินงานระบบดูแลช่วยเหลือนักเรียน โดยรวม พบว่าอยู่ในระดับมาก ($\bar{x}$= 4.39) เมื่อพิจารณาเป็นรายด้านพบว่า ด้านการคัดกรองนักเรียนมีค่าเฉลี่ยสูงสุด ($\bar{x}$= 4.43) รองลงมาคือ ด้านการส่งเสริมและพัฒนา ($\bar{x}$= 4.42) ด้านการป้องกัน ช่วยเหลือและแก้ไข กับ ด้านการส่งต่อมีค่าเฉลี่ยต่ำสุด ($\bar{x}$= 4.34)

3) ผลการวิเคราะห์ความสัมพันธ์ระหว่างบทบาทของผู้บริหารสถานศึกษากับการดำเนินงาน ระบบดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัด สำนักบริหารงานการศึกษาพิเศษ

ตารางที่ 3 ค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างบทบาทของผู้บริหารสถานศึกษากับการดำเนินงานระบบดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัด สำนักบริหารงานการศึกษาพิเศษ โดยภาพรวม

บทบาทของผู้บริหารสถานศึกษา	การดำเนินงานระบบดูแลช่วยเหลือนักเรียน		
	Pearson Correlation	ระดับความสัมพันธ์	ทิศทางความสัมพันธ์
ด้านการส่งเสริมและสนับสนุน	.570**	สูง	บวก
ด้านการการพัฒนาบุคคลกร	.770**	สูงมาก	บวก
ด้านการเป็นผู้นำ	.651**	สูง	บวก
ด้านการประสานสัมพันธ์	.758**	สูง	บวก
ด้านการนิเทศ ติดตามและ ประเมินผล	.779**	สูงมาก	บวก
รวม	.809**	สูงมาก	บวก

**มีนัยสำคัญทางสถิติที่ระดับ .01

จากตารางที่ 4.13 พบว่า สัมประสิทธิ์สหสัมพันธ์ระหว่างบทบาทของผู้บริหารสถานศึกษากับการดำเนินงานระบบดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัด สำนักบริหารงานการศึกษาพิเศษ โดยรวมมีความสัมพันธ์กันทางบวก อยู่ในระดับสูงมาก อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 โดยมีค่าความสัมพันธ์ .809** เมื่อพิจารณาเป็นรายด้าน พบว่า บทบาทของผู้บริหารสถานศึกษาด้านการการพัฒนาบุคคลกร และ ด้านการนิเทศ ติดตามและประเมินผล มีความสัมพันธ์กับการดำเนินงานระบบดูแลช่วยเหลือนักเรียนโดยรวมใน ระดับสูงมากและมีความสัมพันธ์ในทางบวกอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ส่วนด้านการส่งเสริมและสนับสนุน ด้านการเป็นผู้นำด้านการประสานสัมพันธ์ และด้านการประสานสัมพันธ์ มีความสัมพันธ์ใน ระดับสูงและมีความสัมพันธ์ในทางบวก อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

อภิปรายผลการวิจัย

งานวิจัยเรื่องบทบาทของผู้บริหารสถานศึกษากับการดำเนินงานระบบดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษาเครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ ผู้วิจัยได้อภิปรายผลตามวัตถุประสงค์ดังนี้

1.เพื่อศึกษาบทบาทของผู้บริหารสถานศึกษาในการดำเนินงานระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ

จากผลการวิจัยครั้งนี้พบว่า บทบาทของผู้บริหารสถานศึกษาของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ อยู่ในระดับมาก ซึ่งเป็นไปตามสมมุติฐานที่ตั้งไว้ ทั้งนี้เพราะผู้บริหารสถานศึกษามีบทบาทสำคัญในการทำหน้าที่ให้การสนับสนุนและส่งเสริมบุคลากรให้ได้รับความรู้ ความเข้าใจในบริบทของการดำเนินงานระบบดูแลช่วยเหลือนักเรียน และสร้างความสัมพันธ์ที่ดีระหว่าง ครู ผู้ปกครองและชุมชนให้ได้แลกเปลี่ยนข้อมูลของนักเรียนซึ่งกันและกัน สอดรับกับการนิเทศและติดตาม ประเมินผล ทำให้บทบาทของผู้บริหารสถานศึกษา อยู่ในระดับมาก ซึ่งสอดคล้องกับ Noraini, Bakare, & Sharifah (2015: 479-482) กล่าวถึง บทบาทของผู้บริหารในการ ส่งเสริมการจัดการศึกษาที่สำคัญได้แก่ การจัดสิ่งอำนวยความสะดวก ทั้งด้านสื่อและอุปกรณ์ด้านที่มี ค่าเฉลี่ยรองลงมา คือ ด้านการนิเทศการสอน อาจเป็นเพราะการตรวจสอบคุณภาพการจัดการเรียน การสอนเป็นส่วนสำคัญในการพัฒนาการเรียนรู้ที่เน้นนักเรียนเป็นสำคัญ เพื่อเป็นการกระตุ้นให้ครู จัดการเรียนการสอนอย่างมีประสิทธิภาพ นอกจากนี้ สุรีพร แก้วโพธิ์ (2561: บทคัดย่อ) กล่าวถึง บทบาทผู้บริหาร สถานศึกษาในการส่งเสริมการจัดกระบวนการเรียนรู้ที่เน้นนักเรียนเป็นสำคัญในสถานศึกษาสังกัดอาชีวศึกษา ควรมีการจัดทำแผนงานในการจัดหาวัสดุ สื่อ อุปกรณ์เพื่อให้เป็นแหล่งเรียนรู้ที่เหมาะสม

2. เพื่อศึกษาผลการดำเนินงานระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ

จากผลการวิจัยครั้งนี้พบว่าการดำเนินงานระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ อยู่ในระดับมาก เพราะเป็นกระบวนการทำงานวิธีการ ต่าง ๆ ที่ต้องดำเนินการทำงานให้เป็นไปตามระบบตามขั้นตอนที่ได้วางไว้ ระบบดูแลช่วยเหลือนักเรียนจึง เป็นเสมือนกุญแจ

หรือเครื่องมือในการจัดการการดูแลนักเรียนในสถานศึกษาที่มีประสิทธิภาพในการ ช่วยเหลือนักเรียน ทำให้การดำเนินงานระบบดูแลช่วยเหลือนักเรียน อยู่ในระดับมาก สอดคล้องกับ จิรัฐิพร จีนสายใจ ได้ศึกษา ระบบดูแลช่วยเหลือนักเรียนในโรงเรียนโสตศึกษาจังหวัดนครปฐม โดยรวมอยู่ในระดับมาก (จิรัฐิพร จีนสายใจ,2557) สอดคล้องกับ สุจิตรา ช่วงโชติ ได้ศึกษา ปัญหาและแนวทางการพัฒนาระบบดูแลช่วยเหลือนักเรียนของโรงเรียนระยองปัญญานุกูล สังกัดสำนักบริหารงานการศึกษาพิเศษ อยู่ระดับมาก ได้กล่าวว่างานระบบดูแลช่วยเหลือนักเรียนเป็นระบบที่สนับสนุนที่มีขั้นตอนอย่างเป็นมาตรฐาน ซึ่งทำให้สถานศึกษามีการดำเนินงานที่มีประสิทธิภาพ (*สุจิตรา ช่วงโชติ,2556*)

3. เพื่อศึกษาความสัมพันธ์ระหว่างบทบาทของผู้บริหารสถานศึกษาในการดำเนินงานและระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ

จากผลการวิจัยครั้งนี้พบว่า ความสัมพันธ์ระหว่างบบทบาทของผู้บริหารสถานศึกษาในการดำเนินงานและระบบการดูแลช่วยเหลือนักเรียนของศูนย์การศึกษาพิเศษ กลุ่มเครือข่ายส่งเสริมประสิทธิภาพการจัดการศึกษา เครือข่าย 11 สังกัดสำนักบริหารงานการศึกษาพิเศษ มี ความสัมพันธ์กันในทางบวก อยู่ในระดับสูงมาก ซึ่งเป็นไปตามสมมุติฐานที่ตั้งไว้ ทั้งนี้เพราะ บทบาทของ ผู้บริหารสถานศึกษามีบทบาทอย่างมากต่อการดำเนินงานระบบดูแลช่วยเหลือนักเรียนที่เป็นกระบวนการ โดยการส่งเสริมป้องกันและแก้ไขปัญหาของนักเรียนอย่างมีขั้นตอน มีวิธีการและเครื่องมือ โดยเน้นช่วยใน ด้านการส่งเสริมให้มีการรู้จักนักเรียนเป็นรายบุคคล ส่งบุคลากรพัฒนาด้านการดูแลช่วยเหลือนักเรียน การสร้างความสัมพันธ์ระหว่างผู้ร่วมงานและประสานสัมพันธ์กับหน่วยงานภายในภายนอกเพื่อการส่งต่อ รวมถึงคอยติดตามการนิเทศ ติดตามและประเมินผลความก้าวหน้าของนักเรียนอย่างมีประสิทธิภาพ สอดคล้องกับ สุภาพรรณ สุขเกิด ได้ศึกษาความสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษากับคุณภาพผู้เรียนในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 7 พบว่า ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษากับคุณภาพผู้เรียนในสถานศึกษาโดยรวมอยู่ในระดับมาก (สุภาพรรณ สุขเกิด, 2557) เมื่อพิจารณารายข้อ จะพบว่า ด้านการพัฒนาบุคคลกร และด้านการนิเทศติดตามผล อยู่ในระดับที่สูงมาก เนื่องมากจาก ผู้บริหารให้ความสำคัญต่อการจัดหางบประมาณในการพัฒนาบุคลากร มีการสนับสนุนการพัฒนาบุคลากรอย่างจริงจัง ให้ความสำคัญต่อความ ต่องการของบุคลากรในการพัฒนาตนเอง และสนับสนุนให้บุคลากรนำความรู้ ทักษะที่ได้รับจากการพัฒนาไปใช้ในการปฏิบัติงานนั้น การสนับสนุนจากผู้บริหาร ในสิ่งเหล่านี้จะทำให้เกิดแรงจูงใจเป็นกระบวนการของการกระตุ้น (Arousal) ให้ บุคลากรทำงานให้ดีขึ้น ซึ่งสอดคล้องกับทฤษฎีการจูงใจของ Greenberg และ Baron ที่กล่าวว่า พฤติกรรมของมนุษย์ที่แสดงออกต่อสิ่งเร้า หรือสิ่งจูงใจในการ ทำงาน เพื่อกระตุ้นให้เกิดความต้องการในการพัฒนาต่อไปไม่หยุดยั้ง มีความ ทุ่มเทความพยายามมากขึ้นโดยทำงานอย่างมีทิศทางไม่ย่อท้อ เพื่อบรรลุเป้าหมาย บางสิ่งบางอย่างที่ต้องการ และสอดคล้องกับงานวิจัยของ อัญชิสา ไกรสรนภาเนตร (2545) ที่ศึกษาเรื่องการพัฒนาบุคลากร ตามความต้องการของข้าราชการ มหาวิทยาลัยศิลปากร พบว่า บุคลากรทั้งสาย ข และสาย ค มีความต้องการที่ไปฝึกอบรม การสอนงาน การส่งไปดูงาน โดยรวม อยู่ในระดับมาก โดยได้รับการสนับสนุนจากมหาวิทยาลัยมีการจัดกิจกรรม ดังกล่าวด้วย ในด้านด้านการนิเทศติดตามผลการประเมิน พบว่าทุกองค์ประกอบมี ความสำคัญและความจำเป็น ความสอดคล้องเชื่อมโยง สัมพันธ์กัน หากพิจารณาในแต่ละขั้นตอนหรือ แต่ละองค์ประกอบ ทั้งนี้เพราะกระบวนการดำเนินการในการพัฒนาระบบนิเทศ ผู้วิจัยให้ความสำคัญ กับกระบวนการมีส่วนร่วมของบุคลากรทุกฝ่ายที่เกี่ยวข้องกับการนิเทศโดยตรง สอดคล้องกับการวิจัยของ กนิษฐา สวยสด (2558) ได้พัฒนารูปแบบการนิเทศเพื่อพัฒนาระบบประกันคุณภาพภายในสถานศึกษาโรงเรียนที่ไม่ผ่านการรับรองคุณภาพการศึกษา สำนักงานเขตพื้นที่การศึกษาประถมศึกษาลำปาง เขต 3 ได้เป็น รูปแบบ Lampang 3 Quality Model มีองค์ประกอบ 5 ส่วนด้วยกัน ได้แก่ 1. การวิเคราะห์ข้อมูล (Analysis) 2. การวางแผนการนิเทศ (Plan) 3. การนิเทศ (Supervision) 4. การประเมินผล (Evaluation) และ 5. การเสริมแรง (Reinforcement)

ข้อเสนอแนะ

1. ควรศึกษาวิจัยเกี่ยวกับปัจจัยการบริหารสถานศึกษาที่ส่งผลต่อการดำเนินงานระบบดูแล ช่วยเหลือนักเรียน ในเชิงคุณภาพ เพื่อให้ได้ข้อมูลเชิงลึกที่จะช่วยพัฒนาสถานศึกษา

2. ควรศึกษาวิจัยเกี่ยวกับการศึกษารูปแบบการพัฒนาระบบดูแลช่วยเหลือนักเรียนที่ส่งผลต่อ การบริหารงานของผู้บริหารสถานศึกษา เพื่อพัฒนาการดำเนินงานระบบดูแลช่วยเหลือนักเรียน ให้มี ประสิทธิภาพและเกิดประสิทธิผลต่อสถานศึกษา

3. ควรมีการศึกษาวิจัยเกี่ยวกับความสัมพันธ์ของบทบาทผู้บริหารสถานศึกษากับการดำเนินงาน ระบบดูแลช่วยเหลือนักเรียนจากกลุ่มตัวอย่างกลุ่มอื่น ๆ เช่น นักเรียน ผู้ปกครอง ชุมชน องค์กรปกครอง ส่วนท้องถิ่น ทั้งนี้เพื่อได้ทราบข้อมูลจากกลุ่มตัวอย่างที่มีความหลากหลายในเชิงระดับความคิดเห็นมากขึ้น

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แนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

Guidelines For Development Distributed Leadership of School Administrators Network Center for Development of Education Quality 4 Under the Education Nakhonratchasima Service Area 6

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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์ของการศึกษาเพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 และเพื่อศึกษาแนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษา จำนวน 11 คน ครูจำนวน 103 คน เครื่องมือที่ใช้ในการศึกษาค้นคว้าระยะที่ 1 เป็นแบบสอบถาม สถิติที่ใช้ ในการหาคุณภาพของเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง ค่าอำนาจจำแนก สถิติพื้นฐาน ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และดัชนีความต้องการจำเป็น **PNI** $_{modified}$ ระยะที่ 2 สัมภาษณ์ผู้ทรงคุณวุฒิ จำนวน 5 คน ใช้แบบสัมภาษณ์แบบกึ่งโครงสร้าง ผลการวิจัยพบว่า สภาพปัจจุบัน อยู่ในระดับมาก สภาพที่พึงประสงค์อยู่ในระดับมากที่สุด ความต้องการจำเป็นอยู่ในระดับมาก ความเหมาะสมอยู่ในระดับมาก ความเป็นได้อยู่ในระดับมากที่สุด

คำสำคัญ แนวทางการพัฒนา ภาวะผู้นำแบบกระจายความเป็นผู้นำ ผู้บริหาร

Abstract

The objectives of this research were to study of the current state, desired state and need analysis of distributed leadership of school administrators network center for development of education quality 4 under the education Nakhonratchasima Service Area 6 and to study guidelines for development distributed leadership of school administrators network center for development of education quality 4 under the education Nakhonratchasima Service Area 6. The sample group consisted of 11 school administrators and 103 teachers. The instrument used in this study was the questionnaire. Quantitative data were analyzed by Index of Item Objective Congruence: IOC, discrimination. The statistics used for data analysis were frequency distribution, percentage (%), arithmetic mean ($\overline{X}$), standard deviation (S.D.), and Priority Needs Index Modified (PNI $_{modified}$). The second period of the research was the qualitative research. Experts 5 people information data by using semi-structured interview. The research findings were as the current state was at high level in overall. The desirable state of distributed leadership in school administrators network center for development of education quality 4 under the education Nakhonratchasima Service Area 6 was at highest level in overall, the priority needs index of guideline for development was suitable at high level and its possibility was at the highest level.

Keywords: Guidflines For Development**,** Distributed Leadership , Administrators

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บทนำ

พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ.2542 (ฉบับที่ 2) พ.ศ. 2545 และ(ฉบับที่ 3) พ.ศ.2553 ได้กำหนดแนวทางการบริหารและการจัดการศึกษามาตรา 9 บัญญัติไว้ว่า ให้มีการจัดระบบโครงสร้างและกระบวนการจัดการศึกษาต้องยึดหลักการกระจายอำนาจ ไปสู่เขตพื้นที่การศึกษา สถานศึกษาและองค์กรปกครองส่วนท้องถิ่น โดยคำนึงถึงการมีส่วนร่วมของบุคคล ครอบครัว ชุมชน องค์กรชุมชนองค์กรปกครองส่วนท้องถิ่น เอกชน องค์กรเอกชน องค์กรวิชาชีพ สถาบัน ศาสนา สถานประกอบการและสถาบันสังคมอื่น โดยยึดหลักความเป็นเอกภาพเชิงนโยบาย และมีความหลากหลายในทางปฏิบัติเพื่อให้เหมาะสมและสอดคล้องกับสภาพความต้องการ ในแต่ละระดับหรือท้องที่ ดังปรากฏในมาตรา 39ที่บัญญัติไว้ว่า ให้กระทรวงกระจายอำนาจการบริหารและจัดการศึกษาทั้งด้านวิชาการ งบประมาณการบริหารงานบุคคลและการบริหารงานทั่วไปไปยังคณะกรรมการและสำนักงานเขตพื้นที่การศึกษาและสถานศึกษาในเขตพื้นที่การศึกษาโดยตรง (พระราชบัญญัติการศึกษาแห่งชาติ, 2545)

นอกจากกฎหมายในด้านการศึกษาแล้ว ยังมีแนวคิดของนักการศึกษาทั้งในและต่างประเทศที่กล่าวถึงในเรื่องการการกระจายอำนาจการบริหารงาน เรื่องของภาวะผู้นำ เรื่องการกระจายภาวะความเป็นผู้นำ ดังเช่นภาวะผู้นำแบบกระจายความเป็นผู้นำ (Distributed Leadership) เป็นเรื่องที่มีความสำคัญต่อโรงเรียน (Spillane ,2006) ได้แสดงทัศนะภาวะผู้นำแบบการกระจายอำนาจจากพฤติกรรมการแสดงออกของผู้บริหารโรงเรียนส่งผลต่อปฏิกิริยาที่รวมกันของผู้นำโรงเรียน และผู้ตามในสถานการณ์ที่หลากหลาย ซึ่งจะเห็นได้ว่าภาวะผู้นำถือเป็นสิ่งสำคัญในความสำเร็จของการจัดการศึกษาภายในโรงเรียน การปรับเปลี่ยนด้านภาวะผู้นำของผู้บริหารโรงเรียนจากภาวะผู้นำที่เป็นผู้บริหารเพียงคนเดียวเป็นผู้มีอำนาจในการตัดสินใจมาสู่แนวคิดภาวะผู้นำแบบใหม่ที่สอดคล้องกับภาวะผู้นำในยุคศตวรรษที่ 21 ยุคแห่งการเปลี่ยนแปลงเป็นภาวะผู้นำร่วมสมาชิกในกลุ่มต้องมีภาวะผู้นำ เพื่อที่จะได้สามารถผลัดกันเป็นผู้นำได้ (Bass & Bass , 2008) เพราะผู้นำเพียงคนเดียวไม่สามารถที่จะนำโรงเรียนให้ประสบผลสำเร็จได้ ผู้บริหารโรงเรียนจึงควรมีภาวะผู้นำแบบกระจายความเป็นผู้นำ(Distributed Leadership) จากผู้นำสูงสุดเพียงคนเดียว มีการกระจายความเป็นผู้นำไปยังผู้รับผิดชอบในระดับรอง หัวหน้างานตลอดถึงครูทุกคนในโรงเรียน เพื่อให้ครูทุกคนในโรงเรียนได้แสดงศักยภาพของตนเองในการเป็นผู้นำร่วมกันขับเคลื่อนโรงเรียน พัฒนาคุณภาพนักเรียนให้ประสบผลสำเร็จ (สุเทพ พงศ์ศรีวัฒน์, 2550)

กระทรวงศึกษาธิการในฐานะผู้ดูแลการจัดการศึกษาของประเทศ ได้ออกพระราชบัญญัติระเบียบบริหารราชการกระทรวงศึกษาธิการ พ.ศ. 2546 ขึ้นโดยมาตราที่ 6 ได้กล่าวถึง การกระจายอำนาจการบริหารออกเป็น 3 ส่วน คือ การบริหารราชการในส่วนกลาง การบริหารราชการเขตพื้นที่การศึกษาและการบริหารราชการในสถานศึกษาของรัฐที่จัดการศึกษาในระดับปริญญาที่เป็นนิติบุคคลมาตราที่ 10 ยังได้แบ่งส่วน ในการบริหารราชการส่วนกลาง ออกเป็นสำนักต่าง ๆ เช่น สำนักปลัดกระทรวง สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน สำนักงานคณะกรรมการอาชีวศึกษาเป็นต้น ในส่วนการบริหารราชการเขตพื้นที่การศึกษา (มาตรา 34) ได้จัดระเบียบราชการบริหารเป็นสำนักงานเขตพื้นที่และสถานศึกษาที่จัดการศึกษาขั้นพื้นฐาน (พระราชบัญญัติระเบียบบริหารราชการกระทรวงศึกษาธิการ ฉบับที่ 3, พ.ศ. 2562) จะเห็นได้ว่ารัฐบาลโดยกระทรวงศึกษาธิการ ได้ให้ความสำคัญในการกระจายอำนาจ

เพื่อให้ได้มาซึ่งผลการดำเนินงานบรรลุตามเป้าหมาย และนโยบายที่ต้องการอย่างไรก็ดีสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ซึ่งเป็นหน่วยงานในระดับเขตพื้นที่การศึกษาที่มีสถานศึกษาที่เป็นหน่วยปฏิบัติที่มีความสำคัญยิ่งได้ออกระเบียบเพื่อให้สถานศึกษาหรือโรงเรียน ได้รวมกลุ่มเพื่อประสานการดำเนินงาน ในการจัดการศึกษาภายในศูนย์เครือข่าย โดยยึดหลักการกระจายอำนาจ การมีส่วนร่วมของทุกฝ่าย และเพื่อพัฒนาคุณภาพและมาตรฐานการศึกษา จึงได้ออกระเบียบสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ว่าด้วยศูนย์เครือข่ายพัฒนาคุณภาพการศึกษา พ.ศ. 2557 ขึ้น (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมาเขต 6, 2557) โดยได้แบ่งสถานศึกษาในสังกัด 182 แห่งจากพื้นที่ ในสังกัด 6 อำเภอ ประกอบด้วย อำเภอบัวใหญ่ อำเภอคง อำเภอบ้านเหลื่อม อำเภอแก้งสนามนาง อำเภอสีดา และอำเภอบัวลายออกไปตามสภาพความเหมาะสมทางหลักของภูมิศาสตร์ และตามหลักของการปกครองที่อยู่ติดต่อกันเป็นศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาได้จำนวน 19 ศูนย์เครือข่าย โดยมีวัตถุประสงค์ให้โรงเรียนภายในศูนย์ได้ประสานการทำงาน ช่วยเหลือสนับสนุนงานทั้งวิชาการ บุคคล งบประมาณ และงานบริหารทั่วไปโดยในระเบียบดังกล่าว ให้มีคณะกรรมการบริหารศูนย์เครือข่าย มีเครือข่ายวิชาการทุกกลุ่มสาระการเรียนรู้ตามหลักสูตรการศึกษาขั้นพื้นฐานและหลักสูตรการศึกษาปฐมวัย ที่เกิดขึ้นภายในศูนย์เครือข่าย เพื่อให้สามารถช่วยเหลือ สนับสนุนกันในการจัดการศึกษาเป็นไปอย่างมีคุณภาพ ประสบผลสำเร็จเป็นไปตามคุณภาพและมาตรฐานการศึกษา

ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษา คง 4 เป็นศูนย์หนึ่งใน 19 ศูนย์ ของสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 มีโรงเรียนในสังกัด 11 โรงเรียน ประกอบด้วย โรงเรียนบ้านหนองบัวกระจาย โรงเรียนบ้านทองหลาง โรงเรียนวัดบ้านหนองกก โรงเรียนบ้าน ตลุกสาหร่าย โรงเรียนบ้านโนนเต็ง โรงเรียนบ้านห้วยทราย โรงเรียนบ้านดอนกลาง โรงเรียนบ้านหนองม่วง โรงเรียนบ้านเก่าค้อ โรงเรียนบ้านหมัน และโรงเรียนบ้านโจด ได้ดำเนินการไปตามระเบียบที่เกี่ยวข้อง ผ่านคณะกรรมการบริหารศูนย์เครือข่าย คณะกรรมการเครือข่ายวิชาการกลุ่มสาระการเรียนรู้ ให้เป็นไปตามหลักสูตรการจัดการเรียนรู้และมาเป็นไปตามประกาศ

นโยบายและจุดเน้นของสำนักงานคณะกรรมการสถานศึกษาขั้นพื้นฐาน โดยในปีงบประมาณ 2566 มีจุดเน้นที่สำคัญด้านความปลอดภัย ด้านโอกาสและลดความเหลื่อมล้ำทางการศึกษาด้านคุณภาพ และด้านประสิทธิภาพโดยให้สถานศึกษาเป็นที่ปลอดภัยของครูและนักเรียน ผู้เรียนเข้าถึงโอกาส มีความเสมอภาคในการศึกษาผู้เรียนมีสมรรถนะที่สมวัย มีทักษะที่จำเป็นในศตวรรษที่ 21 มีอาชีพ มีงานทำ เพิ่มประสิทธิภาพ ในการบริหารโดยการกระจายอำนาจและใช้พื้นที่เป็นฐาน มุ่งเน้นพัฒนาคุณภาพผู้เรียนเป็นสำคัญตามหลักธรรมาภิบาล (สำนักงานคณะกรรมการสถานศึกษาขั้นพื้นฐาน, 2564) จากที่ผ่านมายังพบว่าในการบริหารงานของศูนย์เครือข่ายยังมีปัญหาไม่สามารถดำเนินการตามนโยบายหรือเป้าหมายที่ทางส่วนราชการทั้งในด้านการบริหารงานด้านวิชาการ ด้านบุคคล ด้านงบประมาณ และด้านบริหารทั่วไปได้ประสบผลสำเร็จเป็นไปตามคุณภาพและมาตรฐานการศึกษาขั้นพื้นฐาน ยังมีปัญหาทั้งด้านการควบคุม กำกับดูแล การให้ขวัญกำลังใจ การประสานความร่วมมือช่วยเหลือกัน ในการปฏิบัติงานต่างๆ ยังไม่สามารถสั่งการหรือประสานงานกันเพื่อให้เกิดคุณภาพได้ ตามต้องการ (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6, 2565) สอดรับกับปัญหาในระดับชาติ ด้านการปรับสมดุลและพัฒนาระบบการบริหารจัดการภาครัฐ ที่อ้างว่า ที่ผ่านมาการบริหารจัดการภาครัฐขาดประสิทธิภาพ มีปัญหาเชิงการบริหารจัดการและโครงสร้าง ปัญหาคอร์รัปชันและระบบอุปถัมภ์ (ยุทธศาสตร์ชาติ พ.ศ. 2561-2580. 2561)

จากเหตุผลความเป็นมาและความจำเป็น ดังกล่าวมาแต่ต้น ทำให้ผู้วิจัยมีความสนใจที่จะศึกษาถึงแนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษาในสังกัด ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษา คง 4 สำนักงานเขตพื้นที่การศึกษานครราชสีมา เขต 6 เพื่อให้ทราบศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นตลอดถึงได้ทราบแนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษา เพื่อช่วยให้การบริหารงานของสถานศึกษาประสบผลสำเร็จเป็นไปตามที่คาดหวังเป็นที่ยอมรับก่อให้เกิดความพึงพอใจต่อหน่วยงานและส่วนราชการที่เกี่ยวข้องต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6
2. เพื่อศึกษาแนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำ ของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

วิธีการดำเนินการวิจัย

ระยะที่ 1 การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 กลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษา จำนวน 11 คน ครูจำนวน 103 คน เครื่องมือที่ใช้ในการศึกษาค้นคว้าอิสระเป็นแบบสอบถาม แบ่งออกเป็น 2 ตอน ได้แก่ ตอนที่ 1 แบบสอบถามแบบตรวจสอบรายการ (Check list) เป็นการสอบถามข้อมูล สถานที่ทำงานและตำแหน่งงานปัจจุบันของผู้ตอบแบบสอบถามเป็นแบบเลือกตอบที่กำหนดให้ไว้เป็นแบบตัวเลือก ตอนที่ 2 แบบสอบถามแบบมาตราส่วนประมาณค่า (Rating Scale) สอบถามเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยจำแนกข้อคำถามเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง ค่าอำนาจจำแนก โดยใช้ค่าสัมประสิทธิ์สหสัมพันธ์อย่างง่ายของเพียร์สัน ค่าความเชื่อมมั่นทั้งฉบับโดยใช้ค่าสัมประสิทธิ์แอลฟาของครอนบาค สถิติพื้นฐาน ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ดัชนีความต้องการจำเป็น $PNI_{modified}$ เป็นวิธีการที่เรียงลำดับความสำคัญของความต้องการจำเป็น โดยการถ่วงน้ำหนักของผลต่าง (สุวิมล ว่องวาณิช,2550)

ระยะที่ 2 การศึกษาแนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 การสัมภาษณ์แนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ลักษณะของเครื่องมือ แบบสัมภาษณ์แบบกึ่งโครงสร้าง (Semi-structured Interview) สัมภาษณ์ผู้ทรงคุณวุฒิ จำนวน 5 คน วิเคราะห์ข้อมูลด้วยวิธีทางสถิติ โดยการหาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการวิจัย

ผลการศึกษาค้นคว้า เรื่อง แนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ผู้ศึกษาสามารถสรุปได้ตามวัตถุประสงค์ดังนี้

1. การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

1.1 สภาพปัจจุบันภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยภาพรวมอยู่ในระดับ มาก เมื่อพิจารณารายด้านเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ความรับผิดชอบและความตระหนักต่อหน้าที่ การประสานงานและความร่วมมือ กระบวนการตัดสินใจ และวิสัยทัศน์ พันธกิจ และเป้าหมายร่วม

1.2 สภาพที่พึงประสงค์ภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษา คง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณารายด้านเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ความรับผิดชอบต่อหน้าที่ การประสานความร่วมมือ วิสัยทัศน์ พันธกิจ และเป้าหมายร่วม และกระบวนการตัดสินใจ

1.3 ลำดับความต้องการจำเป็นภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 เมื่อพิจารณารายด้านเรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ วิสัยทัศน์ พันธกิจและเป้าหมายร่วม การประสานงานและความร่วมมือ กระบวนการตัดสินใจ และความรับผิดชอบและความตระหนักต่อหน้าที่

2. การศึกษาแนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำ ของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 มีผลการประเมินความเหมาะสมโดยภาพรวมอยู่ในระดับ มาก และมีผลการประเมินความเป็นไปได้โดยภาพรวม อยู่ในระดับ มากที่สุด โดยมีแนวทางการพัฒนาภาวะผู้นำแบบกระจาย ความเป็นผู้นำของผู้บริหารสถานศึกษาตามรายละเอียดดังต่อไปนี้

2.1 ด้านวิสัยทัศน์ พันธกิจและเป้าหมายร่วม มีแนวทางในการพัฒนาคือ ควรพัฒนาแหล่งเรียนรู้ ให้หลากหลายและระบบ ICT ที่ทันสมัย และจัดหาวัสดุ อุปกรณ์ เทคโนโลยีที่ทันสมัยเพื่อพัฒนาขีดความสามารถในการปฏิบัติงาน ส่งเสริมและสนับสนุนให้บุคลากร ในสถานศึกษาเข้ามามีส่วนร่วมในการบริหารงานของสถานศึกษา การจัดระบบบริหารจัดการ*ตาม*หลักธรรมาภิบาล ผู้บริหารและครู ในสถานศึกษา มีจิตสำนึก มีขีดความสามารถในปฏิบัติตามหลักธรรมาภิบาล ส่งเสริมบุคลากรในองค์กรให้เข้ารับการศึกษาอบรม ตามหลักสูตรต่าง ๆ เพื่อเพิ่มประสิทธิภาพในการปฏิบัติงานในหน้าที่และใช้วงจรควบคุมคุณภาพ PDCA

2.2 การประสานงานและความร่วมมือ แนวทางการพัฒนา คือ การยึดหลักการมีส่วนร่วม คือ หลักร่วมคิด ร่วมทำ ร่วมตรวจสอบ ร่วมรับผิดชอบ มุ่งเน้นการมีส่วนร่วมให้เกิดจิตสำนึกร่วมกัน มีความรับผิดชอบ พัฒนาบุคลากรครูในสถานศึกษาให้รักงานในหน้าที่โดยสร้างจิตสำนึกให้กับบุคลากรเป็นผู้มีความรับผิดชอบในตนเอง ตรงต่อเวลา และทำงานที่ตนเองได้รับมอบหมายอย่างเต็มใจและสุดกำลังความสามารถ มีจัดสภาพแวดล้อมที่ดีในการทำงานให้กับครูในสถานศึกษา มีโต๊ะเก้าอี้นั่งทำงานมีห้องน้ำที่สะอาด มีสื่อการเรียนการสอน ที่เอื้ออำนวยและมีความทันสมัย สร้างความโปร่งใสเสมอภาคและเป็นธรรมในการปฏิบัติหน้าที่ตามหลักธรรมาภิบาล

2.3 กระบวนการตัดสินใจ แนวทางการพัฒนา คือ สร้างความตระหนักในเป้าหมายการจัดการศึกษาโดยคำนึงถึงคุณภาพผู้เรียนเป็นหลัก สร้างแรงจูงใจแก่ครูและบุคลากรทางการศึกษาในการพัฒนาสถานศึกษาใช้เทคนิคการระดมสมองให้เกิดความคิดริเริ่มสร้างสรรค์ เปิดโอกาสให้หัวหน้าฝ่ายงาน ครู เข้ามามีส่วนร่วมในรูปของคณะกรรมการที่ปรึกษาที่จะให้ข้อคิดข้อเสนอแนะ

2.4. ความรับผิดชอบและความตระหนักต่อหน้าที่ แนวทางการพัฒนา คือ ผู้บริหารมีความมุ่งมั่นในการบริหารจัดการสถานศึกษาให้บรรลุภารกิจ ยึดหลักนิติธรรมการปฏิบัติงานด้วยหลักกฎหมาย ปฏิบัติหน้าที่อย่างเปิดเผย โปร่งใส พร้อมให้ตรวจสอบ ยึดหลักความโปร่งใส เป็นการทำงานที่เปิดเผยข้อมูลข่าวสารที่เป็นจริง และเป็นประโยชน์ พัฒนาทักษะ ความรู้ความสามารถ และตนเองให้ทันสมัย อยู่เสมอ

อภิปรายผลการวิจัย

1. จากผลการวิเคราะห์ สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของแนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 พบว่าสามารถนำมาอภิปรายผลได้ดังนี้

1.1. จากการศึกษาสภาพปัจจุบันของภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 พบว่า โดยภาพรวมอยู่ในระดับมาก มีค่าเฉลี่ยรวมเท่ากับ $\overline{X}$)=4.26, **S.D. =** 0.64(สอดคล้องกับงานวิจัยของ(พัชรา เดชโฮม, 2563) ได้ศึกษาเรื่องความสัมพันธ์ของภาวะผู้นำแบบกระจายอำนาจกับการเป็นชุมชนแห่งการเรียนรู้วิชาชีพในโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสาคร ซึ่งผลการวิจัยพบว่า ภาวะผู้นำแบบกระจายอำนาจกับการเป็นชุมชนแห่งการเรียนรู้วิชาชีพในโรงเรียนขนาดเล็ก โดยภาพรวม อยู่ในระดับมาก และสอดคล้องกับงานวิจัยของ (ปาจรีรัตน์ อิงคะวะระ, 2561) ได้ศึกษาเรื่องการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสุพรรณบุรี เขต 1 ซึ่งผลการวิจัยพบว่าสภาพปัจจุบันของภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารโรงเรียนโดยภาพรวอยู่ในระดับมาก และสอดคล้องกับงานผลการวิจัยของศุภกานต์ ประเสริฐรัตนะ (2555) ได้ศึกษาเรื่องโมเดลสมการโครงสร้างภาวะผู้นำแบบกระจายอำนาจของผู้บริหารสถานศึกษาขั้นพื้นฐาน พบว่าผู้บริหารโรงเรียน มีพฤติกรรมการแสดงออกภาวะผู้นำแบบกระจายอำนาจในระดับมาก ทุกด้าน ทั้งนี้เนื่องจากผู้บริหารโรงเรียนในระดับ โรงเรียนประถมและโรงเรียนมัธยมศึกษาขยายโอกาส สังกัดสำนักงานเขตพื้นที่การศึกษา ต้องเป็นแบบอย่างที่ดี รวมถึงการเป้นผู้นำในการบริหารโรงเรียน การจัดกิจกรรมการเรียนการสอนและกิจกรรมต่างๆ เพื่อให้ครูในสถานศึกษาและนักเรียน ดำเนินตามพฤติกรรมที่เหมาะสมและควรจะเป็นในการทำงาน และดำรงชีวิตในสังคม อย่างมีประสิทธิภาพ และมีการพัฒนาตลอดเวลาเพื่อให้ทันต่อการเปลี่ยนแปลงของโลกในศตวรรษ ที่ 21

1.2. จากการศึกษาสภาพที่พึงประสงค์ของภาวะผู้นำแบบกระจายความเป็นผู้นำ ของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 พบว่า โดยภาพรวมอยู่ในระดับมากที่สุด มีค่าเฉลี่ยรวมเท่ากับ $\overline{X}$)=4.69, **S.D. =** 0.51(สอดคล้องกับงานผลการวิจัยของสอดคล้องกับงานวิจัยของ (เพ็ญสุดา ฤทธิ์มนตรี และ วิเชียร รู้ยืนยง , **(**2562ที่ได้วิจัยเกี่ยวกับกลยุทธ์การเสริมสร้างทักษะภาวะผู้นำในศตวรรษที่ ของผู้บริหาร 21 สถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาในภาคตะวันออกเฉียงเหนือซึ่งผลการวิจัยพบว่า สภาพที่พึงประสงค์ของการของผู้บริหารสถานศ 21 เสริมสร้างทักษะภาวะผู้นำในศตวรรษที่กษา โดยรวมอยู่ในระดับมากที่สุด และสอดคล้องกับงานวิจัยของ (นุชเรศ คำดีบุญ ,2564) ได้ศึกษาเรื่องการพัฒนาแนวทางการบริหารงานวิชาการของสถานศึกษาในสังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 4 พบว่าสภาพที่พึงประสงค์การบริหารงานวิชาการ โดยรวมอยู่ในระดับมากที่สุด สอดคล้องกับงานวิจัยของ (ปาจรีรัตน์ อิงคะวะระ, 2561) ได้ศึกษาเรื่องการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสุพรรณบุรีเขต 1 ซึ่งผลการวิจัยพบว่าสภาพที่พึงประสงค์ของภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารโรงเรียนโดยภาพรวมอยู่ในระดับมากที่สุดซึ่งสอดคล้องกับแนวคิดของ (Camburn,Rowan,and Taylor ,2003) ที่อธิบายว่าภาวะผู้นำแบบกระจายความเป็นผู้นำขึ้นอยู่กับขนาดของโรงเรียน โดยโรงเรียนที่มีขนาดใหญ่มีบุคลากรที่เป็นทีมการทำงานจำนวนหลายทีมภาวะผู้นำแบบกระจายความเป็นผู้นำจะถูกส่งผ่านไปได้มากเช่นกัน ภาวะผู้นำแบบกระจายความเป็นผู้นำด้านความรับผิดชอบและความตระหนักต่อหน้าที่ที่มีค่าเฉลี่ยสูงที่สุดนั้น ชี้ให้เห็นว่าผู้บริหารมีความรับผิดชอบและความตระหนักต่อหน้าที่ในการพัฒนาผู้เรียน พัฒนาสถานศึกษาให้มีประสิทธิภาพได้

1.3. จากการศึกษาลำดับความต้องการจำเป็นภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมาเขต 6 พบว่าลำดับความต้องการจำเป็นที่สูงสุดคือ วิสัยทัศน์ พันธกิจและเป้าหมายร่วม **มี**ค่าดัชนีความต้องการจำเป็นมากที่สุด **(**$PNI_{Modified}$ = 0.134**)** ทั้งนี้อาจเป็นเพราะคุณลักษณะและภาวะผู้นำของผู้บริหารแต่ละคนที่แตกต่างกันในการนำพาองค์กรไปสู่ความสำเร็จ สอดคล้องกับงานวิจัย ของ (Silins and Mulford ,2002) กล่าวไว้ว่า องค์การแห่งการเรียนรู้นั่นควรมีการสร้างวัฒนธรรมการดูแลเอาใจใส่ซึ่งกันและกัน อันจะก่อให้เกิดองค์กรแห่งการเรียนรู้ผู้บริหารต้องมีการพัฒนาด้านวิสัยทัศน์ พันธกิจ และเป้าหมายร่วมเป็นอันดับแรก

2. ผลจากการศึกษาแนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำของผู้บริหารสถาน ศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาคง 4 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมาเขต 6 มีผลการประเมินความเหมาะสมโดยรวมและรายด้านทุกด้านอยู่ในระดับมาก และผลการประเมินความเป็นไปได้โดยรวมอยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับงานวิจัยของ (อังควรา วงษ์รักษา,2562) ได้ศึกษาเรื่องการพัฒนารูปแบบการประเมินหลักสูตรการอาชีวศึกษาระดับปริญญาตรี การประยุกต์ใช้การประเมินพหุแนวคิด

พบว่าความเหมาะสมและความเป็นไปได้ของรูปแบบการประเมินมีค่าเฉลี่ยอยู่ในระดับมากถึงมากที่สุด ส่วนความเป็นไปได้ในการนำรูปแบบการประเมินไปใช้มีค่าเฉลี่ยอยู่ในระดับมากถึงมากที่สุดเช่นกัน สอดคล้องกับงานวิจัยของ (นพวรรณ ศรีเกตุ ,2555) ได้ศึกษาเรื่องการพัฒนารูปแบบการประเมินคุณภาพงานวิจัยปฏิบัติการในชั้นเรียน พบว่า ประสิทธิภาพของรูปแบบการประเมินคุณภาพงานวิจัยปฏิบัติการในชั้นเรียน โดยรวมและรายด้านอยู่ในระดับมากถึงมากที่สุดเมื่อพิจารณาเป็นรายด้านเรียงจากค่าเฉลี่ยมากไปหาน้อย ได้แก่ด้านความถูกต้อง ด้านความเหมาะสม ด้านอรรถประโยชน์และด้านความเป็นไปได้ตามลำดับ (นุชเรศ คำดีบุญ ,2564) ได้ศึกษาเรื่องการพัฒนาแนวทางการบริหารงานวิชาการของสถานศึกษาอุดรธานี เขต 4 พบว่าผลการประเมินความเหมาะสมและความเป็นไปได้อยู่ในระดับมาก โดยมีรายละเอียดของแนวทางสามารถอภิปรายได้ดังนี้

2.1 วิสัยทัศน์ พันธกิจและเป้าหมายร่วม มีแนวทางในการพัฒนาคือ ควรพัฒนาแหล่งเรียนรู้ให้หลากหลายและระบบ ICT ที่ทันสมัย และจัดหาวัสดุ อุปกรณ์ เทคโนโลยีที่ทันสมัยเพื่อพัฒนาขีดความสามารถในการปฏิบัติงาน ส่งเสริมและสนับสนุนให้บุคลากร ในสถานศึกษาเข้ามามีส่วนร่วมในการบริหารงานของสถานศึกษา การจัดระบบบริหารจัดการ*ตาม*หลักธรรมาภิบาล ผู้บริหารและครู ในสถานศึกษา มีจิตสำนึกมีขีดความสามารถในปฏิบัติตามหลักธรรมาภิบาล ส่งเสริมบุคลากรในองค์กรให้เข้ารับการศึกษาอบรมตามหลักสูตรต่าง ๆ เพื่อเพิ่มประสิทธิภาพในการปฏิบัติงานในหน้าที่และใช้วงจรควบคุมคุณภาพ PDCA ซึ่งสอดคล้องกับงานวิจัยของ (ศรสวรรค์ พานช้าย,2564) ได้ศึกษาเรื่องแนวทางการพัฒนาภาวะผู้นำการเรียนรู้ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาพิษณุโลกเขต 1 พบว่า ผู้บริหารสถานศึกษาควรศึกษาองค์ความรู้ใหม่ๆด้วยตนเอง พัฒนางานในหน้าที่ปฏิบัติงานร่วมกันเป็นหมู่คณะหรือรวมเครือข่ายแลกเปลี่ยนเรียนรู้ โดยใช้กระบวนการ PLC แสวงหาความรู้มาบริหารจัดการให้เกิดประโยชน์สุงสุดและสอดคล้องกับแนวคิดของ (ภูมิพิพัฒน์ รักพรมงคล ,2555) ที่กล่าวว่าผู้บริหารสถานศึกษาต้องใช้แนวทางพัฒนาภาวะผู้นำของผู้บริหารสถานศึกษาในการพัฒนาสถานศึกษาเป็นองค์กรแห่งการเรียนรู้ด้านบุคคลที่รอบรู้ ให้เหมาะสมกับความต้องการและความรู้ความสามารถของบุคคลในองค์กรของตน ผู้บริหารสถานศึกษาในฐานะผู้นำจึงจำเป็นต้องปรับเปลี่ยนพฤติกรรมการบริหารของตนให้เหมาะสมกับการเป็นผู้บริหารยุคปฏิรูปการศึกษา สร้างภาวะผู้นำการเปลี่ยนแปลงให้เกิดกับตนเอง มีวิสัยทัศน์ที่กว้างไกล มีความกล้าคิด กล้าทำ มีมนุษยสัมพันธ์ที่ดี เพื่อผลักดันให้เกิดการเปลี่ยนแปลงภายในสถานศึกษา ภาวะผู้นำการเปลี่ยนแปลงจึงถือเป็นแบบปฏิบัติที่ทำให้ผู้บริหารสถานศึกษาสามารถพัฒนาสถานศึกษาให้เกิดประสิทธิภาพและส่งผลต่อคุณภาพทางการศึกษา (อารี กังสานุกูล,2553) นอกจากนี้ยังสอดคล้องกับงานวิจัยของ (ปัทมพร พงษ์เพชร ,2561) ได้ศึกษาเรื่องทักษะผู้บริหารสถานศึกษาในศตวรรษที่ 21 ที่ส่งผลต่อการบริหารงานวิชาการของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาฉะเชิงเทราเขต 2 พบว่า ทักษะความเป็นผู้นำที่มีวิสัยทัศน์ส่งผลต่อการบริหารงานวิชาการของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาฉะเชิงเทราเขต 2 ดังนั้นจึงกล่าวได้ว่า หากผู้บริหารสถานศึกษา

มีทักษะภาวะผู้นำในศตวรรษที่ 21 ในด้านทักษะวิสัยทัศน์ซึ่งเป็นทักษะที่ทำให้ผู้บริหารสถานศึกษาสามารถมองเห็นอนาคตขององค์กร มีการเปิดโอกาสให้ครู ชุมชน เข้ามามีส่วนร่วมในการกำหนดวิสัยทัศน์ จะทำให้ครูมีความกระตือรือร้นในงานด้านวิชาการ ส่งผลให้การบริหารงานวิชาการดำเนินไปในทิศทางที่ดี

2.2 การประสานงานและความร่วมมือ แนวทางการพัฒนา คือ การยึดหลักการมีส่วนร่วม คือ หลักร่วมคิด ร่วมทำ ร่วมตรวจสอบ ร่วมรับผิดชอบ มุ่งเน้นการมีส่วนร่วมให้เกิดจิตสำนึกร่วมกัน มีความรับผิดชอบ พัฒนาบุคลากรครูในสถานศึกษาให้รักงานในหน้าที่โดยสร้างจิตสำนึกให้กับบุคลากรเป็นผู้มีความรับผิดชอบในตนเองตรงต่อเวลา และทำงานที่ตนเองได้รับมอบหมายอย่างเต็มใจและสุดกำลังความสามารถ มีจัดสภาพแวดล้อมที่ดีในการทำงานให้กับครูในสถานศึกษา มีโต๊ะเก้าอี้นั่งทำงานมีห้องน้ำที่สะอาด มีสื่อการเรียนการสอน ที่เอื้ออำนวยและมีความทันสมัย สร้างความโปร่งใสเสมอภาคและเป็นธรรมในการปฏิบัติหน้าที่ ตามหลักธรรมาภิบาลซึ่งสอดคล้องกับงานวิจัยของ (ปัทมพร พงษ์เพชร ,2561) กล่าวว่าปัจจัยที่ส่งส่งเสริมให้ทีมงานประสบความสำเร็จได้แก่บรรยากาศการทำงานมีความเป็นกันเองอบอุ่น มีความกระตือรือร้นและสร้างสรรค์ ช่วยกันทำงานอย่างจริงจังไม่มีร่องรอยแสดงให้เห็นความเบื่อหน่าย มีความไว้ใจกันซื่อสัตย์ต่อกัน สื่อสารกันอย่างเปิดเผยไม่มีลับลมคมในมีการมอบหมายงานอย่างชัดเจน สมาชิกทีมงานเข้าใจวัตถุประสงค์ เป้าหมายและยอมรับภารกิจหลักของทีมงาน ทุกบทบาทมีความสำคัญ รวมทั้งบทบาทในการช่วยรักษาความเป็นทีมให้มั่นคง เช่นการประนีประนอม การอำนวยความสะดวก ให้กำลังใจ การมีส่วนร่วมในการประเมินผลการทำงานของทีม การพัฒนาทีมงานให้เข้มแข็ง ดังนั้นจึงกล่าวได้ว่า ผู้บริหารสถานศึกษาที่มีทักษะความร่วมมือจะสามารถประสานงานให้ครูเกิดการร่วมมือ ร่วมแรงร่วมใจ ทำงานเป็นทีมได้ ส่งผลให้เกิดความสมานสามัคคี ทำให้การบริหารงานเกิดประสิทธิภาพยิ่งขึ้น

2.3 กระบวนการตัดสินใจ แนวทางการพัฒนา คือ สร้างความตระหนักในเป้าหมายการจัดการศึกษา โดยคำนึงถึงคุณภาพผู้เรียนเป็นหลัก สร้างแรงจูงใจแก่ครูและบุคลากรทางการศึกษาในการพัฒนาสถานศึกษาใช้เทคนิคการระดมสมองให้เกิดความคิดริเริ่มสร้างสรรค์ เปิดโอกาสให้หัวหน้าฝ่ายงาน ครู เข้ามามีส่วนร่วมในรูปของคณะกรรมการที่ปรึกษาที่จะให้ข้อคิดข้อเสนอแนะ ซึ่งสอดคล้องกับแนวคิด ของ (ภรณ์ทิพย์ ปั้นกอง ,2559) ได้ศึกษาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษาชลบุรี เขต 3 พบว่า ภาวะผู้นำเชิงสร้างสรรค์ประกอบไปด้วย 3 ด้าน ได้แก่ จินตนาการ ความยืดหยุ่น

และวิสัยทัศน์ และสอดคล้องกับผลการวิจัยของ (รอซียะห์ ลาเต๊ะ ,2561) ได้ศึกษาภาวะผู้นำเชิงสนร้างสรรค์ของผู้บริหารสถานศึกษาในโรงเรียนเอกชนสอนศาสนาอิสลาม จังหวัดปัตตานี และพบว่าภาวะผู้นำเชิงสร้างสรรค์จะต้องมีจินตนาการมีสติปัญญาอันเฉลียวฉลาด มีความรอบรู้ ตลอดจนเป็นผู้นำที่มีไหวพริบดีในการแก้ไขปัญหาอย่างสร้างสรรค์ นอกจากนั้นผู้บริหารควรมีพฤติกรรมของความยืดหยุ่นผ่อนปรน สามารถปรับตัวเข้ากับสถานการณ์ต่างๆ ได้มีการปรับเปลี่ยนกิจกรรมตามความเหมาะสมกับเวลาและสถานที่ เปิดโอกาสให้บุคลากรหรือผู้ใต้บังคับบัญชาได้แสดงความคิกเห็นอย่างอิสระ ตลอดจนให้อิสระในการทำงานของบุคลากร ทั้งในเรื่องความคิด การกระทำ และการวางแผน ทั้งนี้เพื่อการพัฒนาสถานศึกษาที่มีคุณภาพและสร้างสรรค์

2.4. ความรับผิดชอบและความตระหนักต่อหน้าที่ แนวทางการพัฒนา คือ ผู้บริหารมีความมุ่งมั่นในการบริหารจัดการสถานศึกษาให้บรรลุภารกิจ ยึดหลักนิติธรรม**ก**ารปฏิบัติงานด้วยหลักกฎหมาย ปฏิบัติหน้าที่อย่างเปิดเผย โปร่งใส พร้อมให้ตรวจสอบ ยึดหลักความโปร่งใส เป็นการทำงานที่เปิดเผยข้อมูลข่าวสารที่เป็นจริง และเป็นประโยชน์ พัฒนาทักษะ ความรู้ความสามารถ และตนเองให้ทันสมัยอยู่เสมอ ซึ่งสอดคล้องกับงานวิจัยของ (นิรันดร์ สุธีนิรันดร์, 2561) ได้ศึกษาแนวทางการส่งเสริมการบริหารสถานศึกษาในเขตพื้นที่กรุงเทพมหานครตามหลักปรัชญาของเศรษฐกิจพอเพียงในศตวรรษที่ 21 พบว่าด้านการบริหารงานบุคคล โดยรวมผู้บริหารและครูประจำการได้ร่วมกันแสวงหาแนวทางการส่งเสริมวินัย คุณธรรรมจริยธรรมสำหรับข้าราชการครูในการส่งเสริมมาตรฐานวิชาชีพและจรรยาบรรณวิชาชีพในการส่งเสริมและยกย่องเชิดชูเกียรติ ในการพัฒนาข้าราชการครูดำเนินการเกี่ยวกับงานบุคคลให้เป็นไปตามหลักกฎหมายโดยใช้ทักษะชีวิตและทักษะอาชีพที่มีการพัฒนา ในศตวรรษที่ 21

3. ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ผู้บริหารโรงเรียนสามารถนำผลการวิจัยสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็น ของแนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำไปวางแผนในการพัฒนาตนเองได้

1.2 ผู้บริหารสถานศึกษาควรสร้างภาวะผู้นำการเปลี่ยนแปลงให้เกิดกับตนเอง มีวิสัยทัศน์ที่กว้างไกล มีความกล้าคิดกล้าทำ มีมนุษยสัมพันธ์ที่ดี เพื่อผลักดันให้เกิดการเปลี่ยนแปลงภายในสถานศึกษา

1.3. สำนักงานเขตพื้นที่การศึกษาสามารถนำผลการวิจัยสภาพปัจจุบัน สภาพที่พึงประสงค์และลำดับความต้องการจำเป็นในแนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำขอลผู้บริหารสถานศึกษาในสังกัด เนื่องจากงานวิจัย พบว่า ควรพัฒนา
ในด้านวิสัยทัศน์ พันธกิจและเป้าหมายร่วมมากที่สุด รองลงมาคือกระบวนการตัดสินใจ การประสานงานและความร่วมมือและความรับผิดชอบและความตระหนักต่อหน้าที่

2. ข้อเสนอแนะการศึกษาค้นคว้าครั้งต่อไป

1. ควรศึกษาเกี่ยวกับแนวทางการพัฒนาภาวะผู้นำแบบกระจายความเป็นผู้นำ สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นเพื่อเป็นแนวปฏิบัติร่วมกัน

2. ควรศึกษาแนวทางการพัฒนาภาวะผู้นำในด้านอื่นเพิ่มเติม

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ความสัมพันธ์ระหว่างภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษากับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

The relationship between visionary leadership of school administrators and learning organization in the 21st century in schools in Phutthaisong Group 1 under Buriram Primary Educational Service Area Office 4

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ธนาศักดิ์ ศิริปุณยนันท์ Thanasak Siripunyanan [2]

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ 1) เพื่อศึกษาภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษา 2) เพื่อศึกษาความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 3) เพื่อศึกษาความสัมพันธ์ระหว่างภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษากับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 ประชากร ได้แก่ ผู้บริหารสถานศึกษาและครู 107 คน กลุ่มตัวอย่าง 86 คน โดยวิธีการสุ่มอย่างง่าย เครื่องมือ ที่ใช้ คือ แบบสอบถามมาตรส่วน 5 ระดับ มีค่าความเชื่อมั่น 0.99 และ 0.99 ตามลำดับ สถิติที่ใช้ ได้แก่ ร้อยละ ค่าเฉลี่ย ความเบี่ยงเบนมาตรฐาน และสถิติค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน

การศึกษาพบว่า (1) ภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษา โดยรวมและรายด้าน เฉลี่ยอยู่ระดับมากที่สุด (2) ความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 ของผู้บริหารสถานศึกษา โดยรวมและรายด้าน เฉลี่ยอยู่ในระดับมากที่สุด (3) ความสัมพันธ์ระหว่างภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษากับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โดยรวมมีความสัมพันธ์กันทางบวก ในระดับมากที่สุด อย่างมีนัยสำคัญ .05 (Pearson Correlation = .936) เรียงจากมากไปหาน้อย ได้แก่ ด้านการสร้างวิสัยทัศน์ ด้านการเป็นแบบอย่างที่ดี ด้านการประเมินวิสัยทัศน์ ด้านการปฏิบัติตามวิสัยทัศน์ และด้านการเผยแพร่วิสัยทัศน์ ตามลำดับ

คำสำคัญ : ภาวะผู้นำเชิงวิสัยทัศน์ / องค์กรแห่งการเรียนรู้ในศตวรรษที่ 21

Abstract

The objectives of this research were 1) to study the visionary leadership of school administrators, 2) to study the learning organization in the 21st century, and 3) to study the relationship between visionary leadership of school administrators. Study on being a learning organization in the 21st century. The population consisted of 107 school administrators and teachers. The sample group was 86 people by simple random sampling. The tools used were a 5-level questionnaire with a reliability of 0.99 and 0.99, respectively. The statistics used were percentage, mean, standard deviation. and Pearson correlation coefficient statistics.

The study found that (1) visionary leadership of school administrators overall and side average at the highest level. (2) Being a learning organization in the 21st century of school administrators. overall and side (3) There was a positive relationship between visionary leadership of school administrators and learning organization in the 21st century as a whole. at the highest level Significantly .05 (Pearson Correlation = .936) in descending order, namely vision building The side is a good role model. vision assessment Vision Implementation and dissemination of the vision, respectively.

Keywords: visionary leadership / learning organization in the 21st century

บทนำ

วิสัยทัศน์ของแผนการจัดการศึกษาแห่งชาติ พ.ศ.2560-2579 (2560) ความว่า คนไทยทุกคนได้รับการศึกษาและเรียนรู้ตลอดชีวิตอย่างมีคุณภาพ ดำรงชีวิตอย่างเป็นสุข สอดคล้องกับหลักปรัชญาของเศรษฐกิจพอเพียง และการเปลี่ยนแปลงของโลก

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[2] สาขาวิชาการบริหารการศึกษา คณะศึกษาศาสตร์และศิลปศาสตร์ วิทยาลัยบัณฑิตเอเชีย

ศตวรรษที่ 21 และวิสัยทัศน์ของสำนักงานศึกษาธิการจังหวัดบุรีรัมย์ที่ให้ไว้ว่า องค์กรชั้นนำในการบริหารจัดการยึดหลักธรรมาภิบาลตามหลักปรัชญาของเศรษฐกิจพอเพียง เพื่อพัฒนาคุณภาพการศึกษาในศตวรรษที่ 21

ภาวะผู้นำเชิงวิสัยทัศน์ หมายถึง ผู้ที่มีความสามารถในการนำองค์กรเพื่อให้เกิดการเปลี่ยนแปลงองค์กรในทางที่ดีขึ้น โดยการสื่อสารให้ผู้ใต้บังคับบัญชาเกิดความเข้าใจแนวทางการปฏิบัติงานที่ตรงกัน รวมถึงการรวมพลังจูงใจเพื่อให้สมาชิกขององค์กรแสดงพฤติกรรมเป็นไปตามวัตถุประสงค์ของตนและองค์กรตลอดจนให้สมาชิกร่วมกันแสดงความคิดเพื่อนำไปสู่ความคิดสร้างสรรค์อันก่อให้เกิดความคิดใหม่ วิธีการและกระบวนการทำงานอย่างสร้างสรรค์ ปัจจุบันองค์กรที่จะสามารถประสบความสำเร็จได้ตามวัตถุประสงค์นั้น จะต้องมีหลักการบริหารและการจัดการองค์กรอย่างมีประสิทธิภาพและมีประสิทธิผล ทั้งองค์กรภาครัฐหรือภาคเอกชน ผู้นำหรือผู้บริการองค์กรจะต้องมีความรู้ ความสามารถ วิสัยทัศน์และแนวทางในการบริหาร เพื่อนำพาองค์กรไปสู่ความสำเร็จในทุก ๆ ด้าน ในการบริหารงานนอกจากจะต้องมีความรู้เรื่องการบริหารและการจัดการแล้วต้องมีความรู้ ความเข้าใจองค์กร เข้าใจคนและการเปลี่ยนแปลงด้วย ทั้งนี้ที่สิ่งสำคัญในการบริหารจัดการ คือ ประสิทธิภาพและประสิทธิผล การที่องค์กรที่มีประสิทธิภาพย่อมก่อให้เกิดประสิทธิผล องค์กรที่มีประสิทธิผลย่อมก่อให้เกิดความสำเร็จ ซึ่งจะส่งผลดีและประโยชน์ต่อผู้บริหารและบุคลากรในองค์กร ภาวะผู้นำเชิงวิสัยทัศน์นั้น มีความสำคัญกับการขับเคลื่อนองค์กรให้ประสบความสำเร็จภายใต้แรงผลักดันของกระแสโลกาภิวัตน์ ภาวะผู้นำเชิงวิสัยทัศน์เป็นแนวทางหนึ่ง ที่เชื่อมโยงองค์กรต่าง ๆ ในโลกยุคการเปลี่ยนแปลง ซึ่งในปัจจุบันองค์กรต่างมุ่งเน้น เรื่องการพัฒนาเทคโนโลยีและนวัตกรรมกันอย่างแพร่หลาย ผู้นำยุคใหม่ ต้องสามารถเปลี่ยนแปลงและปรับตัวไป ในทิศทางที่เหมาะสมกับสถานการณ์ปัจจุบันและอนาคต โดยผู้นำเชิงวิสัยทัศน์จะมีบทบาทสำคัญ ในการนำการเปลี่ยนแปลงที่จะเกิดขึ้น โดยต้องมองเห็นปัญหาขององค์กรและพร้อมที่จะปรับตัว การเปลี่ยนแปลงดังกล่าวสามารถประสบความสำเร็จได้ด้วยการสร้างความร่วมมือคนในองค์กร การมอบอำนาจให้กับบุคคลที่ทำหน้าที่การเปลี่ยนแปลงรวมถึงมีการตรวจสอบความก้าวหน้าของการเปลี่ยนแปลงและการสร้างวัฒนธรรมเชิงบวกที่สะท้อนถึงทัศนคติของบุคลากรในองค์กร ภาวะผู้นำของผู้บริหารสถานศึกษา นับว่ามีความสำคัญเป็นอย่างยิ่ง ต่อผู้บริหารสถานศึกษา แนวทางที่ผู้บริหารสถานศึกษาจะมีภาวะความเป็นผู้นำ และนำพาองค์กรไปสู่ความสำเร็จได้นั้นจะต้องมีคุณลักษณะที่โดดเด่น เช่น มีความกระตือรือร้น กล้าหาญ มีความยุติธรรม บุคลิกภาพดี กล้าคิด กล้าพูด และกล้าตัดสินใจอย่างชาญฉลาด ผู้นำจะต้องมีการปรับตัว ให้สอดคล้องกับการเปลี่ยนแปลงต่างๆที่กำลังจะเกิดขึ้น มีความยืดหยุ่นในการทำงาน สามารถสร้างแรงจูงใจ ให้ครูมองเห็นวิสัยทัศน์และเป้าหมายของสถานศึกษา กระตุ้นให้ครูเกิดความท้าทายและเล็งเห็นความสำคัญเพื่อมุ่งผลสัมฤทธิ์และประสิทธิภาพในการทำงานให้ดียิ่งขึ้น

องค์กรแห่งการเรียนรู้เป็นแนวคิดในการพัฒนาองค์กรให้สามารถอยู่รอดในสังคมแห่งการเปลี่ยนแปลงและการแข่งขันได้ โดยองค์กรต่าง ๆ ให้ความสำคัญกับการเรียนรู้ที่จะปรับตัวอย่างต่อเนื่อง ให้ทันต่อกระแสการเปลี่ยนแปลงและสร้างการเรียนรู้ตลอดชีวิต ซึ่งเป็นความเจริญงอกงามด้วยตนเองเป็นการเพิ่มพูนทักษะและความสามารถด้านต่าง ๆ มีความคิดริเริ่มสร้างสรรค์และประดิษฐ์สิ่งใหม่ ๆ หลังมีการประกาศใช้พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 พระราชบัญญัติได้กำหนดหลักการศึกษาไว้ 3 ประการ คือ การศึกษาตลอดชีวิต การมีส่วนร่วมและการพัฒนาอย่างยั่งยืน องค์การทางการศึกษาได้ให้ความสำคัญต่อพระราชบัญญัติฉบับนี้ ว่าเป็นการปฏิรูปการศึกษาไทยทุกด้าน ทั้งการบริหารจัดการการจัดการเรียนการสอน การพัฒนาคุณภาพของบุคลากรและการประกันคุณภาพของสถานศึกษา ส่งผลทำให้เกิดการคาดหวัง จากผู้ที่มีส่วนได้ส่วนเสียในการจัดการศึกษาว่า สถานศึกษาจะมีวิธีการบริหารจัดการที่ทำให้องค์กรของตนประสบความสำเร็จในหลายด้าน แต่ละคนจึงต้องพัฒนาตนเองให้เป็นบุคคลที่เรียนรู้ตลอดเวลาเพราะความรู้ที่เคยมีมาในอดีตกำลังถูกท้าทาย โดยความรู้ใหม่ ที่เกิดขึ้นอยู่ตลอดเวลา องค์กรแห่งการเรียนรู้ (Learning Organization) จึงเป็นองค์กรที่สามารถเรียนรู้วิธีสร้างองค์ความรู้เพื่อเพิ่มพูนสมรรถนะที่ก่อให้เกิดความก้าวหน้าในการดำเนินกิจการไปสู่เป้าหมายร่วมกันขององค์การ

จากการศึกษาเรื่องความสัมพันธ์ระหว่างภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษากับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 เพื่อหาแนวทางในการพัฒนาภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษา ให้สอดคล้องกับสภาพที่เกิดขึ้นในองค์กร ไม่ว่าจะเป็นปัญหาด้านคุณภาพของปัจจัยในการจัดการศึกษา ปัญหาด้านประสิทธิภาพในกระบวนการบริหารสถานศึกษา ครูผู้สอนต้องรับผิดชอบในภาระงานในการช่วยเหลือผู้บริหารสถานศึกษา ไม่ว่าจะเป็นการรับการประเมินคุณภาพการศึกษาในรูปแบบต่างๆ ผู้บริหารสถานศึกษาไม่สามารถสร้างแรงจูงใจในการทำงาน ทำให้ผู้บริหารสถานศึกษาไม่สามารถบริหารงานของสถานศึกษาได้อย่างมีประสิทธิภาพและประสอทธิผล เพื่อให้บรรลุเป้าหมายตามวิสัยทัศน์ที่ได้ตั้งไว้ ปัญหาด้านขวัญกำลังใจในการปฏิบัติงาน เนื่องมาจากบรรยากาศภายในสถานศึกษานั้นยังขาดการมีส่วนร่วมในการปฏิบัติงาน ทำให้งานส่วนใหญ่ยังขาดความช่วยเหลือกัน ครูไม่พึงพอใจในการปฏิบัติงาน เกิดการแบ่งแยกเป็นกลุ่มย่อย ก่อให้เกิดความขัดแย้งเกิดขึ้นในองค์กร ทั้งหมดนี้จะส่งผลไปยังประสิทธิภาพและประสิทธิผลขององค์กรที่ไม่เป็นไปตามวิสัยทัศน์ที่ได้ตั้งเอาไว้

ผู้ศึกษาได้เล็งเห็นความสำคัญ การมีภาวะผู้นำของผู้บริหารสถานศึกษาที่ส่งผลต่อองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 ตลอดจนวิธีการปฏิบัติตน คุณสมบัติต่าง ๆ คุณธรรม รวมถึงแนวคิดที่ผู้บริหาร ต้องนำมาใช้ในการครองตน ครองคน และครองงาน จึงได้ศึกษาค้นคว้า หาแนวทางเพื่อนำผลการวิจัยนี้ มาเพื่อศึกษาภาวะผู้นำของผู้บริหารสถานศึกษาที่ส่งผลต่อองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 มุ่งผลสัมฤทธิ์และประสิทธิภาพในการทำงานและนำมาประยุกต์ใช้ในชีวิตประจำวันให้ดียิ่งขึ้น

2. วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษาโรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

2. เพื่อศึกษาความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

3. เพื่อศึกษาความสัมพันธ์ระหว่างภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษากับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษ ที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

วิธีการดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่าง

1.1 ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ครูและบุคลากรทางการศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 ประกอบด้วย ผู้บริหารสถานศึกษาในกลุ่มพุทไธสง 1 จำนวน 10 คน และครูในกลุ่มพุทไธสง 1 จำนวน 97 คน รวมทั้งสิ้น 107 คน

1.2 กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ ได้แก่ ครูและบุคลากรทางการศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 จากตารางเครซี่และมอร์แกน (Krejcie and Morgan) จำนวน 86 คน ด้วยวิธีการสุ่มอย่างง่าย (Simple Ramdom Sampling) โดยที่เป็นผู้บริหารสถานศึกษา จำนวน 10 คน และครูในกลุ่มพุทไธสง 1 จำนวน 76 คน

2. ตัวแปรที่ใช้ในการวิจัย

2.1 ตัวแปรอิสระในการศึกษาครั้งนี้ คือ ภาวะผู้นำเชิงวิสัยทัศน์ จากการสังเคราะห์จากแนวคิดต่างๆ ได้เป็นองค์ประกอบของภาวะผู้นำเชิงวิสัยทัศน์ 5 ข้อ ดังนี้ 1) การสร้างวิสัยทัศน์ (formulating) 2) การเผยแพร่วิสัยทัศน์ (articulating) 3) การปฏิบัติตามวิสัยทัศน์ (implementing) 4) การเป็นแบบอย่างที่ดี (role model) และ 5) การประเมินวิสัยทัศน์ (evaluating)

2.2 ตัวแปรตามในการศึกษาครั้งนี้ คือ องค์กรแห่งการเรียนรู้ (Learning Organization : LO) จากการสังเคราะห์แนวคิดต่างๆ ได้เป็นองค์ประกอบขององค์กรแห่งการเรียนรู้ 5 ข้อ ดังนี้ 1)การปรับเปลี่ยนองค์กร(Organization Transformation) 2) การจัดการความรู้(Knowledge Management) 3)เทคโนโลยีเพื่อการเรียนรู้ (Learning Technology) 4)การให้อำนาจแก่บุคคล (People Empowerment) 5) พลวัตการเรียนรู้ (Learning Dynamic)

3. ขอบเขตของการวิจัย

3.1 ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

1) ประชากร จำนวน 107 คน เป็นผู้บริหารสถานศึกษา จำนวน 10 คน และครูในกลุ่มพุทไธสง 1 จำนวน 97 คน

2) กลุ่มตัวอย่าง จำนวน 86 คน เป็นผู้บริหารสถานศึกษา จำนวน 10 คน และครูในกลุ่มพุทไธสง 1 จำนวน 76 คน โดยวิธีการสุ่มอย่างง่าย (Simple Random Sampling) จากตารางเครซี่และมอร์แกน (Krejcie and Morgan) (บุญชม ศรีสะอาด, 2560)

3.2 ขอบเขตด้านเนื้อหา

(1) ภาวะผู้นำเชิงวิสัยทัศน์ จากการสังเคราะห์จากแนวคิดต่างๆ ได้เป็นองค์ประกอบของภาวะผู้นำเชิงวิสัยทัศน์ 5 ข้อ ดังนี้ 1) การสร้างวิสัยทัศน์ (formulating) 2) การเผยแพร่วิสัยทัศน์ (articulating) 3) การปฏิบัติตามวิสัยทัศน์ (implementing) 4) การเป็นแบบอย่างที่ดี (role model) และ 5) การประเมินวิสัยทัศน์ (evaluating)

(2) องค์กรแห่งการเรียนรู้ (Learning Organization : LO) จากการสังเคราะห์แนวคิดต่างๆ ได้เป็นองค์ประกอบขององค์กรแห่งการเรียนรู้ 5 ข้อ ดังนี้ 1)การปรับเปลี่ยนองค์กร (Organization Transformation)2)การจัดการความรู้ (Knowledge Management) 3)เทคโนโลยีเพื่อการเรียนรู้ (Learning Technology) 4)การให้อำนาจแก่บุคคล (People Empowerment) 5) พลวัตการเรียนรู้ (Learning Dynamic)

3.3 ขอบเขตด้านพื้นที่ เป็นการศึกษาในกลุ่มโรงเรียนพุทไธสง 1 อำเภอพุทไธสง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 ประจำปีการศึกษา 2565 เป็นการศึกษาความสัมพันธ์ระหว่างภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหาร

สถานศึกษากับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

4. เครื่องมือที่ใช้ในการวิจัย

เครื่องมือทีใช้ในการศึกษาครั้งนี้ เป็นแบบสอบถาม เรื่องความสัมพันธ์ระหว่างภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษากับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 มีจำนวน 1 ฉบับ ซึ่งมี 3 ตอน ดังนี้

ตอนที่ 1 แบบสอบถามเกี่ยวกับตำแหน่งของผู้ตอบแบบสอบถาม จำแนกเป็นตำแหน่งของผู้ตอบแบบสอบถาม

ตอนที่ 2 แบบสอบถามภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษาโรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

ตอนที่ 3 แบบสอบถามการเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

5. การเก็บรวบรวมข้อมูล

3.1 ผู้ศึกษาขอหนังสือจากวิทยาลัยบัณฑิตเอเชีย จังหวัดขอนแก่น เพื่อขอความอนุเคราะห์จากสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 เพื่อขอความร่วมมือในการศึกษา

3.2 ผู้ศึกษานำสำเนาหนังสือขอความร่วมมือในการศึกษาติดต่อสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 เพื่อขอความร่วมมือในการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

3.3 นำแบบสอบถามพร้อมหนังสือขอความร่วมมือไปยังกลุ่มตัวอย่าง เพื่อขอความร่วมมือในการตอบแบบสอบถาม

3.4 ทำการเก็บข้อมูลและรวบรวมแบบสอบถามด้วยตนเอง โดยการแจกแบบสอบถามไป 86 ฉบับ ได้แบบสอบถามคืนมาและสมบูรณ์จำนวน 86 ฉบับ จากแบบสอบถามทั้ง 86 ฉบับ คิดเป็น ร้อยละ 100

4. การวิเคราะห์ข้อมูล

นำแบบสอบถามมาวิเคราะห์ข้อมูลตามขั้นตอนดังต่อไปนี้

1. วิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ประกอบด้วย ตำแหน่งของผู้ตอบแบบสอบถาม นำเสนอข้อมูลโดยการแสดงร้อยละในรูปตารางประกอบคำบรรยาย

2. การวิเคราะห์ข้อมูลข้อคำถามเกี่ยวกับภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยนำข้อมูลที่รวบรวมได้มาวิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยการแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

3. การวิเคราะห์ข้อมูลข้อคำถามเกี่ยวกับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยนำข้อมูลที่รวบรวมได้มาวิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยการแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

4. การวิเคราะห์ข้อมูลความสัมพันธ์ระหว่างภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษากับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยหาค่าสหสัมพันธ์แบบเพียร์สัน (Pearson’s product moment correlation)

สรุปผลการวิจัย

การวิเคราะห์ข้อมูลแต่ละตอน ปรากฏผลตามลำดับ ดังนี้

ตารางที่ 1 แสดงจำนวนและค่าร้อยละของตำแหน่งของผู้ตอบแบบสอบถาม

ตำแหน่งของผู้ตอบแบบสอบถาม	จำนวน (n=86)	ร้อยละ
ผู้บริหารสถานศึกษา	10	11.63
ครู	76	88.37
รวม	**86**	**100.00**

จากตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นครู คิดเป็นร้อยละ 88.37 เป็นผู้บริหารสถานศึกษา คิดเป็นร้อยละ 11.63

ตารางที่ 2 คะแนนเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ระดับและลำดับที่ของภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษาโรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยรวมและรายด้าน

ที่	ภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษา	n = 86			
		$\bar{x}$	S.D.	ระดับ	ลำดับที่
1	ด้านการสร้างวิสัยทัศน์	4.57	0.53	มากที่สุด	5
2	ด้านการเผยแพร่วิสัยทัศน์	4.84	0.41	มากที่สุด	2
3	ด้านการปฏิบัติตามวิสัยทัศน์	4.82	0.47	มากที่สุด	4
4	ด้านการเป็นแบบอย่างที่ดี	4.83	0.48	มากที่สุด	3
5	ด้านการประเมินวิสัยทัศน์	4.93	0.24	มากที่สุด	1
รวม		4.80	0.43	มากที่สุด	

จากตารางที่ 2 พบว่า ภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษาโรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยรวมและรายด้านเฉลี่ยอยู่ในระดับมากที่สุด โดยเรียงลำดับภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษาในแต่ละด้าน ตามค่าคะแนนเฉลี่ยจากมากไปหาน้อย ได้ดังนี้ คือ ด้านการประเมินวิสัยทัศน์ ด้านการเผยแพร่วิสัยทัศน์ ด้านการเป็นแบบอย่างที่ดี ด้านการปฏิบัติตามวิสัยทัศน์ และด้านการสร้างวิสัยทัศน์ ตามลำดับ

ตารางที่ 3 คะแนนเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ระดับและลำดับที่ของความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่ม พุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยรวมและรายด้าน

ที่	การเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21	n = 86			
		$\bar{x}$	S.D.	ระดับ	ลำดับที่
1	การปรับเปลี่ยนองค์กร	4.73	0.47	มากที่สุด	1
2	การจัดการความรู้	4.62	0.49	มากที่สุด	4
3	เทคโนโลยีเพื่อการเรียนรู้	4.55	0.57	มากที่สุด	5
4	การให้อำนาจแก่บุคคล	4.70	0.45	มากที่สุด	2
5	พลวัตการเรียนรู้	4.68	0.55	มากที่สุด	3
รวม		4.66	0.51	มากที่สุด	

จากตารางที่ 3 พบว่า ความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยรวมและรายด้านเฉลี่ยอยู่ในระดับมากที่สุด โดยเรียงลำดับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 ในแต่ละด้านตามค่าคะแนนเฉลี่ยจากมากไปหาน้อย ได้ดังนี้ คือ การปรับเปลี่ยนองค์กร การให้อำนาจแก่บุคคล พลวัตการเรียนรู้ การจัดการความรู้ และเทคโนโลยีเพื่อการเรียนรู้ ตามลำดับ

ตารางที่ 4 ความสัมพันธ์ระหว่างภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษากับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยหาค่าสหสัมพันธ์แบบเพียร์สัน (Pearson's product moment correlation)

ภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษา	**ความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21**					
X	Y_1	Y_2	Y_3	Y_4	Y_5	Y
X_1	.728 .000*	.795 .000*	.819 .000*	.761 .000*	.739 .000*	.789 .000*
X_2	.882 .000*	.837 .000*	.856 .000*	.869 .000*	.878 .000*	.886 .000*
X_3	.910 .000*	.833 .000*	.837 .000*	.861 .000*	.869 .000*	.882 .000*
X_4	.955 .000*	.863 .000*	.836 .000*	.922 .000*	.884 .000*	.911 .000*
X_5	.892 .000*	.823 .000*	.806 .000*	.884 .000*	.820 .000*	.862 .000*
X	**.943** **.000***	**.897** **.000***	**.899** **.000***	**.926** **.000***	**.908** **.000***	**.936** **.000***

จากตารางที่ 4 พบว่า ภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษากับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยรวมมีความสัมพันธ์กันทางบวก ในระดับมากที่สุด อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (Pearson Correlation = .936) เมื่อจำแนกตามองค์ประกอบของภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษาที่มีความสัมพันธ์กับการเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 เรียงลำดับจากตามค่าสหสัมพันธ์จากมากไปหาน้อย ได้แก่ ด้านการสร้างวิสัยทัศน์ ด้านการเป็นแบบอย่างที่ดี ด้านการประเมินวิสัยทัศน์ ด้านการปฏิบัติตามวิสัยทัศน์ และด้านการเผยแพร่วิสัยทัศน์ ตามลำดับ

อภิปรายผลการวิจัย

จากผลการวิจัย สามารถอภิปรายผลได้ดังนี้

1. ผลการศึกษาภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษาโรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยรวมอยู่ในระดับมากที่สุด และรายด้านเฉลี่ยอยู่ในระดับมากที่สุด โดยเรียงลำดับภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษาในแต่ละด้านตามค่าคะแนนเฉลี่ยจากมากไปหาน้อย ได้ดังนี้ คือ ด้านการประเมินวิสัยทัศน์ ด้านการเผยแพร่วิสัยทัศน์ ด้านการเป็นแบบอย่างที่ดี ด้านการปฏิบัติตามวิสัยทัศน์ และด้านการสร้างวิสัยทัศน์ ตามลำดับ ทั้งนี้อาจเนื่องมาจากนโยบายของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2553) ที่ได้เล็งเห็นความสำคัญในการส่งเสริมสมรรถนะการมีภาวะผู้นำของผู้บริหารสถานศึกษา อันจะส่งผลต่อการบริหารจัดการศึกษาได้อย่างมีประสิทธิภาพและประสิทธิผล ดังนั้นสำนักงานคณะกรรมการการศึกษาขึ้นพื้นฐานจึงกำหนดนโยบายและแนวทางในการพัฒนาภาวะผู้นำของผู้บริหารสถานศึกษาและได้กำหนดคุณลักษณะภาวะผู้นำวิสัยทัศน์ไว้ คือ การกำหนดวิสัยทัศน์ของโรงเรียนจากการมีส่วนร่วมของทุกฝ่ายที่เกี่ยวข้อง การวิเคราะห์สภาพแวดล้อมทั้งภายในและภายนอกสถานศึกษาทั้งสภาพจริงในปัจจุบันและสภาพการเปลี่ยนแปลงที่จะเกิดขึ้นในอนาคต การกำหนดค่านิยมของโรงเรียนในการทำงานให้มีความสอดคล้องกับวิสัยทัศน์และพันธกิจ โดยการมีส่วนร่วมของบุคลากร การสร้างศรัทธาโดยเป็นแบบอย่างที่ดีในการปฏิบัติงานตามค่านิยมของสถานศึกษา เพื่อพัฒนาบุคลากรสู่อนาคต มีระบบให้บุคลากรได้ใช้ศักยภาพในการทำงานอย่างเต็มที่ภายใต้การกระจายอำนาจและการบริหารแบบมีส่วนร่วม การสร้างบรรยากาศให้เกิดการแลกเปลี่ยนเรียนรู้ การกระตุ้นให้เกิดการสร้าง นวัตกรรม เพื่อเพิ่มพูนศักยภาพในการปฏิบัติงานและให้เป็นองค์กรแห่งการเรียนรู้ และการจัดระบบสื่อสารเพื่อให้ทราบและเกิดการยอมรับในวิสัยทัศน์ ค่านิยม และผลการดำเนินงานที่คาดหวังของโรงเรียน เพื่อให้เกิดการปรับปรุงผลการดำเนินการ การบรรลุพันธกิจของสถานศึกษา ซึ่งสอดคล้องกับแนวคิดของรักเกียรติ หงส์ทองและธนพงษ์ อุดมทรัพย์ (2559) กล่าวไว้

ว่า ภาวะผู้นำเชิงวิสัยทัศน์ หมายถึง ผู้ที่มีความสามารถในการนำองค์การ เพื่อให้เกิดการเปลี่ยนแปลงองค์การในทางที่ดีขึ้น โดยการสื่อสารให้ผู้ใต้บังคับบัญชา เกิดความเข้าใจแนวทางการปฏิบัติงานที่ตรงกัน รวมถึงการรวมพลังจูงใจเพื่อให้สมาชิกขององค์การแสดงพฤติกรรมเป็นไปตามวัตถุประสงค์ของตน และองค์การตลอดจนให้สมาชิกร่วมกัน แสดงความคิดเพื่อนำไปสู่ความคิดสร้างสรรค์ อันก่อให้เกิดความคิดใหม่ วิธีการและกระบวนการทำงานอย่างสร้างสรรค์ ภาวะผู้นำเชิงวิสัยทัศน์ประกอบด้วยสาระสำคัญ 5 ด้าน ได้แก่ 1) การนำองค์การ 2) การติดต่อสื่อสาร 3) การรวมพลังจูงใจ 4) การนำการเปลี่ยนแปลง 5) ความคิดสร้างสรรค์ เช่นเดียวกับแนวคิดของSergiovanni (1990) ให้ทัศนะว่า ผู้บริหารการศึกษาสู่ความเป็นเลิศได้นั้น ต้องเป็นผู้ที่มีวิสัยทัศน์ เพราะผู้บริหารสถานศึกษาสามารถเลือกเน้นสนใจสิ่งที่เป็นความสำคัญและเป็นค่านิยมของสถานศึกษา ซึ่งแสดงให้สมาชิกรับรู้ได้ด้วยการกระทำและคำพูดที่จะทำให้สมาชิกเข้าใจตรงกันว่าอะไรคือเป้าหมายสำคัญของสถานศึกษา และทุกคนปฏิบัติงานของตนเพื่อบรรลุเป้าหมายนั้นในสถานศึกษาที่ผู้บริหารมีวิสัยทัศน์ จะสามารถก่อให้เกิดนโยบายในการบริหารหรือแนวคิดใหม่ ซึ่งอาจกำหนดเป็นปรัชญาของสถานศึกษาและหล่อหลอมสู่แผนการปฏิบัติงาน ที่เป็นปัจจัยสำคัญของการประสานกิจกรรมต่าง ๆ เพื่อให้บรรลุและตอบสนองต่อเป้าหมายที่วางไว้

2. ผลการศึกษาความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 ของผู้บริหารสถานศึกษาโรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยรวมและรายด้าน เฉลี่ยอยู่ในระดับมากที่สุด โดยเรียงลำดับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 ของผู้บริหารสถานศึกษาในแต่ละด้านตามค่าคะแนนเฉลี่ยจากมากไปหาน้อย ได้ดังนี้ คือ การปรับเปลี่ยนองค์กร การให้อำนาจแก่บุคคล พลวัตการเรียนรู้ การจัดการความรู้ และเทคโนโลยีเพื่อการเรียนรู้ ตามลำดับ ทั้งนี้เพราะสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน (2566) มีนโยบายด้านคุณภาพในส่วนที่เกี่ยวข้อง ดังนี้ ส่งเสริม สนับสนุนสถานศึกษาที่มีความพร้อม ให้นำหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานที่เน้นสมรรถนะไปใช้ตามศักยภาพของสถานศึกษา ให้สามารถออกแบบหลักสูตรที่เหมาะสมกับความต้องการและบริบท จัดการศึกษาให้ผู้เรียนมีทักษะจำเป็นในศตวรรษที่ 21 นำไปสู่การมีอาชีพ มีงานทำและส่งเสริมความเป็นเลิศของผู้เรียนให้เต็มศักยภาพ เพื่อเพิ่มขีดความสามารถในการแข่งขัน พัฒนา ส่งเสริม ผู้บริหารการศึกษา ผู้บริหารสถานศึกษา ครูและบุคลากรทางการศึกษา รวมทั้งบุคลากรสังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ให้มีสมรรถนะตามมาตรฐานตำแหน่งและมาตรฐานวิชาชีพ และด้านประสิทธิภาพที่เกี่ยวข้อง ดังนี้ เพิ่มประสิทธิภาพการบริหารจัดการศึกษา โดยการกระจายอำนาจและใช้พื้นที่เป็นฐานที่มุ่งเน้นการพัฒนาคุณภาพผู้เรียนเป็นสำคัญ ตามหลักธรรมาภิบาล นำเทคโนโลยีดิจิทัลและการจัดการฐานข้อมูล มาใช้เพิ่มประสิทธิภาพในการบริหารจัดการศึกษาขั้นพื้นฐานและเรียนรู้ของผู้เรียน ส่งเสริม สนับสนุน การพัฒนาโรงเรียนคุณภาพใช้พื้นที่เป็นฐาน ใช้นวัตกรรมในการขับเคลื่อนบริหารจัดการโดยใช้ทรัพยากรร่วมกันและแสวงหาการมีส่วนร่วมของหน่วยงานที่เกี่ยวข้องทุกระดับ เพื่อให้ประสบผลสำเร็จอย่างเป็นรูปประธรรม เพิ่มประสิทธิภาพการประกันคุณภาพภายในของสถานศึกษาการปรับกระบวนการนิเทศติดตามและประเมินผลการศึกษาขั้นพื้นฐานให้สอดคล้องกับชีวิตวิถีใหม่ (New Normal)และชีวิตวิธีปกติต่อไป (Next Normal) ซึ่งสอดคล้องกับคณะแพทย์ศาสตร์ ศิริราชพยาบาล (2564) องค์กรแห่งการเรียนรู้ (Learning Organization : LO) กล่าวไว้ว่า หมายถึง องค์กรที่ยกระดับคุณภาพด้วยการจัดการความรู้ โดยมีการพัฒนาปรับปรุงให้เกิดสิ่งใหม่ ๆ ทั้งด้านผลิตภัณฑ์/บริการ/กระบวนการทำงาน เพื่อเพิ่มประสิทธิผลในการดำเนินพันธกิจและการบรรลุเป้าหมายดังต่อไปนี้ การปรับเปลี่ยนองค์กร (Organization Transformation) หมายถึง การกำหนดทิศทางของการเป็นองค์กรแห่งการเรียนรู้ บทบาทผู้บริหารในการปฏิบัติที่เป็นแบบอย่างที่ดี ในการมุ่งสู่องค์กรแห่งการเรียนรู้ การจัดการความรู้ (Knowledge Management) หมายถึง กระบวนการที่เป็นระบบในการบริหารจัดการให้องค์กรมีความรู้สำคัญที่พร้อมใช้ เพื่อให้บุคลากรสามารถนำไปใช้ในการปฏิบัติงานประจำ ให้เกิดประโยชน์สูงสุด เทคโนโลยีเพื่อการเรียนรู้ (Learning Technology) หมายถึง การพัฒนาระบบเทคโนโลยีสารสนเทศที่เอื้อต่อการเรียนรู้ การจัดการความรู้ (KM) และการทำงาน โดยมีการนำเทคโนโลยีมาใช้ในการส่งเสริมการจัดการความรู้ การให้อำนาจแก่บุคคล (People Empowerment) หมายถึง การเปิดโอกาสหรือให้อำนาจแก่บุคลากรในการเรียนรู้ เพื่อการปฏิบัติงานที่ดี สามารถแก้ไขปัญหา ปรับปรุงและสร้างนวัตกรรมร่วมกัน พลวัตการเรียนรู้ (Learning Dynamic) หมายถึง การให้โอกาสหรือสร้างการเรียนรู้แก่บุคลากรอย่างเป็นระบบและต่อเนื่อง เพื่อเพิ่มประสิทธิภาพในการทำงานให้ตอบสนองเป้าหมายขององค์กร ซึ่งสอดคล้องกับ Marquardt and Reynolds (1994) มีความเชื่อว่า องค์กรที่ซึ่งมีบรรยากาศของการเรียนรู้รายบุคคลและกลุ่ม มีการสอนคนของตนเองให้มีกระบวนการคิดวิเคราะห์ เพื่อช่วยให้เข้าใจในสรรพสิ่ง ขณะเดียวกันทุกคนก็ช่วยองค์กร จากความผิดพลาดและความสำเร็จ ซึ่งเป็นผลให้ทุกคนตระหนักในการเปลี่ยนแปลงและปรับตัวได้อย่างมีประสิทธิภาพสามารถเรียนรู้จัดการและใช้ความรู้เป็นเครื่องมือไปสู่ความสำเร็จควบคู่ไปกับการใช้เทคโนโลยีที่ทันสมัย ดังนั้นผู้บริหารสถานศึกษาจึงต้องทำให้องค์กรของตนเป็นองค์กรแห่งการเรียนรู้อยู่เป็นประจำ เพื่อให้บรรลุวัตถุประสงค์ที่ได้ตั้งไว้ และเพื่อปรับปรุง พัฒนาและแก้ไขให้ดียิ่งขึ้น จึงทำให้ผลการศึกษาพบว่า ผู้บริหารสถานศึกษาโรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 ในด้านความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 อยู่ในระดับมากที่สุด

3. ความสัมพันธ์ระหว่างภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษากับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 โรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยรวมมีความสัมพันธ์กันทางบวก ในระดับ

มากที่สุด อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (Pearson Correlation = .936) เมื่อจำแนกตามองค์ประกอบของภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษาที่มีความสัมพันธ์กับการเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 เรียงลำดับจากตามค่าสหสัมพันธ์จากมากไปหาน้อย ได้แก่ ด้านการสร้างวิสัยทัศน์ ด้านการเป็นแบบอย่างที่ดี ด้านการประเมินวิสัยทัศน์ ด้านการปฏิบัติตามวิสัยทัศน์ และด้านการเผยแพร่วิสัยทัศน์ ตามลำดับ

ข้อเสนอแนะจากผลการวิจัย

1. นำผลจากการศึกษาเรื่องสภาพ และความต้องการจำเป็นคุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 มาเป็นข้อกำหนดในการเสนอแนะดังนี้

1.1 ผู้บริหารสถานศึกษาโรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 ควรมีการส่งเสริม พัฒนา ให้ผู้บริหารสถานศึกษามีภาวะผู้นำเชิงวิสัยทัศน์ โดยเฉพาะด้านการสร้างวิสัยทัศน์ ซึ่งมีค่าเฉลี่ยอยู่ในลำดับสุดท้าย

1.2 ผู้บริหารสถานศึกษาโรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 ควรมีการส่งเสริม พัฒนา ให้ผู้บริหารสถานศึกษา ปรับเปลี่ยนองค์กรให้เป็นองค์กรแห่งการเรียนรู้ โดยเฉพาะด้านเทคโนโลยีเพื่อการเรียนรู้ ซึ่งมีค่าเฉลี่ยอยู่ในลำดับสุดท้าย

1.3 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 ควรมีการส่งเสริม พัฒนา ผู้บริหารสถานศึกษาให้มีภาวะผู้นำเชิงวิสัยทัศน์ ทั้งนี้เพราะภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษาจะมีความสัมพันธ์กับความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21 ซึ่งส่งผลให้การบริหารงานของผู้บริหารสถานศึกษาเป็นไปในทางที่ดีขึ้น ทำให้การบริหารงานมีประสิทธิภาพและประสิทธิผลมากยิ่งขึ้น

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

2.1 ควรศึกษาถึงปัจจัยที่ส่งผลต่อภาวะผู้นำเชิงวิสัยทัศน์ของผู้บริหารสถานศึกษาโรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

2.2 ควรศึกษาถึงปัจจัยที่ส่งผลต่อความเป็นองค์กรแห่งการเรียนรู้ในศตวรรษที่ 21ของผู้บริหารสถานศึกษาโรงเรียนในกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

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ความสัมพันธ์ระหว่างสมรรถนะของผู้บริหารสถานศึกษากับผลการปฏิบัติงานของครูกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

The relationship between the competencies of school administrators and the performance of teachers of Phutthaisong School Group 1 Under Buriram Primary Educational Service Area office 4

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสมรรถนะของผู้บริหารสถานศึกษากลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 2) เพื่อศึกษาผลการปฏิบัติงานของครูในกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 และ3) เพื่อศึกษาความสัมพันธ์ระหว่างสมรรถนะของผู้บริหารสถานศึกษากับผลการปฏิบัติงานของครูกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 กลุ่มเป้าหมายที่ศึกษา คือ บุคลากรครูของโรงเรียนใน ได้แก่ ผู้อำนวยการโรงเรียน 7 คน รองผู้อำนวยการโรงเรียน 2 คน บุคลากรครู จำนวน 97 คน รวมทั้งสิ้น 106 คน เครื่องมือที่ใช้ในการศึกษา คือ แบบสอบถาม สถิติที่ใช้ คือ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย (μ) ส่วนเบี่ยงเบนมาตรฐาน (σ) และค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน (Pearson's product moment correlation coefficient) **ผลการศึกษาพบว่า** 1) สมรรถนะของผู้บริหารสถานศึกษา โดยภาพรวมอยู่ในระดับมาก 2) ผลการปฏิบัติงานของครูกลุ่มโรงเรียนพุทไธสง 1 โดยภาพรวมอยู่ในระดับมากที่สุด 3) สมรรถนะของผู้บริหารสถานศึกษากับผลการปฏิบัติงานของครู กลุ่มโรงเรียนพุทไธสง 1 ความสัมพันธ์ทางบวกอยู่ในระดับต่ำ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

คำสำคัญ : สมรรถนะของผู้บริหารสถานศึกษา, การปฏิบัติงานของครู,

Abstract

The objectives of this study were to: 1) To study the Competencies of School administrators in the Putthaisong 1 School Under Buriram Primary Educationl Service Area office 4. 2) To study the performance of teachers in the Putthaisong 1 School Group under the Buriram Primary Educational Service Area Office. 4. and 3) To study the relationship between the competencies of school administrators and the performance of teachers in the Phutthaisong 1 School Group under the Buriram Primary Educational Service Area Office 4.

The target group studied was the teacher personnel of the inner school, namely 7 school directors, 2 deputy school directors, 97 teacher personnel, for a total of 106 people. The tools used in the study were questionnaires, statistics used: frequency values, percentage values, mean (μ), standard deviation (σ), and Pearson's product moment correlation coefficient. The study found that: 1) The overall performance of school administrators is very high 2) the performance of teachers in Puthaisong School Group 1) Overall is at the highest level 3) The performance of school administrators and teacher performance. The Puthaisong School Group 1 positive correlation was low, statistically significant at the .01 level.

Keywords: School management competencies, teacher performance

บทนำ

ยุทธศาสตร์ชาติ 20 ปี ด้านการพัฒนาและเสริมสร้างศักยภาพทรัพยากรมนุษย์ให้ความสำคัญกับการเปลี่ยนโฉมบทบาท "ครู" ให้เป็นครูยุคใหม่ โดยปรับบทบาทจาก "ครูสอน" เป็น "โค้ช" หรือ "ผู้อำนวยการเรียนรู้" ซึ่งทำหน้าที่กระตุ้น สร้างแรงบันดาลใจ แนะนำวิธีเรียนรู้และวิธีการจัดระเบียบการสร้างความรู้ ออกแบบกิจกรรมและสร้างนวัตกรรมการเรียนรู้ให้ผู้เรียนและสำหรับ

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ยุทธศาสตร์ด้านการปรับสมดุลและการพัฒนาระบบบริหารจัดการภาครัฐ มุ่งเน้นการปรับระบบบริหารจัดการภาครัฐให้มีความทันสมัย นำระบบเทคโนโลยีดิจิทัลมาประยุกต์ใช้ และมีการบูรณาการทำงานร่วมกัน(กระทรวงศึกษาธิการ, 2564)

แผนการปฏิรูปประเทศด้านการศึกษา ฉบับปรับปรุง (พ.ศ. 2561 - 2565) ได้มุ่งเน้นกิจกรรมปฏิรูปที่จะส่งผลให้เกิดการเปลี่ยนแปลงของภาคการศึกษาที่จะก่อให้เกิดประโยชน์ต่อผู้เรียน และประชาชนอย่างมีนัยสำคัญ (Big Rocks) ด้วย 5 กิจกรรม โดยมีกิจกรรมปฏิรูปที่เกี่ยวข้องกับการพัฒนาวิชาชีพครู ใน 2 กิจกรรมสำคัญ คือ กิจกรรมปฏิรูปที่ 2 การพัฒนาการจัดการเรียนการสอนสู่การเรียนรู้ฐานสมรรถนะ เพื่อตอบสนองการเปลี่ยนแปลงในศตวรรษที่ 21 ซึ่งได้ให้ความสำคัญกับการให้ครู/อาจารย์มีสมรรถนะด้านการจัดการเรียนรู้ และมีความศรัทธาในวิชาชีพและความเป็นครู และกิจกรรมปฏิรูปที่ 3 การปฏิรูปกลไกและระบบการผลิต และพัฒนาครูและบุคลากรทางการศึกษาให้มีคุณภาพมาตรฐาน(กระทรวงศึกษาธิการ, 2564)

ปัจจุบันการจัดการศึกษาในกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 ยังไม่ตรงตามเป้าหมายเท่าที่ควร เนื่องจากการจัดการเรียนการสอนของครูยังไม่สอดคล้องกับสมรรถนะการปฏิบัติงานของครู แสดงให้เห็นว่าสมรรถนะผู้บริหารนั้นมีความสำคัญอย่างยิ่งกับการจัดการเรียนการสอน ขวัญและกำลังใจในการปฏิบัติงานของครู ผลสัมฤทธิ์ทางการเรียนของผู้เรียน ตลอดจนประสิทธิภาพและประสิทธิผลของสถานศึกษา

ผู้ศึกษาเห็นว่าผู้บริหารสถานศึกษาที่มีศักยภาพนอกจากจะต้องมีสมรรถนะในการปฏิบัติงานให้สูงขึ้นแล้ว ยังคงต้องสามารถพัฒนาครูให้มีสมรรถนะเต็มตามศักยภาพ เพื่อให้ครูปฏิบัติจนเกิดผลสำเร็จตามหน้าที่ที่ได้รับมอบหมาย จึงได้ศึกษาเรื่อง สมรรถนะของผู้บริหารที่ส่งผลต่อการปฏิบัติงานของครูกลุ่มพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 เพื่อให้ผู้บริหารและครูทราบถึงสมรรถนะของผู้บริหารสถานศึกษาที่ส่งผลต่อการปฏิบัติงานของครู กลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 และเพื่อใช้เป็นแนวทางในการพัฒนาการทำงานให้ดียิ่งขึ้นเพื่อเป็นข้อมูลสำหรับผู้บริหารสถานศึกษา สามารถนำไปใช้ในการบริหารจัดการสถานศึกษาให้มีประสิทธิภาพและประสิทธิผลต่อไป

วัตถุประสงค์การศึกษาค้นคว้า

1 เพื่อศึกษาสมรรถนะของผู้บริหารสถานศึกษากลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

2 เพื่อศึกษาผลการปฏิบัติงานของครูในกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

3 เพื่อศึกษาความสัมพันธ์ระหว่างสมรรถนะของผู้บริหารสถานศึกษากับผลการปฏิบัติงานของครูกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

วิธีดำเนินการศึกษา

ผู้ศึกษาได้ศึกษาเกี่ยวกับสมรรถนะของผู้บริหารที่ส่งผลต่อการปฏิบัติงานของครูกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยมีวิธีดำเนินการศึกษาค้นคว้า ดังต่อไปนี้

1. กลุ่มเป้าหมายที่ศึกษา

กลุ่มเป้าหมายที่ศึกษา คือ บุคลากรครูของโรงเรียนในกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 จำนวน 9 โรงเรียน รวมทั้งสิ้น 106 คน ประกอบด้วยผู้อำนวยการโรงเรียน 7 คน รองผู้อำนวยการโรงเรียน 2 คน บุคลากรครู จำนวน 97 คน

2. เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการศึกษาเป็นแบบสอบถาม (questionnaire) สำหรับเก็บรวบรวมข้อมูลจากกลุ่มเป้าหมายที่ศึกษา จำนวน 1 ฉบับ แบ่งเป็น 3 ตอน ดังนี้

ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับสถานภาพทั่วไปของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ วุฒิการศึกษา ตำแหน่งปัจจุบัน และประสบการณ์ในการทำงาน มีลักษณะเป็นแบบตรวจสอบรายการ (checklist)

ตอนที่ 2 เป็นแบบสอบถามเกี่ยวกับสมรรถนะผู้บริหารสถานศึกษา ตามกรอบสมรรถนะหลักของผู้บริหาร

ตอนที่ 3 เป็นแบบสอบถามเกี่ยวกับผลการปฏิบัติงานของครู ซึ่งผู้ศึกษาใช้แนวคิดของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน

ซึ่งตอนที่ 2 เป็นแบบสอบถามแบบประเมินค่า 5 ระดับ ตามแนวคิดของลิเคิร์ท (Likert's five rating scale) ซึ่งมีรายละเอียด ดังนี้ (บุญชม ศรีสะอาด, 2556)

ระดับ 5 หมายถึง สมรรถนะผู้บริหาร อยู่ในระดับมากที่สุด

ระดับ 4 หมายถึง สมรรถนะผู้บริหาร อยู่ในระดับมาก

ระดับ 3 หมายถึง สมรรถนะผู้บริหาร อยู่ในระดับปานกลาง

ระดับ 2 หมายถึง สมรรถนะผู้บริหาร อยู่ในระดับน้อย

ระดับ 1 หมายถึง สมรรถนะผู้บริหาร อยู่ในระดับน้อยที่สุด

และตอนที่ 3 เป็นแบบสอบถามแบบประเมินค่า 5 ระดับ ตามแนวคิดของลิเคิร์ท (Likert's five rating scale) ซึ่งมีรายละเอียด ดังนี้ (บุญชม ศรีสะอาด, 2556)

ระดับ 5 หมายถึง ผลการปฏิบัติงานของครู อยู่ในระดับมากที่สุด

ระดับ 4 หมายถึง ผลการปฏิบัติงานของครู อยู่ในระดับมาก

ระดับ 3 หมายถึง ผลการปฏิบัติงานของครู อยู่ในระดับปานกลาง

ระดับ 2 หมายถึง ผลการปฏิบัติงานของครู อยู่ในระดับน้อย

ระดับ 1 หมายถึง ผลการปฏิบัติงานของครู อยู่ในระดับน้อยที่สุด

การแปลผลคะแนน

ในการศึกษาครั้งนี้ ผู้ศึกษาได้แปลผลการวิเคราะห์หาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน จากแบบสอบถามในตอนที่ 2 และตอนที่ 3 ซึ่งมีรายละเอียด ดังนี้ (บุญชม ศรีสะอาด, 2556)

4.51-5.00 หมายถึง สมรรถนะผู้บริหาร/การปฏิบัติงานของครู อยู่ในระดับมากที่สุด

3.51-4.50 หมายถึง สมรรถนะผู้บริหาร/การปฏิบัติงานของครู อยู่ในระดับมาก

2.51- 3.50 หมายถึง สมรรถนะผู้บริหาร/การปฏิบัติงานของครู อยู่ในระดับป่านกลาง

1.51-2.50 หมายถึง สมรรถนะผู้บริหาร/การปฏิบัติงานของครู อยู่ในระดับน้อย

1.00-1.50 หมายถึง สมรรถนะผู้บริหาร/การปฏิบัติงานของครู อยู่ในระดับน้อยที่สุด

3. การหาคุณภาพเครื่องมือ

3.1 ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องกับสมรรนะของผู้บริหารและการปฏิบัติงานของครูกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 และขอคำปรึกษากับอาจารย์ที่ปรึกษาสารนิพนธ์

3.2 นำผลจากการศึกษาเอกสารและงานวิจัยทีเกี่ยวข้อง สร้างแบบสอบถามการศึกษาสมรรถนะของผู้บริหารสถานศึกษาที่ส่งผลต่อการปฏิบัติงานของครูกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

3.3 นำแบบสอบถามที่สร้างขึ้น เสนออาจารย์ที่ปรึกษา เพื่อตรวจสอบความถูกต้อง และปรับปรุงแก้ไขตามคำแนะนำของอาจารย์ที่ปรึกษาสารนิพนธ์

3.4 การตรวจสอบคุณภาของแบบสอบ โดยตรวจสอบความตรงเชิงเนื้อหา (Content Validity) และนำแบบสอบถามที่ผ่านการตรวจสอบจากอาจารย์ที่ปรึกษาสารนิพนธ์ เสนอผู้เชี่ยวชาญ จำนวน 3 คน เพื่อพิจารณาตรวจสอบความตรงเชิงเนื้อหา (Content Validity เพื่อความสมบูรณ์และถูกต้องแบบสอบถามโดยใช้ค่าดัชนีความสอดคล้อง IOC (Index of Item Objective Congruence) ซึ่งค่าความเที่ยงตรงเชิงเนื้อหาของแบบสอบถามฉบับนี้ อยู่ระหว่าง 0.67-1.00

3.5 นำแบบสอบถามที่ผ่านการตรวจสอบความเที่ยงตรงจากผู้เชี่ยวชาญทั้ง 3 ท่านแล้วไปปรับปรุงปรุงแก้ไขและนำเสนอต่ออาจารย์ที่ปรึกษาสารนิพนธ์ตรวจสอบความถูกอีกครั้ง แล้วนำไปทดลองใช้กับผู้บริหารสถานศึกษาและครู ที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน และหาค่าความเชื่อมั่น (Reliability) โดยใช้สัมประสิทธิ์แอลฟาของครอนบาค (α-coefficient) ได้ค่าเท่ากับ 0.92

3.6 จัดทำแบบสอบถามฉบับสมบูรณ์ เพื่อนำไปเก็บข้อมูลกับกลุ่มตัวอย่างตามลำดับต่อไป

4. การเก็บรวบรวมข้อมูล

การเก็บรวบรวมข้อมูล ได้ดำเนินการดังต่อไปนี้

4.1 ขอหนังสือขอความอนุเคราะห์คณะศึกษาศาสตร์และศิลปศาสตร์ วิทยาลัยบัณฑิตเอเชีย ถึงสถานศึกษากลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล

4.2 ส่งแบบสอบถามพร้อมหนังสือขอความร่วมมือไปยังสถานศึกษากลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยผู้ศึกษาดำเนินเก็บรวบรวมข้อมูลด้วยตนเอง

5. การวิเคราะห์ข้อมูล

เพื่อให้การวิเคราะห์ข้อมูล ตรงตามวัตถุประสงค์ของการศึกษา ผู้ศึกษาได้ใช้สถิติในการวิเคราะห์ข้อมูลดังนี้

5.1 การวิเคราะห์สถานภาพทั่วไปของผู้ตอบแบบสอบถาม ใช้ค่าความถี่ (frequency) และ ค่าร้อยละ (percentage)

5.2 การวิเคราะห์สมรรถนะผู้บริหารสถานศึกษากับการปฏิบัติงานของครูใช้ค่าเฉลี่ย (μ) และส่วนเบี่ยงเบนมาตรฐาน (σ)

5.3 การวิเคราะห์ความสัมพันธ์ระหว่างสมรรถนะผู้บริหารสถานศึกษากับการปฏิบัติงานของครูในกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 ใช้การวิเคราะห์ค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน (Pearson's product moment correlation coefficient)

6. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

ผู้ศึกษาดำเนินการวิเคราะห์ข้อมูล โดยใช้โปรแกรมสำเร็จรูปเพื่อวิเคราะห์ข้อมูล ดังนี้

6.1 สถิติพื้นฐาน

1) ค่าร้อยละ (Percentage)

2) ค่าความถี่ (Frequency)

3) ค่าเฉลี่ย (μ)

4) ส่วนเบี่ยงเบนมาตรฐาน (σ)

6.2 การวิเคราะห์ค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน (Pearson's product moment correlation coefficient)

ผลการศึกษาค้นคว้า

1. สมรรถนะของผู้บริหารสถานศึกษากลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต โดยภาพรวมอยู่ในระดับมาก เรียงตามลำดับค่ามัชฌิมเลขคณิตจากมากไปหาน้อย คือ ด้านการบริการที่ดี ด้านคุณธรรม จริยธรรม ด้านการทำงานเป็นทีม ด้านการพัฒนาตนเอง ด้านการมุ่งผลสัมฤทธิ์ และด้านการสั่งสมความเชี่ยวชาญในวิชาชีพ ตามลำดับ

2. ผลการปฏิบัติงานของครูกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยภาพรวมอยู่ในระดับมากที่สุด โดยเรียงตามลำดับค่ามัชฌิมเลขคณิตจากมากไปหาน้อย คือ ด้านการพัฒนาผู้เรียน ด้านการบริหารจัดการชั้นเรียน ด้านภาวะผู้นำครู ด้านการสร้างความสัมพันธ์และความร่วมมือกับชุมชนเพื่อการจัดการเรียนรู้ ด้านการบริหารจัดการหลักสูตรและการจัดการเรียนรู้ และ ด้านการวิเคราะห์ สังเคราะห์ และการวิจัยเพื่อพัฒนาผู้เรียน ตามลำดับ

3. ความสัมพันธ์สมรรถนะของผู้บริหารสถานศึกษากับผลการปฏิบัติงานของครู กลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 มีความสัมพันธ์ทางบวกอยู่ในระดับต่ำ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

อภิปรายผล

1. จากการศึกษาสมรรถนะของผู้บริหารสถานศึกษากลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต โดยภาพรวมอยู่ในระดับมาก สามารถอภิปรายผลได้ดังนี้

1.1 ด้านการมุ่งผลสัมฤทธิ์ โดยภาพรวมอยู่ในระดับมาก ผู้บริหารมีการวางแผนการปฏิบัติงานแต่ละภารกิจให้บรรลุเป้าหมายตามแผนปฏิบัติ มุ่งมั่นในการปฏิบัติงานในหน้าที่ให้มีคุณภาพ ใช้ความคิดสร้างสรรค์เพื่อพัฒนางาน นิเทศ ติดตามผลการปฏิบัติงานของใต้บังคับบัญชาอย่างสม่ำเสมอ และริเริ่มสร้างสรรค์ นำนวัตกรรม ทางเลือกใหม่ ๆ มาใช้เพิ่มประสิทธิภาพของงาน ซึ่งสอดคล้องกับนิธิ เรืองสุขอุดม (2563) ได้ศึกษาสมรรถนะของผู้บริหารกับการบริหารแบบมีส่วนร่วมของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาราชบุรี เขต 1 ด้านมุ่งผลสัมฤทธิ์ มีค่ามัชฌิมเลขคณิตโดยภาพรวมอยู่ในระดับมากที่สุดเป็นลำดับสาม อาจเป็นเพราะ ผลสัมฤทธิ์จะสะท้อนให้เห็นความสำเร็จของการบริหารงานโรงเรียนของ ผู้บริหาร ซึ่งได้มาจากการวางแผนการทำงาน กำหนดเป้าหมายอย่างชัดเจนจับต้องได้ เน้นผลการปฏิบัติงานเพื่อให้องค์กรบรรลุเป้าหมายและวัตถุประสงค์ โดยมีการนิเทศ ติดตามผลการปฏิบัติงาน ของผู้ใต้บังคับบัญชาอย่างสม่ำเสมอเพื่อให้เกิดความคิดริเริ่มสร้างสรรค์ในการปฏิบัติงาน เพื่อให้ผลสัมฤทธิ์ในการจัดการศึกษาเพิ่มขึ้น อันจะส่งผลดีต่อคุณภาพการจัดการศึกษาและคุณภาพของนักเรียนเป็นอย่างสูง

1.2 ด้านการบริการที่ดี โดยภาพรวมอยู่ในระดับมากที่สุด ผู้บริหารให้บริการด้วยอัธยาศัยไมตรีอันดีในการบริการ เน้นการตอบสนองต่อความพึงพอใจของผู้รับบริการ ให้ความช่วยเหลือนักเรียน ผู้ปกครอง ผู้ติดต่อราชการทุกคน จนทำให้เกิดความประทับใจและชื่นชมโรงเรียน พัฒนาระบบงานขององค์การให้เกิดความรวดเร็วสะดวกสบาย และตั้งใจในการปรับปรุงระบบบริการให้มีประสิทธิภาพโดยศึกษาความต้องการที่แท้จริงของผู้เรียน ครู บุคลากรในการให้บริการของโรงเรียน ซึ่งสอดคล้องกับปาริฉัตร ช่อชิต (2559) ได้ศึกษาสมรรถนะผู้บริหารกับประสิทธิผลของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 8 สมรรถนะผู้บริหารด้านการบริการที่ดี มีค่ามัชฌิมเลขคณิตอยู่ในระดับมาก อาจเป็นเพราะผู้บริหารตระหนักถึงการให้ความช่วยเหลือ การดำเนินการเพื่อประโยชน์ของผู้อื่น การบริการที่ดีผู้รับบริการก็จะได้รับความประทับใจ และชื่นชมสถานศึกษา ผู้บริหารให้ความสำคัญ

กับงานบริการสนับสนุนงานด้านต่างๆ เช่น งานประชาสัมพันธ์งานบริการวิชาการ เป็นต้น ในสถานศึกษา การบริการถือเป็นสิ่งสำคัญกับบุคลากรทุกคน ผู้บริหารมีความเป็นผู้นำด้านการบริการต่อผู้รับบริการ คือ นักเรียน ผู้ปกครองและผู้ที่มาติดต่อราชการทุกคนเท่าเทียมกันไม่แบ่งชนชั้นวรรณะ ผู้บริหารเป็นแกนหลักในการกำหนดแนวทางการให้บริการเพื่อตอบสนองต่อความพึงพอใจของผู้รับบริการ และเทคนิคการพัฒนาระบบงานของสถานศึกษาให้เกิดความสะดวกสบายความพึงพอใจต่อผู้ใช้บริการ และยังสอดคล้องกับนิธิ เรืองสุขอุดม (2563) ได้ศึกษาสมรรถนะของผู้บริหารกับการบริหารแบบมีส่วนร่วมของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาราชบุรี เขต 1 ด้านการบริการที่ดี มีค่ามัชฌิมเลขคณิตโดยภาพรวมอยู่ในระดับมากที่สุดเป็นลำดับแรก อาจเป็นเพราะผู้บริหารต้องการสร้างความพึงพอใจ และตอบสนองความต้องการในด้านต่างๆ ของนักเรียน ผู้ปกครอง และชุมชนด้วยความเต็มใจ ซึ่งจะทำให้ผู้ที่มาติดต่อประสานงานเกิดความชื่นชมในตัวผู้บริหารเองและยังส่งผลถึงภาพลักษณ์ของสถานศึกษา ทำให้บุคคลภายนอกสถานศึกษามองกลับมายังสถานศึกษาในแง่บวกอีกด้วย

1.3 ด้านการสั่งสมความเชี่ยวชาญในวิชาชีพ โดยภาพรวมอยู่ในระดับมาก ผู้บริหารมีการพัฒนาตนเองให้มีความก้าวหน้า และสามารถเป็นแบบอย่างที่ดีแก่บุคคลอื่นได้ สื่อสารเพื่อสร้างความเข้าใจตรงกันระหว่างบุคคลได้อย่างมีประสิทธิภาพ นำวิชาการ ความรู้ หรือเทคโนโลยีใหม่ๆ มาประยุกต์ใช้ในการปฏิบัติหน้าที่ให้เกิดผลสัมฤทธิ์ นำเทคโนโลยีและองค์ความรู้ใหม่ๆ ด้วยการสืบค้นข้อมูลจากแหล่งต่างๆ ที่จะเป็นประโยชน์ในการปฏิบัติหน้าที่ และเกิดประโยชน์สูงสุดต่อสถานศึกษา ส่งเสริมสนับสนุนให้เกิดบรรยากาศแห่งการพัฒนาความเชี่ยวชาญในองค์กร ด้วยการจัดสรรทรัพยากร เครื่องมือ อุปกรณ์ ที่เอื้อต่อการพัฒนา ซึ่งสอดคล้องกับภัคจิรา ผาทอง (2563) ได้ศึกษาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาแพร่ เขต 2 ด้านการสั่งสมความเชี่ยวชาญในงานอาชีพ สมรรถนะผู้บริหารสถานศึกษาด้านการสั่งสมความเชี่ยวชาญในอาชีพ ภาพรวมอยู่ในระดับมาก ผู้บริหารมีทักษะในการบริหารโดยสามารถบริหารงานได้สำเร็จลุล่วงตามบทบาทหน้าที่ที่รับผิดชอบ รับรู้ข่าวสารหรือสารสาระสนเทศได้อย่างรวดเร็วและนำมาประยุกต์ใช้ในการบริหารงาน สามารถนำความรู้ในเชิงวิชาการมาประยุกต์ในการทำงานได้อย่างดี และสร้างนวัตกรรมโดยใช้การวิจัยเป็นฐานในการพัฒนาและถ่ายทอดความรู้นั้นให้แก่ผู้อื่น อาทิ เช่น ผู้ใต้บังคับบัญชา สามารถกำหนดทิศทางความสำเร็จให้เป็นที่ประจักษ์แก่ผู้อื่นได้ ตลอดจนนำนวัตกรรมใหม่มาใช้ในการพัฒนางานและตนเองอยู่เสมอ สามารถเลือกวิธีการจัดการความรู้ในการพัฒนางานและมีการประยุกต์ทักษะการทำงานด้านคอมพิวเตอร์มาใช้เป็นเครื่องมือในการบริหารงาน

1.4 ด้านคุณธรรม จริยธรรม โดยภาพรวมอยู่ในระดับมากที่สุด ผู้บริหารประพฤติปฏิบัติตนถูกต้องตามหลักคุณธรรม จริยธรรม จรรยาบรรณวิชาชีพครู ธำรงความถูกต้อง ยืนหยัดพิทักษ์ผลประโยชน์และชื่อเสียงของประเทศชาติ ยึดมั่นในหลักการและจรรยาบรรณของวิชาชีพ ไม่เบี่ยงเบนด้วยอคติหรือผลประโยชน์ส่วนตน ใช้อำนาจกับผู้ใต้บังคับบัญชาอย่างยุติธรรม ถูกต้องชอบธรรม และมีจริยธรรม และรักษาวาจา มีสัจจะเชื่อถือได้พูดอย่างไรทำอย่างนั้น ไม่บิดเบือนอ้างข้อยกเว้นให้ตนเอง สอดคล้องกับทิพวัลย์ อ่างคำ (2561) ได้ศึกษาสมรรถนะของผู้บริหารโรงเรียนมัธยมศึกษาในโครงการสู่ความเป็นเลิศมาตรฐานสากล สังกัดสำนักงานเขตพื้นที่การศึกษาภาคเหนือ ด้านการยึดมั่นในความถูกต้องชอบธรรมและจริยธรรม โดยภาพรวมอยู่ในระดับมากที่สุด และยังสอดคล้องกับภัคจิรา ผาทอง (2563) ได้ศึกษาสมรรถนะผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาแพร่ เขต 2 ด้านการยึดมั่นในความถูกต้องชอบธรรมและจริยธรรม สมรรถนะผู้บริหารสถานศึกษาด้านการยึดมั่นในความถูกต้องชอบธรรมและจริยธรรม โดยภาพรวมอยู่ในระดับมากที่สุด

1.5 ด้านการทำงานเป็นทีม โดยภาพรวมอยู่ในระดับมากที่สุด ผู้บริหารมีความเต็มใจให้ความร่วมมือในการปฏิบัติงานร่วมกัน ยึดมั่นในหลักการและจรรยาบรรณของวิชาชีพ กำหนดเป้าหมายการปฏิบัติงานของโรงเรียนได้อย่างชัดเจน แสดงบทบาทผู้นำหรือผู้ตามได้อย่างเหมาะสมตามสถานการณ์ เข้าใจบทบาทการทำงานของผู้ใต้บังคับบัญชา และสามารถสนับสนุนการทำงานร่วมกันได้อย่างมีประสิทธิภาพ และมีกระบวนการในการสร้างแรงจูงใจในการปฏิบัติงานแก่บุคลากร ซึ่งสอดคล้องกับพิชามญชุ์ ลาวชัย (2562) ได้ศึกษาสมรรถนะของผู้บริหารกับการบริหารงานบุคคลในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสงคราม ด้านสมรรถนะการทำงานเป็นทีม โดยภาพรวม อยู่ในระดับมาก เมื่อพิจารณาเป็นรายข้อ พบว่า สมรรถนะการทำงานเป็นทีมอยู่ในระดับมากทุกข้อ โดยเรียงลำดับค่ามัชฌิมเลขคณิตจากมากไปน้อยดังนี้ ผู้บริหารในสถานศึกษาสามารถสร้างแรงจูงใจให้สมาชิกในทีมเกิดความรักในงาน เกิดความสามัคคี และร่วมทำงานให้สำเร็จบรรลุจุดมุ่งหมายที่ตั้งไว้ ผู้บริหารในสถานศึกษาสามารถสร้างบรรยากาศการทำงานที่ดี เกิดความไว้วางใจซึ่งกันและกันผู้บริหารในสถานศึกษาสามารถเรียนรู้และพัฒนาตนเองด้านการบริหารจนเป็นที่ยอมรับ ผู้บริหารในสถานศึกษาสามารถสร้างบรรยากาศการทำงานที่ดี เกิดความไว้วางใจซึ่งกันและกัน ผู้บริหารในสถานศึกษาสามารถกำหนดเป้าหมาย บทบาทหน้าที่ความรับผิดชอบอย่างชัดเจน ผู้บริหารในสถานศึกษาสามารถมอบหมายงานให้สมาชิกในทีมได้อย่างเหมาะสม และยังสอดคล้องกับนิธิ เรืองสุขอุดม (2563) ได้ศึกษาสมรรถนะของผู้บริหารกับการบริหารแบบมีส่วนร่วมของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาราชบุรี เขต 1 ด้านการทำงานเป็นทีม มีค่ามัชฌิมเลขคณิตโดยภาพรวมอยู่ในระดับมากที่สุดเป็นลำดับสอง อาจเป็นเพราะผู้บริหารมีการทำงานในแต่ละขั้นตอนโดยใช้หลักการมีส่วนร่วม การทำงานเป็นทีม เมื่อมีการร่วมกันคิด

ร่วมกันวางแผนจะให้ผู้ร่วมงานตระหนักถึงงานที่ได้ร่วมกันทำจะส่งผลให้งานที่ทำออกมาสำเร็จได้อย่างรวดเร็วและมีประสิทธิภาพสูง เนื่องจากผู้ร่วมงานคิดว่างานที่ร่วมกันทำนั้นเป็นงานของตน

1.6 ด้านการพัฒนาตนเอง โดยภาพรวมอยู่ในระดับมากที่สุด ผู้บริหารส่งเสริมให้บุคลากรแสวงหาความรู้เพื่อพัฒนาตนเองและพัฒนาหน่วยงานให้มีประสิทธิภาพ ดำเนินการรวบรวมองค์ความรู้และจัดการความรู้ที่เป็นประโยชน์ในการพัฒนาองค์กร ศึกษาค้นคว้า หาความรู้พัฒนาตนเองด้วยวิธีการที่หลากหลายอย่างต่อเนื่อง เลือกวิธีในการพัฒนาตนเองได้อย่างเหมาะสมกับจุดเด่น จุดด้อยของตนเอง และมีการติดตามองค์ความรู้และเทคโนโลยีใหม่ๆเพื่อนำมาบริหารงานโรงเรียนให้มีประสิทธิภาพ ซึ่งสอดคล้องกับ นิธิ เรืองสุขอุดม (2563) ได้ศึกษาสมรรถนะของผู้บริหารกับการบริหารแบบมีส่วนร่วมของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาราชบุรี เขต 1 ด้านการพัฒนาตนเอง มีค่ามัชฌิมเลขคณิตโดยภาพรวมอยู่ในระดับมากที่สุดเป็นลำดับเจ็ด อาจเป็นเพราะโลกในปัจจุบันมีการเปลี่ยนแปลงตลอดเวลาและเปลี่ยนแปลงอย่างรวดเร็ว ผู้บริหารจึงมีการแสวงหาความรู้อยู่ตลอดเวลา มีการใช้เทคโนโลยีในการบริหารเพื่อให้ทันต่อยุคสมัย มีการแสวงหาความรู้เพื่อใช้ในการแก้ปัญหาในการปฏิบัติงานและพัฒนาสถานศึกษาอย่างต่อเนื่อง

2. จากการศึกษาผลการปฏิบัติงานของครูกลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 โดยภาพรวมอยู่ในระดับมากที่สุด สามารถอภิปรายผลได้ดังนี้

2.1 ด้านการบริหารจัดการหลักสูตรและการจัดการเรียนรู้ โดยภาพรวมอยู่ในระดับมาก ทั้งนี้อาจเป็นเพราะครูสามารถจัดทำแผนการจัดการเรียนรู้อย่างเป็นระบบโดยบูรณาการอย่างสอดคล้องเชื่อมโยงกับกลุ่มสาระการเรียนรู้ ใช้สื่อนวัตกรรมและเทคโนโลยีในการจัดการเรียนรู้อย่างหลากหลาย เหมาะสมกับเนื้อหาและกิจกรรมการเรียนรู้ สร้างการออกแบบกิจกรรมการเรียนรู้อย่างหลากหลายเหมาะสมสอดคล้องกับวัย และความต้องการของผู้เรียน เปิดโอกาสให้ผู้เรียนมีส่วนร่วมในการออกแบบการเรียนรู้ จัดกิจกรรมและการประเมินผลการเรียนรู้ กำหนดผลการเรียนรู้ของผู้เรียนที่เน้นการวิเคราะห์ สังเคราะห์ ประยุกต์ ริเริ่มได้อย่างเหมาะสม และพัฒนาหลักสูตรกลุ่มสาระการเรียนรู้ที่สอดคล้องกับหลักสูตรแกนกลางและหลักสูตรท้องถิ่น ซึ่งสอดคล้องกับวริษฐา อัตโถปกร (2561) ได้ศึกษาสมรรถนะประจำสายงานต่อประสิทธิภาพการปฏิบัติงานของบุคลากรทางการศึกษาโรงเรียนห้วยยอด ผลวิจัยพบว่า สมรรถนะประจำสายงานต่อประสิทธิภาพการปฏิบัติงานของบุคลากรทางการศึกษาโรงเรียนห้วยยอด ด้านการบริหารหลักสูตรและการจัดการเรียนรู้ โดยภาพรวมอยู่ในระดับมาก

2.2 ด้านการพัฒนาผู้เรียน โดยภาพรวมอยู่ในระดับมากที่สุด ทั้งอาจเป็นเพราะครูสามารถสอดแทรกคุณธรรมจริยธรรมแก่ผู้เรียนในการจัดการเรียนรู้ในชั้นเรียน จัดกิจกรรมเพื่อพัฒนาผู้เรียนด้านการดูแลตนเอง มีทักษะในการเรียนรู้ การทำงานการอยู่ร่วมกันในสังคมอย่างมีความสุข และรู้เท่าทันการสอดแทรกความเป็นประชาธิปไตย ความภูมิใจในความเป็นไทย ให้แก่ผู้เรียน และจัดกิจกรรมเพื่อป้องกันแก้ไขปัญหาและส่งเสริมพัฒนาผู้เรียนให้แก่นักเรียนอย่างทั่วถึง ซึ่งสอดคล้องกับวริษฐา อัตโถปกร (2561) ได้ศึกษาสมรรถนะประจำสายงานต่อประสิทธิภาพการปฏิบัติงานของบุคลากรทางการศึกษาโรงเรียนห้วยยอด ผลวิจัยพบว่า สมรรถนะประจำสายงานต่อประสิทธิภาพการปฏิบัติงานของบุคลากรทางการศึกษาโรงเรียนห้วยยอด ด้านการพัฒนาผู้เรียน โดยภาพรวมอยู่ในระดับมากที่สุด

2.3 ด้านการบริหารจัดการชั้นเรียน โดยภาพรวมอยู่ในระดับมากที่สุด ทั้งอาจเป็นเพราะครูสามารถสร้างการมีปฏิสัมพันธ์ที่ดีระหว่างครูกับผู้เรียนและผู้เรียนกับผู้เรียน สร้างสภาพแวดล้อมภายในห้องเรียนและภายนอกห้องเรียนที่เอื้อต่อการเรียนรู้ ประเมินการกำกับดูแลชั้นเรียน และนำผลการประเมินไปใช้ในการปรับปรุง และพัฒนาได้อย่างเหมาะสม รวบรวมข้อมูลสารสนเทศของนักเรียนเป็นรายบุคคลและจัดทำเอกสารประจำชั้นเรียนอย่าง ถูกต้อง ครบถ้วน เป็นปัจจุบัน และสร้างสิ่งอำนวยความสะดวกในห้องเรียนให้พร้อมใช้และปลอดภัยอยู่เสมอ ซึ่งสอดคล้องกับวริษฐา อัตโถปกร (2561) ได้ศึกษาสมรรถนะประจำสายงานต่อประสิทธิภาพการปฏิบัติงานของบุคลากรทางการศึกษาโรงเรียนห้วยยอด ผลวิจัยพบว่า สมรรถนะประจำสายงานต่อประสิทธิภาพการปฏิบัติงานของบุคลากรทางการศึกษาโรงเรียนห้วยยอด ด้านการบริหารจัดการชั้นเรียน โดยภาพรวมอยู่ในระดับมากที่สุด

2.4 ด้านการวิเคราะห์ สังเคราะห์ และการวิจัยเพื่อพัฒนาผู้เรียน โดยภาพรวมอยู่ในระดับมาก ทั้งนี้อาจเป็นเพราะครูสามารถประมวลผลหรือสรุปข้อมูลสารสนเทศที่เป็นประโยชน์ต่อการแก้ไขปัญหาในชั้นเรียนโดยใช้ข้อมูลรอบด้าน สำรวจปัญหาเกี่ยวกับนักเรียนที่เกิดขึ้นในชั้นเรียนเพื่อวางแผนการวิจัยเพื่อพัฒนา วิเคราะห์จุดเด่น จุดด้อย อุปสรรคและโอกาสความสำเร็จของการวิจัยเพื่อแก้ไขปัญหาที่เกิดขึ้นในชั้นเรียน นำผลการวิจัยไปประยุกต์ใช้ในกรณีศึกษาอื่น ๆ ที่มีบริบทของปัญหาที่คล้ายคลึงกันได้อย่างเป็นระบบ และจัดทำแผนการวิจัย และดำเนินกระบวนการวิจัยอย่างเป็นระบบตามแผนดำเนินการวิจัยที่กำหนดไว้ ซึ่งสอดคล้องกับวริษฐา อัตโถปกร (2561) ได้ศึกษาสมรรถนะประจำสายงานต่อประสิทธิภาพการปฏิบัติงานของบุคลากรทางการศึกษาโรงเรียนห้วยยอด ผลวิจัยพบว่า สมรรถนะประจำสายงานต่อประสิทธิภาพการปฏิบัติงานของบุคลากรทางการศึกษาโรงเรียนห้วยยอด ด้านการวิเคราะห์ สังเคราะห์ และการวิจัยเพื่อพัฒนาผู้เรียน โดยภาพรวมอยู่ในระดับมาก

2.5 ด้านภาวะผู้นำครู โดยภาพรวมอยู่ในระดับมากที่สุด ทั้งนี้อาจเป็นเพราะครูมีปฏิสัมพันธ์ในการสนทนา มีบทบาทและมีส่วนร่วมในการสนทนาอย่างสร้างสรรค์กับผู้อื่น โดยมุ่งเน้นไปที่การเรียนรู้ของผู้เรียนและการพัฒนาวิชาชีพ มีทักษะการฟัง การพูด และการตั้งคำถาม เปิดใจกว้าง ยืดหยุ่น ยอมรับทัศนะที่หลากหลายของผู้อื่น เพื่อเป็นแนวทางใหม่ๆ ในการปฏิบัติงาน ให้ความสนใจต่อสถานการณ์ต่างๆ ที่เป็นปัจจุบัน โดยมีการวางแผนอย่างมีวิสัยทัศน์ซึ่งเชื่อมโยงกับวิสัยทัศน์ เป้าหมาย และพันธกิจของโรงเรียนร่วมกับผู้อื่น สร้างการสนับสนุนความคิดริเริ่มซึ่งเกิดจากการพิจารณาไตร่ตรองของเพื่อนร่วมงาน และมีส่วนร่วม ในการพัฒนานวัตกรรมต่างๆ สืบเสาะข้อมูล ความรู้ทางวิชาชีพใหม่ๆ ที่สร้างความท้าทายในการสนทนาอย่างสร้างสรรค์กับผู้อื่น และสร้างแรงจูงใจปรับเปลี่ยนความคิดและการกระทำของผู้อื่นให้มีความผูกพันและมุ่งมั่นต่อเป้าหมายในการทำงานร่วมกัน ซึ่งสอดคล้องกับวริษฐา อัตโถปกร (2561) ได้ศึกษาสมรรถนะประจำสายงานต่อประสิทธิภาพการปฏิบัติงานของบุคลากรทางการศึกษาโรงเรียนห้วยยอด ผลวิจัยพบว่า สมรรถนะประจำสายงานต่อประสิทธิภาพการปฏิบัติงานของบุคลากรทางการศึกษาโรงเรียนห้วยยอด ด้านภาวะผู้นำครู โดยภาพรวมอยู่ในระดับมาก

2.6 ด้านการสร้างความสัมพันธ์และความร่วมมือกับชุมชนเพื่อการจัดการเรียนรู้ โดยภาพรวมอยู่ในระดับมากที่สุด ทั้งนี้อาจเป็นเพราะครูสามารถกำหนดแนวทางในการสร้างความสัมพันธ์ที่ดีและความร่วมมือกับชุมชน ประสานให้ชุมชนเข้ามามีส่วนร่วมในกิจกรรมต่างๆของสถานศึกษา จัดกิจกรรมที่เสริมสร้าง ความสัมพันธ์และความร่วมมือกับผู้ปกครอง ชุมชน และ องค์กรอื่นๆ ทั้งภาครัฐและเอกชนเพื่อการจัดการเรียนรู้ และสร้างเครือข่ายความร่วมมือระหว่างครู ผู้ปกครอง ชุมชน และองค์กรอื่นๆ ทั้งภาครัฐและ เอกชนเพื่อสนับสนุนส่งเสริมการจัดการเรียนรู้ ซึ้งสอดคล้องกับนภารัตน์ หอเจริญ (2559) ได้ศึกษาสมรรถนะของผู้บริหารกับการปฏิบัติงานของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสมุทรสงคราม ด้านร่วมมือกับผู้อื่นในชุมชนอย่างสร้างสรรค์ โดยภาพรวมอยู่ในระดับมาก อาจเป็นเพราะครูและชุมชนมีการยอมรับซึ่งกันและกันและปฏิบัติงานร่วมกันด้วยความเต็มใจ ครูและบุคคลอื่นในชุมชนร่วมมือ ในการพัฒนาสถานศึกษา และตระหนักถึงความสำคัญของบุคคลอื่นในชุมชน และยังสอดคล้องกับฉัตรวีรยา ธนัชชาอัครสิริ (2560) ได้ศึกษาสมรรถนะของผู้บริหารกับการปฏิบัติงานตามมาตรฐานวิชาชีพครูสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 10 ด้านร่วมมือกับผู้อื่นในชุมชนอย่างสร้างสรรค์มีค่ามัชฌิมเลขคณิตมากที่สุด อาจเป็นเพราะว่าครูมีความใกล้ชิดกับผู้ปกครองนักเรียน และได้สัมผัสกับชุมชนอยู่เสมอ มีความเข้าใจเกี่ยวกับงานชุมชน เป็นที่พึ่งของชุมชนในการให้คำปรึกษา ส่งผลให้ครูสามารถปฏิบัติงานชุมชนได้อย่างมีประสิทธิภาพบรรลุวัตถุประสงค์ตามที่สถานศึกษาวางไว้

3. จากผลการศึกษา ความสัมพันธ์ระหว่างสมรรถนะของผู้บริหารสถานศึกษากับผลการปฏิบัติงานของครู กลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 มีความสัมพันธ์กันทางบวก อยู่ในระดับต่ำ (r = .454) อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 เมื่อพิจารณารายด้านพบว่า มีความสัมพันธ์กันทางบวกกับการบริหารจัดการหลักสูตรและการจัดการเรียนรู้ อยู่ในระดับปานกลาง (r = .521) อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 รองลงมาคือ มีความสัมพันธ์กันทางบวกกับการพัฒนาผู้เรียน อยู่ในระดับต่ำ (r = .430) อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 มีความสัมพันธ์กันทางบวกกับภาวะผู้นำครู อยู่ในระดับต่ำ (r = .394) อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 มีความสัมพันธ์กันทางบวกกับการบริหารจัดการชั้นเรียน อยู่ในระดับต่ำ (r = .343) อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 มีความสัมพันธ์กันทางบวกกับการวิเคราะห์ สังเคราะห์ และการวิจัยเพื่อพัฒนาผู้เรียน อยู่ในระดับต่ำ (r = .315) อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และมีความสัมพันธ์กันทางบวกกับการสร้างความสัมพันธ์และความร่วมมือกับชุมชนเพื่อการจัดการเรียนรู้ อยู่ในระดับต่ำมาก (r = .246) อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ด้านการสั่งสมความเชี่ยวชาญในวิชาชีพ ผู้บริหารสถานศึกษาควรมีการสนับสนุนให้เกิดบรรยากาศแห่งการพัฒนาความเชี่ยวชาญในองค์กร ด้วยการจัดสรรทรัพยากร เครื่องมือ อุปกรณ์ ที่เอื้อต่อการพัฒนา และควรมีการพัฒนาตนเองอย่างต่อเนื่อง

1.2 ด้านการวิเคราะห์ สังเคราะห์ และการวิจัยเพื่อพัฒนาผู้เรียน ครูควรจัดทำแผนการวิจัย และดำเนินกระบวนการวิจัยอย่างเป็นระบบตามแผนดำเนินการวิจัยที่กำหนดไว้

1.3 ผู้บริหารสถานศึกษาและครูควรมีการสร้างความสัมพันธ์และความร่วมมือกับชุมชนเพื่อการจัดการเรียนรู้

2. ข้อเสนอแนะการศึกษาค้นคว้าครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่ส่งผลต่อสมรรถนะของผู้บริหารสถานศึกษา กลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

2.2 ควรศึกษาปัจจัยที่ส่งผลต่อการปฏิบัติงานของครู กลุ่มโรงเรียนพุทไธสง 1 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4

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การพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ เทศบาลเมืองเมืองพล

Teacher Development to Promote Students' Well-being at Sri Muang Phonprachanukroh Municipal School, Mueang Phon Municipality

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บทคัดย่อ

การศึกษาค้นคว้าครั้งนี้ มีวัตถุประสงค์เพื่อ ศึกษาสภาพปัจจุบันการส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ พัฒนาครูในการส่งเสริมสุขภาวะของนักเรียน และศึกษาผลการดำเนินการส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ กลุ่มผู้ร่วมศึกษาค้นคว้า ประกอบด้วย กลุ่มผู้ศึกษาค้นคว้า จำนวน 9 คน ใช้การประชุมเชิงปฏิบัติการ การปรับพฤติกรรมนักเรียน และการนิเทศภายใน ดำเนินการตามหลักการวิจัยเชิงปฏิบัติการ (Action Research) เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ประกอบด้วย คู่มือการพัฒนา แบบบันทึก และแบบประเมิน ผลการศึกษาค้นคว้า ปรากฏดังนี้ 1) สภาพปัจจุบันการส่งเสริมสุขภาวะหรือส่งเสริมสุขภาพของนักเรียน พบว่า โรงเรียนมีการดำเนินงาน ด้านโรงเรียนส่งเสริมสุขภาพและมีผลการดำเนินงานที่โดดเด่น ชัดเจน และสามารถส่งเสริมสุขภาพของนักเรียนได้สำเร็จเห็นผลเป็นรูปธรรม 2) ผลการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน พบว่า ครูได้รับความรู้และร่วมกำหนดกิจกรรมในการปรับพฤติกรรมเพื่อส่งเสริมสุขภาวะของนักเรียน และได้จัดทำแผนการดำเนินการการส่งเสริมสุขภาวะของนักเรียน 3) นักเรียนมีความรู้ความเข้าใจเกี่ยวกับสุขภาวะ และนักเรียนมีสุขภาวะที่ดี ผลการนิเทศภายในโดยรวมมีการส่งเสริมสุขภาวะนักเรียนในระดับดีมาก และผลการประเมินตนเองด้านสุขภาวะของนักเรียนมีค่าร้อยละทั้งโดยรวมและเป็นรายข้อ เพิ่มขึ้น

คำสำคัญ: การส่งเสริมสุขภาวะ, การพัฒนาครู, สุขภาวะของนักเรียน

Abstract

This study aimed to investigate the current state of promoting students' well-being of Sri Muang Phon Prachanukroh Municipal School; to developing teachers to promote students' well-being and study the result of promoting the well-being of Sri Muang Phon Prachanukroh Municipal School's students. A study group consisted of 9 persons by used the workshop, adjusting student behavior, and internal supervision. It is an action research. The study instruments used for data collection consisted of development manuals, record forms, and assessment forms. The results of the study found as follows: 1) current state of well-being promotion or health promotion of students was found that the school had a health promotion school operation and the results were outstanding, clear, and able to successfully promote the health of students with tangible results. 2) The results of teacher development to promote student well-being showed that teachers received knowledge and jointly formulated activities to adjust behavior to promote student well-being and have prepared an action plan to promote the well-being of students. 3) Students have knowledge and understanding of well-being and students have good well-being, and the internal supervision overall showed a very good level of student well-being, and self-assessment results of students' well-being were both overall and individual points increased.

Keywords: Promote Well-being, Teacher Development, Students' Well-being

บทนำ

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การจัดการเรียนการสอนในปัจจุบัน นอกจากมุ่งพัฒนาผู้เรียนในด้านผลสัมฤทธิ์ทางการเรียนแล้ว ยังต้องพัฒนาสมรรถนะผู้เรียน และคุณลักษณะอันพึงประสงค์ของผู้เรียนตามที่หลักสูตรได้กำหนดไว้ สถานศึกษาจึงเป็นองค์กรที่มีความสำคัญในการพัฒนาผู้เรียนให้เป็นทรัพยากรมนุษย์ที่มีศักยภาพของประเทศ (ชูชัย สมิทธิไกร, 2551) เนื่องจากสถานการณ์ปัญหาของโลกในปัจจุบัน ที่พบกับภาวะการระบาดของโรคติดต่อร้ายแรง คือ โรคโควิด 19 ซึ่งส่งผลกระทบต่อผู้คนทั่วโลก ทำให้เกิดการสูญเสีย ทั้งชีวิตและทรัพย์สิน แม้แต่ในประเทศไทยเองก็มีจำนวนผู้ติดเชื้อและเสียชีวิตเป็นจำนวนมาก หลายครอบครัวต้องสูญเสียเสาหลัก ต้องตกงาน โรงเรียนทั่วประเทศต้องหยุดการเรียนการสอนและใช้วิธีจัดการเรียนการสอนแบบออนไลน์แทน แม้ในปัจจุบันสถานการณ์การแพร่ระบาดในประเทศไทยจะมีแนวโน้มลดลงอย่างต่อเนื่อง แต่ก็ยังคงพบผู้ติดเชื้อในหลักพันคนต่อวัน และมีผู้เสียชีวิตทุกวันในหลักสิบคน กระทรวงศึกษาธิการและกระทรวงสาธารณสุข จึงให้ความสำคัญกับการปฏิบัติตนในยุคนิวนอร์มอน หรือยุคโควิด 19 นี้ เป็นอย่างมาก ทุก ๆ คนต้องมีการตื่นตัวในการป้องกันตัวเอง โดยการสวมหน้ากากอนามัย เว้นระยะห่างระหว่างบุคคล ล้างมือ ทานร้อน ช้อนกลางอย่างเข้มงวด ในยุคแห่งการเกิดโรคระบาดนี้ ครูและนักเรียนทุกคนควรให้ความสำคัญกับสุขภาพหรือสุขภาวะมาเป็นอันดับแรก โดยพัฒนาตนเองและคนใกล้ชิดให้ตระหนักถึงความสำคัญของการรักษาสุขภาพของตนเองให้ดีและปลอดภัยจากโรคภัยที่กำลังระบาดอยู่ในเวลานี้ องค์การอนามัยโลก (World Health Organization, 1994) ให้ความหมายของสุขภาพ (Health) ว่าสุขภาพ เป็นภาวะที่เป็นสุขทางกาย (Physical Well-being) ภาวะที่เป็นสุขทางใจ (Mental Well-being) ภาวะที่เป็นสุขทางสังคม (Social Wellbeing) และภาวะที่เป็นสุขทางจิตวิญญาณ (Spiritual Well-being) ทั้งสี่มิตินี้ ไม่ได้แยกจากกัน หากแต่เชื่อมโยงสัมพันธ์เกี่ยวเนื่องในกันและกัน สภาวะทั้งทางกาย ทางจิต และทางสังคม มิได้หมายถึงเฉพาะการไม่พิการ และการไม่เป็นโรคเท่านั้น สุขภาพที่ดีมีส่วนทำให้ชีวิตของเรามีความสุข โดยสุขภาวะที่สมบูรณ์ทางกาย หมายถึง ร่างกายสมบูรณ์แข็งแรง คล่องแคล่ว มีกำลังไม่เป็นโรค ไม่พิการ มีเศรษฐกิจหรือปัจจัยเพียงพอ ไม่มีอุปัทวันตราย มีสิ่งแวดล้อมที่ส่งเสริมสุขภาพ

โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ ทำการจัดการเรียนการสอนในระดับปฐมวัย ประถมศึกษา และมัธยมศึกษาตอนต้น การดำเนินงานด้านการส่งเสริมสุขภาพที่ผ่านมา โรงเรียนได้มีการกำหนดยุทธศาสตร์การพัฒนาคุณภาพผู้เรียน ประกอบด้วย กลยุทธ์ที่ 1 ส่งเสริมพัฒนาผู้เรียนให้มีความรู้ตามสมรรถนะและค่านิยมที่พึงประสงค์ กลยุทธ์ที่ 2 ส่งเสริมและพัฒนาผู้เรียนให้มีคุณภาพจริยธรรมและอนุรักษ์วัฒนธรรมประเพณีอันดีงาม กลยุทธ์ที่ 3 ส่งเสริมพัฒนาผู้เรียนให้มีสุขนิสัย สุขภาพ สุขภาพจิตและสุนทรียภาพ ผลงานด้านการส่งเสริมสุขภาพของโรงเรียน คือ โรงเรียนมีการจัดโครงการส่งเสริมสุขภาพนักเรียน และได้รับรางวัลโรงเรียนส่งเสริมสุขภาพระดับ ทอง ปัจจุบันครู และนักเรียน ทุก ๆ คนจำเป็นที่จะต้องให้ความสำคัญกับสุขภาพ และดูแลตนเองให้ ดียิ่งขึ้น ทางโรงเรียนมีการบริหารจัดการโดยมุ่งเน้นการปฏิบัติตนตามนโยบายของกระทรวงสาธารณสุข มีการให้บริการจุดล้างมือด้วยเจลแอลกอฮอร์ และตรวจวัดอุณหภูมิร่างกายนักเรียนทุกคนก่อนเข้าโรงเรียน มีการจัดห้องเรียนแบบเว้นระยะห่างของโต๊ะเก้าอี้ ของนักเรียนมากขึ้น และจัดการเรียนการสอนตามมาตรการของกระทรวงศึกษาธิการและกระทรวงสาธารณสุขอย่างเคร่งครัด

จากสถานการณ์การแพร่ระบาดและความสำคัญของการใส่ใจด้านสุขภาพหรือสุขภาวะที่กล่าวมา ผู้ศึกษาค้นคว้าในฐานะครูผู้สอน กลุ่มสาระการเรียนรู้สุขศึกษาและพลศึกษา จึงมีความสนใจที่จะส่งเสริมการมีสุขภาวะที่ดี ทั้งในระดับของครูและนักเรียน โดยการให้ความรู้และแนวทางแก่ครูในการพัฒนาผู้เรียนให้มีสุขภาวะที่ดีทั้งด้านร่างกาย จิต สังคม และจิตวิญญาณ เพราะการที่ครูมีความรู้ความเข้าใจด้านการส่งเสริมสุขภาวะที่ถูกต้อง จะเป็นแนวทางให้ครูสามารถเปลี่ยนแปลงตนเองไปสู่ผู้ที่มีสุขภาวะที่ดี และสามารถส่งเสริมนักเรียนให้เป็นผู้ที่มีสุขภาวะที่ดีได้ การศึกษาค้นคว้าในครั้งนี้ ใช้หลักการวิจัยเชิงปฏิบัติการในการพัฒนา ซึ่งจะทำให้เกิดการพัฒนาครู และนักเรียนในโรงเรียน ให้เกิดการเปลี่ยนแปลงได้อย่างเป็นขั้นตอน ตามกระบวนการศึกษาค้นคว้า โดยผู้ศึกษาค้นคว้ามุ่งหวังให้เกิดการพัฒนาสุขภาวะสำหรับครูและนักเรียน ได้อย่างเป็นรูปธรรม

วัตถุประสงค์ของการศึกษาค้นคว้า

1. เพื่อศึกษาสภาพปัจจุบันการส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์
2. เพื่อพัฒนาครูในการส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์
3. เพื่อศึกษาผลการดำเนินการส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์

วิธีการดำเนินการวิจัย

1. กลุ่มผู้ร่วมศึกษาค้นคว้า และกลุ่มผู้ให้ข้อมูล ประกอบด้วย

1.1 กลุ่มผู้ร่วมศึกษาค้นคว้า และกลุ่มผู้ให้ข้อมูล จำนวน 9 คน ซึ่งได้มาจากผู้ที่มีความสมัครใจและเต็มใจเข้าร่วมการศึกษาค้นคว้า ประกอบด้วย

1.1.1 ผู้ศึกษาค้นคว้า จำนวน 1 คน

1.1.2 ครู ประจำชั้นระดับประถมศึกษาปีที่ 4 จำนวน 1 คน

1.1.3 ครู ประจำชั้นระดับประถมศึกษาปีที่ 5 จำนวน 1 คน

1.1.4 ครู ประจำชั้นระดับประถมศึกษาปีที่ 6 จำนวน 3 คน

1.1.5 ครู ประจำชั้นระดับมัธยมศึกษาปีที่ 1 จำนวน 3 คน

1.2 กลุ่มผู้ให้ข้อมูล จำนวน 6 คน ประกอบด้วย

1.2.1 วิทยากรผู้ให้ข้อมูลด้านสุขภาวะในโรงเรียน จำนวน 1 คน

1.2.2 คณะกรรมการนิเทศภายใน ซึ่งได้มาจากผู้บริหารและครูที่ไม่ใช่กลุ่มผู้ร่วมศึกษาค้นคว้าและกลุ่มเป้าหมาย จำนวน 5 คน

2. ขอบเขตของการศึกษาค้นคว้า

2.1 ขอบเขตด้านเนื้อหา การพัฒนาครูในครั้งนี้ ผู้ศึกษาค้นคว้าได้กำหนดขอบเขตด้านเนื้อหา ประกอบด้วย สุขภาวะ 4 องค์ประกอบ คือ สุขภาวะทางกาย สุขภาวะทางจิต สุขภาวะทางจิตวิญญาณ และสุขภาวะทางสังคม

2.2 กลยุทธ์ที่ใช้ในการพัฒนา ประกอบด้วย 3 กลยุทธ์ คือ การประชุมเชิงปฏิบัติการ การปรับพฤติกรรมเพื่อส่งเสริมสุขภาวะ และการนิเทศภายใน

2.3 วิธีการศึกษาค้นคว้า การศึกษาค้นคว้าครั้งนี้ เป็นการวิจัยเชิงปฏิบัติการ (Action Research) ผู้ศึกษาค้นคว้า ได้นำหลักการและขั้นตอนการวิจัยเชิงปฏิบัติการตามแนวคิดของ Kemmis และ McTaggart (1988) โดยดำเนินการเป็น 2 วงรอบ แต่ละวงรอบประกอบด้วย 4 ขั้นตอน คือ ขั้นที่ 1 ขั้นวางแผน (Plan) ขั้นที่ 2 ขั้นปฏิบัติการ (Action) ขั้นที่ 3 ขั้นสังเกต (Observe) และขั้นที่ 4 ขั้นสะท้อนผลการปฏิบัติ (Reflect)

2.4 ระยะเวลาที่ใช้ในการศึกษาค้นคว้า ดำเนินการศึกษาค้นคว้า 2 วงรอบ วงรอบที่ 1 ระหว่างวันที่ 2 กันยายน 2565 ถึง วันที่ 14 ตุลาคม 2565 และวงรอบที่ 2 ระหว่างวันที่ 17 ตุลาคม 2565 ถึง วันที่ 31 ตุลาคม พ.ศ. 2565

3. เครื่องมือที่ใช้ในการศึกษาค้นคว้า มี 4 ประเภท ดังนี้ 1) คู่มือการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน 2) แบบบันทึกการประชุม 3) แบบบันทึกการนิเทศภายใน และ 4) แบบประเมินตนเองด้านสุขภาวะสำหรับนักเรียนที่เข้าร่วมโครงการส่งเสริมสุขภาวะของนักเรียน

4. ขั้นตอนดำเนินการศึกษาค้นคว้า

4.1 ขั้นที่ 1 ขั้นวางแผน (Plan)

4.1.1 ประชุมเพื่อสร้างความเข้าใจเบื้องต้น เกี่ยวกับ 1) การศึกษาค้นคว้า ความสำคัญของการศึกษาค้นคว้า ความมุ่งหมาย ขอบเขตของการศึกษาค้นคว้า 2) อธิบายความหมาย ความสำคัญ และขอบเขตของสุขภาวะสำหรับครูและสำหรับนักเรียน 3) หลักการวิจัยเชิงปฏิบัติการ 4) วิธีการนำไปใช้เพื่อพัฒนาสุขภาวะของนักเรียน

4.1.2 การศึกษาสภาพปัจจุบันปัญหา ผู้ศึกษาค้นคว้าและผู้ร่วมศึกษาค้นคว้า ประชุมร่วมกันเพื่อวิเคราะห์ปัญหาด้าน สุขภาวะของครู และนักเรียน โดยพิจารณาทีละด้าน ได้แก่ 1) สุขภาวะทางกาย 2) สุขภาวะทางจิต 3) สุขภาวะทางจิตวิญญาณ และ 4) สุขภาวะทางสังคม โดยใช้วิธีระดมสมองเพื่อให้ได้ข้อมูลสภาพปัจจุบัน และปัญหาด้านสุขภาวะของครู และนักเรียน

4.1.3 เป้าหมายและกลยุทธ์ของการพัฒนา

4.1.3.1 เป้าหมายของการพัฒนา บุคลากรครู โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ มีความรู้ความเข้าใจความหมาย ความสำคัญ และขอบเขตของการส่งเสริมสุขภาวะของนักเรียน และสามารถพัฒนาสุขภาวะของนักเรียนให้ดีขึ้นได้

4.1.3.2 กลยุทธ์ของการพัฒนา การศึกษาค้นคว้าครั้งนี้ ใช้กลยุทธ์ในการพัฒนา 3 กลยุทธ์ มีรายละเอียดดังนี้

1) การประชุมเชิงปฏิบัติการ เพื่อสร้างความเข้าใจ ให้ความรู้ พัฒนาทักษะในการปฏิบัติของผู้ร่วมศึกษาค้นคว้า มอบหมายงาน และติดตามผลการปฏิบัติงานที่ได้รับมอบหมาย โดยการประชุมเชิงปฏิบัติการอย่างไม่เป็นทางการ เปิดโอกาสให้ผู้ร่วมศึกษาค้นคว้าทุกคนได้แสดงความคิดเห็นและมีส่วนร่วมในการพัฒนาให้มากที่สุด โดยทำการประชุมเชิงปฏิบัติการทุกวันแรกของสัปดาห์ และประชุมสรุปผลการพัฒนา

2) การปรับพฤติกรรมเพื่อส่งเสริมสุขภาวะของนักเรียน โดยมีกิจกรรมเพื่อส่งเสริมสุขภาวะของนักเรียน โดยใช้ กิจกรรมให้ความรู้สร้างความเข้าใจ กิจกรรมเตรียมจิตใจพร้อมเรียนรู้ กิจกรรมการประเมินตนเองด้านสุขภาวะ กิจกรรมเรียนรู้เกี่ยวกับโภชนาการและความสำคัญต่อร่างกาย กิจกรรมออกกำลังกายเสริมสร้างพลานามัยสมบูรณ์ กิจกรรมบริหารเวลาโลกจริงและโลกไซเบอร์ และการรู้ดิจิทัล และกิจกรรมจิตสาธารณะเพื่อโรงเรียนและชุมชน

3) การนิเทศภายใน ผู้ศึกษาค้นคว้า และคณะกรรมการนิเทศภายใน ซึ่งได้มาจากผู้บริหารและครูที่ไม่ใช่กลุ่มผู้ร่วมศึกษาค้นคว้า ทำการนิเทศผลการพัฒนาครูและนักเรียน หลังการลงมือปฏิบัติช่วงที่ 1 และนิเทศ ผลการพัฒนาครูและนักเรียน หลังการลงมือปฏิบัติช่วงที่ 2

4.2 ขั้นที่ 2 ขั้นปฏิบัติการ (Action)

4.2.1 ประชุมเชิงปฏิบัติการ วันที่ 2 กันยายน 2565 เพื่อสร้างความเข้าใจ เกี่ยวกับวัตถุประสงค์ของการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โดยนำเสนอในรูปแบบของโครงการ ให้กับผู้บริหารและคณะครูในโรงเรียนได้รับทราบ และเปิดรับผู้ร่วมศึกษาค้นคว้า ซึ่งเป็นผู้เต็มใจเข้าร่วมการศึกษาค้นคว้าและเป็นกลุ่มเป้าหมายของการพัฒนา และนำร่างแผนการปฏิบัติวงรอบที่ 1 เพื่อพิจารณาร่วมกับผู้ร่วมศึกษาค้นคว้า เพื่อกำหนดขั้นตอนการพัฒนาร่วมกัน และจัดประชุมเชิงปฏิบัติการเพื่อให้ความรู้แก่กลุ่มผู้ร่วมศึกษาค้นคว้า ในวันที่ 6-7 กันยายน 2565

ร่วมกันวางแผนกิจกรรมปรับพฤติกรรมนักเรียน และมอบหมายงานพัฒนานักเรียน ช่วงวันที่ 8 กันยายน ถึง 12 ตุลาคม 2565 ติดตามผลการปฏิบัติงานที่ได้รับมอบหมาย โดยการประชุมเชิงปฏิบัติการอย่างไม่เป็นทางการ โดยเปิดโอกาสให้ผู้ร่วมศึกษาค้นคว้าทุกคนได้แสดงความคิดเห็นและมีส่วนร่วมในการพัฒนาให้มากที่สุด โดยทำการประชุมเชิงปฏิบัติการทุกวันแรกของสัปดาห์

4.2.2 การปรับพฤติกรรมเพื่อส่งเสริมสุขภาวะของนักเรียน ดำเนินการช่วงวันที่ 8 กันยายน ถึง 12 ตุลาคม 2565 โดยดำเนินการ 7 กิจกรรม คือ 1) กิจกรรมให้ความรู้สร้างความเข้าใจ 2) กิจกรรมเตรียมจิตใจพร้อมเรียนรู้ 3) กิจกรรมการประเมินตนเองด้านสุขภาวะ 4) กิจกรรมเรียนรู้เกี่ยวกับโภชนาการและความสำคัญต่อร่างกาย 5) กิจกรรมออกกำลังกายเสริมสร้างพลานามัยสมบูรณ์ 6) กิจกรรมบริหารเวลาโลกจริงและโลกไซเบอร์ และการรู้ดิจิทัล และ 7) กิจกรรมจิตสาธารณะเพื่อโรงเรียนและชุมชน

4.3 ขั้นที่ 3 ขั้นสังเกต (Observe)

การดำเนินการพัฒนาในวงรอบที่ 1 ขั้นตอนการสังเกต โดยใช้กลยุทธ์การนิเทศภายใน ผู้ศึกษาค้นคว้า ผู้ร่วมศึกษาค้นคว้า ผู้บริหาร และคณะกรรมการนิเทศภายใน ซึ่งได้มาจากผู้บริหารและครู ที่ไม่ใช่กลุ่มผู้ร่วมศึกษาค้นคว้าและกลุ่มเป้าหมาย ทำการนิเทศผลการพัฒนาสุขภาวะของครู หลังการลงมือปฏิบัติวงรอบที่ 1 ดำเนินการวันที่ 12 ตุลาคม 2565

4.4 ขั้นที่ 4 ขั้นสะท้อนผลการปฏิบัติ (Reflect)

ประชุมเพื่อสรุปผลการพัฒนาวงรอบที่ 1 ในวันที่ 14 ตุลาคม 2565 เพื่อสรุปผลและรายงานผลการพัฒนาวงรอบที่ 1 สะท้อนผลการพัฒนาวงรอบที่ 1 และวางแผนการพัฒนาในวงรอบที่ 2 ต่อไป

สรุปผลการศึกษาค้นคว้า

การพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ เทศบาลเมืองเมืองพล สามารถสรุปผลการพัฒนาได้ดังนี้

1. ผลการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ เทศบาลเมืองเมืองพล วงรอบที่ 1

1.1 ผลการศึกษาสภาพปัจจุบันการส่งเสริมสุขภาวะหรือส่งเสริมสุขภาพของนักเรียน และวิเคราะห์ SWOT การดำเนินงานด้านโรงเรียนส่งเสริมสุขภาพสำหรับนักเรียน พบว่า โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ มีการดำเนินงานด้านโรงเรียนส่งเสริมสุขภาพและมีผลการดำเนินงาน ที่โดดเด่น ชัดเจน และสามารถส่งเสริมสุขภาพของนักเรียนได้สำเร็จเห็นผลเป็นรูปธรรม ผลการวิเคราะห์ SWOT ของการดำเนินงานด้านโรงเรียนส่งเสริมสุขภาพโรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ ปรากฏดังนี้

1.1.1 จุดแข็ง (Strengths) โรงเรียนมีการดำเนินงานด้านการส่งเสริมสุขภาพในโรงเรียน ผู้เรียนมีสุขภาพแข็งแรงเจริญเติบโตตามเกณฑ์ มีการใช้ศูนย์ส่งเสริมสุขภาพ โรงพยาบาลพลเป็นแหล่งเรียนรู้ สถานศึกษาได้รับรางวัลโรงเรียนส่งเสริมสุขภาพระดับทอง มีการดำเนินงานโครงการส่งเสริมสุขภาพนักเรียนสำเร็จเห็นผลเป็นรูปธรรม มีการกำหนดให้งานวิชาการเป็นผู้รับผิดชอบงานด้านการส่งเสริมสุขภาพผู้เรียน มีการดำเนินการเพื่อพัฒนาทักษะชีวิตของผู้เรียน เพื่อให้อยู่ในสังคมได้อย่างมีความสุข เน้นส่งเสริมคุณธรรม จริยธรรม ความมีวินัย ความซื่อสัตย์ ความรับผิดชอบ มีจิตสาธารณะ และโรงเรียนมีระบบแนะแนวและระบบการดูแลช่วยเหลือนักเรียน และการดูแลสุขภาพกาย สุขภาพจิตของผู้เรียน

1.1.2 จุดอ่อน (Weaknesses) การดำเนินงานด้านการส่งเสริมสุขภาพในโรงเรียนยังเป็นการปฏิบัติโดยภาพรวม และไม่ลงลึกถึงระดับบุคคล ในการแก้ไขปัญหาด้านสุขภาพ หรือสุขภาวะของผู้เรียน งานวิชาการ ซึ่งเป็นผู้รับผิดชอบงานด้านการส่งเสริมสุขภาพผู้เรียน มีภาระกิจในความรับผิดชอบหลักด้านวิชาการ ซึ่งมีปริมาณมาก ครูมีภาระงานในรับผิดชอบค่อนข้างมาก การร่วมกิจกรรมการส่งเสริมสุขภาวะของนักเรียนไม่ควรเพิ่มภาระให้แก่ครูจนเกินไป และไม่ส่งผลกระทบต่อภาระหน้าที่รับผิดชอบของครู

1.1.3 โอกาส (Opportunities) หน่วยงานต้นสังกัดให้การสนับสนุน ด้านการส่งเสริมสุขภาพผู้เรียน และมีการจัดสรรงบประมาณรองรับ ครู บุคลากรทางการศึกษา และนักเรียน มีความรู้พื้นฐานด้านการส่งเสริมสุขภาพ มีปฏิสัมพันธ์อันดีกับหน่วยงานด้านสุขภาพ เช่น ศูนย์ส่งเสริมสุขภาพ โรงพยาบาลพล

1.1.4 อุปสรรค (Threats) นักเรียนอาจไม่ให้ความสนใจเท่าที่ควร ดังนั้น การวางแผนในการส่งเสริมสุขภาวะของนักเรียน ควรดำเนินให้ดึงดูดความสนใจ ง่าย และนำหลักการเสริมแรงทางบวกมาใช้ในกิจกรรมต่าง ๆ

ผลการศึกษานิยามสุขภาวะที่เกี่ยวข้อง เพื่อกำหนดขอบเขตของการดำเนินการ และให้ความรู้ด้านสุขภาวะแก่ครู ครูได้รับทราบนิยามสุขภาวะทั้ง 4 ด้าน ได้แก่ สุขภาวะทางกาย สุขภาวะทางจิต สุขภาวะทาง จิตวิญญาณ และสุขภาวะทางสังคม และเข้าใจนิยามสุขภาวะ ครูได้รับการอบรมให้ความรู้ในเนื้อหาเกี่ยวกับสุขภาวะ ได้แก่ 1) แนวคิดเกี่ยวกับโรงเรียนสุขภาวะ และ 2) องค์ความรู้ที่เกี่ยวข้องกับการส่งเสริมสุขภาวะของนักเรียน ทำให้ครูมีความรู้ความเข้าใจเกี่ยวกับสุขภาวะและการส่งเสริมสุขภาวะของนักเรียน และสามารถวางแผนและดำเนินการส่งเสริมสุขภาวะนักเรียนได้ โดยกิจกรรมการส่งเสริมสุขภาวะของนักเรียนที่เกิดจากการระดมความคิดของกลุ่มผู้ร่วมศึกษาค้นคว้า ประกอบด้วย 7 กิจกรรม คือ กิจกรรมให้ความรู้สร้างความเข้าใจ กิจกรรมเตรียมจิตใจพร้อมเรียนรู้ กิจกรรมการประเมินตนเองด้านสุขภาวะ กิจกรรมเรียนรู้เกี่ยวกับโภชนาการและความสำคัญต่อร่างกาย กิจกรรมออกกำลังกายเสริมสร้างพลานามัยสมบูรณ์ กิจกรรมบริหารเวลาโลกจริงและโลกไซเบอร์ และการรู้ดิจิทัล และกิจกรรมจิตสาธารณะเพื่อโรงเรียนและชุมชน

1.2 ผลการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ ผู้ศึกษาค้นคว้าได้เชิญผู้ร่วมศึกษาค้นคว้า จำนวน 8 คน ประชุม เพื่อให้ความรู้เกี่ยวกับสุขภาวะ และร่วมวางแผนการส่งเสริมสุขภาวะของนักเรียน ในวันที่ 6-7 กันยายน 2565 ผู้ร่วมศึกษาค้นคว้าให้ความสนใจ และซักถามประเด็นที่สงสัย กลุ่มผู้ร่วมศึกษาค้นคว้า ได้อภิปรายเกี่ยวกับกิจกรรมจิตสาธารณะที่จะให้นักเรียนทำ ควรเป็นกิจกรรมอะไร ทำให้ได้ข้อสรุปว่า กิจกรรมสาธารณะ ได้แก่ การทำความสะอาดบริเวณโรงเรียน ทาสีฟุตบาท และทางม้าลายในบริเวณโรงเรียน วางแผนกิจกรรมปรับพฤติกรรมนักเรียน วงรอบที่ 1 ช่วงวันที่ 8 กันยายน ถึง 12 ตุลาคม 2565 และมีกิจกรรมประชุมเพื่อสรุปผลการพัฒนาวงรอบที่ 1 ในวันที่ 14 ตุลาคม 2565

1.3 ผลการดำเนินการส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ วงรอบที่ 1 กลุ่มผู้ร่วมศึกษาค้นคว้า ประกอบด้วย ผู้ศึกษาค้นคว้า 1 คน และผู้ร่วมศึกษาค้นคว้า 8 คน ทำการประชุมเชิงปฏิบัติการ ในวันที่ 14 ตุลาคม 2565 โดยทำการสรุปผลการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ เทศบาลเมืองเมืองพล วงรอบที่ 1 ได้ดังนี้

1.3.1 ผลการพัฒนาครู โดยการอบรมให้ความรู้เกี่ยวกับโรงเรียนสุขภาวะ และองค์ความรู้ที่เกี่ยวข้องกับการส่งเสริมสุขภาวะของนักเรียน ทำให้ผู้ร่วมศึกษาค้นคว้ามีความรู้ความเข้าใจเกี่ยวกับสุขภาวะมากยิ่งขึ้น และสามารถส่งเสริมสุขภาวะให้กับนักเรียนได้ โดยในการประชุมกลุ่มผู้ร่วมศึกษาค้นคว้าได้ลงมติเกี่ยวกับกิจกรรมจิตสาธารณะที่จะให้นักเรียนได้ปฏิบัติในวงรอบที่ 1 คือ การทำความสะอาดบริเวณโรงเรียน ทาสีฟุตบาท และทางม้าลายในบริเวณโรงเรียน

1.3.2 ผู้ร่วมศึกษาค้นคว้าทุกคน ให้ความร่วมมือในการทำกิจกรรมส่งเสริมสุขภาวะของนักเรียนเป็นอย่างดี โดยร่วมดำเนินการทุกกิจกรรมตลอดระยะเวลาการพัฒนาวงรอบที่ 1 โดยผลการนิเทศภายในการส่งเสริม สุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ วงรอบที่ 1 พบว่า ผลการนิเทศภายในโดยรวมมีการส่งเสริมสุขภาวะนักเรียนในระดับ ดีมาก ($\bar{X}$ = 4.72) โดยข้อที่มีค่าเฉลี่ยมากที่สุด คือ มีการให้คำแนะนำแก่นักเรียนในการนำความรู้ไปปรับใช้ในชีวิตประจำวัน ($\bar{X}$ = 5.00) โดยคณะผู้ให้การนิเทศ ให้ข้อเสนอแนะเพิ่มเติม เพื่อการปรับปรุงพัฒนาการส่งเสริมสุขภาวะของนักเรียน สรุปได้ว่า การจัดกิจกรรมโดยภาพรวมมีบรรยากาศที่ดีมาก นักเรียนให้ความร่วมมือในการทำกิจกรรมดีมาก ครูซึ่งเป็นวิทยากรทุกคน ให้ความรู้แก่นักเรียนได้ดีมาก มีการสอดแทรกมุขตลกทำให้กิจกรรมไม่น่าเบื่อ มีการกระตุ้นให้นักเรียนตอบคำถาม และมีส่วนร่วมในการทำกิจกรรม มีการแจกนมเปรี้ยวเป็นรางวัลสำหรับนักเรียนที่ร่วมตอบคำถามและร่วมกิจกรรม

ประเด็นที่ควรปรับปรุงสำหรับการจัดกิจกรรมเพื่อส่งเสริมสุขภาวะของนักเรียน วงรอบที่ 1 ได้แก่ การประเมินตนเองด้านสุขภาวะ กลุ่มผู้ร่วมศึกษาค้นคว้า ควรให้ความสำคัญ ควรให้การเสริมแรงในการประเมินตนเองด้านสุขภาวะ เพราะจากข้อคำถามและการปฏิบัติที่นักเรียนต้องทุก ๆ วัน เป็นเหมือนการย้ำเตือนให้นักเรียนใส่ใจในเรื่องสุขภาวะของตนเอง ดังนั้น จึงควรเน้นให้ความสำคัญโดยอาจให้ทำแบบประเมินไปพร้อม ๆ กัน และมีการเชียร์หรือพูดส่งเสริมให้นักเรียนสนใจ ใส่ใจ ฮึกเหิม หรือให้ความสำคัญและชมเชย คนที่สามารถปฏิบัติตน ดูแลตนเองด้านสุขภาวะได้ด้วยดี มีการพัฒนาขึ้นอย่างชัดเจน แบบประเมินเป็นเหมือนคำปฏิญาณที่นักเรียนจะให้การจดจำและดูแลตนเองด้านสุขภาวะสืบต่อไป

1.3.3 ผลการประเมินตนเองด้านสุขภาวะของนักเรียนที่เข้าร่วมโครงการส่งเสริมสุขภาวะของนักเรียนโรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ วงรอบที่ 1 มีผลการประเมินสุขภาวะของตนเอง โดยรวมร้อยละ 79.92 โดยมีผลการประเมินสุขภาวะทางกาย รวมเฉลี่ยร้อยละ 82.12 สุขภาวะทางจิต รวมเฉลี่ยร้อยละ 84.42 สุขภาวะทางจิตวิญญาณ รวมเฉลี่ยร้อยละ 77.86 และสุขภาวะทางสังคม รวมเฉลี่ยร้อยละ 76.76

การสะท้อนผลการพัฒนาวงรอบที่ 1

1. ข้อเสนอแนะของคณะกรรมการนิเทศภายใน ซึ่งได้ให้ข้อเสนอแนะในการเสริมแรงกิจกรรมการประเมินตนเองด้านสุขภาวะของนักเรียน กลุ่มผู้ศึกษาค้นคว้าได้ปรึกษาหารือและลงมติให้เสริมแรงในกิจกรรมดังกล่าวในช่วงการดำเนินการพัฒนาวงรอบที่ 2 โดยให้อ่านและทำการประเมินตนเองไปพร้อม ๆ ทีละข้อ และให้มีการเชียร์อัพหรือพูดส่งเสริมให้นักเรียนสนใจ ใส่ใจ ฮึกเหิม ในการพัฒนาตนเอง ชมเชย นักเรียนคนที่สามารถปฏิบัติตน ดูแลตนเองด้านสุขภาวะได้ดีขึ้นกว่าเดิม และให้นักเรียนย้ำเตือนตัวเองในการส่งเสริมสุขภาวะของตนเองเสมอ เพื่อความสุขของนักเรียนอย่างยั่งยืนต่อไป

2. ผลการประเมินตนเองด้านสุขภาวะของนักเรียน พบว่า นักเรียนมีการประเมินตนเองด้านสุขภาวะโดยรวมร้อยละ 79.92 โดยด้านที่มีผลการประเมินน้อยที่สุด คือ ด้านสุขภาวะทางสังคม (ร้อยละ 76.76) กลุ่มผู้ศึกษาค้นคว้าได้ปรึกษาหารือและลงมติ ให้มีการทำกิจกรรมจิตสาธารณะในวงรอบที่ 2 โดยทำกิจกรรมเก็บขยะและทำความสะอาด บริเวณวัด และถนนในชุมชน ปฏิบัติในช่วงวงรอบที่ 2 ในวันที่ 21 ตุลาคม 2565 โดยเป็นการทำกิจกรรมจิตสาธารณะเพื่อถวายเป็นพระราชกุศล เนื่องในวันปิยะมหาราช 23 ตุลาคม 2565 อีกด้วย

3. การวางแผนการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์เทศบาลเมืองเมืองพล วงรอบที่ 2 (ระหว่างวันที่ 17 ตุลาคม 2565 ถึง วันที่ 31 ตุลาคม พ.ศ. 2565)

2. ผลการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์เทศบาลเมืองเมืองพล วงรอบที่ 2 ระหว่างวันที่ 17 ตุลาคม 2565 ถึง วันที่ 31 ตุลาคม พ.ศ. 2565 ประกอบด้วยกิจกรรมปรับพฤติกรรมเพื่อส่งเสริมสุขภาวะของนักเรียน 6 กิจกรรม ดังนี้ กิจกรรมเตรียมจิตใจพร้อมเรียนรู้ กิจกรรมการประเมินตนเองด้านสุขภาวะ กิจกรรมเรียนรู้เกี่ยวกับโภชนาการและความสำคัญต่อร่างกาย กิจกรรมออกกำลังกายเสริมสร้างพลานามัยสมบูรณ์ กิจกรรมบริหารเวลาโลกจริงและโลกไซเบอร์ และการรู้ดิจิทัล และกิจกรรมจิตสาธารณะเพื่อโรงเรียนและชุมชน

2.1 ผู้ร่วมศึกษาค้นคว้าทุกคน ให้ความร่วมมือในการทำกิจกรรมส่งเสริมสุขภาวะของนักเรียนเป็นอย่างดี โดยร่วมดำเนินการทุกกิจกรรมตลอดระยะเวลาการพัฒนาวงรอบที่ 2 โดยผลการนิเทศภายในการส่งเสริม สุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ วงรอบที่ 2 พบว่า ผลการนิเทศภายในโดยรวมมีการส่งเสริมสุขภาวะนักเรียนในระดับ ดีมาก ($\bar{X}$ = 4.64) โดยข้อที่มีค่าเฉลี่ยมากที่สุด มี 2 ข้อ คือ การจัดกิจกรรมน่าสนใจ ทำให้เกิดความรู้ และทักษะการปฏิบัติด้านการส่งเสริมสุขภาวะแก่นักเรียน และมีการให้คำแนะนำแก่นักเรียนในการนำความรู้ไปปรับใช้ในชีวิตประจำวัน ($\bar{X}$ = 5.00)

2.2 ผลการประเมินตนเองด้านสุขภาวะของนักเรียนที่เข้าร่วมโครงการส่งเสริมสุขภาวะของนักเรียนโรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ วงรอบที่ 2 มีผลการประเมินสุขภาวะของตนเอง โดยรวม88.88 โดยมีผลการประเมินสุขภาวะทางกาย รวมเฉลี่ยร้อยละ 89.57 สุขภาวะทางจิต รวมเฉลี่ยร้อยละ 92.49 สุขภาวะทางจิตวิญญาณ รวมเฉลี่ยร้อยละ 87.84 และสุขภาวะทางสังคม รวมเฉลี่ยร้อยละ 86.92

จากผลการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ เทศบาลเมืองเมืองพล วงรอบที่ 2 สรุปได้ว่า ครูผู้ร่วมศึกษาค้นคว้าให้ความร่วมมือในการทำกิจกรรมเพื่อส่งเสริมสุขภาวะของนักเรียนเป็นอย่างดี นักเรียนทุกคนมีส่วนร่วมและสนใจทำกิจกรรมร่วมกัน โดยมีผลการประเมินตนเองด้านสุขภาวะโดยรวมร้อยละ 88.88 เรียงลำดับค่าร้อยละจากมากไปหาน้อย ได้ดังนี้ สุขภาวะทางจิต (ร้อยละ 92.49) สุขภาวะทางกาย (ร้อยละ 89.57) สุขภาวะทางจิตวิญญาณ (ร้อยละ 87.84) และสุขภาวะทางสังคม (ร้อยละ 86.92) ตามลำดับ โดยผลการประเมินตนเองของนักเรียน มีค่าร้อยละทั้งโดยรวมและเป็นรายข้อ เพิ่มขึ้น

อภิปรายผลการศึกษาค้นคว้า

การพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ เทศบาลเมืองเมืองพล สามารถอภิปรายผลการศึกษาได้ดังนี้

1. ผลการศึกษาสภาพปัจจุบันการส่งเสริมสุขภาวะหรือส่งเสริมสุขภาพของนักเรียน และวิเคราะห์ SWOT การดำเนินงานด้านโรงเรียนส่งเสริมสุขภาพสำหรับนักเรียน พบว่า โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ มีการดำเนินงานด้านโรงเรียนส่งเสริมสุขภาพและมีผลการดำเนินงานที่โดดเด่นชัดเจน และสามารถส่งเสริมสุขภาพของนักเรียนได้สำเร็จเห็นผลเป็นรูปธรรม ผลการวิเคราะห์ SWOT ของการดำเนินงานด้านโรงเรียนส่งเสริมสุขภาพโรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ พบว่า โรงเรียนมีการดำเนินงานด้านการส่งเสริมสุขภาพในโรงเรียน ผู้เรียนมีสุขภาพแข็งแรงเจริญเติบโตตามเกณฑ์ มีการใช้ศูนย์ส่งเสริมสุขภาพโรงพยาบาลพลเป็นแหล่งเรียนรู้ สถานศึกษาได้รับรางวัลโรงเรียนส่งเสริมสุขภาพระดับทอง มีการดำเนินงานโครงการส่งเสริมสุขภาพนักเรียนสำเร็จเห็นผลเป็นรูปธรรม มีการกำหนดให้งานวิชาการเป็นผู้รับผิดชอบงานด้านการส่งเสริมสุขภาพผู้เรียน มีการดำเนินการเพื่อพัฒนาทักษะชีวิตของผู้เรียน เพื่อให้อยู่ในสังคมได้อย่างมีความสุข เน้นส่งเสริมคุณธรรม จริยธรรม ความมีวินัย ความซื่อสัตย์ ความรับผิดชอบ มีจิตสาธารณะ และโรงเรียนมีระบบแนะแนวและระบบการดูแลช่วยเหลือนักเรียน และการดูแลสุขภาพกาย สุขภาพจิตของ

ผู้เรียน ผลการวิจัยนี้แสดงให้เห็นว่า โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ มีการดำเนินงานด้านโรงเรียนส่งเสริมสุขภาพ โดยกำหนดโครงสร้างการบริหารจัดการ มีผู้ได้รับมอบหมายหน้าที่ด้านการส่งเสริมสุขภาพ และมีผลการดำเนินงานด้านการส่งเสริมสุขภาพในโรงเรียนสำเร็จเห็นผลเป็นรูปธรรม มีรางวัลโรงเรียนส่งเสริมสุขภาพระดับทอง รับรองคุณภาพการดำเนินงานด้านการส่งเสริมสุขภาพของโรงเรียน แสดงถึงความพร้อมในการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โดยผลการวิจัยสอดคล้องกับการศึกษาของกัมพล เจริญรักษ์ (2561) ได้ศึกษารูปแบบการพัฒนาสุขภาวะในโรงเรียนประถมศึกษาภาคตะวันออกเฉียงเหนือโรงเรียนสุขภาวะ “ทุ่งยาวคำโปรยโมเดล” ผลการวิจัยพบว่า สภาพปัจจุบันมีการดำเนินการจัดการศึกษาที่สร้างสุขภาวะในโรงเรียนโดยรวมอยู่ในระดับมากทุกด้าน โดยผลการศึกษาความต้องการสร้างสุขภาวะในโรงเรียน พบว่า ต้องการให้นักเรียนได้ออกกำลังกายสม่ำเสมอ รับประทานอาหารที่มีคุณภาพ ส่งเสริมกระบวนการเรียนรู้ให้เหมาะสมกับพัฒนาการ พัฒนาทักษะการคิดวิเคราะห์ คิดสร้างสรรค์ ทักษะชีวิต ทักษะอาชีพ และอยู่ในสังคมยุคศตวรรษที่ 21 ได้อย่างมีความสุข

2. ผลการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ ผู้ศึกษาค้นคว้าได้เชิญผู้ร่วมศึกษาค้นคว้า จำนวน 8 คน ประชุม เพื่อให้ความรู้เกี่ยวกับสุขภาวะ และร่วมวางแผนการส่งเสริมสุขภาวะของนักเรียน ในวันที่ 6-7 กันยายน 2565 โดยกิจกรรมการอบรมให้ความรู้แก่ผู้ร่วมศึกษาค้นคว้าในครั้งนี้ ได้รับความสนใจและเข้าร่วมครบทุกคน มีการซักถามประเด็นที่สงสัย เพื่อให้เกิดความเข้าใจที่ชัดเจนด้านสุขภาวะและการส่งเสริมสุขภาวะแก่นักเรียน หลังจากกิจกรรมการให้ความรู้แก่ครู ครูได้ร่วมกำหนดกิจกรรมในการปรับพฤติกรรมเพื่อส่งเสริมสุขภาวะของนักเรียน และได้ร่วมจัดทำแผนการดำเนินการการส่งเสริมสุขภาวะของนักเรียน วงรอบที่ 1 และ 2 และออกแบบขั้นตอนการปฏิบัติกิจกรรมทุกขั้นตอนร่วมกัน สามารถปฏิบัติการส่งเสริมสุขภาวะของนักเรียนได้ตามแผนที่กำหนดไว้ โดยนักเรียนได้รับการให้ความรู้เกี่ยวกับสุขภาวะที่ถูกต้องและวิธีการส่งเสริมสุขภาวะของนักเรียนเป็นกิจกรรมแรก เพื่อให้นักเรียนมีความเข้าใจที่ถูกต้องและเห็นความสำคัญในการดูแลสุขภาวะของตนเอง นักเรียนได้ลงมือปฏิบัติกิจกรรมทั้งการเรียนรู้ การออกกำลังกาย การประเมินตนเอง การแลกเปลี่ยนประสบการณ์และความคิดเห็นร่วมกับเพื่อนนักเรียนและครู ทำให้เกิดเป็นกลุ่มบุคคลที่ร่วมกันแสวงหาความรู้ และพัฒนาตนเองด้านสุขภาวะขึ้น นักเรียนได้ปฏิบัติตนตามหลักการด้านสุขภาวะที่ถูกต้อง ครอบคลุมตั้งแต่การบริโภคอาหาร ขนม เครื่องดื่ม การศึกษาโทษพิษภัยของยาเสพติด บุหรี่ เหล้า การออกกำลังกาย การดูแลสุขภาพและภาพลักษณ์ของตนเอง การบริหารจัดการเวลาในชีวิตประจำวันอย่างเหมาะสม ทั้งเวลาในการเรียน การเล่น การท่องโลกไซเบอร์ การเรียนรู้กลลวงและรับมือกับกลลวงต่าง ๆ ที่จะเข้ามาหานักเรียนทั้งทางโทรศัพท์ อินเทอร์เน็ต ช่องทางต่าง ๆ การจัดการตนเองด้านอารมณ์ของนักเรียน การเรียนรู้การปฏิเสธอย่างเหมาะสม โดยกิจกรรมการประเมินตนเองด้านสุขภาวะที่ได้ให้นักเรียนทำการประเมินตนเองทุก ๆ วันนั้น เปรียบเสมือนการย้ำเตือนหรือการทำข้อตกลงในการดูแลสุขภาวะของนักเรียน ทั้งสุขภาวะทางกาย สุขภาวะทางจิต สุขภาวะทางจิตวิญญาณ และสุขภาวะทางสังคม โดยการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียนโรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ สอดคล้องกับการศึกษาของ อังศุมารินทร์ อังสนันท์ และฟ้ารุ่ง มีอุดร (2557) ได้ทำการศึกษาวิจัยเรื่อง โรงเรียนวิถีชุมชนท้องถิ่นกับการเสริมสร้างสุขภาวะ เพื่อศึกษากระบวนการส่งเสริมสุขภาวะโรงเรียนวิถีชุมชนท้องถิ่น ที่ส่งเสริมให้เกิดกระบวนการเสริมสร้างสุขภาวะของผู้เรียน โดยได้เสนอหลักสูตรวิถีชุมชน ท้องถิ่น ใช้ขั้นตอนของการเรียนรู้ 5 ขั้นตอน คือ 1) การกระตุ้นให้เห็นความสำคัญของปัญหาหรือความต้องการ 2) การพิสูจน์ ในเรื่องที่เกี่ยวข้องกับชีวิตจริง 3) การแสวงหาความรู้เพิ่มเติม 4) การทดลองปฏิบัติผ่านประสาทสัมผัสทั้ง 5 และ 5) การขยายผลสู่ชีวิตประจำวัน

3. ผลการดำเนินการส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ผลการพัฒนาครู โดยการอบรมให้ความรู้เกี่ยวกับโรงเรียนสุขภาวะ และองค์ความรู้ที่เกี่ยวข้องกับการส่งเสริมสุขภาวะของนักเรียน ทำให้ผู้ร่วมศึกษาค้นคว้ามีความรู้ความเข้าใจเกี่ยวกับสุขภาวะมากยิ่งขึ้น และสามารถส่งเสริมสุขภาวะให้กับนักเรียนได้ ผู้ร่วมศึกษาค้นคว้าทุกคน ให้ความร่วมมือในการทำกิจกรรมส่งเสริมสุขภาวะของนักเรียนเป็นอย่างดี โดยร่วมดำเนินการทุกกิจกรรมตลอดระยะเวลาการพัฒนาวงรอบที่ 1 และวงรอบที่ 2 โดยผลการนิเทศภายในการส่งเสริม สุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ วงรอบที่ 1 และวงรอบที่ 2 โดยรวมมีการส่งเสริมสุขภาวะนักเรียนในระดับ ดีมาก และผลการประเมินตนเองด้านสุขภาวะของนักเรียนที่เข้าร่วมโครงการส่งเสริมสุขภาวะของนักเรียนโรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ วงรอบที่ 1 มีผลการประเมินสุขภาวะของตนเองโดยรวมร้อยละ 79.92 และวงรอบที่ 2 มีผลการประเมินสุขภาวะของตนเอง โดยรวมร้อยละ 88.88 ครูผู้ร่วมศึกษาค้นคว้าให้ความร่วมมือในการทำกิจกรรมเพื่อส่งเสริมสุขภาวะของนักเรียนเป็นอย่างดี นักเรียนทุกคนมีส่วนร่วมและสนใจทำกิจกรรมร่วมกัน ผลการประเมินตนเองของนักเรียน มีค่าร้อยละทั้งโดยรวมและเป็นรายข้อ เพิ่มขึ้น ผลการดำเนินการส่งเสริมสุขภาวะของนักเรียน โรงเรียนเทศบาลศรีเมืองพลประชานุเคราะห์ แสดงถึงการพัฒนาครูที่ประสบผลสำเร็จ ทำให้ครูมีความรู้ ความเข้าใจเกี่ยวกับสุขภาวะและสามารถเสริมสร้างสุขภาวะของนักเรียน โรงเรียนศรีเมืองพลประชานุเคราะห์ให้เกิดการเปลี่ยนแปลงพฤติกรรมและมีสุขภาวะที่ดีขึ้นได้ สาเหตุที่เป็นเช่นนี้ อาจเนื่องมาจากความพร้อมในการดำเนินการพัฒนาทั้งบริบทของโรงเรียน กลุ่มผู้ร่วมศึกษาค้นคว้า นักเรียน และกิจกรรมการพัฒนาที่สามารถช่วยปรับพฤติกรรมของนักเรียนได้จากการร่วมกิจกรรม โรงเรียนมีความพร้อมและเอื้อต่อการพัฒนานักเรียนทั้งด้านสถานที่ โครงสร้างการบริหารจัดการ ครูและนักเรียนต่างมีความรู้เบื้องต้นเกี่ยวกับการดำเนินการโรงเรียนส่งเสริม

สุขภาพ ทำให้การพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียนดำเนินการได้สำเร็จเห็นผลเป็นรูปธรรม สอดคล้องกับการศึกษาของ Pulimeno และคณะ (2020) ได้ศึกษาเกี่ยวกับโรงเรียนเป็นสถานที่ในอุดมคติเพื่อส่งเสริมสุขภาพและความเป็นอยู่ที่ดีของคนหนุ่มสาว โดยผลการศึกษาพบว่า การส่งเสริมความเป็นอยู่ที่ดีของนักเรียนสามารถลดผลลัพธ์ที่ไม่ดีต่อสุขภาพที่วัดได้ และปรับปรุงผลสัมฤทธิ์ทางการเรียนของนักเรียน อย่างน้อย 80% ของทุกกรณีของโรคหัวใจ โรคหลอดเลือดสมอง เบาหวานชนิดที่ 2 และหนึ่งในสามของโรคมะเร็ง ทั้งหมดสามารถป้องกันได้ด้วยการให้ความรู้ด้านสุขภาพ ในมุมมองนี้ การป้องกันเบื้องต้นและการส่งเสริมสุขภาพควรเริ่มต้นให้เร็วที่สุดเท่าที่จะเป็นไปได้ โดยช่วงเวลาที่เหมาะสมเพื่อดำเนินการในโรงเรียน ควรเพิ่มแรงจูงใจของนักเรียนในการปรับเปลี่ยนความรู้ด้านสุขภาพส่วนบุคคล และพัฒนาเยาวชนให้มีการคิดอย่างมีวิจารณญาณเกี่ยวกับผลที่เป็นอันตรายของพฤติกรรมเสี่ยงที่พบบ่อยที่สุด นักการศึกษาควรได้รับการฝึกอบรมเกี่ยวกับหัวข้อด้านสุขภาพและเป็นผู้เชี่ยวชาญในแนวทางที่สร้างสรรค์ที่สุดเพื่อดึงดูดให้นักเรียนมีวิถีชีวิตที่มีสุขภาพดี บทสรุปในฐานะสถาบันการศึกษาระดับประถมศึกษา โรงเรียนควรบูรณาการการส่งเสริมสุขภาพของนักเรียนเข้าไว้ในการสอนและการเรียนรู้ตามปกติในมุมมองของสุขภาพที่ดีขึ้น ผ่านโรงเรียนที่ดีขึ้น

ข้อเสนอแนะ

1. ข้อเสนอแนะเพื่อการนำไปใช้

1.1 การพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียนโรงเรียนศรีเมืองพลประชานุเคราะห์ เทศบาลเมืองเมืองพล กลุ่มผู้ร่วมศึกษาค้นคว้าได้ร่วมกันศึกษา วิเคราะห์ ระดมสมองในการพัฒนาแผนการดำเนินการ และรวบรวมจัดทำเป็นเอกสารคู่มือ โครงการการพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียนโรงเรียนศรีเมืองพลประชานุเคราะห์ ซึ่งผู้บริหารและผู้สนใจ สามารถนำไปปรับใช้ในการพัฒนาครูและส่งเสริมสุขภาวะของนักเรียนได้ตามบริบทของสถานศึกษา

1.2 สำหรับกิจกรรมการประเมินตนเองด้านสุขภาวะของนักเรียน ควรให้การเสริมแรงในการประเมินตนเองด้านสุขภาวะ จากข้อคำถามและการปฏิบัติที่นักเรียนต้องทุก ๆ วัน เป็นการย้ำเตือนให้นักเรียนใส่ใจในเรื่องสุขภาวะของตนเอง ดังนั้น จึงควรเน้น ให้ความสำคัญโดยอาจให้ทำแบบประเมินไปพร้อม ๆ กัน และมีการเชียร์หรือพูดส่งเสริมให้นักเรียนสนใจ ใส่ใจ ฮึกเหิม หรือให้ความสำคัญ และชมเชยคนที่สามารถปฏิบัติตน ดูแลตนเองด้านสุขภาวะได้ด้วยดี มีการพัฒนาขึ้นอย่างชัดเจน แบบประเมินเป็นเหมือนคำปฏิญาณที่นักเรียนจะให้การจดจำและดูแลตนเองด้านสุขภาวะสืบต่อไป

2. ข้อเสนอแนะเพื่อการศึกษาค้นคว้าต่อไป

2.1 ควรมีการศึกษาเกี่ยวกับการพัฒนากลยุทธ์การพัฒนาครูเพื่อส่งเสริมสุขภาวะของนักเรียน

2.2 ควรมีการศึกษาเกี่ยวกับวิธีการพัฒนาสุขภาวะของนักเรียนเป็นรายด้านเฉพาะเจาะจง ได้แก่ ด้านสุขภาวะทางกาย สุขภาวะทางจิต สุขภาวะทางจิตวิญญาณ และสุขภาวะทางสังคม เพื่อให้ได้วิธีการพัฒนาสุขภาวะแต่ละด้านอย่างละเอียดและพัฒนานักเรียนได้เห็นผลเป็นรูปธรรม

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แนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนซำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

Guidelines for Development of Academic Administration of Educational Institutions in the 21st Century Sam Sung School Group Under Khon Kaen Primary Educational Service Area Office 4

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็น 2) เพื่อศึกษาแนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนซำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 การศึกษาแบ่งออกเป็น 2 ระยะ คือ ระยะที่ 1 กลุ่มตัวอย่างที่ใช้ในการศึกษา ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 70 คน เครื่องมือที่ใช้ ได้แก่ แบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีความต้องการจำเป็น ระยะที่ 2 โดยการสัมภาษณ์ ผู้ทรงคุณวุฒิ จำนวน 5 คน เครื่องมือที่ใช้ ได้แก่ แบบสัมภาษณ์แบบกึ่งโครงสร้าง สถิติที่ใช้ ได้แก่ การวิเคราะห์เนื้อหา และประเมินความเหมาะสมและความเป็นไปได้ โดยผู้เชี่ยวชาญ จำนวน 5 คน เครื่องมือที่ใช้ ได้แก่ แบบประเมิน สถิติที่ใช้ ได้แก่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการศึกษาพบว่า 1) สภาพปัจจุบันการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 โดยภาพรวมและรายด้านทุกด้านอยู่ในระดับมาก สภาพที่พึงประสงค์การบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 โดยภาพรวมและรายด้านทุกด้านอยู่ในระดับมากที่สุด และลำดับความต้องการจำเป็นการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 เมื่อพิจารณารายด้านเรียงลำดับความต้องการจำเป็นจากมากไปน้อย ได้แก่ ด้านการนิเทศการศึกษา ด้านการจัดการเรียนการสอน ด้านการพัฒนาสื่อนวัตกรรมและเทคโนโลยีทางการศึกษา ด้านการพัฒนาหลักสูตร ด้านการพัฒนากระบวนการเรียนรู้ และด้านการวัดผลและประเมินผลตามลำดับ และ 2) แนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนซำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 มีผลการประเมินความเหมาะสมอยู่ในระดับมากที่สุด และผลการประเมินความเป็นไปได้อยู่ในระดับมาก

คำสำคัญ : แนวทางการพัฒนา, การบริหารงานวิชาการของสถานศึกษา, ศตวรรษที่ 21

Abstract

The objectives of this study were 1) to study the current situation. desirable condition 2) to study the developmental guidelines for academic administration of educational institutes in the 21st century, Sam Sung School Group Under Khon Kaen Primary Educational Service Area Office 4, the study was divided into 2 phases: phase 1. The sample group used in the study was 70 school administrators and teachers. The instrument used was a questionnaire with a 5-point statistical scale. used were mean, standard deviation and the need index, phase 2 by interviewing There were 5 experts. The tools used were semi-structured interviews. Statistics used were content analysis. and assess the suitability and feasibility by 5 experts. The tools used were assessment forms, statistics used were mean and standard deviation.

The results of the study revealed that 1) The current state of academic administration of educational institutions in the 21st century, overall and in all aspects, was at a high level. The desirable condition for academic administration of educational institutions in the 21st century, overall and in all aspects, was at the highest level. and order of necessary needs for academic administration of educational institutions in the 21st century. teaching management Media Development innovation and technology in education curriculum development development

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of learning process and 2)Guidelines for the development of academic administration of educational institutions in the 21st century, Sam Sung School Group Under Khon Kaen Primary Educational Service Area Office 4, the results of suitability assessment were at the highest level. and the feasibility assessment results were at a high level.
Keywords: Guidelines for Development, Academic Administration of School, 21st Century

บทนำ

การบริหารงานวิชาการเป็นงานหลักของสถานศึกษา มีความสำคัญอย่างยิ่งต่อการจัดการศึกษาให้บรรลุเป้าหมายตามที่กำหนดไว้ มาตรฐานคุณภาพการศึกษาจะปรากฏเด่นชัดเมื่อการบริหารงานวิชาการประสบผลสำเร็จ การบริหารงานวิชาการจึงนับว่ามีบทบาทสูงสุดต่อความสำเร็จหรือล้มเหลวของการบริหารสถานศึกษาให้ได้คุณภาพ (บุญทิพย์ สุริยวงศ์ , 2544) สอดคล้องกับงานวิชาการเป็นภารกิจหลักของสถานศึกษา ที่พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545 มุ่งให้กระจายอำนาจในการบริหารจัดการไปให้สถานศึกษาให้มากที่สุด ด้วยเจตนารมณ์ที่จะให้สถานศึกษาดำเนินการได้โดยอิสระคล่องตัว รวดเร็ว สอดคล้องกับความต้องการของผู้เรียน สถานศึกษา ชุมชน ท้องถิ่นและการมีส่วนร่วมจากผู้มีส่วนได้ส่วนเสียทุกฝ่าย ซึ่งจะเป็นปัจจัยสำคัญทำให้สถานศึกษามีความเข้มแข็งในการบริหาร และการจัดการสามารถพัฒนาหลักสูตรและกระบวนการเรียนรู้ตลอดจนการวัดผลประเมินผล รวมทั้งการจัดปัจจัยเกื้อหนุนการพัฒนาคุณภาพผู้เรียน ชุมชน และท้องถิ่น ได้อย่างมีคุณภาพและมีประสิทธิภาพ (กระทรวงศึกษาธิการ, 2546) กลุ่มสถานศึกษานิติบุคคลภายใต้การสนับสนุนของสภาการศึกษาได้เสนอแนวคิดในการปรับระบบบริหารจัดการของสถานศึกษาด้านการบริหารวิชาการให้มีอิสระและคล่องตัวยิ่งขึ้น โดยมีวัตถุประสงค์ ดังนี้ 1. เพื่อให้สถานศึกษาบริหารงานด้านวิชาการได้โดยอิสระ คล่องตัว รวดเร็ว และสอดคล้องกับความต้องการของผู้เรียน สถานศึกษา ชุมชน และท้องถิ่น 2. เพื่อให้การบริหารและการจัดการศึกษาของสถานศึกษาได้มาตรฐานและมีคุณสอดคล้องกับระบบประกันคุณภาพการศึกษาและการประเมินคุณภาพภายใน เพื่อพัฒนาตนเองและการประเมินจากหน่วยงานภายนอก 3. เพื่อให้สถานศึกษาพัฒนาหลักสูตรและกระบวนการเรียนรู้ ตลอดจนจัดปัจจัยเกื้อหนุน การพัฒนาการเรียนรู้ที่สนองตามความต้องการของผู้เรียน ชุมชน และท้องถิ่น โดยยึดผู้เรียนเป็นสำคัญได้อย่างมีคุณภาพและประสิทธิภาพ และ 4. เพื่อให้สถานศึกษาได้ประสานความร่วมมือในการพัฒนาคุณภาพการศึกษาของสถานศึกษาและของบุคคล ครอบครัว องค์กร หน่วยงาน และสถาบันอื่น ๆ อย่างกว้างขวาง (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2556)

กลุ่มโรงเรียนชำสูง จะเห็นได้ว่าจาก ผลการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน ปีการศึกษา 2564 ของนักเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ทั้งระดับประถมศึกษาปีที่ 6 และระดับชั้นมัธยมศึกษาปีที่ 3 อยู่ในเกณฑ์ที่ ยังไม่น่าพอใจเมื่อเปรียบเทียบกับผลการประเมินระดับประเทศ และแต่ถ้าเปรียบเทียบกับปีที่ผ่านมาจะมีบางรายวิชาที่มีคะแนนพัฒนาดีขึ้น ตามลำดับ อาทิ วิชาภาษาไทย วิชาภาษาอังกฤษ และวิชาวิทยาศาสตร์ โดยเฉพาะอย่างยิ่งในวิชาที่มีคะแนนเฉลี่ยรวมต่ำกว่าระดับประเทศ และคะแนนเฉลี่ยรวมต่ำกว่าร้อยละ 50 นอกจากนี้ ยังพบว่า โรงเรียนส่วนใหญ่มีคะแนนเฉลี่ยรวมต่ำกว่าระดับประเทศ และผลพัฒนาการตามค่าเป้าหมายของสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ก็ยังไม่บรรลุตามที่กำหนด ทั้งนี้อาจเป็นเพราะปัจจัยต่าง ๆ ดังนี้ ปัจจัยด้านครูผู้สอนที่ส่งผลต่อการทดสอบของผู้เรียน อาทิ ครูขาดความเชี่ยวชาญในการจัดกิจกรรมการเรียนรู้ การนำหลักสูตรแกนกลางฯ และหลักสูตรสถานศึกษาสู่การปฏิบัติในระดับชั้นเรียน การวิเคราะห์หลักสูตร การจัดทำหน่วยการเรียน กระบวนการจัดกิจกรรมการวัดและประเมินผล การผลิตและเลือกใช้สื่อที่มีประสิทธิภาพ ประกอบกับสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 ทำให้ไม่สามารถจัดการเรียนการสอนได้เต็มที่ ส่วนปัจจัยด้านผู้บริหารและการบริหารจัดการ ผู้บริหารการศึกษา และผู้บริหารสถานศึกษาควรกำหนดนโยบายเกี่ยวกับการทดสอบให้ชัดเจน ควรให้สนับสนุนส่งเสริมพัฒนาในทุก ๆ ด้าน ร่วมวางแผนการขับเคลื่อนคุณภาพผู้เรียนเพื่อยกระดับผลสัมฤทธิ์ทางการเรียนอย่างเป็นรูปธรรม ตลอดจนให้ความสำคัญในการนิเทศ ติดตามและประเมินผลการจัดการศึกษาอย่างมีประสิทธิภาพ ทั่วถึง และเป็นระบบ เพื่อให้นักเรียนมีผลสัมฤทธิ์ทางการเรียนสูงขึ้น ผู้บริหาร คณะครู และบุคลากรที่เกี่ยวข้องทุกฝ่ายจำเป็นต้องศึกษาข้อมูลผลการประเมินและผลการวิจัยที่เกี่ยวข้องเพื่อทำการวิเคราะห์ปัญหาในการจัดการเรียนการสอน หรือเพื่อวิเคราะห์ว่าในสภาพบริบทของโรงเรียนมีปัจจัยใดที่ส่งผลต่อผลสัมฤทธิ์ทางการเรียน ซึ่งหากเป็นผลในทางบวกจะต้องส่งเสริมให้มีความเข้มแข็งยิ่งขึ้น แต่หากเป็นปัจจัยในทางลบจะต้องหาแนวทางแก้ไข เพื่อไม่ให้ปัจจัยเหล่านั้นเป็นเงื่อนไขหรืออุปสรรคในการพัฒนาคุณภาพการศึกษาของโรงเรียน ในขณะเดียวกันข้อมูลที่ได้จากการวิเคราะห์ และสังเคราะห์มาอย่างดีเหล่านี้จะเป็นส่วนที่ ช่วยให้การวางแผนเพื่อขับเคลื่อนกลยุทธ์เพื่อยกระดับผลสัมฤทธิ์ทางการเรียนของนักเรียนเป็นไปอย่างมีประสิทธิภาพ (กลุ่มนิเทศ ติดตาม และประเมินผลการจัดการศึกษา, 2565)

ดังนั้นผู้ศึกษาค้นคว้าจึงมีความสนใจในการศึกษาแนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 เพื่อเป็นประโยชน์สำหรับครู ผู้บริหารสถานศึกษา รวมทั้งหน่วยงานที่เกี่ยวข้องในการบริหารงานวิชาการของสถานศึกษา และใช้เป็นข้อมูลในการดำเนินงาน ปรับปรุง

พัฒนาการบริหารงานวิชาการของสถานศึกษาให้มีประสิทธิภาพและนำไปประยุกต์ใช้ในการบริหารงานวิชาการของสถานศึกษาที่เกี่ยวข้องต่อไป

วัตถุประสงค์การศึกษาค้นคว้า

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4
2. เพื่อศึกษาแนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

วิธีดำเนินการศึกษาค้นคว้า

ผู้ศึกษาค้นคว้าได้ดำเนินการศึกษาเกี่ยวกับแนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยมีวิธีดำเนินการศึกษาค้นคว้าเป็น 2 ระยะ ดังต่อไปนี้

ระยะที่ 1 การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4
ระยะที่ 2 แนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

ระยะที่ 1 การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

1. ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

1.1 ประชากรที่ใช้ในการศึกษา

ประชากรที่ใช้ในการศึกษาครั้งนี้ คือ ผู้บริหารสถานศึกษาและครูของกลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ปีการศึกษา 2565 จำนวน 14 โรง รวมทั้งสิ้น 86 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 10 คน และครู จำนวน 76 คน ทั้งนี้ไม่รวมผู้ศึกษาค้นคว้า

1.2 กลุ่มตัวอย่างที่ใช้ในการศึกษา

กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ คือ ผู้บริหารสถานศึกษาและครูของกลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ปีการศึกษา 2565 จำนวน 14 โรง รวมทั้งสิ้น 86 คน โดยมีขั้นตอนดังนี้ กำหนดกลุ่มตัวอย่างโดยใช้ตาราง Krejcie & Morgan (1970) ได้กลุ่มตัวอย่าง 70 คน โดยผู้ศึกษาเน้นกลุ่มผู้บริหารสถานศึกษาโดยกำหนดจำนวนทั้งหมดมาเป็นกลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษา จำนวน 10 คน ส่วนครู จำนวน 60 คน ผู้ศึกษาใช้วิธีการสุ่มตัวอย่างแบบง่าย (Simple random sampling) โดยวิธีการจับฉลาก (Lottery method)

2. ขอบเขตด้านเนื้อหา

สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยศึกษาใน 6 ด้าน ได้แก่ ด้านการพัฒนาหลักสูตร ด้านการจัดการเรียนการสอน ด้านการวัดผลและประเมินผล ด้านการนิเทศการศึกษา ด้านการพัฒนากระบวนการเรียนรู้ และด้านการพัฒนาสื่อ นวัตกรรม และเทคโนโลยีทางการศึกษา

ผลสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

3. ระยะเวลาในการศึกษาค้นคว้า

วันที่ 1 มิถุนายน พ.ศ. 2565 - วันที่ 30 กรกฎาคม พ.ศ. 2565

4. เครื่องมือที่ใช้ในการศึกษาค้นคว้า

4.1 ลักษณะของเครื่องมือ

เครื่องมือที่ใช้ในการศึกษาค้นคว้าเป็นแบบสอบถาม แบ่งออกเป็น 2 ตอน ได้แก่

ตอนที่ 1 แบบสอบถามแบบตรวจสอบรายการ (Check list) สอบถามข้อมูลเกี่ยวกับสถานที่ทำงานและตำแหน่งงานปัจจุบันของผู้ตอบแบบสอบถามเป็นแบบเลือกตอบที่กำหนดไว้เป็นตัวเลือก

ตอนที่ 2 เป็นแบบสอบถามแบบมาตราส่วนประมาณค่า (Rating Scale) สอบถามเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์การบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยจำแนกข้อคำถามเป็นแบบมาตราส่วนประมาณค่า 5 ระดับของ Likert (1976) โดยกำหนดเกณฑ์ระดับคะแนนเป็น 5 ระดับ ดังนี้

ระดับ 5 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์อยู่ในระดับมากที่สุด

ระดับ 4 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์อยู่ในระดับมาก

ระดับ 3 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์อยู่ในระดับปานกลาง

ระดับ 2 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์อยู่ในระดับน้อย

ระดับ 1 หมายถึง มีสภาพปัจจุบัน/สภาพที่พึงประสงค์อยู่ในระดับน้อยที่สุด

4.2 การสร้างและการหาคุณภาพเครื่องมือ

4.2.1 ศึกษาวิธีการสร้างแบบสอบถามแบบมาตราส่วนประมาณค่า (Rating Scale) และศึกษาองค์ประกอบและตัวชี้วัดการศึกษาแนวทางการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

4.2.2 ร่างแบบสอบถามของการศึกษาแนวทางการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

4.2.3 นำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาสารนิพนธ์ตรวจสอบความถูกต้องและปรับปรุงตามคำแนะนำของอาจารย์ที่ปรึกษา

4.2.4 การตรวจสอบคุณภาพของแบบสอบถาม โดยการตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ผู้ศึกษาค้นคว้าได้นำแบบสอบถามฉบับร่างที่ผู้ศึกษาค้นคว้าสร้างขึ้น และผ่านการพิจารณาจากอาจารย์ที่ปรึกษาสารนิพนธ์แล้ว นำไปเสนอผู้เชี่ยวชาญ เพื่อตรวจสอบความเที่ยงตรงเชิงเนื้อหา (Content Validity) ดำเนินการตรวจสอบคุณภาพเครื่องมือ โดยใช้เทคนิค IOC (Index of Congruence) หาค่าดัชนีความสอดคล้อง IOC ซึ่งผู้ศึกษาค้นคว้าเลือกข้อคำถามที่มีค่าความสอดคล้องมากกว่า .50 ขึ้นไป (ทรงศักดิ์ ภูสีอ่อน, 2561) และใช้เกณฑ์การให้คะแนน ดังนี้

+1 หมายถึง แน่ใจว่าข้อคำถามมีความสอดคล้องกับนิยามศัพท์เฉพาะและวัตถุประสงค์

0 หมายถึง ไม่แน่ใจว่าข้อคำถามมีความสอดคล้องกับนิยามศัพท์เฉพาะและวัตถุประสงค์

-1 หมายถึง ข้อคำถามไม่มีความสอดคล้องกับนิยามศัพท์เฉพาะและวัตถุประสงค์

ซึ่งหาค่าดัชนีความสอดคล้อง IOC ตั้งแต่ .60 – 1.00

ผู้เชี่ยวชาญในการตรวจสอบเครื่องมือวิจัยและพิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถามหาค่าดัชนีความสอดคล้อง IOC จำนวน 3 ท่าน โดยเลือกแบบเจาะจง ได้แก่

กลุ่ม 1 ตำแหน่ง อาจารย์ จำนวน 1 คน

กลุ่ม 2 ตำแหน่ง ศึกษานิเทศก์ จำนวน 1 คน

กลุ่ม 3 ตำแหน่ง ผู้บริหารสถานศึกษา จำนวน 1 คน

4.2.5 นำแบบสอบถามฉบับร่างที่ผ่านการตรวจสอบความเที่ยงตรงและผ่านการพิจารณาจากอาจารย์ที่ปรึกษาสารนิพนธ์แล้ว จากนั้นนำไปทดลองใช้กับผู้บริหารสถานศึกษาและครูที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายของเพียร์สัน โดยดูจากค่าความสัมพันธ์จากคะแนนรายข้อกับคะแนนรวม (Item Total Correlation) และเลือกข้อคำถามที่มีนัยสำคัญทางสถิติที่ระดับ .05 (บุญชม ศรีสะอาด, 2560) ซึ่งมีค่าอำนาจจำแนกรายข้อของแบบสอบถามสภาพปัจจุบัน ตั้งแต่ .738 – .762 และมีค่าอำนาจจำแนกรายข้อของแบบสอบถามสภาพที่พึงประสงค์ ตั้งแต่ .786 – .805

4.2.6 การตรวจสอบค่าความเชื่อมั่น (Reliability) ผู้ศึกษาค้นคว้านำข้อคำถามที่มีค่าอำนาจจำแนกตามเกณฑ์ไปหาค่าความเชื่อมั่นทั้งฉบับตามวิธีการหาค่าสัมประสิทธิ์แอลฟาของครอนบาค โดยใช้เกณฑ์ค่าความเชื่อมั่นทั้งฉบับตั้งแต่ .70 ขึ้นไป (บุญชม ศรีสะอาด, 2560) ซึ่งมีค่าความเชื่อมั่นทั้งฉบับของแบบสอบถามสภาพปัจจุบัน เท่ากับ .755 และมีค่าความเชื่อมั่นทั้งฉบับของแบบสอบถามสภาพที่พึงประสงค์ เท่ากับ .799

4.2.7 จัดทำแบบสอบถามฉบับสมบูรณ์และนำไปเก็บข้อมูลจากกลุ่มตัวอย่าง

5. การดำเนินงาน

5.1 ดำเนินการขอหนังสือราชการในการขอความอนุเคราะห์เก็บข้อมูลจากคณะศึกษาศาสตร์ฯ วิทยาลัยบัณฑิตเอเชีย ถึงผู้อำนวยการโรงเรียนในกลุ่มโรงเรียนชำสูง

5.2 ติดต่อประสานงานกับทางสถานศึกษาในกลุ่มโรงเรียนชำสูง เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลกับกลุ่มเป้าหมายที่ศึกษา

5.3 ดำเนินการเก็บรวบรวมข้อมูล

6. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

6.1 การจัดกระทำข้อมูล ผู้ศึกษาค้นคว้าดำเนินการดังนี้

6.1.1 ตรวจสอบความถูกต้องครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับคืน

6.1.2 กำหนดรหัส ให้คะแนนและบันทึกข้อมูลในคอมพิวเตอร์

6.2 การวิเคราะห์ข้อมูล

6.2.1 วิเคราะห์ข้อมูลโดยใช้คอมพิวเตอร์ ดังต่อไปนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถามโดยใช้การวิเคราะห์แจกแจงความถี่และหาค่าร้อยละ

ตอนที่ 2 สภาพปัจจุบัน และสภาพที่พึงประสงค์ของการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยใช้การวิเคราะห์ หาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน เทียบตามเกณฑ์แปลความหมายค่าเฉลี่ย (บุญชม ศรีสะอาด, 2560) ดังนี้

4.51 – 5.00 หมายถึง มีสภาพปัจจุบัน/ที่พึงประสงค์อยู่ในระดับ มากที่สุด

3.51 – 4.50 หมายถึง มีสภาพปัจจุบัน/ที่พึงประสงค์อยู่ในระดับ มาก

2.51 – 3.50 หมายถึง มีสภาพปัจจุบัน/ที่พึงประสงค์อยู่ในระดับ ปานกลาง

1.51 – 2.50 หมายถึง มีสภาพปัจจุบัน/ที่พึงประสงค์อยู่ในระดับ น้อย

1.00 – 1.50 หมายถึง มีสภาพปัจจุบัน/ที่พึงประสงค์อยู่ในระดับ น้อยที่สุด

6.2.2 วิเคราะห์หาค่าดัชนีความต้องการจำเป็น โดยนำค่าเฉลี่ยของสภาพปัจจุบัน และสภาพที่พึงประสงค์มาวิเคราะห์หาค่าดัชนีความต้องการจำเป็นและจัดลำดับความสำคัญความต้องการจำเป็น ($\mathrm{PNI_{modified}}$)

7. สถิติและการวิเคราะห์ข้อมูล

7.1 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ ได้แก่

7.1.1 ดัชนีความสอดคล้อง IOC

7.1.2 ค่าอำนาจจำแนก โดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายของเพียร์สัน

7.1.3 ค่าความเชื่อมั่นทั้งฉบับ โดยใช้ค่าสัมประสิทธิ์แอลฟาของครอนบาค

7.2 สถิติพื้นฐาน ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน

7.3 ดัชนีความต้องการจำเป็น ($\mathrm{PNI_{modified}}$) เป็นวิธีการที่เรียงลำดับความสำคัญความจำเป็น โดยการถ่วงน้ำหนักของผลต่าง (สุวิมล ว่องวาณิช, 2550)

จาก $\mathrm{PNI_{modified}} = \frac{\mathrm{I-D}}{\mathrm{D}}$

เมื่อ I หมายถึง สภาพที่พึงประสงค์

D หมายถึง สภาพปัจจุบัน

ระยะที่ 2 แนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

ขั้นตอนที่ 1 การศึกษาแนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

1. แหล่งข้อมูล

ผลสรุปการวิเคราะห์ข้อมูลจากระยะที่ 1 การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 และผลการสัมภาษณ์ผู้ทรงคุณวุฒิ จำนวน 5 คน

2. ขอบเขตผู้ทรงคุณวุฒิ

กลุ่มเป้าหมายที่ศึกษาในการวิจัยครั้งนี้ คือ ผู้ทรงคุณวุฒิ จำนวน 5 คน ดังนี้

กลุ่ม 1 ผู้บริหารการศึกษา ได้แก่ รองผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 จำนวน 1 คน

กลุ่ม 2 ศึกษานิเทศก์ จำนวน 2 คน

กลุ่ม 3 ผู้บริหารสถานศึกษา จำนวน 2 คน

3. ขอบเขตด้านเนื้อหา

ผลการสัมภาษณ์แนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

4. ระยะเวลาในการศึกษาค้นคว้า

วันที่ 1 สิงหาคม พ.ศ. 2565 – วันที่ 30 กันยายน พ.ศ. 2565

5. เครื่องมือที่ใช้ในการศึกษาค้นคว้า

5.1 ลักษณะของเครื่องมือ

แบบสัมภาษณ์แบบกึ่งโครงสร้าง (Semi-structured Interview) 1 ฉบับ

5.2 การสร้างและการหาคุณภาพเครื่องมือ

5.2.1 ผู้ศึกษาค้นคว้าสร้างแบบสัมภาษณ์กึ่งโครงสร้างเกี่ยวกับแนวทางการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21

5.2.2 ผู้ศึกษาค้นคว้านำแบบสัมภาษณ์กึ่งโครงสร้าง เสนอต่ออาจารย์ที่ปรึกษาสารนิพนธ์ แล้วนำคำแนะนำมาปรับปรุงแบบสัมภาษณ์กึ่งโครงสร้างให้เหมาะสม

6. การเก็บรวบรวมข้อมูล

สัมภาษณ์ผู้ทรงคุณวุฒิ จำนวน 5 คน ใช้แบบสัมภาษณ์แบบกึ่งโครงสร้าง (Semi-structured Interview) ผู้ศึกษาดำเนินการสัมภาษณ์ด้วยตนเอง

7. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

7.1 การจัดกระทำข้อมูล วิเคราะห์และสังเคราะห์ผลการสัมภาษณ์ผู้ทรงคุณวุฒิ

7.2 การวิเคราะห์ข้อมูล ใช้การวิเคราะห์ข้อมูลเชิงคุณภาพ

8. สถิติที่ใช้ในการศึกษาค้นคว้า

เทคนิคการวิเคราะห์ข้อมูลเชิงคุณภาพ คือการวิเคราะห์เนื้อหา

ขั้นตอนที่ 2 การประเมินแนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

1. ขอบเขตผู้เชี่ยวชาญ

ผู้เชี่ยวชาญในการประเมินแนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่ม โรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 จำนวน 5 คน ดังนี้

กลุ่ม 1 ผู้บริหารการศึกษา ได้แก่ ผู้อำนวยการกลุ่มพัฒนาครูและบุคลากรทางการศึกษา จำนวน 1 คน

กลุ่ม 2 ศึกษานิเทศก์ จำนวน 2 คน

กลุ่ม 3 ผู้บริหารสถานศึกษา จำนวน 2 คน

2. เครื่องมือที่ใช้ในการศึกษาค้นคว้า

2.1 ลักษณะของเครื่องมือ

แบบประเมินแนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ซึ่งเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ โดยการประเมินความเหมาะสมและความเป็นไปได้

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องกับการประเมินแนวทาง

2.2.2 กำหนดประเด็นสำคัญที่จะประเมิน นำมาเขียนข้อคำถามให้ครอบคลุมทุกประเด็น

2.2.3 นำร่างแบบประเมินแนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 เสนออาจารย์ที่ปรึกษาสารนิพนธ์ แล้วนำคำแนะนำมาปรับปรุงแบบประเมินแนวทาง

2.2.4 จัดทำแบบประเมินแนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 ฉบับสมบูรณ์

3. การเก็บรวบรวมข้อมูล

3.1 ดำเนินการขอหนังสือราชการในการขอความอนุเคราะห์เก็บข้อมูลจากคณะศึกษาศาสตร์ฯ วิทยาลัยบัณฑิตเอเชีย ถึงผู้เชี่ยวชาญ

3.2 ติดต่อประสานงานกับผู้เชี่ยวชาญ เพื่อขอความอนุเคราะห์ในการประเมินแนวทาง

3.3 ดำเนินการเก็บรวบรวมข้อมูลด้วยตนเองและจัดส่งเก็บข้อมูลทางไปรษณีย์

4. การจัดการทำข้อมูลและการวิเคราะห์ข้อมูล

4.1 การจัดการทำข้อมูล

4.1.1 ตรวจสอบความถูกต้องครบถ้วนสมบูรณ์ของแบบประเมินแนวทางที่ได้รับคืน

4.1.2 บันทึกข้อมูลเพื่อนำไปวิเคราะห์ข้อมูลด้วยวิธีการทางสถิติ

4.2 การวิเคราะห์ข้อมูล

วิเคราะห์ข้อมูลด้วยวิธีการทางสถิติ โดยการหาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน ซึ่งกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ย (บุญชม ศรีสะอาด, 2560) ดังนี้

4.51 – 5.00 หมายถึง มีความเหมาะสม/ความเป็นไปได้อยู่ในระดับมากที่สุด

3.51 – 4.50 หมายถึง มีความเหมาะสม/ความเป็นไปได้อยู่ในระดับมาก

2.51 – 3.50 หมายถึง มีความเหมาะสม/ความเป็นไปได้อยู่ในระดับปานกลาง

1.51 – 2.50 หมายถึง มีความเหมาะสม/ความเป็นไปได้อยู่ในระดับน้อย

1.00 – 1.50 หมายถึง มีความเหมาะสม/ความเป็นไปได้อยู่ในระดับน้อยที่สุด

5. สถิติที่ใช้ในการศึกษาค้นคว้า

สถิติพื้นฐาน ได้แก่ ความถี่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการศึกษาค้นคว้า

1. การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

1.1 สภาพปัจจุบันการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายด้านเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการวัดผลและประเมินผล ด้านการพัฒนากระบวนการเรียนรู้ ด้านการพัฒนาหลักสูตร ด้านการพัฒนาสื่อ นวัตกรรม และเทคโนโลยีทางการศึกษา ด้านการจัดการเรียนการสอน และด้านการนิเทศการศึกษา

1.2 สภาพที่พึงประสงค์การบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียน ชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณารายด้านเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการวัดผลและประเมินผล ด้านการพัฒนากระบวนการเรียนรู้ ด้านการพัฒนาหลักสูตร ด้านการพัฒนาสื่อ นวัตกรรม และเทคโนโลยีทางการศึกษา ด้านการจัดการเรียนการสอน และด้านการนิเทศการศึกษา

1.3 ลำดับความต้องการจำเป็นการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 เมื่อพิจารณารายด้านเรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ ด้านการนิเทศการศึกษา ด้านการจัด การเรียนการสอน ด้านการพัฒนาสื่อ นวัตกรรม และเทคโนโลยีทางการศึกษา ด้านการพัฒนาหลักสูตร ด้านการพัฒนากระบวนการเรียนรู้ และด้านการวัดผลและประเมินผล

2. การศึกษาแนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 มีผลการประเมินความเหมาะสมโดยรวมอยู่ในระดับมากที่สุด และผลการประเมินความเป็นไปได้โดยรวมอยู่ในระดับมาก โดยมีแนวทางการพัฒนาการบริหารงานวิชาการรายละเอียดดังนี้

2.1 ด้านการพัฒนาหลักสูตร มีแนวทางการพัฒนา คือ ควรจัดทำหลักสูตรให้ตรงตามความต้องการ ความสนใจของผู้เรียน ให้เหมาะสมกับบริบทของสถานศึกษา และควรยึดโครงสร้างหลักสูตรของหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พ.ศ. 2551 (ปรับปรุง พ.ศ.2560) การจัดกิจกรรมพัฒนาผู้เรียนและการลดเวลาเรียนเพิ่มเวลารู้ควรเป็นไปตามความต้องการ ความสนใจของผู้เรียนผู้เรียน ให้เหมาะสมกับบริบทของโรงเรียน ควรมีการนิเทศ ติดตาม ประเมินผล และมีการปรับปรุงแก้ไขหลักสูตรทุกปีการศึกษา เพื่อให้หลักสูตรทันสมัยและตรงตามเป้าหมายในการพัฒนาการศึกษา คณะกรรมการสถานศึกษาควรให้ความเห็นชอบในการนำหลักสูตรสถานศึกษามาใช้ในการจัดการเรียนการสอน

2.2 ด้านการจัดการเรียนการสอน มีแนวทางการพัฒนา คือ ครูทุกคนควรมีแผนการจัดการเรียนรู้รายวิชา โดยมีการปรับปรุงแผนอย่างสม่ำเสมอ และควรเป็นแผนการจัดการเรียนรู้แบบ Active Learning ครูทุกคนควรจัดบรรยากาศในห้องเรียน

เพื่อให้เอื้อต่อการเรียนรู้ของนักเรียนอยู่เสมอ ควรมีการจัดระบบกระบวนการเรียนการสอนในสถานศึกษา ให้ตรงตามความสามารถและความเหมาะสมตามเป้าหมายของสถานศึกษา และควรมีโครงสร้างการดำเนินงานที่ชัดเจน ควรทำการวิจัยเพื่อพัฒนาคุณภาพการศึกษาที่สามารถปฏิบัติได้ในชั้นเรียน หากมีการจัดการเรียนการสอนแบบออนไลน์ ต้องไม่เป็นภาระให้ผู้ปกครอง ควรเลือกรูปแบบในการจัดการเรียนการสอนให้เหมาะสมกับผู้เรียนในแต่ละช่วงวัย

2.3 **ด้านการวัดผลและประเมินผล มีแนวทางการพัฒนา คือ** ควรมีการวัดและประเมินผลการจัดการเรียนการสอนอย่างสม่ำเสมอ ควรออกแบบเครื่องมือวัดผลและประเมินผลที่มีคุณภาพ สามารถวัดผล ประเมินผลได้ตามสภาพจริงของผู้เรียน รวมถึงจัดกิจกรรมเพื่อส่งเสริม และพัฒนานักเรียนให้มีคุณลักษณะที่พึงประสงค์ตามหลักสูตรสถานศึกษา ควรมีการสอนและการจัดกิจกรรมซ่อมเสริม เพื่อพัฒนาผลสัมฤทธิ์ทางการเรียนของนักเรียน ตลอดจนการติดตามแก้ไขข้อบกพร่องของนักเรียนเป็นรายบุคคลอย่างสม่ำเสมอ **การจัดระบบสารสนเทศด้านการวัดผลและประเมินผล** ควรดำเนินการให้เป็นปัจจุบัน

2.4 **ด้านการนิเทศการศึกษา มีแนวทางการพัฒนา คือ** ควรมีการนิเทศภายในสถานศึกษาเป็นประจำทุก ๆ 2 สัปดาห์ และจัดทำรายงานแจ้งหน่วยงานต้นสังกัดเป็นประจำทุกครั้ง **สนับสนุนครูให้มีส่วนร่วมในการนิเทศอย่างเป็นระบบ** โดยมีการนิเทศแบบกัลยาณมิตร ควรมีการนิเทศการศึกษาในระบบออนไลน์ตามภารกิจและแนวนโยบายเร่งด่วน ควรจัดให้มีการใช้เทคโนโลยีมาพัฒนาระบบการนิเทศ เพื่ออำนวยความสะดวกในการนิเทศ และรายงานผล

2.5 **ด้านการพัฒนากระบวนการเรียนรู้ มีแนวทางการพัฒนา คือ** ควรจัดกิจกรรมให้ผู้เรียนได้เรียนรู้จากประสบการณ์จริงในทุกกลุ่มสาระการเรียนรู้ ส่งเสริมและสนับสนุนให้ครูใช้เทคโนโลยีในการพัฒนากระบวนการเรียนรู้ ทุกโรงเรียนควรมีนวัตกรรมในการพัฒนาคุณภาพการศึกษา

2.6 **ด้านการพัฒนาสื่อ นวัตกรรม และเทคโนโลยีทางการศึกษา มีแนวทางการพัฒนา คือ** ครูผู้สอนควรมีการผลิตพัฒนาสื่อ นวัตกรรม และเทคโนโลยีประกอบการจัดประสบการณ์ให้ผู้เรียนได้ปฏิบัติจริง รวบรวมจัดเป็นข้อมูลสารสนเทศด้านสื่อบนเว็บไซต์ของสถานศึกษา ควรมีการพัฒนาบุคลากรในสถานศึกษาเกี่ยวกับการพัฒนาสื่อ นวัตกรรม และเทคโนโลยีทางการศึกษาเพื่อพัฒนาตนเองในวิชาชีพอย่างต่อเนื่อง ควรมีการประเมินผล ติดตามการใช้สื่อ นวัตกรรม และเทคโนโลยี ในการจัดการศึกษาในรูปแบบการนิเทศภายในหรือการนิเทศจากผู้เชี่ยวชาญ

อภิปรายผล

1. การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4

1.1 ผลการศึกษาสภาพปัจจุบันการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 พบว่า โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายด้านเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการวัดผลและประเมินผล ด้านการพัฒนากระบวนการเรียนรู้ ด้านการพัฒนาหลักสูตร ด้านการพัฒนาสื่อ นวัตกรรม และเทคโนโลยีทางการศึกษา ด้านการจัดการเรียนการสอน และด้านการนิเทศการศึกษา ทั้งนี้อาจเป็นเพราะผู้บริหารสถานศึกษาและครูให้ความสำคัญการวัดผลและประเมินผลโดยเน้นสถานศึกษาจัดให้มีการประเมินผลการเรียนทุกช่วงชั้น ซึ่งสอดคล้องกับงานวิจัยของ ณัฏฐณิกานต์ ทองโคตร (2564) ได้ศึกษาเรื่อง แนวทางการบริหารงานวิชาการเพื่อยกระดับคุณภาพผู้เรียนในโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 พบว่า สภาพปัจจุบันการบริหารงานวิชาการโดยรวมและรายด้านอยู่ในระดับมาก ซึ่งด้านการวัดผลประเมินผลและดำเนินการเทียบโอนผลการเรียน มาเป็นอันดับแรก

1.2 ผลการศึกษาสภาพที่พึงประสงค์การบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 พบว่า โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณารายด้านเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านการวัดผลและประเมินผล ด้านการพัฒนากระบวนการเรียนรู้ ด้านการพัฒนาหลักสูตร ด้านการพัฒนาสื่อ นวัตกรรม และเทคโนโลยีทางการศึกษา ด้านการจัดการเรียนการสอน และด้านการนิเทศการศึกษา ทั้งนี้อาจเนื่องมาจากผู้บริหารสถานศึกษาและครูเล็งเห็นว่า ควรมีการพัฒนาการวัดผลและประเมินผลให้ดีมากยิ่งขึ้นไป เพื่อให้ได้การดำเนินงานเป็นไปตามระเบียบการวัดผลและประเมินผลของสถานศึกษาอย่างมีประสิทธิภาพและทันสมัย ซึ่งสอดคล้องกับงานวิจัยของ นุชเรศ คำดีบุญ (2564) ได้ศึกษาเรื่อง การพัฒนาแนวทางการบริหารงานวิชาการของสถานศึกษาใน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 4 พบว่า สภาพที่พึงประสงค์การบริหารงานวิชาการโดยรวมและรายด้านอยู่ในระดับมากที่สุด ซึ่งด้านการวัดผลและประเมินผลมาเป็นอันดับแรก

1.3 ผลการศึกษาลำดับความต้องการจำเป็นการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 พบว่า เมื่อพิจารณาเรียงลำดับความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ ด้านการนิเทศการศึกษา ด้านการจัดการเรียนการสอน ด้านการพัฒนาสื่อ นวัตกรรม และเทคโนโลยีทางการศึกษา ด้านการ

พัฒนาหลักสูตร ด้านการพัฒนากระบวนการเรียนรู้ ด้านการวัดผลและประเมินผล ตามลำดับ ทั้งนี้อาจเนื่องมาจากผู้บริหารสถานศึกษาและครูเล็งเห็นว่าการนิเทศการศึกษามีความสำคัญ เพราะการนิเทศการศึกษาถือว่าเป็นกระบวนการปรับปรุงและพัฒนาคุณภาพการศึกษา โดยความร่วมมือระหว่างผู้นิเทศและผู้รับการนิเทศ ซึ่งสอดคล้องกับงานวิจัยของ ณัฏฐณิกานต์ ทองโคตร (2564) ได้ศึกษาเรื่อง แนวทางการบริหารงานวิชาการเพื่อยกระดับคุณภาพผู้เรียนในโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 พบว่า ด้านการนิเทศการศึกษา ควรมีการประชุมคณะครูและแต่งตั้งคณะกรรมการในการดำเนินงาน กำหนดปฏิทินการดำเนินการนิเทศที่ชัดเจน กำหนดแนวทางการนิเทศที่ชัดเจน ให้ข้อมูลย้อนกลับทันทีและสะท้อนผลการนิเทศในภาพรวม

2. ผลการศึกษาแนวทางการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 พบว่า มีผลการประเมินความเหมาะสมโดยรวมและรายด้านทุกด้านอยู่ในระดับมากที่สุด และผลการประเมินความเป็นไปได้โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายข้อ พบว่า ส่วนมากอยู่ในระดับมากที่สุด ทั้งนี้อาจเนื่องมาจากสถานศึกษา กลุ่มโรงเรียนชำสูง สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4 มีเป้าหมายที่จะพัฒนาการบริหารงานวิชาการให้เกิดประสิทธิภาพตามที่ตั้งเป้าหมายไว้ ซึ่งสอดคล้องกับงานวิจัยของ นุชเรศ คำดีบุญ (2564) ได้ศึกษาเรื่อง การพัฒนาแนวทางการบริหารงานวิชาการของสถานศึกษาใน สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 4 พบว่า ผลการประเมินความเหมาะสมและมีความเป็นไปได้อยู่ในระดับมาก เขตพื้นที่การศึกษามีวัตถุประสงค์พิเศษเพื่อให้มีการปรับปรุงพัฒนาในด้านต่าง ๆ อย่างต่อเนื่อง

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ผู้บริหารสถานศึกษาควรมีการนิเทศ ตรวจเยี่ยมสถานศึกษาทั้งแบบนิเทศสถานที่จริงและแบบออนไลน์

1.2 ผู้บริหารสถานศึกษาควรจัดอบรมเกี่ยวกับการพัฒนาคุณภาพการศึกษาด้วยกระบวนการวิจัย

1.3 ผู้บริหารสถานศึกษาควรมีการประเมินผล ติดตามการใช้สื่อ นวัตกรรม และเทคโนโลยีอยู่เป็นระยะเพื่อปรับปรุงให้ทันสมัย

2. ข้อเสนอแนะการศึกษาค้นคว้าครั้งต่อไป

2.1 ควรศึกษาเกี่ยวกับรูปแบบหรือจัดทำคู่มือการบริหารงานวิชาการของสถานศึกษาเพื่อใช้เป็นแนวทางปฏิบัติร่วมกัน

2.2 ควรศึกษาเกี่ยวกับการบริหารงานวิชาการของสถานศึกษาในด้านต่าง ๆ เพิ่มมากขึ้น

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ความสัมพันธ์ระหว่างภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิผลของสถานศึกษาในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 2

Relationship between leadership of school administrators in the 21st century with the effectiveness of educational institutions of the Ban Phai MuangPia Educational Center Khon Kaen Primary Educational Service Area Office 2

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บทคัดย่อ

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์ เพื่อ 1) เพื่อศึกษาระดับภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 2) ศึกษาระดับประสิทธิผลของสถานศึกษาในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย 3) ศึกษาความสัมพันธ์ระหว่างภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิผลของสถานศึกษาในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย กลุ่มตัวอย่างของการศึกษา คือ ผู้บริหารและครูในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย จำนวน 97 คน โดยใช้ตารางของ เครจซี่ และมอร์แกน (Krejcie และใช้วิธีการสุ่มอย่างง่ายจากประชากร 133 คน

ผลพบว่า 1) ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย อยู่ในระดับมากที่สุด 2) ประสิทธิผลของสถานศึกษาในศูนย์เครือข่ายบ้านไผ่เมืองเพีย อยู่ในระดับมากที่สุด และ 3) ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิผลของสถานศึกษามีความสัมพันธ์ทางบวกในระดับสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01
คำสำคัญ: ภาวะผู้นำ, ประสิทธิผลของสถานศึกษา

Abstract

The objectives of this study were 1) to study the leadership level of school administrators in the 21st century in Ban Phai Muang Pia Educational Center, Khon Kaen Primary Educational Service Area Offifce 2, and 2) To study the relationship between the leadership of school administrators in the 21st century and the school effectiveness in the Ban Phai Muang Pia Educational Center. The sample of the study was 97 administrators and teachers in Ban Phai Muang Pia Educational Center from Krejcie and Morgan tables and using simple random sampling from 133 people.

The results were found that; 1) the leadership of school administrators in the 21st century in the Ban Phai Muang Pia Educational Center at the highest level, 2) the effectiveness of educational institutions in Ban Phai Muang Pia Educational Center at the highest level, and 3. The leadership of school administrators in the 21st century and school effectiveness had a highly positive relationship, statistically significant at 0.01.
Keywords: Leadership, school effectiveness

บทนำ

สถานการณ์ของโลกในศตวรรษที่ 21 (ระหว่าง ค.ศ. 2001 - 2100) มีการเปลี่ยนแปลงที่ส่งผลกระทบต่อองค์การ และพลเมืองโลกหลายด้าน ได้แก่ ความผันผวนทางเศรษฐกิจการเข้าสู่ สังคมสูงวัยของโลก การเปลี่ยนแปลงทางเทคโนโลยีและนวัตกรรมที่รวดเร็ว การปรวนแปร ของสภาพภูมิอากาศ ความเสื่อมโทรมของทรัพยากรธรรมชาติและสิ่งแวดล้อม ภัยพิบัติ ทางธรรมชาติของโลกมีแนวโน้มเกิดความรุนแรงมากขึ้นและผลกระทบอื่น ๆ อีกมากมาย (สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ,

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2558) ทำให้องค์การ ทั้งภาครัฐและเอกชนต่างได้รับผลกระทบ จึงต้องมีการปรับเปลี่ยนให้อยู่รอดและมีความเหมาะสมกับสถานการณ์ การเปลี่ยนแปลงทางการศึกษาในยุคของการบริหารจัดการศึกษาไทยในปัจจุบัน ท่ามกลางกระแสแห่งความเป็นโลกาวิวัฒน์ (Globalization) ซึ่งอยู่ภายใต้เงื่อนไขการปรับเปลี่ยน การแข่งขัน เพื่อสร้างข้อได้เปรียบ และความมุ่งมั่นของสังคมที่ดำเนินไปอย่างรวดเร็ว รุนแรง และมีความหลากหลายนั้น ต่างก็ส่งผลกระทบต่อวงวิชาชีพ โดยเฉพาะด้านการศึกษา จากสังคมที่มีการเปลี่ยนแปลงอย่างรวดเร็ว เนื่องจากการใช้เทคโนโลยีเพื่อเชื่อมโยงข้อมูลต่าง ๆ ของทุกภูมิภาคของโลกเข้าด้วยกัน พลังขับเคลื่อนเทคโนโลยียุคดิจิตอลส่งผลทำให้เกิดการเปลี่ยนแปลงทางการศึกษา ตามไปด้วยอย่างไม่อาจหลีกเลี่ยงได้ สถานศึกษาจึงต้องมีความตื่นตัว และเตรียมพร้อมในการจัดการเรียนรู้เพื่อเตรียมความพร้อมให้นักเรียนมีทักษะสำหรับการออกไป ดำรงชีวิตในโลกศตวรรษที่ 21 ซึ่งส่งผลให้มีการเปลี่ยนแปลงการจัดการเรียนรู้เพื่อเด็กในศตวรรษที่ 21 และเป็นเรื่องที่ ท้าทายสำหรับผู้บริหาร กระทรวงศึกษาธิการของนิวซีแลนด์ (New Zealand Ministry of Education. 2013 อ้างถึงในวิโรจน์ สารรัตนะ, 2556) ดังนั้น ผู้บริหารสถานศึกษาในฐานะผู้นำองค์การและเป็นบุคคลสำคัญในการดำเนินการต่าง ๆ ของสถานศึกษา เป็นผู้ที่มีอำนาจในการตัดสินใจ วางแผน อำนวยการ และมอบหมายงานในกำกับให้เป็นไปตามวัตถุประสงค์ที่กำหนด จำเป็นต้องปฏิรูปตนเอง และการเปลี่ยนแปลงองค์กรครั้งใหญ่เพื่อนำพาไปสู่ความสำเร็จตามเป้าหมายที่ต้องการ โดยเฉพาะอย่างยิ่งผู้บริหารสถานศึกษามีบทบาทสำคัญที่จะต้องบริหารจัดการทรัพยากรทางการศึกษาให้เกิดประสิทธิภาพ และความ สมดุลเพื่อให้บริหารจัดการศึกษาบรรลุผลสำเร็จ ผู้บริหารต้องอาศัยภาวะผู้นำมาช่วยเสริมสร้าง ให้เกิดแรงบันดาลใจ เพื่อกระตุ้นให้ผู้ร่วมงานหรือผู้ใต้บังคับบัญชาเกิดความร่วมมือในการ ดำเนินงานได้อย่างมีประสิทธิผล

สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 ได้กำหนดนโยบาย เพื่อให้ประชากรวัยเรียนได้รับการศึกษาอย่างทั่วถึง เสมอภาค เท่าเทียม มีคุณภาพ มีความรู้ คู่คุณธรรม และจริยธรรม นำไปสู่การเตรียมความพร้อมให้สอดคล้องกับการแข่งขันของประเทศ โดยมีทิศทางการจัดการศึกษาที่ตอบสนองต่อนโยบายของรัฐบาล กระทรวงศึกษาธิการ (สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2. ออนไลน์ 2561) มีเขตบริการ ในการจัดการศึกษา ขั้นพื้นฐานตามเขตพื้นที่การปกครองประกอบไปด้วย 6 อำเภอ ได้แก่ อำเภอบ้านไผ่ อำเภอชนบท อำเภอบ้านแฮด อำเภอเปือยน้อย อำเภอมัญจาคีรี และอำเภอโคกโพธิ์ชัย ซึ่งมีสถานศึกษาในสังกัดทั้งสิ้น 208 สถานศึกษา 1 สาขา มีนักเรียนรวมทั้งสิ้น 20,842 คน ปัจจุบันสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 ได้ดำเนินการเร่งรัดปฏิรูปการศึกษาโดยการพัฒนาคุณภาพ และมาตรฐานการศึกษาขั้นพื้นฐาน จึงกำหนดทิศทางขับเคลื่อนการจัดการเรียนรู้ที่มีประสิทธิภาพในการพัฒนาคุณภาพการศึกษาและจัดระบบนิเทศ กำกับติดตาม ดูแลภารกิจหลักของสถานศึกษา *4* ด้าน คือ ด้านการบริหารงานวิชาการ ด้านบริหารงานงบประมาณ ด้านการบริหารงานบุคคล และด้านการบริหารทั่วไปด้วยการยกระดับให้มีมาตรฐานโดยเฉพาะผลสัมฤทธิ์ทางการเรียน จากข้อมูลการทดสอบทางการศึกษาแห่งชาติของสถาบันทดสอบทางการศึกษาแห่งชาติ (องค์การมหาชน) ปีการศึกษา 2560 ชั้นประถมศึกษาปีที่ 6 และชั้นมัธยมศึกษาปีที่ 3 ของสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 มีผลสัมฤทธิ์ทางการเรียนต่ำหลายสถานศึกษา จากการวิจัยของเอื้อม พร หลินเจริญ และคณะ (2552) ได้ศึกษาปัจจัยเชิงสาเหตุที่ทำให้คะแนนการทดสอบ O – NET ชั้นประถมศึกษาปีที่ 6 และชั้นมัธยมศึกษาปีที่ 3 ต่ำ และปีการศึกษา 2551 พบว่า นักเรียนยังไม่เห็นความสำคัญของการทดสอบการศึกษาระดับชาติ ขั้นพื้นฐาน (O–NET) สถานศึกษาจัดการศึกษาตามสภาพบริบทของสถานศึกษาขึ้นอยู่กับความพร้อมสถานศึกษาและครู รวมถึงการสอนในชั้นเรียนส่วนใหญ่ยังใช้วิธีการบรรยายมากกว่าการหาวิธีการให้นักเรียนคิดเอง ปฏิบัติเอง บางสถานศึกษามีครูผู้สอนที่จบการศึกษาไม่ตรงกับที่กับวิชาที่สอนรวมถึงภาระงานของครูที่มากเกินไป สถานศึกษาขนาดเล็กที่อยู่นอกเมืองจะมีการแข่งขันทางด้านวิชาการ และมีความกระตือรือร้น ความเอาใจใส่ในการเรียนน้อย ส่งผลให้คะแนนการทดสอบ การศึกษาระดับชาติขั้นพื้นฐานต่ำ เมื่อเทียบกับโรงเรียนขนาดกลางและโรงเรียนขนาดใหญ่ในเมืองที่มีการแข่งขันทางด้านวิชาการสูง ประกอบกับตำแหน่งว่างของผู้บริหารสถานศึกษาในแต่ละปีจะมีการเกษียณอายุราชการ และมีการย้ายสถานศึกษาเป็นจำนวนมาก หากปล่อยให้สถานศึกษาขาดผู้บริหารจะทำให้เกิดผลกระทบต่อการพัฒนา และส่งผลต่อประสิทธิผลของสถานศึกษาด้วย ดังนั้น การที่สำนักงานเขตพื้นที่การศึกษาแต่งตั้งรักษาการในตำแหน่งผู้อำนวยการการสถานศึกษา อาจช่วยให้การบริหารจัดการต่าง ๆ ขับเคลื่อนไปได้ในระดับหนึ่ง แต่การขับเคลื่อนเรื่องใหญ่ๆ โดยเฉพาะเรื่องที่เกี่ยวข้องกับการใช้งบประมาณยังคงเป็นปัญหาในการบริหารงาน เนื่องจาก ผู้ที่ดำรงตำแหน่งไม่กล้าตัดสินใจจึงส่งผลให้ประสิทธิผลของสถานศึกษาต่ำลง จากปัญหาดังกล่าว ผู้วิจัยจึงเห็นความสำคัญของปัญหาและสนใจศึกษาความสัมพันธ์ระหว่างภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิผลของสถานศึกษา ในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 ซึ่งผลการวิจัยจะเป็นประโยชน์เพื่อใช้เป็นแนวทาง สำหรับผู้บริหารสถานศึกษาจะได้นำผลจากการศึกษาไปเป็นข้อมูลในการบริหารสถานศึกษา ได้อย่างมีประสิทธิภาพและเกิดประสิทธิผลมากที่สุด สอดคล้องกับความต้องการของผู้บริหาร ครูผู้สอน เพื่อให้บรรลุจุดมุ่งหมาย และประสบความสำเร็จในการบริหารสถานศึกษาต่อไป

วัตถุประสงค์ของการศึกษาค้นคว้า

1. เพื่อศึกษาระดับภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2

2. เพื่อศึกษาระดับประสิทธิผลของสถานศึกษาในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2

3. เพื่อศึกษาความสัมพันธ์ระหว่างภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิผลของสถานศึกษาในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2

ขอบเขตของการวิจัย

1.ประชากรและกลุ่มตัวอย่างที่ใช้ในการวิจัย

1.1 ประชากรที่ใช้ในการวิจัย ได้แก่ ผู้บริหารและครูผู้สอนในในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 ปีการศึกษา 2564 จากจำนวนสถานศึกษาจำนวนทั้งหมด 12 สถานศึกษา จำนวนผู้บริหารครูผู้สอนจำนวน 133 คน

1.2 กลุ่มตัวอย่างที่ใช้ในการวิจัย ประกอบด้วยผู้บริหารและครูผู้สอนในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 จำนวน 97 คน กำหนดขนาดกลุ่มตัวอย่างโดยใช้ตารางเทียบหากลุ่มตัวอย่างของ เครจซี่ และมอร์แกน (Krejcie and Morgan. 1970) และใช้วิธีการสุ่มอย่างง่าย (Simple Random Sampling)

เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการวิจัยครั้งนี้ เป็นแบบสอบถามความคิดเห็นเกี่ยวกับระดับภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิผลของสถานศึกษาในศูนย์เครือข่ายบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 มีลักษณะเป็นมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ตามทฤษฎีการวัดเจตคติของไลเคิร์ท (Likert) จำนวน 1 ฉบับ แบ่งออกเป็น 3 ตอน ประกอบด้วย

ตอนที่ 1 เป็นแบบสอบถามที่เกี่ยวกับสถานภาพการดำรงตาแหน่งของผู้ตอบแบบสอบถาม

ตอนที่ 2 แบบสอบถามความคิดเห็นเกี่ยวกับระดับภาวะผู้นำของผู้บริหารสถานศึกษา ในศตวรรษที่ 21 ในศูนย์เครือข่ายบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 จำนวน 20 ข้อ มีลักษณะเป็นมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ตามทฤษฎีการวัดเจตคติของไลเคิร์ท (Likert)

ตอนที่ 3 แบบสอบถามความคิดเห็นเกี่ยวกับระดับประสิทธิผลของสถานศึกษาในศูนย์เครือข่ายบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 จำนวน 30 ข้อ มีลักษณะเป็นมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ตามทฤษฎีการวัดเจตคติของไลเคิร์ท (Likert)

การเก็บรวบรวมข้อมูล

ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง โดยมีขั้นตอนดังต่อไปนี้

1. ผู้ศึกษาขอหนังสือจากคณะศึกษาศาสตร์และศิลปะศาสตร์ วิทยาลัยบัณฑิตเอเชีย เพื่อขอความอนุเคราะห์จากประธานศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 เพื่อขอความร่วมมือในการทำวิจัย

2. ผู้ศึกษานำหนังสือขอความร่วมมือในการทำวิจัยติดต่อประธานศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 ไปยังโรงเรียนในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย เพื่อขอความร่วมมือในการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

3. กำหนดวันในการเก็บรวบรวมข้อมูล โดยผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลด้วยตนเอง

4. ผู้ศึกษานำเครื่องมือที่ใช้ในการเก็บข้อมูลวิจัยในรูปแบบ google form พร้อมแนบ QR CODE ในการกรอกข้อมูล

สรุปผลการวิจัย

1. ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ของสถานศึกษาในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 โดยรวมรวมอยู่ในระดับมากที่สุด และรายด้านอยู่ในระดับมากถึงมากที่สุด

2. ประสิทธิผลของสถานศึกษาในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 โดยรวมอยู่ในระดับมากที่สุด และรายด้านอยู่ในระดับมากถึงมากที่สุด

3. ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิผลของสถานศึกษา ในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 มีความสัมพันธ์ทางบวกในระดับสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01

อภิปรายผล

ผลการวิจัยครั้งนี้ มีประเด็นสำคัญที่สมควรนำมาอภิปราย ดังนี้

1. ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ของสถานศึกษาในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากถึงมากที่สุด และเรียงลำดับค่าเฉลี่ยจากมากไปน้อย คือ ด้านผู้นำการเปลี่ยนแปลง ด้านผู้นำเชิงจริยธรรม ด้านผู้นำสุนทรียสนทนา และด้านผู้นำดิจิตอล ที่เป็นเช่นนี้อาจเป็นเพราะว่าในปัจจุบันผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่นเขต 2 ได้มีการอบรม และพัฒนาตนเองอย่างสม่ำเสมอจนเป็นแบบอย่างที่ดีเพื่อสร้างความไว้วางใจ ความน่าเชื่อถือให้กับผู้ใต้บังคับบัญชาเป็นผู้ที่มีบทบาทสำคัญในการบริหารสถานศึกษา มีอำนาจหน้าที่ในการตัดสินใจประกอบกับคุณลักษณะของผู้บริหารที่สามารถก่อให้เกิดการเปลี่ยนแปลงที่สำคัญขึ้น มีความสามารถในการนำการเปลี่ยนแปลงวิสัยทัศน์ กลยุทธ์ และวัฒนธรรมขององค์กร พร้อมกับการส่งเสริมริเริ่มสร้างสรรค์ สร้างความเข้าใจและความรู้สึกร่วมของผู้ตามจนเกิดกระบวนการเปลี่ยนแปลง จึงส่งผลให้ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 โดยรวมอยู่ในระดับมากที่สุด เป็นไปตามแนวคิดของศรีธารา แหยมคง (2557) ได้ศึกษาแนวคิดภาวะผู้นำในศตวรรษที่ 21 ว่า ผู้นำจำนวนเพียงน้อยนิดเท่านั้นในปัจจุบันที่คงใช้อำนาจบังคับบัญชา อย่างเป็นทางการในการออกคำสั่ง และควบคุม สำหรับผู้นำยุคใหม่นั้นพวกขาจะต้องสร้างอิทธิพลและแรงจูงใจให้กับผู้คน เพื่อบรรลุเป้าหมายที่ถูกกำหนดไว้อย่างชัดเจน ซึ่งในการที่มีอิทธิพลและสร้างแรงจูงใจนั้น ผู้นำจำเป็นต้องมีภาวะด้านต่าง ๆ เช่น การสื่อสารที่สามารถพูดและเขียนได้อย่างน่าเชื่อถือด้านมนุษย์สัมพันธ์ที่จะสามารถรับรู้ และรับฟังสิ่งที่ผู้อื่นต้องการสื่อออกมาจริง ๆ การคลี่คลายความขัดแย้ง เพื่อรับมือกับช่วงเวลาแห่งการต่อต้าน และความตึงเครียดที่ไม่อาจหลีกเลี่ยงได้การเจรจาต่อรองที่จะทำให้กลุ่มต่าง ๆ ทำงานร่วมกันได้ และสอดคล้องกับแนวคิดของพรชัย เจดามาน (ออนไลน์. 2560) กล่าวว่า ผู้นำในศตวรรษที่ 21 ไทยแลนด์ 4.0 เป็นสิ่งที่ท้าทายความสามารถ คือ ความสามารถนำพาองค์กรของตนให้อยู่ในฐานะผู้นำการเปลี่ยนแปลงได้หรือไม่ ผู้นำการเปลี่ยนแปลงจะมองเห็นการเปลี่ยนแปลงว่าเป็นโอกาส การทราบวิธีการค้นหาการเปลี่ยนแปลงที่ถูกต้อง และทราบวิธีที่จะสร้างการเปลี่ยนแปลงอย่างมีประสิทธิผลทั้งจากภายใน และภายนอกองค์กร ได้แก่ ด้านนโยบาย การสร้างอนาคต ด้านวิธีการคิดอย่างเป็นระบบในการมองหา และคาดการณ์ถึงการเปลี่ยนแปลงด้านวิธีที่ถูกต้องในการสร้างความคุ้นเคยกับการเปลี่ยนแปลงทั้งภายใน และภายนอกองค์กรด้านนโยบายในการสร้างสมดุลระหว่างการเปลี่ยนแปลงกับความต่อเนื่อง เพราะนโยบายการสร้างสรรค์สิ่งใหม่อย่างเป็นระบบสามารถสร้างจิตสำนึกให้องค์กรในฐานะที่เป็นผู้นำการเปลี่ยนแปลง อีกทั้งยังทำให้องค์กรมองเห็นว่า การเปลี่ยนแปลงนั้นคือโอกาสที่เกิดขึ้นมาใหม่ภายใต้บทบาทสำคัญ และสอดคล้องกับงานวิจัยของฟอร์ด (Ford. 1999 : unpaged) ได้ศึกษาการรับรู้ของศึกษาธิการเกี่ยวกับลักษณะผู้นำและคุณลักษณะของผู้นำโรงเรียนสำหรับคริสต์ศตวรรษที่ 21 พบว่า วิสัยทัศน์เกี่ยวกับผู้นำมีความสำคัญยิ่ง แต่การสื่อสารจะมีความสำคัญมากกว่า และทักษะขององค์กรจำเป็นต้องมีการเน้นมากขึ้นในรายวิชาการเตรียมกาวะผู้นำ วัตสัน (Watson. 2000) ได้ศึกษาวิจัยเรื่อง ภาวะผู้นำในศตวรรษที่ 21 ตามการรับรู้ของผู้นำในภาคเอกชน ประเทศแคนนาดา โดยใช้แบบสอบถาม และโทรศัพท์สัมภาษณ์ ผลการศึกษาพบว่า ผู้นำในเอกชนรับรู้ถึงความสำคัญอย่างมากเกี่ยวกับโลกาภิวัตน์ การมีวิสัยทัศน์การทำงานเป็นทีม ความสามารถในการเรียนรู้ ทักษะการเจรจาต่อรอง ทักษะระหว่างบุคคล จริยธรรม ทักษะการเป็นผู้ประกอบการ การแก้ปัญหาความคิดริเริ่ม ความอดทน การใช้เทคโนโลยี และการตื่นตัวกับกระแสโลกาภิวัตน์เป็นความสามารถของผู้นำ การปรับวิธีการลดขนาดกำลังคนในการทำงานและยอมรับในความหลากหลายของสังคมที่มีความสำคัญด้วยเช่นกัน นอกจากนี้ผู้นำให้ความสำคัญในการที่จะผลักดันให้วิสัยทัศน์มีการนำไปปฏิบัติขยายแนวคิดสู่บริบทโลกอย่างมีประสิทธิภาพ โดยพิจารณาเห็น ความสำคัญของโปรแกรมการพัฒนาภาวะผู้นำ ควรเน้นการพัฒนาศักยภาพผู้นำที่มุ่งสอนอนาคตอย่างมีวิสัยทัศน์ในยุคโลกาภิวัตน์ และความสามารถในด้านอื่น ๆ เช่น การติดต่อสื่อสาร การทำงานเป็นทีมเพื่อการก้าวเข้าสู่ผู้นำในศตวรรษที่ 21 สำหรับฮอล์แมน และโกถด์ริง (Hausman and Goldring. 2001:unpaged ; Citing Marley. 2003) ได้ศึกษาวิจัยเกี่ยวกับเรื่องระดับภาวะผู้นำของผู้บริหารโรงเรียน ตามทัศนะของครูระดับประถมศึกษาในสหรัฐอเมริกา กลุ่มตัวอย่างเป็นครูที่มีความผูกพันกับโรงเรียน 231 คน และครูที่ไม่มีความผูกพันกับโรงเรียน 186 คน เก็บข้อมูลจากการสำรวจแล้วนำมาวิเคราะห์ด้วยสมการถดถอยผลการวิจัยพบว่า ครูที่มีความผูกพันกับโรงเรียนเห็นว่า ผู้บริหารโรงเรียนเป็นบุคคลสำคัญของโรงเรียนที่ทำให้การดำเนินงานในโรงเรียนเป็นไปด้วยความเรียบร้อย ทำให้มีการจัดการเรียนการสอนได้ดี และเห็นว่าผู้บริหารที่มีภาวะผู้นำในโรงเรียนควร

นำนวัตกรรม และเทคโนโลยีมาใช้ในการบริหารโรงเรียน และมีความสอดคล้องกับงานวิจัยของบุษยพรรณ พรหมวาทย์ (2558), เกศรา สิทธิแก้ว (2558), พิชญา ดำนิล (2558) และวรากร ปัญญาคำ (2559) ผลการวิจัยพบว่า ภาวะผู้นำในศตวรรษที่ 21 โดยภาพรวมอยู่ในระดับมากที่สุด

2. ประสิทธิผลของสถานศึกษาในศูนย์เครือข่ายบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากที่สุด และเรียงลำดับค่าเฉลี่ยจากมากไปน้อย คือ ด้านความพึงพอใจในการทำงานของครู ด้านการมีส่วนร่วม ด้านการประกันคุณภาพการศึกษา และด้านความสามารถในการพัฒนาสถานศึกษา ส่วนด้านที่อยู่ในระดับมากเรียงลำดับค่าเฉลี่ยจากมากไปน้อย คือ ด้านการบริหารทรัพยากรทางการศึกษา และด้านผลสัมฤทธิ์ทางการเรียนตามลำดับ ที่เป็นเช่นนี้อาจเป็นเพราะว่าในสถานศึกษา มีครูและบุคลากรทางการศึกษาที่มีความรู้ความสามารถ และผู้บริหารสถานศึกษาที่มีวิสัยทัศน์กว้างไกล มีความเป็นผู้นำในการบริหารจัดการด้านต่าง ๆ ได้เป็นอย่างดี สามารถวางแผนปฏิบัติงานที่เป็นระบบ มุ่งพัฒนางานให้มีประสิทธิภาพ มีความตั้งใจในการพัฒนานักเรียนให้มีความรู้ ความสามารถ และมีทักษะในการเรียนรู้ในศตวรรษที่ 21 จึงทำให้ประสิทธิผลของสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 ในศูนย์เครือข่ายบ้านไผ่เมืองเพีย โดยรวมอยู่ในระดับมากอย่างที่ เซอกิโอแวนนี (Sergiovanni. 2001 ; อ้างถึงใน ชาญชัย ไชยคำภา. 2551) ได้กล่าวถึงผลการวิเคราะห์ลักษณะของโรงเรียนที่มีประสิทธิผลหรือโรงเรียนที่ประสบผลสำเร็จ คือ เน้นนักเรียนเป็นศูนย์กลาง มีแผนงานทางวิชาการที่ดี การจัดการเรียนการสอนที่ส่งเสริมการเรียนรู้ของนักเรียนมีบรรยากาศในโรงเรียนเชิงบวก ส่งเสริมความมีปฏิสัมพันธ์ต่อกันแบบกลุ่ม มีการพัฒนาบุคลากรอย่างกว้างขวาง ใช้ภาวะผู้นำแบบมีส่วนร่วมส่งสริมการแก้ปัญหาอย่างสร้างสรรค์ ผู้ปกครอง และชุมชนเข้ามามีส่วนร่วมสอดคล้องกับฮอย และมิสเกล (Hoy and Miskel. 2008) กล่าวว่า ประสิทธิผลในการบริหารสถานศึกษา หมายถึง การที่ผู้บริหารสามารถใช้ภาวะผู้นำเป็นศูนย์รวมในการจัดการศึกษาทำให้ครูและนักเรียนเกิดความพึงพอใจเป็นผลทำให้การดำเนินการของสถานศึกษามีประสิทธิผลสอดคล้องกับวัตถุประสงค์ และเป็นไปตามแนวคิดของธร สุนทรายุทธ (2551) กล่าวว่าประสิทธิผลของสถานศึกษา หมายถึง การบรรลุเป้าหมายหรือวัตถุประสงค์ในการจัดการศึกษา โดยพิจารณาจากความสามารถในการผลิตนักเรียนที่มีผลสัมฤทธิ์ทางการเรียนสูง มีทัศนคติทางบวกเป็นบุคคลแห่งการเรียนรู้ ตลอดจนสามารถปรับตัวเข้ากับสภาพแวดล้อมทั้งภายในและภายนอก รวมถึงความสามารถในการแก้ปัญหาภายในสถานศึกษาจนทำให้เกิดความพอใจในการทำงานเป็นไปตามงานวิจัยของนิวตัน (Ncwton. 1999 : unpaged) ได้ศึกษาปัจจัยที่ส่งผลให้โรงเรียนมีประสิทธิภาพ โดยเก็บรวบรวมข้อมูลจากบุคลากรที่มีส่วนเกี่ยวข้องกับโรงเรียนอันได้แก่ ผู้บริหาร ครู นักเรียน และผู้ปกครองออสเตรเลีย พบว่าปัจจัยที่สำคัญที่ ให้มีประสิทธิภาพ คือ การที่บุคลากรมีคุณภาพมีจุดมุ่งหมายของเงินที่ชัดเจนมีความเชี่ยวชาญทางภาวะผู้นำของผู้บริหารสภาพแวดล้อมที่ปลอดภัย และการมีบรรยากาศที่เอื้อต่อการเรียนรู้ สอดคล้องกับงานวิจัยของชาญชัย ไชยคำภา (2551), สิริมา งามศุภกร (2552), ยุกตนันท์ หวานฉ่ำ (2555) และจิราพร หมวดเพชร (2558) ผลการวิจัยพบว่า ประสิทธิผลของสถานศึกษาโดยภาพรวมอยู่ในระดับมากที่สุด

3. ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิผลของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 โดยรวมมีความสัมพันธ์ทางบวกในระดับสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ที่เป็นเช่นนี้เพราะว่าผู้บริหารสถานศึกษาทุกแห่งในปัจจุบันได้รับการพัฒนาเพื่อยกระดับคุณภาพ โดยเฉพาะผู้บริหารสถานศึกษาจะต้องมีความสามารถในการบริหาร จัดการสถานศึกษา มีการจัดการองค์กร จัดโครงสร้าง และการบริหารงานอย่างเป็นระบบครบวงจรให้บรรลุเป้าหมายการศึกษา จัดการเรียนการสอนโดยเน้นผู้เรียนเป็นสำคัญ มีหลักสูตรที่เหมาะสมกับผู้เรียนและท้องถิ่น สื่อการเรียนการสอนที่เอื้อต่อการเรียนรู้ส่งเสริมความสัมพันธ์และความร่วมมือกับชุมชนในการพัฒนาการศึกษา มีการตรวจสอบและประกันคุณภาพอย่างเป็นระบบและต่อเนื่อง ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 จึงส่งผลต่อประสิทธิผลของสถานศึกษาซึ่งสอดคล้องกับแนวคิดของฮอย และมิสเกล (Hoy and Miskel. 2008) กล่าวว่า ประสิทธิผลในการบริหารสถานศึกษา หมายถึง การที่ผู้บริหารสามารถใช้กาวะผู้นำเป็นศูนย์รวมในการจัดการศึกษาทำให้ครู และนักเรียนเกิดความพอใจเป็นผลทำให้การดำเนินการของสถานศึกษามีประสิทธิผลสอดคล้องกับวัตถุประสงค์ และสอดคล้องกับแนวคิดเซอกิ โอแวนนี (Sergiovami. 2001 ; อ้างถึงใน ขาญชัย ไชยคำภา. 2551) ที่ได้กล่าวถึง ผลการวิเคราะห์ลักษณะของโรงเรียนที่มีประสิทธิผลหรือโรงเรียนที่ประสบผลสำเร็จ คือ เน้นนักเรียนเป็นศูนย์กลาง มีแผนงานทางวิชาการที่ดี การจัดการเรียนการสอนที่ส่งเสริมการเรียนรู้ของนักเรียน มีบรรยากาศในโรงเรียนเชิงบวก ส่งเสริมความมีปฏิสัมพันธ์ต่อกันแบบกลุ่มมีการพัฒนาบุคลากรอย่างกว้างขวาง ใช้กาวะผู้นำแบบมีส่วนร่วม ส่งเสริมการแก้ปัญหาอย่างสร้างสรรค์ ผู้ปกครองและชุมชนเข้ามามีส่วนร่วม และสอดคต้องกับงานวิจัยของ อังฉรา ถารบุตร (2551) ได้ศึกษาเรื่อง ความสัมพันธ์ระหว่างภาวะผู้นำของผู้บริหารสถานศึกษากับประสิทธิผลการบริหารงานโรงเรียนมัธยมศึกษาตามการรับรู้ของครูผู้สอน สังกัดสำนักงานเขตพื้นที่การศึกษาอุดรธานี ผลการวิจัยพบว่า ภาวะผู้นำของผู้บริหารกับประสิทธิผลการบริหารงานโรงเรียนตามการรับรู้ของครูผู้สอนมีความสัมพันธ์กันทางบวกอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และเป็นความสัมพันธ์ในระดับสูงมาก เป็นไปในทำนองเดียวกับงานวิจัยของสิริมา งามศุภกร (2552) ที่ได้ศึกษาเรื่อง ความสัมพันธ์ของภาวะผู้นำของผู้บริหารกับประสิทธิผลของโรงเรียน

สังกัดเทศบาลในจังหวัดสุราษฎร์ธานี ผลการวิจัยพบว่า ภาวะผู้นำของผู้บริหารโรงเรียนมีความสัมพันธ์กับประสิทธิผลของโรงเรียนสังกัดเทศบาลในจังหวัดสุราษฎร์ธานี เมื่อพิจารณาเป็นแบบของภาวะผู้นำพบว่า ภาวะผู้นำแบบเปลี่ยนสภาพโดยรวม และรายด้านมีความสัมพันธ์กับประสิทธิผลของโรงเรียน ส่วนภาวะผู้นำแบบแลกเปลี่ยนโดยรวมมีความสัมพันธ์กับประสิทธิผลของโรงเรียน เมื่อพิจารณาเป็นรายด้านพบว่าด้านการให้รางวัลตามสถานการณ์มีความสัมพันธ์กับประสิทธิผลของโรงเรียน และสอดคล้องกับงานวิจัยของจิราพร หมวดเพชร (2558) ได้ศึกษาเรื่อง ความสัมพันธ์ระหว่างภาวะผู้นำของผู้บริหารโรงเรียนกับประสิทธิผลของโรงเรียนเอกชน จังหวัดสงขลา ผลการวิจัยพบว่า ภาวะผู้นำของผู้บริหารโรงเรียนกับประสิทธิผลของโรงเรียนทุกคู่มีความสัมพันธ์กันทางบวกอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

ข้อเสนอแนะ

จากผลการวิจัยเกี่ยวกับความสัมพันธ์ระหว่างภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิผลของสถานศึกษาในศูนย์เครือข่ายสถานศึกษาบ้านไผ่เมืองเพีย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 ผู้วิจัยได้มีข้อเสนอแนะ ดังนี้

1. ข้อเสนอแนะทั่วไป

1.1 ผลการวิจัยพบว่า ภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 ด้านผู้นำดิจิตอล มีค่าเฉลี่ยน้อยที่สุด จึงเสนอแนะว่าผู้บริหารสถานศึกษาควรในยุคสตวรรตที่ 21 ควรนำเทคโนโลยีดิตอตอล มาใช้ร่วมกับการบริหารงานในสมัยใหม่ เพื่อให้เกิดประสิทธิภาพของการทำงานมากยิ่งขึ้น

1.2 ผลการวิจัยพบว่า ประสิทธิผลของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 2 ด้านผลสัมฤทธิ์ทางการเรียน มีค่าเฉลี่ยน้อยที่สุด จึงเสนอแนะว่าผู้บริหารสถานศึกษาควรส่งเสริมให้ครูและบุคลากรทางการศึกษาสร้างความตระหนักเห็นความสำคัญ ในกระบวนการจัดการเรียนการสอน เพื่อพัฒนาผลสัมฤทธิ์ทางการเรียนของผู้เรียน และทำแบบประเมินประสิทธิผลของสถานศึกษาที่ไม่เป็นการประเมินความคิดเห็นตามบริบทของสถานศึกษาโดยแท้จริง

2. ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

2.1 ควรมีการศึกษาวิจัยเกี่ยวกับภาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษ ที่ 21 ด้วยกระบวนการวิจัยเชิงคุณภาพเพื่อให้ได้ข้อมูลเชิงลึก

2.2 ควรมีการศึกษาปัจจัยที่ส่งผลต่อกาวะผู้นำของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ในรูปแบบต่าง ๆ เพื่อนำไปใช้ปรับ และประยุกต์ให้เหมาะสมกับสถานศึกษาในแต่ละแห่ง

2.3 ควรทำวิจัยแบบประเมินประสิทธิผลของสถานศึกษาที่ไม่เป็นการประเมินความคิดเห็นตามบริบทของสถานศึกษาโดยแท้จริง

เอกสารอ้างอิง

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ความสัมพันธ์ระหว่างการบริหารแบบมีส่วนร่วมกับประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรีสังกัดสำนักงานเขตพื้นที่มัธยมศึกษาขอนแก่น

Relationship between participatory administration and the effectiveness of educational institutions in The Udomkhongkhakhiri Campus, the Secondary Education Service Area Office Khon Kaen.

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บทคัดย่อ

การศึกษาในครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาระดับการบริหารแบบมีส่วนร่วม ในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น 2) ศึกษาระดับประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น 3) ศึกษาความสัมพันธ์ระหว่างการบริหารแบบมีส่วนร่วมกับประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น กลุ่มตัวอย่างที่ใช้ในการศึกษาในครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครูผู้สอน จำนวน 169 คน เครื่องมือที่ใช้เป็นแบบสอบถามแบบมาตรวัดประเมินค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าสัมประสิทธิ์สหสัมพันธ์แบบเพียร์สัน

ผลการศึกษา พบว่า 1) การบริหารแบบมีส่วนร่วมของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยรวมและรายด้านอยู่ในระดับมาก 2) ประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยรวมและรายด้านมีค่าเฉลี่ยอยู่ในระดับมาก 3) ความสัมพันธ์ระหว่างการบริหารแบบมีส่วนร่วมกับประสิทธิผลของสถานศึกษา ในภาพรวมมีความสัมพันธ์กันทางบวกอยู่ในระดับสูง อย่างมีนัยสำคัญทางสถิติ ที่ .01

คำสำคัญ: การบริหารแบบมีส่วนร่วม ประสิทธิผลของสถานศึกษา

Abstract

This study aims were to 1) study the participatory management level of school in the Khon Kaen University, 2) study the effectiveness of schools in The Udomkhongkhakhiri Campus, the Secondary Education Service Area Office Khon Kaen 3) study the relationship between participatory management and educational efficiency.In the United Udomkongkakiri Campus in the Khon Kaen Secondary Educational Service Area Office. The sample groups used in this study are: School administrators and instructors, the tools used are a five-level rating scale questionnaire. Statistics used in data analysis include the average, standard deviation, and Pearson correlation coefficient. The study found that 1) participatory management of schools in Udomkongkakiri Campus in the Khon Secondary Educational Service Area Office.The overall core and area are at a high level 2) the effectiveness of educational institutions in the Udomkongkakiri Campus in the Khon Kaen Secondary Educational Service Area Office. Overall, the average value of the management is very high. 3) The relationship between participatory management and the effectiveness of educational institutions in the Udomkongkakiri Campus in the Khon Kaen Secondary Educational Service Area Office. Overall, the positive correlation was statistically significant at .01

Keywords: Participatory administration, Effectiveness of educational institutions.

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บทนำ

ในสภาพสังคมในปัจจุบันที่มีการเปลี่ยนแปลงอย่างรวดเร็ว และประเทศไทยอยู่ในช่วงของยุคที่มีความก้าวหน้าทางเทคโนโลยีและมีการคิดค้นนวัตกรรมใหม่ ๆ ที่ทันสมัย เข้ามามีบทบาทพร้อมกับวัฒนธรรมของชาติตะวันตก ซึ่งก่อให้เกิดการเปลี่ยนแปลงอย่างต่อเนื่อง ทั้งทางเศรษฐกิจ สังคมและวัฒนธรรม ซึ่งการศึกษาถือได้ว่าเป็นรากฐานที่สำคัญที่สุด ในการสร้างสรรค์ความก้าวหน้าและเป็นตัวขับเคลื่อนให้เกิดการพัฒนาทุก ๆ ด้าน รวมไปถึงการแก้ปัญหาต่าง ๆ ในสังคมต้องเกิดจากการฝึกฝน เรียนรู้นำไปสู่การลงมือปฏิบัติให้ได้งานออกมาอย่างมีคุณภาพ และการใช้ชีวิตอยู่ร่วมกันในสังคมได้อย่างมีความสุข การจัดการศึกษาในปัจจุบันได้เปิดโอกาสให้ชุมชนเข้ามามีส่วนร่วมทั้งในด้าน การบริหารงานวิชาการ การบริหารงานบุคลากร การบริหารงบประมาณ และการบริหารทั่วไป ดังนั้น ผู้บริหารโรงเรียนจำเป็นต้องมีความรู้ ความเข้าใจในแนวทางของรูปแบบการบริหารจัดการศึกษาแนวใหม่ รวมทั้ง บทบาทผู้บริหารในการบริหารจัดการศึกษาให้ บรรลุผลโดยต้องมีวิสัยทัศน์ในการจัดการศึกษา โดยเน้นการมีส่วนร่วม นอกจากนี้ผู้บริหารต้องรู้เท่าทันการเปลี่ยนแปลง การมีศักยภาพในการบริหารการเปลี่ยนแปลงอย่างมีประสิทธิผลรู้จักใช้เครื่องมือสอดแทรกเพื่อให้การบริหารสัมฤทธิ์ผล

การบริหารสถานศึกษาเป็นการดำเนินงานของกลุ่มบุคคลในการบริหารกิจการทุกชนิดในสถานศึกษา ส่งผลต่อประสิทธิภาพการบริหารงานของสถานศึกษา โดยมุ่งหวังให้ผู้เรียนพัฒนาตนเอง เพื่อการประกอบอาชีพหรือการศึกษาต่อ การบริหารสถานศึกษายังรวมถึงกิจกรรมต่าง ๆ ของสถานศึกษาที่บุคคลหลายฝ่ายต่างร่วมมือกัน ดำเนินการ เพื่อพัฒนาเด็กและเยาวชนในทุกๆด้าน ฉะนั้น การบริหารสถานศึกษาจึงเป็นการดำเนินงานและการตัดสินใจการสั่งการ เพื่อให้งานทุกด้านของสถานศึกษาบรรลุตามวัตถุประสงค์ในการจัดการศึกษามากที่สุด การบริหารงานแบบมีส่วนร่วมถือได้ว่าเป็นปัจจัยที่สำคัญปัจจัยหนึ่งที่ผู้บริหารสถานศึกษาควรใช้เป็นแนวทางในการบริหาร เนื่องจากการทำงานในชีวิตจริงบางงานไม่สามารถที่จะทำเพียงคนเดียวสำเร็จจะต้องได้รับความร่วมมือจากหลายฝ่าย หลายหน่วยงาน ซึ่งการมีส่วนร่วมในการทำงานไม่จำเป็นต้องเป็นผู้ที่ลงมือกระทำงานโดยตรงยังสามารถเป็นผู้ที่ให้ข้อเสนอแนะหรือข้อคิดเห็น ให้ทรัพย์ในการดำเนินงาน เป็นต้น การบริหารงานแบบมีส่วนร่วมจะให้ความสำคัญในเรื่องของคนและงาน ควบคู่กันไป สถานศึกษาต้องได้รับความร่วมมือจากทุกฝ่าย ทั้งนักเรียน ครู ผู้ปกครองและประชาชนทั่วไป การทำงานเปิดโอกาสให้เพื่อนร่วมงานได้ทราบข้อมูล ข่าวสารต่าง ๆ ร่วมกันแสดงความคิดเห็น ร่วมกันวางแผน ร่วมกันทำ ดังนั้น ผู้บริหารที่ดีควรใช้หลักในการบริหารงานแบบมีส่วนร่วมในการทำงาน เพื่อความเจริญทางด้านการศึกษาต่อไป

ประสิทธิผลของโรงเรียน เกิดจากโรงเรียนที่มีสภาพทางสังคม บรรยากาศ และสิ่งแวดล้อมรอบ ๆ ตัวผู้เรียนที่เอื้ออำนวยต่อการเรียนรู้อย่างเหมาะสม มีความพร้อมในด้านทรัพยากรต่าง ๆ เอกสาร สื่อ อุปกรณ์ เทคโนโลยีที่เหมาะสม มีคุณภาพและประสิทธิภาพ มีงบประมาณเพียงพอและมีทรัพยากรมนุษย์ เพื่อให้สามารถจัดการศึกษาได้อย่างดี ผู้เรียนมีความรู้ ความสามารถ และทักษะในด้านต่าง ๆ เพื่อให้กระบวนการจัดการศึกษาเป็นไปอย่างมีประสิทธิภาพ สามารถพัฒนาผู้เรียนให้เป็นบุคคลแห่งการเรียนรู้ ให้มีคุณภาพชีวิตที่ดีขึ้น เห็นคุณค่าแห่งการดำรงไว้ซึ่งทรัพยากรธรรมชาติและสิ่งแวดล้อม อยู่ในสังคมที่มีการเปลี่ยนแปลงได้อย่างมีความสุข ก่อให้เกิดการพัฒนาประเทศชาติได้อย่างมั่นคงและยั่งยืน โดยองค์ประกอบประสิทธิผลโรงเรียนเป็นระบบสังคมรูปนัยที่จะต้องจัดความสัมพันธ์ภายนอกกับกระบวนการภายในองค์การให้สอดคล้องกับเงื่อนไขของกระบวนการศึกษาของสังคม ระบบของโรงเรียนจะมั่นคงก็ต่อเมื่อสร้างผลผลิตให้เป็นที่ยอมรับและสอดคล้องกับความต้องการของสังคม วัตถุประสงค์ของโรงเรียน คือ ผลสัมฤทธิ์ทางการเรียน การจัดสรรทรัพยากรอย่างมีประสิทธิภาพ มีความสามารถในการปรับเปลี่ยนต่อสภาวะแวดล้อมที่มีกระทบทั้งภายในและภายนอก และสามารถสร้างความพึงพอใจในการทำงานของครู (พิมพรรณ สุริโย,2552) ประสิทธิผลในการบริหารสถานศึกษาย่อมขึ้นอยู่กับผู้บริหารเป็นสำคัญ ภายใต้ข้อจำกัดของการบริหารโรงเรียน เป็นแนวทางหนึ่งที่จะช่วยให้การปฏิบัติงานของผู้บริหารบรรลุตามเป้าหมายหรือวัตถุประสงค์ที่กำหนด คือการพัฒนาผู้บริหารโรงเรียน ทั้งนี้ผู้บริหารโรงเรียน มีฐานะเป็นนักบริหาร มีหน้าที่ทำให้โรงเรียนบรรลุวัตถุประสงค์เป็นผู้ที่จะต้องส่งเสริมให้เกิดเป็นระบบความร่วมมือในการปฏิบัติงาน

การศึกษาเป็นไปตามสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยใช้ นวัตกรรม "SIAO SMART MODEL" เปิดโอกาสให้ครู บุคลากรทางการศึกษา และนักเรียน ของสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น และโรงเรียนในสังกัดได้มีส่วนร่วมในการพัฒนา คือ ร่วมคิด ร่วมตัดสินใจ ร่วมปฏิบัติตามโครงการ และร่วมติดตามและประเมินผลโครงการ จนสามารถจัดการศึกษาได้อย่างมีคุณภาพและมีบรรลุวัตถุประสงค์

จากประเด็นที่ได้กล่าวมา การบริหารแบบมีส่วนร่วมของผู้บริหาร จึงถือได้ว่า เป็นปัจจัยมีความสำคัญที่สามารถเป็นเครื่องมือสนับสนุนและผลักดันให้การดำเนินงานในสถานศึกษาเกิดประสิทธิผล ซึ่งต้องได้รับความร่วมมือจากผู้ร่วมงานในระดับปฏิบัติถือเป็นเรื่องที่ท้าทายโดยต้องอาศัยความเห็นตรงกันและสามารถทำงานให้สอดคล้องกับวัตถุประสงค์ของสถานศึกษาได้ ด้วยเหตุดังกล่าวผู้วิจัยจึงเล็งเห็นความสำคัญและประโยชน์ที่อาจเกิดขึ้นตามมา ทำให้ผู้ศึกษาต้องการที่จะศึกษาการบริหารแบบมีส่วนร่วมของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา

ขอนแก่น เพื่อให้ผู้บริหารสถานศึกษานำข้อมูลจากผลการวิจัยไปเป็นแนวทางในการปรับปรุงการบริหารงานในสถานศึกษาให้บรรลุเป้าหมายอย่างมีประสิทธิผล และเพิ่มคุณภาพของผู้เรียนต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาระดับการบริหารแบบมีส่วนร่วมของผู้บริหารสถานศึกษา ในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น
2. เพื่อศึกษาระดับประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น
3. เพื่อศึกษาความสัมพันธ์ระหว่างการบริหารแบบมีส่วนร่วมกับประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

สมมติฐานการวิจัย

1. การบริหารแบบมีส่วนร่วมของผู้บริหารสถานศึกษา ในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น อยู่ในระดับมาก
2. ประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น อยู่ในระดับมาก
3. การบริหารแบบมีส่วนร่วมกับประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น มีความสัมพันธ์กัน

ขอบเขตของการศึกษาค้นคว้า

1. ประชากรและกลุ่มตัวอย่าง

1.1 ประชากรที่ใช้ในการศึกษาค้นคว้า ได้แก่ ผู้บริหารสถานศึกษาและครูผู้สอน จำนวน 305 คน จำแนกเป็น ผู้บริหารสถานศึกษา จำนวน 15 คน และครูผู้สอน จำนวน 290 คน

1.2 กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้า ได้แก่ ผู้บริหารสถานศึกษา และครูผู้สอน จำนวน 169 คน จำแนกเป็นผู้บริหารสถานศึกษาจำนวน 15 คน และครูผู้สอนจำนวน 154 คน กำหนดขนาดกลุ่มตัวอย่างโดยเทียบตารางเครจซีและมอร์แกน (Krejcie & Morgan,1970)

2. ตัวแปรที่ใช้ศึกษา ตัวแปรที่ใช้ในการศึกษาครั้งนี้ ประกอบด้วยตัวแปร x และตัวแปร y ซึ่งมีรายละเอียด ดังนี้

2.1 ตัวแปร x คือ การบริหารแบบมีส่วนร่วม ของสวอนสเบิร์ก (Swansburg, 1996) ได้แก่ การตั้งเป้าหมายและวัตถุประสงค์ร่วมกัน ความยึดมั่นผูกพัน ความเป็นอิสระต่อความรับผิดชอบในงาน การไว้วางใจกัน (Trust)

2.2 ตัวแปร y คือ ประสิทธิผลของสถานศึกษา ตามแนวคิดของมอทท์ (Mott, 1972) ได้แก่ ความสามารถผลิตนักเรียนให้มีผลสัมฤทธิ์ทางการเรียนสูง ความสามารถพัฒนานักเรียนให้มีทัศนคติทางบวก ความสามารถปรับเปลี่ยนและพัฒนาโรงเรียนให้เข้ากับสิ่งแวดล้อม ความสามารถแก้ปัญหาภายในโรงเรียน

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลในครั้งนี้ เป็นแบบสอบถามเกี่ยวกับการบริหารแบบมีส่วนร่วมที่และประสิทธิผลของสถานศึกษา ลักษณะของแบบสอบถามแบ่งออกเป็น 3 ตอน คือ

ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับตำแหน่งของผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นแบบสอบถามเกี่ยวกับการบริหารแบบมีส่วนร่วมของผู้บริหารสถานศึกษา ตามแนวคิดของสวอนเบอร์ก (Swansburg, 1996) จำนวน 20 ข้อ

ตอนที่ 3 เป็นแบบสอบถามเกี่ยวกับประสิทธิผลของสถานศึกษา ในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น แนวคิดของมอทท์ (Mott, 1972) จำนวน 25 ข้อ

สถิติที่ใช้ในการวิเคราะห์ข้อมูล

ผู้ศึกษาค้นคว้าดำเนินการวิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติ โดยเลือกเฉพาะวิธีการวิเคราะห์ข้อมูลที่สอดคล้องกับวัตถุประสงค์ และการทดสอบสมมติฐานในการศึกษาค้นคว้าดังนี้

1. การวิเคราะห์เพื่อหาระดับการบริหารแบบมีส่วนร่วมและประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่นโดย การหาค่าคะแนนเฉลี่ย ($\overline{X}$) และส่วนเบี่ยงเบนมาตรฐาน (S.D.)

2. การวิเคราะห์เพื่อหาความสัมพันธ์ระหว่างการบริหารแบบมีส่วนร่วมและประสิทธิผลของสถานศึกษาสถิติที่ใช้ คือ สหสัมพันธ์อย่างง่ายของเพียร์สัน (Pearson Product - Moment Correlation Coefficient)

3. สถิตที่ใช้ในการหาคุณภาพเครื่องมือ

3.1 ค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์ (Index of Item Objective Congruence : IOC) โดยใช้เกณฑ์การผ่าน IOC ตั้งแต่ 0.67 ขึ้นไป

3.2 ค่าความเชื่อมั่นของแบบสอบถาม โดยการหาค่าสัมประสิทธิ์แอลฟา (Alpha coefficient) ตามวิธีของครอนบาค (Cronbach' s Alpha coefficient)

วิธีดำเนินการศึกษาค้นคว้า

ผู้ศึกษาค้นคว้าได้ดำเนินการศึกษาค้นคว้าและเก็บรวบรวมข้อมูลตามขั้นตอน ดังนี้

1. ผู้ศึกษาค้นคว้าขอหนังสือจากคณะศึกษาศาสตร์และศิลปศาสตร์ วิทยาลัยบัณฑิตเอเชียถึงผู้บริหารสถานศึกษาในสหวิทยาเขตอุมดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล

2. นำส่งหนังสือขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลและแบบสอบถามไปยังผู้อำนวยการสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ที่เป็นกลุ่มตัวอย่าง โดยแนบ QR CODE ลิ้งค์ในการตอบแบบสอบถามไปพร้อมกับหนังสือขอความอนุเคราะห์และดำเนินการเก็บรวบรวมข้อมูลด้วยตัวเองคิด เป็นร้อยละ 100

3. นำข้อมูลที่ได้จากแบบสอบถามมาดำเนินการวิเคราะห์ตามขั้นตอน โดยเทียบกับเกณฑ์ และแปลความหมายของคะแนนเฉลี่ยตามเกณฑ์ที่กำหนดไว้ จากนั้นนำเสนอผลการศึกษาค้นคว้าในรูปแบบตารางประกอบความเรียง

สรุปและอภิปรายผล

1. ระดับการบริหารแบบมีส่วนร่วมและประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า การบริหารแบบมีส่วนร่วมของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยรวมอยู่ในระดับมาก ซึ่งเป็นไปตามสมมติฐานของการศึกษาค้นคว้า เมื่อพิจารณาเป็นรายด้านมีค่าเฉลี่ยอยู่ในระดับมากทุกรายการ โดยเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้ดังนี้ ด้านความเป็นอิสระต่อความรับผิดชอบในงาน ด้านความยึดมั่นผูกพัน ด้านการไว้วางใจกัน และด้านการตั้งเป้าหมายและวัตถุประสงค์ร่วมกัน ซึ่งเป็นไปตามสมมุติฐาน ผู้ศึกษาเห็นว่าหน่วยงานต่าง ๆ ในสังคม และผู้ปกครองนักเรียนได้ให้ความสำคัญและเข้ามามีส่วนร่วมกับเรื่องการบริหารสถานศึกษามากขึ้น เพราะนักเรียนล้วนเป็นบุตรหลานของคนในชุมชน และคนในชุมชนส่วนใหญ่เคยศึกษาในสถานศึกษาใกล้บ้าน สถานศึกษาจึงเป็นส่วนหนึ่งของชุมชนที่ทุกคนต้องช่วยกันดูแลรักษาอีกทั้งเชื่อว่าสถานศึกษาเป็นแหล่งบ่มเพาะทรัพยากรมนุษย์ที่สำคัญ หากสถานศึกษามีคุณภาพบุคลากรในสถานศึกษามีคุณภาพ บุตรหลานของเขาก็จะมีคุณภาพตามไปด้วยใน และข้อกฎหมายต่าง ๆ ก็ระบุว่าให้ชุมชนเข้ามามีส่วนร่วมในการตรวจสอบ ส่งเสริม สนับสนุน และช่วยเหลือสถานศึกษาให้การดำเนินงาน หรือกิจกรรมต่าง ๆ เป็นไปด้วยความเรียบร้อย ร่วมสร้างชุมชนให้เป็นชุมชนเข้มแข็ง เช่น หากผู้ปกครองหรือคนในชุมชนมีความรู้หรือความชำนาญ ด้านใดก็จะนำเอาความรู้ในด้านนั้น ๆ มาร่วมสอน สนับสนุนหรือส่งเสริมสถานศึกษาต่อไปและการที่ผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ได้ให้ความสำคัญกับคณะกรรมการสถานศึกษา และครูผู้สอนได้เข้ามามีส่วนร่วมในการบริหารสถานศึกษา โดยอาศัยหลักการ การไว้วางใจกันมีการตั้งเป้าหมายและวัตถุประสงค์ร่วมกัน มีความยึดมั่นผูกพันต่อกัน และความเป็นอิสระต่อความรับผิดชอบในงาน เป็นไปตามแนวคิดของ สวอนสเบิร์ก (Swansburg, 1996) ที่กล่าวว่า การมีส่วนร่วมเป็นการได้รับการยอมรับไว้ใจ ช่วยเหลือสนับสนุนผูกพันเปิดโอกาสให้แสดงความคิดเห็น ร่วมตั้งเป้าหมายและวัตถุประสงค์ร่วมกัน ให้อิสระให้อำนาจต่อการตัดสินใจและรับผิดชอบในงานจะทำให้ผู้ร่วมงานมีความทุมเทและทำงานอย่างเต็มศักยภาพจึงอาจเป็นเหตุผลที่ทำให้การบริหารแบบมีส่วนร่วมของสถานศึกษา ในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่นอยู่ในระดับมาก สอดคล้องกับ กนกรัตน์ ทำจะดี (2560) ศึกษาเกี่ยวกับการบริหารแบบมีส่วนร่วมในงานวิชาการของครูในสถานศึกษาขั้นพื้นฐานสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสุพรรณบุรี เขต 2 ผลการวิจัย พบว่า การบริหารแบบมีส่วนร่วมในงานวิชาการของครูในสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสุพรรณบุรีเขต 2 โดยภาพรวมอยู่ในระดับมาก โดยเรียงลำดับ ดังนี้ ด้านการมีส่วนร่วมในการรับผลประโยชน์ ด้านการมีส่วนร่วมในการประเมินผล ด้านการตัดสินใจ และด้านการมีส่วนร่วมในการดำเนินงาน สอดคล้องกับ นพดล พลเยี่ยม (2562) ได้ศึกษารูปแบบการบริหารแบบมีส่วนร่วมเพื่อพัฒนาคุณภาพผู้เรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษายโสธร เขต 1 ผลการวิจัยพบว่ารูปแบบการบริหารแบบมีส่วนร่วมเพื่อพัฒนาคุณภาพผู้เรียน ในโรงเรียนสังกัด

สำนักงานเขตพื้นที่การศึกษาประถมศึกษายโสธร เขต 1 ประกอบด้วยองค์ประกอบหลัก 4 องค์ประกอบ ได้แก่ ความไว้วางใจ ความผูกพันต่อองค์กร การตั้งเป้าหมายและวัตถุประสงค์ของงานและความมีอิสระในการปฏิบัติงาน โดยมีแนวคิดในการบริหารตามวงจร PDCA เป็นตัวขับเคลื่อนการดำเนินงานในแต่ละองค์ประกอบ ผลการประเมินความเหมาะสมและความเป็นไปได้ในการนำรูปแบบการบริหารแบบมีส่วนร่วมเพื่อพัฒนาคุณภาพผู้เรียนในโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษายโสธร เขต 1 ไปใช้ พบว่า มีความเหมาะสมและความเป็นไปได้อยู่ในระดับมากที่สุด สอดคล้องกับธีรกุล พงษ์จงมิตร (2563) ได้ศึกษาการพัฒนาแนวทางการบริหารแบบมีส่วนร่วมโดยใช้ชุมชนเป็นฐานสำหรับสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษายโสธร เขต 1 ผลการวิจัยพบว่า สภาพปัจจุบันของการบริหารแบบมีส่วนร่วมโดยใช้ชุมชนเป็นฐานสำหรับสถานศึกษาขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษายโสธร เขต 1 โดยรวมอยู่ในระดับมาก

2. ความสัมพันธ์ระหว่างการบริหารแบบมีส่วนร่วมและประสิทธิผลของสถานศึกษา พบว่า ประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยรวมมีค่าเฉลี่ยอยู่ในระดับมาก และเมื่อพิจารณาเป็นรายด้าน พบว่ามีค่าเฉลี่ยอยู่ในระดับมากทุกรายการ โดยด้านที่มีค่าเฉลี่ยจากมากที่สุด ได้แก่ ด้านความสามารถในการผลิตนักเรียนให้มีผลสัมฤทธิ์ทางการเรียนสูง รองลงมา คือ ด้านความสามารถในการปรับเปลี่ยนและพัฒนาโรงเรียนให้เข้ากับสิ่งแวดล้อม และด้านความสามารถในการแก้ปัญหาภายในโรงเรียน ส่วนด้านความสามารถในการพัฒนานักเรียนให้มีทัศนะคติทางบวกมีค่าเฉลี่ยอยู่ในระดับมากเป็นลำดับสุดท้าย ซึ่งเป็นไปตามสมมุติฐาน อาจเป็นเพราะผู้บริหารและครูในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น มีทักษะในการบริหารงานที่ดี มีกระบวนการในการทำงานอย่างเป็นขั้นเป็นระบบ ผู้บริหารผ่านการอบรมที่มีประสิทธิภาพเกิดประสิทธิผลที่เป็นรูปธรรมชัดเจน สามารถเป็นแบบอย่างที่ดีให้แก่ครู บุคลากร นักเรียน ตลอดจนชุมชนพื้นที่โดยรอบโรงเรียน ส่งผลให้ผู้ปกครอง ชุมชน พร้อมที่จะสนับสนุนการจัดกิจกรรมต่าง ๆ ของโรงเรียน กระตุ้นให้นักเรียนพร้อมที่จะเรียนรู้ตามกระบวนการจัดการเรียนการสอนที่ตรงตามหลักสูตรของโรงเรียน โดยการใช้เทคโนโลยีในการสอนที่หลากหลาย มีการวัดและประเมินผลที่มีประสิทธิภาพและตรงตามศักยภาพของนักเรียน ครูสามารถจัดกระบวนการสอนที่ส่งเสริมให้นักเรียนมีทัศนคติที่ดีต่อตนเอง ครอบครัว ชุมชน สังคมและประเทศชาติได้เป็นอย่างดี สอดคล้องกับ โศภิดา คล้ายหนองสรวง (2558) ศึกษาการบริหารแบบมีส่วนร่วมที่ส่งผลต่อประสิทธิผลของสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ผลการวิจัยพบว่า 1) การบริหารแบบมีส่วนร่วมของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 โดยรวมและรายด้านทุกด้านอยู่ในระดับมาก 2) ประสิทธิผลของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 โดยรวมและรายด้านทุกด้านอยู่ในระดับมาก 3) การบริหารแบบมีส่วนร่วมของผู้บริหารสถานศึกษามีความสัมพันธ์ทางบวกกับประสิทธิผลของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ในระดับสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

3. ความสัมพันธ์ระหว่างการบริหารแบบมีส่วนร่วมกับประสิทธิผลของสถานศึกษาในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า ความสัมพันธ์ระหว่างการบริหารแบบมีส่วนร่วมกับประสิทธิผลของสถานศึกษา ในสหวิทยาเขตอุดมคงคาคีรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ในภาพรวมมีความสัมพันธ์กันทางบวกอยู่ในระดับสูง อย่างมีนัยสำคัญทางสถิติที่ .01 เมื่อพิจารณาเป็นรายด้านเรียงลำดับการบริหารแบบมีส่วนร่วมที่มีความสัมพันธ์กับประสิทธิผลของสถานศึกษา จากมากไปหาน้อย ได้แก่ ด้านการไว้วางใจกัน ด้านความเป็นอิสระต่อความรับผิดชอบในงาน ด้านการตั้งเป้าหมายและวัตถุประสงค์ร่วมกัน และด้านความยึดมั่นผูกพัน ซึ่งเป็นไปตามสมมุติฐาน กล่าวคือ การบริหารสถานศึกษาให้มีประสิทธิผลที่แท้จริง ทุกคนต้องช่วยกันกำหนดเป้าหมาย ให้ข้อเสนอแนะในการปฏิบัติงานร่วมลงมือปฏิบัติงาน พร้อมทั้งร่วมตรวจสอบผลการปฏิบัติงาน ฉะนั้นผู้บริหารต้องรับฟังข้อคิดเห็นของครูผู้สอน และคณะกรรมการสถานศึกษา เพื่อนำมาพิจารณาปรับปรุงแผนการบริหารสถานศึกษาให้ตรงกับความต้องการของสังคม ที่สถานศึกษาสังกัดอยู่ แสวงหาผู้ที่มีความรู้ความสามารถมาร่วมบริหารจัดการ เพื่อให้เกิดประสิทธิผลในสถานศึกษา สอดคล้องกับ จิณศิณี บุญทวี (2555) ได้ศึกษาเรื่อง ความสัมพันธ์ระหว่างการมีส่วนร่วมของครูกับประสิทธิผลของสถานศึกษาเอกชน ในเขตพื้นที่การศึกษาประถมศึกษานนทบุรี เขต 2 พบว่ามีระดับประสิทธิผลของสถานศึกษาในระดับปานกลางได้ สรุปไว้ว่า เนื่องจากผู้บริหารให้ครูมีส่วนร่วม ในการตัดสินใจ ร่วมปฏิบัติงาน ร่วมรับผลประโยชน์ ร่วมแก้ปัญหา ร่วมทั้งมีการพัฒนาให้ครูมีความรู้ความสามารถ มีการยกย่องให้กำลังใจ สร้างความมั่นใจหน้าการปฏิบัติหน้าที่ มีความเจริญก้าวหน้า ทำให้ทุกฝ่ายร่วมกันพัฒนาให้สถานศึกษามีประสิทธิผล

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ผู้บริหารควรเปิดโอกาสให้ครูและผู้ที่เกี่ยวข้องมีส่วนร่วมในการตั้งเป้าหมายและวัตถุประสงค์ร่วมกัน โดยจัดประชุมครูและผู้ที่เกี่ยวข้องเพื่อนำจุดที่ควรพัฒนามาจัดทำแผน/โครงการ ทุกปีงบประมาณ โดยร่วมกันกำหนดวิสัยทัศน์ พันธกิจและเป้าหมายของสถานศึกษา

1.2 ผู้บริหารควรมีการปรับปรุงพัฒนาคุณธรรมจริยธรรมของนักเรียน ทำให้นักเรียนรู้จักพัฒนาตนเอง และมีทัศนคติที่ดีต่อการศึกษา อีกทั้งครูผู้สอนควรกระตุ้นให้นักเรียนมีความกระตือรือร้นเอาใจใส่ในการเรียนและพัฒนาตนเองในทุก ๆ ด้าน

1.3 ฝ่ายนโยบายและผู้บริหารควรสนับสนุนการใช้การบริหารแบบมีส่วนร่วมให้มากขึ้น เพื่อพัฒนาประสิทธิผลของสถานศึกษาให้ดีขึ้นต่อไป

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรมีการศึกษาวิจัยเกี่ยวกับการพัฒนารูปแบบการบริหารแบบมีส่วนร่วมกับประสิทธิผลของสถานศึกษาต่อไป

2.2 ควรมีการศึกษาวิจัยเกี่ยวกับความสัมพันธ์ระหว่างการบริหารแบบมีส่วนร่วมกับประสิทธิผลของสถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

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แนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น

Guidelines for the development of competency according to the line of work of teachers of child development centers under the local government organization in Waeng Noi District and Waeng Yai District Khon Kaen

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบันสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น 2) ศึกษาแนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในเขตอำเภอแวงน้อยและอำเภอแวงใหญ่ จังหวัดขอนแก่น การศึกษาแบ่งออกเป็น 2 ระยะ คือ ระยะที่ 1 เพื่อศึกษาสภาพปัจจุบันสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก โดยแบบสอบถาม กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้า ได้แก่ ผู้อำนวยการกองการศึกษา หัวหน้าสถานศึกษาและครู จำนวน 52 คน เครื่องมือที่ใช้ ได้แก่ แบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ ได้แก่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ระยะที่ 2 เพื่อศึกษาแนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก โดยการสัมภาษณ์ ผู้ทรงคุณวุฒิ จำนวน 5 คน เครื่องมือที่ใช้ ได้แก่ แบบสัมภาษณ์

ผลการศึกษาพบว่า 1) สภาพปัจจุบันสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น โดยภาพรวมและรายด้านทุกด้านอยู่ในระดับปานกลาง และ 2) แนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น พบว่า 1) การออกแบบการเรียนรู้ ครูควรเข้ารับการฝึกอบรมจากหน่วยงานต่าง ๆ เช่น กรมส่งเสริมการปกครองท้องถิ่น หรือหน่วยงานที่เกี่ยวกับการพัฒนาครูและเด็ก โดยการจัดทำหลักสูตร การจัดทำแผนพัฒนาการศึกษา การจัดทำประกันคุณภาพการศึกษาทั้งภายในต้นสังกัด และจากหน่วยงานภายนอก (สมศ.) จากกรมอนามัย เป็นต้น 2) การพัฒนาผู้เรียน ครูควรมีหลักสูตร หรือมีแผนจัดประสบการณ์ที่สอดแทรกในเรื่องคุณธรรม จริยธรรมให้กับเด็กทุกวัน และควรใส่ใจให้การดูแลช่วยเหลือเด็กเป็นรายบุคคลโดยเท่าเทียมกัน และ3) การบริหารการจัดชั้นเรียน ควรมีการสนับสนุนงบประมาณในการจัดหาเครื่องมือเพื่อนำมาพัฒนาเด็กจากหน่วยงานต้นสังกัดอย่างเพียงพอต่อความต้องการ เช่น สื่อการเรียนการสอนที่ทันสมัย ปลอดภัย และมีสภาพแวดล้อมที่เอื้อต่อการเรียนรู้

คำสำคัญ : แนวทางการพัฒนา, สมรรถนะตามสายงาน

Abstract

The objectives of this study were 1) to study the current situation, career competency of teachers of child development centers under the local government organization; in Waeng Noi District and Waeng Yai District Khon Kaen Province 2) to study the development of competency according to Line of Teachers at the Child Development Center under the local government organization in Waeng Noi District and Waeng Yai District Khon Kaen The study was divided into 2 phases: Phase 1: to study the current state of work competency of teachers at the Child Development Center by means of a questionnaire. The samples were 52 heads of schools and teachers. The tools used were questionnaires, and 5-level estimating scales, statistics used were mean and standard deviation. by interview There were 5 experts. The tools used were interview forms

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The results of the study were as follows: 1) the current state of competency of teachers in child development centers; under the jurisdiction of the local administrative organization in Waeng Noi District and Waeng Yai District Khon Kaen Overall and each aspect were at moderate levels, and 2) the developmental competency guidelines for teachers in child development centers. under the local government organization in Waeng Noi District and Waeng Yai District Khon Kaen province found that 1) learning design. Teachers should receive training from agencies such as the Department of Local Administration. or agencies related to teacher and child development by creating a course preparation of educational development plans; preparation of educational quality assurance within the affiliation and from external agencies (ONESQA), from the Department of Health, etc. 2) learner development, teachers should have a curriculum Or have an experience plan that includes morality Ethics for children every day and should pay attention to and 3) class arrangement management. There should be budget support for procurement. tools to develop children from their parent agencies sufficiently to meet their needs, such as modern learning media, safe and conducive learning environments.
Keywords: Development Guidelines, Performance

บทนำ

การศึกษาเป็นสิทธิขั้นพื้นฐานของคนไทยในประเทศทุกคนที่รัฐบาลต้องส่งเสริมให้เพื่อพัฒนาคนไทยทุกช่วงทุกวัยให้มีความรู้เพิ่มขึ้นในทุกด้าน เพื่อก่อให้เกิดเป็นต้นทุนทางปัญญาที่เป็นกำลังสำคัญในการพัฒนาทักษะและคุณลักษณะในการประกอบอาชีพ ประเทศไทยมุ่งเน้นความสำคัญด้านการศึกษาในฐานะกลไกหลักในการพัฒนาประเทศมาโดยตลอด โดยส่งเสริมจัดการศึกษาให้คนไทยทุกคนสามารถเข้าถึงโอกาสและความเสมอภาคในการศึกษาที่มีคุณภาพ ครูในฐานะที่เป็นวิชาชีพและเป็นปูชนียบุคคลของสังคมนั้น มีบทบาทและความสำคัญต่อสังคมอย่างมาก เนื่องจากครูเป็นกำลังสำคัญในการพัฒนาชาติบ้านเมืองให้เจริญก้าวหน้าในทุกยุคทุกสมัยการเตรียมความพร้อมในการพัฒนาชาติบ้านเมืองนั้นครูจำเป็นต้องมีภาวะผู้นำเพื่อการพัฒนาคุณภาพการจัดการศึกษาของโรงเรียน (ชาญชัย อาจิณสมาจาร, 2550 อ้างถึงใน เทพรังสรรค์ จันทรังษี, 2556) การมีภาวะผู้นำไม่ใช่ปัจจัยเพียงอย่างเดียวที่ก่อให้เกิดประสิทธิภาพในการปฏิบัติงานยังมีปัจจัยที่มีอิทธิพลต่อการสร้างคนและการพัฒนาบุคลากรประการสำคัญอีก คือ สิ่งแวดล้อมของความคิดและการทำงานเรื่องสิ่งแวดล้อมความคิดและงานเป็นเรื่องสำคัญมาก เพราะเรื่องนี้มีอิทธิพลต่อการหล่อหลอมกล่อมเกลาและการพัฒนาศักยภาพแห่งตัวตนที่ส่งผลต่อคุณภาพโดยรวมในการพัฒนาบุคลากรและการพัฒนาความสามารถในการทำงานที่เชื่อมระหว่างตัวตนแต่ละคนกับงานที่จะเกิดขึ้นทั้งในปัจจุบันและอนาคต (ศิวพร โปรยานนท์, 2554)

ปัญหาและอุปสรรคในการจัดการศึกษาของศูนย์พัฒนาเด็กเล็ก องค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย จังหวัดขอนแก่น มีอยู่หลายประการ ข้อมูลจากการนิเทศ ติดตามผลการจัดการศึกษาศูนย์พัฒนาเด็กเล็กภายในเขตอำเภอแวงน้อย โดยคณะกรรมการนิเทศติดตามการดำเนินงานระดับอำเภอ ตามมาตรฐานสถานพัฒนาเด็กปฐมวัยแห่งชาติ (ท้องถิ่นอำเภอแวงน้อย , 2564) พบว่ามาตรฐานด้านที่ 1 การบริหารจัดการสถานพัฒนาเด็กปฐมวัย ด้านการบริหารหลักสูตรสถานพัฒนาเด็กปฐมวัย ขาดการวิเคราะห์และประเมินหลักสูตรเพื่อนำไปพัฒนาและปรับปรุงหลักสูตรให้ได้มาตรฐาน หรือจัดประสบการณ์ตรงตามบริบทท้องถิ่นนั้น ๆ หรือตรงตามความต้องการของเด็ก ด้านการบริหารบุคลากรอย่างเป็นระบบ ครูขาดการอบรมหรือการพัฒนาตัวเองอย่างต่อเนื่อง มาตรฐานด้านที่ 2 ครู/ผู้ดูแลเด็กให้การดูแล และจัดประสบการณ์การเรียนรู้และการเล่นเพื่อพัฒนาเด็กปฐมวัยด้านจัดพื้นที่/มุมประสบการณ์การเรียนรู้และการเล่นที่เหมาะสมอย่างหลากหลาย ครูขาดการพัฒนาสื่อการจัดประสบการณ์ด้วยตนเอง หรือนวัตกรรมใหม่ ๆ มาใช้จัดประสบการณ์ ด้านเฝ้าระวังติดตามพัฒนาการเด็กรายบุคคลเป็นระยะเพื่อใช้ผลในการจัดกิจกรรมพัฒนาเด็กทุกคนให้เต็มตามศักยภาพ ครูขาดการสังเกตพฤติกรรมและพัฒนาการของเด็ก และขาดการบันทึกเด็กเป็นรายบุคคลอย่างสม่ำเสมอต่อเนื่องตลอดปี ด้านเฝ้าระวังติดตามการเจริญเติบโตของเด็กเป็นรายบุคคลบันทึกผลภาวะโภชนาการอย่างต่อเนื่อง ครูขาดการติดตามการเจริญเติบโตของเด็กอย่างต่อเนื่องและไม่เป็นระบบ ด้านจัดกิจกรรมและประสบการณ์ ปลูกฝังคุณธรรมให้เด็กใฝ่ดี มีวินัย ซื่อสัตย์ รู้จักสิทธิและหน้าที่รับผิดชอบของพลเมืองดี รักครอบครัว โรงเรียนชุมชนและประเทศชาติด้วยวิธีที่เหมาะสมกับวัยและพัฒนาการเด็กยังขาดในด้านมารยาทต่อสังคม ไม่ค่อยมีระเบียบวินัยเท่าที่ควร และมาตรฐานด้านที่ 3 คุณภาพของเด็กปฐมวัย ด้านเด็กสามารถอดทนรอคอย ควบคุมตนเอง ยับยั้งชั่งใจ ทำตามข้อตกลงคำนึงถึงความรู้สึกของผู้อื่น มีกาลเทศะ ปรับตัวเข้ากับสถานการณ์ใหม่ได้สมวัย ผลปรากฏว่า เด็กมีความอดทนน้อยขาดการรอคอย ขาดการยับยั้งชั่งใจ ไม่รู้กาลเทศะ และปรับตัวเข้ากับสถานการณ์ใหม่ยังไม่ค่อยได้

จากความเป็นมาและความสำคัญของปัญหาดังกล่าว จะพบว่าการจัดการศึกษาเป็นสิ่งที่สำคัญและจำเป็นสำหรับสถานศึกษาและเด็กทุกคน ดังนั้น ครูผู้ที่มีส่วนรับผิดชอบโดยตรงจะต้องมีทักษะที่ดี มีความกระตือรือร้นในการพัฒนาตนเองอย่างมีเป้าหมาย เพื่อปฏิบัติหน้าที่ที่ตนเองรับผิดชอบ และเป็นแบบอย่างที่ดีต่อเด็ก จึงเป็นที่มาและความสำคัญของการศึกษา เรื่อง แนว

ทางการพัฒนาสมรรถนะประจำสายงานของครูผู้ดูแลเด็ก ใช้เป็นเครื่องมือสำหรับผู้บริหาร ในการนำไปพัฒนาวางแผนการบริหารจัดการของครูในด้านต่าง ๆ และเป็นแนวทางในการพัฒนาตนเองในการทำงานของครู เพื่อนำไปสู่ประสิทธิภาพในการปฏิบัติงานที่ดีและพัฒนาสถานศึกษาสู่องค์การตันแบบของสถานศึกษาที่มีคุณภาพ

วัตถุประสงค์การศึกษาค้นคว้า

1. เพื่อศึกษาสภาพปัจจุบันสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น

2. เพื่อศึกษาแนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น

วิธีดำเนินการศึกษาค้นคว้า

ผู้ศึกษาค้นคว้าได้ดำเนินการศึกษาเกี่ยวกับแนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น โดยมีวิธีดำเนินการศึกษาค้นคว้าเป็น 2 ระยะ ดังต่อไปนี้

ระยะที่ 1 การศึกษาสภาพปัจจุบันสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น

ระยะที่ 2 แนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น

ระยะที่ 1 การศึกษาสภาพปัจจุบันสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น

1.1 ประชากร ได้แก่ ผู้อำนวยการกองการศึกษา หรือรักษาราชการแทนผู้อำนวยการกองการศึกษา หัวหน้าศูนย์พัฒนาเด็กเล็ก และครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น จำนวน 52 คน จากศูนย์พัฒนาเด็กเล็ก จำนวน 19 แห่ง ได้แก่ ผู้อำนวยการกองการศึกษาหรือรักษาการในตำแหน่งผู้อำนวยการกองการศึกษา หัวหน้าศูนย์พัฒนาเด็กเล็ก และครู

1.2 กลุ่มตัวอย่าง ได้แก่ ผู้อำนวยการกองการศึกษา หรือรักษาราชการแทนผู้อำนวยการกองการศึกษา หัวหน้าศูนย์พัฒนาเด็กเล็ก และครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น จำนวน 52 คน

1.3 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสอบถาม ผู้ศึกษาค้นคว้าจะดำเนินการสร้างแบบสอบถาม ดังนี้

1) ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องกับสมรรถนะตามสายงานของครู

2) ศึกษาวิธีการสร้างแบบสอบถามและออกแบบสอบถาม

3) สร้างแบบสอบถาม โดยแบบสอบถามแบ่งออกเป็น 2 ตอน ได้แก่ ตอนที่ 1 เป็นข้อมูลทั่วไป จำนวน 2 ข้อคำถาม ลักษณะคำถามเป็นแบบตรวจสอบรายการ (Checklist) ได้แก่ ตำแหน่ง และประสบการณ์ทำงาน ตอนที่ 2 สภาพปัจจุบันสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น จำนวน 28 ข้อคำถาม แบบสอบถามได้แสดงความคิดเห็นเกี่ยวกับสมรรถนะตามสายงานของครู ลักษณะของแบบสอบถามเป็นแบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ตามขั้นตอน ของลิเคิร์ท (Likert) (Best and Kahn. 1993) ดังนี้

1.4 การตรวจสอบคุณภาพเครื่องมือ

1) ผู้ศึกษาค้นคว้านำแบบสอบถามฉบับร่างที่ผู้ศึกษาค้นคว้าสร้างขึ้นนำเสนอกรรมการควบคุมการศึกษาค้นคว้าอิสระ เพื่อตรวจสอบความถูกต้องของสำนวนภาษาและความครอบคลุมเนื้อหาตามนิยามศัพท์ และปรับแก้ตามคำแนะนำของคณะกรรมการควบคุมการศึกษาค้นคว้าอิสระ นำแบบสอบถามฉบับร่างที่ผ่านการพิจารณาจากคณะกรรมการควบคุมการค้นคว้าอิสระ แล้วให้ผู้เชี่ยวชาญพิจารณาให้ความเห็นเกี่ยวกับประเมินความตรงเชิงเนื้อหาด้วยวิธี Content Validity Index (CVI) ผลการประเมินพบว่าแบบสอบถามมีค่าความตรงเชิงเนื้อหาด้วยวิธี Content Validity Index (CVI) ซึ่งได้ค่า I-CVI อยู่ระหว่าง 0.80 - 1.00 ซึ่งถือว่าแบบสอบถามสามารถนำไปใช้ได้

2) จัดทำแบบประเมินฉบับจริงและนำไปเก็บข้อมูลกับกลุ่มตัวอย่างต่อไป

1.5 การเก็บรวบรวมข้อมูล

1) ผู้ศึกษาดำเนินการขอหนังสือเก็บข้อมูลจากบัณฑิตวิทยาลัย คณะศึกษาศาสตร์และศิลปศาสตร์

2) ติดต่อประสานงานกับกลุ่มตัวอย่างเพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล

3) ผู้ศึกษาเก็บข้อมูลโดยวิธีเก็บข้อมูลด้วยวิธีส่งแบบสอบถามออนไลน์

1.6 การจัดกระทำและการวิเคราะห์ข้อมูล

1.6.1 การจัดกระทำข้อมูล ผู้ศึกษาดำเนินการดังต่อไปนี้

1) ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบสอบถาม

2) กำหนดรหัส ให้คะแนน และบันทึกข้อมูลในคอมพิวเตอร์

1.6.2 การวิเคราะห์ข้อมูล

1) แบบสอบถามตอนที่ 1 ข้อมูลทั่วไป ใช้การวิเคราะห์ค่าความถี่ ร้อยละ

2) แบบสอบถามตอนที่ 2 สภาพปัจจุบันสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น ใช้การวิเคราะห์ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

จะให้ค่าน้ำหนักคะแนนของแบบสอบถามความคิดเห็นเกี่ยวกับสภาพปัจจุบัน สมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น ดังนี้

ระดับ 5 หมายถึง สภาพปัจจุบันสมรรถนะตามสายงานของครูฯ อยู่ในระดับมากที่สุด

ระดับ 4 หมายถึง สภาพปัจจุบันสมรรถนะตามสายงานของครูฯ อยู่ในระดับมาก

ระดับ 3 หมายถึง สภาพปัจจุบันสมรรถนะตามสายงานของครูฯ อยู่ในระดับปานกลาง

ระดับ 2 หมายถึง สภาพปัจจุบันสมรรถนะตามสายงานของครูฯ อยู่ในระดับน้อย

ระดับ 1 หมายถึง สภาพปัจจุบันสมรรถนะตามสายงานของครูฯ อยู่ในระดับน้อยที่สุด

1.7 สถิติที่ใช้ในการวิจัย

1) สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ค่าความตรงเชิงเนื้อหา ค่าอำนาจจำแนก และค่าความเชื่อมั่น

2) สถิติพื้นฐาน ได้แก่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ระยะที่ 2 การศึกษาแนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น

1. ประชากรและกลุ่มตัวอย่างเป็นผู้ทรงคุณวุฒิ ได้มาจากการเลือกแบบเจาะจง ได้แก่ ศึกษานิเทศก์ ผู้อำนวยการกองการศึกษา และผู้ที่ศึกษาหรือมีความรู้เกี่ยวกับสมรรถนะตามสายงานของครู จำนวน 5 คน

ขั้นตอนที่ 1 การศึกษาแนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น จากเอกสาร บทความ หรืองานวิจัยที่เกี่ยวข้องกับสมรรถนะตามสายงานของครู

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล เครื่องมือที่ใช้ในการศึกษา ในขั้นตอนนี้
ได้แก่ แบบสัมภาษณ์ ผู้ศึกษาได้ดำเนินการสร้าง แบบสัมภาษณ์ ดังนี้

2.1 ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องกับสมรรถนะตามสายงานของครู

2.2 ศึกษาวิธีการสร้างแบบสัมภาษณ์และออกแบบสัมภาษณ์

2.3 สร้างแบบสัมภาษณ์ โดยผู้ศึกษาสร้างข้อคำถามการสัมภาษณ์ตามกรอบสมรรถนะตามสายงานของครู แบ่งเป็น 2 ตอน คือ ตอนที่ 1 ข้อมูลทั่วไปของผู้ให้สัมภาษณ์ ตอนที่ 2 ข้อมูลในการสัมภาษณ์

การตรวจสอบคุณภาพเครื่องมือ

2.4 ผู้ศึกษานำแบบสัมภาษณ์ฉบับร่างที่ผู้ศึกษาสร้างขึ้นนำเสนอกรรมการควบคุม ค้นคว้าอิสระเพื่อตรวจสอบความถูกต้องของสำนวนภาษาและความครอบคลุมเนื้อหาตามนิยามศัพท์และ ปรับแก้ตามคำแนะนำของคณะกรรมการควบคุมค้นคว้าอิสระ

2.5 นำแบบสัมภาษณ์ฉบับร่างที่ผ่านการพิจารณาจากคณะกรรมการควบคุม ค้นคว้าอิสระแล้ว ให้ผู้เชี่ยวชาญ (ชุดเดิม) พิจารณาให้ความเห็นเกี่ยวกับความสอดคล้องของข้อคำถาม โดยใช้เทคนิค IOC (Index of Item Objective Congruence) คัดเลือกข้อคำถามที่มีดัชนีความ สอดคล้องตั้งแต่ 0.6 ขึ้นไป และใช้เกณฑ์การให้คะแนน ดังนี้

+ 1 หมายถึง สอดคล้องกับนิยามศัพท์เฉพาะที่ระบุไว้

0 หมายถึง ไม่แน่ใจว่าสอดคล้องกับนิยามศัพท์เฉพาะที่ระบุไว้

- 1 หมายถึง ไม่สอดคล้องกับนิยามศัพท์เฉพาะที่ระบุไว้

ผลการประเมินพบว่า แบบสอบถามมีค่าความสอดคล้อง (IOC) 1.00 ซึ่งถือ ว่าแบบสอบถามสามารถนำไปใช้ได้

2.6 ปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญและเสนออาจารย์ที่ปรึกษา เพื่อตรวจสอบความถูกต้องอีกครั้ง และจัดทำแบบสัมภาษณ์ฉบับจริงและนำไปเก็บข้อมูลกับกลุ่ม ผู้ทรงคุณวุฒิต่อไป

ขั้นตอนที่ 2 แนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น

ผู้ศึกษาเสนอแนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น ให้ผู้ทรงคุณวุฒิประเมินความสอดคล้อง เหมาะสม ความเป็นไปได้แนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น

ผู้ทรงคุณวุฒิมีคุณสมบัติตามเกณฑ์ที่กำหนด ดังนี้ 1) จบการศึกษาทางด้านการบริหารการศึกษาระดับปริญญาโทหรือปริญญา เอก หรือเป็นผู้มีประสบการณ์ทางการสอนในสถาบันอุดมศึกษา และดำรงตำแหน่งทางการบริหาร หรือ 2) เป็นผู้ทรงคุณวุฒิและมีประสบการณ์ด้านการบริหารการศึกษาในตำแหน่งผู้บริหารสถานศึกษาขั้นพื้นฐาน หรือ 3) เป็นผู้มีความเชี่ยวชาญด้านหลักสูตรและการสอนระดับกระทรวงศึกษาธิการ ระดับสำนักงานเขตพื้นที่การศึกษา ระดับสถานศึกษาขั้นพื้นฐาน หรือ 4) เป็นผู้ที่ส่วนเกี่ยวข้องโดยตรง

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล เครื่องมือที่ใช้ในการวิจัยในขั้นตอนนี้ ได้แก่ แบบประเมิน ผู้ศึกษาได้ดำเนินการสร้าง แบบประเมิน ดังนี้

2.1 ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องกับสมรรถนะตามสายงาน

2.2 ศึกษาวิธีการสร้างแบบประเมินและออกแบบประเมิน

2.3 สร้างแบบประเมิน โดยผู้ศึกษาสร้างข้อคำถามการประเมินตามกรอบแนวคิด สมรรถนะตามสายงาน

2.4 ผู้ศึกษานำแบบประเมินที่ผู้ศึกษาสร้างขึ้นนำเสนอกรรมการควบคุมค้นคว้าอิสระ เพื่อตรวจสอบความถูกต้องของสำนวนภาษาและความครอบคลุมเนื้อหาตามนิยามศัพท์และปรับแก้ตามคำแนะนำของคณะกรรมการควบคุมค้นคว้าอิสระ

2.5 จัดทำแบบประเมินฉบับจริงและนำไปเก็บข้อมูลกับกลุ่มผู้ทรงคุณวุฒิต่อไป

3. การเก็บรวบรวมข้อมูล

3.1 ผู้ศึกษาดำเนินการขอหนังสือเก็บข้อมูลจากทางบัณฑิตวิทยาลัย คณะศึกษาศาสตร์และศิลปศาสตร์

3.2 ติดต่อประสานงานกับผู้ทรงคุณวุฒิเพื่อขอความอนุเคราะห์ในการประเมินแนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่นในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น

3.3 ผู้ศึกษาเก็บข้อมูลโดยวิธีเก็บข้อมูลด้วยตนเอง

4. การจัดกระทำและการวิเคราะห์ข้อมูล

4.1 การจัดกระทำข้อมูล ผู้ศึกษาดำเนินการ ดังต่อไปนี้

4.1.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบประเมิน

4.1.2 กำหนดรหัส ให้คะแนน และบันทึกข้อมูลในคอมพิวเตอร์

4.2 การวิเคราะห์ข้อมูล ใช้การวิเคราะห์ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ให้ค่าน้ำหนักคะแนนของแบบประเมินความคิดเห็นเกี่ยวกับความเหมาะสม และประโยชน์ ดังนี้

ระดับ 5 หมายถึง สภาพปัจจุบัน อยู่ในระดับมากที่สุด

ระดับ 4 หมายถึง สภาพปัจจุบัน อยู่ในระดับมาก

ระดับ 3 หมายถึง สภาพปัจจุบัน อยู่ในระดับปานกลาง

ระดับ 2 หมายถึง สภาพปัจจุบัน อยู่ในระดับน้อย

ระดับ 1 หมายถึง สภาพปัจจุบัน อยู่ในระดับน้อยที่สุด

5. สถิติที่ใช้ในการศึกษาค้นคว้า ได้แก่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการศึกษาค้นคว้า

การศึกษาค้นคว้าเรื่อง แนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น สามารถสรุปผลตามความมุ่งหมายของการศึกษาค้นคว้าได้ดังนี้

1. การศึกษาสภาพปัจจุบันสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น โดยรวมอยู่ในระดับปานกลาง

2. การศึกษาแนวทางการพัฒนาสมรรถนะตามสายงานของครูศูนย์พัฒนาเด็กเล็ก สังกัดองค์กรปกครองส่วนท้องถิ่น ในเขตอำเภอแวงน้อย และอำเภอแวงใหญ่ จังหวัดขอนแก่น ผู้ทรงคุณวุฒิให้แนวทางการพัฒนาด้านต่าง ๆ ดังนี้

1) การออกแบบการเรียนรู้ ครูควรได้รับการฝึกอบรมจากหน่วยงานต่าง ๆ ที่เกี่ยวกับการพัฒนาครูรวมถึงตัวเด็ก และควรมีการนิเทศติดตามจากหน่วยงานต้นสังกัดอย่างสม่ำเสมอ มีระบบประกันคุณภาพการศึกษาอย่างเป็นระบบ

2) การพัฒนาผู้เรียน ควรมีหลักสูตร หรือมีแผนจัดประสบการณ์ที่สอดแทรกในเรื่องคุณธรรม จริยธรรมให้กับเด็กทุกวัน และควรใส่ใจให้การดูแลช่วยเหลือเด็กเป็นรายบุคคลโดยเท่าเทียมกัน

3) การบริหารการจัดชั้นเรียน ควรมีการสนับสนุนงบประมาณในการจัดหาเครื่องมือเพื่อนำมาพัฒนาเด็กจากหน่วยงานต้นสังกัดอย่างเพียงพอต่อความต้องการทุกด้าน เช่น สื่อการเรียนการสอนที่ทันสมัย ปลอดภัย และมีสภาพแวดล้อมที่เอื้อต่อการเรียนรู้ และครูควรประเมินการกำกับดูแลชั้นเรียน แล้วนำผลการประเมินไปใช้ในการปรับปรุงและพัฒนาอย่างสม่ำเสมอ

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ควรมีการนิเทศติดตามจากหน่วยงานต้นสังกัดอย่างสม่ำเสมอ

1.2 ควรจัดประสบการณ์ที่สอดแทรกในเรื่องคุณธรรม จริยธรรมให้กับเด็กทุกวัน

1.3 ควรมีการสนับสนุนงบประมาณในการจัดหาเครื่องมือเพื่อนำมาพัฒนาเด็กจากหน่วยงานต้นสังกัดอย่างเพียงพอต่อความต้องการทุกด้าน

2. ข้อเสนอแนะการศึกษาค้นคว้าครั้งต่อไป

2.1 ควรเพิ่มจำนวนประชากร หรือกลุ่มตัวอย่างมากขึ้น

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แนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

Guidelines for teacher development in learning management in the 21st century, Educational Quality Development Center 2, Khon Kaen Primary Education Service Area Office 3

สุธิดา ปราบ ณ ศักดิ์ Suthida Prabnasak[1]
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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบัน การจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 2) ศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เพื่อ นำไปเสนอต่อผู้บริหารและผู้เกี่ยวข้องกับการบริหารงานด้านการจัดการเรียนรู้ในโรงเรียนต่อไป การศึกษาแบ่งออกเป็น 2 ระยะ คือ ระยะที่ 1 กลุ่มตัวอย่างที่ใช้ในการศึกษา ได้แก่ ผู้บริหารสถานศึกษาและครู จำนวน 73 คน เครื่องมือที่ใช้ ได้แก่ แบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ระยะที่ 2 โดยการสัมภาษณ์ ผู้ทรงคุณวุฒิ จำนวน 5 คน เครื่องมือที่ใช้ ได้แก่ แบบสัมภาษณ์แบบกึ่งโครงสร้าง สถิติที่ใช้ ได้แก่ การวิเคราะห์เนื้อหา และประเมินความเหมาะสมและความเป็นไปได้ โดยผู้เชี่ยวชาญ จำนวน 5 คน เครื่องมือที่ใช้ ได้แก่ แบบประเมิน สถิติที่ใช้ ได้แก่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการศึกษา พบว่า 1) สภาพปัจจุบันการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยภาพรวมอยู่ในระดับปานกลาง และ 2) แนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 มีผลการประเมินความเหมาะสมอยู่ในระดับมากที่สุด และผลการประเมินความเป็นไปได้อยู่ในระดับมาก

คำสำคัญ : แนวทางการพัฒนาครู, การจัดการเรียนรู้ในศตวรรษที่ 21

Abstract

The objectives of this study were 1) to study the current situation. Learning management in the 21st century, Educational Quality Development Center 2 under the Khon Kaen Primary Educational Service Area Office 3, and 2) to study guidelines for teacher development in learning management in the 21st century. Education Quality Development Center 2 under the Office of Khon Kaen Primary Educational Service Area 3 to present to the administrators and those involved in the management of learning management in the school. The study was divided into two phases: Phase 1: The sample group used in the study consisted of 73 school administrators and teachers. The tools used were questionnaires, 5-level estimation scale, statistics used. including the assessment form, the statistics used were the mean and the standard deviation. The results of the study revealed that 1) the current situation of teacher development in the 21st century learning management at the Educational Quality Development Center 2 under the Office of Khon Kaen Primary

Educational Service Area 3 was generally at a moderate level; Teacher development in learning management in the 21st century, Educational Quality Development Center 2, under the Office of Khon Kaen Primary Educational Service Area Office 3, had the highest suitability assessment results. and the feasibility assessment results were at a high level.

Keywords: Guidelines for teacher development, learning management in the 21st century

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บทนำ

พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ.2542 และที่แก้ไขเพิ่มเติม(ฉบับที่ 2) พ.ศ. 2545 ได้กำหนดจุดมุ่งหมายของการจัดการศึกษาไว้ว่า ต้องเป็นไปเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ ทั้งร่างกาย จิตใจ สติปัญญา ความรู้และคุณธรรม จริยธรรมและมีวัฒนธรรมในการดำรงชีวิต สามารถ อยู่ร่วมกับผู้อื่นได้อย่างมิความสุข การจัดกระบวนการเรียนรู้ต้องมุ่งปลูกฝังจิตสำนึกที่ถูกต้องเกี่ยวกับประชาธิปไตยอันมีพระมหากษัตริย์ทรงเป็นประมุข มีความภาคภูมิใจในความเป็นไทย รู้จักรักษาผลประโยชน์ส่วนรวมและของประเทศชาติ ส่งเสริมศาสนา ศิลปะ วัฒนธรรมของชาติ ตลอดจนอนุรักษ์ทรัพยากรธรรมชาติและสิ่งแวดล้อม มีความสามารถในการประกอบอาชีพ รู้จักพึ่งตนเอง มีความคิด ริเริ่มสร้างสรรค์ ใฝ่รู้และเรียนรู้ด้วยตัวเองอย่างต่อเนื่อง โดยยึดหลักการศึกษา ดังนี้ 1) เป็นการศึกษาตลอดชีวิตสำหรับประชาชน 2) ให้สังคมมีส่วนร่วมในการจัดการศึกษา 3) การพัฒนาสาระและกระบวนการเรียนรู้ให้เป็นไปอย่างต่อเนื่อง (กระทรวงศึกษาธิการ, 2545) แผนพัฒนาการเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 12 (พ.ศ.2560-2564) ได้ให้ความสำคัญกับการพัฒนาประเทศโดยยึดหลักปรัชญาของเศรษฐกิจพอเพียง ยึดคนเป็นศูนย์กลางของการพัฒนา โดยมุ่งเน้นการพัฒนาคนให้มีความเป็นคนที่สมบูรณ์ สังคมไทยเป็นสังคมคุณภาพ พัฒนาคนให้มีวินัยใฝ่รู้และเรียนรู้ได้ด้วยตนเอง พัฒนาตนเองได้ต่อเนื่องตลอดชีวิต มีความรู้ มีทักษะ มีความคิดสร้างสรรค์ มีทัศนคติที่ดี รับผิดชอบต่อสังคม มีจริยธรรมและคุณธรรม มีจิตสาธารณะและทำประโยชน์ต่อส่วนรวม (สำนักงานคณะกรรมการพัฒนาเศรษฐกิจและสังคมแห่งชาติ, 2545) ในส่วนของแผนพัฒนาการศึกษาของกระทรวงศึกษาธิการ ฉบับที่ 12 (พ.ศ.2560-2564) ได้กำหนดเป้าหมายหลัก คือ 1) คุณภาพการศึกษาของไทยดีขึ้น คนไทยมีคุณธรรม จริยธรรม มีภูมิคุ้มกันต่อการเปลี่ยนแปลงและการพัฒนาประเทศในอนาคต 2) กำลังคนได้รับการผลิตและพัฒนาเพื่อเสริมสร้างศักยภาพการแข่งขันของประเทศ 3) มีองค์ความรู้ เทคโนโลยี นวัตกรรม สนับสนุนการพัฒนาประเทศอย่างยั่งยืน 4) คนไทยได้รับโอกาสในการเรียนรู้อย่างต่อเนื่องตลอดชีพ 5) ระบบบริหารจัดการการศึกษามิประสิทธิภาพตามหลักธรรมาภิบาล โดยการมีส่วนร่วมจากทุกภาคส่วน (สำนักงานปลัดกระทรวงศึกษาธิการ กระทรวงศึกษาธิการ, 2545)

สำหรับโรงเรียนในศูนย์พัฒนาคุณภาพการศึกษาที่ 2 อำเภอพล จังหวัดขอนแก่น สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 จากผลการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O-NET) ในปีการศึกษา 2563 ในระดับชั้นประถมศึกษาปีที่ 6 ผลปรากฏว่านักเรียนมีคะแนนทดสอบเฉลี่ย 4 สาระ ได้คะแนนเฉลี่ย 43.08 ซึ่งนักเรียนทำคะแนนได้คะแนนต่ำกว่า ค่าเป้าหมาย คือ 50 คะแนน (สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3, 2564) จากการสอบถามครูในศูนย์พัฒนาคุณภาพการศึกษาที่ 2 อำเภอพล จังหวัดขอนแก่น สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 และจากการสังเกตพบว่านักเรียนส่วนใหญ่ขาดทักษะในการคิดอย่างเป็นระบบ คิดสร้างสรรค์ และการตัดสินใจแก้ปัญหา รวมทั้งการประเมินการคิดวิเคราะห์ การคิดอย่างมีวิจารณญาณ ทักษะด้านการสร้างสรรค์และนวัตกรรมซึ่งเป็นทักษะที่สำคัญของการเรียนรู้ในศตวรรษที่ 21 จากคะแนนเฉลี่ยผลการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน (O-NET) และการขาดทักษะที่สำคัญของการเรียนรู้ในศตวรรษที่ 21 ของนักเรียนเป็นผลสะท้อนถึงคุณภาพของโรงเรียน โดยเฉพาะการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21

ผู้ศึกษาในฐานะครูในศูนย์พัฒนาคุณภาพการศึกษาที่ 2 อำเภอพล จังหวัดขอนแก่น สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ได้ตระหนักเห็นความสำคัญของการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 จึงมีความสนใจที่จะศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 อำเภอพล จังหวัดขอนแก่น สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 อันจะส่งผลต่อการพัฒนาความรู้ ความสามารถ นำไปสู่ผลการทดสอบทางการศึกษาระดับชาติขั้นพื้นฐาน(O-NET) ครูสามารถพัฒนาคุณภาพของนักเรียนให้มีคุณภาพ มีความรู้ ทักษะในการจัดการเรียนรู้ มีเจตคติที่ดีต่อการเรียนรู้ และเพื่อใช้เป็นเครื่องมือสำหรับผู้บริหารในการนำไปพัฒนา วางแผนการบริหาร และเป็นแนวทางในการพัฒนาครูด้านการจัดการเรียนรู้ให้ก้าวทันในศตวรรษที่ 21 ในศูนย์พัฒนาคุณภาพการศึกษา ที่ 2 เพื่อนำไปสู่ประสิทธิภาพในการปฏิบัติงานที่ดีและพัฒนาสถานศึกษาให้มีคุณภาพต่อไป

วัตถุประสงค์การศึกษาค้นคว้า

1. เพื่อศึกษาสภาพปัจจุบัน การจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

2. เพื่อศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เพื่อนำไปเสนอต่อผู้บริหารและผู้เกี่ยวข้องกับการบริหารงานด้านการจัดการเรียนรู้ในโรงเรียนต่อไป

วิธีดำเนินการศึกษาค้นคว้า

ผู้ศึกษาค้นคว้าได้ดำเนินการศึกษาเกี่ยวกับแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยมีวิธีดำเนินการศึกษาค้นคว้าเป็น 2 ระยะ ดังต่อไปนี้

ระยะที่ 1 การศึกษาสภาพปัจจุบัน การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

ระยะที่ 2 แนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

ระยะที่ 1 การศึกษาสภาพปัจจุบัน การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

1. ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

1.1 ประชากรที่ใช้ในการศึกษา

ประชากรที่ใช้ในการศึกษาครั้งนี้ คือ ผู้บริหารสถานศึกษาและครูของศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ปีการศึกษา 2564 จำนวน 9 โรง รวมทั้งสิ้น 90 คน ประกอบด้วย ผู้บริหารสถานศึกษา จำนวน 9 คน และครู จำนวน 81 คน ทั้งนี้ไม่รวมผู้ศึกษาค้นคว้า

1.2 กลุ่มตัวอย่างที่ใช้ในการศึกษา

กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ คือ ผู้บริหารสถานศึกษาและครูของศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ปีการศึกษา 2564 จำนวน 9 โรง รวมทั้งสิ้น 90 คน โดยมีขั้นตอนดังนี้ กำหนดกลุ่มตัวอย่าง โดยใช้ตาราง Krejcie & Morgan (1970) ได้กลุ่มตัวอย่าง 73 คน โดยผู้ศึกษาเน้นกลุ่มผู้บริหารสถานศึกษาโดยกำหนดจำนวนทั้งหมดมาเป็นกลุ่มตัวอย่าง ได้แก่ ผู้บริหารสถานศึกษา จำนวน 9 คน ส่วนครู จำนวน 64 คน

2. ขอบเขตด้านเนื้อหา

สภาพปัจจุบัน การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยศึกษาใน 6 ด้าน ได้แก่ การจัดการเรียนรู้โดยเน้นการคิดวิเคราะห์ การจัดการเรียนรู้โดยเน้นให้ผู้เรียนได้ลงมือปฏิบัติจริง การจัดการเรียนรู้โดยการจัดบรรยากาศให้เอื้อต่อการเรียนรู้ การจัดการเรียนรู้โดยเน้นส่งเสริมให้ผู้เรียนได้เรียนรู้ด้วยตนเอง การจัดการเรียนรู้โดยใช้สื่อและเทคโนโลยี การจัดการเรียนรู้โดยมีการวัดและประเมินผลตามสภาพจริง

3. ระยะเวลาในการศึกษาค้นคว้า

วันที่ 1 มิถุนายน พ.ศ. 2565 - วันที่ 30 กรกฎาคม พ.ศ. 2565

4. เครื่องมือที่ใช้ในการศึกษาค้นคว้า

4.1 ลักษณะของเครื่องมือ

เครื่องมือที่ใช้ในการศึกษาค้นคว้าเป็นแบบสอบถาม แบ่งออกเป็น 2 ตอน ได้แก่

ตอนที่ 1 เป็นข้อมูลทั่วไป จำนวน 5 ข้อคำถาม ลักษณะคำถามเป็นแบบตรวจสอบรายการ (Checklist) ได้แก่ เพศ อายุ ระดับการศึกษา ตำแหน่ง ประสบการณ์ทำงาน ตอนที่ 2 สภาพปัจจุบันการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 จำนวน 39 ข้อคำถาม แบบสอบถามได้แสดงความคิดเห็นเกี่ยวกับความต้องการการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษ ที่ 21 ลักษณะของแบบสอบถามเป็นแบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ของ Likert (1976) โดยกำหนดเกณฑ์ระดับคะแนนเป็น 5 ระดับ ดังนี้

ระดับ 5 หมายถึง	สภาพปัจจุบันของการพัฒนาครูฯ	อยู่ในระดับมากที่สุด
ระดับ 4 หมายถึง	สภาพปัจจุบันของการพัฒนาครูฯ	อยู่ในระดับมาก
ระดับ 3 หมายถึง	สภาพปัจจุบันของการพัฒนาครูฯ	อยู่ในระดับปานกลาง
ระดับ 2 หมายถึง	สภาพปัจจุบันของการพัฒนาครูฯ	อยู่ในระดับน้อย
ระดับ 1 หมายถึง	สภาพปัจจุบันของการพัฒนาครูฯ	อยู่ในระดับน้อยที่สุด

4.2 การสร้างและการหาคุณภาพเครื่องมือ

4.2.1 ศึกษาวิธีการสร้างแบบสอบถามแบบมาตราส่วนประมาณค่า (Rating Scale) และศึกษาองค์ประกอบและตัวชี้วัดการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

4.2.2 ร่างแบบสอบถามของการศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

4.2.3 นำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาการศึกษาค้นคว้าอิสระตรวจสอบความถูกต้องและปรับปรุงตามคำแนะนำของอาจารย์ที่ปรึกษา

4.2.4 การตรวจสอบคุณภาพของแบบสอบถาม ผู้ศึกษาค้นคว้านำแบบสอบถามฉบับร่างที่ผู้ศึกษาค้นคว้าสร้างขึ้นนำเสนอกรรมการควบคุมการศึกษาค้นคว้าอิสระ เพื่อตรวจสอบความถูกต้องของสำนวนภาษาและความครอบคลุมเนื้อหาตามนิยามศัพท์และ ปรับแก้ตามคำแนะนำของคณะกรรมการควบคุมการศึกษาค้นคว้าอิสระ นำแบบสอบถามฉบับร่างที่ผ่านการพิจารณาจากคณะกรรมการควบคุมการค้นคว้าอิสระ แล้วให้ผู้เชี่ยวชาญพิจารณาให้ความเห็นเกี่ยวกับประเมินความตรงเชิงเนื้อหาด้วยวิธี Content Validity Index (CVI) ผู้เชี่ยวชาญ จำนวน 3 คน

4.2.5 จัดทำแบบสอบถามฉบับสมบูรณ์และนำไปเก็บข้อมูลจากกลุ่มตัวอย่าง

5. การดำเนินงาน

5.1 ดำเนินการขอหนังสือราชการในการขอความอนุเคราะห์เก็บข้อมูลจากคณะศึกษาศาสตร์และศิลปศาสตร์ วิทยาลัยบัณฑิตเอเชีย ถึงผู้อำนวยการโรงเรียนในศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

5.2 ติดต่อประสานงานกับทางสถานศึกษาในศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลกับกลุ่มเป้าหมายที่ศึกษา

5.3 ผู้วิจัยเก็บข้อมูลโดยวิธีเก็บข้อมูลด้วยวิธีส่งแบบสอบถามออนไลน์

6. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

6.1 การจัดกระทำข้อมูล ผู้ศึกษาค้นคว้าดำเนินการดังนี้

6.1.1 ตรวจสอบความถูกต้องครบถ้วนสมบูรณ์ของแบบสอบถาม

6.1.2 กำหนดรหัส ให้คะแนนและบันทึกข้อมูลในคอมพิวเตอร์

6.2 การวิเคราะห์ข้อมูล

6.2.1 วิเคราะห์ข้อมูลโดยใช้คอมพิวเตอร์ ดังต่อไปนี้

1) แบบสอบถามตอนที่ 1 ข้อมูลทั่วไป ใช้การวิเคราะห์ค่าความถี่ ร้อยละ

2) แบบสอบถามตอนที่ 2 สภาพปัจจุบันการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ใช้การวิเคราะห์ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน จะให้ค่าน้ำหนักคะแนนของแบบสอบถามความคิดเห็นเกี่ยวกับสภาพปัจจุบัน การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ดังนี้

ระดับ 5 หมายถึง สภาพปัจจุบันการพัฒนาครูฯ อยู่ในระดับมากที่สุด

ระดับ 4 หมายถึง สภาพปัจจุบันการพัฒนาครูฯ อยู่ในระดับมาก

ระดับ 3 หมายถึง สภาพปัจจุบันการพัฒนาครูฯ อยู่ในระดับปานกลาง

ระดับ 2 หมายถึง สภาพปัจจุบันการพัฒนาครูฯ อยู่ในระดับน้อย

ระดับ 1 หมายถึง สภาพปัจจุบันการพัฒนาครูฯ ในระดับน้อยที่สุด

7. สถิติและการวิเคราะห์ข้อมูล

7.1 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ ได้แก่

1) สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ ค่าความตรงเชิงเนื้อหา (CVI)

2) สถิติพื้นฐาน ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ระยะที่ 2 แนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

ขั้นตอนที่ 1 การศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

1. แหล่งข้อมูล

ผลสรุปการวิเคราะห์ข้อมูลจากระยะที่ 1 การศึกษาสภาพปัจจุบันการพัฒนาการบริหารงานวิชาการของสถานศึกษาในศตวรรษที่ 21 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 และผลการสัมภาษณ์ผู้ทรงคุณวุฒิ จำนวน 5 คน

2. ขอบเขตผู้ทรงคุณวุฒิ

กลุ่มเป้าหมายที่ศึกษาในการวิจัยครั้งนี้ คือ ผู้ทรงคุณวุฒิ จำนวน 5 คน ดังนี้

กลุ่ม 1 ศึกษานิเทศก์ จำนวน 2 คน

กลุ่ม 2 ผู้บริหารสถานศึกษา จำนวน 2 คน

กลุ่ม 3 ครู จำนวน 1 คน

3. ขอบเขตด้านเนื้อหา

ผลการสัมภาษณ์แนวทางการพัฒนาการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

4. ระยะเวลาในการศึกษาค้นคว้า

วันที่ 1 สิงหาคม พ.ศ. 2565 – วันที่ 30 กันยายน พ.ศ. 2565

5. เครื่องมือที่ใช้ในการศึกษาค้นคว้า

5.1 ลักษณะของเครื่องมือ

แบบสัมภาษณ์แบบกึ่งโครงสร้าง (Semi-structured Interview) 1 ฉบับ

5.2 การสร้างและการหาคุณภาพเครื่องมือ

5.2.1 ผู้ศึกษาค้นคว้าสร้างแบบสัมภาษณ์กึ่งโครงสร้างเกี่ยวกับแนวทางการพัฒนาการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21

5.2.2 ผู้ศึกษาค้นคว้านำแบบสัมภาษณ์กึ่งโครงสร้าง เสนอต่ออาจารย์ที่ปรึกษาการศึกษาค้นคว้าอิสระ แล้วนำคำแนะนำมาปรับปรุงแบบสัมภาษณ์กึ่งโครงสร้างให้เหมาะสม

6. การเก็บรวบรวมข้อมูล

สัมภาษณ์ผู้ทรงคุณวุฒิ จำนวน 5 คน ใช้แบบสัมภาษณ์แบบกึ่งโครงสร้าง (Semi-structured Interview) ผู้ศึกษาดำเนินการสัมภาษณ์ด้วยตนเอง

7. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

7.1 การจัดกระทำข้อมูล วิเคราะห์และสังเคราะห์ผลการสัมภาษณ์ผู้ทรงคุณวุฒิ

7.2 การวิเคราะห์ข้อมูล ใช้การวิเคราะห์ข้อมูลเชิงคุณภาพ

8. สถิติที่ใช้ในการศึกษาค้นคว้า

เทคนิคการวิเคราะห์ข้อมูลเชิงคุณภาพ คือการวิเคราะห์เนื้อหา

ขั้นตอนที่ 2 การประเมินแนวทางการพัฒนาการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

1. ขอบเขตผู้เชี่ยวชาญ

ผู้เชี่ยวชาญในการประเมินแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 จำนวน 5 คน

2. เครื่องมือที่ใช้ในการศึกษาค้นคว้า

2.1 ลักษณะของเครื่องมือ

แบบประเมินแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21ศูนย์พัฒนาคุณภาพการศึกษาที่

2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ซึ่งเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ โดยการประเมินความเหมาะสมและความเป็นไปได้

2.2 การสร้างและการหาคุณภาพเครื่องมือ

2.2.1 ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องกับการประเมินแนวทาง

2.2.2 กำหนดประเด็นสำคัญที่จะประเมิน นำมาเขียนข้อคำถามให้ครอบคลุมทุกประเด็น

2.2.3 นำร่างแบบประเมินแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เสนออาจารย์ที่ปรึกษาการศึกษาค้นคว้าอิสระ แล้วนำคำแนะนำมาปรับปรุงแบบประเมินแนวทาง

2.2.4 จัดทำแบบประเมินแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ฉบับสมบูรณ์

3. การเก็บรวบรวมข้อมูล

3.1 ดำเนินการขอหนังสือราชการในการขอความอนุเคราะห์เก็บข้อมูลจากคณะศึกษาศาสตร์ฯ วิทยาลัยบัณฑิตเอเชีย ถึงผู้เชี่ยวชาญ

3.2 ติดต่อประสานงานกับผู้เชี่ยวชาญ เพื่อขอความอนุเคราะห์ในการประเมินแนวทาง

3.3 ดำเนินการเก็บรวบรวมข้อมูลด้วยตนเอง

4. การจัดการทำข้อมูลและการวิเคราะห์ข้อมูล

4.1 การจัดการทำข้อมูล

4.1.1 ตรวจสอบความถูกต้องครบถ้วนสมบูรณ์ของแบบประเมินแนวทางที่ได้รับ

4.1.2 บันทึกข้อมูลเพื่อนำไปวิเคราะห์ข้อมูลด้วยวิธีการทางสถิติ

4.2 การวิเคราะห์ข้อมูล

วิเคราะห์ข้อมูลด้วยวิธีการทางสถิติ โดยการหาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน

5. สถิติที่ใช้ในการศึกษาค้นคว้า

สถิติพื้นฐาน ได้แก่ ความถี่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการศึกษาค้นคว้า

1. การศึกษาสภาพปัจจุบัน การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

1.1 สภาพปัจจุบันการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยภาพรวมอยู่ในระดับปานกลาง

1.2 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยเน้นการคิดวิเคราะห์ อยู่ในระดับปานกลาง

1.3 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยเน้นให้ผู้เรียนได้ลงมือปฏิบัติจริง อยู่ในระดับมาก

1.4 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยการจัดบรรยากาศให้เอื้อต่อการเรียนรู้ อยู่ในระดับมาก

1.5 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยเน้นส่งเสริมให้ผู้เรียนได้เรียนรู้ด้วยตนเอง อยู่ในระดับมาก

1.6 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยใช้สื่อและเทคโนโลยี อยู่ในระดับปานกลาง

1.7 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยมีการวัดและประเมินผลตามสภาพจริง อยู่ในระดับปานกลาง

2. การศึกษาแนวทางการพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 ศูนย์พัฒนาคุณภาพการศึกษาที่ 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 มีผลการประเมินความเหมาะสมโดยรวมอยู่ในระดับมากที่สุด และผลการประเมินความเป็นไปได้โดยรวมอยู่ในระดับมาก โดยมีแนวทางการพัฒนาครูด้านการจัดการในศตวรรษที่ 21 รายละเอียดดังนี้

2.1 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 โดยเน้นการคิดวิเคราะห์มีแนวทางการพัฒนา คือ ควรส่งเสริมให้ครูจัดการเรียนรู้ที่ส่งเสริมการทำโครงงานหรือโครงการ โดยบูรณาการร่วมกันในหลายกลุ่มสาระ เป็นการจัดการเรียนรู้แบบทีมพัฒนา และมีการ PLC ร่วมกันอย่างสม่ำเสมอ เพื่อให้มีการพัฒนากระบวนการจัดการเรียนรู้และสามารถประเมินการคิดวิเคราะห์ของผู้เรียนได้

2.2 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 โดยเน้นให้ผู้เรียนได้ลงมือปฏิบัติจริง มีแนวทางการพัฒนา คือ ควรส่งเสริมให้ครูได้ศึกษานวัตกรรมการจัดการเรียนรู้เชิงรุก (Active Learning) เน้นให้ผู้เรียนลงมือทำงานกลุ่มและสร้างสรรค์ผลงานร่วมกัน โดยมีครูเป็นผู้สนับสนุนแหล่งเรียนรู้ สื่อ อุปกรณ์ และคอยให้คำแนะนำ

2.3 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 โดยการจัดบรรยากาศให้เอื้อต่อการเรียนรู้ มีแนวทางการพัฒนา คือ กระตุ้นให้ครูตระหนักถึงบทบาทของครูในการจัดบรรยากาศเชิงบวกที่เอื้อต่อการเรียนรู้ของผู้เรียน กระตุ้นให้ผู้เรียนเห็นคุณค่าและมีทัศนคติที่ดีต่อการเรียน กระตุ้นให้ผู้เรียนมีความกระตือรือร้น จัดสถานการณ์ให้ผู้เรียนมีความสนใจใฝ่เรียนรู้

2.4 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 โดยเน้นส่งเสริมให้ผู้เรียนได้เรียนรู้ด้วยตนเอง มีแนวทางการพัฒนา คือ สถานศึกษาเน้นส่งเสริมให้ผู้เรียนได้เรียนรู้ด้วยตนเอง ส่งเสริมครูให้รู้จักวางแผนร่วมกันเพื่อแก้ปัญหานักเรียนโดยวิเคราะห์นักเรียนเป็นรายบุคคล แบ่งกลุ่มนักเรียนให้ง่ายต่อการพัฒนาการเรียนรู้ตามความแตกต่างของแต่ละบุคคล ฝึกทักษะการทำงานเป็นทีมเรียนรู้แบบกลุ่ม ร่วมมือกันหาวิธีการแก้ปัญหา ทำงานร่วมกัน มีผู้นำ ผู้ตาม ยอมรับความคิดเห็นซึ่งกันและกัน

2.5 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 โดยใช้สื่อและเทคโนโลยีมีแนวทางการพัฒนา คือ ควรมีการพัฒนาบุคลากรในสถานศึกษาเกี่ยวกับการพัฒนาสื่อ นวัตกรรม และเทคโนโลยีทางการศึกษา สร้างความตระหนัก ความรู้ ความเข้าใจ ส่งเสริมการจัดอบรมเชิงปฏิบัติ หาแหล่งเรียนรู้เพื่อกระตุ้นให้ครูใช้สื่อและเทคโนโลยีในการจัดการเรียนรู้มากขึ้น เพื่อพัฒนาตนเองในวิชาชีพอย่างต่อเนื่อง ควรมีการประเมินผล ติดตามการใช้สื่อ นวัตกรรม และเทคโนโลยี ในการจัดการศึกษาในรูปแบบการนิเทศชั้นเรียน

2.6 การพัฒนาครูด้านการจัดการเรียนรู้ในศตวรรษที่ 21 โดยวัดและประเมินผลตามสภาพจริง มีแนวทางการพัฒนา คือ ครูทุกคนต้องสร้างเครื่องมือเพื่อวัดประเมินผลนักเรียนตามสภาพจริง เป็นรายบุคคล สร้างความสมดุลในการประเมินผลเชิงคุณภาพ เน้นการนำประโยชน์ของผลสะท้อนจากการปฏิบัติของผู้เรียนมาปรับปรุงแก้ไขงาน ใช้เทคโนโลยีเพื่อยกระดับการทดสอบวัดและประเมินผลให้เกิดประสิทธิภาพสูงสุด สร้างและพัฒนาระบบแฟ้มสะสมงาน ให้นักเรียนได้รู้จักเก็บงานอย่างมีระบบระเบียบ

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 ผู้บริหารสถานศึกษาควรมีการนิเทศภายในอย่างสม่ำเสมอ

1.2 ผู้บริหารสถานศึกษาควรจัดอบรมเกี่ยวกับการพัฒนาคุณภาพการศึกษาด้วยกระบวนการ PLC

1.3 ผู้บริหารสถานศึกษาควรมีการประเมินผล ติดตามการใช้สื่อและเทคโนโลยีอยู่เป็นระยะเพื่อปรับปรุงให้ทันสมัย

1.4 สถานศึกษาควรศึกษาและประยุกต์ใช้แนวทางการจัดการเรียนรู้ในศตวรรษที่ 21 สำหรับสถานศึกษา ให้เข้ากับบริบทของสถานศึกษาแต่ละแห่ง โดยเฉพาะอย่างยิ่งในสถานศึกษาขนาดเล็กที่มีบุคลากรและทรัพยากรที่จำกัด การดำเนินการตามแนวทางดังกล่าวอาจต้องมีการสร้างเครือข่ายการดำเนินงานเพื่อแลกเปลี่ยนเรียนรู้ ทั้งในด้านบุคลากรและด้านทรัพยากร เพื่อให้การดำเนินการจัดการเรียนรู้ในศตวรรษที่ 21 เกิดประสิทธิผลมากยิ่งขึ้น

2. ข้อเสนอแนะการศึกษาค้นคว้าครั้งต่อไป

2.1 ควรศึกษาเกี่ยวกับปัจจัยที่ส่งผลต่อความสำเร็จในการดำเนินการจัดการเรียนรู้ใน ศตวรรษที่ 21 ในสถานศึกษา เพื่อเป็นแนวทางในการพัฒนาการจัดการเรียนรู้ในศตวรรษที่ 21 ให้ดียิ่งขึ้น

2.2 ควรศึกษาเกี่ยวกับบทบาทของผู้บริหารสถานศึกษาในการพัฒนากระบวนการจัดการเรียนรู้ในศตวรรษที่ 21

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แนวทางการพัฒนาการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

Guidelines of Internal Supervision Development of Schools' Administrators in Wiang Ruea Khum Consortium under the Secondary Educational Service Area Office Khonkaen

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บทคัดย่อ

การศึกษาค้นคว้าอิสระครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ในการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น และ 2)ศึกษาแนวทางการพัฒนาการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ประชากรที่ใช้ในการศึกษาครั้งนี้คือ ผู้บริหารและครูในโรงเรียนสหวิทยาเขตเวียงเรือคำ กลุ่มตัวอย่าง ได้แก่ ผู้บริหารโรงเรียนจำนวน 19 คน ครูผู้สอนจำนวน 186 คน รวมทั้งสิ้น 205 คน ขนาดของกลุ่มตัวอย่างได้มาโดยการเทียบตารางสำเร็จรูปคำนวณหาขนาดของกลุ่มตัวอย่างของ Krejcie and Morgan และทำการสุ่มตัวอย่างอย่างง่าย (Simple Random Sampling) ในการศึกษาครั้งนี้ได้แบ่งเป็น 2 ระยะ ระยะที่ 1 คือระยะการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการดำเนินการนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ เครื่องมือที่ใช้ในการศึกษาค้นคว้า คือแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และดัชนีความต้องการจำเป็น ($PNI_{Modified}$) ระยะที่ 2 คือระยะการศึกษาแนวทางการพัฒนาการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ เครื่องมือที่ใช้ในการศึกษาได้แก่ แบบสัมภาษณ์กึ่งโครงสร้าง แบบประเมินความเหมาะสมและความเป็นไปได้ของร่างแนวทางการพัฒนาการดำเนินงานนิเทศภายใน ผลการศึกษาค้นคว้า พบว่า 1) สภาพปัจจุบันของการดำเนินงานนิเทศภายในโดยภาพรวมอยู่ในระดับมาก มีค่าเฉลี่ยเท่ากับ 3.69 และสภาพที่พึงประสงค์ของการดำเนินงานนิเทศภานในอยู่ในระดับมากที่สุด มีค่าเฉลี่ยเท่ากับ 4.82 2) ลำดับความต้องการจำเป็นในการพัฒนาแนวทางการดำเนินงานนิเทศ เป็นดังนี้ 1) ด้านการประเมินผลและรายงานผลการนิเทศ 2) ด้านการสร้างสื่อ เครื่องมือ และพัฒนาวิธีการ 3) ด้านการศึกษาสภาพปัจจุบัน ปัญหาและความต้องการพัฒนา 4) ด้านการปฏิบัติการนิเทศการศึกษา 5) ด้านการวางแผนและการกำหนดทางเลือก 2. แนวทางการพัฒนาการดำเนินงานนิเทศภายในของผู้บริหารมีผลการประเมินความเหมาะสมโดยภาพรวมอยู่ในระดับมากที่สุด มีค่าเฉลี่ยเท่ากับ 4.68 และความเป็นไปได้โดยภาพรวมอยู่ในระดับมากที่สุด มีค่าเฉลี่ยเท่ากับ 4.58

คำสำคัญ แนวทางการพัฒนาการดำเนินงานนิเทศภายใน การดำเนินงานนิเทศภายในโรงเรียน ผู้บริหารโรงเรียน

Abstract

The present study aimed 1) to investigate the current situations, desirable situations of internal supervision of school administrators in Wiang Ruea Khum consortium under the secondary educational service area office Khonkaen, 2) to investigate the guidelines of internal supervision of school administrators in Wiang Ruea Khum consortium under the secondary educational service area office Khonkaen. The population consisted of school administrators and teachers in Wiang Ruea Khum consortium. The sample was 205 comprised of 19 school administrators and 186 teachers who were selected by using the Krejcie and Morgan method and simple random sampling. The study was divided into 2 phases; phase 1 was the investigation related to current situations desirable situations of internal supervision of school administrators, the instrument used was a questionnaire, and data were analyzed using frequency, mean, percentage, and standard deviation. Phase 2 was the investigation related to guidelines of internal supervision of schools' administrators, the instruments used were a semi-structured interview form; and the evaluation form of feasibility and suitability of the guidelines.

The results of the study revealed that

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1. The current situations of internal supervision overall rated in more level which a mean was 3.69 and the desirable situations of internal supervision overall rated at the most level which a mean was 4.82. the priority needs are revealed as follows; 1) supervision evaluation and report, 2) material and method design, 3) studying of current situations and needs, 4) supervision processes, and 5) planning respectively.

2. The guidelines of internal supervision of school administrators overall rated suitability at the most level ($\overline{X}$ = 4.68), and feasibility was also at the most level ($\overline{X}$ = 4.58).

Keywords: Guidelines of Internal Supervision, Supervision Process, School Administrator

บทนำ

ในสถานการณ์ปัจจุบันโลกมีการเปลี่ยนแปลงไปอย่างรวดเร็ว ก้าวเข้าสู่สังคมฐานความรู้ที่อาศัยความรู้ด้านวิทยาศาสตร์ เทคโนโลยีและนวัตกรรม จึงทำให้เกิดการแข่งขันด้านเศรษฐกิจ การค้า เทคโนโลยี การท่องเที่ยว ฯลฯ ประเทศต่าง ๆ กำลังเร่งพัฒนานวัตกรรม และนำมาเป็นอาวุธสำคัญในการต่อสู้เพื่อใช้ในการยกระดับคุณภาพชีวิตของประชาชน แต่ในขณะเดียวกันประเทศไทยได้ประสบปัญหาในหลายด้าน เช่น คุณภาพคนไทยยังอยู่ในระดับต่ำ แรงงานส่วนใหญ่มีปัญหาทั้งในเรื่ององค์ความรู้ ทักษะ และทัศนคติ สังคมขาดคุณภาพและมีความเหลื่อมล้ำสูงที่เป็นอุปสรรคต่อการยกระดับศักยภาพการพัฒนา ทำให้ประเทศไทยเห็นความสำคัญในการที่จะเร่งพัฒนาบ้านเมือง โดยเฉพาะอย่างยิ่งการพัฒนาทุนมนุษย์จากการยกระดับคุณภาพการศึกษา การเรียนรู้ การพัฒนาทักษะ และยกระดับคุณภาพบริการสาธารณสุขให้ทั่วถึงในทุกพื้นที่ พร้อมทั้งต้องส่งเสริมบทบาทสถาบันทางสังคมในการกล่อมเกลาสร้างคนดี มีวินัย มีค่านิยมที่ดีและมีความรับผิดชอบต่อสังคม ให้พร้อมกับการเปลี่ยนแปลงในศตวรรษที่ 21 ประเทศไทยจึงได้กำหนดแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติฉบับที่ 12 (สำนักงานปลัดกระทรวงศึกษาธิการ, 2559) ซึ่งเป็นการแปลงยุทธศาสตร์ชาติ ระยะ 20 ปี สู่การปฏิบัติอย่างเป็นรูปธรรม เพื่อเตรียมความพร้อม และวางรากฐานในการยกระดับประเทศไทยให้เป็นประเทศที่พัฒนาแล้ว มีความมั่นคง มั่งคั่ง ยั่งยืน ด้วยการพัฒนาตามปรัชญาของเศรษฐกิจพอเพียง การนิเทศภายในสถานศึกษาเป็นกระบวนการพัฒนาคุณภาพการศึกษาที่สำคัญยิ่ง เพราะเป็นการส่งเสริมคุณภาพการเรียนการสอนโดยกระบวนการนิเทศภายในสถานศึกษา เพื่อให้บุคลากรในสถานศึกษาได้ร่วมมือกันในการปรับปรุงพัฒนาคุณภาพของการเรียนการสอน จึงทำให้การนิเทศการสอนเป็นกระบวนการหนึ่งที่มีเป้าหมายเพื่อปรับปรุงและเพื่อพัฒนาคุณภาพการศึกษาและคุณภาพการสอนของครู รวมทั้งพัฒนาครูให้มีความรู้ความสามารถในการจัดการเรียนการสอนตามหลักสูตรได้ อย่างมีประสิทธิภาพ ส่งผลต่อคุณภาพการศึกษาของผู้เรียน (วัชรา เล่าเรียนดี, 2554) โดยการนิเทศภายในโรงเรียนจะประสบความสำเร็จตามจุดหมายที่วางไว้หรือไม่ ขึ้นอยู่กับขั้นตอนการดำเนินการนิเทศภายในเป็นสำคัญ ผู้บริหาร ผู้นิเทศ ผู้ได้รับการนิเทศ และบุคคลที่เกี่ยวข้องต้องเห็นความสำคัญของกระบวนการนิเทศการศึกษาในโรงเรียน และต้องมีความรู้ในด้านการนิเทศการศึกษา ต้องมีการกำหนดขั้นตอนการนิเทศอย่างชัดเจน และมีแบบแผน มีขั้นตอนมีแนวทางการดำเนินงานที่เป็นระบบ ที่สำคัญต้องมีความต่อเนื่อง และมีหลายแนวทางในการพัฒนาระบบการนิเทศ เพราะจะช่วยให้สามารถพัฒนาคุณภาพการศึกษาอย่างแท้จริง

การดำเนินงานนิเทศภายในโรงเรียน จะมีผู้นิเทศเป็นผู้ให้คำปรึกษา แนะนำและช่วยเหลือครูเพื่อให้การสอนดีขึ้น ซึ่งบุคลากรทางการศึกษาทุกคนจะต้องตระหนักในความสำคัญในการเรียนรู้ และทำความเข้าใจงานที่เป็นภารกิจทางการนิเทศการศึกษาภายในว่าต้องทำเรื่องใดบ้าง ควรมีเจตคติที่ดี และสนับสนุนให้มีการนิเทศการศึกษาในโรงเรียน ตลอดจนติดตามประเมินผลทั้งระบบ ทำให้โรงเรียนเกิดการพัฒนาบุคลากร พัฒนางานโรงเรียน มีแรงจูงใจในการทำงาน มีการเปลี่ยนแปลงพฤติกรรมของครู ครูต้องตระหนักทั้งคุณค่าความสำคัญของตนเอง สามารถคิด ลงมือทำเองและพัฒนาตนเองอยู่เสมอ มุ่งพัฒนาวิชาชีพครูไปให้ถึงจุดมุ่งหมาย (สมาน ศรีเครือ, 2550) ดังนั้น การนิเทศภายในโรงเรียนจึงต้องอาศัยปฏิสัมพันธ์ระหว่างบุคคล ซึ่งบางครั้งอาจทำให้เกิดความขัดแย้งระหว่างผู้นิเทศ และผู้รับการนิเทศ เนื่องจากอาจจะมีความคิดเห็นที่ไม่ตรงกัน และผู้รับการนิเทศอาจเกิดทัศนคติในทางลบว่าการนิเทศคือการจ้องจับผิด จึงทำให้เกิดปัญหาอื่น ๆ เกิดขึ้นในองค์กร เช่น ความขัดแย้ง ความสัมพันธ์ของคนในองค์กร เป็นต้น และเพื่อปัญหาที่เกิดขึ้น ผู้บริหารบางท่านจึงลดความสำคัญของกระบวนการนิเทศการศึกษาการศึกษาในโรงเรียนจนทำให้ไม่มีการนิเทศเกิดขึ้น ซึ่งจากการสำรวจงานวิจัยพบว่า ยังมีอีกหลายโรงเรียนเกิดปัญหาต่าง ๆ ในการนิเทศภายในโรงเรียน ซึ่งปัญหาของการนิเทศภายในเพื่อกำกับติดตาม การจัดการเรียนการสอนของครูโดยสามารถแบ่งได้เป็น 2 ประเด็นได้แก่ 1) ปัญหาที่เกี่ยวข้องกับบุคลากร พบว่า ผู้บริหาร ครูและผู้นิเทศยังขาดความรู้ ความเชี่ยวชาญ และประสบการณ์ที่จะนิเทศการศึกษา 2) ปัญหาที่เกี่ยวข้องกับการดำเนินงาน พบว่าสถานศึกษาบางแห่งยังขาดการวางแผนการนิเทศ หรือ ไม่ปฏิบัติตามแผนที่กำหนด ขาดความต่อเนื่อง พร้อมทั้งไม่มีการประเมินผลการนิเทศ เมื่อเป็นเช่นนั้น ทำให้การดำเนินไม่ครบทุกขั้นตอน การนิเทศภายในสถานศึกษาจึงไม่มีประสิทธิภาพ เมื่อเกิดปัญหาเหล่านี้จะส่งผลในเรื่องของการพัฒนาการเรียนการสอนของครู ส่งผลต่อประสิทธิภาพและประสิทธิผลของผู้เรียนและคุณภาพการจัดการศึกษา รวมถึงการดำเนินการนิเทศการศึกษาในโรงเรียนสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

จังหวัดขอนแก่น ก็พบปัญหา คือ ยังขาดบุคลากรที่มีคุณภาพมาทำงานในด้านนี้โดยตรง บุคลากรยังขาดประสบการณ์ในการทำงาน ซึ่งถือเป็นปัจจัยสำคัญที่ส่งผลต่อการดำเนินงานนิเทศภายในโรงเรียน กล่าวคือ ไม่สามารถดำเนินการนิเทศการศึกษาในสถานศึกษาได้อย่างมีประสิทธิภาพ

จากที่กล่าวมาข้างต้น ผู้ศึกษาจึงตระหนักถึงความสำคัญการศึกษาแนวทางการพัฒนาการดำเนินงานนิเทศภายในโรงเรียนของผู้บริหารในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เพื่อศึกษาความต้องการจำเป็นสภาพปัจจุบันและสภาพที่พึงประสงค์ของการดำเนินงานนิเทศ การนิเทศมีขั้นตอนใดเกิดปัญหาและควรปรับปรุง และนำผลจากการศึกษามาพัฒนาเป็นแนวทางในการพัฒนาการดำเนินงานนิเทศภายในในโรงเรียนสหวิทยาเขตเวียงเรือคำ ผลการวิจัยจะนำไปใช้ประโยชน์ และพัฒนาการนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ให้มีประสิทธิภาพ พัฒนาศักยภาพของครู ส่งผลให้ผู้เรียนมีผลสัมฤทธิ์ทางการเรียนที่ดี มีคุณลักษณะอันพึงประสงค์ มีสมรรถนะในการเรียนรู้ ที่สอดคล้องกับจุดมุ่งหมายของการจัดการศึกษา และประสบความสำเร็จในการบริหารการศึกษาต่อไป

วัตถุประสงค์การวิจัย

1 เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ในการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

2 เพื่อศึกษาแนวทางการพัฒนาการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

วิธีการดำเนินการวิจัย

ระยะที่ 1 การศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้าได้แก่ ผู้บริหารโรงเรียน จำนวน 19 คน ครูผู้สอนจำนวน 186 คน รวมทั้งสิ้น 205 คน ขนาดของกลุ่มตัวอย่างได้มาโดยการเทียบตารางสำเร็จรูปคำนวณหาขนาดของกลุ่มตัวอย่างของ Krejcie and Morgan และทำการสุ่มตัวอย่างอย่างง่าย (Simple Random Sampling) เครื่องมือที่ใช้ในการศึกษาค้นคว้าอิสระเป็นแบบสอบถามแบ่งออกเป็น 2 ตอน ได้แก่ ตอนที่ 1 แบบสอบถามแบบตรวจสอบรายการ (Check list) เป็นการสอบถามข้อมูลสถานภาพทั่วไปของผู้ตอบแบบสอบถาม ได้แก่ สถานที่ทำงาน ตำแหน่งงานปัจจุบัน อายุการทำงานของผู้ตอบแบบสอบถาม ตอนที่ 2 แบบสอบถามแบบมาตราส่วนประมาณค่า (Rating Scale) สอบถามเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการดำเนินการนิเทศภายในของผู้บริหารโรงเรียนในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยจำแนกข้อคำถามเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ ได้แก่ ดัชนีความสอดคล้อง ค่าอำนาจจำแนก ค่าความเชื่อมั่นทั้งฉบับโดยใช้ค่าสัมประสิทธิ์แอลฟาของครอนบาค สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ดัชนีความต้องการจำเป็น ($PNI_{Modified}$)

ระยะที่ 2 ศึกษาแนวทางการพัฒนาการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เครื่องมือที่ใช้ในการศึกษาค้นคว้าคือ แบบสัมภาษณ์แบบกึ่งโครงสร้าง (Semi-structured Interview) แบบประเมินความเหมาะสมและความเป็นไปได้ของร่างแนวทาง โดยผู้ศึกษาได้ไปสัมภาษณ์เพื่อเก็บข้อมูลจากผู้ทรงคุณวุฒิจำนวน 5 คน ด้วยตนเอง จากนั้นนำมาเขียนเป็นร่างแนวทางเพื่อประเมินความเหมาะสมและความเป็นไปได้ของร่างแนวทาง วิเคราะห์ข้อมูลด้วยวิธีทางสถิติ โดยการหาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน

สรุปผลการศึกษาค้นคว้า

ผลการศึกษาค้นคว้าอิสระเรื่อง แนวทางการพัฒนาการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น สามารถสรุปตามวัตถุประสงค์ดังนี้

1. การศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ในการดำเนินการนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

1.1 สภาพปัจจุบันของการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมอยู่ในระดับมาก เมื่อพิจารณารายขั้นตอนโดยเรียงจากค่าเฉลี่ยจากมากไปน้อย ดังนี้ ขั้นตอนการวางแผนและการกำหนดทางเลือกมีค่าเฉลี่ยเท่ากับ 4.73 ขั้นตอนการปฏิบัติการนิเทศการศึกษามีค่าเฉลี่ยเท่ากับ 4.18 ขั้นตอนการประเมินผลและรายงานผลการนิเทศมีค่าเฉลี่ยเท่ากับ 3.19 ขั้นตอนการสร้างสื่อ เครื่องมือ และพัฒนาวิธีการ มีค่าเฉลี่ย 3.16 และขั้นตอนที่ปฏิบัติน้อยที่สุดคือ การศึกษาสภาพปัจจุบัน ปัญหาและความต้องการพัฒนา มีค่าเฉลี่ยเท่ากับ 3.14

1.2 สภาพที่พึงประสงค์ของการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมอยู่ในระดับมากที่สุด มีค่าเฉลี่ยเท่ากับ 4.82 เมื่อพิจารณารายขั้นตอน พบว่า สภาพที่พึงประสงค์ของการปฏิบัติงานแต่ละขั้นตอนอยู่ในระดับมากที่สุดทุกขั้นตอน โดยเรียงลำดับจากค่าเฉลี่ยจากมากไปน้อย ดังนี้ ขั้นตอนการประเมินผลและรายงานผลการนิเทศ มีค่าเฉลี่ยเท่ากับ 4.91 ขั้นตอนการปฏิบัติการนิเทศการศึกษามีค่าเฉลี่ยเท่ากับ 4.18 ขั้นตอนการวางแผนและการกำหนดทางเลือกมีค่าเฉลี่ยเท่ากับ 4.73 ขั้นตอนการสร้างสื่อ เครื่องมือ และพัฒนาวิธีการมีค่าเฉลี่ยเท่ากับ 3.16 และด้านที่มีสภาพที่พึงประสงค์ของการปฏิบัติงานน้อยที่สุดคือ การศึกษาสภาพปัจจุบัน ปัญหาและความต้องการพัฒนามีค่าเฉลี่ยเท่ากับ 3.14

1.3 ลำดับความต้องการจำเป็นการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เมื่อพิจารณารายด้านโดยเรียงลำดับความต้องการจำเป็นจากมากไปน้อย ดังนี้ 1) ด้านการประเมินผลและรายงานผลการนิเทศ 2) ด้านการสร้างสื่อ เครื่องมือ และพัฒนาวิธีการ 3) ด้านการศึกษาสภาพปัจจุบัน ปัญหาและความต้องการพัฒนา 4) ด้านการปฏิบัติการนิเทศการศึกษา 5) ด้านการวางแผนและการกำหนดทางเลือก

2. การศึกษาแนวทางการพัฒนาการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น มีผลการประเมินความเหมาะสมโดยภาพรวมอยู่ในระดับมากที่สุด มีค่าเฉลี่ยเท่ากับ 4.68 และมีผลการประเมินความเป็นไปได้โดยภาพรวมอยู่ในระดับมากที่สุดมีค่าเฉลี่ยเท่ากับ 4.58 โดยมีแนวทางการพัฒนาพัฒนาการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียน ตามรายละเอียดต่อไปนี้

2.1 แนวทางการปฏิบัติในขั้นตอนด้านการศึกษาสภาพปัจจุบัน ปัญหา และความต้องการ

1) ควรมีการกำหนดแนวทางกระบวนการสร้างเครื่องมือและการเก็บข้อมูล 2) ควรมีการรวบรวมข้อมูล สภาพปัญหา บริบทของโรงเรียน แล้วสรุปเป็นข้อมูลสารสนเทศ 3) วิเคราะห์ข้อมูล กำหนดเป้าหมายของการนิเทศภายใน และสร้างเครื่องมือการนิเทศ ให้สอดคล้องตามเป้าหมาย 4) ควรมีคณะกรรมการเพื่อวิเคราะห์ ปรับปรุงเครื่องมือการนิเทศให้เป็นที่ยอมรับ และสามารถนำไปใช้ในโรงเรียนได้ โดยเครื่องมือที่สร้างขึ้น ควรมีการนำไปทดลองใช้ (Try Out) เพื่อตรวจสอบคุณภาพของเครื่องมือก่อนที่จะนำไปใช้ 5) ควรมีการจัดให้มีโครงการรองรับการดำเนินงานในแผนปฏิบัติประจำปี 6) มีการเก็บรวมรวบข้อมูล วิเคราะห์ข้อมูลโดยครูที่ปรึกษา ครูผู้สอนแต่ละรายวิชา มอบหมายงานที่รับผิดชอบ แต่งตั้งคณะกรรมการรวบรวมผลการวิเคราะห์ข้อมูล และสรุปผลการนิเทศภายใน เพื่อนำไปพัฒนากระบวนการการนิเทศภายในให้มีประสิทธิภาพต่อไป

2.2 แนวทางการปฏิบัติในขั้นตอนด้านการวางแผนและการกำหนดทางเลือก

1) ควรมีการประสานงานไปยังศึกษานิเทศก์ประจำสหวิทยาเขตเวียงเรือคำ เพื่อกำหนดทางเลือกในการจัดทำคู่มือประกอบการนิเทศภายในสถานศึกษา 2) แต่งตั้งคณะกรรมการจัดทำคู่มือในการปฏิบัติงานนิเทศ เพื่อให้ครูได้เข้าใจแนวปฏิบัติร่วมกัน 3) ในการจัดทำคู่มือการนิเทศภายในควรมีการร่างเครื่องมือแล้วนำเสนอร่างเครื่องมือการนิเทศต่อคณะบริหารหลักสูตร เพื่อปรับปรุงแก้ไขให้มีประสิทธิภาพจึงจะสามารถเผยแพร่และนำไปใช้ได้ 4) การจัดทำแผนหรือคู่มือนิเทศภายใน ดำเนินการในรูปแบบโครงการโดยผู้รับผิดชอบงานที่ได้รับมอบหมาย 5) ผู้รับผิดชอบงานนิเทศภายใน สำรวจความต้องการของครูผ่านกลุ่มสาระการเรียนรู้ แล้วนำข้อมูลมาวางแผนการดำเนินงานนิเทศ 6) วิเคราะห์นโยบายการขับเคลื่อนคุณภาพการศึกษาแล้วนำนโยบายสู่การปฏิบัติ 7) ประเมินความต้องการจำเป็นในการพัฒนา วิเคราะห์จุดเด่น จุดด้อย เพื่อกำหนดจุดที่ควรพัฒนา หาแนวทางเลือกพัฒนาดำเนินงานนิเทศ ประเมินผลและปรับปรุงแก้ไข จากนั้นเผยแพร่และขยายผลต่อไป

1.3 ด้านการสร้างสื่อ เครื่องมือ และพัฒนาวิธีการ

1) มีการสร้างคณะกรรมการการนิเทศภายใน เพื่อให้การดำเนินงานนิเทศมีประสิทธิภาพ 2) กำหนดวัตถุประสงค์เป้าหมาย การนิเทศภายในให้มีความชัดเจน 3) ออกแบบเครื่องมือ ให้สอดคล้องตามวัตถุประสงค์ แล้วนำเครื่องมือเสนอต่อคณะบริหารเพื่อไปวิเคราะห์และปรับปรุงแก้ไข ตามคำแนะนำ 4) ศึกษาเอกสาร ตัวอย่างเครื่องมือที่ใช้ในการนิเทศ จากหลายๆ แหล่งข้อมูล แล้วให้คณะกรรมการดำเนินงานนิเทศวิเคราะห์ เพื่อสังเคราะห์ออกมาเป็นเครื่องมือนิเทศภายใน 5) มีการประชุมเพื่อชี้แจงให้คณะครูได้ทราบถึงวัตถุประสงค์ และเป้าหมายที่คาดหวังในการสร้างเครื่องมือนิเทศ พร้อมทั้งเปิดโอกาสให้คณะครูได้มีส่วนร่วมในการแสดงความคิดเห็นอย่างเต็มที่ 6) ควรมีการรับฟังข้อ คิดเห็น ข้อมูลสารสนเทศ สภาพความต้องการจากคณะครู ผู้เรียน เพื่อนำไปสร้างเครื่องมือนิเทศ 7) ควรมีการร่วมกันวิเคราะห์ ออกแบบ การสร้างเครื่องมือนิเทศ ด้วยกระบวนการ PLC ทั้งระดับผู้บริหาร ระดับกลุ่มสาระการเรียนรู้ และระดับครูผู้สอน

1.4 ด้านการปฏิบัติการนิเทศการศึกษา

1) ประชุมชี้แจงครูและบุคลากรในโรงเรียน ให้รับทราบและทำความเข้าใจเกี่ยวกับกระบวนการนิเทศ และเป้าหมายการพัฒนางานนิเทศภายใน เพื่อให้มีแนวปฏิบัติเป็นไปในทิศทางเดียวกัน 2) สร้างปฏิทินการดำเนินงาน และดำเนินงานตามปฏิทินที่วางไว้ เพื่อให้การนิเทศดำเนินงานเป็นไปตามกรอบเวลาที่วางไว้ แต่ก็สามารถปรับแก้ไขหรือยืดหยุ่นได้ตามความเหมาะสม 3) ใช้วิธี

กำกับ ติดตาม เป็นระยะ ๆ ว่ามีปัญหาหรืออุปสรรคอย่างไร มีการพูดคุย สอบถาม เพื่อให้ได้ข้อมูลมาแก้ไขปัญหาต่อไป 4) ควรจัดให้มีการสะท้อนผลด้วยการสอบถามความพึงพอใจ ข้อเสนอแนะเพื่อพัฒนาการนิเทศในครั้งต่อไป 5) คณะบริหารควรมีการรับฟังความคิดเห็นจากครูผู้สอนอย่างจริงใจ และนำข้อมูลมา หารือ หรืออภิปรายกับคณะบริหาร เพื่อหาแนวทางการแก้ไขปัญหาการดำเนินงานนิเทศ 6) คณะบริหารควรมีการประชุม สะท้อนผล (AAR) กับผู้ที่มีส่วนเกี่ยวข้อง

1.5 ด้านการประเมินผลและรายงานผลการนิเทศ

1) ดำเนินการแต่งตั้งคณะกรรมการประเมินผลการนิเทศ เพื่อประเมินผล และสรุปผลพร้อมนำเสนอข้อเสนอแนะ แล้วจัดทำเป็นข้อมูลสารสนเทศ 2) ควรมีการทบทวนกระบวนการนิเทศภายใน 5 ขั้นตอน เพื่อวางแผนการดำเนินงานนิเทศตามขั้นตอน 3) ควรมีการประเมินประสิทธิภาพขั้นตอนการนิเทศแต่ละขั้นตอน 4) มีการสร้างแรงจูงใจให้คณะครูมีส่วนร่วมในการวางแผนการดำเนินงาน ประเมินผลการนิเทศ พร้อมทั้งกล่าวชื่นชม มอบรางวัล ต่อผู้ที่มีผลการปฏิบัติ ดีเยี่ยม ดีเด่น หรือผู้ที่มีส่วนร่วมในการประเมิน 5) ควรมีการใช้วงจรคุณภาพ Deming cycle (PDCA) มากำกับติดตามในกระบวนการนิเทศการศึกษาภายในโรงเรียน 6) ควรมีการศึกษานโยบาย จุดเน้น ของหน่วยงานต้นสังกัดเพื่อนำมาใช้ในการวางแผนในการกำหนดแนวทางประเมินผลการดำเนินงานนิเทศ 7) ควรมีการประเมินผลการนิเทศภายในแบบ CIPPA Model และแจ้งผลการนิเทศกับผู้มีส่วนร่วม เพื่อนำไปใช้ในการปรับปรุงแก้ไขหรือพัฒนากระบวนการนิเทศภายในต่อไป

อภิปรายผลการศึกษา

1. การศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ของการดำเนินการนิเทศภายในของผู้บริหารโรงเรียนในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น สามารถอภิปรายผลการศึกษาได้ดังนี้

1.1 จากผลการศึกษาสภาพปัจจุบัน พบว่า การดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมอยู่ในระดับมาก ทั้งนี้อาจเป็นเพราะนโยบายของสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานกำหนดให้สถานศึกษาขั้นพื้นฐานในสังกัดทุกแห่ง ดำเนินการนิเทศภายในสถานศึกษา โดยแต่งตั้งคณะกรรมการนิเทศปฏิบัติงาน และให้จัดทำแผนการนิเทศภายในสถานศึกษาทุกแห่ง อีกทั้งผู้บริหารเล็งเห็นความสำคัญในการดำเนินงานกระบวนการนิเทศการศึกษาโรงเรียน มีนโยบายในการพัฒนาความสามารถทางการสอนให้กับครูผู้สอน โดยการนิเทศครู ครูผู้ช่วย ครูอัตราจ้าง ภาคเรียนละ 2 ครั้ง มีการวางแผนและกำหนดแนวทางการนิเทศที่เป็นขั้นตอนชัดเจน แต่การดำเนินงานนิเทศการศึกษาในโรงเรียนสหวิทยาเขตเวียงเรือคำบางโรงเรียนยังมีอุปสรรค คือ ไม่สามารถดำเนินการนิเทศการศึกษาในโรงเรียนได้ครบทุกขั้นตอน เพราะยังขาดบุคลากรที่มีความชำนาญมาทำงานด้านการนิเทศโดยตรง ซึ่งสอดคล้องกับงานวิจัยของ อัมพรกัญ บัวครอง ที่ได้ศึกษาข้อมูล SAR ของสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเขต 2 พบว่า ผู้บริหาร ครู และผู้นิเทศยังขาดความรู้ ความเชี่ยวชาญและประสบการณ์ที่จะนิเทศการศึกษา ตลอดจนยังไม่ให้ความสำคัญกับการนิเทศมากพอ ครู และผู้บริหารมีภาระหน้าที่มากมายจึงทำให้ไม่สนใจเรื่องการนิเทศเท่าที่ควร หรืออาจมีการนิเทศแต่ไม่สม่ำเสมอ

1.2 จากการศึกษาสภาพที่พึงประสงค์ พบว่า การดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าอยู่ในระดับมากที่สุด ทั้งนี้อาจเป็นเพราะว่าผู้บริหารและครูเล็งเห็นว่า ควรมีการพัฒนาการดำเนินงานนิเทศให้เป็นไปตามนโยบายของหน่วยงานต้นสังกัด ซึ่งจะส่งผลไปยังคุณภาพของการศึกษานักเรียน

1.3 ลำดับความต้องการจำเป็นของการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เมื่อพิจารณารายด้านเรียงลำดับความต้องการจำเป็นมากไปหาน้อย ได้แก่ ด้านการประเมินผลและรายงานผลการนิเทศ ด้านการสร้างสื่อ เครื่องมือ และพัฒนาวิธีการด้านการศึกษาสภาพปัจจุบัน ปัญหาและความต้องการพัฒนา ด้านการปฏิบัติการนิเทศการศึกษา ด้านการวางแผนและการกำหนดทางเลือก ตามลำดับ ซึ่งด้านการประเมินผลและรายงานผลการนิเทศมีลำดับความต้องการจำเป็นเป็นอันดับแรก อาจจะเป็นเพราะว่าด้านมีมีความสำคัญเพราะเป็นด้านที่ผู้เกี่ยวข้องกับการดำเนินงานนิเทศต้องประเมินผลเพื่อเป็นข้อมูลสารสนเทศในการปฏิบัติงานครั้งต่อไป

2. ผลการศึกษาแนวทางการพัฒนาการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า มีผลการประเมินความเหมาะสมโดยรวมและรายด้านทุกด้านอยู่ในระดับมากที่สุด และผลการประเมินความเป็นไปได้โดยภาพรวมอยู่ในระดับมากที่สุด เมื่อพิจารณารายข้อ พบว่า ส่วนมากอยู่ในระดับมากที่สุด ทั้งนี้อาจเนื่องมาจากโรงเรียนในสหวิทยาเขตเวียงเรือคำ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น มีเป้าหมายที่จะพัฒนาการดำเนินงานนิเทศภายในให้เกิดประสิทธิภาพตามที่ตั้งเป้าหมายไว้ โดยสามารถอภิปรายผลการศึกษาตามรายละเอียดดังนี้

2.1 แนวทางการปฏิบัติในขั้นตอนด้านการศึกษาสภาพปัจจุบัน ปัญหา และความต้องการ ประเมินความสอดคล้องและความเป็นไปได้ในระดับมากที่สุด โดยมีแนวทางพัฒนาคือ ควรมีการกำหนดแนวทางกระบวนการสร้างเครื่องมือและการเก็บข้อมูล มี

การรวบรวมข้อมูล สภาพปัญหา บริบทของโรงเรียน แล้วสรุปเป็นข้อมูลสารสนเทศ วิเคราะห์ข้อมูล กำหนดเป้าหมายของการนิเทศภายใน และสร้างเครื่องมือการนิเทศ ให้สอดคล้องตามเป้าหมาย มีคณะกรรมการเพื่อวิเคราะห์ ปรับปรุงเครื่องมือการนิเทศให้เป็นที่ยอมรับ และสามารถนำไปใช้ในโรงเรียนได้ โดยเครื่องมือที่สร้างขึ้น ควรมีการนำไปทดลองใช้ (Try Out) เพื่อตรวจสอบคุณภาพของเครื่องมือก่อนที่จะนำไปใช้ มีการจัดให้มีโครงการรองรับการดำเนินงานในแผนปฏิบัติประจำปี มีการเก็บรวมรวบข้อมูล วิเคราะห์ข้อมูล โดยครูที่ปรึกษา ครูผู้สอนแต่ละรายวิชา มอบหมายงานที่รับผิดชอบ แต่งตั้งคณะกรรมการรวบรวมผลการวิเคราะห์ข้อมูล และสรุปผลการนิเทศภายใน เพื่อนำไปพัฒนากระบวนการการนิเทศภายในให้มีประสิทธิภาพต่อไป สอดคล้องกับ จุฬารักษ์ โคตรจักร ที่ได้ทำงานวิจัยแนวทางการพัฒนากระบวนการนิเทศการศึกษาในโรงเรียนภัทรญาณวิทยา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 9 ได้มีแนวทางว่าควรมีการประชุมผู้บริหารและครูทุกคน เพื่อศึกษาสภาพปัญหาการนิเทศของโรงเรียน และความต้องการจากเสียงของนักเรียน ผู้ปกครอง ชุมชนและครูเพื่อวางแผนการดำเนินงาน โดยแต่งตั้งครูนิเทศและกำหนดบทบาทหน้าที่ให้ชัดเจน

2.2 แนวทางการปฏิบัติในขั้นตอนด้านการวางแผนและการกำหนดทางเลือก ประเมินความสอดคล้องและความเป็นไปได้ในระดับมากที่สุด โดยมีแนวทางพัฒนาคือ ควรมีการประสานงานไปยังศึกษานิเทศก์ประจำสหวิทยาเขตเวียงเรือคำ เพื่อกำหนดทางเลือกในการจัดทำคู่มือประกอบการนิเทศภายในสถานศึกษา แต่งตั้งคณะกรรมการจัดทำคู่มือในการปฏิบัติงานนิเทศ เพื่อให้ครูได้เข้าใจแนวปฏิบัติร่วมกัน การจัดทำแผนหรือคู่มือนิเทศภายใน ดำเนินการในรูปแบบโครงการโดยผู้รับผิดชอบงานที่ได้รับมอบหมายผู้รับผิดชอบงานนิเทศภายใน สำรวจความต้องการของครูผ่านกลุ่มสาระการเรียนรู้ แล้วนำข้อมูลมาวางแผนการดำเนินงานนิเทศ วิเคราะห์นโยบายการขับเคลื่อนคุณภาพการศึกษาแล้วนำนโยบายสู่การปฏิบัติ ประเมินความต้องการจำเป็นในการพัฒนา วิเคราะห์จุดเด่น จุดด้อย เพื่อกำหนดจุดที่ควรพัฒนา หาแนวทางเลือกพัฒนาดำเนินงานนิเทศ ประเมินผลและปรับปรุงแก้ไข จากนั้นเผยแพร่และขยายผลต่อไป สอดคล้องกับงานวิจัย อนงค์ จันทร์หอม ได้ทำงานวิจัยเรื่อง กระบวนการนิเทศการศึกษาของโรงเรียนในกลุ่มตำบลยางหัก อำเภอปากท่อ จังหวัดราชบุรี พบว่าแนวทางการนิเทศควรจัดระบบงานที่มีความสำคัญอย่างเหมาะสม สามารถนำไปปฏิบัติได้จริง และควรมีการปรึกษาหารือในการปฏิบัติงาน เพื่อสร้างแนวทางปฏิบัติตามทางเลือกแนวทางการแก้ปัญหาและพัฒนาการปฏิบัติงานร่วมกัน

2.3 ด้านการสร้างสื่อ เครื่องมือ และพัฒนาวิธีการ ประเมินความสอดคล้องและความเป็นไปได้ในระดับมากที่สุด โดยมีแนวทางพัฒนาคือ มีการสร้างคณะกรรมการการนิเทศภายใน เพื่อให้การดำเนินงานนิเทศมีประสิทธิภาพ เพื่อกำหนดวัตถุประสงค์เป้าหมาย การนิเทศภายในให้มีความชัดเจน ออกแบบเครื่องมือ ให้สอดคล้องตามวัตถุประสงค์ แล้วนำเครื่องมือเสนอต่อคณะบริหารเพื่อไปวิเคราะห์และปรับปรุงแก้ไข ตามคำแนะนำศึกษาเอกสาร ตัวอย่างเครื่องมือที่ใช้ในการนิเทศ จากหลายๆ แหล่งข้อมูล แล้วให้คณะกรรมการดำเนินงานนิเทศวิเคราะห์ เพื่อสังเคราะห์ออกมาเป็นเครื่องมือนิเทศภายใน มีการประชุมเพื่อชี้แจงให้คณะครูได้ทราบถึงวัตถุประสงค์ และเป้าหมายที่คาดหวังในการสร้างเครื่องมือนิเทศ พร้อมทั้งเปิดโอกาสให้คณะครูได้มีส่วนร่วมในการแสดงความคิดเห็นอย่างเต็มที่ สอดคล้องกับงานวิจัยของ ฑัณฑิมา พงษ์พรม ได้ศึกษาแนวทางการพัฒนาการนิเทศภายในโรงเรียนของผู้บริหารโรงเรียนสังกัดสำนักงานเขตพื้นทีการศึกษาประถมศึกษาสระแก้ว เขต 2 พบว่า แนวทางการนิเทศด้านการสร้างสื่อ เครื่องมือ และการพัฒนาวิธีการ คือ ผู้บริหารควรเปิดโอกาสให้ครูทุกคนได้แลกเปลี่ยนความคิดเห็นในการพัฒนาสื่อ และรูปแบบการเรียนการสอน รองลงมา คือ ผู้บริหาร ควรจัดให้มีการประชุม สัมมนาให้ความรู้ครูในการผลิต และการใช้สื่อการสอนและผู้บริหาร ควรส่งเสริมให้ครูพัฒนาสื่อการเรียนการสอนให้เหมาะสมกับผู้เรียนในปัจจุบัน

1.4 ด้านการปฏิบัติการนิเทศการศึกษา ประเมินความสอดคล้องและความเป็นไปได้ในระดับมากที่สุด โดยมีแนวทางพัฒนาคือ ประชุมชี้แจงครูและบุคลากรในโรงเรียน ให้รับทราบและทำความเข้าใจเกี่ยวกับกระบวนการนิเทศ และเป้าหมายการพัฒนางานนิเทศภายใน เพื่อให้มีแนวปฏิบัติเป็นไปในทิศทางเดียวกัน สร้างปฏิทินการดำเนินงาน และดำเนินงานตามปฏิทินที่วางไว้ เพื่อให้การนิเทศดำเนินงานเป็นไปตามกรอบเวลาที่วางไว้ แต่ก็สามารถปรับแก้ไขหรือยืดหยุ่นได้ตามความเหมาะสมใช้วิธีกำกับ ติดตาม เป็นระยะ ๆ ว่ามีปัญหาหรืออุปสรรคอย่างไร มีการพูดคุย สอบถาม เพื่อให้ได้ข้อมูลมาแก้ไขปัญหาต่อไป ควรจัดให้มีการสะท้อนผลด้วยการสอบถามความพึงพอใจ ข้อเสนอแนะเพื่อพัฒนาการนิเทศในครั้งต่อไป คณะบริหารควรมีการรับฟังความคิดเห็นจากครูผู้สอนอย่างจริงใจ และนำข้อมูลมา หารือ หรืออภิปรายกับคณะบริหาร เพื่อหาแนวทางการแก้ไขปัญหาการดำเนินงานนิเทศ และคณะบริหารควรมีการประชุมสะท้อนผล (AAR) กับผู้ที่มีส่วนเกี่ยวข้อง สอดคล้องกับงานวิจัยของ ฑัณฑิมา พงษ์พรม ได้ศึกษาแนวทางการพัฒนาการนิเทศภายในโรงเรียนของผู้บริหารโรงเรียน สังกัดสำนักงานเขตพื้นทีการศึกษาประถมศึกษาสระแก้ว เขต 2 พบว่า แนวทางด้านการปฏิบัติการนิเทศ คือ ผู้บริหารควรมีการสร้างขวัญและกำลังใจในการปฏิบัติงานนิเทศภายในรองลงมา คือ ผู้บริหารควรเข้ามามีบทบาทหน้าที่ในการเป็นผู้นิเทศภายในโรงเรียนและผู้บริหารควรประชุมชี้แจงให้บุคลากรทุกคนเข้าใจบทบาทของตัวเอง

1.5 ด้านการประเมินผลและรายงานผลการนิเทศประเมินความสอดคล้องและความเป็นไปได้ในระดับมากที่สุด โดยมีแนวทางพัฒนาคือ ดำเนินการแต่งตั้งคณะกรรมการประเมินผลการนิเทศ เพื่อประเมินผล และสรุปผลพร้อมนำเสนอข้อเสนอแนะ แล้วจัดทำเป็นข้อมูลสารสนเทศ ควรมีการทบทวนกระบวนการนิเทศภายใน 5 ขั้นตอน เพื่อวางแผนการดำเนินงานนิเทศตามขั้นตอน ควรมี

การประเมินประสิทธิภาพขั้นตอนการนิเทศแต่ละขั้นตอน มีการสร้างแรงจูงใจให้คณะครูมีส่วนร่วมในการวางแผนการดำเนินงานประเมินผลการนิเทศ พร้อมทั้งกล่าวชื่นชม มอบรางวัล ต่อผู้ที่มีผลการปฏิบัติ ดีเยี่ยม ดีเด่น หรือผู้ที่มีส่วนร่วมในการประเมิน ควรมีการใช้วงจรคุณภาพ Deming cycle (PDCA) มากำกับติดตามในกระบวนการนิเทศการศึกษาภายในโรงเรียน ควรมีการศึกษานโยบาย จุดเน้น ของหน่วยงานต้นสังกัดเพื่อนำมาใช้ในการวางแผนในการกำหนดแนวทางประเมินผลการดำเนินงานนิเทศ ควรมีการประเมินผลการนิเทศภายในแบบ CIPPA Model และแจ้งผลการนิเทศกับผู้มีส่วนร่วม เพื่อนำไปใช้ในการปรับปรุงแก้ไข หรือพัฒนากระบวนการนิเทศภายในต่อไป สอดคล้องกับงานวิจัยของ อนงค์ จันทร์หอม ที่ได้ทำงานวิจัยเรื่อง กระบวนการนิเทศการศึกษาของโรงเรียนในกลุ่มตำบลยางหัก อำเภอปากท่อ จังหวัดราชบุรี พบว่าแนวทางการนิเทศด้านประเมินผลควรมีการประเมินผลงานจากผู้ที่ได้รับมอบหมายและการจัดกระบวนการเรียนการสอน รวมทั้งทำการนิเทศการศึกษาอย่างต่อเนื่อง และงานวิจัยของ จุฬารักษ์ โคตรจักร พบว่าแนวทางการนิเทศด้านประเมินผลควรมีการกำกับ ติดตาม ประเมินผลการนิเทศอย่างต่อเนื่อง และนำผลที่ได้มาปรับปรุงและพัฒนา

ข้อเสนอแนะของการวิจัย

จากการศึกษาแนวทางการพัฒนาการดำเนินงานนิเทศภายในของผู้บริหารโรงเรียนสหวิทยาเขตเวียงเรือคำสั่งกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผู้ศึกษามีข้อเสนอแนะเพื่อเป็นแนวทางในการปฏิบัติงานของสถานศึกษาให้มีประสิทธิภาพและเป็นแนวทาง ในการศึกษาวิจัยในครั้งต่อไป ดังนี้

1. ข้อเสนอแนะเพื่อการนำไปใช้

1.1 การดำเนินงานนิเทศภายในโรงเรียนยังมีอุปสรรค คือ ด้านเวลา ด้านบุคลากรด้านภาระงานของครู ทำให้ไม่สามารถดำเนินการนิเทศการศึกษาในโรงเรียนได้ครบทุกขั้นตอน เพราะยังขาดบุคลากรที่มีความชำนาญมาทำงานด้านโดยตรง ดังนั้นควรมีการจัดตั้งคณะกรรมการที่ทำงานทางด้านนี้โดยตรง ไม่ต้องมีภาระงานด้านอื่นมาก ประกอบกับฝึกอบรมพัฒนาบุคลากรให้มีความรู้ความสามารถในด้านการนิเทศภายใน

1.2 ควรส่งเสริมและสนับสนุน การพัฒนาความรู้ความสามารถของผู้บริหารโรงเรียน ด้านการนิเทศ เช่น การประเมินสภาพปัญหา การออกแบบวิธีการทำงาน

1.3 ควรมีนโยบายในการดูแลด้านการนิเทศของผู้บริหารโดยเฉพาะ เพราะมีความสำคัญต่อการพัฒนาคุณภาพการสอนของครู อันจะส่งผลตอการพัฒนาความรู้ ทักษะ ความสามารถของผู้เรียน

2. ข้อเสนอแนะในการทำวิจัยครั้งต่อไป

2.1 ควรมีการวิจัยปัจจัยที่ส่งผลต่อกระบวนการนิเทศของผู้บริหารโรงเรียน ขยายในวงกว้างในโรงเรียนในระดับภูมิภาคต่อไป

2.2 ควรศึกษาแนวทางการพัฒนากระบวนการนิเทศของผู้บริหารโรงเรียน โดยใช้การวิจัยเชิงคุณภาพ เพื่อเป็นการศึกษาข้อมูลที่เป็นเชิงลึก และมีความสมบูรณ์ของข้อมูลจากผลการวิจัยมากยิ่งขึ้น

2.3 ควรมีการศึกษาเกี่ยวกับการดำเนินงานนิเทศภายในโรงเรียนที่ส่งผลต่อประสิทธิของการจัดการเรียนการสอน

2.4 ควรมีการศึกษาเกี่ยวกับปัจจัยที่ส่งผลต่อกระบวนการนิเทศภายในโรงเรียนวิทยา

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ความต้องการจำเป็นของคุณลักษณะผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

Needs of Enhancement the Characteristics of School Administrators Sida Quality Network Development Center Under Nakhon Ratchasima Primary Educational Area Service Office 6

ธนเดช ภานุสิทธิ์กุล Thanadet Phanusitkun [1]
อาทิตย์ ฉัตรชัยพลรัตน์ Artit Chutchaipolrut [2]

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบัน และสภาพที่พึงประสงค์ (2) ประเมินความต้องการจำเป็นคุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ผู้บริหารสถานศึกษาและครู 127 คน เครื่องมือที่ใช้ในการศึกษาเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ จำนวน 2 ฉบับ (1) แบบสอบถามสภาพปัจจุบัน มีค่าดัชนีความสอดคล้องระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .56 - .83 และค่าความเชื่อมั่นทั้งฉบับเท่ากับ .98 (2) แบบสอบถามสภาพที่พึงประสงค์ มีค่าดัชนีความสอดคล้องระหว่าง .80 - 1.00 มีค่าอำนาจจำแนกรายข้อระหว่าง .62 - .91 และค่าความเชื่อมั่นทั้งฉบับ เท่ากับ .98 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีการจัดลำดับความสำคัญของความต้องการจำเป็นแบบปรับปรุง (PNI Modified) ผลการศึกษาพบว่า (1) สภาพปัจจุบันคุณลักษณะของผู้บริหารสถานศึกษาโดยรวมอยู่ในระดับมาก และสภาพที่พึงประสงค์คุณลักษณะของผู้บริหารสถานศึกษาโดยรวมอยู่ในระดับมากที่สุด (2) ความต้องการจำเป็นคุณลักษณะของผู้บริหารสถานศึกษาที่มีค่าสูงสุด 3 อันดับแรก ได้แก่ 1) ด้านการสื่อสารและการใช้เทคโนโลยี 2) ด้านความซื่อสัตย์และคุณธรรม และ 3) ด้านการเป็นนักคิดวิเคราะห์และคิดสร้างสรรค์ ตามลำดับ

คำสำคัญ : สภาพปัจจุบัน สภาพที่พึงประสงค์ / ความต้องการจำเป็น / คุณลักษณะของผู้บริหารสถานศึกษา

Abstract

The objectives of this research were: (1) to examine the current situations and the desirable situations, (2) to assess the needs the Characteristics of School Administrators. The samples in this study 127 were school administrators and teachers. The instruments employed in data collection were 2 five-rating scale questionnaires as follows : (1) a current situation questionnaire characteristics of school with the Index of item Congruence (IC) between .80 - 1.00, the discrimination between .56 - .83, and the reliability of .98 and (2) a questionnaire in the desirable situations characteristics of school with the Index of item Congruence (IC) between .80 - 1.00, the discrimination between .56 - .83, and the reliability of .98. The statistics employed in data analysis were percentage, mean, standard deviation, and the modified priority need index (PNI Modified). The results revealed that (1) the current characteristics of School Administrators were at the high level in overall aspect and the desirable Characteristics of School Administrators were at the highest level in overall aspect. (2) The top three highest of need assessment in the Characteristics of School Administrators were 1) communication and technology use, 2) Integrity and integrity and 3) being an analytical and creative thinker.

Keywords: Current Situations / Desirable Situations / Needs / Characteristics of School Administrators

บทนำ

พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ.2542 แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ.2545 และ (ฉบับที่ 3)พ.ศ.2553 ความมุ่งหมายและหลักการในการจัดการศึกษาต้องเป็นไปเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ทั้งร่างกาย จิตใจ สติปัญญาความรู้ และ

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คุณธรรม มีจริยธรรมและวัฒนธรรมในการดำรงชีวิตสามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข ในกระบวนการเรียนรู้ต้องมุ่งปลูกฝังจิตสำนึกที่ถูกต้องเกี่ยวกับการเมืองการปกครองในระบอบประชาธิปไตยอันมีพระมหากษัตริย์ทรงเป็นประมุข รู้จักรักษาและส่งเสริมสิทธิหน้าที่เสรีภาพความเคารพกฎหมาย ความเสมอภาค และศักดิ์ศรีความเป็นมนุษย์มีความภาคภูมิใจในความเป็นไทย รู้จักรักษาผลประโยชน์ส่วนรวมและของประเทศชาติ รวมทั้งส่งเสริมศาสนา ศิลปะ วัฒนธรรมของชาติ การกีฬา ภูมิปัญญาท้องถิ่น ภูมิปัญญาไทย และความรู้อันเป็นสากลตลอดจนอนุรักษ์ทรัพยากรธรรมชาติและสิ่งแวดล้อม มีความสามารถในการประกอบอาชีพ รู้จักพึ่งตนเอง มีความรีเริ่มสร้างสรรค์ ใฝ่รู้และเรียนรู้ด้วยตนเองอย่างต่อเนื่อง (กระทรวงศึกษาธิการ.2553)

การบริหารสถานศึกษา คือ งานในหน้าที่ของผู้บริหารสถานศึกษาโดยตรง ซึ่งจำแนกเป็นหมวดหมู่แตกต่างกันออกไปตามลักษณะงาน ตามโครงสร้างของการจัดองค์กร ตามระบบการศึกษาและตามแนวคิดของนักบริหารการศึกษาแต่ละคน บทบาทหน้าที่ของผู้บริหารสถานศึกษาที่สำคัญต้องใช้ความเป็นหัวหน้าในการใช้อำนาจและตำแหน่งที่มีในการบริหารจัดการให้การศึกษาของสถานศึกษาได้บรรลุเป้าหมาย ทั้งนี้ ผู้บริหารต้องมีความเป็นมืออาชีพ ผู้บริหารเปรียบเสมือนจอมทัพสำคัญที่จะนำพาองค์กรให้ก้าวไปในกระแสแห่งการปฏิบัติรูปได้อย่างมีเกียรติและศักดิ์ศรี ผู้บริหารในยุคแห่งการเปลี่ยนแปลงทางบริบทหลากหลายส่วนนั้นน่าจะเปรียบได้กับผู้บริหารมืออาชีพ เปรียบประดุจหัวจักรสำคัญของขบวนรถไฟยุคปฏิรูปการศึกษาที่จะทำหน้าที่สำคัญต่อการขับเคลื่อนขบวนรถไฟไปสู่เป้าหมายที่พึงประสงค์ได้โดยกำหนดเป็นยุทธศาสตร์การจัดการศึกษาสู่การปฏิบัติที่แสดงให้เห็นถึงศักยภาพ คุณภาพ เกิดประสิทธิภาพสูงสุดในเขตพื้นที่การศึกษา ภายใต้ระบบการบริหารสถานศึกษาที่มีทรัพยากรจำกัดผู้บริหารซึ่งเป็นกลไกสำคัญที่จะช่วยทำให้การดำเนินงานของสถานศึกษามีประสิทธิภาพและสามารถพัฒนาคุณภาพผู้เรียนให้บรรลุตามเป้าหมาย (สุรศักดิ์ ปาเฮ. 2553)

จากการเปลี่ยนแปลงของโลกในยุคปัจจุบัน ทั้งทางด้านเศรษฐกิจ เทคโนโลยี สังคม วัฒนธรรมการเมือง การจัดการศึกษาให้เป็นโลกแห่งการศึกษาไร้พรมแดน มีการเรียนรู้การเปลี่ยนแปลง การแข่งขันเพื่อสร้างข้อได้เปรียบ และความมุ่งมั่นของสังคมที่ดำเนินไปอย่างรวดเร็วและหลากหลายอยู่ตลอดเวลาส่งผลกระทบต่อทุกวิชาชีพโดยเฉพาะอย่างยิ่งในด้านการศึกษาที่เป็นเครื่องมือที่สำคัญที่สุดในการพัฒนาคนพัฒนาชาติ จากการปฏิรูปการศึกษาตามพระราชบัญญัติการศึกษาแห่งชาติได้ก่อให้เกิดกระแสการตื่นตัวของครู อาจารย์และผู้ที่เกี่ยวข้องในการจัดการศึกษาให้มีการปรับเปลี่ยนไปสู่การจัดการศึกษา โดยมุ่งเน้นความรู้คู่คุณธรรมอย่างมีคุณภาพเพื่อให้เกิดการพัฒนาศักยภาพของคนไทยที่ พึงปรารถนา การบริหารงานตามกรอบภารกิจของสถานศึกษาให้มีประสิทธิภาพจำเป็นต้องอาศัยผู้บริหารสถานศึกษาเพื่อให้ครูและบุคลากรทางการศึกษาอื่นๆ ดำเนินการพัฒนาเด็กและเยาวชน ให้เป็นไปตามจุดมุ่งหมายของการศึกษาและความคาดหวังของสังคม ทั้งนี้ในการจัดการศึกษาและพัฒนาการศึกษาในอนาคต ผู้บริหารสถานศึกษาควรตระหนักว่า การศึกษามีบทบาทสำคัญยิ่งต่อการเตรียมทรัพยากรมนุษย์ให้สามารถดำรงอยู่ในสังคมได้อย่างสงบสุข ให้ผู้เรียนได้มีส่วนร่วมสร้างอย่างสรรค์จรรโลงสังคมให้น่าอยู่พร้อมกับการรู้จักปรับตัวให้ทันต่อการเปลี่ยนแปลง ดังนั้น การจัดการศึกษาหรือการพัฒนาผู้เรียนให้มีคุณสมบัติที่พึงประสงค์และสอดคล้องกับความต้องการของผู้เรียน โดยมุ่งความเป็นเลิศทางด้านคุณภาพการศึกษาควบคู่ไปกับการปลูกฝังคุณธรรมให้เกิดขึ้นกับตัวผู้เรียน ซึ่งจำเป็นต้องอาศัยคุณลักษณะของผู้บริหารการศึกษาที่ดีมีคุณภาพ เพราะผู้บริหารเปรียบเสมือนกลไกสำคัญในการพัฒนาคุณภาพผู้เรียนให้มีความรู้คู่คุณธรรม และมีคุณลักษณะอันพึงประสงค์ที่ดี สามารถก้าวเข้าสู่โลกในสังคมโลกยุคโลกาภิวัตน์ได้อย่างมีคุณภาพ และมีความสุข(ธีระ รุญเจริญ. 2553)

คุณลักษณะของผู้บริหารเป็นปัจจัยที่สำคัญและจำเป็นต่อการจัดการศึกษาในสถานศึกษาคุณลักษณะของผู้บริหารที่จะช่วยให้การบริหารจัดการประสบผลสำเร็จจะต้องมีคุณลักษณะที่จำเป็นหรือเป็นคุณลักษณะหลัก เช่น คุณลักษณะพื้นฐาน ประกอบด้วย ความรู้ความสามารถด้านสารสนเทศ ความรู้ความสามารถทางวิชาชีพ คุณลักษณะเฉพาะ ความสามารถ และทักษะเฉพาะตัว ซึ่งมีภาวะผู้นำ ความรู้เท่าทันสถานการณ์ ทักษะทางสังคม ทักษะในการแก้ปัญหา การควบคุมอารมณ์เป็นอย่างดี พฤติกรรมกล้าเสี่ยง ความเป็นผู้มีคุณธรรม จริยธรรม ความเป็นผู้มีวิสัยทัศน์ และคุณลักษณะเชิงบูรณาการที่ผู้บริหารควรมี คือ ความคิดริเริ่มสร้างสรรค์ ความเป็นผู้มีความใฝ่รู้ที่นักการศึกษาได้ให้การยอมรับว่าจะส่งผลต่อความสำเร็จต่อการบริหารจัดการได้เป็นอย่างดีคุณลักษณะของผู้บริหารสถานศึกษามีความสำคัญด้านการบริหารจัดการในสถานศึกษาเป็นอย่างมากแล้วผู้บริหารสถานศึกษามีคุณลักษณะที่ดีในการบริหารเพื่อให้บรรลุวัตถุประสงค์ของสถานศึกษา ยัง ส่งผลต่อประสิทธิภาพการบริหารวิชาการจัดการงานด้านต่าง ๆ ด้วย (ภารดี คำโคตร. 2555)

จากวิสัยทัศน์ของสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ที่กำหนดไว้ว่า "มุ่งพัฒนาคุณภาพผู้เรียนสู่ศตวรรษที่ 21 ตามหลักปรัชญาของเศรษฐกิจพอเพียง" โดยมีเป้าหมายหลัก คือ การยกระดับคุณภาพการศึกษา จากวิสัยทัศน์และเป้าหมายหลักของสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ที่ต้องการพัฒนาผู้เรียนให้มีความเป็นเลิศทางวิชาการเพื่อสร้างขีดความสามารถในการแข่งขัน พัฒนาศักยภาพและคุณภาพผู้เรียนให้มีสมรรถนะตามหลักสูตรและคุณลักษณะในศตวรรษที่ 21 ที่เหมาะสมตามวัย พัฒนาผู้บริหาร ครู และบุคลากรทางการศึกษาให้เป็นมืออาชีพ พัฒนาระบบการบริหารจัดการแบบบูรณาการที่มุ่งผลสัมฤทธิ์และจัดการศึกษาโดยใช้เทคโนโลยีดิจิทัล (Digital technology) และจัดการศึกษาเพื่อพัฒนาคุณภาพชีวิตผู้เรียนเป็นพลเมืองดีของชาติ มีคุณธรรม จริยธรรม มีค่านิยมที่พึงประสงค์ มีจิตสาธารณะและรับผิดชอบต่อสังคม โดยมีเป้าประสงค์ให้

สถานศึกษาจัดการศึกษาเพื่อการบรรลุเป้าหมายการพัฒนาอย่างยั่งยืน (Sustainable Development Goals: SDGs) ผู้บริหาร ครู และบุคลากรทางการศึกษาเป็นบุคคลแห่งการเรียนรู้ มีความรู้ และจรรยาบรรณตามมาตรฐานวิชาชีพ โดยการพัฒนาครูและบุคลากรทางการศึกษา ให้เป็นครูยุคใหม่ มีศักยภาพในการจัดการเรียนการสอนตามหลักสูตร มีทักษะในการปฏิบัติหน้าที่ได้ดี และมีการพัฒนาตนเองทางวิชาชีพอย่างต่อเนื่องและสถานศึกษามีการบริหารจัดการที่มุ่งผลสัมฤทธิ์ โดยยึดหลักธรรมาภิบาล มีความรู้และสามารถใช้เทคโนโลยีดิจิทัล (Digital technology)และนวัตกรรมในการขับเคลื่อนคุณภาพการศึกษา มาใช้สนับสนุนการเรียนรู้ให้แก่นักเรียนทุกระดับการจัดการศึกษา (สำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6. 2564)

ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา เป็นหน่วยงานที่อยู่ภายใต้การกำกับ ดูแลของสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 มีหน้าที่ดำเนินการให้เป็นไปตามอำนาจหน้าที่ของคณะกรรมการเขตพื้นที่การศึกษา ตามมาตรา 38 แห่งพระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม พ.ศ. 2545 และมาตรา 37 แห่งพระราชบัญญัติระเบียบบริหารราชการกระทรวงศึกษาธิการ พ.ศ. 2546 และประกาศกระทรวงศึกษาธิการ เรื่องการแบ่งส่วนราชการภายในสำนักงานเขตพื้นที่การศึกษาประถมศึกษา พ.ศ. 2553 โดยได้นำนโยบายสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานและคณะกรรมการการศึกษาขั้นพื้นฐาน ปีงบประมาณ พ.ศ. 2560 มาปรับใช้กล่าวว่าหัวใจสำคัญของการจัดการศึกษาขั้นพื้นฐาน คือ การสร้างและพัฒนาคนไทยเพื่ออนาคตของ ประเทศ สร้างคนไทยให้เป็นคนดีและคนเก่ง มีคุณลักษณะอันพึงประสงค์ตามค่านิยมหลักของคนไทย 12 ประการ มีความเข้มแข็งทั้งร่างกายและจิตใจ เน้นการอ่านออก เขียนได้ คิดวิเคราะห์เป็น สามารถสร้าง วิสัยทัศน์และวางแผนอนาคตที่ดีของตนเองได้ รวมถึงรักษาขนบธรรมเนียมประเพณีอันดีงามของคนไทย และคำนึงถึงประโยชน์ส่วนรวมและประเทศชาติเป็นหลัก (ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา. 2562)

ในฐานะที่ผู้ศึกษาปฏิบัติงานในศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 จึงมีความสนใจศึกษาสภาพ และความต้องการจำเป็นคุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 เพื่อนำผลการศึกษามาเป็นแนวทางการพัฒนาตนเองของผู้บริหารสถานศึกษา เพื่อนำไปประยุกต์ใช้ในการบริหารงานในโรงเรียนได้อย่างเหมาะสม ทำให้สถานศึกษาสามารถพัฒนาตนเองและมีผู้บริหารเป็นที่ยอมรับในสังคมเป็นนักบริหารที่ดีสามารถนำพาสถานศึกษาให้ไปสู่เป้าหมายได้

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์คุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6
2. เพื่อประเมินความต้องการจำเป็นคุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

วิธีการดำเนินการวิจัย

1. ประชากรและกลุ่มตัวอย่าง

1.1 ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครูในศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ปีการศึกษา 2565 จำนวน 172 คน จำแนกเป็นผู้บริหารสถานศึกษา จำนวน 16 คน และครู จำนวน 156 คน

1.2 กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษาและครูในศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ปีการศึกษา 2565 จาก 17 โรงเรียน จำนวน 172 คน โดยกำหนดขนาดกลุ่มตัวอย่าง ใช้วิธีการเปิดตาราง (Krejcie and Morgan,1970) ได้กลุ่มตัวอย่างจำแนกเป็นผู้บริหารสถานศึกษา จำนวน 14 คน และครู จำนวน 113 คน รวมทั้งสิ้น 127 คน

2. เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการศึกษาครั้งนี้ มี 2 ฉบับ เป็นแบบสอบถามที่ผู้วิจัยสร้างขึ้นเองโดยการศึกษาเอกสารตำราและงานวิจัยที่เกี่ยวข้อง และขอคำแนะนำจากผู้เชี่ยวชาญมาสร้างเป็นแบบสอบถาม เรื่องสภาพ และความต้องการจำเป็นคุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลครั้งนี้มี 2 ขั้นตอนดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถามเป็นข้อมูลสถานภาพของผู้ตอบแบบสอบถาม ได้แก่ สถานภาพและประสบการณ์การทำงานมีลักษณะเป็นแบบตรวจสอบรายการ (Checklist)

ตอนที่ 2 ข้อแบบสอบถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์คุณลักษณะของผู้บริหารสถานศึกษา แบบสอบถามเป็นแบบมาตราส่วนประมาณค่า (Rating Scale)

3. การเก็บรวบรวมข้อมูล

3.1 ขอหนังสือจากคณะศึกษาศาสตร์และศิลปศาสตร์เพื่อแจ้งขอความร่วมมือในการเก็บข้อมูลไปยังผู้บริหารโรงเรียนเพื่อแจ้งขอเก็บข้อมูล

3.2 ผู้ศึกษานำแบบสอบถาม จำนวน 127 ฉบับ ไปส่งที่โรงเรียนกลุ่มตัวอย่างพร้อมนัดหมายวันรับแบบสอบถามคืน ได้แบบสอบถามกลับคืน จำนวน 127 ฉบับ คิดเป็นร้อยเปอร์เซ็นต์ และนำมาตรวจสอบความสมบูรณ์และนำไปวิเคราะห์แปรผลข้อมูลด้วยโปรแกรมคอมพิวเตอร์เพื่อหาค่าสถิติและนำเสนอผลการวิเคราะห์ข้อมูลในลำดับต่อไป

4. การวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลและการนำเสนอข้อมูลที่รวบรวมได้จากแบบสอบถาม 3 ตอน โดยใช้โปรแกรมคอมพิวเตอร์รูปแบบสำเร็จรูป ดังนี้

ตอนที่ 1 วิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ประกอบด้วยสถานภาพ และประสบการณ์การทำงาน นำเสนอข้อมูลโดยการแสดงร้อยละในรูปตารางประกอบคำบรรยาย

ตอนที่ 2 การวิเคราะห์ข้อมูลข้อคำถามเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์คุณลักษณะของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยใช้วิธีประมวลผลทางสถิติเชิงพรรณนา (Descriptive Statistic) นำข้อมูลที่รวบรวมได้มาวิเคราะห์หาค่าทางสถิติ และนำเสนอข้อมูลโดยการแสดงค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

ตอนที่ 3 การประเมินความต้องการจำเป็นคุณลักษณะของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

สรุปผลการวิจัย

วิเคราะห์คุณลักษณะของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

ตารางที่ 1 แสดงค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ความคิดเห็นเกี่ยวกับสภาพปัจจุบัน และสภาพที่พึงประสงค์คุณลักษณะของผู้บริหารสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

คุณลักษณะของผู้บริหารสถานศึกษาในโรงเรียน	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\bar{X}$	S.D.	แปลผล	$\bar{X}$	S.D.	แปลผล
1. ด้านการสื่อสารและการใช้เทคโนโลยี	4.00	.85	มาก	4.61	.30	มากที่สุด
2. ด้านความซื่อสัตย์และคุณธรรม	4.04	.82	มาก	4.60	.29	มากที่สุด
3. ด้านการเป็นนักคิดวิเคราะห์และคิดสร้างสรรค์	4.02	.81	มาก	4.57	.26	มากที่สุด
4. ด้านการสร้างเครือข่ายชุมชน	4.06	.76	มาก	4.56	.31	มากที่สุด
5. ด้านการมีวิสัยทัศน์	4.13	.79	มาก	4.57	.29	มากที่สุด
6. ด้านความมุ่งมั่นพากเพียร	4.05	.78	มาก	4.50	.29	มากที่สุด
รวม	4.13	.79	มาก	4.57	.21	มากที่สุด

ตารางที่ 1 พบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นเกี่ยวกับสภาพปัจจุบันคุณลักษณะของผู้บริหารสถานศึกษา โดยภาพรวมอยู่ในระดับมาก ($\bar{X}$ = 4.13) เมื่อพิจารณาเป็นรายด้าน พบว่าอยู่ในระดับมากทุกด้าน ($\bar{X}$ = 4.00 – 4.13) ด้านที่มีค่าเฉลี่ยสูงสุดคือด้านที่ 5 ด้านการมีวิสัยทัศน์ ($\bar{X}$ = 4.13) และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้าน 1 ด้านการสื่อสารและการใช้เทคโนโลยี ($\bar{X}$ = 4.00)

ส่วนความคิดเห็นเกี่ยวกับสภาพที่พึงประสงค์คุณลักษณะของผู้บริหารสถานศึกษาในโรงเรียน โดยภาพรวมอยู่ในระดับมากที่สุด ($\bar{X}$ = 4.57) เมื่อพิจารณาเป็นรายด้านพบว่า อยู่ในระดับ มากที่สุดทุกด้าน ($\bar{X}$ = 4.50 – 4.61) ด้านที่มีค่าเฉลี่ยสูงสุดคือด้านที่ 1 ด้านการสื่อสารและการใช้เทคโนโลยี ($\bar{X}$ = 4.61) และด้านที่มีค่าเฉลี่ยต่ำสุดคือด้านที่ 6 ด้านความมุ่งมั่นพากเพียร ($\bar{X}$ = 4.50)

ตารางที่ 2 ค่าเฉลี่ย สภาพปัจจุบันและสภาพที่พึงประสงค์ ค่าดัชนีความต้องการจำเป็น (PNI $_{modified}$) และลำดับความต้องการจำเป็นคุณลักษณะของผู้บริหารสถานศึกษา โดยรวมและจำแนกเป็นรายด้าน

คุณลักษณะของผู้บริหารสถานศึกษาในโรงเรียน	D	I	$PNI_{Modified}$	ลำดับความต้องการจำเป็น
1. ด้านการสื่อสารและการใช้เทคโนโลยี	4.00	4.61	0.153	1
2. ด้านความซื่อสัตย์และคุณธรรม	4.04	4.60	0.139	2
3. ด้านการเป็นนักคิดวิเคราะห์และคิดสร้างสรรค์	4.02	4.57	0.137	3
4. ด้านการสร้างเครือข่ายชุมชน	4.06	4.56	0.123	4
5. ด้านการมีวิสัยทัศน์	4.13	4.57	0.107	6
6. ด้านความมุ่งมั่นพากเพียร	4.05	4.50	0.111	5
รวม	4.13	4.58	0.109	-

จากตารางที่ 2 พบว่าคุณลักษณะของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 มีค่าดัชนีความต้องการจำเป็น (PNI $_{modified}$) โดยรวมเท่ากับ 0.109 เมื่อพิจารณาลำดับความต้องการจำเป็นรายด้านพบว่า ด้านที่มีค่าเฉลี่ยสูงกว่าค่าเฉลี่ยรวมมี 5 ด้าน ได้แก่ ลำดับที่ 1 ด้านที่ 1 ด้านการสื่อสารและการใช้เทคโนโลยี (PNI $_{modified}$= 0.153) ลำดับที่ 2 ด้านที่ 2 ด้านความซื่อสัตย์และคุณธรรม (PNI $_{modified}$= 0.139) ลำดับที่ 3 ด้านที่ 3 ด้านการเป็นนักคิดวิเคราะห์และคิดสร้างสรรค์ (PNI $_{modified}$= 0.137) ลำดับที่ 4 ด้านที่ 4 ด้านการสร้างเครือข่ายชุมชน และ ลำดับที่ 5 ด้านที่ 6 ด้านความมุ่งมั่นพากเพียร (PNI $_{modified}$= 0.111) ลำดับที่ 6 ด้านที่ 5 ด้านการมีวิสัยทัศน์(PNI $_{modified}$= 0.107) ตามลำดับ

อภิปรายผลการวิจัย

จากผลการวิจัย สามารถอภิปรายผลได้ดังนี้

1. จากผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์คุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ปรากฏผลการวิจัยที่สามารถอภิปรายได้ว่า

1.1 ผลการศึกษาพบว่า สภาพปัจจุบันคุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยรวมพบว่าอยู่ในระดับมาก ทั้งนี้อาจเป็นเพราะ ประเทศชาติจำเป็นต้องมีผู้นำที่จะเป็นผู้ที่กำหนดทิศทางการดำเนินการตามวัตถุประสงค์และเป้าหมาย ของหน่วยงานหรือองค์กรของตน ผู้นำมีอยู่ในทุกระดับ ตั้งแต่สังคม หรือหน่วยงานขนาดเล็กไปจนถึง องค์กรขนาดใหญ่หรือหน่วยงานระดับชาติ “ภาวะผู้นำ (Leadership) ” ถือเป็นปัจจัยที่มีความสำคัญ อย่างยิ่งและมีส่วนต่อความสำเร็จหรือความล้มเหลว หากองค์กรใดมีผู้นำ (Leader) หรือผู้บริหารที่มี ความซื่อสัตย์และคุณธรรม ความรู้ความสามารถ ประสบการณ์ ความเชี่ยวชาญ ฯลฯ องค์กร หรือหน่วยงาน นั้น ก็จะสามารถแข่งขันกับผู้อื่นและประสบความสำเร็จตามเป้าหมายที่วางไว้ได้เป็นอย่างดี ในสถานการณ์ ปัจจุบันประเทศไทยกำลังเผชิญกับความท้าทายในการที่จะดำรงอยู่ในโลกท่ามกลางกระแสการเปลี่ยนแปลง ยุคโลกาภิวัฒน์ความอยู่รอดของประเทศชาตินั้นต้องอาศัยองค์ประกอบที่หลากหลายและไม่สามารถ ที่จะแบ่งมอบหรือระบุให้ใครคนใดคนหนึ่ง หรือหน่วยงานใดหน่วยงานหนึ่งรับผิดชอบ ที่ผ่านมามีเหตุการณ์ หลายอย่างที่เกิดขึ้นและทำให้คนไทยได้เรียนรู้ มีประสบการณ์ และเกิดความตระหนัก แล้วว่าภาวะ ผู้นำความซื่อสัตย์และคุณธรรม มีความจำเป็นและมีความสำคัญมากเพียงใดต่อการบริหารและการพัฒนา ชาติบ้านเมือง วิกฤตผู้นำ และวิกฤตคุณธรรมและจริยธรรมก่อให้เกิดวิกฤตศรัทธาที่มีต่อผู้นำกลุ่มต่างๆ และผู้นำของชาติและส่งผลให้เกิดความขัดแย้งและเหตุการณ์รุนแรงต่างๆ มากมาย ขยายผลลุกลาม ไปเป็นวงกว้าง และนำไปสู่ความแตกแยกในสังคมอย่างรุนแรงอย่างที่ไม่เคยเกิดขึ้นมาก่อน เงื่อนไข ความขัดแย้งไม่ลงรอยของคนในชาติกลายเป็นเงื่อนไขที่ทำให้การขับเคลื่อนทางการเมือง เศรษฐกิจ สังคม เกิดภาวะชะงักงันไม่มีทางออกและก่อให้เกิดความเสียหายอย่างใหญ่หลวงต่อประเทศชาติเป็นส่วนรวม จึงเป็นเรื่องจำเป็นที่ต้องพิจารณาและศึกษาทำความเข้าใจอย่างจริงจังเพื่อให้เห็นว่า ภาวะผู้นำความซื่อสัตย์และคุณธรรมของผู้บริหารควรเป็นเช่นไร จึงจะนำมาซึ่งความยอมรับนับถือ เลื่อมใส ศรัทธาและให้ ความร่วมมือของคนในหน่วยงาน องค์กร ประเทศชาติ เพื่อความสงบสุข เจริญรุ่งเรือง และวัฒนาสถาพร ของสังคมและประเทศชาติสืบไป สอดคล้องกับ ณัฐชุนนท์ ธนัพประยูร (2559) ศึกษาเรื่อง คุณลักษณะของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 1 มีวัตถุประสงค์เพื่อศึกษาคุณลักษณะของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 1 และเปรียบเทียบจำแนกตามเพศ วุฒิการศึกษา และประสบการณ์เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถามมาตราส่วนประมาณค่า

(Rating scale) มี 5 ระดับ จำนวน 57 ข้อ ค่าอำนาจจำแนกรายข้อ .42.72 และมีค่าความเชื่อมั่นแบบสอบถามทั้งฉบับเท่ากับ 93 ผลการวิจัยพบว่า 1 คุณลักษณะของผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 1 อยู่ในระดับมาก 2) ผลการศึกษาเปรียบเทียบคุณลักษณะของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรีเขต 1 จำแนกตามเพศโดยรวมและรายด้าน แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ยกเว้นด้านมีคุณธรรม แตกต่างกันอย่างไม่มีนัยสำคัญทางสถิติ 3) ผลการศึกษาเปรียบเทียบคุณลักษณะของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 1 จำแนกตามวุฒิการศึกษา โดยรวมและรายด้านแตกต่างกันอย่างไม่มีนัยสำคัญทางสถิติ 4) ผลการศึกษาเปรียบเทียบคุณลักษณะของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชลบุรี เขต 1จำแนกตามประสบการณ์โดยรวมและรายด้าน แตกต่างกันอย่างไม่มีนัยสำคัญทางสถิติ และยังสอดคล้องกับ เพียงหทัย แก้วดวงงาม (2559) ศึกษาเรื่อง คุณลักษณะของผู้บริหารสถานศึกษามืออาชีพ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา มีวัตถุประสงค์เพื่อศึกษาคุณลักษณะของผู้บริหารสถานศึกษามืออาชีพ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา และเพื่อเปรียบเทียบคุณลักษณะของผู้บริหารสถานศึกษามืออาชีพ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จำแนกตามวุฒิการศึกษาประสบการณ์การทำงาน และขนาดสถานศึกษา ผลการวิจัยพบว่า 1) คุณลักษณะของผู้บริหารสถานศึกษามืออาชีพ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา ภาพรวมอยู่ในระดับมากเมื่อพิจารณารายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด ได้แก่ ด้านบุคลิกภาพ (X=4.48, S.D.-0.47) รองลงมา ได้แก่ ด้านความรู้ความสามารถในการบริหาร (X=4.34, S.D.-0.45) และด้านที่มีค่าเฉลี่ยต่ำสุด ได้แก่ด้านคุณธรรม จริยธรรม (X=4.25, S.D. =0.40) 2) เปรียบเทียบคุณลักษณะของผู้บริหารสถานศึกษามืออาชีพ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา 1) เปรียบเทียบคุณลักษณะของผู้บริหารสถานศึกษามืออาชีพ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จำแนกตามวุฒิการศึกษา พบว่า ภาพรวมไม่แตกต่างกัน ยกเว้น ด้านความรู้ความสามารถในการบริหาร แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 2) เปรียบเทียบคุณลักษณะของผู้บริหารสถานศึกษามืออาชีพ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จำแนกตามประสบการณ์การทำงาน พบว่า ภาพรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 เมื่อพิจารณารายด้าน พบว่า ไม่แตกต่างกันทุกด้าน และ 3) เปรียบเทียบคุณลักษณะของผู้บริหารสถานศึกษามืออาชีพ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา จำแนกตามขนาดสถานศึกษา พบว่า ภาพรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ยกเว้น ด้านบุคลิกภาพ และด้านมนุษย์สัมพันธ์ ไม่แตกต่างกัน

1.2 การศึกษาสภาพที่พึงประสงค์คุณลักษณะของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 โดยรวมพบว่าอยู่ในระดับมากที่สุด ทั้งนี้อาจเป็นเพราะ บุคคลที่ทำให้องค์การเจริญก้าวหน้าและบรรลุผล สำเร็จโดยเป็นผู้ ที่มีบทบาทแสดงความสัมพันธ์ระหว่างบุคคลที่เป็นผู้ใต้บังคับบัญชา หรือเป็นบุคคลที่ก่อให้เกิดความมั่นคง และช่วยเหลือผู้อื่นเพื่อให้บรรลุเป้าหมายของกลุ่ม บุคคลที่มีความสามารถในการที่จะทำให้องค์การดำเนิน ไปอย่างก้าวหน้าและบรรลุเป้าหมาย โดยการใช้อิทธิพลเหนือทัศคติและการกระทำของผู้อื่นผู้นำควรเริ่มต้น ด้วยการกำหนดเป้าหมายและแนวความคิดที่ชัดเจน บทบาทดังกล่าวจะช่วยให้ผู้นำสร้างแผนงานแม่แบบ ที่ตั้งอยู่บนพื้นฐานของหลักการก่อนจะลงมือปฏิบัติตามแผน นอกจากนั้นไม่ เพียงแต่ต้องรู้ถึงวิธีการกำหนด ทิศทางและเป้าหมายเท่านั้น แต่ผู้นำต้องได้รับการสนับสนุนและความมุ่งมั่นจากพนักงานในการบรรลุ ถึงเป้าหมายด้วย ผู้นำต้องมีความสามารถนำให้ผู้อื่นมีส่วนร่วมในการสร้างพันธกิจ วิสัยทัศน์ และสื่อสาร อย่างชัดเจนถึงความแตกต่างและผลประโยชน์ที่พนักงานจะได้รับจากความสำเร็จในอนาคต อีกทั้งยัง สามารถทำให้พนักงานมีแรงจูงใจและรู้สึกตื่นเต้นกับทิศทางใหม่นี้ด้วย สอดคล้องกับบุษบา คำนนท์ (2559) ศึกษาเรื่อง คุณลักษณะที่พึงประสงค์ผู้บริหารโรงเรียน โรงเรียนสุรศักดิ์มนตรี สำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 2 เพื่อศึกษาและเปรียบเทียบคุณลักษณะที่พึงประสงค์ของผู้บริหารในทัศนะของครูโรงเรียนสุรศักดิ์มนตรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 2 จำแนกตามเพศ วุฒิการศึกษา และประสบการณ์ในการทำงาน ผลการวิจัยพบว่า 1) คุณลักษณะที่พึงประสงค์ของผู้บริหารในทัศนะของครูโรงเรียนสุรศักดิ์มนตรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 2 โดยรวมและรายด้านอยู่ในระดับมาก เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ได้แก่ ด้านความเป็นผู้นำ ด้านคุณธรรม จริยธรรม ด้านความรู้ความสามารถ ด้านมนุษย์สัมพันธ์ และด้านบุคลิกภาพ ตามลำดับ 2) ผลการเปรียบเทียบคุณลักษณะที่พึงประสงค์ของผู้บริหารในทัศนะของครูโรงเรียนสุรศักดิ์มนตรี สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 2 จำแนกตามเพศ วุฒิการศึกษา และประสบการณ์ในการทำงาน โดยรวมและรายด้าน แตกต่างกันอย่างไม่มีนัยสำคัญทางสถิต ยังสอดคล้องกับศุภมาส วิสัชนาม (2560) ศึกษา เรื่อง ลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี มีวัตถุประสงค์เพื่อศึกษาและเปรียบเทียบคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี จำแนกตามเพศ วุฒิการศึกษา ประสบการณ์ในการปฏิบัติงาน และขนาดของสถานศึกษา ผลการวิจัยพบว่า 1) คุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี โดยรวมอยู่ในระดับมาก 2) ผลการเปรียบเทียบคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษา จำแนกตามเพศ วุฒิการศึกษา ประสบการณ์ในการปฏิบัติงาน โดยรวมแตกต่างกันอย่างไม่มีนัยสำคัญทางสถิติ 3) ผลการเปรียบเทียบคุณลักษณะที่พึงประสงค์ของผู้บริหารสถานศึกษา จำแนกตามขนาดสถานศึกษา โดยรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และยัง

สอดคล้องสุพี โสมโสภา (2560) ได้วิจัยเรื่อง คุณลักษณะของผู้บริหารที่พึงประสงค์ของครูกลุ่มโรงเรียนสรรคบุรี 2 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาชัยนาท ผลการวิจัย พบว่าคุณลักษณะของผู้บริหารที่พึงประสงค์ของครู ภาพรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้านเรียงลำดับตามค่าเฉลี่ย ได้แก่ ด้านความซื่อสัตย์ อยู่ในระดับที่สูงที่สุด รองมา คือ ด้านคุณธรรมจริยธรรม ด้านวิสัยทัศน์ ด้านบุคลิกภาพ ด้านความคิดริเริ่มสร้างสรรค์ และด้านที่มีคุณลักษณะของผู้บริหารมืออาชีพต่ำที่สุด คือ ด้านการบริหารแบบมีส่วนร่วม

2. การประเมินความต้องการจำเป็นคุณลักษณะของผู้บริหารสถานศึกษา ศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 พบว่ามีค่าดัชนีความต้องการจำเป็น (PNI) โดยรวมเท่ากับ 0.109 เมื่อพิจารณาเป็นรายด้าน พบว่าด้านที่มีค่าเฉลี่ยสูงสุด 3 อันดับแรก เรียงลำดับจากมากไปหาน้อยได้แก่ ด้านการสื่อสารและการใช้เทคโนโลยี ด้านความซื่อสัตย์และคุณธรรม และ ด้านการเป็นนักคิดวิเคราะห์และคิดสร้างสรรค์ตาม ลำดับ ทั้งนี้อาจเป็นเพราะ การปรับเปลี่ยนนโยบายและแนวทางการจัดการศึกษาของกระทรวง ศึกษาธิการส่งผลต่อผู้บริหารเป็นผู้มีบทบาทสำคัญในการปฏิรูปการจัดการศึกษา เพื่อให้เกิดการพัฒนาตนเองอย่างต่อเนื่อง มีความคิดสร้างสรรค์ รู้จักตนเอง รู้จักสังคม ปรับตัวเข้าชุมชน มีวิจารณญาณ ในการเลือกใช้เทคโนโลยีใหม่ ๆ สามารถปรับตัวให้เหมาะสมกับสภาพแวดล้อมที่เปลี่ยนแปลงไปเป็นผู้บริหารมืออาชีพ สามารถพึ่งตนเองได้ และเป็นผู้มีคุณธรรมและค่านิยมที่ดีสอดคล้องกับ เสาวลักษณ์ เนื่องชมภู (2559) ได้วิจัยเรื่อง คุณลักษณะที่พึงประสงค์ของผู้บริหารโรงเรียน ตามความคิดเห็นของบุคลากรทางการศึกษาของโรงเรียนในเขตอำเภอพรเจริญ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาบึงกาฬ ผลการวิจัย พบว่า 1) คุณลักษณะที่พึงประสงค์ของผู้บริหารโรงเรียนตามความคิดเห็นของบุคลากรทางการศึกษาของโรงเรียนในเขตอำเภอพรเจริญ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาบึงกาฬ ในภาพรวมและรายด้านทุกด้านอยู่ในระดับมากที่สุดโดยเรียงตามลำดับ ได้แก่ ด้านคุณธรรม จริยธรรม ด้านภาวะผู้บริหาร ด้านทักษะการบริหารด้านบุคลิกภาพ และด้านความรู้ 2) ผลการเปรียบเทียบคุณลักษณะที่พึงประสงค์ของผู้บริหารโรงเรียน ตามความคิดเห็นของบุคลากรทางการศึกษาของโรงเรียนในเขตอำเภอพรเจริญ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาบึงกาฬ จำแนกตามเพศและระดับการศึกษา โดยรวมและรายด้านไม่แตกต่างกัน ส่วนประสบการณ์ในการทำงาน โดยรวมและรายด้านแตกต่างกัน และยังสอดคล้องกับ Magunson (2006) ทำการศึกษาเรื่อง คุณลักษณะผู้บริหารสถานศึกษาที่ประสบความสำเร็จในการบริหารสถานศึกษาในสหรัฐอเมริกา โดยจำแนกคุณลักษณะผู้บริหารสถานศึกษาออกเป็น 2 ลักษณะ คือ คุณลักษณะด้านส่วนตัว และคุณลักษณะด้านวิชาชีพ สรุปคุณลักษณะทั้งสองด้านได้ดังนี้ 1) คุณลักษณะส่วนตัว มีดังนี้ ความยุติธรรมและมีวิจารณ์ญาณ ความซื่อสัตย์และจงรักภักดีความรอบรู้อย่างกว้างขวาง เป็นผู้ใช้สติไม่ใช้อารมณ์ ความจริงใจ ความเป็นมิตร อารมณ์ขัน ใจกว้างและเปิดเผย ความเสมอต้นเสมอปลาย ความเมตตาปราณีและเอื้ออาทรผู้อื่น 2) คุณลักษณะด้านวิชาชีพมีดังนี้ ความสามารถในการติดต่อประสานงานและเข้ากับผู้อื่นได้ดี ความรู้ความสามารถในวิชาการบริหารเป็นอย่างดี ความสามารถในการมอบหมายงานให้ผู้อื่น ความสามารถในการทำงานร่วมกับผู้อื่นได้ดี การตัดสินใจ ความสามารถในการยอมรับในการปฏิบัติงานของผู้อื่น ความสนใจในบุคคลอื่นๆ ความสามารถในการวางแผนและจัดระเบียบ การรู้จักใช้อำนาจหน้าที่อย่างเหมาะสม

ข้อเสนอแนะจากผลการวิจัย

1. นำผลจากการศึกษาเรื่องสภาพ และความต้องการจำเป็นคุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 มาเป็นข้อกำหนดในการเสนอแนะดังนี้

1.1 สภาพปัจจุบันคุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ด้านการสื่อสารและการใช้เทคโนโลยี มีค่าเฉลี่ยต่ำที่สุด ดังนั้นผู้บริหารควรให้ความสำคัญกับการสื่อสารและการใช้เทคโนโลยีให้มากกว่านี้

1.2 สภาพที่พึงประสงค์คุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ด้านการสื่อสารและการใช้เทคโนโลยี อยู่ในระดับมากที่สุด ดังนั้นผู้บริหารสถานศึกษาควรส่งเสริมด้านการใช้สื่อและเทคโนโลยีให้มากยิ่งขึ้น

1.3 ความต้องการจำเป็นที่มีค่าสูงสุดได้แก่ ด้านการสื่อสารและการใช้เทคโนโลยี ดังนั้นผู้บริหารสถานศึกษาควรส่งเสริมสนับสนุนในการสื่อสารและการใช้เทคโนโลยี

2. ข้อเสนอแนะในการศึกษาครั้งต่อไป

2.1 ควรศึกษาปัจจัยที่ส่งผลต่อคุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6

2.2 ควรศึกษาเปรียบเทียบผลของคุณลักษณะของผู้บริหารสถานศึกษาศูนย์เครือข่ายพัฒนาคุณภาพการศึกษาสีดา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษานครราชสีมา เขต 6 ระหว่างโรงเรียนขนาดเล็ก ขนาดกลาง ขนาดใหญ่ และขนาดใหญ่พิเศษ โดยใช้แนวคิดที่ยึดตามความพร้อมและบริบทของขนาดโรงเรียน

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การพัฒนาแนวทางการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

The development of guidelines for enhancing teacher professional competency to become a professional teacher in Non-Formal and Informal Education Namon District Kalasin Province

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บทคัดย่อ

การศึกษาค้นคว้าครั้งนี้มีความมุ่งหมายเพื่อ 1.) เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นในการพัฒนาสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ 2.) เพื่อการพัฒนาแนวทางการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ กลุ่มตัวอย่างได้แก่ บุคลากรผู้ปฏิบัติหน้าที่ ครูในสังกัดศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ ประจำปีงบประมาณ พ.ศ. 2564 จำนวนทั้งสิ้น 17 คน โดยใช้แบบสอบถามและแบบสัมภาษณ์เชิงลึกเป็นเครื่องมือ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีความต้องการจำเป็นปรับปรุง (Modified Priority Needs Index =PNImodified)

ผลการศึกษาพบว่า 1.) สภาพปัจจุบันในการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้านพบว่ามี 1 ด้านอยู่ในระดับมาก คือด้าน จริยธรรมและจรรยาบรรณวิชาชีพ ส่วนที่เหลืออีก 5 ด้านอยู่ในระดับปานกลาง โดยด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการพัฒนาผู้เรียน รองลงมา คือ ด้านบริหารจัดการห้องเรียน ด้านนวัตกรรมและเทคโนโลยีทางการศึกษา ด้านการบริหารจัดการหลักสูตรและการเรียนรู้ และด้านการวัดและประเมินผล ตามลำดับ 2.) สภาพที่พึงประสงค์ของสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากที่สุด เช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านจริยธรรมและจรรยาบรรณวิชาชีพ รองลงมา คือ ด้านบริหารจัดการห้องเรียน ซึ่งมีค่าเฉลี่ยเท่ากันกับด้านการพัฒนาผู้เรียน รองลงมา คือ ด้านนวัตกรรมและเทคโนโลยีทางการศึกษา ด้านการบริหารจัดการหลักสูตรและการเรียนรู้ และด้านการวัดและประเมินผล ตามลำดับ

คำสำคัญ : การพัฒนาแนวทาง, สมรรถนะครู

Abstract

The objectives of this study were 1) to study current conditions desirable conditions and need to develop the competency of the teaching profession to become a professional teacher Center for Non-Formal Education and Informal education, Namon District Kalasin Province 2) The development of guidelines for enhancing teacher professional competency to become a professional teacher in Non-Formal and Informal Education Namon District Kalasin Province The sample group was Personnel on duty Teachers under the Center for Non-formal and Compliance Education Amphoe Namon Kalasin Province fiscal year 2021, a total of 17 people using questionnaires and in-depth interviews as tools Statistics used in data analysis were percentage, mean, and section. standard deviation And the demand index needs to be improved.

Results 1) The current situation in enhancing the competency of the teaching profession to become a teacher Occupation Center for Non-formal Education and Informal Education, Namon District Kalasin Province overall level moderate 2) The desirable condition of teaching professional competency towards

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1. Ethics and professional conduct
2. Student Development
3. Classroom Management
4. innovation and educational technology
5. curriculum management and learn
6. measurement and evaluation

be a professional teacher Center for Non-formal Education and Informal Education, Namon District Kalasin Province as a whole included in most level

1. Ethics and professional conduct
2. Classroom Management
3. Student Development
4. innovation and educational technology
5. curriculum management and learn
6. measurement and evaluation

Keywords: Developing Guidelines, Competency of Teachers

บทนำ

จากการปฏิรูประบบราชการ ส่งผลให้เกิดการเปลี่ยนแปลงในภาครัฐทั้งในเชิงโครงสร้างการบริหารจัดการ การปรับเปลี่ยนขนาดกำลังคนภาครัฐ มาตรการแรงจูงใจ วิธีการปฏิบัติงาน โดยเฉพาะตัวข้าราชการที่มีการปรับเปลี่ยนเป็นอย่างมาก ตามกรอบยุทธศาสตร์การพัฒนาข้าราชการพลเรือน โดยยึดหลักสมรรถนะ (Competency) และพัฒนาขีดความสามารถ (Capability) ตามแนวทางหนึ่งที่สำนักงานคณะกรรมการข้าราชการพลเรือนได้นำมาปรับใช้ในกระบวนการบริหารงาน บุคคลของภาครัฐไทย เพื่อมุ่งพัฒนาให้ข้าราชการไทยมีศักยภาพเหมาะสม รองรับการเปลี่ยนแปลงทั้ง ภายในและภายนอก รวมถึงกรอบแนวทางการปฏิรูปการศึกษาในทศวรรษที่สาม (พ.ศ. 2562-2571) ที่ต้องการพัฒนาให้คนไทยเป็นกำลังคนที่มีคุณภาพ มีทักษะความรู้พื้นฐานที่จำเป็น มีสมรรถนะ ความรู้ ความสามารถ สามารถทำงานได้อย่างมีประสิทธิภาพ มีโอกาสเรียนรู้อย่างเท่าเทียมเสมอภาค (สำนักงานเลขาธิการสภาการศึกษา. 2562) การที่บุคคลจะแสดงสมรรถนะใดสมรรถนะหนึ่งได้ มักจะต้องมีองค์ประกอบของทั้งความรู้ ทักษะ/ความสามารถและคุณลักษณะอื่นๆ ตัวอย่างเช่น สมรรถนะการบริการที่ดี ซึ่งอธิบายว่า “สามารถให้บริการที่ผู้รับบริการต้องการได้” นั้น หากขาดองค์ประกอบต่างๆ ได้แก่ ความรู้ในงาน หรือทักษะที่เกี่ยวข้อง เช่น อาจต้องหาข้อมูลจากคอมพิวเตอร์และคุณลักษณะของบุคคลที่เป็นคนใจ เย็น อดทน ชอบช่วยเหลือผู้อื่นแล้วบุคคลก็ไม่อาจจะแสดงสมรรถนะของการบริการที่ดีด้วยการ ให้บริการที่ผู้รับบริการต้องการได้ กล่าวอีกนัยหนึ่ง สมรรถนะ ซึ่งก็คือลักษณะเชิงพฤติกรรมเป็นกลุ่ม พฤติกรรมที่องค์การต้องการจากข้าราชการ เพราะเชื่อว่าหากข้าราชการมีพฤติกรรมการทำงานในแบบที่องค์การกำหนดแล้ว จะส่งผลให้ข้าราชการผู้นั้นมีผลการปฏิบัติงานดี และส่งผลให้องค์กรบรรลุ เป้าประสงค์ที่ต้องการไว้ (สำนักงานคณะกรรมการข้าราชการพลเรือน. 2551)

จากการศึกษาค้นคว้าทำให้พบปัญหาที่เกิดในการปฏิบัติงานในหน้าที่อย่างต่อเนื่อง อาทิเช่น ภาระงานที่ได้รับมอบหมายไม่ตรงตามวุฒิและความถนัดของผู้สอน ขาดครูที่มี ความรู้ความเข้าใจหรือตรงตามภาระงานที่ได้รับมอบหมาย ครูขาดวินัย ปัญหาดังกล่าว ส่งผลกระทบต่อการบริหารจัดการที่มีประสิทธิภาพ อันเป็นผลเชื่อมโยงไปสู่ผลลัพธ์ภายในองค์กร ซึ่งจากการศึกษาเอกสารแนวคิดและทฤษฎีต่างๆ แล้ว พบว่า ผลสำเร็จขององค์กรจะเกิดขึ้นได้ต้องมา จากบุคลากรที่มีประสิทธิภาพ จึงมีความสนใจว่า จะมีวิธีการหรือแนวทางในการส่งเสริมหรือพัฒนา สมรรถนะของครูเพื่อแก้ไขปัญหาในการปฏิบัติงานของบุคลากรในสถานศึกษาได้อย่างไร ดังนั้น ผู้วิจัยจึงมี แนวความคิดที่จะศึกษาสภาพปัญหาปัจจุบัน และสภาพที่พึงประสงค์ในการปฏิบัติงานอันจะนำไปสู่แนวทางการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ เพื่อเกิดประโยชน์ในการปฏิบัติงาน และ การบริหารงานของสถานศึกษา ต่อไป

วัตถุประสงค์การศึกษาค้นคว้า

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นในการพัฒนาสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

2. เพื่อการพัฒนาแนวทางการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

วิธีดำเนินการศึกษาค้นคว้า

ผู้ดำเนินการดำเนินการศึกษาค้นคว้าการศึกษาแนวทางการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ ซึ่งได้กำหนดระยะดำเนินการวิจัยออกเป็น 2 ระยะ ดังนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

ระยะที่ 2 แนวทางการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ในสถานศึกษาที่มีวิธีปฏิบัติที่ดี (Best Practice) และการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

ประชากรและกลุ่มตัวอย่าง

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

1. ประชากรประกอบด้วย ประชากร ได้แก่ ครู กศน. ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ ประจำปีงบประมาณ พ.ศ. 2564 จำนวนทั้งสิ้น 200 คน

2. กลุ่มตัวอย่าง ได้แก่ ครู กศน. สังกัดศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ ประจำปีงบประมาณ พ.ศ. 2564 จำนวนทั้งสิ้น 17 คน โดยใช้ตารางของ แคร์ซีและมอร์แกน กลุ่มตัวอย่าง ได้มาจากสัดส่วนแบบแบ่งชั้นตามขนาดของสถานศึกษา และเลือกสมาชิกภายในสถานศึกษาด้วยวิธีการสุ่มอย่างง่าย และใช้เทคนิคการสุ่มแบบแบ่งชั้นภูมิ โดยใช้ตำแหน่งของครูเป็นชั้นในการสุ่ม และกำหนดสัดส่วนตามขนาดของประชากร ได้กลุ่มตัวอย่างจากผู้บริหารสถานศึกษา ข้าราชการครู ครูอาสาสมัคร ครู กศน.ตำบล ครูศูนย์การเรียนชุมชน ครูผู้สอนคนพิการ ประจำปีงบประมาณ พ.ศ. 2564 จำนวนทั้งสิ้น 17 คน

ระยะที่ 2 แนวทางการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ในสถานศึกษาที่มีวิธีปฏิบัติที่ดี (Best Practice) และการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา จำนวน 3 คน ข้าราชการครู จำนวน 3 คน ครู กศน. จำนวน 3 คน ซึ่งได้มาโดยการเลือกแบบเจาะจง (Purposive Sampling) จากสถานศึกษาที่มีวิธีปฏิบัติที่ดี (Best Practice) รวมเป็นผู้ให้ข้อมูล 9 คน จาก 3 สถานศึกษา

ระยะเวลาในการศึกษาค้นคว้า

วันที่ 1 มิถุนายน พ.ศ. 2564 - วันที่ 30 ธันวาคม พ.ศ. 2565

เครื่องมือที่ใช้ในการศึกษาค้นคว้า

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

แบบสอบถาม เป็นเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์ ของสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ แบบสอบถามมีลักษณะเป็นแบบตรวจสอบรายการ (Check List) ที่ผู้วิจัยสร้างขึ้นโดยการสังเคราะห์จากเอกสาร แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้องแบ่งออกเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถามมีลักษณะเป็นแบบตรวจสอบรายการ

ตอนที่ 2 เป็นแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ ลักษณะของแบบสอบถามเป็นแบบมาตราส่วนประมาณค่า ตามแนวคิดของ (Likert Type) ได้จำแนกข้อคำถามเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ ได้แก่ มากที่สุด มาก ปานกลาง น้อย และน้อยที่สุด โดยมีคำถามครอบคลุมเนื้อหาเกี่ยวกับสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ 6 ด้าน ดังนี้

1. ด้านจริยธรรมและจรรยาบรรณวิชาชีพ
2. ด้านการวัดและประเมินผล
3. ด้านนวัตกรรมและเทคโนโลยีทางการศึกษา
4. ด้านการบริหารจัดการหลักสูตรและการเรียนรู้

5. ด้านการบริหารจัดการห้องเรียน

6. ด้านการพัฒนาผู้เรียน

ระยะที่ 2 แนวทางการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ในสถานศึกษาที่มีวิธีปฏิบัติที่ดี (Best Practice) และการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

แบบสัมภาษณ์ เป็นแบบสัมภาษณ์แบบมีโครงสร้าง ซึ่งสร้างขึ้นมาจากการศึกษาองค์ประกอบและตัวชี้วัดของสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ โดยใช้กรอบแนวคิดของการวิจัยในระยะที่ 1 และการวิเคราะห์ค่าดัชนีความต้องการจำเป็นมาสร้างเป็นแบบสัมภาษณ์ ซึ่งใช้คำถามที่ประกอบด้วยข้อมูลทั่วไปและความคิดเห็นเกี่ยวกับองค์ประกอบของสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ซึ่งมีส่วนประกอบดังนี้

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับตำแหน่งงาน สถานที่ทำงาน วุฒิการศึกษา ประสบการณ์ในการทำงาน และวันที่ให้สัมภาษณ์สอบถามความเหมาะสม และความเป็นไปได้ของแนวทางเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ในสถานศึกษา มีลักษณะเป็นแบบมาตราส่วนประมาณค่า 5 ระดับ ได้แก่ มากที่สุด มาก ปานกลาง น้อย น้อยที่สุด

ตอนที่ 2 ความคิดเห็นเกี่ยวกับการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ตามองค์ประกอบหลัก แนวทางการเสริมสร้างสมรรถนะการสั่งสมความเชี่ยวชาญในวิชาชีพครู และข้อเสนอแนะอื่น ๆ

การสร้างและการหาคุณภาพเครื่องมือ

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

ผู้วิจัยได้ดำเนินการสร้างแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ สมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ มีวิธีการสร้างและหาคุณภาพ ดังนี้

1. ศึกษาหลักเกณฑ์ เอกสาร ตำรา และทฤษฎีที่เกี่ยวข้องกับการเสริมสร้างสมรรถนะด้าน

วิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ เพื่อกำหนดกรอบแนวคิดของการวิจัย และวิธีการสร้างแบบสอบถามประเภทต่าง ๆ จากหนังสือวิจัยเบื้องต้นของบุญชม ศรีสะอาด (2554) หนังสือสถิติวิเคราะห์เพื่อการวิจัยของ บุญธรรม กิจปรีดาบริสุทธิ์ (2546) หนังสือพื้นฐานการวิจัยการเกี่ยวกับการบริหารการศึกษาของบุญชม ศรีสะอาด และสุริทอง ศรีสะอาด (2552) และศึกษาแบบสอบถามงานวิจัยอื่นๆ ที่เกี่ยวข้อง พร้อมกำหนดรูปแบบและขอบเขตของเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2. กำหนดกรอบแนวคิดของการวิจัย รวมถึงศึกษาประเด็นเนื้อหาและโครงสร้าง แบบสอบถาม

และปัจจัยต่างๆ ที่เกี่ยวข้องกับสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ดังนี้

ด้านที่ 1 จริยธรรมและจรรยาบรรณวิชาชีพ

ด้านที่ 2 การวัดและประเมินผล

ด้านที่ 3 นวัตกรรมและเทคโนโลยีทางการศึกษา

ด้านที่ 4 การบริหารจัดการหลักสูตรและการเรียนรู้

ด้านที่ 5 การบริหารจัดการห้องเรียน

ด้านที่ 6 การพัฒนาผู้เรียน

3. กำหนดรูปแบบข้อคำถามโดยข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบ

ตรวจสอบรายการ (Check List) สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ มีลักษณะเป็นมาตรส่วนประมาณค่า (Rating Scale) 5 ระดับ

4. สร้างแบบสอบถามฉบับร่าง ตรวจสอบความถูกต้อง ครอบคลุมคุณลักษณะที่ต้องการวัด การใช้ภาษาที่ชัดเจนไม่คลุมเครือ แล้วปรับปรุงแก้ไขก่อนเสนออาจารย์ที่ปรึกษา และผู้เชี่ยวชาญเพื่อตรวจความถูกต้อง

5. นำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาวิทยานิพนธ์เพื่อตรวจสอบ

ความถูกต้อง ความเหมาะสมของข้อคำถาม และข้อเสนอแนะในส่วนต่าง ๆ แล้วแก้ไขปรับปรุงตามข้อเสนอแนะ

6. นำผลการตรวจสอบจากผู้เชี่ยวชาญมาหาค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับเนื้อหา โดยใช้สูตรค่า IOC (Index Of Congruence : IOC) (บุญชม ศรีสะอาด. 2554)

7. นำแบบสอบถามที่ผ่านการตรวจพิจารณาจากผู้ทรงคุณวุฒิแล้วไปทดลองใช้เพื่อหาคุณภาพของแบบสอบถาม โดยนำไปทดลองใช้ (Try Out) กับครู ในสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดกาฬสินธุ์ ที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 20 คน

8. วิเคราะห์หาค่าอำนาจจำแนกโดยใช้สัมประสิทธิ์สหสัมพันธ์อย่างง่ายของเพียร์สัน ตามวิธี Item Total Correlation โดยเลือกข้อที่มีค่าอำนาจจำแนกตั้งแต่ 0.20 – 1.00 (บุญชม ศรีสะอาด. 2554)

9. วิเคราะห์หาค่าความเชื่อมั่น (Reliability) โดยวิธีการหาค่าสัมประสิทธิ์แอลฟา ของครอนบาค โดยเกณฑ์ความเชื่อมั่นที่ยอมรับได้จะมีค่าตั้งแต่ .70 ขึ้นไป (บุญชม ศรีสะอาด. 2554)

10. นำแบบสอบถามจัดพิมพ์เป็นฉบับสมบูรณ์ เพื่อใช้ในการเก็บรวบรวมข้อมูลกับกลุ่มตัวอย่างต่อไป

ระยะที่ 2 แนวทางการพัฒนาการเสริมสร้างสมรรถนะครูด้านการสั่งสมความเชี่ยวชาญในวิชาชีพครู ในสถานศึกษาที่มีวิธีปฏิบัติที่ดี (Best Practice) และการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

1. ศึกษาเอกสาร งานวิจัยที่เกี่ยวข้องกับเรื่องการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ

2. ศึกษาเอกสารและวิธีการสร้างแบบสัมภาษณ์ หลักการ และวิธีการสร้าง เพื่อนำมาประกอบเป็นแนวความคิดแล้วสร้างแบบสัมภาษณ์

3. กำหนดโครงสร้างของแบบสัมภาษณ์ ให้สอดคล้องและครอบคลุมเนื้อหาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ

4. สร้างแบบสัมภาษณ์ โดยผู้วิจัยสร้างข้อคำถามการสัมภาษณ์ตามกรอบที่กำหนด

5. ผู้วิจัยนำแบบสัมภาษณ์ฉบับร่างที่ผู้วิจัยสร้างขึ้นนำเสนอกรรมการควบคุมวิทยานิพนธ์เพื่อตรวจสอบความถูกต้องของสำนวนภาษาและความครอบคลุมเนื้อหาตามนิยามศัพท์และปรับแก้ตามคำแนะนำของคณะกรรมการควบคุมวิทยานิพนธ์

6. จัดพิมพ์แบบสัมภาษณ์ฉบับสมบูรณ์ เพื่อนำไปใช้ในการเก็บข้อมูล

การดำเนินงาน

1. นำผลการสังเคราะห์ข้อมูลที่ได้จากการศึกษาวิธีปฏิบัติที่ดี (Best Practice) เป็นแนวทางการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

2. ร่างแนวทางการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

3. ประเมินความเหมาะสม และความเป็นไปได้ของแนวทางการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ โดยผู้ทรงคุณวุฒิ จำนวนทั้งหมด 5 คน

การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

1. การจัดทำข้อมูลผู้วิจัยดำเนินการดังต่อไปนี้

1.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับคืนมาทุกฉบับ แล้ววิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูป

1.2 นำแบบสอบถามตอนที่ 1 ข้อมูลทั่วไป มาวิเคราะห์ข้อมูลโดยใช้ความถี่ และร้อยละ

1.3 นำแบบสอบถามที่สมบูรณ์ทั้งหมดมาให้คะแนนตามความคิดเห็นของกลุ่มตัวอย่าง ซึ่งมีลักษณะเป็นมาตรส่วนประมาณค่า (Rating Scale) 5 ระดับ

2. การวิเคราะห์ข้อมูล

2.1 แบบสอบถามตอนที่ 1 ข้อมูลทั่วไป ใช้การวิเคราะห์ความถี่ และร้อยละ

2.2 แบบสอบถามตอนที่ 2 สภาพปัจจุบัน สภาพที่พึงประสงค์ของสมรรถนะด้านการสั่งสมความเชี่ยวชาญในงานอาชีพของครู ใช้การวิเคราะห์ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานโดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป และกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ย (บุญชม ศรีสะอาด. 2554)

2.3 วิเคราะห์ร้อยละของสภาพปัจจุบัน และสภาพที่พึงประสงค์ของสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

2.4 วิเคราะห์จัดลำดับความสำคัญความต้องการจำเป็นโดยการนำข้อมูลผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์มาหาค่าดัชนีความต้องการจำเป็น โดยใช้สูตร PNImodified

ระยะที่ 2 แนวทางการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ในสถานศึกษาที่มีวิธีปฏิบัติที่ดี (Best Practice) และการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

1. การจัดทำข้อมูล

ผู้วิจัยนำข้อมูลที่ได้จากแบบประเมินแนวทางการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ มาตรวจสอบความถูกต้อง จากนั้นนำข้อมูลมาประมวลผลทางสถิติ เพื่อวิเคราะห์ความเหมาะสมและความเป็นไปได้ของแนวทาง โดยการใช้สถิติพื้นฐาน ได้แก่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน เพื่อหาระดับความเหมาะสมและความเป็นไปได้ของแนวทาง แล้วนำค่าเฉลี่ยมาแปลความหมาย โดยใช้เกณฑ์การแปลค่าความหมาย ค่าเฉลี่ย ของบุญชม ศรีสะอาด (2553) ซึ่งกำหนดให้คะแนนเฉลี่ยระดับคุณภาพความเหมาะสมมาก หรือคะแนนเฉลี่ย 3.51 ขึ้นไปเป็นเกณฑ์พิจารณายอมรับว่าแบบสอบถามที่นำมาใช้ได้

2. การวิเคราะห์ข้อมูล

วิเคราะห์ข้อมูลโดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป โดยการหาค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation, S.D.) โดยกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ยคะแนนความถูกต้องเหมาะสม และความเป็นไปได้ (บุญชม ศรีสะอาด. 2554)

สถิติที่ใช้ในการวิเคราะห์ข้อมูล

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

1. ค่าดรรชนีความสอดคล้อง (Index of Congruence : IOC)
2. ค่าอำนาจจำแนกรายข้อ โดยใช้การหาค่าสัมประสิทธิ์สหสัมพันธ์อย่างง่ายของเพียร์สัน
3. ค่าความเชื่อมั่นของแบบสอบถามทั้งฉบับโดยใช้ค่าสัมประสิทธิ์แอลฟาของครอนบาค
4. สถิติพื้นฐาน
   4.1 ร้อยละ
   4.2 ค่าเฉลี่ย
   4.3 ส่วนเบี่ยงเบนมาตรฐาน
5. สถิติการจัดลาดับความสำคัญความต้องการจำเป็น โดยใช้สูตร Modified Priority Needs Index (PNI Modified) (สุวิมล ว่องวาณิช. 2550)

ระยะที่ 2 แนวทางการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ในสถานศึกษาที่มีวิธีปฏิบัติที่ดี (Best Practice) และการพัฒนาการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

1. สถิติพื้นฐาน ค่าเฉลี่ย (Mean) (บุญชม ศรีสะอาด และสุริทอง ศรีสะอาด.2552)
2. ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)
3. สถิติพรรณนา (Descriptive Statistic) นำข้อมูลที่ได้มาวิเคราะห์เพื่อพรรณนา

สรุปผลการศึกษาค้นคว้า

การวิจัยเรื่อง การพัฒนาแนวทางการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ สรุปผลได้ดังนี้

1. ผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์ในการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ พบว่า

1.1 สภาพปัจจุบันในการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้านพบว่ามี 1 ด้านอยู่ในระดับมาก คือด้าน จริยธรรมและจรรยาบรรณวิชาชีพ ส่วนที่เหลืออีก 5 ด้านอยู่ในระดับปานกลาง โดยด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้าน

การพัฒนาผู้เรียน รองลงมา คือ ด้านบริหารจัดการห้องเรียน ด้านนวัตกรรมและเทคโนโลยีทางการศึกษา ด้านการบริหารจัดการหลักสูตรและการเรียนรู้ และด้านการวัดและประเมินผล ตามลำดับ

1.2 สภาพที่พึงประสงค์ของสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านอยู่ในระดับมากที่สุดเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านจริยธรรมและจรรยาบรรณวิชาชีพ รองลงมา คือ ด้านจริยธรรมและจรรยาบรรณวิชาชีพ ซึ่งมีค่าเฉลี่ยเท่ากันกับด้านการพัฒนาผู้เรียน รองลงมา คือ ด้านนวัตกรรมและเทคโนโลยีทางการศึกษา ด้านการบริหารจัดการหลักสูตรและการเรียนรู้ และด้านการวัดและประเมินผล ตามลำดับ

2. แนวทางการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ ประกอบไปด้วย 6 องค์ประกอบ ได้แก่ 1) องค์ประกอบด้านจริยธรรมและจรรยาบรรณวิชาชีพ 2) องค์ประกอบด้านการวัดและประเมินผล 3) องค์ประกอบด้านนวัตกรรมและเทคโนโลยีทางการศึกษา 4) องค์ประกอบด้านการบริหารจัดการหลักสูตร 5) องค์ประกอบด้านการบริหารจัดการชั้นเรียน และ 6) องค์ประกอบด้านการพัฒนาผู้เรียน

ผลการประเมินความเหมาะสม และความเป็นไปได้ของแนวทางการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ โดยรวมอยู่ในระดับมากที่สุด เมื่อพิจารณาเป็นรายด้านพบว่าทุกด้านมีความเหมาะสม และความเป็นไปได้อยู่ในระดับมากที่สุดเช่นเดียวกัน

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำไปใช้

1.1 ผู้บริหารและครู ควรตระหนัก และให้ความสำคัญกับการปฏิบัติตามองค์ประกอบ ของแนวทางการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ เพื่อก่อให้เกิดประสิทธิภาพและประสิทธิผลในการจัดการเรียนรู้

1.2 ผู้บริหารศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอ ในจังหวัดกาฬสินธุ์ ควรมีการนำแนวทางการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์ ไปให้ครูผู้สอนได้ทดลองใช้เพื่อเพิ่มประสิทธิภาพการปฏิบัติงานให้มีคุณภาพ บรรลุตามเป้าหมาย

2. ข้อเสนอแนะในการวิจัยและพัฒนาต่อไป

2.1 ควรมีการวิจัยเกี่ยวกับประสิทธิผลการนำแนวทางทางการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

2.2 ควรพิจารณาและศึกษาปัจจัยอื่นๆ ที่อาจเป็นปัญหาและอุปสรรคในการเสริมสร้างทางการเสริมสร้างสมรรถนะด้านวิชาชีพครู สู่การเป็นครูมืออาชีพ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอนามน จังหวัดกาฬสินธุ์

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Development of Guidelines for Learning Resource Management in Sub-district Non-Formal Education according to the Operating Policy at Learning Center 4 under Banhad District Non-Formal and Informal Education Center, Khon Kaen Province

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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์และความต้องการจำเป็นของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น 2) ศึกษาแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น กลุ่มเป้าหมายที่ใช้ในการศึกษา ได้แก่ ครูการศึกษานอกโรงเรียน จำนวน 123 คน และสัมภาษณ์ผู้บริหาร จำนวน 3 คน เครื่องมือที่ใช้ ได้แก่ แบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ จำนวน ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนี PNI ผลการศึกษา พบว่า 1) จากสภาพปัจจุบันของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล โดยรวมและรายด้านอยู่ในระดับปานกลาง ส่วน สำหรับสภาพที่พึงประสงค์ โดยรวมและรายด้านอยู่ในระดับมาก และความต้องการจำเป็น พบว่า ด้านการดำเนินงานศูนย์ดิจิทัลชุมชน มีความต้องการจำเป็นมากที่สุด รองลงมาคือ ด้านการดำเนินงานศูนย์การศึกษาตลอดชีวิต ส่วนด้านที่มีความต้องการจำเป็นน้อยที่สุด คือ ด้านการดำเนินงานศูนย์ส่งเสริมพัฒนาประชาธิปไตยตำบล (ศส.ปชต.) 2) วิธีการพัฒนาแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ แบ่งออกเป็น 4 ด้าน คือ 1. ด้านการดำเนินงานศูนย์ส่งเสริมพัฒนาประชาธิปไตยตำบล (ศส.ปชต.) 2. ด้านการดำเนินงานศูนย์เรียนรู้ตามปรัชญาของเศรษฐกิจพอเพียงและเกษตรทฤษฎีใหม่ 3. ด้านการดำเนินงานศูนย์ดิจิทัลชุมชน 4. ด้านการดำเนินงานศูนย์การศึกษาตลอดชีวิต

คำสำคัญ : การพัฒนาแนวทางการบริหาร, แหล่งเรียนรู้ใน กศน.ตำบล

Abstract

The objectives of this study were 1) to study the current and desirable conditions and necessary needs of the management of learning resources in Tambon Non-Formal Non-Formal Education according to the operating policy of the Learning Center 4 under Ban Had District Non-formal Education and Informal Education Center, Khon Kaen Province; and 2) to study the development of learning resource management guidelines in Sub-District Non-Formal Education according to the operational policy of learning centers 4 under Ban Had District Non-formal Education and Informal Education Center, Khon Kaen Province. The target group used in the study was 123 non-formal education teachers and interviewed 3 administrators. The tools used were questionnaires. The statistics used in data analysis were frequency, mean, standard deviation and PNI index. The research finding found that 1) the current state of learning resource management in Sub-district Non-Formal Education as a whole and in each aspect was at a moderate level. The overall and individual aspects of desirable conditions were at a high level and necessary needs were at a high level in terms of the operation of the digital community center, following by lifelong education center operation. The least needed aspect was the implementation of the Tambon Democratic Promotion Center. Administration guideline of learning center of District Non-formal Education and Informal Education Center consisted of 1) operations of the Tambon Democratic Promotion Development Center, 2) operations of the learning centers based on the philosophy of sufficiency economy and new agriculture theory, 3) operation of community digital centers, and 4) operations of lifelong education centers.

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Keywords: Development of management guidelines, Learning resources in Sub-District Non-Formal Education

บทนำ

การศึกษาตลอดชีวิต เป็นการศึกษาที่ครอบคลุมทั้งการศึกษาในระบบ การศึกษานอกระบบ และการศึกษาตามอัธยาศัย เป็นการศึกษาที่จัดให้แก่บุคคลทุกช่วงวัยอายุตั้งแต่เกิดจนตายโดยในแต่ละช่วงของชีวิตบุคคลอาจได้รับการศึกษารูปแบบใดรูปแบบหนึ่งหรือหลายรูปแบบผสมผสานกัน เป็นการศึกษาที่สัมพันธ์กับวิถีการดำเนินชีวิตของบุคคล สัมพันธ์กับปัจจัยต่างๆ ที่เกี่ยวข้องกับการดำเนินชีวิตทั้งด้านสังคม สิ่งแวดล้อม ศาสนา เศรษฐกิจ การเมือง ทั้งนี้ เพื่อมุ่งพัฒนาบุคคลอย่างเต็มศักยภาพ เพื่อให้มีความรู้ ทักษะ และประสบการณ์อย่างเพียงพอต่อการดำรงชีวิต การประกอบอาชีพและการปรับตัวเข้ากับสภาพสังคมสิ่งแวดล้อมที่เปลี่ยนแปลงไปได้อย่างเหมาะสมในทุกช่วงชีวิต เพราะมนุษย์ต้องเผชิญกับความเปลี่ยนแปลงของสังคมสิ่งแวดล้อมอยู่ตลอดเวลา

พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และแก้ไขเพิ่มเติม (ฉบับที่ 4) พ.ศ. 2562 ได้กำหนดให้มีการกระจายอำนาจการจัดการศึกษาไปสู่ชุมชนเพื่อการเข้าถึงโอกาสทางการศึกษา โดยกำหนดให้ภาครัฐต้องส่งเสริมการดำเนินงานและจัดตั้งแหล่งเรียนรู้ตลอดชีวิตที่เพียงพอและมีประสิทธิภาพโดยการมีส่วนร่วมของชุมชน มาตรา 8 ได้กำหนดว่า “การจัดการศึกษาให้ยึดหลักเน้นการศึกษาตลอดชีวิตสำหรับประชาชน” ซึ่งการจัดการศึกษาให้เป็นไปตามความหมายและหลักการดังกล่าว มาตรา 25 ได้กำหนดไว้ว่า “รัฐต้องส่งเสริมการดำเนินงานและจัดตั้งแหล่งเรียนรู้ตลอดชีวิตทุกรูปแบบ อย่างเพียงพอและ มีประสิทธิภาพ” (กระทรวงศึกษาธิการ 2562) และแนวทางการจัดการศึกษาตามพระราชบัญญัติส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย พ.ศ. 2551 มาตรา 6 กล่าวไว้ว่า การส่งเสริมสนับสนุนการศึกษานอกระบบและการศึกษาตามอัธยาศัยจะต้องยึดหลักดังนี้ 1) การศึกษานอกระบบ (ก) ความเสมอภาคในการเข้าถึงและได้รับการศึกษาอย่างกว้างขวางทั่วถึง เป็นธรรมและมีคุณภาพเหมาะสมกับสภาพชีวิตของประชาชน (ข) การกระจายอำนาจแก่สถานศึกษาและการให้ภาคีเครือข่ายมีส่วนร่วมในการจัดการเรียนรู้ 2) การศึกษาตามอัธยาศัย (ก) การเข้าถึงแหล่งเรียนรู้ที่สอดคล้องกับความสนใจและวิถีชีวิตของผู้เรียนทุกกลุ่มเป้าหมาย (ข) การพัฒนาแหล่งการเรียนรู้ให้มีความหลากหลายทั้งส่วนที่เป็นภูมิปัญญาทองถิ่นและส่วนที่นำเทคโนโลยีมาใช้เพื่อการศึกษา (ค) การจัดกรอบหรือแนวทางการเรียนรู้ที่เป็นคุณประโยชน์ต่อผู้เรียนการพัฒนาแหล่งเรียนรู้ให้มีความหลากหลาย ทั้งส่วนที่เป็นภูมิปัญญาท้องถิ่น และส่วนที่นำเทคโนโลยีมาใช้เพื่อการศึกษา และข้อ 10 (4) การสร้างและการพัฒนาแหล่งเรียนรู้ที่หลากหลายเพื่อให้ผู้เรียนของการศึกษาตามอัธยาศัย เข้าถึงได้ตามความเหมาะสม สอดคล้องกับแนวทางการปฏิรูปการศึกษาในทศวรรษที่ 2 (พ.ศ. 2552 - 2561) ที่มีวิสัยทัศน์ให้ “คนไทยได้เรียนรู้ตลอดชีวิตอย่างมีคุณภาพ” โดยมีเป้าหมายการปฏิรูปการศึกษา ประกอบด้วย 1) พัฒนาคุณภาพและมาตรฐานการศึกษาและการเรียนรู้ของคนไทย 2) เพิ่มโอกาสทางการศึกษาและการเรียนรู้อย่างทั่วถึงและมีคุณภาพ เพื่อให้ประชาชนทุกคน ทุกเพศทุกวัยมีโอกาสเข้าถึงการศึกษาและเรียนรู้อย่างต่อเนื่องตลอดชีวิต 3) ส่งเสริมการมีส่วนร่วมของทุกภาคส่วนของสังคมในการบริหารและการจัดการศึกษา ซึ่งได้กำหนดกรอบการปฏิรูปการศึกษาส่วนหนึ่งคือ ให้มีการพัฒนาคุณภาพสถานศึกษาและแหล่งเรียนรู้ยุคใหม่ เพื่อพัฒนาคุณภาพการศึกษาทุกระดับทุกประเภท ให้เป็นแหล่งเรียนรู้ที่มีคุณภาพ เพื่อเปิดโอกาสทางการศึกษาและการเรียนรู้ของผู้เรียนอย่างต่อเนื่องตลอดชีวิตและมีคุณภาพ ตามความต้องการนำไปพัฒนาคุณภาพชีวิตได้

สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย ซึ่งเป็นหน่วยงานหลักที่มีภารกิจในการจัดและพัฒนาแหล่งเรียนรู้เพื่อให้บริการการศึกษานอกระบบและการศึกษาตามอัธยาศัยเพื่อส่งเสริมการเรียนรู้ตลอดชีวิตของคนในชุมชน ที่ผ่านมาได้ดำเนินการจัดตั้งศูนย์การเรียนในทุกตำบลเรียกว่า “ศูนย์การเรียนชุมชนตำบล” เพื่อกระจายโอกาสทางการศึกษาแก่ประชาชน มีพันธกิจในการจัดและส่งเสริมกิจกรรมการศึกษานอกระบบและการศึกษาตามอัธยาศัยให้สอดคล้องกับความต้องการของผู้เรียน ชุมชนและสังคมได้แก่ การจัดการศึกษาพื้นฐาน การศึกษาเพื่อพัฒนาอาชีพ การศึกษาเพื่อพัฒนาทักษะชีวิต การศึกษาเพื่อพัฒนาทางสังคมและชุมชน โดยเน้น “ผู้เรียนเป็นสำคัญ และ สอดคล้องกับวิถีชีวิต (สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย, 2551)

ผู้ศึกษาในฐานะครูศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด ได้ตระหนักและเห็นความสำคัญในการที่จะเร่งดำเนินการตามนโยบาย ให้เกิดผลเป็นรูปธรรมและพัฒนาให้ได้รูปแบบการดำเนินงานที่สอดคล้องกับสภาพจริงของพื้นที่ให้บริการศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น เป็นไปอย่างมีประสิทธิภาพสามารถสนองความต้องการการเรียนรู้และพัฒนากระบวนการเรียนรู้ของชุมชนเพื่อส่งเสริมการศึกษาตลอดชีวิตอย่างมีคุณภาพ ตามแนวทางการปฏิรูปการศึกษาในศตวรรษที่21 อย่างแท้จริง จึงทำการศึกษาสภาพปัจจุบันสภาพที่พึงประสงค์ และความต้องการจำเป็นในการพัฒนาแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ เพื่อเป็นสารสนเทศในการวางแผนและพัฒนาการดำเนินงาน นำไปสู่การพัฒนาและใช้ประโยชน์ได้เต็มตามศักยภาพ ตลอดจนนำไปใช้ประกอบการจัดทำโครงการพัฒนาการดำเนินงานแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ตำบลในจังหวัดขอนแก่น และแห่งอื่นๆ ต่อไป

วัตถุประสงค์การศึกษาค้นคว้า

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น

2. เพื่อพัฒนาแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น

วิธีดำเนินการศึกษาค้นคว้า

ผู้ศึกษาค้นคว้าได้ดำเนินการศึกษาการพัฒนาแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น ใช้วิธีการศึกษาแบบผสม (Mix Methodology) คือ การวิจัยเชิงปริมาณและการวิจัยเชิงคุณภาพ ดำเนินการศึกษาเป็น 2 ระยะ ดังต่อไปนี้

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น

ระยะที่ 2 ศึกษาการพัฒนาแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น

ระยะที่ 1 ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น

1. ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

1.1 กลุ่มเป้าหมายที่ใช้ในการศึกษา

กลุ่มเป้าหมาย (Target Group) ที่ใช้ในการศึกษาครั้งนี้ ได้แก่ ครูการศึกษานอกโรงเรียนและ ภาคีเครือข่าย/ชุมชน จำนวน 123 คน จำแนกเป็น 1) ครูการศึกษานอกโรงเรียน จำนวน 25 คน 2) ภาคีเครือข่าย/ชุมชน จำนวน 98 คน ประกอบด้วย 1) คณะกรรมการสถานศึกษา จำนวน 8 คน 2) คณะกรรมการศูนย์ส่งเสริมพัฒนาประชาธิปไตยตำบล จำนวน 40 คน 3) ผู้นำชุมชน จำนวน 46 คน 4) ภูมิปัญญา/แหล่งเรียนรู้ 4 คน โดยการเลือกแบบเฉพาะเจาะจง (Purposive Sampling) จำนวน 123 คน ทั้งนี้ไม่รวมผู้ศึกษาค้นคว้า

2. ขอบเขตด้านเนื้อหา

การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น จากกรอบเนื้อหา แนวทางการดำเนินงาน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย ดังนี้ 1) ศูนย์ส่งเสริมประชาธิปไตย 2) ศูนย์เรียนรู้ตามปรัชญาของเศรษฐกิจพอเพียงและเกษตรทฤษฎีใหม่ประจำตำบล 3) ศูนย์ดิจิทัลชุมชน 4) ศูนย์การศึกษาตลอดชีวิต (สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย, 2559)

3. ระยะเวลาในการศึกษาค้นคว้า

วันที่ 1 มิถุนายน พ.ศ. 2565 - วันที่ 30 กรกฎาคม พ.ศ. 2565

4. เครื่องมือที่ใช้ในการศึกษาค้นคว้า

4.1 ลักษณะของเครื่องมือ

แบบสอบถาม

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น แบ่งเป็น 2 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถามมีลักษณะเป็นแบบตรวจสอบรายการ (Check List)

ตอนที่ 2 เป็นแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น มีลักษณะเป็นแบบสอบถามมาตราส่วนประมาณค่า (Rating Scale) ตามแบบของลิเคิร์ท (Likert Type) 5 ระดับ ได้แก่ มากที่สุด มาก ปานกลาง น้อย และน้อยที่สุด ซึ่งแต่ละระดับมีค่าคะแนน และความหมายดังนี้

5 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับมากที่สุด

4 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับมาก

3 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับปานกลาง

2 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับน้อย

1 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับน้อยที่สุด

4.2 การสร้างและการหาคุณภาพเครื่องมือ

4.2.1 ศึกษาหลักเกณฑ์ เอกสาร ตำรา และทฤษฎีที่เกี่ยวข้องในการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น เพื่อกำหนดกรอบแนวคิด และวิธีการสร้างแบบสอบถาม มาตราส่วนประมาณค่า รูปแบบและขอบเขตของเครื่องมือ

4.2.2 กำหนดกรอบแนวคิดของการวิจัย รวมถึงศึกษาประเด็นเนื้อหาและโครงสร้างแบบสอบถามและปัจจัยต่างๆ ที่เกี่ยวข้องกับสภาพปัจจุบัน สภาพที่พึงประสงค์ของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ดังนี้ 1) ศูนย์ส่งเสริมพัฒนาประชาธิปไตยประจำตำบล 2) ศูนย์เรียนรู้ตามหลักปรัชญาของเศรษฐกิจพอเพียงและเกษตรทฤษฎีใหม่ประจำตำบล 3) ศูนย์ดิจิทัลชุมชน 4) ศูนย์การศึกษาตลอดชีวิต

4.2.3 สร้างแบบสอบถามฉบับร่าง ตรวจสอบความถูกต้อง ครอบคลุมลักษณะที่ต้องการวัด การใช้ภาษาที่ชัดเจนไม่คลุมเครือ แล้วปรับปรุงแก้ไขก่อนเสนออาจารย์ที่ปรึกษา และผู้เชี่ยวชาญเพื่อตรวจความถูกต้อง

4.2.4 นำแบบสอบถามที่สร้างขึ้นเสนออาจารย์ที่ปรึกษาการศึกษาค้นคว้าอิสระ เพื่อตรวจสอบและให้คำแนะนำ

4.2.5 ปรับปรุงแก้ไขแบบสอบถามตามที่อาจารย์ที่ปรึกษาการศึกษาค้นคว้าอิสระเสนอแนะ แล้วนำมาเสนอผู้เชี่ยวชาญตรวจสอบเครื่องมือการศึกษา (ความเที่ยงตรง : Validity) จำนวน 3 ท่าน เพื่อตรวจสอบและให้คำแนะนำปรับปรุงแก้ไข

4.2.6 นำแบบสอบถามที่ได้ให้ผู้เชี่ยวชาญตรวจพิจารณา นำมาหาค่าความเที่ยงตรงตามเนื้อหา (Content Validity) ความเหมาะสมความถูกต้อง ความสมบูรณ์ของข้อคำถามโดยการหาค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับลักษณะเฉพาะของเนื้อหา (IOC : Index of Item Objective Congruence) ผู้เชี่ยวชาญ จำนวน 3 ท่าน

4.2.7 นำแบบสอบถามที่ได้ไปทดลองใช้ (Try Out) กับครูการศึกษานอกโรงเรียนและภาคีเครือข่าย/ชุมชน สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 12 คน

4.2.8 คำนวณค่าอำนาจจำแนก และค่าความเชื่อมั่น (Reliability) ของแบบสอบถาม โดยใช้สูตรสหสัมพันธ์ของเพียร์สันและค่าสัมประสิทธิ์แอลฟา (Alpha Coefficient) ตามวิธีของ Cronbach

4.2.9 จัดพิมพ์แบบสอบถามฉบับสมบูรณ์ เพื่อนำไปใช้เก็บรวบรวมข้อมูลต่อไป

5. การดำเนินงาน

5.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัย วิทยาลัยบัณฑิตเอเชีย ถึงผู้บริหารสถานศึกษาสังกัดศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล

5.2 ผู้วิจัยส่งหนังสือขอเก็บข้อมูลและแบบสอบถามถึง ผู้บริหาร ครูการศึกษานอกโรงเรียน และภาคีเครือข่าย/ชุมชน ที่เป็นกลุ่มตัวอย่าง เพื่อขอความอนุเคราะห์ในการเก็บข้อมูลตอบแบบสอบถาม

5.3 เป้าหมายในการเก็บรวบรวมข้อมูล จำนวน 123 ฉบับ

6. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

6.1.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับคืนมาทุกฉบับ แล้ววิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูป

6.1.2 นำแบบสอบถามตอนที่ 1 ข้อมูลทั่วไปมาวิเคราะห์ โดยใช้ความถี่ (Frequency) และร้อยละ (Percentage)

6.1.3 นำแบบสอบถามที่สมบูรณ์ทั้งหมดมาให้คะแนนตามความเห็นของกลุ่มตัวอย่าง ซึ่งมีลักษณะเป็นมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ดังนี้

5 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับมากที่สุด

4 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับมาก

3 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับปานกลาง

2 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับน้อย

1 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับน้อยที่สุด

6.2 การวิเคราะห์ข้อมูล

6.2.1 วิเคราะห์ข้อมูลโดยใช้คอมพิวเตอร์ ดังต่อไปนี้

1) ตอนที่ 1 ข้อมูลทั่วไป ใช้การวิเคราะห์ความถี่ และร้อยละ

2) ตอนที่ 2 สภาพปัจจุบัน สภาพที่พึงประสงค์ของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น โดยนำคะแนนที่ได้มาหาค่าเฉลี่ย (Mean) ค่าความเบี่ยงเบนมาตรฐาน (S.D.) โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป และกำหนดเกณฑ์การแปลความหมายค่าเฉลี่ย ดังนี้ (บุญชม ศรีสะอาด, 2556)

4.51 – 5.00 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับมากที่สุด

3.51 – 4.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับมาก

2.51 – 3.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับปานกลาง

1.51 – 2.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับน้อย

1.00 – 1.50 หมายถึง สภาพปัจจุบัน/สภาพที่พึงประสงค์ อยู่ในระดับน้อยที่สุด

6.2.2 วิเคราะห์ร้อยละของสภาพปัจจุบัน สภาพที่พึงประสงค์ของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น

6.2.3 วิเคราะห์จัดลำดับความสำคัญของความต้องการจำเป็นโดยการนำข้อมูลจากผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์มาหาค่าดัชนีความต้องการจำเป็น โดยใช้สูตร $PNI_{modified}$ ของ (นงลักษณ์ วิรัชชัย และสุวิมล ว่องวานิช, 2541) เพื่อจัดลำดับความต้องการจำเป็นจากมากไปหาน้อย

7. สถิติและการวิเคราะห์ข้อมูล

7.1 สถิติที่ใช้ในการหาคุณภาพของเครื่องมือ ได้แก่

1) สถิติที่ใช้ในการหาคุณภาพเครื่องมือ ได้แก่ การหาค่าความเที่ยงตรงของแบบสอบถาม (IOC)

2) สถิติพื้นฐาน ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ระยะที่ 2 ศึกษาการพัฒนาแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น

ตอนที่ 1 การศึกษาวิธีการปฏิบัติที่เป็นเลิศ (Best Practices) ด้านการบริหารจัดการแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้

1. ขั้นตอนการดำเนินการศึกษาวิธีปฏิบัติที่ดีด้านการบริหารจัดการแหล่งเรียนรู้ใน กศน.ตำบล ผู้วิจัยได้ทำการศึกษาการดำเนินงานของสถานศึกษาที่มีวิธีปฏิบัติที่ดีเยี่ยม (Best Practices) จำนวน 3 แห่งได้แก่ 1) ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านฝาง 2) ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอหนองเรือ 3) ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอโนนศิลา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยการเลือกแบบเฉพาะเจาะจง (Purposive Sampling) ซึ่งมีเกณฑ์การคัดเลือก ดังนี้

1.1 เป็นสถานศึกษาที่มีผลงานดีเด่นเป็นที่ประจักษ์ระดับจังหวัด

1.2 เป็นสถานศึกษาที่ดำเนินกิจกรรมตามกรอบและนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้อย่างต่อเนื่องจนถึงปัจจุบัน

1.3 เป็นสถานศึกษาที่ได้รับรางวัล กศน.ตำบล 5 ดีพรีเมียม

2. กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา 3 แห่ง จากการศึกษาเอกสารและสัมภาษณ์ ใช้วิธีการเลือกแบบเฉพาะเจาะจง (Purposive Sampling) ซึ่งเป็นผู้ที่ได้รับการยอมรับและเป็นแบบอย่างวิธีปฏิบัติที่เป็นเลิศ (Best Practices) สถานศึกษา จำนวน 3 แห่ง แห่งละ 1 ท่าน จำนวน 3 ท่าน

2.1 นำข้อมูลที่ได้จากการการศึกษาเอกสารและสัมภาษณ์ ผู้บริหารสถานศึกษาที่เป็นผู้ที่ได้รับการยอมรับและเป็นแบบอย่างวิธีปฏิบัติที่เป็นเลิศ (Best Practices) มาทำการวิเคราะห์ สังเคราะห์ เพื่อนำมากำหนดเป็นแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้

3. ขอบเขตด้านเนื้อหา

ผลการตอบแบบสอบถามสภาพปัจจุบัน และสภาพที่พึงประสงค์ของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น

4. ระยะเวลาในการศึกษาค้นคว้า

วันที่ 1 สิงหาคม พ.ศ. 2565 – วันที่ 30 กันยายน พ.ศ. 2565

5. เครื่องมือที่ใช้ในการศึกษาค้นคว้า

5.1 ลักษณะของเครื่องมือ

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล เป็นแบบสัมภาษณ์แบบมีโครงสร้าง แบ่งเป็น 2 ตอน คือ

ตอนที่ 1 ข้อมูลเบื้องต้นของผู้ตอบแบบสัมภาษณ์

ตอนที่ 2 รายการในการสัมภาษณ์ ตามกรอบและภารกิจการนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ มีลักษณะเป็นแบบสัมภาษณ์แบบมีโครงสร้าง จำนวน 4 ศูนย์เรียนรู้ ประกอบด้วย 1) ศูนย์ส่งเสริมพัฒนาประชาธิปไตยประจำตำบล 2) ศูนย์เรียนรู้ตามหลักปรัชญาของเศรษฐกิจพอเพียงและเกษตรทฤษฎีใหม่ประจำตำบล 3) ศูนย์ดิจิทัลชุมชน 4) ศูนย์การศึกษาตลอดชีวิต

5.2 การสร้างและการหาคุณภาพเครื่องมือ

5.2.1 ศึกษาหลักการ และวิธีการสร้างแบบสัมภาษณ์แบบมีโครงสร้าง

5.2.2 ร่างแบบสัมภาษณ์ โดยนำข้อมูลจากการตอบแบบสอบถามในตอนที่ 1 จากการศึกษาเอกสารและข้อมูลจากการตอบแบบสอบถามการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น ของครูการศึกษานอกโรงเรียน และภาคีเครือข่าย/ชุม ในข้อที่มีค่าดัชนีความจำเป็นต้องการมากที่สุด 3 ข้อแรกของแต่ละด้านการดำเนินงานตามนโยบาย ทั้งหมด 4 ศูนย์เรียนรู้ มาเป็นกรอบแนวคิดในการวิจัยและสร้างข้อคำถามให้ครอบคลุมประเด็นการสัมภาษณ์

5.2.3 นำแบบสัมภาษณ์เสนออาจารย์ที่ปรึกษาเพื่อตรวจแนะนำ แล้วปรับปรุงแก้ไขตามคำแนะนำ

5.2.4 ปรับปรุงแก้ไขแบบสัมภาษณ์ตามคำแนะนำของอาจารย์ที่ปรึกษา

5.2.5 นำแบบสัมภาษณ์ที่ได้ให้ผู้เชี่ยวชาญตรวจพิจารณา นำมาหาค่าความเที่ยงตรงตามเนื้อหา (Content Validity) ความเหมาะสมความถูกต้อง ความสมบูรณ์ของข้อคำถาม โดยการหาค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับลักษณะเฉพาะของเนื้อหา (IOC : Index of Item Objective Congruence)

5.2.6 นำแบบสัมภาษณ์จากการตรวจพิจารณาของผู้เชี่ยวชาญ นำมาวิเคราะห์เพื่อหาค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับลักษณะของเนื้อหา (IOC : Index of Item Objective Congruence)

6. การเก็บรวบรวมข้อมูล

ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูล โดยการสัมภาษณ์เชิงลึก ในสถานศึกษาที่มีวิธีปฏิบัติที่เป็นเลิศ (Best Practices) โดยใช้แบบสัมภาษณ์แบบมีโครงสร้าง ดังนี้

6.1 ผู้วิจัยขอหนังสือราชการในการเข้าศึกษาดูงานจากบัณฑิตวิทยาลัย วิทยาลัยบัณฑิตเอเชีย ถึงผู้บริหารสถานศึกษาที่เป็นผู้ที่ได้รับการยอมรับและเป็นแบบอย่างวิธีปฏิบัติที่เป็นเลิศ (Best Practices) เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลด้วยการสัมภาษณ์

6.2 ผู้วิจัยติดต่อประสานงานกับสถานศึกษา เพื่อขอความอนุเคราะห์ในการดูงานและสัมภาษณ์ นัดหมายวันและเวลาการสัมภาษณ์ด้วยตนเอง

6.3 ดำเนินการเก็บข้อมูลโดยวิธีการสัมภาษณ์ แต่ละครั้งผู้วิจัยทำการจดบันทึกไว้ทุกครั้งและใช้เครื่องบันทึกเสียงในการสัมภาษณ์ โดยขออนุญาตในการบันทึกเสียงทุกครั้ง ก่อนทำการบันทึก

7. การจัดกระทำและการวิเคราะห์ข้อมูล

7.1 การจัดกระทำข้อมูล

ตรวจสอบการบันทึกคำตอบ และจัดเรียงคำตอบ

7.2 การวิเคราะห์ข้อมูล

วิเคราะห์ข้อมูลเชิงคุณภาพที่ได้จากการสัมภาษณ์ สรุปผลและรายงานข้อมูลเชิงพรรณนา

ตอนที่ 2 การยกร่างแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น

ดำเนินการสังเคราะห์ข้อมูลที่ได้จากการศึกษาสถานศึกษาและสัมภาษณ์ผู้บริหารสถานศึกษาที่เป็นผู้ที่ได้รับการยอมรับและเป็นแบบอย่างวิธีปฏิบัติที่เป็นเลิศ (Best Practices) แล้วนำมาออกแบบและสร้างเป็นแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น โดยดำเนินการดังนี้

1. ขั้นตอนดำเนินการ

1.1 นำผลที่ได้การวิเคราะห์ความต้องการจำเป็น การสังเคราะห์ข้อมูลที่ได้จากการศึกษาสถานศึกษาและการสัมภาษณ์ที่มีวิธีปฏิบัติที่เป็นเลิศ มาใช้ในการปรับร่างแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น โดยเรียงจากมากไปน้อยตามลำดับ

1.2 นำเสนอร่างแนวทางให้อาจารย์ที่ปรึกษาตรวจสอบ แล้วนำมาปรับปรุงแก้ไข ตามที่อาจารย์ที่ปรึกษาเสนอแนะ

1.3 นำร่างแนวทางไปให้ผู้ทรงคุณวุฒิตรวจสอบยืนยันความเหมาะสมและความเป็นไปได้ พร้อมทั้งข้อคิดเห็นและข้อเสนอแนะปรับปรับปรุงแก้ไข

2. กลุ่มผู้ประเมิน ตรวจสอบร่างแนวทาง ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 3 ท่าน โดยการเลือกแบบเฉพาะเจาะจง

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

เครื่องมือที่ใช้ในการยกร่างแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น เป็นแบบคำถามปลายเปิด เพื่อให้ผู้ทรงคุณวุฒิเขียนข้อเสนอแนะ และประเด็นการปรับปรุงแนวทาง

4. การเก็บรวบรวมข้อมูล

ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูล การยกร่างแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น ดังนี้

4.1 ผู้วิจัยขอหนังสือราชการในการเก็บข้อมูลจากบัณฑิตวิทยาลัย วิทยาลัยบัณฑิตเอเชีย ถึงผู้ทรงคุณวุฒิ

4.2 ผู้วิจัยติดต่อประสานงานกับผู้ทรงคุณวุฒิ เพื่อขอความอนุเคราะห์ในการเก็บข้อมูลการยกร่างแนวทางแบบคำถามปลายเปิด เพื่อให้ผู้ทรงคุณวุฒิเขียนข้อเสนอแนะ และประเด็นการปรับปรุงแนวทางด้วยตนเอง

4.3 ผู้วิจัยดำเนินการนำแนวทางทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น ที่ผ่านการแก้ไขจากการตอบแบบคำถามแล้ว เสนอผู้ทรงคุณวุฒิเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทาง

5. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

นำแบบบันทึกการตอบคำถาม ข้อเสนอแนะ และประเด็นการปรับปรุงแนวทาง มาสังเคราะห์ข้อมูล ในการยกร่างแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น เสนอผู้ทรงคุณวุฒิเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทาง

5.2 การวิเคราะห์ข้อมูล

การวิเคราะห์ข้อมูลเชิงคุณภาพในการวิเคราะห์ สังเคราะห์ การตอบคำถาม ข้อเสนอแนะ และประเด็นการปรับปรุงแนวทาง

ตอนที่ 3 การตรวจสอบยืนยันแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น

1. ขั้นตอนการดำเนินงาน

นำร่างแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น เสนอต่อผู้ทรงคุณวุฒิเพื่อตรวจสอบยืนยัน และประเมินความเหมาะสมและความเป็นไปได้ของร่างแนวทาง

2. กลุ่มผู้ประเมิน ตรวจสอบยืนยันแนวทาง ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 3 ท่าน โดยการเลือกแบบเฉพาะเจาะจง

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทและลักษณะของเครื่องมือ

เครื่องมือที่ใช้ในการตรวจสอบยืนยันแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น เป็นแบบประเมินความเหมาะสมและความเป็นไปได้ของแนวทาง แบ่งเป็น 2 ตอน ดังนี้

ตอนที่ 1 เป็นแบบประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น เป็นแบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ (บุญชม ศรีสะอาด, 2556)

5 ความเหมาะสม/ความเป็นไปได้มากที่สุด

4 ความเหมาะสม/ความเป็นไปได้มาก

3 ความเหมาะสม/ความเป็นไปได้ปานกลาง

2 ความเหมาะสม/ความเป็นไปได้น้อย

1 ความเหมาะสม/ความเป็นไปได้น้อยที่สุด

ตอนที่ 2 เป็นคำถามปลายเปิด เพื่อให้ผู้ทรงคุณวุฒิเขียนข้อเสนอแนะ และประเด็นการปรับปรุงแนวทาง

3.2 การสร้างและการหาคุณภาพเครื่องมือ

3.2.1 ศึกษาหลักการ และวิธีการสร้างแบบประเมิน

3.2.2 ร่างแบบประเมิน

3.2.3 นำแบบประเมินเสนออาจารย์ที่ปรึกษาตรวจแนะนำ แล้วปรับปรุงแก้ไขตามคำแนะนำ

3.2.4 ปรับปรุงแก้ไขแบบประเมินตามคำแนะนำของอาจารย์ที่ปรึกษา แล้วนำเสนอผู้ทรงคุณวุฒิเพื่อตรวจพิจารณาความเหมาะสม และความเป็นไปได้

4. การเก็บรวบรวมข้อมูล

ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูล การประเมินแนวทางทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น ดังนี้

4.1 ผู้วิจัยนำแนวทางทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น ฉบับแก้ไขจากการตอบแบบคำถามข้อเสนอแนะเสนออาจารย์ที่ปรึกษาพิจารณา

4.2 ผู้วิจัยนำแนวทางทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น ที่ผ่านการพิจารณาจากอาจารย์ที่ปรึกษา เสนอผู้ทรงคุณวุฒิประเมินความเหมาะสมและความเป็นไปได้

4.3 ผู้วิจัยติดต่อขอรับผลการประเมินแนวทางทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น ไปวิเคราะห์ข้อมูลต่อไป

5. การกระทำและการวิเคราะห์ข้อมูล

5.1 การกระทำข้อมูล

นำแบบประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น มาดำเนินการดังนี้

5.1.1 ตรวจสอบความถูกต้อง ครบถ้วนสมบูรณ์ของแบบประเมิน

5.1.2 กำหนดค่าของคะแนน และบันทึกข้อมูลลงในคอมพิวเตอร์

5.1.3 วิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

5.2 การวิเคราะห์ข้อมูล

นำคะแนนที่ได้จากแบบประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น มาวิเคราะห์หาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน และแปลความหมายตามเกณฑ์ ดังนี้

4.51 – 5.00 หมายถึง ความเหมาะสม/ความเป็นไปได้ อยู่ในระดับ มากที่สุด

3.51 – 4.50 หมายถึง ความเหมาะสม/ความเป็นไปได้ อยู่ในระดับ มาก

2.51– 3.50 หมายถึง ความเหมาะสม/ความเป็นไปได้ อยู่ในระดับ ปานกลาง

1.51 – 2.50 หมายถึง ความเหมาะสม/ความเป็นไปได้ อยู่ในระดับ น้อย

1.00 – 1.50 หมายถึง ความเหมาะสม/ความเป็นไปได้ อยู่ในระดับ น้อยที่สุด

สรุปผลการศึกษาค้นคว้า

1. จากสภาพปัจจุบันของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่นโดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาเป็นรายด้าน พบว่าทุกด้านอยู่ในระดับปานกลางเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุด คือด้านการดำเนินงานศูนย์การศึกษาตลอดชีวิต รองลงมาคือ ด้านการดำเนินงานศูนย์เรียนรู้ตามปรัชญาของเศรษฐกิจพอเพียงและเกษตรทฤษฎีใหม่ ส่วนด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการดำเนินงานศูนย์ดิจิทัลชุมชน สำหรับสภาพที่พึงประสงค์และของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น โดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่าทุกด้านอยู่ในระดับมากเช่นเดียวกัน โดยด้านที่มีค่าเฉลี่ยสูงสุด คือด้านการดำเนินงานศูนย์การศึกษาตลอดชีวิต รองลงมาคือ ด้านด้านการดำเนินงานศูนย์ดิจิทัลชุมชน ส่วนด้านที่มีค่าเฉลี่ยต่ำสุด คือ ด้านการดำเนินงานศูนย์

ส่งเสริมพัฒนาประชาธิปไตยตำบล (ศส.ปชต.) และลำดับความต้องการจำเป็น พบว่า ด้านการดำเนินงานศูนย์ดิจิทัลชุมชน มีความต้องการจำเป็นมากที่สุด รองลงมาคือ ด้านการดำเนินงานศูนย์การศึกษาตลอดชีวิต ส่วนด้านที่มีความต้องการจำเป็นน้อยที่สุด คือ ด้านการดำเนินงานศูนย์ส่งเสริมพัฒนาประชาธิปไตยตำบล (ศส.ปชต.) สถานศึกษาตระหนักและเห็นความสำคัญในการที่จะเร่งดำเนินการตามนโยบาย ให้เกิดผลเป็นรูปธรรมและพัฒนาให้ได้รูปแบบการดำเนินงานที่สอดคล้องกับสภาพจริงของพื้นที่ให้บริการศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น เป็นไปอย่างมีประสิทธิภาพสามารถสนองความต้องการการเรียนรู้และพัฒนากระบวนการเรียนรู้ของชุมชนเพื่อส่งเสริมการศึกษาตลอดชีวิตอย่างมีคุณภาพ ตามแนวทางการปฏิรูปการศึกษาในศตวรรษที่ 21 อย่างแท้จริง จึงทำการศึกษาสภาพและปัญหาการดำเนินงานแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ เพื่อเป็นสารสนเทศในการวางแผนและพัฒนาการดำเนินงาน นำไปสู่การพัฒนาและใช้ประโยชน์ได้เต็มตามศักยภาพตลอดจนนำไปใช้ประกอบการจัดทำโครงการพัฒนาการดำเนินงานแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ตำบลในจังหวัดขอนแก่น และแห่งอื่นๆ ต่อไป

2. จากการพัฒนาแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น ประกอบด้วย 5 ส่วน ได้แก่ 1) หลักการและเหตุผล 2) ความมุ่งหมาย 3) วิธีการพัฒนาแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ แบ่งออกเป็น 4 ด้าน คือ 3.1) ด้านการดำเนินงานศูนย์ส่งเสริมพัฒนาประชาธิปไตยตำบล (ศส.ปชต.) 3.2) ด้านการดำเนินงานศูนย์เรียนรู้ตามปรัชญาของเศรษฐกิจพอเพียงและเกษตรทฤษฎีใหม่ 3.3) ด้านการดำเนินงานศูนย์ดิจิทัลชุมชน 3.4) ด้านการดำเนินงานศูนย์การศึกษาตลอดชีวิต 4) กลไก และ 5) เงื่อนไขความสำเร็จ โดยผลการประเมินการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น โดยรวมมีความเหมาะสมอยู่ในระดับมาก และความเป็นไปได้อยู่ในระดับมาก

ข้อเสนอแนะ

จากการศึกษาการพัฒนาแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น ผู้วิจัยมีข้อเสนอแนะดังนี้

1. ข้อเสนอแนะทั่วไป

1.1 จากผลการวิจัยที่พบว่า สภาพที่พึงประสงค์ของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น โดยรวมอยู่ในระดับมาก แสดงให้เห็นว่าบุคลากรในสถานศึกษามีความต้องการในการพัฒนาการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ดังนั้น สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น จึงควรให้การสนับสนุนในการพัฒนาบุคลากรให้มีความรู้ ความสามารถในการบริหารจัดการแหล่งเรียนรู้

1.2 จากผลการวิจัยที่พบว่า สภาพปัจจุบันของการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น โดยรวมอยู่ในระดับมาก แสดงให้เห็นว่าสถานศึกษาได้ให้ความสำคัญในการดำเนินงานตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ดังนั้นผู้บริหารสถานศึกษาจึงควรพัฒนาศักยภาพของบุคลากรให้มีความเข้าใจองค์ประกอบ ตัวบ่งชี้ขั้นตอนและวิธีการดำเนินงานตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ แล้วทำการประเมิน และสรุปผลการดำเนินงานอย่างสม่ำเสมอ แล้วนำผลการประเมินมาพัฒนาปรับปรุงและแก้ไขกระบวนการบริหารงานของสถานศึกษา

1.3 จากผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ของศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอบ้านแฮด จังหวัดขอนแก่น โดยรวมมีความเหมาะสมอยู่ในระดับมาก และความเป็นไปได้อยู่ในระดับมาก แสดงให้เห็นว่าแนวทางการพัฒนาที่ผู้วิจัยพัฒนาขึ้น มีความน่าเชื่อถือ ผู้บริหารสถานศึกษาควรนำไปใช้ในการพัฒนาการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ในสถานศึกษาได้

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรศึกษารูปแบบการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ในสถานศึกษาจังหวัดอื่น

2.2 ควรศึกษาการพัฒนารูปแบบการมีส่วนร่วมในการบริหารแหล่งเรียนรู้ใน กศน.ตำบล ตามนโยบายการดำเนินงาน 4 ศูนย์เรียนรู้ ในสถานศึกษาจังหวัดอื่น

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ความสัมพันธ์ระหว่างภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

The Relationship Between Creative Leadership of School Administrators in the 21st Century And The Efficiency of Teachers' Learning Activities Laloeng Wai Zone Under The Office of The Non-Formal and Informal Education Khon Kaen Province

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บทคัดย่อ

การศึกษาค้นคว้าอิสระครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น 2) ศึกษาระดับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น 3) ศึกษาความสัมพันธ์ระหว่างภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ประชากรที่ใช้ในการศึกษาครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา และครูผู้สอนโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ประกอบด้วย ผู้บริหารสถานศึกษา 5 คน และครูผู้สอน 157 คน รวมทั้งสิ้น 162 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ สถิติเชิงพรรณนา การแจกแจงความถี่ การหาค่าร้อยละ การหาค่าเฉลี่ย การหาค่าเบี่ยงเบนมาตรฐาน การหาค่าสหสัมพันธ์อย่างง่ายแบบเพียร์สัน ผลการศึกษาค้นคว้าอิสระพบว่า 1) ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา ในศตวรรษที่ 21 โดยรวมและ รายด้าน อยู่ในระดับมาก 2) ประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครู โดยรวมและรายด้าน อยู่ในระดับมาก 3) ความสัมพันธ์ระหว่างภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา ในศตวรรษที่ 21 กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครู มีความสัมพันธ์ทางบวกในระดับสูงมาก อย่างมีนัยสำคัญทางสถิติที่ระดับ .05

คำสำคัญ : ภาวะผู้นำเชิงสร้างสรรค์, ผู้บริหารสถานศึกษา, ประสิทธิภาพการจัดกิจกรรมการเรียนรู้

Abstract

The purpose of this independent study is 1) to investigate the creative leadership levels of school administrators' attributes for 21st century Laloeng Wai area, affiliated Office of the Non-Formal and Informal Education, Khon Kaen Province; 2) to evaluate the learning management efficiency of Laloeng Wai area teachers, affiliated Office of the Non-Formal and Informal Education, Khon Kaen Province; 3) to investigate the relationship between the creative leadership levels of school administrators' attributes for 21st century and the learning management efficiency of Laloeng Wai area teachers, affiliated Office of the Non-Formal and Informal Education, Khon Kaen Province. Study population was consisted of five school administrators and one hundred and fifty seven Laloeng Wai area teachers, affiliated Office of the Non-Formal and Informal Education, Khon Kaen Province. The questionnaires were designed to collect data. Statistical analysis was performed using descriptive statistics, frequency distribution, percentage, standard deviation and Pearson correlation. The independent study found that 1) the creative leadership of the 21st century school administrators both overall and individual aspects had a "high" level, 2) the learning management efficiency of teachers both overall and individual aspects had a "high" level, and 3) the relationship between the creative leadership levels of school administrators' attributes for the

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[2] สาขาวิชาการบริหารการศึกษา คณะศึกษาศาสตร์และศิลปศาสตร์ วิทยาลัยบัณฑิตเอเชีย

21st century and the learning management efficiency of teachers was positive correlation with statistical significance at level .05

Keywords: Creative Leadership, Administrators, the efficiency of learning activities

บทนำ

พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ.2542 แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ.2545 และ (ฉบับที่ 3) พ.ศ.2553 ได้บัญญัติไว้ในมาตรา 6 ว่าการจัดการศึกษาต้องเป็นไปเพื่อพัฒนาคนไทยให้เป็นมนุษย์ที่สมบูรณ์ทั้งร่างกาย จิตใจ สติปัญญา ความรู้ และคุณธรรม มีจริยธรรมและวัฒนธรรมในการดำรงชีวิต สามารถอยู่ร่วมกับผู้อื่นได้อย่างมีความสุข และมาตรา 9 การจัดระบบ โครงสร้าง และกระบวนการจัดการศึกษา โดยให้มีการกระจายอำนาจไปสู่เขตพื้นที่การศึกษา สถานศึกษา และองค์กรปกครองส่วนท้องถิ่น เพื่อให้การบริหารจัดการเป็นไปอย่างทั่วถึง โดยการให้ชุมชนเข้ามามีส่วนร่วมในการจัดการศึกษา เพื่อสร้างความเชื่อมั่นให้กับทุกฝ่ายให้สามารถปฏิบัติงานร่วมกันได้อย่างมีระบบ และมีประสิทธิภาพ ซึ่งสอดคล้องกับแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติฉบับที่ 12 (สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ, 2560) ซึ่งเป็นแผนยุทธศาสตร์ที่ยึดคนเป็นศูนย์กลางของการพัฒนา โดยให้ความสำคัญกับการเปิดโอกาสให้ทุกภาคส่วนเข้ามามีส่วนร่วมในการพัฒนาประเทศ การศึกษาจึงมีบทบาทสำคัญในการสร้าง และเตรียมเยาวชนของชาติเพื่อเข้าสู่โลกยุคศตวรรษที่ 21 ซึ่งการจัดการศึกษาต้องเป็นการเปลี่ยนแปลงทัศนะจากกระบวนทัศน์แบบดั้งเดิมไปสู่กระบวนทัศน์ใหม่ มีความยืดหยุ่น สร้างสรรค์ ท้าทาย และซับซ้อน เป็นการศึกษาที่จะทำให้โลกเกิดการเปลี่ยนแปลง เพื่อนำไปสู่การพัฒนาทรัพยากรมนุษย์ ให้มีความรู้ ความสามารถ มีทักษะการเรียนรู้ในศตวรรษที่ 21 (สำนักงานเลขาธิการสภาการศึกษา, 2557)

กระเสโลกาภิวัฒน์และความเปลี่ยนแปลงของโลกในศตวรรษที่ 21 ที่เกิดขึ้นอย่างรวดเร็วทั้งทางด้านวิทยาการ และความก้าวหน้าทางเทคโนโลยีสารสนเทศ ทำให้แต่ละประเทศต้องร่วมมือ และพึ่งพาอาศัยซึ่งกันและกัน สังคมโลกเต็มไปด้วยข้อมูลข่าวสารต่างๆ มากมาย และสลับซับซ้อน จึงเป็นโลกที่ไร้พรมแดนแห่งข้อมูลข่าวสาร และการหลั่งไหลของข้อมูลข่าวสารต่างๆ ผ่านทางอินเตอร์เน็ตทำให้สิ่งเหล่านี้ได้กลายมาเป็นพลังในการขับเคลื่อนการพัฒนาสังคม องค์กรต่างๆ จำเป็นอย่างยิ่งที่จะต้องเตรียมรับมือกับปัญหาที่จะตามมาในอนาคต ในสภาวะปัจจุบัน ผู้บริหารยุคใหม่ต้องพบกับปัญหาที่หลากหลายตาม สถานการณ์ที่เปลี่ยนแปลงไปของโลก ผู้บริหารจึงมีความจำเป็นอย่างมากที่ต้องมีภาวะผู้นำที่มีประสิทธิภาพ และมีความหลากหลายตามสถานการณ์ เพื่อนำพาองค์กรไปสู่เป้าหมายความสำเร็จ ภายใต้ข้อจำกัดและการเปลี่ยนแปลงตลอดเวลา ผู้บริหารต้องมุ่งเน้นการบริหารงาน ให้เกิดความมีส่วนร่วมในการตัดสินใจร่วมกันของผู้บริหารและผู้ใต้บังคับบัญชา และเปิดโอกาสให้กับผู้ใต้บังคับบัญชาได้มีอิสระในการทำงานมากขึ้น เป็นผู้มีวิสัยทัศน์ มีความคิดสร้างสรรค์ มีการปรับตัวเข้ากับผู้อื่น และมีความยืดหยุ่น มีความสามารถ ในการจูงใจ มีความสามารถใช้เทคโนโลยีและนวัตกรรม และมีคุณธรรม จริยธรรม (ภารดี อนันต์นาวี, 2551)

แรงจูงใจในการปฏิบัติงานของครูมีส่วนทำให้การศึกษาของไทยพัฒนาไปอย่างมีคุณภาพ การใช้กลยุทธเพื่อกระตุ้นการปฏิบัติงานของผู้ร่วมงานให้ไปสู่เป้าหมายที่ต้องการนั้น ผู้บริหารองค์กรจะต้องนำกลยุทธ์ที่จะทำให้ผู้ปฏิบัติเกิดความพึงพอใจ สมัครใจที่จะทำ พร้อมการเสริมสร้างปัจจัยภาวะแวดล้อมที่เอื้อต่อการพัฒนาคุณภาพของคนทั้งในเชิงระบบโครงสร้างของสังคมให้เข้มแข็ง สามารถเป็นภูมิคุ้มกันต่อการเปลี่ยนแปลงต่างๆ ที่จะเกิดขึ้นในอนาคต (กระทรวงศึกษาธิการ, 2555) การพัฒนาสภาพแวดล้อมของสังคมเพื่อเป็นฐานในการพัฒนาคน และสร้างสังคมคุณธรรมภูมิปัญญาและการเรียนรู้ มีแนวนโยบายพัฒนาและนำเทคโนโลยีสารสนเทศมาใช้เพื่อการพัฒนาคุณภาพ เพิ่มโอกาสทางการศึกษา และการเรียนรู้ตลอดชีวิต (สุนทร โคตรบรรเทา, 2551) กล่าวว่า แรงจูงใจหมายถึง การหาวิธีการและนวทางให้คนทำงานด้วยความสบายใจ โดยให้มีความพยายามในการทำงาน มีความอดทนในการทำงาน และมีทิศทางในการทำงานตามเป้าหมายขององค์การ

การพัฒนาผู้เรียนให้มีทักษะการเรียนรู้ในศตวรรษที่ 21 (3Rs 8Cs) เป็นทักษะการเรียนรู้ตามแผนการศึกษาแห่งชาติ พ.ศ. 2560-2579 กำหนดวิสัยทัศน์ (Vision) ไว้ว่า “คนไทยทุกคนได้รับการศึกษาและเรียนรู้ตลอดชีวิตอย่างมีคุณภาพ ดำรงชีวิตอย่างเป็นสุข สอดคล้องกับหลักปรัชญาของ เศรษฐกิจพอเพียง และการเปลี่ยนแปลงของโลกในศตวรรษที่ 21” เพื่อให้บรรลุวิสัยทัศน์และจุดมุ่งหมายในการจัดการศึกษาดังกล่าวข้างต้น แผนการศึกษาแห่งชาติได้กำหนดเป้าหมายด้านผู้เรียน (Learner Aspirations) โดยมุ่งพัฒนาผู้เรียนทุกคนให้มีคุณลักษณะและทักษะการเรียนรู้ในศตวรรษที่ 21 (3Rs 8Cs)

สำนักงาน กศน. เป็นหน่วยงานที่มีภารกิจในการจัดการศึกษานอกระบบและการศึกษาตามอัธยาศัย ได้ตระหนักถึงความสำคัญของการพัฒนาคนตลอดช่วงชีวิต ได้มุ่งมั่นขับเคลื่อนภารกิจหลักตามแผนพัฒนาประเทศ และนโยบายจุดเน้นของกระทรวงศึกษาธิการ ที่คำนึงถึงหลักการบริหารจัดการทั้งในเรื่องหลักธรรมาภิบาล หลักการกระจายอำนาจ การใช้ประโยชน์จากเทคโนโลยีสารสนเทศและการสื่อสาร การมุ่งเน้นผลสัมฤทธิ์ และปฏิบัติการด้านข้อมูลข่าวสาร การสร้างบรรยากาศในการทำงานและการเรียนรู้ โดยเน้นการพัฒนาใน 4 ประเด็นหลัก ประกอบด้วย การจัดการเรียนรู้คุณภาพ การสร้างสมรรถนะและทักษะคุณภาพองค์กรสถานศึกษาและแหล่งเรียนรู้คุณภาพ และการบริหารจัดการคุณภาพ ผู้บริหารสถานศึกษาจึงจำเป็นต้องมีภาวะผู้นำเชิง

สร้างสรรค์ ในด้านวิสัยทัศน์ จินตนาการ มีความยืดหยุ่น มีการแก้ปัญหาและสร้างความไว้วางใจ ตลอดจนมีมนุษยสัมพันธ์ที่ดีเพื่อที่จะนำพาสถานศึกษาไปสู่เป้าหมาย การที่ผู้บริหารสถานศึกษาจะบริหารให้เกิดประสิทธิภาพได้นั้นจำเป็นที่จะต้องมีคุณสมบัติในการเป็นผู้นำที่เหมาะสม ซึ่งจะต้องใช้รูปแบบภาวะผู้นำที่เหมาะสมและมีสมรรถนะในการบริหารงาน เพราะการใช้อำนาจตามกฎหมายที่ตนมีสั่งการให้ครูทำงานโดยปราศจากการเข้าใจถึงจิตใจ สถานการณ์ และปัจจัยแห่งการจูงใจต่างๆ ย่อมทำให้ครูเกิดทัศนคติด้านลบต่อผู้บริหารและองค์กร ทำให้ปฏิบัติหน้าที่ไม่เต็มศักยภาพส่งผลให้ระบบการทำงานขาดการเชื่อมโยงกันการทำงานจะติดขัดและไม่เกิดประสิทธิภาพเท่าที่ควร ครูจะทำงานเพื่อเอาตัวรอดหรือทำตามคำสั่งเท่านั้น พลังสร้างสรรค์ที่จะส่งผลต่อองค์กรไม่บังเกิดขึ้น จากการศึกษาข้อมูลผลสัมฤทธิ์ทางการเรียนของสถานศึกษาในสังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น พบว่า สถานศึกษาทั้ง 26 แห่ง ยังมีผลสัมฤทธิ์ทางการเรียนต่ำกว่าเกณฑ์ที่กำหนด ย่อมแสดงให้เห็นถึงผลการปฏิบัติหน้าที่ของครู และผู้บริหารสถานศึกษาที่ยังไม่สามารถจูงใจให้บุคลากรร่วมแรงร่วมใจกันทำงานอย่างเต็มศักยภาพ ดังนั้นสิ่งที่จะทำให้การปฏิบัติหน้าที่ของครูสมบูรณ์ และสามารถจัดการเรียนรู้เพื่อเพิ่มผลสัมฤทธิ์ทางการศึกษาได้ดีที่สุดก็คือ ภาวะผู้นำเชิงสร้างสรรค์ (Creative Leadership) ของผู้บริหารสถานศึกษานั่นเอง

จากสภาพปัญหาและความสำคัญดังที่กล่าวมาซึ่งส่งผลต่อการบริหารจัดการสถานศึกษาที่มีคุณภาพ ผู้ศึกษาในฐานะครูผู้สอนที่ปฏิบัติหน้าที่ในสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น จึงมีความสนใจที่จะทำการศึกษาความสัมพันธ์ระหว่างภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครู ซึ่งสามารถนำผลการศึกษาไปใช้เป็นแนวทางในการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารเพื่อให้เป็นผู้บริหารที่มีคุณภาพ มีประสิทธิภาพ เกิดประโยชน์ต่อสถานศึกษา และเป็นข้อมูลพื้นฐานในการพัฒนาประสิทธิภาพการจัดกระบวนการเรียนรู้ของครูเพื่อให้การจัดการศึกษามีประสิทธิภาพต่อไป

วัตถุประสงค์การศึกษาค้นคว้าอิสระ

1. เพื่อศึกษาระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น
2. เพื่อศึกษาระดับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น
3. เพื่อศึกษาความสัมพันธ์ระหว่างภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

วิธีดำเนินการศึกษาค้นคว้า

การศึกษาค้นคว้าอิสระครั้งนี้ผู้ศึกษาได้ดำเนินการตามลำดับขั้นตอนดังนี้

1. การกำหนดประชากร และเลือกกลุ่มตัวอย่าง

1.1 ประชากร

ประชากรที่ใช้ในการศึกษาครั้งนี้ ได้แก่ ผู้บริหารสถานศึกษา และครูผู้สอน สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น จากสถานศึกษาโซนละเลิงหวาย 5 แห่ง จำนวนผู้บริหารสถานศึกษา 5 คน และครูผู้สอน 157 คน รวมทั้งสิ้น 162 คน

1.2 กลุ่มตัวอย่าง

กลุ่มตัวอย่างที่ใช้ในการศึกษา ได้แก่ ผู้บริหารสถานศึกษา จำนวน 5 คน และครูผู้สอน จำนวน 131 คน รวมทั้งสิ้น 136 คน จากสถานศึกษาโซนละเลิงหวาย 5 แห่ง ได้มาโดยกำหนดขนาดตัวอย่างตามตารางของ Krejcie and Morgan (1970) ได้ขนาดกลุ่มตัวอย่าง จำนวน 131 คน และใช้การสุ่มตัวอย่างแบบแบ่งชั้น (Stratified Random Sampling) และกำหนดวิธีการได้มาซึ่งกลุ่มตัวอย่างโดยการสุ่มกลุ่มตัวอย่างอย่างง่าย (Simple Random Sampling) ด้วยวิธีการจับสลากเพื่อให้ได้กลุ่มตัวอย่างตามต้องการ และผู้บริหารสถานศึกษาโซนละเลิงหวาย สังกัดสังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น จำนวน 5 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอทั้ง 5 อำเภอ ประกอบด้วย ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอในกลุ่มโซนละเลิงหวาย ได้แก่ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอโนนศิลา ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอแวงใหญ่ ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอแวงน้อย ศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอพล และศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอหนองสองห้อง

2. เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลการศึกษาค้นคว้าอิสระในครั้งนี้ ได้แก่แบบสอบถามจำนวน 1 ฉบับ แบ่งออกเป็น 3 ตอน ดังนี้

ตอนที่ 1 แบบสำรวจข้อมูลทั่วไปของผู้ตอบแบบสอบถาม มีลักษณะเป็นแบบตรวจสอบรายการ (Checklist) ประกอบด้วย เพศ อายุ วุฒิการศึกษา สถานภาพของผู้ตอบแบบสอบถาม และประสบการณ์ทำงาน

ตอนที่ 2 แบบสอบถามเกี่ยวกับระดับความคิดเห็นเกี่ยวกับระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 จำนวน 26 ข้อ แบ่งเป็น 4 ด้าน ดังนี้

1) ด้านการมีจินตนาการและความคิดสร้างสรรค์ จำนวน 6 ข้อ
2) ด้านการมีวิสัยทัศน์และการมุ่งผลสัมฤทธิ์ของงาน จำนวน 6 ข้อ
3) ด้านการทำงานเป็นทีมและการสร้างแรงจูงใจ จำนวน 8 ข้อ
4) ด้านผู้นำที่มีความรู้เท่าทันเทคโนโลยีในยุคศตวรรษที่ 21 จำนวน 6 ข้อ

ตอนที่ 3 แบบสอบถามเกี่ยวกับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น จำนวน 28 ข้อ แบ่งเป็น 4 ด้าน ดังนี้

1) ด้านการบริหารการจัดการเรียนรู้ จำนวน 8 ข้อ
2) ด้านการสร้างสังคมแห่งการเรียนรู้ จำนวน 7 ข้อ
3) ด้านการพัฒนาศักยภาพครู จำนวน 6 ข้อ
4) ด้านการพัฒนาระบบการประเมินผลการเรียนรู้ จำนวน 7 ข้อ

ซึ่งมีลักษณะเป็นมาตราส่วนประมาณค่า 5 ระดับตามแนวคิดของลิเคิร์ธ (Likert's Five rating scale) (R.Likert, New Pattern of Management (New York: Mcgraw-Hill, 1962)

3. การสร้างและหาคุณภาพเครื่องมือ

1. ศึกษาค้นคว้าเอกสาร ตำรา แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้องกับความสัมพันธ์ระหว่างภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น รวบรวมข้อมูลมาใช้เป็นกรอบหรือเป็นแนวทางในการสร้างแบบสอบถาม

2. สร้างแบบสอบถามให้ครอบคลุมวัตถุประสงค์ของการศึกษาค้นคว้าอิสระ และตัวแปรทุกตัวตามกรอบ แนวคิด และขอบเขตการศึกษาค้นคว้าอิสระ

3. นำแบบสอบถามฉบับร่างเสนออาจารย์ที่ปรึกษาเพื่อตรวจสอบความถูกต้อง และความครอบคลุมด้านเนื้อหาที่ต้องการวัด

4. ปรับปรุงแก้ไขแบบสอบถามตามคำแนะนำของอาจารย์ที่ปรึกษา แล้วนำไปให้ผู้เชี่ยวชาญ จำนวน 3 ท่าน ตรวจสอบพิจารณาความเหมาะสมในประเด็นของความเที่ยงตรงเชิงเนื้อหา (content validity) ด้วยการหาค่าดัชนีความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์โดยใช้เทคนิคการวิเคราะห์ค่า IOC (Index of Item Objective Congruence) เกณฑ์การพิจารณาเลือกข้อคำถามโดยพิจารณาจากข้อคำถามที่มีค่าดัชนีความสอดคล้องตั้งแต่ 0.60 ขึ้นไป ถ้าข้อคำถามใดมีค่าดัชนีความสอดคล้องต่ำว่า 0.60 ต้องนำไปปรับปรุงแก้ไขตามข้อเสนอแนะแล้วนำเสนออาจารย์ที่ปรึกษาเพื่อตรวจสอบแก้ไขอีกครั้ง

5. นำแบบสอบถามที่ปรับปรุงแก้ไขเรียบร้อยแล้วไปทดลองใช้ (try out) กับสถานศึกษาที่ไม่ใช่กลุ่มตัวอย่าง ประกอบด้วยผู้บริหารสถานศึกษา หรือรักษาการในตำแหน่ง และครูผู้สอน สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น รวมทั้งสิ้น 30 คน เพื่อตรวจสอบหาค่าความเชื่อมั่นทั้งฉบับ (Reliability) ของเครื่องมือ แล้วนำมาหาค่าสัมประสิทธิ์แอลฟา (Alpha coefficient) ตามวิธีการของครอนบาค (Cronbach) ปรากฏว่าแบบสอบถามมีค่าความเชื่อมั่นทั้งฉบับเท่ากับ 0.78

6. นำแบบสอบถามที่ปรับปรุงแก้ไขเรียบร้อยแล้วมาจัดทำเครื่องมือฉบับสมบูรณ์ แล้วนำเครื่องมือไปใช้ในการศึกษาค้นคว้าอิสระเพื่อเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างต่อไป

4. การเก็บรวบรวมข้อมูล

ผู้ศึกษาดำเนินการเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง โดยมีขั้นตอนดังต่อไปนี้

1. ผู้ศึกษาดำเนินการขอหนังสือจากวิทยาลัยบัณฑิตเอเชีย เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลจากสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น

2. ผู้ศึกษาดำเนินการติดต่อขอรับหนังสือเพื่อส่งถึงผู้อำนวยการศูนย์การศึกษานอกระบบและการศึกษาตามอัธยาศัยอำเภอทั้ง 5 แห่งที่เป็นกลุ่มตัวอย่างเพื่อขออนุญาตเก็บรวบรวมข้อมูลข

3. ผู้ศึกษาทำการเก็บแบบสอบถามจากกลุ่มตัวอย่างด้วยตนเอง

4. ผู้ศึกษานำแบบสอบถามที่ได้มาตรวจสอบความสมบูรณ์ จากนั้นจึงนำแบบสอบถามที่ถูกต้องครบถ้วนมาจัดเรียงข้อมูล แยกข้อมูล และตรวจให้คะแนนตามเกณฑ์ที่กำหนดไว้

5. การวิเคราะห์ข้อมูล

ผู้ศึกษานำแบบสอบถามที่รวบรวมจากสถานศึกษากลุ่มตัวอย่างมาตรวจสอบความสมบูรณ์ของแบบสอบถามแล้วทำการวิเคราะห์ข้อมูล ดังนี้

1. นำข้อมูลจากแบบสอบถามมาแปลงค่าแล้วทำการบันทึกข้อมูลในตารางบันทึก

2. นำข้อมูลที่ได้ไปวิเคราะห์โดยใช้โปรแกรมสำเร็จรูปเพื่อหาค่าสถิติ ดังนี้

2.1 วิเคราะห์ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม โดยใช้การแจกแจงความถี่ และหาค่าร้อยละ จำแนกตามเพศ อายุ สถานภาพ ระดับการศึกษา และประสบการณ์ในการทำงาน แล้วนำเสนอในรูปแบบตารางประกอบการบรรยาย

2.2 วิเคราะห์ระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating scale) โดยการหาค่าเฉลี่ย (Mean) และค่าเบี่ยงเบนมาตรฐาน (Standard Deviation) แล้วนำเสนอข้อมูลในรูปแบบตารางประกอบการบรรยาย

2.3 วิเคราะห์ระดับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย มีลักษณะเป็นแบบมาตราส่วนประมาณค่า (Rating scale) โดยการหาค่าเฉลี่ย (Mean) และค่าเบี่ยงเบนมาตรฐาน (Standard Deviation) แล้วนำเสนอข้อมูลในรูปแบบตารางประกอบการบรรยาย

2.4 วิเคราห์ความสัมพันธ์ระหว่างภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยใช้สถิติหาค่าสหสัมพันธ์อย่างง่ายแบบเพียร์สัน (Pearson Product Moment Coefficient)

2.5 วิเคราะห์การสร้างสมการพยากรณ์ประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย จากภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 ด้วยการวิเคราะห์ความถดถอยพหุ (Multiple Regression Analysis) โดยวิธีแบบขั้นตอน (Stepwise)

6. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

ผู้ศึกษาใช้สถิติในการวิเคราะห์ข้อมูลเพื่อให้การวิเคราะห์ข้อมูลบรรลุวัตถุประสงค์ของการศึกษาค้นคว้าอิสระ ดังนี้

1. การวิเคราะห์ข้อมูลที่เกี่ยวข้องกับสถานภาพส่วนตัวของผู้ตอบแบบสอบถาม สถิติที่ใช้ เป็นสถิติเชิงพรรณนา (Descriptive Statistics) ที่ใช้วิเคราะห์บรรยายข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ซึ่งผู้ทำการศึกษาทำการวิเคราะห์ข้อมูลโดยใช้การแจกแจงความถี่ (Freequency) การหาค่าร้อยละ (Percentage)

2. การวิเคราะห์ระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โดยใช้ค่ามัชฌิมเลขคณิต (arithmetic mean: $\overline{X}$) และส่วนเบี่ยงเบนมาตรฐาน (standard deviation: S.D.) ผู้ศึกษานำค่ามัชฌิมเลขคณิต เทียบกับเกณฑ์ในการประเมินแบบประมาณค่า (Rating Scale) 5 ระดับ

3. การวิเคราะห์หาระดับประสิทธิภาพการจัดการเรียนรู้ของครู โดยใช้ค่ามัชฌิมเลขคณิต (arithmetic mean: $\overline{X}$) และส่วนเบี่ยงเบนมาตรฐาน (standard deviation: S.D.) ผู้ศึกษานำค่ามัชฌิมเลขคณิต เทียบกับเกณฑ์ในการประเมินแบบประมาณค่า (Rating Scale) 5 ระดับ

4. การวิเคราะห์หาความสัมพันธ์ของภาวะผู้นำภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 กับประสิทธิภาพการจัดการเรียนรู้ของครู โดยใช้ค่ามัชฌิมเลขคณิต (arithmetic mean: $\overline{X}$) และส่วนเบี่ยงเบนมาตรฐาน (standard deviation: S.D.) ผู้ศึกษานำค่ามัชฌิมเลขคณิต เทียบกับเกณฑ์ในการประเมินแบบประมาณค่า (Rating Scale) 5 ระดับ

สรุปผลการศึกษาค้นคว้าอิสระ

1. ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น พบว่าภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยรวมทั้ง 4 ด้าน อยู่ในระดับมาก ($\overline{X}$ = 4.44) เมื่อพิจารณาค่าเฉลี่ยเป็นรายด้าน อยู่ในระดับมากทุกรายการ โดยเรียงค่าเฉลี่ยสูงสุดไปหาค่าเฉลี่ยต่ำสุด ได้แก่ การมีวิสัยทัศน์ และการมุ่งผลสัมฤทธิ์ของงาน ผู้นำที่มีความรู้เท่าทันเทคโนโลยีในศตวรรษที่ 21 การมีจินตนาการและความคิดสร้างสรรค์ และการทำงานเป็นทีมและการสร้างแรงจูงใจ

2. ประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครู พบว่า ประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครู โดยรวมทั้ง 4 ด้าน อยู่ในระดับมาก ($\overline{X}$ = 4.42) เมื่อพิจารณาค่าเฉลี่ยเป็นรายด้าน อยู่ในระดับมากทุกรายการ โดยเรียงค่าเฉลี่ยสูงสุดไปหาค่าเฉลี่ยต่ำสุด ได้แก่ การพัฒนาระบบการประเมินผลการเรียนรู้ การสร้างสังคมแห่งการเรียนรู้ การพัฒนาศักยภาพครู และการบริหารจัดการเรียนรู้

3. ความสัมพันธ์ระหว่างภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา ในศตวรรษที่ 21 กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น พบว่า มีความสัมพันธ์ทางบวกในระดับสูงมาก อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ($p< .05$) โดยตัวแปรที่มีความสัมพันธ์กันสูงที่สุด คือ ผู้นำที่มีความรู้เท่าทันเทคโนโลยี และ การสร้างสังคมแห่งการเรียนรู้ มีค่าสัมประสิทธิ์สหสัมพันธ์เท่ากับ .987 ส่วนตัวแปรที่มีความสัมพันธ์น้อยที่สุด คือ การทำงานเป็นทีมและการสร้างแรงจูงใจ และการบริหารจัดการเรียนรู้ มีค่าสัมประสิทธิ์สหสัมพันธ์เท่ากับ .949

4. การพยากรณ์ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา ในศตวรรษที่ 21 กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ผลการวิเคราะห์การถดถอยพหุแบบขั้นตอน พบว่า จากตัวแปรต้นทั้งหมด 4 ตัวแปร มีตัวแปรที่มีความสัมพันธ์อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 จำนวน 3 ตัวแปร ได้แก่ด้านผู้นำที่มีความรู้เท่าทันเทคโนโลยีในยุคศตวรรษที่ 21 (X_4) ด้านการมีจินตนาการและความคิดสร้างสรรค์ (X_1) และด้านการทำงานเป็นทีมและการสร้างแรงจูงใจ (X_3) ตามลำดับ โดยมีค่าสถิติสหสัมพันธ์พหุ (R) เท่ากับ .992 และค่าสัมประสิทธิ์การทำนายที่ปรับแก้หรืออำนาจพยากรณ์ (Adjusted R^2) เท่ากับ .984 และตัวแปรทั้งสามสามารถร่วมกันทำนายประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครู โซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ได้ร้อยละ 98.40

อภิปรายผล

1. ผลการศึกษาเกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น พบว่าภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยรวมทั้ง 4 ด้าน อยู่ในระดับมาก ผลการศึกษาค้นคว้าอิสระปรากฏเช่นนี้อาจเนื่องมากจาก ผู้บริหารสถานศึกษา สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ได้เข้ารับการอบรมอย่างจริงจัง และต่อเนื่อง อีกทั้งก่อนดำรงตำแหน่งสายงานผู้บริหารได้ศึกษาค้นคว้า พัฒนาตนเอง จึงสามารถนำความรู้จากการอบรมสัมมนา การศึกษาจากเอกสารต่างๆ โดยเฉพาะในเรื่องที่เกี่ยวกับเทคโนโลยีในยุคศตวรรษที่ 21 เพื่อให้ทันต่อการเปลี่ยนแปลงของสังคมในปัจจุบัน นำมาประยุกต์ใช้ในการบริหารจัดการคนและการบริหารงานในฝ่ายงานต่างๆ ของสถานศึกษาให้ดีขึ้นกว่าเดิม ภาวะผู้นำเชิงสร้างสรรค์ เป็นความท้าทายสำหรับผู้บริหารในยุคปัจจุบัน ที่จะทำให้หน่วยงานหรือองค์กรเจริญเติบโตอย่างเข้มแข็ง มีประสิทธิภาพ มีความชอบธรรม เป็นภาวะผู้นำยุคใหม่ และเป็นการสร้างวัฒนธรรมการสร้างสรรค์ให้กับบุคลากรทุกคนให้มีความคิดสร้างสรรค์ และมีความรู้สึกว่าตนเองมีคุณค่าต่อองค์กร การสร้างบรรยากาศให้เกิดความสร้างสรรค์ ประกอบกับผู้บริหารได้รับการอบรมพัฒนาตนเองอย่างสม่ำเสมอ จนเป็นแบบอย่างที่ดีเพื่อสร้างความไว้วางใจ ความน่าเชื่อถือให้กับผู้ใต้บังคับบัญชา รวมทั้งเป็นผู้ที่มีบทบาทสำคัญในการบริหารสถานศึกษา มีอำนาจหน้าที่ในการตัดสินใจ มีความสามารถในการนำการเปลี่ยนแปลงวิสัยทัศน์ กลยุทธ และวัฒนธรรมขององค์กรควบคู่ไปกับการส่งเสริมริเริ่มสร้างสรรค์สร้างความเข้าใจและความรู้สึกมีส่วนร่วม สามารถวิเคราะห์สถานการณ์เพื่อกำหนดกลยุทธ์ และแผนการปฏิบัติงานให้บรรลุเป้าหมายนโยบายได้อย่างเหมาะสม ส่งผลให้ผู้บริหารสถานศึกษามีภาวะผู้นำเชิงสร้างสรรค์อยู่ในระดับมากทั้งในภาพรวม และรายด้าน ซึ่งสอดคล้องกับแนวคิดของวิโรจน์ สาระรัตนะ, 2556 กล่าวว่าภาวะผู้นำในศตวรรษที่ 21 ต้องมีความทันสมัย มองอนาคตอย่างมีวิสัยทัศน์ เห็นความสำคัญของเทคโนโลยีสารสนเทศ และมองอนาคตว่าเทคโนโลยีสารสนเทศจะเป็นพื้นฐานสำคัญในการนำองค์กรสู่ความก้าวหน้า ทันสมัย ทันเหตุการณ์ รองรับการเปลี่ยนแปลงในอนาคตอย่างรวดเร็ว และสอดคล้องกับแนวคิดของไพฑูรย์ สินลารัตน์, 2555 กล่าวว่า ผู้นำทั่วไป และผู้นำการศึกษาของไทยจะต้องเข้าใจการเปลี่ยนแปลง และเข้าใจปัญหาของสังคมไทยได้อย่างดี และการเชื่อมโยงการศึกษากับสังคมไทยนั้น จำเป็นต้องมีคุณสมบัติหลัก 4 ประการ เช่น ความสามารถในการวิเคราะห์ คือการมองเห็นปัญหาแล้วแก้ไข เข้าใจถึงประเด็นปัญหาทางสังคมไทย และสังคมโลก วิเคราะห์ความเปลี่ยนแปลงได้ สอดคล้องกับแนวคิดของศรีธารา แหยมคง, 2557 ได้ศึกษาแนวคิดภาวะผู้นำในศตวรรษที่ 21 พบว่ามีผู้บริหารเพียงเล็กน้อยในปัจจุบันที่คงใช้อำนาจบังคับบัญชาอย่างเป็นทางการในการออกคำสั่ง และควบคุม สำหรับผู้นำยุคใหม่นั้นจะต้องสร้างอิทธิพลและแรงจูงใจให้กับผู้ใต้บังคับบัญชาเพื่อให้บรรลุเป้าหมายที่ถูกกำหนดไว้อย่างชัดเจน ซึ่งในการที่มีอิทธิพลและสร้างแรงจูงใจนั้น ผู้นำจำเป็นต้องมีภาวะด้านต่างๆ เช่นการสื่อสารที่สามารถพูดและเขียนได้อย่างน่าเชื่อถือ ด้านมนุษยสัมพันธ์ที่สามารถรับรู้ และรับฟังสิ่งที่ผู้อื่นต้องการสื่อสารออกมาจริงๆ การคลี่คลายความขัดแย้งเพื่อรับมือกับช่วงเวลาแห่งการต่อต้าน และความตรึงเครียดที่ไม่อาจหลีกเลี่ยงได้ การเจรจาต่อรองที่จะทำให้กลุ่มต่างๆ

ทำงานร่วมกันได้ สอดคล้องกับแนวคิดของพรชัย เจดามาน, 2560, ออนไลน์ กล่าวว่า ผู้นำ ในศตวรรษที่ 21 : ไทยแลนด์ 4.0 เป็นสิ่งที่ท้าทายความสามารถ คือ ความสามารถนำพาองค์กรของตนให้อยู่ในฐานะผู้นำการเปลี่ยนแปลงได้หรือไม่ ผู้นำการเปลี่ยนแปลงจะมองเห็นการเปลี่ยนแปลงว่าเป็นโอกาส การทราบวิธีการค้นหาการเปลี่ยนแปลงที่ถูกต้อง และทราบวิธีที่จะสร้างการเปลี่ยนแปลงอย่างมีประสิทธิผล ทั้งจากภายในองค์กรและภายนอกองค์กร ได้แก่ ด้านนโยบาย การสร้างอนาคต ด้านวิธีการอย่าง เป็นระบบในการมองหาและคาดการณ์ถึงการ เปลี่ยนแปลง ด้านวิธีที่ถูกต้องในการสร้างความ คุ้นเคยกับการเปลี่ยนแปลงทั้งภายในและภายนอก องค์กร ด้านนโยบายในการสร้างสมดุลระหว่างการเปลี่ยนแปลงกับความต่อเนื่อง เพราะนโยบาย การสร้างสรรค์สิ่งใหม่อย่างเป็นระบบสามารถสร้างจิตสำนึกให้องค์กรในฐานะที่เป็นผู้นำการ เปลี่ยนแปลง อีกทั้งยังทำให้องค์กรมองเห็นว่า การเปลี่ยนแปลงนั้นคือโอกาสที่เกิดขึ้นมาใหม่ ภายใต้บทบาทสำคัญ สอดคล้องกับงานวิจัยของกิตติ์กาญจน์ ปฏิพันธ์, 2555 ที่พบว่าผู้บริหารสถานศึกษาอาชีวศึกษามีระดับการแสดงออกภาวะผู้นำเชิงสร้างสรรค์ต่างกัน โดยผู้บริหารที่มีอายุต่างกัน มีประสบการณ์การเป็นผู้บริหารต่างกัน มีระดับภาวะผู้นำเชิงสร้างสรรค์แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 สอดคล้องกับผู้ศึกษาหลายท่าน ที่พบว่าภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาโดยภาพรวมอยู่ในระดับมาก วิมล จันทร์แก้ว, 2555; มนฑาทิพย์ เสยยงคะ, 2556; พนัส ถิ่นวัน, 2556; กาญจนา ศิลา, 2556; สุภาพ ฤทธิ์บำรุง, 2556 และยังสอดคล้องกับ ทวีภรณ์ วรชิน, 2559 ที่พบว่าระดับความคิดเห็นต่อการใช้ภาวะผู้นำเชิงสร้างสรรค์ในการปฏิบัติงานในสถานศึกษา ระดับความคิดเห็นต่อผลที่เกิดขึ้นจากการใช้ภาวะผู้นำเชิงสร้างสรรค์ และระดับความพึงพอใจต่อการใช้ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา โดยรวมอยู่ในระดับมาก เมื่อพิจารณาค่าเฉลี่ยเป็นรายด้านพบว่าภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น อยู่ในระดับมากทุกรายการโดยด้านการมีวิสัยทัศน์ และการมุ่งผลสัมฤทธิ์ของงานมีค่าเฉลี่ยสูงสุด ซึ่งผลการศึกษาค้นคว้าอิสระปรากฏเช่นนี้อาจเนื่องมาจากผู้บริหารสถานศึกษามีการมองภาพอนาคตที่มีการเปลี่ยนแปลงอย่างต่อเนื่อง และมีการพัฒนา วิสัยทัศน์และกลยุทธ์ เพื่อกำหนดทิศทาง และเป้าหมายการดำเนินงานของสถานศึกษา รวมทั้งการพัฒนาความคิด ความรู้ ทักษะ และคุณลักษณะของบุคลากร เพื่อให้การบริหารสถานศึกษาเกิดประสิทธิภาพ ประสิทธิผล และมีการเปลี่ยนแปลงไปในทิศทางที่ดีขึ้น จากการศึกษาค้นคว้าอิสระพบว่า ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 โซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ด้านการทำงานเป็นทีมและการสร้างแรงจูงใจ มีค่าเฉลี่ยต่ำสุด ซึ่งผลการศึกษาค้นคว้าอิสระปรากฏเช่นนี้อาจเนื่องมาจากผู้บริหารส่วนใหญ่ยังขาดการส่งเสริมให้บุคลากรได้แสดงความคิดเห็น รับฟัง และร่วมมือกันแก้ไขปัญหาอย่างเหมาะสม ขาดการสร้างบรรยากาศในการทำงานเพื่อให้บุคลากรยอมรับและมองเห็นคุณค่าของเพื่อนร่วมงาน กาญจนา ศิลา, 2556 ขาดความตระหนักในการรับฟังปัญหาและความต้องการของบุคลากรในองค์กร วิมล จันทร์แก้ว, 2555 และยังขาดการความตระหนักถึงความต้องการของบุคลากร และตระหนักถึงความสำคัญการปฏิบัติต่อบุคลากรอย่างเท่าเทียม จึงจะสามารถกระตุ้นหรือโน้มน้าวให้บุคลากรมีแรงจูงใจ ตั้งใจปฏิบัติหน้าที่เพื่อให้ประสบความสำเร็จด้วยความเต็มใจได้

2. ผลการศึกษาเกี่ยวกับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น พบว่า ประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น โดยรวมทั้ง 4 ด้านอยู่ในระดับมาก ซึ่งที่ผลการศึกษาค้นคว้าอิสระปรากฏเช่นนี้เนื่องจากผู้บริหารจำเป็นที่จะต้องนำพาสถานศึกษาของตนเองให้ดำเนินไปตามความเหมาะสมกับความเปลี่ยนแปลงของสังคมในศตวรรษที่ 21 และรับผิดชอบต่อผลการจัดการศึกษาในสถานศึกษาของตนเองในด้านการปรับปรุงผลลัพธ์ของผู้เรียนทุกคน ด้านการจัดกิจกรรมการเรียนรู้ที่มีประสิทธิผลโดยสนับสนุนการใช้สื่ออนไลน์ การพัฒนาสถานศึกษาให้เป็นชุมชนแห่งการเรียนรู้ การสร้างเครือข่ายเพื่อสังคมแห่งการเรียนรู้ และการพัฒนาทุกคนให้มีความเป็นผู้นำ วิโรจน์ สารรัตนะ, 2556 ต้องรู้เท่าทันการเปลี่ยนแปลง พัฒนาตนเอง คิดหายุทธศาสตร์ในการบริหารจัดการใหม่ๆ ปรับเปลี่ยนเรียนรู้รูปแบบการทำงานให้ความสำคัญกับความสัมพันธ์ของผู้ปฏิบัติงานในองค์กร และนอกองค์กร ให้ความสำคัญกับวัฒนธรรมองค์กรที่มุ่งผลสัมฤทธิ์ สมหมาย อ่ำดอนกลอย, 2556รวมทั้งต้องมีภาวะผู้นำสถานศึกษา (School leadership) มีความเข้าใจในเนื้อหาวิชาการ การประเมินผลและเทคนิควิธีการสอน มีการทำงานเพื่อเสริมสร้างทักษะร่วมกับครู การรวบรวม วิเคราะห์ และการใช้ข้อมูลเพื่อประกอบการตัดสินใจ (วิโรจน์ สารรัตนะ, 2556) สอดคล้องกับ ชุติพงศ์ สุกป่าน, 2551 ที่ได้ศึกษาการบริหารจัดการเรียนรู้ของผู้บริหารสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษานราธิวาส เขต 2 พบว่า การบริหารจัดการเรียนรู้ของผู้บริหารสถานศึกษาขั้นพื้นฐานในภาพรวมมีการปฏิบัติอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น อยู่ในระดับมากทุกด้าน โดยด้านการพัฒนาระบบการประเมินผลการเรียนรู้ มีค่าเฉลี่ยสูงสุด ซึ่งผลการศึกษาค้นคว้าอิสระปรากฏเช่นนี้อาจเนื่องมาจาก ครูผู้สอนมีการใช้เทคนิควิธีการและเครื่องมือในการประเมินผลที่หลากหลาย สามารถวัดพฤติกรรม และทักษะการเรียนรู้ของผู้เรียนได้อย่างแท้จริง ชวลิต ชูกำแพง, 2551 ปราสาท เนืองเฉลิม, 2558 รวมทั้งสถานศึกษามีการพัฒนาระบบการประเมินผลผู้เรียนที่เน้นพัฒนาการเรียนรู้ ดวงกมล สินเพ็ง, 2553, พิณสุดา สิริธ

รังศรี, 2556 สอดคล้องกับทัศนะของพิมพ์พันธ์ เดชะคุปป์ และพเยาว์ ยินดีสุข, 2557 ที่กล่าวว่าการวัดและการประเมินผลการเรียนรู้ในศตวรรษที่ 21 ต้องเป็นการประเมินการเรียนรู้ตามสภาพจริง มีการรวบรวมข้อมูลเชิงปริมาณและเชิงคุณภาพ จากกระบวนการเรียนรู้ การทำงาน การปฏิบัติงาน และผลผลิตตลอดจนคุณลักษณะอันพึงประสงค์ จากผลการศึกษาค้นคว้าอิสระพบว่า ประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโชนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ด้านการบริหารจัดการเรียนรู้ มีค่าเฉลี่ยต่ำสุด ซึ่งผลการศึกษาค้นคว้าอิสระเป็นเช่นนี้อาจเนื่องมาจาก กลุ่มงานในสถานศึกษายังขาดการสนับสนุนทรัพยากรด้านงบประมาณ ด้านบุคคล และทรัพยากรการเรียนรู้ที่ดี เพื่อส่งผลต่อการบริหารจัดการเรียนรู้ ซึ่งสถานศึกษาจะต้องให้การสนับสนุนด้านงบประมาณ ทรัพยกรบุคคล ทรัพยากรทางกายภาพ ทรัพยากรสารสนเทศ โดยสิ่งสำคัญที่ผู้บริหารจะต้องคำนึงถึงคือหลักความเสมอภาค หลักประสิทธิภาพ และหลักความมีประสิทธิผล ปรีชา คัมภีรปกรณ์, 2557 และสอดคล้องกับ ชุติพงศ์ สุกป่าน, 2551 ที่ได้ศึกษาการบริหารการจัดการเรียนรู้ของผู้บริหารสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษานราธิวาสเขต 2 พบว่าการบริหารจัดการเรียนรู้ของผู้บริหารสถานศึกษาขั้นพื้นฐาน ด้านการปรับปรุงและพัฒนาการจัดการเรียนรู้มีค่าเฉลี่ยต่ำสุด และสอดคล้องกับแพรดาว สนองผัน, 2557 ที่ได้ศึกษาแนวโน้มทักษะของผู้บริหารสถานศึกษาในศตวรรษที่ 21 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 3 พบว่า ทักษะที่เป็นลำดับสุดท้ายได้แก่ ทักษะด้านการใช้เทคโนโลยีสารสนเทศเพื่อการสื่อสาร และการบริหารจัดการ

3. ผลการศึกษาความสัมพันธ์ระหว่างภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา ในศตวรรษที่ 21 กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโชนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น พบว่า มีความสัมพันธ์ทางบวกในระดับสูงมาก อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 โดยตัวแปรที่มีความสัมพันธ์กันสูงที่สุด คือ ผู้นำที่มีความรู้เท่าทันเทคโนโลยี และการสร้างสังคมแห่งการเรียนรู้ มีค่าสัมประสิทธิ์สหสัมพันธ์เท่ากับ .987 ส่วนตัวแปรที่มีความสัมพันธ์น้อยที่สุด คือ การทำงานเป็นทีมและการสร้างแรงจูงใจ และการบริหารจัดการเรียนรู้ มีค่าสัมประสิทธิ์สหสัมพันธ์เท่ากับ .949 ซึ่งสอดคล้องกับสมมติฐานของการศึกษาค้นคว้าอิสระที่ได้กำหนดว่า ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21 มีความสัมพันธ์ทางบวกกับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูโชนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น ผลการศึกษาค้นคว้าอิสระปรากฏเช่นนี้อาจเนื่องมากจากผู้บริหารให้ความสำคัญกับการมีเป้าหมาย วิสัยทัศน์ และพันธกิจที่ชัดเจนในการปฏิบัติงาน รวมทั้งมีเป้าประสงค์ในการพัฒนาคุณภาพการศึกษาของสถานศึกษา เน้นการทำงานที่มุ่งผลสัมฤทธิ์ ทำให้ผู้บริหารมุ่งเน้นที่ผลการปฏิบัติงานของสถานศึกษาให้เกิดประสิทธิภาพ และมีประสิทธิผล เป็นผู้นำการเปลี่ยนแปลง การมีวิสัยทัศน์จะทำให้การทำงานมีเป้าหมายที่ชัดเจนสามารถกำหนดทิศทาง หรือกำหนดแนวทางในการพัฒนาองค์กรได้อย่างเป็นรูปธรรม รวมทั้งผู้บริหารมีความสามารถในการนำ และกระตุ้นให้ผู้ปฏิบัติทำงานให้บรรลุเป้าหมายได้ สอดคล้องกับแนวคิดของไพฑูรย์ สินลารัตน์, 2555 กล่าวว่าผู้นำทั่วไปและผู้นำการศึกษาของไทยจะต้องเข้าใจการเปลี่ยนแปลงและเข้าใจปัญหาของสังคมไทยได้อย่างดี และเชื่อมโยงการศึกษากับสังคมไทยจำเป็นต้องมีความสามารถในการสร้างสรรค์ ผู้บริหารควรนำตนเองและองค์กรให้เกิดความสร้างสรรค์ โดยวิเคราะห์ วิจารณ์สภาพการณ์ที่เป็นอยู่ วิเคราะห์ผู้อื่น สิ่งอื่น แล้วคิดสิ่งใหม่ๆที่ต่างไปจากเดิม มีแนวทางแนวปฏิบัติเป็นของตนเอง สอดคล้องกับจีระ หงส์ลดารมย์, 2556 ออนไลน์. กล่าวว่าการบริหารทรัพยากรมนุษย์อย่างมีประสิทธิภาพและการทำงานอย่างมีความสุขประกอบด้วยการสร้างความสุข การยอมรับนับถือซึ่งกันและกัน การยกย่องให้เกียรติกัน และมีความยั่งยืน ท่านได้ให้เกียรติผู้เขียนจุดประกายระบบการคิดไว้ว่าคนไทยควรมีอิสระในการคิด การตัดสินใจ ด้วยการคิดไตร่ตรองอย่างละเอียด รอบคอบ มีเหตุผล มีสติไม่ใช้อารมณ์ เพื่อให้บรรลุเป้าหมายขององค์กรได้อย่างมีประสิทธิผล ซึ่งผลงานวิจัยสอดคล้องกับงานวิจัยของแบส และคณะ ได้ศึกษาความสัมพันธ์ระหว่างการประเมินภาวะผู้นำตามการรับรู้ และตามความคาดหวังของผู้ใต้บังคับบัญชา โดยกลุ่มตัวอย่างเป็นผู้บริหารระดับต้น ระดับกลาง และระดับสูง วิธีการศึกษาคือให้ผู้บริหารระดับต้นประเมินผู้บริหารระดับกลาง และผู้บริหารระดับกลางประเมินผู้บริหารระดับสูง ผลการศึกษาพบว่าการแสดงภาวะผู้นำการเปลี่ยนแปลง และภาวะผู้นำการแลกเปลี่ยนของผู้บริหารระดับกลางมีความสัมพันธ์ทางบวกกับการแสดงภาวะผู้นำการเปลี่ยนแปลง และภาวะผู้นำการแลกเปลี่ยนของผู้บริหารระดับสูง ส่วนการแสดงภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารระดับสูง สูงกว่าผู้บริหารระดับกลาง และการแสดงออกภาวะผู้นำการเปลี่ยนแปลงในด้านการสร้างบารมี การคำนึงถึงความเป็นเอกบุคคล การกระตุ้นปัญญา และการแสดงภาวะผู้นำการเปลี่ยนแปลงในด้านการให้รางวัลตามสถานการณ์ของผู้บริหารระดับสูง ตามความคาดหวังของผู้บริหารระดับกลางมีระดับสูงกว่าการรับรู้ ส่วนการจัดการโดยมีข้อยกเว้นของผู้บริหารระดับสูงตามความคาดหวังมีระดับต่ำกว่าการรับรู้ และสอดคล้องกับการศึกษาค้นคว้าอิสระของสุภาพ ฤทธิ์บำรุง, 2556 กล่าวว่าความสัมพันธ์ระหว่างภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาและประสิทธิผลของโรงเรียน โดยภายรวมมีค่าความสัมพันธ์อยู่ในระดับมาก ทุกด้านมีความสัมพันธ์ในทางบวกอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 สอดคล้องกับทวีภรณ์ วรชิน, 2559 ที่พบว่าระดับความพึงพอใจของครู หัวหน้างาน หัวหน้ากลุ่มสาระการเรียนรู้ และกิจกรรมพัฒนาผู้เรียนที่มีต่อการใช้ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาค่าเฉลี่ยสูงสุดคือ ด้านการเป็นผู้นำที่มุ่งผลสัมฤทธิ์ของงาน สอดคล้องกับมณฑาทิพย์ เสยยงคะ, 2556 ที่พบว่าภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาค่าเฉลี่ยสูงสุดคือด้านการ

มีวิสัยทัศน์ สอดคล้องกับ Watson, 2000 อ้างถึงในพิมพ์พร พิมพ์เกาะ, 2557 ที่ได้วิจัยภาวะผู้นำในศตวรรษที่ 21 ตามการรับรู้ของผู้นำในภาคเอกชนของประเทศแคนนาดา พบว่า ผู้นำในภาคเอกชนรับรู้ถึงความสำคัญอย่างมากเกี่ยวกับกระแสโลกาภิวัฒน์ การมีวิสัยทัศน์ การทำงานเป็นทีม เพราะเป็นความสามารถที่สำคัญของผู้นำ นอกจากนี้ผู้นำยังเห็นความสำคัญในการที่จะผลักดันให้วิสัยทัศน์มีการนำไปปฏิบัติ ขยายแนวคิดสู่บริบทโลกอย่างมีประสิทธิภาพ และสอดคล้องกับ Sternberg, 2006 อ้างถึงในสุภาพ ฤทธิ์บำรุง, 2556 ที่ได้ศึกษาถึงภาวะผู้นำเชิงสร้างสรรค์ด้านที่เกี่ยวข้องกับการตัดสินใจของผู้บริหารสถานศึกษา ผลการศึกษาพบว่าผู้นำสถานศึกษาที่ดีจะต้องมีการตัดสินใจที่ชาญฉลาด มีความคิดสร้างสรรค์ มีวิสัยทัศน์ที่สร้างสรรค์ ในการวิเคราะห์ความคิดของตน และของบุคลากรเพื่อบรรลุเป้าหมายขององค์กร มีความสามารถในการโน้มน้าวใจบุคลากรในสถานศึกษาให้เห็นคุณค่าของตนเอง และทำให้ทุกคนมีเป้าหมายร่วมกัน

ข้อเสนอแนะ

ข้อเสนอแนะสำหรับการนำผลการศึกษาค้นคว้าอิสระไปใช้

1.จากผลการศึกษาค้นคว้าอิสระที่ระบุว่า พฤติกรรมการแสดงออกของผู้บริหารสถานศึกษาในด้านการทำงานเป็นทีมและการสร้างแรงจูงใจ มีค่าเฉลี่ยต่ำสุด ดังนั้นผู้บริหารควรให้ความสำคัญกับการทำงานระบบทีมเพิ่มมากขึ้น รวมถึงมุ่งมั่นฝึกฝนและพัฒนาทักษะการทำงานเป็นทีมอย่างจริงจัง เพื่อให้ก่อประโยชน์สูงสุดแก่องค์กร ควรสร้างแรงจูงใจส่งเสริมการทำงานระบบทีมให้มีพลังในการก้าวต่อไปได้ และตระหนักถึงความต้องการของบุคลากรทุกคนอย่างเท่าเทียมกัน

2. จากผลการศึกษาค้นคว้าอิสระที่ระบุว่า ประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครูด้านการบริหารจัดการเรียนรู้ มีค่าเฉลี่ยต่ำสุด ดังนั้นผู้บริหารควรให้ความสำคัญกับการบริการการจัดการเรียนรู้ โดยการจัดสรรทรัพยากรด้านงบประมาณ ด้านบุคลากร และทรัพยากรในการจัดการเรียนรู้โดยยึดหลักของความเสมอภาค ประสิทธิภาพ และประสิทธิผล

3. จากผลการศึกษาค้นคว้าอิสระที่ระบุว่าภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาในศตวรรษที่ 21กับประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครู โซนละเลิงหวาย สังกัดสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัดขอนแก่น มีความสัมพันธ์กันเชิงบวกในระดับสูงมาก ดังนั้นผู้บริหารสถานศึกษาควรพัฒนาและเสริมสร้างภาวะผู้นำเชิงสร้างสรรค์ ในศตวรรษที่ 21 ของตนเอง ให้สามารถเป็นแบบอย่างที่ดีให้กับผู้ใต้บังคับบัญชา และผู้เรียนได้ รวมถึงหน่วยงานที่เกี่ยวข้องควรให้ความสำคัญกับการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ ซึ่งอาจจัดเป็นโครงการ หรือใช้วิธีการพัฒนาต่างๆ ที่หลากหลาย

ข้อเสนอแนะสำหรับการศึกษาค้นคว้าอิสระครั้งต่อไป

1. ควรมีการศึกษาวิจัยเชิงคุณภาพเกี่ยวกับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิภาพการบริหารสถานศึกษา

2. ควรศึกษารูปแบบการพัฒนาภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษา ที่ส่งผลต่อประสิทธิภาพการบริหารสถานศึกษา

3. ควรศึกษาปัจจัยด้านอื่นๆ ที่ส่งผลต่อภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารสถานศึกษาและประสิทธิภาพการจัดกิจกรรมการเรียนรู้ของครู

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แนวทางการพัฒนาการบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

Guidelines for the Academic Administration Development for Small Schools at Educational Quality Development Center 11, Khon Kaen Primary Educational Service Area Office 3

ปฐมพงศ์ สีอุ่น Patompong Seeun[1]
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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการบริหารงานวิชาการโรงเรียนขนาดเล็กในศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 กลุ่มเป้าหมายที่ศึกษา คือ ผู้บริหารสถานศึกษาและครู ในโรงเรียนของศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานการศึกษาประถมศึกษาขอนแก่นเขต 3 จำนวน ทั้งหมด 53 คน เครื่องมือที่ใช้ ได้แก่ แบบสอบถาม สถิติที่ใช้ ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีความต้องการจำเป็น ผลการศึกษา พบว่า 1) สภาพที่พึงประสงค์การบริหารงานวิชาการโดยรวมอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า อยู่ในระดับมากทั้ง 6 ด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ดังนี้ ด้านการพัฒนากระบวนการเรียนรู้ด้านการวัดผล ประเมินผล ด้านการนิเทศการศึกษา ด้านการจัดการเรียนการสอน และด้านการพัฒนาสื่อและนวัตกรรม 2) ความสำคัญจำเป็นและความต้องการพัฒนาการบริหารงานวิชาการในโรงเรียนขนาดเล็กอยู่ในระดับมากเรียงลำดับผลต่างจากมากไปหาน้อย ได้แก่ ด้านการจัดการเรียนการสอน ด้านการพัฒนาสื่อและนวัตกรรม ด้านการนิเทศการศึกษา ด้านการพัฒนาหลักสูตรสถานศึกษา ด้านการพัฒนา กระบวนการเรียนรู้ ด้านการวัดผล ประเมินผล

คำสำคัญ : แนวทางการพัฒนา, การบริหารงานวิชาการของสถานศึกษา

Abstract

The objectives of this study were 1) to study the current state, desirable conditions, and needs of small school academic administration; and 2) to study the guidelines for the development of academic administration in small schools in the 11th Educational Quality Development Center under the Office of Khon Kaen Primary Educational Service Area Office 3. The target group was 53 school administrators and teachers. Research tool is the questionnaire. Statistics are mean, standard deviation, the necessary needs index. The results of the study revealed that 1) the desirable condition for academic administration as a whole was at a high level. When considering each aspect, it was found that all 6 aspects were at a high level, ranked from the highest to the lowest, as follows: learning process development, assessment, evaluation, educational supervision, teaching and learning, and media development and innovation. 2) The importance and need for the development of academic administration in small schools were at high levels, in descending order; namely, teaching and learning management, media and innovation development, educational supervision, school curriculum development, learning process development, evaluation.

Keywords: Guidelines for Development, Academic Administration of School

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[2] สาขาวิชาการบริหารการศึกษา คณะศึกษาศาสตร์และศิลปศาสตร์ วิทยาลัยบัณฑิตเอเชีย

บทนำ

การศึกษาขั้นพื้นฐานจัดเป็นระบบการศึกษาที่มีความสำคัญในการสร้างคน เพื่อให้คนไทยมีคุณภาพชีวิตที่ดีสังคมไทยเป็นสังคมคุณธรรม จริยธรรม และประเทศสามารถก้าวข้าม กับดักประเทศที่มีรายได้ปานกลางไปสู่ประเทศที่พัฒนาแล้ว รองรับการเปลี่ยนแปลงของโลก ทั้งในปัจจุบันและอนาคต โดยการเปลี่ยนแปลงที่สำคัญและส่งผลกระทบต่อระบบการศึกษา ระบบเศรษฐกิจและสังคมของประเทศไทย ดังนั้น การศึกษาไทยนอกจากจะต้องตอบโจทย์ประเทศ แล้ว ยังต้องตอบโจทย์การศึกษาของโลกด้วย ซึ่งดูได้จากบริบทใหญ่ ได้แก่ สภาพปัญหา และความต้องการ นโยบายของรัฐบาล กรอบยุทธศาสตร์ชาติ ระยะ 20 ปี (พ.ศ. 2561-2580) นโยบายความมั่นคงแห่งชาติ พ.ศ. 2558-2564 ทิศทางแผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ ฉบับที่ 12 (พ.ศ. 2560-2564) และทิศทางแผนการศึกษาแห่งชาติ (พ.ศ. 2560-2574) ก็จะพบว่า มุ่งเน้นไปที่การยกระดับคุณภาพการศึกษาที่ดีขึ้น มีประสิทธิภาพ ประสิทธิผล และลดความเหลื่อมล้ำ อย่างทั่วถึง ผลิตและพัฒนากำลังคนให้สอดคล้องกับความต้องการและรองรับการพัฒนาประเทศ โดยการปฏิรูปการศึกษาและการเรียนรู้ ซึ่งสอดคล้องกับทิศทางการศึกษาของโลก (สำนักงานเลขาธิการสภาการศึกษา, 2560)

การบริหารงานวิชาการเป็นงานหลักของสถานศึกษามีขอบข่ายกว้างขวาง มีส่วนเกี่ยวข้อง กับงานทุกด้านของสถานศึกษา ทั้งทางตรงและทางอ้อม การทำความเข้าใจเพื่อสร้างจุดมุ่งหมายร่วมกันของบุคลากรในสถานศึกษาจึงเป็นความสำคัญอันดับแรกของการบริหารงานวิชาการ การบริหารงานวิชาการต้องตระหนักในความสำคัญและสาระของรัฐธรรมนูญแห่งราชอาณาจักรไทย พระราชบัญญัติการศึกษามาตรฐานการศึกษาของชาติ แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติ และแผนการศึกษาแห่งชาติ โดยกระบวนการบริหารงานวิชาการประกอบด้วย การวางแผน การบริหารงาน การกำหนดยุทธศาสตร์การนำแผนการบริหารงานวิชาการสู่การปฏิบัติ การนิเทศ ติดตาม ประเมินผลงานวิชาการ ซึ่งผู้บริหารสถานศึกษาในฐานะผู้นำทางวิชาการมีบทบาทสำคัญ ในการพัฒนาความเป็นผู้นำทางวิชาการ ในบทบาทการใช้เทคโนโลยี และนวัตกรรม เพื่อการ บริหารงานวิชาการ และบทบาทการพัฒนาสถานศึกษาด้านวิชาการ การบริหารงานวิชาการ เป็นการบริหารงานที่เกี่ยวข้องกับกิจกรรมทุกชนิดใน สถานศึกษา โดยเฉพาะเกี่ยวกับการพัฒนาคุณภาพการเรียนการสอนให้ได้ผลดีและมีประสิทธิภาพ เกิดประโยชน์สูงสุดกับผู้เรียน สถานศึกษาคือ แหล่งเรียนรู้ที่สำคัญที่สุดของการจัดการศึกษา ซึ่งมีส่วนเกี่ยวข้องกับการเรียนรู้ของผู้เรียน เมื่อจะเปรียบเทียบสถานศึกษาด้านคุณภาพและมาตรฐาน จำเป็นจะต้องเปรียบเทียบกันในเรื่องของ งานวิชาการ (ทัสนี วงศ์ยืน, 2555) ดังนั้น การบริหารสถานศึกษาและการบริหารงานวิชาการ จึงให้สอดคล้องกับสภาพความเป็นจริงทางสังคม จะต้องมีการติดตามกำกับการดำเนินงานให้เกิดผล ตามเป้าหมาย ตลอดจนการนำความรู้ที่มีอยู่หรือเรียนรู้มาใช้ให้เกิดประโยชน์สูงสุดต่อสถานศึกษา ซึ่งต้องอาศัยความรู้และทักษะการบริหารจัดการของผู้บริหาร จากการปฏิรูปการศึกษาที่ผ่านมา สำนักงานเลขาธิการสภาการศึกษาได้ดำเนินการติดตามและประเมินผลการปฏิรูปการศึกษาตั้งแต่ ปี 2542 เป็นต้นมา พบปัญหาที่ต้องเร่งปรับปรุงแก้ไขหลายประการ ได้แก่ ในด้านการพัฒนาคุณภาพ ผู้เรียน/สถานศึกษา พบว่า มีสถานศึกษาขั้นพื้นฐานที่ยังไม่ได้มาตรฐานตามเกณฑ์ประเมิน สมศ. ซึ่งส่วนใหญ่เป็นโรงเรียนขนาดเล็ก

สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 มีภารกิจในการบริหารเขตพื้นที่การศึกษาและสถานศึกษา ในการจัดการศึกษาขั้นพื้นฐาน 5 อำเภอ ได้แก่ อำเภอพล อำเภอแวงน้อย อำเภอหนองสองห้อง อำเภอแวงใหญ่และอำเภอโนนศิลา มีโรงเรียนในสังกัด จำนวน 177 โรงเรียน โดยแบ่งเป็นศูนย์พัฒนาคุณภาพการศึกษาจำนวน 17 แห่ง (สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3, 2564) ในศูนย์พัฒนาคุณภาพการศึกษาที่ 11 มีจำนวนโรงเรียนดังกล่าวเป็นโรงเรียนขนาดเล็ก (นักเรียนไม่เกิน 120 คน) จำนวน 6 โรงเรียน ส่วนมากไม่สามารถบริหารจัดการศึกษาได้อย่างมีประสิทธิภาพเนื่องจากมีข้อจำกัดหลายประการ ได้แก่ ครูไม่ครบชั้น งบประมาณไม่เพียงพอในการบริหารจัดการ ทำให้ขาดสื่ออุปกรณ์การเรียนการสอน ห้องปฏิบัติการต่าง ส่งผลให้ผลสัมฤทธิ์ทางการเรียนของนักเรียนค่อนข้างต่ำ(สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3, 2564)

จากความเป็นมาและความสำคัญดังกล่าวนั้นผู้ศึกษาค้นคว้าจึงสนใจที่จะศึกษาแนวทางพัฒนาการบริหารงานวิชาการของโรงเรียนขนาดเล็ก ในศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ในด้านสภาพปัจจุบันของการบริหารงานวิชาการของโรงเรียนขนาดเล็ก และแนวทางการบริหารงาน วิชาการของโรงเรียนขนาดเล็ก ในศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ว่าโรงเรียนมีสภาพการบริหารงานวิชาการของโรงเรียนขนาดเล็กเป็นอย่างไร และมีสภาพ การดำเนินงานอย่างไรในสถานศึกษา เพื่อเป็นแหล่งข้อมูลแก่หน่วยงาน ต้นสังกัดในการวางแผนหรือเป็นแนวทางสนับสนุนให้สถานศึกษาในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ดำเนินงานการบริหารงานวิชาการให้ครอบคลุมงานวิชาการ ตามกรอบแนวคิดในการบริหารงานวิชาการของกระทรวงศึกษาธิการ เพื่อจะได้ข้อมูลที่ ได้จากการศึกษาวิจัยเป็นแนวทางสำหรับการบริหารงานวิชาการให้ประสบผลสำเร็จยิ่งขึ้นไป

วัตถุประสงค์ของการศึกษาค้นคว้า

เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการบริหารงานวิชาการโรงเรียนขนาดเล็ก ในศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

วิธีการดำเนินการวิจัย

1. กลุ่มเป้าหมายที่ศึกษา

กลุ่มเป้าหมายที่ศึกษา คือ ผู้บริหารสถานศึกษาและครู ในโรงเรียนของศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานการศึกษาประถมศึกษาขอนแก่นเขต 3 จำนวน 6 โรงเรียน ทั้งหมด 53 คน

2. เครื่องมือที่ใช้ในการศึกษา

เครื่องมือที่ใช้ในการวิจัยเป็นแบบสอบถาม แบ่งออกเป็น 2 ตอน ได้แก่

ตอนที่ 1 แบบสอบถามแบบตรวจสอบรายการ (Check List) สอบถาม เกี่ยวกับสถานภาพของผู้ตอบแบบสอบถามในเรื่องข้อมูลเกี่ยวกับเพศ อายุ ระดับการศึกษา ตำแหน่งประสบการณ์ทำงานของผู้ตอบแบบสอบถามเป็นแบบเลือกตอบที่กำหนดไว้ให้เป็นตัวเลือก

ตอนที่ 2 เป็นแบบสอบถามแบบมาตราส่วนประมาณค่า (Rating Scale) สอบถามเกี่ยวกับสภาพปัจจุบันและสภาพที่พึงประสงค์ของการบริหารงานวิชาการของโรงเรียนขนาดเล็กในศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยจำแนกข้อคำถามเป็นแบบมาตราส่วนประมาณค่า 5 ระดับของ Likert (1976)

3. การเก็บรวบรวมข้อมูล

3.1 ผู้วิจัยดำเนินการขอหนังสือขอความอนุเคราะห์เก็บข้อมูลจากบัณฑิตวิทยาลัย วิทยาลัยบัณฑิตเอเชีย เพื่อขอความอนุเคราะห์ในการเก็บรวบรวม ข้อมูลกับกลุ่มเป้าหมาย

3.2 ติดต่อประสานงานกับทางโรงเรียน เพื่อขอความอนุเคราะห์ในการเก็บรวบรวม ข้อมูลกับกลุ่มเป้าหมาย

3.3 ดำเนินการเก็บข้อมูล

4. การวิเคราะห์ข้อมูล

4.1 ตรวจสอบความถูกต้องครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับคืน

4.2 การวิเคราะห์ข้อมูล

ตอนที่ 1 สถานภาพและข้อมูลทั่วไปของผู้ตอบแบบสอบถาม โดยใช้การวิเคราะห์แจกแจงความถี่ และหาค่าร้อยละ

ตอนที่ 2 สภาพปัจจุบัน สภาพที่พึงประสงค์ของการบริหารงานวิชาการของโรงเรียนขนาดเล็กในศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยใช้การวิเคราะห์ หาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน โดยเทียบตามเกณฑ์แปลความหมายค่าเฉลี่ย (บุญชม ศรีสะอาด, 2553)

วิเคราะห์หาค่าดัชนีความต้องการจำเป็น โดยนำค่าเฉลี่ยของสภาพปัจจุบัน และสภาพที่พึงประสงค์มาวิเคราะห์หาค่าดัชนีความต้องการจำเป็นและจัดลำดับความสำคัญ ความต้องการจำเป็น (PNImodified)

สรุปผลการศึกษาค้นคว้า

ผลการศึกษาสภาพปัจจุบันและสภาพที่พึงประสงค์การบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 ปรากฏดังตาราง สภาพปัจจุบันและสภาพที่พึงประสงค์การบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยรวม

ตาราง 1 สภาพปัจจุบันและสภาพที่พึงประสงค์การบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยรวม

การบริหารงานวิชาการ	สภาพปัจจุบัน			สภาพที่พึงประสงค์		
	$\bar{x}$	S.D.	แปลผล	$\bar{x}$	S.D.	แปลผล
1. ด้านการพัฒนาหลักสูตรสถานศึกษา	4.14	0.55	มาก	4.34	0.59	มาก
2. ด้านการจัดการเรียนการสอน	4.00	0.83	มาก	4.35	0.58	มาก
3. ด้านการนิเทศการศึกษา	4.18	0.63	มาก	4.44	0.53	มาก
4. ด้านการวัดผลประเมินผล	4.27	0.49	มาก	4.45	0.50	มาก
5. ด้านการพัฒนากระบวนการเรียนรู้	4.52	0.56	มาก	4.45	0.52	มาก
6. ด้านการพัฒนาสื่อ และนวัตกรรม	4.09	0.58	มาก	4.53	0.58	มาก
รวม	4.16	0.62	มาก	4.40	0.55	มาก

จากตาราง 1 พบว่า ผู้บริหารสถานศึกษาและครูหัวหน้างานวิชาการ เห็นว่าสภาพปัจจุบัน การบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยรวมอยู่ในระดับมาก($\bar{x}$ = 4.16, S.D. = 0.62) เมื่อพิจารณาเป็นรายด้านพบว่า อยู่ในระดับมากทั้ง 6 ด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ดังนี้ ด้านการวัดผล ประเมินผล ($\bar{x}$ = 4.27, S.D. = 0.49) ด้านการพัฒนากระบวนการเรียนรู้ ($\bar{x}$ = 4.25, S.D. = 0.56) ด้านการนิเทศการศึกษา ($\bar{x}$ = 4.18, S.D. = 0.63) ด้านการพัฒนาหลักสูตรสถานศึกษา ($\bar{x}$ = 4.14, S.D. = 0.55) ด้านการพัฒนาสื่อ และนวัตกรรม ($\bar{x}$ = 4.09, S.D. = 0.58) และด้านการจัดการเรียนการสอน ($\bar{x}$ = 4.00, S.D. = 0.83)

ผู้บริหารสถานศึกษาและครูหัวหน้างานวิชาการ เห็นว่าสภาพที่พึงประสงค์การบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยรวมอยู่ในระดับมาก ($\bar{x}$ = 4.40, S.D. = 0.55) เมื่อพิจารณาเป็นรายด้านพบว่า อยู่ในระดับมาก ทั้ง 6 ด้าน เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อย ดังนี้ ด้านการพัฒนากระบวนการเรียนรู้ ($\bar{x}$ = 4.45, S.D. = 0.52) ด้านการวัดผล ประเมินผล ($\bar{x}$ = 4.45, S.D. = 0.50) ด้านการนิเทศการศึกษา ($\bar{x}$ = 4.44, S.D. = 0.53) ด้านการจัดการเรียนการสอน ($\bar{x}$ = 4.35, S.D. = 0.58) และด้านการพัฒนาสื่อและนวัตกรรม ($\bar{x}$ = 4.35, S.D. = 0.58)

ตาราง 2 ผลการจัดลำดับความสำคัญจำเป็นและความต้องการแนวทางการบริหารงานวิชาการในโรงเรียนขนาดเล็กศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

การบริหารงานวิชาการของสถานศึกษา	สภาพปัจจุบัน	สภาพที่พึงประสงค์	PNI	ลำดับความต้องการจำเป็น
1. ด้านการพัฒนาหลักสูตรสถานศึกษา	4.14	4.34	0.048	4
2. ด้านการจัดการเรียนการสอน	4.00	4.35	0.088	1
3. ด้านการนิเทศการศึกษา	4.18	4.44	0.062	3
4. ด้านการวัดผลประเมินผล	4.27	4.45	0.042	6
5. ด้านการพัฒนากระบวนการเรียนรู้	4.25	4.45	0.047	5
6. ด้านการพัฒนาสื่อ และนวัตกรรม	4.09	4.35	0.064	2

จากตาราง 2 พบว่า ความสำคัญจำเป็นและความต้องการพัฒนาการบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เรียงลำดับผลต่างจากมากไปหาน้อย ดังนี้ ด้านการจัดการเรียนการสอน ด้านการพัฒนาสื่อและนวัตกรรม ด้านการนิเทศการศึกษา ด้านการพัฒนาหลักสูตรสถานศึกษา ด้านการพัฒนา กระบวนการเรียนรู้ ด้านการวัดผล ประเมินผล

อภิปรายผลการศึกษาค้นคว้า

ผลการศึกษาค้นคว้าเรื่อง แนวทางการพัฒนาการบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 สามารถนำมาอภิปรายผล ได้ดังนี้

1. การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นในการพัฒนา แนวทางการพัฒนาการบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3

1.1 ผลการศึกษาพบว่าสภาพปัจจุบันการบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยรวมอยู่ในระดับมาก เนื่องจากผู้บริหารสถานศึกษาและครูหัวหน้างานวิชาการมีการดำเนินงานวิชาการของสถานศึกษาด้าน การพัฒนาหลักสูตร โดยสถานศึกษาผู้บริหารแต่งตั้งคณะกรรมการดำเนินงาน และมีการนิเทศ ติดตาม ประเมินผลและปรับปรุงหลักสูตรสถานศึกษา สถานศึกษามีโครงสร้างและสาระของหลักสูตรสอดคล้องกับการเปลี่ยนแปลงของเศรษฐกิจและสังคม และสถานศึกษามีการศึกษาวิเคราะห์เอกสาร หลักสูตรแกนกลาง ด้านการจัดการเรียนการสอน เนื่องจากสถานศึกษามีระบบการประกันคุณภาพ การศึกษาตามมาตรฐานที่ได้กำหนดไว้ ครูจัดกิจกรรมให้ผู้เรียนฝึกการปฏิบัติให้ทำได้ คิดเป็นทำเป็น รักการอ่านและเกิดการใฝ่รู้อย่างต่อเนื่อง และ ผู้เรียนได้เรียนรู้จากประสบการณ์จริงมีการประยุกต์ ความรู้มาใช้เพื่อป้องกันและแก้ปัญหาโดยคำนึงถึงความแตกต่างระหว่างบุคคล ด้านการนิเทศ การศึกษา เนื่องจากผู้บริหารเปิดโอกาสให้บุคลากรในสถานศึกษามีส่วนร่วมในวางแผน และกำหนด นโยบายของสถานศึกษา บุคลากรในสถานศึกษาได้ร่วมกันสะท้อนและแก้ไขปัญหาในการจัดการ เรียนรู้ของบุคลากรในสถานศึกษา ผู้บริหารมีการจัดระบบกระบวนการให้ข้อเสนอแนะภายในสถานศึกษา ด้านการวัดผล ประเมินผล เนื่องจากสถานศึกษามีการกำหนดหลักการ และรูปแบบ การรายงานผลการประเมินคุณภาพผู้เรียน ผู้บริหารมีการกำหนดระเบียบ แนวปฏิบัติเพื่อส่งเสริมให้ ผู้เรียนเกิดการพัฒนาและเรียนรู้อย่างเต็มศักยภาพ ผู้บริหารมีความตระหนัก และให้ความสำคัญต่อ กระบวนการวัดและประเมินผลการเรียนรู้ของผู้เรียน ด้านการพัฒนากระบวนการเรียนรู้ เนื่องจากครูมีการเตรียมเนื้อหา การฝึกทักษะ การจัดกิจกรรม การจัดการเรียนการสอน และการจัดสภาพแวดล้อมในกระบวนการเรียนรู้ของผู้เรียนอย่างจริงจัง ผู้บริหารให้ความสำคัญและอำนวยความ สะดวกต่อการเตรียมเนื้อหา การฝึกทักษะ การจัดกิจกรรม การจัดการเรียนการสอน และการจัดสภาพแวดล้อมต่อครู และสถานศึกษากำหนดขั้นตอนวิธีการที่ดำเนินการเกี่ยวกับกระบวนการเรียนรู้ ของผู้เรียน ด้านการพัฒนาสื่อ และนวัตกรรม เนื่องจากผู้บริหารส่งเสริมให้ครูผลิต พัฒนาสื่อ นวัตกรรม แล้วนำไปใช้ในการเรียนการสอน ผู้บริหารจัดหาสื่อและเทคโนโลยีเพื่อใช้ในการจัดการ เรียนการสอนและการพัฒนางานด้านวิชาการ และผู้บริหารมีการประเมินผลการพัฒนาการใช้สื่อนวัตกรรมและการนำผลการประเมินไปใช้ในการพัฒนาสื่อนวัตกรรมและเทคโนโลยีเพื่อการเรียนรู้ สอดคล้องกับงานวิจัยของ เมตตา ภัทราภรณ์ไพบูลย์ (2556) ได้ศึกษาเรื่อง การศึกษาการบริหารงาน วิชาการของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี เขต 1 ผลการศึกษา พบว่าการบริหารงานวิชาการของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาจันทบุรี เขต 1 โดยรวมอยู่ในระดับมาก นอกจากนี้งานวิจัยของ นิรัชกร ทองน้อย (2556) ซึ่งได้ศึกษาเรื่อง การพัฒนาระบบการบริหารงานวิชาการที่มีประสิทธิผลในโรงเรียนประถมศึกษา แล้วพบว่า สภาพการบริหารงานวิชาการในโรงเรียนประถมศึกษาก่อนการพัฒนาระบบโดยภาพรวมมีการดำเนินงานอยู่ในระดับมาก และนอกจากนี้งานวิจัยของ อัตพร อุระงาม (2560) ยังได้ศึกษา การพัฒนาแนวทางการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษา ประถมศึกษาสุรินทร์ เขต 3 พบว่า สภาพปัจจุบันของการบริหารงานวิชาการ มีสภาพปัจจุบัน โดยรวมและรายด้านอยู่ในระดับมาก เช่นเดียวกัน

1.2 ผลการศึกษาพบว่า สภาพที่พึงประสงค์การบริหารงานวิชาการของสถานศึกษา โดยรวมและรายด้านอยู่ในระดับมาก เนื่องจากด้านการพัฒนาหลักสูตรสถานศึกษา โดยสถานศึกษามี โครงสร้างและสาระของหลักสูตรสอดคล้องกับการเปลี่ยนแปลงของเศรษฐกิจและสังคม สถานศึกษามี โครงสร้างและสาระของหลักสูตรสอดคล้องกับสภาพ ปัญหา ความต้องการของผู้เรียน ผู้ปกครอง ชุมชน และสถานศึกษามีการศึกษาวิเคราะห์เอกสารหลักสูตรแกนกลาง ด้านการจัดการเรียนการสอนเนื่องจากสถานศึกษาประสงค์ให้มีระบบการประกันคุณภาพการศึกษาตามมาตรฐานที่ได้กำหนดไว้ ให้ครูจัดกิจกรรมให้ผู้เรียนฝึกการปฏิบัติให้ทำได้ คิดเป็นทำเป็น รักการอ่านและเกิดการใฝ่รู้อย่าง ต่อเนื่อง ให้ครูมีการจัดเนื้อหาสาระและกิจกรรมให้สอดคล้องกับความสนใจและความถนัดของผู้เรียน และผู้เรียนได้เรียนรู้จากประสบการณ์จริงมีการประยุกต์ความรู้มาใช้เพื่อป้องกันและแก้ปัญหา โดยคำนึงถึงความแตกต่างระหว่างบุคคล ด้านการนิเทศการศึกษา เนื่องจากผู้บริหารมีความประสงค์ ให้มีการจัดระบบกระบวนการให้ข้อเสนอแนะภายในสถานศึกษา ผู้บริหารสถานศึกษามีการจัดการ นิเทศภายในสถานศึกษาให้มีคุณภาพทั่วถึง ต่อเนื่อง และเป็นระบบ ผู้บริหารต้องการให้มีการเปิด โอกาสให้บุคลากรในสถานศึกษามีส่วนร่วมในวางแผน และกำหนดนโยบายของสถานศึกษาและให้บุคลากรในสถานศึกษาได้ร่วมกันสะท้อนและแก้ไขปัญหาในการจัดการเรียนรู้ของบุคลากรในสถานศึกษา ด้านการวัดผล ประเมินผล เนื่องจากผู้บริหารประสงค์ให้มีการกำหนดระเบียบ แนวปฏิบัติเพื่อส่งเสริมให้ผู้เรียนเกิดการพัฒนาและเรียนรู้อย่างเต็มศักยภาพ ผู้บริหารควรมีความตระหนักและให้ความสำคัญต่อกระบวนการวัดและประเมินผลการเรียนรู้ของผู้เรียนผู้บริหารต้องการการกำหนดนโยบาย เพื่อให้การประเมินผลบรรลุตามเป้าหมายของการจัดการศึกษาอย่างชัดเจน และผู้บริหารต้องการติดตามตรวจสอบการประเมินผลอย่างจริงจังและสม่ำเสมอ

ด้านการพัฒนากระบวนการเรียนรู้ โดยสถานศึกษาต้องการกำหนดขั้นตอนวิธีการที่ดำเนินการ เกี่ยวกับกระบวนการเรียนรู้ของผู้เรียน ให้ครูมีการเตรียมเนื้อหา การฝึกทักษะ การจัดกิจกรรม การจัดการเรียนการสอน และการจัดสภาพแวดล้อมในกระบวนการเรียนรู้ของผู้เรียนอย่างจริงจังผู้บริหารให้ความสำคัญและอำนวยความสะดวกต่อการเตรียมเนื้อหา การฝึกทักษะ การจัดกิจกรรม การจัดการเรียนการสอน และการจัดสภาพแวดล้อมต่อครู และผู้เรียนได้เกิดการเปลี่ยนแปลง พฤติกรรมจากกระบวนการเรียนรู้ และนำความรู้ที่ได้รับไปใช้ และด้านการพัฒนาสื่อ และนวัตกรรม เนื่องจากผู้บริหารต้องการประสานความร่วมมือในการผลิตสื่อ และนวัตกรรมในการจัดการเรียนรู้สถานศึกษามีความประสงค์ที่จะศึกษาและวิเคราะห์ความจำเป็นในการใช้สื่อและนวัตกรรม ผู้บริหารส่งเสริมให้ครูผลิตพัฒนาสื่อนวัตกรรม แล้วนำไปใช้ในการเรียนการสอน และผู้บริหาร ต้องการการประสานความร่วมมือในการผลิตสื่อและนวัตกรรมในการจัดการเรียนรู้ สอดคล้องกับ งานวิจัยของ ขนิษฐา ชนะศรี (2559) ศึกษาเกี่ยวกับการพัฒนาแนวทางการดำเนินงานวิชาการ สำหรับโรงเรียนขนาดเล็กสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ซึ่งพบว่า สภาพที่พึงประสงค์การดำเนินงานวิชาการสำหรับโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่ การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 อยู่ในระดับมาก อีกทั้ง อัตพร อุระงาม (2560) ซึ่งได้ศึกษา การพัฒนาแนวทางการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษา ประถมศึกษาสุรินทร์ เขต 3 แล้วพบว่า สภาพที่พึงประสงค์ของการบริหารงานวิชาการทั้งโดยรวม และรายด้าน โดยรวมอยู่ในระดับมาก เช่นเดียวกัน

1.3 ผลการศึกษาพบว่าความสำคัญจำเป็นและความต้องการแนวทางการพัฒนาการบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 โดยเรียงลำดับตามความสำคัญจำเป็นและความต้องการแนวทางพบว่า ด้านการจัดการเรียนการสอน เนื่องจาก ผู้บริหารมีการสร้างเครือข่ายทางวิชาการและวิชาชีพภายในเขตพื้นที่การศึกษา ครูจัดกิจกรรมให้ผู้เรียนฝึกการปฏิบัติให้ทำได้ คิดเป็นทำเป็น รักการอ่านและเกิดการใฝ่รู้ อย่างต่อเนื่องและผู้เรียนได้เรียนรู้จากประสบการณ์จริงมีการประยุกต์ความรู้มาใช้เพื่อป้องกันและแก้ปัญหาโดยคำนึงถึงความแตกต่างระหว่างบุคคล ด้านการพัฒนาสื่อ และนวัตกรรม เนื่องจากผู้บริหารต้องมีการประสานความร่วมมือในการผลิตสื่อและนวัตกรรมในการจัดการเรียนรู้สถานศึกษามีการศึกษา และวิเคราะห์ความจำเป็นในการใช้สื่อและนวัตกรรม และให้ผู้บริหารมีการ ประเมินผลการพัฒนาการใช้สื่อ นวัตกรรมและการนำผลการประเมินไปใช้ในการพัฒนาสื่อนวัตกรรม และเทคโนโลยีเพื่อการเรียนรู้ด้วย ด้านการพัฒนากระบวนการเรียนรู้ เนื่องจาก ครูผู้สอนต้องพัฒนาเนื้อหา กิจกรรมฝึกทักษะ และสภาพแวดล้อมอยู่เสมอ ผู้เรียนต้องได้เกิดการเปลี่ยนแปลงพฤติกรรม จากกระบวนการเรียนรู้ และนำความรู้ที่ได้รับไปใช้ และสถานศึกษาจำเป็นต้องกำหนดขั้นตอนวิธีการ ที่ดำเนินการเกี่ยวกับกระบวนการเรียนรู้ของผู้เรียน ด้านการนิเทศการศึกษา เนื่องจาก ผู้บริหาร สถานศึกษาต้องมีการจัดการนิเทศภายในสถานศึกษาให้มีคุณภาพทั่วถึง ต่อเนื่อง และเป็นระบบผู้บริหารต้องกำหนดให้การจัดระบบนิเทศภายในสถานศึกษาเชื่อมโยงกับระบบนิเทศการศึกษาของสำนักงานเขตพื้นที่การศึกษา และบุคลากรในสถานศึกษาต้องได้ร่วมกันสะท้อนและแก้ไขปัญหาใน การจัดการเรียนรู้ของบุคลากรในสถานศึกษา ด้านการพัฒนาหลักสูตรสถานศึกษา เนื่องจากผู้บริหาร ต้องแต่งตั้งคณะกรรมการดำเนินงานและมีการนิเทศ ติดตาม ประเมินผลและปรับปรุงหลักสูตร สถานศึกษา ให้สถานศึกษามีโครงสร้างและสาระของหลักสูตรสอดคล้องกับการเปลี่ยนแปลงของ เศรษฐกิจและสังคม และผู้บริหารมีการศึกษาวิเคราะห์หลักสูตรจากสภาพปัญหาและความต้องการ ของสังคมชุมชนและท้องถิ่น และด้านการวัดผล ประเมินผล เนื่องจากผู้บริหารต้องมีการกำหนด ระเบียบ แนวปฏิบัติเพื่อส่งเสริมให้ผู้เรียนเกิดการพัฒนาและเรียนรู้อย่างเต็มศักยภาพ ผู้บริหารต้องมี ความตระหนัก และให้ความสำคัญต่อกระบวนการวัดและประเมินผลการเรียนรู้ของผู้เรียนและผู้บริหารมีการติดตามตรวจสอบการประเมินผลอย่างจริงจังและสม่ำเสมอ สอดคล้องกับงานวิจัยของ ขนิษฐา ชนะศรี (2559) จากการศึกษาการพัฒนาแนวทางการดำเนินงานวิชาการสำหรับโรงเรียนขนาดเล็กสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 โดยพบว่าความสำคัญจำเป็นและความต้องการพัฒนาแนวทางการดำเนินงานวิชาการสำหรับโรงเรียนขนาดเล็ก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 2 ดังนี้ ด้านการพัฒนาหลักสูตรของ สถานศึกษามีความสำคัญจำเป็นและความต้องการพัฒนามากที่สุดรองลงมาคือด้านการพัฒนาและส่งเสริมให้มีแหล่งเรียนรู้ ด้านการวัดผลประเมินผลและเทียบโอนผลการเรียน อีกทั้งงานวิจัยของ อัตพร อุระงาม (2560) ซึ่งได้ศึกษาการพัฒนาแนวทางการบริหารงานวิชาการของสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาสุรินทร์ เขต 3 แล้วพบว่า ความต้องการจำเป็น (PNImodified) 3 อันดับแรก ได้แก่ ด้านการนิเทศการศึกษา ด้านการแนะแนว และด้านการพัฒนา ระบบการประกันคุณภาพภายในสถานศึกษา ตามลำดับ

2. จากผลการวิจัยพบว่าแนวทางการพัฒนาการบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 คือ 1. ด้านการจัดการเรียนการสอนโดย 1) สถานศึกษากำหนดแนวทางการจัดการเรียนการสอนโดยครูจัดกิจกรรมการเรียนการสอนโดยเน้นความแตกต่างรายบุคคล 2) ครูออกแบบการจัดการเรียนการสอนที่ส่งเสริมให้นักเรียนกล้า แสดงออกในเชิงสร้างสรรค์แบบบูรณาการกับกิจกรรมการจัดการเรียนการสอน 3) ครูมีบันทึกความก้าวหน้าของนักเรียนรายบุคคลเป็นระยะ 1 สัปดาห์ และ 1 เดือน รายงานต่อผู้บริหาร สถานศึกษา 4) ครูจัดกิจกรรมให้ผู้เรียนได้เรียนรู้จากประสบการณ์จริงจากการฝึกปฏิบัติและ 5) ผู้บริหารสร้างเสริมบรรยากาศและสภาพแวดล้อมให้เอื้อต่อการเรียนรู้และการจัดการเรียน การสอน สอดคล้องกับงานวิจัยของ กลุ่มโรงเรียนวังชลสินธุ์ (2559) ได้ศึกษาเรื่อง แนวทาง การบริหารงานวิชาการในกลุ่ม

โรงเรียนวังชลสินธุ์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาพระนครศรีอยุธยา เขต 1 ซึ่งพบว่า แนวทางการบริหารวิชาการด้านการจัดการเรียนการสอนต้น สังกัดควรจัดการอบรม และพัฒนาการผลิตสื่อการเรียนการสอนสำหรับครู มีการจัดสรรงบประมาณให้เพียงพอกับความต้องการในการจัดทำสื่อการสอนสำหรับครูและสอดคล้องกับกิจกรรมการเรียน การสอนเพื่อให้ผู้สอนสามารถจัดบรรยากาศสภาพแวดล้อมสื่อการเรียนและอำนวยความสะดวกให้ ผู้เรียนเกิดการเรียนรู้ 2. ด้านการนิเทศการศึกษา แนวทาง คือ 1) สถานศึกษามีการจัดฝึกอบรมให้ ความรู้ มีการติดตามเพื่อพัฒนาระบบและกระบวนการนิเทศงานวิชาการ 2) ผู้บริหารจัดให้มีครูพี่เลี้ยงที่เชี่ยวชาญด้านการสอนเป็นที่ปรึกษาให้กับครูที่ด้อยประสบการณ์ด้านการสอน 3) ผู้บริหารสร้าง ความตระหนักให้แก่ครูและผู้เกี่ยวข้องให้เข้าใจกระบวนการนิเทศภายใน 4) สถานศึกษาจัดการศึกษา ดูงานโรงเรียนที่มีวิธีปฏิบัติเป็นเลิศด้านต่าง ๆ 5) สถานศึกษาจัดทำโครงการนิเทศการศึกษากำหนด ผู้รับผิดชอบ คณะกรรมการการนิเทศ ปฏิทินการนิเทศ รูปแบบการประเมินผลการนิเทศสอดคล้อง กับงานวิจัยของ วัชรินทร์ ปะนามะเก (2558) ได้ศึกษาเรื่องการพัฒนาแนวทางการบริหารงานวิชาการ ในสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษามหาสารคาม เขต 2 ซึ่งพบว่าด้านการนิเทศการศึกษามีการจัดระบบการนิเทศงานวิชาการและการเรียนการสอนภายในอย่างสม่ำเสมอ มีการแลกเปลี่ยนเรียนรู้ประสบการณ์การนิเทศภายในร่วมกับสถานศึกษาอื่น 3. ด้านการพัฒนาสื่อ และนวัตกรรมแนวทางการพัฒนา คือ 1) ผู้บริหารสถานศึกษากำหนดให้ครูทุกคนต้องผลิต และใช้สื่อ นวัตกรรมและเทคโนโลยีเพื่อการศึกษา 2) ผู้บริหาร และครูศึกษา สำรวจ วิเคราะห์ สภาพปัญหา การจัดหา การเลือก การใช้และประเมินผลสื่อนวัตกรรมและเทคโนโลยีเพื่อการศึกษา 3) ผู้บริหารจัดสร้างแหล่งเรียนรู้ภายในสถานศึกษาให้มีความสะดวกและพร้อมใช้ 4) การระดมทรัพยากรกับชุมชนในการจัดสร้างแหล่งเรียนรู้นอกสถานศึกษา เชิญวิทยากรภูมิปัญญาท้องถิ่นให้ ความรู้ ยังสอดคล้องกับแนวคิดของรุ่งรัชดาพร เวหะชาติ (2550) ได้กล่าวถึงการพัฒนาสื่อ นวัตกรรมและเทคโนโลยีเพื่อการศึกษาว่า สถานศึกษาต้องส่งเสริม สนับสนุนให้การจัดการเรียนรู้ของ ครูบรรลุผล โดยการพัฒนาสื่อและเทคโนโลยีที่มีความหลากหลาย เหมาะสม และเพียงพอให้ครูได้ เลือกพัฒนาและใช้ในการจัดกิจกรรมการเรียนรู้อย่างได้ผล สื่อและเทคโนโลยีนั้นควรเน้นตั้งแต่ การจัดทำ จัดหาจากท้องถิ่นไปจนถึงสื่อที่ทันสมัยเป็นสากล 4. ด้านการพัฒนากระบวนการเรียนรู้ 1) ผู้บริหารกำหนดให้ครูเข้ารับการอบรมเพิ่มพูนความรู้อยู่เสมอ เพื่อให้บุคลากรได้พัฒนาตนเองอย่าง เต็มศักยภาพ 2) ผู้บริหารประสานความร่วมมือกับผู้ปกครองและชุมชนทุกฝ่าย เพื่อร่วมกันพัฒนา ผู้เรียนตามศักยภาพ 3) ผู้บริหารวางแผนการประเมินเพื่อปรับปรุงพัฒนากระบวนการเรียนรู้จาก เกณฑ์มาตรฐานคุณภาพการศึกษา สอดคล้องกับงานวิจัยของ วัชรินทร์ ปะนามะเก (2558) ได้ศึกษาเรื่องการพัฒนาแนวทางการบริหารงานวิชาการในสถานศึกษาสังกัดสำนักงานเขตพื้นที่ การศึกษาประถมศึกษามหาสารคาม เขต 2 ซึ่งพบว่า ด้านการพัฒนากระบวนการเรียนรู้ 1) จัดหา และมีการใช้แหล่งเรียนรู้ที่หลากหลาย 2) จัดกระบวนการเรียนรู้ที่สอดคล้องกับความสนใจ ความถนัด ของผู้เรียน 3) พัฒนาครูและผู้เรียนเพื่อการเรียนรู้อย่างต่อเนื่อง 4) มีการนิเทศการเรียนการสอนอย่าง ต่อเนื่อง 5. ด้านการพัฒนาหลักสูตรสถานศึกษา แนวทางปฏิบัติคือ 1) สถานศึกษาพัฒนาหลักสูตร สถานศึกษาโดยเกิดจากการมีส่วนร่วมของทุกฝ่าย ทั้งครู ผู้ปกครอง คณะกรรมการสถานศึกษาขั้น พื้นฐาน นักเรียน 2) สถานศึกษามีการปรับเปลี่ยนจากหลักสูตรแกนกลางโดยคำนึงถึงบริบทของ ท้องถิ่นรอบ ๆ สถานศึกษา ภูมิปัญญาท้องถิ่นที่ควรแก่การส่งเสริมอนุรักษ์ 3) ผู้บริหารมีการวิจัย เกี่ยวกับการจัดทำหลักสูตร และการนำหลักสูตรไปใช้ 4) ผู้บริหารกำหนดให้ครูวิเคราะห์หลักสูตร การจัดทำแผนการสอน การจัดให้มีการใช้สื่อที่ทันสมัย และมีการวัดประเมินผล 5) สถานศึกษา จัดการอบรมปฏิบัติการให้ได้แนวทางการจัดทำหลักสูตรสถานศึกษาแก่บุคลากรในสถานศึกษา ยังสอดคล้องกับแนวคิดของ รุ่งชัชดาพร เวหะชาติ (2550) ได้สรุปว่าการพัฒนาหลักสูตรเป็น กระบวนการหรือขั้นตอนของการตัดสินใจหาทางเลือกทางการเรียนการสอนให้เหมาะสมเพื่อการปรับปรุงเปลี่ยนแปลงทางการเรียนการสอนไปในทางที่ดีขึ้นเพื่อให้เหมาะกับผู้เรียนและ สถานศึกษาโดยผู้เกี่ยวข้องทุกฝ่ายมีส่วนร่วม 6. ด้านการวัดผล ประเมินผล แนวทางคือ 1) สถานศึกษากำหนดแนวปฏิบัติเกี่ยวกับการวัดผลและประเมินผลของสถานศึกษาไว้อย่างชัดเจน 2) ครูจัดทำแผนการวัดผลและประเมินผลแต่ละรายวิชาให้สอดคล้องกับมาตรฐานการศึกษา สาระการเรียนรู้และการจัดกิจกรรมการเรียนรู้ 3) สถานศึกษาเน้นการวัดและประเมินผลการเรียน การสอนตามสภาพจริง 4) ผู้บริหารมีการประสานความร่วมมือในการพัฒนาวิชาการกับสถานศึกษา อื่นในกลุ่มโรงเรียนอย่างต่อเนื่อง และ 5) สถานศึกษามีการนำผลการประเมินมาปรับปรุงและพัฒนา เพื่อใช้เป็นแนวทางในปีต่อ ๆ ไปอย่างต่อเนื่อง

ข้อเสนอแนะ

1. ข้อเสนอแนะในการนำผลการศึกษาไปใช้

การศึกษาครั้งนี้พบว่า แนวทางการพัฒนาการบริหารงานวิชาการในโรงเรียนขนาดเล็ก ศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 เป็นแนวทางการพัฒนาที่เน้นการบริหารงานวิชาการตามขอบข่ายการบริหารงานวิชาการทั้ง 6 ด้าน เป็นกรอบแนวคิดที่ผู้ศึกษาค้นคว้า ได้ทำการศึกษาอย่างแท้จริง ซึ่งผู้บริหารสถานศึกษา ครู ในศูนย์พัฒนาคุณภาพการศึกษาที่ 11 สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 3 รวมทั้งคณะกรรมการสถานศึกษาชุมชน ควรได้นำไปเป็นแนวทางในการ ช่วยพัฒนางานวิชาการในสถานศึกษาของตนเอง อันจะช่วยให้เป็นการพัฒนาศักยภาพผู้เรียนได้

อย่าง เต็มที่และเป็นการยกระดับผลสัมฤทธิ์ทางการเรียนให้สูงขึ้นด้วย ซึ่งสามารถจำแนกแนวทางในการ พัฒนางานวิชาการออกเป็นรายด้านดังต่อไปนี้

1.1 ด้านการจัดการเรียนการสอน ผู้บริหารควรสร้างเสริมบรรยากาศและ สภาพแวดล้อมให้เอื้อต่อการเรียนรู้ และการจัดการเรียนการสอน

1.2 ด้านการนิเทศการศึกษา สถานศึกษามีการจัดฝึกอบรมให้ความรู้ มีการติดตาม เพื่อพัฒนาระบบ และกระบวนการการนิเทศงานวิชาการ

1.3 ด้านการพัฒนาสื่อ และนวัตกรรม ผู้บริหารสถานศึกษากำหนดให้ครูทุกคนต้องผลิต ใช้สื่อนวัตกรรม และเทคโนโลยีเพื่อการศึกษา

1.4 ด้านการพัฒนากระบวนการเรียนรู้ ผู้บริหารกำหนดให้ครูเข้ารับการอบรม เพิ่มพูนความรู้อยู่เสมอ เพื่อให้บุคลากรได้พัฒนาตนเองอย่างเต็มศักยภาพ

1.5 ด้านการพัฒนาหลักสูตรสถานศึกษา สถานศึกษาพัฒนาหลักสูตรสถานศึกษา โดยเกิดจากการมีส่วนร่วมของทุกฝ่ายทั้งครู ผู้ปกครอง คณะกรรมการสถานศึกษาขั้นพื้นฐาน
และนักเรียน

1.6 ด้านการวัดผล ประเมินผล สถานศึกษากำหนดแนวปฏิบัติเกี่ยวกับการวัดผล และประเมินผลของสถานศึกษาไว้อย่างชัดเจน

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรศึกษาแนวทางการจัดเนื้อหาสาระและกิจกรรมให้สอดคล้องกับความสนใจ และความถนัดของผู้เรียนสำหรับครูผู้สอน

2.2 ควรศึกษาการแนวทางพัฒนาให้ผู้บริหารสถานศึกษามีการจัดการนิเทศภายใน สถานศึกษาให้มีคุณภาพทั่วถึงต่อเนื่อง และเป็นระบบ

2.3 ควรศึกษาแนวทางการพัฒนาการให้ผู้บริหาร และครูศึกษา สำรวจ วิเคราะห์ สภาพปัญหา การจัดหา การเลือกการใช้และประเมินผลสื่อ นวัตกรรมและเทคโนโลยีเพื่อการศึกษา

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การศึกษาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

The Program of Reinforced Competency Learning Management through The Problem-based Learning for Teachers under the Secondary Educational Service Area Office Mahasarakham

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาสภาพปัจจุบันความต้องการการจำเป็นและสภาพที่พึงประสงค์ของสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม 2) เพื่อพัฒนาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม กลุ่มตัวอย่าง ได้แก่ ครูสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา มหาสารคาม ปีการศึกษา 2563 จำนวน 323 คน โดยการเทียบจำนวนประชากรทั้งหมดกับตารางกำหนดขนาดกลุ่มตัวอย่างของ Krejcie และ Morgan และสุ่มแบบแบ่งชั้นภูมิ (Stratified Random Sampling Technique) จำแนกตามขนาดของสถานศึกษา เครื่องมือที่ใช้ในวิจัย คือ แบบสอบถาม แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรม สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าดัชนีความต้องการจำเป็น ผลการวิจัย พบว่า 1) สภาพปัจจุบันของสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม มหาสารคามโดยรวมอยู่ในระดับมาก สภาพที่พึงประสงค์ของการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม โดยรวมอยู่ในระดับมาก ความต้องการจำเป็นเรียงลำดับความสำคัญจากมากไปน้อย ได้แก่ การทำความเข้าใจปัญหา การตั้งสมมุติฐาน การสืบค้นข้อมูล การสรุปรายงานและประเมินผล และ การกำหนดปัญหา ตามลำดับ 2) การพัฒนาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม โปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานสำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ประกอบด้วย หลักการ วัตถุประสงค์ เนื้อหาและกิจกรรม หลักการพัฒนา การประเมินผลโปรแกรม 3) ผลการประเมินความเหมาะสมอยู่ในระดับมากที่สุด

คำสำคัญ : การพัฒนาโปรแกรม, สมรรถนะครู, การจัดจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน

Abstract

The research aimed 1) to study current, desirable conditions and needs for learning management of Problem-Based Learning under the Secondary Educational Service Area Office Mahasarakham; 2) to develop the program of reinforced competency Learning Management through the Problem-Based Learning for teachers under the Secondary Educational Service Area Office Mahasarakham; 3) to assess the suitability and feasibility of a Problem-Based Learning for Teachers under the Secondary Educational Service Area Office Mahasarakham. The research was conducted in mixed methods. The sample consisted of 323 teachers under the Secondary Educational Service Area Office Mahasarakham selected by satisfied random sampling technique. The research instrument was questionnaire, interview form, focus group discussion form and a form to assess the suitability and feasibility of the program. The findings of this research were as follows: 1) The overall of current condition for learning management of the Problem-Based Learning was at high level, the desirable condition for learning management of the Problem-Based Learning was at high level and needs to enhance teacher competency for

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learning management of the Problem-Based Learning for school under the Secondary Educational Service Area Office Mahasarakham by ranking from maximum to minimum as follows: defining the problem, hypothesize, research, summary and report, and problem respectively. 2) The program of enhancement competency learning management through of the Problem-Based Learning under the Secondary Educational Service Area Office Mahasarakham composed of principle, objective, content and activities, development principle, and program evaluation. 3) The result of suitability assessment was at the highest level.
Keyword: Developing Program, Teacher Competency, Learning Management of the Problem-Based Learning for Teachers

บทนำ

การศึกษาสำหรับศตวรรษที่ 21 ต้องเปลี่ยนแปลงทัศนะ (Perspectives) จากกระบวนทัศน์แบบดั้งเดิม (Tradition Paradigm) ไปสู่กระบวนทัศน์ใหม่ (New Paradigm) ที่ให้โลกของนักเรียนและโลกความเป็นจริงเป็นศูนย์กลางของกระบวนการเรียนรู้ เป็นการเรียนรู้ที่ไปไกลกว่าการได้รับความรู้แบบง่าย ๆ ไปสู่การเน้นพัฒนาทักษะและทัศนคติ ทักษะการคิด ทักษะการแก้ปัญหา ทักษะองค์การ ทัศนคติเชิงบวกความเคารพตนเอง นวัตกรรมความสร้างสรรค์ ทักษะการสื่อสาร ทักษะและค่านิยมทางเทคโนโลยี ความเชื่อมั่นตนเอง ความยืดหยุ่น การจูงใจตนเอง และความตระหนักในสภาพแวดล้อม และเหนืออื่นใด คือ ความสามารถใช้ความรู้อย่างสร้างสรรค์ (The abilityto handle knowledge effectively in order to use it creatively) ถือเป็นทักษะที่สำคัญจำเป็นสำหรับการเป็นนักเรียนในศตวรรษที่ 21 เป็นสิ่งที่ท้าทายในการที่จะพัฒนาการเรียนเพื่ออนาคต ให้นักเรียนมีทักษะทัศนคติ ค่านิยม และบุคลิกภาพส่วนบุคคล เพื่อเผชิญกับอนาคตด้วยภาพในทางบวก (Optimism) ที่มีทั้งความสำเร็จและมีความสุข การเรียนรู้ในศตวรรษที่ 21 ต้องก้าวข้าม “สาระวิชา” ไปสู่การเรียนรู้ “ทักษะแห่งศตวรรษที่ 21” (21st Century Skills) ซึ่งครูจะเป็นผู้สอนไม่ได้ แต่ต้องให้นักเรียนเป็นผู้เรียนรู้ด้วยตนเองโดยครูจะออกแบบการเรียนรู้ ฝึกฝนให้ตนเองเป็นโค้ช (Coach) และอำนวยความสะดวก (Facilitator) ในการเรียนรู้แบบ PBL (Problem-Based Learning) ของนักเรียน ซึ่งสิ่งที่เป็นตัวช่วยของครูในการจัดการเรียนรู้คือ ชุมชนการเรียนรู้ครูเพื่อศิษย์ (Professional Learning Communities : PLC) เกิดจากการรวมตัวกันของครูเพื่อแลกเปลี่ยนประสบการณ์การทำหน้าที่ของครูแต่ละคนนั่นเอง (สุทัศน์ สังคะพันธ์, 2556)

การจัดการเรียนรู้แบบปัญหาเป็นฐาน (Problem Based Learning: PBL) เป็นยุทธวิธีในการจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญแบบหนึ่ง เพื่อส่งเสริมและพัฒนาทักษะการคิดอย่างมีวิจารณญาณและทักษะการแก้ปัญหา และการเรียนรู้อย่างมีความหมายอีกวิธีหนึ่ง โดยจัดกิจกรรมการเรียนรู้ที่ใช้ปัญหาเป็นหลักหรือจุดเริ่มต้นเพื่อกระตุ้น จูงใจ เร้าความสนใจเพื่อเรียนรู้และสร้างความรู้ด้วยตนเอง โดยปัญหาเป็นฐานสำหรับกิจกรรมการเรียนรู้ และกระบวนการเรียนรู้นั้นซึ่งปัญหานั้นจะต้องเป็นปัญหาที่มาจากตัวนักเรียนเป็นปัญหาที่นักเรียนสนใจ ต้องการที่จะแสวงหาค้นคว้าหาคำตอบ และหาเหตุผลมาแก้ปัญหาหรือทำให้ปัญหานั้นชัดเจนจนมองเห็นแนวทางแก้ไขซึ่งจะทำให้เกิดการเรียนรู้ สามารถผสมผสานความรู้เพื่อไปประยุกต์ใช้อย่างมีประสิทธิภาพ ที่สำคัญการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานจะส่งเสริมการเรียนรู้อย่างกระตือรือร้นของผู้เรียน การจัดการเรียนรู้แบบใช้ปัญหาเป็นฐาน เป็นกระบวนการจัดการเรียน ที่เริ่มต้นจากปัญหาหรือสถานการณ์ที่เกิดขึ้นโดยสร้างความรู้จากกระบวนการทำงานกลุ่ม เพื่อแก้ปัญหาเกี่ยวกับชีวิตประจำวันและมีความสำคัญต่อนักเรียน ตัวปัญหาจะเป็นตั้งต้นของกระบวนการเรียนรู้และเป็นตัวกระตุ้นการพัฒนาทักษะการแก้ปัญหาด้วยเหตุผล และการสืบค้นหาข้อมูลเพื่อเข้าใจกลไกของตัวปัญหา รวมทั้งวิธีการแก้ปัญหา การเรียนรู้แบบนี้มุ่งเน้นพัฒนานักเรียนในด้านทักษะและกระบวนการเรียนรู้และพัฒนานักเรียนให้สามารถเรียนรู้โดยการชี้นำตนเองซึ่งนักเรียนจะได้ฝึกฝนการสร้างองค์ความรู้ใหม่โดยผ่านกระบวนการคิดด้วยการแก้ปัญหาใหญ่ต่อนักเรียน (สำนักงานเลขาธิการสภาการศึกษา, 2550)

สำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม เป็นหน่วยงานที่ทำหน้าที่บริหารและการจัดการศึกษาช่วงชั้นที่ 3 และ 4 มีบทบาทสำคัญในการส่งเสริมสนับสนุนการจัดการศึกษาขั้นพื้นฐานให้บรรลุเป้าหมายที่กำหนด และการที่จะทำหน้าที่ให้สมบูรณ์นั้น บุคลากรทางการศึกษาโดยเฉพาะครูจะต้องมีความสามารถในการจัดการเรียนรู้ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพ.ศ. 2551 ซึ่งให้ความสำคัญกับการจัดการเรียนรู้ โดยกำหนดไว้ในโครงสร้างของหลักสูตร แต่ในปัจจุบันครูในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคามบางส่วนยังไม่ได้รับการสร้างความเข้าใจ และการเตรียมความพร้อมอย่างเพียงพอในการจัดการเรียนการสอนในศตวรรษที่ 21 หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พ.ศ. 2551 ไปใช้รวมถึงยังไม่เข้าใจเรื่องการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน อย่างแท้จริง ส่งผลให้ผู้สอนยังไม่เข้าใจบริบทของมาตรฐานการเรียนรู้และตัวชี้วัดอย่างถ่องแท้เพราะการเรียนรู้ที่ระบุในมาตรฐานการเรียนรู้และตัวชี้วัดเน้นการปฏิบัติแต่ผู้สอนส่วนใหญ่เน้นการจัดการเรียนการสอนแบบบรรยาย ทั้งที่หลักสูตรและวิถีการดำรงชีวิตเปลี่ยนแปลงไปตามความก้าวหน้าทางวิทยาศาสตร์และเทคโนโลยี จึงส่งผลให้การประเมินด้านผู้เรียนยังไม่เป็นที่น่าพอใจ (สำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม, 2564)

จากความเป็นมาและเหตุผลที่กล่าวมาข้างต้น ผู้วิจัยได้ตระหนักถึงความสำคัญของการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน เป็นกระบวนการจัดการเรียนรู้ที่เน้นผู้เรียนเป็นศูนย์กลางการแสวงหาความรู้ การคิด การปฏิบัติจริง และการทำงานร่วมกัน เพื่อแก้ไขปัญหา ผู้เรียนเกิดทักษะการเรียนรู้ด้วยตนเอง ประสบการณ์ที่ได้รับจากการเรียนรู้นำไปใช้ในการแก้ปัญหาในชีวิตประจำวันได้ ทั้งนี้การเรียนรู้โดยปัญหาเป็นฐานสามารถนำไปใช้ในการจัดการเรียนรู้ได้ทุกกลุ่มสาระ ผู้วิจัยจึงสนใจที่จะทำการวิจัย เรื่อง โปรแกรมเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม เพื่อให้เกิดโปรแกรมให้ครูมีรูปแบบแนวคิดใหม่ๆ ที่จะสร้างสรรค์พัฒนาศักยภาพการเรียนการสอนของครูสอดคล้องกับเป้าหมายของหลักสูตรการศึกษาขั้นพื้นฐานในศตวรรษที่ 21 และส่งเสริมการเรียนรู้ของผู้เรียนอย่างมีประสิทธิภาพต่อไป

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบันความต้องการการจำเป็นและสภาพที่พึงประสงค์ของสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม
2. เพื่อพัฒนาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม
3. เพื่อประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง การศึกษาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ครั้งนี้ เป็นแบบผสมผสาน (Mixed Methods Research) โดยดำเนินการแบ่งออกเป็น 3 ระยะ ดังต่อไปนี้

ระยะที่ 1 การศึกษาสถาพปัจจุบัน และสภาพที่พึงประสงค์และความต้องการจำเป็นของการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

ขั้นตอนที่ 1 ศึกษาเอกสารและงานวิจัยที่เกี่ยวข้องกับโปรแกรมเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

ผู้วิจัยดำเนินการศึกษาเอกสาร สรุป วิเคราะห์และสังเคราะห์องค์ประกอบและตัวชี้วัดสมรรถนะการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม

ขั้นตอนที่ 2 การศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคามผู้วิจัยดำเนินการ ดังนี้

1. ประชากรและกลุ่มตัวอย่าง

ประชากร (Population) ได้แก่ ครูสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ปีการศึกษา 2565 จำนวนประชาการทั้งสิ้น 2,067 คน การสุ่มตัวอย่างโดยใช้เทคนิคสุ่มแบบแบ่งชั้นภูมิ (Stratified Random Sampling Technique) และใช้ขนาดสถานศึกษาเป็นหน่วยสุ่ม กำหนดสัดส่วนของกลุ่มตัวอย่างตามขนาดของประชากรที่สังกัดในสถานศึกษาขนาดเล็ก ขนาดกลาง ขนาดใหญ่ และใหญ่พิเศษ และใช้วิธีการสุ่มแบบง่าย (Simple Random Sampling) เพื่อสุ่มครูสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม จำนวน 323 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 เครื่องมือที่ใช้ในการเก็บข้อมูลเป็นแบบสอบถาม ที่ผู้วิจัยได้สร้างและพัฒนาขึ้น ประกอบด้วย 2 ตอน ดังนี้

ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นแบบสอบถามเกี่ยวกับสภาพปัจจุบันและสถาพที่พึงประสงค์ของการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามหาสารคาม เป็นแบบมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ และได้กำหนดน้ำหนักคะแนนตามวิธีการของ Likert

ขั้นตอนที่ 4 การศึกษา Best Practices เกี่ยวกับการเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา จากโรงเรียนที่มีแนวปฏิบัติที่ดี

1. โรงเรียนที่มีแนวปฏิบัติที่ดี โดยผู้วิจัยกำหนดเกณฑ์ คือเป็นโรงเรียนที่ผ่านการประเมินโรงเรียนมาตรฐานสากล เป็นโรงเรียนที่ผ่านการประเมินภายนอกรอบที่ 3 ในระดับดีขึ้นไป และเป็นโรงเรียนที่มีผลงานดีเด่นด้านวิชาการระดับประเทศ โดยผู้ให้

ข้อมูล ได้แก่ ผู้บริหารสถานศึกษา 1 คน และครูผู้สอน 1 คน ใช้วิธีการเลือกแบบเจาะจง (Purposive Sampling) รวมเป็นผู้ให้ข้อมูลโรงเรียนละ 2 คน จาก 3 โรงเรียน รวมผู้ที่ให้ข้อมูลทั้งสิ้น จำนวน 6 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสัมภาษณ์กึ่งโครงสร้างซึ่งใช้คำถามที่ประกอบด้วยข้อมูลทั่วไปและความคิดเห็นเกี่ยวกับการเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา ประกอบด้วย

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับตำแหน่งทางการบริหาร ตำแหน่งทางวิชาการ คุณวุฒิสูงสุด สถานที่ทำงาน ประสบการณ์ในการทำงาน

ตอนที่ 2 ความคิดเห็นเกี่ยวกับการเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

ระยะที่ 2 การพัฒนาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

ขั้นตอนที่ 1 ยกร่างโปรแกรมเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม และการศึกษา Best Practices เกี่ยวกับการเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา จากโรงเรียนที่มีแนวปฏิบัติที่ดี มาพัฒนาเป็นร่างโปรแกรมเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

ขั้นตอนที่ 2 การตรวจสอบยืนยันโปรแกรมเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคามโดยผู้ทรงคุณวุฒิ 7 ท่าน ด้วยการสนทนากลุ่ม (Focus Group) และ ตรวจสอบยืนยันโปรแกรมเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคามด้วยการสนทนากลุ่ม (Focus Group) ได้มาโดยการเลือกแบบเจาะจง (Purposive Sampling) จำนวน 7 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

แบบบันทึกการสนทนากลุ่ม (Focus Group) ประกอบด้วยร่างโปรแกรมเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม และข้อคิดเห็นข้อเสนอแนะจากผู้ทรงคุณวุฒิเกี่ยวกับร่างโปรแกรมเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

ระยะที่ 3 การประเมินโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม

ขั้นตอนที่ 1 การประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมโดยผู้ทรงคุณวุฒิ ประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษมัธยมศึกษามหาสารคาม ได้มาโดยการเลือกแบบเจาะจง (Purposive Sampling) จำนวน 9 คน

สรุปผลการวิจัย

1. การศึกษา 1) สภาพปัจจุบันความต้องการการจำเป็นและสภาพที่พึงประสงค์ของสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม มหาสารคาม โดยรวมอยู่ในระดับมาก ($\overline{X}$ = 3.61) และ 2) สภาพที่พึงประสงค์ของการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม โดยรวมอยู่ในระดับมาก ($\overline{X}$ = 4.00) 3) เรียงลำดับความสำคัญของความต้องการจำเป็นจากมากไปน้อย ได้แก่ การทำความเข้าใจปัญหา ($PNI_{modified}$ = 0.137) การตั้งสมมุติฐาน ($PNI_{modified}$ = 0.120) การสืบค้นข้อมูล ($PNI_{modified}$ = 0.103) การสรุปรายงานและประเมินผล ($PNI_{modified}$ = 0.097) และการกำหนดปัญหา ($PNI_{modified}$ = 0.090) ตามลำดับ

2. การพัฒนาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม โปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์3) เนื้อหาและกิจกรรม แบ่งออกเป็น 5 Module ได้แก่ Module 1 การกำหนดปัญหา Module 2 การทำความเข้าใจปัญหา Module 3 การตั้งสมมุติฐาน Module 4 การสืบค้นข้อมูล และ Module 5 การสรุปรายงานและการประเมินผล 4) หลักการพัฒนา/วิธีพัฒนา หลักการพัฒนาแบบ 70:20:10 วิธีพัฒนา ประกอบด้วย การเรียนรู้ด้วยตนเองการฝึกอบรมและสัมมนา การประชุมเชิงปฏิบัติการ และการเรียนรู้จากการปฏิบัติจริง โดยมีการจัดกิจกรรม ดังนี้ 1. ทำแบบทดสอบก่อนการอบรม 2. เรียนรู้ทฤษฎีการจัดการเรียนรู้โดยใช้

ปัญหาเป็นฐานจากวิทยากรและศึกษาด้วยตนเองเพิ่มเติมจากคลิปวิดีโอและเอกสารประกอบการบรรยาย 3. เรียนรู้ขั้นตอนการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานจากวิทยากร 4. การออกแบบกิจกรรมการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน (ร่วมกันแลกเปลี่ยนเรียนรู้ระหว่างผู้เข้ารับการอบรมกับวิทยากร) 5. การนำเสนอการออกแบบกิจกรรมการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน และ 6. ทำแบบทดสอบหลังการอบรม 5) การประเมินผลโปรแกรม ประกอบด้วย การประเมินความเข้าใจก่อน - หลัง การพัฒนา การประเมินความสามารถในการออกแบบการจัดกิจกรรมการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน และการประเมินความพึงพอใจของผู้เข้าร่วมพัฒนา

3. การประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคามโดยรวม มีความเหมาะสมอยู่ในระดับมาก ($\overline{X}$= 4.57) และความเป็นไปได้อยู่ในระดับมากที่สุด ($\overline{X}$= 4.59)

อภิปรายผล

จากการศึกษาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานสำหรับครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ผู้วิจัยนำมาอภิปรายผลได้ดังนี้

1. สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคามพบว่า สภาพปัจจุบันโดยรวมโดยรวมอยู่ในระดับมาก รายด้านอยู่ในระดับมาก 3 ด้าน อยู่ในระดับปานกลาง 2 ด้าน จะเห็นได้ว่าครูส่วนใหญ่ได้จัดกิจกรรมการเรียนรู้ตรงกับตัวบ่งชี้ของการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน แต่ยังไม่เข้าใจการจัดการเรียนรู้โดยใช้หปัญหาเป็นฐานอย่างถ่องแท้และเป็นขั้นตอนทำให้สภาพปัจจุบันรายด้านยังอยู่ในระดับมาก และปานกลาง ทั้งนี้ด้วยบริบทการปฏิบัติงานและภาระงานของครู ทำให้ครูส่วนใหญ่เน้นการสอนแบบท่องจำนำไปสอบมากกว่าที่จะมุ่งพัฒนานักเรียนให้ได้ลงมือปฏิบัติจริง ลงมือทำหรือค้นคว้าด้วยตัวเอง ผ่านการเรียนรู้จากประสบการณ์เพื่อก่อให้เกิดความรู้ความเข้าใจทฤษฎีผ่านการลงมือปฏิบัติด้วยตนเอง พร้อมกับพัฒนาทักษะการคิดแก้ไขปัญหา ดังที่ ทิศนา แขมมณี (2550) ได้ให้ความหมายของการเรียนรู้โดยใช้ปัญหาเป็นฐาน หมายถึง การจัดสภาพการณ์ของการเรียนรู้ที่ใช้ปัญหาเป็นเครื่องมือในการช่วยให้ผู้เรียนเกิดการเรียนรู้ตามเป้าหมาย โดยผู้สอนอาจนำผู้เรียนไปเผชิญปัญหาจริงหรือผู้สอนอาจจัดสภาพการณ์ให้ผู้เรียนเผชิญปัญหา ฝึกกระบวนการวิเคราะห์ปัญหา และแก้ปัญหาร่วมกันเป็นกลุ่ม ซึ่งจะช่วยให้ผู้เรียนเข้าใจในปัญหานั้นอย่างชัดเจนได้ สภาพที่พึงประสงค์การจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคามโดยรวมอยู่ในระดับมากและเป็นรายด้านอยู่ในระดับมาก 4 ด้าน และอยู่ในระดับมากทั้ง 4 ด้าน ทั้งนี้อาจเป็นเพราะว่าครูมีความต้องการที่จะพัฒนาการจัดกิจกรรมการเรียนรู้ให้ดีขึ้น โดยเฉพาะอย่างยิ่งการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน อาภรณ์ แสงรัศมี (2543) ได้กล่าวถึงลักษณะของการเรียนรู้โดยใช้ปัญหาเป็นฐานไว้ว่าสถานการณ์ที่เป็นปัญหานั้นต้องเป็นปรากฏการณ์หรือเหตุการณ์ในสภาพที่เป็นจริง โดยให้ผู้เรียนทำการสืบเสาะความรู้ โดยการทำงานร่วมกันเป็นกลุ่มเล็ก ๆ และมีผู้สอนประจำกลุ่มทำหน้าที่แนะแนวเท่านั้น โดยความรู้ที่ได้จะมาจากการเรียนรู้ด้วยตนเอง และเป็นการบูรณาการความรู้ที่ได้ไปใช้แก้ปัญหาส่งผลให้สภาพที่พึงประสงค์ของการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน อยู่ในระดับมากและลำดับความสำคัญของความต้องการจำเป็นในการเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม เรียงลำดับความสำคัญของความต้องการจำเป็นจากมากไปหาน้อย ได้แก่ การทำความเข้าใจปัญหา การตั้งสมมุติฐาน การสืบค้นข้อมูล การสรุปรายงานและประเมินผล และการกำหนดปัญหา ตามลำดับ ซึ่งเป็นตัวที่สื่อให้เห็นถึงความต้องการจำเป็นในการเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม และสอดคล้องกับงานวิจัยของเฉลิมพล สุปัญญาบุตร (2562) ได้ทำการวิจัยเรื่อง การพัฒนาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้เชิงรุก สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 24 เพื่อพัฒนาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้เชิงรุก ผลการวิจัยพบว่า สภาพที่พึงประสงค์ของการจัดการเรียนรู้เชิงรุกโดยรวมอยู่ในระดับมากที่สุด ลำดับความสำคัญของความต้องการจำเป็นเรียงจากมากไปหาน้อย ได้แก่ การออกแบบการเรียนรู้ การจัดการเรียนรู้ผ่านกระบวนการคิดและการลงมือปฏิบัติ การใช้และพัฒนาสื่อนวัตกรรมเทคโนโลยีเพื่อการเรียนรู้ และการวัดและประเมินผลการเรียนรู้ตามสภาพจริงตามลำดับ

2. การพัฒนาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม โปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานสำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์3) เนื้อหาและกิจกรรม แบ่งออกเป็น 5 Module ได้แก่ Module 1 การกำหนดปัญหา Module 2 การทำความเข้าใจปัญหา Module 3 การตั้งสมมุติฐาน Module 4 การสืบค้นข้อมูล และModule 5 การสรุปรายงานและการประเมินผล 4) หลักการพัฒนา/วิธีพัฒนา

หลักการพัฒนาแบบ 70:20:10 วิธีพัฒนา ประกอบด้วย การเรียนรู้ด้วยตนเองการฝึกอบรมและสัมมนา การประชุมเชิงปฏิบัติการ และการเรียนรู้จากการปฏิบัติจริง โดยมีการจัดกิจกรรม ดังนี้ 1. ทำแบบทดสอบก่อนการอบรม 2. เรียนรู้ทฤษฎีการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานจากวิทยากรและศึกษาด้วยตนเองเพิ่มเติมจากคลิปวิดีโอและเอกสารประกอบการบรรยาย 3. เรียนรู้ขั้นตอนการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานจากวิทยากร 4. การออกแบบกิจกรรมการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน (ร่วมกันแลกเปลี่ยนเรียนรู้ระหว่างผู้เข้ารับการอบรมกับวิทยากร) 5. การนำเสนอการออกแบบกิจกรรมการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน และ 6. ทำแบบทดสอบหลังการอบรม 5) การประเมินผลโปรแกรม ประกอบด้วย การประเมินความเข้าใจก่อน - หลัง การพัฒนา การประเมินความสามารถในการออกแบบการจัดกิจกรรมการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน และการประเมินความพึงพอใจของผู้เข้าร่วมพัฒนาทั้งนี้เป็นเพราะว่า ก่อนการสร้างโปรแกรม ผู้วิจัยได้ศึกษาแนวคิดหลักการเกี่ยวกับการพัฒนาโปรแกรมของ ธำรง บัวศรี (2542) ได้กล่าวไว้ว่า องค์ประกอบหลักของโปรแกรม แบ่งออกได้ดังต่อไปนี้ 1) เป้าหมายและนโยบายทางการศึกษา 2) จุดมุ่งหมายโปรแกรม 3) รูปแบบและโครงสร้างหลักสูตร 4) จุดประสงค์รายวิชา 5) เนื้อหา 6) จุดประสงค์ของการเรียนการสอน 7) กลยุทธ์การเรียนการสอน 8) การประเมินผล และ 9) วัสดุหลักสูตรและสื่อการเรียนการสอน ซึ่งเห็นได้ว่าโปรแกรมที่สร้างขึ้นมามีความสอดคล้องกับแนวคิดในการศึกษาวิจัย และนอกจากนี้ผู้วิจัยยังได้ศึกษาองค์ประกอบของโปรแกรมและขอบข่ายเนื้อหาของโปรแกรมตามแนวคิดของ Knowles (1980) ;Boone (1992) ; Niedermeyer (1992) ; Caffarella (2002) และ ธำรง บัวศรี (2542) จนสามารถสรุปองค์ประกอบของโปรแกรมได้ 5 ส่วน จึงได้ดำเนินการสร้างโปรแกรมที่ประกอบด้วย 1) หลักการ2) วัตถุประสงค์ 3) เนื้อหาและกิจกรรม 4) วิธีพัฒนา และ 5) การประเมินผลโปรแกรม ซึ่งผู้วิจัยได้มีการวางแผนไว้อย่างเป็นระบบ มีขั้นตอนในการพัฒนาที่ออกแบบมาจากการนำองค์ประกอบที่เชื่อมโยงสัมพันธ์กับหลักการ แนวคิด ทฤษฎีที่เป็นพื้นฐาน เพื่อนำไปสู่การปฏิบัติให้ได้ตามวัตถุประสงค์ ภายใต้บริบทของการพัฒนาในแต่ละองค์กรเพื่อให้บรรลุผลตามวัตถุประสงค์ที่ได้กำหนดไว้ในโปรแกรม สอดคล้องกับงานวิจัย อรุโณทัย ระหา (2560) ได้ทำการวิจัยเรื่องการพัฒนาโปรแกรมพัฒนาครูด้านการจัดกิจกรรมการเรียนรู้ โดยใช้สมองเป็นฐาน (BBL) ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 ผลการวิจัยพบว่าโปรแกรมพัฒนาครูด้านการจัดกิจกรรมการเรียนรู้โดยใช้สมองเป็นฐาน (BBL) มีองค์ประกอบดังนี้ 1) ที่มาและความสำคัญของโปรแกรม 2) วัตถุประสงค์ของโปรแกรม 3) เป้าหมาย 4) วิธีการพัฒนา 5) องค์ประกอบของโปรแกรม และ 6) รายละเอียดของเนื้อหา ผลการประเมินความเหมาะสม และความเป็นไปได้ของโปรแกรมพัฒนาครูด้านการจัดกิจกรรมการเรียนรู้โดยใช้สมองเป็นฐาน (BBL) ของโรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาร้อยเอ็ด เขต 3 พบว่า มีความเหมาะสมและความเป็นไปได้อยู่ในระดับมากที่สุดทุกองค์ประกอบ

3. การประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคามโดยรวม ผลการประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมโดยผู้ทรงคุณวุฒิพบว่า มีความเหมาะสมและความเป็นไปได้อยู่ในระดับมากที่สุด ซึ่งสอดคล้องกับงานวิจัยของ วิเชียร สมชาย (2561) ได้ทำการวิจัยเรื่องการพัฒนาโปรแกรมพัฒนาครูด้านการพัฒนาทักษะการคิดวิเคราะห์ของผู้เรียนสำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 1 ผลการวิจัยพบว่าโปรแกรมพัฒนาครูด้านการพัฒนาทักษะการคิดวิเคราะห์ของผู้เรียนสำหรับสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 1 มีส่วนประกอบของโปรแกรมดังนี้1) หลักการ 2) วัตถุประสงค์ 3) เป้าหมาย 4) เนื้อหา 5) วิธีการพัฒนา 6) สื่อและเครื่องมือ และ7) การวัดและประเมินผล ผลการประเมินความเหมาะสมและความเป็นไปได้ของโปรแกรมพัฒนาครูด้านการพัฒนาทักษะการคิดวิเคราะห์ของผู้เรียนสำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานีเขต 1 มีความเหมาะสมและมีความเป็นไปได้อยู่ในระดับมากที่สุด ทั้งนี้โปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคาม เป็นโปรแกรมที่น่าเชื่อถือและทรงคุณค่าเนื่องจากผ่านกระบวนการ การสนทนากลุ่ม (Focus Group) ซึ่งเป็นการสัมภาษณ์แบบเจาะลึกเป็นการสัมภาษณ์และสนทนาแบบเจาะประเด็นด้วยการเชิญผู้ร่วมสนทนามารวมเป็นกลุ่มอย่างเจาะจง ตามคุณสมบัติที่ผู้วิจัยกำหนด แล้วเปิดโอกาสให้ผู้เข้าร่วมสนทนา โต้ตอบ ถกปัญหา อภิปรายร่วมกัน แลกเปลี่ยนทัศนะกันอย่างกว้างขวางในประเด็นต่างๆ ตามความคิดเห็นและประสบการณ์ของผู้ร่วมสนทนา โดยมีจุดมุ่งหมายเฉพาะเจาะจง เพื่อที่จะหาข้อมูลที่ถูกต้องตรงประเด็น สำหรับตอบคำถามวิจัยเรื่องใดเรื่องหนึ่งโดยเฉพาะ

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

การศึกษาโปรแกรมเสริมสร้างสมรรถนะครูด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานสำหรับครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษามหาสารคามจะประสบความสำเร็จได้มากน้อยเพียงใดนั้น มีปัจจัยที่เอื้อต่อความสำเร็จของการพัฒนาดังนี้

1.1 สำนักงานเขตพื้นที่การศึกษา ควรมีนโยบายที่ชัดเจนในการกำหนดให้ครูเข้ารับการพัฒนาตามโปรแกรมนี้ และกำหนดเกณฑ์การผ่านการพัฒนา รวมถึงการกำหนด เป็นนโยบายให้โปรแกรมนี้เป็นเกณฑ์หนึ่งในการประเมินผลการปฏิบัติงาน และ

ควรจัดให้มีระบบการติดตามประเมินผลการพัฒนาด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน เป็นระยะและต่อเนื่องมีการจัดกิจกรรมเพื่อกระตุ้นให้ผู้บริหารสถานศึกษา ครูและบุคลากรมีความความตระหนักและพัฒนาตนเอง อย่างต่อเนื่องโดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น (ค่า PNI) ที่มีความต้องการสูง

1.2 สถานศึกษา ควรจัดให้มีระบบการติดตามและประเมินผลการพัฒนาด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานเป็นระยะและต่อเนื่อง พร้อมทั้งมีการจัดกิจกรรมเพื่อเป็นการกระตุ้นให้ผู้บริหาร สถานศึกษาและครูผู้สอนได้เกิดความตระหนักในด้านมาตรฐานวิชาชีพและพร้อมพัฒนาตนเองอย่างต่อเนื่อง ส่งเสริมให้ครูเกิดความรู้ความเข้าใจในการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานด้วยการจัดประชุมปฏิบัติการ การศึกษาด้วยตนเองผ่านระบบออนไลน์และใช้กระบวนการ PLC นอกจากนี้ควรเปิดโอกาสให้ครูสามารถเลือกโปรแกรมหรือหลักสูตรการอบรมพัฒนาตามความสนใจและความถนัด

1.3 ผู้บริหารสถานศึกษา เป็นผู้ที่มีบทบาทสำคัญต่อการส่งเสริมด้านการบริหารวิชาการและนวัตกรรมการจัดการเรียนรู้โดยสร้างความตระหนักและจัดโปรแกรมเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน เป็นหลักสูตรระยะสั้นเพื่อเสริมทักษะให้กับครูอย่างจริงจัง และต่อเนื่อง ในฐานะผู้นำทางวิชาการ

1.4 ครูผู้สอน ซึ่งเป็นผู้ที่มีบทบาทสำคัญในการจัดการเรียนรู้และเสริมสร้างความสำเร็จให้กับผู้เรียน ควรได้รับการพัฒนาและเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานโดยการสร้างความตระหนักแก่ครู ให้เห็นความสำคัญและความจำเป็นที่ต้องร่วมมือกันในการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐาน โดยพิจารณาจากลำดับความสำคัญของความต้องการจำเป็น (ค่า PNI) ที่มีความต้องการสูง

2. ข้อเสนอแนะในการวิจัยครั้งต่อไป

2.1 ควรมีการศึกษาปัจจัยที่ส่งผลต่อการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานที่เป็นลักษณะของการส่งผลทางตรงและทางอ้อม

2.2 ควรมีการวิจัยติดตามการนำโปรแกรมไปใช้ในการเสริมสร้างสมรรถนะด้านการจัดการเรียนรู้โดยใช้ปัญหาเป็นฐานในสังกัดสำนักงานเขตพื้นที่การศึกษาอื่น ๆ

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การพัฒนาแนวทางการนิเทศภายใน โดยใช้เทคนิคการชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

Developing Guidelines for Internal Supervision by Using the Guidance and Counseling Techniques of Schools Under the Khon Kaen Secondary Education Service Area Office.

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บทคัดย่อ

วิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผู้บริหารสถานศึกษาและครูผู้สอน จำนวน 354 คน ผู้วิจัยได้ทำการเลือกกลุ่มตัวอย่าง (Sampling) โดยวิธีการสุ่มตัวอย่างแบบแบ่งชั้นภูมิอย่างเป็นสัดส่วน 2) พัฒนาแนวทางการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น กลุ่มผู้ให้ข้อมูล ได้แก่ ครู จำนวน 6 คน และผู้ทรงคุณวุฒิ จำนวน 6 คน เลือกแบบเจาะจง 3) ประเมินแนวทางการพัฒนาการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 7 คน เครื่องมือที่ใช้ในวิจัย คือ แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ แบบสัมภาษณ์ แบบบันทึกการสนทนากลุ่ม และแบบสอบถามประเมินแนวทางฯ สถิติที่ใช้ในการวิจัย ได้แก่ การแจกแจงความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน วิเคราะห์เนื้อหา และวิเคราะห์ลำดับความสำคัญของความต้องการจำเป็นด้วยค่าดัชนี $PNI_{Modified}$ ผลการวิจัยพบว่า

1) สภาพปัจจุบัน โดยรวมอยู่ในระดับปานกลาง สภาพที่พึงประสงค์ โดยรวมอยู่ในระดับมากที่สุด และลำดับความต้องการจำเป็นเรียงลำดับความต้องการจำเป็น 1) ด้านการเตรียมการก่อนการนิเทศ 2) ด้านการกำหนดเป้าหมายและแผนการดำเนินงานการนิเทศ 3) ด้านการดำเนินการการนิเทศ และ 4) ด้านการประเมินและติดตามผลการนิเทศ

2) แนวทางการพัฒนาการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหา มี 4 คือ ด้านการเตรียมการก่อนการนิเทศ ด้านการกำหนดเป้าหมายและแผนการดำเนินงานการนิเทศ ด้านการดำเนินการการนิเทศ และ ด้านการประเมินและติดตามผลการนิเทศ

3) การประเมินแนวทางการพัฒนาการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน พบว่า โดยรวม มีความเหมาะสมอยู่ในระดับมาก

คำสำคัญ : การนิเทศภายใน, การให้คำชี้แนะ, การให้คำปรึกษา

Abstract

The objectives of this study were 1) to study the current desirable conditions and needs the necessity of developing guidelines for internal supervision by using the guidance and counseling techniques of schools under the Khon Kaen secondary education service area office. The sample group used in this research were educational institution administrators and teachers under the Khon Kaen secondary education service area office. there were 354 students by stratified random sampling, using school size as a criterion. 2) developing guidelines for internal supervision by using the guidance and counseling techniques of schools under the Khon Kaen secondary education service area office. The informants were 6 teachers and 7 experts by purposive sampling. 3)Evaluation of the developing guidelines for internal supervision by using the guidance and counseling techniques of schools under the Khon Kaen secondary education service area office. The informants were 7 experts by purposive sampling. The tools used for data collection were estimation scale questionnaires. and interview form Statistics used in data analysis were mean, standard deviation and analyzing needs (PNIModified)

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Resaerch results

1.Current condition, desirable condition and needs the necessity of developing guidelines for internal supervision by using the guidance and counseling techniques of schools under the Khon Kaen secondary education service area office. are as follows:

1) The current situation the overall level was at a moderate level. The desirable condition the overall level was at a highest level and needs the necessity the overall level was at a high level. Sort the average from the most to the least, including the Preparation before supervision. Goal setting and supervision operation plan. Operational supervision. and Assessment and follow-up of supervision results.

2) Guidelines for the development of internal supervision using guidance and counseling techniques of schools under the Khon Kaen Secondary Educational Service Area Office consists of 1) Principles 2) Objectives 3) Content There are 4 modules, which are preparation before supervision. goal setting and supervision operation plan supervision operations and supervision evaluation and follow-up The results of the evaluation of internal supervision development guidelines using guidance and consulting techniques were found to be appropriate. at a high level

3) Evaluation of developing guidelines for internal supervision by using the guidance and counseling techniques of schools is appropriate at a high level and the overall possibility is at a high level.

Keywords: Internal supervision, Mentoring,Consulting

บทนำ

การพัฒนาคุณภาพการศึกษาต้องอาศัยการดำเนินการของ 3 ระบบ กล่าวคือ ระบบการบริหารจัดการศึกษา ระบบการจัดการเรียนการสอน และระบบการนิเทศการศึกษา ซึ่งต้องมีการดำเนินการประสานสอดคล้องกันของบุคลากรผู้ที่เกี่ยวข้องนับตั้งแต่ผู้บริหารทุกระดับ ครูผู้สอน และศึกษานิเทศก์โดยจะต้องมีข้อมูลสารสนเทศต่างๆที่เกี่ยวข้องในการบริหารจัดการศึกษามาใช้ในการวางแผนดำเนินการเพื่อให้บรรลุผลอย่างมีประสิทธิภาพและประสิทธิผล (กาญจน์ เรืองมนตรี และธรินธร นามวรรณ, 2560) การนิเทศการศึกษาเป็นงานที่สำคัญงานหนึ่งของการจัดการและบริหารสถานศึกษาใน การพัฒนาการศึกษาสายสามัญหรือสายอาชีพ ต้องมีการนิเทศเป็นหลักของการจัดกิจกรรมบริหารสถานศึกษา การนิเทศเป็นกระบวนการจัดการศึกษาที่มุ่งส่งเสริมสนับสนุนและพัฒนามาตรฐานของการศึกษา ผู้นิเทศต้องมีความรู้ ประสบการณ์ และทักษะต่างๆในการนิเทศขณะเดียวกันผู้รับการนิเทศต้องการการดูแลเอาใจใส่ต้องการขวัญและกำลังใจและการสนับสนุนจากผู้บริหารเช่นกัน ในการนิเทศการศึกษานั้น ต้องอยู่บนหลักการด้านวิชาการ มีจุดมุ่งหมายชัดเจนเป็นประชาธิปไตย รับฟังความคิดเห็นและการกระทำให้หลักมนุษย์สัมพันธ์ รวมทั้งการให้ผลสัมฤทธิ์ทางการเรียนของนักเรียนสูงขึ้นในที่สุด ศึกษานิเทศก์ต้องดำเนินการให้ความรู้ความสามารถปฏิบัติงาน เพื่อให้นักเรียนเกิดการเรียนรู้มีคุณลักษณะที่พึงประสงค์ตามความต้องการหลักสูตรด้วยเทคนิค วิธีการที่หลากหลาย เรียกว่าการนิเทศภายในงานวิชาการ ทำให้ครูในสถานศึกษาร่วมมือกัน เพื่อพัฒนาประสิทธิภาพการจัดการเรียนการสอน ทั้งในด้านการพัฒนาหลักสูตร การค้นหาหรือสืบสวนข้อมูล เพื่อนำผลมาใช้ปรับปรุงการเรียนการสอน ประกอบกับบุคลากรภายในโรงเรียนมีความรู้ ความสามารถเพียงพอ และเป็นผู้รับรู้ปัญหาการจัดการเรียนการสอนของตนเองมากที่สุด (สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน, 2559)

การนิเทศแบบให้คำชี้แนะ เป็นกระบวนการหนึ่งที่มีความสำคัญในการช่วยเหลือให้การจัดการเรียนรู้ให้เป็นไปอย่างมีคุณภาพ การดำเนินการนิเทศเพื่อเพิ่มศักยภาพในการจัดการเรียนรู้ให้แก่ครูและผู้บริหารสถานศึกษาให้สามารถจัดการเรียนรู้ได้อย่างมีคุณภาพและได้มาตรฐาน การนำเทคนิคการนิเทศแบบให้คำชี้แนะและให้คำปรึกษา มาใช้ในการนิเทศภายใน จึงเป็นวิธีการหนึ่งที่จะช่วยในการพัฒนาคุณภาพการศึกษาของสถานศึกษาให้มีประสิทธิภาพมากขึ้นได้ นอกจากนี้ยังเป็นวิธีการพัฒนาสมรรถภาพการทำงานของครูโดยเน้นไปที่การทำงานให้ได้ตามเป้าหมายของงาน หรือการช่วยให้สามารถนำความรู้ความเข้าใจ ที่มีอยู่และหรือได้รับการอบรมมา ไปสู่การปฏิบัติได้อย่างมีประสิทธิภาพ การให้คำชี้แนะมีลักษณะเป็นกระบวนการ ที่ตั้งอยู่บนหลักการของการเรียนรู้ร่วมกัน โดยยึดหลักว่าไม่มีใครรู้มากกว่าใครจึงต้องเรียนไปพร้อมกันเพื่อให้ค้นพบวิธีการแก้ไขปัญหาด้วยตนเอง ผู้บริหารและครูแต่ละคนสามารถให้ความช่วยเหลือเพื่อนครูด้วยกันเพื่อตัดสินใจเกี่ยวกับปัญหาการสอน และเป็นกระบวนการที่ท้าทายความสามารถของครูให้มีความคิดเชิงนามธรรมสูงขึ้น ในขณะปฏิบัติงานครูผู้สอนจะได้รับข้อมูลย้อนกลับซึ่งเป็นผลมาจากการประเมิน ข้อมูลเหล่านี้จะสะท้อนให้เห็นถึงข้อดีข้อเสียของการปฏิบัติงานรวมทั้งแนวคิดหลายแนวทางที่จะเปลี่ยนแปลงการปฏิบัติให้มีประสิทธิภาพมากยิ่งขึ้น เห็นได้ว่าวิธีการดังกล่าวจะเป็นวิธีหนึ่งที่จะช่วยพัฒนาการเรียนการสอนให้มีประสิทธิภาพยิ่งขึ้น

จากความสำคัญของการนิเทศดังกล่าว ผู้วิจัยจึงมีความสนใจศึกษาการพัฒนาแนวทางการนิเทศภายใน โดยใช้เทคนิคการชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ว่ามีสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการดำเนินการนิเทศอย่างไร เพื่อเป็นแนวทางในการปรับปรุงพัฒนาการดำเนินการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น และเพื่อให้นำไปใช้พัฒนาผลสัมฤทธิ์ทางการเรียนอันเป็นคุณภาพการศึกษาของผู้เรียนที่เป็นเป้าหมายหลักของการจัดการศึกษาในโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น
2. เพื่อพัฒนาแนวทางการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น
3. เพื่อประเมินแนวทางการพัฒนาการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

วิธีการดำเนินการวิจัย

การวิจัยเรื่อง การพัฒนาแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ได้ดำเนินการวิจัย เป็น 3 ระยะ ดังต่อไปนี้

ระยะที่ 1 สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการดำเนินการการพัฒนาแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

1. ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารและครูผู้สอน ในสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ปีการศึกษา 2564 จำนวน 84 โรงเรียน ประกอบด้วย ผู้บริหารโรงเรียน จำนวน 176 คน ครูผู้สอน จำนวน 4,023 คน รวมทั้งหมด 4,199 คน (สำนักงานศึกษาธิการจังหวัดขอนแก่น, 2565) โดยผู้วิจัยได้ดำเนินการกำหนดขนาดกลุ่มตัวอย่างโดยเทียบจำนวนประชากรทั้งหมด กับตารางสำเร็จรูปของเคจซีมอร์แกน (Krejcie and Morgan) (บุญชม ศรีสะอาด, 2545) ได้กลุ่มตัวอย่าง จำนวน 354 คน

ผู้วิจัยคำนวณหาจำนวนกลุ่มตัวอย่างตามสัดส่วนของประชากรที่ได้มาโดยใช้การสุ่มตามแนวคิดของเครซี่และมอร์แกน (Krejcie & Mogan, 1970) กลุ่มตัวอย่างผู้บริหารได้มาโดยการเลือกแบบเจาะจง (Purpostive Sampling) รวมผู้บริหารที่เป็นกลุ่มตัวอย่างทั้งสิ้น 84 คน และกลุ่มตัวอย่างครูได้มาโดยวิธีการสุ่มแบบแบ่งชั้นภูมิอย่างเป็นสัดส่วน (Proportional Stratified Random Sampling) ตามขนาดโรงเรียน ประกอบด้วยครูโรงเรียนขนาดเล็กจำนวน 67 คน โรงเรียนขนาดกลางจำนวน 55 คน โรงเรียนขนาดใหญ่ จำนวน 70 คน และโรงเรียนขนาดใหญ่พิเศษ จำนวน 78 คน รวมจำนวนครูที่เป็นกลุ่มตัวอย่างทั้งสิ้น 270 คน ได้กลุ่มตัวอย่างทั้งสิ้น จำนวน 354 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 ผู้วิจัยนำแบบสอบถาม สภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการพัฒนาแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ไปตรวจสอบค่าดัชนีความสอดคล้องระหว่างจุดประสงค์กับข้อคำถาม (IOC) กับผู้เชี่ยวชาญ

2.2 ผู้วิจัยนำแบบสอบถามสภาพปัจจุบันและสภาพที่พึงประสงค์ไปทดลอง (Tryout) เก็บรวบรวมข้อมูลจากกลุ่มที่มีลักษณะใกล้เคียงกับกลุ่มตัวอย่างที่ไม่ใช่กลุ่มตัวอย่าง จำนวน 30 คน แล้วนำแบบสอบถามที่ทดลองใช้มาวิเคราะห์หาความเชื่อมั่น (Riliability) ของแบบสอบถาม โดยนำแบบสอบถามแต่ละข้อที่มีค่าอำนาจจำแนกเข้าเกณฑ์ คือ ตั้งแต่ 0.20 – 1.00 มาคำนวณหาค่าสัมประสิทธิ์แอลฟ่า (α-Coefficient) ตามวิธีการของครอนบาค (Cronbach) เกณฑ์ที่กำหนดคือตั้งแต่ 0.70 ขึ้นไป (บุญชม ศรีสะอาด, 2556) พบว่า ได้ค่าความเชื่อมั่นของแบบสอบถาม เท่ากับ 0.95

2.3 ผู้วิจัยนำเครื่องมือไปปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ และเก็บข้อมูลต่อไป

2.4 ผู้วิจัยนำมาปรับปรุงและจัดพิมพ์แบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการพัฒนาแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เพื่อนำไปเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง

3. การเก็บรวบรวมข้อมูล

3.1 ผู้วิจัยทำวิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อส่งถึงผู้บริหารสถานศึกษาในการขอความอนุเคราะห์เก็บรวบรวมข้อมูลในสถานศึกษาของกลุ่มตัวอย่าง

3.2 ผู้วิจัยนำส่งแบบสอบถามพร้อมหนังสือขอความอนุเคราะห์ในการตอบแบบสอบถามถึงผู้บริหารสถานศึกษา โดยผู้วิจัยนำส่งด้วยตนเองและผู้ช่วยนักวิจัย จำนวน 354 ฉบับ

3.3 กลุ่มตัวอย่างส่งแบบสอบถามคืน โดยการติดตามของผู้วิจัย จำนวน 354 ฉบับ คิดเป็นร้อยละ 100

3.4 ผู้วิจัยนำแบบสอบถามมาวิเคราะห์ข้อมูลด้วยโดยใช้โปรแกรมสำเร็จรูป

4. การจัดกระทำและการวิเคราะห์ข้อมูล

4.1 การจัดกระทำข้อมูล

ผู้วิจัยตรวจสอบความถูกต้องและความสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาจากกลุ่มตัวอย่าง จากนั้นนำมาวิเคราะห์ข้อมูลโดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป ดังนี้

4.1.1 ผู้วิจัยวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามในตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับสถานภาพผู้ตอบแบบสอบถาม วิเคราะห์ข้อมูลโดยใช้การแจกแจงความถี่และหาค่าร้อยละแล้วนำเสนอเป็นตารางประกอบความเรียงท้ายตาราง

4.1.2 ผู้วิจัยวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามในตอนที่ 2 ข้อมูลเกี่ยวกับสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยหาค่าเฉลี่ย (Mean) ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) และวิเคราะห์ความต้องการจำเป็น (Need Assessment)

4.2 การวิเคราะห์ข้อมูล

4.2.1 ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามสภาพปัจจุบัน สภาพที่พึงประสงค์ และความต้องการจำเป็นของการพัฒนาแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมสำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint)

ระยะที่ 2 พัฒนาแนวทางการดำเนินการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษา ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

ขั้นตอนที่ 1 การศึกษา Best Practices เกี่ยวกับแนวทางการดำเนินการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

1. ผู้ให้ข้อมูล ได้แก่ ครูผู้สอนโรงเรียนละ 2 คน จำนวน 3 โรงเรียน ใช้วิธีการเลือกแบบเจาะจง (Purposive Sampling) รวมผู้ให้ข้อมูลทั้งหมด 6 คน

2. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

2.1 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลเป็นแบบสัมภาษณ์กึ่งโครงสร้างซึ่งใช้คำถามที่ประกอบด้วยข้อมูลทั่วไปและความคิดเห็นเกี่ยวกับแนวทางการดำเนินการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษา ซึ่งมีส่วนประกอบดังนี้

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับตำแหน่งทางการบริหาร ประสบการณ์ในการทำงาน

ตอนที่ 2 ความคิดเห็นเกี่ยวกับแนวทางการพัฒนาการดำเนินการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษา

2.2 การสร้างและการหาคุณภาพของเครื่องมือ

2.2.1 ศึกษาแนวคิดทฤษฎีและงานวิจัยที่เกี่ยวข้องกับการพัฒนาการดำเนินการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษา

2.2.2 สร้างเป็นข้อคำถามของแบบสัมภาษณ์

2.2.3 นำข้อคำถามของแบบสัมภาษณ์ที่สร้างได้ไปให้อาจารย์ที่ปรึกษาวิทยานิพนธ์ตรวจสอบความถูกต้องของแบบสัมภาษณ์ สำนวนภาษา และปรับปรุงตามคำแนะนำของอาจารย์ที่ปรึกษา

2.2.4 นำแบบสัมภาษณ์ที่สร้างขึ้นเรียบร้อยแล้วไปให้ผู้เชี่ยวชาญ (ชุดเดิม) ในการตรวจสอบเครื่องมือวิจัย พิจารณาความสอดคล้องระหว่างประเด็นข้อคำถามในการสัมภาษณ์ กับวัตถุประสงค์และนิยามศัพท์เฉพาะ ในขั้นตอนนี้ใช้การวิเคราะห์ความสอดคล้อง (IOC : Index of Congruence) โดยผู้วิจัยเลือกข้อคำถามที่มีค่าความสอดคล้องตั้งแต่ .60 ขึ้นไป

2.2.5 ปรับปรุงแบบสัมภาษณ์ตามคำแนะนำของผู้เชี่ยวชาญไปจัดทำเป็นแบบ สัมภาษณ์ฉบับสมบูรณ์

3. การเก็บรวบรวมข้อมูล

ดำเนินการประสานงานกับหน่วยงานต้นสังกัดของผู้ให้ข้อมูลและสัมภาษณ์ด้วยตนเอง โดยใช้แบบสอบถามที่สร้างขึ้น ผู้วิจัยใช้วิธีการสัมภาษณ์และจัดเก็บข้อมูลด้วยวิธีการจดบันทึก ใช้เครื่องบันทึกเสียงและกล้องถ่ายภาพ โดยมีรายละเอียดดังนี้

3.1 ขอหนังสือจากวิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม ไปยังสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เพื่อขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูล ณ โรงเรียนที่มีแนวปฏิบัติที่ดี จำนวน 3 โรงเรียน

3.2 นำหนังสือขอความอนุเคราะห์ในการตอบแบบสัมภาษณ์ส่งถึงกลุ่มผู้ให้ข้อมูลด้วยตนเอง พร้อมนัดหมายวันเวลาที่กลุ่มผู้ให้ข้อมูลสะดวกในการให้สัมภาษณ์กับผู้วิจัย

3.3 ดำเนินการสัมภาษณ์ตามวันเวลาที่นัดหมายพร้อมเก็บบันทึกข้อมูล โดยละเอียด

4. การจัดกระทำข้อมูลและการวิเคราะห์ข้อมูล

4.1 นำข้อมูลที่ได้จากแบบบันทึกการสัมภาษณ์มาเรียบเรียง จัดระเบียบ ข้อมูล จัดกลุ่มเนื้อหาตามองค์ประกอบหลักและองค์ประกอบย่อย

4.2 ผู้วิจัยวิเคราะห์ข้อมูลโดยการวิเคราะห์ข้อมูลเชิงคุณภาพ

5. สถิติที่ใช้ในการวิเคราะห์ข้อมูล

สถิติที่ใช้ในการวิเคราะห์ข้อมูลเชิงคุณภาพ คือ การวิเคราะห์เนื้อหา (Content Analysis)

1. วิธีการดำเนินการวิจัย

1.1 นำข้อมูลจากการวิเคราะห์ความต้องการจำเป็น (Need Assessment) ในระยะที่ 1 กำหนดคุณสมบัติของโรงเรียนที่จะนำมาเป็นกรณีศึกษา โดยพิจารณาจากโรงเรียนที่มีวิธีการปฏิบัติที่ดีเกี่ยวกับการนิเทศภายในของโรงเรียน จนได้รับรางวัลโรงเรียนต้นแบบ จำนวน 3 โรงเรียน โรงเรียนละ 2 คน รวม 6 คน เลือกแบบเจาะจง (Purposive Sampling) ดังนี้

1) โรงเรียนขอนแก่นวิทยายน จังหวัดขอนแก่น

2) โรงเรียนฝางวิทยายน จังหวัดขอนแก่น

3) โรงเรียนกัลยาณวัตร จังหวัดขอนแก่น

1.2 เก็บรวบรวมข้อมูลจากกลุ่มผู้ให้ข้อมูล ผู้วิจัยติดต่อส่งหนังสือขอความอนุเคราะห์ถึงผู้อำนวยการโรงเรียน เพื่อขอศึกษาข้อมูลโรงเรียนที่มีวิธีปฏิบัติที่ดี (Best Practices) จำนวน 3 โรงเรียน

1.3 เก็บรวบรวมข้อมูลจากกลุ่มผู้ให้ข้อมูล

2. กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูลจากโรงเรียนที่มีวิธีปฏิบัติที่ดี (Best Practices) โดยเลือกแบบเจาะจง (Purposive Sampling) จำนวน 3 โรงเรียน ได้แก่ ผู้บริหารสถานศึกษา รองผู้อำนวยการกลุ่มบริหารงานวิชาการ ผู้ช่วยผู้อำนวยการ หรือ หัวหน้าฝ่ายงาน ครูผู้สอน โรงเรียนละ 2 คน รวมทั้งสิ้น 6 คน

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 เครื่องมือ

3.1.1 แบบสัมภาษณ์

3.2 การสร้างและหาคุณภาพเครื่องมือ

3.2.1 ศึกษาวิธีการสร้างแบบสัมภาษณ์จากเอกสารตำรา (บุญชม ศรีสะอาด, 2556)

3.2.2 สร้างแบบสัมภาษณ์กึ่งโครงสร้าง จากข้อมูลที่ได้จากการศึกษาความต้องการความจำเป็น ในระยะที่ 1

3.2.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของรูปแบบ

3.2.4 นำเครื่องมือเสนอต่อผู้เชี่ยวชาญตรวจสอบเพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ (ชุดเดิม)

3.2.5 ปรับปรุงแก้ไขตามคำแนะนำของผู้เชี่ยวชาญ

3.2.6 จัดพิมพ์แบบสัมภาษณ์ฉบับสมบูรณ์ เพื่อดำเนินการเก็บรวบรวมข้อมูล

4. การเก็บรวบรวมข้อมูลจากแบบสัมภาษณ์

ผู้วิจัยดำเนินการเก็บรวบรวมข้อมูลแบบสัมภาษณ์ ดังนี้

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อนำไปส่งถึงผู้อำนวยการสถานศึกษาในการขอความอนุเคราะห์เก็บรวบรวมข้อมูลโดยการสัมภาษณ์ในสถานศึกษาของกลุ่มผู้ให้ข้อมูลที่เป็นกลุ่มตัวอย่าง จำนวน 3 โรงเรียน ได้แก่ ผู้บริหารสถานศึกษา รองผู้อำนวยการกลุ่มบริหารงานวิชาการ ผู้ช่วยผู้อำนวยการ หรือ หัวหน้าฝ่ายงาน ครูผู้สอน โรงเรียนละ 2 คน รวมทั้งสิ้น 6 คน

4.2 ผู้วิจัยดำเนินการส่งถึงผู้อำนวยการสถานศึกษาในการขอความอนุเคราะห์เก็บรวบรวมข้อมูลโดยการสัมภาษณ์และนัดหมายวันสัมภาษณ์

4.3 ผู้วิจัยนำแบบสัมภาษณ์พร้อมทำการเก็บรวบรวมข้อมูลโดยการสัมภาษณ์จากกลุ่มผู้ให้ข้อมูล

4.4 ผู้วิจัยนำข้อมูลที่ได้จากการสัมภาษณ์มาวิเคราะห์ข้อมูลโดยการสรุปประเด็นดำเนินการเก็บรวบรวมข้อมูลด้วยตนเอง

5. การจัดกระทำและการวิเคราะห์ข้อมูลจากแบบสัมภาษณ์

นำข้อมูลจากการสัมภาษณ์มาสรุปประเด็นและนำเสนอโดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

ระยะที่ 2 การศึกษาแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

ตอนที่ 1 ยกร่างแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

1. ขั้นตอนการดำเนินการ

1.1 วิเคราะห์และสังเคราะห์แนวคิดและหลักการในการร่างแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เพื่อกำหนดแนวคิดและหลักการการร่างแนวทางฯ และได้สังเคราะห์ประเด็นหลักของแนวคิดหลักการและนโยบายที่เกี่ยวข้องจากเอกสารและงานวิจัยที่เกี่ยวข้อง

1.2 วิเคราะห์และสังเคราะห์ข้อมูลที่ได้จากการศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์ ความต้องการจำเป็นของแนวทางการบริหารงานนิเทศภายใน ของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่นและจากโรงเรียนที่มีวิธีปฏิบัติที่ดีเยี่ยม (Best Practices)

1.3 นำข้อมูลที่ได้จากข้อ 1.1 และ 1.2 ยกร่างแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น (ฉบับที่ 1) ผู้วิจัยได้กำหนดกรอบสาระของร่างแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น เป็นแนวทางแนวทางการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษา ของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น มีองค์ประกอบได้แก่ 1) ด้านการเตรียมการก่อนการนิเทศ 2) ด้านการกำหนดเป้าหมายและแผนการดำเนินงานการนิเทศ 3) ด้านการดำเนินการการนิเทศ 4) ด้านการประเมินและติดตามผลการนิเทศ

ตอนที่ 2 ตรวจสอบยืนยันร่างแนวทางการพัฒนาการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

1. ขั้นการดำเนินการ

นำร่างแนวทางการพัฒนาการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น มาตรวจสอบยืนยัน โดยผู้ทรงคุณวุฒิ จำนวน 7 คน ใช้วิธีการสนทนากลุ่ม (Focus Group Discussion)

2. ประชากรและกลุ่มตัวอย่าง/กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 7 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

3.1 ประเภทของเครื่องมือ

แบบบันทึกการสนทนากลุ่ม

3.2 ลักษณะของเครื่องมือ

แบบบันทึกประเด็นการสนทนากลุ่ม เกี่ยวกับร่างแนวทางการพัฒนานิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

3.3 การสร้างและหาคุณภาพเครื่องมือ

3.3.1 ผู้วิจัยศึกษาวิธีการสร้างแบบบันทึกการสนทนากลุ่ม จากเอกสารตำรา (บุญชม ศรีสะอาด, 2556)

3.3.2 ผู้วิจัยสร้างแบบบันทึกประเด็นการสนทนากลุ่ม เกี่ยวกับร่างแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

3.3.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

3.3.4 ผู้วิจัยนำเครื่องมือ นำเสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) ตรวจสอบเพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ ได้ค่า IOC เท่ากับ 1.00

3.3.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.3.6 ผู้วิจัยจัดพิมพ์แบบบันทึกการสนทนากลุ่ม ฉบับสมบูรณ์ เพื่อดำเนินการเก็บรวบรวมข้อมูล

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อเชิญผู้ทรงคุณวุฒิ ในการขอความอนุเคราะห์เข้าร่วมการสนทนากลุ่ม

4.2 ผู้วิจัยดำเนินการ การสนทนากลุ่ม โดยผู้ทรงคุณวุฒิ จำนวน 7 คน ผู้วิจัยเป็นผู้ดำเนินการด้วยตนเอง มีขั้นตอนดังนี้

4.2.1 กำหนดวัตถุประสงค์ในการสนทนากลุ่ม

4.2.2 สร้างประเด็นคำถามให้สอดคล้องกับวัตถุประสงค์ ยกร่างแนวทางการบริหารงานนิเทศภายใน ของโรงเรียนสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

4.2.3 กำหนดคุณสมบัติผู้เชี่ยวชาญและจัดเตรียมนัดหมายการสนทนากลุ่ม

4.2.4 ดำเนินการสนทนากลุ่ม โดยผู้ทรงคุณวุฒิเป็นผู้ร่วมสนทนา

4.2.5 จดข้อมูลที่ได้รับการวิพากษ์ โดยผู้วิจัย และมีผู้ให้บริการทั่วไปทำหน้าที่บริการในด้านต่าง ๆ เพื่อให้การสนทนากลุ่มดำเนินไปอย่างราบรื่น

4.2.6 วิเคราะห์สรุปรายงานข้อมูล ข้อเท็จจริง จากการสนทนากลุ่ม ได้ร่างแนวทางฯฉบับปรับปรุง

4.3 ผู้วิจัยนำข้อมูลที่ได้จากการสนทนากลุ่ม ดำเนินการปรับปรุงแก้ไข

5. การจัดกระทำและวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลจากแบบบันทึกการสนทนากลุ่ม มาวิเคราะห์เนื้อหาและสรุปประเด็น

5.2 การวิเคราะห์ข้อมูล

สรุปประเด็นจากการสนทนากลุ่ม และนำเสนอโดยการพรรณนาวิเคราะห์ (Descriptive Analysis)

ระยะที่ 3 ตรวจสอบยืนยัน และประเมินความเหมาะสมของแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ดำเนินการวิเคราะห์ข้อมูลจากแบบประเมินตามลำดับ ดังนี้

1. ขั้นการดำเนินการ

นำร่างแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น (ฉบับปรับปรุง) ให้ผู้ทรงคุณวุฒิ ประเมินความเหมาะสม และความเป็นไปได้ของแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน

2. ประชากรและกลุ่มตัวอย่าง/กลุ่มผู้ให้ข้อมูล

กลุ่มผู้ให้ข้อมูล ได้แก่ ผู้ทรงคุณวุฒิ จำนวน 10 คน โดยการเลือกแบบเจาะจง (Purposive Sampling)

3. เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล

แบบสอบถามเพื่อประเมินแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน

3.1 การสร้างและหาคุณภาพเครื่องมือ

3.1.1 ผู้วิจัยศึกษากรอบแนวคิดในการสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้แนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น (บุญชม ศรีสะอาด, 2556)

3.1.2 ผู้วิจัยสร้างแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

3.1.3 ผู้วิจัยนำเครื่องมือเสนออาจารย์ที่ปรึกษาตรวจสอบความถูกต้องของแนวทาง

3.1.4 ผู้วิจัยนำแบบสอบถามเพื่อประเมินแนวทางฯ เสนอต่อผู้เชี่ยวชาญ (ชุดเดิม) เพื่อตรวจสอบ เพื่อหาค่าความเที่ยงตรงด้านเนื้อหา โดยหาค่าดัชนีความสอดคล้องของข้อคำถาม ซึ่งกำหนดค่าตั้งแต่ 0.50 ขึ้นไป โดยผู้เชี่ยวชาญ IOC เท่ากับ 0.80 – 1.00

3.1.5 ผู้วิจัยปรับปรุงแก้ไขตามข้อเสนอแนะของผู้เชี่ยวชาญ

3.1.6 ผู้วิจัยจัดพิมพ์แบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ฉบับสมบูรณ์ ใช้ในการเก็บรวบรวมข้อมูลต่อไป

4. การเก็บรวบรวมข้อมูล

4.1 ผู้วิจัยขอหนังสือจากบัณฑิตวิทยาลัยมหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น เพื่อเชิญผู้ทรงคุณวุฒิ ในการขอความอนุเคราะห์เข้าร่วมการสนทนากลุ่ม

4.2 ผู้วิจัยดำเนินการ การสนทนากลุ่ม โดยผู้ทรงคุณวุฒิ จำนวน 7 คน

4.3 ผู้วิจัยปรับปรุงแนวทางตามข้อเสนอแนะของผู้ทรงคุณวุฒิ

4.4 ผู้วิจัยนำแนวทางและแบบสอบถามเพื่อประเมินแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่นให้ผู้ทรงคุณวุฒิประเมินความเหมาะสมและความเป็นไปได้

4.5 ผู้วิจัยนำแบบสอบถามเพื่อประเมินแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน ที่ได้ไปจัดกระทำและวิเคราะห์ข้อมูล

5. การจัดกระทำและวิเคราะห์ข้อมูล

5.1 การจัดกระทำข้อมูล

ผู้วิจัยดำเนินตรวจสอบความครบถ้วนสมบูรณ์ของแบบสอบถามที่ได้รับกลับคืนมาเพื่อวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยการหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

5.2 การวิเคราะห์ข้อมูล

ผู้วิจัยดำเนินการวิเคราะห์ข้อมูลที่ได้จากแบบสอบถามเพื่อประเมินแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) รายข้อ รายด้าน และโดยรวม โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูป แปลความหมายตามเกณฑ์โดยใช้ค่าเฉลี่ยกลาง (Midpoint)

สรุปผลการวิจัย

1. ผลศึกษาสภาพปัจจุบันอยู่ในระดับปานกลาง สภาพที่พึงประสงค์อยู่ในระดับมากที่สุด และความต้องการจำเป็นของการพัฒนาการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาอยู่ในระดับมากที่สุด

2. การพัฒนาแนวทางการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ซึ่งมีรายละเอียดดังต่อไปนี้ 1) ด้านการเตรียมการก่อนการนิเทศ 2) ด้านการกำหนดเป้าหมายและแผนการดำเนินงานการนิเทศ 3) ด้านการดำเนินการการนิเทศ 4) ด้านการประเมินและติดตามผลการนิเทศ โดยผู้ทรงคุณวุฒิ 7 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด

3. ผลการประเมินความเหมาะสมและความเป็นไปได้ของการพัฒนาแนวทางการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยผู้บริหารและครู 10 คน โดยรวมมีความเหมาะสมอยู่ในระดับมากที่สุด และความเป็นไปได้อยู่ในระดับมากที่สุด

อภิปรายผลการวิจัย

1. ผลศึกษาสภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยรวมมีการปฏิบัติอยู่ในระดับปานกลาง และเมื่อพิจารณารายด้านที่มีการปฏิบัติอยู่ในระดับสูงสุด คือ ด้านการประเมินและติดตามผลการนิเทศ รองลงมา คือ ด้านการกำหนดเป้าหมายและแผนการดำเนินงานการนิเทศ และด้านที่มีการปฏิบัติอยู่ในระดับต่ำสุด คือ ด้านการดำเนินการการนิเทศด้านที่มีส่วนสภาพที่พึงประสงค์ ของการดำเนินการการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยรวมมีการปฏิบัติอยู่ในระดับมากที่สุด และเมื่อพิจารณารายด้านที่มีการปฏิบัติอยู่ในระดับสูงสุด คือ ด้านการประเมินและติดตามผลการนิเทศ รองลงมา คือ ด้านการดำเนินการการนิเทศ และด้านที่มีการปฏิบัติอยู่ในระดับต่ำสุด คือ ด้านการเตรียมการก่อนการนิเทศ จะเห็นว่า การที่สภาพปัจจุบัน สภาพที่พึงประสงค์และความต้องการจำเป็นของการพัฒนาการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยรวมมีการปฏิบัติอยู่ในระดับปานกลาง อาจเนื่องมาจาก การนิเทศภายในของแต่ละโรงเรียน ผู้บริหารและครูได้มีการวางแผนการทำงานกัน สอดคล้องกับงานวิจัยของ โสภณ ชุมพลศักดิ์ (2555) ได้ทำการวิจัย เรื่อง ความต้องการนิเทศภายใน กลุ่มสาระการเรียนรู้ศิลปะของครูในโรงเรียนมัธยมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 32 การวิจัยครั้งนี้ มีความมุ่งหมายเพื่อศึกษาความต้องการการนิเทศในกลุ่มสาระการเรียนรู้ศิลปะของครูในโรงเรียนมัธยมศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 32

ผลการวิจัยพบว่า 1) ครูผู้สอนกลุ่มสาระการเรียนรู้ศิลปะในโรงเรียนมัธยมศึกษา มีความต้องการการนิเทศภายในโดยรวม รายด้านและรายข้อมูลอยู่ในระดับมาก 2) ครูผู้สอนกลุ่มสาระการเรียนรู้ศิลปะในโรงเรียนมัธยมศึกษา ที่มีวุฒิการศึกษาสาขาศิลปะและสาขาอื่น ๆ มีความต้องการนิเทศภายในโดยรวม รายด้าน และรายข้อส่วนใหญ่อยู่ในระดับมาก

2. ผลการพัฒนาแนวทางการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น พบว่า 1) ด้านการเตรียมการก่อนการนิเทศ 2) ด้านการกำหนดเป้าหมายและแผนการดำเนินงานการนิเทศ 3) ด้านการดำเนินการการนิเทศ 4) ด้านการประเมินและติดตามผลการนิเทศการทำงานของตนเอง แนวทางการพัฒนาการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ประกอบด้วย 1) หลักการ 2) วัตถุประสงค์ 3) เนื้อหา มี 4 ด้าน คือ ด้านการเตรียมการก่อนการนิเทศ ด้านการกำหนดเป้าหมายและแผนการดำเนินงานการนิเทศ ด้านการดำเนินการการนิเทศ และ ด้านการประเมินและติดตามผลการนิเทศ ผลการประเมินแนวทางการพัฒนาการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษา พบว่า มีความเหมาะสมอยู่ในระดับมากที่สุด สอดคล้องกับงานวิจัยของ จารุวรรณ์ ชนะพันธ์ (2561) ได้ทำการวิจัย เรื่อง การพัฒนาแนวทางการนิเทศภายในแบบชี้แนะสะท้อนคิด สำหรับสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 26 การวิจัยครั้งนี้มีความมุ่งหมายเพื่อพัฒนาแนวทางการนิเทศภายในแบบชี้แนะสะท้อนคิด สำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 26 ผลการวิจัยพบว่า 1. องค์ประกอบการนิเทศภายในแบบชี้แนะสะท้อนคิด สำหรับสถานศึกษา ประกอบด้วย 8 องค์ประกอบ ได้แก่ 1) การวิเคราะห์สภาพปัจจุบันปัญหาและความต้องการในการนิเทศภายในสถานศึกษา 2) การวางแผนการนิเทศภายในสถานศึกษา 3) การปฏิบัติการนิเทศภายในสถานศึกษา 4) การติดตามและประเมินผลการนิเทศภายในสถานศึกษา 5) การเผยแพร่และขยายผลการนิเทศภายในสถานศึกษา 6) การศึกษากิจกรรมในห้องเรียน 7) การสะท้อนคิด 8) การอภิปรายร่วมกัน 2. สภาพปัจจุบันการนิเทศภายในแบบชี้แนะสะท้อนคิดสำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 26 โดยรวมและรายด้านอยู่ในระดับปานกลาง สำหรับสภาพที่พึงประสงค์การนิเทศภายในแบบชี้แนะสะท้อนคิดสำหรับสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 26 โดย รวมและรายด้านอยู่ในระดับมากที่สุด

3. ผลประเมินรูปแบบการพัฒนาการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น จากผู้ทรงคุณวุฒิจำนวน 7 คน พบว่า มีความเหมาะสมและความเป็นไปได้โดยรวมอยู่ในระดับมากที่สุด อันเนื่องมาจากรูปแบบการพัฒนาการนิเทศภายใน โดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ที่สร้างขึ้นมานั้นผ่านกระบวนการที่เหมาะสม ทั้งการศึกษาเอกสาร ศึกษาแนวปฏิบัติที่ดีของสถานศึกษาที่มีแนวปฏิบัติที่ดี เป็นแบบอย่างของสถานศึกษาอื่น ๆ และผลการประเมินรูปแบบแนวทางฯ จากผู้ทรงคุณวุฒิ ล้วนเป็นผู้ที่มีความรู้และประสบการณ์ตรงเกี่ยวกับการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษา จึงสามารถให้ข้อเสนอแนะที่ดี นำไปสู่การปฏิบัติได้เป็นอย่างดี ซึ่งสอดคล้องกับงานวิจัยของ วชิรา เครือคำอ้าย (2561) ได้ทำการวิจัย เรื่อง การพัฒนารูปแบบการนิเทศโดยใช้กระบวนการชี้แนะและระบบพี่เลี้ยง เพื่อส่งเสริมศักยภาพการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดเชียงใหม่ ผลการวิจัยพบว่า รูปแบบการนิเทศโดยใช้กระบวนการชี้แนะและระบบพี่เลี้ยง เพื่อส่งเสริมศักยภาพการจัดการเรียนรู้ในศตวรรษที่ 21 สังกัดสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน จังหวัดเชียงใหม่ ชื่อว่า “ดับเบิ้ลพีแอลซีเอ พลัส” (PPLCA Plus) โดยนำการออกแบบเชิงระบบ ADDIE Model มาใช้เป็นฐานคิดในการวิจัย ทำให้ได้รูปแบบการนิเทศที่ประกอบด้วยส่วนสำคัญ 3 ส่วน คือ หลักการ เงื่อนไขสำคัญ และองค์ประกอบของรูปแบบ 5 องค์ประกอบ ประกอบด้วย 1.ขั้นเตรียมความรู้ก่อนการนิเทศ (Preparing : P) 2.ขั้นวางแผนและออกแบบการนิเทศ (Planning : P) 3.ขั้นเรียนรู้และแลกเปลี่ยนในการปฏิบัติการนิเทศ (Learning and Sharing : L) 4.ขั้นการนิเทศด้วยกระบวนการชี้แนะและระบบพี่เลี้ยง (Coaching and Mentoring : C) 5.ขั้นสะท้อนคิดหลังการนิเทศ (After Action Review : A) โดยผู้เชี่ยวชาญ 5 ท่าน พบว่า มีความเห็นค่าดัชนีความสอดคล้องของรูปแบบการนิเทศฯ สำหรับของผลการนำรูปแบบการนิเทศดังกล่าวไปใช้ ทำให้เกิดข้อค้นพบระหว่างการศึกษา คือ พลัส (Plus)ได้น้อมนำหลักการทรงงานและศาสตร์ของพระบาทสมเด็จพระเจ้าอยู่หัวฯ รัชกาลที่ 9 (King Bhumibol’s Science) มาปฏิบัติในแต่ละองค์ประกอบ ซึ่งนำลักษณะเด่นของหลักการทรงงานมาประยุกต์ใช้แตกต่างกัน ผู้รับการนิเทศสามารถเขียนแผนการจัดการเรียนรู้ในศตวรรษที่ 21 อยู่ในระดับดีมาก คิดเป็นร้อยละ 83.33 และสามารถบันทึกหลังการจัดการเรียนรู้ ได้ชัดเจน ส่วนผลการตรวจสอบพฤติกรรมการชี้แนะ และระบบพี่เลี้ยงของผู้นิเทศอยู่ในระดับมาก คือ ผู้นิเทศสามารถปฏิบัติการนิเทศในรายการที่กำหนดไว้ เดือนละ 2 ครั้งขึ้นไป โดยประเด็นที่ผู้นิเทศและผู้รับการนิเทศเห็นสอดคล้องกันมากที่สุด คือ การร่วมกันกำหนดเป้าหมายในการจัดการเรียนรู้ และเปิดโอกาสให้ผู้รับการนิเทศได้แลกเปลี่ยนเรียนรู้ร่วมกัน สอดคล้องกับงานวิจัยของ บุษกร วิเศษสมบัติ (2564) ได้ทำการวิจัย เรื่อง การพัฒนารูปแบบการนิเทศภายในโรงเรียนโดยใช้กระบวนการนิเทศแบบให้คำชี้แนะเพื่อเสริมสร้างสมรรถนะการจัดการเรียนรู้ของครูโรงเรียนสุรศักดิ์มนตรี การพัฒนารูปแบบการนิเทศภายในโรงเรียนโดยใช้กระบวนการนิเทศแบบให้คำชี้แนะเพื่อเสริมสร้างสมรรถนะการจัดการเรียนรู้ของครูโรงเรียนสุรศักดิ์มนตรี ผลการวิจัยพบว่า 1) ครูโรงเรียนสุรศักดิ์มนตรีทุกคนมีความสนใจต้องการพัฒนาตนเองให้มีความสามารถในการ

จัดการเรียนรู้เพื่อคุณภาพของนักเรียน ใช้การนิเทศภายในของกลุ่มสาระการเรียนรู้แบบกัลยาณมิตรและให้ผู้ที่ทำหน้าที่นิเทศสามารถชี้แนะการพัฒนาตนเองและแนวทางการจัดการเรียนการสอนที่มีประสิทธิภาพ 2) รูปแบบการนิเทศภายในโรงเรียนโดยใช้กระบวนการนิเทศแบบให้คำชี้แนะเพื่อเสริมสร้างสมรรถนะการจัดการเรียนรู้ของครูโรงเรียนสุรศักดิ์มนตรี มีความเหมาะสมอยู่ในเกณฑ์ระดับมากที่สุด แต่ละองค์ประกอบมีความสอดคล้องกัน มีค่าดัชนีความตรงตามเนื้อหา (CVI) มากกว่า 0.80 แสดงว่า รูปแบบการนิเทศภายในโรงเรียนโดยใช้กระบวนการนิเทศแบบให้คำชี้แนะเพื่อเสริมสร้างสมรรถนะการจัดการเรียนรู้ของครูโรงเรียนสุรศักดิ์มนตรีมีความเหมาะสมสามารถนำไปใช้ได้ 3) สมรรถนะการจัดการเรียนรู้ซึ่งจำแนกรายด้าน เมื่อได้ใช้รูปแบบการนิเทศภายในโรงเรียนโดยใช้กระบวนการนิเทศแบบให้คำชี้แนะสูงกว่าก่อนใช้รูปแบบการนิเทศภายในโรงเรียน โดยใช้กระบวนการนิเทศแบบให้คำชี้แนะอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ซึ่งประกอบด้วย 1) ด้านความสามารถในการจัดทำแผนการจัดการเรียนรู้ 2) ด้านความสามารถในการจัดการเรียนรู้ 3) ด้านความสามารถในการประเมินผล และ 4) ด้านความสามารถในการจัดสภาพแวดล้อมในชั้นเรียน และครูโรงเรียนสุรศักดิ์มนตรีมีความพึงพอใจต่อรูปแบบการนิเทศภายในโรงเรียน โดยใช้กระบวนการนิเทศแบบให้คำชี้แนะเพื่อเสริมสร้างสมรรถนะการจัดการเรียนรู้ของครูโรงเรียนสุรศักดิ์มนตรีอยู่ในระดับ มากที่สุด ($\bar{x}$ = 4.88, SD = 0.65)จากรายงานการศึกษาค้นคว้า ชี้ให้เห็นว่าการนิเทศภายในโรงเรียนมีส่วนสำคัญในการจัดการเรียนการสอนให้เกิดประสิทธิภาพและมีประสิทธิผล ผลการศึกษาพบว่า โรงเรียนมีการนิเทศภายในโรงเรียนเป็นส่วนมาก แต่ยังประสบปัญหาหลายอย่าง เช่น บุคลากรที่รับผิดชอบนิเทศภายในขาดความกระตือรือร้นด้านหลักสูตรและการนำหลักสูตรไปใช้ ด้านการวัดผลและประเมินผล การบริหารงานบุคคล และด้านการสร้างขวัญและกำลังใจ

ข้อเสนอแนะ

1. ข้อเสนอแนะทั่วไป

1.1 แนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ผู้บริหารต้องมีความเข้าใจในรูปแบบอย่างชัดเจน และดำเนินการตั้งแต่การเตรียมการก่อนการนิเทศ จนถึงขั้นตอนการประเมินผลและติดตามผลการนิเทศ

1.2 ผู้บริหารควรส่งเสริมการนำแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น ไปปรับใช้กับโรงเรียนที่มีขนาดต่างกัน เพราะบริบทของโรงเรียนย่อมต่างกัน

1.3 ผู้บริหารต้องมีการกำกับติดตามผลอย่างต่อเนื่อง เพื่อเป็นการพัฒนาที่ยั่งยืน โดยใส่ใจถึงความสามารถของครู โดยเน้นการมีส่วนร่วมด้วยกันทุกฝ่าย

2. ข้อเสนอแนะในการศึกษาค้นคว้าต่อไป

2.1 ควรมีการวิจัยการพัฒนาแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น โดยใช้เทคนิคการนิเทศภายในในรูปแบบอื่น ๆ มาเปรียบเทียบกับการใช้เทคนิคชี้แนะและให้คำปรึกษา

2.2 ควรวิจัยประสิทธิผลของการนำแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

2.3 ควรวิจัยรูปแบบการพัฒนาแนวทางการนิเทศภายในโดยใช้เทคนิคชี้แนะและให้คำปรึกษาของโรงเรียน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาขอนแก่น

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รายชื่อสถาบันที่ร่วมนำเสนอบทความ

1. คณะครุศาสตร์ มหาวิทยาลัยนครพนม
2. คณะครุศาสตร์ มหาวิทยาลัยราชภัฏภูเก็ต
3. คณะครุศาสตร์ มหาวิทยาลัยราชภัฏพิบูลสงคราม
4. คณะเทคโนโลยีคหกรรมศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลพระนคร
5. คณะเทคโนโลยีสารสนเทศ คณะวิทยาศาสตร์และเทคโนโลยี มหาวิทยาลัยราชภัฏพระนคร
6. คณะนิติศาสตร์ มหาวิทยาลัยทักษิณ
7. คณะนิติศาสตร์ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
8. คณะบริหารธุรกิจ มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา
9. คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี
10. คณะวิทยาการจัดการ มหาวิทยาลัยราชภัฏอุตรดิตถ์
11. คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร
12. คณะศิลปศาสตร์ มหาวิทยาลัยอุบลราชธานี
13. คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่
14. คณะศึกษาศาสตร์ มหาวิทยาลัยราชภัฏชัยภูมิ
15. ภาควิชาเคมี คณะวิทยาศาสตร์ มหาวิทยาลัยมหาสารคาม
16. ภาควิชาเภสัชเคมีและเภสัชเวท คณะเภสัชศาสตร์ มหาวิทยาลัยนเรศวร
17. มหาวิทยาลัยเกษตรศาสตร์
18. มหาวิทยาลัยเกษตรศาสตร์ วิทยาเขตศรีราชา
19. มหาวิทยาลัยเกษมบัณฑิต
20. มหาวิทยาลัยขอนแก่น
21. มหาวิทยาลัยคริสเตียน
22. มหาวิทยาลัยเจ้าพระยา
23. มหาวิทยาลัยเชียงใหม่
24. มหาวิทยาลัยตาปี
25. มหาวิทยาลัยทักษิณ
26. มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าพระนครเหนือ
27. มหาวิทยาลัยเทคโนโลยีราชมงคลกรุงเทพ
28. มหาวิทยาลัยเทคโนโลยีราชมงคลตะวันออก
29. มหาวิทยาลัยเทคโนโลยีราชมงคลตะวันออก วิทยาเขตจักรพงษภูวนารถ
30. มหาวิทยาลัยเทคโนโลยีราชมงคลพระนคร
31. มหาวิทยาลัยเทคโนโลยีราชมงคลล้านนา ตาก
32. มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย สงขลา
33. มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน
34. มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน นครราชสีมา
35. มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน วิทยาเขตขอนแก่น

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36. มหาวิทยาลัยธนบุรี
37. มหาวิทยาลัยแม่ฟ้าหลวงเชียงราย
38. มหาวิทยาลัยรังสิต
39. มหาวิทยาลัยราชภัฏเชียงใหม่
40. มหาวิทยาลัยราชภัฏนครปฐม
41. มหาวิทยาลัยราชภัฏนครราชสีมา
42. มหาวิทยาลัยราชภัฏร้อยเอ็ด
43. มหาวิทยาลัยราชภัฏสกลนคร
44. มหาวิทยาลัยราชภัฏสวนสุนันทา
45. มหาวิทยาลัยราชภัฏอุบลราชธานี
46. มหาวิทยาลัยราชภัฏ พิบูลสงคราม
47. มหาวิทยาลัยราชภัฏกาญจนบุรี
48. มหาวิทยาลัยราชภัฏชัยภูมิ
49. มหาวิทยาลัยราชภัฏเชียงใหม่
50. มหาวิทยาลัยราชภัฏนครปฐม
51. มหาวิทยาลัยราชภัฏนครราชสีมา
52. มหาวิทยาลัยราชภัฏบุรีรัมย์
53. มหาวิทยาลัยราชภัฏพระนคร
54. มหาวิทยาลัยราชภัฏภูเก็ต
55. มหาวิทยาลัยราชภัฏมหาสารคาม
56. มหาวิทยาลัยราชภัฏร้อยเอ็ด
57. มหาวิทยาลัยราชภัฏราชนครินทร์
58. มหาวิทยาลัยราชภัฏลำปาง
59. มหาวิทยาลัยราชภัฏศรีสะเกษ
60. มหาวิทยาลัยราชภัฏสกลนคร
61. มหาวิทยาลัยราชภัฏสกลนคร
62. มหาวิทยาลัยราชภัฏสวนสุนันทา
63. มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
64. มหาวิทยาลัยราชภัฏสุรินทร์
65. มหาวิทยาลัยราชภัฏอุดรธานี
66. มหาวิทยาลัยศรีปทุม
67. มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
68. มหาวิทยาลัยศรีปทุม วิทยาเขตชลบุรี
69. มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี
70. มหาวิทยาลัยหอการค้าไทย
71. มหาวิทยาลัยหาดใหญ่

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72. มหาวิทลัยราชภัฏสวนสุนันทา
73. โรงเรียนสุรวิวัฒน์ มหาวิทยาลัยเทคโนโลยีสุรนารี
74. โรงเรียนอนุบาลเชียงคาน (เทศบาล1)
75. วิทยาลัยการเมืองและการปกครอง มหาวิทยาลัยราชภัฏสวนสุนันทา
76. วิทยาลัยเทคนิคขอนแก่น
77. วิทยาลัยเทคนิคราชบุรี
78. วิทยาลัยเทคโนโลยีสยาม
79. วิทยาลัยนครราชสีมา
80. วิทยาลัยนครราชสีมา
81. วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม
82. วิทยาลัยบัณฑิตศึกษาด้านการจัดการ มหาวิทยาลัยศรีปทุม วิทยาเขตขอนแก่น
83. วิทยาลัยบัณฑิตเอเชีย
84. วิทยาลัยอาชีวศึกษาสุพรรณบุรี สถาบันการอาชีวศึกษาภาคกลาง 4
85. สถาบันวิชาการวิทยาการจัดการ คณะวิทยาการจัดการ มหาวิทยาลัยเกษตรศาสตร์ วิทยาเขตศรีราชา
86. สาขาการจัดการโรงแรมและไมซ์ วิทยาลัยการท่องเที่ยวและการบริการ มหาวิทยาลัยศรีปทุมขอนแก่น
87. สาขาวิชาคอมพิวเตอร์ศึกษา คณะวิทยาศาสตร์และเทคโนโลยี มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
88. สาขาเศรษฐศาสตร์ คณะบริหารธุรกิจและเทคโนโลยีสารสนเทศ มหาวิทยาลัยเทคโนโลยีราชมงคลตะวันออก
89. สำนักการศึกษากรุงเทพมหานคร
90. สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 4
91. สำนักงานเขตพื้นที่การศึกษามัธยมศึกษานนทบุรี
92. สำนักงานป้องกันควบคุมโรคที่ 7 จังหวัดขอนแก่น
93. สำนักงานศึกษาธิการจังหวัดขอนแก่น

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